

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

Spelling and Handwriting

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

the

the the the the the

and

a

to

said

in

he

I

of

it

Did I write on the line?

y ☐ n ☐

Did I leave finger spaces between words?

y ☐ n ☐

Did I write my neatest?

y ☐ n ☐

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

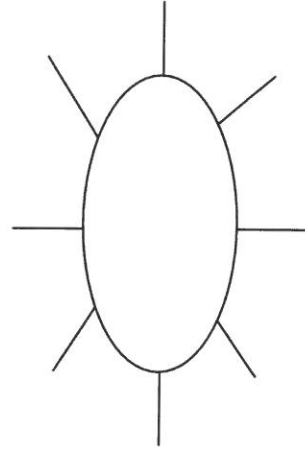
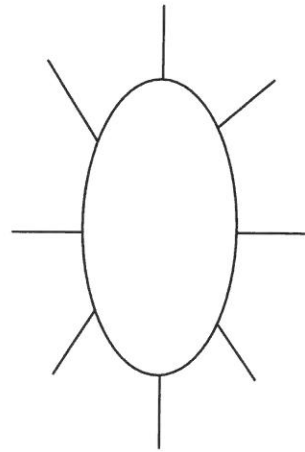
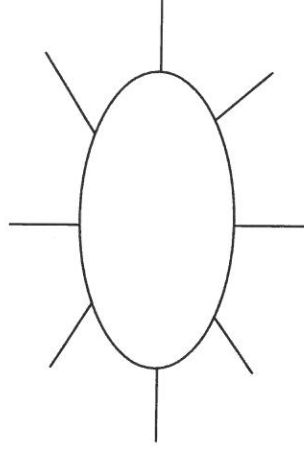
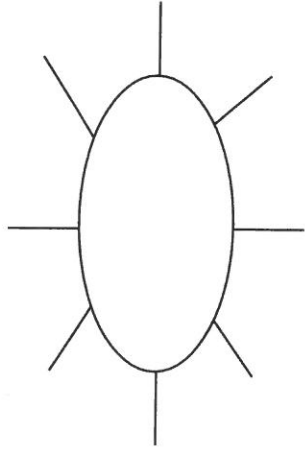
3 Syllables

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. _____

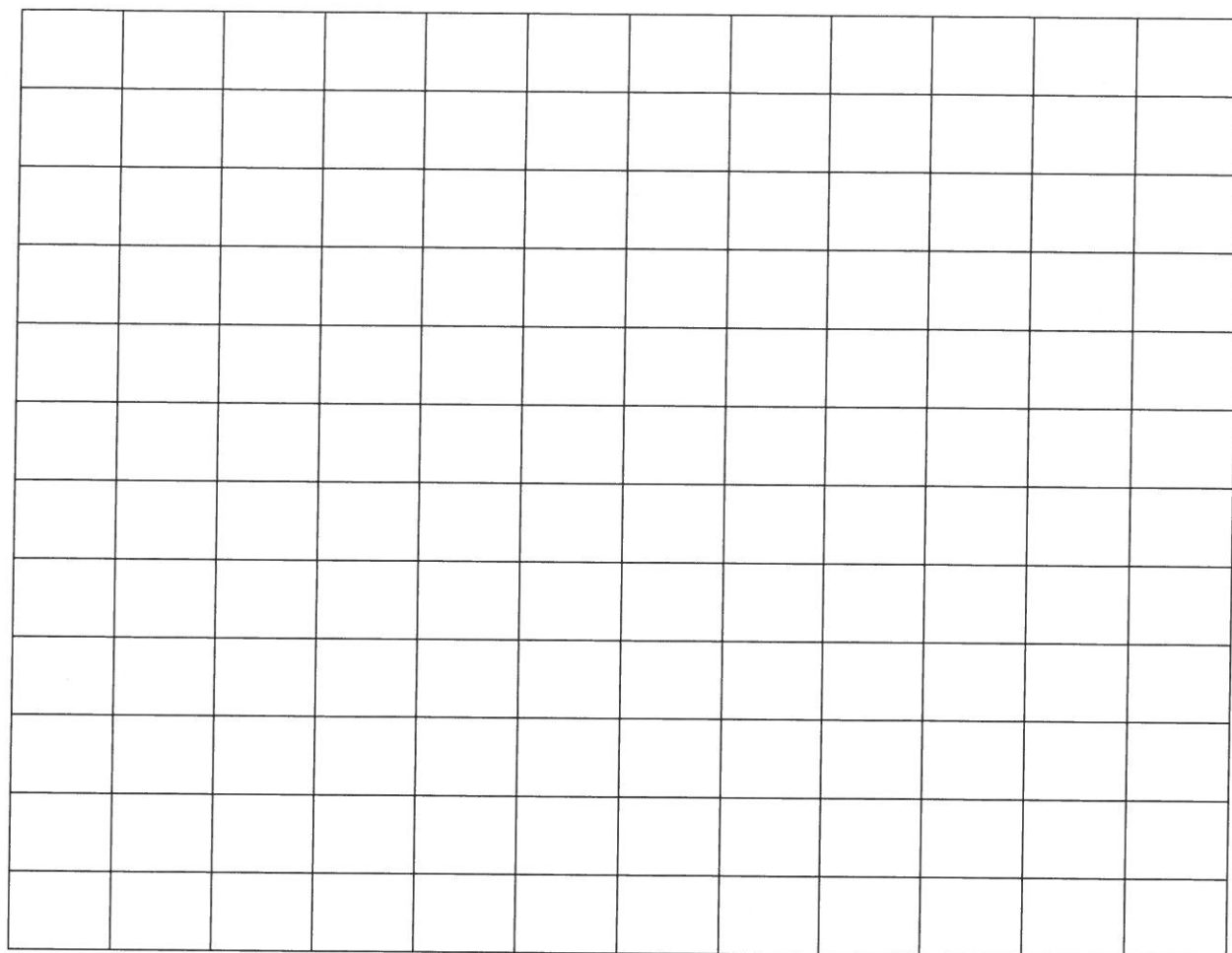
6. _____

7. _____

8. _____

9. _____

10. _____



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

dog cat bird
fish blue green

Bob's Pets

Bob has a dog.

The dog has a red ball.

Bob has a cat.

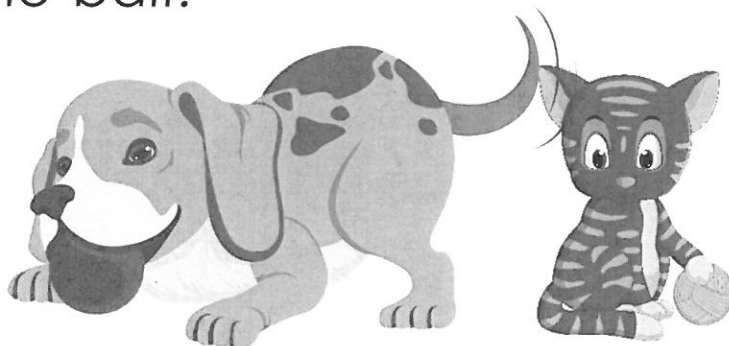
The cat has a blue ball.

Bob has a bird.

The bird has a green ball!

Bob has a fish.

The fish has no ball.



Bob's Pets (exercises)

1. Answer each question.

a. Who has a red ball?

_____.

b. Who has a blue ball?

_____.

c. Who has a green ball?

_____.

2. Answer each question.

a. How many pets does Bob have?

_____.

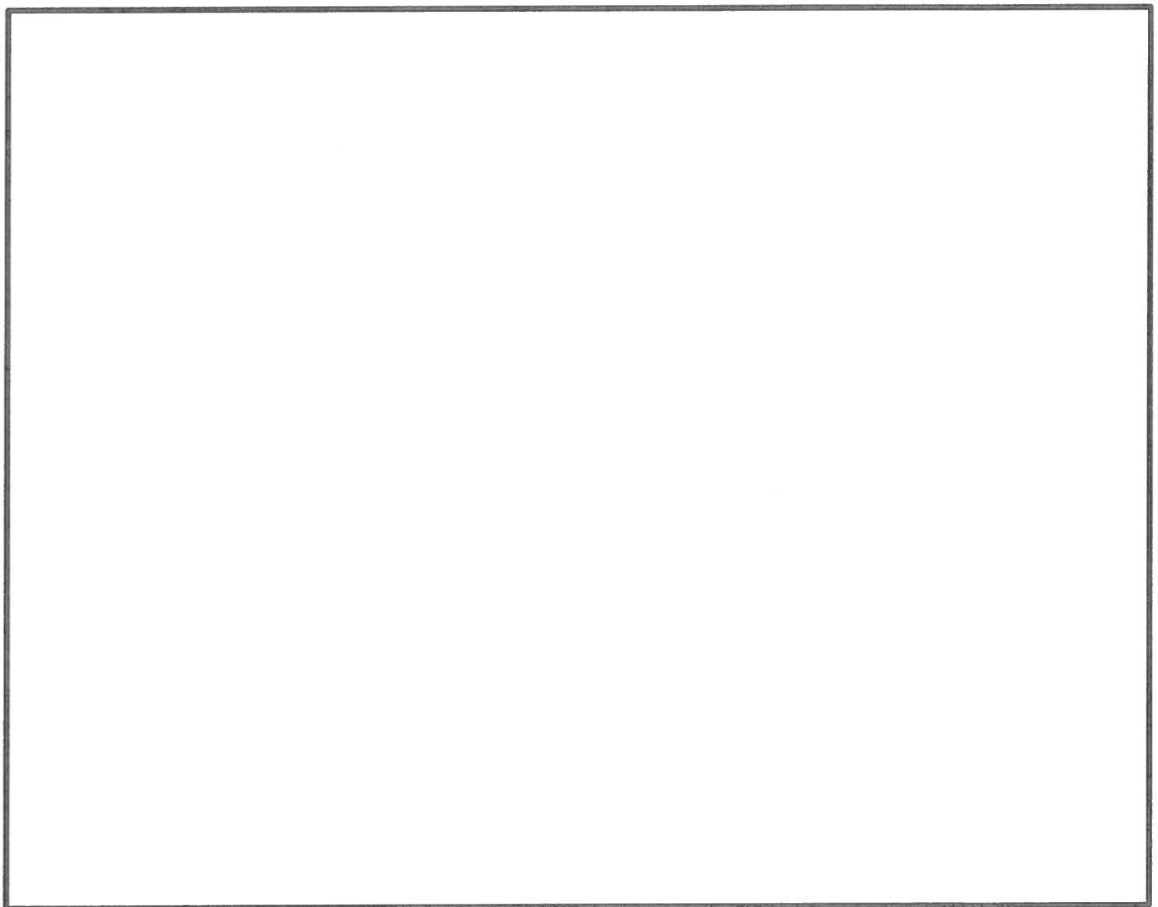
b. Which pet is the biggest?

_____.

c. Which pet is the smallest?

_____.

3. Draw the pet with no ball.



Kindergarten Reading Comprehension Worksheet

Read the short story. Then answer each question.

Baseball

Tim went to the park with his brother. They brought baseballs and gloves. They played catch for two hours. It started to get very hot out, so they went home for some lemonade. They had a great day.



Questions:

Circle the correct answers:

1. What did Tim do with his brother?
 - a. Go to school
 - b. Go to the park
2. What did they take with them?
 - a. Baseballs and gloves
 - b. Books and pencils
3. Why did they go home?
 - a. It was getting dark
 - b. It was getting hot

Finding Adjectives

1. The cat is pretty.
2. I have long legs.
3. She found a shiny shell.
4. The happy penguin looked up.
5. The big elephant drank water.
6. The dog had fluffy fur.

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



Now, choose three of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

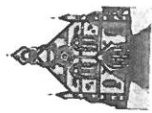
Example: The cat is beautiful.

Noun Hunt

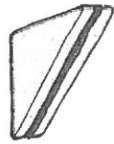
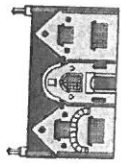
Look around and write down all the nouns you can find.
Make sure you write them in the correct column!



People



Places



Things



My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

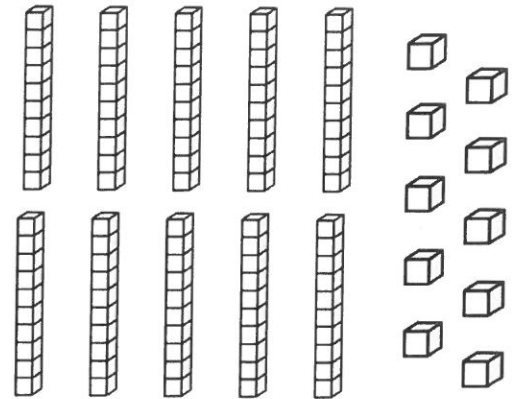
Draw your favourite scene from the book.

A large, empty rectangular box with a black border, intended for a child to draw their favourite scene from the book.

NUMBER of the DAY

___ Tens + ___ Ones

What my number looks like using base 10 materials:



One less:

One more:

My number is:

14

+10	-10

ORDINAL Number:

0

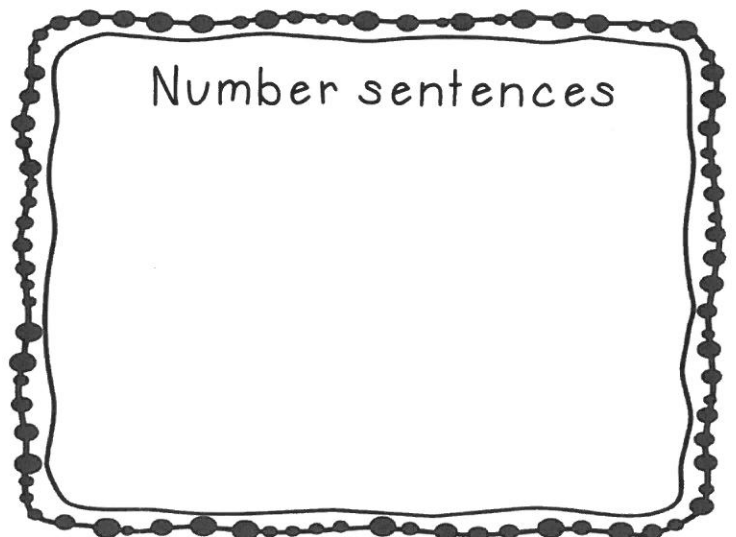
Where is it on a number line?

100






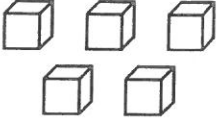
My number in:
WORDS:

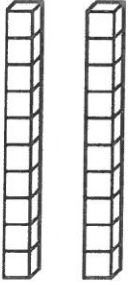

Number sentences

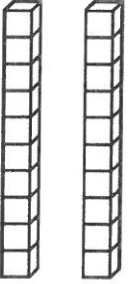
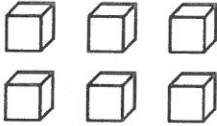


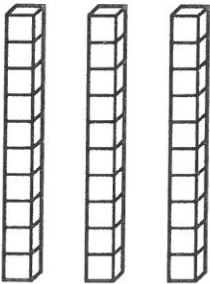

How Many Tens and Ones?

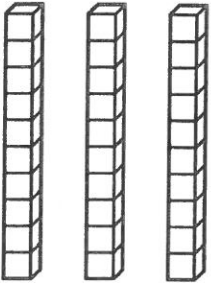
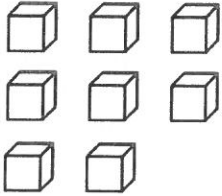
	
