



Kindergarten Term 3 Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
First Session	<p>English</p> <p>Spelling/Phonics Log onto Seesaw and work through the Phonics Week 4 Monday activity. (There are 3 slides) You might like to come back and use this each day or practise in this way with your own phoneme/grapheme cards.</p> <p>We are going to focus this week on the letter Ll. What is it's name and what sound does it make? Watch youtube clip: https://www.youtube.com/watch?v=BfON_hknk-A</p> <p>What words begin with /l/?</p> <p>Practise reading the sight words/high frequency words: <i>the, go, into, of, she</i> This week we will focus on the word they. Stretch out the sounds in this word - th/ey. This sight word has two tricky parts: th making /th/ and ey making /ay/ Practise writing this word 5</p>	<p>English</p> <p>Spelling/Phonics Practise our new phonemes: b, h, l, j, v, w, y, z, ll, ff, zz Practise saying and writing all of these sounds. Watch Mrs Ellul's video previously posted on Seesaw to help you learn the correct way to say the sounds. Practise saying their names as well.</p> <p>We are going to focus this week on the letter Ll. What is it's name and what sound does it make? Open Seesaw Class, go into 'Activities' and complete the letter L activity. Seesaw activity -Letter L Find</p> <p>Practise reading the sight words/high frequency words: <i>the, go, into, of, she</i> Focus now on the word they. Stretch out the sounds in this word as you write it 5 times. th/ey (we say the phonemes: th/ay)</p>	<p>English</p> <p>Spelling/Phonics Practise our new phonemes: b, h, l, j, v, w, y, z, ll, ff, zz Practise saying and writing all of these sounds. Watch Mrs Ellul's video previously posted on Seesaw to help you learn the correct way to say the sounds. Practise saying their names as well.</p> <p>We continue to focus on the letter Ll. What is it's name and what sound does it make? Seesaw activity - Letter Ll Handwriting activity</p> <p>Practise reading the sight words/high frequency words: <i>the, go, into, of, she</i> Focus now on the word they. Stretch out the sounds in this word as you write it 5 times. th/ey (we say the phonemes: th/ay)</p> <p>Reading - Fluency Read (1 min)</p>	<p>English</p> <p>Spelling/Phonics/Reading/ Writing Log into Seesaw and complete the Literacy 5/8 activity. This activity includes phonics, reading, handwriting and writing.</p> <p>Practise reading the sight words/high frequency words: <i>the, go, into, of, she</i> Focus now on the word they. Stretch out the sounds in this word as you write it 5 times. th/ey (we say the phonemes: th/ay) Complete Seesaw activity on the word 'they'</p> <p>Reading - Fluency Read (1 min) The Fluency read will be assigned again today on Seesaw. Use a 1 minute timer. Your child needs to read as many words accurately as possible in 1 minute (or simply just read through the words). Your teacher will use this activity to see how your</p>	<p>English</p> <p>Spelling/Phonics Practise our new phonemes: b, h, l, j, v, w, y, z, ll, ff, zz Practise saying and writing all of these sounds. Watch Mrs Ellul's video previously posted on Seesaw to help you learn the correct way to say the sounds.</p> <p>We continue to focus on the letter Ll. What is it's name and what sound does it make? Find some things in your house that start with /l/ and draw a picture of them. Have a go at writing them. Complete Seesaw activity: Letter L Sort</p> <p>Practise reading the sight words/high frequency words: <i>the, go, into, of, she</i> Focus now on the word they. Stretch out the sounds in this word as you</p>



