

**YEAR 2**

**LEARNING**

**- FROM -**

**• HOME •**

**VOLUME 2**

 **teachstarter**

## About this Pack

The Teach Starter team has handpicked this learning from home resource pack to include a range of resources that children can complete at home with the assistance of parents or guardians in the event of schools being closed or during homeschooling.

Included resources cover the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities – all for free!

If a student needs to work remotely, this pack can be sent home with children or emailed directly to parents and guardians digitally, to allow for students to complete the work remotely with minimal preparation and supervision.

The pack is designed to allow non-teachers to understand and set the tasks and activities in a home environment, without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

## For Teachers

### Can I share this pack with parents, students and other teachers?

Of course! This pack has been created specifically to support teachers, guardians and parents with children who are learning remotely or being educated at home, so feel free to share it with others.

You can share it by copying the URL in the address bar of your browser, or by clicking on the envelope icon above to send the link to an email address. You can also download the pack and email the PDF document to parents who are educating their children at home.

Please feel free to bundle this pack with your own home learning or homeschooling activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills, etc.

## For Parents

### How can I teach my child from home?

Downloading this free resource pack will equip you with a range of activities to share with your child while their school is closed or while they are learning remotely from home.

We have provided a helpful table of contents and activity overview to ensure that non-teachers can use and deliver this pack easily. All activities are age-appropriate, can be completed in any order, and relate to work that your child has probably already experienced in the classroom.

# Year 2

## Contents

### English

#### *Reading*

##### **3 x Magazine Articles and Comprehension Worksheets or Task Cards**

Students are required to read the text and answer the questions, either in a workbook or using the sheet provided.

#### *Spelling/Phonics*

##### **Spelling Task Cards**

Students use their spelling words for the week to complete these activities.

##### **Odd One Out**

For each of their weekly spelling words, students think of 2 words that somehow relate to their spelling word and 1 word that does not relate in any way.

#### *Speaking and Listening*

##### **Nutty Nursery Rhymes**

Students explore rhyming words as they play with the language of well-known nursery rhymes to create new versions.

#### *Writing*

##### **Character Cards**

Students choose one or two of their favourite picture books and think about the characters in those books. They write their responses to the task cards based on selected characters.

#### *Persuasive Writing*

##### **Tablets Should Replace Paper and Pencils in the Classroom**

Cut out the 'for' and 'against' statements and paste them in the correct column of the table provided.

#### *Editing*

##### **Editing Task Cards**

Students are required to edit the pieces of text. Each piece of text provides the number of errors and any punctuation that needs to be added.

## *Grammar*

### **Homophones 1**

Cut and paste the matching homophone pairs and then write each word in a sentence.

### **Homophones 2**

Circle the correct homophone in each sentence and draw pictures of some of them.

## *Vocabulary*

### **Vocabulary Cards**

Students choose 3 of the activities to complete.

## *Dictation*

### **New House**

Read the dictation many times for the student. The text is read in entirety, without long pauses between sentences. Students could later complete the extension activity.

## **Maths**

## *Coordinates*

### **Coordinates – Missing Items**

Referring to a map of a park, students follow directions (as coordinates) and colour the pathways formed. Objects are also then drawn in specific places on the grid.

### **Coordinates – Create Your Own**

This worksheet builds the student's skill in using coordinates through creating their own map.

## *Numbers to 100*

### **Hundreds Board Mystery Picture**

Students pick a task card and then use coloured pencils to colour the number squares, revealing a picture.

## *Shape*

### **2D Shapes (A) and 3D Objects (A)**

Students complete the worksheets.

## *Fractions*

### **Fractions Colouring Worksheet**

Students can either colour half of each object in colours of their choice, or they can follow the specific instructions listed.

### **Halves 2, Quarters, Eighths Worksheets**

Students complete the worksheets.

## *Subtraction*

### **Number Facts Board Games: Counting Back 2 & 3**

A hands-on game students can play to consolidate their knowledge of counting back by 2 and 3.

## *Measurement*

### **Informal Units Rulers**

Students select one of the rulers to work with and then find five objects around the house to measure. Measurements are recorded in a workbook. The same objects could then be measured using a different ruler and the results compared.

## *Number*

### **Numbers 21–130**

Students fill in the missing numbers on the chart.

## *Number Facts*

### **Hail, Hail, the Zero-Tail!**

The aim of this game is to identify numbers that, when added together, make a 'Zero-Tail' (a number ending in a zero). The game is played with a partner.

## *Word Problems*

### **Solving Word Problems (A)**

Students solve word problems by drawing pictures and writing matching number sentences.

## *Number Patterns*

### **Number Patterns (A)**

Students complete the worksheet.

## **Science**

### **Human Growth and Change Sorting Activity**

A sorting activity to help students identify the behavioural and physical changes humans experience at different life stages.

### **Eggs-ellent Dominoes**

Students connect the dominoes by matching eggs to the animal that laid them. Some animals that do not lay eggs have also been included.

### **Comparing Animals to their Parents**

Students brainstorm animals that do or do not look like their parents at birth and record their ideas in a table.

## **Push & Pull Forces Worksheet**

After identifying the correct force being used in each picture, students draw arrows to show that force.

## **Push & Pull Picture and Sentence Sort**

Cut out the push and pull pictures, and then match them up on the sheet provided.

# **STEM**

## **STEM Challenge Task Cards**

Students choose 2 tasks to complete and use a variety of materials to make new products or to solve design challenges.

# **Other**

## **Harmony Day – Paper Chain Craft Activity**

Students use a paper chain template to represent themselves and other important people in their lives. The people cut-outs are joined together to create a paper chain to be displayed at home.

## **Line and Feeling Sorting Activity**

There are no correct answers in this activity. Students look at the 9 cards that display lines and choose which cards they think match the following feelings: calm, excited, strong, scared, shy, healthy, angry, bossy, comfortable. Cards can be used more than once.

## **Patterns, Lines and Feelings Activity**

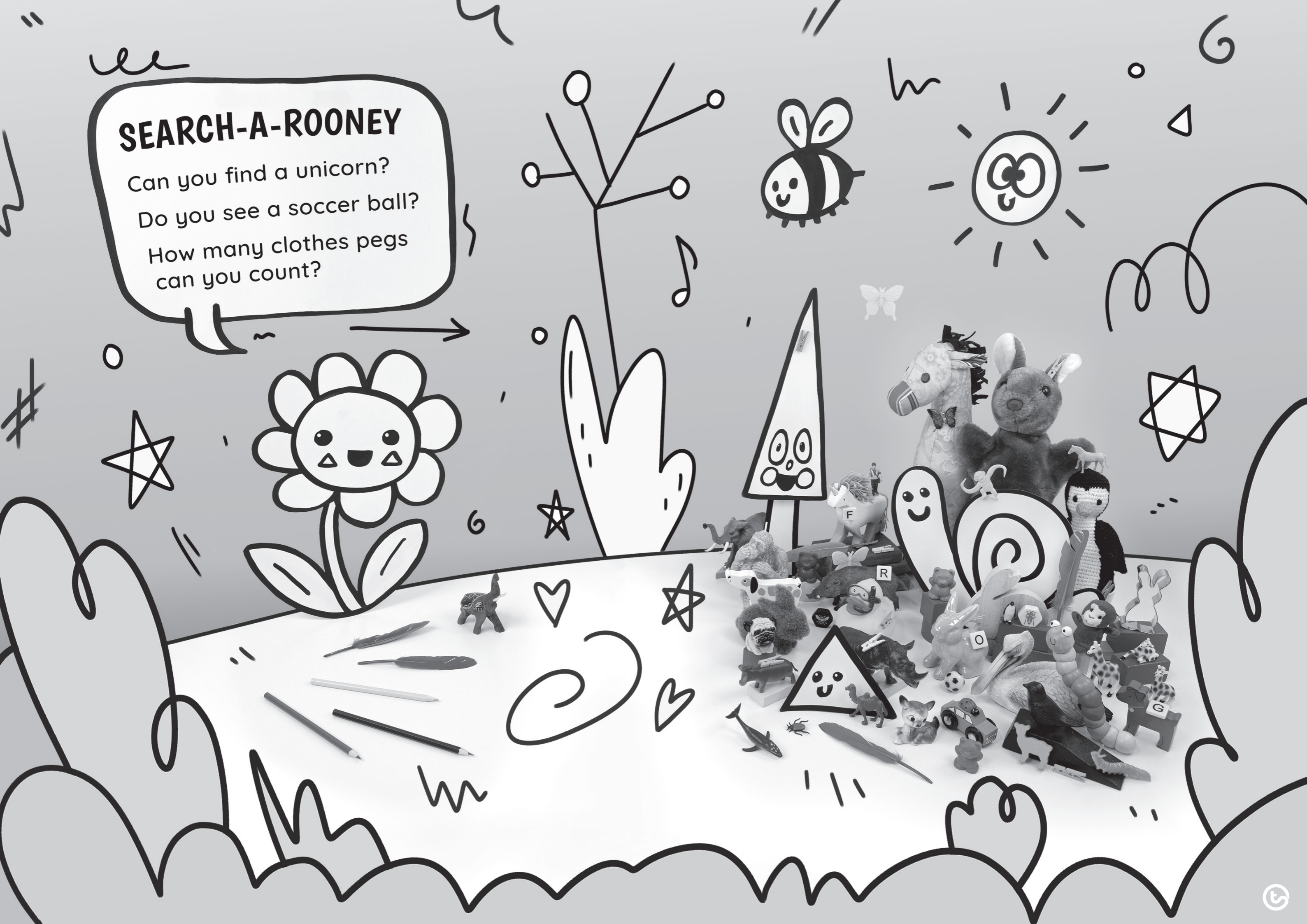
Use crayons and watercolour paints to express an emotion in this artwork.

## **Sea Jelly Craft Template**

After colouring the sea jelly, students cut it and fold on the centre line. The edges of the top half of the sea jelly are stapled, leaving the bottom open. The off-cut paper is scrunched up to stuff inside the sea jelly. Streamers, ribbons, coloured paper, wool or any other suitable material become tentacles, stapled inside so they hang along the bottom of the sea jelly.

# SEARCH-A-ROONEY

Can you find a unicorn?  
Do you see a soccer ball?  
How many clothes pegs  
can you count?



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

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

# Search-a-Rooney #2

## Questions

1. Name five animals you can see on this page. Can you name more?

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2. Look at the picture and describe an animal that you have never seen before.

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3. What animal did you describe?

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4. Which of the drawn characters would be a leader? Why?

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5. Choose a drawn character to write about. Write about who you think they are.

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Earth Watch

## PROTECTING NATIVE PLANTS AND ANIMALS



Quolls are native to Australia.

Animals come in all shapes, sizes and types. Most are very cute, but some harm the environment when they move to places they do not belong. When animals go to a new place, some of them spread too fast or hurt the other animals that live there.

### WHAT ARE PESTS?

Animals that belong in a country are called *native animals*. New species that cause trouble are called *pests*. Some pests are farm animals or pets gone wild (or *feral*). Others were taken to new areas by accident or on purpose as people explored the world.

Cane toads are from South America, but they were brought to Australia to eat beetles that were destroying sugar cane crops. They look like frogs, but their poison kills frog-eating native animals. Stoats (or weasels) from America cause problems in New Zealand. They eat the chicks of native kiwi birds, which are

endangered. Some pests travel by accident. Rats and mice come on ships. Bats, birds and insects fly. Mites and ticks arrive in the fur of other animals.



European starlings are very pretty birds, but they are pests that steal nests from native birds.



Flowers, plants and fruits like blackberry bushes can spread to take over wild places.



Sniffer dogs are good at smelling for pests at airports. They sit down next to luggage if they sniff pests.

## HOW DO PESTS SPREAD?

In the past, people did not know the dangers of bringing plants or animals to new countries.

Boats were not checked, so pests got a free ride around the world. Cats, dogs, birds and rabbits got loose or were set free. Pigs, goats, cows and horses also went feral. Their hooves can damage habitats, and they compete with native animals for food and water.

Customs and border control agents now carefully check planes and ships for pests. These days, pests mostly travel through careless packing of goods or by hitching a ride with humans when they travel to new places.

Now that you know how to stop the spread of pests, you can help protect Australia's native plants and animals.

## 5 WAYS TO STOP PESTS

1. Be careful not to order plant or animal products from overseas or post them from Australia.
2. After hiking, wash your boots clean of mud before you travel home.
3. Don't take any fruit, vegetables or plants with when you visit other states or countries.
4. Never remove native animals from their homes or release insects, pets, fish or farm animals into the wild where they don't belong.
5. Protect national parks by telling rangers about any pests that you see.

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

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

# Earth Watch: Protecting Native Plants and Animals

## Questions

1. What native animals and plants are found near your home?

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2. Do you know of any introduced pests that are in your area?

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3. How do pests in your area threaten the native environment?

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4. What can you do to help reduce the risk to the native environment?

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5. Draw the habitat of a native animal in your area.



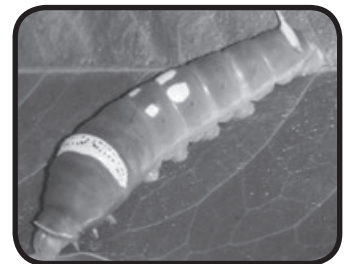
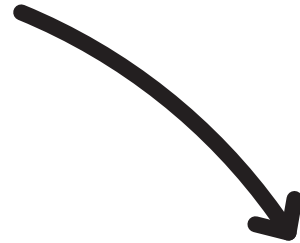
## SPECIES SNAPSHOT

# Ulysses Butterfly



### Egg

Ulysses butterflies lay their eggs on the leaves of Euodia trees.



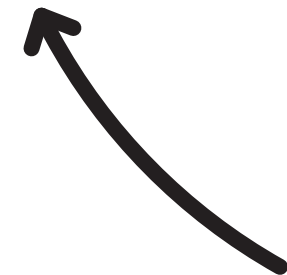
### Caterpillar

Caterpillars emerge from the eggs and eat the Euodia leaves.



### Pupa

The caterpillar stops eating and turns into a cocoon-like pupa. Butterfly pupas are called chrysalises.



