

Manilla Central School



Stage 2

Home Learning

Week 3, 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	BTN on ABC Me (television—11.45-12.10) Library Scheduled Task from Mrs Sauer Brain Break	Storyline Online	Storyline Online	Storyline Online
11:50-12:50	Mathematics: Number Talk Additive Strategies Brain Break Problem Solving Task		Mathematics: Number Talk Additive Strategies Brain Break Problem Solving Task	Mathematics: Number Talk Additive Strategies Brain Break Problem Solving Task	Mathematics: Number Talk Additive Strategies Brain Break Problem Solving Task
12:50-1:40	PDHPE: PDH Unit Content Fitness: Interceptor	Mathematics: Number Talk Additive Strategies Problem Solving Task PDHPE: Fitness: Interceptor	PDHPE: PDH Unit Content Fitness: Interceptor	Unit of Inquiry HSIE PDHPE: Fitness: Interceptor	PDHPE: PDH Unit Content Fitness: Interceptor
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.

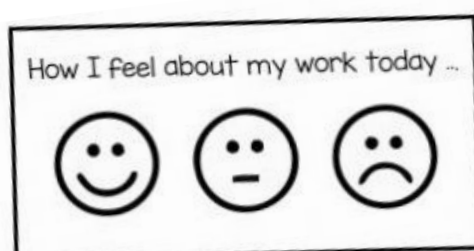
Activity 1: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

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

Phonemes

ll ss ff zz



Phonics



INSTRUCTIONS

Can you find six hidden words? Words can go down and across. When you find a word, circle it. There are two bonus star words to find. Write all the words you find on the spaces below.

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

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____



1. _____

2. _____

How I feel about my work today ...

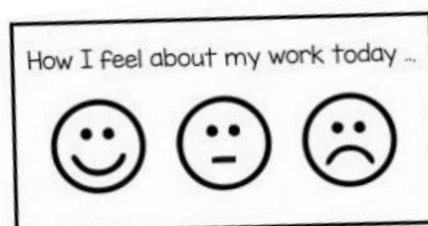


Camera Words

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.

Activity: *Use your activity grid to pick an activity to complete for the day.*



Writing

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

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

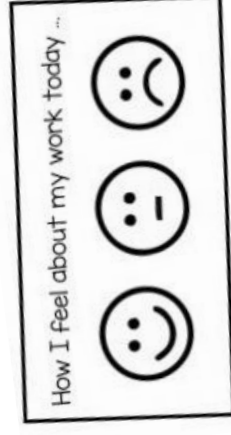
Activity:

Draw a boomerang in the box below and write some words that describe what it is, what it is made of and what it is used for.

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 for drawing.Eight horizontal lines for writing.

Vocabulary

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

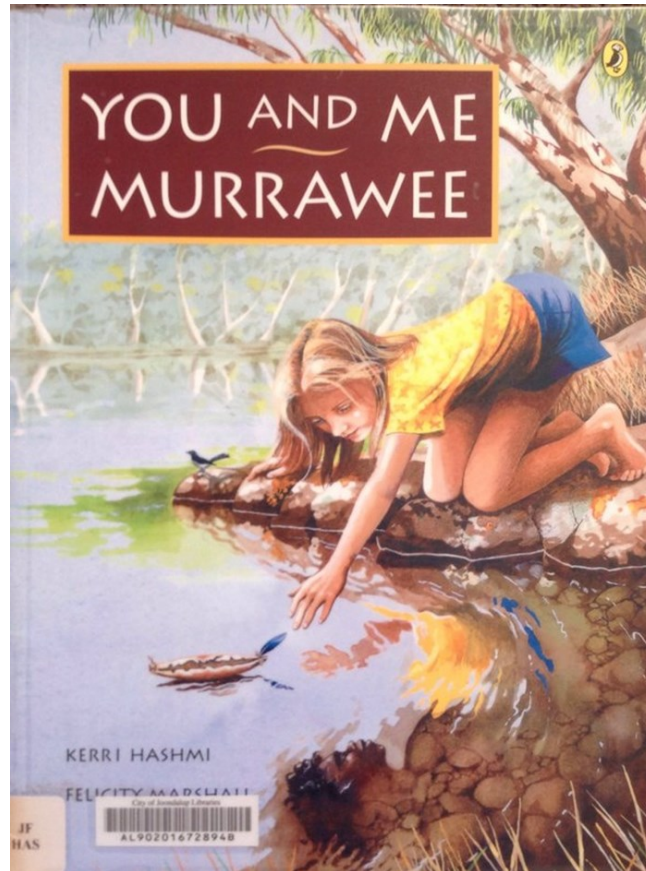
Success Criteria: We will define the words using the Frayer model. We will describe what it is, what it is not and draw an image to help us remember the word.

Word	What It is
belief	
Draw it	What it is not

How I feel about my work today ...



Reading—Week 3



You and Me Murrawee is a story told by a young girl about her day on the Murray River with her Aboriginal friend Murrawee. The characters are juxtaposed against each other and against the landscape as they play and interact with the environment. The story tells of the way each of the children play, explore, fish, and interact with their families. The similarities and differences between the children are shown clearly.

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

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

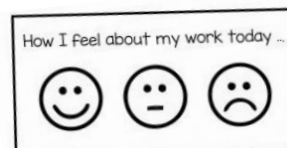
Or search on YouTube:

You Me and Murrawee 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

Look at the front cover and predict, what do you think this story will be about?

Write down two things that you know the Murray River?

Share your thoughts on a time that you spent with family or friends by a river.

List some of the wildlife you would expect to find around a river:

What do you know about the traditional way of living enjoyed by the Aboriginal people?

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

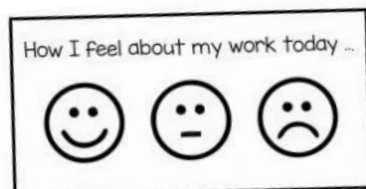
Learning Intention: We are learning to think and work like mathematicians.

