



**Gunnedah South Public School**



# Home Learning Booklet

Week 4

Name: \_\_\_\_\_

Class: \_\_\_\_\_



# Kindergarten





# Monday

## Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions: The Children who Loved Books	
	Reading Eggs		
9.30 to 10	Writing	Wishful weekend recount	Wishful weekend recount
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Qq	Qq worksheet
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: capacity of containers	Capacity of containers
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 3	PBL PDH Wellbeing	PBL: Staying Motivated PDH: Changes as we Grow	



## 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*



# Weekend Recount

Where do you wish you went on the weekend? Start your recount with:

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

## Who with?

Mum

Dad

brother

sister

cousin

friend

Grandma

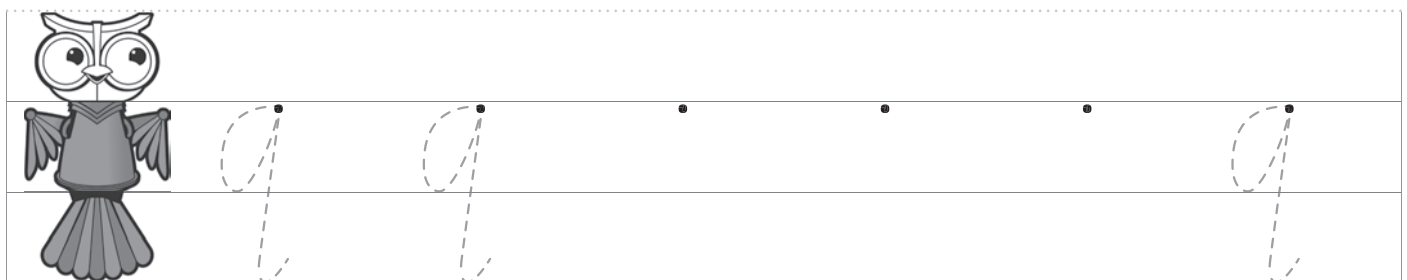
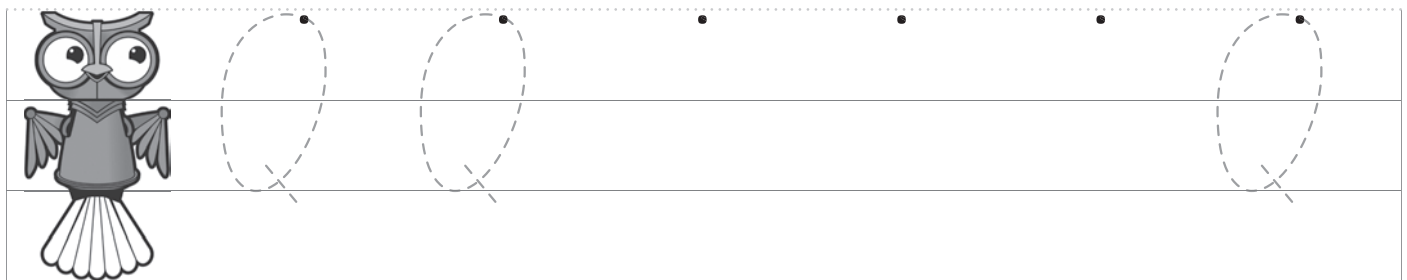
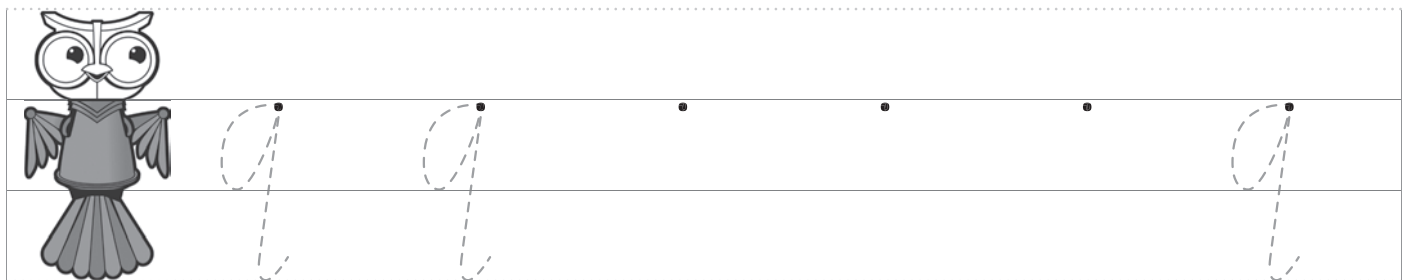
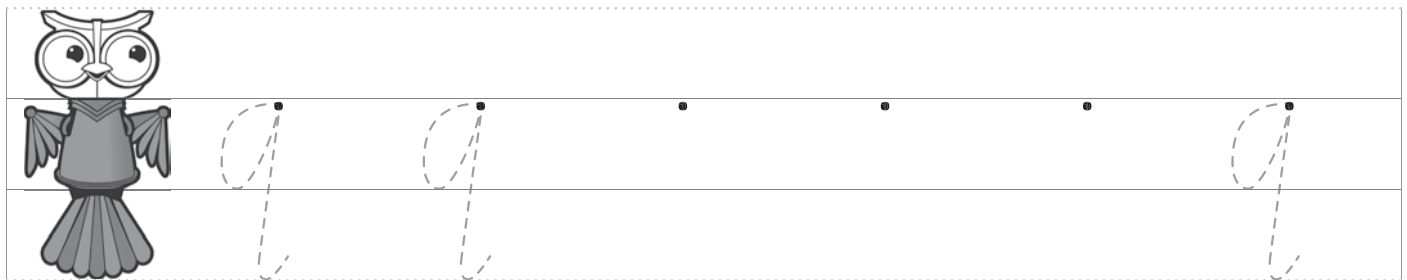
Grandpa

and

.