tens	ones

	
tens	ones

	
tens	ones

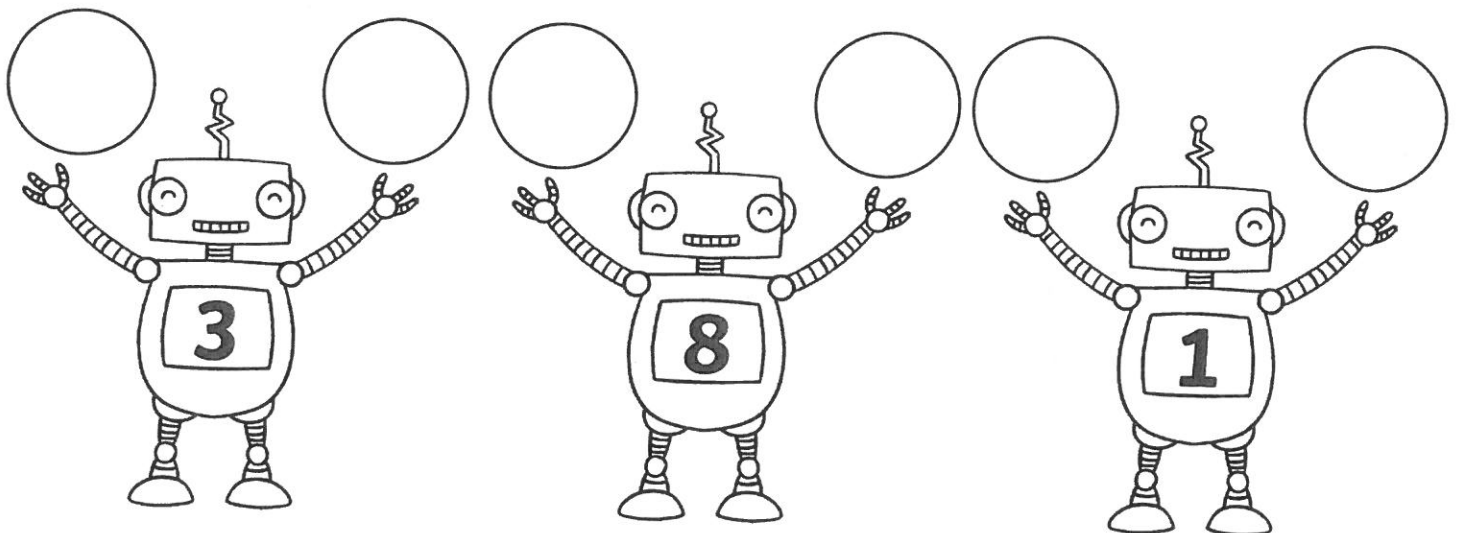
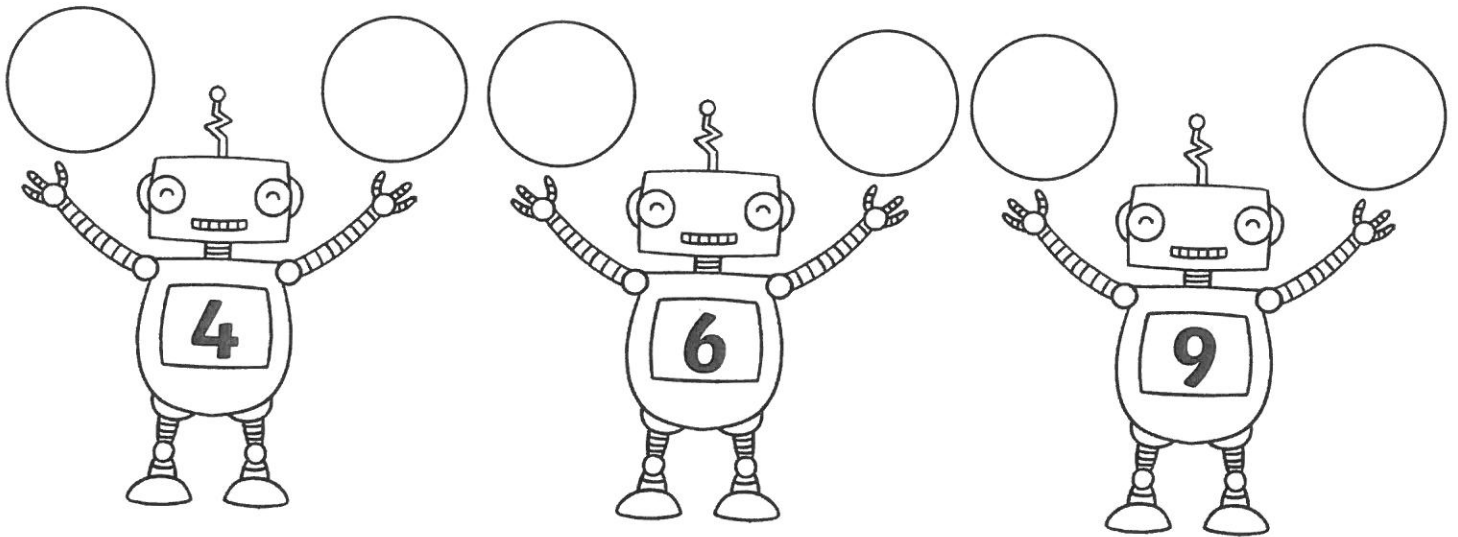
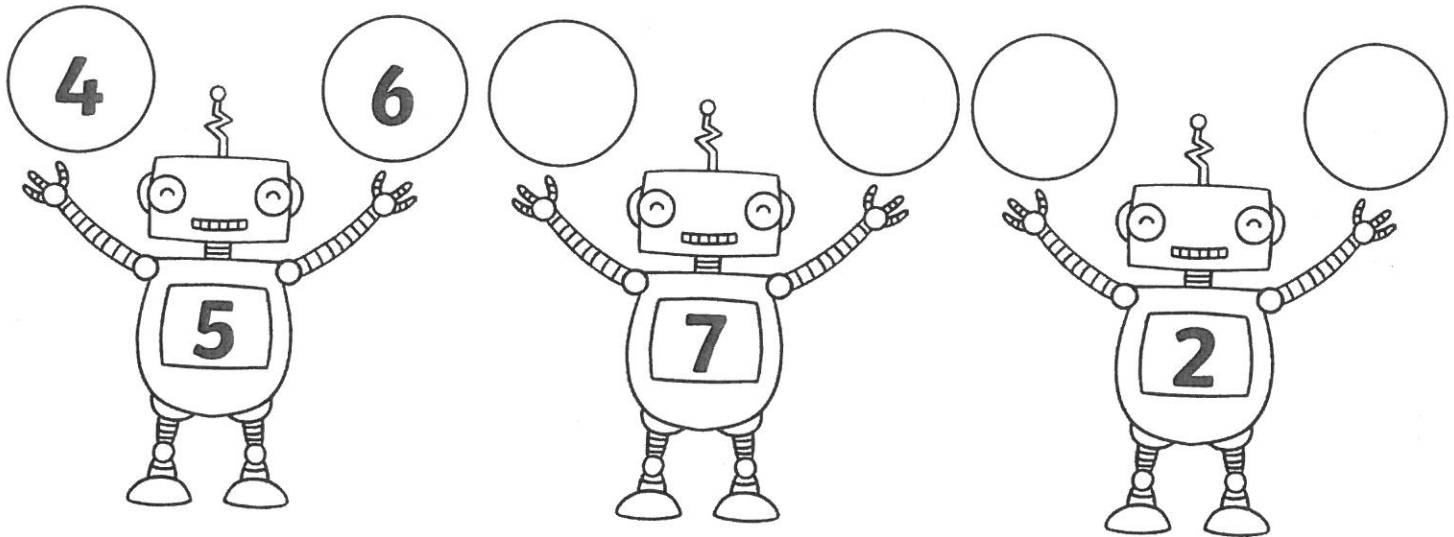
	
tens	ones

	
tens	ones

	
tens	ones

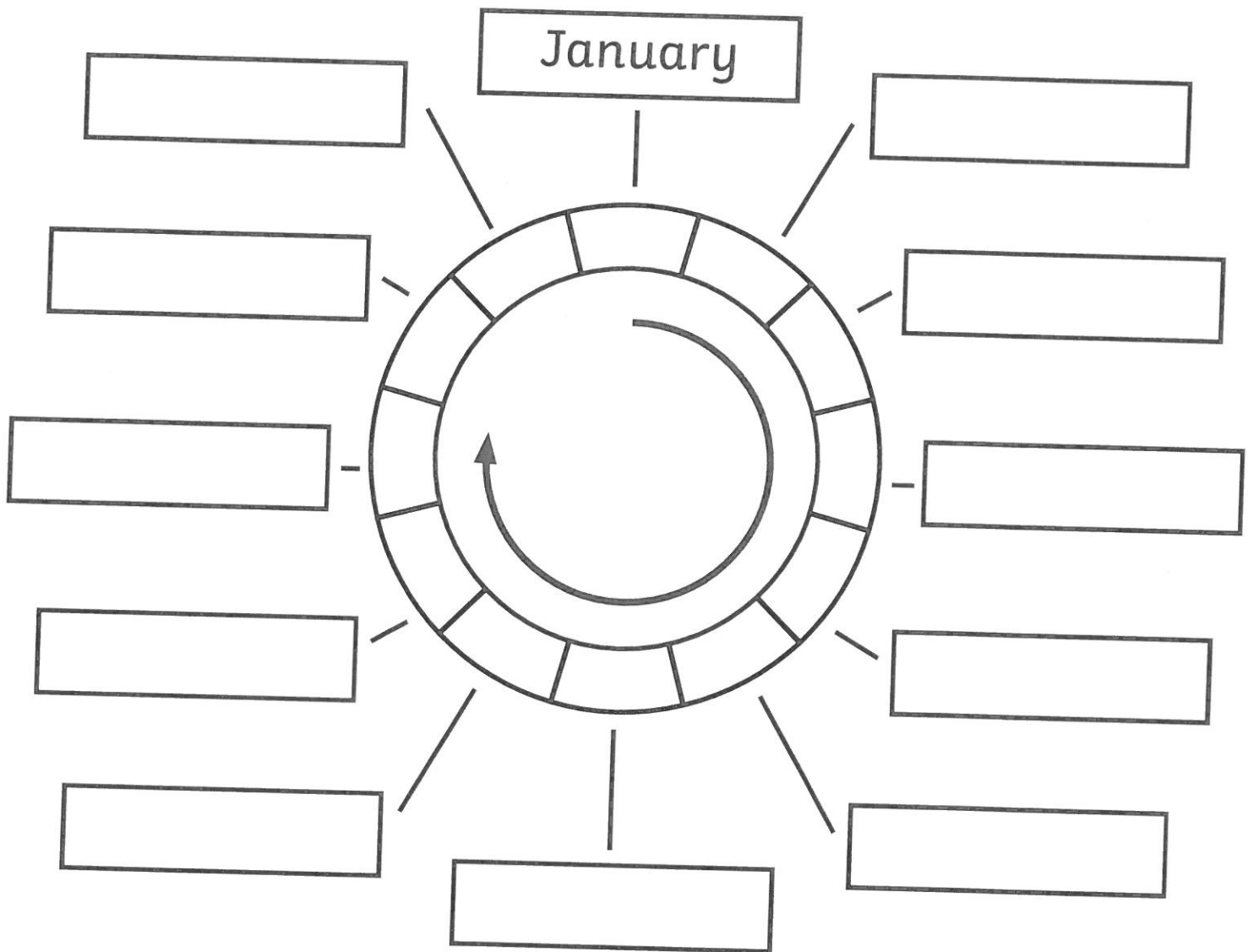
1 Less 1 More

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



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.



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September	May	July
March	December	October
June	August	February
November	April	

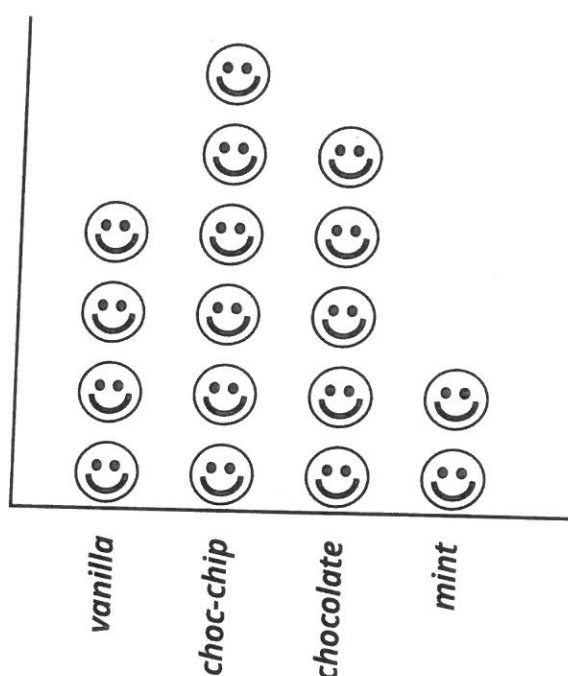
Name _____

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? _____





Who? _____

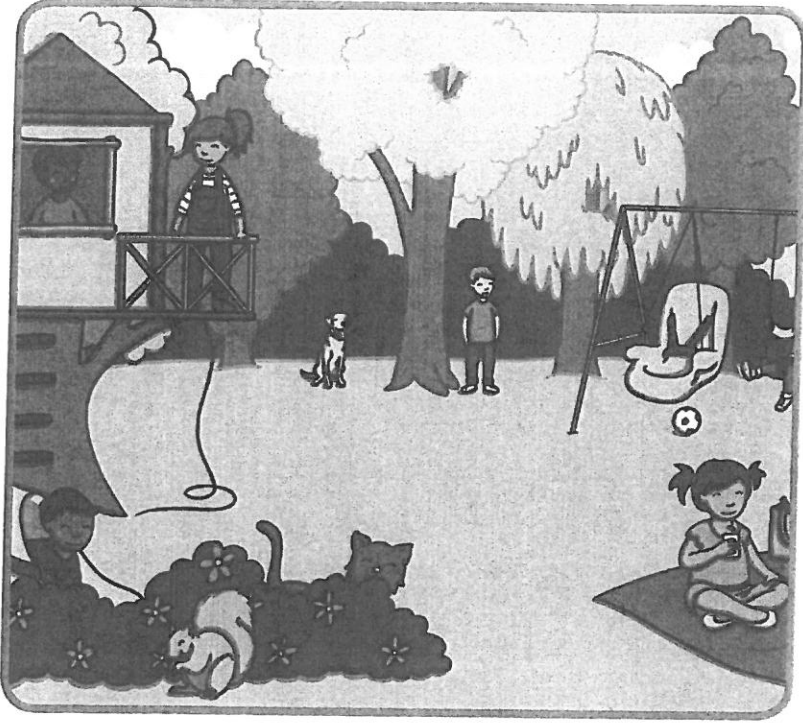
Where? _____

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 is no handwriting or other markings on the paper.

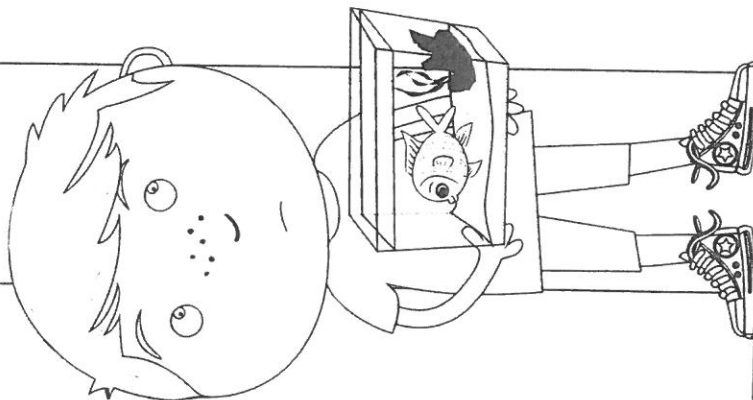
Name _____

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.

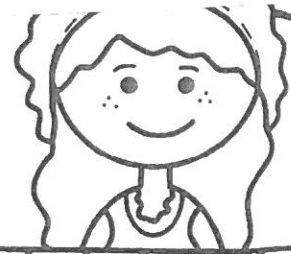
You cannot play with a
fish outside.

Fish do not need to be taken
for a walk.

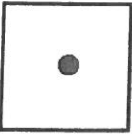
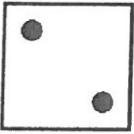
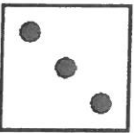
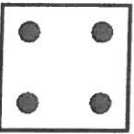
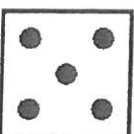
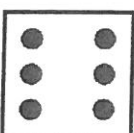
Fish cannot be trained to
do tricks.

Fish are reasonably cheap to
buy and care for.

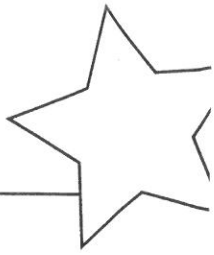
Roll-A-Story



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

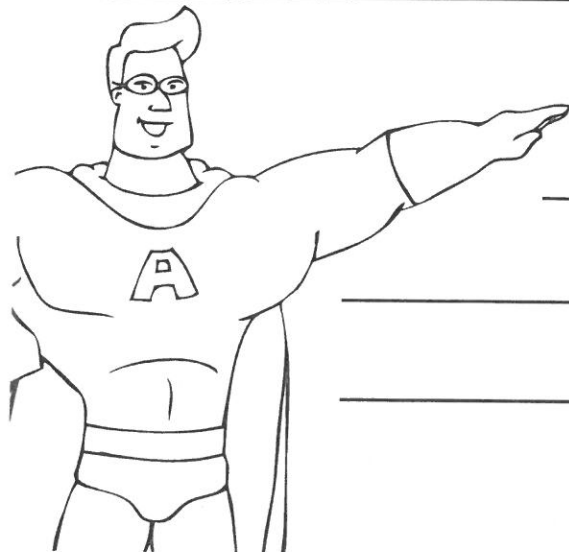
Roll	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In a haunted castle	Turns into a frog...
	A crazy wizard	In a magical forest	Finds a talking horse...
	A friendly dinosaur	On a huge ship	Falls into the ocean...
	A big, bad wolf	In a small cottage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





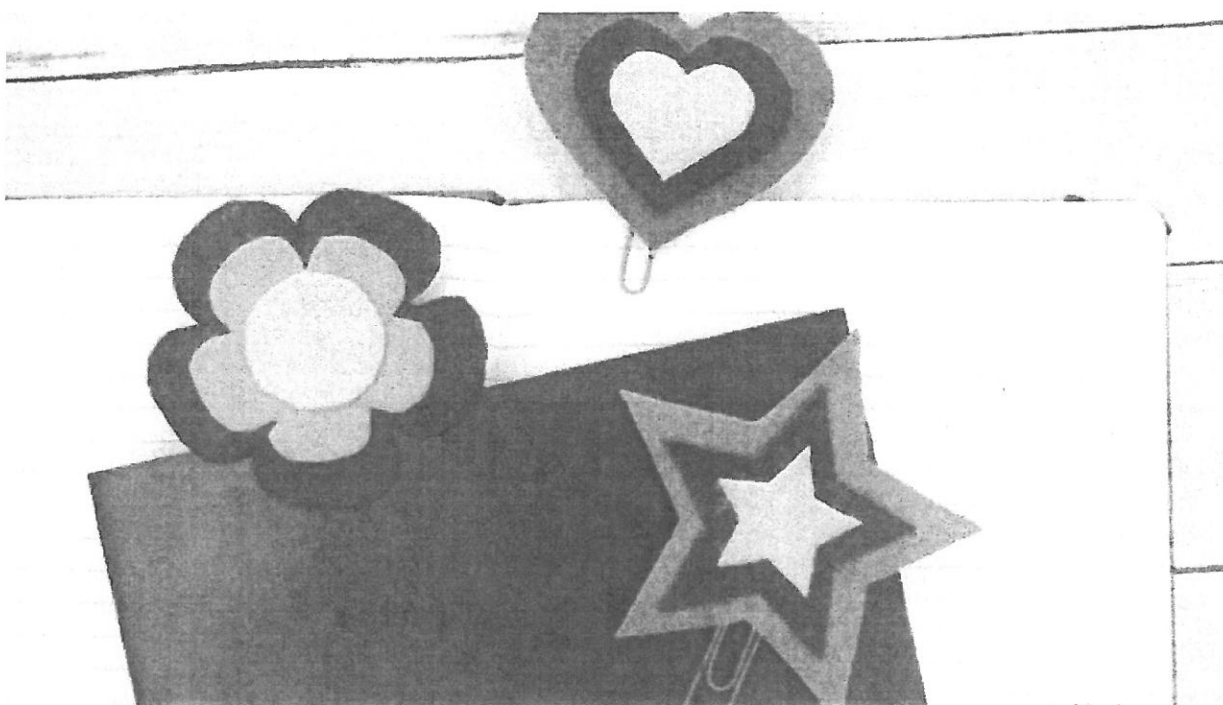
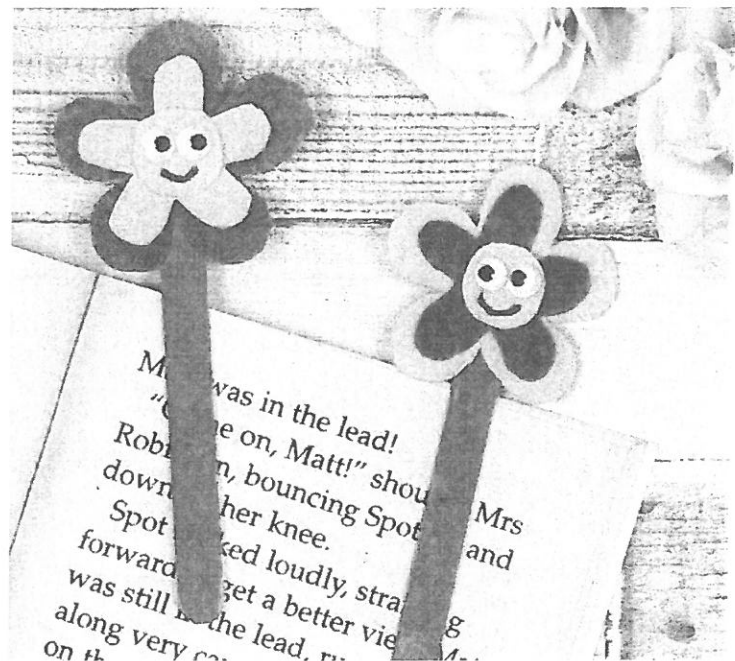
A large rectangular box with rounded corners, intended for a drawing or illustration.

