



Kindergarten ~ Term 3 ~ Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
First Session	<p>English</p> <p>Spelling/Phonics Log onto Seesaw and work through the Phonics Week 9 Monday activity. (There are 3 slides) You might like to come back and use this each day or practise in this way offline with your own phoneme/grapheme cards.</p> <p>We are going to focus this week on the letter Xx. What is it's name and what sound does it make? Watch youtube clip: https://www.youtube.com/watch?v=RX9Pm9qj_QY</p> <p>There are not many words that start with the letter x. So let's think of words that have the /x/ sound at the end or in the middle. eg box, fox, saxophone, mix.</p> <p>Practise reading the sight words/high frequency words: <i>in, to, for, was</i> This week we will focus on the word has. Stretch out</p>	<p>English</p> <p>Spelling/Phonics Practise our phonemes: <i>b, h, l, j, v, w, y, z, ll, ff, zz</i> Practise saying and writing all of these sounds. You may like to go back to Monday's Phonics activity on Seesaw to help you practise.</p> <p>Continue focusing on the letter Xx. What is it's name and what sound does it make? Complete Seesaw activity - Letter Xx Find</p> <p>Practise reading the sight words/high frequency words: <i>in, to, for, was</i> We continue to focus on the word has. Stretch out the sounds in this word - /h/a/s/. This sight word has one tricky part: /h/ and /a/ are making their correct sound but the/s/ is making the sound /z/. S often makes the sound /z/ at the end of words eg his, was, dogs, mugs. Practise writing this word 5 times, saying the sounds as you write it each time.</p>	<p>English</p> <p>Spelling/Phonics Practise our new phonemes: <i>b, h, l, j, v, w, y, z, ll, ff, zz</i> Practise saying and writing all of these sounds. You may like to go back to Monday's Phonics activity on Seesaw to help you practise.</p> <p>We continue to focus on the letter Xx. What is it's name and what sound does it make? Seesaw activity - Letter Xx Handwriting activity</p> <p>Seesaw activity - X Sort</p> <p>Practise reading the sight words/high frequency words: <i>in, to, for, was</i> We continue to focus on the word has. Stretch out the sounds in this word - /h/a/s/. This sight word has one tricky part: /h/ and /a/ are making their correct sound but the/s/ is making the sound /z/. S often makes the sound /z/ at the end of words eg his, was, dogs, mugs.</p>	<p>English</p> <p>Spelling/Phonics/Reading/Writing Log into Seesaw and complete the Literacy 09/09 activity. This activity includes phonics, reading, handwriting and writing.</p> <p>Practise reading the sight words/high frequency words: <i>in, to, for, was</i> We continue to focus on the word has. Stretch out the sounds in this word - /h/a/s/. This sight word has one tricky part: /h/ and /a/ are making their correct sound but the/s/ is making the sound /z/. S often makes the sound /z/ at the end of words eg his, was, dogs, mugs. Practise writing this word 5 times, saying the sounds as you write it each time. "h/a/s"</p> <p>Complete Seesaw activity Sight Words - HAS</p> <p>Complete the Seesaw activity - Find a word (optional)</p>	<p>English</p> <p>Spelling/Phonics Practise our new phonemes: <i>b, h, l, j, v, w, y, z, ll, ff, zz</i> Practise saying and writing all of these sounds. You may like to go back to Monday's Phonics activity on Seesaw to help you practise.</p> <p>We continue to focus on the letter Xx. What is it's name and what sound does it make? Find some things in your house that start with /Xx/ and draw a picture of them. Have a go at writing them.</p> <p>Practise reading the sight words/high frequency words: <i>in, to, for, was</i> We continue to focus on the word has. Stretch out the sounds in this word - /h/a/s/. This sight word has one tricky part: /h/ and /a/ are making their correct sound but the/s/ is making the sound /z/. S often makes the sound /z/ at the end of words eg his, was, dogs, mugs.</p>



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Reading
- Fluency Read - Week 9
(1 Min)

This week we will try something different! Let's use the story, The Big Red Box, for our fluency read. As always, read for 1 minute and see where you get up to. Circle the last word that you get up to each day.

