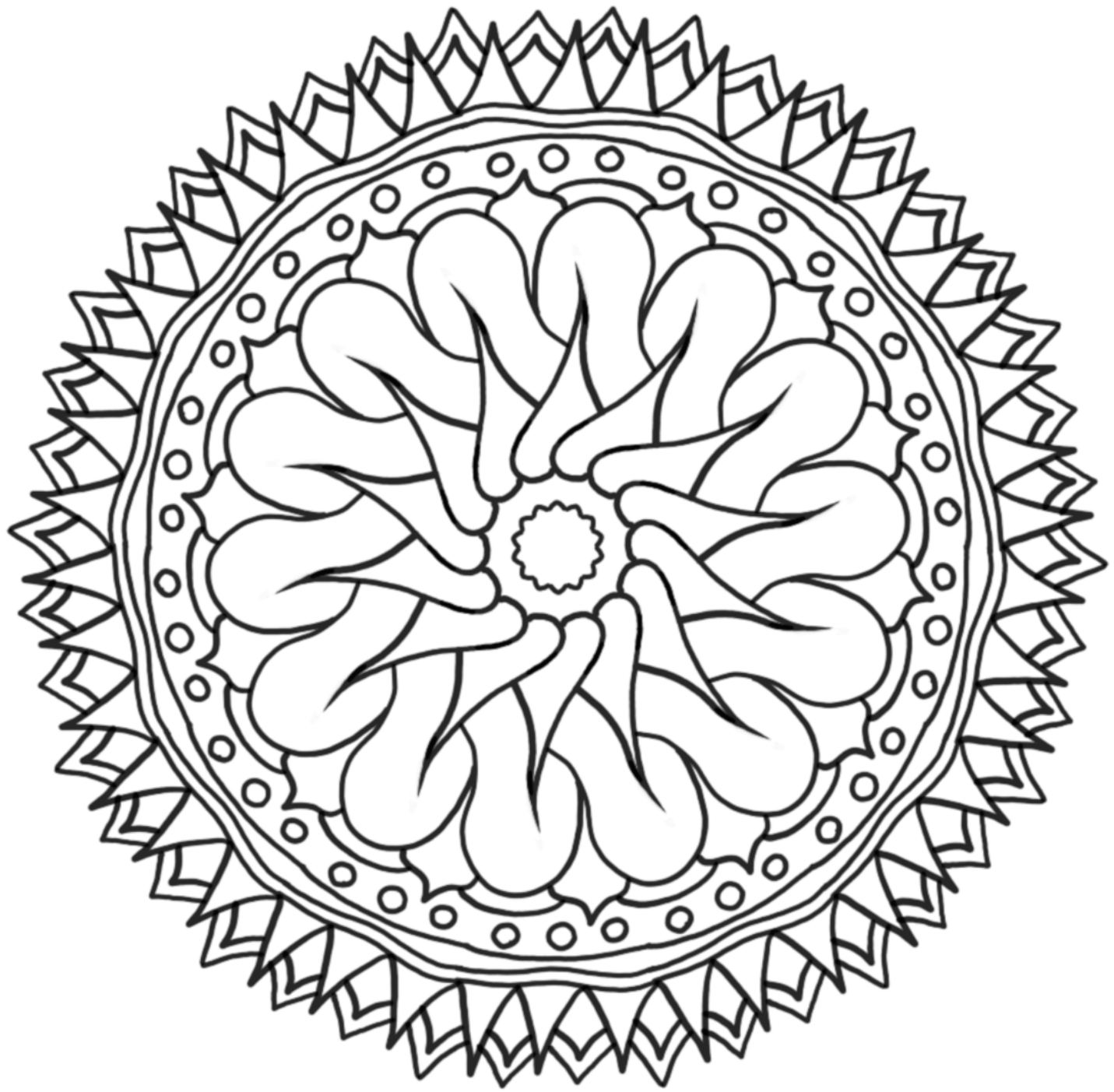


# STAGE ONE LEARNING FROM HOME

## WEEK 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Writing</u> Create your own ending for a story	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Handwriting</u> Phonics revision	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Writing</u> Responding to questioning	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Handwriting</u> Phonics revision	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Writing</u> Imaginative story writing
Break					
Middle	<b>Maths</b> Estimating and counting	<b>Maths</b> Measurement	<b>Maths</b> Measurement	<b>Maths</b> Which One Doesn't Belong	<b>Maths</b> Patterns
Break					
Afternoon	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document

