



Gunnedah South Public School



Home Learning Booklet

Week 3

Name: _____

Class: _____



Kindergarten





Monday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions: Pig in the Pond	
	Reading Eggs		
9.30 to 10	Writing	Wishful weekend recount	Wishful weekend recount
10 to 10.30	Spelling	Decodable CVC words	(Write words in workbook)
10.30 to 11	Handwriting	Yy	Yy worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: identify and describe halves	Halves
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 3	PBL PDH Wellbeing	PBL – Kindness PDH – Similarities and Differences	Kindness Same and different



Weekend Recount

On the weekend I wish I went to

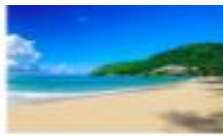
Places



a party



the park



the beach



the movies



my friend's house



have dinner



the zoo



see my family



play sport



the shops

Draw



Weekend Recount

On the weekend I wish I went to

with my

Places



a party



the park



the beach



the movies



my friend's house



have dinner



the zoo



see my family



play sport



the shops

Who with?

Mum

Dad

brother

sister

cousin

friend

Grandma

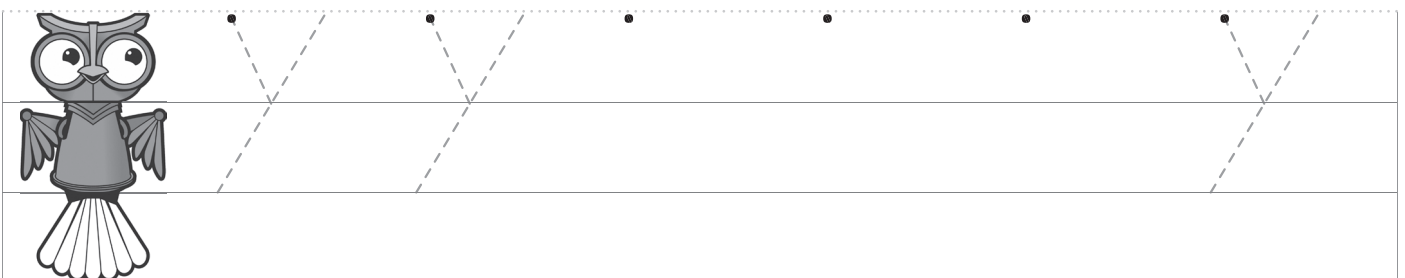
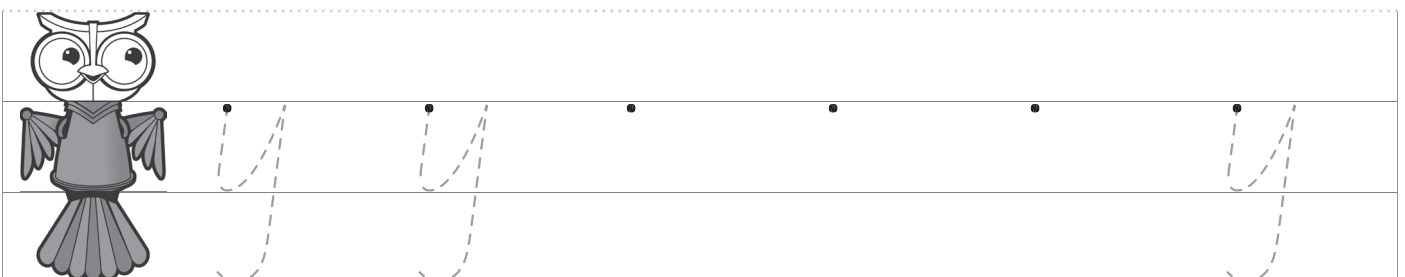
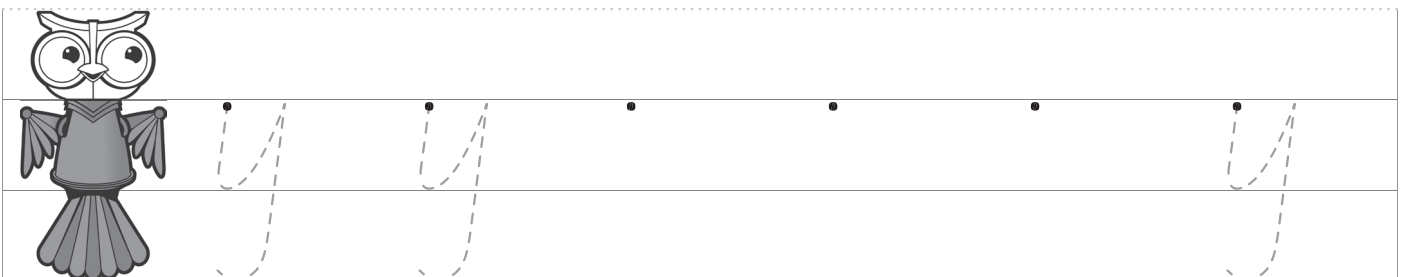
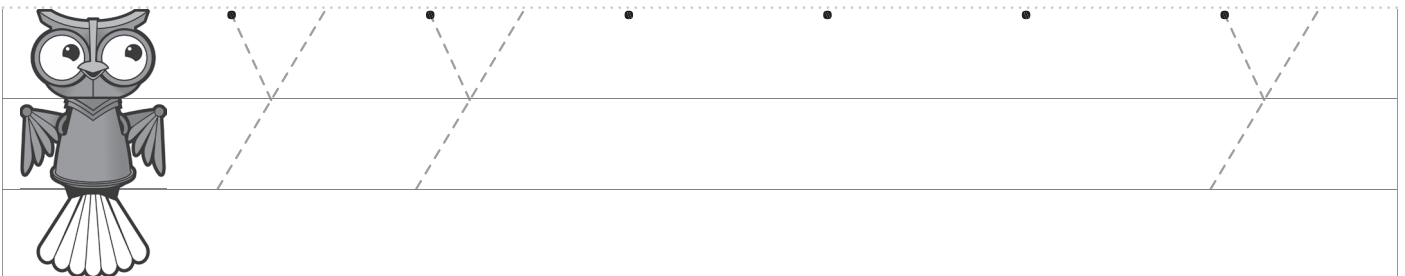
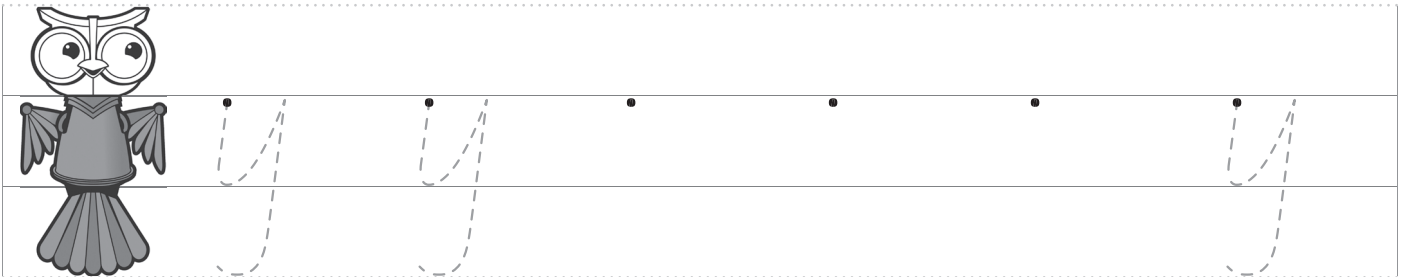
Grandpa

and

.

Draw it

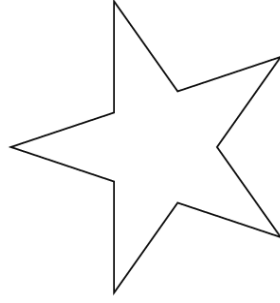
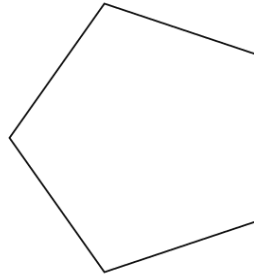
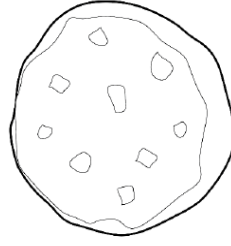
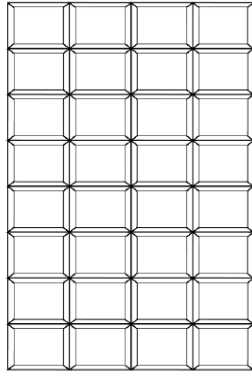
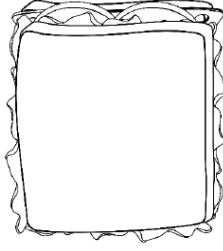
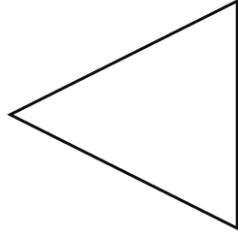
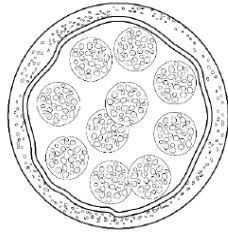
Name: _____ Date: _____



We are learning to identify and describe halves

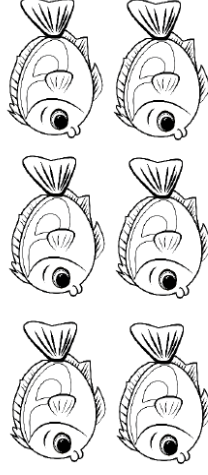
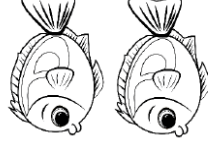
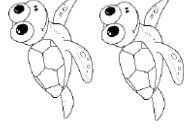
Halves 1

Colour in one half of each of the following pictures.

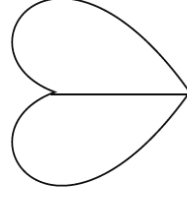
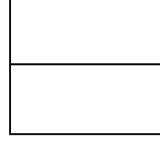
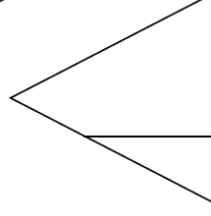
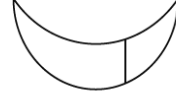
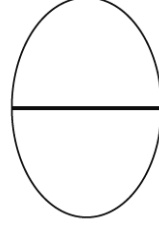


Halves 2

Colour in one half of each of the following groups of animals.



Circle the shapes that have been divided into two equal parts.





SAFE
EVERYONE

RESPECTFUL
EVERYWHERE

LEARNER
EVERY TIME

We are learning to participate in acts of kindness.

