Australian Teacher

Worksheets & Ideas PP & Kindy

Teachers may choose to use these ideas
in any way they like.

Rainbow and Pot of Gold

Some people say there's a pot of gold at the end of a rainbow? Do you think there *really* is?

Did you know that gold is like money? If you have a lot of gold it's like having a lot of money. A big pot of gold might be worth millions of dollars!

Now, close your eyes and imagine you are walking along and you see a beautiful rainbow in the sky.
You walk towards the rainbow and when you get there you find a *huge* pot of gold. The pot is as big as your bedroom!

Now you have lots and lots of money..... maybe millions and millions of dollars. What will you do with all this money?

Let's open our eyes and talk about what we'll all do with our money.

Who would use some of their money to go on a nice holiday? Where would you like most to go? What would you do there?

Who would buy some new clothes? What would you buy?

Who would buy some toys? What toys would you most like to have?

Who would share some of their money with their best friend? How much would you give your friend.....half? What would you and your friend do with all this money?

There are many people in the world who are very poor... they don't have enough to eat; they don't have a proper house to live in. Who would give some money to people who are poor? What could these people buy?

Now, close your eyes again. Here is a question to think about: Is it better if everyone in the world has just enough money to buy food every day, to have proper clothes and to live in a safe house or is it better if there are some people who have millions and millions of dollars and others who are very poor?

Now it's time to do a drawing. Draw a beautiful rainbow and at one end sketch a big pot full of gold. You are standing beside the pot and you have gold in your hands; you are giving some of the gold away ... to whom are you giving it?

My House

An interactive activity designed to cultivate speaking and listening skills. Children seated in a circle or at desks; they take turns at completing the following questions:

1. I like my house because it has....

2. Not far from my house there is a....

3. My favourite room in my house is....

4. The part of my house for my pet is....

5. The part of my house where I like to play is....

6. Something I would like to have in my house is..

Now it is time to test listening skills. Encourage children to ask others questions about their house. Offer an award (points, stars?) for the best question.

Examples:

- (Georgia), you said there is a park close to your house. Is there a sandpit or play equipment at the park?

- You said there is a garden at your house (Jack). What plants are there in the garden?

- (Abbey), you told us that you like to play games in your rumpus room. What games do you play there?

Thinking about a Story

Concepts covered: colours, numbers, words with similar meanings, left and right.

Floppy

Sam is a little boy who is 4 years old.
He has a small brown dog.
The dog's name is Floppy.
Floppy has a black nose and large floppy ears.
Every day before lunch Sam puts three biscuits in
Floppy's food bowl and some water in Floppy's drinking
bowl.

1) What is the name of Floppy's owner?
2) How old is Sam?
3) What colour is Floppy?
4) Why is Floppy called Floppy?
5) What does Floppy have for lunch?
*6) In the story there is a word that means the same as
'big'. What is that word?*
*7) Do a sketch of Floppy. On the left side of Floppy draw
his food bowl; on the right side of Floppy draw his water
bowl. (make sure they're both full)*

Thinking about a Picture

Reading Comprehension, Thinking Skills, Writing
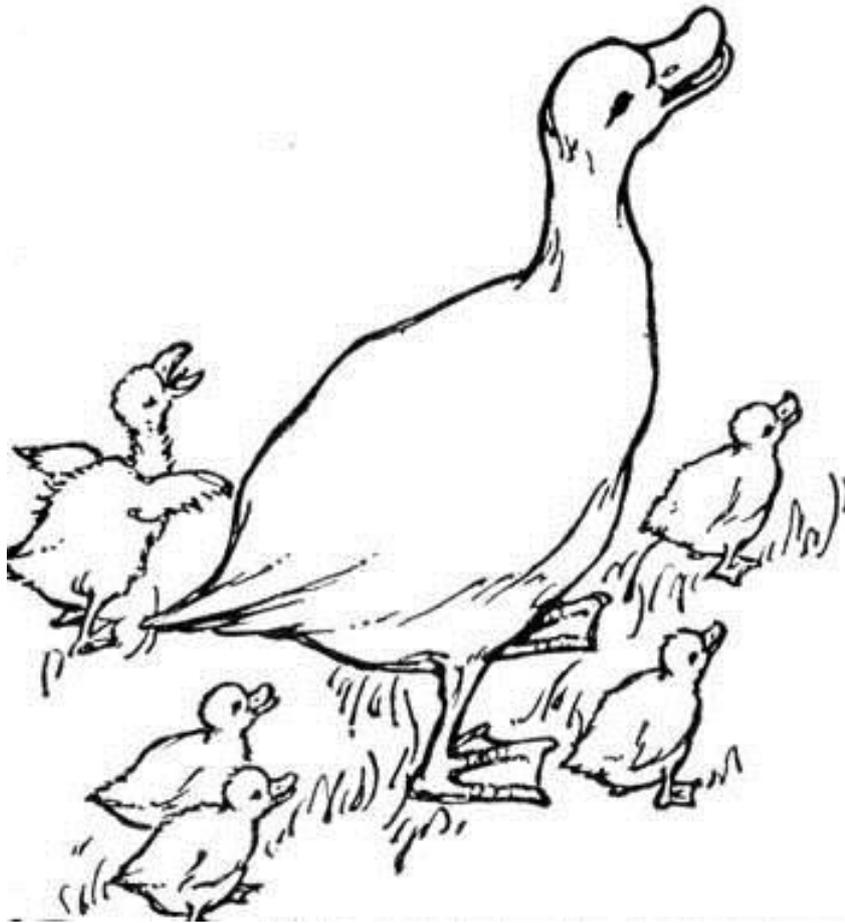
1) What can you see in the picture?

