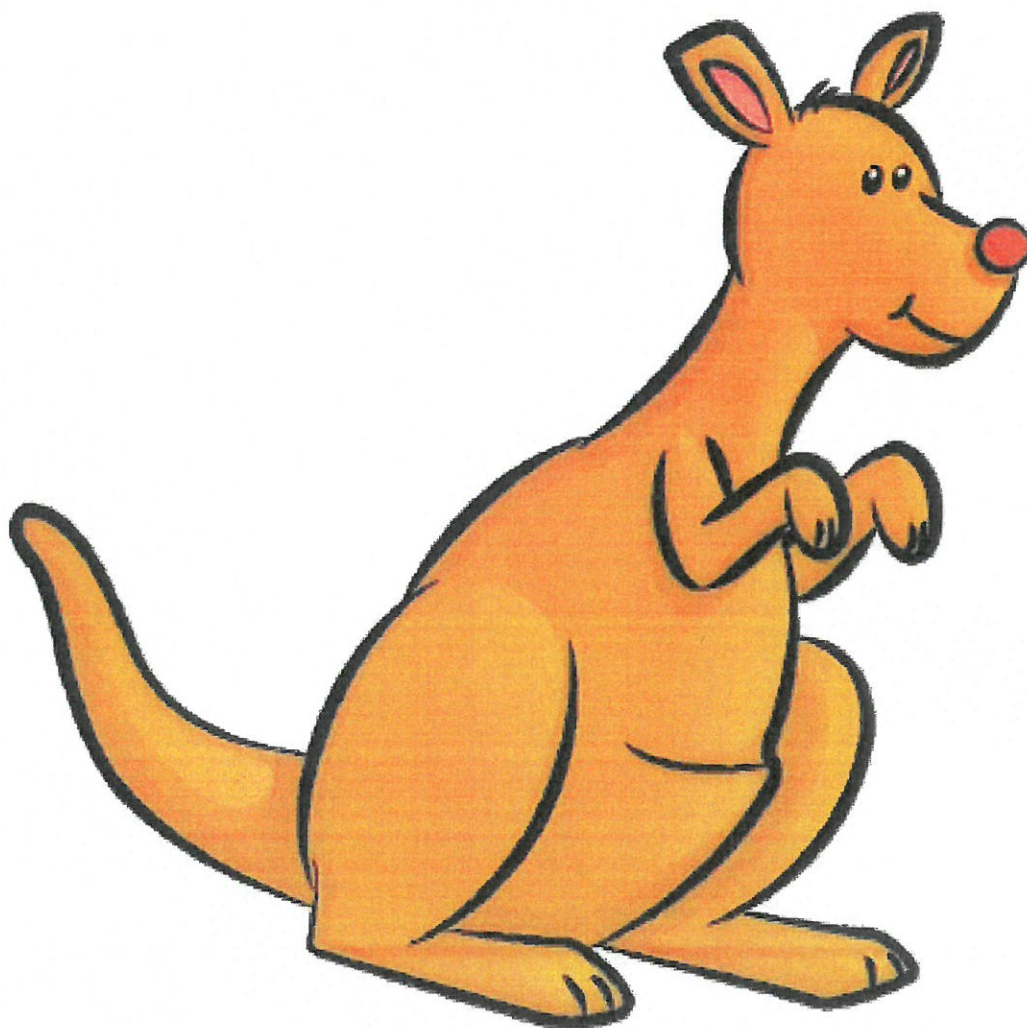


# Year 2

## Work Package 1

Term 2, 2020 - Weeks 1-3



Merriwa Primary School



# Merriwa Primary School

## Suggested Daily Learning Routine

Week 1 Year 2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Break</b> - eg. Breathing exercise, stretches, core practice					
9.00 - 9.30	Spelling	Spelling	Spelling	Spelling	Spelling
9.30 - 10.00	Reading	Reading	Reading	Reading	Reading
<b>Snack and Brain Break</b> - 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
<b>Lunch and Brain Break</b> - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	History	Science	Health	Music	Art
12.30 - 1.00	Phys-ed	Phys-ed	Phys-ed	Phys-ed	Phys-ed

**nt, nd, nk,  
mp and st  
(end)**

## **Spelling Words**

- |          |          |
|----------|----------|
| 1. fast  | 6. sink  |
| 2. plant | 7. camp  |
| 3. kind  | 8. jump  |
| 4. stand | 9. best  |
| 5. pink  | 10. sent |

## **Extension**

- |           |            |
|-----------|------------|
| 1. shrink | 4. second  |
| 2. swamp  | 5. ancient |
| 3. first  |            |

# Weekly spelling activities: Choose one a day.

## Syllable Words:

Using your spelling list, clap out each word to break it into its syllables. Write word in the correct box.

## Rhyming words:

Choose four of your spelling words and write one in each spelling wheel. Write as many words as you can that rhyme with your word.

## Digging in the Dictionary:

Write a definition and a sentence using your spelling words.

## Wordsearch:

Place your spelling words into the grid (one letter per square). Fill empty squares with random letters of the alphabet. Ask someone to find your words in your word search.

## Rainbow words:

Write your spelling words in lead pencil. Choose three different colours and trace over each word.





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

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

# Syllable Words

1 Syllable

2 Syllables

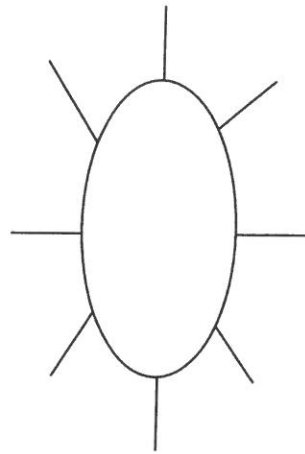
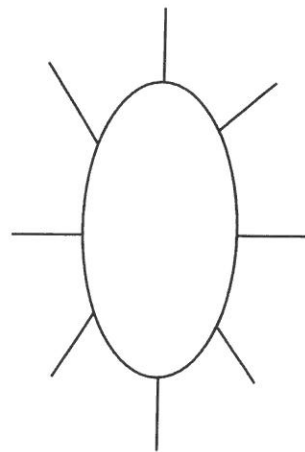
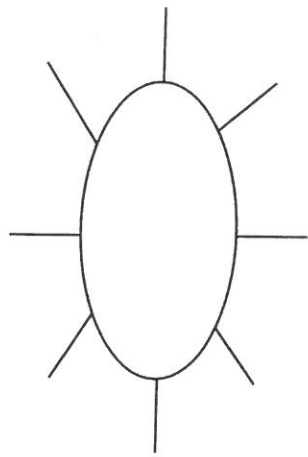
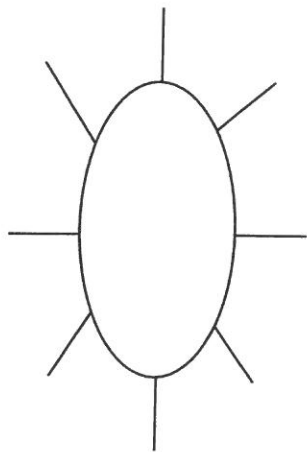
3 Syllables

4 Syllables

5 Syllables

## Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



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

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

Write your spelling words in pencil 2 times. Then trace over each word using 3 different colors of crayon



2.

3.

5.

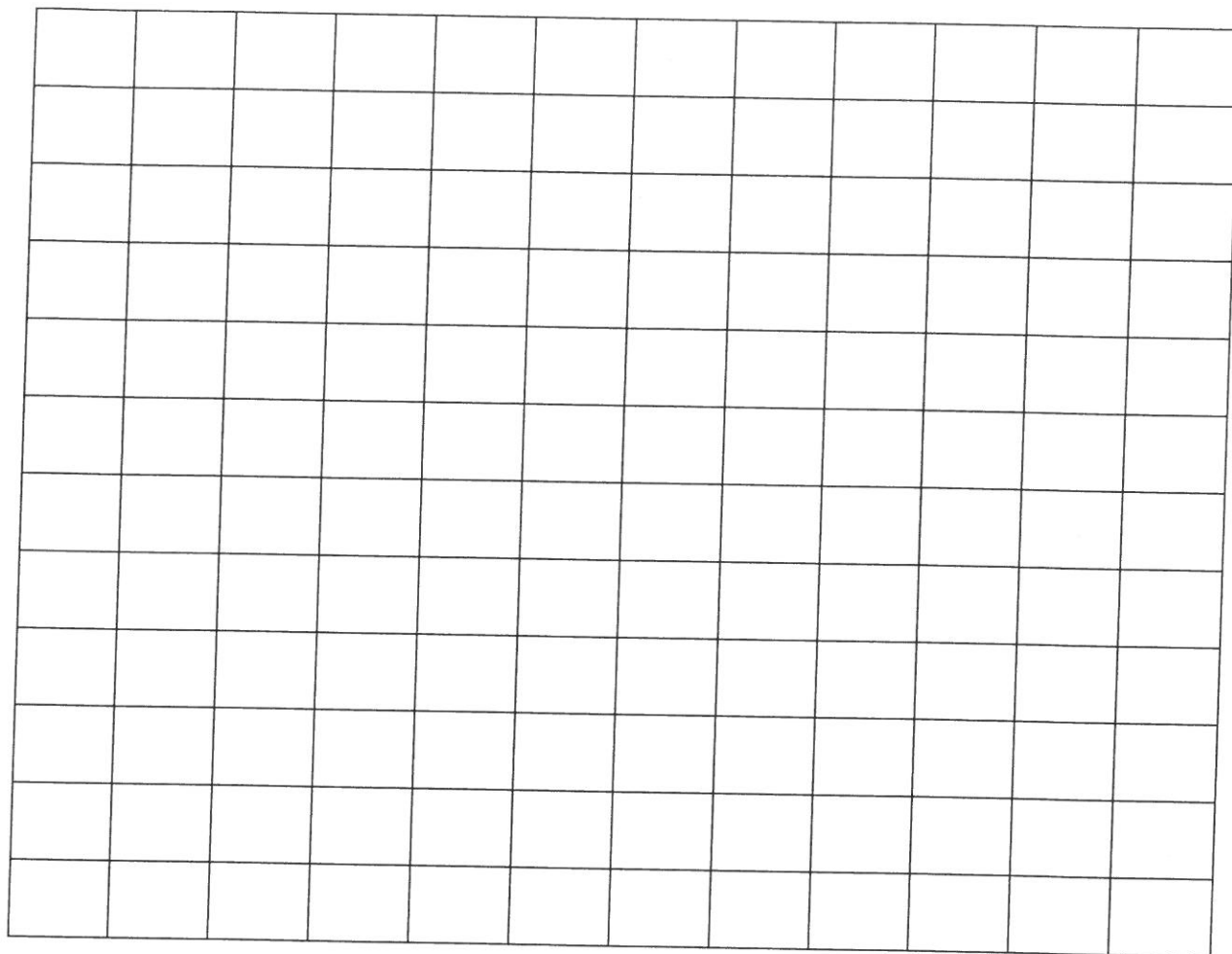
6.

8.

9.

1-0

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## Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

tickled  
winked

serious  
giggle

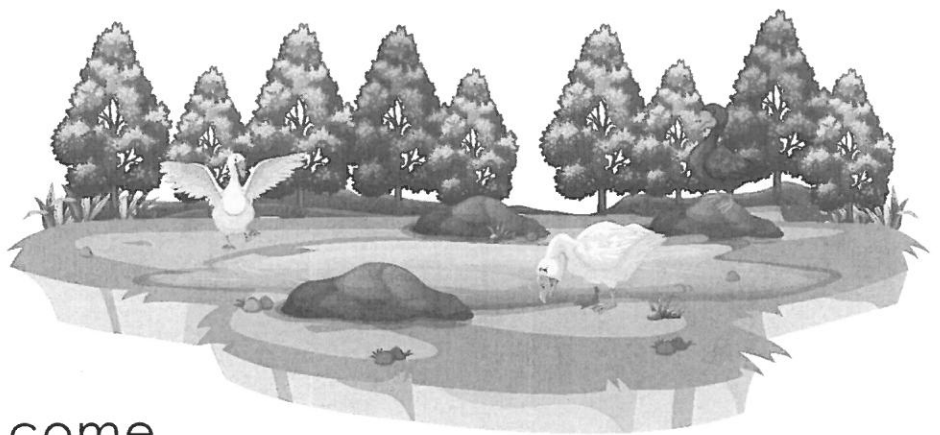
scold  
wise

## The Tangled Feet Problem

On a hot day, a group of children were sitting by a pond. They wanted to have some fun. They took off their shoes and put their feet in the pond. They splashed around a little. After a while, they got bored.

Just then an old man walked by. One of the children said, "Let's have some fun with him!" They all laughed and planned to play a trick on him.

The children called to the man, "Oh uncle! Please, come here. We have a big problem!"

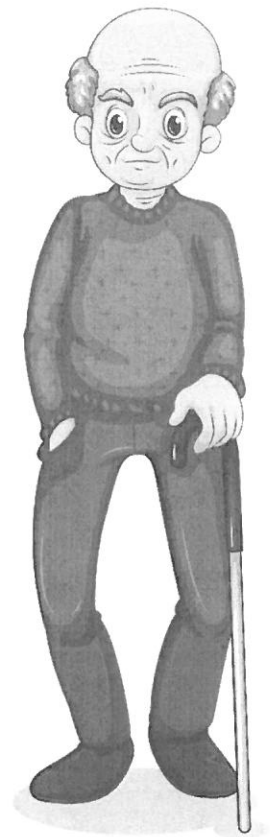


The old man walked over to the children. He looked worried and he wanted to help the children. "What is it?" he asked.

"Our feet are tangled. We cannot tell whose feet belong to who!" The children giggled and winked at each other.

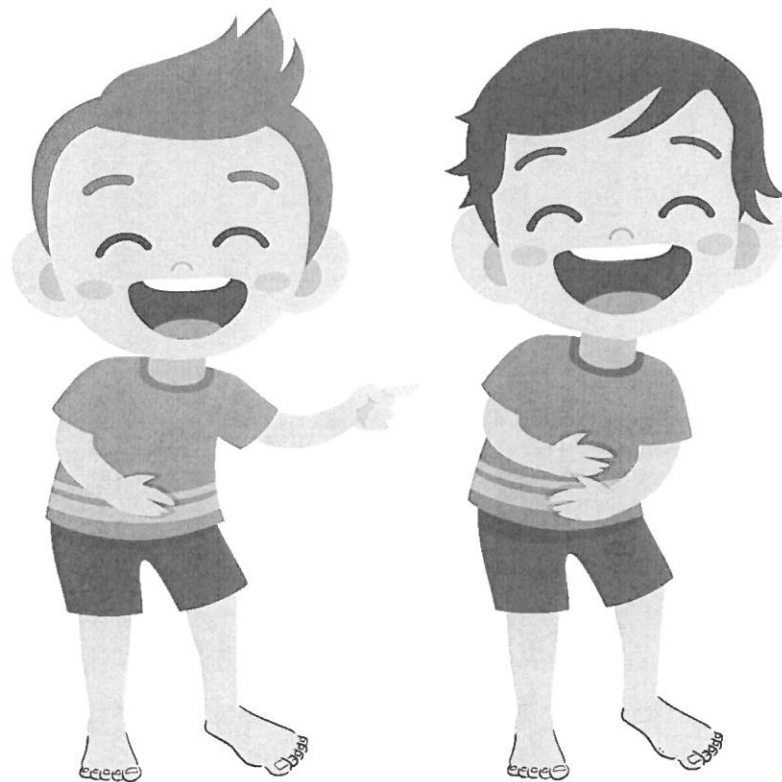
The old man was wise but also kind. He understood that the children were not serious. He did not get angry or scold the children. Instead, he played along. He said, "That sounds like a serious problem, but I think I can help."

The old man found a long stick. Then he came back to the pond and tickled the children's feet with it.



Each child whose feet he tickled would start laughing loudly. The child would laugh so hard that he would roll out of the water. One after another, the children and their feet rolled out of the pond.

"There, I have solved your problem!" said the wise man.





# The Tangled Feet Problem (exercises)

## 1. Find the best answer.

Where were the children sitting?

- a. in a park
- b. by a pond
- c. at school
- d. at home

Who did the children decide to play a trick on?

- a. their friends
- b. a girl
- c. an old man
- d. nobody

What did the children tell the old man?

- a. that their hands were tangled
- b. that they were bored
- c. that they were lost
- d. that their feet were tangled

**2. Answer the questions using full sentences.**

Why did the old man walk over to the children?

---

Did the man get upset at the children?

---

What did the man use to tickle the children's feet?

---

**3. What would you have done to solve the children's problem?**

---

---

## Grade 2 Reading Comprehension Worksheet

Read the short story. Then answer each question.

## Alien Money

Zander was hard at work growing food for himself and his neighbors. The food was floating, and as he walked by he looked at each plant, pointed his laser at it, and the laser gave the plant what it needed. That was the easy part. The hard part was how much walking he had to do!

He heard a knock at his door. It was his neighbor Jules. She was holding some cleaning products.

"Hi, Zander. I just finished making some cleaning products. Do you need any?" she asked.

"Hi, Jules. I do. Can I get some cleaning spray? I can give you 4 breakfast plants for a bottle."

Jules said, "I have enough breakfast plants for this week. How about 4 lunch plants?"

"They need a couple more hours to grow before I can give them to you. Is that OK?" asked Zander.

"I think that's OK. It's not too far of a walk for you, right?"

"I will bring them by when they're done growing, I promise," Zander said. Jules knew she could trust Zander, so she left the cleaning spray with him and went home.

When Zander came by later with the plants, he started talking with Jules. "I wish there was an easier way to get and give our items. Trading isn't always easy. Sometimes I don't have enough plants ready to trade, or sometimes it's hard to agree with someone how many plants I need to trade for their item." Jules agreed. They went home thinking and wishing for a way to make their lives easier.



**Questions:**

1. Who are the characters in the story?

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2. What happens in the middle of the story?

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3. Why might Jules not want to leave her cleaning spray before she gets the plants from Zander?

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4. Why did Jules leave the cleaning spray with Zander? How do you know?

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5. How would it be easier for Zander and Jules to exchange their items with their other neighbors, instead of trading?

---

---





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

# Nouns and Verbs

Use the words below to complete the sentences and decide whether it is a noun or a verb.

rises	water	contains	break	banana	lake	island	wear	know	likes
borrow	turn	win	park	cake	bee	summer	teacher	sleep	apples

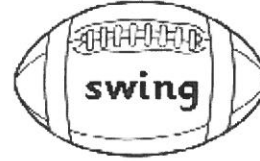
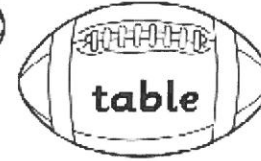
- The monkey is eating a \_\_\_\_\_ (noun /verb).
- It gets very hot during the \_\_\_\_\_ (noun/verb).
- The sun \_\_\_\_\_ in the east (noun/verb).
- The girls are playing in the \_\_\_\_\_ (noun/verb).
- My mother bought some red and juicy \_\_\_\_\_ (noun/verb).
- I can't decide which shirt to \_\_\_\_\_ (noun/verb).
- This box \_\_\_\_\_ (noun/verb) all his toys.
- He doesn't like to \_\_\_\_\_ (noun/verb) money from others.
- John and Peter are swimming in the \_\_\_\_\_ (noun/verb).
- His mother baked him a birthday \_\_\_\_\_ (noun/verb).

- Polly is boiling \_\_\_\_\_ (noun/verb) to make tea.
- Did you \_\_\_\_\_ well (noun/verb) last night?
- Sally \_\_\_\_\_ (noun/verb) to play the piano.
- Who do you think will \_\_\_\_\_ (noun/verb) this game?
- Tasmania is an \_\_\_\_\_ (noun/verb) southeast of Australia.
- It is cold here. Please \_\_\_\_\_ (noun/verb) off the fan.
- Do you \_\_\_\_\_ (noun/verb) how to swim?
- Poor Billy was stung by the \_\_\_\_\_ (noun/verb).
- The \_\_\_\_\_ (noun/verb) told the students a funny story.
- Be careful. Try not to \_\_\_\_\_ (noun/verb) these plates.

# Verbs

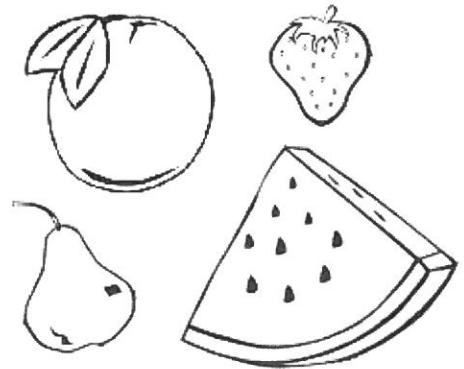
Verbs are doing, being and having words.  
They are words that show "action".

Colour the verbs below:



Circle the verb in each sentence:

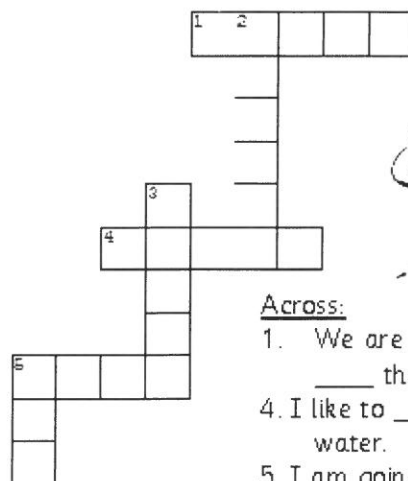
1. They are going to play a game of cricket.
2. Mary skipped all the way to school.
3. Tim wrote letters to his cousin.
4. I eat fruit and vegetables everyday.
5. We walk to the playground after school.



Write a sentence to match the picture.  
Make sure it includes a verb:



Complete the crossword:



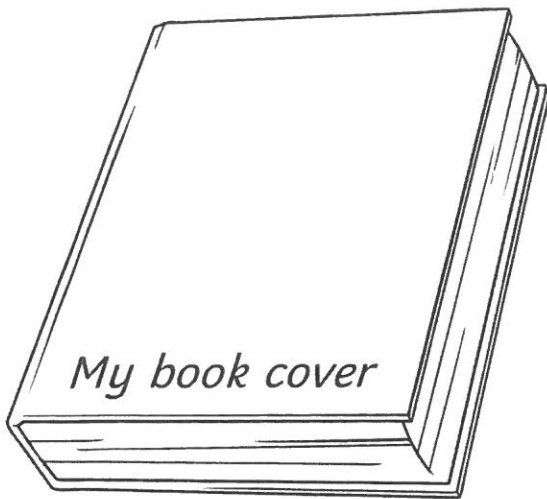
Across:

1. We are going to \_\_\_\_\_ the tree.
4. I like to \_\_\_\_\_ a lot of water.
5. I am going to \_\_\_\_\_ my bike to school.

