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Illabo Public School

# Homework Guide

All you need to know  
about our new homework system



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Learn for Life  
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## About Illabo Public School's Homework System

At Illabo PS we have a weekly homework sheet system. The sheets are custom-designed every week to match the work that your child does in the classroom.

### Does my child have to do the homework?

None of the homework is mandatory, however we strongly recommend that you at least help your child to practice their spelling words as your child will be tested on these at school, and the Mathematics activities are matched to the child's classwork and allow each child to reinforce their work in Maths.

### When do they get the homework and when is it due?

We endeavour to get the sheets to the children by **Tuesday afternoon for completion by the following Monday**, i.e. 6 days. In the event that the sheets are delayed, the due date will also be delayed. For example, if the sheets are handed out on Wednesday, they will not be due until the following Tuesday. Regardless of when they are handed out, we do not expect them back before 6 days' time. We will never hand out a sheet on Wednesday or later and expect it back the next Monday.

However, even if the previous sheet has been delayed, we endeavour to get the next sheet out on time (i.e. Tuesday afternoon).

### How are the sheets produced?

The sheets are produced entirely in-house and are custom tailored to match your child's learning at school.

- The Spelling Lists match the yearly-levelled sound focused on in class for spelling that week.
- The Mathematics activities match the work done in mathematics class that week.







The Mathletics page contains your child's Username and Password for accessing the online Mathletics program as well as which activities they have been assigned for that particular week. There is usually between 1-4 activities assigned for each year group per week (0 if it is a revision week for that particular year group).

For more information on Mathletics, see the "Mathletics" section.



Mathletics Activities	
<p>My Login Details: www.mathletics.com.au Username: «Username» Password: «Password»</p>	
<b>Kindergarten</b> This week in Mathletics, Kinder will complete: <b>Counting</b> <input type="checkbox"/> Counting Forwards <input type="checkbox"/> Counting Backwards	<b>Year 3</b> This week in Mathletics, Year 3 will complete: <b>Counting and Grouping</b> <input type="checkbox"/> Numbers in Words
<b>Year 1</b> This week in Mathletics, Year 1 will complete: <b>Everyday Maths</b> <input type="checkbox"/> Who has the Money?	<b>Year 4</b> This week in Mathletics, Year 4 will complete: <b>Time and Place</b> <input type="checkbox"/> Expanding Numbers <input type="checkbox"/> Place Value to Thousands
<b>Year 2</b> This week in Mathletics, Year 2 will complete: <b>Time and Money</b> <input type="checkbox"/> Who has the Money?	<b>Year 5</b> This week in Mathletics, Year 5 will complete: <b>Rounding and Place Value</b> <input type="checkbox"/> Nearest 1000? <input type="checkbox"/> Adding Decimals
<b>Year 6</b> This week in Mathletics, Year 6 will complete: <b>Number Rules</b> <input type="checkbox"/> Prime or Composite? <input type="checkbox"/> Place Value to Millions	

## Included Resources

We have provided several resources with this booklet to assist you and your child with their homework.

## Times Tables Chart

We include a Times Tables chart for each family, to help your child practice their Times Tables. It is not necessary for your child to follow the "Times Table Focus for the Week" as listed on the front page of their weekly homework sheet however we recommend the child doesn't move on to the next times table until they are fully comfortable with the one we are focusing on in class. Please feel free to use this chart to test your child on what they know, or simply display it somewhere in the house.

