



# Parkes East Public School

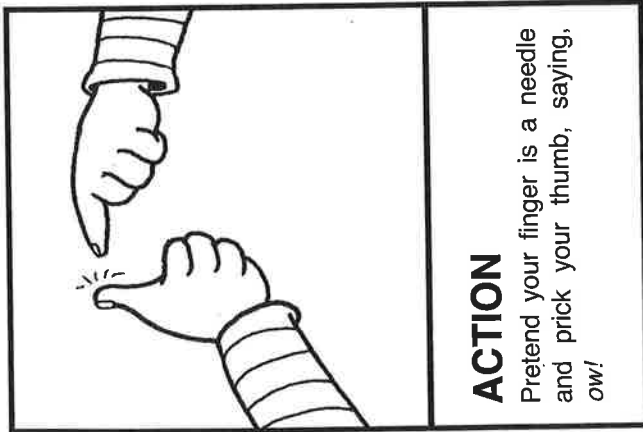
## Home Learning Booklet

### Kindergarten Term 2, Week 4

Name:

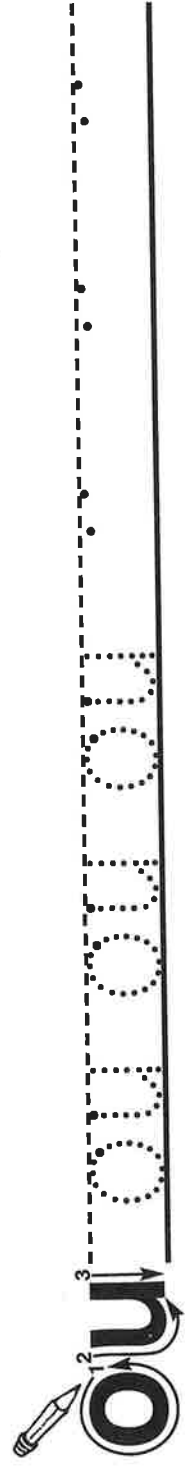
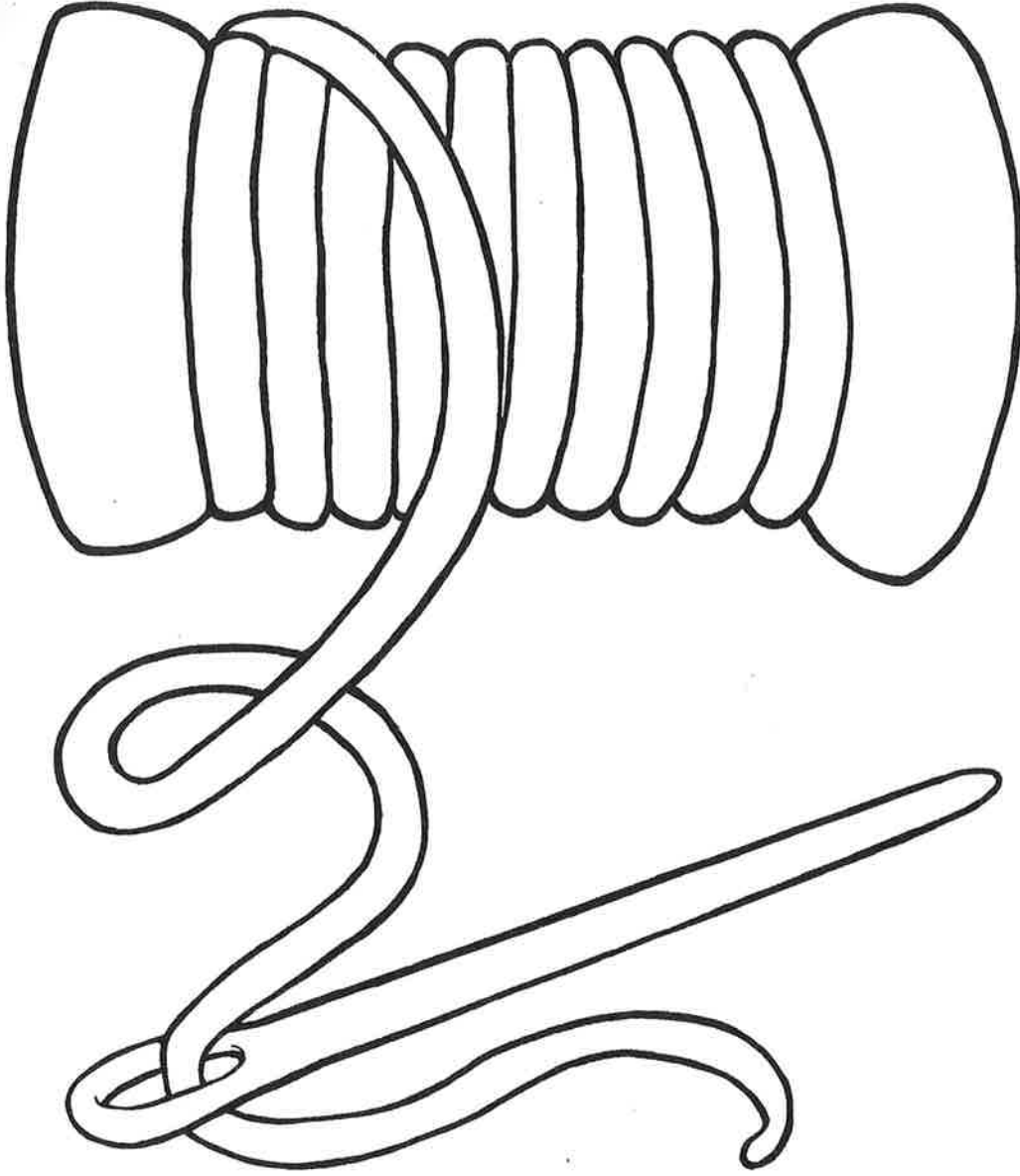


# ou

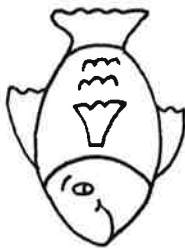
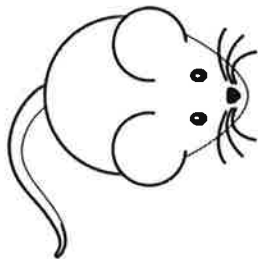


cloud    shout  
... ..