Each day, when we assign the story, read it first and talk about it as you normally would. Then record yourself for your fluency read.

- Text

The text this week is **The Big Red Box** (by Little Learners Love Literacy) **which you**

"h/a/s"

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- Text

BEFORE READING

Have you ever received a parcel in the post? What was it? If you haven't received a parcel, what would you like to receive in the post?

DURING READING

Model blending to decode words in order to read the text.

Read the text **The Big Red Box** (by Little Learners Love Literacy) **which you will find posted each day on Seesaw.**

AFTER READING

Practise writing this word 5 times, saying the sounds as you write it each time. "h/a/s"

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- Text

BEFORE READING

Discuss: What is your favourite part of the story and why? Do you like this story? Why/why not?

DURING READING

Model blending to decode words in order to read the text.

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Each day, when we assign the story, read it first and talk about it as you normally would. Then record yourself for your fluency read.

Your teacher will use this activity to see how your reading is going.

Practise writing this word 5 times, saying the sounds as you write it each time. "h/a/s"

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Each day, when we assign the story, read it first and talk about it as you normally would. Then record yourself for your fluency read.

- Text

Today students will listen to a story read to them for enjoyment. Choose a text from home, from **Sunshine online or from Storybox Library**. It can be a favourite story that is familiar or something new.

Ask questions before, during and after reading to build background knowledge, vocabulary and understanding.

Writing



will find posted each day on Seesaw.

BEFORE READING

Discuss the vocabulary: **St (street abbreviation), lugs, sax (saxophone), wig, pub.** Build background knowledge:

- * Have you ever received anything in the post?
- * What is a saxophone? Google some images and perhaps listen to someone playing a sax on youtube.
- * What is a wig? Why would you wear a wig? Have you got a wig in your dress ups?
- * What is a pub? What do you do at the pub (have dinner and sometimes we see musicians playing)

DURING READING

Model blending to decode words in order to read the text.

AFTER READING

Ask questions such as:

1. Why are Pip and Tim excited?
2. What is in the big red box?
3. Where does their dad work?
4. What is his job?

Ask questions to clarify understanding.

Writing

Watch the youtube clip for your writing today. Be ready with a writing pencil and some paper.

<https://www.youtube.com/watch?v=-AMt2arwems>

or

Parent models how to write the following sentence:

We tug at the big red box.

Students then have a go at independently writing this sentence. **Remove your sentence** and now children have a go at writing the same sentence.

Students then have a go at writing other sentences from the story. eg **It is too big for us.** **The box is for dad.**

Remember to include a capital letter and full stop. Read your writing to check that it makes sense.

Draw an illustration to match your writing.

posted each day on Seesaw.

AFTER READING

Ask questions to clarify understanding.

Writing

Watch the youtube clip for your writing today. Be ready with a writing pencil and some paper.

<https://www.youtube.com/watch?v=N0ai9UPWKq0>

or

Parent models how to write the following sentence:

Dad lugs the box to the rug.

Students then have a go at independently writing this sentence. **Remove your sentence** and now children have a go at writing the same sentence.

Students then have a go at writing other sentences from the story. eg **He tugs at the lid.** **Dad has a wig for his job.**

Remember to include a capital letter and full stop. Read your writing to check that it makes sense.

Use the Seesaw activity: **Sentence Writing Week 9** to write some simple sentences from the stimulus picture. eg **Rick can spin a web. The ant runs on the stick. Rick is on the web.**

Remember to include a capital letter and full stop. Read your writing to check that it makes sense.

Draw your favourite part of the story.

Assembly

Enjoy our virtual St Anthony's assembly!

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

It has also been shared through Seesaw.



5. Why do you think he wears a wig?

Writing

Watch the youtube clip for your writing today. Be ready with a writing pencil and some paper.

<https://www.youtube.com/watch?v=7A3zq5edjbA>

or

Parent models how to write the following sentence:

The man has a big box.

