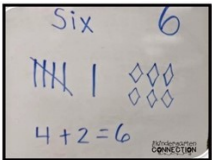


## Home Learning Activities for Kindergarten students – Week 9 (23/3/20 - 27/3/20)

The following ideas may support families who have chosen not to send their child/ren to school while the school continues to be open.

WALT: We are learning to... This focuses the learning on the skill for that lesson

TIME	MON	TUES	WED	THURS	FRI
	<p><b>Text focus: 'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury:</b> <a href="https://www.youtube.com/watch?v=kL36gMrHJaI">https://www.youtube.com/watch?v=kL36gMrHJaI</a> or performed by one of the author's themselves: <a href="https://www.youtube.com/watch?v=OgyI6ykDwds">https://www.youtube.com/watch?v=OgyI6ykDwds</a></p> <p><b>WALT:</b> respond to texts</p>				
9.00-11.00	<p><b>WALT:</b> <i>Make connections with stories we have read</i></p> <ul style="list-style-type: none"> <li>Listen to or watch 'We're going on a bear hunt'.</li> <li>Talk about the story with someone- Who were the characters? Does this sound like a story you've heard before? What was similar or different?</li> <li>Draw one part of the story, use lots of detail so we can use it later.</li> </ul> <p><b>WALT:</b> <i>Say the sound that letters make</i></p> <ul style="list-style-type: none"> <li>We have been learning letter sounds for; s, m, c, g, t, a, o and p</li> <li>Have someone show you the letters one at a time and you say the sound out loud- as fast as you can.</li> <li>Now swap- Have someone say the sounds and you write that letter on a</li> </ul>	<p><b>WALT:</b> <i>Sequence the main parts of a story</i></p> <ul style="list-style-type: none"> <li>Re-watch or re-read the story</li> <li>Discuss with someone what happened in the story- how did the story start? What happened at the end? What happened in the middle of the story?</li> <li>Use this to draw 3 pictures; beginning, middle, end. Talk about what's happening in each picture.</li> <li>With help; under each picture write something; a word or sentence, to describe what's happening in each part of the story. E.g. In the beginning...</li> </ul> <p><b>WALT:</b> <i>Find letter sounds within words</i></p> <ul style="list-style-type: none"> <li>Look through a book, find the letter sounds that you know.</li> </ul>	<p><b>WALT:</b> <i>define an adjective</i></p> <ul style="list-style-type: none"> <li>Revisit the text. Let's look at the adjectives (describing words). Their job is to make the story more interesting.</li> <li>Choose one page, reread with someone. Which words help to describe the place or character? E.g <b>long wavy</b> grass.</li> </ul> <p><b>WALT:</b> <i>Write letters accurately</i></p> <ul style="list-style-type: none"> <li>Write your first and last name, using a capital for the first letter of each name and lower case for the rest.</li> <li>Remember a finger space between each as well.</li> </ul> <p><b>WALT:</b> <i>Recognise camera words instantly</i></p> <ul style="list-style-type: none"> <li>We have been learning; I, are, to, the, she, was.</li> </ul>	<p><b>WALT:</b> <i>Identify adjectives in stories</i></p> <ul style="list-style-type: none"> <li>Look at the story, pause it on a page and read together. Can you find the adjectives? Talk about what each one means. Can you picture that in your mind?</li> <li>Talk about what other adjectives you could swap into that sentence?</li> <li>Draw a picture showing that page, think about using lots of detail that shows your describing words.</li> </ul> <p><b>WALT:</b> <i>Find camera words in stories</i></p> <ul style="list-style-type: none"> <li>See if you can find our 6 camera words in a book.</li> <li>Keep a score of how many you can find.</li> </ul>	<p><b>WALT:</b> <i>Use adjectives of our own</i></p> <ul style="list-style-type: none"> <li>What could be one other place the family had to go through on their bear hunt?</li> <li>How could you describe that place?</li> <li>Create a sentence and say it out loud, e.g. Uh-oh! A mountain, a <b>tall, steep</b> mountain.</li> <li>Write that sentence out, you might need someone to write it first so you can copy.</li> </ul> <p><b>WALT:</b> <i>Blend letter sounds together to read words</i></p> <ul style="list-style-type: none"> <li>Using the following words practice blending sounds to read; cat, sat, got, tap, top, camp, stamp</li> <li>We blend as we go, e.g. c, ca, cat (don't say each sound in isolation)</li> </ul>

