



Early Stage 1 Home Learning: Term 3, Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Play a round of “Super Kids Rhyming Adventure” board game. You can play without a dice. Instructions on game. (There is a dice printout to make one if needed.) Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Complete the ‘Time to Rhyme 1’ Worksheet. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.
	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs.	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs
	Writing: Handwriting Sheet – Bb Pick 2 of your sight words you have been practicing and write a sentence using 1 sight word in the sentence. Repeat for the other sight word. Challenge: try to use both sight words in the same sentence.	Writing: Watch https://www.abc.net.au/abckids/early-education/family-community-and-culture/our-farm-video/11933074 And write a sentence about one animal you saw on the farm, for example “The cows live on the farm”.	Writing: Handwriting Sheet – Qq Practise writing your name and schools’ name. Draw your favourite day at school.	Writing: Write a sentence about what animals would be on your farm if you had one. For example “My farm would have dogs and horses”. Draw a picture of your farm for us to see!	Writing: Handwriting Sheet – Uu Make rainbow rice (attached recipe) or use flour in a tray to write your sight words or name with your finger. Take picture so we can see!
Break	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Middle Session:	Numeracy: All about me numbers: complete the worksheet and talk about all the numbers that describe you. Ask someone in your house about their numbers. Can you think of other numbers in your life? How many cousins do you have? How many pencils do you own?	Numeracy: Choose a teen number and find a collection of items that represent that number (e.g. 16 pieces of lego). Organise these items and describe your collection. What other ways can you organise your collection? Describe your other ways. You may like to use a ten-frame to help you.	Numeracy: Cut up the 1-20 numeral cards. Practise putting them in order. -Start at 5 and make a number line -Start at 10 -Start at 12 Ask someone in your household to hide one of the cards behind their back and see how quickly you can work out what number they took.	Numeracy: Practise writing your numbers 0-20 Go onto Youtube and do some subitising and counting with Jack Hartman. https://www.youtube.com/watch?v=PSIA-u_ABmU If you do not have access to the internet, use the subitising cards and have a dance around each time you get one correct.	Numeracy: One, two, three! Match the numerals to the numbers in your worksheet. Post your work to Google Classroom to show your teacher.

Break:	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Afternoon Session	PDHPE Healthy food: Why is it important to eat healthy foods? What is a healthy food? When should we eat non-healthy foods? Find 8 food items from your house and place them in two groups. One group of healthy foods and one group of less healthy foods.	Geography Why is it important to look after places? How can we easily keep our school clean? Use the attached picture of the Werrington playground. Circle or make a tally of the objects used to take care of our school.	Science Many animals have different needs. Discuss with an adult what a koala/ pet dog and cow on a farm might need. Talk about food/water and differing habitats. Why do they need different food/water/habitat? What other animals would you find in a farm habitat? Draw a picture of all the animals in a farm.	Creative Arts Complete a directed drawing from 'Art for kids hub' on YouTube https://www.youtube.com/user/ArtforKidsHub . Some Kindergarten favourites are: Llama Brain Flower Elephant	Sport Balancing. -Stand on one foot for 10 seconds -Stand on the other foot for 10 seconds -Try with your eyes closed. -Walk toe-heel on a straight line. -complete a cosmic kids' yoga on YouTube.




Early Stage 1 Home Learning: Term 3, Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Play a round of “Super Kids Rhyming Adventure” board game. You can play without a dice. Instructions on game. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Complete the ‘Time to Rhyme 2’ Worksheet. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.
	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs.	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs
	Writing: Handwriting Sheet – Vv Pick 2 of your sight words you have been practicing and write a sentence using 1 sight word in the sentence. Repeat for the other sight word. Challenge: try to use both sight words in the same sentence.	Writing: Use one of the writing prompts in the ‘Kindergarten Writing Prompts’ PowerPoint to discuss with student, and then get them to have a go at writing their answer independently. (They may need some help with the big words in their sentence!)	Writing: Handwriting Sheet – Ww Practise writing your first name, surname and schools’ name. Draw a picture of your favourite school lunch.	Writing: Use one of the writing prompts in the ‘Kindergarten Writing Prompts’ PowerPoint to discuss with student, and then get them to have a go at writing their answer independently. (They may need some help with the big words in their sentence!)	Writing: Handwriting Sheet – Xx Make rainbow rice (attached recipe) or use flour in a tray to write your sight words or name with your finger. Take picture so we can see!
Break	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Middle Session:	Prepare a little diary into three sections – draw something you do in the morning, something you do in the afternoon and something you do in the evening. Practise counting from 0-30. Ask someone in your house to give you different starting points!	Choose a number between 10 and 20. Get together a collection of items that represent that number (e.g. 16 pieces of lego). Practise sharing these objects out into four groups – you can use plates to help you share out. How many groups have you made and how many are in each group? What other ways can you share these out?	Play a game of number war. Place the cards face down, each person draws one card and chants together “1, 2, 3, 4 I declare a number war”. The person with the highest number keeps all the cards. Draw something that you did yesterday. Then, draw something you plan to do tomorrow.	Practise counting to at least 30 and backwards from 20. Read some of the word problems attached and see if you can draw your answer to one of them. Remember, we don’t need to use symbols (- and + or =) .	Trace around your hand and cut out it out. Use this hand to measure things around the house that are shorter, the same and longer than your hand, Use the recording worksheet to draw the objects you find.
Break:	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Afternoon Session	PDHPE Food groups: There are lots of different kinds of healthy foods. How many can you think of? Hint* vegetables, fruit, grains, dairy Complete the food sorting activity.	Geography Who takes care of our school? What do you, admin, general assistant (Mr Mosses), teachers do to help take care of school? Draw a picture of where you should put litter when you are at school or at home. Try and write a sentence about your picture “I put my rubbish....”	Creative Arts Drama: The emotions game. Your parent can call out emotions for you to enact quickly. Take photos of the best ones. Extension: change emotions to animals/ people doing jobs/ vehicles etc.	Science: How do farm animals meet our needs? Discuss products that come from animals/ plants. Eg, milk, eggs, vegetables/ wool/honey. Make a tally of all the animal and plant products in your house.	Sport: jumping. 10 star jumps 5 tuck jumps 5 hops on each leg 2 jumps while turning halfway around (180 degrees) 2 jumps turning the whole way around. (360 degrees)



Early Stage 1 Home Learning: Term 3, Week 10


	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Play a round of “Super Kids Rhyming Adventure” board game. You can play without a dice. Instructions on game. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.	Word Work: Complete the cut and paste rhyme worksheet. If no glue at home, students can draw line to match. Phonological Awareness Work – see separate page.	Word Work: Phonics Booklet – 1 page. Phonological Awareness Work – see separate page.
	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs.	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs	Reading: Complete a ‘Daily Reading’ activity. Practise your sight words. Reading Eggs
	Writing: Handwriting Sheet – Yy Pick 2 of your sight words you have been practicing and write a sentence using 1 sight word in the sentence. Repeat for the other sight word. Challenge: try to use both sight words in the same sentence.	Writing: Use one of the writing prompts in the ‘Kindergarten Writing Prompts’ PowerPoint to discuss with student, and then get them to have a go at writing their answer independently. (They may need some help with the big words in their sentence!)	Writing: Handwriting Sheet – Zz Practise writing your name and schools' name. Draw a picture of you and your friends on the playground.	Writing: Use one of the writing prompts in the ‘Kindergarten Writing Prompts’ PowerPoint to discuss with student, and then get them to have a go at writing their answer independently. (They may need some help with the big words in their sentence).	Writing: Make rainbow rice (attached recipe) or use flour in a tray to write your sight words or name with your finger. Take picture so we can see!
Break	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Middle Session:	Read some more of the word problems attached. Then grab five of the same object (lego, spoons, cookies etc – your choice!). See if you can make up a word problem of your own. Record this on a video if you can!	Friends of ten: Find ten of the same objects in your home (this could be pencils, pieces of lego, spoons or even rocks from outside). Look at the different ways you can make ten with these. Have a go at recording by writing the combinations (no symbols)	Practise counting to 30 and backwards from 20. Read some more of the word problems from last week and see if you can record your answers to some of them. You can use counters, lego or other objects to help you work out the answers!	Choose your favourite picture book. Any book! Read with someone in your house hold. As you read, look at the pictures and see what you can count. Can you count how many legs there are on one page? How many characters can you see? How many feet can you spot in the whole book?	Play a game of ‘What’s the time Mr Wolf’ with your family. Choose your favourite card game to play with a family member. Make a number poster with the numbers 0-20 and use your favourite textas/pens to decorate it.
Break:	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity	Food and physical activity
Afternoon Session	PDHPE: food groups. We already know it is good to eat healthy foods. But what about the sometimes foods? Can you tell an adult which food we are every day, and which are sometimes food? Make a healthy happy snack. Make a healthy happy snack. 	Geography Talk about Recycling rubbish and litter. What are recycled things made out of? Complete the cut and paste, sorting rubbish activity.	Science Where does milk come from? watch https://www.youtube.com/watch?v=CT-oKQTCer4 Complete where does milk come from sequencing sheet.	Creative Arts: dance. Complete a just dance for kids' video from YouTube. OR Make up your own dance. Your dance theme is farm animals. It should have four moves. What move would a chicken do? What about a cow? A horse? a pig? Put them all together to see your dance.	Sport: speed attack Find some space where you can do some races. Ask a parent to time you: Running Skipping Jumping Crab walking. Which was the fastest? Try an obstacle course to make it a little trickier.



Phonological Awareness Resource – Week 8

Focus Skill	Monday		Tuesday		Wednesday		Thursday		Friday	
Beginning Sounds Ask an adult to say the word. You then need to say the sound at the beginning of the word. E.g. bat – say ‘b’	joy /j/ balloon /b/ mouth /m/ tape /t/ camp /c/		goose /g/ fin /f/ very /v/ leaf /l/ real /r/		dear /d/ home /h/ sound /s/ zero /z/ kitten /k/		big /b/ jump /j/ went /w/ pencil /p/ past /p/		cold /c/ mine /m/ yoke /y/ nurse /n/ guitar /g/	
Ending Sounds Ask an adult to say the word. You then need to say the sound you hear at the end of the word. E.g. bat – say ‘t’	cook /k/ mail /m/ knife /f/ loud /d/		chip /p/ fox /x/ pips /p/ back /k/ leg /g/		park /k/ flies /f/ green /n/ foot /t/		milk /k/ drank /k/ fell /f/ smiled /d/		Todd /d/ bat /t/ played /d/ ship /p/	
Segmenting Sounds Ask an adult to say the word. You then need to say each sound that you can hear in the word. Use your fingers to count the sounds. E.g. bat – sat ‘b/a/t’	fun ship zip corn gum		tin red log dog gut		wind get top bake rush		table noon nerve on hike		stem turtle fog nice brave	
Rhyme Skills Ask an adult to say the two words. Do these words rhyme? (sound the same at the end). If they do, can you think of another word that rhymes.	cut, shut test, best pond, treat hike, like move, made		trail, whale raft, hunt move, made dunk, sunk nerve, serve		ring, king rush, post dive, five march, just cold, told		box-fox pitch, switch held, hide wear, bear plug, snug		height, night blast, cast tank, bank won, fun jump, plant	
Blending Words Ask an adult to say the two words. You then need to blend these words together to make the new word. E.g. in-side – say inside.	be – fore sis – ter tur – key win – dow		friend-ly dent-ist tick-lish rabb-it		part-ner fin-ish tar-get en-joy		shar-pen con-tact sum-mer har-den		fol-low gar-gle cir-cus wag-on	
Segmenting Words Ask an adult to say the word. You need to break this word into the two smaller words. (at school we clap them as we say them) E.g. teapot – say ‘tea-pot’	broken marble pillow shadow	brok-ken mar-ble pill-ow shad-ow	party target punish handle	par-ty tar-get pun-ish han-dle	Recess dimple blister storming	re-cess dim-ple blis-ter storm-ing	mittens after dentist cartoon	mit-tens af-ter den-tist car-toon	shortest thunder order bottle	short-est thund-er or-der bott-le



Phonological Awareness Resource – Week 9										
Focus Skill	Monday		Tuesday		Wednesday		Thursday		Friday	
Beginning Sounds Ask an adult to say the word. You then need to say the sound at the beginning of the word. E.g. bat – say ‘b’	boy	/b/	pen	/p/	copy	/o/	walk	/w/	door	/d/
	fast	/f/	win	/w/	gap	/g/	red	/r/	nose	/n/
	job	/j/	chat	/c/	hand	/h/	grape	/g/	zoom	/z/
	me	/m/	sheet	/s/	leg	/l/	silly	/s/	zap	/z/
	keep	/k/	time	/t/	kept	/k/	log	/l/	vet	/v/
Ending Sounds Ask an adult to say the word. You then need to say the sound you hear at the end of the word. E.g. bat – say ‘t’	club	/b/	miss	/s/	lap	/p/	lost	/t/	cried	/d/
	glad	/d/	gym	/m/	trim	/m/	run	/n/	Ken	/n/
	fig	/g/	clean	/n/	cliff	/f/	home	/m/	work	/k/
	heat	/t/	pip	/p/	nine	/n/	bread	/d/	walks	/s/
Segmenting Sounds Ask an adult to say the word. You then need to say each sound that you can hear in the word. Use your fingers to count the sounds. E.g. bat – sat ‘b/a/t’	zip		side		mouse		jump		son	
	check		pack		jet		ball		cow	
	dog		snap		gum		nip		lime	
	deck		pick		cake		in		mud	
	done		shop		peach		sit		look	
Rhyme Skills Ask an adult to say the two words. Do these words rhyme? (sound the same at the end). If they do, can you think of another word that rhymes.	map, tap		hen, pen		get, met		nag, tag		sat, hat	
	wig, wag		beat, seat		my, you		nut, cut		knock, line	
	yes, mess		pat, home		pick, quick		lip, hip		deck, neck	
	day, say		tell, not		top, name		rock, sock		nod, rod	
	hot, not		mud, sit		go, sit		walk, tell		had, Mum	
Recognising a sound and think of a word Ask an adult to say the sound “o” and you think of a word that begins with that sound, for example “orange”.	o		m		c		g		n	
	p		c		f		m		s	
	r		s		t		a		p	
	b		n		w		w		b	
	t		t		e		p		ch	
	f		f		r		th		sh	
Segmenting Words Ask an adult to say the word. You need to break this word into the two smaller words. (at school we clap them as we say them) E.g. teapot – say ‘tea-pot’	hungry	hun-gry	absent	ab-sent	garden	gar-den	until	un-til	Number	num-ber
	upset	up-set	giggle	gig-gle	tiger	ti-ger	winter	win-ter	napkin	nap-kin
	frozen	fro-zen	open	o-pen	pumpkin	pump-kin	after	af-ter	elbow	el-bow
	pencil	pen-cil	siren	si-ren	welcome	wel-come	purple	pur-ple	in-sect	in-sect
	borrow	bor-row	footpath	foot-path	basket	bas-ket	people	peo-ple	igloo	ig-loo



Phonological Awareness Resource – Week 10					
Focus Skill	Monday	Tuesday	Wednesday	Thursday	Friday
Beginning Sounds Ask an adult to say the word. You then need to say the sound at the beginning of the word. E.g. bat – say ‘b’	jump /j/ fall /f/ kick /k/ funny /f/ gum /g/	seat /s/ zoo /z/ puppy /p/ tip /t/ button /b/	pretty /p/ very /v/ happy /h/ cup /c/ made /m/	name /n/ joyful /j/ teen /t/ really /r/ apple /a/	desk /d/ last /l/ keep /k/ pick /p/ guitar /g/
Ending Sounds Ask an adult to say the word. You then need to say the sound you hear at the end of the word. E.g. bat – say ‘t’	him /m/ lime /m/ run /n/ cup /p/	boat /t/ egg /g/ park /k/ cage /j/	job /b/ head /d/ life /f/ bug /g/	yes /s/ rat /t/ give /v/ buzz /z/	page /j/ look /k/ room /m/ made /d/
Segmenting Sounds Ask an adult to say the word. You then need to say each sound that you can hear in the word. Use your fingers to count the sounds. E.g. bat – sat ‘b/a/t’	live size cub sack mud	yes rat give buzz look	hat lime run cup made	job head life bug page	boat egg pod cot rap
Rhyme Skills Ask an adult to say the two words. Do these words rhyme? (sound the same at the end). If they do, can you think of another word that rhymes.	hop, mop ran, man broom, room glad, rat deep, said	duck, truck tall, nail neck, bag pen, paper same, name	fun, run nice, price wet, sun red, bed go, hat	bright, light cow, now part, feet free, bee hill, sat	wish, dish small, fall hot, pot flat, zip pick, chick
Blending Words Ask an adult to say the two words. You then need to blend these words together to make the new word. E.g. in-side – say inside.	birth – day tea – pot fire – man sand – pit fire – place tooth – brush	mid – day cup – cake out – side pan – cake rain – bow foot – path	cow – boy flash – light play- ground gold – fish mail – man air – port	drive – way wild – life police-man news-paper spot – light pop – corn	back – pack ear – ache basket-ball tooth – paste week – end every – thing
Recognising a sound and think of a word Ask an adult to say the sound “o” and you think of a word that begins with that sound, for example “orange”.	s t p i a q	m o n e g d	h c l r u ch	d c b y v sh	w z a ck sh ch

Kindergarten Writing Prompts

WE ARE
TEACHERS

The background is a vibrant red with a pattern of white splatters and dots of varying sizes, creating a dynamic, paint-splashed effect. A large, bold white number '1' is positioned on the left side, partially overlapping a red splatter.

1

**Tell about your
favorite stuffed
toy.**



2

**Make a list of 3 things
you like and 3 things
you don't like.**



3

**What is your
favorite thing to do
on a rainy day?**



4

I'm really good at ...

The background is a vibrant blue with various white splatters and bubbles of different sizes. A large, irregular white shape, resembling a speech bubble or a splash, is centered on the page. Inside this white shape, the number 5 is written in a large, bold, white font. Below the number, the text "If I could fly ..." is written in a smaller, bold, blue font.

5

If I could fly ...

The background is a solid purple color. It is decorated with several white, irregular splatter shapes of varying sizes. A large, dark purple, irregular shape is located on the left side, partially overlapping a large white number '6'.

6

**Describe an
interesting place
you've visited.**



7

**Something I like
to do that makes
me happy is...**

The background is a vibrant red with a textured, slightly grainy appearance. Overlaid on this are several white, irregular splatters of varying sizes, some with soft shadows, giving a sense of motion or paint being thrown. A large, bold white number '8' is positioned in the upper left quadrant, partially overlapping a red splatter.

8

**Do you prefer to play
inside or outside?
What do you do there?**



9

**What is your
favorite season
and why?**



10

**The best part of being
in kindergarten is ...**

SUPER KIDS RHYMING ADVENTURE

Finish

Help the super-kids find their way through the forest!
Roll a dice and think of a word that rhymes with the picture you land on! If you can't think of one you have to jump back 2 spaces.