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



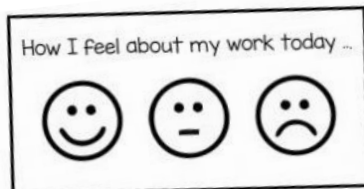
How much purple honey?

How do you know?



Additive Strategies

Refer to your Additive Strategies workpack



Mathematics Activity

Learning Intention: We are learning about time.

Success Criteria: We will be able to write a day plan using 24-hour time.

Activity: Each day has 24 hours. Make a schedule showing how you can use the next 24 hours.

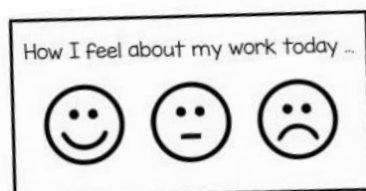


Health, Wellbeing & Relationships

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

Success Criteria: We will be able to discuss how bullying can impact on individuals.

- ♦ Watch video 'Kids talk about Bullying':
<https://www.youtube.com/watch?v=39fiuigmL-w>
- ♦ Write below some ways that bullying can impact on individuals:



Fitness Task

Game: Interceptor

Learning Intention: We are learning to intercept the ball from the opposing team.

Success Criteria: We will be able to keep throwing and catching a ball, whilst trying to avoid the opponent intercepting the ball.

Equipment/Area:

Any kind of light ball

Indoor or outdoor playing space

Group Management:

Groups of 3

Description:

Divide the players into groups of 3

Each group chooses an interceptor – the other 2 are passers.

The interceptor must stay on the line.

The 2 passers try to keep possession of the ball.

The interceptor tries to touch or catch the ball.

Rotate roles – after an agreed number of games, one of the passers becomes the interceptor.

Alternatively, every time the interceptor touches or catches the ball, a point is scored.



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:

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 describe traditional way of life for Aboriginal and Torres Strait Islander people.




Watch *Barangaroo* video available on this link:

[http://myplace.edu.au/teaching_activities/1878 - before time/beforetime02barangaroo/1/dance-off.html](http://myplace.edu.au/teaching_activities/1878_-_before_time/beforetime02barangaroo/1/dance-off.html)

What are the differences in the games they play, the food they eat, and clothing compared to you. Record in the table below.

You	Barrangaroo and friends

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 describe traditional way of life for Aboriginal and Torres Strait Islander people.




Watch *Bush Food* video available on this link:

<https://www.abc.net.au/btn/classroom/bush-food/10530342>

In the table below draw pictures of traditional bush food, and ways in which Aboriginal people caught/collected this food.

Traditional Bush Food	Ways this food was caught/collected

How I feel about my work today ...

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Stage 2

Tuesday

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.

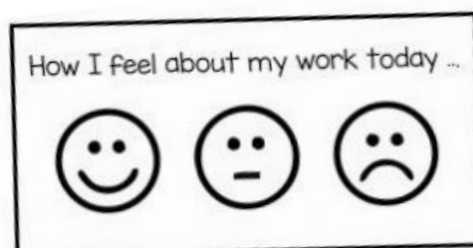
Activity 1: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

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

Phonemes

ll ss ff zz



Phonics



INSTRUCTIONS

Choose a word from the selection on the right and circle it in colour. Write the correct word on the lines provided to complete the sentences.

You said I _____. fizz well lass fell

I will huff and _____. puff tell boss mess

She _____ lemons. sells dull fill roll

It is a big _____. dull fill cuff fuss

A big _____ from Mum. jazz less buff kiss

I _____ get **the** bus. puff will miss dolls

He _____ mess it up. dull will dell buzz

"Come," said the _____. lass fizz bill yell

This is my _____. dress still bluff bless

I have a red _____. swell bliss cuff stuff

How I feel about my work today ...

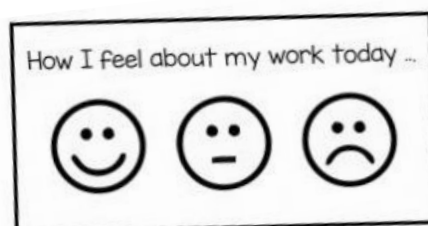


Camera Words

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.

Activity: *Use your activity grid to pick an activity to complete for the day.*



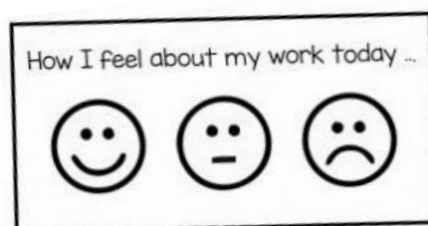
Writing

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

Success Criteria: We will be able to write a title and write what our object is that we are describing.

Activity:

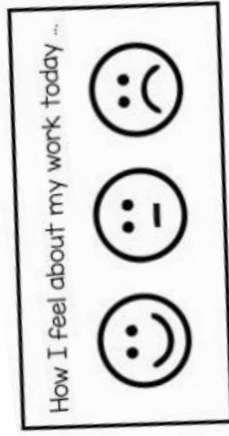
- Write a title for your topic (Boomerang)
- Write a sentence stating what your object is that your text is going to describe.



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. It is positioned on the left side of the page, below the text area.A series of ten horizontal lines for writing, located on the right side of the page. The lines are evenly spaced and extend across the width of the page.

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
custom	
Draw it	What it is not

How I feel about my work today ...



Reading & Comprehension

Learning Intention: We are learning to show an understanding of *You and Me Murrawee* 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 reading the book:

Why do you think the author did not give the little girl a name?

What does Murrawee's uncle warn her not to scare the fish?

What was the little girl's father teaching her brother to do?

Why would the men launch their boats 'where the river is low'?