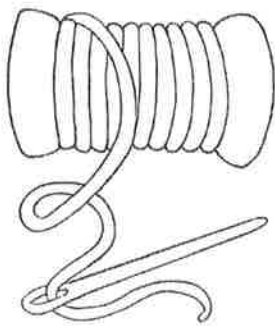
proud    mouth  
... ..



Colour the pictures with the 'ou' sound



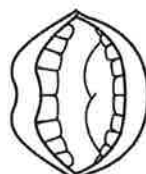
ou



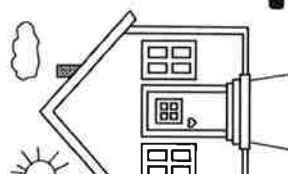
Write the 'ou' words to go with the picture.



\_\_\_\_\_



\_\_\_\_\_



e

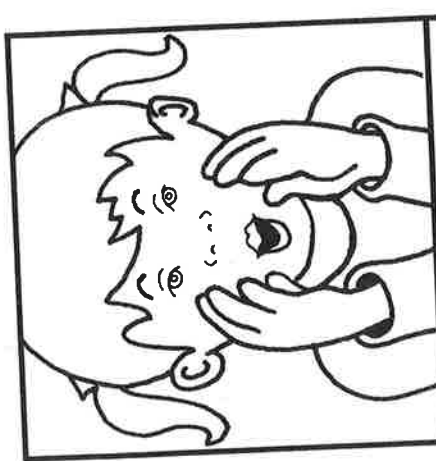
\_\_\_\_\_

ou ou ou ou

ou ou ou ou

\_\_\_\_\_

# oi

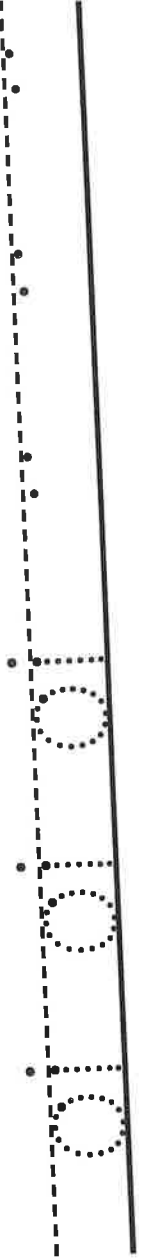
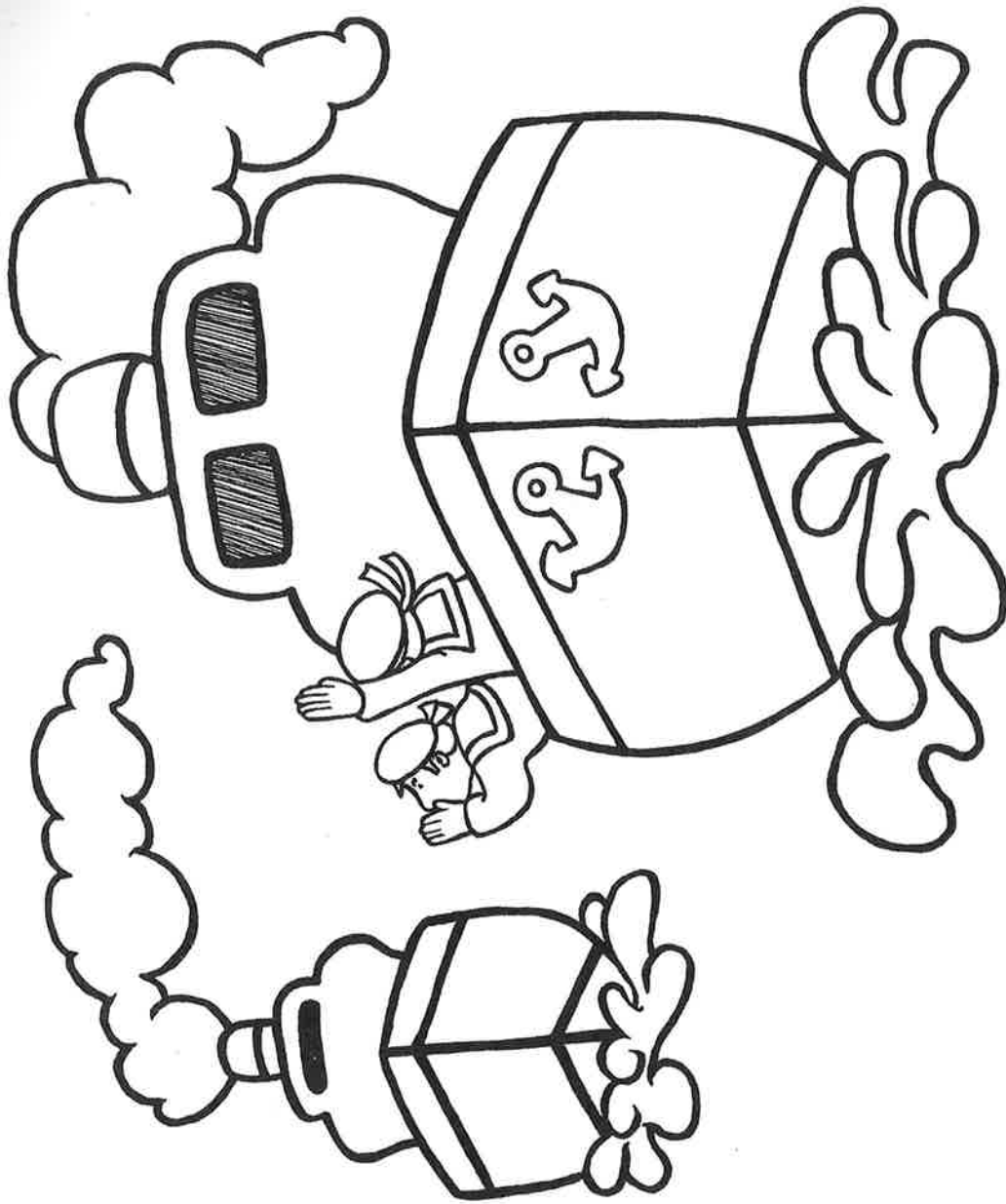


**ACTION**

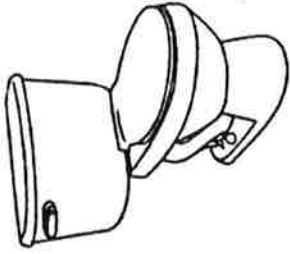
Cup your hands around your mouth, as if you are hailing a passing boat, and say, *Oi!*  
*Ship ahoy!*

void    soil  
...    ...

point    joint  
...    ...