TASK ONE – Make a kindness poster to display to your street by placing it in a window in your house.

TASK TWO – Southey loves students that participate in acts of kindness. He has created an acts of kindness chart for you. How many acts can you complete this week? Mark them off here






SOUTHEY'S ACTS OF KINDNESS CHART

Smile at someone	Give someone a compliment	Thank someone for something they have done	Play a game or read a book with your sibling/s or parents
Write a letter to someone - grandparent, friend, neighbour. You could post your letter or send a photo of it.	Kindness Cards - make cards that tell the people in your family your favourite thing about them.	Do something at home this week to help. Something you haven't been asked to do	Send someone a hug - Trace your arms on joined pieces of paper. Write kind things in your arms and send to someone you love
Help someone do something in your house.	Make a kindness poster to display in your window	Write a classmate a compliment in your TEAMS playground	Make thank you cards for people in your family

Personal Development & Health – Term 2 Week 3

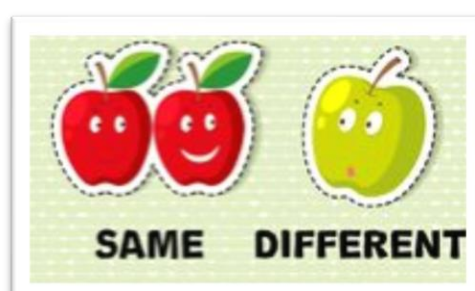
We are learning to find similarities and differences with our family members.

Colour the tick for things that are the same as a family member or a cross for things that are different.

PERSON:	SAME or DIFFERENT	
Boy/Girl 	<input type="checkbox"/>	<input type="checkbox"/>
Eye colour 	<input type="checkbox"/>	<input type="checkbox"/>
Hair colour 	<input type="checkbox"/>	<input type="checkbox"/>
Where you were born 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite food 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite pet/animal 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite colour 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite number 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite activity 	<input type="checkbox"/>	<input type="checkbox"/>

PERSON:	SAME or DIFFERENT	
Boy/Girl 	<input type="checkbox"/>	<input type="checkbox"/>
Eye colour 	<input type="checkbox"/>	<input type="checkbox"/>
Hair colour 	<input type="checkbox"/>	<input type="checkbox"/>
Where you were born 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite food 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite pet/animal 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite colour 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite number 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite activity 	<input type="checkbox"/>	<input type="checkbox"/>

PERSON:	SAME or DIFFERENT	
Boy/Girl 	<input type="checkbox"/>	<input type="checkbox"/>
Eye colour 	<input type="checkbox"/>	<input type="checkbox"/>
Hair colour 	<input type="checkbox"/>	<input type="checkbox"/>
Where you were born 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite food 	<input type="checkbox"/>	<input type="checkbox"/>
Favourite pet/animal 	<input type="checkbox"/>	<input type="checkbox"/>
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Favourite activity 	<input type="checkbox"/>	<input type="checkbox"/>

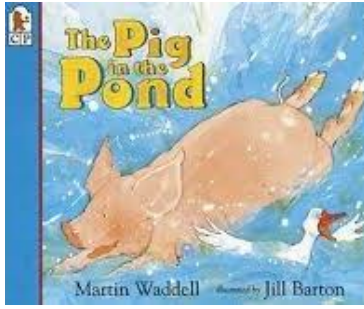




Tuesday

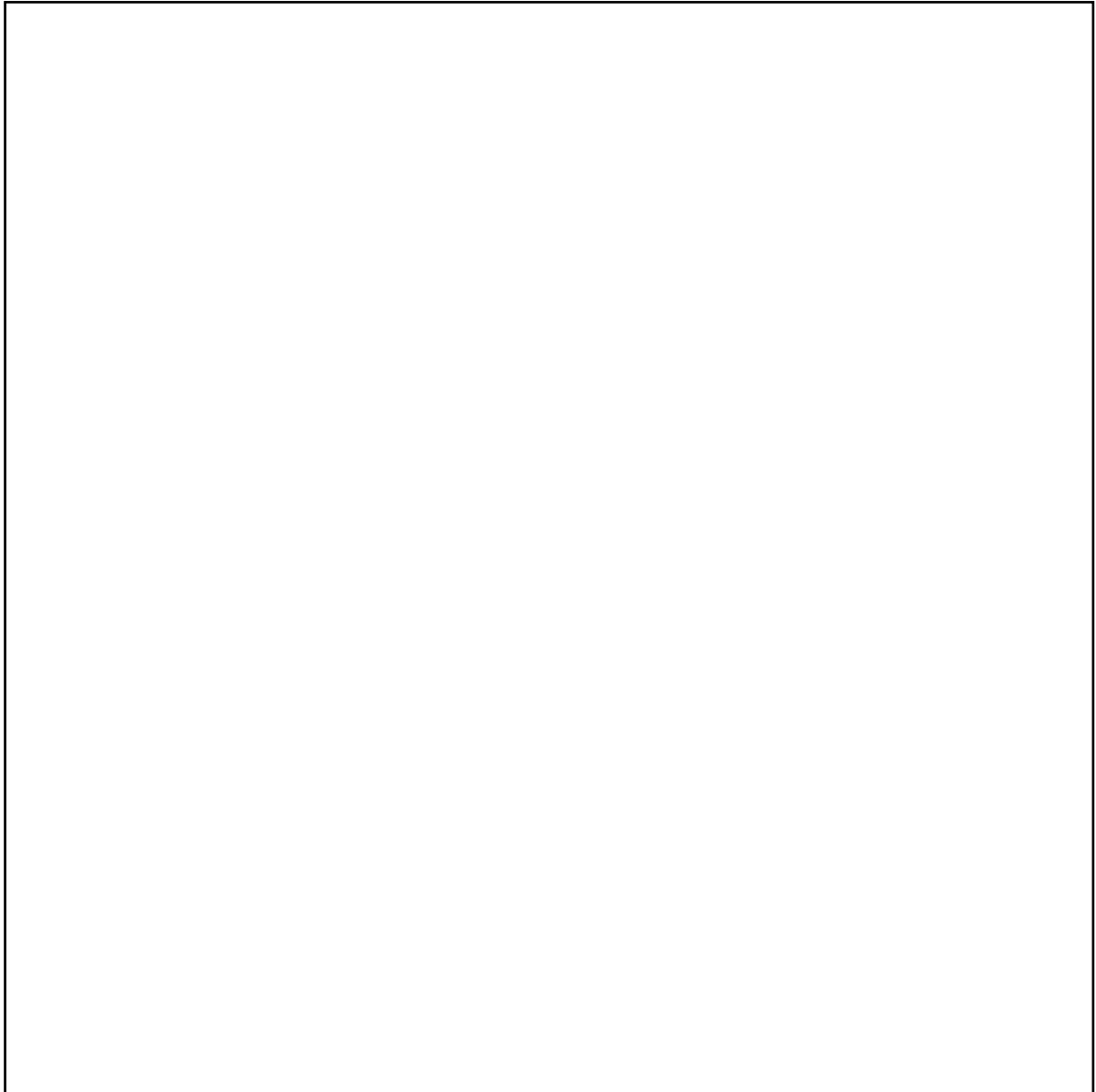
Week 3

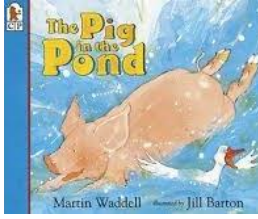
Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	
	Reading Eggs		
9.30 to 10	Writing	Making connections and respond to the text: Pig in the Pond	Pig in the Pond writing
10 to 10.30	Spelling	Decodable CVC words	(write words in workbook)
10.30 to 11	Handwriting	Aa	Aa worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Time Sequencing	p.1-daytime/night-time p.2-morning/afternoon
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Geography	Hot and Cold Climates	Hot and Cold Climate Houses
2.30 to 3			



Draw Pig in the Pond

The pig was hot. She hopped in the pond. Draw the pig in the pond. Can you add any words to your drawing?





Pig in the Pond writing

The pig was hot. What do you do when you are hot?

When I am hot I

Read your sentence. Does it make sense?

Word Bank



swim



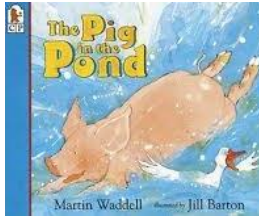
drink water



eat an
icy pole



have a
cold bath



Pig in the Pond writing

The pig was hot. What do you do when you are hot? Start your sentence with;

When I am hot I ____.

Read your sentence. Does it make sense?

