



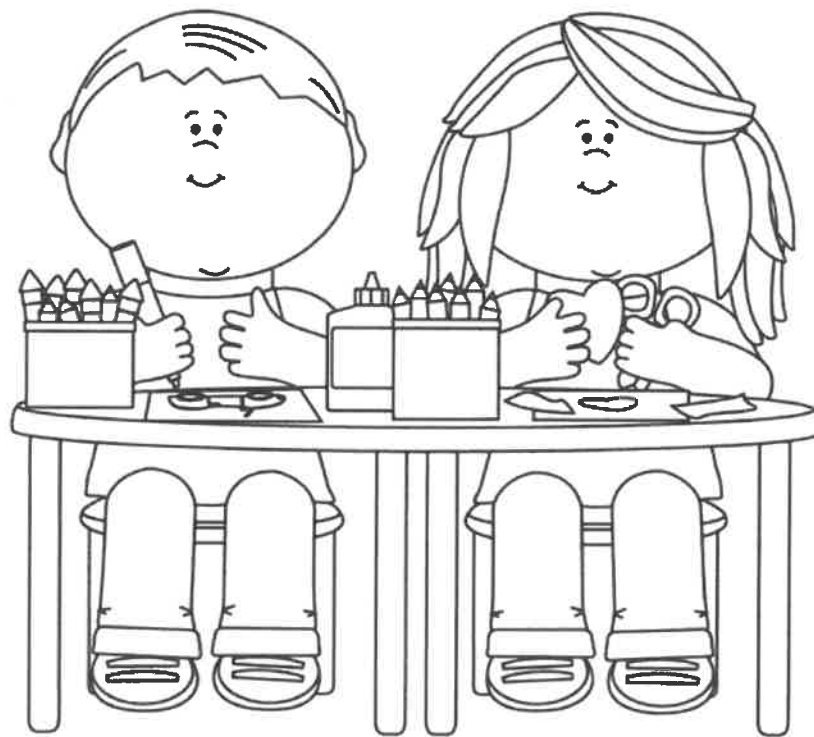
# Merriwa Primary School

## Daily Learning Routine Week 2

Year 1 and 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Break - eg. Breathing exercise, stretches, core practice					
9.00 - 9.30	Spelling	Spelling	Spelling	Spelling	Spelling
9.30 - 10.00	Reading	Reading	Reading	Reading	Reading
Snack and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
10.30 - 11.00	Maths	Maths	Maths	Maths	Maths
11.00 - 11.30	Writing	Writing	Writing	Writing	Writing
Lunch and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	History	Science	Health	Art	Music
12.30 - 1.00	Phys Ed	Phys Ed	Phys Ed	Phys Ed	Phys Ed

# Monday



Vv



## Spelling and Handwriting

Practice spelling these sight words. Don't forget to write your words sitting on the line and with finger spaces in between.

was

you

they

on

she

is

for

at

his

but

Did I write on the line?

y ☐

n ☐

Did I leave finger spaces between words?

y ☐

n ☐

Did I write my neatest?

y ☐

n ☐

# Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother in a village near a forest. One day, Little Red Riding Hood wanted to visit her grandmother. Her mother warned her not to talk to any strangers.



On her way, Little Red Riding Hood met a wolf who asked where she was going. "I'm going to visit my grandmother who lives in the forest," said Little Red Riding Hood. The wolf ran to her grandmother's house and locked Granny in the wardrobe! He put on her nightgown and got into her bed.



When Little Red Riding Hood came to the house she said, "Oh Granny, what big ears you have."

"All the better to hear you with," answered the wolf.

"Oh Granny, what big eyes you have," said Little Red Riding Hood.

"All the better to see you with," replied the wolf.

"Oh Granny, what big teeth you have," gasped Little Red Riding Hood.

"All the better to eat you with!" replied the wolf.

Little Red Riding Hood saw it was a wolf and shouted, "Help!"



A nearby woodcutter heard Little Red Riding Hood's scream and ran to the house. The woodcutter hit the wolf and let Granny out of the wardrobe. The wolf ran away and they never saw him again.



# Questions about Little Red Riding Hood

Answer the questions below in full sentences.

1. Who else was in the story with Little Red Riding Hood?

---

---

2. Where was Little Red Riding Hood going?

---

---

3. What did the wolf ask Little Red Riding Hood?

---

---

4. What did the wolf do with Granny?

---

---

5. What did the wolf do to make himself look like Granny?

---

---

6. How did Granny look different when Little Red Riding Hood got there?

---

---

7. What did Little Red Riding Hood shout when she saw it was the wolf in bed?

---

---

8. Who saved Little Red Riding Hood and let Granny out of the wardrobe?

---

---

9. What do you think Little Red Riding Hood should not have done at the beginning?

---

---



Name \_\_\_\_\_

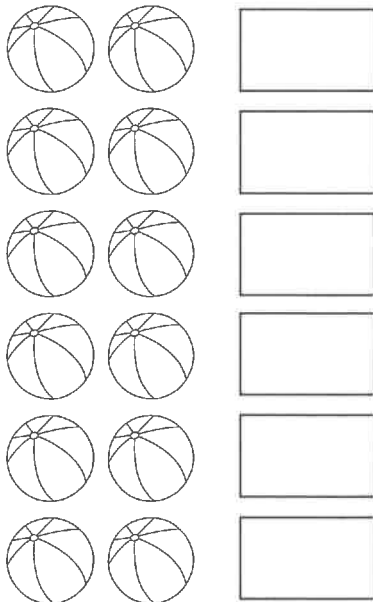
Date \_\_\_\_\_

## Number Sequences and Skip Counting (A)

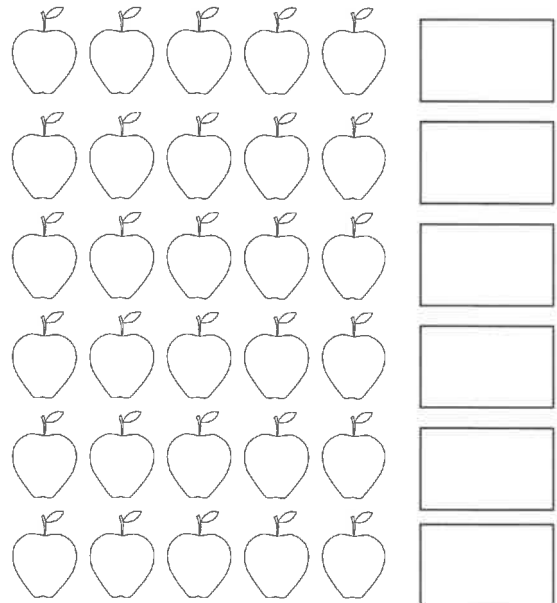
① Fill in the missing gaps in the hundreds chart.

1	2		4	5	6	7	8	9	
11	12	13		15		17	18	19	20
21	22	23	24	25	26		28	29	30
31	32	33	34	35	36	37	38	39	40
	42	43	44	45	46	47	48	49	50
51	52	53		55	56	57		59	60
61	62	63	64	65	66	67	68	69	70
71	72		74	75	76	77	78	79	80
81	82	83	84	85	86		88	89	90
91	92	93	94	95	96	97	98	99	100

② Count in 2s to count the balls.



③ Count in 5s to count the apples.



④ Finish off this counting pattern.

12, 13, 14, 15, 16,



Name : \_\_\_\_\_

Date : \_\_\_\_\_

# Recount Writing



On the weekend

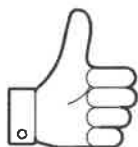


First



Next

Finally



The best part was



Name \_\_\_\_\_

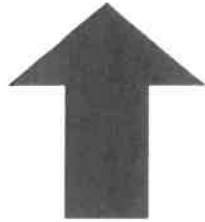
Date \_\_\_\_\_

# Transport - Then and Now

Choose three modes of transport.

