



Framework for Learning from Home – Stage 1- Term 3, Week 5

You will need help from a parent/carer. Show 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.**

	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: Showing Respect - Helping Others Please read the 'Learning from Home Expectations' Matrix and become familiar with it.</p> <p>Activity Listen to the story 'Why should I help?' https://www.youtube.com/watch?v=svHkcJWr6mo : Write, draw or tell a family member how you help others. What are the different ways you can help another person? Who can you help?</p>					
Morning	<p><u>English / Literacy</u></p> <p>Reading: Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Spelling:</u> Some of you may know your group from term 2 and some students will be told by their teachers. If unsure check with your own classroom teacher.</p> <p>Choose an activity from the grid below and complete it using your spelling words.</p>	<p><u>English / Literacy</u></p> <p>Reading: Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Spelling</u> Choose an activity from the grid below and complete it using your spelling words.</p> <p><u>Writing - Persuasive Texts: SPEECHES</u></p>	<p><u>English / Literacy</u></p> <p>Reading: Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Spelling</u> Choose an activity from the grid below and complete it using your spelling words.</p> <p><u>Writing - Persuasive Texts: SPEECHES</u> Speech writing - Paragraph 1 This is argument 1 and</p>	<p><u>English / Literacy</u></p> <p>Reading: Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Spelling</u> Choose an activity from the grid below and complete it using your spelling words.</p> <p><u>Writing - Persuasive Texts: SPEECHES</u> Speech writing - Paragraph 2 This is argument 2 and</p>	<p><u>English / Literacy</u></p> <p>Reading: Read your home reader and choose an activity from the Reading Activities grid</p> <p><u>Spelling</u> Choose an activity from the grid below and complete it using your spelling words.</p> <p><u>Writing - Persuasive Texts: SPEECHES</u> Speech writing - Paragraph 3 and conclusion This is argument 3 and</p>

<p><u>Writing – Persuasive texts: SPEECHES</u></p> <p>Watch out for your class Zoom meetings this week to find out what the speech topics are.</p> <p>Teachers will share “How to Write a GOOD persuasive text” and guide you through a written example. This resource can also be found in Google Classroom. (Classwork).</p> <p>https://drive.google.com/file/d/1w19Pv9JDU54QNfY9Wy2wOghqr eQON3x9/view?usp=sharing</p> <p>Topics to choose from:</p> <ol style="list-style-type: none"> 1. A day at the Beach is Better than a Day at the Pool. 2. Camping Is Better than Staying in a Hotel. 3. Children Should Do Chores to Earn Pocket Money. 4. Everyone Should Plant a Tree. 	<p>Speech writing - Introduction</p> <p>see example at the end of this Framework</p>	<p>examples</p> <p>See example at the end of this Framework</p>	<p>examples</p> <p>See example at the end of this Framework</p>	<p>examples and the conclusion which sums up all the arguments</p> <p>See example at the end of this Framework</p>
<p>Break including physical activity</p>				

MATHEMATICS

1. Choose an activity from *Mathletics*.
2. This week we are focusing on the concept of fractions.
3. Watch the following video by clicking as a quick introduction to fractions:

[Intro to Fractions: All About Fractions for Kids - FreeSchool - Bing video](#)

Then complete the following activities from Monday - Wednesday

***** **Watch the video of Mrs Dow demonstrating how to do the fractions activity.**

[Maths Fractions Demonstration Lesson.MOV](#)

(Also uploaded to Google Classroom)

Middle

Monday:

Warm up: Resources: 2- 4 dice or cards with numbers 1-9 (eg deck of cards, UNO cards, numbers written on paper)

- Roll 2 dice or turn over 2 cards. Make the **largest** number possible. eg. I roll a 6 and a 3. The largest number possible is 63 (largest number goes first). Challenge: Use 3 or 4 dice/cards and make a number in the hundreds/thousands. Make sure you can read it. Do 10 of these.
- Roll 2 dice or turn over 2 cards. Make the **smallest** number possible. eg. I roll a 6 and a 3. The smallest number possible is 36 (smallest number goes first) Challenge: Use 3 or 4 dice/cards and make a number in the hundreds/thousands number. Make sure you can read it. Do 10 of these.

Fractions: Halves Refer to the Mrs Dow's video as a demonstration for this lesson (Uploaded to Google Classroom)

You will need some objects that can be used in place of counters, eg macaroni, lego pieces, Connect 4 pieces, anything you can find at home.

