# Manilla Central School



# Stage 1
# Home Learning

Week 8,  Term 3

2021

Name: _____

# Timetable: Term 3 Week 8

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--------|---------|-----------|----------|--------|
| 9:10-10:10 | **Calendar** **English** Phonics Camera Words Vocabulary 10.00 Stage 1 zoom meeting Brain Break + Crunch n' Sip | **Calendar** **English** Phonics Camera Words Vocabulary Brain Break + Crunch n' Sip | **Calendar** **English** Phonics Camera Words Vocabulary 10.00 Stage 1 zoom meeting Brain Break + Crunch n' Sip | **Calendar** **English** Phonics Camera Words Brain Break + Crunch n' Sip | **Calendar** **Father's day activities** Crunch n' Sip |
| 10:10-11:10 | Handwriting Reading Writing Task | Handwriting Reading & Comprehension Writing Task | Handwriting Reading & nouns/proper nouns Writing Task | Handwriting Reading & adjectives Writing Task | **Father's day activities** |
| Break | | | | | |
| 11:40-11:50 | Storyline Online | Storyline Online | Storyline Online | Storyline Online | Storyline Online |
| 11:50-12:40 | **Mathematics:** Number Talk Numeral Formation numeration Measurement | **Mathematics:** Number Talk Numeral Formation Numeration Colour by number | **Mathematics:** Number Talk Numeral Formation Numeration measurement | **Mathematics:** Number Talk Numeral Formation Numeration measurement | **Creative Arts—Father's Day** **Mathematics:** Numeral Formation Measurement number |
| 12:40-1:40 | **Fitness** | **Fitness** | **Fitness** | **Fitness** | Drama |
| Break | | | | | |
| 2:10-2:20 | **DEAR** | **DEAR** | **DEAR** | **DEAR** | **DEAR** |
| 2:10-3:10 | **Visual Arts** | **Unit of Inquiry** Mindfulness | **Unit of Inquiry** | **Health** **Drama** | **Developmental Play** |

# Calendar

Refer to daily, write the date each day and draw the weather.

Monday short date_____

Long date_____

Tuesday short date_____

Long date_____

Wednesday short date_____

Long date_____

Thursday short date_____

Long date_____

Friday short date_____

Long date_____

## WEATHER CHART

### Weather Symbols:

| sunny | cloudy | partly cloudy | rainy | stormy |
|-------|--------|---------------|-------|--------|

| M | T | W | TH | F |
|---|---|---|----|---|
|   |   |   |    |   |

# Manilla Central School



## Stage 1

# MONDAY

# Phonics

**Learning Intention**:  We are learning to read and write our phonemes in words. Focus long a phoneme.

**Success Criteria**: We will be able to use our phonemes to read and match words to a picture.

## Alternative Spelling for /ai/ Word and Picture Matching

acorn

eight

spray

prey

play

## Tricky Words Word Search

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

| people | called | could | their |
|--------|--------|-------|-------|
| looked | asked | oh | |

# Camera Words

**Learning Intention:** We are learning to read and write common words.

**Success Criteria:** We will be able to read common words and colour them,

## Balloons Tricky Word Colouring

Read the tricky words and colour the balloons using the clues below.

oh=red  Mr=blue  Mrs=yellow  could=green  called=orange  asked=purple

Mr
called
oh
asked
could
Mrs
asked
called
oh
Mr
Mrs
could

# 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.

A A A A A A A A A A A A A A

a a a a a a a

and        at

## 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 |
|---|---|
| **Tasmania** | |
| **Draw it** | **What it is not** |
| | |

# Reading

**Learning Intention:** We are learning to read and understand text.

**Success Criteria:** We will use a range of strategies to           decode and understand text.

**Task:** Use your home reader or a book of your own to complete the book review.

Author: _____

Title: _____

What was the story about?

Who were the characters?

What did you like about the book?

Draw your favourite picture from the book.

Your rating: ___ / 10

# Writing—each day of week 8

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

**Success Criteria:** We will be able to write facts about Tasmania in sentences using capital letters and full stops. We will write an opening statement, some facts and a conclusion.

**Task**—**Use the picture stimuli on this page. Each day this week, write facts about Tasmania.**

**If you have access to the internet, you could do some research of your own to find interesting facts about Tasmania such as weather, features, population, how do you get there, Port Arthur, convicts, attractions.**

**Monday**—introduction—where is Tasmania, what makes it special? Include how it is an island and what this means,

**Tuesday** and **Wednesday** add some facts that you can see from the photos. You could talk about the views, rainforests, beach, mountains, snow, boat trips, bushwalking, Tasmanian tigers.

**Thursday**—Why do people go there

**Friday**—write a closing statement—special features, would you like to go there and why

# Stimulus pictures  Where is Tasmania?

Tasmania stimuli
Why people go there

Add to this page each day this week.

# Informative Writing

Topic Sentence: _____
_____
_____

Fact # 1: _____
_____
_____

Fact # 2: _____
_____
_____

Fact # 3: _____
_____
_____

Fact # 4: _____
_____
_____

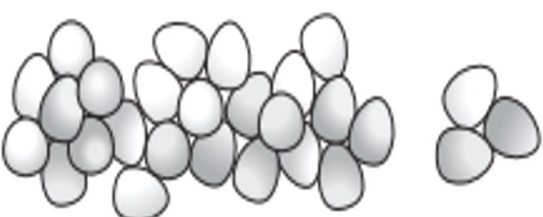Closing Sentence: _____
_____
_____

# Number Talk

**Learning Intention:** We are learning to represent and read equal groups of objects

**Success Criteria:** We will be able to explain how equal

A farmer collects 24 eggs from his hen house.

To count the eggs he puts them into groups of 3.

Which of the following shows the 24 eggs in groups of 3?

# Numeral Practise

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

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

0_____

_____

1

_____

_____

2

_____

_____

3

_____

_____

# Mathematics Activity 1

**Learning Intention:** We are learning to illustrate a mathematical sentence

**Success Criteria:** We will solve mathematical sentences. And draw to demonstrate our understanding.

**Task:** Write a number  story and illustrate to show

**Example: 3 groups of 6**

**A boy has 3 toy trucks. Each truck has 6 cars. There are 18 cars altogether.**

Create your own: Roll a dice to get your two numbers.

____groups of_____=_____

# Mathematics Measurement Activity

**Learning Intention:** We are learning to measure objects with a ruler.

**Success Criteria**: We will be able to estimate and then measure the length of everyday items.

## Measuring Up

Find these objects around your home. Estimate how long they are in centimetres (cm). Now measure them using a centimetre ruler. How close were your estimates?
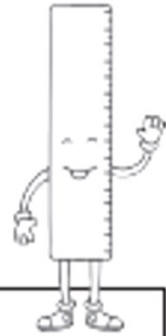
| Object | My Estimate | Actual Measurement |
|---|---|---|
| Pencil | | |
| Book | | |
| Phone | | |
| Shoe | | |
| Photo frame | | |
| Toothbrush | | |
| Spoon | | |
| Cup | | |
| Hairbrush | | |

# PD/H/PE– Fitness

**Learning Intention**: We are learning to skip and jump to build fitness

**Success Criteria**: We will be able to skip and jump.

Fitness Circuit Cards

## Skipping Track

Skip around the circuit:

- How many laps can you do?
- Are you faster than your friend?
- Can you skip backwards?

twinkl.co.uk

Fitness Circuit Cards

## Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?

