








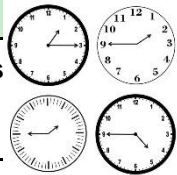

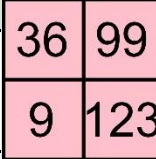






## Stage One Learning from Home Grid Term 3 Weeks 8-10

- Don't forget to practise the Rainbow Heart Words every day.
- Please continue to read books and fill in your Read to Succeed recording page daily. 😊

WEEK 8				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Spelling</b> – see attached sheet for Week 8 spelling words and complete daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>	<p><b>Spelling</b> –see attached sheet for Week 8 spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>	<p><b>Spelling</b> –see attached sheet for spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>	<p><b>Spelling</b> –see attached sheet for Week 8 spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>	<p><b>Spelling</b> –see attached sheet for Week 8 spelling words and complete daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>
<p><b>Read to Succeed:</b> Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on SeeSaw.</p>				
10:30am – 10:50am RECESS				
Number of the Day – 21	Number of the Day – 37	Number of the Day – 63	Number of the Day – 85	Number of the Day – 107
<p><b>Maths – Whole Number</b></p> <p>Create a 2-digit or 3-digit number. How many different ways can you show the number? eg. words, tally marks, objects, tens frames, place value chart, number facts (addition, subtraction, multiplication, division).</p>	<p><b>Maths – Multiplication</b></p> <p>Can you find something in your house that shows an array?</p>  	<p><b>Maths –Fraction</b></p> <p>Make a fairy bread. Cut your fairy bread into halves to show <math>\frac{1}{2}</math>. Cut your fairy bread into halves again, what fraction does each piece show now? Can you show other fractions using the fairy bread?</p>	<p><b>Maths – Volume &amp; Capacity</b></p> <p>Collect 3 containers eg. cup, bucket, bottle. Fill it up with water to show 1) empty, 2) half full, 3) completely full. Draw and label the containers to show capacities.</p>	<p><b>Maths – Money</b></p> <p>A teddy bear costs \$5. Can you show me at least 5 different ways you can make \$5? eg. <math>\\$1+\\$1+\\$1+\\$1+\\$1=\\$5</math></p> 
12:25pm – 12:50pm LUNCH				
<p><b>Science – Ball Bounce</b></p> <p>Get 2 different types of balls. Drop the balls from the same height and see which one bounces higher and explain why.</p> 	<p><b>Geography</b> – See attached Geography sheet for Term 3 Week 8 Tuesday activity.</p>	<p><b>Science – Texture Hunt</b></p> <p>Find objects around your home that are bumpy, sticky, smooth and rough. Name and draw your items.</p>	<p><b>Geography</b> – See attached Geography sheet for Term 3 Week 8 Thursday activity.</p>	<p><b>Science – Lifecycle</b></p> <p>Put the following lifecycle stages of a frog in order and draw pictures to show the cycle: <b>Adult frog, eggs, froglet, tadpole.</b></p> 
1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.				
<p><b>PE – Spoon Balancing</b></p> <p>Grab a spoon and something small to balance on your spoon eg. egg, coin, small toy. How long can you walk around and balance it for?</p>	<p><b>Visual Art – Secret Creature</b></p> <p>Draw what this secret creature would look like. It has 10 legs and 3 heads with rainbow scales.</p>	<p><b>Geography</b> – See attached Geography sheet for Term 3 Week 8 Wednesday activity.</p>	<p><b>Performing Art – Drama</b></p> <p>Imagine you are a character in a movie or a story book. Act out your favourite part from the movie or story.</p>	<p><b>Community Language</b></p> <p>Look around your home and find five different fruits. Draw them and write their names in Arabic or another language you know.</p>