- *Roll a dice or turn over a numeral card and count out the number of objects. Share the number into two equal groups. Discard the extra object if you have an odd number. Do 5-10. Record sum as $\frac{1}{2}$ of ____ = ____.*
- **Something Harder:** *Roll the dice, double or triple the number, count out the objects and share into two equal groups.*
- *Do 5-10 of these. Record the sum as $\frac{1}{2}$ of ____ = ____.*

Tuesday

Warm up: Resources: 2- 4 dice or number cards (deck of cards, Uno cards etc)

- Discuss: What is an **even** number? What is an **odd** number? Watch the explanation <https://www.youtube.com/watch?v=-kHtGbnYKGc>
- Roll 2 dice and read it as a two-digit number (eg I roll a 5 and 1, read it as 51). Is it an even number or an odd number? Do this 15 times. Challenge: Roll 3-4 dice or turn over 3-4 cards and read it as a number in the hundreds/thousands. Is it an even or odd number?

Fractions: Quarters Refer to the Mrs Dow's video as a demonstration for this lesson (Uploaded to Google Classroom)

- **Year 1:** *Continue with finding half of a number, **but** try making larger numbers by either doubling the number you roll or rolling two dice and adding the numbers. When you feel confident with halves, try making quarters of a group. SEE BELOW*

- **Year 2 and confident Year 1's:** Roll two dice and add them together or 1 dice and double the number or even triple the number. Count out the number of objects needed and share this number into 4 equal groups. Discard any objects that do not make the groups equal and record sum as: $\frac{1}{4}$ of ____ = ____.
- eg I roll the numbers 3 and 4, they add to 7, double 7 = 14, and then I share 14 objects into 4 equal groups; I realise 2 are not needed so I discard these which leaves 3 in each group. I record my sum as $\frac{1}{4}$ of 12=3.
- **Challenge:** What is $\frac{1}{4}$ of 24? 32? 100? 128? 224? 448? 524? Can you explain what strategy you are using?
- **Extra Yr 2 Challenge:** Investigate $\frac{1}{8}$ of a number. (Hint: make 8 equal groups from the number you rolled, discard any objects that will not make the groups equal and record as $\frac{1}{8}$ of ____ = ____)

Wednesday:

Warm up: Name the Australian coins and notes that we use as money. In how many different ways can you make \$1? **Challenge:** In how many different ways can you make \$10?

Fractions

- Draw two pictures each that show your understanding of halves, quarters and eighths.
OR
- Represent your understanding of halves, quarters and eighths by making something eg use playdoh and take a photo. Upload your picture to Google Classroom.
- **Challenge:** could you draw a diagram which would show how 6 pikelets were shared amongst 4 people? How many would they get each?

Thursday and Friday:

Topic: Space, Measurement and Geometry: 2D Shapes, Flip, Slide and Turn, Parallel Lines

Over the next two days complete the warm-ups and sheets at the bottom of this Framework:

Thursday Warm up: Starting from 2, skip count forwards by 2s to 100 or higher. **Challenge:** Skip count backwards from 100 by 2s.

Friday Warm up: Start from 1, skip count forwards by 2s to 100 or higher eg. 1, 3, 5, 7. **Challenge:** Can you do it backwards?

Space, Measurement and Geometry: 2D Shapes, Flip, Slide and Turn, Parallel Lines (These will need to be printed)

Year 1:

1. Sides and Corners (pg7)
2. Pentagon and Hexagons (pg8)

Year 2:

1. Flip, Slide & Turn (pg 17 & 18)
2. Parallel Lines (Pg 3)







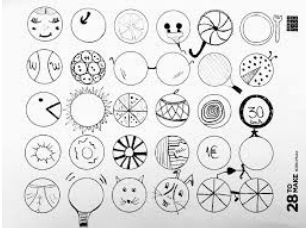
Optional Year 1: Try the Year 2 Sheets

Break	Break	Break	Break	Break	Break
Afternoon	Choose an activity from the Afternoon Activities	Choose an activity from the Afternoon Activities	Choose an activity from the Afternoon Activities	Choose an activity from the Afternoon Activities	Family Time / Catch up

