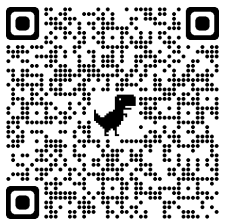


## This booklet belongs to:



**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 for Term 4, Week 1



**Preschool Red Class Kindergarten Transition Zoom Sessions Weeks 1 to 3 on Tuesdays @10am**



**Preschool Blue Class Kindergarten Transition Zoom Sessions Weeks 1 to 3 on Thursdays @10am**


### Kindergarten Transition Zoom Session Planned experience for Term 4 Week 1:

#### Prior to attending the scheduled zoom session

*Draw, talk, share, write task*


Week 1 Term 4 Kindergarten Transition Zoom Session

For students.

On the next page of your scrapbook draw the people in your family 

For parents and carers.

Ask your child the following questions as they draw the people in their family

1. Can you draw our family?
2. Can you tell me about your drawing?
3. Can you tell someone else about your drawing?
4. Can you add words to your drawing? 

Please paste this sheet into your provided scrapbook with a blank page on the opposite page.

Have various coloured pencils available for your child to use during this session with the Kindergarten teachers

## Weekly Preschool Class Zoom Sessions

Topic: Shared literacy experiences; singing favourite action songs and GoNoodle movement experiences



Preschool Red Class Week 1 Term 4 Wednesday 06.10.2021 @ 10am



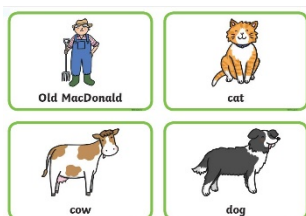
Preschool Red Class Weeks 2 to 3 Monday's @ 11am



Preschool Blue Class Weekly Zoom Session Fridays @ 10am

## This week's planned preschool Zoom experiences ...

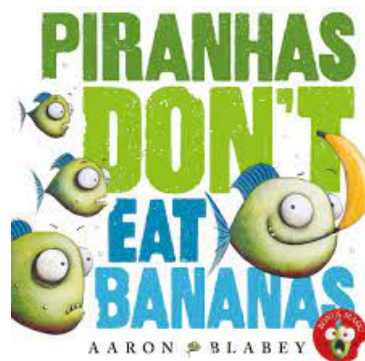
Learning goal: Children to engage with and share the enjoyment of language and texts in a range of ways.



### Old MacDonald had a farm



### Five little Monkeys jumping on the bed



## Week 1, Term 4 – Monday

*Day at a glance:*

Monday	Family drawing	Describing things	Speaking Spanish	Dancing	Building challenge
<b>Duration</b>	10-15 mins	15 mins	15 mins	10 - 20 mins	15-20 mins
<b>Resources required</b>	something to draw with and draw on	none	none	none	LEGO or blocks or boxes

### Family drawing

Learning goal: Children sense and respond to a feeling of belonging.

You can access the video via this QR code:



- Draw a picture of your special family and friends.
- If you have pets, you can draw them too.
- Put your picture on your desk or where you are doing your learning to remind you of who you care about and who cares for you.

# Describing things

Learning goal: Children respond verbally and non-verbally to what they see, hear, touch, feel and taste.



You can access the video via this QR code:

- Watch the video and join in the activity.
- If you can't watch the video, look at the photo below and start at step 1.



"Visions of Red" by Rodney Campbell is licensed under CC BY-NC-ND 2.0

1. Describe this picture. Remember to use describing words, such as orange, crunchy, dry and beautiful:
  - a. I can see...
  - b. I can hear...
  - c. I can smell...
  - d. I can feel...
  - e. The leaves are like...
2. Now it's your turn. Think of different things, or find things in your home, that you can:
  - a. See
  - b. Hear
  - c. Smell

- d. Feel.
- 3. Find a leaf.
  - a. Is it the same colour as the ones in the photo?
  - b. Does it smell?
  - c. Does it feel crunchy, smooth or spiky?

## Speaking Spanish

Learning goal: Children broaden their understanding of the world in which they live.



You can access the video via this QR code. If you can't watch the video start at step 2 below.

