

# Manilla Central School



## Stage 2 Home Learning

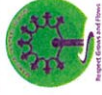
Week 7, Term 3  
2021

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



# Manilla Central School

## Home Learning/Working from Home Programs



Term: 1 2 3 4

Week: 1 2 3 4 5 6 7 8 9 10 11

| Time                                | Monday   | Tuesday  | Wednesday  | Thursday  | Friday   |
|-------------------------------------|--|--|--|---|--|
| 9:10-10:10                          | English<br>Spelling<br>Reading Comprehension   | English<br>Spelling<br>Reading Comprehension   | English<br>Spelling<br>Handwriting   | English<br>Spelling<br>Reading  | English<br>Spelling<br>Reading Comprehension   |
| 10:10-11:10                         | Handwriting<br>Reading Eggs/Read Theory  | Grammar<br>Reading Eggs/Read Theory  | Reading/Writing<br>Reading Eggs/Read Theory  | Library<br><b>Mindfulness</b>   | Handwriting<br>Reading Eggs/Read Theory  |
| Break                               |  |  |  |   |  |
| 11:40-11:50                         | <b>Fitness Mindfulness</b>   | <b>Fitness Mindfulness</b>   | <b>Fitness Mindfulness</b>   | <b>S2S Zoom Meeting</b>   | <b>Fitness Mindfulness</b>   |
| 11:50-12:40                         | <b>Mathematics:</b><br>Numeracy Ninja Skills<br>Time Worksheet<br>Telling time worksheet | <b>Mathematics:</b><br>Numeracy Ninja Skills<br>Telling time worksheet<br>Telling Time—24hour time | <b>Mathematics:</b><br>Numeracy Ninja Skills<br>Time worksheet<br>Telling time worksheet | <b>Mathematics:</b><br>Numeracy Ninja skills<br>School Time problem solving worksheet | <b>Mathematics:</b><br>Numeracy Ninja skills<br>Reading Timetables<br>problem solving worksheet<br>Prodigy |
| 12:40-1:40                          | <b>PDHPE:</b><br>Fitness   | <b>PDHPE:</b><br>Fitness   | <b>PDHPE:</b><br>Fitness   | <b>PDHPE:</b><br>Fitness  | <b>PDHPE:</b><br>Fitness   |
| Break                               |  |  |  |   |  |
| 2:10-3:10                           | <b>Unit of Inquiry</b><br>HSIE/Science   | <b>CAPA/STEM</b>   | <b>Unit of Inquiry</b><br>HSIE/Science   | <b>CAPA/STEM</b>  | <b>SPORT</b>   |
| Registered                          |  |  |  |   |  |
| Signature<br>Manilla Central School |  |  | Stage 2  |   | Term 3, 2021   |

# Manilla Central School



**Stage 2**

**MONDAY**

## Monday – 23<sup>rd</sup> August 2021

### Morning

- Spelling
  - On the brain storming page, write as many words as you can think of the contain the grapheme **g** as in '**girl**' and **gg** as in '**egg**'. This page has been divided into beginning, middle and end columns for where in the word you hear the sound.
  - Finish the sentence by using either the **g** or **gg** grapheme to complete the words.
  - Copy list words into Monday's column.
- Reading
  - Complete the Reading Strategy Task questions for today. Be careful to read the questions because one of the questions will need you to answer **BEFORE YOU READ** the reading passage.
- Handwriting
  - Follow the instructions on the page carefully to complete your handwriting activities. **TAKE YOUR TIME**.
- Read Theory/Reading Eggs

### Middle

- Fitness
- Mindfulness
  - Complete pages 4, 5 and 6 of the Learning-From-Home Wellbeing Mini-Journal for today.
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Time worksheet
  - Telling time – analogue and digital worksheet
- Prodigy

### Afternoon

- Unit of Inquiry
  - Carrying Dilemma inquiry task



Word Brainstorm – ‘g’ as in Girl and ‘gg’ as in eGG

| <u>Beginning</u>                                   | <u>Middle</u> | <u>End</u> |
|--|---------------|------------|
|  |               |            |
| Six _iddy _irls _i__led to_ether in the<br>_arden. |               |            |

| <u>List Words</u>  | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|--|---------------|----------------|------------------|-----------------|---------------|
| 1. give<br>2. glad<br>3. grams<br>4. goes<br>5. gone<br>6. game<br>7. gate<br>8. getting<br>9. ago<br>10. again<br>11. grow<br>12. ground<br>13. goodbye<br>14. grade<br>15. great |               |                |                  |                 |               |





# Hermes'

## HOCUS POCUS

There were many rumours about the mansion in the centre of the black forest. Some said it was haunted; some said werewolves lived there. Children often dared each other to knock on the door. But no-one ever did. No-one was brave enough to get closer than eyesight of it.

The mansion was, in fact, a boarding school for wizards, who learned and practised their abilities and skills. The outside of it may have made it seem like a dark, cold and haunted place, but on the inside, it was well lit, warm and buzzing with intelligent, curious, happy people.

Hermes was one of the most enthusiastic students in his class. On one particular day, he had been trying to master an incredibly tricky potion. No matter how well he followed the recipe, it would not turn red. He read over the recipe twice, but could not figure out why it looked like a pot of boiling, green porridge.

Hermes decided to recheck all the instructions in the recipe. He stirred the pot clockwise and anticlockwise. Hermes tried using a whisk, a spatula, and even a cheese grater.

Next, he checked the temperature. It was definitely bubbling at 76.2 degrees Celsius like it was supposed to.

He looked across the room to his friend Athena. She was acing her potion! In fact, she looked like she was finished, with time to spare. Maybe Athena would have some time to help him, Hermes thought. "Hey, Athena, do you have a spare moment to take a look at my potion?"

"Sure, Hermes. My potion needs to cool for a few minutes before I bottle it, so I'm happy to help."

Hermes showed Athena his potion. "I have done as the recipe says, but all I get is lumpy, green porridge."

Athena looked at the potion carefully. "It does look a little thick. Maybe try adding some more nectar of bees. I added double in mine, and it seemed to make the potion much better. I learned that trick from my mother."

Hermes added more nectar of bees and waited for the potion to change.



Just when he thought it was working, it went... "Orange? I don't understand! I have done everything I can!" Hermes complained, feeling defeated.

Finally, despite his best efforts, he thought it was time to ask the Professor. The Professor took one glance and chuckled. "It seems like you have orange porridge."

"Please, Professor. I have tried everything. I have retraced my steps, tried different techniques and have asked an expert. What else is there to try?"

The Professor surveyed the potion. "Maybe start from the beginning, except this time, check each ingredient as you add it."

Hermes did not understand. He had done everything right the first time. But maybe he might have some second-chance luck. He started to measure his ingredients.

Once again, he filled the pot with melted snow; once again, he sprinkled the pickled toadstool while singing "We Are Family"; and once again, he correctly measured the brown freeze-dried strawberries... Wait! Freeze-dried strawberries were red. Hermes could not believe it. The packet he thought was freeze-dried strawberries, was, in fact, porridge. The packages of the two ingredients were so similar, Hermes had accidentally grabbed the wrong one.

After fixing his little mistake, the potion did not seem so difficult to make anymore. Now that the potion was well on its way, Hermes even decided to take Athena's advice and add double the nectar of bees. In no time, his potion was completed, cooled and bottled.

"Now," Hermes said with a cheeky look. "What should I test this potion on first?"

By Royce Styles





## Hermes' Hocus Pocus

### Reading Strategy Tasks

#### *Before Reading - Predicting*

1. Use the title and the pictures to guess what this story will be about.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### *During Reading – Monitoring and Clarifying*

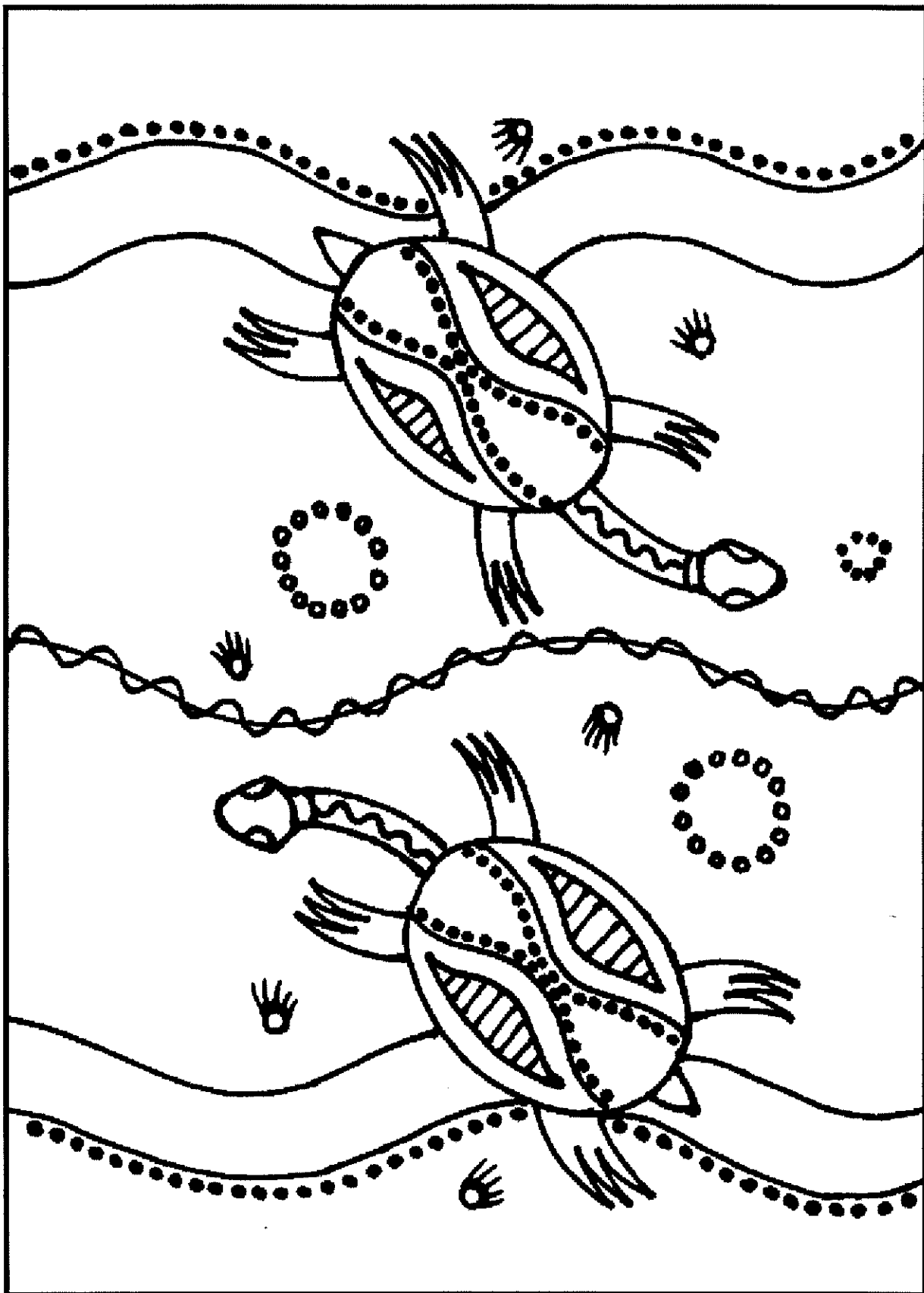
2. As you are reading, list the things that Hermes did to try and solve the problem he was facing.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### *After Reading – Making Connections*

3. Have you ever tried to follow instructions, but the final product didn't work out how you had expected? What did you do to resolved the situation?

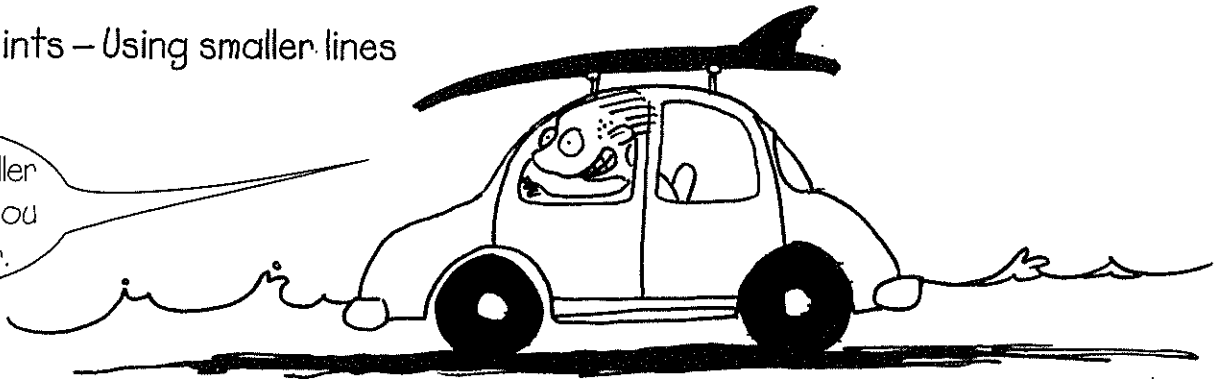
a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



artwork by Helen Price

## Handwriting hints – Using smaller lines

Writing in smaller lines will help you write faster.



Copy.

Maritime archaeologists and marine biologists

do a lot of diving in the course of

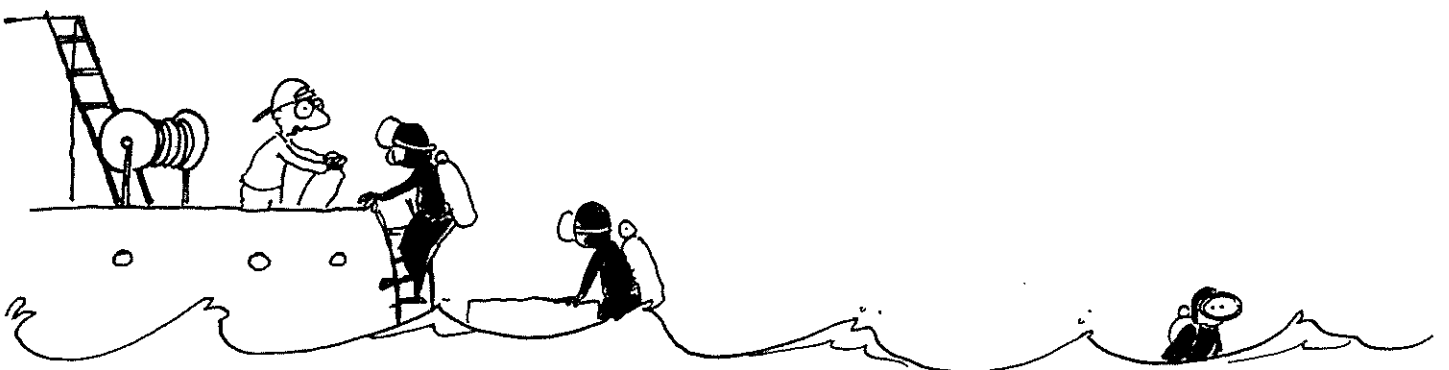
their work. Other people have jobs that

involve diving too, including police divers,

marine park rangers and Navy SEALs.

These highly trained divers use specialised

equipment to keep them safe under water.





Handwriting hints – Letter size and spacing

Copy this list of great diving sites around the world.



Great Barrier Reef, Australia

Sharm-el-Sheikh, Red Sea, Egypt

Sulawesi, Indonesia

Madang, Papua New Guinea

Monterey Bay, California, U.S.

Bali, Indonesia

Andaman Islands, India

Antarctic Peninsula, Antarctica



## Self Assessment

Look at the letters in each word.

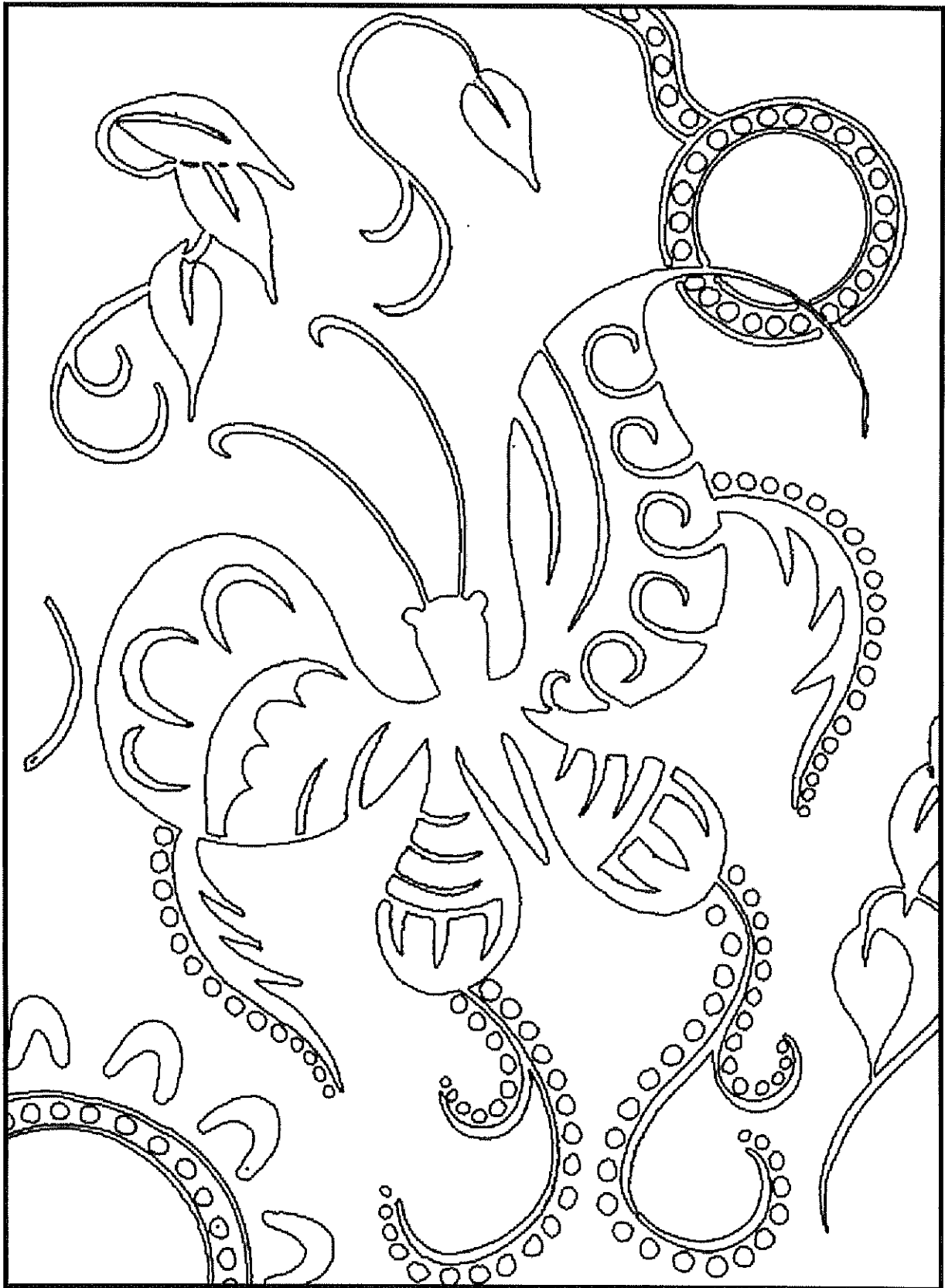
Are they spaced evenly?