For other learning activities please see the Stage One 'Learning at Home' tab on the Dubbo West Public School Website. If you require passwords, please contact your classroom teacher.



Monday

## Phonics

**SPEED SOUNDS** (say these sounds out loud):

j	u	k	x	w
---	---	---	---	---

ll	ss	ff	ck
----	----	----	----

sh	ch	th	ng
----	----	----	----

ai	ay
----	----

Words to sound out and blend (put together). Practise writing them too:

long	sing	song	swing
clung	ring	bang	clang



Words (read and practise writing):

one two went look  
you going like

Sentence/sentences to Read:

It was spring. The sun was out and the bees were buzzing.

Pip and Tim were playing in the long grass.

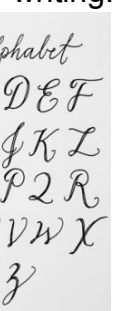

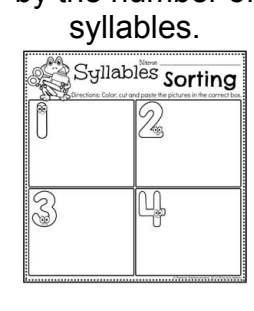

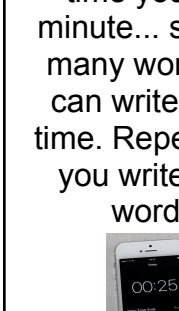


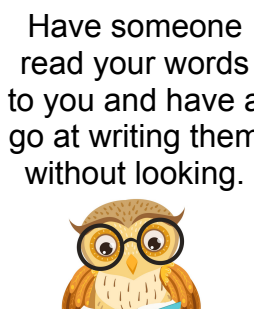
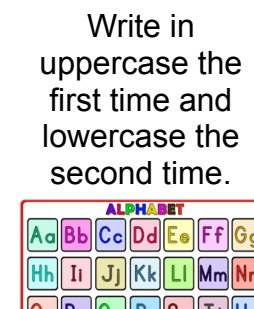
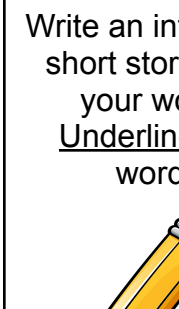
“It’s like a jungle in here,” said Tim.

“Let’s go hunting for animals,” said Pip.

Along came Tip the cat. Look... a panther! And here comes Sam. Not Sam. A Fox!

### Phonics

Pick one activity to complete using your speed words and heart words.

<p><b>Write your words in fancy writing.</b></p> 	<p><b>Draw a picture using as many words as you can in your picture.</b></p> 	<p><b>Group your words by the number of syllables.</b></p> 	<p><b>Make a set of cards using your words and play a game of snap or memory.</b></p> 	<p><b>Ask someone to time you for 1 minute... see how many words you can write in that time. Repeat! Can you write more words?</b></p> 
<p><b>Make your words using objects around your house</b> (Lego, playdough, stamps, rocks, sticks, leaves).</p> 	<p><b>Use newspapers or magazines and cut out letters to make your words.</b></p> 	<p><b>Have someone read your words to you and have a go at writing them without looking.</b></p> 	<p><b>Write in uppercase the first time and lowercase the second time.</b></p> 	<p><b>Write an interesting short story using your words.</b> <u>Underline</u> your words.</p> 



## Writing



Create your own ending to this story in as much detail as you can. How does this problem get solved? Include a drawing to match the end of your story.

