






Dubbo West Public School Kindergarten Week 9 at home learning



English

<p>Dictation</p> <p>Ask a family member to read you the following sentences for you to write.</p> <p>The big man went into his bed and had a rest. The wet pig was cold in the dam.</p>	<p>Sentence writing</p> <p>Write a sentence or more using some of the words below remembering capital letters and full stops.</p> <p>of, and did, tap, pig, wet, pink</p>	<p>Fancy writing</p> <p>Read the CVC words attached (page 4) Write 5 or more in fancy writing (dots, swirls, colours).</p> <p>Eg: tap</p>
<p>Story map.</p> <p>Listen to a story (book, from a family member, video) and talk about what happened at the beginning, in the middle and at the end. Draw or write about what happened.</p>	<p>Speed sounds</p> <p>Use the m, s, f, a, p, t, c, i, b, h, n, o, d, g, I, v, y, e letter cards. Have an adult flash each card and say the sound you see once. This can be done daily to build up fluency with lots of quick practise. Optional: time yourself and see if you can get quicker each time.</p>	<p>Chitter chatter chant</p> <p>Use the m, s, f, a, p, t, c, i, b, h, n, o, d, g, I, v, y, e letter cards. Have an adult flash each card and say the sound you see once. See if you can also name the character whose sound you see.</p> <p>E.g Felix the frog, f</p>
<p>Complete one handwriting sheet</p>	<p>Super spelling</p> <p>Use the m, s, f, a, p, t, c, i, b, h, n, o, d, g, I, v, y, e letter cards. See our many words you can make using these sounds e.g c a t = cat</p>	<p>Heart words.</p> <p>Practise saying and writing your heart words. Choose 2 or more and write them in a sentence.</p> <p>I, the, The, my, My, he, to, was, is, she</p>
<p>Writing</p> <p>Use this picture of Mrs McKinnon's dog to prompt your writing. Draw a picture and write one or more sentences.</p> 	<p>Writing</p> <p>Use this picture to prompt your writing. Draw a picture and write one or more sentences.</p> 	<p>Writing</p> <p>Use this picture of Mrs Caton's puppies to prompt your writing. Draw a picture and write one or more sentences.</p> 



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Mathematics

Investigation

The pirate has 20 pieces of gold and silver coins. How many coins could be gold and how many could be silver? Draw and explain your answer.

Time

Ask an adult to help you with writing up your daily schedule using the time on a clock.
Example: 8 o'clock - breakfast, 9 o'clock - literacy, 10 o'clock - Maths, 11 o'clock - recess etc.

Counting backwards

With an adult count backwards from 10.
Extension: Count backwards from 20, 30, 40 etc.
See how high you can go.

Representing numbers

Choose a number between 5-30. How many ways can you represent it? e.g. collect that many objects, show it on a tens frame, draw objects, write the number, show the number using tally marks, build a tower to represent the number with Lego pieces, show it as groups of tens and ones, write an addition or subtraction fact that equals to that number.

Adding investigation

Write four numbers: 3, 5, 8, 10 on a blank piece of paper. Place your numbers in a bag. Shake the bag and then pull out two numbers. Record the two numbers and add them together. Place the numbers back in to the bag and repeat three times.
Extension: Choose four numbers between 10-20 and do the same thing.

Number Hunt

What numbers can you find in your house? Can you find all the numbers from 0-20? Try writing these numbers on a piece of paper, e.g. the numbers on a remote control or a clock.
Extension: Try to find 5 numbers between 50-100

Open-ended Number

I have 3 groups of donuts. Each group has an equal amount in it. How many could be in each group? How many donuts would I have altogether? Draw and explain your answer.

