



Boggabri Public School
Kindergarten
Home Learning Pack
Week 7 Term 3 2021



Name: _____

Monday

English Activities

Focus sound 'ng' – "Ring on a finger 'ng, ng, ng'"

You can find the chant and action typing in 'Soundwaves Song' into YouTube.

Practice decoding the new 'ng' words at the top of the worksheet (hang, king, rung, song)
Complete the soundwaves worksheet.

Practise writing 'ng' using the worksheet given.

Reading activity – 'ng' decodable reader. After reading children can illustrate a picture to go with the text.

Speaking and Listening– Look at the picture of the two monkeys. Discuss with an adult:

- What they are doing? Why might they be doing this?
- Where might they live?
- Describe their appearance. What would their fur feel like?
- Do you think the first likes his tail being touched?
- Are they friends? Family?
- What do you think they are saying to each other?

Remember to use full sentences and clear speech.

Focus sight words activity

Writing activity– Read a picture book with somebody in your family. We have been learning about character and settings in writing time.

Using the Activity on 'Setting' complete the worksheet.

Extra activities available:

Rhyming practice using the worksheet provided!

Log in to www.soundwaveskids.com.au

Use chip452 for the password. Go to Phase 2 Grapheme units. Find z. Complete Match Up, Unjumbler and/or Segmenting Tool.

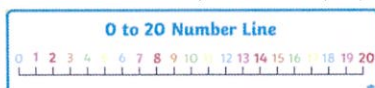
Maths Activities

Complete Early Years Number Talk on 'School of Fish'. Have a discussion around the questions on the bottom of the worksheet.

Maths focus – Counting back.

Sing songs that depict the loss of an item, such as the song 'There were 10 in the bed'.

On a blank piece of paper draw a number line like this



Call out a number and have students place that many pegs or objects on the board (eg 6) Then call out a number that students are going to take away (eg 2) Have students take away the pegs or objects starting from the largest number (6) and taking away the 2. Focus students attention to the fact that the answer is four and the last peg or object is on the number 4. Repeat with different numbers.
Complete the worksheet on Counting Back

Creative Arts– Go outside and draw what you can see!



Colour the letters for **ng** in each List Word.

hang king rung song

Circle the picture if you hear **ng** at the **end** of the picture name.



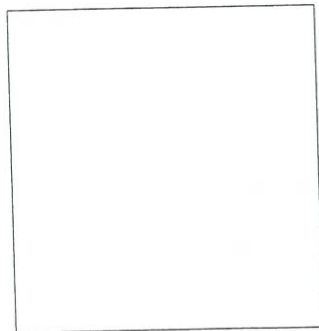
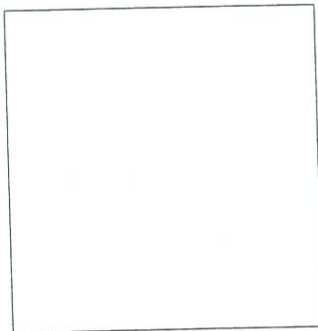
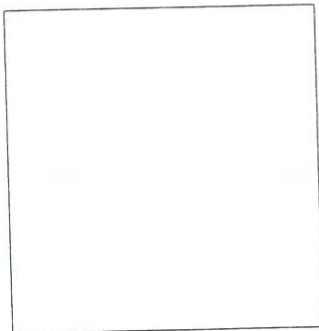
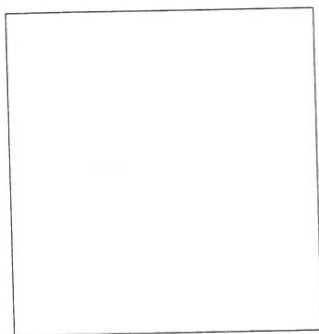
Write **ng** at the **end** of each word. Draw a picture for each word.

wi____

ri____

ki____

fa____



Finish the sentences with the words from the ring.

The _____ has a pet pig.

Can you sing a _____?



Mum hung up the wet caps.

3

Jim has long legs.

5

The rats sat in the ring.

The king sang a song.

4

The duck has a bad wing.

6




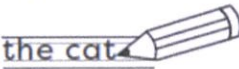

Ten lads got on the bus.

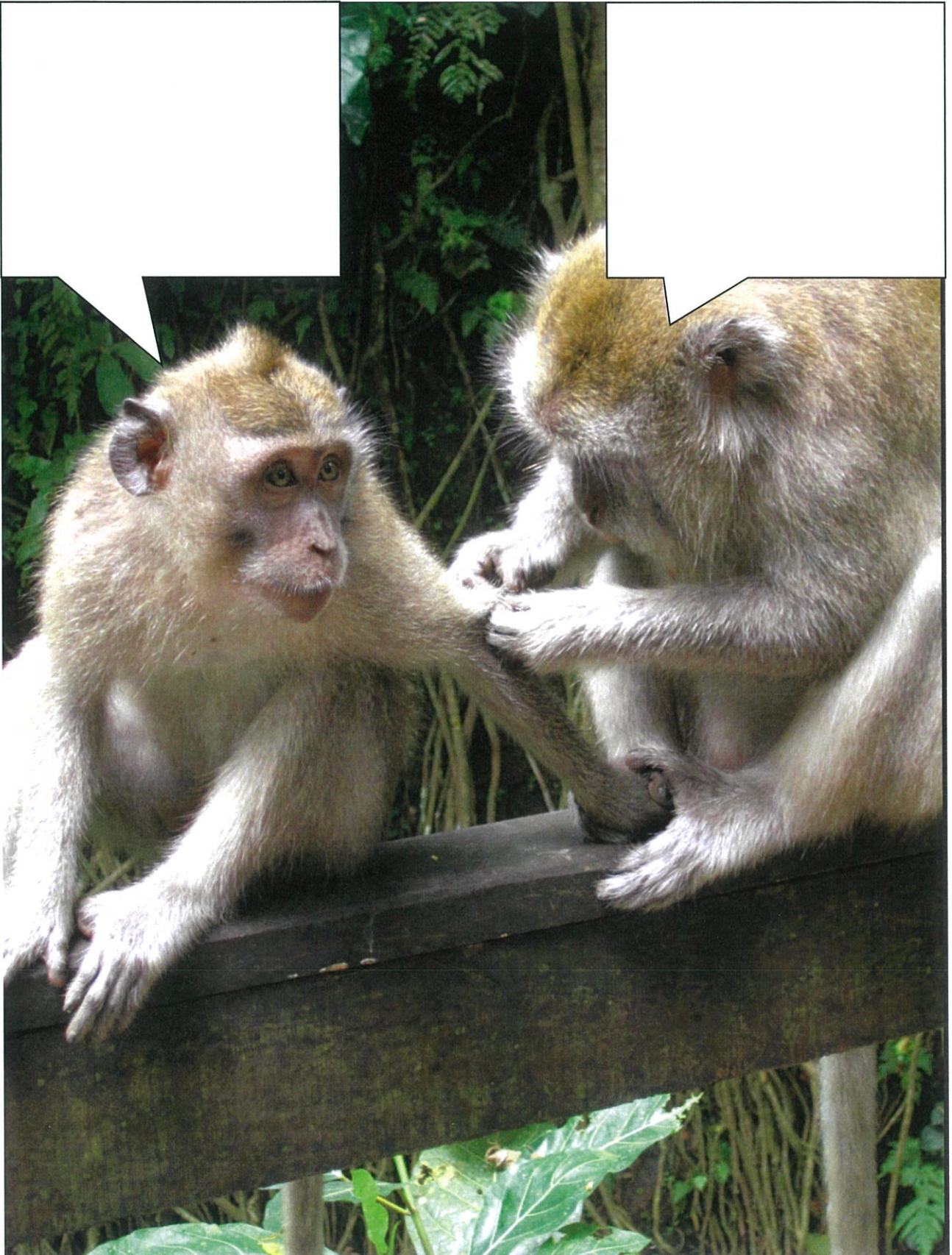
Sight Words

Focus words:

call come here make

Choose an activity each day to practise this weeks sight words.

<p>Rainbow write your words, three times each.</p>	<p>Write your words with red vowels and blue consonants.</p>	<p>Write your words on the computer and print them out.</p>
<p>Use magnetic letters or scrabble tiles to spell each of your words.</p> <p></p>	<p>Write your words in a pyramid:</p> <p></p>	<p>Find your words in magazines or newspapers then  ----- cut them out and glue them on paper.</p>
<p>Draw a picture and 'hide' your words in the picture.</p>	<p>Write a sentence for each of your words.</p> <p></p>	<p>Write your words in alphabetical order.</p> <p></p>



"Monkey grooming - Monkey Forest Bali" by Annie Mole is licensed under CC BY 2.0

Activity - Setting

The setting is where the story takes place. A story can have more than one setting.
Examples: farm, house, forest, beach, bedroom

Task:

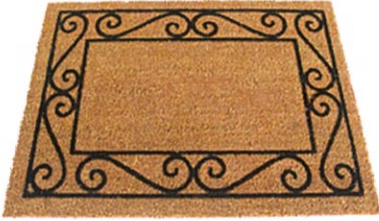
- Where did most of the story take place? Describe it to your adult.
- Draw it below
- Have a go at writing about the setting

BLM RA1

F  RA1

Rhyming Activity: Rhyming Pairs

F  RA1



F  RA1



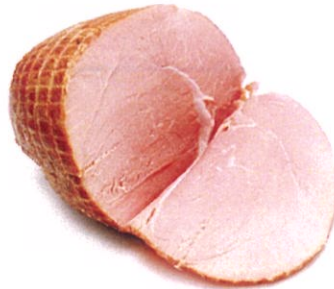
F  RA1



F  RA1



F  RA1



F  RA1



F  RA1



F  RA1



F  RA1



F  RA1



F  RA1



F  RA1



BLM RA2

F  RA2

Rhyming Activity: Rhyming Pairs

F  RA2



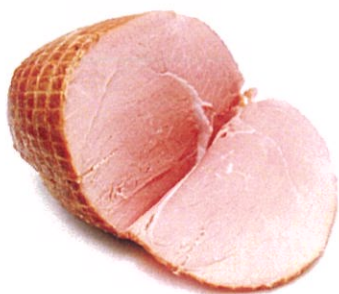
F  RA2



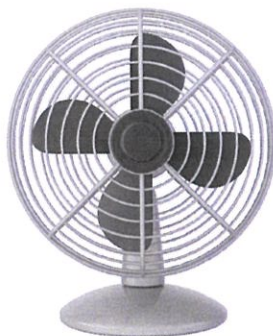
F  RA2



F  RA2



F  RA2



F  RA2



F  RA2



F  RA2



F  RA2



F  RA2



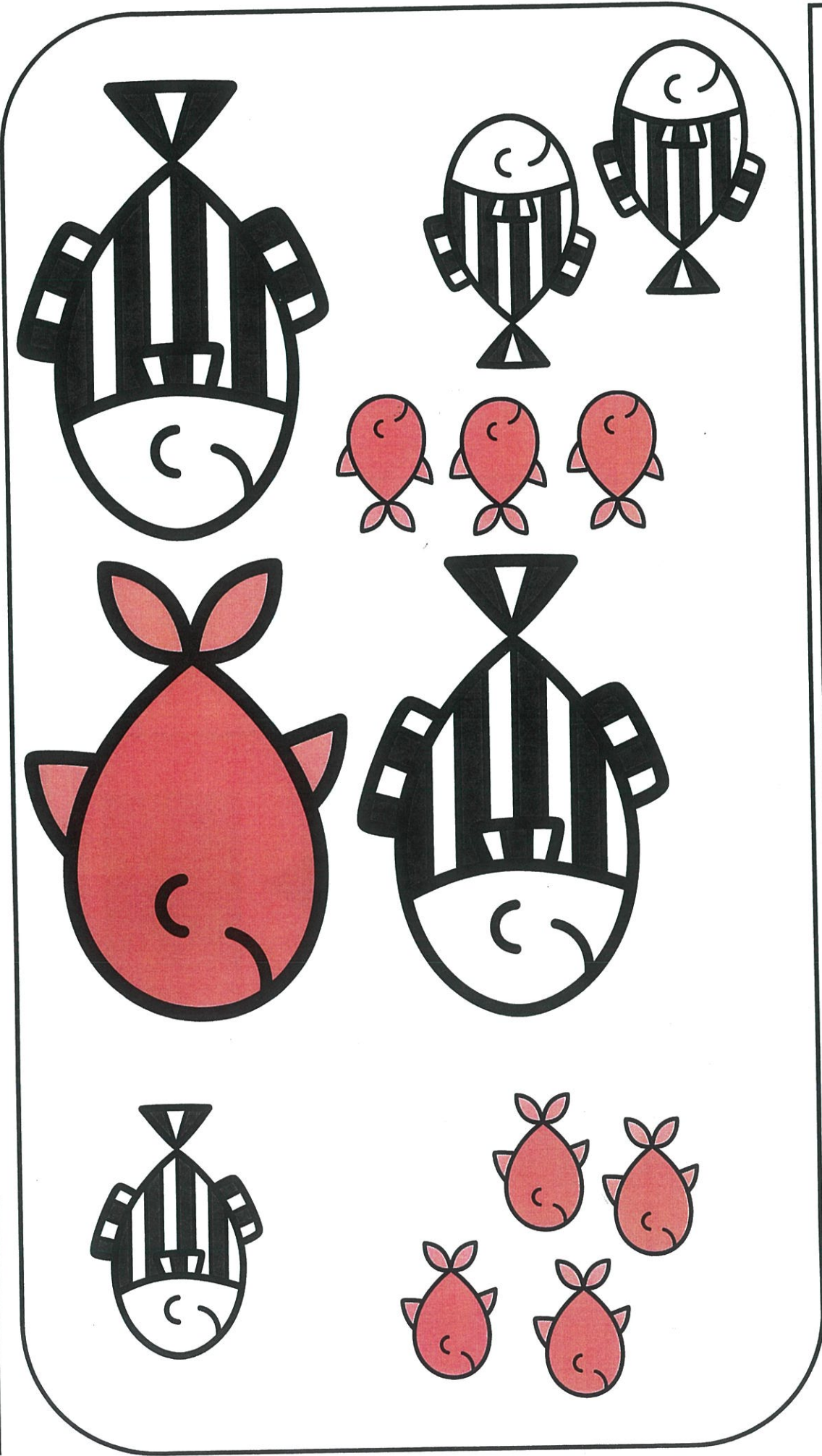
F  RA2



F  RA2



Early Years Number Talk- 'School of Fish'.



