

# Learning From Home - Stage 1 (Sample)

You will not need access to a digital device to engage in the following learning activities.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Family Task</b>	<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>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>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.</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>What indoor and outdoor activities could you do in different types of weather. Discuss with family members.</p>
<b>Morning</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
	<p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Make a memory game using your sight words and play with a family member.</p> <p>Choose a non-fiction book to read aloud with a parent/carer. Before reading, discuss the following questions;</p> <ul style="list-style-type: none"> <li>• What do you think the book is about?</li> <li>• What do you already know about the topic?</li> <li>• What are you wondering</li> </ul>	<p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Draw a 3x3 grid and write 9 of your sight words into it. Play Bingo with your parent/carer.</p> <p>Choose a picture book to read aloud with a parent/carer. Before reading the book, do a picture walk through the book. Talk about what you think is going to happen just by looking at the pictures?</p> <p>Read the book together, and then choose one character.</p>	<p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Use playdough to make 5 of your sight words.</p> <p>Choose a picture book to read aloud with a parent/carer. Before reading the book, do a picture walk through the book. Talk about what you think is going to happen just by looking at the pictures?</p> <p>Writing – Using the character that you acted out in yesterday's activity, write a description. Try to use</p>	<p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Using the memory game that you made on Monday, play SNAP with your sight words.</p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <p>Does it have a good beginning and ending? What made the beginning good? What was good about the ending? What was the funniest/most interesting/saddest part of the story?</p>	<p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Can you think of any rhyming words for your sight words? Make extra cards of rhyming words for some of your sight words and play Rhyming SNAP.</p> <p>Have a look at the weather report in the newspaper or other source. Using the family task discussion for today. Plan a day for sunny weather and a day for wet weather. Together, create a basic timetable for each of</p>

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	<p>about the topic?</p> <p>Read the book aloud together and revisit the questions. Were your wonderings answered? If not, how could we find out more?</p> <p>With your parent/carer, discuss the following interesting story starter, <i>"What on earth are you doing up there?" Mum exclaimed.</i> Brainstorm what has happened, who is involved, where they are. Draw a picture of your thoughts and discussion.</p>	<p>Act out your chosen character and see if your parent/carer can guess who you are. Swap roles and see if you can guess who your parent/carer is acting out.</p> <p>Using the brainstorm and picture from yesterday, write a story. Make sure you start with the interesting story starter.</p>	<p>adjectives that give your reader a really clear picture in their mind.</p>	<p>(Choose whatever is most appropriate for that book) Why?</p> <p>Writing - Write a letter to a friend that you might be missing. Tell them what you have been up to and how you are feeling. Ask them some interesting questions that you would like to know.</p> <p>Using the discussion in today's family task, create a list of similarities and differences between the old and the new technology.</p>	<p>these planned days.</p> <p>Read a book with your parent/carer. Once you have read the book together, look at the title. Was this a good title for this book? What makes you think this?</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>
	<p>Get some counters (or blocks, sultanas or Tiny Teddies etc.)</p> <p>Take a handful of your counters and, without looking, estimate how many you have in your hand. Write your estimates in your maths book.</p> <p>Organise your counters so that you can work out how many you have by looking and thinking (without counting). Draw your counter arrangement in your</p>	<p>Array hunt:</p> <p>How many arrays can you find around your home? Draw each array that you find and write how many rows and columns and how many altogether. Can you make an array with some objects around your home? (cars, shells, cans etc.)</p> <p>Draw your array. Can you think of a word problem that this array</p>	<p>Find a recipe that only contains measurements of whole numbers (eg. 2 cups) or <math>\frac{1}{2}</math> (maybe <math>\frac{1}{4}</math>). Talk about it or write it in your book.</p> <p>How much of each ingredient do you need if you want to make twice as much as the recipe ?</p> <p>Think yourself, then ask someone to talk with you about it ... without telling you the answer.</p>	<p>Together, make some play coins and notes like the ones in our monetary system. Exchange money for goods in a play situation through playing shops or cafes with your family. Make enough money so that you can work out and give the change back in your shop. Use language that includes coins, cents, notes and dollars.</p>	<p>Friends of 10 Snap:</p> <p>Take the picture cards out of a deck and play snap. Instead of making pairs, you have to make friends of 10.</p> <p>Can you play Friends of 12? What about Friends of 15?</p>