	whiteboard or piece of paper.	<ul style="list-style-type: none"> <li>Say them, write them, can you think of another word that starts with the same sound?</li> </ul>	<ul style="list-style-type: none"> <li>Have someone write these words out and point to them in random order.</li> <li>Say them as quickly as you can.</li> </ul>	<ul style="list-style-type: none"> <li>Which one did you see the most?</li> </ul>	<ul style="list-style-type: none"> <li>Now can you have someone say each word and you try to write it?</li> <li>Work together to check and fix your writing.</li> </ul>
BREAK					
11.30-1.00	<p><b>WALT: Read and recognise numbers</b></p> <ul style="list-style-type: none"> <li>How many different ways can you show the number 8? e.g.</li> </ul>  <ul style="list-style-type: none"> <li>Play a game that involves rolling dice and moving that many spaces. Could you work out how many spaces to move? How did you work this out?</li> </ul>	<p><b>WALT: Read and recognise numbers</b></p> <ul style="list-style-type: none"> <li>How many different ways can you show the number 10? e.g.</li> <li>Count forwards to 30 (or maybe 20). Can you start from any number?</li> <li>Count backwards 10-1, what about 20-1?</li> <li>Make sure you are saying the 'teen' numbers correctly.</li> </ul>	<p><b>WALT: Read and recognise numbers</b></p> <ul style="list-style-type: none"> <li>How many different ways can you show the number 11?</li> <li>Have someone write a number 10-20 and you say the number.</li> <li>Now swap- have someone say a number 10-20 and you write it.</li> <li>Take turns counting 1-20 or 1-30</li> </ul>	<p><b>WALT: Read and recognise numbers</b></p> <ul style="list-style-type: none"> <li>How many different ways can you show the number 5?</li> </ul> <p><b>WALT: Understand what time means</b></p> <ul style="list-style-type: none"> <li>What is time? How do we tell time?</li> <li>Share with someone- what are the different ways we can tell time?</li> <li>What are some of the words we use when talking about time?</li> </ul>	<p><b>WALT: Read and recognise numbers</b></p> <ul style="list-style-type: none"> <li>How many different ways can you show the number 12?</li> </ul> <p><b>WALT: Share our ideas about time</b></p> <ul style="list-style-type: none"> <li>Think about all the things you do. What things are quick? Which things take a long time? <ul style="list-style-type: none"> <li>Using paper or as whiteboard, split your page in two. On one side draw things that can be completed quickly, e.g. blinking your eyes. On the other draw things that can take a long time, e.g. building a house or cleaning your room.</li> </ul> </li> <li>Talk about these ideas with someone.</li> </ul>

	<p><b>WALT:</b> <i>enhance our own wellbeing</i></p> <p>Visit Go Noodle online and complete the mindfulness activity: 'Celebrate the Little Things'  <a href="https://app.gonoodle.com/activities/celebrate-the-little-things?s=Search&amp;t=mindfulness">https://app.gonoodle.com/activities/celebrate-the-little-things?s=Search&amp;t=mindfulness</a></p>	<p><b>WALT:</b> <i>enhance our own wellbeing</i></p> <p>Complete 'Mindful Breathing' activity. See below for guiding instructions.</p>	<p><b>WALT:</b> <i>enhance our own wellbeing</i></p> <p>Visit Go Noodle online and complete the mindfulness activity: 'Be Kind'  <a href="https://app.gonoodle.com/activities/be-kind?s=Search&amp;t=mindfulness">https://app.gonoodle.com/activities/be-kind?s=Search&amp;t=mindfulness</a></p>	<p><b>WALT:</b> <i>enhance our own wellbeing</i></p> <p>Complete 'Breathing Colours' activity. See below for guiding instructions. ,</p>	<p><b>WALT:</b> <i>enhance our own wellbeing</i></p> <p>Complete 'Mindful Steps' activity. See below for guiding instructions.</p>
BREAK					
2-3	<p><b>WALT:</b> <i>Express our creative ideas</i></p> <ul style="list-style-type: none"> <li>• Add colour and detail to your drawing from English.</li> <li>• Maybe you have crayons, oil pastels or paints that you'd like to use.</li> </ul> <p><b>WALT:</b> <i>Be fit and active</i></p> <ul style="list-style-type: none"> <li>• Do some exercise.</li> <li>• Log this into your activity journal</li> </ul>	<p><b>WALT:</b> <i>Be mindful</i></p> <ul style="list-style-type: none"> <li>• Get outside, sit still and spend 5 minutes listening to all the sounds around you.</li> <li>• After- talk with someone about what you could hear.</li> </ul> <p><b>WALT:</b> <i>Be fit and active</i></p> <ul style="list-style-type: none"> <li>• Do some exercise.</li> <li>• Log this into your activity journal</li> </ul>	<p><b>WALT:</b> <i>Connect with our families</i></p> <ul style="list-style-type: none"> <li>• Ask someone in your family to share their favourite memory. Why is it special to them?</li> </ul> <p><b>WALT:</b> <i>Be fit and active</i></p> <ul style="list-style-type: none"> <li>• Do some exercise.</li> <li>• Log this into your activity journal</li> </ul>	<p><b>WALT:</b> <i>Be fit and active</i></p> <ul style="list-style-type: none"> <li>• Do some exercise.</li> <li>• How long did it take you to run the length of your yard or driveway?</li> <li>• Do 10 jumps</li> <li>• Can you do 20 jumps?</li> <li>• Log into your activity journal</li> </ul>	<p><b>WALT:</b> <i>Be fit and active</i></p> <ul style="list-style-type: none"> <li>• Do some exercise.</li> <li>• Log this into your activity journal</li> </ul>