Word Bank



swim



drink water

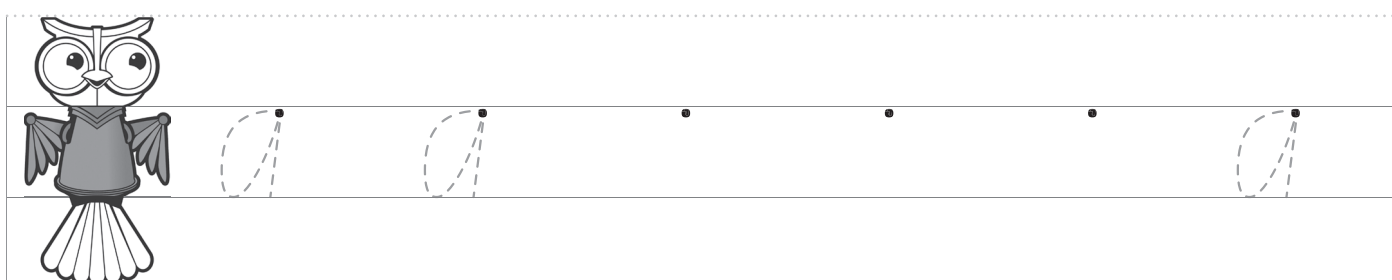
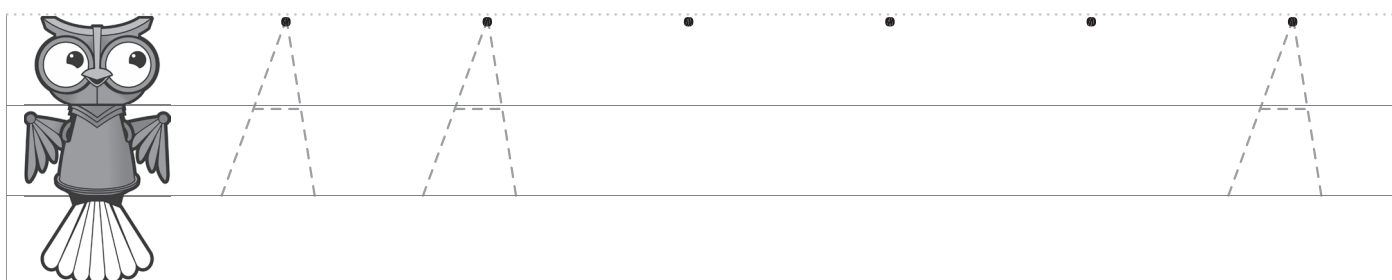
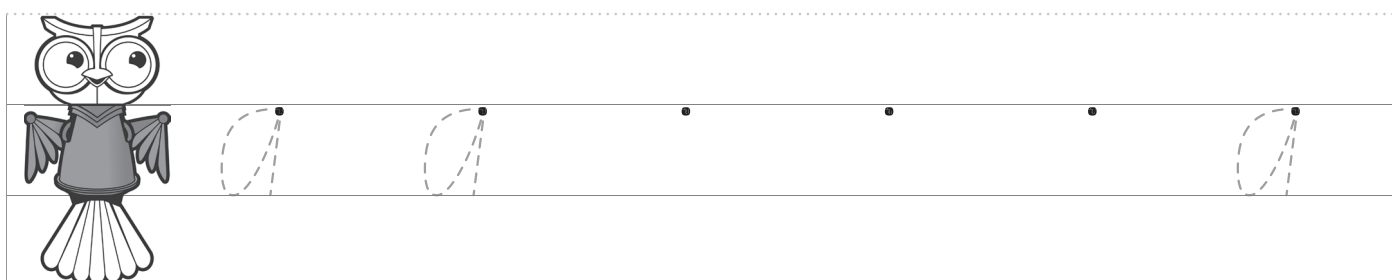
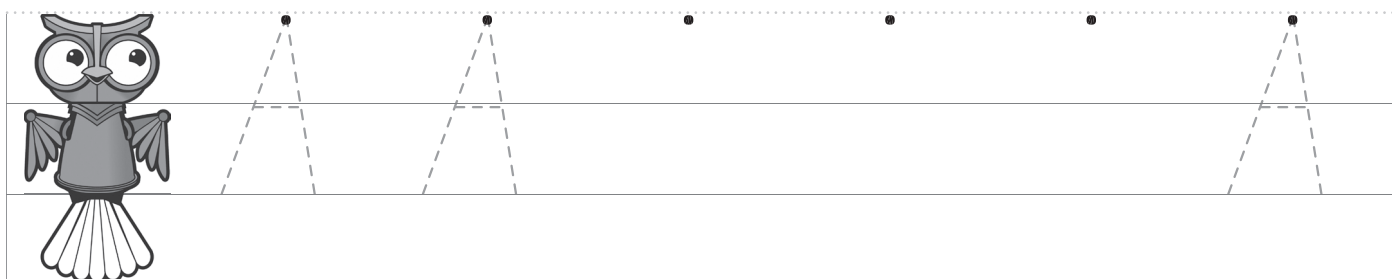
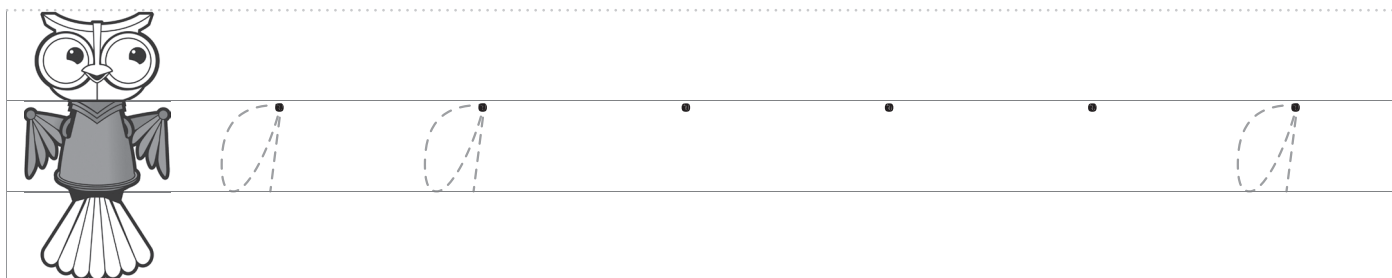


eat an
icey pole



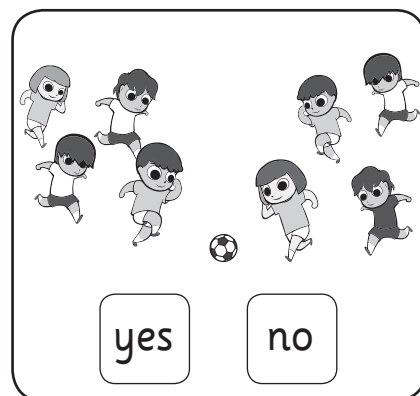
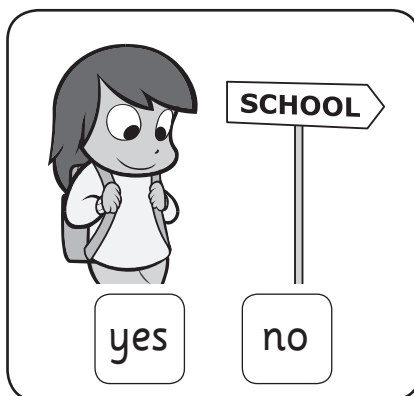
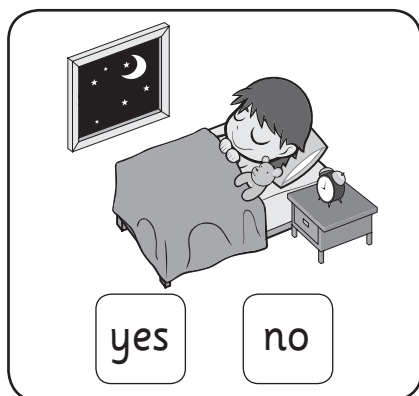
have a
cold bath

Name: _____ Date: _____

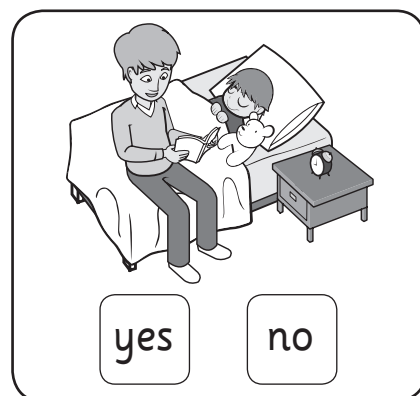
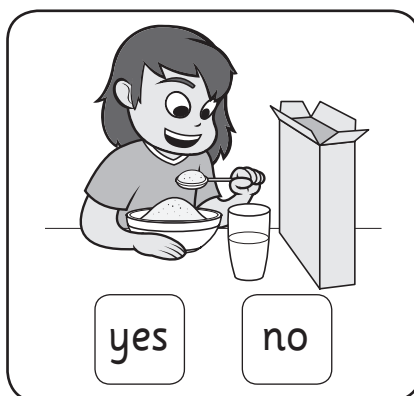
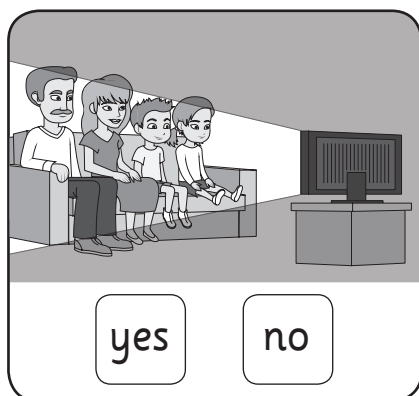


Time – daytime/nighttime

1  Do we usually do these things in the **daytime**? Colour yes or no.



2  Do we usually do these things in the **nighttime**? Colour yes or no.



3  Draw yourself in

daytime clothes

nighttime clothes

Time – morning/afternoon

You will need:



scissors



glue stick



a piece of paper or your maths book



copy


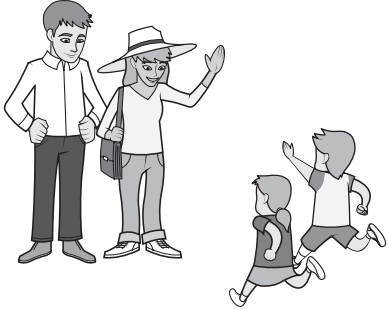
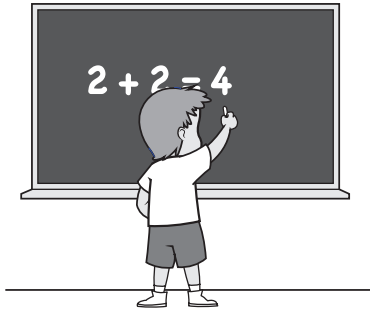

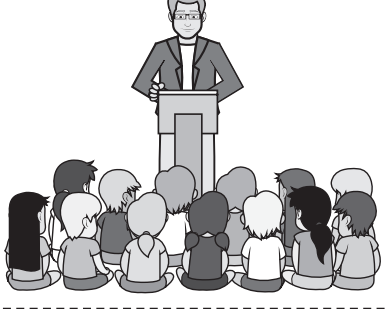
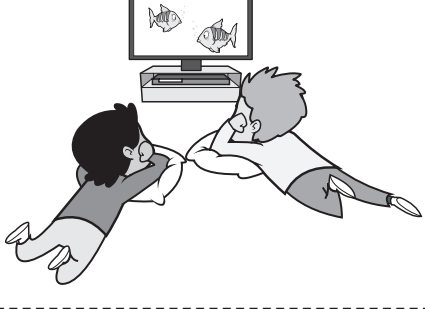
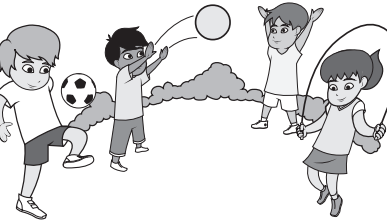
What to do:

Fold your piece of paper in half, then unfold it. Write **morning** on one side and **afternoon** on the other side.

Cut out the pictures below and sort them into things you do in the **morning** and things you do in the **afternoon**. If you do them at both times, choose the time of day you do them most often.

Stick them under the right heading.

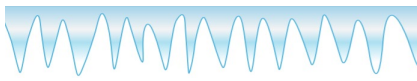
In the empty boxes draw your own morning and afternoon pictures and stick them on too.