Reading Activities Grid Week 5 and 6

<p style="text-align: center;">Predicting</p> <p>What might the text be about or what might happen next?</p> <p>Look at the title and front cover of your book. What predictions can you make about the text?</p> <p>Use these sentence starters:</p> <p>I think this could be about because</p> <p>I predict this is going to tell me because</p>	<p style="text-align: center;">Visualising</p> <p>Listen to a story either online or one that a family member reads to you.</p> <p>As you are listening, use the images that come into your head to draw a picture that shows what is happening in the story.</p>	<p style="text-align: center;">Imaginative text: Problem and Solution</p> <p>What was the problem in the story and how was it solved?</p> <p>Draw/write about the problem and the solution.</p> <p>Challenge: write a different solution to the problem?</p>	<p style="text-align: center;">Imaginative text: Retelling</p> <p>After reading the story, retell it to someone in your family.</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 style="text-align: center;">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 style="text-align: center;">Are these facts or opinions?</p> <p>Facts are true Opinions are what you think</p> <p>The pool is better than the beach. Birds have wings. Wool comes from sheep. Apples are nicer than bananas. There are 7 days in a week. Summer is better than winter. Everyone should have a pet. Books are better than movies.</p>	<p style="text-align: center;">Opinion</p> <p>Write a book recommendation about your favourite book.</p> <p>Do you think someone else would enjoy reading this book?</p> <p>Write down 3 reasons why someone else should read it.</p>	<p style="text-align: center;">Summarising</p> <p>Summarising - the main ideas and most important bits of information.</p> <p>What is the purpose of this text?</p> <p>Make a list of the important ideas and interesting facts in your book.</p>	<p style="text-align: center;">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 books reminds me of when I</p> <p>I have read another book like this, it was called</p>	<p style="text-align: center;">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>

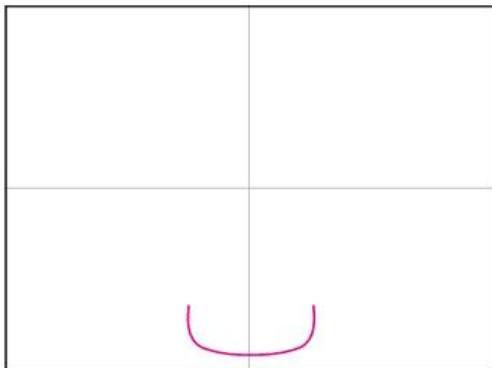
Afternoon Activities Grid Wk 5 and 6

<p style="text-align: center;">Visual Art Art Appreciation</p> <p>Find out more about Kandinsky https://www.youtube.com/watch?v=vDWmLlNicMU</p> <p>Using paints, crayons and/or textas create your own concentric circles artwork</p> 	<p style="text-align: center;">STEM Challenge</p> <p style="text-align: center;">Think creatively!</p> <p>How many different uses can you think of for:</p> <p style="text-align: center;">a paperclip a stick a newspaper</p> 	<p style="text-align: center;">PDH/Bounce Back Family support</p> <p>Responsibility at home (helping and caring for others)</p> <p>Write a letter to your family to tell them how you will act responsible at home and how you can help out and care for each other in your family.</p>	<p style="text-align: center;">PDH/Bounce Back My Support Network</p> <p>Who is in your family? Do all families look the same?</p> <p>Trace an outline of your hand. In each finger, write the name of a person who can support you when you need help.</p> 	<p style="text-align: center;">Science</p> <p style="text-align: center;">Choose an experiment to carry out at home:</p> <p style="text-align: center;">https://www.sciencefun.org/kidszone/experiments/</p> <p style="text-align: center;">Share the results of the experiment on Google Classroom</p> 
<p style="text-align: center;">Visual Art Directed Drawing Bessie Lu</p> <p>Follow the directions at the end of the framework to draw our school cow, Bessie Lu. Create your own design!</p> 	<p style="text-align: center;">STEM Challenge</p> <p>Build a Paper Rollercoaster using only paper and glue/sticky tape</p> 	<p style="text-align: center;">Name 5</p> <p style="text-align: center;">Name 5 odd numbers Name 5 sports Name 5 movies Name 5 animals that live in the ocean Name 5 colours Name 5 teachers</p> <p style="text-align: center;">Make up your own Name 5 and challenge a member of your family!</p>	<p style="text-align: center;">PE/Sport</p> <p style="text-align: center;">Go outside and enjoy some fresh air and exercise!</p>	<p style="text-align: center;">Mindful Minutes 30 Circles Challenge</p> <p style="text-align: center;">You have 30 minutes to turn each circle into a recognisable object (template at the end of the framework)</p> <p style="text-align: center;">Be creative!</p> 

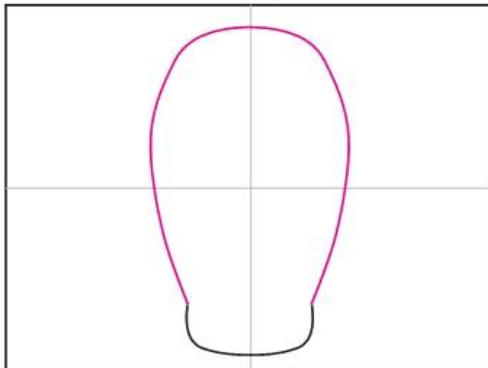
Useful Websites

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/UCdBLsoIox9WvnG023No-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

