




Daily Learning Tasks: Blue

Weeks 8 – 9


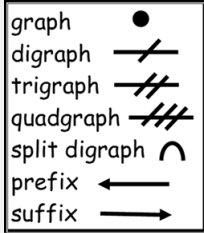

These learning tasks are designed to be completed by students daily, with guided support from parents/carers. The activities below are to be repeated over a two-week cycle. Students can access further learning through the Enrichment Learning Grids. All documents can be found on the school website.





We understand and appreciate the different circumstances for each family and their capacity to support their child/ren’s home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren’s teacher will be communicating with you weekly, so please inform them of your child/ren’s progress as well as your concerns and challenges.










How do I contact my teacher?		<p style="text-align: center;">Screen Time Recommendations</p> <p>Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).</p> <p style="text-align: center;">Supervision of Online Learning</p> <p>If your child is accessing online learning activities, please ensure your child is supervised.</p>
Students can contact their teacher about learning via Seesaw or phone. Parents/carers can contact teachers via phone only. Please note, teachers are only available during school hours 9-3:00pm.		
If you are self-isolating:		
Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		
If the school is requested to close:		<p style="text-align: center;">Brain Breaks</p> <p>Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.</p>
Teachers will update via Seesaw with further information on when they will be online for daily contact. If you are not accessing Seesaw, teachers will contact you via phone.		
Please note:		
Teachers will do their best to respond with the technology at hand. In the event of School Closure, if you haven’t heard a response from the classroom teacher on an urgent matter within 48 hours, please email the school using the email address below.		<p style="text-align: center;">What learning is taking place at school?</p> <p>Students who are at school participate in the same Learning Units that are used at home.</p>
End of week check:	Key:	
Has my teacher seen my learning this fortnight?	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>photograph</p>  </div> <div style="text-align: center;"> <p>voice recording</p>  </div> <div style="text-align: center;"> <p>video</p>  </div> </div>	
If not, please send some of your learning to your teacher via Seesaw or another agreed method.		

Daily Learning Tasks: Blue

Weeks 8 – 9

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	<p>Spelling</p> <p>1. Read over your phonics/spelling list for the corresponding week.</p> <p>Appendix 1: Phonics/Spelling List</p> <p>2. Write your words in your exercise book.</p> <p>3. Look - Cover - Say - Write - Check!</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write your words out and underline the sound of the week in a different colour</p>  <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write our words out and code as many as you can.</p>   <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Use your spelling words to write sentences. Try and put more than one spelling word in each sentence!</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Ask a family member to give you a spelling test.</p> <p><i>How many words can you spell correctly?</i></p> <p><i>What words do you need to work on?</i></p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>
	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p>Access: Reading Enrichment Learning Grid</p>

	<p>Writing Week 8: Planning Choose any recipe for a meal that you can make. It could be as simple as a toasted sandwich or fruit salad. Appendix 2: Modelled planning</p>  <p>Week 9: Planning This week we are going to write a news article about an event from a story. This event could be from a book, a movie, a nursery rhyme, anything! Appendix 7: Modelled planning</p>  <p>Access: Writing Enrichment Learning Grid</p>	<p>Writing Week 8: Composing Use the information in your planning page to help you write out your recipe. Appendix 3: Modelled composing</p>  <p>Week 9: Composing Use the information in your planning page to help you write your news article. Appendix 8: Modelled composing</p>  <p>Access: Writing Enrichment Learning Grid</p>	<p>Writing Week 8: Editing Reread your recipe. Edit with a coloured pencil. Appendix 4: Modelled editing</p>  <p>Week 9: Editing Reread your news article. Edit with a coloured pencil. Appendix 9: Modelled editing</p>  <p>Access: Writing Enrichment Learning Grid</p>	<p>Writing Week 8: Revising Reread your recipe. Revise with a coloured pencil. Appendix 5: Modelled revising</p>  <p>Week 9: Revising Reread your news article. Revise with a coloured pencil. Appendix 10: Modelled revising</p>  <p>Access: Writing Enrichment Learning Grid</p>	<p>Writing Week 8: Publishing Reread your recipe. Publish it! Appendix 6: Modelled publishing</p>  or  <p>Week 9: Publishing Reread your news article. Publish it! Appendix 11: Modelled publishing</p>  or  <p>Access: Writing Enrichment Learning Grid</p>
Break	Access: Brain Breaks Enrichment Learning Grid				
Middle	<p>Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid</p>

