



Daily 4 Quick Questions (QQ) - Mini revision example tasks based on the Daily 4 Areas (Reading, Writing, Word Study, Maths)

- These example revision task cards have been made generic so they can be used over and over. They are intended as one way for the kids doing the Daily 4 (a second document), to have revisional work (rotation stations), to do while the teacher is working with specific groups at specific times based on the Daily 4 structure.
- The teacher can also make parts of these more specific such as stating this before getting the kids to do them, or by writing more specific instructions on the board. Otherwise, how the kids do these could be given to them as a choice. For me, it will usually be the kids choice, as not only are these being used as a structure as opposed to a it being a teachable moment, (as the teacher would normally be with another group in the Daily 4 structure), but by giving the kids the choice, it also encourages independence and peer support. On top of this, there is also less chance for teacher interruption, as the kids will do the tasks based on what they know at the time. Teacher assistance where needed can be done as a follow up when kids share their work.
- Remind the kids not to simply write the same thing they wrote the previous time/day based on a particular task. For example, for the handwriting and silly sentence part, the next letter they do, must not be the one they have already done that week/previously.
- The tasks are numbered, with the Level 1 and 2 tasks being colour coded. Depending on the ability of the groups/children, it could be where some kids are required to do all the tasks, or simply just choose 1 or 2 task numbers which the children must complete on the particular day. This could also be mentioned as part of the 'expectations' that are part of the Daily 4 expectations, (see below note re this, which forms part of a second document).
- As an extra challenge, the kids could also time themselves on each task, and then compare times for each task over a period of time.
- Extra instructions, such as being more specific with some tasks, could be written on cards, on the whiteboard, and/or given orally at the start of the session.
- At the end of the session, the groups/class come together to mark/discuss/reflect etc. Time is given for this as mentioned in the secondary document plan.
- For older/more able children, you could get them as a group to take the marking role while they are in the group, showing peer support and leadership). This could also save the teacher some time.
- -Not everyone may finish all tasks given, as this will depend on each child's ability, both in relation to the task as well as their level of independence.
- Some tasks could also be done orally as a group, and their answers written as a group as opposed to them being done individually.
- Some kids could move up/down a level if they find tasks too easy/hard. There are tasks written for all 4 levels, (Levels 1-4 / Phases 1-3).
- Cards could be used as either a daily task or a weekly task.
- A new task could be done each time, or by doing the same one each day but with a different letter/theme/topic, which allows the child time to grasp the questions/concepts, (I will be using the latter, especially with the lower levels).
- Depending on the abilities of the kids, as well as depending on how many tasks are required to be done each day, there will be times where some tasks may need to be done over a number of blocks/days. These tasks are intended for independence, either in part or full, when the kids are doing rotational stations, (the structure), and not as the explicit teaching time that the teacher has with each group during blocks, based on the Daily 4 structure.
- As always, use them in anyway which best suits you and your class, whether that be in part or as a whole programme. I hope some of it is of use.



Note: The '2024 Back to Basics-3 hrs Daily Rdg, Wtg, Math, (inc Daily 4 Plans), is a separate document which is suggested, to also be attached to this document as a further supporting document for both documents.



Mathematics - QQ - Daily 4 - Revision Example Task Card 1

Year 0-2 / Level 1

Year 3-4 / Level 2

Year 5-6 / Level 3

Year 7-8 / Level 4

Phase 1 - Year 0-3

Phase 2 - Year 4-6

Phase 3 - Year 7-8

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

1. Write the numbers 0 - 10 forwards or backwards.

square, triangle, circle, rectangle, star, $\frac{1}{2}$ moon (*crescent*), oval, heart, diamond (*rhombus*), $\frac{1}{2}$ circle (*semicircle*), kite, arrow.

2. Draw any 3 shapes. Can you draw, (or make with blocks), something from 5 or more shapes?

blue, red, yellow, green, orange, purple (*violet*), black, white.

3. Can you use 3 or more colours in the shapes you drew?

Primary colours: blue, red, yellow.

Secondary colours: green, orange, purple/violet.