SWING THROUGH
THE TREES

START



Name: _____

Sentence Spelling

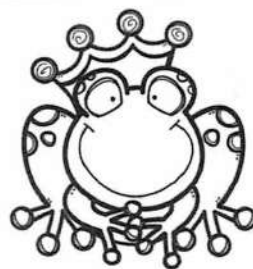
Read the sentences and use the pictures to help
you fill in the missing words.



I like to ride my _____.



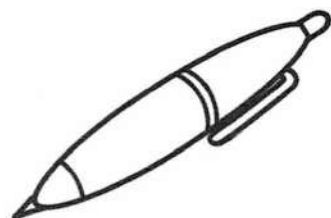
The _____ can jump.



I have _____ birds.



I lost my _____.



The _____ is yellow.



Name: _____

Sentence Spelling

Read the sentences and use the pictures to help
you fill in the missing words.



The bird is in a _____.



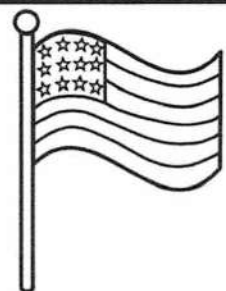
I have a _____.



The _____ is green.



I see a _____.



The boy was _____.



Name: _____

Sentence Spelling

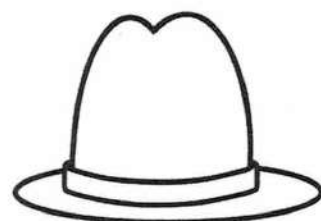
Read the sentences and use the pictures to help
you fill in the missing words.



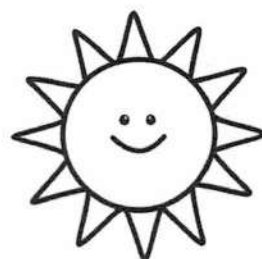
I like my _____.



My _____ is red.



The _____ is hot.



I like to eat _____.



The _____ is little.



Name: _____

Write My Sound

Write the beginning sound of each word.



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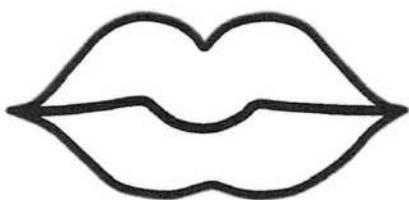
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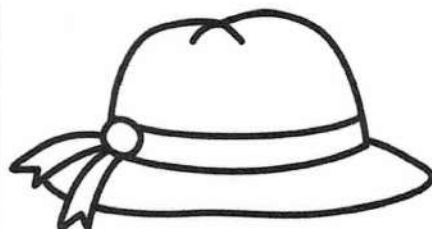
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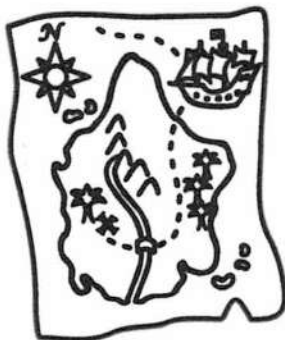
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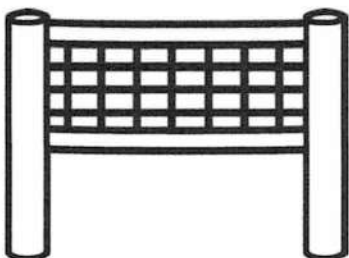
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Name: _____

Write My Sound

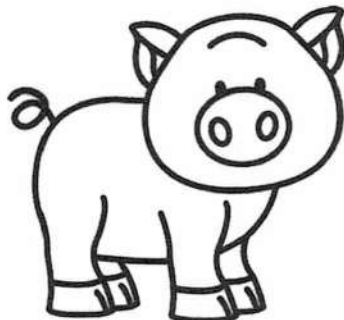
Write the middle sound of each word.



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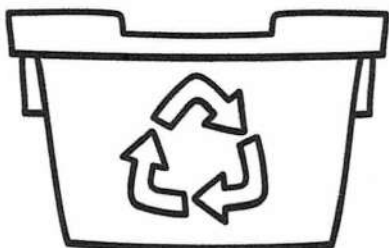
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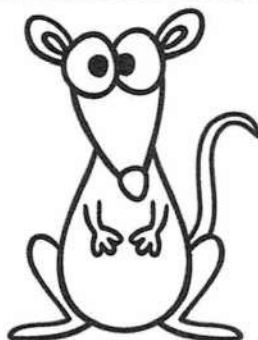
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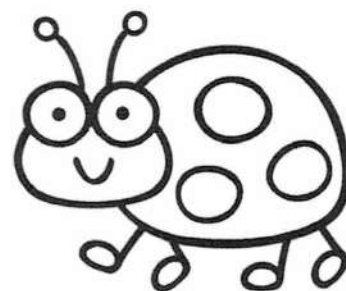
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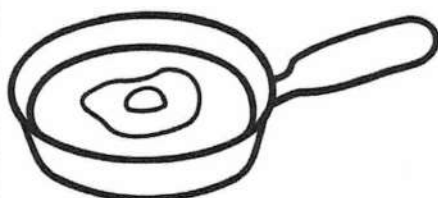
b n



r t



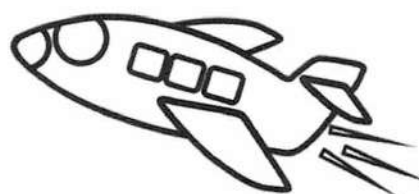
b g



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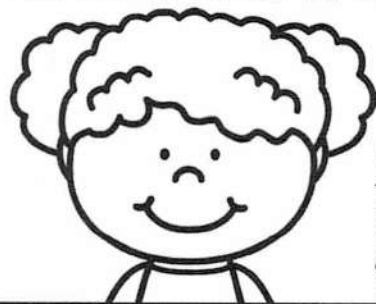


j t

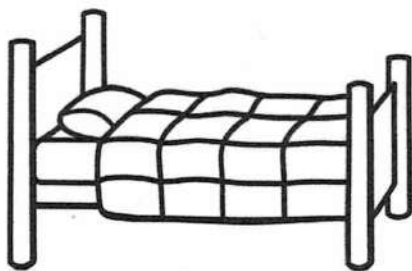
Name: _____

Write My Sound

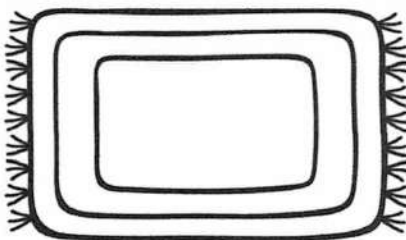
Write the ending sound of each word.



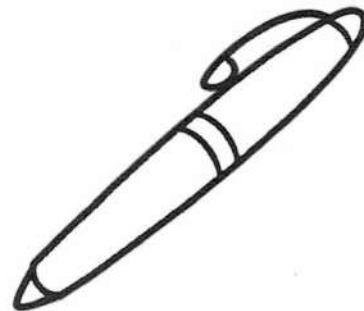
© My Teaching Pal



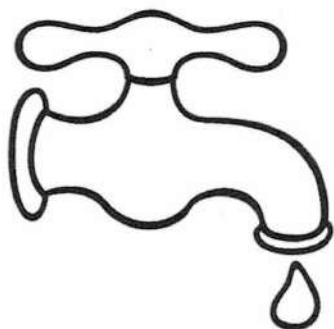
b e



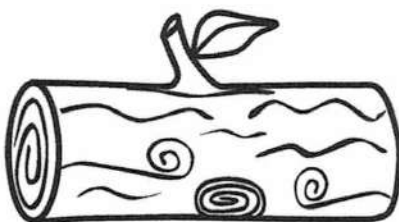
m a



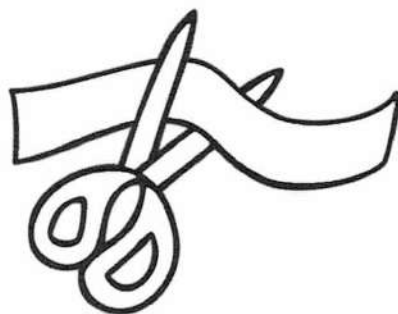
p e



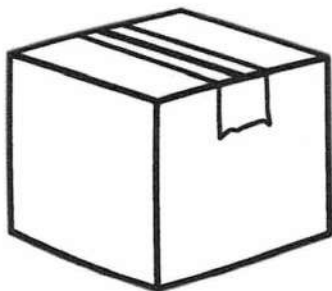
t a



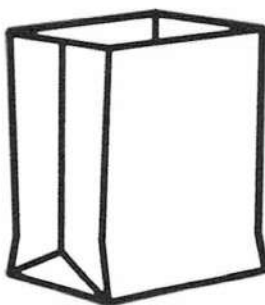
l o



c u



b o



b a

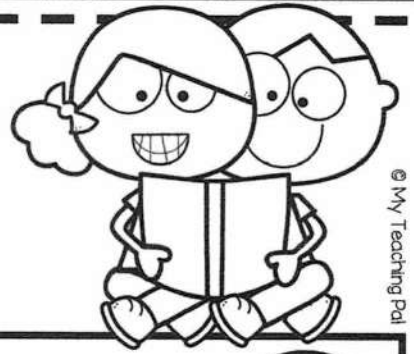


w e

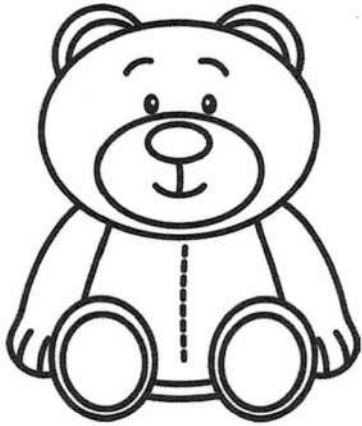
Name: _____

Color My Sound

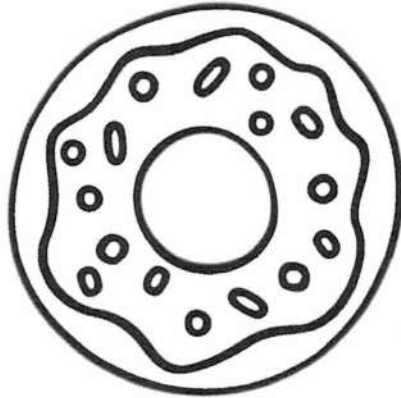
Color the beginning sound of each picture.



© My Teaching Pal



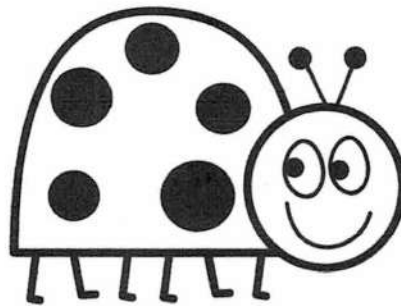
b
f
g



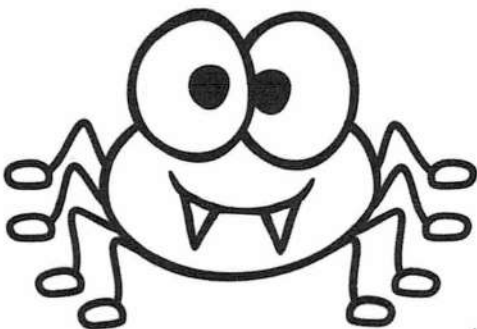
r
d
p



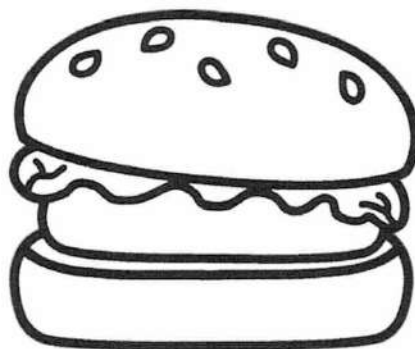
i
u
e



t
c
l



s
z
n

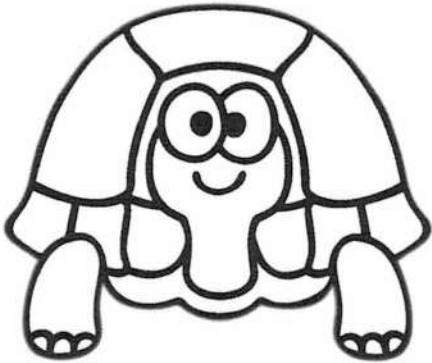
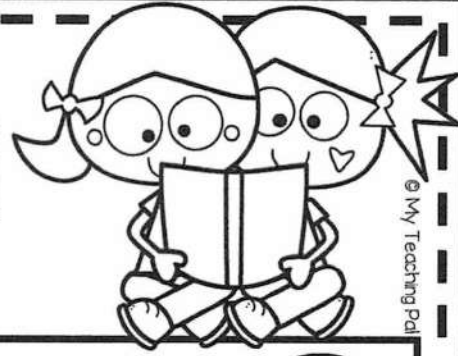


m
o
h

Name: _____

Color My Sound

Color the beginning sound of each picture.



w

f

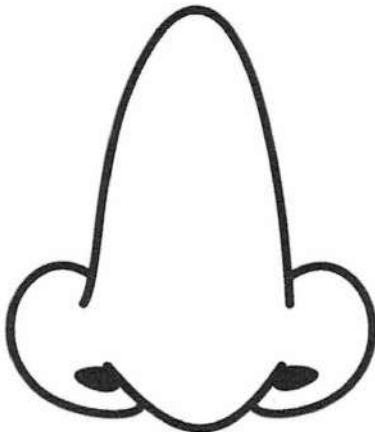
t



j

l

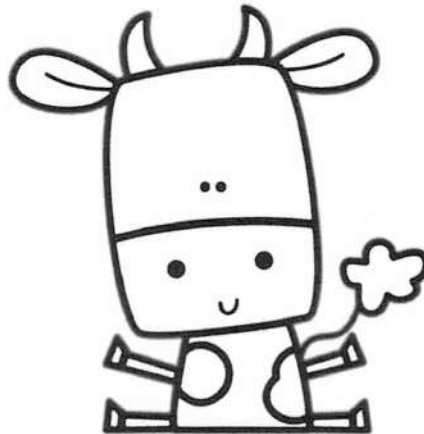
k



n

e

m



x

g

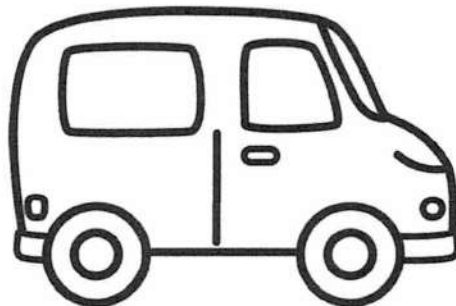
c



f

a

o



s

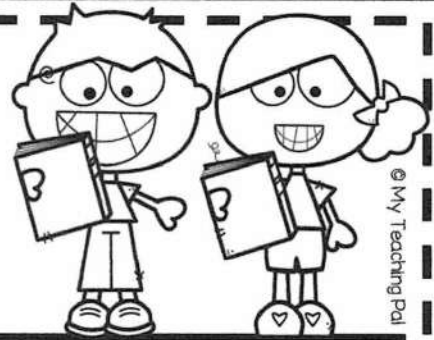
v

p

Name: _____

Color My Sound

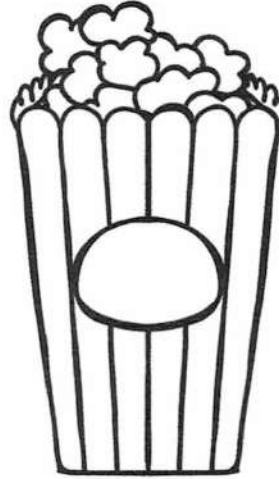
Color the beginning sound of each picture.