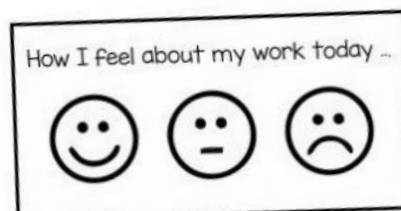
What kinds of jobs does Murrawee have to do to help her family?

Why do you think the girls drew different animals in the sand along the riverbank?

The girls can both see 'scars' on the tree where 'your father cut his canoe'. Why would there be a scar on the tree?

How do the 2 girls treat the ducks differently and what does this show about the way their two cultures interact with the environment?

What clues can you find in the story to prove that the 2 girls actually live 200 years apart? Try to find as many as you can and **list them in order**.



Behind The News (BTN)



You can watch this week's episode of BTN on
ABC Me at 11.45am.

It is available on channel 23 on your television,
or ABC iView on your device.

Write 1 interesting fact you heard below:

Library



*Refer to your task booklet from
Mrs Sauer*

Number Talk

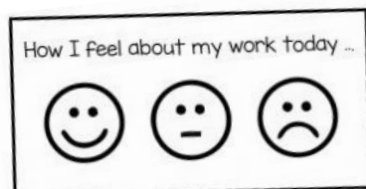
Learning Intention: We are learning to think and work like mathematicians.

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?



Additive Strategies

Refer to your Additive Strategies workpack

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.

Activity: I bought an item at a shop and got 35 cents change. What did I buy, how much did it cost, and how much did I give the shop keeper?

Record as many options below.



Fitness Task

Game: Interceptor

Learning Intention: We are learning to intercept the ball from the opposing team.

Success Criteria: We will be able to keep throwing and catching a ball, whilst trying to avoid the opponent intercepting the ball.

Equipment/Area:

Any kind of light ball

Indoor or outdoor playing space

Group Management:

Groups of 3

Description:

Divide the players into groups of 3

Each group chooses an interceptor – the other 2 are passers.

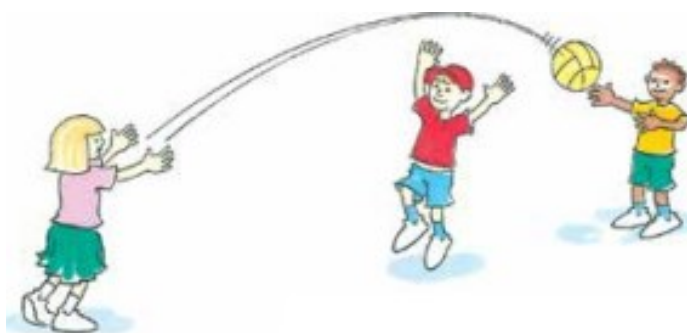
The interceptor must stay on the line.

The 2 passers try to keep possession of the ball.

The interceptor tries to touch or catch the ball.

Rotate roles – after an agreed number of games, one of the passers becomes the interceptor.

Alternatively, every time the interceptor touches or catches the ball, a point is scored.



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 take on roles through aspects of drama that communicate

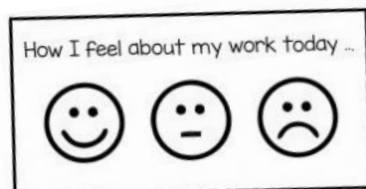
Success Criteria: We will be able to recite a section of a poem using expression that engages others.

Learn the second verse of the traditional Australian poem 'My Country' by Dorothea McKellar.

‘I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror -
The wide brown land for me!’

If you wish to learn the whole poem it is accessible here:

[https://www.dorotheamackellar.com.au/archive/
mycountry.htm](https://www.dorotheamackellar.com.au/archive/mycountry.htm)



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Stage 2

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.

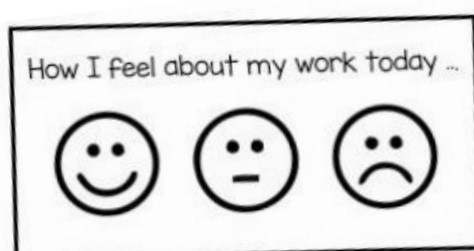
Activity 1: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

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

Phonemes

ll ss ff zz



Phonics



INSTRUCTIONS

Look at the picture and the words below each picture. Choose the correct word by circling it. Then write it on the line below. Colour in all the pictures.



huff puff cuff



bill tell doll



miss hiss fuss



jazz buzz fuzz



roll bell fill



mess less fuss



smell skill scull



fluff stuff bluff



bless dress bliss

How I feel about my work today ...

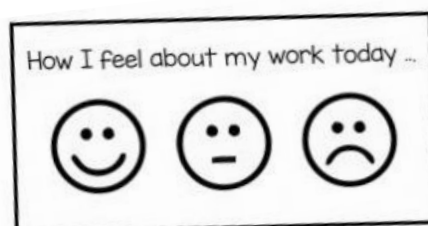


Camera Words

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.

Activity: *Use your activity grid to pick an activity to complete for the day.*



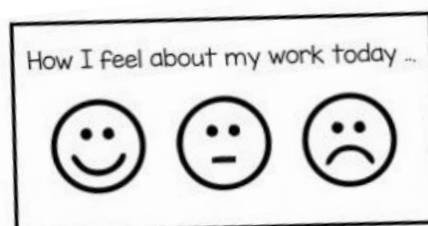
Writing

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

Success Criteria: We will be able to write a paragraph on what the object is made of.

Activity:

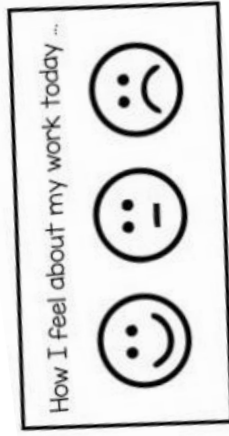
- Write in a paragraph using full sentences to outline what the object is made of.



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 for drawing.Eight horizontal lines for writing.

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
tradition	
Draw it	What it is not

How I Feel about my work today ...