## MINDFUL BREATHING

1. Sitting or standing, place your hands on your belly. Close your eyes, or look down towards your hands.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

### Guiding Questions

- Can you feel your hands moving?
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?



## MINDFUL STEPS

1. Head outside and find a small area where you can walk in a line for five steps, then turn and walk back again, without interruption. You may like to take off your shoes and socks.
2. Stand still and straight. Take three slow, deep breaths in and out.
3. Take five steps in one direction, walking slowly and noticing how your body moves with each step.
4. Listen to the sounds around you and the sound your feet make on the ground. Try not to change the way you walk, but instead just notice how your body naturally moves.

### Guiding Questions

- What does the ground feel like under your feet?
- When you take a step, which part of your foot touches the ground first?
- Does your body feel heavy or light today?
- Are you slouching when you walk or is your back up straight?







# BREATHING COLOURS

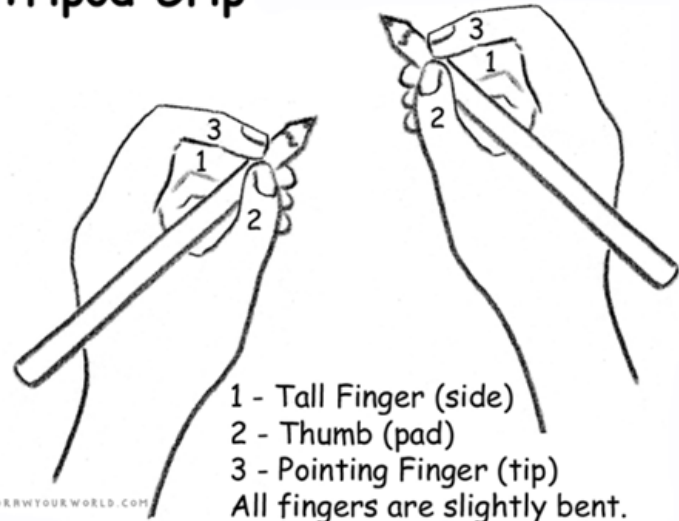


1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.
2. Think of a relaxing colour. It can be any colour, as long as it reminds you of relaxing.
3. Now think of a colour that represents stress, sadness or anger.

4. Imagine you are surrounded by the relaxing colour. No longer is the air clear; it is the relaxing colour.

5. Take a deep breath in and imagine breathing in the relaxing colour. Imagine the colour filling your lungs.
6. As you breathe out, imagine that your breath is the colour of stress.
7. See the stress colour mix into the relaxing colour around you. Watch it disappear.
8. Breathe in your relaxing colour. Breathe out your stress colour.
9. Continue for 3 to 5 minutes or until the teacher says, "Stop".

## Tripod Grip



- 1 - Tall Finger (side)
  - 2 - Thumb (pad)
  - 3 - Pointing Finger (tip)
- All fingers are slightly bent.

## Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday