

Manilla Central School



Stage 2

Home Learning

Week 2, Term 2, 2020

Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:10-10:10	English: Phonics Camera Words Writing Brain Break & 'Crunch 'n' Sip	English: Phonics Camera Words Writing Brain Break & 'Crunch 'n' Sip	English: Phonics Camera Words Writing Brain Break & 'Crunch 'n' Sip	English: Phonics Camera Words Writing Brain Break & 'Crunch 'n' Sip	English: Phonics Camera Words Writing Brain Break & 'Crunch 'n' Sip
10:10-11:10	Vocabulary Reading and Comprehension Reading Eggs	Vocabulary Reading and Comprehension Reading Eggs	Vocabulary Reading and Comprehension Reading Eggs	Handwriting Reading and Comprehension Reading Eggs	Handwriting Reading and Comprehension Reading Eggs
Break					
11:40-11:50	Storyline Online	Storyline Online	Storyline Online	Storyline Online	Storyline Online
11:50-12:50	Mathematics: Number Talk Problem Solving Task Study Ladder Brain Break	Mathematics: Number Talk Problem Solving Task Study Ladder Brain Break	Mathematics: Number Talk Problem Solving Task Study Ladder Brain Break	Mathematics: Number Talk Problem Solving Task Study Ladder Brain Break	Mathematics: Number Talk Problem Solving Task Study Ladder Brain Break
12:50-1:40	PDHPE: PDH Unit Content Fitness: Warriors & Dragons	PDHPE: PDH Unit Content Fitness: Warriors & Dragons	PDHPE: PDH Unit Content Fitness: Warriors & Dragons	PDHPE: PDH Unit Content Fitness: Warriors & Dragons	PDHPE: PDH Unit Content Fitness: Warriors & Dragons
Break					
2:10-2:20	DEAR	DEAR	DEAR	DEAR	DEAR
2:20-3:10	Unit of Inquiry HSIE	Unit of Inquiry CAPA	Unit of Inquiry HSIE	Unit of Inquiry CAPA	Unit of Inquiry HSIE

Manilla Central School



Stage 2

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: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

Activity 3: Complete the activity within your booklet for the day.

Phonemes

ll ss ff zz

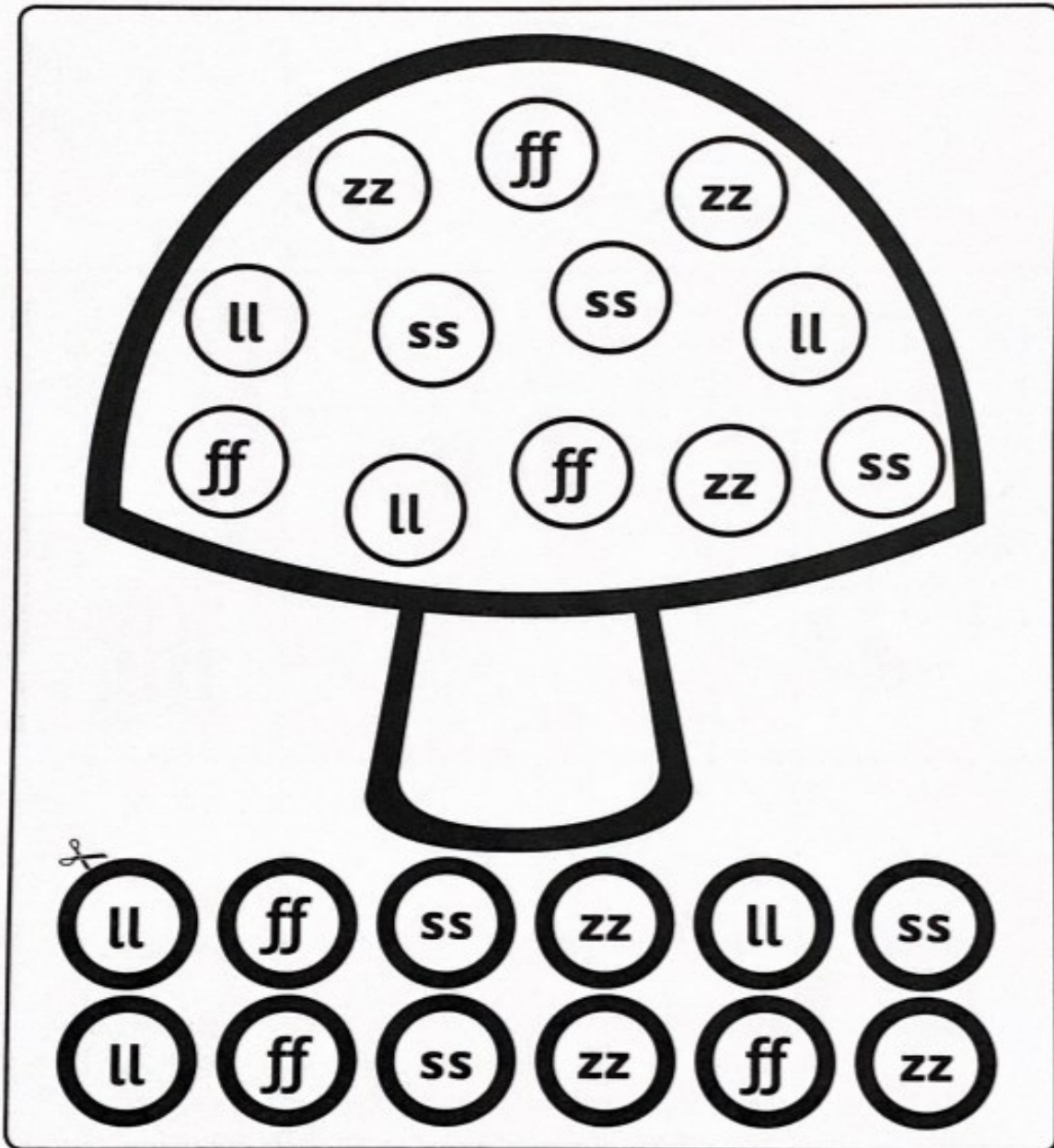
How I feel about my work today ...



Phonics

INSTRUCTIONS

Colour the letter circles underneath the mushroom as follows — /ll/ red, /ss/ pink, /ff/ blue and /zz/ black. Cut out the circles. Pick up a circle, say the phoneme and then paste it on to the matching letter circle in the mushroom. Do the same for all the circles.



How I feel about my work today ...



Camera Word Activity Grid

My words for this week are:

come my have

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:

c
ca
cat

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.

the cat 

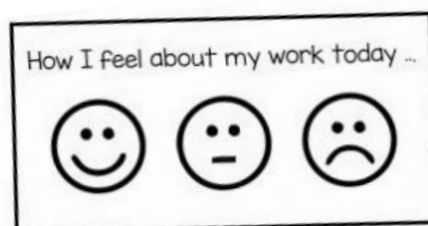
Write your words in alphabetical order.

a b c

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.



Writing

Learning Intention: We are learning to write to an informative text.

Success Criteria: We will be able to describe an image.

Your job is to describe...

Today you will write a description about a First Fleet Ship, which is linked to the past. An image of one is displayed below.

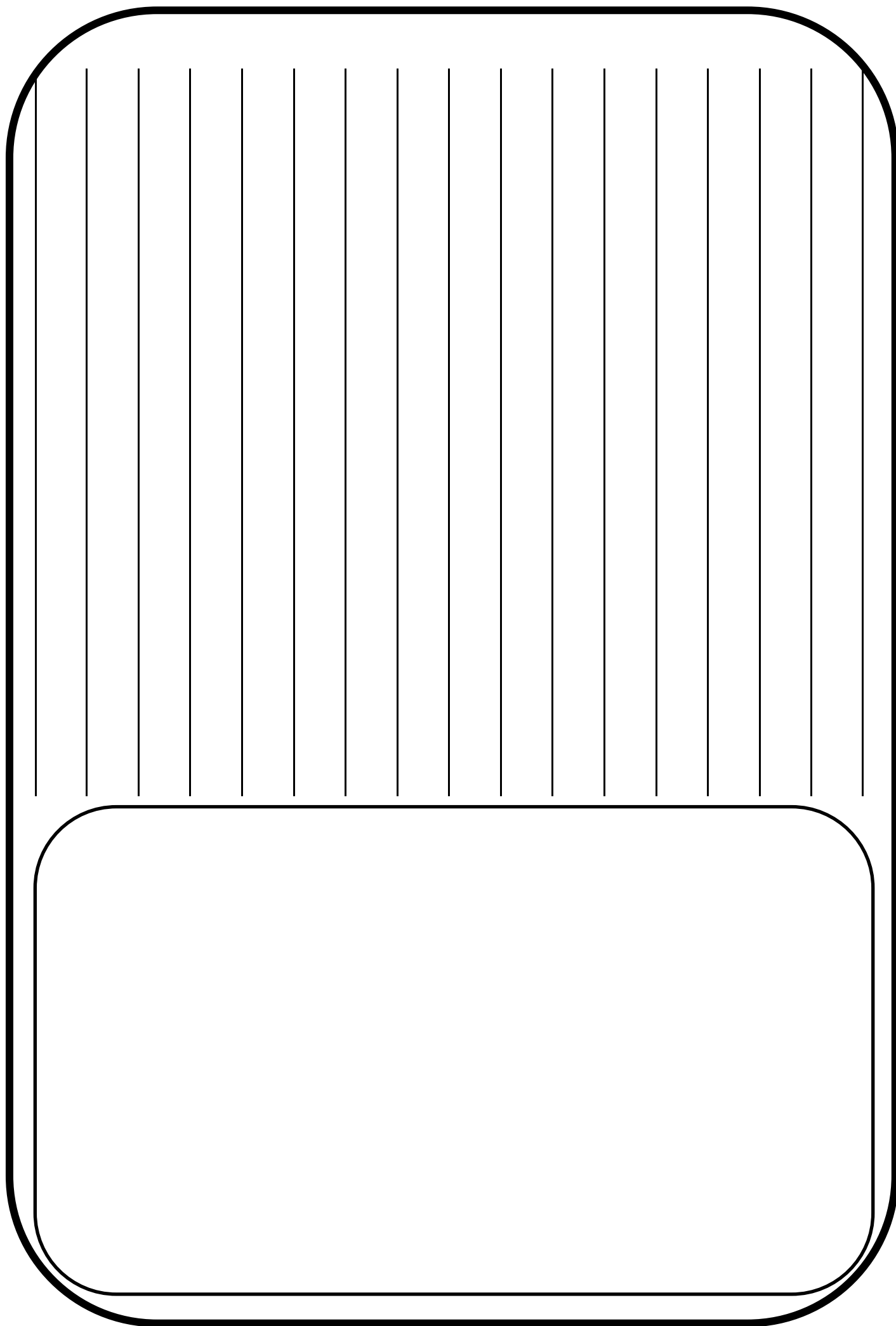
DON'T FORGET TO INCLUDE:

- ♦ A general statement – naming the subject of the information being presented.
- ♦ Body of information – series of facts set out in chronological order.
- ♦ Summary – draws the presented information to a conclusion.