Colour the pictures with the 'oi' sound



oi

oi

oi

oi

oi

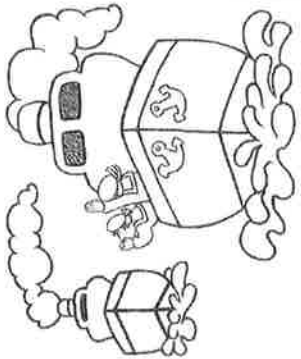
oi

oi


oi

nt

Write the 'oi' word to go with the picture.

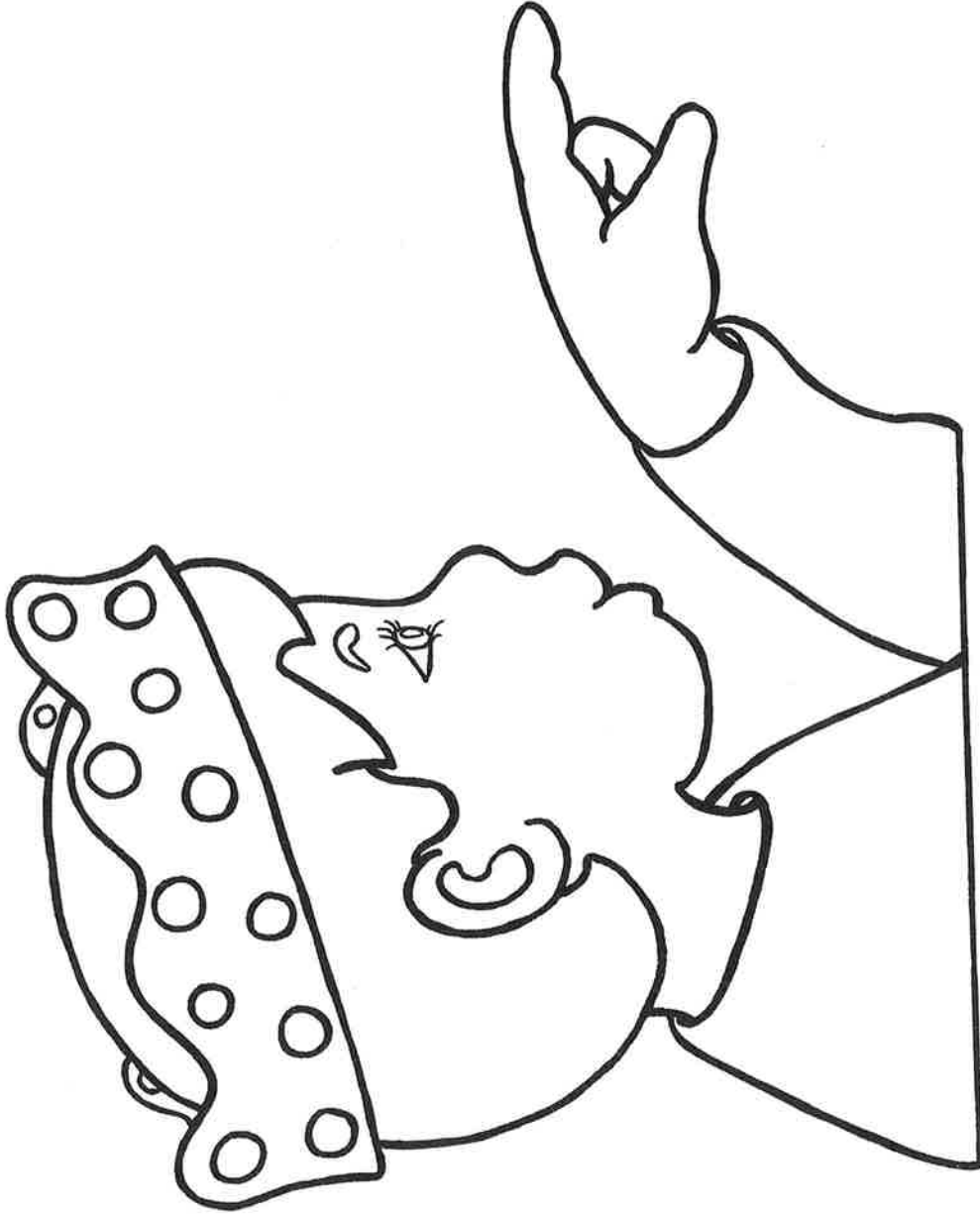


# ue

	<p><b>ACTION</b> Point to people around you, and say, <i>you, you, you.</i></p>
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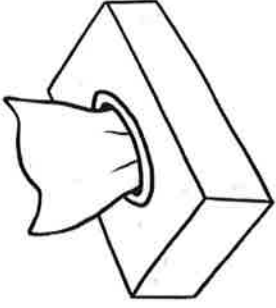
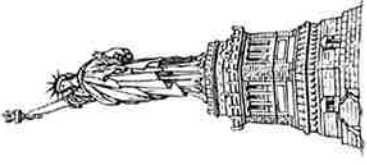
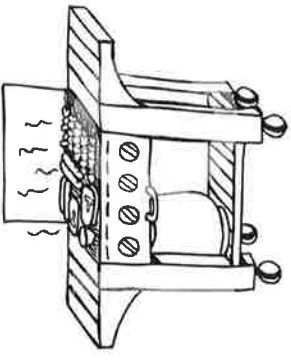
fuel    rescue  
... ..

value    statue  
... ..