Rate your letter spacing.

Uneven spacing

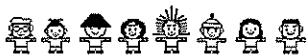
Even spacing





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[www.globalkidsoz.com.au](http://www.globalkidsoz.com.au)






**SIMPLY MULTICULTURAL**  
...every culture, every country

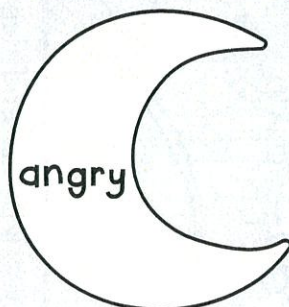
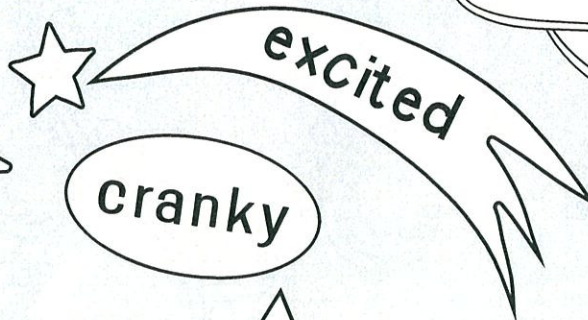
  
[brisbanekids.com.au](http://brisbanekids.com.au)

# Often, Sometimes, Rarely

Look at the feelings in the shapes below.  
Use the colour key to colour in each feeling.

## Colour key

|   |                                   |
|---|-----------------------------------|
|  | I <b>often</b> feel this way.     |
|  | I <b>sometimes</b> feel this way. |
|  | I <b>rarely</b> feel this way.    |

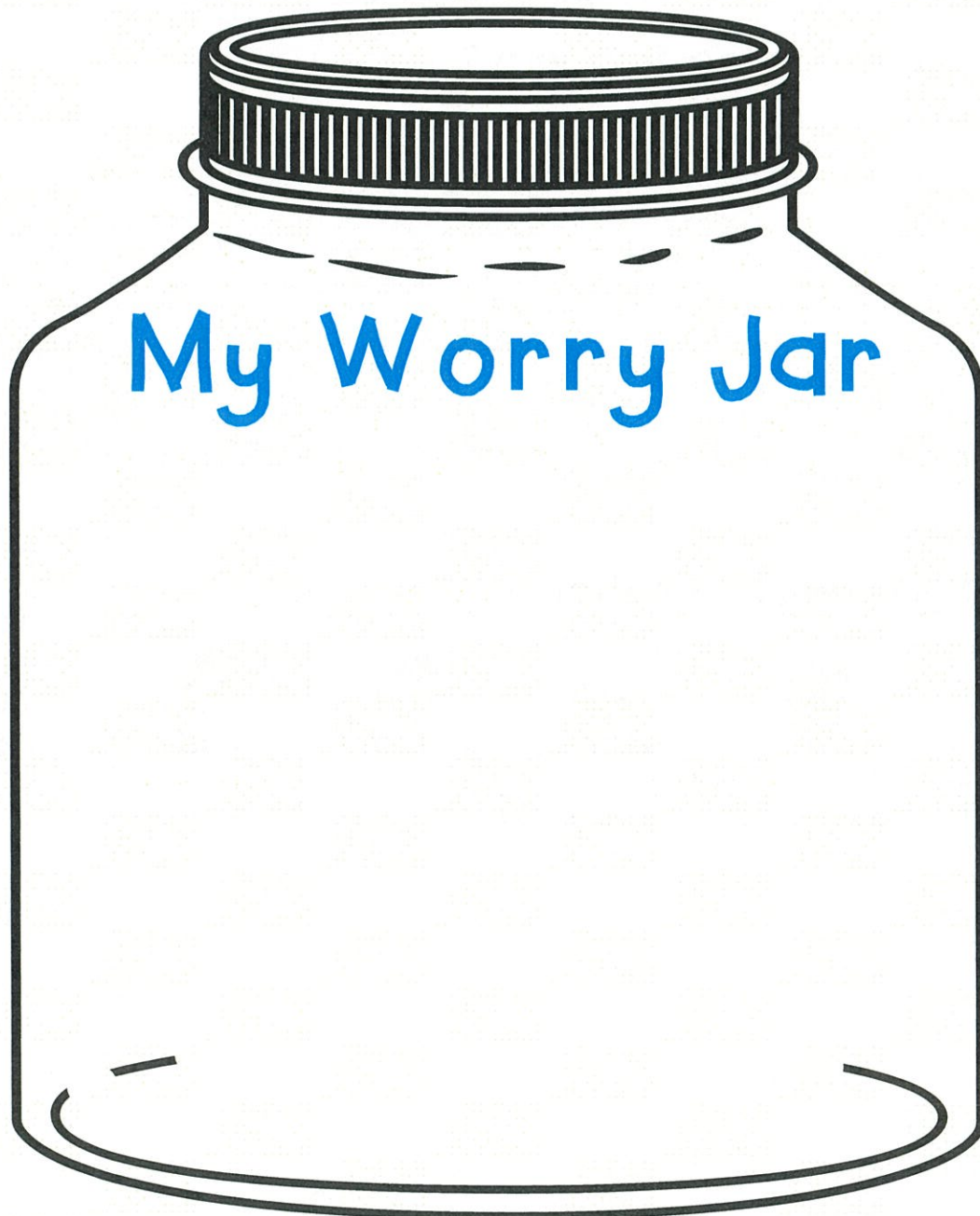




# Worry Jar

A worry jar is a place you can put your worries. It might help you to feel more in control of them.

Write or draw your worries in the jar below.



In a month or so, reflect on the worries in your jar. Rub out the ones you no longer have.

# Reflecting on the Day



How did you feel **this morning**? Shade.



excited



happy



sleepy



worried



sad



angry

What made you feel that way?

Large dashed box for writing.

How do you feel **now**? Shade.



excited



happy



sleepy



worried



sad



angry

What makes you feel like this?

Large dashed box for writing.



### WEEK 2 SESSION 1 - Answer as many questions as you can in 5 mins


**MENTAL STRATEGIES -**  
do these in your head

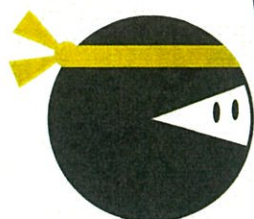
**TIMESTABLES -**  
do these in your head

**KEY SKILLS -** you may use written calculations  
for these questions

| Q               | Question                      | Answer |
|-----------------|-------------------------------|--------|
| 1               | $\square + 6 = 10$            |        |
| 2               | What is double 5?             |        |
| 3               | Halve 63                      |        |
| 4               | $26 + 30$                     |        |
| 5               | $98 + 99$                     |        |
| 6               | $22 + 10 = 22 + 8 + \square$  |        |
| 7               | $3 + 223$                     |        |
| 8               | $20 + 61 = 20 + 60 + \square$ |        |
| 9               | $\square + 3 = 5$             |        |
| 10              | $\square + 2 = 20$            |        |
| Total out of 10 |                               |        |

| Q               | Question                | Answer |
|-----------------|-------------------------|--------|
| 1               | $9 \times 5 = \square$  |        |
| 2               | $10 \div 2 = \square$   |        |
| 3               | $8 \times \square = 8$  |        |
| 4               | $16 \div \square = 4$   |        |
| 5               | $8 \times 4 = \square$  |        |
| 6               | $15 \div 3 = \square$   |        |
| 7               | $\square \times 2 = 12$ |        |
| 8               | $\square \div 7 = 1$    |        |
| 9               | $5 \times 8 = \square$  |        |
| 10              | $14 \div 2 = \square$   |        |
| Total out of 10 |                         |        |

| Q               | Question  | Answer |
|-----------------|---|--------|
| 1               | $3905 \div 5$   |        |
| 2               | $7 + 25 \div 5$   |        |
| 3               | $2.013 \div 0.1$  |        |
| 4               | $2.26 \times 1000$  |        |
| 5               | $34 - 0.74$   |        |
| 6               | Write $56/72$ in its simplest form  |        |
| 7               | Difference between 4 and -4   |        |
| 8               | Value of the dot?<br> |        |
| 9               | What is the lowest common multiple of 4 and 5?  |        |
| 10              | What is the cube root of 27?  |        |
| Total out of 10 |   |        |



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

MY **NINJA** BELT:

**NINJA** SCORE:

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

# Time

Write down a rough time for when you do the following:

Eat morning tea: \_\_\_\_\_ Eat afternoon Tea: \_\_\_\_\_

Have a shower/bath: \_\_\_\_\_ Sunrise: \_\_\_\_\_

Convert the following times:

210 minutes to hours: \_\_\_\_\_ 2 hours to minutes: \_\_\_\_\_

96 hours to days: \_\_\_\_\_ 5 minutes to seconds: \_\_\_\_\_

28 days to weeks: \_\_\_\_\_ 360 seconds to minutes: \_\_\_\_\_

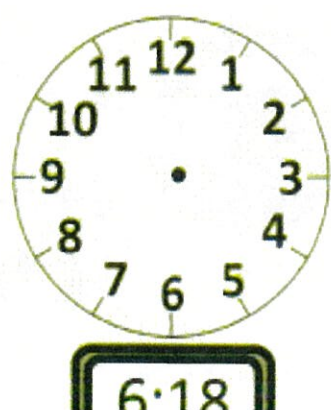
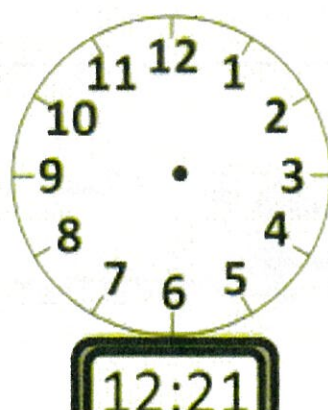
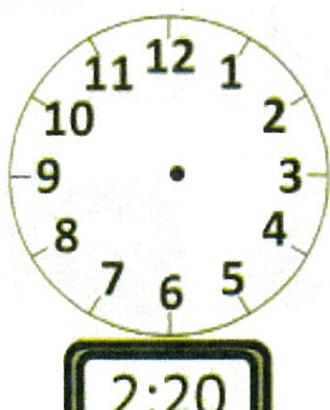
Solve the following problems:

If it takes Danny 24 minutes to drive to school and he needs to get there by 8:30 am, what is the latest he can leave home? \_\_\_\_\_

Lara left Bunbury at 8:10 am and arrived at 1:20pm in Geraldton. How long did the trip take? \_\_\_\_\_

Peter left at 11:30am for a 2 hour drive to Perth. What time did he arrive?  
\_\_\_\_\_

Complete the following:





# Telling time – analogue and digital



An analogue clock has two hands – an hour hand and a minute hand.



A digital clock shows time using digits. The hour always comes first.

## 1 Read the time on the analogue clocks and express as digital times:

morning



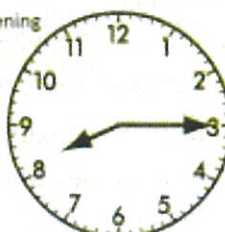
a  :

morning



b  :

evening



c  :

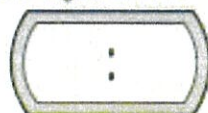
morning



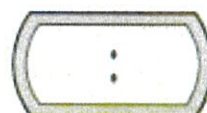
d  :

## 2 Express these times on the digital clocks:

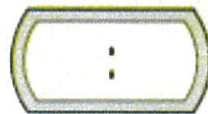
a Half past eight in the evening



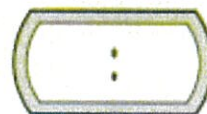
b 13 minutes to midday



c 17 minutes past five in the morning



d 10 to 7 in the evening



## 3 Show these digital times on the clocks:



a  5:56



b  12:47



c  1:32



d  8:48



e  9:43



f  12:00



g  3:45



h  11:07

## **Material World Activity 1**

### **Carrying Dilemma!**

**Collect, number and label five bags for the 'Carrying dilemma' Resource sheet 6:**

- – a thin material bag (for example, a calico library bag)
- – a thick plastic bag (for example, from clothes shops)
- – a paper bag (for example, a homemade bag made from newspaper)
- – a thick fabric bag (for example, the fabric bags from supermarkets)
- - a thin plastic bag (for example, a disposable supermarket bag).

**If you don't have all these bag types, then please use what you have.**

**Write down everything you notice about this experiment on the Resource sheet given.**



## Carrying dilemma

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

You and four friends have a dilemma: you need to carry five items in five different bags. Which object would be best placed in which bag?

Identify what each bag is made of, glue the picture of your chosen object beside it, and explain your choice.

| Bag made of | Object | Why did you make that choice? |
|-------------|--------|-------------------------------|
|             |        |                               |
|             |        |                               |
|             |        |                               |
|             |        |                               |
|             |        |                               |



A plastic binder



Some muddy shells



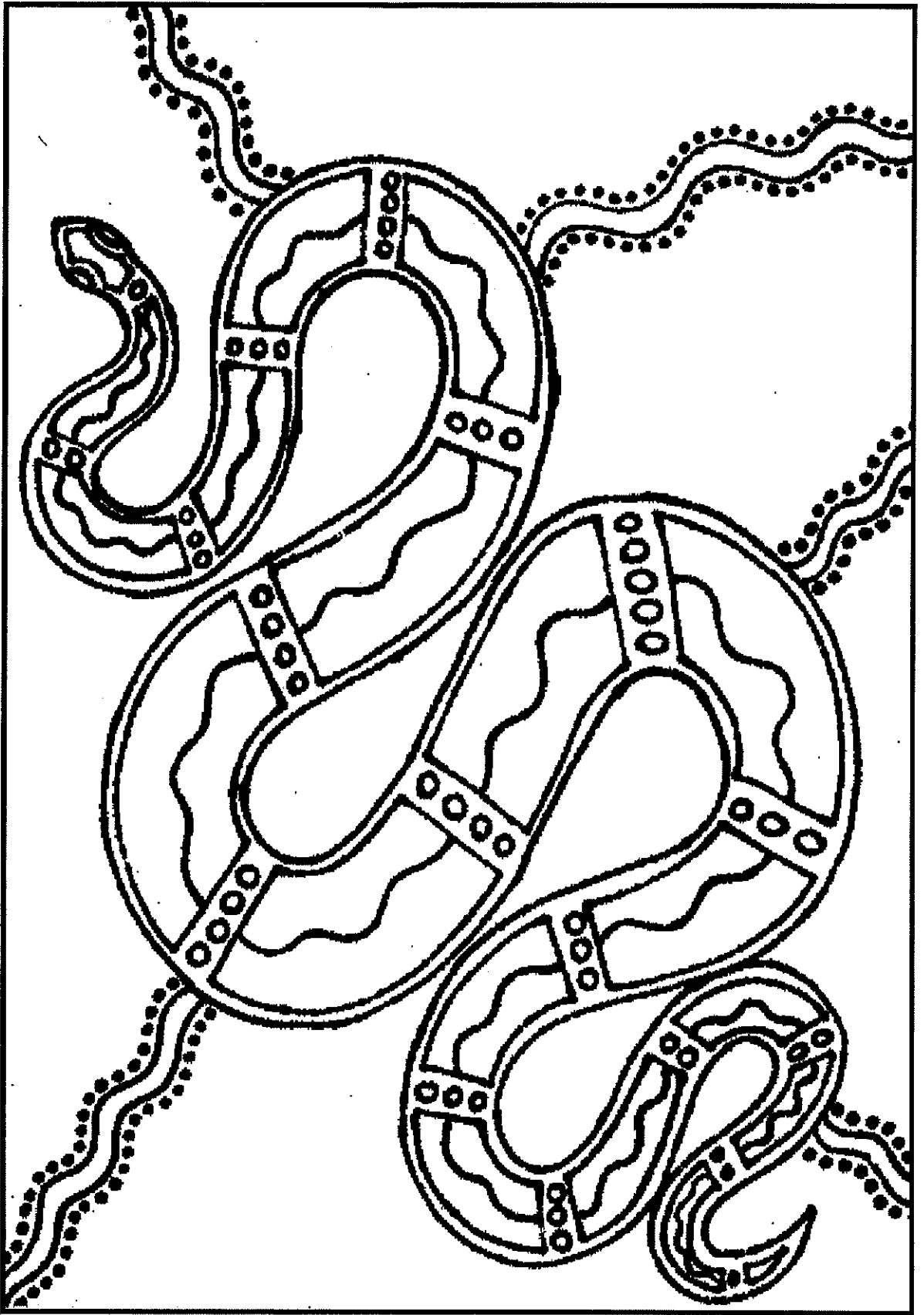
A watermelon



A wet towel



Some frozen ice poles



artwork by Helen Price

# Manilla Central School



## Stage 2

# TUESDAY

## Tuesday – 24<sup>th</sup> August 2021

### Morning

- Spelling
  - Copy list words into Tuesday's column.
  - Sound out each of this weeks list words and re-write the word using a different colour for each sound. Example: *give* would be written as give. Next to each word, record how many sounds each word has.
  - Write this weeks list words in alphabetical order in the space provided.
  - Complete the Find-A-Word of this weeks words.
- Reading
  - Complete the Thinking Task questions for today. You will need to re-read the passage in order to refresh your memory and answer todays questions.
- Grammar
  - Relating verbs worksheet – *Billy Bud*. *Being* or *having* words are called relating verbs. The most common relating verbs are: *am, is, are, was, were, has, have* and *had*.
- Read Theory/Reading Eggs

### Middle

- Mindfulness
  - Complete pages 7, 8 and 9 of the Learning-From-Home Wellbeing Mini-Journal for today.
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Telling Time – Analogue and Digital worksheet #2
  - Telling Time – 24 Hour Time worksheet
- Prodigy

### Afternoon

- CAPA/STEM
  - From the list provided, complete two of the activities. In the space provided, write a brief description on if you enjoyed this task or not and why?