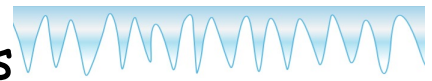
Hot and Cold Climate Houses



Hot Climate Houses



Cold Climate Houses





Wednesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions: Hattie and the Fox	
	Reading Eggs		
9.30 to 10	Writing	Sentence Writing	Hattie and the Fox sentences x3
10 to 10.30	Spelling	Decodable CVC words	(write words in workbook)
10.30 to 11	Handwriting	Cc	Cc worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Yesterday, Today and Tomorrow	Yesterday/Today/Tomorrow cut & paste Before/After/Next worksheet
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Hattie and the Fox Art	Materials provided in packs
2.30 to 3		Drama with Mrs Christie	



Hattie was a big black hen.

- Have you used
- ☐ a capital letter?
 - ☐ a full stop?
 - ☐ finger spaces between words?

Make the sentence below

--	--	--	--	--	--

Write the sentence



Hattie	was	a	big	black	hen.
--------	-----	---	-----	-------	------



Hattie was a big black hen.

Have you used

- ☐ a capital letter?
- ☐ a full stop?
- ☐ finger spaces between words?

Make the sentence below

--	--	--	--	--	--

Hattie was a big black hen.

Write the sentence



Hattie	was	a	big	black	hen.
--------	-----	---	-----	-------	------



What is another word that means the same as big?
Write the sentence *Hattie was a big black hen* again and
this time use a different word for big.

Draw Hattie

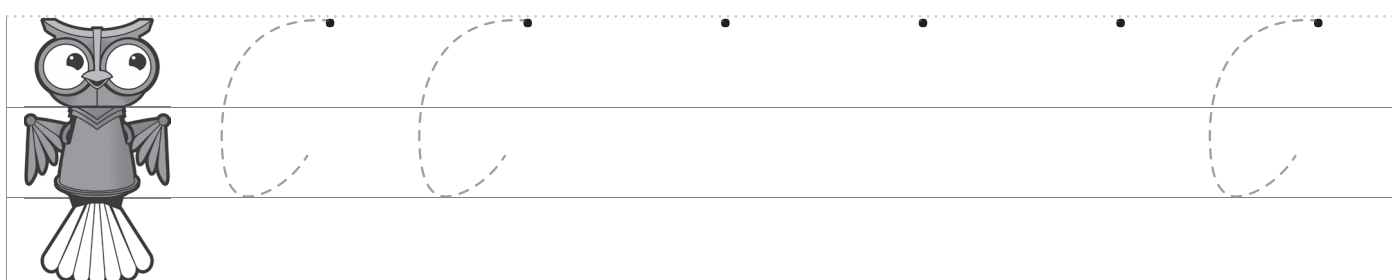
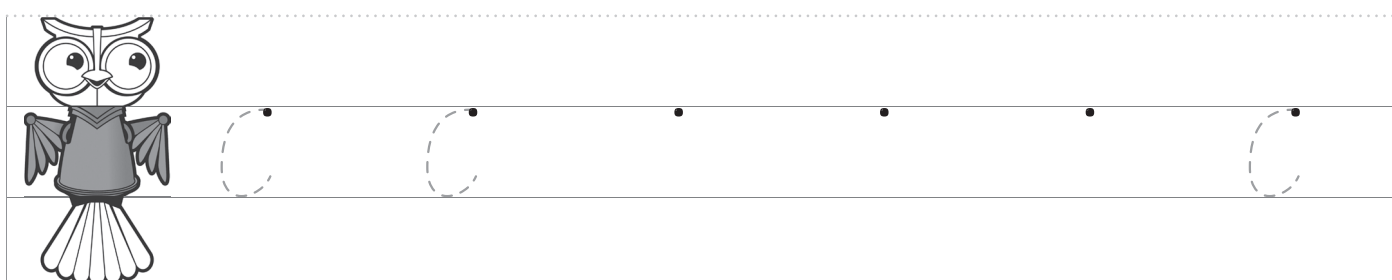
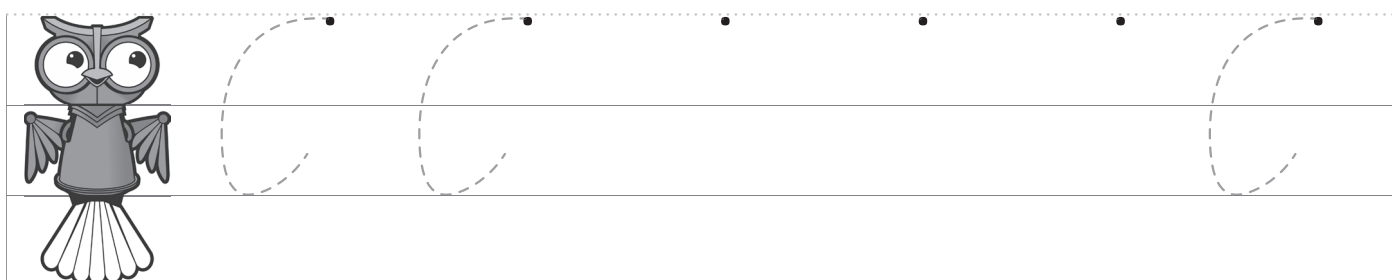
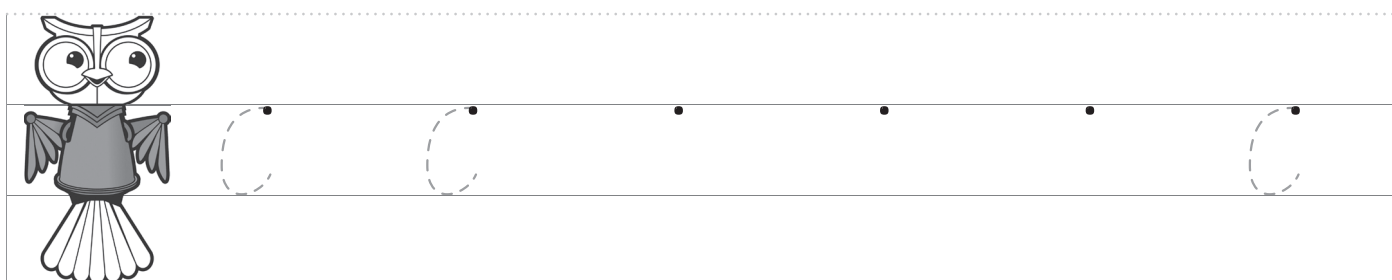
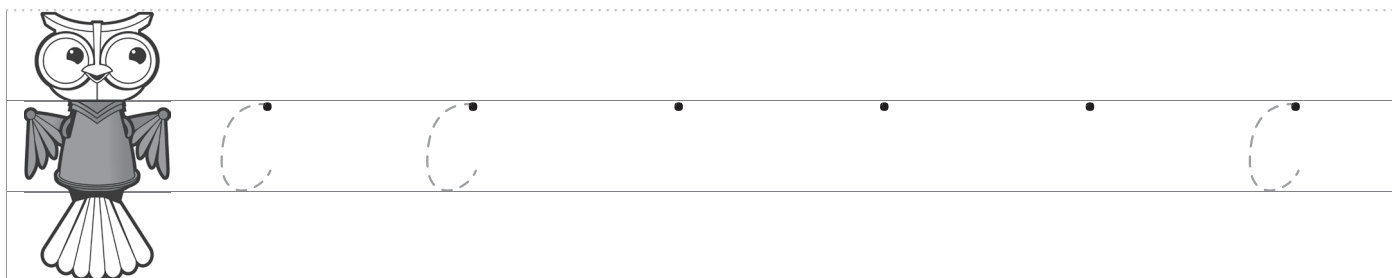


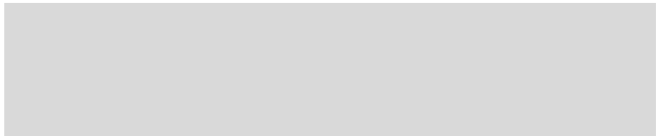
What is another word that means the same as big?
Write the sentence Hattie was a big black hen and this
time use a different word for big.

Hattie was a large black hen.

Draw Hattie

Name: _____ Date: _____





Cut along line


Fold here

Fold along line

Fold here

Overlap over shaded end and
staple/tape

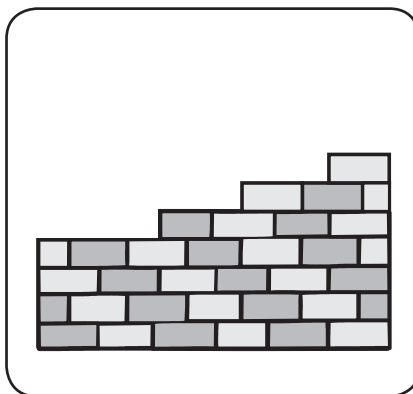
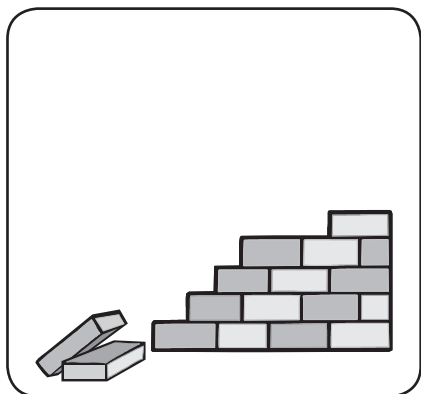
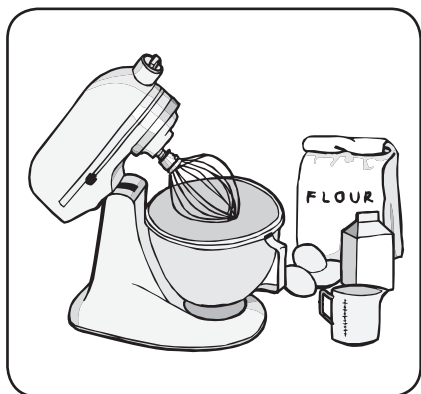
Time – before/after/next

- 1  Draw something you do **before** school and something you do **after** school.

Before school I ...

After school I ...

- 2  **Next** means straight after. Draw what could happen **next**.

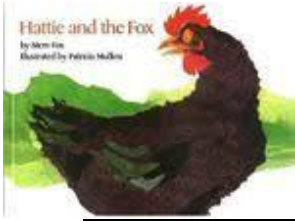




Thursday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	
	Reading Eggs		
9.30 to 10	Writing	Story Retell	Story sequencing
10 to 10.30	Spelling	Decodable CVC words	(write words in workbook)
10.30 to 11	Handwriting	Oo	Oo worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	My School Days	Sequencing daily events. Time-long time/short time
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	My Healthy Plant
2.30 to 3			



Draw pictures to show the beginning, middle and end of Hattie and the Fox.