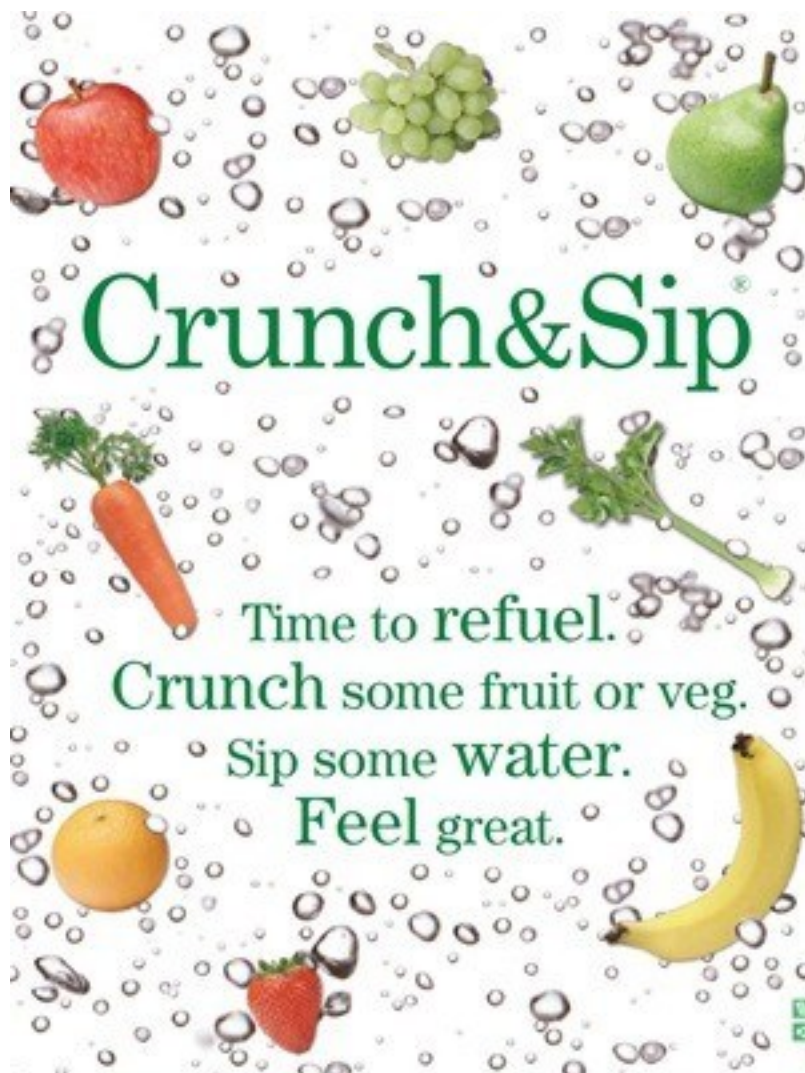
REMEMBER TO:

- ♦ Use interesting vocabulary
- ♦ Write in full sentences.
- ♦ Pay attention to your spelling and punctuation
- ♦ Check and edit your writing so that it is clear for the reader
- ♦ Draw and label your own item (as below)





Brain Break






Vocabulary

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

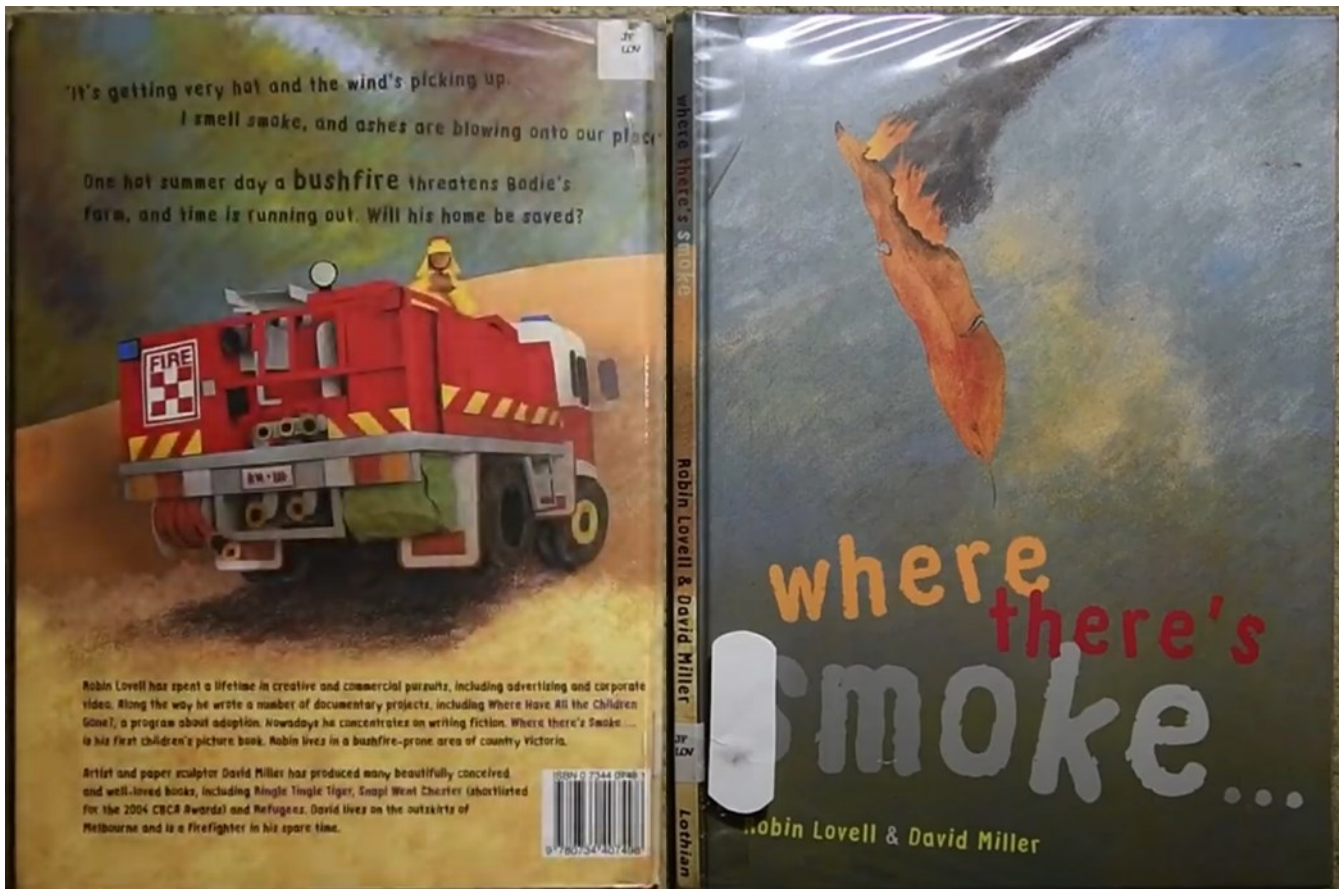
Success Criteria: We will define the words using the Frayer model. We will describe what it is, what it is not and draw an image to help us remember the word.

Word	What It is
history	
Draw it	What it is not

How I feel about my work today ...

Reading—Week 2



Where There's Smoke

Where There's Smoke... relates a fear-filled day from the eyes of Bodie, a young boy whose farm is threatened by bushfire. As the day unfolds, Bodie sees a succession of emergency service workers go past until the fire eventually threatens his house. The story unfolds dramatically and tension mounts in this vivid telling of an event that occurs all too often in Australian rural communities.

Use the link (below) to listen to this story:

<https://www.youtube.com/watch?v=K83KZh1IPvU>

Or search on YouTube:

Where There's Smoke... Opa's Corner Storytime.

Reading & Comprehension

Learning Intention: We are learning how to make predictions about a text when we read.

Success Criteria: We will be able to make predictions about our text using evidence.

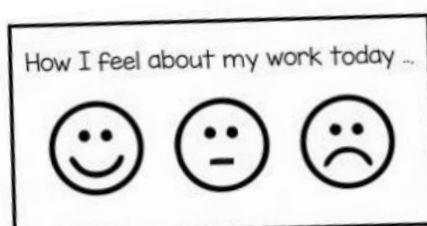
Before listening to the book

What clues on the front cover are provided to help the reader predict the theme of the book?

What information do the three sources of information on the back cover provide to confirm your prediction?

Where do you think Bodie lives? Explain your reasons.

From the illustration of the fire truck, name as many items relating to firefighting as you can.



Reading & Comprehension

Learning Intention: We are learning to make connections to the text we are reading.

Success Criteria: We will be able to make a text-to-text, text-to-self and text-to-world connection.



TEXT TO SELF

A connection between the text and your life or experiences.



TEXT TO TEXT

A connection between the text and another text you have read.



TEXT TO WORLD

A connection between the text and events in the world.

After listening the book

Text-to-text

Text-to-self

Text-to-world



Number Talk

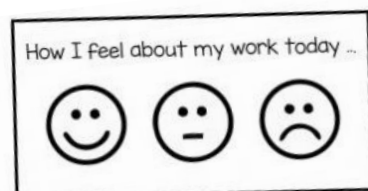
Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to discuss the way we found an answer and determine the most efficient method for solving the problem.



How much purple honey?

How do you know?



Mathematics Activity

Learning Intention: We are learning to think and work like mathematicians.

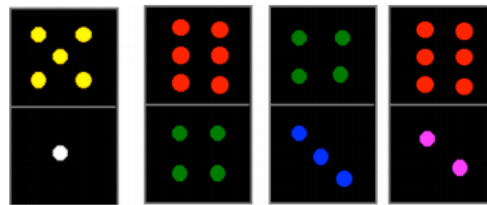
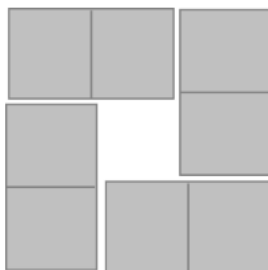
Success Criteria: We will be able to think strategically to solve problems.

4 DOM

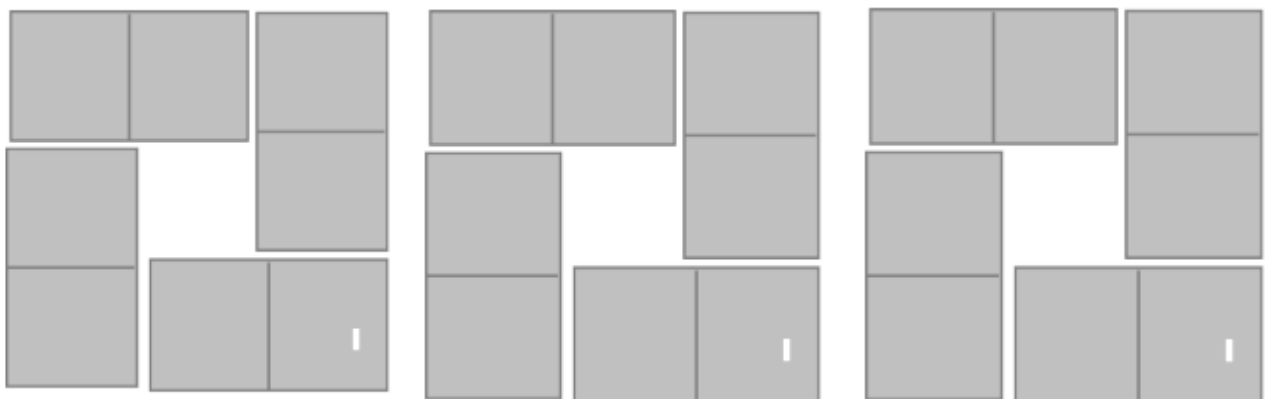


Use the four dominoes to make a square 'window' that has the same number of dots on each side.

(The dominoes do not need to match where they touch.)

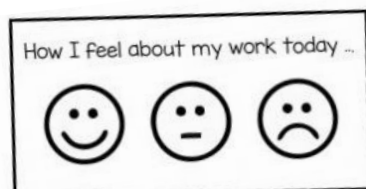


nrich.maths.org/roadshow



Interactive available here:

<https://nrich.maths.org/179>



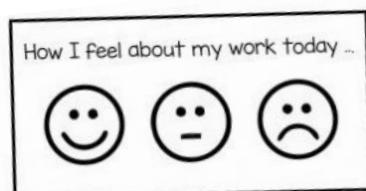
Health, Wellbeing & Relationships

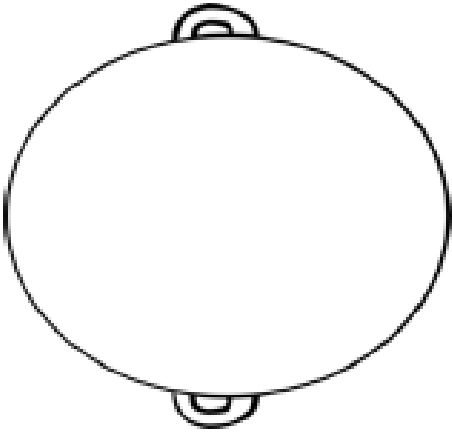
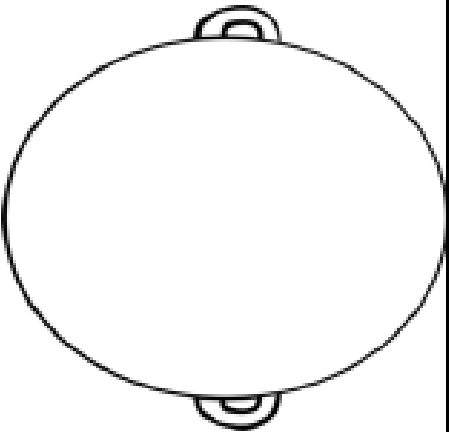
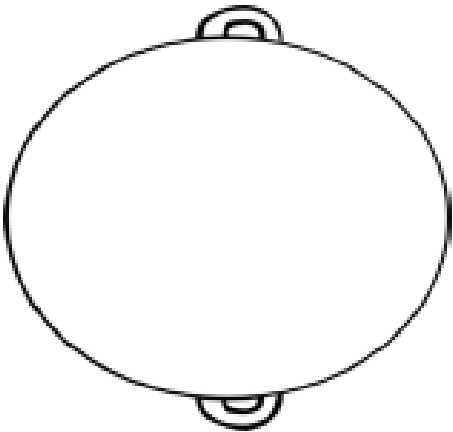
Learning Intention: We are learning to identify emotions and self-regulation strategies.