Four horizontal lines for writing.

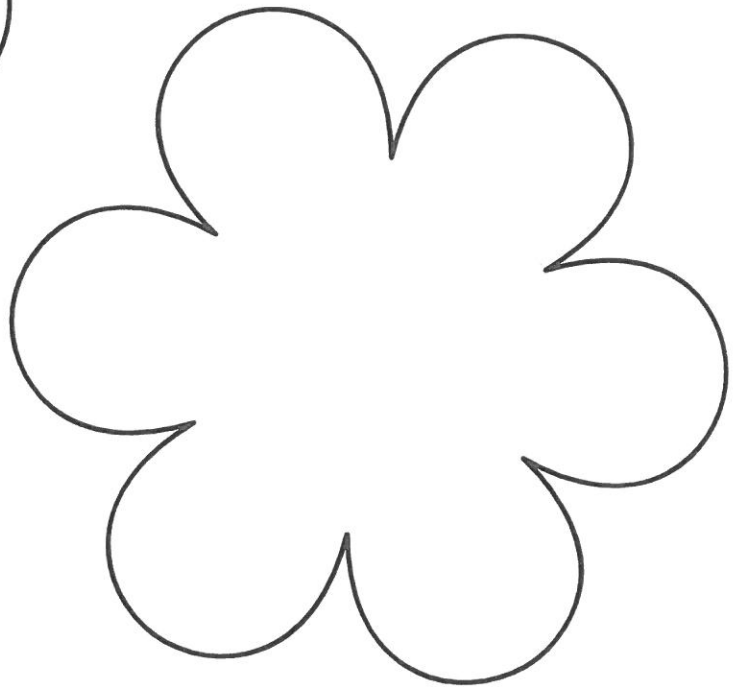
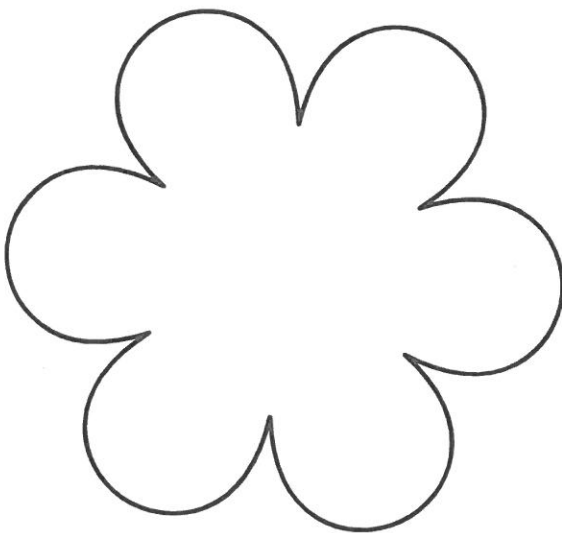
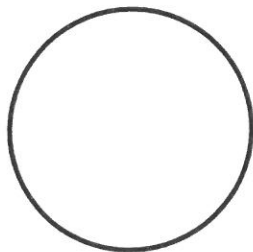
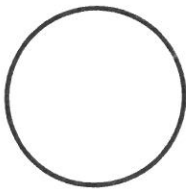
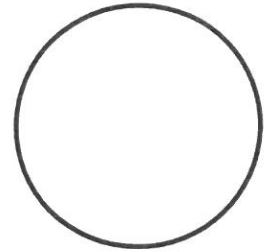
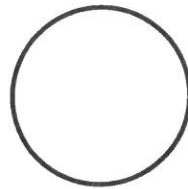
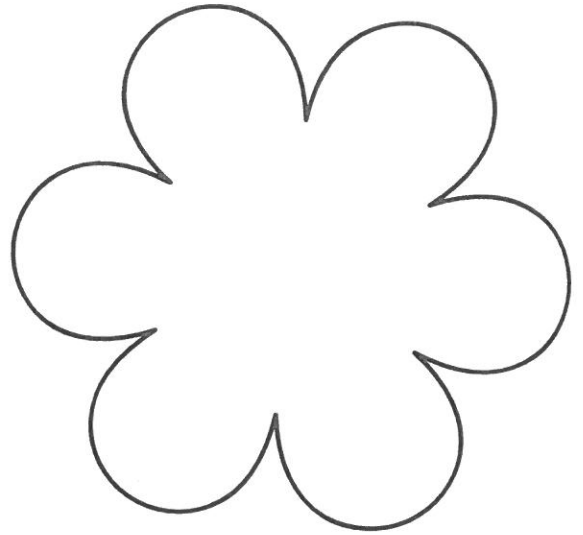
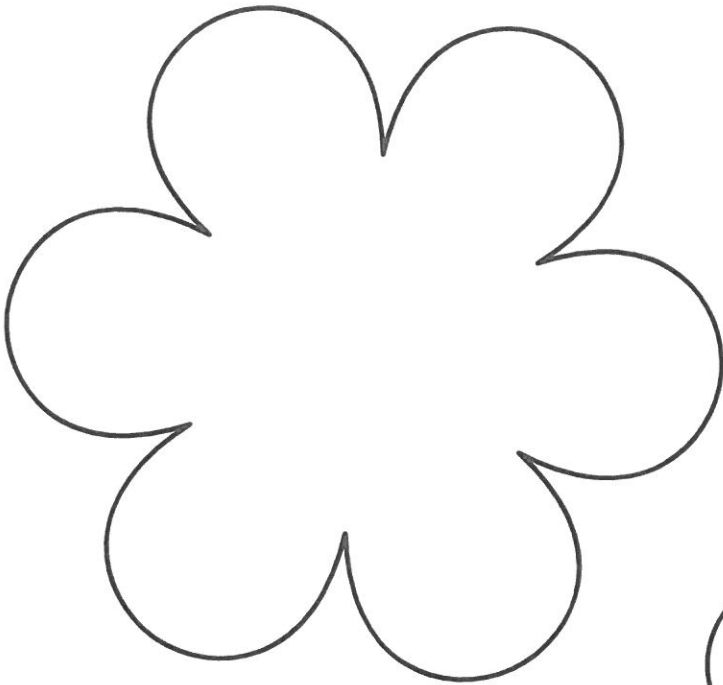


Four horizontal lines for writing, positioned to the right of the superhero character.

Art Week 1



Flower Shapes
(Set 2)



Music



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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 _____

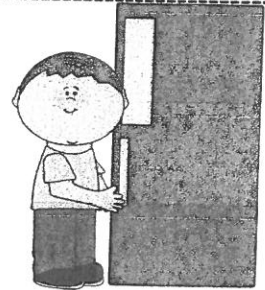
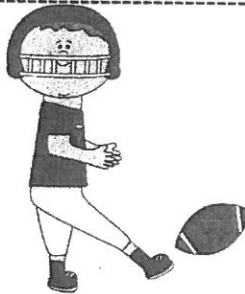
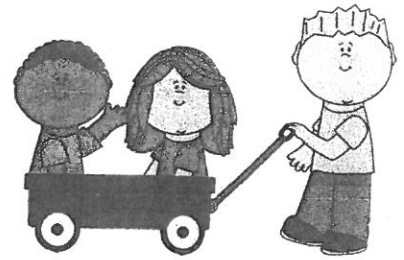
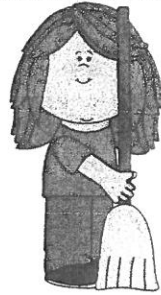
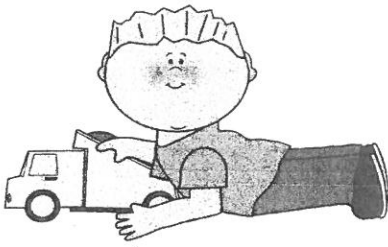
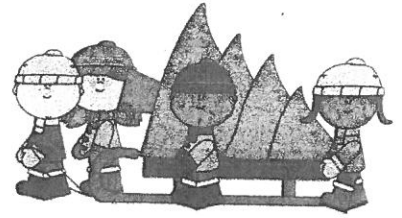
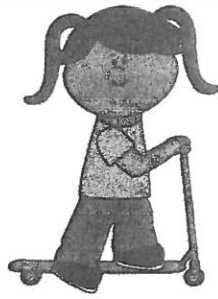
Push or Pull

Sort the pictures into the correct group.

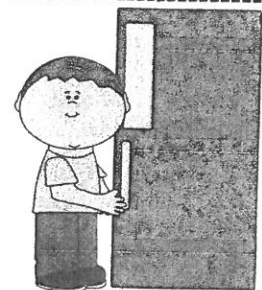
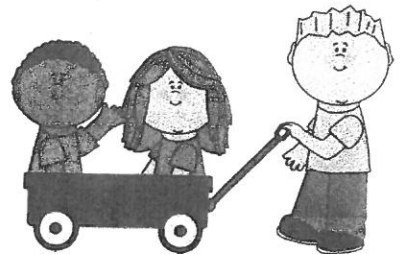
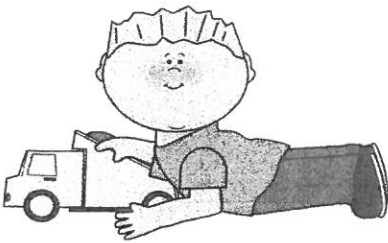
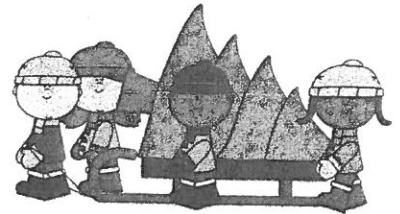
push

pull

push and pull



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

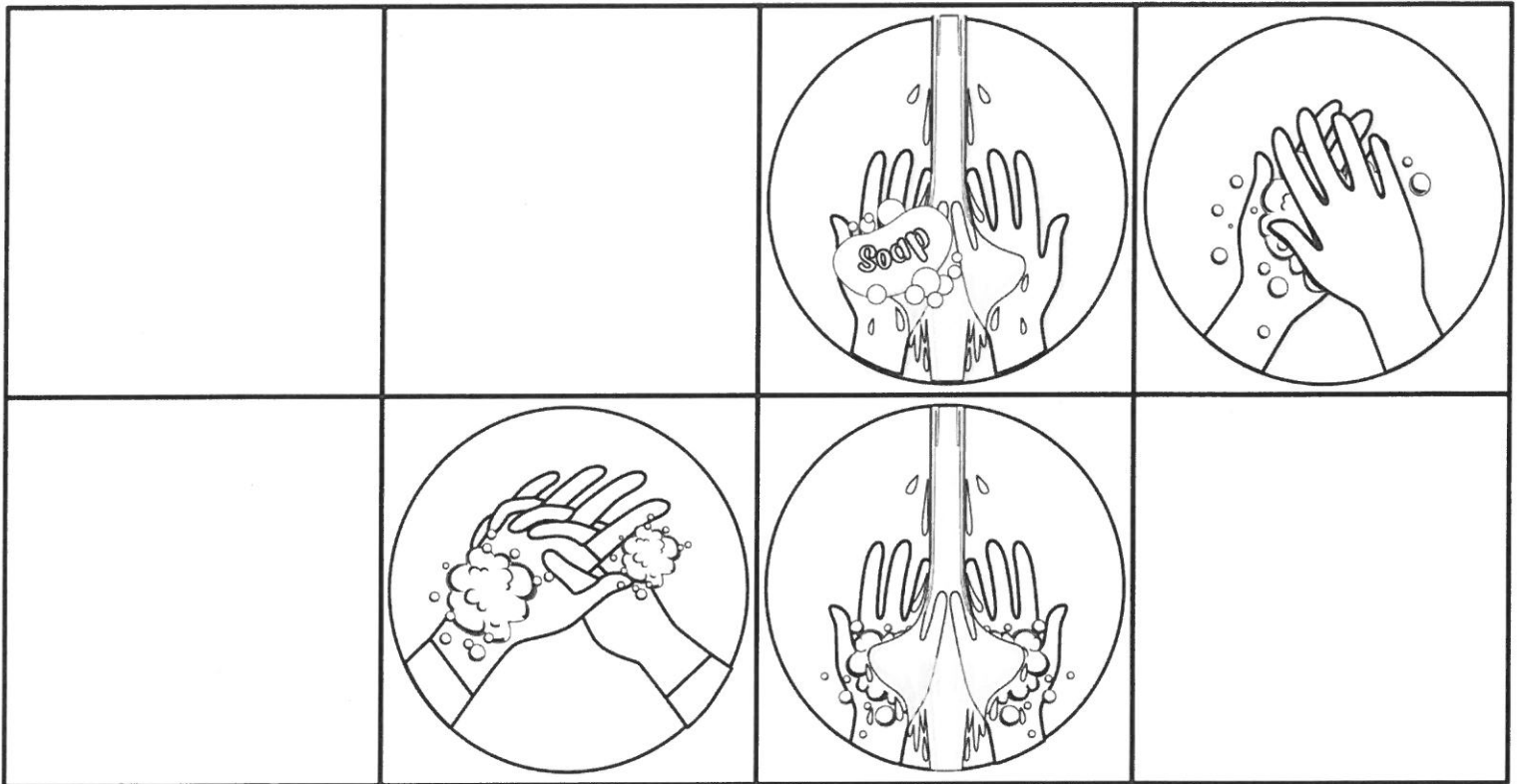




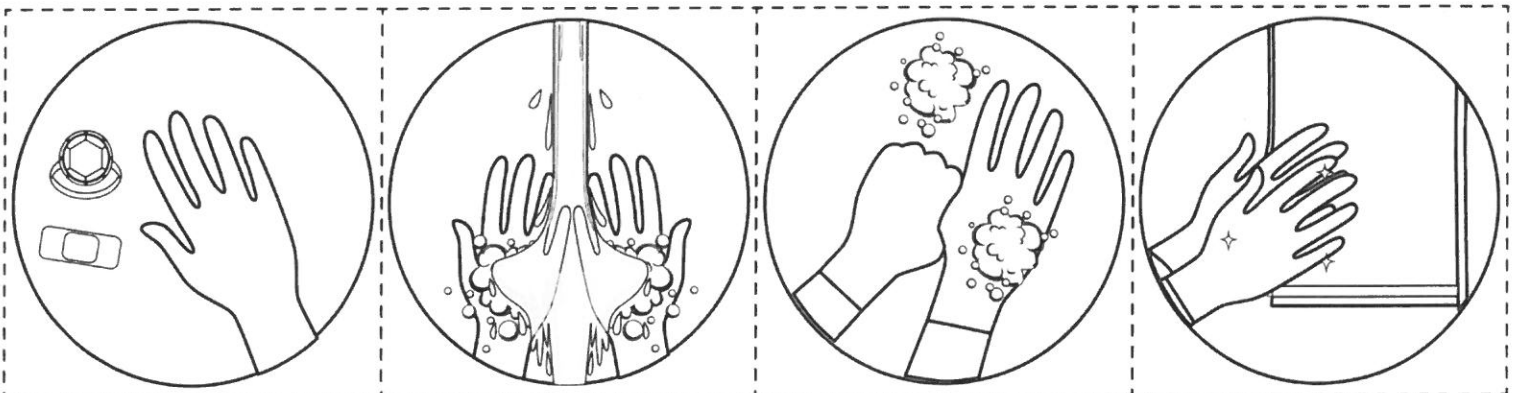
Hand Washing Procedure

Name: _____

Colour, cut and glue the image in the box.



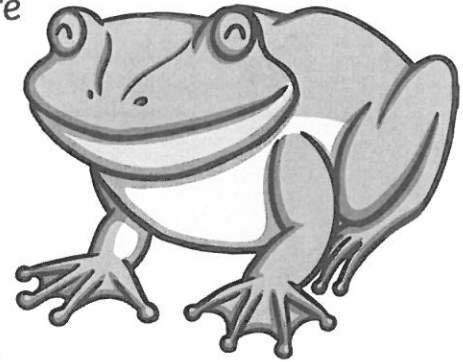
Teach **THIS**



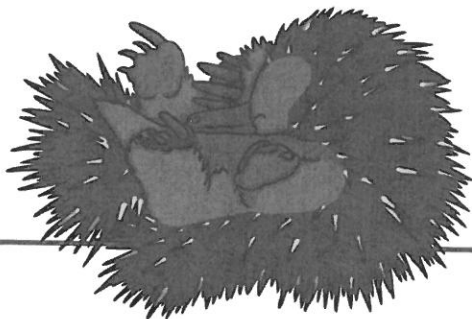
Tiddalick the Frog

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.

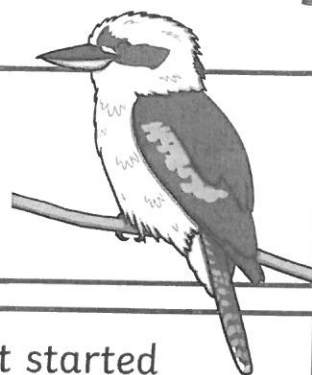


When all the other animals came to the billabong for a drink, they discovered that there wasn't any water left. They were so hot and thirsty too. They knew that it was the greedy frog, Tiddalick, who had drank all the water. They became very angry at him. The animals knew that they had to get the water 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.

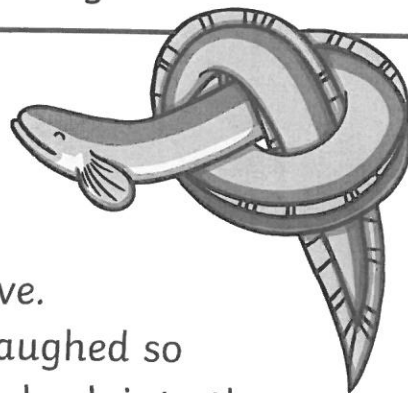
Next, the kookaburra, who was perched high up in the gum tree, pretended to fall out. Tiddalick still didn't laugh.