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	<p>maths book.            Answer: 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?            Can you write the number sentence?            Arrange your counters differently, 3 more times and draw them.</p>	<p>represents?            Tell someone or write your word problem.            Can you write the number sentence?            I wonder if you can think of another word problem that you can ask somebody else to work out? Check their answer by making an array with the objects.            Draw it/ Write it.</p>	<p>Talk about or write down the new recipe.            Can you work out what the recipe would be if you wanted to make it 4 times the original recipe?</p>	<p>After a while, imagine the person buying has a bank card with \$10.00.. After the purchase try and tell the person how much money they have left in their bank card (by imagining the money and change).</p>	
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Create a sacred/prayer space for you to use at home. Think about what we have in our sacred space at school.</p> <p>Perhaps you could have a candle, rosary beads, flowers, a nice cloth, Bible, a picture of Jesus, Mary or the Holy Family. Perhaps you could draw your own.</p> <p>Explain to someone at home why you have chosen what has gone on your sacred space.</p> <p>Once you are happy with your space use it for some</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p><b>Lenten Promise:</b>            Using pictures and words write down some ways you will try to practise goodness during Lent, e.g. what you might contribute to Project Compassion, when you will spend time in prayer, what junk food you will go without, who you will make an extra effort to be nice to.</p> <p>Fold your Lenten promises for use in the following prayer.</p> <p><b>Prayer:</b>            Lent is a time when we remember that Jesus loves and cares for all people.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p><b>Lenten Tree:</b>            Your tree could be made as a poster or from a small branch planted in a container.            Each day, as a family activity, add paper leaves, which have written on them something special you or your family have done to acknowledge the season of Lent.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Jesus was celebrating a Passover meal with his disciples at the 'Last Supper'.</p> <p>Use some of the foods that Jesus would have shared with his friends when you share a family meal together.</p> <p><b>Discuss the symbolism of the food as you share this meal:</b></p> <p><b>Egg-</b> symbol of new life.</p> <p><b>Green Vegetables-</b> growth, new beginnings.</p>	<p><b>Other KLAs</b></p> <p><b>Awareness Examen</b>            This is a prayer which helps us to become more aware of God's presence in our day.</p> <p>- What was the best thing I heard today ?            - What was the best thing I saw today?            - What was the best thing someone did for me today?            - What was the best thing I did for someone else today?            - What can I do to improve tomorrow?            Concluding Prayer:  <i>Our Father...</i></p>

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	<p>quiet prayer/reflection time. Perhaps begin with, <i>“God, you always love us. Thank you for .. “</i>.</p>	<p>Think about the promises you have written for Lent.</p> <p>Place written promises in a bowl. Place on your sacred/prayer space as a way of helping you remember your promises.</p> <p>Say a prayer as you place the promises on the space, either out loud or in your heart, asking God to help us to keep our Lenten promises as we wait to celebrate Easter.</p>		<p><b>Lamb-</b> offering to God.  <b>Flat Bread-</b> bread made without yeast (no time for the bread to rise).</p> <p>You might like to say Grace before your meal giving thanks just as Jesus did.</p> <p><b>Prayer for before meal:</b></p> <p>Jesus, Thank you for the food we share,      Thank you for the drink we share,      Thank you for the love we share.      Amen.</p>	
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Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Family Task</b>	<p>What activities could you do in the weather today? What clothes would you need to wear?</p> <p>Discuss with family members.</p>	<p>Can you help make dinner tonight?            What ingredients do you need?</p> <p>Allocate roles for family members.</p>	<p>What are essential daily hygiene practices that you need to perform at home?            Discuss with family members.</p>	<p>Make a checklist of the daily hygiene practices for the family and put on the fridge.</p>	<p>Make a paper airplane. Try new designs and see which family member can get the furthest.</p>
<b>Morning</b>	<p><b>English</b></p> <p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Create a secret code for 5 of</p>	<p><b>English</b></p> <p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Choose a picture book to</p>	<p><b>English</b></p> <p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Ask your parent/carer to</p>	<p><b>English</b></p> <p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook.</p> <p>Play SNAP with your sight</p>	<p><b>English</b></p> <p>Read your sight words aloud. Choose 5 of your sight words, verbally put them in a sentence and write the sentence in your workbook</p> <p>Have your parent/carer</p>

