




Framework for Learning from Home – Stage 1- Term 3, Week 6

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	
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.									
PBL Focus of the Week: Showing Respect - Tidying up after ourselves and putting rubbish in the bin PBL Activity: Do you put your rubbish in the bin at home, at school or wherever you are? Listen to the song by the Aboriginal elder about putting your rubbish in the bin https://www.youtube.com/watch?v=E1JeJGjgw4 How can you help to keep Australia clean? Why is this important? Watch 'A Whale's Tale' to see how rubbish that ends up in the ocean can affect the sea creatures. https://www.youtube.com/watch?v=xFPoIU5iiYQ Optional: Create a poster which encourages people to put their rubbish in the bin.									
Wellbeing Wednesday: 12.00 - 3.00 A time for our students, families and teachers to take time to look after themselves.									
Morning	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.	<u>English / Literacy</u> <u>Reading:</u> Read your home reader and choose an activity from the Reading Activities grid <u>Spelling:</u> Choose an activity from the grid below and complete it using your spelling words.

	<p><u>Writing: Thinking Verbs</u></p> <p>Write a sentence for each of these thinking verbs.</p> <p>wondered noticed dreamt remembered explained</p> <p>Remember to 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>Are your sentences interesting? Read to another person and ask them if it is interesting?</p> <p>Can you improve your sentences by adding an adjective - a word that describes the noun?</p> <p>Challenge: Rewrite your sentences using speech marks.</p>	<p><u>Writing: Feeling Verbs</u></p> <p>Write a sentence for each of these feeling verbs.</p> <p>wishes admires enjoys fears appreciates</p> <p>Remember to 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>Are your sentences interesting? Read to another person and ask them if it is interesting?</p> <p>Can you improve your sentences by adding an adjective?</p> <p>Challenge: Rewrite your sentences including an adverb *adverbs describe the verb.</p>	<p><u>Writing: Saying Verbs</u></p> <p>Write a sentence for each of these feeling verbs.</p> <p>whispered gurgled yawned snarled chattered</p> <p>Remember to 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>Are your sentences interesting? Read to another person and ask them if it is interesting?</p> <p>Can you improve it?</p> <p>Challenge: Can you improve your sentences by adding adjectives and adverbs?</p>	<p><u>Writing: Action Verbs</u></p> <p>Write a sentence for each of these action verbs.</p> <p>jumping swimming dancing surfing running</p> <p>Remember to 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>Are your sentences interesting? Read to another person and ask them if they are interesting?</p> <p>Can you improve it?</p> <p>Challenge: Can you improve your sentences by adding adjectives and adverbs?</p>	<p><u>Writing: Verb Groups</u></p> <p>Write a sentence about this picture using the verb group <u>was drinking</u></p>  <p>Challenge: Write a short paragraph about this image using adverbs and adjectives to make it interesting.</p> <p>Include information about:</p> <p>Who What When Where How</p>
Break including physical activity					

MATHEMATICS

1. Choose an activity from *Mathletics*.

2. This week we are focusing on the concept of **number patterns**.

Optional: Play these games as warm ups: <https://toytheater.com/skip-count-race/> and <https://toytheater.com/number-pattern/>

Then complete the following activities from Monday - Tuesday. Please note, Wednesday from 12 onwards is wellbeing time.

Monday:

Warm up: Time yourself for 1 minute and complete the activity as quickly as you can: Using a deck of cards (Uno, playing cards, number cards), flip over one card at a time and add the next card to it. Eg. If I turn over 6, then I turn over 4, I add 6 and 4 to make 10. Then I continue to add the next card to the total. I turn over 5 so I add 10 and 5 to total 15... continue adding each card and stop when the 1 minute timer rings. What was the total of the cards you added in 1 minute?

Number Patterns:

Level 1: Roll a dice and add 3 (+3) to the number to generate a number pattern. Work out the next 5 numbers in the pattern.

Eg 5 is rolled, add 3 (+3) = 5, 8, 11, 14, 17, 20 Repeat process with 5 new numbers.

Level 2: Roll two dice (and add them together) or pull out 2 numeral cards to make a 2 digit number; add 3 to the number each time to generate a pattern (do 5 in the same pattern).

eg 6 and 3 are rolled = 9, +3 12, 15, 18, 21, 24 Repeat with 5 new numbers

Extension: Make a 3, 4 or 5-digit and add 9 (remember your strategy of adding 10 and minusing 1)

eg 3, 6, and 2 are rolled. This is the number 362, add 9 (+9) = 371, 380, 389, 398, 407 Repeat with 5 new numbers

Tuesday

Warm up: Draw some 2D shapes that you know and name them. Describe their features. Challenge: Try to draw some harder shapes: pentagon, hexagon, heptagon, octagon, etc. They can be regular shapes or irregular shapes (irregular: they look different to regular shapes but still have the same amount of sides).