Possible Student Responses:

1. Counting
2. More/ Less
3. Shape and Colour
4. Positional Language
5. Addition

Possible Teacher Questions:

1. What do you see when you look at the fish?
2. What else do you notice?
3. Who notices something different about the fish?
4. How did you work out how many fish there were altogether? Did you use Counting On, Friends of 10, Skip Counting or Point and Count strategy?

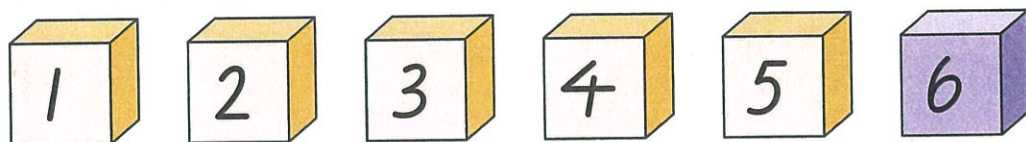
0 to 20 Number Line



Count back to complete the number sentences.



4 take away 1 leaves



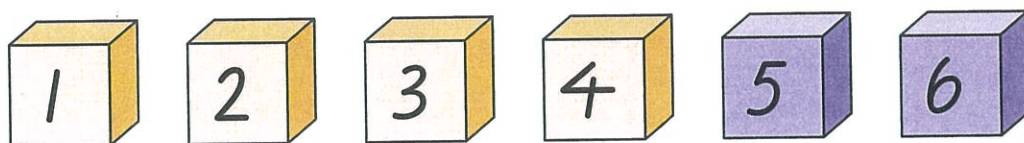
6 take away 1 leaves



5 take away 1 leaves



5 take away 2 leaves



6 take away 2 leaves



7 take away 2 leaves

Tuesday

English Activities

Focus sound 'ng' - Complete the handwriting pages 'n' and g'

Phoneme hunt!! Using the worksheet provided students look around the house for things that have 2, 3 and 4 phonemes (phonemes are the sounds we hear in words eg bat b-a-t 3 phonemes.) Complete the worksheet labelled Lesson 2 Phoneme Hunt.

Focus sight words activity

Speaking and Listening - Look at the picture of the snowman. Describe to an adult:

- Where would I find a snowman?
- What is happening to the snowman?
- What would make a snowman melt?
- What other objects could you use to make a snowman's face?
- What might the snowman be saying? Write it in the speech bubble.

Remember to use full sentences and clear speech.

Reading and Writing activity- Choose a picture book and read it with an adult. Talk about what happened in the beginning, middle and end.

Using the activity on sequencing drawing draw first then write what happened in that sequence.

Extra activities available:

Practice initial sounds using the worksheet provided.

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Go to <https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-a/es1/tuesday> and complete Tuesday.

Maths Activities

Complete Early Years Number Talk on 'Up Up and Away'. Have a discussion around the questions on the bottom of the worksheet.

Maths focus – Taking Away

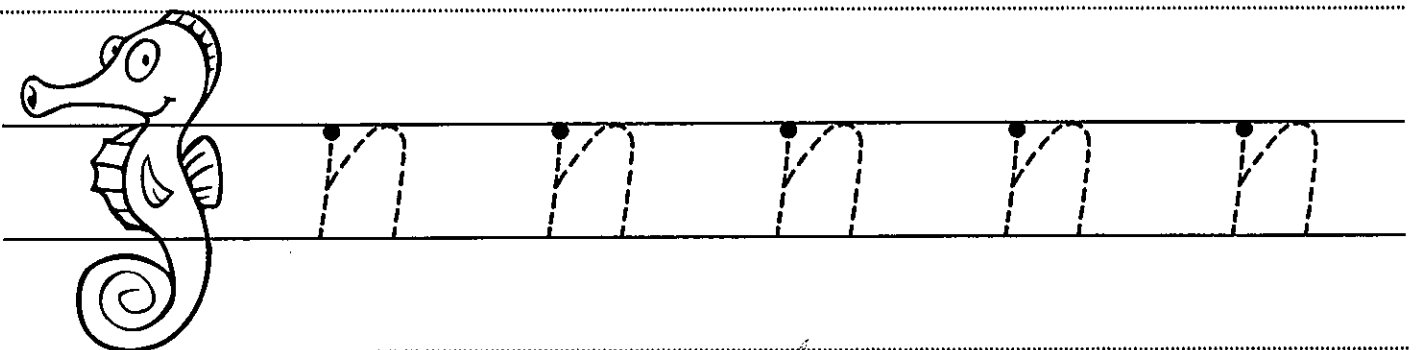
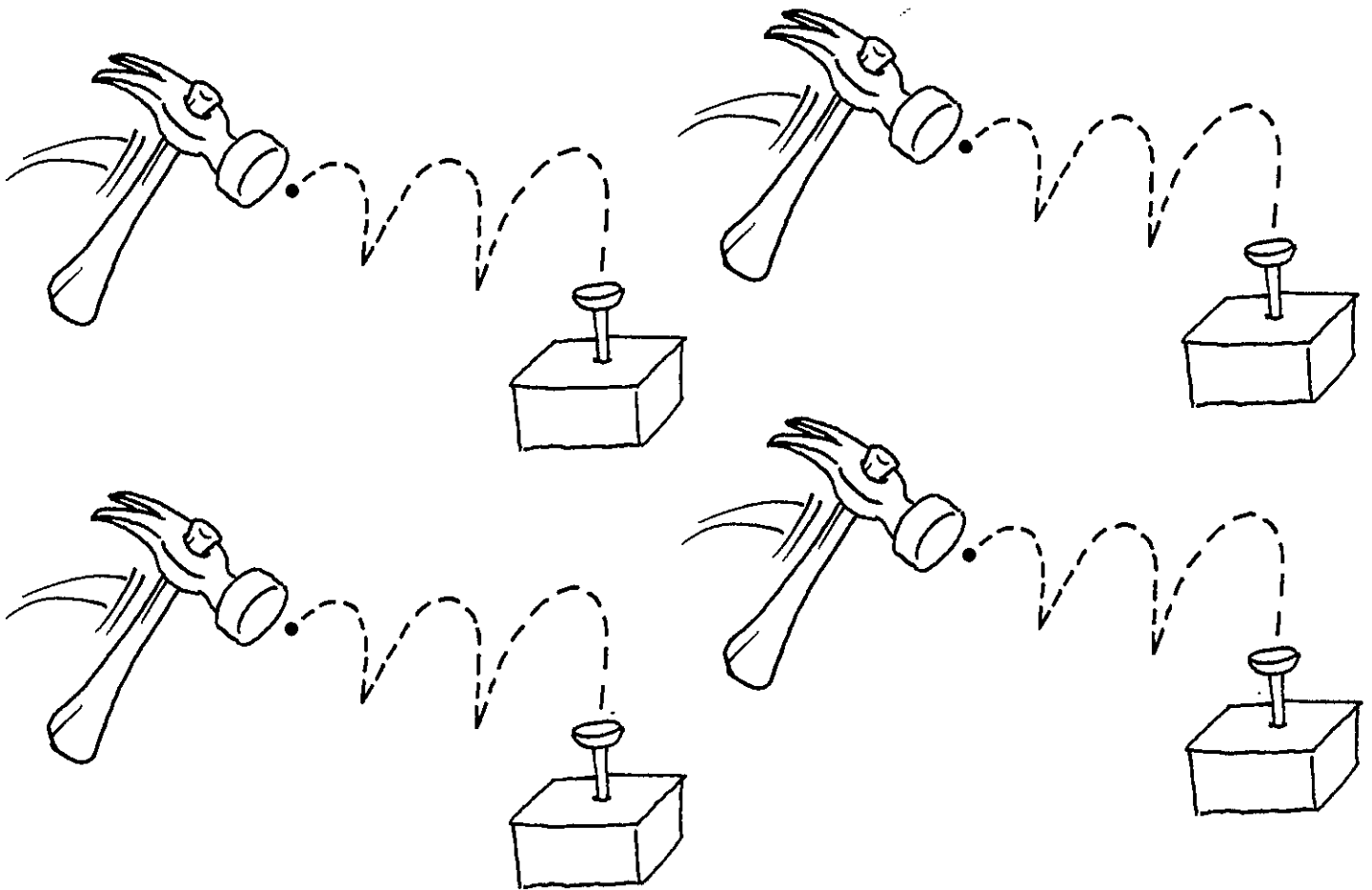
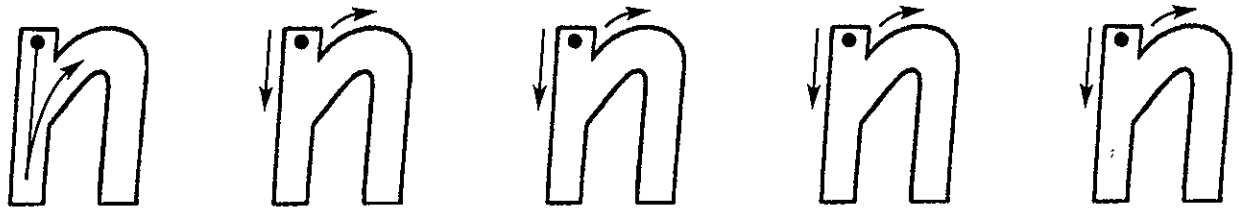
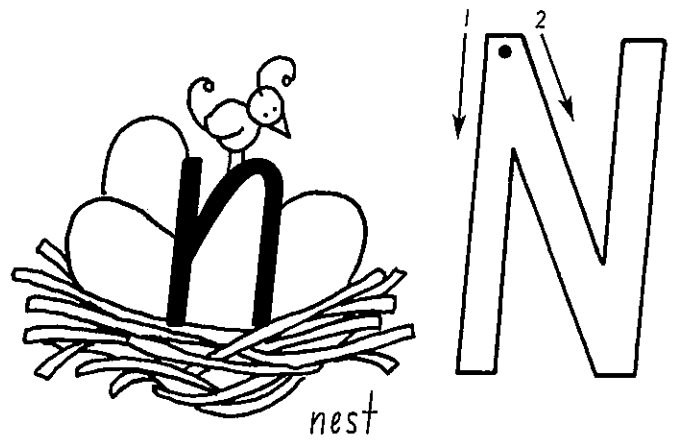
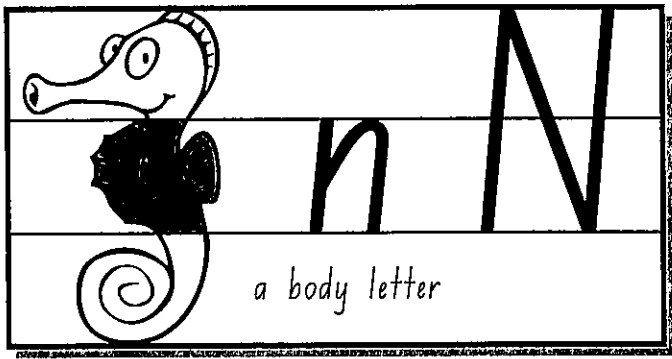
Students could play a game of ten pin bowling, writing down how many pins or objects they started with, how many were left standing (For example 10 pins take away 3 pins leaves 7 pins)

Complete the worksheet Taking Away

HSIE- Talking about maps.

