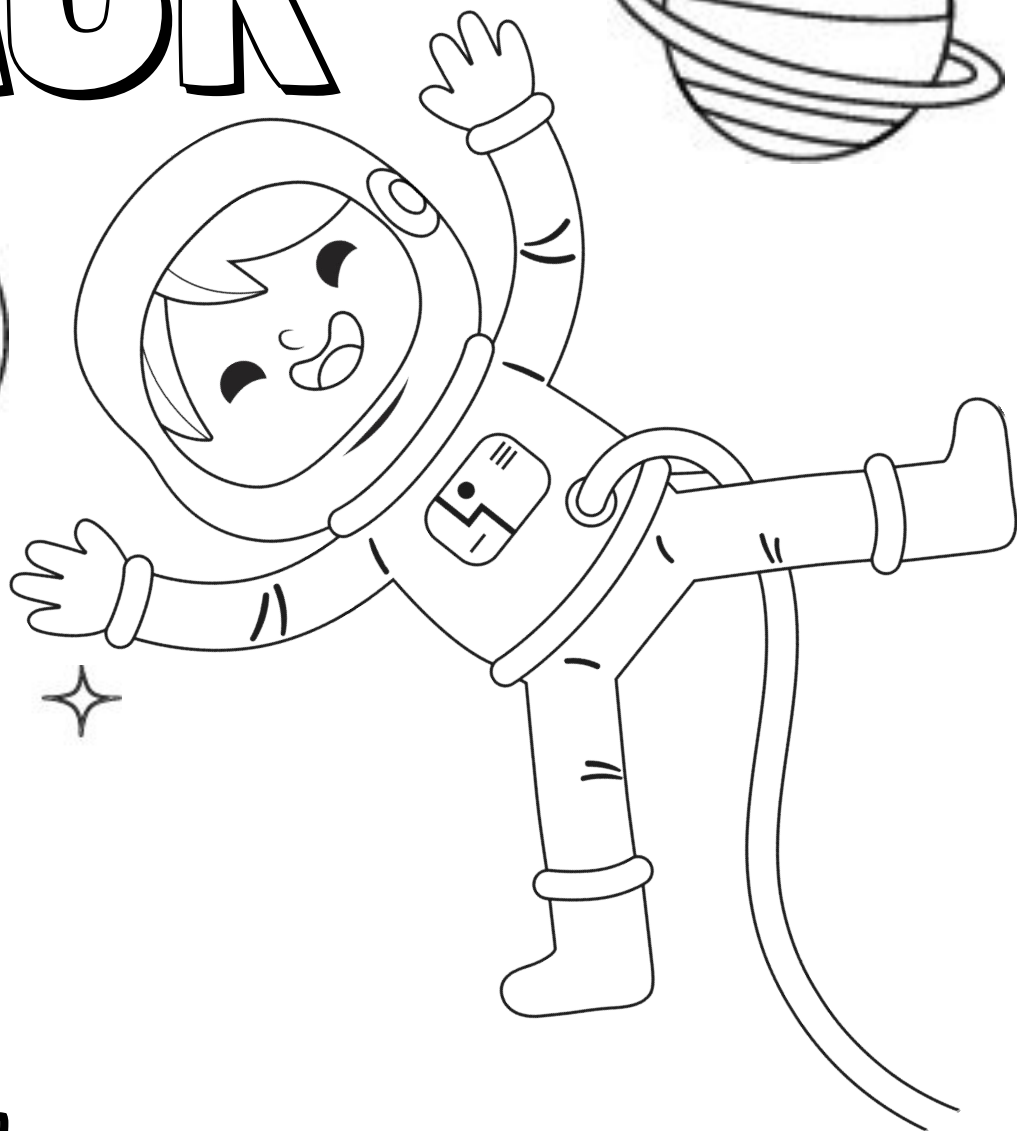
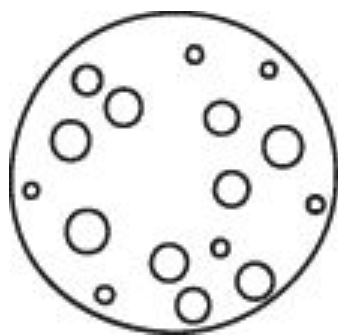


