



VALUES INSPIRED EDUCATION

HOME BASED SUPPORT LEARNING

KINDERGARTEN 2



Home Based Learning Package

Dear Parents,

In view of the worsening Covid-19 situation, The Ministry of Education (MOE) and Ministry of Social and Family Development (MSF) require all childcare centres to suspend their general services from 8 April 2020 until 4 May 2020. Children are required to stay home during this period. As such, we would like to provide this Home-Based Learning Package to our parents so that you can support your child's learning at home.

The Home-Based Learning material is written primarily according to PCS's Value Inspired Education Curriculum. We have simplified our lesson plans for Term 2 week 3 - 6, for your stay-at-home child to keep up with the learning.

In addition, on day 1 of each week's lesson plan, we have added some parenting tips and family fun activities for you to have an enjoyable time with your child at home. You may carry out the lessons/activities with your child according to your own needs and situations.

Please be assured that our teachers are required to get in touch with parents and support in any queries regarding the Home-based Learning Package. Should you have any queries, please feel free to contact the school or our teachers for help.

Stay United! Stay Safe! Stay Healthy! 😊

Kindergarten 2	Term 2: Wonderful Earth	Week 3	3.1
Parenting Tips		How to Talk to My Child About Covid-19	
Domain: Current Issue / Social & Emotional Development			
Objectives:			
<ul style="list-style-type: none"> - Gain understanding of what is happening around them - Express and cope with emotions appropriately 			
<p>By now, your child may have heard about the new coronavirus, whether it's from a snippet of a news briefing or from other kids at school. They may have family members who have been quarantined or they may even know someone who is sick. So what should you tell kids about the Covid-19, and how? Below are some tips from a paediatrician, two psychologists, a paediatric infectious disease specialist and a safety expert.</p> <p>Assess what your child knows You should start the conversation by asking what your child has heard about the virus. If they've heard that people all over the world are dying, that's a very different conversation than if they've just heard it's like the flu.</p> <p>Process your own anxiety first Make sure you're not panicking in their presence around the topic. So try to process any fears you may have before you talk to your child. We don't want our children to feel like the world is so scary, because that might keep them from being curious and engaged.</p> <p>Don't dismiss your child's fears If your child is afraid because some kid told him he might die, that's a real fear and you should take it seriously. If you simply tell your child, "You'll be fine," they might not feel heard. Listen to them and track what your child is feeling. You can say something in a calm voice like, "That sounds pretty scary, I can see it in your face." You can also relay an anecdote from your own childhood about a time when you were scared. Then, after your child has calmed down, perhaps over dinner, you can bring up Covid-19 again.</p> <p>Talk at an age-appropriate level If you are talking to your young child about the virus, you can say something like, "There's lots of different viruses, like when your tummy hurts, or sometimes when you have a bad cold. Covid-19 is another type of virus. Depending on how old your child is and how much they know, you might also say something like, "This illness is different than a cold because it's new, but people are trying really hard to make sure it doesn't spread, and they treat people who are sick. If you ever have questions, talk to me". You can also say, "Scientists and really smart people all around the world are trying to figure out how to keep people safe and healthy."</p> <p style="text-align: right;">~Adapted from How to Talk to Kids About Coronavirus (Grose, 2020)</p>			
Activity: Watch a video on Netflix: How do people catch a cold https://www.youtube.com/watch?v=OECPrjinoCg			

Kindergarten 2	Term 2: Wonderful Earth	Week 3	3.2
Domain: Language / Discovery of the World		Lesson: Day and Night	
Objectives: <ul style="list-style-type: none"> - Identify the things your child can see in the sky during daytime and the night sky. - Discussion on the cycle of day and night. 			
Poem: When the Sun is Shining			
<p>When the sun is shining, I do so many things. I played outside at the park and go high on the wings. I eat, I drink, I shop and snuggle while I read. It's fun to have the sun, it helps grow the things I need.</p>		<p>But now the night is coming, the sun seems to go and hide. It's time to bathe and dress for bed, it's getting dark outside. The sun has moved and now it's dark, my sleepy eyes fall asleep. Soon morning comes, my room is bright, the sun is back to keep.</p>	
Instructions: <ol style="list-style-type: none"> 1. Read the poem with your child. 2. Get your child to identify things they do in the day and night. 3. Ask your child why do we have day and night? 4. Watch this video with your child. https://www.youtube.com/watch?v=Wv-CRKsTYGs – Day and Night 5. Discuss with your child where does earth get its light from. (the sun) 6. You can also illustrate the day and night cycle using a torchlight and a ball. 7. Introduce the word 'rotation' (earth rotates own its own axis) and 'revolution' (earth revolves around the sun). 8. Discuss the position of the sun when it's daytime and when it's night time. <p>Watched these links to add on some fun: https://www.youtube.com/watch?v=CXiZ9v1XXMo</p>			
Activity: Language Workbook <ol style="list-style-type: none"> 1. Colour the pictures to show day and night (page 11) 2. Day and Night (page 13) 		<ul style="list-style-type: none"> - refer Activity Book 3.2.1 - refer to Activity Book 3.2.2 	

Kindergarten 2	Term 2: Wonderful Earth	Week: 3	3.3
Domain: Phonics		Lesson: /oo/ sound as in (boot)	
Objectives: <ul style="list-style-type: none"> - Say the sounds and look at the new spelling. - Identify the sound of /oo/ with the new spelling. 			
Instructions: <ol style="list-style-type: none"> 1. Watch these videos with your child. https://www.youtube.com/watch?v=jNpqXXClrAA http://alictang.net 2. Recap that /oo/ sound can be spelled out in other ways such as 'ew', 'u', 'u', 'u_e'. 3. Now watch the video again and get your child to read the words. 			
Optional: for children who have the Star Rigby Reader <ol style="list-style-type: none"> 1. Read the book 'Follow the Clues' 2. Discuss the story and let child recall the words used in the story 3. Let child read the book 'Follow the Clues' (with help or on his/her own) 			
Activity: Worksheet <ol style="list-style-type: none"> 1. Identify the items and write down the words in the boxes given - Alternative spelling for long /oo/ 		- Refer to Activity Book 3.3.1	

Kindergarten 2	Term 2: Wonderful Earth	Week: 3	3.4
Domain: Aesthetic and Creative Expression / Language		Lesson: Easter Egg Craft	
<p>Objectives:</p> <ul style="list-style-type: none"> - Decorate an Easter egg - Discuss the patterns used for decorating the egg. - Develop creativity 			
<p>Materials you may need: Whole eggshell (real/ plastic), paper, glue, glitter, markers, recycling materials available at home (e.g. buttons, beads, yarn, etc.)</p>			
<p>Activity instructions:</p> <ol style="list-style-type: none"> 1. Give your child an eggshell. (If eggshells are unavailable, you may do a 2-D craft) 2. Provide your child with a variety of materials to decorate the egg. 3. You may show a picture of a DIY Easter egg as an example for your child to get an idea of how to decorate an Easter egg. 4. Give your child the freedom to explore the materials to decorate the egg. Do not interfere unless necessary. 5. After your child completes the craft, talk to him about what he/she has done and why he/she chose the design/ pattern. <p>*To parent: While your child is decorating his/her Easter egg, you may also join in the fun and decorate your own Easter egg. Thereafter, you can talk about the Easter eggs with your child.</p>			

The following are examples of DIY Easter eggs:

3-D



Source: Sunshine Whispers



Yarn Wrapped
Easter Eggs



Source: Pinterest

2-D



Source: The Joy of Sharing

Kindergarten 2	Term 2: Wonderful Earth	Week: 3	3.5
Domain: Motor Skills Development		Lesson: Balance the egg	
<p>Objective:</p> <ul style="list-style-type: none"> - Balance the egg on a spoon while overcoming the obstacle course. - Develop Problem-solving skills 			
<p>Materials you need: Plastic egg/ping pong ball, spoon, home furniture</p>			
<p>Activity instructions:</p> <ol style="list-style-type: none"> 1. Set up a 4 to 5 stages obstacle course at home. (refer to the example given below for ideas) 2. Provide your child with a plastic egg/ ping pong ball and a spoon. 3. Your child must hold on to the spoon with the egg on it and complete the obstacle course without dropping the egg. 4. Your child is not allowed to use his/her hands to touch the egg. <p>*To parent: Please join in the game and have fun with your child. You may vary the difficulty level of the obstacle course to challenge your child's motor skills ability.</p>			

Example of an obstacle course that you can set up at home.



Picture Source: Little Learning Club

Kindergarten 2	Term 2: Wonderful Earth	Week: 4	4.1
Family Fun Activity		Shadow Play	
Domain: Discovery of the World			
Objectives: <ul style="list-style-type: none"> - Understand the concept of shadows - Explore and produce their own shadows 			
<p>Song: See My Shadow (in tune of 'Frere Jacques')</p> <p>See my shadow, see my shadow Move this way, move this way Doing things that I do, doing things that I do That's my shadow, that's my shadow</p>			
Instructions: <ol style="list-style-type: none"> 1. Sing the song with your child. 2. Watch this video with your child. https://www.youtube.com/watch?v=YuUJCNzfoBw - Light and Shadows for Kids: Transparent, Translucent and - Opaque Objects 3. Riddle: Ask your child "I follow you around in the light, I say goodbye to you in the night? Who am I?" (shadow) 4. Discuss with your child how shadow is formed. (shadow need a light source and shadow is light blocked by an object, the object can block all or part of the light) 5. Tell child that shadow change size based on how close they are to the light source. 6. Now, you and your child can explore shadows in the room. 7. Turn off the lights, close the drapes or curtains, hold up a sheet of paper while having a flashlight shine through it. 8. You can show child basic hand puppets such as the 'bunny', the 'dog' and the 'bird'. (please see attached) 9. Try doing the puppets or explore any other shadows as a family 			

Hand Puppet Shadows

The Bunny	The Dog	The Bird
 An illustration showing two hands positioned to create a shadow of a bunny. The hands are held together, with fingers curled and thumbs pointing upwards. The shadow cast to the right is a solid black silhouette of a bunny's head and ears.	 An illustration showing two hands positioned to create a shadow of a dog. The hands are held together, with fingers spread and thumbs pointing downwards. The shadow cast to the left is a solid black silhouette of a dog's head and snout.	 An illustration showing two hands positioned to create a shadow of a bird. The hands are held together, with fingers spread and thumbs pointing downwards. The shadow cast to the left is a solid black silhouette of a bird's head and wings.

Kindergarten 2	Term 2: Wonderful Earth	Week 4	4.2
Domain: Language / Discover of the World		Lesson: Weather	
Objectives: <ul style="list-style-type: none"> - Identify the different weather that they experience in Singapore. - Introduction of different weather instruments. (thermometer, rain gauge, wind vane and anemometer) 			
Song: The Weather Song What's the weather? What's the weather? What's the weather like today? Is it sunny? Is it windy? Is it rainy? Is it cold?			
Instructions: <ol style="list-style-type: none"> 1. Sing the song with your child. Ask your child what are the different types of weather mentioned in the song? 2. Ask your child what types of weather can we experienced in Singapore? 3. Show the picture cards of different weather and ask your child to describe each weather. 4. Now show the picture cards of the different weather instruments and briefly introduce and describe them to your child. Thermometer: Measure temperature to help determine if it's hot or cold Wind Vane: Determine the direction of the wind Anemometer: Instrument that tells us how fast the wind is Water Gauge: Tells us how much rainwater falls 5. When finished, recap on the names of weather instruments and how they are used. <p>Watched these links to add on some fun: https://www.youtube.com/watch?v=rD6FRDd9Hew</p>		<ul style="list-style-type: none"> - Refer to Activity Book 4.2.1 for picture cards 	
Activity: Language Workbook and Worksheet <ol style="list-style-type: none"> 1. Design the weather outfit. 2. Draw the weather scenery. (page 12) 		<ul style="list-style-type: none"> - Refer to Activity Book 4.2.2 - Refer to Activity Book 4.2.3 	

Kindergarten 2	Term 2: Wonderful Earth	Week: 4	4.3
Domain: Numeracy		Lesson: Follow Me	
Objectives: <ul style="list-style-type: none"> - Reproduce patterns using ice-cream sticks - Develop eye-hand coordination 			
Riddles: Shapes Riddles			
Dinner plates and most coins Pizza bases and rings The letter after N What shape are all these things?	I am a type of common shape The number of sides I have is four I'm not a square or a diamond Instead I am the shape of a door	I have 2 pair of equal sides But they are not all equal I have 4 right angles What am I?	My 3 sides are equal My 3 angles are equal What am I?
Instructions: <ol style="list-style-type: none"> 1. Read to your child on the shape riddles. Get child to draw the answer on a piece of paper and let child name the shapes. 2. Now distribute the ice-cream sticks for you and your child. 3. You will then make a pattern with the ice-cream sticks and get your child to copy the pattern. 4. Repeat the activity with other patterns until they are familiar and confident. 5. You and your child can switch roles and this time round you will be the follower. <p>Watched these links to add on some fun: https://www.youtube.com/watch?v=svrkthG2950</p>			
Activity: Numeracy Workbook <ul style="list-style-type: none"> - Join the dots with straight lines to make triangles. (page 8) - Join the dots with straight lines to make rectangles. (page 10) - Join the dots with straight lines to make rectangles. (page 12) 		<ul style="list-style-type: none"> - Refer to Activity Book 4.3.1 to 4.3.3 	

Kindergarten 2	Term 2: Wonderful Earth	Week: 4	4.4
Domain: Language (Phonics)		Lesson: Blend and Segment the words	
Objectives: - Learn digraph /or/ = aw, au, al			
Refer to http://alicetang.net for the /or/ sound. https://www.youtube.com/watch?v=-48G217E0fQ - /or/ sound https://www.youtube.com/watch?v=lvEfzL0H3f4 - /au/ sound https://www.youtube.com/watch?v=DCewkZOO_ew - /au/ and /aw/ sound https://www.youtube.com/watch?v=H99sBTb9LC8 - /al/ sound			
Optional: for children who have the Star Rigby Reader 1. Read the book 'Follow the Clues' 2. Discuss the story and let child recall the words used in the story 3. Let child read the book 'Follow the Clues' (with help or on his/her own)			
Activity instructions: 1. Revise the /or/ sound with the video. 2. Segment and blend the words with digraphs aw, au, al. 3. Your child should point to the dot and line while blending the sounds that make up the word. 4. Practice with your child till he/she can sound out and blend the words confidently.		- Refer to Activity Book 4.4.1 for word cards	

Kindergarten 2	Term 2: Wonderful Earth	Week: 4	4.5
Domain: Numeracy		Lesson: Patterns on geoboard	
<p>Objective:</p> <ul style="list-style-type: none"> - Creating patterns on geoboard - Transfer patterns from geoboard to paper - Improve Spatial awareness - Develop creativity 			
<p>Instructions to make DIY geoboard at home</p> <p>Cork board: http://kidzactivities.net/diy-geoboard/</p> <p>Cardboard: http://themamaworkshop.com/diy-geoboard-for-kids/</p> <p>Alternatively, you can use the Geoboard app in replace of the physical geoboard. (Geoboard for iPad, web, and more) https://www.mathlearningcenter.org/resources/apps/geoboard</p>			
<p>Activity instructions:</p> <ol style="list-style-type: none"> 1. Let your child freely explore the geoboard and create his/her own patterns using the rubber bands. 2. Using the geoboard paper template given, ask your child to draw the pattern he/she created on the geoboard on to the paper. 3. Your child can create as many patterns as he/she likes. 4. When it gets easy to do, you can guide your child to explore symmetry. <p>*It is important to follow the same number of pins used and the position the bands are placed at.</p>		<ul style="list-style-type: none"> - Refer to Activity Book 4.5.1 for geoboard paper template - Refer to Activity Book 4.5.2 for examples of patterns to create 	

K2	Term 2: Wonderful Earth	Week: 5	5.1
Parenting Tips Domain: Social & Emotional Development		Helping Your Child Learn Responsibility	
Objectives: - To encourage responsibility - notice what needs to be done, think of useful options, and take pride in their contributions.			
How to help your child learn Responsibility: Notice and narrate Draw attention to strategies that work. "Moving your puzzle to the table is a good idea. It's easier to keep track of the pieces," "You and your sister made up great rules." Ask instead of tell Support your child's independent actions. Ask, "What's a safe place to put your cup?" instead of saying, "Put your cup on the counter." Note, "I see toy cars in front of the stairs. Where should they be moved?" instead of insisting, "Someone could trip on the cars. Please move them." Put your child in charge Ask questions that inspire your child to solve problems. "We need a good way to get everyone to the table for dinner. What do you think we should do?" and "We need to find a better place for the boots (bikes, socks, mittens, toys) so we can find them easily. Where do you think they can go?" Celebrate success When you notice your child being responsible, show your appreciation. "Hurray! All the toys got put away today," "Awesome work setting the table! Dinner was very elegant," "Thanks for putting the snack wrappers in the dustbin. I loved working on a clean table."			
~ adapted from Message in a Backpack™ Helping Your Child Learn Responsibility (Masterson, 2019).			

K2	Term 2: Wonderful Earth	Week: 5	5.2
Domain: Language		Lesson: Getting to the Moon	
Objectives: <ul style="list-style-type: none"> - Name and describe what can be found in space. - Understand the phases of a moon. 			
Song: Climb Aboard the Spaceship (in tune of Eensy Weensy Spider) Climb aboard the spaceship, we're going to the moon. Hurry and get ready, we're going to blast off soon. Put on your helmets, and buckle up real tight. Here comes the countdown. Let's count with all our might. 10-9-8-7-6-5-4-3-2-1-Blast Off!!			
Instructions: <ol style="list-style-type: none"> 1. Ask your child: <ol style="list-style-type: none"> a. What he/she knows about space? b. What can be found in space? c. How do astronauts travel to space? 2. Show picture of a moon and discuss with child: <ol style="list-style-type: none"> a. Why astronauts go to the moon. b. How there aren't any plants, people or animals on the moon and why. c. What people, plants and animals need that they can't find on the moon. <p>Watched these links to add on some fun:</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=ToQ3k-jBIbk - Moon Phases -Why Moon Changes Shapes 2. https://www.youtube.com/watch?v=B-b4XvuQo1Y - The Moon for Kids 			
Activity: <ul style="list-style-type: none"> - Dramatize an astronaut flying to the moon as they sing the song climb aboard the spaceship - Complete the activity sheet <i>Moon Maze</i>. 		<ul style="list-style-type: none"> - Refer to Activity Book 5.2.1 	

K2	Term 2: Wonderful Earth	Week: 5	5.3
Domain: Language and Discovery of the World		Lesson: The Solar System	
Objectives: <ul style="list-style-type: none"> - Sequence and name the eight planets. - Understand that the planets orbit around the sun, which is in the centre of the Solar System. 			
Song: We live in a Solar System (refer to link and song chart)			
Instructions: <ol style="list-style-type: none"> 1. Watch a video clip with your child (Planets of our Solar System for Kids) 2. Ask your child: <ol style="list-style-type: none"> a. Sequence and name the eight planets in order. b. Which planet is the closest to the sun? c. Which planet is the furthest from the sun? d. Which position is Earth from the sun? e. How long does it take Earth to revolve once in its orbit? f. How long does it take Earth to revolve once around the sun? g. Which is the hottest planet and why? h. Which is the coldest planet and why? <p>Watched these links to add on some fun:</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=tNlhqPz5-Kw – We Live in a Solar System 2. https://www.youtube.com/watch?v=d8y8kc317EE – Planets of our Solar System for Kids 			
Activity: Do English workbook pages 14 - 15		- Refer to Activity Book 5.3.1 and 5.3.2	



We Live In A Solar System

We live in a solar system
In the centre is the Sun
All the planets move around it
We've seen every single one
Orbiting the big, bright sun
Orbiting the big, bright sun
Planets in our solar system
1,2,3,4,5,6,7,8



Telescopes, they help us see them
We've seen every single one
Orbiting the big, bright sun
Orbiting the big, bright sun

Mercury, Venus and Earth and Mars
And Jupiter and Saturn. Uranus too, and don't forget that pretty blue Neptune.

We live in a solar system
In the centre is the Sun
All the planets move around it
We've seen every single one
Orbiting the big, bright sun
Orbiting the big, bright sun

Published on Aug 5, 2013

Enjoy this kids song / baby song from Pancake Manor! Zach and Reggie sing an original song about our solar system!

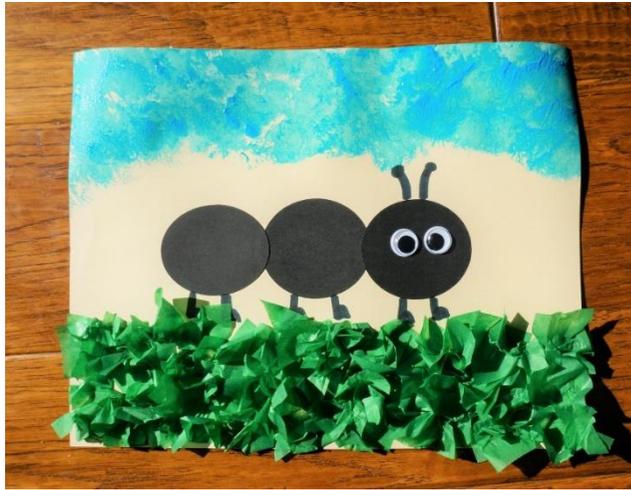
Music & Lyrics © Billy Reid

K2	Term 2: Wonderful Earth	Week: 5	5.4
Domain: Numeracy		Lesson: - Rote Counting (1-100) - Number Sense	
Objectives: - Practice rote counting. - Recognise the number being called.			
Song: The Big Number Song (refer to link below)			
Instructions: 1. Provide children with the number chart and get them to rote count from 1-100. 2. Parents to call out numbers randomly and encourage children to point to the numbers called out. Watched these links to add on some fun: 1. https://www.youtube.com/watch?v=e0dJWfQHF8Y – The Big Number Song		- Refer to Activity Book 5.4.1 for number chart	
Activity: Do Numeracy workbook pages 14, 15 and 17		- Refer to Activity Book 5.4.2 to 5.4.4	

K2	Term 2: Wonderful Earth	Week: 5	5.5
Domain: Language		Lesson: Phonics 'our' /or/ sound	
Objectives: - Segment and blend words with 'our'			
Instructions: a. Using the flashcards teach children words with 'our'. b. Encourage children to segment and read the words on their own. c. Watch link: https://www.youtube.com/watch?v=oNRzkwxRKBg			
		- Refer to Activity Book 5.5.1 for flashcards	
Optional: for children who have the Star Rigby Reader 1. Read the book 'Boring, Boring!' 2. Discuss the story and let child recall the words used in the story 3. Let child read the book 'Follow the Clues' (with help or on his/her own)			

Kindergarten 2	Term 2: Wonderful Earth	Week: 6	6.1
Family Fun Activity		Lesson: Ants!	
Domain: Aesthetic and Creative Expression (Art & Music)			
Objectives: <ul style="list-style-type: none"> - Recognise element of music - tempo (fast/slow) - Express ideas and feelings through art and music and movement 			
Song: The Ants Go Marching One by One Watch link: https://www.youtube.com/watch?v=Pjw2A3QU8Qg&list=RDjIDHdfk3sm8&index=20			
Instructions: <ol style="list-style-type: none"> 1. Listen to the song 2. Question prompts: <ul style="list-style-type: none"> o What is this song about? o What words would you use to describe ants based on their movement? o Discuss the relationship of each part of the body to the next 3. Invite child to sing the song with the actions of an ant 4. Ask child to pay attention to the tempo of the song 5. Have child sing/move faster and then slower 6. Have child plan which part of song to go faster and which part to go slower 			
Activity: Ant Craft <ul style="list-style-type: none"> - Family craft time - Ask child to create an ant craft based on his/her understanding of ants - For craft ideas, refer to attached ant crafts examples 			

1.



2.



3.



4.



Picture Source:

1. Pinterest
2. Danielle's Place
3. Cool Kiddy Stuff
4. Artists Helping Children

Kindergarten 2	Term 2: Wonderful Earth	Week: 6	6.2
Domain: Language / Social and Emotional Development		Lesson: Tongue Twisters and a Story The Ant and the Grasshopper	
Objectives: <ul style="list-style-type: none"> - Share tongue twisters with each other - Enumerate the characters of the story - Describe the setting of the story - Give the moral lesson of the story 			
Tongue Twister Busy buzzing bumblebees Friendly fleas and fire flies (Say the tongue twisters slowly at first then increase the speed)			
Instructions: <ol style="list-style-type: none"> 3. Watch the link: https://www.youtube.com/watch?v=JKuTl5vT6Jo 4. Question prompts: <ul style="list-style-type: none"> o What kind of animal is the author using in the story? o How many characters have been introduced? o Why are the ants working so hard? o What is important to the grasshopper? How do you know this? o Why do the ants ignore the grasshopper and keep working? o Which character seems to appear to have some negative traits? How do you know this? o How does the author entertain you with the story? o How would you change the story? 5. Discuss story and what it means to store food or prepare food for "winter"/rainy day? 6. Talk about what would happen if animals, insects and people sing and dance all the time 7. Provide some props for your child to animate the story 			
Activity: Drawing <ol style="list-style-type: none"> 3. Ask child to draw pictures of various scenes in the story 			

Kindergarten 2	Term 2: Wonderful Earth	Week: 6	6.3
Domain: Language (Phonics)		Lesson: - Revise /or/ - Read 'Boring, Boring'	
Objectives: - Revise the sound of /or/ - Read words with /or/ in the reader 'Boring, Boring' (Star Rigby Book - Reader bought from school)			
Instructions: 1. Watch the link: https://www.youtube.com/watch?v=-48G217E0fQ 2. Introduce the sound of /or/ to your child 3. Practise saying the sound of /or/ 4. Get child to read the words with the sound of /or/ - your, talk, dinosaurs, laundry, shawl, tall, jaws, slaws, Snowysaurus, small		- Refer to 6.3.1 for word cards	
Optional: for children who have the Star Rigby Reader 1. Read the book 'Boring, Boring!' 2. Discuss the story and let child recall the words used in the story 3. Let child read the book 'Follow the Clues' (with help or on his/her own)			
Activity: Workbook - Do Language workbook page 28		- Refer to Activity Book 6.3.2	

Kindergarten 2	Term 2: Wonderful Earth	Week: 6	6.4
Domain: Discovery of the World / Language		Lesson: Insects	
Objectives: <ul style="list-style-type: none"> - Find out the characteristics of insects - Identify and name body parts of insects 			
Instructions: <ol style="list-style-type: none"> 1. Read the story 'The Great Bug Hunt' by Bonnie Dobkin or similar story 2. Discuss the story 3. Do a KWL chart on insects (refer to example attached) 4. Note down what child already know about insects and what he/she wants to know about insects 5. Give child a toy insect/ or real dead insect to explore 6. Get child to find out how many legs, body parts, feelers and wings on the toy insect and jot down his/her findings 7. Or you can watch the link: https://www.youtube.com/watch?v=SYawa4piO4k with your child 8. and fill up what he/she have learnt after the lesson and/or weeks to come 9. Question prompts: <ul style="list-style-type: none"> o Which parts of the insect helps it to find food? o Why do you think it has wings? o How would you classify spiders? How are they similar or different from insects? o What is your opinion on insects? 		<ul style="list-style-type: none"> - Refer to Activity Book 6.4.1 for example of KWL chart 	
Activity: workbook <ul style="list-style-type: none"> - Do Language workbook page 17 		<ul style="list-style-type: none"> - Refer to Activity Book 6.4.2 	

Kindergarten 2	Term 2: Wonderful Earth	Week: 6	6.5
Domain: Numeracy		Lesson: Let's count in 10s	
Objectives: <ul style="list-style-type: none"> - Learn how to sequence numerals 10-100 by tens using chart and manipulatives - Skip count orally by 10's to 100 			
Song: Climbing Up This Mountain Watch link: https://www.youtube.com/watch?v=yQSdKINvrmw			
Instructions: <ol style="list-style-type: none"> 1. Explain that a bundle of ten - ones - make a ten 2. Model the skill using a 100's grid chart, i.e.: down the right-hand column 3. Child is to share what he/she notice such as patterns in the numbers 4. Point out how that number of tens increase but they all have a zero in the ones place (10, 20, 30, 40....) 5. Use card to show how to count from 1-9 and then counting the tens and matching the corresponding number 10-90 6. Now skip count using the number cards. Turn over the cards 10, 20, 30, 40, 50, 60, 70 80, 90, 100 while reading 7. 		<ul style="list-style-type: none"> - Refer to Activity Book 6.5.1 for grid chart - Refer to Activity Book 6.5.2 for number cards 	
Activity: workbook <ul style="list-style-type: none"> - Do Numeracy workbook page 19-20 		<ul style="list-style-type: none"> - Refer to Activity Book 6.5.3 and 6.5.4 	

References

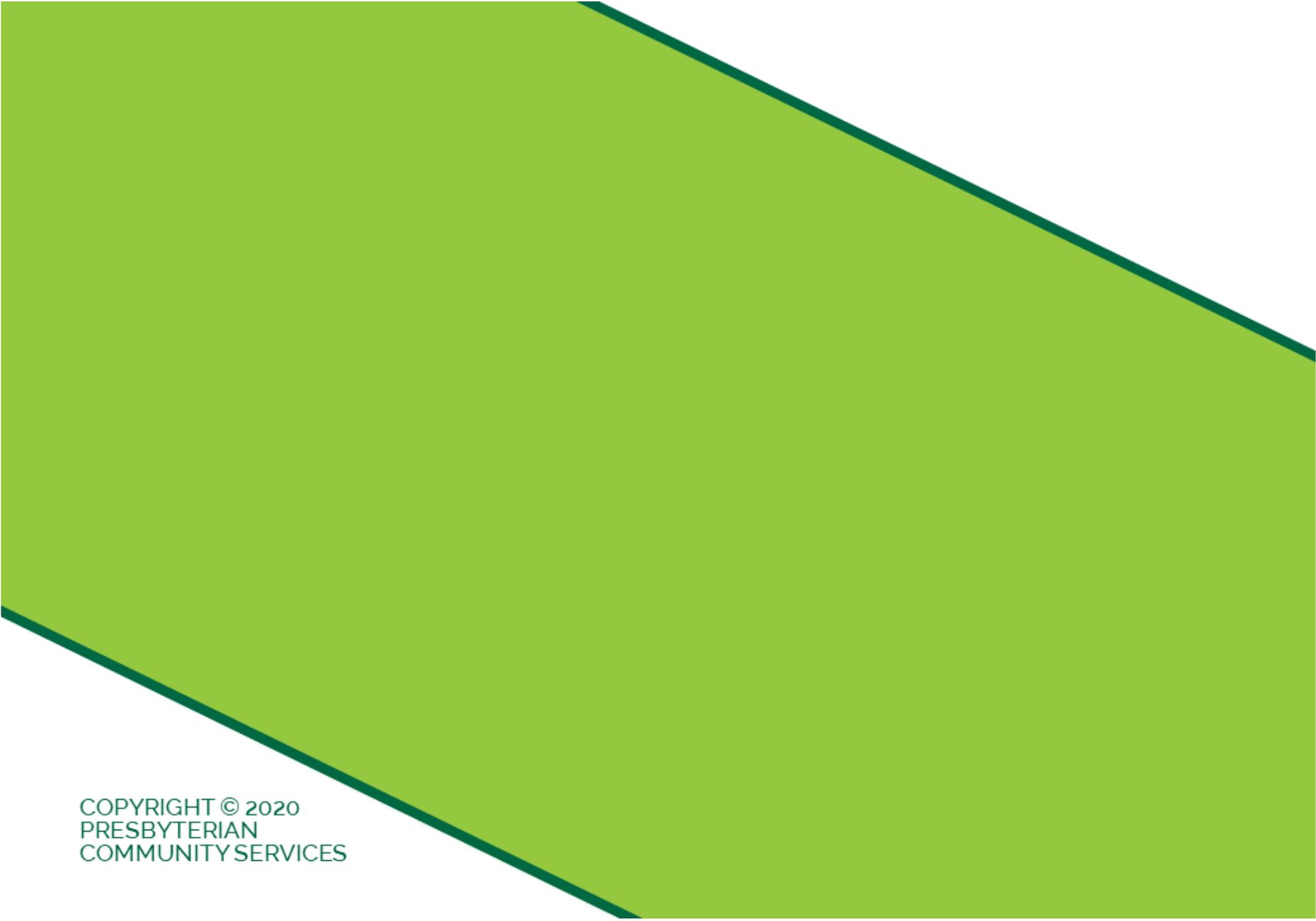
Grose, J. (2020). *How to Talk to Kids about Coronavirus*. The New York Times. Retrieved on 3 April 2020, from <https://www.nytimes.com/2020/03/17/parenting/coronavirus-kids-talk.html>

Masterson, M. L. (2019). *Message in a Backpack™ Helping Your Child Learn Responsibility*. Teaching Young Children. Retrieved on 3 April 2020, from <https://www.naeyc.org/resources/pubs/tyc/apr2019/helping-child-learn-responsibility>

Videos

1. Phonics, Dr Alice Tang <http://alicerang.net>
2. How Do People Catch a Cold? <https://www.youtube.com/watch?v=OECPrTjnoCg>
3. Day and Night || video for kids <https://www.youtube.com/watch?v=Wv-CRKsTYGs>
4. How's The Weather? | Super Simple Songs <https://www.youtube.com/watch?v=rD6FRDd9Hew>
5. Name the Shape Game | Shape Review Game | Jack Hartmann <https://www.youtube.com/watch?v=svrkthG2950>
6. Light and Shadows for Kids | Science Video for Kids | Kids Academy <https://www.youtube.com/watch?v=YuUJCNzfoBw>
7. or | Fun Phonics | How to Read | Made by Kids vs Phonics <https://www.youtube.com/watch?v=-48G217E0fQ>

8. AU | Fun Phonics | How to Read | Made by Kids vs Phonics <https://www.youtube.com/watch?v=IvEfzLOH3f4> - /au/ sound
9. Digraph /au, aw/ Sound - Phonics by TurtleDiary https://www.youtube.com/watch?v=DCewkZOO_ew - /au/ and /aw/ sound
10. 'al' Phonics Sounds, word and picture examples | Read with Phonics | Sound Video <https://www.youtube.com/watch?v=H99sBTb9LC8> - /al/ sound
11. Cork board: Kidzactivities <http://kidzactivities.net/diy-geoboard/>
12. Cardboard: themamaworkshop <http://themamaworkshop.com/diy-geoboard-for-kids/>
13. Geoboard app in replace of the physical geoboard (Geoboard for iPad, web, and more) <https://www.mathlearningcenter.org/resources/apps/geoboard>
14. Moon Phases -Why Moon Changes Shapes -Preschoolers, Kindergarten and Toddlers <https://www.youtube.com/watch?v=ToQ3k-jBIbk> -
15. Moon Phases -Why Moon Changes Shapes <https://www.youtube.com/watch?v=B-b4XvuQo1Y>
16. The Planets | Solar System Song for Kids | Pancake Manor <https://www.youtube.com/watch?v=tNIhqPz5-Kw>
17. Planets of our Solar System for Kids <https://www.youtube.com/watch?v=d8y8kc317EE>
18. The Big Numbers Song <https://www.youtube.com/watch?v=e0dJWfQHF8Y>
19. OR Sounds | or / our / ore / oar | Phonics and Conversation Practice | ESL | EFL <https://www.youtube.com/watch?v=oNRzkwXRKBg>
20. The ants go marching one by one song <https://www.youtube.com/watch?v=Pjw2A3QU8Qg&list=RDjIDHdfk3sm8&index=20>
21. The Ant and the Grasshopper | Stories for Kids <https://www.youtube.com/watch?v=-48G217E0fQ>
22. Icky Insects by Silly Bus <https://www.youtube.com/watch?v=SYawa4piO4k>
23. Climbing Up This Mountain (Counting by 10s up to 100) <https://www.youtube.com/watch?v=yQSdKINvrmw>



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