## 100 High Frequency Words

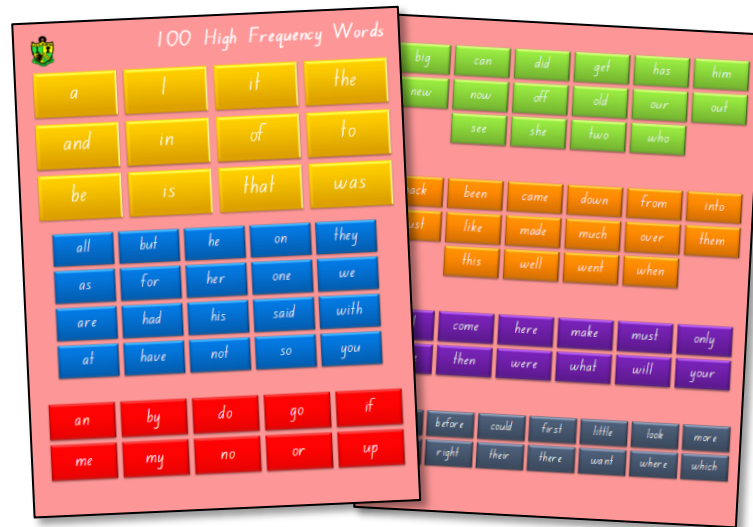
In lieu of Spelling Tests, Kindergarten students use the 100 High Frequency words sheet. These words are the most frequently used words in the English language and it is expected that every child should be intimately familiar with most, if not all, of these words by the time they enter Year 1.

The seven levels are:

- Gold
- Blue
- Red
- Green

- Orange
- Purple
- Black

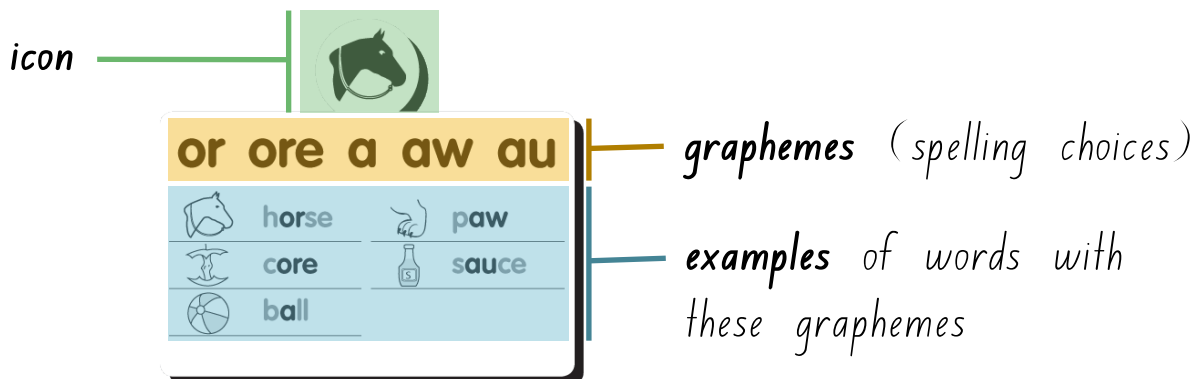
The Golden words are considered the most frequent words in the English language and make up, on average, one quarter of all reading. The blue level words, combined with the Golden words, make up about one third of all reading, and all of the levels combined make up about half of all reading. Kindergarten parents should test their child a level at a time over the course of the year, and be mindful not to move on to the next until the child is comfortable with all of the words in the previous level.



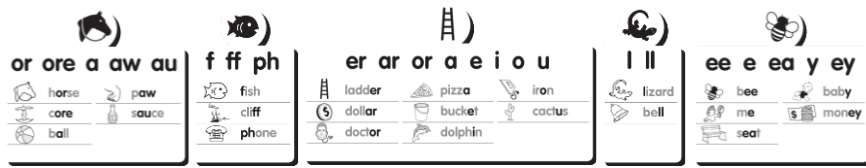
## Sound Charts

Each box on the Sound Chart represents a single sound that we use in the English language to make up a word. There are 43 sounds represented on the chart. The green side of the chart represents the consonant sounds, and the blue side of the chart represents the vowel sounds.