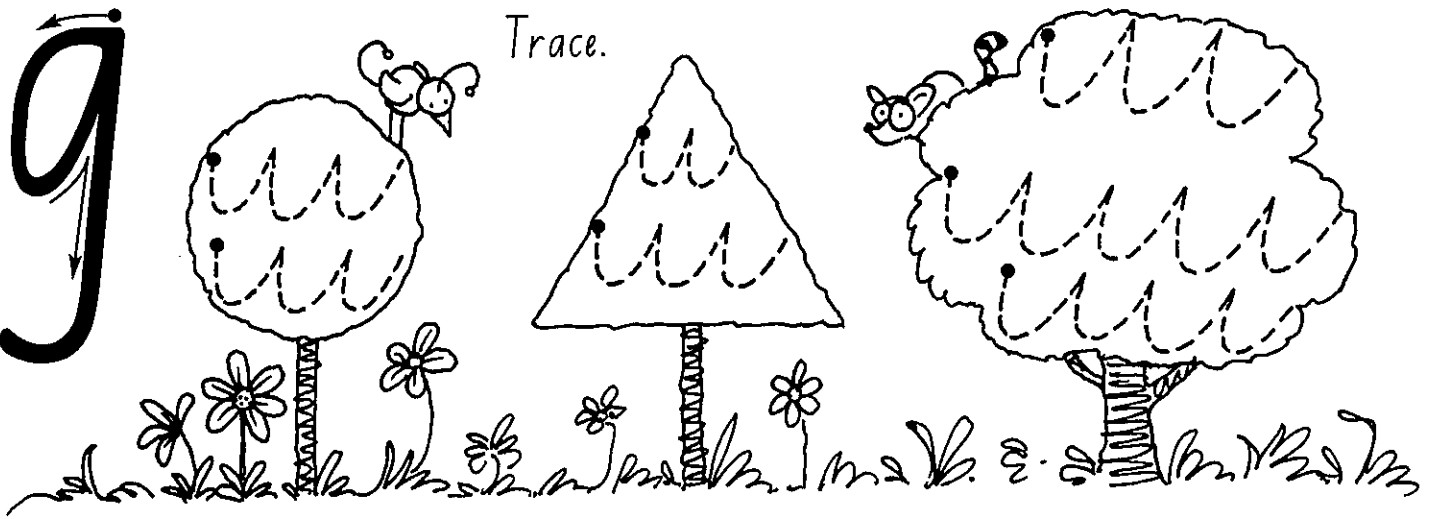
We have been learning about N E S and W using a compass!

Complete the worksheets provided.

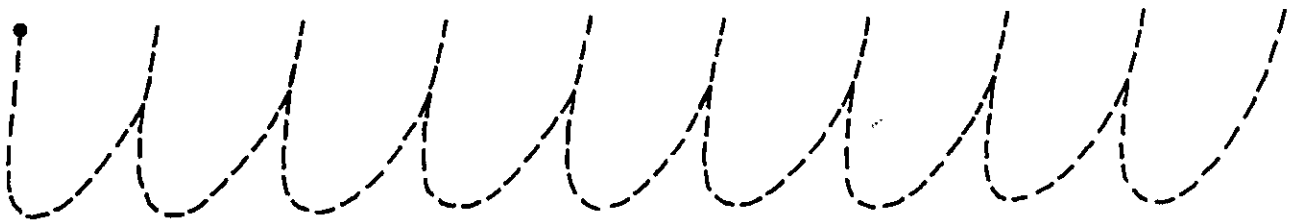


g

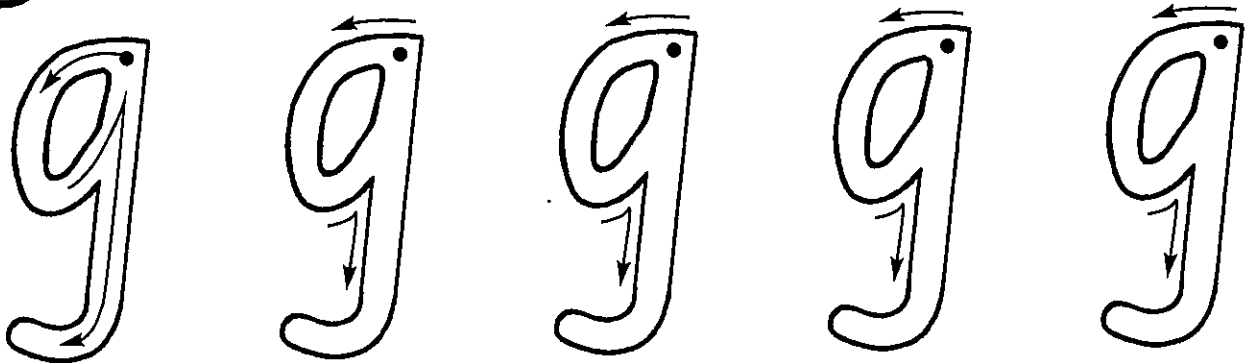
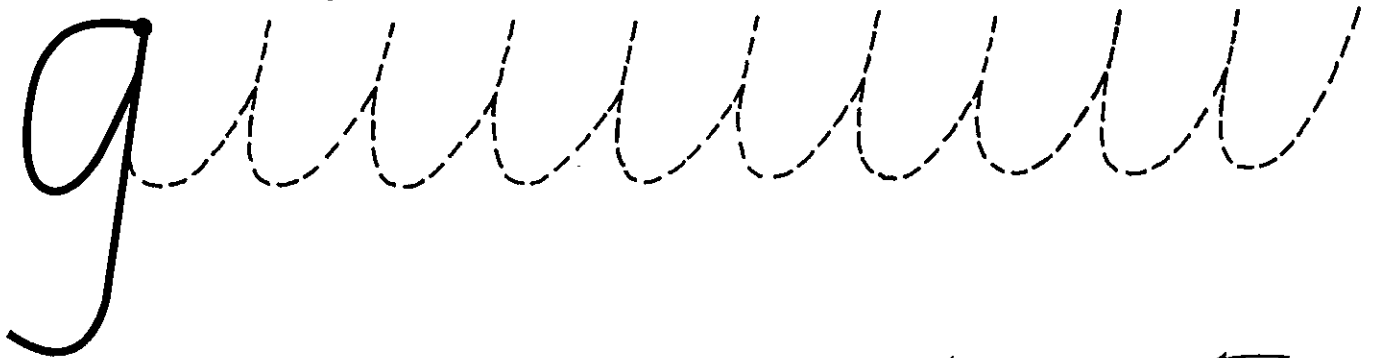
Trace.



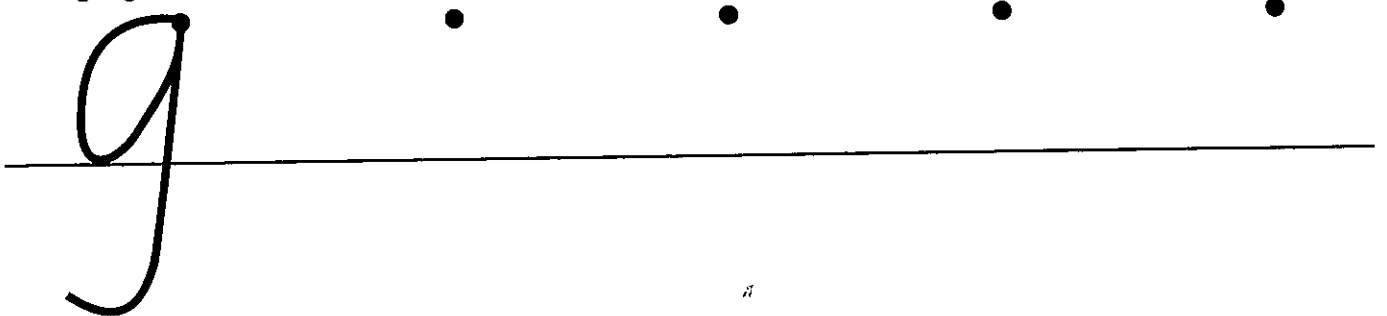
Trace the waves with your fingers, then use a thick texta to trace them.



Trace. Find the g's.



Try your own.



Lesson 2

Task a - phoneme hunt

Students are to name things around the house that have 2, 3 and 4 phonemes.
Remember phonemes are the sounds we can hear in words. e.g. c-ar (2 is tricky!), 3 phonemes e.g. kn-i-fe, b-oo-k, 4 phonemes e.g. g-l-a-ss, t-a-b-le.

Students may draw the objects below or an adult can write for them.

2 phonemes	
3 phonemes	
4 phonemes	

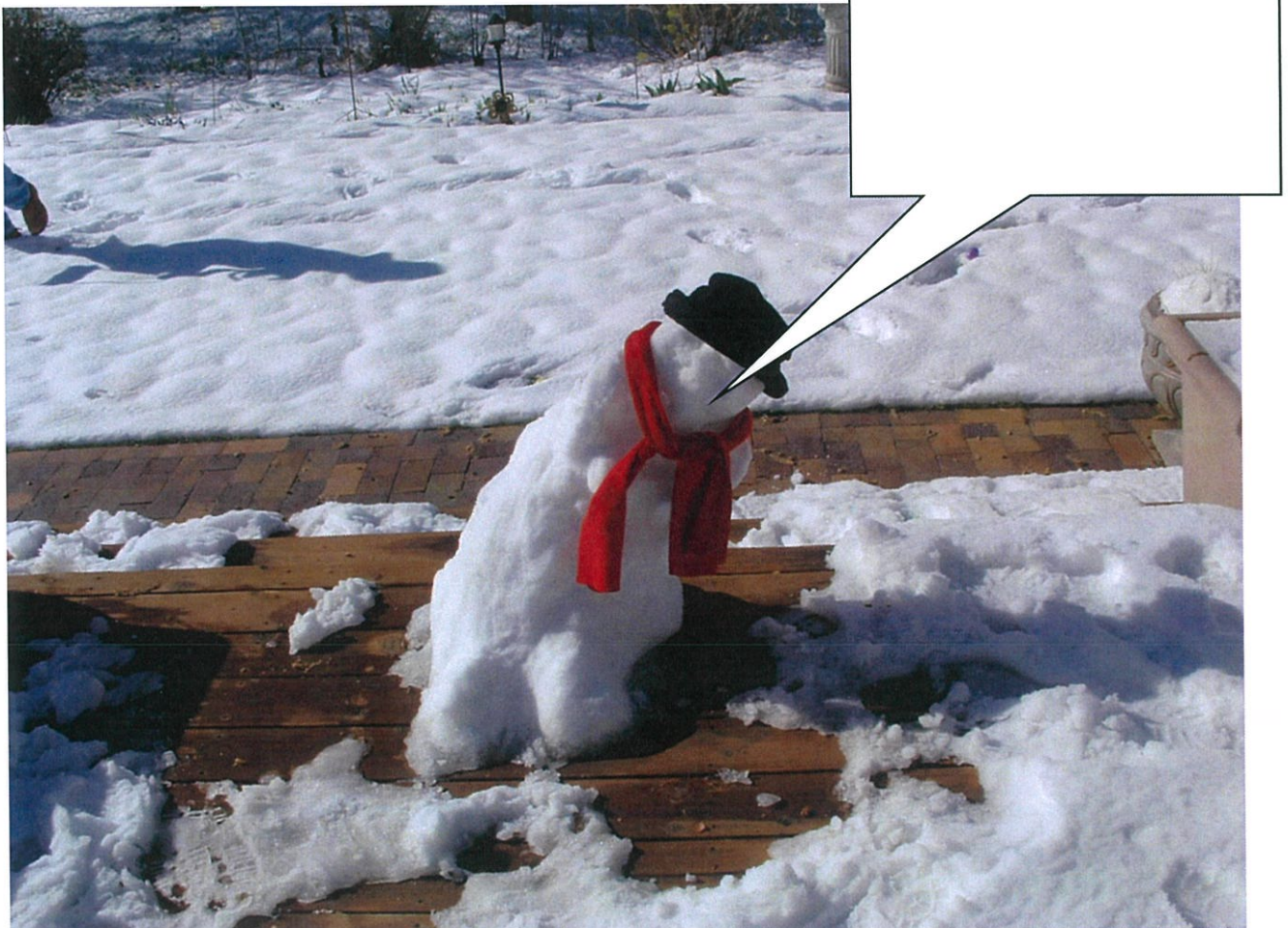
Lesson 3

Task a – speaking and listening

Look at the picture below. Describe to an adult:

- Where would I find a snowman?
- What is happening to the snowman?
- What would make a snowman melt?
- What other objects could you use to make a snowman's face?
- What might the snowman be saying? Write it in the speech bubble.

Remember to use full sentences and clear speech.



"melting snowman" by [IngaMun](#) is licensed under [CC BY 2.0](#)

Activity - Sequencing drawing


What happened in the text?

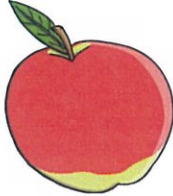
Draw what happened at the beginning, middle and end. Label your drawing so it is clear.


Beginning	
Middle	
End	

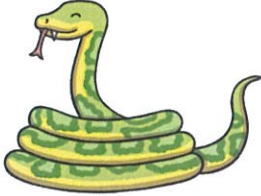
Initial Sounds

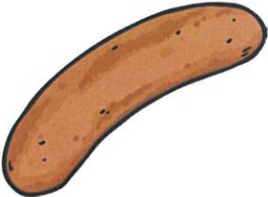
Circle the letter that the word begins with. The first one has been done for you.

