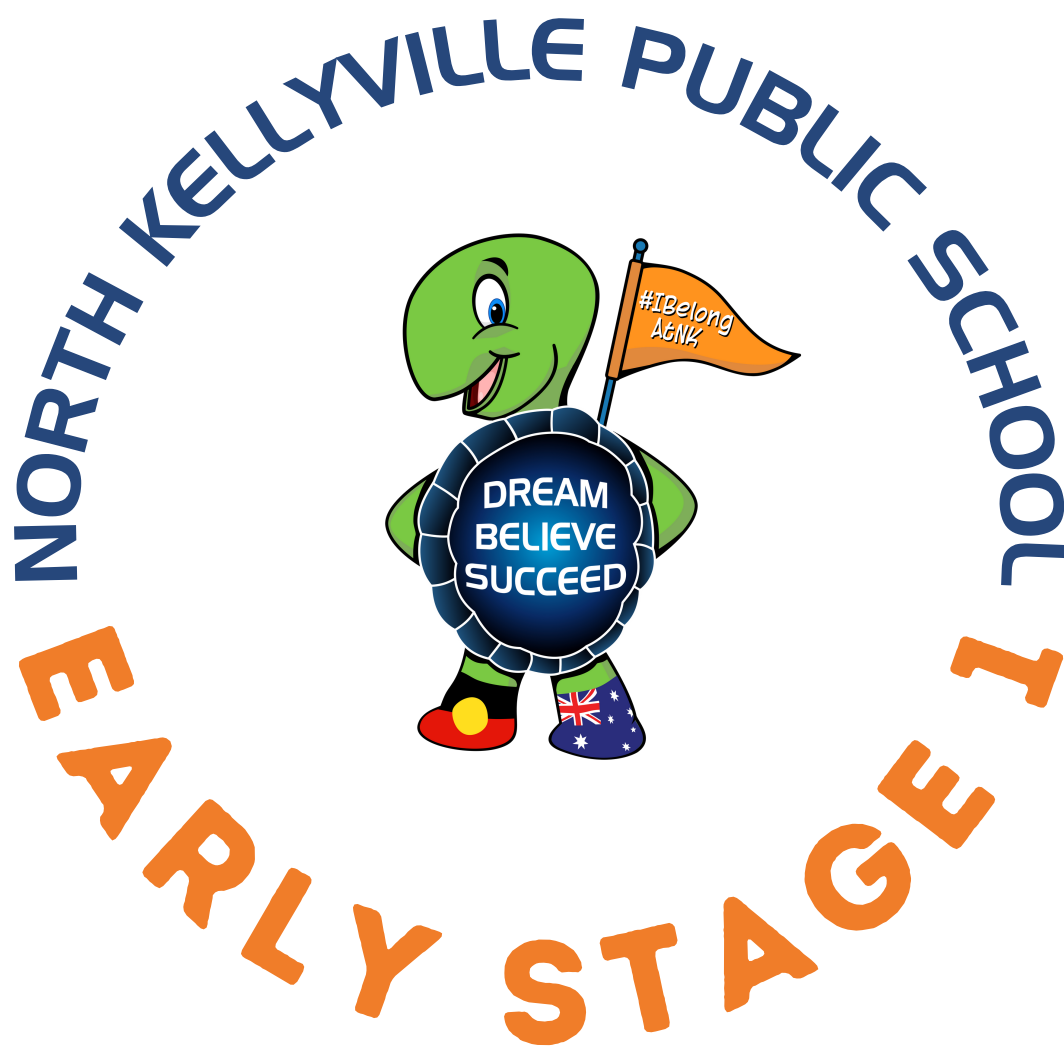




Learning From Home

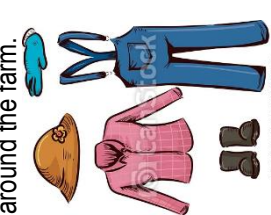
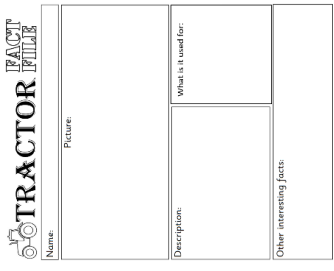


Take-home Pack



Term 3 | Week 8 & 9

2021

Kindergarten					
Week 8 - Learning from Home Overview					
Monday 30 August		<p>Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p>ZOOM meetings</p>	<p>Wednesday 1 September <i>Spring has sprung!</i></p> 	<p>Thursday 2 September</p> <p>Don't forget today is Zoom Assembly Day at 10am!</p>  <p>ZOOM meetings</p>	<p>Friday 3 September</p> 
English					
<p>Phonics Spelling Handwriting Fine Motor</p> <p>Tricky words I the me she he we be was to do are all you your come some said here there they go no so my one by only old like have live give little down what when</p>	<p>Activity 1 Assessment Task – please ask an adult or an older sibling to give you a tricky word test. Use your sound knowledge and word friends to read the blue, yellow and red tricky words. Upload an audio file or send a photo to your teacher of the words you can read independently.</p>	<p>Activity 1 - ch Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'ch'</i> Read the 'ch' words, make flash cards, write the ch words, play tic tac toe, put the 'ch' words on the bricks outside and squirt each one with a super soaker as you read them. chin chug check such chip chill much rich</p>	<p>Activity 1 sh Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'sh'</i> Read the 'sh' words, make flash cards, write the sh words, play tic tac toe, put the 'sh' words on the bricks outside and squirt each one with a super soaker as you read them. ship shop shell fish shop cash rush hush</p>	<p>Activity 1 th Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying the buzzing 'th' sound</i> Read the buzzing 'th' words, make flash cards, write the th words, play tic tac toe, put the buzzing 'th' words on your bedroom door. Read each one before entering. them then that this mother there</p>	
<p>Reading and Viewing</p>	<p>Read the assigned SPELD text on Seesaw. Offline: Mud, mud, mud SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw. Offline: Mud, mud, mud SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw. Offline: Mud, mud, mud SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw. Complete the questions from the back of the book either</p>	

<p>Writing and Representing</p> <p>All activities this week can be completed on a piece of paper.</p> <p>Learning Intention: We are learning to write informative sentences.</p> <p>Success Criteria: I will know I am successful if I</p> <p>start my sentences with a capital letter use finger spaces between words sound out new words and write the sounds I hear in order write facts to describe and explain the topic use features of informative writing such as sub-headings finish my sentences with a full stop.</p>	<p>Activity 3 Assessment Task – please ensure you complete this task independently without adult support to show your teachers what you can do all by yourself.</p> <p>Draw yourself as a farmer, be sure to draw clothes that will help you to do work around the farm.</p>  <p>Option 1 Use descriptive language to label the clothes that you would wear (e.g. big strong gumboots). Write one sentence explaining why you would wear one of the items. Option 2. Label your drawing and write sentences about why you would wear those clothes and explain the importance of wearing specific clothing to keep safe on farms.</p>	<p>Activity 3 Watch the informative video about tractors Learn about the different parts of a tractor and what it does. This is an example of how you can set out your report. Option 1</p>  <p>Draw and use descriptive words to label a picture of a tractor (e.g. A big engine). Write sentences about what it looks like and what it does. Write an interesting fact about tractors to end your information report. Option 2 Draw and use descriptive words to label a picture of a tractor (e.g. A big engine). Write an information report about tractors using sub-headings to group your information. Description</p>	<p>Activity 3 There are many different farms and this one is called a Wind Farm. Watch this video to learn more about Windmills/Wind Turbines You can use the same format as the tractor to create your information report about wind turbines.</p>  <p>Option 1 Draw and use descriptive words to label a picture of a windmill (e.g. Three large blades). Write sentences about what it looks like and what it does. Write an interesting fact about windmills to end your information report. Option 2 Draw and use descriptive words to label a picture of a windmill (e.g. large blades). Write an information report about windmills using sub-headings to group your information. Description</p>	<p>Activity 3 Lots of different animals live on a farm. Choose your favourite farm animal to write about. This video can help you to choose. This is an example of how you can set out your report</p>  <p>Option 1 Draw and use descriptive words to label a picture of a farm animal (e.g. large black spots). Write sentences about what it looks like and what it does. Write an interesting fact about your chosen animal to end your information report. Option 2 Draw and use descriptive words to label a picture of a farm animal (e.g. large black spots). Write an information report about a farm animal using sub-headings to group your information.</p>	<p>on a piece of paper or as a recording and submit to your teaching on Seesaw on Thursday.</p> <p>your teacher on Friday</p>
<p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like.... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider. 	<p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like.... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider. 	<p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like.... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider. 	<p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like.... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider. 	<p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like.... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider. 	<p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like.... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider.





		What it is used for Other interesting facts	What it is used for Other interesting facts	Description Habitat Diet Other interesting facts	
Speaking and Listening	Sign along and perform the song Old MacDonald had a farm to your family.		Sign along and perform the song Down on the farm to your family.		Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.
Mathematics					
Number and Algebra <u>Assessment Task:</u> Learning Intention: We are learning to show what we understand and need help with across different Mathematical topics. Success Criteria: I will know I am successful if I can: ★ Listen to the question carefully. ★ Write my answers neatly so my teacher can read them. ★ Try my best!	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account. <u>Week 8 Assessment Task:</u> Complete the Week 8 Assessment Task on Seesaw. If working offline please note that you can read the questions to your child. Optional: Watch Mrs Fuller help you read the questions for each question. The teachers ask that students record their answers with minimal adult assistance.	Whole Number Learning Intention: We are learning to count backwards from a given number Success Criteria: I will know I am successful if I can: ★ name the number word before a given number ★ describe the number before as 'one less than' TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account. Warm up: Watch Count Backwards from 100 by 1's . Activity: Counting Backwards Rockets. Fill in the missing numbers to help the rockets blast off! Level 1: Counting back using	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account. Warm up: Roll two dice and call out the double-digit number. For example, 2 and 4 makes 24 or 42. Count backwards from the given number. Repeat a few times. Activity: Before Bingo! Create a bingo board with 12 numbers. Using numeral cards, pick up a card from the deck, call out the number that comes before it and place a counter on that number if it is on your board. For example, if you pick up a 10, call out 9 and place a counter on your bingo board if you have a 9. Keep playing until the board is cleared and call out BINGO! Level 1: Play using numbers	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.	TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.



<p>Measurement and Geometry</p> <p>Volume and Capacity Learning Intention: We are learning to compare the capacities of containers.</p> <p>Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Use the terms 'full', 'empty' and 'about half-full' ★ Recognise when a container is full, about half-full and empty. ★ Predict which container has the greater capacity and explain the reasons for this prediction 	<p>numbers in the range 1-10. Level 2: Counting back using numbers in the range 0-20. Level 3: Counting back using numbers greater than 20.</p> <p>Extension: Play an interactive counting backwards game. Backwards from 20 Backwards from 100</p>	<p>in the range 1-10 Level 2: Play using numbers in the range 1-20 Level 3: Play using numbers greater than 20</p>	<p>Warm up: Play the Volume and Capacity game.</p> <p>Activity 1: Complete the Which One activity. Find two containers in your home and draw them. Circle the container which holds more. How could you test this? This activity can be completed on Seesaw or worksheets can be found in your hard copy packs.</p> <p>Activity 2: Complete the measure and order activity. This activity can be completed on Seesaw or worksheets can be found in your hard copy packs.</p>
			<p>Warm up: Watch The Language of Capacity video.</p> <p>Activity 1: Using four of the same cups, student to fill cups (using water) at different levels:</p> <ol style="list-style-type: none"> 1. Full 2. Half-full 3. Nearly full 4. Empty <p>Student to discuss what each level looks like and explain how they worked out where to full the cup to. Label the four cups and take a photo to upload to Seesaw.</p> <p>Activity 2: Complete the Capacity Sort activity. Activities can be completed on Seesaw or worksheets can be found in your hard copy packs.</p>



Other KLA's

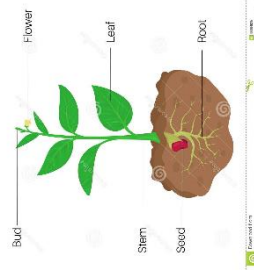
Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw you may.

If you would like some optional activities, please view the Kindergarten Grid. This grid involves some Creative Arts, Science, PDHPE and Lucky Dip activities.

Kindergarten

Week 9 - Learning from Home Overview

	<p>Monday 6 September</p> 	<p>Tuesday 7 September</p> <p>Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p>ZOOM meetings</p>	<p>Wednesday 8 September</p> 	<p>Thursday 9 September</p> 	<p>Friday 10 September</p> 
English					
<p>Spelling Handwriting Fine Motor</p>	<p>Activity 1 Assessment Task – please ask an adult or an older sibling to video you forming all the capital and lower case letters we have learnt this term. <i>Think about where to start and which way your pencil will go</i> Ss Tt Pp Mm</p>	<p>Activity 1 wh Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'wh'</i> Read the 'wh' words, make flash cards, write the wh words, play tic tac toe, put the 'wh' words on the bricks outside and squirt each one with a super soaker as you read them. when what why white whip whisk wheel whisper</p>	<p>Activity 1 ph Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'ph'</i> Read the 'ph' words, make flash cards, write the ph words, play tic tac toe, put the 'ph' words on the bricks outside and squirt each one with a super soaker as you read them. phone graph sphere dolphin photo alphabet elephant trophy</p>	<p>Activity 1 ck Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'ck'</i> Read the 'ck' words, make flash cards, write the ck words, play tic tac toe, put the 'ck' words on your bedroom door. Read each one before entering. duck tuck clock crack chicken rocket</p>	<p>Activity 1 ll Consonant digraphs are two consonants together that make one sound. <i>Let's practise saying 'll'</i> Read the 'll' words, make flash cards, write the ll words, play tic tac toe, put the 'll' words on your bedroom door. Read each one before entering. Jill hill bill quoll fall</p>
<p>Reading LISC: We are learning to read fluently and to comprehend the text. Success criteria: ✓ Use my knowledge of phonics to</p>	<p>Read the assigned SPELD text on Seesaw. Offline: Stuck in a rut SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw. Offline: Stuck in a rut SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw. Offline: Stuck in a rut SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw. Complete the questions from the back of the book either on a piece of paper or as a recording and submit to your teaching on seesaw on</p>	<p>Read the assigned SPELD text on Seesaw. Record yourself reading your assigned text and submit to your teacher on Friday</p>


<p>decode unfamiliar words ✓ Talk about the text I have read</p>	<p>Plants</p>  <p>Watch The needs of a plant. Option 1 Draw a picture of a plant. Draw and label the five different things plants need to survive.</p> <p>Option 2 Draw a picture of a plant. Draw and label the five different things plants need to survive. Underneath your picture, write 3 facts that answer the question -</p> <p>'Why are plants important?'</p>	<p>Poppy's Garden</p> <p>Watch How to get kids into gardening. Option 1 Draw and label five fruits or vegetables you saw growing in Poppy's garden.</p> <p>Option 2 Draw and label five fruits or vegetables you saw growing in Poppy's garden.</p> <p>Choose 3 jobs you saw Poppy doing in her garden.</p> <p>Draw Poppy doing each job. Write 1-2 sentences for each job to:</p> <ul style="list-style-type: none"> describe the job explain why it is important for her garden. 	<p>Make a card for Father's Day</p> <p>Step 1 - Fold an A4 piece of paper or card in half. Step 2 - Draw you and Dad/special person doing one of your favourite activities together. Step 3 - Write some sentences about what you like about Daddy/special person or copy the poem below: <i>Dad, you know that I like Batman</i> <i>And Superman's cool too</i> <i>But I don't really need them</i> <i>As long as I have you!</i> Step 4 - Finish the card off by writing your name beautifully at the bottom of the card. Step 5 - Hide your card in a special place and give it to dad on Father's Day.</p>	<p>Thursday.</p> <p>Chickens</p> <p>Watch Chickens! Option 1 Draw and label a picture of a chicken.</p> <p>Use these sentence starters to write 3 sentences. Chickens have (describe what a chicken looks like) Chickens eat... Chickens give us...</p> <p>Option 2 Draw and use descriptive words to label a picture of a chicken. Write 1-3 sentences using these sub-headings to help organise your information.</p> <p>Description - what do they look like Habitat - where do they live Diet - what do they eat Other interesting facts</p>	<p>Journal Writing</p> <p>Use one or more of the following sentence starters to write about your week.</p> <p>This week I liked... I also enjoyed Learning from home is I liked/didn't like... I wish there was more.....</p> <p>You could write about</p> <ul style="list-style-type: none"> ★ A learning task you have liked doing this week. ★ An activity you found the most fun ★ How you feel about learning from home. ★ The highlights of your week ★ Some wishes for your teachers to consider.
<p>Writing and Representing</p> <p>All activities this week can be completed on a piece of paper.</p> <p>Learning Intention: We are learning to write informative sentences.</p> <p>Success Criteria: I will know I am successful if I</p> <ul style="list-style-type: none"> *start my sentences with a capital letter *use finger spaces between words *sound out new words and write the sounds I hear in order *write facts to describe and explain the topic *use features of informative writing such as sub-headings *finish my sentences with a full stop. 					

<p>Speaking and Listening</p>	<p>The Cows in the Barn Tune: The Wheels on the Bus The cows in the barn go moo, moo, moo Moo, moo, moo Moo, moo, moo All day long! + Ducks in the pond go quack, quack, quack + Sheep in the field go baa, baa, baa + Piggies in their pen go oink, oink, oink</p> <p>Learn the lyrics and the tune to 'The Cows in the Barn' and teach your family the song.</p>	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	 <p>Learn the lines of this poem and recite it to your family after dinner.</p>	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.</p>
Mathematics					
<p>Number and Algebra</p>	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>Time Learning Intention: We are learning to use the features of a clock to read time on the hour. Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Locate the hour hand ★ Locate the minute hand ★ Use the hands to read time to ____ o'clock <p>Warm up: Watch: Telling the Time for Kids</p>	<p>Warm up: With the clock you made yesterday, have a parent place the minute and hour hands on the 12 and then have them rotate the hour hand clockwise. Together, say the time as the hour hand lands on the number. Eg "1 o'clock" when the hour hand is on the 1, "2 o'clock" when the hour hand is on the 2. Etc.</p> <p>Activity: With chalk, draw a big clock on the ground. Only draw the minute hand and put it on the 12. You will be the hour hand! Then have someone</p>	<p>Area Learning Intention: We are learning to compare the areas of two or more shapes and label the biggest and smallest. Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Count squares inside a shape ★ Identify the biggest and smallest shape in a collection ★ Demonstrate that a surface is bigger than another by direct comparison ★ Cover surfaces with 	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p>
<p>Measurement and Geometry</p> <p>Assessment Task: Complete the Week 9 Assessment Task on Seesaw. Optional: Watch Mrs Fuller help you read the questions for each question. The teachers ask that students record their answers with minimal adult assistance.</p> <p>Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Listen to the question carefully. ★ Write my answers neatly so my teacher can read them. ★ Try my best! 	<p>Week 9 Assessment Task: Complete the Week 9 Assessment Task on Seesaw. Optional: Watch Mrs Fuller help you read the questions for each question. The teachers ask that students record their answers with minimal adult assistance.</p>	<p>Time Learning Intention: We are learning to use the features of a clock to read time on the hour. Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Locate the hour hand ★ Locate the minute hand ★ Use the hands to read time to ____ o'clock <p>Warm up: Watch: Telling the Time for Kids</p>	<p>Warm up: With the clock you made yesterday, have a parent place the minute and hour hands on the 12 and then have them rotate the hour hand clockwise. Together, say the time as the hour hand lands on the number. Eg "1 o'clock" when the hour hand is on the 1, "2 o'clock" when the hour hand is on the 2. Etc.</p> <p>Activity: With chalk, draw a big clock on the ground. Only draw the minute hand and put it on the 12. You will be the hour hand! Then have someone</p>	<p>Area Learning Intention: We are learning to compare the areas of two or more shapes and label the biggest and smallest. Success Criteria: I will know I am successful if I can:</p> <ul style="list-style-type: none"> ★ Count squares inside a shape ★ Identify the biggest and smallest shape in a collection ★ Demonstrate that a surface is bigger than another by direct comparison ★ Cover surfaces with 	<p>TEN Choose a TEN activity to complete from the TEN Grid. This can be accessed on your child's Seesaw account.</p> <p>Warm up: Using the Geoboard, create some shapes on your own and identify how many squares (the area) make up each shape.</p> <p>Activity: Complete the "Area of a House" Worksheet by counting each colour of squares and writing the total number at the bottom. Which colour had the most squares? This can be completed on Seesaw or using the paper copy pack.</p> <p>Extension: Create your own robot in the attached grid. How many squares make up</p>



Activity: Using something round in your house, trace the outside to draw a perfect circle on a piece of paper (Maybe a Milo tin or coaster). Then, put a dot as close to the middle as you can. Find a clock somewhere in your house (Or from the video) and draw your own clock on the circle you drew. Using different coloured paper, cut out a minute hand and an hour hand. Then, see if you can 'make' 3 o'clock

Extension: Using two dice, roll them and add the two numbers together. Using your answer, create this time on your clock. For example,



$5 + 4 = 9$. So, create 9 o'clock on your clock.

