



Gunnedah South Public School



Home Learning Booklet

Week 2



Kindergarten





Monday

Week 2

Times	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	New book: The Fabulous Friend	
9.30 to 10	Writing	Weekend recount	Recount
10 to 10.30	Spelling	Decodable CVC words	
10.30 to 11	Handwriting	F f	F f worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Representing numbers in a 5/10 frame	5 and 10s frames.
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Whole body movement	
1 to 2	Lunch Break		
2 to 2.30	PBL	Wellbeing	PBL - Learners at home
2.30 to 3	PDHPE	Strengths and Challenges	Super power strength

Recount

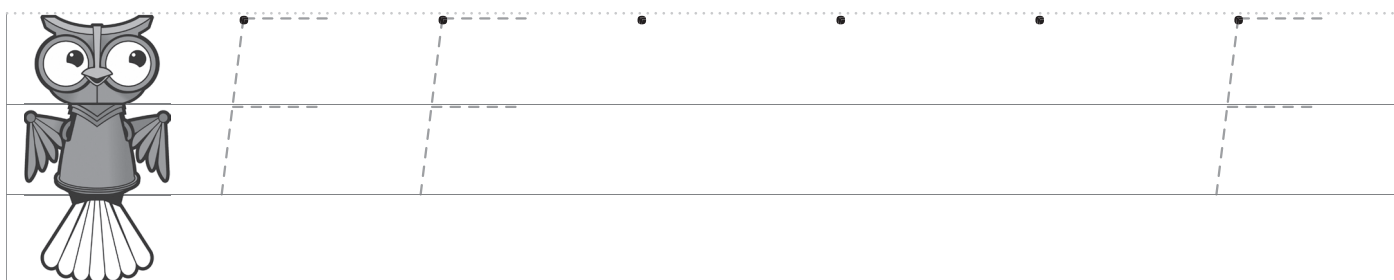
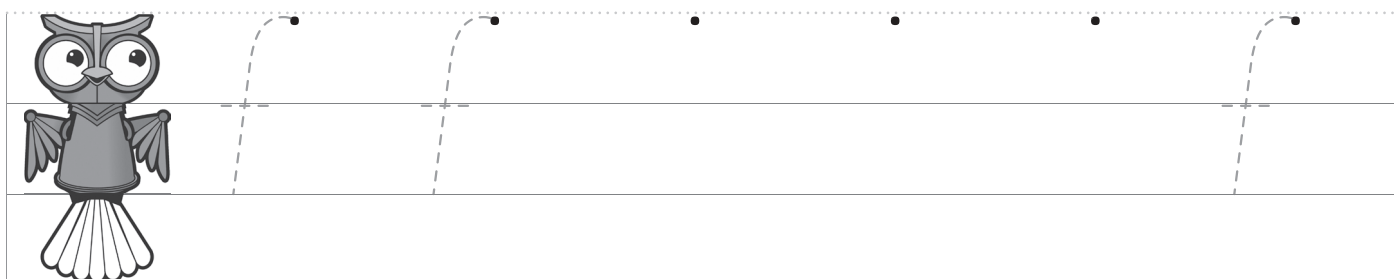
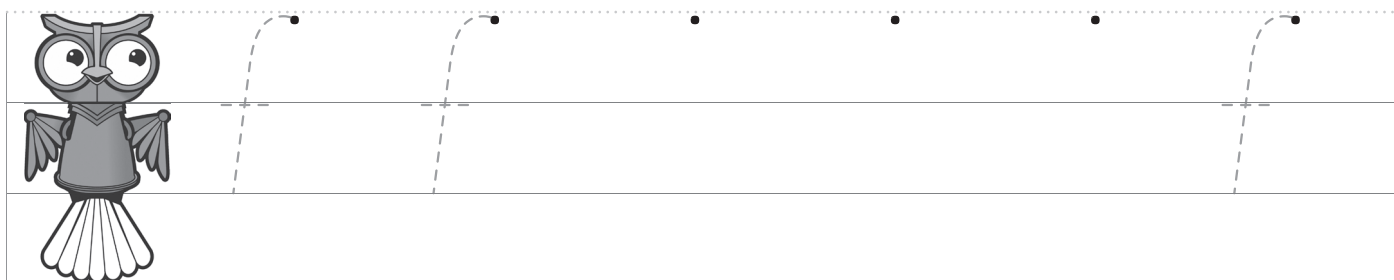
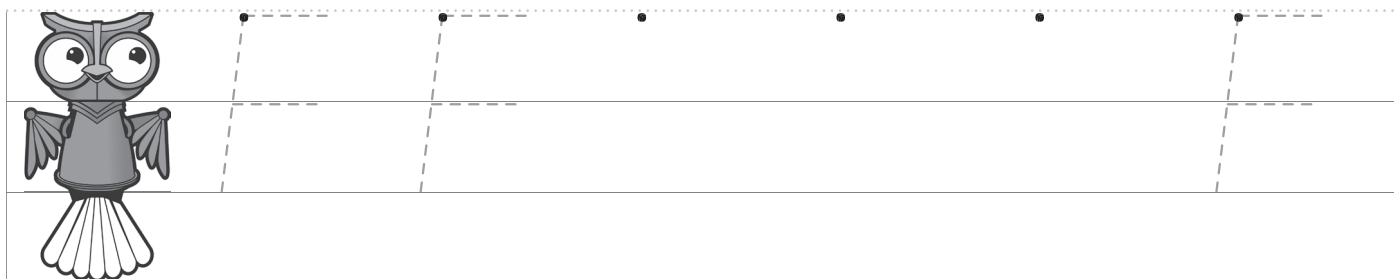
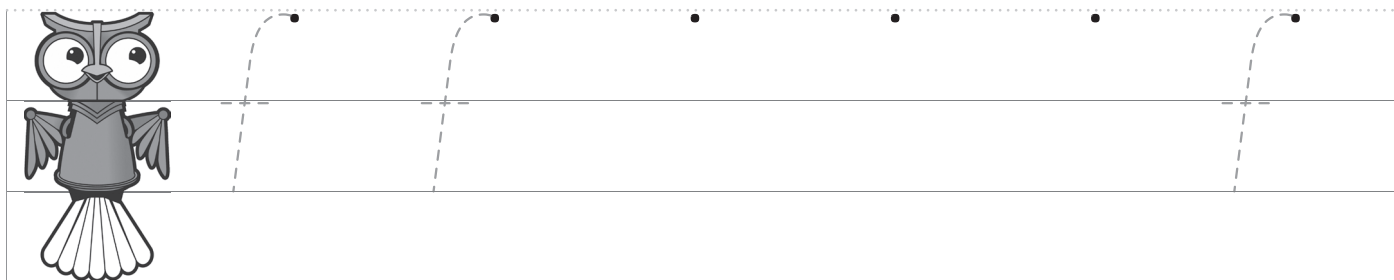
On the weekend I _____