Reading & Comprehension

Learning Intention: We are learning to discuss ideas from the text '*You and Me Murawee*'.

Success Criteria: We will be able to discuss the point of view of the text.

After viewing the Book

If Murrawee told the story from her point of view...


What would she be thinking about?

How would she be feeling?

What would be the same in the story?

What would be different in the story?

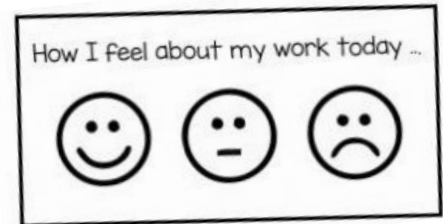
How I feel about my work today ...



Reading & Comprehension

Learning Intention: We are learning to discuss ideas from the text *'You and Me Murawee'*.

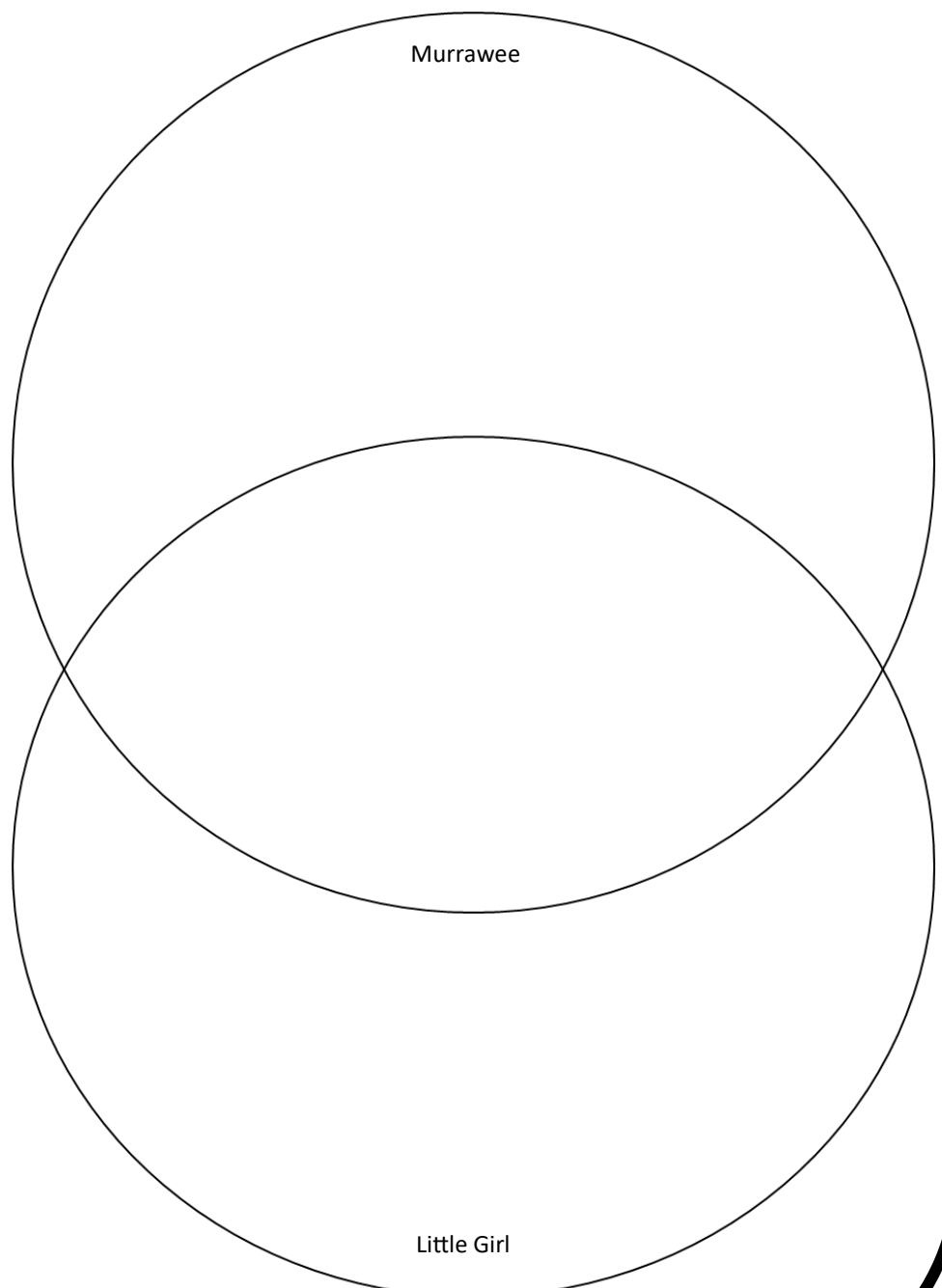
Success Criteria: We will be able to compare and contrast two things.



A Venn diagram is a visual brainstorming tool used to compare and contrast two (sometimes three) different things.

Comparing is looking at traits that things have in common, while contrasting is looking at how they differ from each other.

Complete the Venn diagram to compare the little girl to Murrawee.



Number Talk

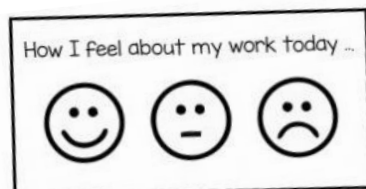
Learning Intention: We are learning to think and work like mathematicians.

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



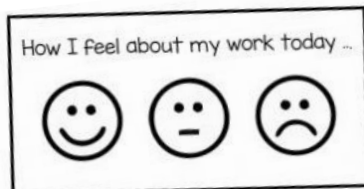
How much orange honey?

How do you know?



Additive Strategies

Refer to your Additive Strategies workpack

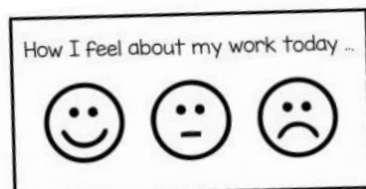


Mathematics Activity

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

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

Activity: My friends and I shared an amount of money equally between us. We each got \$1.20. How much money was there and how many friends might I have?
Record as many possibilities below.



