

## Weekly Online learning overview

**Remember to do these tasks when you can, where you can.**

<b>Literacy</b> <b>(45-60 min per day)</b>	<b>Numeracy</b> <b>(30-45 min per day)</b>	<b>Science, Geography, Visual arts, PDHPE, Music</b> <b>(30-60 min per day)</b>
4 times a week	5 times a week	Choose one per day
Phonics (4 times a week) <ul style="list-style-type: none"> <li>• Heggarty's video</li> <li>• Complete the phonics set you are up to in the literacy topic</li> <li>• Phonics lesson videos</li> <li>• Games</li> </ul>	Number (2 times a week) <ul style="list-style-type: none"> <li>• Complete weekly activities uploaded by teacher</li> </ul>	Geography <ul style="list-style-type: none"> <li>• complete task assigned by Mrs Robinson</li> </ul> Music: <ul style="list-style-type: none"> <li>• complete task assigned by Mrs Morris</li> </ul> Visual Arts: <ul style="list-style-type: none"> <li>• complete task assigned by Ms Sutton</li> </ul> Science: <ul style="list-style-type: none"> <li>• complete task assigned by Mrs Smith</li> </ul> PDHPE: <ul style="list-style-type: none"> <li>• complete task assigned by Mrs Smith or Mrs Gordon</li> </ul>
Draw Talk Write (2 times a week) <ul style="list-style-type: none"> <li>• Complete weekly stimulus activity</li> </ul>	Calendar (1 per day)	
Handwriting (2 pages per week) <ul style="list-style-type: none"> <li>• Complete letters that match the current phonics set you are working on</li> </ul>	Measurement and Geometry (2 per week) <ul style="list-style-type: none"> <li>• Complete weekly activities uploaded by teacher</li> </ul>	
Read to <ul style="list-style-type: none"> <li>• Listen to 1 story posted by teachers</li> <li>• Read stories with someone special at home</li> </ul>		

## Check it off

Literacy	Numeracy	Choose one per day	
Heggarty's video <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Number <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Lesson/s assigned by Mrs Robinson <input type="checkbox"/> 1	Lesson/s assigned by Mrs Morris <input type="checkbox"/> 1
Phonics lessons <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Visual Arts lesson assigned by Ms Sutton <input type="checkbox"/> 1	Science Lesson assigned by Mrs Smith <input type="checkbox"/> 1
Draw Talk Write <input type="checkbox"/> 1 <input type="checkbox"/> 2	Calendar <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Measurement and Geometry <input type="checkbox"/> 1 <input type="checkbox"/> 2	PDHPE Lesson assigned by Mrs Smith/Mrs Gordon <input type="checkbox"/> 1
Handwriting <input type="checkbox"/> 1 <input type="checkbox"/> 2			
Read to <input type="checkbox"/> 1			

# Handwriting Learning Intention & Success Criteria

## Learning Intention-

To develop letters of consistent size and slope using NSW Foundation style font

## Success Criteria-

1. Uses pencils or writing implement with correct pencil grip
2. Maintains correct posture and paper placement to assist handwriting fluency and legibility
3. Correctly forms most lower-case letters
4. Positions most letters and words on a line with the correct letter placement of short, tall and tail

# Handwriting Activities Term 3 Week 6 Tuesday

## CVCC

- In your Yellow Handwriting book
- Warm up – Complete a Fluency pattern on the first line (select a fluency pattern from the Handwriting Fluency Patterns sheet)



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



# Handwriting Activities Term 3 Week 6 Tuesday

## CVCC

- In your Yellow Handwriting book
- Write words – frog slip slim



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# Handwriting Activities Term 3 Week 6 Tuesday








































## CVCC

- In your Yellow Handwriting book
- Complete **horse** pattern (see Handwriting Lower Case Letter Patterns)



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# Handwriting Lower Case Letter Patterns

a	an apple		an ant		fat cat	
b	big boy		blue birds		big bubbles	
c	cool cat		caterpillar		crazy clown	
d	duck		deer		dragon	
e	see me		my eye		easter egg	
f	fluffy		flowers		fish	
g	garden		glasses		girls	
h	horse		house		happy	
i	ice-cream		igloo		indian	
j	jumbo		jump		jacquie	
k	king		kitten		kangaroo	
l	lobby		light		lollipop	
m	moose		mushroom		muffins	



# Handwriting Lower Case Letter Patterns

n	net	neatly	net	naughty
e	orange	octopus	ally	ally
p	pig	poppy	parrot	parrot
q	queen	quack	quack	quack
r	rose	rabbit	rabbit	rabbit
s	snake	swan	swan	swan
t	hatpole	tree	tip toe	tip toe
u	umbrella	uncle	under	under
v	vase	vase	vegetable	vegetable
w	witch	worms	wombat	wombat
x	sax	box	xylophone	xylophone
y	yo-yo	yarn	yarn	yarn
z	zoo	zig-zag	z-z-z	zebra

# Handwriting Activities Term 3 Week 6

## Wednesday

**cvcc**

- In your Yellow Handwriting book
- Write words **frog slip slim**



Handwriting practice lines consisting of a dashed top line, a solid middle line, and a dashed bottom line.

# Handwriting Activities Term 3 Week 6 Thursday

## CVCC

- In your Yellow Handwriting book
- Warm up – Complete a Fluency pattern on the first line (select a fluency pattern from the Handwriting Fluency Patterns sheet)



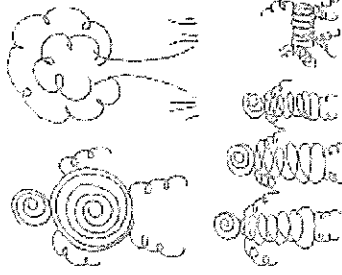
Four horizontal lines for handwriting practice, consisting of a dashed top line, a solid middle line, a solid bottom line, and a dashed bottom-most line.