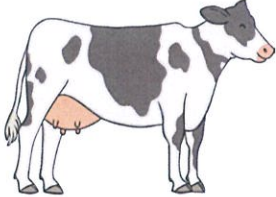
b  ~~**c**~~

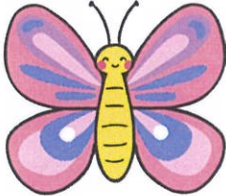
o  **a**

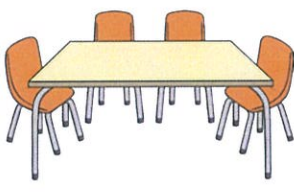
d  **b**


s  **h**


s  **f**

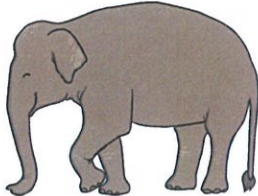
c  **o**


b  **p**

t  **f**

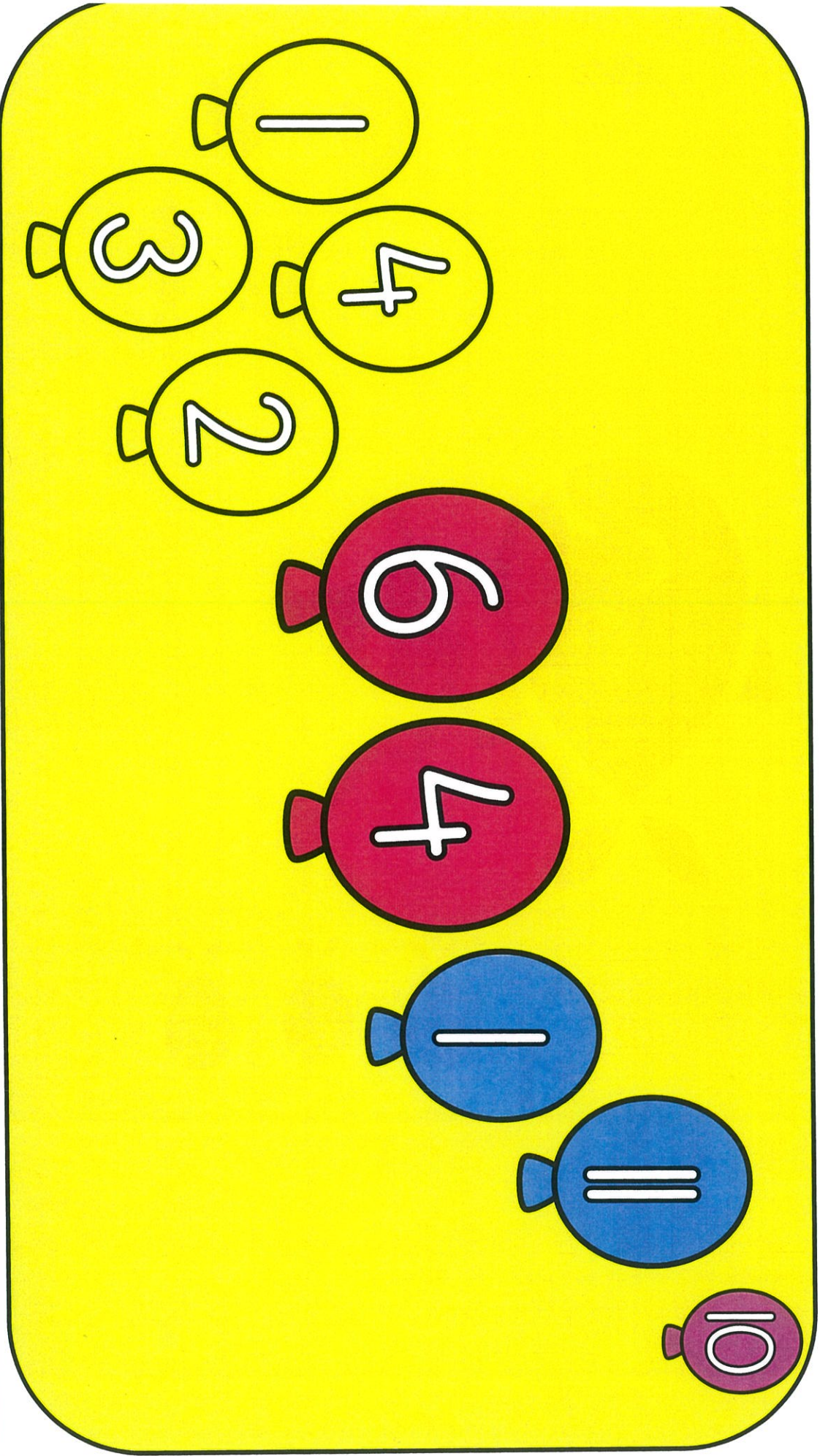
v  **c**

d  **g**

e  **j**

h  **y**

Early Years Number Talk- 'Up, Up and Away'.



Possible Student Responses:

1. Counting
2. Addition and Subtraction
3. More/ Less
4. Size
5. Friends of 10.

Possible Teacher Questions:

1. What do you see when you look at these balloons?
2. What else do you notice?
3. Who notices something different about the balloons?
4. Look carefully at each balloon colour. What do you notice about each colour?
5. How else can you make the number 10?

Finish the number sentences.



7

take away

3

leaves



8

take away

leaves



9

take away

leaves



10

take away

leaves

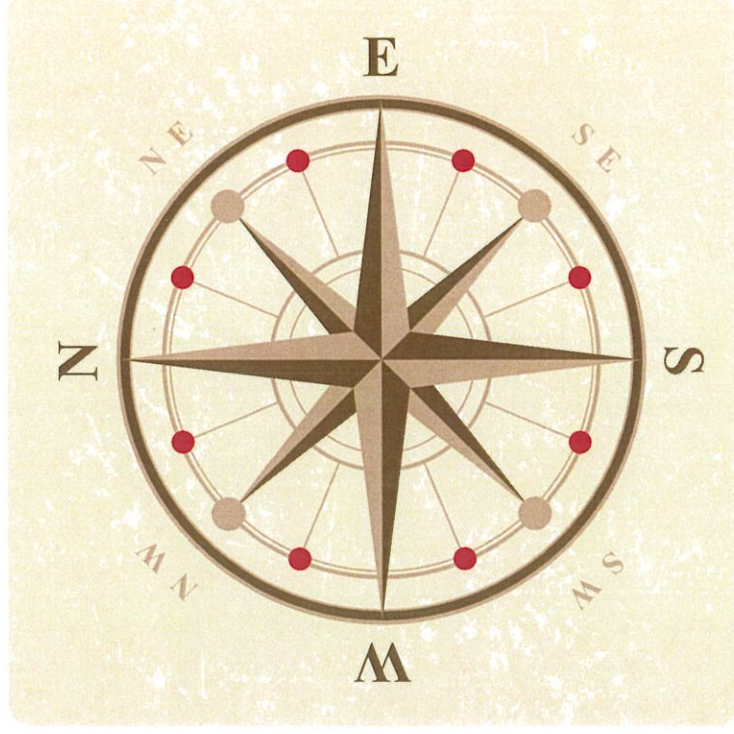


10

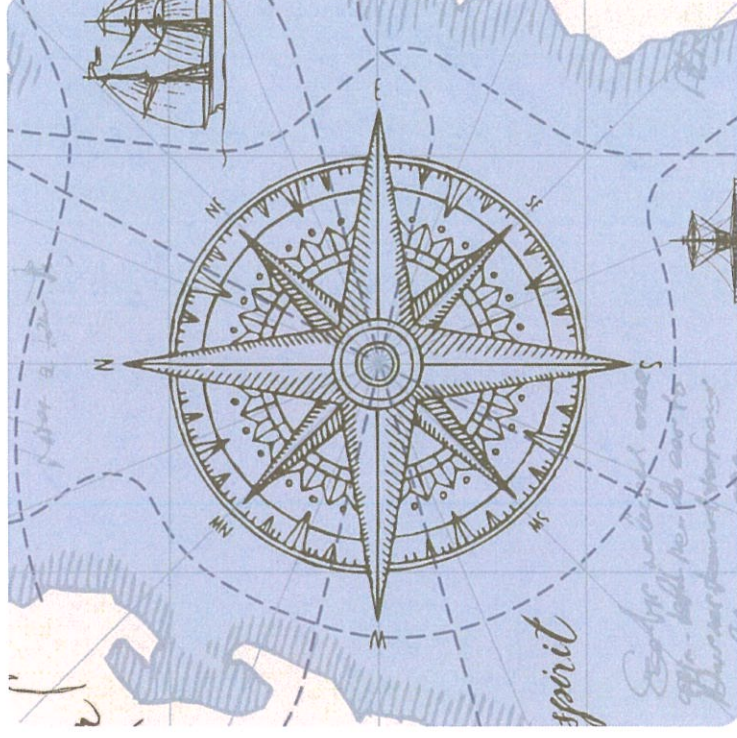
take away

leaves

- 3 A compass helps to find places on a map.



North means pointing to the North Pole.
 South means pointing to the South Pole.
 East means to the right side.
 West means to the left side.

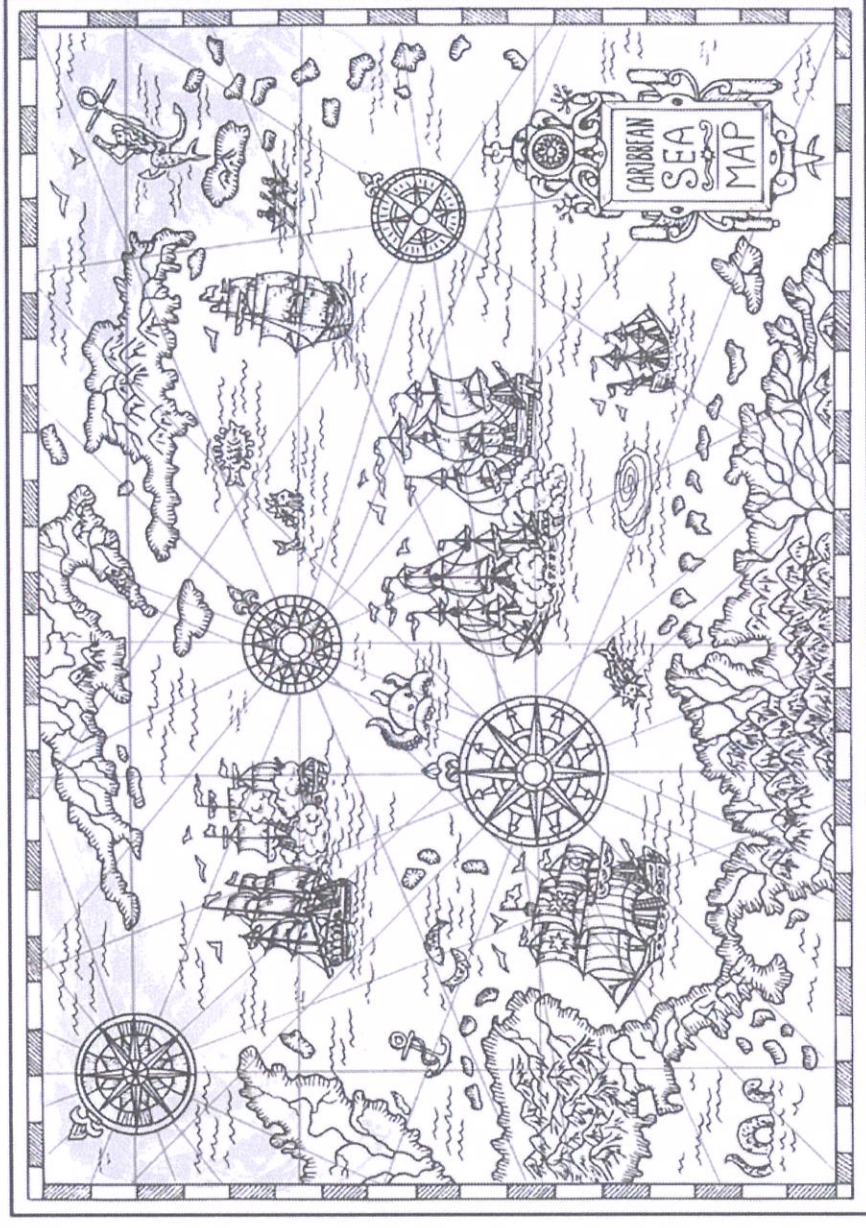


**Find N for north, E for east,
 S for south and W for west
 on these compasses.**

**6**

Look at this sea map.
Label where North,
South, East and West
are. Find a place to
draw a pile of treasure.

Write a description for
where your treasure is.
Read it to a friend and
see if they can find it.



Wednesday

English Activities

Focus sound 's ss' – Revise chant and actions. This can be found using YouTube typing in SoundWaves Song.

Complete the 's ss' worksheets.

Reading activity- read the 'ss' decodable reader. Illustrate pictures to go with the text.

Focus sight words activity.

Writing activity. Read a story book with an adult. Complete Task e- quality text writing activity

Extra activities available:

Log in to www.soundwaveskids.com.au

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Go to <https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-a/es1/tuesday> and complete Tuesday.

Maths Activities

Complete Early Years Number Talk on 'Yetti Fun'. Have a discussion around the questions on the bottom of the worksheet.

Maths focus – Counting forwards and backwards

Using the number cards provided- place them in order on a ledge. Count forwards and backwards as a class. Try and count forwards and backwards with your eyes closed. Place the number cards face down on the floor. Take a number card and 'count on' to 20 from whatever number they pick. Also count back to zero from that number card too!

Complete worksheet Counting forwards and backwards.

Sport with Sam at home!

Sam has created a separate page on his website with some At Home Activities that you are more than welcome to share with your children. Colouring in & Crosswords currently and videos will be up over the next day or so. There will be quite a few bits of content by Wednesday which I hope you can all make use of.

