




Daily Learning Tasks: Green

Weeks 10 – 1



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.		<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>
If the school is requested to close:		
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.		<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>
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.		
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: Green

Weeks 10 – 1

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	<p>Phonics/Spelling</p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Appendix 1: Phonics/Spelling List</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> Write all core list words and all sight words in your exercise book. <p>Write 3 words from the extension list in your exercise book.</p> <ol style="list-style-type: none"> Complete today's activity on Seesaw: Phonics/Spelling activity <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> Rewrite your core list words and circle the sound that is the weekly focus. Then rewrite your sight words and circle the vowels. Complete today's activity on Seesaw: Phonics/Spelling activity <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> Add or change suffixes (word endings) to make as many new words as you can. <p>Example: <i>hard - harder, hardest, harden, hardening.</i> <i>stuff - stuffy, stuffier, stuffiest</i></p> <ol style="list-style-type: none"> Complete today's activity on Seesaw: Phonics/Spelling activity  <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> Write three sentences of your choice. Circle the verbs in the sentence. Complete today's activity on Seesaw: Phonics/Spelling activity <p>Appendix 1: What is a verb?</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Read over the phonics/spelling core list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> Write a silly sentence using some of your spelling words. <p><i>Can you include 2 or more words from your spelling list in the one sentence?</i></p> <p>Illustrate your silly sentences and then read them to someone.</p>  <ol style="list-style-type: none"> Complete today's activity on Seesaw: Phonics/Spelling activity <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>
	<p>Reading</p> <p>Read aloud with a parent/ carer.</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 aloud with a parent/ carer.</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 aloud with a parent/ carer.</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 aloud with a parent/ carer.</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 aloud with a parent/ carer.</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>Building Background Knowledge for Writing</p> <p>Week 10, Term 3</p> <p><i>Let's learn about plants. Plants are living things that come in all shapes and sizes. Plants are different from animals in one very important way – they can make food for themselves from sunlight. Animals can't do this.</i></p> <p>With a parent/carer find a plant to carefully dig up (this could be a weed or a plant from your garden). Wash off the dirt and observe the plant. Think about how it began.</p>	<p>Drawing for Writing: What is a plant and what does it need to grow?</p> <p>Week 10, Term 3</p> <p><i>Over the next two weeks we are going to write another information report. An information report includes facts about a particular topic. This time we will write an information report about plants.</i></p> <p>On a new page in your scrapbook, draw a line across the page to represent ground level. Underneath this line draw a seed.</p> <p>With a parent/carer, read through:</p> <p>Appendix 2: What does a seed need to grow?</p> <p>Add these things to your drawing.</p> <p>Appendix 4: WILF</p>	<p>Drawing for Writing: What does it look like?</p> <p>Week 10, Term 3</p> <p><i>Let's think more about your seed growing.</i></p> <p>On a new page in your scrapbook, draw a line across the page to represent ground level. Underneath this line draw a seed. Now add what would happen over time if your seed was given all the things it needs. You might like to observe a specific plant in your backyard to draw these details, both above and below the ground.</p> <p>Appendix 4: WILF</p> 	<p>Drawing for Writing: What is it used for?</p> <p>Week 10, Term 3</p> <p><i>Now think about what or who might use your plant. What would it be used for once it is fully grown?</i></p> <p>With a parent/carer, read through:</p> <p>Appendix 3: What are plants used for?</p> <p>On the next page in your scrapbook, draw a detailed, fully grown plant showing some things that you or others (including animals) might be able to use from the plant e.g. flowers, leaves, fruit, vegetables, grains etc.</p> <p>Appendix 4: WILF</p>	<p>Planning for Writing</p> <p>Week 10, Term 3</p> <p><i>Look closely at the pictures you have drawn this week.</i></p> <p>Label your pictures with descriptive words and phrases to describe the important details that you would like to include in your written information report about plants.</p> <p>Appendix 4: WILF</p> 

