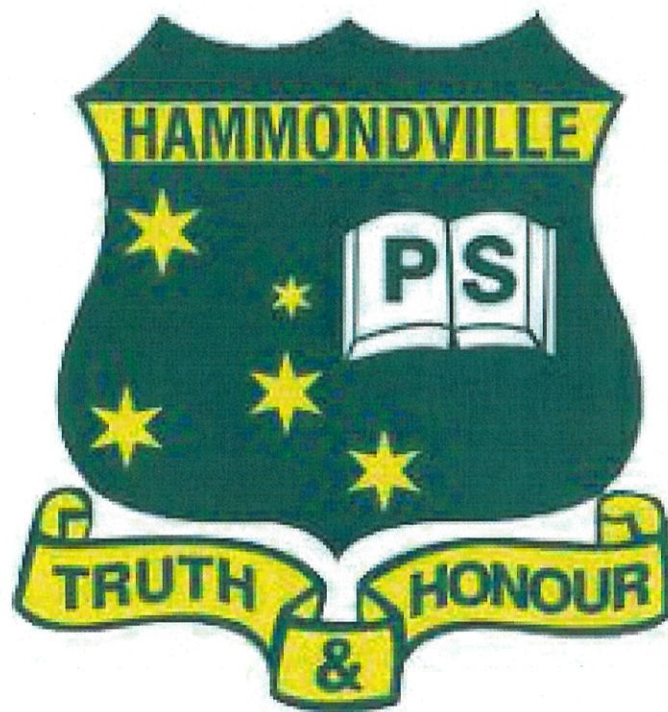


Hammondville PS

Stage 1



Remote Learning Workbook

Term 3 Week 5 2021





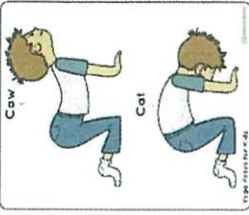
Name: _____


HAND ON MATHS

<p style="text-align: center;">Money</p> <p>Using different coins, make up these amounts</p> <p>\$1.50, 80c, \$3.20, 45c, \$2.65, 60c, \$1.40, 25c.</p>	<p style="text-align: center;">Greater than, Less than</p> <p>Roll a dice to create sets of two-digit & three-digit numbers. Record if they are Greater than, Less than or Equal to.</p>	<p style="text-align: center;">Data</p> <p>Record the different types of fruit and vegetables you have at home. Use tally marks to show how many of each you have.</p>	<p style="text-align: center;">Mass</p> <p>Gather 6 different items from around your house and line them up from lightest to heaviest. Draw your findings.</p>
<p style="text-align: center;">3D space</p> <p>Find 10 - 15 different objects around your house. Using labels, name the 3D shape. <i>eg. a can of drink is a cylinder</i></p>	<p style="text-align: center;">Fractions - halves</p> <p>Make a poster (on A4 paper), demonstrating items around the house, cut in half. <i>eg. a sandwich cut in half, an orange cut in half.</i></p>	<p style="text-align: center;">Addition</p> <p>Create your own addition problems using snacks, toys or lego blocks. <i>eg. 5 tiny teddies + 2 tiny teddies =</i></p>	<p style="text-align: center;">Subtraction</p> <p>Use plastic cups and a ball or a rolled up pair of socks to play subtraction bowling. Set up cups like bowling pins. Roll the ball and subtract the number of pins you knock down.</p>
<p style="text-align: center;">Friends of 10</p> <p>Write down all of your friends of 10 in order</p> <p style="text-align: center;">$0 + 10 = 10$ $1 + 9 = 10$</p>	<p style="text-align: center;">Friends of 20</p> <p>Write down all of your friends of 20 in order</p> <p style="text-align: center;">$0 + 20 = 20$ $1 + 19 = 20$</p>	<p style="text-align: center;">Before & After</p> <p>Using cards or a dice, create two-digit & three-digit numbers, then record the number that comes before and after.</p> <p style="text-align: center;">33 34 35</p>	<p style="text-align: center;">Doubles</p> <p>Write down all of the doubles</p> <p style="text-align: center;">from $1 + 1 =$, up to $30 + 30 =$</p>
<p style="text-align: center;">Counting</p> <ul style="list-style-type: none"> • Count up to 100 • Count backwards from 50 • Count up to 60 • Count backwards from 40 	<p style="text-align: center;">Time</p> <p>How many can you do in 1 minute??</p> <ul style="list-style-type: none"> • Jumping jacks • Push ups • Toe touches • squats 	<p style="text-align: center;">Patterns</p> <p>Create patterns using:</p> <ul style="list-style-type: none"> • Numbers • Pictures • Colours • Shapes 	<p style="text-align: center;">Skip Counting</p> <ul style="list-style-type: none"> • Count up by 2s, 5s and 10s up to 100. • Count backwards by 2s, 5s and 10s from 100. • Can you skip count by 3s up to 60?
<p style="text-align: center;">Time</p> <p>Make a timeline of your day. What time do you wake up, eat breakfast, play outside, watch TV, go to sleep etc..?</p>	<p style="text-align: center;">Money</p> <p>Have your parents place a handful of coins into a bowl. Using a spoon, scoop out some coins and add them up.</p>	<p style="text-align: center;">Multiplication</p> <p>Using coins, blocks or toys, make equal groups of, and record your findings. <i>eg. 3 groups of 5 lego blocks = 15 blocks.</i></p>	<p style="text-align: center;">Division</p> <p>Share your snacks, toys or blocks amongst your family. Make sure everyone gets an equal amount.</p>

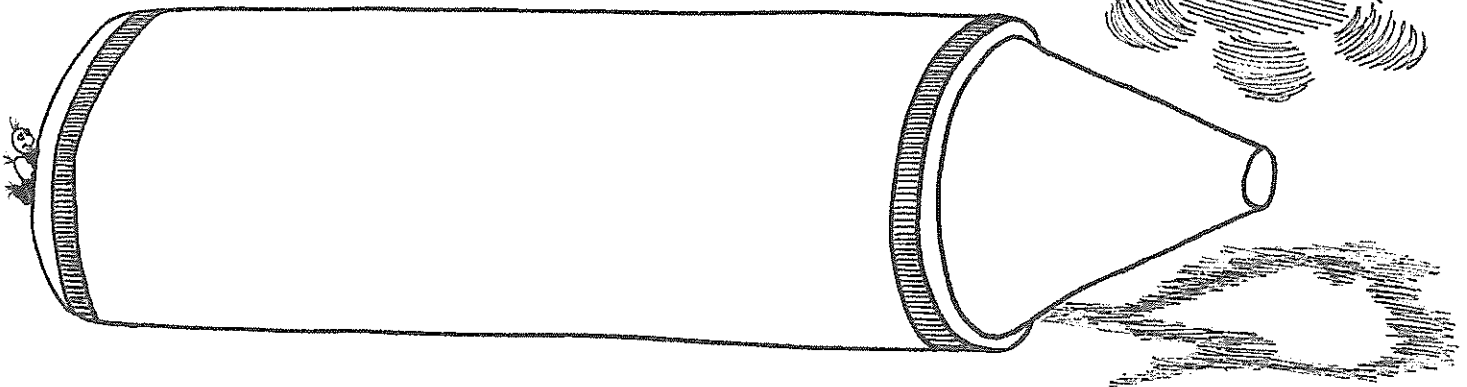
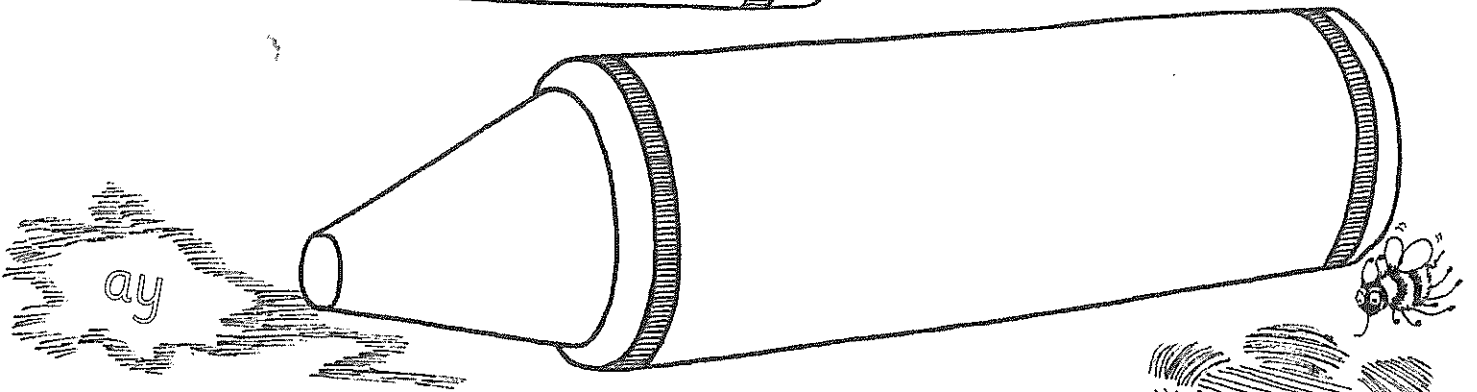
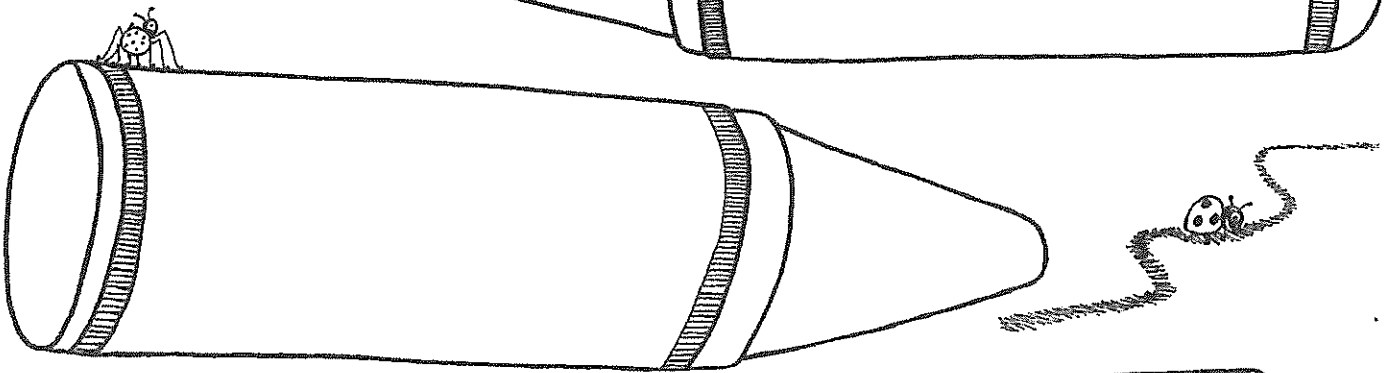
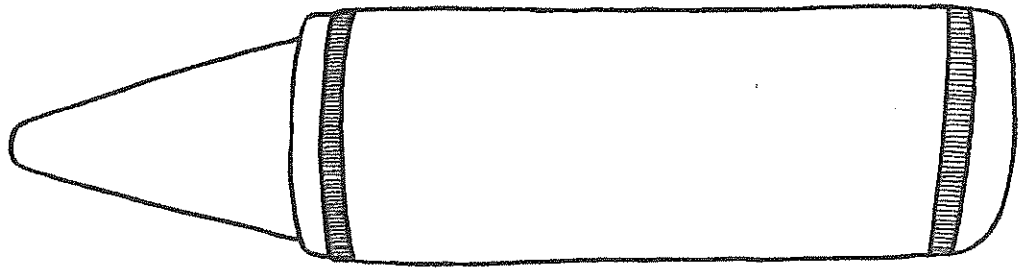
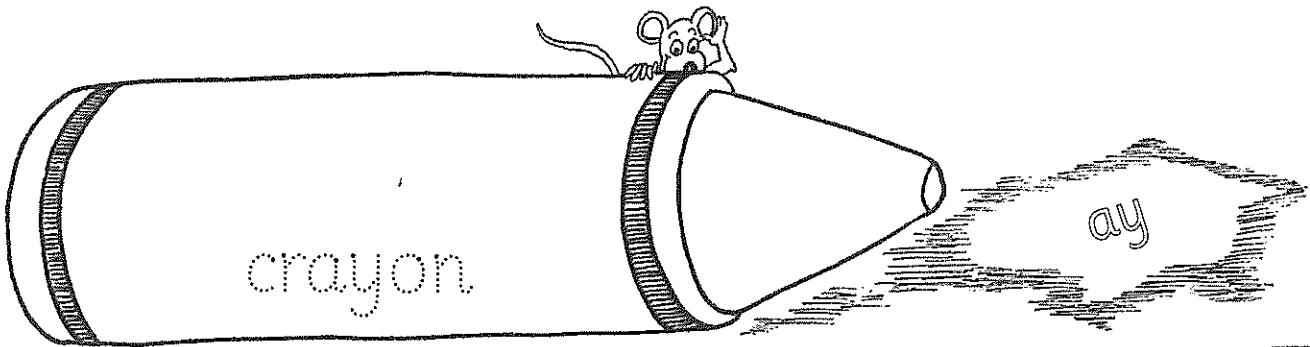
Stage 1 PDHPE Fitness Grid

