




## Daily Learning Tasks: Green

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.





<b>How do I contact my teacher?</b>		<b>Screen Time Recommendations</b>  Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning).  <b>Supervision of Online Learning</b>  If your child is accessing online learning activities, please ensure your child is supervised.
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.		
<b>If you are self-isolating:</b>		
Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		<b>Brain Breaks</b>  Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
<b>If the school is requested to close:</b>		
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.		<b>What learning is taking place at school?</b>  Students who are at school participate in the same Learning Units that are used at home.
<b>Please note:</b>		
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.		
<b>End of week check:</b>	<b>Key:</b>	
Has my teacher seen my learning this fortnight? If not, please send some of your learning to your teacher via Seesaw or another agreed method.	<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>	



## Daily Learning Tasks: Green

## Weeks 8 – 9

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Morning</b>	<p><b>Phonics/Spelling</b></p> <p>1. Read over the phonics/spelling core list for the corresponding week.</p> <p><b>Appendix 1: Phonics/Spelling List</b></p> <p>2. Select at least 4 words from the core list.</p> <p>3. Write your words in your exercise book.</p> <p>3. <b>Optional:</b> Select 2 or more words from the extension list. Write your words in your exercise book.</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Rewrite your spelling words and circle the sound that is the weekly focus.</p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Add or change suffixes (word endings) to make as many new words as you can.</p> <p>Example: <i>hard - harder, hardest, harden, hardening.</i> <i>stuff - stuffy, stuffier, stuffiest</i></p>  <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write three sentences of your choice. Circle the verbs in the sentence.</p> <p><b>Appendix 1: What is a verb?</b></p> <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p><b>Phonics/Spelling</b></p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write a silly sentence using some of your spelling words.</p> <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>  <p>Access: Phonics/ Spelling Enrichment Learning Grid</p>
	<p><b>Reading</b></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><b>Reading</b></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><b>Reading</b></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><b>Reading</b></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><b>Reading</b></p> <p>Enjoy a book on your own.</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><b>Building Background Knowledge for Writing Week 8</b></p> <p><i>Let's learn about different species of animals and the similarities and differences between them.</i></p> <p>With a parent/carer, read through: <b>Appendix 2: Animal Classification Fact Sheets</b></p> <p>Use the information you have read to tick the statements that are true for each type of animal: <b>Appendix 3: Classifying Animals</b></p> <p>Note: If you don't have a paper copy, then ask your parent/carer to draw the table in your workbook for you to tick.</p> <p><b>Composing/Drafting Writing: What is it and what does it look like? Week 9</b></p> <p><i>Let's use our drawings from last week to write our information report.</i></p> <p>Write the name of your animal as a title in your exercise book.</p> <p>Use your first picture plan from Day 2, Week 8 to write a few quality sentences about what your animal is and what it looks like (its appearance).</p> <p><b>Appendix 5: WILF</b></p> 	<p><b>Drawing for Writing: What is it and what does it look like? Week 8</b></p> <p><i>Over the next two weeks we are going to learn how to write an information report.</i></p> <p><i>An information report includes facts about a particular topic.</i></p> <p><i>We will write an information report about an animal.</i></p> <p>Look at the Classifying Animals Grid you completed yesterday and choose one specific animal e.g. elephant, lion, eagle, snake, crocodile etc.</p> <p>Draw a detailed picture of your animal in your scrapbook.</p> <p><b>Appendix 4: WILF</b></p> <p><b>Composing/Drafting Writing Where does it live? Week 9</b></p> <p>Following on from your writing yesterday:</p> <p>Look at your second picture plan from Day 3, Week 8.</p> <p>Start on a new line and write a few quality sentences about where your animal lives (its habitat).</p> <p><b>Appendix 5: WILF</b></p>	<p><b>Drawing for Writing: Where does it live? Week 8</b></p> <p><i>Let's think more about our animal.</i></p> <p>Draw a detailed picture to show the environment (habitat), which is where your animal lives.</p> <p><b>Appendix 4: WILF</b></p>  <p><b>Composing/Drafting Writing What does it eat? Week 9</b></p> <p>Following on from your writing yesterday:</p> <p>Look at your final picture plan from Day 4, Week 8.