

# BPS Learning from Home - Stage 1, Week 11 - OFFLINE



You may need help from a parent/carer to complete your Home Learning tasks. This program does not require you to use a device or access resources online. Please keep a record of the work that you complete.

Week 11	Monday	Tuesday	Wednesday	Thursday
<b>Morning</b>	<p><b>English - Writing</b>  <b>TIME: 15 - 25 Min:</b></p> <p><b><u>Task-</u></b> Write a weekend recount with a picture at the end.</p> <p><b><u>Something Easier-</u></b> Draw a picture about your weekend and label it.</p> <p><b><u>Challenge-</u></b> Edit your weekend recount using 6 star writing and publish using a computer.</p> <p><b>English - Reading</b>  <b>TIME: 10 - 20 Min:</b></p> <p><b><u>Task-</u></b> Read a book you have at home and answer the following questions:</p>	<p><b>English - Writing</b>  <b>TIME: 15 - 25 Min:</b></p> <p><b><u>Task-</u></b> Write a persuasive text persuading your parents to let you not do the rest of today's school work.</p> <p><b><u>Something Easier-</u></b> Write or draw 3 reasons why you shouldn't have to do the rest of today's school work.</p> <p><b><u>Challenge-</u></b> Edit and publish your work using 6 star writing.</p> <p><b>English - Reading</b>  <b>TIME: 10 - 20 Min:</b></p> <p><b><u>Task-</u></b> Read a book you have at home and</p>	<p><b>English - Writing</b>  <b>TIME: 15 - 25 Min:</b></p> <p><b><u>Task-</u></b> The Easter Bunny has decided to deliver everyone only carrots this Easter. Persuade him to deliver caramel chocolate eggs instead. You need at least 2 reasons</p> <p><b><u>Challenge-</u></b> Include at least 3 reasons with examples.</p> <p><b>English - Reading</b>  <b>TIME: 10 - 20 Min:</b></p> <p><b><u>Task-</u></b> Read a book you have at home and answer the following questions:</p>	<p><b>English - Writing</b>  <b>TIME: 15 - 25 Min:</b></p> <p><b><u>Task-</u></b> The Easter Bunny needs a break! Where should he take a holiday? Persuade the Easter Bunny with at least 2 reasons of where the holiday should be.</p> <p><b><u>Challenge-</u></b> Write your opinion with at least 3 reasons and examples.</p> <p><b>English - Reading</b>  <b>TIME: 10 - 20 Min:</b></p> <p><b><u>Task-</u></b> Read a book you have at home and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What does the character taste?</li> </ul>

- Is this story similar to one that you already know? Write about it.
- How is this similar to your life?
- How is this story different to your life?
- Is this character like another character you know?

**Challenge-** Write a book review about the above book.

### English - Spelling

**TIME: 15 Min:**

**Task-** Look, Cover, Write and Check your sight/personal words.

**Something Easier-** Write your sight/personal words in bubble writing.

**Challenge-** Write your sight/personal words in sentences.

answer the following questions:

Before reading:

- What characters do you think will be in the text?
- Where do you think the story will take place?

During reading:

- What do you think will happen next?
- What words do you think will be next?

**Challenge-** Draw a new book cover for the above book.

### English - Spelling

**TIME: 15 Min:**

**Task-** Do a sound treasure hunt around your house finding objects with the **SOUND** /o/ in it and write them down. Eg pillow.

- How did the character feel in the story and why?
- How do you feel about what is happening in the text?
- Who is this about?
- Who is telling the story?

### **Challenge-**

Write an alternate ending to the above book.

### English - Spelling

**TIME: 15 Min:**

**Task-** Create a table using the /o/ graphemes (o,oa,ow, o\_e) and brainstorm as many words for each.

**Something Easier-** Use the graphemes o, ow.

- What does the character smell?
- What does the character hear?
- What pictures have you had in your mind while reading?

### **Challenge-**

Choose your favourite page from the above book and draw a new illustration for it.

### English - Spelling

**TIME: 15 Min:**

**Task-** Using the words you brainstormed yesterday, underline and count how many phonemes in each word.

**Challenge-** Think of some words that have 5 phonemes in it. Eg t/ea/ch/er/s = teachers

		<p><b><u>Something Easier-</u></b> Find 5 objects in your house with the SOUND /o/.</p>	<p><b><u>Challenge-</u></b> Write sentences that include your brainstormed words.</p>	
<b>Break</b>				
<b>Middle</b>	<p><b>Handwriting</b></p> <p><b>TIME: 15 - 20 Min:</b></p> <p><i>Remember to write small, neat and with finger spaces.</i></p> <p>Write a line of uppercase E.</p> <p>Write a line of lowercase e</p> <p>Write the following sentence:</p> <p>Eddie Emu elbowed the elephant excitedly.</p> <p><b><u>Extra -</u></b> Go outside with some water and a paintbrush, and practice the letter eE.</p>	<p><b>Easter Activity</b></p> <p><b>TIME: 15 - 20 Min:</b></p> <p>Put the following Easter words in Alphabetical Order.</p> <p>Easter, eggs, bunny, hide, holiday, find, chick, rabbit, basket, carrots, parade.</p> <p><b>Mathematics</b></p> <p><b>TIME: 5 - 10 Min:</b></p> <p><b><u>Warmup Task-</u></b></p> <p>Create a number pattern up to 20.</p> <p><b><u>Challenge-</u></b> Write the rule for your number pattern.</p> <p><b><u>Task -</u></b></p>	<p><b>Easter Activity</b></p> <p><b>TIME: 20 - 30 Min:</b></p> <p>Draw and colour a picture of the Easter Bunny.</p> <p><b>Mathematics</b></p> <p><b>TIME: 5 - 10 Min:</b></p> <p><b><u>Warmup Task-</u></b></p> <p>Organise your favourite toys in height order. Use a pencil, pen, blocks or sticks to measure how tall they are.</p>	<p><b>Easter Activity</b></p> <p><b>TIME: 15 - 20 Min:</b></p> <p>Write 4 silly sentences about Easter time and the Easter Bunny.</p> <p><b>Mathematics</b></p> <p><b>TIME: 5 - 10 Min:</b></p> <p><b><u>Warmup Task-</u></b></p> <p>Make a paper plane, estimate how far it will go and check your distance. Make a new design to see if it can go further.</p>