FLEXIBLE LEARNING PACK



NAME: _____







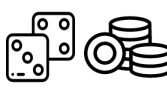















ACT
Government

Education

PACK 1

Colour in activities when complete

English	 <p>Bon Voyage Pack an imaginary suitcase for a story character.</p>	 <p>Wish You Were Here Write a postcard home about a story.</p>	 <p>Super Dooper Create a super power for a story character.</p>	 <p>It's My Favourite Use a think, hope and wonder routine to learn about a friend's favourite story.</p>	 <p>Sound Search Find initial sounds in the environment and in a picture.</p>
Maths	 <p>Find a Shape Find and draw 2D shapes.</p>	 <p>Number Bingo Roll the dice to name and match numbers and numerals.</p>	 <p>Subitise It Subitise using dice.</p>	 <p>Number Crunch Practice counting to 20.</p>	 <p>Count Down Predict and count objects to 20.</p>
Writing	 <p>Shape Up Trace and cut shapes.</p>	 <p>Dotty Draw and join dots to create pictures.</p>	 <p>Squiggles Complete squiggles to create pictures.</p>	 <p>Puppy Love Trace, cut and glue shapes to create a picture.</p>	 <p>Do You Know What? Read, trace, cut and glue a sentence.</p>
Inquiry <i>Me and my Friends</i>	 <p>A Friend Indeed Use a thinking routine to explore the concept of 'friends'.</p>	 <p>Hands Up Trace hands and make a friendship band.</p>	 <p>Imagine a Friend Draw an imaginary friend.</p>	 <p>Friend Facts Describe a friend using cut and glue labels.</p>	 <p>Open Shut Them Draw a friend's portrait with eyes closed and with eyes open.</p>



Reading/listening to a book



Writing



Drawing



Dice



Counters

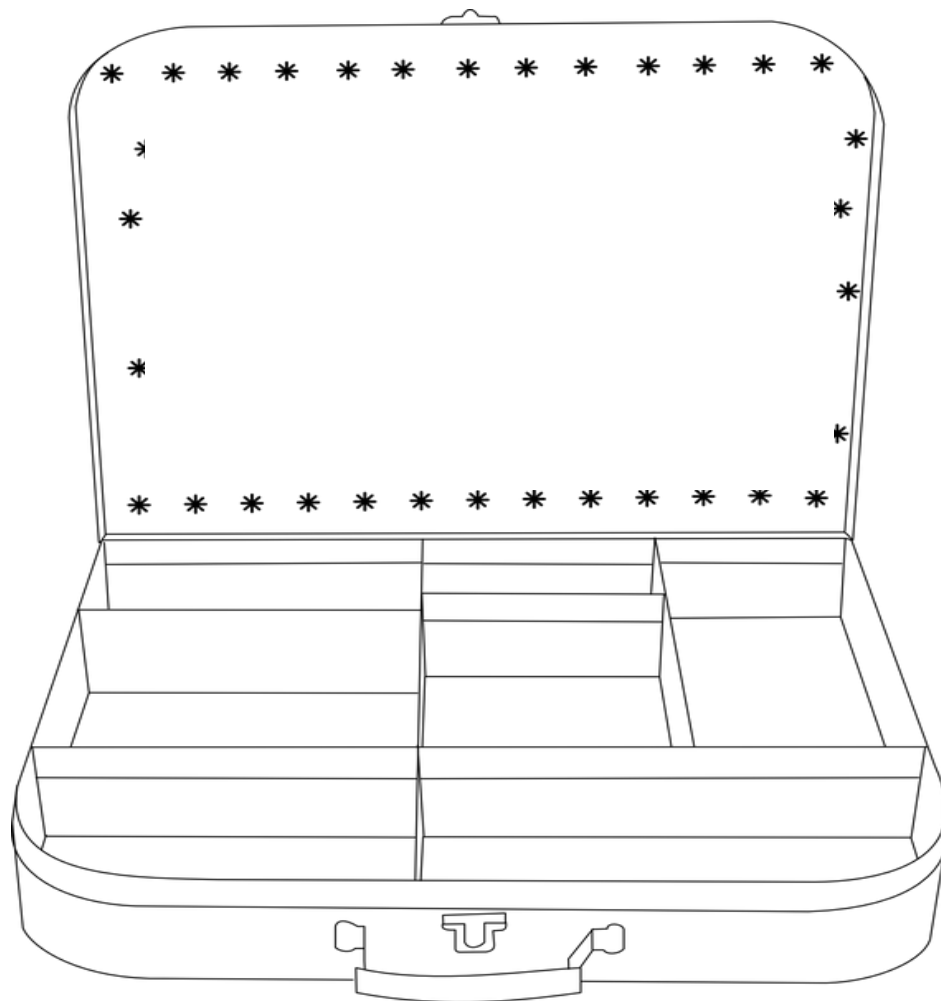


Cutting & Glueing

Bon Voyage



1. Listen to the class story (or read your own).
2. Choose a character from the story and pretend the character is going on a journey.
3. Think about the weather, adventures, other people and animals your character will meet along the way.
4. Pack a suitcase for your character by drawing all the things they will need on their journey.