# Handwriting Fluency Patterns

## EARLY STAGE I (KINDERGARTEN)

wwwwwwwwww  
eee ee eee  
eee ee eee  
~~~~~  
eee eee  
ve ve ve ve  
= = = = =

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# Handwriting Activities Term 3 Week 6 Thursday

## CVCC

- In your Yellow Handwriting book
- Write words **flop swim flat**



Four horizontal lines for handwriting practice, consisting of a dashed top line, a solid middle line, a solid bottom line, and a dashed bottom-most line.

# Handwriting Activities Term 3 Week 6 Thursday








































## CVCC

- In your Yellow Handwriting book
- Complete **insect** pattern (see Handwriting Lower Case Letter Patterns)



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# Handwriting Lower Case Letter Patterns

|   |                                                                                              |                                                                                                 |                                                                                               |
|---|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| a | an apple  | an ant       | fat cat      |
| b | big boy   | blue birds   | big babbles  |
| c | cool cat  | caterpillar  | crazy clown  |
| d | duck      | deer         | dragon       |
| e | see me    | my eye       | easter egg   |
| f | fluffy    | flowers      | fish         |
| g | garden    | glasses      | girls        |
| h | horse     | house        | happy        |
| i | insect   | igloo       | indian      |
| j | jumbo   | jump       | janqui     |
| k | king    | kitin      | kangaroo   |
| l | letty   | light      | lelepef    |
| m | mouss   | mudroom    | muffins    |

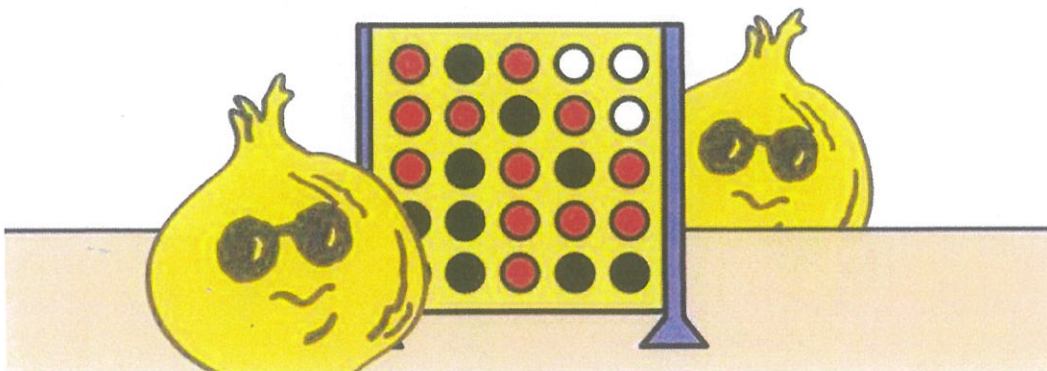
# Handwriting Lower Case Letter Patterns

|   |          |           |           |
|---|----------|-----------|-----------|
| s | art      | naughty   | fly       |
| o | orange   | olly      | fly       |
| p | pig      | parrot    | parrot    |
| q | queen    | quiet     | quiet     |
| r | rose     | robin     | robin     |
| s | snake    | swarm     | swarm     |
| t | toadpole | tip toe   | tip toe   |
| u | umbrella | uncle     | uncle     |
| v | vet      | vegetable | vegetable |
| w | witch    | wombat    | wombat    |
| x | xix      | xiphoph   | xiphoph   |
| y | yo-yo    | yarn      | yarn      |
| z | zoo      | zebra     | zebra     |



# Connect 4 - CCVC Sounds

|    |   |    |    |   |    |    |
|----|---|----|----|---|----|----|
| j  | c | w  | ll | g | e  | u  |
| p  | k | y  | zz | h | ff | ff |
| qu | u | n  | l  | z | r  | f  |
| z  | x | o  | qu | v | x  | g  |
| ll | k | ss | h  | j | d  | p  |
| c  | v | ss | r  | w | l  | zz |
| b  | b | e  | d  | f | n  | qu |

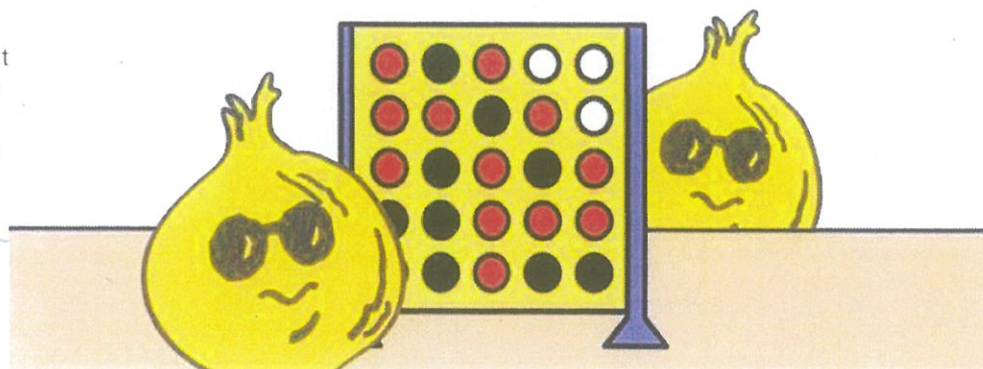


Instructions:  
 Choose any sound. If you get it right, place a counter on it. First to get 4 in a row wins.

# Connect 4 - CCVC Words

|       |       |      |      |      |       |
|-------|-------|------|------|------|-------|
| fluff | flag  | plan | fuzz | men  | sun   |
| job   | stiff | jump | win  | blob | pull  |
| quiz  | cuff  | bed  | fizz | bun  | rust  |
| hen   | top   | ant  | slap | bam  | act   |
| tag   | can   | frog | camp | dig  | bliss |
| cab   | yak   | buzz | to   | end  | skid  |
| ban   | kiss  | spit | run  | tip  | ham   |

Instructions:  
Choose any  
word. If you get  
it right, place a  
counter on it.  
First to get 4 in  
a row wins.



## Book Week 2021- Old worlds, New Worlds, Other Worlds

Over the week, complete the 3 activities below.

**1. Draw** your very own artwork to this year's theme – 'Old Worlds, New Worlds, Other Worlds'. Let your imagination run wild!

**2. Talk-** Discuss your invention design with someone at home and explain your idea (e.g. how it will improve life for you, how it works and what it will be made from. Speaker adds detail using who, where, what, when, why and feelings.) The listener might ask you some who, where, what, when, why, how, feelings and next questions to get more detail about your drawing.

**3. Choose one of the writing tasks below;**

**Write** 2-4 simple sentences. Try and include as much detail that you can (e.g. What world have you created, what is it called, where is it, why did you invent it, who lives there, what is interesting about this world, would you want to live there?)

OR

