

Daily Learning Tasks: Yellow

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?		Screen Time Recommendations Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning). Supervision of Online Learning 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.		
If you are self-isolating:		
Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		Brain Breaks Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
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.		
Please note:		What learning is taking place at school? Students who are at school participate in the same Learning Units that are used at home.
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? 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: Yellow

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 and sight word 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"> 1. Select at least 8 words from the core list. Write your chosen words and all sight words in your exercise book. 2. 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 and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> 1. Rewrite your core list words and trace the sound that is the weekly focus with a coloured pencil. Then rewrite your sight words and trace the vowels with a coloured pencil. 2. 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 and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> 1. Rewrite your words in alphabetical order, including your core list words and sight words. 2. 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 and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> 1. Rewrite your core list words and sight words using fancy writing. 2. 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 and sight word list for the corresponding week.</p> <p>Choose one activity below or do both:</p> <ol style="list-style-type: none"> 1. Write a sentence using a spelling word in each sentence. <p><i>Can you include 2 or more words from your spelling list in the one sentence?</i></p> <ol style="list-style-type: none"> 2. 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>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>Building Background Knowledge for Writing</p> <p>Week 10, Term 3</p>	<p>Drawing for Writing: <i>What is a plant and what does it need to grow?</i></p> <p>Week 10, Term 3</p>	<p>Drawing for Writing: <i>What does it look like?</i></p> <p>Week 10, Term 3</p>	<p>Drawing for Writing: <i>What is it used for?</i></p> <p>Week 10, Term 3</p>	<p>Planning 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><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><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><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><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: <i>What is a plant and what does it need to grow?</i> 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: <i>What does it look like?</i> 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: <i>What is it used for?</i> 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	Access: Brain Breaks Enrichment Learning Grid				
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: 12 21 76 124</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: 19 37 86 220</p>	<p>Counting Practice Skip Counting Count forwards by 10s.</p> <p><i>How far can you go in one minute?</i> <i>10, 20, ...</i></p> <p>Note: You can use the hundreds chart to help you. Repeat this activity over the two weeks.</p> <p>Repeat this activity over the two weeks.</p>	<p>Number of the Day Choose at least one number: 35 67 88 310</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: 17 29 48 205</p>	<p>Counting Practice Skip Counting Count backwards by 10s.</p> <p>From: 50, (50, 40, ...) 70, (70, 60, ...) 160, (160, 150 ...)</p> <p>Note: You can use the hundreds chart to help you.</p> <p>Repeat this activity over the two weeks.</p> 	<p>Number of the Day Choose at least one number: 41 56 79 450</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: 11 60 83 324</p>
	<p>Adding Cards</p> <ol style="list-style-type: none"> Using your playing cards, select one suit to work with e.g. Hearts. Remove the J, Q, K and Joker cards. Place the cards face down. Choose an addition activity below and record your answers. <p>Make sure to challenge yourself!</p> <ol style="list-style-type: none"> Select 2 cards and add the numbers together. Select 2 cards, double one of the numbers and then add together. Select 2 cards, double the numbers on both cards and then add together. <p>Note: Remember that Ace = 1.</p> <p>Appendix 6: Adding Cards</p>  <p>Note: In Week 1, Term 4 repeat the activity above.</p>	<p>Equal Groups</p> <p>Count out 40 objects (counters, buttons, rocks etc).</p> <ol style="list-style-type: none"> Organise into groups of 10 and skip count the objects by 10s. Draw your groups of 10 in your workbook using pictures and numerals.  <p>Note: In Week 1, Term 4 count out 50 objects and repeat the activity above.</p>	<p>Subtracting Cards</p> <ol style="list-style-type: none"> Using your playing cards, select one suit to work with e.g. Spades. Remove the J, Q, K and Joker cards. Place the cards face down. Choose a subtraction activity below and record your answers. <p>Make sure to challenge yourself!</p> <ol style="list-style-type: none"> Select 2 cards and take away the smaller number from the larger number. Select 2 cards, double one of the numbers and take the smaller number away from the larger number. Select 2 cards, double the numbers on both cards and take the smaller number away from the larger number. <p>Note: Remember that Ace = 1.</p> <p>Appendix 6: Subtracting Cards</p> <p>Note: In Week 1, Term 4 repeat the activity above.</p>	<p>Equal Groups</p> <p>Count out 30 objects (counters, buttons, rocks etc).</p> <p>Sort the objects into 3 equal groups.</p> <p>How many objects are in each group?</p> <p>Sort the objects into 2 groups. Are these groups equal? How do you know?</p> <p>Is there another way to sort these objects into equal groups?</p> <p>Complete the statement: __ equal groups of __ is 30</p>  <p>Note: In Week 1, Term 4 count out 24 objects and repeat the activity above.</p>	<p>Family Number Guess</p> <p>One person chooses a 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 above.</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 & Technology Access: Science & Technology 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 10 – fl, cl

