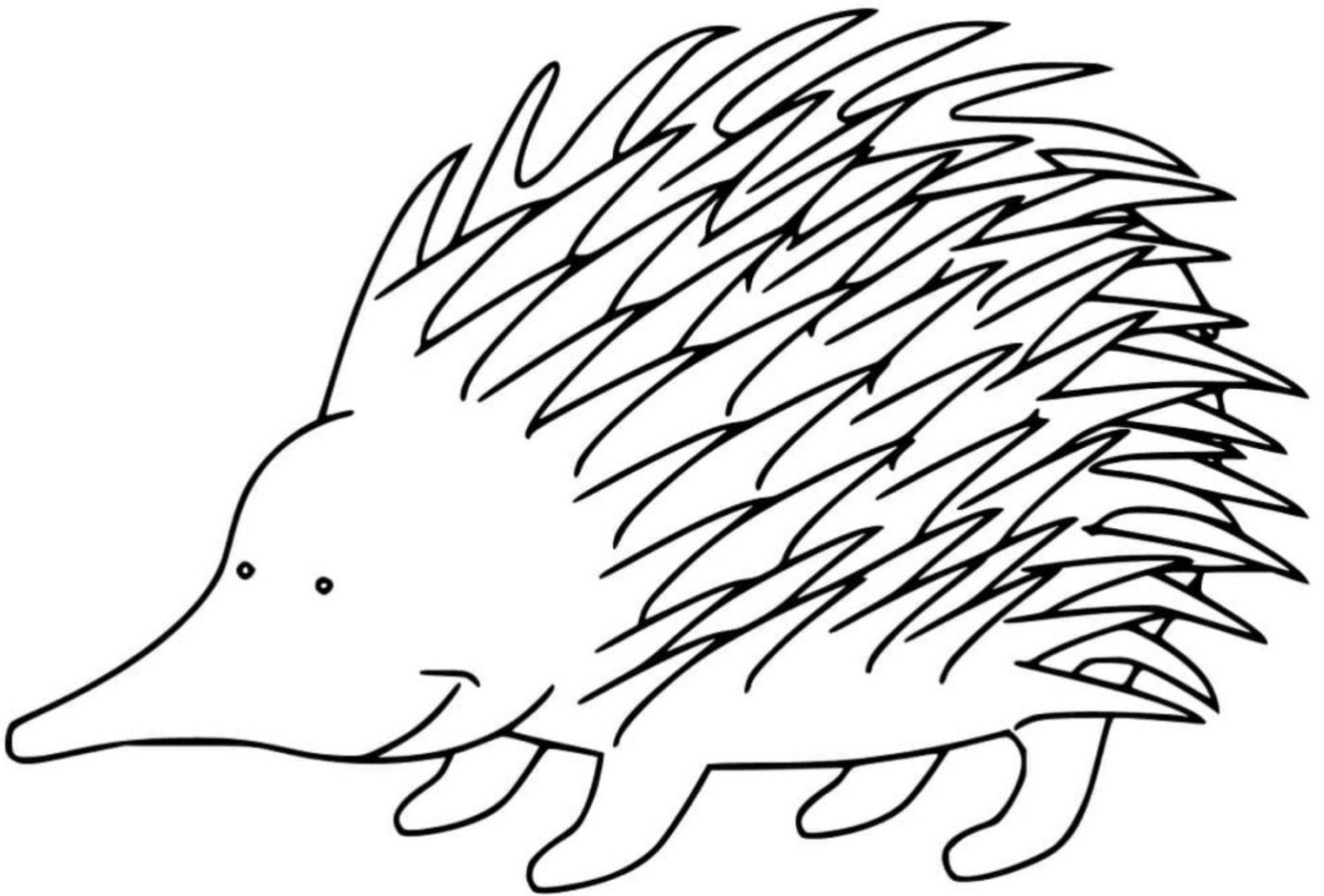


# Year 2 Workbook

Term 4 Week 2



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



Class: \_\_\_\_\_



## Year Two

### Continuity of Learning - Learning from Home Program, Term 4 – Week 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning</p> <p>Click on the coloured link to go to the website!</p>	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Make your bed.</p> <p><b>English</b> <b>Task 1: Spelling</b> Visit our Class Team in MS Teams to check your weekly spelling words. Write your weekly spelling list (look, cover, write, check) Complete the find a word. Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete 2 lessons on Reading Eggs. <a href="#">Reading Eggs</a> Listen to <a href="#">The Echidna and the Shade Tree</a>. The story is based on a traditional Aboriginal Dreamtime Story. Complete <b>'The Echidna and the Shade Tree Response Questions'</b> worksheet.</p>	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Eat your breakfast.</p> <p><b>English</b> <b>Task 1: Spelling</b> Write your words on the lines and then find their value by using the numbers on the letter tiles. Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete 2 lessons on Reading Eggs. <a href="#">Reading Eggs</a> Listen to <a href="#">The Paper Bag Princess</a> by Robert Munsch and identify the character traits (Elizabeth, Dragon and Ronald). Character traits are who the person is on the inside, their personality. Complete the worksheet, <b>'Inferring Character Traits'</b>.</p>	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Brush your teeth.</p> <p><b>English</b> <b>Task 1: Spelling</b> Complete the Write, Draw, Use Spelling Activity. E.g., Write your word. Draw what your word means. Use your word in a sentence. Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete 2 lessons on Reading Eggs. <a href="#">Reading Eggs</a> Listen to <a href="#">The Paper Bag Princess</a> by Robert Munsch again and discuss the story with a family member (beginning, middle and end). Complete the worksheet <b>'The Paper Bag Princess Comprehension Questions'</b>.</p>	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Tidy your room.</p> <p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling words in the first column and then write two rhyming words in the next two columns. Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete 2 lessons on Reading Eggs. <a href="#">Reading Eggs</a> Read the comprehension passage titled <b>'The Three Little Pigs'</b> and complete <b>'Comprehension Question Worksheet'</b>.</p>	<p><b>Task:</b> Do something to help another member of your family.</p> <p><b>English</b> <b>Task 1: Spelling</b> Have an adult or older family member test you on your weekly spelling list. Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete 2 lessons on Reading Eggs. <a href="#">Reading Eggs</a> Listen to a story on EPIC. Discuss the beginning, middle and end of the story with a family member. Complete the worksheet <b>'Book Review'</b>. A book review allows you to recall important information as well as decide if you like a book or not.</p>

	 <p>Listen to a story on ... <a href="#">Storyline Online</a></p> <p><b>Storyline Online</b></p> <p><b>Task 3: Writing</b> Complete the 'Echidna and the Shade Tree' writing worksheet. Answer questions about the story. E.g., What is the setting? Who are the main characters? What is the complication? What is the resolution?</p>	 <p><b>Task 3: Writing</b> Now that you have listened to 'The Paper Bag Princess', complete the character profile worksheet about Princess Elizabeth.</p> <p><b>Character Profile</b> Draw a sketch of your character:</p> <p>Character name: _____ Appearance: _____ Personality: _____</p> <p>Answer: What does your character do in the story? _____ _____ _____ Change: _____</p>	 <p><b>Task 3: Writing</b> Now that you have listened to 'The Paper Bag Princess', complete the character profile worksheet about the Dragon.</p>  	 <p><b>Task 3: Writing</b> In writing, using full sentences and correct punctuation complete the sequencing worksheet. 'The Three Little Pigs Story'.</p> <p><b>Task 4: Grammar</b> Watch the video on <a href="#">Future Tense Verbs</a>.</p>  <p>Complete the 'Future Tense' worksheets. The simple future tense expresses an action that has not yet happened.</p>	 <p><b>Task 3: Writing</b> In writing, complete the character profile worksheet about Prince Alfred from The Paper Bag Princess.</p> <p><b>Task 4: Handwriting</b> Complete the handwriting task in your workbook on 'Exits'.</p> <p>Then complete the exit handwriting lesson on the lined paper in your workbook. <a href="#">Clever Pickles Handwriting Lesson</a></p> <p>Complete a typing lesson. <a href="#">Dance Mat Typing</a></p> 	<p><b>Break</b></p> <p><b>Middle</b></p> <p><b>Click on the coloured</b></p>	<p><b>Fruit Break</b> Play a game of hopscotch!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up</b> Click on the link below and start on level 1. Choose Addition, Subtraction or Multiplication and an</p>	<p><b>Fruit Break</b> Sit outside in the sun!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up</b> Click on the link to complete this fun addition activity. <a href="#">Adding two playing cards - YouTube</a></p>	<p><b>Fruit break</b> Play a game of handball!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up</b> Click on the link to complete this fun addition activity. <a href="#">Addition Wheel Pairs - YouTube</a></p>	<p><b>Fruit Break</b> Kick a ball!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up</b> Click on the link and learn how to play a fun Maths game. <a href="#">Maths dice game - Skunk</a></p>	<p><b>Fruit Break</b> Play a game of catch!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up</b> Click on the link below and start on level 1. Choose Addition, Subtraction or Multiplication and an</p>
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**link to go to the website!**

activity. You can work your way up the levels each day. [Daily 10- Mental Maths Challenge](#)

**Task 2: Data**

Follow the links below to listen to the story [The Great Graph Contest - YouTube](#)

Data is information. We collect data to help us find out about the world. We organise and display the data so that we can look at it easily and learn more. In *The Great Graph Contest* the animals sorted their data depending on what information they were looking for.

Follow the link to play a fun data sorting game [2D Shapes Sorting](#)

Refer to your workbook to practice sorting data into categories by completing the [Categorising Data](#) activity.

**Task 3: Mathseeds**

Complete your daily activity on [Mathseeds](#).



**Task 2: Data**

Follow the link below to watch the clip about Graphs [Bar Graphs for 2nd Grade](#)



Refer to your workbook for instructions on how to play [Basketball Toss](#).

Play the game and complete the activity sheet and tally, graph and reflect on your results.



**Task 3: Mathseeds**

Complete your daily activity on [Mathseeds](#).



**Task 2: Data**

Follow the links below to sing along to the Bar Graphs and Picture Graphs song

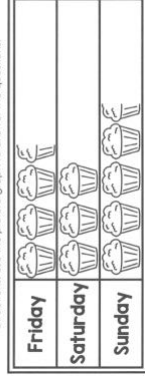
[Bar Graphs & Picture Graphs Song](#)



Refer to your workbook to answer the questions about the [Picture Graph: Muffins Sold](#).

**Picture Graph: Muffins Sold**

Directions: Use the picture graph to answer the questions.



Follow the link to play a fun maths game and learn about bar graphs.

[Bar Charts - MATHSFRAME](#)

**Task 3: Mathseeds**

Complete your daily activity on [Mathseeds](#).



**Task 2: Data**

Follow the link below to watch the clip about picture graphs.

[Year 2 Lesson: Picture Graphs](#)

sport	number
netball	4
cricket	6
tennis	2
swimming	3
football	8

Refer to your workbook to complete the [Jellybean Graphing](#) activity. You will need to make a spinner using a pencil and paperclip (or similar) for this activity.

Follow the link to play a fun maths game involving using data to construct a graph.

[Under the Sea Data Bank](#)



**Task 3: Mathseeds**

Complete your daily activity on [Mathseeds](#).



activity. You can work your way up the levels each day. [Daily 10- Mental Maths Challenge](#)

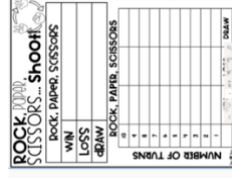


**Task 2: Data**

Follow the link below to watch the episode of Odd Squad.

[O is Not for Odd- Odd Squad](#)

Have fun with a partner playing Paper, Scissors, Rock and record the data from the game. Refer to your workbook to complete the [Rock, Paper, Scissors](#), [Rock...Shoot](#) activity.



**Task 3: Mathseeds**

Complete your daily activity on [Mathseeds](#).





