

K-6 Casino West Home Learning Term 1 Week 10

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Have a go at tying up your shoes or organise and tidy your room.	Help make dinner tonight.	Clean your teeth in the morning and night.	Help bring in the clothes and fold the washing or help with a chore at home.	Help clean something in the house.
Morning	<p>English</p> <p>Choose a book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> • What was this book about? • What are three facts you have learnt from reading it? 	<p>English</p> <p>Practise your spelling words by writing a sentence for each one.</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> <ul style="list-style-type: none"> • What do you think will happen at the end of the story? • What do you think is going to happen next in 	<p>English</p> <p>Practise writing your spelling words in alphabetical order.</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>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> • What was this book about? • What are three facts you have 	<p>English</p> <p>Play bingo using your spelling words.</p> <p>Play 'go fish' using your sight words.</p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> • Read it aloud together. • Does it have a good beginning and ending? • Are the characters interesting? What 	<p>English</p> <p>Play fly swat with your sight 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 or ten spelling words. Try again. See if you can beat your first time.</p> <p>Choose an interesting book to read aloud with a parent/carer. Read it aloud together.</p> <ul style="list-style-type: none"> • How does the title describe the

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	<ul style="list-style-type: none"> Pick five to ten words from this book for your spelling words <p>Writing – write what did you do on the weekend? Try and include who, when, where, why and what.</p> <p>OR</p> <p>Write a narrative using this starter: “What on earth are you doing up there?” mum exclaimed.</p>	<p>the story based on what you already know?</p> <p>Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p>	<p>learnt from reading it?</p> <p>Writing – Write a narrative using this starter: When I went to...</p> <p>OR</p> <p>Wow! It was so hairy. I cannot believe it was in my home...</p>	<p>makes them interesting?</p> <ul style="list-style-type: none"> Which illustration in the story was your favourite? Why? <p>Writing - Write a letter to a friend using some of your spelling words.</p> <p>OR</p> <p>Write a narrative using this starter: What is this place? I looked around and didn't recognise a single thing. Was I in another universe?</p>	<p>content of the book?</p> <ul style="list-style-type: none"> Was the title a good one for this book? Why or why not? <p>Writing - Write a list of food you would like for a dinner. Think of a main dish and dessert.</p> <p>OR</p> <p>Write a description of a person or animal in your home using adjectives (describing words).</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>Get some counters (or sultanas or M&Ms or Tiny Teddies or similar)</p> <p>Take a handful of counters (or sultanas or M&Ms or Tiny Teddies or similar) and, without looking, estimate how many you have in your</p>	<p>Mathematics</p> <p>Go on a 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</p>	<p>Mathematics</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</p>	<p>Mathematics</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book. Ask someone to help you describe your favourite pattern.</p> <p>Use a pencil, pen, a</p>	<p>Mathematics</p> <p>Play a game with a partner.</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p>

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<p>hand. Write your estimates in your maths book.</p> <p>Organise your counters. Draw your counter arrangement in your maths book. 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>OR</p> <p>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'. You need a number line from 0-20.</p> <p>First person writes a</p>	<p>different shapes you found in your maths book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!</p> <p>OR</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>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> <p>OR</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>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 in your maths book.</p> <p>OR</p> <p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.</p> <p>Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected.</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>OR</p> <p>Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times</p>

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	<p>number sentence, such as: $5+12=17$. 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 $17-10=7$. 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>		Ask for feedback on your design from a family member.		and average the measurements. Try a new design to see if you can beat that distance.
Break	Break	Break	Break	Break	Break
Afternoon	<p>Geography</p> <p>What is the weather like today? Describe it to a family member or write about it.</p> <p>Predict what you think the weather will be like tomorrow. Tell your family member or write down your prediction.</p> <p>Observe the weather for the rest of the week. By drawing or writing about</p>	<p>Science and technology</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</p>	<p>Creative arts</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>Think about ways in which you could put your instrument to use in an</p>	<p>History</p> <p>Technology has changed a lot over time.</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>PDHPE</p> <p>Design a healthy menu for a day at home.</p> <p>Present the menu to your family in a creative way.</p>

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<p>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? Draw the types of things you could do.</p>	<p>ices take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing. How did you do this?</p> <p>Write a report of your investigation. Include labelled diagrams to record your observations.</p>	<p>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>Creative arts</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.</p>	