Rule: Adjacent Consonants are two or more consonants that appear next to one another within a word and they each represent a different sound. e.g. flip - the 'fl' are adjacent consonants because they appear next to each other but they make two different sounds. /f/ and /l/.

Core List		Sight Words
flag	flower	seen
flat	fluff	saw
flop	flashes	they
clap	clock	their
club	cliff	
clip	clicked	

Week 1 – pl, sl

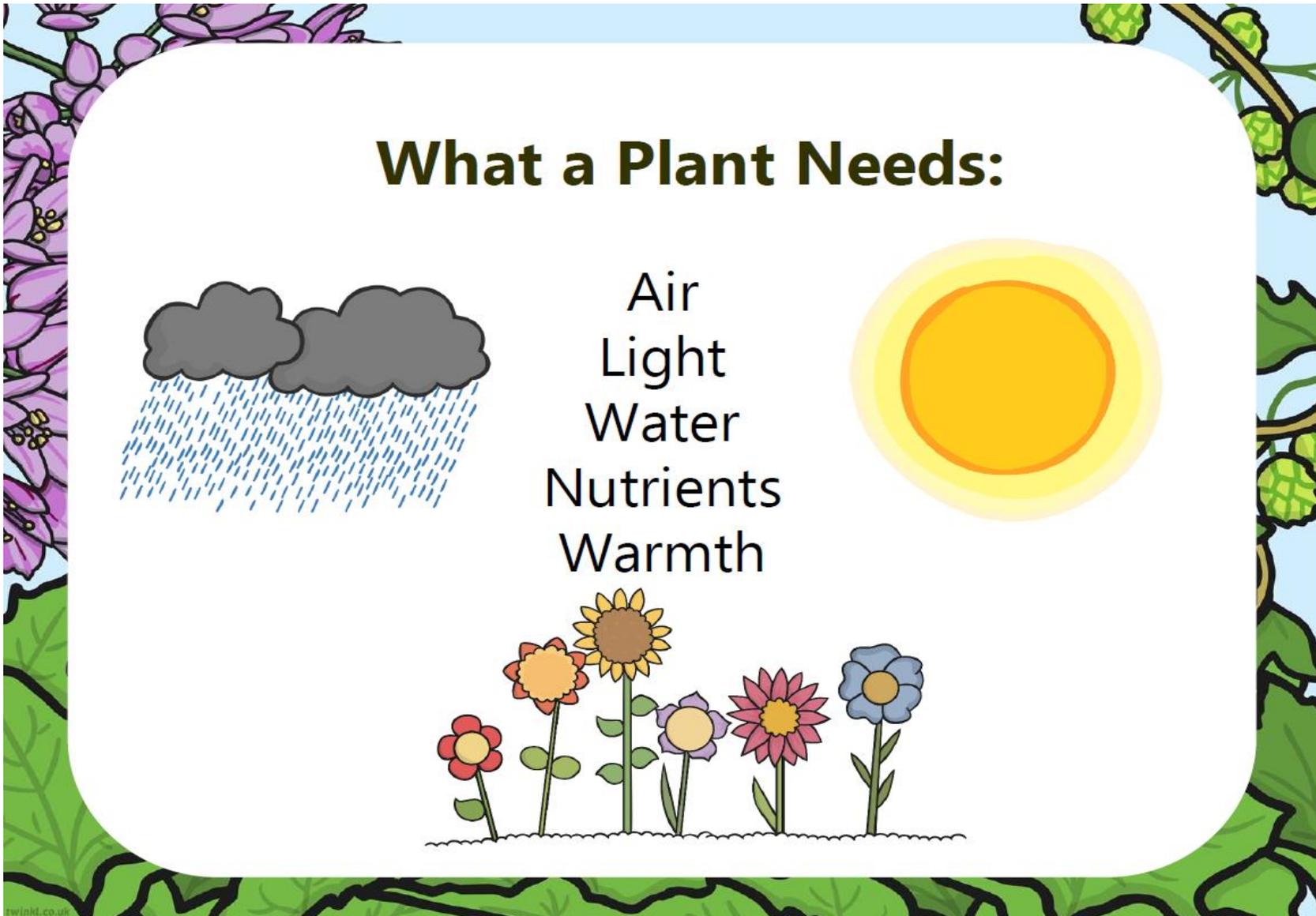
Rule: Adjacent Consonants are two or more consonants that appear next to one another within a word and they each represent a different sound. e.g. slop - the 'sl' are adjacent consonants because they appear next to each other but they make two different sounds. /s/ and /l/.