# GLENDORE PUBLIC SCHOOL



CALLAGHAN  
EDUCATION  
PATHWAYS

Where Everyone can Succeed

SUCCESS

CARING

RESPECT

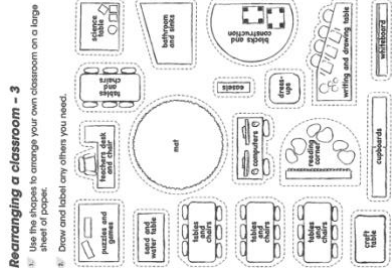
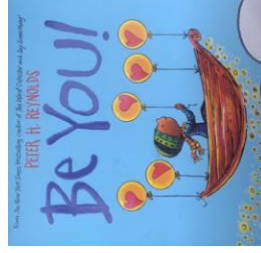
LEARNING

<p><b>Break</b></p>	<p>Lunch: Eat outside in the sunshine!</p>	<p>Lunch: Help to make your own sandwich!</p>	<p>Lunch: Try a new sandwich filling!</p>
<p><b>Afternoon</b></p>	<p><b>Visual Arts</b> <b>Task 1: Drawing</b> Listen again to <a href="#">The Echidna and the Shade Tree</a>. The story is based on a traditional Aboriginal Dreaming Story. Think about the story illustrations and the different materials used to represent Echidna. <b>Watch:</b> <a href="#">How to Draw an Echidna</a> Draw and colour your own Echidna.</p>	<p><b>Science</b> <b>Natural Resources</b> <b>Inquiry Question:</b> What are Earth's natural resources and how do we use them? <b>Task 1:</b> Watch video Natural Resources <a href="#">The Natural Resources SONG</a> <a href="#">Science for Kids   Grades K-2 - YouTube</a> <b>Task 2:</b> Complete the 'Natural Resources' worksheet</p>	<p><b>Geography</b> <b>Task 1: Organising Environments</b> Look at Mrs Brown's classroom floor plan and answer the questions to help you understand why she has organised the classroom environment in this way.</p>
<p><b>Click on the coloured link to go to the website!</b></p>	<p><b>PD/H/PE</b> <b>Keep fit and move to:</b> <b>Task 1: Yoga</b> <a href="#">Pokemon: A Cosmic Kids Yoga Adventure!</a> <b>Task 2: Get Active @Home</b> <a href="#">Advanced Throwing</a></p>	<p><b>PD/H/PE</b> <b>Keep fit and move to:</b> <b>Task 1: Yoga</b> <a href="#">Pokemon: A Cosmic Kids Yoga Adventure!</a> <b>Task 2: Get Active @Home</b> <a href="#">Advanced Throwing</a></p>	<p><b>PD/H/PE</b> <b>Keep fit and move to:</b> <b>Task 1: Kids Sports Warm-Up</b> <a href="#">Youth Fitness with YOYO!</a> <b>Task 2: Throwing and Catching Activity</b> This game is played with a partner. Children stand opposite each other (2-3 metres apart) with a marker at their feet. The first player holding the ball throws it to their partner to catch and then both players move and swap positions after each throw. A timer can be used, and the players can try to 'Beat the Clock' e.g., 10 passes and position changes in 1 minute! <b>Other variations:</b></p>
<p><b>Task 2: Collage</b> Collect a variety of leaves of different colour, shapes and sizes. Create an Echidna nature collage. Take a photo of your artwork and upload it to the Class Sharing Space on Ms Teams.</p>	<p><b>Task 2:</b> We are all unique and special. Write something amazing about yourself in each of the sun's rays. As you colour the sun, think about all the incredible things that make you special. Upload a photo of your work to your class sharing space on MS teams.</p>	<p><b>Task 2:</b> Cut and paste the shapes provided to rearrange Mrs Brown's classroom to suit the needs of your class. Add anything that you think may be useful and take out anything that you may not need.</p>	<p><b>Task 2:</b> Cut and paste the shapes provided to rearrange Mrs Brown's classroom to suit the needs of your class. Add anything that you think may be useful and take out anything that you may not need.</p>
<p><b>Task 4: Video</b> Watch 'Back to Nature' Episode 7 – The Deep River on ABC iView. <a href="#">The Deep River</a></p>	<p><b>Task 3:</b> Complete the 'Everything comes from Something' worksheet.</p>	<p><b>Task 1: Positive Thoughts</b> <b>Watch:</b> <a href="#">The Reflection in Me!</a></p>	<p><b>Task 2:</b> Change the distance between the players. Change the way the ball must be thrown (e.g., underarm, overarm, bounce). Change the way the ball must be caught (e.g., 2-hands, 1-hand). Change the object that is thrown (e.g.,</p>

**Task 3: Sculpture**  
Using playdough, create your own Echidna sculpture. Try using sticks or other interesting materials for the quills.



**Task 3:** Listen to the story 'Be You' by Peter H. Reynolds. [Be You!](#)



size of ball, an odd-shaped ball, beanbag or object).

**PD/Health**

**Task 1: Water Safety**

Follow the link to watch the clip about Beach Safety. [Beach Safety Video - YouTube](#)



Discuss the following Beach Safety Tips!

- Always swim with an adult – never swim alone.
- Swim between the red and yellow flags.
- Always listen to and obey the lifeguards.
- Read and obey signs giving advice to swimmers.
- If the sea is too rough, do not go in the water.

Make a 'Beach Safety' Poster.

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

## Term Four - Year Two Spelling Homework

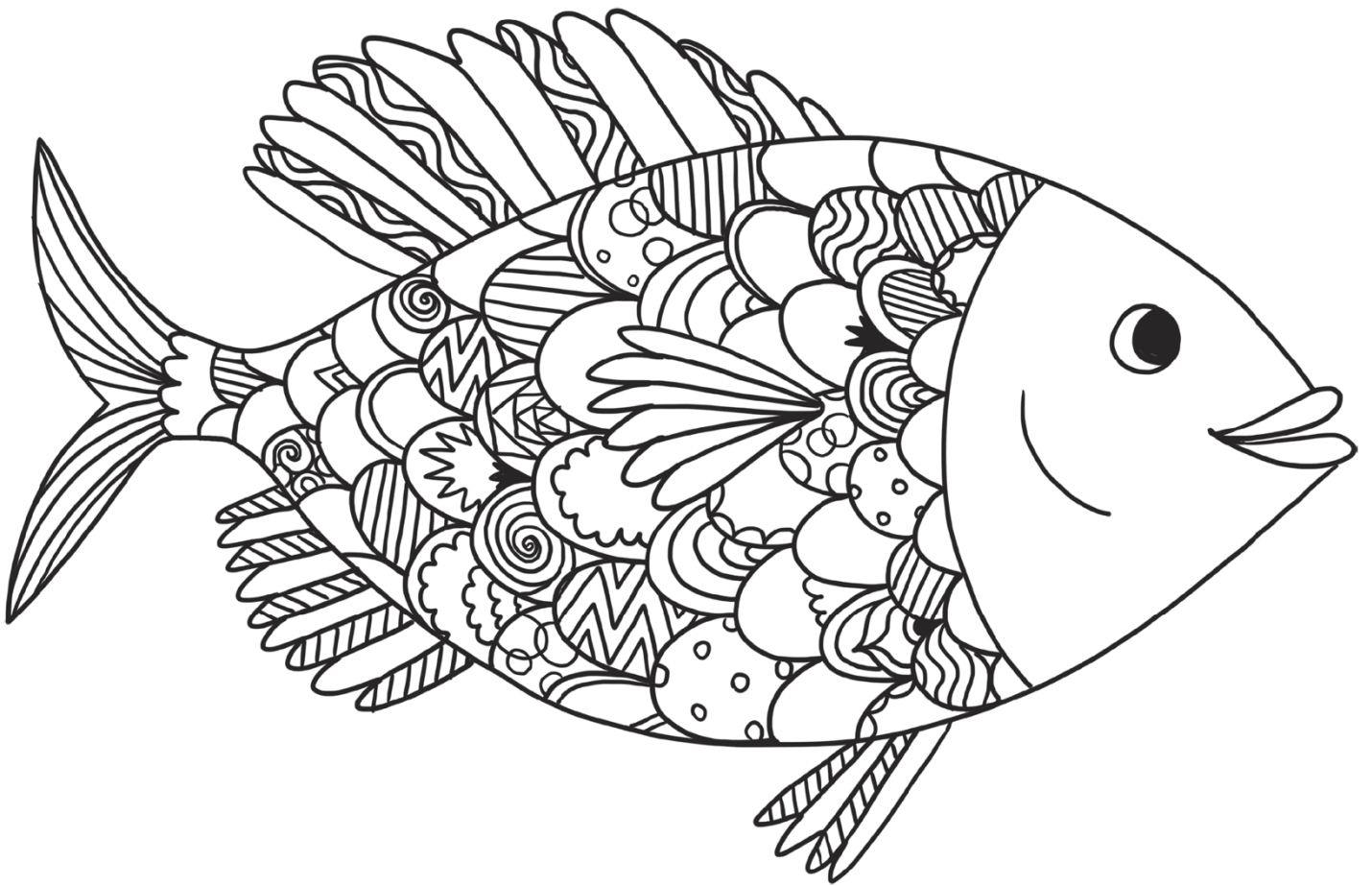


Unit 32 - Sound Focus: kn as in knee

(Learn your highlighted words)

Look/cover/write/check	Monday	Tuesday	Wednesday	Thursday
<b>Sight Words</b>				
<i>watch</i>				
<i>holiday</i>				
<b>Contraction</b>				
<i>I'll</i>				
<b>Homophones</b>				
<i>draw</i>				
<i>drawer</i>				
<b>Red Words</b>				
<i>knife</i>				
<i>knee</i>				
<i>knit</i>				
<i>knot</i>				
<i>knob</i>				
<b>Orange Words</b>				
<i>knuckle</i>				
<i>knight</i>				
<i>know</i>				
<i>known</i>				
<i>knock</i>				
<b>Green Words</b>				
<i>knead</i>				
<i>kneel</i>				
<i>knowledge</i>				
<i>knew</i>				
<i>knelt</i>				

# Monday





# kn as in knee

z	w	v	x	z	h	h	r	k	d	y	t	k	t	w
t	e	z	g	k	i	j	x	n	m	r	q	i	p	u
j	r	b	k	p	n	u	v	o	p	b	a	k	m	x
b	g	i	l	l	j	i	a	w	p	y	r	w	q	a
k	n	o	t	w	c	z	t	u	k	x	d	b	e	e
k	s	f	q	k	n	u	c	k	l	e	z	r	g	r
k	n	t	v	b	x	d	r	a	w	z	r	d	s	x
k	n	e	m	l	h	g	t	s	k	n	e	a	d	b
s	n	e	e	n	o	b	v	c	w	l	e	j	d	c
s	y	i	l	l	l	c	t	o	w	e	b	t	k	k
f	k	w	f	t	i	z	n	o	n	o	h	q	n	g
a	n	a	e	e	d	k	n	k	n	g	c	j	o	z
h	e	t	m	t	a	k	h	k	i	r	l	a	c	k
p	w	c	t	n	y	i	i	n	c	f	w	v	k	z
d	p	h	n	c	s	f	k	j	m	f	x	g	h	c

knowledge

drawer

knock

i'll

knob

knit

knew

knuckle

knight

kneel

watch

knot

knee

knelt

holiday

knead

known

knife

know

draw



## The Echidna and the Shade Tree

### Response Questions

1. How does the echidna's appearance change from the beginning of the story to the end of the story?

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2. How does the echidna feel about his situation? Use emotive words (express feelings and emotions).

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3. What are your feelings towards the echidna?

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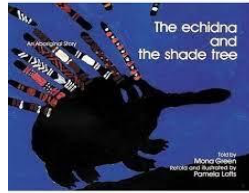
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4. Draw what the echidna looks like at the end of the story.

A large, empty rectangular box with a black border, intended for drawing the echidna at the end of the story.

## The Echidna and the Shade Tree - Dreaming Story



Where was the setting (e.g. forest, pool etc)?

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Who were the main characters in the story?

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What was the complication (What was the problem)?

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What was the resolution (How was the problem solved)?

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Why was the shade tree so important to the creatures?

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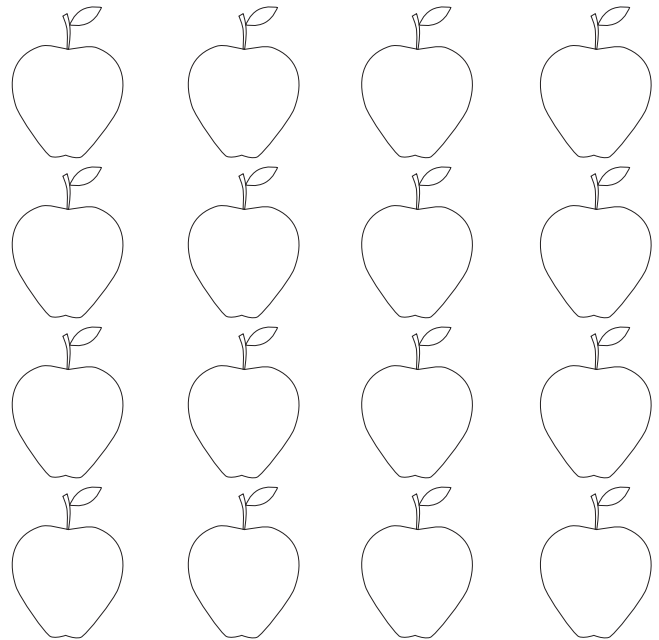
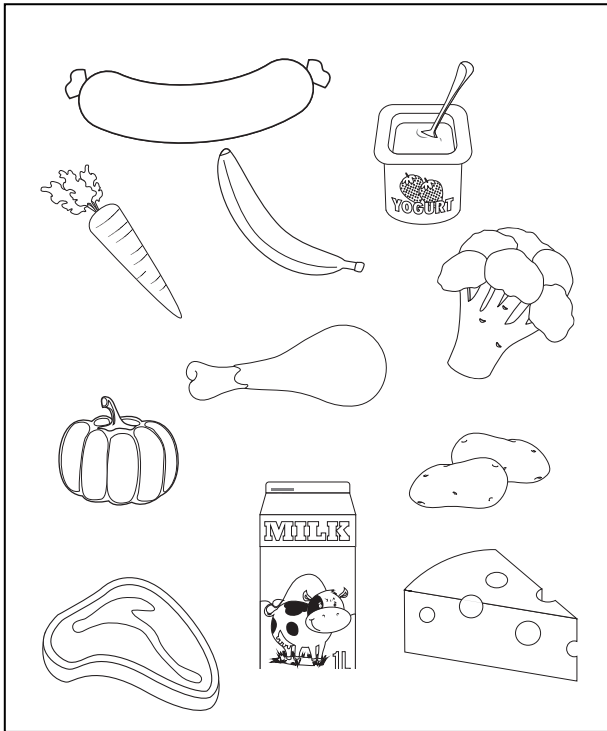
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Name \_\_\_\_\_

Date \_\_\_\_\_

## Categorising Data

- ① Sarah discovered her family's shopping could fit into 4 different categories. Sort the groceries into categories and colour an apple for each item that can go in that list.



