



Framework for Learning from Home – Stage 1- Term 3, Week 10

You will need help from a parent/guardian to complete each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep the Maths resources in a safe place so they can be referred to in future if needed.**

Show

	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Superpower of the Week: Reflective Learner A reflective learner thinks about what they have read, done or learned. They ask questions and think deeply about their own ideas.</p> <p>PBL Focus of the Week: Learn Always Activity: This term, we have been learning from home. The expectation to 'Learn Always' applies to learning in different settings, at different times. We are always learning. The teachers at Lugarno Public School are very proud of the way you have taken on this new challenge and tried your best. Discuss: How have you demonstrated the expectation to 'Learn Always' while learning from home this term?</p> <p>Wellbeing Wednesday: 12.00 - 3.00 A time for our students, families and teachers to take time to look after themselves.</p>					
Formin	<p><u>English / Literacy</u></p> <p><u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Writing: Making stronger, better, richer sentences</u></p> <p><u>Bringing it all together</u> In the last few weeks of the Framework, you have been learning how to make your sentences stronger, better and richer.</p>	<p><u>English / Literacy</u></p> <p><u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Writing: Making stronger, better, richer sentences</u></p> <p><u>Bringing it all together</u> Add more information to these sentences. Think about: who, what, when, where, why.</p>	<p><u>English / Literacy</u></p> <p><u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Writing: Wellbeing Wednesday</u></p> <p>Make and decorate your own Gratitude Journal using paper from around your home, or you may have a</p>	<p><u>English / Literacy</u></p> <p><u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Writing: Making stronger, better, richer sentences</u></p> <p><u>Bringing it all together</u> Add more information to these sentences. Think about: who, what, when, where, why.</p>	<p><u>English / Literacy</u></p> <p><u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Writing: Making stronger, better, richer sentences</u></p> <p><u>Bringing it all together</u> Add more information to these sentences. Think about: who, what, when, where, why.</p>

<p>Add more information to these sentences. Think about: who, what, when, where, why.</p> <p>Use adjectives, interesting verbs, adverbs and/or conjunctions.</p> <p>The elephant went into the water.</p> <p>The possum climbed the tree.</p> <p>Challenge: use adjectives, interesting verbs and adverbs to write about this image (see end of Framework for larger image)</p> <p>Level 1: Write 1 or 2 sentences</p> <p>Level 2: Write a more detailed, short paragraph</p>  <p>Re-read your sentences to check that you have started</p>	<p>Use adjectives, interesting verbs, adverbs and/or conjunctions.</p> <p>I saw a dragonfly on a leaf.</p> <p>The dog ate my sandwich!</p> <p>Challenge: use adjectives, interesting verbs and adverbs to write about this image (see end of Framework for larger image)</p> <p>Level 1: Write 1 or 2 sentences</p> <p>Level 2: Write a more detailed, short paragraph</p>  <p>Re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p>	<p>favourite notebook you'd like to write in.</p> <p>Write down in your journal a list of things that you are grateful for. This could include:</p> <p>Something someone did for you today</p> <p>A person who you love</p> <p>Something you like to do</p> <p>A talent you have</p> <p>A part of your body you are grateful for</p> <p>Something that made you laugh today</p> <p>A song you like</p> <p>A game you like to play</p> <p>A new skill you have learned</p> <p>A food you like to eat</p> <p>A pet that you love</p> <p>Something you have that you know other people don't have</p> <p>A memory of something you have done in the past</p>	<p>Use adjectives, interesting verbs, adverbs and/or conjunctions.</p> <p>The man and his dog crossed the road.</p> <p>Look at the bird.</p> <p>Challenge: use adjectives, interesting verbs and adverbs to write about this image (see end of Framework for larger image)</p> <p>Level 1: Write 1 or 2 sentences</p> <p>Level 2: Write a more detailed, short paragraph</p>  <p>Re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p>	<p>Use adjectives, interesting verbs, adverbs and/or conjunctions.</p> <p>The cat chased the mouse.</p> <p>There is a possum in the tree.</p> <p>Challenge: use adjectives, interesting verbs and adverbs to write about this image (see end of Framework for larger image)</p> <p>Level 1: Write 1 or 2 sentences</p> <p>Level 2: Write a more detailed, short paragraph</p>  <p>Re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make</p>
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Break including physical activity
MATHEMATICS

1. Choose an activity from *Mathletics*.

2. This week, we are revising all concepts and you can finish these 10 mental. There are three levels. You can do the level which is comfortable for you or you can try all three if you are a budding mathematician.