</p> <p>Start on a new line and write a few quality sentences about what your animal eats (its diet).</p> <p><b>Appendix 5: WILF</b></p>	<p><b>Drawing for Writing: What does it eat? Week 8</b></p> <p><i>Now think about your animal's diet.</i></p> <p>Draw a detailed picture of what your animal might eat and drink.</p> <p><b>Appendix 4: WILF</b></p> <p><b>Revising/Editing Writing Week 9</b></p> <p>With a parent/carer, reread your information report and consider how it may be improved.</p> <ol style="list-style-type: none"> <li>1. Check you have the correct punctuation.</li> <li>2. Can you include more adjectives (describing words)?</li> <li>3. Have you used joining words (and, so, but, or, because) to make compound sentences?</li> <li>4. Can you write some additional facts to enhance your writing?</li> </ol> <p><b>Appendix 5: WILF</b></p>	<p><b>Planning for Writing Week 8</b></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.</p> <p><b>Appendix 4: WILF</b></p>  <p><b>Publishing Writing Week 9</b></p> <p>Reread your revised/edit 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"> <li>1. Something you did well on.</li> </ol> 
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	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid	Access: Writing Enrichment Learning Grid						
<b>Break</b>	Access: Brain Breaks Enrichment Learning Grid										
<b>Middle</b>	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid	<b>Mindfulness &amp; Positivity</b> Access: Mindfulness & Positivity Enrichment Learning Grid						
	<p><b>Number of the Day</b> Choose at least one number: <b>56 90 235 999 2,567</b></p> <p>Represent the number using numerals, words, MAB blocks and number sentences.</p> <p>Appendix 6: Number of the Day</p>  <p><b>Note:</b> In Week 9, complete the same activity using the numbers below: <b>12 59 351 620 3,429</b></p>	<p><b>Counting by 2s</b> Count forwards by 2s starting from:  <ul style="list-style-type: none"> <li>12 (12, 14, 16...)</li> <li>30 (30, 32, 34...)</li> <li>166 (166, 168, 170...)</li> <li>3,128 (3,128, 3,130...)</li> </ul> </p> <p>You can use your hundreds chart to assist you.</p> <p>Appendix 7: Hundreds Chart</p> <p><b>Note:</b> In Week 9, complete the same activity using the numbers below: <b>8 72 642 2,311</b></p>	<p><b>Number of the Day</b> Choose at least one number: <b>85 92 571 801 1,390</b></p> <p>Represent the number using numerals, words, MAB blocks and number sentences.</p> <p>Appendix 6: Number of the Day</p> <p><b>Note:</b> In Week 9, complete the same activity using the numbers below: <b>40 73 140 943 4,999</b></p>	<p><b>Counting by 2s</b> Count backwards by 2s starting from:  <ul style="list-style-type: none"> <li>20 (20, 18, 16...)</li> <li>42 (42, 40, 38...)</li> <li>140 (140, 138, 136...)</li> <li>2,220 (2,220, 2218...)</li> </ul> </p> <p>You can use your hundreds chart to assist you.</p> <p>Appendix 7: Hundreds Chart</p> <p><b>Note:</b> In Week 9, complete the same activity using the numbers below: <b>22 56 166 642 2,780</b></p>	<p><b>Number of the Day</b> Choose at least one number: <b>34 70 112 700 6,019</b></p> <p>Represent the number using numerals, words, MAB blocks and number sentences.</p> <p>Appendix 6: Number of the Day</p>  <p><b>Note:</b> In Week 9, complete the same activity using the numbers below: <b>94 40 101 999 3,005</b></p>						
	<p><b>Addition Problems</b> Solve these addition problems using the jump strategy or another strategy you can use. Remember to show your working.</p> <table border="1" data-bbox="235 1257 595 1321"> <tr> <td><math>42 + 3 =</math></td> <td><math>67 + 8 =</math></td> <td><math>87 + 4 =</math></td> </tr> </table> <p>Appendix 8: Jump Strategy and Split Strategy</p> 	$42 + 3 =$	$67 + 8 =$	$87 + 4 =$	<p><b>Equal Groups</b> Count out 24 objects (counters, buttons, rocks etc). Sort the objects into:  <ul style="list-style-type: none"> <li>Two equal groups</li> <li>Three equal groups</li> <li>Four equal groups</li> </ul> </p> <p>Record an array for each group and record the repeated addition.</p> <p>Appendix 9: Equal Groups &amp; Repeated Addition</p>	<p><b>Subtraction Problems</b> Solve these subtraction problems using the jump strategy or another strategy you can use. Remember to show your working.</p> <table border="1" data-bbox="1021 1305 1391 1361"> <tr> <td><math>12 - 6 =</math></td> <td><math>78 - 6 =</math></td> <td><math>97 - 9 =</math></td> </tr> </table> <p>Appendix 8: Jump Strategy and Split Strategy</p> 	$12 - 6 =$	$78 - 6 =$	$97 - 9 =$	<p><b>Equal Groups</b> Count out 21 objects (counters, buttons, rocks etc). Sort the objects into:  <ul style="list-style-type: none"> <li>Three equal groups</li> <li>Seven equal groups</li> </ul> </p> <p>Record an array for each group and record the repeated subtraction.</p> <p>Appendix 9: Equal Groups &amp; Repeated Subtraction</p>	<p><b>Family Number Guess</b> One person chooses a 2-, 3- or 4-digit number. The other person asks questions to try and guess the number. Questions: Is it higher than...? Is it lower than ...? Is it an odd number? Is it an even number?</p>
$42 + 3 =$	$67 + 8 =$	$87 + 4 =$									
$12 - 6 =$	$78 - 6 =$	$97 - 9 =$									