Complete one fun fitness activity from the grid each day. Have fun, keep fit and keep your body moving!

<p>Go Noodle.</p> <p>Ask an adult to log on to www.gonoodle.com and pop it up on your tablet or tv screen. Do some of the free dancing and moving activities.</p>	<p>Go for a walk.</p> <p>Take a 20-30 minute walk around your local area.</p> <p>If you have some bush nearby take a nature walk. See if you can collect some interesting objects along the way.</p>	<p>Ball kicking.</p> <p>Kick a ball back and forwards with a partner.</p> <p>Put out some cones or markers out and see if you can run and kick the ball around the markers.</p> <p>If you have a small goal you can practice kicking some goals.</p> <p>Kick a ball against a wall.</p> 	<p>Circuit.</p> <p>Create a circuit in your backyard or find a grass area. Use cones and hoops if you have them otherwise improvise with any objects from home.</p> <p>You could include some sit ups, push ups, runs and jumps.</p>	<p>Sprints.</p> <p>Go to your local park or use your backyard. Do some sprints. Warm up your engine, get your knees moving andgo!</p> <p>You could race someone or time yourself.</p> 
<p>Word jumping.</p> <p>Using chalk draw some circles on the footpath or driveway. Write your spelling or sight words in them. Jump from circle to circle like a frog. Call out your words as you go.</p>  <p>Fitness and word work done!</p>	<p>Stair runs.</p> <p>Run up and down your stairs.</p> <p>See how many times you can do this in 5 minutes.</p> 	<p>YouTube Just Dance</p> <p>https://www.youtube.com/results?search_query=just+dance</p> <p>Just dance!</p>	<p>Pop, pop, pop.</p> <p>Blow some bubbles for your child to run around and pop.</p>	<p>Yoga.</p> <p>Play some music and do the 'Yoga Poses for Kids'</p> 

<p>Scavenger Hunt.</p> <p>Have an indoor or outdoor scavenger hunt.</p> <p>You will need an adult to hide some clues in different places. Race from clue to clue. Each clue leads to the next one and finally you get the treat or toy at the end!</p> <p>Add some fitness into each clue e.g. do 5 star jumps then race to the next clue in the letterbox.</p>	<p>Skipping or Jumping.</p> <p>Play some music and do some skipping. Try straight jump forwards, backwards, double bounce, running skip, side to side and then ...for a challenge create your own jump!</p> <p>If you haven't got a rope just jump and skip to some music.</p>	<p>Baby Shark Dance.</p> <p>Sing and dance to this song on you tube. You won't be able to get the song out of your head all day!</p> <p>https://www.youtube.com/watch?v=XqZsoesa55w</p>	<p>Gross Motor Obstacle Course.</p> <p>Incorporate hopscotch, circles for jumping, a swirly line to follow, a spot to do 10-star jumps, a spot to sing the alphabet while patting your head and whatever else you can think of.</p>	<p>Dancing.</p> <p>Play some fun dance music and dance.</p> <p>You may like to have a dance off with your family. Who has the best dance move?</p>
<p>Animal Fun.</p> <p>Find some space. A family member calls out an animal name and you have to move like it.</p> <p>Turtle – move slowly Leopard – move fast Octopus – shake your whole body Flamingo – stand on one leg Kangaroo – bounce Snail – crouch and move Bird – stretch arms out and 'fly' around</p>	<p>Running.</p> <p>Run three laps around your house.</p> 	<p>Cosmic Kids Yoga session.</p> <p>Complete a free yoga and mindfulness adventure with Cosmic Kids Yoga. 'Squish the fish', Frozen and Pokemon are some favourites!</p> <p>https://www.youtube.com/user/CosmicKidsYoga</p>	<p>Hopscotch.</p> <p>Using chalk draw a hopscotch grid onto the concrete. Play a game of hopscotch. If you have a brother or sister they can play with you.</p>	<p>Balloon catch.</p> <p>Blow up a balloon and practice throwing and catching it. See how long you can keep the balloon in the air.</p> <p>Play a fun game of volleyball with your balloon.</p>

Write an <ay> word and draw a picture in each crayon.



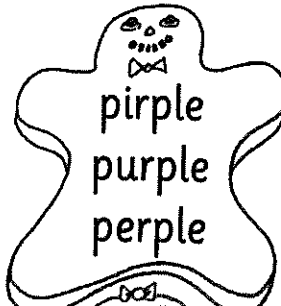
Action: Cup your hand over your ear, as if you are hard of hearing, and say *ai, ai, ai?*

Spelling List

the /er/ sound: <er>, <ir> or <ur>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.

1. drip
2. plug
3. th__d
4. wint__
5. b__d
6. ov__
7. h__t
8. butt__fly
9. th__ty
10. forty



Choose a word from the list to fit each sentence.

1. She fell and _____ her knee.
2. A _____ is a beautiful insect.
3. The snow was deep last _____.
4. I finished the race in _____ place.

thirty (30)

__ i __ _ t

t __ r __

_ h __ t _

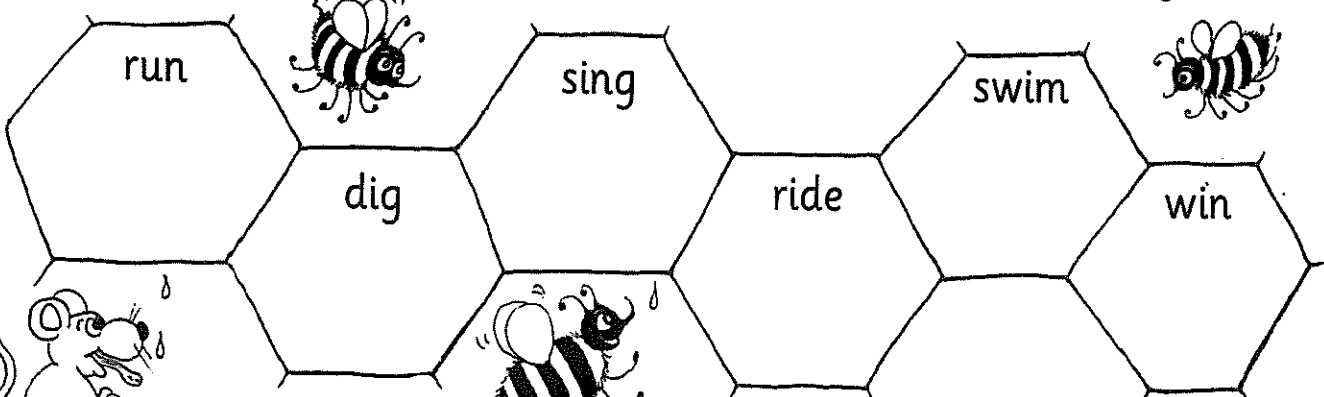
forty (40)

f __ r __ y

_ o __ t _

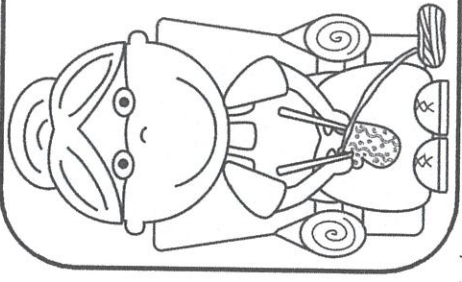
__ _ t y

Each of these verbs has a 'tricky past'. Write each past tense in the honeycomb.