### **Challenge**

Write 3+ sentences using combinations of simple and compound sentences. Re-read your own writing, identify possible errors by circling them and make some corrections if you can to spelling or missing punctuation.

Please see attachments to help and inspire you with this task. An alphabet chart is included to assist students with identifying sounds they hear in words and matching these sounds to the correct letter.

## Success Criteria Guide for Writing Task

I can use a capital letter at start of each sentence.

I can use the correct lower and upper letters when spelling/writing my words.

I can write across the page from left to right.

I can leave spaces between each word.

I can write some high frequency words.

I can sound out the sounds in unknown words.

I can write the matching letters to the sounds I can hear in unknown words.

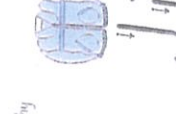
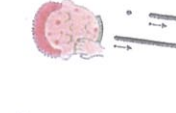
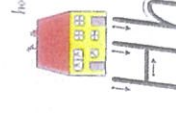
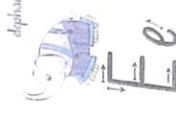
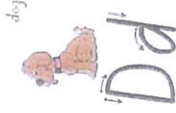
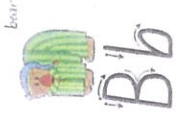
I can have-a-go at writing tricky words.

I can put a full stop at the end of each sentence.

I can read my own writing.

I can reread my own writing and try to identify some corrections needed.

I can attempt some corrections in my own writing.



Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm



Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz



CBCA BOOK WEEK 2021



OLD WORLDS



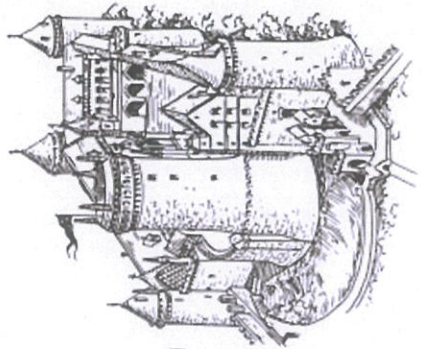
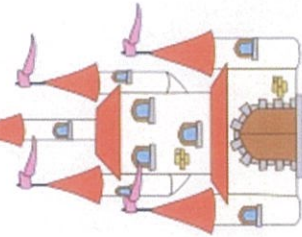
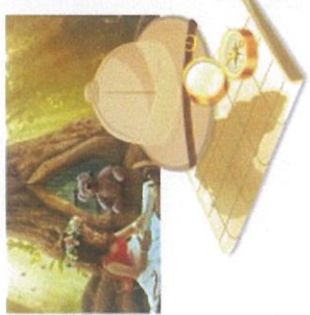
NEW WORLDS

OTHER WORLDS



DESIGNED BY THE ILLUSTRATORS

OLD WORLDS - NEW WORLDS  
OTHER WORLDS



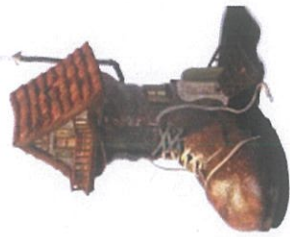
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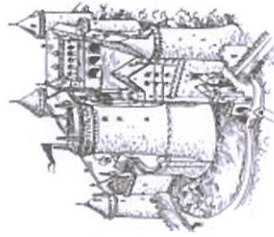
OLD WORLDS - NEW WORLDS  
OTHER WORLDS



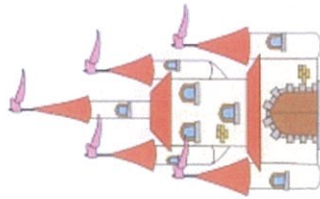
Haunted House



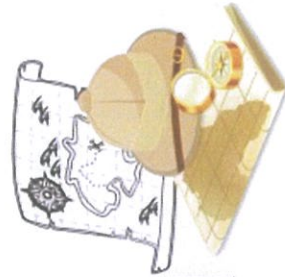
Boot House



Castle



Treasure Island



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OLD WORLDS - NEW WORLDS  
OTHER WORLDS



Faraway Land



Tree House



Quirky Huts



Another country

Or new planet!

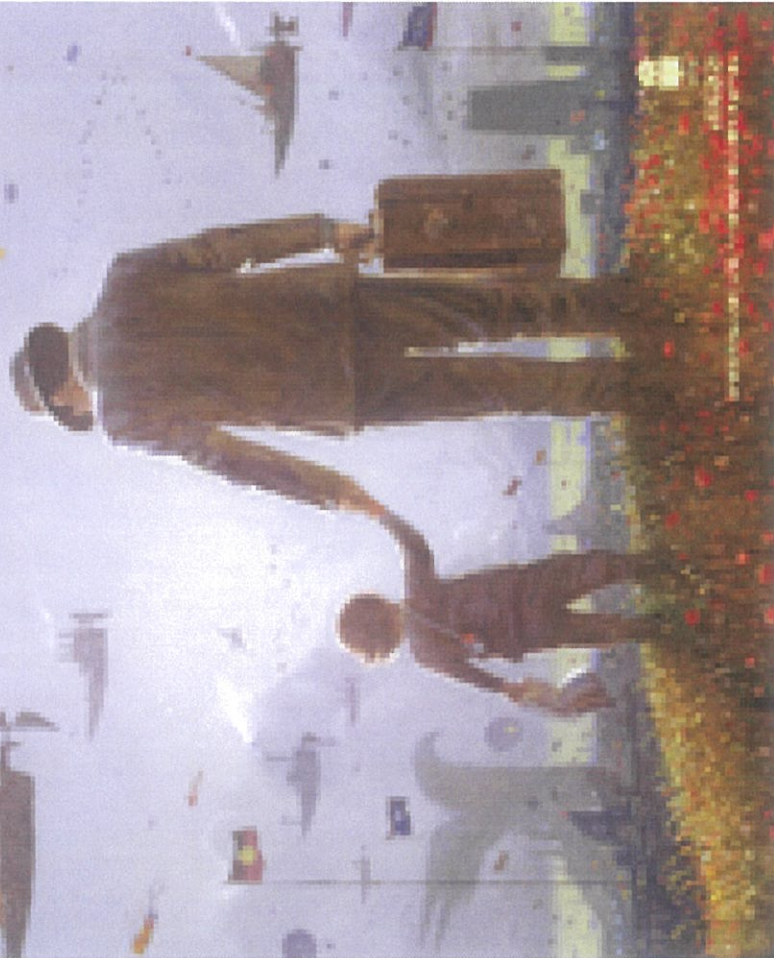


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CBCA BOOK WEEK

# OLD WORLDS, NEW WORLDS, OTHER WORLDS

21-27 AUGUST 2021



ARTWORK BY SIMON TAYLOR © 2021 THE CHILDREN'S BOOK COUNCIL OF AUSTRALIA

#CBCA2021



OLD WORLDS - NEW WORLDS  
OTHER WORLDS

WHERE will YOUR story be?



# Monday - Red Level

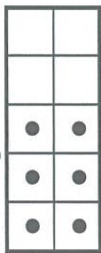
How many?

1



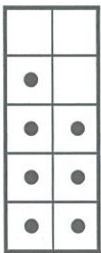
How many?

2



How many?

3



4



5



+



=



6



+



=



7





+



=



|    |                                                                                                                                                                                                                                          |                                                                                                             |   |   |   |   |   |   |   |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|--|
| 8  | $\boxed{3} - \boxed{\text{[3 dots]}} = \boxed{\phantom{00}}$                                                                                                                                                                             | Delete these to help.<br> |   |   |   |   |   |   |   |  |
| 9  | $\boxed{10} - \boxed{\text{[4 dots]}} = \boxed{\phantom{00}}$                                                                                                                                                                            | Delete these to help.<br> |   |   |   |   |   |   |   |  |