	<p style="text-align: center;">Multiplication</p> <p>Week 8: Repeated Addition Complete the repeated addition activity to solve the multiplication problems. Appendix 12: Repeated addition</p>  <p>Week 9: Colour by Product Solve the multiplication problems to colour in the picture. Appendix 16: Colour by Product</p> 	<p style="text-align: center;">Multiplication</p> <p>Week 8 and 9: Multiplication Workout Skip count by 2, 4, 6 or 8 whilst completing a movement activity: i.e., star jumps, ball bounces, throwing and catching. Write down what you practised in your workbook.</p> <p style="text-align: center;">(132) 8 Times Table Song Skip Counting by 8 Multiplication Song - YouTube</p> 	<p style="text-align: center;">Division</p> <p>Week 8: Division Facts Complete the division facts for the number 2. Appendix 13: Division Facts</p>  <p>Week 9: Division using Repeated Subtraction Complete the division questions using repeated subtraction. Appendix 17: Division using Repeated Subtraction</p> 	<p style="text-align: center;">Division</p> <p>Week 8: Division Number Line Solve the division questions using the number line. Appendix 14: Division Number Line</p>  <p>Week 9: Division Using Arrays Complete the division questions by using the arrays. Appendix 18: Division using Arrays</p> 	<p style="text-align: center;">Inverse Operations</p> <p>Week 8: Number Families Complete the number family triangles. Appendix 15: Number Families</p>  <p>Week 9: Matching Activity Match the multiplication and division questions together. Use your multiplication chart to help you. Watch the video on Seesaw to learn more about inverse operations. Appendix 19: Matching Activity</p> 
	<p style="text-align: center;">Number of the Day</p> <p>Choose at least one number: 21 421 3421 Represent the number in different ways.</p> <p>Appendix 20: Number of the Day</p> <p>Note: In Week 9, complete the same activity using the numbers below: 32 232 8232</p>	<p style="text-align: center;">Before and After</p> <p>Select up to four (number) cards from your deck of cards.</p> <ol style="list-style-type: none"> 1. Make the smallest number you can and write it in your book. 2. Now write the number that comes before and the number that comes after. 3. Repeat this activity four more times. 	<p style="text-align: center;">Greater than and Less than</p> <p>17 > 4 (17 is greater than 4) 21 < 28 (21 is less than 28) <i>Notice which way the arrow points.</i></p> <p>Answer these questions in your book, using the correct symbol.</p> <ol style="list-style-type: none"> 1. 45 ___ 16 2. 188 ___ 195 3. 312 ___ 490 4. 2689 ___ 2321 5. 12 673 ___ 24 120 <p>Note: In Week 9, make up five of your own and record in your book.</p>	<p style="text-align: center;">Before and After</p> <p>Select up to four (number) cards from your deck of cards.</p> <ol style="list-style-type: none"> 1. Make the largest number you can and write it in your book. 2. Now write the number that comes before and the number that comes after. 3. Repeat this activity four more times. 	<p style="text-align: center;">Number of the Day</p> <p>Choose at least one number: 31 631 5631 Represent the number in different ways.</p> <p>Appendix 20: Number of the Day</p> <p>Note: In Week 9, complete the same activity using the numbers below: 44 944 5944</p>

	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid	Access: Mathematics Enrichment Learning Grid
Break	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	Science Access: Science Enrichment Learning Grid	PDHPE Access: PDHPE Enrichment Learning Grid	Creative Arts Access: Creative Arts Enrichment Learning Grid	History/Geography Access: History/Geography Enrichment Learning Grid	Family Time or Free Play Enjoy an activity with your family or have some free play.
	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid	Hands on Learning Access: Hands on Enrichment Learning Grid