Word bank

<i>stayed</i>	<i>home</i>	<i>played</i>
<i>watched</i>	<i>made</i>	<i>helped</i>
<i>baked</i>	<i>games</i>	<i>toys</i>
<i>movies</i>	<i>lego</i>	<i>family</i>

Draw

Name: _____ Date: _____



Five and Tens Frames

Place objects in the 5/10 frames and count how many.

Roll a dice and add that amount into the 5/10 frame and count.

Five frame

--	--	--	--	--

Ten frame

Extension: Roll 2 dice and use both frames to add objects and count.

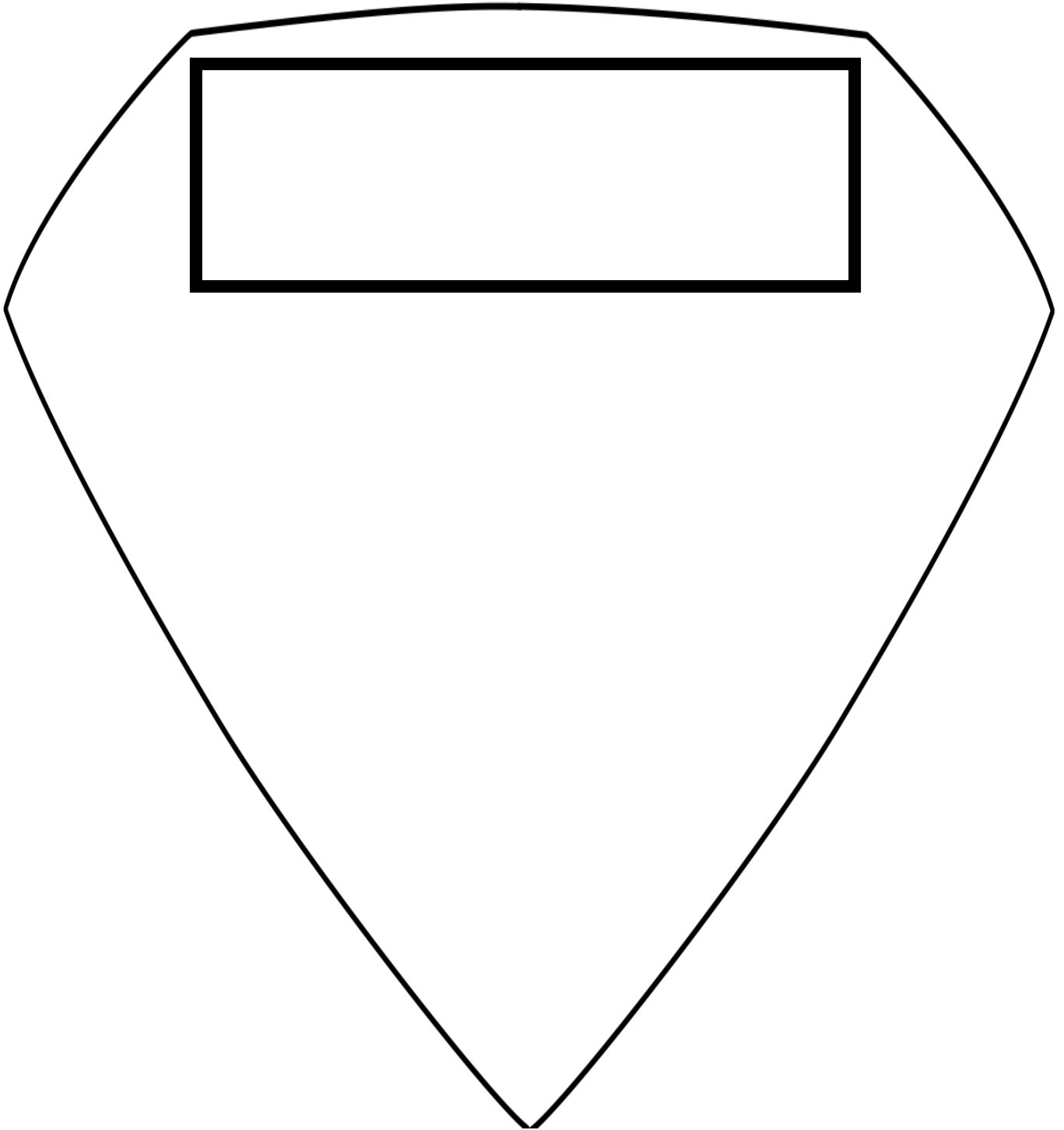


We are learning to identify how to be safe, respectful, learners at home.