### Success criteria

- o I have begun sentences and names with a capital letter
  - o My sentences end with a full stop
- o I have reread my work and it makes sense
  - o I have neat writing

### Extension

Noun: Person, place animal or thing

Underline the nouns in your writing using a colour pencil.

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

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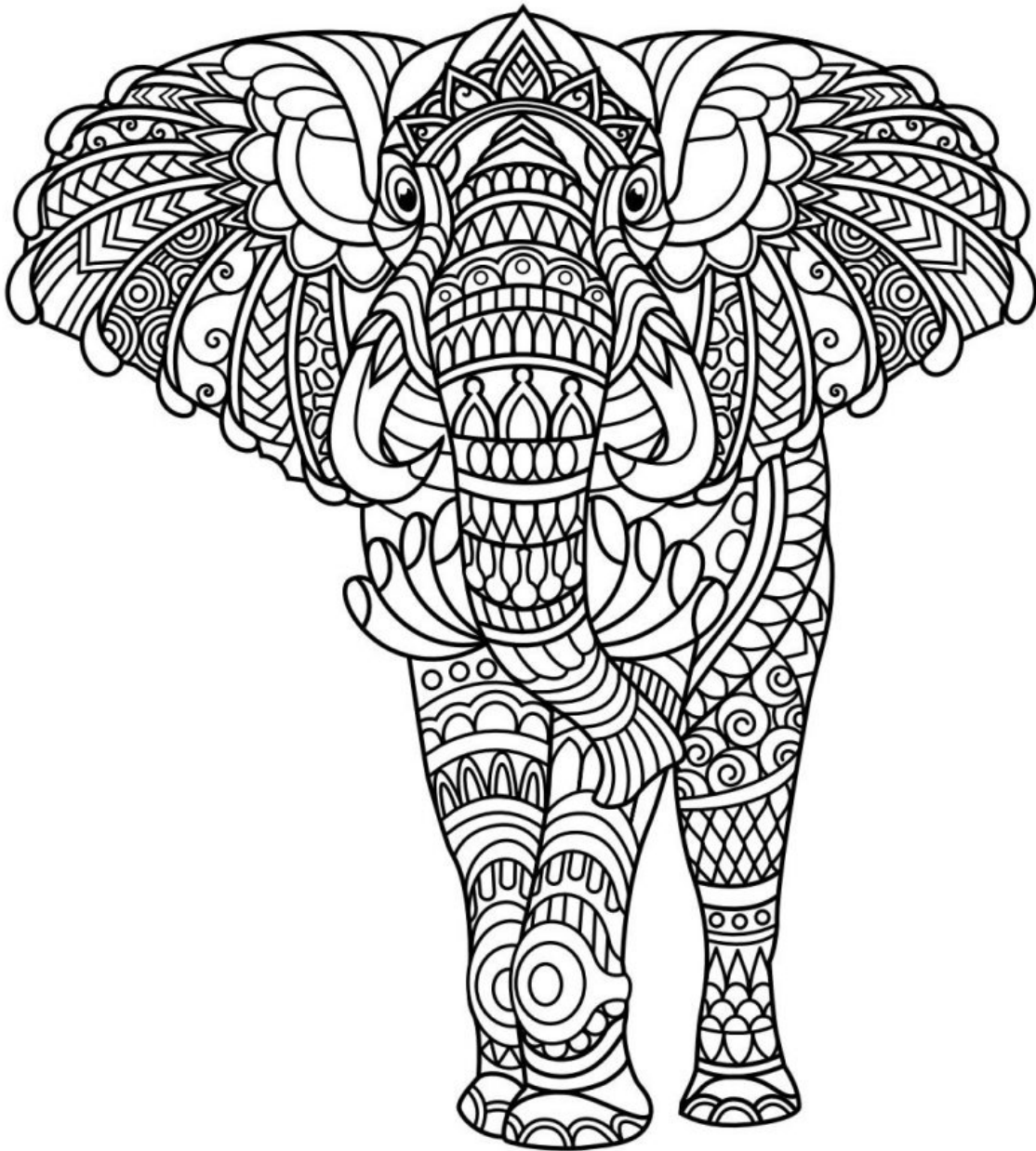
## Maths

Find some M&Ms, sultanas, pasta, buttons or tiny teddies to use as counters.