WEEK 9										
Monday	Tuesday	Wednesday	Thursday	Friday						
<p><b>Spelling</b> – see attached sheet for Week 9 spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>	<p><b>Spelling</b> –see attached sheet for Week 9 spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>	<p><b>Spelling</b> –see attached sheet for Week 9 spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for activities.</p>	<p><b>Spelling</b> –see attached sheet for Week 9 spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>	<p><b>Spelling</b> –see attached sheet for Week 9 spelling words and daily activities.</p> <p><b>Reading / Writing</b> – see attached sheet for daily activities.</p>						
<p><b>Read to Succeed:</b> Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on SeeSaw.</p>										
10:30am – 10:50am RECESS										
Number of the Day – 26	Number of the Day – 48	Number of the Day – 52	Number of the Day – 96	Number of the Day – 114						
<p><b>Maths – Whole Number</b></p> <p>In your workbook create this template to show the number 15 in different ways.</p> <div><div>Story</div><div>Objects</div><div>Number sentence</div><div>Pictures</div></div>	<p><b>Maths – Data</b></p> <p>Look outside the window or door to record vehicles you see using tally marks. Then create a column graph.</p>	<p><b>Maths – Multiplication</b></p> <p>Find objects or organise your toys into equal groups. Draw the groups and show the total number. You can use a number line or skip counting to work out the total.</p>	<p><b>Maths – Whole Number</b></p> <p>Count the number of spoons you have in your home. Is the number odd or even? Record your findings in your book. Do the same thing with other items eg. plates, books, pegs.</p>	<p><b>Maths – Length</b></p> <p>Using your hands to measure the length of objects at home. Make estimations of how long an object might be and then measure it.</p> <table><tr><th>Object</th><th>Estimation</th><th>Measurement</th></tr><tr><td>book</td><td>3 hands</td><td>4 hands</td></tr></table>	Object	Estimation	Measurement	book	3 hands	4 hands
Object	Estimation	Measurement								
book	3 hands	4 hands								
12:25pm – 12:50pm LUNCH										
<p><b>Science-Grow Lentil Sprouts</b></p> <p>Wash quarter cup of lentils and place in a jar. Add 2 cups of water. Fasten a cheesecloth over the top with a rubber band. Let stand overnight. The next day drain off water. Shake the jar to scatter lentils inside, stand it in a warm, bright area not in direct sunlight. Repeat these steps each morning. Watch it grow.</p>	<p><b>Geography</b> – See attached Geography sheet for Term 3 Week 9 Tuesday activity.</p>	<p><b>Science – Celery Sticks</b></p> <p>You need two celery sticks. Place each one in a cup fill with water. Add any colour food dye to one cup only. Observe what happens. Draw a picture.</p>	<p><b>Geography</b> – See attached Geography sheet for Term 3 Week 9 Thursday activity.</p>	<p><b>Science – Scavenger Hunt</b></p> <p>Name and draw materials around your home that can <b>stretch, bend, squash</b> and <b>twist</b>.</p>						
1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.										
<p><b>PE – Time Race</b></p> <p>Pick an action eg. hopping, star jumps, jumps. Count to 30 or use a timer to see how many of your actions you can do in 30 seconds. Can you do more if you try again?</p>	<p><b>Visual Art-Name Decoration</b></p> <p>Write your name in fancy writing (bubble/cursive). Make it colourful and add patterns or pictures to your name.</p>	<p><b>Geography</b> – See attached Geography sheet for Term 3 Week 9 Wednesday activity.</p>	<p><b>Performing Art – Feelings</b></p> <p>Create a dance to show that you are happy, sad, angry, excited, scared or sleepy. Ask someone in your family to guess the feelings.</p>	<p><b>Community Language</b></p> <p>On a piece of paper draw yourself and label different parts of your body eg. leg, mouth, eyes, hair, knee. Can you write them in Arabic or another language you know?</p>						