	<p>Composing/Drafting Writing: What is a plant and what does it need to grow? Week 1, Term 4</p> <p>Let's use our drawings from Week 10, Term 3 to write our information report.</p> <p>Write 'Plants' as a title in your exercise book.</p> <p>Use your first picture plan from Day 2, Week 10 to write a few quality sentences about what a plant is and what it needs to grow.</p> <p>Appendix 5: WILF</p>  <p>Access: Writing Enrichment Learning Grid</p>	<p>Composing/Drafting Writing: What does it look like? Week 1, Term 4</p> <p>Following on from your writing yesterday:</p> <p>Look at your second picture plan from Day 3, Week 10.</p> <p>Start on a new line and write a few quality sentences describing what happens to the plant once it's given all the things it needs to grow. Ensure you explain what has happened above and below the ground.</p> <p>Appendix 5: WILF</p> <p>Access: Writing Enrichment Learning Grid</p>	<p>Composing/Drafting Writing: What is it used for? Week 1, Term 4</p> <p>Following on from your writing yesterday:</p> <p>Look at your final picture plan from Day 4, Week 10.</p> <p>Start on a new line and write a few quality sentences about how the plant is used. Explain what parts of the plant are useful and for whom.</p> <p>Start on a new line and write a quality sentence explaining why you like plants to conclude your information report.</p> <p>Appendix 5: WILF</p> <p>Access: Writing Enrichment Learning Grid</p>	<p>Revising/Editing Writing Week 1, Term 4</p> <p>With a parent/carer, reread your information report and consider how it may be improved.</p> <ol style="list-style-type: none"> 1. Check you have the correct punctuation. 2. Can you include more adjectives (describing words)? 3. Have you used joining words (and, so, but, or, because) to make compound sentences? 4. Can you write some additional facts to enhance your writing? <p>Appendix 5: WILF</p> <p>Access: Writing Enrichment Learning Grid</p>	<p>Publishing Writing Week 1, Term 4</p> <p>Reread your revised/edited information report.</p> <p>Starting on a new page of your exercise book, write your information report.</p> <p>Concentrate on neat handwriting and quality.</p> <p>Record yourself reading your report to your teacher. Also talk about:</p> <ol style="list-style-type: none"> 1. Something you did well. 2. Something you could improve on.  <p>Access: Writing Enrichment Learning Grid</p>
Break	<p>Access: Brain Breaks Enrichment Learning Grid</p>				
Middle	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>