1. Watch the video and join in the activity.
2. What language or languages do you speak?
3. If you speak a language other than English, do you know the words for the different sports mentioned in the video
  - a. Basketball
  - b. Soccer
  - c. Swimming
  - d. Table tennis
  - e. Athletics

## Dancing

Learning goal: Children engage in physical activity to stay healthy.



Watch the video and join in. You can access the video via this QR code:



If you can't watch the video, play your favourite song and dance!

# Building challenge

Learning goal: Children persist to complete a task.

Choose one or more of these challenges to complete:

- Build two towers, each out of different materials. Make the towers exactly the same height.
- Build a home for a snake.
- Build a shed for a long, thin car and a tall car.
- Build a bridge.
- Build a house with four windows and two doors.



"Old School Lego #1" by pasukaru76 is marked with CC0 1.0



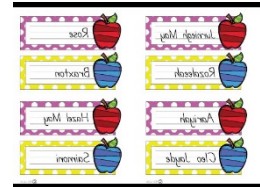
"Basura bilingüe" by Daquella manera is marked with CC0 1.0

# Exploring concepts of print

Learning goal: Children to be able to identify their name using their knowledge of graphemes (letters).



Use the QR Code to access the support video on how to support your child with this learning experience.



- Introduce the graphemes (letters) that make their name, making connections to the grapheme (letter) names
- Count how many graphemes are featured in their name
- Talk about and identify the different graphemes (letters) featured in the names of their peers along with the number of graphemes, paying particular attention to names of peers that have the same beginning grapheme
- Support your child to identify their name in print amongst a small sample of names (5 maximum), then extend the challenge to include more names
- Extended the experience and have your child sort the names into groups based on their beginning grapheme (letter)



## Week 1, Term 4 Tuesday

### Day at a glance:

Tuesday	Stretching and warming up	Taking photos	Catching	Guess my number	Maps
<b>Estimated time</b>	5-10 mins	10-20 mins	15 mins	10 – 20 mins	15 – 20 mins
<b>Resources required</b>	None	A camera if you have one	A ball or something to throw and catch	None	Playing cards, Lego or blocks

## Stretching and warm up

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

You can watch the video via this QR code. If you can't watch the video, go to step 3.



1. Watch the video.
2. Copy the superhero stretches.



3. Who are your favourite superheroes? Pretend to run, fly or jump like them.
4. Try the stretch in the photo below.



"Stretch and Bend Exercise" by moonjazz is licensed under CC BY-NC 2.0

- a. Reach high towards the sky as tall as you can.
- b. Bend to one side, stretch, then bend to the other.
- c. Back to the middle and stretch high to the sun.
- d. Drop your arms and shake them out, squeeze your fingers.

## Taking photos

Learning goal: Children use information and communication technologies to make sense of their world.

You can watch the story via this QR code. If you can't watch the story, you can start at step 2.



Harrison, Pamela. 2019, *Emily Green's Garden / Penny Harrison*, New Frontier Sydney

1. Listen to the story, 'Emily Green's Garden' read by Costa Georgiadis.
2. After listening to the story, think about the plants in the area you live. You might be able to see some out the window, in your backyard or you might have some growing inside your house.

3. Ask someone to help you take a photo of each of the plants you can see.
4. How many photos did you take? Did you take any photos of trees? Do any of the plants have flowers on them?
5. If you can't take a photo, here are some to look at below. Which one is a tree and which is a flower?



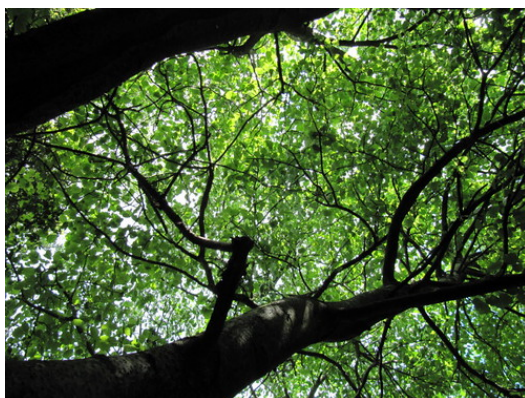
"Green Plant Leaves" by Image Catalog is marked with CC0 1.0



"Flowers" by Nouhailer is licensed under CC BY-SA 2.0



"Tristaniopsis laurina - 'Water Gum'" by Tatters ✿ is licensed under CC BY 2.0



"Populus alba (White Poplar)" by wallygrom is licensed under CC BY-SA 2.0

## Catching

Learning goal: Children catch using two hands.