Illustrate what each mode of transport looked like in the past, and what it looks like now.

Then



Now



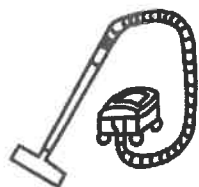
# Tuesday



Name: \_\_\_\_\_

Date: \_\_\_\_\_

V v



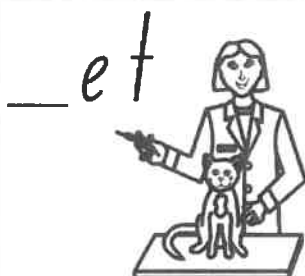
vacuum

V V

v v



van



est



ase



wave

7

seen



hide



river

this this \_\_\_\_\_ are are \_\_\_\_\_

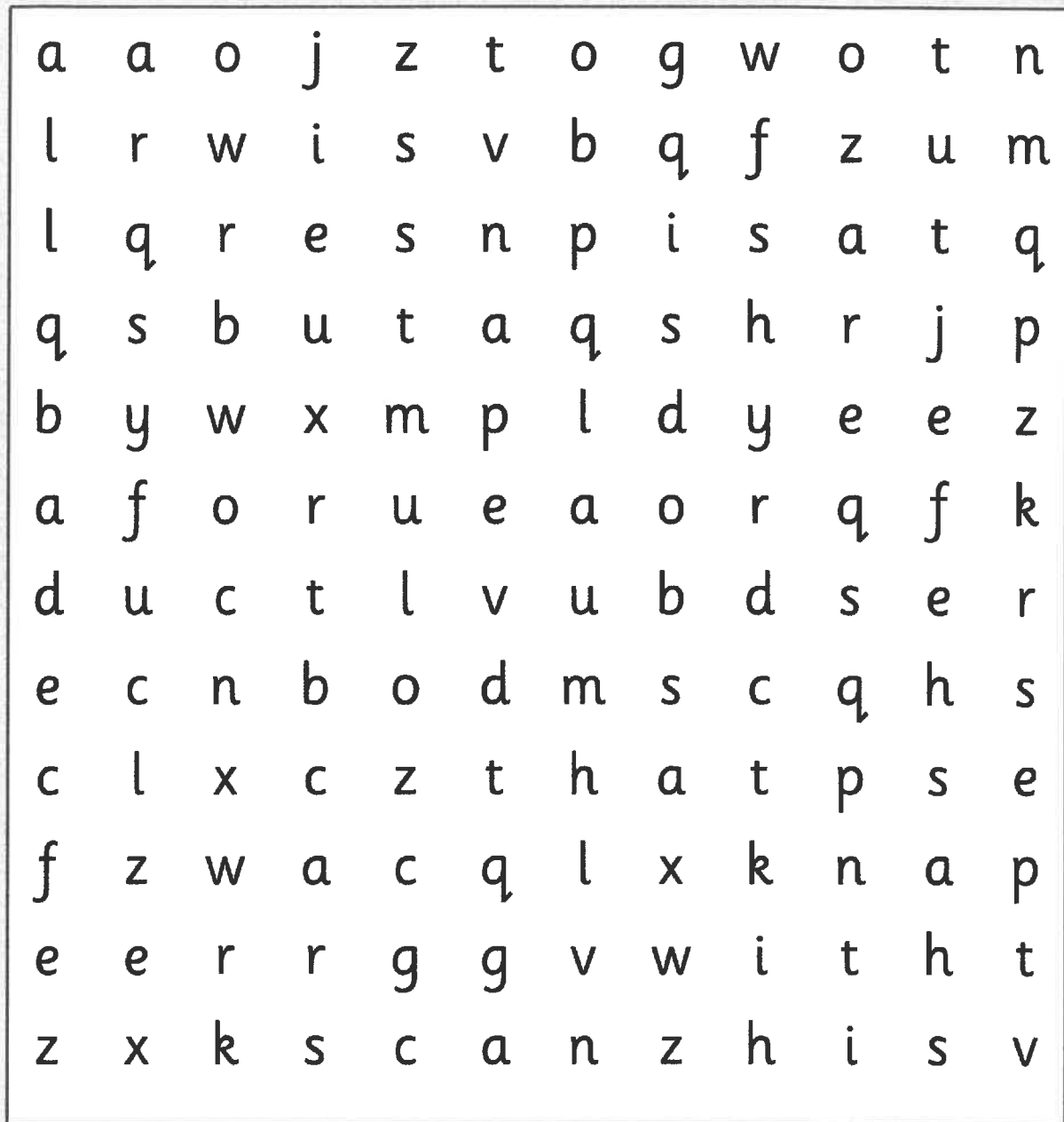
these these \_\_\_\_\_ new new \_\_\_\_\_

These are new shoes.



These \_\_\_\_\_

# High Frequency Words Wordsearch



she  
is  
are  
for  
his  
at

but  
that  
we  
can  
with  
all

Name: \_\_\_\_\_

# Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

I see a little boy. The boy is playing in  
the sand. He will make a sandcastle.  
He likes playing in the sand.