# Visual Arts

**Learning Intention:** We are learning to follow instructions to draw a Tasmanian Tiger

**Success Criteria:** We will be able to create a drawing of a Tasmanian Tiger

**Task:**

On the following page, start with the circle shapes to form the body shape of your Tasmanian Tiger. Fill in the detail. Add scenery and background.
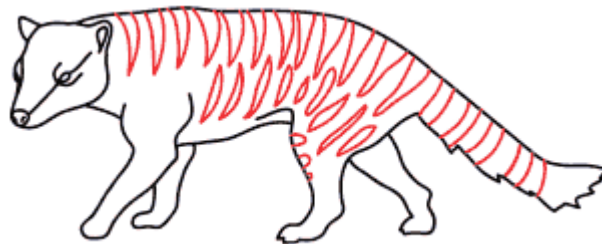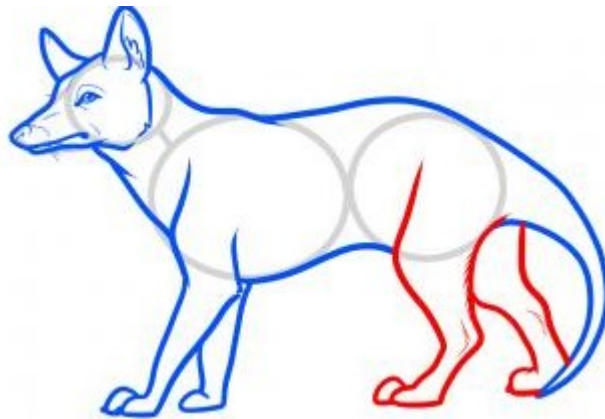
# Visual Arts

# End of day Mindfulness colouring in
# Tasmanian Tiger
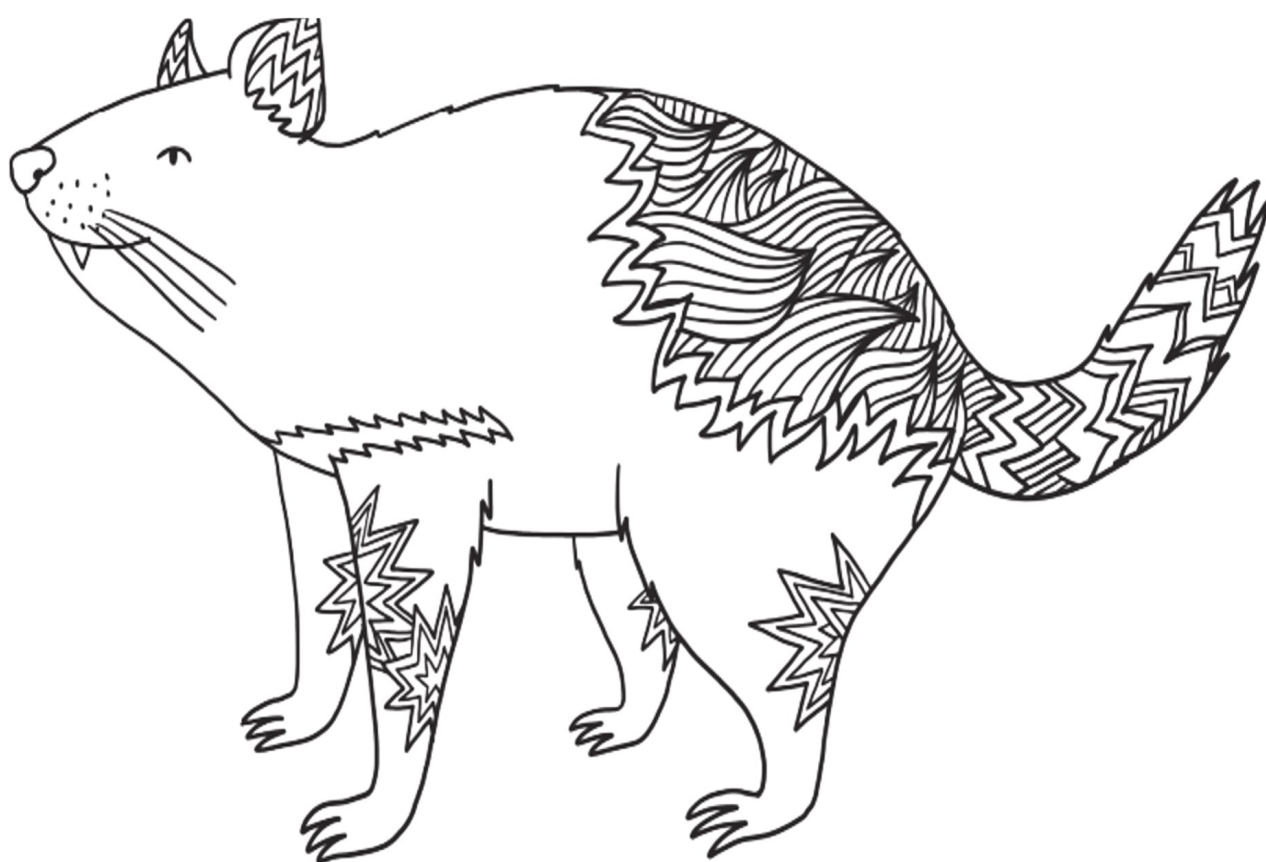
# Manilla Central School

## Stage 1

# TUESDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words. Focus **split vowel digraph**.

**Success Criteria:** We will be able to use our phonemes to write the missing vowels, read and match words to a picture.

## Missing Split Digraphs

Fill in the missing letters by choosing the split digraph from the box below.

sh_n_

r_c_

envel_p_

St_v_

comp_t_r

a-e    e-e    o-e    i-e    u-e

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words. Focus **split vowel digraph**.

**Success Criteria:** We will be able to use our phonemes to write the missing vowels, read and match words to a picture.

**Task:** Say each word slowly. Write the phonemes to spell the word. Don't forget—split

Can you correctly label these pictures with an 'a_e' or an 'i_e' sound?
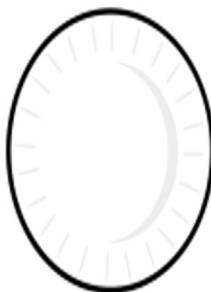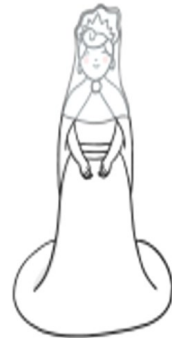
| | | |
|---|---|---|
| | | |
| | | |
| | | |

# Camera Words

**Learning Intention**: We are learning to read and write common words.

**Success Criteria**: We will be able to read common words and

## Butterfly Tricky Word Colouring

Read the tricky words and colour the butterflies using these clues.

