

# **Manilla Central School**



**Stage 1 Home Learning**

**Week 1, Term 2 - 2020**

**Welcome to  
Mrs Holzigan & Mrs Mac's Class!**



***Let's Shake Up Learning!***

# Timetable: Term 2 Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:10-10:10		English Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip	English Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip	English Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip	English Phonics Camera Words Handwriting Brain Break + Crunch n' Sip
10:10-11:10		Handwriting Reading & Comprehension Writing Task Reading Eggs	Handwriting Reading & Comprehension Writing Task Reading Eggs	Handwriting Reading & Comprehension Writing Task Reading Eggs	Reading & Comprehension Writing Task Reading Eggs
Break					
11:40-11:50		Storyline Online	Storyline Online	Storyline Online	Storyline Online
11:50-12:40		Mathematics: Number Talk Numeral Formation You Cubed Task Booklet Activity	Mathematics: Number Talk Numeral Formation You Cubed Task Booklet Activity	Mathematics: Number Talk Numeral Formation You Cubed Task Booklet Activity	Mathematics: Number Talk Numeral Formation You Cubed Task Booklet Activity
12:40-1:40		PDHPE: Fitness PDH Content	PDHPE: Fitness PDH Content	PDHPE: Fitness PDH Content	PDHPE: Fitness PDH Content
Break					
2:10-2:20		DEAR	DEAR	DEAR	DEAR
2:10-3:10		Unit of Inquiry CAPA	Unit of Inquiry HSIE/Science	Unit of Inquiry CAPA	Unit of Inquiry HSIE/Science

# TERM 2, WEEK 1 - 2020

Welcome to online learning.



(Click on the icon to listen to the instructions)

These slides have been set out in accordance to our timetable to make sure that the right amount of time is allocated to all subject areas.

Please remember to be kind to yourself as this type of learning is new to all of us.

If you have any questions or concerns, please make sure to contact us through the Seesaw app, or simply phone the school and leave a message for us to contact you via phone or email.

Missing you heaps!

Love Mrs Holzigan & Mrs Mac



# **Daily Activity:** ENGLISH: Phonics



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to read and write our phonemes in words.

**Success Criteria:** We will be able to use our phonemes to read, make and spell words.

The focus phonemes (the 'sounds' letters make) depend on your phonics group. The booklet you have received has your group number printed on the front . Please click on the icon for the correct pronunciation of the targeted phonemes.

**Group 1:** ll ss ff zz



**Group 2:** sh, ch, th, wh



**Group 3:** vcc ccvc cvcc words

**Each day, you have 3 activities to complete:**

**ACTIVITY 1:** Group 1 and Group 2 - Practise saying your phonemes.

Group 3 - Practise saying all known phonemes.

**ACTIVITY 2:** (All groups) - Practise writing your phonemes.

**ACTIVITY 3:** (All groups) - Complete **one** Phonics activity in your booklet **each day**.

# **Daily Activity:** ENGLISH: Camera Words



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to read and write our camera words automatically.

**Success Criteria:** We will be able to read the words and write them from memory.

This weeks Camera Words are:

like do says

**Each day, you have 3 activities to complete:**

**ACTIVITY 1:** Practise saying the Camera Words correctly.

**ACTIVITY 2:** Make the Camera Words with playdough, and then write them.

**ACTIVITY 3:** Ask an adult to upload a photo to Seesaw.

# **Daily Activity:** ENGLISH: Vocabulary



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to define new words to support our Unit of Inquiry.

**Success Criteria:** We will define the words using the Frayer model. We will describe what it is, what it is not and draw an image to help us remember the word.

To finalise our Term 1 Unit of Inquiry 'The Past in the Present', this week we will be revising some important words that we have already covered. Please complete the 'What it is' and 'What it is not' activity for each of these words throughout the week. The words are:

**past      present      future**

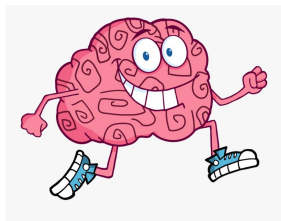
Word	What It is
Draw it	What it is not

**There will be 3 new words each week. For each word, you have 3 activities to complete:**

**STEP 1:** Talk to an adult about what you think the word 'is' and what it 'is not'.

**STEP 2:** Write 'what it is' and 'what it is not' in the table in your booklet.

**STEP 3:** Draw a picture to go with the word.

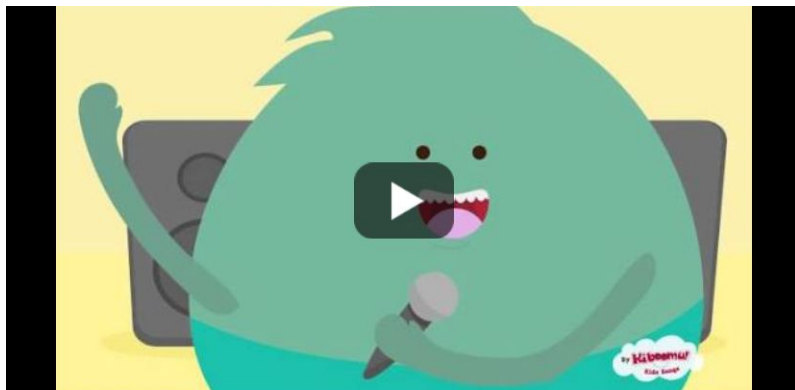


# BRAIN BREAK + Crunch n' Sip



(Click on the icon to listen to the instructions)

Click on the link below and complete the brain break to help re energize your brain.



<https://www.youtube.com/watch?v=2UcZWXvgMZE>





# **Daily Activity:** ENGLISH: Handwriting



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to correctly form our letters in NSW foundation font.

**Success Criteria:** We will trace each initial letter and then continue the same formation, with spaces, until the end of the line.

a b c d e f g h i j k l m n o p q r s t u v w x y z

**Each day, you have 3 activities to complete:**

**STEP 1:** Complete **one** handwriting activity in your booklets **each day**.

**STEP 2:** Trace each initial letter.

**STEP 3:** Continue the same formation, with spaces, until the end of the line.

# **Daily Activity:** ENGLISH: Reading + Comprehension



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to read and understand text.

**Success Criteria:** We will use a range of strategies to decode and understand text.

Your reading and comprehension activities are in your booklet.

Don't forget to use the strategies that you know to help read the text. Some strategies that you can use are: look for the parts you know, stretch out the phonemes (sounds) and blend them together, and look at the pictures (if there are any) to help. If you make a mistake, go back to the beginning of the sentence and re-read the text.

**DAY 1:** Look at the text and predict what you think it will be about.

**DAY 2:** Read the text. Highlight words that you either can't pronounce or don't know what they mean.

**DAY 3:** Use a Dictionary or the Internet to research the words from yesterday.

**DAY 4:** Read the text again, practicing your fluency (the ability to read with speed, accuracy, and proper expression).

**DAY 5:** Read the text again and then answer the questions that go with the text.

# Daily Activity: ENGLISH: Writing



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to write descriptions.

**Success Criteria:** We will use what we know to describe a building or structure in Manilla, and include the following: a capital letter at the beginning of the text, a capital letter for proper nouns, leave finger spaces in between words, use end punctuation and separate our ideas by leaving a blank line.

This week we will be looking at an image of the Manilla Railway Viaduct to write a description of it. This is going to be our practise for next week's 'Unaided Writing Task'. Our goal is to build on to this piece of writing throughout the week. Think about the following:

- What it is
- What it is used for
- What it is made of (is it manmade or natural?)
- Words you could use to describe what it looks like
- It's significance to Manilla's history.



# **Daily Activity:** ENGLISH: Writing continued



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to write descriptions.

**Success Criteria:** We will use what we know to describe a building or structure in Manilla, and include the following: a capital letter at the beginning of the text, a capital letter for proper nouns, leave finger spaces in between words, use end punctuation and separate our ideas by leaving blank line.



This week's writing focus is:

**DAY 1:** Write a title

**DAY 2:** Leave a line blank and introduce the topic by writing 2-3 sentences outlining what it is and what it is used for.

**DAY 3:** Leave a line blank and write 2-3 sentences outlining what it is made of and whether it is manmade or natural.

**DAY 4:** Leave a line blank and write 2-3 sentences describing what it looks like.

**DAY 5:** Leave a line blank and write 2-3 sentences stating why 'you' believe it might be significant to the Manilla community.

# **Daily Activity:** ENGLISH: Reading Eggs



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to read using the Reading Eggs program.

**Success Criteria:** We will engage in online games and activities.

Click on the link below to access the Reading Eggs website.

Go into your map and practise your skills.