	<p>Number of the Day Choose at least one number:</p> <p>65 71 345 871 3570</p> <p>Represent the number using numerals, words, MAB blocks and number sentences.</p> <p>Appendix 6: Number of the Day</p>  <p>Note: In Week 1, Term 4 complete the same activity using the numbers below:</p> <p>21 95 153 256 1409</p>	<p>Counting Practice Skip counting by 5s</p> <p>Count forwards by 5s starting from:</p> <ul style="list-style-type: none"> • 25 (25, 30, 35...) • 60(60, 65, 70...) • 150 (150, 155 , 160...) • 2155 (2155, 2160...) <p>You can use your hundreds chart to assist you.</p> <p>Appendix 7: Hundreds Chart</p> <p>Note: In Week 1, Term 4 complete the same activity using the numbers below:</p> <p>15 90 745 3305</p>	<p>Number of the Day Choose at least one number:</p> <p>58 91 715 911 3090</p> <p>Represent the number using numerals, words, MAB blocks and number sentences.</p> <p>Appendix 6: Number of the Day</p> <p>Note: In Week 1, Term 4 complete the same activity using the numbers below:</p> <p>60 96 370 802 6029</p>	<p>Counting Practice Skip counting by 5s</p> <p>Count backwards by 5s starting from:</p> <ul style="list-style-type: none"> • 25 (25, 20, 15...) • 60 (60, 55, 50...) • 150 (150, 145, 140...) • 2155 (2155, 2150...) <p>You can use your hundreds chart to assist you.</p> <p>Appendix 7: Hundreds Chart</p> <p>Note: In Week 1, Term 4 complete the same activity using the numbers below:</p> <p>25 55 160 645 1380</p>	<p>Number of the Day Choose at least one number:</p> <p>43 79 211 752 3470</p> <p>Represent the number using numerals, words, MAB blocks and number sentences.</p> <p>Appendix 6: Number of the Day</p>  <p>Note: In Week 1, Term 4 complete the same activity using the numbers below:</p> <p>31 75 606 710 2251</p>												
	<p>Addition Problems</p> <p>Solve these addition problems using the jump strategy or another strategy you can use.</p> <p>Remember to show your working.</p> <table border="1" data-bbox="237 903 598 963"> <tr> <td>$33 + 5 =$</td> <td>$77 + 9 =$</td> <td>$97 + 4 =$</td> </tr> </table> <p>Appendix 8: Jump Strategy and Split Strategy</p>  <p>Note: In Week 1, Term 4 complete the same activity using the problems below:</p> <table border="1" data-bbox="237 1233 598 1294"> <tr> <td>$16 + 4 =$</td> <td>$66 + 7 =$</td> <td>$86 + 7 =$</td> </tr> </table> 	$33 + 5 =$	$77 + 9 =$	$97 + 4 =$	$16 + 4 =$	$66 + 7 =$	$86 + 7 =$	<p>Equal Groups</p> <p>Count out 35 objects (counters, buttons, rocks etc).</p> <p>Sort the objects into:</p> <ul style="list-style-type: none"> • Five equal groups • Seven equal groups <p>Record an array for each group and record the repeated addition.</p> <p>Appendix 9: Equal Groups & Repeated Addition</p> <p>Note: In Week 1, Term 4 count out 45 objects and repeat the activity above</p> <p>Sort into:</p> <ul style="list-style-type: none"> • Three equal • Five equal groups • Nine equal groups. <p>Can you make other equal groups? Record your answers.</p>	<p>Subtraction Problems</p> <p>Solve these subtraction problems using the jump strategy or another strategy you can use.</p> <p>Remember to show your working.</p> <table border="1" data-bbox="1021 903 1382 963"> <tr> <td>$17 - 6 =$</td> <td>$87 - 6 =$</td> <td>$79 - 9 =$</td> </tr> </table> <p>Appendix 8: Jump Strategy and Split Strategy</p>  <p>Note: In Week 1, Term 4 complete the same activity using the problems below:</p> <table border="1" data-bbox="1021 1233 1382 1294"> <tr> <td>$50 - 7 =$</td> <td>$74 - 7 =$</td> <td>$90 - 3 =$</td> </tr> </table>	$17 - 6 =$	$87 - 6 =$	$79 - 9 =$	$50 - 7 =$	$74 - 7 =$	$90 - 3 =$	<p>Equal Groups</p> <p>Count out 45 objects (counters, buttons, rocks etc).</p> <p>Sort the objects into:</p> <ul style="list-style-type: none"> • Three equal groups • Five equal groups • Nine equal groups <p>Record an array for each group and record the repeated subtraction.</p> <p>Appendix 9: Equal Groups & Repeated Subtraction</p> <p>Note: In Week 1, Term 4 count out 30 objects and repeat the activity above.</p> <p>Sort into:</p> <ul style="list-style-type: none"> • Two equal groups • Three equal groups • Five equal groups <p>Can you make other equal groups? Record your answers.</p> 	<p>Family Number Guess</p> <p>One person chooses a 2-, 3- or 4-digit number. The other person asks questions to try and guess the number.</p> <p>Questions: Is it higher than...? Is it lower than ...? Is it an odd number? Is it an even number?</p> <p>Note: In Week 1, Term 4 repeat the activity from the previous week.</p>
$33 + 5 =$	$77 + 9 =$	$97 + 4 =$															
$16 + 4 =$	$66 + 7 =$	$86 + 7 =$															
$17 - 6 =$	$87 - 6 =$	$79 - 9 =$															
$50 - 7 =$	$74 - 7 =$	$90 - 3 =$															

	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 & Technology Access: Science & Technology Enrichment Learning Grid	PDHPE Access: PDHPE Enrichment Learning Grid	Creative Arts Access: Creative Arts Enrichment Learning Grid	History 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