You can work in your books or put the answers on your google docs in google classroom.

On Monday:

Warm up: Can you draw a cube? Try to draw one. Describe its properties. eg. It has ___ faces, ___ vertices and ___ edges. Are its surfaces flat or curved?

Level 1	Level 2	Level 3
<ol style="list-style-type: none">double 7$8+6=$$2+7=$$20-8=$$20-5=$half of 16=half of 20=If I had 10 apples and ate 3 how many would be left over?If I had 6 toy cars and got 5 more, how many would I have altogether?I walked 10 steps and another 3 more. How many steps did I walk altogether?	<ol style="list-style-type: none">double 13 =double 15 =half of 24?half of 28?How many days in a fortnight?How many days in June?What would be the time an hour and half after 4:30pm?How many minutes in quarter of an hour?How many cents in a \$1?Add up $5c + 5c + 5c + 5c =$ (c= cents)	<ol style="list-style-type: none">How many days in summer?What is the time 3 ½ hours after 5pm?How many days are 72 hours?How many hours in 300 minutes?Double 145?Double 230?$100 - \square = 37$$1000 - \square = 37$Round 439 to the nearest 10.Round 137 to the nearest 100.

On Tuesday:

Warm up: Write a word problem that when answered, equals to 30. It could require addition, subtraction, multiplication or division to be solved. eg. For his birthday, my brother was given 10 presents from his school friends, 12 presents from family members and 8 presents from his soccer team friends. How many presents did he receive altogether?
 $10+12+8=30$ presents OR I saved \$150. I used \$120 to buy a new game. How much money did I have left over? $\$150-\$120=\$30$

Then do:

<p>Level 1</p> <ol style="list-style-type: none">1. $6+8=$2. $3+10=$3. $5+10=$4. $20+4=$5. $20-4=$6. $20-7=$7. <i>What is the total of 2, 3 and 5?</i>8. <i>If my rabbit had 12 carrots and ate 3, how many would be left over?</i>9. <i>How many sides on a triangle?</i>10. <i>Draw a rectangle:</i>	<p>Level 2</p> <ol style="list-style-type: none">1. $17+ \square = 30$2. $14+ \square = 30$3. $19+ \square = 30$4. $100-20=$5. $100-75=$6. <i>How many minutes in 2 hours?</i>7. <i>What is the month after January?</i>8. <i>What are the months that make up winter?</i>9. <i>How many vertices on a rectangle?</i>10. <i>How many sides does a pentagon have?</i>	<p>Level 3</p> <ol style="list-style-type: none">1. $89+ \square = 200$2. $56+ \square = 200$3. $1000-345= \square$4. $1000-452= \square$5. <i>4 groups 6 =</i>6. <i>6 groups of 7 =</i>7. <i>How many sides on 3 octagons?</i>8. <i>How many edges on a cube?</i>9. <i>How many days in Autumn and winter?</i>10. <i>What is the difference between 100 and 39?</i>
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Wednesday: 12.00 - 3.00 Wellbeing Time: A time for our students, families and teachers to take time to look after themselves. *Get off your devices, screens, laptops !*

Thursday and Friday:

Thursday Warm up: Can you draw a cylinder? Give it a go. Describe its properties. eg. Describe its flat faces and its curved surface.

Friday Warm up: How many minutes are in one hour? How many hours are in one day? How many hours of the day are you awake and how many hours of the day are you asleep?

Topic: Space, Measurement and Geometry: TOPIC: **Chance**

Both Years 1 and 2 can do this activity.

