

Manilla Central School



Stage 1 Home Learning Booklet Week 3, Term 2 2020

Name: _____

Timetable: Term 2 Week 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:10-10:10	English Phonics Camera Words Vocabulary BrainBreak + Crunch n' Sip	English Phonics Camera Words Vocabulary BrainBreak + Crunch n' Sip	English Phonics Camera Words Vocabulary BrainBreak + Crunch n' Sip	English Phonics Camera Words Handwriting BrainBreak + Crunch n' Sip	English Phonics Camera Words Handwriting BrainBreak + 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	Storyline Online	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	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	PDHPE: Fitness PDH Content
Break					
2:10-2:20	DEAR	DEAR	DEAR	DEAR	DEAR
2:10-3:10	Unit of Inquiry HSIE/Science	Unit of Inquiry HSIE/Science	Unit of Inquiry HSIE/Science	Paddock to Plate (Mrs Sauer)	Developmental Play

Manilla Central School



Stage 1

MONDAY

Phonics

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 the following words.

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 on a whiteboard.

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

Group 1 Mrs Mac	Group 2 Miss Dixon	Group 3 Mrs Holzgal
ll, ss, ff, zz	sh, th, ch, wh	vcc ccvc, cvcc

How I feel about my work today ..



Camera Word Activity Grid

My words for this week are:

away see look

Use your camera words from this week to complete the activities below.

Rainbow write your words, three times each.	Write your words with red vowels and blue consonants.	Write your words on the computer and print them out.
Use magnetic letters or scrabble tiles to spell each of your words. 	Write your words in a pyramid: 	Find your words in magazines or newspapers then  cut them out and glue them on paper.
Draw a picture and 'hide' your words in the picture.	Write a sentence for each of your words. 	Write your words in alphabetical order. 

Camera Words

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.

How I feel about my work today ...



Vocabulary

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.

Word living	What It is
Draw it	What it is not

How I feel about my work today ...



Handwriting

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.

d

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r

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i

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f

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h

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l

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b

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How I feel about my work today ..



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: 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.

Monday: Look at the text and predict what you think it will be about.

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

Wednesday: Use a Dictionary or the Internet to research the words from yesterday.

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

Friday: Read the text again and then answer the questions that go with the text.

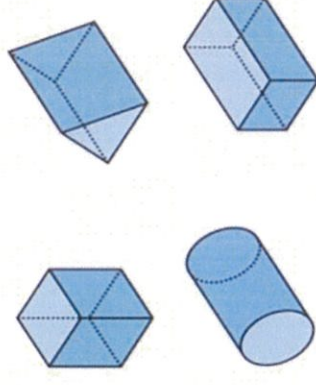
Monday: MATHEMATICS: Number Talk

(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).

Number Talk

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

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

How I feel about my work today ...



Numeral Practise

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.

0 _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

How I feel about my work today ..



Mathematics Activity

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'.

How I feel about my work today ...



Monday: 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

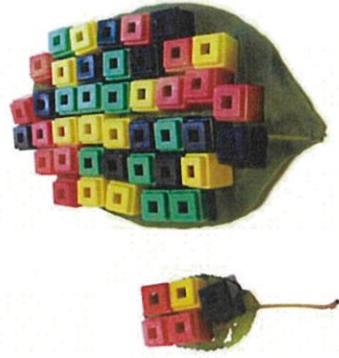
Learning Intention: We are learning to measure the area of a shape.

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?



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.

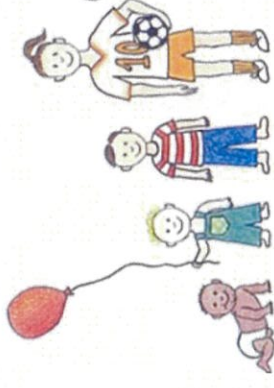
REMEMBER: When measuring, there should be no gaps or overlaps.



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?

Monday: 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.

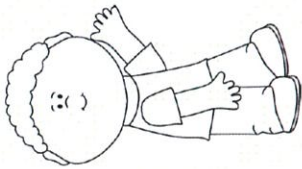
Success Criteria: We will identify people that display 'friendship' qualities.

ACTIVITY:

Colour in the figure and list 3 people that you consider to be good friends. Complete the 'A great friend always...' activity.

Name _____

What Makes a Great Friend?



Name _____

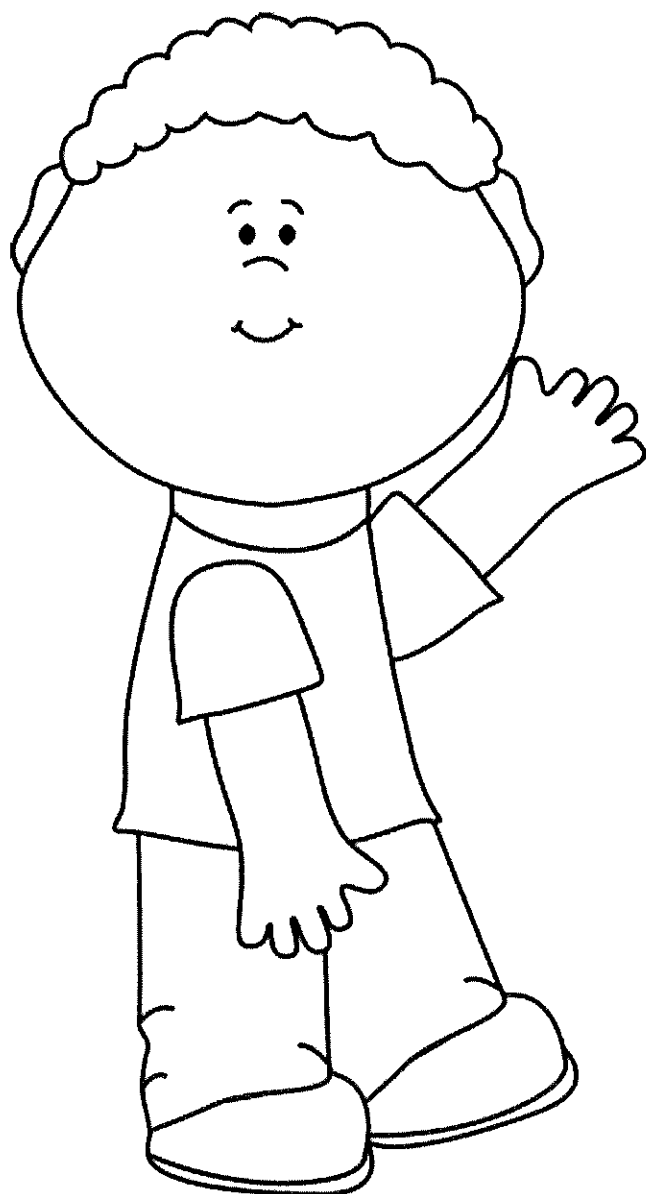
A great friend always...

1. _____
2. _____
3. _____
4. _____
5. _____

A picture of me and my friend

Name: _____

What Makes a Great Friend?



Name: _____

A great friend always...

1. _____

2. _____

3. _____

4. _____

5. _____

A picture of me and my friend

DEAR

Drop Everything And Read!!

Learning Intention: We are learning to read for extended periods of time.

Success Criteria: We will be able to maintain sustained reading for at least 10 minutes.



About my book

Title:

Author:

Time I read for:

Monday: UOI: The Living World

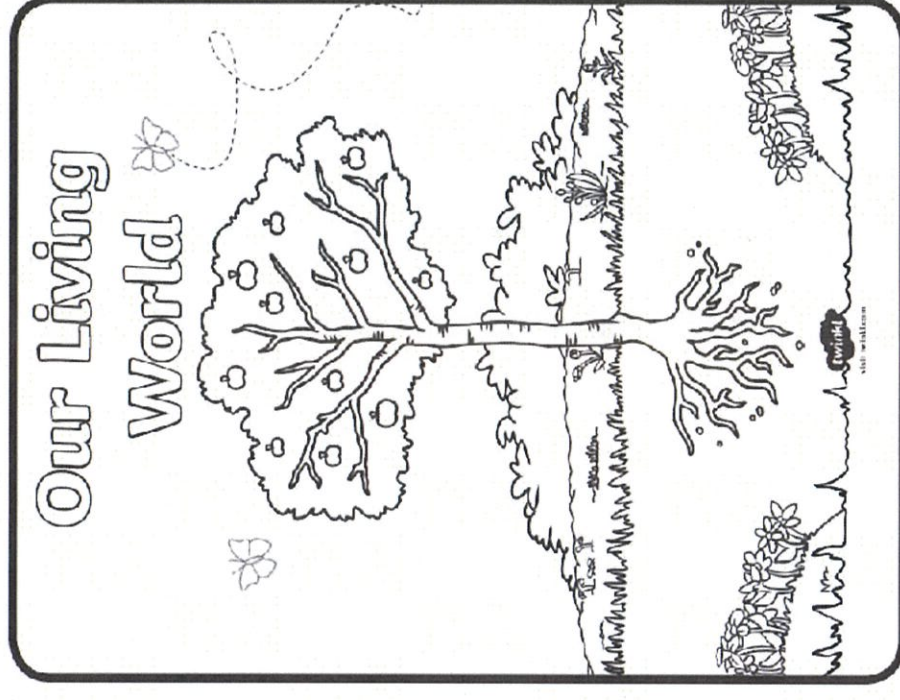
(Click on the icon to listen to the instructions)

