



# 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"><li>Beat the Clock</li><li>Concentration</li></ul>	Sight Word Activities <ul style="list-style-type: none"><li>Beat the Clock</li><li>Sight word chains</li></ul>	Sight Word Activities <ul style="list-style-type: none"><li>Beat the Clock</li><li>Snap</li></ul>	Sight Word Activities <ul style="list-style-type: none"><li>Beat the Clock</li><li>Sight word Classification</li></ul>	
		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 Optional Activities		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 <a href="http://www.digitallunchbreak.nsw.gov.au">www.digitallunchbreak.nsw.gov.au</a>				
		* <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*

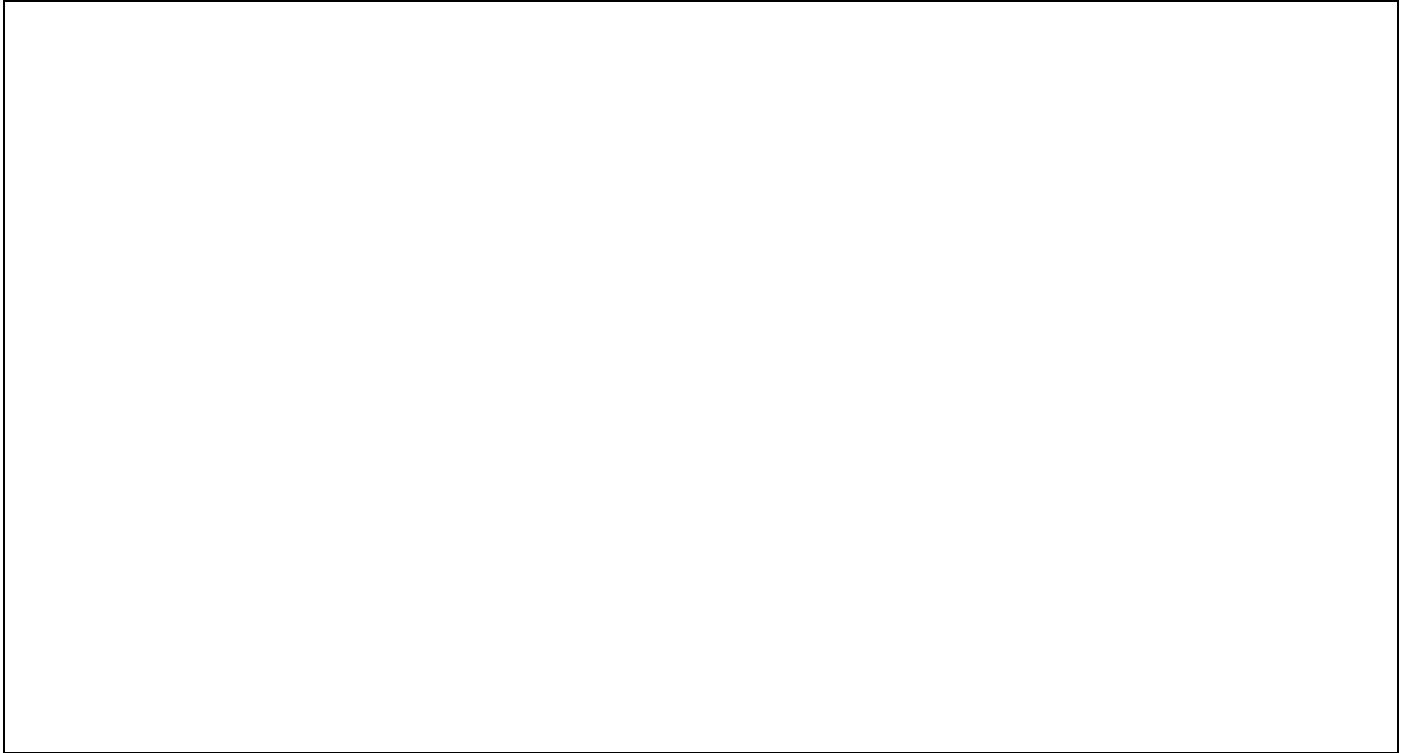
*learn*

*should*

*Australia*

*world*

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



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*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>

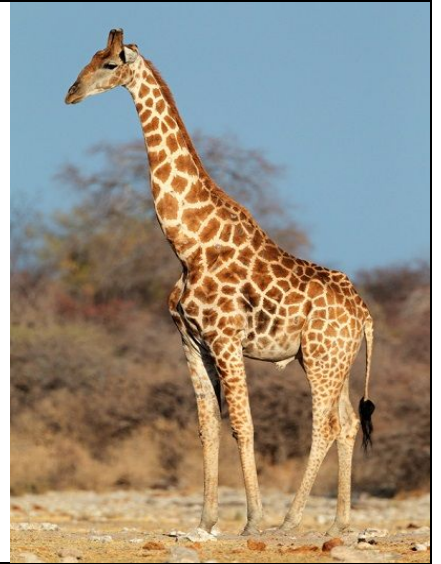
Write a short description of a giraffe.

Word Bank

tall long legs

neck light brown

spots ears tail



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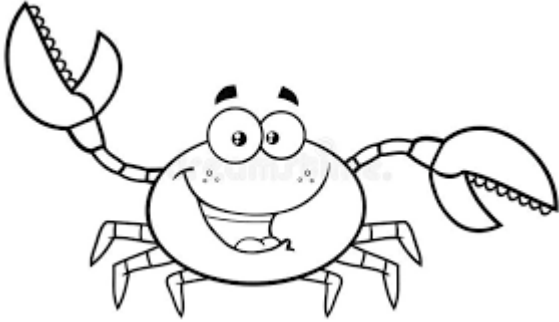
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Writing Task 3 - Unjumble the sentence and write it below.

for look went The a crab to shell.



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

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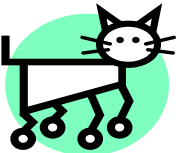










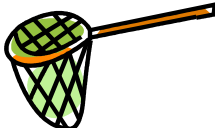





















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saw beach rocks sand rockpools

This image shows a blank 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.

- 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.

- 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.

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

[illegible]







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?*