# BREAK 1



(Click on the icon to listen to the instructions)

You have earned yourself a break.

Grab a snack and a drink and sit down for a rest.

Then, go outside and get some fresh air.



## **Daily Activity:** STORYTIME: Storyline Online



(Click on the icon to listen to the instructions)

**LI:** We are learning to become better readers and improve our language skills.

**SC:** We will listen to a story being read aloud, to help us learn about correct word pronunciation, word usage, proper grammar and fluency and expression.

Click on the link to listen to a story.

The logo for Storyline Online, featuring the words "Storyline Online" in a white, elegant serif font. The text is centered on a solid dark red rectangular background.

# **DAY 1: MATHEMATICS: Number Talk**



(Click on the icon to listen to the instructions)

**LI:** We are learning to identify differences in shapes and explain why ONE shape doesn't belong.

**SC:** We will be able to explain why ONE shape doesn't belong by giving a reason using the correct positional language.

## **WHICH ONE DOESN'T BELONG?**



### **ACTIVITY:**

Look at the picture and have a conversation with the person you are with (optional - it may be completed on your own) about 'Which One Doesn't Belong?'

Remember, there is NO WRONG ANSWER. As long as you can explain and justify why you believe an object doesn't belong, you have achieved the success criteria.

What you need to do then, is write your answer in your booklet on your 'Number Talk' page. If you would like to, you can also record the answer of the person you completed the activity with (optional).



## **DAY 2: MATHEMATICS: Number Talk**

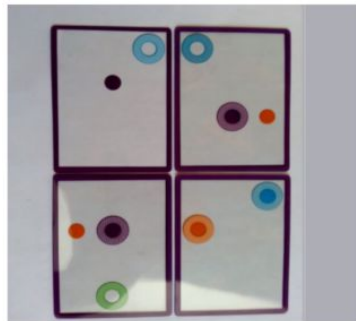


(Click on the icon to listen to the instructions)

**LI:** We are learning to identify differences in shapes and explain why ONE shape doesn't belong.

**SC:** We will be able to explain why ONE shape doesn't belong by giving a reason using the correct positional language.

### **WHICH ONE DOESN'T BELONG?**



#### **ACTIVITY:**

Look at the picture and have a conversation with the person you are with (optional - it may be completed on your own) about 'Which One Doesn't Belong?'

Remember, there is NO WRONG ANSWER. As long as you can explain and justify why you believe an object doesn't belong, you have achieved the success criteria.

What you need to do then, is write your answer in your booklet on your 'Number Talk' page. If you would like to, you can also record the answer of the person you completed the activity with (optional).

## **DAY 3: MATHEMATICS: Number Talk**

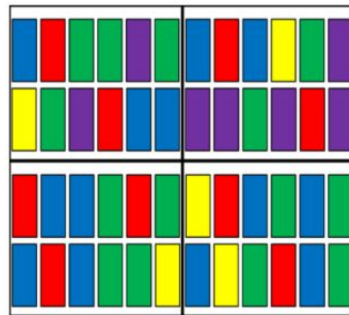


(Click on the icon to listen to the instructions)

**LI:** We are learning to identify differences in shapes and explain why ONE shape doesn't belong.

**SC:** We will be able to explain why ONE shape doesn't belong by giving a reason using the correct positional language.

### **WHICH ONE DOESN'T BELONG?**



### **ACTIVITY:**

Look at the picture and have a conversation with the person you are with (optional - it may be completed on your own) about 'Which One Doesn't Belong?'

Remember, there is NO WRONG ANSWER. As long as you can explain and justify why you believe an object doesn't belong, you have achieved the success criteria.

What you need to do then, is write your answer in your booklet on your 'Number Talk' page. If you would like to, you can also record the answer of the person you completed the activity with (optional).

## **DAY 4: MATHEMATICS: Number Talk**

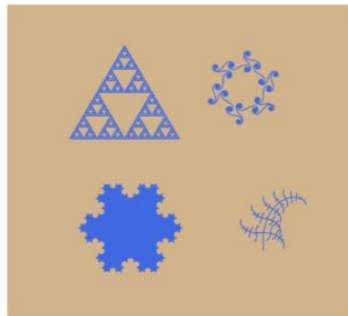


(Click on the icon to listen to the instructions)

**LI:** We are learning to identify differences in shapes and explain why ONE shape doesn't belong.

**SC:** We will be able to explain why ONE shape doesn't belong by giving a reason using the correct positional language.