ue ue ue ue ue

Colour the pictures with the 'ue' sound



ue ue ue

ue ue ue

ue ue ue

ue ue ue

ue ue ue

ue ue ue

ue ue ue

ue ue ue

ue



Trace over all the 'ue' sounds that you can find

ue x ue p ie n

qu s ai ue z ue

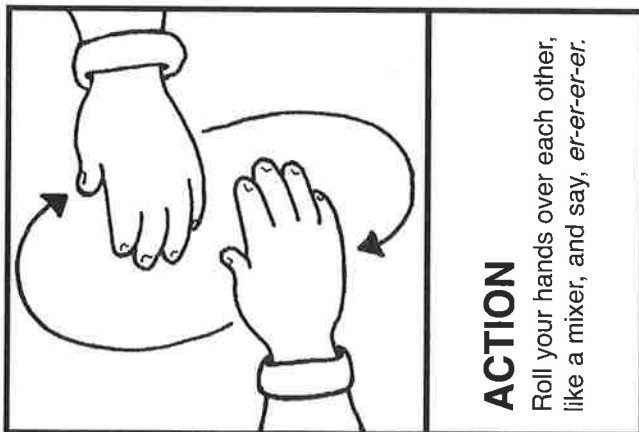
x ue ee x ue m

o ue x f j g ai

n ue ou oi ei a

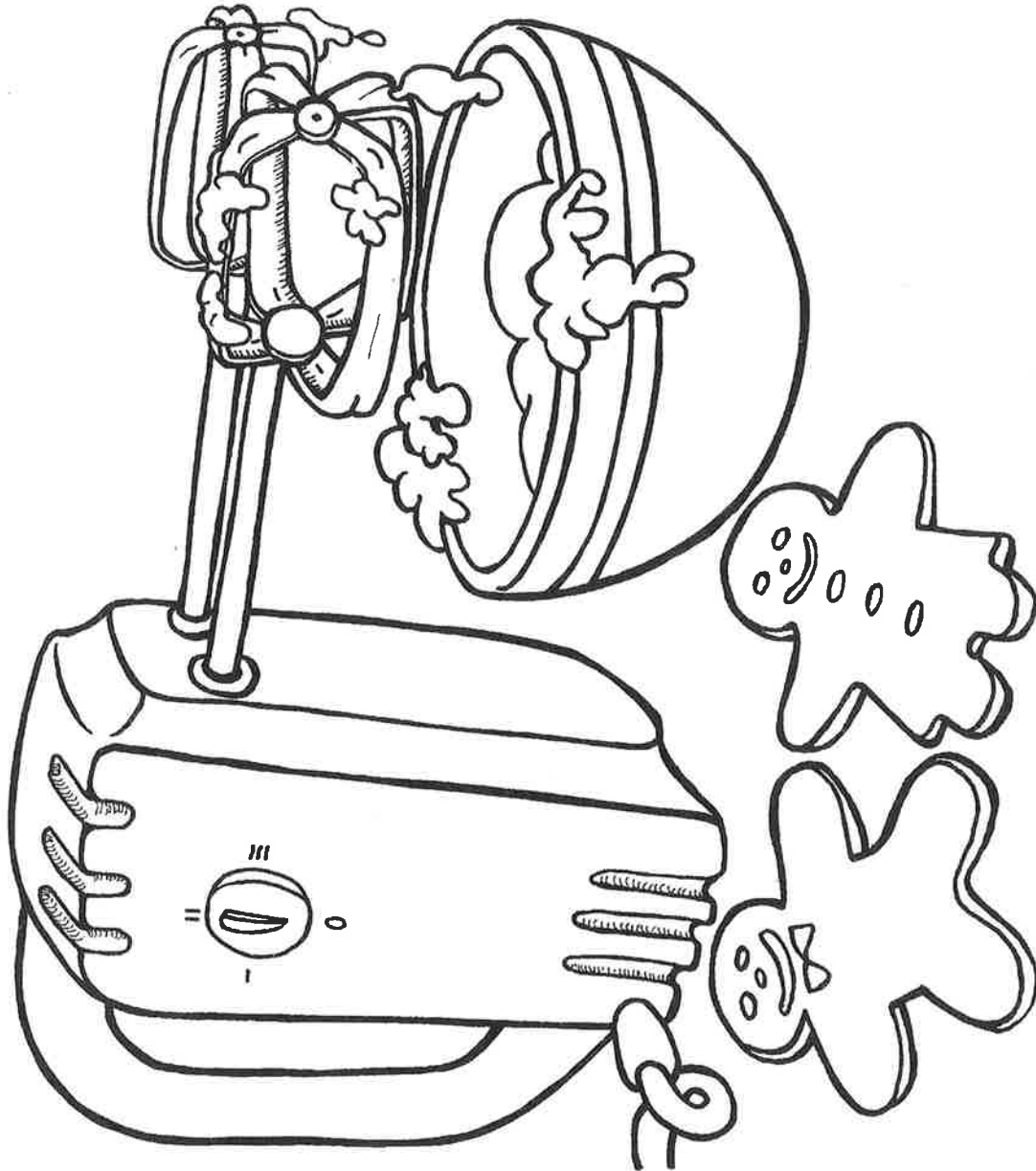


# er



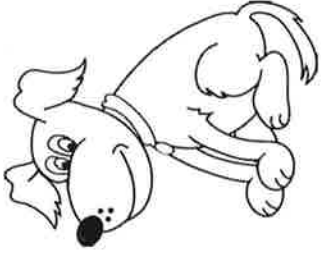
herd winter . . . . .

letter runner . . . . .

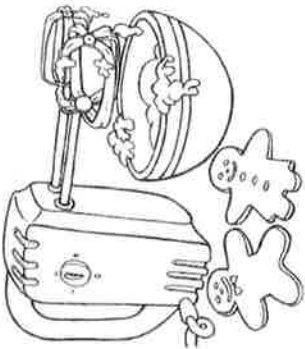


er er er er er

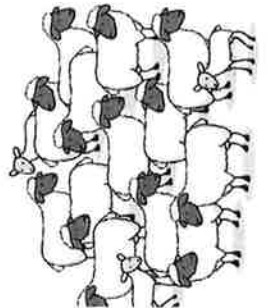
Colour the pictures with the 'er' sound



er



Write the 'er' word to go with the picture.