	<p>times, saying the sounds as you write it each time. (we say the phonemes: th/ay)</p> <p>Reading - Fluency Read (1 min) Each day we will assign the same fluency read on Seesaw. Use a 1 minute timer. Your child needs to read as many words accurately as possible in 1 minute (or simply just read through the words).</p> <p>- Text The online text we will use this week will be 'An Ant Nest' by Speld SA. Access it here: https://www.speldsa.org.au/APS-Set-3</p> <p>BEFORE READING Work through the practise page and discuss the vocabulary: picnic, snack, crept, pack up. Build background knowledge: 1. Have you ever seen lots of ants? What type of ants did you see? Where were the ants? What did you think attracted the ants to that spot? 2. Where do ants nest? What do their nests look</p>	<p>Reading - Fluency Read (1 min) The Fluency read will be assigned again today on Seesaw. Use a 1 minute timer. Your child needs to read as many words accurately as possible in 1 minute (or simply just read through the words).</p> <p>- Text BEFORE READING Discuss: What happened in the beginning, middle and end of this story?</p> <p>DURING READING Model blending to decode words in order to read the text.</p> <p>Read the online text 'An Ant Nest' https://www.speldsa.org.au/APS-Set-3</p> <p>AFTER READING Ask questions to clarify understanding.</p> <p>Writing Parent models how to write the following sentence: Mim and Anne sat on a rug.</p>	<p>The Fluency read will be assigned again today on Seesaw. Use a 1 minute timer. Your child needs to read as many words accurately as possible in 1 minute (or simply just read through the words).</p> <p>- Text BEFORE READING Discuss: What is your favourite part of the story and why? Do you like this story? Why/why not?</p> <p>DURING READING Model blending to decode words in order to read the text.</p> <p>Read the online text 'An Ant Nest' https://www.speldsa.org.au/APS-Set-3</p> <p>AFTER READING Ask questions to clarify understanding.</p> <p>Writing Parent models how to write the following sentence: Anna hit the ants but they did not go.</p> <p>Students then have a go at</p>	<p>reading is going.</p>	<p>write it 5 times. th/ey (we say the phonemes: th/ay)</p> <p>Reading - Fluency Read (1 min) The Fluency read will be assigned again today on Seesaw. Your child needs to read as many words accurately as possible in 1 minute (or simply just read through the words).</p> <p>- 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.</p> <p>Ask questions before, during and after reading to build background knowledge, vocabulary and understanding.</p> <p>Writing Use the Seesaw activity: Sentence Writing to write some simple sentences from the stimulus picture. eg The frog is not in the</p>
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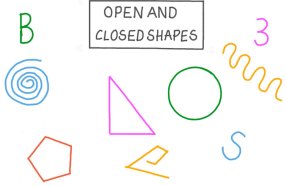


<p>like? (Google some images)</p> <p>3. What would you do if ants crawled on your food?</p> <p>DURING READING</p> <p>Model blending to decode words in order to read the text.</p> <p>Read the online text 'An Ant Nest'</p> <p>https://www.speldsa.org.au/APS-Set-3</p> <p>AFTER READING</p> <p>Ask questions:</p> <ol style="list-style-type: none">1. Where did Anna and Mim set up their picnic? Why do you think they chose this spot?2. What food and drink did they bring? What food did the ants eat?3. How did Anna try to get rid of the ants?4. How did Mim try to get rid of the ants?5. Where did all of the ants come from?6. Why did Anna and Mim leave some nuts on the sand? <p>Writing</p> <p>Parent models how to write the following sentence:</p> <p>Anna and Mim set up a</p>	<p>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.</p> <p>Remember to include a capital letter and full stop. Read your writing to check that it makes sense.</p> <p>Draw an illustration to match your writing.</p>	<p>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.</p> <p>Remember to include a capital letter and full stop. Read your writing to check that it makes sense.</p> <p>Draw an illustration to match your writing.</p>	<p>pond. The frog will jump in the pond and get wet. The bug is in the sky. The bug is not in the pond. The tree is green. etc</p> <p>Remember to include a capital letter and full stop. Read your writing to check that it makes sense.</p> <p>Draw your favourite part of the story.</p>
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	<p>picnic.</p> <p>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).</p> <p>Students then have a go at writing other sentences from the story.</p> <p>Remember to include a capital letter and full stop. Read your writing to check that it makes sense.</p> <p>Draw an illustration to match your writing.</p>				
Break					
Second Session	<p>Mathematics Number Sense Lots of ideas can be found here: https://proudtobeprimary.com/building-number-sense-to-20/</p> <p>Practice making groups of ten things. Group straws, beans, counters, or any small objects. Practise counting by 10's.</p>	<p>Mathematics Number Sense Use small objects to count on or back from a number given (cubes, counters, dice, etc.).</p> <p>2D Begin by revising names of 2D shapes by playing Shapes for kids: https://www.youtube.com/watch?v=beTDz9HSNOM</p>	<p>Mathematics Number Sense Practise counting by 10's - forwards to 100 and backwards from 100.</p> <p>2D Explain that 2D shapes consist of sides. These sides are either straight or curved lines. These lines are open. This video will help explain: https://www.nagwa.com/en/videos/308123421425/</p>	<p>Mathematics Number Sense Encourage kids to practice one-to-one counting with small objects. Have small groups of objects set up in containers.</p> <p>2D Revise knowledge about 2D shapes. Try to encourage your child to use the correct mathematical language: <i>straight line</i>, <i>curved line</i>,</p>	<p>Mathematics Number Sense Fill clear or open containers with different sized objects for kids to guess. Keep them simple and work up in difficulty and size of objects. Smaller objects and bigger containers are usually harder.</p> <p>2D Revise all concepts and</p>