<https://funfitness4littlies.com/athomeactivities/>



s ss

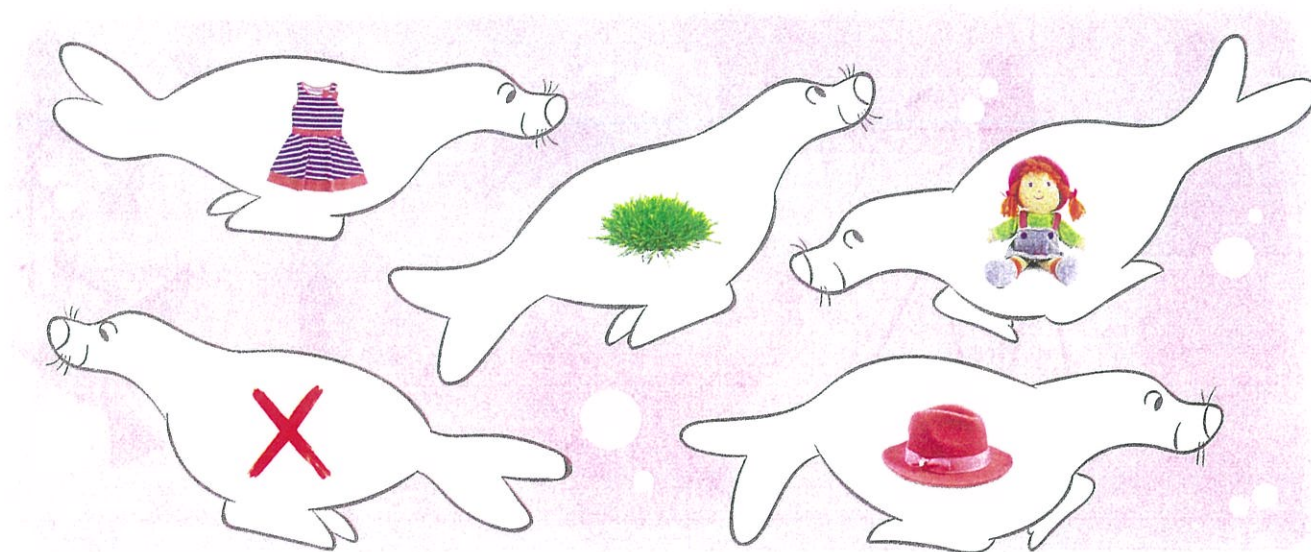
Colour the letters for
s ss in each List Word.

mess
miss

kiss
toss

fuss

Colour the seal if you hear s ss at the **end** of the picture name.



Write a stroke on the line for each sound you hear in the picture name.



Finish the sentences with the words from the seal.

Look at the _____.

See Sam _____ his hat.

toss
mess

A big mess is on the mat.

3

See Dad kiss Mum.

5

I can hang up the socks.

See Jess toss the pegs to Mum.

The king can see his ring.

See the ducks kick in the pond.

Task e - quality text

Narratives focus: narratives can be real or imagined.

An adult retells a well-known narrative that is fiction, e.g. a fairy-tale or a nursery rhyme told as a story.

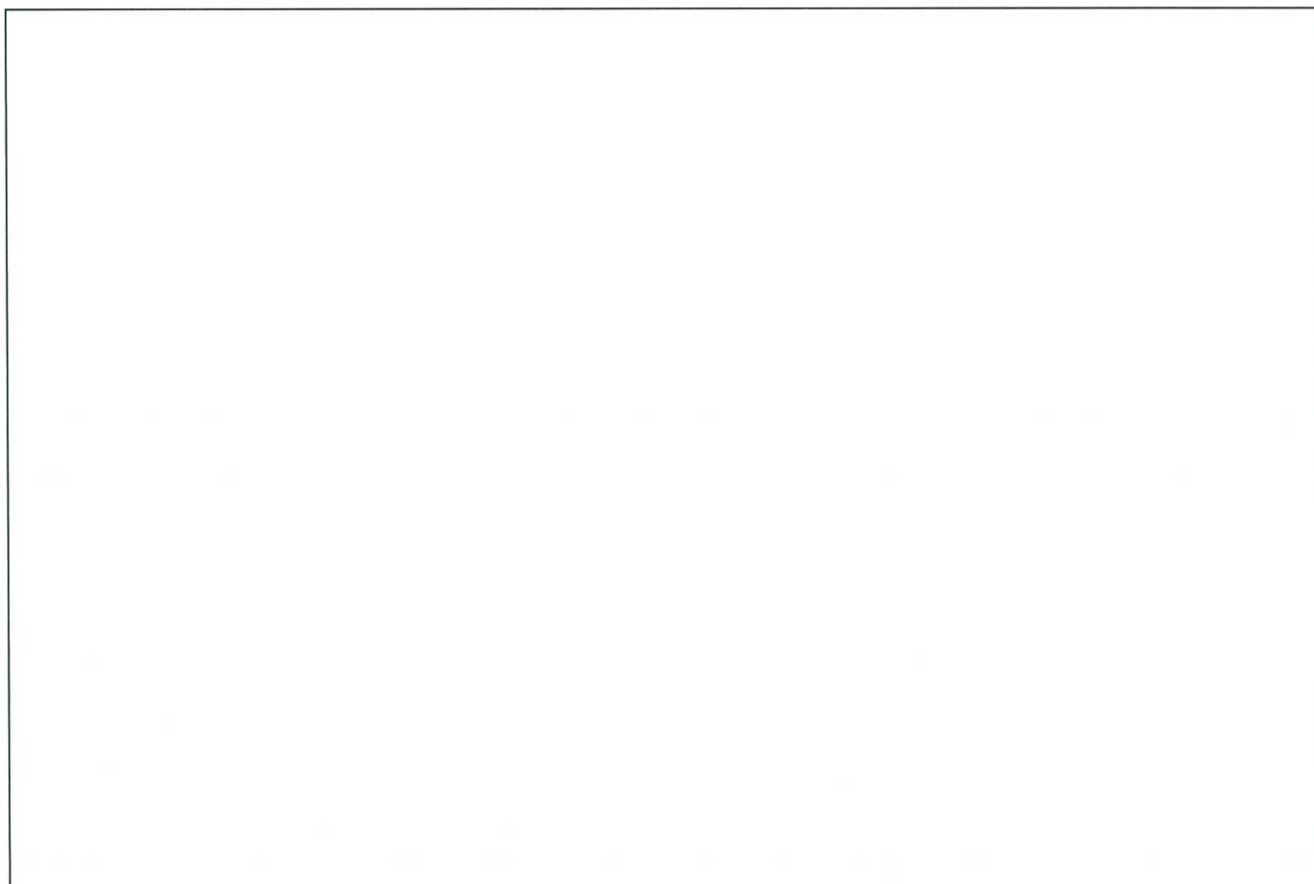
Suggestion retelling Red Riding Hood. The story should start with a clear beginning that sets the scene and introduces the main people. The middle must have a clear problem or complication, that is then resolved with a (hopefully happy) ending for some.

Prior to listening: Listen carefully to see if this narrative is real or imagined. How do you think you will know?

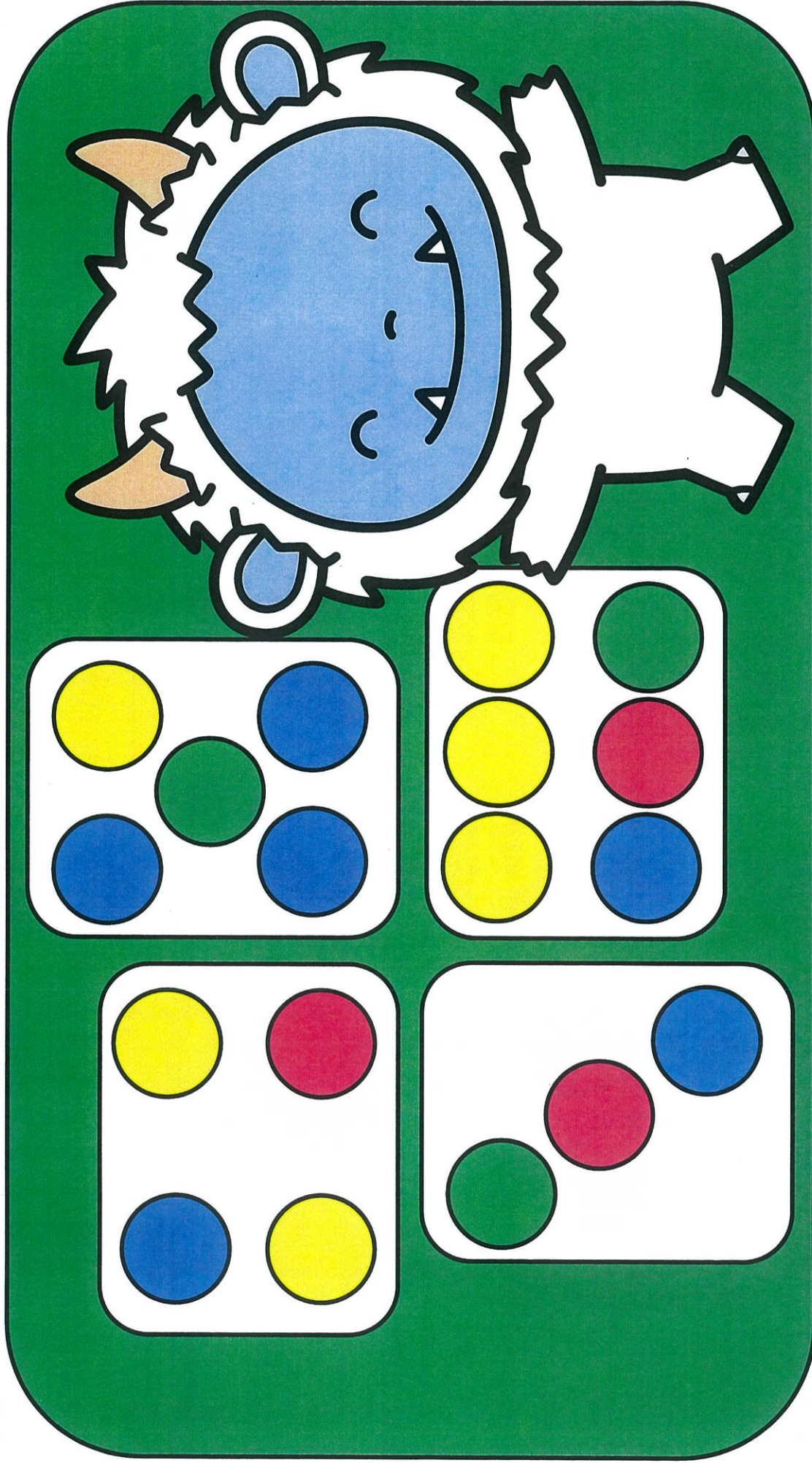
During the story: Can you tell me the complication in this narrative?

After the story is told: Was the narrative I just told you real or imagined? How do you know? Was the complication resolved? Is there a moral to this narrative? Is there anything I can learn from this narrative? Sometimes authors tell narratives so the reader can learn or reflect on something about themselves or the world.

Task: Draw the characters from the story. Label the characters with information about their appearance and personality.



Early Years Number Talk- 'Yeti Fun'.



Possible Student Responses:

1. Counting
2. Ordering
3. Addition
4. Colour
5. Even/ Odd Numbers

Possible Teacher Questions:

1. What do you see when you look at these hands?
2. What else do you notice? What strategy did you use to count how many dots you could see?
3. Who notices something different about the hands?
4. Who has a different idea?
5. There are 18 fingers altogether. How else can we represent the number 18?

0

1

2

3

8

9

10

11

16

17

18

19

4

5

6

7

12

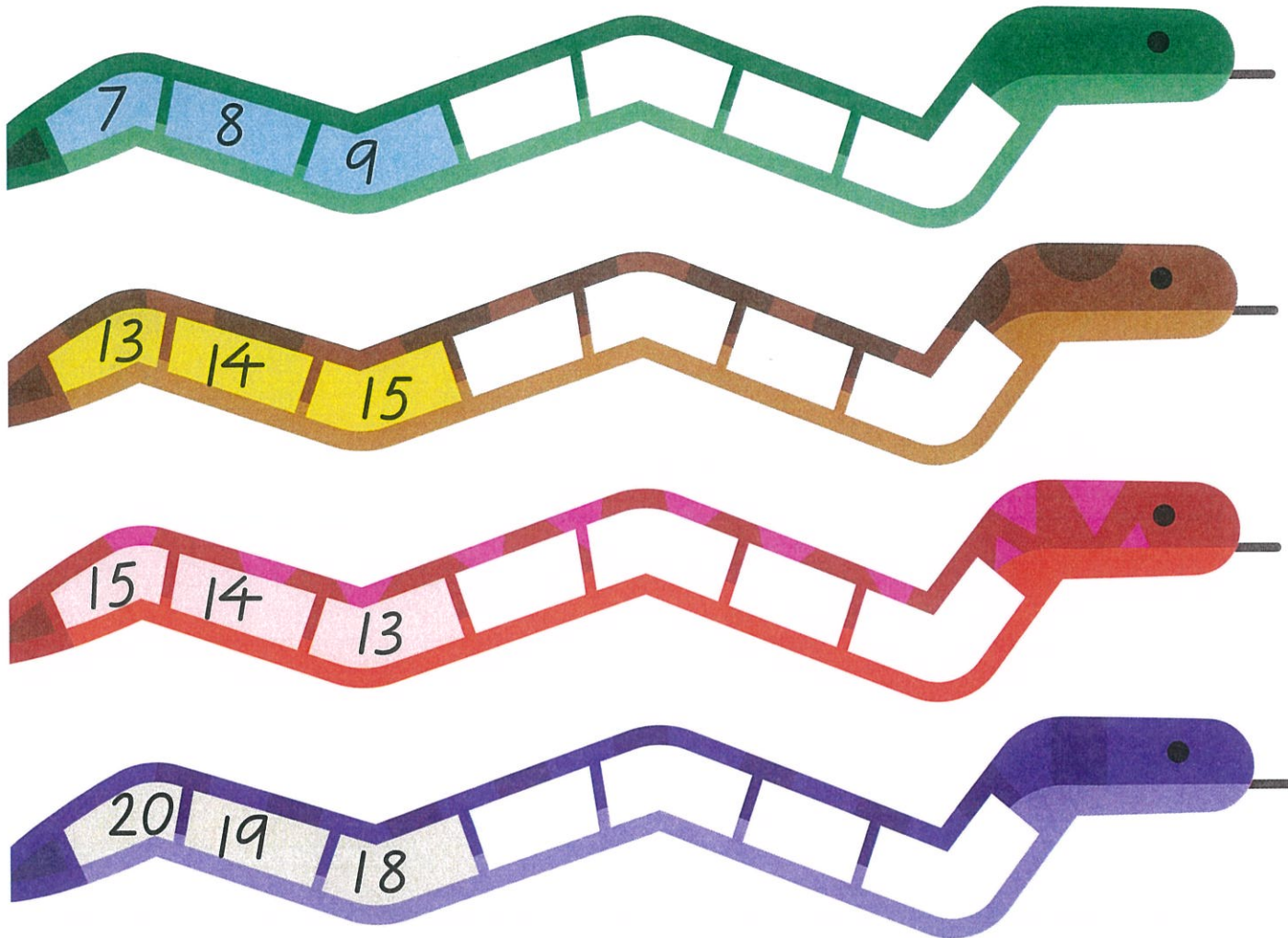
13

14

15

20

Complete the counts.