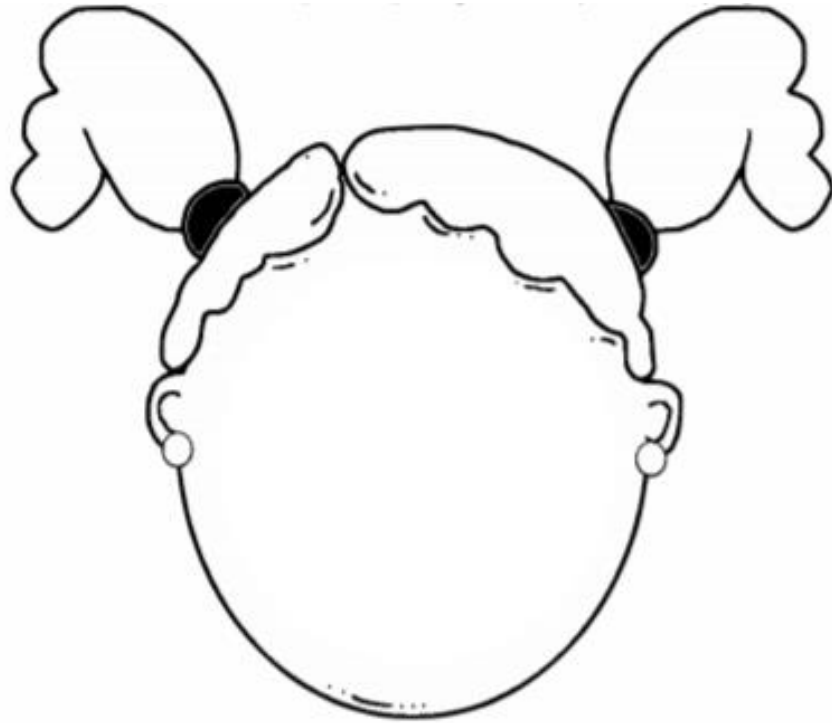
Beginning

Middle

End

Now use your pictures to retell the story.

Draw the expression you would have on your face if you were Hattie and you just saw the fox.



I would look _____

because _____

Word Bank



surprised



scared



sad



happy

Draw the expression you would have on your face if you were Hattie and you just saw the fox.



I would look _____

because _____

Word Bank



surprised



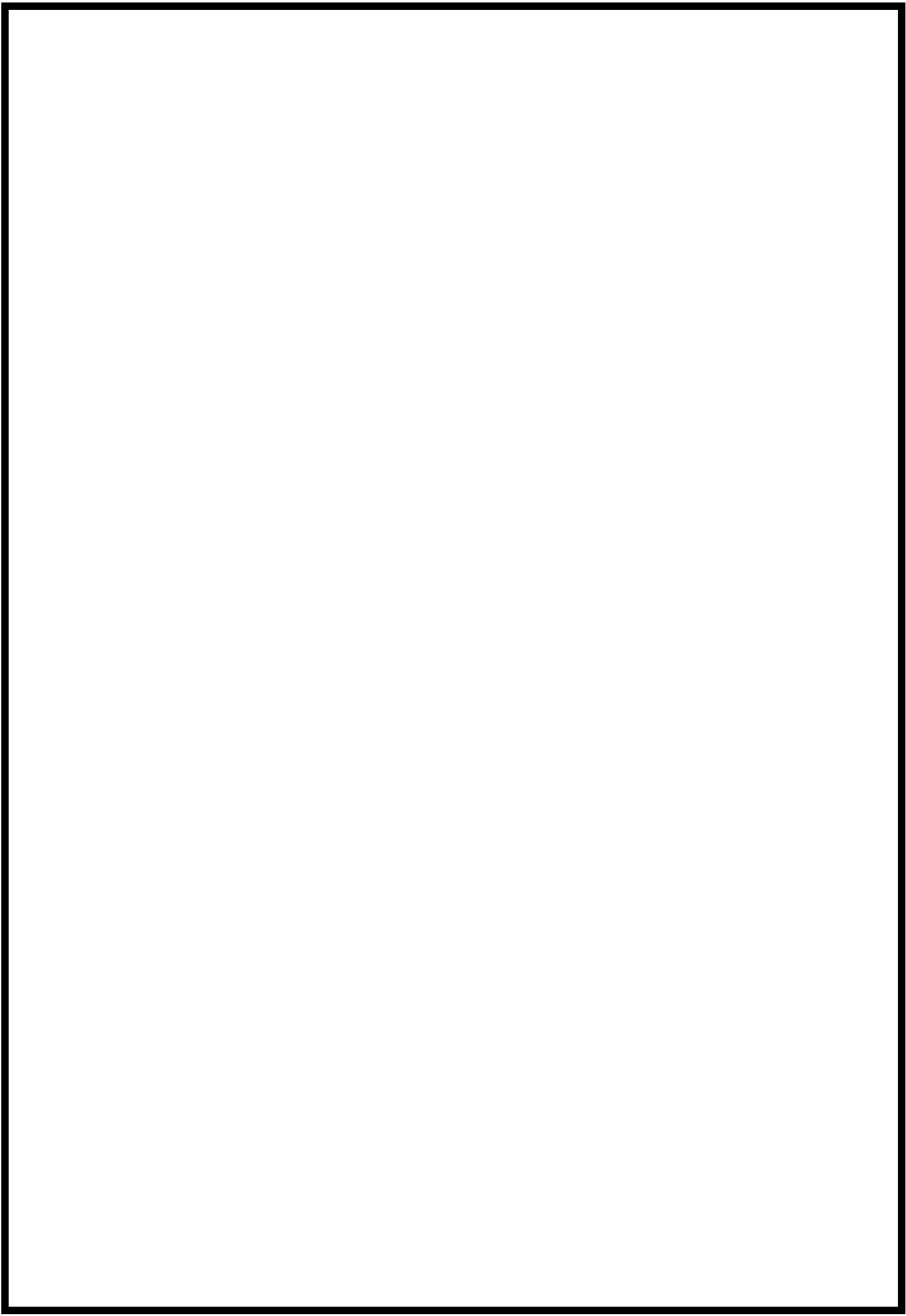
scared



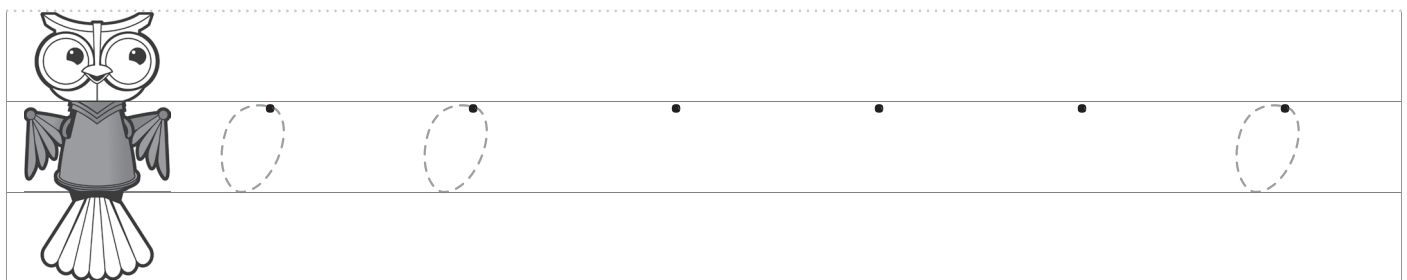
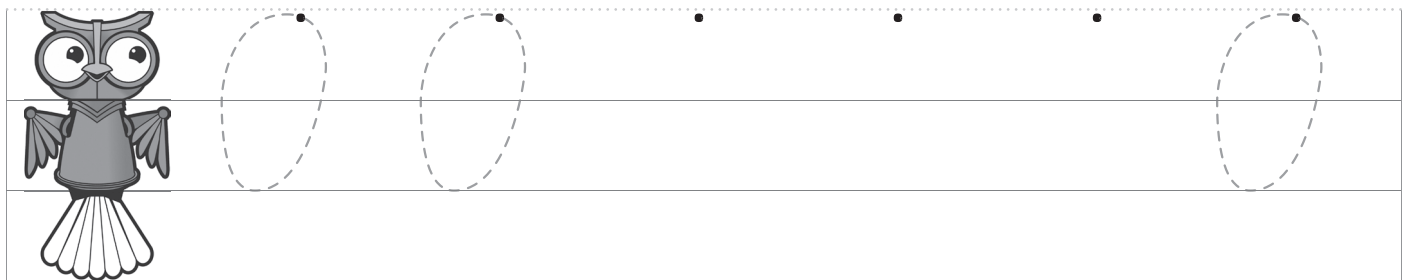
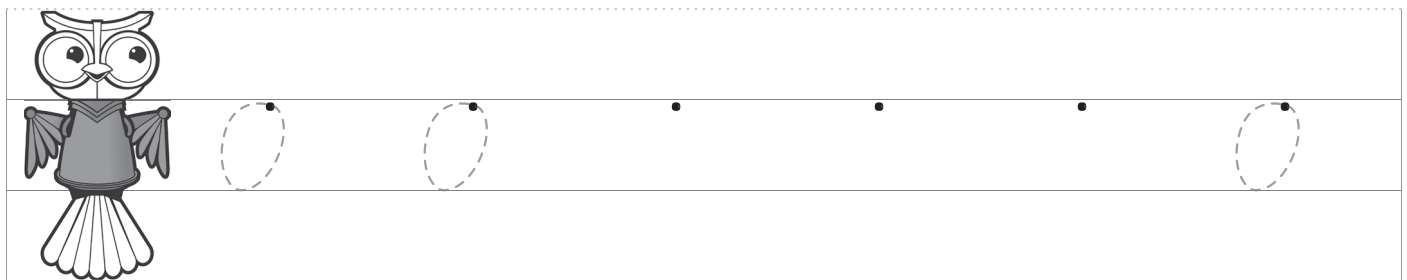
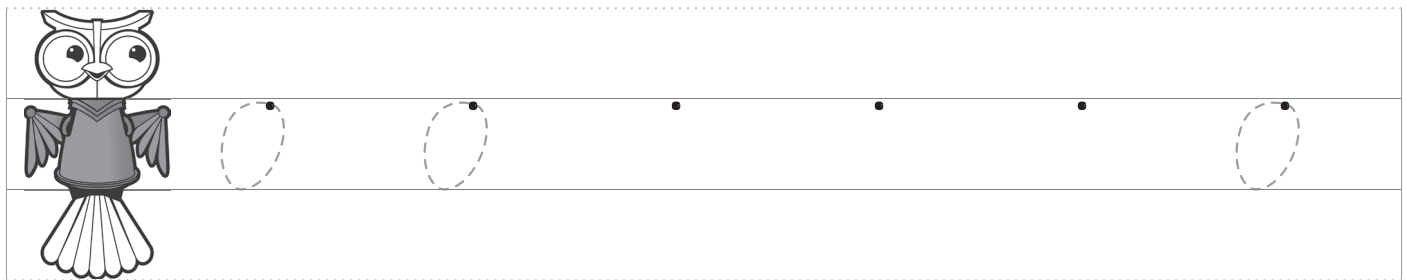
sad



happy



Name: _____ Date: _____



Name: _____

Sequencing Daily Events

I can sequence daily events.



colour



cut



paste

1.	2.	3.	4.
5.	6.	7.	8.



eat dinner



go to school



brush teeth



go to sleep



get dressed



have a bath



eat breakfast





wake up

Time – long time/short time

- 1  Draw something that takes you a

long time to do

short time to do

- 2   Find a partner. Follow the instructions and for each pair, loop the activity that takes a **longer** time.