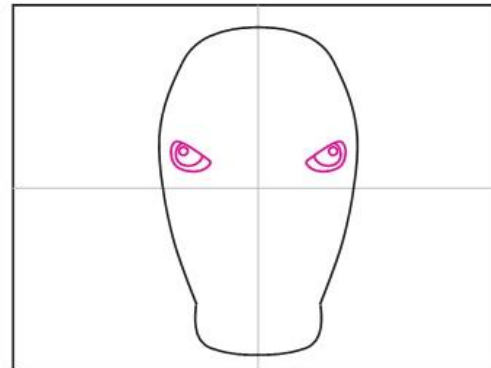
Draw an Easy Cow Face



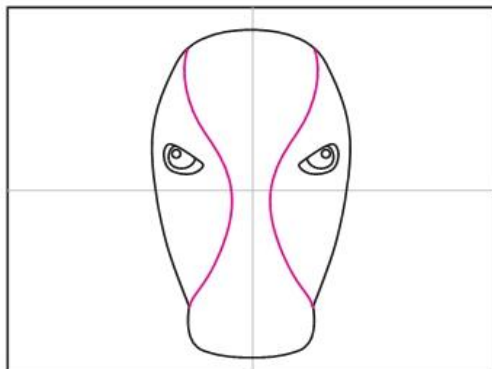
1. Start at the bottom with the cow nose.



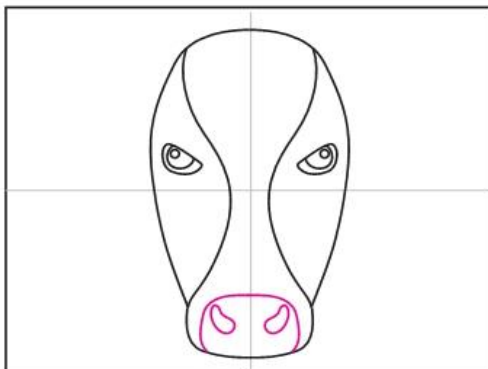
2. Draw the head above the nose.



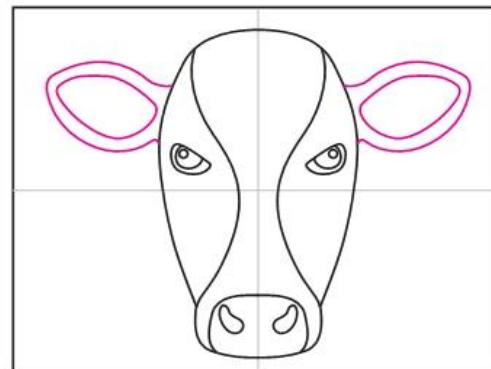
3. Draw two angled eyes.



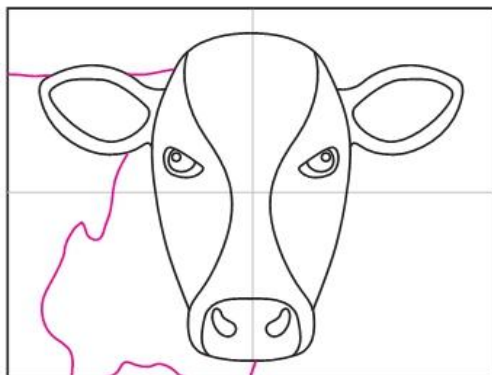
4. Add curved lines to the face.



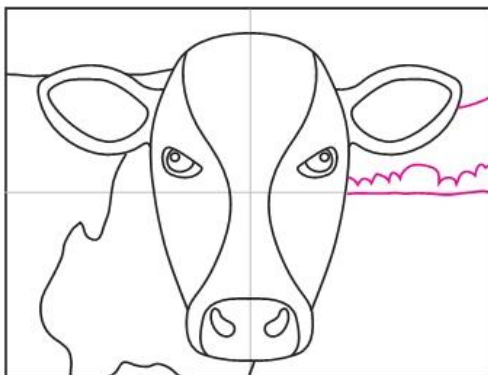
5. Draw the nose details.