Down:

2. In class we \_\_\_\_\_ to the teacher.
3. The ball \_\_\_\_\_ the window.
5. In sport, I can run really fast.

# Book Review



## Plot

Event 1 \_\_\_\_\_

\_\_\_\_\_

Event 2 \_\_\_\_\_

\_\_\_\_\_

Event 3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Cause and Effect** of one of the events in the book

Cause

Effect



## My Star Rating



Why I rated the book \_\_\_\_\_ stars

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Book Title

Author \_\_\_\_\_

Illustrator \_\_\_\_\_

Genre (tick as many as apply to your book)

☐ fiction

☐ scary

☐ animal story

☐ non-fiction

☐ fairy tale

☐ biography

☐ fantasy

☐ adventure

☐ historical

☐ humour

☐ sports

☐ mystery

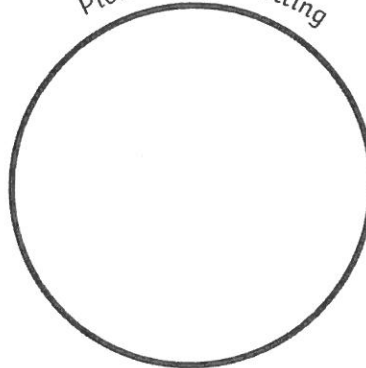
☐ other \_\_\_\_\_

## Setting

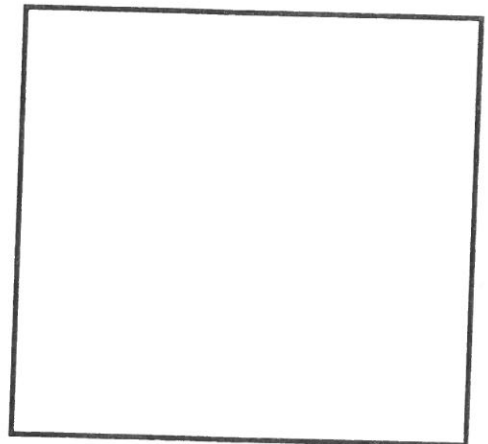
\_\_\_\_\_

\_\_\_\_\_

Picture of the setting



## Character



Name \_\_\_\_\_

Personality \_\_\_\_\_

\_\_\_\_\_

Physical Appearance \_\_\_\_\_

\_\_\_\_\_

How I feel about this character and why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This book made me feel

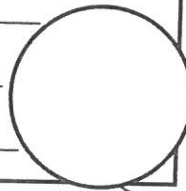
\_\_\_\_\_ because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



draw how you felt!

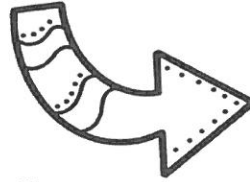
# NUMBER of the DAY

\_\_\_ Hundreds \_\_\_ Tens \_\_\_ Ones

\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

Draw it using base 10 materials

H	T	O



One less:

\_\_\_\_\_

Round to the nearest 100:

\_\_\_\_\_

+ 10	- 10

My number is:

130

One more:

\_\_\_\_\_

★ Smallest number: \_\_\_\_\_

★ Largest number: \_\_\_\_\_

Record on a number line:



Record a number pattern starting at your number:

\_\_\_\_\_  
\_\_\_\_\_

My number in words:

Number sentences



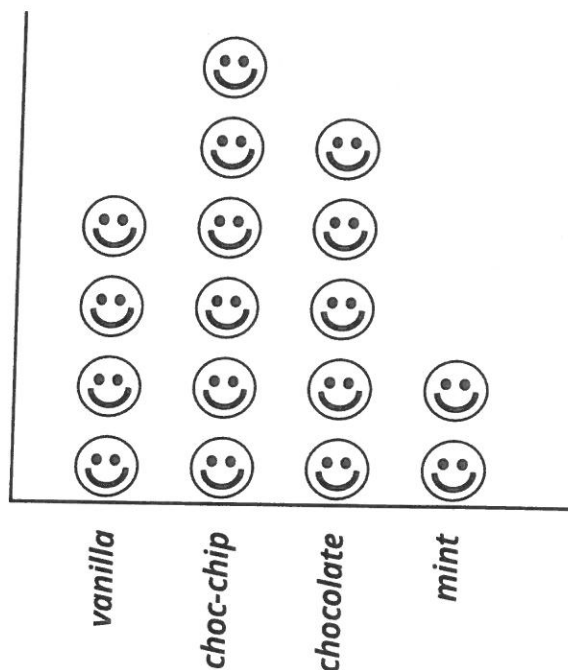
Name \_\_\_\_\_

Date \_\_\_\_\_

## Interpreting Picture Graphs (B)

- ① A Year 2 class gathered data on favourite ice cream flavours. Use the picture graph to answer the questions.

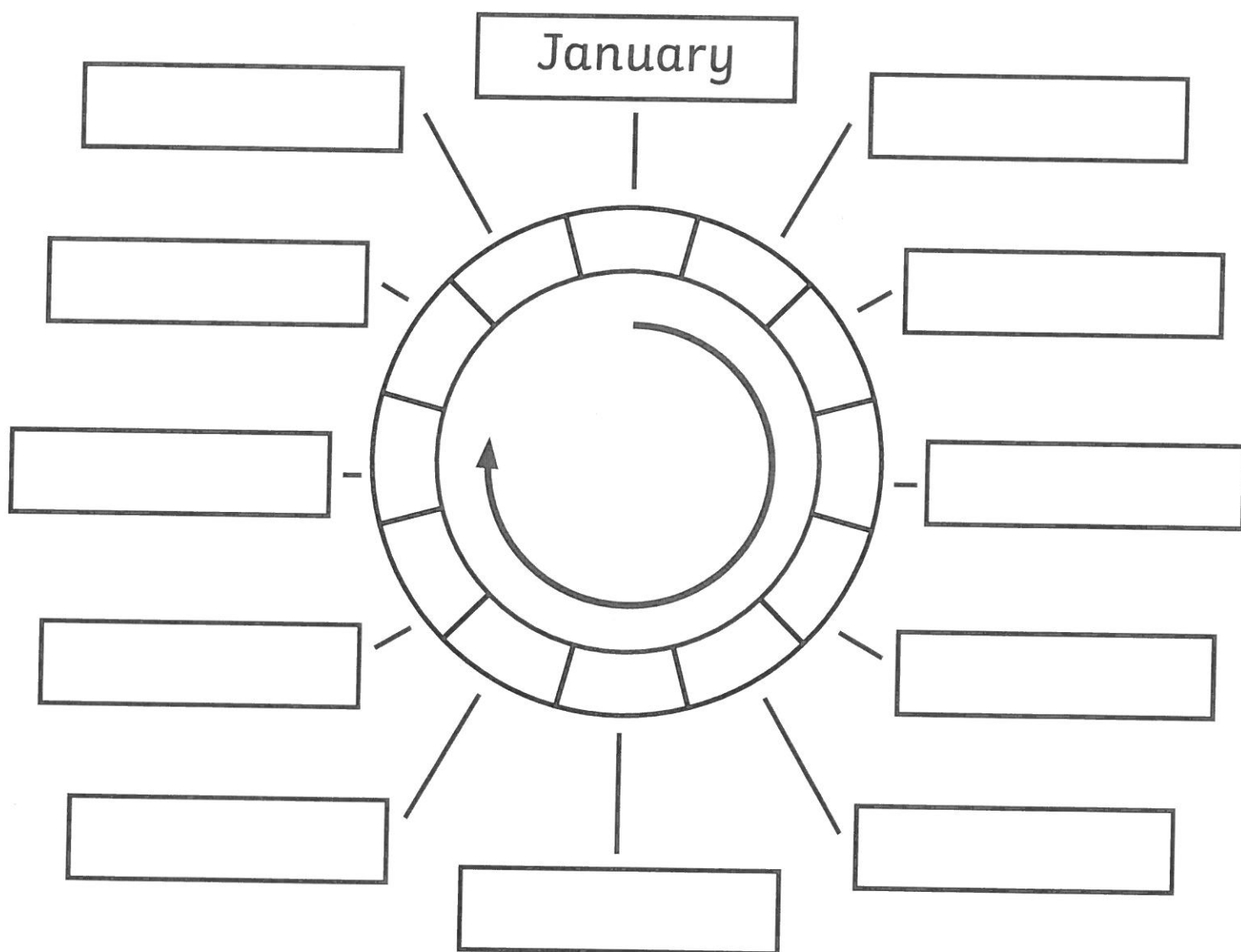
Year 2's Favourite Ice Cream Flavours



- What was the most favourite flavour? \_\_\_\_\_
- What was the least favourite flavour? \_\_\_\_\_
- How many children preferred choc-chip over mint? \_\_\_\_\_
- How many children were surveyed? \_\_\_\_\_
- How many children preferred chocolate over mint? \_\_\_\_\_

# Months of the Year Cycle

Cut out the months of the year and put them in the correct order in the boxes below. The first month has been filled in.



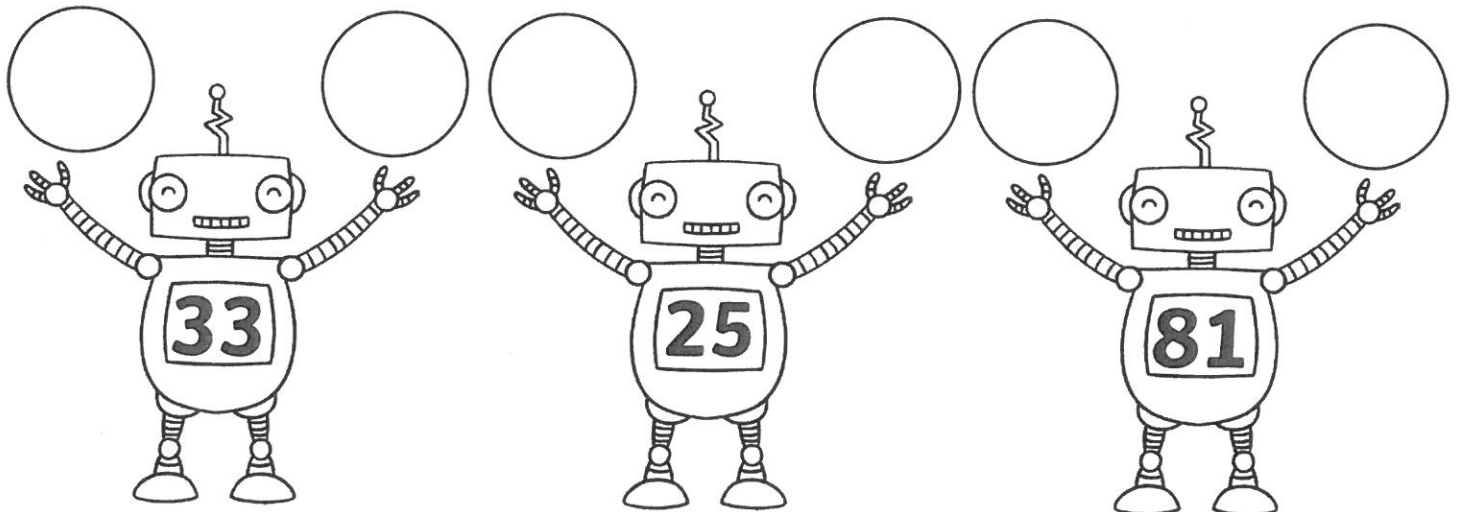
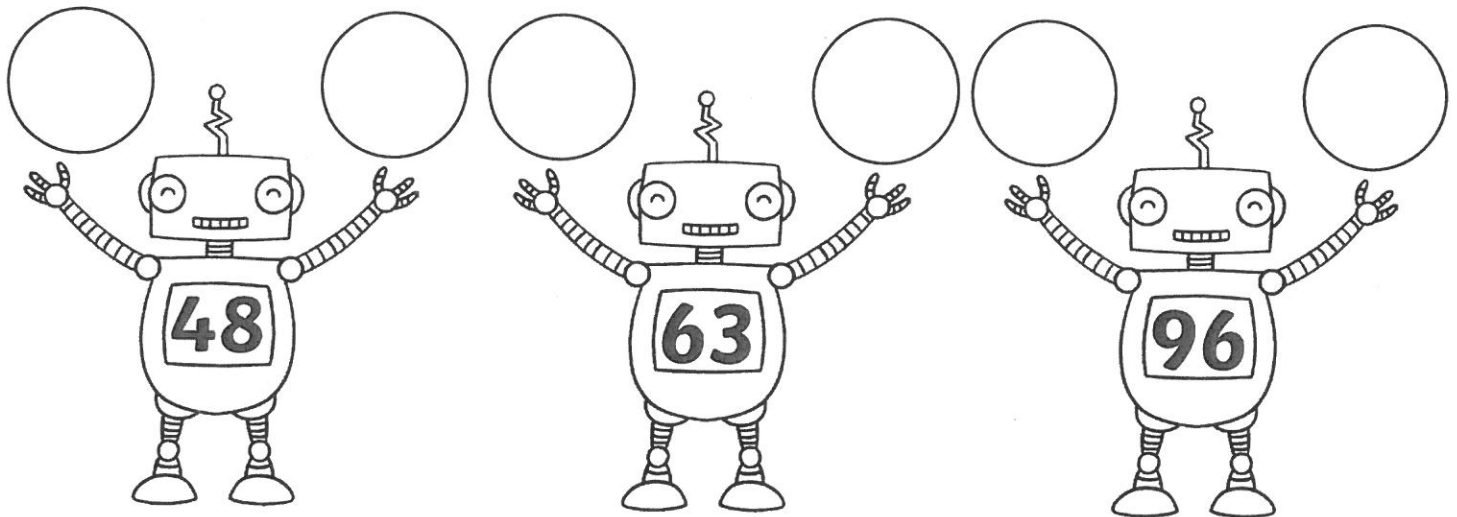
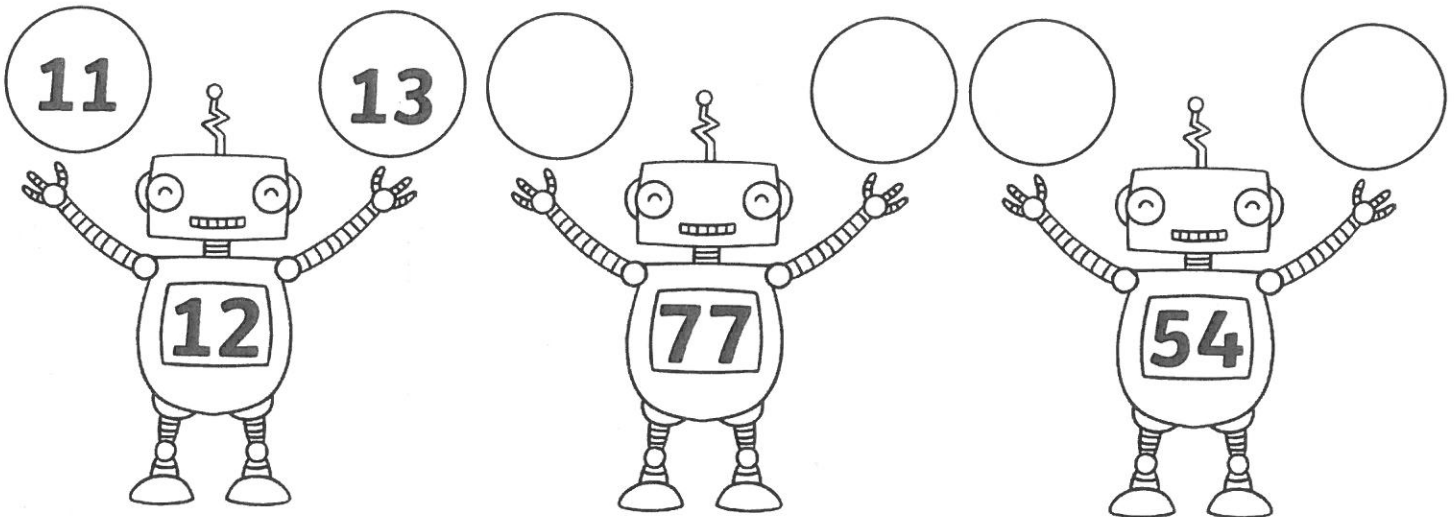
twinkl.co.uk



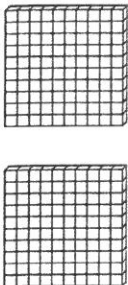
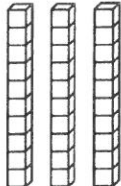

September	May	July
March	December	October
June	August	February
November	April	

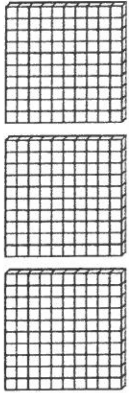
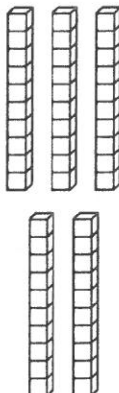
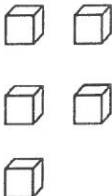
# 1 Less 1 More

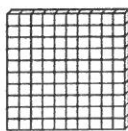
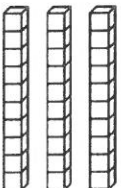
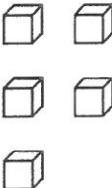
Can you find 1 less and 1 more than the number shown?

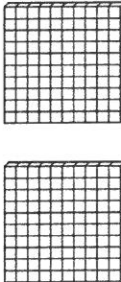

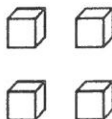


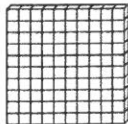
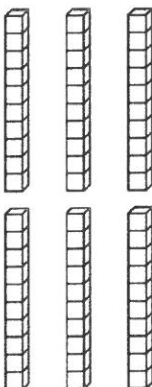
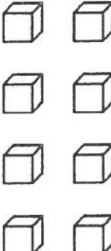
# How Many Hundreds, Tens and Ones?

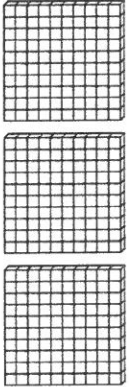
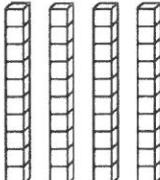

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones



**Who?** \_\_\_\_\_

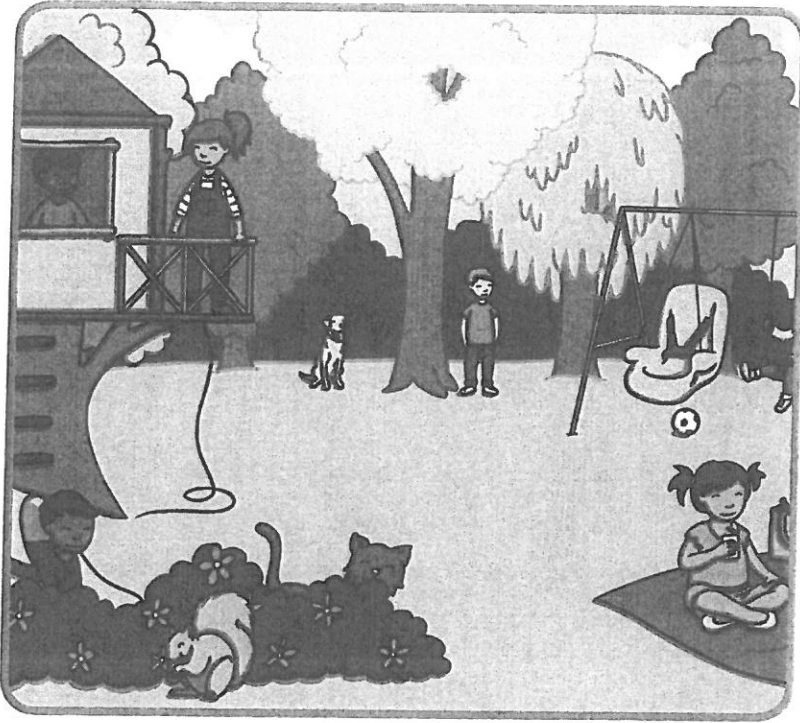
**Where?** \_\_\_\_\_

**What was the problem?** \_\_\_\_\_

**How was it solved?** \_\_\_\_\_

**End:** \_\_\_\_\_

# Story Settings Description



### Key Words

beautiful fantastic

lovely green leafy

noisy crowded lively

fun entertaining busy

enjoyable relaxing

wonderful pleasant

### Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page, possibly from a composition book. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

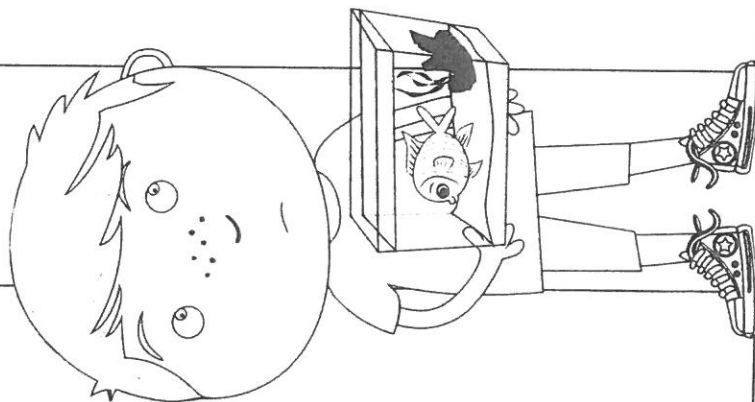
Name \_\_\_\_\_

Date \_\_\_\_\_

## Fish Are the Best Pets

FOR

AGAINST



WRITING





Name \_\_\_\_\_

Date \_\_\_\_\_

## Fish Are the Best Pets

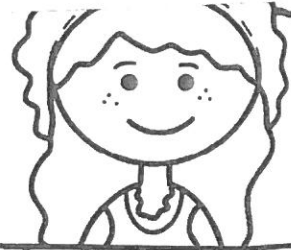
Cut out the for and against statements below arguing why fish are or are not the best pets.  
Paste each statement under the correct heading on the next page.

Fish only take up a small amount of space.
A fish tank needs to be cleaned regularly.
Fish do not make any mess outside of their tank.
Fish have a short life span.

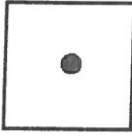
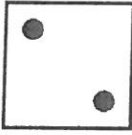
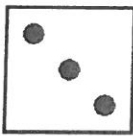
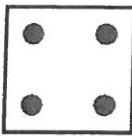
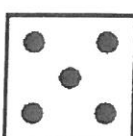
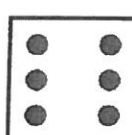
You cannot play with a fish outside.
Fish do not need to be taken for a walk.
Fish cannot be trained to do tricks.
Fish are reasonably cheap to buy and care for.

