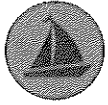


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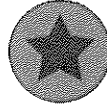
Kindergarten Homework - Term 3, Week 4



This weeks sounds are:



oa, o_e, o like in road, home and go



ar, a like in car and ask

	Monday Tracing	TUESDAY Try your own	WEDNESDAY Try your own	THURSDAY Try your own
jump	jump			
their	their			
really	really			
been	been			
I'm	I'm			

Trace it then write it

I can jump really high.

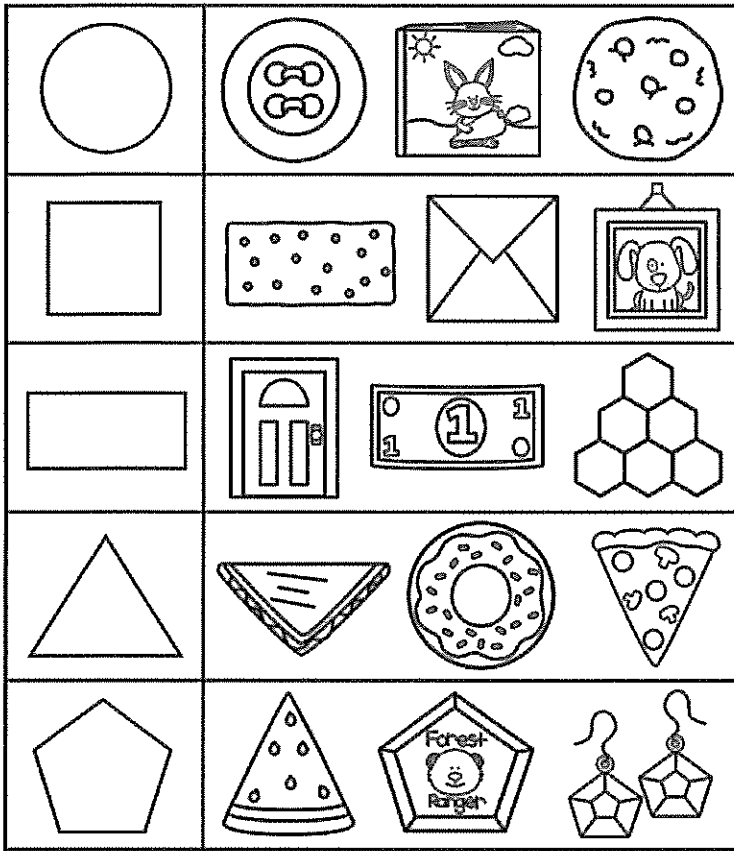
Wushka - Log in to Wushka and choose a book to read to an adult

Name of the book you read: _____ Level: _____

Read and trace the 'oa, o_e, o' & 'ar, a' words

road home go star fast

Colour the objects that match the 2D shape in the first box.



Go on a shape hunt around your house. Make a list of the squares you find and draw them.

List

1.

2.

3.

4.



oa o_e o

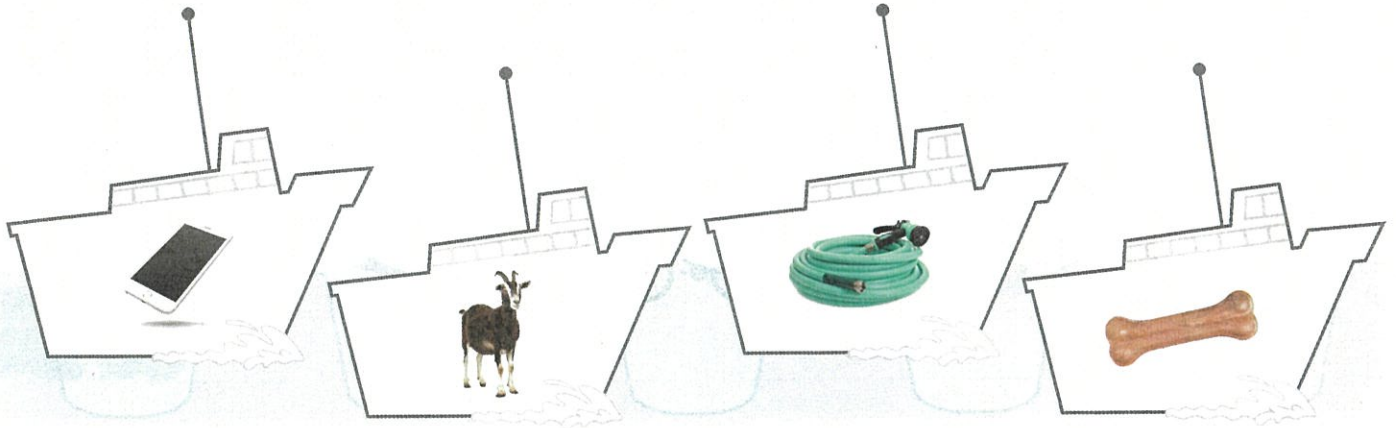
1 **Colour** the letter or letters for  in each List Word.

boat
road

home
nose

go
so

2 **Draw** a flag on the boat for each sound you hear in the picture name.



3 **Write** the letter for the first sound in each word.
Colour the letters for  in each word.



__oat



__ose



__oat



__ose



__oat



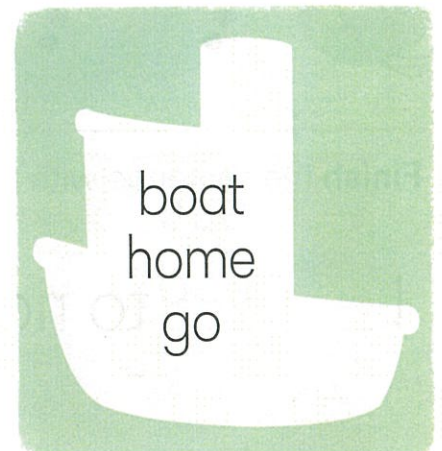
__ose

4 **Finish** the questions with the words from the boat.

Can we go _____?

Can you see the _____?

Can I _____ to the shop?

