

Home-Based Learning

Kindergarten 2





NOTE TO PARENTS/ GUARDIANS

Dear Parents/ Guardians,

We would like to invite you to be part of your child's learning journey. This pack of activities is meant to reinforce what your child has been learning in school. Rest assured that printing is **not** required and all activity ideas may be done with resources that you have at home. Feel free to improvise and make changes as you wish, to suit the interest of your child and to work with readily available materials.

We hope you will enjoy exploring the activities together and please feel free to share photos of your experience with us! ☺



All about Mammals

Watch the following video with your child:

All about Mammals

<https://tinyurl.com/98exzrek>

Follow Up Activities:

1. Discussion questions to engage your child in conversation after watching the video
 - What was the video about and what did you like about it?
 - What are the animals that you saw in the video, can you name them?
 - What are some of the similarities and differences between the animals?
2. Show some pictures of animals such as: dog, cat, bear, cow, horse, monkey and rabbit.
3. Let your child identify and ask the following questions.
 - How do you think these animals give birth and have babies?
 - How do they stay warm and not get cold?
 - How do they move?
4. Discuss with your child by asking questions about the characteristic of a mammal.
5. Label the list with the title "Mammal Traits" and emphasize on each trait:
 - Mammals have hair or fur.
 - Mammal mothers nurse their young with milk (Have mammary glands)
 - Mammals have lungs and need air to breathe.
 - Mammals that live on land have 2 or 4 legs and are warm-blooded.
6. Explain to your child that mammal mothers need to nurse their babies with milk.
7. Show some pictures of animals and their young and invite your child to match the pictures of the animal with their young.

Watch the following song clip with your child: **Animals and Their Young Ones**

<https://tinyurl.com/mddeuhy6>

- Ask your child to make the sound of each animal and to imitate the different animal movements.
- Use the activity sheet below as a template to get your child to draw and write out the sentences. Make more sentences with other animals, for your child to complete. Allow you child to make suggestions of the animals.

Objectives of this lesson:

Your child will be able to:

- Recognise and list the characteristic/ traits of mammals.
- Match mammal animals and their young.
- Identify and write the names of young animals.



I am learning to...

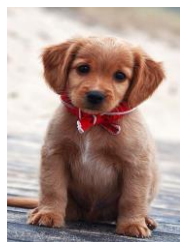
- Name different mammals
- Match mammals and their young



All about Mammals Follow-Up

Mammals and Babies Matching Game!

- Play a game with your child to match mammals and their young.
- Find pictures of young animals from books, magazines or from the internet, such as below.
- Do the online search together with your child, explaining how you seek such information from the internet.
- Prompt your child to tell you which animal's baby it is.



- Show the pictures to your child and encourage them to tell you the names of the young animals such as **kitten**, **puppy**, **calf**, **joey**, **piglet** etc.
- After the discussion, encourage your child to create an activity sheet, by illustrating/drawing young animals that they like and writing a statement with the drawing such as,
The young of a kangaroo is called a _____.
- Encourage your child to make as many drawings and statements as he/she likes.
- Be sure to help your child to figure out baby names that he/she may not be familiar with.

Flashlight

Let's explore in the dark with a flashlight!

Watch the Story with your child – Flashlight by Lizi Boyd

["Flashlight" by Lizi Boyd - YouTube:](https://tinyurl.com/njpe76x4)

<https://tinyurl.com/njpe76x4>

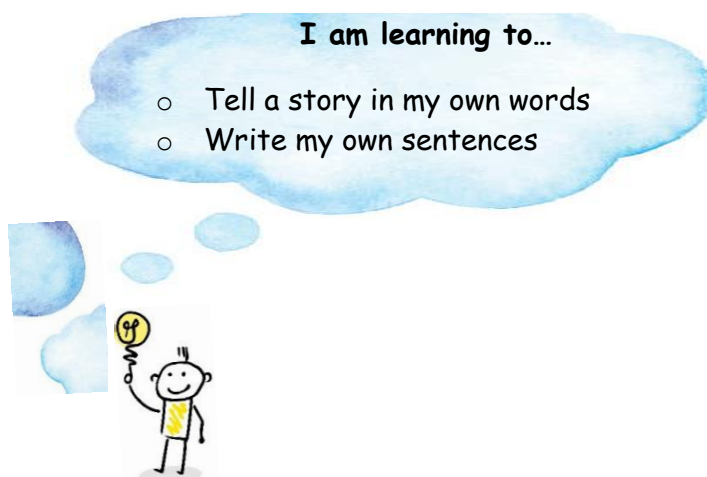
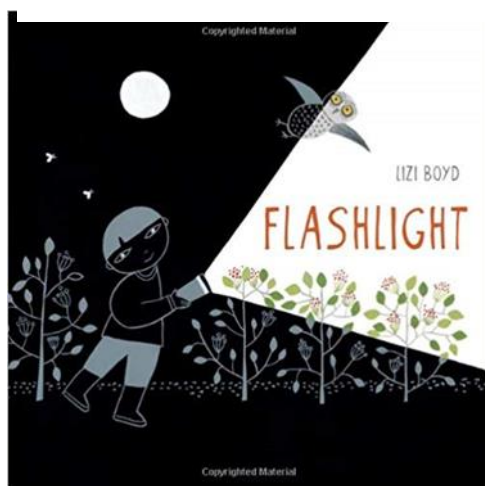
Try these discussion questions after watching the story, and encourage your child to retell the story in his/her own words:

1. Discuss the story with your child.
2. Ask them why they think there were no words in the story.
3. Ask them if they know what the story is about and how they know this.
4. Get your child to talk in detail about what they see on each page.
5. Invite your child to share their experience of having used a flashlight.
6. Ask your child to list the animals that they encountered in the story.
7. Ask your child to describe a flashlight and to share with you when it is usually used.
8. You can help to record down the things that your child dictates.
9. Your child can then read what you have written and then copy write afterwards.

Objectives of this lesson:

Your child will be able to:

- Describe in detail what happened in the story.
- List the uses of a flashlight and explain why it is useful.
- Write/copy write the comments and sentences they have suggested.



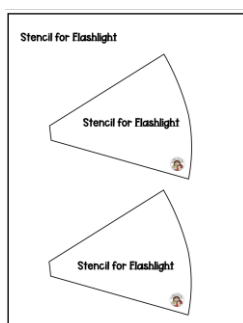
Flashlight Follow-Up Activity

What you will need:

Black and white construction paper, white coloured pencils, scissors and glue.



- Encourage your child to create his own flashlight scenes. More pages may be added as your child wishes to.
- You can create a simple stencil flashlight as below for your child to use.



- Encourage your child to write his description on each page as to what the flashlight was showing.
- Invite your child to share his story booklet with the family when completed.

Objectives of this lesson:

Your child will be able to:

- Share his/her story coherently.
- Use his/her creativity to write his/her own story booklet.



Scavenger Hunt

Let's go on a hunting adventure of a different kind!

Watch the following video with your child:

Scavenger Hunt Song

<https://tinyurl.com/rndy3445>

Numeracy - Scavenger Hunt!

- Talk to your child about what you watched in the video.
- Explain to them what a Scavenger Hunt is.
- Prior to this activity, parents are to hide some small toys/Lego blocks in different areas in the home such as the living room, bedroom, toilet, storeroom and kitchen.
- Parents may use anything, crumpled paper balls, small toys, Lego blocks; use any materials you have available but do make sure they are identical items. (Make sure to remember the total number of items you hide.)
- Inform your child that he/she will be going on a Scavenger Hunt. Tell him/her the different areas where the items are hidden.
- Work with your child to draw a simple bar graph with labels of the areas as shown in this illustration.

Storeroom	Bedroom	Living Room	Kitchen

Allow your child to either draw a picture for each area of the house or to write the names.

- Provide your child with different containers/ recycled little bags for each area of the house, for them to place the collected items. Give your child some time to find the items in each area.

Scavenger Hunt

When the Hunt is done:

- Time for plotting the graph. Invite your child to count the number of items he/she has collected from each room and ask your child to shade a box per item in the designated column. For example, if the child collected 5 hidden items from the storeroom, the child will shade 5 boxes in the storeroom column:

Storeroom	Bedroom	Living Room	Toilet

***Be sure to start shading from the bottom.**

- When all the details have been plotted in the graph, ask your child the following questions:
 - How many _____ were collected in the storeroom?
 - Which area of the house had the most number of _____?
 - Which area had the least number of _____?
 - How many _____ were there in total?
 - How many _____ were collected in the kitchen and bedroom?

Objectives of this lesson:

Your child will be able to

- Tell you what a Scavenger Hunt is.
- Complete the hunt as instructed.
- Listen and follow multiple step instructions to complete the graph task independently.

Ten Red Apples

What Happens When I Take Away?

