

Dear Families,

Please find attached some play based educational ideas/ learning experiences for you to have fun with at home.

Our goal is to support you during this time. These are not tasks that you must complete, they are purely ideas for continuing the type of learning that we implement at school. It may sound technical however they are things you are already doing at home we are just explaining the educational purpose underpinning these tasks.

Please remember that

- Kindy is only 5 days per fortnight.
- Children of this age should have at least 2 hours of physical movement per day (outside play, dancing, yoga, riding your bike, a walk etc)
- Work with your child's level of interest and attention span (in Kindy we are play based hands on, short high interest activities with free choice in between)
- If your child or parent has woken up on the wrong side of the bed come back to these activities at another time.
- Every day experiences/interactions/routines/discussions are far more valuable and enhance language skills at this age than any internet game or worksheet. Talk about what you need to gather and do to complete every day tasks ie - what do we need to have a bath, what do we need to get out to set the table, what do we need to do the laundry. Draw pictures of the procedure of how to feed your pets, how to wash your hands.
- While these ideas may look like a lot of things, remember that these experiences integrate many of our learning areas. So for example making playdough involves,
 - talking about a recipe (text type) with list of ingredients and method of procedure.
 - Vocabulary of types of utensils and ingredients
 - Maths measuring ingredients, counting, size (which is bigger) volume (which cup holds more and is it full, how much is half)
 - Science, change of ingredients from liquid to solid
 - Tactile experience of mixing
 - Fine Motor Control of measuring, pouring, mixing
 - Then you get to play and use your imagination and creative skills

Stay in touch - send us photos or videos of the games you are playing, remember to include singing and dancing. Love to hear from you.

Literacy

Introducing Phonemes

Important to know that we are focussing on the sound that the letter makes rather than the name. Still mention the name to link the letter, sound and name together but focus on repetition of the sound.

Aa makes the sound a as in ant, astronaut, apple, acrobat, antenna, angry parents (LOL), antibacterial, animal, axe

This is a rhyme we will continue using in class when you return, repeating this rhyme may drive you nuts but will reinforce the sound of the letter. In the rhyme a lower case letter refers to the sound and an upper case letter refers to the name.

Ants on the the apple a, a, a. Ants on the apple a, a, a. Ants on the apple a,a,a, a is the sound of the letter A

Seals swim, seals slide, s,s,s Seals swim, seals slide s,s,s Seals swim, seals slide s,s,s, s is the sound of the letter S

Trotting tigers t,t,t, trotting tigers t,t,t, trotting tigers t,t,t, t is the sound of the letter T

Pretty pink pigs p, p, p, pretty pink pigs p,p,p, pretty pink pigs p,p,p, p is the sound of the letter P

In the igloo i, i, i, In the igloo i,i,i In the igloo i, i, i, i is the sound of the letter I

Nanny has a net n, n, n, nanny has a net n, n, n, nanny has net n, n, n, n is the sound of the letter N

Articulation

Each sound is made in a different way with the mouth, throat, nose, tongue. Some letters are "voice off" quiet and with a lot of air being produced and when you put your hand on the outside of your throat there is little vibration. In this group of letters the "voice off" sounds are s, t and p.

"Voice on" sounds are louder, feel the vibration in your throat and there is little air being produced. In this group of letters the "voice on" sounds are a, i and n.

We will send you images of the mouth positions for each sound. Let your child look in the mirror to see the correct position.

Activities for each letter

- Find things in the environment (house/garden/street) that start with that sound (scavenger hunt)
- Find the letter in stories you read at home
- Look for the letter on street signs and posters, shop signs, number plates etc
- Write the letters on piece of paper then - run to the a, jump on the p, skip to the s etc
- Use the letters as a card game - snap or memory
- Sound Detective - put the letters around the house and search for the s, or the t etc
- Use what materials you have at home to make the letters, playdough, draw in rice in a tray (if you can spare any) or sand or shaving cream or paint if you have it. Look for playdough recipes online to match the ingredients you have at home there is a huge variety. Wrap the playdough in plastic and keep in the fridge to last longer.