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

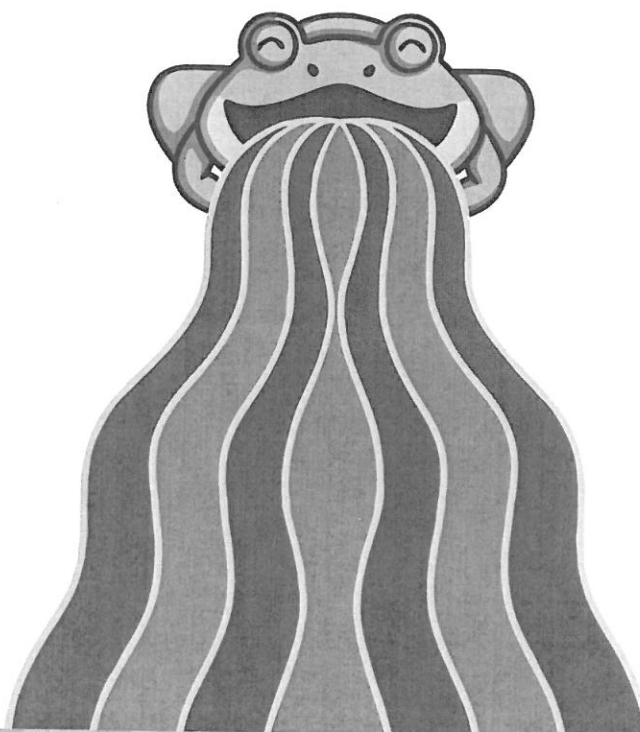
The animals were so confused that they didn't know what to do. They were still very thirsty.

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

Spelling and Handwriting

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

that

that that that that

with

all

we

can

are

up

had

my

her

Did I write on the line?

y ☐ n ☐

Did I leave finger spaces between words?

y ☐ n ☐

Did I write my neatest?

y ☐ n ☐

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

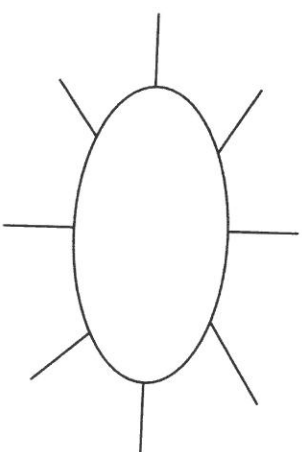
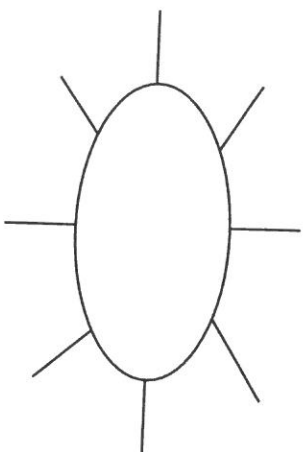
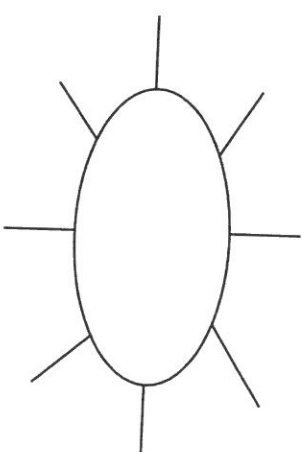
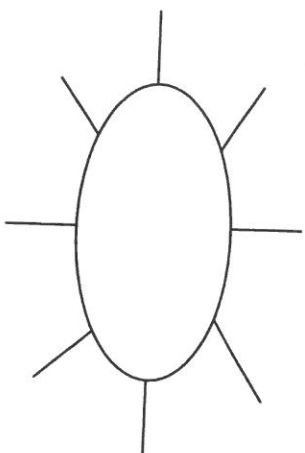
3 Syllables

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.

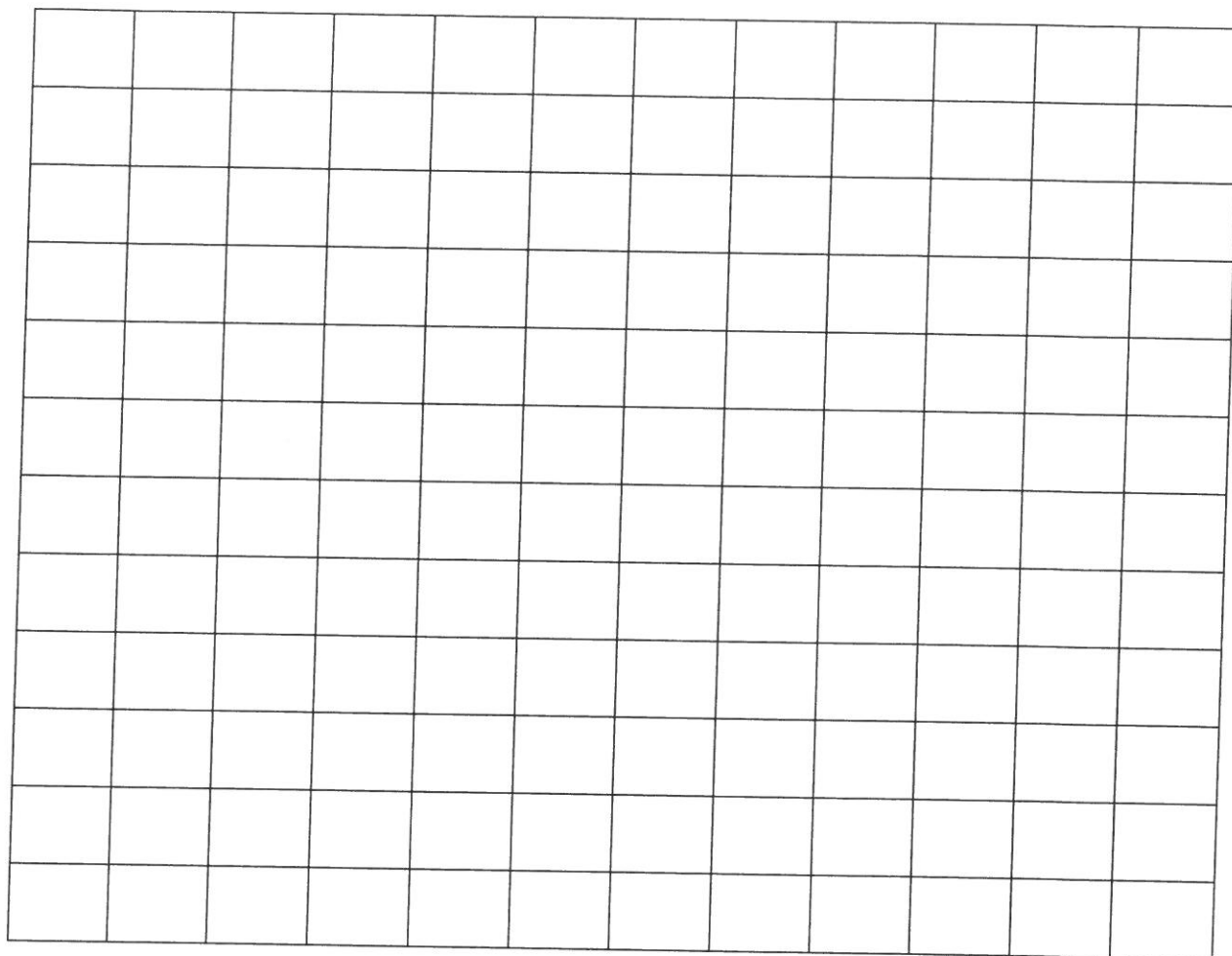
4

5.

6

3.

9.



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

clouds fluffy white
bunny truck look

The Clouds

The clouds are in the sky.

They are fluffy.

They are white.

I look at the clouds.

That one looks like a bunny!

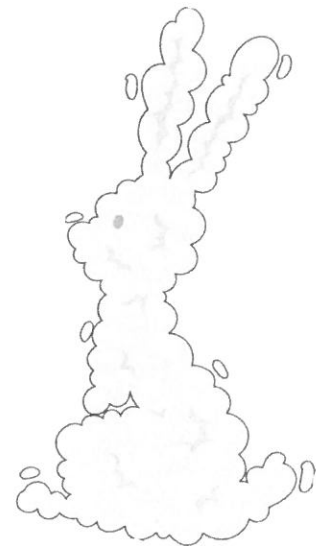
That one looks like a truck!

That one looks like a big doll!

Look at the fluffy clouds.

What do you see?

They are fun to look at!



The Clouds (exercises)

1. Put the words in order to make each sentence.

you / do / see / What

_____?

the / clouds / fluffy / at / Look

_____.

The / sky / in / are / clouds / the

_____.

2. Answer each question to complete the sentences.

What is in the sky?

There are _____ in the sky.

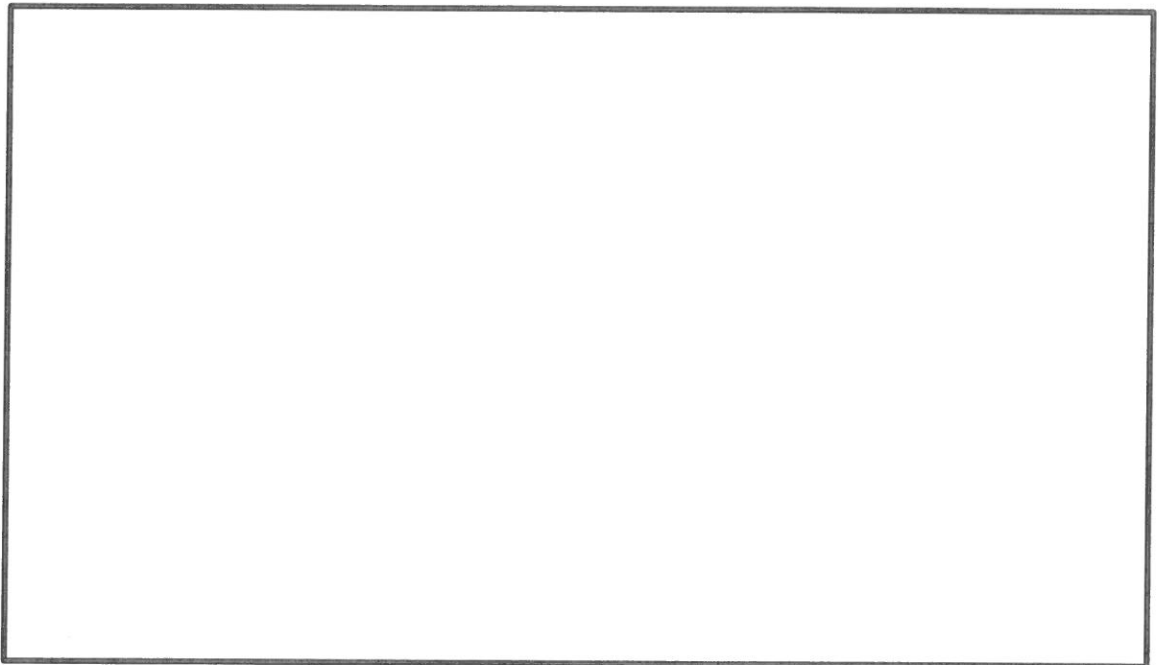
What color are they?

The clouds are _____.

What do the clouds in the story look like?

They look like a _____ and a
_____.

- 3. Draw a picture of a cloud from the story and label it.**

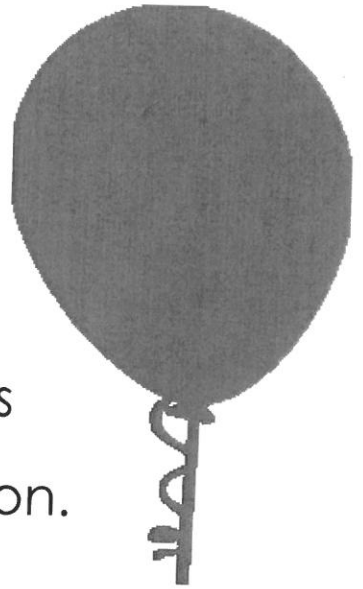


Kindergarten Reading Comprehension Worksheet

Read the short story. Then answer each question.

A Birthday Party

Lisa went to a birthday party on Saturday. There were many girls there. They played a lot of great games at the party. Then they had dessert. All of the girls got balloons as party favors. Lisa loved her red balloon.



Questions:

Circle the correct answers:

1. Lisa went to a (*slumber* / *birthday*) party on Saturday.
2. There were many (*girls* / *boys*) there.
3. They played a lot of great (*movies* / *games*) at the party.
4. Then they had (*dessert* / *lunch*).
5. All of the girls got (*balls* / *balloons*) as party favors.



Using verbs

Grade 1 Verbs Worksheet

Verbs are
"doing"
words.

Circle the verbs.

walk	kitten	say	eat	water
fly	book	stop	paper	mouse
writes	sang	stood	blanket	pig

.....

Complete the sentences using the verbs from above.

1. I _____ an apple every day.
2. Let's _____ for some ice cream.
3. We _____ still for our picture.
4. Tim _____ letters to his cousin.
5. We _____ to the playground after school.
6. The singer _____ a sad song.

Verb Hunt

An verb is an action,
thinking or saying word.

Find the verbs and write them on the lines below.

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

stand

fall

take

swim

laugh

have

drink

climb

cry

smile

give

think

play

hear

wonder

My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

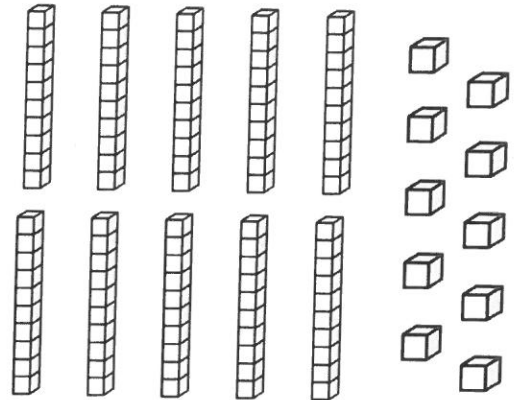
Draw your favourite scene from the book.

A large, empty rectangular box with a black border, intended for a child to draw their favourite scene from the book.

NUMBER of the DAY

___ Tens + ___ Ones

What my number looks like using base 10 materials:



One less:

One more:

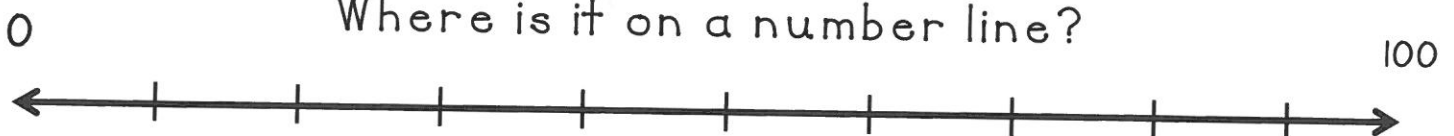
My number is:

35

+10	-10

ORDINAL Number:

Where is it on a number line?



My number in:
WORDS:

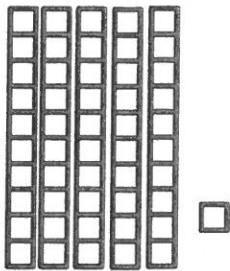
Number sentences

Place Value



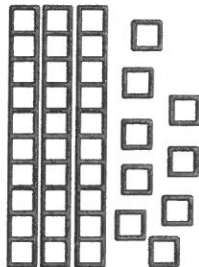
Name: Date:

Write how many groups of tens and ones there are.



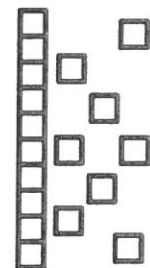
_____ tens _____ ones

_____ + _____ = _____



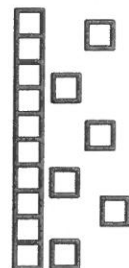
_____ tens _____ ones

_____ + _____ = _____



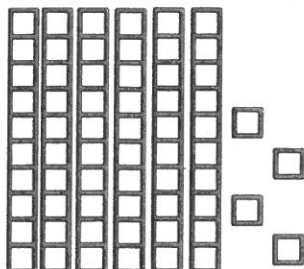
_____ tens _____ ones

_____ + _____ = _____



_____ tens _____ ones

_____ + _____ = _____



_____ tens _____ ones

_____ + _____ = _____

Missing Numbers

Write down each missing number.

