

# Learning From Home Stage 2 - Non - Digital (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>	Make up a dance to your favourite song or a play to perform to your family.	Draw a picture of a natural landmark in Australia. Describe it to a family member.	Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Show your sketch to a family member for feedback.	Design a healthy menu for a day at home.  Present the menu to your family in a creative way.	Help a family member prepare one meal that you had on your menu from yesterday. What ingredients do you need? Allocate roles to family members.
<b>Morning</b>	<p><b>English</b></p> <p>Journal Prompt - How are you feeling? What are you worried about? What are you feeling good about? What could help you with what you are worried about?</p> <p>Read at least one chapter of our class novel or a novel of your choice. Write a response to the chapter in your workbook. Use the following prompt to guide your response.</p> <p><i>If you could be a friend to one of the characters in your book, who would it be? Draw that character and then write a paragraph that outlines at least three reasons why you would like to have them as a friend.</i></p>	<p><b>English</b></p> <p>Journal Prompt - Using the family task, journal about why this Australian landmark is special to you.</p> <p>Read at least one chapter of our class novel or a novel of your choice. Write a response to the chapter in your workbook. Use the following prompt to guide your response.</p> <p><i>If you could change one thing that has happened in the story so far, what would it be. Write a paragraph explaining why you would want to make this change.</i></p> <p>Watch 'Behind the News' at 10am on ABC Me. Choose an issue that this episode has made you think about. Brainstorm ways that you</p>	<p><b>English</b></p> <p>Journal Prompt - Using the family task, journal how sketching made you feel. Did it calm you? Did it make you frustrated?</p> <p>Read at least one chapter of our class novel or a novel of your choice. Write your response to the chapter in your workbook. Use the questions from Monday to guide your response.</p> <p><i>What has surprised you so far about this novel? Why is this surprising?</i></p> <p>Writing – Write a letter to a character from the text you are reading. Let them know what you like about their character and what you would like them to do next in</p>	<p><b>English</b></p> <p>Journal Prompt - Check in with how you are feeling. What do you want to know more about? What do you feel you need to talk to your parent/carer about?</p> <p>Read at least one chapter of our class novel or a novel of your choice. Write your response to the chapter in your workbook. Use the questions from Monday to guide your response.</p> <p><i>Choose one character in the novel that you are reading and reflect on 3 things that are similar between you and the character, and three things that are different.</i></p>	<p><b>English</b></p> <p>Journal Prompt - Using the family task for today, journal about how working together to prepare a family meal makes you feel.</p> <p>Read at least one chapter of our class novel or a novel of your choice. Write your response to the chapter in your workbook. Use the questions from Monday to guide your response.</p> <p>Make a prediction about what you think is going to happen in the novel that you are reading. What makes you think this?</p>

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		could have an impact on this issue. Write a plan/letter/article linked to your desired actions based on this issue.	the story.		
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Number Busting: Choose a number between 100 and 300. Draw and write everything you know about that number (you can use any operation you like).</p> <p>Strike it out:</p> <p>Play with a family member or yourself. Draw a number line from 0-20.</p> <p>First person writes a number sentence that uses the numbers from 1 - 20 only, such as: <math>5+12=17</math>. They cross out the 5 and 12 on the number line 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</p>	<p><b>Mathematics</b></p> <p>Create a table and use tally marks to count everything in your pantry. Classify into bottles, jars, tins, packets and boxes.</p> <p>Create a graph to represent what is in the pantry.</p> <p>Can you create a different graph to represent it? What is the same and what is different between the two graphs?</p> <p>Can you do the same for another cupboard in your kitchen?</p>	<p><b>Mathematics</b></p> <p>Gather a collection of 20 - 30 items eg. lego, rocks, shells, beads, cars.</p> <p>Choose a number between 1 - 15 and create a group of that many items.</p> <p>Write down what you have:        " 1 group of ? is ?"        And " 1 x ? = ?"        Now imagine if you have one more group:        " 2 groups of ? is ?"        " 2 x ? = ?"</p> <p>Keep imagining one more group, work out how many altogether and write it down.</p> <p>How many groups can you get to?</p> <p>When you get as far as you can go, turn your recording page over and imagine all the groups together.</p> <p>Now start taking one group</p>	<p><b>Mathematics</b></p> <p>Designer Bedroom:</p> <p>Use some grid paper or your ruler to draw a scale drawing of "the best bedroom in the world" where 10cm = 1 metre.</p> <p>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. How much change will you have?</p> <p>Show a parent/carer.</p> <p>Can you work out the height of your walls?</p> <p>Can you investigate approximately how much it would cost to paint your walls?</p> <p>What do you need to find out to help you do this?</p>	<p><b>Mathematics</b></p> <p>Race to 50:</p> <p>With some family members, play Race to 50.        How to play:        Start from Zero, choose 3 numbers that to add eg. 3, 6, 8.        It might go like this: Person one says 6, person 2 says 9 (so they have added 3), person 3 says 15 (so they have added 6).</p> <p>You need to keep track in your head and check that others are adding one of the three chosen numbers.</p> <p>Person to get to/over 100 wins!</p> <p>What strategy do you need to win?        Change the numbers and play again</p> <p>Headache:</p>