Attachments

SA foundation font letter formation

SATPIN letter cards

Mouth positions for sound articulation

Oral Language Development

Read books

Concepts of Print

- Identify book features - front cover, back cover and spine, role of the author and role of illustrator, identify the large print is the Title of the book.
- Look and talk about the picture on the front cover and make a prediction of what the story will be about.
- As you read use your finger to point to the words so your child can see where you start reading, and the direction of the text.
- To increase vocabulary, discuss new words that come up in a story - what they mean and how you could use them at other times (ie new word is "scrumptious" that means delicious, very yummy etc. We can now say "thanks for dinner Mum that was scrumptious").
- Over time (several days/ weeks) reread the same book and choose some of these questions to ask to develop their comprehension skills. These are called "Blank Level Questions" there are 4 levels. Please see attached document. Please do not be concerned if your child is only mastering level 1/2 as this is age appropriate for Kindergarten children. Our goal is to simply expose them to higher level questioning.

Follow up activities

- Draw, paint, act out your favourite characters or parts of the story

Semantics

- See categorising and sorting - talk about the groups of items

Attachments

Blank Level Questioning Explanation

Numeracy

Number

Recognition

Our goal is for students to recognise the numbers 1 - 5 by the middle of the year and 1 - 10 by the end of the year.

- Play snap
- Play go fish
- Play uno without the higher numbers
- Number detective - search for numbers around the house, in books, magazines and newspapers, number plates, letter boxes, cereal boxes
- If your child already recognises these numbers out of order and can re order them they can then begin to practice writing them on paper or in paint, sand or shaving cream
- Match the number to every day items

Counting -

- count everything you see! When you count line up the items and ensure your child touches each item as they say the number (1 to 1 correspondence) Once they finish ask how many? (Cardinal value - to recognise the last number said is the total without having to recount)
- play "get me" with everyday items - ie, get me 4 forks, 2 cups, 1 shoe, 3 pegs, 5 pencils, 3 sticks, 7 leaves etc
- extension activity for "get me" once they have everything

Shapes and Colours

- Shape hunt in the house or outside
- Make shapes out of toys, utensils, things you find in the garden, playdough, in sand, use a paint brush and water to paint on driveways or fences
- Play I spy something that is a square, I spy something that is a circle - extension I spy something with 4 sides, I spy something that has 3 corners.
- The shapes we teach are circle, square, rectangle, diamond/rhombus, star, heart (not love heart), hexagon, oval and triangle
- The colours we teach are red, green, blue, purple, pink, orange, yellow, brown, grey, black and white

Categorising

- Make collections of objects in the house then sort by one of the following attributes

- Size
- Colour
- Shape
- Purpose (drive, fly, eat, cook with etc)
- Texture
- Where they live (animals) Where they belong (kitchen, bathroom)
- How many legs/wheels/ wings/ feathers or fur/ carnivore or herbivore (for the dino lovers)
- Things I like, things I don't like
- Fruits or vegetables
- Things that belong in the fridge or cupboard (when shopping)
- Sorting the washing to wash and then to put away (where does it live - top drawer, wardrobe)
- Sorting and packing away toys

Patterning

Two part patterns - once you have sorted and categorised items you can use them to make a two part pattern ie spoon, fork, spoon, fork or shoe, sock, shoe, sock, shoe then ask

- What comes next?
- Can you make a pattern on your own?
- Tell me your pattern. What would come next.
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Positional Language

The language we are teaching

- Next to, in front of, behind, on top of, underneath, over, through, around and between
- Do an obstacle course using furniture or play equipment
- Make an obstacle course for your teddy
- Follow instructions to position themselves - stand next to the tv, crawl under the table, walk around the outdoor table, walk through the door way, sit between the two teddies
- Get your child to give you instructions on where to move

Subitising

Subitising is the skill of recognising a small number of items in a group without counting ie - four dots on a dice is 4

- Play as many board games as you can that use dice with dots

- Use dice in the “get me game” roll the dice, recognise the number of dots and get that amount of items