Students then have a go at independently writing this sentence. (You can either leave your sentence for your child to copy or remove it for them to write independently).

Students then have a go at writing other sentences from the story. e.g. The box is red. Can we get it?

Remember to include a capital letter and full stop. Read your writing to check that it makes sense.


Draw an illustration to match your writing.

Draw an illustration to match your writing.

Take a photo of your work to share with your teacher on Seesaw.

Your teacher will use this activity to see how your writing is going.



Break					
Second Session	<p>Mathematics Warm Up: Click on the link below to play some maths games to warm up before the lesson: https://au.splashlearn.com/number-games-for-kindergarten</p> <p>Model counting a collection of objects of up to 20 and recording the number. Watch the video on Seesaw called Counting and Ordering Collections.</p> <p>Write the following numbers on three pieces of paper: 9, 8, 10. Next your child needs to put the numbers in order. Explain that numbers are values or amounts of something. Model this by drawing a collection under the 3 given numbers. Repeat this by putting the 3 numbers on 3 different pieces of paper. Model ordering them and explaining reasons for their order. Eg 3, 6, 9 - "9 is here because it is more than 3 and 6."</p>	<p>Mathematics Warm Up: Complete the 'What Number Comes Next' activity on Seesaw.</p> <p>Practise counting groups of objects to 20. You might use buttons, pegs, pieces of pasta or any other small objects that you can make groups with. Next, make three groups of objects. Count how many objects are in each group and then place those groups in order from the group with the smallest number to the group with the largest number. It sometimes helps to place the objects in a line to count them more easily. Complete the Counting Collections activity on Seesaw. You may like to record your answers on a piece of paper. Extension questions: 1. I see how you counted your collection the first way, now how can you count your same collection a different way? 2. How many would you have</p>	<p>Mathematics Warm Up: Ordinal numbers to tenth. Watch the video: https://youtu.be/fR8KyCt5XtA Draw a picture of 10 animals in a line and write the ordinal numbers to match them to their position.</p> <p>Watch the video in the Seesaw activity - Number Stories - Counting and Ordering for how to complete today's task.</p> <p>Pose everyday problems involving the ordering of numbers. e.g. there were 6 birds in this cage, 2 birds in this cage and 8 birds in this cage. Order the cages from the smallest to largest number. Ask your child to model this with counters or other small objects and record numbers. Repeat with other problems such as flowers in vases or lollies in a jar. You can increase the numbers in the stories to extend your child. You could use numbers from 1-10, 10-20 or even 20-30.</p> <p>Complete Ordering Numbers Seesaw task.</p>	<p>Mathematics Warm Up: Complete the 'Counting to the stars 1-30' Seesaw Activity.</p> <p>Discuss what it means for two things to be the same. What does this mean for numbers? How do we determine if two numbers are the same? Present the number 7, ask your child to draw that number and the number that is the same. Now draw a number that is not the same. How do we know when the numbers are and are not the same? You can represent these numbers with objects to be able to compare them.</p> <p>Complete the Are they the Same? Seesaw activity. Use numbers to 15 Use numbers to 30.</p> <p>Religion <u>Jonah and the Whale</u> Listen one more time to the story of Jonah (either on Seesaw from Monday or yesterday's youtube clip)</p>	<p>Mathematics Warm Up: Estimating Pick up a handful of buttons, lids, paddlepop sticks or lego etc. and estimate how many you have picked up. Count how many there are and repeat.</p> <p>Play a game of snap or uno to reinforce the idea of cards needing to be the same or equal to be able to win.</p> <p>Kinder Red Zoom - 12:30 pm</p>  <p>Zoom Link: https://dowcatholic.zoom.us/j/67367262292 Meeting Id: 673 6726 2292</p> <p>Religion Revise everything we have been learning over the past few weeks about David,</p>



Next, your child needs to take three handfuls of a counting object, count them and record the corresponding number. They then order the collections from smallest to largest. Encourage your child to make a statement about their number eg 3, 6, 9 - "9 is more than 3 and 6."

To extend your child:
Count collections in the 20s.
Order 4 numbers.

