

Week 3 - Package 1 - Kindergarten English/literacy - Phonics

Things your child will need

Have these things available so your child can complete this task.

Ideal

- Lesson videos: [INMD lesson 1](#), [INMD lesson 2](#).
- Books – [INMD Book 1](#), [INMD Book 2](#)
- [Independent Activity Sheets](#)
- Week 3 [Lesson guide](#)
- Blank sheets of paper or workbook
- Pencils

Back up

- Decodable text or early reader which includes opportunities to practise these sounds.
- Make your own sheets by copying onto them onto paper yourself.
- Pencils are best but can use any other writing tools such as textas, pens or crayons.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There is 1 video lesson for each day and 1 book to read through each day.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment because it is very important to hear how the phonemes (sounds) are pronounced.

Print and fold the books.

If your child has already learnt these phonemes, this will be a good chance to practise and strengthen this learning.

What your child needs to do

In these phonics lessons your child will be learning the most regular phonemes (sounds) that are represented by these graphemes (letters) /i/ /n/ /m/ and /d/. They will learn to recognise each grapheme, and they will learn to blend the phonemes together so that they can read and write words. Phonemes are introduced in an order so that words can be made straight away from the phonemes that have been taught.

What your child can do next

Your child will need to watch each video for their phonics lesson and then read the book.

Day 1 – watch [INMD Lesson 1](#) and read [Book 1](#).

Day 2 – watch [INMD Lesson 2](#) and read [Book 2](#).

These video lessons can be completed separately, or they can be completed as part of the suggested [weekly sequence](#).

Check that your child is pronouncing the sounds correctly. Look at their mouth, are they forming the phoneme correctly? There will be questions in the video that your child needs to respond to. Encourage your child to respond out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions. It is important your child says and hears the sounds as they see the corresponding letter on the screen.

When reading the books, support your child to look at the letters and say the phonemes that they represent and blend those phonemes together to read the word.

The independent practice activities can be completed following the lesson for further practice.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

You can focus on being able to say the sound when the letter is displayed.

Activity too easy?

You could focus more on the blending of the words and manipulating the order of the

phonemes.

e.g. “I have ‘sat’. Take away the /s/. What is the new word?”

“I have ‘at’. At the beginning add /p/. What word have you made?”

Extension/Additional activity

- Complete the [Independent Activity Sheets](#).
- Look for the letters ‘i’ ‘n’ ‘m’ and ‘d’ around the house and encourage saying the phoneme that those letters can represent.
- Brainstorm words that have the sound in them that we were learning today, e.g. **net**, **meat**, **donut**, **tip**.
- Write the letters ‘i’, ‘n’, ‘m’ and ‘d’ on post-it notes in both capitals and lower-case and scatter them throughout the house. Look for those letters around your home and say the phoneme out loud that is represented by those letters for more practise. Make it fun!
- Re-read the books throughout the day. Read them aloud.
- The lessons can be repeated at other times throughout the day for further practise. Repetition supports learning.

Week 3 - Package 2 - Kindergarten English/literacy - Handwriting

Things your child will need

Have these things available so your child can complete this task.

Ideal

- Lesson videos – [handwriting - 'i'](#), [handwriting - 'n'](#)
- Handwriting [worksheets](#)
- Blank paper or workbook
- Pencils
- Week 3 [Lesson guide](#)

Back up

- Use blank paper ruled with lines, try to copy the same handwriting practice lines as on the worksheets.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 4 video lessons and 4 handwriting worksheets to complete throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment so that they can hear all of the instructions and learn how to form the letters correctly.

Print the worksheets.

What your child needs to do

In these lessons your child will be learning to correctly form the letters i, n, m and d, in both the lower case and the capital form. It is important for your child to hold the pencil correctly (the parent's guide to handwriting in the package has an image to refer to). It is also important to follow the instructions for the direction that letter is formed in.