*Draw it*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

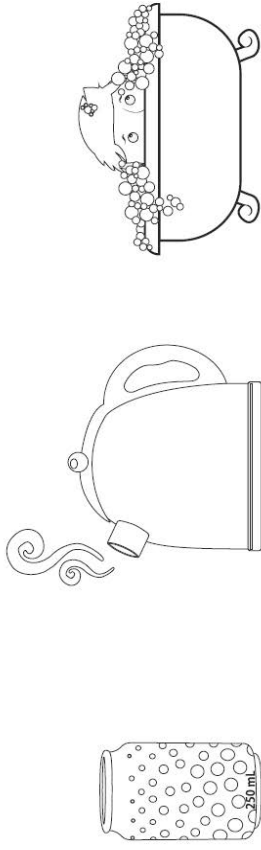




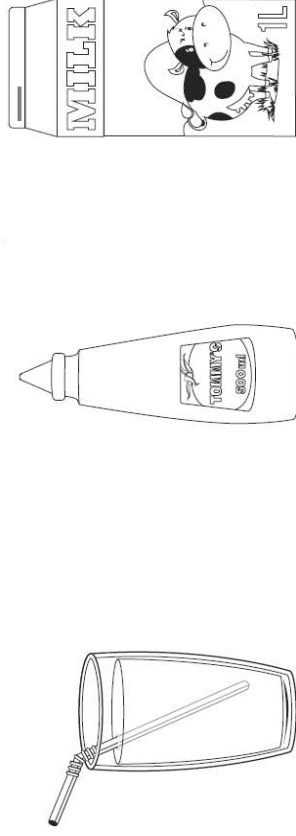
# WALT: describe and compare the capacity of containers

## Capacity (A)

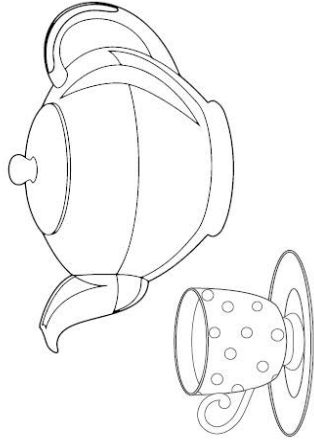
- ① Circle the container that can hold the most liquid.



- ② Circle the container that can hold the least liquid.

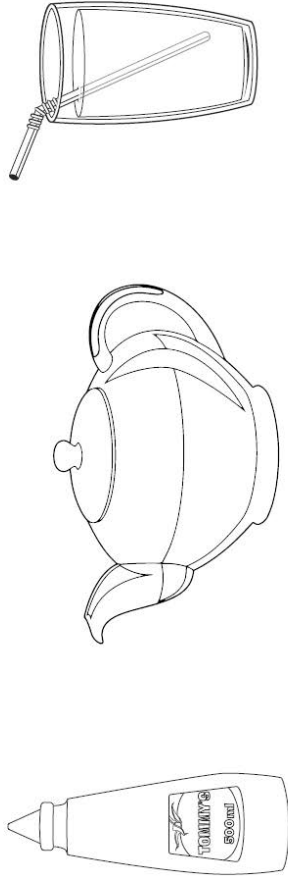


- ③ Explain which container can hold more liquid.

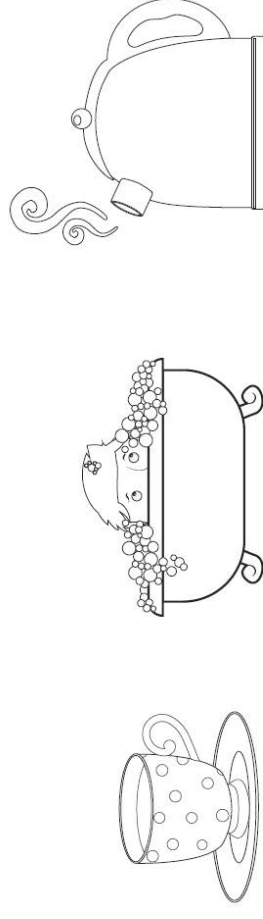


## Capacity (B)

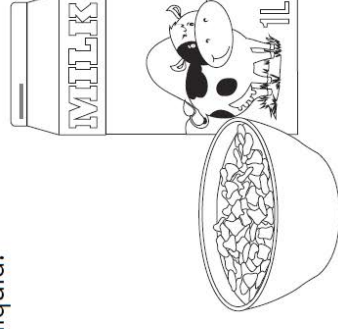
- ① Circle the container that can hold the most liquid.



- ② Circle the container that can hold the least liquid.



- ③ Explain which container can hold more liquid.







*We are learning to stay motivated*

*Three things I can do to stay motivated*

--	--	--

*People who can help me stay motivated*

--

*What can stop your motivation and how can you change it.*

--	--

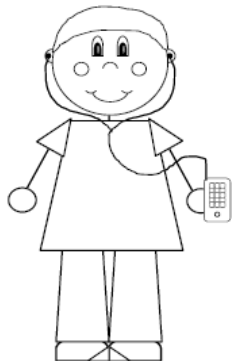


## Personal Development & Health – Term 2 Week 4

*We are learning to identify how we change as we grow.*

**Colour in the people. Cut and then paste the people in order of youngest to oldest. In the box underneath write/draw something that they can do.**