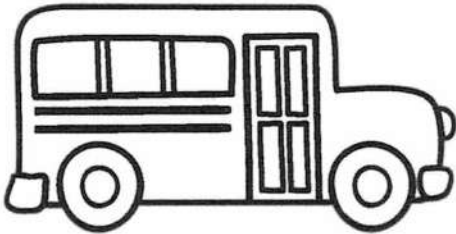
© My Teaching Pal



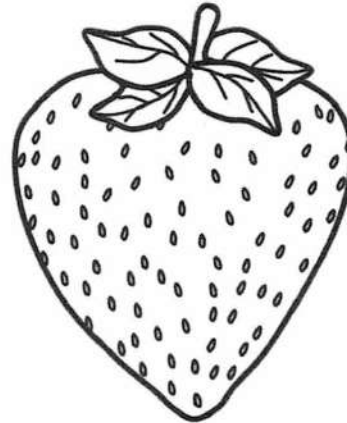
n
u
m



q
p
r



w
b
t



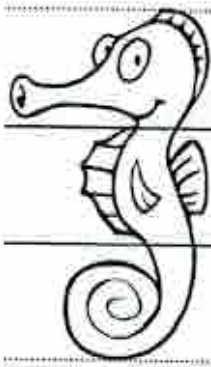
s
c
a



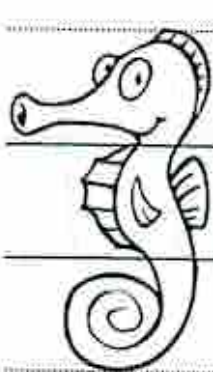
f
k
l



d
g
y



b h b k

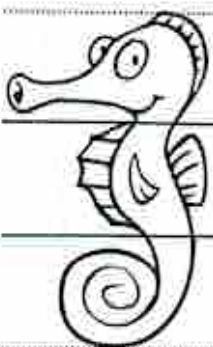


Bb Bb Bb

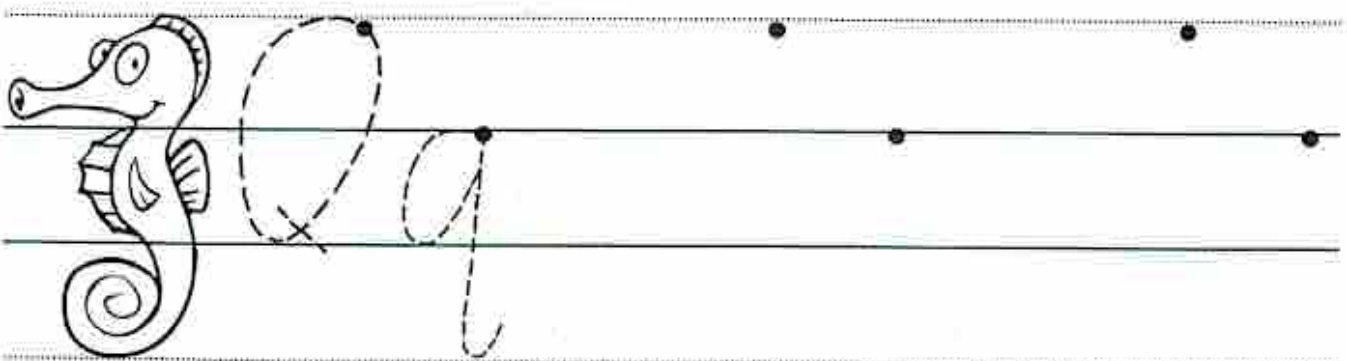
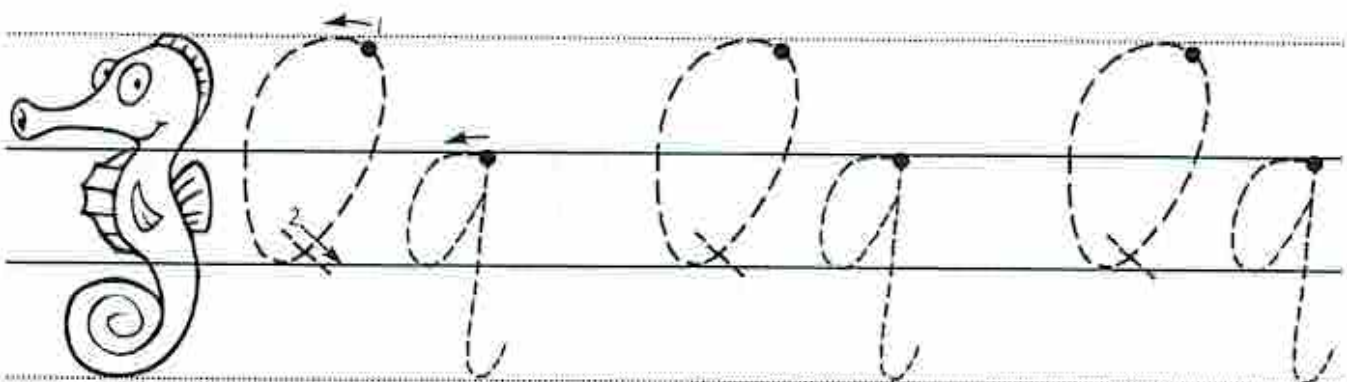
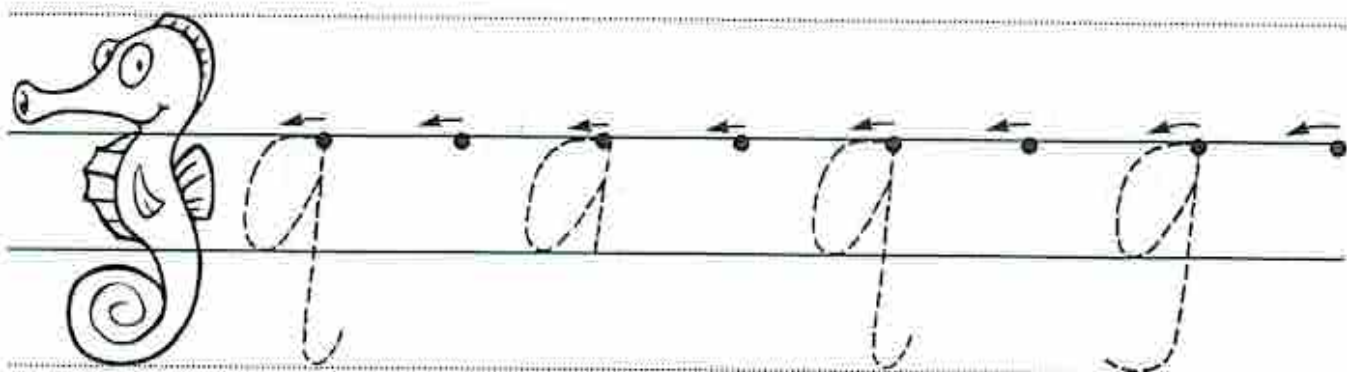


Bb

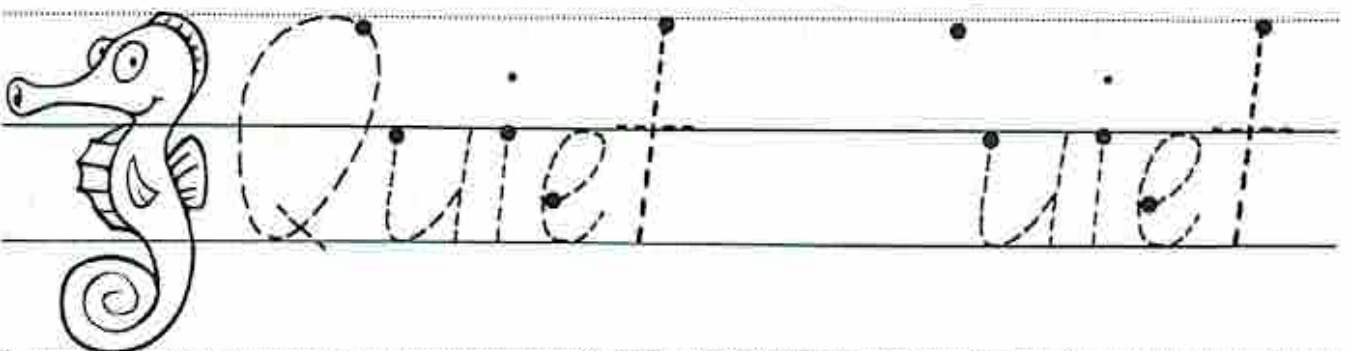
Baby Bunny is bouncing.



Baby ay



Quiet quokkas hop quickly.

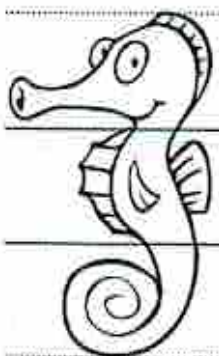




Tracing practice for the letter 'u' on a three-line grid. The letter is shown in dashed lines with a starting dot and an arrow indicating the stroke direction.

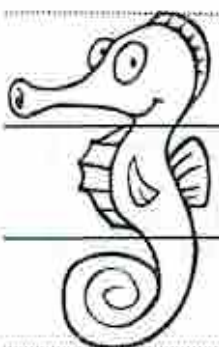


Tracing practice for the letter 'u' on a three-line grid. The letter is shown in dashed lines with a starting dot and an arrow indicating the stroke direction.

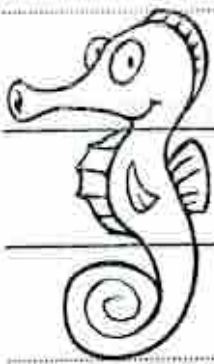


Tracing practice for the letter 'u' on a three-line grid. The letter is shown in dashed lines with a starting dot and an arrow indicating the stroke direction.

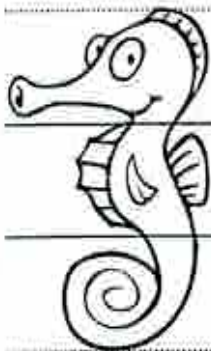
Under an umbrella it is dry.



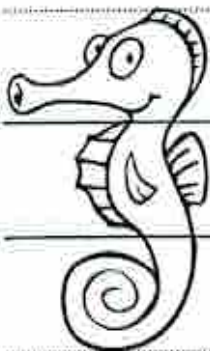
Tracing practice for the word 'Under' on a three-line grid. The word is shown in dashed lines with starting dots and arrows indicating the stroke direction.



v u v w



V v V v V v



V v

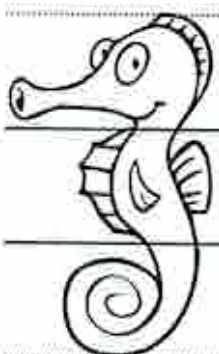
Venus is a planet.



Venus enus



w w w

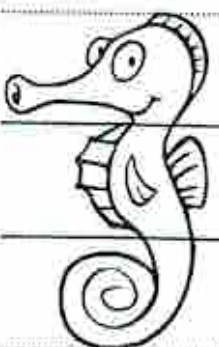


W W w w

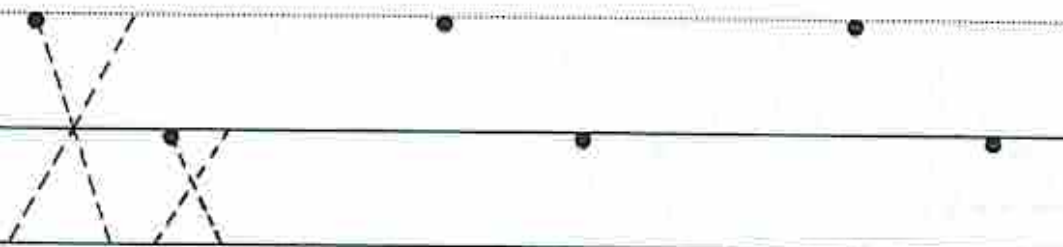
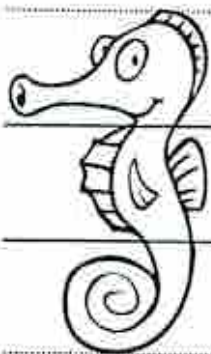
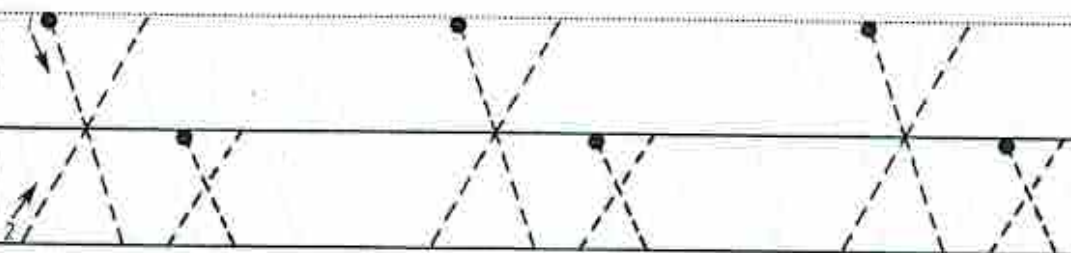
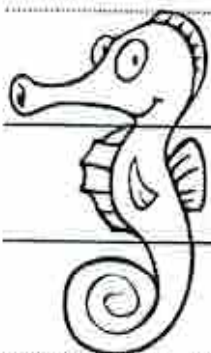


W w

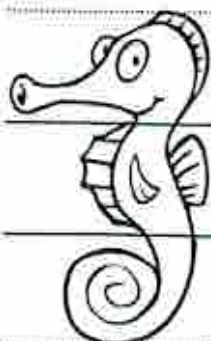
Wet, wild weather is wonderful!

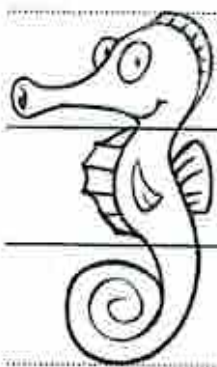


Wet el

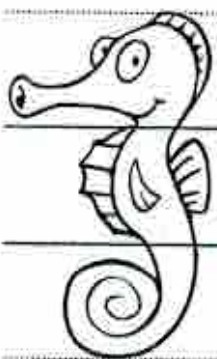


The fox is in a box.

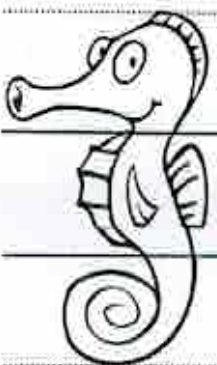




y u y j

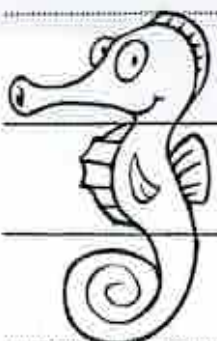


xy xy xy

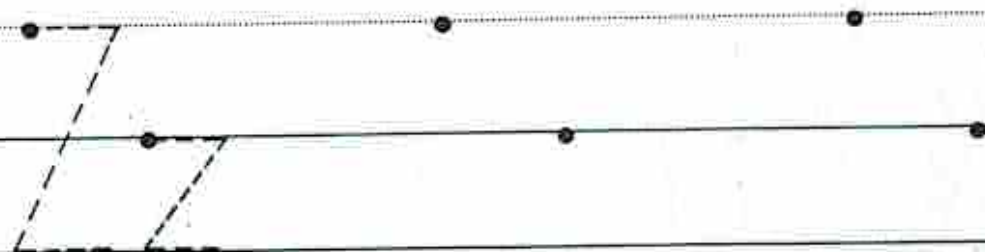
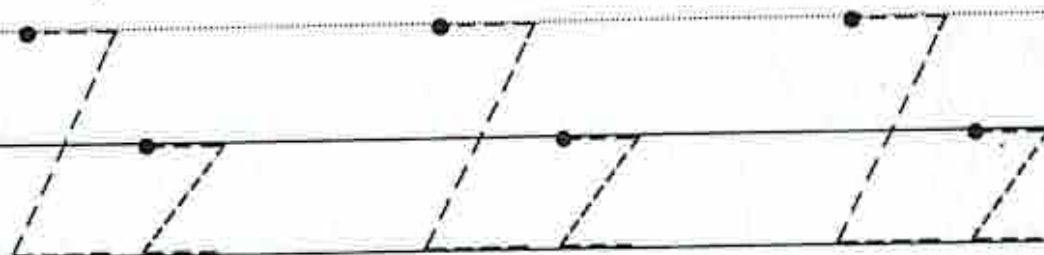
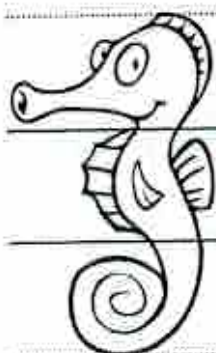
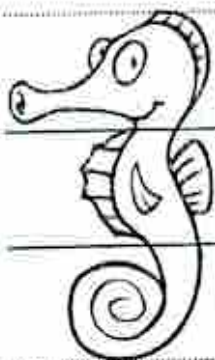


xy

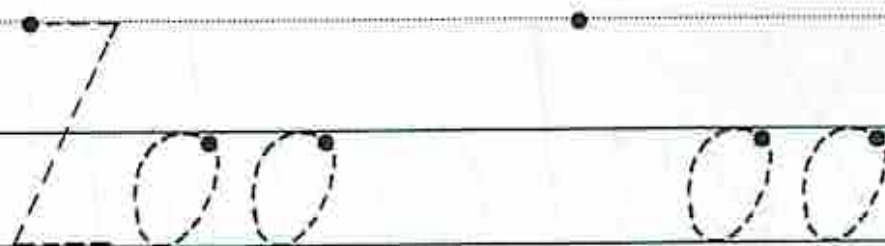
Yesterday was Monday.



yesterday



I went to Zetland Zoo.



Name _____

Date _____

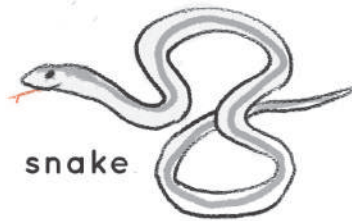
Time to Rhyme

Help your child read the word accompanying each picture. Then have them circle the one that rhymes with the first word (in red) in each row.

1.



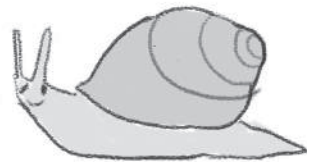
cake



snake



cup



snail

2.

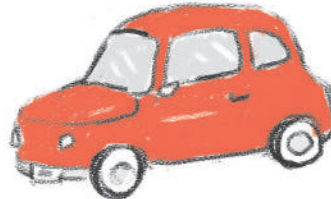


clock



sock

car



cloak

3.

king



drum



can



ring

Name _____

Date _____

Time to Rhyme

Help your child read the word accompanying each picture. Then have them circle the one that rhymes with the first word (in red) in each row.

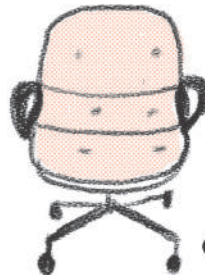
1.



bed



bird



chair



head

2.



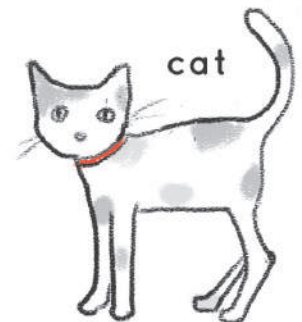
fan



book



can



cat

3.



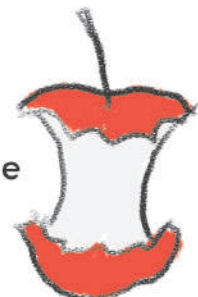
car



girl



star

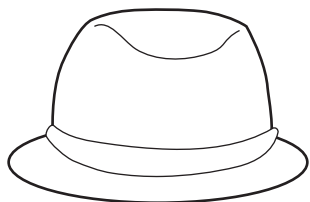


core

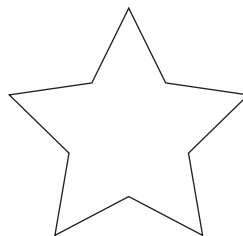
Name: _____ Date: _____

Cut-and-Paste Rhymes

DIRECTIONS: Cut out each picture at the bottom of the page and paste it beside its rhyming word below.



hat



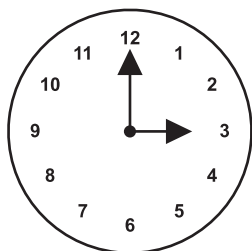
star



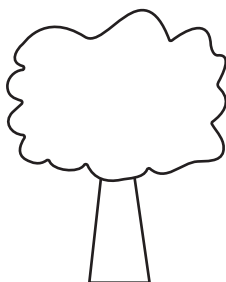
bee



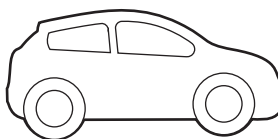
rock



clock



tree



car



bat

KINDERGARTEN HOME LEARNING RECIPE - RAINBOW RICE



RAINBOW RICE

Author: Cara ⏱ Prep Time: 20 min ⏱ Total Time: 20 min

🍴 Yield: 1 Bin of Rainbow Rice 📁 Category: crafts

🖨 PRINT

📌 PIN

★★★★★

5 from 4 reviews

INGREDIENTS

SCALE ⏴

- 1 c. rice, per color (6 c. total)
- 1/2 tsp. water, per color
- 15 -20 drops food coloring, per color (you'll need red, orange, yellow, green, blue, and purple)
- 6 plastic baggies or a reusable plastic container that you don't mind gets stained

Ads by Google

Stop seeing this ad

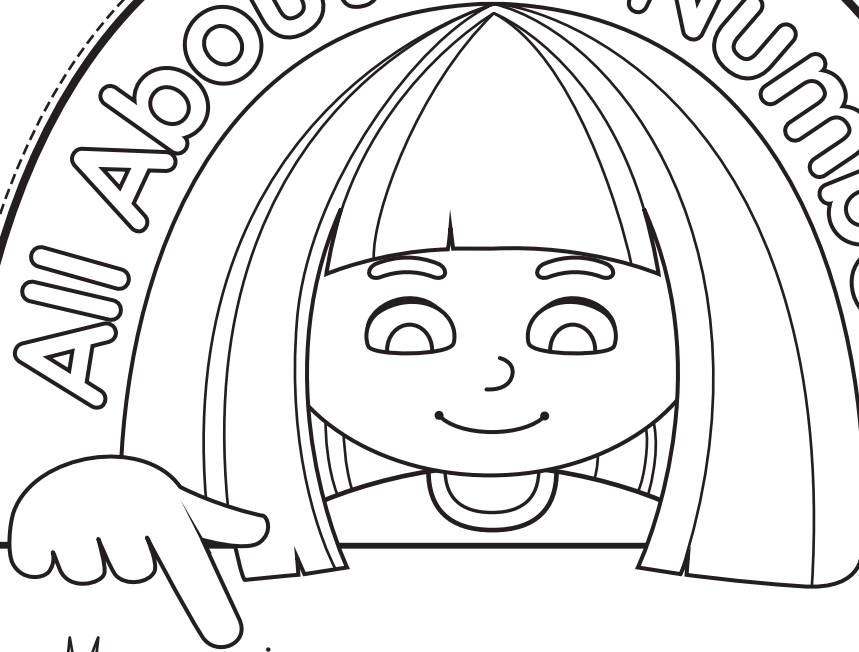
Why this ad? ⓘ

INSTRUCTIONS

- 1 Place 1 c. of rice into each baggie.
- 2 Mix 1/2 tsp. of water + 15-20 drops of food coloring per color.
- 3 Place into the baggie, zip up completely and then shake the heck out of it until the color has spread evenly. You might need to add another 1/4 tsp of water along with a couple more drops of coloring if it doesn't coat it perfectly.
- 4 Place the rice out on a piece of parchment paper, aluminum foil, baking sheet, or paper towel and allow to dry.
- 5 Repeat for the other 5 colors.
- 6 Once completely dry, pour all colors into a small storage bin.