er

er

er

er

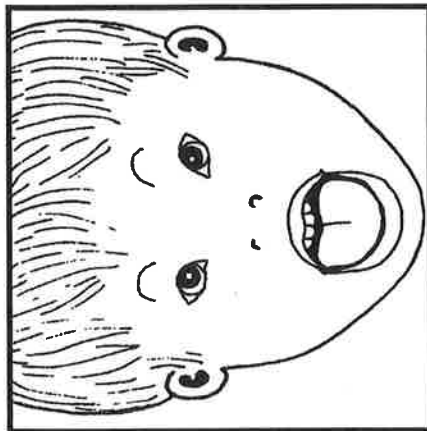
er

er

er

er

# ar

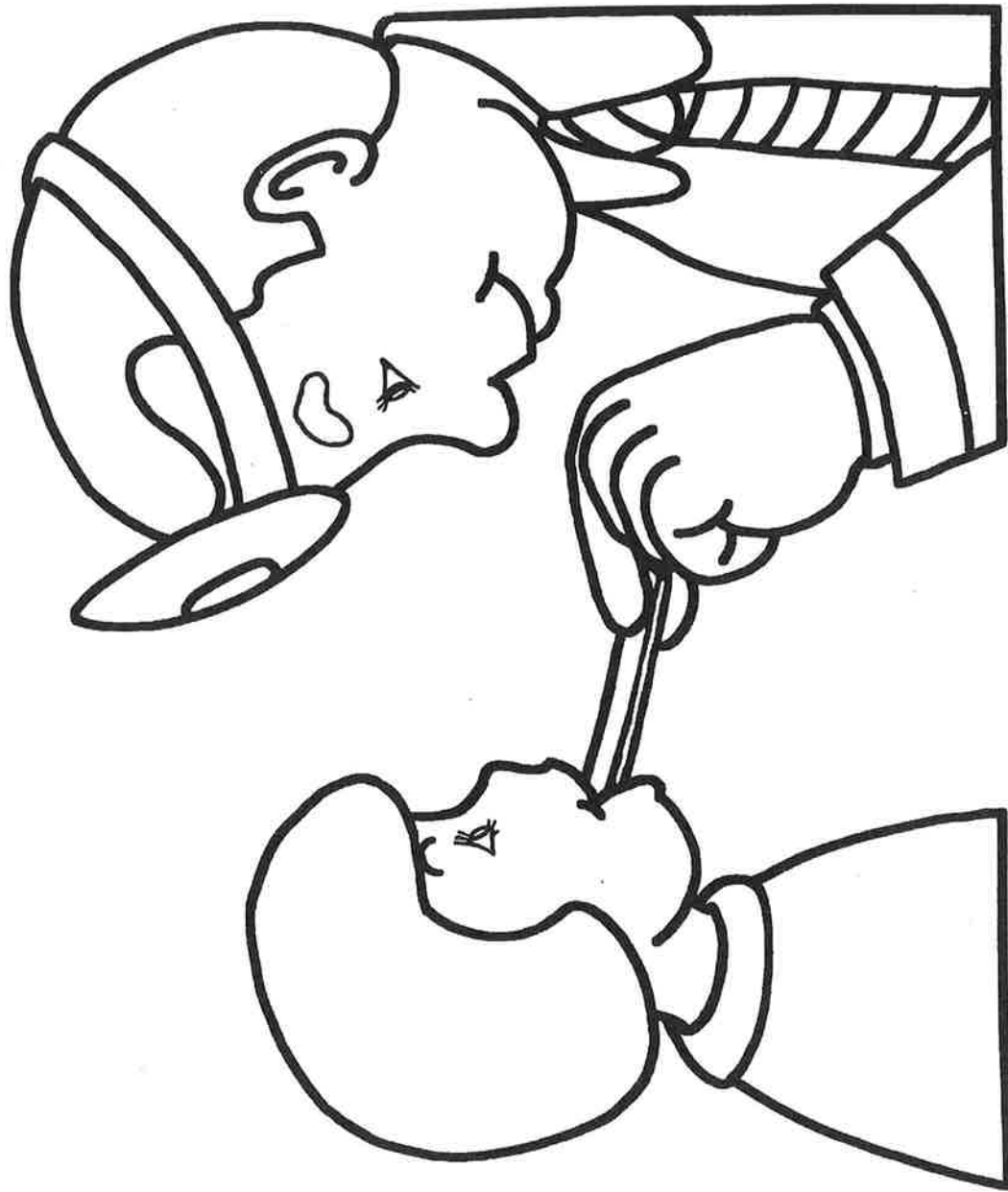


**ACTION**

Open your mouth wide, and say,  
ah.

jar . . . . . scarf . . . . .

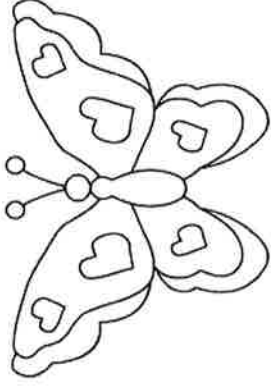
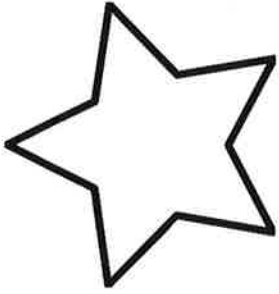
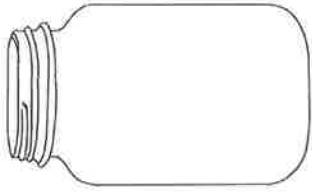
dark . . . . . shark . . . . .