Row 1: [empty], 2, [empty], 5, [empty], 6, [empty], 8, [empty], [empty]

Row 2: [empty], 12, [empty], 14, 15, [empty], 17, 18, [empty], [empty]

Row 3: [empty], 22, [empty], 24, 25, [empty], [empty], 28, [empty], [empty]

Row 4: 31, [empty], 33, [empty], 35, [empty], [empty], 36, 38, 40

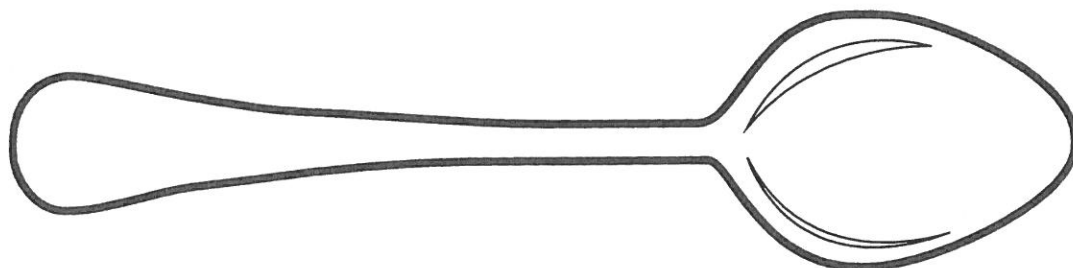
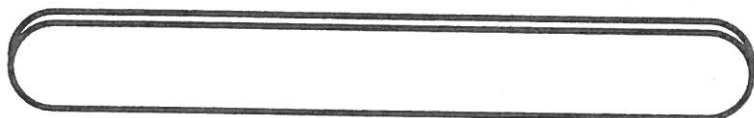
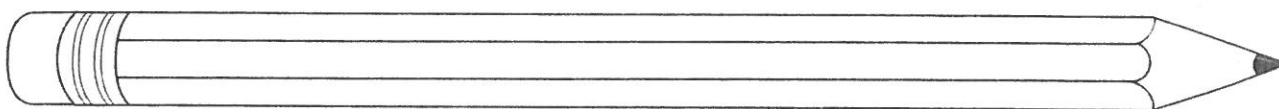
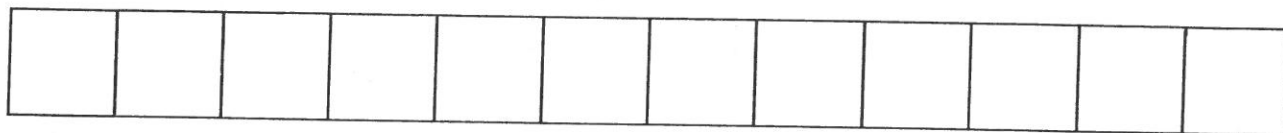
Row 5: 41, 42, [empty], [empty], 45, [empty], 47, [empty], 49, [empty]

Name _____

Date _____

Length - Informal Units

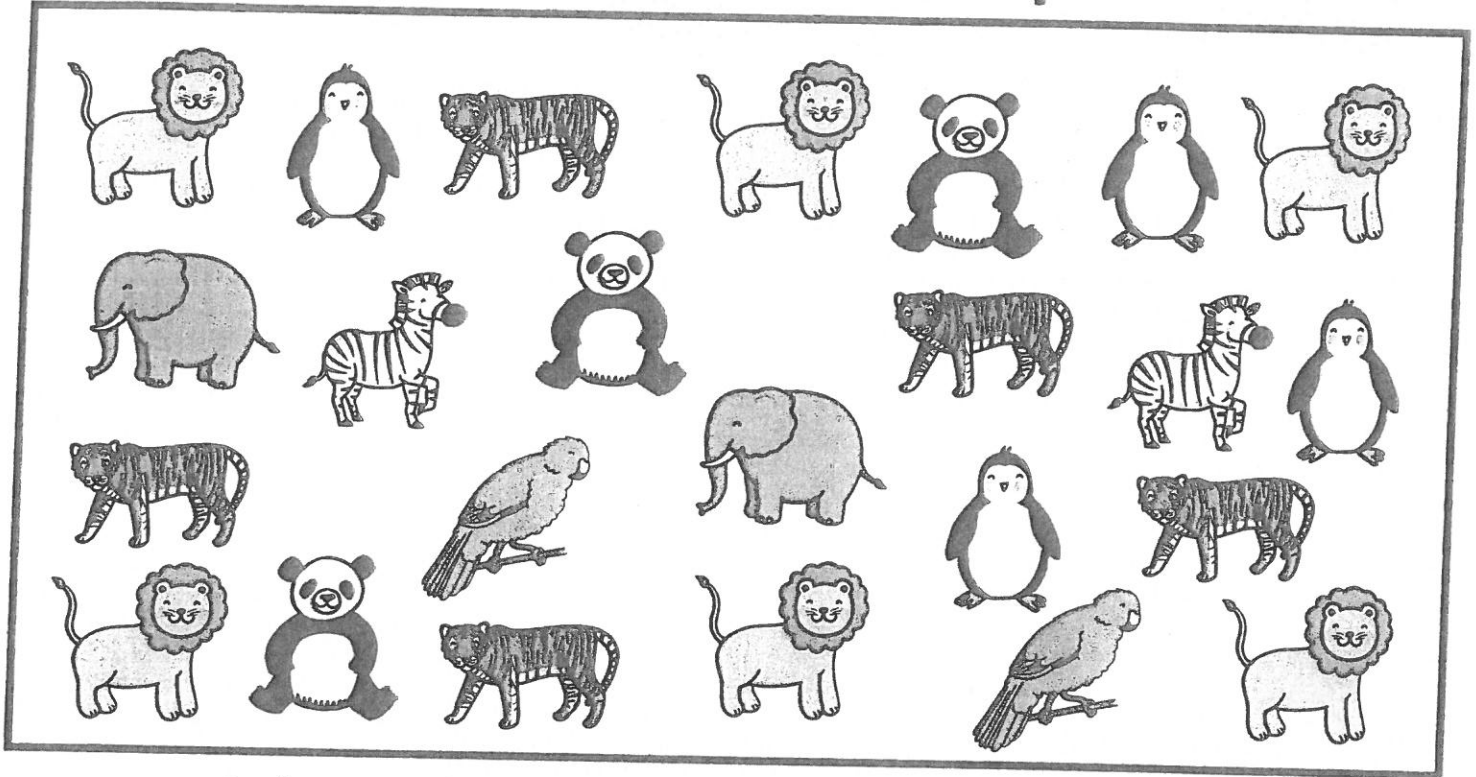
- ① Use the squares to measure the length of the objects.



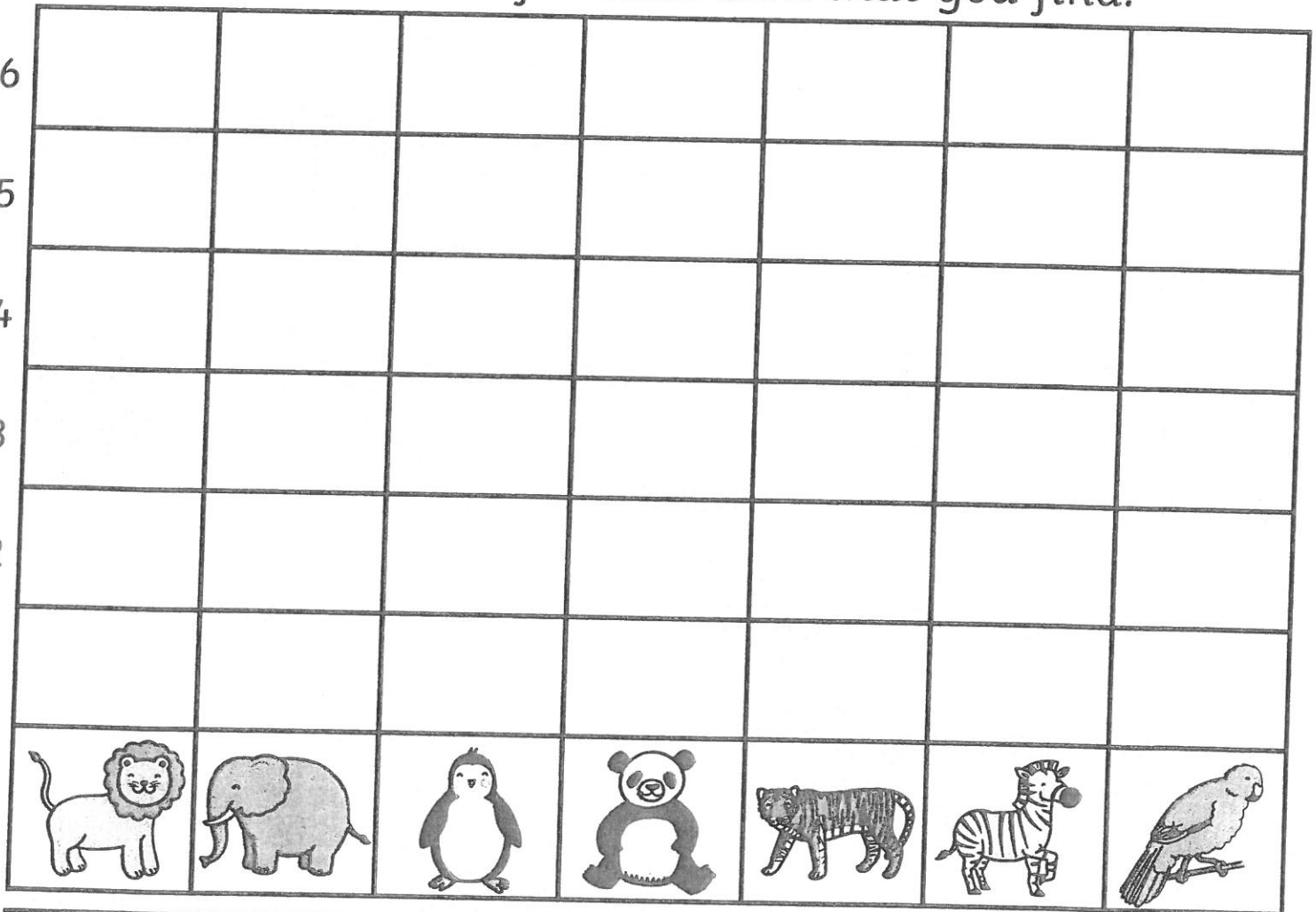
Item	Length
pencil	_____ squares
pop stick	_____ squares
spoon	_____ squares

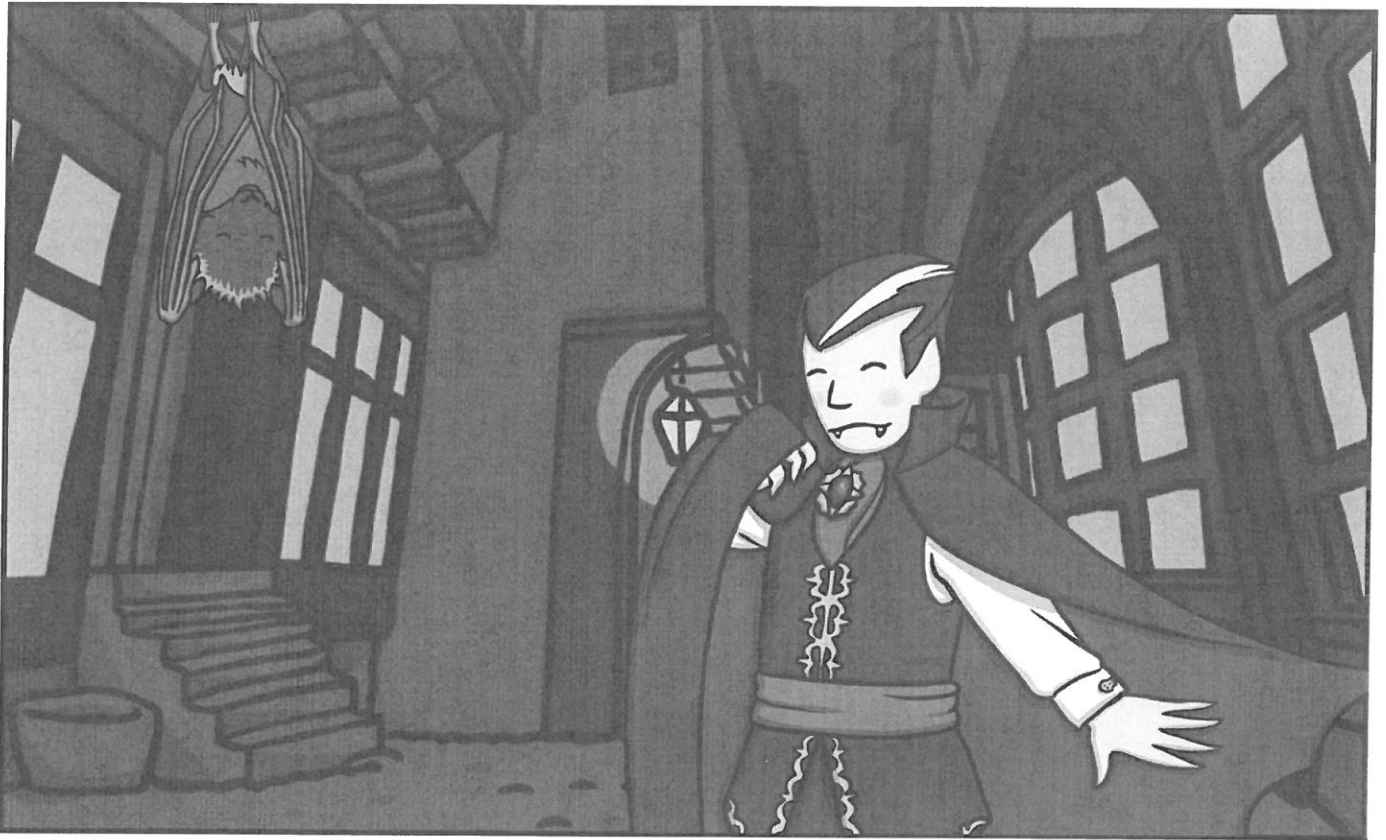
- ② Circle the longest item in green and the shortest item in red.
- ③ Put a 1 in the box next to the object that is the shortest. Then write a 2 beside the next shortest object. Keep going until all the objects are numbered.

Zoo Bar Graph



Colour a box for each item that you find.





Who? _____

Where? _____

What was the problem? _____

How was it solved? _____

End: _____



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 or a sheet of stationery. There is no handwriting or other markings on the page.

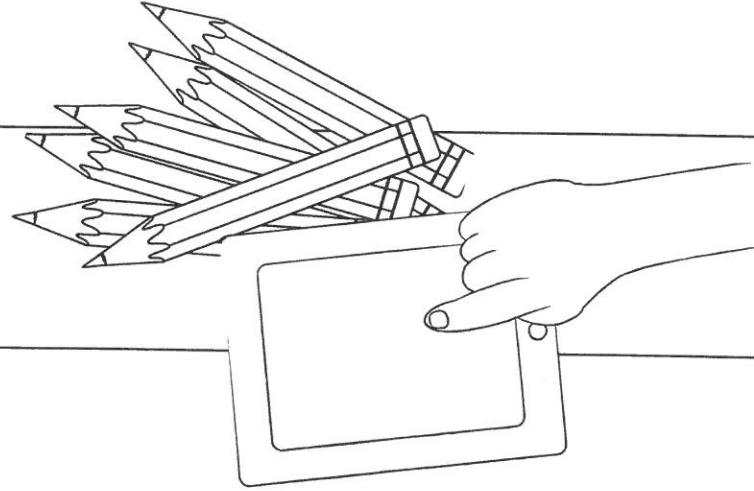
Name _____

Date _____

Tablets Should Replace Paper and Pencils in the Classroom

FOR

AGAINST



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.

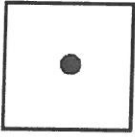
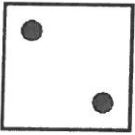
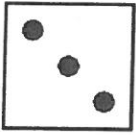
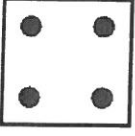
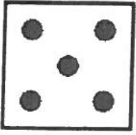
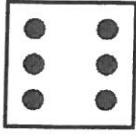
Tablets can be very expensive to
buy and fix.

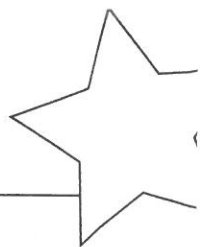
The technology in tablets can
be quickly outdated.

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

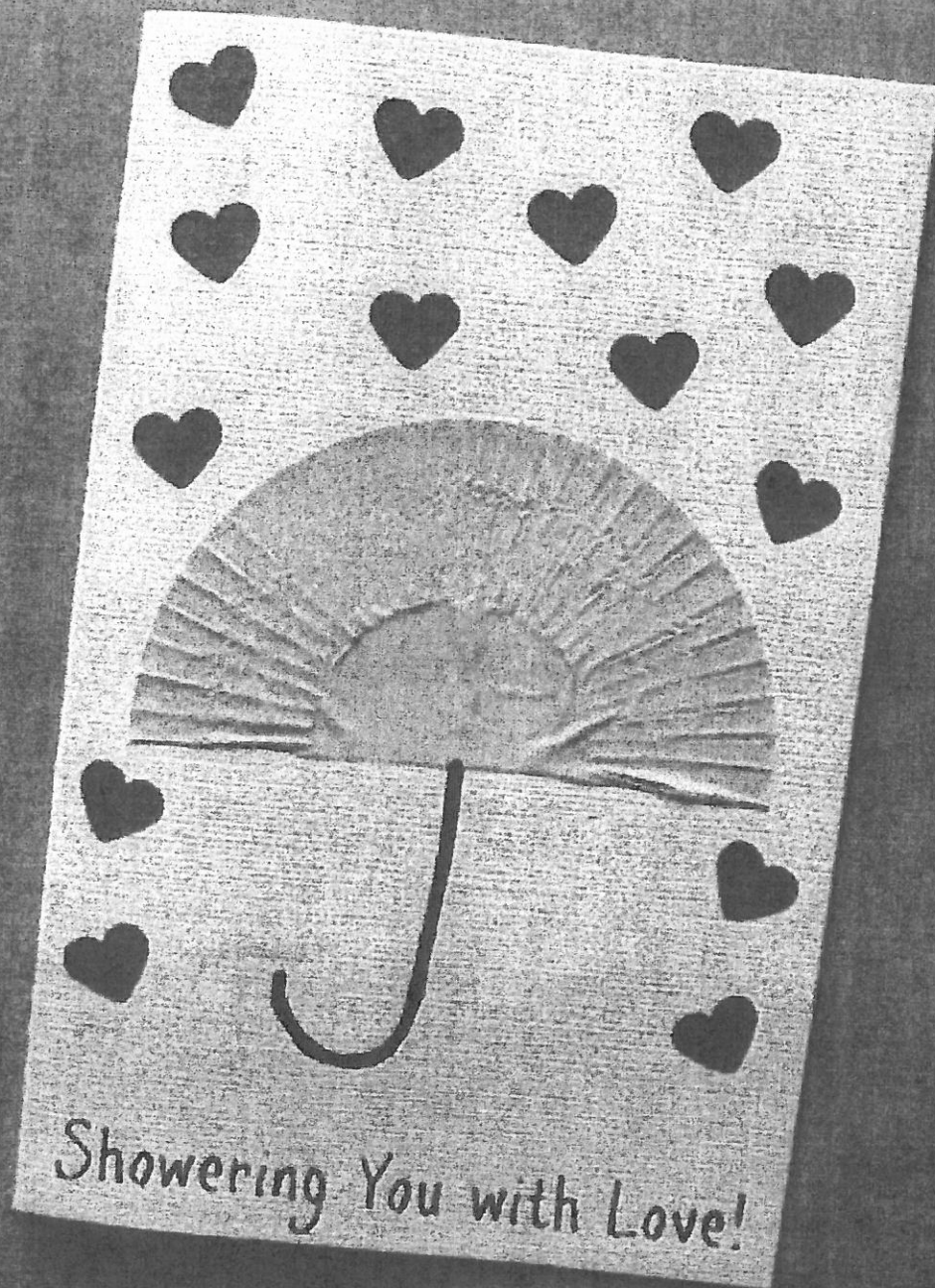
Roll	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In a haunted castle	Turns into a frog...
	A crazy wizard	In a magical forest	Finds a talking horse...
	A friendly dinosaur	On a huge ship	Falls into the ocean...
	A big, bad wolf	In a small cottage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