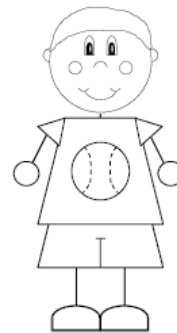

Teenager



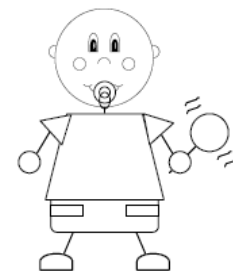
Elderly



Child



Baby



Adult





# Tuesday

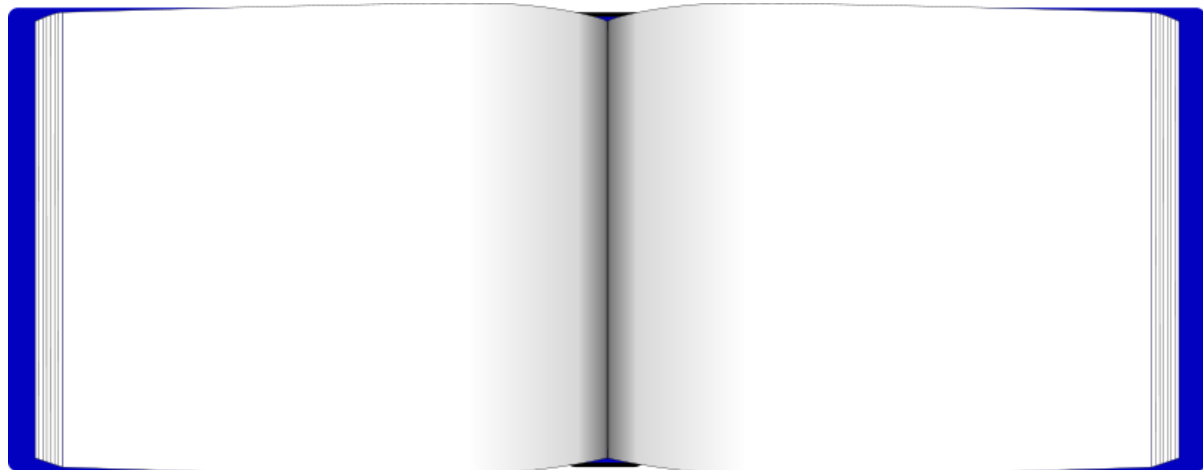
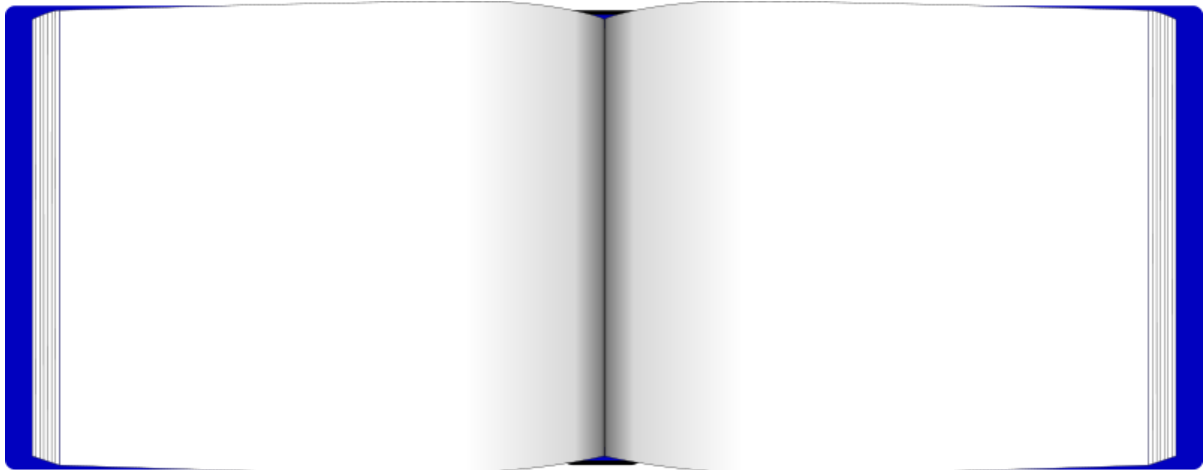
## Week 4

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	The Children Who Loved Books
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Dd	Dd worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Classify the mass of objects	Mass language
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	My Special Place at Home	My Special Place at Home
2.30 to 3			



## *The Children who Loved Books*

*In this story, books brought the family close together. Which books have you read with your family recently? Pick two and write their names on the books below.*

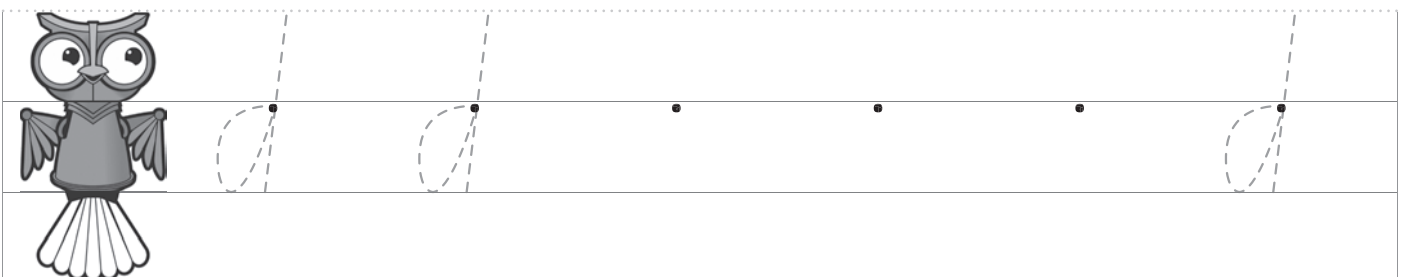
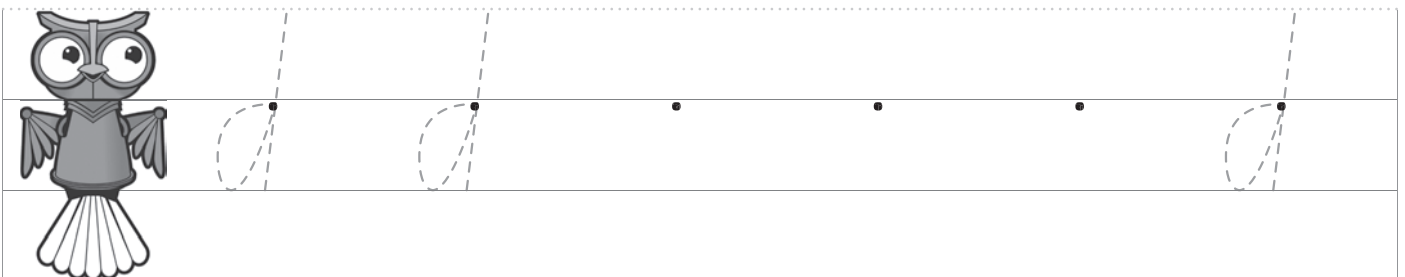
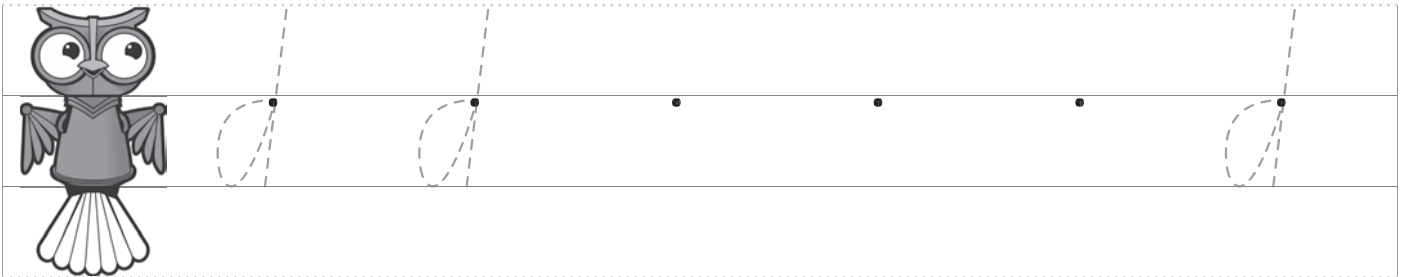