| 10 | <table border="1" data-bbox="574 1366 678 1624"> <tbody> <tr> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table> $\boxed{7} + \boxed{\phantom{00}} = \boxed{10}$ | •                                                                                                           | • | • | • | • | • | • | • |  |
| •  | •                                                                                                                                                                                                                                        | •                                                                                                           | • |   |   |   |   |   |   |  |
| •  | •                                                                                                                                                                                                                                        | •                                                                                                           | • |   |   |   |   |   |   |  |

# Monday - Orange Level

1

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2

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|--|--|----|--|--|--|
|  |  | 12 |  |  |  |
|--|--|----|--|--|--|

3

$$8 + \boxed{\cdot} = \boxed{\phantom{00}}$$

4

$$7 + 2 = \boxed{\phantom{00}}$$

5

$$11 + 4 = \boxed{\phantom{00}}$$

6

$$5 - \boxed{\cdot} = \boxed{\phantom{00}}$$

Delete these to help.

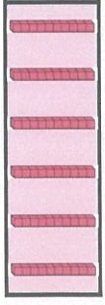
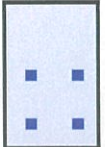

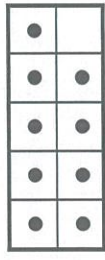







7



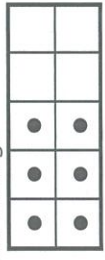





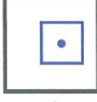







$$7 - 3 = \boxed{\phantom{00}}$$

Delete these to help.



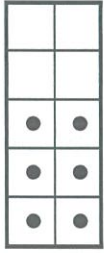
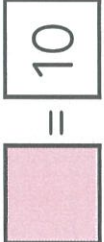


|                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8</p> <p>Tens</p>  <p>Ones</p>  <p>How many?</p>  | <p>9</p>  <p>9 +  = </p> | <p>10</p>  <p>1 +  = </p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Monday - Red Level

|   |                                                                                                                                                                                                                                                                       |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How many?<br><br>                                                                               |
| 2 | How many?<br><br>                                                                               |
| 3 | How many?<br><br>                                                                               |
| 4 |                                                                                                                                                                                    |
| 5 |  +  =     |
| 6 |  +  =  |
| 7 |  +  =  |



|    |                                                                                                             |                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 8  | $5 - \square = \square$                                                                                     | <p>Delete these to help.</p>  |
| 9  | $6 - \square = \square$                                                                                     | <p>Delete these to help.</p>  |
| 10 |  $6 + \square = \square$ |                               |


# Monday - Orange Level

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  |   |  |  |  |
|  |  | 6 |  |  |  |

1

|  |  |    |  |  |  |
|--|--|----|--|--|--|
|  |  |    |  |  |  |
|  |  | 19 |  |  |  |

2

|  |  |   |   |                                                                                     |   |  |
|--|--|---|---|-------------------------------------------------------------------------------------|---|--|
|  |  |   |   |                                                                                     |   |  |
|  |  | 6 | + |  | = |  |

3

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|  |  | 7 | + | 1 | = |  |

4

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|  |  |    |   |   |   |  |
