




## Daily Learning Tasks: Yellow

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> 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>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.
<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>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>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>Brain Breaks</b>  Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
<b>End of week check:</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.	<b>Key:</b>  photograph      voice recording      video   	
		<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.



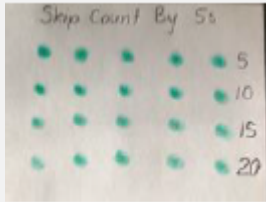

## Daily Learning Tasks: Yellow

## Weeks 8 – 9

Day 1		Day 2		Day 3		Day 4		Day 5	
Morning	<p><b>Phonics/Spelling</b></p> <p>1. Read over the phonics/spelling core list and sight word list for the corresponding week.</p> <p><b>Appendix 1:</b> <b>Phonics/Spelling List</b></p> <p>2. Select at least 8 words from the core list. Write your words in your exercise book.</p> <p>3. Write all sight words in your exercise book.</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 core list words and trace the sound that is the weekly focus with a coloured pencil.</p> <p>3. Rewrite your sight words and trace the vowels with a coloured pencil.</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 core list words using fancy writing.</p> <p>3. Rewrite your sight words using fancy writing.</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 words in alphabetical order, including your core list words and sight words.</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 sentence using a spelling word in each sentence.</p> <p><i>Can you include 2 or more words from your spelling list in the one sentence?</i></p>				
	<p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Access: Phonics/ Spelling Enrichment Learning Grid</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><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><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><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><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>Access: Reading Enrichment Learning Grid</p>	<p>Access: Reading Enrichment Learning Grid</p>	<p>Access: Reading Enrichment Learning Grid</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.</li> <li>2. Something you could improve 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
	<b>Skip Counting</b> Count forwards by 2s. <i>How far can you go?</i> <i>Can you count backwards by 2s?</i>  <b>Note:</b> You can use the hundreds chart to help you.  Repeat this activity over the two weeks.	<b>Number of the Day</b> Choose at least one number: 15  20  55  110  Represent the number using numerals, words, MAB blocks and number sentences.  <b>Appendix 6: Number of the Day</b>  <b>Note:</b> In Week 9, complete the same activity using the numbers below: 12  25  80  120	<b>Counting Practise</b> Count forwards and backwards by ones, from either: 1-30  25-50  75-100  <b>Note:</b> You can use the hundreds chart to help you.  Repeat this activity over the two weeks.	<b>Number of the Day</b> Choose at least one number: 36  65  80  136  Represent the number using numerals, words, MAB blocks and number sentences.  <b>Appendix 6: Number of the Day</b>  <b>Note:</b> In Week 9, complete the same activity using the numbers below: 16  48  99  150	<b>Skip Counting</b> Count forwards by 5s and 10s. <i>How far can you go?</i> <i>Can you count backwards by 5s?</i>  <b>Note:</b> You can use the hundreds chart to help you.  Repeat this activity over the two weeks.