Fruits	Vegetables	Dairy	Meats
--------	------------	-------	-------

- ② Group the following items into 4 categories. Give each category a suitable name and list all its items in the same box.

apple

fish

dress

blue

shark

dolphin

red

shirt

pants

whale

strawberries

yellow

blueberries

watermelon

green

hat

Name	

Name	

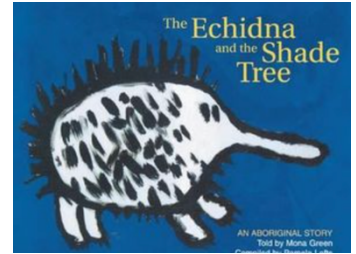
Name	

Name	

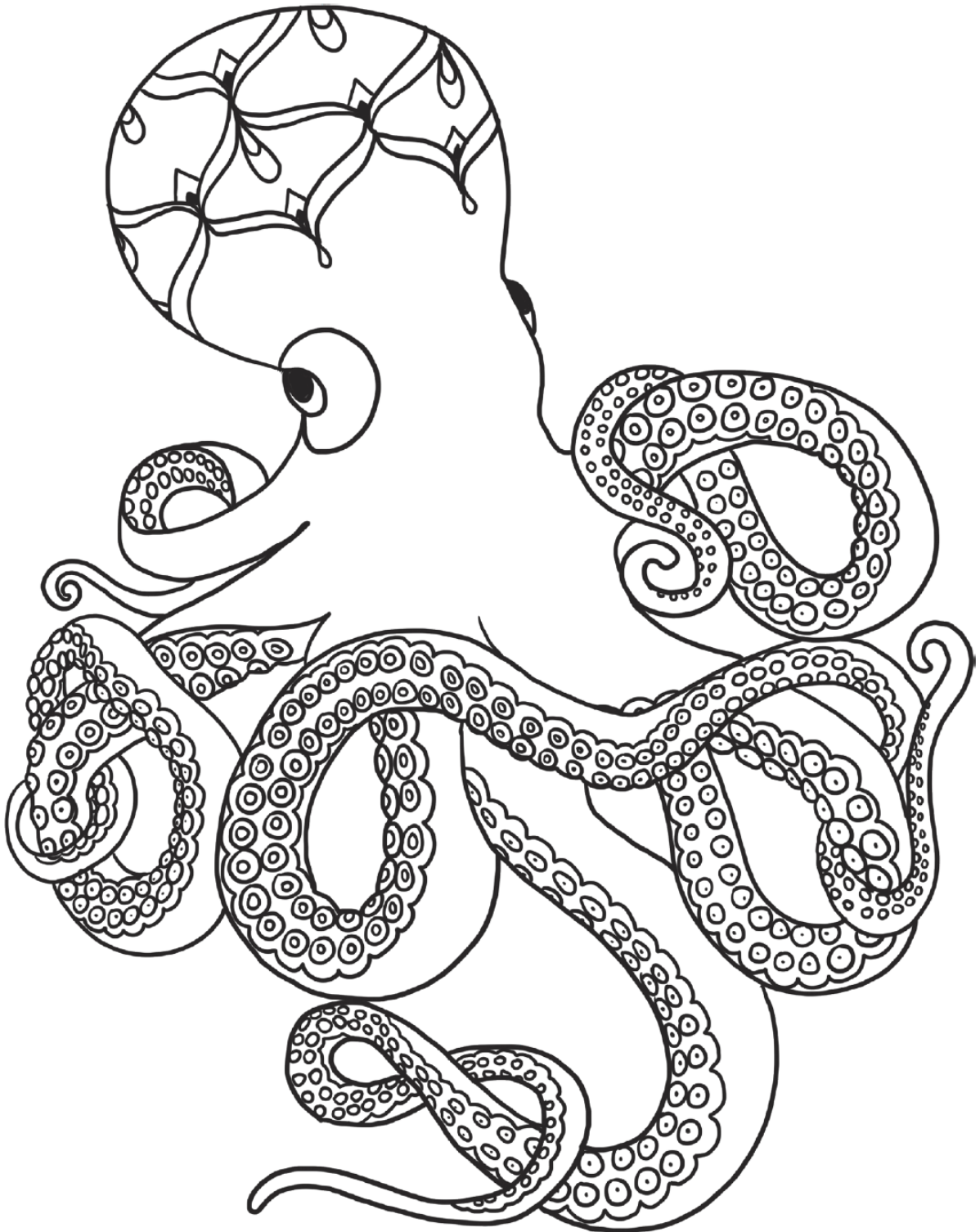


## Monday – Visual Arts

**Instructions:** Draw an Echidna. Make an Echidna leaf collage.



# Tuesday



# Letter Tile Spelling Sheet

Write your words on the lines and then find their value by using the numbers on the letter tiles.



1 point e	1 point a	1 point i	1 point o	1 point n	1 point r	1 point t
1 point l	1 point s	1 point u	2 point d	2 point g	3 points b	3 points c
3 points m	3 points p	4 points f	4 points h	4 points v	4 points w	4 points y
5 points k	8 points j	8 points x	10 points q	10 points z		

See an example below:

Word	Sum	Total
get	$2 + 1 + 1 =$	4

# Inferring Character Traits

When determining a character's traits, we use text evidence of what they said and did in the story to support our answer.

Character Name	What did the character say?	What did the character do?	Character Trait
			



# Character Profile

## Character name

Appearance:

---

---

---

---

---

Personality:

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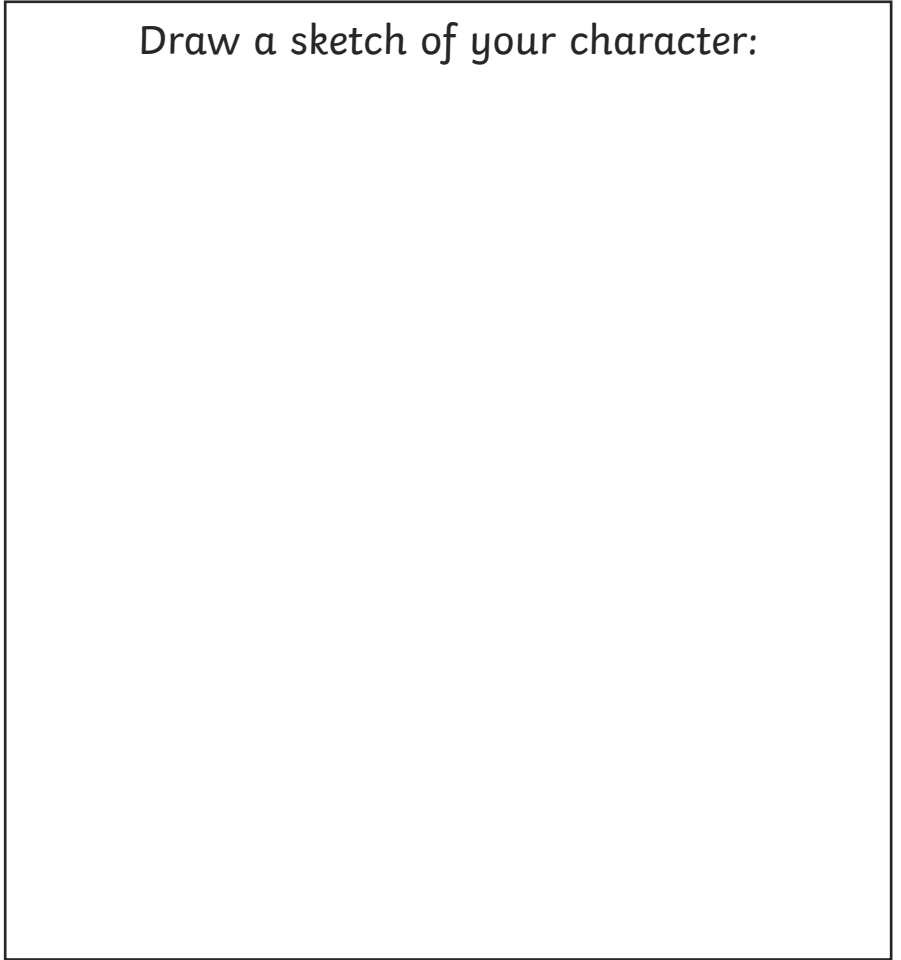
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Draw a sketch of your character:



**Actions:** What does your character **do** in the story?

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Change:

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# Basketball Toss

## You will need:

- pair of socks
- basket, bucket or container
- a clear space
- pencils or markers
- your CoLWaH workbook.



## Instructions

### **Challenge: See how many times you can successfully shoot your rolled up socks into the basket.**

- Mark a clear 'starting line' for your basketball toss.
- Take 3 big steps from your starting line and place a basket, bucket or container at the end.
- Stand at your starting line and throw your socks with your right hand.
- Throw your socks, aiming for the basket, 10 times with your right hand.
- Then, do the same thing 10 times with your left hand.
- Finally, do it again 10 times with both hands.
- Graph your results in your workbook.



# Basketball Toss

Record your successful shots in the tally table below.

Tally		
Left Hand		
Right Hand		
Both Hands		

## Bar Graph

Colour the sections in the bar graph below to match the tally.

Number of Successful Shots			
	Left Hand	Right Hand	Both Hands

# Basketball Toss

## Reflection

How many successful baskets did you score when you used your left hand?

---

How many successful baskets did you score when you used your right hand?

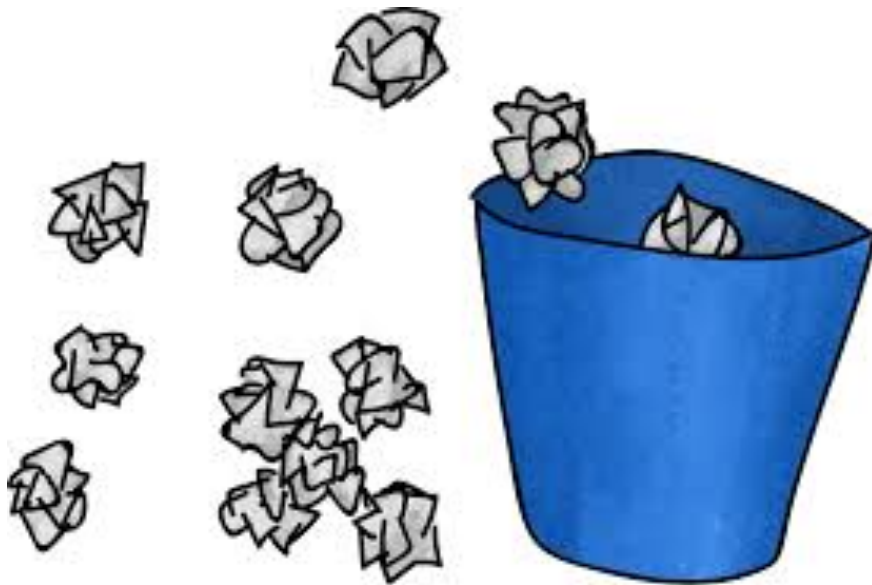
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How many successful baskets did you score altogether?

---

What was the difference between your highest and lowest score?

---



# Natural Resources

Everything made by people (known as man-made resources) uses the earth's resources (known as natural resources) in some way. People cannot make natural resources because they are made by the earth. Some examples are soil, air, water, plants, animals, metals, minerals and fossil fuels.