**ar**

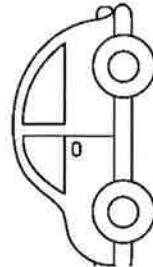
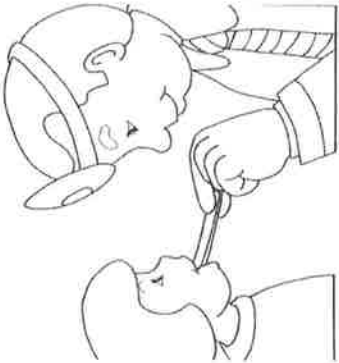
ar ar ar ar

Colour the pictures with the 'ar' sound



ar

Write the 'ar' words to go with the picture.



ar

ar

ar

ar

ar

ar

ar

ar

\_\_\_\_\_

\_\_\_\_\_

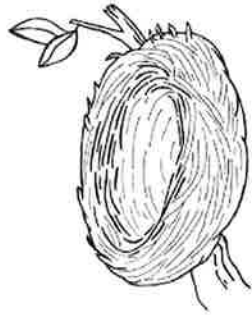
\_\_\_\_\_

qu ou oi ue er ar  
qu ou oi ue er ar

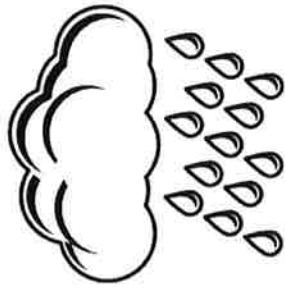
qu ou oi ue er ar  
qu ou oi ue er ar

qu ou oi ue er ar  
qu ou oi ue er ar

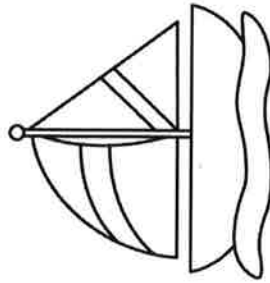
Write the missing sounds to finish these words



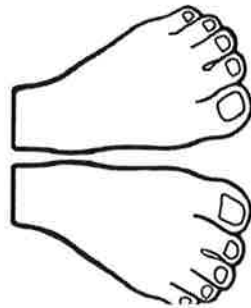
— — — —



— — — —

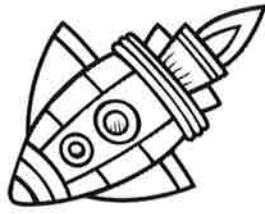


— — — —

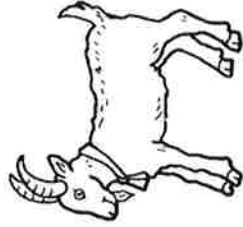


— — — —

Circle the beginning sound to match each picture



p s l r



g a j e



ch i k sh

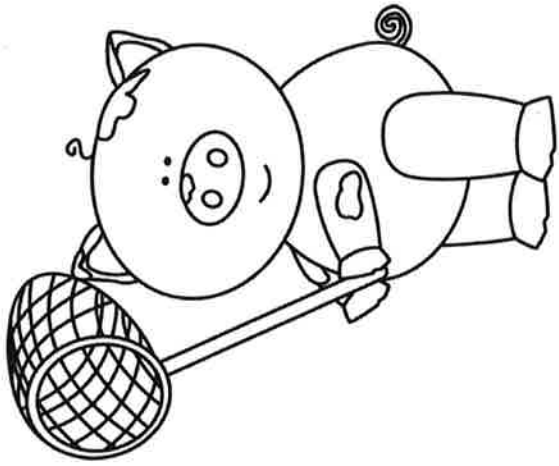


f d b c



y v f k

Cut and paste the words in order and colour in the picture to match the sentence.



--	--	--	--	--



mud.	pig	The	is	in	the
------	-----	-----	----	----	-----





Finish the number sentences.



7

take away

3

leaves



8

take away

leaves



9

take away

leaves



10

take away

leaves



10

take away

leaves

# Subtraction – to 5

We can cross off things to show taking away.



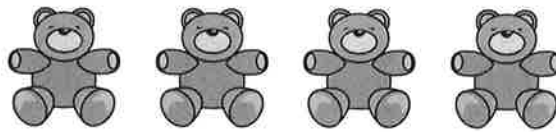
How many? **5** take away **2** leaves **3**

1  Cross off to **take away 1 or 2**.



How many? **5** take away **1** leaves

---



How many?  take away **2** leaves

---





How many?  take away **1** leaves

---



How many?  take away **2** leaves

# Subtraction – explore

**You will need:**  a partner  counters

## What to do:

Work with your partner.

Use pictures, counters or the number line to help solve these problems.

**7** puppies are playing in the park.

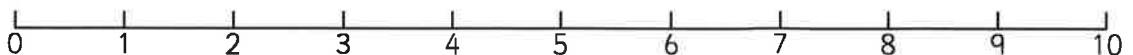
**5** go home to chew a bone.

How many puppies are left in the park?

**10** balloons are tied to a chair.



**3** escape to float in the air.

How many balloons are left on the chair?





# Subtraction – explore

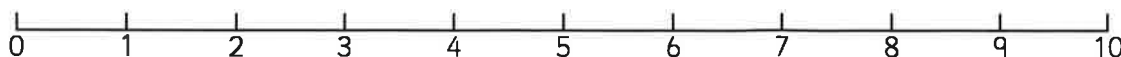
**You will need:**  a partner  counters



## What to do:

Cut out the number cards. Spread them out face down.

Take turns turning over 2 cards. Take away the smaller number from the bigger number. You can use counters, pictures or the number line to help.





# Hold my hand every time we cross the road

A note for my family,

My class is learning more about road safety and crossing the road.

Because I am young please:

- **hold my hand** whenever cars are or could be about
- **talk with me** about how to cross the road safely every time we cross
- **practise** crossing the road safely with me
- **practise** crossing at pedestrian crossings and at pedestrian lights.

## Some things to talk about and practise:

- holding hands every time we cross the road
- if you can't hold my hand, making sure I hold your arm, clothes, bag or the pram or trolley.

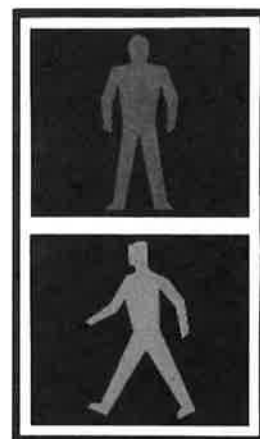


## When we cross the road talk with me about:

- looking for pedestrian signs and lights or other safer options
- stopping one step back from the kerb
- always stopping completely
- what we need to look and listen for
- how long we need to look and listen for
- what could stop us or make it difficult for us to look or listen
- waiting for vehicles to stop before stepping on to the road at crossings
- why we think it's safe to cross
- when it's safe to cross, walking straight across the road and checking for vehicles as we go.