	<p><b>Note:</b> In Week 9 complete the same activity using the problems below:</p> <table border="1"> <tr> <td><math>23 + 5 =</math></td> <td><math>36 + 9 =</math></td> <td><math>66 + 6 =</math></td> </tr> </table> 	$23 + 5 =$	$36 + 9 =$	$66 + 6 =$	<p><b>Note:</b> In Week 9, count out 36 objects and repeat the activity above.</p> <p><i>Can you make other equal groups? Record your answers.</i></p>	<p><b>Note:</b> In Week 9, complete the same activity using the problems below:</p> <table border="1"> <tr> <td><math>49 - 7 =</math></td> <td><math>82 - 6 =</math></td> <td><math>91 - 8 =</math></td> </tr> </table>	$49 - 7 =$	$82 - 6 =$	$91 - 8 =$	<p><b>Note:</b> In Week 9, count out 30 objects and repeat the activity above.</p> <p><i>Can you make seven equal groups? Why/why not?</i></p> 	<p><b>Note:</b> In Week 9, repeat the activity from the previous week.</p>
$23 + 5 =$	$36 + 9 =$	$66 + 6 =$									
$49 - 7 =$	$82 - 6 =$	$91 - 8 =$									
	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						
<b>Break</b>	Access: Brain Breaks Enrichment Learning Grid										
<b>Afternoon</b>	<p><b>Science &amp; Technology</b></p> <p>Access: Science &amp; Technology Enrichment Learning Grid</p>	<p><b>PDHPE</b></p> <p>Access: PDHPE Enrichment Learning Grid</p>	<p><b>Creative Arts</b></p> <p>Access: Creative Arts Enrichment Learning Grid</p>	<p><b>History</b></p> <p>Access: History/Geography Enrichment Learning Grid</p>	<p><b>Family Time or Free Play</b></p> <p>Enjoy an activity with your family or have some free play.</p>						
	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>	<p><b>Hands on Learning</b></p> <p>Access: Hands on Enrichment Learning Grid</p>						