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

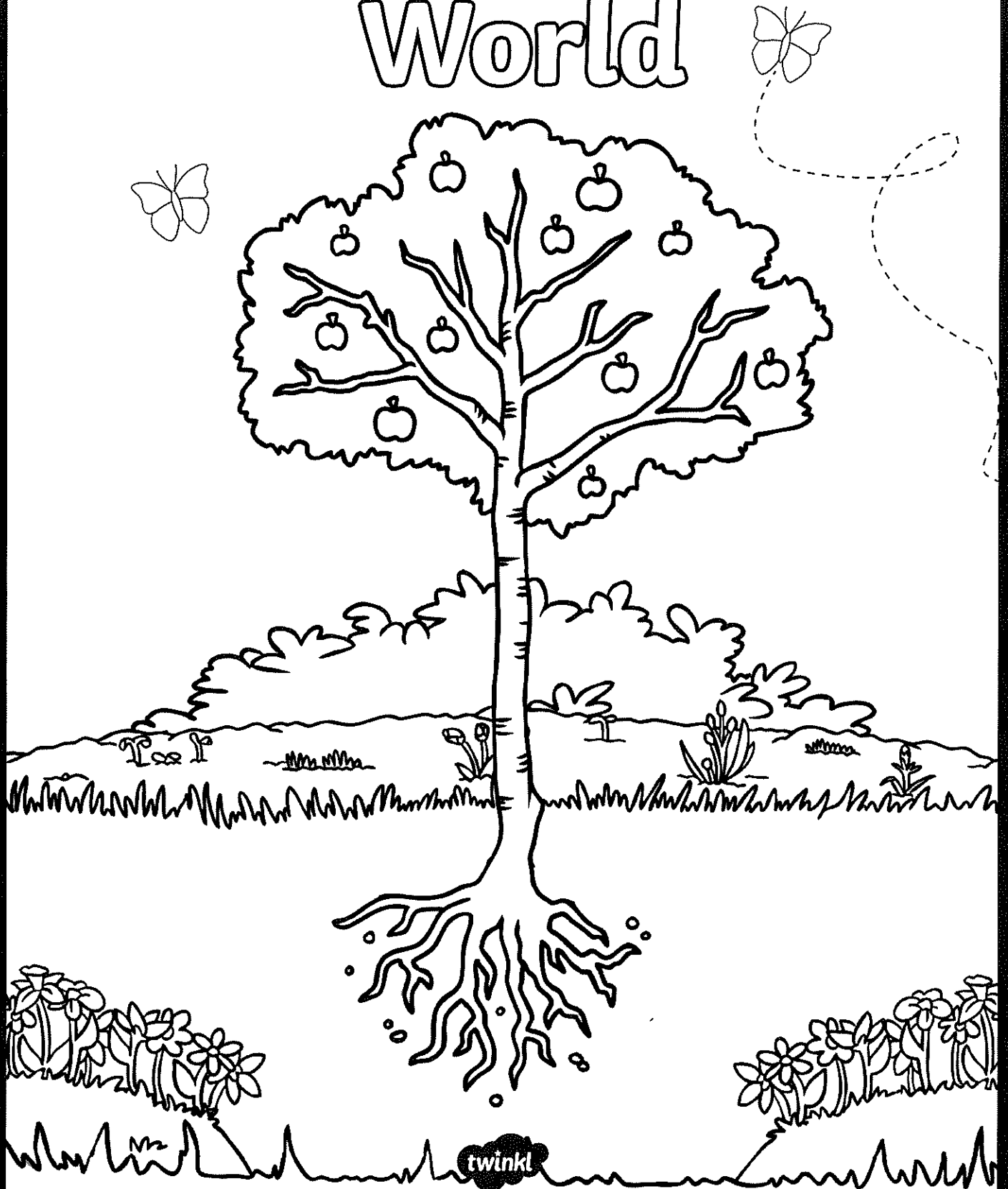
Success Criteria: We will colour the title page of our Unit of Inquiry 'The Living World'.

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.



Our Living World



twinkl

visit [twinkl.com](https://www.twinkl.com)

Manilla Central School



Stage 1

TUESDAY

Phonics

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Group 3 - Practise saying all known phonemes.

ACTIVITY 2: (All groups) - Practise writing your phonemes on a whiteboard.

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

Group 1 Mrs Mac	Group 2 Miss Dixon	Group 3 Mrs Holzigal
ll, ss, ff, zz	sh, th, ch, wh	vcc ccvc, cvcc

How I feel about my work today ..



Camera Words

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.

Use your CAMERA WORD ACTIVITY GRID to complete and activity for today.

How I feel about my work today ...



Vocabulary

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.

Word non-living	What It is
Draw it	What it is not

How I feel about my work today ..



Handwriting

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.

d

r

i

f

h

l

b

How I feel about my work today ..



[illegible]

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.

MONDAY: Draw a labelled diagram of the parts of a tree.

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

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

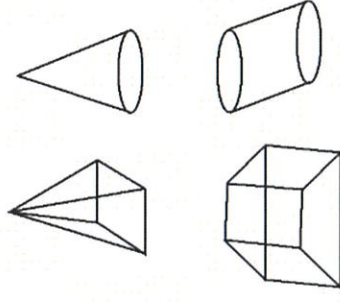
Tuesday: MATHEMATICS: Number Talk

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How I feel about my work today ..



Mathematics Activity

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

How I feel about my work today ...

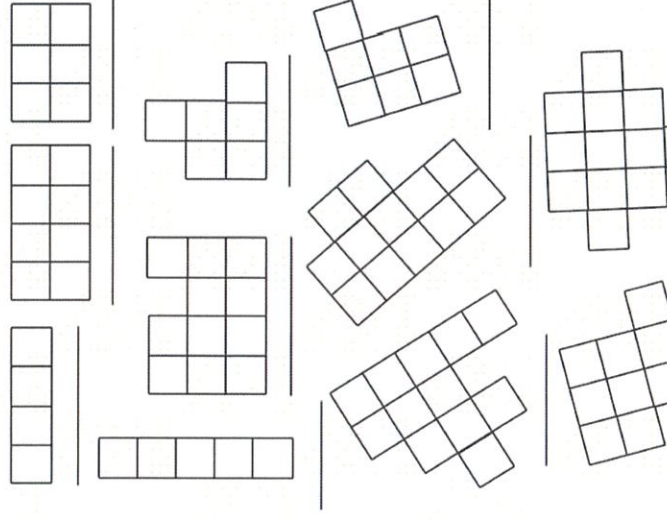


Tuesday: MATHEMATICS: Area



(Click on the icon to listen to the instructions)

Calculate the Area



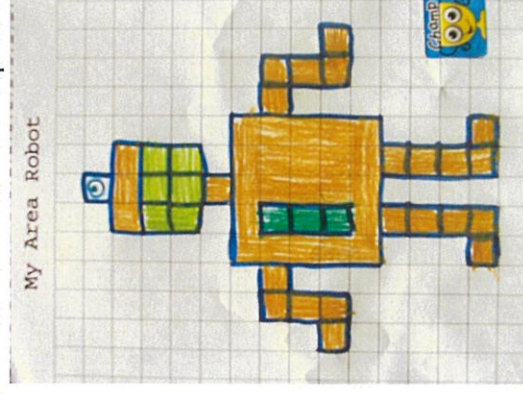
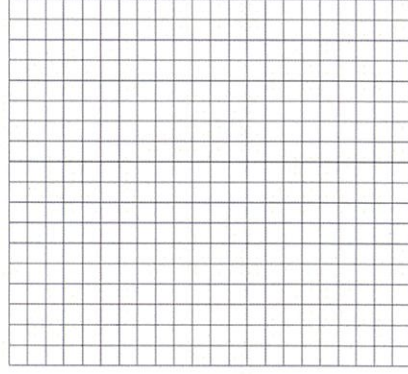
Learning Intention: We are learning to measure the area of a shape.