1. Check the picture that matches the story.



2. What do I see?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. What will he make?

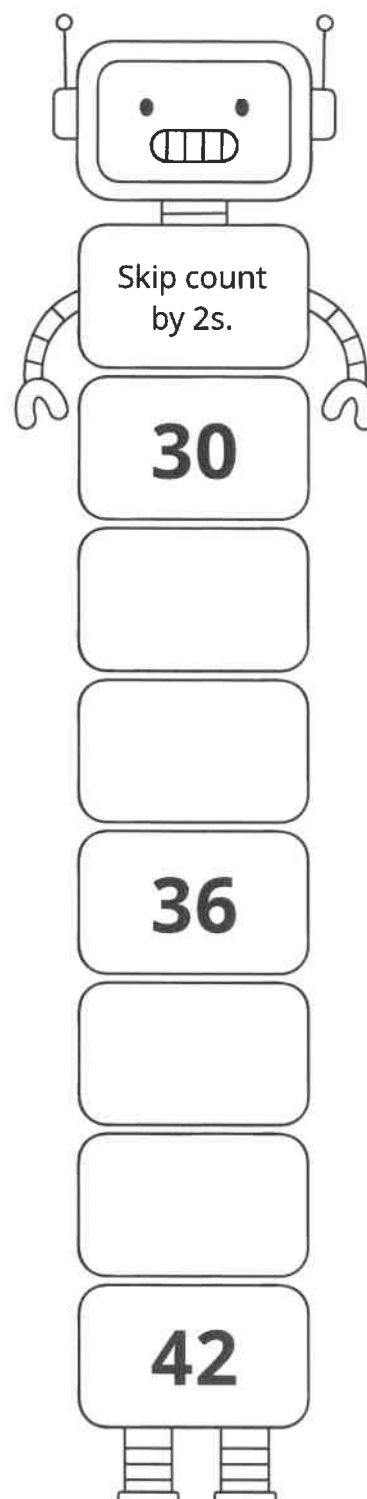
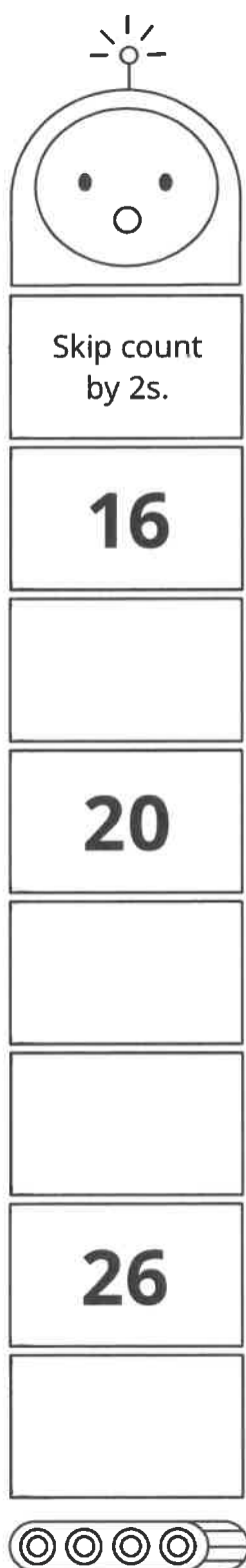
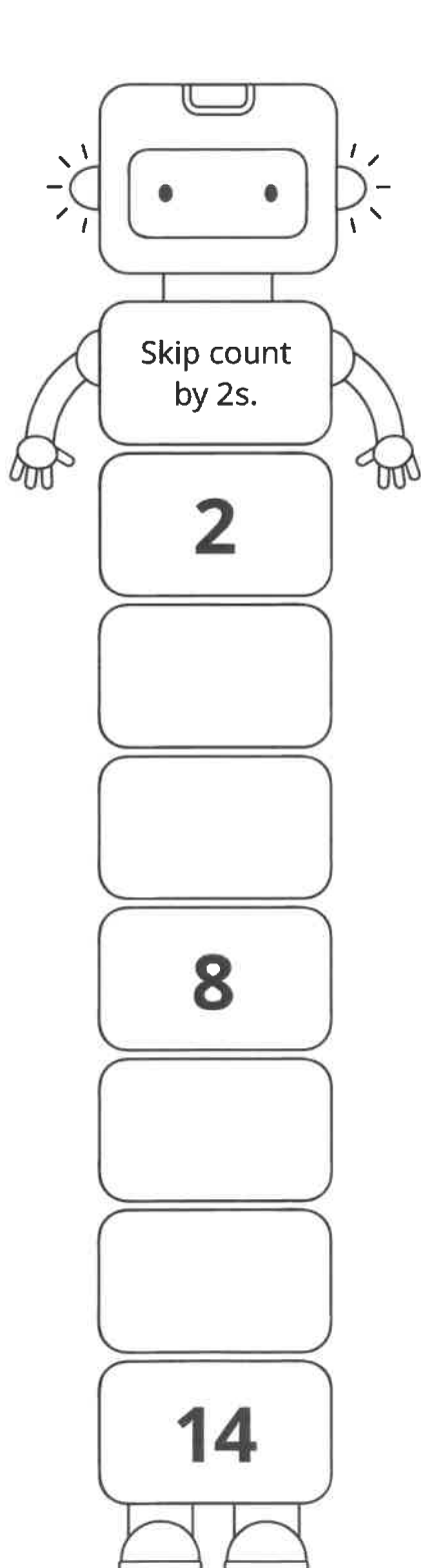
- a. sandcastle
- b. seashells
- c. a pie

Name \_\_\_\_\_

Date \_\_\_\_\_

# Skip Counting Robots - by 2s

Fill in the missing numbers to complete the skip counting robots below.



Name: \_\_\_\_\_

Number of the Day:

Number Word:

\_\_\_\_\_

-----

\_\_\_\_\_

Draw it!

Tens Frame



More and Less

+ 1 =

- 1 =

-----

-----



### 3 A Rainy Day

the sky started to tern  
grey. Rain started to fall  
on my head. i poot up my  
favourite umbrella

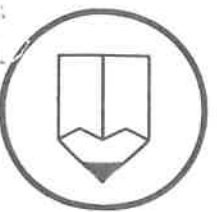


Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.

 teachstarter

### 4 Show and Tell

for show and tell tooday  
Bill bought his cat. his  
name is called Snowflake.  
Snowflake likes big huggs



Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.

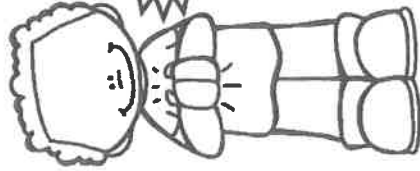
 teachstarter

Name: \_\_\_\_\_

# Sound Sources

I can identify ways to make sound with my body.

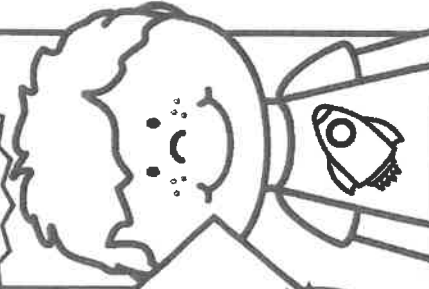
I can make sound with my hands.



CLAP!



CLICK!



I can make sound with my feet.

STAMP!



Draw yourself making sound.

# Wednesday



Name \_\_\_\_\_

Date \_\_\_\_\_

## Beginning and Ending Sounds

Fill in the missing letters to complete the word.



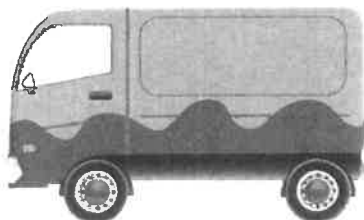
\_\_a\_\_



\_\_a\_\_



\_\_a\_\_



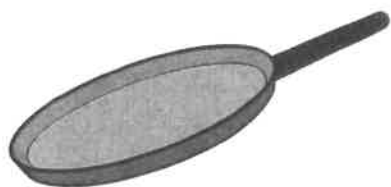
\_\_a\_\_



\_\_a\_\_



\_\_a\_\_



\_\_a\_\_



\_\_a\_\_



\_\_a\_\_

# CVCC Words

Look

Trace

Write



bank



nest



lamp



milk



pond



hand

# FLUENCY ZAP



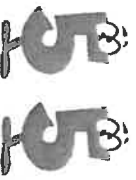
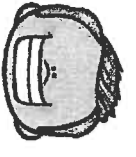
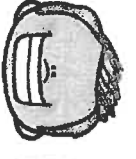
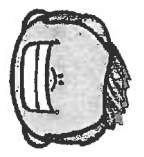
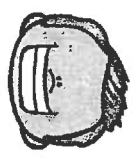
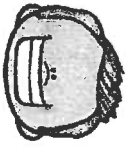
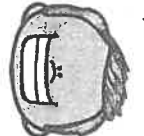
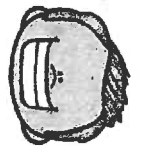
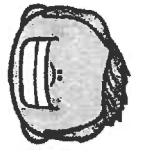
five



pie



smile



Record your time: ①

②

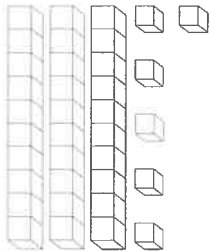
③

Name \_\_\_\_\_

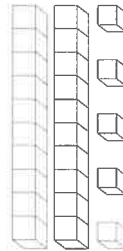
Date \_\_\_\_\_

## Partitioning Numbers to 100 (B)

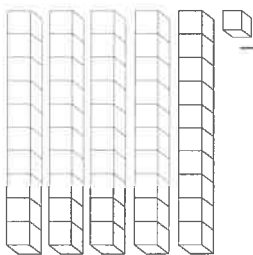
- ① Use the MAB images to help you complete how many tens and ones there are and record the number in the box.