WEEK 10				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Spelling</b> – see attached sheet for Week 10 spelling words and complete daily activities. <b>Reading / Writing</b> – see attached sheet for daily activities.	<b>Spelling</b> – see attached sheet for Week 10 spelling words and complete daily activities. <b>Reading / Writing</b> – see attached sheet for daily activities.	<b>Spelling</b> – see attached sheet for Week 10 spelling words and complete daily activities. <b>Reading / Writing</b> – see attached sheet for activities.	<b>Spelling</b> – see attached sheet for Week 10 spelling words and complete daily activities. <b>Reading / Writing</b> – see attached sheet for activities.	<b>Spelling</b> – see attached sheet for Week 10 words and complete daily activities. <b>Reading / Writing</b> – see attached sheet.
<b>Read to Succeed:</b> Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on SeeSaw.				
10:30am – 10:50am RECESS				
<b>Which one does not belong?</b> Give your reasons. 	<b>Which one does not belong?</b> Give your reasons. 	<b>Which one does not belong?</b> Why? 	<b>Which one does not belong?</b> Why? 	
<b>Maths – Whole Number</b> Choose some 2-digit or 3-digit numbers. Write the numbers before and after each of them. Challenge: Can you also write numbers come before and after if you count by 2's, 3's, 5's and 10's?	<b>Maths – Volume &amp; Capacity</b> How many blocks are used to build this diagram? Explain how you work it out. How many blocks are missing from the second diagram? Explain how you work this out. 	<b>Maths – Length</b> Ask a family member to lay down straight so you can measure their height using an informal unit eg. textas, a pen. How do you measure? How tall is that person?	<b>Maths – 2D Shapes</b> Use toothpicks, chopsticks or cotton tips to make 2D shapes and describe the features ie. sides, vertices and edges. 	<b>Maths – Time</b> Time how long these activities take you: 1. Brush your teeth 2. Eat lunch 3. Read a book 4. Say the alphabet 5. Write your name 6. Sing a song.
12:25pm – 12:50pm LUNCH				
<b>Science-Walking Water</b> Find six containers: 3 with clear water, 1 with red food colour, 1 with blue and 1 with yellow. Arrange them in a line, alternating coloured and clear containers. Make bridges between the containers with folded paper towels. Observe what happens! 	<b>Geography</b> – See attached Geography sheet for Term 3 Week 10 Tuesday activity.	<b>Science – Insects Inspection</b> Go to a close park or your backyard. Look for some insects. Observe what insects you can find and make a scientific drawing of the insects in their habitat.	<b>Geography</b> – See attached Geography sheet for Term 3 Week 10 Thursday activity.	<b>Science – Paper Plane Race</b> Make two or three types of paper planes using different materials (paper, foil and cardboard). Fly your planes to see which one flies further and explain why? 
1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.				
<b>Performing Art - Drumming</b> Find 4 or 5 different containers eg. pots, bottles, tubs. Turn them upside down. Tap on each object like a drum. Use them to make your own cool beat.	<b>Visual Art – Pencil Rubbing</b> Find an object like a leaf or coin and place it under a piece of paper. Use the side of a pencil to rub over the top of your object and see what happens.	<b>Geography</b> – See attached Geography sheet for Term 3 Week 10 Wednesday activity.	<b>Balancing Dance</b> Find something to balance on your head eg. a small book or toy. How long can you dance for while balancing it on your head?	<b>Community Language</b> Draw a picture of your bedroom. Label the objects in Arabic or a different language you know eg. bed, desk, books, mirror, computer. سرير - مكتب - مرآة - كتب

SPELLING		Learning from Home Grid – Term 3, weeks 8-10		Stage 1
You can choose to do the first ten words OR the second set of words OR you can do both. Complete each day's activity using your list/s of words.				
WEEKLY FOCUS		LIST 1 WORDS		LIST 2 WORDS
<b>Week 8</b> Focus: List 1: long /a/ List 2: compound words with long /a/		List 1: grate, quaint, faint, stray, break, steak, splay, train, frame, flake		List 2: checkmate, playtime, Sunday, caveman, brainchild, birdcage, gateway, seedcake, daybreak, paintbox.
<b>Week 9</b> Focus: List 1: long /e/ List 2: verbs - adding -ing and -ed, Long /a/ and /e/ sounds.		List 1: funny, dream, green, sheet, messy, cream, queen, treat, fleet, she		List 2: played, stayed, training, framed, breaking, reading, steaming, being, seated, bleeding
<b>Week 10</b> Focus: List 1: long /o/ List 2: prefix re- and -un and plural -s		List 1: growth, toe, below, stole, bowl, float, stroke, broke, choke, goat.		List 2: retreat, return, retrain, reflex, unopened, unseen, unleash, bones, trains, beans
Write out your spelling words each day. Try to use your best handwriting. Read or record them on Seesaw.				
Monday	List 1: Write the words into columns by the number of sounds they contain, 3, 4 or 5 sounds. List 2: Write out the words and use a / to separate different parts of the word eg check/mate, play/ed, re/treat. Put each word into a sentence which shows its meaning, eg It was playtime so the children played in the garden.			
Tuesday	List 1 and 2: Use sound lines to segment the sounds in each of your spelling words - be careful of two letters making the one sound, with consonants, eg <u>th</u> <u>i</u> <u>n</u> <u>k</u> . and vowel combinations, eg <u>b</u> <u>oa</u> <u>t</u> . Make the sounds and read the word. List 2: Break up each word into its parts and write them as a sum, eg, Sun+day=Sunday, play+ed=played, re+turn=return. Circle the nouns and underline the verbs.			
Wednesday	List 1: Circle the week's focus sound in each word then put the same spellings for the sound under headings, eg for long /a/words, group words with /ai/ spelling together, /ay/words together and /a-e/ words together. List 2: For each word, complete ___(how many)letters, ___sounds and ___syllables.			
Thursday	List 1 and 2: Play Bingo with your spelling words. Make a 3 x 3 grid, put words into boxes. One person calls out words to check off. You can also make cards and play Fish, Snap or Concentration if you'd like.			
Friday	Spell check: ask someone to read out your words while you write them. Check how you went. Write out any errors five times.			
GREAT JOB!!				