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

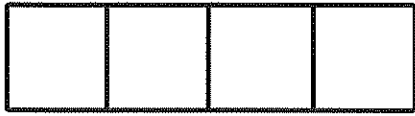
ACTIVITY:

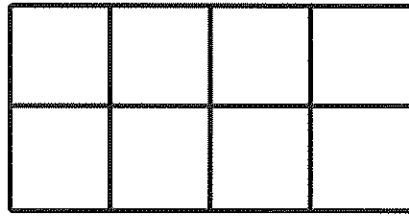
1. Measure the area of the shapes by counting the total number of squares.
2. Using the blank grid paper, draw a robot with an area of no more than 50 squares.
3. Upload a picture of your robot to Seesaw.

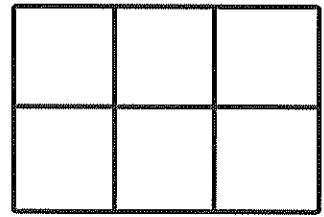
1-CENTIMETER GRID PAPER

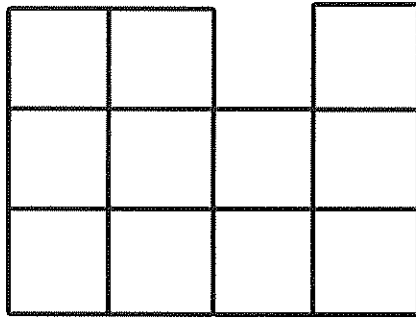
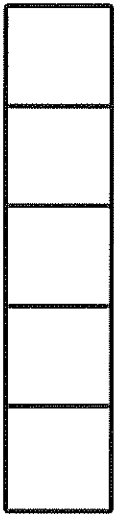


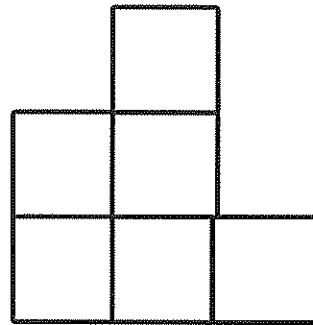
Calculate the Area

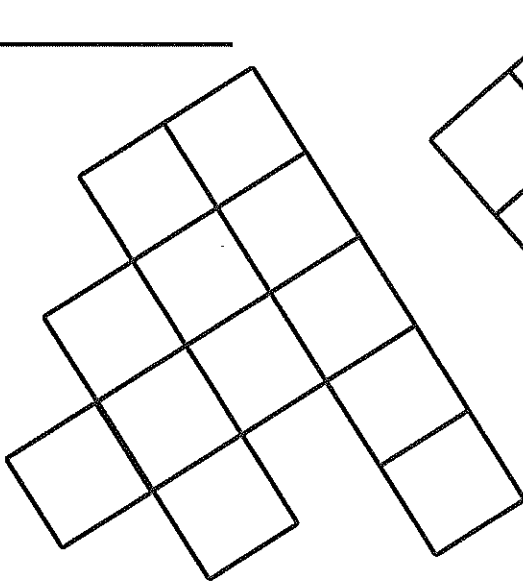


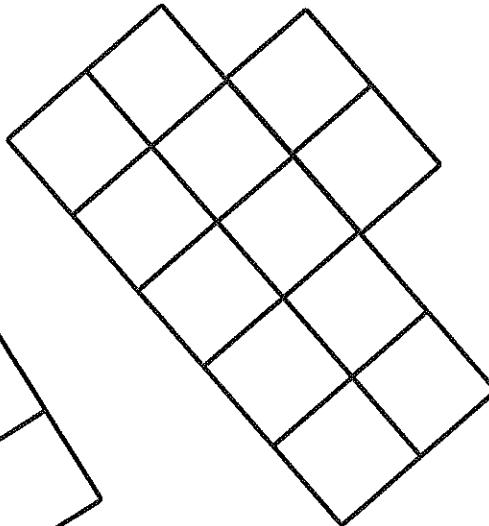


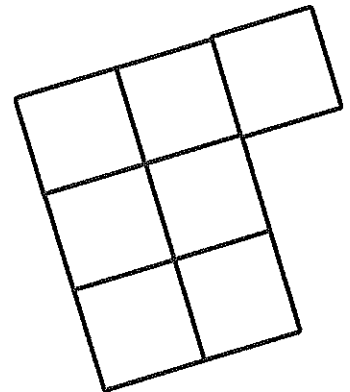


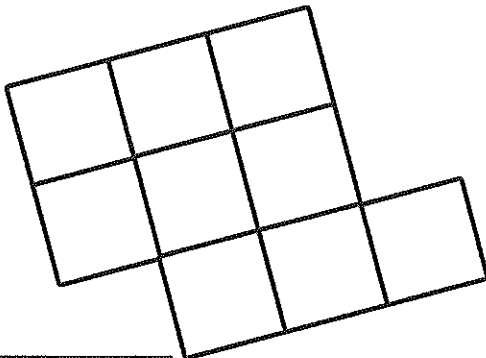


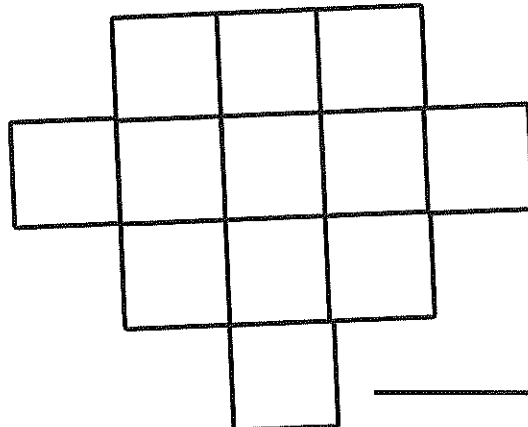




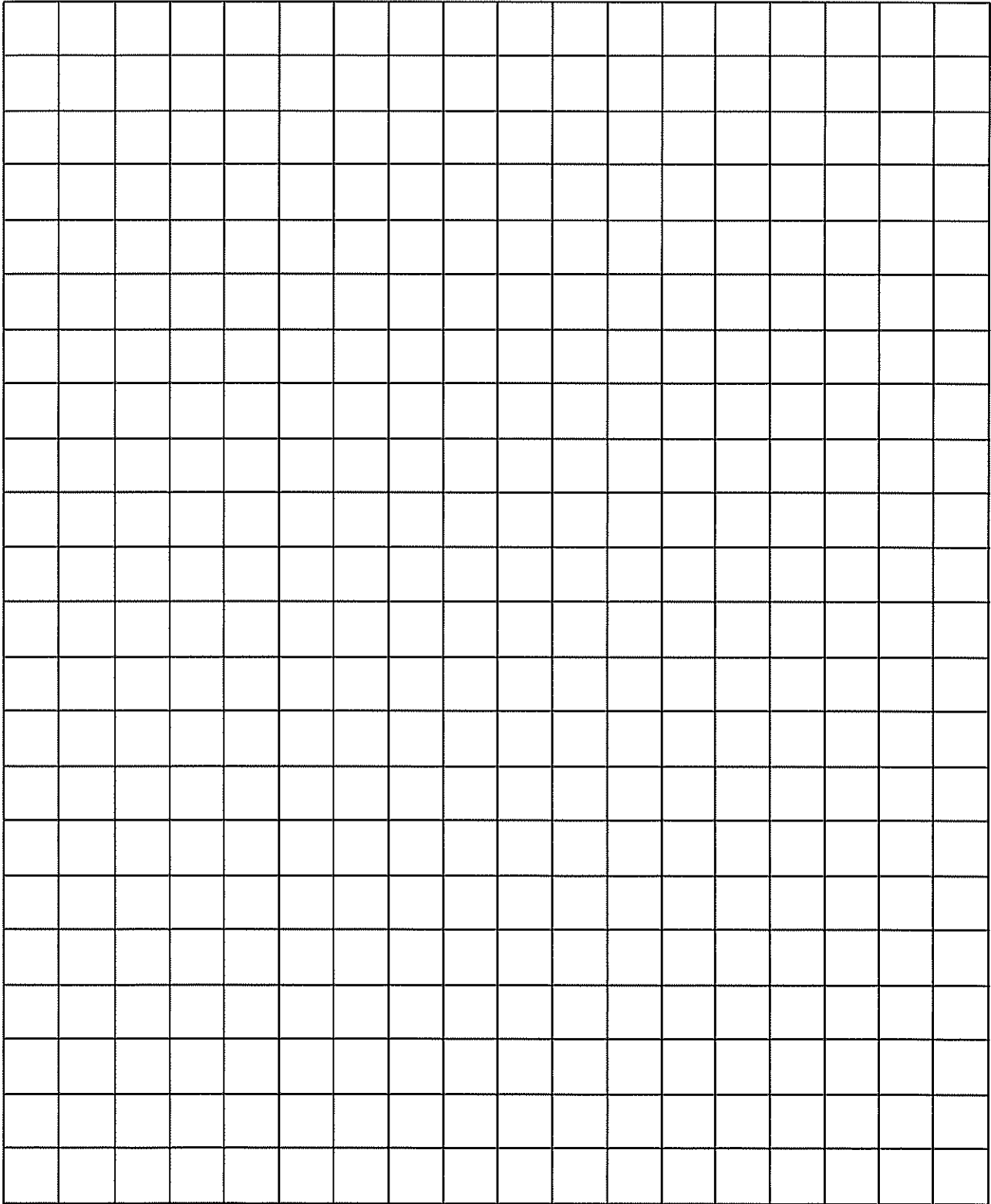








1-CENTIMETER GRID PAPER



Tuesday: 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.

