

# Framework for Learning from Home – Stage 2

For some of the below activities you may need your parents help. Show each completed activity to your parents to check.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<b>English</b> <b>Reading:</b> Read one chapter of a novel or text from your school magazine. Write your response to the chapter/text. Use these questions to guide your response. How are the characters and plot creating an interesting narrative? How have the main character/s changed? What/who is responsible for this? What do you think will happen next? Any other comments or thoughts.	<b>English</b> <b>Reading:</b> Read one chapter of a novel or text from your school magazine. Write your response to the chapter/text. Use the questions from Monday to guide you. <b>Writing:</b> Write a description on what you can see out your door or window at your home. <b>Journal writing:</b> write and draw how you're feeling today. <b>Spelling:</b> complete an activity from the Word Work Grid based around your core word list.	<b>English</b> <b>Reading:</b> Read one chapter of a novel or text from your school magazine. Write your response to the chapter/text. Use the questions from Monday to guide you. <b>Writing:</b> Write a letter to a character from a text you are reading. Let them know what you like about their character and what you would like their character to do next in the text. <b>Spelling:</b> complete an activity from the Word Work Grid based around your core word list.	<b>English</b> <b>Reading:</b> Read one chapter of a novel or text from your school magazine. Write your response to the chapter/text. Use the questions from Monday to guide you. <b>Writing:</b> Write a detailed description of a person or animal in your home. Remember to describe their personality as well as their physical appearance. <b>Spelling:</b> complete an activity from the Word Work Grid based around your core word list	<b>English</b> <b>Reading:</b> Read one chapter of a novel or text from your school magazine. Write your response to the chapter/text. Use the questions from Monday to guide your response. <b>Journal writing:</b> write and draw how you're feeling today. <b>Writing:</b> Write a narrative on a topic of your choice – you may use a picture or news article to give you ideas.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics:</b> Number busting: our number for today is 17. Draw and write everything you know about 17 (you can use any operation you like).</p> <p>Find a partner to play 'Strike it out'. Write down the numbers 1-20</p> <p>First person writes a number sentence, such as: <math>5+12=17</math>. They cross out the 5 and 12 on the number list and draw a circle around 17.</p> <p>Next person uses 17 in their number sentence, such as <math>17-10=7</math>. They cross out 17 and 10 and draw a circle around 7. The game continues till a player is unable to write a number sentence with the numbers left or there are no numbers available.</p>	<p><b>Mathematics:</b> Play snakes and ladders with a family member...or another round of 'Strike it out'.</p> <p>What is in one of your cupboards at home? Ask your family which cupboard you can investigate. Group/classify objects into categories for example, tins and jars, plates and cups. How many objects in each group or category? Create a graph to represent what is in the cupboard.</p> <p><b>PDHPE:</b> Create a game that includes rules, a way to score and at least one piece of equipment. Play the game with a family member or friend. After playing the game discuss ways that you could change the game.</p>	<p><b>Mathematics:</b> Our number for today is 64. Draw and write everything you know about 64 (you can use any operation).</p> <p>Design your dream bedroom using grid paper where 10cm = 1 metre. Your budget for new furniture is \$1000. Make a list of the items you would buy, where you are buying them from, and their cost. You will have time to finish this tomorrow.</p> <p>Ask for feedback on your design from a family member.</p>	<p><b>Mathematics:</b> Play ten questions with a member of your family to guess a number (up to 1,000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?</p> <p>Complete the design of your dream bedroom.</p> <p>Calculate how much paint you will need for the dream room you designed this week.</p> <p>How many litres/cans of paint do you think you will need? You could estimate how much the paint would cost.</p>	<p><b>Mathematics:</b> Play a barrier game with a partner.</p> <p>Sit back to back with a family member or a friend. Draw a design on a piece of paper using shapes. Describe your picture so that the other person can recreate it. Describe your design by describe the shapes you used and their location (for example, next to, on top of, between). Check to see how they went.</p> <p>Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.</p>
<b>Break</b>	Break	Break	Break	Break	Break

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Afternoon	<b>Creative Arts - Dance:</b> Make up a dance to your favourite song or a play to perform to your family.	<b>Activities:</b> Complete an activity from the “activities and ideas for home for parents of primary learners” sheet.	<b>Geography:</b> On a map of Australia, find, label and draw a picture of a natural landmark and a built landmark for each state and territory in the correct location. Describe why each of these landmarks are significant.	<b>Creative Arts- Visual Arts:</b> Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Show your sketch to a family member for feedback.	<b>PDHPE:</b> Design a healthy menu for a day at home. Present the menu to your family in a creative way.