*The people I read with are*

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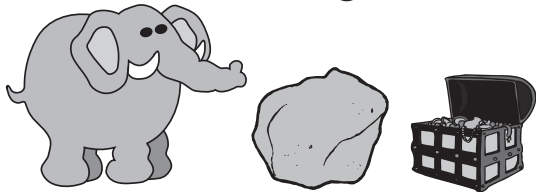
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

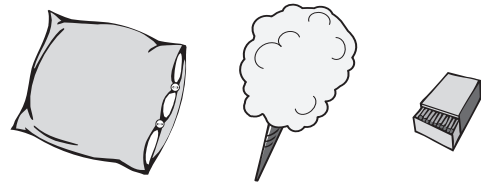


# Mass – language

Things with a lot of mass  
are **heavy**.

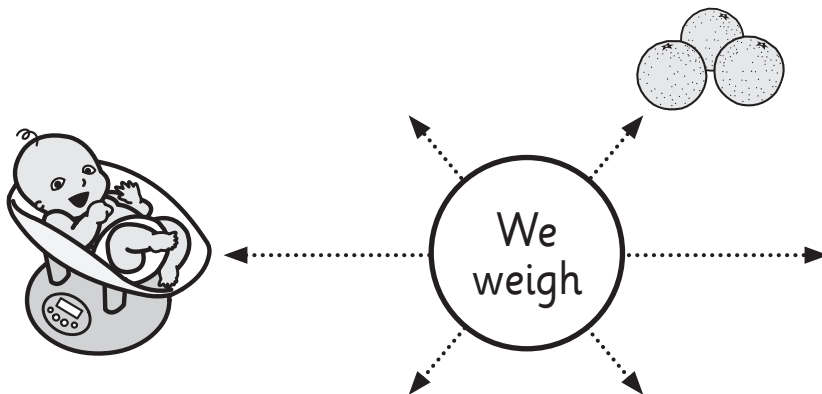


Things with a little bit of mass  
are **light**.



We weigh things to find out how much mass they have.

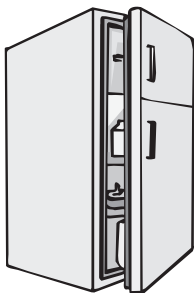
- 1  Draw or write some more things that we weigh.



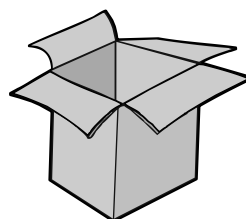
We can also push things to find out how much mass they have.  
Heavy things are harder to push. Light things are easier to push.

- 2  Draw another thing that is



**hard** to push



**easy** to push



# Mass – language



- 1   Go on a hunt round your classroom and find 5 **light** things and 5 **heavy** things. Record them.

**light** things

These have **less** mass.

**heavy** things

These have **more** mass.

- 
- 2   Share your list with a partner. Do they agree with you about where you have put things? If you disagree, can you both be right? Why or why not?



# **My Special Place at Home**

Draw a picture of your special place and what you like to do.

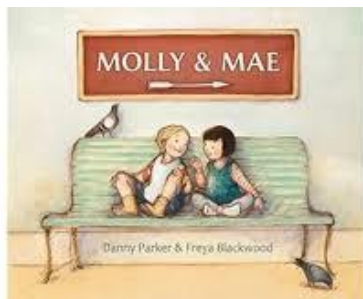
Try and write a sentence about what you have drawn.



# Wednesday

## Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions: Molly and Mae	
	Reading Eggs		
9.30 to 10	Writing	Cut and paste sentences	Molly and Mae sentences x2
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Ee	Ee worksheet
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Compare two masses by hefting	Mass hefting
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	CAPA		Materials supplied
2.30 to 3		Drama with Mrs Christie	



*They helped each other pack up.*

*Have you used*

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

*Make the sentence below*

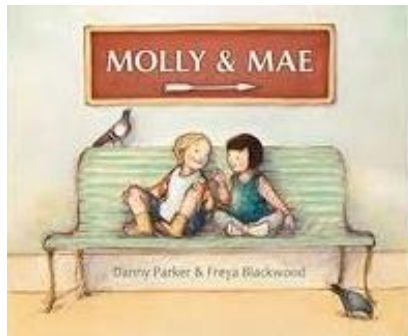
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*Write the sentence*

\_\_\_\_\_



<i>They</i>	<i>helped</i>	<i>each</i>	<i>other</i>	<i>pack</i>	<i>up.</i>
-------------	---------------	-------------	--------------	-------------	------------



*They helped each other pack up.*

*Have you used*

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

*Make the sentence below*

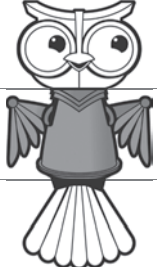
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*Write the sentence* ***They helped each other pack up.***







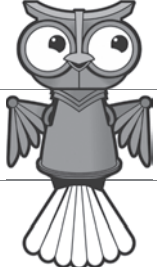
<i>They</i>	<i>helped</i>	<i>each</i>	<i>other</i>	<i>pack</i>	<i>up.</i>
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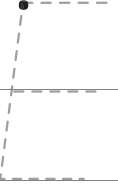
Name: \_\_\_\_\_ Date: \_\_\_\_\_



