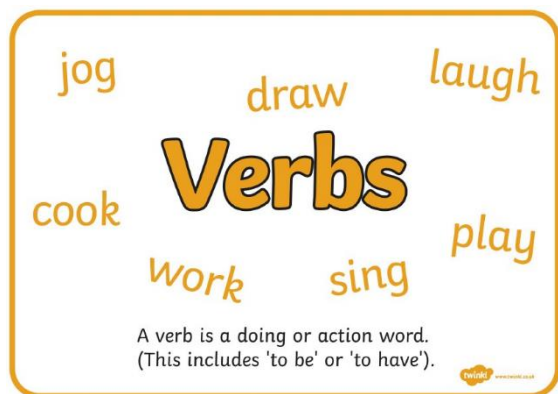
## Appendix 1

### Phonics/Spelling List

Week 8 - <ss> spelling for the /s/ sound (revision)		
<p>Rule: The /s/ sound at the end of a word is usually doubled when preceded by a short vowel e.g. boss, mess. If &lt;s&gt; makes a /z/ sound, just use one e.g. was, is, his</p>		
Core List	Extension List	
boss	dress	fussy
hiss	cross	unless
mess	press	hassle
fuss	bliss	glossy
chess		recess

Week 9 - <ck> or <k> spelling for the /k/ sound (revision)		
<p>Rule: The /k/ sound after a short vowel uses a &lt;ck&gt;. After a long vowel or consonant, use a single &lt;k&gt;. Some multi-syllable words that are often adjectives end in &lt;c&gt; e.g. fantastic</p>		
Core List	Extension List	
back	sneaking	mistake
bake	snacking	squeak
bank	drink	crackle
shack	strike	attack
shake		quack

### What is a verb?



## Appendix 2

### Animal Classification Fact Sheets

## Mammals

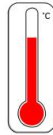
Mammals are **warm** blooded.

Mammals' young drink their mother's milk.

Humans are mammals.

Mammals have hair or fur.

Mammals give birth to live young.



## Birds

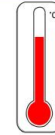
Birds are **warm** blooded.

Birds have a beak.

Birds have wings.

Birds have feathers.

Birds have two legs.



## Reptiles

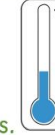
Reptiles are **cold** blooded.

Reptiles have scales not fur.

Reptiles have ear holes, not ears.

Reptiles have dry skin.

Reptiles live on land and in the water.



## Amphibians

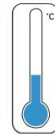
Amphibians are **cold** blooded.

Amphibians live on land and in the water.

Amphibians lay eggs.

Amphibians have moist skin.

Amphibians have webbed feet.



## Fish

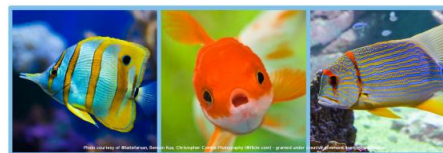
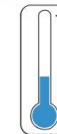
Fish are **cold** blooded.

Fish live in water.

Fish have fins not legs.

Fish have gills instead of lungs, to breathe under water.

Fish lay their eggs in water.

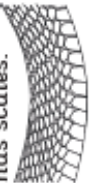











(Sourced from twinkl.com.au)

## Appendix 3 Classifying Animals

Tick the statements that are true for each type of animal.

### Animals Facts

		Mammal	Bird	Reptile	Amphibian	Fish
1	It has scales. 					
2	It lays eggs. 					
3	It gives birth to live young. 					
4	It can live on land. 					
5	It can live in the water. 					
6	It has feathers and wings. 					
7	It has fur. 					
8	It has fins. 					
9	It is warm blooded. 					
10	It is cold blooded. 					