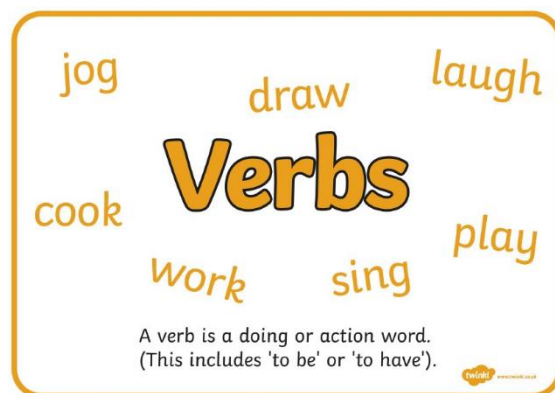
Appendix 1

Phonics/Spelling List

Week 10 – 'oa' digraph		
Rule: this is called a vowel digraph. Vowel digraphs are two vowels that when placed together generate one sound. This includes vowel digraphs formed by two different vowels like 'oa' in 'boat'. If we hear the long o sound in the middle of a word, we use 'oa'.		
Core List	Extension List	Sight Words
boat coat moan goat road coast	coach cloak floats groaned roasted toasted	where said shouted

Week 1 – 'igh'		
Rule: this is called a trigraph. In a trigraph, three letters work together to make one sound. In this case, 'igh' makes the long 'i' sound		
Core List	Extension List	Sight Words
high sigh light sight right bright	frightens mighty nightmare lightning brightened sighted	yelled because should

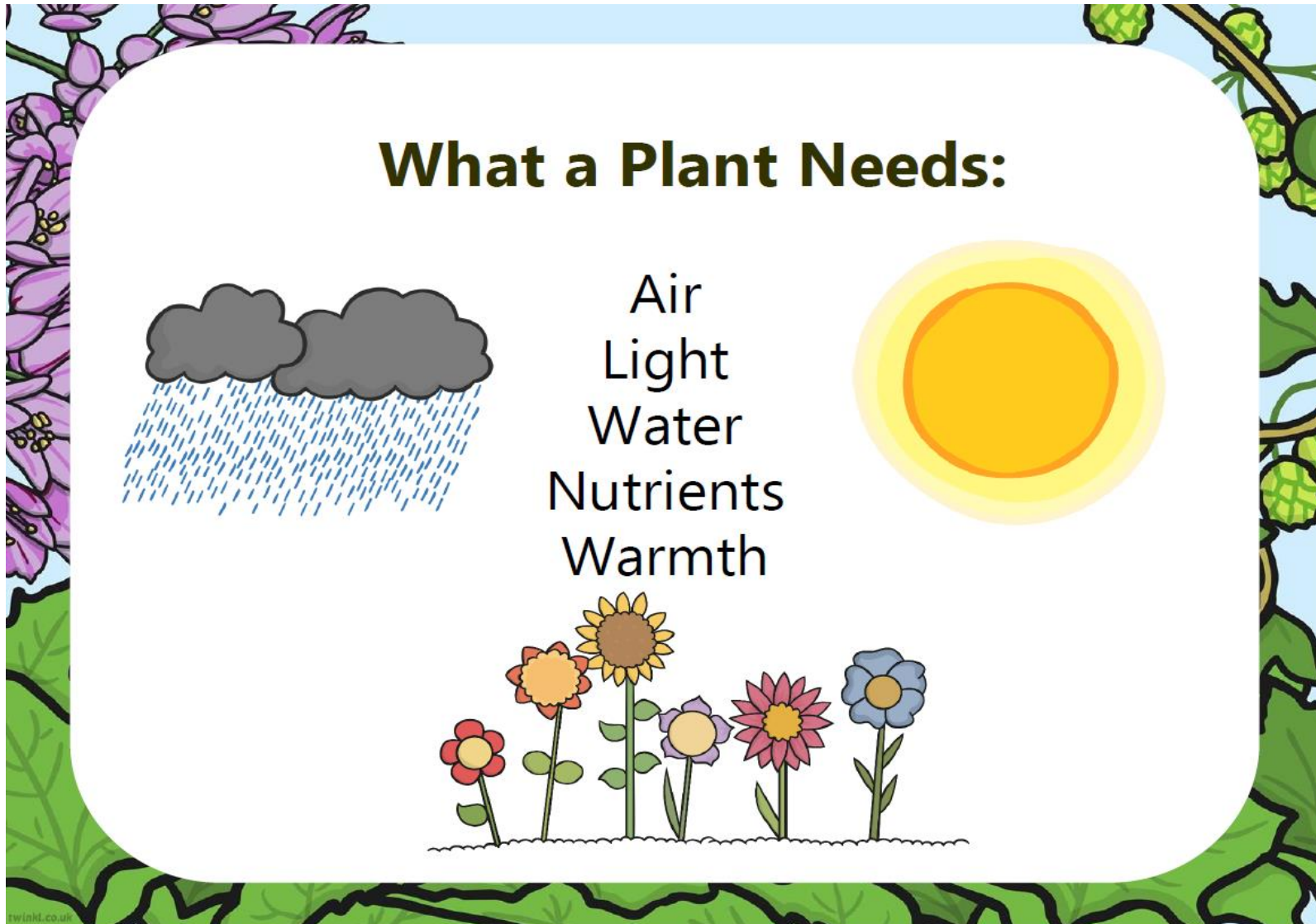
What is a verb?