people=red looked=blue their=yellow could=green called=orange Mr=purple
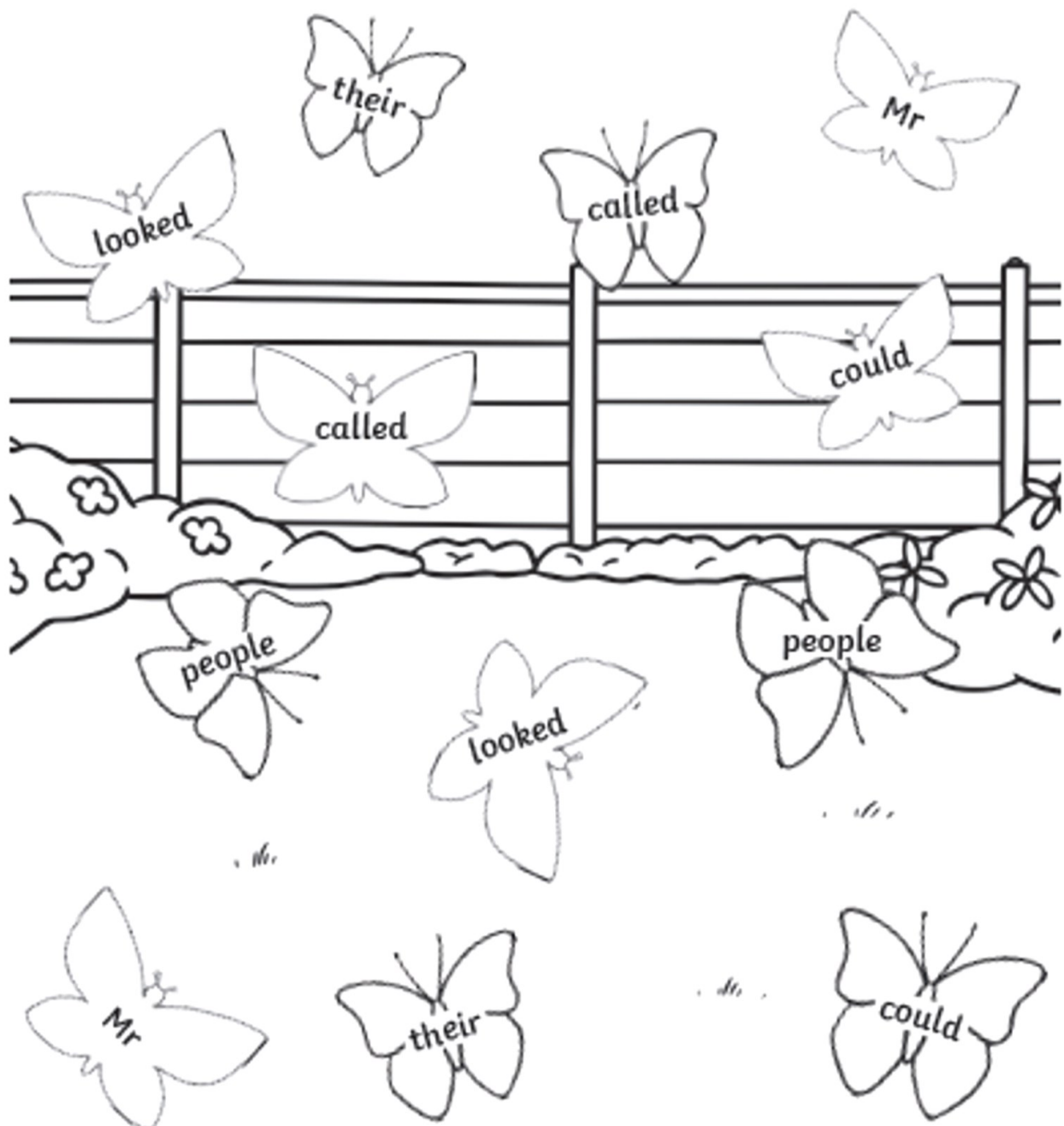
their

Mr

looked

called

called

could

people

people

looked

Mr

their

could

## 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

---

Task: Write each of the words in a sentence

People

_____
_____
_____
_____

Looked

_____
_____
_____
_____

Their

_____
_____
_____
_____

Could

_____
_____
_____
_____

# 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 |
|---|---|
| **Tasmanian Tiger** | |
| **Draw it** | **What it is not** |

# 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.

Tasmanian devils originally existed across

Australia but are now only found in Tasmania.

Tasmanian devils may look fierce but they are

not dangerous to humans, unless threatened.

Devils are carnivores and will eat animals like

small lizards, frogs and insects.

# Reading

**Learning Intention:** We are learning to read and understand text.

**Success Criteria:** We will use a range of strategies to decode and understand text.

**Task:**

Read the text on the following page about foxes. Answer the questions on the page after.  If you are having trouble, read with your adult helper.

You are also able to read any of your own books or your home reader, Write the title and author of the book you read today below and draw the front cover.

# All About... The Fox

Foxes are members of the dog family. They are quite small animals and are just slightly bigger than most cats. Foxes live all over the UK.

## Amazing Facts

- Foxes have pointy ears and have great hearing.

- Foxes can run really fast.

- Foxes sometimes catch mice just to play with them.

## What do foxes eat?

- Foxes eat small animals such as birds and mice.

- They eat berries and fruit.

- Foxes eat vegetables and seeds.

### Did you know?

Foxes are nocturnal. This means they move around and eat at night but sometimes they can be seen during the day. They like to sunbathe.

## Where do they live?

- Foxes live in dens.

- They dig down into the earth to make their den.

- Most foxes choose to live in the countryside but some live in towns and cities.

# Questions

1. Foxes are only a little bigger than what animal?

   _____

2. What do foxes like to do during the day?

   _____

3. What two things do foxes do with mice?

   _____

4. What is a fox's home called?

   _____

5. Name two things that a fox might eat.

   _____

6. How do foxes make their dens?

   _____

7. What does nocturnal mean?

   _____

8. Why do you think most foxes choose to live in the countryside?

   _____

# Writing

Continue information report about Tasmania on Monday's writing page.

Illustrate the facts you wrote about today below

# Number Talk

**Learning Intention:** We are learning to identify containers with the greatest volume.

**Success Criteria:** We will be able to explain which container holds the most..

Mike poured one cup of water into each of these containers.

When full, which container will hold the most water?
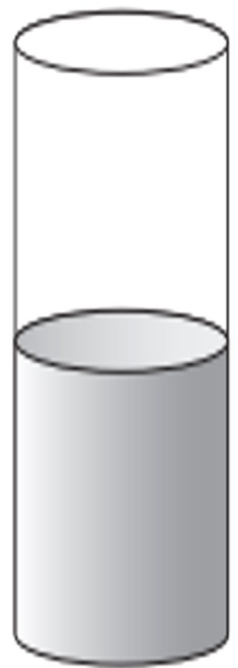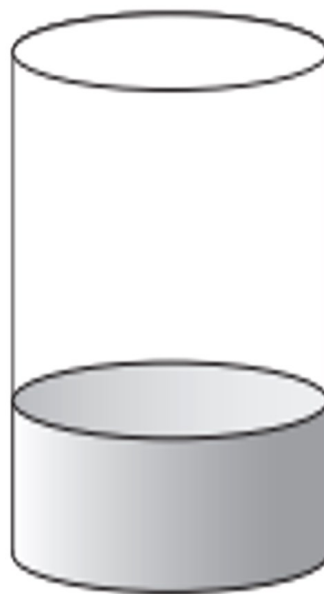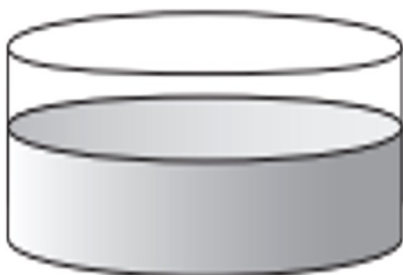
# Numeral Practise