Roll the dice 5 times and make the appropriate times.

Note: If you feel like a challenge see if you can tell the time using half-past!

say a time "Eg 2 o'clock" and stand on the number and then draw the hour hand. Do this for 5 different times.

Extension: Try drawing 5 different clocks on the ground and set up the clocks so that they all have different times on them. Then, have someone say one of the times and run to the right clock. If you can, see if you can race someone else to the right time.

Note: If you feel like a challenge see if you can tell the time using half-past!

smaller shapes to give a surface an area

Warm up: Watch "[Area for Kindergarten](#)" by Neel Nation.

Activity: Count the squares in each shape and fill in the grid to the right. Have a discussion with a family member about the shapes:

- Which shape has the largest area?
- Which shape has the smallest area?

This activity can be completed on Seesaw or using the paper copy pack.

Extension: Measure 5 different items around your home. These could be a book, an iPad, a piece of paper etc. You will need to find a measuring tool to use to measure the area. This could be dominoes, deck f cards etc. Remember to estimate (have a guess) of how many you think it will be before measuring. This can be completed on Seesaw or using the paper copy pack.

each component of your robot? This can be completed on Seesaw or using the paper copy pack.

Other KLA's

Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw you may. If you would like some optional activities, please view the Kindergarten Grid. This grid involves some Creative Arts, Science, PDHPE and Lucky Dip activities.

TEN Time

<https://toytheater.com/category/teacher-tools/> – Explore lots of different virtual manipulatives if you don't have the equipment at home.

Race to 30

<https://toytheater.com/playing-cards/>

Using numeral cards 1-9, students draw a card from the pile and keep counting to reach 30 – using counting on strategies.

Variation: To simplify reduce target to 20, to extend increase target to 50 or 100.



Adding Dice

<https://toytheater.com/dice/>

Start with 9. Roll a numeral dice and add together. Explain your strategy to a family member and record the number sentence.

Variation: To simplify, start with 5. To extend, start with a higher number.

Throw

1



Roll the Dice

<https://toytheater.com/dice/>

Roll a 10-sided dice and then retrieve the corresponding number of items around the house. Roll again, retrieve those items and then add together.

Variation: To simplify, use a 6-sided dice. To extend, work out the total on a piece of paper or whiteboard etc, before counting the objects to check your answer.

Throw



3



Donkey Doubles

<https://toytheater.com/dice/>

On a piece of paper, draw a grid with 12 squares and write any even numbers up to 12 in each square. Roll a 6-sided dice and double it and cross off or cover with a counter 1 of those numbers that appear on the grid (eg. Roll a 4, doubled makes 8, cover one 8 on the board). If there is none of the number left, roll again. Aim is to complete the board.

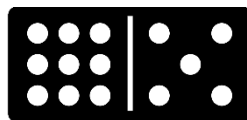
Extension: Use a larger dice (eg a 10-sided dice and then the grid numbers can go up to 20).

Domino Flash

<https://toytheater.com/random-domino/>

Turn a domino tile and add together. Keep that number in your head and count on 4 more.

Variation: To extend, count on 8 more. To simplify, flash a domino tile. How many did you see? If you are correct, you get a point.



Spinner Subtraction

<https://toytheater.com/spinner/>

Start at 20. Spin a number on the 1-9 number spinner. Take that number away from 20.

Variation: To simplify, decrease starting number to 10. To extend, increase starting number to 30.

1 2 3 4 5 6 7 8 9

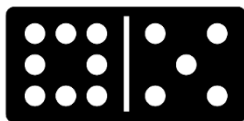


Domino Sort

<https://toytheater.com/random-domino/>

Turn three dominos and order from smallest to largest. Find the total.

Extension: Add 10 to the total.



Card Count

<https://toytheater.com/playing-cards/>

Choose two cards. Double 1 and then add the other on. Record number sentence.

Variation: To simplify, Flip two cards and then flip back over. Start counting from bigger number and verbally say the total.



Take Away Tower

<https://toytheater.com/dice/>



Build a tower of 30 blocks or lego pieces. Roll a 6-sided dice and take away that many blocks. You can play against a family member and see who knocks down their tower first.

Variation: To simplify, start with a tower of 20. To extend, count backwards as you take blocks off to keep track of how many there are left.



OPTIONAL ACTIVITIES – For Other KLAS

Weeks 8 & 9

1	2	3	4
<p>CREATIVE ARTS - Visual Arts or Music -</p>	<p style="text-align: center;">Animal dancing</p>  <p>How to play animal dancing Play some music to dance to. Once you get a groove on, ask someone in your household to shout the <u>name of an animal</u> or point to a picture of an animal. You must start dancing like that animal. You can also make the noises that the animal might make in the wild.</p>	<p>Home Schooling Collage</p> <p>Make a collage/poster/memory book of things that you have done during homeschooling. This could include photos, items, paintings, origami or anything that reminds you of something that you did or something that happened during Term 3 homeschooling. Be as creative as you can and ENJOY!</p>  <p>We would love to see your creations.</p>	<p>How to make a paper bird</p>  <p>Watch the video and follow the instructions.</p> <p>You will need Coloured A4 paper</p>  <p>(Cut in half landscape) Scissors Glue String</p>
<p>PDHPE</p>	<p>Emotions</p> <p>Happiness is the most popular emotion. On a piece of paper write down three events in your life which made you feel happy. Write down two people who were with you when you felt this emotion.</p>	<p>Make a musical Instrument</p> <p>You can make a musical instrument of your choice. It might be a drum, shaker, a guitar or something else. Some resources you could use:</p>  <p>Cardboard cylinder, plastic cups, cereal box, elastic bands, glue, scissors, tissue paper, tape, string.</p> <p>Once you have made your instrument take a picture or video and send it to your teacher.</p>	<p>Stretch and dance video</p> <p>Click the link below for great stretching and dancing workout!</p> <p>https://youtu.be/m_mTDiy719Y</p>
	<p>Sun Smart</p> <p>Draw a picture of you and your family on a relaxing holiday at the beach. See how many things you can include which will protect you from the sun.</p>	<p>Keep the Balloon Up</p> <p>Outdoor on a calm, windless day, or inside with plenty of room, see how long you can keep a balloon up in the air using your hands or feet.</p>	

SCIENCE

- Physical World -

What happens when I apply force?

Make a booklet with questions and answers.

Title it: **I can apply force with my hand or foot to make something move!**

What will happen...



If I step on this balloon?

When I pull a weed...



it pops up out of the ground

Try to think of at least six.

STEM: Paper plate marble maze

Rolling causes an object to move. Create a paper plate maze and see how rolling the marble moves the marble around the maze.



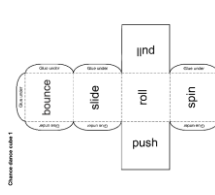
Resources

- Paper plate
- Straws cut into different lengths
- Glue
- A marble

See how long it takes you to complete the maze. Give it to a family member and see if they can better your time.

Dice Roll

Using a dice label each side **Bounce, slide, push, pull, roll and spin.**



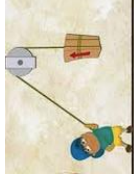
Roll the dice and

find an item around your home that can be moved that way.

Example

Roll a ball to move from one side of the room to the other
Slide a coin across the table
 Do this for 15 minutes and see if you can find a range of items in all categories.

Make your own Pulley



Click on the link below and watch the video

<https://youtu.be/rc0cpp3i8GA>

See if you can make a pulley and what items from your home can you lift with it.

Switch Zoo

Create your own animal using this interactive website!

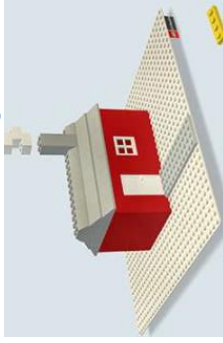
<https://switchzoo.com/newzoo/zoo.htm>



Virtual Lego

Play with Lego online through their interactive website

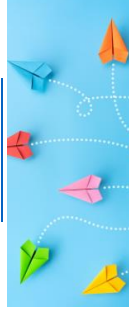
<https://www.lego.com/en-au/kids/dots/design-studio>



Paper plane competition

Using the website below, experiment with different designs to create a paper plane. See how far each can fly and see if you find a favourite design

<https://www.foldnfly.com/#/1-1-1-1-1-1-1-2>



Hopscotch

Create your own hopscotch grid using chalk.



LUCKY DIP

Please note that these activities are optional activities and do not have to be completed. If you wish to show your teacher some of the work you have done, then please upload these to Seesaw.

MONDAY

30 August 2021



Tricky words

I
the
he
she
me
we
be
was
to
do
are
all

you
your
come
some
said
here
there
they
go
no
so
my

one
by
only
old
like
have
live
give
little
down
what
when

why
where
who
which
any
many
more
before
other
were
because
want

saw
put
could
should
would
right
two
four
goes
does
made
their

once
upon
always
also
of
eight
love
cover
after
every
mother
father



Mud, mud, mud

Written by Angela Weeks. Illustrated by Michael Wootton.

SPELD SA
Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

Mud, mud, mud (88 words)

Before reading the book, use the practice page to:

1. **Revise the letter-sounds**
2. **Teach the blending of letter-sounds in regular words**
The student points to each letter, saying the sound it represents. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word. e.g. *h-o-t* is 'hot'; *m-u-d* is 'mud'; *l-i-e-s* is 'lies'; *c-o-a-t* is 'coat'; *t-r-u-n-k* is 'trunk'; *s-t-o-p-s* is 'stops'; *i-n-s-e-c-t-s* is 'insects'; *s-u-n-s-c-r-e-e-n* is 'sunscreen'.
During single word practice, check that the student understands the meaning of the word. If the student is having difficulty hearing the word when blending:
 - repeat the sounds more than once in succession to help the student 'hear' the word
 - model stretching the sounds together without pauses, e.g. *nnnniiiiip*, is 'hip'
 - use letter tiles and push them together while saying the sounds.
3. **Teach the high frequency words (words that the student will not be able to sound out)**

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

Reading tips

In some words, <s> is pronounced /z/, for example 'is', 'as', 'his'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Practice page

Practise the sounds

s a t i p n
c k e h r m d
g o u l f b
a i j o a i e e e o r

Practise blending sounds

hot	mud	sees	lies
coat	skin	insects	trunk
stops	insects	sunscreen	

Practise high frequency words

the	into	onto
why	does	elephant
is	as	sprays
puddle	protect	attacking

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

- stomps** – walks with heavy steps
- sucks** – draws up liquid by breathing in
- trunk** – the long nose of an elephant
- sprays** – squirts
- sticks** – stays on
- slap** – spread on
- coat** – a protective layer
- protect** – keep something safe
- sunscreen** – a cream you put on your skin to stop sunburn
- ticks** – insects that suck blood from other animals
- attacking** – insects biting



The sun is hot. An elephant stomps across the track.

1



It sees a puddle and steps into the mud.

2



The elephant sits in the mud.

3



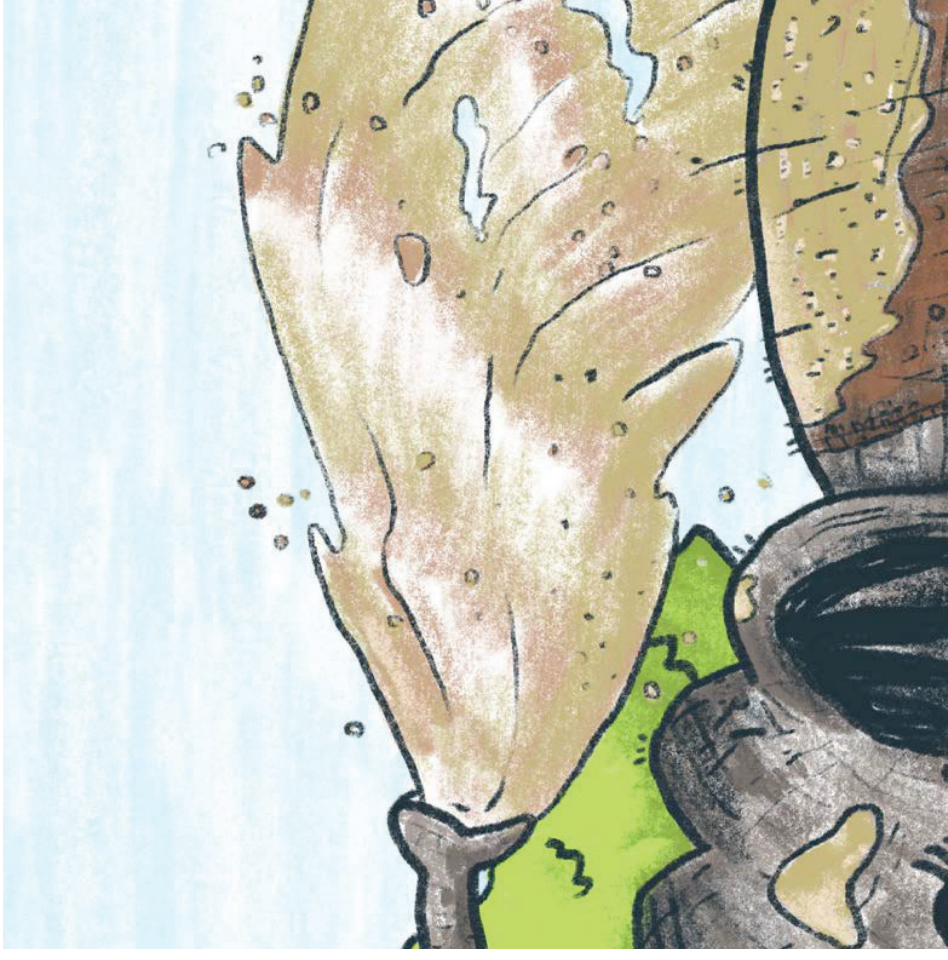
It lies in the mud. The mud sticks to its skin.

4



The elephant sucks mud up in its trunk and sprays the mud onto its back.

5



Why does an elephant slap a mud coat on its skin? Is it for fun?

6



The mud helps to protect the elephant's skin.



It acts as a sunscreen and stops insects and ticks from attacking its skin.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

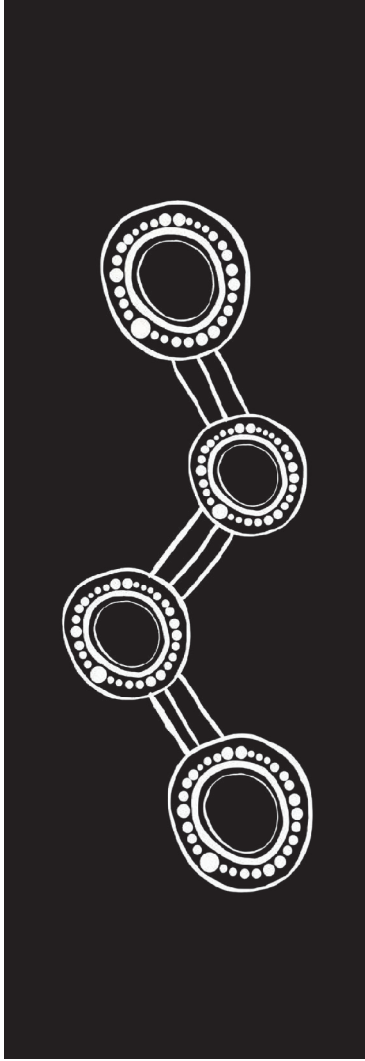
Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Why does an elephant coat itself in mud?
2. The elephant was looking after and protecting its skin.
What do you need to protect your skin from? How do you protect it? What else do you do to look after your body?
3. The elephant stomps across the track. It is heavy and has big feet.
Can you stomp like an elephant?
4. There are African and Indian elephants. Do you know how to tell the difference? Use a child-friendly search engine on the internet, like Kiddle, to find out.
5. Ticks are part of the spider family but are also like mites.
Why do you think ticks attack the skin of animals?
(Answer: They live on the blood of the animals.)
Talk about mosquitoes and how they live on the blood of humans and other animals.

Fluency chart

an	is	see	for
mud	fun	act	hot
lies	suck	coat	skin
slap	from	help	stop
ticks	cross	steps	flies
attack	insects	screen	stomps



Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

"This artwork represents the literacy and numeracy learning journey, and the path towards independent learning. The circles represent the collaborative learning and supports around children with specific learning difficulties, including children, schools, families, SPELD SA and others." Elizabeth Close, Artist.

About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. In developing this series, SPELD SA has consulted with people who live and work in the Anangu, Pitjantjatjara Yankunytjatjara (APY) Lands. We understand that the content, settings and characters may not reflect all Aboriginal people and their experiences but hope that Aboriginal students learning to read can find some familiarity in and connection with these books in their literacy journey.

Each set of books introduces a group of sounds for students to blend to read words. The books with a single star icon on the front cover contain a lower word count and less high frequency words. The books with two stars contain a higher word count, a greater number of high frequency words and/or more complex word structure. Please consider your student's ability when choosing a book for them to read. For a comprehensive explanation of the structure of the series, please refer to the SPELD SA website.

Acknowledgments

Produced by SPELD SA, 2021 and supported by the Government of South Australia.



Thanks to Jan Polkinghorne for her contributions in the development of the series and to Angela Weeks for permission to use and revise some of her stories. Thanks to the Anangu Lands and Rueben Burton for support of this project. Thanks also to Sandra Ken for cultural advice on Anangu communities and language.

SPELD SA is grateful for the contributions of volunteers for: consultation and project development; writing texts, comprehension questions, charts and games; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community project, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

- Set 1 s, a, t, p, i, n
- Set 2 c, k, ck, e, h, r, m, d
- Set 3 g, o, u, l, f, b
- Set 4 ai, j, oa, ie, ee, or
- Set 5 z, w, ng, v, oo (book), oo (room)
- Set 6 y, x, sh, ch, th (think), th (that)
- Set 7 qu, ou, oi, ue, er, ar
- Set 8 y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)
- Set 9 ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)
- Set 10 oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)



Specific Learning Difficulties SA

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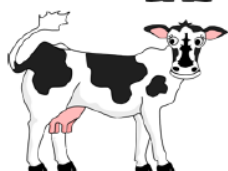


Old Macdonald Had a Farm



Old Macdonald had a farm,
E-I-E-I-O!
And on that farm he had a
E-I-E-I-O!

cow



With a MOO MOO here,
And a MOO MOO there,
Here a MOO, there a MOO,
everywhere a MOO MOO!

hen



With a CLUCK CLUCK here,
And a CLUCK CLUCK there,
Here a CLUCK, there a CLUCK,
everywhere a CLUCK CLUCK!

sheep



With a BAA BAA here,
And a BAA BAA there,
Here a BAA, there a BAA,
everywhere a BAA BAA!

pig



With an OINK OINK here,
And an OINK OINK there,
Here an OINK, there an OINK,
everywhere an OINK OINK!

dog



With a WOOF WOOF here,
And a WOOF WOOF there,
Here a WOOF, there a WOOF,
everywhere a WOOF WOOF!

horse



With a NEIGH NEIGH here,
And a NEIGH NEIGH there,
Here a NEIGH, there a NEIGH,
everywhere a NEIGH NEIGH!

duck



With a QUACK QUACK here,
And a QUACK QUACK there,
Here a QUACK, there a QUACK,
everywhere a QUACK QUACK!


Week 8 - Kindergarten Assessment Activities

Purpose: To identify students' understanding of taught concepts and to assist in planning future learning experiences.

Students are encouraged to have each question read to them if needed, however, we ask that they record their answers with **minimal adult assistance**.



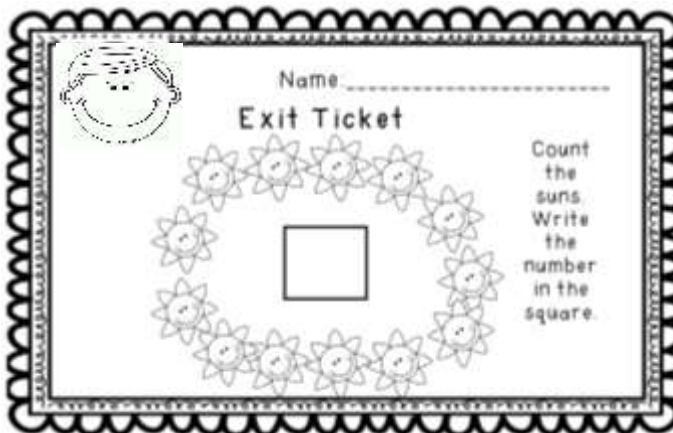
Question 1: Topic: Counting to 100 and Before and After

1. Start at the star and use your finger to help you follow along as you count to 100. Record yourself and upload it onto 
2. Colour:
 - The number before 7 in **red**.
 - The number before 14 in **blue**.
 - The number before 22 in **green**.
 - The number after 9 in **pink**.
 - The number after 13 in **purple**.
 - The number after 24 in **orange**.