Core List		Sight Words
plug	played	some
plus	plucks	their
plum	plotted	could
slid	slime	should
slap	slipper	
slot	sloppy	

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?



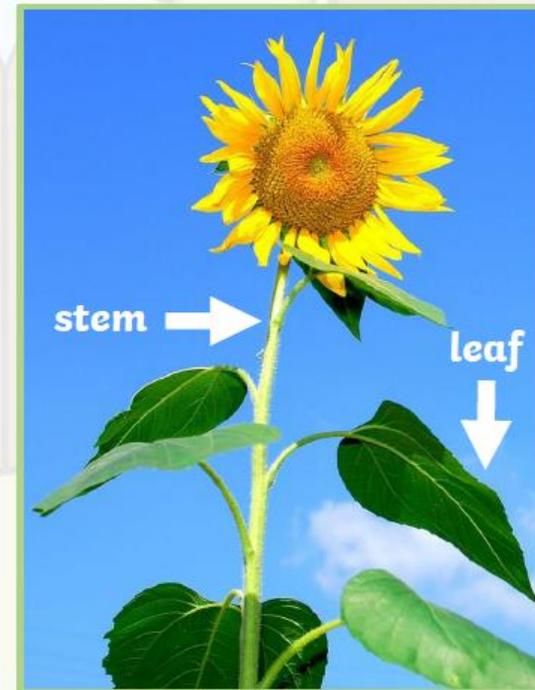
Stems and Leaves

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?

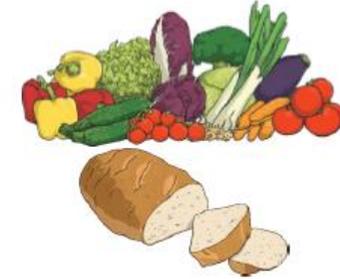
Shade for humans and animals



Ingredients for medicines



Food for humans and animals



Fabric for clothing



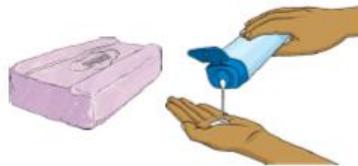
Timber for buildings and habitats for animals



Wood for fires to cook or give warmth



Ingredients for shampoos, perfumes and soaps



Rubber for car tyres



Decorations and gifts



Pollen for bees



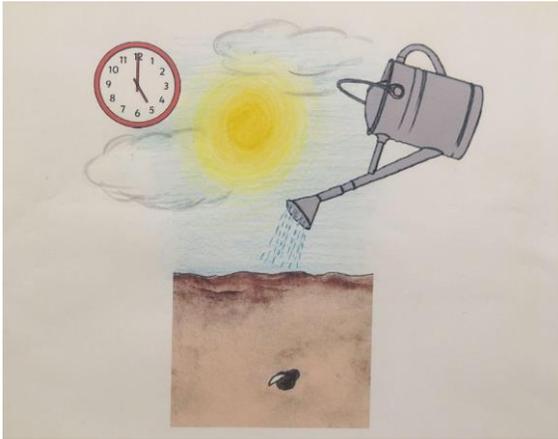
Appendix 4

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?