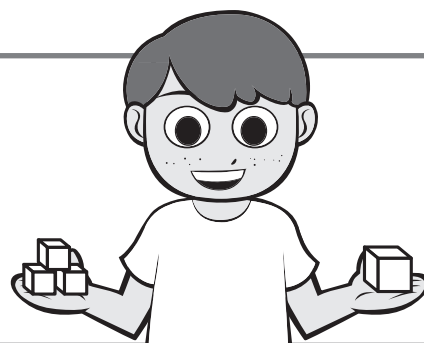








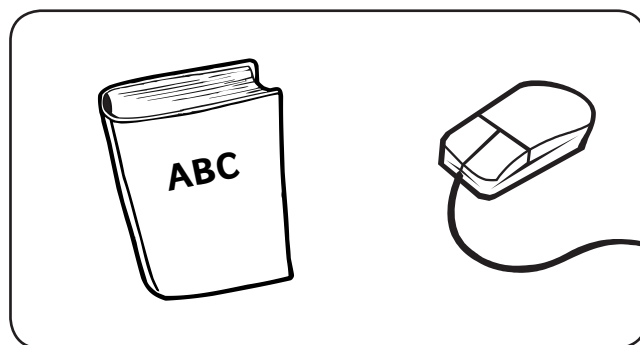
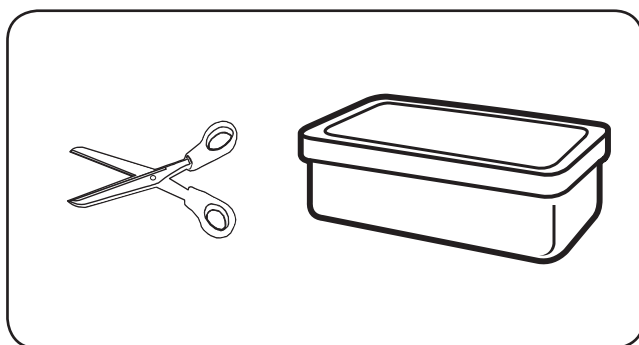
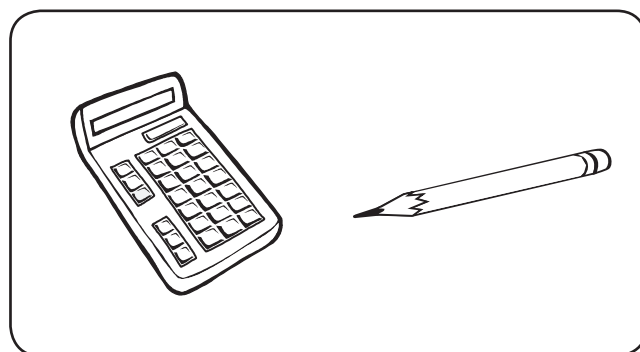
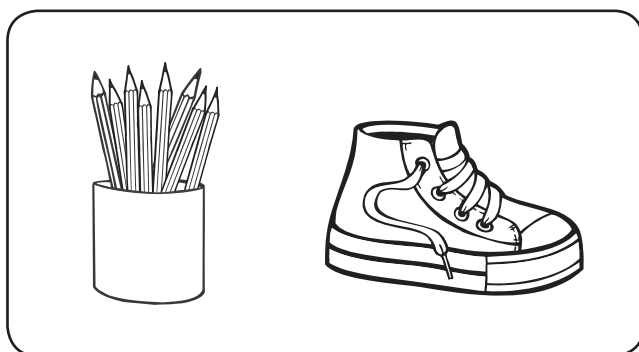





# Mass – hefting

We can use our hands to compare masses.  
We call this **hefting**.  
Things with more mass feel heavier.  
They push down on our hands more.



- 1   Find these objects in your classroom. Heft each one to decide which is heavier. Colour the heavier one.



- 2   Choose 2 classroom objects for each box and draw them. Heft them and colour the heavier one.



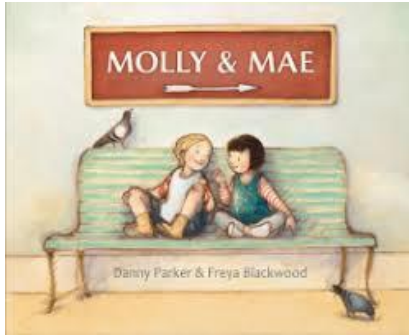


# Thursday

## Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension questions	
	Reading Eggs		
9.30 to 10	Writing	Sentence writing	Molly and Mae: Plane or Train x2
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Ss	Ss worksheet
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Half	Fractions-Halves
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Science	Mrs Pepper's Science Lesson	We're going on a plant hunt
2.30 to 3			





## Molly and Mae

Would you rather travel  
by a train or a plane?

Start your sentence with

I would rather travel by a \_\_\_\_\_.

I would rather travel by  
a \_\_\_\_\_.

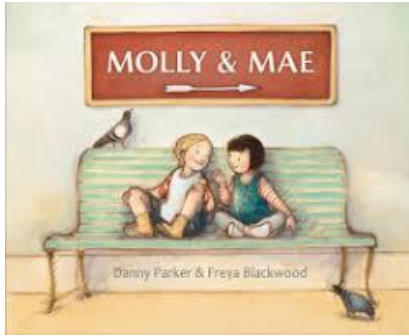


train

or



plane



## Molly and Mae

Would you rather travel  
by a train or a plane?

Start your sentence with

I would rather travel by a \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