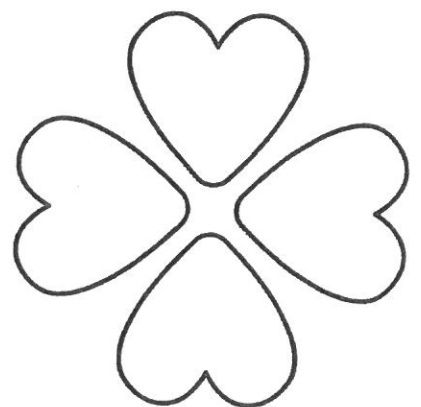
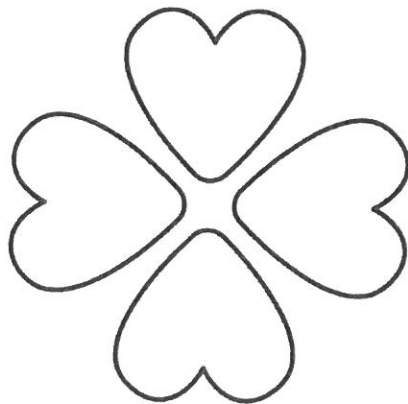
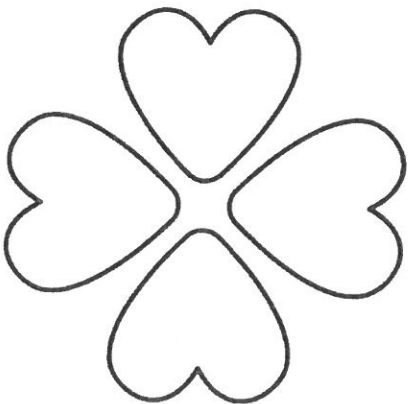
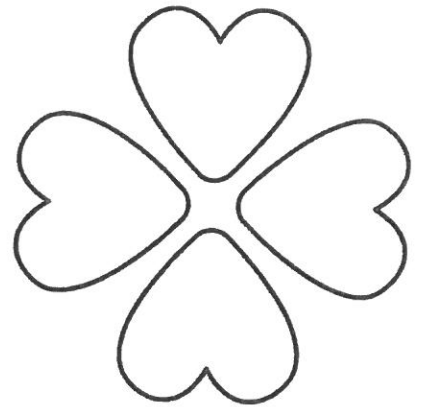
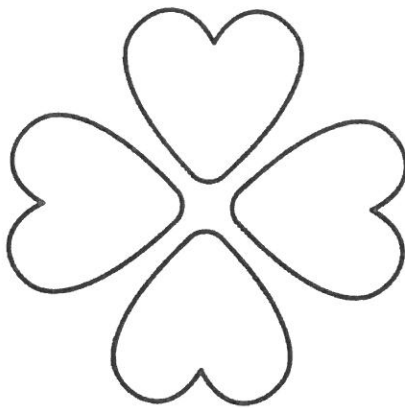
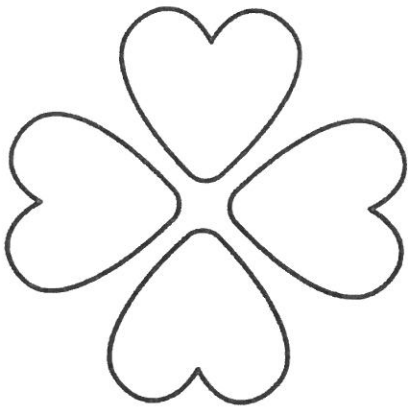
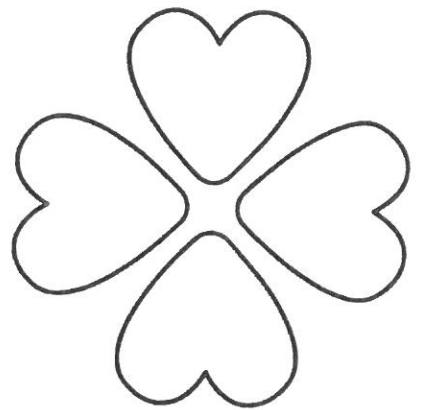
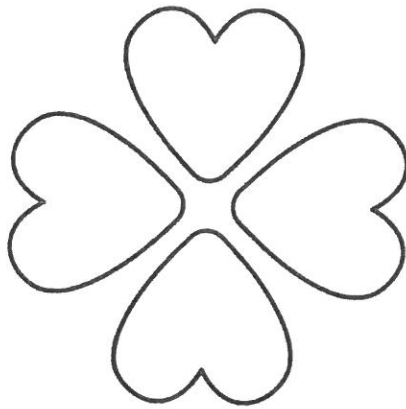
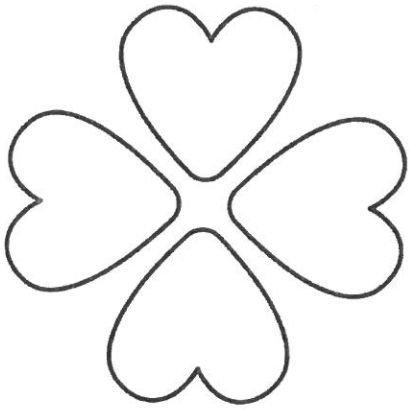
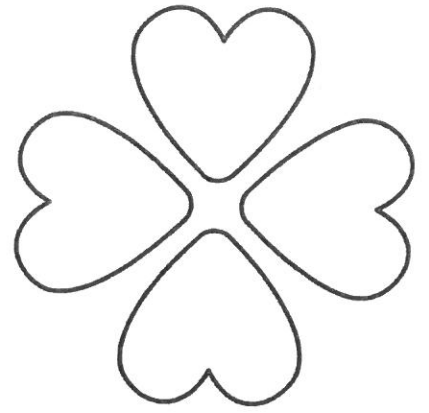
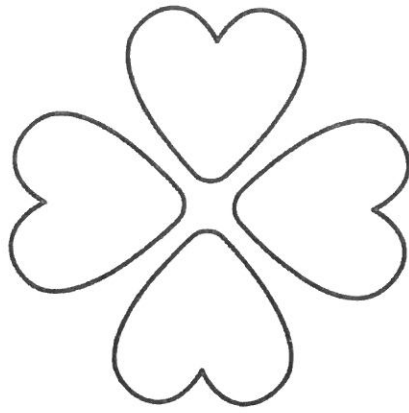
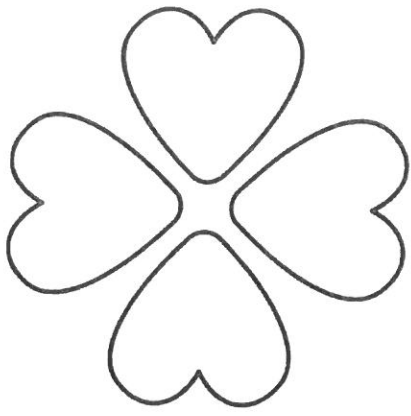
A large rectangular box with rounded corners, intended for a drawing or illustration.



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

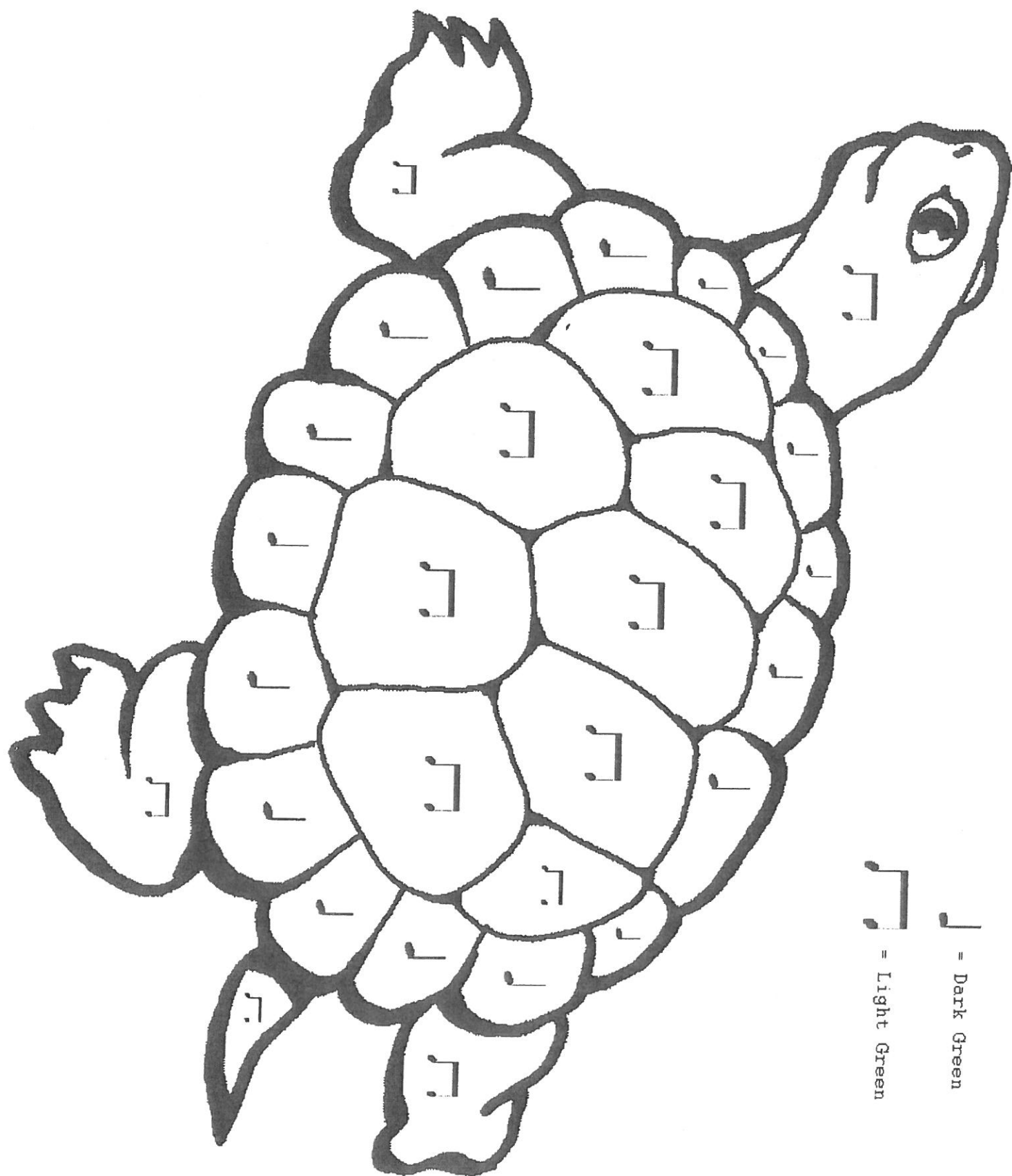


Card





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 connections do you have to Aboriginal languages or culture?

What connections do you have to other countries?

What special places do you feel connected to? Why?

What connections do you have to your community?



Merriwa Primary School

Suggested Daily Learning Routine

Week 3 Year 2

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

Spelling and Handwriting

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

was

was

was

was

was

was

you

they

on

she

is

for

at

his

but

Did I write on the line?

y ☐

n ☐

Did I leave finger spaces between words?

y ☐

n ☐

Did I write my neatest?

y ☐

n ☐

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

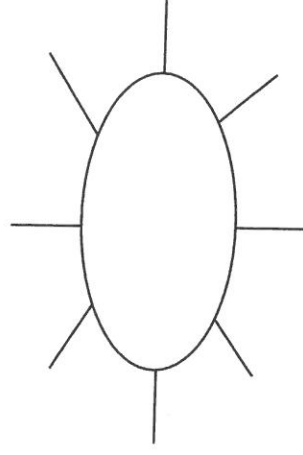
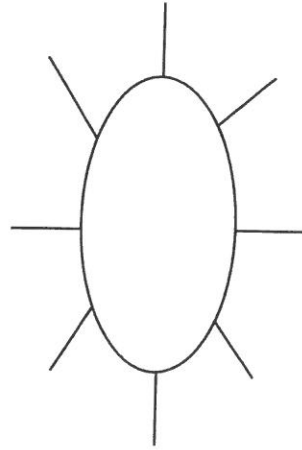
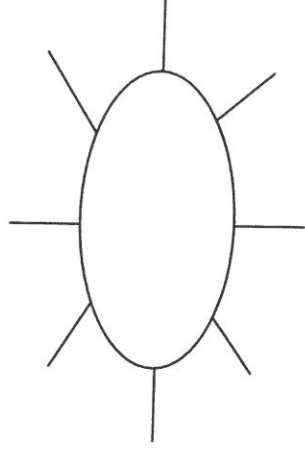
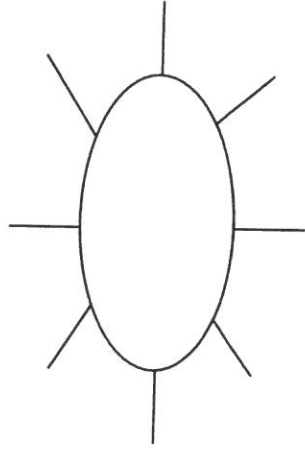
3 Syllables

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.



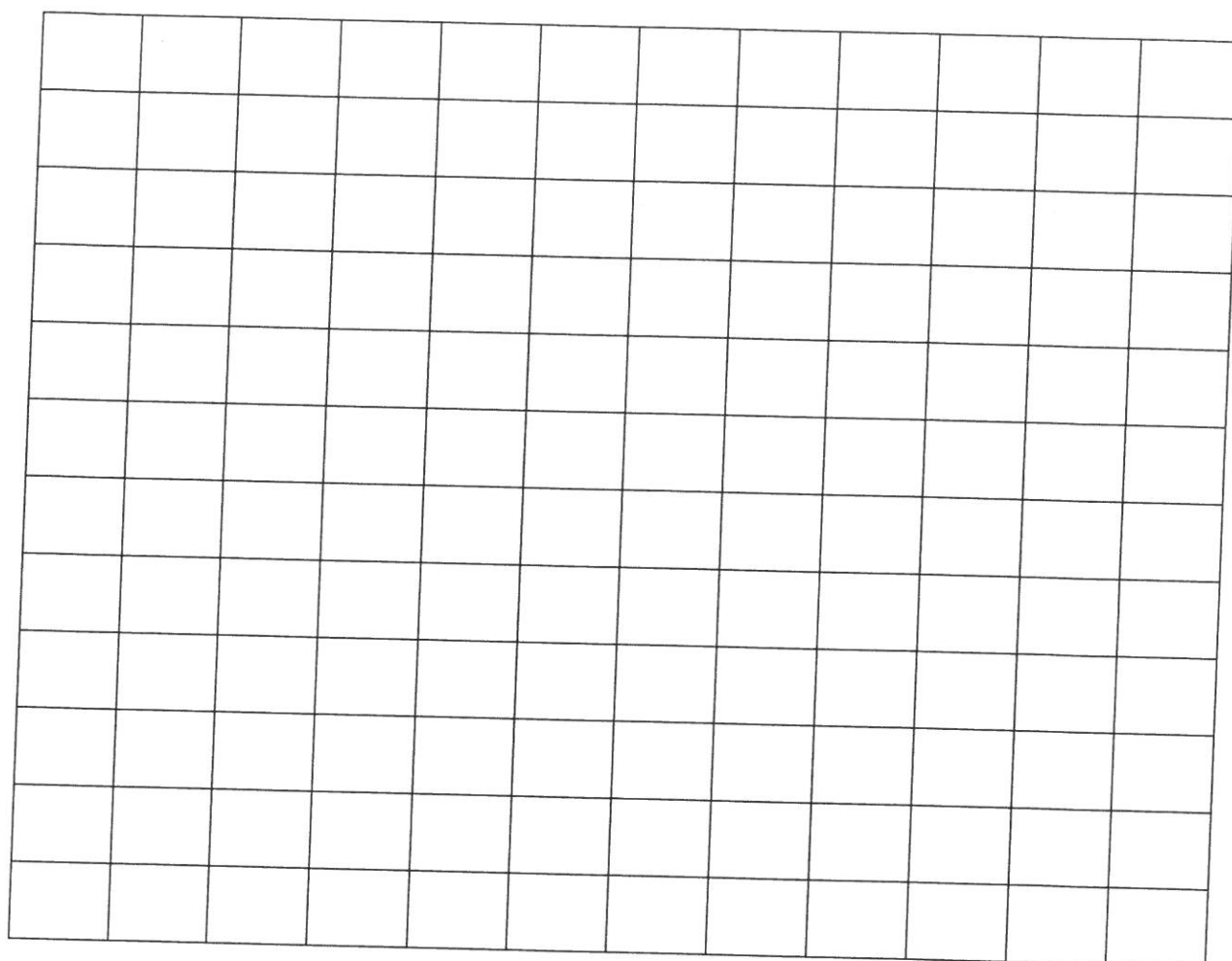
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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.	



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

feelings nervous proud
excited scared angry

Feelings

How do you feel?

Matt wins a big game.

He feels proud!

Sarah's little toy breaks.

She feels angry.

Joe's friends come to play.

He feels happy!

Jenna is going to a new school.

She feels nervous.

Kara knows how to tie her shoes.

She feels excited!

Your feelings are important!

Your feelings are different each day.

How do you feel today?



Feelings (exercises)

1. Write "happy", "sad" or "proud" on each line.

I won an award. I feel _____.

I lost my favorite book. I feel _____.

I won the contest. I feel _____.

2. Complete this sentence.

I was excited when _____

_____.

3. Draw lines to match the words to the correct pictures.

angry



excited



nervous



sad



Kindergarten Reading Comprehension Worksheet

Read the short story. Then answer each question.

Playing with Friends

John went for a bike ride. He rode around the block. Then he met some girls he knew from school. They all rode to the field to play. John had a great time playing games with his friends.



Questions:

Circle the correct answers:

1. John went for a (*car* / *bike*) ride.
2. He rode around the (*block* / *circle*).
3. Then he met some (*boys* / *girls*) he knew from school.
4. They all rode to the (*park* / *field*) to play.
5. John had a great time playing (*games* / *ball*) with his friends.




Writing verbs

Grade 1 Grammar Worksheet

Circle the verbs in these sentences.

1. The dog chased the cat.
2. My mom cooked dinner.
3. John rode his bike to school.
4. I like to read books.
5. Susie mowed the grass on Saturday



Action words
are verbs

Every sentence has a verb. Write a sentence and circle the verb.

Verbs can also be mental actions like *to think*. Write a sentence with a "mental action" verb.

Full Stops and Capital Letters

Remember

- Sentences start with a capital letter.
- Sentences end with a full stop.
- Names start with a capital letter.



