

BLENDED LEARNING - KINDERGARTEN

Term 3 Week 9 - [Monday](#) [Tuesday](#) [Wednesday](#) [Thursday](#) [Friday](#)

CLICK ON THE WEEKDAY LINKS ABOVE TO TAKE YOU TO THE DAY'S WORK ON THE LEARNING GRID.

Learning Grid and Tasks - The grid attached contains daily activities for English, Mathematics and Religious Education. These are the same for children learning at home or at school this week. We encourage you to complete some of these tasks each day.

Work Samples Shared with Teachers - This week we ask if you can please email the Kinder Team **three of your child's work samples**. We have **highlighted yellow** the three tasks that we would like you to share with us. There is an English, Mathematics and Religious Education task highlighted for the week. Please take a photo of your child's learning and email it to the team. When we receive your child's three work samples for the week, we will email back feedback and celebrate their learning.

Daily Attendance Check In - Please check in online and let us know if you are learning from home each day. We encourage you to check our Google Classroom each day for updates as well.

Just Do Your Best - We understand that we are all in different and challenging situations and are all doing our very best to provide for the learning needs of our children. Please do not feel pressured to do all of the activities. Just do what you can and what is achievable for you in your home learning environment.

Teacher Communication - The best way of contacting the Kinder team during this period is via email. As we are currently working on a school/home roster system, could you please include all three Kinder teachers in any emails you send to allow one of us to get back to you as quickly as possible.

Our email addresses are:

Naomi Currall naomi.currall@lism.catholic.edu.au

Magda Buckley magda.tazbir@lism.catholic.edu.au

Laura Stapleton laura.stapleton@lism.catholic.edu.au

Term 3 Week 9 - Monday



Reading

- Complete a sight word activity. For example make your sight words out of playdough or magnetic letters, make and play a sight word memory or snap game.
- Read a book.
- Look at the cover of the book, *Wombat goes to school*. Talk about what you think might happen in the story.
- Listen to the read aloud story '[Wombat Goes to School](#)' by Jackie French.
- Talk about what happened in the story, was it different from your prediction?



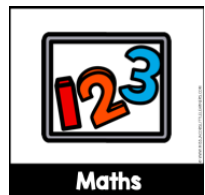
Sounds

- Each day listen to one of the following sound songs to revise your knowledge of sounds. Remember to do the actions.
[Song 1 Link](#) [Song 2 Link](#)
- Watch video Sounds lesson on Google Classroom: Revise the sounds **ff, ll, ss, zz**. Do you remember the **FLOSS** spelling rule we have learned? The rule is: *When you can hear a **f/l/s/or z** consonant sound at the end of a syllable and after a short vowel sound, double the consonant.* Practise sounding out and writing the following words: **cliff, huff, puff, fluff, bell, pill, hill, mill, bill**



Writing

- Draw an image of the wombat and one thing that he did in the story. Write some sentences to tell us what is happening in your picture. Who is there? What are they doing? Are they saying anything?
- Remember to use exciting describing words, capitals and full stops.



Mathematics

- How many different ways can you arrange 9 dots so that they are quick and easy to count without counting by 1s? Can you explain your arrangement to an adult? What smaller numbers can you see in your 9 dot arrangement that makes it easy to count? How about 15 dots?
- Practise writing numbers to 30 and skip counting by 2s and 5s.



Religious Education

- We all have different feelings when things change in our world. Jesus offers us hope, no matter what we are feeling. With a family member, think about a time when you felt God's presence with you and it gave you comfort .

'Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.' Joshua 1:9

Term 3 Week 9 - Tuesday



Reading

- Complete a sight word activity. For example make your sight words out of playdough or magnetic letters, make and play a sight word memory or snap game.
- Read a book.
- Watch and listen to the read aloud version of [‘Wombat goes to school’ LINK](#).
- Discuss the following questions: What would happen if a wombat came into our school? What would he smell? What would he see?



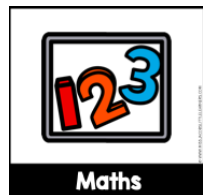
Sounds

- Each day listen to one of the following sound songs to revise your knowledge of sounds. Remember to do the actions.
[Song 1 Link](#) [Song 2 Link](#)
- Watch video Sounds lesson on Google Classroom: Revise the sounds **ff, ll, ss, zz**. Do you remember the **FLOSS** spelling rule we have learned? The rule is: *When you can hear a **f/l/s/or z** consonant sound at the end of a syllable and after a short vowel sound, double the consonant.* Practise sounding out and writing the following words: **fuss, kiss, miss, moss, boss, bossy, mess, messy, fizz, fizzy, fuzz, jazz, dizzy,**



Writing

- Write about what you would think would happen if a wombat came into our school. Explain that the sentence needs to start with *I think the wombat would...*
- Include one thing the wombat might see and one thing the wombat might smell.



Mathematics

- Number hunt. Find and write down different numbers that you can spot around your house (think about your letter box, your car plates, food boxes). Can you order these numbers from smallest to largest?
- Practise writing numbers to 30 and skip counting by 2s and 5s.



Religious Education

- **Journaling** - Keep adding to your journal when you feel Jesus with you. Write and draw about these times and share these moments with your family. Remember a prayer is a conversation with God. Write a prayer with a family member.

Dear God,
I want to tell you...
Amen

Term 3 Week 9 - Wednesday



Reading

Reading

- Complete a sight word activity. For example make your sight words out of playdough or magnetic letters, make and play a sight word memory or snap game.
- Read a book.
- Read through the *Diary of a Wombat* story in Wednesday class slides.
- Brainstorm the characters you saw in the story.
- Discuss the wombat and what he looked like.

For example: What colour fur did the wombat have? What colour eyes did the wombat have? How many legs did the wombat have?



Spelling

Spelling

- Each day listen to one of the following sound songs to revise your knowledge of sounds. Remember to do the actions.

[Song 1 Link](#) [Song 2 Link](#)

Watch the Sounds lesson on Google Classroom: Revise the sounds **sh**. Can you think of some words with the digraph **sh** at the beginning? Can you think of some words with the digraph **sh** at the end? Let's practise sounding them out and writing them.



Writing

Writing

- Draw a wombat in the centre of your page.
- List five describing words about your wombat and draw arrows to those features. Be creative with their drawings, add a silly hat, some sunglasses, sharp claws or anything else you can think of.



Maths

Mathematics

- Use blocks, LEGO or objects around the home to make some constructions that vary in length. Compare your constructions. Some of these words can be used when comparing your constructions: long, short, high, tall, low, longer, higher, taller than, shortest, lowest, the same as. Draw and label pictures of your constructions or take a photo.
- Practise writing numbers to 30 and skip counting by 2s and 5s.



Religion

Religious Education

- God created the world for us. Our world is amazing! It has everything we need to live and be happy. The world is beautiful. There is beauty everywhere. There is beauty all around us. Go into your backyard and find four interesting items. (leaves, stones, feathers etc). In your Journal, draw and label each item from God's creation.

Term 3 Week 9 - THURSDAY



Reading

- Complete a sight word activity. For example make your sight words out of playdough or magnetic letters, make and play a sight word memory or snap game.
- Read a book.
- Watch Mr Reichelt's read aloud of [Wombat Goes to School](#) by Jackie French.
- Talk about some of the different things the wombat did that might get him in trouble.



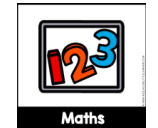
Sounds

- Each day listen to one of the following sound songs to revise your knowledge of sounds. Remember to do the actions.
[Song 1 Link](#) [Song 2 Link](#)
- Watch the Sounds lesson on Google Classroom: Revise the sounds **ch**. Can you think of some words with the digraph **ch** at the beginning? Can you think of some words with the digraph **ch** at the end? Let's practise sounding them out and writing them.



Writing

- Write a sentence about what the wombat might do if it snuck into your house. Make sure to add what the wombat might eat or smell in your house. What might it break in your house?
- Remember to use your sounds and sight words. Include capital letters and full stops.



Mathematics

- You have 20 hats for the party. They are blue, pink and green. How many of each colour could you have? Draw your answer. Can you think of a different answer?
- Practise writing numbers to 30 and skip counting by 2s and 5s.



Religious Education

- With a family member say the following prayer together. Discuss how you can be there for one another and show love to your family.

Prayer:

Jesus, my shepherd,

You lead me.

Jesus, my shepherd,

You protect me.

Jesus, my shepherd,

Thank you for your love and care

Amen.

Term 3 Week 9 - FRIDAY



Reading

- Complete a sight word activity. For example make your sight words out of playdough or magnetic letters, make and play a sight word memory or snap game.
- Read a book.
- Listen to read aloud of the story *Wombat Goes to School*: [LINK](#).
- Every three pages, stop the video and look for the full stops and capital letters.



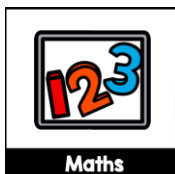
Sounds

- Each day listen to one of the following sound songs to revise your knowledge of sounds. Remember to do the actions.
[Song 1 Link](#) [Song 2 Link](#)
- Watch the Sounds lesson on Google Classroom: Revise the sounds **th (unvoiced)** and **th (voiced)**. How are these two digraph sounds similar (think of the ways we write them)? How are they different (think of the way we say them - put your hand on your throat and say both sounds - can you feel the difference? Can you think of some words with these two digraph sounds?



Writing

- Read and copy this sentence into your book: *the wombat went into fred's house and ate his food*
- After copying that sentence, write it again but make sure to add capital letters and a full stop.
- What do we know about full stops and capital letters? Think about what goes at the start of a sentence and what goes at the end of a sentence.
- Write your own sentence about the wombat making sure to include a capital letter and a full stop.



Mathematics

- How many items can you find around your house that will roll when pushed gently? How many items can you find that will slide when pushed? How can you test your thinking? Why do 3D objects roll or slide? What properties of a 3D shape will make it roll or slide?
- Record your findings by drawing the things that roll in one column and things that slide in another. Discuss it with your family.
- Practise writing numbers to 30 and skip counting by 2s and 5s.



Religious Education

- This is a prayer which helps us to become more aware of God's presence in our day.
What was the best thing I heard today? What was the best thing I saw today? What was the best thing someone did for me today? What was the best thing I did for someone else today? What can I do to improve tomorrow?
Concluding Prayer: Say the *Our Father*...