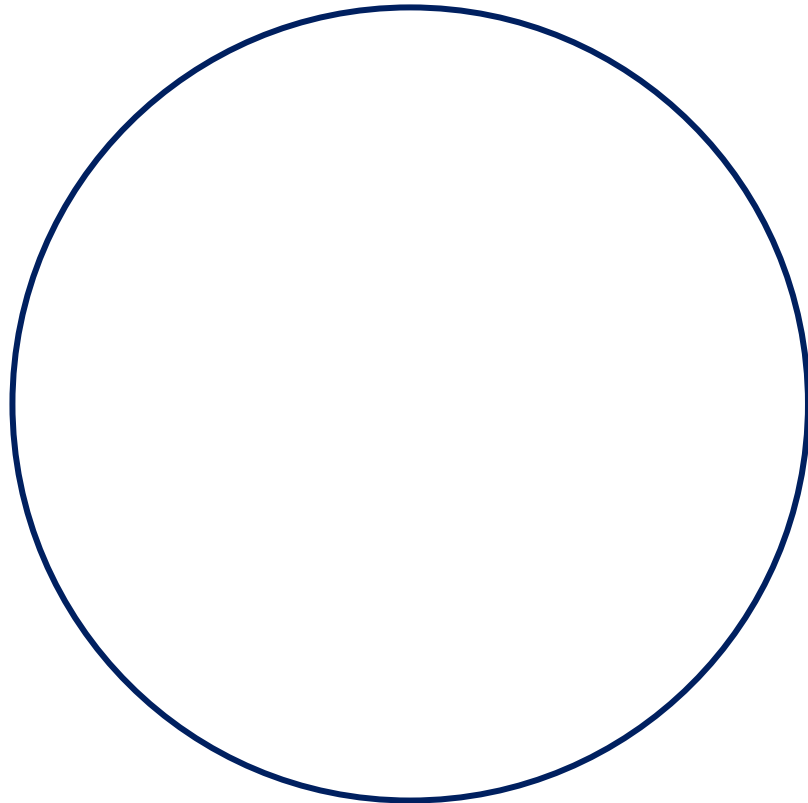
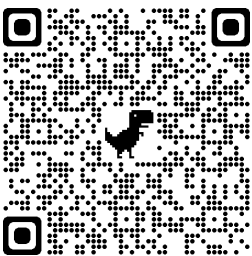


Preschool Term 3, Week 10

This booklet belongs to:



Make sure you check in at least twice per week with your Storypark account to receive up-dates and links to preschool scheduled Zoom Sessions.



Use this QR code to direct you the Preschool Remote Learning page on Lethbridge Park Public School Website

Kindergarten Transition Experiences Week 10

Topic of Discussion: What will a first day of kindergarten look like?



Preschool Red Class Scheduled Zoom Session: Tuesday 14.09.2021 @ 10am



Preschool Blue Class Scheduled Zoom Session: Friday 17.09.2021 @ 10am

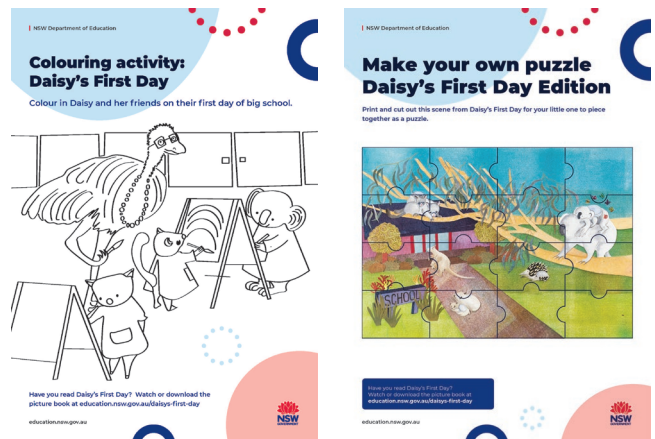


Read the Story about Daisy's First Day

Kindergarten Transition Zoom Session Activities

What you need:

- Jigsaw puzzle scene from Daisy's First Day
- Scissors
- Colouring pencils
- Glue stick
- Daisy First Day Colouring Sheets



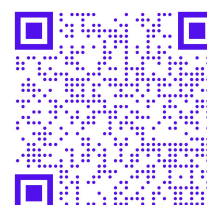
Preschool Weekly Class Zoom Sessions : Sharing stories, Singing this week's shared songs and GoNoodle movement experiences

Preschool Red Class Monday @ 11am



education.nsw.gov.au

Preschool Blue Class Thursday @ 10am



Week 10 - Monday



Image licensed under CC BY 2.0 "YOGA in nature's way" by Tony George

1. Lay on the floor and arch your back like this lizard.
2. Count ten big breaths.
3. Have a rest and then try again.

Things you need:

- something to draw with
- something to draw on
- post it notes, LEGO or building blocks
- mirror.