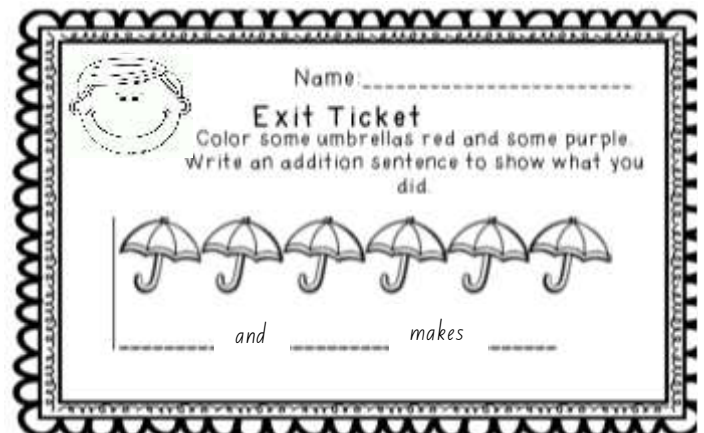
★ 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	86	88	89	90
91	92	93	94	95	96	97	98	99	100

Question 2: Topic: Addition


Level 1:




Level 2/3:

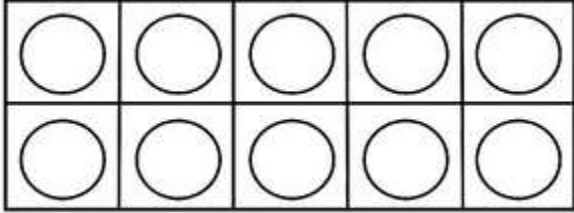


Question 3: Topic: Subtraction

1. Record yourself counting backwards from 20 or 30. Upload onto  Seesaw.
2. Colour the below counters on the ten frame. Some in red and some in green.

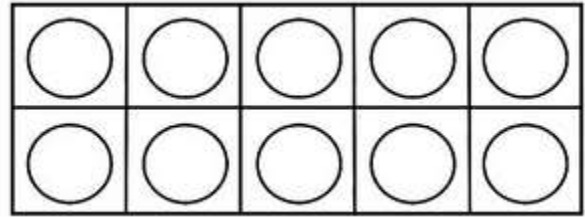
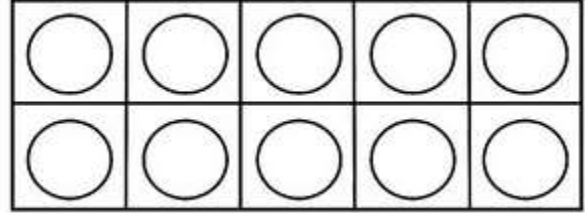
Complete the number sentence below. Record how you worked out your answer and upload onto  Seesaw.

Level 1



10 takeaway _____ makes _____.

Level 2/3




20 takeaway _____ makes _____.

Question 4: Topic: Ordinal Numbers


Name: _____

Exit Ticket

Listen and color. The star is the beginning, color the sixth lion.



Listen and color. The star is the beginning. Color the second hippo.



Question 5: Topic: Money

– Order the coins from smallest to biggest by drawing a line from the coin to the box.

--	--	--	--	--	--

Smallest value Largest value



Question 6: Topic: Fractions

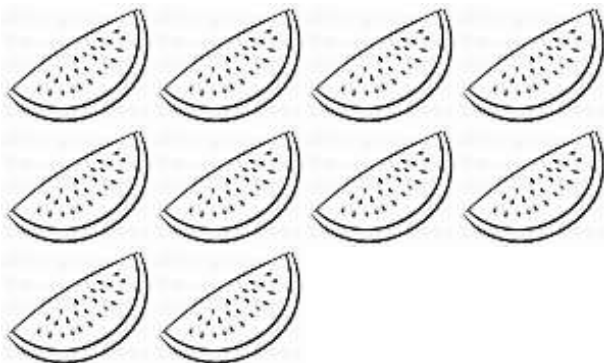
– Cut the objects in half by drawing a line.



Question 7: Topic: Sharing

1. Share the following watermelons between you and a friend.

2. Make groups of 3



TUESDAY

31 August 2021



chin



chug



check



such



chip



chill



much



rich



chicken



ship



shop



shed



shell



fish



shock



cash



bash



hush



rush



them



then



that



this



with



moth



thin



thick

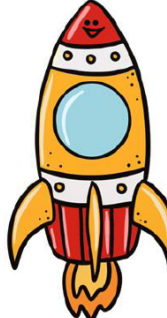
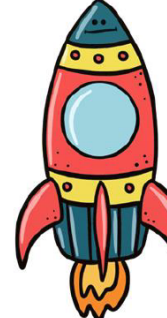
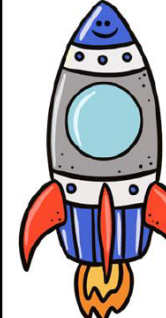
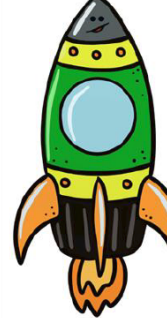


path

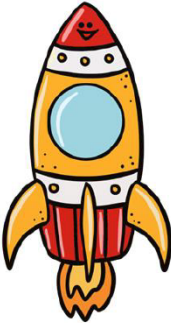
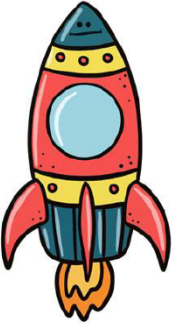
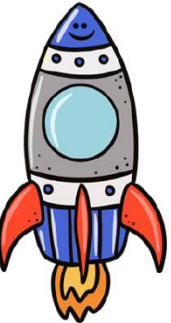
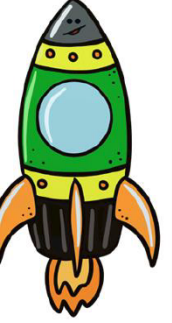


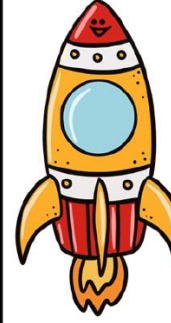
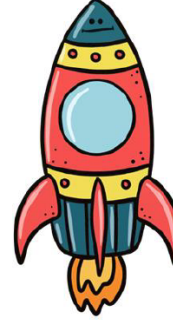
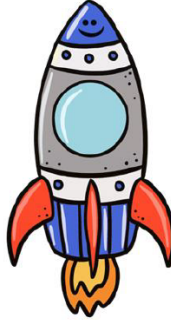
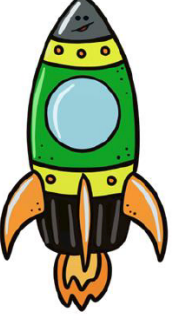
			
18	15	20	17
17	14	19	16

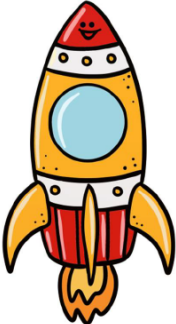
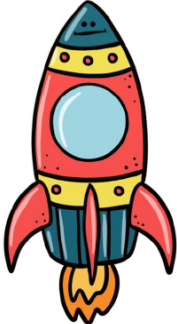
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13	19	16	14
12	18	15	13

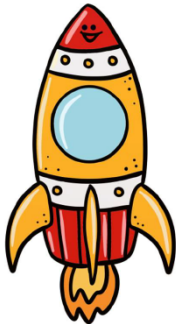
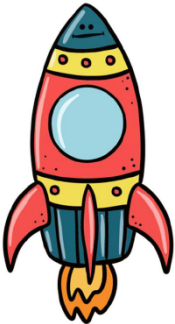
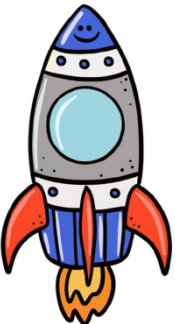
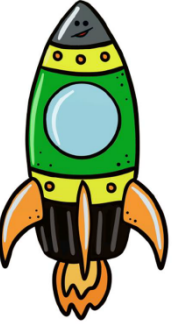
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6	8	5	10
5	7	4	9
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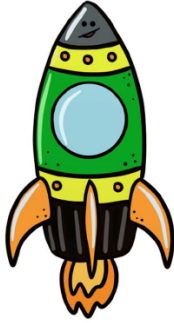
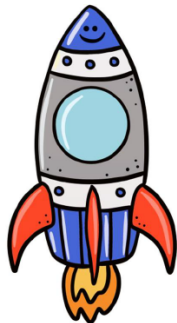
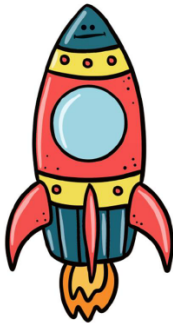
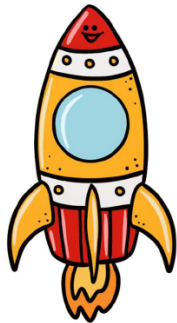
			
12	7	11	9
11	6	10	8
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32	36	73	80
31	35	72	79

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27	72	60	37
26	71	59	36

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67

99

90

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66

98

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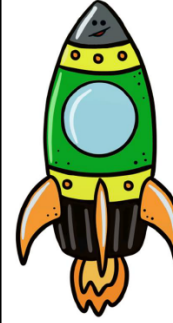
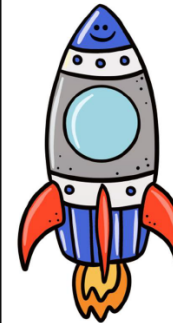
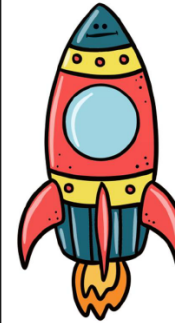
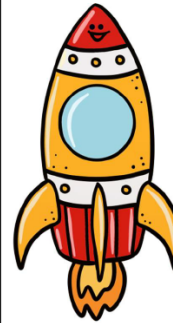
77

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119

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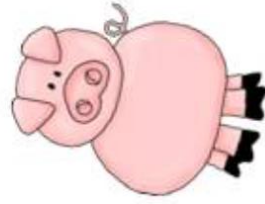
WEDNESDAY

1 September 2021



Down on the Farm Song

Sing to the tune of "Down by the Bay"



Down on the farm,
Where the animals play.

I look around,

What can I say?

The farmer yells,

"What do you see?"

Well I see a silly cow, mooing right now,
Down on the farm.



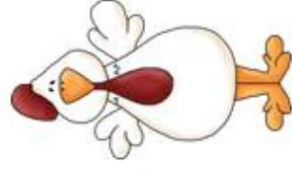
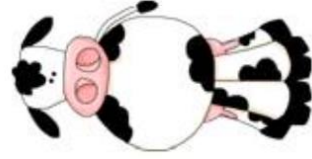
Well I see a silly hen, clucking in her pen,
Well I see a silly cat, purring at she sat,
Well I see a silly horse, neighing of course,

Well I see a silly dog, chasing a frog,

Well I see a silly rooster, who doesn't need a booster,

Well I see a little sheep, who is falling asleep,

Well I see a silly pig, boy he is big!



THURSDAY

2 September 2021



Name:

Fill up the cups with the right amount of Monster Slime.



full



half full



empty

Capacity Sorting

Can you sort the pictures into full, half-full and empty?

full	half-full	empty

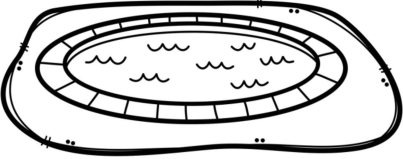


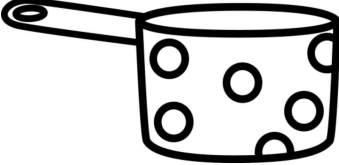
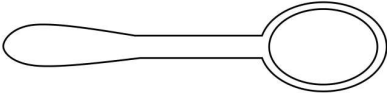

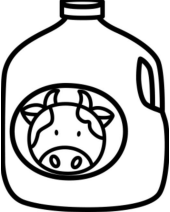

FRIDAY

3 September 2021



WHICH ONE?

Colour the object that holds more.

	<p>or</p>	
	<p>or</p>	
	<p>or</p>	
	<p>or</p>	

Investigation: Find two containers in the classroom, see which container holds more.

Draw the two containers, circle the container that holds more.

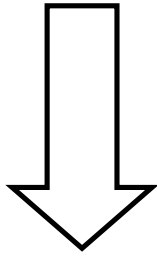
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How could you test this _____

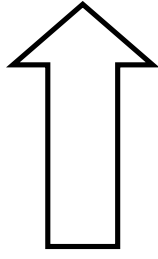
MEASURE *and* ORDER

Order the pictures from what could hold the least to the most. Glue them in the correct order.

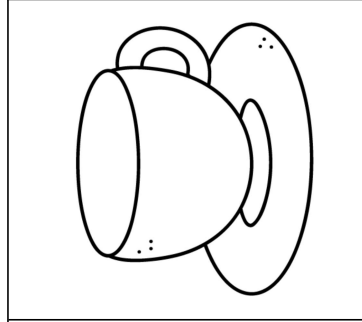
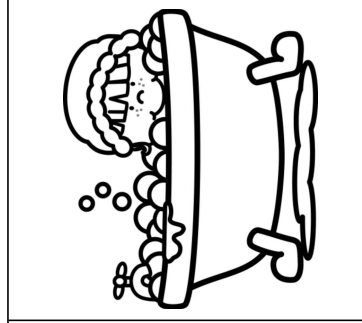
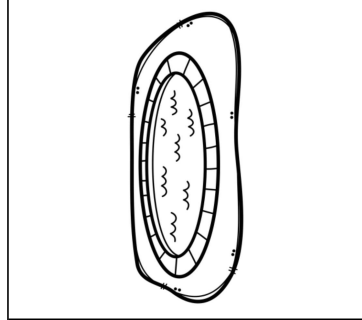
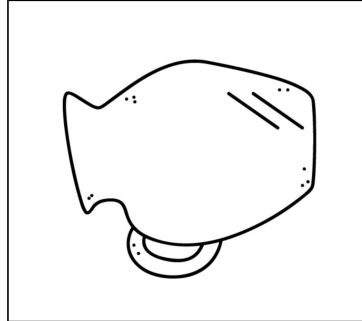
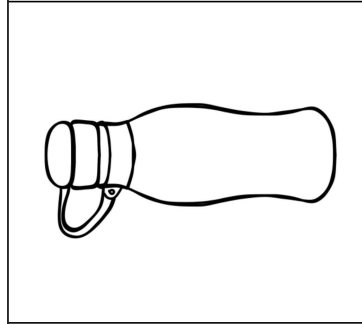
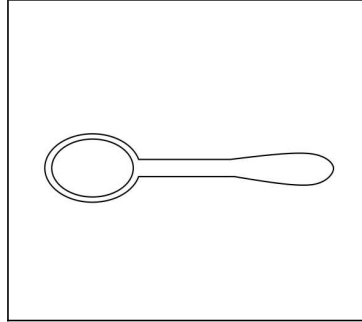
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Least



Most



MONDAY

6 September 2021



A B C D E F G H

I J K L M N O P

Q R S T U V W



X Y Z

a b c d e f g h i
j k l m n o p q r
s t u v w x y z





Written by Angela Weeks. Illustrated by Trent Lambert.

SPELD SA
Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

Stuck in a rut (104 words)

Before reading the book, use the practice page to:

1. **Revise the letter-sounds**
2. **Teach the blending of letter-sounds in regular words**
The student points to each letter, saying the sound it represents. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word.
e.g. *j-ee-p* is 'jeep'; *r-ai-n* is 'rain'; *t-ri-e-s* is 'tries'; *r-o-a-d* is 'road'; *s-k-i-d-s* is 'skids'; *s-l-ee-p* is 'sleep'; *a-g-ai-n* is 'again'.
During single word practice, check that the student understands the meaning of the word. If the student is having difficulty hearing the word when blending:
 - repeat the sounds more than once in succession to help the student 'hear' the word
 - model stretching the sounds together without pauses, e.g. *nnnniiiiip*, is 'hip'
 - use letter tiles and push them together while saying the sounds.
3. **Teach the high frequency words (words that the student will not be able to sound out)**
Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.
Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

Reading tips

In some words, <s> is pronounced /z/, for example 'is', 'as', 'his'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Practice page

Practise the sounds

s a t i p n

c k e h r m d

g o u l f b

ai j oa ie ee or

Practise blending sounds

jeep rain stuck tries

road skids sleep again

Practise high frequency words

to there are the

you they do come

a some hey wait

begins

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

lends – loans something for a short time

jeep – a small 4-wheel drive

deep ruts – dips in the road caused by the wheels of cars and trucks

skids – slides uncontrollably

fails – is unsuccessful, tries but cannot do it

help – assist someone

set off – start a journey

Do you need a hand? – Do you want help?



Allan lends Jon and Lee his jeep.

1



Jon and Lee set off in the jeep.

2



There are deep ruts in the road.
It begins to rain.

3



The jeep skids and gets stuck in
the mud.

4



Jon tries to get the jeep back on the road. But he fails.



Jon and Lee need help. They sit and wait. Jon and Lee get some sleep as they wait.



Jon sees a truck. It's Bill's truck.
He stops.
"Hey! Do you need a hand?"
"Bill! Come and help us!"



Bill helps Jon and Lee get the
jeep back on the road. Jon and
Lee set off again.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

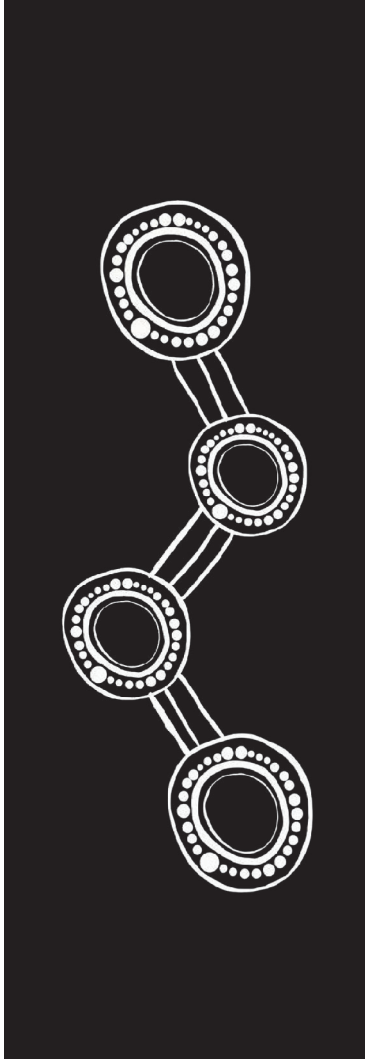
Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What happened in the story?
2. How do you think Bill got the jeep out of the mud?
How could Jon and Lee have got the jeep out by themselves?
3. Have you ever been in a car or jeep that broke down?
Did you have to wait for help? What happened?
4. Tell me about a time when you got muddy or wet in the rain.
5. Have you ever borrowed or lent something?
When you borrow something, do you have to give it back?
Will Allan expect his car to be brought back?
6. Go to page 5. Can you find words with these sounds:
/ie/, /oa/, /ee/, /ai/?

Fluency chart

off	us	for	rut
road	mud	rain	and
Jon	but	need	set
back	jeep	gets	from
stop	help	tries	skid
lends	fails	stuck	sleep



Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

"This artwork represents the literacy and numeracy learning journey, and the path towards independent learning. The circles represent the collaborative learning and supports around children with specific learning difficulties, including children, schools, families, SPELD SA and others." Elizabeth Close, Artist.

About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. In developing this series, SPELD SA has consulted with people who live and work in the Anangu, Pitjantjatjara Yankunytjatjara (APY) Lands. We understand that the content, settings and characters may not reflect all Aboriginal people and their experiences but hope that Aboriginal students learning to read can find some familiarity in and connection with these books in their literacy journey.

Each set of books introduces a group of sounds for students to blend to read words. The books with a single star icon on the front cover contain a lower word count and less high frequency words. The books with two stars contain a higher word count, a greater number of high frequency words and/or more complex word structure. Please consider your student's ability when choosing a book for them to read. For a comprehensive explanation of the structure of the series, please refer to the SPELD SA website.