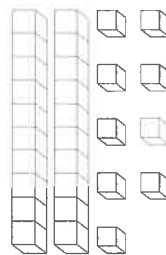
\_\_\_\_\_ tens \_\_\_\_\_ ones



\_\_\_\_\_ tens \_\_\_\_\_ ones



\_\_\_\_\_ tens \_\_\_\_\_ ones



\_\_\_\_\_ tens \_\_\_\_\_ ones

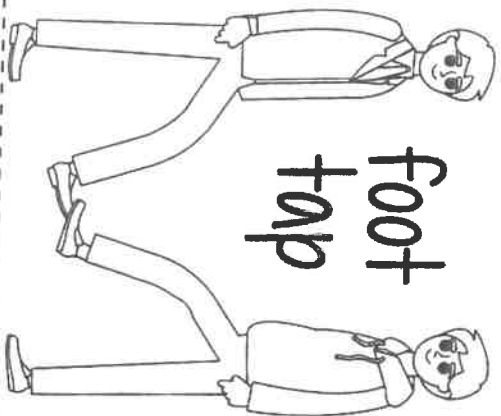
- ② Complete the table below. The first one has been done for you.

Number	Tens and Ones	MABs
45	<b>4</b> tens <b>5</b> ones	
62	__ tens __ ones	
19	__ tens __ ones	
81	__ tens __ ones	

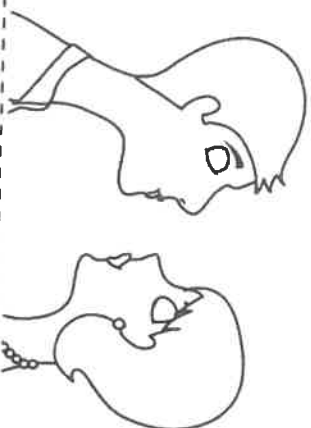


# WRITING PROMPTS

What was your favourite thing to learn this week and Why?	Do you enjoy going to the beach? Why or why not?	What would you like to be when you grow up? Describe what you would do?	The best present I ever got was...	What do you think makes a good friend and why?
What are you grateful for and how does it make you feel?	What is your favourite outdoor activity? Why?	If I had a special power it would be ....	The king came face to face with the fire breathing dragon...	My favourite memory is...
A time I felt frightened was ...	Invent a monster and describe it. Describe where it lives (habitat) and its look like (features)	Help your family make your lunch. Write the steps to make it.	Write the instructions for how to build a paper aeroplane.	You found a magic bottle in the sand at Quinns Beach and are granted one wish. What is it and why?



foot  
tap



kisses



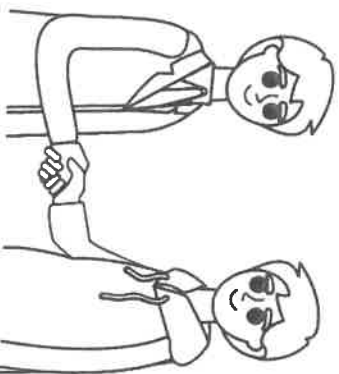
waving



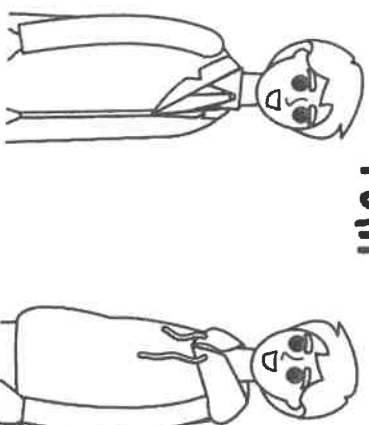
hugs



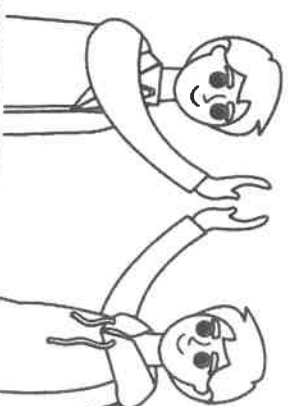
elbow  
tap



hand shakes



talk



high fives

# Close Contact vs. Social Distance Greetings

Sort each picture in the correct section.

Name: \_\_\_\_\_

Teach **THIS**

**Close Contact Greetings**

**Social Distance Greetings**



# Thursday



## Spelling and Handwriting

Practice spelling these sight words. Don't forget to write your words sitting on the line and with finger spaces in between.

was

was

was

was

was

was

you

they

on

she

is

for

at

his

but

Did I write on the line?

y ☐

n ☐

Did I leave finger spaces between words?

y ☐

n ☐

Did I write my neatest?

y ☐

n ☐

Name \_\_\_\_\_

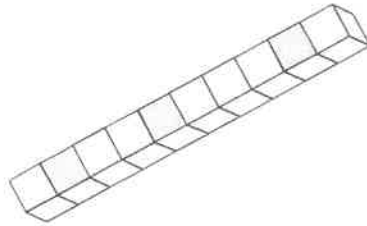
Date \_\_\_\_\_

## Beginning and Ending Sounds

Fill in the missing letters to complete the word.



\_\_e\_\_



\_\_e\_\_



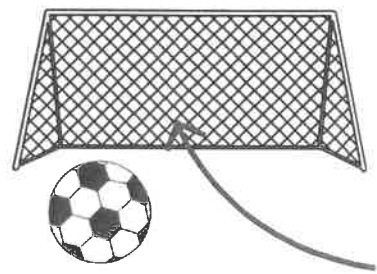
\_\_e\_\_



\_\_e\_\_



\_\_e\_\_



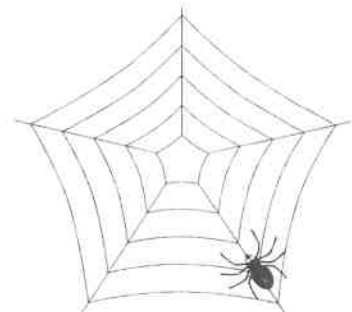
\_\_e\_\_



\_\_e\_\_



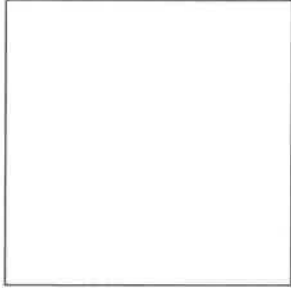
\_\_e\_\_



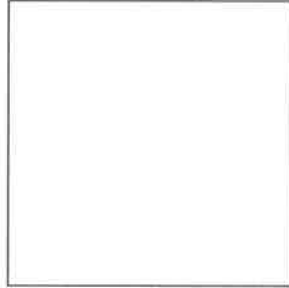
\_\_e\_\_

# I Can Read! Phase 2 Set 4

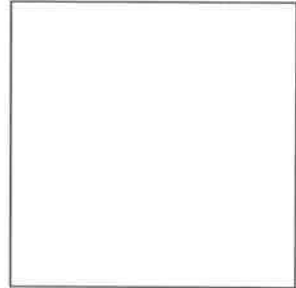
kick



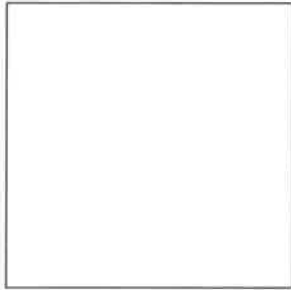
sock



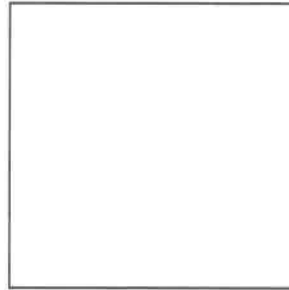
sack



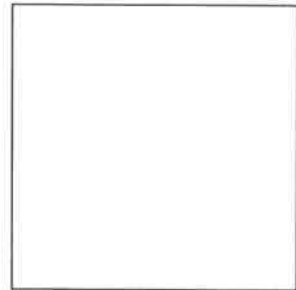
pick



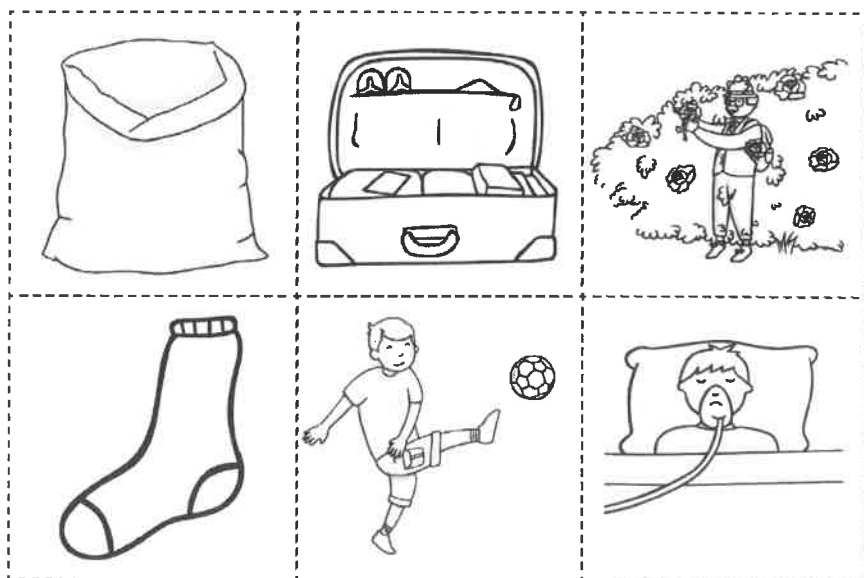
sick



pack



Read the words and match the picture to the word.





# Ordering Caterpillar Lengths

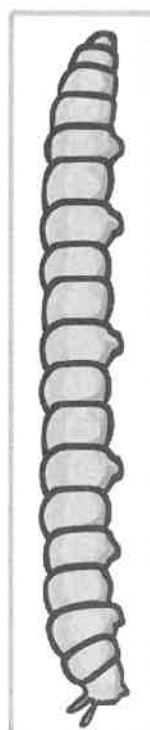
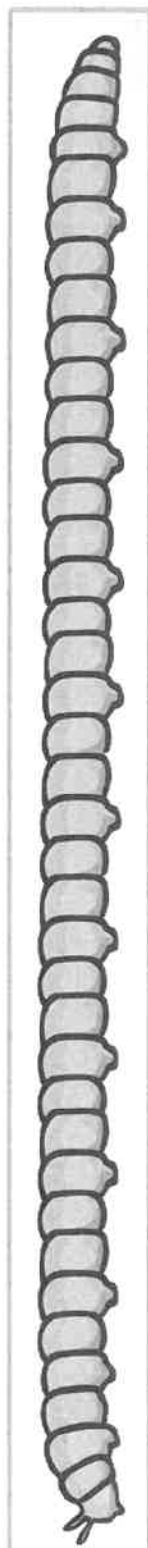
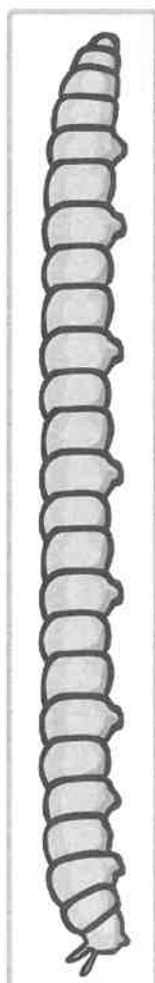
Can you cut out the caterpillars and order them shortest to longest along the line of leaves below?



Shortest



Longest



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Plan a narrative including who, when, where, what happened, what was the problem and how was it solved? Draw pictures and then write your story.

**Opening**

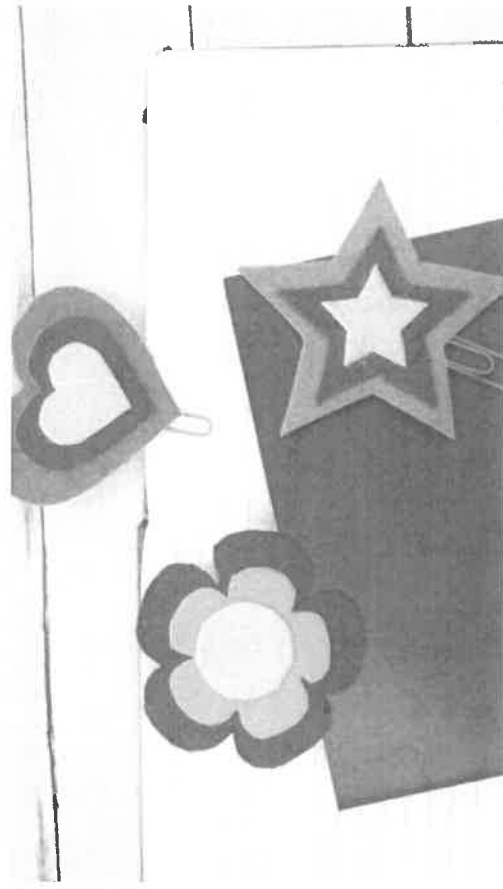
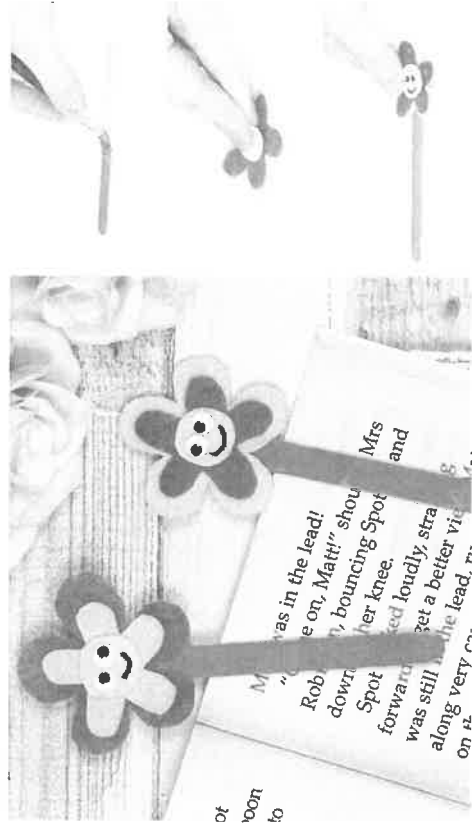
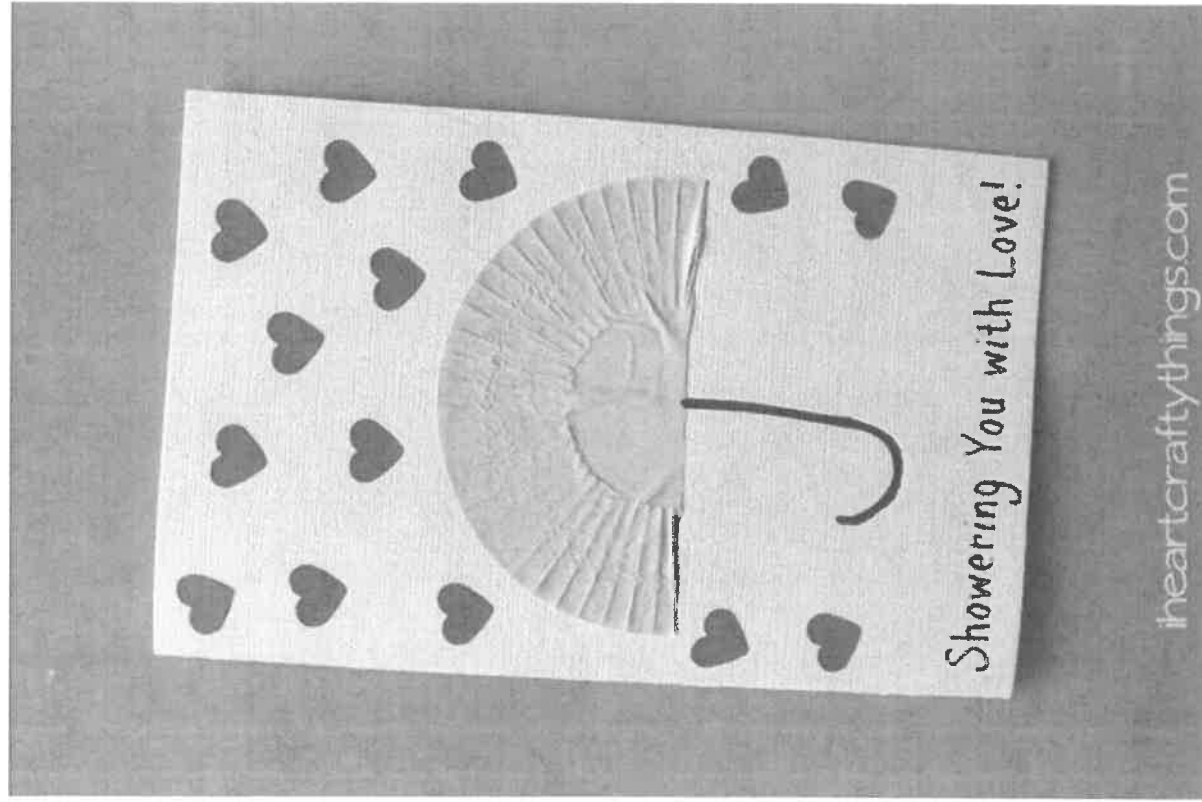
**Build Up**