Ordering Numbers

Order these numbers from smallest to largest.
7, 4, 18, 6
21, 5, 8, 12
48, 84, 16, 44
Extension: Ask a parent to choose 4 random numbers between 100-200. Order them from smallest to largest

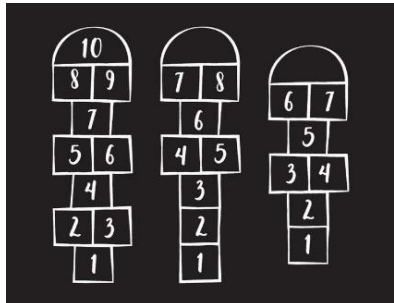
Sequencing numbers

Find the missing numbers
2, 3, 4, _, 6, 7, _
12, 13, _, 15, 16, _, 18
_, 16, 17, _, 19, 20, 21, _
25, _, 27, 28, 29, _
Extension:
33, _, _, 30, 29, 28, _
67, _, _, 70, 71, _, _
101, _, _, 98, 97, _, 96, _

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Other Key Learning Areas

<p>Places</p> <p>Draw a place that is special to you. Why is this place special to you?</p> <p>Write or draw ways this place could be looked after.</p>	<p>History</p> <p>Watch the Aboriginal Dreamtime story 'My Country'</p> <p>https://www.youtube.com/watch?v=NDWOfqBiDAO</p> <p>Think about what animals make you feel like you belong. Draw a picture of your animal.</p>	<p>Self Help Skills</p> <p>Help with daily chores by cleaning up your bedroom or another room in your house.</p>
<p>What can you create?</p> <p>Using things around your house e.g recycling materials, create and design your own structure. Make sure to send a photo to the school app so we can see and share on our school website.</p>	<p>Drawing</p> <p>Go outside in your yard. Draw a picture of something in your backyard using crayons, coloured pencils, paint, chalk or anything you may have. Show your picture to a family member and tell them why you drew that picture.</p>	<p>Dance and Freeze!</p> <p>Play a game of 'dance and freeze'. Get a family member to play some music, when the music is playing dance, when the music stops you must FREEZE. Play this with all of your family members.</p>
<p>Coordination</p> <p>Use a ball or a balloon, see how many times you can keep it up by hitting it with your hand, head or a part of your body. Count each time you make contact with it. Counting restarts when it hits the floor. Play this game with your family members.</p>	<p>Juggling skills</p> <p>Use a small ball at home e.g tennis ball, practice throwing it with one hand and catching it with the other. How many times can you complete this without dropping it? Challenge someone who lives in your house and see who can get the highest score.</p>	<p>Hopscotch!</p> <p>Draw a hopscotch on the ground outside. Time yourself and see how many times you can get through it in a minute.</p> 