Acknowledgments

Produced by SPELD SA, 2021 and supported by the Government of South Australia.



Thanks to Jan Polkinghorne for her contributions in the development of the series and to Angela Weeks for permission to use and revise some of her stories. Thanks to the Anangu Lands and Rueben Burton for support of this project. Thanks also to Sandra Ken for cultural advice on Anangu communities and language.

SPELD SA is grateful for the contributions of volunteers for: consultation and project development; writing texts, comprehension questions, charts and games; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community project, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

- Set 1 s, a, t, p, i, n
- Set 2 c, k, ck, e, h, r, m, d
- Set 3 g, o, u, l, f, b
- Set 4 ai, j, oa, ie, ee, or
- Set 5 z, w, ng, v, oo (book), oo (room)
- Set 6 y, x, sh, ch, th (think), th (that)
- Set 7 qu, ou, oi, ue, er, ar
- Set 8 y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)
- Set 9 ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)
- Set 10 oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)



Specific Learning Difficulties SA

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**SPELD SA
Phonic Book Series**



The Cows in the Barn

Tune : The Wheels on the Bus

The cows in the barn go moo, moo, moo
Moo, moo, moo
Moo, moo, moo
The cows in the barn go moo, moo, moo
All day long!

- + Ducks in the pond go quack, quack, quack
- + Sheep in the field go baa, baa, baa
- + Piggies in their pen go oink, oink, oink



Cape May County Library

Kids

kids.cmclibrary.org
609-463-6354



Week 9 - Kindergarten Assessment Activities

Purpose: To identify students' understanding of taught concepts and to assist in planning future learning experiences.

Students are encouraged to have each question read to them if needed, however, we ask that they record their answers with **minimal adult assistance**.



Question 1: Topic: 3D Objects

Task 1

K.G.3

Name: _____

Exit Ticket
Circle all the 3D shapes.

A rectangular box with a scalloped border contains a speech bubble with 'K.G.3', a dashed line for 'Name: _____', and the text 'Exit Ticket Circle all the 3D shapes.' Below the text are five shapes: a 3D cube, a 3D cylinder, a 2D triangle, a 2D square, and a 2D circle.

Task 2 - What are three 3D objects that you find in the picture below? (Try your best with spelling).

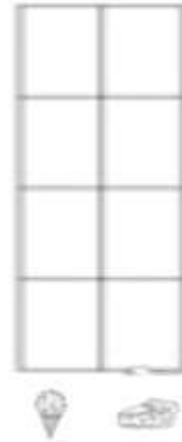


- 1) _____
- 2) _____
- 3) _____

Question 2: Topic: Data

Color Tally Graph

A rectangular box contains six ice cream cones and five slices of cake. Below the box is a tally graph with a vertical line and a horizontal line. To the right of the horizontal line is the word 'Tallies'. Below the horizontal line, there is one tally mark for an ice cream cone and one for a slice of cake.



Question 3: Topic: Length

Name: _____

Exit Ticket
Color the longer pencil in each pair.

A rectangular box with a scalloped border contains a speech bubble with a boy's face, a dashed line for 'Name: _____', and the text 'Exit Ticket Color the longer pencil in each pair.' Below the text are four pairs of pencils, each pair containing one long pencil and one short pencil.

Name: _____

Exit Ticket
Draw a boy that is shorter than the boy here.

A rectangular box with a scalloped border contains a speech bubble with a boy's face, a dashed line for 'Name: _____', and the text 'Exit Ticket Draw a boy that is shorter than the boy here.' Below the text is a drawing of a tall boy with his arms raised.



Name: _____

Exit Ticket

Draw something that is heavier than your pencil.




Name: _____

Exit Ticket

Color the heavier object in each pair.





Question 5: Topic: Position



Name: _____

Exit Ticket





Draw a circle below the square. Draw a rectangle beside the circle.




Name: _____

Exit Ticket

Circle the shape that is next to the square. Put an X on the shape that is below the square.









Question 6: Topic: 2D Shapes



Name: _____

Exit Ticket


Circle all the 2D shapes.



Name: _____

Exit Ticket

Write the name of this shape. Use your best spelling!



Question 7: Topic: Patterns

1.

exit ticket

Continue the additive pattern.

○ ❄️ ○ ○

🧺 ☀️ 🧺 ☀️ ☀️

🌸 🦆 🌸 🦆 🧺 🌸

□

□

□

2. Record yourself create a pattern using actions and sounds. Upload onto [Seesaw](#)

TUESDAY

7 September 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.

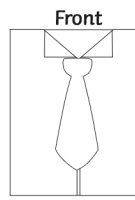
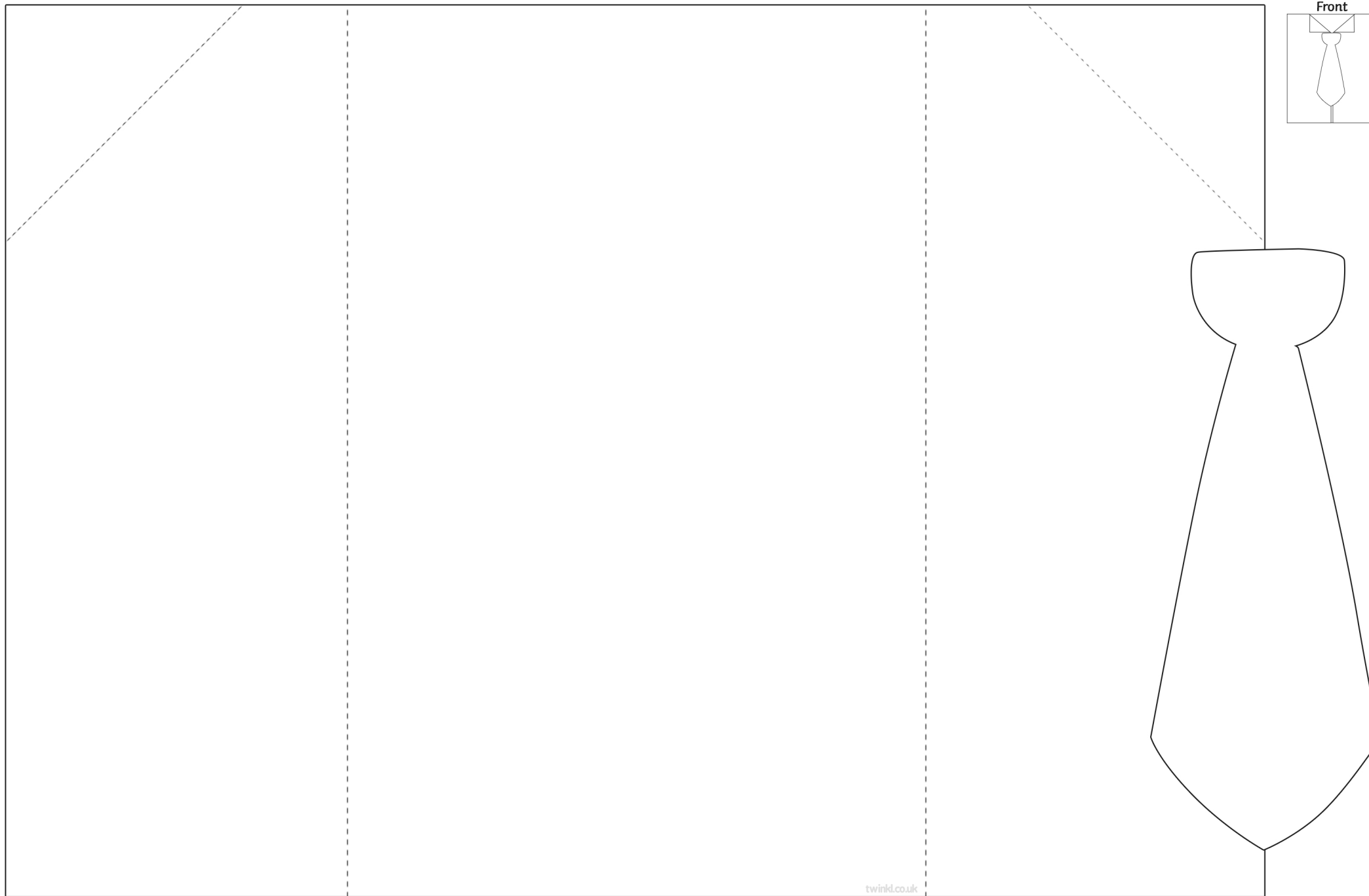


WEDNESDAY

8 September 2021



Instructions (this is the outside of the card): Cover the outside of the card with patterned paper or fabric, use a contrasting pattern for the tie. Decorate the middle inside panel with your favourite superhero costume.



----- Fold lines

Farmyard



Little hen, feathered and red
pecking round for scraps of bread.



Little goat, fierce and white



thinks his rope is much too tight.



Little calf, soft and shy



peeking out with one brown eye.



Little cat, black and lean



crouching so he won't be seen.



Little pig, muddy and stout

trying hard to wriggle out.

THURSDAY

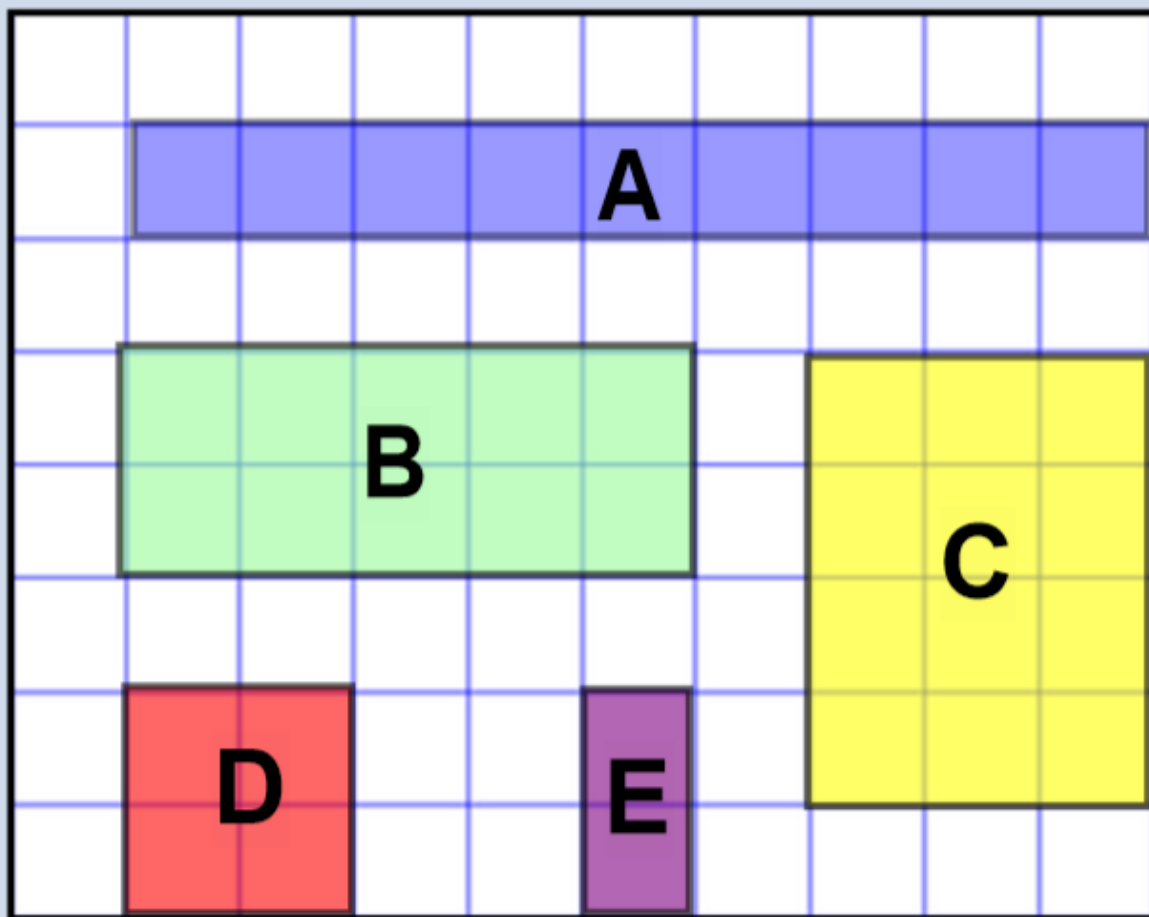
9 September 2021





MEASURING AREA

Count the squares inside the shape to find the **area**.



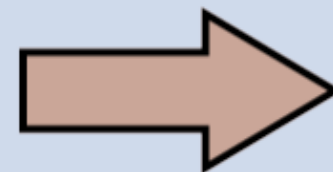
A =  squares

B =  squares

C =  squares

D =  squares

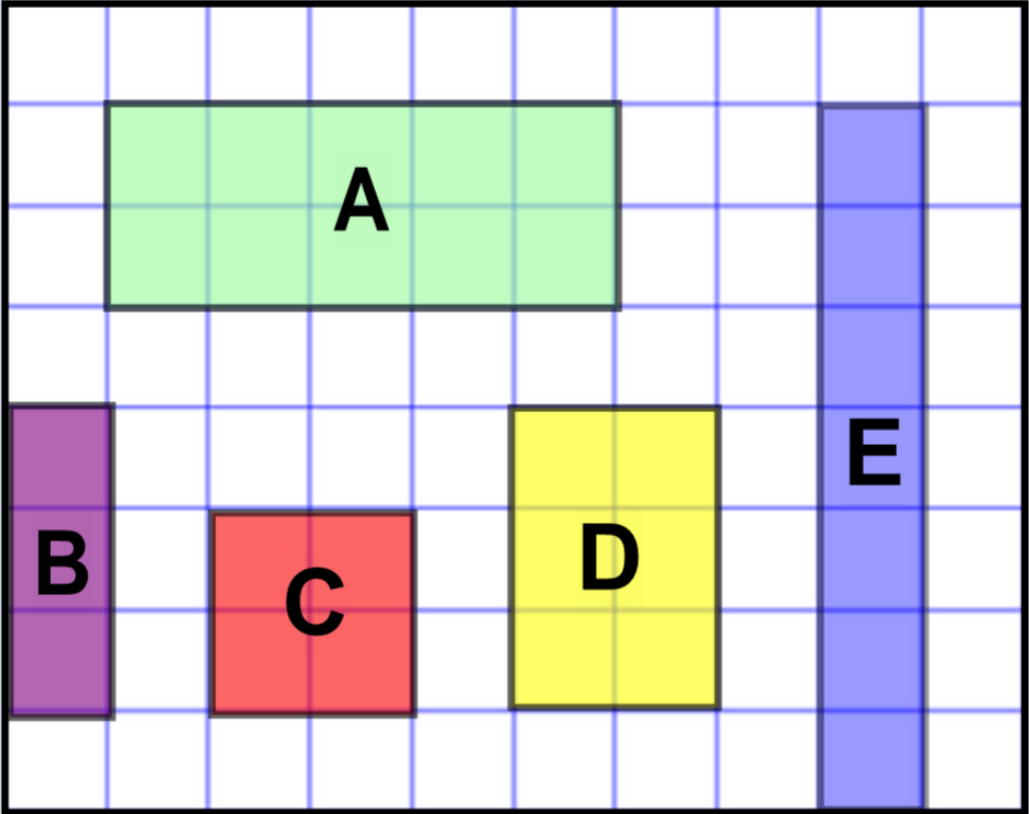
E =  squares



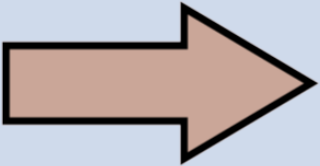


MEASURING AREA

Count the squares inside the shape to find the **area**.

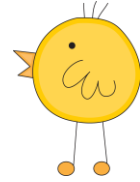
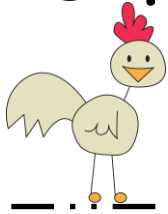


- A = squares
- B = squares
- C = squares
- D = squares
- E = squares



Name _____

Measures Around the Room!



Item	Measuring Tool	Estimation	Actual Measurement

What can I measure?
Pencil, book, eraser,
shoe, crayon, desktop,
stapler, tape, post-it

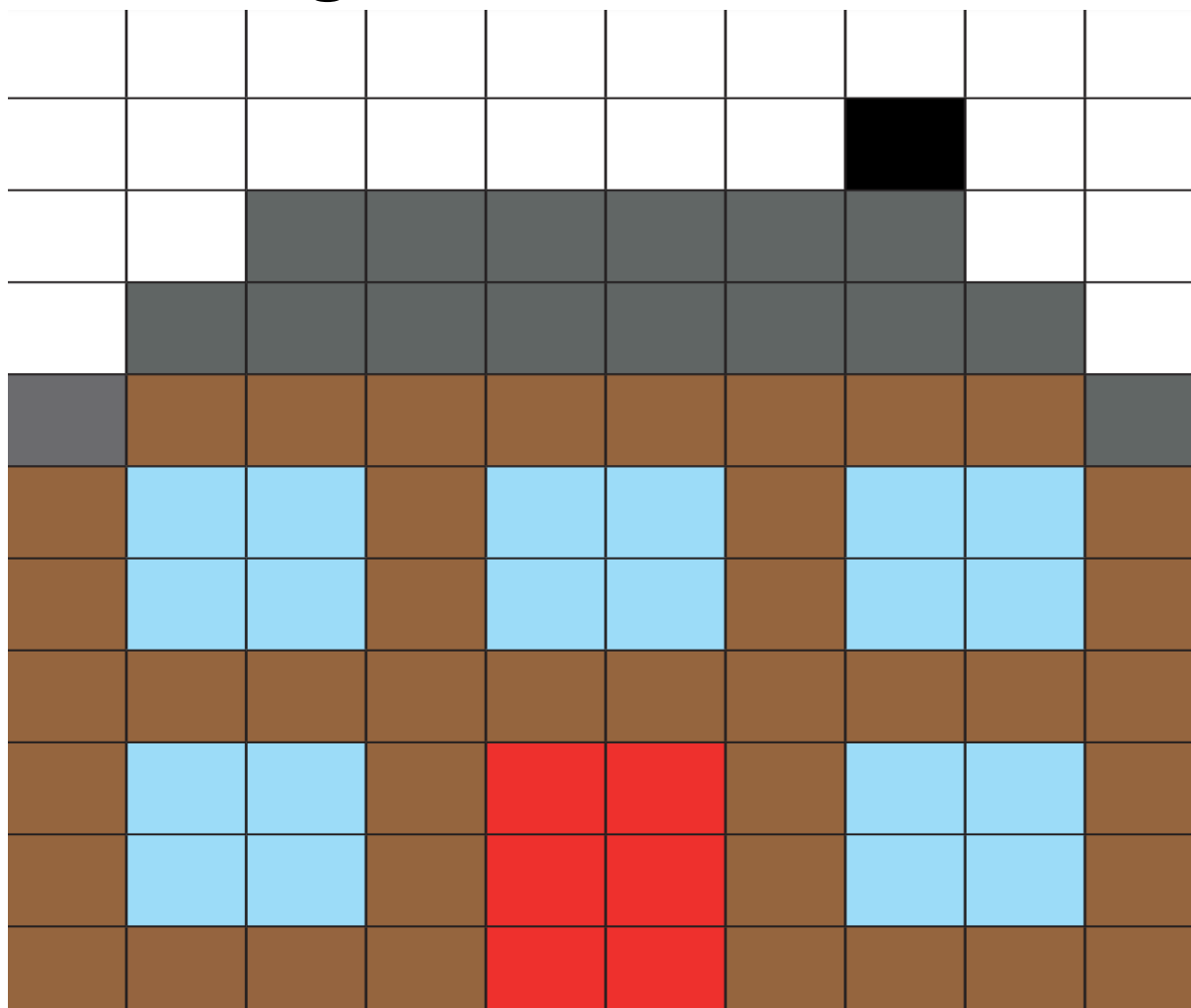
Measuring Tools!
Unifix cubes
Dominoes
Dinosaurs
dice


FRIDAY


10 September 2021




Finding the Area of a House




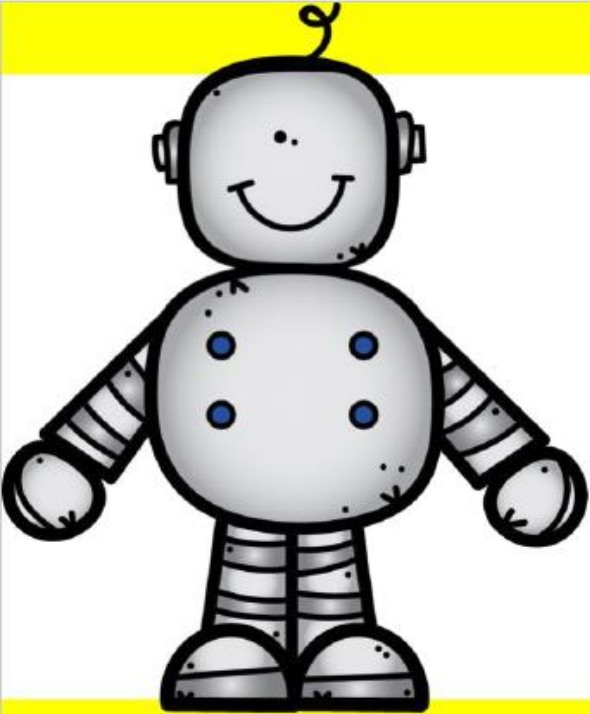
How many  squares? _____

How many  squares? _____

How many  squares? _____

How many  squares? _____

How many  squares? _____



AREA ROBOTS

My robot's name is bussy.