6. Add two ears.



7. Draw the side of the cow body.

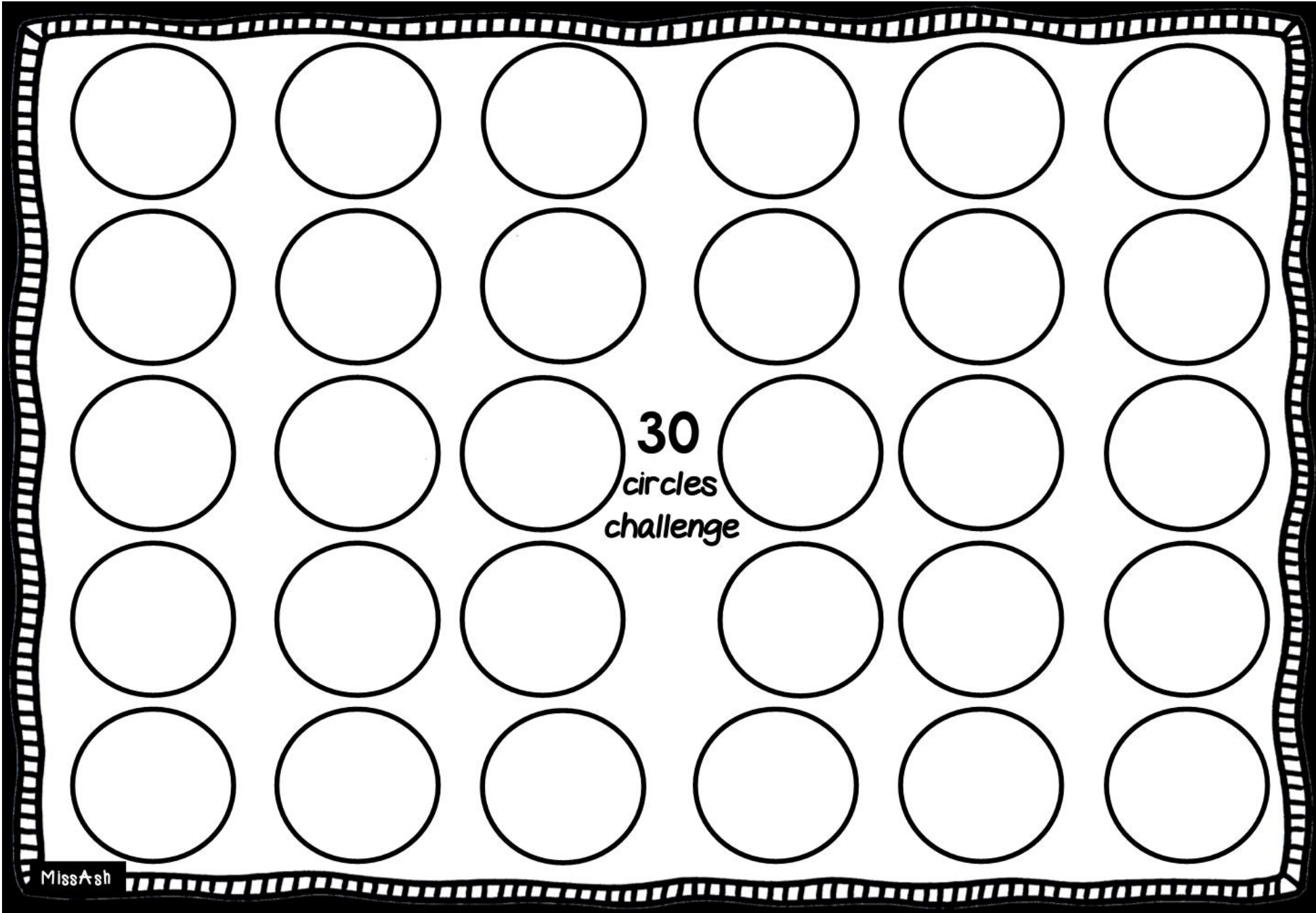


8. Add landscaping in the background.



9. Trace with a marker and color.

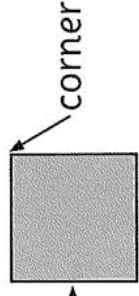
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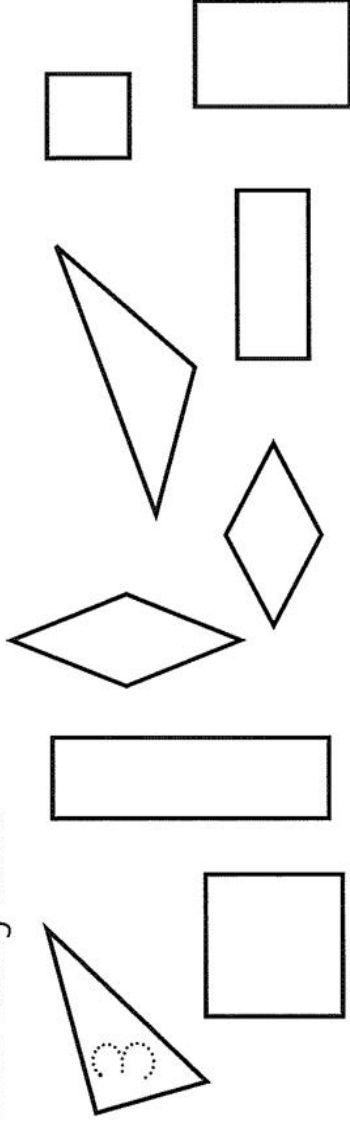
2D space – sides and corners

Shapes can have sides and corners.