1. Write and draw three natural resources you use.

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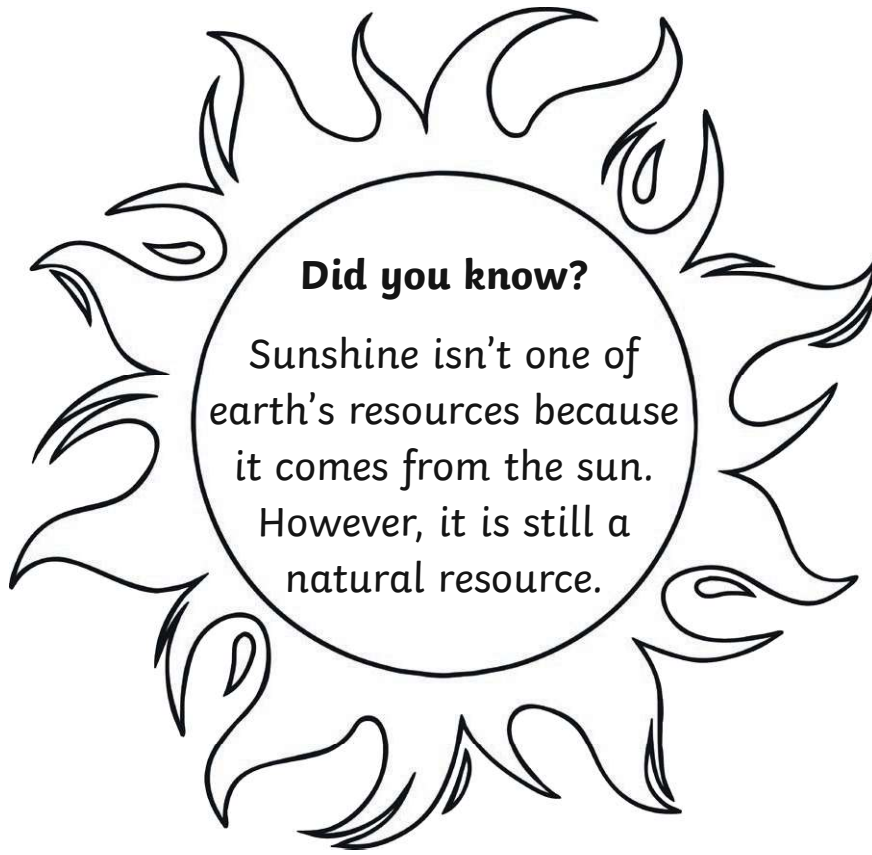
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2. Look carefully at the picture. Colour the natural resources you see **green**. Colour anything made by people (man-made) **red**.



Add to the picture by drawing three more natural resources.



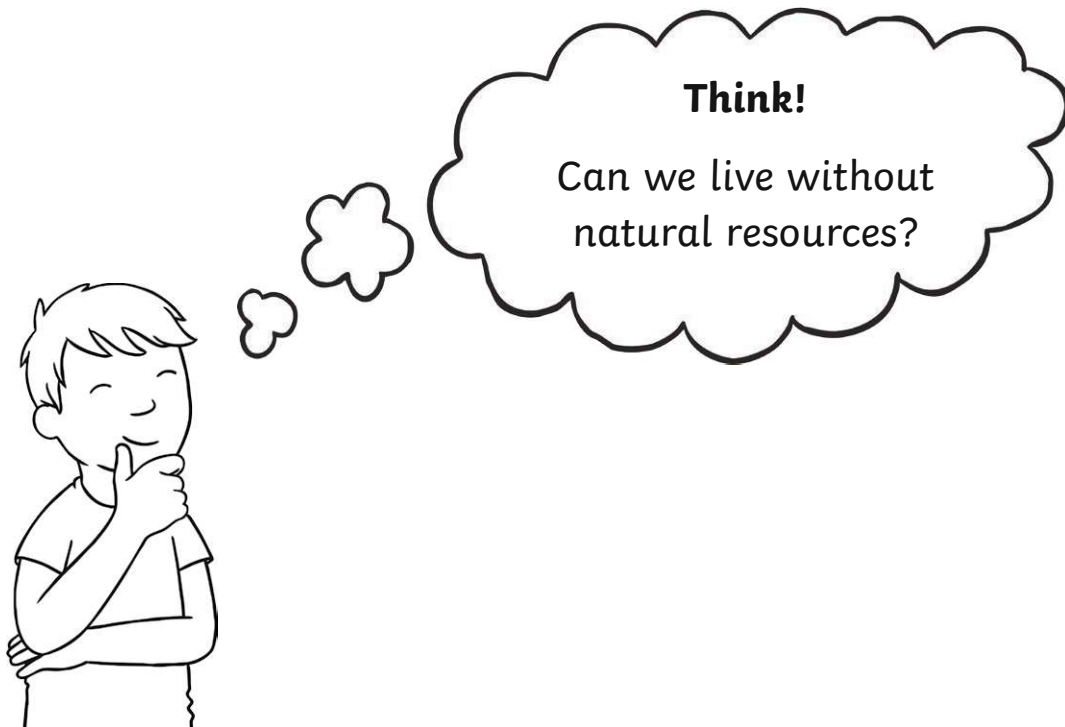
3. Which natural resource do you think is the most important? Why?

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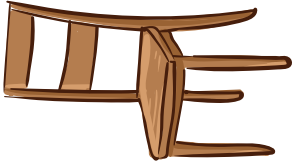




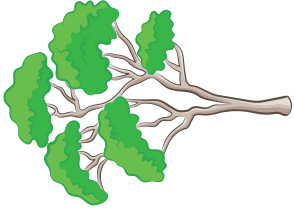
Fill the shopping basket. Draw and label something you play with, you eat and you wear. Think of the natural resources used to make your objects.



**Use**



Wooden chair



Tree

**Play**

---

**Eat**

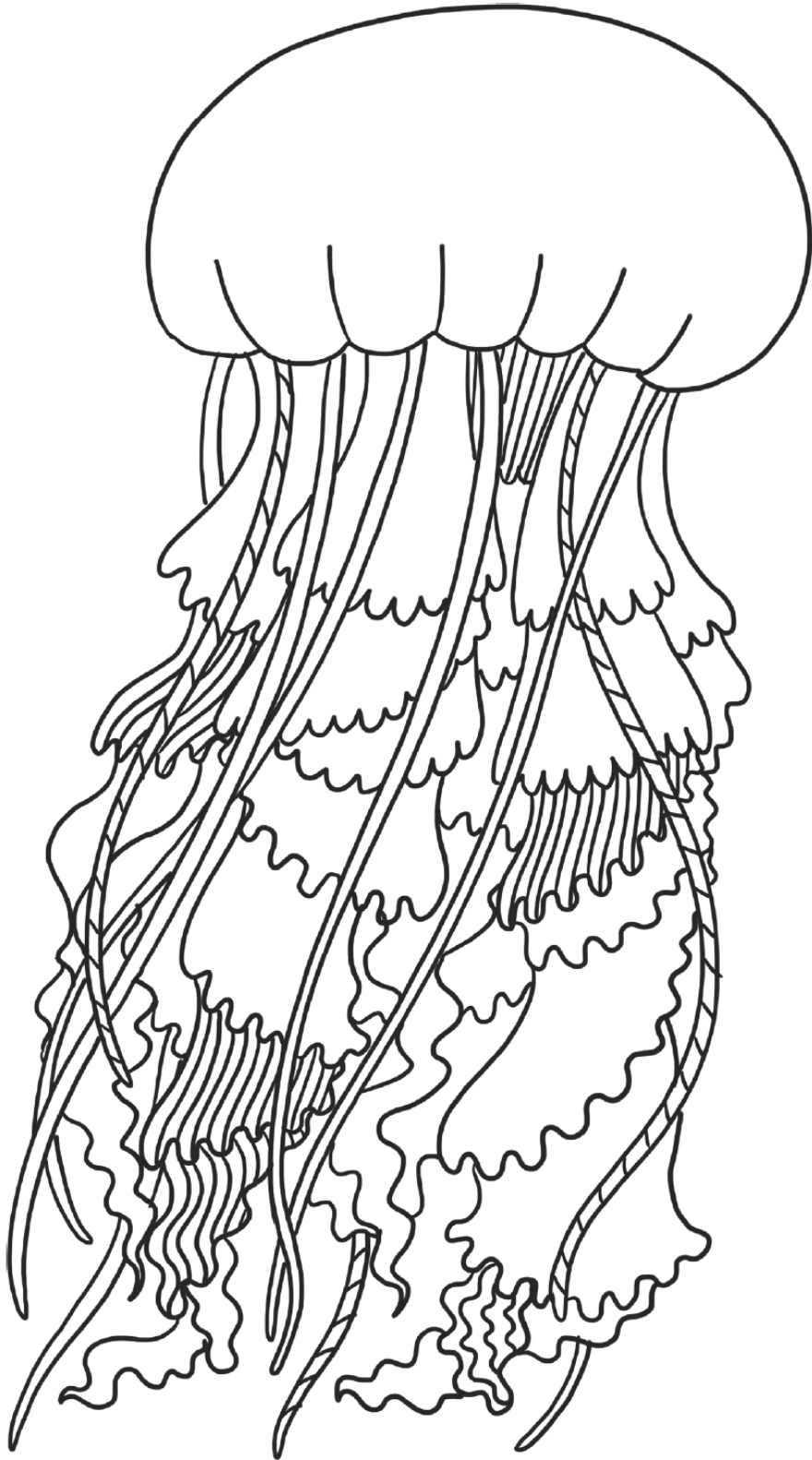
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**Wear**

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# Wednesday



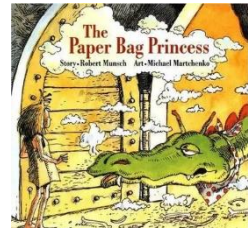


# Write, Draw, Use Spelling Activity

<b>Write it</b>	<b>Draw it</b>	<b>Use it</b>
Write your word: _____	Draw what your word means:	Use your word in a sentence: _____ _____ _____
Write your word: _____	Draw what your word means:	Use your word in a sentence: _____ _____ _____
Write your word: _____	Draw what your word means:	Use your word in a sentence: _____ _____ _____
Write your word: _____	Draw what your word means:	Use your word in a sentence: _____ _____ _____
Write your word: _____	Draw what your word means:	Use your word in a sentence: _____ _____ _____
Write your word: _____	Draw what your word means:	Use your word in a sentence: _____ _____ _____

# The Paper Bag Princess

## Comprehension Questions



1. How is Elizabeth similar to other fairy tale princesses?  
How is she different?

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2. What is the problem or complication in the story?

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3. How does Elizabeth manage to get past the dragon?

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4. Why don't Elizabeth and Ronald get married?

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5. What is the author trying to teach us?

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# Character Profile

## Character name

Appearance:

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Personality:

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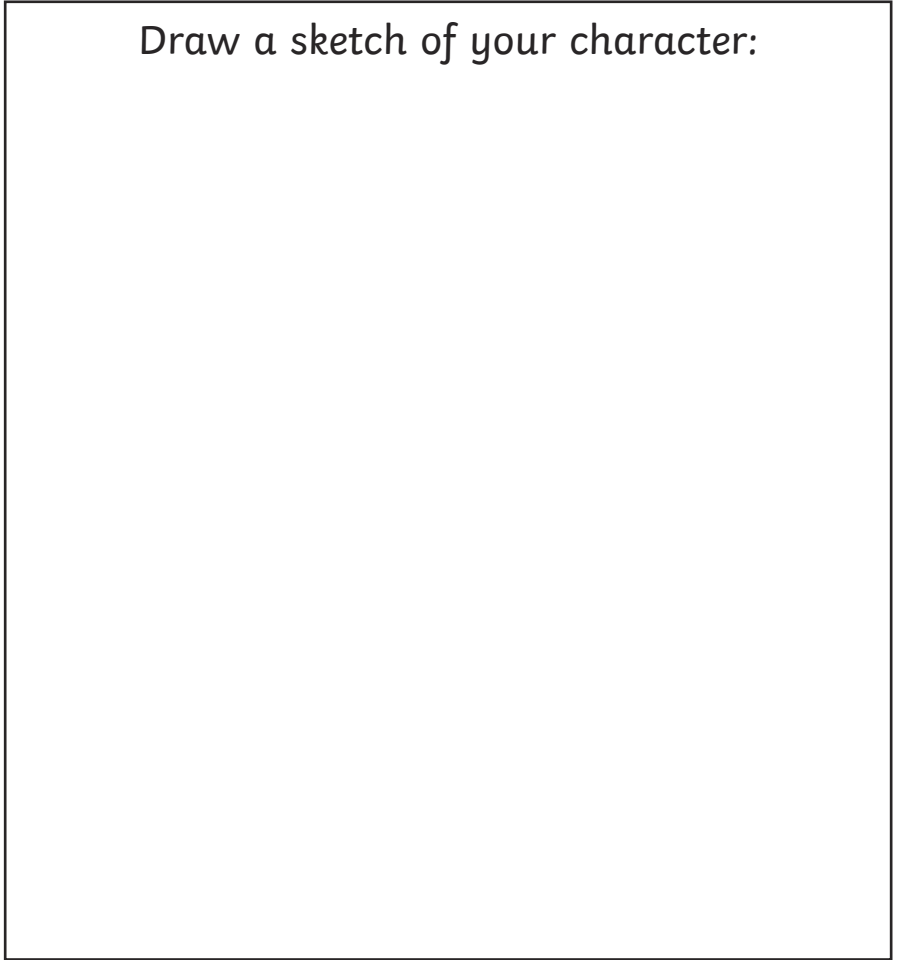
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Draw a sketch of your character:



**Actions:** What does your character **do** in the story?

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Change:

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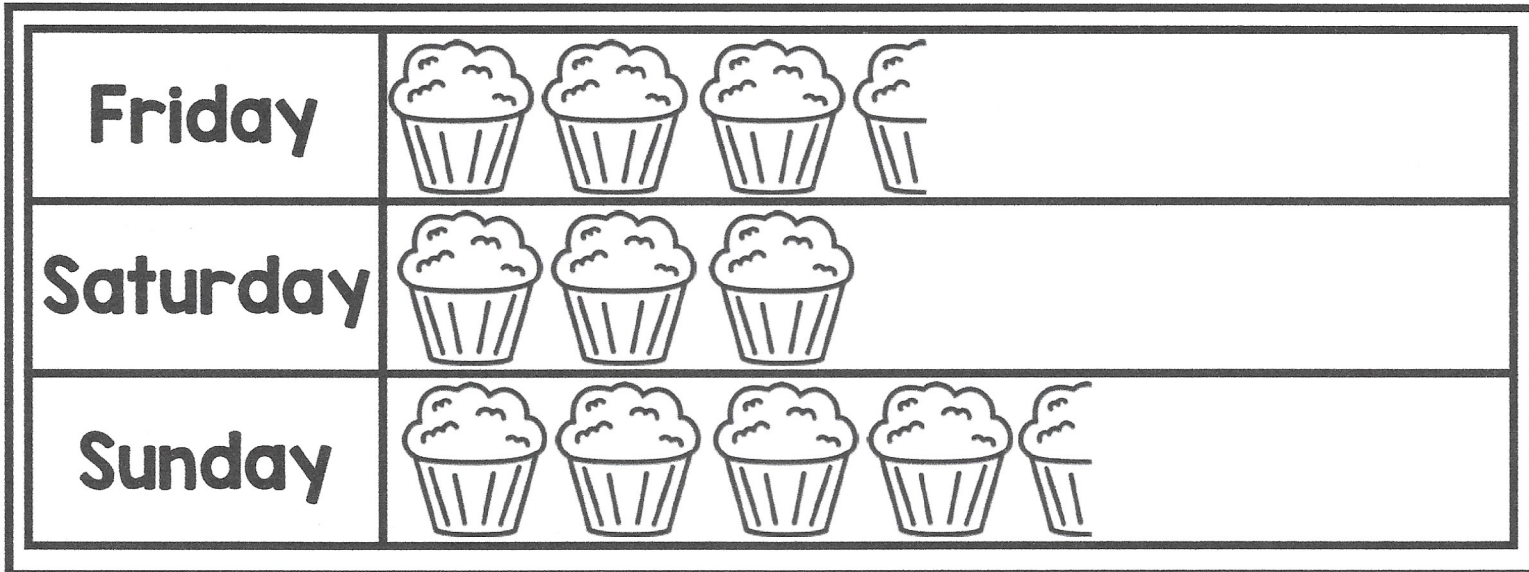
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Name: \_\_\_\_\_

# Picture Graph: Muffins Sold

Directions: Use the picture graph to answer the questions.

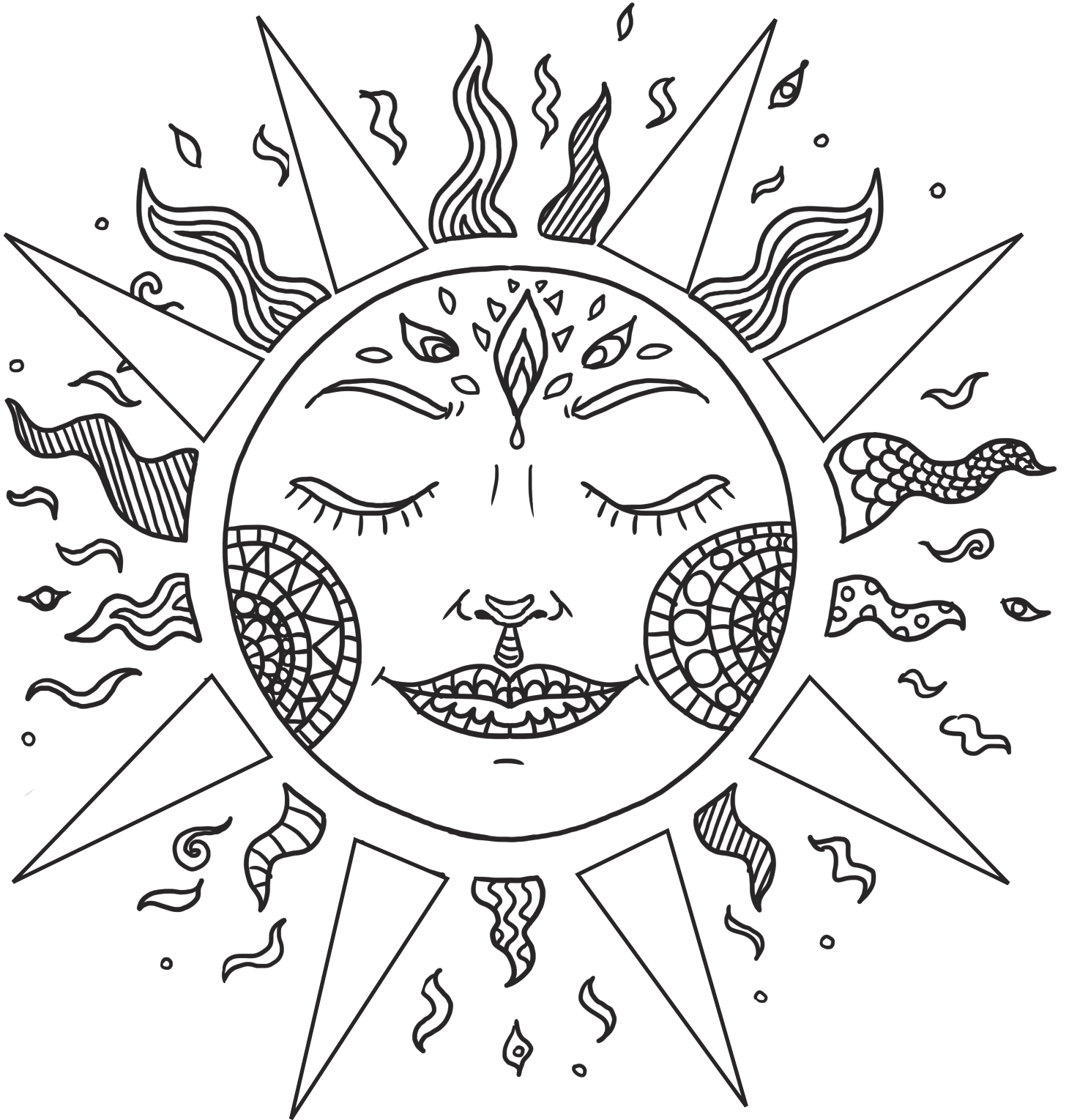


key  = 2 muffins

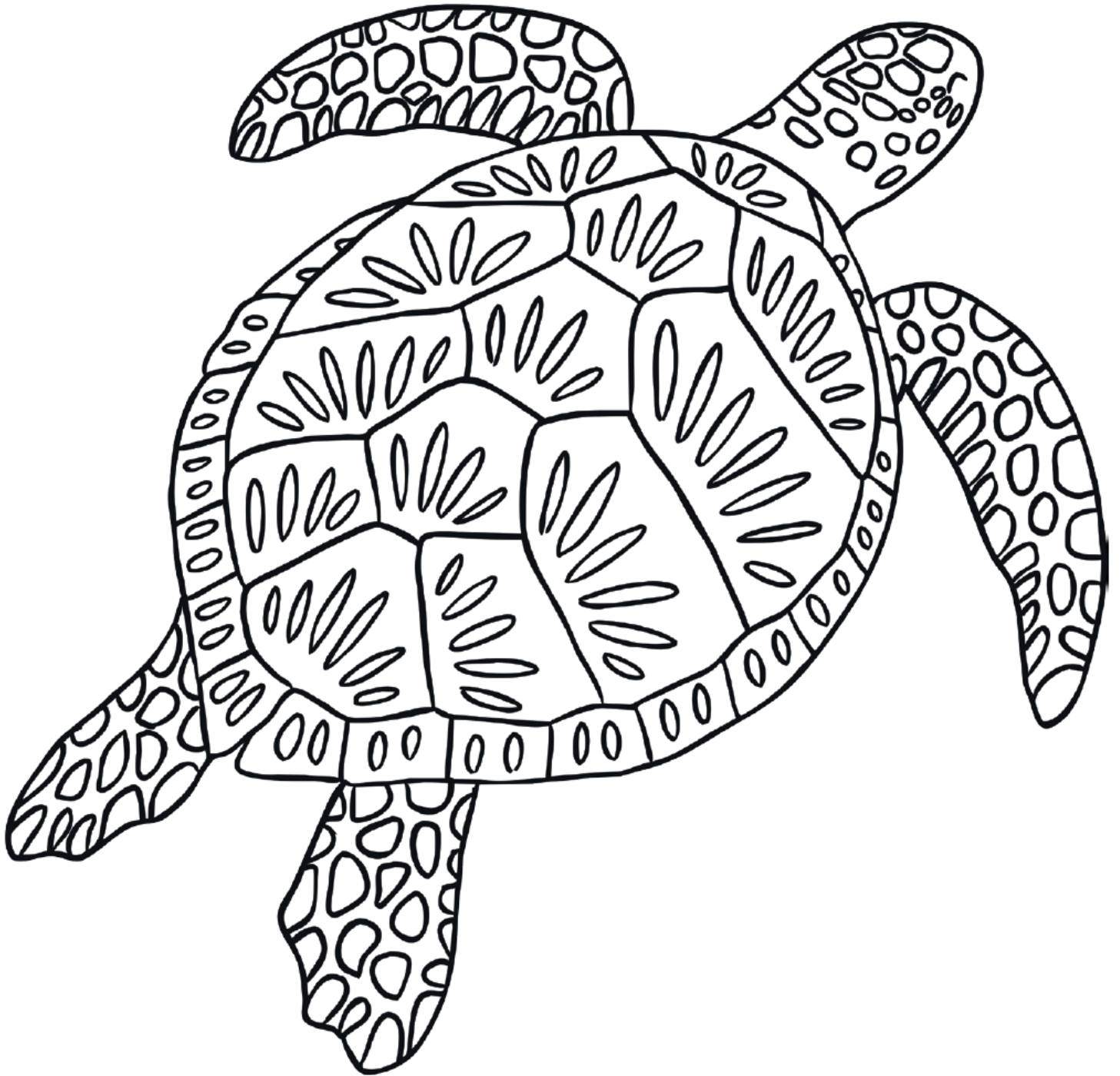
1. How many muffins does each  represent? \_\_\_\_\_
2. How many muffins were sold on Saturday? \_\_\_\_\_
3. How many muffins were sold on Sunday? \_\_\_\_\_
4. How many muffins were sold on Friday and Saturday? \_\_\_\_\_
5. How many more muffins were sold on Sunday than Friday? \_\_\_\_\_
6. How many fewer muffins were sold on Saturday than Sunday? \_\_\_\_\_
7. How many muffins were sold in all? \_\_\_\_\_
8. How many more muffins need to be sold to reach a total of 25? \_\_\_\_\_

# I Am Amazing

Write something amazing about yourself in each of the sun's rays. As you colour the sun, think about all the incredible things that make you special.



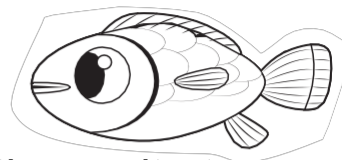
# Thursday



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

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

# Rhyming Words



Write the weekly spelling words in the first column, then write two rhyming words in the next two columns.

<i>fish</i>	<i>dish</i>	<i>wish</i>

Traditional Tales...

## The Three Little Pigs

Once upon a time, there lived Three Little Pigs. One day, they made their own houses. The first little pig made a house of straw, the second little pig made a house of sticks and the third little pig made a house of bricks.

The next day, the Big Bad Wolf went to the first house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the first little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the Big Bad Wolf. He blew the house down and the first little pig ran to the second house.

The Big Bad Wolf went to the second house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the second little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the Big Bad Wolf. He blew the house down and the two little pigs ran to the third house.