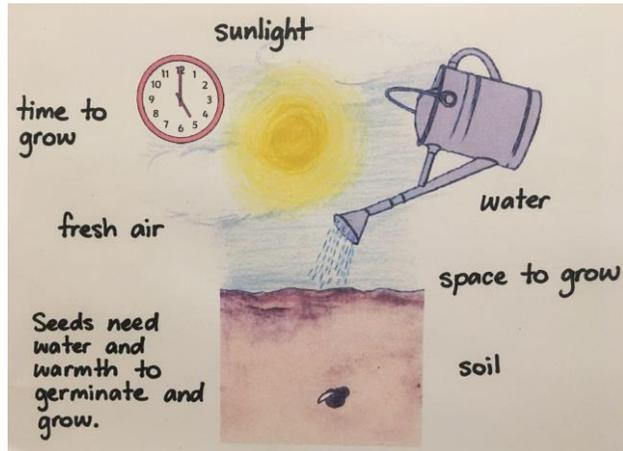


Day 4: Week 10: What is it used for?

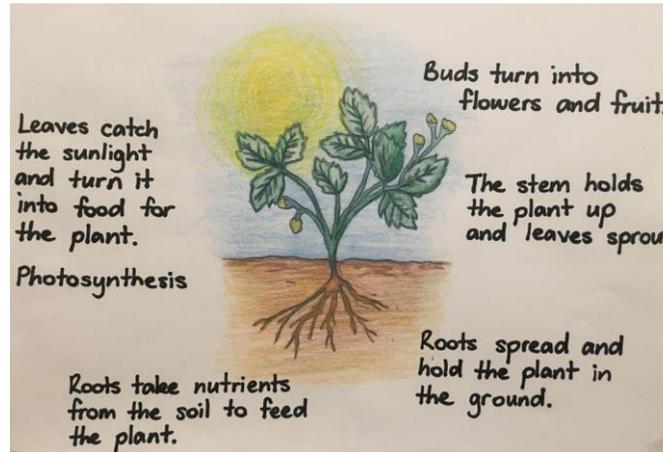


Planning for Writing

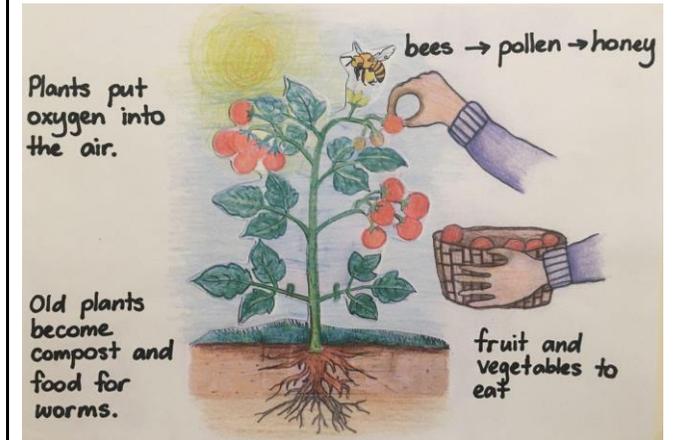
Day 5: Week 10: What is a plant and what does it need to grow?