Appendix 2

What Does A Seed Need To Grow?

(Sourced from twinkl.com.au)



Roots

Plants have different parts to them, just like you. We have different body parts such as arms, legs and a mouth.

A plant has different parts too and they all do different jobs.

The roots of a plant anchors the plant in the ground and without roots a plant would fall over.

Roots are also take in nutrients and water from the soil.

Can you see the roots on this plant?



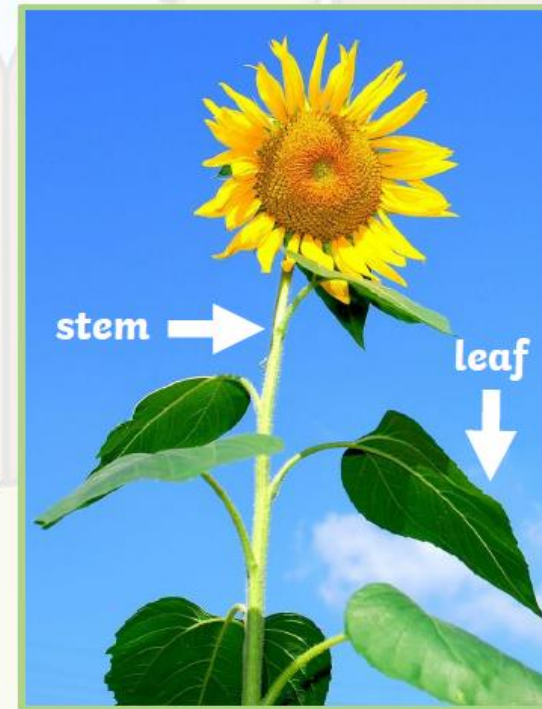
Stems and Leaves

Stems help support the plant and keep it upright. Water and food are taken up from the roots and transported through the stem.

Leaves are very important as they make food for the plants. Leaves are made to catch the sunlight as plants need sunlight to make food. This process is called **photosynthesis**.

Leaves come in all sizes and shapes. They have openings to allow carbon dioxide to enter. Leaves are usually green but some leaves are different colours.

Look for the stems and leaves on the plant.



Flowers

Flowers look pretty and come in lots of different colours. They can also smell lovely.

These colours and smells are important because they attract bees birds and butterflies which **pollinate** the plant.

The plant will then produce seeds or fruit.

Point to the flowers.



Appendix 3

What Are Plants Used For?

Oxygen and clean air to breathe



What are plants used for?