## At pedestrian traffic lights talk with me about:

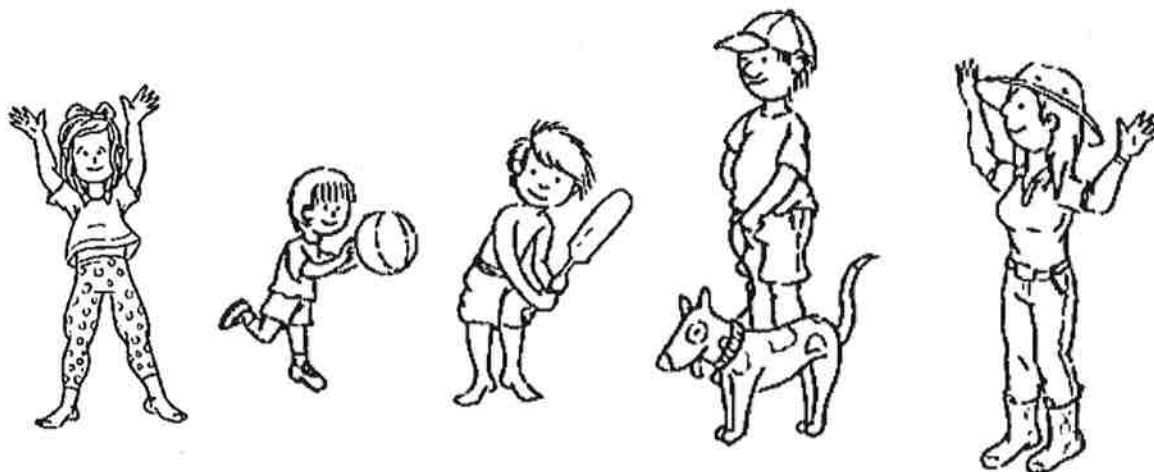
- the red and green pedestrian signals and what these mean
- stopping one step back from the kerb when the red pedestrian signal is showing
- pressing the button and waiting for the green pedestrian signal to appear
- only ever starting to walk across the road when the green pedestrian signal is showing
- understanding that cars are supposed to stop when the green pedestrian signal appears but sometimes they might not.



## Scenario 1

This family is going to the park to play some ball games together. There is no footpath for them to walk on and they will have to cross some driveways along the way.

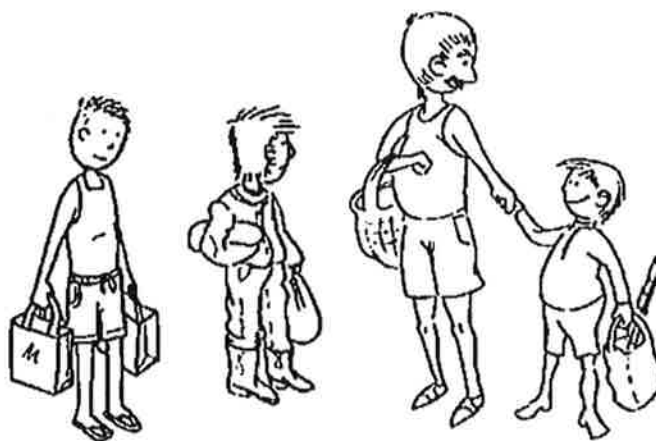
- Where should they walk if there is no footpath?
- What are the dangers in and around driveways and how will they keep safe?
- Who will they hold hands with? How will they carry everything so they can still hold a grown-up's hand?
- Where will they cross the road? How will they choose a safer location?
- What will they need to do to keep safe while crossing?



## Scenario 2

This family is walking home from the shops carrying their heavy shopping bags. They need to walk through the busy car park to get to the footpath. On the way home they need to cross the road at a pedestrian crossing and also at the traffic lights.

- What are the dangers in and around car parks and how will they keep safe?
- Who will they hold hands with? How will they carry the shopping so they can still hold a grown-up's hand?
- What will they need to do to keep safe when crossing?





## A note for families

Adults are always responsible for the safety of the young children in their lives.

Keep children safe by ensuring an adult is always there to hold their hand whenever vehicles are around or could be around. Hold their hand or hold them close to keep them safe.

Hold children's hands whenever walking:

- on the footpath
- in driveways and car parks
- across the road.

For more information about safe travel visit [safetytown.com.au](http://safetytown.com.au)