Take a handful and without looking GUESS how many you have?

Organise and draw your counters in different arrangements.

How many counters do you have?



Tuesday

## Phonics

SPEED SOUNDS (say these sounds out loud):

j	u	k	x	w
ll	ss	ff	ck	
sh	ch	th	ng	
	ai	ay		

Words to sound out and blend (put together). Practise writing them too:

clung	ring	bang	clang
strong	spring	twang	sprang



Words (read and practise writing):

one two went look  
you going like

Sentence/sentences to Read:

Sam went running off to catch Tip, but she was too quick. In a flash, she was on the swing and in the lemon tree.

“Me-ow, me-ow, me-ow,” said Tip from the top of the tree.

I think she is stuck. Come on Tip, come on down!

But Tip did not come down. She clung to the strong branch and said, “Me-ow,...”

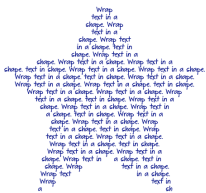
# Phonics

Pick one activity to complete using your speed words and heart words.

Write your words  
in fancy writing.



Draw a picture  
using as many  
words as you can  
in your picture.



Group your words  
by the number of  
syllables.



Make a set of cards using your words and play a game of snap or memory.



Ask someone to time you for 1 minute... see how many words you can write in that time. Repeat! Can you write more words?



Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).



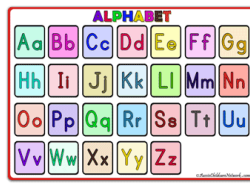
Use newspapers  
or magazines and  
cut out letters to  
make your words.



Have someone read your words to you and have a go at writing them without looking.



Write in  
uppercase the  
first time and  
lowercase the  
second time.



Write an interesting short story using your words.  
Underline your words.



**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**

## Handwriting

bang clang twang sprang

ring spring strong clung

Ted played his drum with a bang, clang, twang!

The strong ant clung to the plant.

## Maths

### How Far....

Create the paper airplane on the next page and then measure how many steps the plane flies, and record your answers below.

How many steps?

**First throw?**

**Second throw?**

**Third throw?**

**Out of all three throws, which throw went the furthest?**

**Try your own design to see if you can beat that distance.**



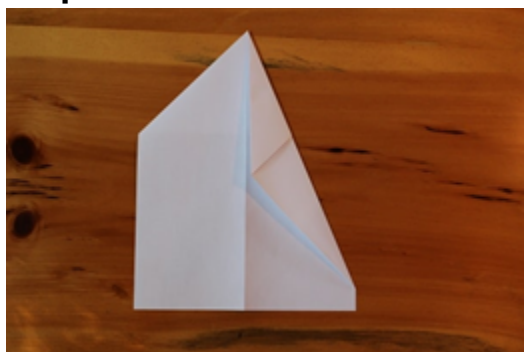
**Step 1.**



**Step 2.**



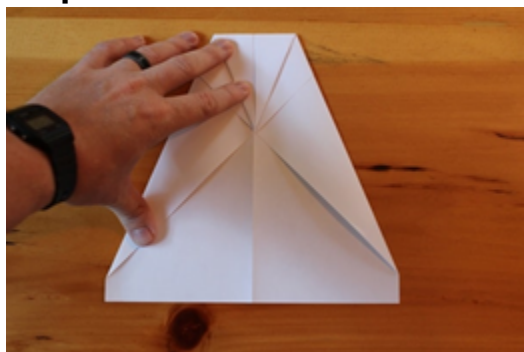
**Step 3.**



**Step 4.**



**Step 5.**



**Step 6.**



**Step 7.**



**Step 8.**





Wednesday

## Phonics

SPEED SOUNDS (say these sounds out loud):