What your child can do next

Your child will need to watch each video for their handwriting lesson and complete the worksheet throughout the week.

Day 1 – watch [handwriting - 'i'](#) and complete the lower case and upper case ['i' worksheet](#).

Day 2 – watch [handwriting - 'n'](#) and complete the lower case and upper case ['n' worksheet](#).

These video lessons can be completed separately, or they can be completed as part of the suggested [weekly sequence](#).

Check that your child is forming the letters correctly. If you notice your child doing something incorrectly you could show them the right way, and do some more practise.

There will be questions in the video that your child needs to respond to. Encourage your child to interact with the lesson by responding out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult ('d' can be tricky for some young learners) try gently placing your hand over theirs and move their hand for them, so that they can feel the movement.

Sometimes writing the letter on the page and asking your child to trace over the letter can assist with learning the formation.

Activity too easy?

Encourage students to write words using the letters.

Give students more practise writing the letters from left to right across the page, making sure that all letters are of similar size and consistent slope.

Extension/Additional activity

- Find the letters from the lesson in printed materials around the house and ask your child to use their finger to trace over the letter, paying attention to the direction for the correct formation.
- Say the phonemes (sounds) that these letters can represent while they are writing them.
- Use finger to write the letters in a sand box, or in some shaving cream on the tiles in the bathroom, or on a plate of rice.
- Rainbow writing. Write the letters in a light colour (like yellow) on the page and ask your child to trace over the letter many times, each time in a different colour to create 'rainbow writing'.
- Take turns writing the letters on a partner's back with a pointed finger. The partner has to try to guess the letter that the writer written.
- Play a guessing game where you describe the letter and your child has to respond. E.g. "I am thinking about a tall letter that goes straight down, then across. What is it?"
- Make the letters out of playdough.
- Set a challenge to form the letter shapes with their bodies.

Week 3 - Package 3 - Kindergarten English/literacy - High frequency sight words

Things your child will need

Have these things available so your child can complete this task.

Ideal

- Lesson videos – [Lesson - in.and](#), [Lesson - has. to. had](#)
- High Frequency Sight Word [Activity Sheets](#)
- Blank paper or workbook
- Pencils, scissors and counters
- Week 3 [Suggested Lesson Sequence](#)

Back up

- Use blank paper to reproduce the activity sheets, the videos show examples of how to do that
- Objects around the house that can be used as counters. Things like: small lego blocks, coins, buttons, dry pasta, small rocks or shells.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 2 video lessons and 2 activity sheets to complete during the lesson, throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment so that they can hear all of the instructions.

Print the activity sheets.

What your child needs to do

In these lessons your child will be learning to read and write some high frequency sight words. These are words that are seen often in the books that your child is reading and being able to recognise them and say them automatically helps with smooth, flowing reading. It also helps them to write more efficiently as well.

What your child can do next

Your child will need to watch each video for their high frequency sight word lesson and complete the activity throughout the week.

Day 1 – watch [Lesson - in, and](#) and complete [Activity Sheet 1](#)

Day 2 – watch [Lesson - has, to, had](#) and complete [Activity Sheet 2](#)

These video lessons and activity sheets can be completed separately, or they can be completed as part of the suggested [weekly sequence](#).

Check that your child recognising the words and saying them correctly. There will be questions in the video that your child needs to respond to. Encourage your child to respond out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions or to complete tasks such as writing.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult to write the words, write the words on the page in a light colour such as yellow and encourage them to trace the words instead.

Activity too easy?

If your child is finding these words easy, extend the activity by asking your child to say these words in interesting sentences.

