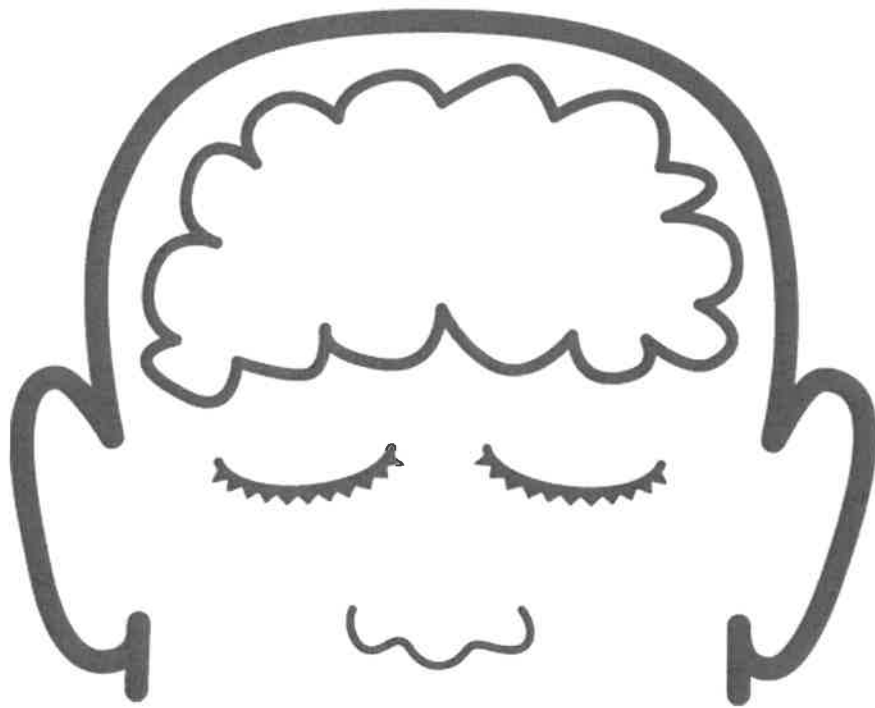


Week 2



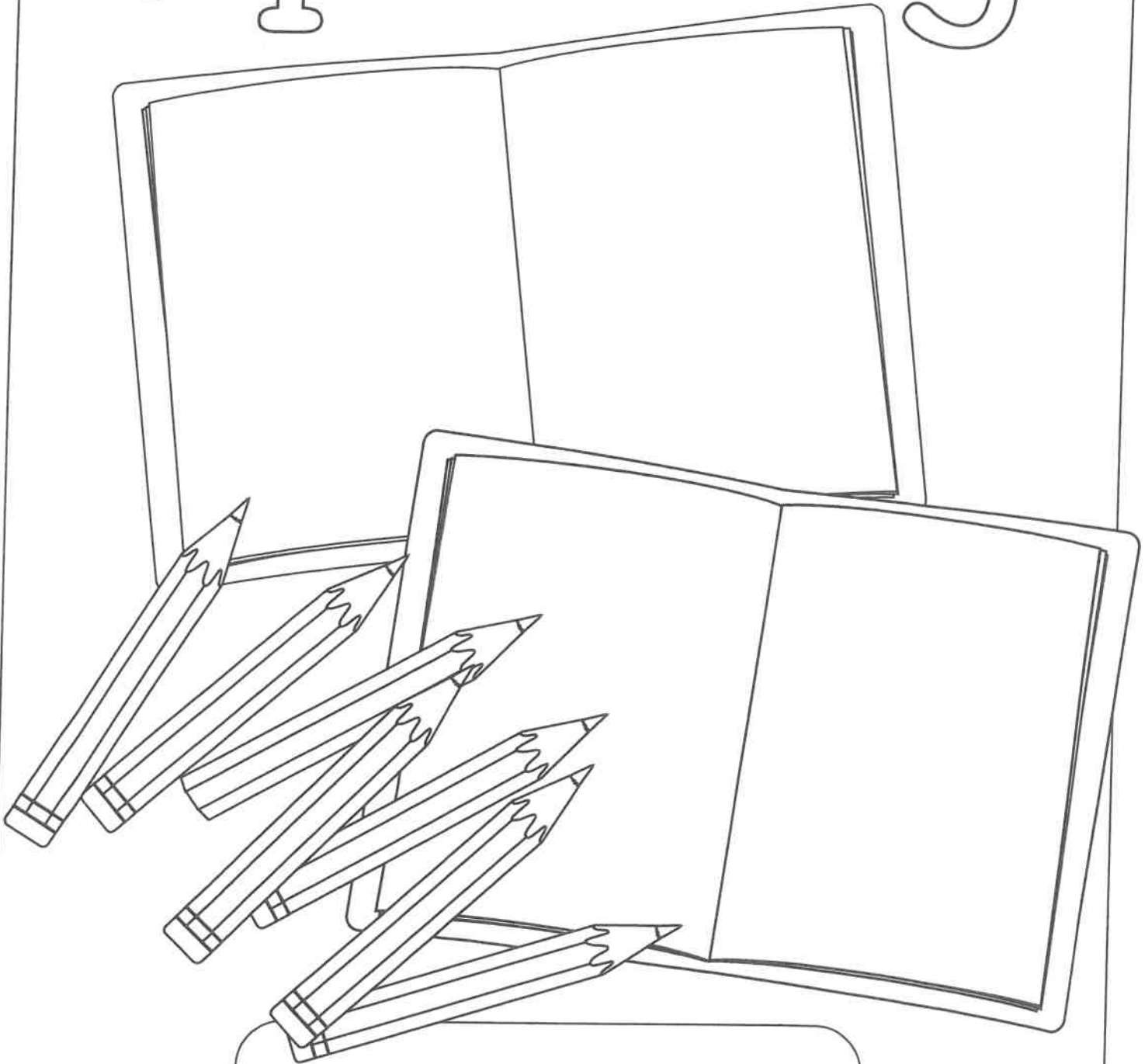


Merriwa Primary School

Daily Learning Routine Year 3 and 4

Suggested Times	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Brain Break - eg. Breathing exercise, stretches, core practice</i>					
9.00 - 9.30	PHYS ED	PHYS ED	PHYS ED	PHYS ED	PHYS ED
9.30 - 10.00	Spelling Word Work Reading Comprehension Booklet	Spelling Word Work Reading Comprehension Booklet	Spelling Word Work Reading Comprehension Booklet	Spelling Word Work Reading Comprehension Booklet	Spelling Word Work Reading Comprehension Booklet
<i>Snack and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance</i>					
10.30 - 11.00	Times Tables Work/ Grid	Times Tables Work/ Grid	Times Tables Work/Grid	Times Tables Work/ Grid	Times Tables Work/ Grid
11.00 - 11.30	Maths Booklet	Maths Booklet	Maths Booklet	Maths Booklet	Maths Booklet
<i>Lunch and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance</i>					
12.00 - 12.30	READ FOR PLEASURE Own book or LitPro ebook	READ FOR PLEASURE Own book or LitPro ebook	READ FOR PLEASURE Own book or LitPro ebook	READ FOR PLEASURE Own book or LitPro ebook	READ FOR PLEASURE Own book or LitPro ebook
12.30 - 1.00	Writing Booklet	Diary Journal writing in exercise book.	Writing Booklet	Diary Journal writing in exercise book.	Writing Booklet
1:00—1:30	SCIENCE BOOKLET	ITALIAN BOOKLET	TECHNOLOGY/ART	HASS BOOKLET	MUSIC Play recorder for 10 mins.

Spelling

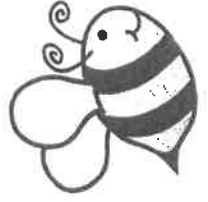


Name _____

Class _____

SPELLING LIST ①

Complete one activity each day



Word List	Write each word in a sentence	Write the words in alphabetical order
1 send		1
2 bend		2
3 bump		3
4 jump		4
5 camp		5
6 stamp		6
7 slip		7
8 stop		8
9 sleep		9
10 keep		10

RAINBOW WRITING: Write your words on this graffiti wall and trace them with 3 different colour-

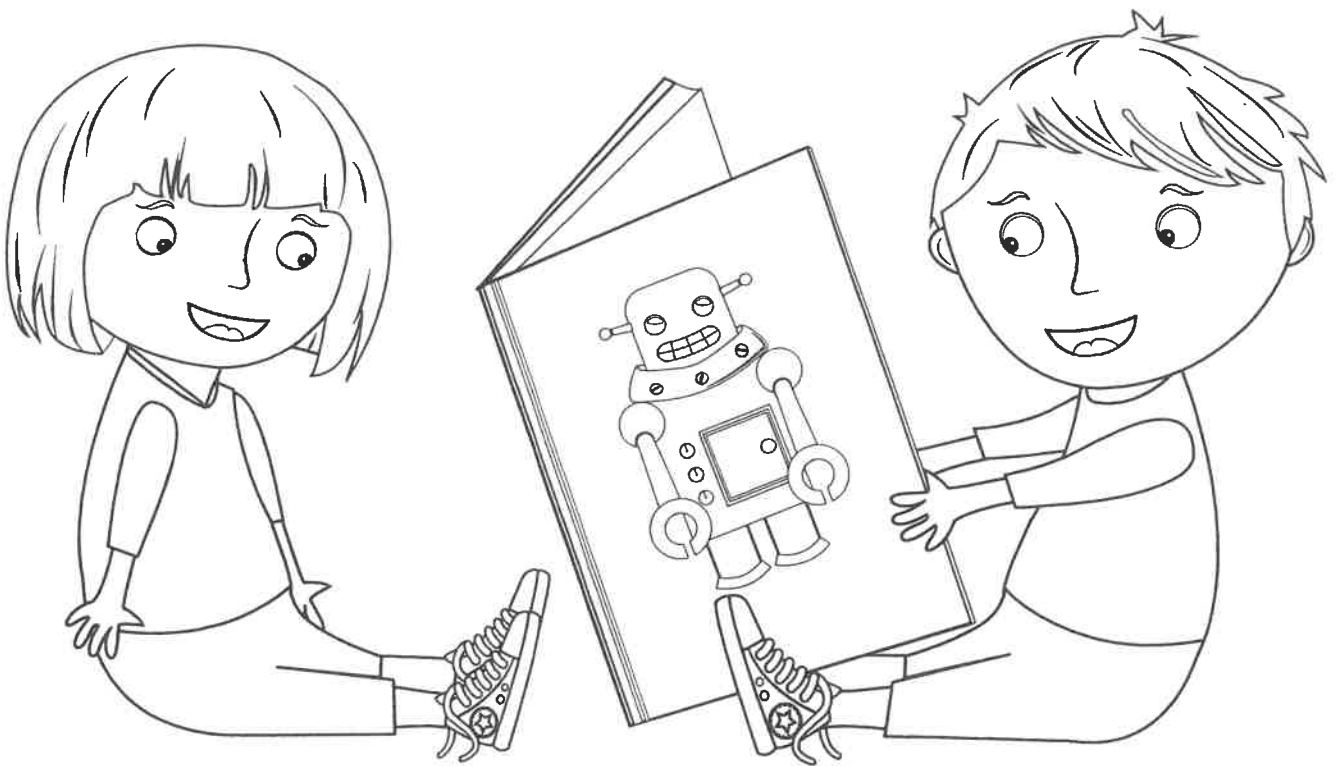
Write your list words	Plurals (s or es)	Add ing	Add ed	Add er
1 send			/ / / / /	/ / / / /
2 bend			/ / / / /	/ / / / /
3			/ / / / /	/ / / / /
4			/ / / / /	/ / / / /
5			/ / / / /	/ / / / /
6			/ / / / /	/ / / / /
7			/ / / / /	/ / / / /
8 stop			/ / / / /	/ / / / /
9 sleep			/ / / / /	/ / / / /
10 keep			/ / / / /	/ / / / /