### Coloured Words and Alphabetical Order

| <u>List Words</u> | <u>Coloured Words</u> | <u>Alphabetical Order</u> |
|-------------------|-----------------------|---------------------------|
| 1. give           | 1.                    | 1.                        |
| 2. glad           | 2.                    | 2.                        |
| 3. grams          | 3.                    | 3.                        |
| 4. goes           | 4.                    | 4.                        |
| 5. gone           | 5.                    | 5.                        |
| 6. game           | 6.                    | 6.                        |
| 7. gate           | 7.                    | 7.                        |
| 8. getting        | 8.                    | 8.                        |
| 9. ago            | 9.                    | 9.                        |
| 10.again          | 10.                   | 10.                       |
| 11.grow           | 11.                   | 11.                       |
| 12.ground         | 12.                   | 12.                       |
| 13.goodbye        | 13.                   | 13.                       |
| 14.grade          | 14.                   | 14.                       |
| 15.great          | 15.                   | 15.                       |

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

Date: \_\_\_\_\_

## Week 7 Spelling Find-A-Word

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | B | M | E | I | T | F | N | P | U | N | Q | F | Y | H | S | H | R | S | F | L | V |   |
| F | C | Q | N | I | G | O | Q | G | O | B | M | M | W | T | U | S | I | H | T | P | N | U |
| F | U | D | O | C | C | S | A | A | Y | A | Y | G | A | Z | E | G | A | S | S | A | L | G |
| X | D | A | Z | B | O | D | R | T | I | A | O | G | A | G | M | K | G | G | U | M | F | Q |
| R | C | U | X | R | Y | G | O | H | G | C | X | P | H | J | A | V | T | I | A | N | A | D |
| N | U | R | Q | C | G | U | Q | E | R | L | T | S | S | F | G | U | A | F | N | I | Q | A |
| N | D | V | F | S | E | E | N | R | E | T | O | V | D | C | O | R | G | K | U | G | N | L |
| C | N | X | H | K | T | S | E | E | A | G | G | J | S | R | O | R | A | R | C | Z | N | G |
| V | U | M | H | E | T | S | M | Y | T | O | E | O | F | X | A | V | G | Z | A | L | D | V |
| Q | O | T | Q | D | I | E | S | E | S | N | T | Q | G | Y | X | G | B | E | M | M | E | O |
| G | R | E | D | A | N | H | X | T | Q | E | H | F | I | G | O | G | G | U | T | Q | S | Z |
| R | G | V | P | R | G | B | B | A | D | D | E | G | G | O | J | A | I | I | J | V | G | F |
| O | Z | B | H | G | K | P | C | G | B | O | R | A | G | D | T | M | X | V | N | W | O | F |
| W | N | F | Z | S | N | E | D | R | A | G | Y | C | L | D | E | C | O | Z | E | G | E | Q |
| R | P | A | O | T | N | S | Z | K | F | A | T | J | E | F | D | N | V | G | U | W | S | C |
| D | R | C | J | E | Y | B | D | O | O | G | E | T | W | K | K | G | N | B | E | V | Q | O |

Find the following words in the puzzle.

Words are hidden     and .

TOGETHER  
DRAGGING  
GOODBYE  
GETTING  
HUGGING  
GROUND  
GATHER  
GARDEN

FORGET  
JOGGED  
GIGGLE  
GRADE  
GREAT  
AGAIN  
GLASS  
GUESS

GRAMS  
GROW  
GLAD  
GATE  
GAME  
GONE  
GOES  
GIVE

AGO



## Hermes' Hocus Pocus

### Thinking Tasks

#### *Remembering*

1. What did Hermes' potion look like when it ***wasn't*** going according to plan?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### *Understanding*

2. Make a cartoon strip that shows the sequence of steps Hermes performed to correctly make the potion.
  - a. *There is a blank comic strip to complete this task in at the end of today's questions.*

#### *Applying*

3. Following the same steps as Hermes, how would you deal with getting stuck on a question in class?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### *Evaluating*

1. Make a list of positives and negatives if Hermes' went straight to the teacher with his problem.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### *Creating*

1. Draw a picture of the mansion from the outside and then a picture from the inside.

# Comic Strip

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Billy Bud

Billy Bud washed his hair before he went to bed,  
But Billy Bud used Green-Gro from his Daddy's shed.  
Well foolish Billy has no hair upon his silly head,  
For now he has a garden growing there instead.  
Pretty little primroses growing in a row,  
Daffodils and jonquils put on a lovely show.  
Then there is a vegie patch to hoe, hoe, hoe,  
And of course the grassy lawn which Billy needs to mow.

AjW





'Being' or 'having' words are called **relating verbs**.

The most common relating verbs are: *am, is, are, was, were, has, have, had*

- 1 Read the poem about Billy Bud and then use **relating verbs** from the box to fill the gaps in the sentences.

am is are was were has have had

- a Billy \_\_\_\_\_ no hair upon his head.
- b There \_\_\_\_\_ a vegie patch over there.
- c Billy \_\_\_\_\_ naughty to go into Daddy's shed.
- d There \_\_\_\_\_ primroses growing in a row.
- e \_\_\_\_\_ you ever been foolish like Billy?
- f Daffodils and jonquils \_\_\_\_\_ flowers.
- g Daddy saw that Billy \_\_\_\_\_ a garden growing on his head.
- h "I \_\_\_\_\_ a foolish boy," said Billy.

- 2 Use **relating verbs** from the box in question 1 to fill the gaps in Karli's 'School Garden Report'.

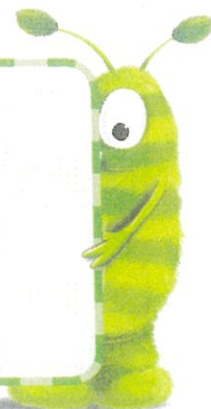
### SCHOOL GARDEN REPORT by Karli Tonetti

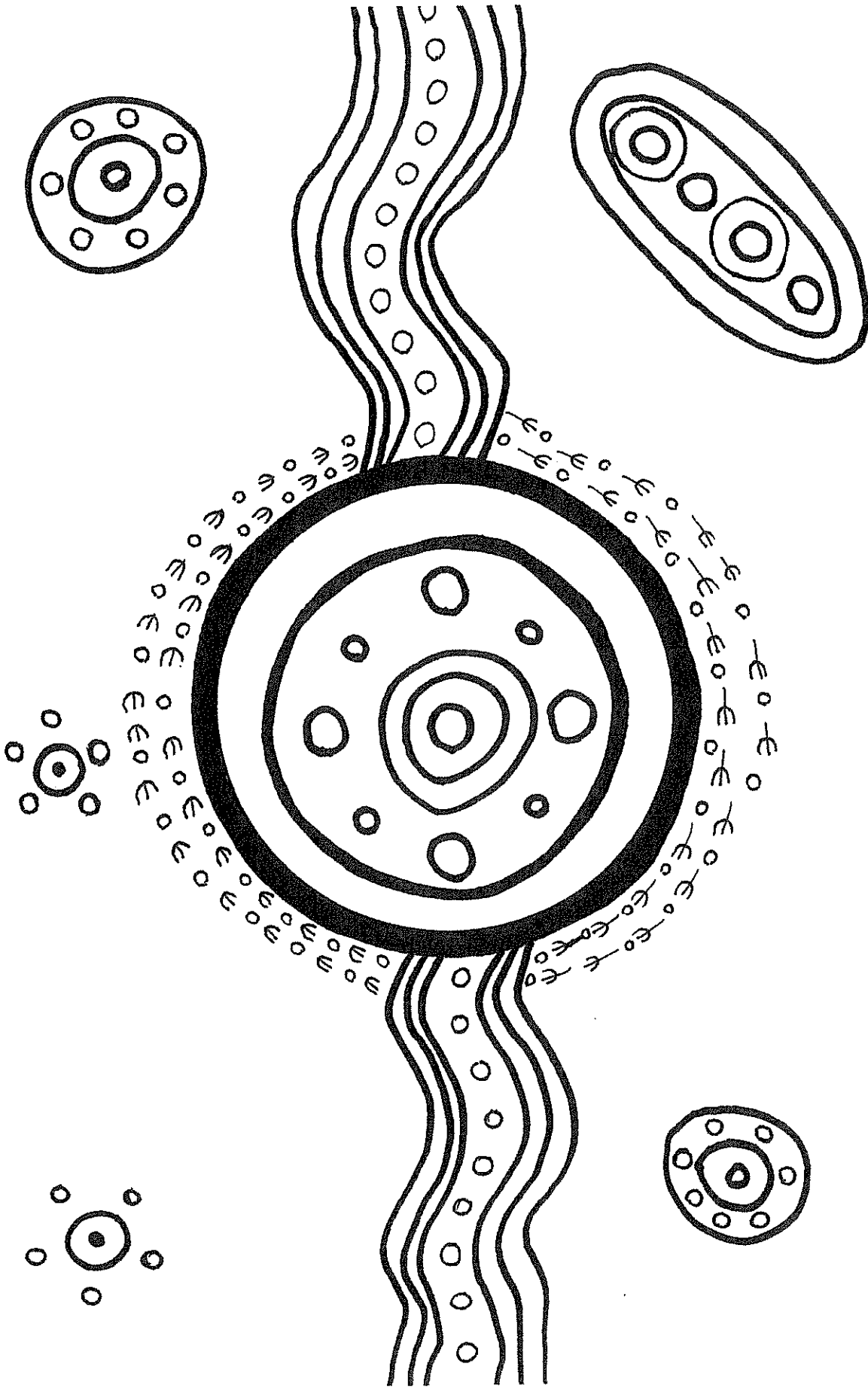
In our school we \_\_\_\_\_ a lovely garden. Part of the garden \_\_\_\_\_ filled with flowers and shrubs. Some of the flowers \_\_\_\_\_ fragrant. We also \_\_\_\_\_ a large kitchen garden. I \_\_\_\_\_ in charge of the herb section. This year our school \_\_\_\_\_ awarded a certificate for the Best Kitchen Garden. We \_\_\_\_\_ all very proud of our garden.

### TAKE THE CHALLENGE

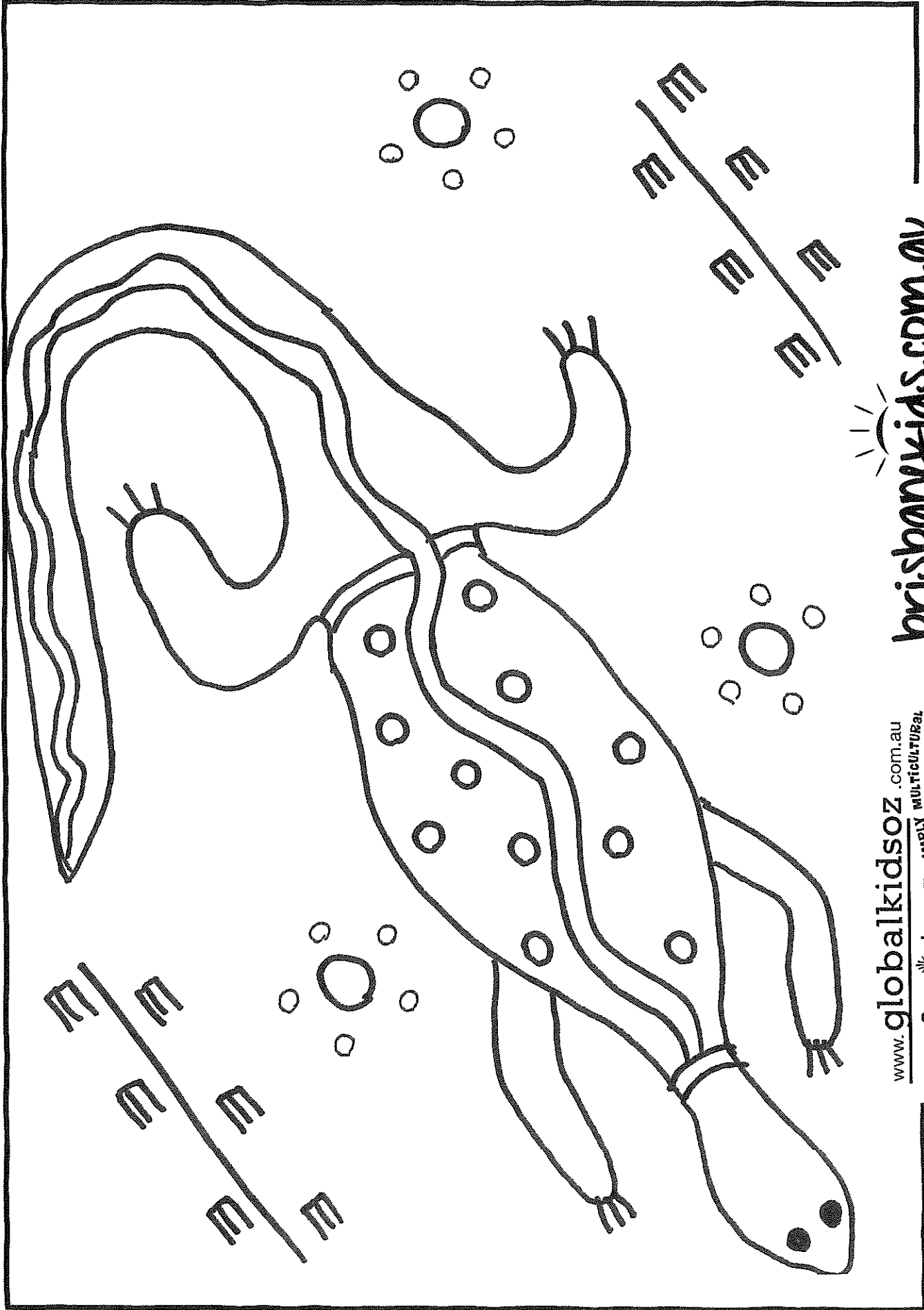
Circle the **relating verbs** in these sentences.

- a 'Ogs Ahoy!' is a funny story about the adventures of Toddy Og.
- b Bees have a very important role to play in pollinating plants.
- c Molly and Ravi are the fastest runners in Year 3.









brisbanekids.com.au

# Personal Hygiene



When should you wash your hands?



After going to  
the bathroom.



Before  
you eat.



After touching  
an animal.



After blowing your  
nose or sneezing.



After playing  
outside.



Before and after  
visiting a sick person.

## PROCEDURE: WASHING HANDS.

### You will need:

★ water    ★ soap    ★ towel

### The steps:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



# Present Feelings



Being mindful is all about focusing on the present moment and not worrying about past or future challenges.



**Stormy**  
angry or cranky



**Rainy**  
upset or sad

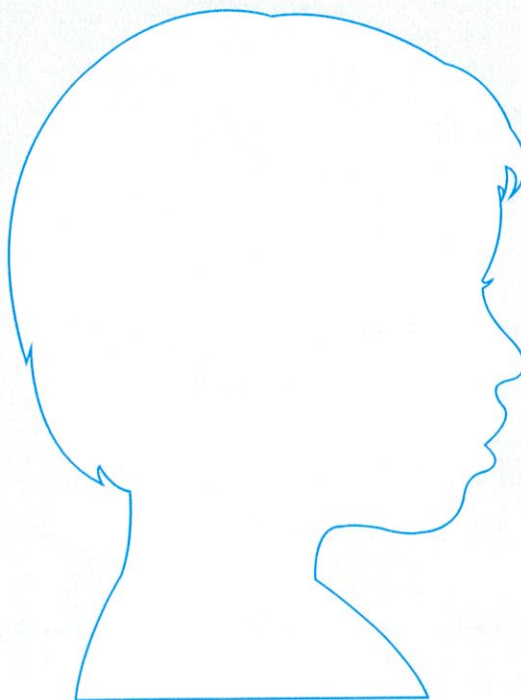


**Foggy**  
worried, fearful  
or muddled



**Sunny**  
happy or content

Use the guide above to draw how you feel right now.  
You may feel something that is not listed above.



Why do you feel this way?

---

---

# Allow Your Feelings



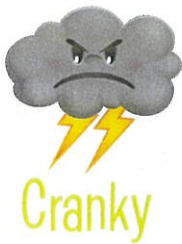
The weather is constantly changing, and so are your feelings. You can't stop unpleasant feelings, but you can learn to cope with them in a mindful way.

Think about a time you felt the following feelings.



What made you feel sad?

How did you act?



What made you feel cranky?

How did you act?



What made you feel confused?

How did you act?



What made you feel happy?

How did you act?



### WEEK 2 SESSION 2 - Answer as many questions as you can in 5 mins

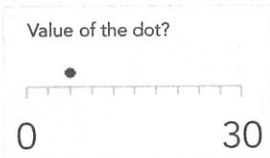
**MENTAL STRATEGIES -**  
do these in your head

| Q               | Question                      | Answer |
|-----------------|-------------------------------|--------|
| 1               | $6 + \square = 10$            |        |
| 2               | What is double 7?             |        |
| 3               | Halve 31                      |        |
| 4               | $103 + 60$                    |        |
| 5               | $76 + 77$                     |        |
| 6               | $43 + 9 = 43 + 7 + \square$   |        |
| 7               | $5 + 142$                     |        |
| 8               | $95 + 13 = 90 + 10 + \square$ |        |
| 9               | $3 + 2$                       |        |
| 10              | $3 + \square = 20$            |        |
| Total out of 10 |                               |        |

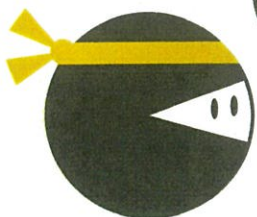
**TIMESTABLES -**  
do these in your head

| Q               | Question                 | Answer |
|-----------------|--------------------------|--------|
| 1               | $9 \times 3 = \square$   |        |
| 2               | $63 \div 9 = \square$    |        |
| 3               | $10 \times \square = 20$ |        |
| 4               | $30 \div \square = 10$   |        |
| 5               | $10 \times 8 = \square$  |        |
| 6               | $64 \div 8 = \square$    |        |
| 7               | $\square \times 2 = 16$  |        |
| 8               | $\square \div 7 = 6$     |        |
| 9               | $4 \times 3 = \square$   |        |
| 10              | $72 \div 9 = \square$    |        |
| Total out of 10 |                          |        |

**KEY SKILLS -** you may use written calculations for these questions

| Q               | Question  | Answer |
|-----------------|---|--------|
| 1               | $608 \div 4$  |        |
| 2               | $1 + 4 \times 2$  |        |
| 3               | $42.4 \div 8$   |        |
| 4               | $0.86 \times 1000$  |        |
| 5               | $27.39 - 2.59$  |        |
| 6               | Write $72/80$ in its simplest form  |        |
| 7               | Which is the lowest number, 2 or -10?   |        |
| 8               | Value of the dot?<br> |        |
| 9               | What is the lowest common multiple of 3 and 4?  |        |
| 10              | What is the value of $(-5)$ cubed?  |        |
| Total out of 10 |   |        |

What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!