j	u	k	x	w
---	---	---	---	---

ll	ss	ff	ck
----	----	----	----

sh	ch	th	ng
----	----	----	----

ai	ay
----	----

Words to sound out and blend (put together). Practise writing them too:

strong	spring	twang	sprang
having	banging	singing	hunting



Words (read and practise writing):

one two went look  
you going like

Sentence/sentences to Read:

What can we do? We can ring the firemen. They have long ladders. All of a sudden there was a ... BANG! and a CLANG! and a TWANG!

Oh no! It's Thursday. It's the Smith kids. The Smith kids were banging on pots and pans and singing.

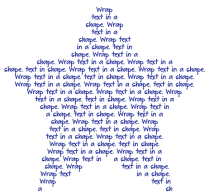
# Phonics

Pick one activity to complete using your speed words and heart words.

Write your words  
in fancy writing.



Draw a picture  
using as many  
words as you can  
in your picture.



Group your words  
by the number of  
syllables.



Make a set of cards using your words and play a game of snap or memory.



Ask someone to time you for 1 minute... see how many words you can write in that time. Repeat! Can you write more words?



Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).



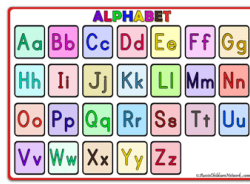
Use newspapers  
or magazines and  
cut out letters to  
make your words.



Have someone read your words to you and have a go at writing them without looking.



Write in  
uppercase the  
first time and  
lowercase the  
second time.