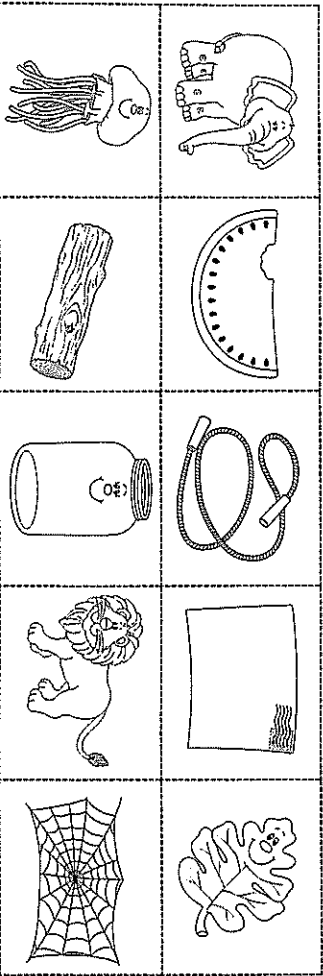


Initial Sounds

Name: _____

J	E	L	W

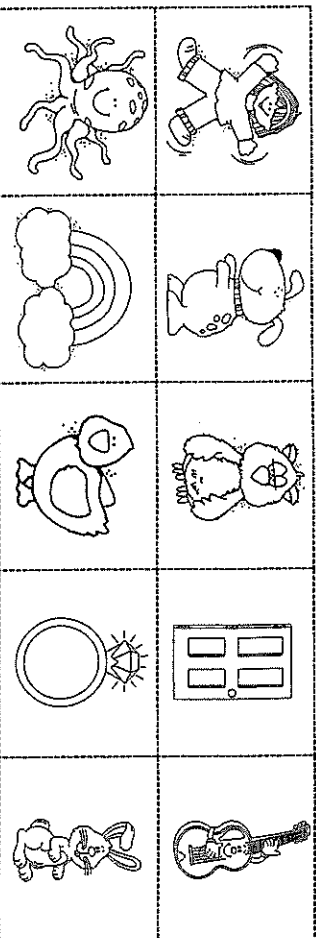
@KinderKids Fun



Name: _____

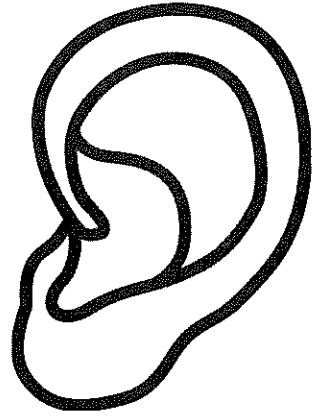
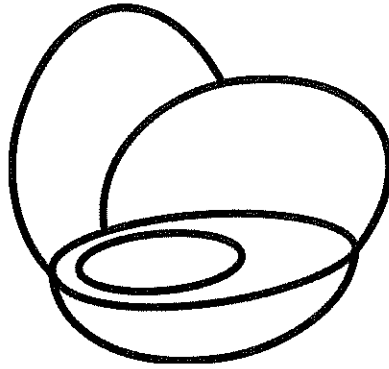
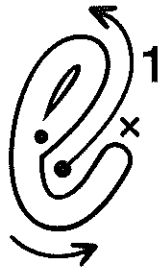
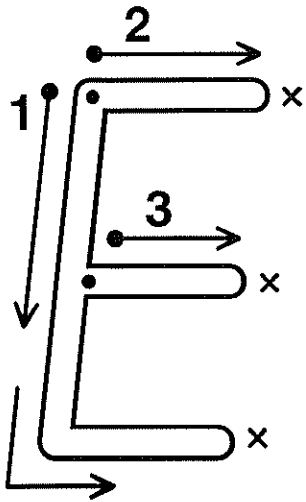
G	R	D	O

@KinderKids Fun



Name: _____

Date: _____

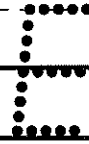
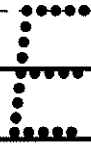
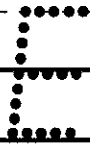


and

each

eggs

ear



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My letters are neat.

My letters sit on line.

My letters have spaces.

Tips & Hints

*Repetition is the key to remembering words and sounds. While playing games, get your child to read the word/sound several times. As they touch it, jump on it, turn it over, point to it or write it, get them to say it. *Putting words in sentences (written or oral) helps put words into context and gives them a meaning.

*Talk about words that rhyme or start with the same sound. *Use a mixture of familiar and new words/sounds as getting 10 in a row **LELEPEUL** wrong is not fun or motivating. Success is key. **TIPS**

Spot the Word/Sound

Write 10 sight words or sounds on 10 pieces of paper/post it notes. Stick the words/sounds on a wall, grab a torch and dim the lights. Shine the torch on a word/sound and ask your child to read it or, call out a word and have your child find the word. You could also use black paper and a glow-in-the-dark crayon or marker.



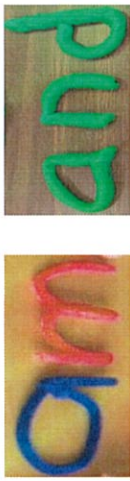
Bingo

Make/draw a 3x3 grid and write a word or sound in each square. Give your child some counters, Lego blocks or a marker and say one word/sound out loud. If your child can find that word or sound and say it back to you, they can cover it or mark it off. When they have covered 3 in a row, they have won the game - BINGO!

the	was	that
is	★	it
to	a	and

Make It

Use playdoh, magnetic letters, pipe cleaners, Lego etc to form letters and build the sight word. Then trace each letter with a finger and say the letter name and sound while tracing. Then read the word. Extra - say the word in a sentence, write the word by itself or write it in a sentence.



Sight Word Tally

Write 5 sight words on a piece of paper. Search through books and magazines, looking for your words and put tally marks next to the words as you find them. Set a timer and look for at least 10 minutes.

Which word is the winner?

Word	Tally
her	I 6
come	2
the	# 11
said	# 8

Word & Sound Activities

Exciting Ways to Practice your Sight Words, High Frequency Words, Magic Words & Sounds.

Bean Bag Toss

You will need some beanbags (or a suitable alternative) and sight words/sounds on cards or paper. Spread out the words/sounds on the floor and call out a word/sound. Child tosses the beanbag at the word or sound and reads out what it lands on. Repeat.



Skittles

Use empty paper towel rolls and attach sight words or sounds with glue or tape. Stand them up, spread them out and throw a beanbag or roll a small ball to knock over one skittle. If your child can read the word/sound that has been knocked over, they can keep the skittle, if not, tell them what it is and stand it back up. Repeat until all the skittles have been collected.



Sight Word/Sound Soccer

Use cones (or empty bottles would work) and stick some sight words/sounds to them using tape. Dribble the ball around the cones saying the word/sound as you go around them. Alternatively, set up the cones in a row and kick the ball and try to hit or knock a cone down. Read the word/sound when you hit it.



Sight Word/Sound Car Park

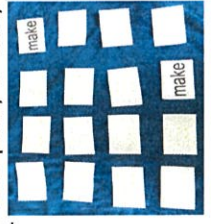
Design your own car park on paper or cardboard and write a word or sound in each parking space. Call out a word/sound and your child drives their favourite car around and parks in the space with that word/sound. They should read the word/sound as they park the car.