MY **NINJA** BELT:

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

**NINJA** SCORE:



## Telling time – analogue and digital

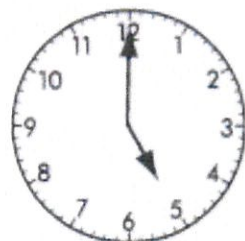
4 Look at the problems below. Indicate the answers as marked:

a I go to a movie that starts at 5:30. It runs for 2 hours. Circle the start time and put a box around the finish time.

Quarter to three

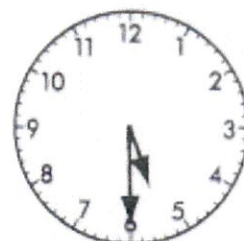
20 to 8

4:30



3:33

Half past seven



5 You will need 3 different coloured pencils for this activity. Colour the times that match:



1 hour and twenty-three minutes after 10:00



7 minutes before eleven thirty



15 minutes after half past two

3 and a half hours after me is 3:46

1 hour and 44 minutes before 2 pm



6 The time is 38 minutes after 4 o'clock. Show this time in as many ways as you can:

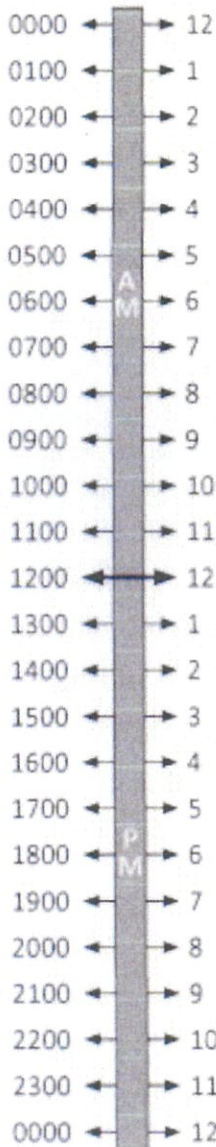
## Telling time – 24 hour time

We can also use the 24 hour time model to express time.

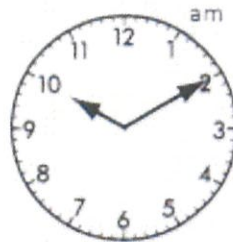
We number the hours from 0 to 23 because there are 24 hours in a day.

When it gets to the 24th hour, it starts again at 0.

Can you think of situations when it is better to use 24 hour time rather than digital time?



1 Express these times in 24 hour time:



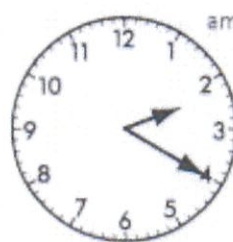
a



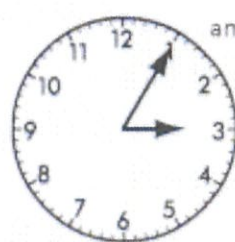
b



c



d



e



f

2 Use 24 hour time to write:

a 4:25 am

b 9:35 pm

c 12:25 am

d 12:40 pm

e 3:30 am

f 2:45 pm

g 8:15 pm

h 10:20 am

3 Convert these 24 hour times into digital form. Write am or pm next to the time:

a  1315 =  :

b  0514 =  :

c  2330 =  :

d  0245 =  :

## Tuesday CAPA/STEM Tasks

1. Possibly the simplest challenge you could give...what can you build with sticks?! Give your class time to collect sticks - it would be a good idea to have plenty on hand just in case. Allow them to find a space to work in and build! Let their imaginations run wild - the structure might be small or tall, sparse or detailed, one idea or a collaboration. You'll be amazed! Expect lots of reasoning and discussion.
2. Get out your gardening gloves and grow your own food this summer. Start off with something simple like cress or broad beans that have an immediate effect. You could kick start your efforts by using plug plants. Tomatoes, lettuce and radishes all yield good results. Extend learning by planning a garden plot and tending to it regularly. Make a gardening journal of the changes you observe and of course make sure you taste the fruits of your labour!
3. Capture your experiences outside with a mobile device such as a tablet. Select an object, view or creature and capture it in either a video clip or photograph. Make sure you select an interesting shot and find out as many facts as you can or add an interesting description. You could record yourself or write about it. Try creating an outdoor exhibition of your walk, listening to, reading about or looking at all the information.
4. Is your class familiar with the terms 'producer', 'prey', 'predator'? This game is sure to develop greater understanding. Give each child a sticker or label with either producer, prey or predator on it. You could use these resources to help, or create your own: [www.twinkl.co.uk/resource/t2-s-160-food-chain-sorting-game](http://www.twinkl.co.uk/resource/t2-s-160-food-chain-sorting-game) Take the game outside and let the children experiment with making food chains. Who can make the longest food chain? Explore further by looking at possible food chains in your school grounds.
5. Make a scavenger hunt with a difference - use your senses! Explore more closely to feel your way around your environment. Draw, write or



photograph the sensory experiences you discover.

[www.twinkl.co.uk/resource/au-t-3745-five-senses-scavenger-hunt-worksheet](http://www.twinkl.co.uk/resource/au-t-3745-five-senses-scavenger-hunt-worksheet)

## Tuesday CAPA/STEM Tasks Reflection

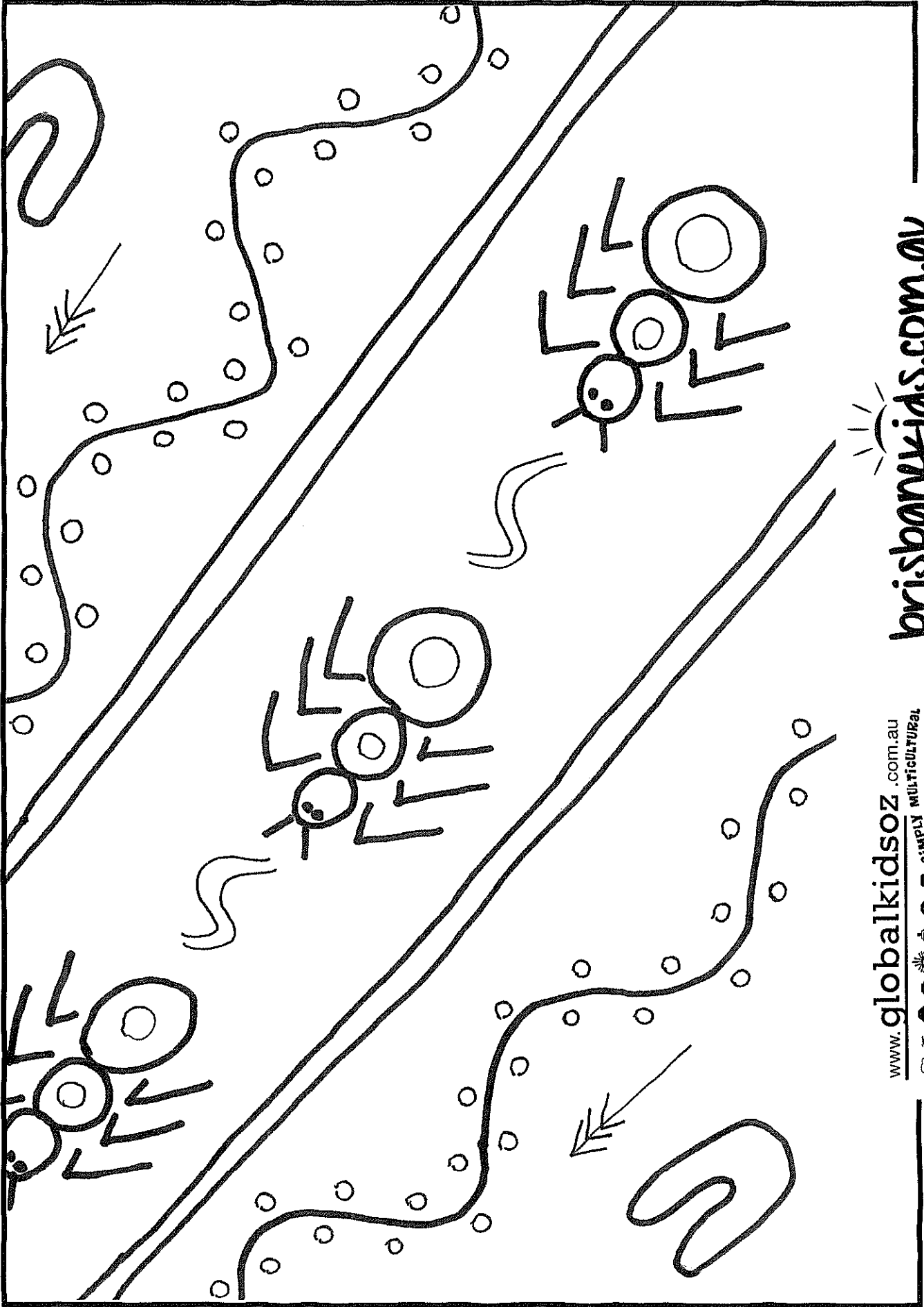
1. Task Number: \_\_\_\_\_

a. Reflection: \_\_\_\_\_

[illegible]







# Manilla Central School



## Stage 2

# WEDNESDAY

## Wednesday – 25<sup>th</sup> August 2021

### Morning

- Spelling
  - Copy list words into Wednesday's column.
  - For *10* of your list words, write a sentence that contains *ONE* list word. You will end up with 10 sentences.
  - If you have access to a dictionary or a computer in order to access [www.dictionary.com](http://www.dictionary.com), write the dictionary meanings for *FIVE* of this weeks list words.
- Handwriting
  - Follow the instructions on the page carefully to complete your handwriting activities. *TAKE YOUR TIME*.
- Reading/Writing
  - Re-read the text Hermes' Hocus Pocus and complete the writing task.
- Read Theory/Reading Eggs

### Middle

- Fitness
- Mindfulness
  - Complete pages 10, 11 and 12 of the Learning-From-Home Wellbeing Mini-Journal for today.
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Time worksheet #2
  - Telling Time – 24 Hour Time worksheet #2
- Prodigy

### Afternoon

- Unit of Inquiry
  - Material Matters Designer Wear Inquiry task



## Sentences

1. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

2. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

3. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

4. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

5. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

6. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_  
\_\_\_\_\_

7. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

8. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

9. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

10. List Word: \_\_\_\_\_

a. Sentence: \_\_\_\_\_

\_\_\_\_\_

### **Dictionary Meanings**

1. List Word: \_\_\_\_\_

a. Meaning: \_\_\_\_\_

\_\_\_\_\_

2. List Word: \_\_\_\_\_

a. Meaning: \_\_\_\_\_

\_\_\_\_\_

3. List Word:\_\_\_\_\_

a. Meaning:\_\_\_\_\_

\_\_\_\_\_

4. List Word:\_\_\_\_\_

a. Meaning:\_\_\_\_\_

\_\_\_\_\_

5. List Word:\_\_\_\_\_

a. Meaning:\_\_\_\_\_

\_\_\_\_\_



## Handwriting hints – Spacing between words



Rewrite this passage, using even spaces between the words.

Make the spaces between words as even in size as you can. When words are too close together or too far apart, it makes the writing very difficult to read. When words are spaced evenly, writing is much easier to read.



### Self Assessment

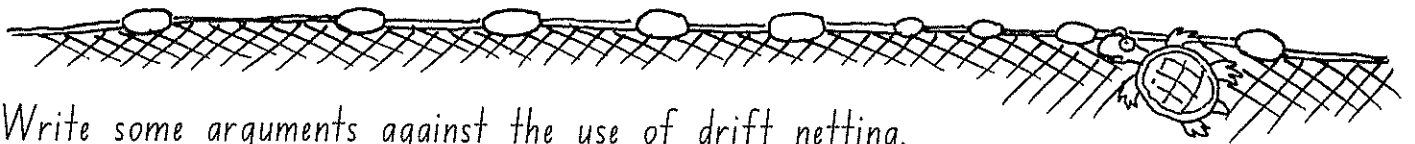
Rate your spacing between words.

Uneven  
spacing

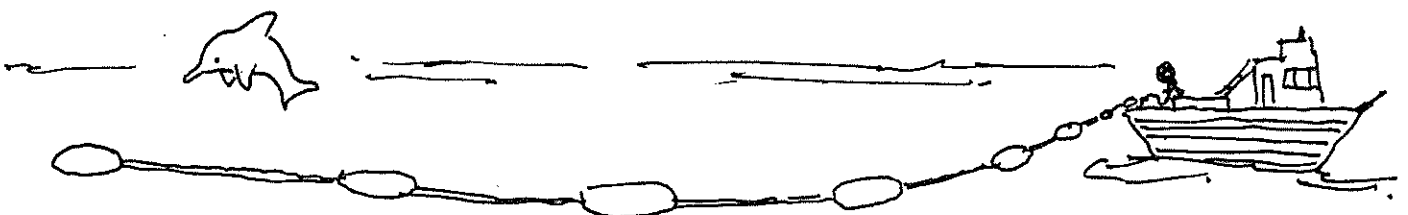
Even  
spacing

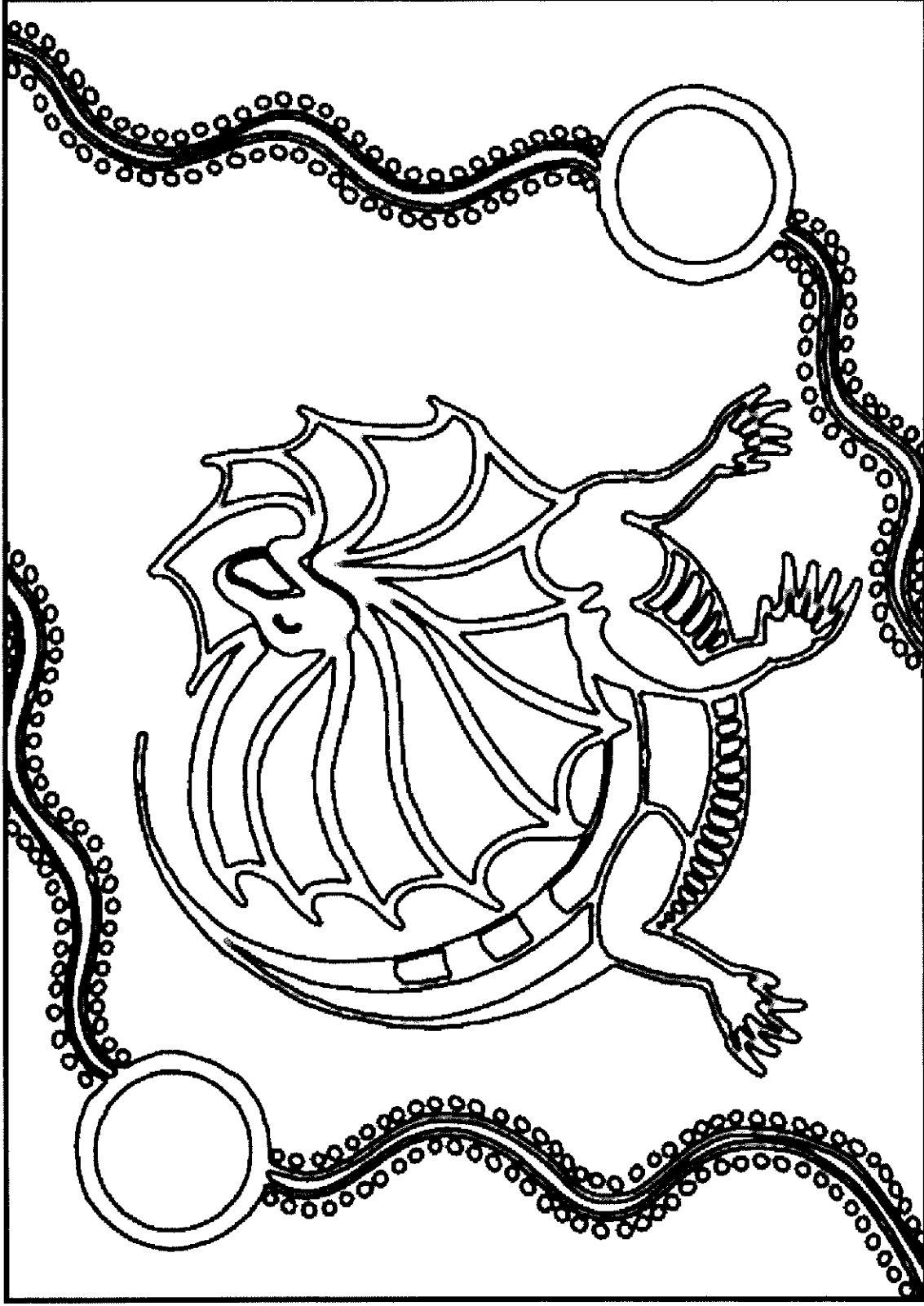
Copy. Make the spacing between words as even as you can.

Drift netting is a method of fishing. It involves suspending a strong plastic net between two buoys. Sometimes the net can be over 60 km long. This type of net catches anything that swims into it, including dolphins and turtles.



Write some arguments against the use of drift netting.