Body Parts	Area
Head	16
Neck	4
Body	28
Arms	8
Legs	8

The area of my robot is 64 squares.

My robot's name is _____

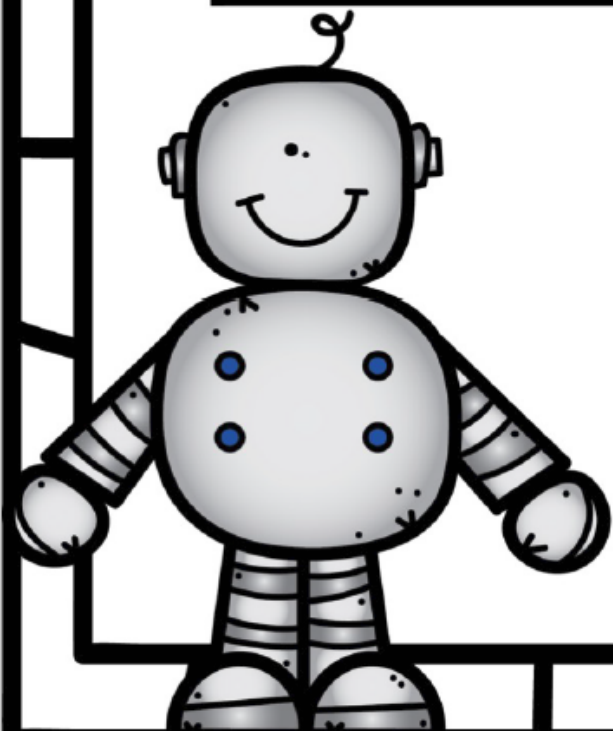
Body Parts	Area
Head	
Neck	
Body	
Arms	
Legs	

The area of my robot is _____ squares.

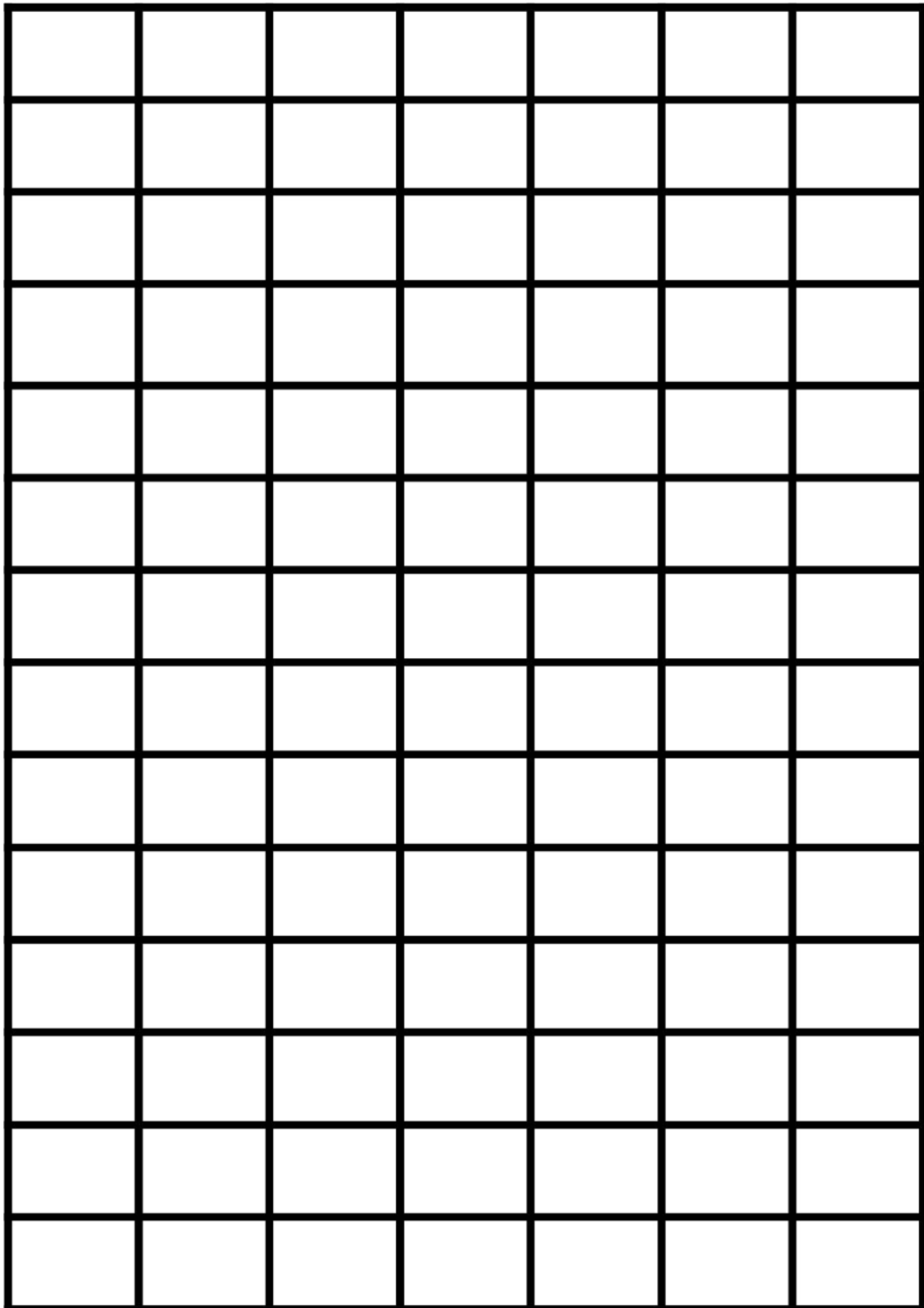


My robot's name is

Body Parts	Area
Head	
Neck	
Body	
Arms	
Legs	

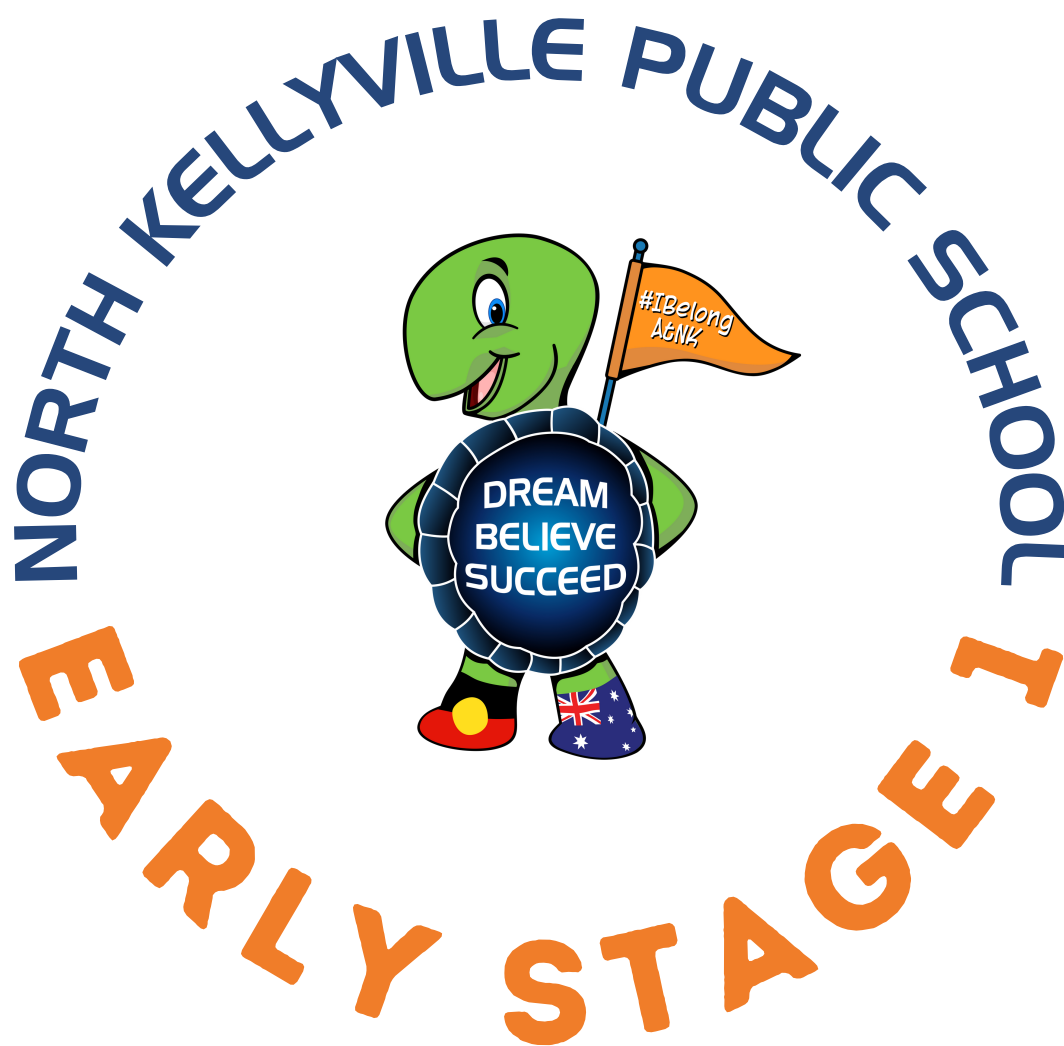


The area of my robot is _____ squares.



Learning From Home

Take-home Pack








Term 3 | Week 10

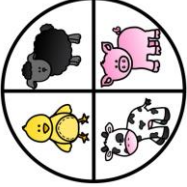
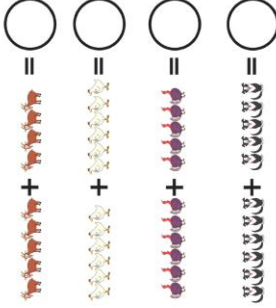
2021

Kindergarten

Week 10 - Learning from Home Overview

Kindergarten		Week 10 - Learning from Home Overview			
<p>Learning Intention: We are learning to build field knowledge about farms.</p> <p>Success Criteria I will know I am successful if I:</p> <ul style="list-style-type: none"> use and understand a variety of words relating to farms. use and show my imagination when I write and draw about farms. communicate ways to solve a problem and show my reasoning. use concrete materials and/or pictures to support my conclusions. can show that I can reflect on my learning and the learning of others. 	<p>Monday 13 September</p>  <p>Listen to Farmyard Hullabaloo read by Mrs Newth. Click here.</p> <p>Use the writing prompts (pictures and sentence starters to create your very own sentences)</p>	<p>Tuesday 14 September</p> <p>Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p>ZOOM meetings</p>	<p>Wednesday 15 September</p> 	<p>Thursday 16 September</p> <p>Don't forget today is Zoom Assembly Day at 10am!</p>  <p>ZOOM meetings</p>	<p>Friday 17 September</p> 
English					
	<p>Farmyard Hullabaloo</p> <p>Use the writing prompts (pictures and sentence starters to create your very own sentences)</p>	<p>Farm Family Memory</p> <p>Cut out 10 cards. They can be squares or rectangles and need to be equal size. On 5 squares draw 5 different female farm animals. On the other 5 squares draw their young. Label your pictures and challenge a family member to a game of Farm Family Memory! Who will find the most matches?</p>	<p>Animal Lego Building</p> <p>Create an animal out of Lego and then draw a picture or take a photo. Don't forget to write down three facts about your farm animal.</p>	<p>Farm Word Frenzy!</p> <p>You will need a piece of paper, your favourite coloured texta, pencil or pen and 5 minutes on the clock. When the timer begins write as many farm words as you can. Sound out any tricky words and write neat enough that your teacher can read it. Count up the number of farm words you can write in 5 minutes and upload your word frenzy to Seesaw.</p>	<p>Main Attraction</p> <p>It's Open Day and you are the first farmer to check the animals in the morning but Oh no! Your favourite farm animal, the main attraction is missing! Create a wanted poster describing what the missing animal looks like and offer a reward to whoever finds your main attraction before the crowds start rolling in for Open Day!</p>



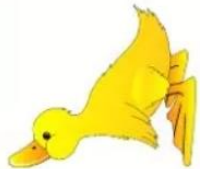


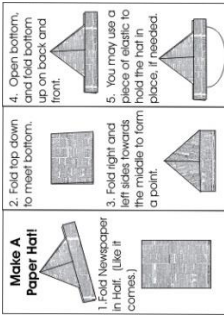


	<p>Talk about your favourite animal that can be found on a farm. Record yourself on Seesaw and share it with your teacher.</p>	<p>Host a farm animal game show. Come up with a list of questions to ask you family about animal mothers and their young. Who is the farm animal expert in your family?</p>	<p>Build a disaster scene and put your Lego animal right in the middle of it. Ask your family members if they can guess what happened and how it happened?</p>	<p>Think of some new lyrics to the popular song 'Old MacDonald had a farm' replace all the animals with other things that can be found on a farm and create noises to match. Send an audio clip to your teacher.</p>	<p>Practise being a farm tour guide and make sure you can share lots of interesting facts with your visitors on Open Day.</p>
Mathematics					
<p>Spin and Graph – Farm Animals – Create your own animal spinner just like this one:</p>  <p>Use a paper clip and pencil to spin it 10 times. Complete the graph and make sure you keep this for tomorrow's maths activity.</p>	<p>Design your own farm – Looking at the farm animals you graphed yesterday on an A4 sheet of paper design your own farm. Use as many different 2D shapes to make your paddocks. Don't forget to make sure your paddocks are the correct size for how many animals you have on your farm. If you would like you could create a 3D model of your farm using recyclable materials around your home.</p> <p>Extension: Some of your animals are misbehaving in their paddocks together. Use your knowledge of fractions to split your paddocks in to halves. Can you also split your paddocks into quarters?</p>	<p>Sharing your animals – Use some animal toys around your house or cut out or draw some pictures of your farm animals. See if you can share them into equal groups. Can you share them into 2 equal groups, or 3 or 4?</p>	<p>Farmyard Addition – When working on a farm it is very important to keep track of all your animals. Solve these addition farmyard problems.</p> <p>Extension: See if you can add up how many legs can be found in each of your farm's paddocks.</p> <p style="text-align: center;"><small>Farmyard Hullobaloo Addition Sheet</small></p> <p style="text-align: center;"><small>Write the answers in the circles.</small></p> 	<p>Open Day – It is time to open up your farm to visitors. Create a price list for your farm. Tickets = \$2 Feeding animals = \$1 Farm Tour = 50c</p> <p>Open up your farm and welcome your first guests. Don't forget they have to pay for the experience!</p>	





				<p>Farmyard-Themed Addition up to 20 Write down the answers in the circles.</p>	
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Creative Arts					
	<p>Act it out! Create your own Farmyard Hulahalloo Play and act out the story. You may get all your family members involved, make finger puppets or just plan it all by yourself and surprise your family with a show at the end of the day.</p>	<p>Using only 2D shapes Using only 2D shapes see if you can create some farmyard animals.</p>	<p>Paper Plate Animals Using a paper plate and whatever art supplies you have at home create a farmyard animal. You could make it to be a mask.</p>	<p>Farm Sign Design your very own farm name and create a poster to display tomorrow for your open day at your farm.</p>	<p>Scarecrow Scarecrows are very important on farms to help protect the farmers crop. Use a paperbag, some coloured paper, tertas and some glue create your very own scarecrow. You may even wish to fill it with some newspaper and put it outside in your garden.</p>

	 <p>COW WALK: Stand on hands and knees. Walk across the room while shaking your head from side to side and up and down like you are eating grass.</p>	 <p>SHEEP CRAWL: Lie on the floor with your feet and arms tucked up under your body. Inch yourself forward in a slow and steady crawl.</p>	 <p>DUCK WADDLE: Place your heels together with your toes apart. Place your hands at your sides as you waddle across the room.</p>	 <p>GOAT KICK: Stand on your feet and place your hands on the floor. Walk across the room as you kick out your feet.</p>	 <p>PIG ROLL: Lay on the floor and roll like a pig in the mud.</p>
	<p>Farmyard Yoga Join Little Yoga Gems for some Farmyard Yoga.</p>	<p>Animal Clouds Head outside and lay down on your back on the grass and look up at the clouds, and see if any of the clouds are in the shape of farm animals.</p>	<p>If Animals Could Dance Join The Learning Station for a funny song all about if Animals Could Dance</p>	<p>Yoga Outside Go outside and create your own Farmyard Yoga. Lay a towel down or a yoga mat. Relax and enjoy!</p>	<p>Setting up your Farm Setting up your farm is hardwork so don't forget to stretch our your arms and legs before you get started for a day on the farm.</p>
Science					
<p>Farmers Hat Every true farmer has a nice big farmer's hat to protect them from the sun. With a piece of newspaper see if you can make your farmer's hat to protect you from the sun. You must test your final product by going outside and seeing how much sun is kept off your face.</p> 	<p>Weighing Farm Products Create your own equal arm balance and pretend you are on the farm and begin to weigh your crops. You may use things like rice, popcorn, beans and investigate which produce weighs the most. Watch this video to see how to make it.</p>	<p>STEM Challenge For the next three days you need to try and solve the problem: <i>A large storm is approaching. Can you keep your animal safe by building it's favourite shelter?</i> What you MUST do (Criteria): 1. Build a shelter to withstand wind (hair dryer or fan). 2. Fit your animal inside of the shelter standing up. 3. You animal must be</p>	<p>Refine, Publish and Celebrate If your shelter didn't stand the tests yesterday today is the day to make some changes and create your final product. Once you have finished don't forget to celebrate your achievement of solving the problem. Your teacher would love to see the final product!</p>	<p>Making Day Today is the day to make your shelter and test it against the wind and rain! You may have to make it a couple of times and even make some changes to it.</p>	<p>Refine, Publish and Celebrate If your shelter didn't stand the tests yesterday today is the day to make some changes and create your final product. Once you have finished don't forget to celebrate your achievement of solving the problem. Your teacher would love to see the final product!</p>



			<p>able to exit the shelter after the storm (door).</p> <p>4. Challenge: Your shelter must keep your animal dry from the rain!</p> <p>Today you need to plan your ideas you might draw what you want your shelter to look like or test the equipment you are going to use.</p>		
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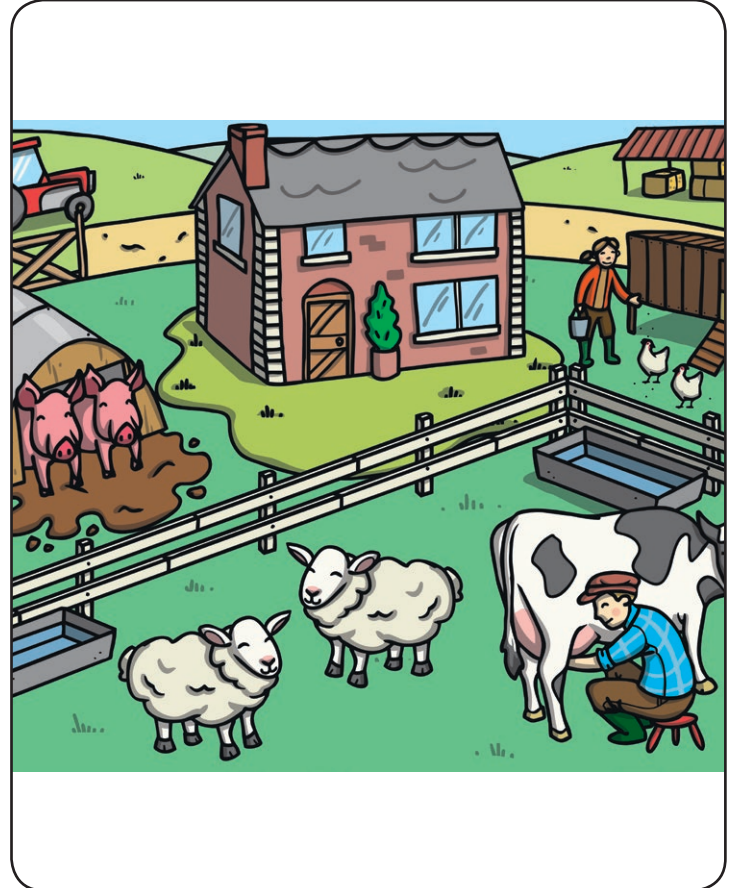
MONDAY