Write your words into this word sleuth and ask a family member to find them

Unjumble these list words	
1	epsle
2	neds
3	ptasm
4	ospil
5	pbmu
6	ekpe
7	hbed



Reading



Name _____

Class _____

clothes	shelf	room
blanket	floor	bed

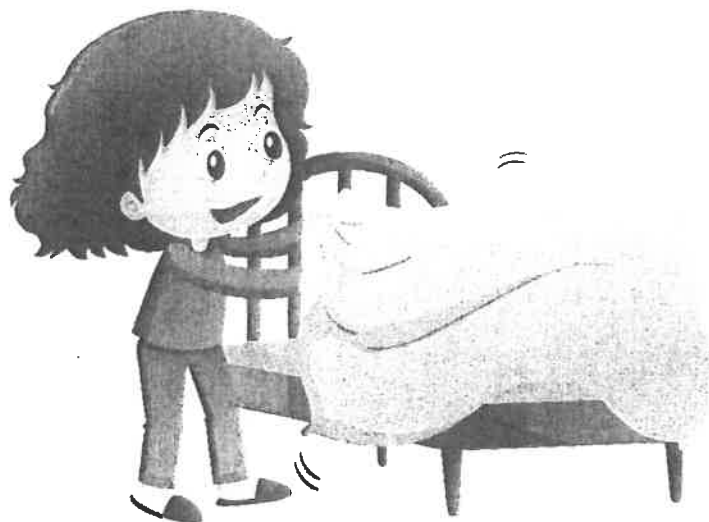
The Missing Doll

Jane was very sad. She could not find her doll.

Her mom said, "Look in your room. Maybe your doll is there."

Jane looked in her room. It was a terrible mess. She started to clean her room.

She put all the books on the shelf. She put her blankets on her bed. She picked up her clothes off the floor.



"I found her," Jane said.

"My doll was hiding under my clothes. I think she was playing hide and seek."

Jane put her doll in the dollhouse. Her room was clean, and now it was time to play.



The Missing Doll (exercises)

1. Circle the correct answer.

Jane lost her _____.

- a. pet
- b. doll
- c. truck

Jane found it under her _____.

- a. clothes
- b. blanket
- c. hat

At the start of the story, Jane's room was

_____.

- a. clean
- b. messy
- c. green

At the end of the story, Jane's room was

_____.

- a. clean
- b. messy
- c. wet

2. What happened first, second and third?

_____ Jane found her doll.

_____ Jane could not find her doll.

_____ Jane cleaned her room.

3. Answer each question.

Have you ever lost anything? _____.

What was it? _____.

Where did you find it? _____.

_____.

clownfish dogfish jokes sea
lionfish serious shark laugh

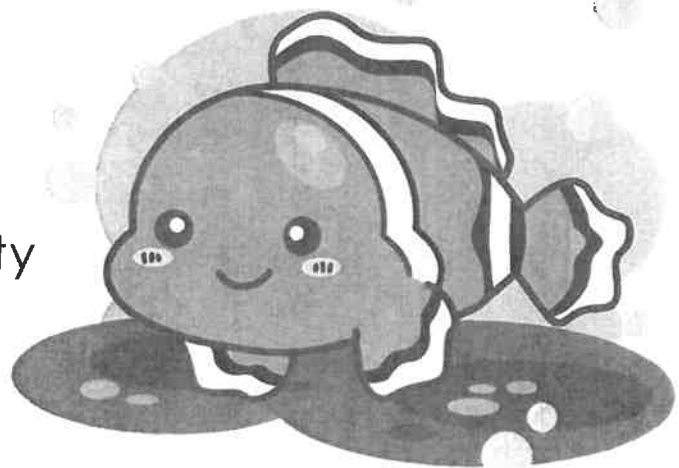
Marty the Clownfish

Marty was sad in the sea. As a clownfish, he felt like he should be funny. As a clownfish, he wasn't funny.

He wasn't funny at all. He was very serious and didn't make anyone laugh.

He told jokes to the lionfish, but they didn't laugh. He told jokes to the dogfish, but they didn't laugh either.

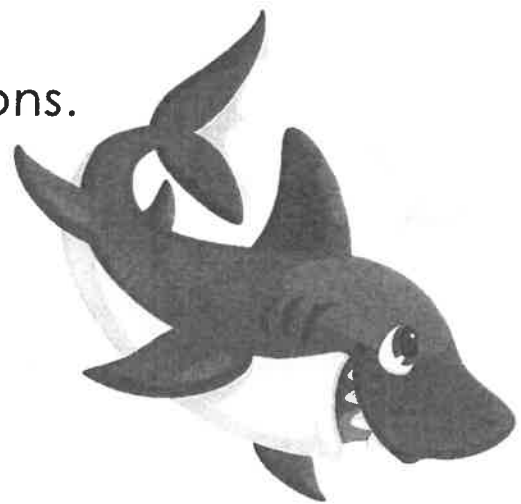
"I'm a clownfish and I should be funny," Marty said aloud.



"You don't have to be funny," said a shark from nearby. "You are kind and helpful. You are friendly and smart."

"But clowns make people laugh, so a clownfish should make fish laugh," said Marty.

"The lionfish don't act like lions. The dogfish don't act like dogs," the shark told him.



"Marty, just be yourself."

So Marty did just that. He stopped trying to tell jokes. Soon, the fish all liked him. Soon, he had a lot of fish friends.

One day, Marty said, "I'm going to tell you all a joke."

"Marty, no! No more jokes!"

Marty said, "Just kidding!"

Marty the Clownfish (exercises)

1. Choose the correct answer.

What kind of fish is Marty?

- a. angelfish
- b. clownfish
- c. lionfish
- d. swordfish

Marty is sad because:

- a. He is not tall.
- b. He is not smart.
- c. He is not funny.
- d. He is not red.

Which of the following is a lesson that Marty learned in the story?

- a. Be yourself.
- b. Try harder.
- c. Tell the truth.
- d. Study more.

- 2. Circle the correct choice in the sentences below.**

In the story, the (*stingray* / *shark*) helps Marty.

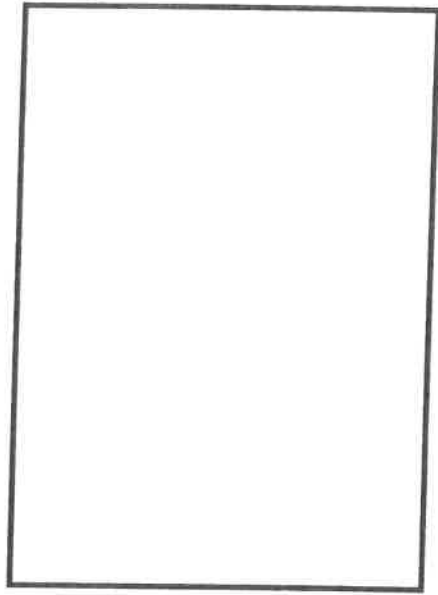
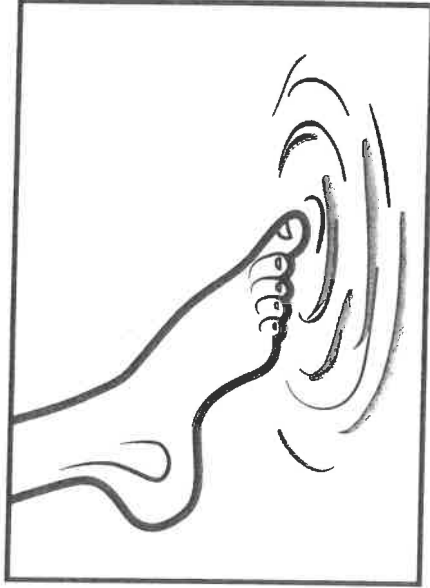
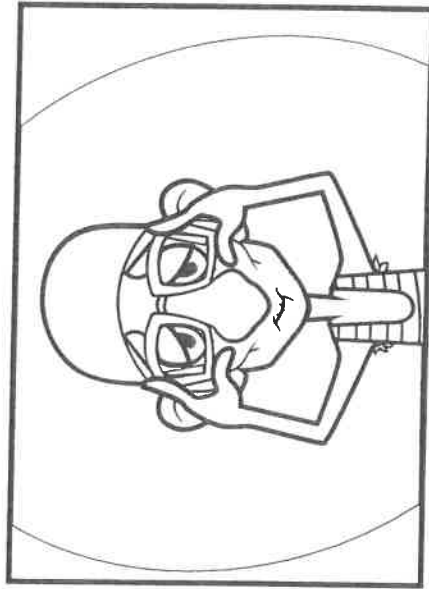
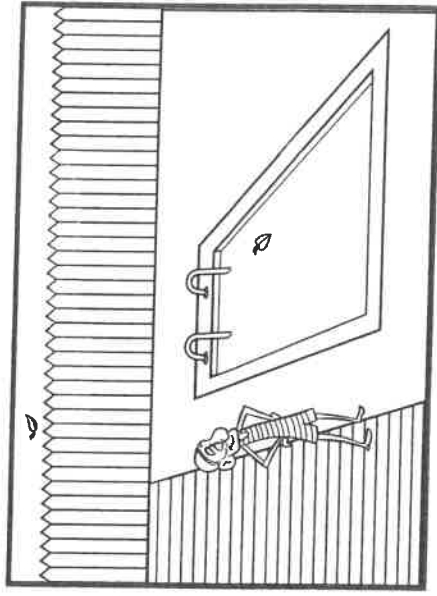
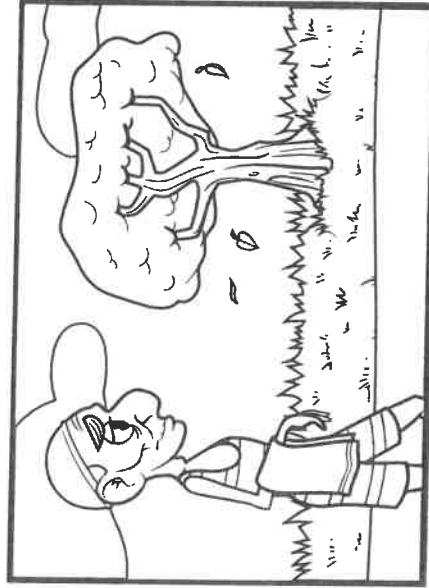
At the end of the story, Marty wants to (*read a book* / *tell a joke*) to his friends.

Marty lives in the (*river* / *sea*).

- 3. Write a sentence below to tell how Marty got new friends in the story.**

Give this your own title: _____

Infer from the whole comic strip what is happening in each cell. Add a description and draw your own picture in the last cell.



Writing



Name _____

Class _____

Photo 3



I can see...

I can hear...

Photo 4



I can see...

I can hear...

Professor Fizz's Potion - Editing

Add editing marks to text. There are 20 errors.