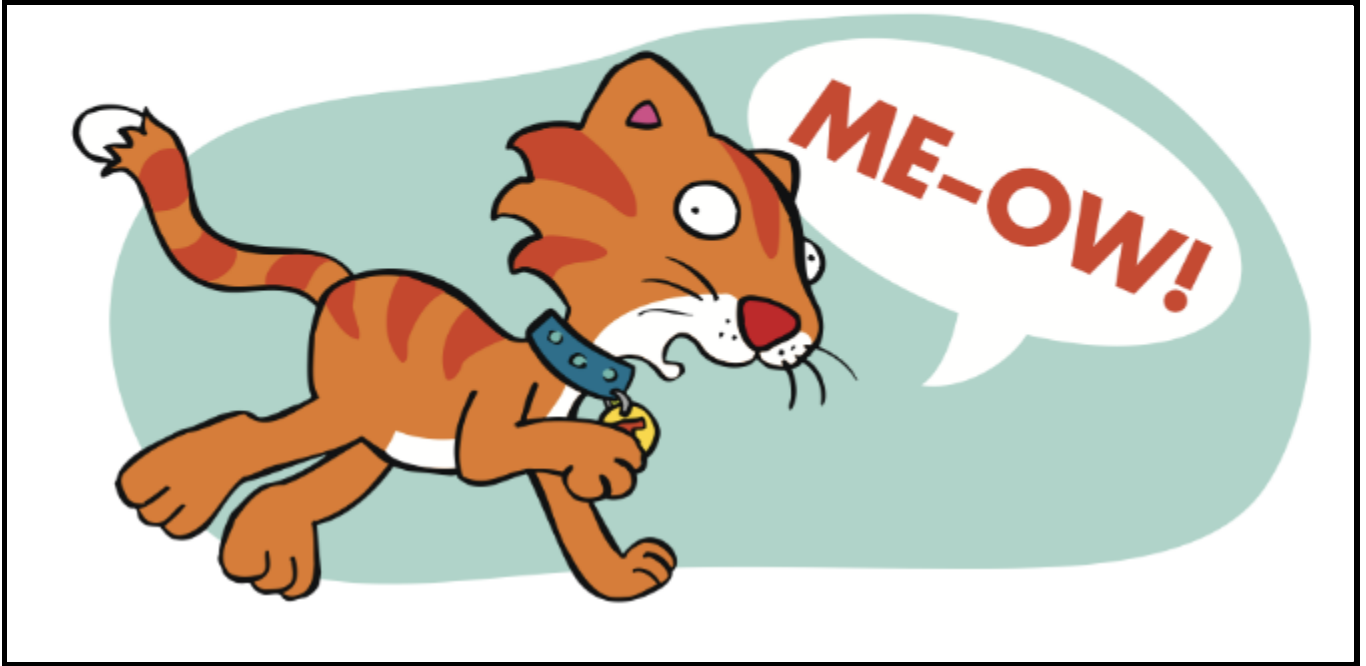


Write an interesting short story using your words.  
Underline your words.



**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**

## Writing



Write about what this cat is doing. Where is he going? To do what? Include a drawing to match your writing.

### Success criteria

- o I have begun sentences and names with a capital letter
  - o My sentences end with a full stop
- o I have reread my work and it makes sense
  - o I have neat writing

### Extension

Noun: Person, place animal or thing

Underline the nouns in your writing using a colour pencil.

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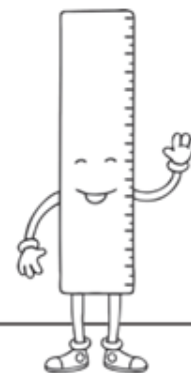
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# Measuring Up



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?

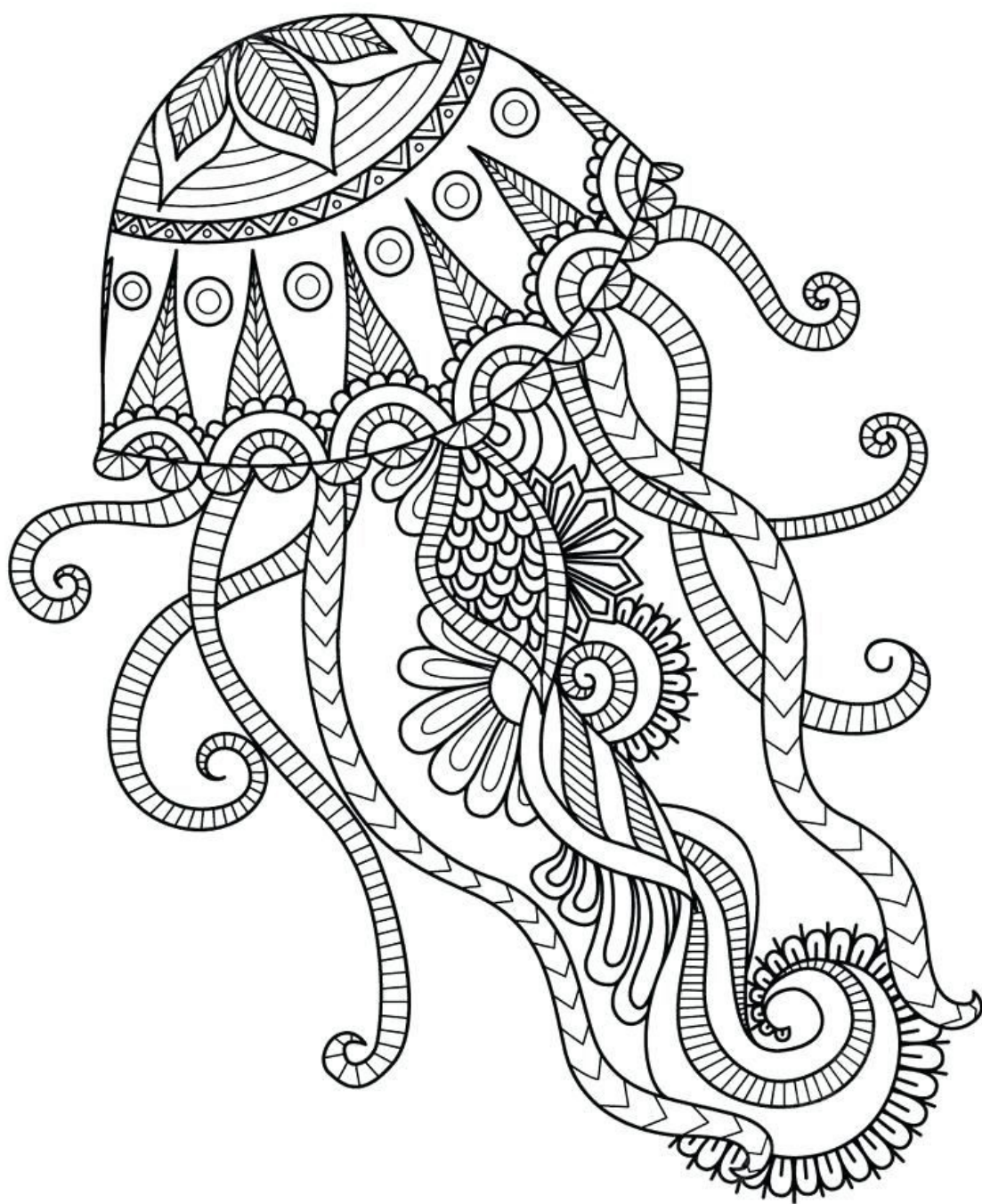
Object	My Estimate	Actual Measurement
Pencil		
Book		
Phone		
Shoe		
Photo frame		
Toothbrush		
Spoon		
Cup		

