

# **Manilla Central School**



## **Stage 1**

# **Term 2 Week 3 - 2020**



# Timetable: Term 2 Week 3

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



# **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:

**away see look**

**Each day, you have 2 activities to complete:**

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

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



# **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.

HINT: These words should appear in your writing tasks.

This weeks words are:

Word	What It is
Draw it	What it is not

**living      non-living      classify**

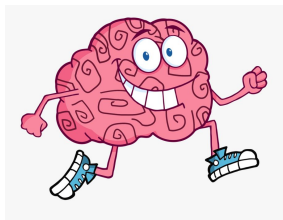
**There will be 3 new words each week. For each word, you have 3 activities to complete:**

**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. Draw a picture to go with the word.

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





# 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.





# **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 information reports..

**Success Criteria:** We will describe a living thing by outlining what it is, describe its external features, outline how other living things depend on it and the role it plays in the environment.

This week we will be looking at an image of a tree to write an information report on it. This is going to be our practise for this week's 'Unaided Writing Task' to introduce our new topic 'The Living World'. Our goal is to build on to this piece of writing throughout the week. Think about the following:

- What it is
- What its external features are
- How other living things depend on it
- The role it plays in the environment.





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

(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to write information reports..

**Success Criteria:** We will describe a living thing by outlining what it is, describe its external features, outline how other living things depend on it and the role it plays in the environment.

This week's writing focus is:

**DAY 1:** Write a title, then leave a line blank and introduce the topic by writing 2-3 sentences outlining what it is.

**DAY 2:** Leave a line blank and write 2-3 sentences outlining a description of its external features (what it looks like).

**DAY 3:** Leave a line blank and write 2-3 sentences outlining how other living things depend/use it.

**DAY 4:** Leave a line blank and write 2-3 sentences stating what role it plays in the environment.

**DAY 5:** Labelled diagram of the parts of a tree.



# **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 within a solid dark red rectangular background.



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

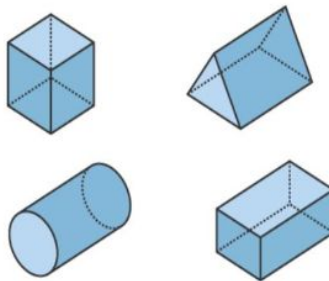


(Click on the icon to listen to the instructions)

**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

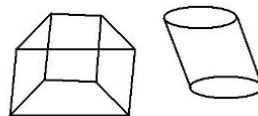
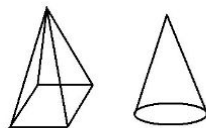


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## **DAY 3: MATHEMATICS: Number Talk**

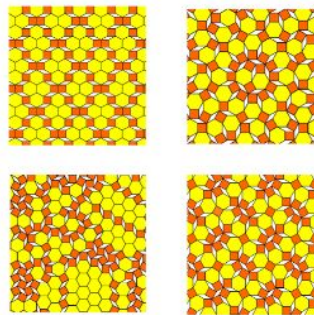


(Click on the icon to listen to the instructions)

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



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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?**



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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 5: MATHEMATICS: Number Talk**

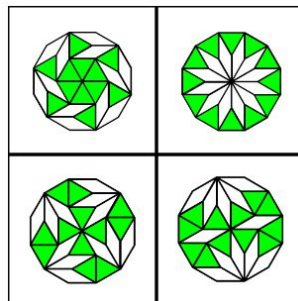


(Click on the icon to listen to the instructions)

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### **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 20



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to build and strengthen our understanding of combinations to 20.

**Success Criteria:** We will roll one dice and determine 'how many more make 20'.


**STEPS:** Use what you know about the combinations to 10, to practise the 'combinations to 20' 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 20 from memory.

DICE

Learning Intention: I am learning to build and strengthen my understanding of combinations to 20.

Success Criteria: I can roll one dice and determine 'how many more' make 20.

For example:

 + ? = 20

[4 + 16 = 20]



# DAY 1: MATHEMATICS: Area

(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to measure the area of a shape.

**Success Criteria:** We will estimate and measure the area of a shape using informal units.

## ACTIVITY:

When we want to find out how much space is inside a shape, we measure its area.

1. Use your booklet to measure the area of the desk you are working at. How many booklets do you need to cover the space?
2. Use a tea towel to measure the area of your kitchen bench. How many tea towels did you need to cover the space?
3. Using a tissue or piece of toilet paper, measure the area of your bed. How many pieces did you need to cover the space?
4. Using your own informal unit, measure the area of a space of your choice.

**REMEMBER:** When measuring, there should be no gaps or overlaps.



### Mathematics: Area

**Learning Intention:** We are learning to measure the area of a shape.

**Success Criteria:** We will estimate and measure the area of a shape using informal units.

Estimate, and then measure the following 'spaces' to determine its area.

**REMEMBER:** When measuring, there should be no gaps or overlaps.



Object	Estimate	Measure
desk	How many booklets do you think you will need?	How many booklets did you need?
Kitchen bench	How many tea towels do you think you will need?	How many tea towels did you need?
bed	How many pieces do you think you will need?	How many pieces did you need?
Free choice	How many _____ do you think you will need?	How many _____ did you need?



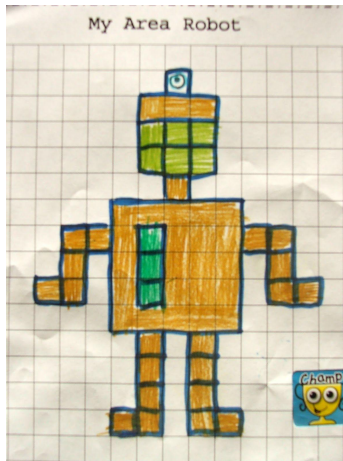
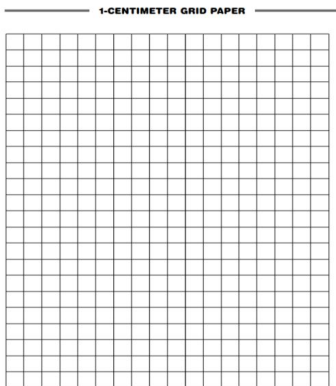


twinkl

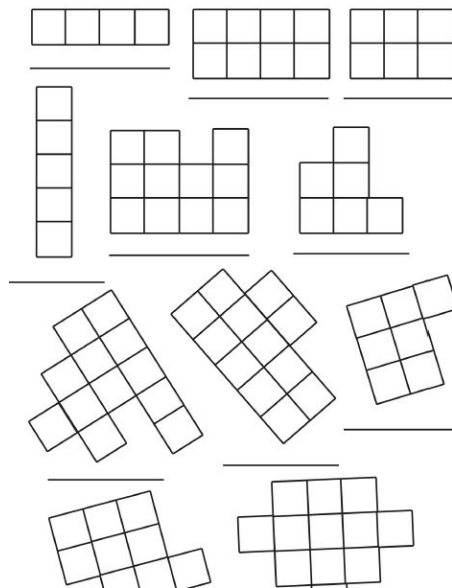
**Success Criteria:** We will estimate and measure the area of a shape using informal units.

### **ACTIVITY:**

1. Measure the area of the shapes by counting the total number of squares.
2. Using the blank grid paper, draw a robot with an area of no more than 50 squares.
3. Upload a picture of your robot to Seesaw.



### Calculate the Area





# DAY 3: MATHEMATICS: Addition



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to use our knowledge of doubles to add numbers.


**Success Criteria:** We will use doubles and add one to find the total.

## ACTIVITY:

Complete the 'Ladybird' and 'Dice' Doubles Plus 1 worksheet in your booklet.

**Ladybug Doubles Plus 1**

Complete the number sentence for each ladybug double plus 1.



$1+2=$  \_\_\_\_\_

$2+3=$  \_\_\_\_\_


$3+4=$  \_\_\_\_\_

$4+5=$  \_\_\_\_\_

$5+6=$  \_\_\_\_\_

**Ladybug Doubles Plus 1**

Complete the number sentence for each ladybug double plus 1.