13 September 2021

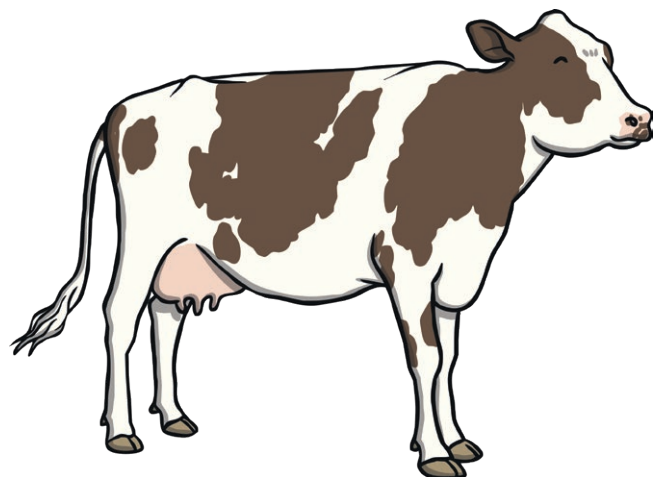


The Farm

At the
farm,



This cow

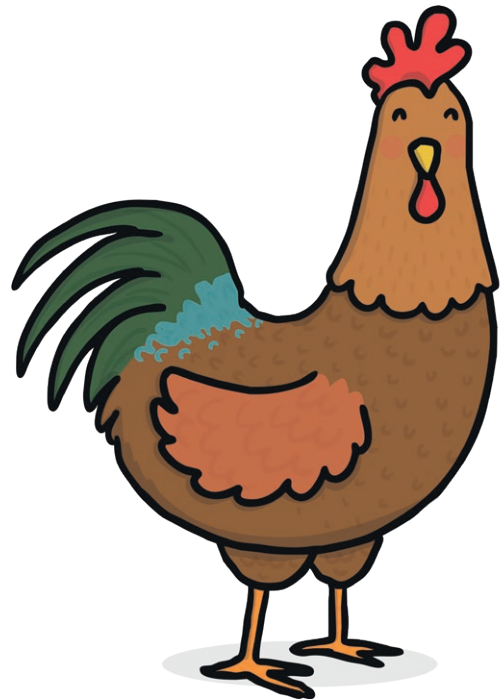


The Farm

A sheep

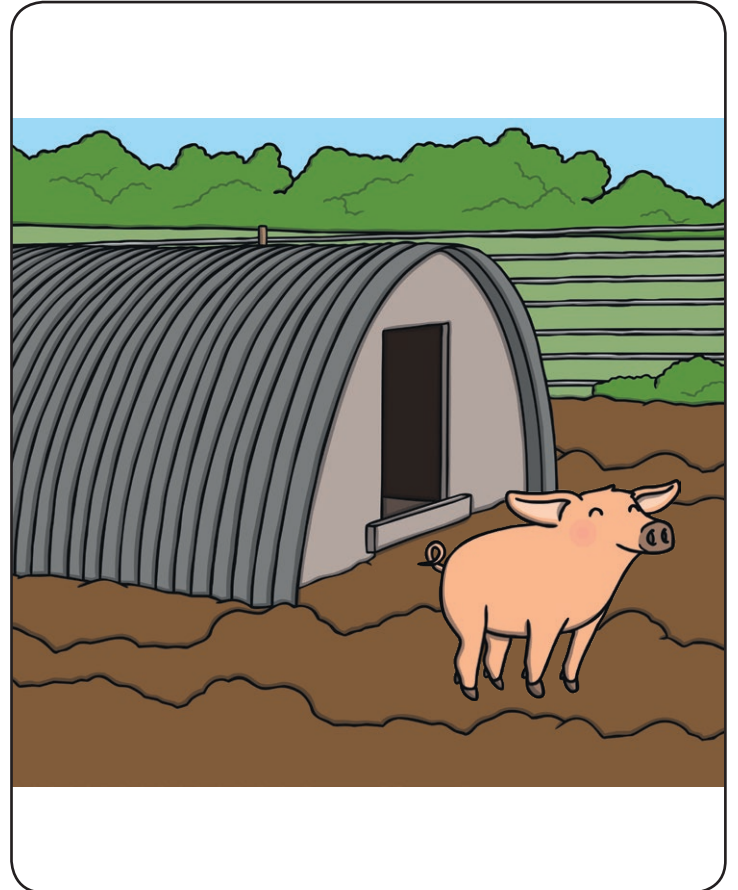


The noisy
cockerel

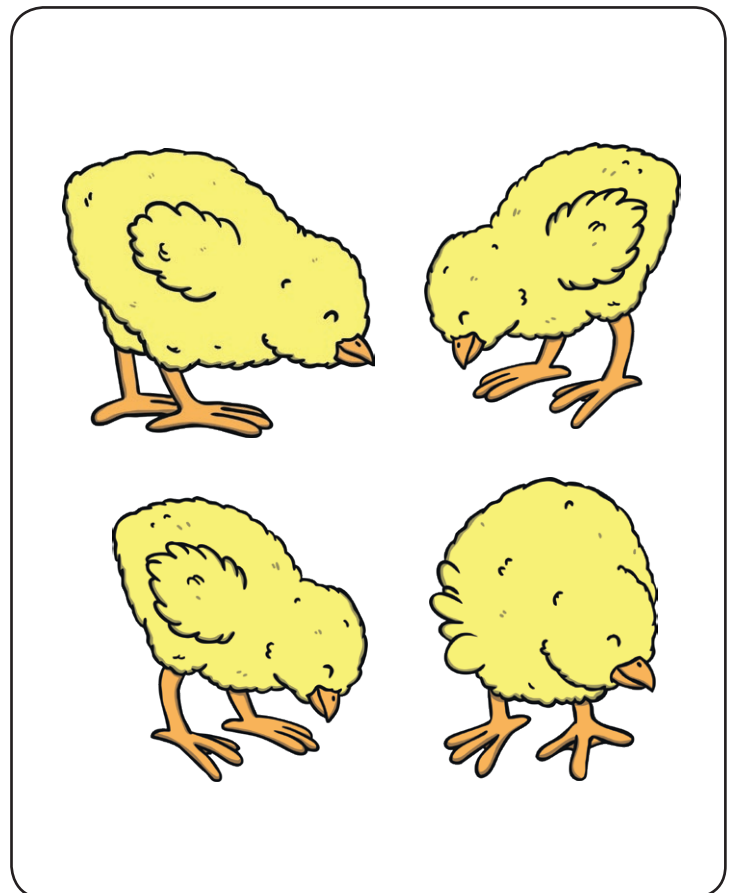


The Farm

In the
pigsty,

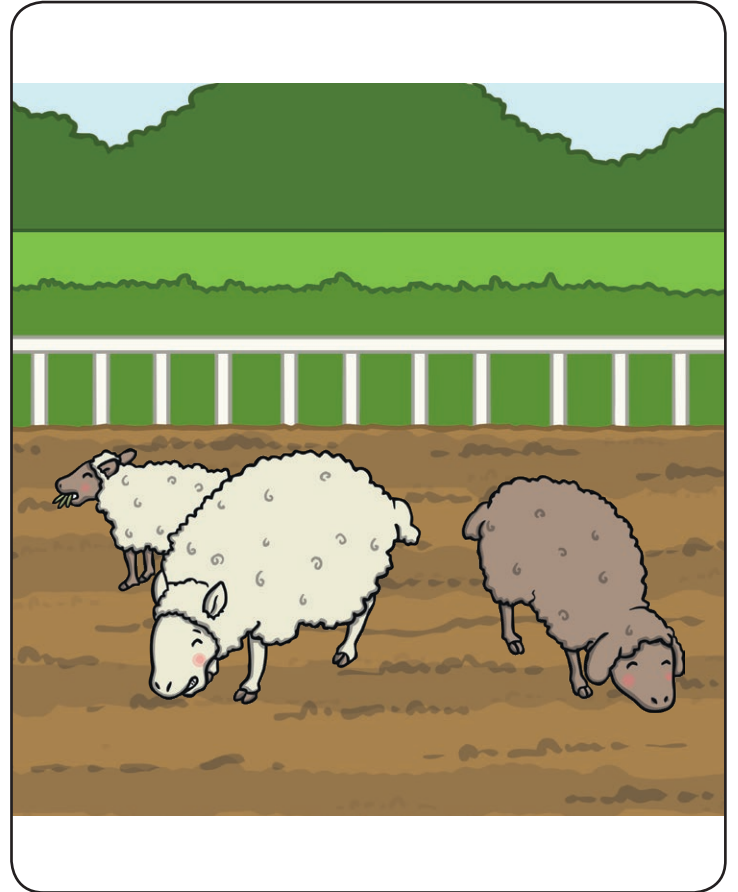


Four little
chicks



The Farm

On the
track,

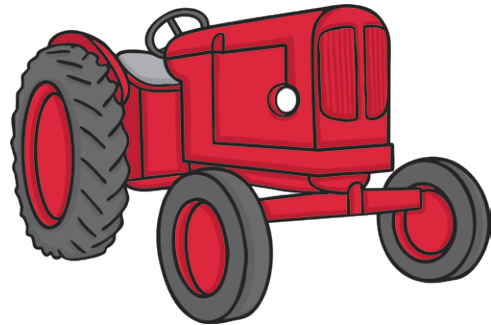


The
playful
horse



The Farm

Two
tractors

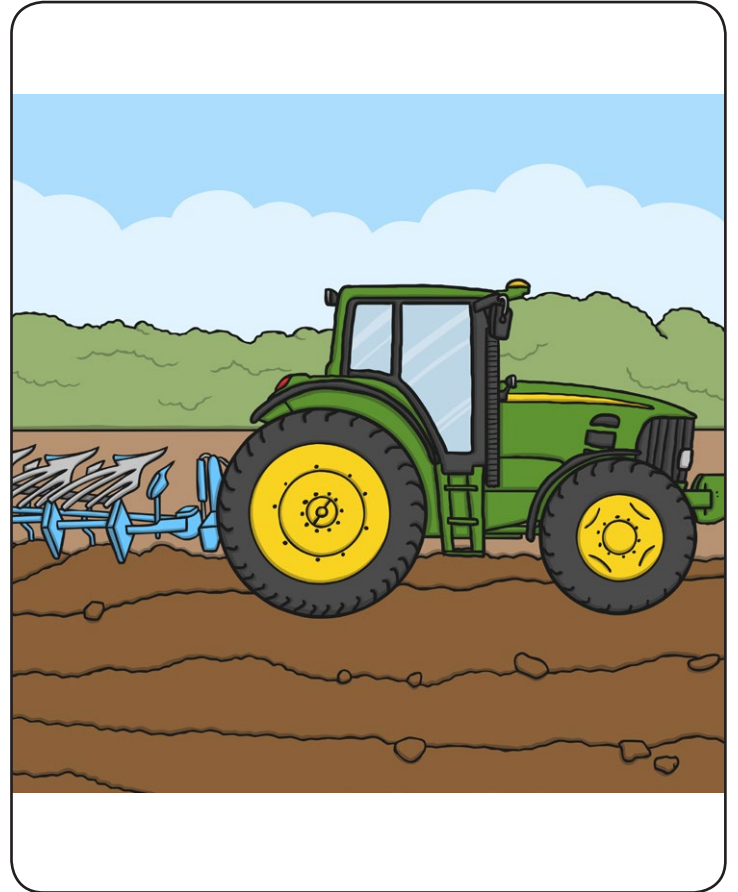


The
farmer
can

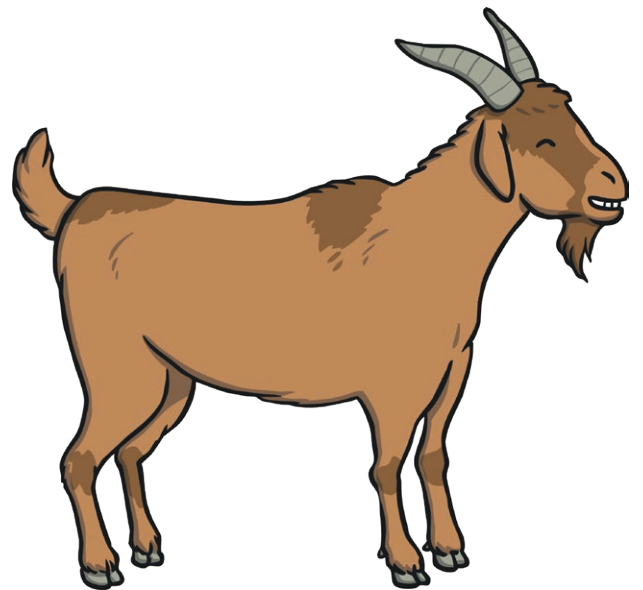


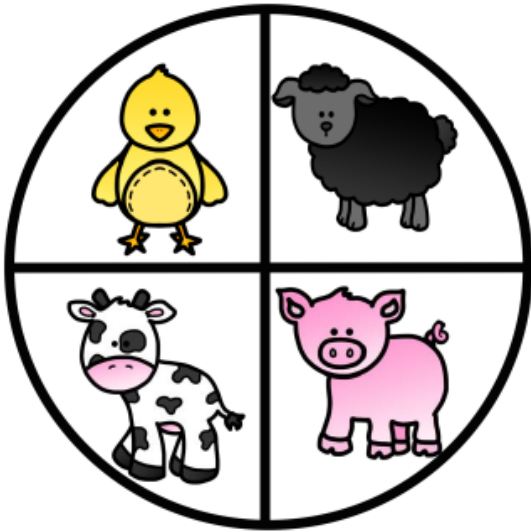
The Farm

Out on
the field,



The
hungry
goat









Spin and Graph

farm animals

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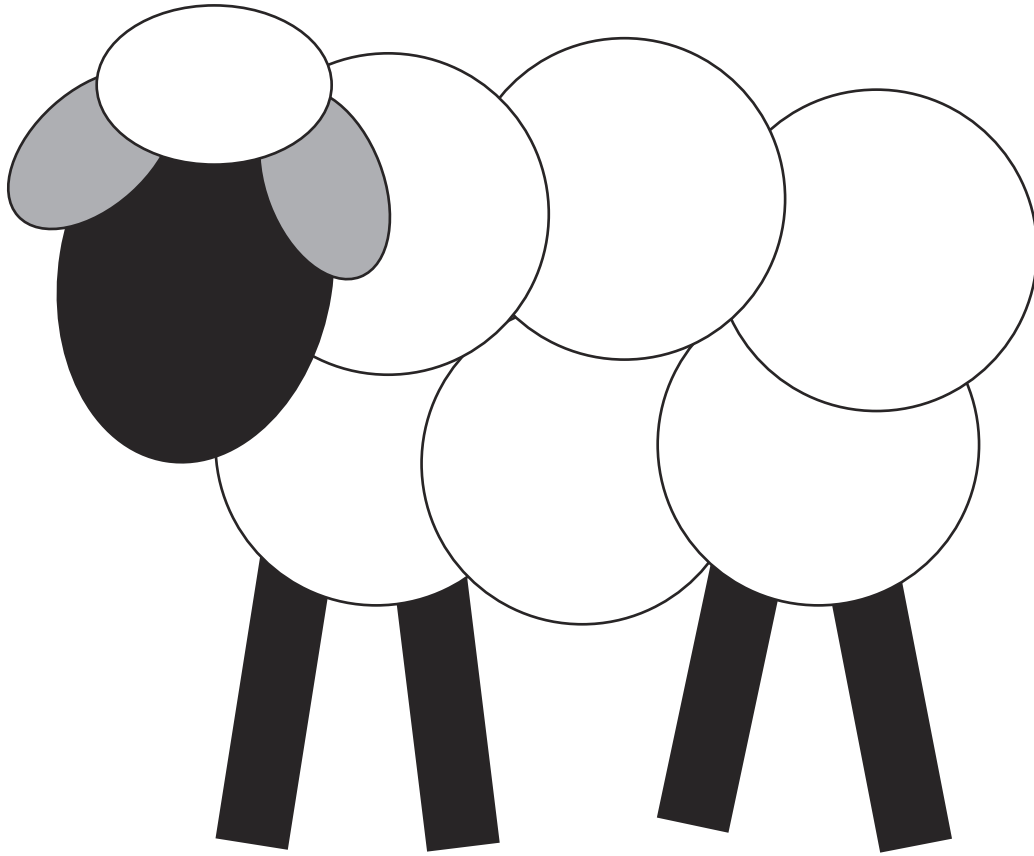
			

TUESDAY

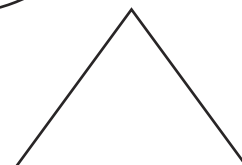
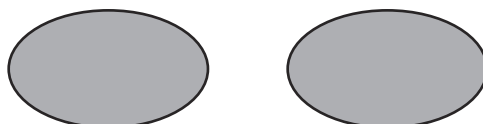
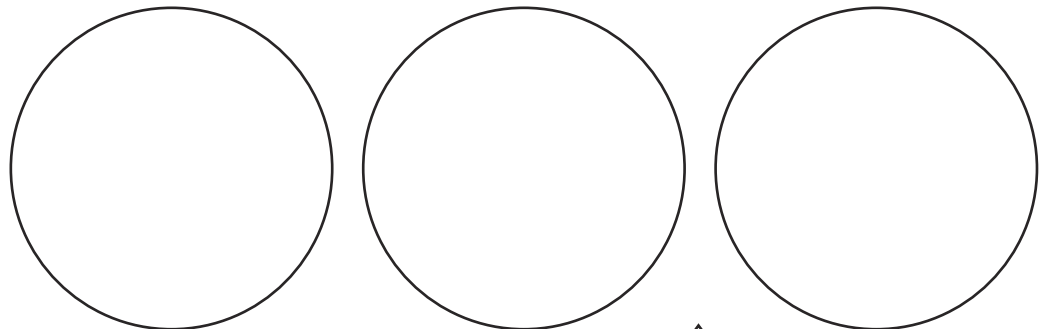
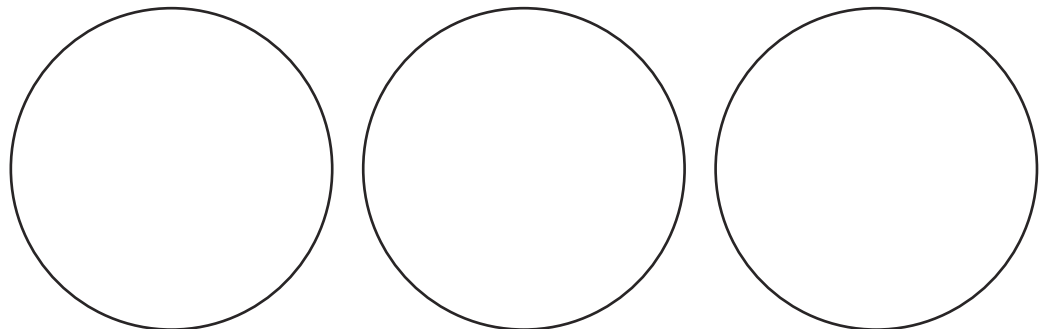
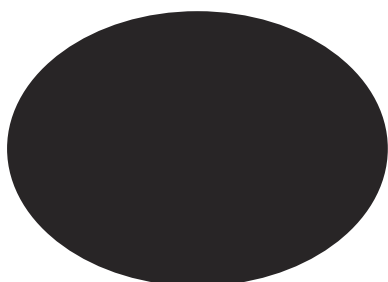
14 September 2021



