



Erina Heights Public School

Learning from Home – Early Stage 1

Term	1	2	3	4							
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Staff Development Day	Reading Eggs*	Reading Eggs*	Reading Eggs*	Reading Eggs *
		Sight Word Activities <ul style="list-style-type: none"> • Beat the Clock • Concentration 	Sight Word Activities <ul style="list-style-type: none"> • Beat the Clock • Sight word chains 	Sight Word Activities <ul style="list-style-type: none"> • Beat the Clock • Snap 	Sight Word Activities <ul style="list-style-type: none"> • Beat the Clock • Sight word Classification
		Writing Task 1	Writing Task 2	Writing Task 3	Writing Task 4
Recess Break					
Middle		Maths Lesson 1 Shortest to Longest	Maths Lesson 2 Scavenger Hunt	Maths Lesson 3 Ling Jump	Maths Lesson 4 Paper Planes
		Mangahigh*	Mangahigh*	Mangahigh*	Mangahigh*
Lunch Break					
Afternoon <i>Optional Activities</i>	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				
* <u>Reading Eggs and Mangahigh</u> If you have not paid your child's subscription to Reading Eggs or Mangahigh, please contact the school office. If you are having difficulty with your child's username or password please contact teachers via Dojo					

Sight Word Activities

Every student has been provided with two sets of sight words on different coloured card which can be used to play a range of games.

To ensure the best learning, the sight words selected for these games should include a combination of:

- Words the student knows well - to build confidence.
- Words the student is learning to recall automatically - to practice.
- New words – to develop familiarity.

Before playing, it is important to know which words fit into each category for your child. We suggest you refer to the lists provided and ‘test’ your child by playing ‘Beat the Clock’.

Please note: List 1 represents the 25 most frequently used words, List 2, the next 25 etc.

Snap

1. Share both sets of sight words evenly between all players.
2. Cards are kept face down in a pile in front of each player.
3. Players take turns to turn their top card up and place it on the pile in the middle.
4. If two consecutive cards are the same, the first player to place their hand over the pile and call ‘SNAP’ wins the pile.

Concentration

1. Select 10 sets of matching sight words.
2. Mix them up and place them face down on the table.
3. Players take turns to turn two cards up at a time.
4. If cards match, the player keeps them. The winner is the player with the most cards at the end.

To increase difficulty – Use more than 10 sets of words and increase the proportion of unknown words.

Beat the Clock

Start with words in Lists 1 and 2. Hold flashcards up one at a time and have your child read them. The idea is for them to recognise them automatically. If they do, they keep the word. If they don’t, you keep the word. Take note of the words the ‘almost know’.

How many sight words can be read correctly in one minute? Keep score from one day to the next.

To increase difficulty – How many sight words can be written correctly in one minute?

Sight Word Chains

Provide students with strips of coloured paper, coloured markers and familiar sight word cards. Students write their sight words on the strips. Ends of strips are then pasted together to make paper chains.

Sight Word Classification

Have students sort piles of familiar sight words using different criteria:

- Number of letters
- Same initial letter
- Same final letter
- Same medial letter
- Common letter pattern e.g. *ar, aw*

Fry Words – The First Hundred

List 1

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

List 2

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

List 3

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

List 4

number
no
way
could
people
my
than
first
water
been
called
who
oil
sit
now
find
long
down
day
did
get
come
made
may
part

Fry Words – The Second Hundred

List 5

over
new
sound
take
only
little
work
know
place
years
live
me
back
give
most
very
after
things
our
just
name
good
sentence
man
think

List 6

say
great
where
help
through
much
before
line
right
too
means
old
any
same
tell
boy
follow
came
want
show
also
around
form
three
small

List 7

set
put
end
does
another
well
large
must
big
even
such
because
turn
here
why
ask
went
men
read
need
land
different
home
us
move

List 8

try
kind
hand
picture
again
change
off
play
spell
air
away
animal
house
point
page
letter
mother
answer
found
study
still
learn
should
America
world

Fry Words – The Third Hundred

List 9

high
every
near
add
food
between
own
below
country
plant
last
school
father
keep
tree
never
start
city
earth
eyes
light
thought
head
under
story

List 10

saw
left
don't
few
while
along
might
close
something
seem
next
hard
open
example
begin
life
always
those
both
paper
together
got
group
often
run

List 11

important
until
children
side
feet
car
mile
night
walk
white
sea
began
grow
took
river
four
carry
state
once
book
hear
stop
without
second
late