Appendix 1

Phonics/Spelling List

Week 8						
<p>Spelling Focus Sound: ir, ur, or, er</p> <p>These are all digraphs.</p>	Yellow		Blue		Green	
	girl	word	first	purple	thirteen	journey
	bird	term	third	heard	thirty	observe
	turn	fern	were	early	vertical	worthwhile
	burn		church	earth	service	Thursday
	work		return	world	turtle	purchase
	Sight words		Sight words		Sight words	
	over		those		reached	
	new		both		listen	
	sound		life		wind	
Week 9						
<p>Spelling Focus Sound: or, ore, a, aw, au</p> <p>'a' is a graph.</p> <p>'or', 'aw' and 'au' are all digraphs.</p>	Yellow		Blue		Green	
	for	four	forty	sport	because	thought
	born	walk	horse	warm	lawn	brought
	sort	small	form	water	fourth	corner
	more		north	draw	towards	haunted
	your		short	caught	transport	laundry
	Sight words		Sight words		Sight words	
	take		paper		covered	
	only		together		space	
	little		group		several	

Appendix 2

Modelled Planning - Recipe

Draw and fill out your own planning page in your scrap book. You may wish to make your meal to double check you have everything you need written on your page.

Here's my example:

<p>Ingredients</p> <ul style="list-style-type: none"> - 2 slices of bread - butter - 2 slices of ham - 1 slice of cheese - 1 tomato - salt - pepper 	<p>Utensils + appliances</p> <ul style="list-style-type: none"> - sandwich press - butter knife - sharp knife (for the tomato) - chopping board - spatula - plate 	<p>Method</p>
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Appendix 3

Modelled Composing – Recipe

Use the information in your planning page to help you write out your recipe. You can do this in your scrap book or your writing book. Here's my example:

ham cheese and tomato toastie

Ingredients

- 2 slices of bread
- 2 slices of ham
- 1 slice of cheese
- 1 tomato
- salt
- pepper

Utensils + appliances

- sandwich press
- butter knife
- sharp knife
(for the tomato)
- spatyoolar
- plate

Method

1. Get you're ingredients and utensils ready.
2. Turn on the sandwich press.
3. Place one slice of bread on the plate.
4. Place the ham on the bread.

5. Cut two slices of tomato on the chopping board with the sharp knife. Place the slices of tomato on top of the ham.
6. Put a little bit of salt and pepper on top of the tomato slices.
7. Place the slice of cheese on top of the tomato slices.
8. Place the other slice of bread on top of the cheese.
9. Butter the outer sides of both slices of bread with the butter knife.
10. Place your sandwich in the sandwich press and close the top.
11. When your sandwich is golden brown, use the spatyoolar to take it off the sandwich press and put it on the chopping board.

12. Cut your sandwich and wait a minute to let it cool.
13. Enjoy.

Appendix 4

Modelled Editing – Recipe

Reread your recipe. Do you have:

- Capital letters at the start of each sentence?
- Capital letters for any proper nouns?
- End marks at the end of each sentence (. ! ?)
- Correct spelling?'

Make any editing changes with **coloured pencil**. Here's my example:

**Ham, cheese and
tomato toastie**

<u>Ingredients</u>	<u>Utensils + appliances</u>
-2 slices of bread	- sandwich press
-2 slices of ham	- butter knife
-1 slice of cheese	- sharp knife
-1 tomato	(for the tomato)
- salt	- spatula
- pepper	- plate <i>spatula</i>

Method

1. Get *your* ingredients and utensils ready.
2. Turn on the sandwich press.
3. Place one slice of bread on the plate.
4. Place the ham on the bread.