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

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

0_____

_____

1

_____

_____

2

_____

_____

3

_____

_____

4

# Mathematics Activity 1

**Learning Intention:** We are learning to solve addition and subtraction problems quickly

**Success Criteria:** We will solve mathematical questions quickly using known strategies

## Mental Computation Strategies

Using strategies helps us work quickly with numbers in our head. Some common strategies are explained below.

| Doubles | Near Doubles eg. 4 + 5 |
|---|---|
| Double 4 is 8 | $4 + 4 = 8$  $4 + 5 = 9$ |
| **Rainbow Facts** Numbers that add to 10! | **Near Rainbow Facts** $7 + 3 = 10$  so....  $7 + 4 = 11$  $6 + 4 = 10$  so...  $6 + 5 = 11$ |
| **Bridge to Ten** eg. $14 + 9$ think $14 + 10 = 24$ ($-1 = 23$) | **Count On / Count Back** When adding 1,2 or 3 to a number, start with the larger number and count on/back. "...13, 14, 15" eg. $2 + 13$ |

| Circle the sums according to the strategies you used: | | |
|---|---|---|
| doubles - green | near doubles - blue | rainbow facts – red |
| near rainbow facts - yellow | bridge to ten - orange | count on / count back - pink |
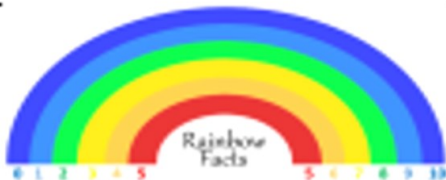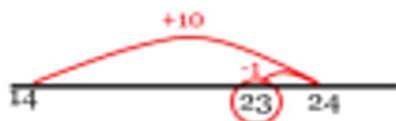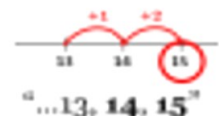
## Addition:

1) $5 + 5 =$ ___  2) $2 + 6 =$ ___  3) $3 + 7 =$ ___

4) $2 + 12 =$ ___  5) $7 + 7 =$ ___  6) $4 + 7 =$ ___

7) $5 + 11 =$ ___  8) $8 + 9 =$ ___  9) $3 + 8 =$ ___

10) $4 + 5 =$ ___  11) $8 + 8 =$ ___  12) $1 + 12 =$ ___

## Subtraction:

13) $10 - 5 =$ ___  14) $15 - 2 =$ ___  15) $10 - 7 =$ ___

16) $11 - 8 =$ ___  17) $22 - 9 =$ ___  18) $8 - 5 =$ ___
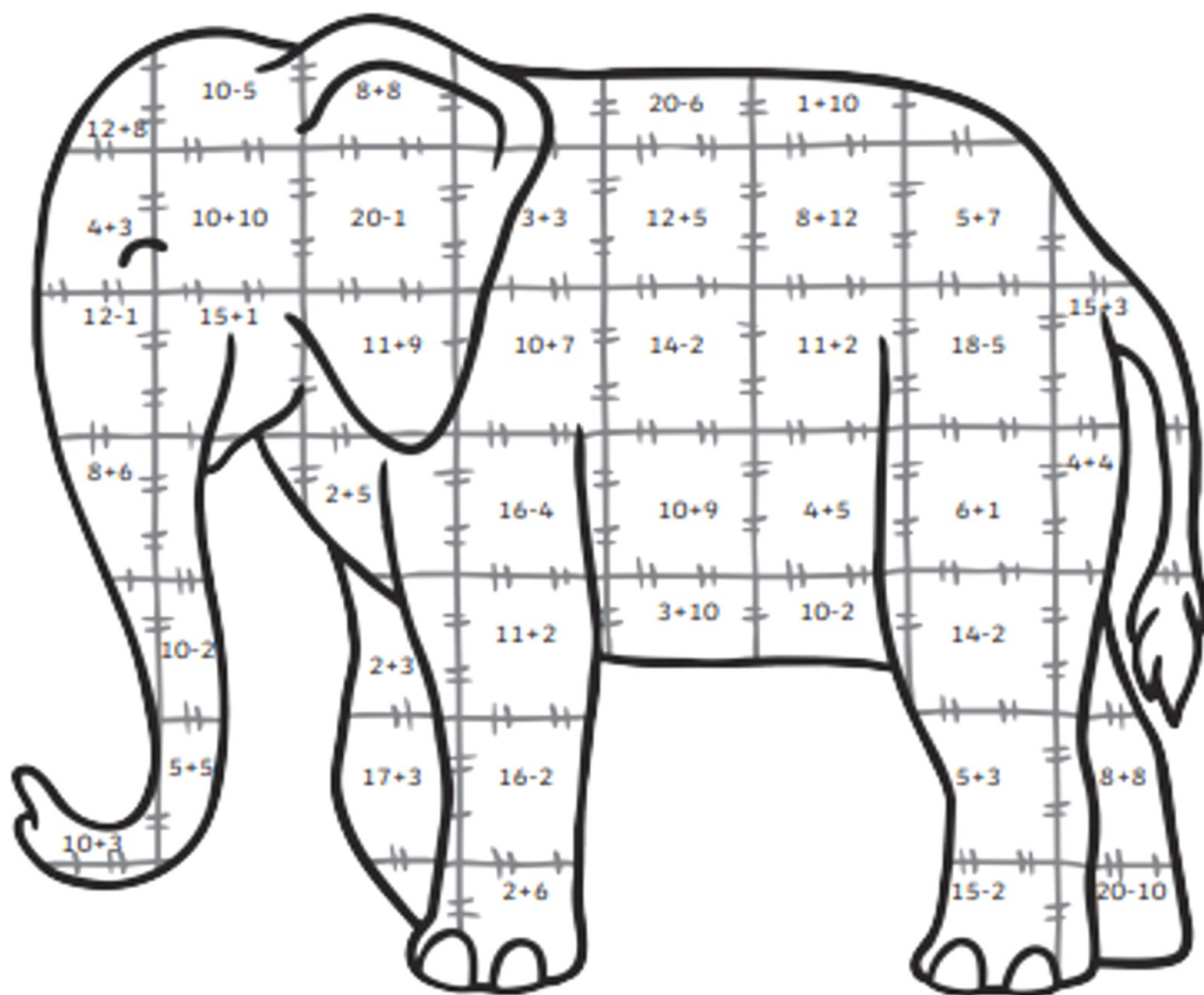
# Mathematics Activity 2

**Learning Intention:** We are learning to use a range of addition and subtraction strategies.

**Success Criteria:** We will be able to add and subtract the smallest number from the largest number to find the total.

## Addition and Subtraction to 20
## Colour by Number

Solve the calculations to work out what colours to use.



10-5  8+8  20-6  1+10
12+8
4+3  10+10  20-1  3+3  12+5  8+12  5+7
12-1  15+1
11+9  10+7  14-2  11+2  18-5  15+3
8+6
2+5
16-4  10+9  4+5  6+1  4+4
3+10  10-2
10-2  11+2  14-2
2+3
5+5  17+3  16-2  5+3  8+8
10+3
2+6  15-2  20-10

**5 or 13 = yellow**      **9 or 17 = purple**

**6 or 14 = orange**      **10 or 18 = black**

**7 or 15 = blue**       **11 or 19 = pink**

**8 or 16 = red**        **12 or 20 = green**

PD/H/PE—Fitness

Learning Intention: We are learning to build endurance

Success Criteria: We will be able to run around the house three times.

Task: Can you run around your house three times in 2 minutes? Maybe you can run more than three times. Ask someone to time your laps.