$6+7=$  \_\_\_\_\_

$7+8=$  \_\_\_\_\_

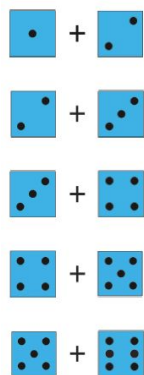
$8+9=$  \_\_\_\_\_

$9+10=$  \_\_\_\_\_

$10+11=$  \_\_\_\_\_

**Dice Doubles Plus 1**

Complete the number sentence for each dice double plus 1.



$1+2=$  \_\_\_\_\_

$2+3=$  \_\_\_\_\_

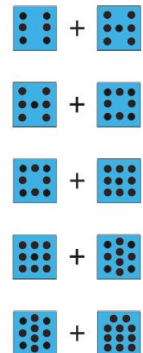
$3+4=$  \_\_\_\_\_

$4+5=$  \_\_\_\_\_

$5+6=$  \_\_\_\_\_

**Dice Doubles Plus 1**

Complete the number sentence for each dice double plus 1.



$6+7=$  \_\_\_\_\_

$7+8=$  \_\_\_\_\_

$8+9=$  \_\_\_\_\_

$9+10=$  \_\_\_\_\_

$10+11=$  \_\_\_\_\_



# DAY 4: MATHEMATICS: Addition



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to use our knowledge of doubles to add numbers.




**Success Criteria:** We will use doubles and add one to find the total.




## ACTIVITY:





Complete the worksheets in your booklet.

**Ladybird Doubles**

Write the number sentence for each ladybird double.




 6+6=	 2+2=	 10+10=
---	---	---




 8+8=	 5+5=	 1+1=
---	---	---





 7+7=	 4+4=	 9+9=	 3+3=
--	--	--	--

**Ladybird Doubles**

Write the number sentence for each ladybird double.











 Double 6 is	 Double 2 is	 Double 10 is
--	--	--

 Double 8 is	 Double 5 is	 Double 1 is
--	--	---

 Double 7 is	 Double 4 is	 Double 9 is	 Double 3 is
---	---	---	--

**Ladybird Doubles**

Write the number sentence for each ladybird double.

 _____	 _____	 _____	
 _____	 _____	 _____	
 _____	 _____	 _____	 _____



# **DAY 5:** MATHEMATICS: Addition

(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to use our knowledge of doubles to add numbers.

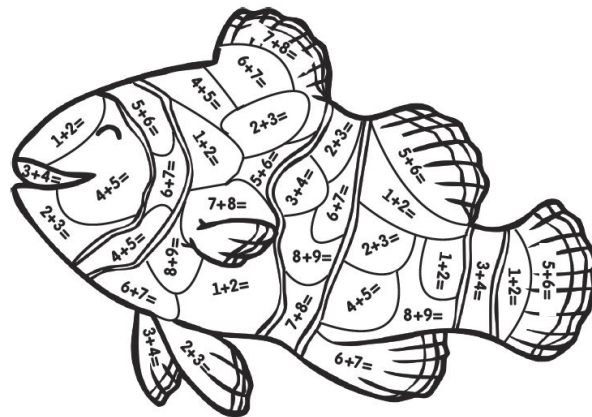
**Success Criteria:** We will use doubles and add one to find the total.

## **ACTIVITY:**

Using your knowledge of doubles, complete the colouring.



**Rainbow Fish**  
**Doubles Plus One Colour by Number**





# DAY 1: PDHPE/PBL

(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to identify the qualities that make a great friend.

**Success Criteria:** We will identify people that display 'friendship' qualities.



## ACTIVITY:

2. Complete the figure and list 3 people that you consider to be good friends.

Name: \_\_\_\_\_

What Makes a Great  
**Friend?**



Name: \_\_\_\_\_

**A great friend  
always...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

A picture of me and my friend



## DAY 2: PDHPE/PBL



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify the qualities that make a great friend.

**Success Criteria:** We will identify the differences between behaviours.

### ACTIVITY:

Read the scenarios.

Draw a green happy face if you think the behaviour is friendly.

Draw a red sad face if you think the behaviour is unfriendly.



Your friend calls you dumb because you didn't know the answer to the question.	You call a friend stupid because they don't agree with you.
Your friend got a new haircut and you think it looks silly, but you tell them it's nice anyway.	You draw a nice picture and your friend tells you how much they like it.