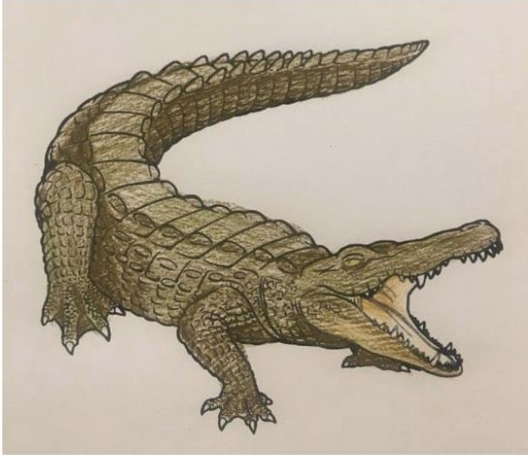
# Appendix 4

## Writing – WILF (examples only)

### What I'm looking for (WILF)

#### Drawing for Writing

**Day 2: Week 8: What does it look like?**



**Day 3: Week 8: Where does it live?**

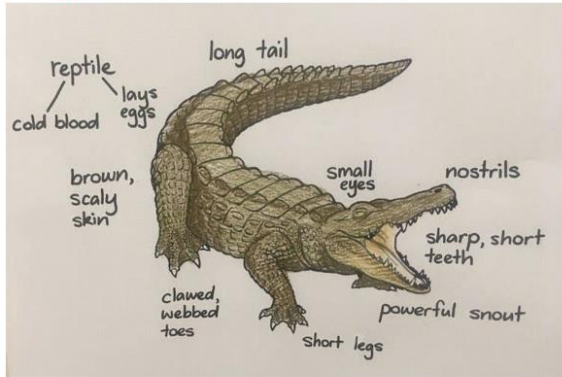


**Day 4: Week 8: What does it eat?**

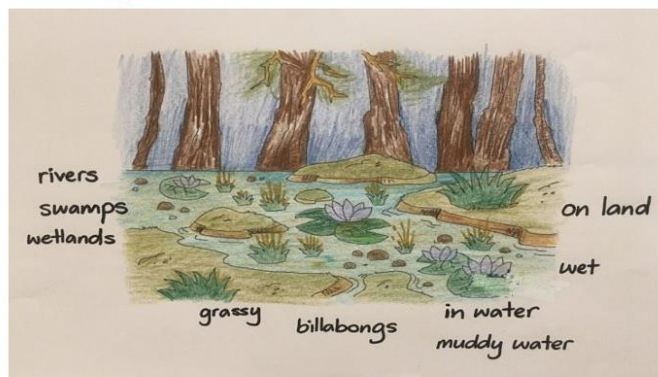


#### Planning for Writing

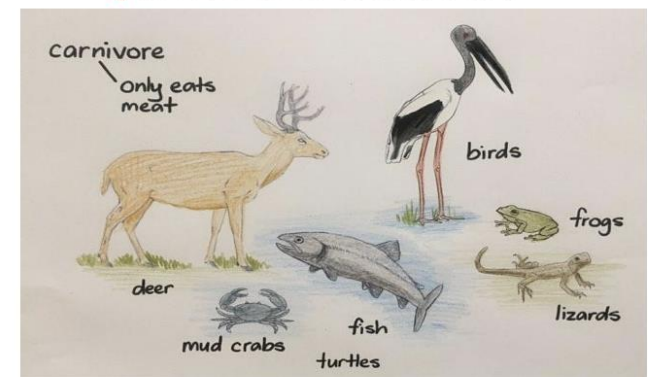
**Day 5: Week 8: What does it look like?**