# Unit of Inquiry

**Learning Intention:** We will be able to describe the scale of places, from the personal, the local, the regional to the national.

**Success Criteria:** We will be able to identify where each place belongs.

Places can be personal, local, state or national.

Write the names in the correct places.

bedroom    New South Wales    Australia    family kitchen    school

Western Australia    New Zealand    back yard    shops    Victoria

United States of America    park    India    Disneyland

| Personal | Local | State | National |
|----------|-------|-------|----------|
| bathroom | library | Queensland | China |

# Unit of Inquiry

What would it be like to do school lessons at home?

| P | M | I |
|---|---|---|
| Plus (good) | Minus (not so good) | Interesting |
| | | |

# Manilla Central School



# Stage 1

# WEDNESDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words. Focus **split vowel digraph**.

**Success Criteria:** We will be able to use our phonemes to write the missing vowels, read and match words to a picture.

Can you correctly label these pictures with an 'a__e' or an 'i__e' sound?

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

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words. Focus **split vowel digraph**.

**Success Criteria:** We will be able to use our phonemes to write the missing vowels, read and match words to a picture.

---
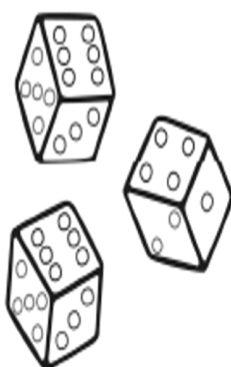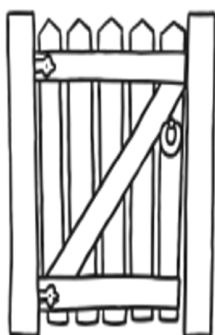
Can you complete the missing sounds for each 'a-e' word?

| | | |
|---|---|---|
| _ _ _ _ _ | _ _ _ _ _ s | _ _ _ _ |
| wh _ _ _ | _ _ _ _ _ | _ _ _ _ _ |

Complete and read each word.

| | | |
|---|---|---|
| m _ k _ | s _ m _ | b r _ v e |
| m _ d _ | c r _ n _ | sh _ p _ |
| g _ v _ | f l _ m _ | n _ m _ |

Read each word. Put an 'e' on the end then read it again.

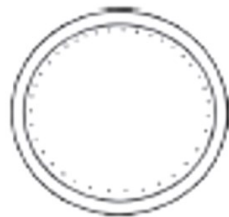| | | |
|---|---|---|
| can | gap | cap |
| mad | glad | hat |

# Camera Words

**Learning Intention:** We are learning to read and write common words.

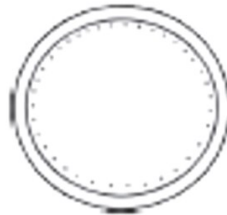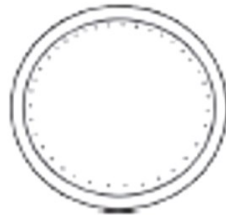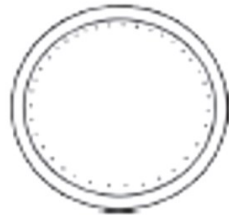**Success Criteria:** We will be able to read common words and colour them.

## Pirate Tricky Word Writing

Copy the tricky words the pirates are saying on to the coins to help them reach the treasure chest.

could
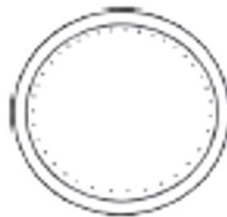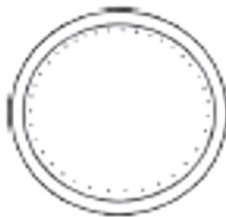
Mr

Mrs

people
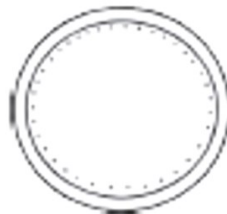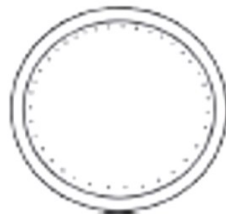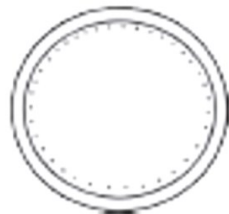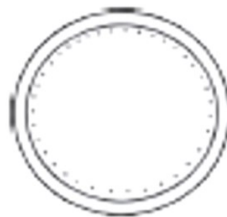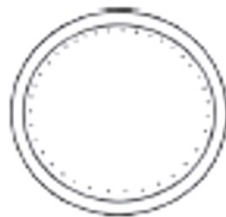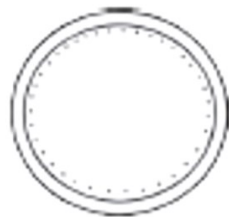
asked
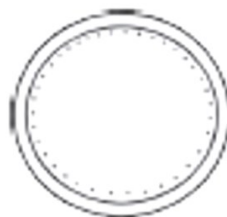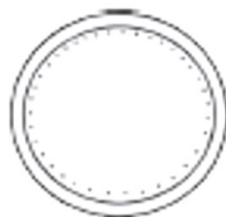
called

# 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 |
|---|---|
| **mountainous** | |
| **Draw it** | **What it is not** |

# 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.

Trace C C C C C C C C C

Write

Trace C C C C C C C C C C C

Write

Colour in every uppercase letter C.

C C i
c
J h
C b c
C

Circle every lowercase letter c.

Tick the pictures that begin with the letter c.

Mark the pictures that don't begin with the letter c with a X.

# Reading

**Learning Intention:** We are learning to read and understand text.

**Success Criteria:** We will use a range of strategies to decode and understand text.

## Task:

Read any of your own books or your home reader. Fill in the table about nouns on the following page. Remember nouns are the names of things you can touch. Proper nouns are the names of people, places and important things. (they start with a capital letter)

You are also able to read any of your own books or your home reader, Write the title and author of the book you read today below and draw the front cover.

# Reading

| Nouns | Proper nouns |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Writing

Continue information report about Tasmania on Monday's writing page.

Illustrate the facts you wrote about today below

# Number Talk

Learning Intention: We are learning the value of money

Success Criteria We will be able to tell the most expensive and the cheapest.

## Which toy is the cheapest?
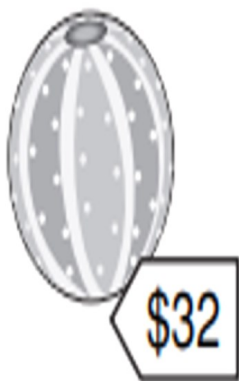
$32      $60      $41      $29

○          ○          ○          ○

# Numeral Practise

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

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

0_____

_____

1

_____

_____

2

_____

_____

3

_____

_____

4

# Mathematics Activity 1

**Learning Intention:** We are learning to develop an understanding of measurement terms.

Success Criteria: We will be able to read the measurements needed to make a cake.

A recipe is on the next page if you need it—Use your own if you have one.

## Let's Bake a Cake

Find a recipe for your favourite cake or biscuits. Ask a grown-up to read the list of ingredients with you. Write the ingredients here. Remember to say how much you need of each. For example: 150g flour, 100ml milk.

| Ingredient: | How much I need: |
|---|---|
|  |  |

Now make your delicious cake!