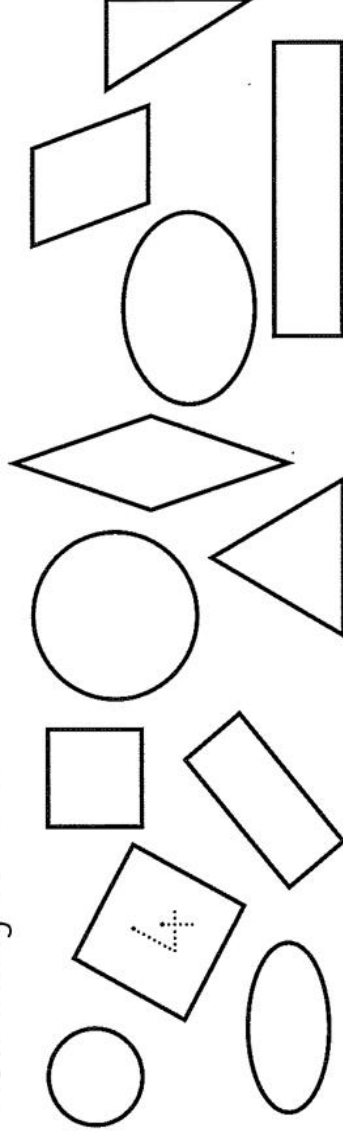
Corners are made when 2 or more sides meet.






1 How many sides?



2 How many corners?



3 How many sides and corners?

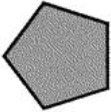
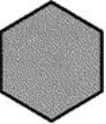
	Shape	Sides	Corners
a	 triangle		
b	 square		
c	 rectangle		

2D space – pentagons and hexagons

- 1 Trace these and say the names out loud.



- 2 How many sides and corners?

	Shape	Sides	Corners
a	 pentagon		
b	 hexagon		

Did you know ALL 5 sided shapes are called pentagons and ALL 6 sided shapes are called hexagons? They don't always have to look like  or . They just need the right number of straight sides.

This is still a pentagon.



This is still a hexagon.



- 3 Draw these shapes.

- a** 2 different pentagons **b** 2 different hexagons

2D space – flip, slide, turn

We can flip, slide and turn shapes.