Shade for humans and animals



Ingredients for medicines



Food for humans and animals



Fabric for clothing



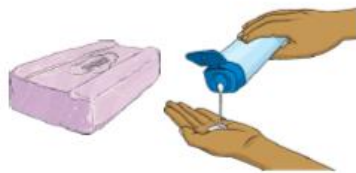
Timber for buildings and habitats for animals



Wood for fires to cook or give warmth



Ingredients for shampoos, perfumes and soaps



Rubber for car tyres



Decorations and gifts



Pollen for bees



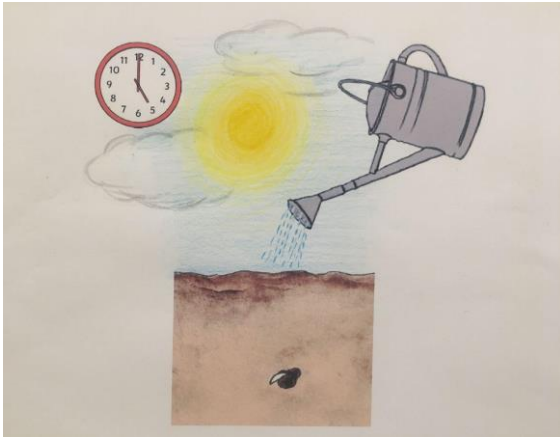
Appendix 4

Writing – WILF (examples only)

What I'm looking for (WILF)

Drawing for Writing

Day 2: Week 10: What is a plant and what does it need to grow?



Day 3: Week 10: What does it look like?

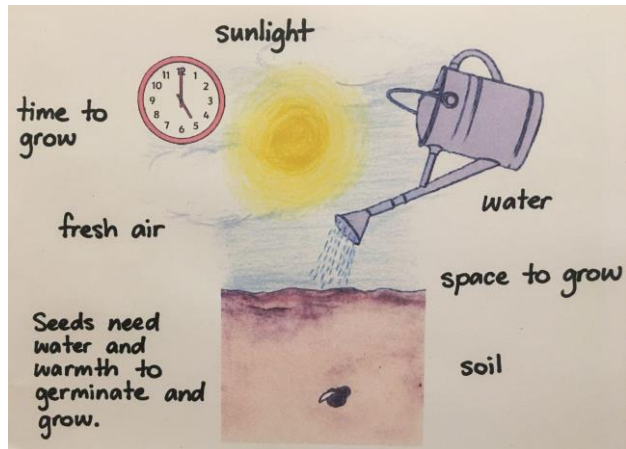


Day 4: Week 10: What is it used for?

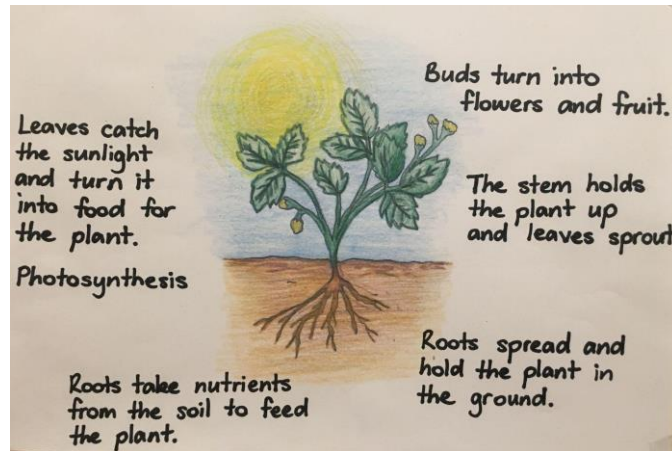


Planning for Writing

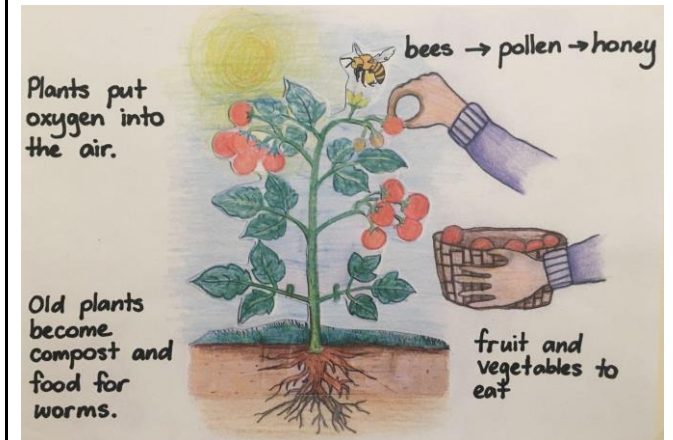
Day 5: Week 10: What is a plant and what does it need to grow?