Success Criteria: We will be able to identify the emotion, self-regulation strategies and who can assist us in certain scenarios.

TASK:

In the table on the next page, you will read the 3 scenarios listed. Then you will identify the emotion by drawing the emotion on the face provided. You will explain some ways that you can manage your emotion by writing some self-regulation strategies and who can assist you if you are over whelmed.



Scenario	Emotion	Self-regulation Strategies	Who can assist you:
His smile was as wide as a crocodile. She could not stop grinning. They both jumped up and down, laughing.			
Red as a beetroot, she covered her head with a jacket. Not knowing what to do, she walked in the opposite direction.			
He paced back and forth and kept looking at the time. Mum kept looking down the corridor intently for any sign.			

Fitness Task

Game: Warriors & Dragons

Learning Intention: We are learning successful play that requires anticipation and evasion skills in defence or teamwork in attack.

Success Criteria: We will be able to evade the defence.

Equipment/Area:

Establish a playing area.
A moat surrounds the playing area.
One medium sized ball

Group Management:

Two teams: Warriors and Dragons

Description:

PLAYING

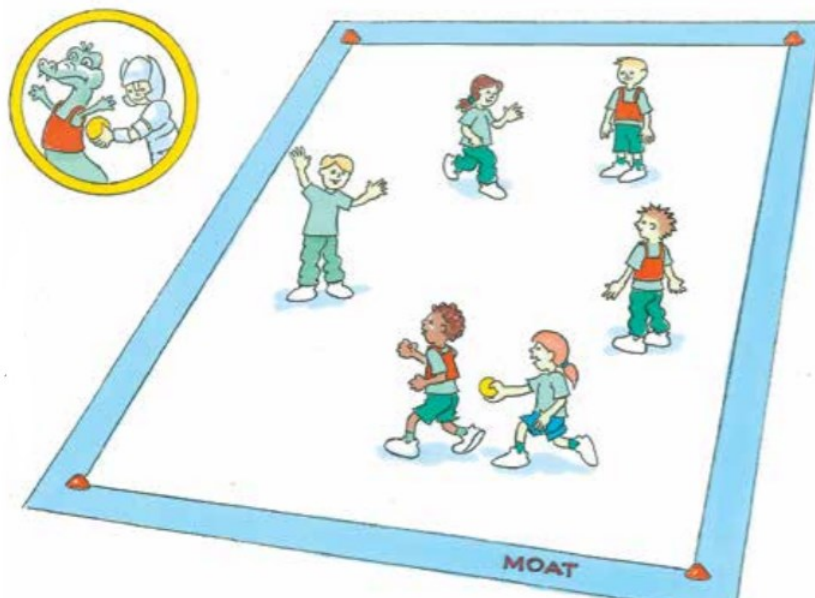
One team, called the Warriors, pass a ball to each other and try to tag members of the opposing team, called the Dragons. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.

*Note:

Dragons can run but not into the moat because dragons can't swim.

Warriors are not allowed to step with the ball or throw it at a dragon.

Warriors are not allowed to hold the ball for any longer than 3 seconds.





DEAR

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



About my book:

Title:

Author:

Time I read for:

Unit of Inquiry (HSIE)

Learning Intention: We are learning about what life was like for Aboriginal and/or Torres Strait Islander People before the arrival of the Europeans.

Success Criteria: We will be able to discuss what the two maps show, and Identify our local area and language

Task 1:

View the following video:

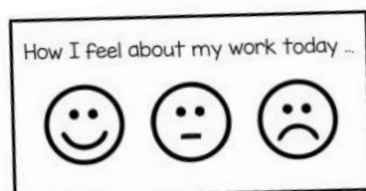
<https://www.youtube.com/watch?v=YqkgKkW8o6E>

Task 2:

What does each map (showed on the next page) tell us about the first people of Australia? Share your ideas in the Venn Diagram.

Task 3:

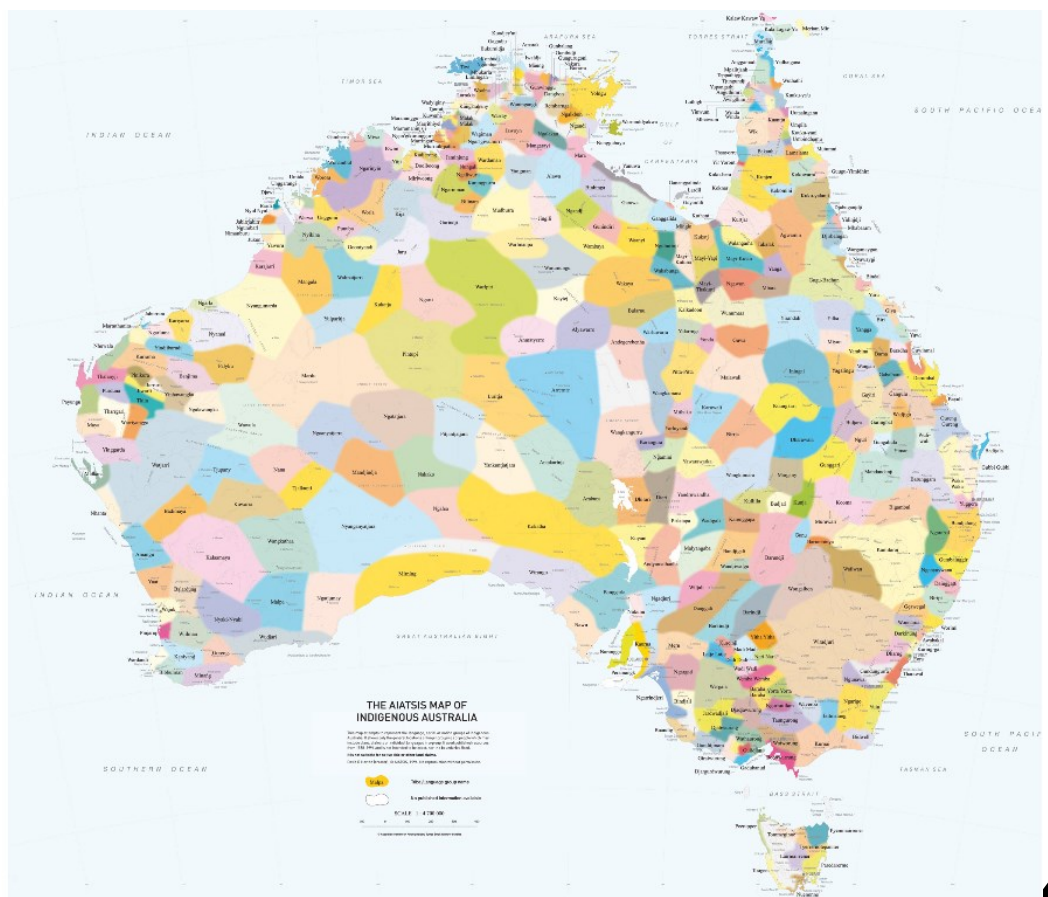
Use map 2 to work out which language group/s belong to your area.



Unit of Inquiry (HSIE)



Map 1



Map 2

Unit of Inquiry (HSIE)

Map 1 tells us

Map 2 tells us

How I feel about my work today ..



There was no one word to describe the First Peoples because there were over 250 separate language groups. Each group lived in its own Country and had its own beliefs, customs and laws.

Manilla Central School



Stage 2

Tuesday

Phonics

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Phonemes

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How I feel about my work today ...

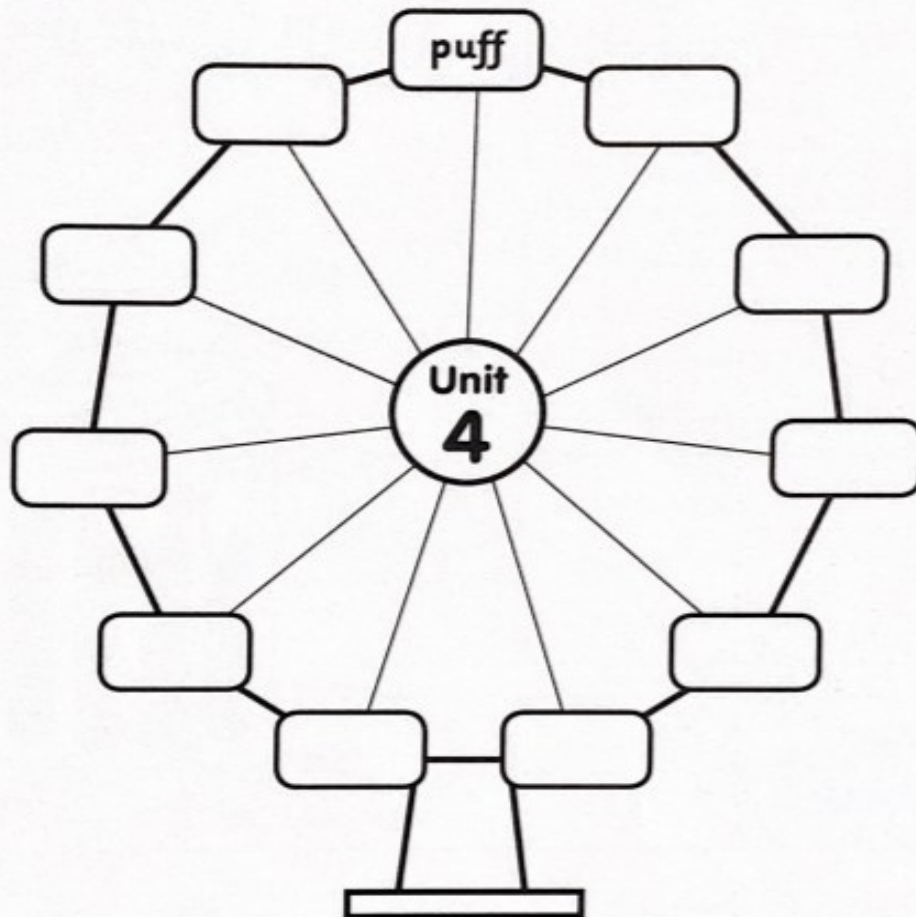


Phonics



INSTRUCTIONS

Cut out the word squares at the bottom of the page. 'Puff' is already filled in on the Word Wheel to help get you started. Choose a word from your pile that is similar to 'puff' but where only one phoneme has changed. Continue around the wheel until you get back to 'puff'. Remember, sometimes one phoneme is represented by two letters.



How I feel about my work today ...



Camera Word Activity Grid

My words for this week are:

come my have

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:

c
ca
cat

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.

the cat 

Write your words in alphabetical order.




a b c

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 ...

		
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Writing

Learning Intention: We are learning to write to an informative text.

Success Criteria: We will be able to describe an image.

Describe it!



nouns	verbs	adjectives

How I feel about my work today ...

😊 😐 ☹️

Writing

Learning Intention: We are learning to write to an informative text.

Success Criteria: We will be able to describe an image.

Build on it!

The leaves burned.



Four word sentence

Five word sentence

Six or more word sentence

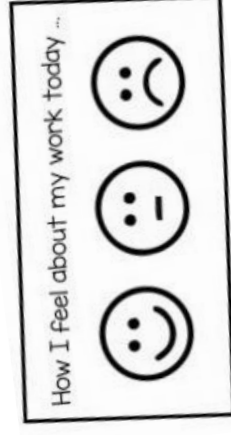
How I feel about my work today ...