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	<p>available.</p> <p>Play again Play up to 30 or 40</p>		<p>away at a time in you head (without looking at what you have recorded)</p> <p>Record your answers like you did above "15 groups of ? is ? "15 x ?=?"</p> <p>"14 groups of ? is ?" "14 x ? = ?"</p> <p>Choose another number and do it again</p>	<p>Who can help you find this out?</p>	<p>Play with 2 or more people.</p> <p>The dealer gives each person one card that they cannot look at and place on their forehead.</p> <p>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.</p> <p>Play till the cards run out changing the dealer each time.. Then play again!</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 promises:</b> Write personal Lenten promises: - I can fast this Lent by ... so that ... - I can pray this Lent by ... so that ... - I can give this Lent by ... so that ...</p> <p>For example <i>'I can fast this Lent by not buying sweets once a week so that I can put the money into the Project Compassion box.'</i></p> <p>Display your promises on your sacred/prayer space as a reminder.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Explore the effect of forgiveness within your family. How does showing forgiveness also show love? Why is it important to forgive? How does forgiveness help us to heal?</p> <p>When have you seen forgiveness demonstrating love?</p> <p>Maybe your parent/carer has a good example they could share with you.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>What does forgiveness look like, feel like and sound like? Write and draw your answers.</p> <p>Can you think of a person who you need to say sorry to, or someone you need to forgive?</p> <p>Discuss with your parent/carer why forgiveness is important. When did Jesus show forgiveness?</p> <p>Look at your Lenten promises and see if you need to make a new promise that includes being</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? - What was the best thing I saw? - What was the best thing someone did for me? - What was the best thing I did for someone else? - What can I do to improve tomorrow?</p> <p><b>Concluding Prayer:</b> <i>Our Father</i></p>

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	quiet prayer/reflection time.  Perhaps begin with, <i>“God, you always love us. Thank you for ..... “</i> .			a person of forgiveness.	
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Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Family Task</b>	Discuss with family members the importance of daily hygiene practices. Design a poster to remind the family of these practices.	What physical activity could you do at home? Discuss with family members.	From yesterday's discussion, compile a list/ draw of physical activities that the family can do each day.	Draw a picture of a built landmark in Australia. Describe it to a family member.	Design a healthy lunchbox.
<b>Morning</b>	<p style="text-align: center;"><b>English</b></p> <p>Journal Prompt - Check in with how you are feeling. What are you feeling good about? What are you worried about? What could help you with what you are worried about?</p> <p>Read at least one chapter of our class novel or a novel of your choice. Write a response to the chapter in your workbook. Use the following prompt to guide your response.</p> <p>What questions would you ask the author of this book? What do you think their possible answers might be?</p>	<p style="text-align: center;"><b>English</b></p> <p>Journal Prompt - How did engaging in the family task help you? Did physical activity make you feel more energised? Or perhaps more tired?</p> <p>Read at least one chapter of our class novel or a novel of your choice. Write a response to the chapter in your workbook. Use the following prompt to guide your response.</p> <p>Use your novel to locate at least 8 interesting words. Explain what they mean and use them in a paragraph.</p> <p>Watch 'Behind the News' at 10am on ABC Me. Choose an issue that this episode</p>	<p style="text-align: center;"><b>English</b></p> <p>Journal Prompt - Draw a picture in your journal about your days at home so far. Are there any words that you could write around your picture to describe your days.</p> <p>Read at least one chapter of your class novel or novel of your choice. Write a response to the chapter in your workbook. Use the following prompt to guide your response.</p> <p>Describe one important event in the story so far and explain why it is significant. Share your thinking with your parent/carer.</p>	<p style="text-align: center;"><b>English</b></p> <p>Journal Prompt - Using the family task, journal about why you chose the built landmark. Is it important to you, do you have a significant memory there?</p> <p>Read at least one chapter of your class novel or novel of your choice. Write a response to the chapter in your workbook. Use the following prompt to guide your response.</p> <p>Imagine you are describing the book to a friend. Choose three characters and use a mind map to explain their relationships with each other.</p>	<p style="text-align: center;"><b>English</b></p> <p>Journal Prompt - Check in with how you are feeling. What are you feeling good about? What are you worried about? What could help you with what you are worried about?</p> <p>Read at least one chapter of your class novel or novel of your choice. Write a response to the chapter in your workbook. Use the following prompt to guide your response.</p> <p>Using the headings Character Traits, and Characters' Actions, list words and short phrases that outline one particular character in your book. Using your brainstorm of</p>