All About Me Numbers



My name is

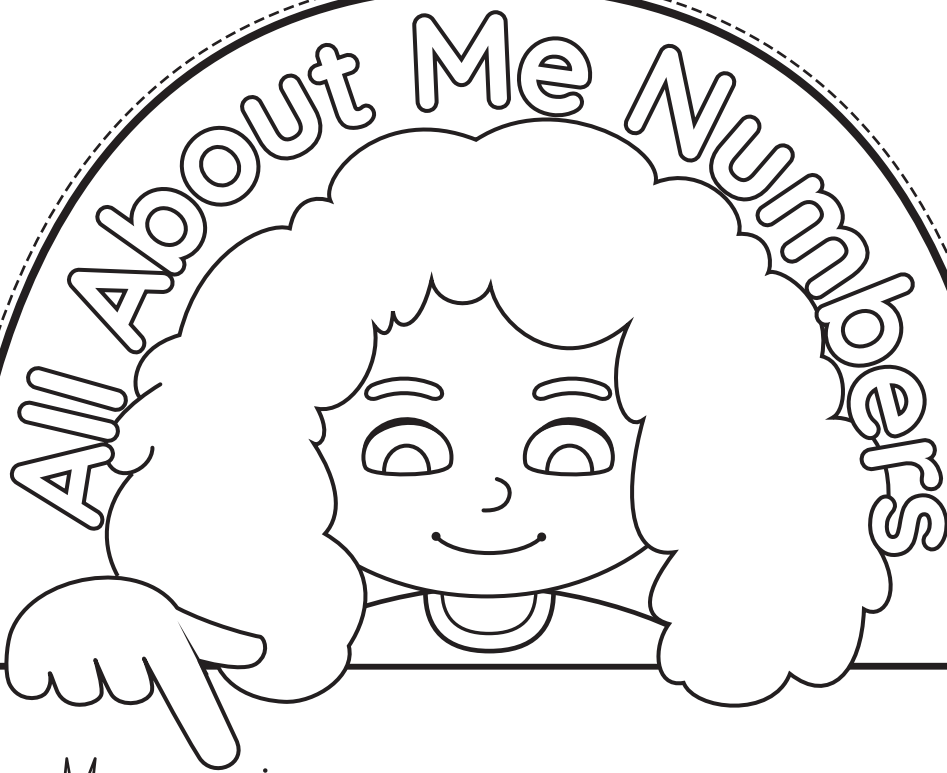
I have letters in my name.

I am years old.

My favourite number is .

people live in my house.

0 1 2 3 4 5 6 7 8 9 10



My name is

I have letters in my name.

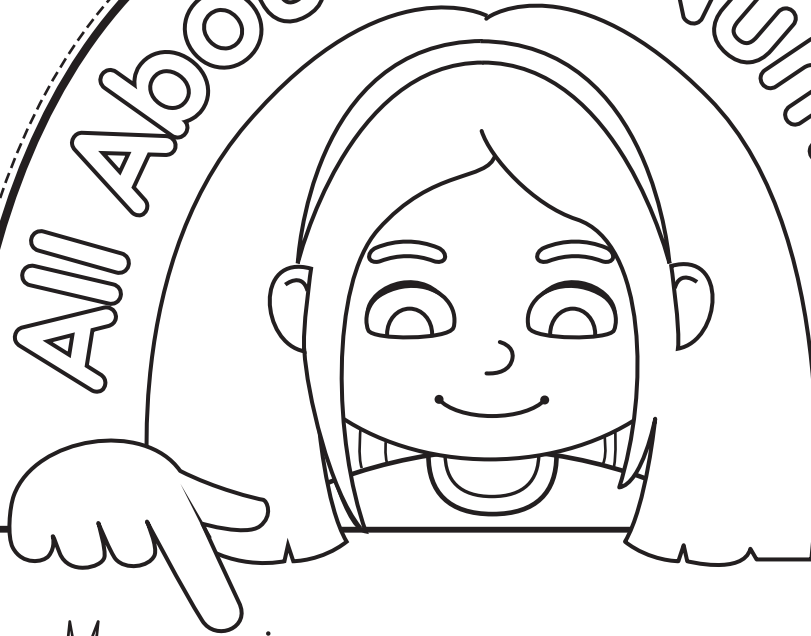
I am years old.

My favourite number is .

people live in my house.

0 1 2 3 4 5 6 7 8 9 10

All About Me Numbers



My name is

I have letters in my name.

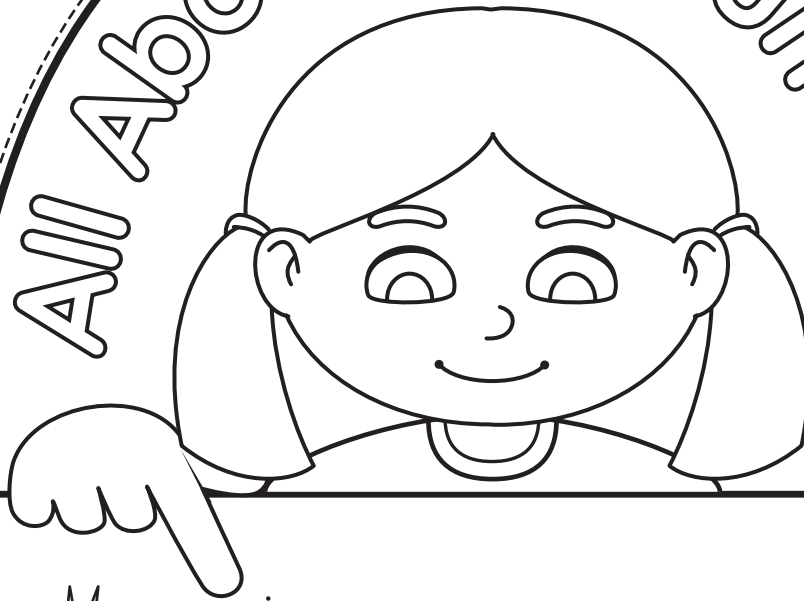
I am years old.

My favourite number is .

people live in my house.

0 1 2 3 4 5 6 7 8 9 10

All About Me Numbers



My name is

I have letters in my name.

I am years old.

My favourite number is .

people live in my house.

0 1 2 3 4 5 6 7 8 9 10

All About Me Numbers



My name is

I have letters in my name.

I am years old.

My favourite number is .

people live in my house.

0 1 2 3 4 5 6 7 8 9 10

All About Me Numbers



My name is

I have letters in my name.

I am years old.

My favourite number is .

people live in my house.

0 1 2 3 4 5 6 7 8 9 10

All About Me Numbers



My name is

I have letters in my name.

I am years old.

My favourite number is .

people live in my house.

0 1 2 3 4 5 6 7 8 9 10

All About Me Numbers



My name is

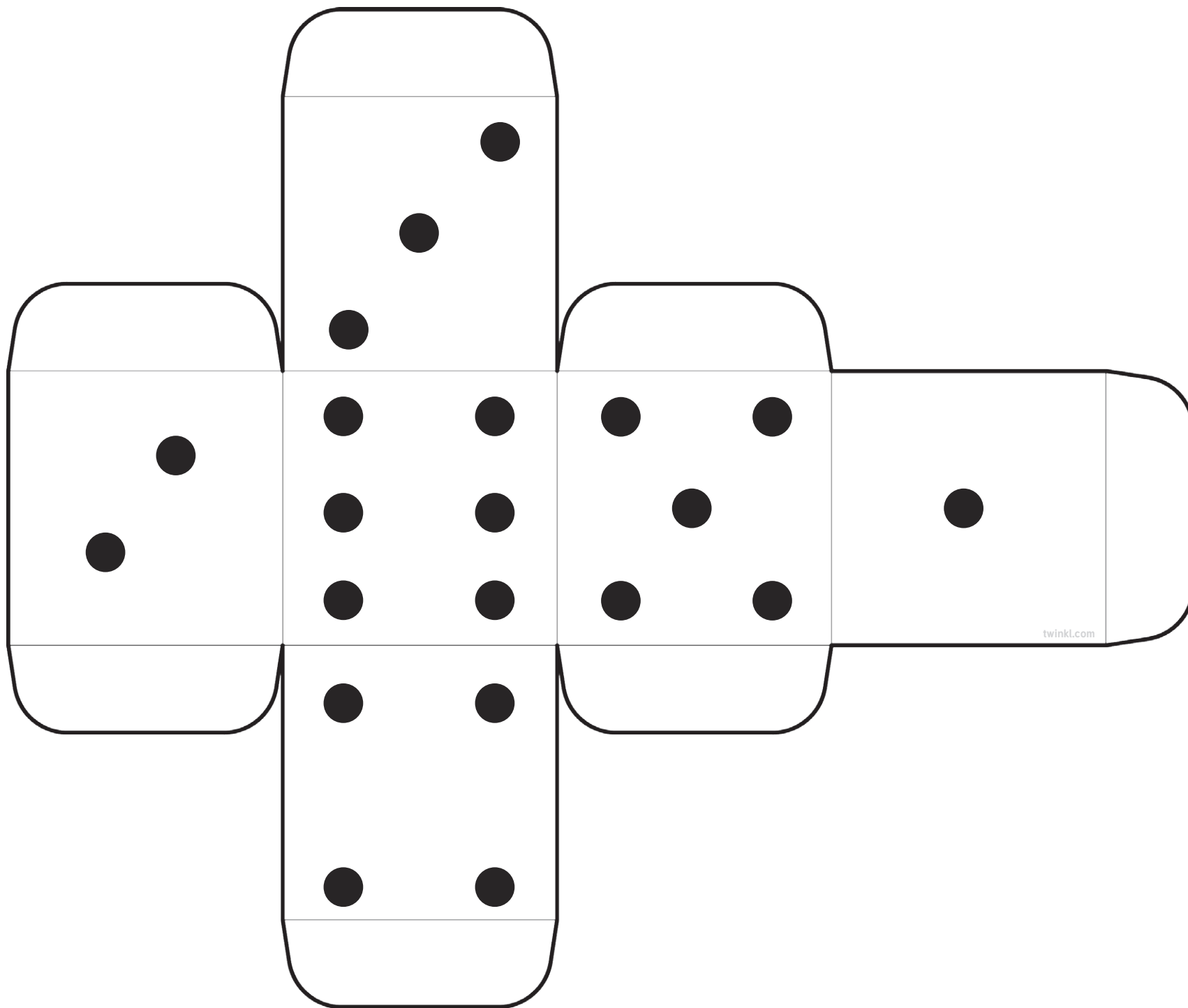
I have letters in my name.

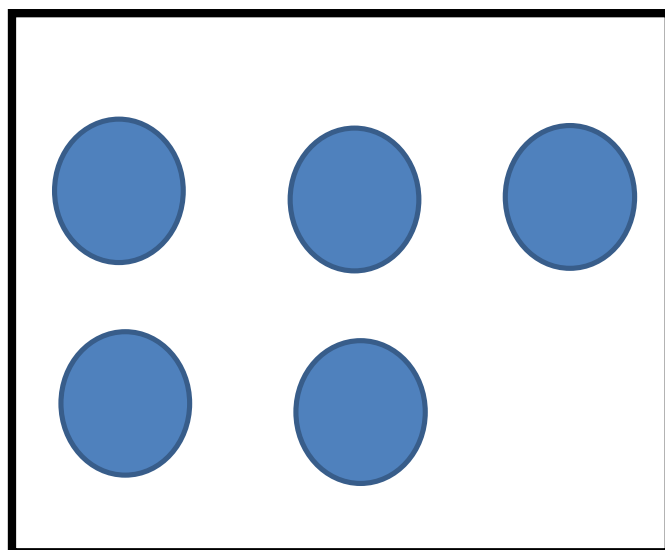
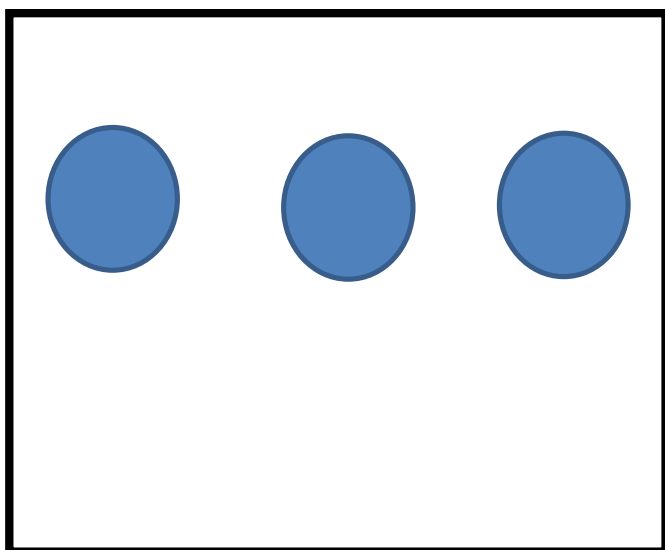
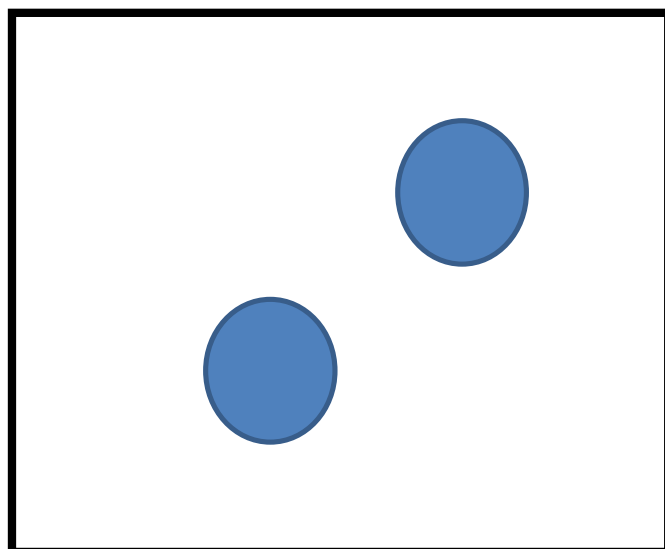
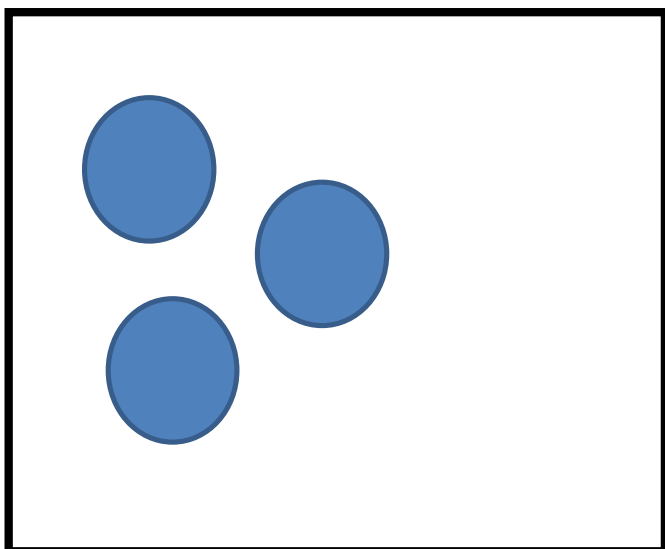
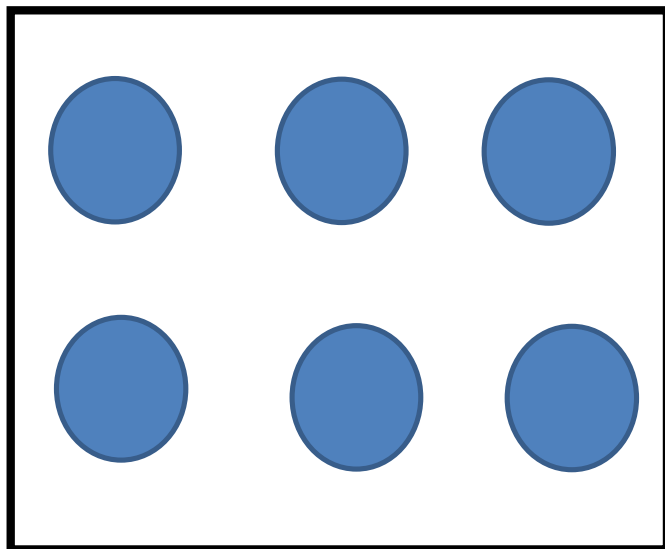
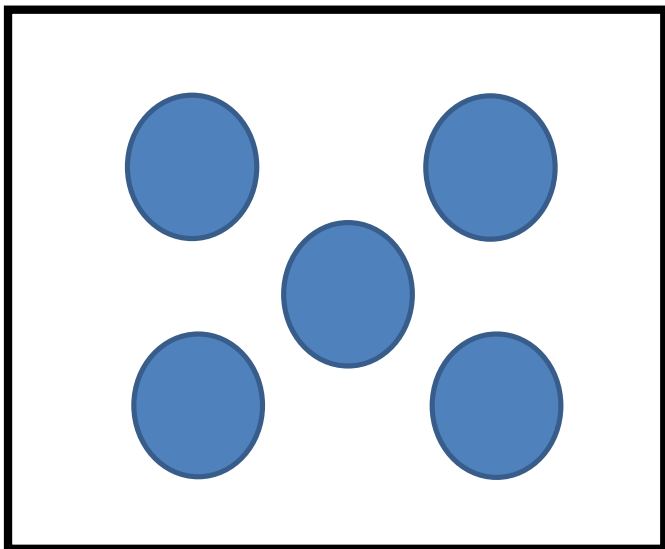
I am years old.