Health, Wellbeing & Relationships

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

Success Criteria: We will be able to describe ways we can minimise bullying behaviours.

Making Chris cry scenario

Sam is in the playground with some friends and says, "Watch this, I bet I can make Chris cry."

He sends a text to Chris.
The group watches as Chris reads the message.
He looks upset.
The group laughs.

What type of bullying is this?

.....

.....

.....

Who is doing the bullying?

.....

.....

.....

What could the bystanders have done differently?

.....

.....

.....

What would you do if you were one of the bystanders?

.....

.....

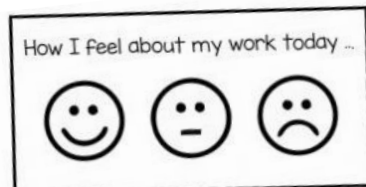
.....

What would you do if you were Chris?

.....

.....

.....



Fitness Task

Game: Interceptor

Learning Intention: We are learning to intercept the ball from the opposing team.

Success Criteria: We will be able to keep throwing and catching a ball, whilst trying to avoid the opponent intercepting the ball.

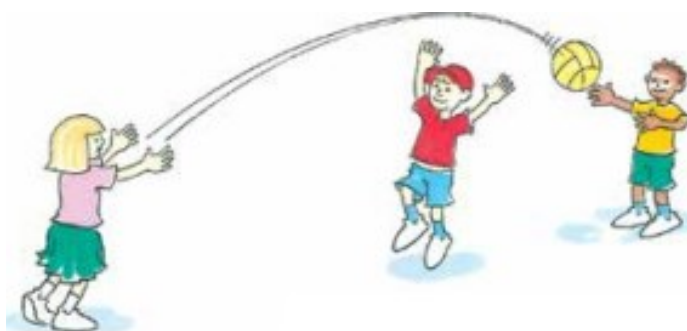
Equipment/Area:

Any kind of light ball

Indoor or outdoor playing space

Group Management:

Groups of 3



Description:

Divide the players into groups of 3

Each group chooses an interceptor – the other 2 are passers.

The interceptor must stay on the line.

The 2 passers try to keep possession of the ball.

The interceptor tries to touch or catch the ball.

Rotate roles – after an agreed number of games, one of the passers becomes the interceptor.

Alternatively, every time the interceptor touches or catches the ball, a point is scored.



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 describe traditional way of life for Aboriginal and Torres Strait Islander people.

The Dreamtime

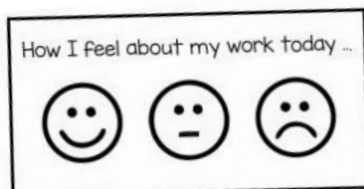
The Dreamtime is the Aboriginal belief system which expresses what the Aborigines believe to be the beginning of life and the creation of the world. The Dreamtime is deeply rooted in the land and its significance must be emphasised.

An example Dreamtime Story is called "Enora and the Black Crane".

Watch a read aloud of it here: : <https://www.youtube.com/watch?v=PeuAlybq0Po> (

What is the message contained within the story?

Write 3 "I remember..." statements about the text.



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.

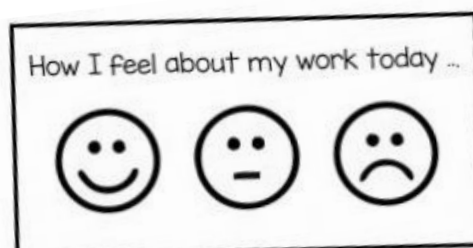
Activity 1: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

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

Phonemes







ll ss ff zz



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 ...

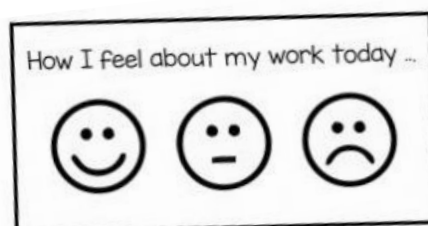


Camera Words

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.

Activity: *Use your activity grid to pick an activity to complete for the day.*



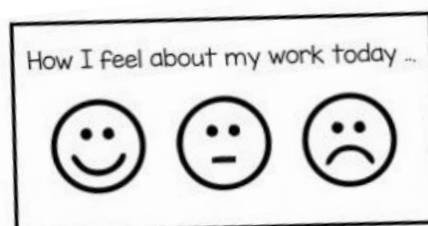
Writing

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

Success Criteria: We will be able to write a paragraph describing the object.

Activity:

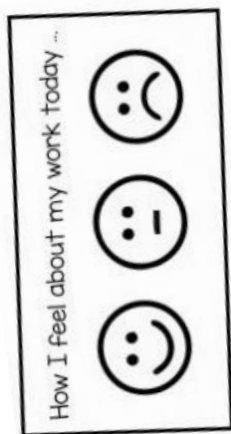
- Write in a paragraph using full sentences to describe what the object looks like (shape, texture, colour).



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 for drawing.Eight horizontal lines for writing.

Handwriting

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

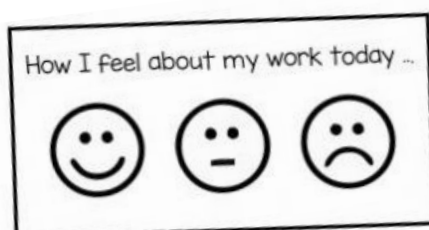
Success Criteria: We will trace each initial letter and then continue the same formation, with spaces, until the end of the line.