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		<p>has made you think about. Write a response to the issue or episode using the prompts;</p> <ul style="list-style-type: none"> <li>• Head - This issue made me think....</li> <li>• Heart - This issue made me feel.....</li> <li>• Hands - This issue made me want to take action by.....</li> </ul>			<p>words and actions, write a descriptive paragraph about your chosen character.</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Gather a collection of 20 - 30 items eg. lego, rocks, shells, beads, cars.</p> <p>Choose a number between 1 - 15 and create a group of that many items.</p> <p>Write down what you have:        " 1 group of ? is ?"        And " 1 x ? = ?"        Now imagine if you have one more group:        " 2 groups of ? is ?"        "2 x ? = ?"</p> <p>Keep imagining one more group, work out how many altogether and write it down. How many groups can you get to?</p> <p>When you get as far as you can go, turn your recording</p>	<p><b>Mathematics</b></p> <p>Kanye has forgotten his password for his atm card! He knows the first number only - which is 2.</p> <p>He had written down some clues to calculate the other three numbers:        The third number equals the second number plus the first. The fourth number equals the third number minus 2.        The second number equals the first number plus 4. If the first number is 2, what is the password?</p> <p>Ok so ... because he couldn't remember his card number he had to use Paypal but he couldn't remember that password</p>	<p><b>Mathematics</b></p> <p>You have a block of chocolate.        You share the block with 3 of your friends.        You give one friend <math>\frac{1}{4}</math> of the block, another <math>\frac{1}{6}</math> and and your last friend you give <math>\frac{1}{2}</math> of the block.</p> <p>How many pieces could there have been in the whole block?</p> <p>How many did you have left for you?</p> <p>Is there more than one answer? Can you find more?</p>	<p><b>Mathematics</b></p> <p>Number Busting: Choose a number between 10 and 200. Draw and write everything you know about that number (you can use any operation you like).</p> <p>How many different ways can you solve <math>136 + 267</math></p> <p>Show each of your ways (at least 3) using diagrams, drawing, number sentences/equations, words to explain the strategy and your thinking to somebody else.</p>	<p><b>Mathematics</b></p> <p>Play:        Strike it out        Race to 50 or 100        Headache        Complete any work from the last 2 weeks.</p>

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	<p>page over and imagine all the groups together.</p> <p>Now start taking one group away at a time in you head (without looking at what you have recorded)</p> <p>Record your answers like you did above            "15 groups of ? is ?            "15 x ?=?"</p> <p>"14 groups of ? is ?"            "14 x ? = ?"            Choose another number and do it again</p>	<p>either!</p> <p>His password has 4 digits and is all numbers. The first number is 3 all he can do is try every possible combination of numbers!</p> <p>Can you work out how many combinations of numbers are possible?</p> <p>Draw and explain what you did.</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><b>Palm Sunday</b> - Luke 19:36-38</p> <p>Imagine you are a person in the crowd, welcoming Jesus into the city. Complete a Y chart to record Jesus' entry into Jerusalem. What did it look like, sound like, feel like?</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p><b>The Last Supper</b> - Luke 22:14-23</p> <p>Draw a detailed picture of the Last Supper. Who was there, what was on the table, what did the room look like?</p> <p>Discuss with your family about what Jesus was doing at this meal? How did Jesus show love?</p> <p>Explore the significance of meals. Who do we share meals with? Why do we share meals with family and friends (loved ones)?</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p><b>The Washing of Feet</b> - John 13:1-15</p> <p>Discussion: What did Jesus do? Why did he wash the feet of his disciples? Whose role is it to wash feet? (servant or slave of the house).</p> <p>While we are at home how can we serve others like Jesus?</p> <p>Write a list of things you could do or ways you could serve to show your love for people in your family.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p><b>Good Friday</b> - Luke 23:33-34</p> <p>Jesus loved us so much that he gave his life for us.</p> <p>How did Jesus show this love during his life on earth? What did this love look like? Can you tell someone in your family one of your favourite stories of how Jesus showed love.</p> <p>Design a bookmark that shows how Jesus continued to show love, even when dying on the cross.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p><b>Easter Sunday</b> - Luke 24:1-12</p> <p><b>Imagine:</b></p> <ul style="list-style-type: none"> <li>- How would the disciples have felt when Jesus died on the cross?</li> <li>- How would they have felt when they discovered that the tomb was empty? What might they have thought had happened to Jesus?</li> <li>- How would they have felt when they saw Jesus alive again?</li> </ul> <p>Design an Easter Card to give to a family member on</p>

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		<p>Reflect on your experience of the celebration of the Eucharist. If you are still to make your First Holy Communion ask your parent/carer about their experience.</p> <p>How does this celebration reflect the Last Supper?</p>	<p>Remember service is love in action.</p> <p>Pick three and try and do them today.</p>	<p>You can use words and pictures.</p>	<p>Easter Sunday that expresses the joy the disciples would have felt when they saw the risen Jesus. Maybe include some images of new life: eggs and chicks, lambs, plants and seeds, an empty tomb, etc. What will the text of your card say?</p>
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