# Chocolate Cake

## Ingredients

Cups | Metric

- [ ] 1 3/4 cups plain / all purpose flour
- [ ] 3/4 cup cocoa powder , *unsweetened (Note 2)*
- [ ] 1 1/2 tsp baking powder
- [ ] 1 1/2 tsp baking soda (bi-carb soda)
- [ ] 2 cups white sugar *(Note 1)*
- [ ] 1 tsp salt
- [ ] 2 eggs *(~55-65g / 2 oz each)*
- [ ] 1 cup milk *(low or full fat)*
- [ ] 1/2 cup vegetable oil *(or canola)*
- [ ] 2 tsp vanilla extract
- [ ] 1 cup boiling water

## Instructions

1. Preheat oven to 180C°/350°F (160°C fan). Read Note 4 regarding shelf positions.
2. Grease 2 x 22cm/9" cake pans with butter, then line the base. (Note 3 re: springform pans and other pan sizes).

**BATTER:**

1. Sift flour, cocoa, baking powder and baking soda into a large bowl. Add Sugar and salt. Whisk briefly to combine.
2. Add eggs, milk, oil and vanilla. Whisk well to combine until lump free - about 30 seconds.
3. Add boiling water and whisk to incorporate. The batter is VERY thin (see video).
4. Pour batter into cake pans.

**BAKING:**

1. Bake for 35 minutes or until a wooden skewer inserted into the centre comes out clean. See Note 4 regarding cook time if pans are on different shelves.
2. Cool for 10 minutes, then turn out onto wire racks upside down (Note 5).

# PD/H/PE

**Learning Intention:** We are learning to throw and catch a ball.

**Success Criteria:** We will be able to throw a small ball against the wall and catch it.

**Task:** Throw a ball twenty times against an outside wall. Practice throwing it as a chest pass and an under arm throw.  Can you catch the ball with one hand?

# Unit of Inquiry

**Learning Intention**: We are learning that our environment affects the way we live.'

**Success Criteria**: We will be able to identify things that will affect our way of life.

Imagine you live in this house.

How would it affect how you live?

Weather

Drinking water



Food

School

Rubbish

# Music

**Learning Intention:** We are learning to gain an appreciation for music.

**Success Criteria:** We will be able to listen to a variety of music and enjoy.

**Task:** (See if the adult you are with has access to the internet. ) Discuss some of yours and your carer's favourite songs. Choose one to listen to. Discuss the meaning of the lyrics. Draw what you think an album cover would look like for that song. Write the title of the song and the musician's name.

# Manilla Central School



# Stage 1

# THURSDAY

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words. Focus **split vowel digraph**.

**Success Criteria:** We will be able to use our phonemes to write the missing vowels, read and match words to a picture.

Can you correctly label these pictures with an 'o__e' or an 'a__e' sound?

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

# Phonics

**Learning Intention:** We are learning to read and write our phonemes in words. Focus **split vowel digraph**.
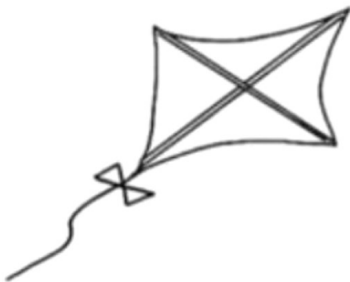
**Success Criteria:** We will be able to use our phonemes to write the missing vowels, read and match words to a picture.

Can you complete the missing sounds for each 'i-e' word?

| | | |
|---|---|---|
| _ _ _ _ _ | _ _ _ _ | _ _ _ _ _ _ |
| _ _ _ _ | _ _ _ _ _ _ _ s | _ _ _ _ |

Complete and read each word.

| b _ k _ | m _ n _ | t _ m _ |
|---|---|---|
| p r _ z _ | s m _ l _ | d r _ v _ |
| ch _ m _ | qu _ t _ | s t r _ d _ |

Write a sentence for the picture. Remember to include at least one word with today's sound.

# 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.

Copy the tricky words that the frogs are saying onto the lily pads to help them to reach the pond.
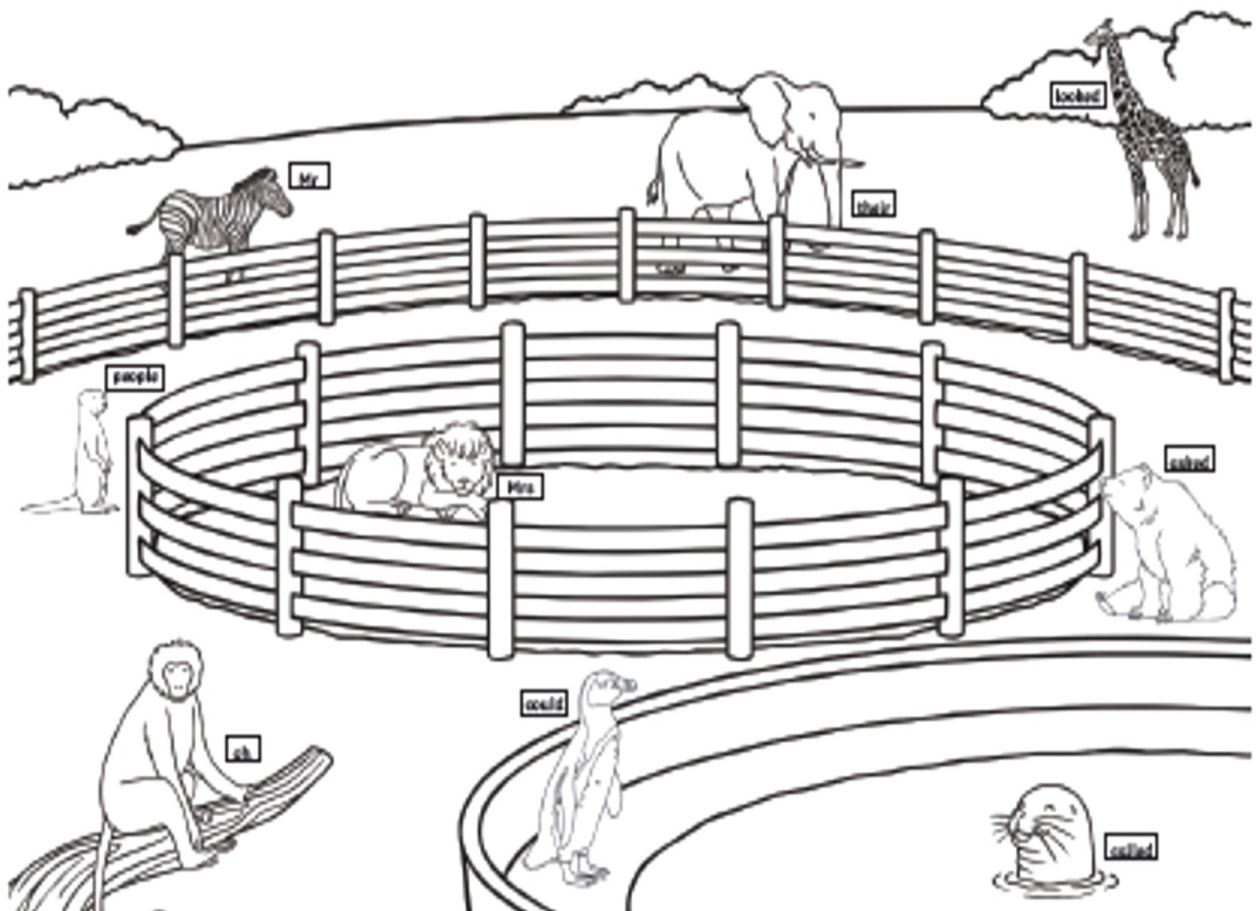
asked

looked

could

their

Mrs

people

# 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.

## Animal Find and Read

Use a magnifying glass to find the animals hidden around the picture. What tricky words are on the animals?