Each sound box is structured in the following way:



**Look** at the sound box. **Say** the icon name aloud. **Look** at the first grapheme. **Make** the sound that this grapheme represents in the icon name. The main idea you have to remember is that **most words don't have the same amount of sounds as they do letters**. Here are the boxes which make up the word **awfully**. **Awfully** has 7 letters but only 5 sounds:

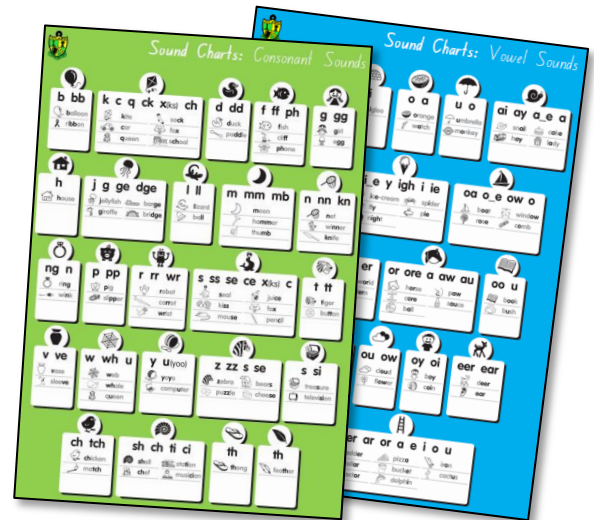


Grapheme groups have these names:



Finally, sometimes the sounds in a word can be different depending on how the word is pronounced. The letter **e** in **record** can be pronounced two different ways, like the **e** in the word **egg** or like the **e** in the word **me**.

We recommend that if a child is having trouble sounding out a word, that you help them use the charts to compose the sounds of the word.



## Spelling (Years 1-6 only)

### How do the Spelling Lists work?

If you help your child practice their words over the weekend, they'll be ready for their test on Monday. Only Extension group students need to practice the extension word lists, your child will be able to tell you if they are in the Extension group or not.

Extension students are given extension word lists to do exactly that – **extend**. The Extension lists are **not** required and an Extension student can elect to drop out of the Extension group at any time. A student is usually promoted to Extension if they consistently score 95% or higher in their regular spelling tests and are finding the regular words too easy.

Each year group does the following amount of words:

Year	Number of Words	Source
Year 1	16	Year 1 Sound Waves Textbook
Year 1 Extension	16	Year 1 Sound Waves Textbook
Year 2	20	Year 2 Sound Waves Textbook
Year 2 Extension	20	Year 2 Sound Waves Textbook
Year 3	25	Year 3 Sound Waves Textbook
Year 3 Extension	20 (+ the 25 regular words)	Year 3 Sound Waves Textbook
Year 4	25	Year 4 Sound Waves Textbook
Year 4 Extension	20 (+ the 25 regular words)	Year 4 Sound Waves Textbook
Year 5	25	Year 5 Sound Waves Textbook
Year 5 Extension	20 (+ the 25 regular words)	Year 5 Sound Waves Textbook
Year 6	25	Year 6 Sound Waves Textbook
Year 6 Extension	20 (+ the 25 regular words)	Year 6 Sound Waves Textbook

## How do the Spelling Tests work?

With the exception of Kindergarten (for Kindergarten, see the “100 High Frequency Words” section), every year group is tested on their words from the previous week the next Monday.

We use the software program *NetSpell* to conduct spelling tests, which has been designed specifically for Illabo Public School. This software allows children to see their results immediately after finishing, allows staff to track student progress and glean statistical data, and allows parents to check how their children performed.

To be considerate to everyone of all abilities, Spelling Tests are conducted at a speed which allows for everyone to submit all answers. It simply isn't fair to leave a student behind in their test because they got stuck on a particular word and wanted to spend the time they need to work it out. We wait, **within reason**, for every student to get an answer into the system for each word before moving on to the next.

The whole school is split into three literacy groups on most mornings. The groups alternate between Spelling, Reading and Writing. The morning session runs from 9:15am to 11:05am leaving approximately 40 minutes for each group's Spelling session. When possible, regular tests are completed on Monday mornings and extension tests are conducted on Monday afternoons.

## Mathletics

### What is Mathletics?

Mathletics is an online program designed to improve student results by providing them with interactive curriculum-based activities. Each activity consists of approximately 10 questions and can be completed in roughly five to ten minutes. By completing the activities the child earns “gold bars” and certificates, which are printed and presented at school to celebrate each child's achievements. Gaining gold bars unlocks math-based games where the children can play as well as other rewards.