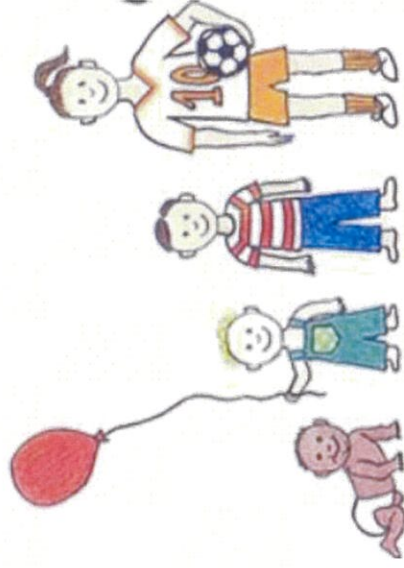
Success Criteria: We will identify the differences between behaviours.

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.

DEAR

Drop Everything And Read!!

Learning Intention: We are learning to read for extended periods of time.

Success Criteria: We will be able to maintain sustained reading for at least 10 minutes.



About my book

Title:

Author:

Time I read for:

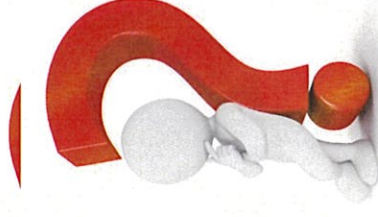
Tuesday: UOI: The Living World

(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.

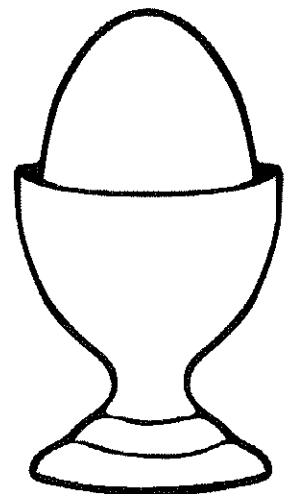
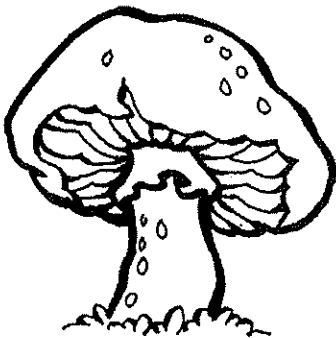
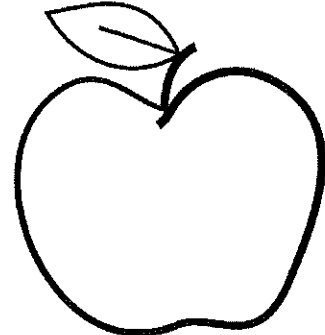
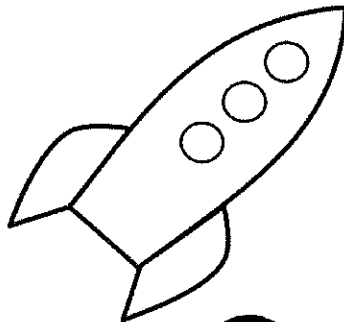
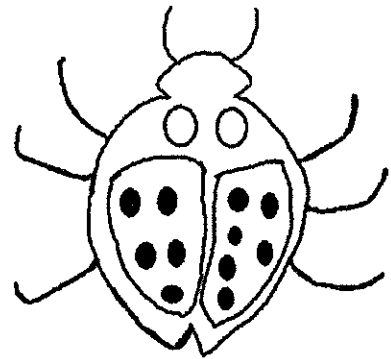
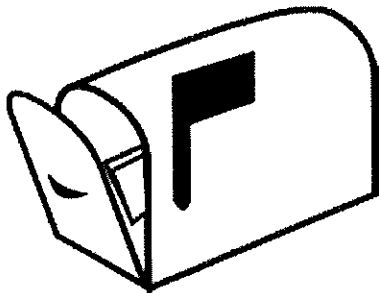
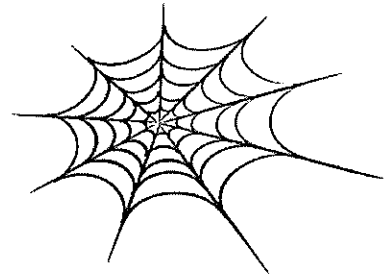
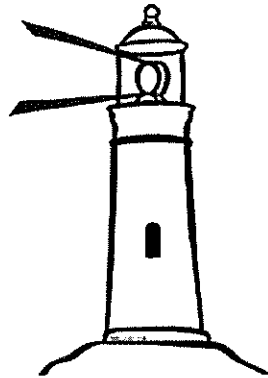
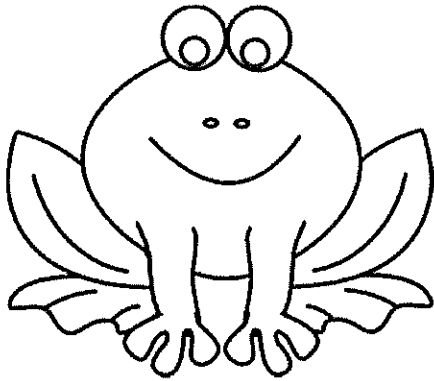
Look at the pictures and identify which are living and which are non living.
Colour all the LIVING THINGS.



Name: _____

Living Things

Color all of the living things.



Manilla Central School



Stage 1

WEDNESDAY

Phonics

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 the following words.

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 on a whiteboard.

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

Group 1 Mrs Mac	Group 2 Miss Dixon	Group 3 Mrs Holzgal
ll, ss, ff, zz	sh, th, ch, wh	vcc ccvc, cvcc

How I feel about my work today ...



Camera Words

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.

Use your CAMERA WORD ACTIVITY GRID to complete and activity for today.

How I feel about my work today ...



Vocabulary

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.

Word classify	What It is
Draw it 	What it is not

How I feel about my work today ..



Handwriting

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.

d

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r

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i

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f

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h

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l

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b

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How I feel about my work today ...



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.

[illegible]

This week's writing focus is **'trees'**. Build on your writing during the week on your piece of lined paper.

MONDAY: Draw a labelled diagram of the parts of a tree.

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

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

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

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

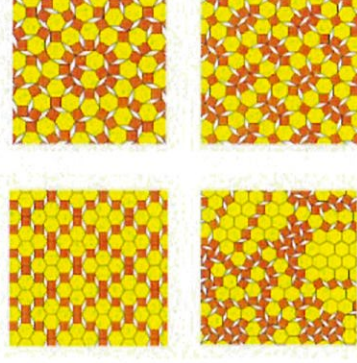
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(Click on the icon to listen to the instructions)

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).

Number Talk

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

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

How I feel about my work today ...



Numeral Practise

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.

0

1

2

3

4

5

6

7

8

9

How I feel about my work today ...



Mathematics Activity

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'.

How I Feel about my work today ..



Wednesday: 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.



$$\begin{array}{l} 1+2= \\ 2+3= \\ 3+4= \\ 4+5= \\ 5+6= \end{array}$$

Ladybug Doubles Plus 1

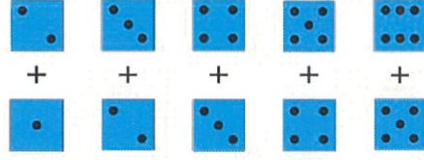
Complete the number sentence for each ladybug double plus 1.



$$\begin{array}{l} 6+7= \\ 7+8= \\ 8+9= \\ 9+10= \\ 10+11= \end{array}$$

Dice Doubles Plus 1

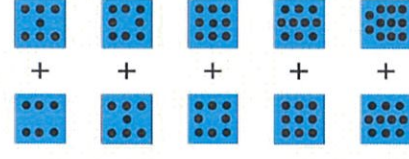
Complete the number sentence for each dice double plus 1.



$$\begin{array}{l} 1+2= \\ 2+3= \\ 3+4= \\ 4+5= \\ 5+6= \end{array}$$

Dice Doubles Plus 1

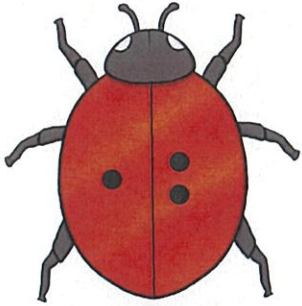
Complete the number sentence for each dice double plus 1.