### Adult Butterfly

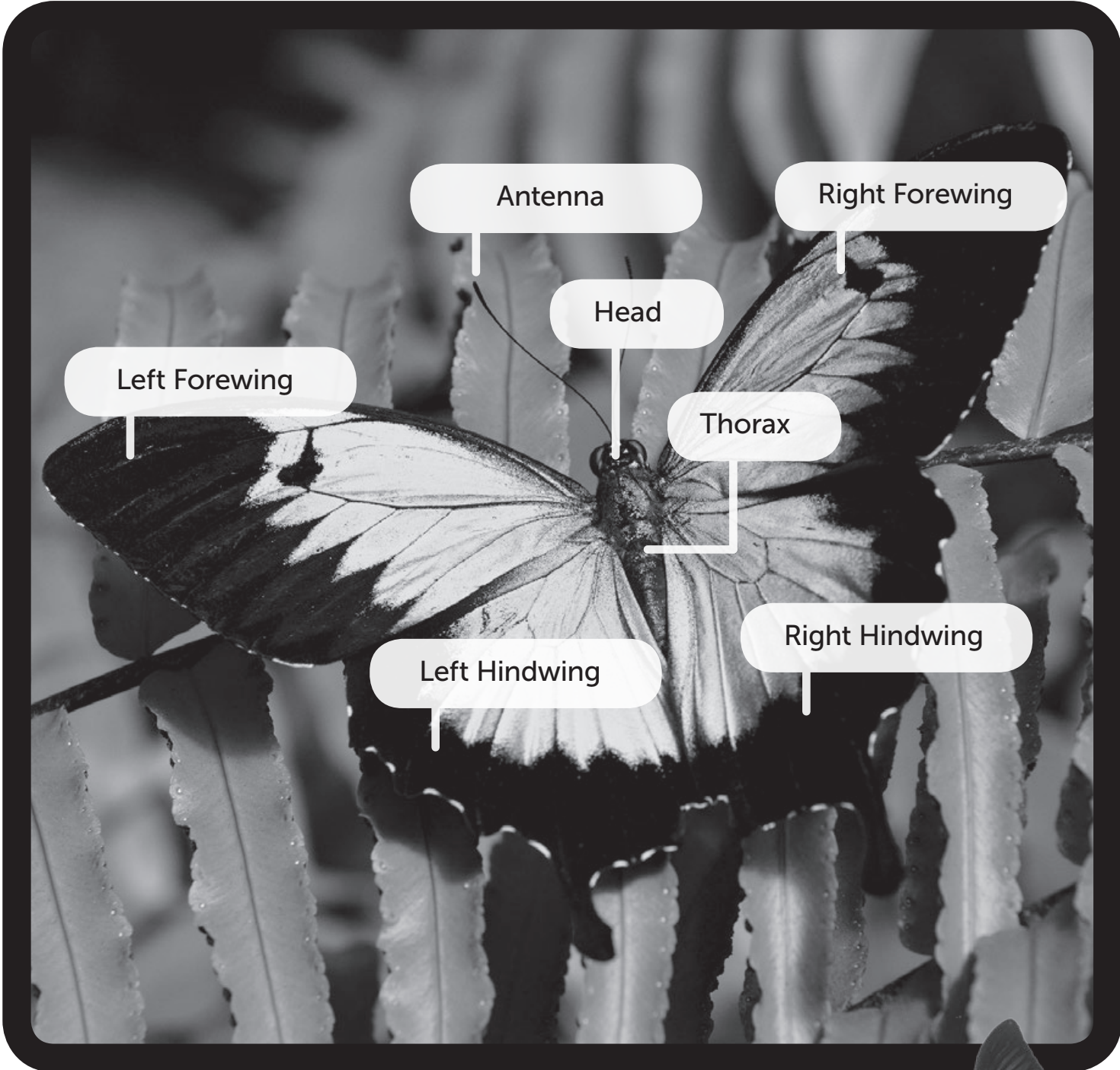
The adult butterfly emerges from the pupa.

**LIFE CYCLE**  
A Ulysses butterfly only lives for up to 8 months.





# PARTS OF THE ULYSSES BUTTERFLY



## **Species Snapshot: Ulysses Butterfly**

### **Remembering**

Draw each stage of the Ulysses butterfly's life cycle. Write a sentence to describe each picture.

### **Understanding**

In your own words, compare the life cycles of a butterfly and a human. How are they different?

### **Applying**

Think of another type of insect. Make a list of ways that insect's life cycle is like a butterfly's life cycle.

### **Analysing**

Look at the parts of the butterfly. What parts are exactly the same on both sides (symmetrical)? Compare your hands. Can you write with both hands? Are they exactly the same on both sides?

### **Evaluating**

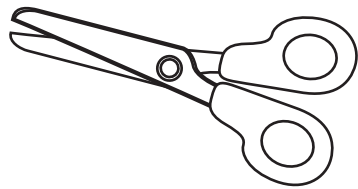
Imagine you are a Ulysses butterfly. What would your day be like? What would you most enjoy doing?

### **Creating**

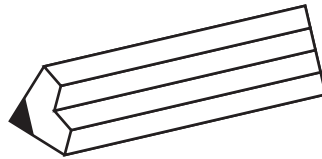
Make a symmetrical butterfly painting and label the parts.

# Syllable Words

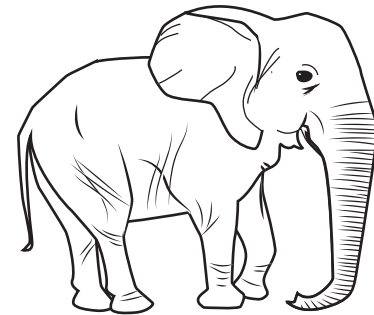
Group your spelling words according to the number of syllables.



1. cut



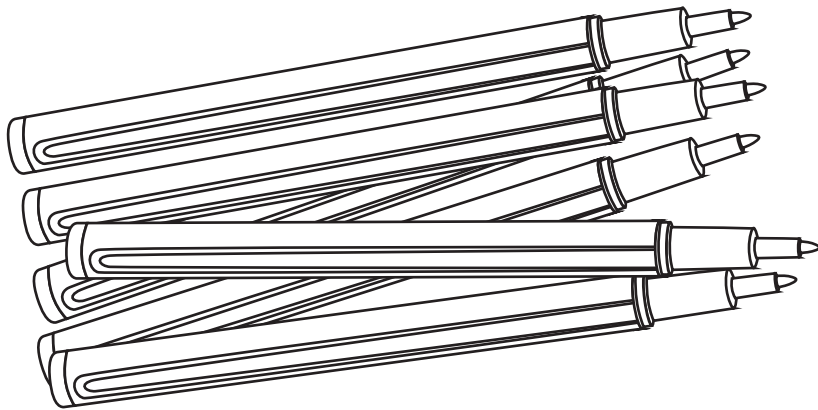
2. pen/cil



3. el/e/phat

# Crazy Colours

Write each of your spelling words in different colours in your book.

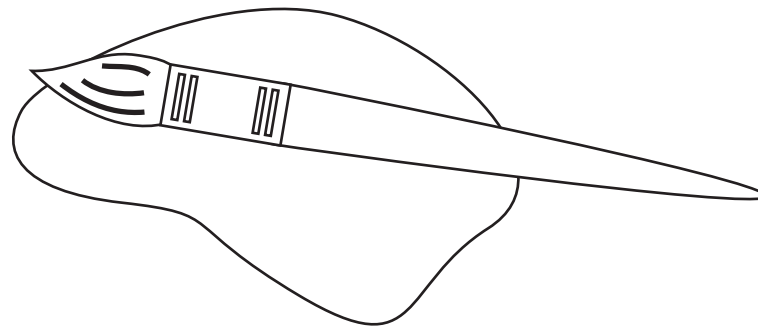


apple  
baby  
frog



# Paint It!

Using a container of water and a paintbrush, paint each of your spelling words on the concrete. See how many times you can write your spelling words before the first word dries.



## Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

g) \_\_\_\_\_

h) \_\_\_\_\_

i) \_\_\_\_\_

j) \_\_\_\_\_

k) \_\_\_\_\_

l) \_\_\_\_\_

m) \_\_\_\_\_

n) \_\_\_\_\_

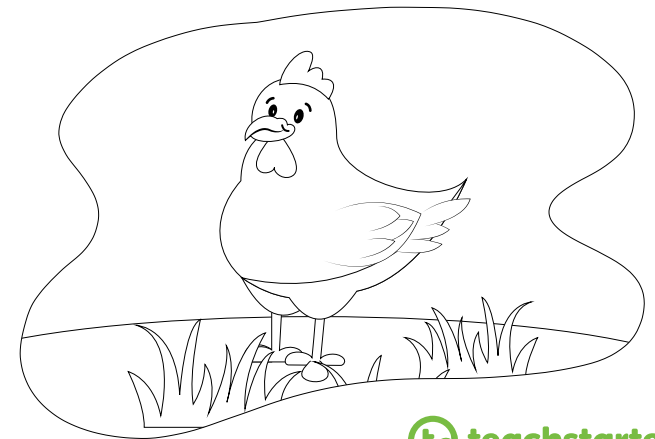
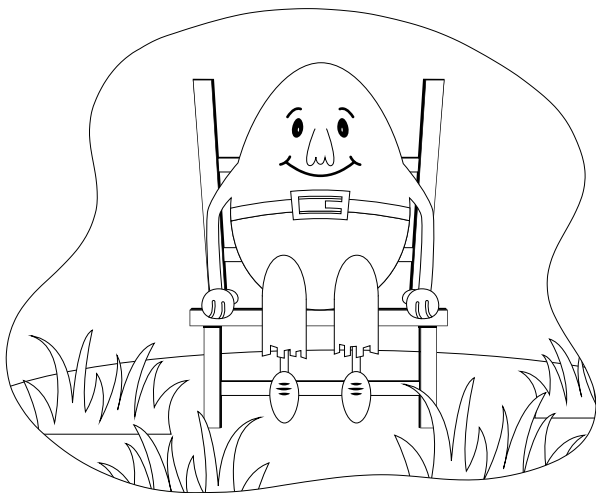
o) \_\_\_\_\_

# Nutty Nursery Rhymes

This speaking and listening activity is bound to have everyone laughing.  
Remember, the goal is to be playful with rhyming – so it might get a little 'nutty'!

## Instructions

- 1 Divide students into groups of 2-4.
- 2 Give each group a task card containing a well-known nursery rhyme/song which has been altered.
- 3 Challenge each group to fill in the missing sections of the rhyme, making sure the section they create rhymes with the line above.
- 4 Each group performs their new Nutty Nursery Rhyme for the class.



1

Humpty Dumpty sat on a chair  
Humpty Dumpty \_\_\_\_\_  
All of his friends, his mum and his dad  
Thought \_\_\_\_\_.



Nutty Nursery Rhymes

2

Little Miss Jane  
Sat \_\_\_\_\_  
Eating some crackers and cheese  
Along came a cat  
Who \_\_\_\_\_  
And was covered in hundreds of fleas.



Nutty Nursery Rhymes

3

Hickory dickory dun  
The chicken is \_\_\_\_\_  
The sky is clear  
\_\_\_\_\_  
Hickory dickory dun.



Nutty Nursery Rhymes

4

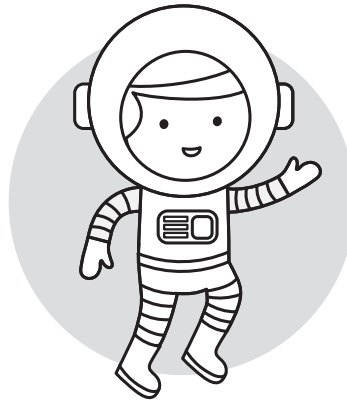
Little Bo Bale  
Has \_\_\_\_\_  
Quite early in the morning  
She did that with ease  
But \_\_\_\_\_  
And now sounds like she's snoring.



Nutty Nursery Rhymes

## CHARACTER

Write a character description of one of the characters in the book. Include information such as the character's name, age, appearance, background and interesting facts.



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## CHARACTER

Which character in the story do you think is most like you? Explain your answer.



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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.

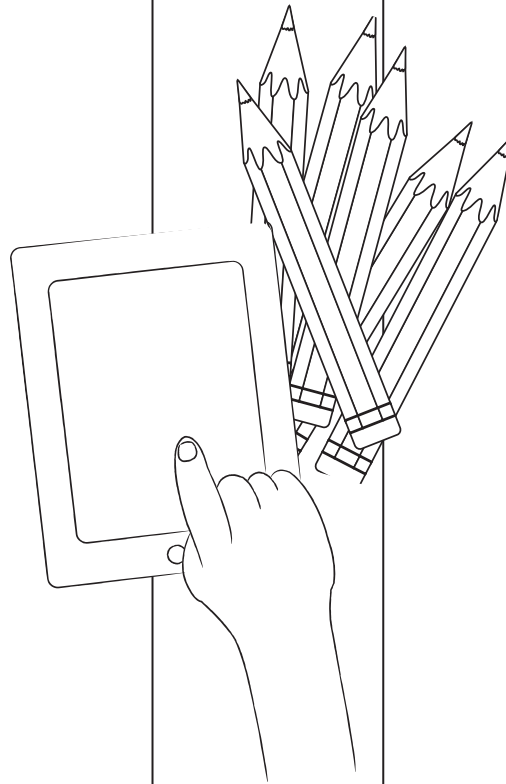
Name \_\_\_\_\_

Date \_\_\_\_\_

## Tablets Should Replace Paper and Pencils in the Classroom

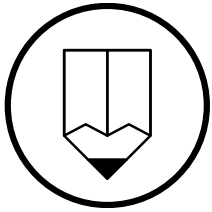
FOR

AGAINST



## 13 Library Book

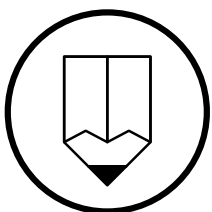
bob did a retel of his library book  
to the class. when he finished his  
retell he needed to retrn his book  
to the library



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

## 14 Slimy Sunscreen

it was a really hot and sunny day.  
joe disliked puting on sunscreen.  
his mum made him reaply his  
sunscreen



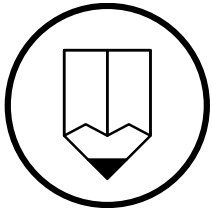
Find 2 spelling mistakes.  
Add 3 capital letters and 1 full stop.



**15**

## Grand Final Day

tom had his soccer grand final today. his team thought it was unfaire that the other team had older players. the team were unhapy when they lost



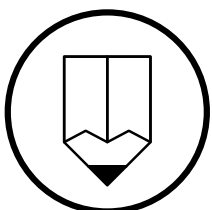
Find 2 spelling mistakes.  
Add 3 capital letters and 1 full stop.

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**16**

## Running Race

alex was about to run in the race when he heard sumone call out his name. His shoelace had come undone. he tied up his shoelace before the race started

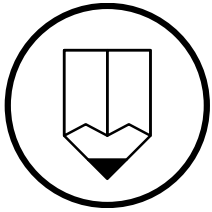


Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.

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## 17 The Noisy Classroom

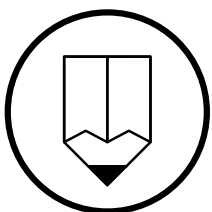
jane walked past the classroom  
next door. they were much louder  
than her class. she waved to her  
freind and then quicklie went  
back to her classroom



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

## 18 The Picnic

I like going on picknics in the  
bush. my brother and i enjoy  
bushwalking. the birds are  
beuatiful to watch but you need  
to be careful of snakes



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

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

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

# Homophones 1

Cut and glue the matching homophone pairs.

there

pear

meet

right

tale

blue


see

eight

one

flower

buy

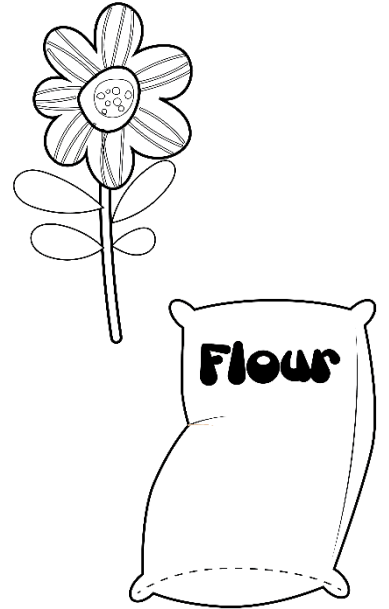
two


their	sea	pair	tail
won	meat	by	to
ate	flour	write	blew

## Homophones 2

Circle the correct homophone beside each sentence.

1. For lunch I ate/eight a ham and cheese sandwich.
2. I received some male/mail in my letter box.
3. I put on a pair/pear of jeans and a green t-shirt.
4. I stubbed my big toe/tow on my desk at school.
5. I can see/sea a sail boat floating in the see/sea.
6. My dog's tail/tale was wagging really quickly.
7. My school uniform is blue/blew and yellow.
8. I was so hungry, I ate all my meat/meet and vegetables.
9. I would love to buy/by a soccer ball.
10. I bought my mother a pink flower/flour for Mother's Day.



Draw a picture for each of these homophones.

<b>pear</b>	<b>one</b>	<b>ate</b>
<b>pair</b>	<b>won</b>	<b>eight</b>

# VOCABULARY

Draw a picture of a fairy tale setting. Write words to describe the setting around the picture.



# VOCABULARY

Draw a picture of a magical creature. Write words to describe the creature around the picture.



# VOCABULARY

Create a word bank of words you could use if you were speaking or writing about your favourite hobby.



# VOCABULARY

Create a word bank of 'feelings' words. Draw a face showing each expression.



# New House

My family moved house last week. We now live at number 6 North Street. Mum and Dad painted our new door red and put a pot plant at our front steps.



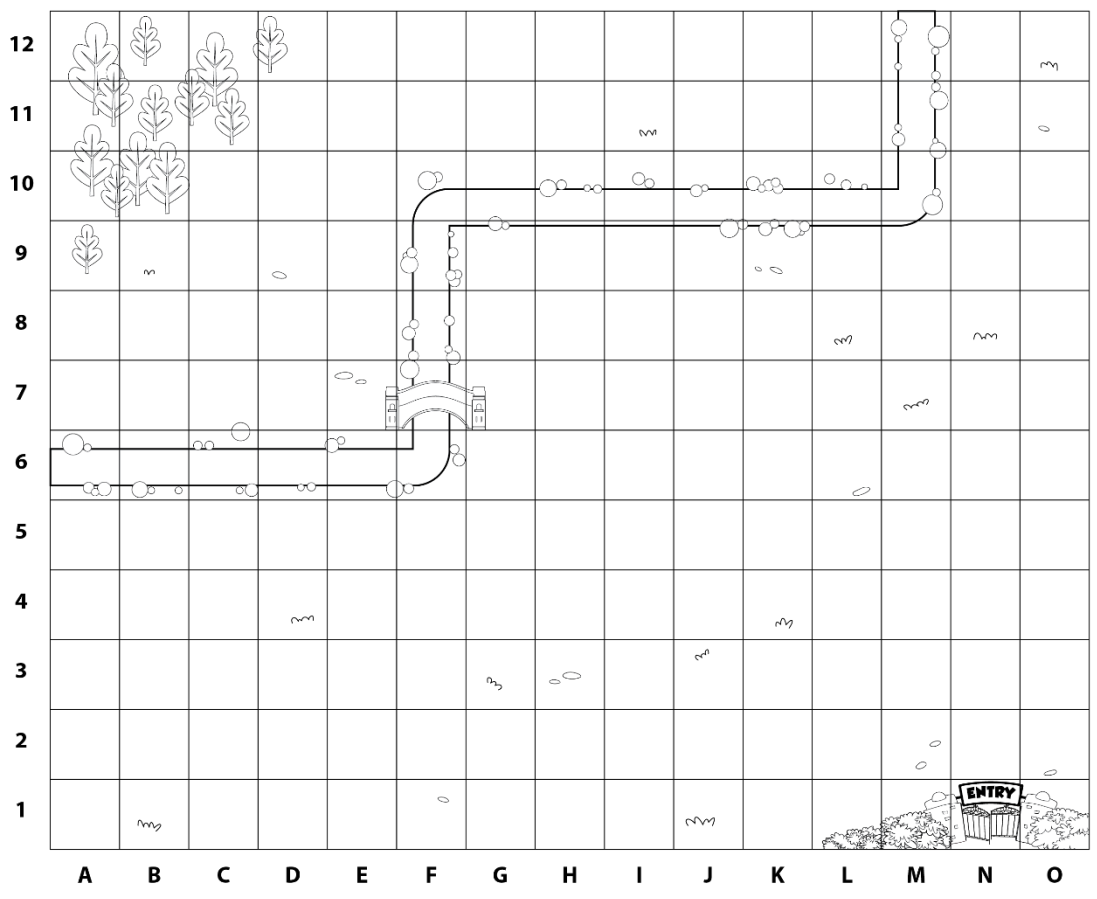
## **Extension Activity (capital letters – proper nouns)**





- Underline all of the proper nouns.
- Can you write your own sentence using the picture on this slide?

33 words

# Coordinates – Missing Items

The park map is missing some items. Follow the directions and colour the pathway as you go. Colour each pathway a different colour. At the end, draw the object in the box you end up in.



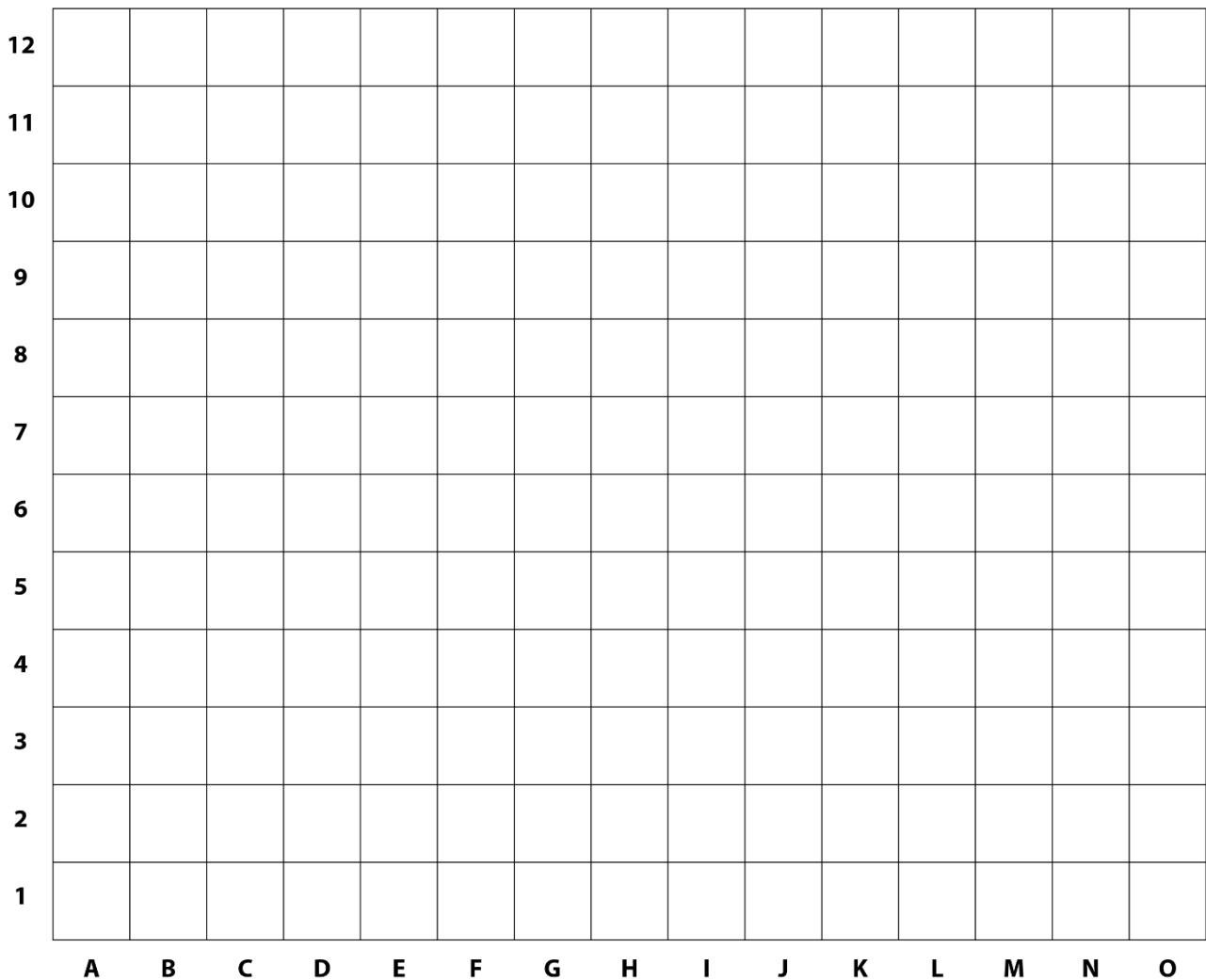
	N1, N3, L3, L7, J7
	N1, H1, H5, C5, C3
	N1, O1, O6, H6, H8
	N1, N7, G7, D7, D10

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

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

# Coordinates – Create Your Own

You may like to use your school grounds, a park or even your backyard. Make sure you include an entry point to your map as well as points of interest. Starting at your entry point, write down 4 directions using coordinates. Swap your map with a friend. Can they work out where each set of directions will take them?



<b>Direction 1</b>	
<b>Direction 2</b>	
<b>Direction 3</b>	
<b>Direction 4</b>	



# Hundreds Board

Mystery Picture No. \_\_\_\_\_

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

# Hundreds Board

Mystery Picture No. \_\_\_\_\_


### Mystery Picture 13

**Orange:** 1, 4, 7, 10, 12, 19, 31, 40, 61, 70, 82, 89, 91, 94, 97, 100

**Black:** 33, 34, 37, 38, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 57, 58

**Yellow:** 14, 15, 16, 17, 23, 24, 25, 26, 27, 28, 32, 35, 36, 39, 52, 55, 56, 59, 62, 63, 64, 65, 66, 67, 68, 69, 73, 74, 75, 76, 77, 78, 84, 85, 86, 87

Add a smile to the picture.



### Mystery Picture 14

**Red:** 5, 16, 24, 25, 33, 37, 44, 48, 56, 83

**Brown:** 65, 66, 75, 76, 85, 86, 95, 96

**Yellow:** 15, 17, 23, 27, 32, 35, 38, 43, 46, 55, 71, 88

**Green:** 72, 73, 74, 77, 78, 80, 81, 82, 84, 87, 89, 90, 91, 92, 93, 94, 97, 98, 99, 100

**Orange:** 6, 14, 26, 28, 34, 36, 39, 45, 47, 54, 57, 79

**Blue:** 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 18, 19, 20, 21, 22, 29, 30, 31, 40, 41, 42, 49, 50, 51, 52, 53, 58, 59, 60, 61, 62, 63, 64, 67, 68, 69, 70



### Mystery Picture 15

**Yellow:** 8, 9, 10, 19, 20

**Orange:** 71, 72, 78, 81, 82, 84, 85, 87, 88, 91, 92, 95, 98, 99, 100

**Blue:** 1, 4, 5, 6, 7, 15, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 37, 38, 39, 40, 41, 42, 49, 50, 59, 60

**Green:** 44, 45, 46, 53, 54, 55, 56, 57, 58, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 73, 74, 75, 76, 77, 79, 80, 83, 86, 89, 90, 93, 94, 96, 97

**Red triangle (pointing upwards):** 34, 35, 36, 43, 47, 48, 51, 52

Colour blue around the triangles. Add an eye and a mouth to the picture.



### Mystery Picture 16

**Black:** 44, 47

**Green:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 19, 20, 21, 30, 31, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 84, 87, 90, 91, 94, 97, 100

**Pink:** 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 32, 35, 36, 39, 42, 45, 46, 49, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 82, 83, 85, 86, 88, 89, 92, 93, 95, 96, 98, 99



### Mystery Picture 17

**Yellow:** 4 (triangle pointing upwards), 14, 24, 34, 42, 43, 44, 45, 46, 47, 48, 49, 52, 53, 54, 55, 56, 57, 58, 59, 63, 64, 65, 66, 67, 68, 74, 75, 76, 77, 85, 86

**Purple:** 7 (triangle pointing upwards), 17, 27, 37

**Blue:** 6 (triangle pointing upwards), 16, 26, 36

**Black:** 9 (triangle pointing upwards), 19, 29, 39

**Red:** 2 (triangle pointing upwards), 12, 22, 32

**Green:** 5 (triangle pointing upwards), 15, 25, 35, 62, 69, 72, 73, 78, 79, 82, 83, 84, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99

**Orange:** 3 (triangle pointing upwards), 13, 23, 33

**Brown:** 8 (triangle pointing upwards), 18, 28, 38



### Mystery Picture 18

**Green:** 71, 72, 74, 76, 78, 80, 81, 82, 84, 86, 88, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

**Blue:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 16, 17, 18, 19, 26, 27, 28, 29, 50, 60, 61, 62, 70

**Yellow:** 11, 15, 23, 30, 32, 34, 36, 37, 38, 39, 40, 42, 43, 44, 46, 47, 48, 49, 56, 57, 58, 59, 63, 64, 65, 66, 67, 67, 68, 69, 73, 75, 77, 79, 83, 85, 87, 89

**Black:** 33

**Orange:** 12, 13, 14, 20, 21, 25, 31, 35, 41, 45, 51, 52, 53, 54, 55

**Black circle:** 22, 24

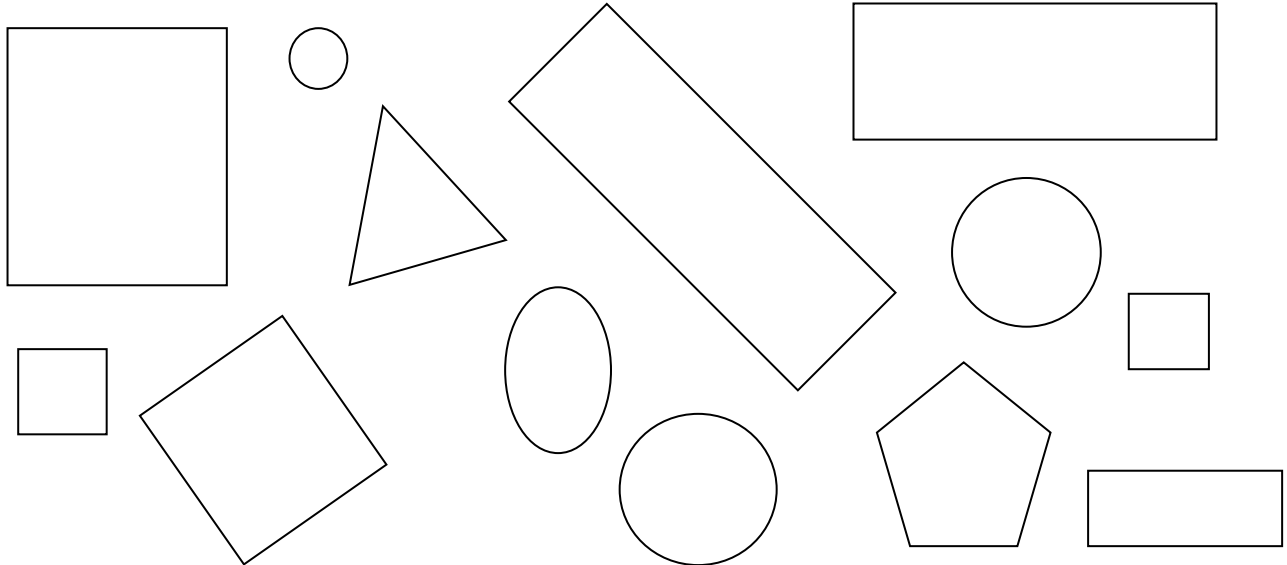


Name \_\_\_\_\_

Date \_\_\_\_\_

## 2D Shapes (A)

- ① Colour the squares red, the rectangles blue and the circles green.



- ② Read each description, then draw the shape and write the name.

I have 3 corners and 3 straight lines.

\_\_\_\_\_

I have no corners and one curved line.

\_\_\_\_\_

I have four corners and four straight sides that are the same length.

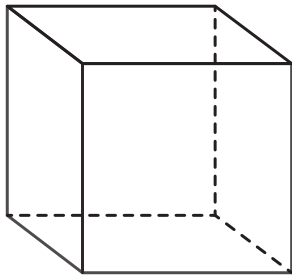
\_\_\_\_\_

Name \_\_\_\_\_

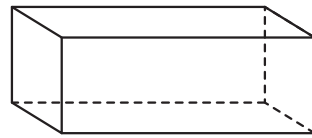
Date \_\_\_\_\_

### 3D Objects (A)

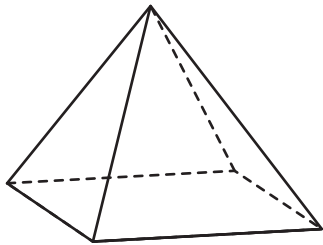
① How many faces, corners and edges do these 3D objects have?



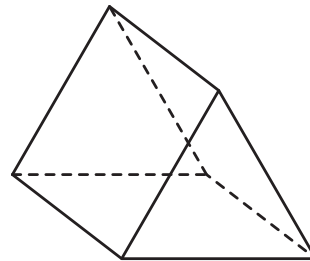
\_\_\_\_ faces  
 \_\_\_\_ corners  
 \_\_\_\_ edges



\_\_\_\_ faces  
 \_\_\_\_ corners  
 \_\_\_\_ edges

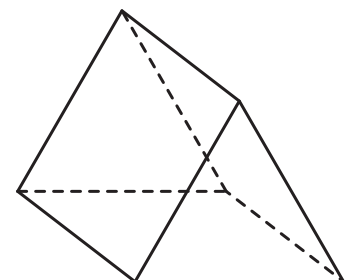
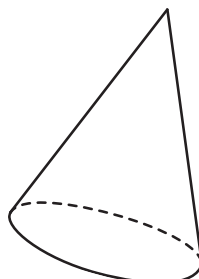
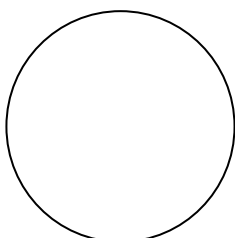
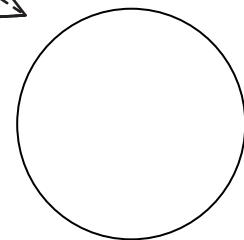
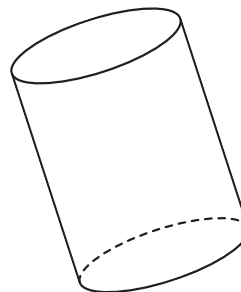
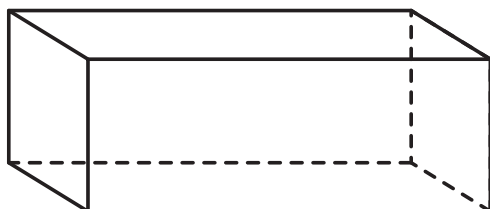
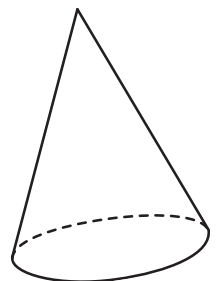
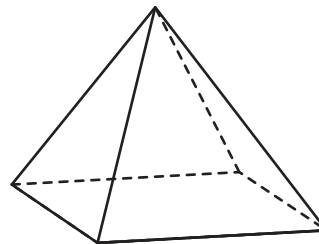
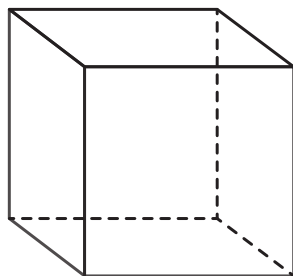
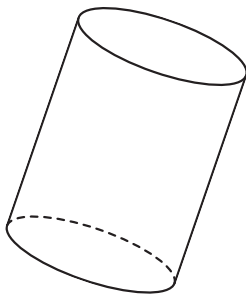


\_\_\_\_ faces  
 \_\_\_\_ corners  
 \_\_\_\_ edges



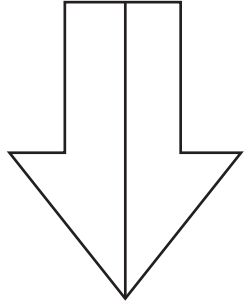
\_\_\_\_ faces  
 \_\_\_\_ corners  
 \_\_\_\_ edges

② Colour the shapes that can roll red.



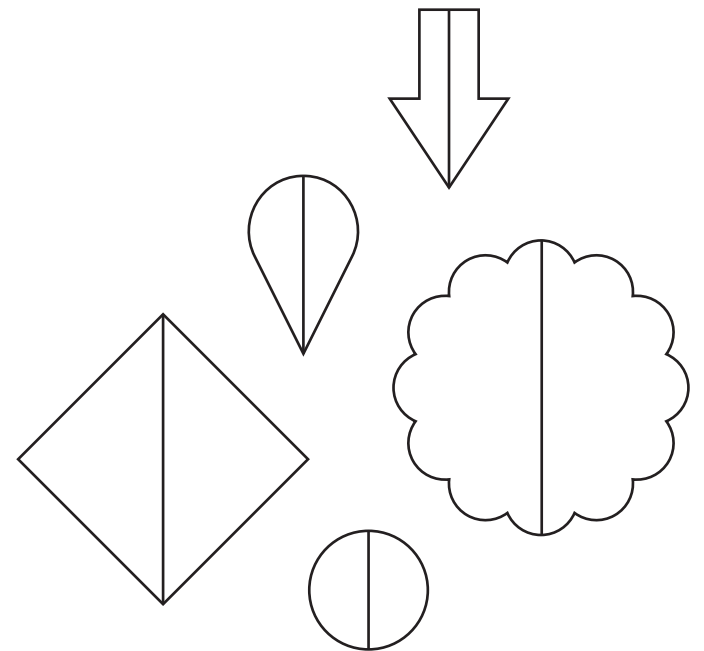
# Activity Instructions

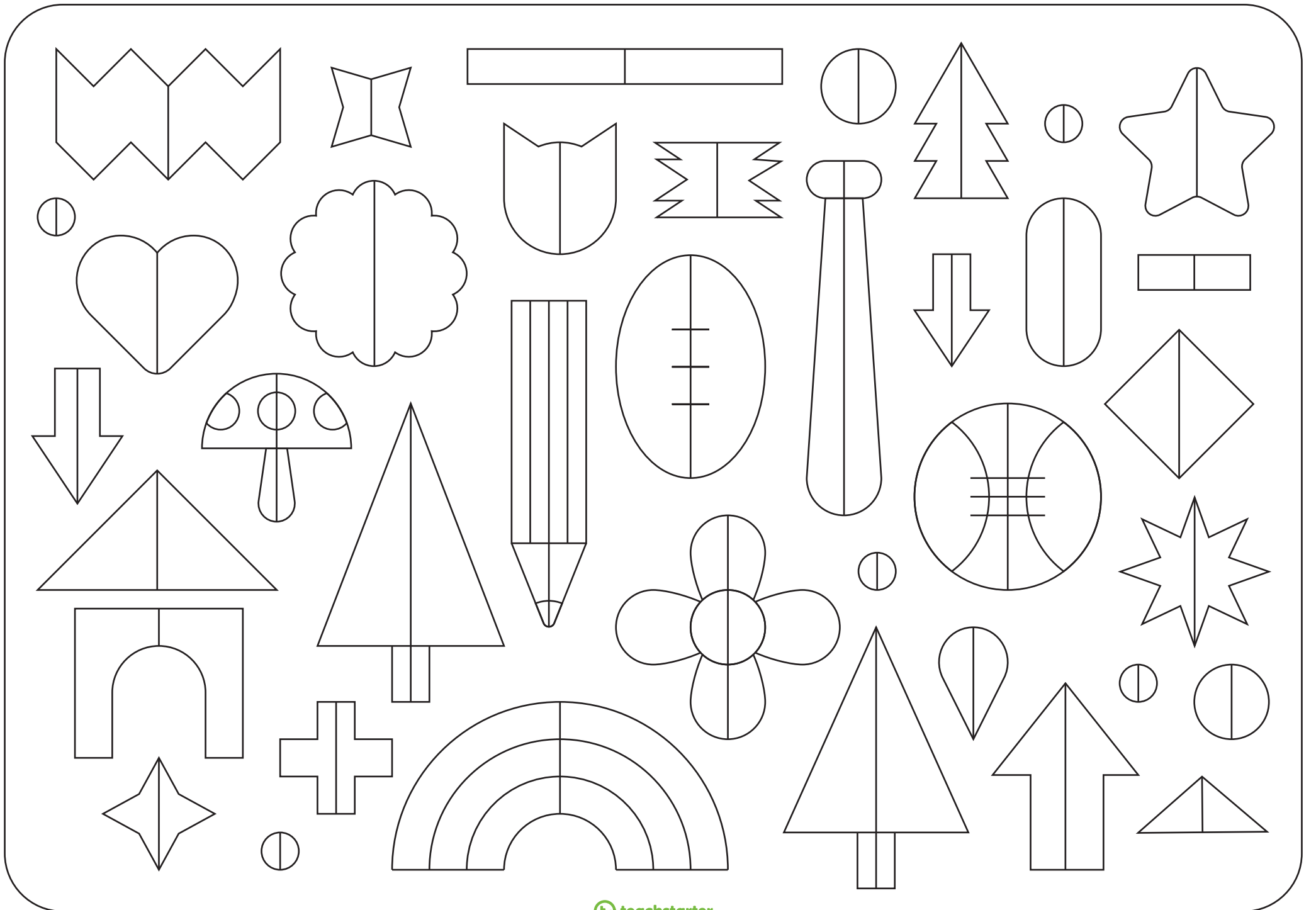
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Read and follow these instructions carefully.

1. Colour half of all the tree shapes green.
2. Colour half the flower pink.
3. Colour half of the star shapes yellow.
4. Colour half the rainbow red, purple and blue.
5. Colour the whole mushroom red.
6. Colour half the heart pink.
7. Colour the whole house roof black.
8. Colour half the house green.
9. Colour half the sports balls blue.
10. Colour the whole cat grey.
11. Do not colour any of the pencil yellow.
12. Colour the whole baseball bat orange.



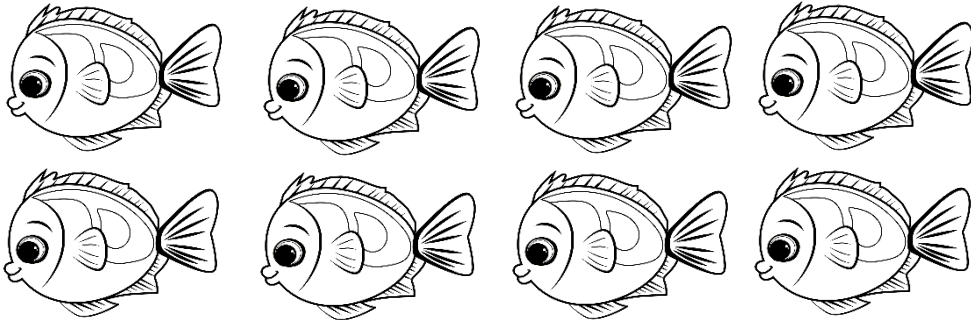
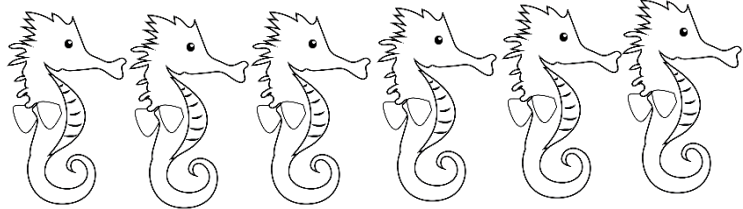
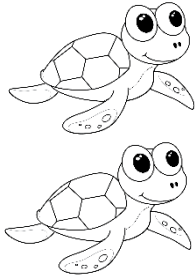


Name: \_\_\_\_\_

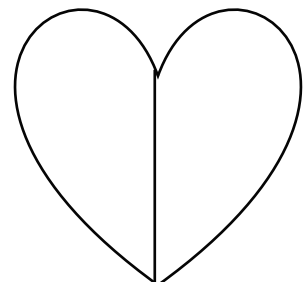
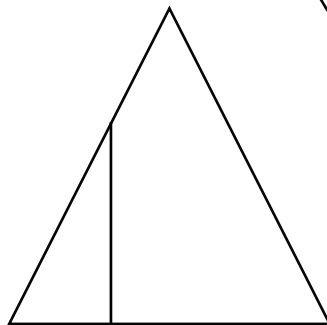
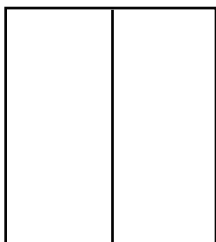
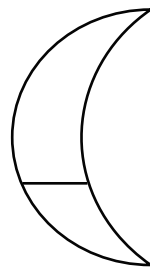
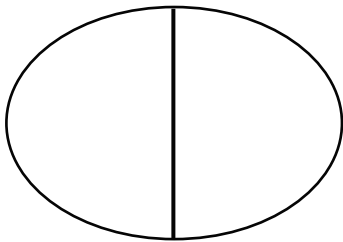
Date: \_\_\_\_\_

# Halves 2

Colour in one half of each of the following groups of animals.



Circle the shapes that have been divided into two equal parts.



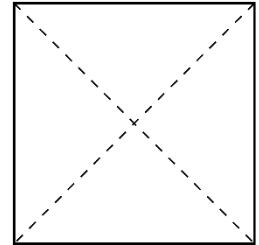
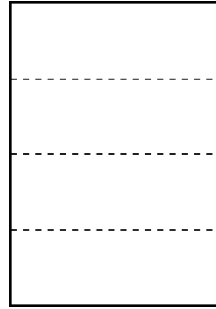
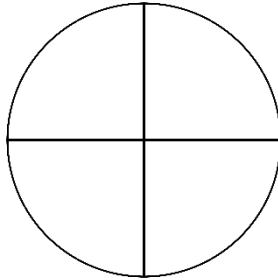
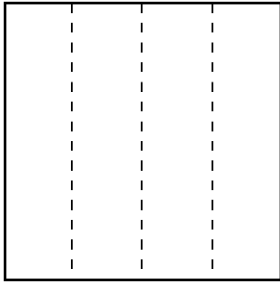


Name: \_\_\_\_\_

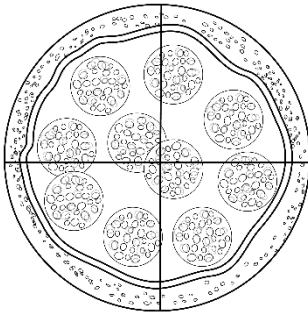
Date: \_\_\_\_\_

# Quarters

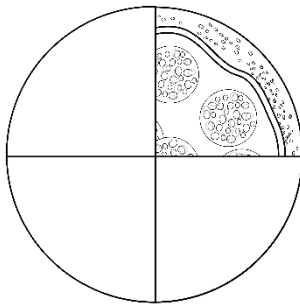
Colour in one quarter of each of the following shapes.



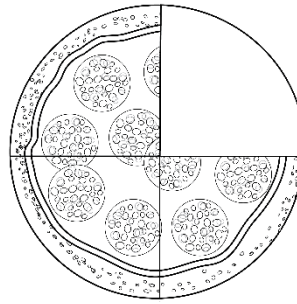
How many quarters of the pizza are left in each picture?



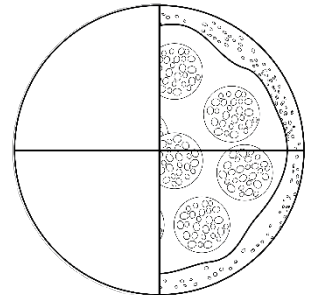
\_\_\_\_\_ quarters



\_\_\_\_\_ quarter



\_\_\_\_\_ quarters



\_\_\_\_\_ quarters

My mother was cutting up fruit for my brother, my sister, herself and me. She had one apple and one orange. To share the fruit equally, what could she do?

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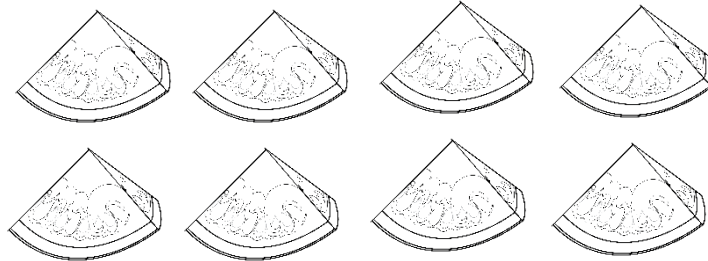
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Name: \_\_\_\_\_

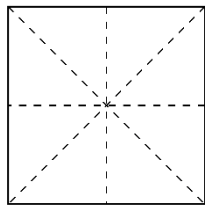
Date: \_\_\_\_\_

# Eighths

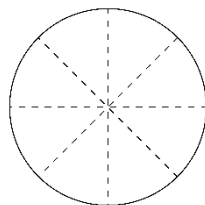
A chef cut a tomato into 8 equal parts. Colour in five eighths of the tomato.



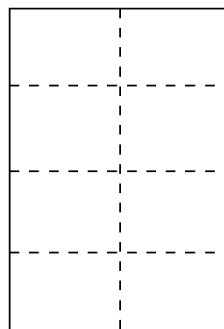
Colour in the fraction on each shape.



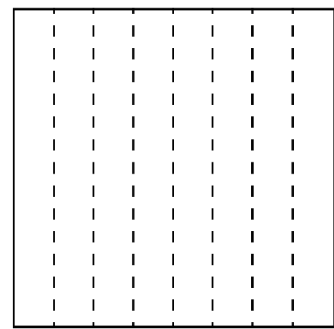
three eighths



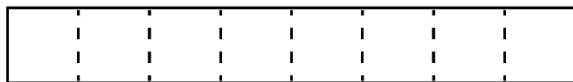
five eighths



seven eighths



six eighths



four eighths

At my birthday party, there were seven of my friends and me. We had two big cupcakes to share. Dad divided each cupcake into quarters. Do I have enough for everyone? Explain your answer.

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# Number Facts Board Games

## Aim

To be the first player to reach the 'Finish' line.

## Players

2

## Equipment

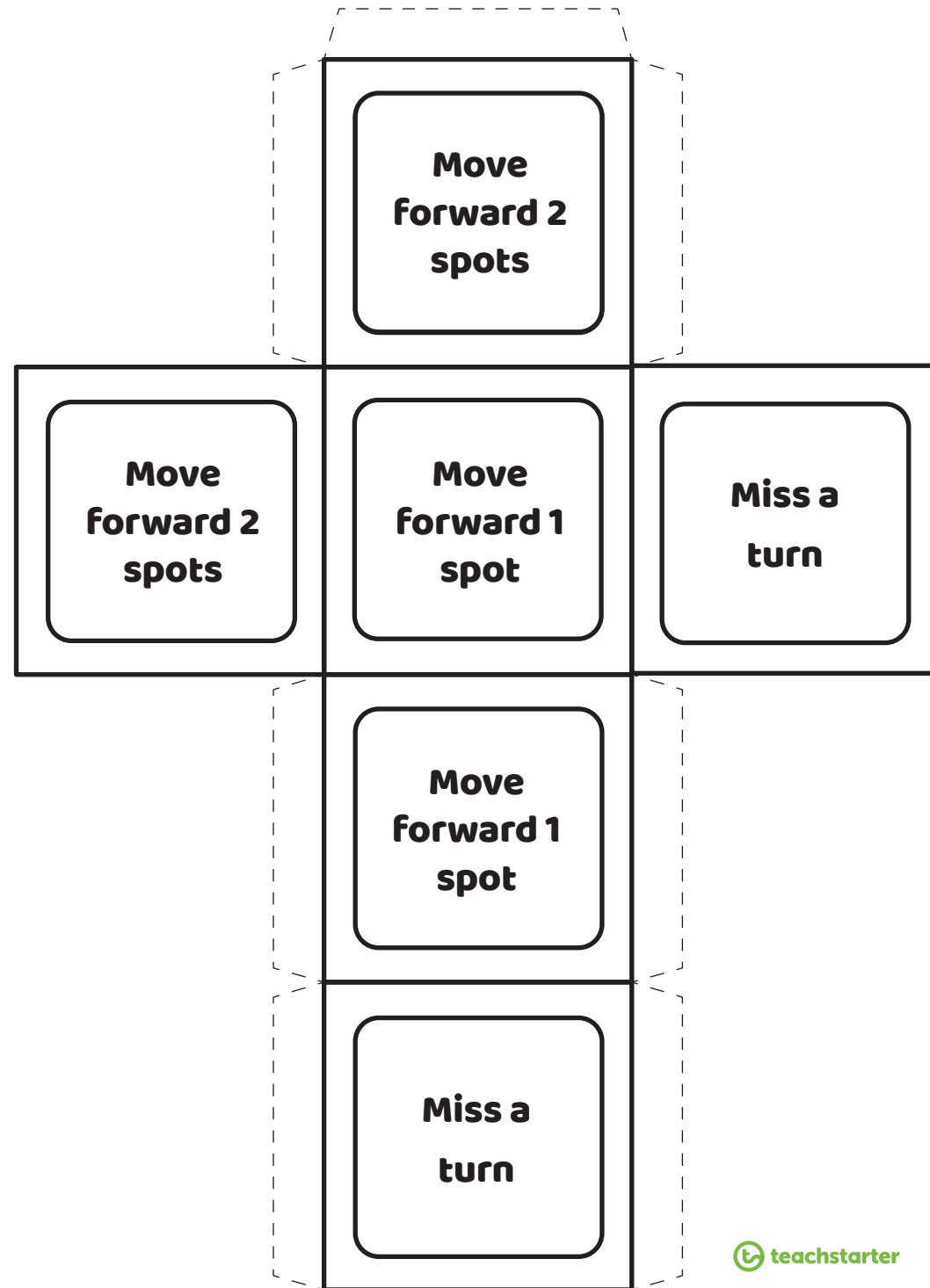
Game board

Dice

Counters

## How to Play

1. Select a counter for each player. Place both counters on the 'Start' line.
2. Take turns to roll the dice and follow the direction given.
3. If you move forward, answer the number problem that your counter lands on.
4. For correct answers, keep your counter in the same place on the game board. For incorrect answers, move your counter back to your previous place on the game board.
5. Continue to take turns to roll the dice until the first player reaches the 'Finish' line.

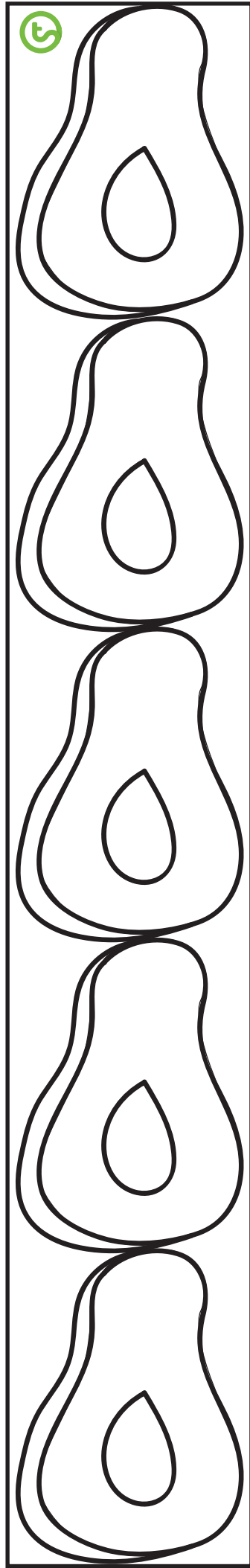
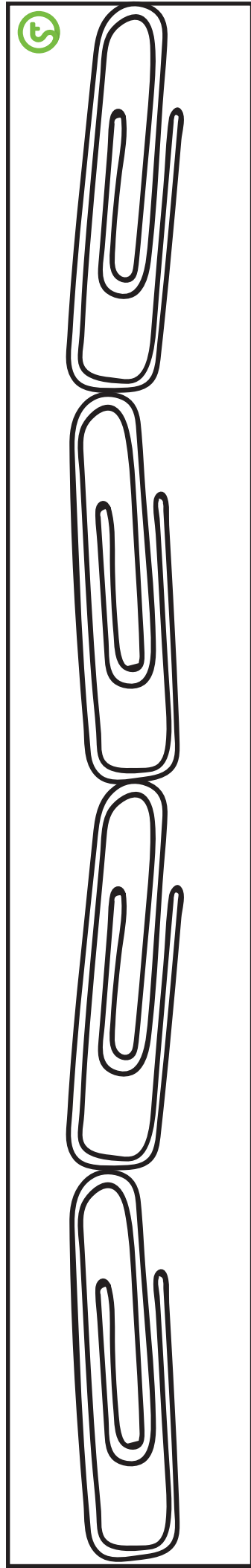
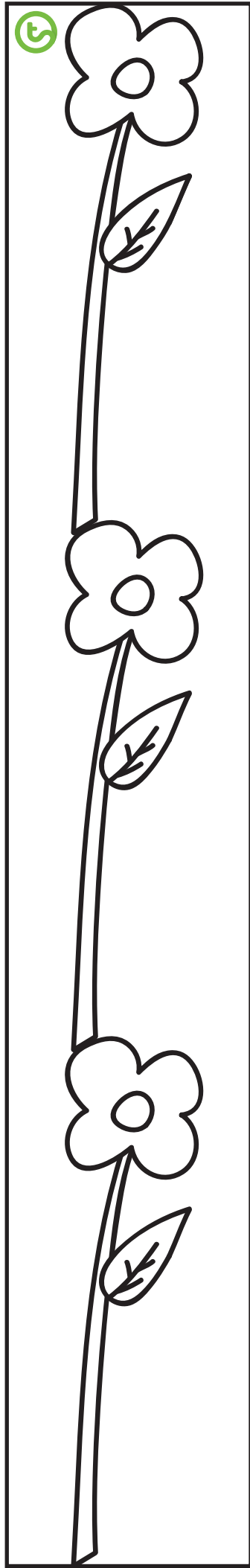
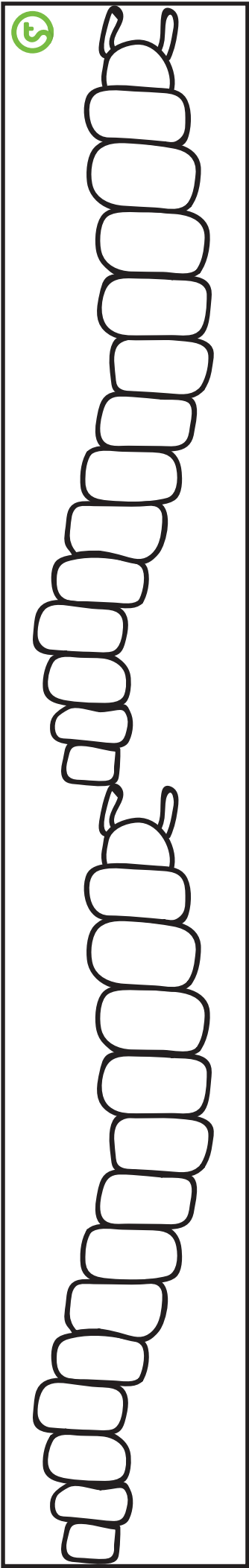


# COUNTING BACK 2 & 3

The activity board is a large circle divided into 18 segments. The segments contain the following subtraction problems:

- Top row (clockwise from top-left):  $4 - 3$ ,  $3 - 2$ ,  $9 - 2$ ,  $8 - 2$ ,  $7 - 2$
- Middle row (clockwise from top-left):  $5 - 3$ , **FINISH**, **START →**,  $6 - 2$
- Bottom row (clockwise from top-left):  $6 - 3$ ,  $7 - 3$ ,  $8 - 3$ ,  $9 - 3$ ,  $3 - 2$ ,  $5 - 2$ ,  $4 - 2$

In the center of the board is an illustration of a hot air balloon with a basket and a burner. To the right of the hot air balloon is a rectangular box containing 18 small flowers arranged in three rows of six.



# NUMBERS 21-130

21	22		24			27		29	
31		33		35			38		40
	42		44		46			49	50
51				55		57	58		60
	62	63		65		67		69	
71		73	74		76				80
	82		84			87	88	89	
91		93			96			99	100
	102			105		107	108		110
111		113	114		116		118		
	122			125	126			129	130

# Hail, Hail, the Zero-Tail!



## Instructions

### Aim

The aim of the game is to identify numbers which, when added together, make a 'Zero-Tail' (a number ending in a zero). The winner is the player who has the most coloured cells in a row when the teacher calls, "Game over!"

### Players

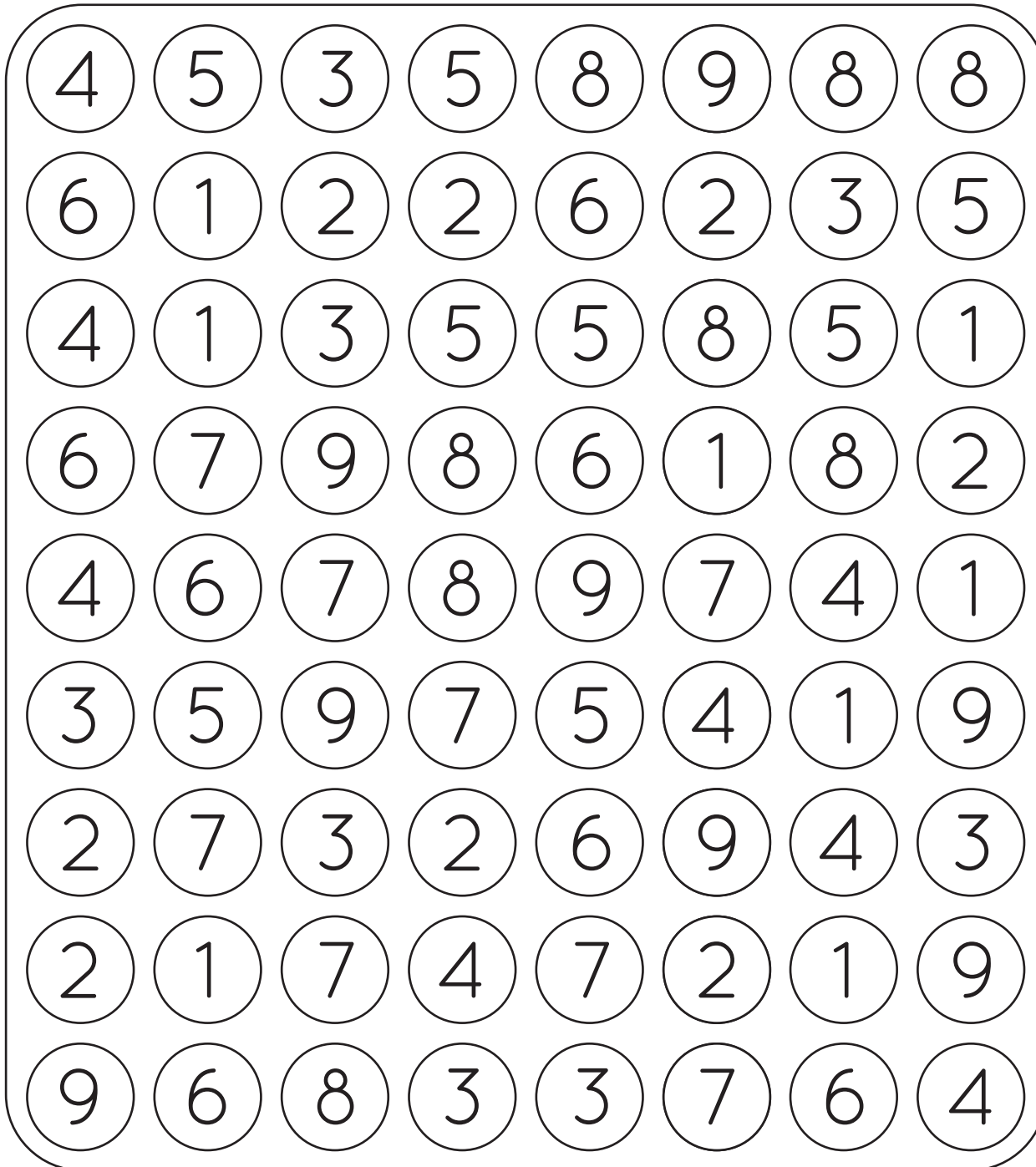
2

### Equipment

1 x game sheet (this could be laminated for repeated use)  
1 x whiteboard marker/pencil for each player (each a different colour)  
2 x dice

### How to Play

1. Players roll a dice to determine who will go first. The player who rolls the highest number becomes Player 1.
2. Player 1 rolls both dice, then nominates which two-digit number they will form e.g. if they throw a 5 and a 2, they can choose the number to be 52 or 25.
3. Player 1 scans the game sheet to see if they can find a number which, when added to their two-digit number, will make a Zero-Tail (a number which ends in a 0). If they can, they colour in that cell. If they cannot, they must wait until their next turn to try again.
4. Play then moves to Player 2 and the process outlined in the above steps is repeated.
5. Play continues until the teacher calls, "Game over!" The winner is the player who has the most coloured cells in a row (rows may be vertical, horizontal or diagonal).



# Hail, Hail, the Zero-Tail!





Name \_\_\_\_\_

Date \_\_\_\_\_

## Solving Word Problems (A)

- 1 Solve the problems by drawing a picture and writing the matching number sentence.

a) Serena helped to plant 35 new trees on Saturday and 14 on Sunday. How many trees did she plant altogether?

b) You have 25 students in your class, but 6 are away today. How many students are in your class today?

c) Cody saw 3 monkeys, 2 giraffes, 12 ducks and 1 elephant at the zoo. How many animals did he see altogether?

d) Jane received a bunch of balloons for her birthday. There were 18 balloons but then 3 popped. How many balloons does she have left?

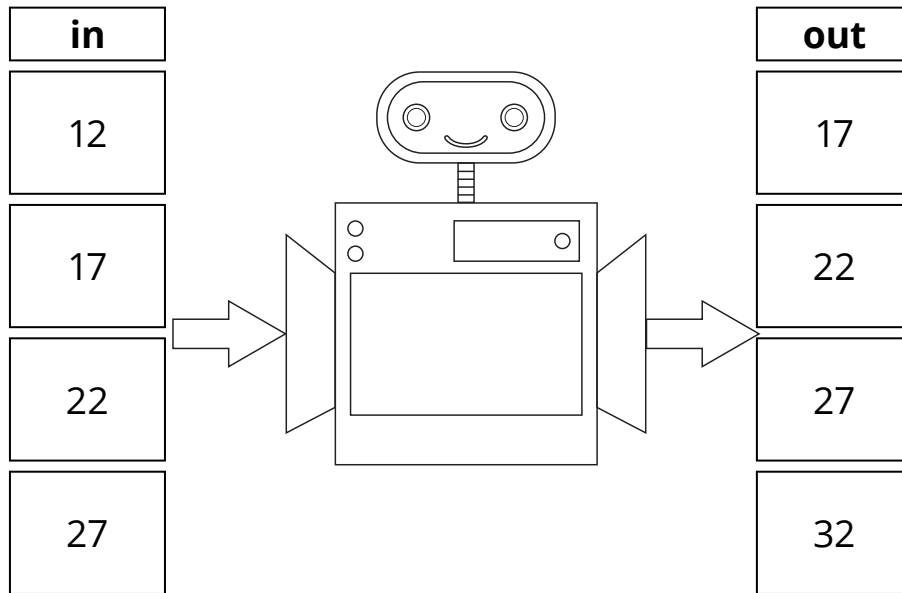


Name \_\_\_\_\_

Date \_\_\_\_\_

## Number Patterns (A)

- ① Can you work out what the robot is doing in his tummy to change the numbers? Write the rule on his tummy.



- ② Work out the pattern, then fill in the missing numbers in these number patterns.

a)

20	22	24			30			36	
----	----	----	--	--	----	--	--	----	--

b)

68	66			60	58			52	
----	----	--	--	----	----	--	--	----	--

c)

45		35	30		20	15			0
----	--	----	----	--	----	----	--	--	---

d)

90			60	50			20		0
----	--	--	----	----	--	--	----	--	---

Name \_\_\_\_\_

Date \_\_\_\_\_

## Human Growth and Change Sorting Activity

Cut out the descriptions below. Paste each one into the correct column of the table on the next page.



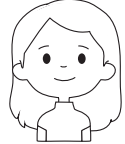

cannot walk	has about 32 teeth	can drive a car
has no teeth	is losing baby teeth	is learning to ride a bicycle
is beginning to talk	milk is their only food	has a few teeth
body is fully grown	goes to school	has a nap during the day



Name \_\_\_\_\_

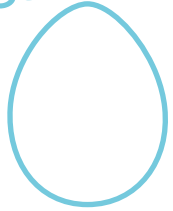
Date \_\_\_\_\_

# Human Growth and Change Sorting Activity

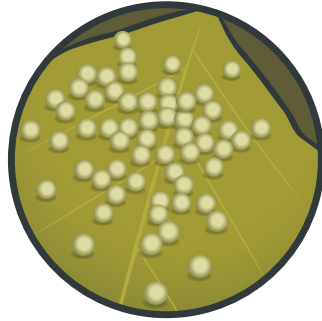
<b>A newborn baby</b> 	<b>A toddler</b> 	<b>A child</b> 	<b>An adult</b> 



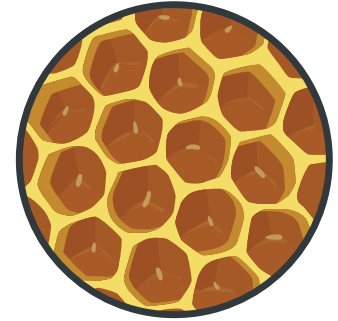
Eggs-ellent



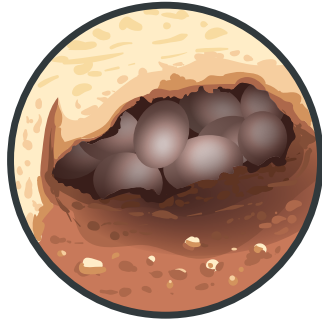
Dominoes



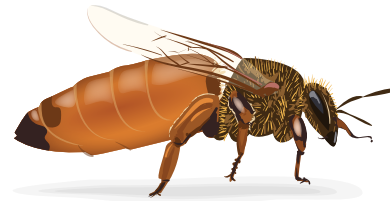
 teachstarter



 teachstarter



 teachstarter



 teachstarter



 teachstarter



 teachstarter

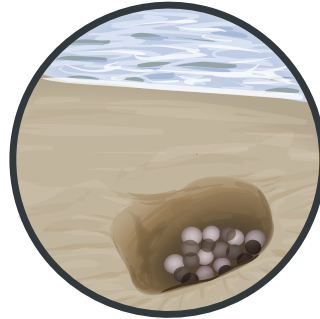
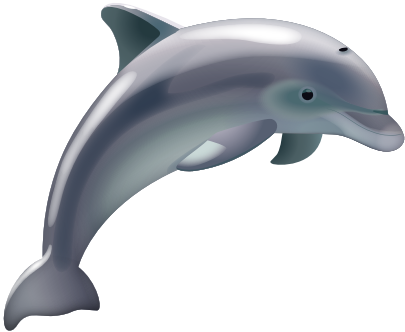


Does not lay eggs

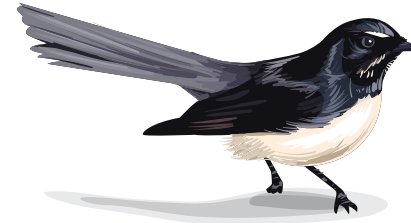
 teachstarter



 teachstarter



 teachstarter



Does not lay eggs

 teachstarter

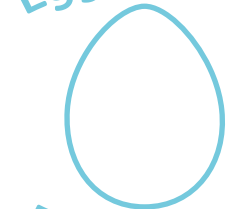


Does not lay eggs

 teachstarter



Eggs-ellent



Dominoes

 teachstarter

Name \_\_\_\_\_

Date \_\_\_\_\_

## Comparing Animals to Their Parents



**Animals that hatch from an egg**



**Animals that do not hatch from an egg**

Offspring that look the same as the adult (same body shape)

Offspring that look different to the adult (different body shape)

Offspring that look the same as the adult (same body shape)

Offspring that look different to the adult (different body shape)



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

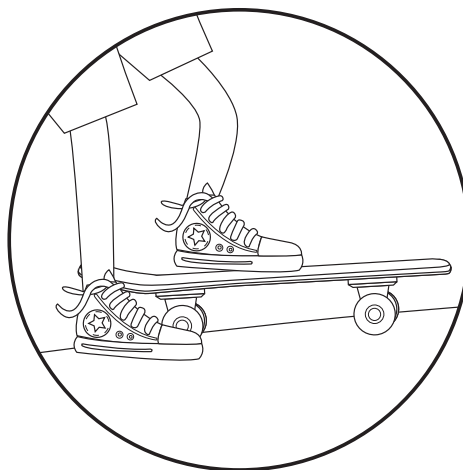
Date: \_\_\_\_\_

# Push and Pull Forces

Circle which force is being used in each picture and draw arrows to show that force.



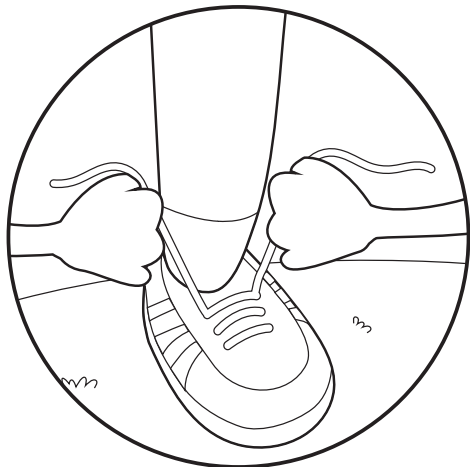
push  
pull  
both



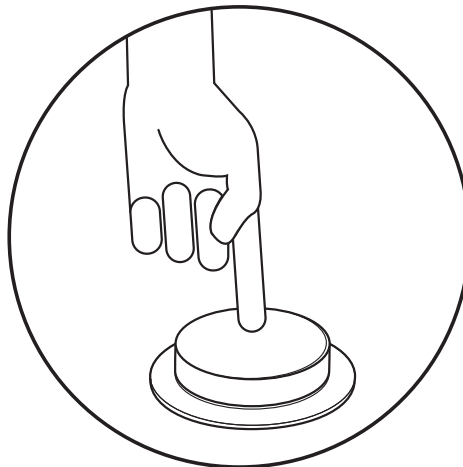
push  
pull  
both



push  
pull  
both



push  
pull  
both



push  
pull  
both



push  
pull  
both

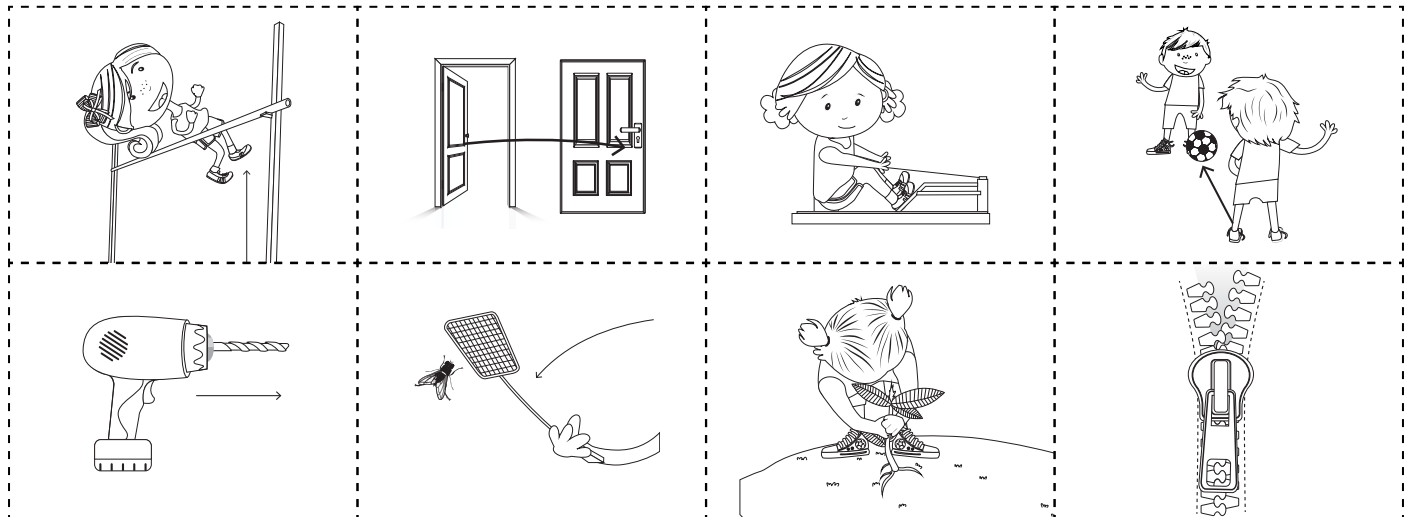


Name: \_\_\_\_\_

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

# Push and Pull Picture and Sentence Sort

Match the pictures to their sentences. Glue them in the table under their correct force heading (Push or Pull).



The girl jumped over the high jump pole.	My friend kicked the ball to me.	The boy pulled the door closed.	I zipped up my jacket.
The girl pulled the weed from the garden bed.	I squashed the fly with the fly swat.	The girl was using the rowing machine.	My dad used the drill to put the wardrobe together.

# Push and Pull Picture and Sentence Sort - Worksheet

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

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

**Push**

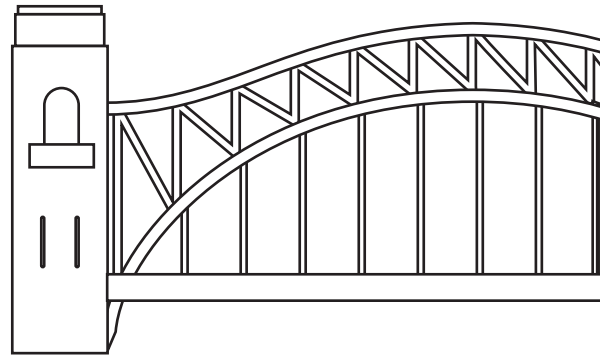
**Pull**



# STRONG BRIDGES

**Challenge:** Build a bridge out of straws that is strong enough to hold a plastic cup full of marbles.

**Suggested Materials:**  
sticky tape, straws,  
scissors, paper clips,  
rubber band

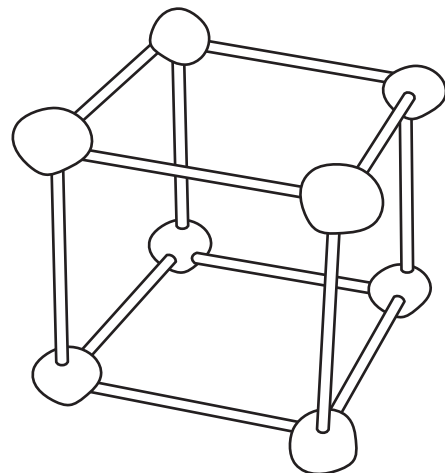


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# 3D CUBE

**Challenge:**  
Build a cube  
shape out of tooth picks  
that can stand by itself!

**Materials:**  
tooth picks, playdough

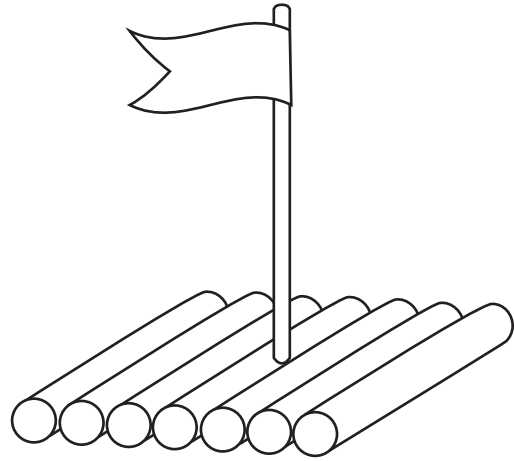


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# BUILD A RAFT

**Challenge:**  
Build a straw  
raft that can hold ten  
coins and float on water.

**Materials:**  
straws, masking tape

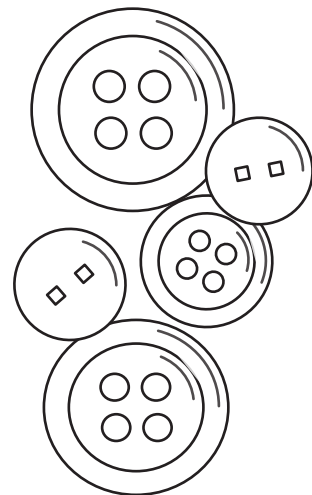


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# BUTTON TOWER

**Challenge:** Build the tallest  
possible tower you can out of  
buttons. It needs to be able to  
stand by itself even when you  
blow on it!