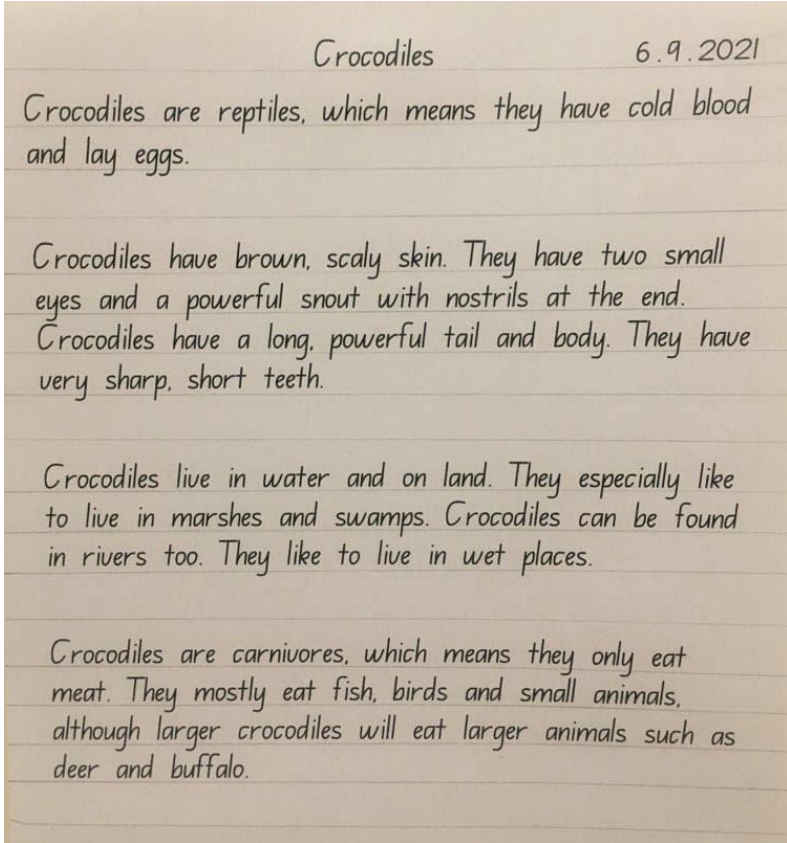
**Day 5: Week 8: Where does it live?**



**Day 5: Week 8: What does it eat?**



**Appendix 5**  
**Writing - WILF**

What I'm looking for (WILF)	
Composing/Drafting Writing (example only)	Composing/Drafting Writing
	<ol style="list-style-type: none"> <li><b>1. Title of your writing and date</b></li> <li><b>2. Capital letters and full stops</b></li> <li><b>3. Spaces between words</b></li> <li><b>4. Adjectives (describing words: brown, scaly, powerful)</b></li> <li><b>5. The information in the report is real (factual)</b></li> <li><b>6. Similar facts about the topic are grouped/organised into paragraphs</b></li> <li><b>7. Your writing makes sense</b></li> </ol> <p><b>An adult can help you with topic words e.g. carnivore, feathers.</b></p>

## Revising/Editing Tools

WALT edit our writing using the editing guide.

WILF



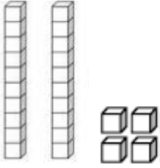
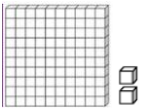
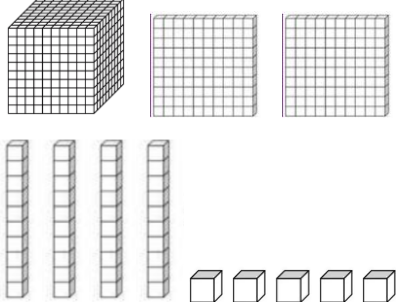
### Self-Editing

- Use a coloured pencil
- Circle incorrect spelling
- Correct punctuation and capital letters
- Insert missing words - the wind <sup>was</sup> 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 chart is a 10x10 grid of numbers from 1 to 100. The numbers are arranged in rows and columns, starting from 1 in the top-left corner and ending at 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

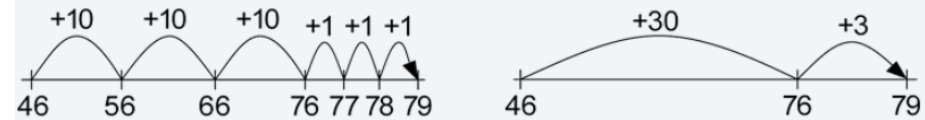
Note: You should have a Hundreds Chart in your Resource Pack. If not, please inform your teacher.

## Appendix 8

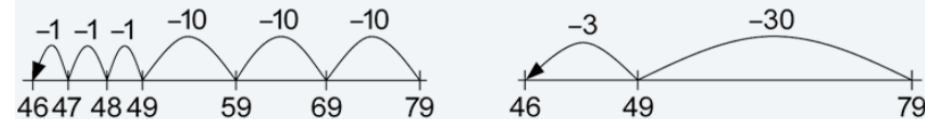
### Jump Strategy

*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

$$5 + 5 + 5 = 15$$

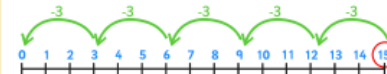
$$3 \times 5 = 15$$

Division Strategies

### Repeated Subtraction

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

$$15 \div 3 = ?$$



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