Number Patterns: Same process as Monday but this time minus numbers each time. Repeat 5 times with different numbers.

Level 1: eg a 4 is rolled, double this number to make 8 so that it is a larger number then -2 each time.

Eg 8, 6, 4, 2, 0

Level 2: Make a 2-digit number. Minus 3 to generate a pattern with 5 numbers, then repeat with 5 new numbers. Then do the same by minusing 5. Also repeat 5 times.

Eg a 2 and 5 are rolled, this is 25 (-3) = 25, 22, 19, 16, 13, 10 (-5) = 25, 20, 15, 10, 5 **Try extension with a 3-digit number if you like.**

Extension: This time minus 11 from your 3, 4 or 5 digit numbers (Strategy: mentally minus 10, then 1 more)
eg a 6, 3 and 5 are rolled this is 635, minus 11 (-11) = 635, 624, 613, 602, 591, 580

Wednesday: Wellbeing Time

Get off your devices, screens, laptops !

Thursday and Friday:

Space, Measurement and Geometry: **Topic: Data**

Over the next two days complete the warm-ups and data activities for your year (Year 1 if you like you can try Year 2 activities as well)

Thursday Warm up: Name the seasons of the year. Which months are in each season - in Australia?

Friday Warm up: Do you know how many months are in each year? Here is a rhyme to help you <https://www.youtube.com/watch?v=JHXepDmCD2w>
Try the knuckles trick to help you remember: <https://www.youtube.com/watch?v=VfvrYYurbco>

Space, Measurement and Geometry: DATA

Year 1: Thursday

1. Construct a picture graph of gold medal wins at the Olympics:
Use a picture like a circle to represent two (2) medals.
If it's an odd number, draw half a medal.

The **information** you are working from is the following:

1. USA 39 Gold
2. China 38 Gold
3. Japan 27 Gold
4. Great Britain 22 Gold
5. Russia 20 Gold
6. AUSTRALIA 17 Gold

Year 1 Friday

Interpreting the Data:

Year 2: Thursday

- Construct a column graph of gold medal wins at the Olympics:
Use the same information as given below:

Challenge: See if you can figure out a way to add the silver medals and bronze medal count.

1. USA 41 Silver 33 Bronze
2. China 32 Silver 18 Bronze
3. Japan 14 Silver 17 Bronze
4. Great Britain 21 Silver 22 Bronze
5. Russia 28 Silver 23 Bronze
6. AUSTRALIA 7 Silver 22 Bronze

Year 2 Friday

Interpreting the Data:

	<p><i>Write 3-5 sentences about these numbers.</i></p> <p><i>Eg The country that won the most gold medals was</i></p> <p><i>Russia won _____ more gold medals than Australia.</i></p>			<p><i>Write 5 sentences about these results. See whether you can make some interesting. eg Great Britain won 5 less gold than Japan but 7 more silver, rather than just saying who had the most or least.</i></p>	
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	Family Time / Catch up







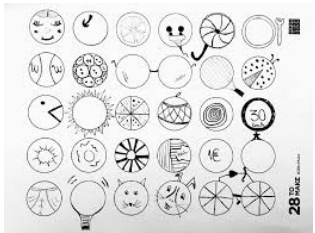
Friday: Writing



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>

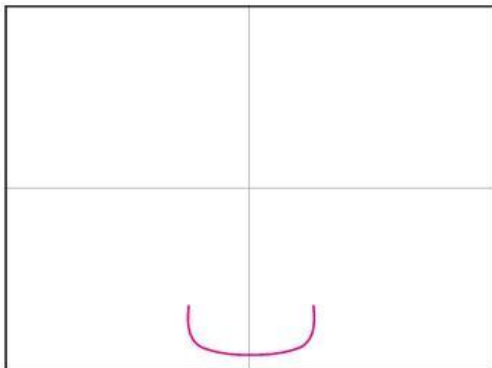
Afternoon Activities Grid Wk 5 and 6

<p style="text-align: center;">Visual Art Art Appreciation</p> <p>Find out more about Kandinsky https://www.youtube.com/watch?v=vDWmLIINicMU</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>Choose an experiment to carry out at home: https://www.sciencefun.org/ki-dszone/experiments/</p> <p>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>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>Make up your own Name 5 and challenge a member of your family!</p>	<p style="text-align: center;">PE/Sport</p> <p>Go outside and enjoy some fresh air and exercise!</p>	<p style="text-align: center;">Mindful Minutes 30 Circles Challenge</p> <p>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> 

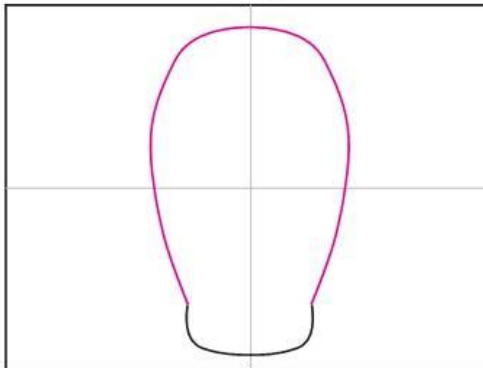
Useful Websites

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

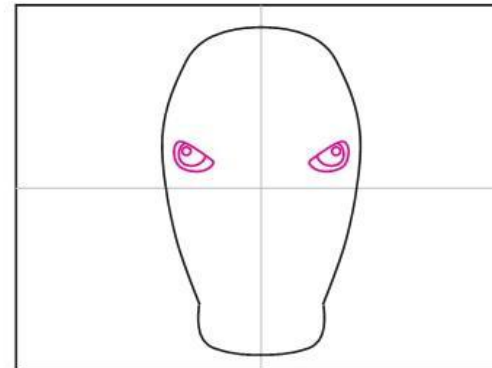
Draw an Easy Cow Face



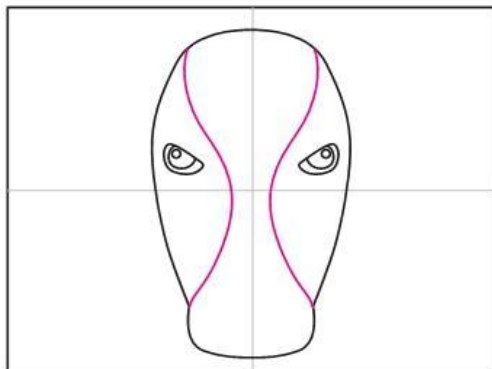
1. Start at the bottom with the cow nose.



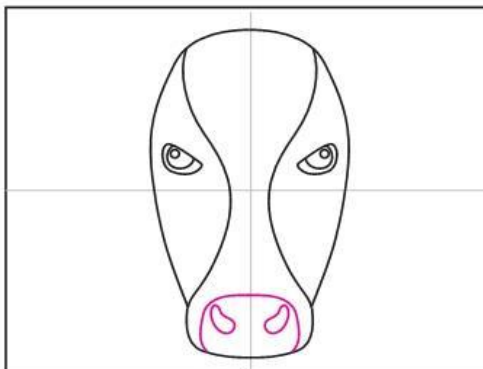
2. Draw the head above the nose.



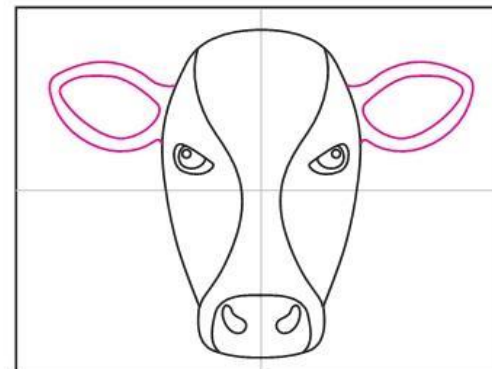
3. Draw two angled eyes.



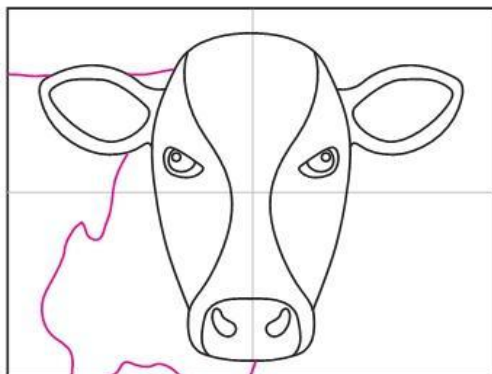
4. Add curved lines to the face.



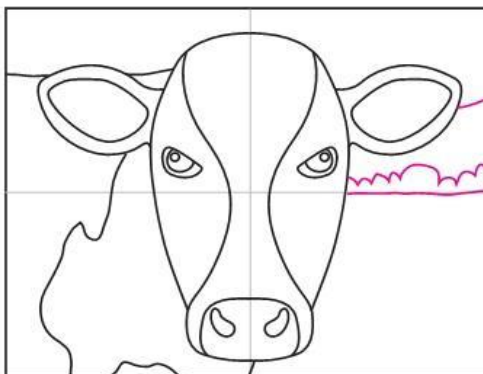
5. Draw the nose details.