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

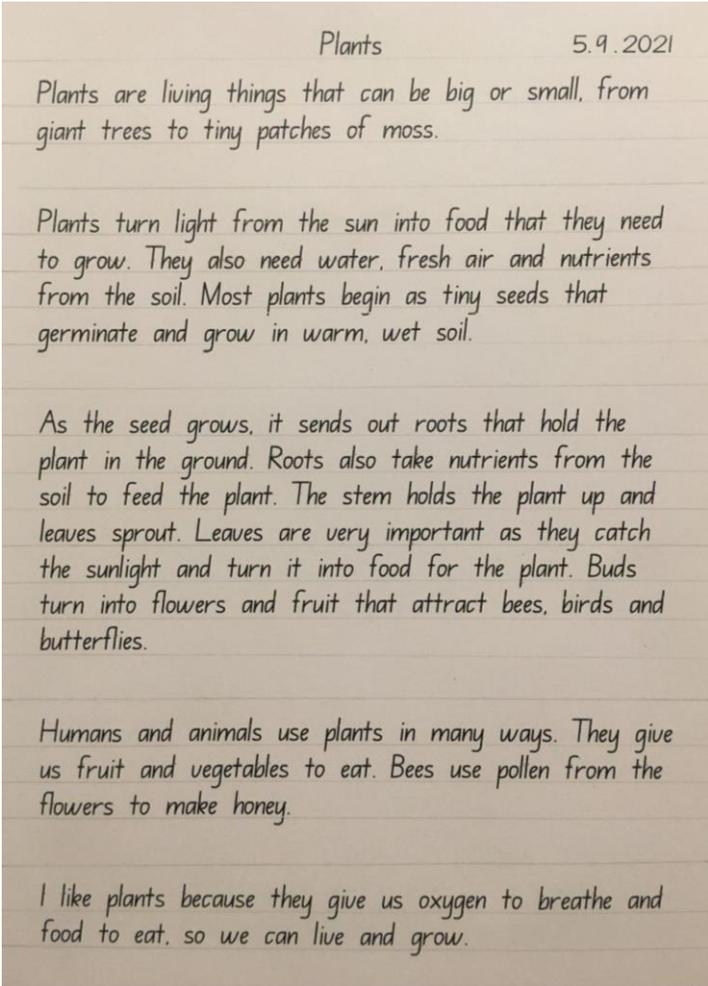


Day 5: Week 10: What is it used for?



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



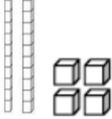
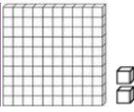
Self-Editing

- 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

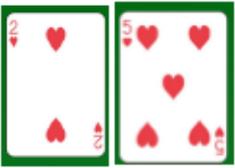
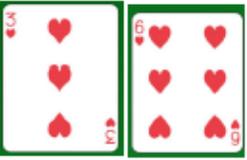
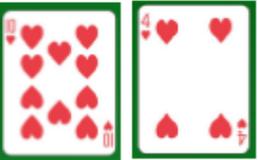


Appendix 6

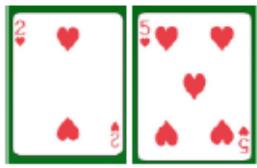
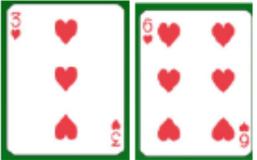
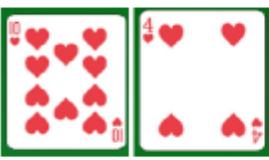
Number of the Day

Numerals	Words	MAB Blocks	Number Sentence
24	twenty-four		$20+4=24$
102	one hundred and two		$50+50+2=102$

Adding Cards

Activity 1	Activity 2	Activity 3
<p>Select 2 cards and add the numbers together.</p>  $2 + 5 = 7$	<p>Select 2 cards, double one of the numbers and then add together.</p>  $6 \text{ doubled} = 12$ $12 + 3 = 15$	<p>Select 2 cards, double the numbers on both cards and then add together.</p>  $10 \text{ doubled} = 20$ $4 \text{ doubled} = 8$ $20 + 8 = 28$

Subtracting Cards

Activity 1	Activity 2	Activity 3
<p>Select 2 cards and take away the smaller number from the larger number.</p>  $5 - 2 = 3$	<p>Select 2 cards, double one of the numbers and take the smaller number away from the larger number.</p>  $6 \text{ doubled} = 12$ $12 - 3 = 9$	<p>Select 2 cards, double the numbers on both cards and take the smaller number away from the larger number.</p>  $10 \text{ doubled} = 20$ $4 \text{ doubled} = 8$ $20 - 8 = 12$