Thursday Activity:

Roll a 1-6 dice 30 times and record using tally marks how many of each number you roll.

You can use this online dice : <https://toytheater.com/dice/>

Number	Tally Marks
1	
2	
3	
4	
5	
6	

Answer these questions:

1. What number came up the most? _____
2. What number came up the least?
3. If you roll another 10 times, do these results change? _____
How did they change?
a) What is the new highest rolled number? _____ The lowest rolled number? _____
4. Does every number have an equal chance of being rolled?

Friday Activity: Both Years 1 and 2 can do this activity


The language of chance:

Using these words to consider the events below and answer them using the **language of chance**. You can write the answers into your books or on a Google Docs provided in your Google Classroom.

Language of chance: impossible, unlikely, even, likely, certain.

Hint: If something is certain to happen it means there is a 100% chance of it happening, if it is impossible there is a 0% chance. There is only one answer.

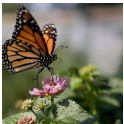




1. The chance that it will rain when there are grey storm clouds in the sky. _____
2. The chance that a coin tossed will land on heads. _____
3. The chance that a real life dinosaur will appear at your doorstep in the next 5 minutes. _____
4. The chance that the sun will rise in the morning. _____
5. The chance that you will go to bed after midnight. _____
6. The chance that you roll an odd number on a normal 1-6 dice _____
7. The chance that you pull out a red apple from a bag of red apples _____
8. The chance you pull out a green apple from a bag of red apples _____
9. The chance that it will snow in Lugarno tomorrow _____
10. The chance that if you had a bag of lollies and 5 were red, 3 were green, 2 were yellow and 1 was black that you would pick out a red lolly (You can pick two answers for this, though one answer is mathematically correct) _____

Break	Break	Break	Break	Break	Break
Afternoon	Choose an activity from the Wellbeing Grid.	Choose an activity from the Wellbeing Grid.		Choose an activity from the Wellbeing Grid.	Family Time / Catch up

Reading Activities Grid Week 10: Try to choose a different activity each day.

<p>Imaginative text: Illustrating the Story</p> <p>Draw pictures to retell what happened at the beginning, what happened in the middle and how the story ended.</p> <p>Use your drawings to help you retell it to someone else.</p>	<p>Opinion: Book Review</p> <p>Write a book recommendation about a book you have read this week..</p> <p>Do you think someone else would enjoy reading this book?</p> <p>Write down 3 reasons why someone else should read it. Remember to write your reasons using complete sentences.</p>	<p>Making Connections</p> <p>After reading your book, think about whether it reminds you of something you have done or another book you have read.</p> <p>This book reminds me of when I</p> <p>I have read another book like this, it was called</p>	<p>Imaginative text: Retelling</p> <p>After reading the story, retell it in your own words. Use these sentence starters to help you.</p> <p>The story was about (who)</p> <p>It happened (where)</p> <p>The main thing that happened was (what) because(why).</p> <p>The problem was solved when</p>	<p>I Remember!</p> <p>Listen carefully to an imaginative or informative text (either online or one that a family member reads to you).</p> <p>As you listen, remember information that you find interesting or important.</p> <p>Tell someone or write down the things you remember.</p>
<p>Imaginative text: Character Description</p> <p>Level 1: Make a list of adjectives to describe one of the characters in your book. Think about what they look like and their personality.</p> <p>Level 2: Use those words to write a description of one of the characters from your book.</p>	<p>Main Idea</p> <p>The main idea describes what the story or text is about. Look for these clues: the title, pictures, repeated words, what is the most important point? Ask yourself "What is it about?"</p> <p>What is the main idea of your book? How do you know this?</p>	<p>Informative: Facts</p> <p>What have you learned after reading this book?</p> <p>Write down 3 facts that you now know after reading your book.</p> <p>Remember to answer using full sentences. Check that your sentences begin with a capital letter and end with a full stop.</p>	<p>Are these facts or opinions?</p> <p>Facts are true Opinions are what you think</p> <p>Riding a bike is better than riding a scooter. Butter is made from milk. Birds have wings. Pizza is better than ice cream. Flying a kite is hard. Reading a book is better than watching a movie. Cows have four stomachs.</p>	<p>Clarifying</p> <p>Look for words/clunks in your book that you do not know the meaning of.</p> <p>Find out what they mean.</p> <p>Write down the word and the meaning of each word.</p>