### **WHICH ONE DOESN'T BELONG?**



#### **ACTIVITY:**

Look at the picture and have a conversation with the person you are with (optional - it may be completed on your own) about 'Which One Doesn't Belong?'

Remember, there is NO WRONG ANSWER. As long as you can explain and justify why you believe an object doesn't belong, you have achieved the success criteria.

What you need to do then, is write your answer in your booklet on your 'Number Talk' page. If you would like to, you can also record the answer of the person you completed the activity with (optional).

# **Daily Activity:** MATHEMATICS: Numeral Formation



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to correctly form our numerals in NSW foundation font.

**Success Criteria:** We will trace each initial numeral and then continue the same formation, with spaces, until the end of the line.



**Each day, you have 3 activities to complete:**

**STEP 1:** Complete **one** numeral activity in your booklets **each day**.

**STEP 2:** Trace each initial numeral.

**STEP 3:** Continue the same formation, with spaces, until the end of the line.

# **Daily Activity:** MATHEMATICS: Combinations to 10



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to build and strengthen our understanding of combinations to 10.

**Success Criteria:** We will roll one dice and determine 'how many more make 10'.

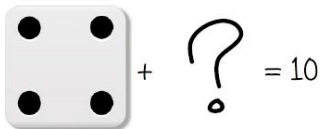
**STEPS:** Practise the 'combinations to 10' using the dice and counters in your kit. The more you practise, the quicker you will be able to identify all of the combinations to 10 from memory.

DICE

Learning Intention: I am learning to build and strengthen my understanding of combinations to 10.

Success Criteria: I can roll one dice and determine 'how many more' make 10.

For example:



$$[4 + 6 = 10]$$

# **DAY 1:** MATHEMATICS: Combinations to 10

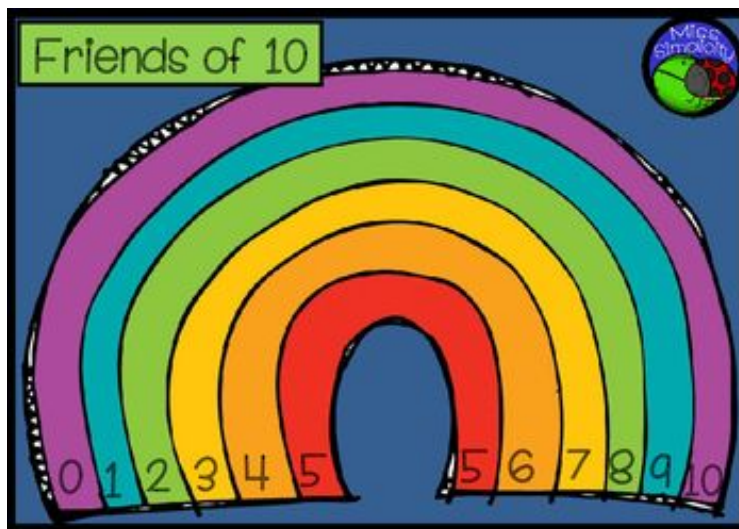


(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to build and strengthen our understanding of combinations to 10.

**Success Criteria:** We will roll one dice and determine 'how many more make 10'.

**ACTIVITY 2:** Use 10 counters and the 'rainbow' sheet in your booklet to investigate combinations to 10.



# **DAY 2: MATHEMATICS: Position**



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to use positional language.

**Success Criteria:** We will be able to describe the location of things using the correct language.

## **ACTIVITY 1:**

**STEP 1:** Open your booklet and locate the activity as per the image on the page.

**STEP 2:** Read the positional language: above, in, behind, below, on, in front.

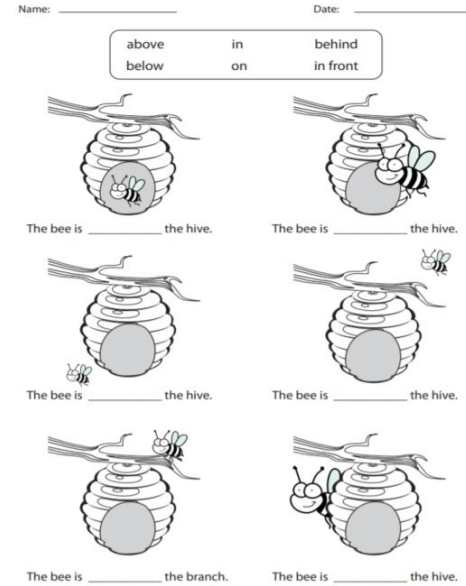
**STEP 3:** Complete the sentences by filling in the correct word to describe the location of the bee.