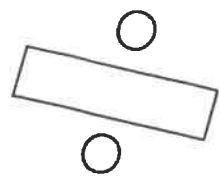
professor fizz clutched the miracle potion in his gloved hand. for many days and nights, he had been trying to purfect this recipe. Now that the brew was exactly write, it was time for a test removing his gloves, he pulled the cork from the top of the bubling beaker. In one gulp, he drunk the entire potion and waited

Almost immediatly Professor Fizz began to feel verry strange. In a matter of seconds, his eyes started to feel very hot The hairs on his arms and legs started to twitch. While that were happening, he heard a strange whistling sound comming from inside his ears. professor Fizz hoped that he wouldnt have any more strange re-actions to his potion

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	∧
Change to lower case	/i.c.
Take something out	9
Check spelling	SP ○
New paragraph	¶

Re-write the text correctly:

A blank sheet of white paper with 25 horizontal black lines, spaced evenly down the page, designed for handwriting practice.



5

Maths

9

1

6

+

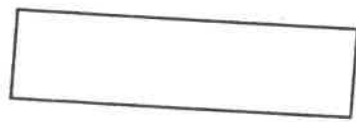
X

4

2

3

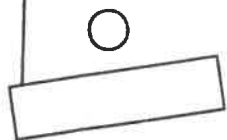
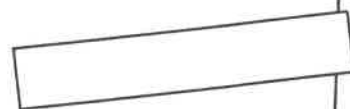
>



9

8

10



3.

14

+

6

X

Name _____

Class _____



Number and Algebra: Four-in-a-Row

Taking turns, choose a question to complete. The first person to gain 4 counters in a row (vertically, horizontally or diagonally) wins!

What is the next number in the sequence? 8, 16, 24, ...	What is the next number more than 28? 10	What is the next number in the sequence? 2, 4, 6, ...	What is the next number more than 88? 10	What is the next number in the sequence? 20, 18, 16, ...	What is more than 18? 10
What is the next number more than 53? 10	What is the next number in the sequence? 100, 200, 300, ...	What is more than 32? 10	What is the next number in the sequence? 10, 12, 14, ...	What is the next number in the sequence? 50, 45, 40, ...	What is more than 87? 10
What is the next number in the sequence? 4, 8, 12, ...	What is more than 28? 10	What is 10 less than 53? 10	What is the next number in the sequence? 25, 30, 35, ...	What is more than 76? 10	What is the next number in the sequence? 40, 36, 32, ...
What is 10 less than 87? 10	What is 10 less than 98? 10	What is the next number in the sequence? 5, 10, 15, ...	What is the next number in the sequence? 60, 70, 80, ...	What is 10 less than 45? 10	What is the next number in the sequence? 500, 450, 400, ...
What is more than 39? 10	What is the next number in the sequence? 20, 24, 28, ...	What is 10 less than 75? 10	What is 10 less than 47? 10	What is the next number in the sequence? 100, 90, 80, ...	What is 10 less than 76? 10
What is the next number in the sequence? 50, 100, 150, ...	What is 10 more than 5? 10	What is the next number in the sequence? 10, 20, 30, ...	What is more than 19? 10	What is the next number in the sequence? 80, 72, 64, ...	What is 10 less than 31? 10

Coin Flip Chance Experiment

I can perform repeated trials of a chance experiment and discuss the results. (ACMSP067).

Flip one coin 12 times and record each flip as a tally mark.

Equipment I will need:

- 1 x coin
- pencil
- activity sheet

Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on heads or tails in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have flipped the coin 12 times).

Before you begin make a prediction on what you think the results will be.

My prediction is: _____

Coin Flip Results:

	Number of Times												Total	
	1	2	3	4	5	6	7	8	9	10	11	12		
Heads														
Tails														

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again do you think the results would be the same? Why/why not?

Complete the coin flip chance experiment again.

My revised prediction is: _____

Coin Flip Results:

	Number of Times												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Heads													
Tails													

Coin Flip Questions

Do you think that there is an even chance of flipping a head or tail? Why/why not?

Was your revised prediction correct? Why/why not?

Are the second tally results the same as your first coin flips?

What is different?

What is the same?

Why do you think there is/is not a difference in the two coin flip results?

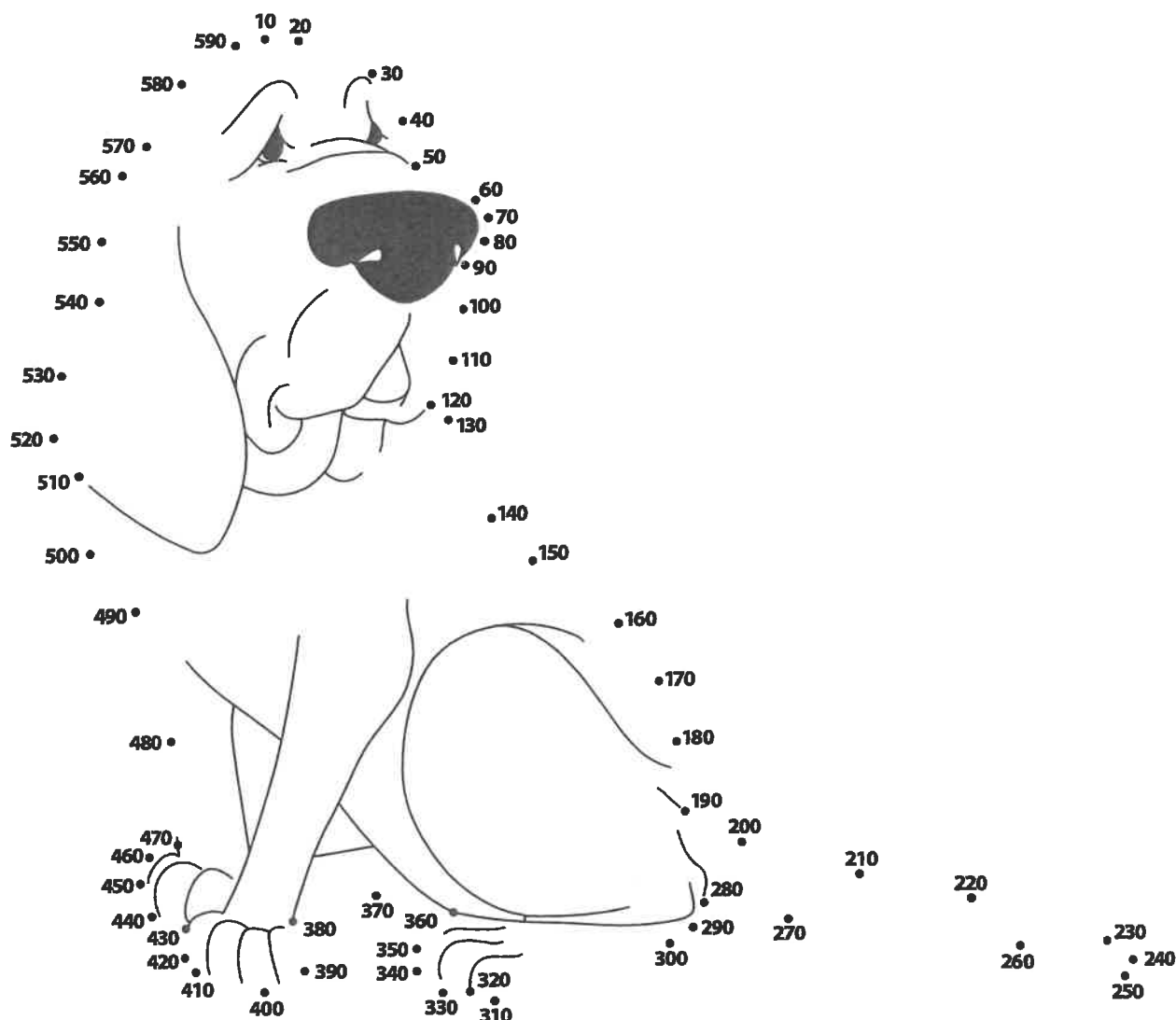
If you were to complete this chance experiment again but flip the coin 40 times do you think the results would be similar? Why/why not?

Name _____

Date _____

Counting by 10

Complete the dot-to-dot by starting at 10 and counting up by tens.

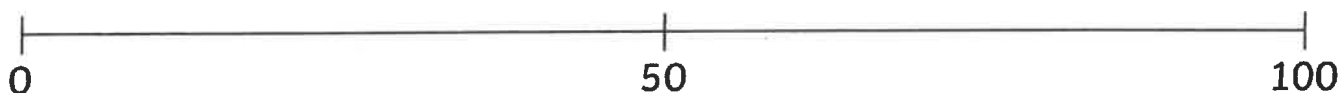


Numbers to 100

Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line. (VCMNA087)

1. Can you put these numbers in their correct places on the number line?

14 24 30 45 65 80 95



2. What number comes after the following numbers?

- | | | |
|--------------|--------------|--------------|
| a) 47, _____ | c) 89, _____ | e) 19, _____ |
| b) 79, _____ | d) 54, _____ | f) 69, _____ |

What number comes before the following numbers?

- | | | |
|---------------|--------------|--------------|
| a) _____, 37 | c) _____, 50 | e) _____, 76 |
| b) _____, 100 | d) _____, 13 | f) _____, 18 |

3. Can you write the following numbers in words?

- a) 10 _____
b) 50 _____
c) 100 _____

Name _____

Date _____

Missing Numbers 1 - 120 (3)

Fill in the missing numbers.

<input type="text"/>	2	<input type="text"/>	4	<input type="text"/>	6	<input type="text"/>	8	<input type="text"/>	10
<input type="text"/>	12	<input type="text"/>	14	<input type="text"/>	16	<input type="text"/>	18	<input type="text"/>	20
<input type="text"/>	22	<input type="text"/>	24	<input type="text"/>	26	<input type="text"/>	28	<input type="text"/>	30
<input type="text"/>	32	<input type="text"/>	34	<input type="text"/>	36	<input type="text"/>	38	<input type="text"/>	40
<input type="text"/>	42	<input type="text"/>	44	<input type="text"/>	46	<input type="text"/>	48	<input type="text"/>	50
<input type="text"/>	52	<input type="text"/>	54	<input type="text"/>	56	<input type="text"/>	58	<input type="text"/>	60
<input type="text"/>	62	<input type="text"/>	64	<input type="text"/>	66	<input type="text"/>	68	<input type="text"/>	70
<input type="text"/>	72	<input type="text"/>	74	<input type="text"/>	76	<input type="text"/>	78	<input type="text"/>	80
<input type="text"/>	82	<input type="text"/>	84	<input type="text"/>	86	<input type="text"/>	88	<input type="text"/>	90
<input type="text"/>	92	<input type="text"/>	94	<input type="text"/>	96	<input type="text"/>	98	<input type="text"/>	100
<input type="text"/>	102	<input type="text"/>	104	<input type="text"/>	106	<input type="text"/>	108	<input type="text"/>	110
<input type="text"/>	112	<input type="text"/>	114	<input type="text"/>	116	<input type="text"/>	118	<input type="text"/>	120



Name _____

Date _____

Representing Large Numbers

Fill in the missing blanks for each of these numbers.

Number	Number in Words
1 000	
4 800	
	Six thousand, three hundred.
7 440	
	Ten thousand.
11 280	
13 333	
	Fourteen thousand, two hundred and fifty.
17 080	
20 001	
24 999	
25 040	
	One hundred and forty thousand.