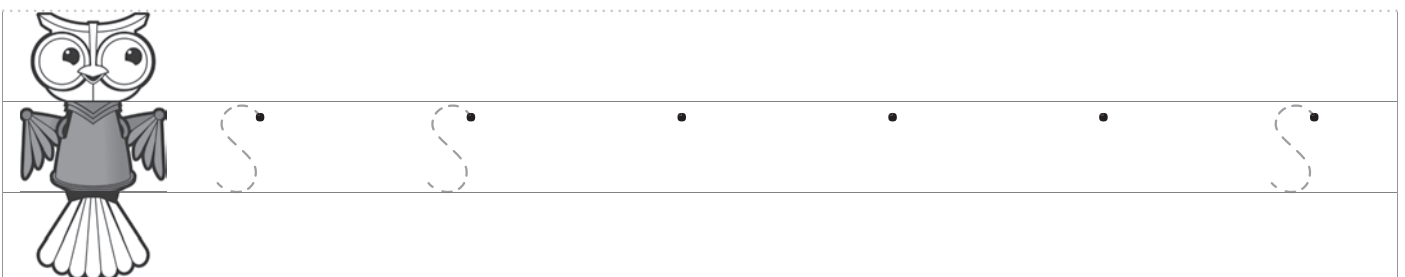
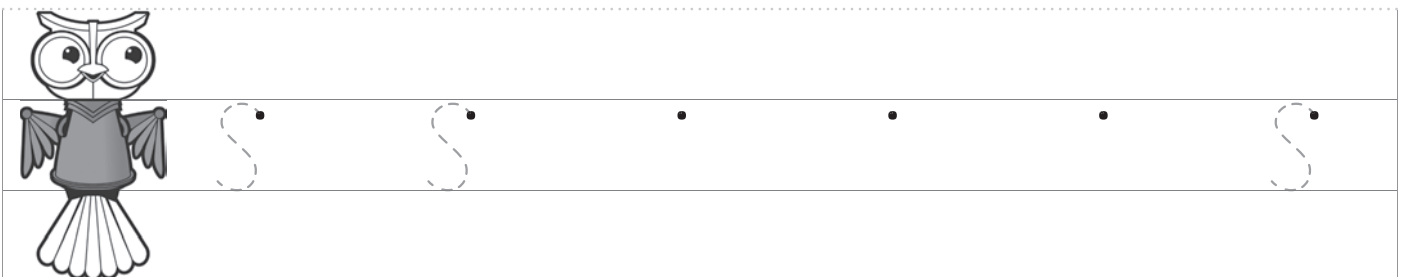
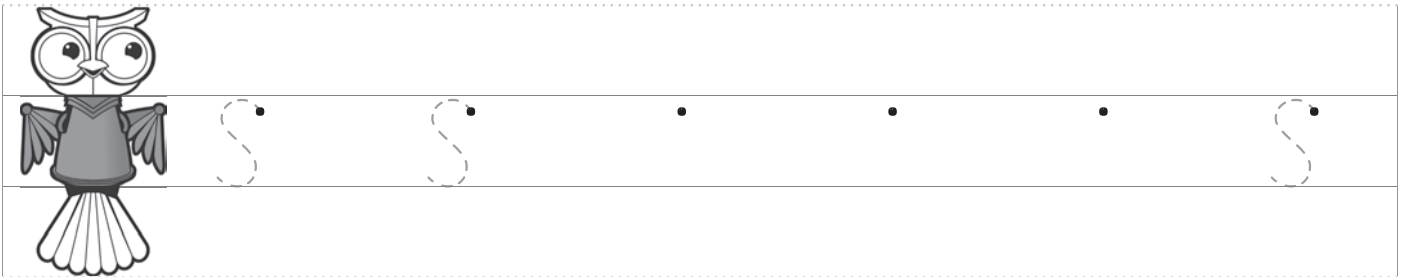
train

or



plane

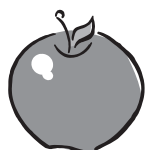
Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Fractions – halves

When we divide a whole into 2 equal parts, we call each part a **half**.

This is one whole apple.



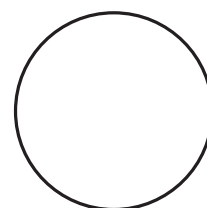
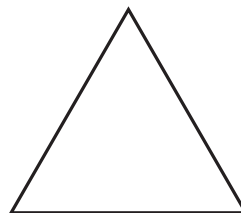
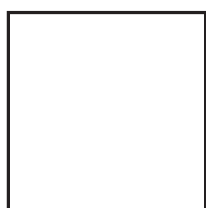
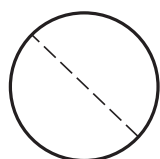
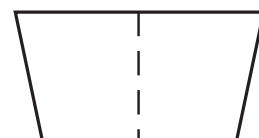
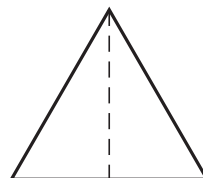
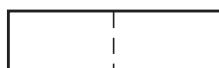
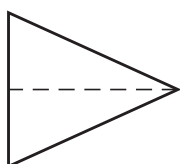
whole


The apple is now cut into halves.

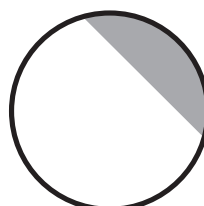
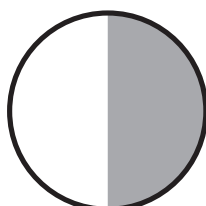
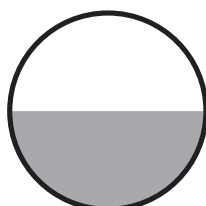
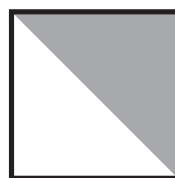
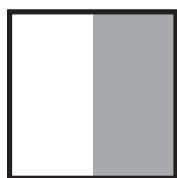
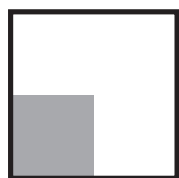


half half

- 1  Colour 1 half of each shape.



- 2  Tick the shapes that have 1 half shaded. Remember, halves must be **equal** or the **same**.



# We're going on a plant hunt.

Explore your backyard, garden or nearby park when you go for a walk with your parents.

What plants can you find?

Draw or take a photo of 6 different plants and write the name if you


# What do animals need?

## Animal Needs - Koala

Animals need certain things to survive.

In green, colour four things a koala needs to live.



food



house



air



water



money



television



hat



shelter

# Questions I have

Ask a parent to help you write down any questions you have about how animals and plants grow and stay healthy.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

We will answer these questions together as we learn more this term.

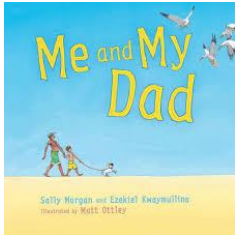




# Friday

## Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud and comprehension: Me and my Dad	
	Reading Eggs		
9.30 to 10	Writing	Write a sentence: I am not afraid of...	Me and My Dad writing x3
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Mm	Mm worksheet
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Halves	Halves
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Aboriginal Language and Culture	Reconciliation Week	Reconciliation Week worksheet
2.30 to 3	Virtual Assembly		



# Me and my Dad Writing

Use the word bank to write a sentence about something you are not afraid of. Start your sentence with

I am not afraid of \_\_\_\_\_.