## **ACTIVITY 2:**

**STEP 1:** Draw a tree in the middle of a blank page.

**STEP 2:** On the end of 1 of the branches, draw 3 yellow birds.

**STEP 3:** Draw a red slippery dip underneath the tree. We will add to this drawing tomorrow.



# **DAY 3: MATHEMATICS: Position**



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to use positional language.

**Success Criteria:** We will be able to describe the location of things using the correct language.

## **ACTIVITY 1:**

**STEP 1:** Open your booklet and locate the activity as per the image on the page.

**STEP 2:** Read the positional language.

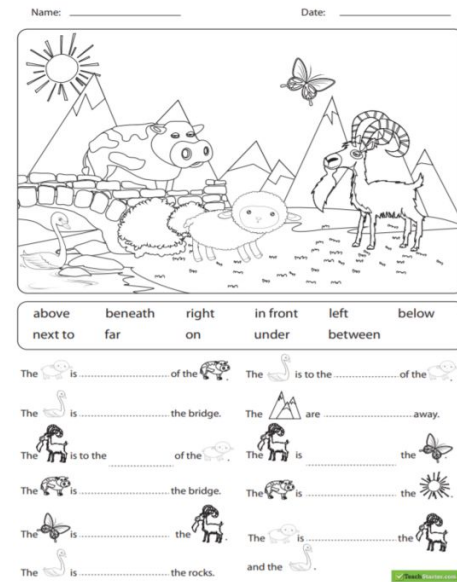
**STEP 3:** Complete the sentences by filling in the correct word to describe the location of the animals.

**ACTIVITY 2:** (adding on to yesterday's drawing)

**STEP 1:** On the red slippery dip, draw a girl sitting at the top and a boy sitting at the bottom.

**STEP 2:** Next to the slippery dip, draw a blue swing.

**STEP 3:** On the swing, draw a boy with a black cap on his head.





# DAY 4: MATHEMATICS: Position



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to use positional language.

**Success Criteria:** We will be able to describe the location of things using the correct language.

## ACTIVITY 1:

**STEP 1:** Open your booklet and locate the activity as per the image on the page.

**STEP 2:** Read the positional language.

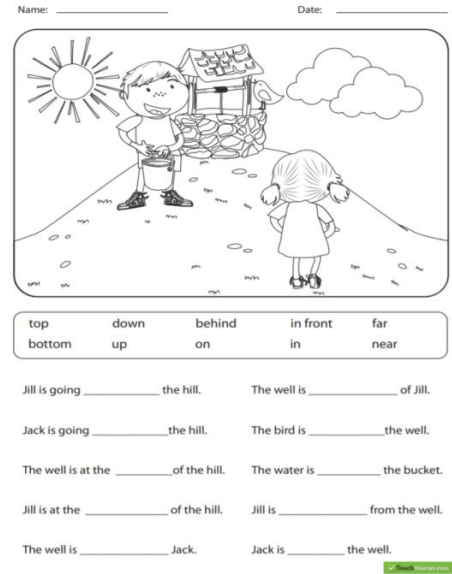
**STEP 3:** Complete the sentences by filling in the correct word to describe the location of the items.

## ACTIVITY 2: (adding on to yesterday's drawing)

**STEP 1:** Draw a flower garden around the bottom of the tree.

**STEP 2:** Draw a dark cloud in the sky on the left side of the tree.

**STEP 3:** Draw a puppy sitting on the lap of the boy on the blue swing.



## **Daily Activity:** PDHPE: Fitness



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to exercise and improve our health.

**Success Criteria:** We will participate in physical activities.

**ACTIVITY:** (Please see instructions attached)

- Grab a ball
- Go outside and practise throwing the ball at a wall and catching it on the rebound.

### **Wall Ball**

Skill development – Throw & Catch



# DAY 1: PDHPE: Personal Development & Health



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify how the human body changes.

**Success Criteria:** We will draw a timeline to show the different stages of growth.

## ACTIVITY:

- Think about how your body has changed since you were born.
- Draw a timeline to show how much you have grown.
- Include the following:

A drawing of you when you were a newborn

A drawing of you when you were a toddler and started to crawl

A drawing of you when you started Pre-School

A drawing of you today

When you have finished, label each picture to show the stages of growth.