flip

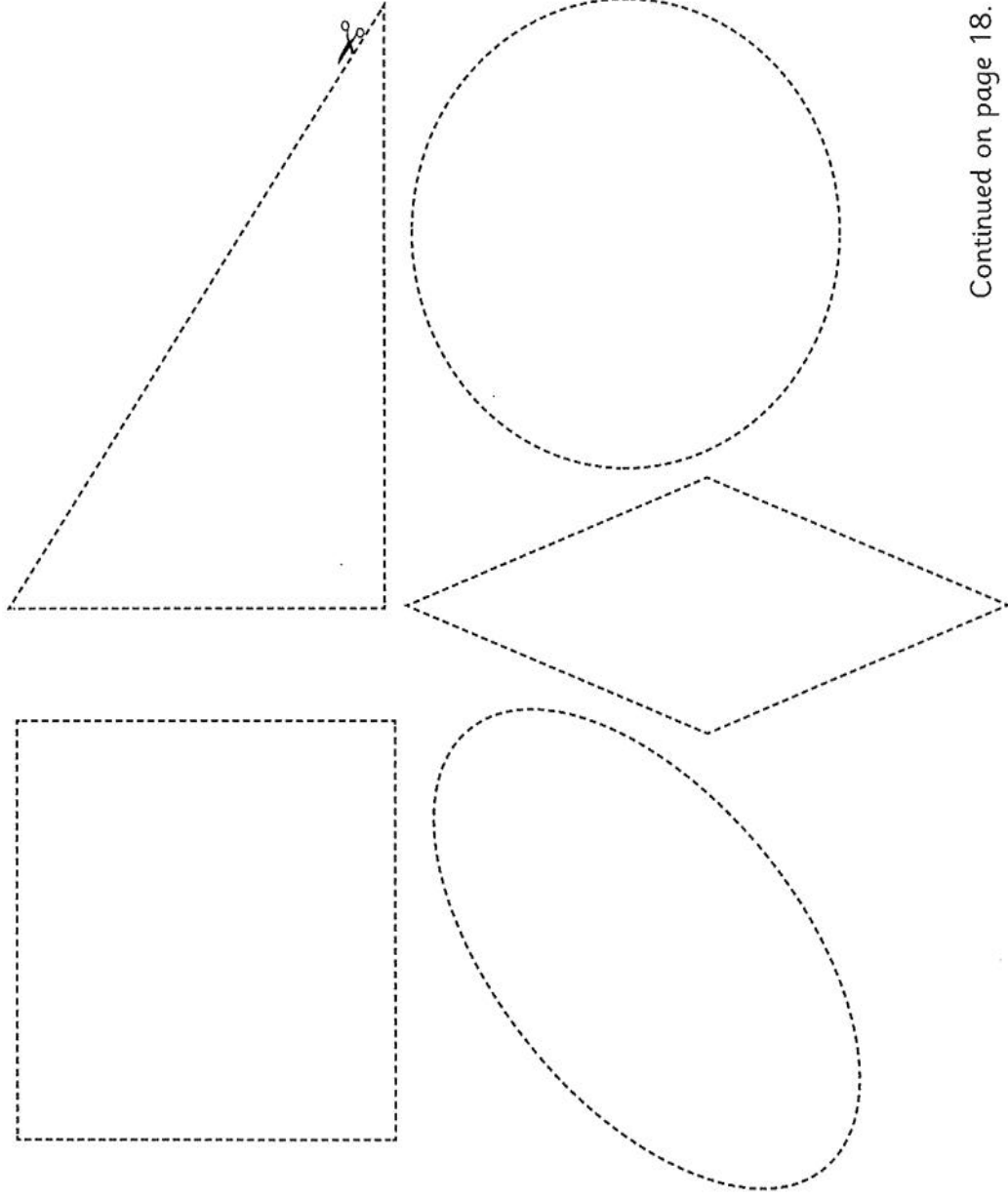
slide

turn



What to do:

Cut out these shapes. Colour 1 side of each shape grey and the other side black.



Continued on page 18.

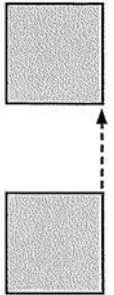

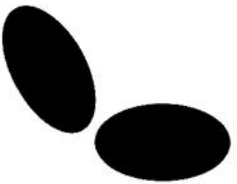



2D space – flip, slide, turn

Continued from page 17.

What to do next:

Look at the shape on the left and then in its new position on the right. Did we flip, slide or turn it to make it look like that? Use your shapes to help you find out.

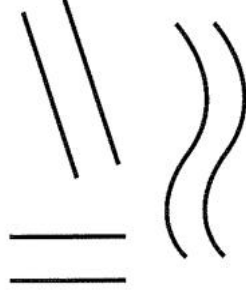
1 Colour the right word.

a 	b 
c 	d 
e 	f 

2 When we make patterns with blocks, we often flip, slide and turn them to make them fit. Get some pattern blocks and create a pattern. Notice what you are doing each time you fit a block. Tell someone about some of your flips, slides and turns.

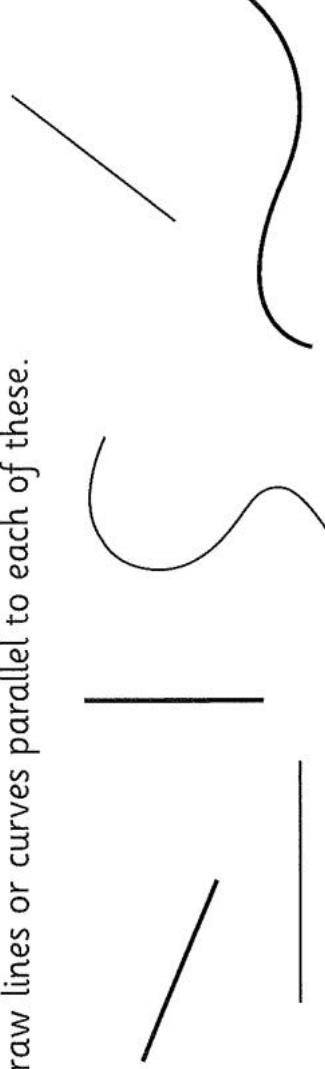
2D space – lines and angles

Parallel lines are always the same distance from each other and can never meet. They can be any length and go in any direction.

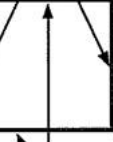


Curves can also run parallel to each other.

- 1 Draw lines or curves parallel to each of these.



Shapes can have parallel lines.

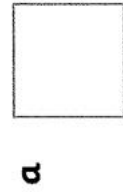


These 2 lines are parallel. These 2 lines are parallel.

Look at this **square**.

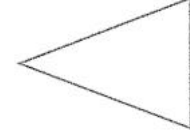
A square has 2 sets of parallel lines.

- 2 Trace any parallel lines in matching colours. Finish the statements.

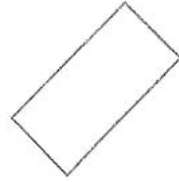


A square has

2 sets of parallel lines.