Times Tables

$1 \times 1 = 1$

$1 \times 2 = 2$

$1 \times 3 = 3$

$1 \times 4 = 4$

$1 \times 5 = 5$

$1 \times 6 = 6$

$1 \times 7 = 7$

$1 \times 8 = 8$

$1 \times 9 = 9$

$1 \times 10 = 10$

$2 \times 1 = 2$

$2 \times 2 = 4$

$2 \times 3 = 6$

$2 \times 4 = 8$

$2 \times 5 = 10$

$2 \times 6 = 12$

$2 \times 7 = 14$

$2 \times 8 = 16$

$2 \times 9 = 18$

$2 \times 10 = 20$

$3 \times 1 = 3$

$3 \times 2 = 6$

$3 \times 3 = 9$

$3 \times 4 = 12$

$3 \times 5 = 15$

$3 \times 6 = 18$

$3 \times 7 = 21$

$3 \times 8 = 24$

$3 \times 9 = 27$

$3 \times 10 = 30$

$4 \times 1 = 4$

$4 \times 2 = 8$

$4 \times 3 = 12$

$4 \times 4 = 16$

$4 \times 5 = 20$

$4 \times 6 = 24$

$4 \times 7 = 28$

$4 \times 8 = 32$

$4 \times 9 = 36$

$4 \times 10 = 40$

$5 \times 1 = 5$

$5 \times 2 = 10$

$5 \times 3 = 15$

$5 \times 4 = 20$

$5 \times 5 = 25$

$5 \times 6 = 30$

$5 \times 7 = 35$

$5 \times 8 = 40$

$5 \times 9 = 45$

$5 \times 10 = 50$

$6 \times 1 = 6$

$6 \times 2 = 12$

$6 \times 3 = 18$

$6 \times 4 = 24$

$6 \times 5 = 30$

$6 \times 6 = 36$

$6 \times 7 = 42$

$6 \times 8 = 48$

$6 \times 9 = 54$

$6 \times 10 = 60$

$7 \times 1 = 7$

$7 \times 2 = 14$

$7 \times 3 = 21$

$7 \times 4 = 28$

$7 \times 5 = 35$

$7 \times 6 = 42$

$7 \times 7 = 49$

$7 \times 8 = 56$

$7 \times 9 = 63$

$7 \times 10 = 70$

$8 \times 1 = 8$

$8 \times 2 = 16$

$8 \times 3 = 24$

$8 \times 4 = 32$

$8 \times 5 = 40$

$8 \times 6 = 48$

$8 \times 7 = 56$

$8 \times 8 = 64$

$8 \times 9 = 72$

$8 \times 10 = 80$

$9 \times 1 = 9$

$9 \times 2 = 18$

$9 \times 3 = 27$

$9 \times 4 = 36$

$9 \times 5 = 45$

$9 \times 6 = 54$

$9 \times 7 = 63$

$9 \times 8 = 72$

$9 \times 9 = 81$

$9 \times 10 = 90$

$10 \times 1 = 10$

$10 \times 2 = 20$

$10 \times 3 = 30$

$10 \times 4 = 40$

$10 \times 5 = 50$

$10 \times 6 = 60$

$10 \times 7 = 70$

$10 \times 8 = 80$

$10 \times 9 = 90$

$10 \times 10 = 100$

5 Times Table Activities

Count in 5s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work out these answers:

a) $2 \times 5 =$ _____

d) $6 \times 5 =$ _____

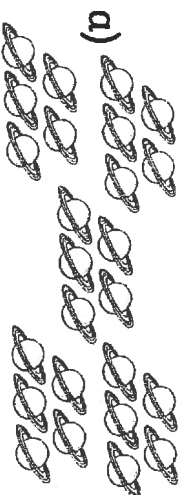
b) $4 \times 5 =$ _____

e) $7 \times 5 =$ _____

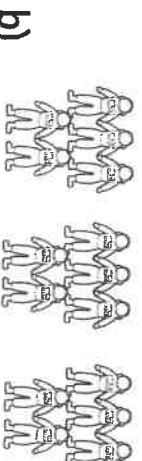
c) $5 \times 5 =$ _____

f) $12 \times 5 =$ _____

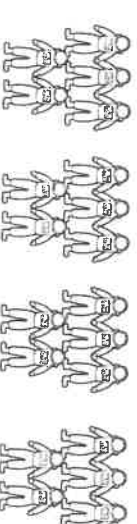
How many are there?



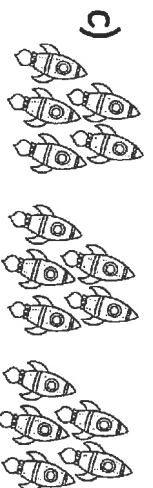
_____ \times _____ = _____



_____ \times _____ = _____



_____ \times _____ = _____



10 Times Table Activities

Count in 10s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

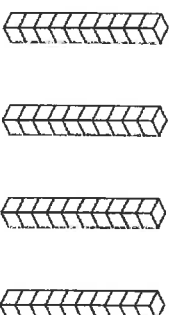
Work out these answers:

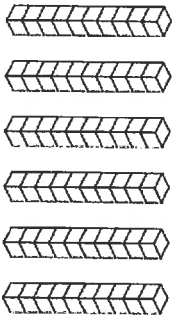
a) $2 \times 10 =$ _____ d) $6 \times 10 =$ _____

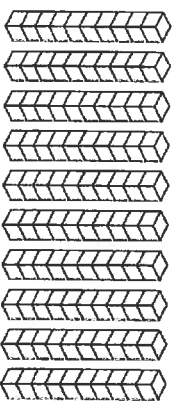
b) $10 \times 10 =$ _____ e) $12 \times 10 =$ _____

c) $5 \times 10 =$ _____ f) $9 \times 10 =$ _____

How many stacks are there? There are 10 cubes per stack.

a)  _____ \times _____ = _____

b)  _____ \times _____ = _____

c)  _____ \times _____ = _____

Name: _____

Draw 5 lots ^{ON THE} of quintuplets. ^{BACK}

Break the code! Look for the numbers more than once and colour the picture.



Finish in your own colours.
Use the back of this sheet for working out.

red

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

green

$$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$$

yellow

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

blue

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

purple

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

black

$$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$$

orange

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

rainbow

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

brown

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

white

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

grey

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

pink

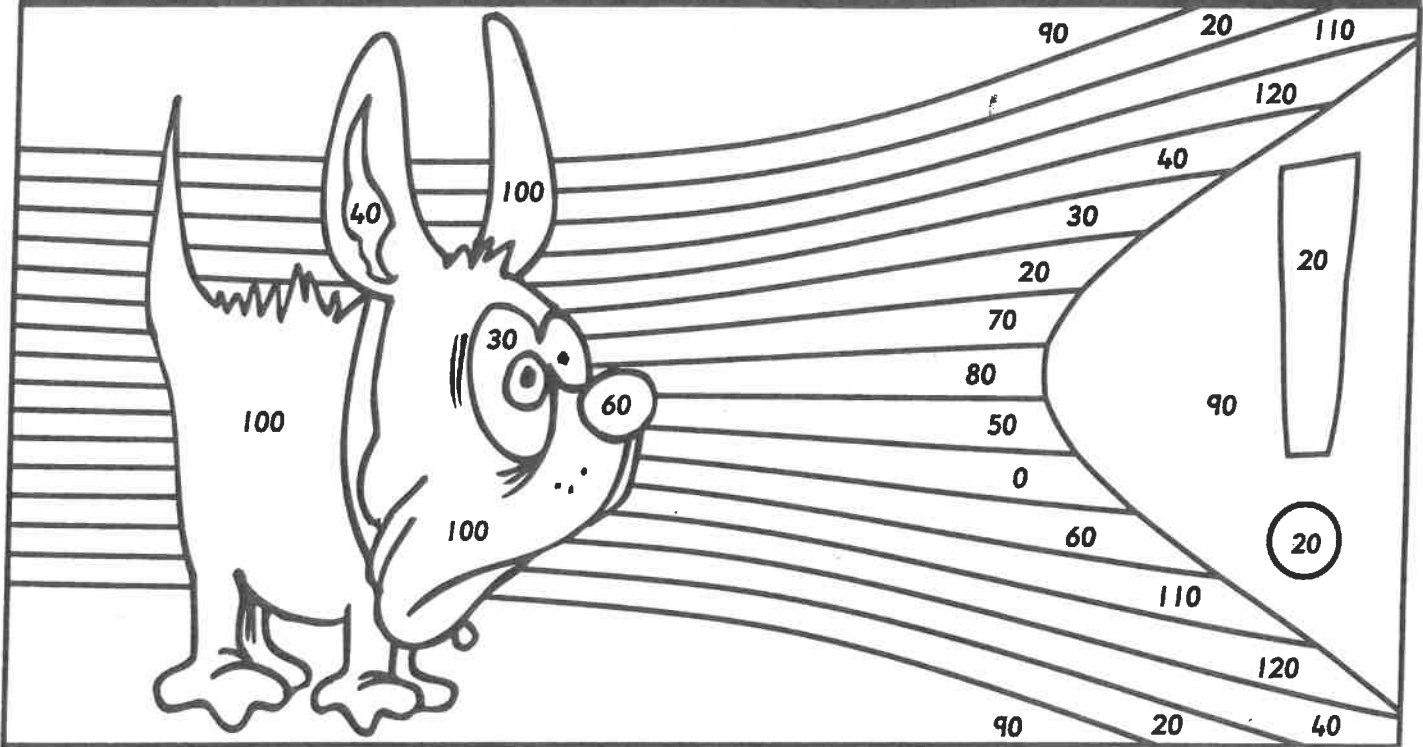
$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

Multiplication X 5

Name: _____

Write your **ON THE BRICKS**
X 10 tables.

Break the code! Look for the numbers more than once and colour the picture.



Finish in your own colours.
Use the back of this sheet for working out.