	<p><b>Equal Groups</b></p> <p>Count out 20 objects (counters, buttons, rocks etc).</p> <ol style="list-style-type: none"> <li>Sort the objects into 4 equal groups.</li> <li>How many objects are in each group?</li> <li>Sort the objects into 2 groups. Are these groups equal? How do you know?</li> <li>Is there another way to sort these objects into equal groups?</li> <li>Complete the statement: ___ equal groups of ___ is 20</li> </ol> <p>Example:</p> <div style="background-color: #4a7ebb; color: white; padding: 10px; text-align: center; margin: 10px 0;"> <b>2 equal groups of 10 is 20</b> </div> <p><b>Note:</b> In Week 9, count out 28 objects and repeat the activity above.</p>	<p><b>Adding Cards</b></p> <ol style="list-style-type: none"> <li>Using your playing cards, select one suit to work with e.g. Hearts.</li> <li>Remove the J, Q, K and Joker cards.</li> <li>Place the cards face down.</li> <li>Choose an addition activity below and record your answers.</li> </ol> <p>Make sure to challenge yourself!</p> <ol style="list-style-type: none"> <li>Select 2 cards and add the numbers together.</li> <li>Select 2 cards, double one of the numbers and then add together.</li> <li>Select 2 cards, double the numbers on both cards and then add together.</li> </ol> <p>Note: Remember that Ace = 1.</p> <p>Appendix 6: Adding Cards</p>  <p><b>Note:</b> In Week 9, repeat the activity above.</p>	<p><b>Subtracting Cards</b></p> <ol style="list-style-type: none"> <li>Using your playing cards, select one suit to work with e.g. Spades.</li> <li>Remove the J, Q, K and Joker cards.</li> <li>Place the cards face down.</li> <li>Choose a subtraction activity below and record your answers.</li> </ol> <p>Make sure to challenge yourself!</p> <ol style="list-style-type: none"> <li>Select 2 cards and take away the smaller number from the larger number.</li> <li>Select 2 cards, double one of the numbers and take the smaller number away from the larger number.</li> <li>Select 2 cards, double the numbers on both cards and take the smaller number away from the larger number.</li> </ol> <p>Note: Remember that Ace = 1.</p> <p>Appendix 6: Subtracting Cards</p>  <p><b>Note:</b> In Week 9, repeat the activity above.</p>	<p><b>Skip Counting</b></p> <p>Count out 40 objects (counters, buttons, rocks etc).</p> <ol style="list-style-type: none"> <li>Organise into groups of 5 and skip count the objects by 5s.</li> <li>Draw your groups of 5 in your workbook using pictures and numerals.</li> </ol> <p>Example:</p>   <p><b>Note:</b> In Week 9, repeat activity with 60, 70, 80, 90 or 100 objects.</p>	<p><b>Family Number Guess</b></p> <p>One person chooses a number. The other person asks questions to try and guess the number.</p> <p>Questions:</p> <p>Is it higher than...?</p> <p>Is it lower than ...?</p> <p>Is it an odd number?</p> <p>Is it an even number?</p> <p><b>Note:</b> In Week 9, repeat the activity above.</p>
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	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>	<b>Science &amp; Technology</b> Access: Science & Technology Enrichment Learning Grid	<b>PDHPE</b> Access: PDHPE Enrichment Learning Grid	<b>Creative Arts</b> Access: Creative Arts Enrichment Learning Grid	<b>History/Geography</b> Access: History/ Geography Enrichment Learning Grid	<b>Family Time or Free Play</b> Enjoy an activity with your family or have some free play.
	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid	<b>Hands on Learning</b> Access: Hands on Enrichment Learning Grid

## Appendix 1

### Phonics/Spelling List

Week 8 - Double consonant sounds 'ff' and 'll' (revision)		
<b>Rule:</b> The /f/ sound at the end of a word is usually doubled when preceded by a short vowel e.g. huff, fluff. The /l/ sound at the end of a word is usually doubled when preceded by a short vowel e.g. will, frill.		
Core List		Sight Words
off	drill	the
puff	smell	some
will	stuff	came
bell	cliff	that
doll	handcuffs	
shell	windmill	

Week 9 – Double consonant sounds 'ss' and 'zz' (revision)		
<b>Rule:</b> The /s/ sound at the end of a word is usually doubled when preceded by a short vowel e.g. miss, boss. The /z/ sound at the end of a word is usually doubled when preceded by a short vowel e.g. fizz, jazz.		
Core List		Sight Words
hiss	press	come
buzz	dress	they
less	frizz	with
jazz	stress	from
mess	confess	
cross		

## 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

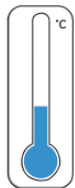
Reptiles are **cold** blooded.

Reptiles have scales not fur.

Reptiles have ear holes, not ears.

Reptiles have dry skin.

Reptiles live on land and in the water.





# Amphibians

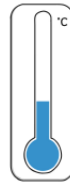
Amphibians are cold blooded.

Amphibians live on land and in the water.

Amphibians lay eggs.

Amphibians have moist skin.

Amphibians have webbed feet.



# Fish

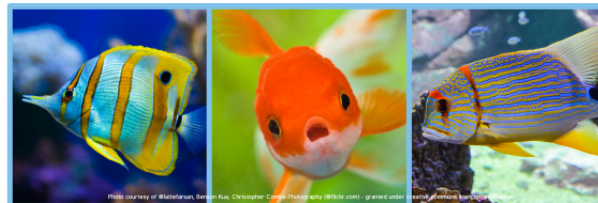
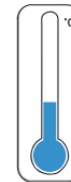
Fish are cold blooded.

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.



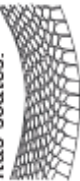









(sourced from twinkl.com.au)

## Appendix 3

### Classifying Animals

#### Animals Facts

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

		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. 					