You can watch the video via this QR code. If you can't watch the video, you can start at step 2.

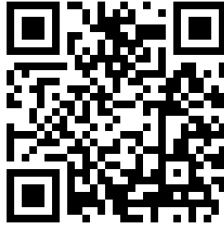


1. Watch the video to see how the children catch a ball.
2. Find a ball and ask someone to play with you.
3. Stand close together and throw and catch with each other.
4. How many times can you catch the ball without dropping it?
5. If you are going well, take a step backwards each time you catch the ball.

# Guess my number

Learning goal: Children recognise numbers.

You can watch the video via the QR code:



What to do:

- Watch the video to learn how to play, 'Guess my number'.
- Arrange playing cards from the smallest number to the largest number, like in the video. If you don't have playing cards, make your own.
- Point to each card and say the number.
- Make groups of LEGO or blocks, and match them with the number card, like in the video.
- Play the game with someone in your family.

## Maps

Learning goal: Children make connections between symbols and directions using a map.



You can watch the video via this QR code. If you can't watch the video, you can try step 3.

- 1) Watch the video and join in the activity.
- 2) On the map in the video, did you find:
  - a) the hospital?
  - b) the fire station?
  - c) the dentist?
- 3) After watching the video, draw a map of your bedroom, backyard or favourite park.

# Extra learning activities

Learn to count through the song, 'Five little monkeys' and the story, 'Let's count goats' with these literacy and numeracy activities.

You can access the activities via this QR code:

## Five little monkeys

- Use fingers to count through the song.

*Five little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor and the doctor said*

*"No more monkeys jumping on the bed!"*

*Four little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor and the doctor said*

*"No more monkeys jumping on the bed!"*

*Three little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor and the doctor said*

*"No more monkeys jumping on the bed!"*

*Two little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor and the doctor said*

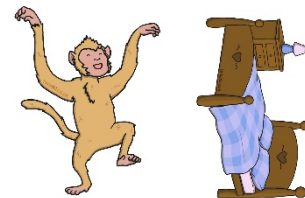
*"No more monkeys jumping on the bed!"*

*One little monkey jumping on the bed*

*He fell off and bumped his head*

*Mama called the doctor and the doctor said*

*"Put those monkeys right to bed!"*



## Term 4 Week 1 – Wednesday

### Day at a glance:

Wednesday	Healthy Habits	Shared reading	Favourite colours	Patterns	Obstacle course
<b>Estimated time</b>	10 mins	15 – 20 mins	5 mins	20 mins	15 – 20 mins
<b>Resources required</b>	Something to draw on	something to draw on and with, book	None	Natural materials	Obstacle course materials

## Healthy habits

Learning goal: Children understand that eating healthy foods helps them stay healthy.

You can watch the video via this QR link. If you can't watch the video, look at the picture and answer the questions below.



Maria talked about things we can do to be strong and healthy. She said:

- eat healthy food
- drink lots of water

- get plenty of sleep
- go for walks in the park.



"Fresh fruit and vegetables" by Mundoo is licensed under CC BY-NC-ND 2.0

One way to remember to eat healthy food, is to “eat a rainbow”. This means eating fruit and vegetables that are all the colours of the rainbow.

1. What foods do you eat that are red?
2. What foods do you eat that are orange?
3. What about foods that are green, blue and purple?

## Shared reading

Learning goal: Children make connections between the characters of the story and their lives.

You can watch the story via this QR code.



Zion, Gene. 1992, *Harry the Dirty Dog* / Gene Zion, Penguin Books Australia

1. Listen to the story, 'Harry the Dirty Dog' by Gene Zion.
2. Do you have a dog or does someone you know, have a dog?
3. Is it a cheeky dog, like Harry? If so, what cheeky things does it do?
4. What might have happened if Harry didn't have a bath?
5. Draw a dog you know. You can use a picture if you can't think of a dog.
6. Tell someone about the dog you have drawn.