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WELLBEING GRID				
<p>Belly Buddy Breathing Pick your favourite soft toy as your belly buddy.</p> <ol style="list-style-type: none"> 1. Lie on your back. 2. Place your soft toy on top of your belly. 3. Look at your toes. 4. Slowly breathe in through your nose and count 1, 2, 3 in your head. 5. Hold your breath and count 1, 2, 3 in your head. 6. Slowly breathe out through your mouth and count 1, 2, 3 in your head. 7. Repeat these steps for at least 3 minutes. <p>What happened to your toy on your belly?</p>	<p>Mindful Safari</p>  <p>Go on a Backyard Safari adventure to look for animals that jump, fly, crawl. Look for plants and objects that may be big or small and listen for different sounds. Move slowly and stay quiet and calm so you don't scare away the animals. Turn on your super-senses of sight, smell, hearing and touch while you walk around. Focus on something such as a plant, animal or object you can see. Write or draw all the things you find!</p>	<p>Looking Forward</p>  <p>Decorate a recycled jar or container with coloured paper shapes. Design a label for the jar "Things to Look Forward To".</p> <p>Having things to look forward to can make you feel happier and improve your wellbeing. Whenever you think of something that you're looking forward to, or you'd like to do in the future, write it on a piece of paper and place it inside your decorated jar.</p>	<p>Make a Hug</p> <p>Make a life size 'hug' and send it to someone special.</p>  	<p>Yoga</p>  <p>Do some yoga with Cosmic Kids. Create some of your own moves.</p>
<p>Connect with Nature</p> <p>Take a walk in nature and collect some items that make you happy. Create a sensory nature table at home and add to it each day</p>	<p>Create a Happy Dance</p> <p>Create a 'happy dance' to your favourite song. Video it and share it with your teacher or a family member who lives far away</p>	<p>Brighten Someone's Day</p> <p>Draw a chalk drawing on your driveway or nearby footpath to brighten up someone else's day!</p>	<p>Make a Care Package</p> <p>Make a care package with a card, craft and/or little gift to give to a friend or family member to show you are thinking of them.</p>	<p>Warm Fuzzies</p> <p>Make a Warm Fuzzies jar. Decorate the jar and add pieces of paper with things you love about each family member or your classmates.</p>

Useful Websites

Cosmic Kids Yoga https://cosmickids.com/watch/	Sydney Olympic Park https://www.sydneyolympicpark.com.au/parklive/Learning-and-Discovery	Taronga Zoo TV https://taronga.org.au/taronga-tv	ABC TV Education https://www.abc.net.au/tveducation/
ABC Me https://www.abc.net.au/abcme/	Australian Children's Television Foundation https://actf.com.au/home-viewing	ANSTO STEAM club online https://www.ansto.gov.au/education/primary/steam-club-online	National Geographic: For Kids https://kids.nationalgeographic.com/
Karma Kids Yoga https://www.youtube.com/channel/UCdBLsolox9WvnG023No-XiA	National Geographic for Kids https://www.natgeokids.com/au/category/kids-club/	The Melbourne Zoo https://www.zoo.org.au/animals-at-home/	ABCya https://www.abcya.com/
Code.Org https://code.org/hourofcode/overview	Museum of the World https://britishmuseum.withgoogle.com/	San Diego Zoo https://kids.sandiegozoowildlifealliance.org/	Access Mars https://accessmars.withgoogle.com/
Aquarium https://www.montereybayaquarium.org/animals/live-cams	Great Wall of China https://www.thechinaguide.com/destination/great-wall-of-china	The Louvre https://www.louvre.fr/en/online-tours	Yellowstone National Park https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm

ENLARGED PICTURES