Students talk about people, events and ideas in texts and connect them to their own experiences.

Find a shape



Draw your favourite 2D shape.

Look for shapes in the classroom
and draw them here.

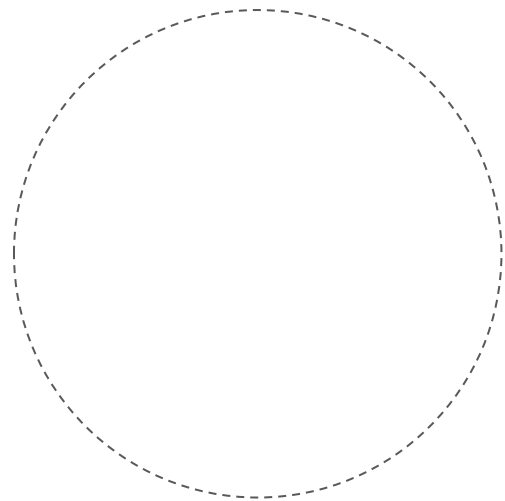
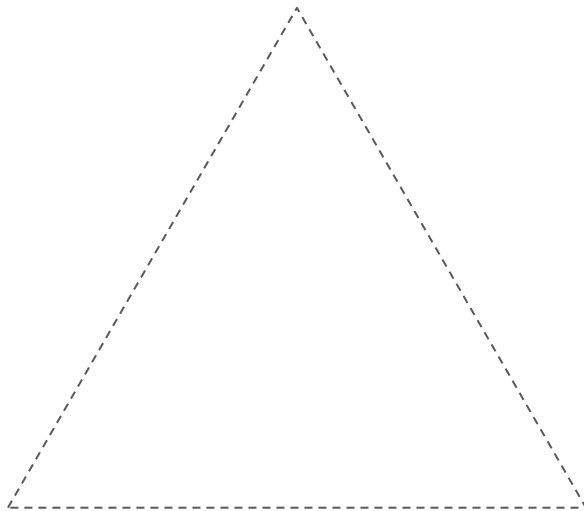
Use your shapes to create a magical machine. Describe your machine.

Students sort, describe and name familiar two-dimensional shapes.

Shape Up



1. Trace the shapes.
2. Colour and decorate the shapes.
3. Cut out the shape names. Match and glue them to the right shape.
4. Cut the shapes out and glue them onto a new piece of paper.
5. Decorate the background.



rectangle

circle

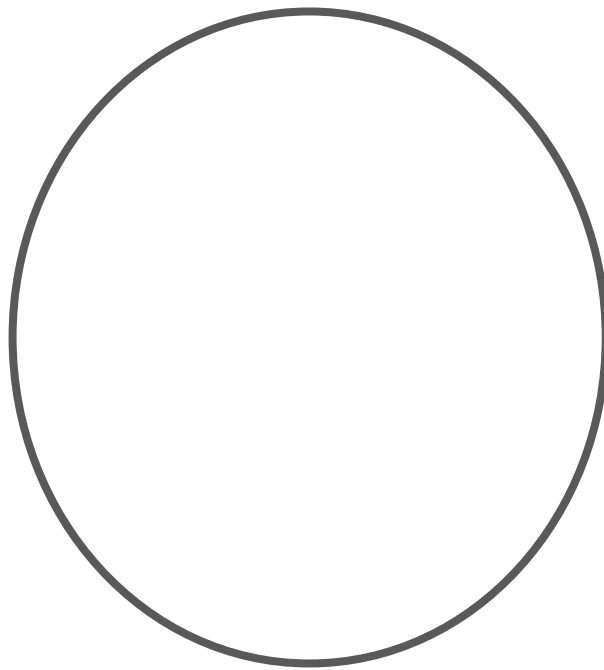
triangle

Students sort, describe and name familiar two-dimensional shapes.