If you can't watch the story you can follow the steps below:

1. Choose a book that you have at home.
2. Talk about the front and back cover of the book, is the writing different on the front cover? How many words are on the front cover? Are there pictures? What do you think the book is about?
3. 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. What do you think will happen next?
4. 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).

## Favourite colours

Learning goal: Children share their favourite and least favourite colours.

You can watch the video via this QR code and join in the activity. If you can't watch the video, you can start at step 2.



1. How many objects did you find?
2. What is your favourite colour?
3. Ask someone in your family what their favourite colour is.
4. Is there a colour you don't like? What is it? Why don't you like it?



# Patterns

Learning goal: Children manipulate objects to make patterns and use mathematical language to describe their patterns.

1. Look at the photos below. What do you see?



2. Go outside and collect natural materials from the ground, such as leaves, sticks or small stones. If you can't go outside, look inside your home for some things to make a pattern.
3. Look at the photos below and arrange your materials in a pattern.
4. Tell someone about your pattern.
5. Try making a harder pattern.
6. Ask someone to make a pattern for you to copy.

## Want to learn more?

Make patterns:

- using coloured blocks or Lego
- using beads or buttons
- by drawing different shapes.

# Obstacle course

Learning goal: Children develop gross motor skills



You can watch the video via this QR code. If you can't watch the video, you can start at step 2.

1. Watch the video.
2. Make an obstacle course in your backyard, lounge room or anywhere with enough space that you can safely move around. Use materials from your home, such as buckets, towels, ropes, pegs, pillows, blankets.
3. Complete your obstacle course.
4. Do your obstacle course again, this time in the other direction.
5. Now try skipping around your obstacle course.

## Want to learn more?

- Draw a map of the obstacle course you made.
- In your map, include the start and finish lines.
- Include arrows to show the direction people should move.

# Virtual excursion

Learning goal: Children view multimedia text to broaden their understanding of the world in which they live.



You can watch the video via this QR code. If you can't watch the video you can look at the photos below and start at 2b.

1. Watch the video about Bailey, the dog who works at the Australian National Maritime Museum.
2. Answer the following questions:
  - a. What is Bailey's job?
  - b. Did you know that dogs could have jobs?
  - c. Do you know of any other jobs that dogs have? The pictures below will give you a clue.



"Sheep Dog Display" by Martin Pettitt is licensed under CC BY 2.0



"Seeing eye dog" by WELS.net is licensed under CC BY-NC 2.0

## Extra learning activities

You can watch the video via this QR code: Play animated videos with the words and tunes of popular children's songs and nursery rhymes with 'Baby Karaoke'



## Term 4 Week 1 – Thursday

### Day at a glance:

Thursday	What can you see?	Shared reading	Noticing patterns and symbols	Kicking	How do objects move?
<b>Estimated time</b>	10 - 15 mins	15 mins	5 – 10 mins	15 - 20 mins	15 – 20 mins
<b>Resources required</b>	something to draw with and draw on	None	None	A ball and another object	Books, cardboard, items to roll

### What can you see?

Learning goal: Children repeat the actions of others and identify the distance between objects.

You can watch the video via this QR code.



If you can't watch the video, you can start at step 2.

1. Join in the activity on the video.
2. Look for the thing furthest away from you.
3. Look for the thing closest to you.
4. Choose something close to you. Look at it closely. What can you see and feel?

# Shared reading

Learning goal: Children use drawing to express ideas and make meaning of stories.

Watch the story via this QR code



Where the forest meets the sea, by Jeanine Baker

Find some before and after the story activities to complete via this QR code:



If you can't access the story and activity, you can follow these steps instead:

1. Think about a forest with lots of tall trees. Is it very green?
2. Think about your forest as a rainforest. Lots of animals and birds live there and the weather is warm
3. Draw some of the things you have thought about. What else can you imagine in your rainforest?
4. Are there a lot of colours in your rainforest? Maybe you can think about a brightly coloured bird.

# Noticing patterns and symbols

Learning goal: Children begin to recognise patterns and symbols and the connections between them.