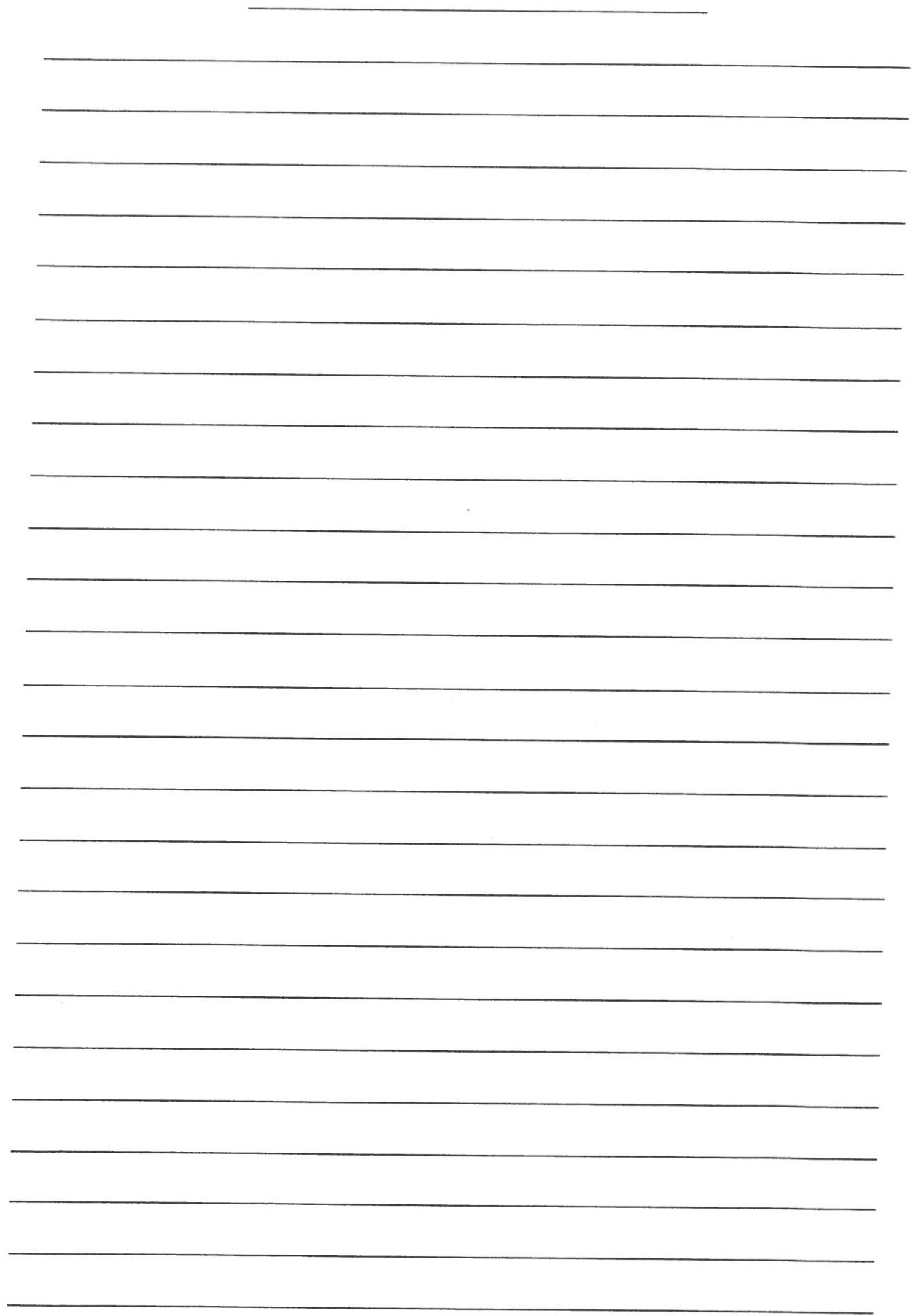


# Roll-A-Story



Roll a single dice three times to mix and match the parts of the story:  
Roll 1 = Character, Roll 2 = Setting, Roll 3 = Problem

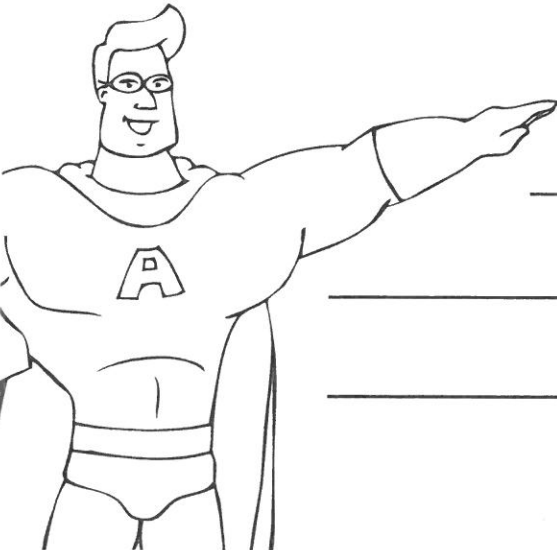
Roll	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In a haunted castle	Turns into a frog...
	A crazy wizard	In a magical forest	Finds a talking horse...
	A friendly dinosaur	On a huge ship	Falls into the ocean...
	A big, bad wolf	In a small cottage	Meets a mean monster...
	An evil witch	On another planet	Loses a key...





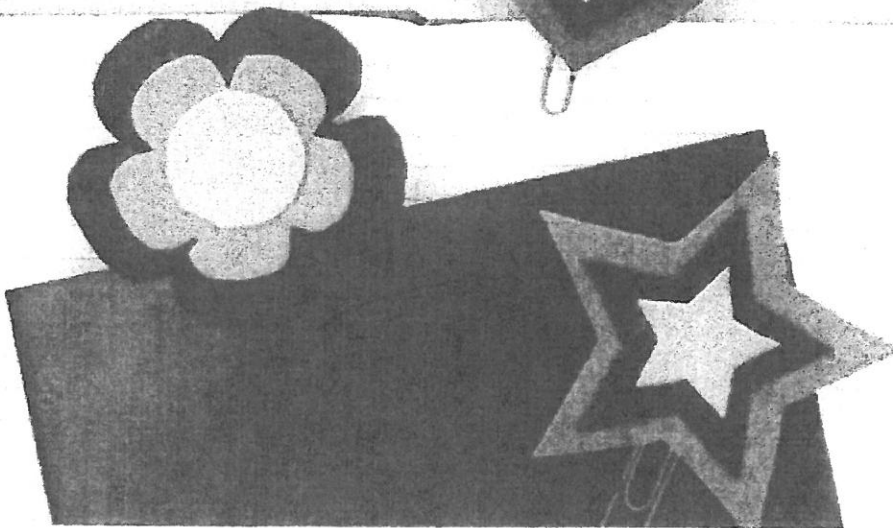
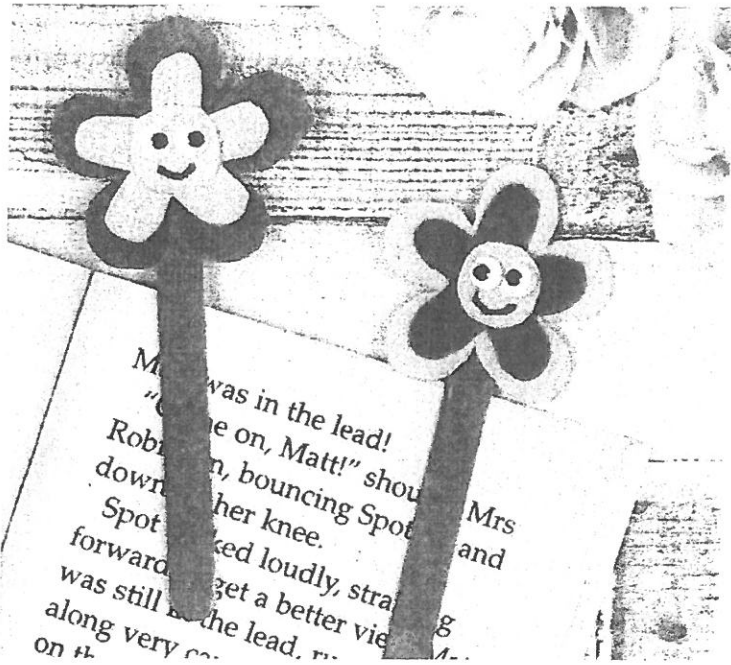
A large rectangular box with rounded corners, intended for a drawing or illustration.

Three horizontal lines for writing.

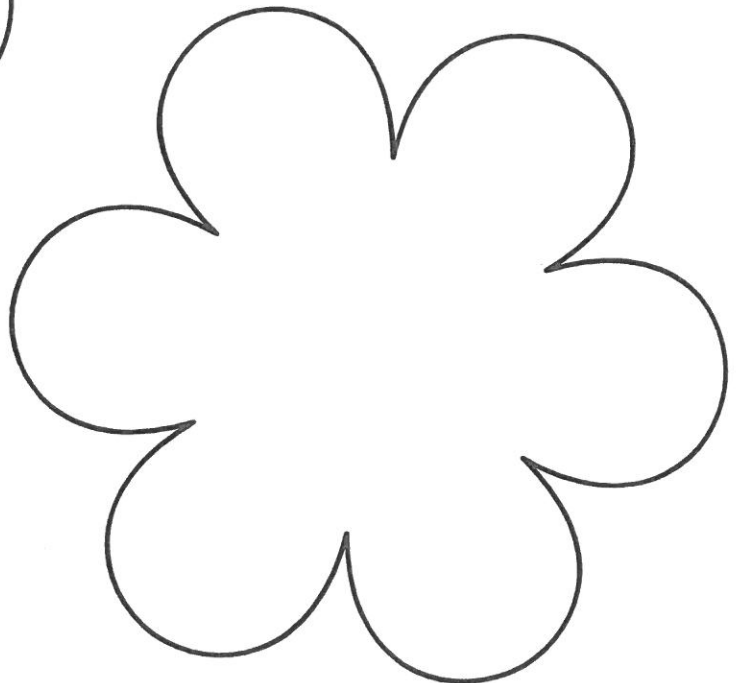
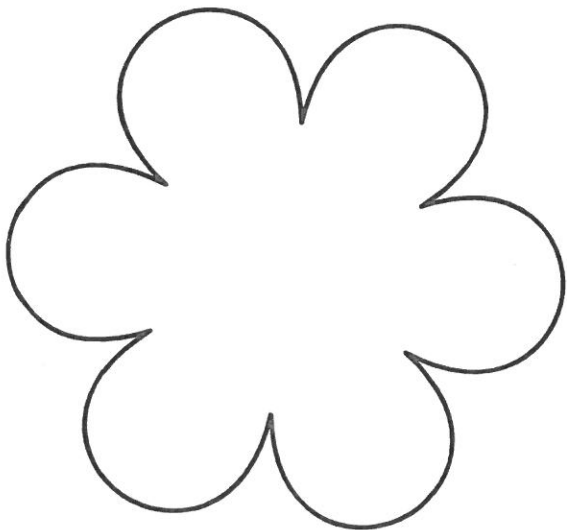
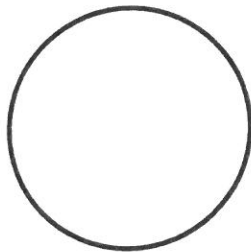
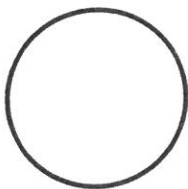
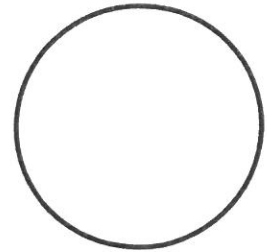
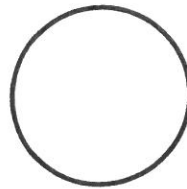
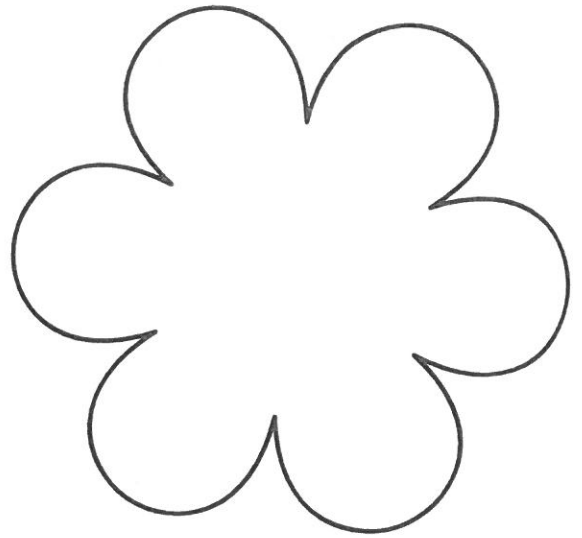
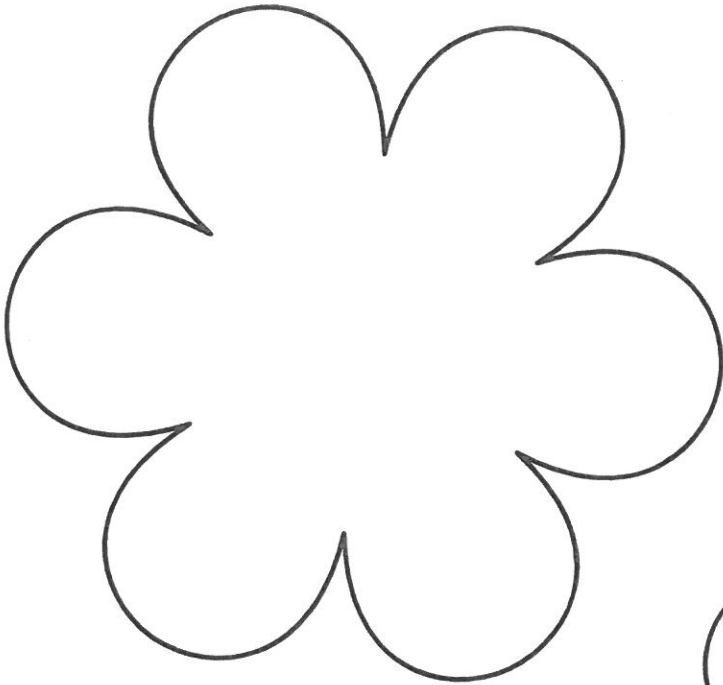


Three horizontal lines for writing, positioned to the right of the superhero character.

# Art Week 1



Flower Shapes  
(Set 2)



# Music



twinkl

visit [twinkl.com.au](https://www.twinkl.com.au)

# **Music**

## **Suggested activities for Year 1 & 2**

Listen to a variety of songs

1. Dance to music.
2. Clap to the beat of the music.
3. Clap to the rhythm of the music. Rhythm is like clapping to the words of the song.
4. Can you march to the music? Find a song you can march to the music.
5. Tell your parents/ carers which song was your favourite and why.
6. Dance to the Macarena.

Colour in the turtle worksheet.

### **Instruments.**

Make an instrument at home.

You can use pots and pans to make drums.

Fill a jar with rice to make a shaker. Put other things into jars to change the sounds.

Explore if these create loud (forte) or soft (piano) sounds.

Can you play the instruments fast (presto) or slow (largo)?

### **Year 2**

If you have a recorder at home, please play Hot Cross

Buns from your recorder booklet. Those without a

recorder can use a pencil or ruler, resting it on their chin. They can

still work on developing their fingers playing the notes.

Name \_\_\_\_\_

# Push or Pull

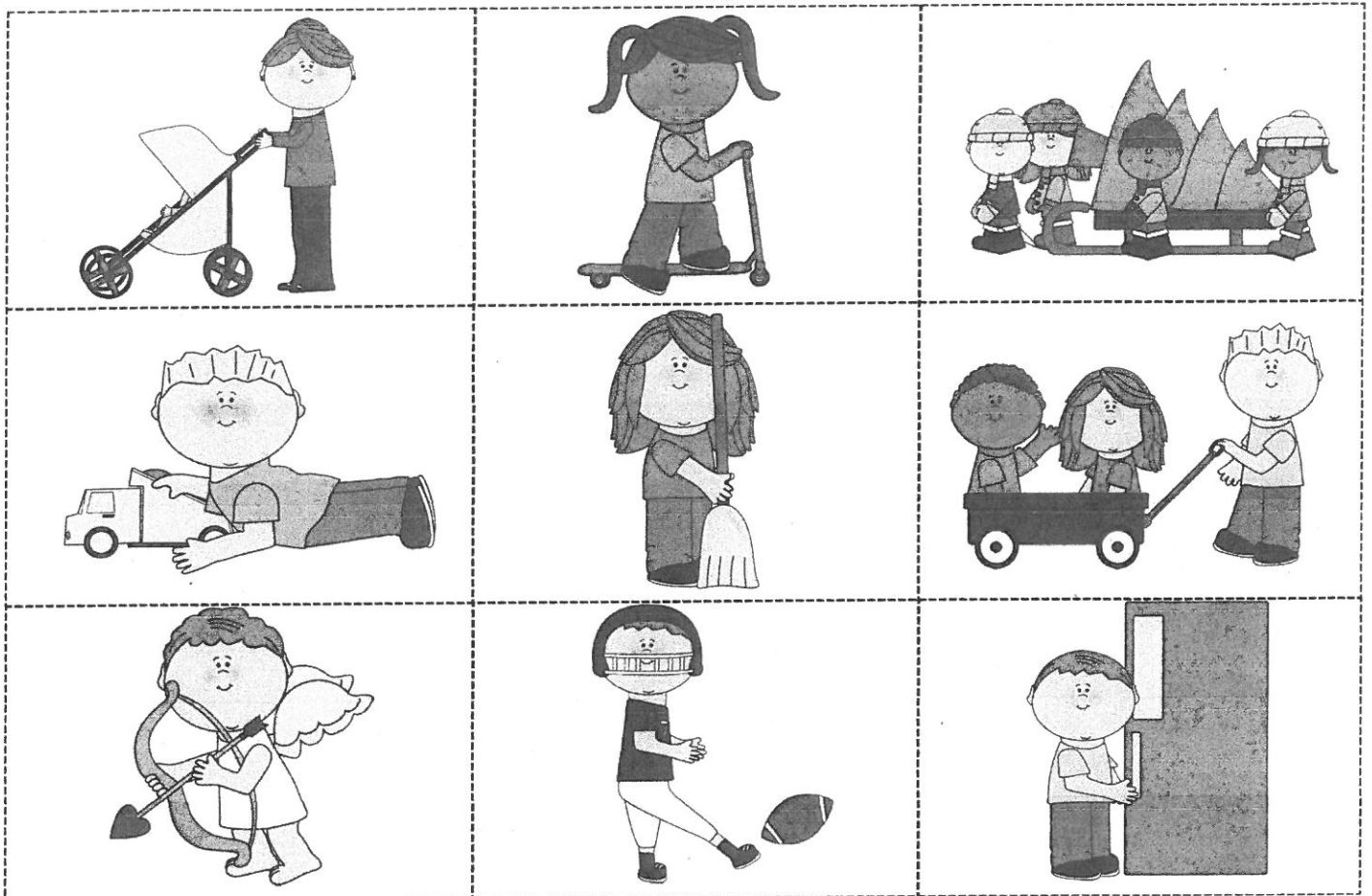
Sort the pictures into the correct group.