Name: _____
Date: _____



Rockin' Granny



I love my grandma. She is not like any grandma. My grandma is a rockin' grandma!

Some grandmas like to bake cookies . But my grandma likes to do science experiments! 

Some grandmas like to knit . But my grandma likes to ride her motorbike. 

Some grandmas like to do gardening . But my grandma is in a rock n roll band. She plays the drums.  They are called the 'Rockin' Grannies'!

Some grandmas give big warm hugs. the best hugs in the world. Just like my grandma!

I love my grandma. she rocks!

1. What do most grandmas like to do?

1. _____
2. _____
3. _____

2. What does the grandma in this story like to do?

1. _____
2. _____
3. _____

3. What other activities do you think the Rockin' Granny likes to do?

4. What 2 words were used to describe grandma's hugs in the story?

5. Write 3 words that describe grandmas.

6. What does your grandma like to do?

7. Write about something special you and your grandma or grandpa do together.

In the picture, draw the four things the Rockin' Granny did.

Student answers comprehension questions based on

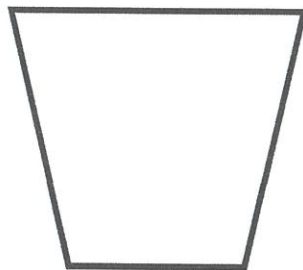
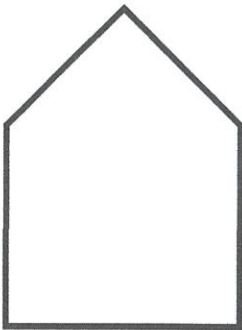
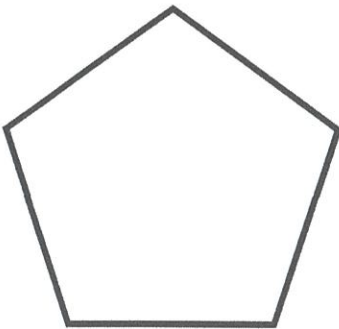
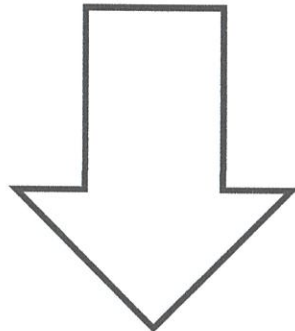
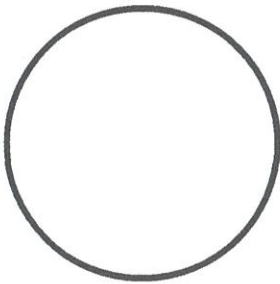
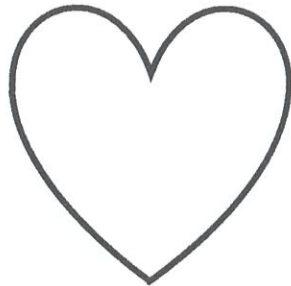
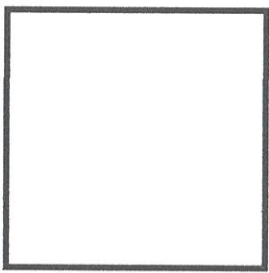
- Directly stated information within the text - (Literal) Q. 1, 2, 4
- Connecting - Q. 6, 7
- Inferring - Q. 3,
- Language - Q. 4, 5

Name: _____

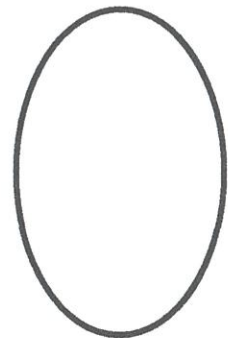
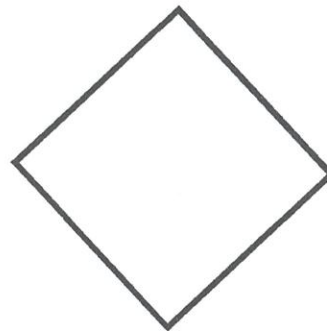
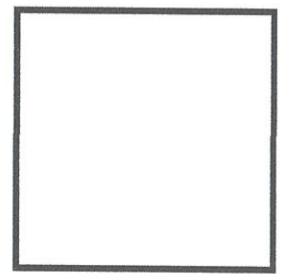
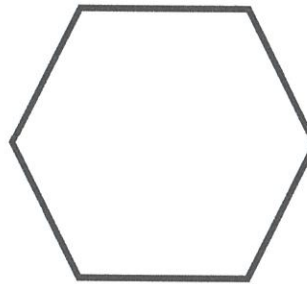
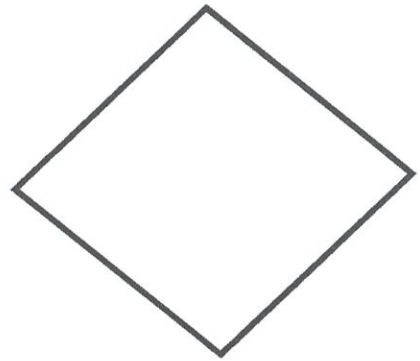
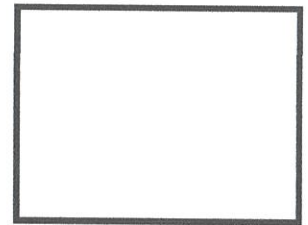
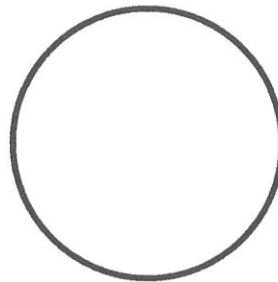
Partitioning Shapes

Draw lines to partition the shapes.

Halves:



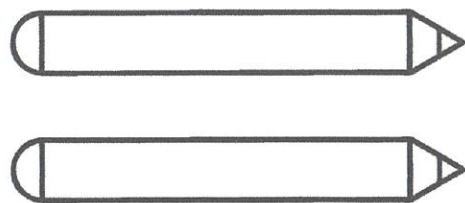
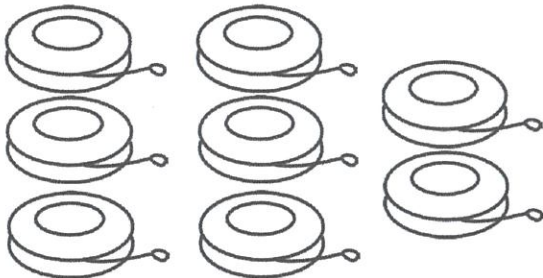
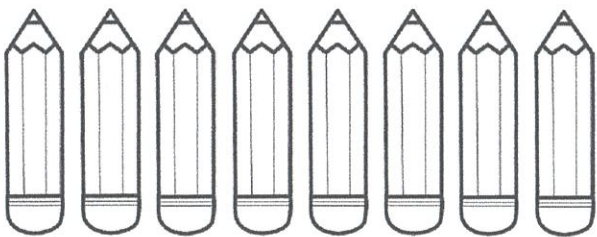
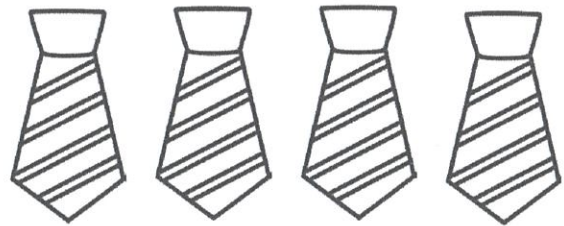
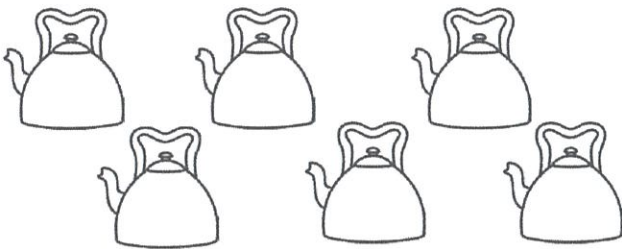
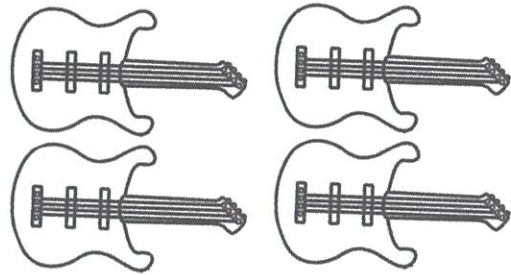
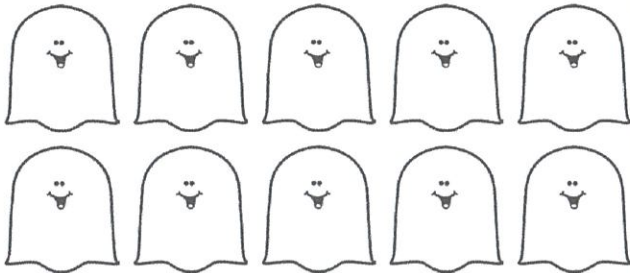
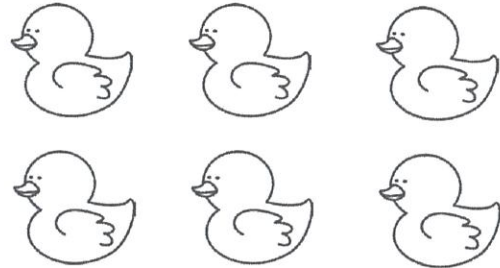
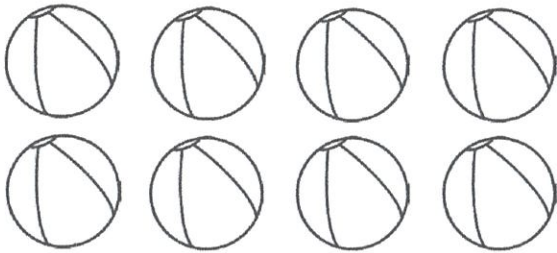
Quarters:



Name: _____

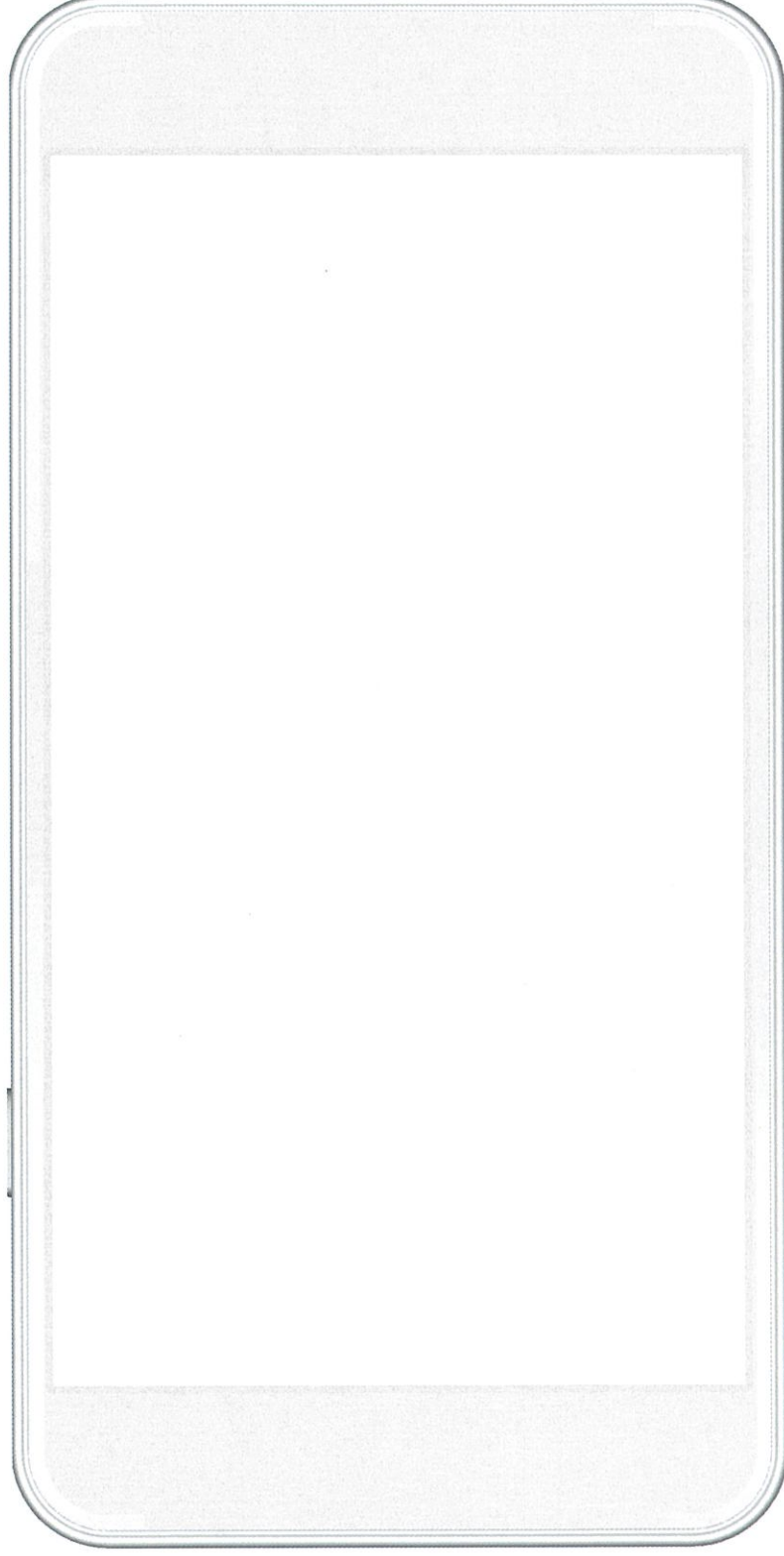
Grouping into Half

Draw circles to split the items into equal groups.





Step 2:  Choose a date from the website and find out about the weather. Draw and write it inside the phone.






Step 2: Plan a camping trip for the three bears to a polar region. Choose a date, check the weather, make an equipment list and draw their campsite.

Date and weather

Equipment list



Campsite

Week 4 Spelling Lists

Year 1	Year 2
satin	hook
rent	fork
twitch	back
whisker	brick
whack	deck
wheel	flock
whine	struck
whatever	backpack
what	nineteen
who	twenty



Week 5 Spelling Lists

Year 1	Year 2
bump	drip
stint	plug
skip	third
dismay	winter
archway	bird
playpen	over
doorway	hurt
weekday	butterfly
why	thirty
where	forty

Tuesday wk 5 yr 1

Sight Word Page

Practice reading and spelling the sight word in many ways. Write a sentence with the word.



 <p>where</p>	 <p>where were where whee where where</p>
<p>B u i l d</p>	
<p>Trace</p> <p>where</p>	<p>Spell</p>



Write a sentence with the word.

Sight Word Page

Practice reading and spelling the sight word in many ways. Write a sentence with the word.

 <p>why</p>	 <p>whi why why why hwy why</p>
<p>B u i l d</p>	
<p>Trace</p> <p>why</p>	<p>Spell</p>







Write a sentence with the word.

Tuesday - Tricky words Year 2 wk 5

Sight word page




Practice reading and spelling the sight word in many ways. Write a sentence with the word.


 thirty	 thirty thirty thirty thirty thirty
B U I I D	
Trace	
thirty	

 Write a sentence with the word.

Sight word page

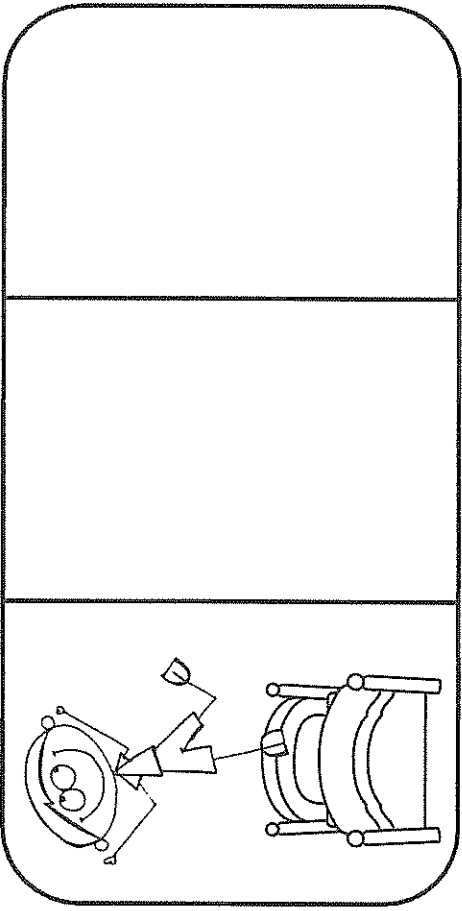
Practice reading and spelling the sight word in many ways. Write a sentence with the word.

 forty	 forty forty fourty forty forty
B U I I D	
Trace	
forty	

 Write a sentence with the word.

Name: _____
Date: _____

The Broken Arm



"Be careful" said Mum to Chris as he jumped on the bed.

But it was too late. Chris slipped and fell.

He came crashing to the floor.

"Ow!" Chris cried holding his arm. It was bent backwards.

Mum ran over. "Oh dear!" she cried. "I think it is broken. We will have to go to the hospital."

On the way to the hospital Chris tried to be brave.

When they got to the hospital the doctors did an X-ray to show Chris where his bone was broken.

They put on a green cast. It was Chris' favourite colour.

On the drive home Chris felt much better. He thought about the lesson he had learnt that day.

1. What did Mum say to Chris? Why?

2. What was the cause of the problem in this story?

3. What happened to Chris' arm?

4. How did Mum know his arm was broken?

5. What 2 things did the doctors do at the hospital?

6. What colour was Chris' cast?

7. What lesson did Chris learn?

8. Describe a time you have hurt yourself and how you felt. What did you do to get better?

9. What will Chris not be able to do while his arm is broken?

In the picture, draw Chris in the middle and the end of the story.

Student answers comprehension questions based on

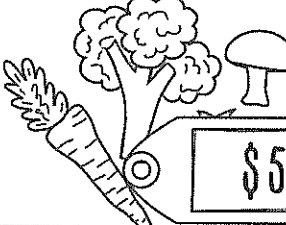

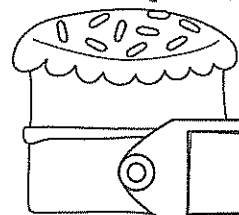

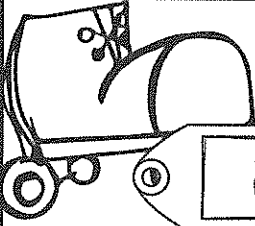

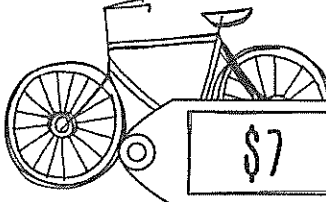



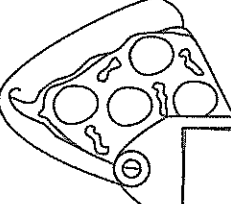

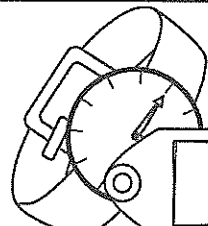

Directly stated information within the text - (Literal) Q. 1, 2, 3, 5, 6 Inferring - Q. 4, 7