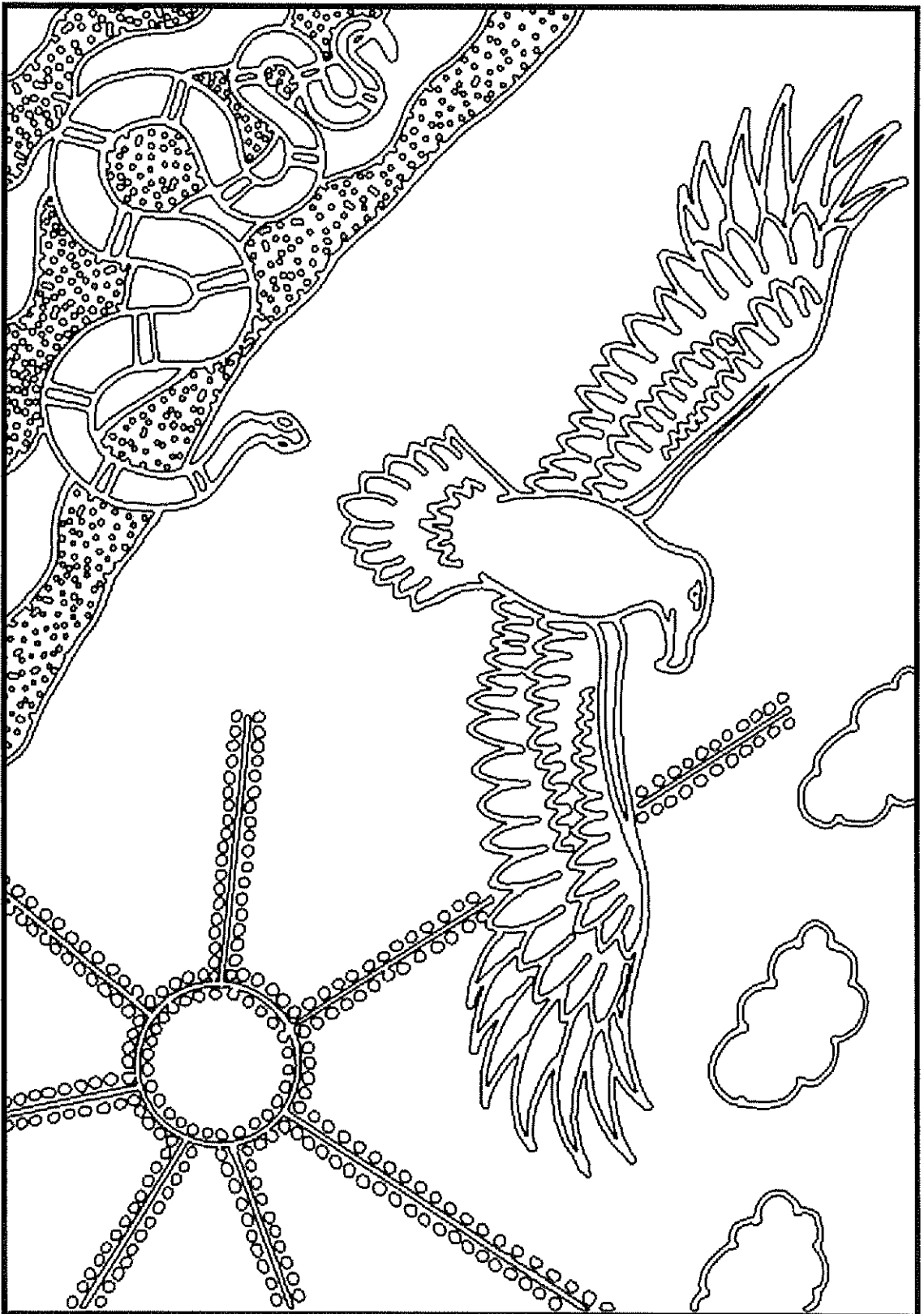


artwork by Helen Price

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## Hermes' Hocus Pocus

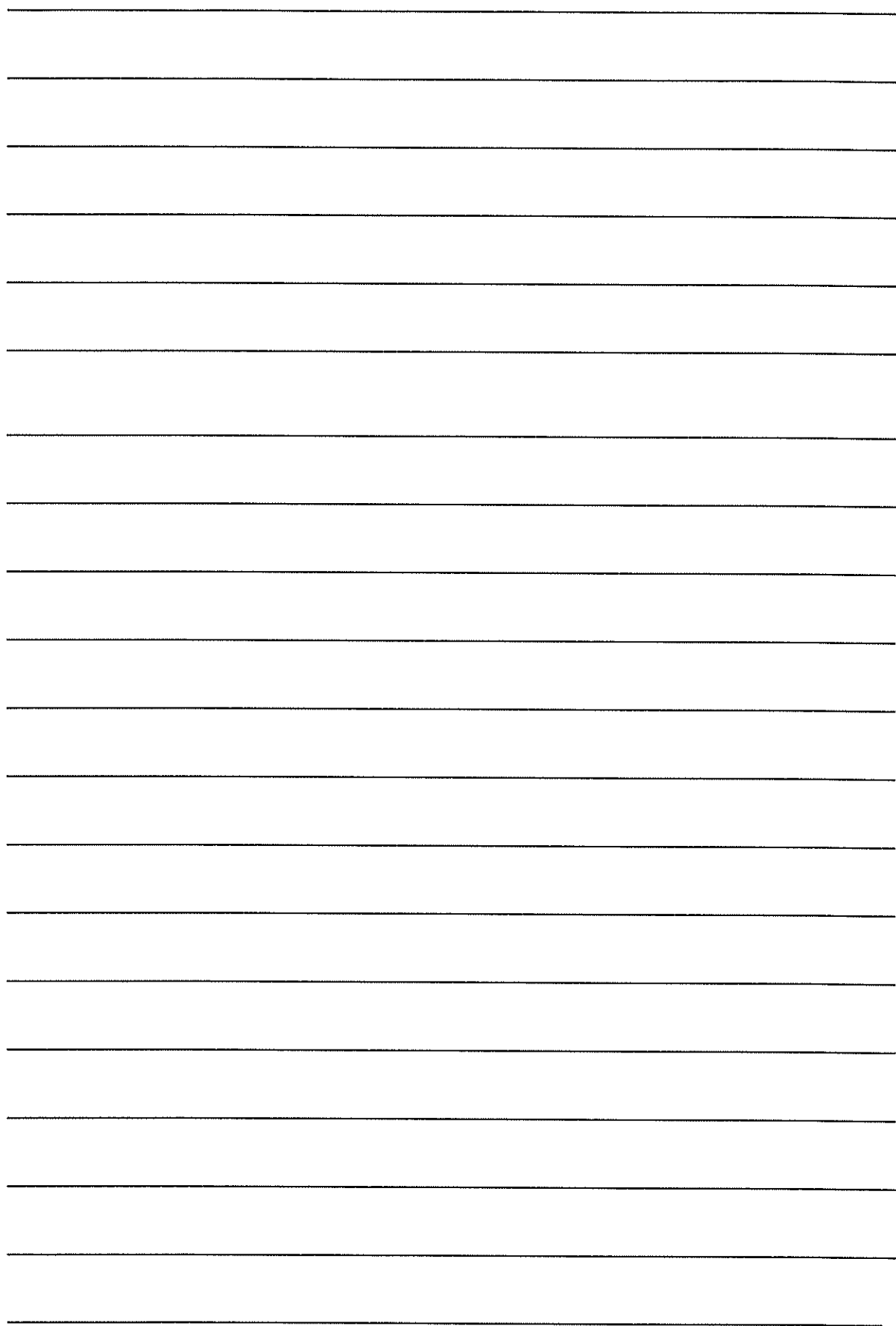
## Writing Task

The story finishes with Hermes wondering about testing his potion.

Continue Hermes' story by writing an adventure that follows the events before, during and after he tests the potion.

What does the potion do? Does the potion work correctly? Who or what does he test the potion on?

[illegible]





# Coping with Unpleasant Emotions



Developing skills to help you cope with unpleasant emotions that will arise at different times of your life will be useful. Slowing down and focusing on your breathing will help, but there are many other ways to cope.

To manage unpleasant emotions, we could:



## use positive self-talk

Thinking positive thoughts is much more helpful than thinking of all the things that worry you.



## stay active

Exercise can help you feel happier and more relaxed.



## make a list

This could be a list of things that trigger the unpleasant emotions, or things you have to do that are making you feel worried.



## learn how to relax

Doing something you enjoy that calms you down can help to take your focus away from the things you are worried about.



## focus on breathing

Sit quietly with your eyes closed and focus on your breathing. Do this until you feel calmer.



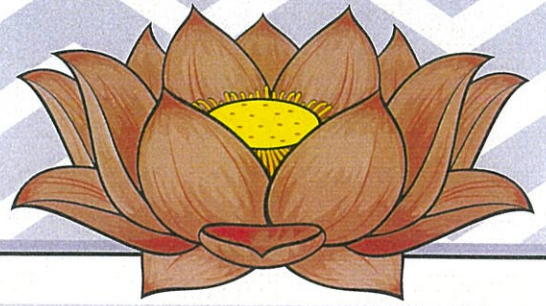
## be mindful

Taking time to stop what you are doing to notice the things you can hear, see, smell and feel around you can help focus on the present rather than your worries.

List two things you do to cope with unpleasant emotions.



# Resilience



Sometimes, we are faced with situations that can be difficult, disappoint us, or make us sad, but it doesn't mean we can't come back even stronger than we were before. Resilient people never give up, even when times are tough.

## How can you be resilient?

You are upset because you cannot leave the house and see your friends.

Describe how you can be resilient.

You are worried about the problems of the world that you see on the news.

Describe how you can be resilient.

You are no longer able to have a birthday party, so it had to be cancelled.

Describe how you can be resilient.



# Worrying Changes Us



When we worry or experience anxiety, our body can change in several ways. The symptoms may include:



increased heart rate



upset stomach



feeling hot



sweating



shaking

What was the last thing you were worried about?

---

---

Tick the things you notice happening when you worry.

- ☐ increased heart rate
- ☐ upset stomach
- ☐ feeling hot
- ☐ sweating
- ☐ shaking

With a little practice you can learn to manage your worries. Some common ways of controlling worries include meditation, writing in a journal, exercise, positive self-talk, taking time away from technology and mindfully focusing on the present.

Is there anything you do to manage your worries?

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### WEEK 2 SESSION 3 - Answer as many questions as you can in 5 mins


**MENTAL STRATEGIES -**  
do these in your head

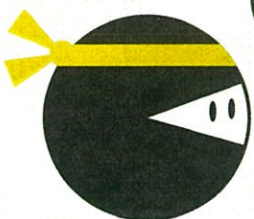
| Q               | Question                      | Answer |
|-----------------|-------------------------------|--------|
| 1               | $8 + \square = 10$            |        |
| 2               | What is double 7?             |        |
| 3               | What is half of 93?           |        |
| 4               | $12 + 10$                     |        |
| 5               | $14 + 13$                     |        |
| 6               | $49 + 10 = 49 + 1 + \square$  |        |
| 7               | $4 + 926$                     |        |
| 8               | $57 + 50 = 50 + 50 + \square$ |        |
| 9               | $2 + \square = 5$             |        |
| 10              | $17 + 3$                      |        |
| Total out of 10 |                               |        |

**TIMESTABLES -**  
do these in your head

| Q               | Question                | Answer |
|-----------------|-------------------------|--------|
| 1               | $10 \times 1 = \square$ |        |
| 2               | $14 \div 7 = \square$   |        |
| 3               | $6 \times \square = 24$ |        |
| 4               | $12 \div \square = 6$   |        |
| 5               | $7 \times 2 = \square$  |        |
| 6               | $4 \div 2 = \square$    |        |
| 7               | $\square \times 7 = 21$ |        |
| 8               | $\square \div 4 = 4$    |        |
| 9               | $3 \times 8 = \square$  |        |
| 10              | $63 \div 7 = \square$   |        |
| Total out of 10 |                         |        |

**KEY SKILLS -** you may use written calculations for these questions

| Q               | Question  | Answer |
|-----------------|---|--------|
| 1               | $738 \div 9$  |        |
| 2               | $1 + 4 \div 2$  |        |
| 3               | $0.887 \div 0.1$  |        |
| 4               | $1000 \times 0.21$  |        |
| 5               | $57.07 - 8.79$  |        |
| 6               | Write $9/54$ in its simplest form   |        |
| 7               | Difference between -7 and -3  |        |
| 8               | Value of the dot?<br> |        |
| 9               | List the first 4 multiples of 13  |        |
| 10              | What is the value of $\sqrt[3]{64}$ ?   |        |
| Total out of 10 |   |        |



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

MY **NINJA** BELT:

**NINJA** SCORE:

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

# Time

Write down a rough time for when you do the following. Don't forget to include whether it is am or pm.

Go to school: \_\_\_\_\_

Lunch: \_\_\_\_\_

Leave school: \_\_\_\_\_

Sunset: \_\_\_\_\_

Convert the following times:

150 minutes to hours: \_\_\_\_\_ 3 hours to minutes: \_\_\_\_\_

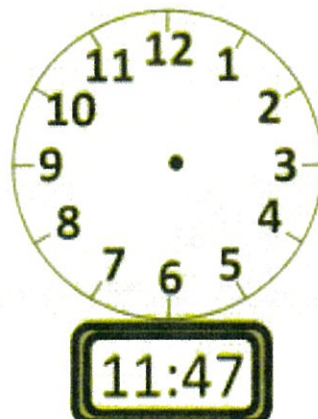
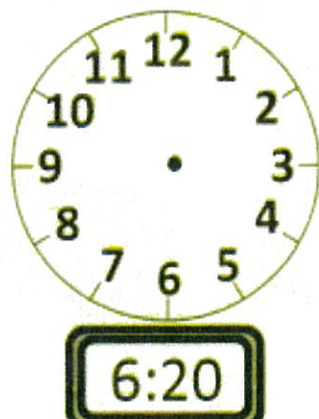
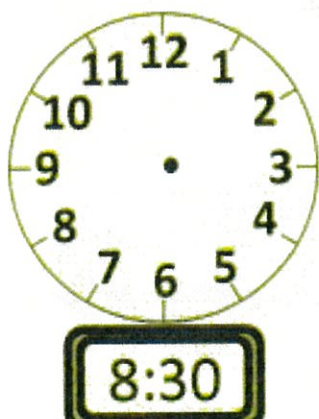
72 hours to days: \_\_\_\_\_ 4 minutes to seconds: \_\_\_\_\_

21 days to weeks: \_\_\_\_\_ 300 seconds to minutes: \_\_\_\_\_

If Mia starts school at 6am and gets to go home 6 hours later, what time does Mia finish school? \_\_\_\_\_

Cherry drove for 2 hours and 8 minutes to reach her destination. If she left at 11am, what time did she get there? \_\_\_\_\_

Complete the following:





## Telling time – 24 hour time

- 4 Convert these times to 24 hour time then order them from earliest to latest:

2:30 am

20 past 3 in the afternoon

pm

9:35 pm

pm

12:45 am

am

a quarter to 6 in the morning

7:05 pm

half past 3 in the morning

- 5 This table shows the session times at the local cinema. Use the information to answer the following questions:

| Movie                | Screening times     | Running time |
|----------------------|---------------------|--------------|
| Animated Family      | 13:15, 15:00, 18:00 | 95 minutes   |
| Spooky Movie         | 19:30               | 110 minutes  |
| Feel Good Flick      | 12:00, 15:30        | 90 minutes   |
| Shoot 'em up Classic | 20:00               | 130 minutes  |
| Highschool Woes      | 11:00, 13:15        | 120 minutes  |

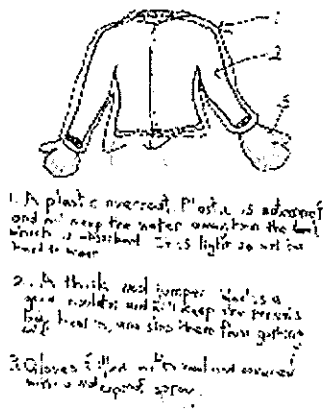
- a The first screening of Feel Good Flick is 12:00. What time does it finish?
- b Which movie ends at 9:20 pm?
- c Sarah arrives at the cinema at 2:45 pm. How long does she have to wait for the next screening of Animated Family?
- d Matt walked out of the 11:00 session of Highschool Woes half an hour before the end. What time did he leave?

## Material World Activity 2

### Material Matters Designer Wear!

Your next task is to Design some clothing to wear from one of the scenarios.  
You must draw the clothing on the Resource sheet 9.

Eg



You must say why you have used materials and what benefits they have for you while you're in that scenario on the back of your Resource sheet 9.

Scenario:

1. Going walking in the snow and building a snow man.
2. Going for a walk in a paddock during a storm.



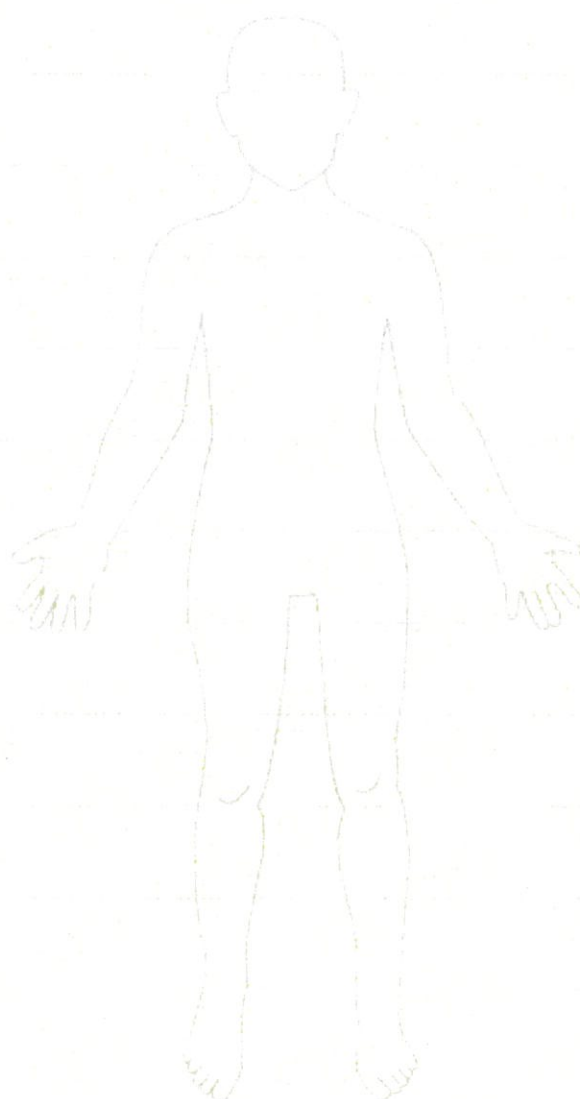
## Material matters

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

Clothes for:

\_\_\_\_\_

My suggestion:



[illegible]

# Manilla Central School



## Stage 2

# THURSDAY

## Thursday – 26<sup>th</sup> August 2021

### Morning

- Spelling
  - Copy list words into Thursday's column.
  - Complete the activities on this weeks spelling sheet. Be sure to read the instructions for each task carefully. If you are unsure of a task, have a go at completing to your best effort.
- Reading
  - Complete the Comprehension Task questions for today. You will need to re-read the passage in order to refresh your memory and answer todays questions.
- Library
  - Spend 30minutes completing activities from the Learning-From-Home Library Student Pack for Week 7. These booklets are in your Week 7 packs.
- Mindfulness
  - Complete pages 13, 14 and 15 of the Learning-From-Home Wellbeing Mini-Journal for today.