Repeat until the carpark is full.



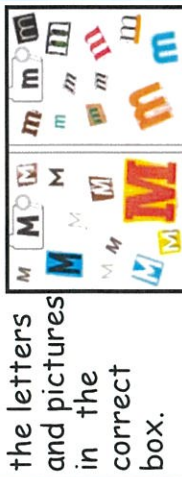
Memory

Make 2 copies of each word or sound you are focusing on. Mix the cards and place them face down on the floor or a table. Turn over two cards and read the words/sounds as you turn them over. If they are a match you can keep the pair, if not, turn them back over and the next person can have their turn. Read all the words or sounds you have collected to finish the game.



Magazine Letter/Sound Hunt

Divide a piece of A4 paper in half or quarters and write a different letter in each box. Search through magazines or catalogues looking for those letters and/or pictures that start with those sounds. Glue



Feed the Monster

Make a 'Monster' using an empty tissue box or any suitable box, and coloured paper etc. Place a selection of words or sounds on the table or floor and call one out. If your child can find it and



repeat the word or sound back to you, they can feed it to the monster. Repeat until the monster is full.

Word/Sound Walk

Create a path using paper plates, paper or flashcards with sight words or sounds written on them. Start at the beginning and have your child read each word/sound as they walk, jump or hop to the end of the path. The word can be



picked up if they get it correct. Jumble the words or sounds & repeat.

Sensory Writing

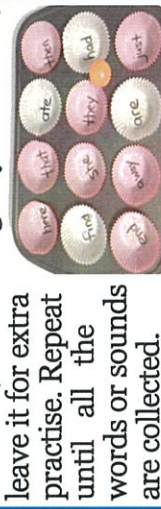
Fill a lunch box or container with sand, rice, breadcrumbs etc (whatever you have at home). Choose a word and write it in the sand with a pencil or finger. Say each letter name or sound as you go and then read the finished word. You could



also just write a sound and then say a word that starts with that sound.

Muffin Tin Ball Toss

Fill a muffin tray with sight words or sounds. Place the tray in a safe place and throw a small ball (or anything suitable) into the tray. Read the word/sound the ball lands on and if it's correct, the word/sound can be collected, if it's wrong or you hesitate,



leave it for extra practise. Repeat until all the words or sounds are collected.

How Fast Can You Go?

Write a list of words or sounds on paper, or use a pile of flashcards. Grab a stopwatch or timer, start the timer and say 'Go'. Read the words or sounds as fast as possible and when they have all been correctly identified, stop the timer. Record



the time and repeat several times each day, trying to beat the time.

Squishy Sensory Bags

How to Make a Sensory Bag

1. Make a paste by mixing flour & water in a bowl. 2. Use a stick blender to blend until smooth. Add food colouring and more flour or water as needed to get a smooth consistency and enough mixture to fill a zip lock bag. 3. Spoon into the bag, partially seal and squeeze out all air and bubbles. 4. Seal bag and add sticky tape for extra security.

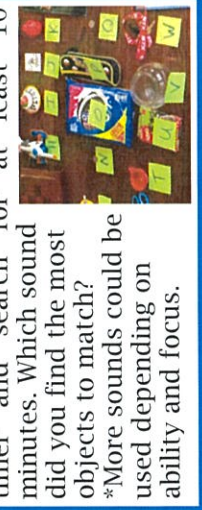


Sensory Bag Writing

Write words or sounds in the sensory bag using a finger or cotton tip. Child can copy from flashcards, saying each letter as they write it and then reading the finished word/sound or. Call out a word/sound and Child writes it from memory.

Treasure Hunt

Choose 2 or 3 focus sounds and place a flashcard or piece of paper with that sound on the floor. Say 'Go' and search the house, bedroom or toybox for items that start with that sound. Bring them back to the floor and place them in a group with the flashcard. Set a timer and search for at least 10 minutes. Which sound did you find the most objects to match?



*More sounds could be used depending on ability and focus.

Target Practice

Write sight words or sounds on paper plates or paper and stick them to a 'safe' wall. Call out a word or sound and your child aims and throws a ball/beanbag, shoots a Nerf gun etc at the word/sound and then reads what they hit. Extra - think of another word that starts with the same sound as the word that has been hit.



Pancake Flip

Trace around a cup to draw circles on brown cardboard (empty box etc). Cut out the circles (pancakes) and write a word or sound on each one. Place them face down and use an egg flip to flip a pancake over. Read the word/sound and if it's correct, flip it onto a plate. If it's wrong or you hesitate, flip it back over for extra practice.



You can also start with the pancakes facing up and call out a word to flip.

Online Resources

Sight Word Smash

<https://www.roomrecess.com/mobile/SightWordSmash/play.html>

Sight Word Match

<https://www.ixl.com/ela/pre-k/choose-the-two-sight-words-that-are-the-same>

Spell the Sight Word

<https://www.ixl.com/ela/kindergarten/spell-the-sight-word>

Flashcard Creator

<https://sightwords.com/sight-words/games/boom/card-creator/>

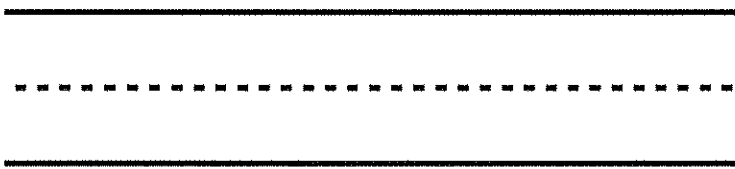


Draw a picture of something that is LIVING.