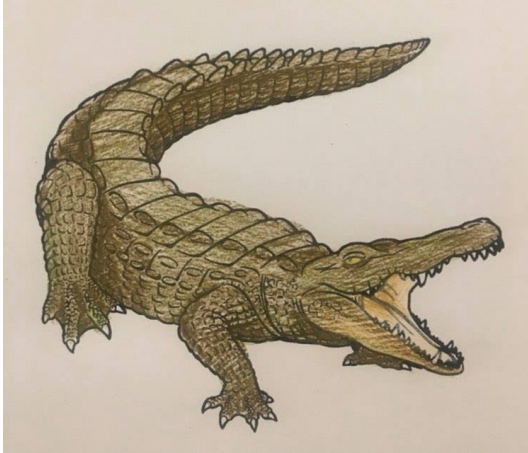
## Appendix 4

### 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?

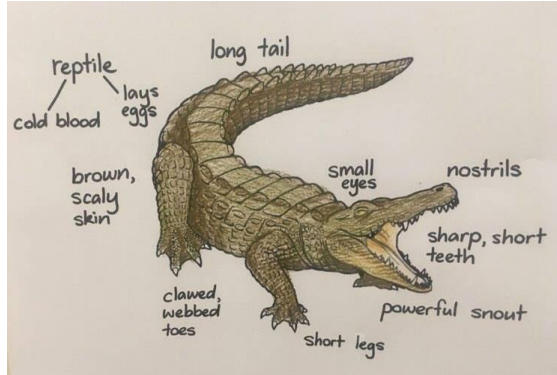


##### Day 4: Week 8: What does it eat?



#### Planning for Writing

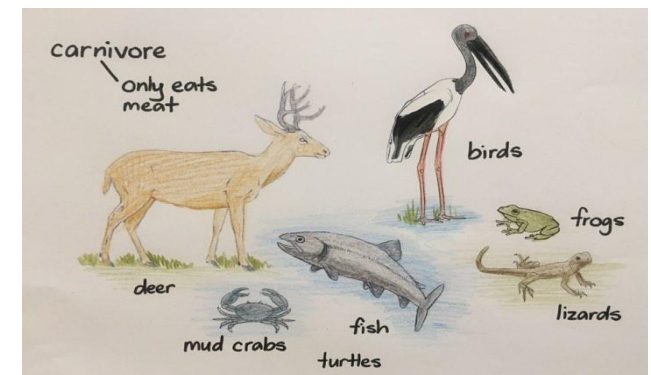
##### Day 5: Week 8: What does it look like?