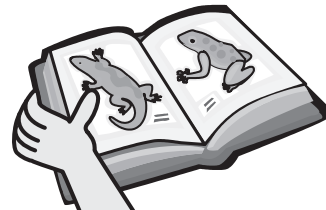
1. Clap 10 times.
2. Clap 10 times very **slowly**.



1. Touch your toes 5 times.
2. Do it again very **quickly**.



1. Sing the alphabet.
2. Sing it again very **quickly**.

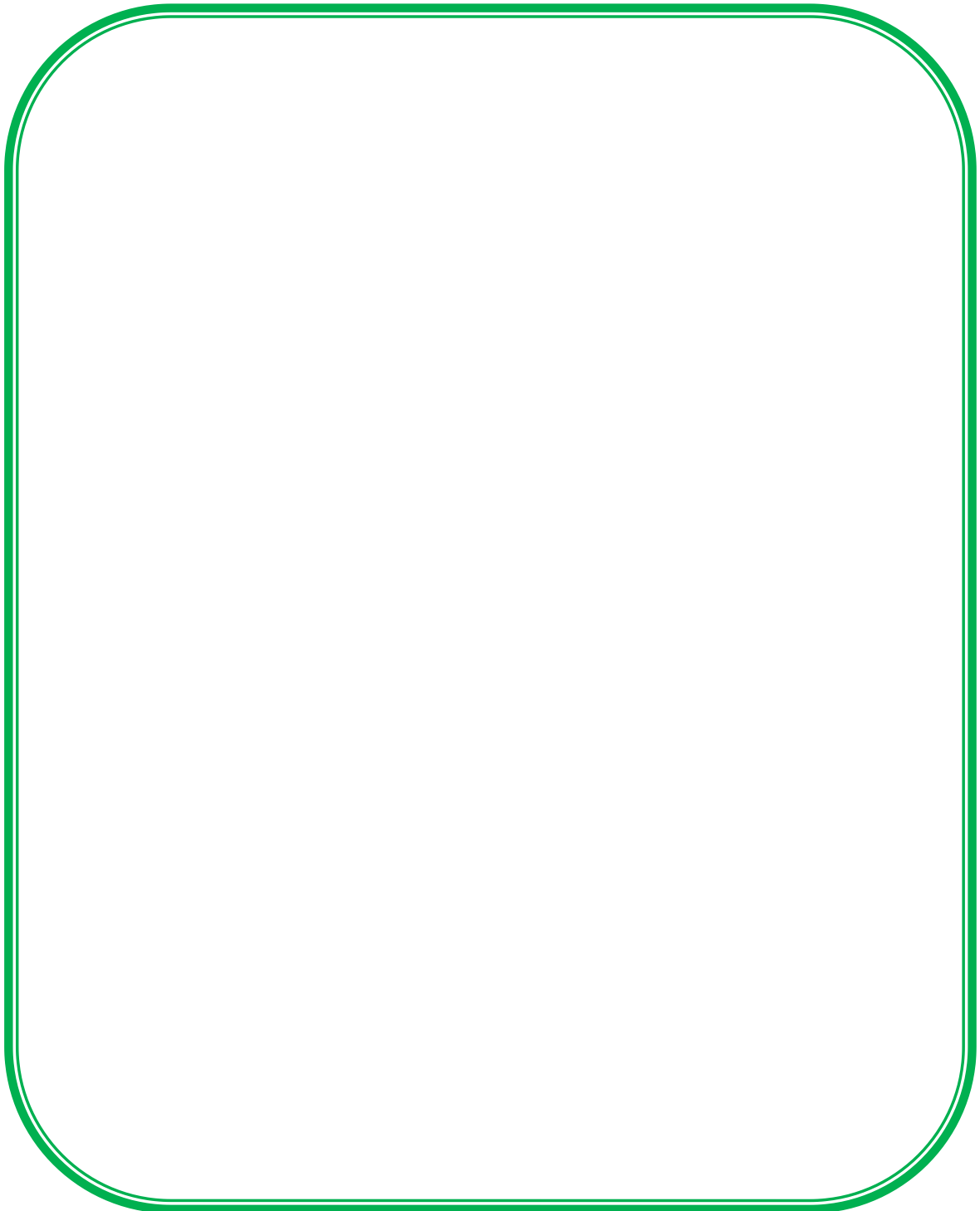


1. Open a book.
2. Open it again very **slowly**.

























How do you know which activity takes longer? Tell someone.

My Healthy Plant

- ◆ Draw a picture of a plant that is growing well.
- ◆ Draw all parts of the plant.
- ◆ Add words or pictures to show what you think the plant needs to grow and stay healthy.



My I Spy Scavenger Hunt

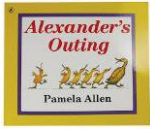
<p>smooth Leaf</p>  <input type="checkbox"/>	<p>spiky leaf</p>  <input type="checkbox"/>	<p>twigs on the ground</p>  <input type="checkbox"/>	<p>rocks</p>  <input type="checkbox"/>
<p>soil</p>  <input type="checkbox"/>	<p>smooth bark</p>  <input type="checkbox"/>	<p>rough bark</p>  <input type="checkbox"/>	<p>nuts or seeds</p>  <input type="checkbox"/>
<p>fruit or berries</p>  <input type="checkbox"/>	<p>red flowers</p>  <input type="checkbox"/>	<p>yellow flowers</p>  <input type="checkbox"/>	<p>white flowers</p>  <input type="checkbox"/>
<p>flying insect</p>  <input type="checkbox"/>	<p>ants</p>  <input type="checkbox"/>	<p>caterpillar</p>  <input type="checkbox"/>	<p>butterfly</p>  <input type="checkbox"/>
<p>spider</p>  <input type="checkbox"/>	<p>web</p>  <input type="checkbox"/>	<p>snail</p>  <input type="checkbox"/>	<p>nest</p>  <input type="checkbox"/>
<p>feather</p>  <input type="checkbox"/>	<p>bird flying</p>  <input type="checkbox"/>	<p>footprints</p>  <input type="checkbox"/>	<p>animal droppings</p>  <input type="checkbox"/>



Friday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension: Alexander's Outing	
	Reading Eggs		
9.30 to 10	Writing	Sentence writing	Where do you live?
10 to 10.30	Spelling	Decodable CVC words	(write words in workbook)
10.30 to 11	Handwriting	Gg	Gg worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Days of the week	Days of the Week Caterpillar
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Aboriginal Artefacts and Tools	Artefacts and Tools
2.30 to 3	Virtual Assembly		



1. Where do you live?

Alexander lived in Sydney with his mother and four brothers and sisters. First trace the words and complete the sentence. You can use the word bank to help you. Then write the sentence again. Draw where you live.

Trace

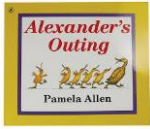
I live in _____

Now
write

Draw

Word Bank

Gunnedah Boggabri Carroll Curlewis Tamworth Mullaley



2. Where do you live and who do you live with?

Alexander lived in Sydney with his mother and four brothers and sisters. First trace the words and complete the sentence. You can use the word bank to help you. You might like to use their names. Write the sentence again.