A Friend Indeed



1. Draw a picture of you and your friend in the oval.
2. Draw or write the things you like to do with your friend around the oval.



Students explore the people and features of their social and physical worlds.



1. Listen to the class story (or read your own).
2. Think about the story. Who were the characters? What happened?
3. Draw or write a postcard to a friend or your family describing what happened in the story.

A blank postcard template. It features a dashed border on the left and top edges. A solid vertical line runs down the right side, separating the main body from the address area. In the top right corner, there is a rectangular box with rounded corners, intended for a stamp. Below this box, there are three horizontal lines for writing an address.

Students use a range of strategies to comprehend, interpret and analyse texts.

Number Bingo



1. In pairs or small groups, take turns to roll the dice.
2. Cover the matching number with a counter on your bingo board.
3. The first to complete their board wins.

1	3	4	2	6
4	5	2	6	1
2	3	4	3	2
4	6	1	5	3
5	2	3	6	5

Students connect number names, numerals and quantities.

Dotty



1. Draw some more dots – it can be many or a few.
2. Draw lines to join your dots.
3. What does your picture look like?
4. Add ears, eyes, a tail, sharp teeth or claws. Perhaps it needs a handle or some flowers?
5. Colour in your dotty creation.



Students use pencils or handwriting implements appropriately.

Hands Up



1. Trace your hand in the first box and colour it in.
2. Trace a friend's hand in the second box and colour it in.
3. Decorate the friendship band (dotted box at the bottom) with the things you like to do together.
4. Cut it out and glue it to join your hands.



Students show awareness for the feelings, needs and interests of others.

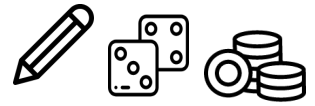
Super Dooper



1. Listen to the class story (or read your own).
2. Choose your favourite character.
3. Imagine the character had superpowers. What would they be?
4. Draw your character with their superpowers.

Students use art forms and beginning forms of writing to express personal responses to literature and film experiences.

Subitise It



1. Roll a dice and look carefully at the how the dots are arranged.
2. Count out the same number of counters as dots on the dice. Write the number in the first circle.
3. Roll the dice again, count again and write the number in the second circle.
4. Add the numbers together and write the total. Use counters to help you.

$$4 + 2 = 6$$

$$\bigcirc + \bigcirc = \bigcirc$$

$$\bigcirc + \bigcirc = \bigcirc$$

$$\bigcirc + \bigcirc = \bigcirc$$

$$\bigcirc + \bigcirc = \bigcirc$$

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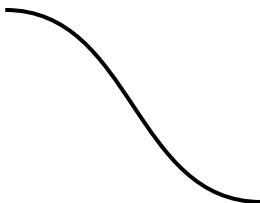
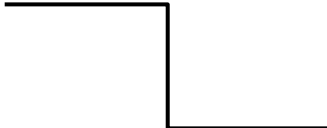
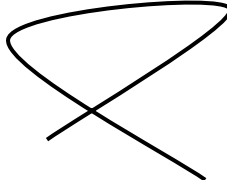
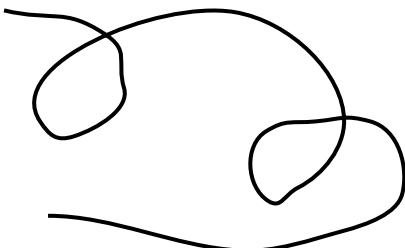

Students subitise small collections of objects.

Squiggles



Look carefully at the squiggle in each square. What could it be? Transform the squiggle into a picture.

Ask a partner to make a squiggle in a blank square.
Transform your partner's squiggle into a picture.

Students use imagination to view or create things in new ways and connect two things that seem different.

Imagine a Friend



1. Think about what makes a good friend.
2. Imagine a friend, it could be a person, an animal, a pet or made up.
3. Draw a picture of an imaginary friend.
4. Write some words to describe your friend.

A large, empty rectangular box with a black border, intended for students to draw their imaginary friend and write descriptions.

Students practise drawing images and making objects related to self, others and personal environments in different forms.

It's My Favourite



1. Ask a friend the title of their favourite story.
2. Write or draw what you think the story might be about.
3. Ask your friend to tell you the story, write or draw what the story is actually about.

I think...

I know...

Students use familiar words, phrases and images to convey ideas when writing.