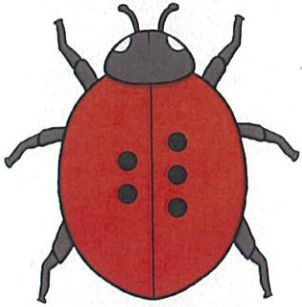
$$\begin{array}{l} 6+7= \\ 7+8= \\ 8+9= \\ 9+10= \\ 10+11= \end{array}$$

Ladybug Doubles Plus 1

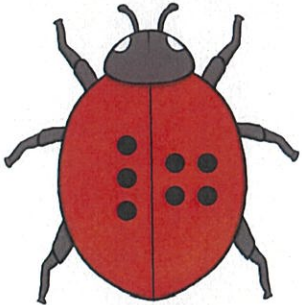
Complete the number sentence for each ladybug double plus 1.



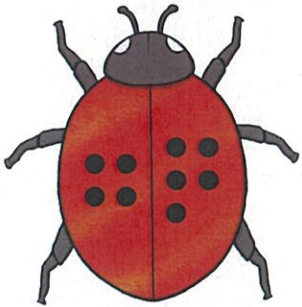
$1 + 2 = \underline{\hspace{2cm}}$



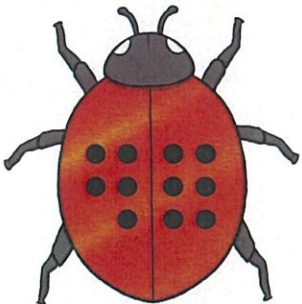
$2 + 3 = \underline{\hspace{2cm}}$



$3 + 4 = \underline{\hspace{2cm}}$



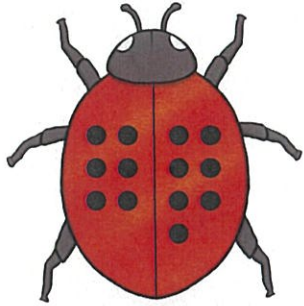
$4 + 5 = \underline{\hspace{2cm}}$



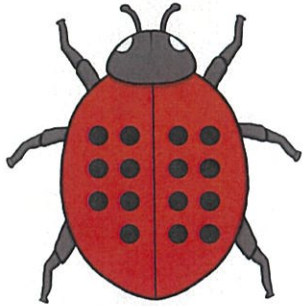
$5 + 6 = \underline{\hspace{2cm}}$

Ladybug Doubles Plus 1

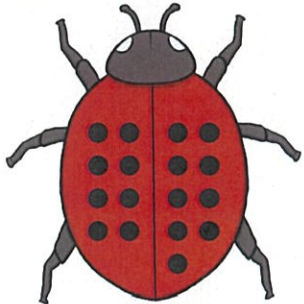
Complete the number sentence for each ladybug double plus 1.



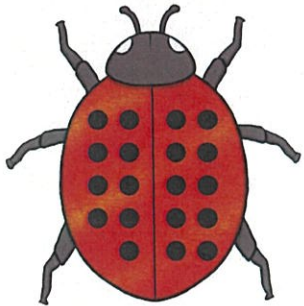
$$6 + 7 = \underline{\hspace{2cm}}$$



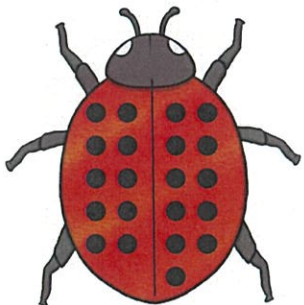
$$7 + 8 = \underline{\hspace{2cm}}$$



$$8 + 9 = \underline{\hspace{2cm}}$$



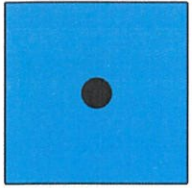
$$9 + 10 = \underline{\hspace{2cm}}$$



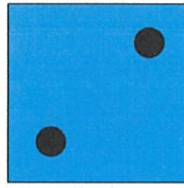
$$10 + 11 = \underline{\hspace{2cm}}$$

Dice Doubles Plus 1

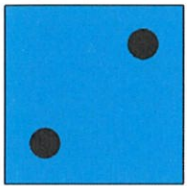
Complete the number sentence for each dice double plus 1.



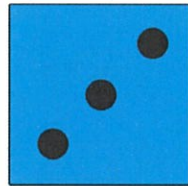
+



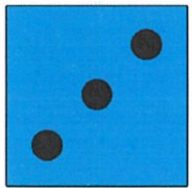
$1 + 2 = \underline{\hspace{2cm}}$



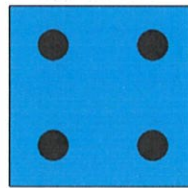
+



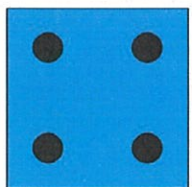
$2 + 3 = \underline{\hspace{2cm}}$



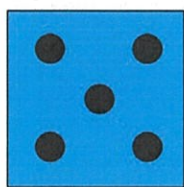
+



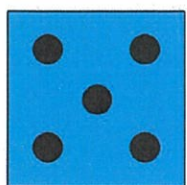
$3 + 4 = \underline{\hspace{2cm}}$



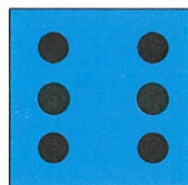
+



$4 + 5 = \underline{\hspace{2cm}}$



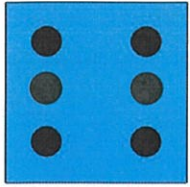
+



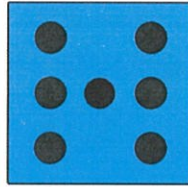
$5 + 6 = \underline{\hspace{2cm}}$

Dice Doubles Plus 1

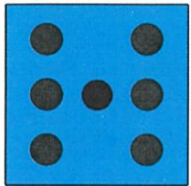
Complete the number sentence for each dice double plus 1.



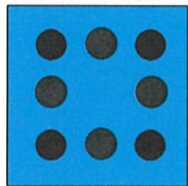
+



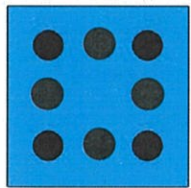
$6 + 7 = \underline{\hspace{2cm}}$



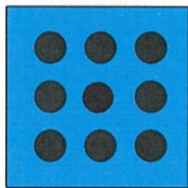
+



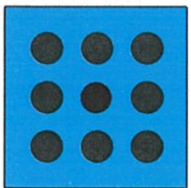
$7 + 8 = \underline{\hspace{2cm}}$



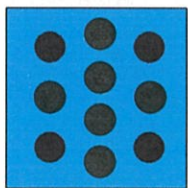
+



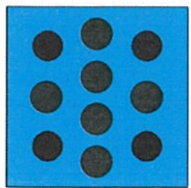
$8 + 9 = \underline{\hspace{2cm}}$



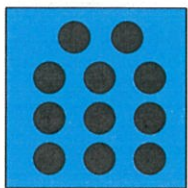
+



$9 + 10 = \underline{\hspace{2cm}}$



+



$10 + 11 = \underline{\hspace{2cm}}$

Wednesday: 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.

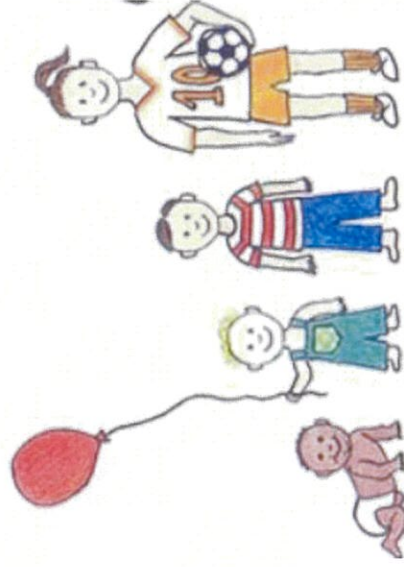
Success Criteria: We will identify possible solutions to problems. .

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.



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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.



DEAR

Drop Everything And Read!!

Learning Intention: We are learning to read for extended periods of time.

Success Criteria: We will be able to maintain sustained reading for at least 10 minutes.



About my book

Title:

Author:

Time I read for:

Wednesday: 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.



Is It Living?