5. Cut two slices of tomato on the *chopping* board with the sharp knife. Place the slices of tomato on top of the ham.
6. Put a little bit of salt and pepper on top of the tomato slices.
7. Place the slice of cheese on top of the tomato slices.
8. Place the other slice of bread on top of the cheese.
9. Butter the outer sides of both slices of bread with the butter knife.
10. Place your sandwich in the *s*andwich press and close the top.
11. When your sandwich is golden brown, use the *spatula* to take it off the sandwich press and put it on the *chopping* board.

12. Cut your sandwich and wait a minute to let it cool.
13. Enjoy!

Appendix 5

Modelled Revising – Recipe

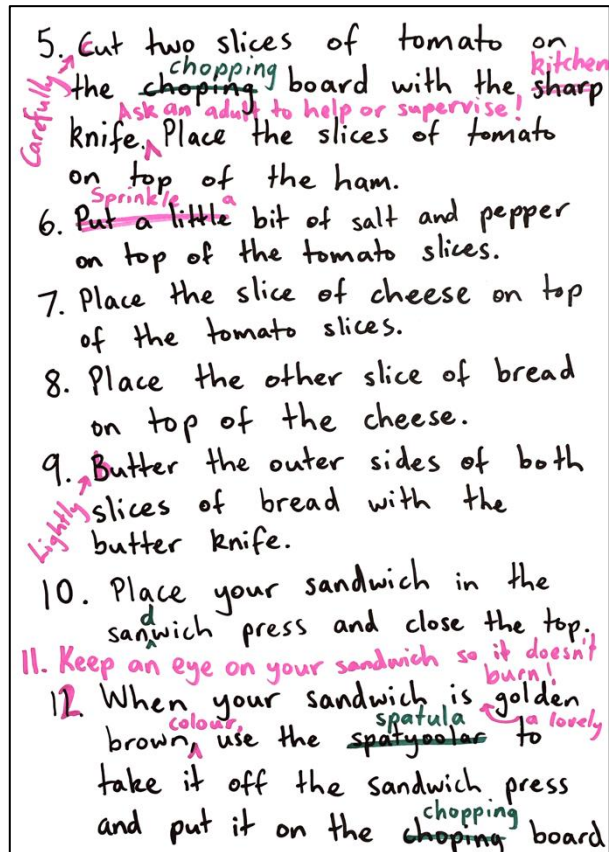
Reread your recipe. Do you have:

- Wow words? (Interesting words)
- An eye-catching text layout?
- Pictures?

Anything to add that you may have missed?

Make any revising changes with **coloured pencil**.

Here's my example:



Could you add any literary devices like:

- Alliteration? (Two or more words in a row beginning with the same sound) - **big brown beautiful bikkies!**
- Hyperbole? (Exaggeration) - Today we are making the best sandwich in the world!
- Similes? (Comparing something to something else to make a point) - This cake is as fluffy as a cloud!

Appendix 6

Modelled Publishing – Recipe

Publish your recipe so that it is ready to be presented! You could make it look like a recipe in an interesting cookbook or you could film yourself making the recipe on your very own cooking show! Here is my example:

The HECTIC HTC Toastie!

Ingredients

- 2 slices of bread
- 2 slices of ham
- 1 slice of cheese
- 1 tomato
- salt & pepper
- butter

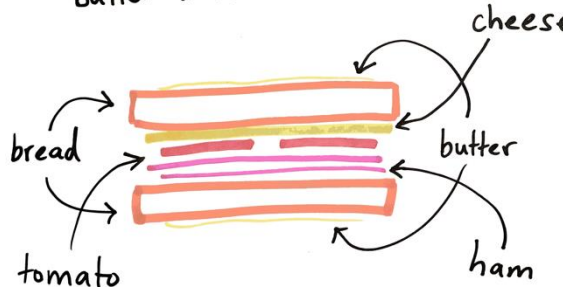
You will also need:

- a sandwich press
- a butter knife
- a kitchen knife
- a spatula
- a plate

Let's get **HECTIC!**

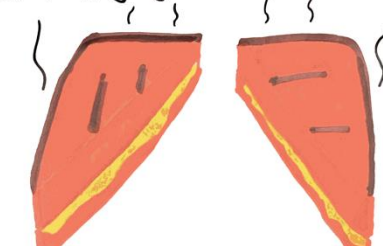
1. Get your ingredients and utensils ready.
2. Turn on the sandwich press.
3. Place one slice of bread on the plate.
4. Place the ham on the bread.
5. Carefully cut two slices of tomato on the chopping board with the kitchen knife. Ask an adult to help or supervise! Place the slices of

6. Sprinkle a bit of salt and pepper on top of the tomato slices.
7. Place the slice of cheese on top of the tomato slices.
8. Place the other slice of bread on top of the cheese.
9. Lightly butter the outer sides of both slices of bread with the butter knife.



10. Place your sandwich in the sandwich press and close the top.

11. Keep an eye on your sandwich so it doesn't burn!
12. When your sandwich is a lovely golden brown colour, use the spatula to take it off the sandwich press and put it on the chopping board.
13. Turn off the sandwich press.
14. Cut your sandwich however you like and wait a minute to let it cool. The tomato will be hotter than the surface of the Sun!
15. Enjoy your Hectic HTC Toastie!




Appendix 7

Modelled Planning – News Article

Draw and fill out your own planning page in your scrap book.

Here's my example based on the nursery rhyme *Hey Diddle Diddle (The Cow Jumped Over the Moon)*:

<p><u>Headline:</u> Holy Cow! Perseverance Pays for Brilliant Bovine Lucky Livestock's Lunar Leap</p>	<p>Courageous Cow's Gigantic Jump Courageous Cow's Cosmic Clearance</p>
<p><u>Who:</u> The cow, cat, fiddle, little dog, dish, spoon</p>	<p><u>What:</u> Jumped over the moon</p>
<p><u>Where:</u> A farm near Tenambit, NSW</p>	<p><u>When:</u> Early last Saturday morning (4.9.21)</p>
<p><u>How:</u> - She trained for months - It took all night (8 attempts)</p>	<p><u>Why:</u> - to be the 1st ever cow to do it - to get in the Guinness Book of World Records - fame - money</p>
<p><u>Adjectives:</u> unwavering brave courageous determined gritty tenacious single-minded</p>	<p><u>Picture:</u></p> 

Appendix 8

Modelled Composing – News Article

Use the information in your planning page to help you write your news article. You can do this in your scrap book or your writing book.


What I'm Looking For:

- A headline
- A by-line (your name)
- At least two paragraphs about the event you are writing about.
- A picture

Here's my example based on the nursery rhyme *Hey Diddle Diddle (The Cow Jumped Over the Moon)*:

Perseverance Pays for Brilliant Bovine
by Joe Bloggs

Onlookers were amazed to see a brave cow jump over the moon early on Saturday morning at a diary farm near Tenambit, NSW. The cow was very happy with her achievement. "I've always wanted to be the first cow to jump over the moon. I want to thank my couches-cat, fiddle, little dog, dish and spoon." Cat and fiddle described the event as "the biggest jump in farmyard history". But a lot of hard work went into this achievement. The successful jump was attempt number 8 after a long night of failed moon jumping.



It's been a long road, explained little dog. We've been training for months for this. I couldn't believe it when she did it. It looked like such fun, I just had to laugh. The cows team celebrated into the morning with music and dancing. Dish and spoon were unavailable for comment.

Appendix 9

Modelled Editing – News Article


Reread your news article. Do you have:

- Capital letters at the start of each sentence?
- Capital letters for any proper nouns?
- End marks at the end of each sentence (. ! ?)
- Correct spelling?

Make any editing changes with **coloured pencil**.

Here's my example based on the nursery rhyme *Hey Diddle Diddle (The Cow Jumped Over the Moon)*:

Perseverance Pays for Brilliant
Bovine by Joe Bloggs

Onlookers were amazed to see a brave cow jump over the moon early on Saturday morning at a ^{dairy} farm near Tenambit, NSW. 