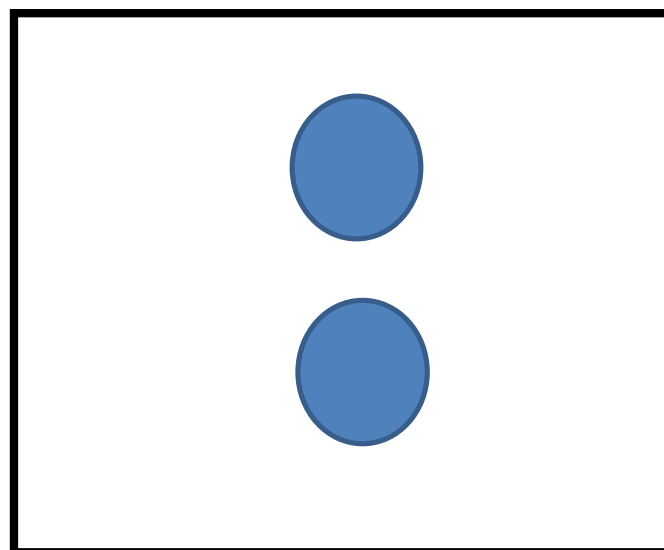
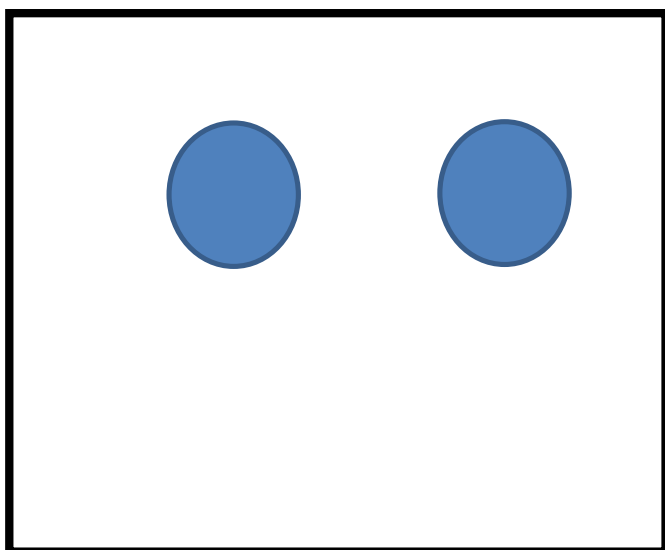
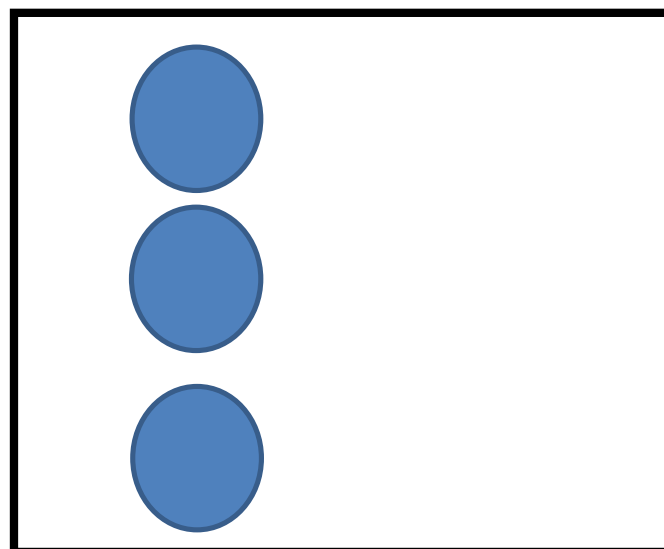
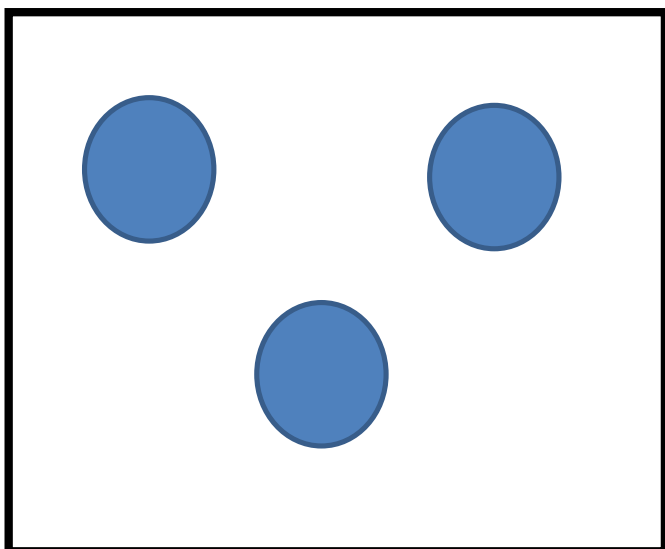
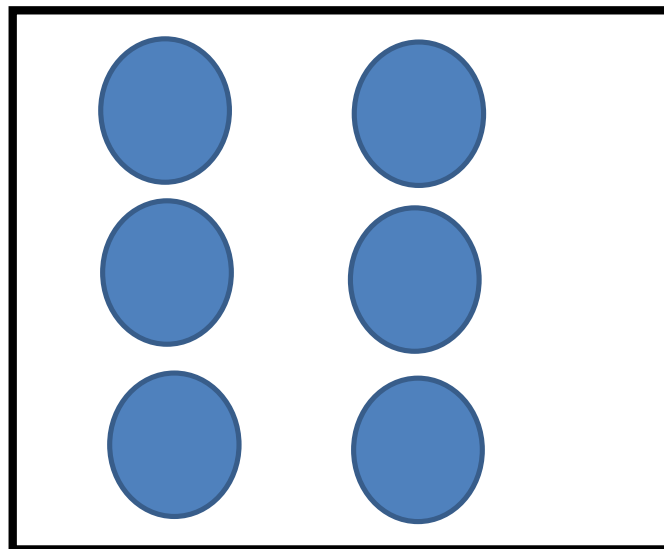
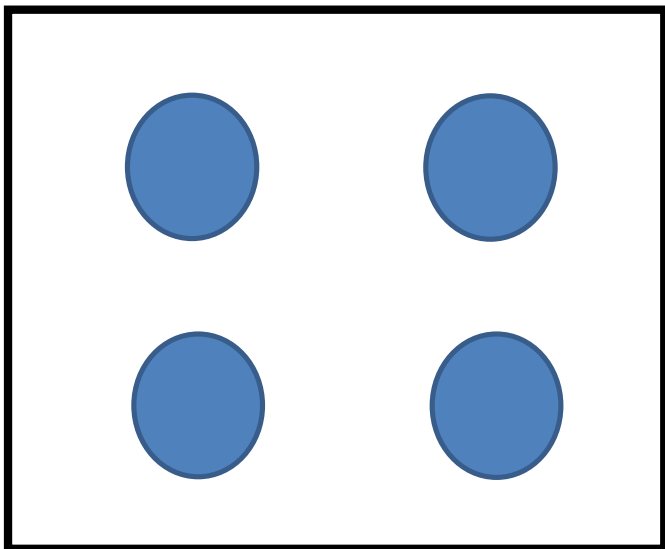
My favourite number is .

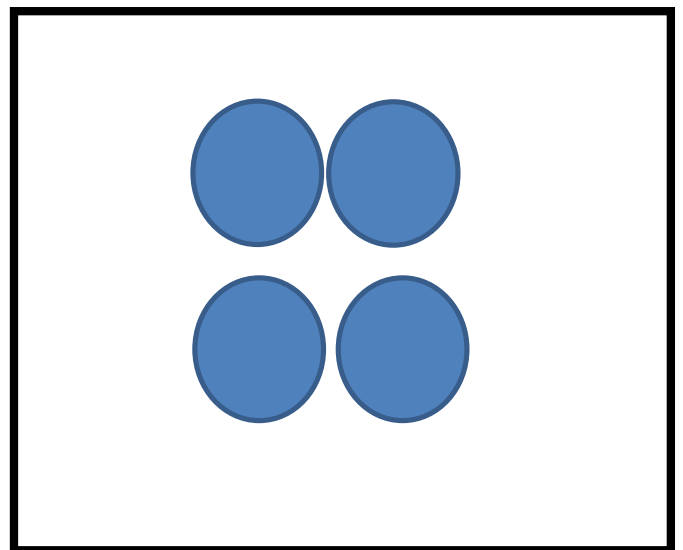
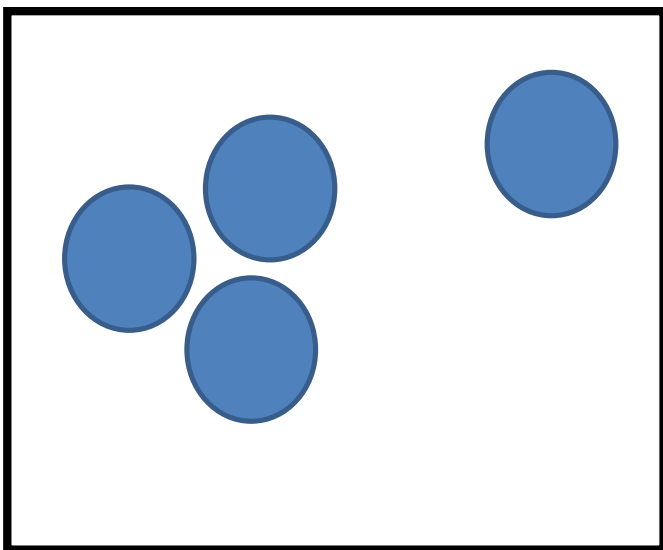
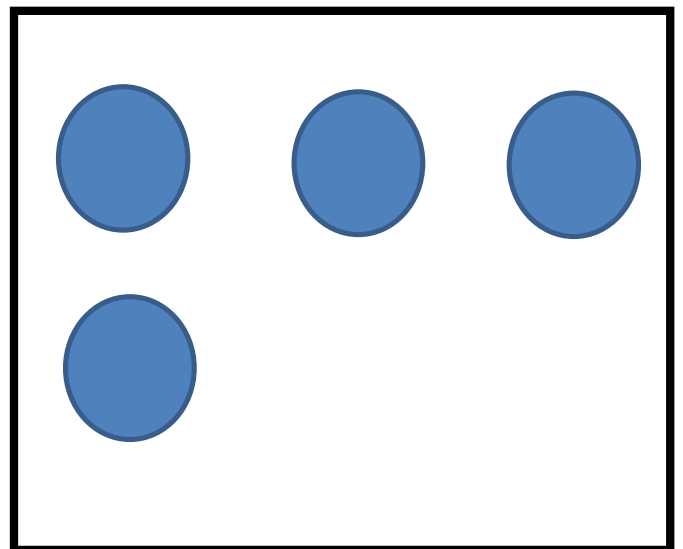
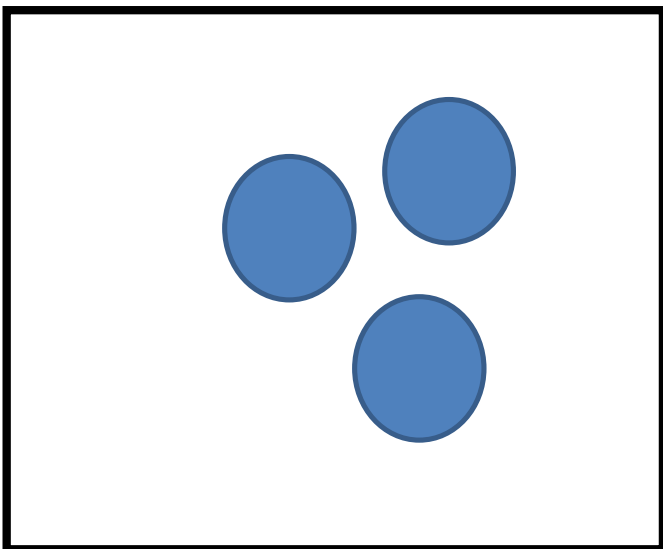
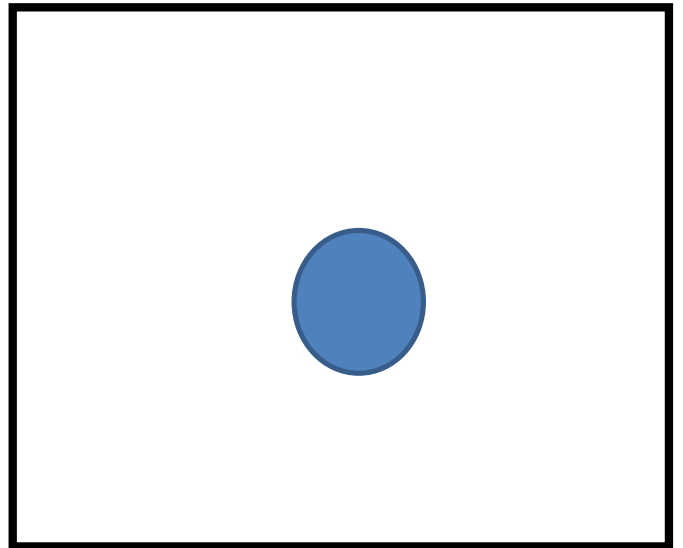
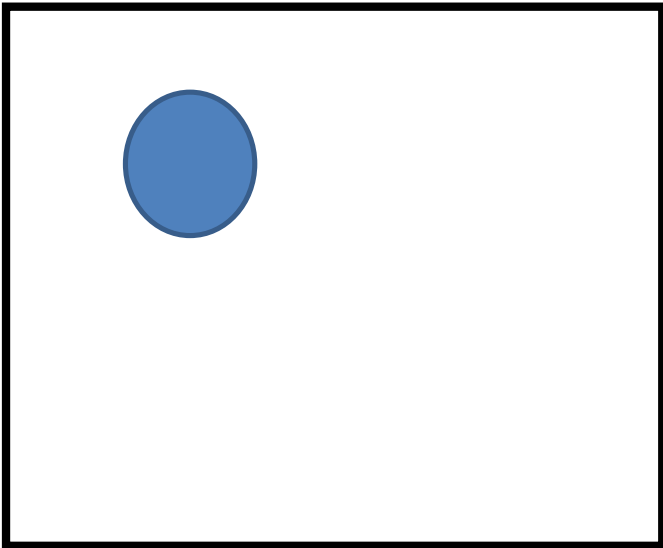
people live in my house.

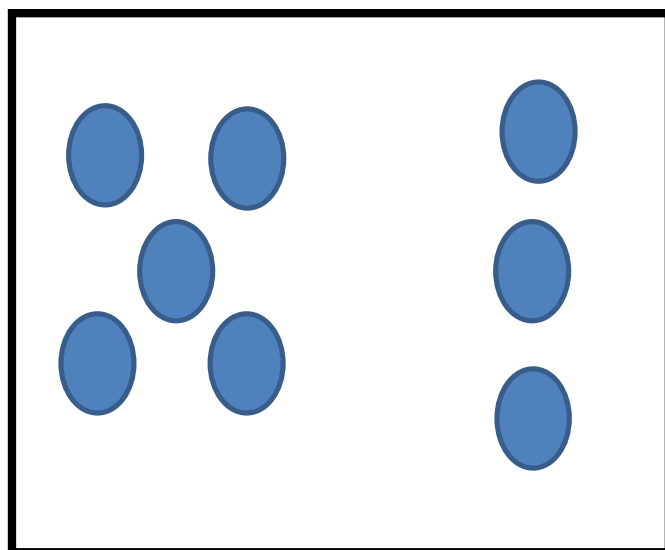
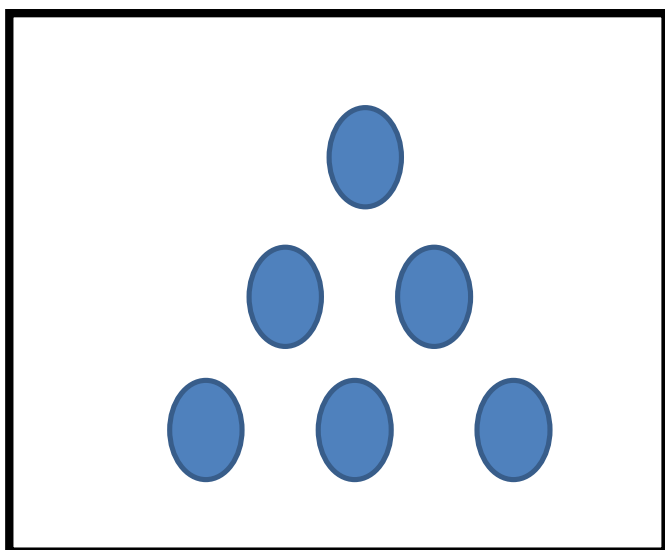
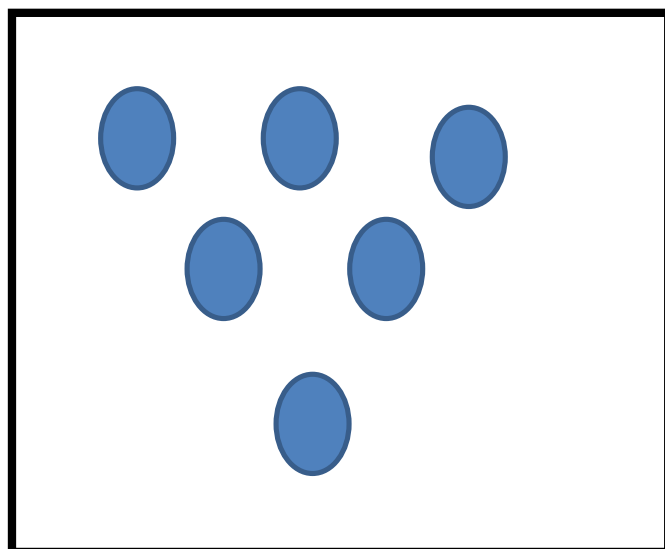
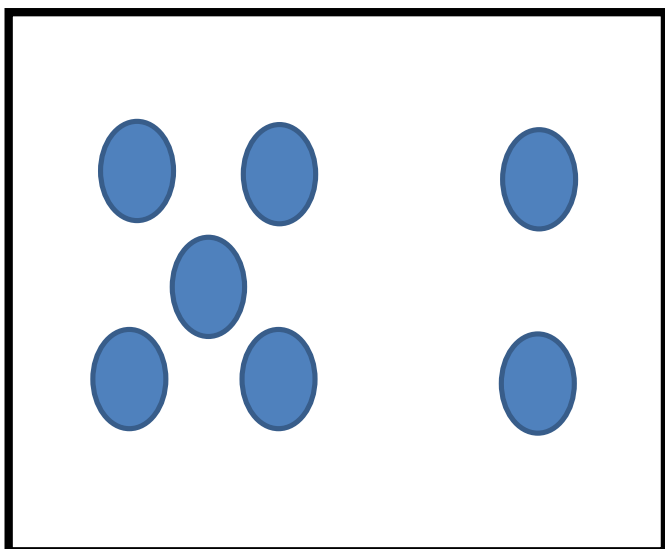
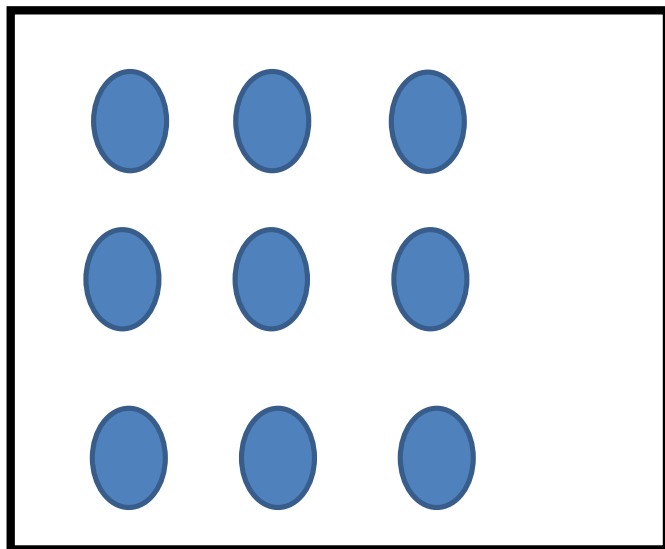
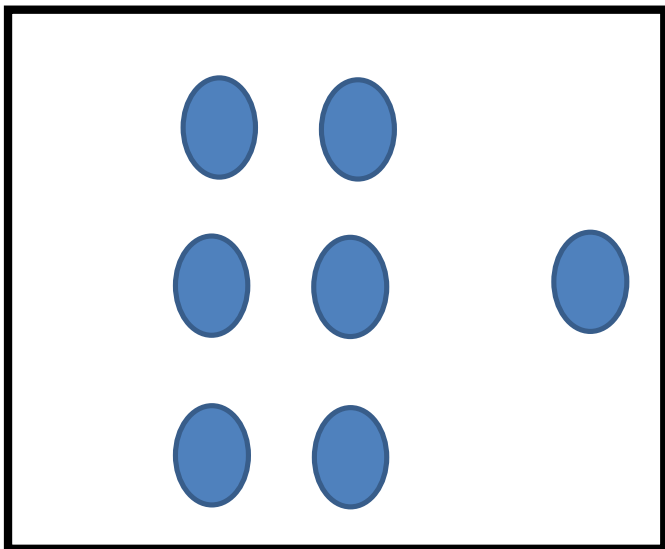
0 1 2 3 4 5 6 7 8 9 10