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

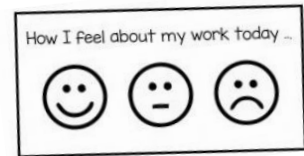
Kk Kk Kk Kk Kk Kk Kk Kk Kk Kk Kk

ka ki ke ku ko ak ik ek uk ok kk jk

In Aboriginal culture, they believe in the Dreamtime



Reading & Comprehension



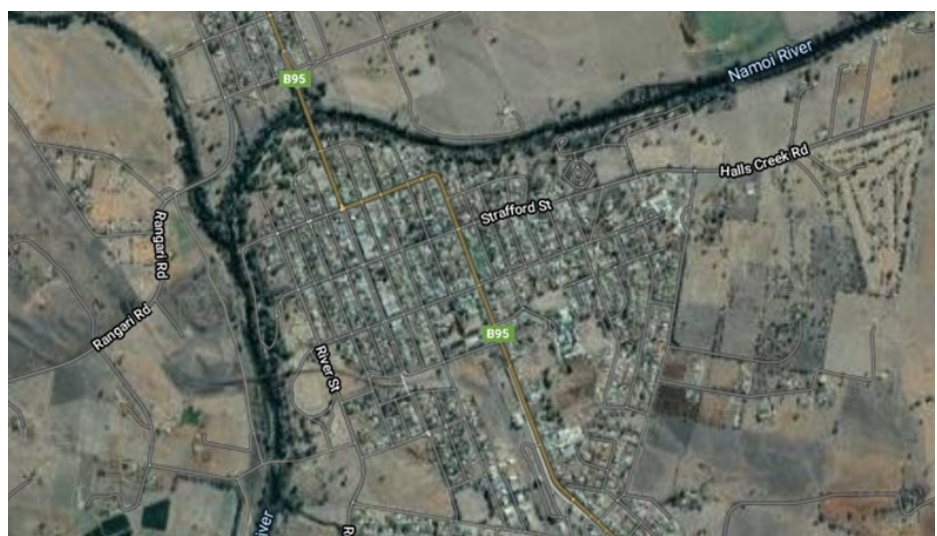
Learning Intention: We are learning to discuss ideas from the text '*You and Me Murrawee*'.

Success Criteria: We will be able to discuss the characters and setting of the story.

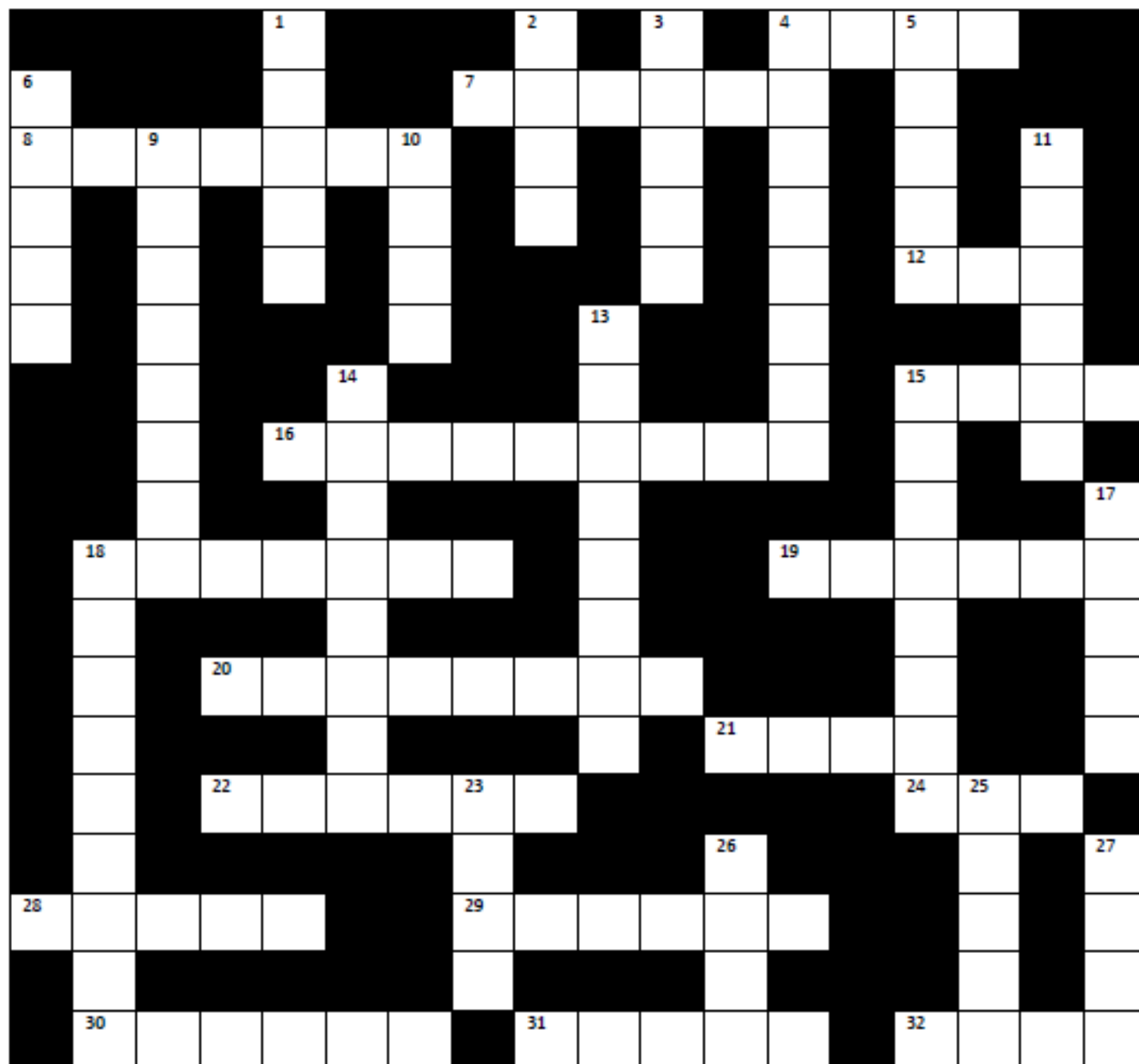
Murrawee means 'older sister' in the language of the Ngarrindjeri people from the Murray River region in South Australia. Why do you think the author chose to use this as the name of the character in this story?