Day 5: Week 10: What does it look like?

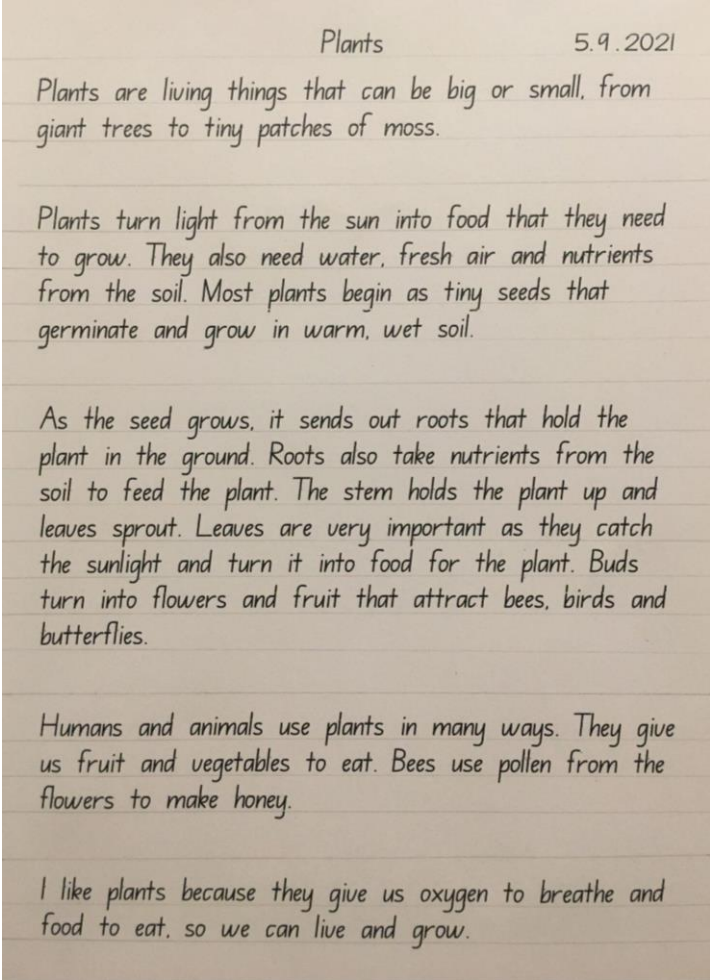


Day 5: Week 10: What is it used for?



Appendix 5

Writing - WILF

What I'm looking for (WILF)	
Composing/Drafting Writing (example only)	Composing/Drafting Writing
 <p style="text-align: center;">Plants 5.9.2021</p> <p>Plants are living things that can be big or small, from giant trees to tiny patches of moss.</p> <p>Plants turn light from the sun into food that they need to grow. They also need water, fresh air and nutrients from the soil. Most plants begin as tiny seeds that germinate and grow in warm, wet soil.</p> <p>As the seed grows, it sends out roots that hold the plant in the ground. Roots also take nutrients from the soil to feed the plant. The stem holds the plant up and leaves sprout. Leaves are very important as they catch the sunlight and turn it into food for the plant. Buds turn into flowers and fruit that attract bees, birds and butterflies.</p> <p>Humans and animals use plants in many ways. They give us fruit and vegetables to eat. Bees use pollen from the flowers to make honey.</p> <p>I like plants because they give us oxygen to breathe and food to eat, so we can live and grow.</p>	<ol style="list-style-type: none"> 1. Title of your writing and date 2. Capital letters and full stops 3. Spaces between words 4. Adjectives (describing words: prickly, spikey, rough, thin, straight) 5. The information in the report is real (factual) 6. Similar facts about the topic are grouped/ organised into paragraphs 7. Your writing makes sense <p>An adult can help you with topic words e.g. soil, leaves, petals, sunlight, oxygen, pollen.</p>

Revising/Editing Tools

WALT edit our writing using the editing guide.