PDHPE: Personal Development & Health			
<small>Draw a timeline to show how much you have grown. Include the following:</small> <ul style="list-style-type: none"><li>• A drawing of you when you were a newborn</li><li>• A drawing of you when you were a toddler and started to crawl</li><li>• A drawing of you when you started Pre-School</li><li>• A drawing of you today</li></ul> <small>When you have finished, label each picture to show the stages of growth.</small>			



# DAY 2: PDHPE: Personal Development & Health

(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify how the human body changes.

**Success Criteria:** We will identify the different stages of growth.

## ACTIVITY:



Complete the 'Human Growth and Change Sorting' activity by cutting and pasting the descriptions in the correct columns.

Human Growth and Change Sorting Activity - Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

### Human Growth and Change Sorting Activity

Cut out the descriptions below. Paste each one into the correct column of the table on the next page.

cannot walk	has about 32 teeth	can drive a car
has no teeth	is losing baby teeth	is learning to ride a bicycle
is beginning to talk	milk is their only food	has a few teeth
body is fully grown	goes to school	has a nap during the day

BIOLOGICAL SCIENCE

Human Growth and Change Sorting Activity - Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

### Human Growth and Change Sorting Activity

A newborn baby	A toddler	A child	An adult

BIOLOGICAL SCIENCE

# DAY 3: PDHPE: Personal Development & Health



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify how the human body changes.

**Success Criteria:** We will draw a timeline to show 'something about us' in the **past**, the **present** and the **future**.

## ACTIVITY:

Complete the 'Timeline of Me' activity. Draw a picture and write a sentence to describe 'something about you' in the **past**, the **present** and the **future**.



Timeline of Me		
Past	Present	Future
In the past _____ _____ _____	Now _____ _____ _____	In the future _____ _____ _____

# **DAY 4:** PDHPE: Personal Development & Health



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify how the human body changes.

**Success Criteria:** We will list things that we like about ourselves and identify something that we would like to be better at.

## **ACTIVITY:**

Make a list of 10 things that you like about yourself.

Write a sentence describing **1** thing that you would like to be better at.  
(remember, be kind to yourself!).

be kind  
to yourself.

PDHPE: Personal Development & Health
List 10 things that you like about yourself:
.
.
.
.
.
.
.
.
.
Write a sentence describing 1 thing that you would like to be better at (remember, be kind to yourself!).

# BREAK 2



(Click on the icon to listen to the instructions)

You have earned yourself a break.

Grab a snack and a drink and sit down for a rest.

Then, go outside and get some fresh air.



# Daily Activity: ENGLISH: DEAR

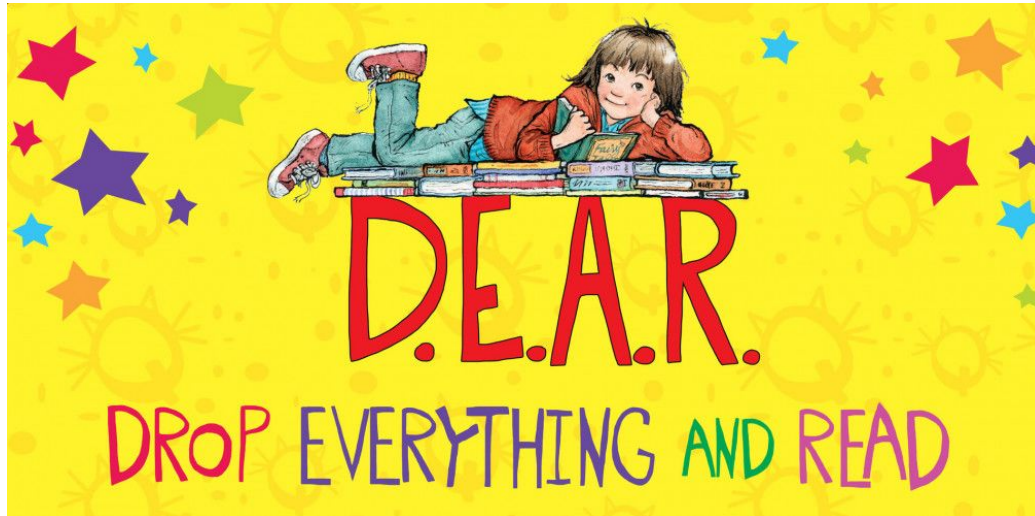
(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to read independently.