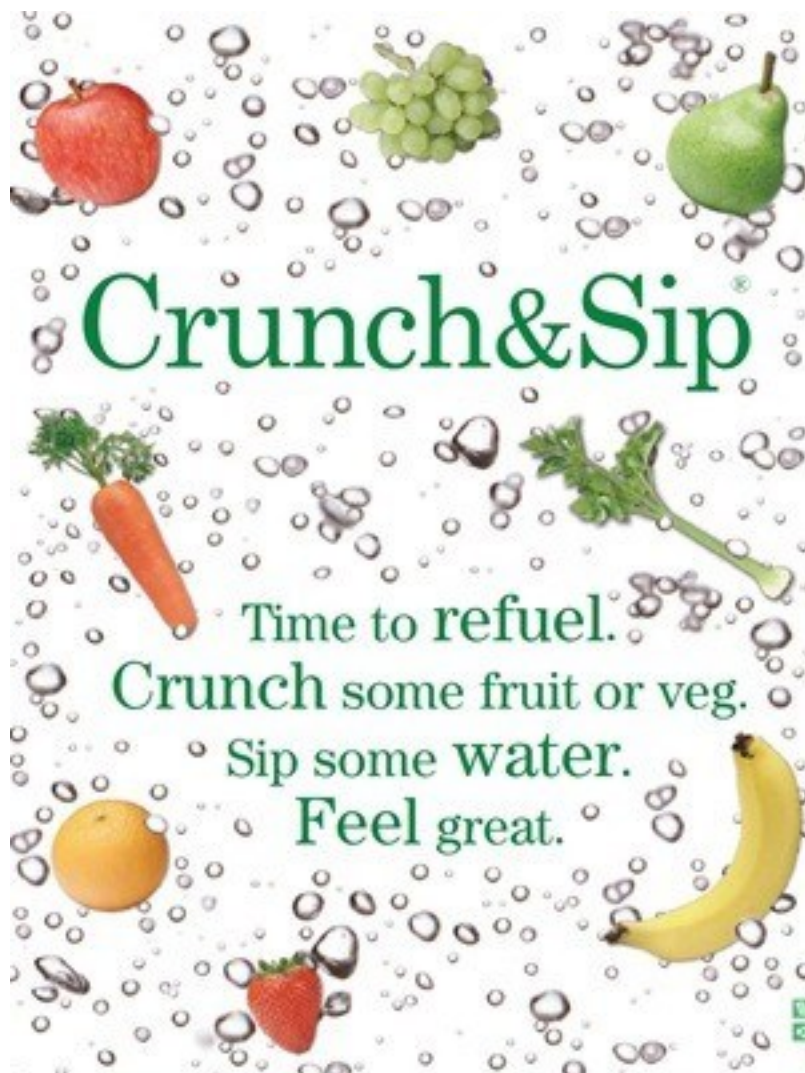
Draw-Talk-Write-Share

Learning Intention: We are learning to write a text.

Success Criteria: We will be able to independently create a text using draw-talk-write-share.

A large, empty rounded rectangle with a thick black border, intended for a student to draw a picture related to their writing.Eight horizontal lines of equal length, spaced evenly apart, intended for a student to write their text.

Brain Break



Vocabulary

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

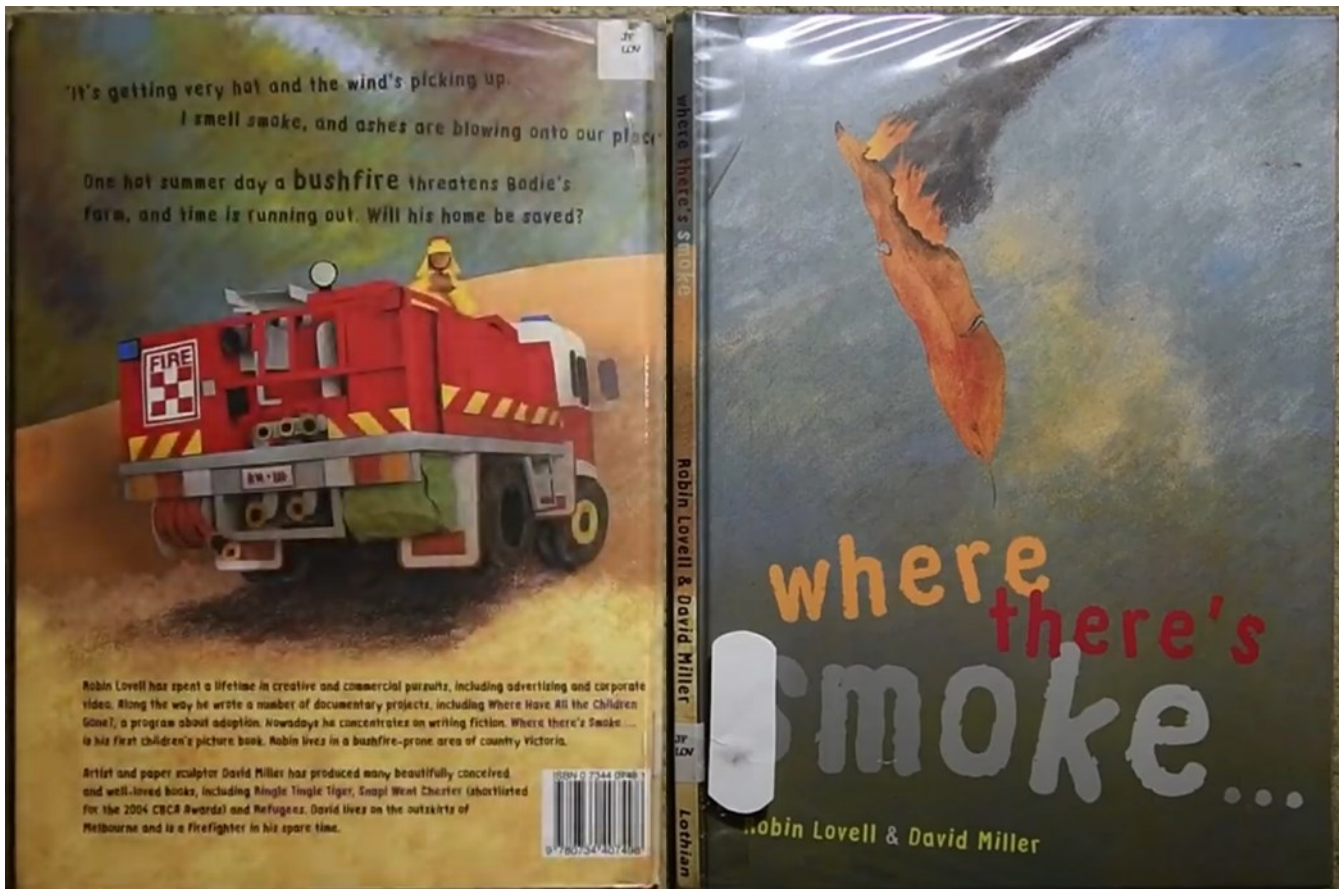
Success Criteria: We will define the words using the Frayer model. We will describe what it is, what it is not and draw an image to help us remember the word.

Word	What It is
language	
Draw it	What it is not

How I feel about my work today ...



Reading—Week 2



Where There's Smoke

Where There's Smoke... relates a fear-filled day from the eyes of Bodie, a young boy whose farm is threatened by bushfire. As the day unfolds, Bodie sees a succession of emergency service workers go past until the fire eventually threatens his house. The story unfolds dramatically and tension mounts in this vivid telling of an event that occurs all too often in Australian rural communities.

Use the link (below) to listen to this story:

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Or search on YouTube:

Where There's Smoke... Opa's Corner Storytime.

Reading & Comprehension

Learning Intention: We are learning to show an understanding of the text we read by summarising and explaining important ideas and details.

Success Criteria: We will be able to answer questions related to the text using evidence.

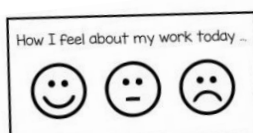
While listening to the book

What actions do Bodie and his mum take to be safe from fire?

In what ways do the different emergency services work together to keep people and property safe from fire?

How do the various emergency workers demonstrate a commitment to do their best under difficult circumstances?

Compare the two different maps in the book. What different types of information do they provide to help the reader understand the severity of the fire hazard?





Number Talk

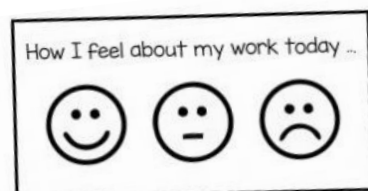
Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to discuss the way we found an answer and determine the most efficient method for solving the problem.



How much red honey?

How do you know?



Mathematics Activity

Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to think strategically to solve problems.

5 on the Clock



On a digital clock showing 24-hour time, over a whole day, how many times does a 5 appear?




Is it the same number for a 12-hour clock over a whole day?

nrich.maths.org

Mathematics Activity

Show your ideas and answers here to the '5 on the clock' task.

How I feel about my work today ...

		
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Health, Wellbeing & Relationships

Learning Intention: We are learning to identify what bullying is and how it can impact on relationships.

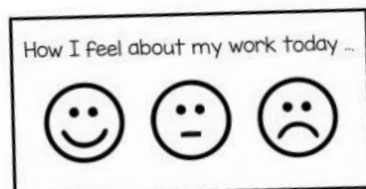
Success Criteria: We will be able to Identify what bullying is and what it looks like.

- ♦ Watch Short Film—Wise at 5:
<https://www.youtube.com/watch?v=LVcPcPbj2q8&feature=youtu.be>

- ♦ Has there been a time where you have felt bullied?

- ♦ How did it make you feel?

- ♦ Did you talk to someone in your relationship network about it?



Fitness Task

Game: Warriors & Dragons

Learning Intention: We are learning successful play that requires anticipation and evasion skills in defence or teamwork in attack.

Success Criteria: We will be able to evade the defence.

Equipment/Area:

Establish a playing area.

A moat surrounds the playing area.

One medium sized ball

Group Management:

Two teams: Warriors and Dragons

Description:

PLAYING

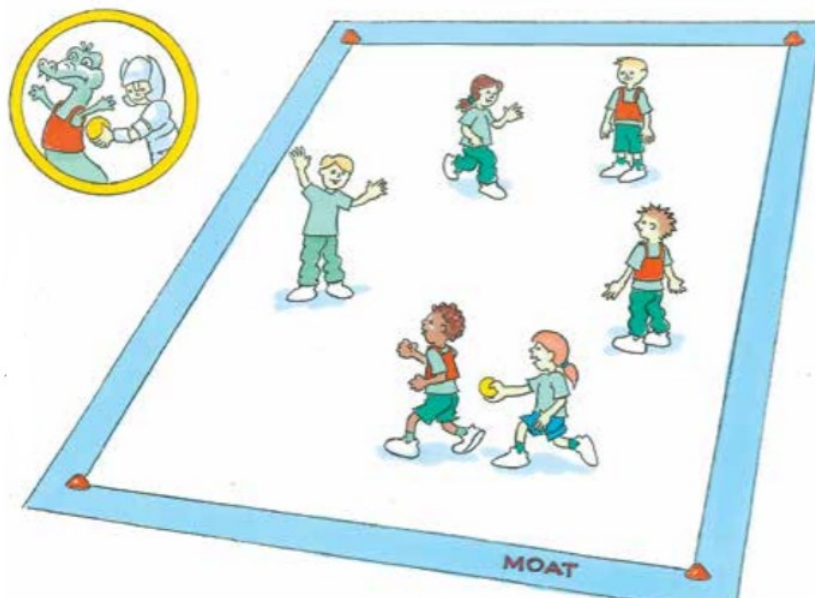
One team, called the Warriors, pass a ball to each other and try to tag members of the opposing team, called the Dragons. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.

*Note:

Dragons can run but not into the moat because dragons can't swim.

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About my book:

Title:

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Unit of Inquiry (CAPA)

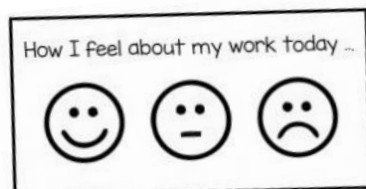
Learning Intention: We are learning to understand, appreciate and produce pieces of artwork to communicate our ideas.

Success Criteria: We will be able to respond to artworks, and plan pieces of artwork in similar ways to artists.

Activity:

Last week you should have selected 3 artworks and wrote down their name, the date of their work, and the story behind each artwork.

This week, using the same artworks, you are going to identify the techniques used by the artist for each artwork. For example, the colours, the implied textures, the use of the space such as the foreground, the background and the perspective.



Unit of Inquiry (CAPA)

Artwork 1:

Techniques used;

Colours used:

Artwork 2:

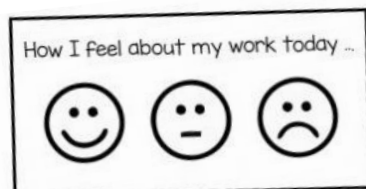
Techniques used;

Colours used:

Artwork 3:

Techniques used;

Colours used:



Manilla Central School



Stage 2

Wednesday

Phonics

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

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Activity 2: Practise writing your phonemes.

Activity 3: Complete the activity within your booklet for the day.

Phonemes

ll ss ff zz

How I feel about my work today ...



Phonics

Write a word that uses the consonant digraph in each box and draw a picture to match.

Put each word in a sentence.

ff

ll

How I feel about my work today ...



Phonics

Write a word that uses the consonant digraph in each box and draw a picture to match.

Put each word in a sentence.

ss

zz

How I feel about my work today ...




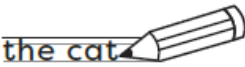


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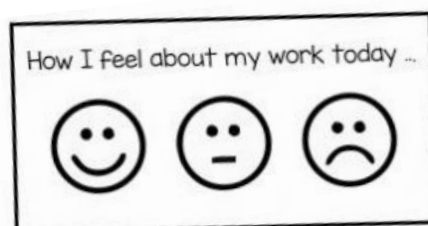
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<p>Use magnetic letters or scrabble tiles to spell each of your words.</p> <p></p>	<p>Write your words in a pyramid:</p> <p></p>	<p>Find your words in magazines or newspapers then  cut them out and glue them on paper.</p>
<p>Draw a picture and 'hide' your words in the picture.</p>	<p>Write a sentence for each of your words.</p> <p></p>	<p>Write your words in alphabetical order.</p> <p>a b c</p>

Camera Words

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



Writing

Learning Intention: We are learning to write to an informative text.