red

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

green

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

yellow

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

blue

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

purple

$$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$$

black

$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

orange

$$\begin{array}{r} 10 \\ \times 0 \\ \hline \end{array}$$

rainbow

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

brown

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

white

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

grey

$$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$$

pink

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

Multiplication X 10

Humanities and Social Sciences

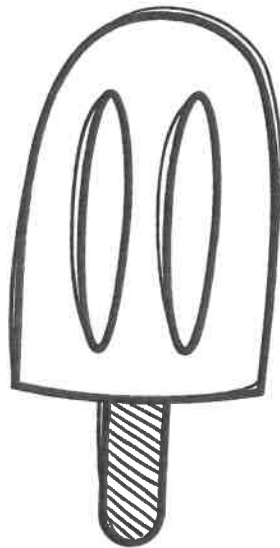


Name _____

Class _____

present

past

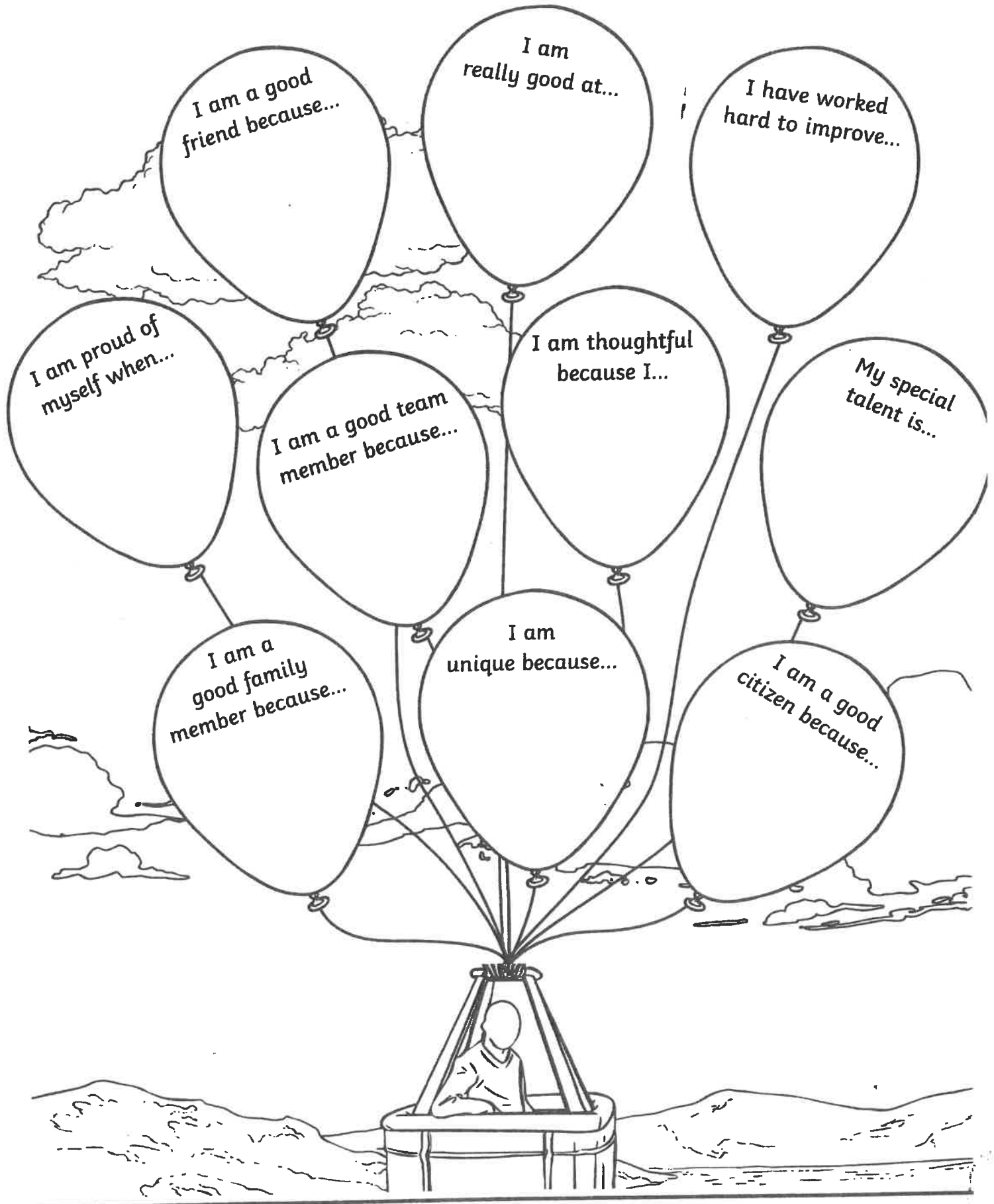


name:

class:

I Am an Amazing Person!

Read and finish the sentences in the balloons below.



Good and Bad Hygiene Habits

Cut and glue the images in the correct section.

Name: _____

Teach **THIS**



Good



Bad



Leaving the bathroom without washing your hands

Washing hands throughout the day



Covering your mouth when you cough or sneeze



Brushing your teeth each morning and night



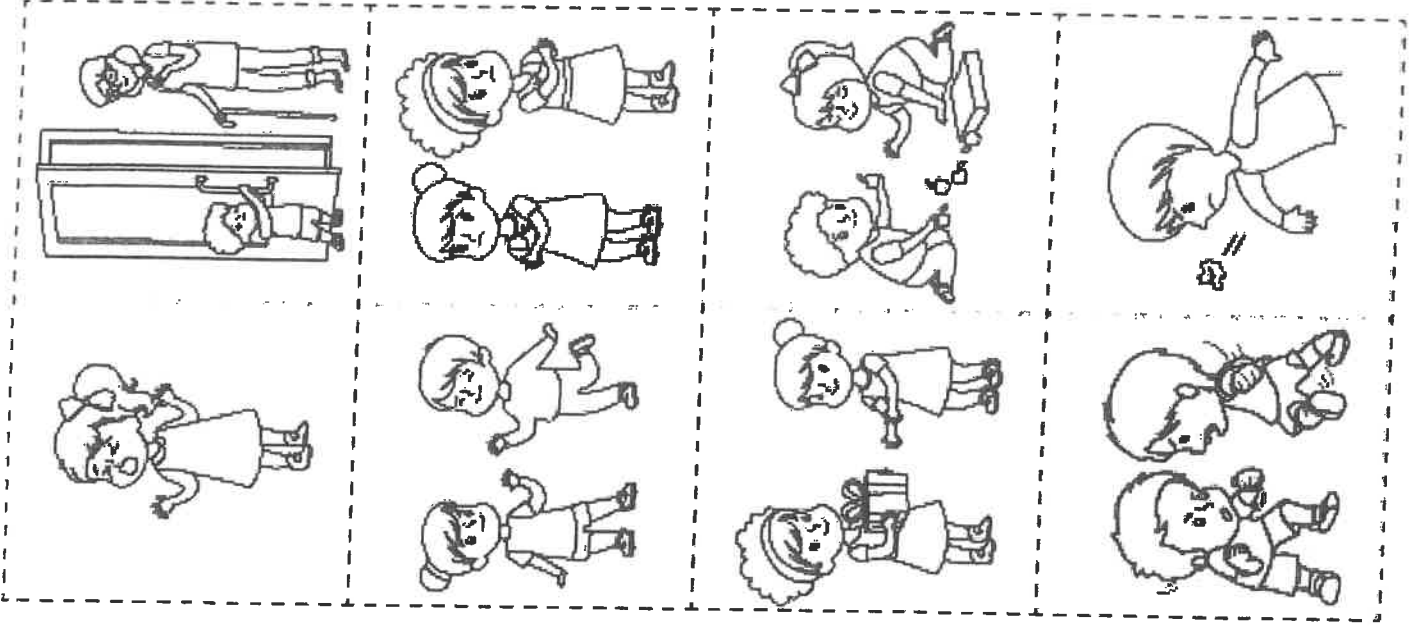
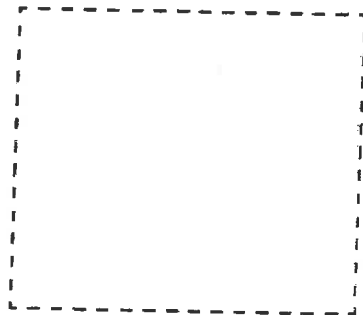
Picking your nose

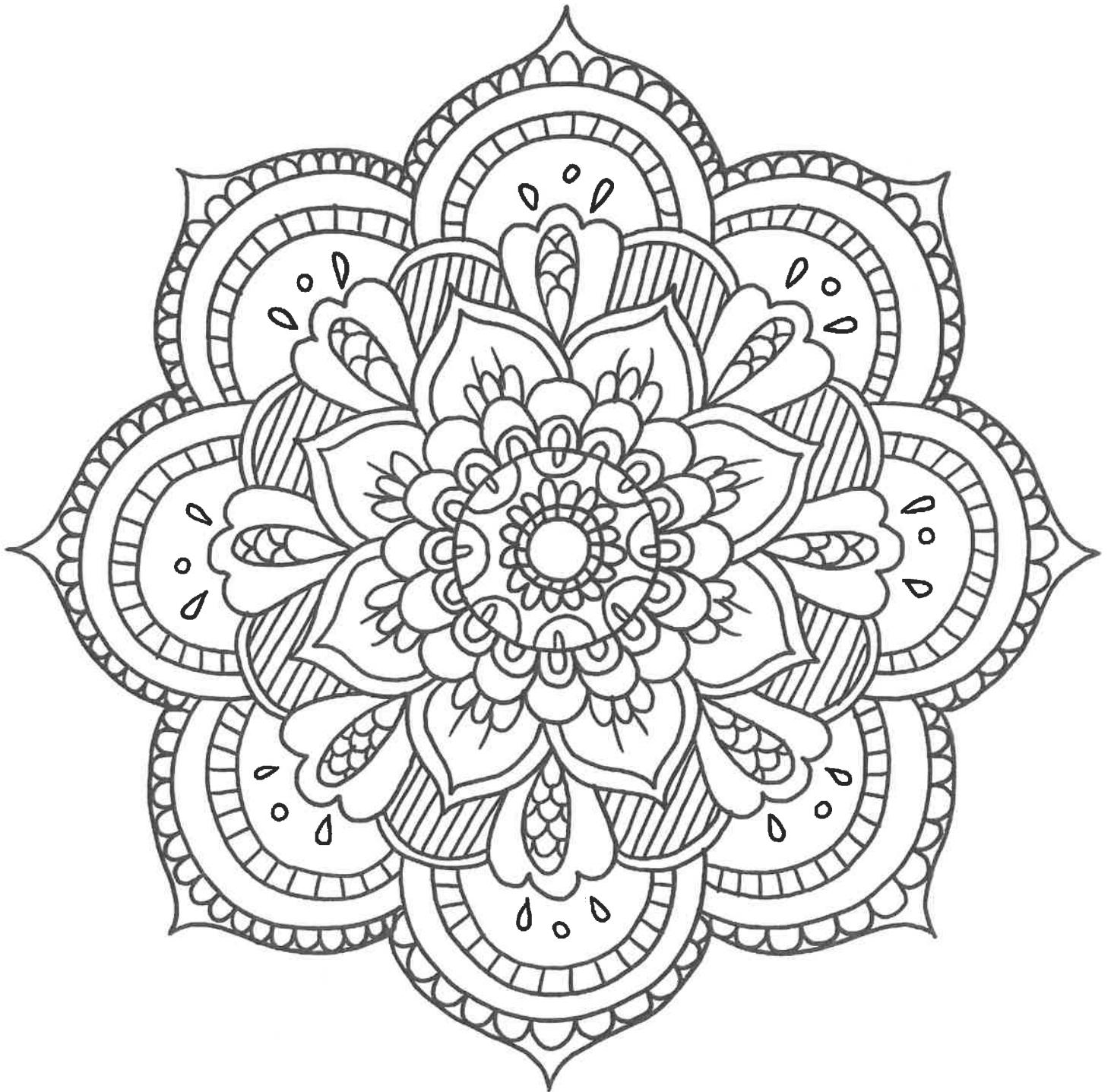
Spitting or spraying your saliva onto others