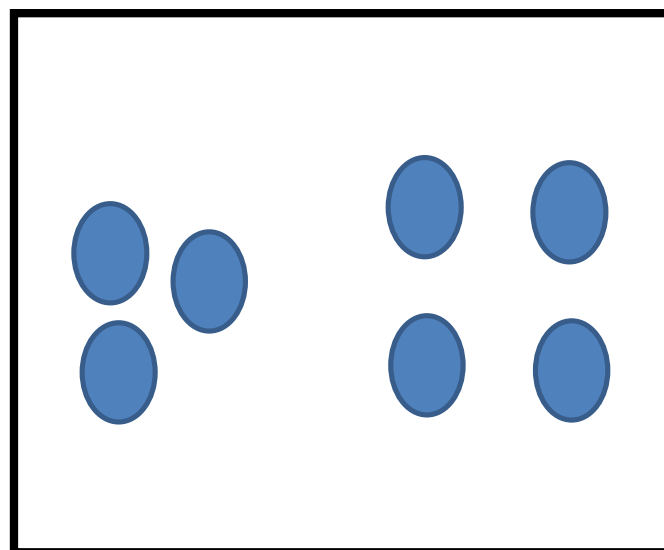
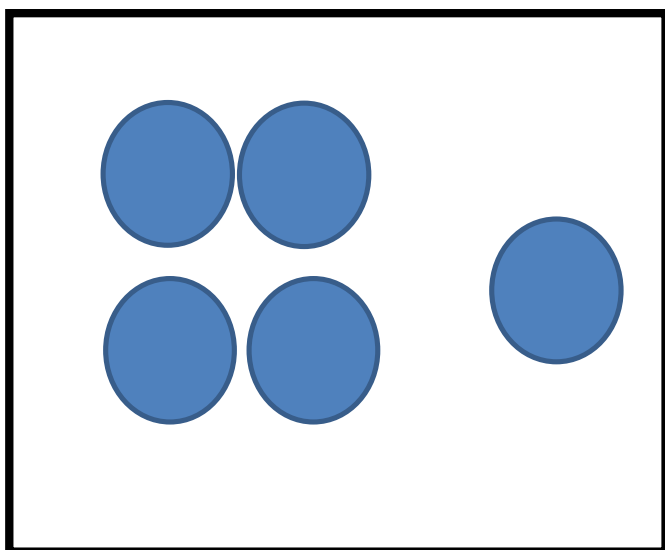
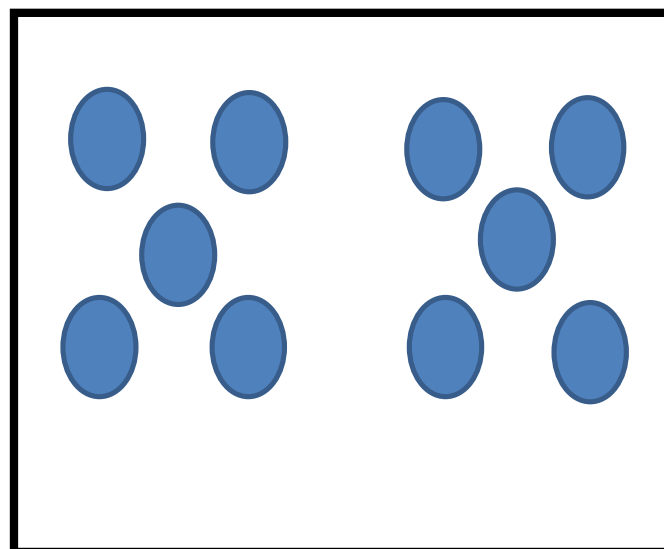
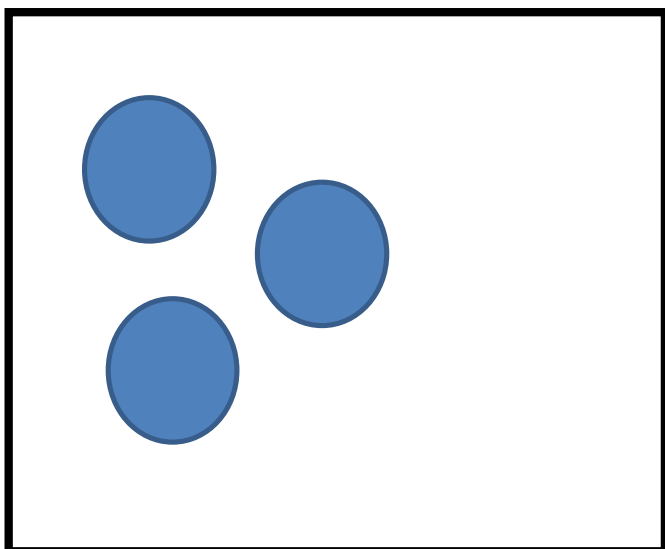
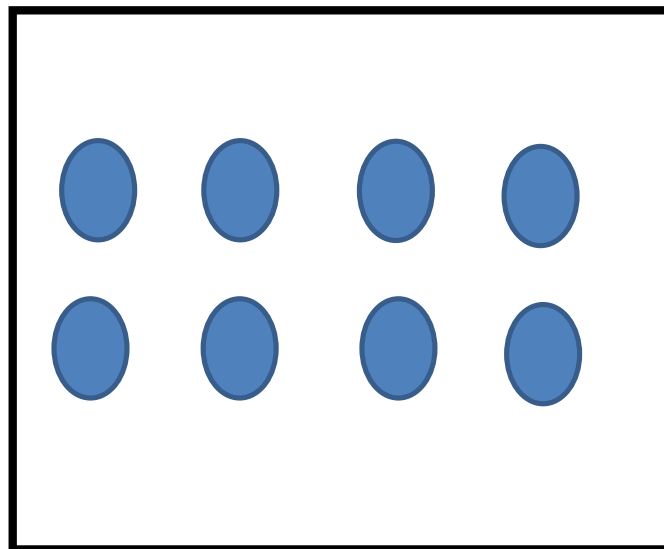
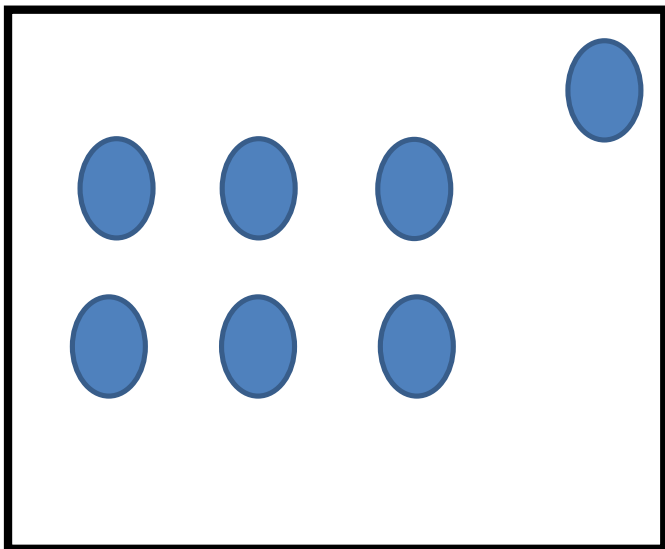












Name: _____

NUMBER Match-Up



Directions: Cut out the boxes below.
Glue each word next to the matching number.



1	
---	--



9	
---	--



7	
---	--



10	
----	--



4	
---	--



2	
---	--



6	
---	--




8	
---	--













3	
---	--

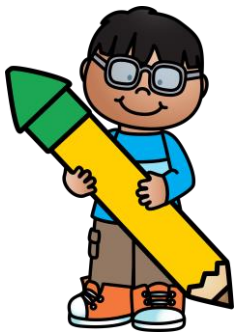


5	
---	--

 Cut out each box.

 two	 seven	 one	 four	 nine
 five	 ten	 three	 eight	 six

Miss Adams had 9 pencils.
5 pencils broke. How many
pencils does she have
now?



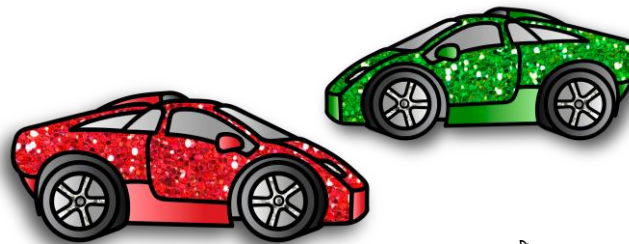
TOPTEACHER

4

6

14

Rachel has 4 red cars and
David has 6 green cars.
How many cars do they
have altogether?



TOPTEACHER

10

8

11

The baker made 16 cakes.
She sold 8 of them. How
many cakes were left?



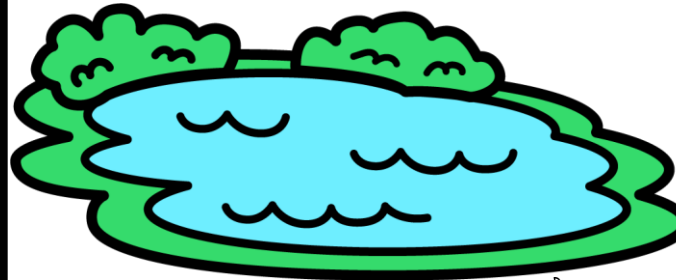
TOPTEACHER

6

8

12

There were 14 ducks in
the pond. 3 more ducks
joined the pond. How many
ducks were there?

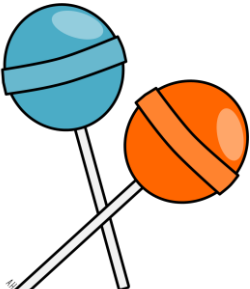



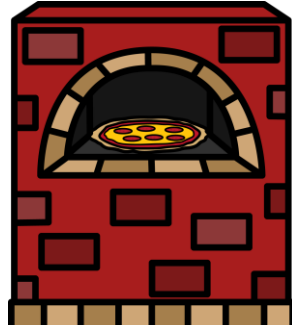
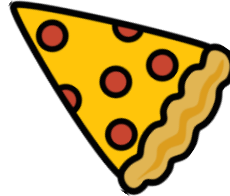

TOPTEACHER



15




11

17

<p>Sam has 15 lollies in his bag. He gave 7 lollies to his friend. How many lollies does he have left?</p>  	7
	8
	9

<p>There are 10 slices of pizza. Adhi ate 3 slices. How many slices are left?</p>   	7
	13
	9

<p>There are 17 flowers in the garden. I pick 7 and give them away. How many are left?</p>  	9
	11
	10

<p>Dan blows 11 balloons. 6 balloons pop! How many balloons does he have left?</p>   	6
	5
	4

Sasha has 13 coins. She collects 5 more coins. How many coins does she have?



TOPTEACHER

19

20

18

The lady bird has 6 spots on it's left wing and 5 spots on it's right wing. How many spots does it have?



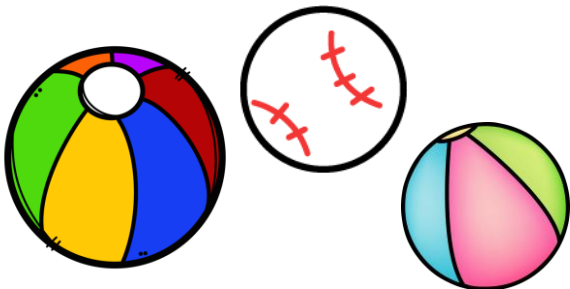
TOPTEACHER

12

11

10

Mohammad has 14 balls. He lost 7 balls. How many balls does he have left?



TOPTEACHER

7

8

6

Oli invites 8 boys and 9 girls to his birthday party. How many friends did he invite?



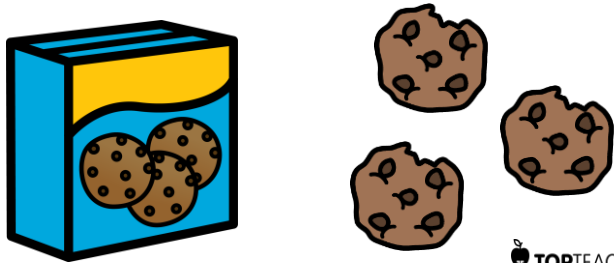
TOPTEACHER

18

17

19

My dad baked 19 cookies.
He ate 10 cookies. How
many cookies were left
over?

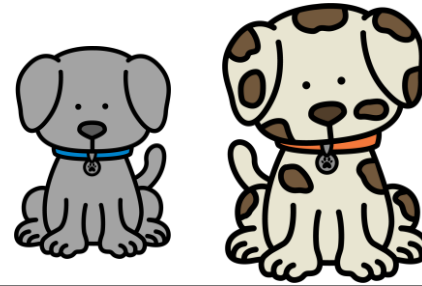


10

9

11

At the park there were 8
big dogs. There were 7
small dogs. How many
dogs were at the park?

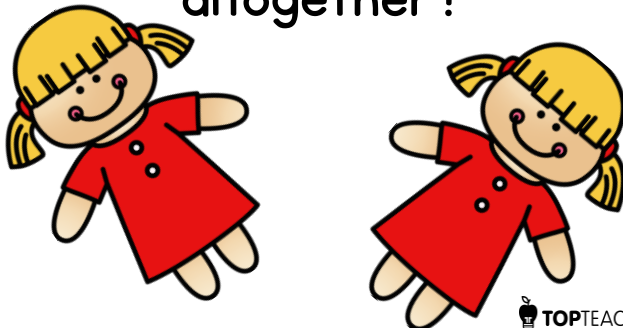


16

15

14

Jenny has 7 dolls to play
with. Rick has 3 dolls. How
many dolls do they have
altogether?

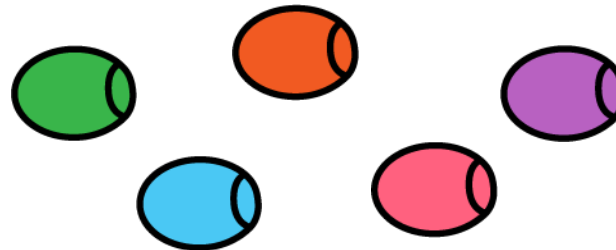


9

11

10

Archer collected 17 beads.
He used 9 to make a
bracelet. How many beads
did he have left?



8

9

7



Hand Span

Trace one of your hands and cut it out.
Use your cut out hand to measure things
and complete the chart below.

Shorter	Same	Longer



Hand Span

Trace one of your hands and cut it out.
Use your cut out hand to measure things
and complete the chart below.