2) Where might they be going?

3) One of the baby ducks is walking differently from the others. How?

4) Sketch some grass and a lake and then colour the whole picture.

-------------------about-a-Picture----

Little Bo-Peep

Little Bo-Peep has lost her sheep,
And doesn't know where to find them,
Leave them alone, and they'll come home,
Wagging their tails behind them.

Little Bo-Peep

1) *Bo-Peep's sheep might be down by the river. Why would they go there?*
2) *Maybe the sheep have gone to a grassy meadow. Why would they go there?*
3) *Why will the sheep want to come home?*
4) *Why will the sheep be wagging their tails when they come home?*
5) *What word in this nursery rhyme rhymes with Peep?*
6) *Woolly things are made from Sheep's fleece? What woolly things can you think of?*
7) *Colour the picture of Bo-Peep.*

Sentence Completion

developing Thinking and Writing skills

Make up your own endings for these:

1. The little pig ....

2. I saw a lady ....

3. I think I will ....

4. My friend ....

5. Some cars are ....

6. One day I ....

Reading Comprehension

<u>Shelley the Snail</u>

Shelly is a little snail.

Shelly slides very slowly along the ground.

One day she slid a long way...about 100 metres.

She got so tired that she had to have a long sleep.

Shelley slept for 10 hours.

She dreamt she wasn't little any more.

She was huge!

See next page for questions...

Questions.

1. Shelley's home is a __ __ __ __ __ .

2. She slides along the __ __ __ __ __ __ .

3. When Shelley got tired she had a __ __ __ __ __ __ sleep.

4. For how many hours did Shelley sleep? __ __

5. Shelley __ __ __ __ __ __ she wasn't little any more.

6. Write a sentence to say how Shelley looks in her dream.

Classifying

Applications in Maths, Science, and Thinking Skills

How many big stars are there? Draw them in this box.

How many small stars are there? Draw them in this box.
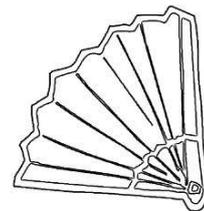

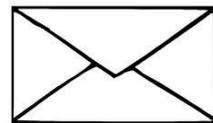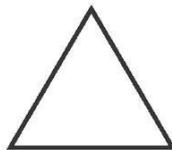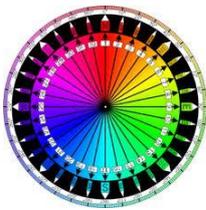# Shapes Circle

Does anyone know the names of some of the other shapes here?
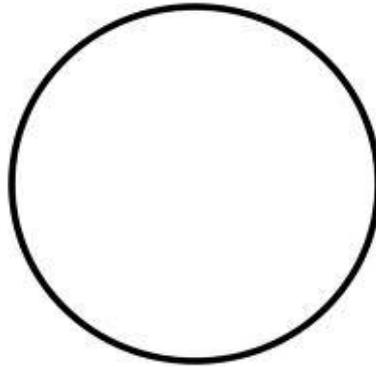
Put a ring around the objects below that are shaped like a circle.
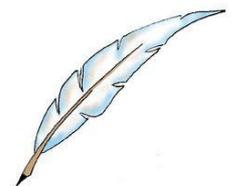
Walk and Count

reinforces young children's number sense and introduce them to arithmetic operations, such as addition and subtraction

Take your class for a walk around the school.
As you walk, say things for them to do, such as:

—Take two big steps and three little steps.

—Take three little steps, hop one time, take three big steps.

—Take one little step, turn around two times.

—Hop four times, turn around one time.

—Take three big steps forward and two big steps backward.

★ Count aloud each kind of action that the children perform and compliment them for their efforts—"1, 2—1, 2, 3—1, 2. That's great!"

★ Give children turns to say similar things for you to do as you walk.

★ Expand the activity by asking children to "guess" (estimate) how many of their steps it will it take, for example, to get from the tree to the corner.
After they make this estimate, have them count steps to see how close the estimate is.
Next, ask them how many of your steps it will take.
Will it take you more steps or fewer to go the same distance?
Again, have them count to see if their answers are correct.

Science and Nature

Be able to explain the difference between living things and non-living things.