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

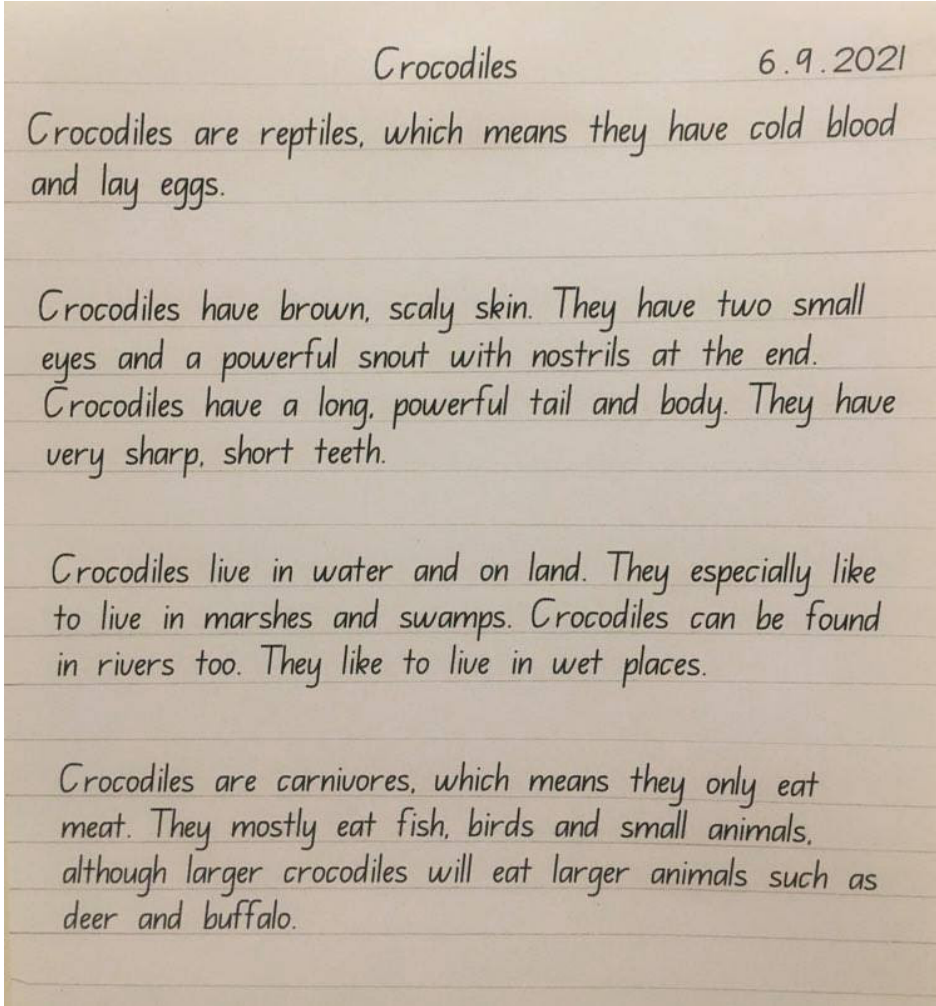


##### Day 5: Week 8: What does it eat?



## Appendix 5

### Writing - WILF

What I'm looking for (WILF)	
Composing/Drafting Writing (example only)	Composing/Drafting Writing
 <p style="text-align: center;">Crocodiles 6.9.2021</p> <p>Crocodiles are reptiles, which means they have cold blood and lay eggs.</p> <p>Crocodiles have brown, scaly skin. They have two small eyes and a powerful snout with nostrils at the end. Crocodiles have a long, powerful tail and body. They have very sharp, short teeth.</p> <p>Crocodiles live in water and on land. They especially like to live in marshes and swamps. Crocodiles can be found in rivers too. They like to live in wet places.</p> <p>Crocodiles are carnivores, which means they only eat meat. They mostly eat fish, birds and small animals, although larger crocodiles will eat larger animals such as deer and buffalo.</p>	<ol style="list-style-type: none"> <li>1. Title of your writing and date</li> <li>2. Capital letters and full stops</li> <li>3. Spaces between words</li> <li>4. Adjectives (describing words: brown, scaly, powerful)</li> <li>5. The information in the report is real (factual)</li> <li>6. Similar facts about the topic are grouped/organised into paragraphs</li> <li>7. Your writing makes sense</li> </ol> <p>An adult can help you with topic words e.g. carnivore, feathers.</p>

## Revising/Editing Tools

WALT edit our writing using the editing guide.

WILF



### Self-Editing

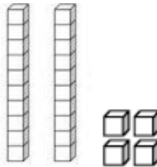
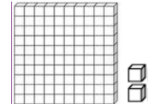
- Use a coloured pencil
- Circle incorrect spelling
- Correct punctuation and capital letters
- Insert missing words - the wind <sup>was</sup> strong
- New paragraph - [Suddenly...]
- No erasers or white-out



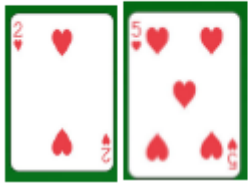
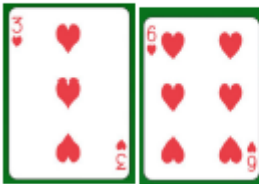
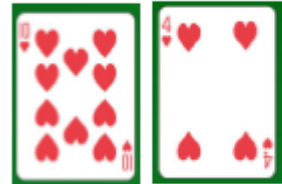


## Appendix 6

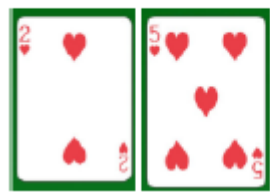
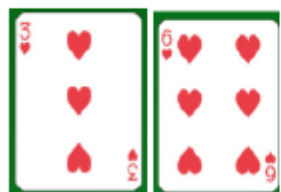
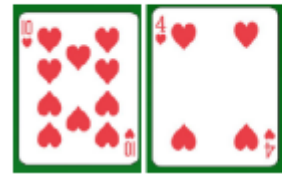
### Number of the Day

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

### 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>  $10 \text{ doubled} = 20$ $4 \text{ doubled} = 8$ $20 - 8 = 12$