List 12

miss
idea
enough
eat
face
watch
far
Indian
real
almost
let
above
girl
sometimes
mountains
cut
young
talk
soon
list
song
being
leave
family
it's

the

of

and

a

to

in

is

you

that

it

he

was

for

on

are

as

with

his

they

I

at

be

this

have

from

or

one

had

by

words

but

not

what

all

were

we

when

your

can

said

there

use

an

each

which

she

do

how

their

if

will

up

other

about

out

many

then

them

these

so

some

her

would

make

like

him

into

time

has

look

two

more

write

go

see

number

no

way

could

people

my

than

first

water

been

called

who

am

it's

now

find

long

down

day

did

get

come

made

may

part

over

new

sound

take

only

little

work

no

place

years

live

me

back

give

most

very

after

things

our

just

name

good

sentence

man

think

say

great

where

help

through

much

before

line

right

too

means

old

any

same

tell

boy

follow

came

want

show

also

around

form

three

small

set

put

end

does

another

well

large

must

big

even

such

because

turn

here

why

ask

went

men

read

need

land

different

home

us

move

try

kind

hand

picture

again

change

off

play

spell

air

away

animal

house

point

page

letter

mother

answer

found

study

still

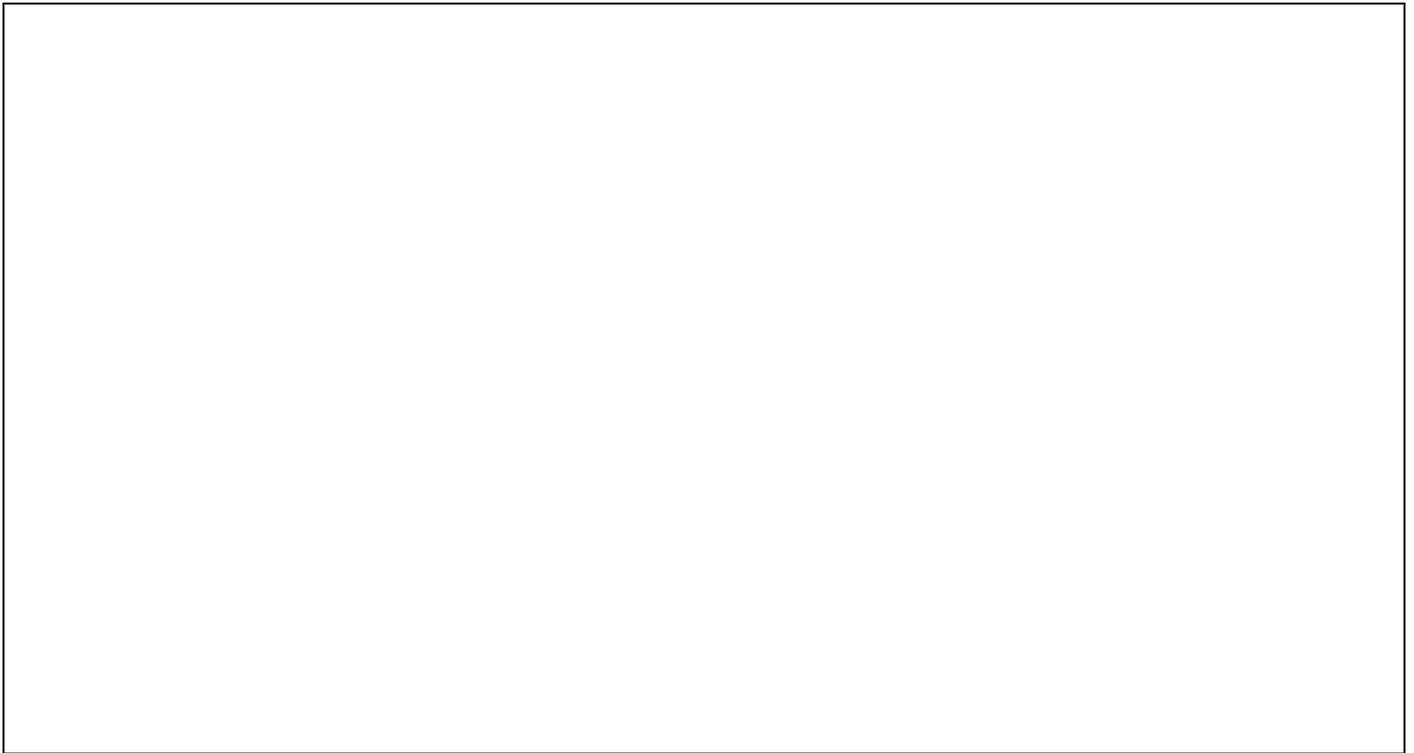
learn

should

Australia

world

Writing Task 1- Write a sentence about something you did in the holidays. Draw a picture.