This artwork was commissioned for the department's Reconciliation Action Plan. It was created by Suzanna Bulai, a student at Boggabilla Central School which is on Gamilaraay Country near the Queensland border in the North East of NSW.

Look at the picture of the Aboriginal symbols. Tell someone:

- What can you see?
- What colours can you see?
- Why do you think there are some small circles and some big circles?
- What do you think the blue wavy parts are?

## Kicking

Learning goal: Children use gross motor skills to move their body in particular way.

Watch the video via this QR code and join in the activities. If you can't watch the video, follow the steps below instead:



1. Take a ball outside and find some space.
2. If you can't go outside, find a space in your home with an adult and find a soft ball you can use to practise kicking
3. Set up a toy or object a bit away from you
4. Softly kick the ball and see if you can knock the toy or object over.
5. Set up two toys or objects and see if you can kick the ball between them and score a goal.

## How do objects move?

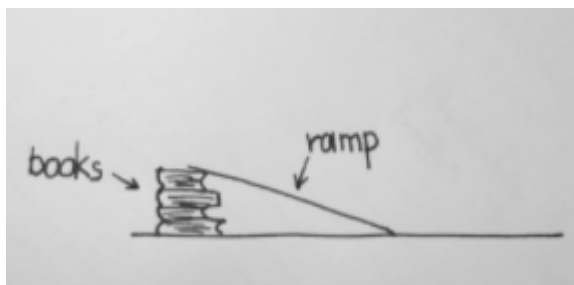
Learning goal: Children experiment with cause and effect, trial and error, and motion

You will need:

- a ball, water bottle, plastic cup, toy car – whatever you can find
- 3-4 books to make a stack
- a big book, piece of cardboard or chopping board to create a ramp
- something to draw on and something to draw with.

Steps

1. Pile the books on top of each other
2. Lay the board or big book on the pile of books as in the picture below.



1. Hold one of your items at the top of the ramp and let it go.
2. Tell someone:
  - a. What did you notice?
  - b. Did the object roll down the ramp?
  - c. Did the object fall off the ramp?

- d. Did the object not move?
3. Find different shaped objects for your investigation. Think about what rolls down easily, what slides down and what doesn't move.

## Want to learn more?

1. Draw a picture of your ramp.
2. Draw what items rolled down the ramp and which items rolled off your ramp?
3. What do you think will happen if you stack more books? Try it to find out!
4. What do you think if you take away some books? Try it and find out!

## Extra learning activities

For more learning experiences with counting, you can access resources via this QR code.



If you can't look at the activities, here is an extra activity you can do:

### **Counting apples (finger rhyme: Tune 10 green bottles)**

Five red apples

Hanging on a tree (five fingers held up)

The juiciest apples you ever did see!

The wind came past

And gave an angry frown (shake head and look angry)

And one little apple came tumbling down.

Four red apples ... (continue the rhyme)

### **Engaging with the counting to support learning**

1. When singing this rhyme encourage your child/children to hold their fingers up when singing.



2. As your child drops a finger when each apple drops, drop a finger and count each finger that is left and say the number of fingers left standing.
3. Ask your child/children how many apples are left each time?
4. After singing the song, put five fingers up and get your child to count each finger saying the number as they count.

## Term 4, Week 1 – Friday

### Day at a glance:

Friday	Happy memories	Shared reading	Bounce the ball	Using your senses	What do you see?
<b>Estimated time</b>	10 - 15 mins	20 - 25 mins	5 mins	5 – 10 mins	10 – 15 mins
<b>Resources required</b>	something to draw with and draw on	a book, something to draw with and draw on	None	None	something to draw with and draw on

## Happy memories

Learning goal: Children sense a feeling of belonging when remembering something happy.

You can watch the video via this QR code and join in the activity. If you can't watch the video you can start at step 2.



1. After watching the video, draw a picture of one of your happiest memories.
2. Think about one of your happy memories. Is it in a photo or a nice thought in your head?

3. Draw a picture of your happy memory.

## Shared reading

Learning goal: Children transfer ideas and make representations from the story.

1. Listen to the story via this QR code.



'Back to Sleep' by Zoë Foster Blake

2. After listening to the story:
  - a. draw a picture of Finn, the little boy from the story
  - b. draw one place you remember from the book.