We are all in different learning environments at the moment. Draw how you are being safe, respectful learners at home. Southey would love to see what expectations you come up with.

GUNNEDAH SOUTH HOME MATRIX			
VALUES	SAFE	RESPECTFUL	LEARNER
AT HOME			

My super power strength is...



Something I find challenging is



Tuesday

Week 2

Times	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Familiar Read: The Fabulous Friend	
9.30 to 10	Writing	Sequencing and retelling	Story sequence
10 to 10.30	Spelling	Decodable CVC words	
10.30 to 11	Handwriting	J j	J j worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Representing numbers in a 10 frame	Representing numbers and 10s frames
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Bouncing	
1 to 2	Lunch Break		
2 to 2.30	Geography	Making a Model of our Place	
2.30 to 3			



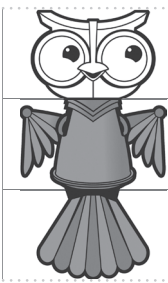
Draw pictures to show the beginning, middle and end of the story.

Text title: _____

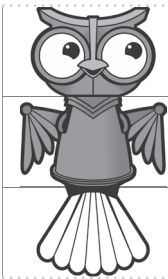
Beginning	Middle	End

Retell the story using your pictures to help you.

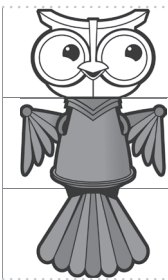
Name: _____ Date: _____



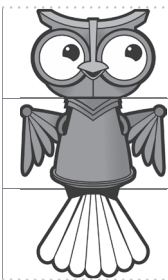
Handwriting practice row for letter 'j'. It features a dotted lowercase 'j' for tracing, followed by four solid dots for independent writing, and another dotted lowercase 'j' for tracing at the end.



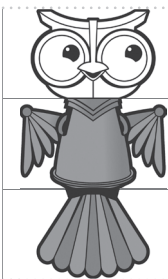
Handwriting practice row for letter 'j'. It features a dotted lowercase 'j' for tracing, followed by four solid dots for independent writing, and another dotted lowercase 'j' for tracing at the end.



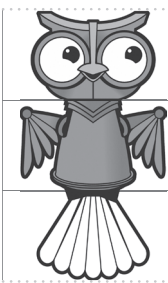
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Tens Frames

Colour in tens frames to match the numbers on the left.

3

5

8

4

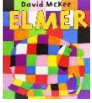
9



Wednesday

Week 2

Times	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	New book: Elmer	
9.30 to 10	Writing	Sentence writing	Make/write/draw a sentence
10 to 10.30	Spelling	Decodable CVC words	
10.30 to 11	Handwriting	V v	V v worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Representing 3D objects	Drawing and representing 3D objects
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Kicking	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Visual Arts – Design your own Elephant for Elmer Day!	Art materials/templates supplied
2.30 to 3			



Elmer was not elephant colour.

Make the sentence below

--	--	--	--	--

Write the sentence _____

Draw

--

✂ _____

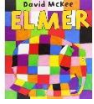
Elmer

was

not

elephant

colour.



Elmer was not elephant colour.

Make the sentence below

--	--	--	--	--

Write the sentence

Elmer was not elephant colour.

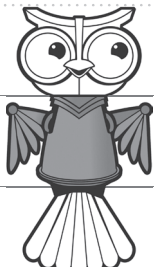
Draw

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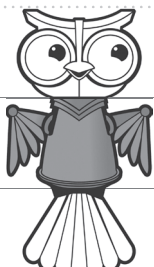


<i>Elmer</i>	<i>was</i>	<i>not</i>	<i>elephant</i>	<i>colour.</i>
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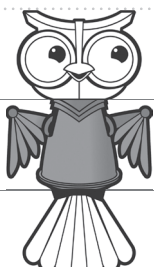
Name: _____ Date: _____

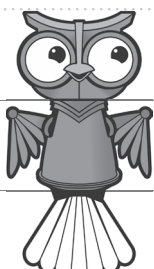













3D space – language

- 1  Write or tell someone what you call these shapes.
Draw an everyday object that is the same shape.