Image licensed under CC BY 2.0 "Safari in Mole" by Stig Nygaard

1. Sit on your bottom and push your feet together like this baboon.
2. Count ten big breaths.
3. Have a rest and then try again.

Stretching

Learning goal: Children understand that stretching and moving is part of being healthy.



Image licensed under CC BY 2.0 "Cat nap yoga" by jessicafm

1. Stand on your toes and stretch up like this meerkat.
2. Count ten big breaths.
3. Have a rest and then try again.



Image licensed under CC BY 2.0 "Cat nap yoga" by jessicafm

1. Now it's time to rest.
2. Curl your body up like this sleepy cat and stay very still.
3. Close your eyes and purr like a cat

Shared reading

Learning goal: Children are able to talk about and recall what has happened in the story.

Read the story, 'Belinda' by Pamela Allen.

"Allen, Pamela. 2013, *Belinda / Pamela Allen*, Puffin Books Melbourne"

Access the story via this QR code.



Want to learn more?

- Draw a picture of each of the story characters (the people and animals in the story).
- Ask someone to write the name of each of the characters for you. Read and copy each of the names.

Face drawing

Learning goal: Children recognise similarities and differences.



"Grace - Mirror" by phil41dean is licensed under [CC BY 2.0](#)

- Think about one of your friends or someone in your family:
 - Which features or parts of their face are the same as yours?
 - Which of their features or parts of their face are different?

How to draw your face:

1. Look at your face in the mirror.
2. Look carefully at your hair, skin, ears, eyes, mouth and nose.
3. Start with the outline of your head.
4. Draw each of your features to complete your face.

Other ways to make your face:

- draw with chalk on cement or a big rock
- flatten out sand or soil and then draw with a stick
- gather leaves and small sticks from the ground and arrange them
- use a computer drawing program, such as 'Paint'.

Counting

Learning goal: Children are able to count a group of objects and say how many are in the group.

Rote counting: When children memorise the name of numerals and can recite them, for example: as they walk up the stairs, count some toys, count the number of grapes in their bowl.

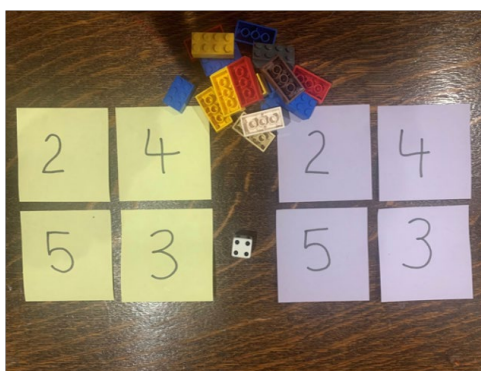
One-to-one correspondence: When children count each object separately and assign a counting word to the object.

Building towers

You will need these items to play:

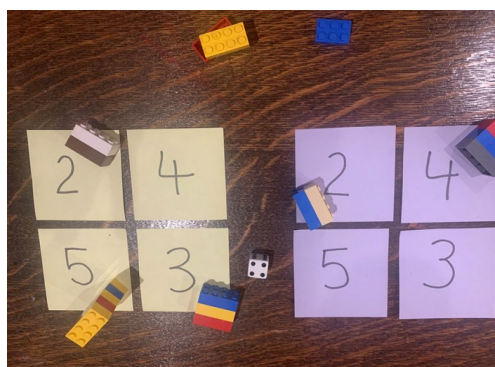
- Number cards for each player with 2, 4, 5 and 3 on them.
- a dice
- some building bricks.

To set up the game, arrange the post it notes with numbers as in the picture.



- Take turns to roll your dice and get that number of bricks to build up your towers.
- Towers can be built up in any way you choose.
- Build up your towers until one of you gets the exact roll to complete the last tower.

Talk about how many you have and how many more you need.



Want to learn more?

- Try playing the game in reverse by starting with complete towers. Take away blocks for each roll, until there are no blocks left. You could also play the game with larger numbers.
- Draw your block towers, count out loud and write the number that matches the tower.
- Think of the tallest tower that you built. What number of blocks did you use?

Music

Learning goal: Children join in singing a repetitive song

- Find some spoons or something similar in the kitchen.
- Find a big plastic container or something similar to use as a drum.
- Experiment with different sounds, play with a family member.

Dingle Dangle Scarecrow

When all the cows were sleeping
and the sun had gone to bed,
Up jumped the scarecrow
and this is what he said...