Trace

I live in _____

with _____

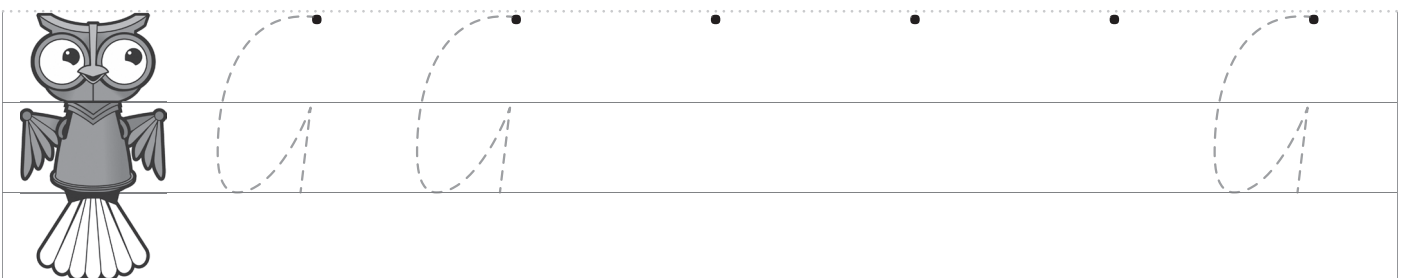
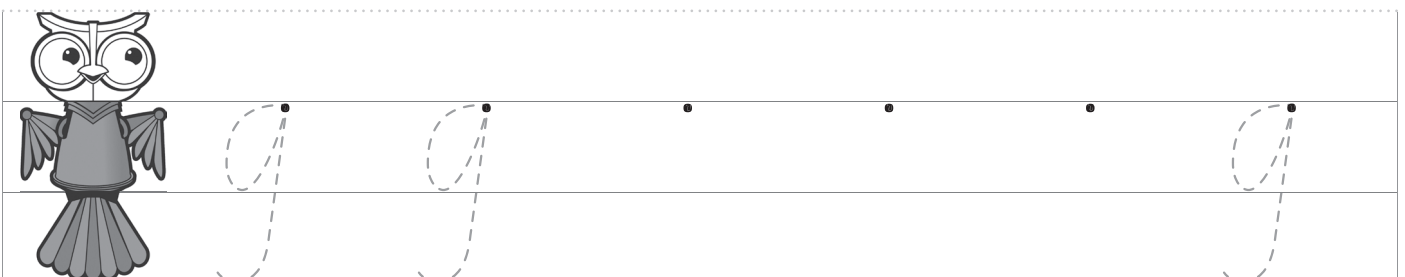
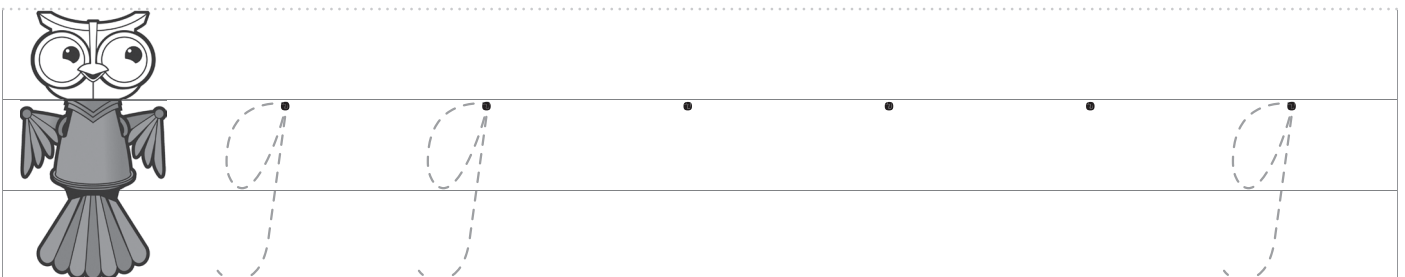
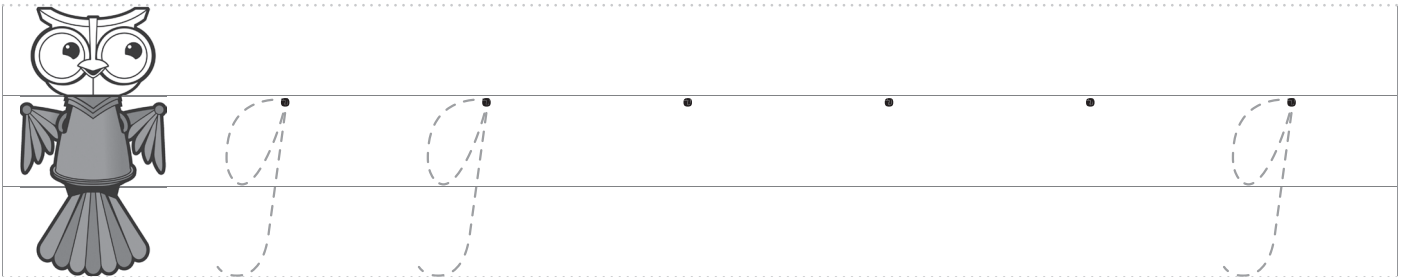
Now
write

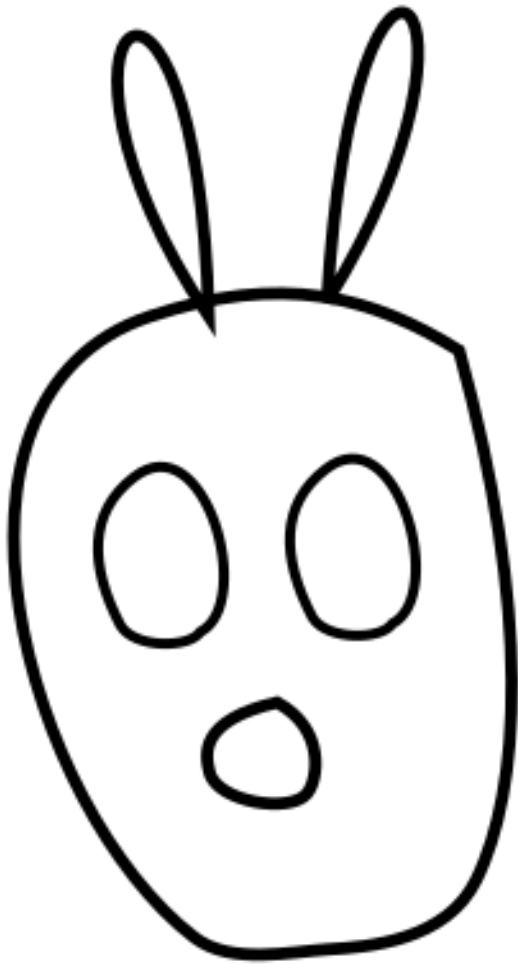
Draw

Word Bank

Mum Dad Nan Pop Grandma Grandpa brother sister Aunty Uncle

Name: _____ Date: _____

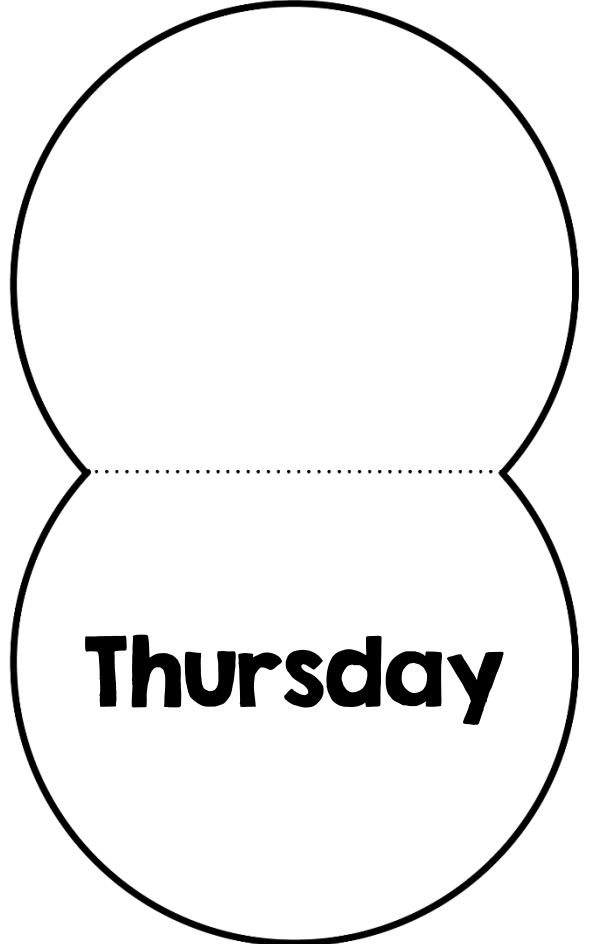
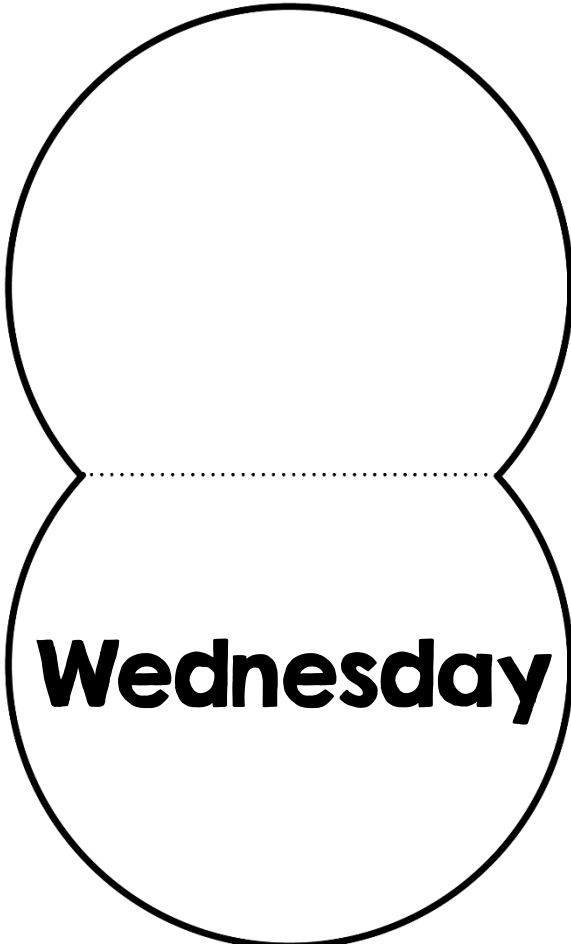
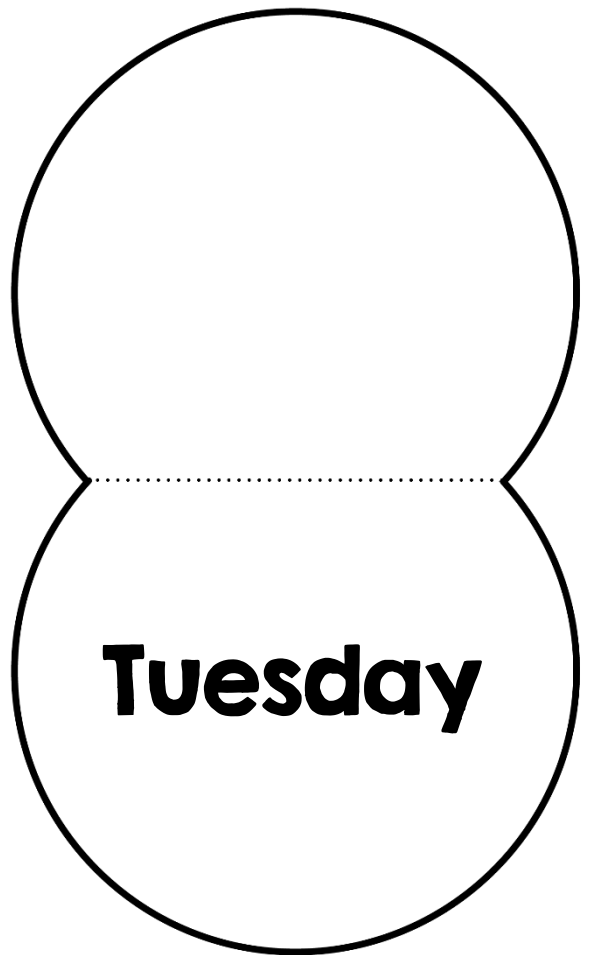
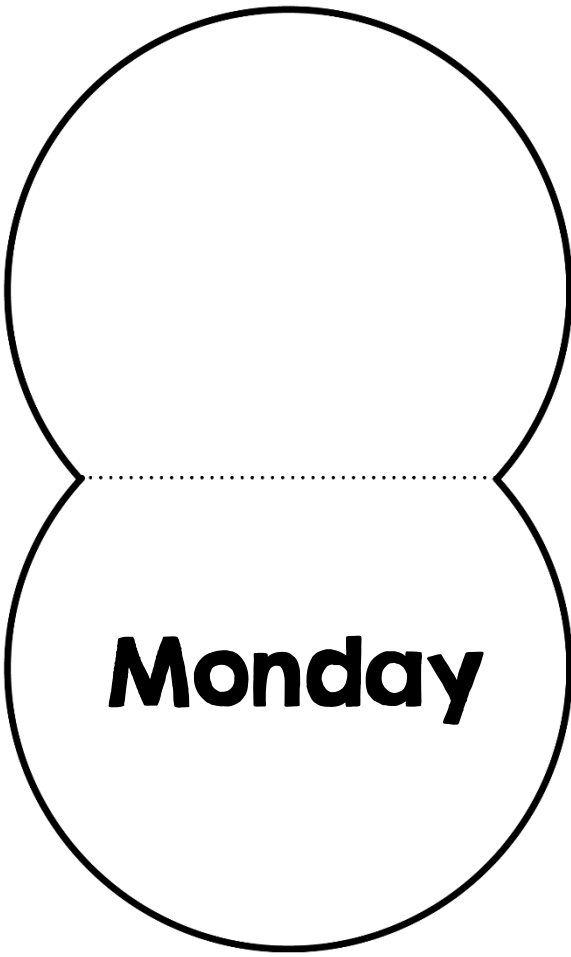