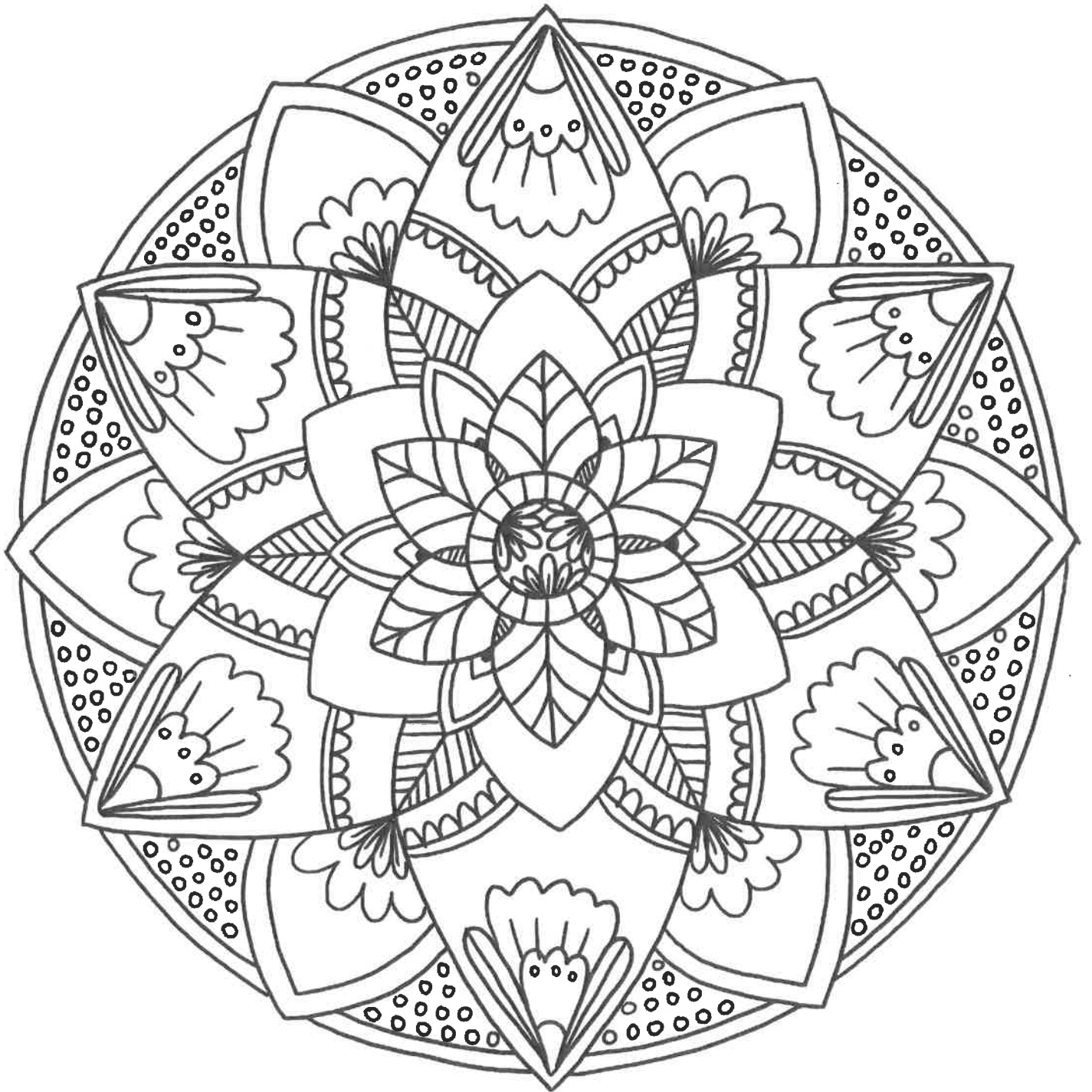


NAUGHTY OR NICE SORTING CARDS

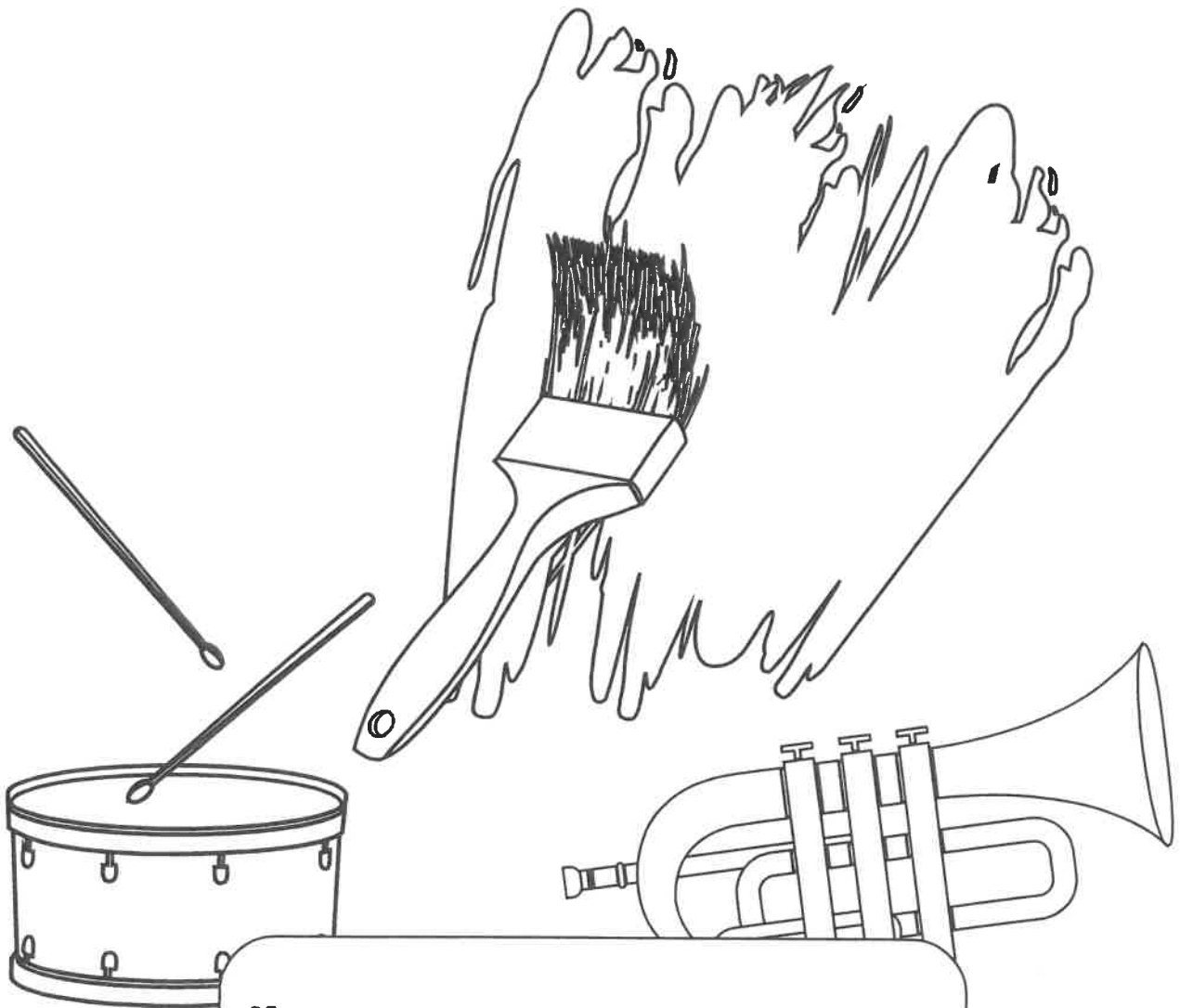
Teach-Me-This







Visual Arts



Name _____

Class _____

Art Project links to see coloured pictures.

<https://artprojectsforkids.org/wp-content/uploads/2020/03/Draw-a-Britto-Cat-.pdf>

<https://artprojectsforkids.org/wp-content/uploads/2018/01/Draw-a-Peacock.pdf>

<https://artprojectsforkids.org/wp-content/uploads/2020/03/Draw-a-Bunny-Face.pdf>

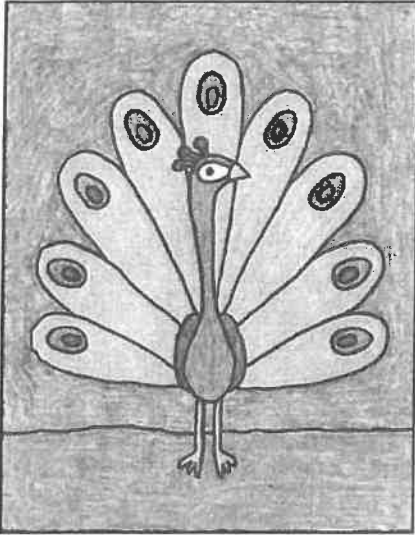
<https://artprojectsforkids.org/wp-content/uploads/2020/03/Easter-Bunny.pdf>

Fantastic site for directed Art activities

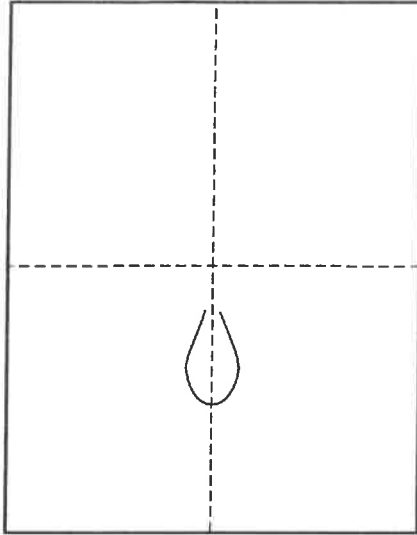
<https://www.artforkidshub.com/>



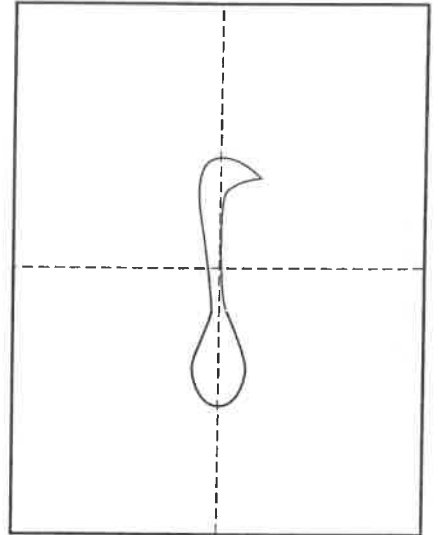
Draw a Peacock



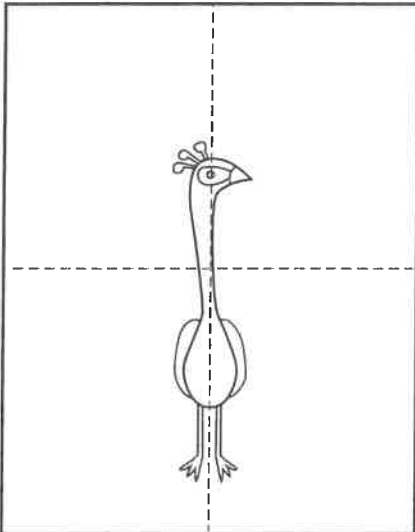
Supplies: Marker, crayons



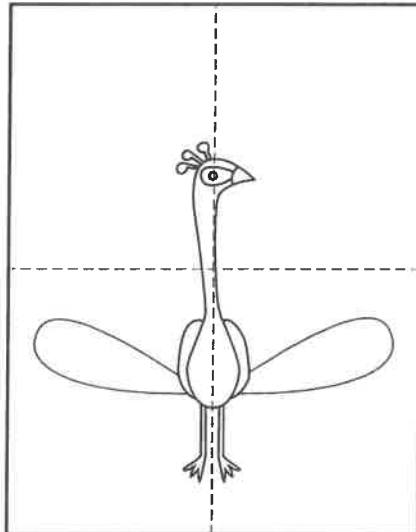
1. Make guide lines. Draw the belly.



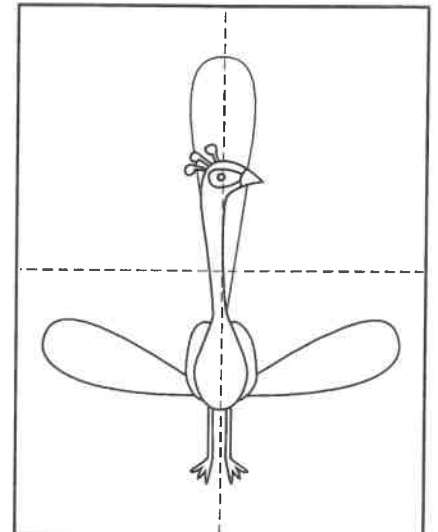
2. Add the neck and head.