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Describe it!



nouns	verbs	adjectives

How I feel about my work today ...

😊 😐 😞

Writing

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Build on it!

The firetrucks waited.



Four word sentence

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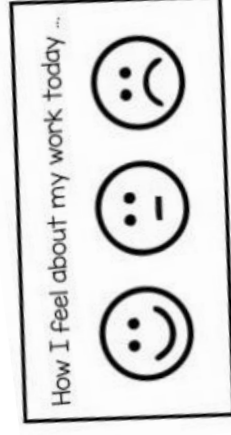
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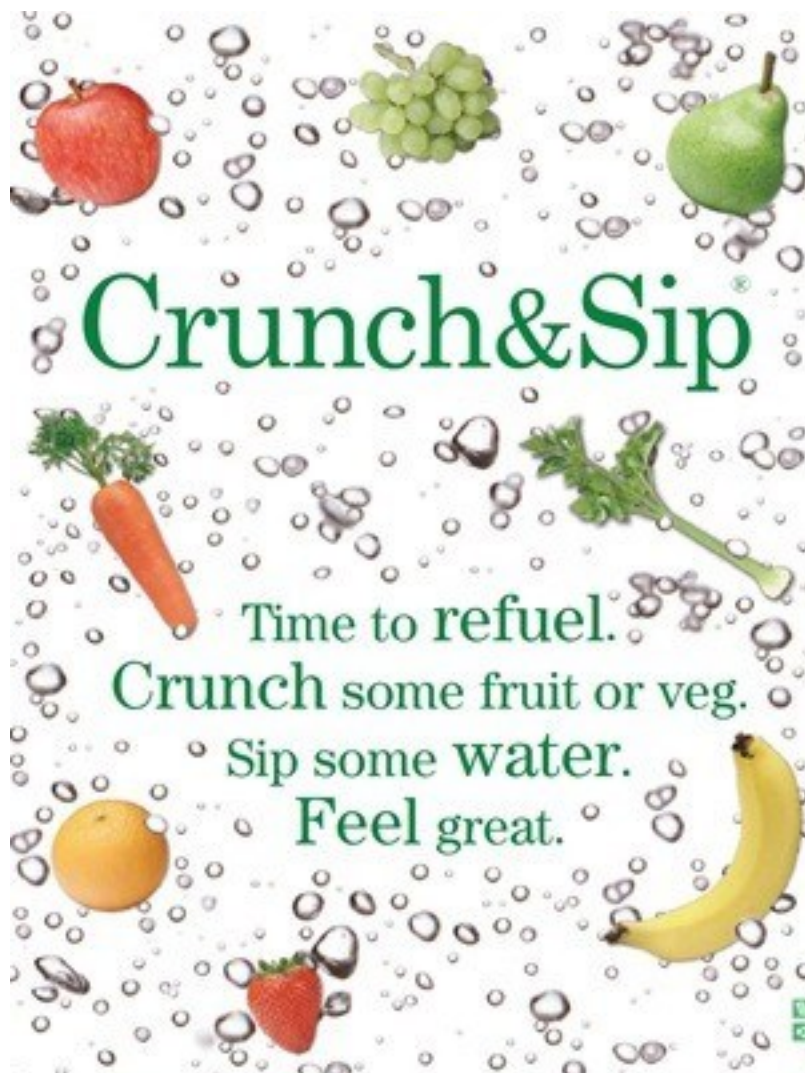
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Brain Break



Vocabulary

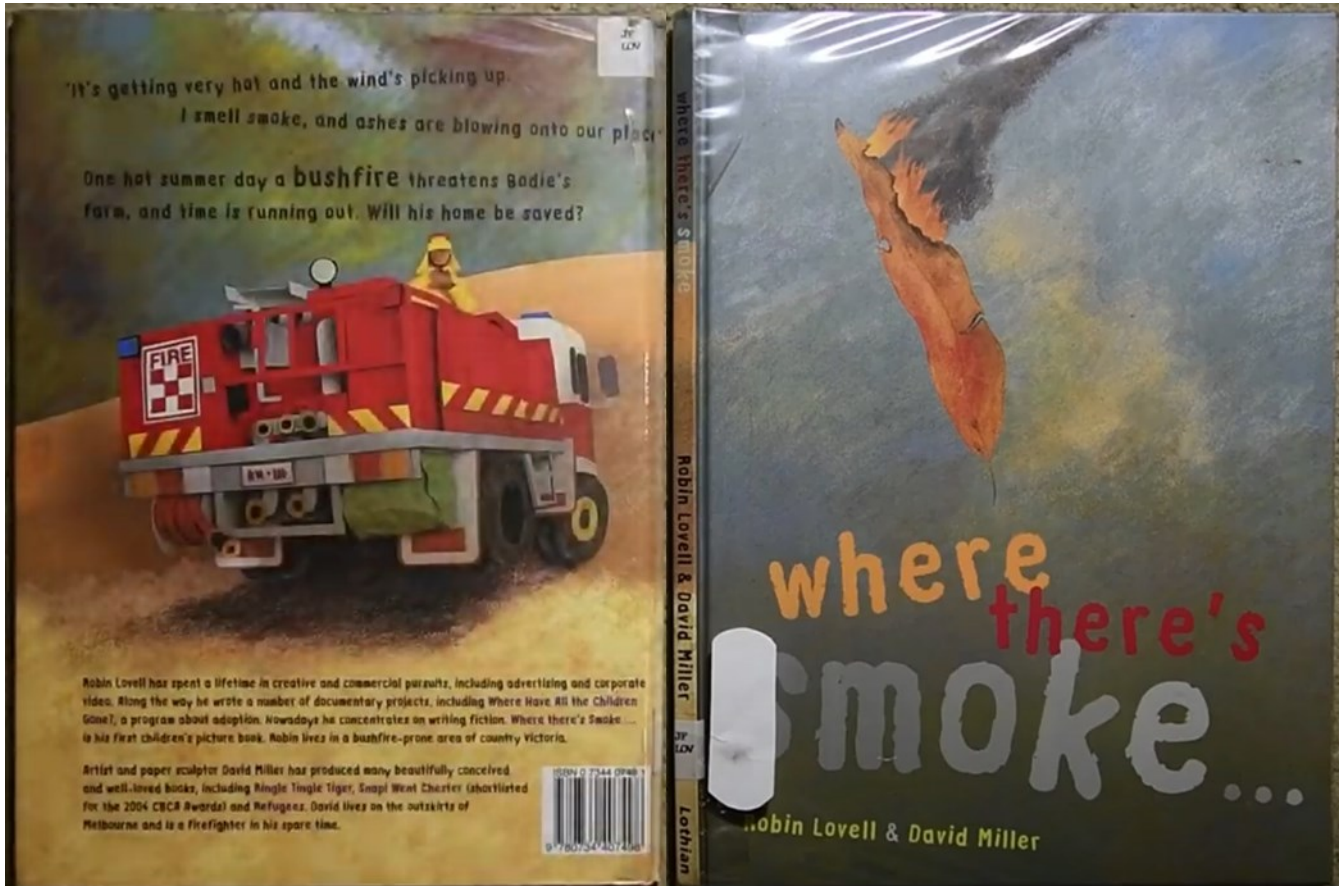
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Word	What It is
country	
Draw it	What it is not



Reading—Week 2



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Where There's Smoke... relates a fear-filled day from the eyes of Bodie, a young boy whose farm is threatened by bushfire. As the day unfolds, Bodie sees a succession of emergency service workers go past until the fire eventually threatens his house. The story unfolds dramatically and tension mounts in this vivid telling of an event that occurs all too often in Australian rural communities.

Use the link (below) to listen to this story:

<https://www.youtube.com/watch?v=K83KZh1IPvU>

Or search on YouTube:

Where There's Smoke... Opa's Corner Storytime.

Reading & Comprehension

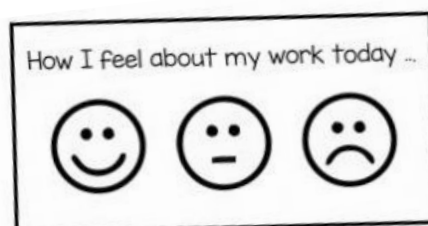
Learning Intention: We are learning to discuss ideas linked to the text we are reading.

Success Criteria: We will be able to show the actions that Bodie and his mother took to help save themselves and their house.

Why is it important for people living in the Australian bush to know and act upon fire safety precautions?

Complete the Flow Chart worksheet(next page) to show the actions that Bodie and his mother took to help save themselves and their house.

Use both the text and illustrations to identify the different tasks they undertook.



Reading & Comprehension

Start

Finish

How I feel about my work today ...





Number Talk

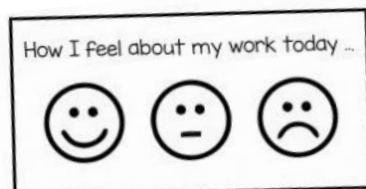
Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to discuss the way we found an answer and determine the most efficient method for solving the problem.



How much orange honey?

How do you know?



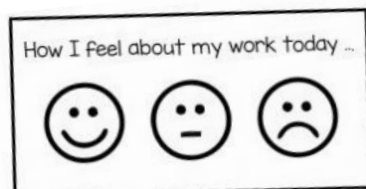
Mathematics Activity

Learning Intention: We are learning to create number patterns.

Success Criteria: We will be able to make patterns and describe them.

Activity: How many different counting patterns can you make starting at the number 11?

E.g 11, 9, 7, 5 → Subtracting 2 each time



Health, Wellbeing & Relationships

Learning Intention: We are learning to identify what bullying is and how it can impact on relationships.

Success Criteria: We will be able to Identify what bullying is and what it looks like.

Activity: Think about a time you have seen bullying.

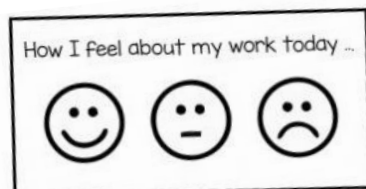
Write or draw what it looked like, felt like, and sounded like in the table on the next page.

BULLYING DEFINITION

Bullying is an ongoing misuse of power in relationships.

It is through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.


Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying




Think about a time you saw bullying happening.

Write or draw what it looked like, felt like and sounded like in the table below.


What does bullying look like?



What do people who bully feel like?



What does bullying sound like?



Fitness Task

Game: Warriors & Dragons

Learning Intention: We are learning successful play that requires anticipation and evasion skills in defence or teamwork in attack.

Success Criteria: We will be able to evade the defence.

Equipment/Area:

Establish a playing area.
A moat surrounds the playing area.
One medium sized ball

Group Management:

Two teams: Warriors and Dragons

Description:

PLAYING

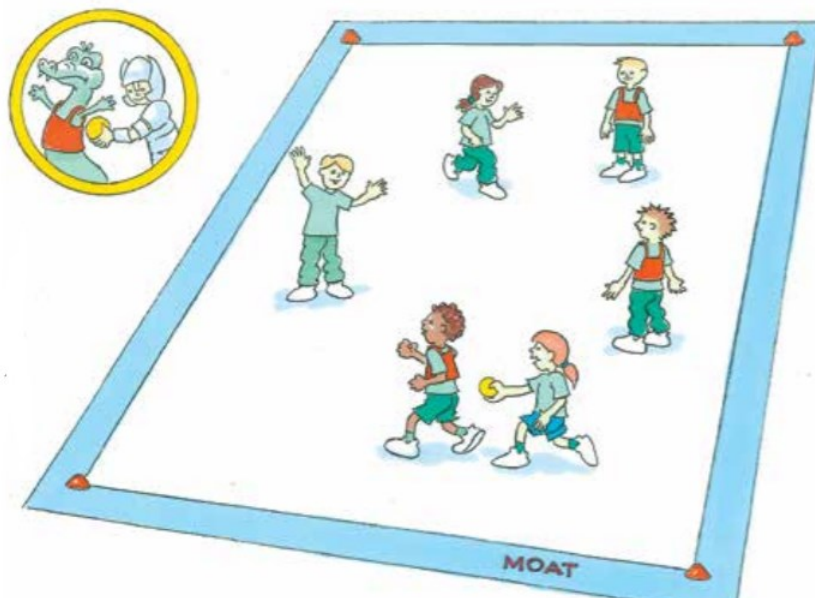
One team, called the Warriors, pass a ball to each other and try to tag members of the opposing team, called the Dragons. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.

*Note:

Dragons can run but not into the moat because dragons can't swim.