If you can't access the QR code, complete the following steps instead:

1. Choose a book that you have at home.
2. Talk about the front and back cover of the book, is the writing different on the front cover? How many words are on the front cover? Are there pictures? What do you think the book is about?
3. 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. What do you think will happen next?
4. 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).

## Bounce the ball

Learning goal: Children will use their developing coordination skills to bounce the ball.

You can listen to the Munch and Move 'Bounce the ball' song via this QR code. If you can't listen to the song,, you can use music from your home.



1. Find a ball or something to bounce.
2. Bounce your ball along with the music.

## Using your senses

Learning goal: Children are able to engage with two complex ideas - counting and using different senses.

Watch the video via this QR code and join in the activities



If you can't watch the video, you can follow these steps below:

1. Look around your house and try to find:
  - a. five things you can see
  - b. four things you can hear
  - c. three things you can feel
  - d. two things you can smell
  - e. one thing you can taste.
2. Can you draw all the things you used your senses with?

## What do you see?

Learning goal: Children use the creative arts to express ideas about what they see

1. Look carefully at the picture below.
2. Tell someone about what objects, colours and shapes you can see.
3. Using some coloured pencils, have a go at drawing this picture.



Image by Kohji Asakawa from Pixabay

## Want to learn more?

1. Look out a window of your house. What do you see? You might see trees, grass and/or buildings.
2. Draw what you see.

## Extra learning activities

For more learning, you can access resources via this QR code.



If you can't access the QR code, you can try the following activity. Have an adult or a family member sing along with you.

### **Hokey Pokey (song)**

You put your left foot in

You put your left foot out

You put your left foot in

And you shake it all about.

You do the hokey pokey

And you turn around

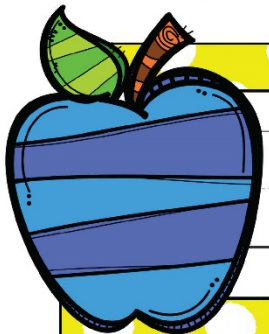
That's what it's all about (repeat using different body parts).