push

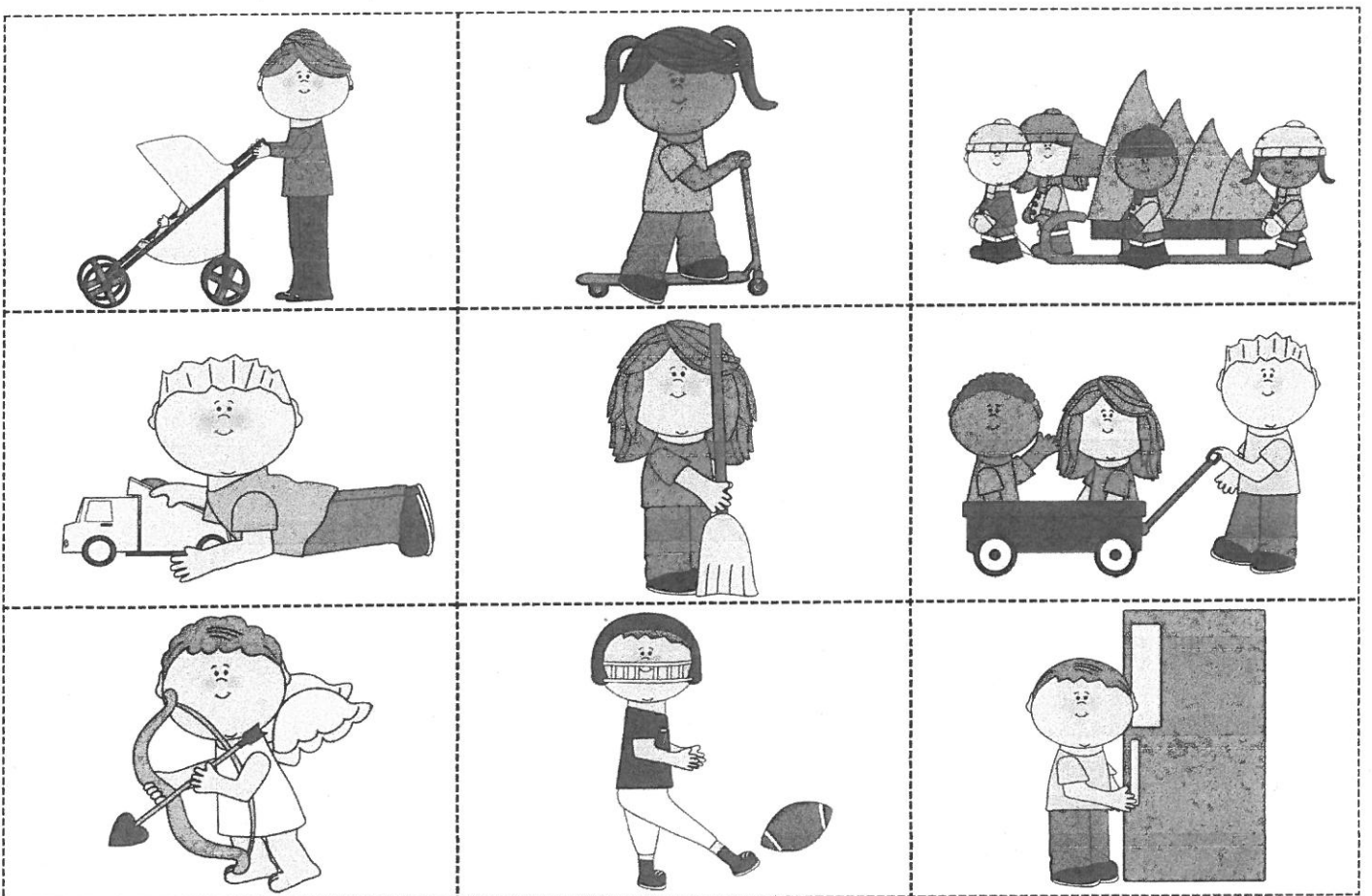
pull

push and pull





Picture cards for push or pull sort Each student needs 1 set

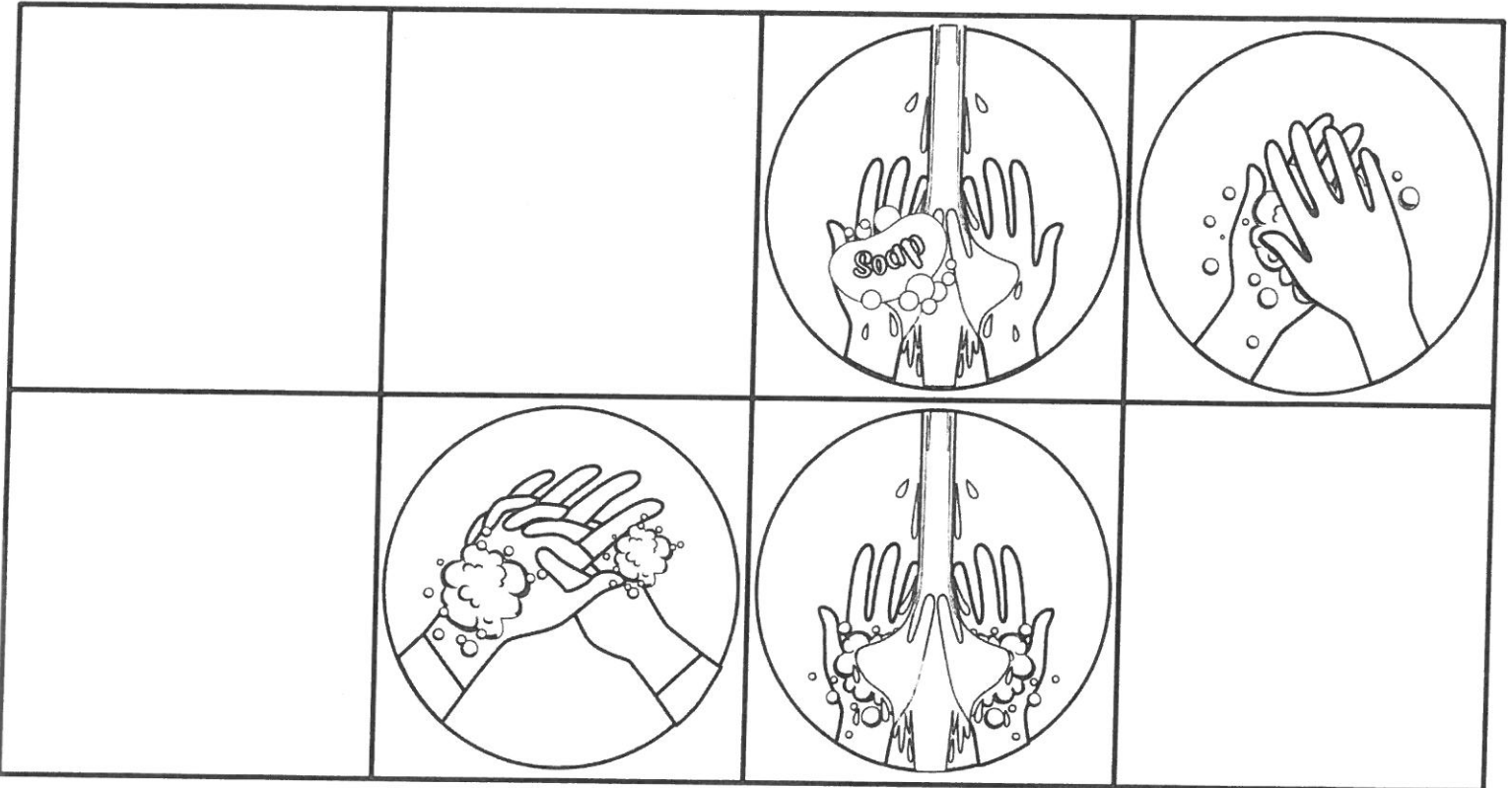




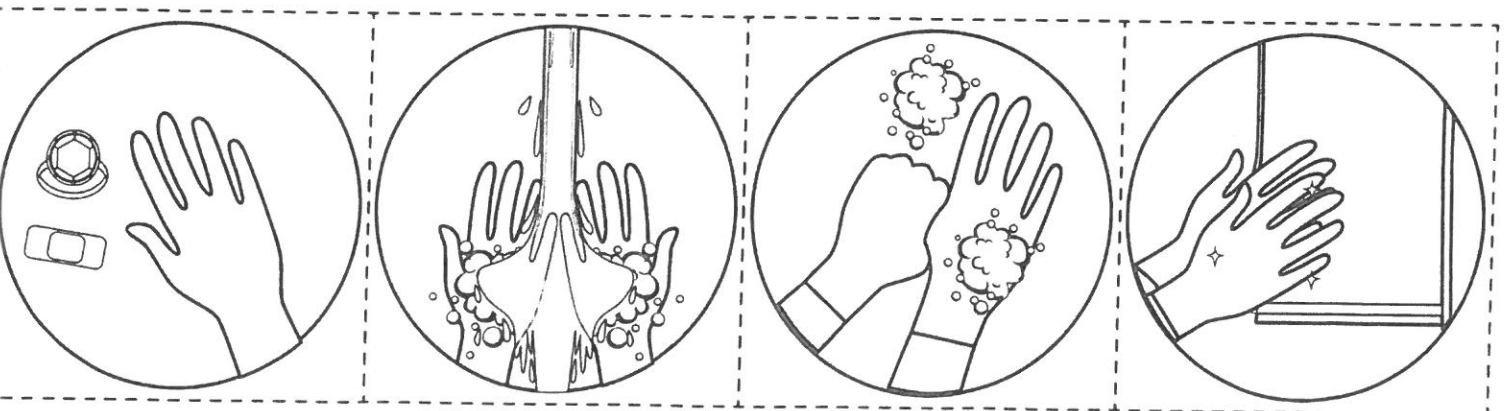
# Hand Washing Procedure

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

Colour, cut and glue the image in the box.



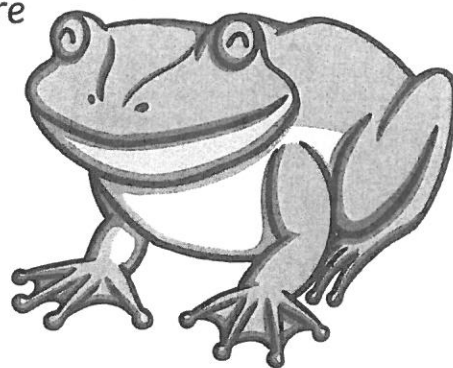
Teach **THIS**



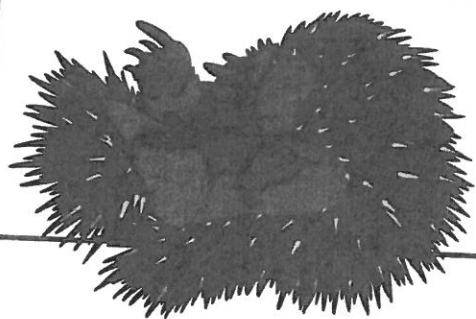
# Tiddalick the Frog

The following story is based on a traditional Aboriginal Dreamtime story about a frog called Tiddalick.

Once upon a time in the Dreaming, there lived a frog called Tiddalick. Tiddalick lived in the Wollombi Valley in the Creation era. He was a greedy frog. He wanted to be the biggest frog in all the land. One very hot day, Tiddalick became very thirsty. He wandered down to the billabong, where there was plenty of water. Tiddalick was so thirsty that he began to drink and drink and drink until all the water in the billabong was gone.

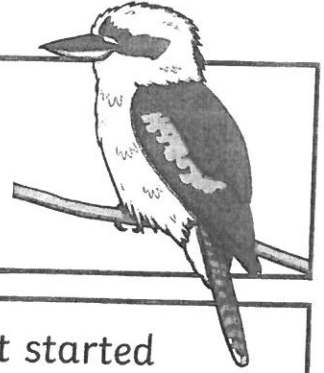


When all the other animals came to the billabong for a drink, they discovered that there wasn't any water left. They were so hot and thirsty too. They knew that it was the greedy frog, Tiddalick, who had drank all the water. They became very angry at him. The animals knew that they had to get the water back somehow. If they wanted to get all the water out of Tiddalick and back onto the billabong, they would have to make him laugh. The wise owl suggested that if he laughed, all the water would come out.



First, the echidna tried to make him laugh. The echidna rolled down the hill into the dried up billabong. Tiddalick didn't laugh.

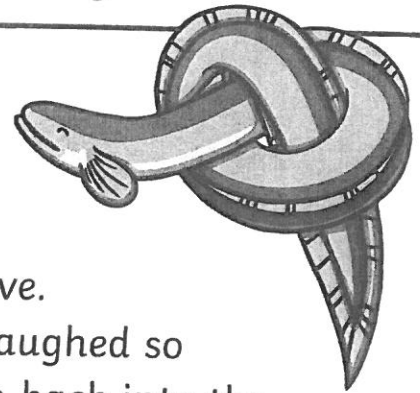
Next, the kookaburra, who was perched high up in the gum tree, pretended to fall out. Tiddalick still didn't laugh.



After that, the wombat started dancing some very funny moves. But still Tiddalick didn't laugh.

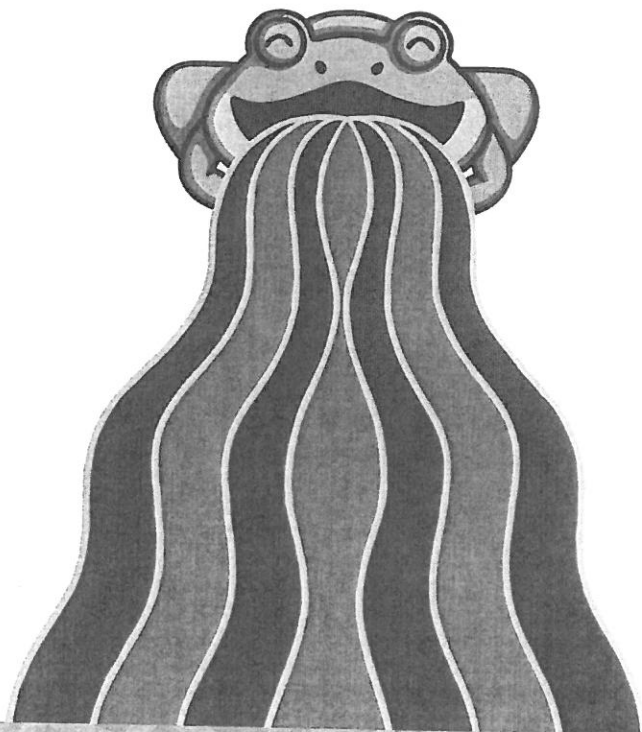
The animals were so confused that they didn't know what to do. They were still very thirsty.

Finally, the eel decided to give it a try. He danced and danced and danced until he tied himself into a big knot.



Suddenly, Tiddalick's mouth started to move. He could not stop laughing at the eel. He laughed so much that all the water came out, and ran back into the dried up billabong.

From that day, Tiddalick was never greedy again and he only drank what he needed.



# Dreamtime Stories

Storytelling is an important part of Aboriginal culture. These stories are passed through generations to help Aboriginal children to understand the connection their people have to the air, the land, the sea and each other. These stories were traditionally told orally, but they are now also available as books to read, videos to watch and recordings to listen to. They keep us connected to our culture.

**Title:**

**This dreamtime story is about...**

In this dreamtime story, what connections have been shown to the past?

**The connection to  
the land**

**The connection to  
the air**

**The connection to  
the sea**





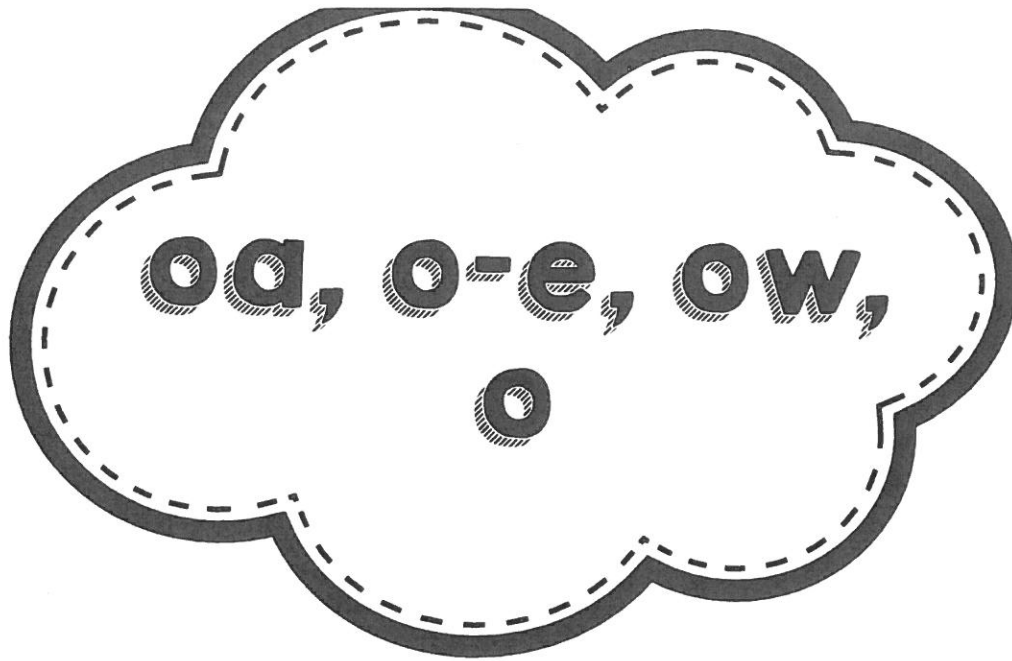
# Merriwa Primary School

## Suggested Daily Learning Routine

### Week 2 Year 2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Brain Break</b> - eg. Breathing exercise, stretches, core practice					
9.00 - 9.30	Spelling	Spelling	Spelling	Spelling	Spelling
9.30 - 10.00	Reading	Reading	Reading	Reading	Reading
<b>Snack and Brain Break</b> - 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
<b>Lunch and Brain Break</b> - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	History	Science	Health	Music	Art
12.30 - 1.00	Phys-ed	Phys-ed	Phys-ed	Phys-ed	Phys-ed

## Spelling List Week 2 - Kangaroos



## Spelling Words

- |          |          |
|----------|----------|
| 1. road  | 6. grow  |
| 2. boat  | 7. slow  |
| 3. stone | 8. throw |
| 4. soap  | 9. over  |
| 5. cone  | 10. only |

## Extension

- |           |           |
|-----------|-----------|
| 1. window | 4. known  |
| 2. narrow | 5. lonely |
| 3. ocean  |           |

# Weekly spelling activities: Choose one a day.

## Syllable Words:

Using your spelling list, clap out each word to break it into its syllables. Write word in the correct box.

## Rhyming words:

Choose four of your spelling words and write one in each spelling wheel. Write as many words as you can that rhyme with your word.

## Digging in the Dictionary:

Write a definition and a sentence using your spelling words.

## Wordsearch:

Place your spelling words into the grid (one letter per square). Fill empty squares with random letters of the alphabet. Ask someone to find your words in your word search.

## Rainbow words:

Write your spelling words in lead pencil. Choose three different colours and trace over each word.





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

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

# Syllable Words

1 Syllable

2 Syllables

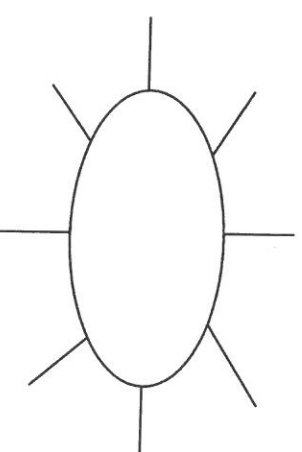
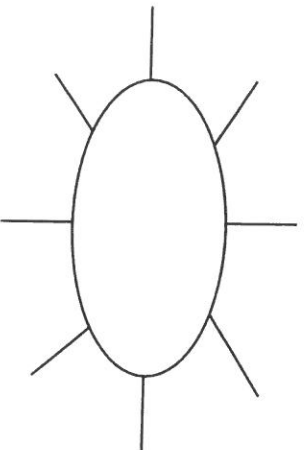
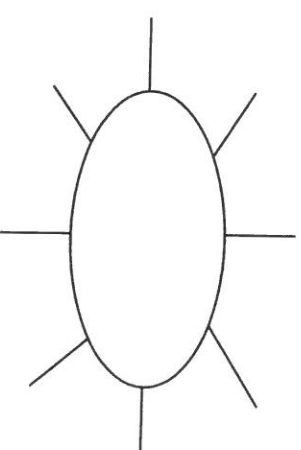
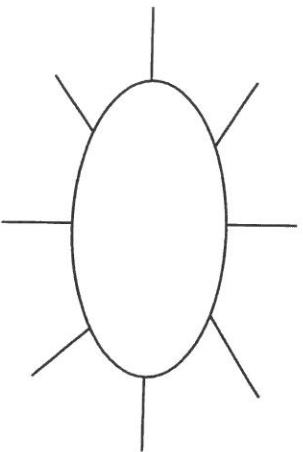
3 Syllables

4 Syllables

5 Syllables

## Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



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

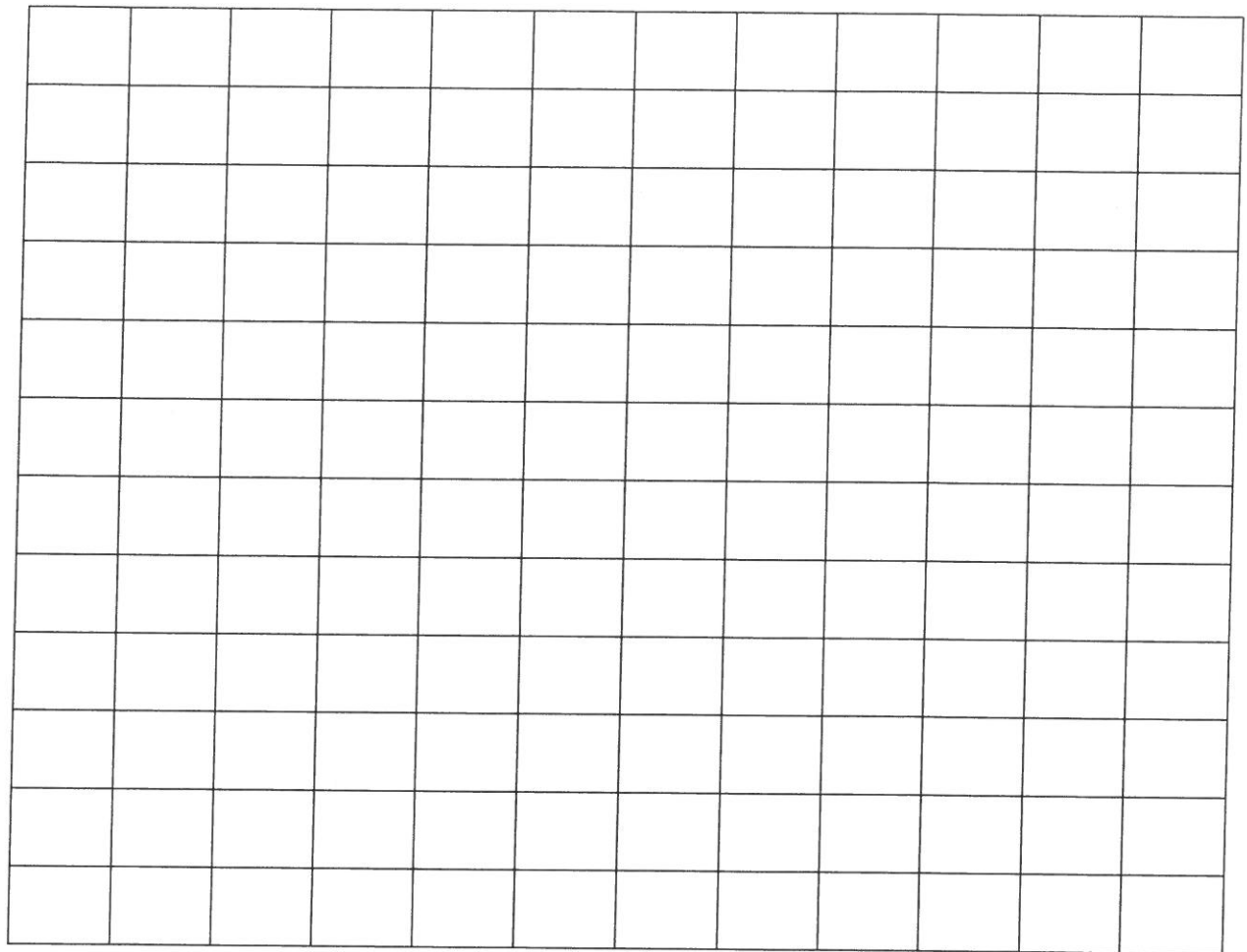
Name: \_\_\_\_\_

Write your spelling words in pencil 2 times. Then trace over each word using 3 different colors of crayon



1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

\_\_\_\_\_



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\_\_\_\_\_

## Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

mailbox    envelope    Post Office  
mailman    sidewalk    policeman

## Mikey Mails It

"Mikey, I have some letters for you to mail," Mom called.

"Coming, Mom!" Mikey put down his book and went downstairs.

"Make sure these all go inside the mailbox," Mom reminded him. Their street had a blue mailbox on the corner just two blocks away.

"I will, Mom." He headed down the street. It was a little windy. When he got to Evan's driveway, he saw his friend bouncing a basketball. Mikey put down the mail and started playing with his friend.

Suddenly three envelopes flew by, caught by the wind.



"Yikes!" Mikey and Even scrambled to catch the letters. Mikey counted to make sure he had them all. Then he ran down to the mailbox and mailed them before he forgot again.

The next day, Mom came into Mikey's bedroom.

"Would you take this to Mrs. Smith's house?" she asked, holding up a big yellow envelope. "It's the money from the bake sale. I need you to go straight there and make sure you give it to Mrs. Smith."

Mikey felt grown-up as he marched down the sidewalk with the envelope under his arm.

At the end of the block, his friend Emily came around the corner. She had a bouncy black puppy on a leash.

"We have a new dog!" Emily exclaimed. The cute little puppy jumped up against Mikey's legs.

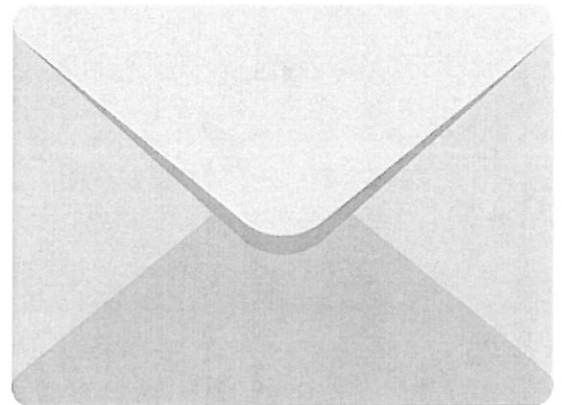


“Wow!” Mikey giggled as the furry little dog nudged him with its nose. “I think he likes me.”

“Yes, he does,” Emily agreed. “Do you want to walk him?”

“Sure! Mikey was about to take the leash, when he saw the mailbox up ahead. “Oh, wait. First, I have to mail this for my mom.”

Mikey ran up to the mailbox, opened it, and tossed the yellow envelope inside.



Just as he heard the envelope drop down inside, he remembered that the yellow envelope wasn't mail. It was the money from the bake sale. He had thrown the money in the mailbox!