Religion

Jonah and the Whale

Who is Jonah?
Jonah is an Old Testament character from the Bible. The Bible tells us about how great God is. We learn about Jonah and how he was asked by God to deliver a message.

Listen to the story of Jonah and the whale on Seesaw.

At the end of the story, you will listen and think about the 'I wonder ...' questions. Then you will draw your favourite part of the story. You can draw your

in your collection if I add 1 more? Can the student count on or do they have to start over counting the first object again?

3. How many would you have if I took 1 away from your collection?

4. How can you prove to me that you have a group of 10?

5. How many would you have in your collection if I add a group of 10?

6. How many would you have in your collection if I take a group of 10 away?

Religion

Jonah and the Whale

Watch the short video about the story of Jonah.

Overboard - The Story of...

Complete the 'I wonder ...' questions on Seesaw.

Kinder White Zoom -

12.00pm

[https://dowcatholic.zoom.us](https://dowcatholic.zoom.us/j/63332825402)

[/j/63332825402](https://dowcatholic.zoom.us/j/63332825402)

Religion

Song

Listen to this song about Jonah to learn more about him.

LYRICS (Jonah Song)

Use objects from around your house to retell the story or you may like to role play it.

Take a photo and send it to your teacher on Seesaw.

Discuss the meaning of the words '**compassion**' and '**love**' and relate this to the story of Jonah. (God showed compassion for Jonah. Even though Jonah did not listen to God, Jonah was sorry and prayed to God. God helped and protected Jonah because He loved him. God loves everyone.)

Discuss a time that God protected you. It may have been a time that you felt scared, a time that you were hurt or a time that you felt sad.

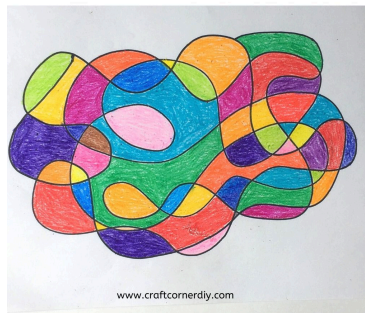
Complete the Seesaw activity, God Loves and Protects Me.

Moses and Jonah. The key learnings are that David, Moses and Jonah were all loved and protected by God, and that God also loves and protects us.

Complete the assessment on Seesaw. Try to have your child answer as independently as possible, but please know that we understand this is not an ideal assessment format. We are happy that your child has had a go!



	<p>favourite part either on Seesaw or on paper.</p> <p>Library Find your Week 9 library activity on Seesaw. Listen to Mrs Cordingley read <i>Busy Beaks</i> by Sarah Allen.</p>				
Break					
Third Session	<p>Other - Visual Arts WHAT YOU NEED: Paper Crayons or Markers WHAT YOU DO: The only rule is: the same colour cannot share a "wall". Start the picture by making a large scribble on a piece of paper. Start colouring in the spaces. Emphasise to your child that they should fill the paper and make large enough spaces to colour. No teeny, tiny scribbles.</p>	<p>Other - Physical Education Cosmic Kids Yoga Choose your own yoga activity today from the following Youtube webpage: https://www.youtube.com/user/CosmicKidsYoga</p>	<p>Other - Music Explore the Toy theatre website: https://toytheater.com/category/music/ Choose an activity to do for example: Learn to play a xylophone, a piano or even have a go at the electronic beat box machine.</p>	<p>Other - Physical Education Choose your own physical activity today, ball skills (kick/bounce/throw), use a skipping rope, play hopscotch or go for a walk or bike ride. If you're stuck for ideas, do a kids workout with Joe https://www.youtube.com/watch?v=d3LPrh10v-w</p>	<p>Other - Visual Arts Directed Drawing Choose your own object to learn how to draw: https://www.artforkidshub.com/how-to-draw/</p>



Class Codes:

: To Know, Worship and Love: <https://app.kwl.com.au/>

Username: wpicton

Password: wpicton

: Sunshine Online - <https://library.sunshineonline.com.au/library/home>

Username: stanthonys1

Password: picton2571