## What do you use Mathletics for?

The activities the child will be locked in to will form the mathematics component of their homework. Your children should be able to complete their weekly activities by using Mathletics for an average of five to fifteen minutes per night, or forty-five to fifty-five minutes per week.

Your child will only be expected to complete each activity **once** but if the child wishes they may repeat activities to try for a high score. We do not require them to do this however your children should be encouraged to try to repeat activities to attain a "gold bar" in that activity. Scoring 85% or more in any activity will award them a regular gold bar, while scoring 100% will award them a "Perfect" gold bar.



The activities will be set at the beginning of each week however after completing their set activities your child can also do any of the year's activities that are available to them. In the event that a child has already completed an activity that is set for an upcoming week, the child **will not be locked in to that activity if they have already attained a gold bar for it**.

## Do I need to be with them constantly while they use it?

Children in lower division (K-2) will occasionally require help reading the questions so you will need to supervise them while they use Mathletics. Older children and the more confident readers can work independently. **Please do not tell your child an answer outright.** As frustrating and slow as it can be sometimes, they will learn better if you simply guide them towards selecting or entering the correct answer. Mathletics' focus is on independent learning.

## What if my child doesn't know how to do a question?

If your child is not sure how to complete a question, to the left of the question will be a blue "?" button which they can click on to receive an explanation. If they have not completed the question, clicking the blue "?" will show them how to do a similar example. If they have completed the question and gotten it wrong, clicking the blue "?" will show them how they should have approached the question.

## Is it the same difficulty for each child?

**No.** Mathletics uses "dynamic difficulty", which means **it learns what your child is good at and adjusts its difficulty accordingly.** This is why we ask that you please **try not to outright tell your child an answer as it will skew the program's idea of your child's ability and actually make it harder for your child.** Every time a question is answered correctly the next question will be a slightly harder version of the previous question. Getting a question wrong will drop the difficulty of that activity until the child starts getting the questions right again. Therefore, attaining a perfect gold bar means that your child scaled the difficulty curve without dropping once.

## How do we access Mathletics?

Simply go to [www.mathletics.com.au](http://www.mathletics.com.au) and click "Sign-in" in the top-right corner. Your child's username and password will be provided on each weekly homework sheet.

The Mathletics results will be used for your child's end-of-semester reports so it is important that your child be given sufficient time to do them. If you have difficulty accessing the internet or Mathletics at home please contact the school and we will arrange time for your child to complete the activities in class.

**Home Reading**

Colour the Smiley Face on the days you read!	Level	Title
		
Tuesday		
		
Wednesday		
		
Thursday		
		
Friday		
		
Weekend		

**Sound Focus for the Week**



Girls giggle, g, a, g.

**Direct Date**

This homework sheet is due back on:

Monday, 2<sup>nd</sup> May, 2011

**My Personal Contract**

- I have done some Home Reading this week
- I have practiced my Spelling Words
- I have completed my Word Sentences activity
- I have practiced my Times Tables
- I have completed my Mathematics activities
- I have started my Mini-Research

Signed: .....

**Mini-Research (Years 3-6 only)**

**Topic:** ANZAC Day  
**Duration:** 2 weeks (this is the first week)  
**Stimulus:** This week your Mini-Research is about ANZAC Day. When is ANZAC Day? Why do we celebrate it? What happened on this day and how long ago was it? Why is it so important that we celebrate ANZAC Day?

You can choose to present this on your choice of PowerPoint presentation, cardboard presentation or two-page report.

**Times Table Focus for the Week**


2x

- 1 x 2 = 2
- 2 x 2 = 4
- 3 x 2 = 6
- 4 x 2 = 8
- 5 x 2 = 10
- 6 x 2 = 12
- 7 x 2 = 14
- 8 x 2 = 16
- 9 x 2 = 18
- 10 x 2 = 20
- 11 x 2 = 22
- 12 x 2 = 24