The Cow was very happy with her achievement. "I've always wanted to be the first cow to jump over the moon. I want to thank my ^{coaches} - Cat, Fiddle, Little Dog, Dish and Spoon." Cat and Fiddle described the event as "the biggest jump in farmyard history".

But a lot of hard work went into this achievement. The successful jump was attempt number 8 after a long night of failed moon jumping.

"It's been a long road," explained Little Dog. "We've been training for months for this. I couldn't believe it when she did it. It looked like such fun, I just had to laugh!"

The Cow's team celebrated into the morning with music and dancing. Dish and Spoon were unavailable for comment.

Appendix 10

Modelled Revising – News Article


Reread your news article.

Could you add any literary devices like:

- Alliteration? (Two or more words in a row beginning with the same sound) - Perseverance Pays for Brilliant Bovine - Alliteration is often found in newspaper headlines.
- Emotive language? (strong words to make the reader feel a particular way) - Fantastic, terrible, astonishing etc.
- Puns? - Jokes using words or phrases that have more than one meaning - The Cow was over the moon with her cosmic achievement.

Make any revising changes with **coloured pencil**. Here's my example based on the nursery rhyme *Hey Diddle Diddle (The Cow Jumped Over the Moon)*:

Perseverance Pays for Brilliant Bovine
by Joe Bloggs



Onlookers were amazed to see a ^{courageous} brave cow jump over the moon early on Saturday morning at a ^{dairy} farm near Tenambit, NSW. The Cow was ^{over the moon} ~~very~~ happy with her ^{cosmic} achievement. "I've always wanted to be the first cow to jump over the moon. I want to thank my ^{coaches} coaches - Cat, Fiddle, Little Dog, Dish and Spoon." Cat and Fiddle described the event as "the ^{most amazing leap} ~~biggest~~ jump in farmyard history". But a lot of hard work went into this ^{incredible feat} achievement. The successful jump was attempt number 8 after a long night of failed ~~moon~~ jumping. ^{lunar leaping}

"It's been a long road," explained Little Dog. "We've been training for months for this. I couldn't believe it when she did it. It looked like such fun, I just had to laugh!"

The Cow's team celebrated into the morning with music and dancing. Dish and Spoon were unavailable for comment.

Appendix 11

Modelled Publishing – News Article

Publish your news article so that it is ready to be presented! You could make it look like a proper news article by writing it out again neatly or online at

<https://newspaper.jaguarpaw.co.uk/>

Or you could film yourself reading the news out on your very own news show!

Here are my examples based on the nursery rhyme *Hey Diddle Diddle (The Cow Jumped Over the Moon)*:

The Barnyard Bugle

23 AUG 2021

Perseverance Pays for Brilliant Bovine

By JOE BLOGGS

Onlookers were amazed to see a courageous cow jumping over the moon early last Saturday morning at a dairy farm near Tenambit, NSW. The Cow was over the moon with her cosmic achievement. "I've always wanted to be the first cow to jump over the moon. I just want to thank my coaches: Cat, Fiddle, Little Dog, Dish and Spoon". Cat and the fiddle described the event as "the most amazing leap in farmyard history". But a lot of hard work went into this incredible feat. The successful jump was attempt number 8, after a long night of failed lunar leaping. "It's been a long road," explained Little Dog. "We've been training for months for this. I couldn't believe it when she did it. It looked like such fun, I just had to laugh!" The Cow's team celebrated into the morning with music and dancing. Dish and Spoon were unavailable for comment.

day that bad weather had contributed to this season's poor showing, most notably when a cargo of 150 moose were swept out into the Indian ocean in a monsoon.

Yet again the global demand for moose will be met largely by the US and Canada. The recession-hit States is taking comfort in its moose growth figures with gross production expected to break 700,000 and net exports to grow by 2%. The worldwide dominance of Canada shows no signs of abating though with this year's moose population expected to match last year's record figures of one hundred million billion.