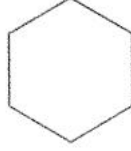


A triangle has _____ sets of parallel lines.



A rectangle has

_____ sets of parallel lines.



A regular hexagon

has _____ sets of parallel lines.

Spelling Words WEEK 5

Red	Yellow	Green	Lime	Blue
most who were want when each head lead sweet beach reach queen bread tread	air above often minute hour people quit flight quite night write white sight site	cousin alright frightened strange although quiet silent bottom member fever pillow problem chapter follow	break brake flammable mineral install theatre obeyed copied enjoys studying decayed carried replied obeys	cupboard course coarse hopeful strength pyjamas quieter quietest stranger strangest emptier emptiest earlier earliest

Spelling Activities Grid

<p>1. Write three funny sentences using your words.</p>	<p>2. Make a bookmark and write your spelling words on it.</p>	<p>3. Write a rhyming word for your spelling words.</p> <p>Eg book / look</p>	<p>4. Write your words using rainbow writing OR in chalk outside.</p>
<p>5. Look up three of your words using a dictionary or the internet.</p>	<p>6. Write out your words from shortest to longest.</p>	<p>7. Write your spelling words using bubble writing.</p>	<p>8. Write your words in alphabetical order or in reverse alphabetical order.</p>
<p>9. Choose three words and write out what they mean using your own words.</p>	<p>10. Grab some water in a bucket and a paintbrush and write your words outside on the driveway.</p>	<p>11. Get crafty and make a hanging mobile with your words.</p>	<p>12. Draw a picture with your words inside it.</p>

Example of a Persuasive Text for Speeches : To ACCESS MORE DETAILED INFORMATION:

<https://docs.google.com/presentation/d/1mcGNhIXdAmLCAL4ciyiREc8J1OKxLMbWRC34gpTdBKo/edit?usp=sharing>

Home Schooling Is Better than Face to Face Learning

Introduction: Introduce your three arguments in this paragraph and expand later

I **completely** and **vehemently disagree** that home schooling is better than Face to Face Learning. During the lockdown, students in Sydney are **forced** to stay at home because of Covid 19. This means that more than **500,000** students are learning from home.

These poor students are **suffering** because they are not seeing or playing with their friends, being taught by their teachers and **missing out** on other fun extra-curricular school activities. Who would seriously think that home schooling is better than being at school?

It is **stressful, sad** and **simply** exhausting.

FIRST PARAGRAPH plus EXAMPLES AND / OR REASONS (SHADED GREY)

Being **isolated** at home means students are not seeing or socialising with their friends and peers. **Everyone knows that the best part about school is that you get to spend time with your friends. When it is recess and lunch you get to go outside and play with your friends and this helps children with being social or learning to solve problems like deciding which game to play. Being outside with our friends also means we get fresh air and exercise and we are NOT **stuck inside** looking at a screen all day.** Wouldn't you rather be outside playing and socialising with your friends than stuck at home looking at a screen for most of the day?

SECOND PARAGRAPH plus EXAMPLES AND / OR REASONS (SHADED GREY)

In addition to seeing your friends and feeling connected, another reason why home schooling is just **awful** is because students are being taught by their parents and this can be SO **stressful**. Most parents are not teachers and they are also trying to do their own work at home. This causes so much **suffering** and **anxiety** because parents are **under pressure** and also they may not teach the same way that the teachers do. How often do you hear, "When I was at school, we did it this way..." Then the next thing that happens is that there is an argument between the student (us) and our parents!! Not to mention that parents have to teach siblings as well. It can cause a lot of **suffering, stress, anxiety** in the home. Not to mention that at home not everyone has a laptop and you have to share.

THIRD PARAGRAPH plus EXAMPLES AND / OR REASONS (SHADED GREY)

Furthermore, being at isolated at home means we are missing out on all the fun, extra-curricular activities that happen at school. We miss out on fitness and sport, art and craft, music, dancing, drama and singing. Sure, we can do these at home but it is so **BORING** just playing with your mum, dad, brother or sister. Not to forget those **poor** children that don't have a sibling. They would feel **terribly alone** and isolated. And there's only so many bike rides you can do! At school, at least you can play team sports! Following a person singing and dancing on screen just makes me feel **ridiculous**! At school there are clubs you can belong to like chess, gardening, Tech club, Band or Choir. At home there are none of these!

CONCLUSION (SUMMARISE YOUR ARGUMENTS AND DO NOT INTRODUCE ANYTHING NEW)

Home schooling is just plain horrible and is not the answer! **It isolates you from your friends and you have no social interaction.** **You miss out on being taught by your teachers and it just stresses out your whole family, especially your parents who have to teach you PLUS do their own work** and lastly students miss out on all the fun extra-curricular activities that make face to face learning at school so much fun.