**SAFETY TOWN**



**Transport  
for NSW**

Name: \_\_\_\_\_

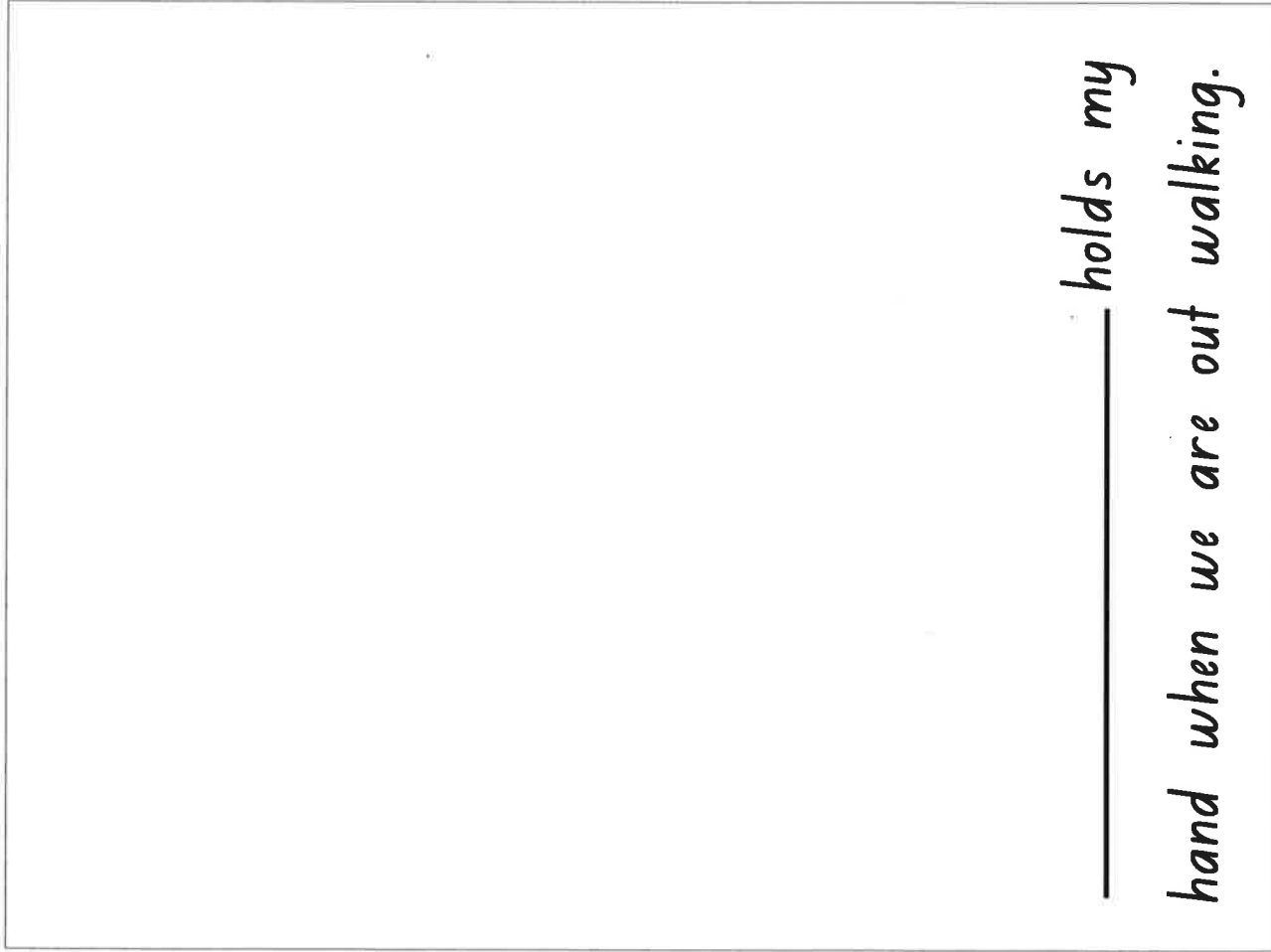
I am



*holding hands!*

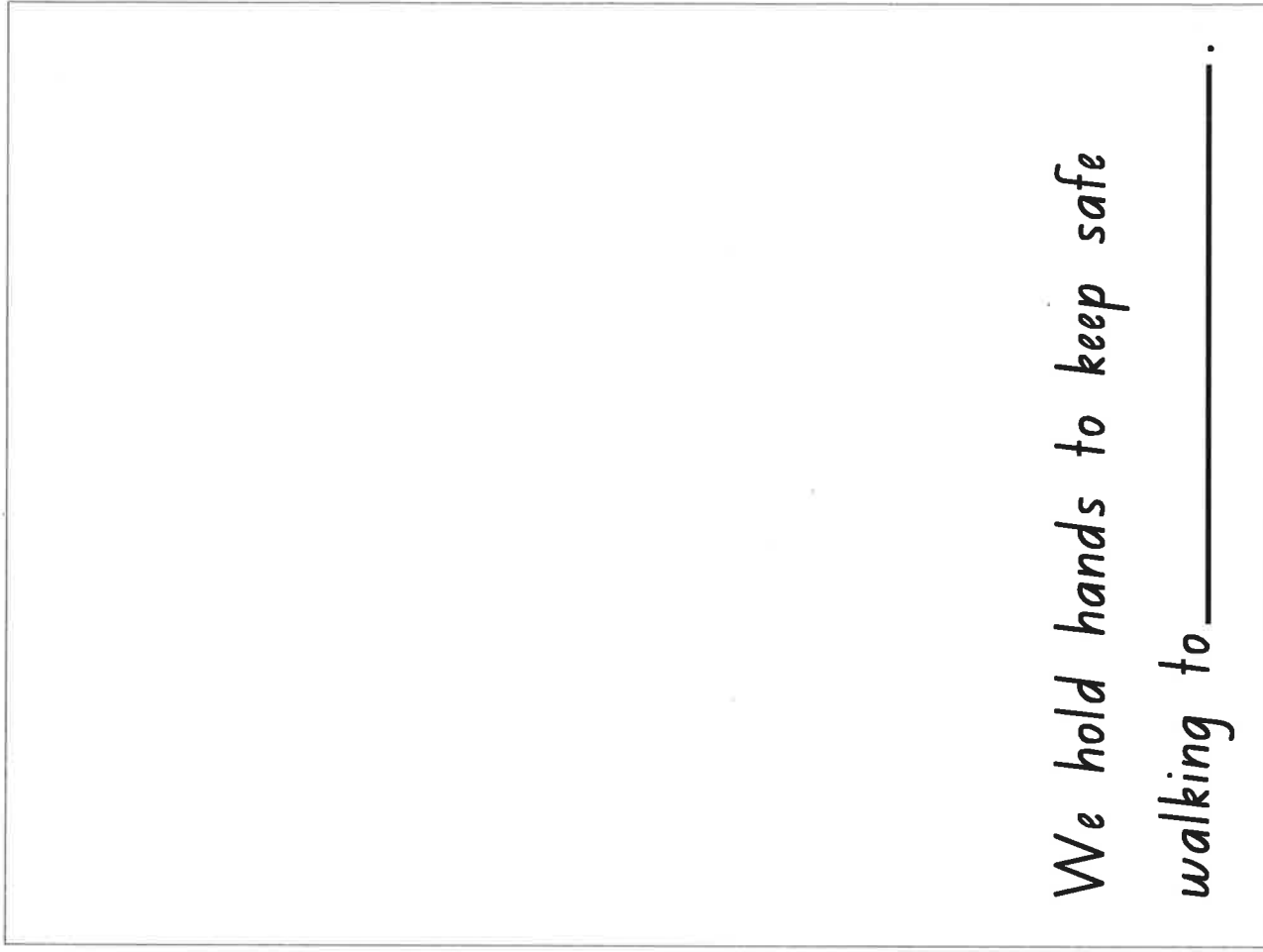
*Draw yourself crossing the road holding hands with a grown-up.*

Draw and write about the grown-ups who hold your hand when you go out walking.



\_\_\_\_\_ holds my  
hand when we are out walking.

Draw and write about a place you like to walk to holding a grown-up's hand.



We hold hands to keep safe  
walking to \_\_\_\_\_.