What character do you relate to best and why? Is there something you have in common?

Based on your own experiences, mark on the photograph the best place to go along the river in and around Manilla.



You and Me Murrawee Crossword



ACROSS

4. When the sun comes up
7. Female parent
8. Very, very old
12. To move quickly by foot
15. Happens on a wet floor sometimes
16. How you warm yourself when camping
18. To get warm inside a sleeping bag
19. Another word that means the same as 17. Across
20. The name of one of the characters in the story
21. Opposite of different
22. Not working anymore
24. Warms me during the day
28. Warms me during the night
29. To collect things
30. What Murrawee slept on
31. The planet we live on.
32. A good place to find wild bird eggs

DOWN

1. Needed for sandwiches
2. Provides light at night
3. Protects your feet
4. Periods of time with no rain
5. Carried in a coolamon
6. A boat needing paddles
9. Traditional Aboriginal water carrier
10. Share through speaking
11. Mythical creature from the Dreamtime
12. To give someone a scare
13. Good source of meat during traditional times
15. Cooked on a BBQ
17. Tall plants growing on water
18. When the sunlight hits the water
23. Can be eaten poached, fried or scrambled
25. My mother's brother
26. What we sleep in when camping
27. Unable to be found

Number Talk

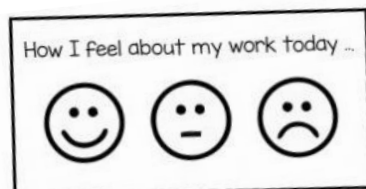
Learning Intention: We are learning to think and work like mathematicians.

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?



Additive Strategies

Refer to your Additive Strategies workpack

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.

Activity: A number sentence uses three of the amounts or numbers in the table below. What might the number sentence be? (e.g $6 \times 50c = \$3$)

Record as many possibilities below.

\$1.50	2
6	50c
\$3.75	75c
	\$3



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 describe traditional way of life for Aboriginal and Torres Strait Islander people.

Watch the below video on traditional Aboriginal shelters:

https://www.youtube.com/watch?v=hN0X9G2Z5U8&feature=emb_logo

Create an example shelter using sticks, leaves, branches, bark and stones (or what is available to you in your home setting).

Take photographs and upload it to SeeSaw, or email o your classroom teacher..

Australian Indigenous Shelters



How I feel about my work today ...

😊 😐 ☹️

Fitness Task

Game: Interceptor

Learning Intention: We are learning to intercept the ball from the opposing team.

Success Criteria: We will be able to keep throwing and catching a ball, whilst trying to avoid the opponent intercepting the ball.

Equipment/Area:

Any kind of light ball

Indoor or outdoor playing space

Group Management:

Groups of 3

Description:

Divide the players into groups of 3

Each group chooses an interceptor – the other 2 are passers.

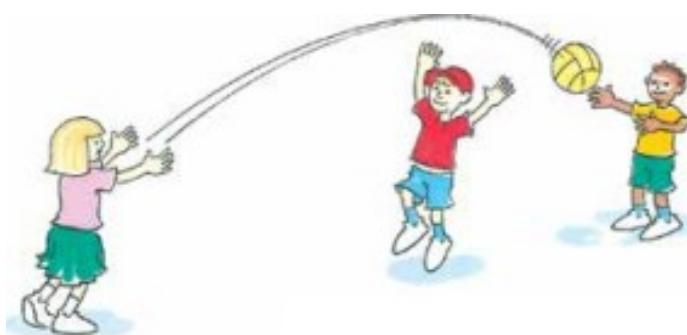
The interceptor must stay on the line.

The 2 passers try to keep possession of the ball.

The interceptor tries to touch or catch the ball.

Rotate roles – after an agreed number of games, one of the passers becomes the interceptor.

Alternatively, every time the interceptor touches or catches the ball, a point is scored.



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 take on roles through aspects of drama that communicate

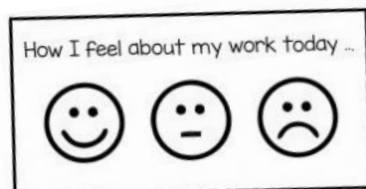
Success Criteria: We will be able to recite a section of a poem using expression that engages others.

Learn the second verse of the traditional Australian poem 'My Country' by Dorothea McKellar.

'I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror -
The wide brown land for me!'

If you wish to learn the whole poem it is accessible here:

[https://www.dorotheamackellar.com.au/archive/
mycountry.htm](https://www.dorotheamackellar.com.au/archive/mycountry.htm)



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.

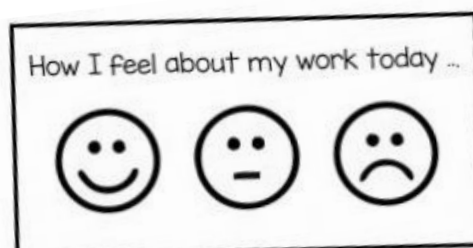
Activity 1: Practise saying your phonemes.

Activity 2: Practise writing your phonemes.

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

Phonemes

ll ss ff zz



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 ...

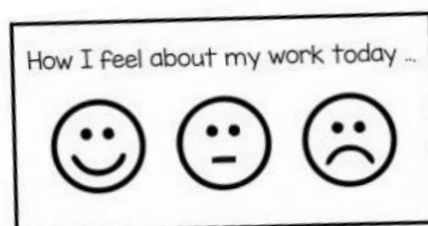
  

Camera Words

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.

Activity: *Use your activity grid to pick an activity to complete for the day.*



Writing

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




Success Criteria: We will be able to publish our writing using the ideas we wrote out across the week.