	<p>2D Watch this clip, 2D vs. 3D Shapes: https://www.youtube.com/watch?v=YxoLLSTu1jo</p> <p>Revise the difference between 2D shapes and 3D objects.</p> <p>Complete the Seesaw activity: 2D and 3D Shape Sort</p> <p>Look at the faces of 3D objects (eg cylinder and cube) and have your child identify what 2D shape they can see. Repeat this with other 3D objects.</p> <p>Let your child select a 3D object to manipulate. Look at the faces of the object and identify what 2D shape they can see. They then trace around the face to show the 2D shape. <u>Or</u> they can use the 3D objects to make a 2D shape impression in playdough.</p>	<p>Investigate the attributes of the triangle. Draw your child's attention to its 3 straight sides, 3 pointy corners, flat surface. Repeat this for circle, rectangle and square.</p> <p>Draw various straight and curved lines on paper and tell your child that 2D shapes can have straight and curved sides.</p> <p>Complete the Seesaw activities: Glow: Drawing 2D Shapes in the Dark and Tracing and drawing 2D shapes.</p> <p>Religion Complete the Seesaw activity: Religious Education Assessment.</p> <p>Your teacher will use this activity to see what you have learnt in Religion.</p> <p>Have your child answer the questions as independently as possible.</p>	<p>Ask your child to draw some open lines on whiteboards, then attempt to draw open lines that are straight or curved.</p> <p>Explain that 2D shapes are closed shapes. They become closed when we join the open lines together. Students draw closed shapes on whiteboards.</p>  <p>Students then use play dough to model open lines, both straight and curved and 2D shapes that are closed. These can be any 2D shape, not necessarily circle, triangle, rectangle or square. Their model will be constructed by rolling play dough into lines and joining the lines to make the closed shape. If you do not have playdough, your child can practise drawing the shapes or use pipe</p>	<p>closed shape, open line, circle, triangle, rectangle, square.</p> <p>Have your child practise drawing 2D shapes using textas or crayons. They can also use scissors to cut out a variety of 2D shapes. Talk about how many sides the shapes have and whether the sides are straight or curved.</p> <p>Option: Take your child outside and allow them to draw closed 2D shapes using chalk.</p> <p>* To extend your child: Draw octagon, hexagon and pentagon.</p> <p>Religion David is Anointed Log into: To Know, Worship and Love (see the link below) Go to Prep and select chapter 14: God chooses David. Listen to the story of David being chosen and anointed by God.</p> <p>After listening to the story, discuss the following I</p>	<p>language taught this week.</p> <p>Mystery Shape - Place some 2D shapes in front of your child. Ask your child to close their eyes while you select a shape and describe it. Your child then opens eyes and draws the shape that they imagined. Was it correct? Try this again with other shapes.</p> <p>A couple of online maths games: https://www.mathplayground.com/ASB_Kangaroo_Hop.html https://www.abcya.com/games/shapes_geometry_game</p> <p>Religion Today we celebrate the Feast day of Saint Mary of the Cross MacKillop. Google some images of St Mary of the Cross MacKillop. What does she wear in each image? Take note of the symbol on her habit. Discuss that</p>
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Religion

Revision of the content of God's Great Family (ie our Religion learning so far this term).

Have a discussion about the following:

1. Retell the story of Abraham and Sarah. What did Abraham and Sarah build as they travelled? What did God promise Abraham and Sarah?
2. Retell the story of Jesus getting lost in the temple. What was Jesus doing in the temple when Mary found him?
3. Who is in the Holy Family? What are their names?

cleaners, wool or toothpicks etc.

Complete the Seesaw activity: 2D Shape Colouring

Religion

Today we begin a new Religion unit titled: *God is With Us*. Through this unit, students will express an understanding that God is with them and be able to communicate that they are created and loved by God. They engage with scripture stories and recognise the Bible as the Sacred Scripture of the Christian community.

Our first Old Testament story is about David, who was chosen by God. But before we get into the story, think about a time that you were chosen for something special. It may have been a special job at school, at home or at your sport etc. How did it feel to be chosen for this special job? Why do you think you were chosen?

Draw a picture of you

Wonder questions:

- why did God not choose the older, stronger and more handsome brothers?
- why did God choose David?
- How do you think David felt to have been chosen by God?

it represents Mary's love for Jesus' mother, Mary. (The symbol features an A and an M, standing for Ave Maria - Hail Mary)

Set up a prayer space and engage in our school's St Mary of the Cross MacKillop liturgy.

Mary Mackillop Liturgy





			doing the special job you were chosen for.		
Break					
Third Session	<p>Other - Optional (but fun). Room on our Rock https://storyboxlibrary.com.au/stories/room-on-our-rock</p> <p>What you need:</p> <ul style="list-style-type: none"> • One piece of newspaper • Family members <ul style="list-style-type: none"> • Place the piece of newspaper on the floor. This will be your rock. • Work out a way for every family member to fit on the rock, without anyone touching the floor surrounding the rock. • Once the family has completed the challenge, fold the newspaper in half and see if you can work together to fit on the shrunken rock. • Continue folding the newspaper until you can no longer fit on the rock. <p>Library Lesson Name some Australian animals. Which ones are your favourites? Have you seen any at the zoo or</p>	<p>Other - Optional (but fun). Saved!!! https://storyboxlibrary.com.au/stories/saved</p> <ul style="list-style-type: none"> • Watch online training sessions with Lydia Williams, prepared by Paul Jones Goalkeeping Academy: Lydia Williams Taking Crosses: https://www.youtube.com/watch?v=BY4IDKZKHOK • Training Lydia Williams Power Dives: https://www.youtube.com/watch?v=oCGldbEyFtc • Find open space, and with a parent, sibling or friend, practise some of the goalkeeping warm-up drills as demonstrated by Lydia: <ul style="list-style-type: none"> - Handling warm-up - Double footed jump - Single foot hop - Double footed side jump - Double Footed long jump - Short high jumps - Double and single foot long jump hurdles <p>An optional fun brain exercise (Brainercise) will</p>	<p>Other - Optional (but fun). Kookaburras love to laugh. https://storyboxlibrary.com.au/stories/kookaburras-love-to-laugh</p> <ul style="list-style-type: none"> • Organise a group of family members or friends to take part. • Take it in turns to make all family members laugh, by using any means possible such as facial expressions, funny actions, jokes, pranks, impersonations, songs etc. • The player who can make all family members laugh in the shortest time is the winner. <p>An optional fun brain exercise (Brainercise) will be assigned on Seesaw.</p>	<p>Other - Optional (but fun). In the dead of the night. https://storyboxlibrary.com.au/stories/in-the-dead-of-the-night</p> <ul style="list-style-type: none"> • You will need a torch. • Place your hands between the light and a wall so that you can see a shadow projected onto the wall. • Experiment with the shape and position of your hands to create different shadow shapes on the wall. <p>An optional fun brain exercise (Brainercise) will be assigned on Seesaw.</p>	<p>Other - Optional (but fun). My Folks Grew up in the 80's. https://storyboxlibrary.com.au/stories/my-folks-grew-up-in-the-80s</p> <ul style="list-style-type: none"> • Invite your parents or an adult to view the story with you. • With the help of your parents or other adults, identify the music artists (or movies) that are portrayed in the illustrations of the story. • Undertake an online search to find songs by these artists or the movie soundtracks. • Using a music streaming service or app of your choice, download the songs and add them to a special 80's music playlist. • Enjoy listening (and dancing) to these songs as a family. For extra fun, dress-up and decorate the house for an 80s disco party. • Or after identifying the movies portrayed in the



	<p>around where you live?</p> <p>Complete the activity on Seesaw based on the book <i>Wombat Went A Racing</i>.</p> <p>An optional fun brain exercise (Brainercise) will be assigned on Seesaw.</p>	<p>be assigned on Seesaw.</p>			<p>illustrations, you could enjoy an 80s-themed family movie night.</p> <p>An optional fun brain exercise (Brainercise) will be assigned on Seesaw.</p>
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Class Codes:

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

Username: wpicton

Password: wpicton

: Speld SA new series of decodable readers - <https://www.speldsa.org.au/APS-Set-3>

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

Username: stanthonys1

Password: picton2571

: Storybox Library

Username: sapdow

Password: sapdow



St Anthony's Picton
A Catholic Parish Primary School Diocese of Wollongong

Growing in respect and honesty