# DAY 3: PDHPE/PBL

(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to identify the qualities that make a great friend.

**Success Criteria:** We will identify possible solutions to problems. .

## ACTIVITY:

Read the scenarios.

Write down a possible solution to the problem.

Colour in the friendship picture.



## PBL: Friendship

**Learning Intention:** We are learning to identify the qualities that make a great friend.

**Success Criteria:** We will identify what makes us unique.

### ACTIVITY:

Read the scenarios.

Write down a possible solution to the problem.

1.

You want to  
play with the  
ball, but  
someone else  
already has it.

---

---

---

---

2.

Your friend  
tells you that  
you can't play  
with them  
anymore.

---

---

---

---





# DAY 4: PDHPE/PBL

(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify the qualities that make a great friend.

**Success Criteria:** We will locate 'friendship' words.

## ACTIVITY:

Complete the 'Friendship' word search.



## Friendship

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

fun	kindness	invitations
laughter	caring	happiness
adventures	reassurance	journey
trust	support	helpful



# **DAY 5: PDHPE/PBL**



(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify the qualities that make a great friend.

**Success Criteria:** We will be able to evaluate our own behaviours towards friends while colouring-in.

## **ACTIVITY:**

Colour in the picture and think about your friends.





# 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

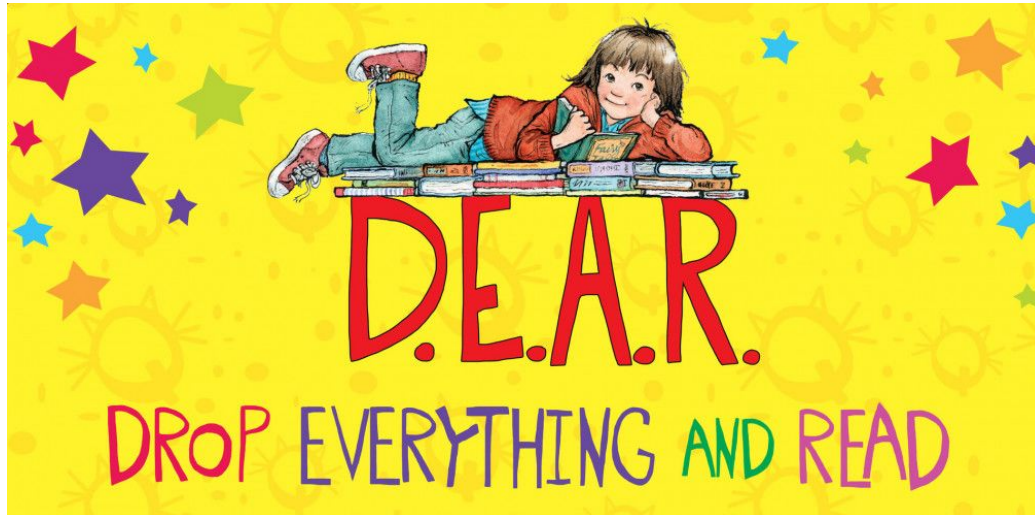
(Click on the icon to listen to the instructions)



**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.





# **DAY 1: UOI: The Living World**

(Click on the icon to listen to the instructions)