## READING / WRITING

Choose a narrative book (story) which will be your Book of the Week. It can be a decodable book or a picture book but you must be able to read most of it by yourself. You will read this book to an adult each day, trying to improve your fluency and accuracy, then complete the day's activity. Make sure you write correct sentences, and your handwriting is neat.

Monday	Retell the story to an adult. Remember the characters & the correct order of what happened. Write one or two sentence/s about the story under these headings: Setting (where), characters (who), problem (what happened) and resolution (how the problem was solved). Draw a picture for each one.
Tuesday	Look through your book and write an example from the story for each of these: Year 1 & 2: a question, an exclamation mark, a funny sentence, Year 2: speech marks, a descriptive sentence using adjectives and a sentence using a conjunction (joining word: and, so, but, or, because).
Wednesday	Pretend you are a reporter and you're going to interview (ask questions to) the main character in your book. Write four questions you would ask him/her (about other characters, the problem, how it was solved, the setting...). Also write what the character would answer.
Thursday	Find an informative text if you can. This can be a book about a particular topic, for eg, animals, plants or it could be other texts like a recipe, a magazine/newspaper, directions for a game etc...Read as much as you can and talk about some facts with an adult. Write down four facts you found interesting.
Friday	Free choice writing. You can write about your book if you choose, or anything else you'd like to write about. Remember the five things a good sentence needs, be careful with punctuation and try to write as neatly as you can. Use your writing checklist to edit your work.

### GREAT WORK THIS WEEK!

Five parts of a good sentence:



has a subject



has a verb



makes sense



Starts with a capital letter



correct punctuation to finish



GEOGRAPHY - "PEOPLE AND PLACES" Learning from Home Grid – Term 3, Weeks 8-10 Stage 1			
TERM 3	TUESDAY	WEDNESDAY	THURSDAY
<b>Week 8</b>	<p>The environment is all around you. Look around outside your house and take a walk with an adult in your local area and note what you see (you could even take photos). How is the environment used?</p> <p>Make a list of things you saw, eg. houses, bushland, parks, roads, shops etc.</p> <p>Draw some pictures to go with each.</p>	<p>Environments: Natural – an area that is naturally on Earth or is natural but is looked after by people.</p> <p>Built – an area built by people.</p> <p>Look at your list of places in the local area from the last lesson. Underline all the natural places in green and circle all the built places in red.</p> <p>Write a sentence about each environment and give some examples of it.</p>	<p>Special or favourite places:</p> <p>Do you or your family have a special or favourite place you like to go to or visit?</p> <p>Is it natural or built? Draw a picture of this place and describe why it is your special place, what you like to do there, how often you go there and how you look after it.</p>
<b>Week 9</b>	<p>Natural environments: A local park is a natural environment. Visit a local park and look around. Draw a diagram of what's in the park and label everything you see – write the label for natural parts of the park in green and use red for the things that are built.</p>	<p>Look at the map of your local park from the last lesson. You are going to draw a new design for the park by adding, moving or taking away natural or built features. You might want to add more gardens, playground equipment, plant more trees, build a skateboard ramp etc. Draw and colour the new design then describe the changes you have made and why.</p>	<p>Care for environments: We have to look after both natural and built environments. This could mean cleaning, protecting from damage or fixing parts of it.</p> <p>How can we take care of or protect natural environments?</p> <p>How do we care for built environments?</p> <p>Why is caring for environments important?</p>
<b>Week 10</b>	<p>Now think about built environments – make a list of as many things that are built as you can, eg. houses, roads, shops, bridges etc. Draw a detailed picture of an example of a built feature.</p> <p>Built environments can include cities. What city do we live in? Pick a well-known built structure from our city and draw a picture of it. Add three facts about this example from a built environment.</p>	<p>Design a poster on the built structure you wrote about last lesson to encourage other people to come and see it. Include where it is located, what it is built from, what it looks like and why it is important, special or interesting.</p>	<p>Try and find a picture and some information about a well-known natural or built environment from Australia, eg. The Great Barrier Reef, Uluru, Port Arthur, Parliament House. Read some information about it then write down five important facts about your place. Draw a picture of this place.</p>