Number Crunch



1. Find 20 objects, such as counters, and a container.
2. Count out loud as you put the objects into the container.
3. By yourself or with a partner, take turns to take a handful of counters or objects out of the container. Count the objects and find the matching numeral on the grid and colour it in.
4. Put the counters back in the container and repeat until all the numerals are coloured in.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

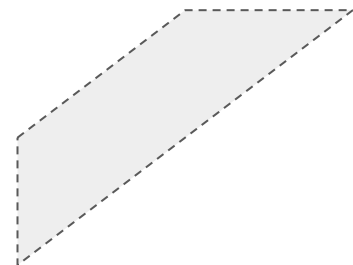
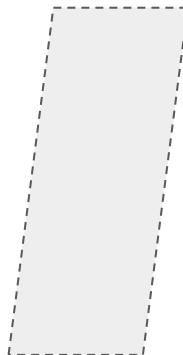
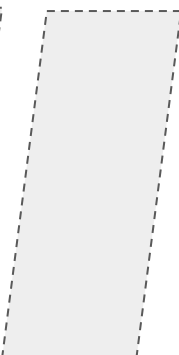
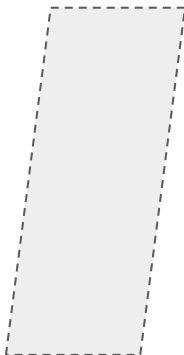
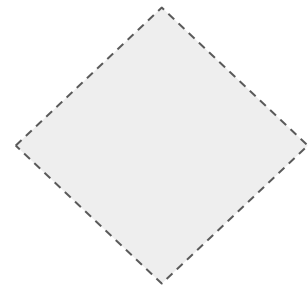
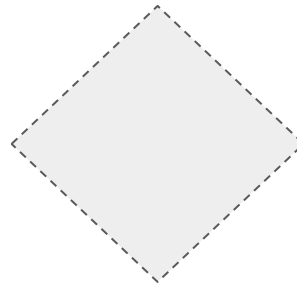
20

Students count to and from 20 and order small collections.

Puppy Love



1. Trace and cut out all the shapes.
2. Arrange them to make a picture of dog.
3. Glue your dog onto a new piece of paper.
4. Add eyes, a nose and a mouth to your dog and colour it in.
5. Draw a place for your dog to play on your background paper.

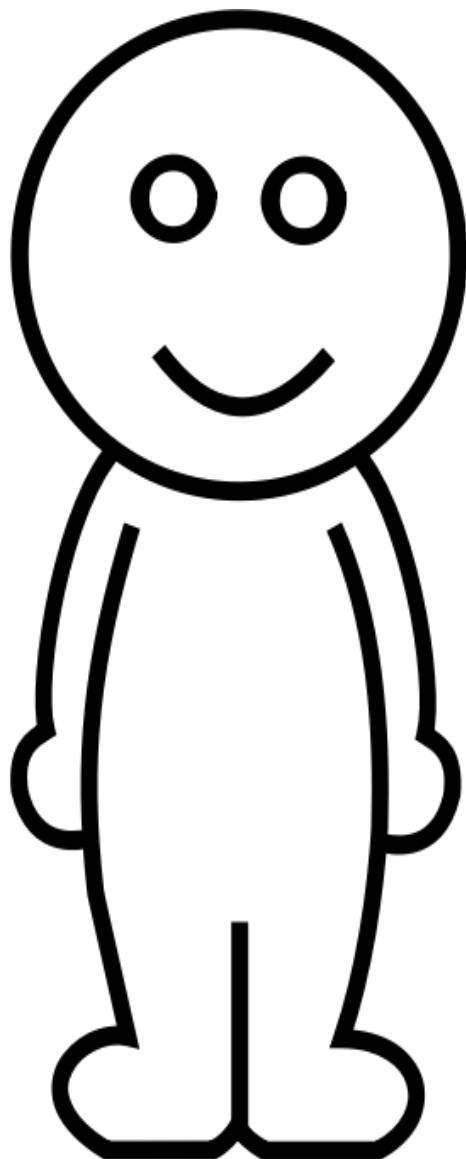


Students sort, describe and name familiar two-dimensional shapes.

Friend Facts



1. Decorate the person to make it look like a friend.
2. Cut it out and glue onto another piece of paper.
3. Cut and glue the labels you think are important in a friend.
4. Write some labels of your own and glue them around your friend.