	<p><b>Mathematics</b></p> <p><b>TIME: 5 - 10 Min:</b></p> <p><b><u>Warm up Task-</u></b></p> <p>Practise the months of the year in order.</p> <p>Sing them to the tune of a nursery rhyme.</p> <p><b><u>Something Easier-</u></b></p> <p>Use a calendar to say the months of the year.</p> <p><b><u>Challenge-</u></b></p> <p>Use a calendar and write down how many days are in each month.</p> <p><b><u>Task-</u></b></p> <p>Make a paper plate analogue clock and make the times that you wake up, have breakfast, lunch, dinner, and go to bed.</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.</p>	<p><b><u>Challenge-</u></b> Use a ruler to measure your toys.</p> <p><b><u>Task -</u></b></p> <p>Ask each of your family members what their favourite colour is. Show their answers in a picture graph.</p>	<p><b><u>Task -</u></b> Create or draw a shape robot using quadrilaterals, circles, pentagons, hexagons and octagons. Count how many sides your robot has.</p>
<p><b>Break</b></p>				

<p><b>Afternoon</b></p>	<p><b>Science</b></p> <p><b>Coding and algorithmic thinking -</b> <b><u>Making Sandwiches</u></b></p> <p>In Science we have been learning about robotics and how to control robots using coding language. This means giving step by step instructions, in the correct order to achieve a certain goal.</p> <p><u>Last week you perfected the process of SETTING THE TABLE!</u></p> <p><u>Today you are going to achieve a new goal, but trying 2 different ways of doing it to see which is the FASTEST - or most efficient.</u></p> <p>Today's goal -</p> <p><b>Making Sandwiches</b></p> <p>You will need ingredients to make sandwiches for your family. For each person for example:</p> <ol style="list-style-type: none"> <li>1. 2 slices of bread</li> </ol>	<p><b>ART</b></p> <p>Use any items you can around your house to create a statue of a bunny.</p> <p><b><u>(Can be craft or just building a rabbit shape out of things like blankets, pillows etc)</u></b></p>	<p><b>Library</b></p> <p>Choose a book that you can read on your own.</p> <p>Before you read the book, look at the front cover, the back cover and the in pages of the book. Can you guess what the story might be about?</p> <ul style="list-style-type: none"> <li>→ What is the name of the Author?</li> <li>→ What is the name of the Illustrator?</li> <li>→ What if there is only one name on the front?</li> </ul> <p>Read the story. Reflect after the story.</p> <ul style="list-style-type: none"> <li>→ Was your prediction correct?</li> <li>→ Who was the main character/s</li> <li>→ Did you see anything interesting in the</li> </ul>	<p><b>Music</b></p> <p>In Music, we have been learning about Volume (loud and soft), Tempo (fast and slow) and Pitch (high and low).</p> <ul style="list-style-type: none"> <li>- Can you find five things in your house with a HIGH pitch?</li> <li>- Can you find five things at home that have a LOW pitch?</li> <li>- Can you find five things that can make both HIGH and LOW pitches?</li> </ul> <p>Take turns at singing and being the conductor. The conductor is to signal to the singer if he/she wants the singer to sing in a high voice or a low voice; either by raising your hand in the air (high) or lowering your hand to the ground (low). The conductor can</p>
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2. Sliced tomato
3. Sliced cheese
4. Ham
5. Butter

**Using a timer**, we are going to discover which of these two methods is faster or *more efficient*.

**As quickly as you can make the complete sandwich for each person. Butter the bread, arrange on the fillings, slice in half, and serve on a plate.**

**Next, try by using one ingredient at a time. One slice of bread to each person. Butter each slice. Tomato on each sandwich, then ham, then cheese, next slice of bread on top of each sandwich, then slice them all in half and serve them to your hungry family.**

So which is the faster method?

Help your family by super efficiently making

book that you might have seen before in real life e.g. I saw the harbour bridge in this story, remember when we went to circular quay and saw the harbour bridge.

Go onto YouTube and choose a StoryLine Online book to watch.

alternate between high and low during the song and the singer has to follow with their voice.

Now let's move onto Tempo. The conductor is to signal to the singer if he/she wants the singer to sing in at a fast tempo or a slow tempo; either by running quickly on the spot (fast) or moving on the spot in slow motion (slow). The conductor can alternate between high and low during the song and the singer has to follow with their voice.

them sandwiches for lunch this week.

EXTRA CHALLENGE - try making them different types of sandwiches each day.