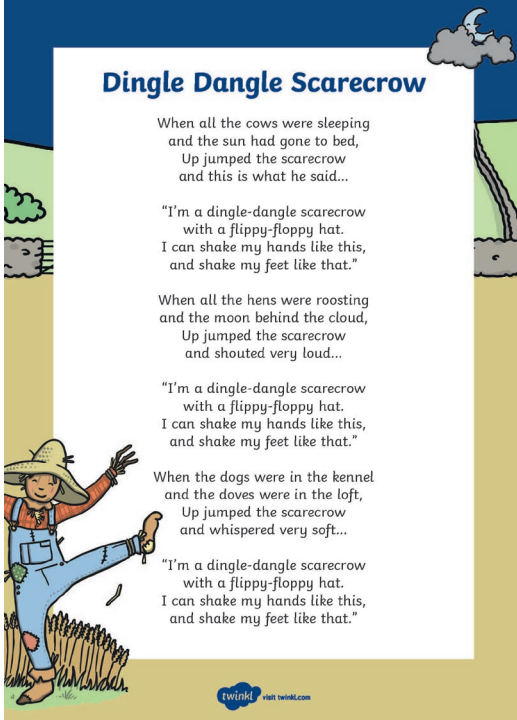
"I'm a dingle-dangle scarecrow
with a flippy-floppy hat.
I can shake my hands like this,
and shake my feet like that."

When all the hens were roosting
and the moon behind the cloud,
Up jumped the scarecrow
and shouted very loud...

"I'm a dingle-dangle scarecrow
with a flippy-floppy hat.
I can shake my hands like this,
and shake my feet like that."

When the dogs were in the kennel
and the doves were in the loft,
Up jumped the scarecrow
and whispered very soft...

"I'm a dingle-dangle scarecrow
with a flippy-floppy hat.
I can shake my hands like this,
and shake my feet like that."



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Extra learning activities

For more learning experiences about exploring identity refer to the family resource booklet.



Week 10 Tuesday

Things you need:

- something to draw on
- something to draw with
- a range of empty containers or boxes
- items to fill the containers such as water, sand, small stones or pebbles.

Leaf drawing

Learning goal: Children are able to closely observe and draw a leaf in detail.



[Geekstreet](#), [CC BY-SA 4.0](#), via Wikimedia Commons

- 1) Find a living plant or tree. If there is no plant or tree near you, look at the picture.
- 2) Look very closely at one of the leaves on the plant or tree.
- 3) Make sure you don't pick the leaf, as it is alive.
- 4) Talk with someone about the leaf you are looking at:
 - a) What colour is it?
 - b) What shape is it?
 - c) Does it smell?
 - d) How does it feel?

e) What else do you notice about the leaf?

5) Draw the leaf.

Shared reading

Learning goal: Children are able to talk about what is happening in a story.

- 1) Choose a book that you have at home. Talk about the front and back cover of the book.
 - a) Is the writing different on the front cover?
 - b) How many words are on the front cover?
 - c) Are there pictures?
 - d) What do you think the book is about?
- 2) Begin reading the book. When you see a picture you like, pause the story and talk with someone about what is happening in the picture.
 - a) What do you think will happen next?
- 3) Finish the story and discuss what happened:
 - a) What do you think would have happened if....?
 - b) Extend the story by drawing a picture of each of the story characters (the people and animals in the story).

Which container holds the most?

Learning goal: Children talk about volume and capacity as they experiment filling and emptying containers.



1. Find some empty containers or boxes and something to fill them with. You might use sand, dirt, rice or water.

2. Have fun filling each container and then tipping between them. Talk with someone about:
 - a. Which container holds the most?
 - b. Which container holds the least?

Want to learn more?

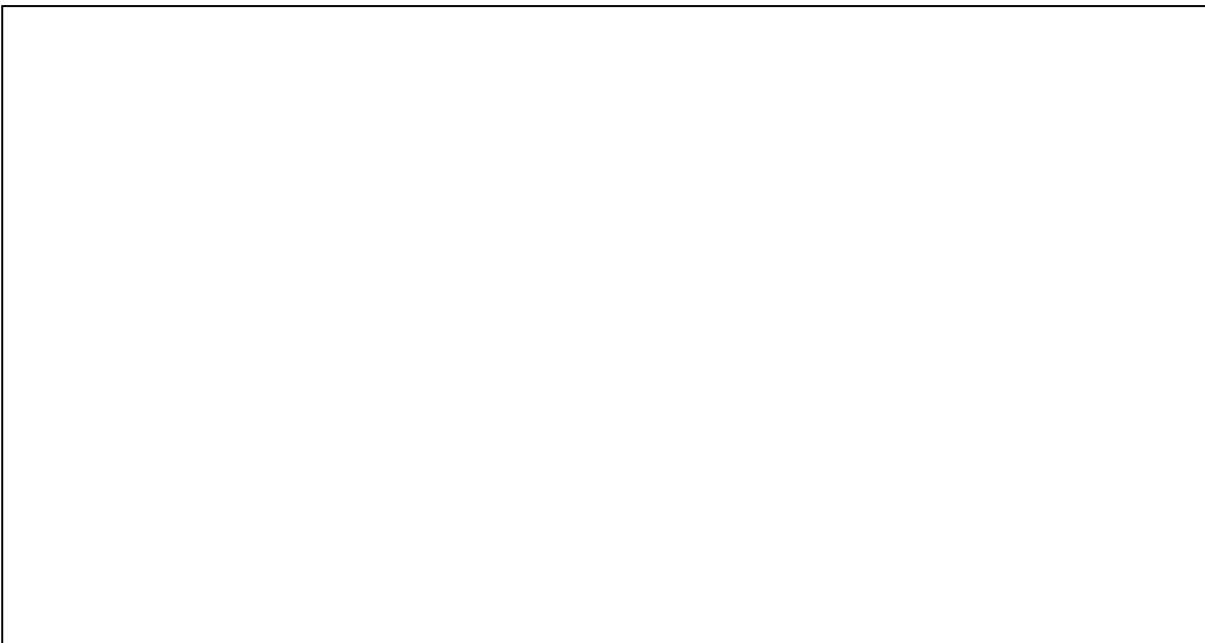
1. Find some small objects, such as stones, Lego pieces or toy cars.
2. Pick one of your containers. Guess how many of the small objects are needed to fill the container.
3. Have a go, counting each object as you put it into the container.