Mikey tried to see into the mailbox, but it was completely dark.

“What's the matter?” Emily ran up, the puppy barking at the excitement.



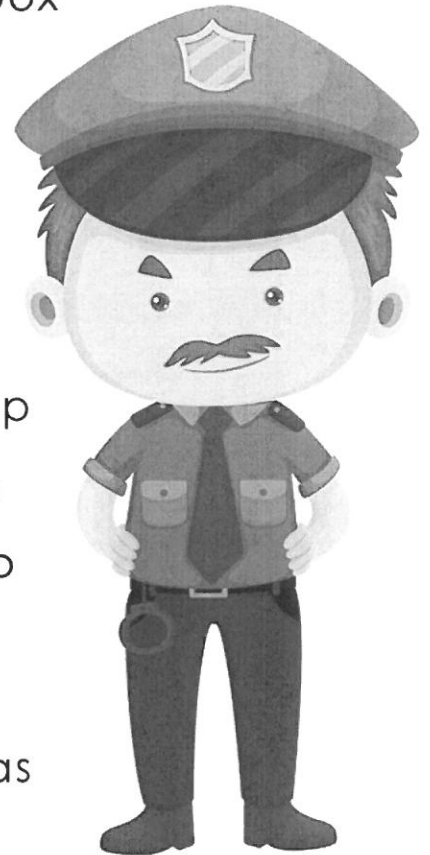
He told her his mistake, and her eyes opened wide.

"Maybe you can reach it," Emily suggested. Emily held the mailbox door open while Mikey stood on his tiptoes and tried to reach into the mailbox as far as his arm would go.

"What's going on, kids?"

Mikey and Emily both turned around. Two kids and an excited puppy stared up at a very tall policeman. The policeman looked very serious. Mikey couldn't help it. He started to cry.

"I mailed the money," he sobbed. "It was an accident!"



After Mikey had sniffled out the whole story, the officer walked Mikey home. Mom was surprised to see a policeman at the door.

Once Mom called the Post Office, things turned out well. A mailman came, found the yellow envelope and gave it back to Mikey's mom.

"Next time," Mikey promised, "I'll finish my job before I stop to play!"



## Mikey Mails It (exercises)

### 1. True or False?

- \_\_\_\_\_ Mikey went right to Josh's house with the yellow envelope.
- \_\_\_\_\_ Emily had a new brown and white puppy.
- \_\_\_\_\_ The policeman took Mikey to jail.
- \_\_\_\_\_ Money from the bake sale was in the yellow envelope.

### 2. Circle the correct answers.

When his mom gave Mikey the three envelopes:

- a. Mikey took them straight to the mailbox.
- b. Emily's new puppy ate them.
- c. Mikey put the envelopes down to play basketball.

Why did the policeman come?

- a. The puppy was barking too loud.
- b. The kids were trying to reach into the mailbox.
- c. He had a letter to mail.

Mikey promised:

- a. He would clean his room.
- b. He would finish his job before he stopped to play.
- c. He would never mail another letter.

**3. Write 1 to 4 to put the events in order.**

\_\_\_\_\_ Mikey met Emily with her new puppy.

\_\_\_\_\_ Mom called the Post Office.

\_\_\_\_\_ Mikey started to cry.

\_\_\_\_\_ Evan and Mikey scrambled after the envelopes.

Grade 2 Reading Comprehension Worksheet

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*Read the short story. Then answer each question.*

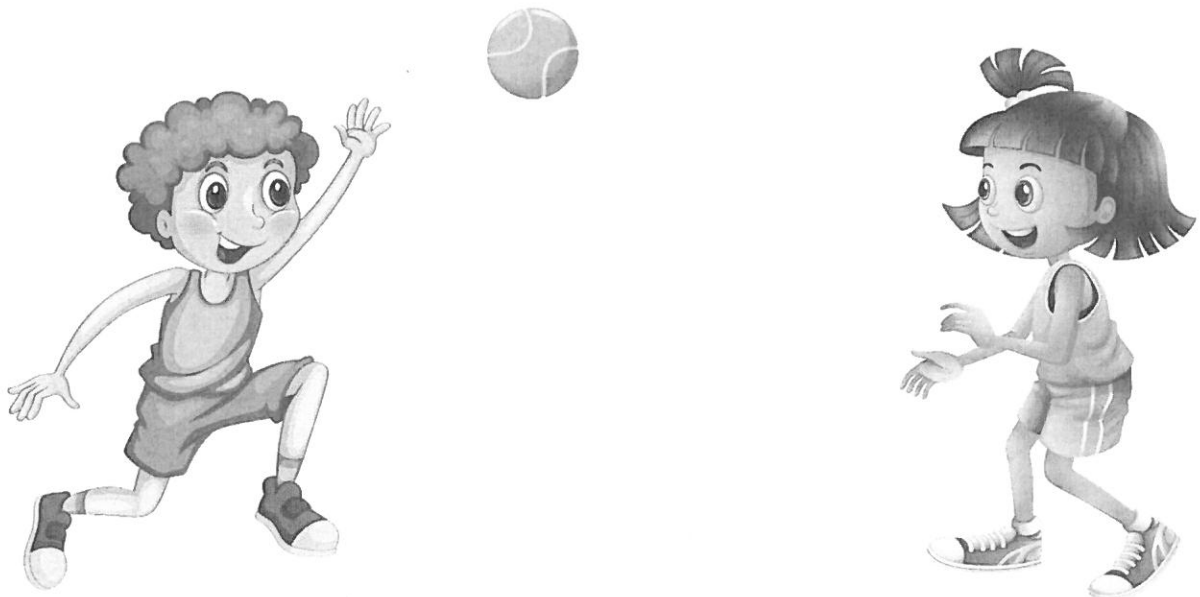
## Playing Catch

Kate and her brother Jake like to play catch. They play with softballs, footballs and tennis balls. They toss the balls back and forth in the yard all the time.

Sometimes they go to the park to have more space for throwing the balls farther. When it is raining out, they play catch in the basement. They use a tennis ball because it bounces off of the basement walls.

Jake is going to soccer camp for a week this summer. Kate is sad because she won't have anyone to play catch with while he is gone.

The week before Jake leaves, they go to the park together. There is a girl tossing a ball in the air by herself. Kate and Jake invite her to play with them. Her name is Brooke. Kate is happy now that she has a new friend to play catch with while her brother is at camp.



**Questions:**

1. What do Kate and Jake play catch with?

frisbees

balls

sticks

beanbags

2. What type do they use to play catch on rainy days?

pillows

soccer balls

apples

tennis balls

3. Where do Kate and Jake go the week before he leaves for camp?

The pool

The school

The park

The beach

4. Who is tossing a ball in the air at the park?

Brooke

Brian

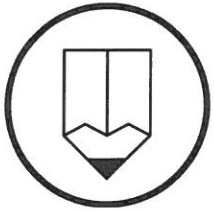
Bree

Brad

19

## The Car Window

david quickly threw the ball to his freind. the ball was heading straight for the car window. david closed his eyes and felt hopefull it was going to miss. Thankfully it did



Find 2 spelling mistakes.  
Add 3 capital letters and 1 exclamation mark.

teachstarter

20

## Classroom Plants

ben was asked to water the plants. He was carefull not to get any water on the carpet. the teacher was thankful that ben had helped



Find 2 spelling mistakes.  
Add 3 capital letters and 1 full stop.

teachstarter



# Finding Adjectives

1. The cat had beautiful, green eyes.
2. Mark the spider has eight long legs.
3. She laughed excitedly at the funny, foolish clown.
4. The shiny diamond glistened in the bright sun.
5. The black and white penguin waddled calmly around the pebbly beach.
6. The furry, adorable dog wagged his stubby tail at the postman.
7. She won an impressive prize for being an inspiring, remarkable scientist.
8. She won a prize for being an extremely clever scientist.

Read the sentences and circle the adjectives in each of them.

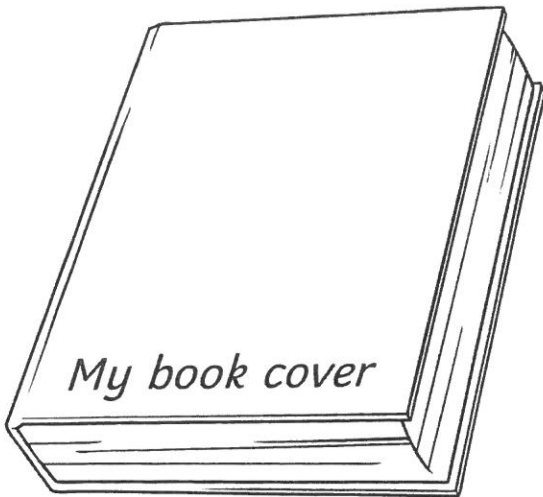


Now rewrite all of the sentences below. Add more detail by extending the sentences or adding in another adjective to make them more exciting.

Example: The cat had beautiful, green eyes *and a gorgeous tail.*

[illegible]

# Book Review



## Plot

Event 1 \_\_\_\_\_

\_\_\_\_\_

Event 2 \_\_\_\_\_

\_\_\_\_\_

Event 3 \_\_\_\_\_

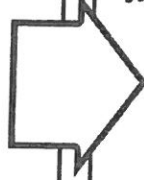
\_\_\_\_\_

\_\_\_\_\_

**Cause and Effect** of one of the events in the book

Cause

Effect



## My Star Rating



Why I rated the book \_\_\_\_\_ stars

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Book Title

Author \_\_\_\_\_

Illustrator \_\_\_\_\_

Genre (tick as many as apply to your book)

☐ fiction

☐ scary

☐ animal story

☐ non-fiction

☐ fairy tale

☐ biography

☐ fantasy

☐ adventure

☐ historical

☐ humour

☐ sports

☐ mystery

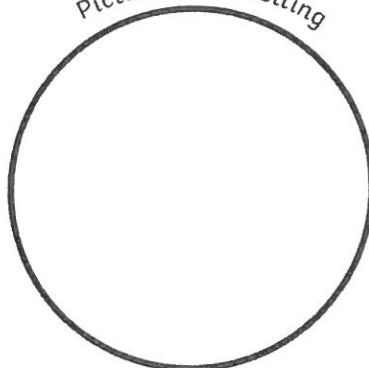
☐ other \_\_\_\_\_

## Setting

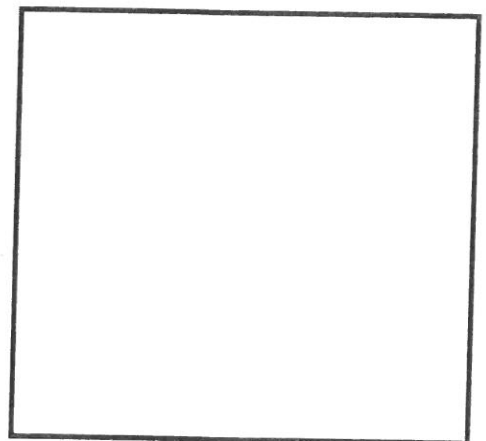
\_\_\_\_\_

\_\_\_\_\_

Picture of the setting



## Character



Name \_\_\_\_\_

Personality \_\_\_\_\_

\_\_\_\_\_

Physical Appearance \_\_\_\_\_

\_\_\_\_\_

How I feel about this character and why: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

draw how you felt!

This book made me feel

because

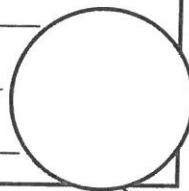
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# NUMBER of the DAY

\_\_\_ Hundreds \_\_\_ Tens \_\_\_ Ones

\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

Draw it using base 10 materials

H	T	O



One less:

\_\_\_\_\_

Round to the nearest 100:

\_\_\_\_\_

+10	-10

My number is:

527

One more:

\_\_\_\_\_

★ Smallest number: \_\_\_\_\_

★ Largest number: \_\_\_\_\_

Record on a number line:



Record a number pattern starting at your number:

\_\_\_\_\_

\_\_\_\_\_

My number in words:

Number sentences

# Chance Jars



1. What shape are you unlikely to choose? Why?

---

---

---



2. If there were double the amount of circles, would you be very likely to choose one?

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---

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3. How many more rectangles do you need to have an even chance of choosing one?

---

---

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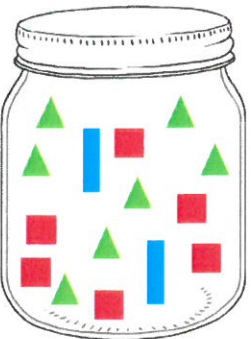


4. It is certain you will choose a circle.  
True or false? Why?

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5. What shape has the highest chance of being chosen?  
Why?

---

---

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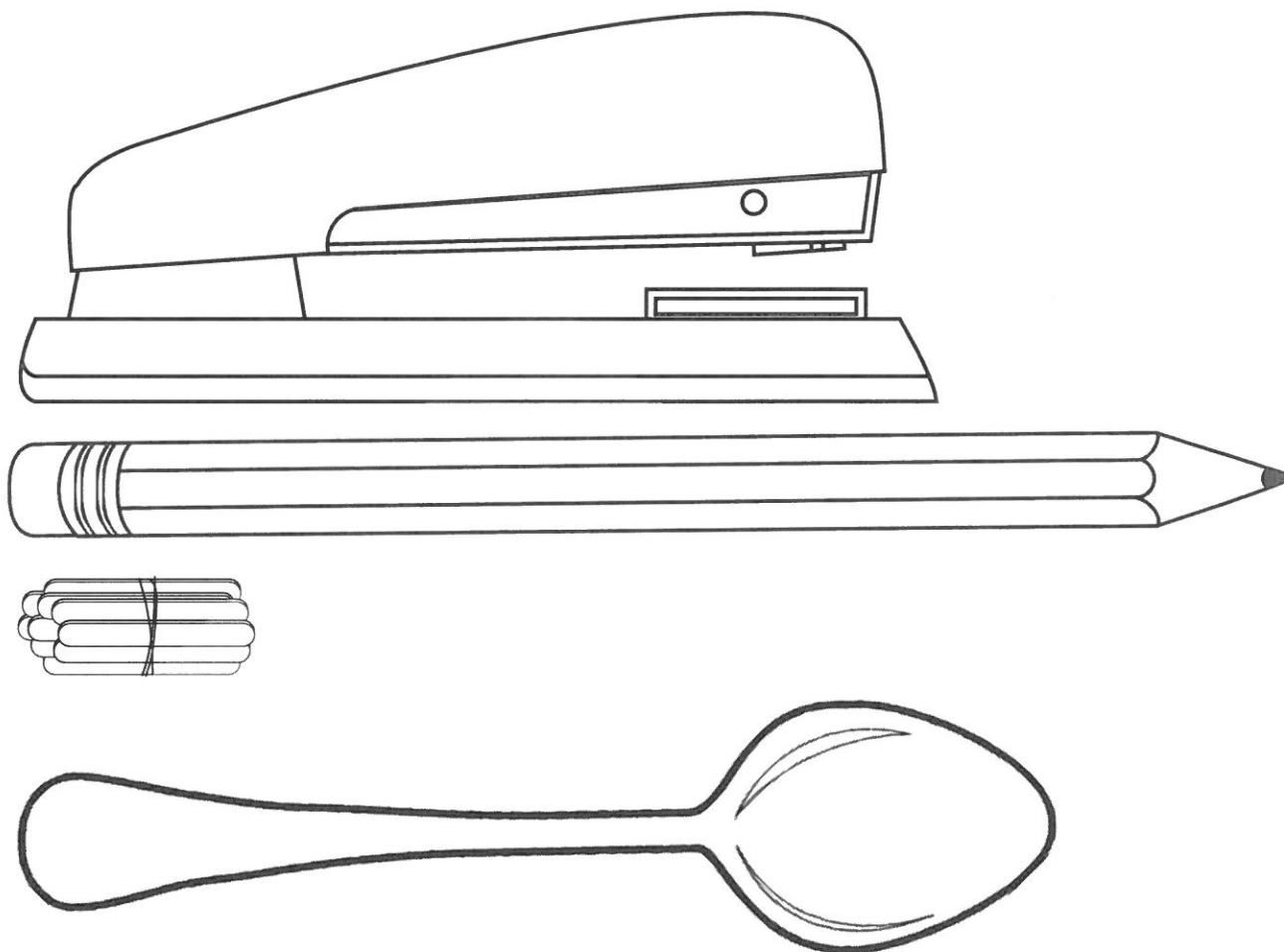
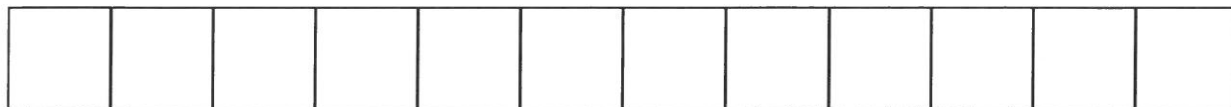
Year 2 - Using Units of Measurement - Questions

Name \_\_\_\_\_

Date \_\_\_\_\_

## Comparing Length - Informal Units (A)

- ① Use the unifix cubes to measure the length of the objects.



Item	Length
stapler	_____ cubes
pencil	_____ cubes
paddle pop stick	_____ cubes
spoon	_____ cubes

- ② Circle the longest item in green and the shortest item in red.

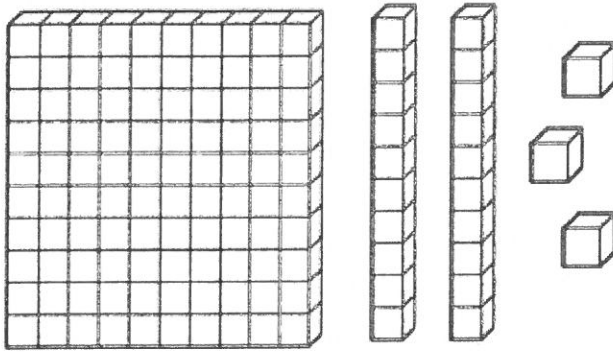


Name: \_\_\_\_\_

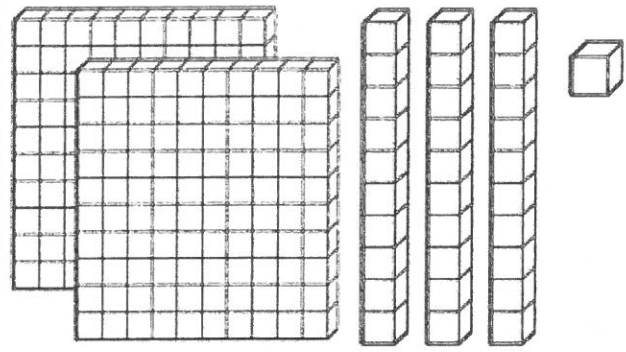
**2.NBT.1**

Count the blocks. Write the number.