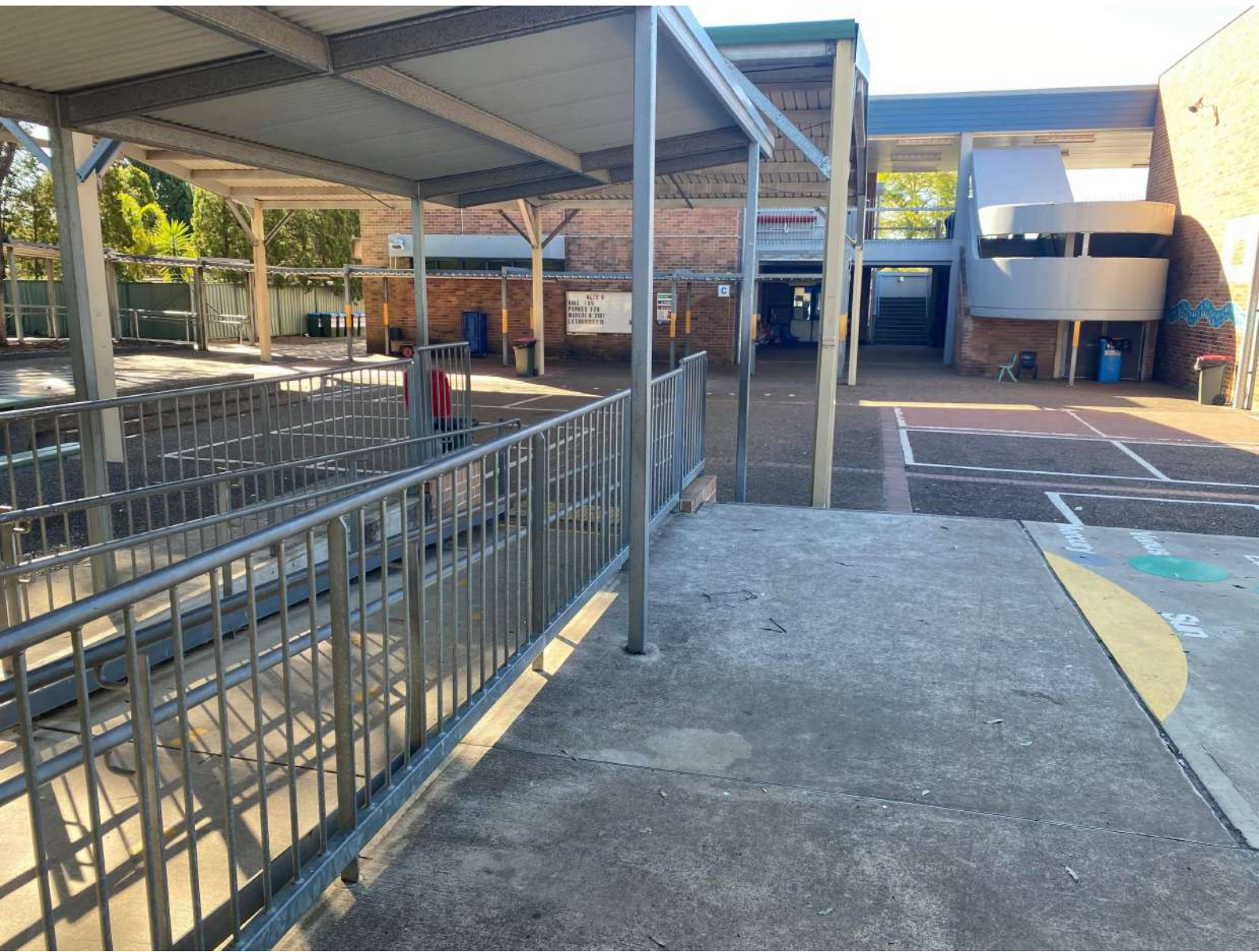
Shorter	Same	Longer

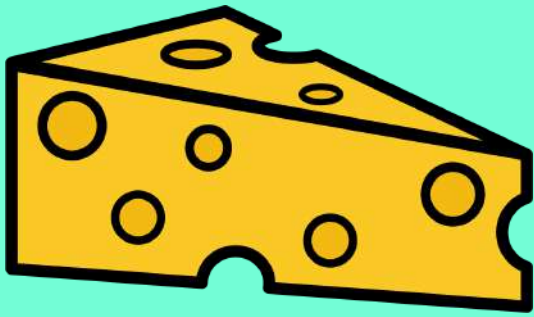


Hand Span

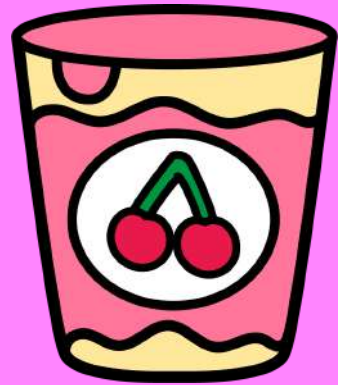
Trace one of your hands and cut it out. Use your cut out hand to measure things and complete the chart below.

[illegible]





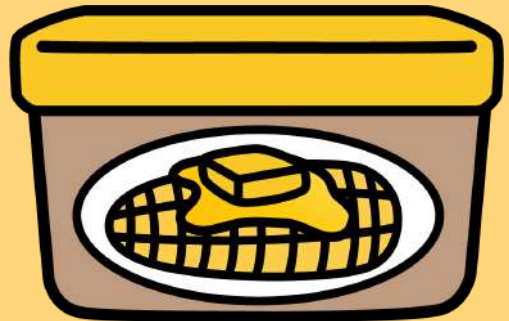
top teacher



top teacher



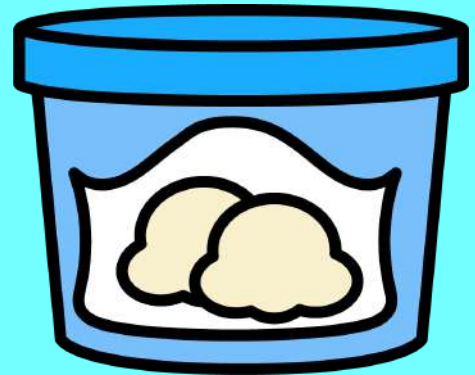
top teacher



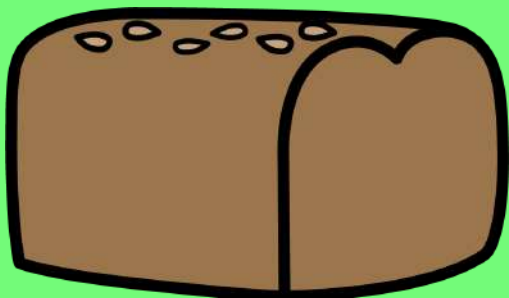
top teacher



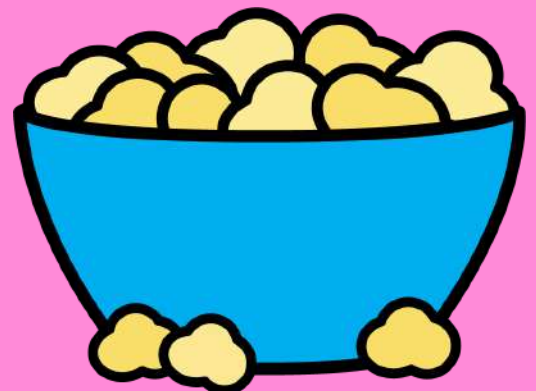
top teacher



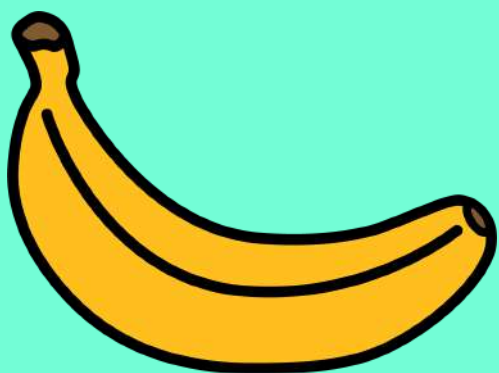
top teacher



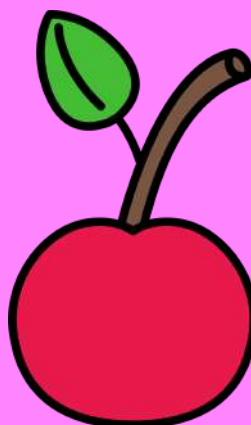
top teacher



top teacher



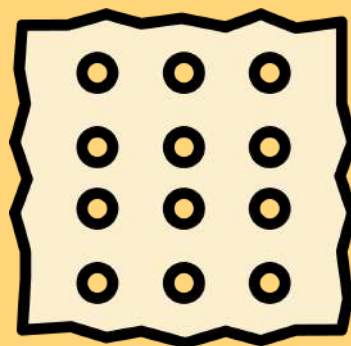
top teacher



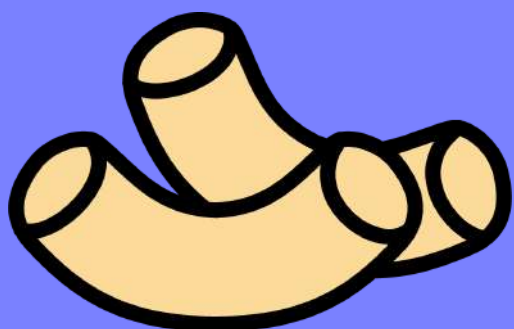
top teacher



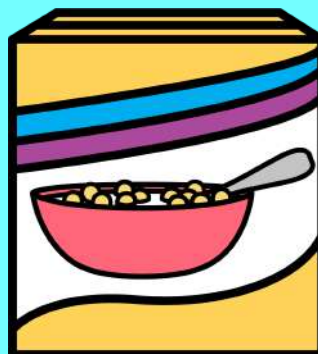
top teacher



top teacher



top teacher



top teacher



top teacher



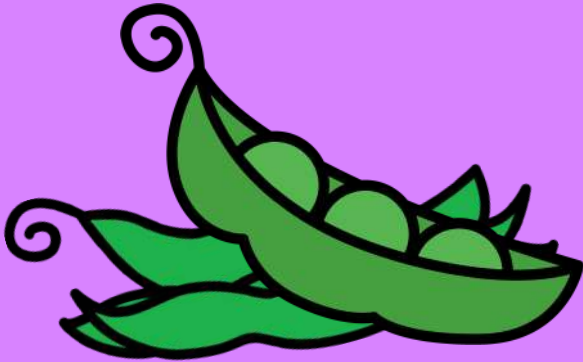
top teacher



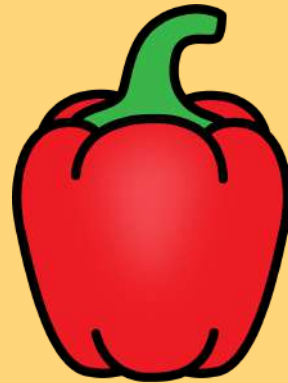
top teacher



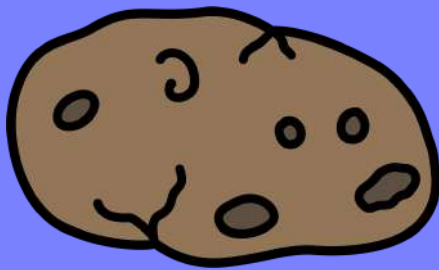
top teacher



top teacher



top teacher



top teacher



top teacher



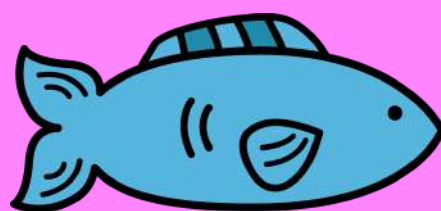
top teacher



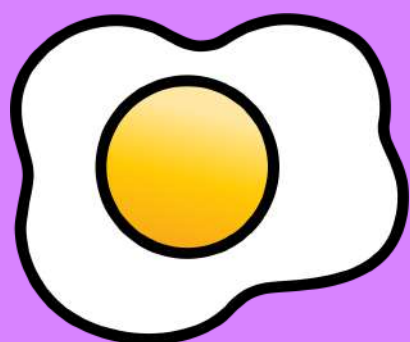
top teacher



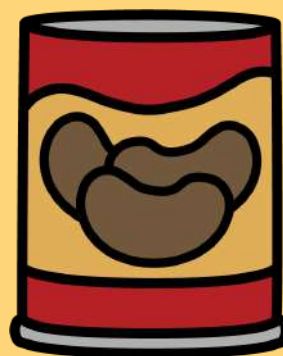
top teacher



top teacher



top teacher



top teacher

Grains

Fruit

Vegetables

What vegetables do you like to eat?

What vegetables do you not like to eat?

What vegetables do you think are healthy?

What vegetables do you think are unhealthy?

What vegetables do you think are good for you?

What vegetables do you think are bad for you?

What vegetables do you think are good for your teeth?

What vegetables do you think are bad for your teeth?

What vegetables do you think are good for your eyes?

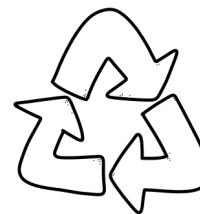
Dairy

Protein

Name: _____

Date: _____

Where would it go?

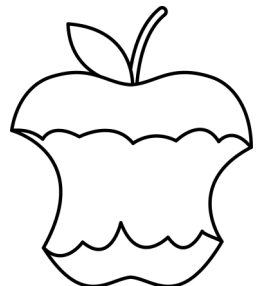
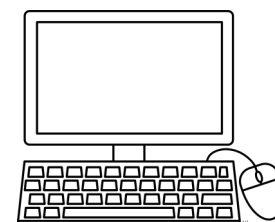
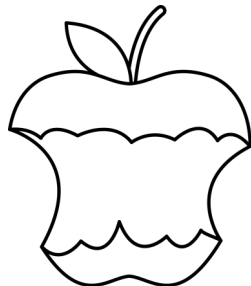
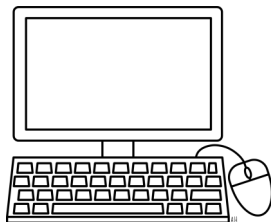
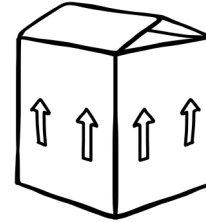
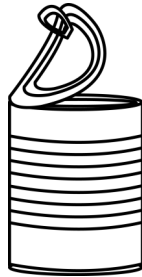
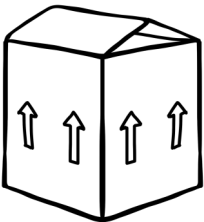
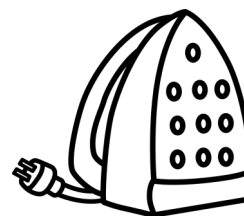
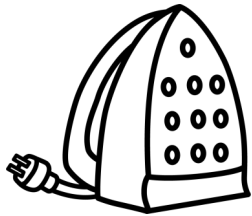
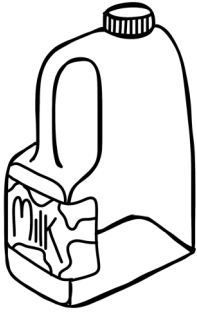
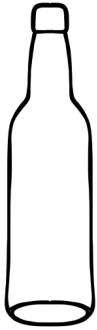


recycle bin

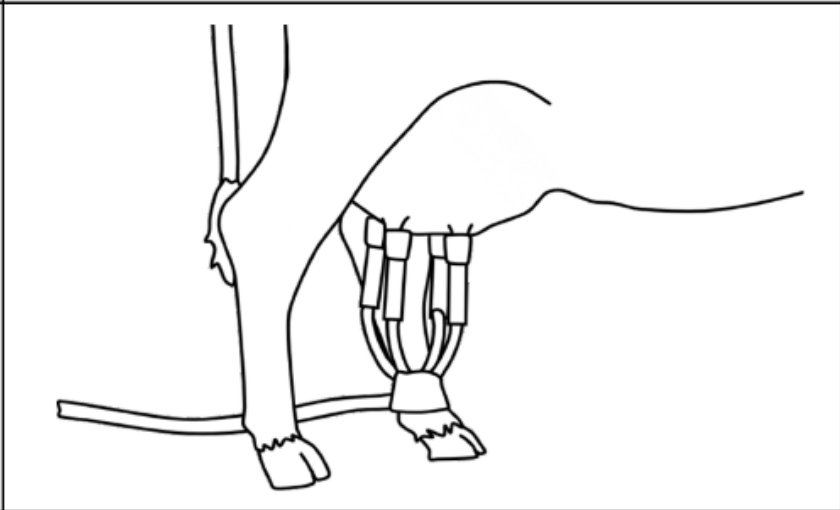
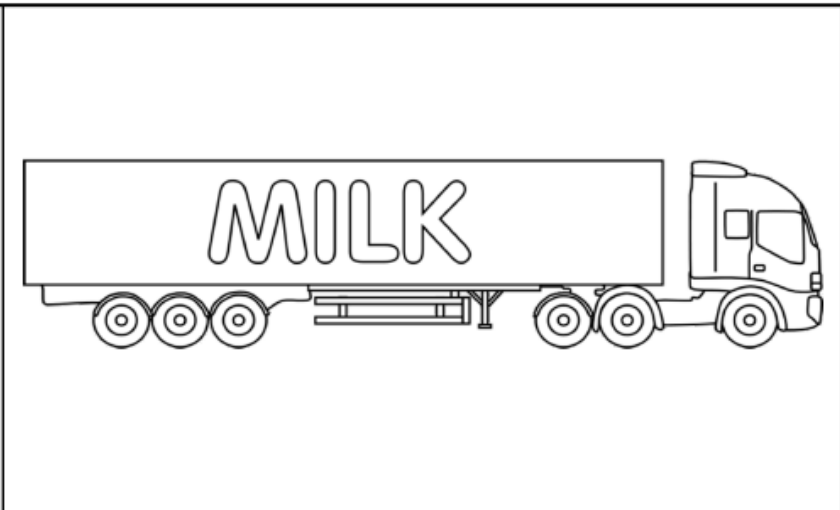
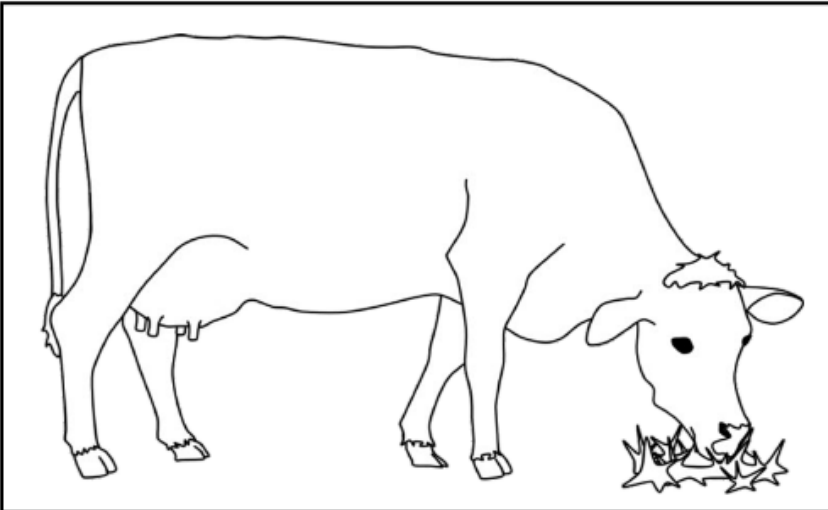
e-waste

compost

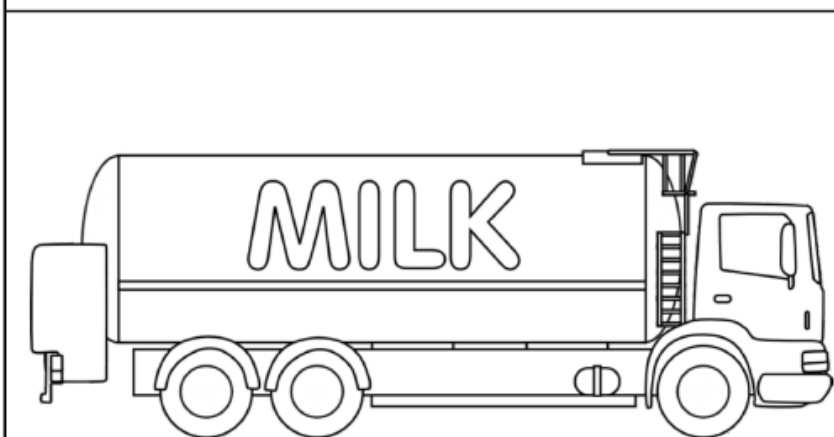
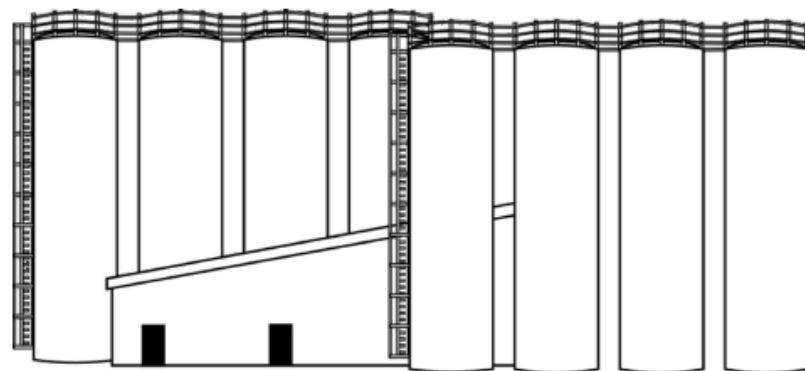
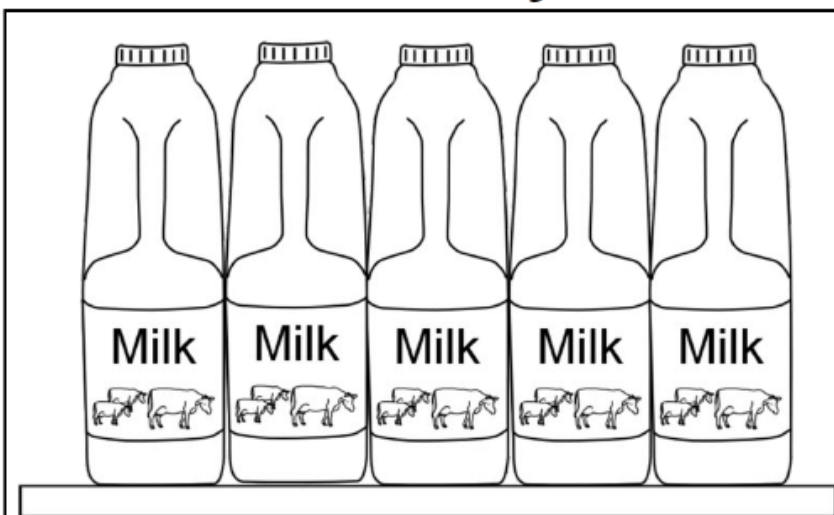
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Where does milk come from?