**Success Criteria:** We will read quietly, on our own for 10 minutes.

**ACTIVITY:** Grab a book, get comfortable, relax and read.





# UNIT OF INQUIRY



(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to identify what aspects of the past remain in the present.

**Success Criteria:** We will list aspects of the past that remain today, outline why they are important to the community, and describe how changes in technology have shaped daily life.

During Term 1, our Unit of Inquiry (UOI) was 'The Past in the Present'. This week, we will be revising some of the content we have learned in preparation for next week's Assessment Task.

Our Key Inquiry Questions were:

1. What aspects of the past can you see today? What do they tell us?
2. What remains of the past are important to the local community? Why?
3. How have changes in technology shaped our daily life?



# DAY 1: UNIT OF INQUIRY



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify what aspects of the past remain in the present.

**Success Criteria:** We will outline what buildings and structures remain in Manilla from the past and explain why they are significant to the Manilla community.

## ACTIVITY:

Inquiry Question 1



**What aspects of the past can you see today? What do they tell us?**

In your booklet, complete the first UOI activity.

Draw a picture of the aspects in Manilla that we looked at closely. These include: Manilla Central School, the Manilla Railway Viaduct, the Big Bridge, the Silos, the Chinky Chow Bridge and the stained glass panelling on the shop fronts.

Then, write a sentence to outline why **YOU** think they are important to the Manilla community.



UNIT OF INQUIRY	
What aspects of the past can you see today? What do they tell us? Draw a picture of the aspects in Manilla that we looked at closely. These include: Manilla Central School, the Manilla Railway Viaduct, the Big Bridge, the Silos, the Chinky Chow Bridge and the stained glass panelling on the shop fronts.	
Manilla Central School	
Manilla Railway Viaduct	
Big Bridge	
Chinky Chow Bridge	
Stained glass panelling on the shop fronts	
Write a sentence to outline why YOU think they are important to the Manilla community.	

# **DAY 2: UNIT OF INQUIRY**



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify what aspects of the past are important to the community.

**Success Criteria:** We will outline what buildings and structures we enjoyed learning about and explain why.

## **ACTIVITY:**

Inquiry Question 2



**What remains of the past are important to the local community? Why?**

Think about the buildings and structures in Manilla we focussed our learning on during Term 1.

Which one did you enjoy learning about?

In your booklet, make a list of everything you learned about it.

Then, write a sentence to outline why **YOU** enjoyed learning about it.

### UNIT OF INQUIRY

What remains of the past are important to the local community? Why?  
Think about the building and structures in Manilla we focussed our learning on during Term 1.  
Which one did you enjoy learning about?  
Write this as your title.  
Make a list of everything you learned about the topic.

Write a sentence to outline why YOU enjoyed learning about it.



# **DAY 3: UNIT OF INQUIRY**



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify how changes in technology have shaped daily life.

**Success Criteria:** We will speak with an adult about technology they remember using when they were younger, and draw and label them.

## **ACTIVITY:**

Inquiry Question 3



**How have changes in technology shaped our daily life?**

Ask an adult (a grandparent would be great!) to describe what kind of technology they remember using when they were younger.

In your booklet, draw a picture of the types of technology they described and label them. Then, write what they were used for.

### UNIT OF INQUIRY

How have changes in technology shaped our daily life?

Ask an adult (a grandparent would be great!) to describe what kind of technology they remember using when they were younger.

In your booklet, draw a picture of the types of technology they described and label them.

Then, write what they were used for.



# **DAY 4: UNIT OF INQUIRY**



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify how changes in technology have shaped daily life.

**Success Criteria:** We will draw and label one item of technology that has changed since our grandparents were children, and explain how this has changed daily life.

## **ACTIVITY:**



Inquiry Question 3

**How have changes in technology shaped our daily life?**

Draw a picture of **one** type of technology that has changed since your grandparents were children. Think about types of transport and communication.

Draw a picture of it and then, write a sentence to explain how this has changed daily life.

### UNIT OF INQUIRY

How have changes in technology shaped our daily life?

Draw a picture of one type of technology that has changed since your grandparents were children.  
Think about types of transport and communication.

Write a sentence to explain how this has changed daily life.



# HOME TIME



(Click on the icon to listen to the instructions)

Well done on a great first day of home learning.

Have a good night's sleep tonight and be ready for some more learning tomorrow.