# Unit 2: b bb

	Year 1	Year 1 Ex	Year 2	Year 2 Ex	Year 3	Year 3 Ex	Year 4	Year 4 Ex	Year 5	Year 5 Ex	Year 6	Year 6 Ex
1	bat	before	bell	basket	black	barbecue	brick	absence	beat	abbreviation	bury	abattoir
2	bug	believe	rub	behind	best	basically	bump	babbled	blown	behaviour	obey	abdominal
3	bell	birthday	grab	below	bring	believable	blank	banquet	below	beneficial	tremble	aborigine
4	big	blank	bend	birthday	been	between	blue	barbecue	busy	broaden	cabbage	abscess
5	bed	blow	best	blanket	better	biscuit	being	basically	busier	burau	rubbish	absailing
6	ball	bread	brick	blossom	buy	blossom	begin	behaviour	branch	catch	bicycle	ambassador
7	sob	break	bring	bought	before	brilliant	break	behaviour	budget	debatable	biscuit	ambidextrous
8	rub	breakfast	brush	break	blue	business	broke	biscuit	becam	elaborate	describe	ambiguity
9	brick	broom	broom	breakfast	baby	comfortable	rabbit	blossom	beneath	embarrassment	absent	barometer
10	bring	brother	broke	bucket	rubbed	exhibition	straight	banquet	bought	feasible	cupboard	beverage
11	brush	brought	black	busy	began	observe	bucket	brunch	brought	inevitable	library	bilingual
12	block	brown	block	cabbage	brother	obvious	build	buoyant	scribble	laboratory	librarian	broccoli
13	black	bubble	block	double	beside	probably	built	comfortable	suburb	obligation	obedient	bureaucratic
14	blue	busy	blew	dribble	table	liable	able	flexible	board	possibility	brilliant	cybernetics
15	rubbing	rabbit	blow	February	break	responsible	babies	observe	obluse	probability	ambulance	flamboyant
16	cubby	ribbon	rubbed	goodbye	brock	rib	bath	obvious	belief	publication	burial	inalienable
17			grabbed	number	brock	rubbish	basket	responsible	because	remembrance	debatable	indelible
18			grabbing	probably	build	rubbish	balloon	sensible	beauty	squabble	combination	labyrinthine
19			table	rabbit	built	sensible	became	stubborn	beautiful	syllable	celebration	metabolism
20			bracket	ribbon	behind	suburb	believe	submarine	probable	distribution	elaborate	substantially
21			bracket	ribbon	birthday	trouble	because		believable		resemblance	
22					breakfast		beautiful		horrible		abbreviated	
23					bought		probably		terrible		ambitious	
24					believe		business		business		responsible	
25					because		submerge		believe		biography	



<b>Mathletics Activities</b>	
 <p><b>My Login Details:</b>  <a href="http://www.mathletics.com.au">www.mathletics.com.au</a>  <b>Username:</b> [Mathletics Username]  <b>Password:</b> [Mathletics Password]</p>	<p><b>Year 3</b></p> <p>This week in Mathletics, Year 3 will complete:  <b>Counting and Grouping</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers in Words</li> </ul>
<p><b>Kindergarten</b></p> <p>This week in Mathletics, Kinder will complete:  <b>Counting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counting Forwards</li> <li><input type="checkbox"/> Counting Backwards</li> </ul>	<p><b>Year 4</b></p> <p>This week in Mathletics, Year 4 will complete:  <b>Time and Place</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expanding Numbers</li> <li><input type="checkbox"/> Place Value to Thousands</li> </ul>
<p><b>Year 1</b></p> <p>This week in Mathletics, Year 1 will complete:  <b>Everyday Maths</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who has the Money?</li> </ul>	<p><b>Year 5</b></p> <p>This week in Mathletics, Year 5 will complete:  <b>Rounding and Place Value</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nearest 1000?</li> </ul> <p><b>Decimal Power</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adding Decimals</li> </ul>
<p><b>Year 2</b></p> <p>This week in Mathletics, Year 2 will complete:  <b>Time and Money</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who has the Money?</li> </ul>	<p><b>Year 6</b></p> <p>This week in Mathletics, Year 6 will complete:  <b>Number Rules</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prime or Composite?</li> <li><input type="checkbox"/> Place Value to Millions</li> </ul>