10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

1. Write the numbers 10 - 20 forwards or backwards.

2. Use the addition (+) and subtraction (-) sign at least 3 times each, where one number from each is above 10.

3. Count from 10 to 20 in 2's.

4. Write five of your 2, 3, 4 or 5 times tables. It can be a mix of all of them if you choose.

5. Draw something that uses at least 8 different shapes. Can you name all the shapes you used?

1. Counting in 5's, 6's, 7's, 8's or 9's, count up at least 10 spaces from any number above 100.


2. Use the multiplication (x) and division (\div) signs using your 5 - 12 times tables.

3. Add (+) a 2 digit number where you need to rename it.

4. Add (+) a 3 digit number where you need to rename it.

5. Subtract a 3 digit number.

6. Use a 1 or 2 step method to multiply a number.

7. Use  to divide a number.

8. Show a 'Square' Number.

9. Show a 'Square Root' number.

10. Make up a word problem that uses at least 2 operations, (+, -, x, \div).

Make sure you include the answer.


1. Write 2 maths equations for each of the below. This could be in numbers, sentences and pictures/diagrams. You only need to do two for each one;

- Fraction
- Decimal
- Square
- Square Root

2. Add (+) a 4 or 5 digit number where you need to rename it.

3. Subtract (-) a 4 or 5 digit number where you need to rename it.

4. Use a 2 or 3 step method to multiply a number.

5. Use  to divide a number which has a remainder.

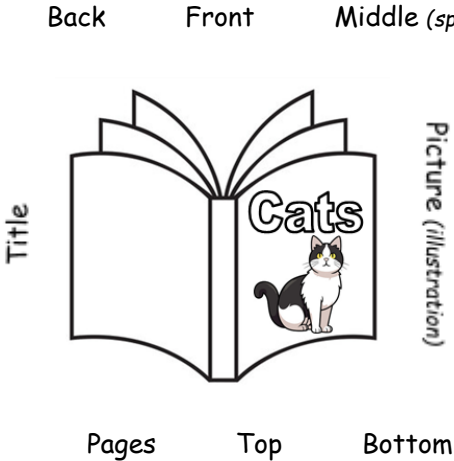
6. Make up a word problem that uses any 3 different operations (+, -, x, \div).

7. Using any 5 strands of Maths, (*Number, Statistics, Algebra, Measurement, Geometry*), write your own 2 questions and answers, to show you understand the terms.

You may want to write one and get a buddy to do it, then mark it together.



Reading - QQ - Daily 4 - Revision Example Task Card 1

Year 0-2 / Level 1	Year 3-4 / Level 2	Year 5-6 / Level 3	Year 7-8 / Level 4
Phase 1 - Year 0-3		Phase 2 - Year 4-6	Phase 3 - Year 7-8
<p>1. Draw arrows to show where the parts of a book are.</p> <p>Back Front Middle (<i>spine</i>)</p>  <p>2. Write the title of a book you are reading or looking at, and draw something either from the book, or to do with the book.</p> <p>-----</p> <p>3. Read a book.</p> <p>-----</p> <p>Extra: Labelling their own book cover.</p>	<p>1. Based on a book that you are reading or a book that you enjoy looking at, write the title of the book. Then draw a picture of something from the book. This can be a picture that is in the book, or your own picture of something that is in the book.</p> <p>-----</p> <p>2. Write at least 3 questions and answers about something that was in your book. You could even do them as pop-up questions. Be creative.</p> <p>-----</p> <p>3. Read a book.</p> <p>-----</p>	<p>1. Based on a book you are reading, write the title of the book. Then write a 2 sentence review or synopsis of what you have read so far. A synopsis is simply writing down what has happened so far, or what it is about.</p> <p>-----</p> <p>2. Can you write any information about the author, and/or, list any other books that the author has written?</p> <p>-----</p> <p>3. Read a book.</p> <p>-----</p> <p>Be prepared to share some of your work either with a buddy, a group or with the class.</p>	<p>1. Based on a book that you are reading, write down the title, then do one or more of the following:</p> <p>-----</p> <p>2. Write a synopsis about what it is about/what has happened with what you have read so far.</p> <p>-----</p> <p>3. Write 5 questions and answers about what you have read so far. You may like to do this with mini illustrations.</p> <p>-----</p> <p>4. Make up your own big book or mini pop-up book based on a book you are reading.</p> <p>-----</p> <p>5. Read a book.</p> <p>-----</p> <p>Be prepared to share some of your work either with a buddy, a group or with the class.</p>



Writing - QQ - Daily 4 - Revision Example Task Card 1

Year 0-2 / Level 1

Year 3-4 / Level 2

Year 5-6 / Level 3

Year 7-8 / Level 4

Phase 1 - Year 0-3

Phase 2 - Year 4-6

Phase 3 - Year 7-8

1. Choose a topic. Your teacher may give the topic to you. *For example, horses, friends, food, home, games etc.*
Then draw at least 3 mini pictures to do with the topic.