### Middle

- @11:30am – Use the instructions to login to Zoom. We are going to have a catch up and check in with each other as to how we are all coping with lockdown. Use the instructions to login and lets have a chat.
- Maths
  - Numeracy Ninja Skill Check worksheet
  - School Time Problem solving worksheet
- Prodigy

### Afternoon

- CAPA/STEM
  - From the list provided, complete two of the activities. In the space provided, write a brief description on if you enjoyed this task or not and why?





**g gg girl egg**

## List Words

give ///  
glad \_\_\_\_\_  
grams \_\_\_\_\_  
goes \_\_\_\_\_  
gone \_\_\_\_\_  
game \_\_\_\_\_  
gate \_\_\_\_\_  
getting \_\_\_\_\_  
ago \_\_\_\_\_  
again \_\_\_\_\_  
grow \_\_\_\_\_  
ground \_\_\_\_\_  
goodbye \_\_\_\_\_  
grade \_\_\_\_\_  
great \_\_\_\_\_  
jogged \_\_\_\_\_  
hugging \_\_\_\_\_  
glass \_\_\_\_\_  
forget \_\_\_\_\_  
dragging \_\_\_\_\_  
guess \_\_\_\_\_  
together \_\_\_\_\_  
garden \_\_\_\_\_  
gather \_\_\_\_\_  
giggle \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1** Circle the letters that represent in the List Words.

**2** Write any other letters that can represent on the Grapheme Chart.  
Write one word example for each.

**3** Write one stroke for every sound in each List Word with a line beside it, for example *grab* ||||; *gale* ///.

**4** Colour the letter **g** if it represents in the word.

against bought forgot enough orange young giant

**5** Unjumble the letters to make List Words that begin with **gl** or **gr**.

ldag \_\_\_\_\_ wrog \_\_\_\_\_ mrgas \_\_\_\_\_  
asgsl \_\_\_\_\_ degar \_\_\_\_\_ trage \_\_\_\_\_

**6** Write List Words that are synonyms for these words.

➡ Turn to **11** page 79.

offer \_\_\_\_\_ farewell \_\_\_\_\_  
chuckle \_\_\_\_\_ entrance \_\_\_\_\_  
combined \_\_\_\_\_ collect \_\_\_\_\_

**7** Finish the sentences with List Words that have as the third sound as in *jogging*.

Maggie loves \_\_\_\_\_ her grandad.

My friend and I play \_\_\_\_\_ in our garden.

When someone tickles me it makes me \_\_\_\_\_.

If I \_\_\_\_\_ the answers I will have to guess them.

**8** Write words ending with the suffix **ful** to match the meanings.

➡ Turn to Activity 10 on page 21.

full of forgetting \_\_\_\_\_  
full of beauty \_\_\_\_\_  
full of grace \_\_\_\_\_  
full of joy \_\_\_\_\_

## Grapheme Chart

| letters | words |
|---------|-------|
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |





9 Write the animal names that match the group names. The first is done for you.

geese  
bees  
cows  
fish  
wolves

a school of fish  
a herd of \_\_\_\_\_  
a pack of \_\_\_\_\_  
a gaggle of \_\_\_\_\_  
a swarm of \_\_\_\_\_

lions  
sheep  
puppies  
birds  
whales

a flock of \_\_\_\_\_  
a pod of \_\_\_\_\_  
a litter of \_\_\_\_\_  
a flock of \_\_\_\_\_  
a pride of \_\_\_\_\_

10 Write each set of words in alphabetical order.

goes 1. g \_\_\_\_\_  
game 2. g \_\_\_\_\_  
gone 3. g \_\_\_\_\_  
getting 4. g \_\_\_\_\_

grow 1. gr \_\_\_\_\_  
grams 2. gr \_\_\_\_\_  
great 3. gr \_\_\_\_\_  
ground 4. gr \_\_\_\_\_

11 Rewrite these words adding **ed** and **ing**. Count the sounds in the new words. Write the letter or letters for each sound in a separate box. The first one is done for you.

Turn to **1a** and **1b** page 78.

drag dragged  
drag \_\_\_\_\_  
plug \_\_\_\_\_  
plug \_\_\_\_\_  
gulp \_\_\_\_\_  
gulp \_\_\_\_\_

|   |   |   |    |    |  |
|---|---|---|----|----|--|
| d | r | a | gg | ed |  |
|   |   |   |    |    |  |
|   |   |   |    |    |  |
|   |   |   |    |    |  |
|   |   |   |    |    |  |
|   |   |   |    |    |  |

How many –  
sounds? letters?

|   |   |
|---|---|
| 5 | 7 |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |

## Challenge

Make words by blending the sounds that the sound boxes represent. Colour the correct letter choices in the sound boxes for your words. Write the words on the lines. The first one is done for you.

give



For the Extra Challenge turn to page 82.

## Hermes' Hocus Pocus

### Comprehension Tasks

#### *Literal Comprehension*

1. What was inside the mansion?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What things did Hermes use to stir the pot?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What advice did Athena give to Hermes?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### *Inferential Comprehension*

4. What would Hermes have used to check the temperature of his potion?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What caused Hermes' potion to fail?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Evaluative Comprehension*

6. Why would people have thought that the mansion was haunted?

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Things I Do to Cheer Myself Up



Creating a list of things that cheer you up may help you the next time you experience an unpleasant emotion.

List 7 things that you can do to cheer yourself up.

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |

# Spreading Kindness



To be kind, you must show that you are:

## Generous

You give without wanting anything in return, e.g. you buy some food supplies for an elderly neighbour.

## Friendly

You are nice, polite and respectful to others, e.g. using good manners when people are talking to you.

## Considerate

You think about the needs of others, e.g. you make cookies for the staff at the local hospital.

Think of some kind things that have been done for you in the past. Write them below.

Describe the last time you were kind to someone.

Think of all the different ways you can spread kindness at home and in the community. Write your ideas below.





# Building Resilience



Resilience is NOT a skill you are born with, it is a skill that needs to be developed over time.

## How can YOU be more resilient?



Change negative thoughts to positive self-talk.



Look for ways around challenges and don't give up.



Accept that you cannot stop things from going wrong in life.



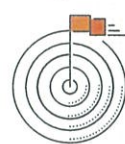
Focus on what is in your control.



Learn from past mistakes.



Learn some positive coping strategies.



Commit to SMART goals.



Try to see the funny side of life's mishaps.



Embrace change and stay hopeful.



Practise problem-solving skills.



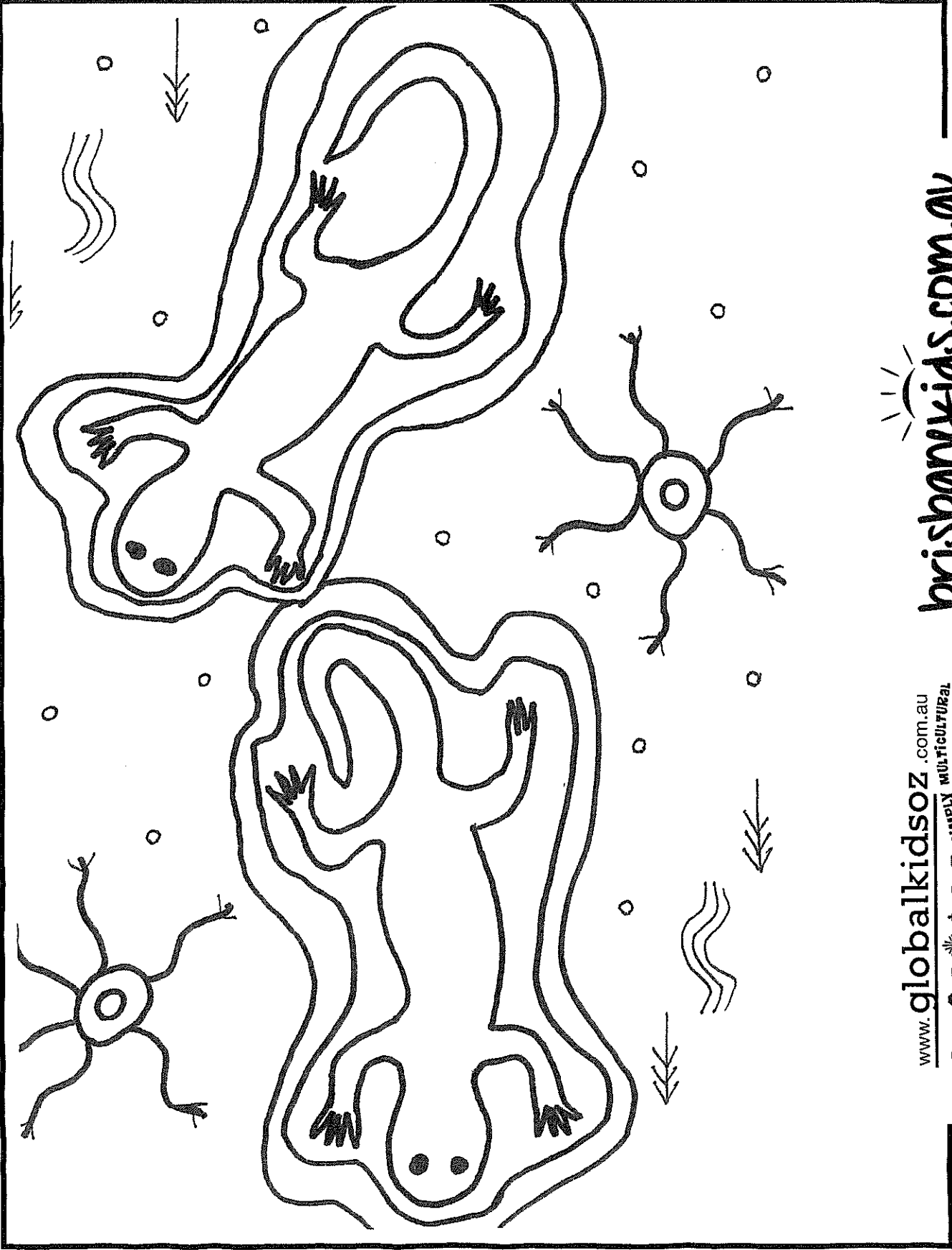
Ask for help and support.



Keep things in perspective.


Think of a time you rose above a challenge and became a stronger, more confident person.  
Draw or write about it below.

How could you improve your resilience in the future?



Artwork by Olwyn Avery

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...every culture, every country



Dale Scott is inviting you to a scheduled Zoom meeting.

Topic: S2S Week 7 Catch Up

Time: Aug 25, 2021 11:30 AM Canberra, Melbourne, Sydney

Join Zoom Meeting

<https://nsweducation.zoom.us/j/62955520747?pwd=TE5aNktCY29VV0JDNS9Pc2hjRjBTZz09>

Meeting ID: 629 5552 0747

Passcode: MCSPrimary

One tap mobile

+61861193900,,62955520747#,,,,\*3450611651# Australia

+61871501149,,62955520747#,,,,\*3450611651# Australia

Dial by your location

+61 8 6119 3900 Australia

+61 8 7150 1149 Australia

+61 2 8015 6011 Australia

+61 3 7018 2005 Australia

+61 7 3185 3730 Australia

Meeting ID: 629 5552 0747

Passcode: 3450611651

Find your local number: <https://nsweducation.zoom.us/j/62955520747?pwd=TE5aNktCY29VV0JDNS9Pc2hjRjBTZz09>

Join by SIP

62955520747@zmau.us

Join by H.323

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

Meeting ID: 629 5552 0747

Passcode: 3450611651

### WEEK 2 SESSION 4 - Answer as many questions as you can in 5 mins


**MENTAL STRATEGIES -**  
do these in your head

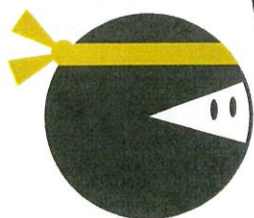
**TIMESTABLES -**  
do these in your head

**KEY SKILLS -** you may use written calculations  
for these questions

| Q               | Question                           | Answer |
|-----------------|------------------------------------|--------|
| 1               | $5 + \square = 10$                 |        |
| 2               | Double 2                           |        |
| 3               | Halve 12                           |        |
| 4               | $55 + 20$                          |        |
| 5               | $90 + 89$                          |        |
| 6               | $30 + 11 = 30 +$<br>$10 + \square$ |        |
| 7               | $1 + 419$                          |        |
| 8               | $12 + 41 = 10 +$<br>$40 + \square$ |        |
| 9               | $1 + 4$                            |        |
| 10              | $2 + 18$                           |        |
| Total out of 10 |                                    |        |

| Q               | Question                | Answer |
|-----------------|-------------------------|--------|
| 1               | $2 \times 8 = \square$  |        |
| 2               | $8 \div 2 = \square$    |        |
| 3               | $5 \times \square = 5$  |        |
| 4               | $2 \div \square = 1$    |        |
| 5               | $10 \times 6 = \square$ |        |
| 6               | $6 \div 3 = \square$    |        |
| 7               | $\square \times 4 = 16$ |        |
| 8               | $\square \div 1 = 4$    |        |
| 9               | $10 \times 7 = \square$ |        |
| 10              | $72 \div 9 = \square$   |        |
| Total out of 10 |                         |        |

| Q               | Question  | Answer |
|-----------------|---|--------|
| 1               | $3267 \div 9$   |        |
| 2               | $3 + 5 \times 2$  |        |
| 3               | $5.24 \div 0.2$   |        |
| 4               | $0.66 \times 1000$  |        |
| 5               | $50.26 - 4.05$  |        |
| 6               | Write $5/15$ in its<br>simplest form  |        |
| 7               | Difference between 9<br>and -10   |        |
| 8               | Value of the dot?<br> |        |
| 9               | Is 18 a multiple of 6?  |        |
| 10              | What is the value of (-3)<br>cubed?   |        |
| Total out of 10 |   |        |



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MY **NINJA** BELT:

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

**NINJA** SCORE:

# School Time

The government of a new town called Binnaway have decided to build a new primary school. However, there are some problems and they need your help! Remember to record your working out.

1. The population of the town is 1,000. 420 people are of school age. No more than 20 people can be in each class.

How many classes will there be in the new school? Show your working out.

2. The Board of Governors for the new Binnaway Primary School have decided the new school hours. Using the timetable, calculate how many hours the children will be at school for each day. Show your working out.

|         |                 |
|---------|-----------------|
| Start:  | 7:30 am         |
| Recess: | 10:30am-11:00am |
| Lunch:  | 1:30pm-2:30pm   |
| Home:   | 4:00pm          |

3. The children at the new school don't think there is enough playtime. The Board of Governors want to find out how long is spent in class and how long is spent playing. Use the timetable above to find the answer. Show your working out.



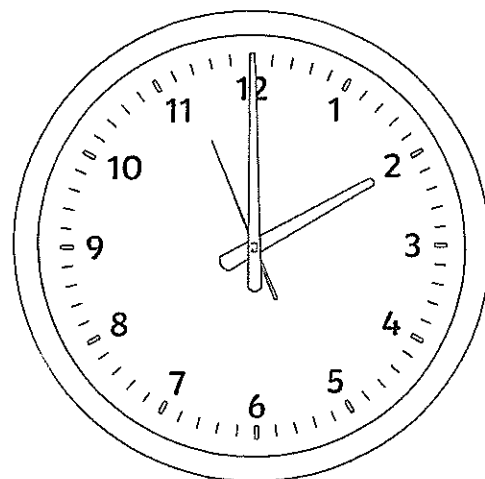
# School Time

4. Mr Jones needs help organising his weekly timetable. Add the missing information to his timetable.

| Time             | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--------|---------|-----------|----------|--------|
| 7:00am - 10:30am |        |         |           |          |        |
| Recess           |        |         |           |          |        |
|                  |        |         |           |          |        |
| Lunch            |        |         |           |          |        |
| 2:30pm - 4:00pm  |        |         |           |          |        |

Missing information:

- Art will be at 7:30am on Tuesday.
- Computer lessons will start at 11:00am on Thursday.
- Music is from 2:30pm on Monday.
- P.E. will be the first lesson every day except Monday, Tuesday and Thursday.
- Library will be on Wednesday starting at 2:30pm.
- Mr Jones has playground duty on Tuesday mornings and Thursday lunchtimes.



The Board of Governors would like to thank you for all your hard work!

### Thursday CAPA/STEM Tasks

1. Discover where the best place to find worms is in your outside space. What is the habitat like? Why is it suitable for worms? How is the worm adapted to living there? Use these resources to recreate a habitat for worms and observe their behaviour: [www.twinkl.co.uk/resource/t-t-27821-make-your-own-wormery-outdoor-activity](http://www.twinkl.co.uk/resource/t-t-27821-make-your-own-wormery-outdoor-activity)
2. Have you ever wondered what creatures live around your school grounds? Why not create a sand trap to capture footprints of the creatures that come out to play once you've gone home? Investigate signs of life around your school grounds - an obvious gap in the hedge, a nest in a bush or a burrow in the ground. Leave a tray of damp sand near to such places. Leave it out overnight or for an agreed amount of time and check regularly for footprints. Can you identify any? Search online, in books or use these cards to help: [www.twinkl.co.uk/resource/t-t-11129-animal-footprint-matching-activity](http://www.twinkl.co.uk/resource/t-t-11129-animal-footprint-matching-activity)
3. Make your school grounds more welcoming to nature by building a bug hotel. Explore the signs of life that already exist and observe what kind of habitats those creatures prefer. Then, gather natural materials to recreate new habitats. Once built, revisit your hotel and check out who has checked in! You could make a habitat map of your school grounds and plan to improve more areas.
4. Take STEM outside on a windy day and make a kite. Twinkl have a plan you could use here: [www.twinkl.co.uk/resource/t2-d-095-lets-go-fly-a-kite-activity-sheet-making-a-delta-kite](http://www.twinkl.co.uk/resource/t2-d-095-lets-go-fly-a-kite-activity-sheet-making-a-delta-kite) but there are many options. Provide a selection of suitable resources and let the children choose their own design. Test the finished product to see which kites flew best, highest, etc. Take It Outside again the next day after making improvements! Try making a kite from recycled products such as straws and a carrier bag.

5. Who doesn't like splashing in puddles on a rainy day? Design a problemsolving activity based around waterproofing and take advantage of a rainy day. Use a teddy or soft toy and ask the children to select from a range of materials to make a waterproof coat or pair of wellies. Which material will be most waterproof? Investigate and make the coat or wellies. Take the toy outside and test your garment in a puddle. Did your design work? Why did it work? How could you improve it?