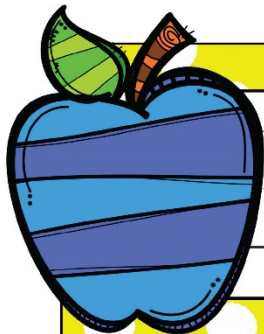
Jurniegh May



Rose



Rozaleeah



Braxton



Aariyah



Hazel May



Cleo Jayde



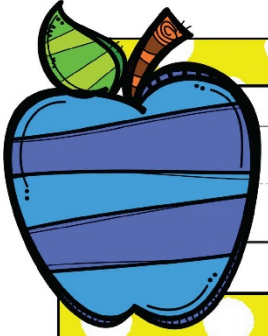
Saimoni



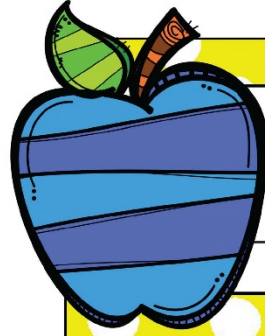
Imogen



Summer



Savanna Rose



Elsie



Zoe



Jayden



Olivia



Tariq



Jershon



Loxley



Rubi



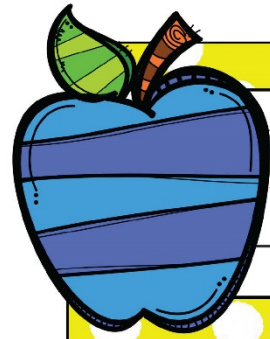
Alirah



Sara

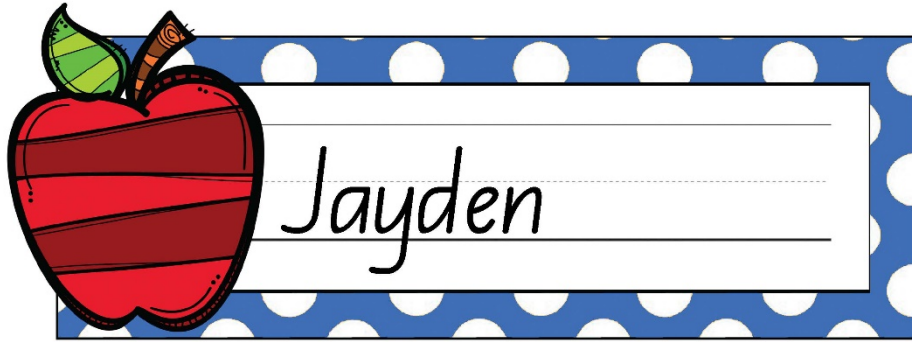


Harry



Reannan





Jayden



Kyron

© MISS WALSH



Dannielle



Sara



Reannan

© MISS WALSH



Anastacia



Violet



Cruise



Hussain



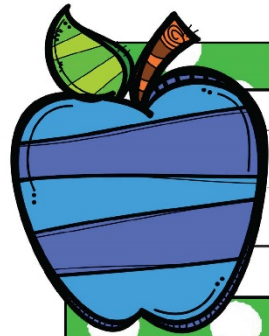
Jeremiah



Elidon



Kahill



Emily



Saleem



Rohaam



Brock



Bentley



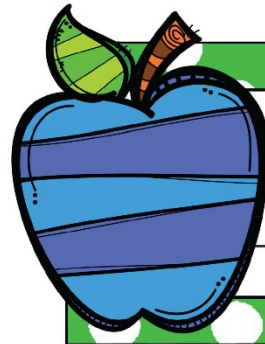
Jack



Lj



Troy



James

# Draw, talk, share, write task

Week 1 Term 4 Kindergarten Transition Zoom Session

For students:

On the next page of your scrapbook draw the people in your family.



For parents and carers:

Ask your child the following questions as they draw the people in their family:

1. Can you draw our family?
2. Can you tell me about your drawing?
3. Can you tell someone else about your drawing?
4. Can you add words to your drawing?





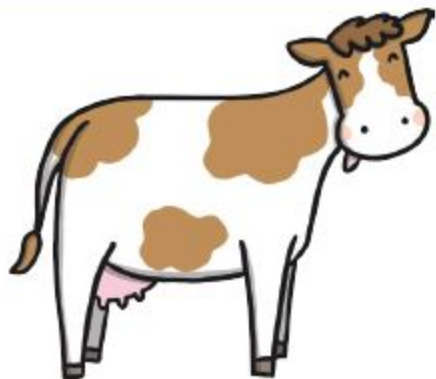
**Old MacDonald**

twinkl.co.uk



**cat**

twinkl.co.uk



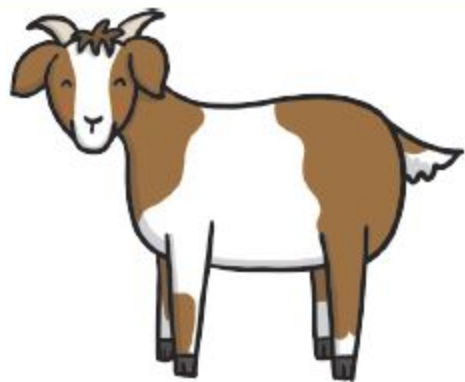
**cow**

twinkl.co.uk



**dog**

twinkl.co.uk



**goat**

twinkl.co.uk



**donkey**

twinkl.co.uk



**sheep**

twinkl.co.uk



**duck**

twinkl.co.uk



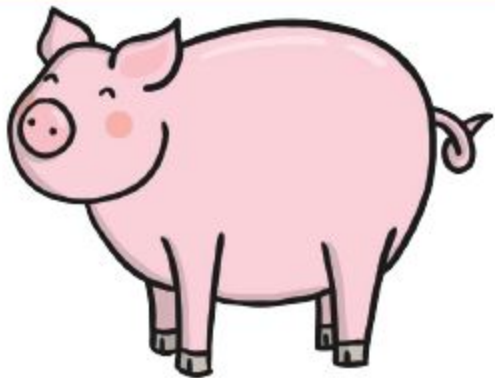
**horse**

twinkl.co.uk



**mouse**

twinkl.co.uk



**pig**

twinkl.co.uk



**chicken**

twinkl.co.uk