Extension/Additional activity

- It is important that your child continues to work on quick recognition of words previously learnt, as well as any new words. Flash cards and matching games will help with this.
- Play the games from the video lessons again throughout the day and week.
- Re use the activity sheets by cutting them up to make flash cards that can be held up for your child to read or they can be stuck up around the house with blu tack so your child can read them when they see them.
- Write the words on pieces of paper and place them in positions around the house such as doors. Everyone who enters that door, (or opens the cupboard or fridge) where the words have been placed has to read the word correctly as a 'password' before they are allowed to enter through the door.
- Be a word detective and look for the words in books, catalogues and magazines.
- Find the words in magazines and cut them out, and stick on a page to make a collage.
- If you have plastic magnetic letters (such as on your fridge door) or other letters (such as from a board game) your child could use these to make the words.
- Make the words using Play Dough. Play dough can be easily made at home – just perform an online search for a recipe.

Week 3 - Package 4 - Kindergarten English/literacy - Shared reading

Things your child will need

Have these things available so your child can complete this task.

Ideal

- **Lesson videos:**
 - [Let's Get a Pup! – Listening](#)
 - [Let's Get a Pup! – Think aloud](#)
 - [Let's Get a Pup! – Vocabulary](#)
- Week 3 suggested [lesson sequence](#)

Back up

- A copy of the book: Let's Get a Pup!' written and illustrated by Bob Graham and published by Walker Books.

Before your child starts

Make sure your child has everything ready at the start of the lesson. There are 3 video lessons to work through. Each video can be watched without being dependent on the previous, however this is the recommended sequence.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment.

What your child needs to do

Your child is learning to think critically when listening to a story. Your child needs to know that people bring different experiences, thoughts and ideas to a story, and this can change how we understand it. They are learning to look at a story and think about the author and illustrator's message.

It is important your child engages with a range of texts, including imaginative, persuasive and informative. These lessons will help your child to use new vocabulary and the concept of narrative. The structure of a story includes a beginning, complication and an end and students in Early Stage 1 are learning to recognise this. A narrative structure is used in many aspects of our lives, even to retell a true, everyday story of a family experience. Narrative helps us make sense of our lives and world.

What your child can do next

Your child will need to watch and listen to each video carefully, just like they do when the teacher at school is sharing a story with them. During the video, you may like to pause as children are asked to respond to prompts and questions. Encourage your child to do this aloud so you can hear what they are thinking and check for understanding. Discussion encourages understanding of the story and provides an opportunity to ask and answer questions.

Day 1 – watch [Let's Get a Pup! - Listening](#)

Day 2 – watch [Let's Get a Pup! - Think aloud](#)

Day 3 – watch [Let's Get a Pup! - Vocabulary](#)

These video lessons can be completed separately, or they can be completed as part of the suggested [weekly sequence](#).

At the end of each video, talk about aspects of the story discussed in the lesson. Ask questions that will extend your child beyond the basic, obvious facts, for example 'I wonder how Rosy felt when the family returned to the Rescue Centre the next day?' A thoughtful question or prompt promotes deeper thinking, opening the way to explore rich vocabulary, ideas and feelings. Examples include:

- Do you think there is room in our hearts to love more than one pet?
- Describe the family using the illustrations to support your thoughts.
- Talk about the feelings created from the image of the family walking away from Rosy after first meeting her.

Tell me about how the family's 'wishes' for a pet changed once they met Rosy.

Options for your child

Activity too hard?

Talk about how important the structure of narrative is as it helps us make sense of our lives. Listen to the story together and talk about the problem, the problem in a story is often easier to identify than other elements.

Activity too easy?

After the reading, discuss the structure of narrative and ask your child to retell a familiar story, identifying the beginning, end and complication.

Extension/Additional activity

- Your child might like to write a story, play, poem or draw a picture that describes what happens when a new member is added to the family – a bird or a cat!
- Use the words from the vocabulary lesson: 'immediately', 'instantly' and 'radiated' in multiple contexts throughout the week.
- Discuss the base word of immediate, instant and radiate and add suffixes, noting how they change the tense.
- Read other books throughout the week with your child and compare the structure of each book to 'Let's Get a Pup!'. Are there similarities and differences between them?