Write the number that is 'one less' and 'one more' than the numbers in blue.

one less

one more

one less

one more

	13	
	14	
	15	
	16	

	17	
	18	
	19	
	20	

Thursday

English Activities

Focus sound 's ss'

Complete the handwriting page 's'

Reading activity- read the words on the 'Word Activity: Plurals' page. Write them again adding 's' to make the word plural.

Focus sight words activity.

Speaking and Listening

Look at the picture of the underwater fish. Describe to an adult:

- The size of the fish
- What colour and size are the fish
- Are they friends?
- Where do you think they are swimming to?
- What might the fish be saying? Write it in the speech bubble.

Remember to use full sentences and clear speech.

Writing Activity- Write what the big fish might be saying to the little fish

Extra activities available:

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Maths Activities

Complete Early Years Number Talk on 'Toy Capsule'. Have a discussion around the questions on the bottom of the worksheet.

Maths focus – Counting backwards

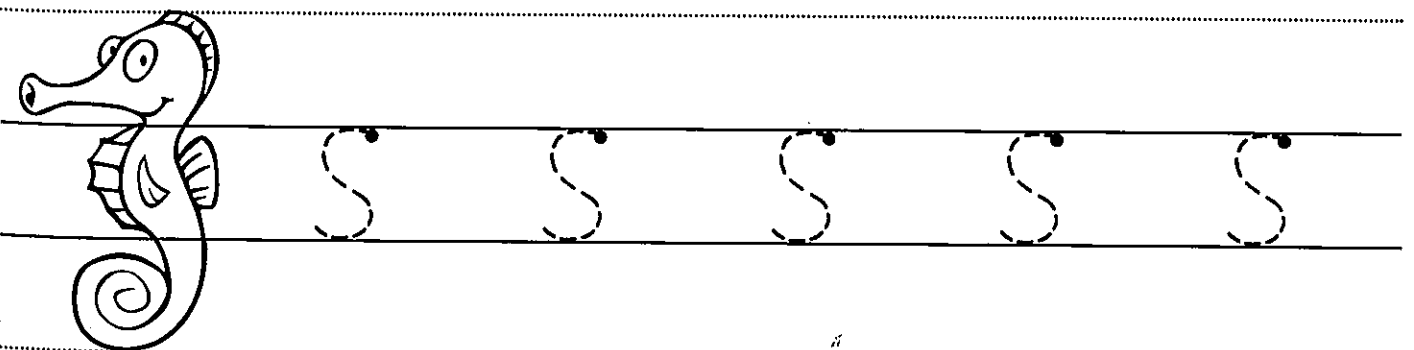
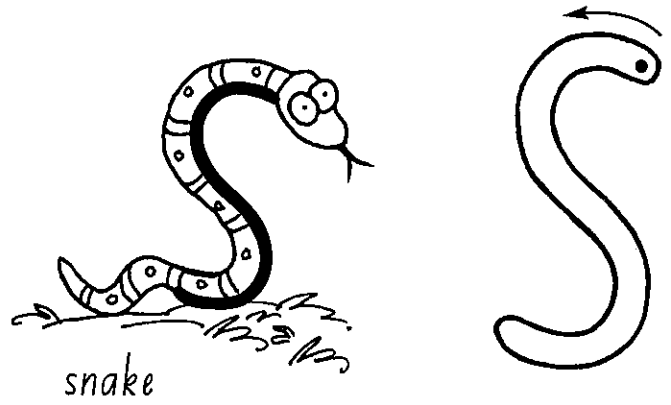
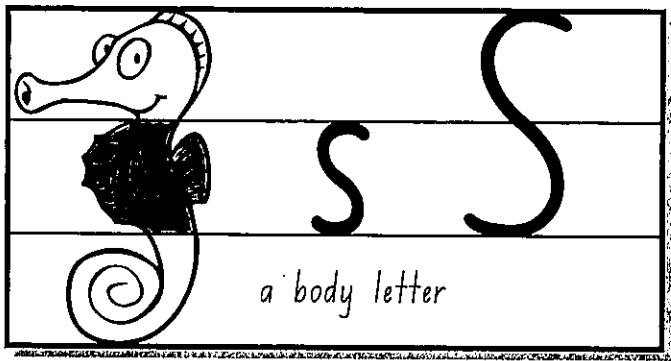
Revise take away by using an action verse. Make a line of ten toys. Say the verse: 10 toys here today, one toy runs away, leaving 9 toys left to play.....and so on.

Complete the workseet Counting Backwards

Science Activities

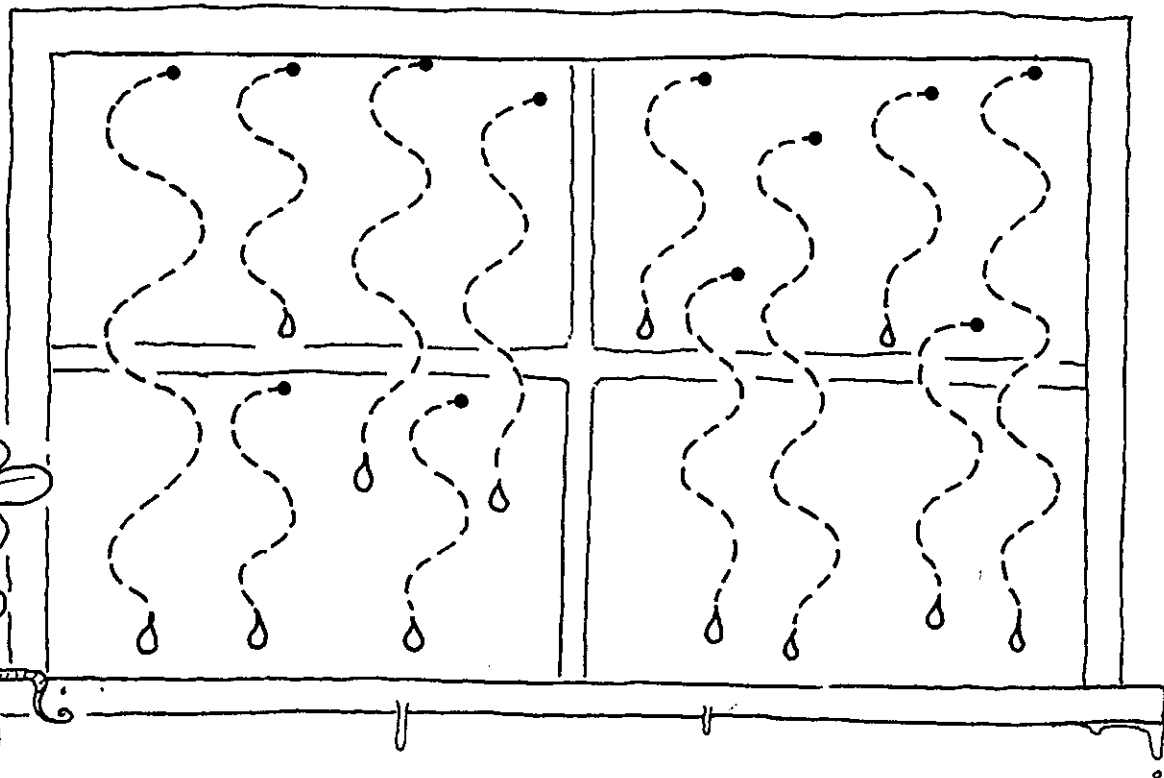
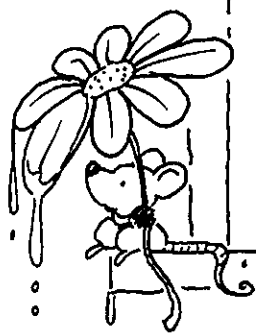
Students are learning about living things. Students work through the activities about animals and what they produce.

Mrs Watt has written out a note. Please see below 😊

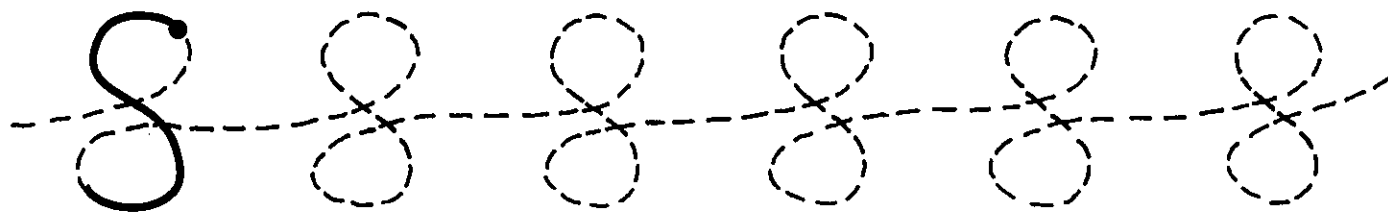


S

Trace.

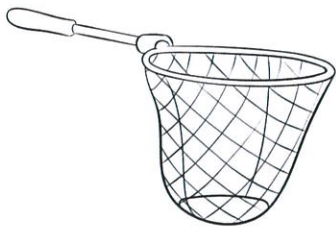


Trace. Find the s's.

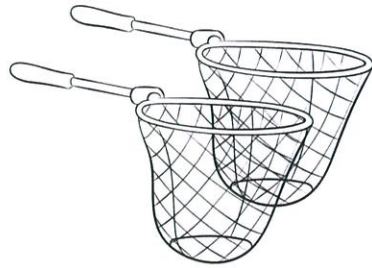


Try your own.

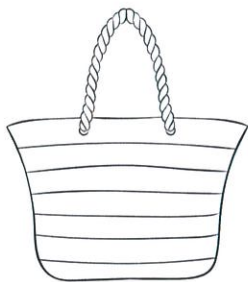




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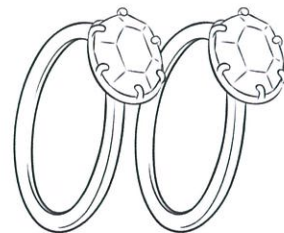
mop