|  |  | 11 | + | 3 | = |  |

5

|  |  |   |   |                                                                                       |   |  |
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|  |  |   |   |                                                                                       |   |  |
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6

|  |  |   |   |   |   |  |
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7


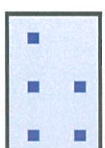







Delete these to help.



Delete these to help.



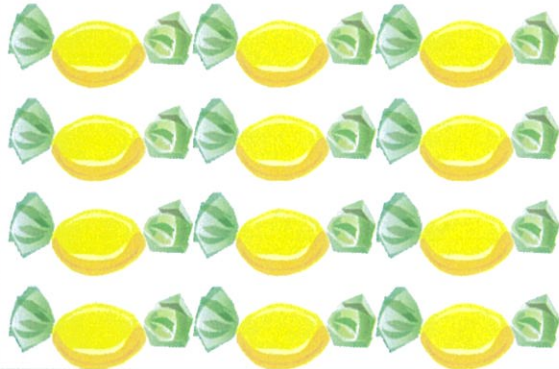


|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8  | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Tens</p>  </div> <div style="text-align: center;"> <p>Ones</p>  </div> <div style="text-align: center;"> <p>How many?</p>  </div> </div> |
| 9  | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>3 +  = 10</p> </div> </div>                           |
| 10 | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>2 +  = 10</p> </div> </div>                           |

## Subtraction Stories

1. Jill had 12 lollies. She gave 8 to her brother, Tom. How many lollies does she have left?

Jill's lollies



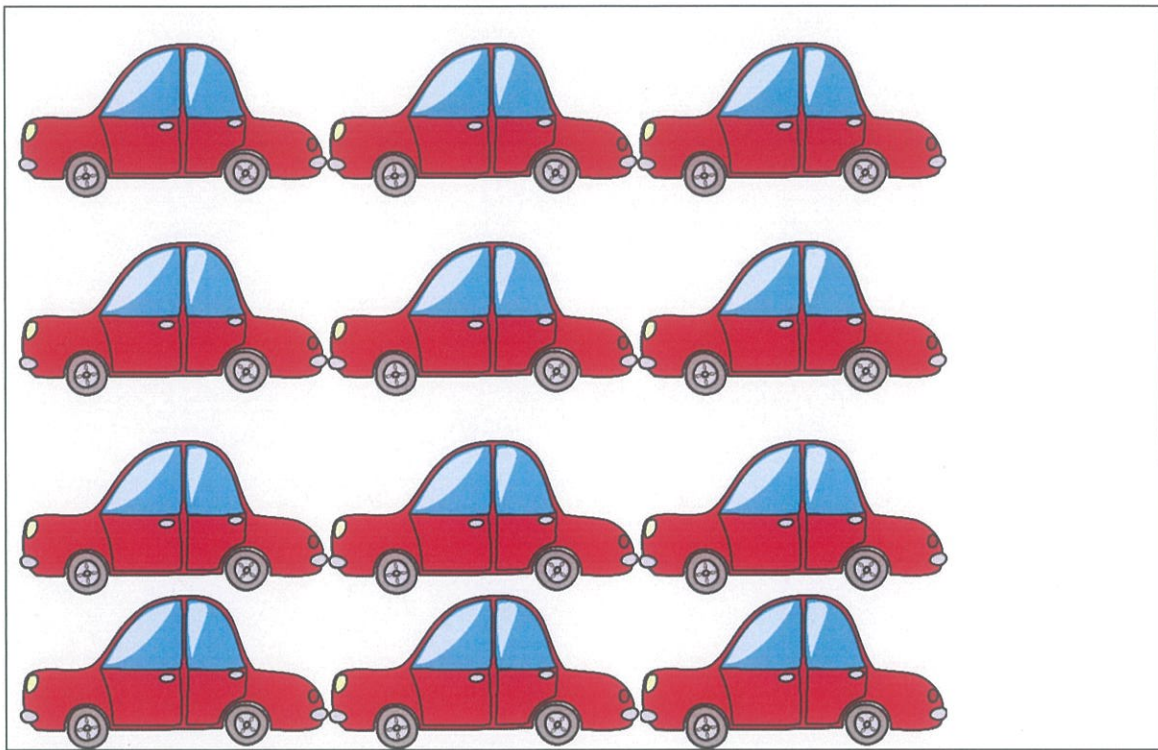
How to solve: Delete 8 lollies. The lollies that are left without crosses are the ones that Jill has left. Use these numbers to finish this number sentence.

$$12 - 8 = \underline{\quad}$$

2. Ben had 15 toy cars. He lost 3 of them in the sandpit. How many does he have left?

Ben's cars





How to solve: Delete 3 cars. The cars that are left without crosses are the ones that Ben has left. Use these numbers to finish this number sentence.

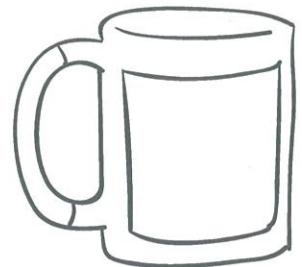
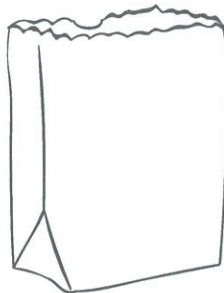
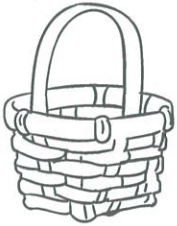
$$15 - \underline{\quad} = \underline{\quad}$$

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

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

# HOLDS MORE MATCH-UP

Cut out the shapes below. Place each shape next to a shape that would hold less.



**Science Program 'Material World'**  
**Week 6 'Flexibility'**

Introduce the concept of flexibility- able to bend without breaking.

- Provide students with 1-2 materials listed below from your household or garden- ( newspaper, clingwrap, foil, rubber, wood, fabric, metal, twigs, sand, clay, plastic, cardboard, leaves, feathers etc.)

Optional- If you have a tub of playdough/ clay the students may like to discover as many different ways as they can to manipulate the playdough eg bend, twist, roll, stretch, squeeze.

- Explain to students that they will need to test each material's flexibility. If the material can squash, bend, twist or stretch without breaking, it would be flexible.
- Test each material to see if it can bend, squash, twist or stretch
- Sort the materials into two groups, those that can easily change shape and those that can't.
- Students to record their findings on a blank piece of paper.
- Encourage students to write / draw the material under the headings ( Bend, squash, twist, stretch)

- See if the materials can be changed back to their original shape.

Discuss findings with your parent/ carer and focus on one particular item that would be familiar to the student eg fabric. Ask students why they think it is important for fabric to be flexible.

Optional: Can you write down some new words to add to our Science Word wall. Write them down on a sheet of paper to share with us. For example- Flexible, Stretch, Twist  
If exploring outdoors can you find any natural materials we can bend/ stretch without breaking? ( leaf, stick, grass)

**Learning Intention-** Everyday materials can be physically changed in a variety of ways.

**Success Criteria-** Students explore and identify how everyday materials can be physically changed by actions eg bending, twisting, stretching, squashing, heating.

**Resources-** Refer ' Flexibility' template or Blank sheet of paper divided into 4 columns with the words- bend, squash, twist, stretch. ( Students encouraged to have a go at sounding out and writing the words)  
( To glue into workbooks upon return to school)