Name: _____

All living things grow: reproduce, move, breathe, make waste, react to things, need food (energy) and grow.

A Tree



Does it grow?

Does it reproduce?

Does it move?

Does it breathe?

Does it make waste?

What food does it need?

A Butterfly



Does it grow?

Does it reproduce?

Does it move?

Does it breathe?

Does it make waste?

What food does it need?

Rocks



Do they grow?

Do they reproduce?

Do they move?

Do they breathe?

Do they make waste?

What food do they need?

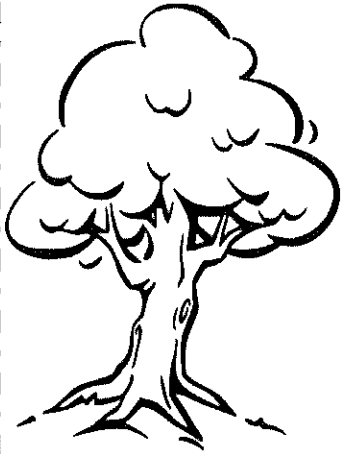
© Henry Jones/Teacher's Pet.com

IS IT Living?

Name: _____

All living things grow: reproduce, move, breathe, make waste, react to things, need food (energy) and grow.

A Tree



Does it grow?

Does it reproduce?

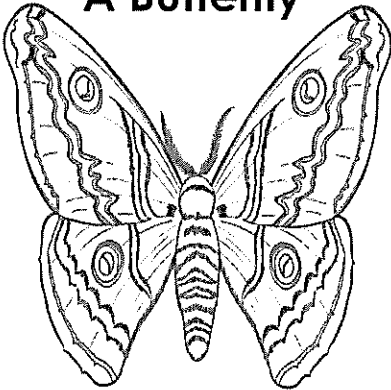
Does it move?

Does it breathe

Does it make waste?

What food does it need?

A Butterfly



Does it grow?

Does it reproduce?

Does it move?

Does it breathe

Does it make waste?

What food does it need?

Rocks



Do they grow?

Do they reproduce?

Do they move?

Do they breathe

Do they make waste?

What food do they need?

Manilla Central School



Stage 1

THURSDAY

Phonics

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 the following words.

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 on a whiteboard.

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

Group 1 Mrs Mac	Group 2 Miss Dixon	Group 3 Mrs Holzgal
ll, ss, ff, zz	sh, th, ch, wh	vcc ccvc, cvcc

How I Feel about my work today ..



Camera Words

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.

Use your CAMERA WORD ACTIVITY GRID to complete and activity for today.

How I feel about my work today ...



Handwriting

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.

d

r

i

f

h

l

b

How I feel about my work today ..



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.

[illegible]

This week's writing focus is **'trees'**. Build on your writing during the week on your piece of lined paper.

MONDAY: Draw a labelled diagram of the parts of a tree.

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

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

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

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

Thursday: 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).

Number Talk

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

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

How I Feel about my work today ...



Numeral Practise

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.

0

1

2

3

4

5

6

7

8

9

How I feel about my work today ...



Mathematics Activity

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'.

How I feel about my work today ...



Thursday: MATHEMATICS: Addition



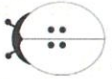
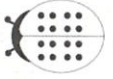
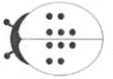
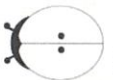
(Click on the icon to listen to the instructions)

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		Ladybird Doubles		Ladybird Doubles	
 8+8=	 4+4=	 2+2=	 10+10=	 6+6=	 3+3=
 5+5=	 9+9=	 7+7=	 1+1=	 8+8=	 4+4=
 10+10=	 2+2=	 6+6=	 3+3=	 1+1=	 5+5=
 9+9=	 7+7=	 4+4=	 8+8=	 10+10=	 2+2=

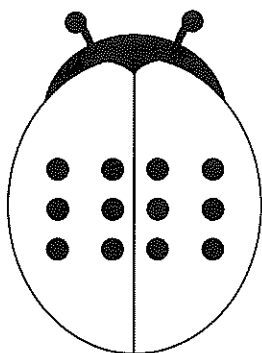
Write the number sentence for each ladybird double

Write the number sentence for each ladybird double

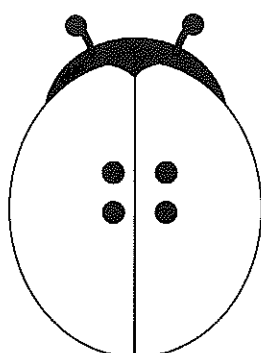
Write the number sentence for each ladybird double

Ladybird Doubles

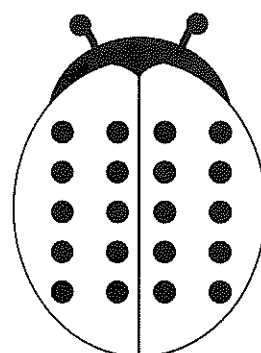
Write the number sentence for each ladybird double.



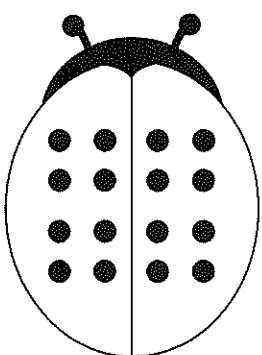
$6+6= \underline{\quad}$



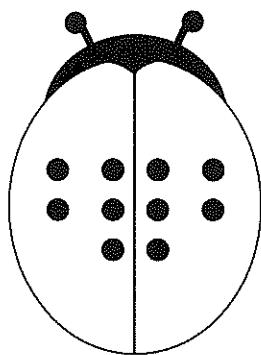
$2+2= \underline{\quad}$



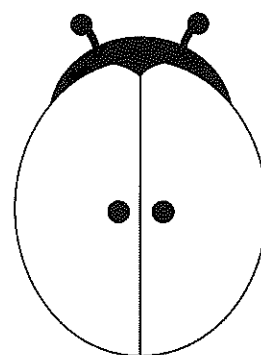
$10+10= \underline{\quad}$



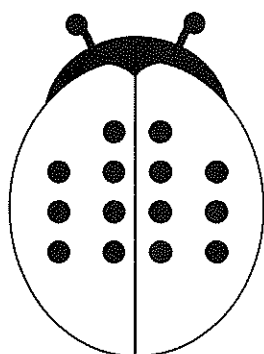
$8+8= \underline{\quad}$



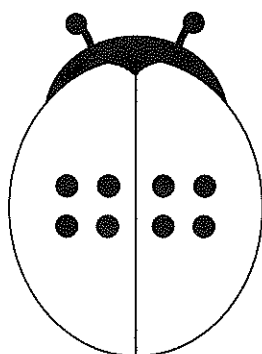
$5+5= \underline{\quad}$



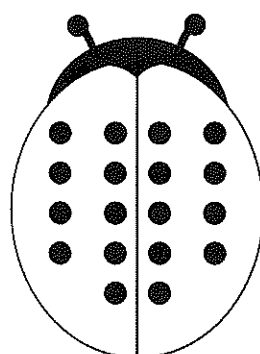
$1+1= \underline{\quad}$



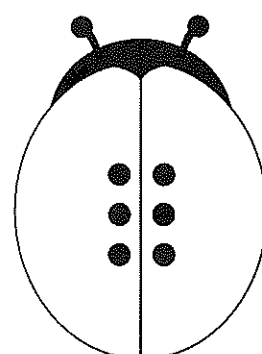
$7+7= \underline{\quad}$



$4+4= \underline{\quad}$



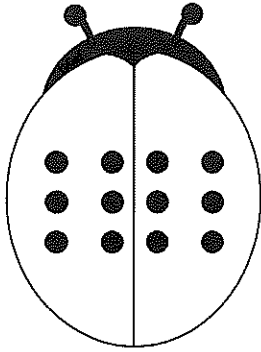
$9+9= \underline{\quad}$



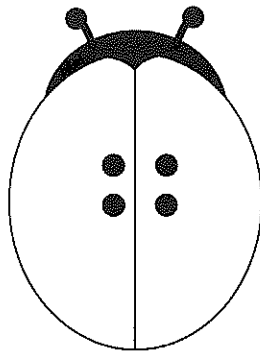
$3+3= \underline{\quad}$

Ladybird Doubles

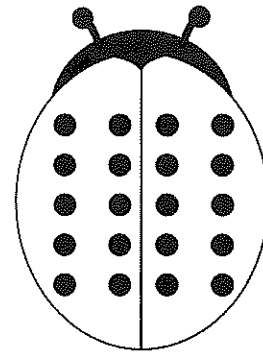
Write the number sentence for each ladybird double.