4. Try again with a different container.

Further activity

Can you draw your containers? Circle the one that is the tallest.



Hide and seek

Learning goal: Children follow game rules and cooperate to successfully play with others

Find a safe place and set a boundary to play in.

How to play:

1. One person closes their eyes and counts to 10 slowly.
2. Everyone else quietly hides.
3. When the person counting has finished, they open their eyes and call out, 'Ready or not, here I come'.
4. When the people hiding are all found, the first person found becomes the person who closes their eyes and counts.

Brajerack is a traditional Aboriginal game of Hide and Seek, learn more via this QR code.



Body percussion patterns

Learning goal: Children use body percussion to copy and create simple patterns.

Sing together, 'If you're happy and you know it clap your hands'.

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then you really ought to show it.

If you're happy and you know it, clap your hands.

Continue with body parts and different body percussion:

- ...stomp your feet
- ...tap your knees
- ...slap your thighs
- ...rub your hands
- ...knock your knees.

Want to learn more?

1. Create your own song using your body parts as percussion.
2. Ask someone in your family to copy your pattern.
3. Play your favourite song and perform body percussion to it.

Week 10 - Wednesday

Things you need:

- something to draw on
- something to draw with.

Breathing exercise

Learning goal: Children learn a breathing technique they can use to calm themselves and regulate their emotions.



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Sometimes we get upset and angry and need to calm down. How do you calm yourself down?

Some children find going outside and running around helps, or just sitting quietly on their own.

You might find this breathing exercise helps you:

- Lay quietly on the floor.
- Your eyes can be open or closed.
- Make sure you are comfortable.
- Breathe in for a count of 4, counting inside your head, 1, 2, 3, 4.
- Hold your breath and count 1, 2, 3, 4.
- Breathe out, 1, 2, 3, 4

Shared reading

Learning goal: Children respond to questions and share their understanding of the story.

Listen to the story 'Big rain coming' by Katrina Germein.



Scan the QR code to listen to the story

1. Before the rain comes, Rosie's kids drag their mattresses outside to sleep. Have you ever slept outside?
2. What do you notice about the illustrations? Look carefully at the lines, the shapes and the colours.
3. How do you think Old Stephen knew the rain was coming?

Count your steps

Learning goal: Children are able to count and know the order of numbers.

- Guess how many steps it is from your fridge to your bed. Have a go and count. How many steps did it take?
- Where else can you count your steps to? How many steps did you take?

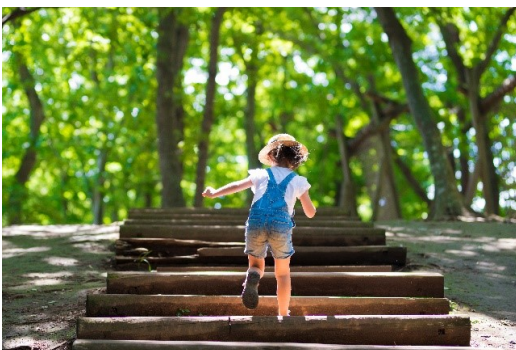


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Two-footed jump



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- Work with an adult to place markers on the floor or ground. This can be pieces of paper, small items of clothing or chalk drawing outside.
- With two feet together, jump from marker to marker.



Scan this QR code for a video on the two-footed jump from Munch and Move.

Video attribution: State of New South Wales NSW Ministry of Health (14 June 2017), '[Jump lily pad jumping - Munch and Move](#)' [video], NSW Health Channel, Youtube, accessed 13 August 2021.