Read these sentences. Write each one yourself with a full stop and capital letters in the right places.

1. mark and carl got wet in the rain

2. the man gets up at six in the morning

3. jill has fair hair but jack has dark hair

4. jim has six big coins

5. i can hear an owl hoot at night

6. nan is sitting in the chair

7. bow down to the king and queen

8. gurdeep had a chat with his dad

My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

Draw your favourite scene from the book.

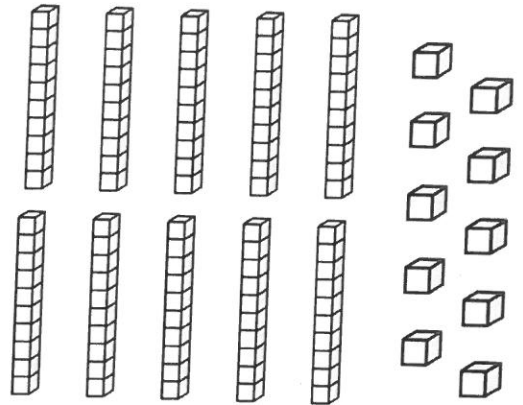
Large empty rectangular box for drawing a favourite scene from the book.

Name: _____

NUMBER of the DAY

___ Tens + ___ Ones

What my number looks like using base 10 materials:



One less:

One more:

My number is:

52

+10	-10

ORDINAL Number:

Where is it on a number line?



My number in:
WORDS:

Number sentences

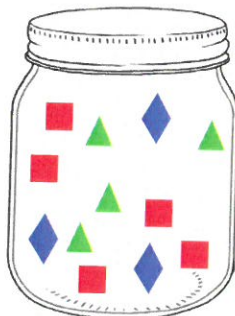
Chance Jars



1. What is the chance you will choose a square?



2. What is the chance you will choose a triangle?



3. What is the chance you will choose a circle?



4. What is the chance you will choose a triangle?

likely	unlikely	impossible	even chance
--------	----------	------------	-------------



Challenge


Draw your own chance jar and write a chance question for a friend to answer.

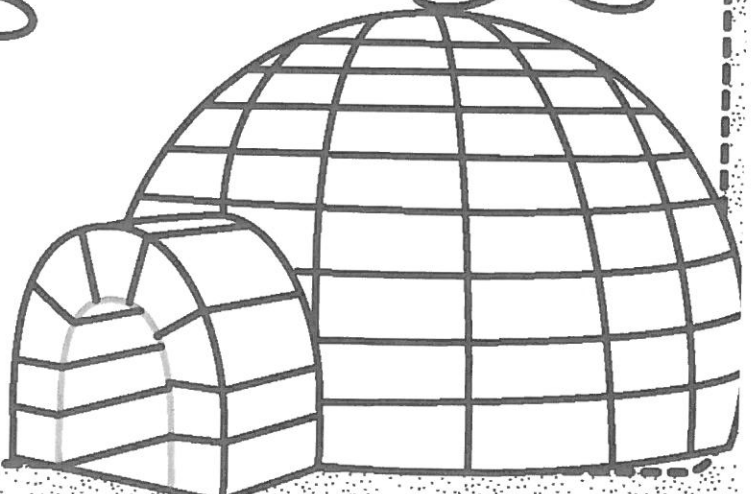
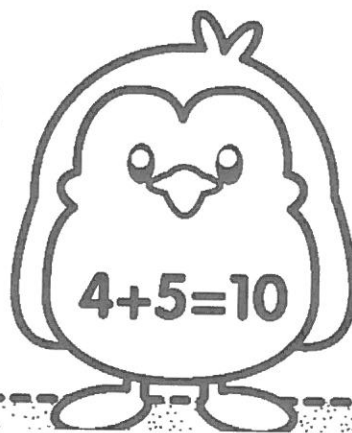
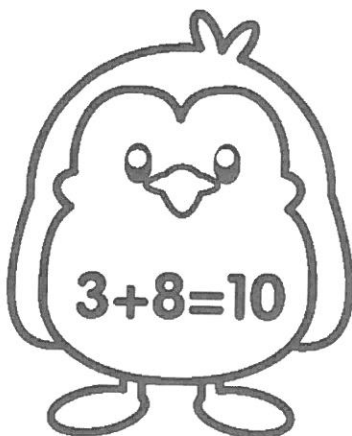
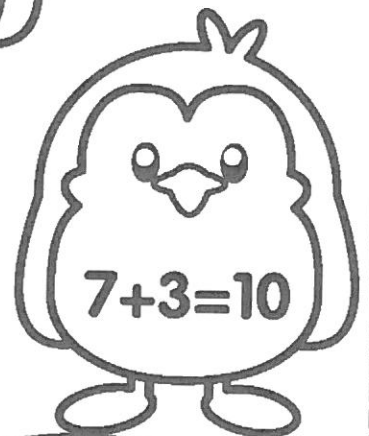
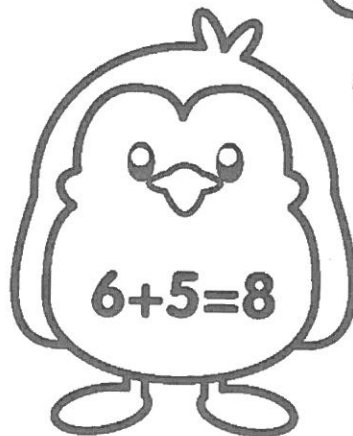
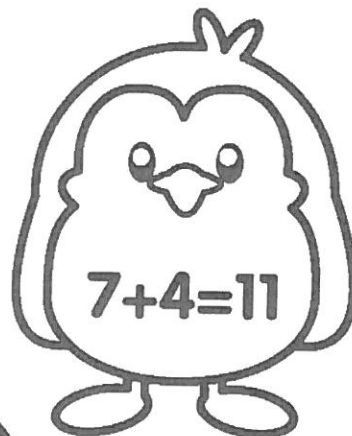
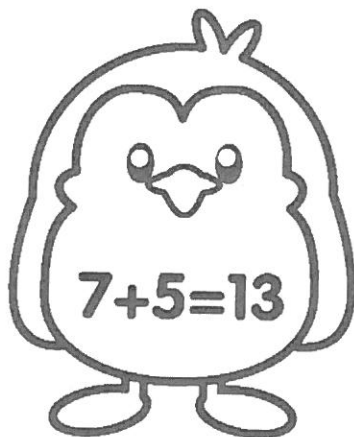
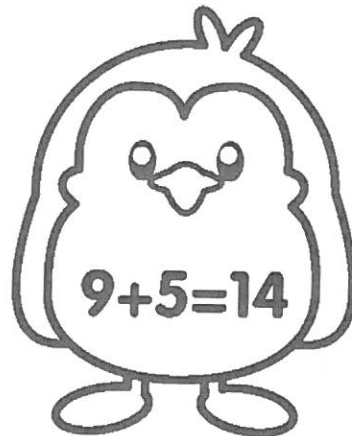
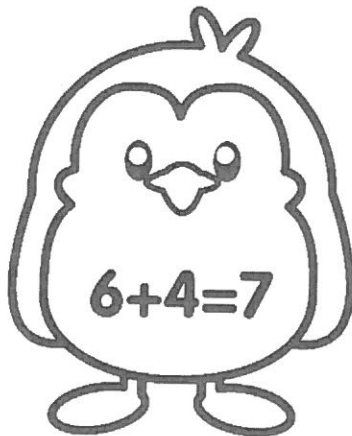
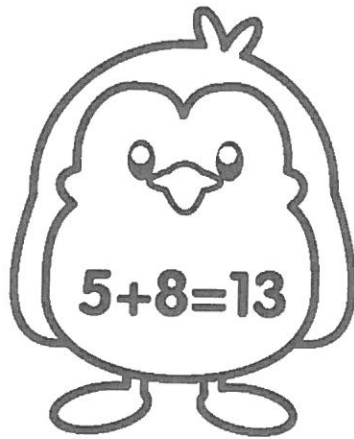
True or False Penguin

Name: _____

Teach 

 blue  true

 pink  false

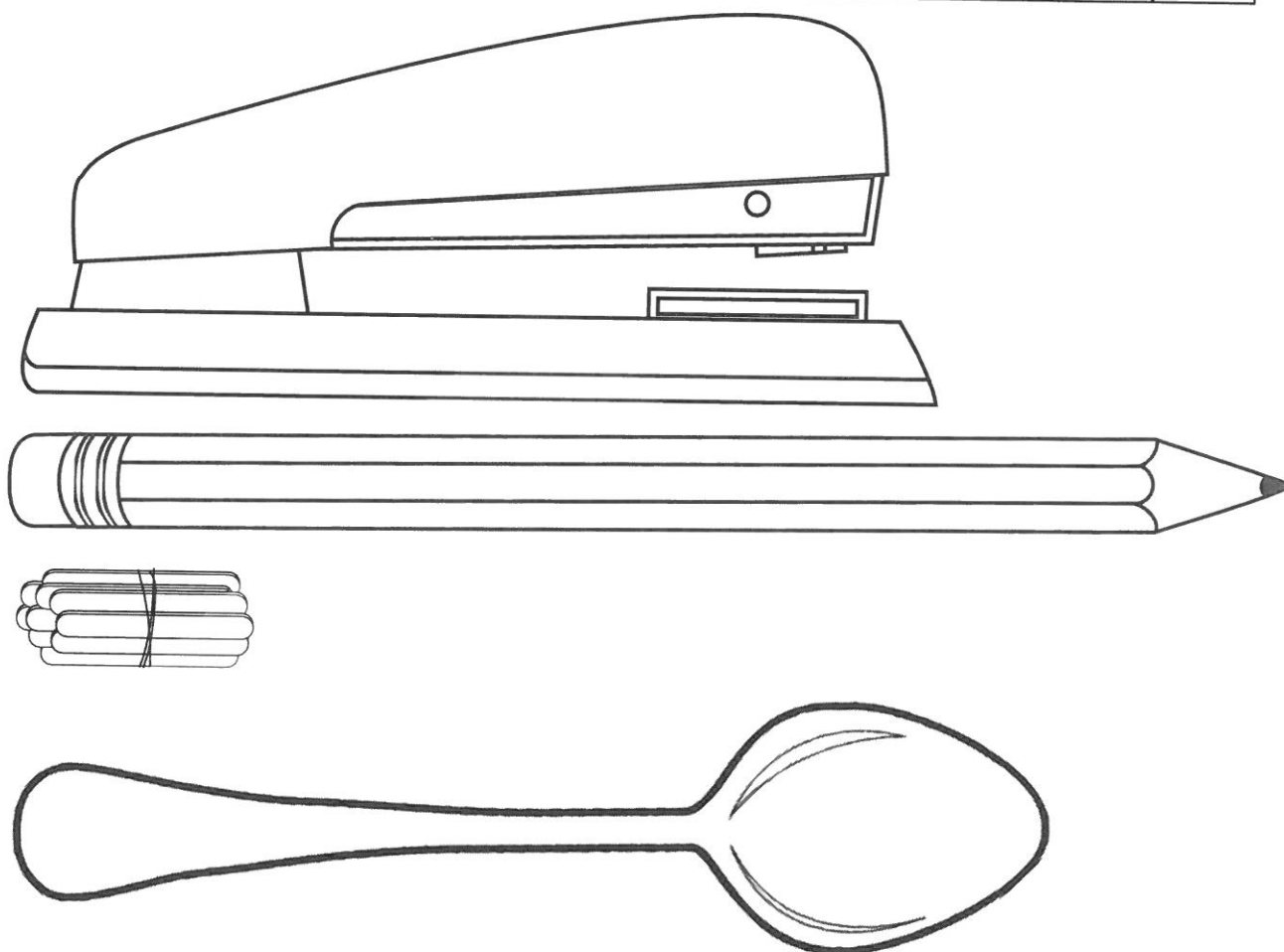
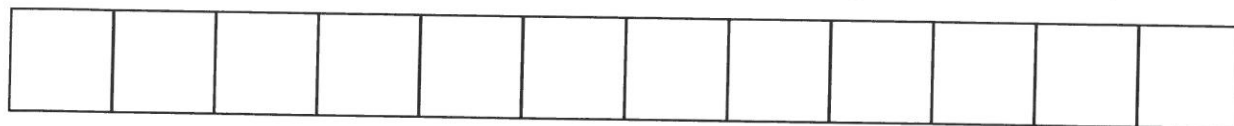


Name _____

Date _____

Comparing Length - Informal Units (A)

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





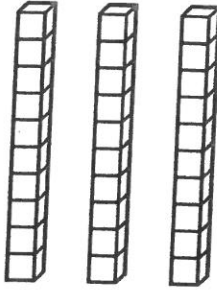

Item	Length
stapler	_____ cubes
pencil	_____ cubes
paddle pop stick	_____ cubes
spoon	_____ cubes

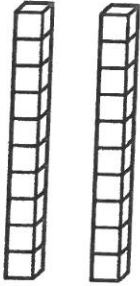
- ② Circle the longest item in green and the shortest item in red.


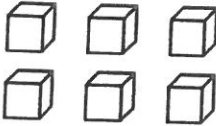


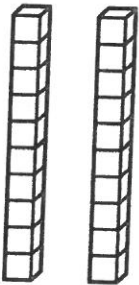

How Many Tens and Ones?

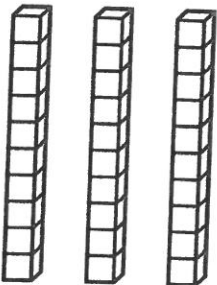
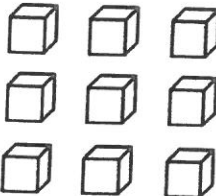
	
tens	ones

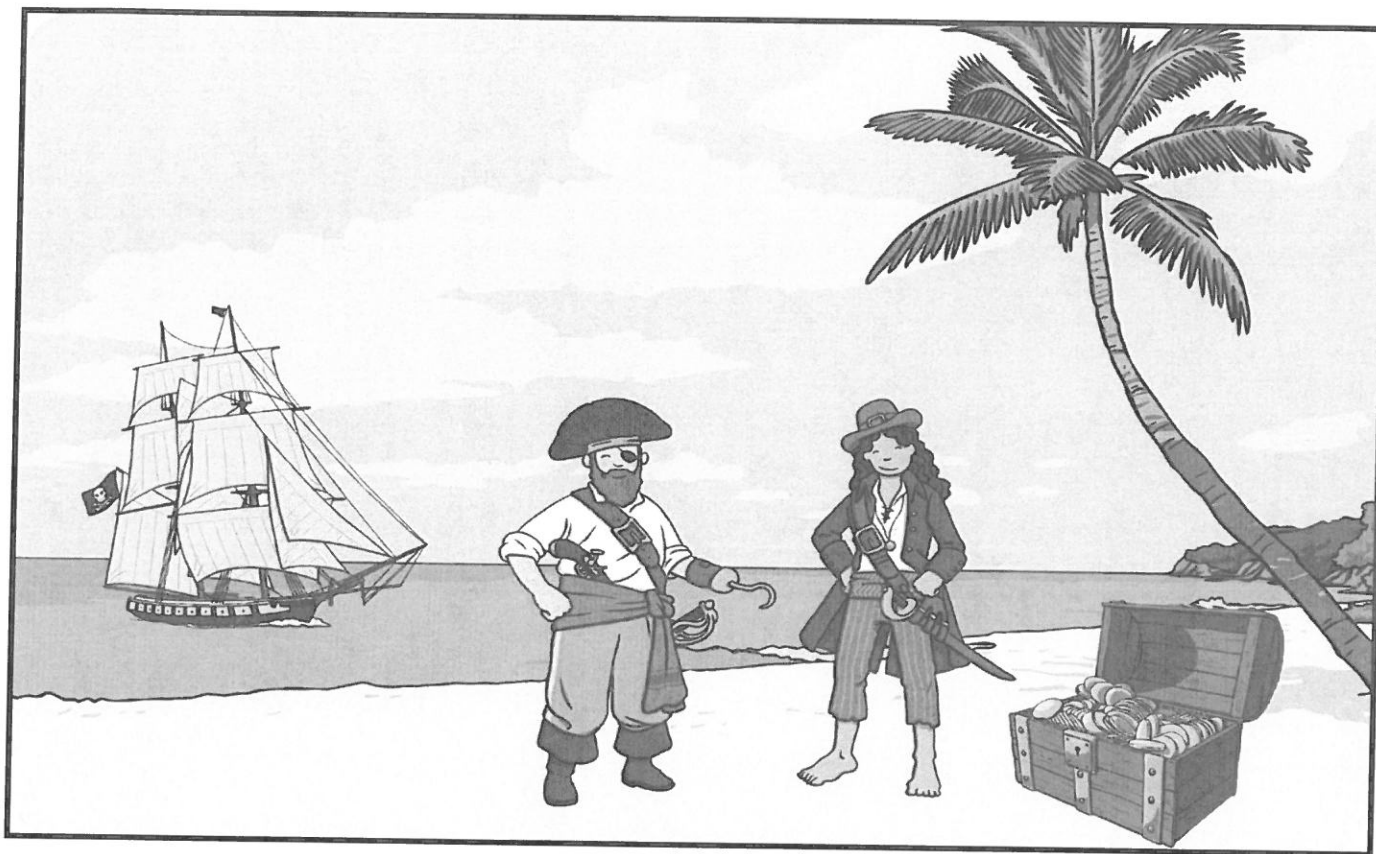
	
tens	ones

	
tens	ones

	
tens	ones

	
tens	ones

	
tens	ones



Who? _____

Where? _____

What was the problem? _____

How was it solved? _____

End: _____



beautiful magnificent

ferocious swashbuckling

daring sandy exciting

adventurous frightening

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.

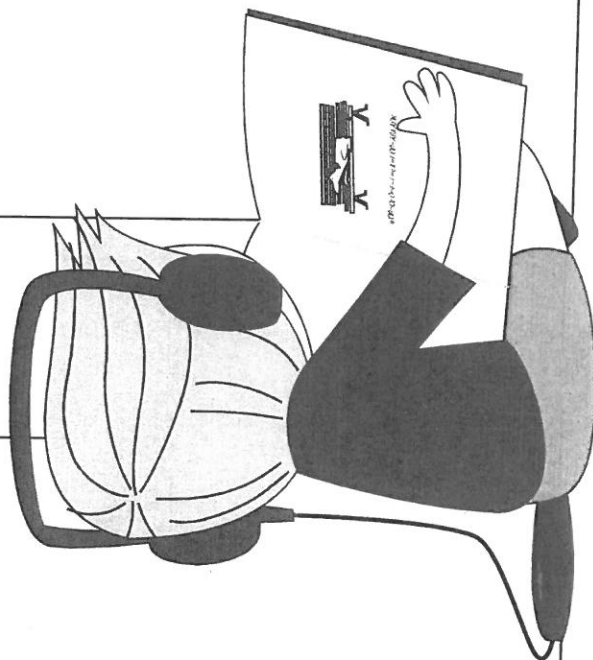
Name _____

Date _____

Listening to Audio Books is Better Than Reading Books

FOR

AGAINST



WRITING



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.