Pieces of different household and garden materials eg newspaper, clingwrap, foil, rubber, wood, fabric, metal, twigs, sand, clay, plastic, cardboard, leaves, feathers etc.

Adjustments-Extension

Explore your backyard and share your findings with us. Did you find a material which can bend without breaking?

Your teachers look forward to discussing your findings.

Have fun investigating and exploring!

Science Week 6- Flexibility

| Bend | Squash | Twist | Stretch |
|------|--------|-------|---------|
|      |        |       |         |



## Early Stage 1 Geography - Online Learning from Home - Mrs Robinson

### Lesson 1: Your Home

1. **Draw a picture of your house/unit/flat in your book.** If you have two homes, choose one or you can draw both homes. Ask someone to help label your picture, eg. roof, chimney, bricks, front door, driveway, window, balcony, etc. Colour in your picture.



2. **Draw your backyard or outside area,** eg. grass area, trampoline, cubby/tree house, swing set, sandpit, BBQ area etc. Label these items and colour in your picture.
3. **Take a photo of your drawing, scan or screenshot and upload it to this document and submit your work or return your drawing to school with your full name and class on it.**

## Early Stage 1 Geography - Online Learning from Home - Mrs Robinson

### Geography Lesson 2: Your Street

Do you live in a Street, Avenue, Drive, Parade, Close, Crescent, Road, Lane, Way or something else? What is down your street? There may be other houses next to your home, a shop, park, hospital, flat/unit, childcare centre, huge tree, school...

1. Draw a picture of what is next to your home or down the street from you. Ask someone to help label your picture. Now colour in.



2. Write a sentence about what is down your street. Maybe you live near your nan or a friend.

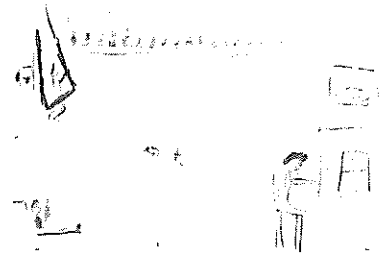


Early Stage 1 Geography - Online Learning from Home -  
Mrs Robinson

Lesson 3: Your Favourite Room

What is your favourite room in your place? It could be your bedroom, lounge room, kitchen etc.

1. Draw a picture/floor plan of your favourite place. Label your areas eg. bed, desk, PlayStation, bookshelf, crystal cave, toy box, chair etc.



2. Write about your favourite room and why it is your favourite room. My favourite room is...because

## Early Stage 1 Geography - Online Learning from Home - Mrs Robinson

Optional - Craft - Create your favourite room in an empty cereal box, tissue box or shoebox.



### Suggested Craft Items

- Pieces of scrap material, felt, carpet off cuts, cardboard (any clean recyclable food cartons are good), cellophane for windows, plasticine or playdough, match sticks/pop sticks, foil, coloured paper, scrap paper etc.
- Scissors (an adult to supervise), pencils/textas, glue, sticky tape

# 100 Exercises

Jumping Jacks x10



Lunges x10



Squats x10



One Foot Hops x10



Spin x10



Twist x10



Sit-Ups x10



March x10



Jump x10



Elbow to Knee x10



## Movement Challenges – Week 6

|                                                                                                                                                       |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Find an object to jump over 10 times. Bring your knees to your chest when jumping and try and land softly using your knees.</p>                    | <p>Play a game of hopscotch outside. Use chalk or sticks to mark out your hopscotch grid.</p>                                                                                                                                                                                                              | <p>Play a game of throw and catch with a partner. Start facing your partner with toes nearly touching. Each time you catch the ball take a step back. If you drop the ball start again at the beginning.</p> |