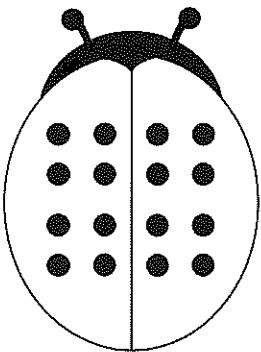
Double 6 is __



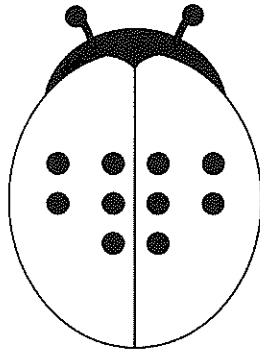
Double 2 is __



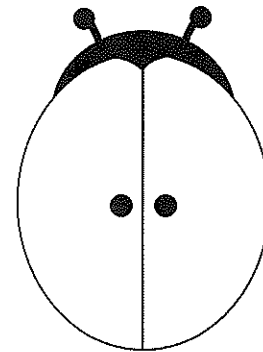
Double 10 is __



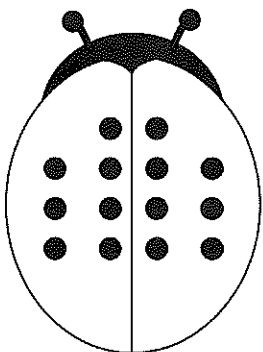
Double 8 is __



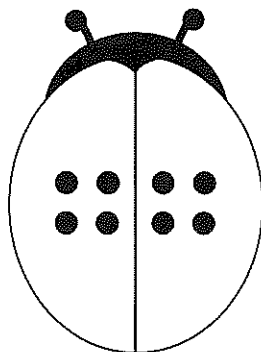
Double 5 is __



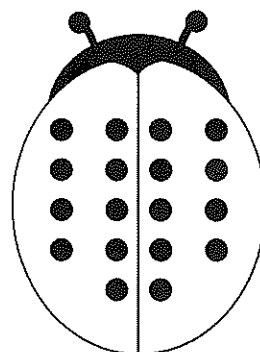
Double 1 is __



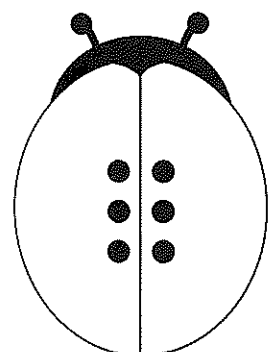
Double 7 is __



Double 4 is __



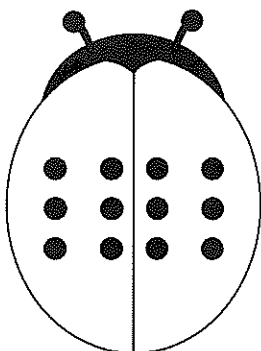
Double 9 is __

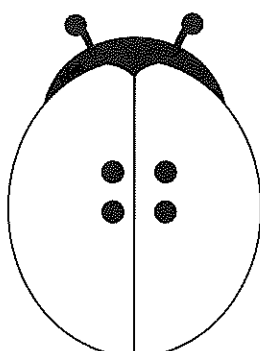


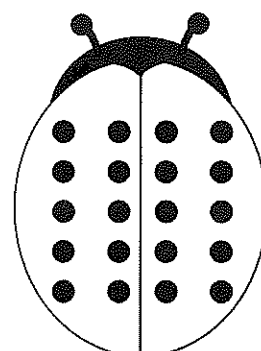
Double 3 is __

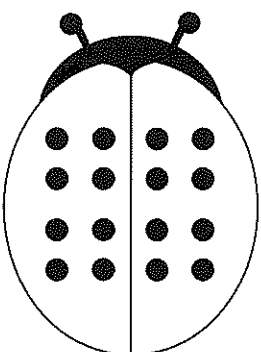
Ladybird Doubles

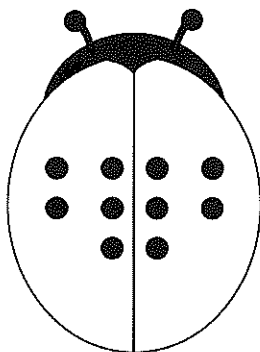
Write the number sentence for each ladybird double.

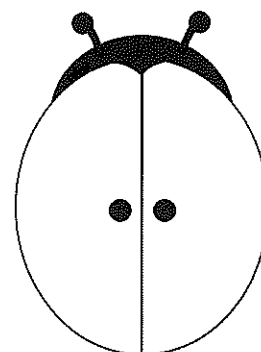


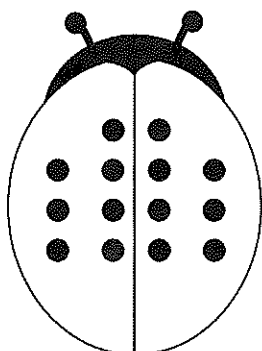


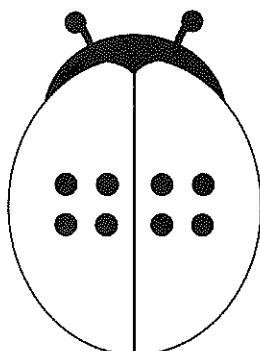


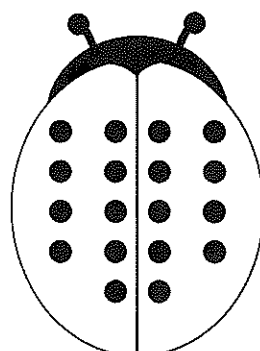


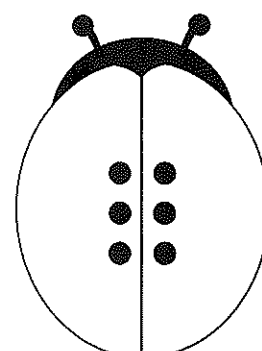












Thursday: PDHPE/PBL

(Click on the icon to listen to the instructions)

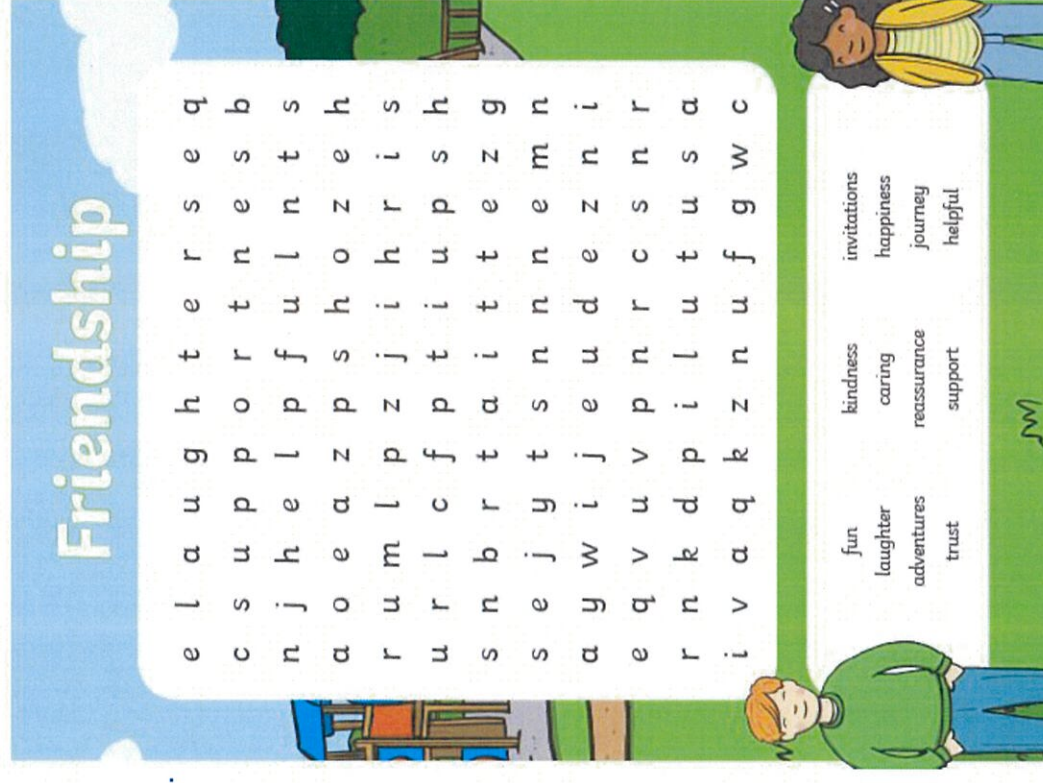


Learning Intention: We are learning to identify the qualities that make a great friend.

Success Criteria: We will locate 'friendship' words.