CVC words. Read and write

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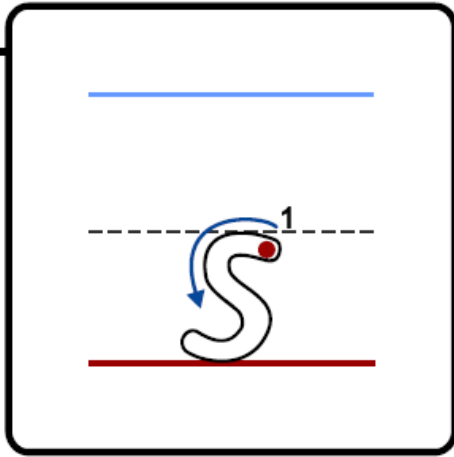
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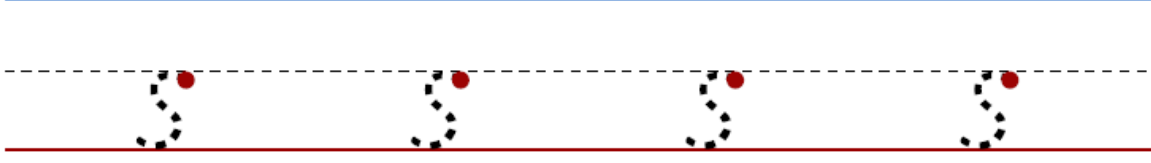
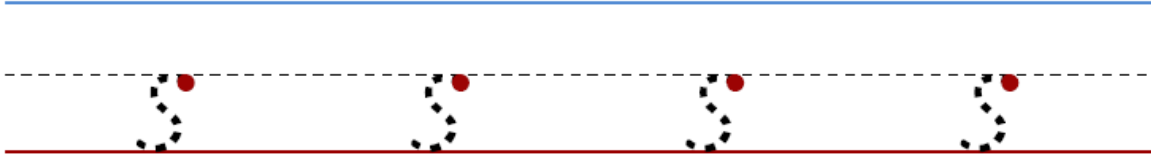
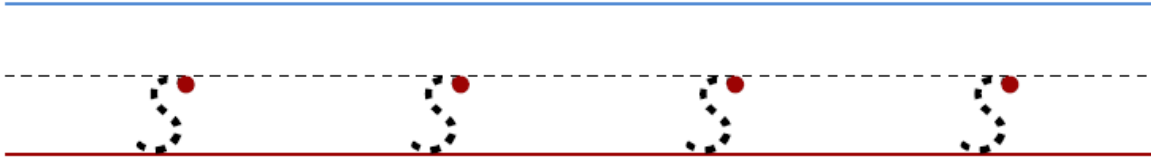
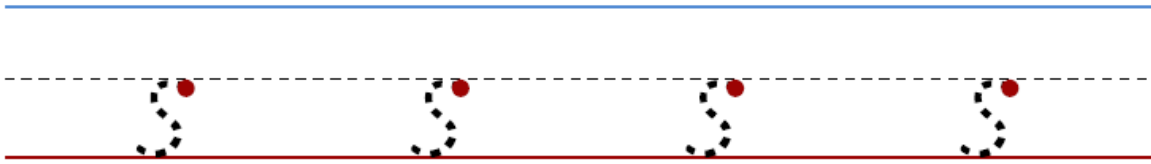
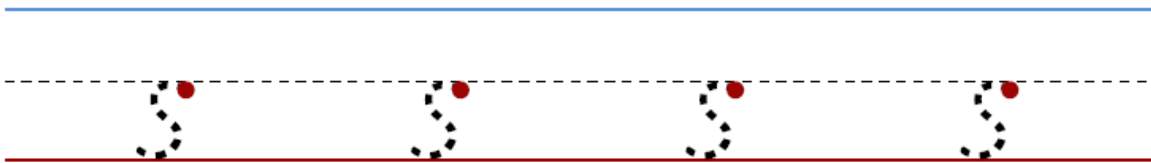
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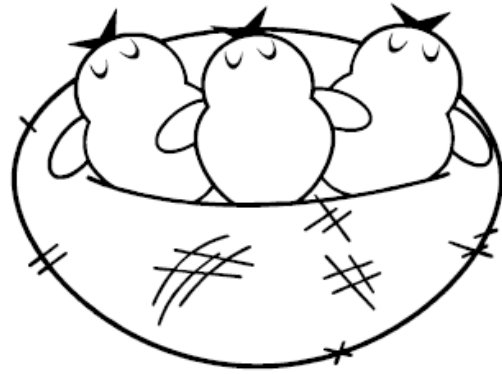