**This may be written on paper, in a Microsoft Word document emailed to your teacher, or published onto your SeeSaw Journal.*

**Below is a scaffold for you to follow for paragraphing and set out.*

Title	
Leave an empty line.	
1st idea What it is	
Leave an empty line.	
2nd idea What it is made of	
Leave an empty line.	
3rd idea Description	
Leave an empty line.	
4th idea Personal Opinion	
Leave an empty line.	
Labelled diagram:	

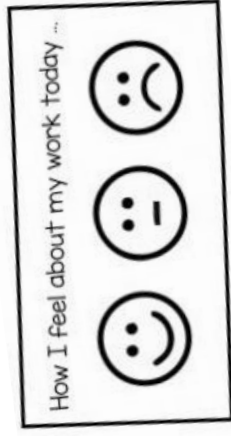
How I feel about my work today ...

Draw-Talk-Write-Share

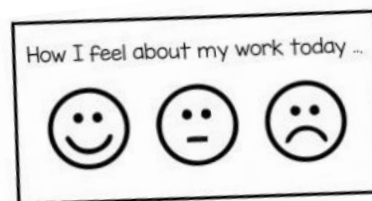
Learning Intention: We are learning to write a text.

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

A large empty rounded rectangle for drawing.Eight horizontal lines for writing.

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.

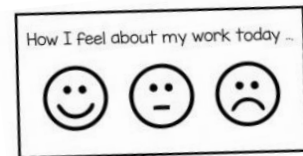
We will trace the sentence, and then rewrite it on our own in the lines.

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

La li le lu lo al il el ol la ll lk jk

A tradition is a custom or belief that is passed
down through the generations.

Reading & Comprehension



Learning Intention: We are learning to identify nouns and adjectives.

Success Criteria: We will be able to match nouns and adjectives together.

Adjectives are describing words. What words were used to describe these things in the story?

rocks	
water	
red gum	

Match the noun to the adjective from the story that describes it.

earth		old
footsteps		broken
glass		down
breeze		bare
stories		cool

Reading & Comprehension

Learning Intention: We are learning about compound words.

Success Criteria: We will be able to use words in the word bank to make compound words.

Compound words are two words that are put together to make a new word.

foot + steps = footsteps

Use the words from the word bank to make new compound words.

camp	stream	ground
night	foot	one

up _____	_____ prints	some _____
to _____	_____ fires	_____ mother

up _____	_____ prints	some _____
to _____	_____ fires	_____ mother



Number Talk

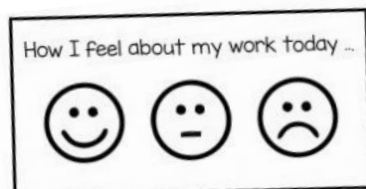
Learning Intention: We are learning to think and work like mathematicians.

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?



Additive Strategies

Refer to your Additive Strategies workpack

Mathematics Activity

Learning Intention: We are learning to tell the time.

Success Criteria: We will be able to read an analogue clock, and write the time in digital time.

Write the time below each clock.

1.



2.



3.



4.



5.



6.



7.



8.



9.



How I feel about my work today ...



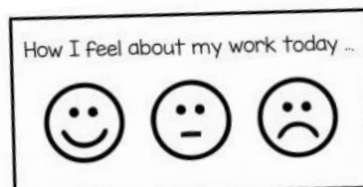
Health, Wellbeing & Relationships

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

Success Criteria: We will be able to summarise our learning on bullying.

Review quiz

1. Bullying is repeated verbal, physical, or social behaviour that is harmful and involves the misuse of power by an individual towards one or more persons.
True or False
2. A person who bullies looks just like anyone else. They can be big or small, boys or girls and have many or few friends.
True or False
3. Which is NOT an effective response to bullying
 - a. Report it
 - b. Stay calm and think clearly
 - c. Ask for advice
 - d. Ignore it
4. If I am laughing at someone being bullied, I am called:
 - a. Upstander
 - b. Bystander
 - c. Reinforcer
 - d. Ignorer.
5. The effect of bullying on people is serious but it would not affect them long term.
True or False
6. Another term for online bullying is?
 - a. Internet bullying
 - b. Cyberbullying
 - c. Mobile bullying.
7. An Upstander is
 - a. Someone who defends and/or offers support to the person being bullied.
 - b. Someone who ignores bullying.
 - c. Someone who joins in the bullying behaviour.
 - d. Someone who watches silently.
8. If someone posts humiliating photos of me online, I can seek help from the Office of the eSafety Commissioner website to remove the content.
True or False



Fitness Task

Game: Interceptor

Learning Intention: We are learning to intercept the ball from the opposing team.

Success Criteria: We will be able to keep throwing and catching a ball, whilst trying to avoid the opponent intercepting the ball.

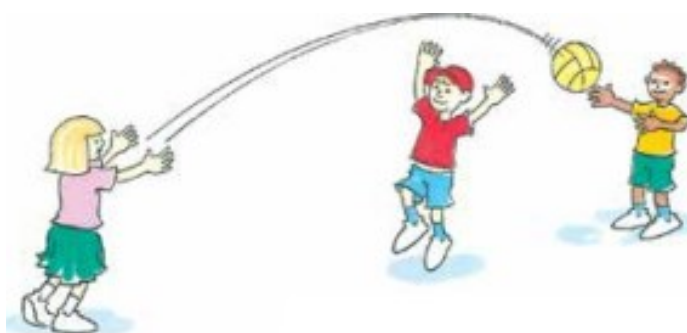
Equipment/Area:

Any kind of light ball

Indoor or outdoor playing space

Group Management:

Groups of 3



Description:

Divide the players into groups of 3

Each group chooses an interceptor – the other 2 are passers.

The interceptor must stay on the line.

The 2 passers try to keep possession of the ball.

The interceptor tries to touch or catch the ball.

Rotate roles – after an agreed number of games, one of the passers becomes the interceptor.

Alternatively, every time the interceptor touches or catches the ball, a point is scored.



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 describe traditional way of life for Aboriginal and Torres Strait Islander people.

Complete the Aboriginal Hunting Tools worksheet (printed separately)