*I am not afraid of*

\_\_\_\_\_.

## Word Bank



sharp shells



crazy crabs



giant waves



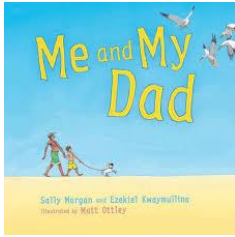
slimy seaweed



stinging jellyfish



seagulls



# Me and my Dad Writing

Use the word bank to write a sentence about something you are not afraid of. Start your sentence with

I am not afraid of \_\_\_\_\_.

---

---

---

---

## Word Bank



sharp shells



crazy crabs



giant waves



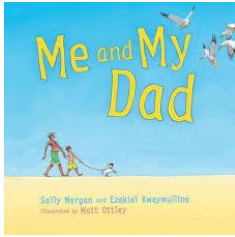
slimy seaweed



stinging jellyfish

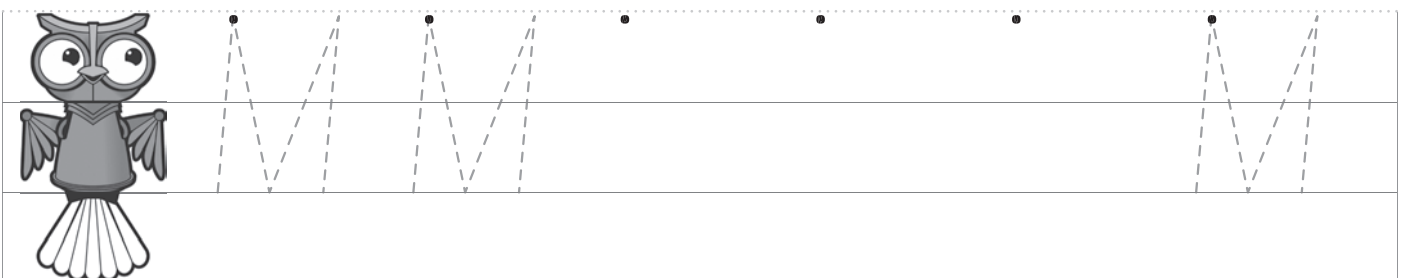
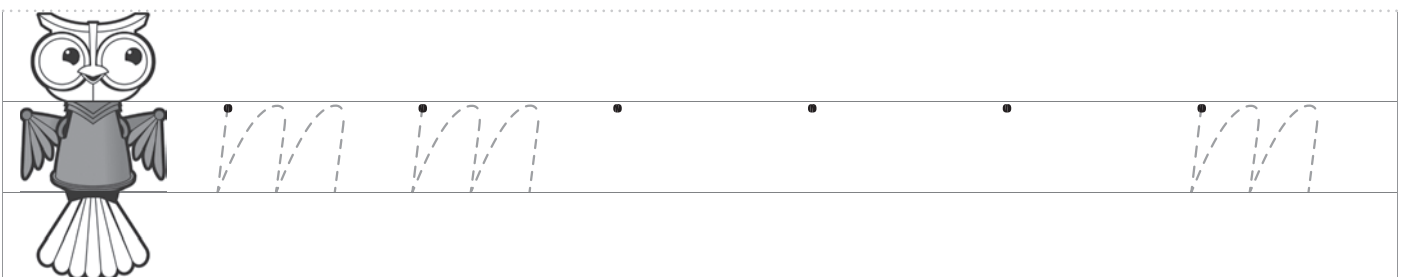
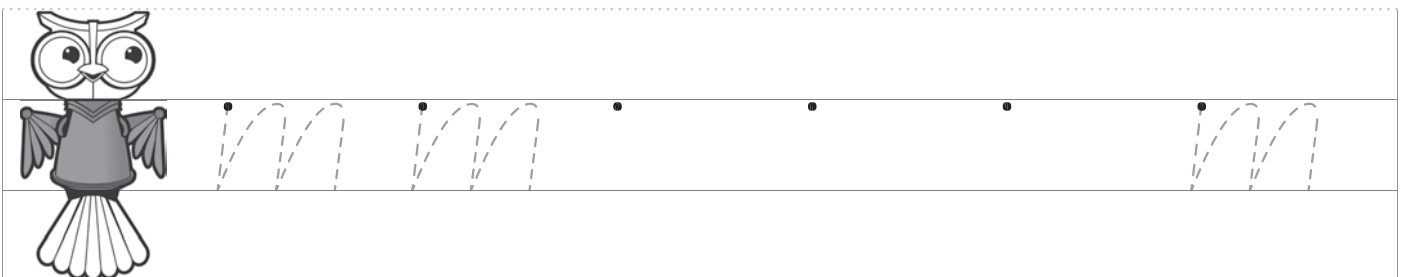
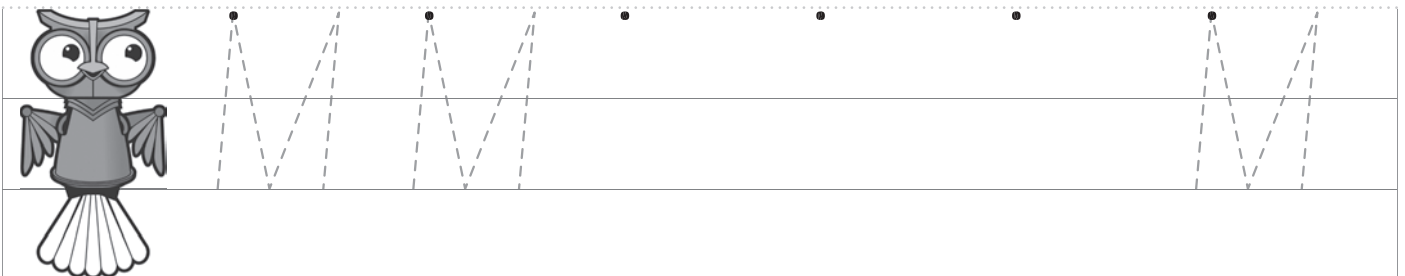
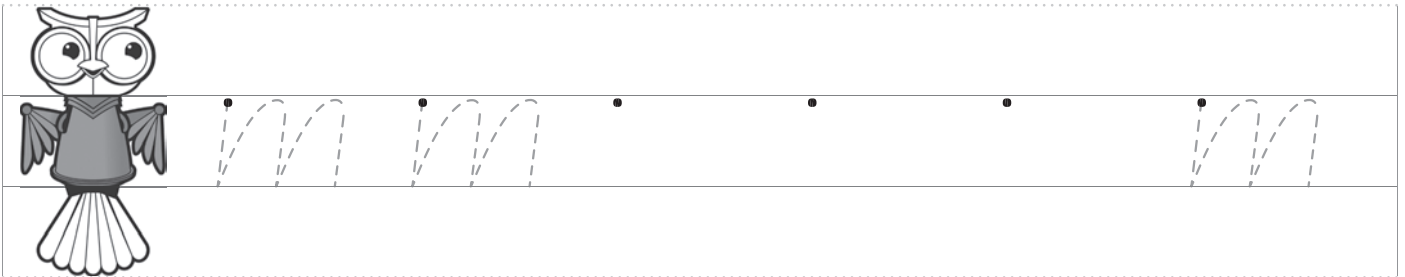