# Handwriting

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

**Success Criteria:** We will trace the sentences using the correct formation

There are two different species of crocodiles native to Australia. These are freshwater crocodiles and saltwater crocodiles.

Freshwater crocodiles are smaller and mostly eat small animals found near rivers, such as fish and frogs.

Saltwater crocodiles can grow to a large size and can be very dangerous.

# Handwriting

**Learning Intention:** We are learning to take care with the presentation of our work.

**Success Criteria:** We will colour in the lines carefully.

# Reading

**Learning Intention:** We are learning to read and understand text. We will recognise adjectives in text.

**Success Criteria:** We will use a range of strategies to decode and understand text. We will know adjectives are describing words.

**Task:** Read any of your own books or your home reader.

Find **ten adjectives** in the text and write them down. Make up some sentences. Each sentence must contain at least three adjectives.

_____

_____

_____

_____

_____

_____

_____

_____
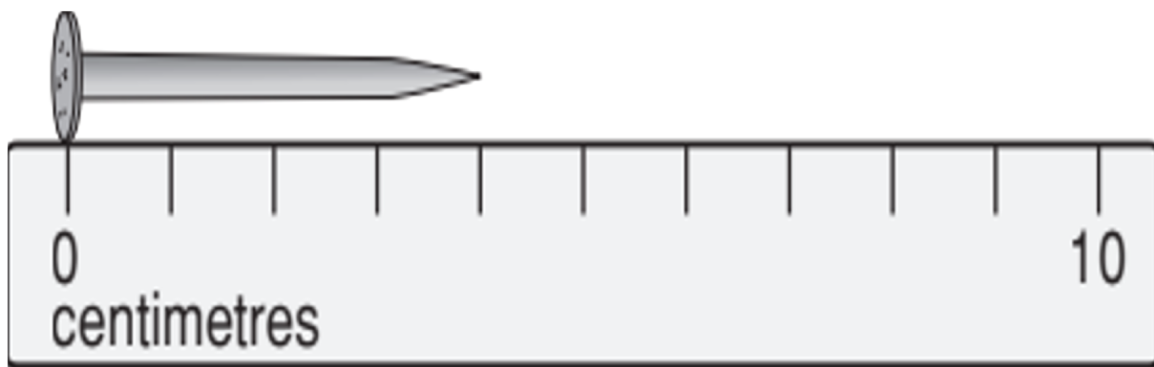
_____

## Writing

Continue information report about Tasmania on Monday's writing page.

<u>Illustrate</u> the facts you wrote about today below

# Number Talk

**Learning Intention**: We are learning to measure an item to a ruler

**Success Criteria**: We will be able to tell how long the nail is in cm



About how long is the nail?

3 cm          4 cm          5 cm          6 cm
○             ○             ○             ○

# Numeral Practise

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

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

0_____

_____

1

_____

_____

2

_____

_____

3

_____

_____

4

# Mathematics Activity 2

**Learning Intention:** We are learning to add and subtract.

**Success Criteria:** We will recognise if a question is adding or subtracting and put the correct sign in to show the calculation.

## Addition or Subtraction?

Add an + or – to show the correct calculation.

7 ☐ 3 = 10     12 ☐ 4 = 16

8 ☐ 4 = 12     3 ☐ 8 = 11

9 ☐ 3 = 6     16 ☐ 5 = 11

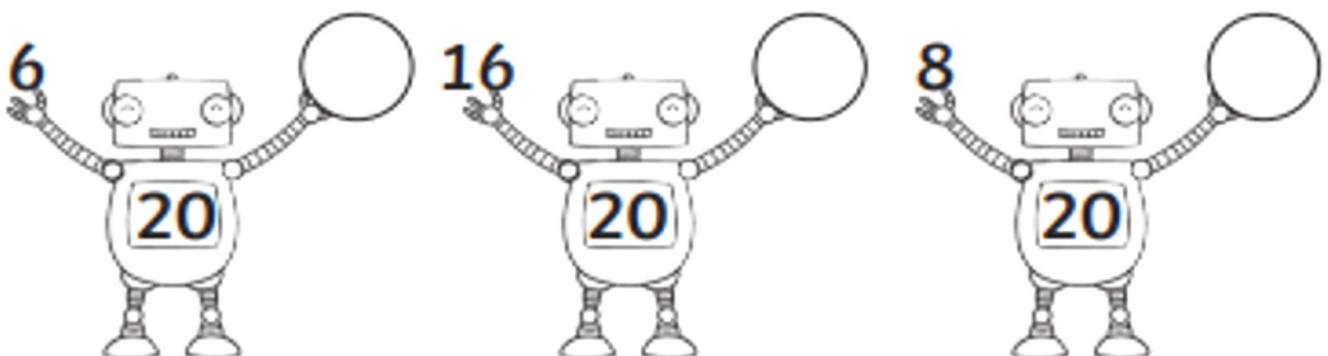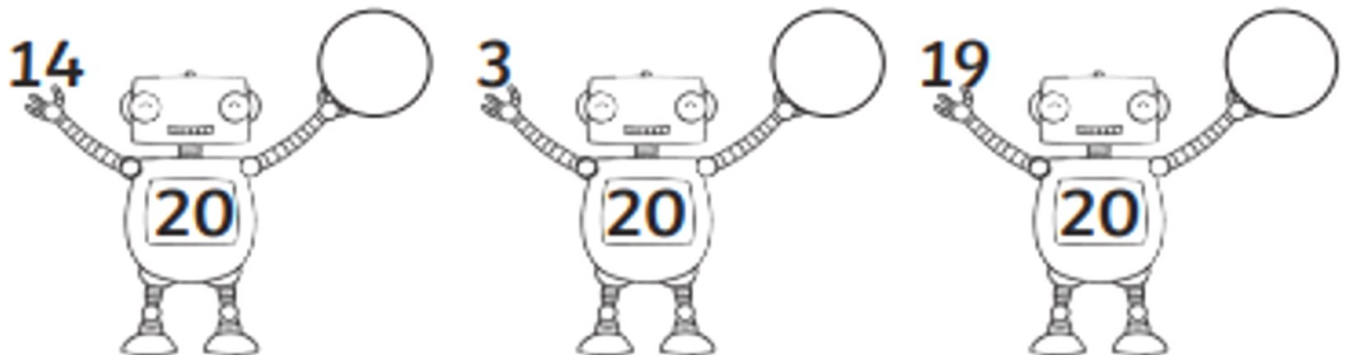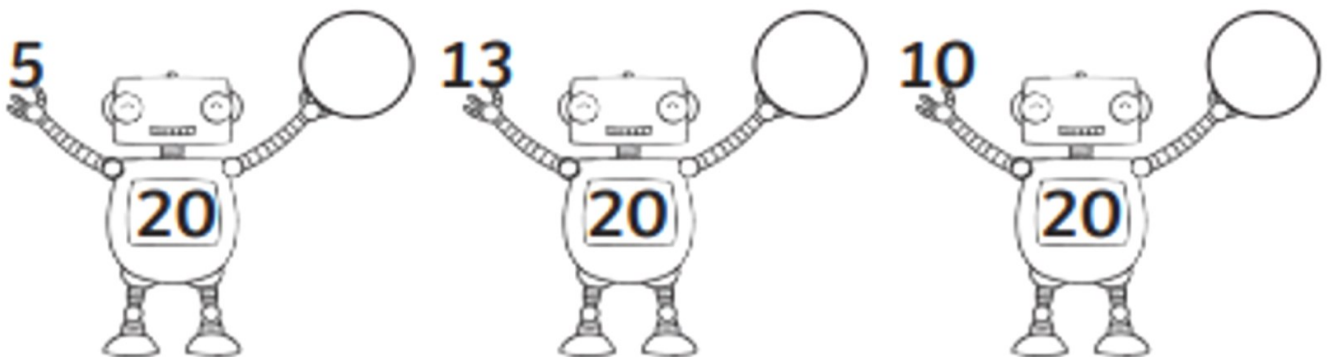10 ☐ 5 = 5     3 ☐ 9 = 12