Want to learn more?

Make an obstacle course that includes the jumping markers. You might want to include:

- things to climb over, under or through, such as chairs, boxes, a table or tunnel
- things to walk along to balance, such as a long rope or cord, or a broom laid flat on the ground
- a marker to run to, such as a door, clothes line or tree.

Week 10 - Thursday

Things you need:

- something to draw with
- something to draw on
- chalk to draw on the ground outside (or tape/ribbon if inside).

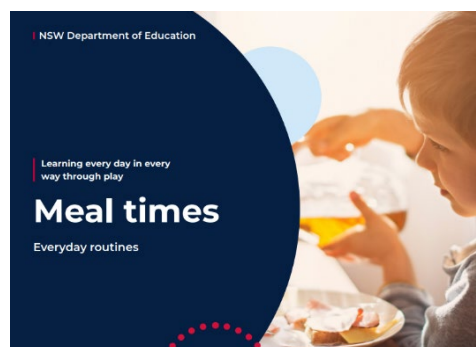
Helping around the house

Learning goal: Children recognise the contributions they make to shared projects and experiences.

Plan to help someone in your house with an everyday task such as making lunch

Tell someone how you will help them

- How do you think you will feel after helping?
- How else could you help your family around your home?



Ongoing learning activities during meal times:

- Ask your child to pour their own cereal, butter their toast or pour their own glass of milk or water.
- Ask your child to set the table and count the number of plates, cups, knives and forks that need setting.
- During meal times, ask the family questions and have conversations about everyone's day.

- Talk about the colours, shapes and patterns you see on your plate or in your lunchbox.
- Talk about how food looks, smells, feels and sounds.
- Find pictures of food in catalogues and talk about foods your child likes and dislikes, and how nutrients in food help the body to grow and be strong,

You can access the everyday routine cards via this QR code:



Shared reading

Learning goal: Children are able to identify what happened at the beginning, middle and end of a story.

- Listen to the story, 'There's a sea in my bedroom' by Margaret Wild.
- You can access the story via this QR code:

After listening to the story, talk to someone about what happens in the story at the beginning, middle and end.

- Find some paper and draw what happens at the beginning, middle and end of the story



Hopping fun

Learning goal: Children show enthusiasm for participating in physical activity.

"Hop Scotch Hop" by [Sue Richards](#) is licensed under [CC BY-ND 2.0](#)

1. Create a hop scotch pattern with chalk or if inside use tape or ribbon on the ground.
2. Use a small stone to roll across the pattern.
3. Identify the number and hop to the square.
4. Remember if it is the double squares, you will need to jump.



Where does food come from?



Learning goal: Children develop an increased understanding of where food comes from.

1. Use the QR code to view the video 'Living world'. If you can't view the video, just start at step 2.
2. Look inside your fridge or freezer.
3. Draw 5 food items that come from a plant and 5 food items that come from an animal.
4. Tell an adult about what you have drawn.

Week 10 - Friday

Things you need:

- Something to draw on
- Something to draw with
- Scissors

Exploring with our senses

Learning goal: Children use their senses to explore their environment.

We're going to explore our senses. What is happening in each picture? Discuss what senses are being used?

Smell

What do you think the plant smells like? Are there plants in your garden that you can smell?



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See



What is the child looking at? What are they using? Do you think they can see the flower better?

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Taste

Vegetables are healthy. What do you think they might taste like? What is your favourite vegetable?



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Hear

The child is listening to the story. Close your eyes and listen to the sounds around you.



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Feel

This child's feet are feeling the bark on a tree. Do you think this feels rough or smooth? What can you find that feels rough and smooth?



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Shared reading

Learning goal: Children listen to and respond to sounds in stories

Scan the QR code to Watch Grandpa Honeyant Storytime, Caar Caaaar



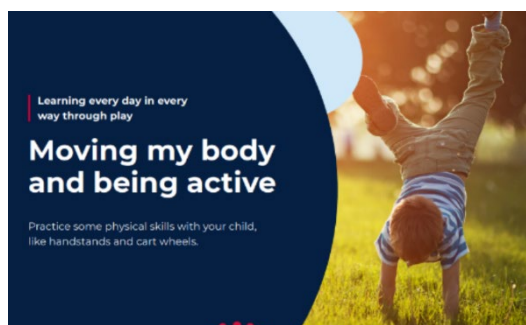
1. Before the story: In the story 'Caar Caaaar', you will see and hear lots of animals. Draw three animals that you know. What sounds do they make?
2. Listen to the story. Select the picture to follow the link and view the video.
3. After the story: Wow! That was a busy story full of lots of sounds. Time to go on a sound hunt. Move around a room or go for a walk with a family member. Draw, write or make the sounds that you hear.

Want to learn more?