The Big Bad Wolf went to the third house. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the third little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the Big Bad Wolf. He huffed and he puffed, but he could not blow it down! So he climbed down the chimney and landed in a big pot of stew. SPLASH! He jumped out and ran away. He never came back again.

The Three Little Pigs lived happily ever after in the house made of bricks.

The end.

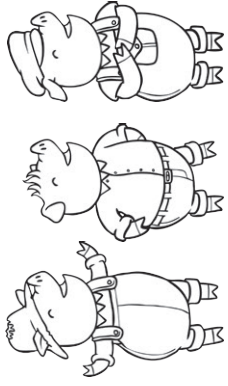




## Questions

1. What material did the first little pig build his house out of? Tick one.
  - bricks
  - straw
  - sticks
2. What did the Big Bad Wolf do to the houses made of straw and sticks? Tick one.
  - climbed down the chimney
  - blow the houses down
  - fall in a stew pot
3. What did the Big Bad Wolf climb down in the third house? Tick one.
  - a tunnel
  - a chimney
  - a post
4. What did the Big Bad Wolf land in after climbing down the chimney? Tick one.
  - a cup of tea
  - a bowl of peas
  - a big pot of stew
5. At the end of the story, what did the Big Bad Wolf do? Tick one.
  - He blew the brick house down.
  - He jumped out the stew pot and ran away.
  - He bought the Three Little Pigs a present to say sorry.

# The Three Little Pigs Story Sequencing

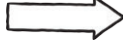


**First**

Four horizontal lines for writing the first part of the story.

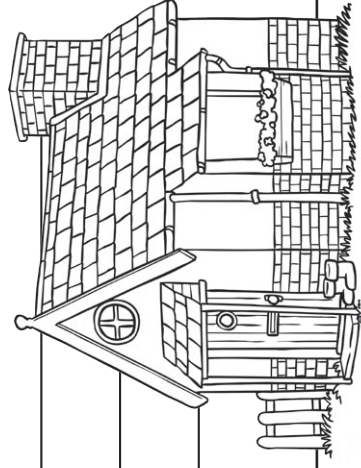
**Then**

Four horizontal lines for writing the second part of the story.



**Last**

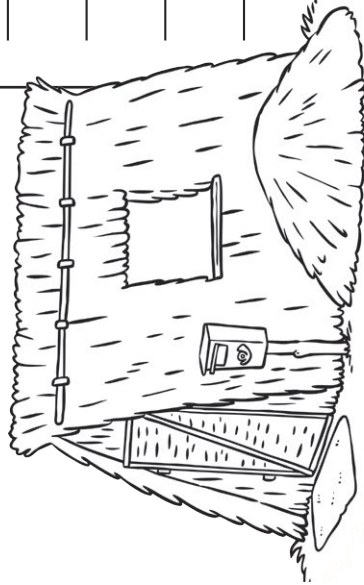
Four horizontal lines for writing the final part of the story.



**Next**



Four horizontal lines for writing the third part of the story.



The **simple future tense** expresses an action that has not yet happened.

**Choose the correct future tense to complete each sentence.**

---

1. Our family \_\_\_\_\_ a dog. (will adopt, adopt)
2. My brother \_\_\_\_\_ at my joke. (will laugh, laughs)
3. In math today, we \_\_\_\_\_ two-digit numbers. (will add, add)
4. The mailman \_\_\_\_\_ my letter. (will deliver, delivers)
5. At the game, we \_\_\_\_\_ for my sister. (will cheer, cheer)
6. At the grocery store, Mom \_\_\_\_\_ chips and bread. (buys, will buy)
7. After swimming, I \_\_\_\_\_ off. (will dry, dry)
8. If you go outside in the winter with no shoes on, you \_\_\_\_\_ a cold.  
(will catch, catch)
9. Cory \_\_\_\_\_ to music. (listens, will listen)
10. My grandparents \_\_\_\_\_ us. (will visit, visit)
11. Do you think she \_\_\_\_\_? (will jump, jumps)
12. Kevin \_\_\_\_\_ the door. (closes, will close)
13. I think I \_\_\_\_\_ a garden. (will plant, plant)

The **simple future tense** expresses an action that has not yet happened.

**Choose the correct future tense to complete each sentence.**

---

1. Megan \_\_\_\_\_ me the book when she is finished. (gives, will give)

2. Katie \_\_\_\_\_ out the window. (yells, will yell)

3. Carrie \_\_\_\_\_ open the box. (will rip, ripped)

4. The water \_\_\_\_\_ out of the tank. (will leak, leaked)

5. The music \_\_\_\_\_ beautiful. (will sound, sounded)

6. Joshua \_\_\_\_\_ around the car. (turned, will turn)

7. She \_\_\_\_\_ her eyes. (rubs, will rub)

8. I \_\_\_\_\_ my hand. (will raise, raises)

9. Fatima \_\_\_\_\_ the question correctly. (answered, will answer)

10. He \_\_\_\_\_ the entrance. (guards, will guard)

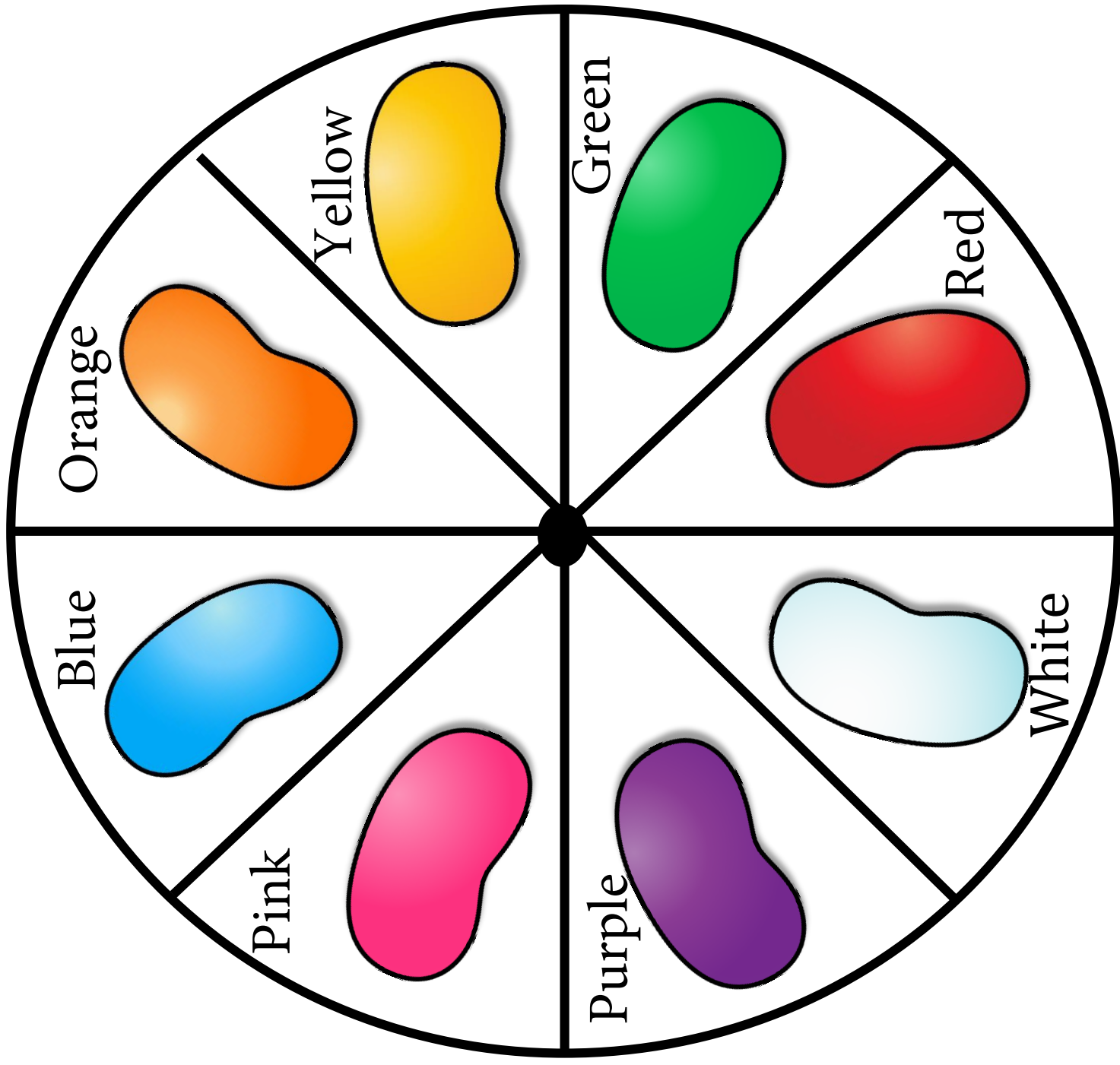
11. James \_\_\_\_\_ you for the gift. (thanked, will thank)

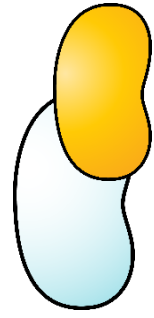
12. Dad \_\_\_\_\_ the heavy box. (lifts, will lift)

13. Spencer \_\_\_\_\_ the bucket with water. (fills, will fill)

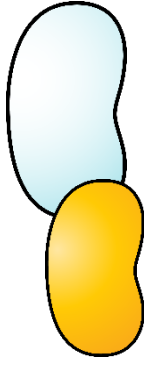
**Directions:**

Place the tip of a pencil through a paper clip to use as a spinner. Players spin 10-15 times (Needs to be predetermined.) Players tally then graph the number of times he/she spun each color of jelly bean.



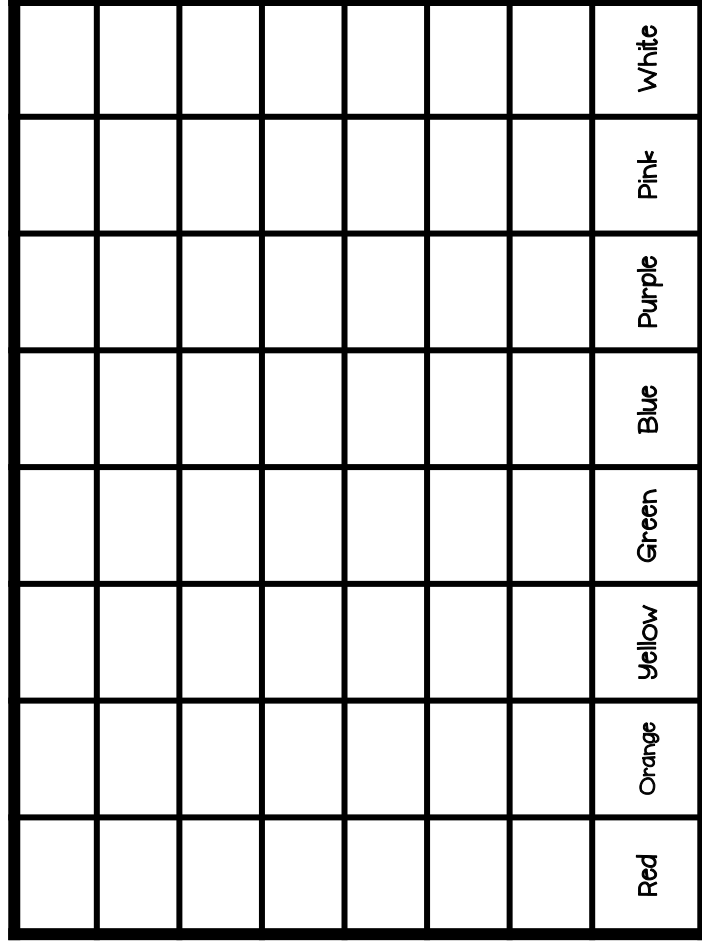


# Jelly Bean Graphing

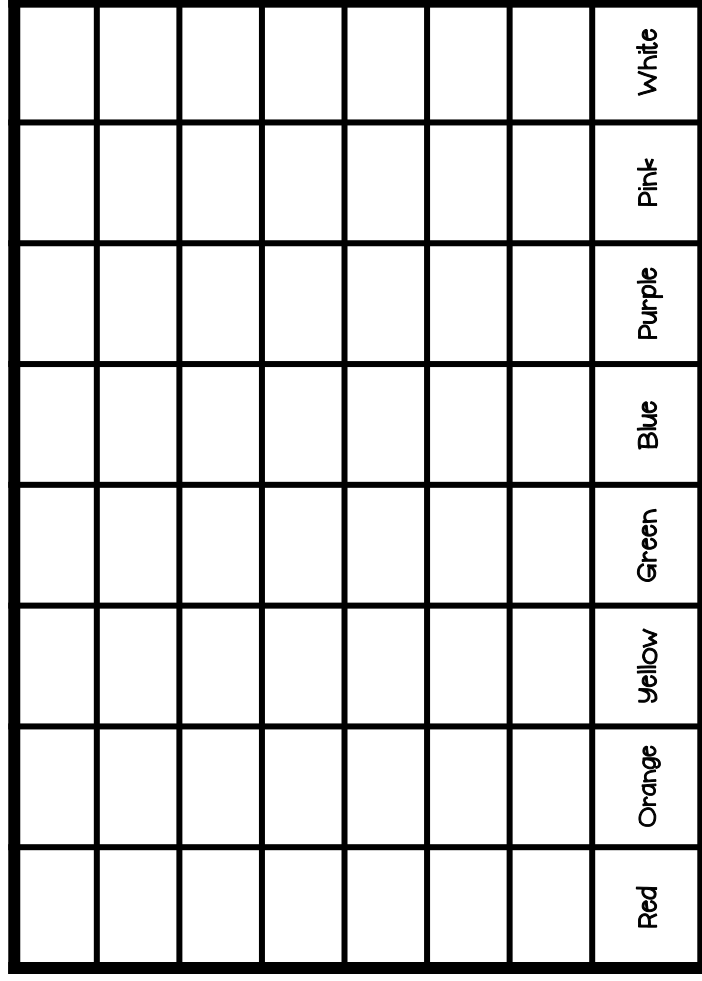


Color	Tally Mark	Color	Tally Mark
Red		Blue	
Orange		Purple	
Yellow		Pink	
Green		White	