Connecting - Q. 8, 9

Name: _____

Australian Coins



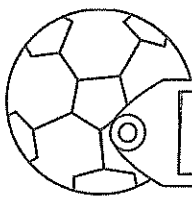
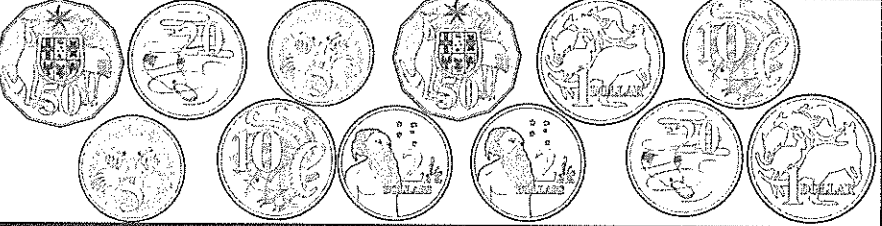
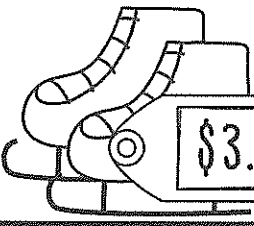
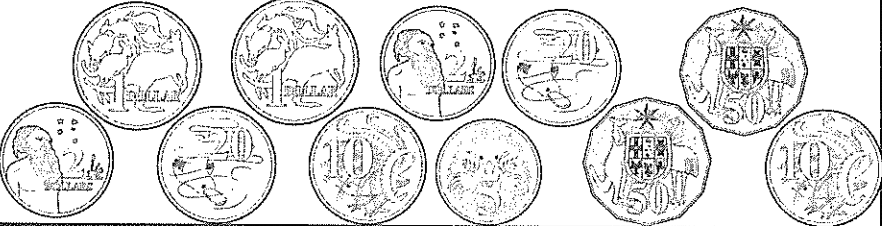

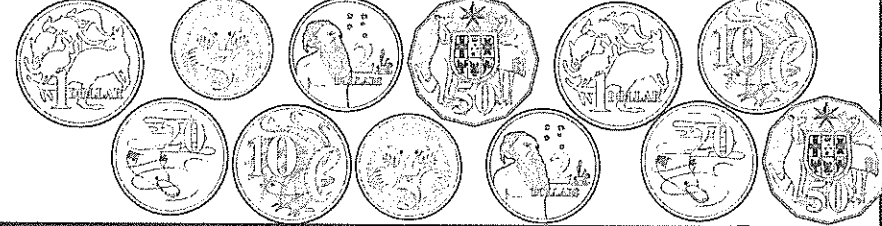
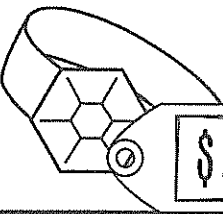

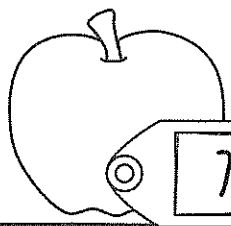
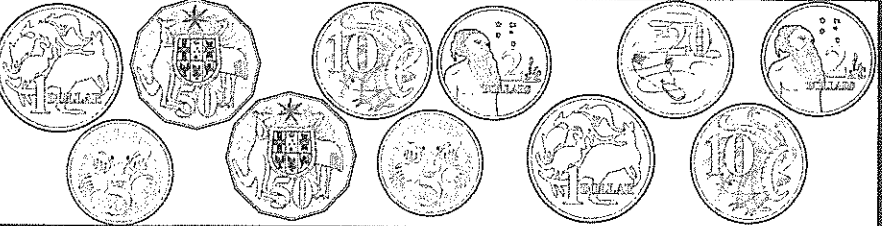
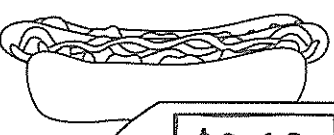

Colour the correct coins you would use to buy these items!


 \$5	
 \$3	
 \$5	
 \$7	
 \$2	
 \$4	
 \$6	

Name: _____

Australian Coins

Colour the correct coins you would use to buy these items!

 \$1.20	
 \$2.50	
 \$3.10	
 70c	
 \$2.60	
 75c	
 \$3.45	

<p>Watch and listen to the Book Week Notable story below https://youtu.be/CumjpwCQgK8 Draw your perfect day. Add in some items in the story that are made up of shapes. Examples: circles – sunglasses Triangle – sail on a boat Square – esky Rectangle - towel</p>	<p>Watch the book online https://youtu.be/XZu9ltg6xEo Create a picture of a shaggy dog. Add some fleas jumping in the air so it looks like the one in the book!</p> 	<p>Design a poster about your favourite book. Make sure you show us your favourite part and put some describing words on your poster. Make the pictures large, colourful and bright. It also has to have the Title and Author on it somewhere.</p>																		
<p>Create a poster for Book Week 2021. The theme is ‘Old worlds, New worlds, Other worlds’. Make sure you represent something from each world in your design. Make it colourful!</p>	<p>Watch the story below We Love you Magoo! https://youtu.be/LAAyEdGsxAQ?t=78 You are now the author! You are going to write a new ending to this story. It might be that the family gives him a different present, they give him a bed inside or they take him for a drive?? Add a picture to show your new ending.</p>	<p>If you had to choose a world to live in.... which would it be and why? Old world (knights, castles no phones or computer!) New world (modern day and beyond with all the technology) Other world (somewhere in the universe) Write reason why you would like to live there and add a drawing</p>																		
<p>Use the following words and create a find a word:</p> <table border="0"> <tr> <td>imagination</td> <td>adventure</td> </tr> <tr> <td>narrative</td> <td>fairytale</td> </tr> <tr> <td>villains</td> <td>fantasy</td> </tr> <tr> <td>Fiction</td> <td>heroes</td> </tr> <tr> <td>Author</td> <td>book</td> </tr> <tr> <td>Plot</td> <td>setting</td> </tr> <tr> <td>Stories</td> <td>creative</td> </tr> <tr> <td>Week</td> <td>characters</td> </tr> <tr> <td>Exploration</td> <td>worlds</td> </tr> </table> <ul style="list-style-type: none"> • Make a grid of 10 x 10 squares • List your words at the bottom of your page • Write the words in the grid – all over the place-1 letter in each square. • Fill the rest of the grid with random letters 	imagination	adventure	narrative	fairytale	villains	fantasy	Fiction	heroes	Author	book	Plot	setting	Stories	creative	Week	characters	Exploration	worlds	<p>Relax and read outside in the sunshine, must read for at least 15 minutes! Talk to another person in your house and tell them about what you are reading. Keep a record of what you are reading so we can celebrate !</p>	<p>After watching the book week book Your birthday was the best! https://youtu.be/Y87ucX6X2GQ Draw 4 pictures to retell the story. Make sure they are in order of first, second, third and fourth. Add a sentence to the picture telling us what it's about.</p>
imagination	adventure																			
narrative	fairytale																			
villains	fantasy																			
Fiction	heroes																			
Author	book																			
Plot	setting																			
Stories	creative																			
Week	characters																			
Exploration	worlds																			

Choose 1 or 2 activities each week. Keep all your work so Mrs Stanley can see them!

- bump
- playpen
- stirt
- doorway
- skip
- weekday
- dismay
- why
- archway
- where

Write the missing letters to make the list words.

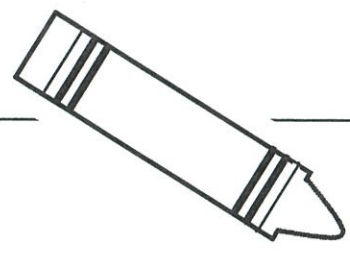
b _ m _ w h _ _ _

d _ s m _ _ _ r c _ _ _

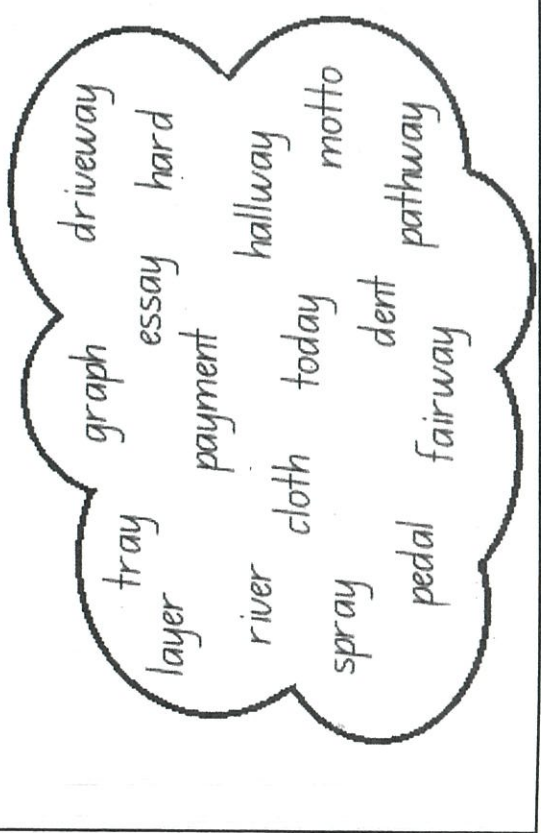
_ t _ n _ _ h _

p _ a _ p _ _ _ k _ _ _

_ o o _ w _ _ _ e _ k d _ _



Find other /ay/ words in the cloud and circle them.



- bumper
- portray
- stopping
- mayhem
- sketch
- bricklayer
- freeway
- why
- haystack
- where

Write the missing letters to make the list words.

