

K-2H

Home Learning Pack

Week 2



Hi families and welcome to week 2,

I hope you are doing well and been able to make the most of the lovely weather we have had.

It has been lovely to talk to all of our parents and some of children.

This week we have a few different activities below. You can try pointing to the days of the week and months of the year, doing a daily calendar or going on a scavenger hunt. Please remember these are all just different examples of activities you can do at home,

Here is a list and links to our some of our daily songs and learning activities, feel free to try these at home.

Good morning songs—

[Have a Good Morning, Have a Good Day](#) [Morning Song for Kids](#) [Jack Hartmann](#) — Bing video

[Good Morning Song for Kids \(with lyrics\)](#) [The Singing Walrus](#) — Bing video

[Hello Song for Kids](#) [Greeting Song for Kids](#) [The Singing Walrus](#) — Bing video

Days of the week —

[Days of the Week Song](#) [The Singing Walrus](#) — Bing video

[Days Of The Week Addams Family \(Parody\)](#) [Fun songs for Big Kids, Preschoolers and Toddlers](#) — Bing video

[Days of the Week Syllables Song](#) [Jack Hartmann](#) [Syllable Song](#) — Bing video

Months of the year —

[Months of the Year Song](#) [Song for Kids](#) [The Singing Walrus](#) — Bing video

[12 Months of the Year](#) [Exercise Song for Kids](#) [Learn the Months](#) [Jack Hartmann](#) — Bing video

[Months of the Year Syllable Song Phonological Awareness](#) [Jack Hartmann](#) — Bing video

Phonics song—

[Ants In The Apple](#) — Bing video

Our favourite dances—

[\(4\) Jump! Children's song by Patty Shukla \(DVD version\)](#) — YouTube

[Penguin Dance](#) [Brain Breaks](#) [Jack Hartmann](#) — Bing video

Math songs

[The Big Numbers Song](#) — Bing video

[Shapes song for kids](#) [The Singing Walrus](#) — Bing video

[What's Your Favorite Color?](#) [Kids Songs](#) [Super Simple Songs](#) — Bing video

My name is



There are _____
letters in
my name.



I coloured the letters
that are in my name.

g	h	i	j	k	l	m	n	o	p
q	r	s	t	u	v	w	x	y	z

This is how I write
my name.





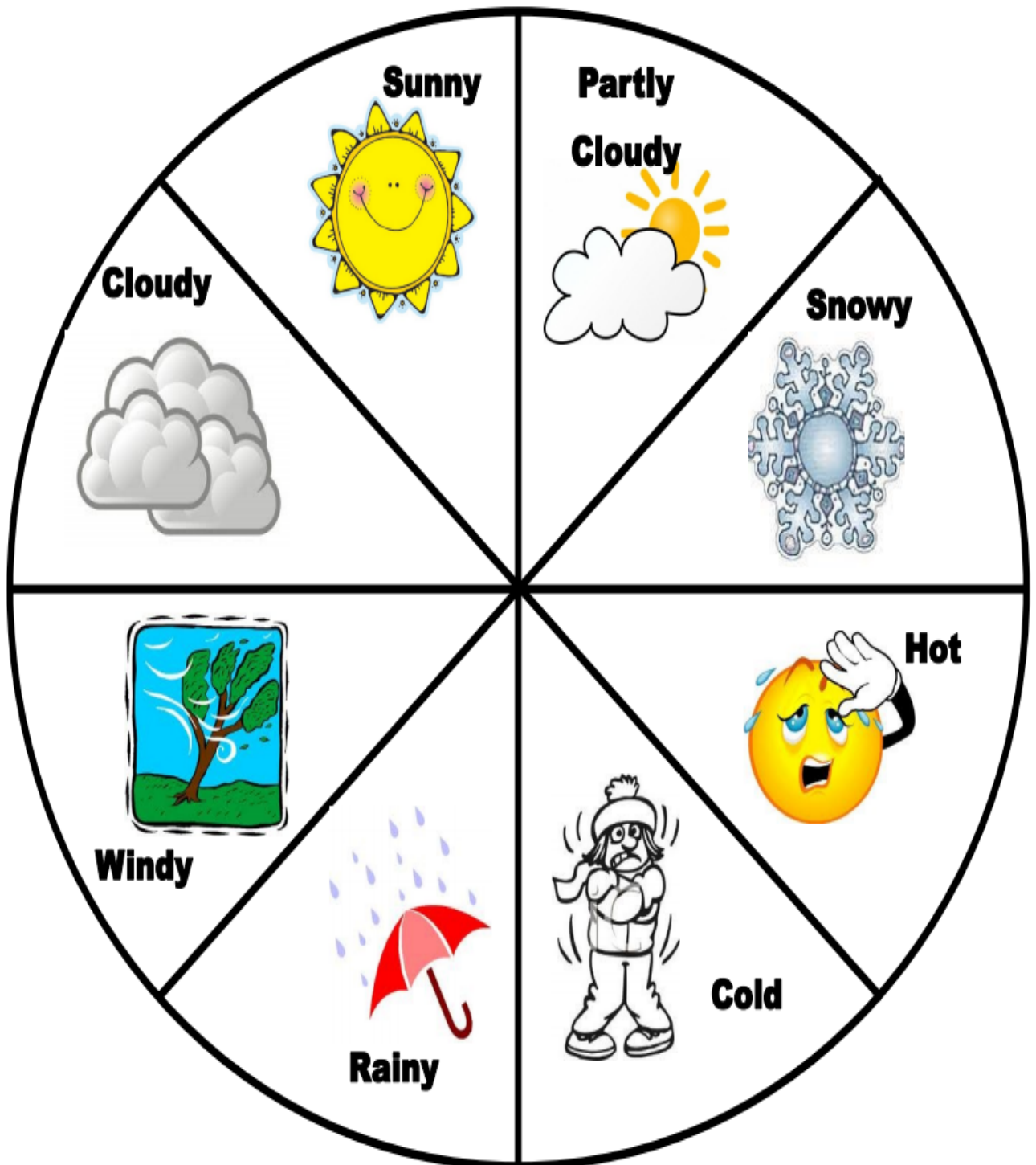
July 2021 (Australia)

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Each day, mark the day off

by crossing the number off on the chart. Any special occasions you can add to your calendar?

What is the weather like today?



Sing along to the months of the year. Try to point at each month as you go.



Sing along to the days of the week, try to point to each day as you go



Sunday

Monday



Tuesday

Wednesday



Thursday

Friday



Saturday

NATURE SCAVENGER HUNT

Find each of the following items and cross them out as you find them.



Leaf



Tree



Rock



Bird



Grass



Flower

© A Little Classroom Resources

DISCUSSION QUESTIONS

1. What is it?
2. What color is it?
3. Show me which one had feathers.
4. Which one had petals?
5. Which one had bark?
6. Can one of them fly?
7. Which was the biggest?
8. What was the smallest?

© A Little Classroom Resources

DINING ROOM SCAVENGER HUNT

Find each of the following items and cross them out as you find them.



Plate



Glass



Spoon



Mug



Bowl



Fork

© A Little Classroom Resources

DISCUSSION QUESTIONS

1. What is it?
2. What color is it?
3. Which do you eat with?
4. Which ones have a handle?
5. Which one do we eat soup with?
6. Which do you put cereal in?
7. Which are round?
8. Which do you drink from?
9. Which stirs?

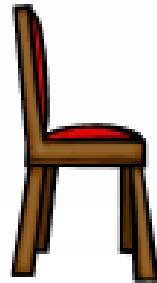
© A Little Classroom Resources

HOUSE SCAVENGER HUNT

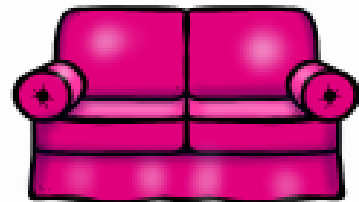
Find each of the following items and cross them out as you find them.



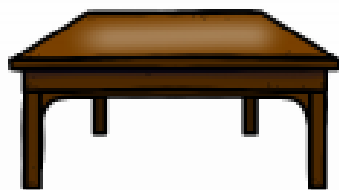
Television



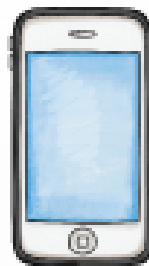
Chair



Sofa



Table



phone



Keys

© First Class Classroom Resources, LLC

DISCUSSION QUESTIONS

1. What is it?
2. What do we do with it?
3. Which do you watch?
4. What opens a door?
5. Where do we sit?
6. Which makes calls?
7. Which do we turn on?
8. Which is the smallest?
9. Which has 4 legs?

© First Class Classroom Resources, LLC

BEDROOM SCAVENGER HUNT

Find each of the following items and cross them out as you find them.



Bed



Bureau



Clock



Mirror



Lamp



Pillow

©Arlow Classroom Resources

DISCUSSION QUESTIONS

1. What is it?
2. What do we do with it?
3. Which tells time?
4. What do we sleep on?
5. Where do you keep your clothes?
6. Which gives light?
7. Where do you see your reflection?
8. Which has drawers?
9. Where does a blanket go?

©Arlow Classroom Resources

HOUSE SCAVENGER HUNT

Find each of the following items and cross them out as you find them.



Television



Chair



Sofa



Table



Phone



Keys

© A First Class Classroom Resources

DISCUSSION QUESTIONS

1. What is it?
2. What do we do with it?
3. Which do you watch?
4. What opens a door?
5. Where do we sit?
6. Which makes calls?
7. Which do we turn on?
8. Which is the smallest?
9. Which has 4 legs?

© A First Class Classroom Resources

SIMON SAYS

INSTRUCTIONAL FOCUS

- Following 1 or 2-step directions, listening carefully before acting (addresses impulse control), gross motor skills

MATERIALS:

- None needed

DIRECTIONS

- Stand facing the student
- Give directions with or without saying "Simon Says". Students should only follow directions if it is preceded by Simon Says.
- Choose the directions that your student is able to complete

SIMPLE 1-STEP DIRECTIONS

- Clap hands
- Touch head
- Take 1 step forward
- Jump twice
- Turn around
- Hop on one foot
- Touch toes
- Raise your hand
- Raise both hands
- Dance
- Take 1 step back
- Put your hands on your knees
- Stomp feet
- Touch your stomach

SIMPLE 2-STEP DIRECTIONS

- Clap hands and stomp feet
- Take 1 step forward and turn around
- Hop on one foot and raise your hand
- Touch your head and jump
- Touch your head and touch your toes
- Touch your head and then your stomach
- Raise one hand and stomp your feet
- Raise both hands and turn around

MAGIC MYSTERY BAG

INSTRUCTIONAL FOCUS

- Naming items, describing items, using adjectives, categorizing items

MATERIALS:

- A pillowcase or large box
- 10 common items (e.g., spoon, pencil, toy car, cookie cutter, photo of family member, block or Lego, small toys)

DIRECTIONS

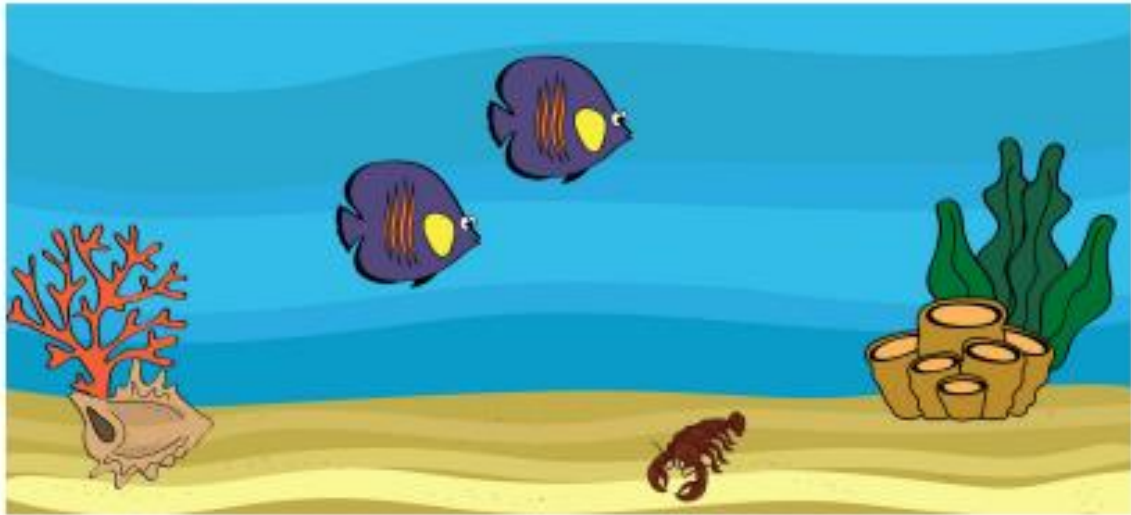
- Put the items in the pillowcase or box and show it to the students. If using a box find a way to cover it that allows the students to put their hands in and take out a toy. If you can't, cover the box, you could draw the items out.
- Pull the items out or have the students pull them out. Each time they pull it out, have them tell you something about it.

POSSIBLE QUESTIONS OR SENTENCE FINISHERS

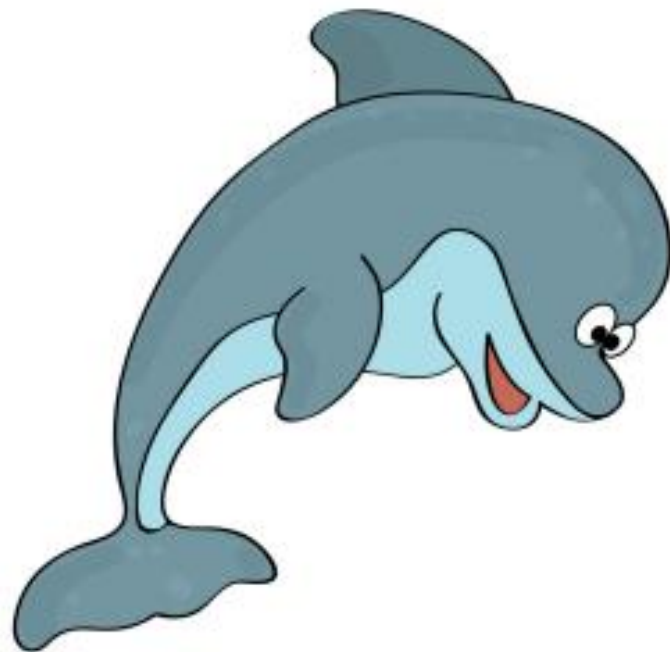
- What is it?
- What color is it?
- What does it do?
- What do we use it for?
- Tell me one more thing about it.
- Where do you find it?
- What do you do with it?

* NOT every question will relate to every item

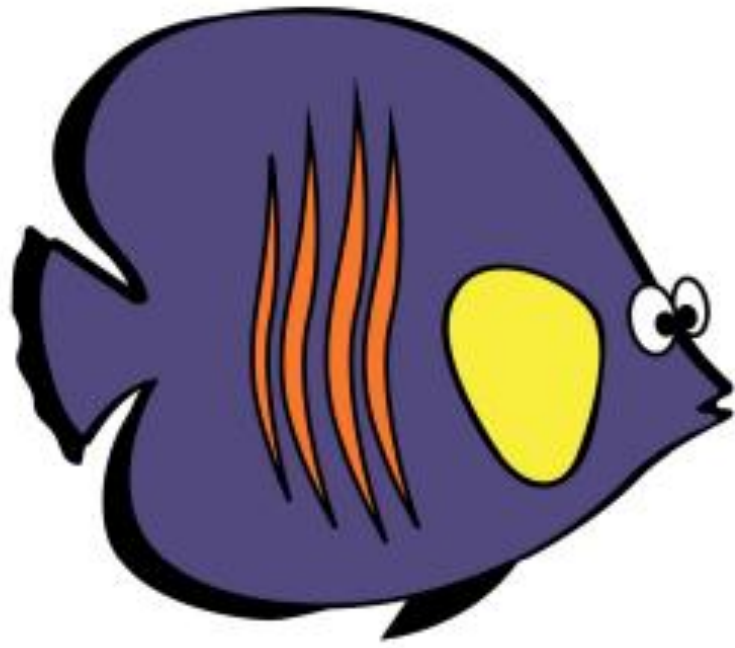
In the Ocean



By: Ms. Klem



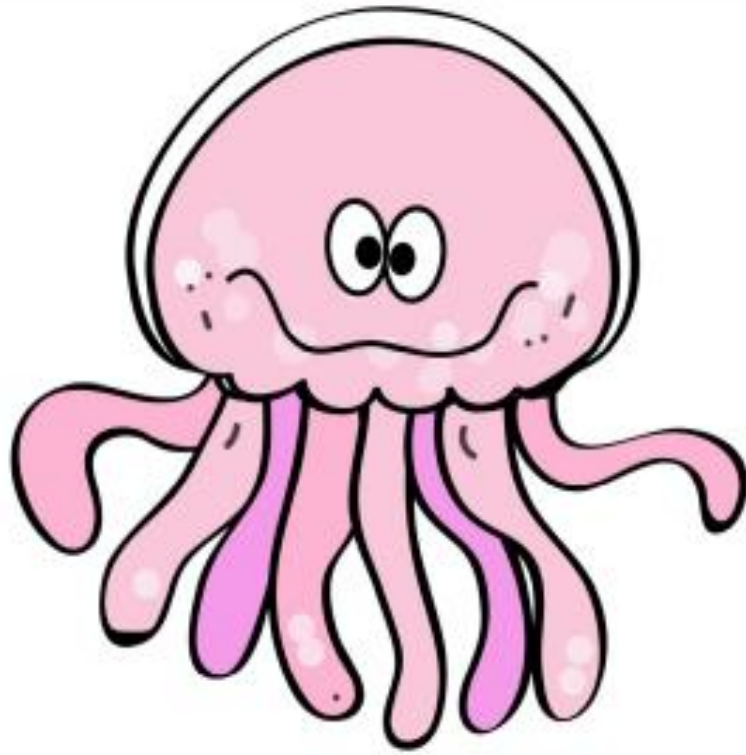
I see a dolphin.



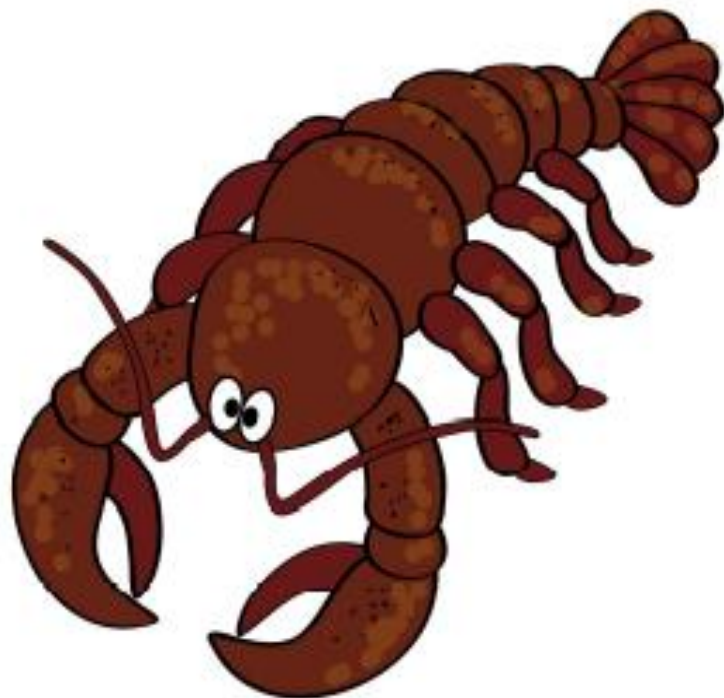
I see a fish.



I see a crab.



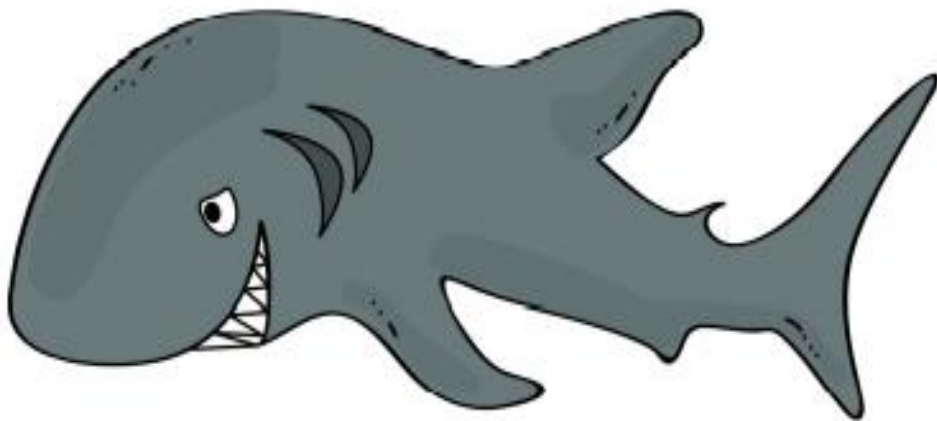
I see a jellyfish.



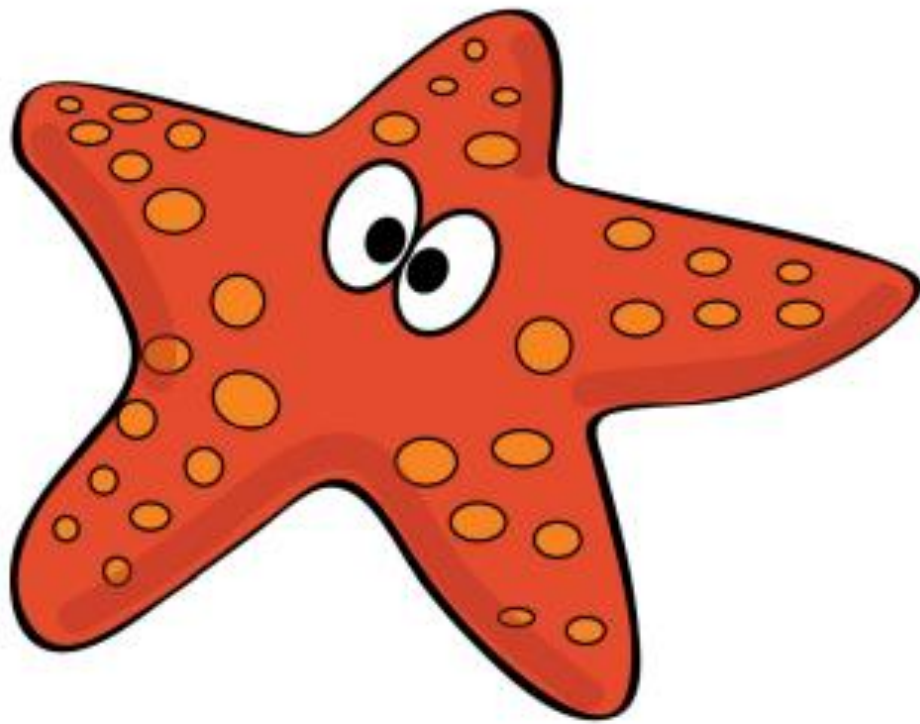
I see a lobster.



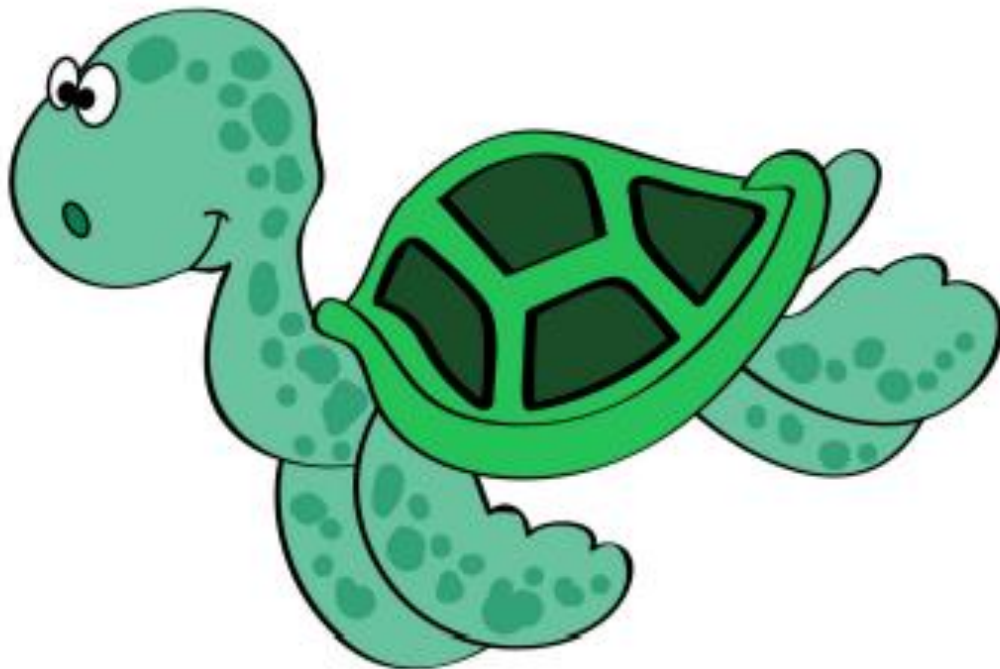
I see an octopus.



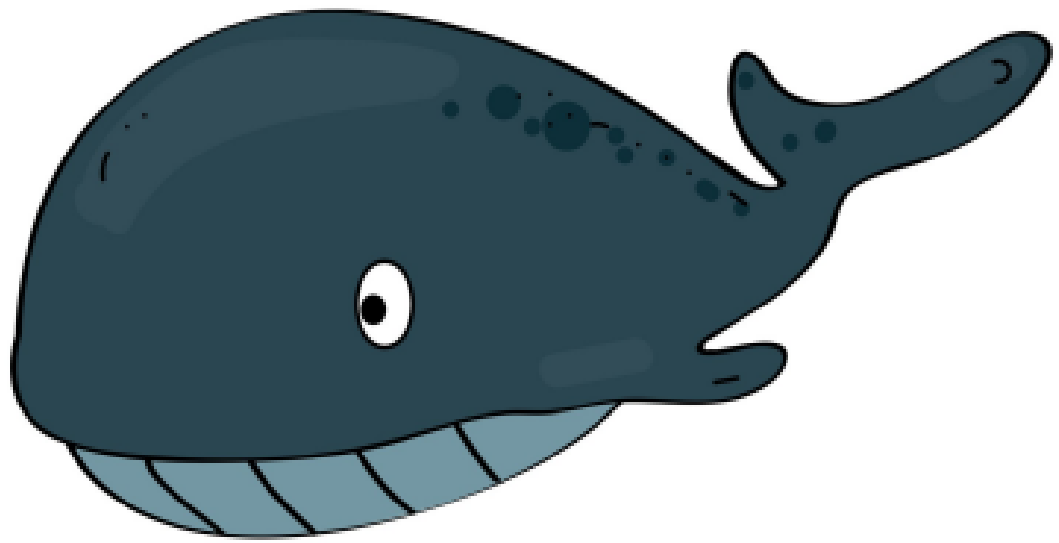
I see a shark.



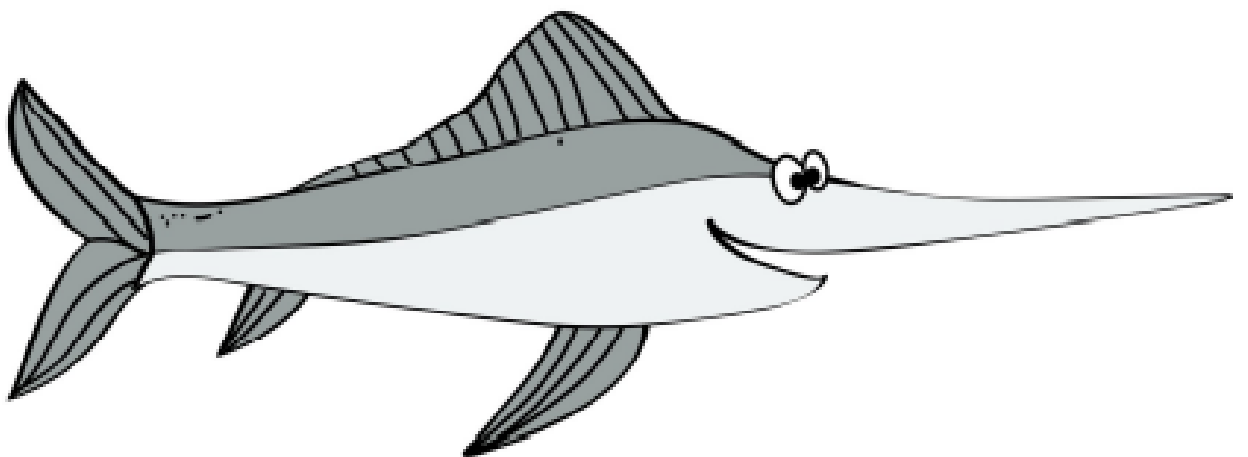
I see a starfish.



























I see a turtle.





I see a whale.



I see a swordfish.

 a	 b	 c	 d	 e	 f	 g	 h
 i	 j	 k	 l	 m	 n	 o	 p
 q	 r	 s	 t	 u	 v	 w	 x

 y	 z
---	---

is the
and for
a on

I am
went to
this can

we are
like my
in see

A4 Alphabet Card B101
P.O. Box 21614
Henderson,
Auckland 1231
New Zealand
Ph/Fax (INT) 64 9 828 7742
Ph/Fax (NZ) 09 828 7742
Printed in New Zealand



© Copyright 1991-98 Butterflies. All rights reserved.

Can you fill in the missing letters (use your butterfly card to help)

<i>a</i>	<i>b</i>		<i>d</i>	<i>e</i>			<i>h</i>
<i>I</i>		<i>k</i>	<i>l</i>		<i>n</i>		<i>p</i>
<i>q</i>	<i>r</i>	<i>s</i>			<i>u</i>	<i>w</i>	
<i>y</i>	<i>z</i>						

Can you fill in the missing letters (use your butterfly card to help)

	<i>b</i>	<i>c</i>	<i>d</i>		<i>f</i>	<i>g</i>	
<i>i</i>	<i>j</i>		<i>l</i>	<i>m</i>		<i>o</i>	<i>p</i>
<i>q</i>			<i>t</i>	<i>u</i>	<i>v</i>	<i>w</i>	
<i>y</i>	<i>z</i>						

PLAYGROUND



PLAYGROUND – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch a boy
Touch the slide
Point to a swing
Touch the ball

Verbs:

Touch the kids who are spinning
Touch the child who is swinging
Point to the one who is sliding
Touch someone who is jumping
Point to the child who is drinking

Two Step Directions:

Touch a ball, then a wheel
Touch a tree, then a boy
Touch a swing, then the slide
Touch the sandbox, then a girl

Colors:

Touch something red
Touch something green
Point to something yellow

Negation:

Touch something that is not red
Touch someone who is not sliding

PLAYGROUND – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked "what is it?" or "what is this?"

Verbs:

Touch different children in the picture and ask "what is he/she doing?"

WH Questions:

Point to a child and say, "where is this boy/girl?"
Ask, "who is on the slide", "who is drinking"

Colors:

Point to different pictures in the scene and ask "what color is it?"

Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (green tree), three words (he is sliding) etc. Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as "is he jumping?"

LIVING ROOM



LIVING ROOM – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Touch the chair
Touch the window
Point to a lamp
Touch the tv

Verbs:

Touch the child who is jumping
Point to the one who is holding the baby
Touch someone who is sitting

Two Step Directions:

Touch the tv, then a window
Touch the rug, then the baby
Touch the plant, then the picture
Touch the sandbox, then a girl

Colors:

Touch something blue
Touch something green
Point to something yellow

Negation:

Touch something that is not blue
Touch someone who is not jumping

LIVING ROOM – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary:

Point to a picture on the scene and asked "what is it?" or "what is this?"

Verbs:

Touch different children in the picture and ask "what is he/she doing?"

WH Questions:

Point to a child and say, "where is this boy/girl?"
Ask, "who is on the couch", "who is sitting"

Colors:

Point to different pictures in the scene and ask "what color is it?"

Increasing sentence length:

Ask your child to tell you about what is happening in the picture. You can encourage putting two words together (blue couch), three words (he is jumping) etc. Model it and see if they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes or no question, such as "is she sitting?"

Number chart activity examples

Using the number chart below practice counting up to 20 and then back to 0.

Follow along with the big numbers song pointing to the numbers

Find 20 toys or 20 items and put them in a line, count them up and then back to 0.

Try to copy or write the numbers, you could use pencils or write them outside in the dirt.

u

1

2

3

4

5

6

7

8

9

10

1 1

1 2

1 3

1 4

1 5

1 6

1 7

1 8

1 9

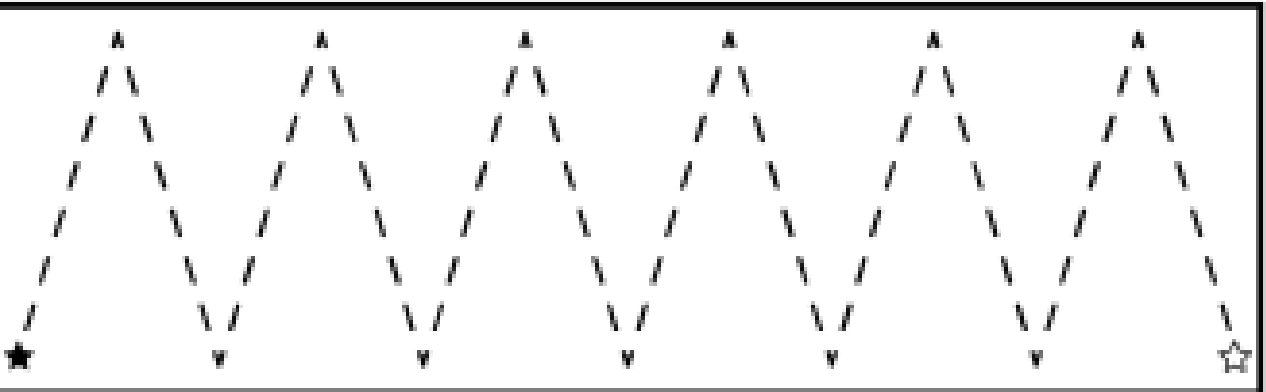
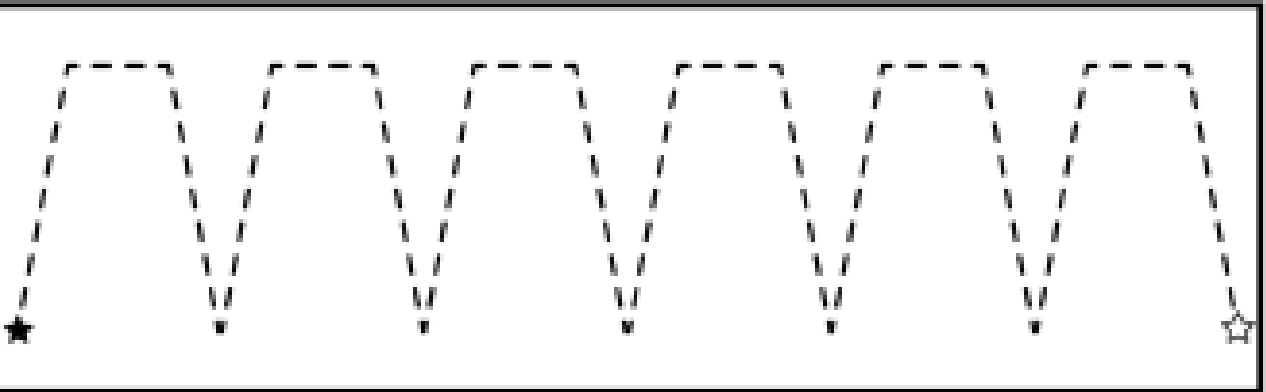
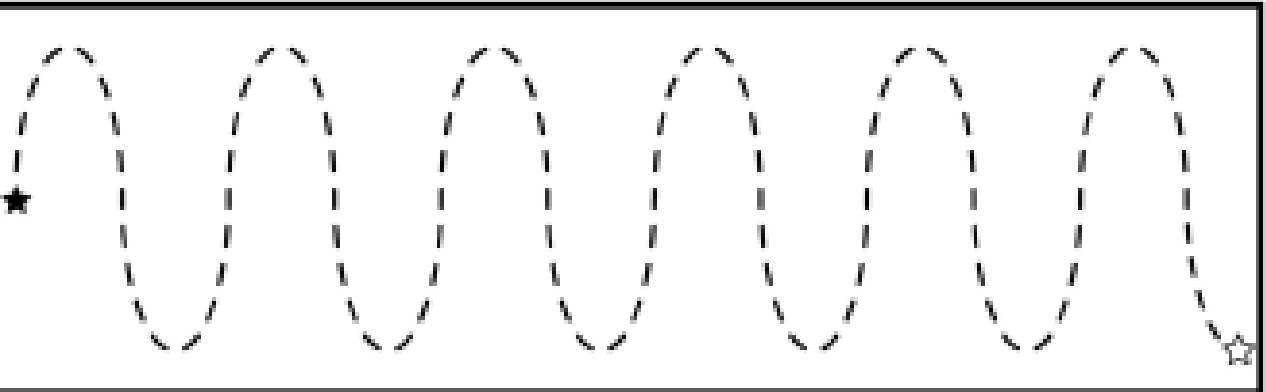
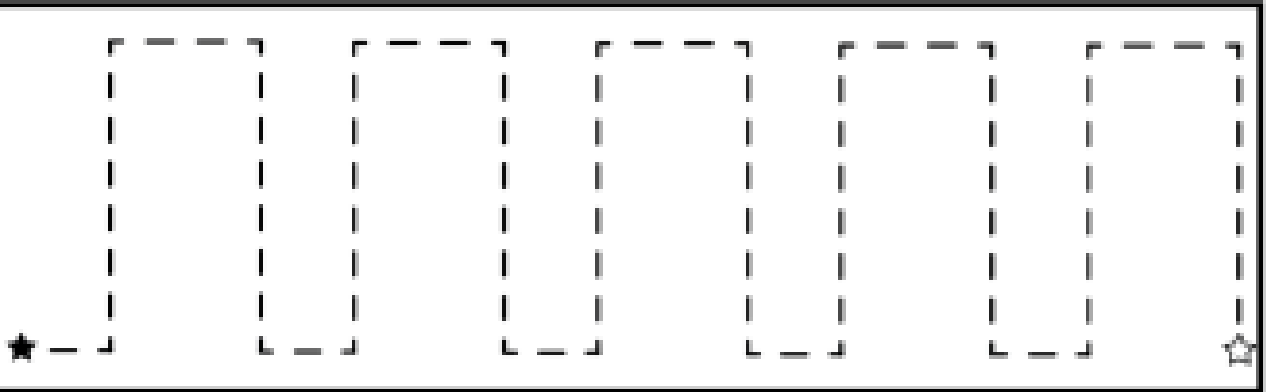
2 0

PENCIL TRACING!



Teach Me!

Name: _____



Numbers 1 - 10



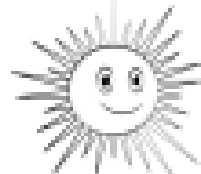
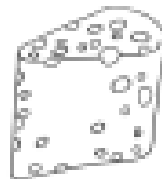
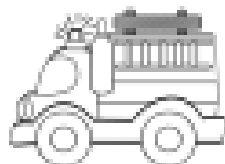
Practise counting and tracing numbers one to ten.

Colour Sort

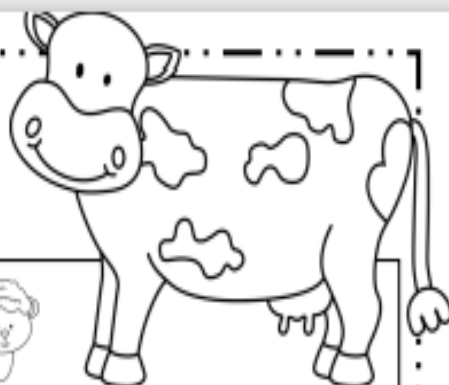
Sort the pictures below into their appropriate colour.



--	--	--



Add the Farm Animals



Add the sheep.



3

+

2

=



How many pigs do you see?



2

+

4

=



Add the chicks.



6

+

5

=



Add the cows.



1

+

3

=



How many cats do you see?



3

+

4

=



How Many?