**Problem**

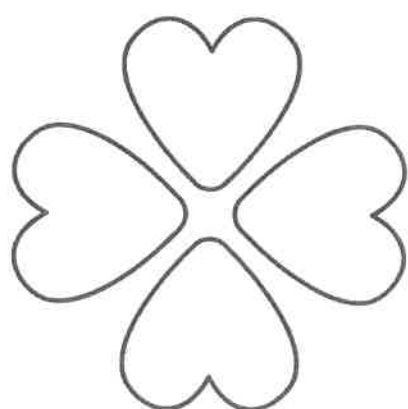
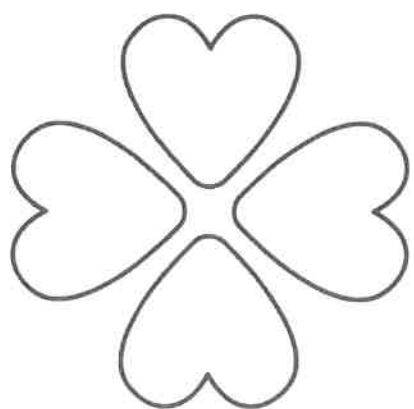
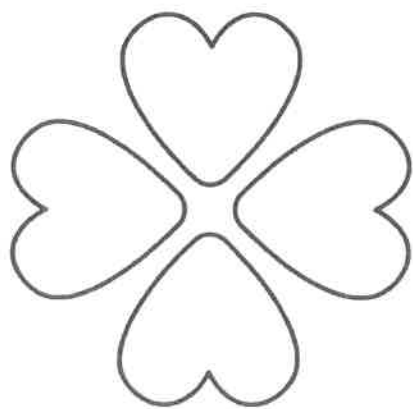
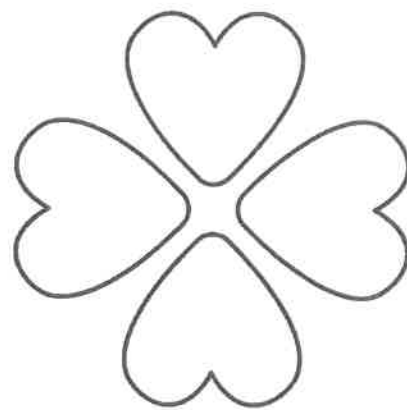
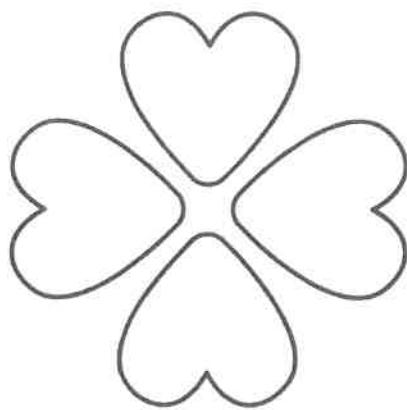
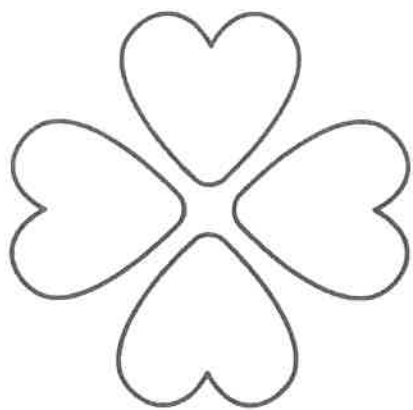
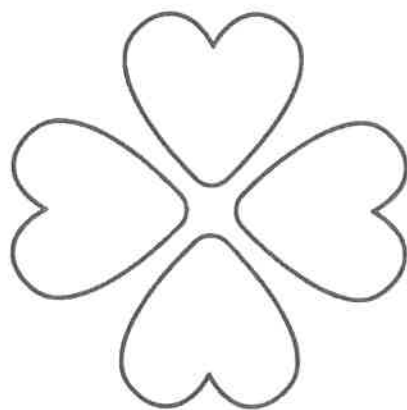
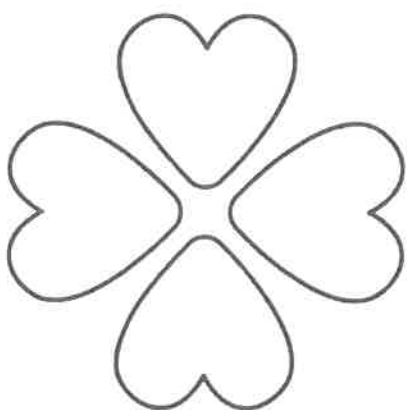
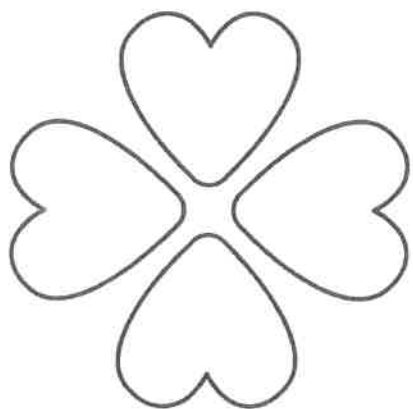
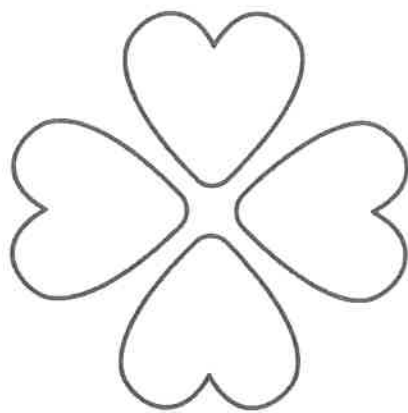
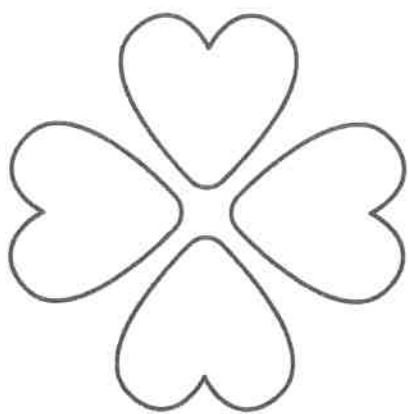
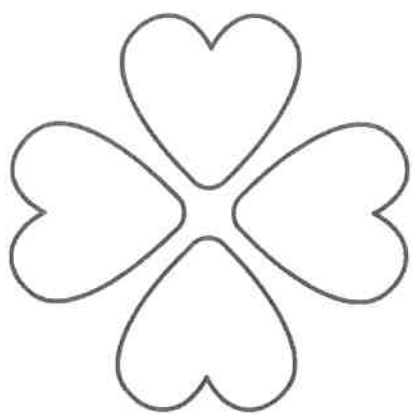
**Resolution**