**Materials:**  
large buttons, playdough



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# Harmony Day

## Paper Chain Craft Activity

*Use this craft activity when learning about cultural diversity.*

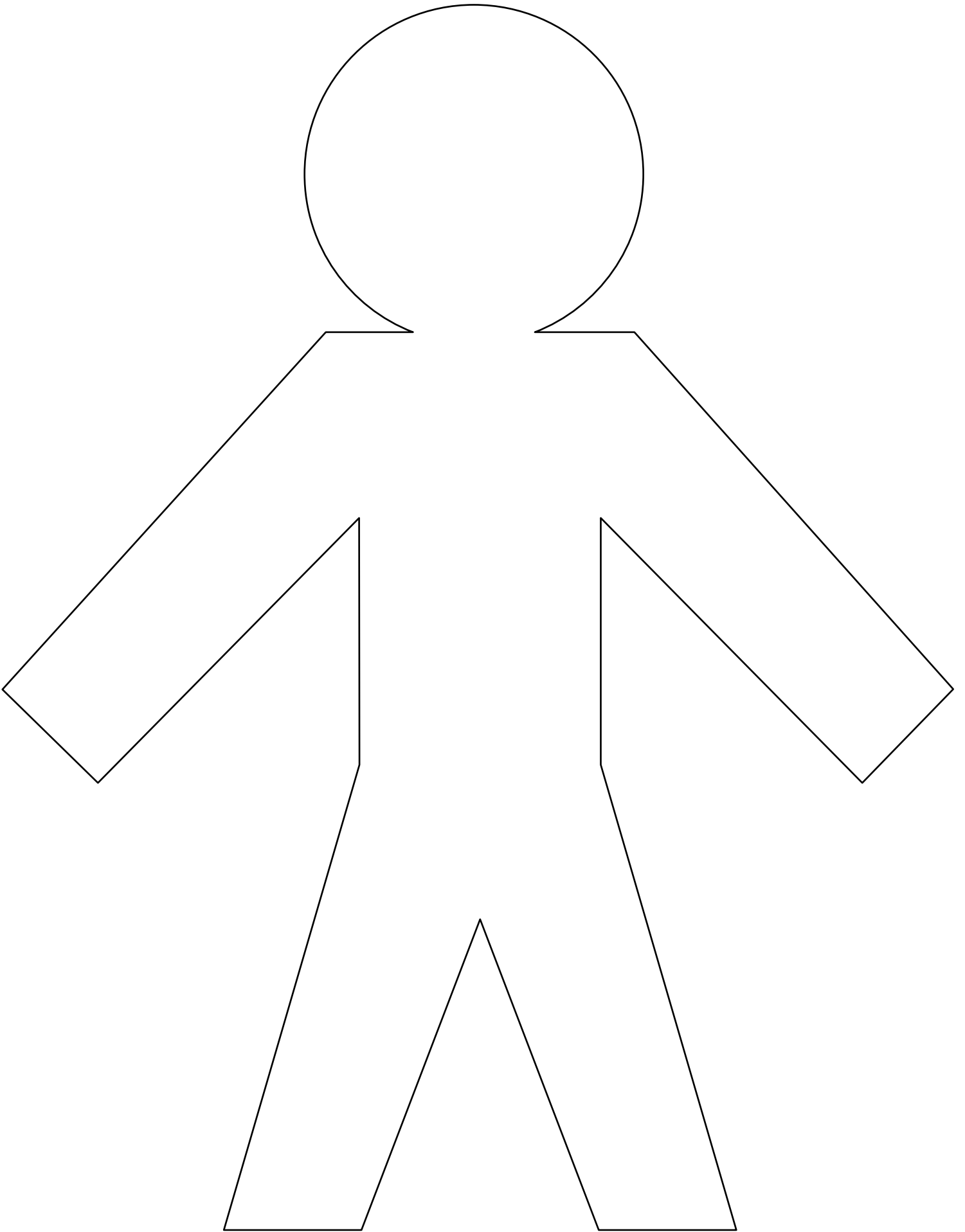
### What you need

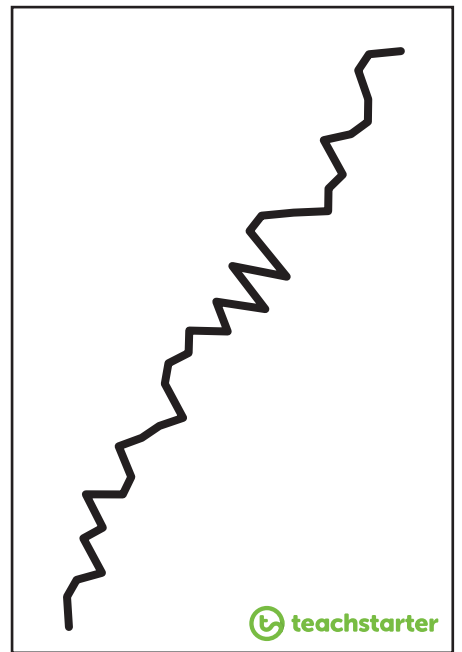
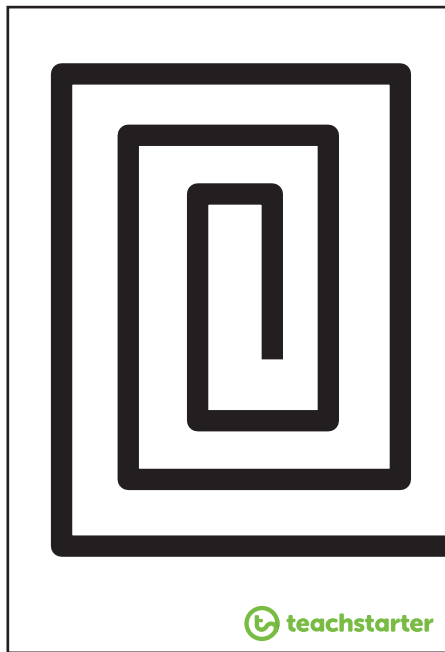
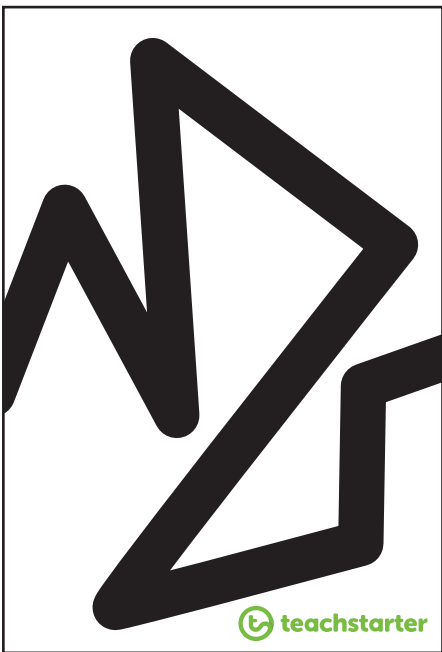
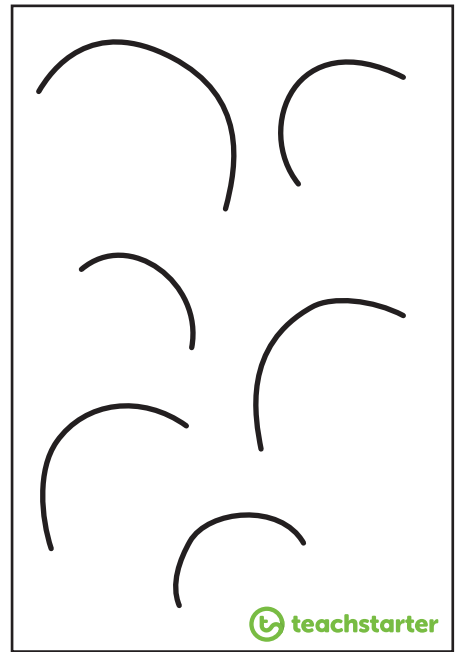
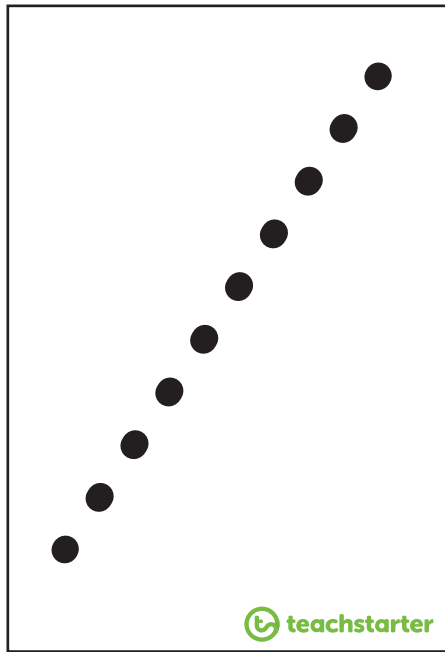
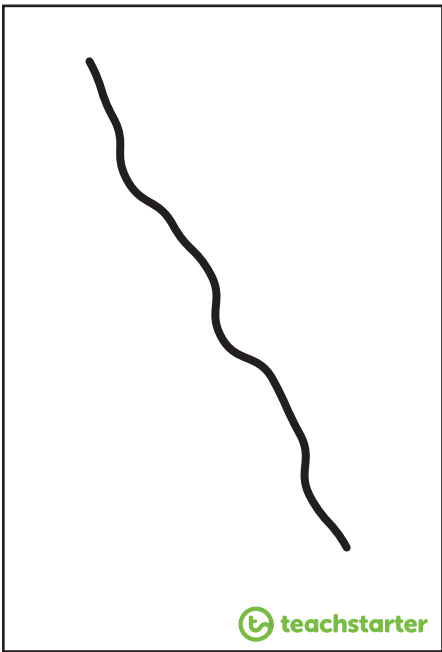
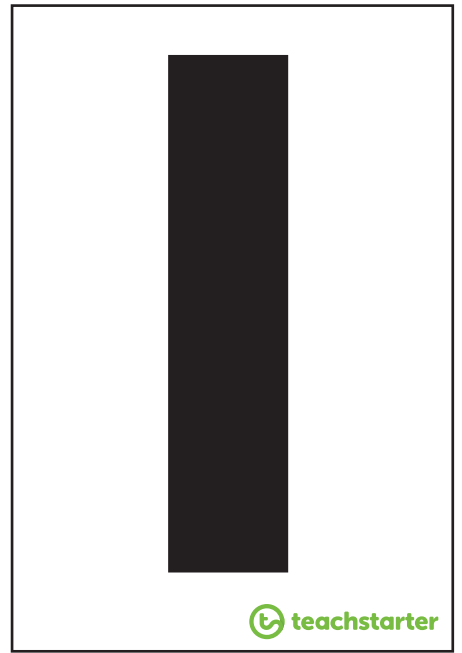
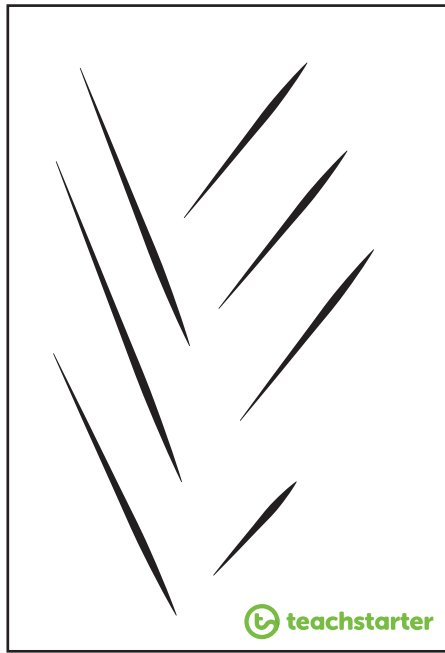
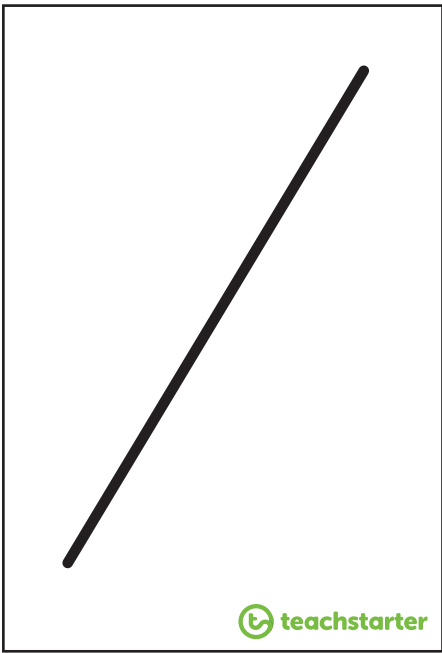
- Paper chain template (provided in this resource)
- Coloured pencils
- Coloured textas
- Scissors
- Stapler



### Method

1. After a class discussion on cultural diversity, provide each student with a paper chain template.
2. Inform the students that they will use the paper chain template to draw a picture of themselves.
3. Encourage students to represent themselves by drawing something special about their own culture or family. (Students might like to draw themselves in national costume or eating some traditional food).
4. Allow students to cut out and decorate their paper chain person.
5. Once the students have finished, encourage them to show their paper chain person to the class and explain something special about themselves and their culture.
6. Attach all the students' paper chains together with a stapler. Use the paper chain to decorate the classroom for Harmony Day.





# PATTERNS, LINES & FEELINGS

## ACTIVITY INSTRUCTIONS

### Task

Express an emotion through experimenting with lines and patterns.

### Materials

Oil pastels or crayons

White card

A paintbrush

Watercolour paints

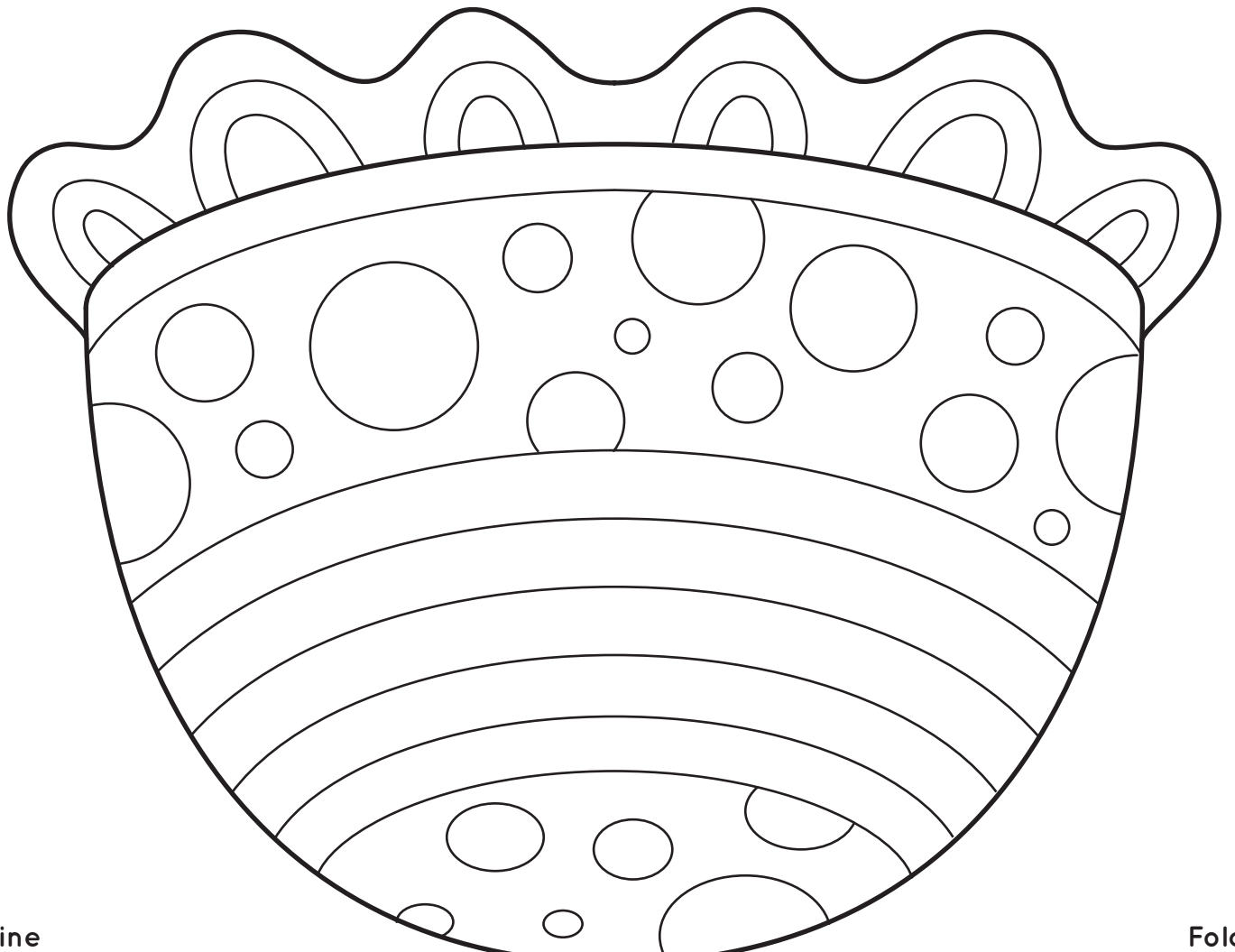
### Procedure

1. Imagine a feeling, but don't share it with anyone.
2. Think about what types of lines or patterns you could draw to best show that feeling. Would they be spiky, straight, zigzag, spotty, strong, weak, or curved? Also think about what colours might best communicate that feeling.
3. Starting at the edge of the paper, choose a crayon or oil pastel and draw a line. Take the line for a 'walk' across your page.
4. Repeat this many times, changing the colour of your crayon/oil pastel whenever you wish. Remember to use a variety of lines and patterns and keep thinking about the feeling you chose and the message you are sending in this artwork.
5. Once you are happy with your lines and patterns, choose a watercolour paint and paint over the top.

Example artwork







Fold Line

Fold Line