bag



ring



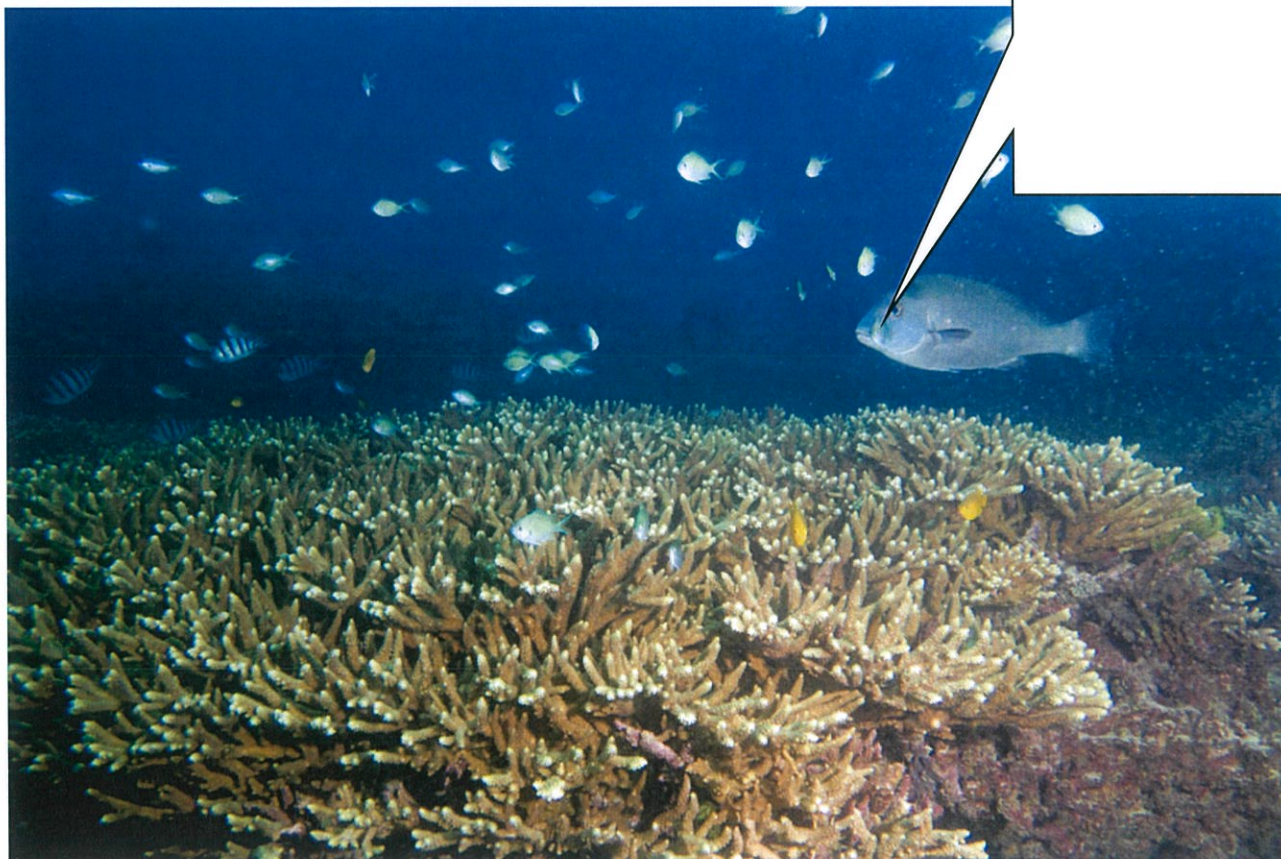
Lesson 10

Task a – speaking and listening

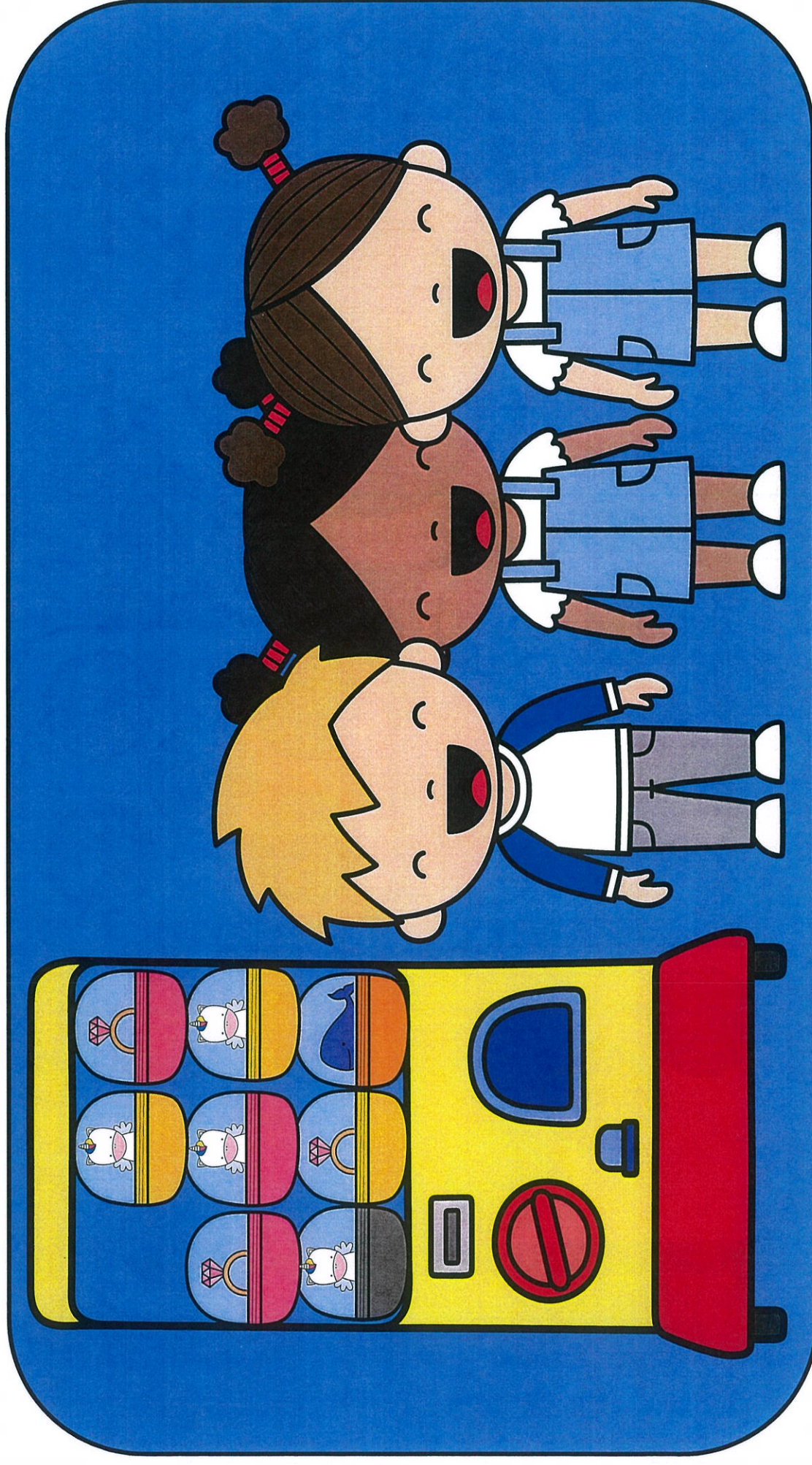
Look at the picture below. Describe to an adult:

- The size of the fish
- What colour and size are the fish
- Are they friends?
- Where do you think they are swimming to?
- What might the fish be saying? Write it in the speech bubble.

Remember to use full sentences and clear speech.



Early Years Number Talk- 'The Toy Capsule'.



Possible Student Responses:

1. Addition
2. Size/ Shape
3. Chance
4. Subtraction
5. Counting

Possible Teacher Questions:

1. What do you see when you look at the toy capsule?
2. What else do you notice?
3. Who notices something different when they look at the toy capsule?
4. Teacher to generate some chance questions such as "What is the chance that the boy will get a unicorn?" or "If the boy gets a whale, will one of the girls get a whale as well?"

Count backwards to answer the questions.



I had 6 balloons but 2 flew away. How many are left?



I had 7 balloons but 3 flew away. How many are left?



I had 7 balloons but 2 flew away. How many are left?



I had 9 balloons but 4 flew away. How many are left?



I had 10 balloons but 4 flew away. How many are left?

Kindergarten Science with Mrs Watt

Hi Kindy students and parents!

I hope you are all going well at home. A great time for conversations with your kids. Here is what we are learning so you can talk to them about it.

We have been learning about **Living things** and what they need. Therefore, if you can have conversations about what makes something living or non-living. Living things grow, move, breathe, need energy, and reproduce. We have also learned what living things (plants and animals) need to survive; food, water, air to breathe, shelter for animals, sunlight for plants.

In the last couple of weeks, we have started on **Farm to Family**. In this unit we are learning about living things (plants and animals) providing us with things we need (food and fibres). Students should be beginning to understand where their food comes from. Therefore, when shopping, cooking and eating talk to them about where the food originates from ie. Bacon from a pig, milk from a cow, bread from wheat etc. This can also be done with the clothes they wear (cotton, wool) and building materials (wood) etc.

There are some great videos on George the Farmer website

<https://www.georgethefarmer.com.au/> under Create and learn tab at the top. George the Farmer is also on ABC TV and iView and on You Tube. Check out their videos, they are great!

The workbook activities are:

1. A flowchart for sheep and cotton. Students to cut out pictures provided and put them in order in the flowchart.
2. Draw their bedroom and label (with your help) what things are made of.
3. Optional extras are to Grow a Bean in a Bag Experiment and, also a Backyard Scavenger Hunt.

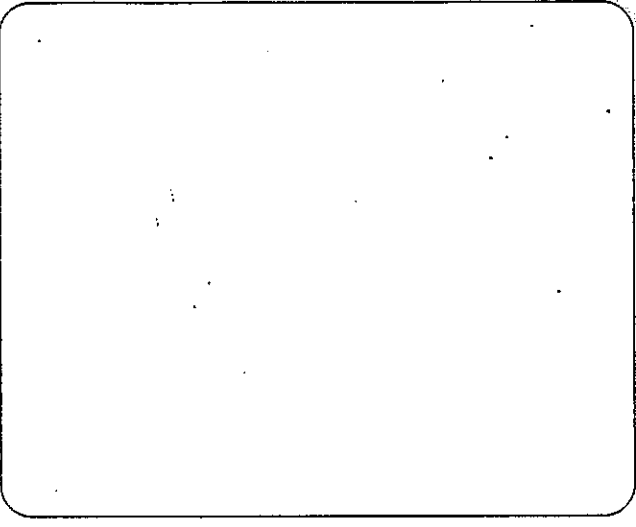
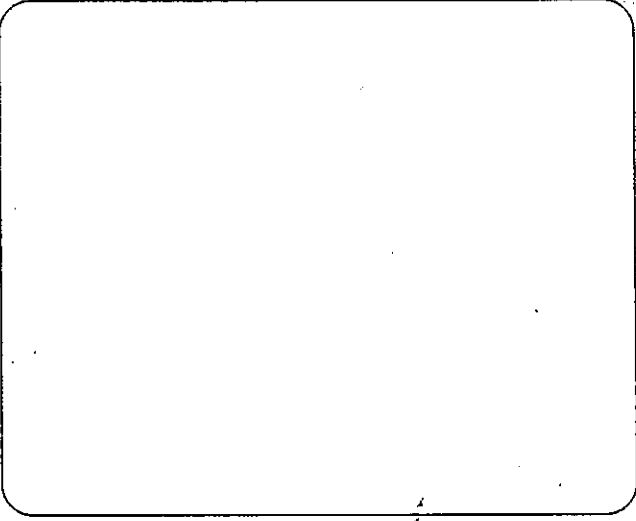
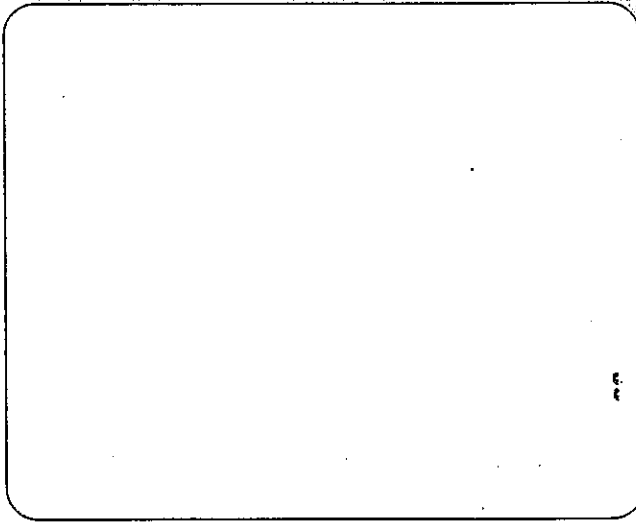
Kids keep asking questions and learning about our amazing world and parents all the best with answering them!

Kind Regards, Mrs Janet Watt

CUT OUT PICTURES AND STICK THEM IN ORDER ON THE FLOWCHART

SHEEP

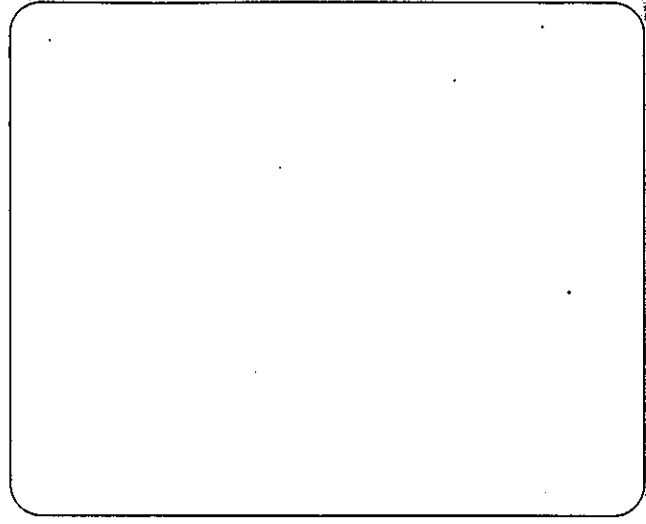
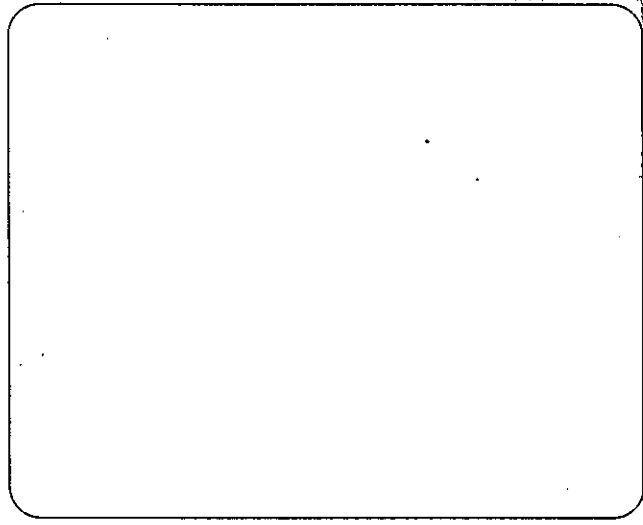
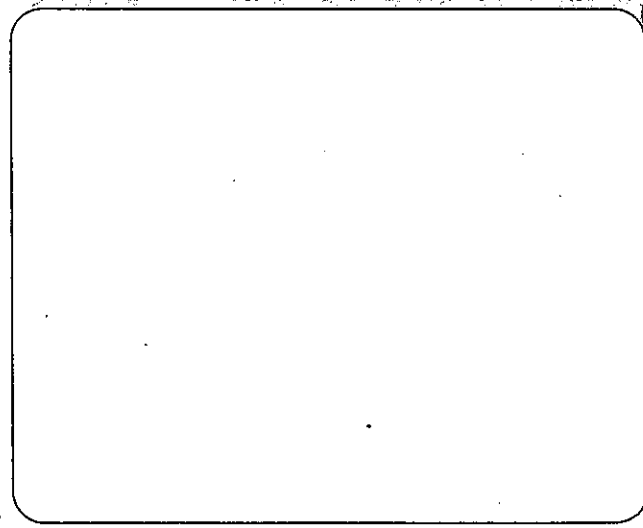
How do we look after it?
What do they need?