## Bar Graph

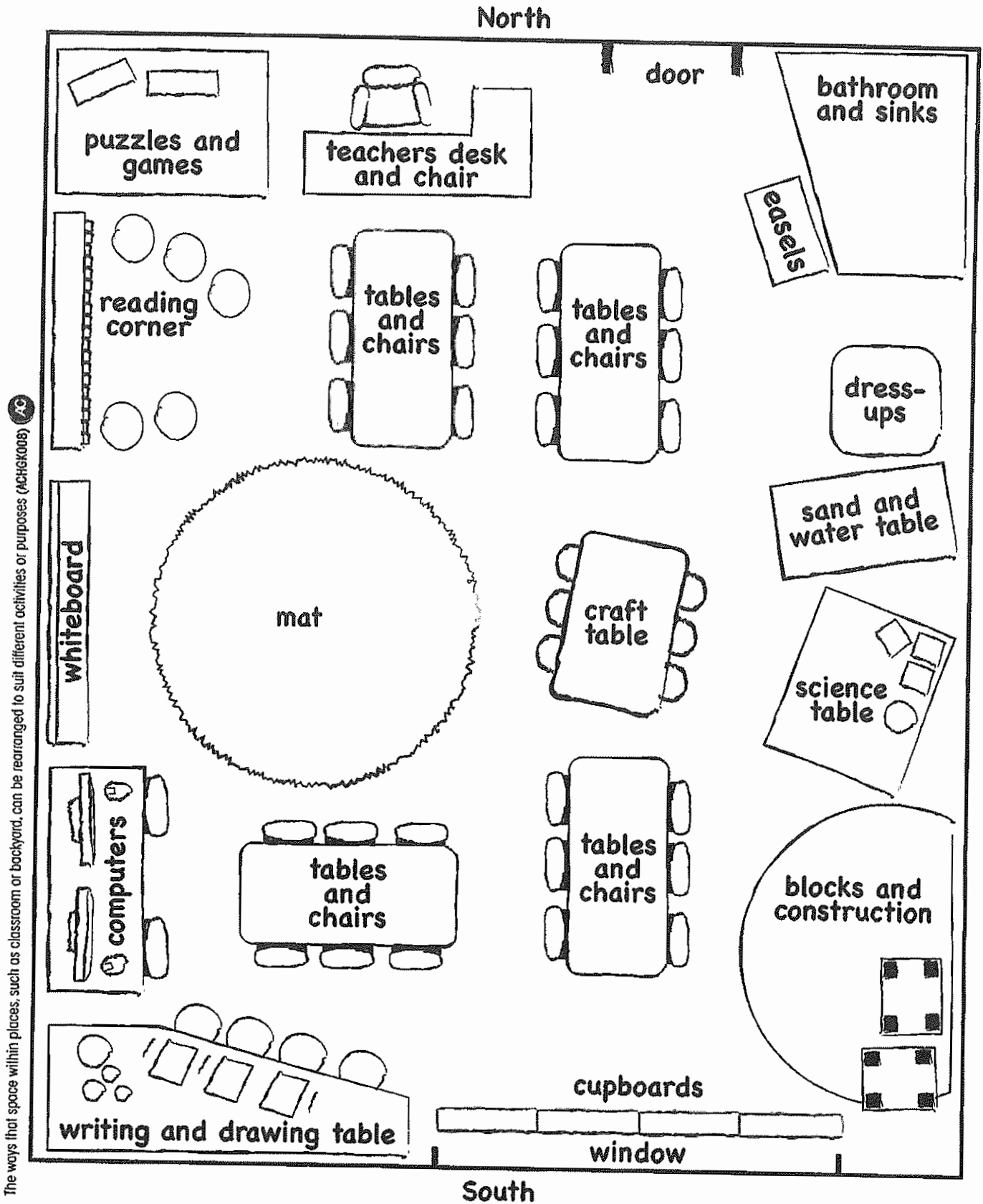


## Pictograph



# Rearranging a classroom - 1

Mrs Brown drew a map of her classroom. It showed how the spaces were arranged. The spaces were arranged so different activities and things could be done there. It looked like this.



The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)

REARRANGING SPACES

We organise our environments to suit our needs. Look at the arrangement of Mrs Brown's classroom to help you answer the questions.

Why is the large, round mat located at the front of the classroom?

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Why are the painting easels close to the bathroom and sinks?

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Why are the computers near the wall instead of in the middle of the classroom?

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Mrs Brown has 24 children in her class. Are there enough tables and chairs for them all? How do you know?

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What are three things you would need to think about when organising a classroom?

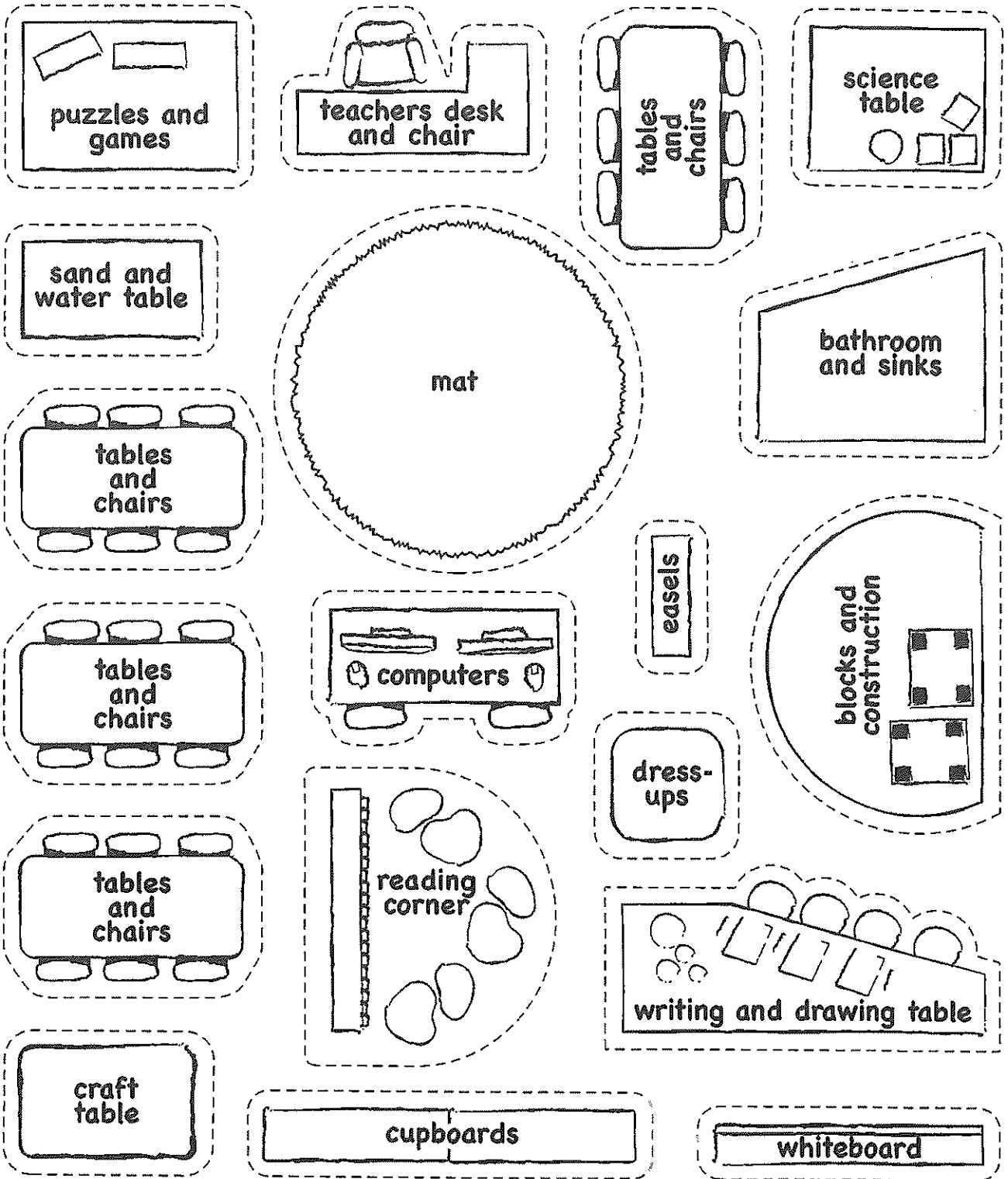
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# Rearranging a classroom - 3

1. Use the shapes to arrange your own classroom on a large sheet of paper.
2. Draw and label any others you need.



REARRANGING SPACES

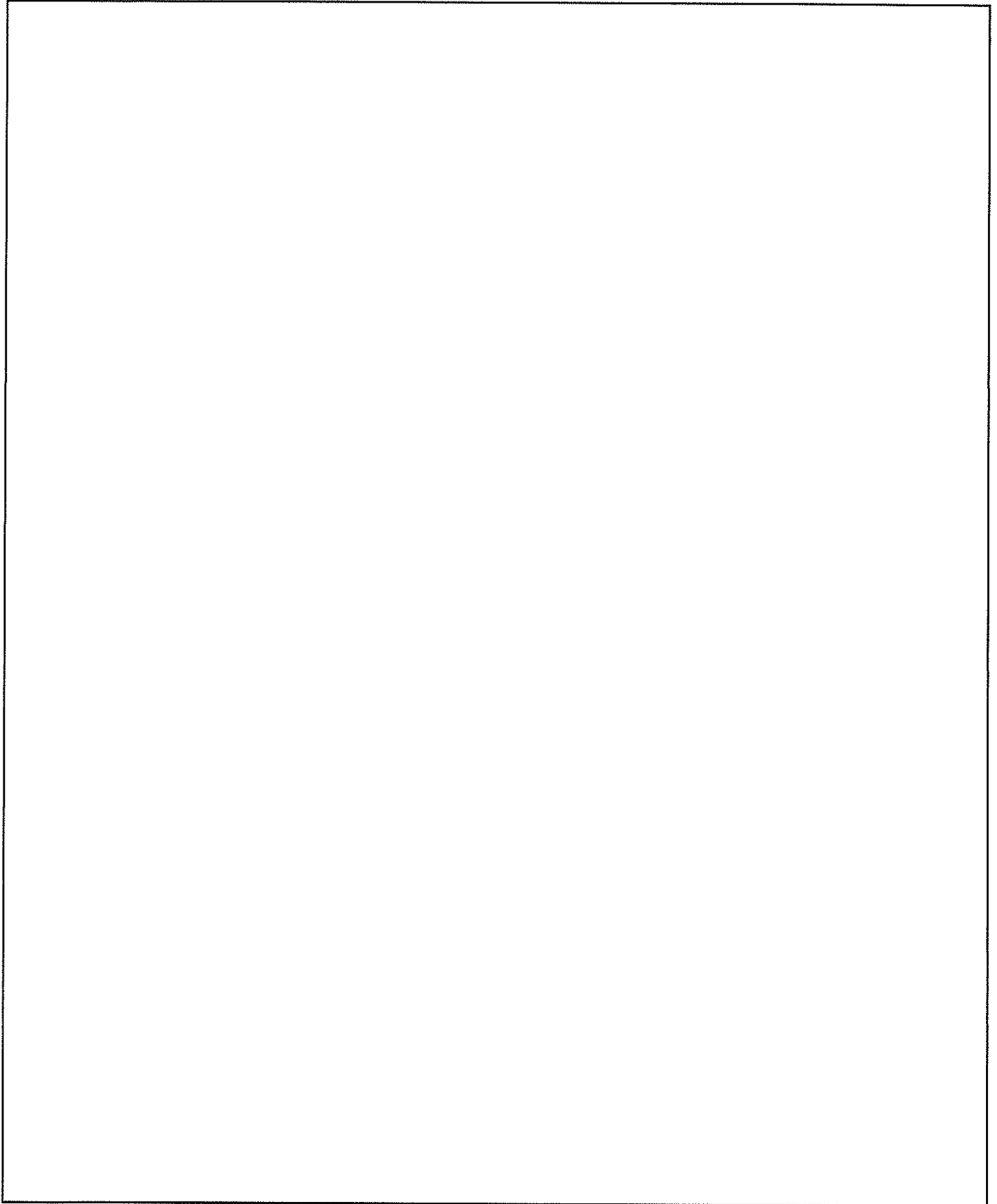
The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK006) (AC)



How do you look after the spaces in your own classroom?