If you don't have cut out the template on the next page









Thursday

## Phonics

SPEED SOUNDS (say these sounds out loud):

j	u	k	x	w
---	---	---	---	---

ll	ss	ff	ck
----	----	----	----

sh	ch	th	ng
----	----	----	----

ai	ay
----	----

Words to sound out and blend (put together). Practise writing them too:

having	banging	singing	hunting
buzzing	running	twang	sprang



Words (read and practise writing):

one two went look  
you going like

Sentence/sentences to Read:

Having fun at Pip and Tim's

Dress up like King Kong

Do a handstand on the swing

And sing a silly song!

Tip sprang up in a panic... ME-OW! ...and went running  
down the tree and into the shed.

Hello Pip and Tim! Hello Beth and Seth. Come and play  
in the jungle!

# Phonics

Pick one activity to complete using your speed words and heart words.

Write your words  
in fancy writing.



Draw a picture  
using as many  
words as you can  
in your picture.



Group your words  
by the number of  
syllables.



Make a set of cards using your words and play a game of snap or memory.



Ask someone to time you for 1 minute... see how many words you can write in that time. Repeat! Can you write more words?



Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).



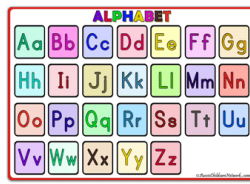
Use newspapers  
or magazines and  
cut out letters to  
make your words.



Have someone read your words to you and have a go at writing them without looking.



Write in  
uppercase the  
first time and  
lowercase the  
second time.



Write an interesting short story using your words.  
Underline your words.



**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**

## Handwriting

having banging singing hunting

buzzing running twang sprang

Pip was singing while running to the park.

Tim went hunting for the buzzing bees.

## Maths

Which one doesn't belong?



What do you notice? What do you wonder?

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Write down some reasons each item doesn't belong.