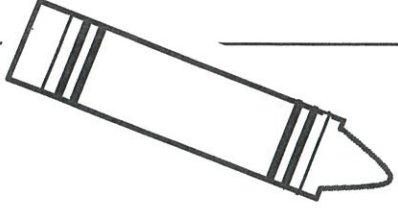
_ _ m p _ r b _ i _ _ l _ y _ _

_ _ e w _ _ m _ _ h _ _

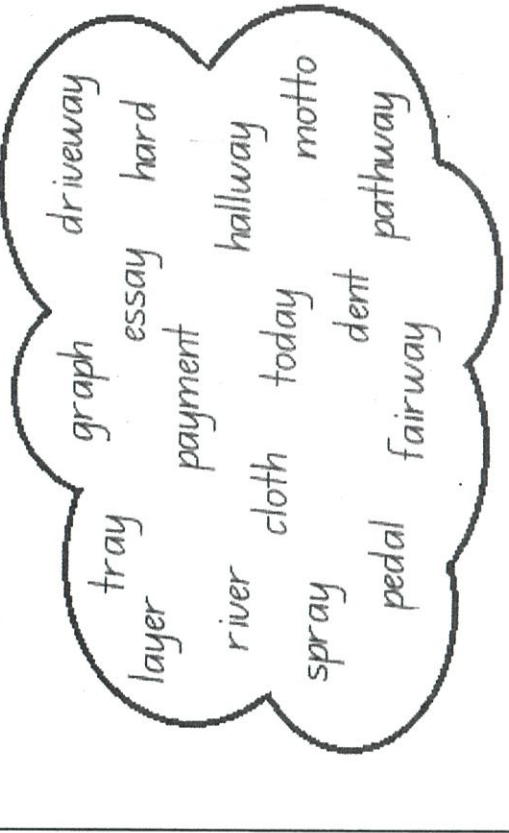
_ h _ _ _ t _ _ p _ _ _

w h _ _ _ _ a _ _ t a _ _

_ k _ t _ _ p _ _ t _ _ _



Find other /ay/ words in the cloud and circle them



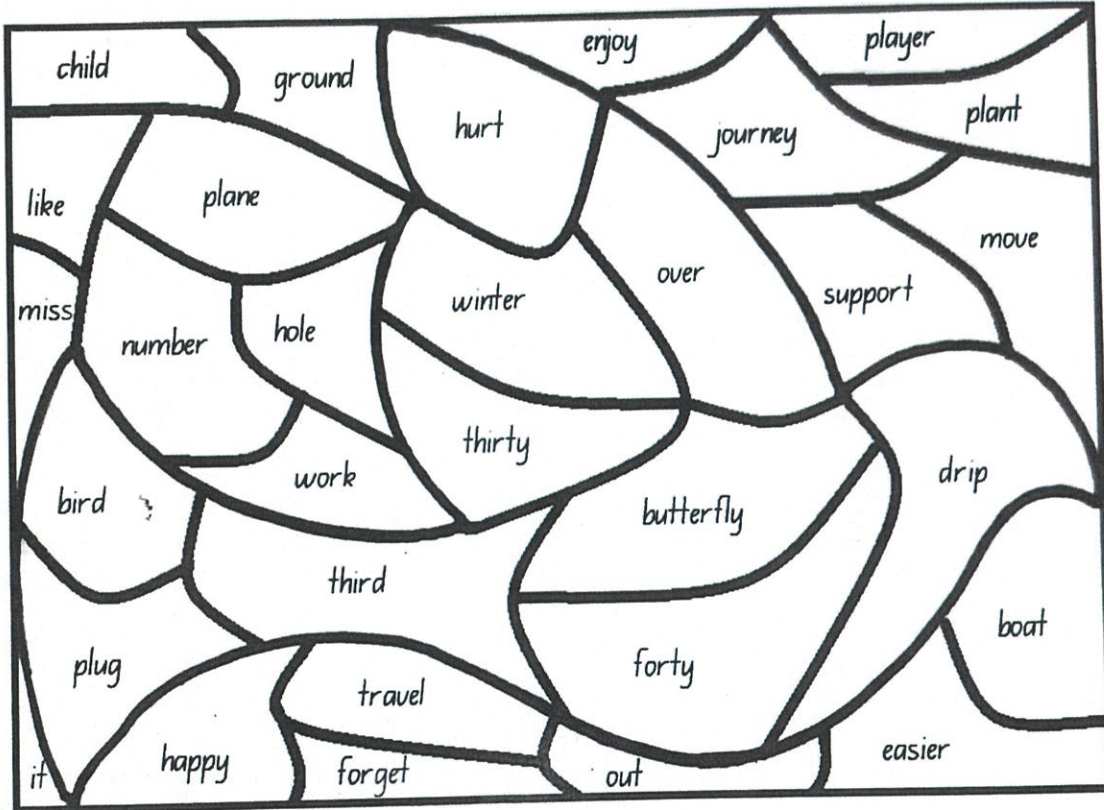
Wednesday - Year 2 WK 5

List Words

drip plug third winter bird
 over hurt butterfly thirty forty

Find the list words in the shapes below.

Colour in the shapes purple.



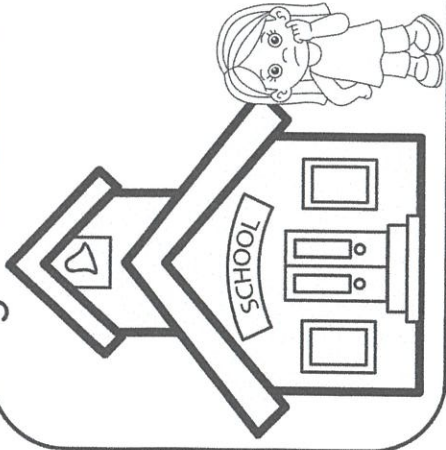
What picture did you find? _____

The following sentences have a list word spelt wrong. Circle the word and rewrite it using the correct spelling.

1. I came thurd in the race. _____
2. The berd flew into the tree. _____
3. He hirt his knee when he fell over. _____
4. It gets very cold in wintur. _____

Name: _____
Date: _____

Molly's First Day



Molly felt nervous. Today was her first day at a new school.

As she walked into school she held her dad's hand. Her tummy did a funny flip.

A lady came over. "Hello Molly! I'm Mrs. Smith, your new teacher" she said. Mrs. Smith took Molly's hand and showed her to her new desk.

"Molly, this is Lucy and Ben. You will sit with them." Mrs. Smith said. Lucy and Ben smiled and waved to Molly.

At lunchtime, Molly's new friends showed her where to eat and play. They had lots of fun together.

At 3 o'clock Molly's Dad came back. "How was your day?" he asked. "Great!" Molly replied with a big grin! "I can't wait to come back tomorrow!"

1. How was Molly feeling at the start of the story?

2. Why was Molly feeling this way?

3. Why do you think Molly was scared to start at a new school?

4. What was Molly's teacher's name?

5. Who did Molly make friends with?

6. What time did school end?

7. How was Molly feeling at the end of the story? Why?

8. If a new person came to your class, what sort of things do you think you could show them in your school? Write two or three.

9. Write about a time when you felt scared or nervous.

In the picture, draw the other characters that were in the story.

Student answers comprehension questions based on

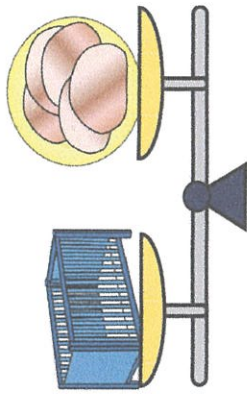
Directly stated information within the text - (Literal) Q: 1, 4, 5, 7 Inferring - Q: 2, 6, 7

Connecting - Q: 3, 8, 9

NAME:

Date:

Heavier, Lighter or Balanced



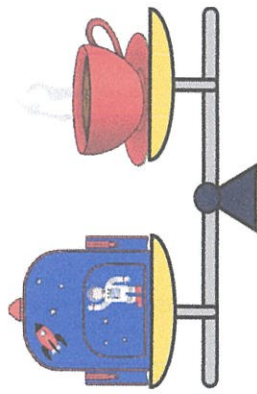
The cot is

balanced with

the ham.

The ham is

the cot.

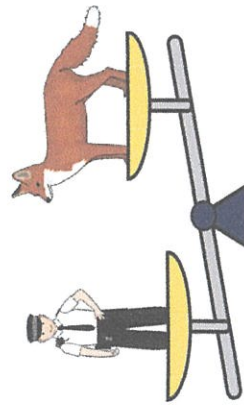


The bag is

the cup.

The cup is

the bag.



The cop is

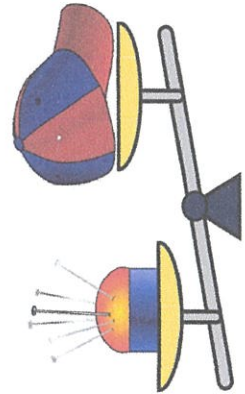
heavier than

the fox.

The fox is

lighter than

the cop.



The pin is

the cap.

The cap is

the pin.

Wednesday 41
wk 5

NAME:

Date:

Heavier, Lighter or Balanced

the pig.

the van.

the bib.

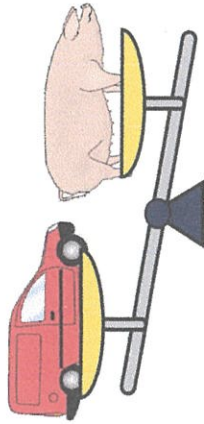
the pug.

the hen.

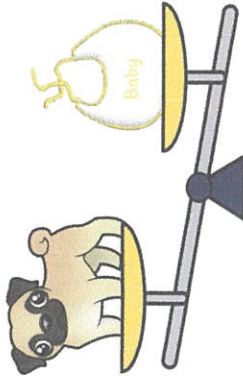
the dog.

the log.

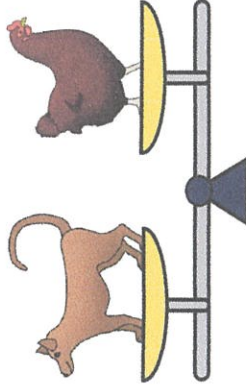
the hog.



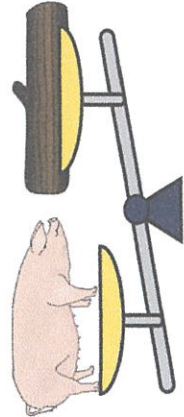
The van is



The pug is



The dog is



The hog is

The log is

wednesday 4/2
wk 5



6

A scientist who studies plants is called a botanist. A botanist would describe a bean as a seed, a fruit and also a vegetable. Use the websites to help you explain why.