## 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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p><b>Alliteration</b></p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p><b>Sentence Smart</b></p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p><b>Story Time</b></p> <p>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></p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p><b>Word Search</b></p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p><b>Handwriting Hero</b></p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p><b>Letter Lingo</b></p> <p>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></p> <p>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></p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

### CORE LIST - YEAR 3

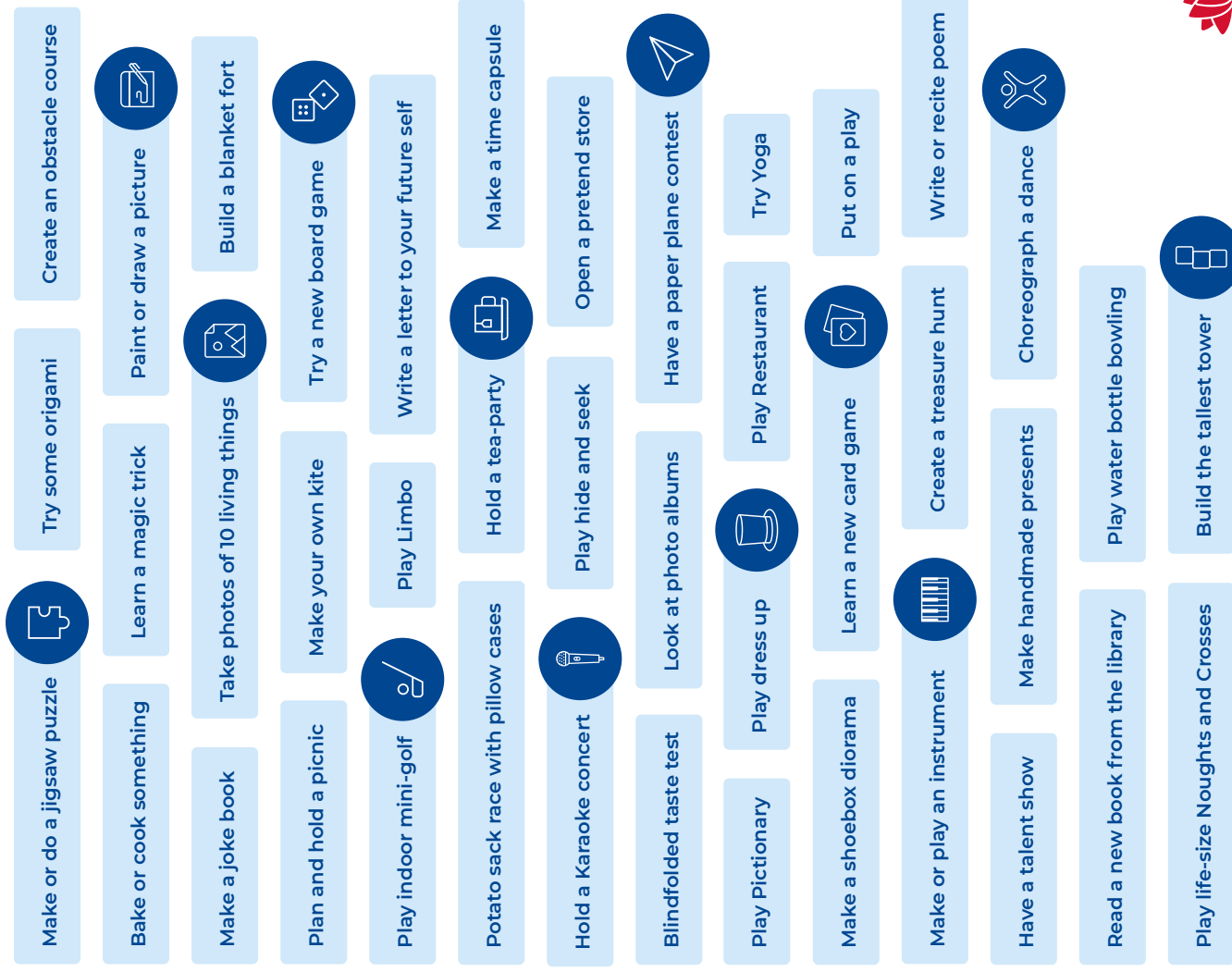
weeks	strange	floor	packed	leave
beautiful	that's	person	ring	station
someone	won	people	side	stay
felt	air	straight	watch	try
street	brought	town	city	early
along	finally	across	sudden	voice
high	I'll	asleep	talk	should
hello	than	box	against	large
television	watch	clothes	Australia	course
died	animal	colour	cold	let's
everybody	anything	different	corner	slept
light	bird	dollars	nothing	sure
quickly	book	feet	parents	wouldn't
show	even	own	seen	write
slowly	hair	used	sent	able
space	games	goes	talk	already
everything	hard	rain	train	during

### CORE LIST - YEAR 4

one	first	April	suddenly	minute
two	second	May	only	island
three	third	June	through	love
four	fourth	July	why	birthday
five	fifth	August	while	reached
six	sixth	September	small	tried
seven	seventh	October	here	couldn't
eight	eighth	November	few	under
nine	ninth	December	money	behind
ten	tenth	Summer	always	kept
eleven	Monday	Autumn	family	both
twelve	Tuesday	Winter	great	must
thirteen	Wednesday	Spring	it's	ready
fourteen	Thursday	where	right	wasn't
fifteen	Friday	which	finish	week
sixteen	Saturday	more	hour	say
seventeen	Sunday	until	knew	each
eighteen	January	other	o'clock	happen
nineteen	February	white	most	sometimes
twenty	March	know	caught	being
gone	past	hope	everywhere	whole
sea	planet	might	captain	ago
funny	please	war	uncle	but



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



[education.nsw.gov.au](https://education.nsw.gov.au)