**happy
smile**

**good at
sharing**

kind

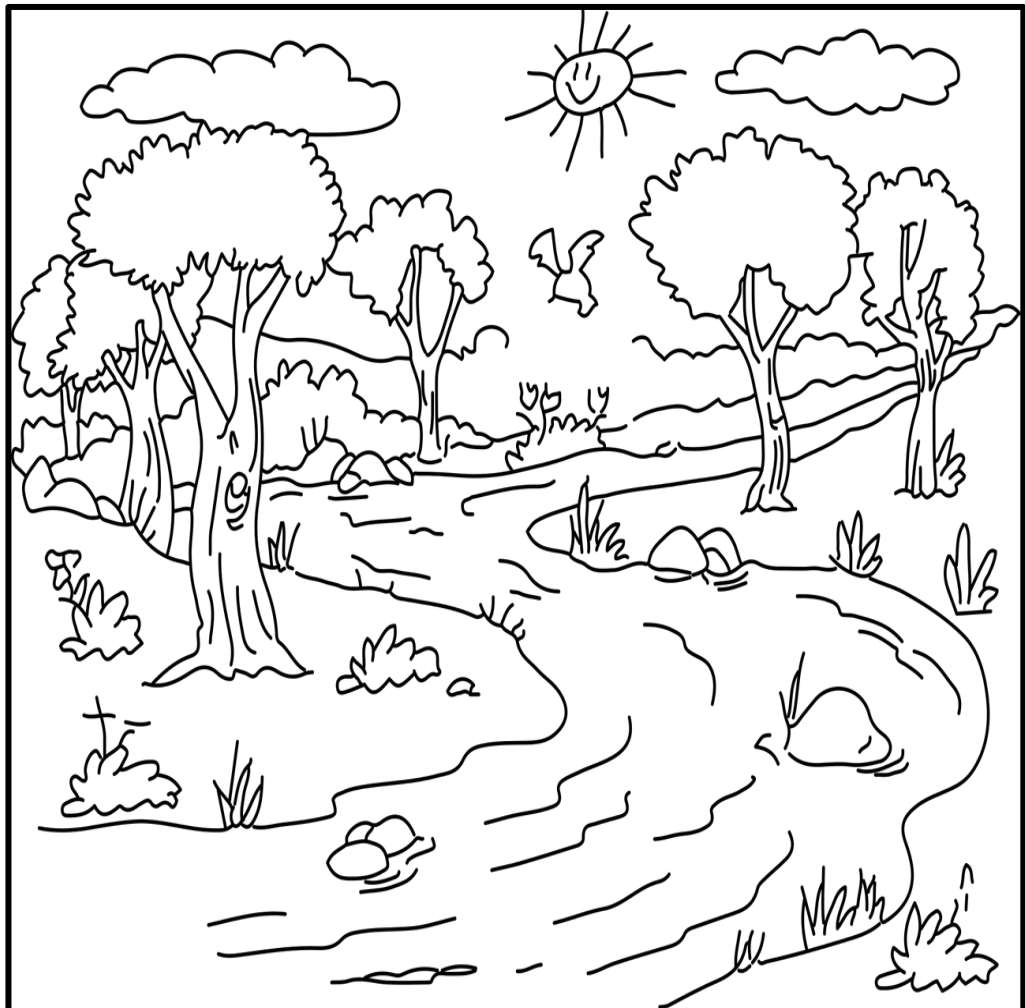
fun

Students respond to the feelings, needs and interests of others.

Sound Search



1. Pick four letter sounds and write them in the squares.
2. Look around and see if you can find three things that start with each of your four sounds.
3. Try writing the names of the things on another piece of paper.
4. Find as many things as you can that start with each of your sounds in this picture. Add your own to the picture. Colour the picture.



Students show evidence of letter and sound knowledge.

Countdown



1. Count out 20 counters.
2. Take some from your 20 and place them in a pile.
3. Predict the number of counters in your pile.
4. Write your prediction in the circle.
5. Count your counters and write the answer in the square.

Students count to and from 20 and orders small collections.

Do you know what?



1. Read the sentence.
2. Trace the sentence.
3. Cut out each word and the full stop.
4. Glue the words into the correct spaces to make the sentence.

I am in Kindergarten.

I am in Kindergarten.

--	--	--	--	--

in am Kindergarten I .

Students show evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.

Open Shut Them



1. Choose a partner.
2. Look closely at their face.
3. Close your eyes and draw a portrait of your friend.
No peeking!
4. Open your eyes and draw a portrait of your friend.
5. What do you notice?



Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