Where does milk come from?





COLOR

create
MOTIVATE

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Teaching Tips: Color, Create, Motivate



Using this file

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Students will love being an integral part of your classroom decoration team!

Encourage your students to color and decorate these posters for display in your classroom.

Change your display often for maximum impact!

Challenge students to create their own motivational posters with the word-free versions.



If you have printing issues with this file, I highly recommend following the tips in this adobe tutorial, and 'printing as image'

<https://helpx.adobe.com/acrobat/kb/quick-fix-print-pdf-image.html>

Color Create Motivate

Teaching Resource: Classroom Resources



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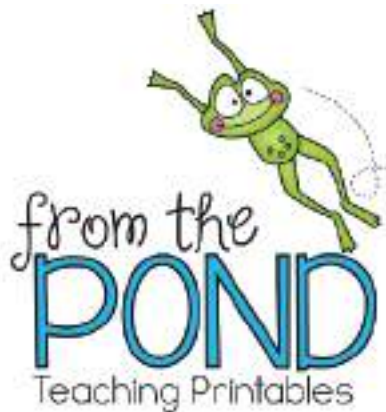
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Excellent teachers have excellent resources!

BELIEVE

YOUR

CAN!



**YOU
MATTER**



BE

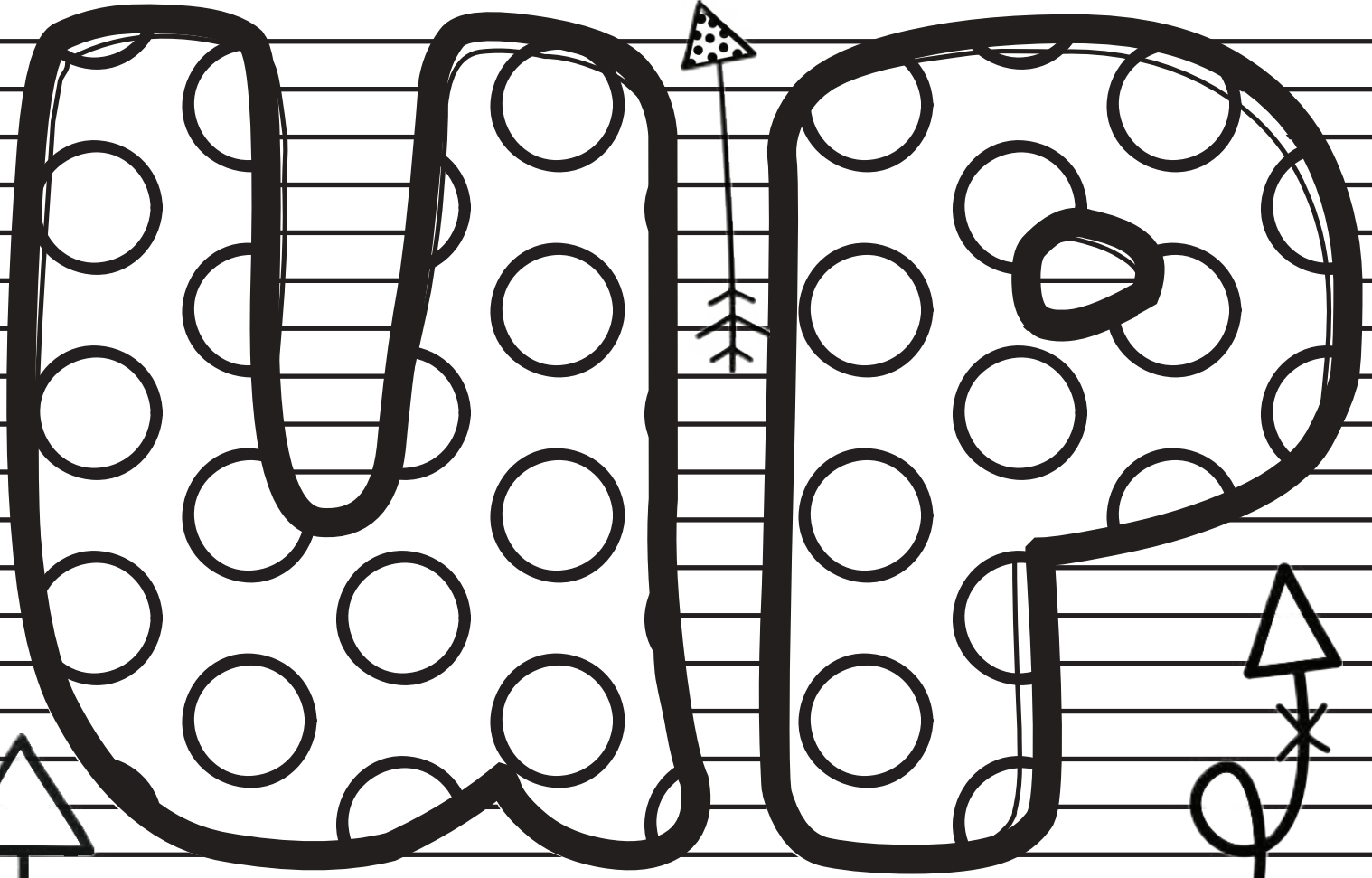
AWESOME

TODAY

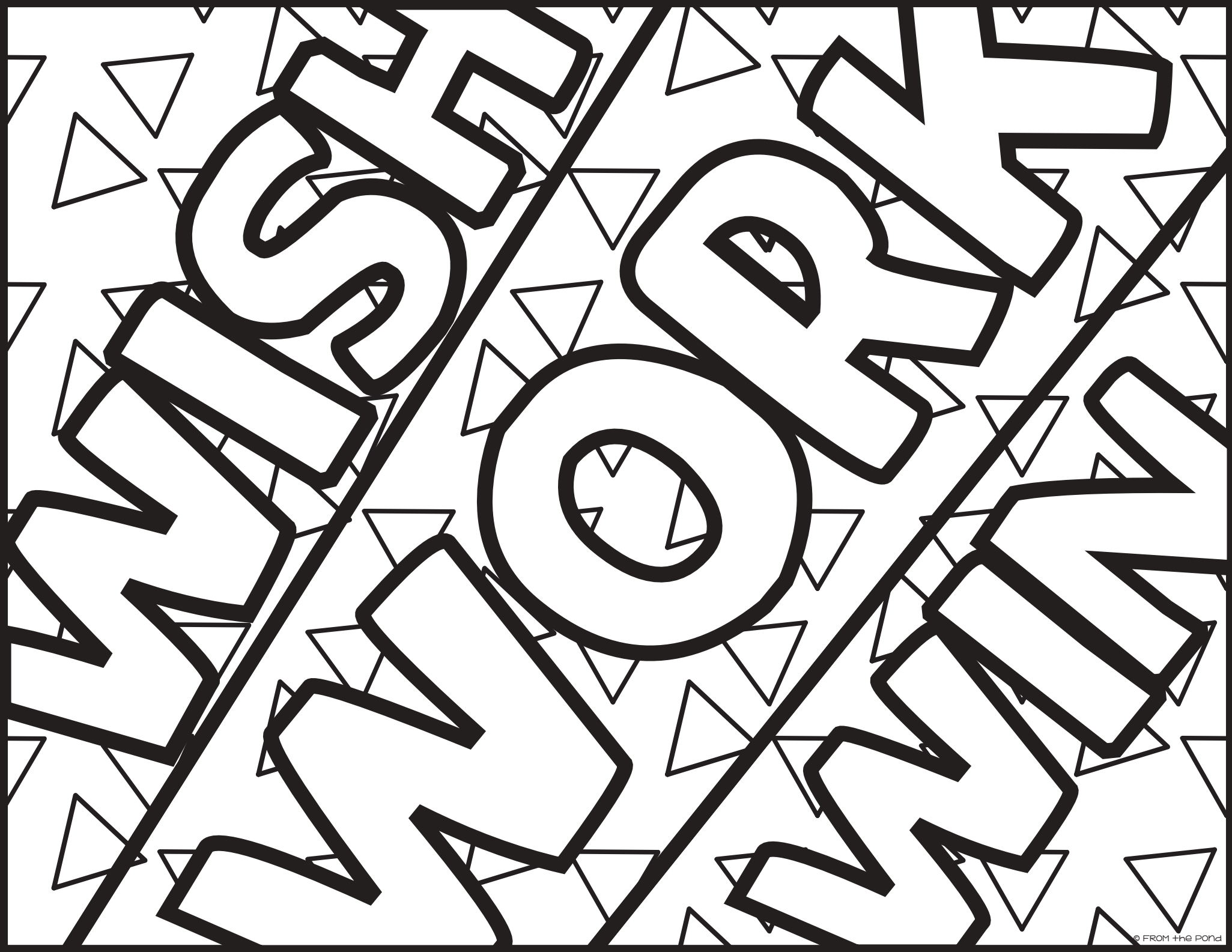
KIND
IS
COOL



SPEAK



MIND





dream

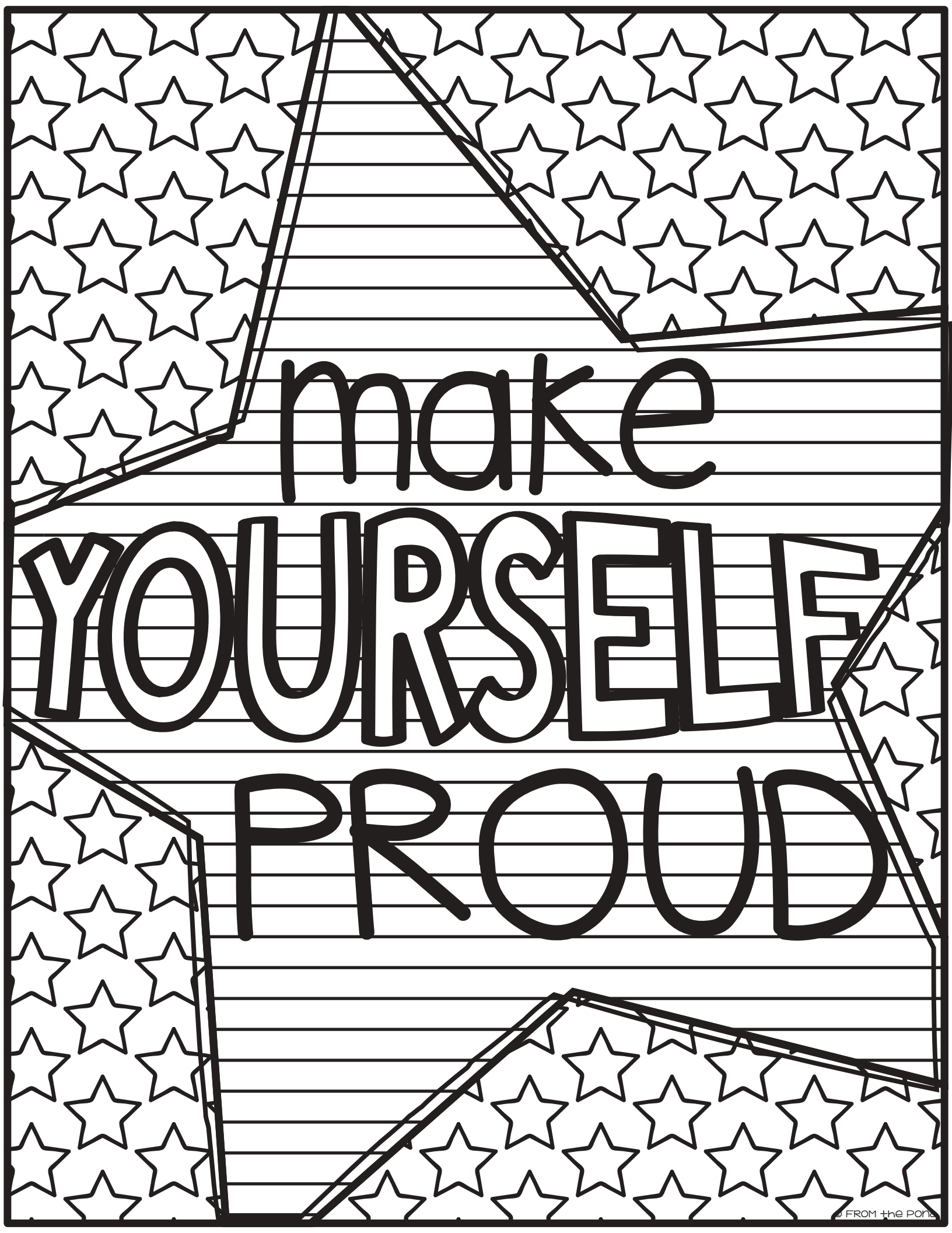
BIG



BE

HAPPY

THINK
YOU
CAN

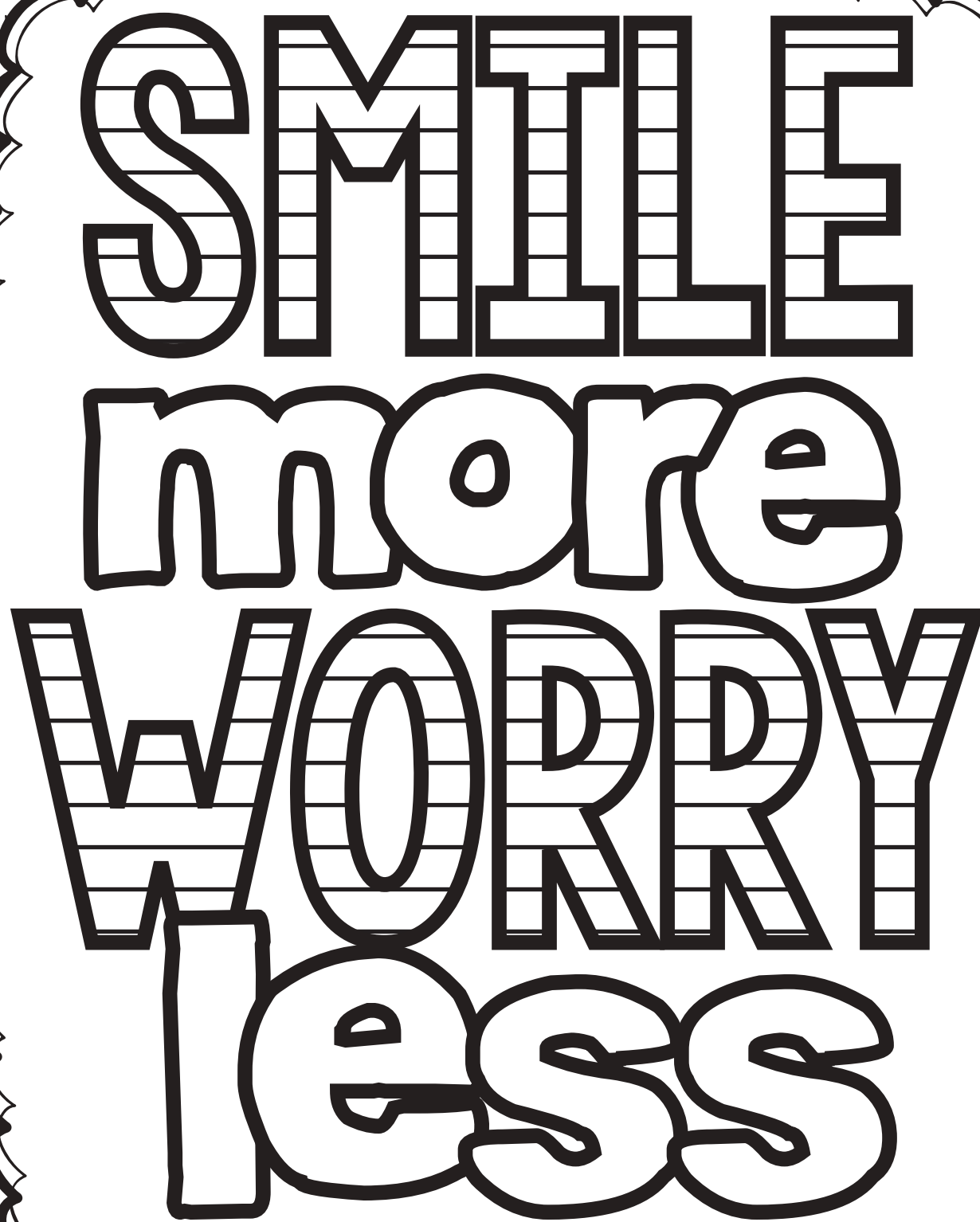


make

YOURSELF

PROUD





SMILE
more
WORRY
less