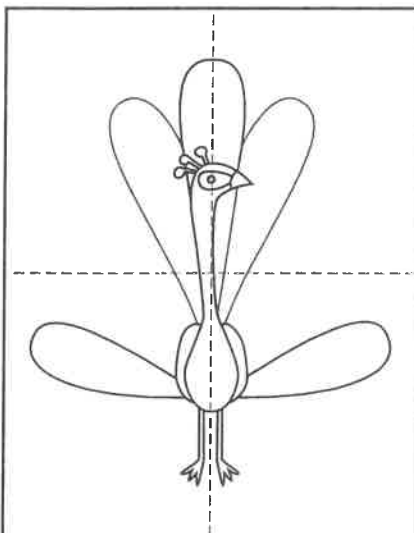
3. Add wings, face and feet.



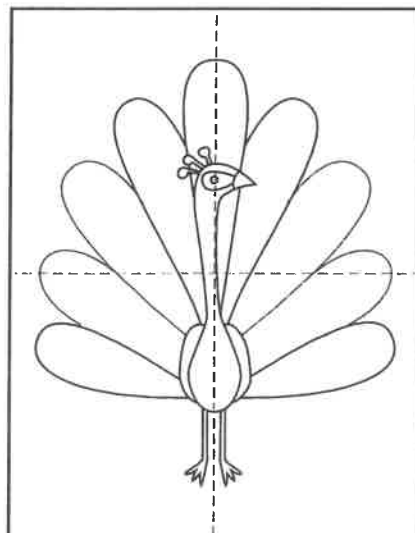
4. Draw two bottom feathers.



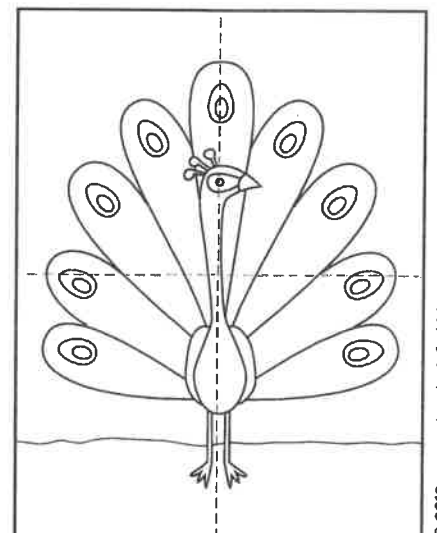
5. Draw the center back feather.



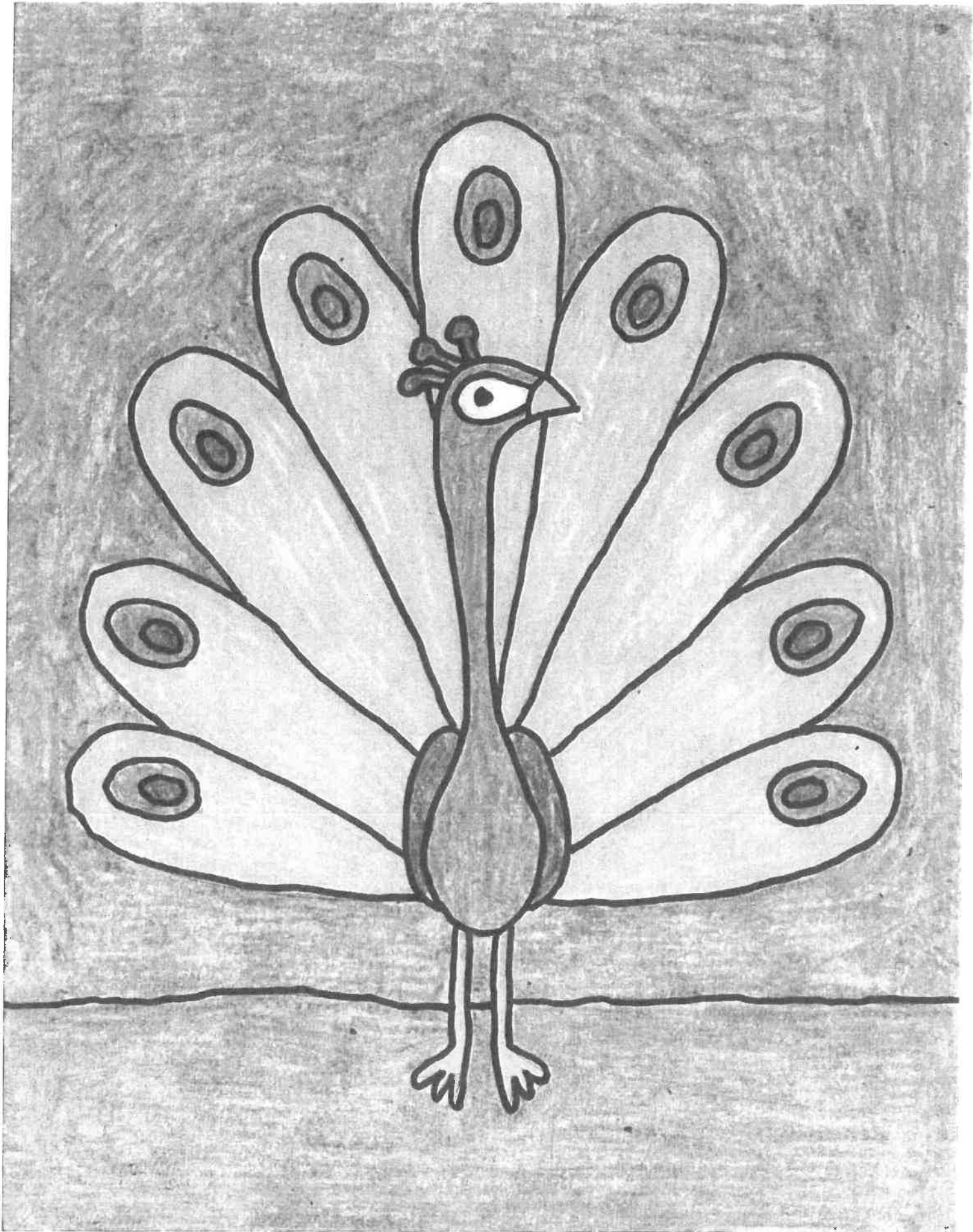
6. Add a feather to either side.



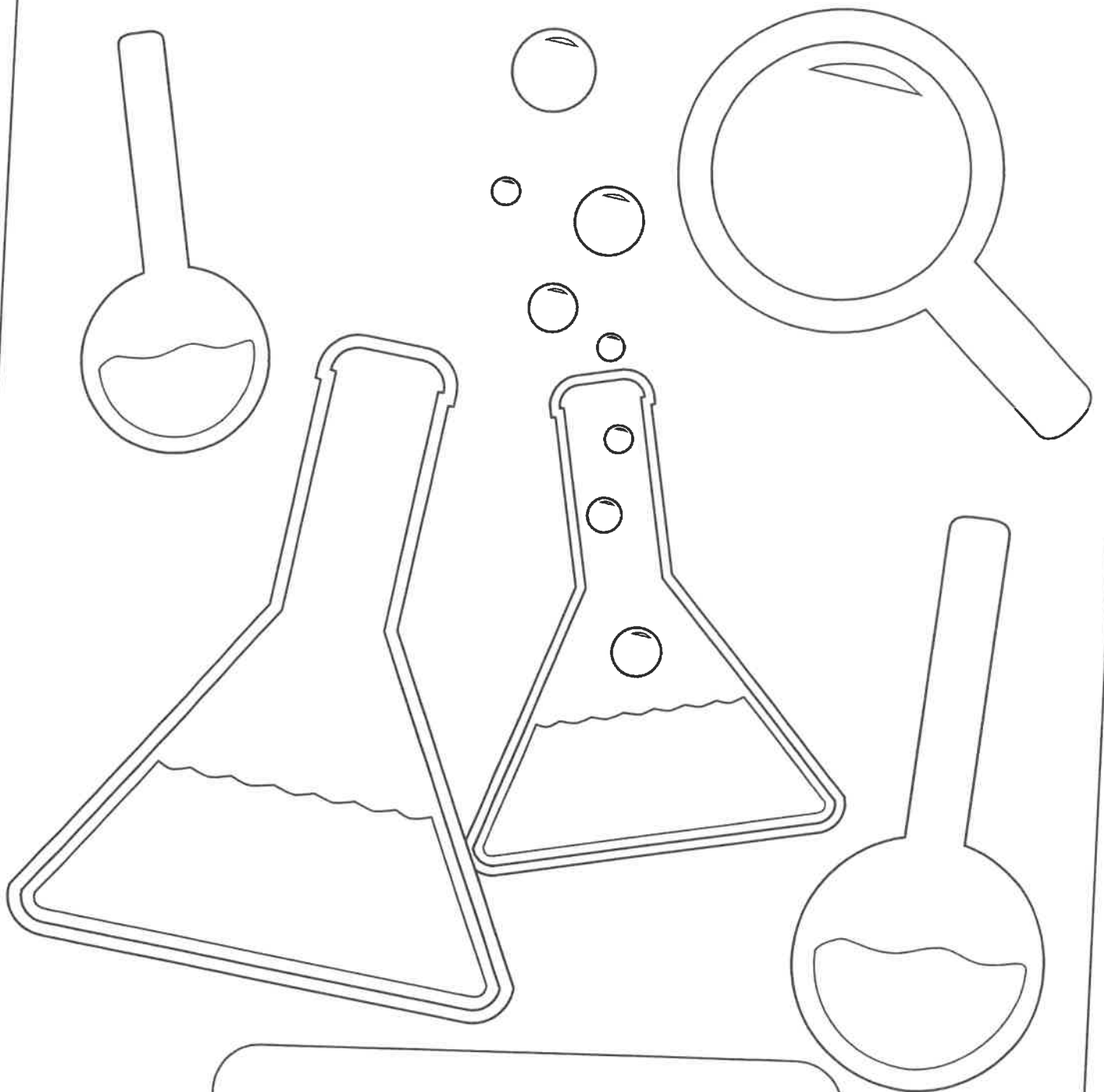
7. Add two more feathers, both sides.