seagulls



*Draw what you are not afraid of*

Name: \_\_\_\_\_ Date: \_\_\_\_\_



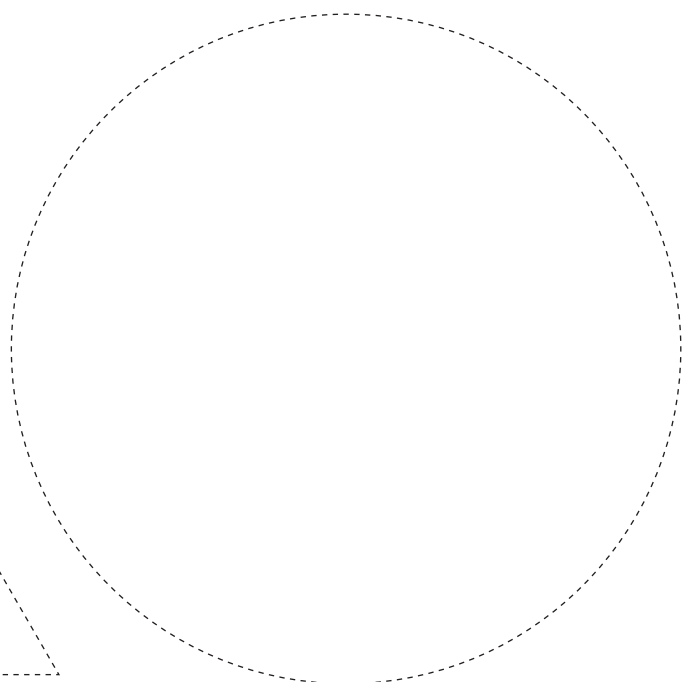
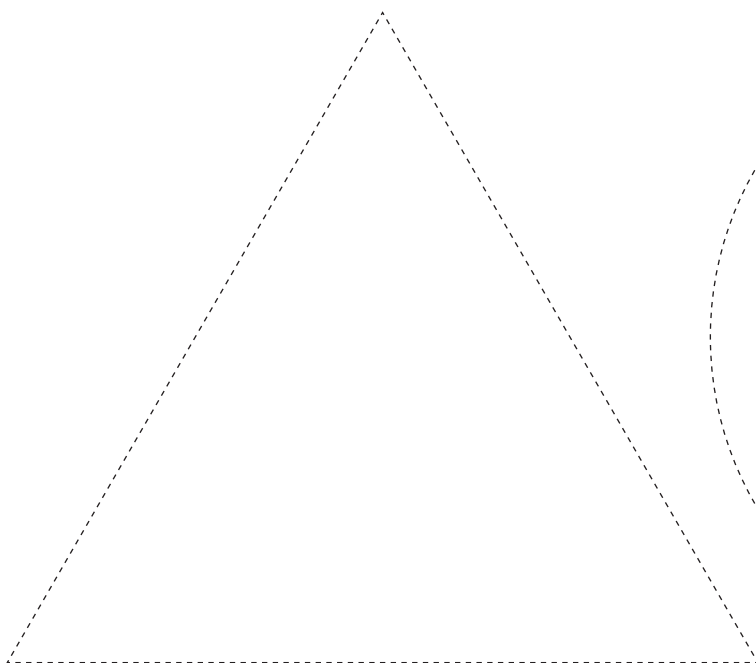
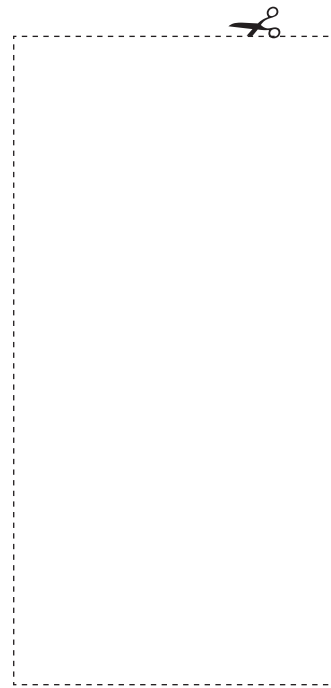
# Fractions – halves

**You will need:**  scissors



## What to do:

Cut out the shapes below. Find some different ways to fold them in halves. Show someone your ways.



## ***Reconciliation Week - Week 4***

***We are learning to understand the importance of Reconciliation***

**Task:** Design a tile (the square below) for the Schools Reconciliation Challenge including the 2020 theme 'Caring for Country'.

**Extension:** Primary students may like to write an explanation on the back of their tile design to explain what reconciliation means to them and the importance of the theme 'Caring for Country'.



Your tile must be returned to school to be included in the GSPS Schools Reconciliation Challenge. You can return this to school by taking a photo or scan and send it via:

- Email: [gunnedahs-p.school@det.nsw.edu.au](mailto:gunnedahs-p.school@det.nsw.edu.au)
  - Text: 0498 346 377
  - Booklet: postage to school