6. Add two ears.



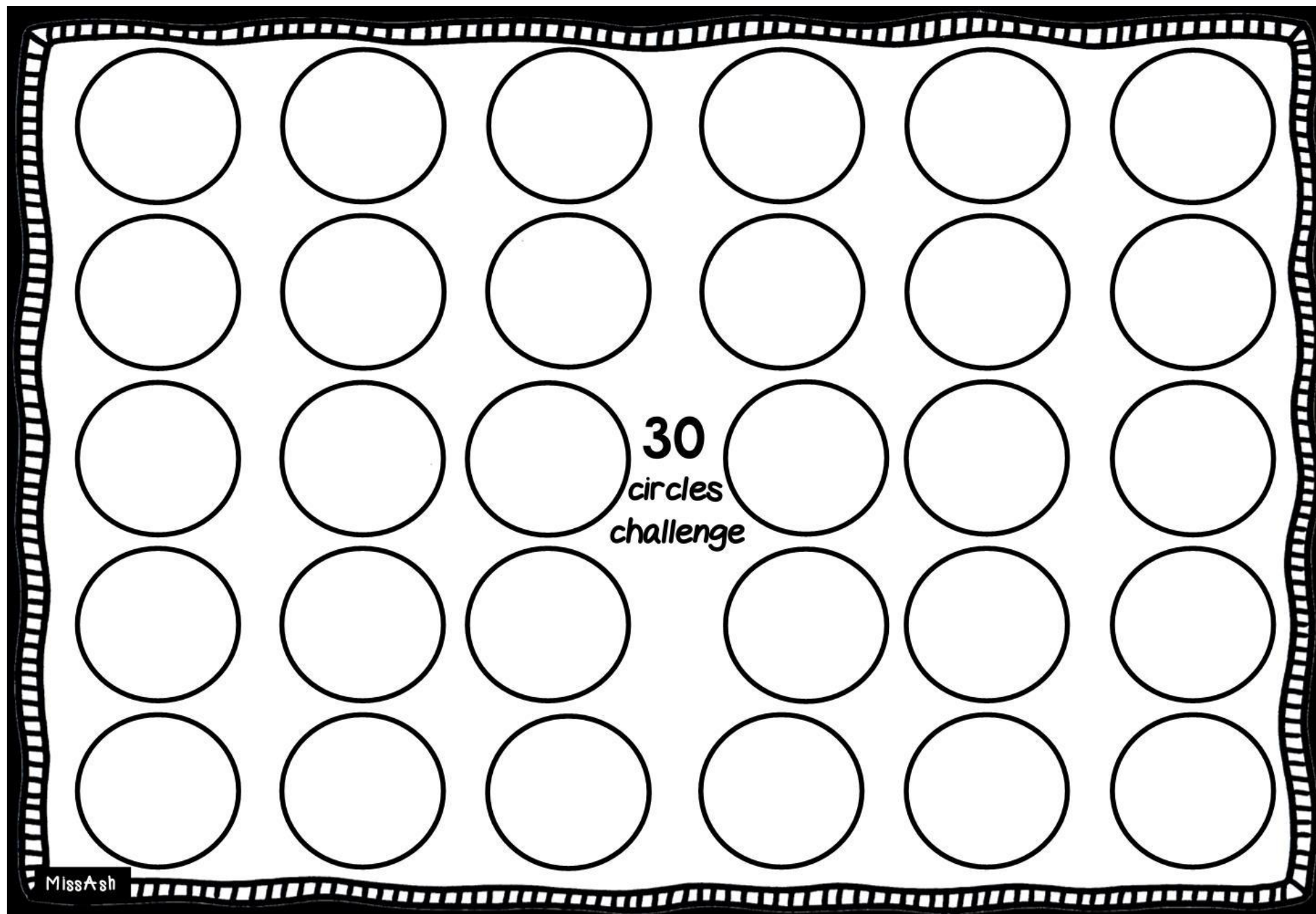
7. Draw the side of the cow body.



8. Add landscaping in the background.



9. Trace with a marker and color.



Spelling Words WEEK 6 and 7

Red	Yellow	Green	Lime	Blue
push	almost	let's	episode	eighteenth
last	cupboard	neighbour	quay	fortieth
many	gone	forty	calamari	occasion
knew	half	hundred	warrior	exercise
always	sure	poem	ancient	courteous
neat	used	complete	calculate	carefully
pea	where	lion	awhile	traveller
sail	hare	kingdom	another	believer
toast	fare	diet	believe	visitor
wheel	shark	pumpkin	depend	survivor
roast	chair	mushroom	along	Australian
trail	bear	problem	between	librarian
brain	care	bedroom	defend	specialist
hail	rare	halfway	begun	vocalist

Spelling Activities Grid

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