**Ending**

# Mothers' Day ideas



Card

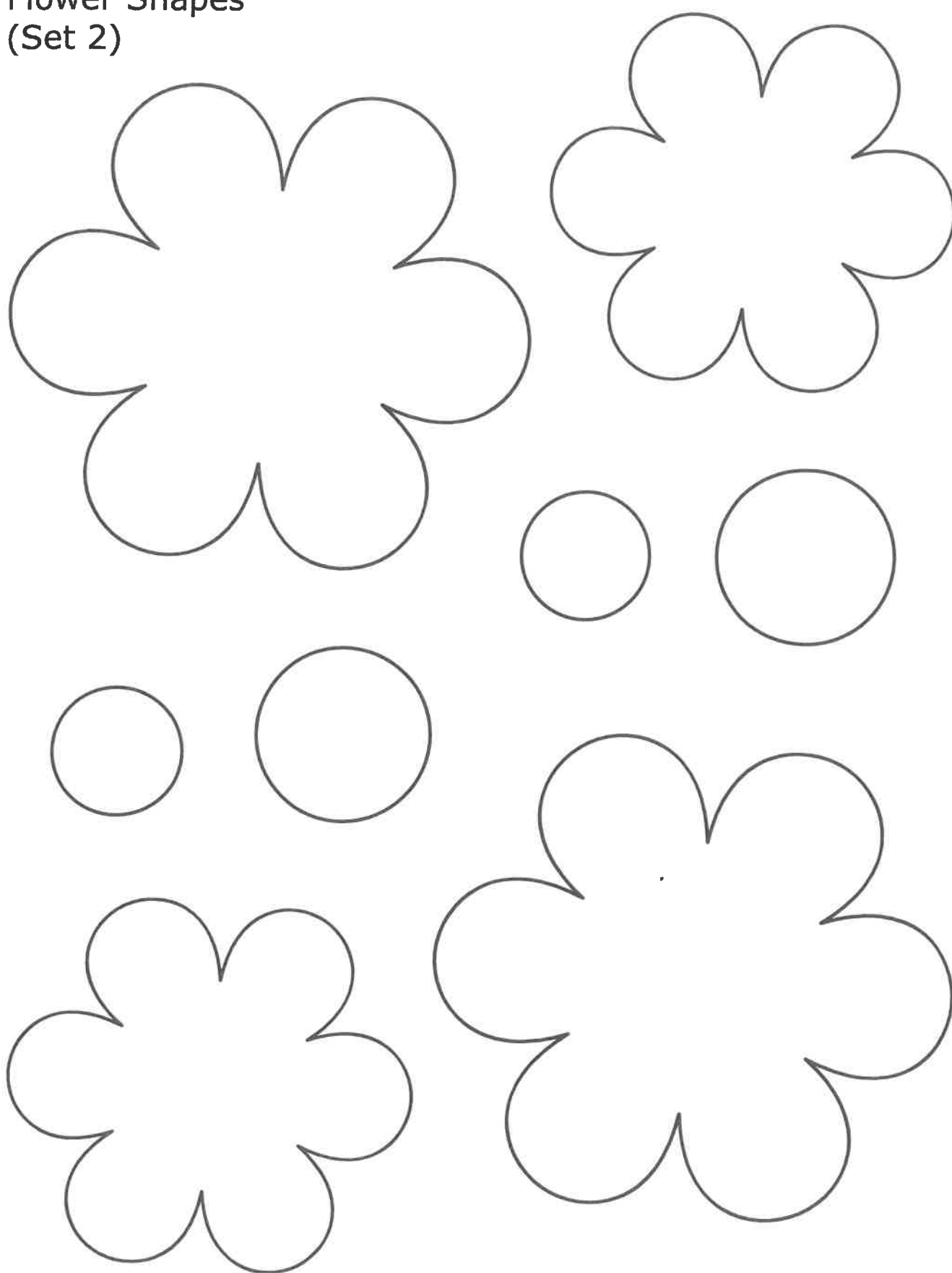


J

**Showering You With Love!**

# bookmark

## Flower Shapes (Set 2)





# Friday



**Sight words!**

## Activity Grid

Snake words – write your words again and again in a

spiral to fill up the space with a snake!

## Spelling Words

- |        |         |
|--------|---------|
| 1. is  | 6. that |
| 2. for | 7. with |
| 3. at  | 8. all  |
| 4. his | 9. we   |
| 5. but | 10. can |

## Extension

1. are
2. up
3. had
4. my
5. her



②⑤

## RETELL



Michelle went and visited her Grandma and Grandpa and she helped her Grandma plant in the garden. Her grandma showed her how to rake the soil and dig the hole to put the seed into. She filled up the watering can and watered the whole garden. Later that week, she came back to visit and saw that the plants had started to grow.

Beginning:

Middle:

End:

@theyoungeducator

②⑥

## RETELL



Jake went to stay at his Uncle's house for the weekend. His Uncle Steve loved collecting small, toy cars and Jake helped him clean them up on the shelf. His Uncle Steve told him stories about where he bought them all from and Jake had a big smile on his face. Jake wanted to learn more so his Uncle took him for a ride in his shiny, yellow car.

Beginning:

Middle:

End:

@theyoungeducator

②⑦

## RETELL



Ian and Michael were at their school Athletics Carnival. They had been training for the big long-distance race for weeks before the day. Ian was feeling nervous but Michael was smiling at his friend. "Are you ready?" asked Michael, "Yeah, good luck!" replied Ian. The race caller said to line up because it was time for the race. The bang went off and they started to run, Michael was in the lead and Ian wasn't far behind. Suddenly, Michael fell and Ian helped him up. They then both finished the race together, side-by-side.

Beginning:

Middle:

End:

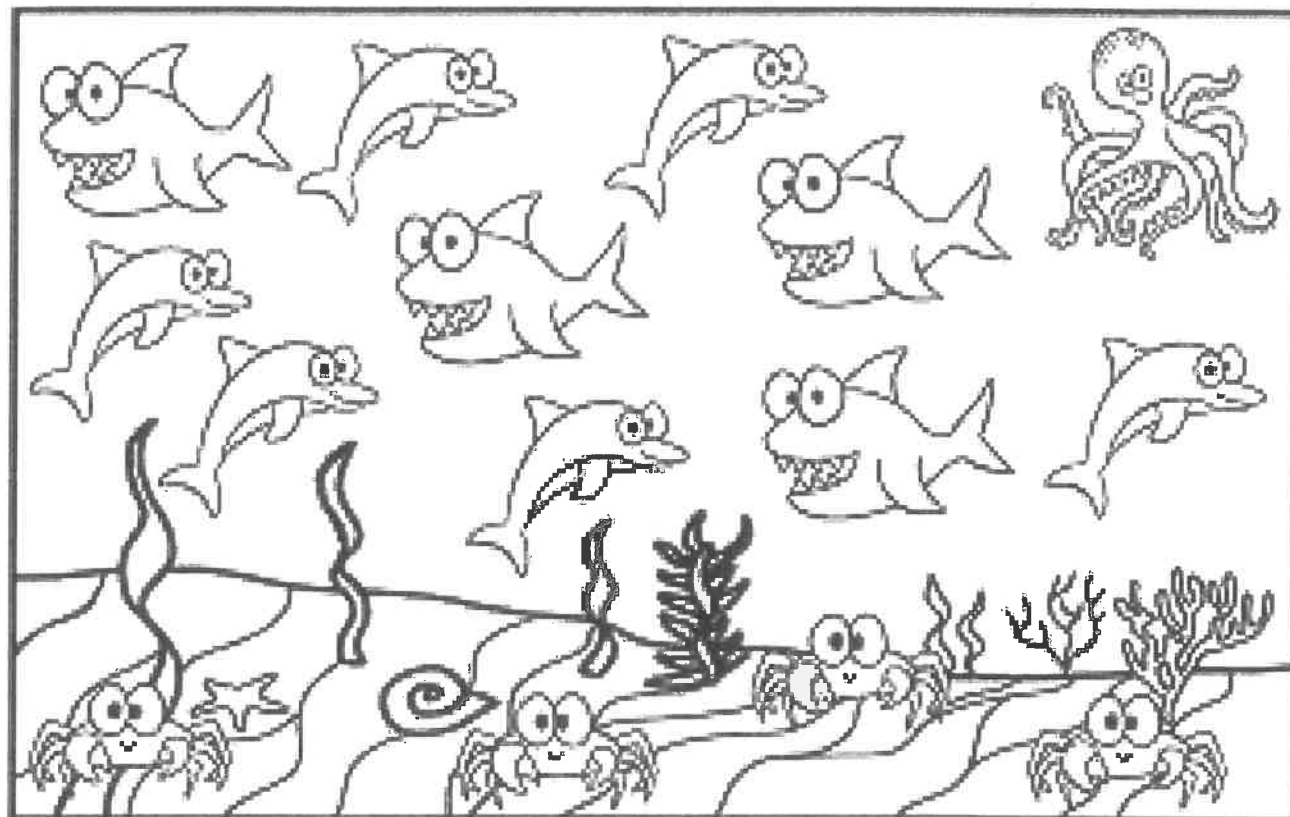
@theyoungeducator

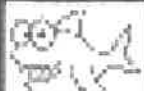

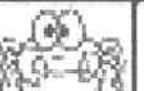

Name \_\_\_\_\_



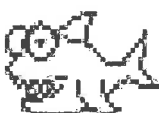



# Ocean Animals

Graph the ocean animals. Answer the questions.



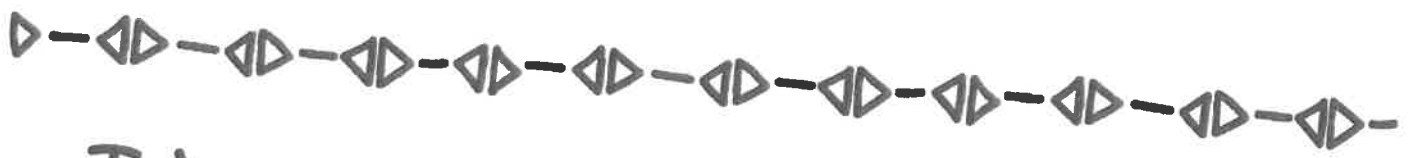
			

How many of each?

	_____		_____
	_____		_____

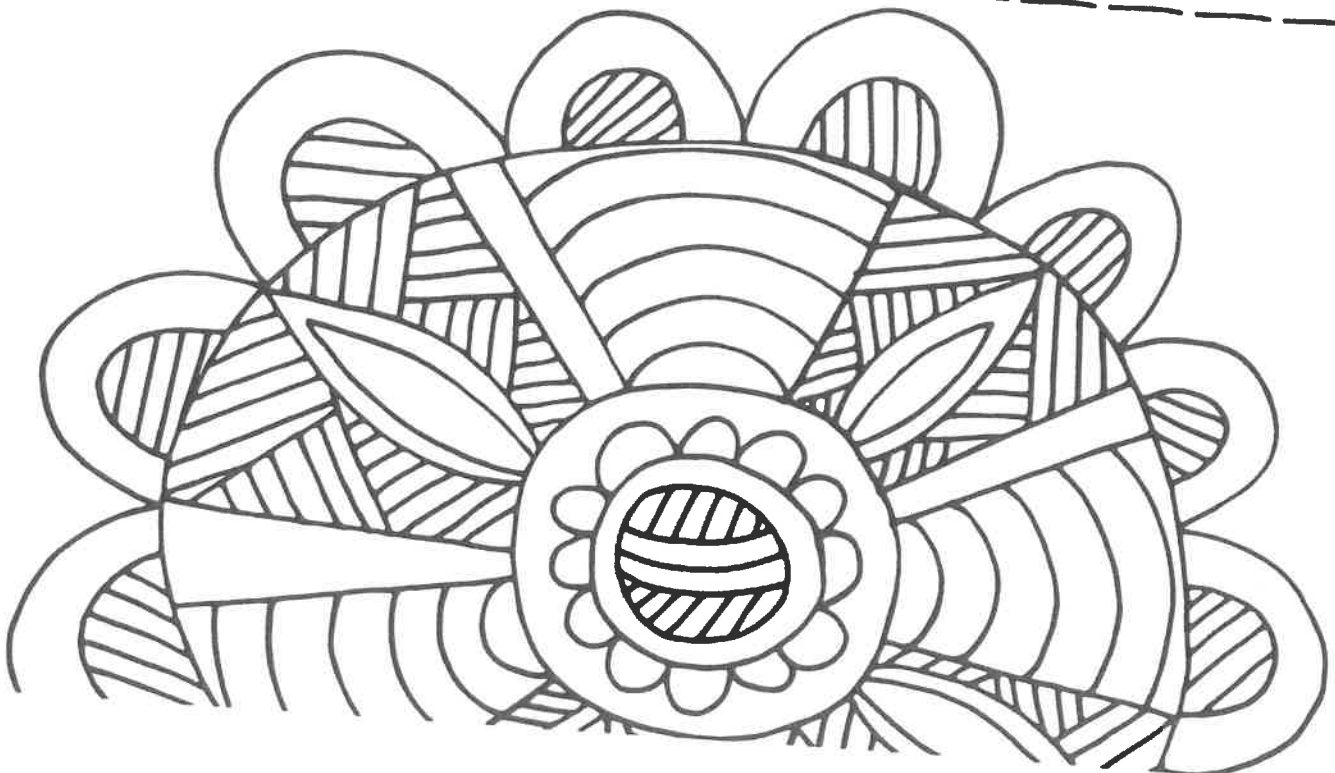
Which ocean animal did you see the most?





I'm grateful For...

Four sets of horizontal dashed lines for writing, each set consisting of a solid top line and a dashed bottom line.



┐ = Dark Green  
┐ = Light Green