Remember to check;

- If you have a capital letter and full stop*
- Finger spacing between words*
- If your sentence makes sense - reread your sentence each time you write a new word.*

Writing Task 2 - Watch the following videos;

The Diving Giraffes – <https://www.literacyshed.com/diving-giraffes.html>

Giraffes Can't Dance – <https://www.youtube.com/watch?v=aQMDaPRhAOI>

Giraffes For Kids – <https://www.youtube.com/watch?v=bNYXweQ8IvI>

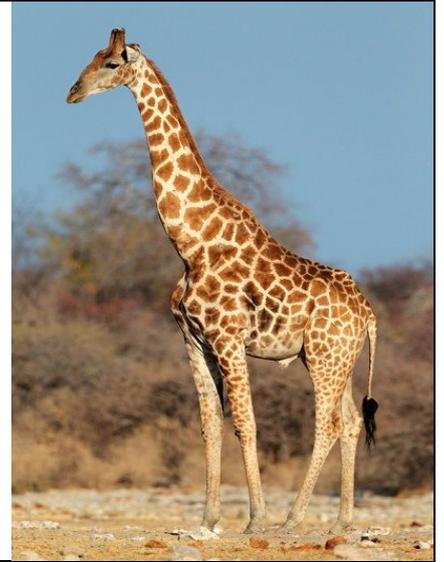
Write a short description of a giraffe.

Word Bank

tall long legs

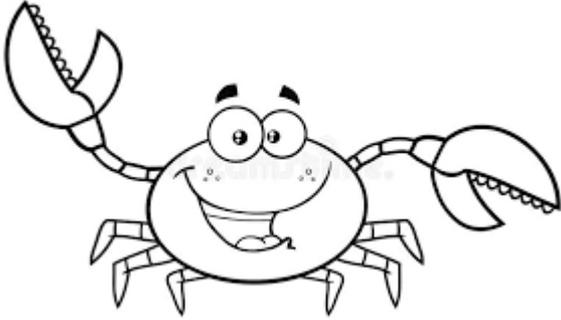
neck light brown

spots ears tail



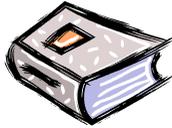
Writing Task 3 - Unjumble the sentence and write it below.

for look went The a crab to shell.



Write your own sentence about where crabs live or where you have seen one.

saw beach rocks sand rockpools

a A 	b B 	c C 	d D 	e E 	f F 	g G 	h H 	i I 
j J 	k K 	l L 	m M 	n N 	o O 	p P 	q Q 	r R 
s S 	t T 	u U 	v V 	w W 	x X 	y Y 	z Z 	
sh 	th 	ch 	ng 	oo 	oo 	ar 	or 	er 

is
the
and
a
can

I
am
went
to
come

we
are
like
my
see

for
on
mum
dad
in

go
it
was
little
they

going
look
at
will
school

today
saw
you
his
down

with
play
here
this
her

Here are 4 maths activities for Tuesday through to Friday. Cut out each activity and glue it to the top of each page in your scrap book and then record your findings.

Lesson 1: Shortest to Longest

- Collect 5 objects from around your house. Order them from shortest to longest.
- Discuss: Which object is the longest? How can you tell that this object is longer than the others? Should they all start at the same point (a base line) to help order the objects from shortest to longest? Why would this help?
- Draw the objects in order.

Lesson 2: Scavenger Hunt

- Go on a scavenger hunt around your home with your favourite teddy. Find three things shorter than your teddy and three things longer than your teddy.
- Divide your page into two parts with the headings 'Shorter than my Teddy' and 'Longer than my Teddy' and draw your findings. *Optional extension: Label your drawings.*
- Write a sentence about something you found. E.g. 'My pillow is longer than my teddy.'

Lesson 3: Long Jump

- Create a base line with chalk or sticky tape. Ask a parent/carer to show you how to do a long jump. Make sure you jump from the base line.
- Do 3 jumps and mark where you land each time.
- Measure each jump with pegs, blocks, spoons etc. Discuss how many objects long each jump was.
- Discuss why it was important to start at the base line each time you jump.
- Write about your long jump. E.g. 'Jump 2 was the longest. It was 10 pegs long.'

Lesson 4: Paper Planes

- Make a paper plane. Youtube have some easy step by step videos if needed.
- Throw your paper plane 3 times. Discuss why you should start at a base line.
- Measure the distances with footprints or steps. Discuss what throw was the longest and shortest.
- Compare your shortest to your longest throw and write about it. E.g. 'My shortest throw was 8 steps and my longest throw was 12 steps.'
- *Optional extension: How many more steps was your longest throw compared to your shortest throw?*