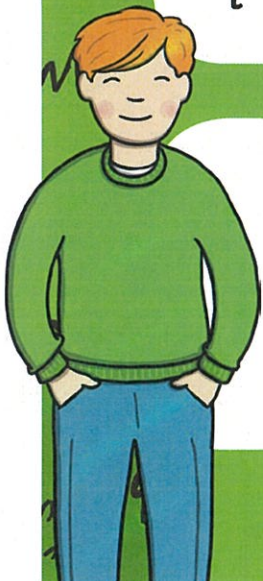
ACTIVITY:

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
 laughter
 adventures
 trust

kindness
 caring
 reassurance
 support

invitations
 happiness
 journey
 helpful



DEAR

Drop Everything And Read!!

Learning Intention: We are learning to read for extended periods of time.

Success Criteria: We will be able to maintain sustained reading for at least 10 minutes.



About my book

Title:

Author:

Time I read for:

Thursday: UOI: Paddock to Plate 

(Click on the icon to listen to the instructions)

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



Manilla Central School



Stage 1

FRIDAY

Phonics

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 the following words.

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 on a whiteboard.

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

Group 1 Mrs Mac	Group 2 Miss Dixon	Group 3 Mrs Holzgal
ll, ss, ff, zz	sh, th, ch, wh	vcc ccvc, cvcc

How I feel about my work today ..



Camera Words

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.

Use your CAMERA WORD ACTIVITY GRID to complete and activity for today.

How I feel about my work today ...



Handwriting

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.

d

r

i

f

h

l

b

How I feel about my work today ...



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.

[illegible]

This week's writing focus is **'trees'**. Build on your writing during the week on your piece of lined paper.

MONDAY: Draw a labelled diagram of the parts of a tree.

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

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

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

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

Friday: MATHEMATICS: Number Talk

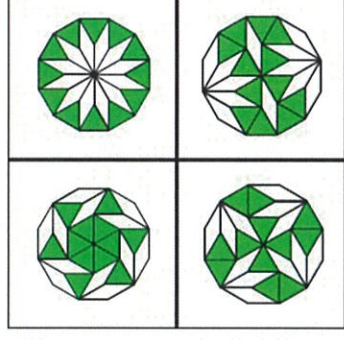


(Click on the icon to listen to the instructions)

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).

Number Talk

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

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

How I feel about my work today ~



Numeral Practise

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.

0 _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

How I feel about my work today ~



Mathematics Activity

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'.

How I Feel about my work today ...



Friday: 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.

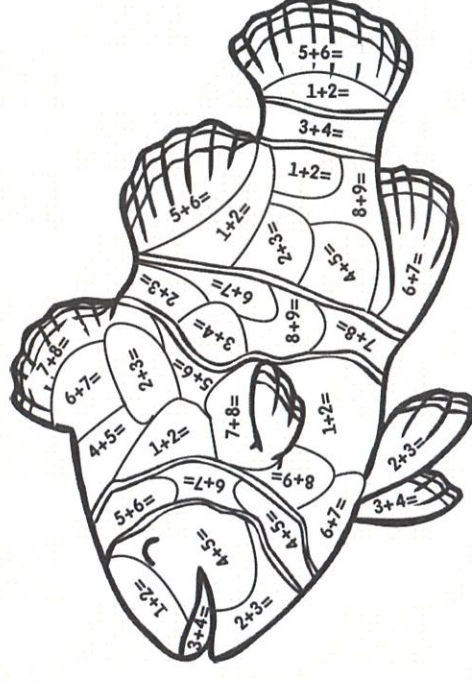
Success Criteria: We will use doubles and add one to find the total.

ACTIVITY:

Using your knowledge of doubles, complete the colouring.



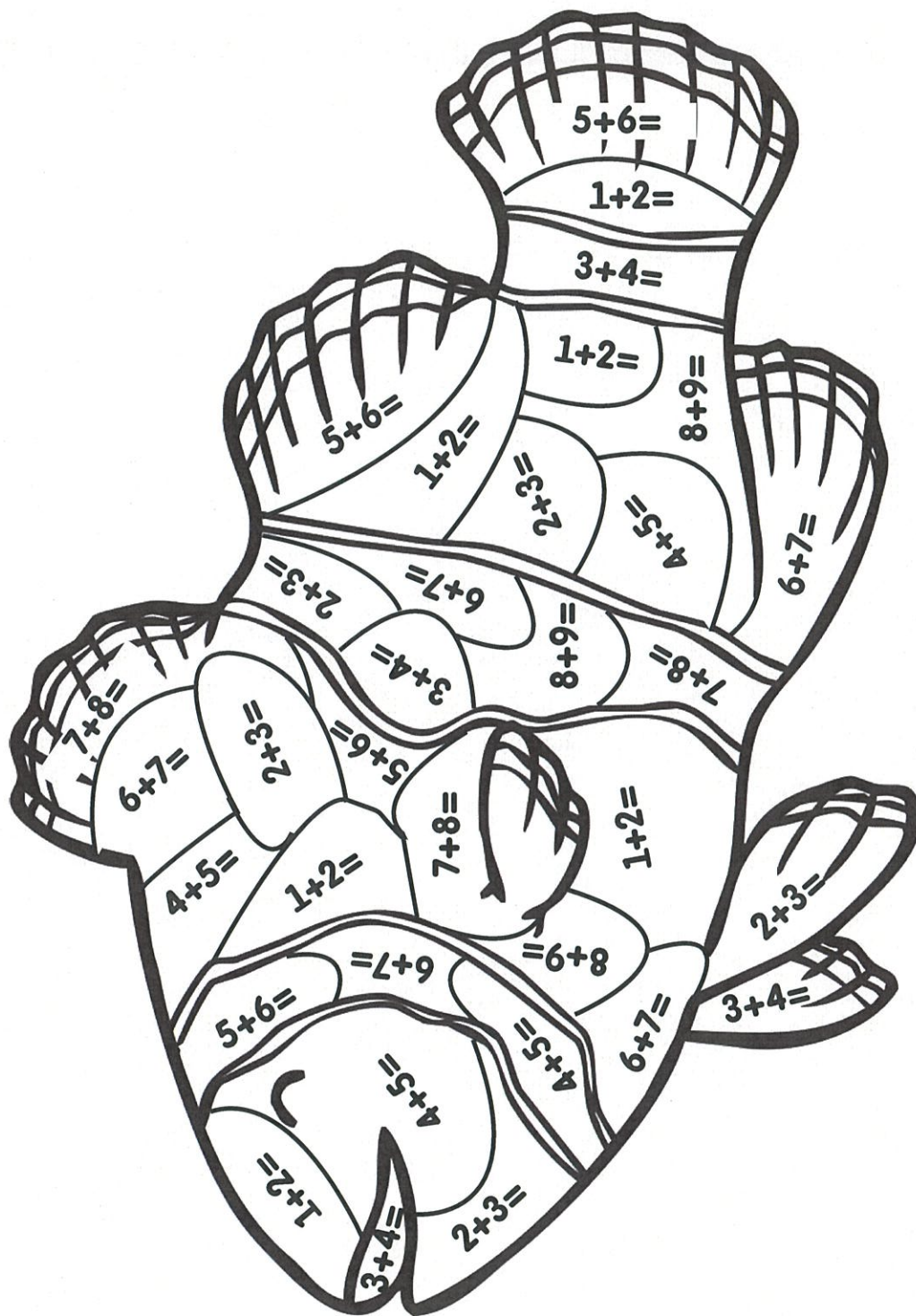
Rainbow Fish
Doubles Plus One Colour by Number



Rainbow Fish

Doubles Plus One Colour by Number

- 3
- 5
- 7
- 9
- 11
- 13
- 15
- 17



Friday: PDHPE/PBL

(Click on the icon to listen to the instructions)

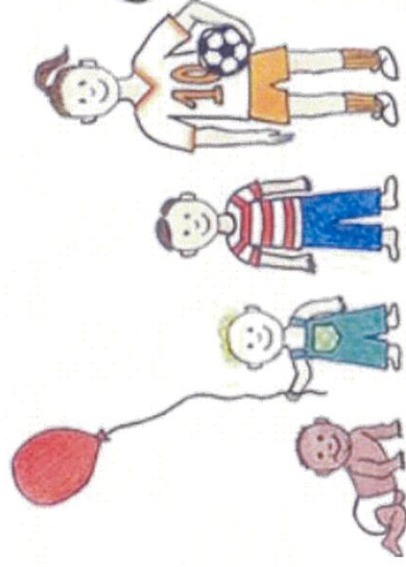


Learning Intention: We are learning to identify the qualities that make a great friend.

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.





DEAR

Drop Everything And Read!!

Learning Intention: We are learning to read for extended periods of time.

Success Criteria: We will be able to maintain sustained reading for at least 10 minutes.



About my book

Title:

Author:

Time I read for:

Friday: 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:

