**Framework for learning from home Week 10 (30/3-3/4) Hassall Grove Public School - Stage 1**

Please do what you can. You will need help from a parent/carer.

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|  | Monday 30/3 | Tuesday 31/3 | Wednesday 1/4 | Thursday 2/4 | Friday 3/4 |
| Task | Have a go at tying up your shoes. | Can you help make dinner tonight? | Have you cleaned your teeth in the morning and night? | Could you help bring in the clothes? | Are you able to help fold the clothes? |
| Morning | English  Read all your spelling words from this term. Write the words on paper.  Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?  Read the book aloud together. Answer these questions.   * What was this book about? * What are three facts you have learnt from reading it?   Writing – what did you do on the weekend? Try and include who, when, where, why, what. | English  Practise your spelling words by writing a sentence for each one.  Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures?   * What do you think will happen at the end of the story? * What do you think is going to happen next in the story based on what you already know?   Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see. | English  Practise writing your spelling words in alphabetical order.  Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?  Read the book aloud together. Answer these questions.   * What was the book about? * What are three facts you have learnt from reading it?   Writing – Write a letter to a friend using some of your spelling words. | English  Play bingo and ‘go fish’ using your spelling words.  Choose a fictional book to read aloud with a parent/carer.   * Read it aloud together. * Does it have a good beginning and ending? * Are the characters interesting? What makes them interesting? * Which illustration in the story was your favourite? Why?   Writing –  Think about a time when you went to the beach with your family. Write a recount about experiences. Don’t forget to use capital letters and full stops. Add time connectives like ‘first’, ‘then’, ‘later’, ‘next’ and ‘finally’ in your writing. | English  Play fly swat with your spelling words. An adult says a word, you find the word and splat it with your hand.  Time yourself how long it takes to write out five spelling words. Try again. See if you can beat your first time.  Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.   * How does the title describe the content of the book? * Was the title a good one for this book? Why or why not?   Writing - Write a list of food you would like for dinner. Think of a main dish and dessert. |
| Break | Break | Break | Break | Break | Break |
| Mindfulness Time | Mindful Posing  Go somewhere that is quiet and you feel safe.  Next, try one of the following poses:  -The Superman: To do this pose stand with your feet apart just wider than your hips, fists clenched, and arms reached out to the sky, stretching the body as tall as possible. Hold this pose. Don’t fall over!  -The Wonder Woman: To do this pose stand tall with legs wider than hip-width apart and hands or fists placed on the hips. Hold this pose.  -The Spiderman: Close your eyes and picture Spiderman and think about how he might stand. Now give it a go and make a Spiderman pose.  Play this a few times and think about how you felt after each pose. | Spidey-Senses  You are going to turn on your ‘Spidey Senses’ or your super-focused senses of smell, sight, hearing, taste, and touch that Spiderman uses to keep tabs on the world around him. Walk slowly around the house stopping to use all five senses. At the end describe to someone what you could smell, see, hear, taste and feel. | Safari  You are going on a safari in your backyard. Your goal is to notice as many birds, bugs, creepy-crawlies, and any other animals as they can. Anything that walks, crawls, swims, or flies is of interest, and you will need to focus all your senses to find them, especially the little ones. Take a notepad with you and record your finding using tally marks in a table. If one of the critters stays still long enough try to draw it. | Mindful sounds  For this activity, you will need something that makes a bell sound and someone to make the sound for you. To begin take three deep calming breaths.  Close your eyes.  When the bell is rung concentrate on the sound that you hear. Pay attention to whether you hear it louder in one ear than you do in the other.  Keep your eyes closed until the sound is completely gone. If you notice your thoughts wandering, just bring your attention back to the sound of the bell.  After you open your eyes tell the person who rang the bell what you observed.  You can try this with other sound making objects. | Gratitude Practice  Use a notebook or paper to make a Gratitude Journal. Write in your journal each morning.  Before you start writing take five minutes to think of something that you feel grateful for that day. Here are some topics or ideas you can use:  – Something that someone else did for you that day.  – A person in your life that you appreciate.  – A skill or ability you have.  – An item that you love.  – Something that made you laugh.  Write about what you thought about. |
| Middle | Mathematics  Get some counters (or sultanas or M&Ms or Tiny Teddies or similar)  Take a handful of counters (or sultanas or M&Ms or Tiny Teddies or similar) and, without looking, estimate how many you have in your hand. Write your estimates on a sheet of paper.  Now count the counters and check if you were close to your estimate. | Mathematics  Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 squares, 3 rectangles, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the different shapes you found on a sheet of paper. Then try making those shapes using toothpicks, paddle pop sticks or sticks. Glue them on a sheet of paper. | Mathematics  Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the most to the least. Draw the containers in order on a sheet of paper.  Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations on paper. Was your estimate correct? | Mathematics  Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found on paper. Ask someone to help you describe your favourite pattern.  Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order on paper. | Mathematics  Play a game with a partner  Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals1.  Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found on a sheet of paper. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner. |
| Break | Break | Break | Break | Break | Break |
| Afternoon | TEN  Pick a number between 1 and 20 and find different ways you can represent your chosen number. You may collect a number of household items in the amount of your chosen number, create a subtraction or addition number sentence that equals to your chosen number or represent your number using tally marks. | TEN  Pick a different number between 1 and 20 and find different ways you can represent your chosen number. You may collect a number of household items in the amount of your chosen number, create a subtraction or addition number sentence that equals to your chosen number or represent your number using tally marks. | TEN  Pick a different number between 1 and 20 and find different ways you can represent your chosen number. You may collect a number of household items in the amount of your chosen number, create a subtraction or addition number sentence that equals to your chosen number or represent your number using tally marks. | TEN  Pick a different number between 1 and 20 and find different ways you can represent your chosen number.  You may collect a number of household items in the amount of your chosen number, create a subtraction or addition number sentence that equals to your chosen number or represent your number using tally marks. | TEN  Pick a different number between 1 and 20 and find different ways you can represent your chosen number. You may collect a number of household items in the amount of your chosen number, create a subtraction or addition number sentence that equals to your chosen number or represent your number using tally marks. |
|  | Geography  What is the weather like today? Describe it to a family member.  Predict what you think the weather will be like tomorrow. Tell your family member.  Observe the weather for the rest of the week. By drawing or writing about the weather each day. Make your own weather chart for the week.  What activities could you do in the weather today? What clothes would you need to wear?  What indoor and outdoor activities could you do in different types of weather? Draw the types of things you could do. | Science and technology  Set up two plastic cups with the same number of ice cubes and place them in different places to see what happens. Tell a family member your prediction (what you think will happen).  What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?  Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.  Write a report of your investigation. Include labelled diagrams to record your observations. | Creative arts  Make a musical instrument. Think about the variety of instruments you could create using a wide variety of materials. Try to choose recycled materials to create your instrument.  Think about ways in which you could put your instrument to use in an ensemble or class composition. Consider creating something with the people in your home.  Create a composition using only the materials you have created and perhaps some furniture or other things in your house they have unique sounds. Let your imagination go wild. Record your piece of music to share with your family and upload on ClassDojo to share with the class. | History  Technology has changed a lot over time.  Talk to your parents/grandparents about what the technology was like when they were children.  Identify similarities and differences between the old and the new technology. | **Growth Mindset Activity**  Think about something you are good at and something you find difficult. List them on paper. Now tell a family member what efforts you are going to make to work on those difficulties. |
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