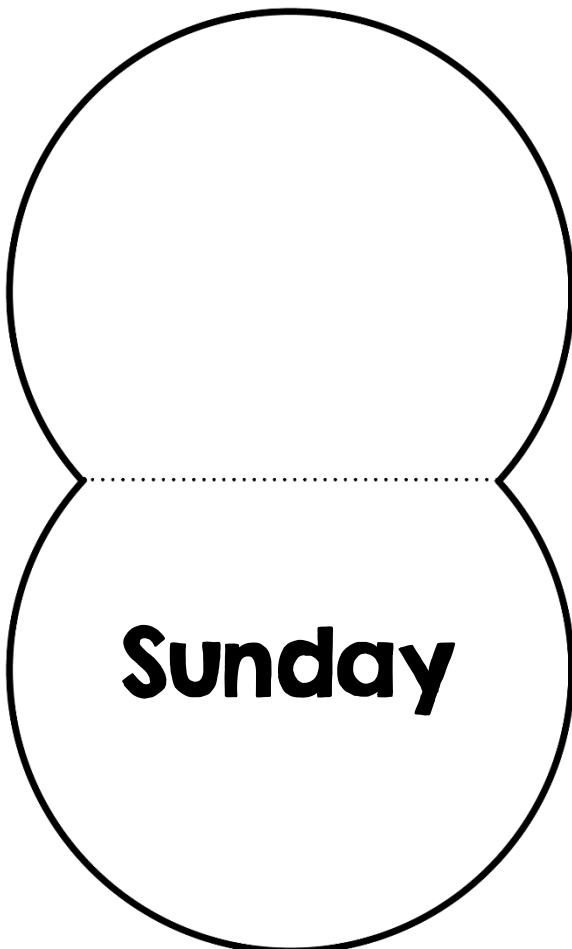
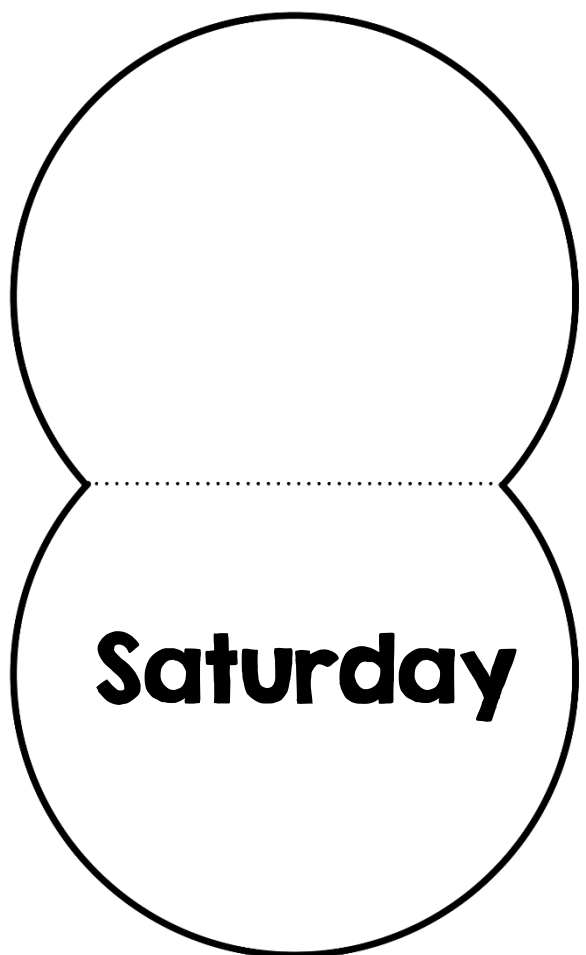
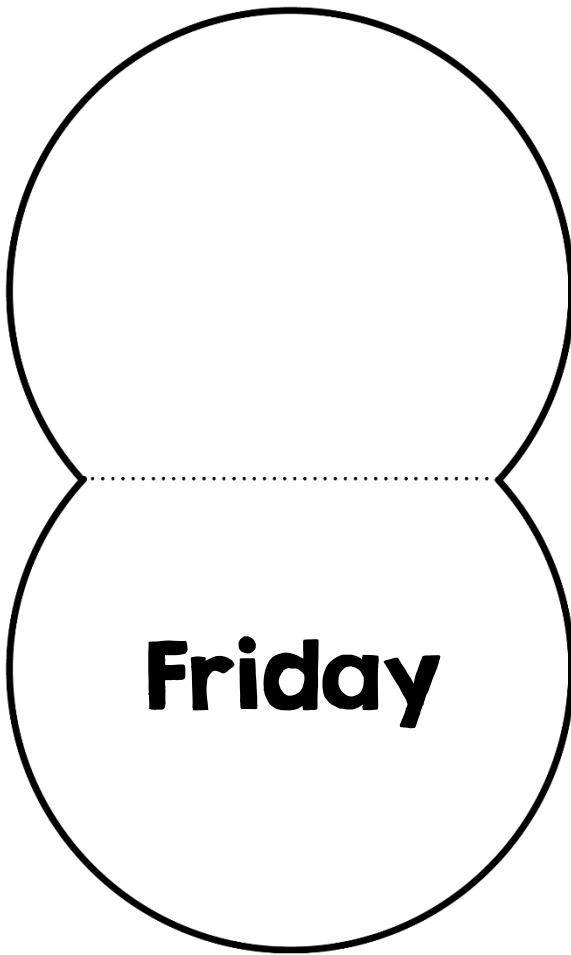


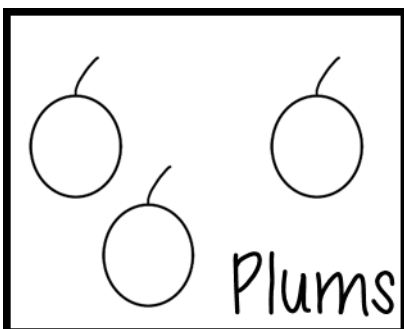
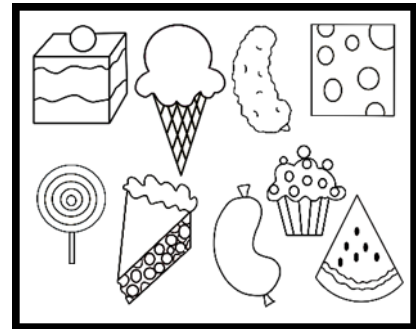
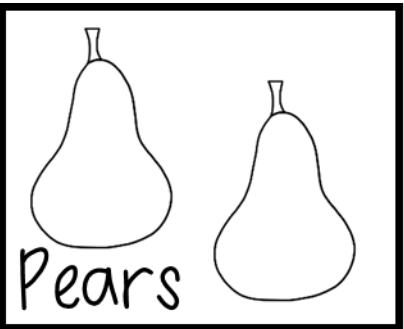
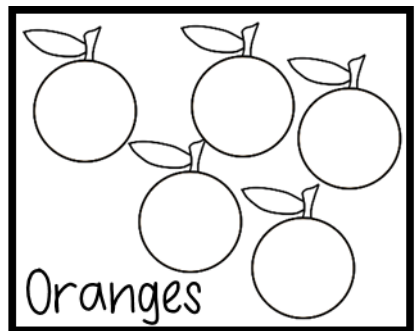
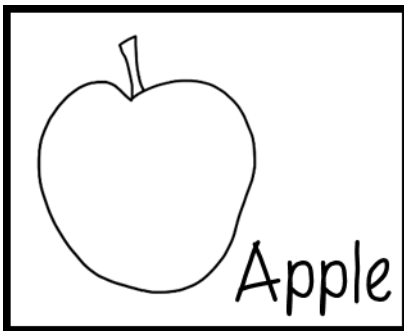
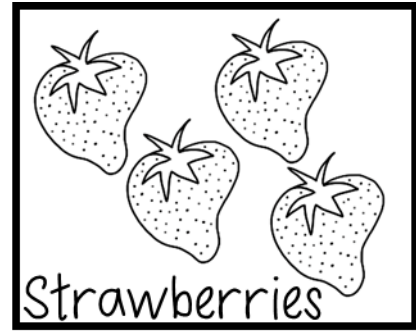
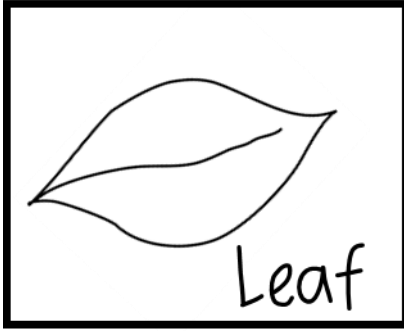
Caterpillar

Days of the Week

By: _____













Aboriginal Artefacts and Tools - Week 3

We are learning to understand the purpose of Aboriginal artefacts and tools

Task: Fill in the table using the names and write a sentence about the purpose/use of each artefact or tool.

Coolamon	Clap Sticks	Emu Caller
Bullroarer	Killer Boomerang	Bundi

Picture	Name	Purpose/Use
		
		
		
		
		
		

****Note - Each Aboriginal tribal group may have different names or uses for artefacts or tools. Four of these were made by Ngemba Elder, Eugene Biles.***