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Friday

## Phonics

**SPEED SOUNDS** (say these sounds out loud):

j	u	k	x	w
---	---	---	---	---

ll	ss	ff	ck
----	----	----	----

sh	ch	th	ng
----	----	----	----

ai	ay
----	----

**Words to sound out and blend (put together). Practise writing them too:**

<i>banging</i>	<i>swing</i>	<i>singing</i>	<i>twang</i>
<i>sprang</i>	<i>having</i>	<i>running</i>	<i>sing</i>



**Words** (read and practise writing):

one two went look  
you going like

**Sentence/sentences to Read:**

*It was spring. The sun was out and the bees were buzzing. Pip and Tim were playing in the long grass. "It's like a jungle in here," said Tim. "Let's go hunting for animals," said Pip. Along came Tip the cat. Look... a panther! And here comes Sam. Not Sam. A Fox! Sam went running off to catch Tip, but she was too quick. In a flash, she was on the swing and in the lemon tree. "Me-ow, me-ow, me-ow," said Tip from the top of the tree. I think she is stuck. Come on Tip, come on down! But Tip did not come down. She clung to the strong branch and said, "Me-ow,...What can we do? We can ring the firemen. They have long ladders. All of a sudden there was a... BANG! and a CLANG! and a TWANG! Oh no! It's Thursday. It's the Smith kids. The Smith kids were banging on pots and pans and singing. Having fun at Pip and Tim's. Dress up like King Kong. Do a handstand on the swing. And sing a silly song! Tip sprang up in a panic... ME-OW! ...and went running down the tree and into the shed. Hello Pip and Tim! Hello Beth and Seth. Come and play in the jungle!*

# Phonics

Pick one activity to complete using your speed words and heart words.

Write your words  
in fancy writing.



Draw a picture  
using as many  
words as you can  
in your picture.



Group your words  
by the number of  
syllables.



Make a set of cards using your words and play a game of snap or memory.



Ask someone to time you for 1 minute... see how many words you can write in that time. Repeat! Can you write more words?



Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).



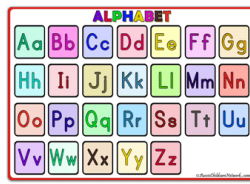
Use newspapers  
or magazines and  
cut out letters to  
make your words.



Have someone read your words to you and have a go at writing them without looking.



Write in  
uppercase the  
first time and  
lowercase the  
second time.



Write an interesting short story using your words.  
Underline your words.



**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**



## Writing

# A Day in the Jungle



Create a story about the adventure these two are going on. Add as much description as you can. Include a drawing to match your writing.

### **Success criteria**

- o I have begun sentences and names with a capital letter
  - o My sentences end with a full stop
- o I have reread my work and it makes sense
  - o I have neat writing

### **Extension**

Noun: Person, place animal or thing

Underline the nouns in your writing using a colour pencil.

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## **Maths**

### **Where going on a pattern hunt!**

Go for an adventure around your house and find some items to create your own pattern! Draw them below!

Can you find any patterns that are already in your house? Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.

## Afternoon Activities Grid

<p>Bounce a ball with your right hand. Count the number of bounces you can make in a row. Switch hands and do the same thing.</p>	<p>Count the number of jumps it takes to get from your bed to the front door. Each jump needs to be with both feet. See if a family member can beat your number of jumps!</p>	<p>Make 5 new rules you think should be added to your household. Hold a family meeting and explain each one. Then, let each member vote for their favourite! Write a paragraph explaining the process.</p>	<p>Hide an object somewhere in your home. Then, direct a family member to its location using only cardinal directions, e.g. north, south, east, west.</p>	<p>Using two paper towel rolls, make a pair of binoculars. Be sure to decorate them with all of the things you plan on using them for.</p>
<p>Look at the dates on all of the coins in your home. Make a timeline showing all of the dates in order. Which is the oldest coin? Which is the newest coin?</p>	<p>Stick art creation: What can you create out of a stick? E.g. Stick insect, wand, stick person, kite etc.</p>	<p>On a piece of paper, draw a maze with a start and a finish. Give your maze to a family member to solve</p>	<p>Read a picture book and do 5 star jumps every time you read the word 'and'.</p>	<p>Balance a book on your head and walk around your home. Can you make it to every room without the book falling?</p>