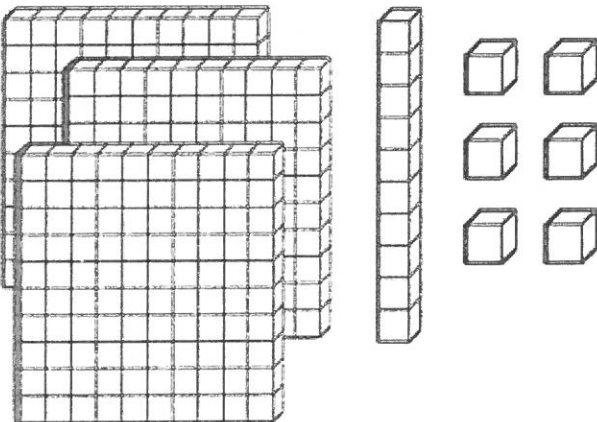
# Counting Hundreds, Tens, and Ones



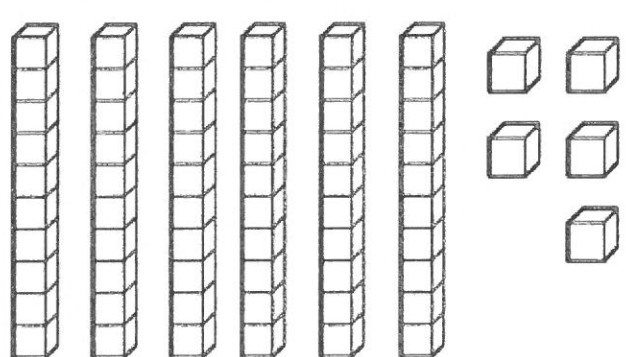
How many? \_\_\_\_\_



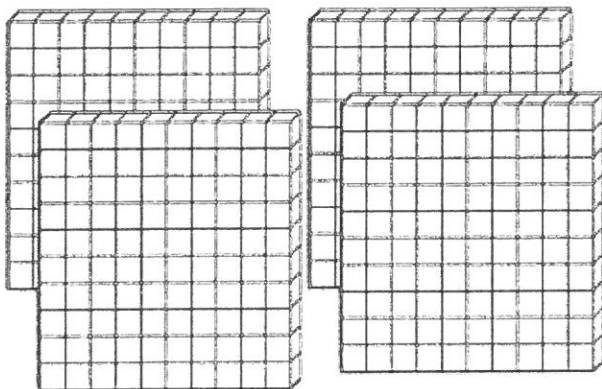
How many? \_\_\_\_\_



How many? \_\_\_\_\_



How many? \_\_\_\_\_





How many? \_\_\_\_\_





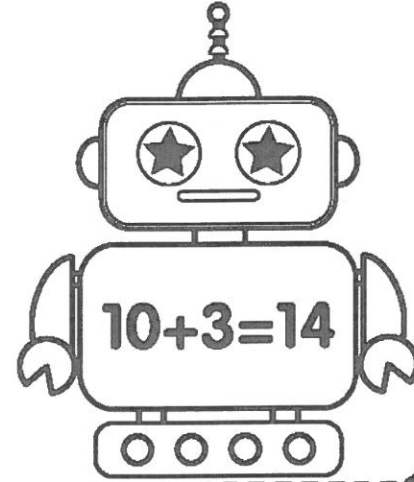
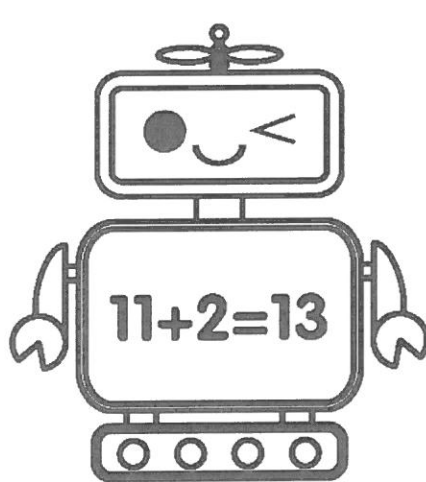
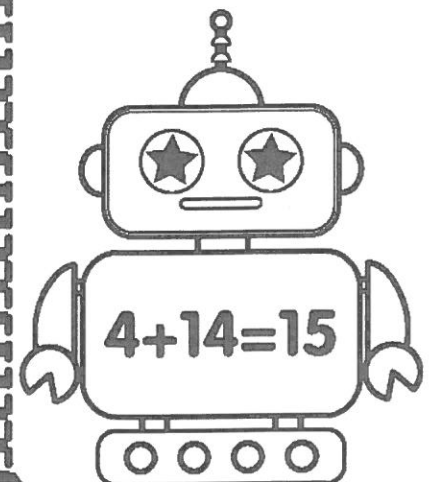
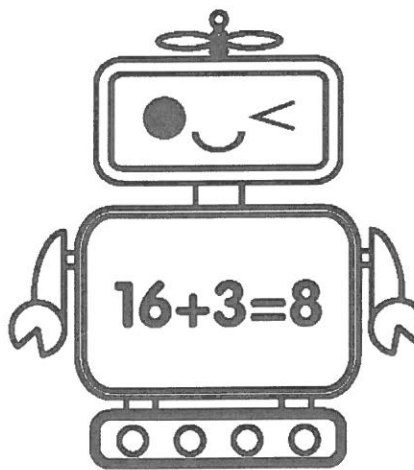
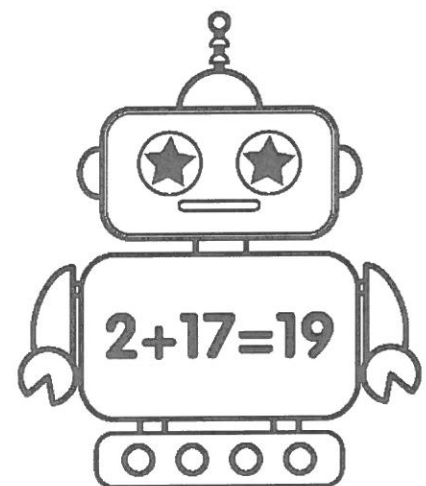
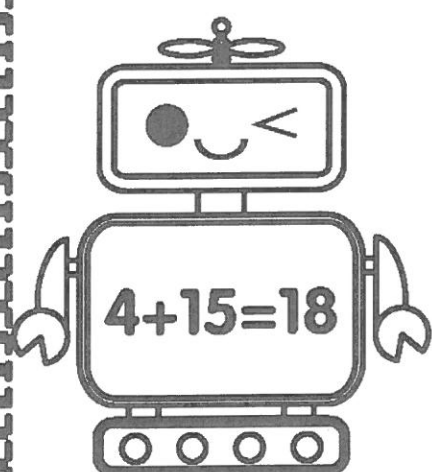
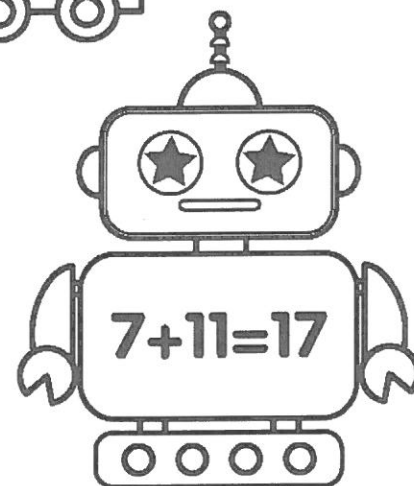
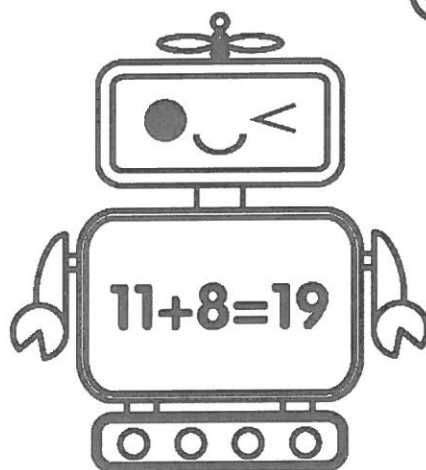
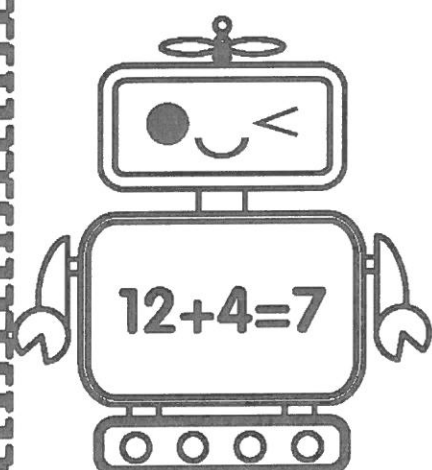
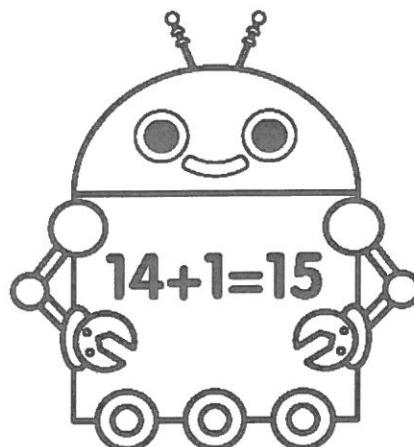
# True or False Robot

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

Teach **THIS**

 blue 

 pink 







Who? \_\_\_\_\_

Where? \_\_\_\_\_

What was the problem? \_\_\_\_\_

How was it solved? \_\_\_\_\_

End: \_\_\_\_\_

## Story Settings Description



## Key Words

spooky haunted gloomy  
scary frightening  
terrifying dark cold  
dangerous mysterious  
eerie lonely creepy foggy  
misty

### Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

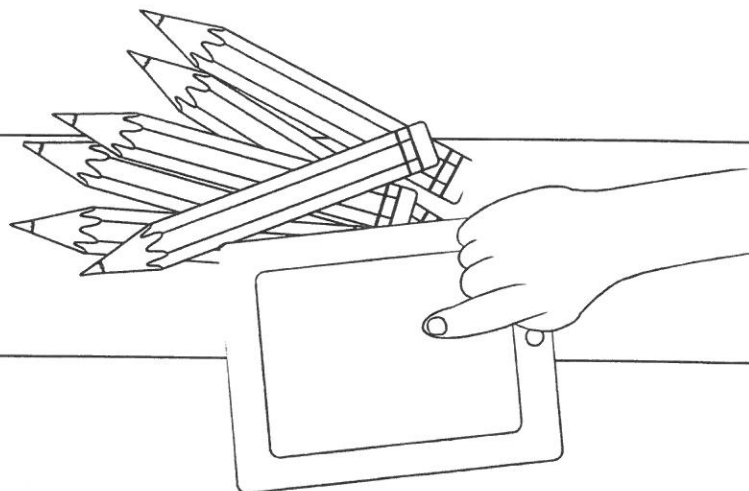
Name \_\_\_\_\_

Date \_\_\_\_\_

## Tablets Should Replace Paper and Pencils in the Classroom

FOR

AGAINST



WRITING



Name \_\_\_\_\_

Date \_\_\_\_\_

## Tablets Should Replace Paper and Pencils in the Classroom

Cut out the for and against statements below arguing why tablets should or should not replace paper and pencils in the classroom. Paste each statement under the correct heading on the next page.

Tablets have batteries that  
need recharging.

Tablets can prevent children  
from developing writing skills.

Tablets can store a large  
amount of information.

Tablets can be used to research  
different topics.

Using tablets saves paper and  
reduces classroom waste.

Tablets have a variety of apps  
and fun educational games.

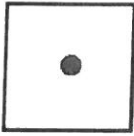
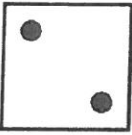
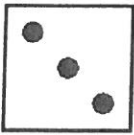
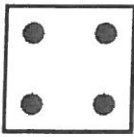
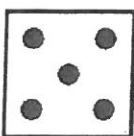
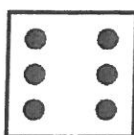
Tablets can be very expensive to  
buy and fix.

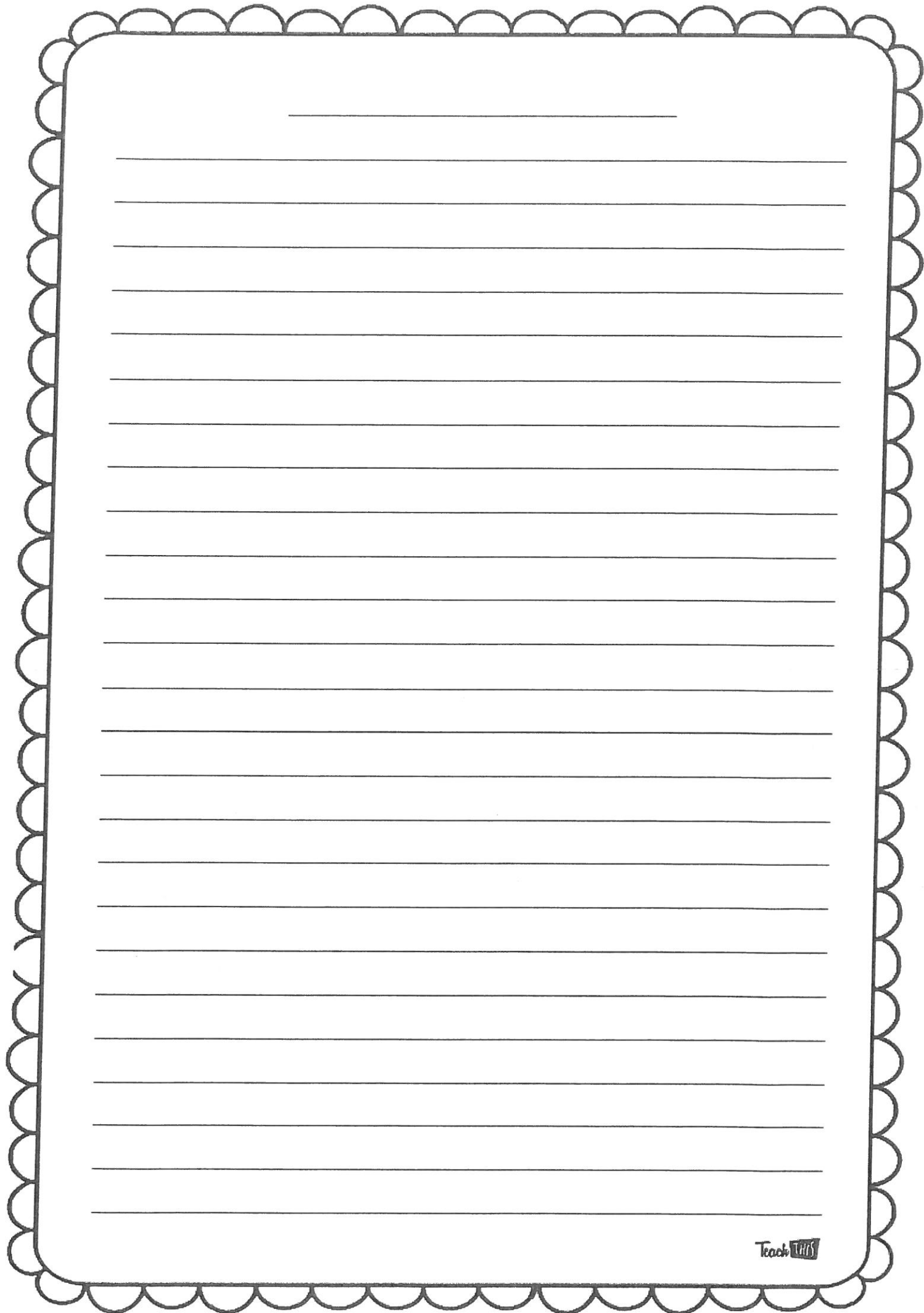
The technology in tablets can  
be quickly outdated.

# Roll-A-Story



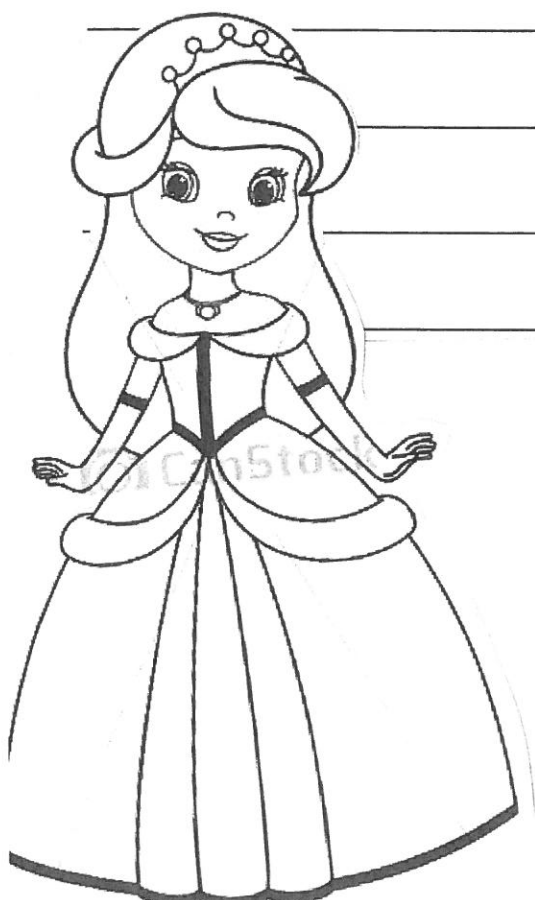
Roll a single dice three times to mix and match the parts of the story:  
Roll 1 = Character, Roll 2 = Setting, Roll 3 = Problem

Roll	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In a haunted castle	Turns into a frog...
	A crazy wizard	In a magical forest	Finds a talking horse...
	A friendly dinosaur	On a huge ship	Falls into the ocean...
	A big, bad wolf	In a small cottage	Meets a mean monster...
	An evil witch	On another planet	Loses a key...





A large, empty rectangular box with rounded corners, intended for a drawing or a long piece of writing.



Four sets of horizontal lines for writing, each set consisting of a top line and a bottom line, providing a guide for letter height.



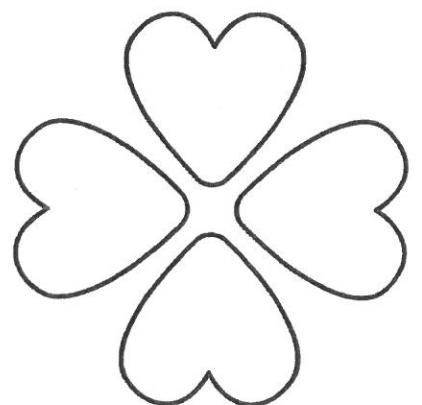
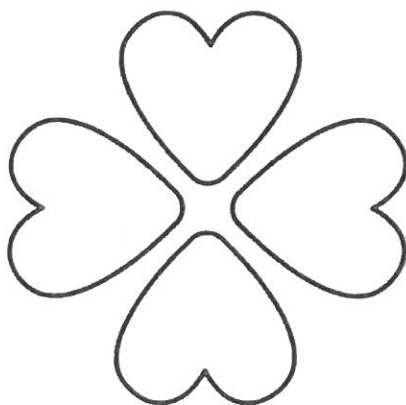
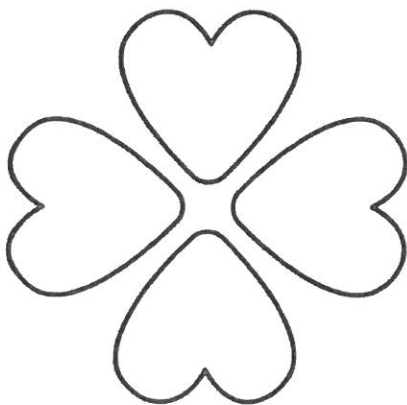
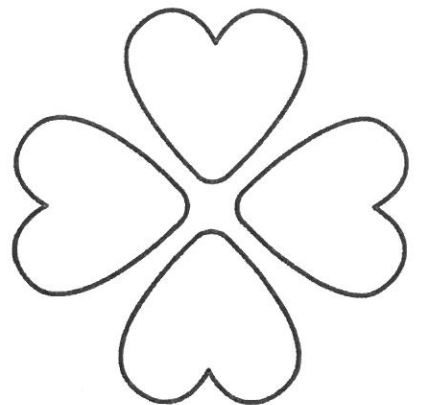
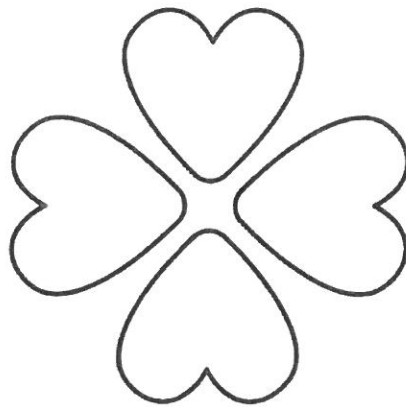
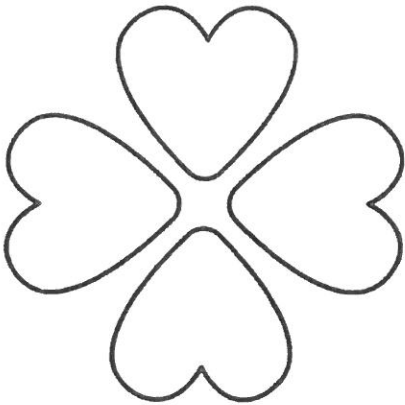
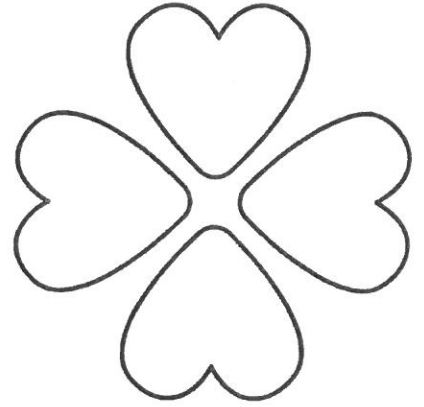
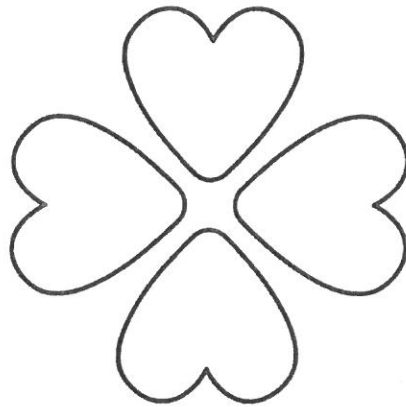
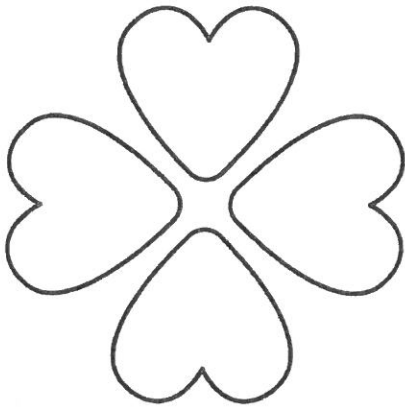
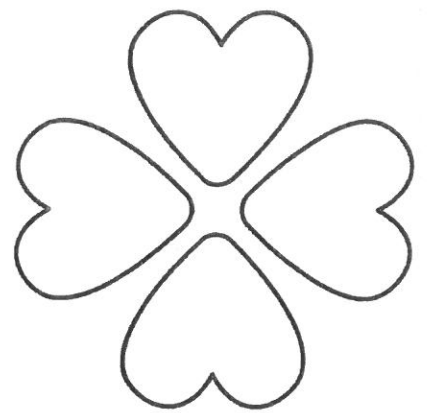
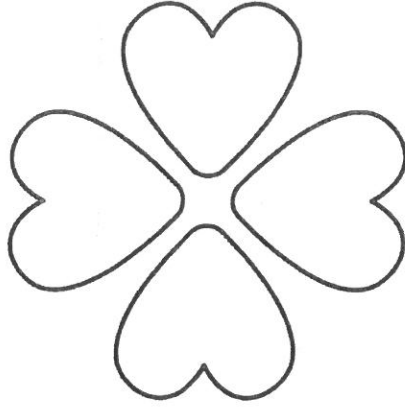
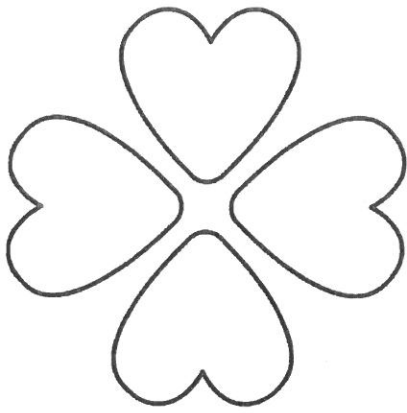




Colour + Cut  
hearts

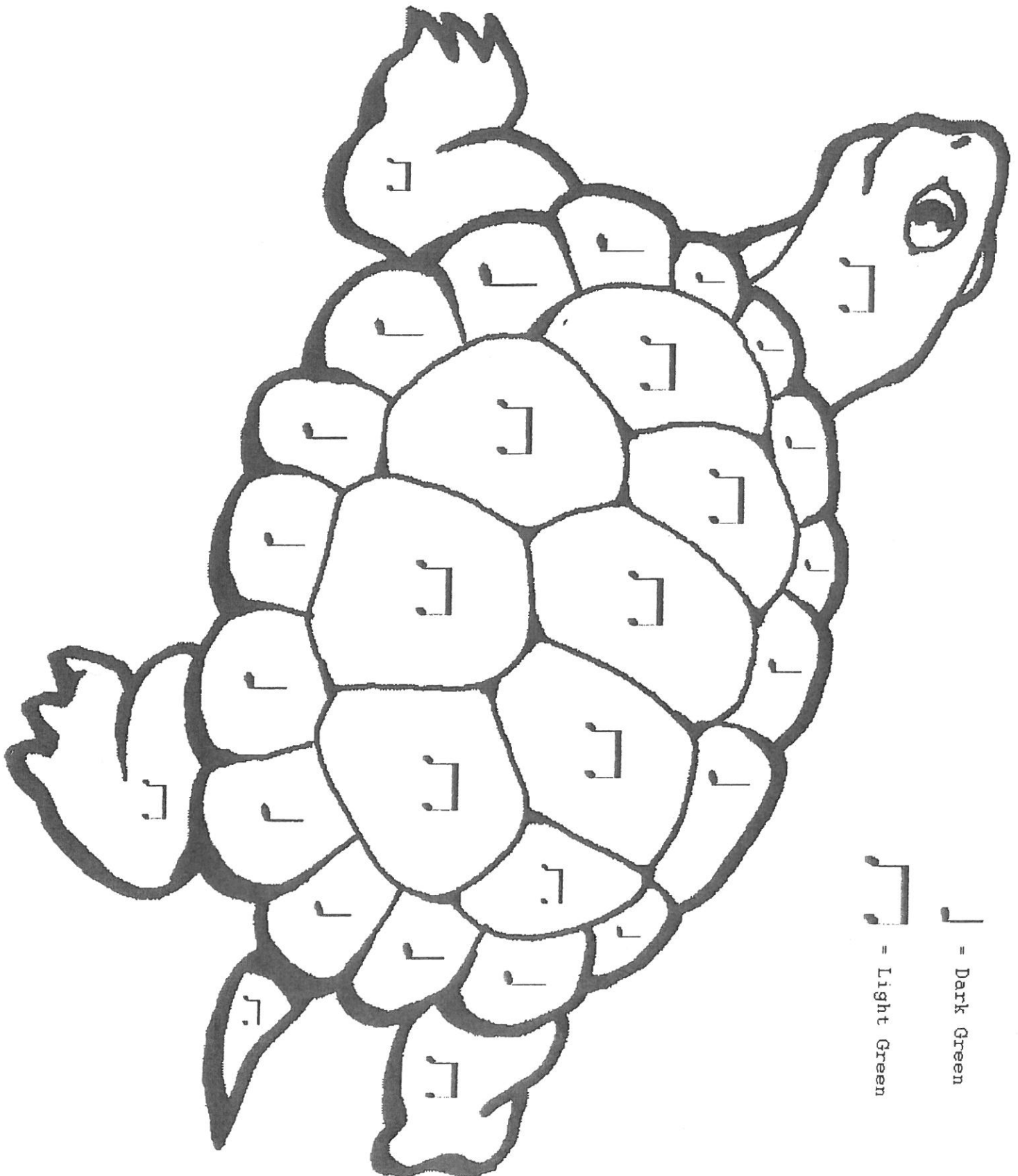
Art week  
2

Card





Showering You With Love!