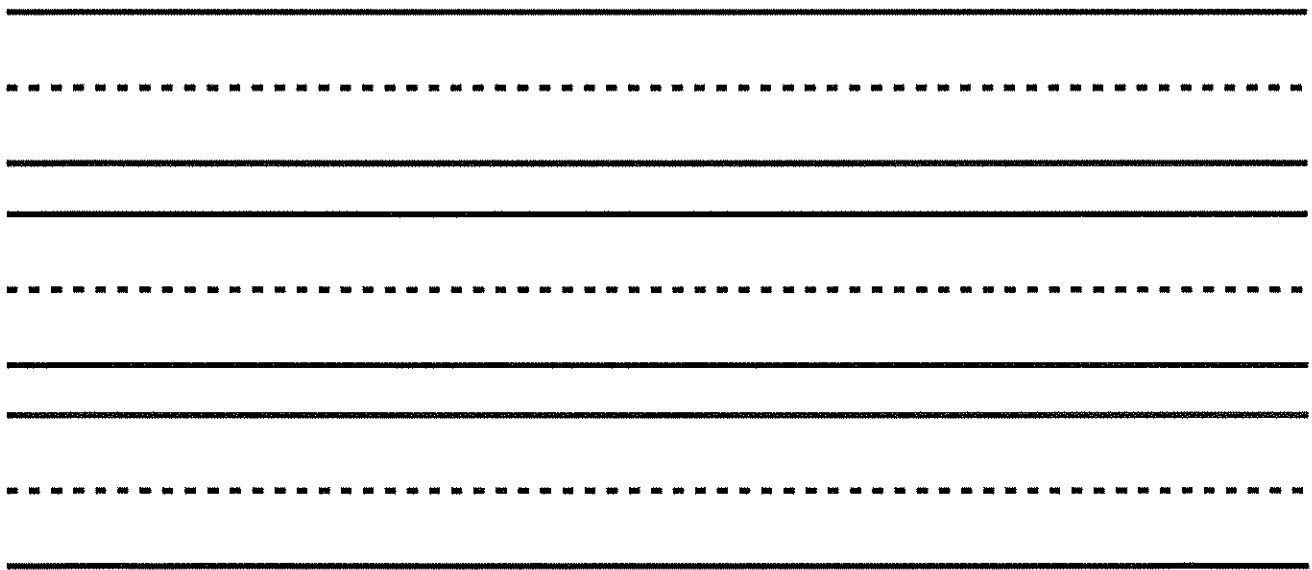
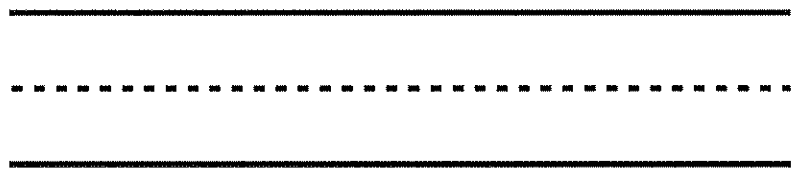
Write about it.

A



is living

because



Backyard Scavenger Hunt

How many can you spot?

Color in as you find them



Butterfly



Cloud



Worm



Flower



Twig



Grass



Leaf

(bonus point for one that's been munched on!)



Bee



Ant

Listen!

Can you hear a bird singing?



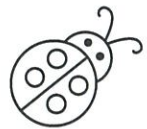
Snail



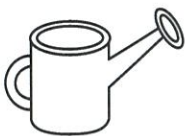
Stone



Flowerpot



Ladybug



Watering Can



Bonus Hunt

Find something:

Soft

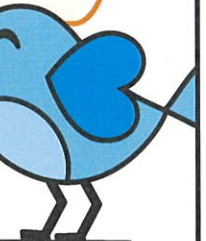
Hard

Spiky

Shiny

Round

Smelly

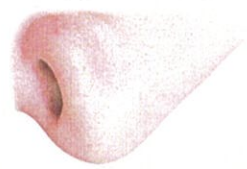


BLM GM107

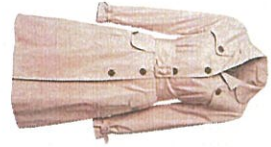
F GM107 & 108

Match Up: Words to Pictures

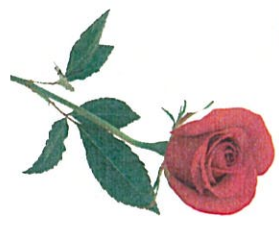
F GM107



F GM107



F GM107



F GM107



F GM107



F GM107



F GM107



F GM107



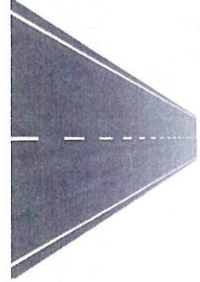
F GM107



F GM107



F GM107



F GM107



BLM GM108

F GM107 & 108

Match Up: Words to Pictures

F GM108

nose

F GM108

coat

F GM108

rose

F GM108

rope

F GM108

toad

F GM108

boat

F GM108

bone

F GM108

soap

F GM108

home

F GM108

hose













F GM108

road

F GM108

goat

Directions: Cut, sort, and glue the pictures into the correct column.

 <p>get dressed for school</p>	 <p>put on your pajamas</p>	 <p>get on the bus</p>	 <p>the sun is out</p>
 <p>go to bed</p>	 <p>eat breakfast</p>	 <p>see stars in the sky</p>	 <p>a bat or owl may be out</p>
 <p>do work at school</p>	 <p>brush your teeth before bed</p>	 <p>eat dinner</p>	 <p>wake up</p>

©Busy Me Plus Three

Name: _____ Date: _____


Day or Night Sort

Directions: Cut, sort, and glue the pictures into the correct column.

	Day	Night
<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>	<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>	<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>

During the day _____

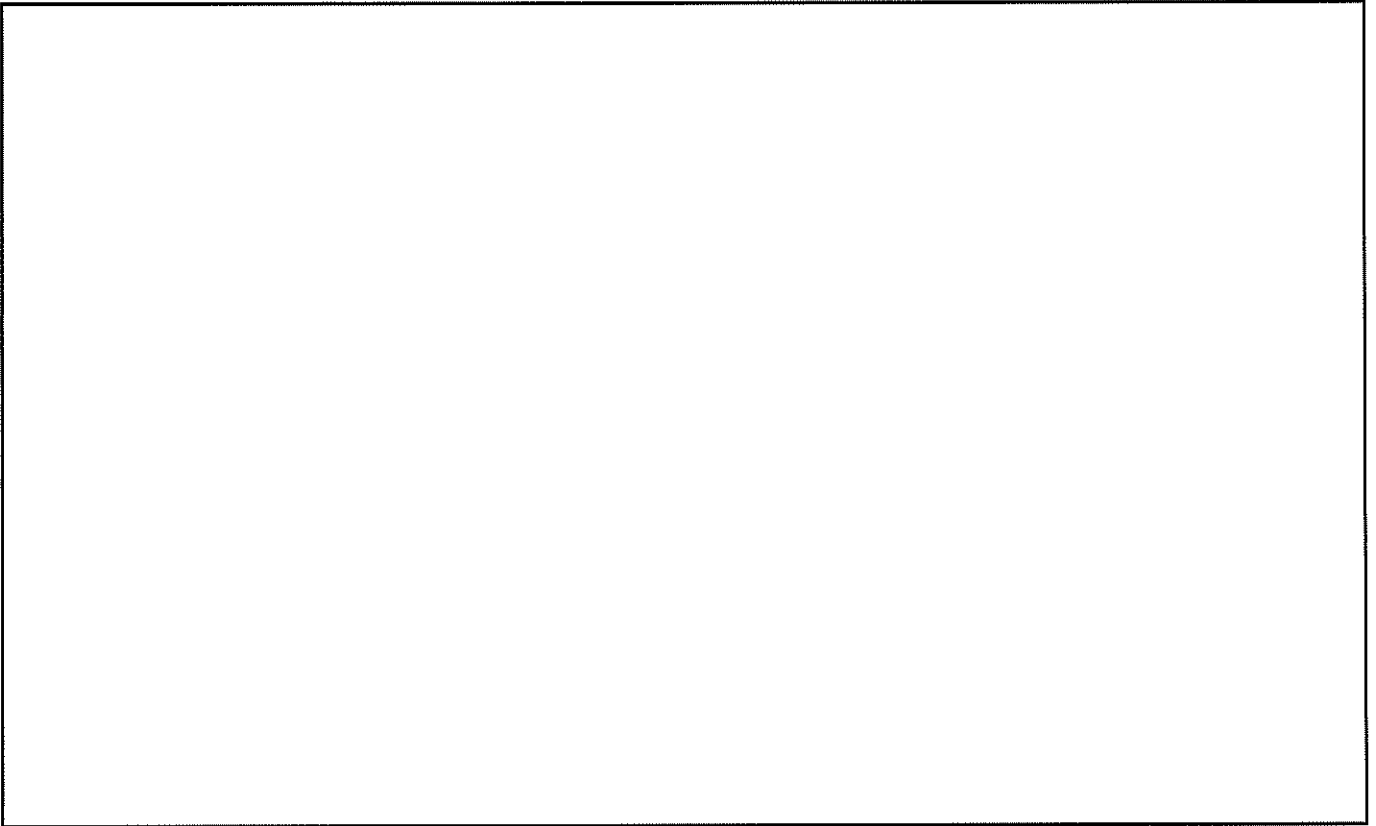
During the night _____



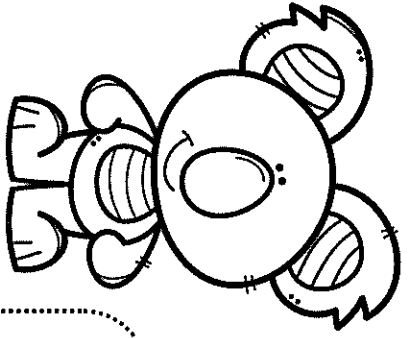
©Busy Me Plus Three

Who do I trust?

Activity: Draw a picture of someone you can trust and complete the sentence under your drawing



This is _____, I can trust them because.....



Kevin the Koala

Name: _____

Describe Kevin at the beginning of the story.

Describe Kevin at the end of the story.




How did Kevin change during the story?





ar a

1 Colour the letter or letters for  in each List Word.

car
card

far
farm

ask
fast

2 Colour a box for each sound you hear in the picture name.



--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

3 Write the letters for the first sound in each word.
Colour the letters for  in each word.



__ arm



__ ath



__ ar



__ tar



__ ard



__ art

4 Finish the sentences with the words from the star.

Look at that _____ car!

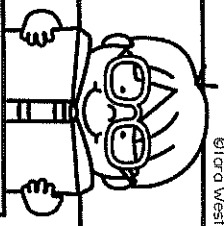
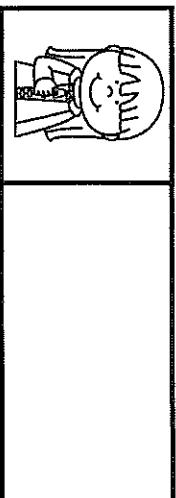
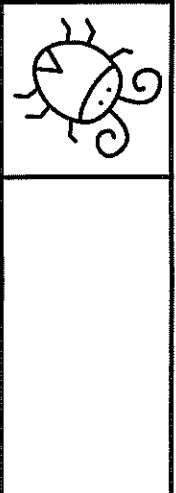
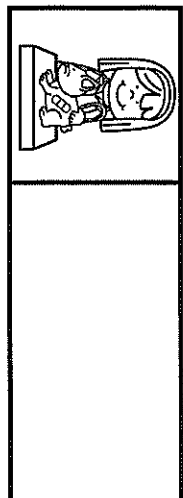
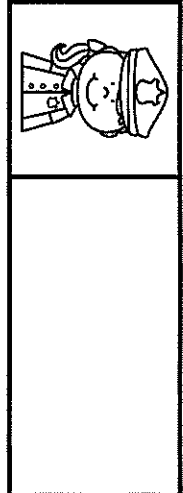
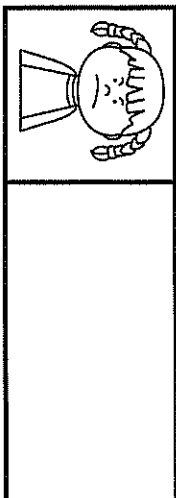
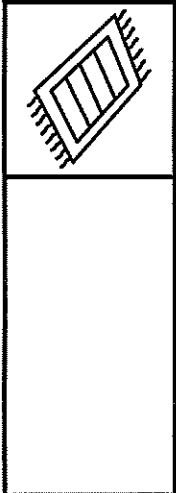
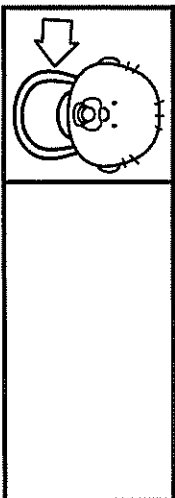
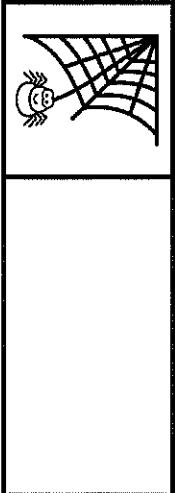
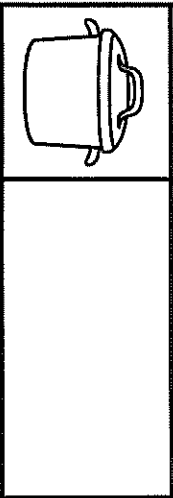
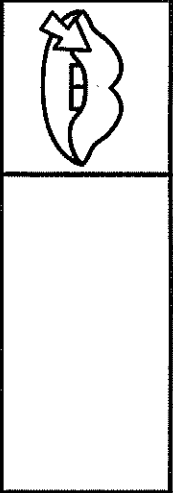
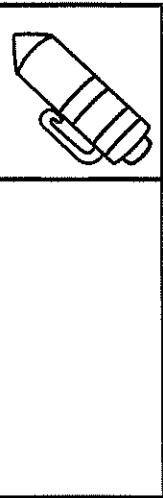
I will _____ to go to the park.

Is it _____ to the farm?



Name: _____

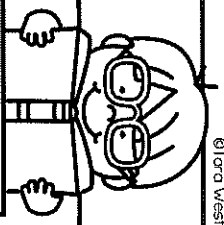
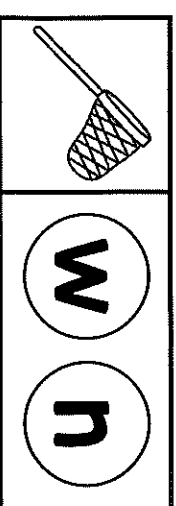
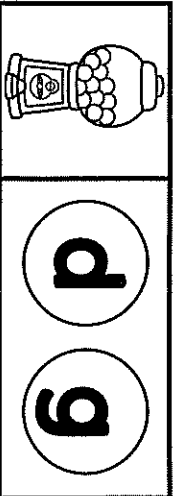
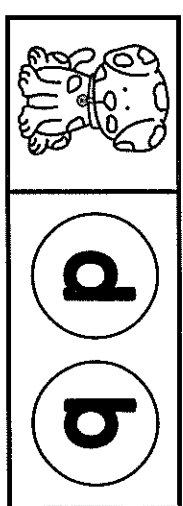
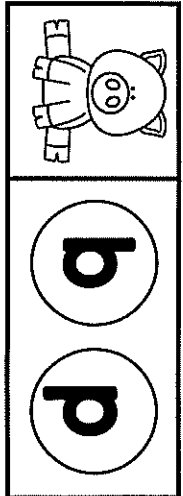
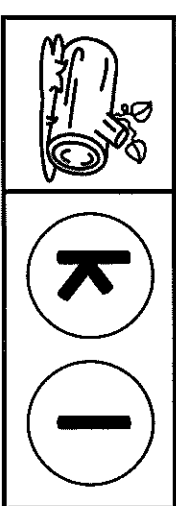
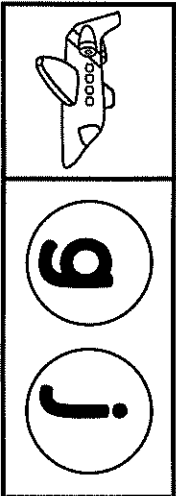
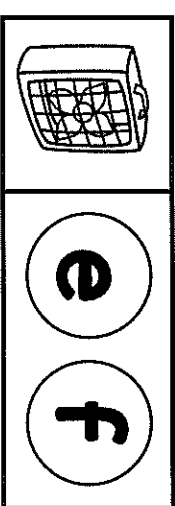
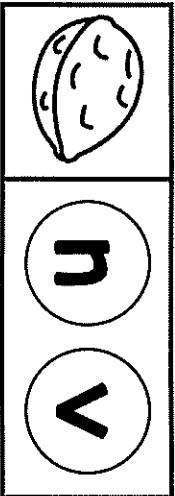
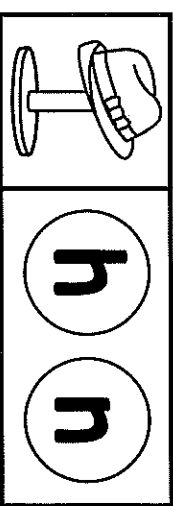
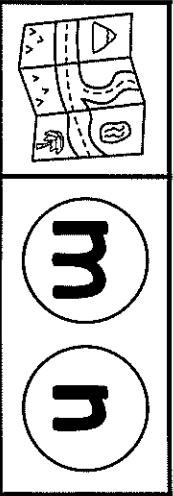
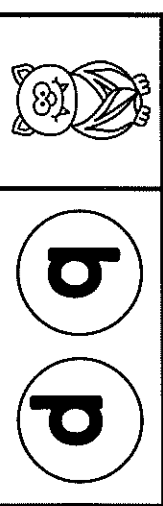
Directions: Write the correct CVC word.



©Tara West

Name: _____

Directions: Color the correct beginning sound.



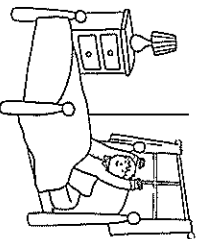
©Tara West

Write the CVC words.

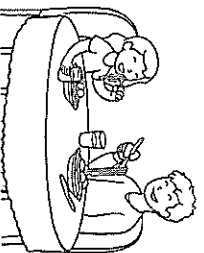
Search for the beginning sounds.

Ordering Our School Day

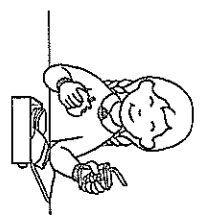
Cut out the events of a school day and glue them in order of when you do these things. Below each square, write if you do the event in the morning, in the middle of the day, in the afternoon, in the evening or at night.



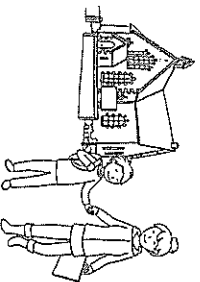
waking up



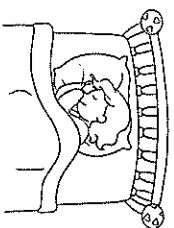
eating dinner



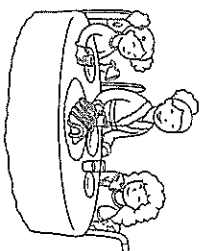
eating lunch



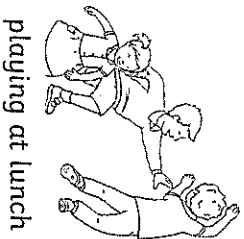
finishing school



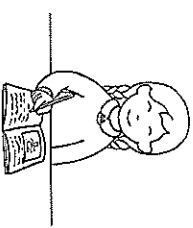
going to bed



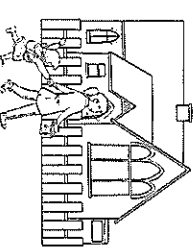
eating breakfast



playing at lunch



doing homework












going to school

What Can You Do in a Second, Minute or Hour?

What can you do in a second?	What can you do in a minute?	What can you do in an hour?

Use the bank of activities below to cut and stick into the table.



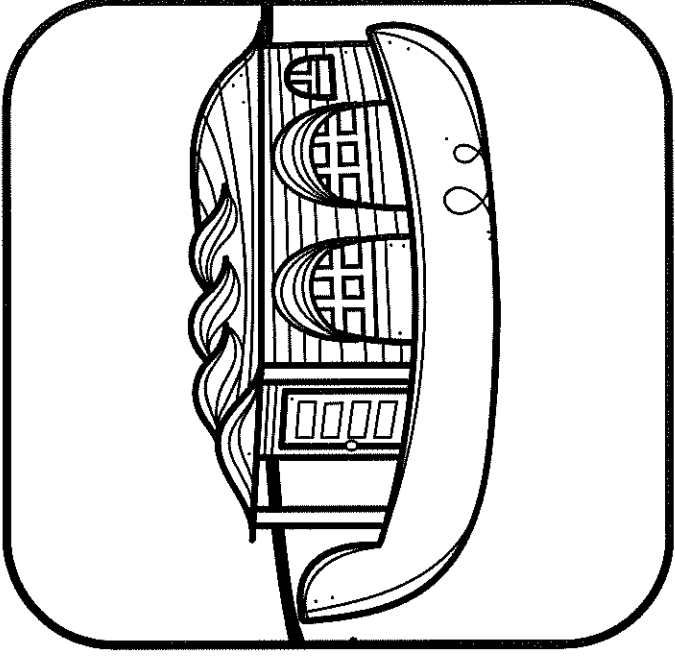
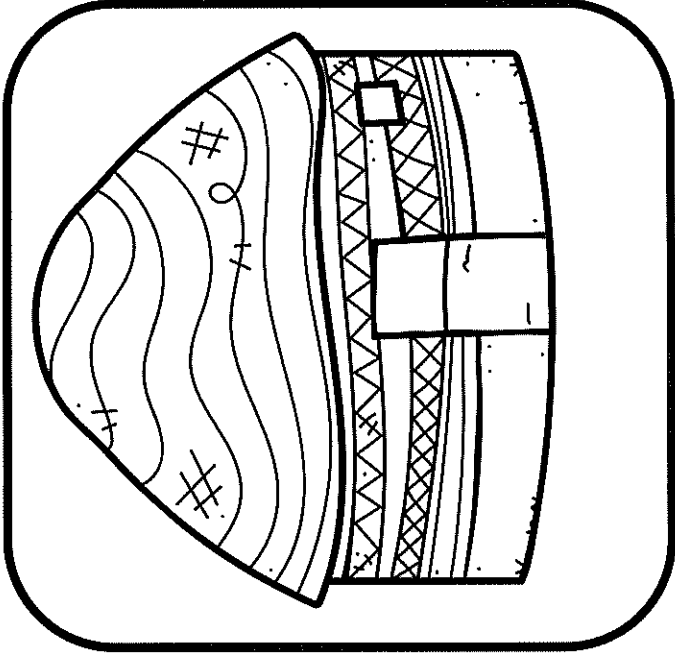
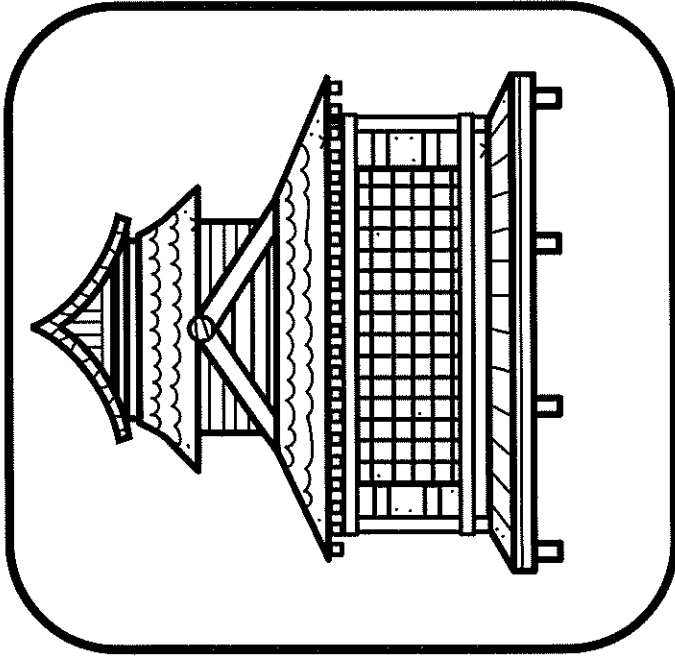
 blink	 brush your hair	 watch tv	 smile	 water a plant
 paint a picture	 wave	 fill a water bottle	 go swimming	

Name: _____

Date: _____

Swapping Homes!

If you could try a different home for a day, which one would you pick?

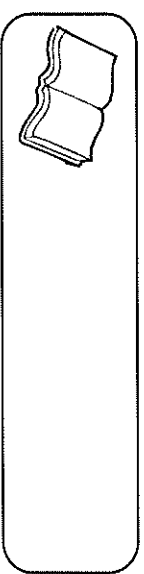


I picked this home because _____

It's different to my home because _____

Name _____

Story Map



Setting

Characters

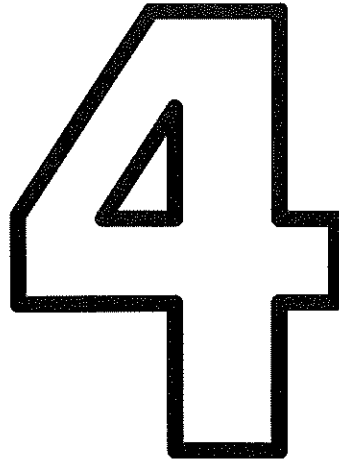
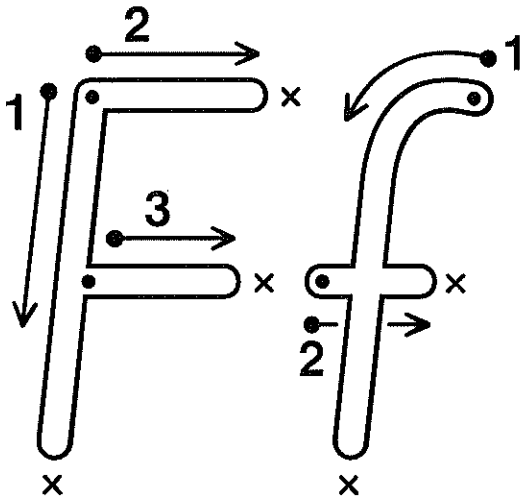
Beginning

Middle

End

Name: _____

Date: _____

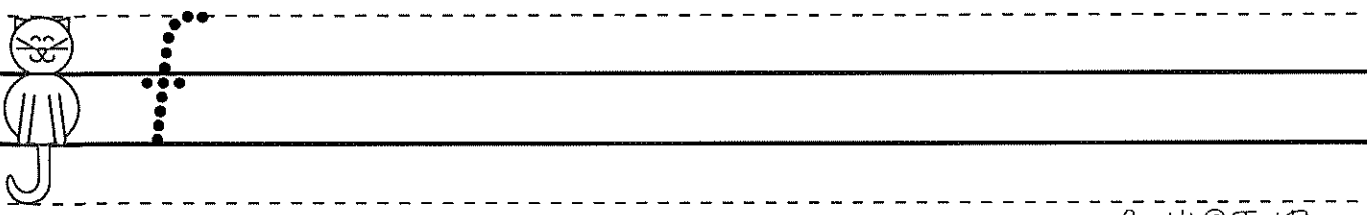
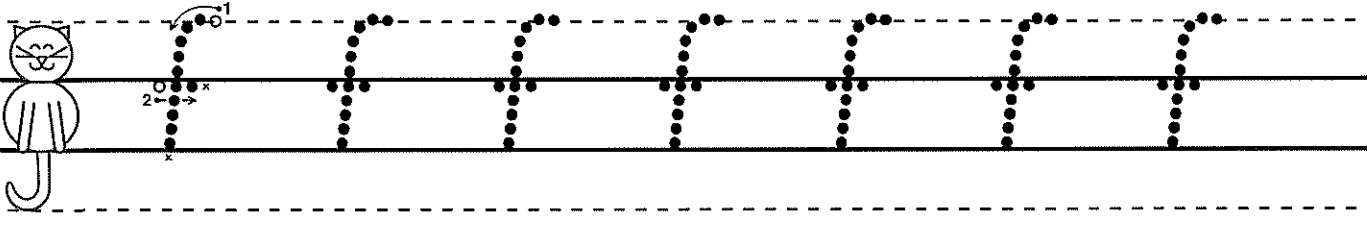
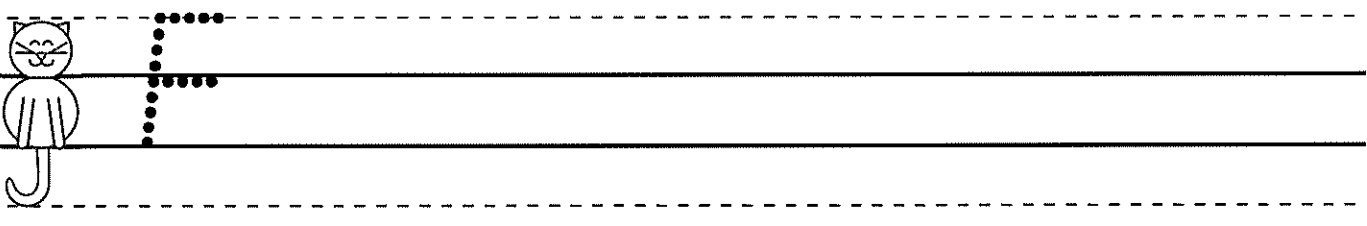
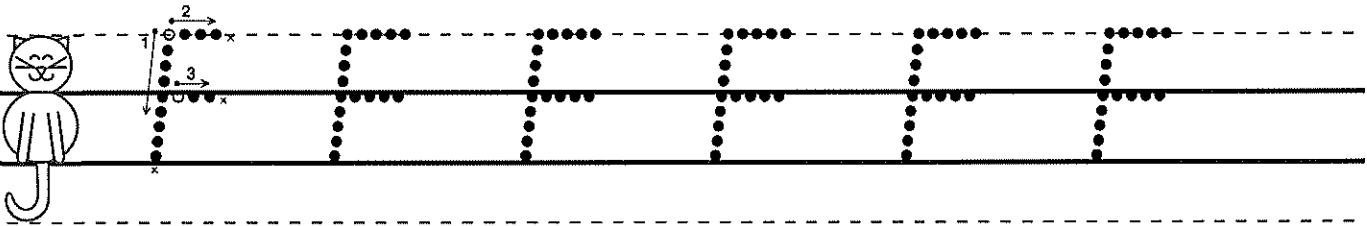


for

fun

four

fork




Copyright © Tweet Resources

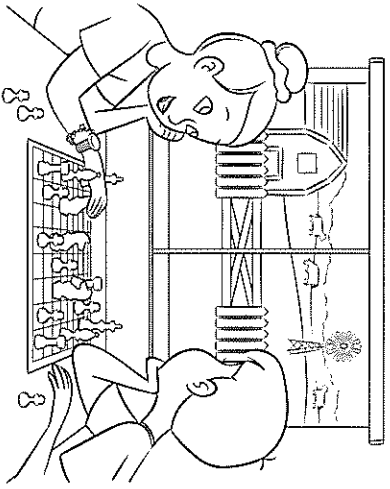
My letters are neat.

My letters sit on line.

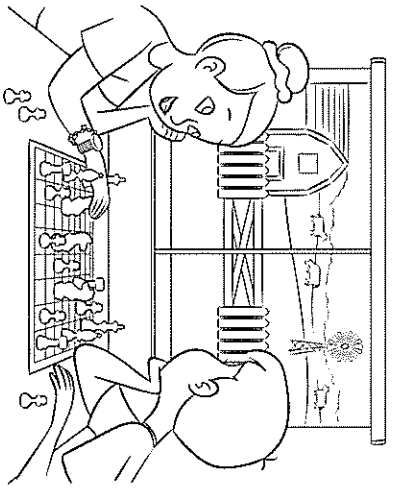
My letters have spaces.

BLM SWA23  Special Word Activity: are, after

8



Two horizontal lines for writing.



Two horizontal lines for writing.

Before and After

Name: _____

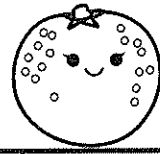
Teach **THIS**



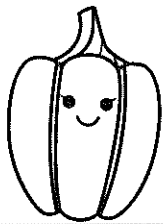
2



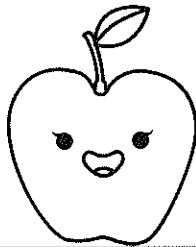
8



14



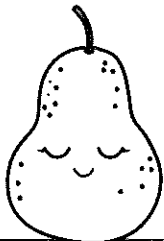
9



11



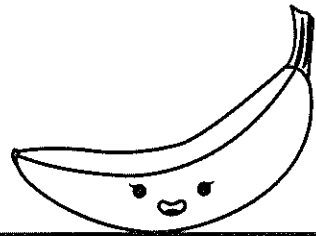
8



10



16



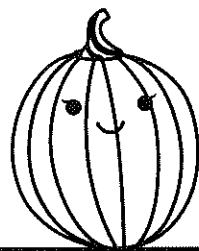
19



7



18



5

Olympics