## Thursday CAPA/STEM Tasks Reflection

1. Task Number: \_\_\_\_\_

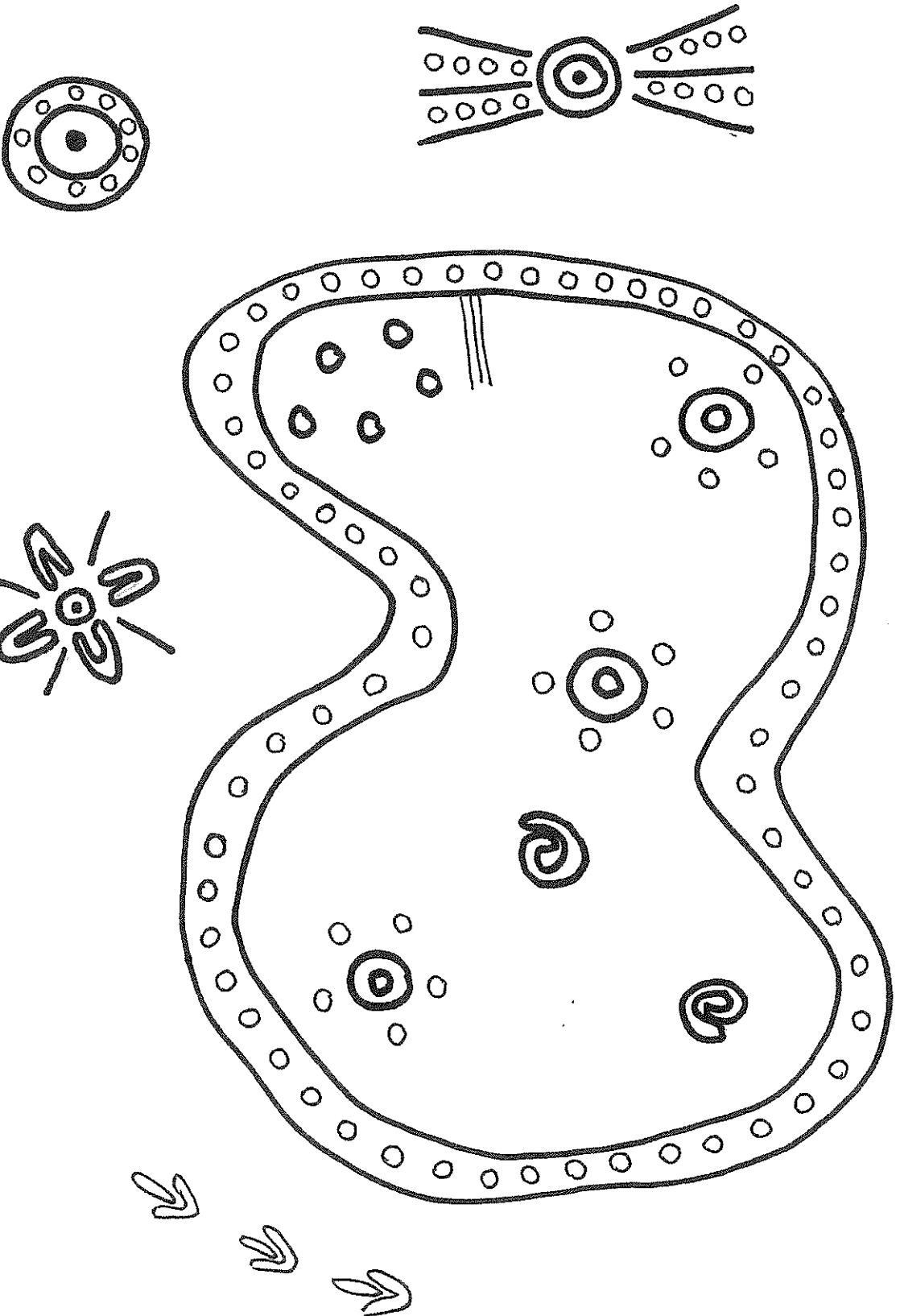
a. Reflection: \_\_\_\_\_

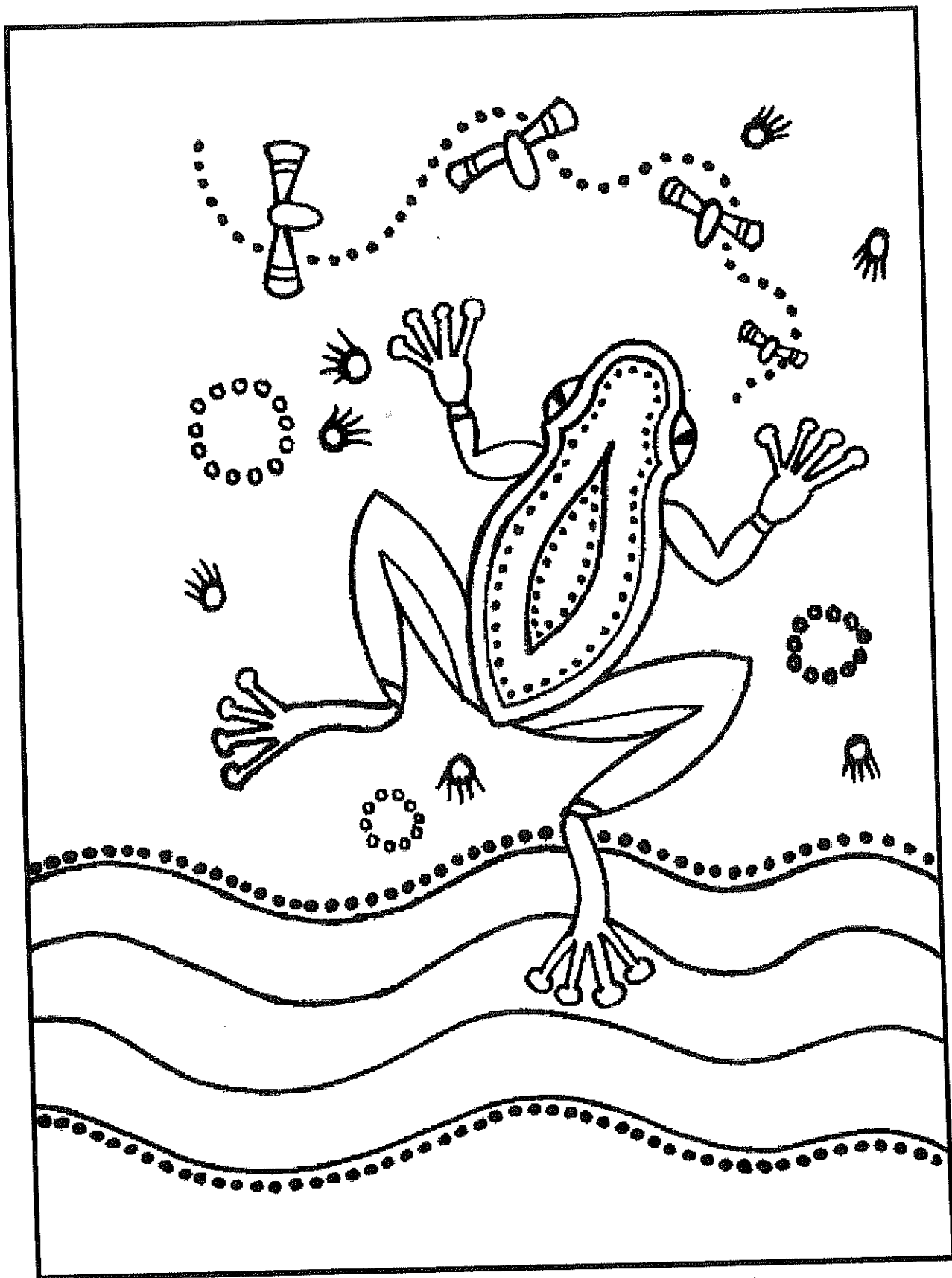
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Task Number: \_\_\_\_\_

a. Reflection: \_\_\_\_\_

[illegible]





artwork by Helen Price

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# Manilla Central School



## Stage 2

# FRIDAY

## Friday – 27<sup>th</sup> August 2021

### Morning

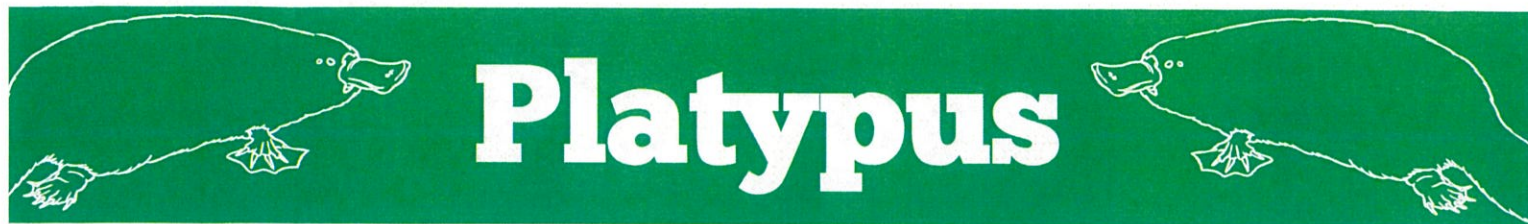
- Spelling
  - Copy list words into Friday's column.
  - Finish off any of this weeks spelling activities that you have not yet completed.
- Reading
  - *Platypus* cloze passage reading task
  - *Turtles* cloze passage reading task
  - *Kangaroo* cloze passage reading task
- Handwriting
  - Follow the instructions on the page carefully to complete your handwriting activities. *TAKE YOUR TIME*.
- Read Theory/Reading Eggs

### Middle

- Fitness
- Mindfulness
  - Complete pages 16, 17, 19 and 20 of the Learning-From-Home Wellbeing Mini-Journal for today.
- Maths
  - Numeracy Ninja Skill Check worksheet
  - Reading Timetables Problem Solving worksheet
- Prodigy

### Afternoon

- Sport



Use the following words to fill in the missing information. You have been given the beginning letter of each of the missing words.

effect  
quiet

detect  
Australia

platypus  
trees

beds  
bill

duck-billed  
common

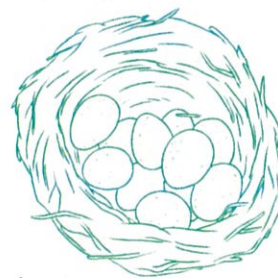
The platypus, or **d**\_\_\_\_\_ platypus, is found in coastal streams of Tasmania and from northern Queensland to eastern South **A**\_\_\_\_\_.

To feed, the platypus uses its broad, sensitive, flattened **b**\_\_\_\_\_ to locate invertebrate prey on stream **b**\_\_\_\_\_ by means of a unique sensing device that **d**\_\_\_\_\_ changes in electrical fields.

Platypus prefer **q**\_\_\_\_\_ pools, and make their nests under the roots of **t**\_\_\_\_\_ along stream banks. Usually, two eggs are laid, and incubated by the female. The adult male has a sharp, hollow spur on each ankle, equipped with a poison gland.

Although **c**\_\_\_\_\_ in places, the **p**\_\_\_\_\_ is particularly vulnerable to land disturbance and to the **e**\_\_\_\_\_ of chemical runoff from agricultural land.

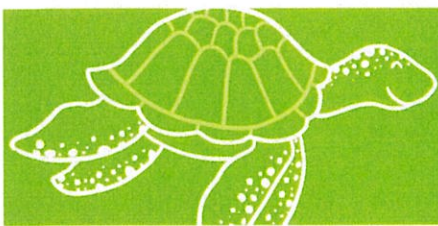
- The platypus feeds at night when there is less danger.
- The platypus cannot breathe underwater. It can hold its breath for five to eight minutes.
- They eat yabbies, crabs, worms and small fish.
- The platypus lays two soft-shelled eggs at the end of a burrow in a nest made of grass.
- The male platypus is the only mammal with poisonous spurs on his back legs.
- The platypus uses its sensitive bill to feel for food when its underwater.
- They use a unique receptor that enables them to detect small electrical fields generated by the muscle activity of small prey moving in the water.
- The platypus belongs to the smallest mammal order in the world, the monotremes, or egg-laying mammals.



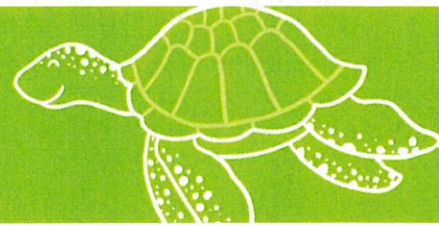
## Fast Finisher Activities

- Use the word 'platypus' and create an acrostic poem. Illustrate your poem.
- Create a word search using all the words that are associated with platypus.
- Read the Aboriginal Dreamtime story, 'Why the platypus is unique'. Write a summary of the story and illustrate your favourite part.
- Pretend you are a platypus. Write about a perfect place to live. Provide a detailed diagram of your perfect habitat.





# Turtles



Use the words below to fill in the missing information. You have been given the beginning letter of each of the missing words.

flippers

eggs

breed

return

eggs

metres

turtles

sea

declined

chambers

Marine turtles have **f**\_\_\_\_\_ instead of webbed, clawed feet and spend most of their time at **s**\_\_\_\_\_, coming ashore only to lay their **e**\_\_\_\_\_.

The largest species is the leathery turtle or luth, which may be as long as three **m**\_\_\_\_\_ and weight as much as five hundred kilograms.

Female turtles **r**\_\_\_\_\_ to the shore to lay their eggs in **c**\_\_\_\_\_ dug in the sand with their hind flippers. This is when the **t**\_\_\_\_\_ are in the most danger. Numbers in many species have **d**\_\_\_\_\_ because their nesting sites are not safe from human predation and they are caught both for their meat and their **e**\_\_\_\_\_. However, most Australian populations of turtles are able to **b**\_\_\_\_\_ successfully.

Turtles are reptiles.

Female turtles only come on land to lay their eggs.

Some turtles live in fresh water.

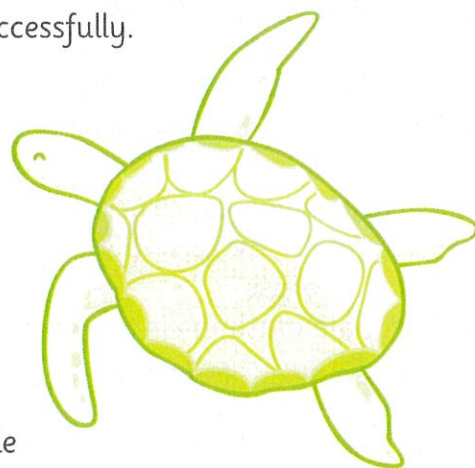
Turtles have flippers and tortoises have feet.

Turtles dig in the sand and can lay about 100 eggs.

The soil's heat hatches the eggs.

The baby turtles then scramble to the sea.

Turtles can swim great distances and female turtles return to the beach where they were hatched to lay their eggs.



## Fast Finisher Activities

- Make up some turtle cartoons and comic strips.
- Make two lists of words; one that describes a turtle in the water, and another that describes a turtle on land.
- Use the word 'turtle' to create an acrostic poem.
- Create a word search using all the words that are associated with turtles.





# Kangaroo



Use the following words fill in the missing information. You have been given the beginning letter of each of the missing words.

pests  
hopping

hind  
found

destruction  
prop

kangaroo  
mountains

species  
endangered

There are about fifty **s**\_\_\_\_\_ of kangaroos in Australia and they can be **f**\_\_\_\_\_ in almost all types of habitats. They live high in the **m**\_\_\_\_\_, in deserts, in rainforests and on the coasts. There is even a type of **k**\_\_\_\_\_ with a very long tail that lives in trees.

Kangaroos have large **h**\_\_\_\_\_ legs and a heavy, thick tail, which acts as a counter-balance when they are **h**\_\_\_\_\_. Their tail is also used as a **p**\_\_\_\_\_ when the animal stands upright.

Some kangaroos are either **e**\_\_\_\_\_ or have become extinct through habitat **d**\_\_\_\_\_ and predation by foxes.

A number of the larger species are regarded as **p**\_\_\_\_\_ by graziers because they compete with livestock for grass.

Kangaroos cannot walk because they cannot move their back legs separately.

Baby kangaroos are called joeys.

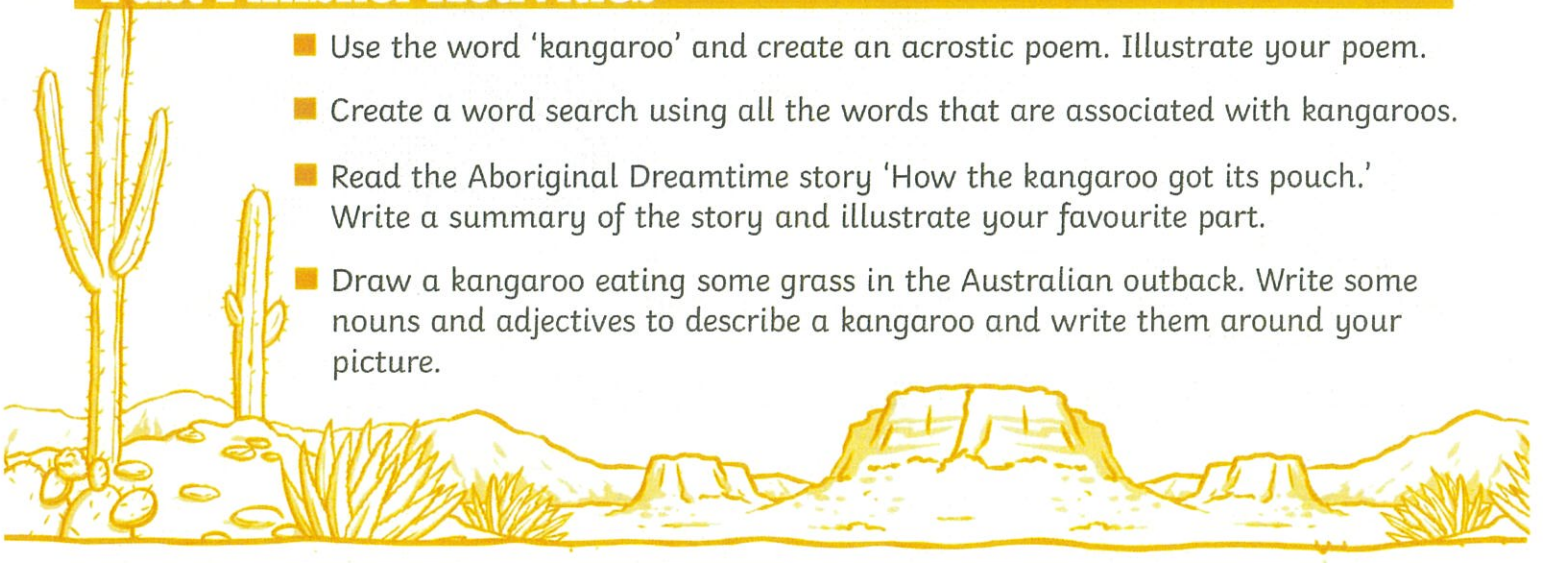
Baby kangaroos are blind, hairless and only two centimetres long when they are first born.