- Close your eyes and picture all the sounds that you heard. Can you make up a story about these sounds? Draw the beginning, middle and end of your story.
- Perform or read your story to a friend or family member. Ask them what sounds they heard.

Moving and relaxing

Learning goal: Children move their bodies confidently and explore and respond to their world.



1. If you have space outside, practice a handstand or cartwheel or try one of the other ideas on this activity card using the QR code.

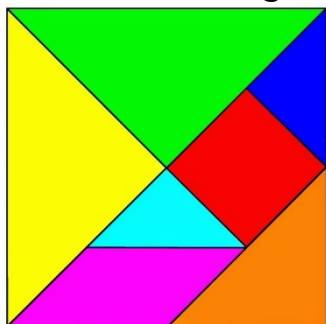


2. Lay on the grass and look up or look out the window. What pictures can you make out of the clouds?
3. Tell your family about what you can see.

Puzzle

Learning goal: Children manipulate objects and experiment with many solutions.

Let's make a tangram.



You will need:

- paper
- scissors
- an adult to help.

1. Watch the clip to learn how to make a tangram via the QR code.



2. Put the tangram back together like you are doing a puzzle.

Feelings

Learning goal: Children express their feelings and begin to recognise how others might be feeling.

1. How do you think the children in this photo are feeling?
2. Draw how you are feeling today.
3. Find some photos of you and your family.
4. What do you notice about the photos? What words can you use to describe the facial expressions? Do you think they are happy, sad or excited? Talk to someone about your ideas.



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Want to learn more?

- Look at yourself in a mirror.
- Draw your own face, a self-portrait, showing how you are feeling at the moment. You might be happy, sad, tired or angry.

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Daisy's First Day


This book belongs to:

Written by: **Kathryn Ford**

Illustrations by: **Janie Frith**

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Today was Daisy's first day at Big School. She was rather nervous and her tummy was full of butterflies. Daisy wasn't quite sure what to think about school. "Do you think I will have fun today?" asked Daisy. "I sure do," said Mum. "And I want you to remember all the fun you have so you can tell me all about it."

Mum gave her a big, squishy,
cuddly hug - the best kind of hug.

"Bye Mum!"

"Bye Daisy! I'll see you very soon."



"Welcome to your classroom," said her teacher, Miss Wattle.
Daisy could see all the colours of the rainbow. She thought it
looked like a bright and happy place.



Daisy met her new friends. It was their first day too.
“My favourite colour is green,” said Spike.
“That’s my favourite colour too!” said Daisy.



“You can play with my dinosaur if you want,” said Spike.
Daisy was having lots of fun.

“Let’s sing a song about the alphabet,” said Miss Wattle.
Together, they sang and clapped and stomped. Miss Wattle
said they could make up their own dance too.



“I’m wriggling my paws and wagging my ears!” said Daisy.
“I’m waving my nose and jiggling my spines!” said Spike.
Daisy was having lots and lots of fun.



“Now we are going to paint,” said Miss Wattle.
Daisy pulled on her smock and painted a picture of her family.
Miss Wattle said the class was full of marvellous artists.



Just then, a kookaburra flew across the sky. He was ringing a bell and laughing. “Haha hehe hoo hoo haha hehe!”



“Time for lunch,” said Miss Wattle.
Daisy gobbled up her gum leaves.
Spike licked and slurped up his ants.



“Let’s swing on the swing
and slide down the slide
and run from here to there
and back again!” said Spike.
So they did.

Daisy was having lots
and lots and lots of fun.

After lunch, the class played games with numbers.
Daisy counted one teddy bear, two flowers, three pebbles,
four pencils and five books.