WILF



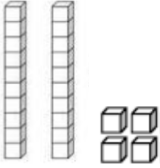
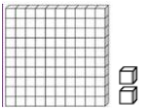
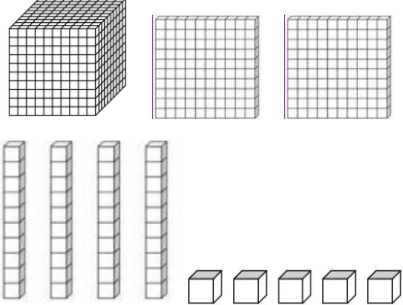
Self-Editing

- Use a coloured pencil
- Circle incorrect spelling
- Correct punctuation and capital letters
- Insert missing words - *the wind^{was} strong*
- New paragraph - *[Suddenly...*
- No erasers or white-out



Appendix 6

Number of the Day

Numerals	Words	MAB Blocks	Number Sentence
24	twenty-four		$20+4=24$
102	one hundred and two		$50+50+2=102$
1,245	one thousand, two hundred and forty-five		$1,000+200+40+5=1,245$

Appendix 7

Hundreds Chart



The image shows a hundreds chart titled "Our Hundreds Chart". The title is written in a colorful, playful font. Below the title is a 10x10 grid of numbers from 1 to 100. The numbers are arranged in rows of 10, starting from 1 in the top-left corner and ending with 100 in the bottom-right corner. The grid is enclosed in a teal border.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

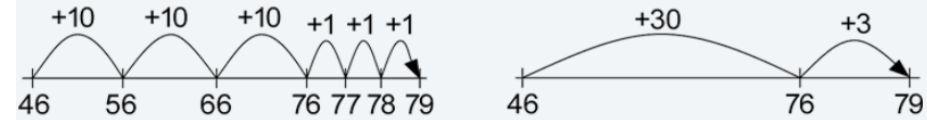
Note: You should have a Hundreds Chart in your Resource Pack. If not, please inform your teacher.

Appendix 8

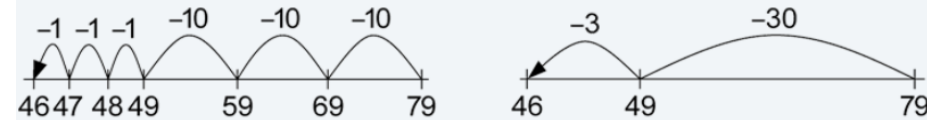
Jump Strategy

Jump strategy on a number line – an addition or subtraction strategy in which the student places the first number on an empty number line and then counts forward or backwards, first by tens and then by ones, to perform a calculation. (The number of jumps will reduce with increased understanding.)

Jump strategy method: eg $46 + 33$



Jump strategy method: eg $79 - 33$



Split Strategy (Note: Some students may need additional support using this strategy)

$$\begin{array}{r}
 56 + 33 = \\
 \begin{array}{cc}
 \swarrow \quad \searrow & \swarrow \quad \searrow \\
 50 \quad 6 & 30 \quad 3
 \end{array} \\
 50 + 30 = 80 \\
 6 + 3 = 9 \\
 80 + 9 = 89
 \end{array}$$

Appendix 9

Equal Groups

16

Two equal groups



2 rows of 8 is 16

$$2 \times 8 = 16$$

Four equal groups



4 rows of 4 is 16

$$4 \times 4 = 16$$

Repeated Addition

Multiplication Strategies

Repeated Addition

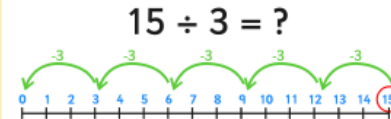
$$5 + 5 + 5 = 15$$

$$3 \times 5 = 15$$

Division Strategies

Repeated Subtraction

You can use repeated subtraction to see how many times a smaller number goes into a bigger one.



The number of times you can take 3 from 15 is 5.

$$15 - 3 - 3 - 3 - 3 - 3 = 0$$

$$15 \div 3 = 5$$

Repeated Subtraction