Some kangaroos can jump nine metres.

Kangaroos use their tails to balance when they are fighting.

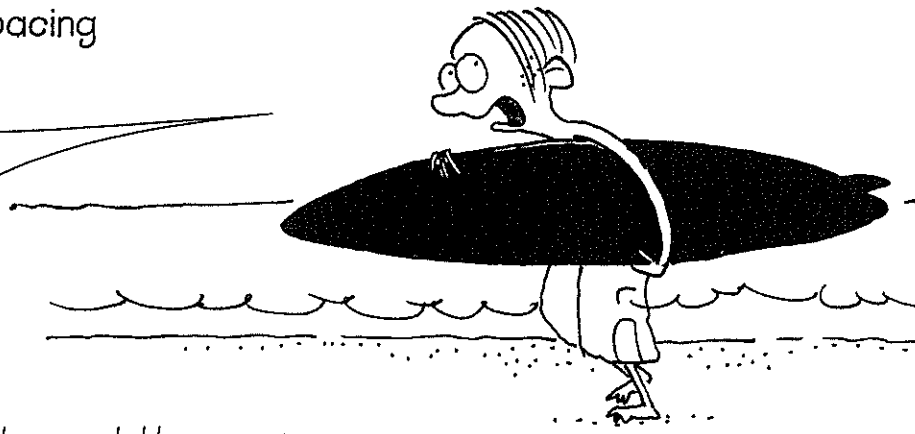


## Fast Finisher Activities

- 
- Use the word 'kangaroo' and create an acrostic poem. Illustrate your poem.
  - Create a word search using all the words that are associated with kangaroos.
  - Read the Aboriginal Dreamtime story 'How the kangaroo got its pouch.' Write a summary of the story and illustrate your favourite part.
  - Draw a kangaroo eating some grass in the Australian outback. Write some nouns and adjectives to describe a kangaroo and write them around your picture.

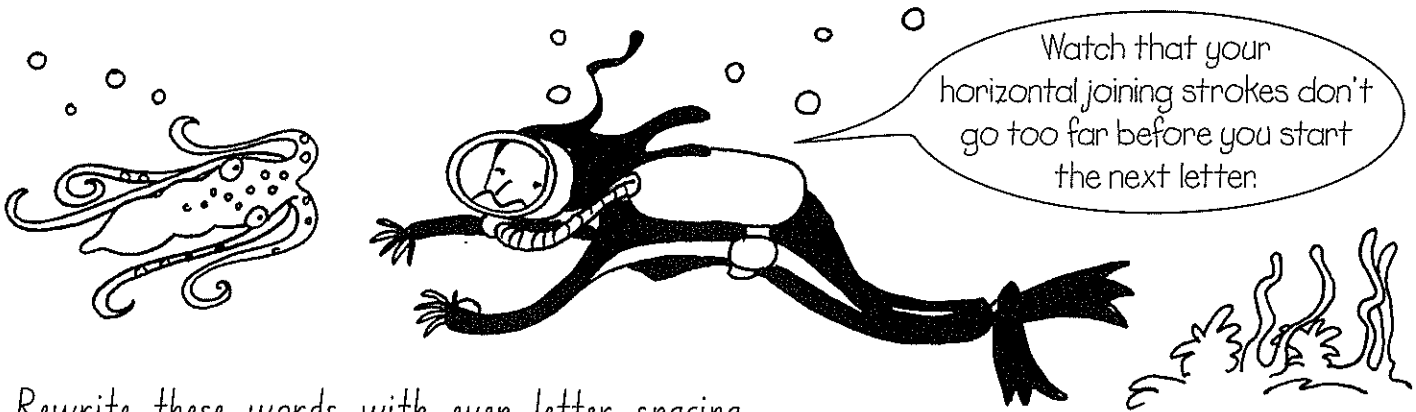
## Handwriting hints – Letter spacing

When your writing has even spacing between the letters, it is much easier to read.



Circle the word with the most even letter spacing.

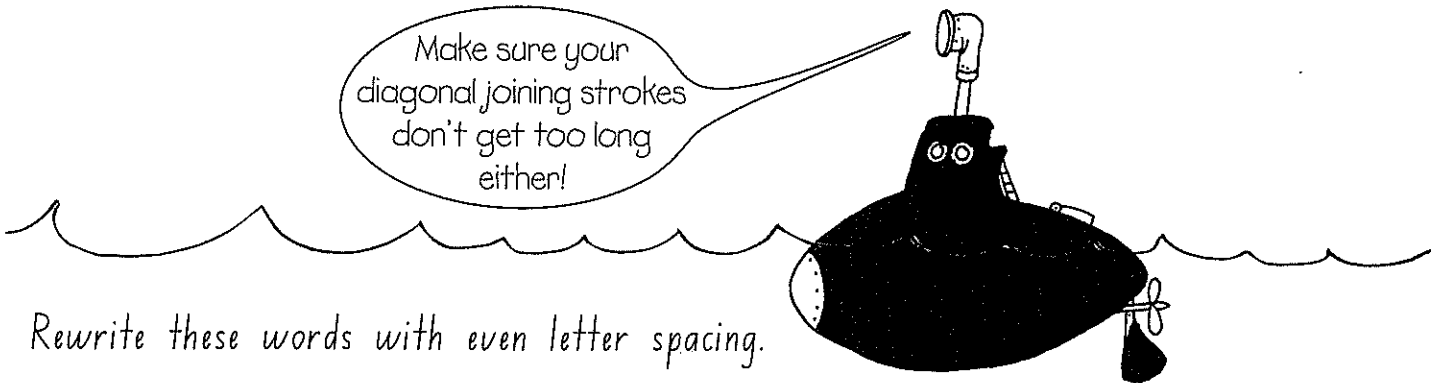
snorkeller snorkeller snorkeller snorkeller



Rewrite these words with even letter spacing.

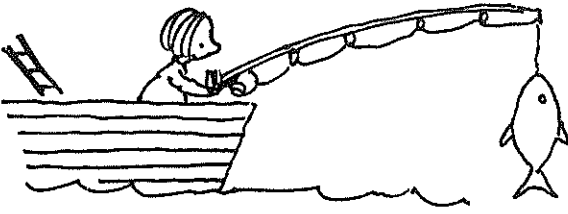
from hoop for provide were

Make sure your diagonal joining strokes don't get too long either!



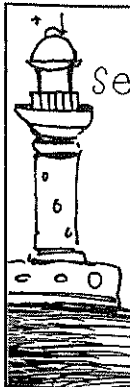
Rewrite these words with even letter spacing.

All letters should be as evenly spaced as you can make them.



Rewrite this passage, spacing the letters within the words evenly.

Port Lincoln in South Australia is Australia's major tuna fishing and processing centre. Tuna are fished by pole or long line. The Australian tuna industry avoids methods of fishing that harm the stocks of other fish. These methods include gill netting and drift netting.



## Self Assessment

Rate your spacing between letters.

Needs work



Good effort



Best ever!





# Working With Our Worries

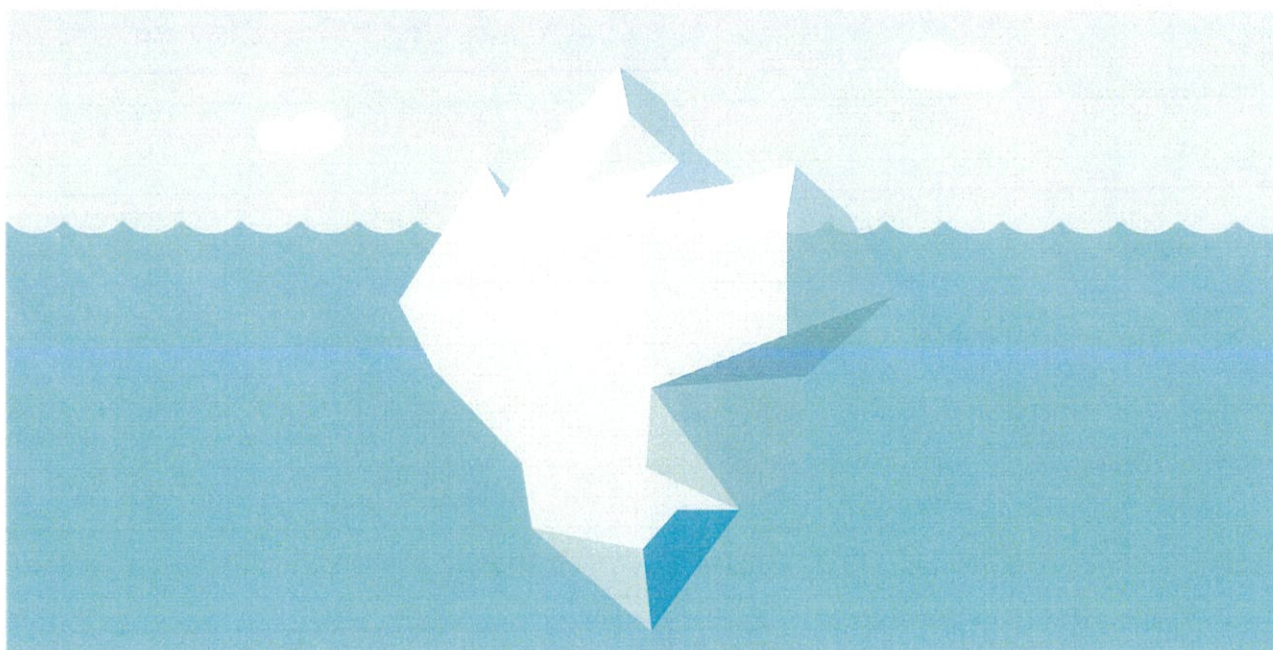


Worries are thoughts you cannot get out of your head about real, potential or imagined problems. It is important to work out how realistic your worry is. If your worry is not likely to actually happen, it's best to set it aside because it's a waste of your emotions! If it is likely to happen, spend some time working out what you might do if it occurs. This will make you feel like you have control over the situation, and will make you feel better.

Tick the boxes next to the worries you have experienced over the past twelve months.

|                      |                          |                        |                          |                       |                          |
|----------------------|--------------------------|------------------------|--------------------------|-----------------------|--------------------------|
| family relationships | <input type="checkbox"/> | being tested at school | <input type="checkbox"/> | public speaking       | <input type="checkbox"/> |
| being bullied        | <input type="checkbox"/> | unwell family members  | <input type="checkbox"/> | getting lost          | <input type="checkbox"/> |
| fitting in           | <input type="checkbox"/> | getting into trouble   | <input type="checkbox"/> | flying on a plane     | <input type="checkbox"/> |
| schoolwork           | <input type="checkbox"/> | playing sport          | <input type="checkbox"/> | problems in the world | <input type="checkbox"/> |
| your safety          | <input type="checkbox"/> | fighting with friends  | <input type="checkbox"/> | being excluded        | <input type="checkbox"/> |

Draw fish in the ocean to represent the worries you have at the moment. Big fish represent big worries, and small fish represent small worries.



Shade the strategies you could use to overcome some of these worries.

|   |                                   |
|---|-----------------------------------|
| ask for help and support                    | exercise                          |
| make a to-do-list and get organised         | positive self-talk                |
| shift my focus to things that I can control | conscious breathing or meditation |



# Letting Go



Much of what happens to us in our lives cannot be controlled. Worrying too much about the things we cannot control can negatively affect our wellbeing.

changes to my body    the way I treat others    my reaction  
other people's actions    my mindset    other people's thoughts    what I say  
my self-talk    how others treat me    the weather    how I respond to challenges  
illness in others    problems in the world

Sort the examples above into the correct segments below.

Things I cannot control

Things I can control

# PRACTISING MINDFULNESS




Being mindful is all about having complete focus in the present moment only: you are not thinking of the past or future, only the here and now. Taking the time to notice the things you can hear, feel and smell in your surroundings is one simple way that you can practise mindfulness.

## Mindful Silence

### Take these steps:

- 1 Gently close your eyes.
- 2 Take slow, deep breaths.
- 3 Notice what you can smell.
- 4 Notice what you can hear, e.g. the faraway hum of traffic.
- 5 Notice what you can feel, e.g. tingles in your toes.
- 6 After a few minutes, gently open your eyes and fill in the table below.



|  |   |   |
|--|---|---|
| What I could <b>smell</b> :<br> | What I could <b>hear</b> :<br> | What I could <b>feel</b> :<br> |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |



# Reflecting on the Week



Fill in the journal entry below with your own thoughts.

Date: \_\_\_\_\_

The best thing that happened this week was:

Something that challenged me this week was:

Something I didn't like about this week was:

Circle the face that best represents how you have felt this week.



### WEEK 2 SESSION 5 - Answer as many questions as you can in 5 mins


**MENTAL STRATEGIES -**  
do these in your head

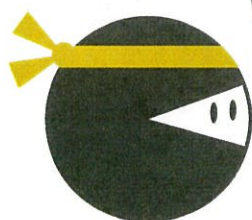
**TIMESTABLES -**  
do these in your head

**KEY SKILLS -** you may use written calculations  
for these questions

| Q               | Question                      | Answer |
|-----------------|-------------------------------|--------|
| 1               | $\square + 5 = 10$            |        |
| 2               | Double 3                      |        |
| 3               | Halve 35                      |        |
| 4               | $173 + 50$                    |        |
| 5               | $47 + 44$                     |        |
| 6               | $32 + 10 = 32 + 8 + \square$  |        |
| 7               | $1 + 566$                     |        |
| 8               | $40 + 68 = 40 + 60 + \square$ |        |
| 9               | $3 + 2$                       |        |
| 10              | $4 + \square = 20$            |        |
| Total out of 10 |                               |        |

| Q               | Question                | Answer |
|-----------------|-------------------------|--------|
| 1               | $6 \times 3 = \square$  |        |
| 2               | $14 \div 2 = \square$   |        |
| 3               | $6 \times \square = 36$ |        |
| 4               | $18 \div \square = 6$   |        |
| 5               | $9 \times 3 = \square$  |        |
| 6               | $32 \div 8 = \square$   |        |
| 7               | $\square \times 4 = 24$ |        |
| 8               | $\square \div 10 = 4$   |        |
| 9               | $4 \times 2 = \square$  |        |
| 10              | $30 \div 3 = \square$   |        |
| Total out of 10 |                         |        |

| Q               | Question  | Answer |
|-----------------|---|--------|
| 1               | $2688 \div 3$   |        |
| 2               | $8 + 8 \div 2$  |        |
| 3               | $245.52 \div 4$   |        |
| 4               | $6.14 \times 10$  |        |
| 5               | $16.15 - 5.11$  |        |
| 6               | Write $63/70$ in its simplest form  |        |
| 7               | Which is the lowest number, 3 or -9?  |        |
| 8               | Value of the dot?<br> |        |
| 9               | List the first 4 multiples of 14  |        |
| 10              | What is the value of (-4) cubed?  |        |
| Total out of 10 |   |        |



What's your **NINJA** Score?  
Fill in your scores in the boxes  
and calculate it now!

MENTAL  
STRATEGIES:

TIMESTABLES:

KEY SKILLS:

+

MY **NINJA** BELT:

**NINJA** SCORE:



# Reading Timetables

Use the timetables to answer the following questions.

| Sports Day          |             |
|---------------------|-------------|
| Event               | Time        |
| Short Races         | 11:00 a.m.  |
| Egg and Spoon Races | 11:20 a. m. |
| Sack Races          | _____       |
| Long Races          | 12:00 p.m.  |
| Lunch               | 12:30 p.m.  |
| Teachers' Race      | 1:00 p.m.   |
| Prizes              | 1:30 p.m.   |
| Hometime            | 2:00 p.m.   |

a) How long do the short races last?

b) The egg and spoon races last for 25 minutes. What time will the sack races start?

c) Sarah's dad arrived at 11:00 a.m. and stayed until lunch time. How long did he stay?

d) How long did Sports Day last in total?



# Reading Timetables

Use the timetables to answer the following questions.

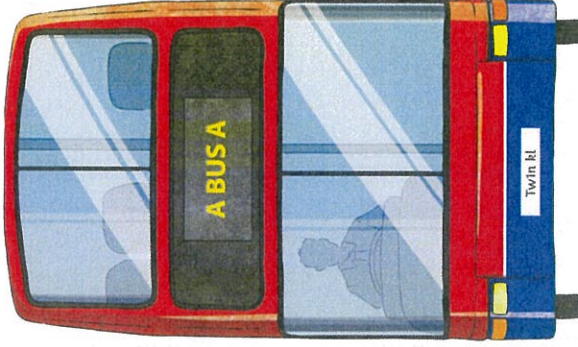
| Bus Timetable    |            |
|------------------|------------|
| Bus Stop         | Time       |
| Swords           | 10:15 a.m. |
| Santry           | 10:35 a.m. |
| Drumcondra       | 10:50 a.m. |
| O'Connell Street | 10:55 a.m. |
| Ringsend         | 11:10 a.m. |
| Sandymount       | 11:20 a.m. |

How long does it take to get from:

- Swords to Santry? \_\_\_\_\_
- Drumcondra to O'Connell Street? \_\_\_\_\_
- Ringsend to Sandymount? \_\_\_\_\_

2. How long does it take to get from:

- Santry to Ringsend? \_\_\_\_\_
- O'Connell Street to Sandymount? \_\_\_\_\_
- Swords to Sandymount? \_\_\_\_\_



# Reading Timetables

Use the timetables to answer the following questions.

| Cinema Times      |           |             |
|-------------------|-----------|-------------|
| Film              | Time      | Duration    |
| The Fairy Tree    | 4:00 p.m. | _____       |
| Charlie's Day Out | 6:30 p.m. | 100 minutes |
| Galaxy Warriors   | 7:15 p.m. | 105 minutes |
| The Dealbreaker   | 9:00 p.m. | 120 minutes |

1. Calculate the duration of the films in hours and minutes.

a) Charlie's Day Out

\_\_\_\_\_ hours and \_\_\_\_\_ minutes

b) Galaxy Warriors

\_\_\_\_\_ hours and \_\_\_\_\_ minutes

a) The Dealbreaker

\_\_\_\_\_ hours and \_\_\_\_\_ minutes

2. Daisy went to see 'The Fairy Tree'. The film finished at 5:10 p.m. How long was the film in minutes? Add the duration to complete the timetable.

3. Max's family went to see 'The Dealbreaker'. What time did the film end?

\_\_\_\_\_