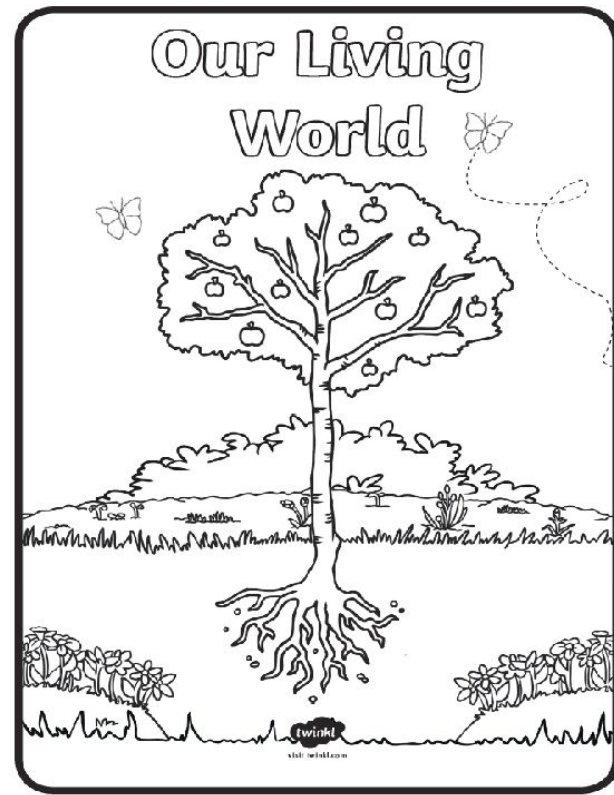


**Learning Intention:** We are learning to identify living and non-living things.

**Success Criteria:** We will colour the title page of our Unit of Inquiry 'The Living World'.

Colour in the title page, thinking carefully about your colour choice.  
The goal is to make it look as real as possible.

Also, while you are colouring, think about the differences between  
'living' and 'non-living' things.





## DAY 2: UOI: The Living World

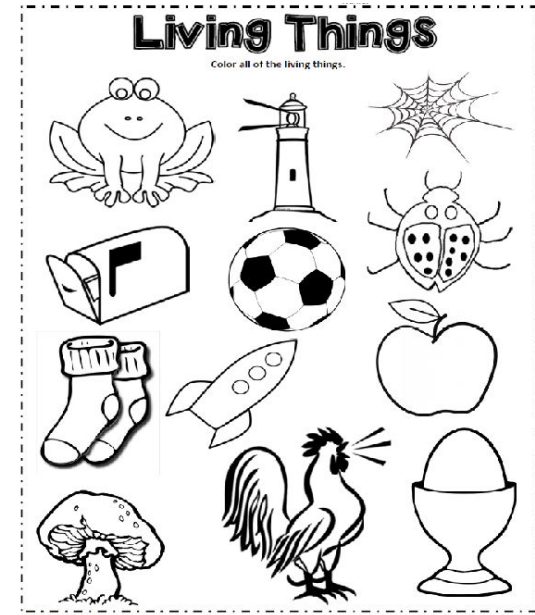


(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to identify living and non-living things.

**Success Criteria:** We will identify the living things by colouring them in.

Look at the pictures and identify which are living and which are non living.  
Colour all the LIVING THINGS.





# **DAY 3: UOI: The Living World**

(Click on the icon to listen to the instructions)



**Learning Intention:** We are learning to identify living things.




**Success Criteria:** We will identify living things using what we already know.

## **Activity:**

All living things grow. They reproduce (make more), breathe, make waste, react to things and need food.  
Answer YES or NO next to each question.

**REMEMBER:** This is a new unit of work so be kind to yourself.



<h2>Is It Living?</h2>	
<small>All living things grow, reproduce, move, breathe, make waste, react to things, need food (energy) and grow.</small>	
<b>A Tree</b> 	<p>Does it grow?</p> <p>Does it reproduce?</p> <p>Does it move?</p> <p>Does it breathe?</p> <p>Does it make waste?</p> <p>What food does it need?</p>
<b>A Butterfly</b> 	<p>Does it grow?</p> <p>Does it reproduce?</p> <p>Does it move?</p> <p>Does it breathe?</p> <p>Does it make waste?</p> <p>What food does it need?</p>
<b>Rocks</b> 	<p>Do they grow?</p> <p>Do they reproduce?</p> <p>Do they move?</p> <p>Do they breathe?</p> <p>Do they make waste?</p> <p>What food do they need?</p>

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## **DAY 4: UOI: Paddock to Plate**

(Click on the icon to listen to the instructions)



**Please refer to Mrs Sauer's work booklet for instructions.**





# **DAY 5: DEVELOPMENTAL PLAY**

(Click on the icon to listen to the instructions)

**Learning Intention:** We are learning to be creative through play.

**Success Criteria:** We will be able to play happily to reward ourselves (and our parents) for all our hard work this week.

## **ACTIVITY:**

