

Literacy		
Day 1	Day 2	Day 3
<p>Write a reflection about your week at home. When writing use these questions as a guide.</p> <ul style="list-style-type: none"> • What happened? • What went well? • What was hard? • What might you do differently next week? <p>Younger students might draw a reflection and have a go at adding key words.</p>	<p>Read your reflection carefully. Underline/circle any words that you think are incorrectly spelt, using a different coloured pencil/pen.</p> <p>Then:</p> <ul style="list-style-type: none"> • use a dictionary to check the spelling of these words, or • talk to a big brother/ sister or a grown up about the spelling. <p>Use “Look, cover, write, check” for each of the words you underlined and had difficulty spelling correctly.</p> <ul style="list-style-type: none"> • Look at how the word is correctly spelled. • Cover it up. • Have a go at writing it. • Uncover the word and check what you have just written. • Have another go! 	<p>Check your punctuation. Use the guide in the box below to help.</p> <p>Edit and rewrite your reflection with correct spelling and punctuation.</p> <p><i>(Message to parents: the box below shows the appropriate punctuation for year levels.)</i></p>
<ul style="list-style-type: none"> • Do your sentences start with capital letters at the beginning? (kindergarten- year 1) • Do your sentences have full stops at the end? (kindergarten- year 1) • Are there capital letters starting the names of people and places? (kindergarten to year 1) • Are you using question marks and exclamation marks? (years 1-2) • Are you using commas in lists of nouns (e.g. <i>Mum, Dad, Sally and my uncle played Snakes and Ladders.</i>)? (years 2-3) • Are you using apostrophes for regular single possessives (<i>girl's</i>)? (years 2-3) • Are you using capitals at the start of special events or places (<i>Easter, Sydney</i>)? (years 2-3) • Are you using quotation marks for simple dialogue (<i>“I can’t see it,” he said</i>) and apostrophes for plural possessives (<i>planes’ wings</i>)? (years 3-4) • Are you using commas to separate clauses where appropriate and use quotation marks for compound and complex sentences? (<i>“Don’t do that, “ Mum said, shaking her head. “I told you the flour would fall through the sieve if you waved it around like that.”</i> (years 5-6) 		

Mindfulness

Mindful Observation

This exercise is designed to connect us with the beauty of the natural environment.

1. Stand outside. Choose a natural object in your garden or on your street. Focus on watching it for a minute or two. This could be a flower or an insect, or even the clouds or the moon.
2. Don't do anything except notice the thing you are looking at. Simply relax into watching for as long as your concentration allows.
3. Look at the object as if you are seeing it for the first time.
4. Explore every part of the object.

Mindful Breathing

This exercise can be done standing up or sitting down, anywhere at any time.

- Either way, all you have to do is be still and focus on your breath for just one minute.
1. Start by breathing in and out slowly. One breath cycle should last for approximately 6 seconds.
 2. Breathe in through your nose and out through your mouth, letting your breath flow effortlessly in and out of your body. Count to six slowly in your head as you breathe in and out.
 3. Let go of your thoughts. Let go of things you have to do later today. Just focus on your breathing as the air enters and leaves your body.
 4. Repeat this for one minute.

Mindfulness Practice

Teach someone in your family a mindfulness activity that your teacher has taught you in class.

Write out/draw the steps in the activity.

Maths tasks

Kindergarten-year 1

Imagine there are ten new children coming to kindergarten next term. Draw a picture to show how many girls and boys there could be. Can you draw another picture to show a different answer?

(For parents: This task practises combining two groups to make 10, counting to 10 and interpreting a real-life problem.)

Year 1-2

Ask mum and dad for old newspapers and magazines. Cut out all the numbers you can find in these, and then paste the numbers on a piece of paper in order from smallest to largest.

(For parents: This task practises applying place value and sequencing from smallest to highest numerical value.)

Year 2

On five small pieces of paper draw five people you know: a school child, a teenager, a baby, a grandparent and a parent.

Write on each piece of paper how old you think that person is.

Paste your drawings on a larger piece of paper in order of their age.

(For parents: This task practises applying place value and sequencing from smallest to highest numerical value. It also helps identify the age ranges different generation.s)

Year 2-3

Draw a square. Write a number in the middle of the square.

Now write four numbers in the corners of the square which together add up to the number in the middle.

Trophy challenge: use larger numbers!

(For parents: This task practises applying place value, addition and subtraction.)

Year 3

On small pieces of paper write down numbers between 11 and 120.

Put the pieces of paper in a bag.

Draw pairs of numbers out of the bag.

Try to find the difference between the two numbers. Write down your answer in a number sum and explain how you worked it out.

Keep practising for as long as possible by drawing out different combinations of numbers.

(For parents: This task practises subtraction and identifying different mathematical strategies.)

Year 4

In each of these situations four friends want to share 25 as equally as possible.

Share or explain how to share for each scenario, using drawing and writing.

- Four friends shared 25 balloons as equally a possible.
- Four friends shared \$25 as equally as possible.
- 4 friends shared 25 cookies as equally as possible.

(For parents: This task practises division (including fractions and decimals) and interpreting remainders.)

Year 5

In my backyard I have some chooks and some dogs. Altogether I can count 25 heads and 78 legs. How many dogs do I have?

Show your answer and working out through writing and drawing.

(For parents: This task practises trial and error as a problem-solving strategy, and simultaneous equations for more capable mathematicians.)

Year 6

How many 4 letter number plates can you make from the four letters N A L E?

Write down your answer and explain your thinking.

Can you write a rule to help answer this problem?

Can you use your rule to find the maximum number of number plates possible with five different letters?

(For parents: This task practises multiplicative thinking and systematic listing of possibilities.)