8. Draw spots on feathers, ground.



Science



Name _____

Class _____

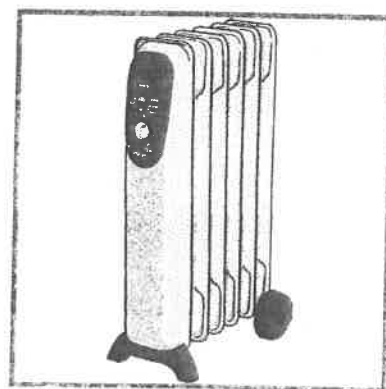
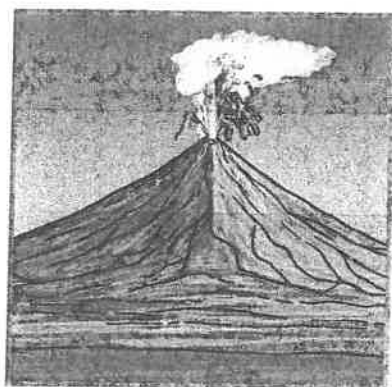
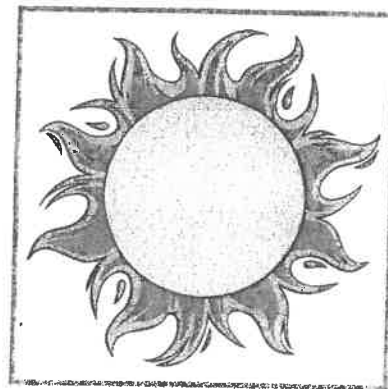
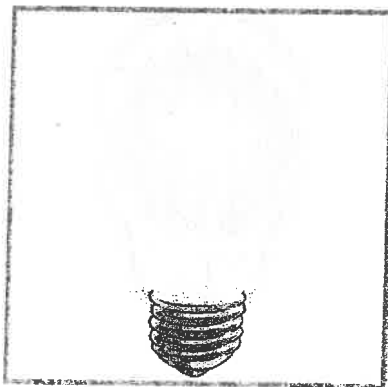
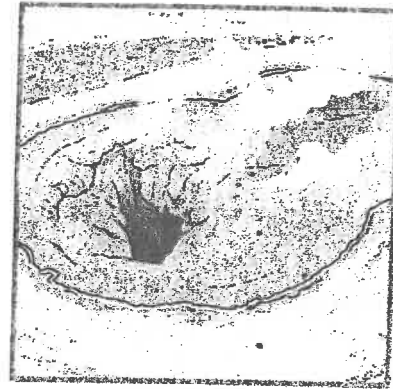
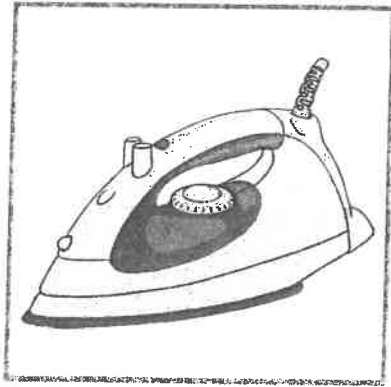
Heat Sources Sort

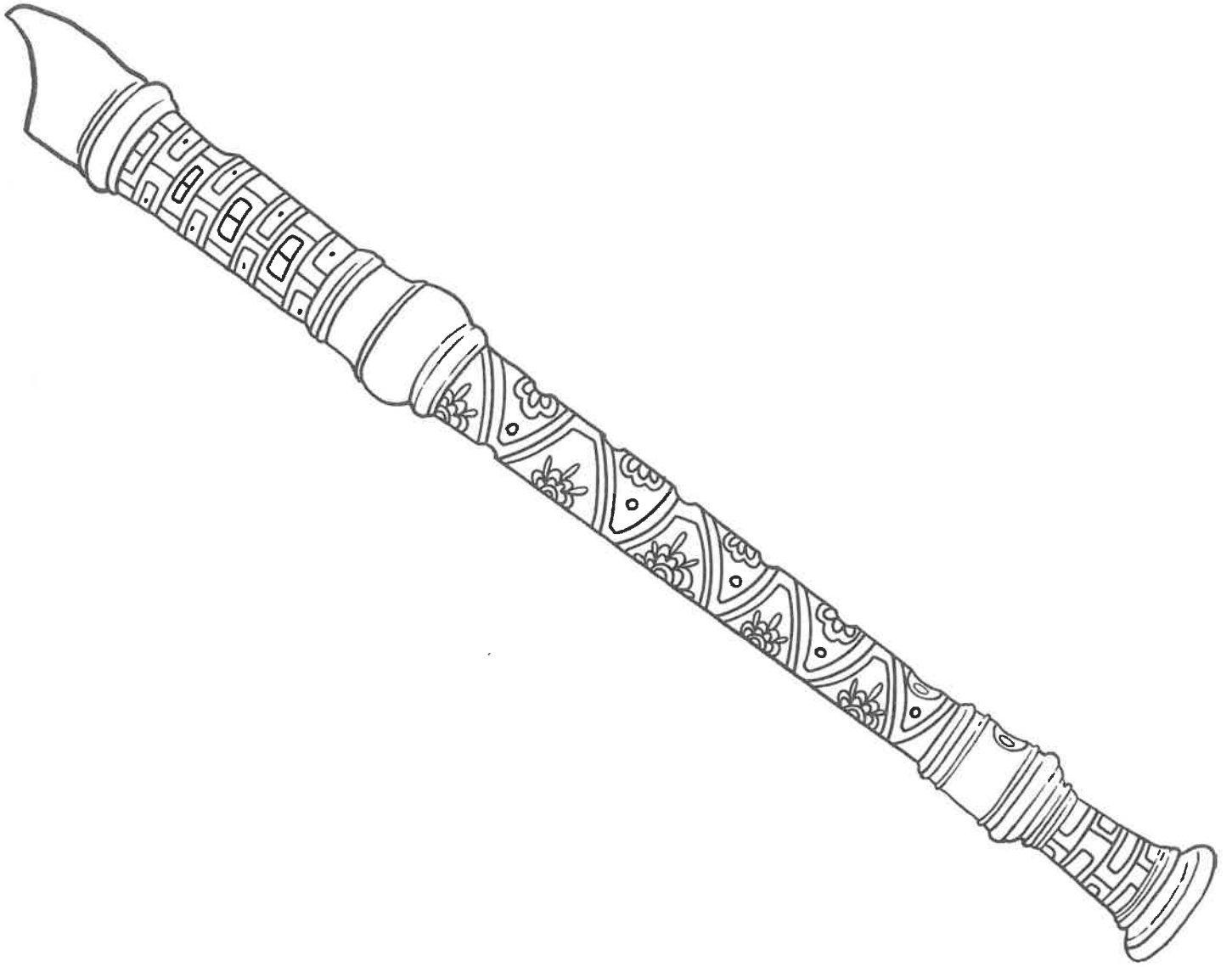
Cut, sort and paste the sources of heat onto the table below:

Natural	Artificial

Hot Stuff!
Think of some more heat sources and add them to your table.

Cut, sort and paste the sources of heat below onto the table.





Italian





Italiano



I Numeri

Uno - one	Undici - eleven
Due - two	Dodici - twelve
Tre - three	Tredici - thirteen
Quattro - four	Quattordici - fourteen
Cinque - five	Quindici - fifteen
Sei - six	Sedici - sixteen
Sette - seven	Diciassette - seventeen
Otto - eight	Diciotto - eighteen
Nove - nine	Diciannove - nineteen
Dieci - ten	Venti - twenty

10 - 100

dieci - ten
venti - twenty
trenta - thirty
quaranta - forty
cinquanta - fifty
sessanta - sixty
settanta - seventy
ottanta - eighty
novanta - ninety
cento - one hundred

I Giorni della Settimana

lunedì - Monday
martedì - Tuesday
mercoledì - Wednesday
giovedì - Thursday
venerdì - Friday
sabato - Saturday
domenica - Sunday

I COLORI

bianco - white
giallo - yellow
verde - green
arancione - orange
rosso - red
marrone - brown
grigio - grey
nero - black
azzurro - blue
rosa - pink
viola - purple



I Mesi Dell'Anno

Gennaio - January
Febbraio - February
Marzo - March
Aprile - April
Maggio - May
Giugno - June
Luglio - July
Agosto - August
Settembre - September
Ottobre - October
Novembre - November
Dicembre - December

Come ti chiami? - What is your name?
Io mi chiamo - My name is

Quanti anni Hai? How old are you?
Ho anni. I am years old.

Come Stai?

Benissimo - Fantastic
Molto bene - Very well
Bene - well
Così-così - o.k/ so-so
Male - not well

Buongiorno -
goodmorning

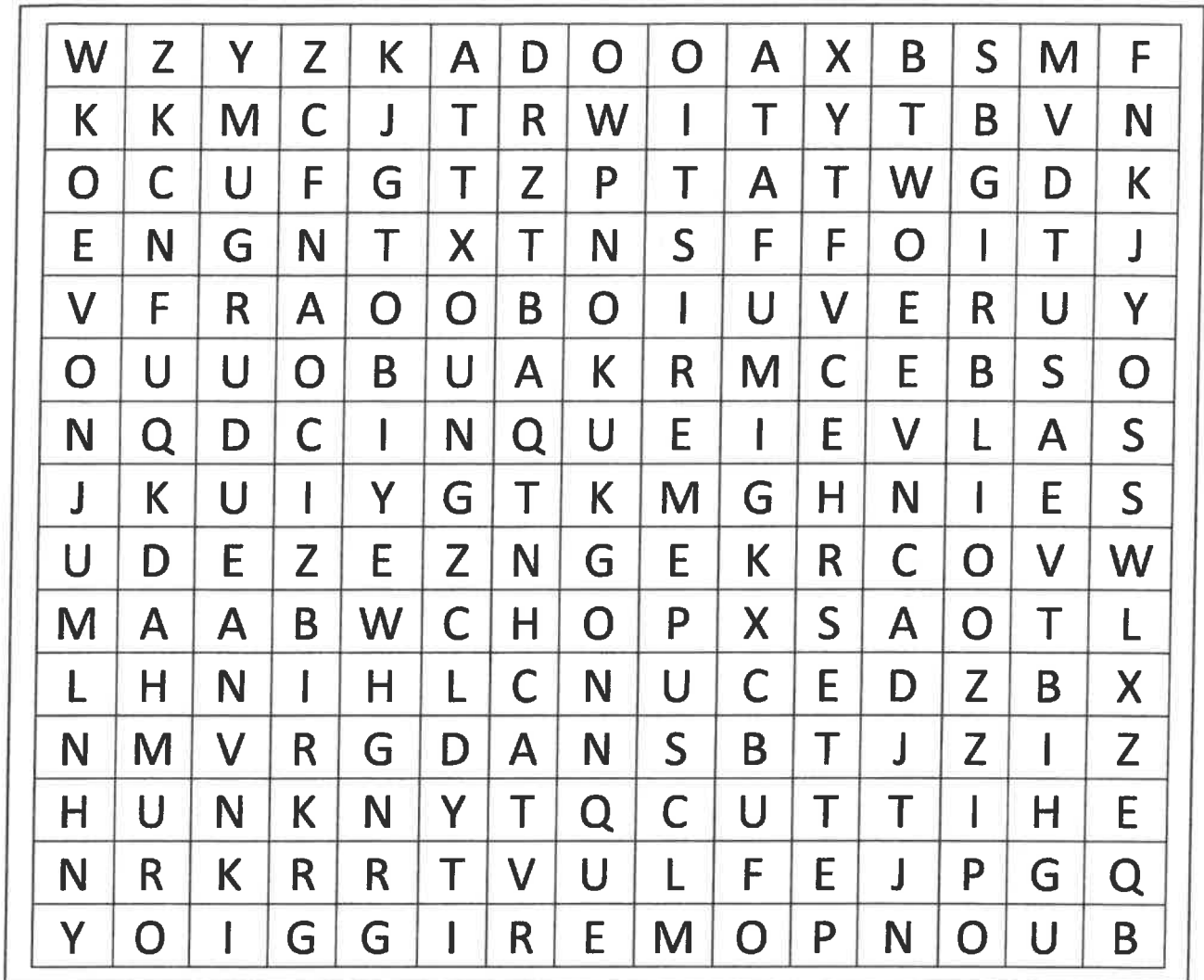
Buonasera - good
evening

Buonanotte - good night

Ciao - hello/goodbye

Grazie - Thank-you
Prego - You're welcome
Mi scusi - Excuse me

Italian Word Search



UNO

QUATTRO

SETTE

DIECI

BUON GIORNO

DUE

CINQUE

OTTO

CIAO

BUON POMERIGGIO

TRE

SEI

NOVE

SALVE

GRAZIE