2. Using the mini pictures that you drew from number 1 above, now write all the letters that you can hear and know, to try to make the word of what you drew.
Write the letters beside your pictures.

3. Write your name. Then try and write or draw something that shows something about you. Try and write all the letters that you can hear or know, beside your pictures.

Extra: Kids who able to, could do the above in a sentence rather than just letters/words.

1. Choose any topic. Then write down at least 5 words related to your topic. You could also do these using mini pictures as well as the word if you like.

2. Using the words you used in number 1 above, now try and use all of the words in a 1 or 2 sentences about your topic.

3. Using the sentences you wrote in number 2 above, try and edit your work to make sure it makes sense, has capitals and full stops, and that you have tried with your spelling.

4. Non-fiction (*fact/real*) and Fiction (*not real/imaginary*). Write down at least 5 things that show the differences between non-fiction and fiction.

1. Choose any topic. Then write down at least 10 words related to your topic. You could do these using mini pictures if you like. Then list your words as 'nouns', 'verbs' and 'other'.

2. Write your own mini story/article/ piece of writing based on one of the following genres (types) of writing;

- Poem
- Fact / Non-Fiction
- Instructions
- Explanations
- Descriptive
- Fiction/Imaginative

3. Get someone to write a simple sentence or two for you about anything you or they choose. Then your job is to make that piece of writing more informative/descriptive.

1. Choose any topic. Then write down at least 15 words related to your topic. You could do these using mini pictures if you like. Then list your words as 'nouns', 'verbs', 'conjunctions', 'adjectives', and 'other'.

2. Write your own mini story/article/ piece of writing based on one of the following genres (types) of writing;

- Poem
- Fact / Non-Fiction
- Instructions
- Explanations
- Descriptive
- Fiction/Imaginative
- Advertisement/Selling something

3. Get someone to write a simple sentence or two for you about anything you or they choose. Then your job is to make that piece of writing more informative/descriptive.



Word Study - QQ - Daily 4 - Revision Example Task Card 1

Year 0-2 / Level 1

Year 3-4 / Level 2

Year 5-6 / Level 3

Year 7-8 / Level 4

Phase 1 - Year 0-3

Phase 2 - Year 4-6

Phase 3 - Year 7-8

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r,
s, t, u, v, w, x, y, z

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P,
Q, R, S, T, U, V, W, X, Y, Z

1. Choose 5 letters of the alphabet. Write both the lower case and upper case of each letter chosen.

2. Draw a mini picture of anything. Then write the letter it starts with beside the picture. Do 3 of these.

3. Write your own sentence about something. Make sure it has a capital at the start, and a full stop at the end.

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o,
p, q, r, s, t, u, v, w, x, y, z

1. Choose a letter of the alphabet. Write a line for handwriting. Use lower and uppercase.

2. Using a letter of the alphabet, choose a letter and write a sentence which has as many words that start with that letter, to make a silly sentence.

3. Write down at least 5 different words that start with any blend.

4. Write a word that you can also write another word to show its' opposite meaning (antonym).

1. Using a letter of the alphabet and a blend, write a sentence which has as many words that start with that letter and blend, to make a silly sentence.

2. Write 3 words which also show the following of the words;

- antonym (opposite)
- synonym (similar)

3. Choose at least 1 word which also shows a homonym of that word. A homonym is a word that sounds the same as another word, but which has a different meaning.

4. Choose any 5 words and put them into alphabetical order.

1. Using 2 or 3 different blends, write a sentence which has as many words that start with those blends, to make a silly sentence.

2. Write 2 words for each of the following, to show you understand the meaning of the terms;

- syllabification
- personification
- antonym
- synonym
- homonym

3. Choose any 7 words which all start with the same letter, and put them into alphabetical order.

4. Choose 2 hard words and write a simple meaning in your own words for them.