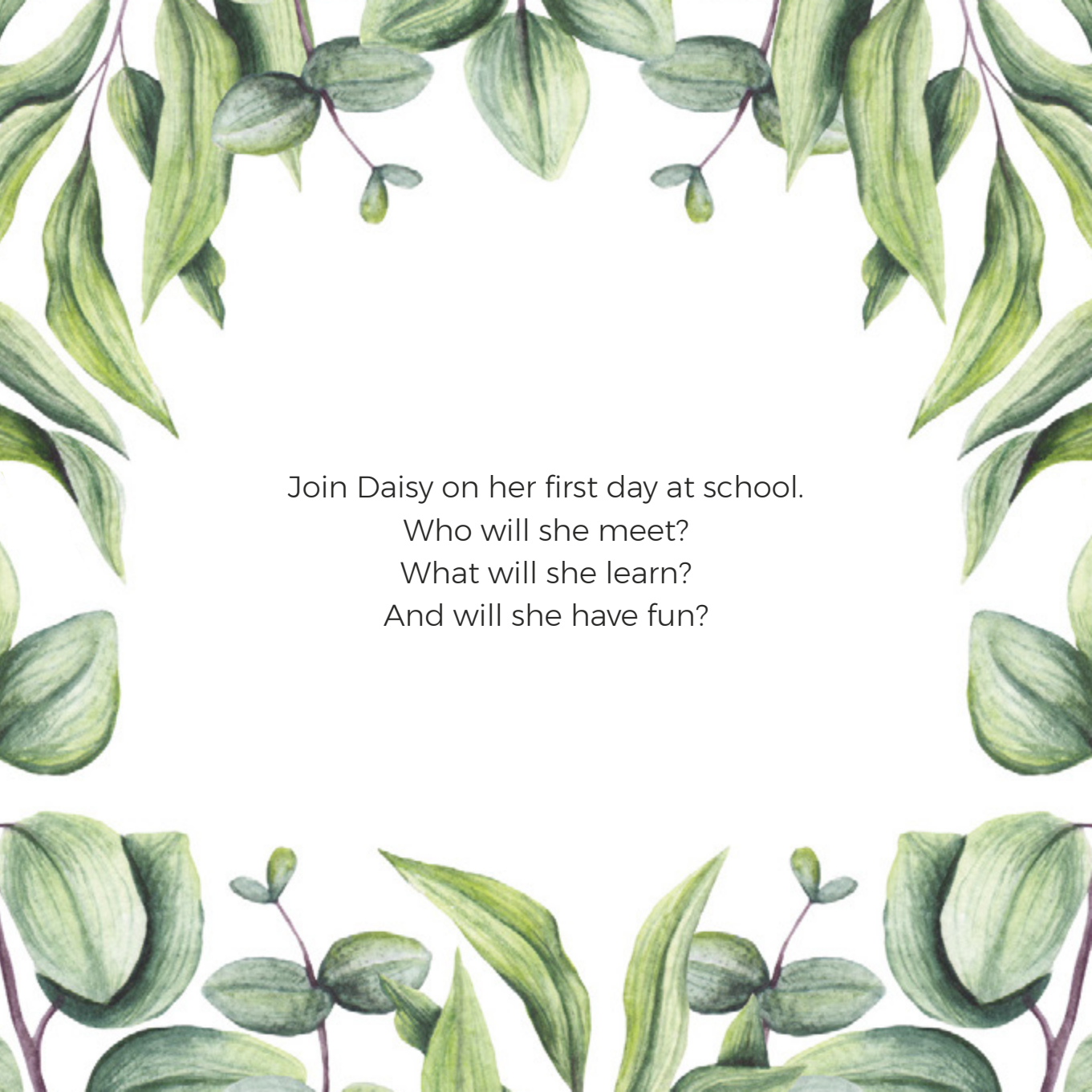
"I'm going to read you a most wonderful story," said Miss Wattle.
She read them a book about a dog who ate his dinner with a
fork and a spoon.

Daisy was having lots and lots and lots and lots of fun.





All at once it was home time. Daisy was filled to the brim with all the fun she'd had at school. Mum was waiting for her outside the classroom. She pulled Daisy in for a big, squishy, cuddly hug. "Now tell me Daisy, did you have fun?" "I had lots and lots and lots and lots and lots of fun!" said Daisy. "Well, that's a lot of fun," said Mum. And it certainly was!

A watercolor illustration of various green leaves and stems, some with small buds, framing the central text. The leaves are in shades of light and dark green, with visible veins. The stems are a reddish-purple color. The overall style is soft and artistic.

Join Daisy on her first day at school.
Who will she meet?
What will she learn?
And will she have fun?