Watch the following video with your child:

Ten Red Apples by Pat Hutchins

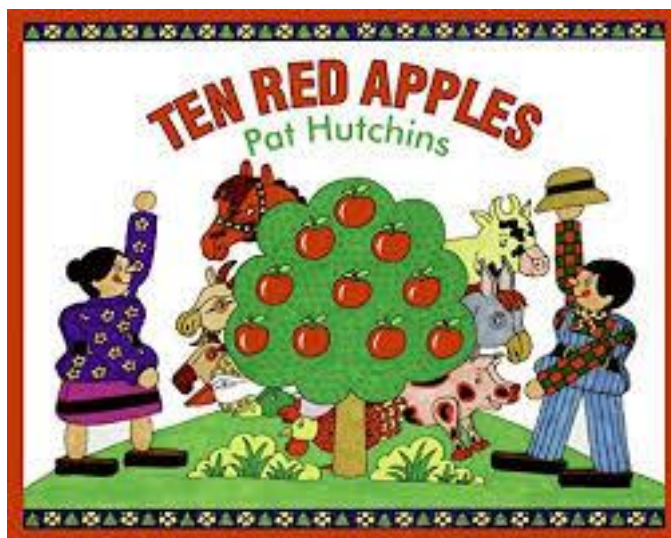
<https://tinyurl.com/ypyxknc3>

Follow up Activities:

- Invite your child to talk about what he/she had seen in the video.
- Discuss with your child the concept of take away that they see in the video.

Questions to ask your child during the discussion:

- What do you think this story is about?
- What was happening in the story?
- What happened to the number of apples each time the animals took one?
- Why did the number of apples become lesser?



Ten Red Apples Follow-Up



What you will need:

Paper, Pencil, Eraser, Coloured Pencils; 10 pieces of toys (Legos, cars, dolls, figurines or anything available)

- Place the 10 pieces of toys in a straight row.
- Ask your child to first count the total number of toys.
- Next, ask him/her to remove 1 piece of toy (take away 1).
- Get your child to count the number of toys left.
- Repeat the above until the last toy has been taken away leaving none behind.
- Further reinforce the concept of take away by allowing your child to create an activity sheet with his/her own illustrations.
- You can also guide your child to "take away bigger numbers" using this sample activity.
- Encourage your child to illustrate a few "take-away" drawings and to write a statement with it such as; 10 take away 2 is 8.
- They can be allowed to draw anything from shapes to objects. And the concept of take away can be represented with a line drawn diagonally across.
- After which your child will need to count the remaining items without the line drawn across and write the statement such as; 10 take away 3 is 7.

Online Activity - Subtraction

For further reinforcement, once your child is very familiar with the concept of take-away, you can play the following online game with your child. Be sure to explain that "subtraction" is a special word, used to mean take away.

Balloon Pop Subtraction

<https://tinyurl.com/636436br>

Objectives of this lesson:

Your child will be able to:

- Listen attentively and follow instructions
- Manipulate the toys to represent the number statements written on the paper.
- Demonstrate a clear understanding of how to subtract one or more at a time.
- Complete the subtraction task independently.

What is Half and What is Whole?

Let's figure out what half and whole is all about!

- Invite your child to sit with you to share an apple.
- Show your child the apple and explain to your child that it is one WHOLE apple.
- Using a knife (explain to your child the dangers of a knife), slice the apple in half.
- Ask your child to describe what happened to the apple.

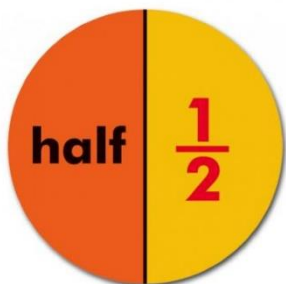


- Give him/her hints if need be.
- Bring the two halves together and explain to your child that this makes up one whole apple.
- Take it apart and explain to your child that there are two apple halves now.
- Explain to your child that he/she will be learning about what "half" means.
- What did I do to the apple? What did it become? Is it whole?
- What makes a half? Can you describe what half means?
- Enjoy the apple together once done!

Listen to the online story - Give Me Half! By Stuart Murphy

<https://tinyurl.com/fzw6wjtw>

- Invite your child to talk about what they saw in the video.
- Let your child share his/her thoughts about what the 2 children in the story did.
- Ask your child to recall and talk about the things mentioned in the story that had to be divided and shared.



What is Half and What is Whole?

- Show your child different shapes or pictures (example: pizza or cakes, circles or rectangles)
- Pose questions to your child:
 - How can we share this pizza equally?
 - What do we need to do?
 - How can we split this so we can each have an equal portion?
- Show your child how the pizza could be cut into half.
- Explain to your child that half means both portions need to be divided equally.
- Ask these questions at the end of the sessions:
 - What did we learn about today?
 - What does "whole" mean?
 - How do we get half of something?
 - Can one part of a half be bigger than the other? Why not?
 - Do we always need to cut something to get a half?
 - How else do we get half of something? E.g. cookies, candies, pencils etc.

Objective of this lesson:

Your child will be able to:

- Describe the concept of whole and halves.
- Understand the definition of half by using examples.
- Express himself/herself well to give you an account of what they saw on the online story.