Warriors are not allowed to step with the ball or throw it at a dragon.

Warriors are not allowed to hold the ball for any longer than 3 seconds.





DEAR

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



About my book:

Title:

Author:

Time I read for:

Unit of Inquiry (HSIE)

Learning Intention: We are learning about what life was like for Aboriginal and/or Torres Strait Islander People before the arrival of the Europeans.

Success Criteria: We will be able to identify our local area and language.

What are two things you wonder about the Aboriginal or Torres Strait Islander language of your local area?

I wonder....

I wonder....

How could you find the answers to your questions? Who could you ask?

How I feel about my work today ...



Unit of Inquiry (HSIE)

Learning Intention: We are learning about what life was like for Aboriginal and/or Torres Strait Islander People before the arrival of the Europeans.

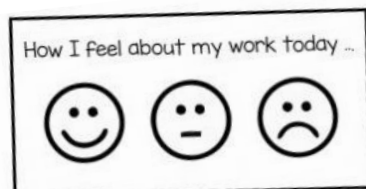
Success Criteria: We will be able to identify our local area and language.

Activity:

How much is the Aboriginal language of your area still spoken today? Draw an arrow to show this on the meter.



If the language is not spoken or hardly at all, what could be some of the reasons for this?



Manilla Central School



Stage 2

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: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

Activity 3: Complete the activity within your booklet for the day.

Phonemes







ll ss ff zz

How I feel about my work today ...



Phonics

Roll the die and read the column going up!
You could choose to beat the timer, read all the columns first, or
just take turns rolling and reading to make it more exciting!

pass	fuss	miss	mess	boss	hill
bell	dull	well	pill	puff	huff
doff	cuff	buzz	jazz	fuzz	fizz
kiss	bell	jazz	fuzz	cuff	fill
mess	loss	toss	buff	bill	off
hiss	fizz	less	will	doff	jazz
					

How I feel about my work today ...



Camera Word Activity Grid

My words for this week are:

come my have

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:

c
ca
cat

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.

the cat 

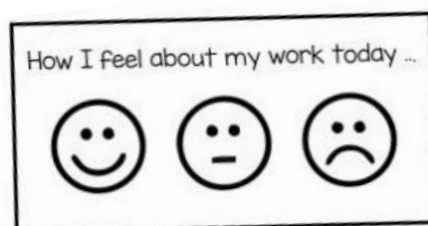
Write your words in alphabetical order.

a b c

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.



Writing

Learning Intention: We are learning to write to an informative text.

Success Criteria: We will be able to describe an image.

Describe it!



nouns	verbs	adjectives

How I feel about my work today ...

😊 😐 😞

Writing

Learning Intention: We are learning to write to an informative text.

Success Criteria: We will be able to describe an image.

Build on it!

The people watched.



Four word sentence

Five word sentence

Six or more word sentence

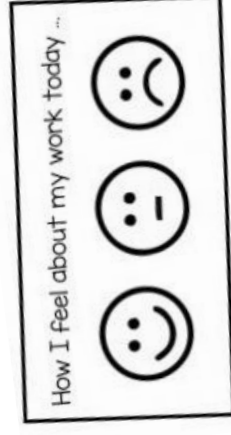
How I feel about my work today ...



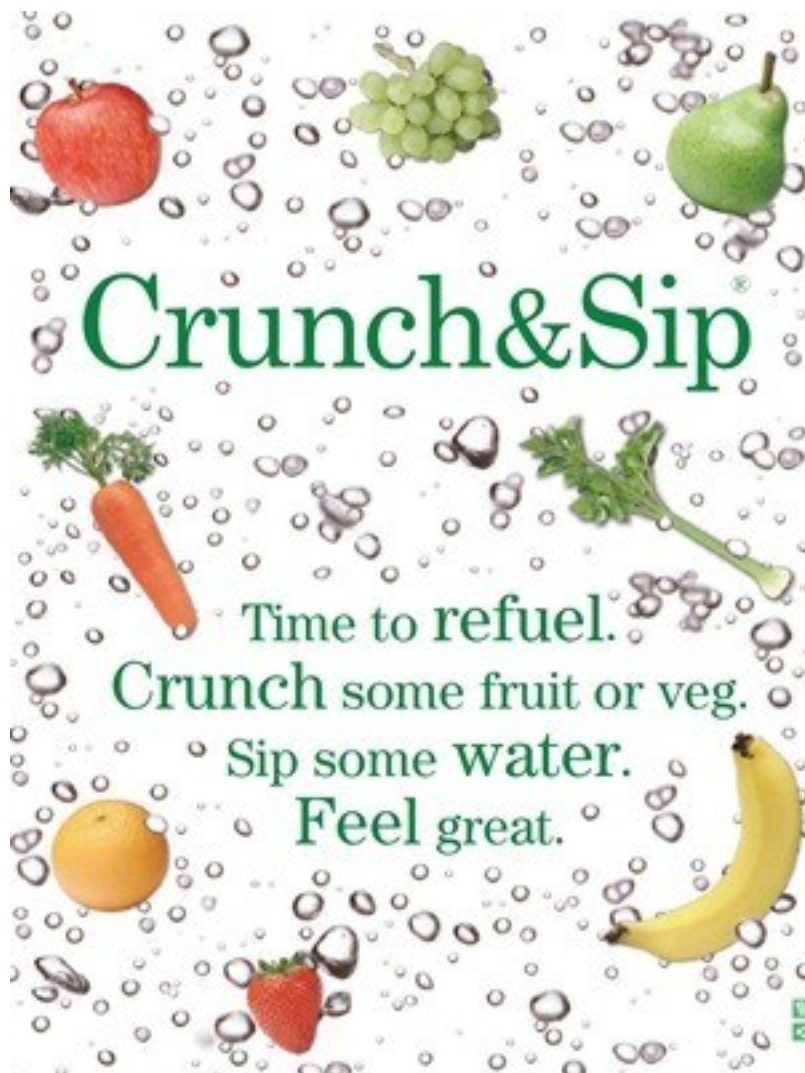
Draw-Talk-Write-Share

Learning Intention: We are learning to write a text.

Success Criteria: We will be able to independently create a text using draw-talk-write-share.

A large, empty rounded rectangle with a thick black border, intended for drawing.Eight horizontal lines of equal length, spaced evenly apart, intended for writing.

Brain Break



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.

We will trace the sentence, and then rewrite it on our own in the lines.

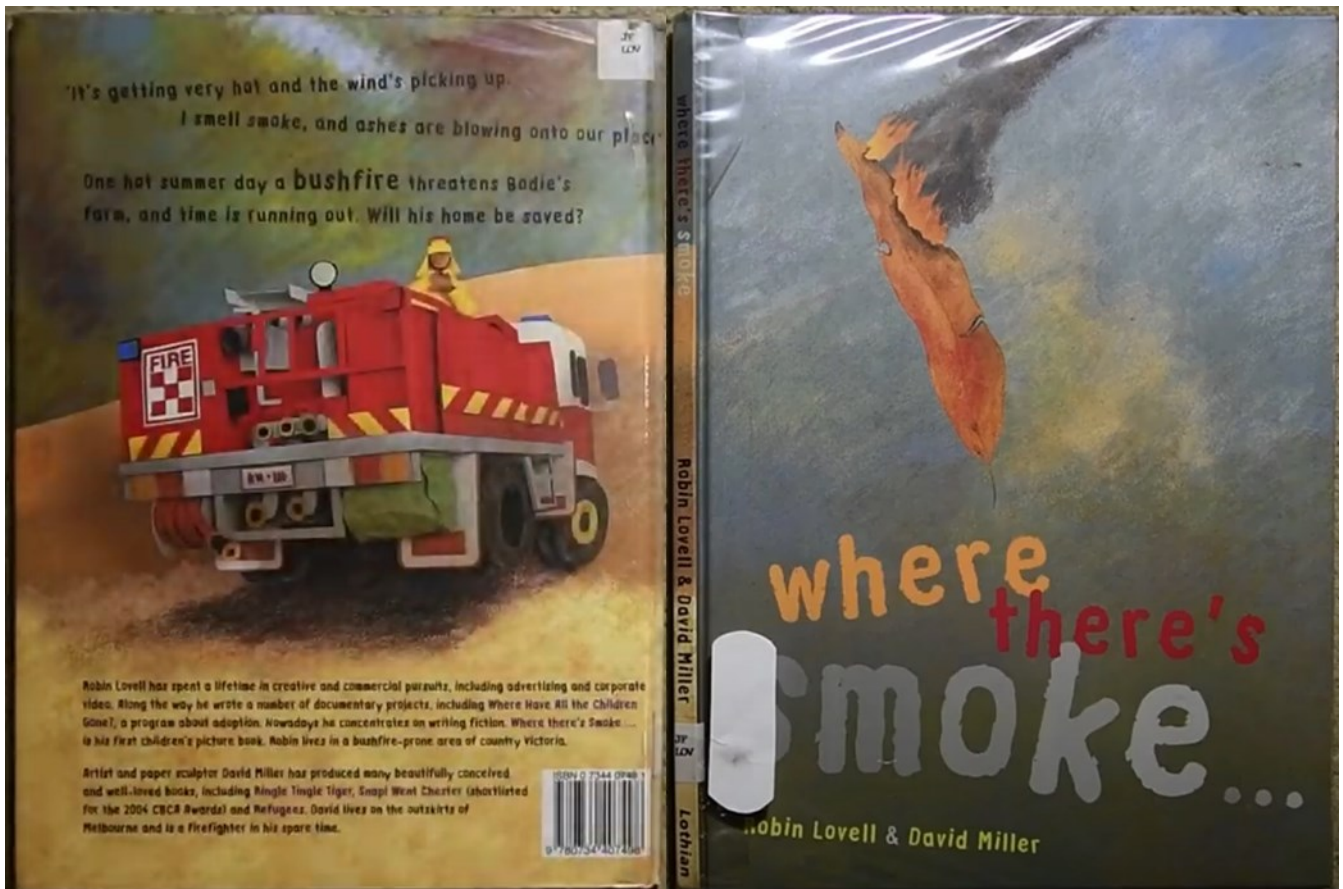
h h h h h h h h h h h

il ij ie il ig ia gi hi li ei ai

History is the study of past events.



Reading—Week 2



Where There's Smoke

Where There's Smoke... relates a fear-filled day from the eyes of Bodie, a young boy whose farm is threatened by bushfire. As the day unfolds, Bodie sees a succession of emergency service workers go past until the fire eventually threatens his house. The story unfolds dramatically and tension mounts in this vivid telling of an event that occurs all too often in Australian rural communities.

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Or search on YouTube:

Where There's Smoke... Opa's Corner Storytime.

Reading & Comprehension



Learning Intention: We are learning to discuss sensory imaging from the text we are reading.

Success Criteria: We will be able to identify how we would look like, feel like, sound like and smell like if the fire was approaching us.

Looks like

Feels like

Sounds like

Smells like



Number Talk

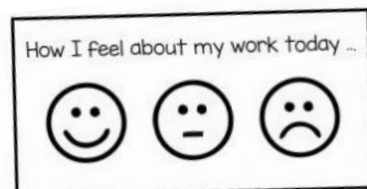
Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to discuss the way we found an answer and determine the most efficient method for solving the problem.



How much blue honey?

How do you know?



Mathematics Activity

Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to think strategically to solve problems.

Sandwiches



1. Start with two 1's, two 2's and two 3's

1 1 2 2 3 3

Arrange these six digits in a line so that:

between the two 1's there is one digit
between the two 2's there are two digits
and between the two 3's there are three digits

2. Now, try to do it if you only have two 1's and two 2's – one digit between the 1's and two digits between the 2's. Can it be done?

3. It is possible to make a line as before if you include two four's, and between the two 4's there are four digits. Try it.

1 1 2 2 3 3 4 4

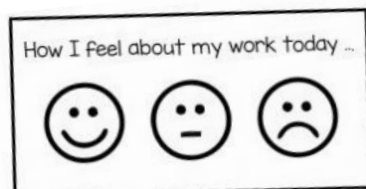
Mathematics Activity

Responses to the following tasks:

Task 1:

Task 2:

Task 3:







Health, Wellbeing & Relationships




Learning Intention: We are learning to identify what bullying is and how it can impact on relationships.

Success Criteria: We will be able to Identify what bullying is and what it looks like.

Activity: Fill in the empty boxes with all the examples of each type of bullying.

PHYSICAL		
VERBAL		
NON- VERBAL		
CYBER		

How I feel about my work today ...

Fitness Task

Game: Warriors & Dragons

Learning Intention: We are learning successful play that requires anticipation and evasion skills in defence or teamwork in attack.

Success Criteria: We will be able to evade the defence.

Equipment/Area:

Establish a playing area.