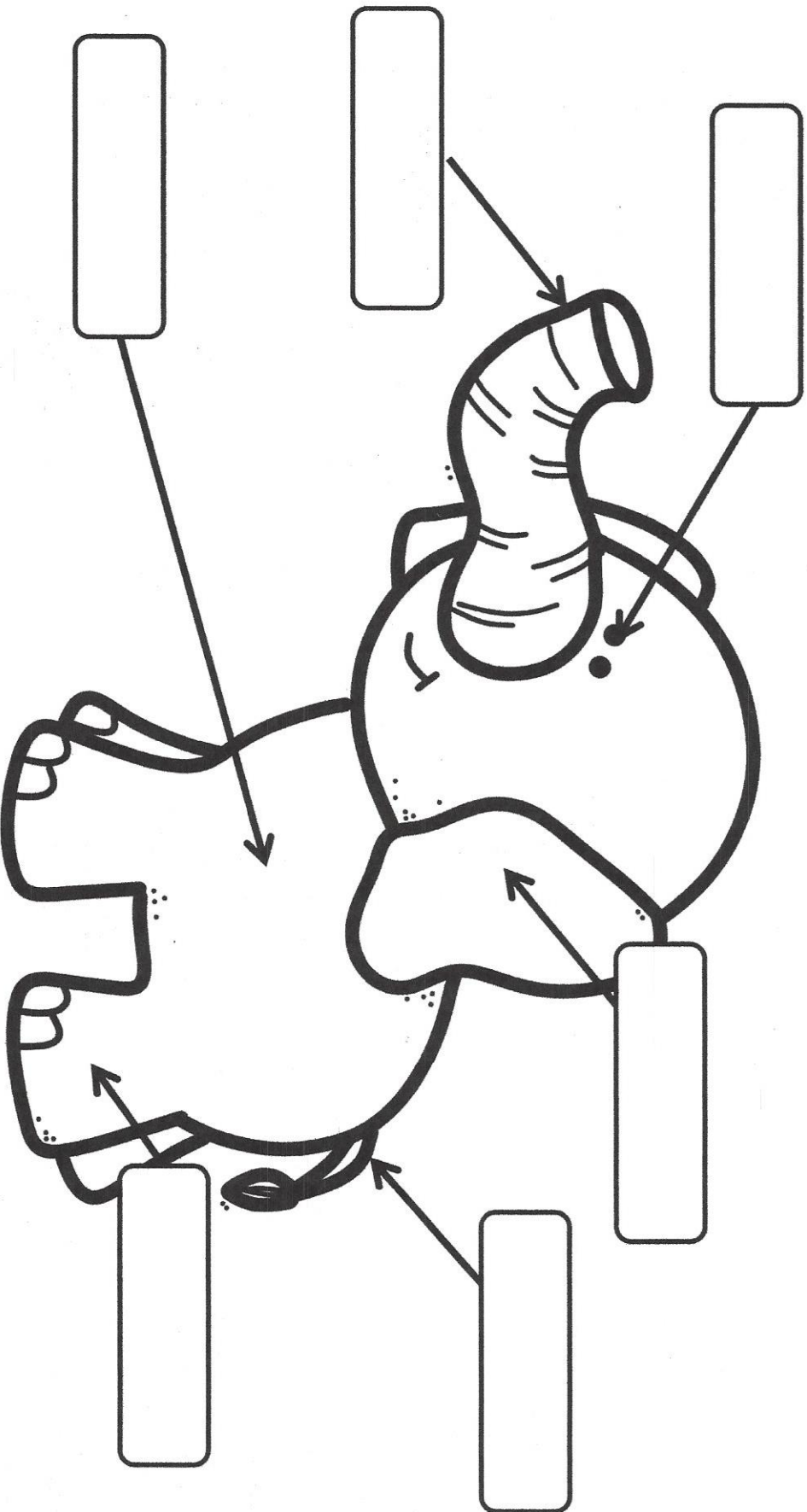
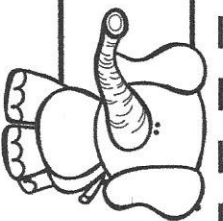
Thursday

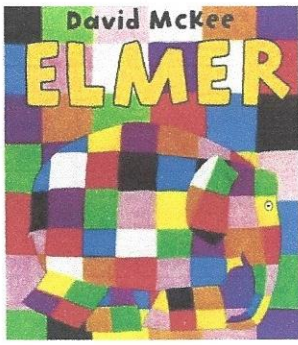
Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Familiar Read: Elmer	
9.30 to 10	Writing	Response to text	Elephant label, word bank
10 to 10.30	Spelling	Decodable CVC words	
10.30 to 11	Handwriting	W w	W w worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Sorting 3D objects	Cut, sort and paste 3D objects
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Rolling	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	Sorting objects into categories
2.30 to 3			

Name -

Label the parts of an elephant





Use these words to label the
parts of an elephant

trunk

eye

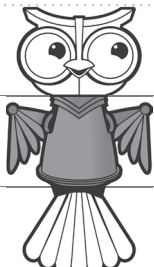
ear

tail

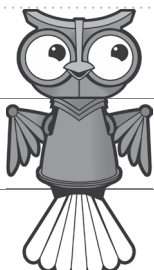
body

leg

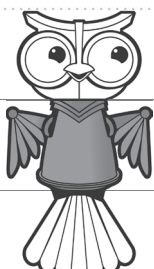
Name: _____ Date: _____



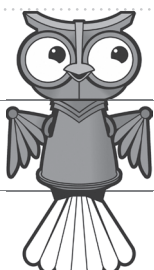
Handwriting practice row for lowercase 'w'. It features a dotted 'w' for tracing, followed by a dashed 'w' for tracing, and then three sets of a solid dot on a four-line grid for independent writing.



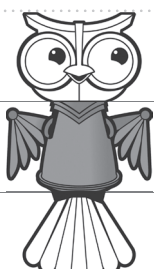
Handwriting practice row for uppercase 'W'. It features a dotted 'W' for tracing, followed by a dashed 'W' for tracing, and then three sets of a solid dot on a four-line grid for independent writing.



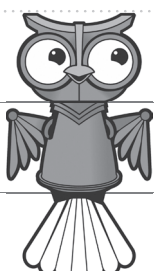
Handwriting practice row for lowercase 'w'. It features a dotted 'w' for tracing, followed by a dashed 'w' for tracing, and then three sets of a solid dot on a four-line grid for independent writing.



Handwriting practice row for uppercase 'W'. It features a dotted 'W' for tracing, followed by a dashed 'W' for tracing, and then three sets of a solid dot on a four-line grid for independent writing.



Handwriting practice row for lowercase 'w'. It features a dotted 'w' for tracing, followed by a dashed 'w' for tracing, and then three sets of a solid dot on a four-line grid for independent writing.



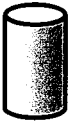
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3D space – everyday objects

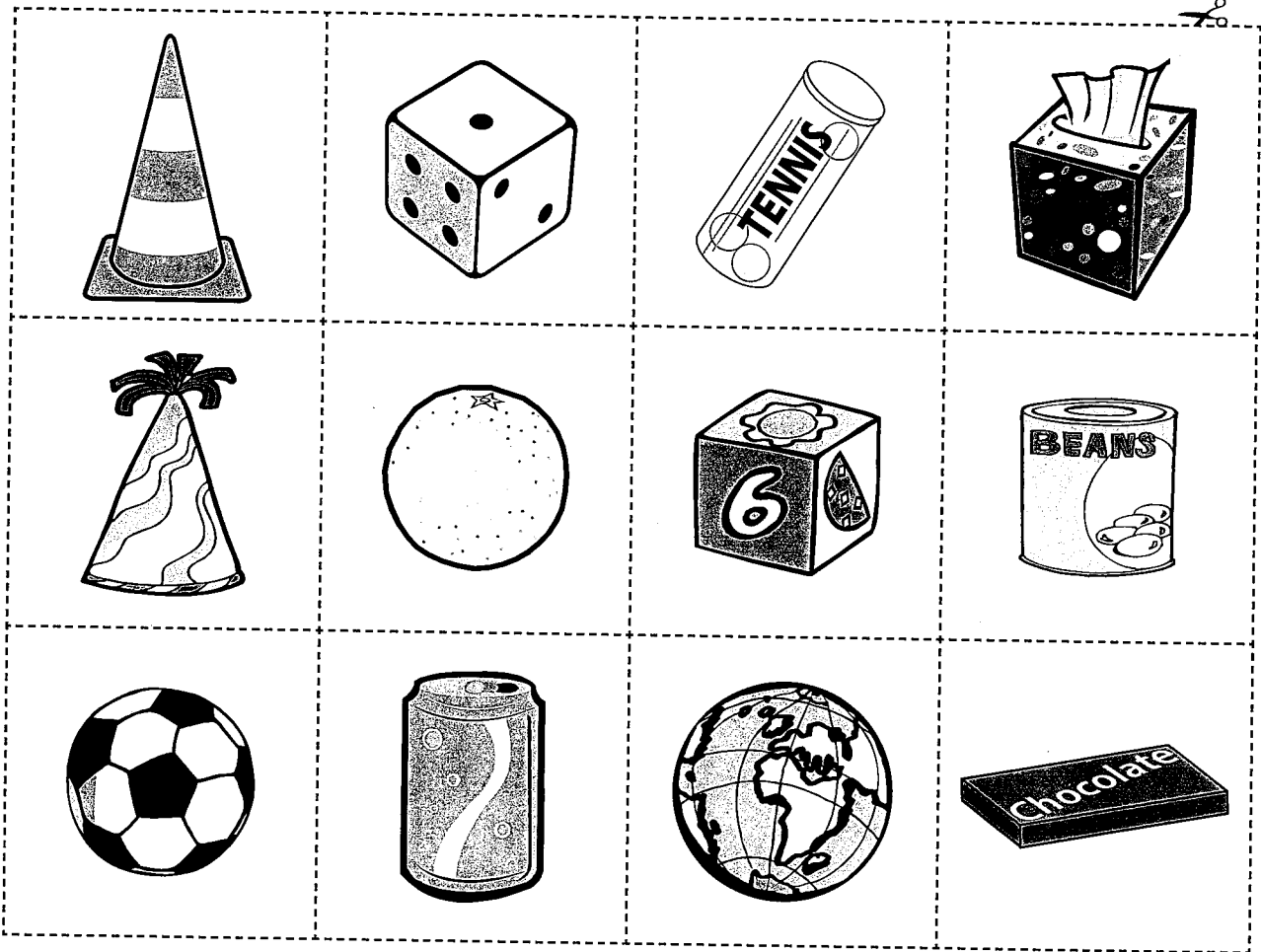
You will need:  scissors  glue stick  a copy of page 19

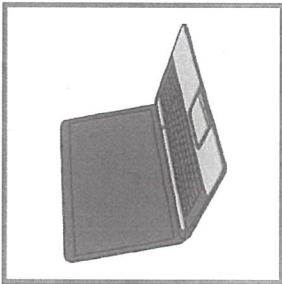
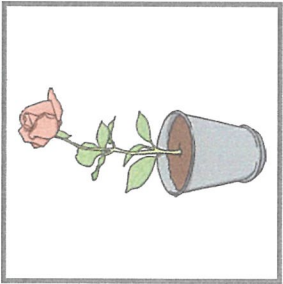
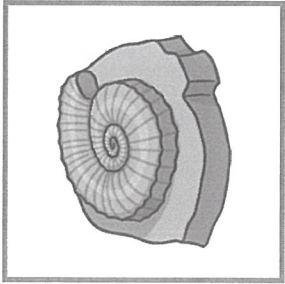
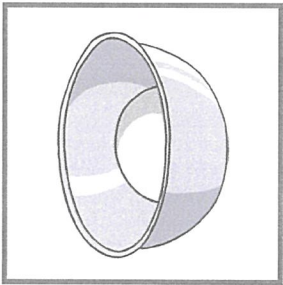
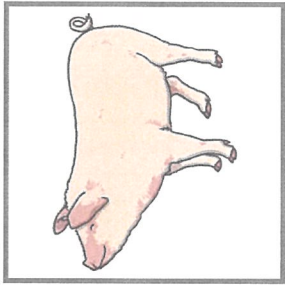
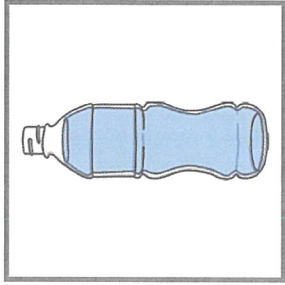
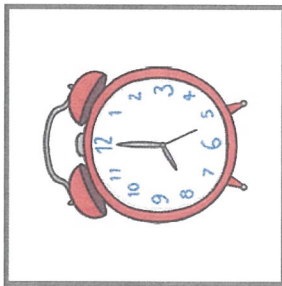
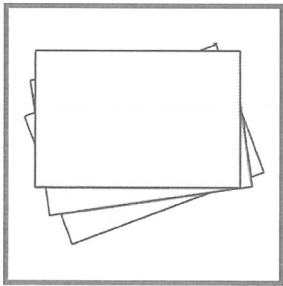
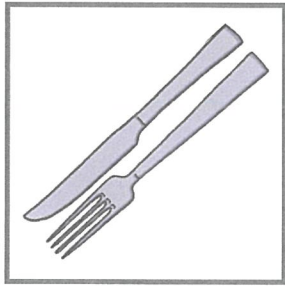
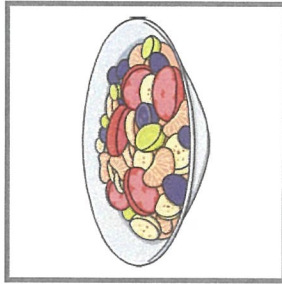
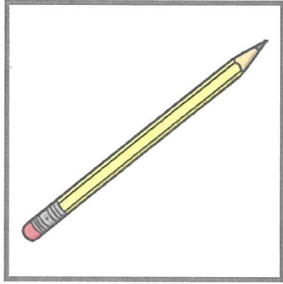
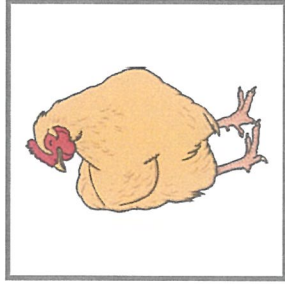
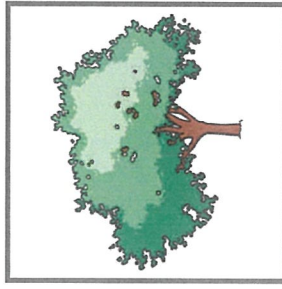
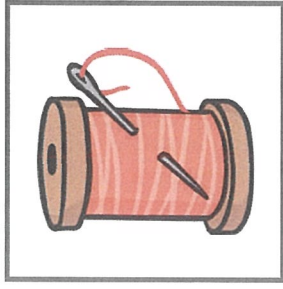
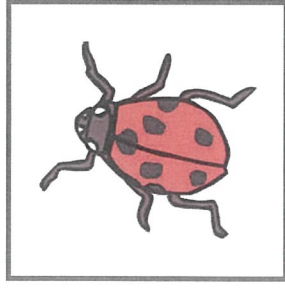
What to do:

Cut out the pictures of the everyday objects on page 19. Sort and paste them into the right boxes below.



3D space – everyday objects





Living, Once Living and Non-living

Colour the living items in the picture green (e.g., animals, plants).

Colour the non-living items red (e.g., rock, sand, plastic).

Can you find any once living items in the picture? Add two once living items to the picture.



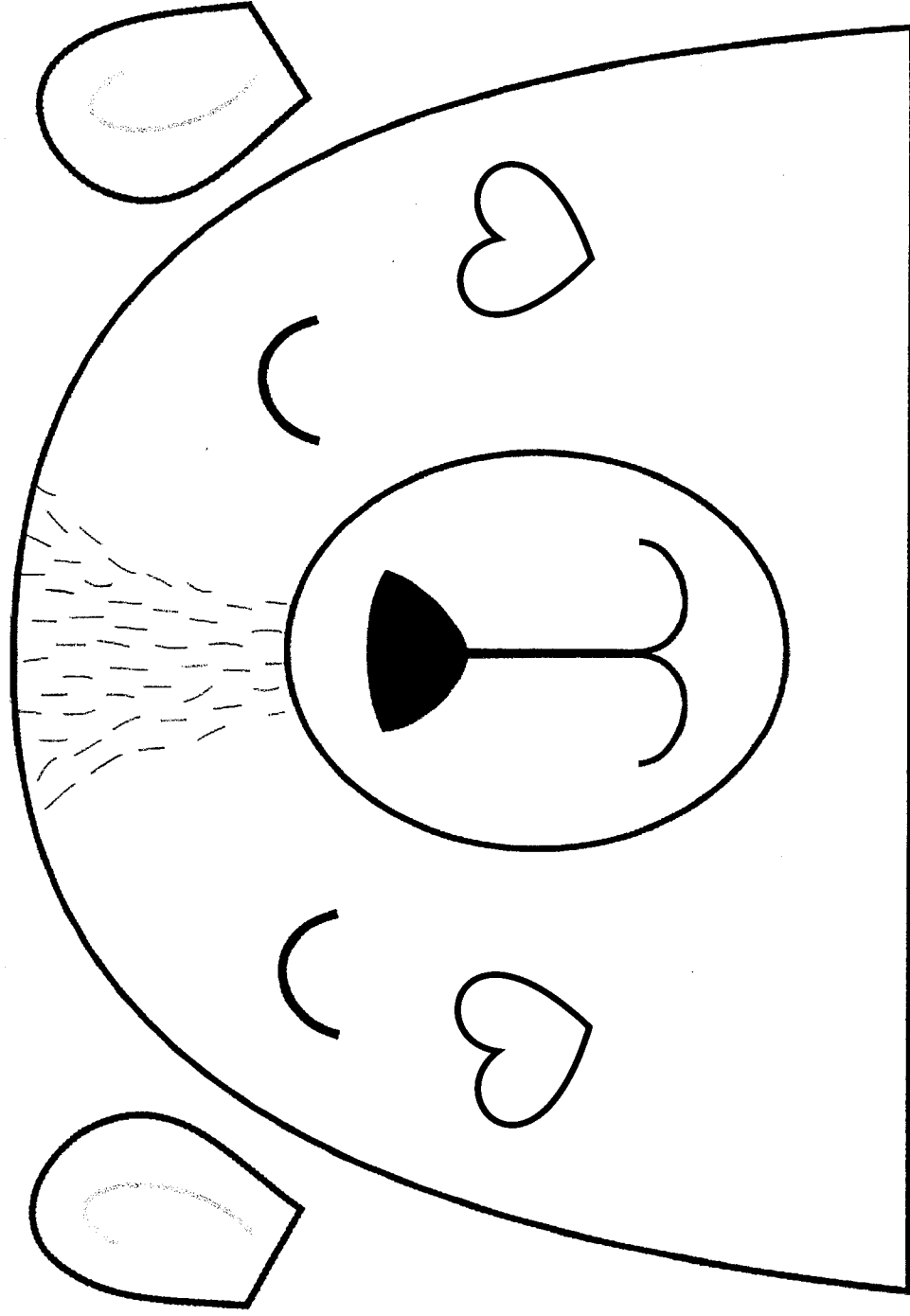


Friday

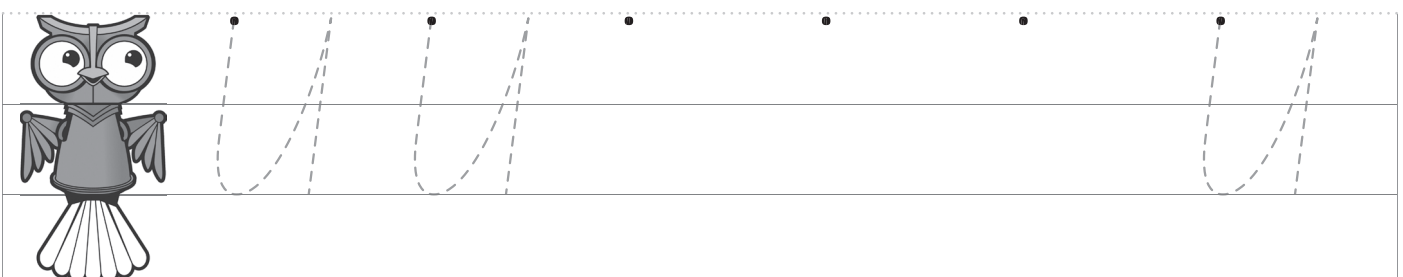
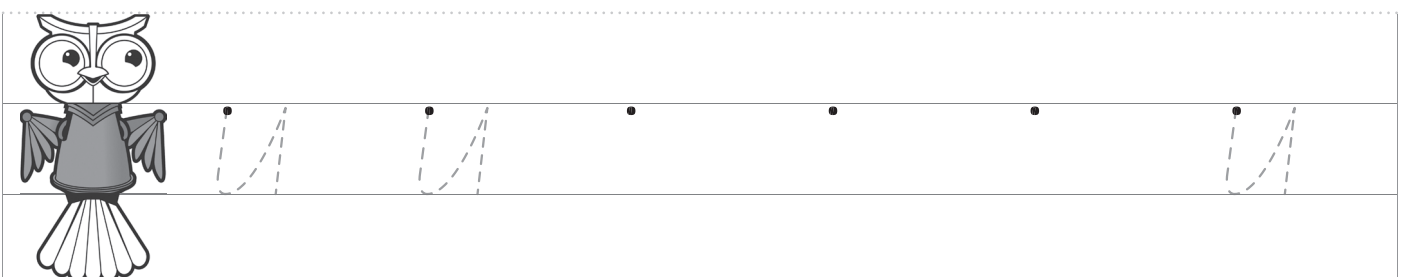
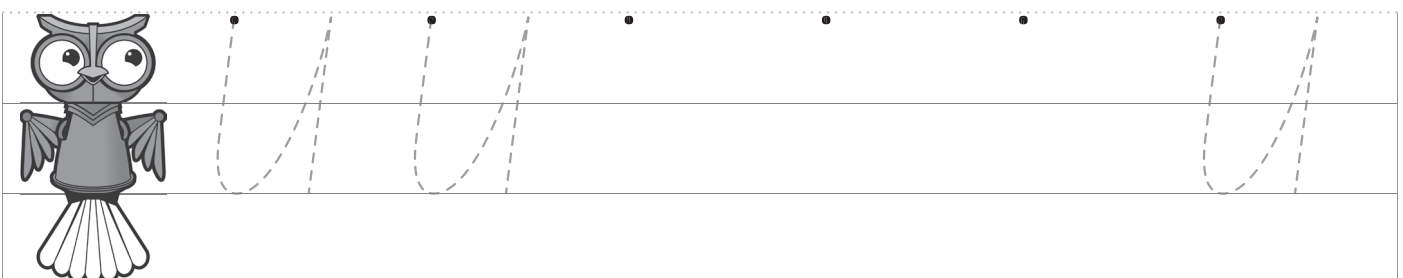
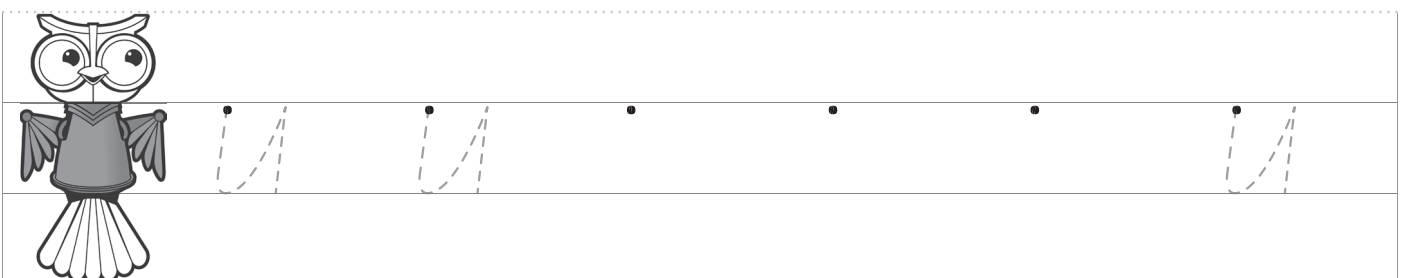
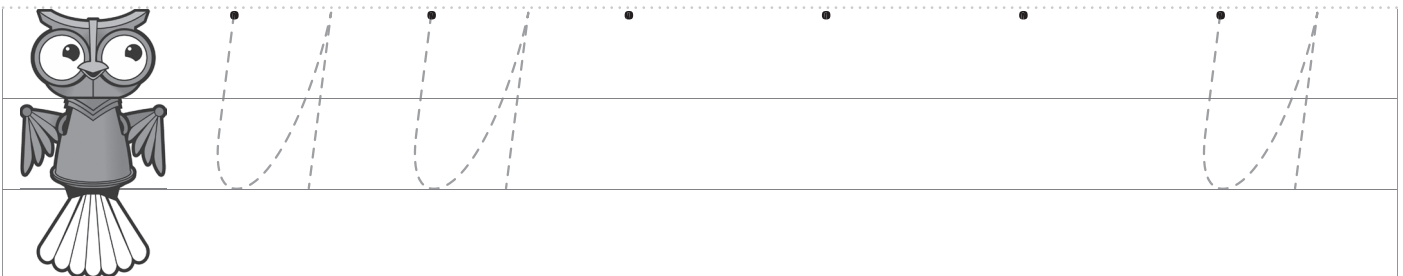
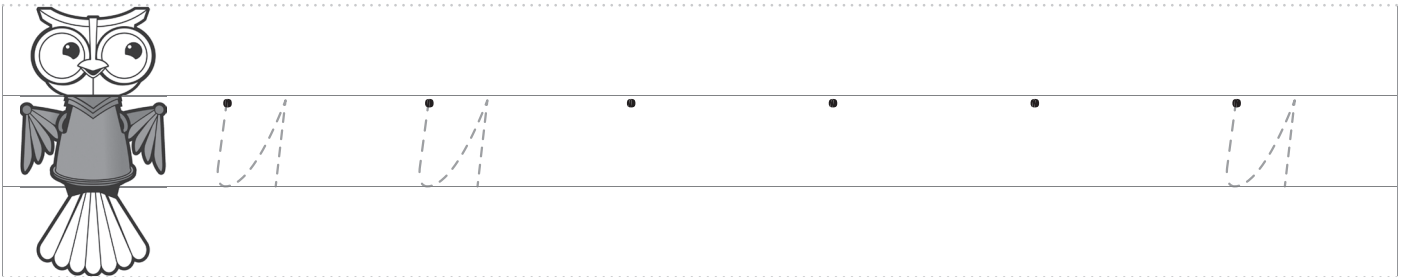
Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	New book: Guess How Much I Love You	
9.30 to 10	Writing	Response to text	Mother's Day card
10 to 10.30	Spelling	Decodable CVC words	
10.30 to 11	Handwriting	U u	U u worksheet
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Exploring 3D objects	Build slide and explore 3D objects
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Whole body movement	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	Significant places
2.30 to 3	Virtual Assembly		


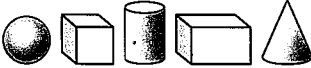

♡ I LOVE YOU ♡
BEAR-Y MUCH!



Name: _____ Date: _____



3D space – explore

You will need:  a partner  3D shapes
 blocks and a plank

What to do:

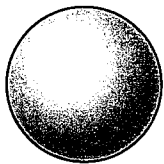
Build a slide out of your blocks and plank. A big, hard back book will also work as a slide.

Which shapes will roll?

Which shapes will slide?

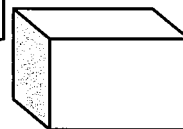
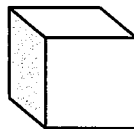
Test them out to see. Colour the right word.

I think it will roll.



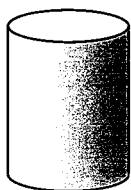
roll

slide



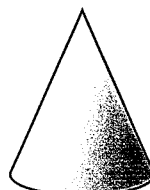
roll

slide



roll

slide



roll

slide

What to do:

Will some shapes do both? Circle them if they do. Tell someone why you think that is.

Significant Places - Week 2

We are learning to research a place that is significant to Aboriginal and Torres Strait Islander people.

Draw a picture

Name of site

Location (region, state)

Type of sacred site (rock art, natural site of significance, scarred trees etc)

Who sees this site as being significant or sacred (tribal groups)?

Why is this site so significant?

Interesting facts about this site?