Colouring activity: Daisy's First Day

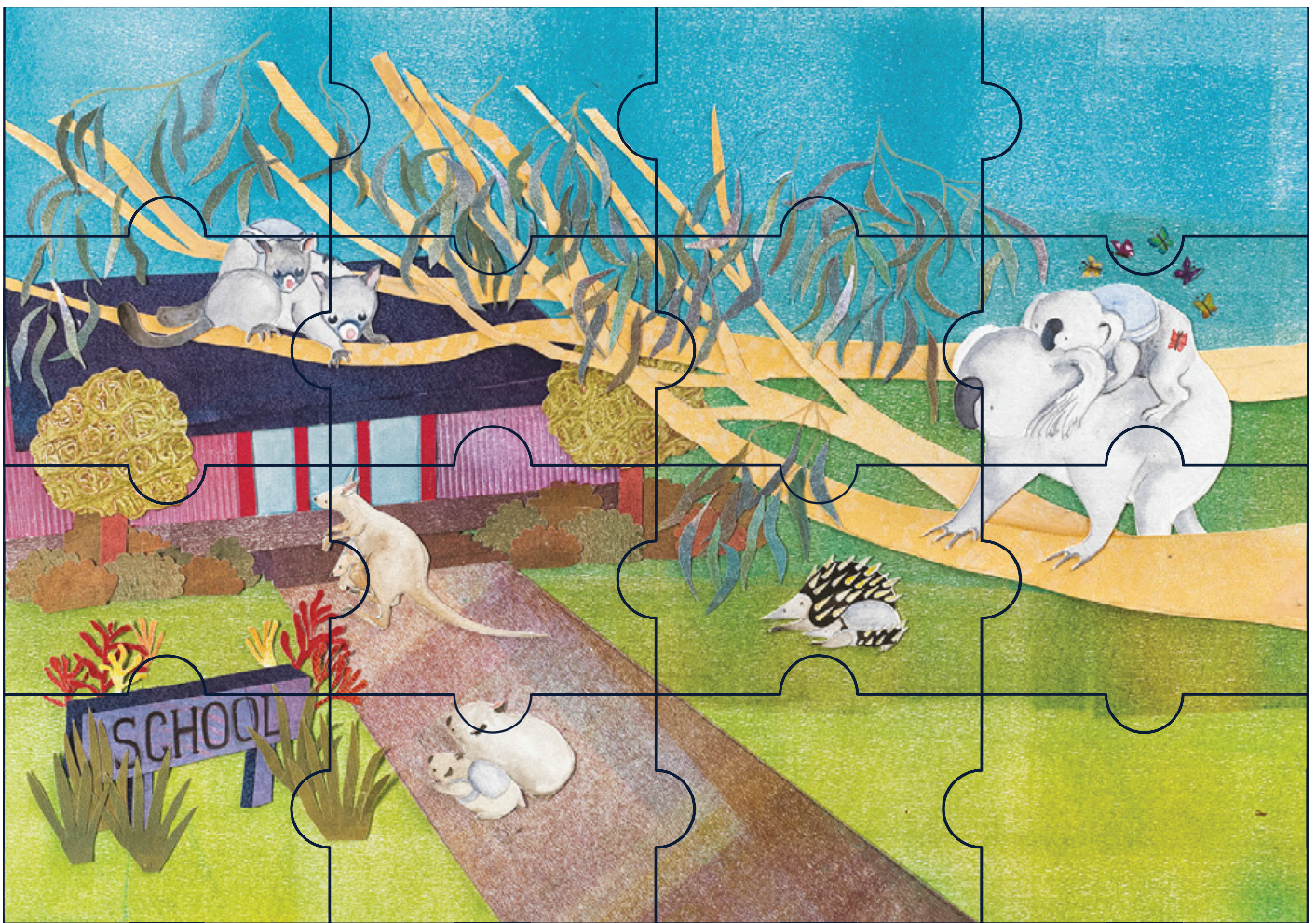
Colour in Daisy and her friends on their first day of big school.



Have you read Daisy's First Day? Watch or download the picture book at education.nsw.gov.au/daisys-first-day

Make your own puzzle Daisy's First Day Edition

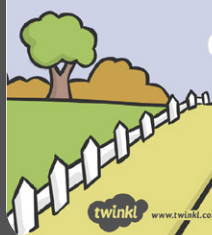
Print and cut out this scene from Daisy's First Day for your little one to piece together as a puzzle.



Have you read Daisy's First Day?
Watch or download the picture book at
education.nsw.gov.au/daisys-first-day



Dingle Dangle Scarecrow



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When all the cows were sleeping
and the sun had gone to bed,
Up jumped the scarecrow
and this is what he said!



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"I'm a dingle dangle scarecrow
with a flippy floppy hat,
I can shake my hands like this
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When all the hens were roosting
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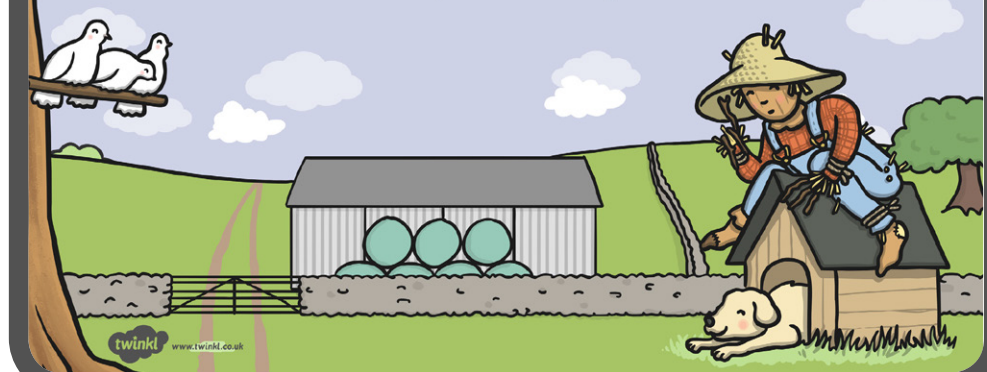


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"I'm a dingle dangle scarecrow
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