A moat surrounds the playing area.

One medium sized ball

Group Management:

Two teams: Warriors and Dragons

Description:

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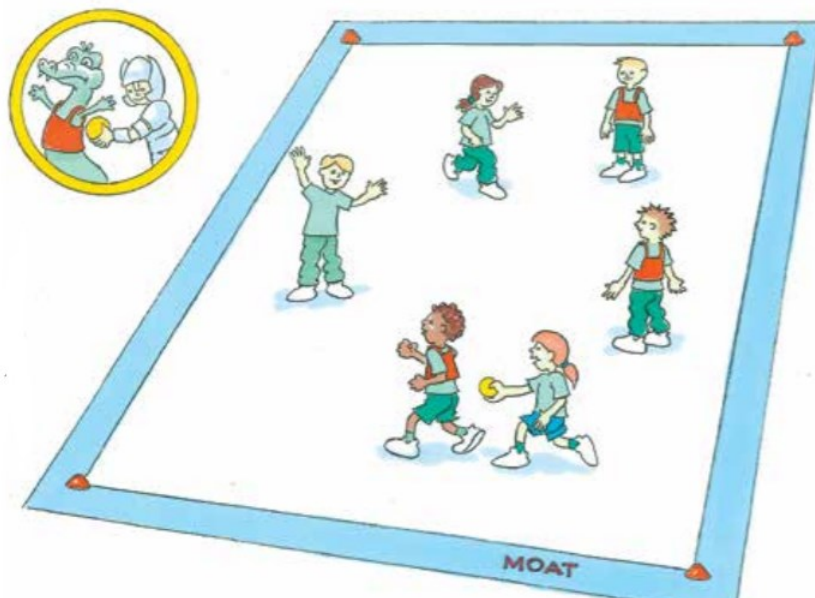
One team, called the Warriors, pass a ball to each other and try to tag members of the opposing team, called the Dragons. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.

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Dragons can run but not into the moat because dragons can't swim.

Warriors are not allowed to step with the ball or throw it at a dragon.

Warriors are not allowed to hold the ball for any longer than 3 seconds.





DEAR

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



About my book:

Title:

Author:

Time I read for:

Unit of Inquiry (CAPA)

Learning Intention: We are learning to understand, appreciate and produce pieces of artwork to communicate our ideas.

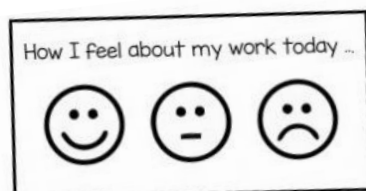
Success Criteria: We will be able to respond to artworks, and plan pieces of artwork in similar ways to artists.

Activity:

Create an artwork that reflects your narrative, story and identity. Think about creating an artwork that is about you. It can be anything.

Included in your pack is some blank A4 paper to draw/ paint/colour in your artwork about you.

What is your artwork about? Write a description of the narrative and what you used to create it below:



Manilla Central School



Stage 2

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: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

Activity 3: Complete the activity within your booklet for the day.

Phonemes

ll ss ff zz

How I feel about my work today ...



Phonics

Highlight your phonemes in the poem
'Miss Puff, Bill and Jazz' below,

There was a doll named Miss Puff.

She was full of fluff!

She had a friend named Buzz.

He was full of fuzz!

One day, they went up a hill

To see their buff friend, Jill.

They listened to wonderful jazz,

They danced along with pizzazz!

Remember this day, they will!



Use one or two of the words with the diagraph 'll',
'ss', 'zz' or 'ff' in your own sentence below.

How I feel about my work today ...

😊 😐 😞

Camera Word Activity Grid

My words for this week are:

come my have

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:

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ca
cat

Find your words in magazines or newspapers then



cut them out and glue them on paper.

Draw a picture and
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your words in the picture.

Write a sentence for each of your words.

the cat 

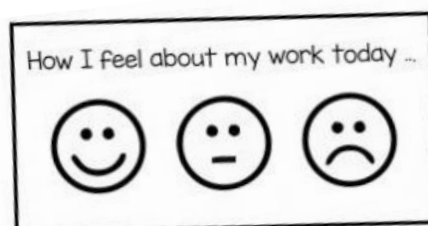
Write your words in alphabetical order.

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Camera Words

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

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Writing

Learning Intention: We are learning to write to an informative text.

Success Criteria: We will be able to describe an image.

Describe it!



nouns	verbs	adjectives

How I feel about my work today ...

😊 😐 😞

Writing

Learning Intention: We are learning to write to an informative text.

Success Criteria: We will be able to describe an image.

Build on it!

The kangaroo raced by.



Five word sentence

Six word sentence

Seven or more word sentence

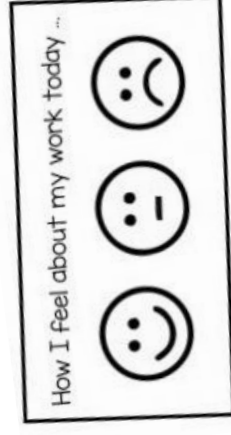
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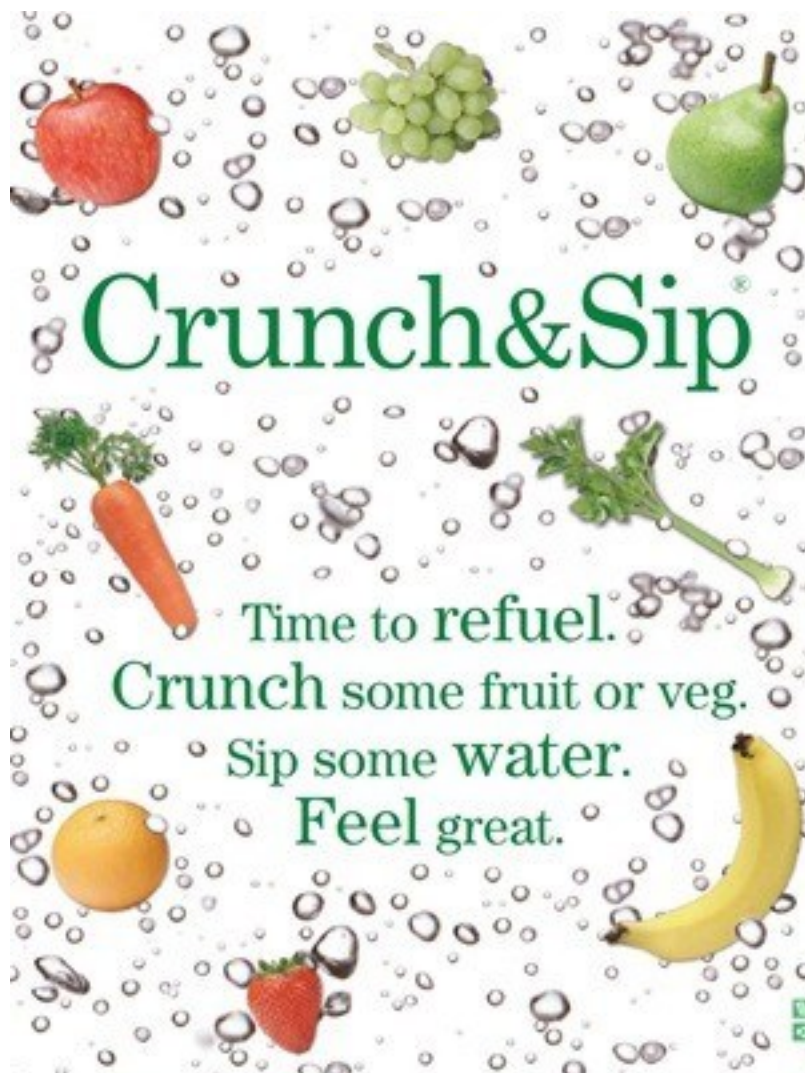
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Brain Break



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.

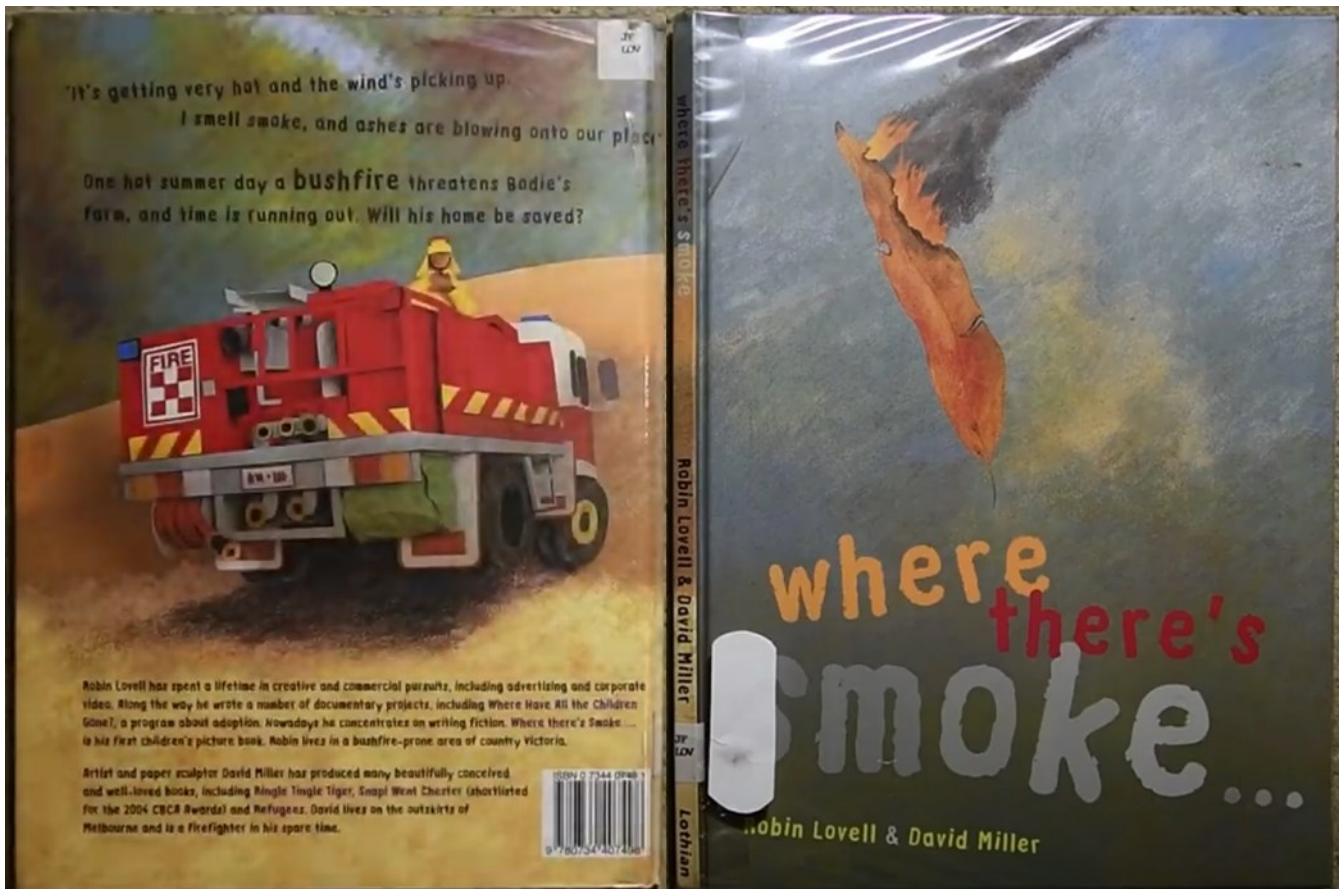
We will trace the sentence, and then rewrite it on our own in the lines.

j j j j j j j j j j j

ll ll ll ll ll ll ll ll ll ll ll ll ll ll ll ll

Culture is a pattern of behaviour
shared by a society, or group of people.

Reading—Week 2



Where There's Smoke

Where There's Smoke... relates a fear-filled day from the eyes of Bodie, a young boy whose farm is threatened by bushfire. As the day unfolds, Bodie sees a succession of emergency service workers go past until the fire eventually threatens his house. The story unfolds dramatically and tension mounts in this vivid telling of an event that occurs all too often in Australian rural communities.

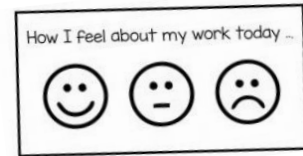
Use the link (below) to listen to this story:

<https://www.youtube.com/watch?v=K83KZh1IPvU>

Or search on YouTube:

Where There's Smoke... Opa's Corner Storytime.

Reading & Comprehension



Learning Intention: We are learning to discuss the events from the text we are reading.

Success Criteria: We will be able to highlight the key events to create a police report for an incident from the text.

Task:

Imagine you are the policeman who crashed the police car and that you have to write a report explaining why the car was destroyed. Plan your report by completing a Five W's chart first to ensure you include all the important details.