Name \_\_\_\_\_

# Push or Pull Hunt

Go outside to find things in nature that push and pull.

push

pull

push and pull

# 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



# My Connections to Place



What traditions does your family have? How do they connect you to the past?


What special places do you feel connected to? Why?


What connections do you have to Aboriginal languages or culture?


What connections do you have to other countries?


What connections do you have to your community?

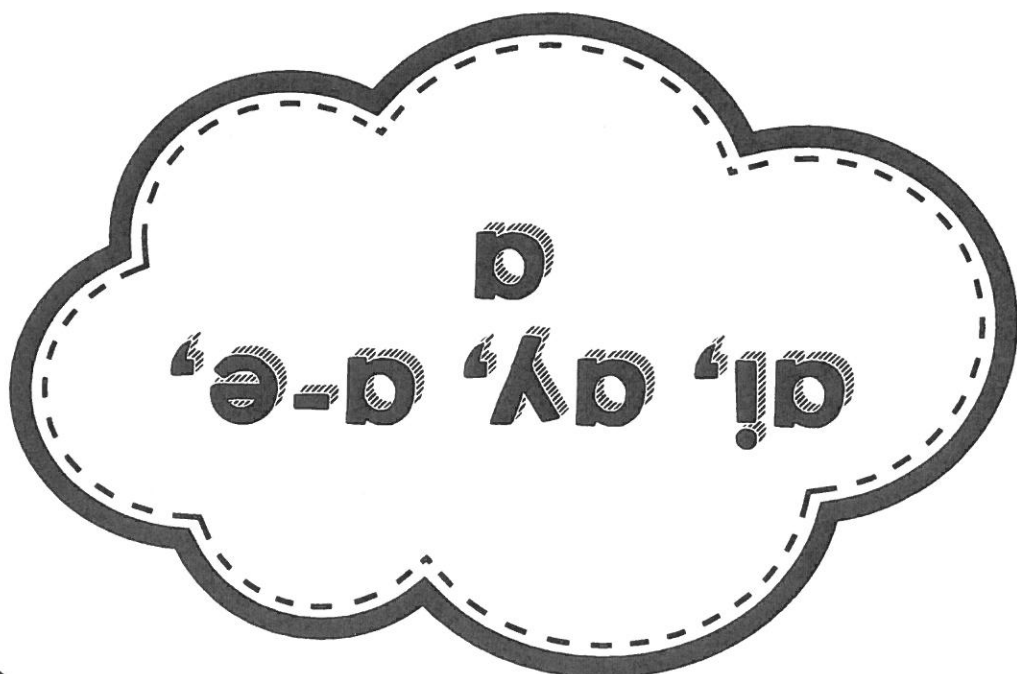



# Merriwa Primary School

## Suggested Daily Learning Routine

### Week 3 Year 2

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



## Spelling Words

- |          |          |
|----------|----------|
| 1. way   | 5. mail  |
| 2. day   | 4. rain  |
| 3. stay  | 3. came  |
| 6. paint | 9. baby  |
| 7. take  | 10. lady |

## Extension

- |            |          |
|------------|----------|
| 1. holiday | 3. awake |
| 2. place   | 4. brain |
| 5. afraid  |          |



## Weekly spelling activities: Choose one a day.

### Syllable Words:

Using your spelling list, clap out each word to break it into its syllables. Write word in the correct box.

### Rhyming words:

Choose four of your spelling words and write one in each spelling wheel. Write as many words as you can that rhyme with your word.

### Digging in the Dictionary:

Write a definition and a sentence using your spelling words.

### Wordsearch:

Place your spelling words into the grid (one letter per square). Fill empty squares with random letters of the alphabet. Ask someone to find your words in your word search.

### Rainbow words:

Write your spelling words in lead pencil. Choose three different colours and trace over each word.



# Syllable Words

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

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

1 Syllable

2 Syllables

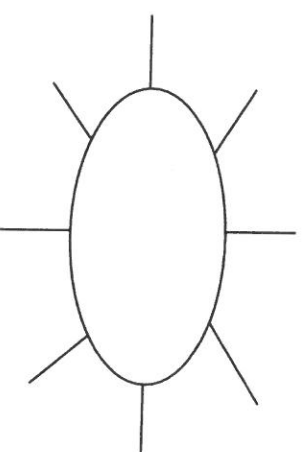
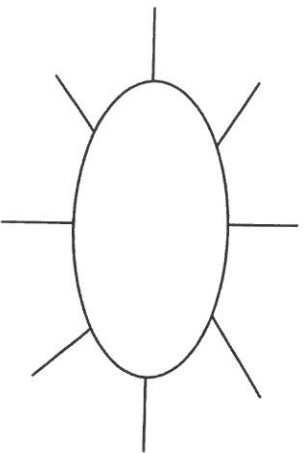
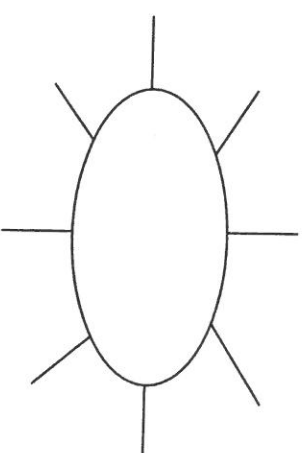
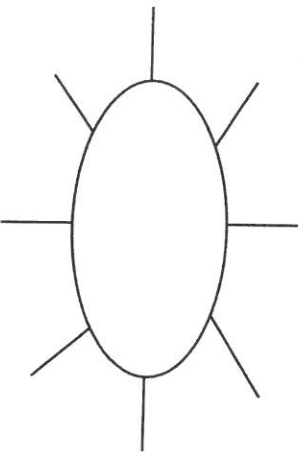
3 Syllables

4 Syllables

5 Syllables

## Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write your spelling words in pencil 2 times. Then trace over each word using 3 different colors of crayon



Handwriting practice lines (left column) consisting of 10 sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

Handwriting practice lines (right column) showing numbers 1 through 10 for tracing and writing practice. The numbers are placed on the top line of each set of three horizontal lines.

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## Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

## Cardboard Town

*Fine, I'll just do it all myself!* I thought as I stomped away. My friends and I were trying to make the best cardboard town to play in. We had boxes that we were turning into stores and playgrounds and all sorts of other fun things! We weren't getting along very well, though. I could hear them talking as I was walking away.

"Wow, I didn't think he'd get so mad," Katie said.

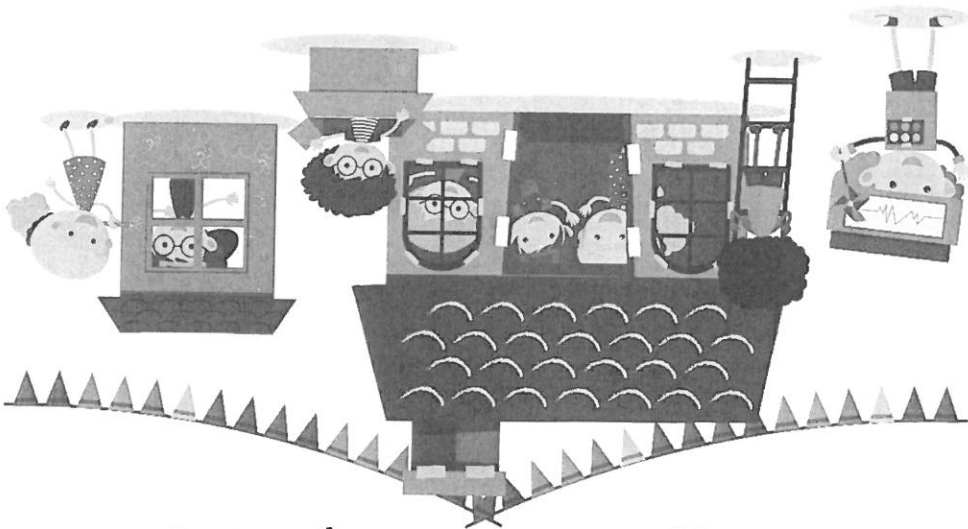
"This was supposed to be fun," said Max. "Johnny can't do it all by himself. Maybe if we give him some space he'll want us to help again."

*Yeah, right.* Since it was my idea, I would just do it without them. The only problem was that I wanted it done before Thanksgiving so that I could show all of my family when they came over.

When Thanksgiving was two weeks away, I realized that it was just too big of a job. I couldn't make the buildings out of boxes, and put them around the town, and decorate them all by myself. It was taking way too long. I guess that's why people work together. When we each had a job, this was fun and went a lot faster. *Maybe I should say sorry to Katie and Max, they were just trying to help and have fun with me.*

The next day at school I said sorry to Katie and Max. "I don't know why I got so mad, building a town was just supposed to be fun. Will you come back to my house today to complete our town?" I asked.

"Sure, Johnny," they said. We all took on a role and the town was done in no time. It was great!



**Questions:**

1. Who are the characters in the story?

---

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2. What happens in the middle of the story?

---

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3. Why do you think Johnny got mad at the beginning of the story?

---

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4. What is the central message of the story?

---

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5. When was a time that you worked better with other people than when you worked by yourself?

---

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## The Night Artist

Macy tiptoed through the cabin as quiet as a mouse. She didn't want to wake anyone up. She silently got dressed, picked up her sketch pad and slipped

outside.

It was cooler than she expected. And quieter. And darker. It was hard to even see the trees in front of the cabin, which just looked like shadows. Macy crept along the porch to the bench and sat down quietly.



perfectly sketch quiet  
beautiful night deer

Everything seemed a bit spooky, and Macy felt a little nervous. She wasn't used to being outside at night, alone in the dark. Macy thought about going back inside, but she decided not to. Her dad had told her that many wild animals only come out at night, and she wanted to see them. She wanted to see the animals and sketch them.

Macy waited in the quiet of the night. She could hear the wind softly rustling the leaves in the trees. An owl hooted in the distance. After a while she could see

better. Up in the sky a full moon shone down at her, and she could see thousands of stars. The owl hooted again. Macy liked the owl sound, and she started to relax more. She started to sketch the moon.



After a little while, Macy heard a rustling in the bushes. She could feel the excitement rise in her, as well as a little fear. She reminded herself to be calm and not run if it was a bear.

It wasn't a bear. A beautiful doe stepped out of shadows and into the light of the full moon. The doe was only about 20 feet away. Macy gasped. She had never been this close to a wild animal before. "You're so beautiful," she whispered.

The deer's head spun and stared at Macy. The deer stood perfectly still. Macy sat perfectly still. The deer stared at Macy. Macy stared at the deer. Finally,

the deer decided that Macy

wasn't dangerous and started to eat the grass.

Macy very carefully and slowly

picked up her pad and started to sketch the deer. She drew

the deer's long neck and legs.

She drew the spots on the

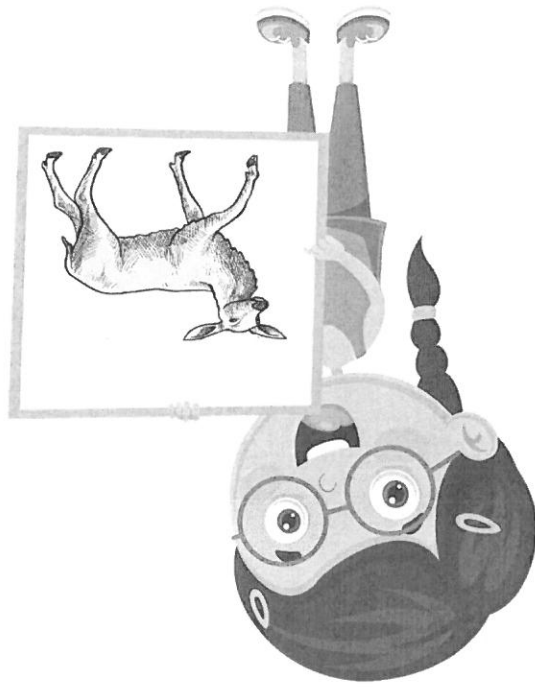
doe's tan and white fur. She

drew the deer's dark eyes and

big ears.



A couple of times the deer looked up at Macy. Each time, Macy stopped drawing and sat perfectly still. She didn't want to scare the deer away. After a few seconds the deer always went back to eating grass. Just as Macy was finishing her sketch, the doe silently slipped away into the bushes. Macy picked up her pad and went back inside the cabin. Everyone else was still sleeping. Macy knew she should go to sleep, but she was too excited. She looked at her sketch. She felt very special. She had truly connected with nature.



## The Night Artist (exercises)

### 1. Vocabulary

To feel nervous is to feel:

- a. very happy
- b. really hungry
- c. a little scared

A doe is:

- a. a plant eating dinosaur
- b. an angry bear
- c. a female deer

To sketch means:

- a. to draw
- b. to dig
- c. to destroy

## 2. Answer the questions.

a. Did the full moon help Macy draw? How?

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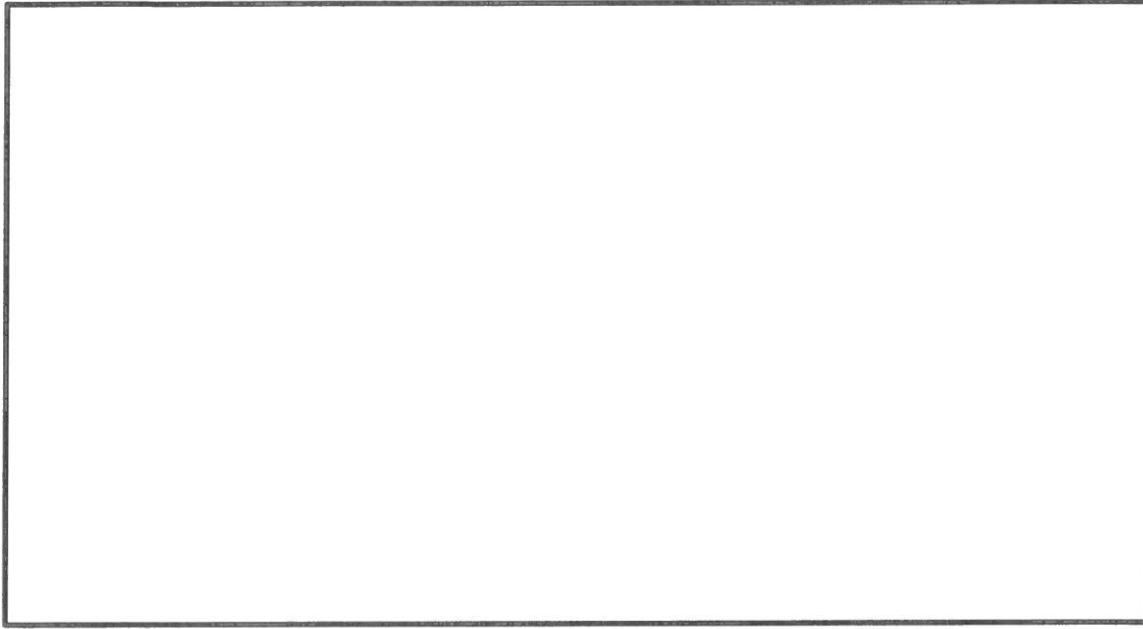
b. Why do you think the deer stared at Macy?

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3. Draw the doe and label her neck, legs, body, spots, eyes, ears and tail.



# 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 perfect 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 bubbling beaker. In one gulp, he drunk the entire potion and waited

Almost immediately Professor Fizz began to feel very 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 coming from inside his ears. professor Fizz hoped that he wouldnt have any more strange re-actions to his potion

Re-write the text correctly:

Editing Marks:	
	Capital letter
	End punctuation
	Insert a word
	Change to lower case
	Take something out
	Check spelling
	New paragraph

A blank sheet of lined paper with horizontal ruling lines.

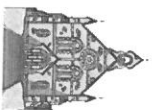


# Noun Hunt

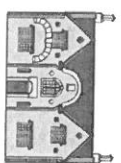
Look around and write down all the nouns you can find.  
Make sure you write them in the correct column!



## People



## Places



## Things



# Book Review

Book Title

Author

Illustrator

Genre (tick as many as apply to your book)

- ☐ fiction
- ☐ non-fiction
- ☐ fantasy
- ☐ humour
- ☐ other
- ☐ scary
- ☐ fairy tale
- ☐ adventure
- ☐ sports
- ☐ animal story
- ☐ biography
- ☐ historical
- ☐ mystery

Character

Setting

Picture of the setting

Name

Personality

Physical Appearance

How I feel about this character

and why:

draw how you felt!

This book made me feel \_\_\_\_\_ because \_\_\_\_\_

Effect

Cause

Cause and Effect of one of the events in the book

Event 3

Event 2

Event 1

Plot

My book cover

My Star Rating



Why I rated the book \_\_\_\_\_ stars

twinkl

visit twinkl.com



# NUMBER of the DAY

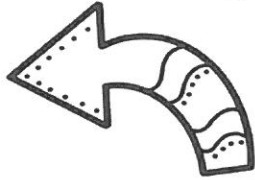
Maths Week 3 Activity 1 - Kangaroo

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

Draw it using base 10 materials

\_\_\_\_ Hundreds \_\_\_\_ Tens \_\_\_\_ Ones

\_\_\_\_ + \_\_\_\_ + \_\_\_\_ = \_\_\_\_



H	T	O

One less: \_\_\_\_\_

Round to the nearest 100: \_\_\_\_\_

819

My number is:

★ Smallest number: \_\_\_\_\_

★ Largest number: \_\_\_\_\_

Record on a number line:

+10	-10

Record a number pattern starting at your number: \_\_\_\_\_

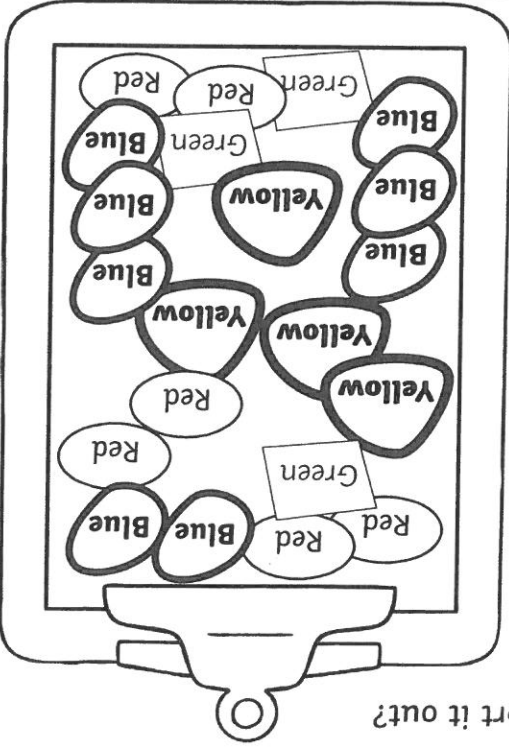
My number in words: \_\_\_\_\_

Number sentences

Year 2 Data Quiz

**Statistics and Probability - Data Representation and interpretation.**  
Collect, check and classify data (ACMSP049).  
Create displays of data using lists, tables and pictures graphs and interpret them (ACMSP050).

3. This data is a mess! Can you sort it out?



Red	Blue	Green	Yellow

mark

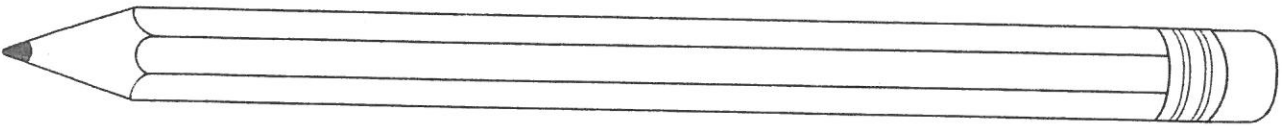
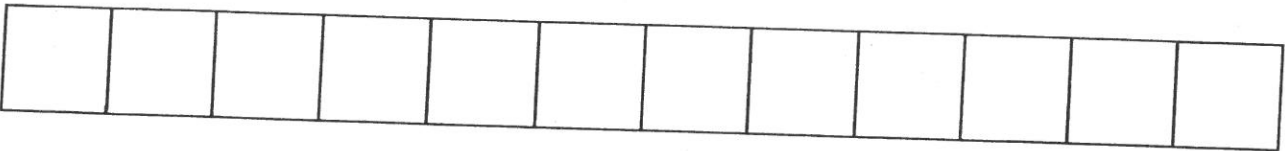
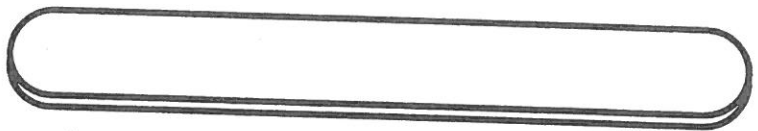
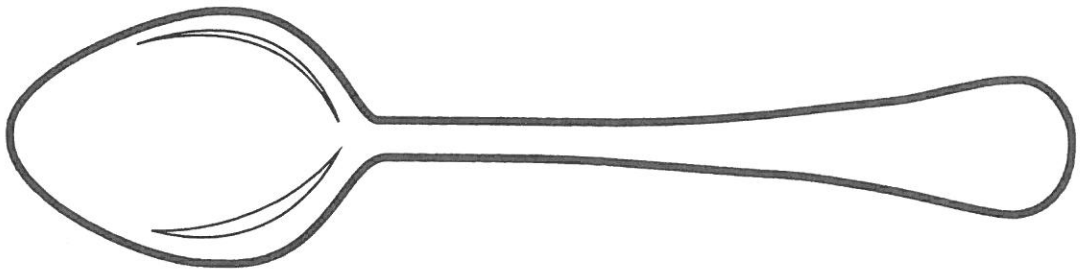


# Length - Informal Units

Name \_\_\_\_\_

Date \_\_\_\_\_

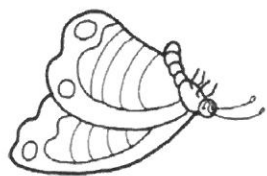
① Use the squares to measure the length of the objects.