## Mathematics Activity 2

**Learning Intention:** We are learning to combine numbers to 20

**Success Criteria:** We will be able to find the numbers that combine to make 20.

# Addition Facts to 20

Can you find the missing addition fact to make 20 in the robot's tummy?

5    20

13    20

10    20

14    20

3    20

19    20

6    20

16    20

8    20

# PD/H/PE– Fitness

**Learning Intention**: We are learning to keep fit by playing outdoors

**Success Criteria**: We will be able to run, skip, jump, walk around outside.

**Task:** Find things in your backyard to play with for fitness eg soccer ball, football, basketball, tennis ball, trampoline, totem tennis, bike. Take photos of you participating in fitness using your own equipment at home.

# PD/H/PE

**Learning intention:** We are learning to be aware of foods that are good for our health.

**Success Criteria**: We will be able to find healthy foods in our fridge and make a plate illustration with them.

**PS: Don't forget to take a photo of it and send it to your teacher via see-saw, text or email!**
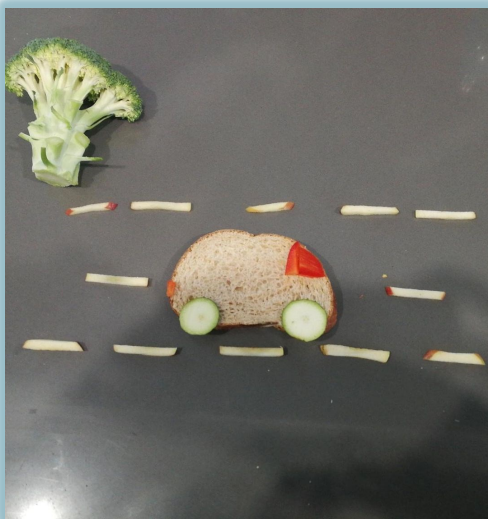
# Drama

**Learning Intention**: We are learning to use mime to portray a situation

**Success Criteria**: We will be able to perform actions depicting a scene.

---

Mime ★★

Using mime, pretend to be...

## a bored child.

Think about the way they might move, their body language, their facial expression and what they might be doing.

---

Mime ★★

Using mime, pretend to be...

## someone who has hurt their knee.

Think about the way they might move, their body language, their facial expression and what they might be doing.

---

Mime ★★

Using mime, pretend to be...

## a child opening up a really exciting present.

Think about the way they might move, their body language, their facial expression and what they might be doing.

---

Mime ★★

Using mime, pretend to be...

## a conductor of an orchestra.

Think about the way they might move, their body language, their facial expression and what they might be doing.

# Drama

**Learning Intention**: We are learning to use mime to portray a situation

**Success Criteria**: We will be able to perform actions depicting

---

Mime

Using mime, pretend to be...

## someone doing the housework.

Think about the way they might move, their body language, their facial expression and what they might be doing.

---

Mime

Using mime, pretend to be...

## a thief.

Think about the way they might move, their body language, their facial expression and what they might be doing.

---

Mime

Using mime, pretend to be...

## a postman.

Think about the way they might move, their body language, their facial expression and what they might be doing.

---

Mime

Using mime, pretend to be...

## someone trying to get out of bed.

Think about the way they might move, their body language, their facial expression and what they might be doing.

# Manilla Central School



# Stage 1

# FRIDAY

# Father's Day is on Sunday!

Today's tasks are based around Father's Day. You may complete your activities about your own dad, your grandfather or a significant male influence in your life.

Complete the craft activities throughout the day as well as the card and worksheets.

# Father's Day is on Sunday!

**Learning Intention:** We are learning to follow instructions to draw a picture of a dad.

**Success Criteria:** We will pay attention to detail and produce a neat drawing of a dad.

# Draw Me & Dad

Whimsy Workshop Teaching.com

**1** Draw shoulders.

**2** Add a tie.

**3** Add 2 triangles and 2 short arm lines.

**4** Add a head and face.

**5** *Erase inside the arm.* Add your arm and hand.

**6** Add your head.

**7** Add another arm.

**8** Add another hand.

**9** Now add the details!

Draw Dad's hair. Draw your hair and face.

Here's an example:

**10** Color it!

What color is Dad's hair?

# Father's Day is on Sunday!

### Directed drawing of me and dad.

Date:

Name:

# Me and My Dad

BEST
DAD

# Numeral Practise

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

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

0_____

_____

1

_____

_____

2

_____

_____

3

_____

_____

4

# Maths activity

**Learning Intention:** We are learning to order the capacity of items

**Success Criteria**: We will be able to order items shown from least to largest capacity.
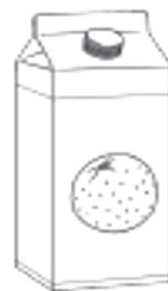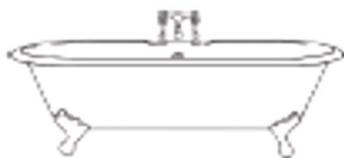
## Comparing Capacities

ml = millilitres      L = litres

200ml

500ml

1L

100L

300ml

10L

Write the names of the objects in order from largest to smallest capacity.

largest  _____

_____

_____

_____

_____

smallest  _____

Challenge: Where on the line would you put a swimming pool? Where would you put an eggcup?  Where would you put a cereal bowl?

# Maths activity

Learning Intention: We are learning to think about order of numbers.

Success Criteria: We will be able to write the missing numerals.

Fill in the missing numbers from these sections of hundred squares.

| 14 | 15 |    | 17 |
|----|----|----|----|
|    | 25 | 26 |    |

| 83 |    | 85 | 86 |
|----|----|----|----|
| 93 |    |    | 96 |

| 36 | 37 |    |
|----|----|----|
|    |    | 48 |
| 56 | 57 | 58 |

|    |    | 10 |
|----|----|----|
| 18 | 19 | 20 |
| 28 | 29 |    |

Fill in the missing numbers in these number lines.

0   1   2   3   ☐   5   6   7   ☐   9   10   11   12   ☐   14   15

16      18      20      ☐      24      26      ☐      30      32      ☐      36

10   15   20   ☐   30   35   40   ☐   ☐   55   60   65   70   75   80

85   86   87   ☐   89   90   ☐   92   93   94   95   96   ☐   98   99   100

40   41   42   ☐   44   45   46   47   48   49   ☐   51   ☐   53   54   55   56   57   58   59   60

# 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:

# Developmental Play

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

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