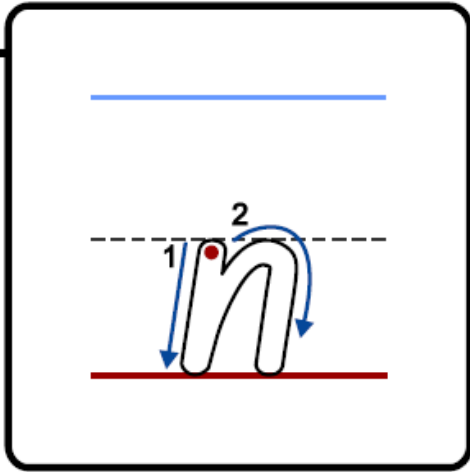
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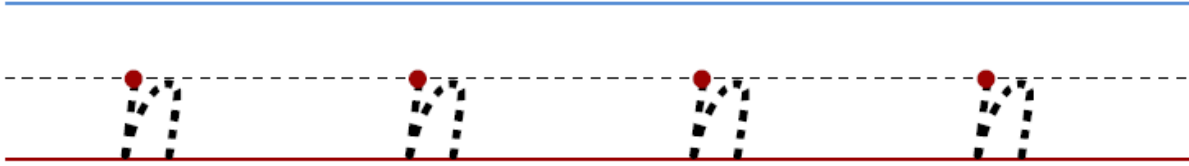
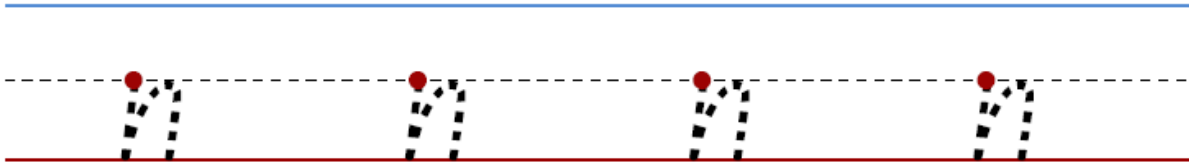
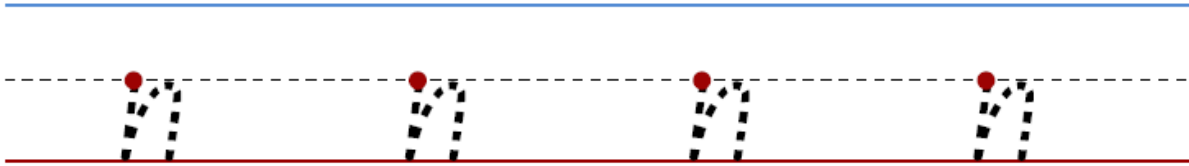
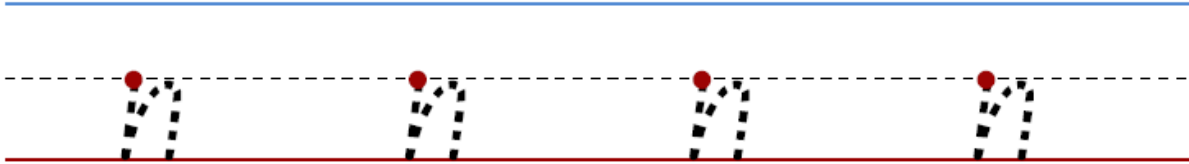
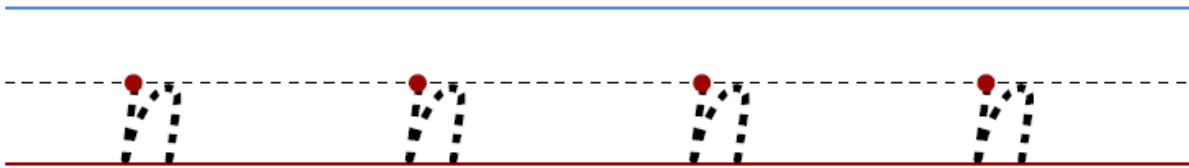
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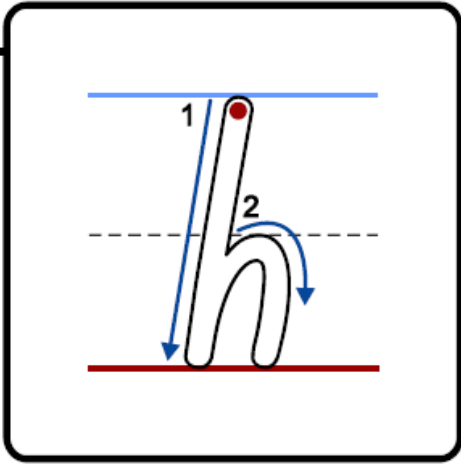




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