1. What is the difference between things that are living and things that are not living?

Living things:

- *need air and water*

- *can grow in size*

- *can change shape*

- *can produce baby animals or baby plants*

- *can move by themselves*

- *can eat food or make food*

Non-living things:

- *do not need air or water*

- *usually remain the same size and shape*

- *cannot produce a baby*

- *cannot move by themselves*

- *do not eat food or make their own food*

-Ask children for examples and make a list on the board.

2. Were some non-living things alive in the past? (Yes...for example, wood is a non-living thing, but in the past it was part of a living tree)

3. Ask pupils to classify the following things into living and non-living. (* marks things that were living but are now non-living)

Living	cat	girl	fish	tree	beetle	leaf	potato	fly	egg	seed
Non-living	pencil *	stone	water	chalk	wood *	plastic	sand	air	milk *	glass

4. Some examples of living and non-living things:

- *most of your hair is dead but the root of your hair is living*

- *water is non-living but all living things contain water and living things such as fish live in water*

- *paper is non-living but it's made from pieces of wood that were once part of a living tree*

Collect living and non-living things from the school grounds. Classify the items as you did in part three of this lesson.

Explain how you know whether something is living or non-living.

Fish

Talk about or Write about

Where do fish live?   *In the sea, rivers, lakes.*

How do fish swim?   *They move their tails from side to side.*

Name some fish.   *shark, salmon, trout, tuna etc*

Do you think fish can think? What makes you think this?

Would you like to be a fish? Why/why not?

Frogs are not fish; they are amphibians. What are some differences between frogs and fish?   *Frogs can live on land; have legs; etc*

What can frogs and fish both do?   *Swim*

_____

Birds

Talk about or Write about

- What is your favourite kind of bird, and why?
- Can you think of a very big bird?
- Can you think of a very small bird?
- Can you think of a very colourful bird?
- What is a bird's mouth called?   *beak*
- Why are birds such as ducks and swans called water birds?
- Water birds have webbed feet to help them swim. Spread your fingers to see the webbing.
- Where do birds live? *In trees, in reeds, on islands, etc.*
- What do birds, frogs, turtles and snakes all do?   *Lay eggs.*
- Can you think of any bird that cannot fly? *Emu, ostrich, …*
- Birds and insects can both…..?   *fly*
- How do birds fly? *They flap the air with their wings.*
- Would you like to be able to fly? If so, where would you go and what would you do?

———————Birds—————————
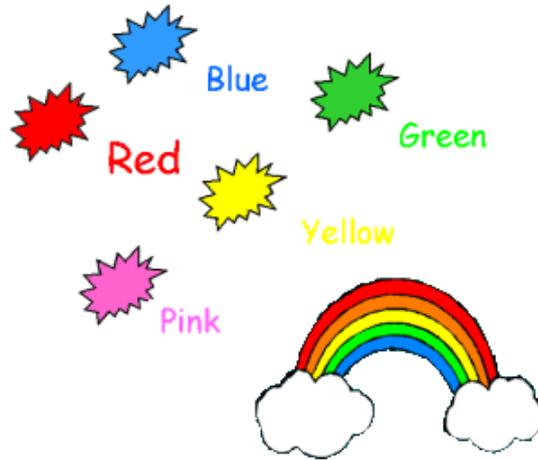
Colours

Talk about or Write about

1. What is your favourite colour?

2. Is there a colour you don't like?

3. The sky can be different colours. What are some of these colours?

4. The sky is never green. What other colours can the sky never be?

5. What are two colours that you can mix together to make another colour? *red-white (pink); red-yellow (orange); blue-yellow (green); black-white (grey)*

6. Can you think of anything that has more than one colour? *rainbow, some rocks, some animals, ...*

7. What colour is the sea (ocean)? What colours are the waves?

8. Can you think of a colour that is also a fruit? *orange; lime; peach*

9. Not all people have the same coloured eyes. What colour can eyes be?

10. Not all people have the same coloured hair. What colour can hair be?

11. Not all people have the same coloured skin. What colour can skin be?

12. Some cats and dogs are brown. What other colours can they be?

13. Imagine that everything in the world was your favourite colour. Would this be good? Why/Why not?

Fingers and Toes

Children seated in a circle.

Hold up one hand, with your fist clenched. Let's count -slowly- and as we do we'll hold up fingers.

"One-two-three-four five."

Keep your hand like that, with your fingers spread out.

Now hold up the other hand, fist clenched. Let's say some of the letters of the alphabet and as we do we'll hold up fingers.

"A-B-C-D-E"

Put both hands down.

With one hand we counted numbers and we got up to five. With the other hand we said letters of the alphabet and we got up to E.

How many alphabet letters did we count?

Which letter of the alphabet comes first?

Now put both hands up again with just one finger of each hand raised. Say, "The first letter of the alphabet is A."

Now show two fingers of each hand. Say, "The second letter of the alphabet is B."

Now show three fingers of each hand. Say, "The third letter of the alphabet is C."

Now show four fingers of each hand. Say, "The fourth letter of the alphabet is D."

Now show five fingers of each hand. Say, "The fifth letter of the alphabet is E."

Now we'll see how clever we <u>really</u> are … We'll do the whole thing again *with our eyes closed!*