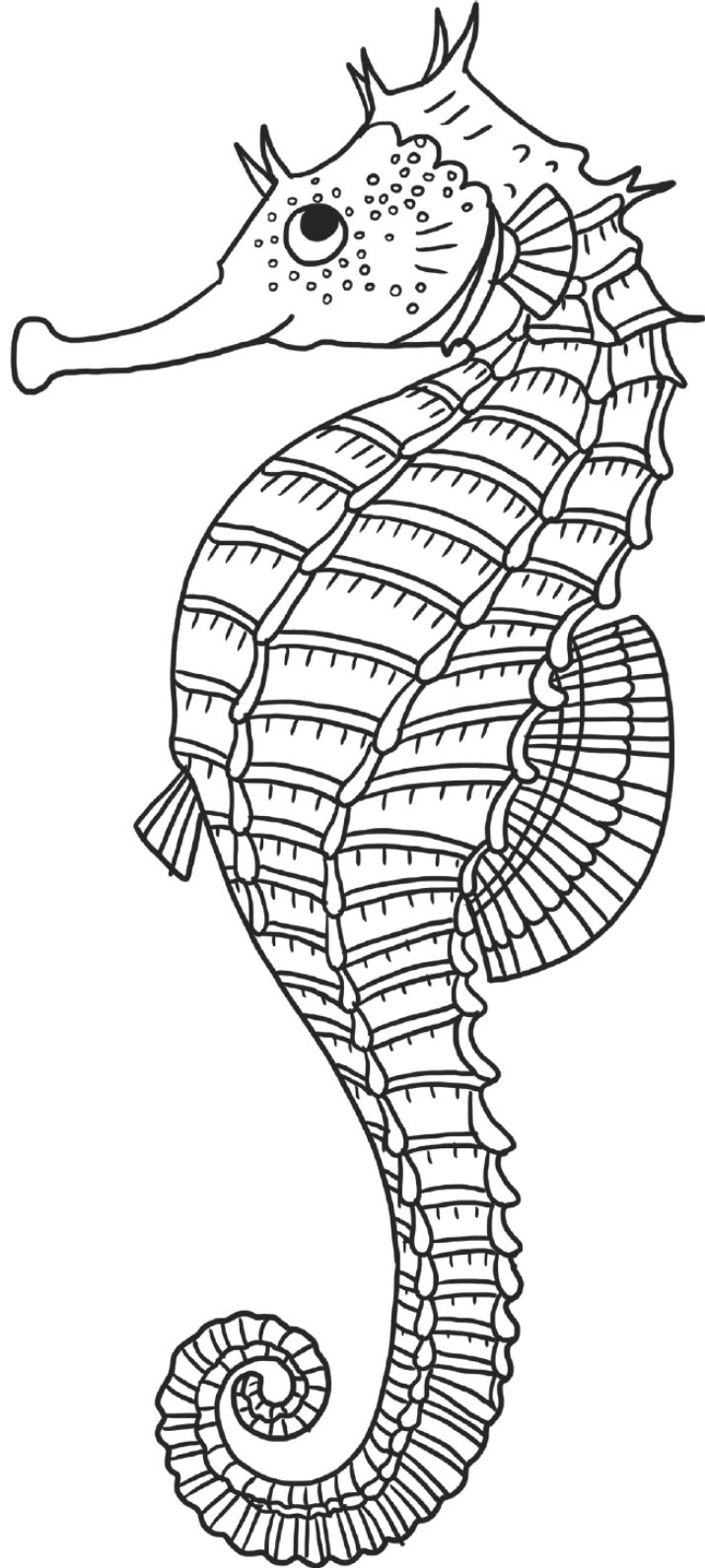
Blank Page

# Rearranging a Classroom



Designed by: \_\_\_\_\_

# Friday



Spelling Test Date: \_\_\_\_\_

Score: \_\_\_\_\_

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Spelling Sentence:

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# Book Review

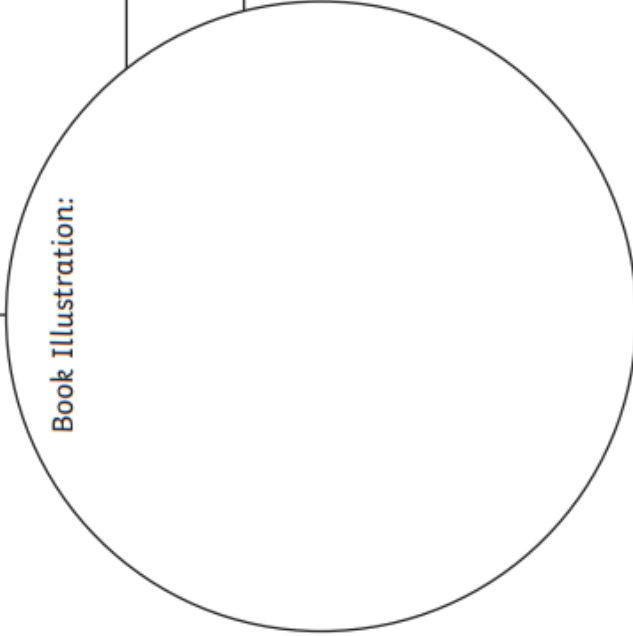
Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Fiction or Non-fiction: \_\_\_\_\_

What is the book about?

Book Illustration:



Who would you recommend the book to? Why?

Rating:



Can you write three facts you have learnt or three things you have learnt about one of the characters?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Character Profile

## Character name

Appearance:

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Personality:

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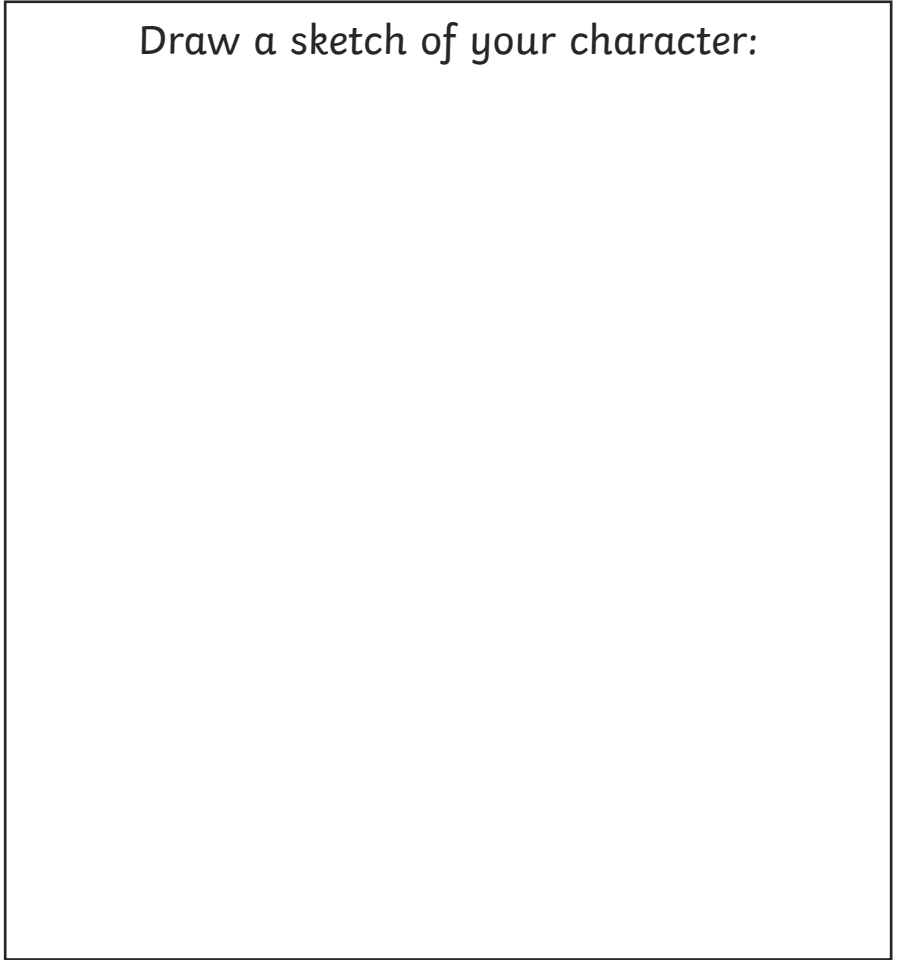
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Draw a sketch of your character:



**Actions:** What does your character **do** in the story?

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Change:

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Track these letters with exits.

n n n n n n n n n

t t t t t t t t t

u u u u u u u u u

v v v v v v v v v

w w w w w w w

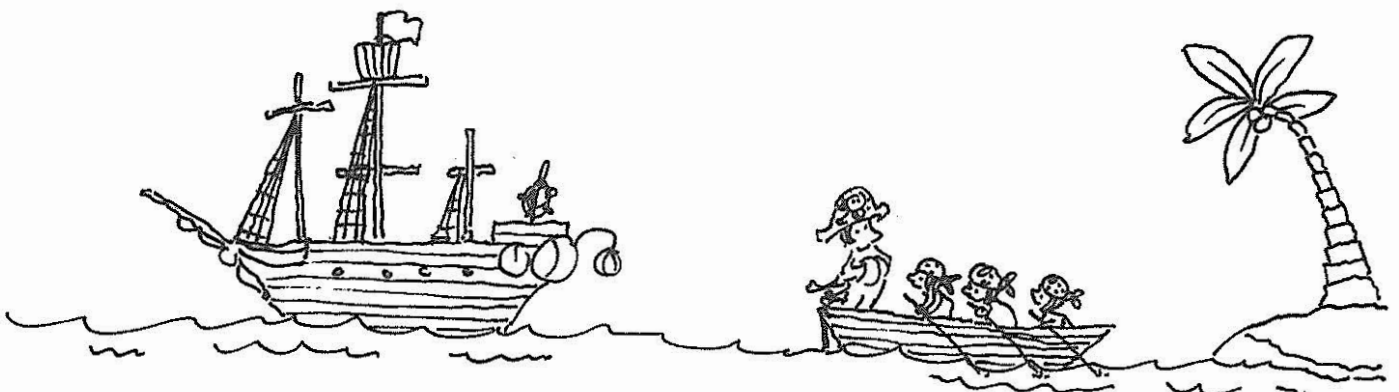
Trace these, then write your own.

a d h

i k l

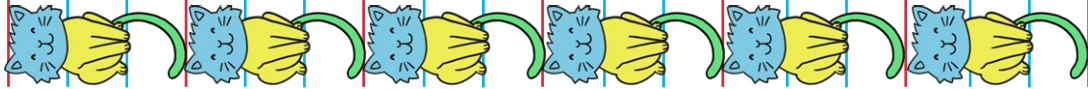
m n t

u v w

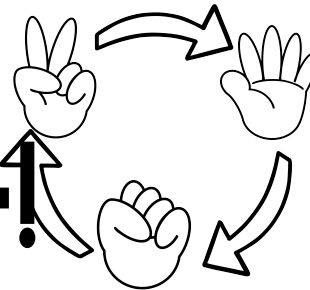




# Handwriting Lines



# ROCK, PAPER, SCISSORS... Shoot!



ROCK, PAPER, SCISSORS	
WIN	
LOSS	
dRAW	

## ROCK, PAPER, SCISSORS

**NUMBER OF TURNS**

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	<b>WIN</b>	<b>LOSS</b>	<b>DRAW</b>

# ROCK, PAPER, SCISSORS... Shoot!



1. How many: wins \_\_\_\_\_ losses \_\_\_\_\_ draws \_\_\_\_\_
2. Which category has the greatest amount? \_\_\_\_\_
3. Which category has the least amount? \_\_\_\_\_
4. Between you and your partner, who had more wins?  
\_\_\_\_\_ How many more? \_\_\_\_\_
5. Between you and your partner, who had more losses?  
\_\_\_\_\_ How many more? \_\_\_\_\_
6. Who had the greatest number of:  
wins: \_\_\_\_\_ losses: \_\_\_\_\_ draws: \_\_\_\_\_
7. Write a sentence telling what you can learn from your graph: \_\_\_\_\_
8. Complete the question. Then answer it.  
How many more \_\_\_\_\_ do you have than  
\_\_\_\_\_? Answer: \_\_\_\_\_

## **Friday – PD/Health Task**

**Make a Beach Safety Poster!**