A bean is a seed because _____

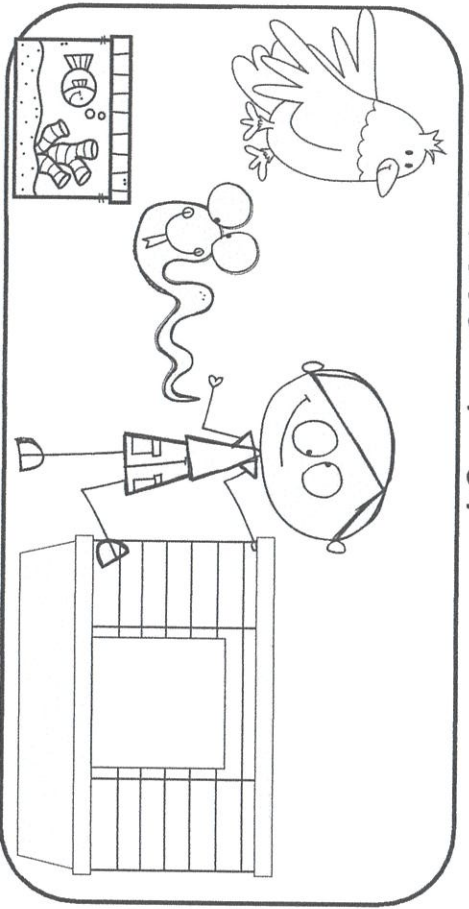


A bean is a fruit because _____




A bean is a vegetable because _____


A New Pet



Jake was excited. Today he was getting his first pet!

First, Jake looked at the . There were big fish and small fish. Red fish and blue fish. But they were too quiet. They were not the pet for him.

Then Jake looked at the . "Want a cracker?" the bird screeched loudly. Jake covered his ears. This was not the pet for him.

Next Jake looked at the . He tapped on the glass and the snake hissed at him. Jake jumped! This was not the pet for him!

Finally Jake came to a cage. Inside the pet was white and fluffy. He had big feet and big fluffy ears. He hopped towards Jake. "Yes!" Jake shouted. "This the pet for me!"


L1


1. Why was Jake excited?

2. What animal did Jake look at first?

3. What type of  were there?

4. Why did Jake not want a pet  ?

5. Which animal did Jake look at after the . Why was this not a good pet?

6. Why did Jake jump when the  hissed at him?

7. What animal do you think Jake chose? What clues tell you what it is?

8. What do you think Jake will call his new pet?

9. What kind of pet would you chose?

10. What will Jake have to do to look after his new pet?

In the picture, draw Jake's new pet in its cage.

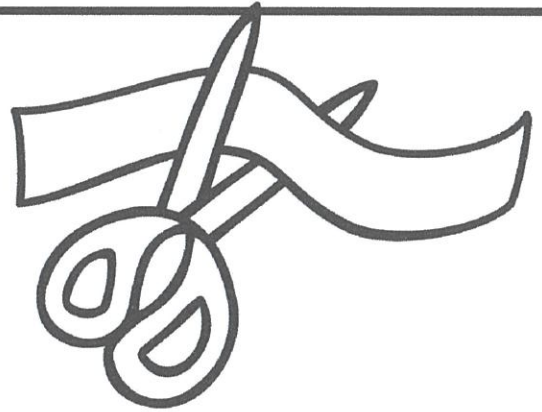
Student answers comprehension questions based on

- Directly stated information within the text - (Literal) Q. 1, 2, 3, 4, 5 Inferring - Q. 6, 7, 8, 10
 Connecting - Q. 4

L1

Name: _____

How Many Ways...



Can you cut a square into half?

--	--	--	--

Can you cut a circle into half?

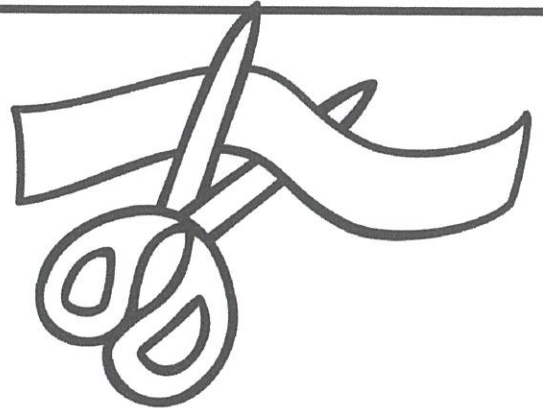
--	--	--	--

Can you cut a rectangle into half?

--	--	--	--

Name: _____

How Many Ways...



Can you cut a square into quarters?

--	--	--	--

Can you cut a circle into quarters?

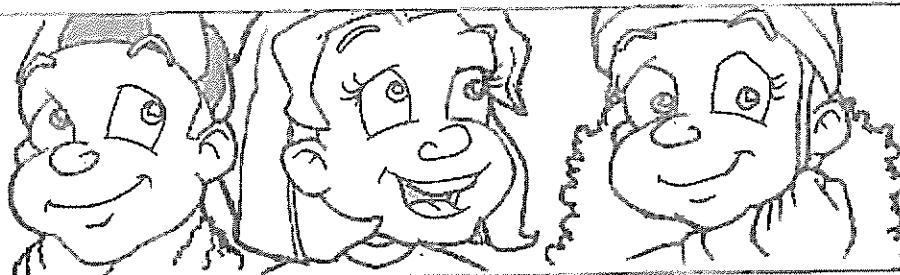
--	--	--	--

Can you cut a rectangle into quarters?

--	--	--	--

Safety First

Whatever we do and wherever we go there are rules that help to keep us safe.



1. Draw pictures to show some different safety first rules.

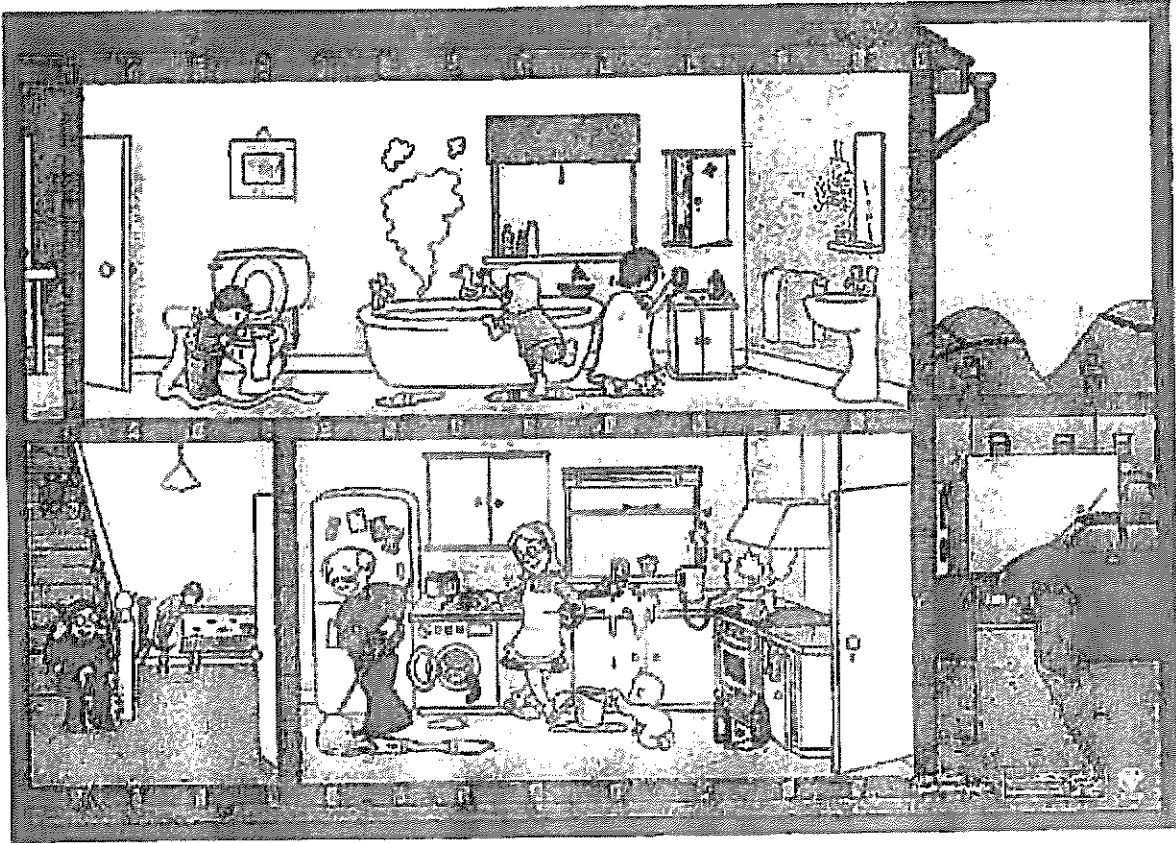
in the playground	on the road	in the car
in the classroom	riding a bike	at the beach
in the kitchen	at the pool	at the park

2. Draw a tick in the box if you always follow each rule.

3. Choose two of the rules. Describe what might happen if each rule was not followed.

(a) _____ (b) _____

Home Safety



Can you list 6 dangers?

1.
2.
3.
4.
5.
6.

Alphabetical Order

Use a different colour for each section of the alphabet. The first should be red, then yellow, then green and the last blue.

Write the capital letters next to the lower-case letters.

___ 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

Put these sets of letters into alphabetical order.