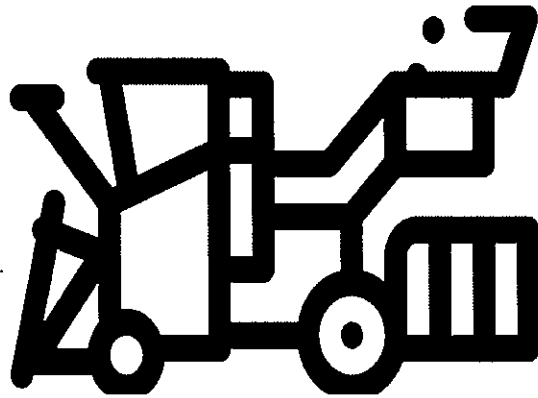
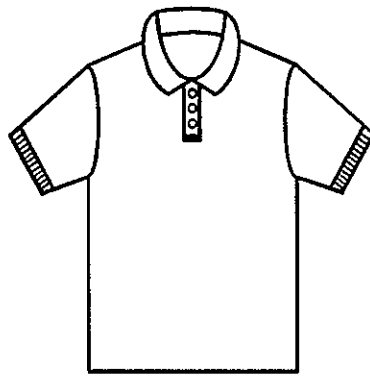
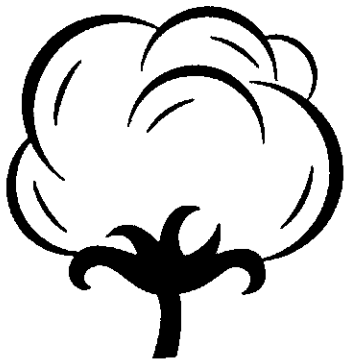
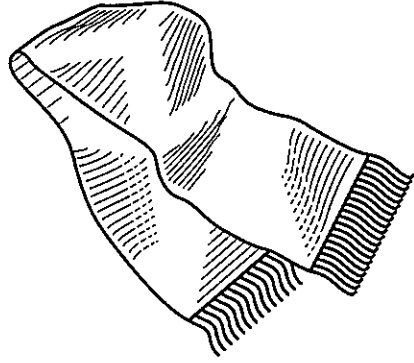
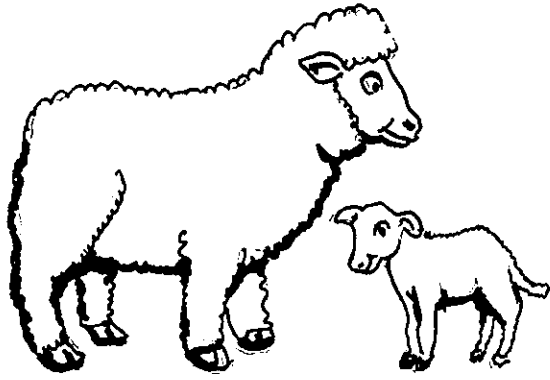


How we collect it.

How we use it.

COTTON





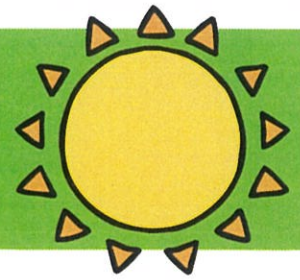


7

Draw your bedroom and label what things are made from.

Grow a Bean in a Bag

Science Experiment



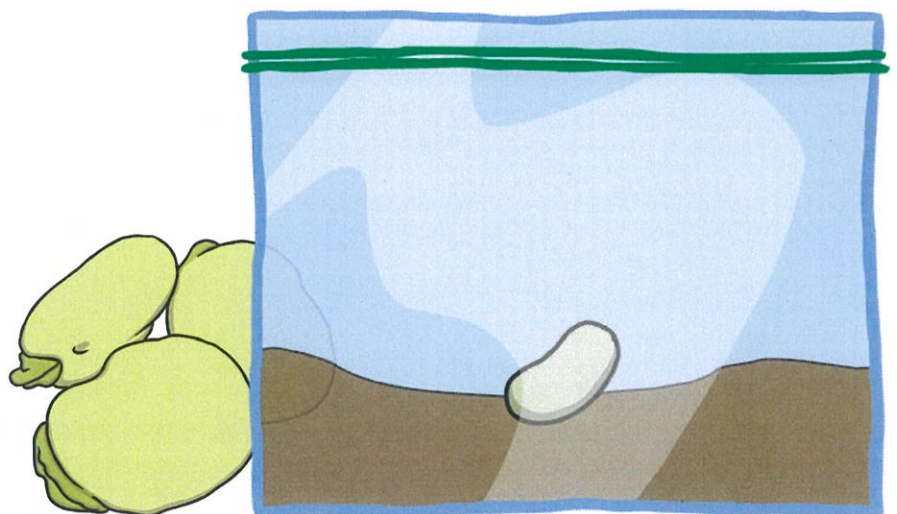
Method

1. Wet the paper towel and put it inside the bag.
2. Put the bean on the paper towel and seal the bag.
3. Tape the bag to a sunny window.
4. The seed needs warmth to germinate and the sun should provide that. Plus the light will enable everyone to see the germinating seed better. It should take 3-5 days for the seed to germinate. Keep the paper towel moist, you may need to add a bit of water to it if it dries out. After 2 weeks, your bean can be planted in the soil or in a pot.

You will need:

A ziplock bag
Paper towels
Water
Bean seed
Sticky tape

We hope you find the information on our website and resources useful. The activities set out in this resource are potentially hazardous. The activities are not suitable for all children and adult supervision may be required for some of the activities. It is your responsibility to assess whether the children in your care are able to safely carry out the activities and whether the children require adult supervision. You are responsible for carrying out proper risk assessments on the activities and for ensuring that activities can be carried out safely. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking the activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.



Backyard Scavenger Hunt!



☐ 1. Worm

☐ 11. Seed

☐ 2. Twig

☐ 12. Something Round

☐ 3. Weed

☐ 13. Bird

☐ 4. Something Bumpy

☐ 14. Something Smooth

☐ 5. Spider Web

☐ 15. Flying Bug

☐ 6. Water Source

☐ 16. Something that Smells Good

☐ 7. Stone

☐ 17. Bush

☐ 8. Tree

☐ 18. Clover

☐ 9. 3 Different Leaves

☐ 19. Footprint

☐ 10. Something Yellow

☐ 20. Something that Moves



Friday

English Activities

Sound work- using the alphabet cards provided flash each card and students must say "letter is.... And the sound is..." For example: "Letter is b and the sound is 'b'" Choose these sounds 's a t p l n' students go and find things around the house that contain these sounds.

Focus sight words activity.

Writing Activity – Reflect on some of the activities we have done this week, draw and write about three of your favourite activities from the week.

Extra activities available:

Log in to www.soundwaveskids.com.au

Use chip452 for the password. Go to Phase 2 Grapheme units. Find z. Complete Match Up, Unjumbler and/or Segmenting Tool.

Go to <https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-a/es1/tuesday> and complete Tuesday.

Maths Activities

Complete Early Years Number Talk on 'Dragon Adventure'. Have a discussion around the questions on the bottom of the worksheet.

Maths focus – Sharing one at a time

Using paper plates or plastic plates or any other plates you have at home. Put four counters or objects on the floor and tell students a story about sharing four cakes between two people so each person gets the same number of cakes. Put two counters on each plate and ask students to say if the sharing is fair. Ask: How do you know it is fair? Repeat for other numbers shared between two.

Complete worksheet Sharing one at a time.

Role play Activity- Students make a cave for their teddy bears or have a teddy bears picnic



a

b

e

f

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c

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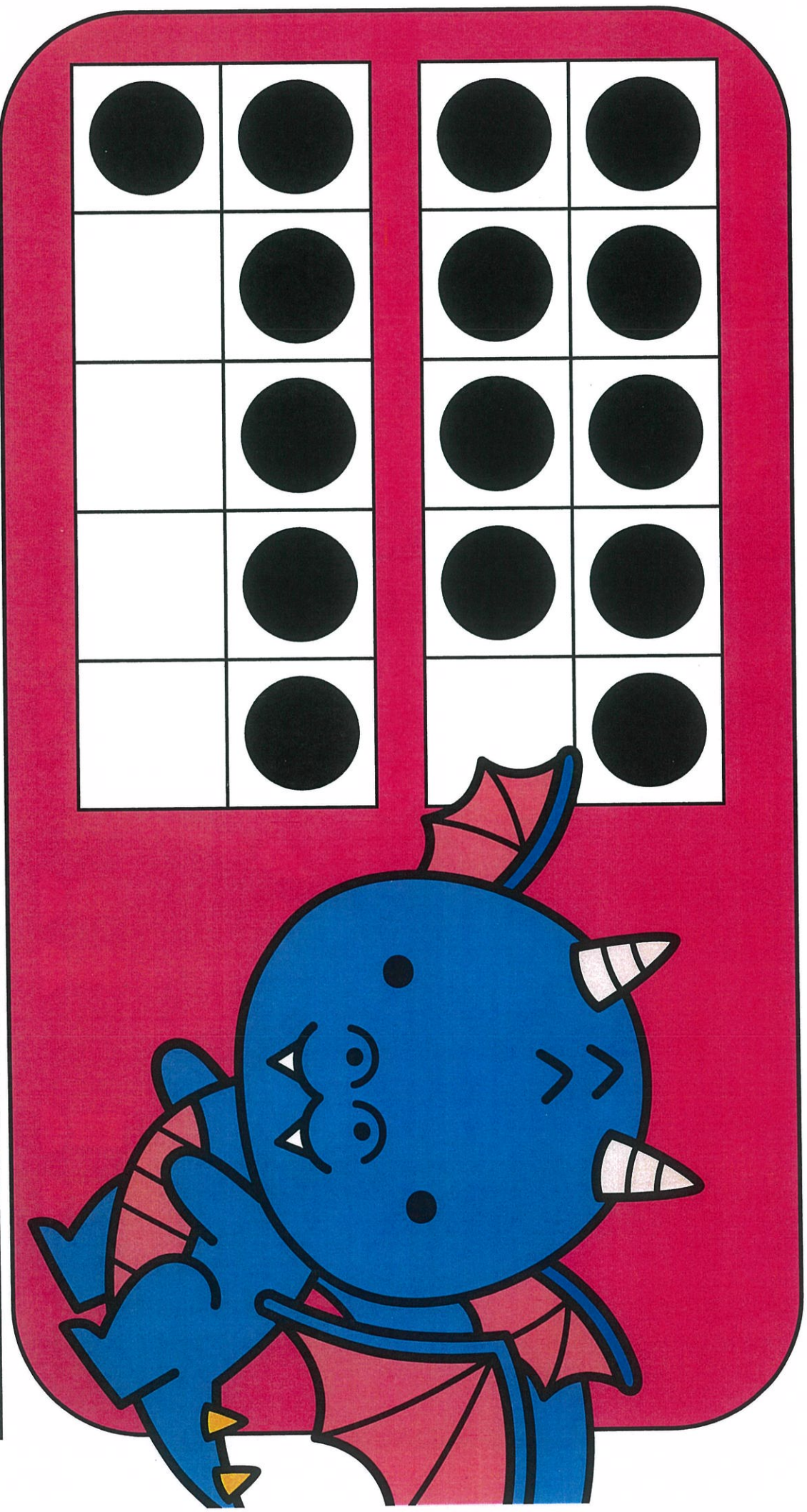
w

x

y

z

Early Years Number Talk - 'Dragon Adventure'.



Possible Student Responses:

1. Counting
2. More / Less
3. Groups of
4. Addition
5. Doubles

Possible Teacher Questions:

1. What do you see when you look at the dragon's dots?
2. What else do you notice?
3. Who notices something different about the dots?
4. What strategy did you use to count the dots? Who used a different strategy?
5. How many more dots are needed to make 20 dots?

Share the items into their containers.