Europe's rise as an international moose power will slow slightly this year as a response to the European Union's move towards standardising the European moose. Stringent quality controls are holding back the development of the eastern european populations compared to last year when they contributed significantly to europe's strong growth figures.

Norway, which is not an EU member but has observer status, strengthened in numbers relative to the Euro area with numbers of Norwegian moose, known locally as elk, expected to rise for the tenth consecutive year, particularly thanks to a strong showing in the last quarter.

As moose season reaches its close, researchers world wide are turning to science in an attempt to boost next year's figures. NASA stunned the scientific community today with the announcement of their discovery that the moon is significantly smaller than previously believed. This conclusion, which is the conclusion of a ten-year collaborative project, will have profound implications for the moose community as the gravitational field is now known to be of the right strength to support moose in orbit.

According to John Johnson, head of the NASA Moon Sizing Experiment the first delivery of moose into low moon orbit could be achieved as early as the third quarter of next year.

By BOB O'BOSTON

The UN-sponsored International Moose Census got off to a flying start today with hopes for an increase in the worldwide moose population compared to last year's disappointing figures. Among the traditional early reporters were Egypt, returning figures of six moose, a twenty percent increase on 2011's figures of five, and Uruguay whose moose population remains stable at eleven.

According to Robbie McRobson, head of the UN Moose Preservation Council, worldwide moose numbers are expected to grow markedly on last year due to the traditional moose strongholds of Canada and the United States, with the larger developing moose ecologies also poised to make gains. The largest percentage increase in moose will likely come from China, says McRobson. The Chinese government has invested heavily in moose infrastructure over the past decade, and their commitment to macrofauna is beginning to pay dividends". Since 2004 China has expanded moose pasture from 1.5% of arable land to nearly 3.648% and moose numbers are expected to rise to 60,000 making China a net moose exporter for the first time. This is good news for neighbouring Mongolia, a barren moose-wasteland whose inhabitants nonetheless have an insatiable desire for the creatures. The increase in Beijing-Ulanbataar trade is anticipated to relieve pressure on the relatively strained Russian suppliers, but increase Mongolia's imbalance of trade with its larger neighbour.

Historically the only competitor to China in the far eastern moose markets has been Singapore but the tiny island nation is set to report a net loss, expecting a decrease of more than five percent on last year's 50,000 moose counted. The head of Singapore's Agency for Agriculture, Jing-Feng Lau, explained to an incredulous Singaporean parliament yesterday