| <p>Mark out a course in your yard. Add obstacles to make it more interesting. Time yourself around the course. Try and beat your score each time.</p> | <p>Play a game of warriors, warlocks and elves (scissors, paper rock variation) with a partner. On the count of 3, perform your action – Warrior (legs apart, lunging into one leg and arms outstretched). Warlock (standing with hands above head reaching upwards). Elves (squatting). Warriors beat</p> | <p>Jump off something safely 5 times. Try and land softly and without moving your feet on the landing. See if you can jump a little further each time.</p>                                                   |

|                                                                                                                                                                 |                                                                                     |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------|
|                                                                                                                                                                 | Warlocks,<br>Warlocks beat<br>Elves and Elves<br>beat Warriors.<br>First to 3 wins! |                                     |
| Play a game of musical statues.<br>Play some of your favourite songs!<br>When the music stops, freeze in a chosen yoga pose (tree pose, downward dog, warrior). | Take 10 slow, quiet breaths in nature.                                              | Go for a walk with a family member. |

## KINDERGARTEN - Offline Learning – Music Drama Dance

This will require a scrapbook/journal – paste this into the first page and be sure to tick off activities each week when they are completed, with your helper adding their initials and a date, plus a short comment if they wish.

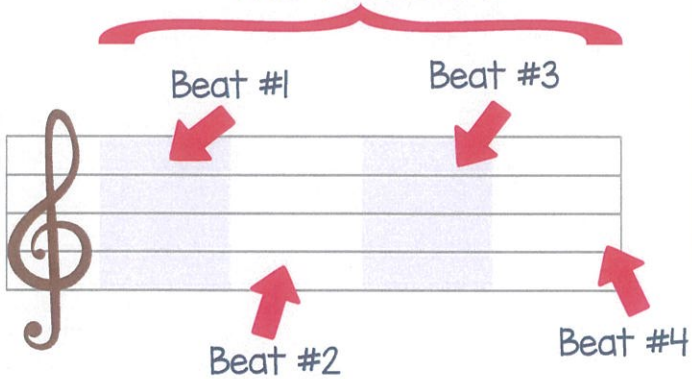
Each week take a new page and Label it, e.g. Week 1 – Make your own instrument project. Paste in completed music theory sheets on the following pages, then your helper can add their initials and the date here.

| Week |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Completed – date & initials |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 6    | <p><b>Project week – make your own instrument</b></p> <ul style="list-style-type: none"> <li>• Collect 8 matching bottles and fill them with varying amounts of water, starting with just a little and adding a little more in each one to create an 8 note scale.</li> <li>• IF you have access to an online tuner app or an instrument at home, you can try to adjust your scale so that it is in correct pitch from C – C.</li> <li>• Use food dyes to colour code your scale to match the C Scale in Preschool prodigies<br/>C/1 – Red, D/2 – Orange, E/3 – Yellow, F/4 – Green, G/5 – Teal/Blue, A/6 Purple, B/7 Pink and C/8 Red.</li> </ul> <p>We will use the instrument in your theory activities so make sure you have lids to your bottles to stop them spilling or evaporating. Have fun playing them with a teaspoon or chopstick.<br/>Take a picture and paste it in this journal, and use the marking rubric to give yourself a score out of 4.</p> <p>Marking Rubric /4<br/>Create your own 8 tone instrument to use at home.<br/>2 pts - Use different water levels in glass bottles.<br/>1 pt - Colour code with dye - Use food dyes to colour-code the tones 1-8<br/>1 pt - Show your work - Take a photograph or a short clip of your instrument and paste it in to this book.</p> <p>NB – For families with more than one child in K-2 this can be a shared project that each of them record in their separate journals.</p> |                             |
| 7    | <p><b>Mindfulness</b> – use breathing in on one, out on two... up to ten to calm and still your body, as taught in class.</p> <p><b>Responding to Music</b> – Listen to some music with your eyes closed. Draw a picture of what you imagined and include it in your journal.</p> <p><b>Music Theory:</b> Complete assigned pages from the Primary Prodigies Theory book, and use your home made 8 tone instrument from week one as required.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |
| 8    | <p><b>Mindfulness</b> – use breathing in on one, out on two... up to ten to calm and still your body, as taught in class.</p> <p><b>Drama – Representing</b> – Read a picture book and act out any part of it. Draw and label what you did in your journal, including the title of the picture book and the name of the character you portrayed.</p> <p><b>Music Theory:</b> Complete assigned pages from the Primary Prodigies Theory book, and use your home made 8 tone instrument from week one as required.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |



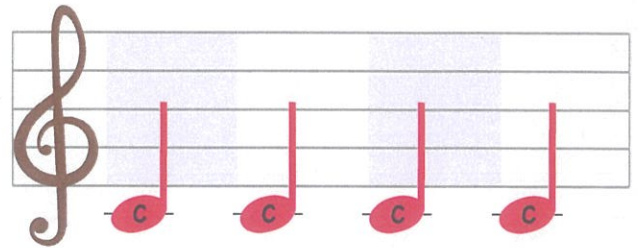
# Beats and Measures

## The Measure



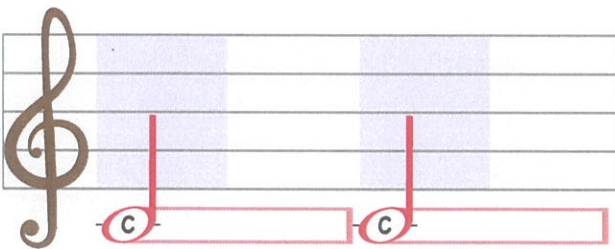
Music lives inside a space called a measure.  
Each measure is filled with different beats. Usually, we have 4 beats in one measure. Do you see them above?

## Quarter Note = 1 Beat



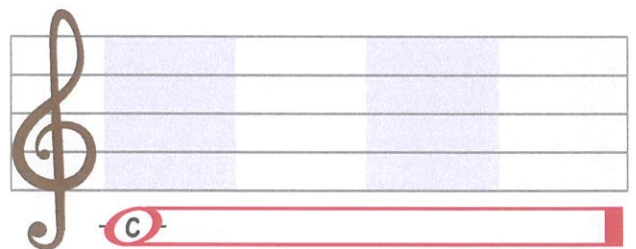
A musical sound is called a note.  
Above, you can see four notes!  
These are our most popular kind of note, and they are called QUARTER NOTES.

## Half Note = 2 Beats



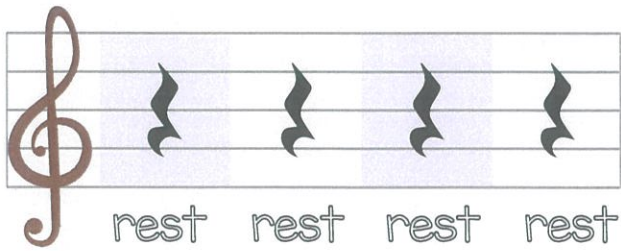
Some notes take up 2 BEATS.  
We call those HALF NOTES, because they take up one-half of our measure. How many half notes does it take to fill our measure?

## Whole Note = 4 Beats



Some notes take up all 4 BEATS.  
We call those WHOLE NOTES, because they take up our whole measure.

## Play The Rests



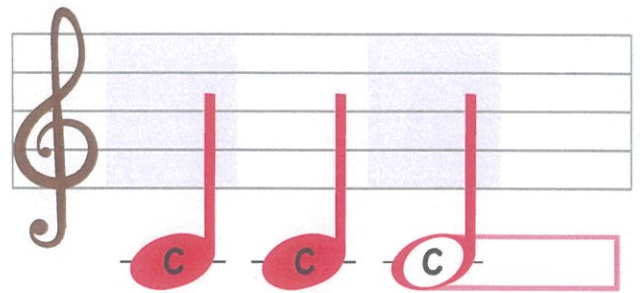
When you see a  you don't play any notes!

This is what we call a REST.

Don't ignore the rests - instead, try to play them. You can say the word "rest", or the sound "shh", or you can just make no noise at all for that beat!

Whichever you choose, it's important that you give that rest as much time as a regular beat!

## Singing the Lyrics



C - YA Later

The LYRICS are the words of the song. They are written underneath the musical notes! You can see, that they are color-coded to match!

Before you practice singing the LYRICS, make sure you've tried singing with the colors and the letter names!

When you start singing the lyrics, take it slow. Play the note on your instrument, and then use your ears and your voice to match your singing to the musical note. Try to use a clear and steady voice!

We call a set of lyrics a VERSE or a CHORUS, depending on where it is in the song.

Some songs have two VERSES. This means you'll play the whole song singing the lyrics for the first verse, and then you'll play it again while singing the words for second the verse.

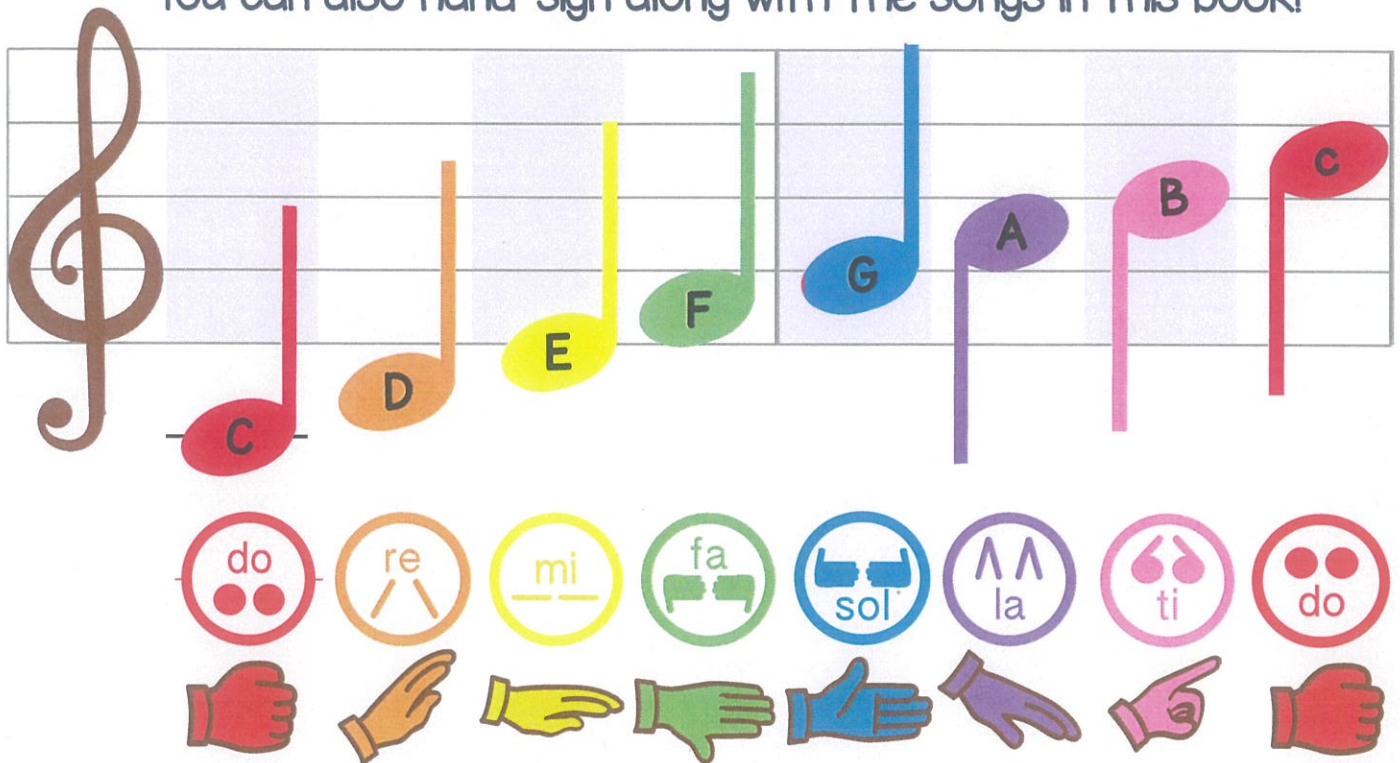
The last verse of the songs of this book are sung in Solfège. You can even hand-sign along with the Solfège verses!

Learn more about the Solfège verses on the next page!



# The Solfège Hand-Signs

You can also hand-sign along with the songs in this book!



Each musical note (C, D, E etc.) has a Solfège name as well.

The Solfège names are  
Do, Re, Mi, Fa, Sol, La and Ti.

The Solfège syllables are a fun and easy way to talk about musical notes.  
Plus, each syllable comes with a different hand-sign!

Hand-signing while you sing helps you memorize and recall the sound of  
the musical notes.

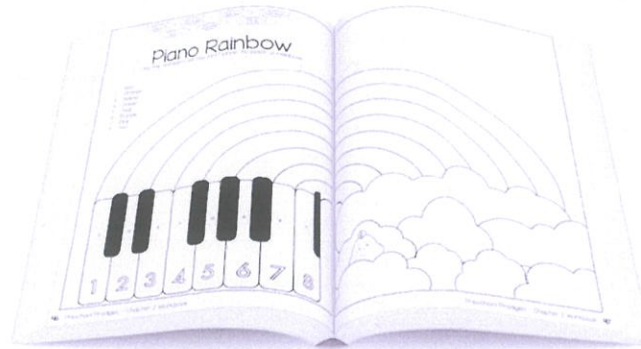
In this book, we use the simple circles above to represent the  
hand-signs. To get familiar with the hand-signs and the symbols we use in  
this book, visit

[PreschoolProdigies.com/Play](http://PreschoolProdigies.com/Play)

and check out PsP Melodies for lots of hand-sign practice.

# The Workbook Pages

In each section, you will use bells, crayons and sometimes scissors and tape or glue.



Before each section, there is a lesson guide with helpful information about each section's activities. For additional guidance, check out our lesson plans on the Resources page in the Playground.

The first activity of each section begins with introductory sheet music that reinforces the concepts featured in that section's video. Each section contains both musical and cross-curricular activities for students to complete. The aim of these activities varies, giving students opportunities to practice colors, numbers, letters, hand-writing, math, patterns, differences, creativity, confidence, cutting, folding and gluing, all while practicing music.

To ensure that each child gets the opportunity for meaningful exposure to pitch, encourage the child to play the bells before or after he or she completes each activity.