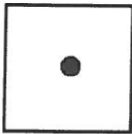
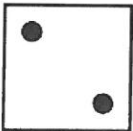
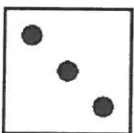
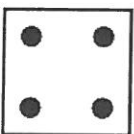
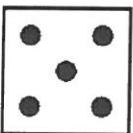
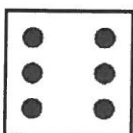
Audio books uses a persons imagination to picture a story.

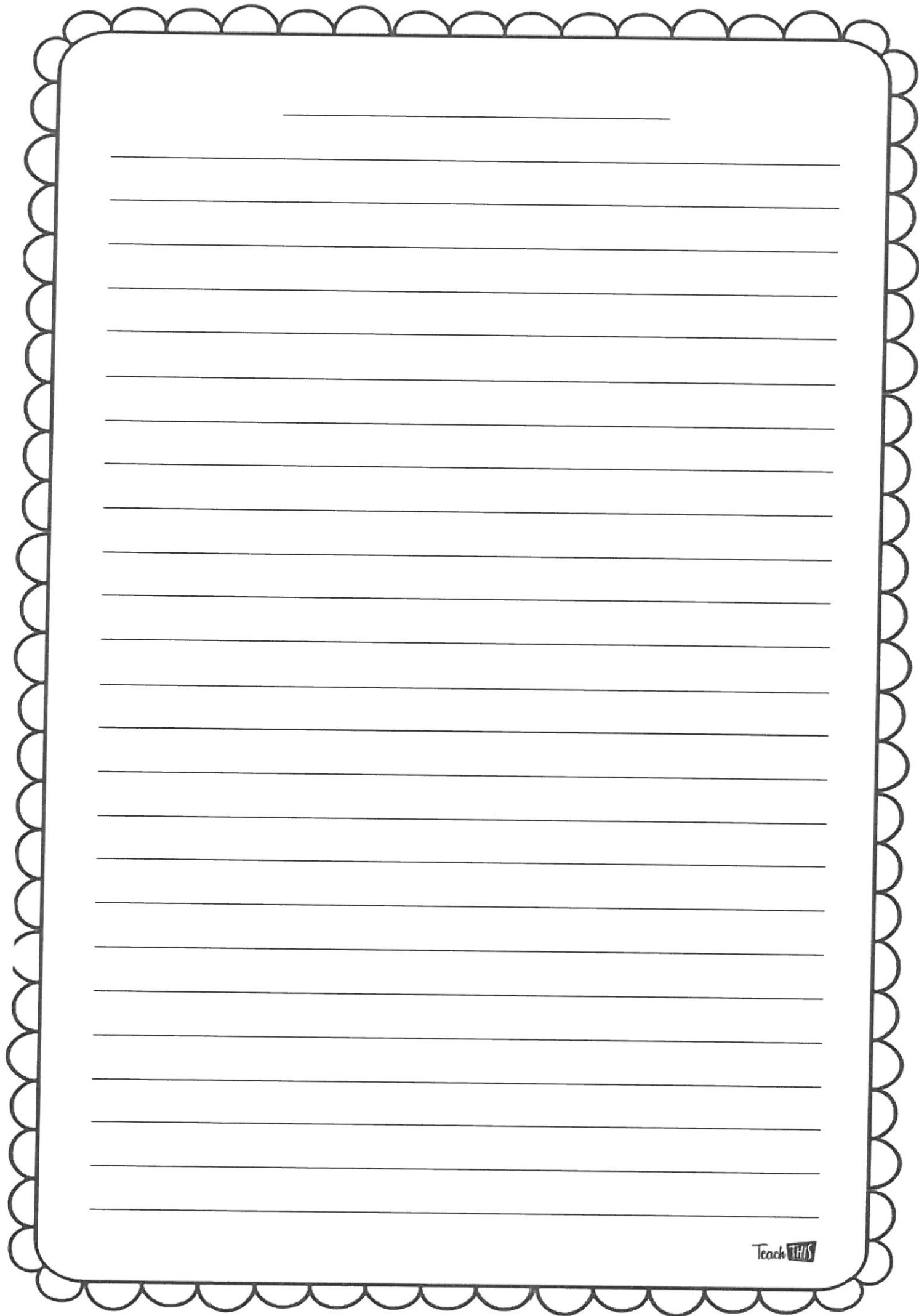
LOWER PRIMARY

Roll-A-Story



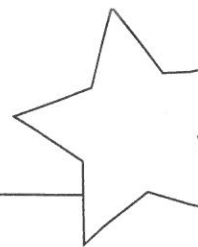
Roll a single dice three times to mix and match the parts of the story:
Roll 1 = Character, Roll 2 = Setting, Roll 3 = Problem

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...



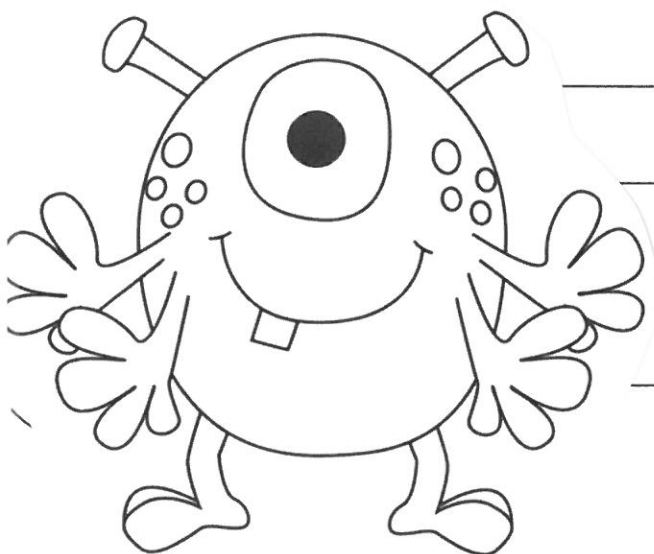


Writing Week 3 Activity 5



Large empty rectangular box for drawing or writing.

Three horizontal lines for writing.



Four horizontal lines for writing.

Artist Background



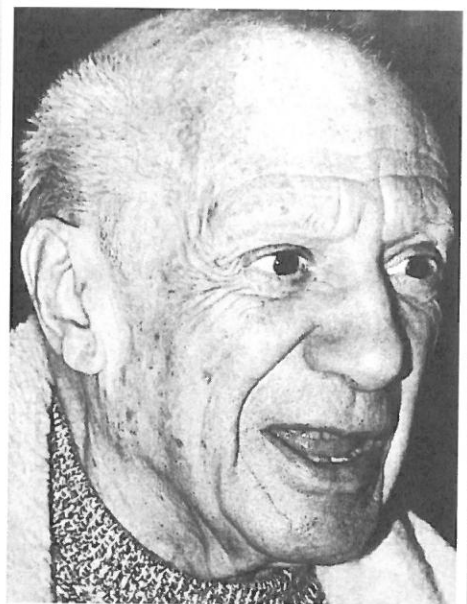
*"Give me a
museum and
I'll fill it."*

Pablo Picasso

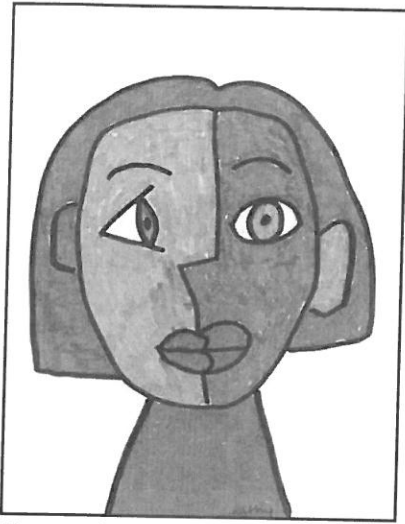
Pablo Picasso was born in Malaga, Spain in 1881. As a boy he was always drawing and could draw before he could talk. Picasso painted a portrait at age 13 and by the age of 15 he had enrolled in a fine art school. The entrance test was quite difficult but Picasso completed it with high scores and was 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.

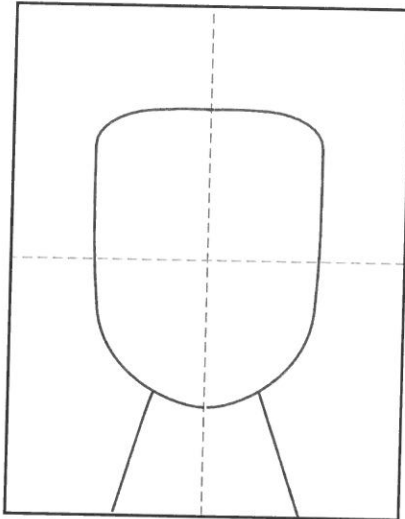
Picasso created over 50,000 works of art during his lifetime. He repeated all of his styles of art over and over again but also liked to try new ideas as well.



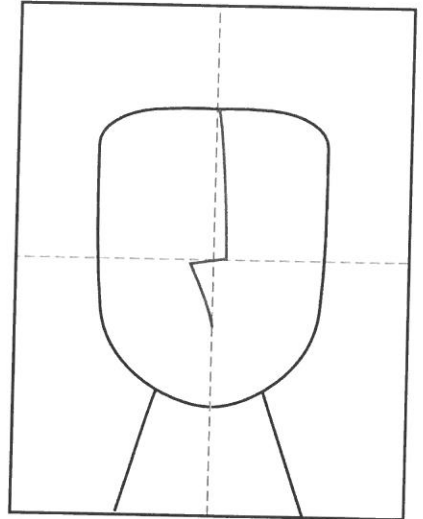
Cubism Face with Markers



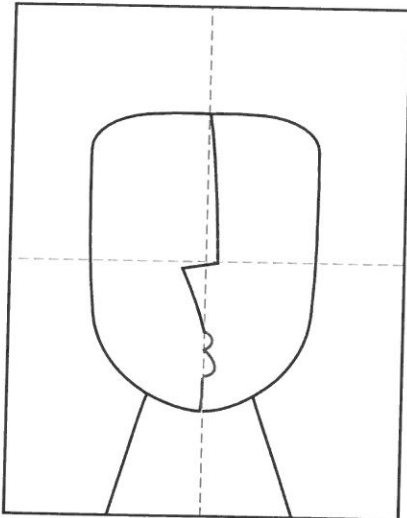
Fingerpaint paper, Brush Sharpies



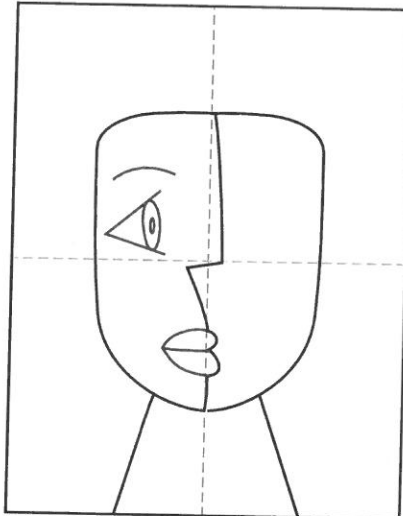
1. Make guide lines. Draw head, neck.



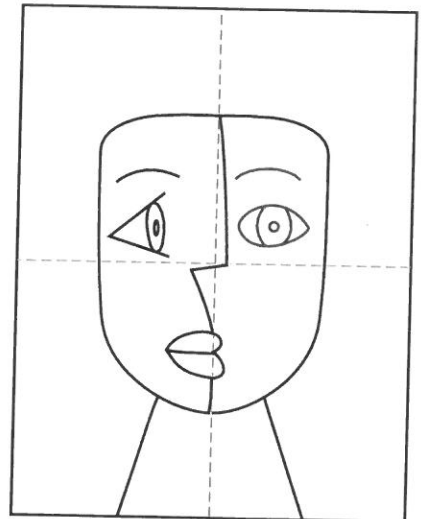
2. Start the nose.



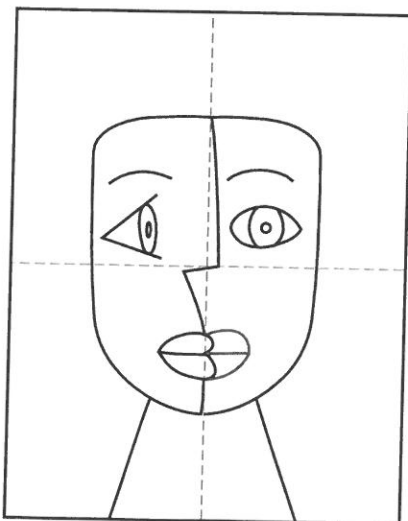
3. Add the mouth and chin.



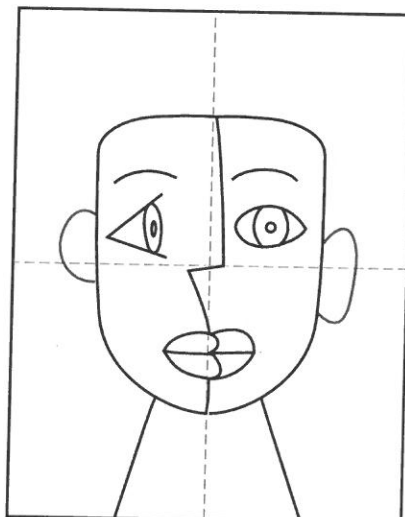
4. Draw the left profile face.



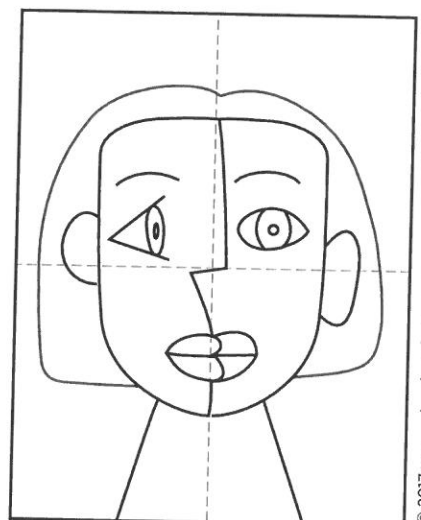
5. Draw right eye.



6. Add right lips.



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



8. Finish with hair. Trace and color.

NAME

TITLE OF ARTWORK

ARTIST Statement

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.

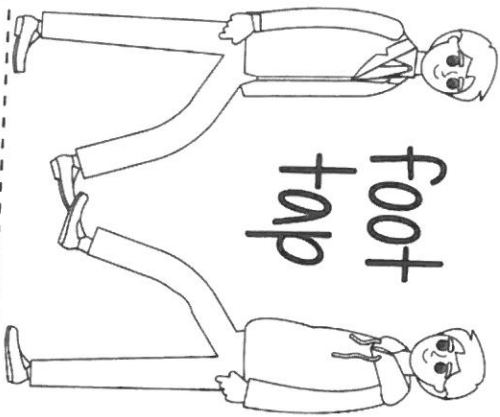
Name: _____

Teach **THIS**

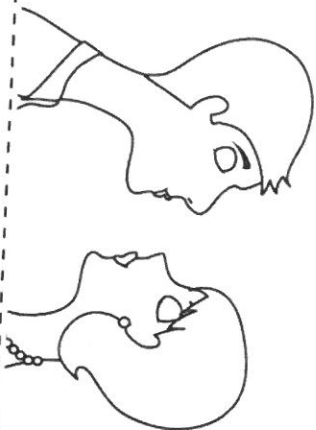
Close Contact Greetings

Social Distance Greetings

<div data-bbox="63 44 606 1075"></div>	<div data-bbox="606 44 1149 1075"></div>
<div data-bbox="63 1075 606 2128"></div>	<div data-bbox="606 1075 1149 2128"></div>



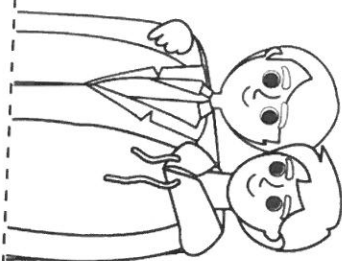
foot
tap



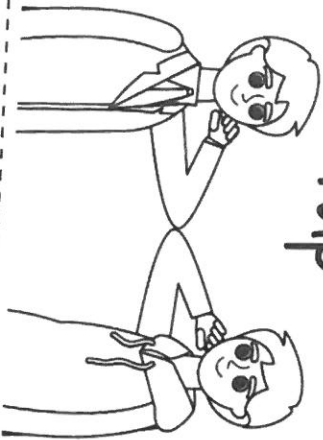
kisses



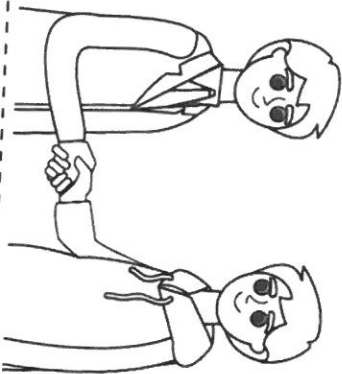
waving



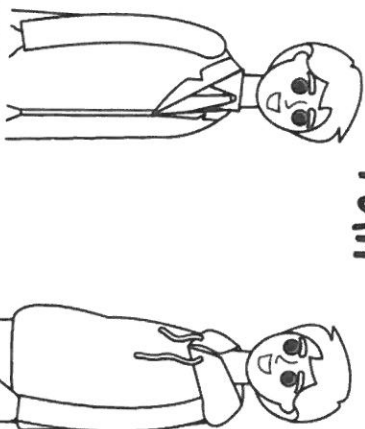
hugs



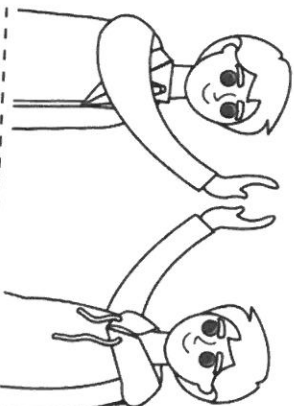
elbow
tap



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 Aboriginal languages or culture?

What connections do you have to your community?

What special places do you feel connected to? Why?

What connections do you have to other countries?

What special places are your family connected to? Why?