F B X O

T C N H

q w i r

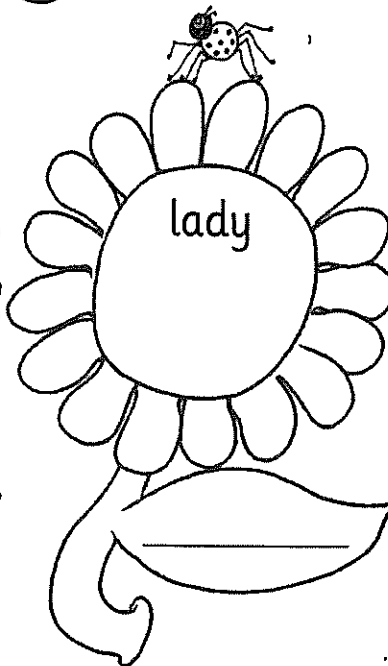
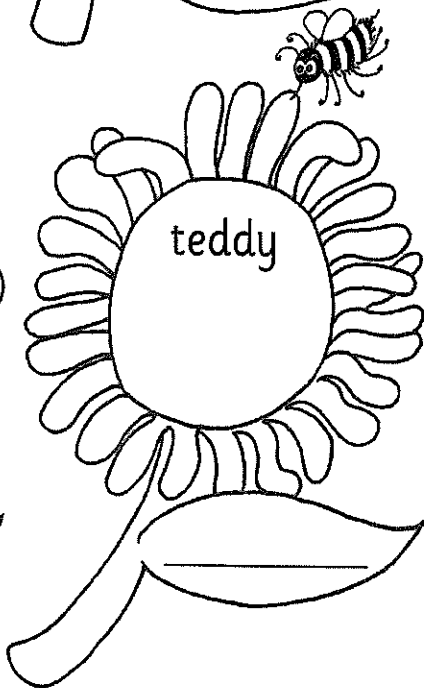
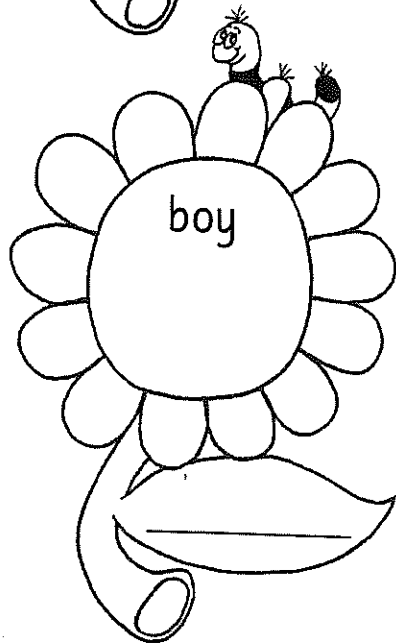
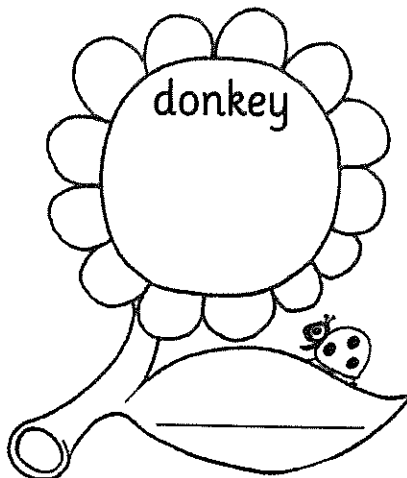
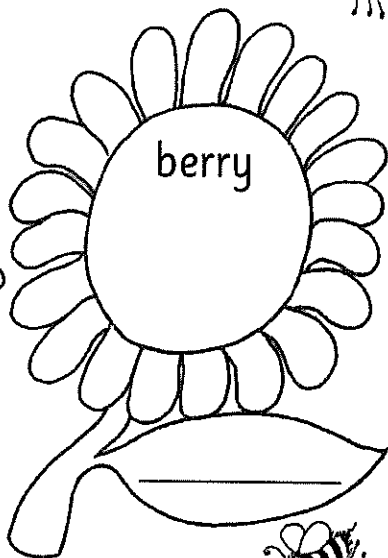
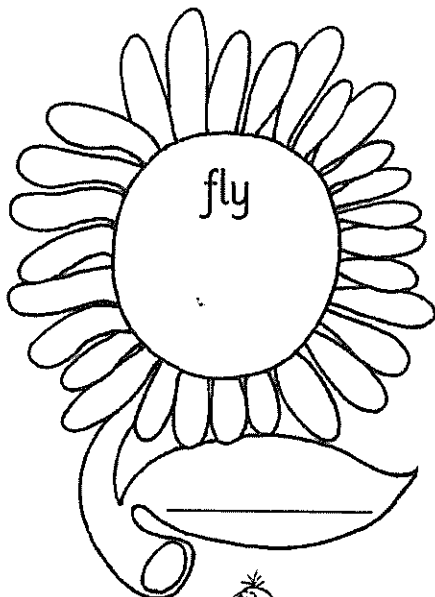
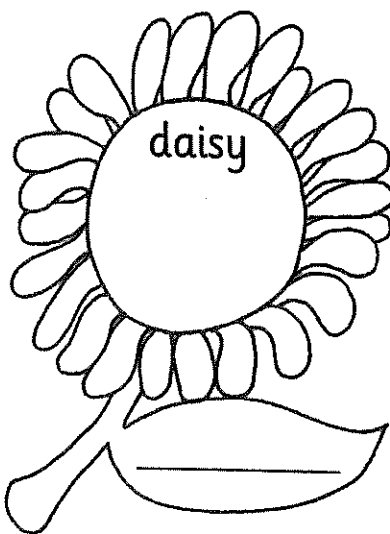
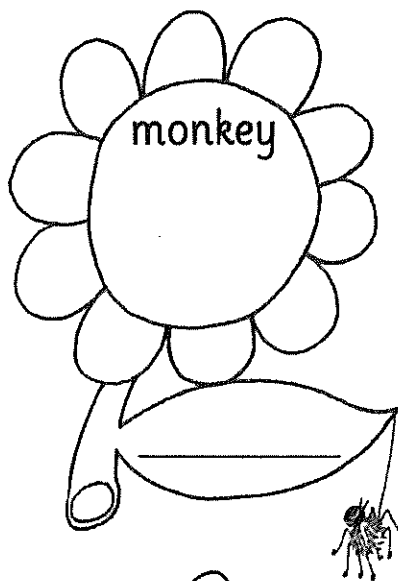
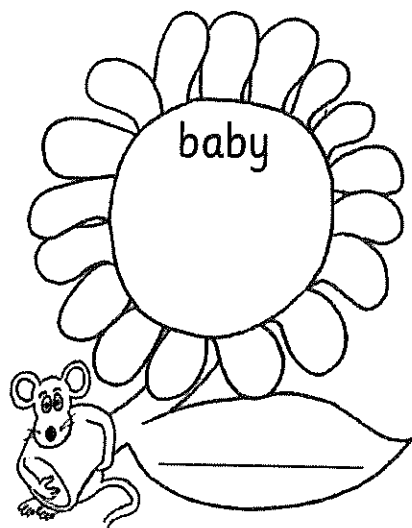
Put these words into alphabetical order.

Inky Snake Bee

pear apple orange

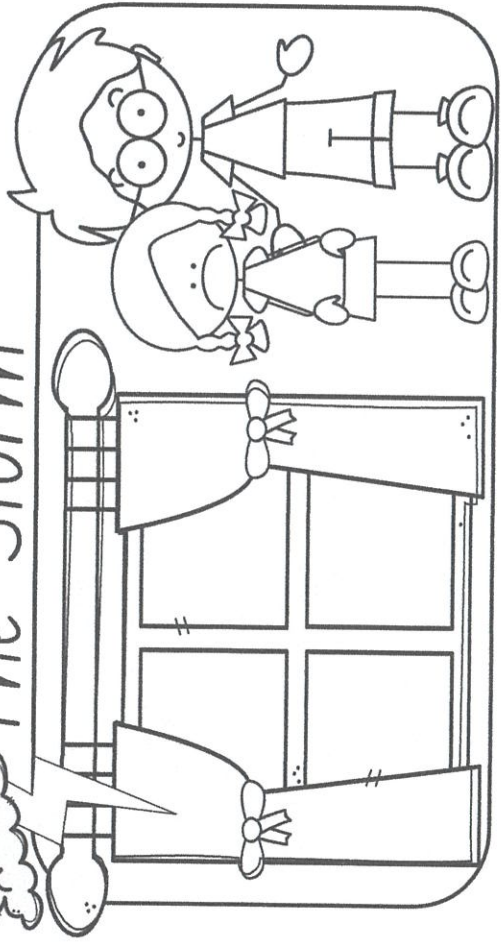
Plurals <-s> and <-ies>

Write the plural for each word in the leaf. Then draw a picture for it in the daisy.



The Storm

Name: _____
Date: _____



Lilly and Tom were playing outside when the wind started to blow.

"Get in quick!" said Mum. "It's coming!"

They ran inside the house as the sky turned black.

"BOOM!" a crack of thunder shook the windows. A flash of lightning lit up the sky.

"I'm scared!" cried Lilly, hugging onto Tom.

Mum got the torches and candles from the cupboard.

Just then Dad walked in the door. "It's raining cats and dogs out there" he said as he hung his jacket.

1. What were Lilly and Tom doing at the start of the story?

2. Who do you think Lilly and Tom were to each other?

3. Why did Mum tell Lilly and Tom to come inside?

4. How did Mum know the storm was coming?

5. What sound did the thunder make?

6. How was Lilly feeling? Why?

7. What did Mum get from the cupboard? Why?

8. Where do you think Dad had been?

9. What does Dad mean when he says "it's raining cats and dogs"?

10. What are some of the things you must do when there is a big storm?

In the picture, draw what you think Lilly and Tom would see out the window.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q. 1, 5, 6

Inferring - Q. 2, 3, 4, 7, 8, 9

Connecting - Q. 10

Friday 12/10

Name:

MONEY

Draw a line to match each note to its value.



100 dollars



50 dollars



5 dollars



10 dollars














20 dollars

Money Matching






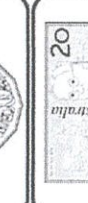
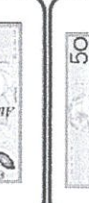






Draw a line to match the money to the amounts.

										
One Dollar	Five Cents	Ten Dollars	One Hundred Dollars	Ten Cents	Twenty Dollars	Two Dollars	Twenty Cents	Fifty Dollars	Fifty Cents	Five Dollars

Money Matching



Draw a line to match the money to the amounts.

										
\$20	\$100	50c	\$2	20c	\$50	\$5	\$1	\$10	10c	5c