☐

☐

☐

Item	Length
pencil	_____ squares
pop stick	_____ squares
spoon	_____ squares

② Circle the longest item in green and the shortest item in red.

③ Put a 1 in the box next to the object that is the shortest. Then write a 2 beside the next shortest object. Keep going until all the objects are numbered.



# Doubles



1) Double 2 =

2) Double 25 =

3) Double 22 =

4) Double 10 =

5) Double 80 =

6) Double 200 =

7) Double 8 =

8) Double 4 =

9) Double 7 =

10) Double 30 =

11) Double 12 =

12) Double 50 =

13) Double 9 =

14) Double 5 =

15) Double 3 =

16) Double 11 =

17) Double 4 =

18) Double 6 =

Maths Week 3 Activity 5 - Kangaroo

245	299	365	499	587	909	500	611	857	303
256	111	369	456	578	219	689	126	905	888

Smallest

Largest

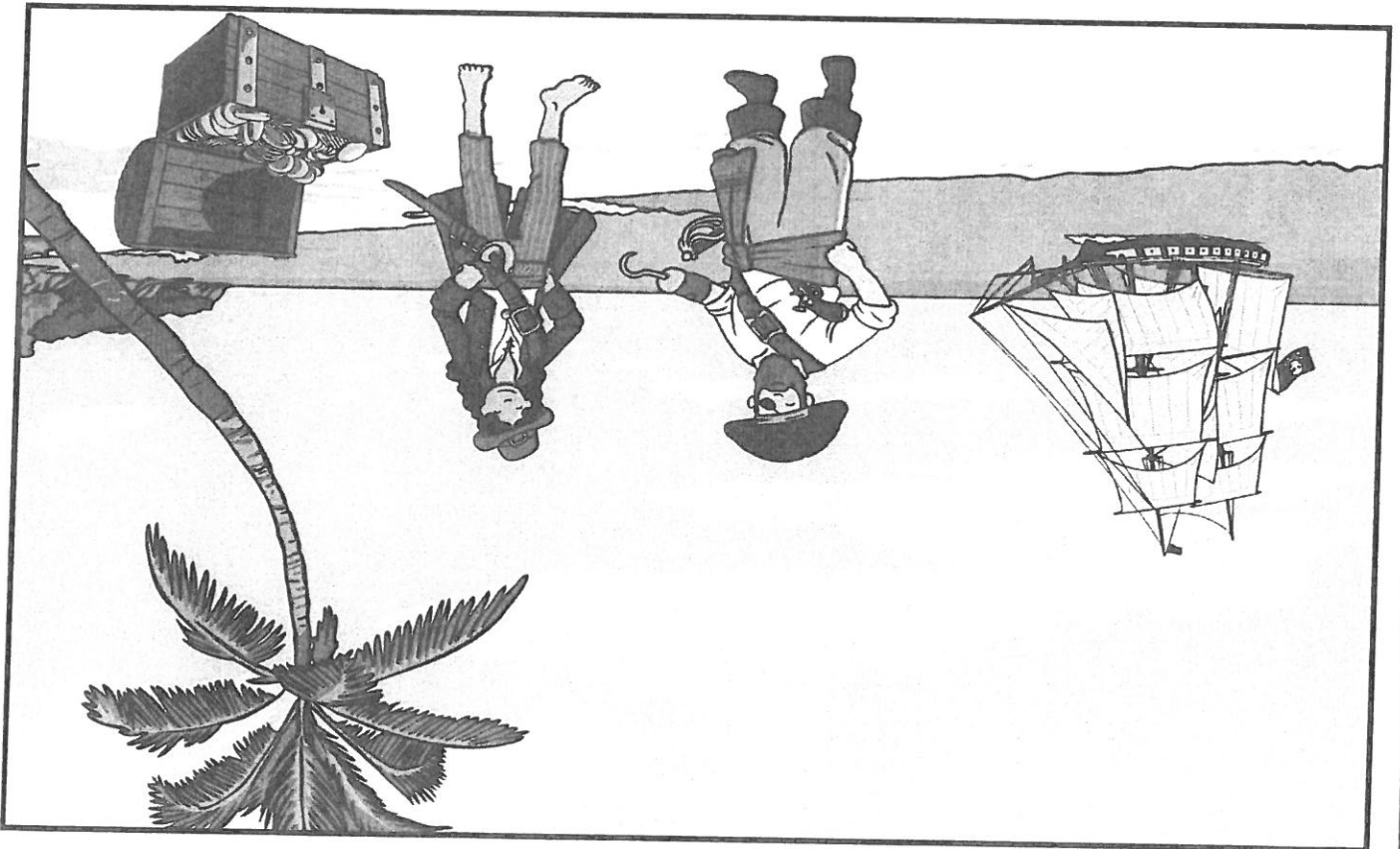
End:

How was it solved?

What was the problem?

Where?

Who?



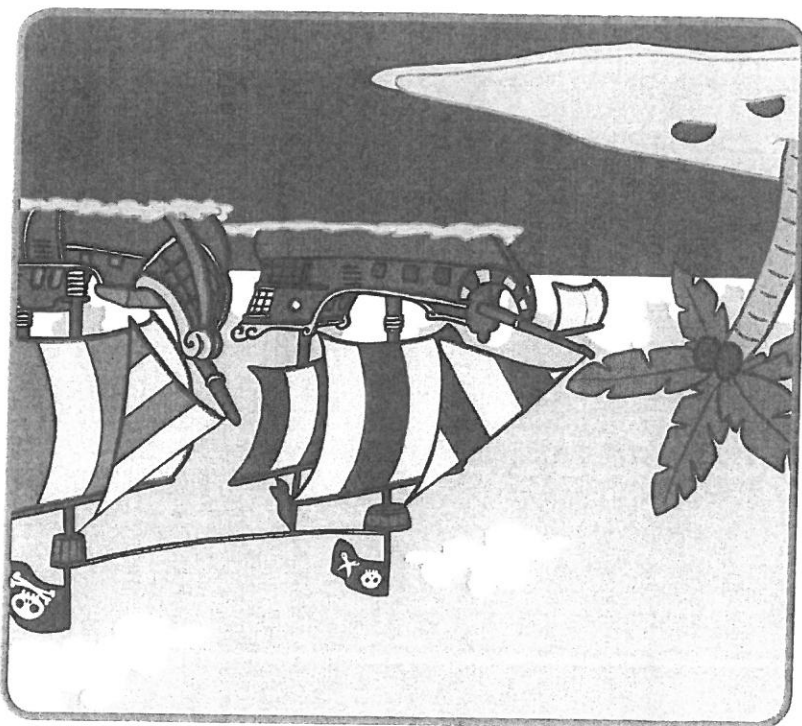


## Story Settings Description

## Writing Week 3 Activity 2

## Key Words

windy warm hot tropical  
beautiful magnificent  
noisy dangerous  
ferocious swashbuckling  
daring sandy exciting  
adventurous frightening



**Can you write a paragraph about this setting?**

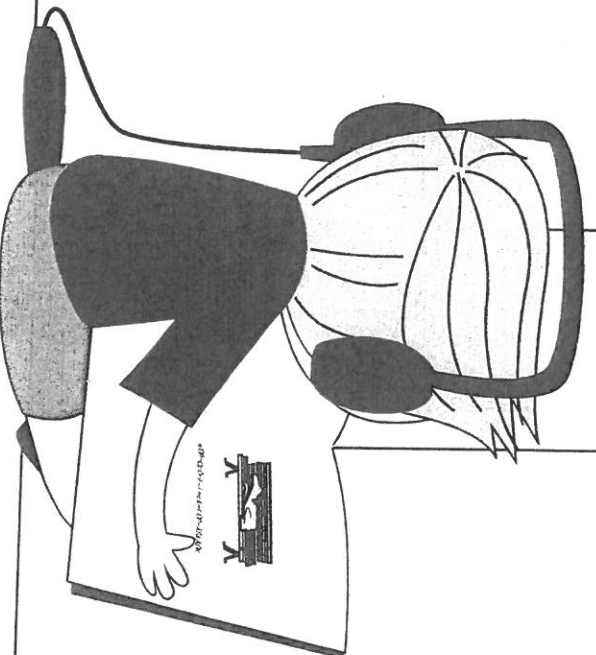
Name \_\_\_\_\_

Date \_\_\_\_\_

## Listening to Audio Books is Better Than Reading Books

FOR

AGAINST



Name \_\_\_\_\_

Date \_\_\_\_\_

## Listening to Audio Books is Better Than Reading Books

Cut out the for and against statements below arguing why listening to audio books is or is not better than reading books. Paste each statement under the correct heading on the next page.

Audio books develop good listening skills.

Listening to an audio book is more interesting than reading.

Audio books require batteries.

Real books can be taken anywhere.

Audio books are more expensive to buy than books.

Real books help to develop important reading skills.

Audio books can be listened to whilst doing other activities.

Audio books uses a persons imagination to picture a story.

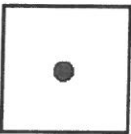
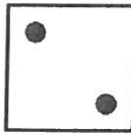
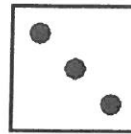
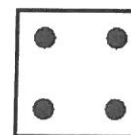
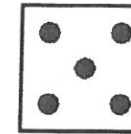
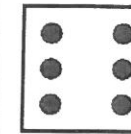


WRITING

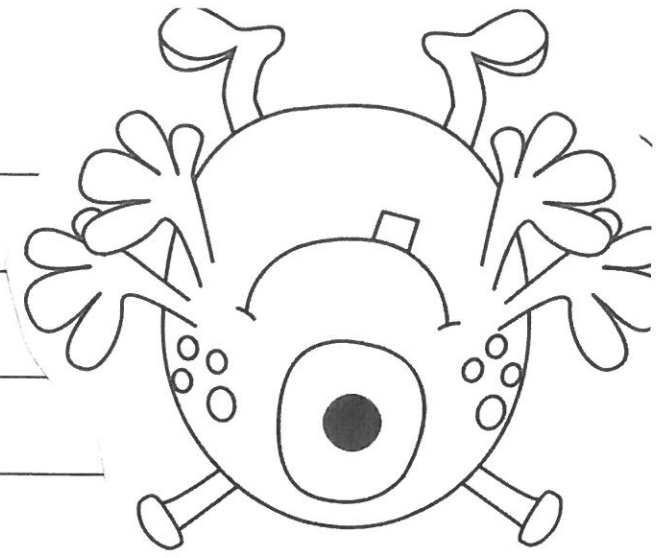
LOWER PRIMARY

# Roll-A-Story

Roll a single dice three times to mix and match the parts of the story:  
Roll 1 = Character, Roll 2 = Setting, Roll 3 = Problem

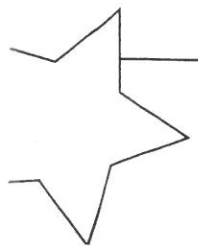
Roll	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In a haunted castle	Turns into a frog...
	A crazy wizard	In a magical forest	Finds a talking horse...
	A friendly dinosaur	On a huge ship	Falls into the ocean...
	A big, bad wolf	In a small cottage	Meets a mean monster...
	An evil witch	On another planet	Loses a key...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Handwriting practice lines consisting of eight horizontal lines.

A large rectangular box for drawing or writing.



## Artist Background

P

ablo Picasso was born in Malaga,

Spain in 1881. As a boy he was always drawing and could draw before he could talk. Pi-

casso painted a portrait at age 13 and by the age of 15 he had enrolled in a fine art school. The entrance test was quite difficult but Pi-

casso completed it with high scores and was

placed in advanced courses. At the age of 19

he was living in Paris, France, enjoying museums and art galleries. During his time in Paris,

his friend died and Picasso was very sad. He

started painting pictures with a deep blue background

to express his sadness. Then a few years later he met

some circus performers and started painting with brighter

colors.

Picasso created over

50,000 works of art during his lifetime. He repeated all

of his styles of art over and over again but also liked to

try new ideas as well.

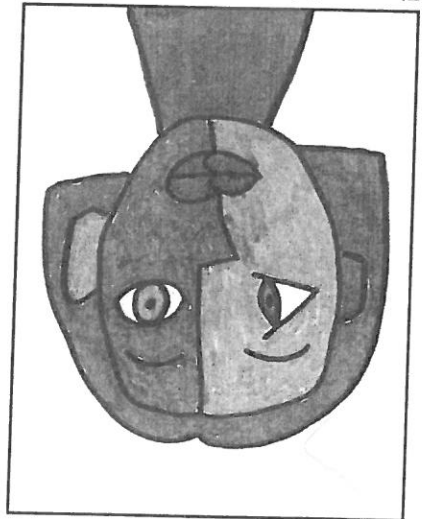
"Give me a  
museum and  
I'll fill it."  
Pablo Picasso



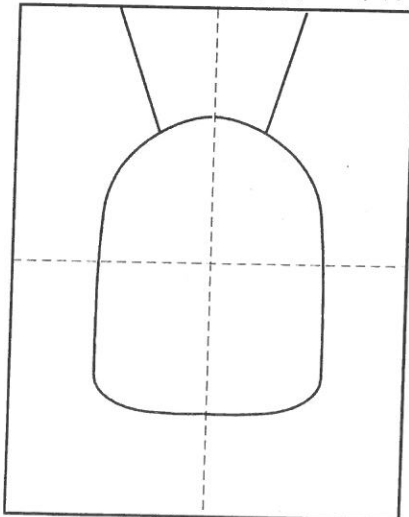


# Cubism Face with Markers

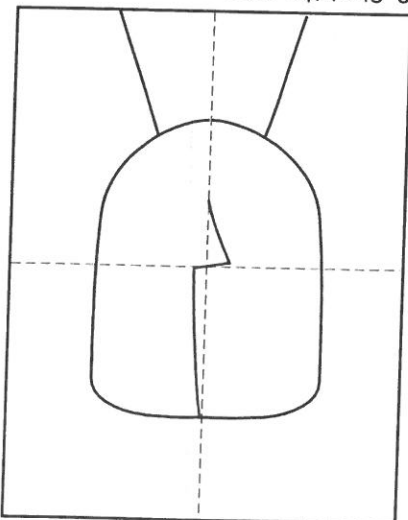
Fingerpaint paper, Brush Sharpies



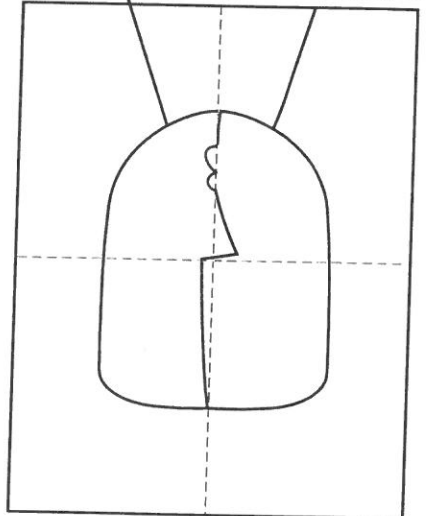
1. Make guide lines. Draw head, neck.



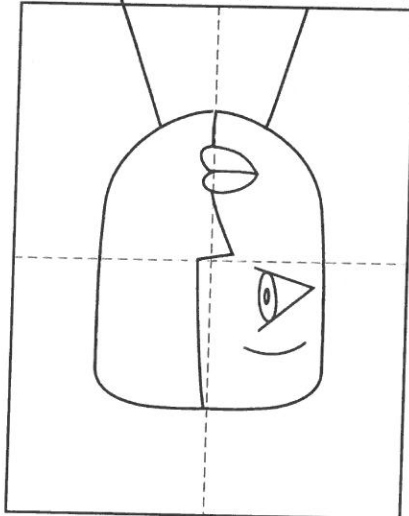
2. Start the nose.



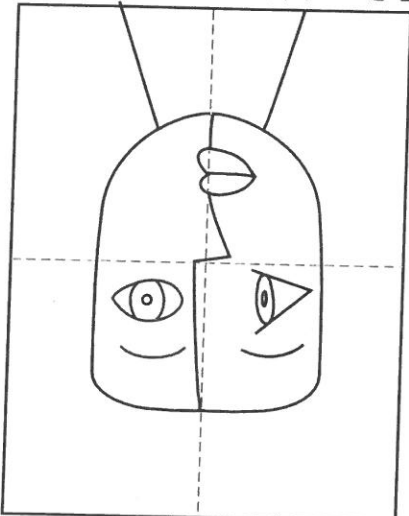
3. Add the mouth and chin.



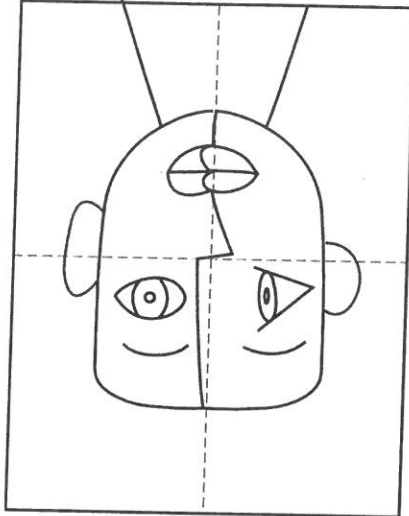
4. Draw the left profile face.



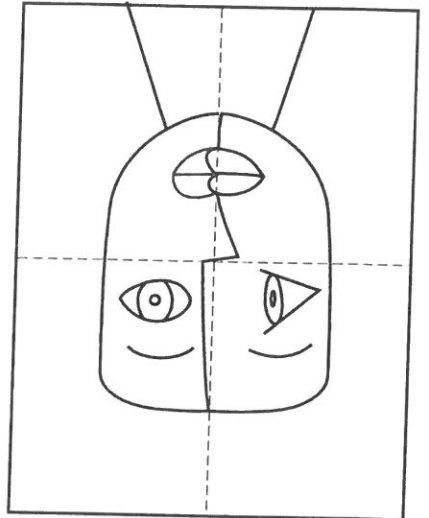
5. Draw right eye.



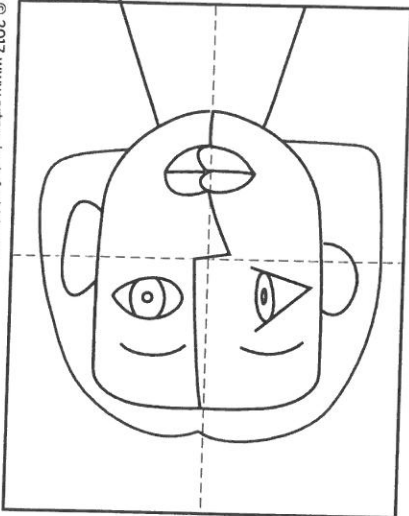
7. Add two ears, they needn't match.



6. Add right lips.



8. Finish with hair. Trace and color.







# ARTIST Statement

NAME	TITLE OF ARTWORK

DESCRIBE YOUR ARTWORK

HOW DID YOU CREATE YOUR ARTWORK? (WHAT TOOLS, SUPPLIES AND TECHNIQUES DID YOU USE?)

WHAT ARE YOUR THOUGHTS ABOUT YOUR ART? (STATE WHAT INSPIRED YOU AND WHAT CREATING THIS PIECE OF ART MEANS TO YOU)

Draw things around your house you  
could use to create sounds.

Example: You can use spoons together as tapping sticks.

Name \_\_\_\_\_

# What IS Motion?

Motion is how something

-----

People are in motion all the time.

This is me moving. I am in motion.

This is me sitting still. I am still in motion.

## Ways Things Move

straight

curve

zigzag

circular

up & down

back & forth

fast

slow

# Close Contact vs. Social Distance Greetings

Sort each picture in the correct section.

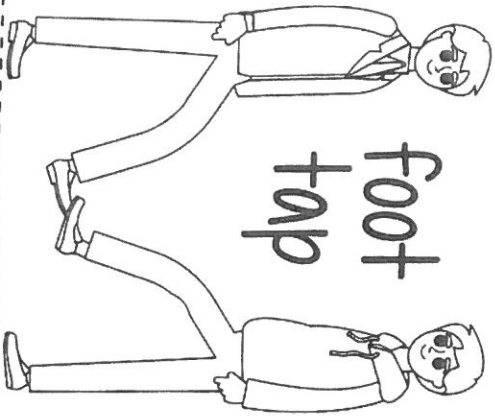
Name: \_\_\_\_\_

Teach **THIS**

**Close Contact Greetings**

**Social Distance Greetings**





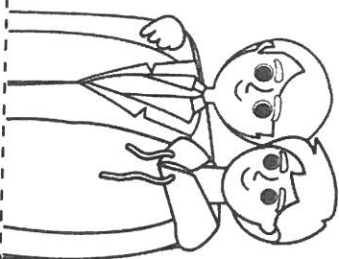
foot  
tap



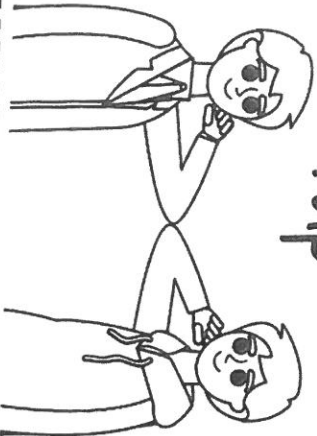
kisses



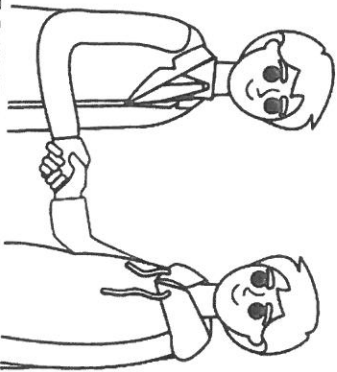
waving



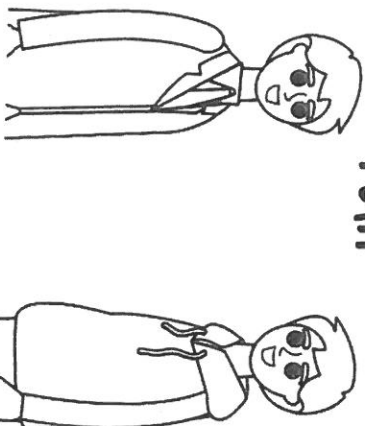
hugs



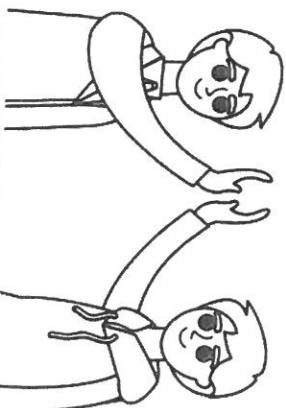
elbow  
tap



hand shakes



talk



high fives

What traditions does your family have?  
How do they connect you to the past?

What connections do you have to your community?

What special places do you feel connected to? Why?

What connections do you have to Aboriginal languages or culture?

What connections do you have to other countries?

What special places are your family connected to? Why?