In each row record or illustrate the details from the story that answer the question.

What happened?
Who was there?
Where did it happen?
When did it happen?
Why did it happen?



Number Talk

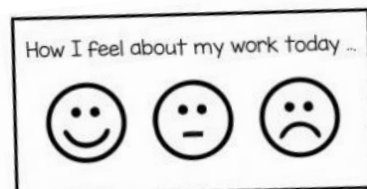
Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to discuss the way we found an answer and determine the most efficient method for solving the problem.



How much yellow honey?

How do you know?



Mathematics Activity

Learning Intention: We are learning to think and work like mathematicians.

Success Criteria: We will be able to think strategically to solve problems.

Sandwiches



Sandwiches continued...

4. If you have two 5's too, it is actually impossible to make a line as described at the start of this activity - that is with 5 digits between the 5's.

It's also impossible to do it if you have two 6's as well as all the others...

BUT ...

if you have two each of the digits 1 to 7

IT CAN BE DONE!!

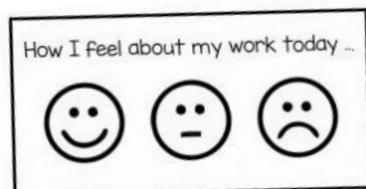
1 1 2 2 3 3 4 4 5 5 6 6 7 7

There is more than one way of doing this – try to find at least one arrangement that works with all seven digits.

Interactive option available here:
<https://nrich.maths.org/sandwiches>

Mathematics Activity

Possibilities for the Sandwich Task using digits 1-7:



Health, Wellbeing & Relationships

Learning Intention: We are learning to identify what bullying is and how it can impact on relationships.

Success Criteria: We will be able to create a charter of rights for students that link to anti-bullying.

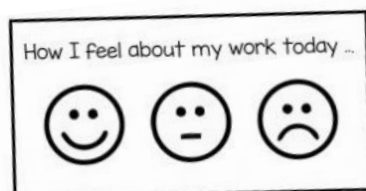
Activity:

Create a charter of rights for the students at Manilla Central School. What rights should students have at our school? A good idea would be to start each sentence with 'I have a right.'

Your goal should be around 7-8 rights.

Remember, link your rights back to anti-bullying.

See examples on the next page, as well as the link to the UN Conventions on the Rights of the Child.

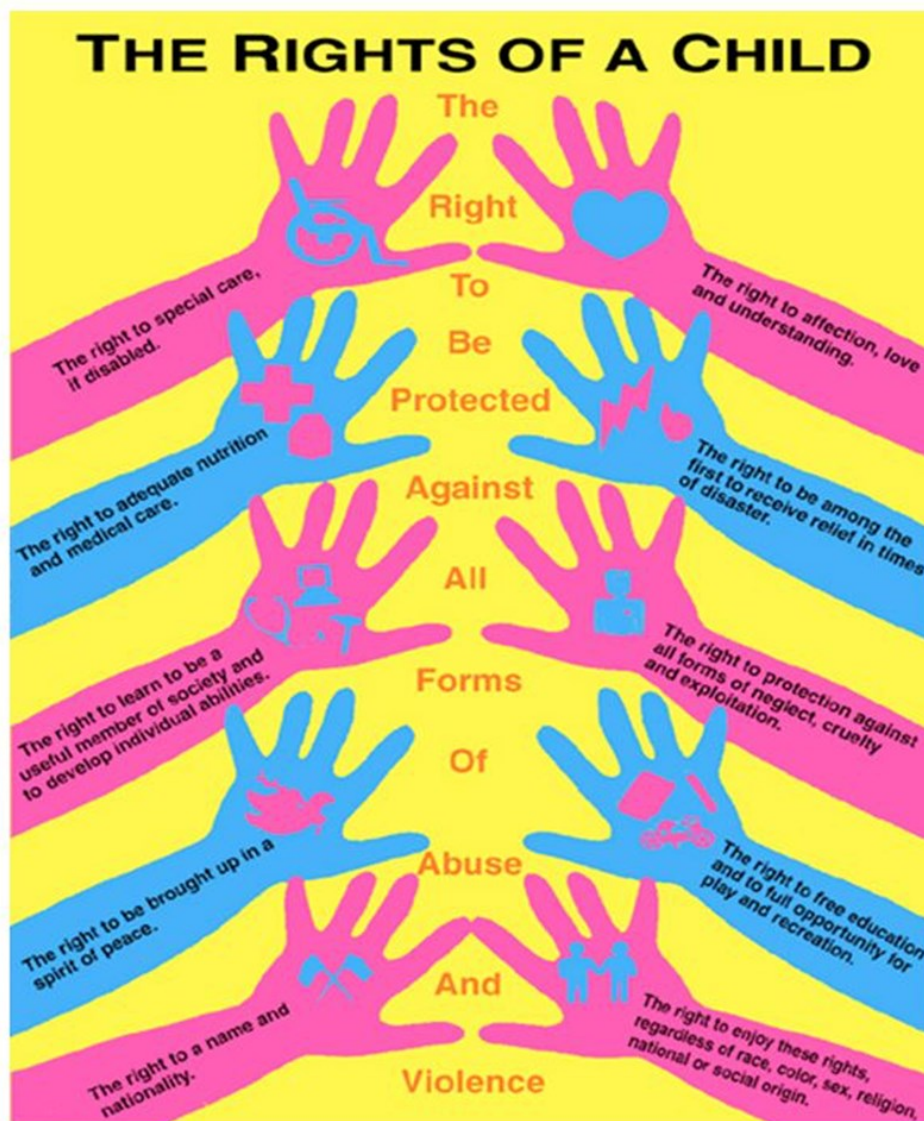


Health, Wellbeing & Relationships

Learning Intention: We are learning to identify what bullying is and how it can impact on relationships.

Success Criteria: We will be able to create a charter of rights for students that link to anti-bullying.

<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>



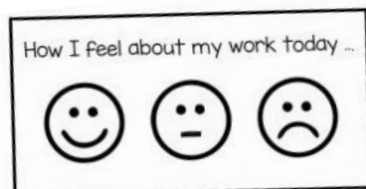
How I feel about my work today ...



Health, Wellbeing & Relationships

Learning Intention: We are learning to identify what bullying is and how it can impact on relationships.

Success Criteria: We will be able to create a charter of rights for students that link to anti-bullying.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Fitness Task

Game: Warriors & Dragons

Learning Intention: We are learning successful play that requires anticipation and evasion skills in defence or teamwork in attack.

Success Criteria: We will be able evade the defence.

Equipment/Area:

Establish a playing area.

A moat surrounds the playing area.

One medium sized ball

Group Management:

Two teams: Warriors and Dragons

Description:

PLAYING

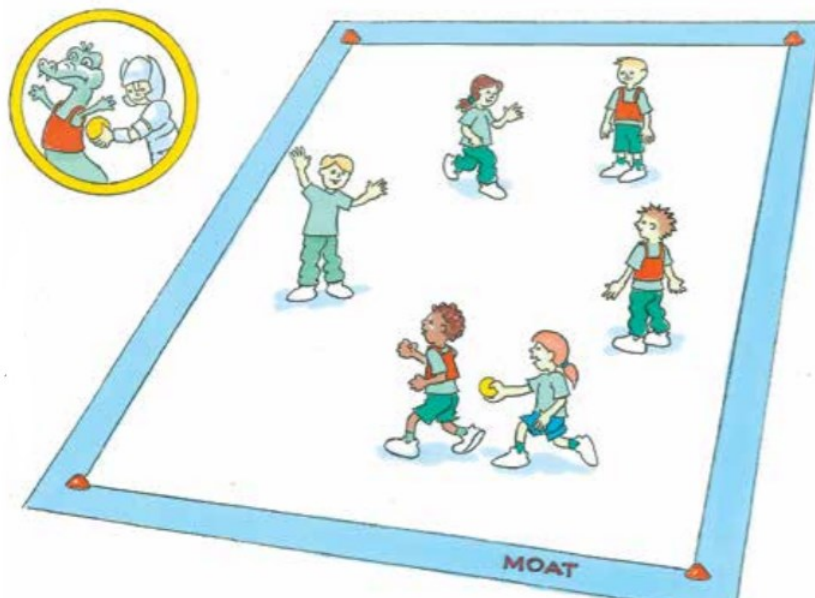
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*Note:

Dragons can run but not into the moat because dragons can't swim.

Warriors are not allowed to step with the ball or throw it at a dragon.

Warriors are not allowed to hold the ball for any longer than 3 seconds.





DEAR

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



About my book:

Title:

Author:

Time I read for:

Unit of Inquiry (HSIE)

Learning Intention: We are learning about what life was like for Aboriginal and/or Torres Strait Islander People before the arrival of the Europeans.

Success Criteria: We will be able to identify our local area and language

Activity:

Make a Gamilaraay 'chatterbox'. For instructions visit:

<https://www.facebook.com/WalgettLG/videos/2465509823462134/?t=3>

Colours:

Red - Guwaymbarra
Green - Gawarrawarr
Blue - Yiluwidi
Yellow - Gidjiirrgidjiirr

Numbers:

1 - Maal
2 - Bulaarr
3 - Gulibaa
4 - Buligaa
5 - Maa/Mara
6 - Yuli
7 - Guulay
8 - Galay

Animals:

Fish - Guya
Echidna - Bigibilla
Dingo - Marayn
Carpet Snake - Yabaa
Emu - Dhinawan
Koala - Guda
Ant - Giidjaa
Kangaroo - Bandaarr

Note: Chatterbox included in your pack to fold/make.



Manilla Central School



Stage 2

Additional Websites & Activities

Story and Craft Activity

Learning Intention: We are learning to listen to and enjoy reading stories.

Success Criteria: We will listen to a story being read at home or from the links below and create a craft activity to support the story.

Book title	You tube link	Craft link
Fire By Jackie French & Bruce Whatley	https://www.youtube.com/watch?v=KtxNxFY9R3U	Design your own Fire Engine (see attached)
Through the Smoke By Phil Cummings	https://www.youtube.com/watch?v=vUr4O04aQMM	Bushfire Sunset Activity (see attached)
Where There's Some By Robin Lovell	https://www.youtube.com/watch?v=K83KZh1IPvU	Contour Line Art (see attached)
Firefighters A-Z By Chris L. Demarest	https://www.youtube.com/watch?v=p4t5Fszgfs	Firefighter Activity (see attached)

Additional English Websites & Apps

Pobble365

www.pobble365.com/

Complete the daily tasks for each days picture.

Teach your monster to read

www.teachyourmonstertoread.com/

Used on a computer is free, uses phonics to support reading.



Phonics Hero



<https://www.phonicshero.com/new-login/>

Free trials available to support the teaching of phonics to support reading and writing.

Reading Eggspress

<https://readingeggspress.com.au/>

A reading library consisting of **over 2500 online books for kids**. These books cover a wide range of genres to suit children of all ages and reading levels.



Storyline Online

Go to www.storylineonline.net/ to have online and interactive children's stories.

StudyLadder

<https://www.studyladder.com.au/>

Additional Mathematics Websites & Apps

Studyladder

<https://www.studyladder.com.au/>

Prodigy

<https://www.prodigygame.com/>

Also available as an APP on iPad or
Android Devices.



Math Playground

<https://www.mathplayground.com/math-games.html>

ICT Games

<https://www.ictgames.com/mobilePage/index.html>



Coding Game:

LightBot is a puzzle game based on coding;
it secretly teaches you programming logic
as you play!

<https://lightbot.com/>

Additional Brain Break and Fitness Options

Tabata for kids: 20 seconds of rest followed by 10 seconds of recovery.	Choose 2 workouts and complete them from this channel: https://www.youtube.com/playlist?list=PL2ncLjnEN-YI3SVKD3uRbfxfBDdxndGHm						
Just Dance	Choose 2 of your favourite Just Dance videos from the below YouTube channel: https://www.youtube.com/user/justdancegame/videos						
Go Noodle	Choose 2 of your favourite Go Noodle videos from the below YouTube channel: https://www.youtube.com/user/GoNoodleGames						
Weekly Fitness Challenge	Time yourself to see how many pushups you can do in 1 minute. Record your effort each day. <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						
Mindfulness	<ul style="list-style-type: none">♦ https://www.youtube.com/watch?v=O29e4rRMv4♦ https://www.youtube.com/watch?v=wf5K3pP2IUQ♦ https://www.youtube.com/watch?v=rC0m-HQcRU						
Other Ideas	<ul style="list-style-type: none">♦ Practise throwing and catching with a family member, or a wall.♦ Kick a ball around.♦ Jump on your trampoline.♦ Play a game of Handball♦ Create an obstacle course around the backyard♦ Go for a walk, and maintain social distancing.						