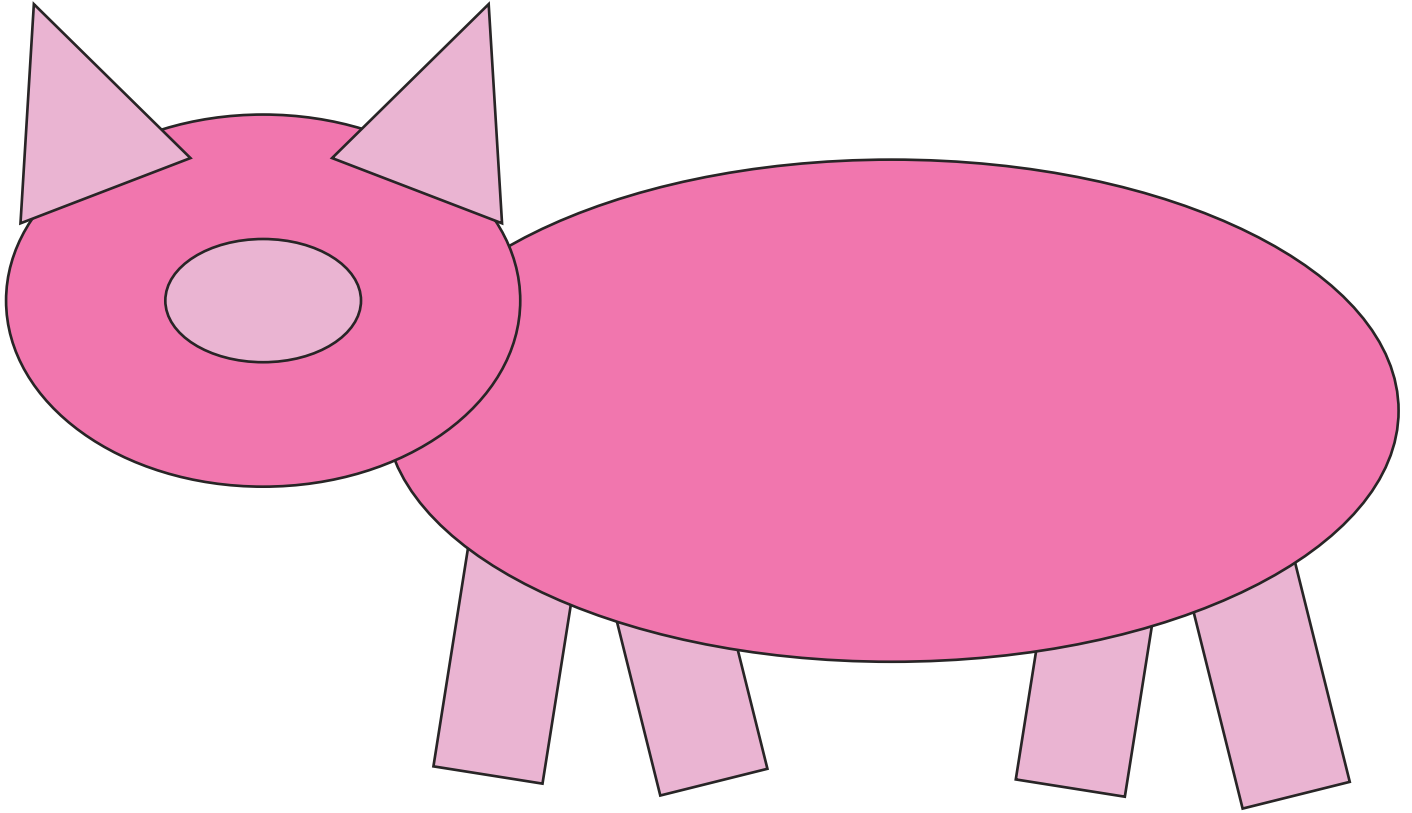
Animal themed Cut and Stick 2D Shape Activity



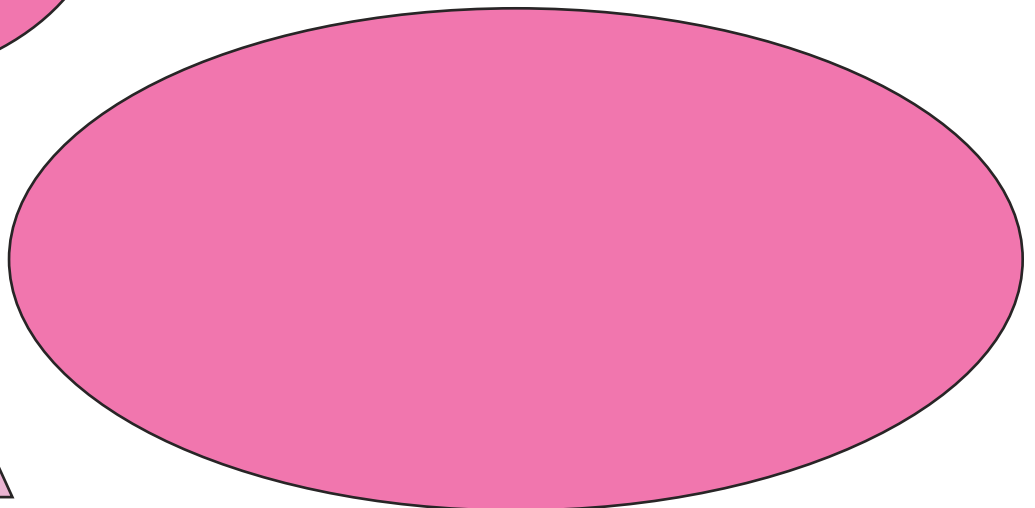
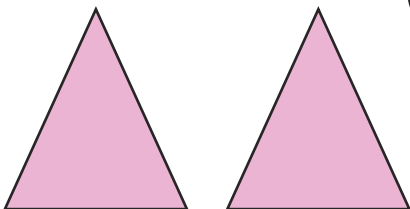
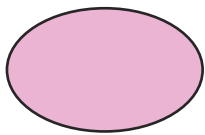
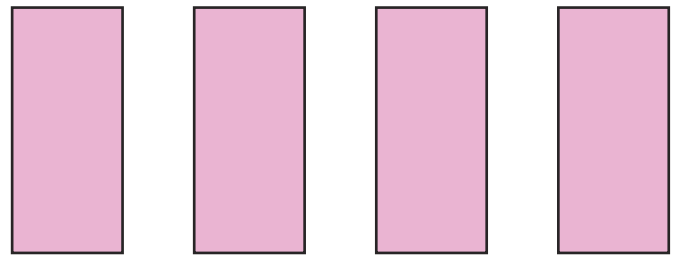
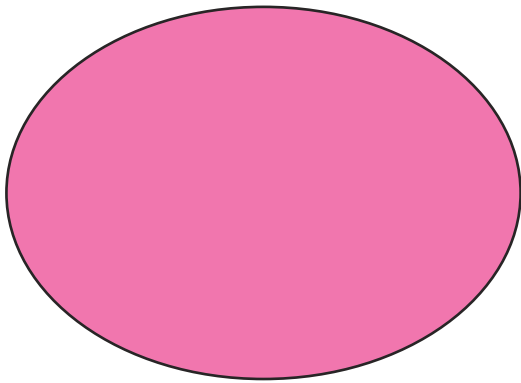
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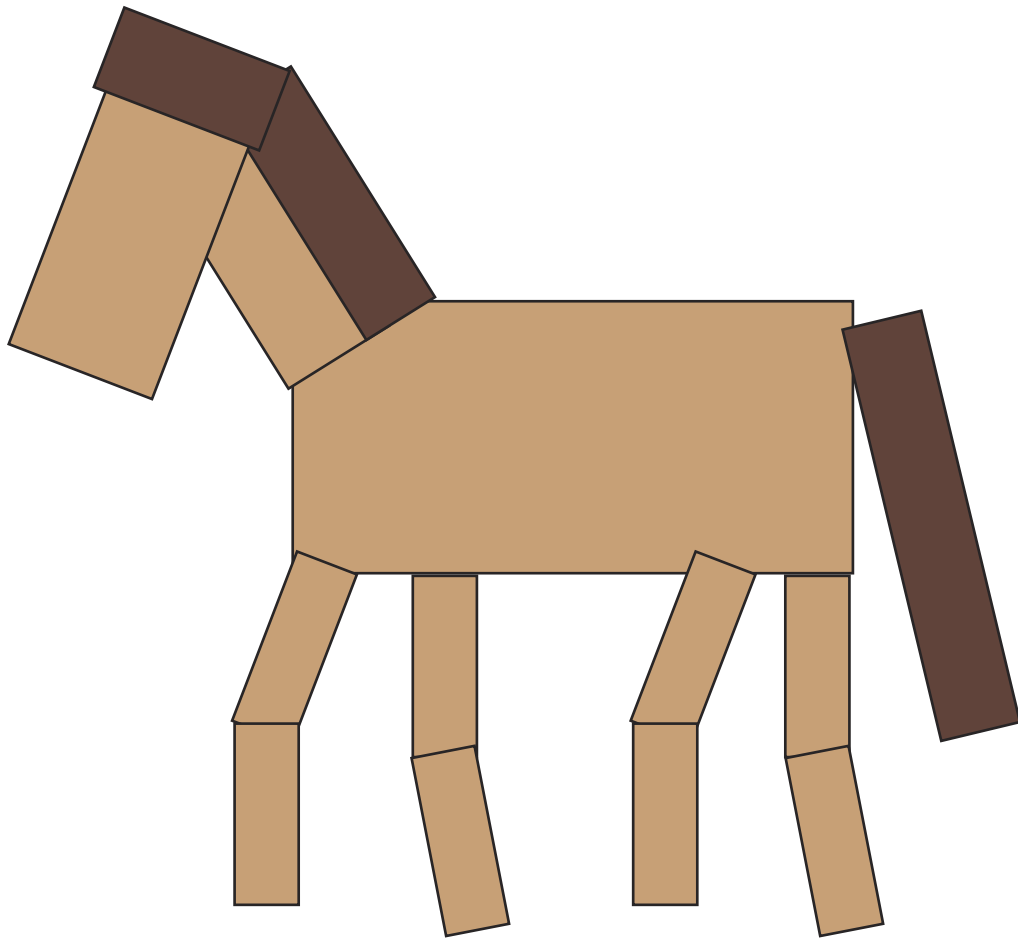
Animal themed Cut and Stick 2D Shape Activity



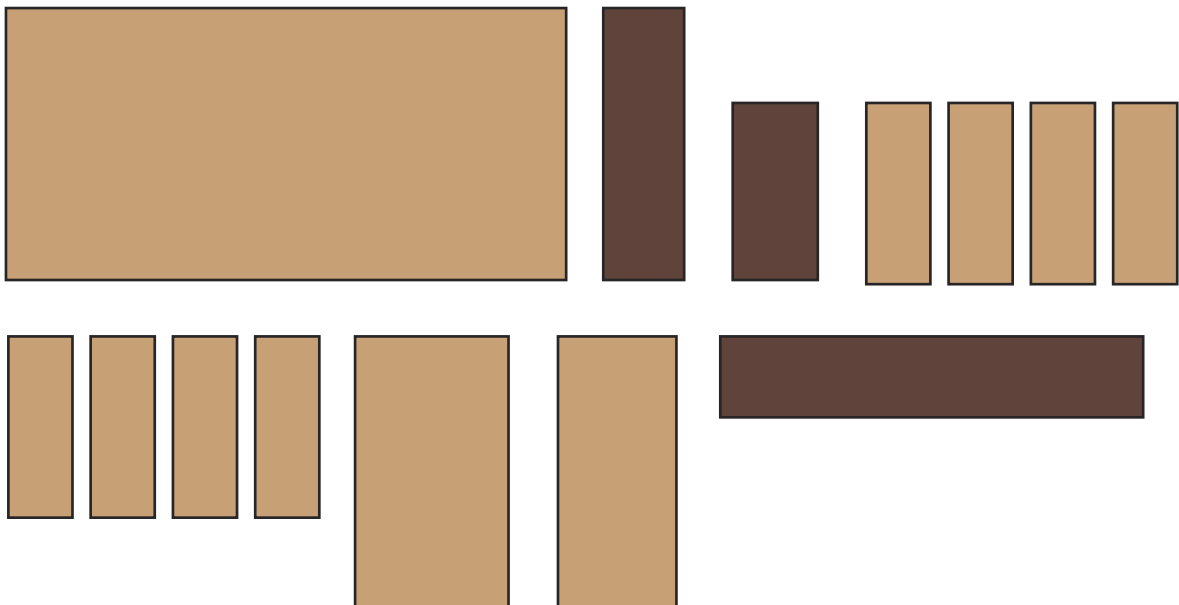
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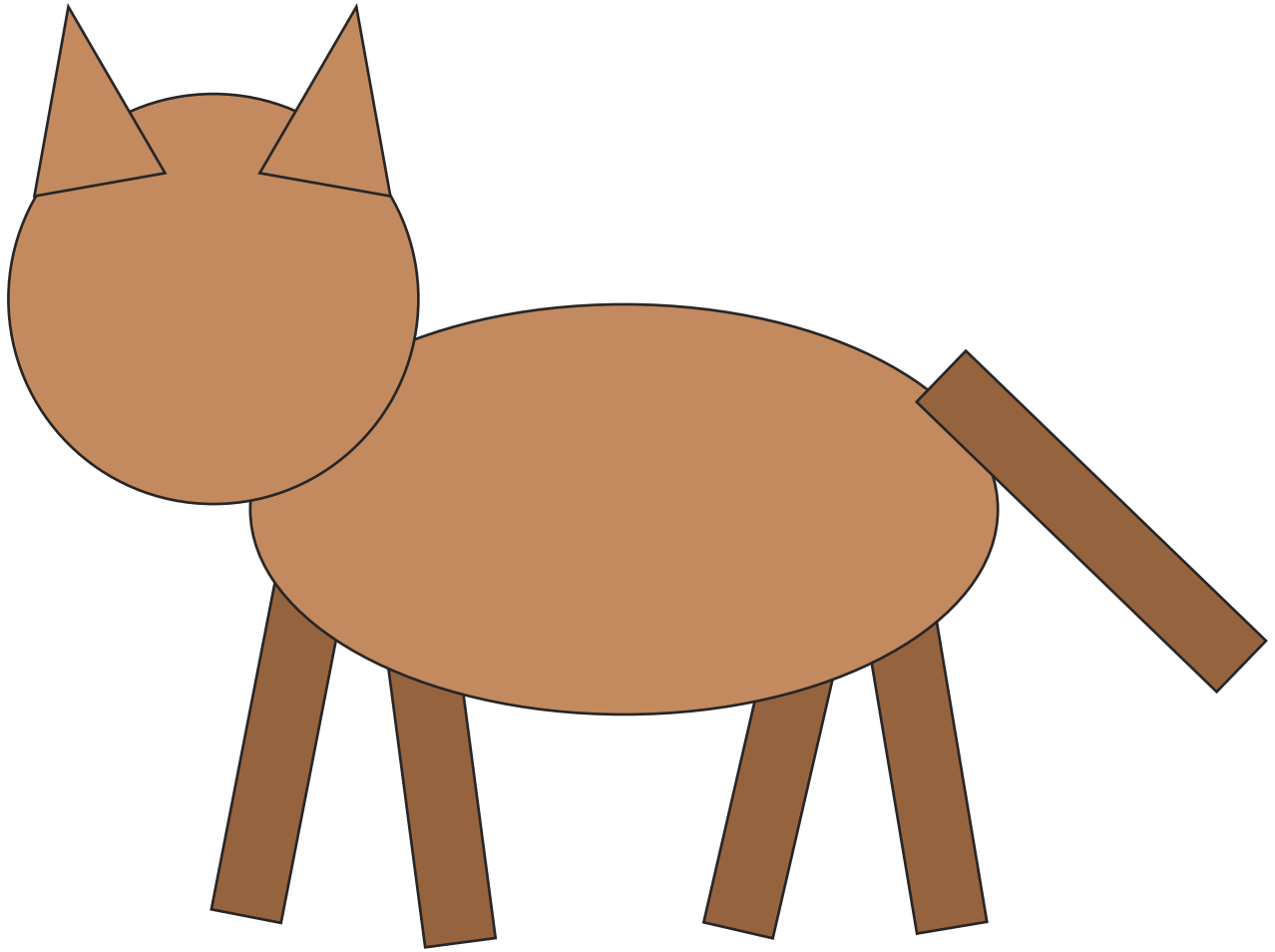
Animal themed Cut and Stick 2D Shape Activity



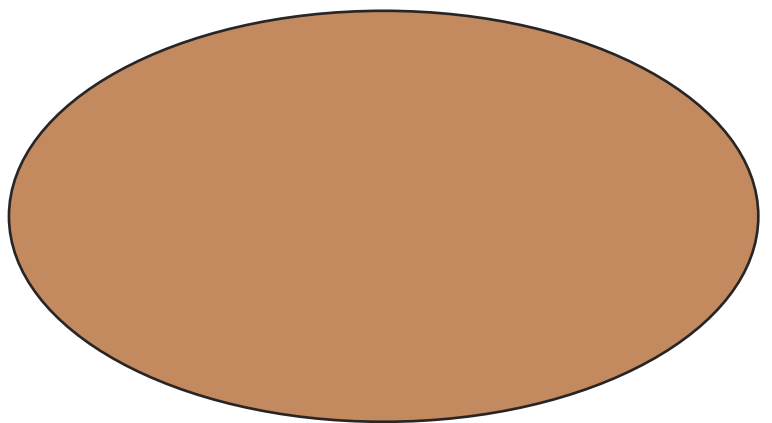
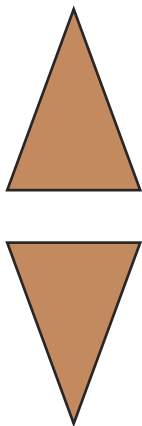
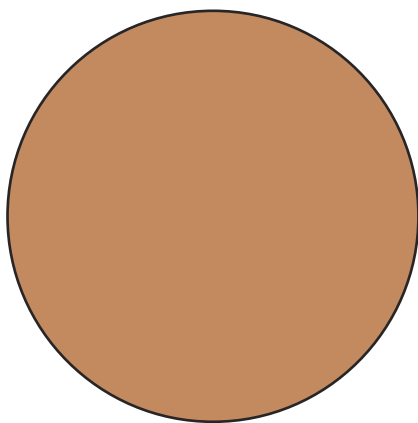
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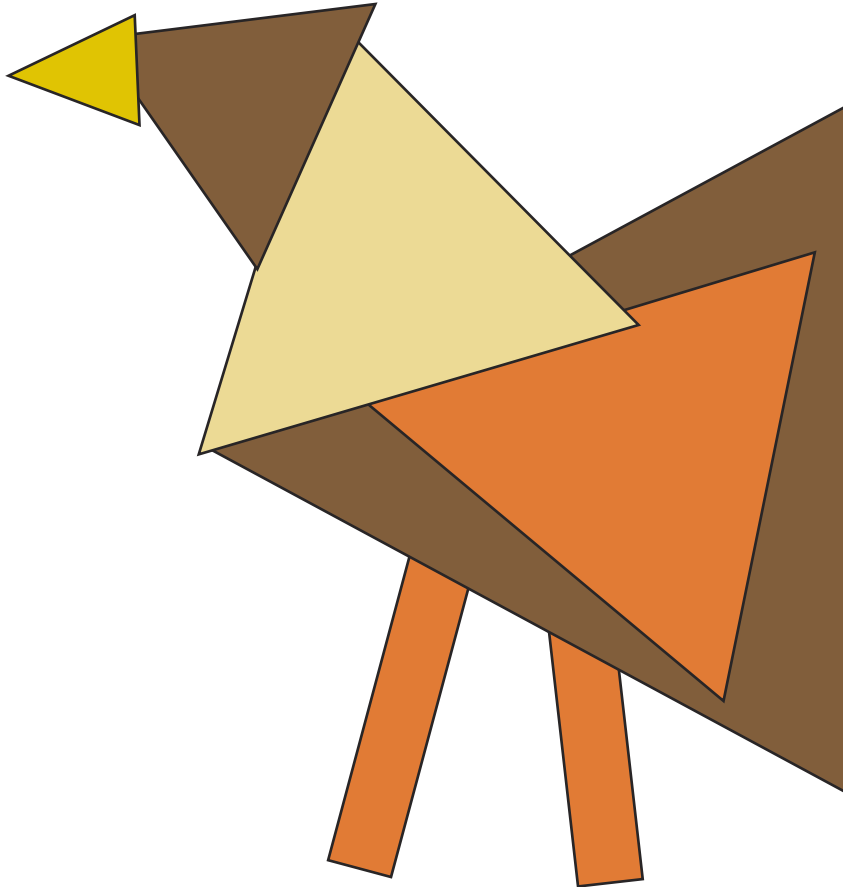
Animal themed Cut and Stick 2D Shape Activity



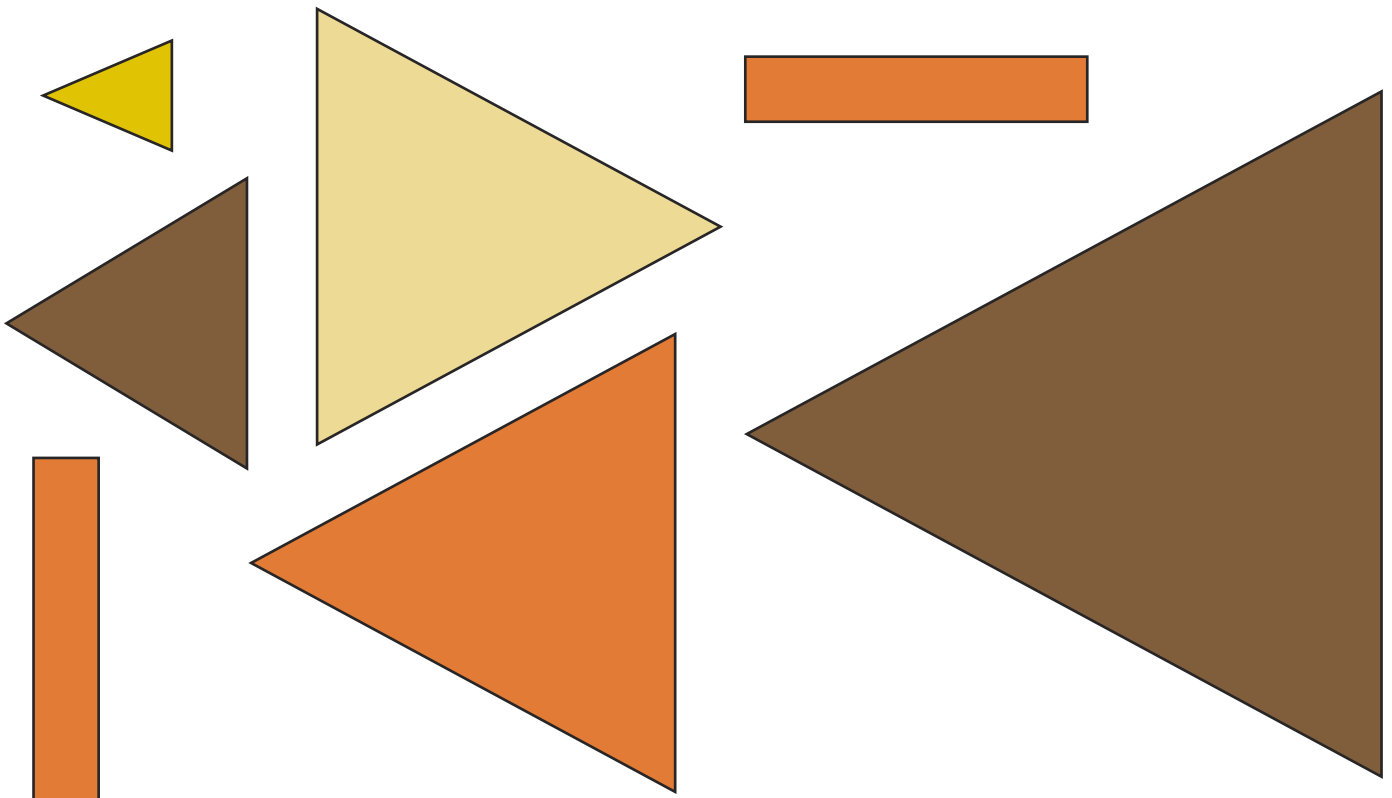
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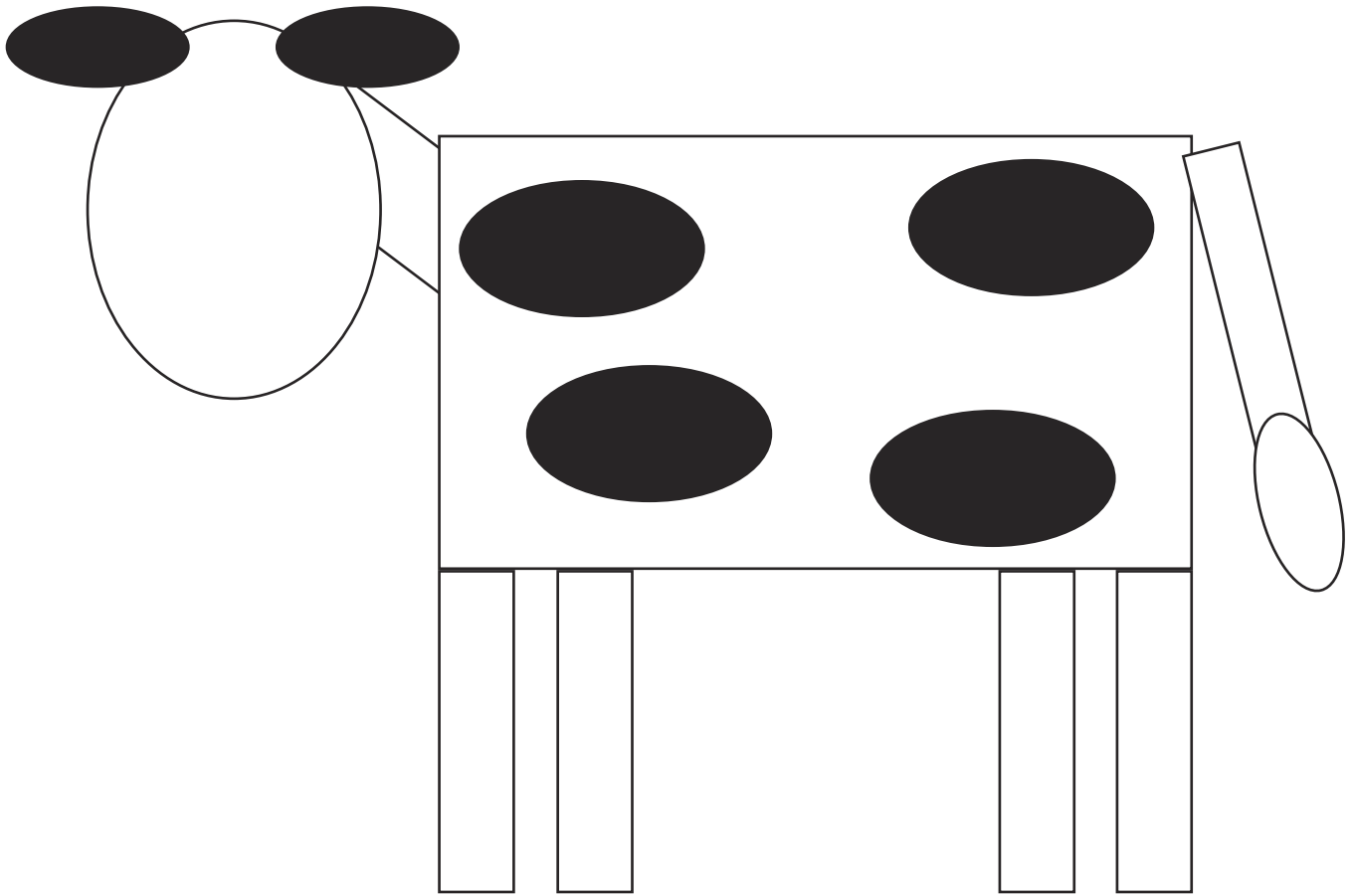
Animal themed Cut and Stick 2D Shape Activity



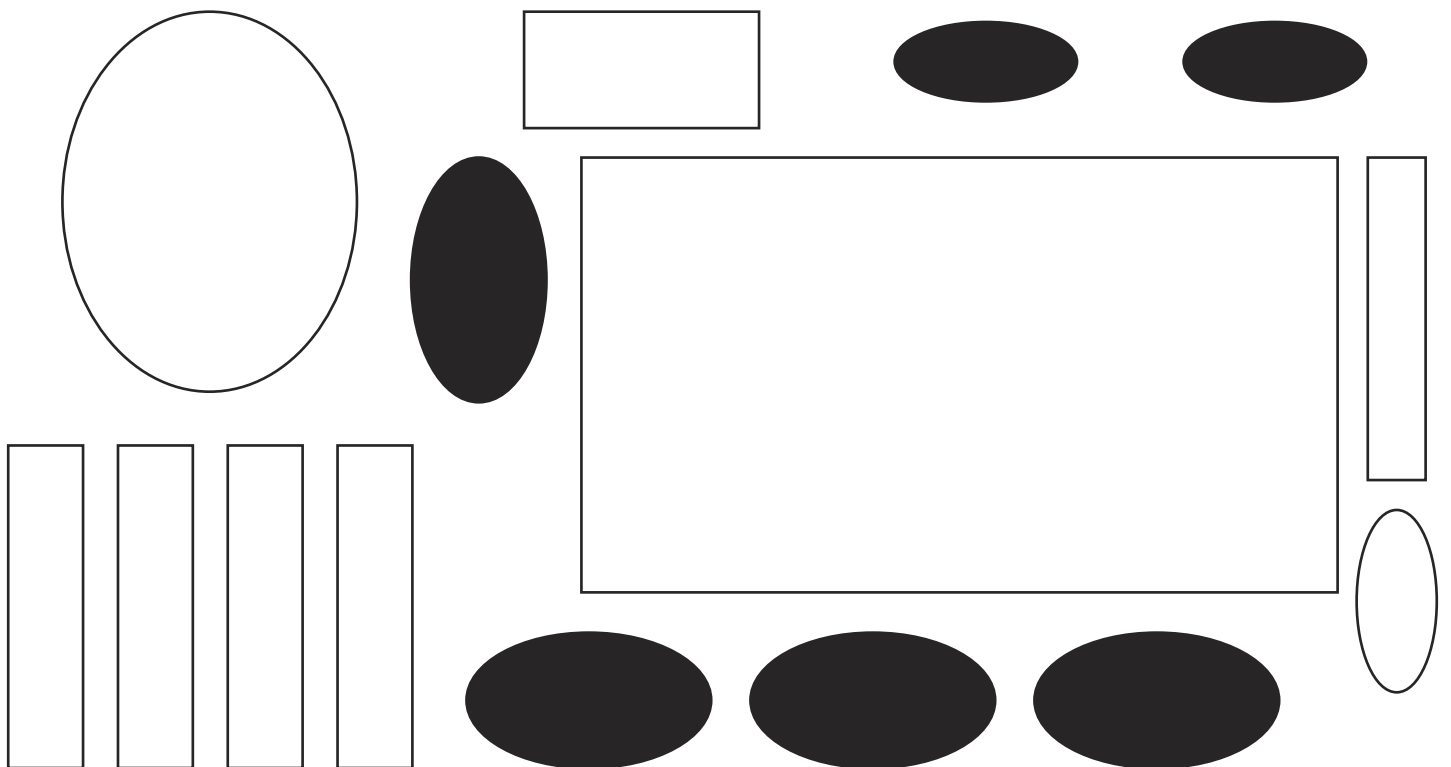
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Animal themed Cut and Stick 2D Shape Activity



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Materials:

- 2 small cups (paper cups are better but plastic cups will also work).
- Hole punch or a skewer
- String
- Large paddlepop stick or a stick from outside
- 2 paper clips
- Pipe cleaner or something similar

Extra Materials for Exploring Weight:

- Dried beans, popcorn, split peas, or rice
- Small bowls
- Spoons or scoops

1. Take your two cups and punch two holes in each one.



4. Use the paper clips to hold the strings in place so they won't slip and slide all over the place.



3. Loop the strings on each cup over opposite ends of your craft stick



2. Cut identical lengths of string and tie them in each hole. Try to make the strings on the cups as equal as possible.



6. Hang your scale somewhere so that neither cup touches the ground and they both have room to move up and down. We used the back of a chair.

Now it's time to explore and investigate!

5. Create a hook using your pipecleaner. Wrap it around the middle of the craft stick leaving enough at the top to form a hook.

Keep the exploration open-ended or you can guide the exploration with a few questions:

- How much popcorn is equal in weight to a half a cup of beans?
- Which weighs more, popcorn or split peas? How can you tell?
- Can you find equal amounts of split peas and dried beans?

WEDNESDAY

15 September 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.



THURSDAY

16 September 2021




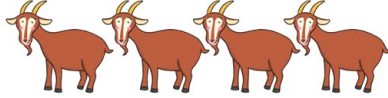
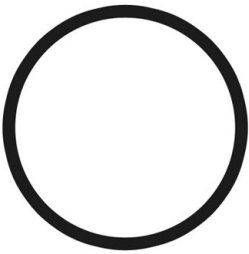
Date _____

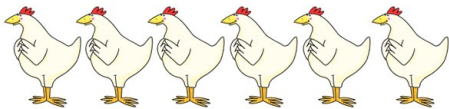
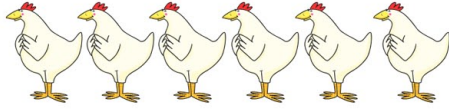
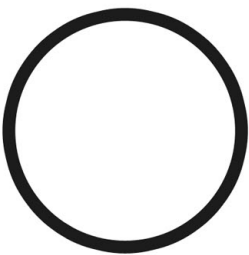
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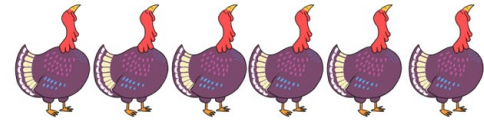
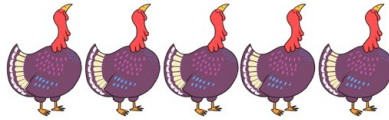
Farmyard Hullabaloo



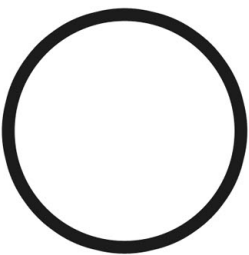
Addition Sheet

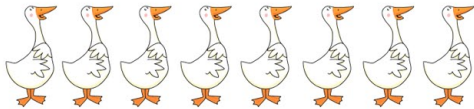
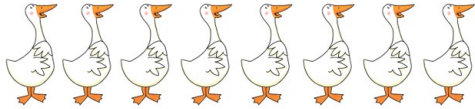
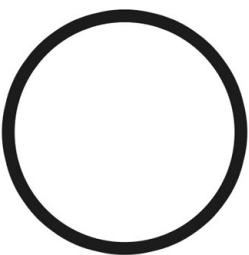
Write the answers in the circles.

 $+$  $=$ 

 $+$  $=$ 

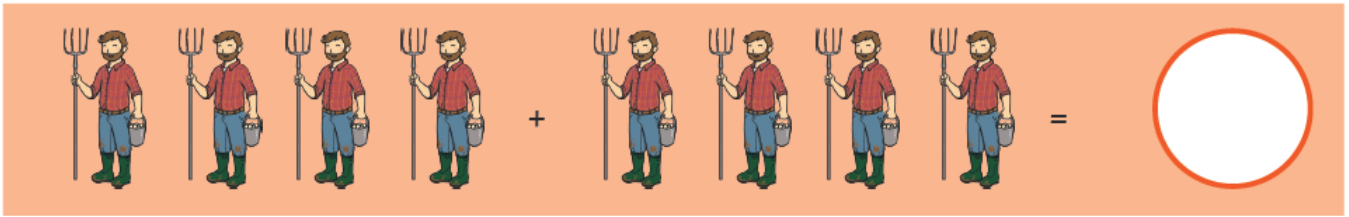
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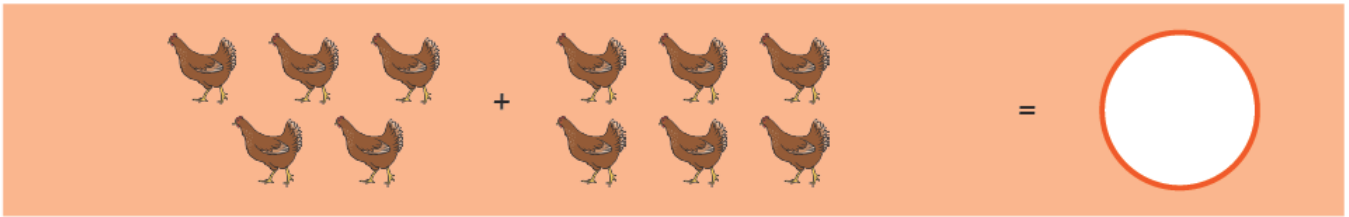
 $+$  $=$ 

Farmyard-Themed Addition up to 20

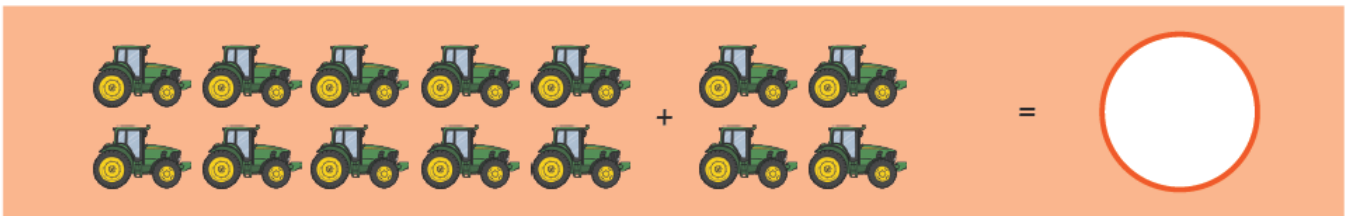
Write down the answers in the circles.



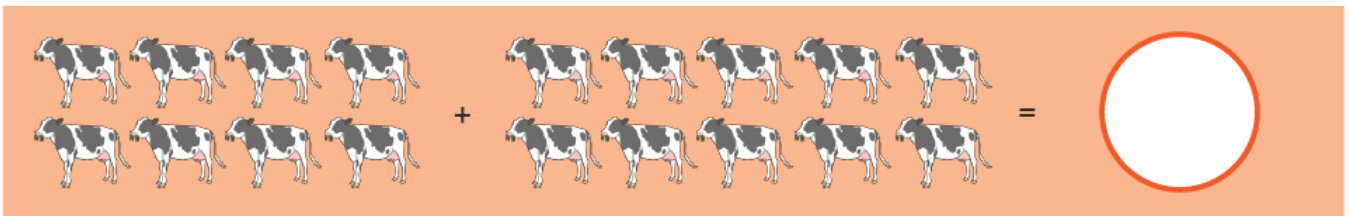
8 farmers + 8 farmers =



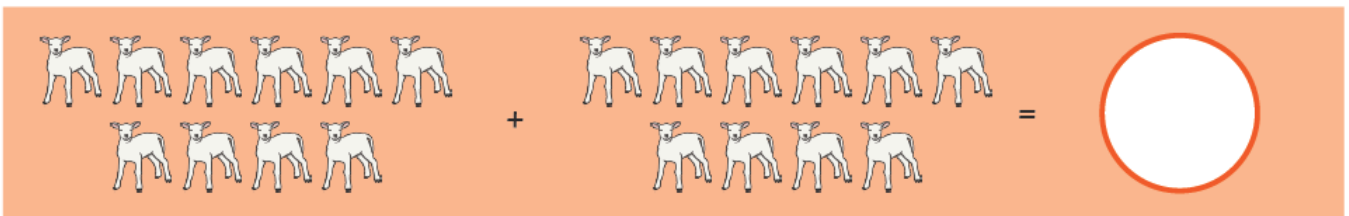
8 chickens + 8 chickens =



10 tractors + 6 tractors =



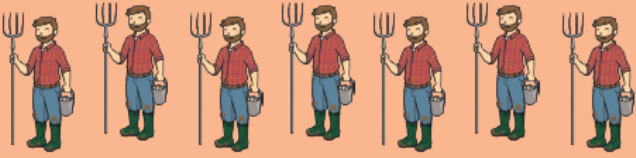

8 cows + 6 cows =





10 lambs + 6 lambs =

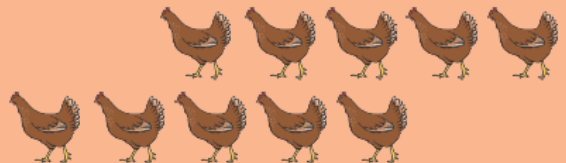
Farmyard-Themed Addition up to 20

Write down the answers in the circles.

$6 +$  $=$ 

$5 +$  $=$ 

$9 +$  $=$ 

$10 +$  $=$ 

$3 +$  $=$ 

Farmyard-Themed Addition up to 20

Write down the answers in the circles.

$$8 + \begin{array}{ccccc} \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} \\ \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} \end{array} = \bigcirc$$

$$\bigcirc = 7 + \begin{array}{cccccc} \text{Cow} & \text{Cow} & \text{Cow} & \text{Cow} & \text{Cow} & \text{Cow} \end{array}$$

$$11 + \bigcirc = 19$$

$$5 + \begin{array}{cccccccc} \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} \end{array} + \bigcirc = 20$$

$$\bigcirc = 5 + \begin{array}{cccccc} \text{Chicken} & \text{Chicken} & \text{Chicken} & \text{Chicken} & \text{Chicken} & \text{Chicken} \end{array}$$

FRIDAY

17 September 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.

