

# Framework for Learning from Home – Stage 1

You will need help from a parent/carer. Show each completed activity to your parents so they can check.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Have a go at tying up your shoes.	Can you help make dinner tonight?	Have you cleaned your teeth this morning and last night?	Could you help bring in the clothes?	Are you able to help fold the clothes?
Morning	<p><b>English</b></p> <p>Read your spelling words from <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a>. Write your words on paper. Choose and complete an activity from the Word Work Grid. Explore some sounds and play the games on <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p>	<p><b>English</b></p> <p>Practise your spelling words by writing a sentence for each one. Choose and complete an activity from the Word Work Grid. Explore some sounds and play the games on <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>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?</p>	<p><b>English</b></p> <p>Practise writing your spelling words in alphabetical order. Choose and complete an activity from the Word Work Grid. Explore some sounds and play the games on <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p>	<p><b>English</b></p> <p>Play bingo using your spelling words.</p> <p>Play 'go fish' using your spelling words.</p> <p>Choose and complete an activity from the Word Work Grid. Explore some sounds and play the games on <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> <li>• Read it aloud together.</li> </ul>	<p><b>English</b></p> <p>Play fly swat with your spelling words. An adult says a word, you find the word and splat it with your hand.</p> <p>Time how long it takes to write out five spelling words. Try again. See if you can beat your first time.</p> <p>Choose and complete an activity from the Word Work Grid. Explore some sounds and play the games on <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p>

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	<p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> <li>• What was this book about?</li> <li>• What are three facts you have learnt from reading it?</li> </ul> <p>Writing – what did you do on the weekend? Try and include who, when, where, why, what.</p> <p>Write a narrative using this starter:</p> <p>“What on earth are you doing up there?” Mum exclaimed.</p>	<ul style="list-style-type: none"> <li>• What do you think will happen at the end of the story?</li> <li>• What do you think is going to happen next in the story based on what you already know?</li> </ul> <p>Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p>	<p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> <li>• What was this book about?</li> <li>• What are three facts you have learnt from reading it?</li> </ul> <p>Writing – Write a narrative using this starter:</p> <p>Wow, it was so hairy. I cannot believe it was in my home...</p>	<ul style="list-style-type: none"> <li>• Does it have a good beginning and ending?</li> <li>• Are the characters interesting? What makes them interesting?</li> <li>• Which illustration in the story was your favourite? Why?</li> </ul> <p>Writing - Write a letter to a friend using some of your spelling words.</p> <p>Write a narrative using this starter:</p> <p>What is this place? I looked around and didn't recognise a single thing. Was I in another universe?</p>	<p>Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.</p> <ul style="list-style-type: none"> <li>• How does the title describe the content of the book?</li> <li>• Was the title a good one for this book? Why or why not?</li> </ul> <p>Writing - Write a list of food you would like for a dinner. Think of a main dish and dessert.</p> <p>Write a description of a person or animal in your home using adjectives (describing words).</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Get some counters (or sultanas or M&amp;Ms or Tiny Teddies etc.)</p> <p>Take a handful of</p>	<p><b>Mathematics</b></p> <p>Go on a shape hunt around your home! Can you find three of each shape in a different</p>	<p><b>Mathematics</b></p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation.</p>	<p><b>Mathematics</b></p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you</p>	<p><b>Mathematics</b></p> <p>Play a game with a partner</p> <p>Use a deck of playing cards (or make a set of</p>

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<p>counters (or sultanas or M&amp;Ms or Tiny Teddies etc.) and, without looking, estimate how many you have in your hand. Write your estimates in your maths book.</p> <p>Organise your counters. Draw your counter arrangement. Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how many there are without having to count? Are there more or less counters than you estimated? How many more or less?</p> <p>Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p>	<p>location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the different shapes you found. You can make shapes using toothpicks, paddle pop sticks or sticks.</p> <p>Ask each member of your family what their favourite colour is. Show their answers in a picture graph.</p> <p>Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance.</p> <p>Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p>	<p>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.</p> <p>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. Was your estimate correct?</p> <p>Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p>	<p>found in your maths book. Ask someone to help you describe your favourite pattern.</p> <p>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.</p> <p>Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p>	<p>cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p> <p>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 in your notebook. 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.</p> <p>Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p>

Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Break</b>	Break	Break	Break	Break	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Geography</b></p> <p>What is the weather like today? Describe it to a family member.</p> <p>Predict what you think the weather will be like tomorrow. Tell your family member.</p> <p>Observe the weather for the rest of the week. Draw or write about the weather each day. Make your own weather chart for the week.</p> <p>What activities could you do in the weather today? What clothes would you need to wear?</p> <p>What indoor and outdoor activities could you do in different types of weather.</p>	<p><b>Science and technology</b></p> <p>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).</p> <p>What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.</p> <p>Write a report of your investigation.</p>	<p><b>Creative arts</b></p> <p>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.</p> <p>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 the class or play your composition to your family.</p>	<p><b>History</b></p> <p>Technology has changed a lot over time. From the list in your resource pack, choose one example of technology that has changed.</p> <p>Talk to your parents/grandparents about what the technology was like when they were children.</p> <p>Identify similarities and differences between the old and the new technology.</p>	<p><b>Creative arts</b></p> <p>Create a role play or improvisation to show the differences between when your parents or grandparents were children – a then and now. Firstly, plan what your role-play or improvisation might look like. Will you have costumes, a set or a script? What form will it take? For example, it might be an interview or a silent movie.</p> <p>Why not ask your family to have roles in your play? Perform this with them or for your family. Record this for your classmates if you would like to share it.</p>				

- Please use any words from Soundwaves units 1-9 -

### Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p><b>Syllable Sort</b> Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p><b>Odd One Out</b> For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p><b>Wacky Words</b> On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p><b>Word Detective</b> Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p><b>Digging in the Dictionary</b> Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p><b>Rhyming Wheels</b> Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p><b>Alliteration</b> Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p><b>Sentence Smart</b> Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p><b>Story Time</b> Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p><b>Sort Them Out</b> Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p><b>Word Search</b> Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p><b>Handwriting Hero</b> Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p><b>Letter Lingo</b> Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p><b>Words Within Words</b> Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p><b>Code Breaker</b> Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>



# Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle	Try some origami	Create an obstacle course
Bake or cook something	Learn a magic trick	Paint or draw a picture
Make a joke book	Take photos of 10 living things	Build a blanket fort
Plan and hold a picnic	Make your own kite	Try a new board game
Play indoor mini-golf	Play Limbo	Write a letter to your future self
Potato sack race with pillow cases	Hold a tea-party	Make a time capsule
Hold a Karaoke concert	Play hide and seek	Open a pretend store
Blindfolded taste test	Look at photo albums	Have a paper plane contest
Play Pictionary	Play dress up	Play Restaurant
Make a shoebox diorama	Learn a new card game	Put on a play
Make or play an instrument	Create a treasure hunt	Write or recite poem
Have a talent show	Make handmade presents	Choreograph a dance
Read a new book from the library	Play water bottle bowling	
Play life-size Noughts and Crosses	Build the tallest tower	