Reuters

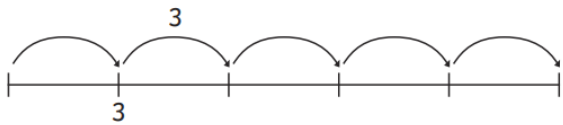
International Moose Count Underway

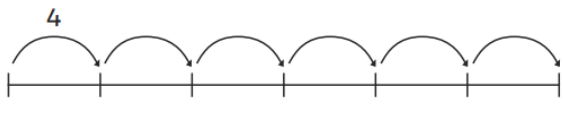


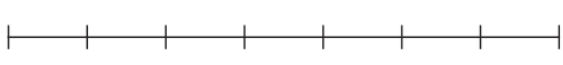
Appendix 12

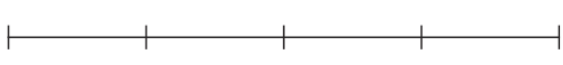
Repeated Addition

Multiplication Using a Number Line

1. $5 \times 3 =$ 

2. $6 \times 4 =$ 

3. $7 \times 5 =$ 

4. $4 \times 8 =$ 

5. $9 \times 3 =$ 

6. $10 \times 7 =$ 

7. $4 \times 9 =$ 

8. $5 \times 6 =$ 

\times	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Appendix 13

Division Facts



Division Facts

Sheet 1

Fact 2

- | | |
|-------------------|-------------------|
| 1) $38 \div 2 =$ | 2) $4 \div 2 =$ |
| 3) $16 \div 2 =$ | 4) $26 \div 2 =$ |
| 5) $40 \div 2 =$ | 6) $34 \div 2 =$ |
| 7) $10 \div 2 =$ | 8) $2 \div 2 =$ |
| 9) $24 \div 2 =$ | 10) $28 \div 2 =$ |
| 11) $6 \div 2 =$ | 12) $18 \div 2 =$ |
| 13) $12 \div 2 =$ | 14) $30 \div 2 =$ |
| 15) $22 \div 2 =$ | 16) $8 \div 2 =$ |
| 17) $36 \div 2 =$ | 18) $20 \div 2 =$ |
| 19) $14 \div 2 =$ | 20) $32 \div 2 =$ |

Appendix 14

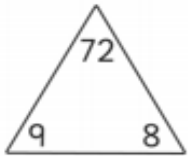
Division Number Line

- $8 \div 2 =$
- $9 \div 3 =$
- $12 \div 4 =$
- $12 \div 3 =$
- $18 \div 3 =$
- $18 \div 6 =$
- $36 \div 3 =$
- $48 \div 4 =$

Appendix 15

Number Families

Number Families



$$\boxed{9} \times \boxed{8} = \boxed{72}$$

$$\boxed{8} \times \boxed{9} = \boxed{72}$$

$$\boxed{72} \div \boxed{9} = \boxed{8}$$

$$\boxed{72} \div \boxed{8} = \boxed{9}$$

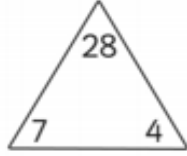


$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

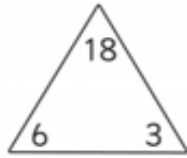


$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$



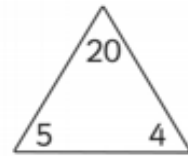
$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

Number Families

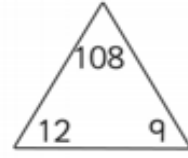


$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

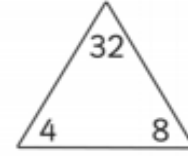


$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

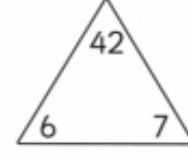


$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$



$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

Appendix 16

Colour by Product

Name: _____

COLOR BY PRODUCT

8, 55 black 21, 30
 12, 18 green 24, 40
 16, 20 orange 36, 48

Appendix 17

Division Using Repeated Subtraction

Using Repeated Subtraction to Find Division Quotients

Directions: Use repeated subtraction to solve the following division problems.

Division Problem	Repeated Subtraction	Answer
Example: $27 \div 9$	$27 - 9 = 18$ $18 - 9 = 9$ $9 - 9 = 0$	3
$32 \div 8$		
$44 \div 11$		
$36 \div 6$		
$28 \div 4$		
$16 \div 8$		
$18 \div 3$		

Appendix 18

Division Using Arrays

Division Using Arrays

Write two division sentences for each array.
The first one has been done for you.

$12 \div 4 = 3$ $12 \div 3 = 4$		

Can you think of a different calculation and draw your own array?

Appendix 19

Matching Activities

Matching Equivalent Multiplication and Division Number Sentences

I can correctly identify and match equivalent multiplication and division number sentences (ACMNA121).

Draw a line to correctly connect the equivalent multiplication and division number sentences.

3×6	$20 \div 4$
5×10	$77 \div 11$
4×5	$48 \div 12$
9×3	$16 \div 2$
8×2	$27 \div 9$
7×3	$36 \div 4$
11×7	$50 \div 5$
12×4	$30 \div 5$
5×6	$21 \div 7$
4×9	$18 \div 3$

Choose 4 of the equivalent number sentences to write out with the answers.

Example: $4 \times 6 = 24$ and $24 \div 4 = 6$

1. _____
2. _____
3. _____
4. _____

Write 3 different equivalent multiplication and division number sentences.

Appendix 20

Number of the Day