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	<p>your sight words. Draw a picture for each letter of your sight word. Eg can - you could draw a cat, apple, net. See if your parent/carer can work out your code.</p> <p>Choose a non-fiction book to read aloud with a parent/carer. Before reading, discuss the following questions;</p> <ul style="list-style-type: none"> <li>• What do you think the book is about?</li> <li>• What do you already know about the topic?</li> <li>• What are you wondering about the topic?</li> </ul> <p>Read the book aloud together and revisit the questions. Were your wonderings answered? If not, how could we find out more?</p> <p>Using the family task for today, create a list of activities that you could do in today's weather. Pick your favourite and write a letter to your parent/carer explaining why you would like to do that activity.</p>	<p>read aloud with a parent/carer. Before reading the book, do a picture walk through the book. Talk about what you think is going to happen just by looking at the pictures?</p> <p>Read the book together, and then discuss how you could change the ending of the story. Draw two pictures, one of the current ending and one of your new ending. Explain to your parent/carer why you chose to end the story this way.</p> <p>Write a shopping list for tonight's dinner that you discussed in your family task. Have a look through your cupboards. Do you have everything you need? Can you substitute any items?</p>	<p>write simple sentences using your sight words. Ask them to cover up the sight word in each sentence and see if you can work out which sight word is covered up by reading or listening to the whole sentence.</p> <p>Choose a picture book to read aloud with a parent/carer. Before reading the book, do a picture walk through the book. Talk about what you think is going to happen just by looking at the pictures?</p> <p>After completing the family task discussion around hygiene, design a poster that reminds your family about the things that you discussed.</p>	<p>words. Choose a fictional book to read aloud with a parent/carer.</p> <p>Did you like the story? Explain what you liked or disliked about the story. What was the funniest/most interesting/ saddest part of the story? (Choose whatever is most appropriate for that book) Why?</p> <p>Write a book review of the book that you read with your parent/carer. Use the following questions as a guide;</p> <ul style="list-style-type: none"> <li>• Would you recommend the book to your friends? Why or why not?</li> <li>• What were the best things about the book?</li> <li>• What are some things that you would change?</li> </ul>	<p>show you a card with a sight word on it. Can you read it? Can you think of a word that rhymes with that sight word? Can you put it in a sentence?</p> <p>After completing the family task together. Write down a set of step by step instructions explaining to others how to make the paper plane that went the furthest.</p> <p>Read a non fiction text together - this could be a book, a newspaper article, a letter in the mail. Talk about the information that it gave you. Did they use pictures to support the information? Discuss the features that are common in that type of text. Eg, greeting or signing off in a letter, a title in an article.</p>
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Break	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the different shapes you found in your maths book. Make 3 different shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!</p> <p>Or you could make them playdough, putty, dough etc.</p>	<p><b>Mathematics</b></p> <p>Race to 50 (or 20. 30)</p> <p>With some family members, play Race to 50. How to play: Start from Zero, use a dice (or write numbers 1-6 on paper and draw them out of a cup). It might go like this: Person one rolls a 3 (and says 3), person 2 rolls 4 (add 4 on to 3 and says 7), etc.</p> <p>You need to keep track in your head and check that others are adding the number correctly.</p> <p>Person to get to/over 50 wins! Can you race to 100?</p>	<p><b>Mathematics</b></p> <p>Headache:</p> <p>Play with 2 or more people. A deck of cards or paper with numbers on them.</p> <p>The dealer gives each person one card that they cannot look at and place on their forehead. The dealer adds the total of all of the cards and tells the players. Each person has to work out what their own card is. Play till the cards run out changing the dealer each time.. Then play again!</p> <p>Easier: take out the picture cards.</p>	<p><b>Mathematics</b></p> <p>Number Busting:</p> <p>Choose a number between 10 and 100.</p> <p>How many ways can you number bust the number? You can use any operation that you want? Did you find any patterns? Decide on your 3 best number busts and circle them. Explain them to someone.</p> <p>How many ways can you work out <math>27 + 31 =</math> <math>36 + 78 =</math></p> <p>Use anything around the house to help you. Draw and explain your answers.</p>	<p><b>Mathematics</b></p> <p>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 in your maths book.</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 in your maths book. Was your estimate correct?</p>
Break	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Using playdough, blocks, lego and other toys. Retell the story of 'The Last Supper.' (Matthew 26:26-</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Make an A4-size table placemat for each member of the family. Illustrate it with symbols or images of the</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>As a reminder of Good Friday and Jesus' sacrifice for us, draw, paint or construct a cross. Add this</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>What sort of person do you think Jesus was? During this time of year we remember not everyone liked Jesus.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Make a "Jesus is Alive" card or poster. Have it ready to put up somewhere special or perhaps add it to your</p>

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	<p>29).</p> <p>You might like to put your story out on your prayer/sacred space.</p>	<p>Last Supper.</p> <p>During a family meal, talk about the images on the placemats and discuss what happened at the Last Supper.</p> <p>You might like to say Grace before your meal giving thanks just as Jesus did before he broke the bread.</p> <p><b>Prayer for before meal:</b>          Jesus, help us to share our bread with the hungry.          Thank you Jesus for.....          Amen</p>	<p>to your sacred/prayer space.</p> <p>Using your cross as a focus for prayer you might like to say:</p> <p>Jesus,          May we love one another, as you have loved us.          Amen.</p> <p>During the next few days at the beginning of each meal make the Sign of the Cross, slowly and without words. Be fully aware of the cross you are tracing over yourself.</p>	<p>We remember what happened to Jesus because people were angry with him.</p> <p>After someone dies we often share stories about that person and remember all the things we loved about them.</p> <p>Wonder with your family about what the friends of Jesus would have talked about after they had buried him.</p> <p>Share your favourite stories about Jesus with family. You might like to ask them their favourite stories as well.</p>	<p>prayer/sacred space.</p>
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