

# Work at Home — Stage 1

This work pack can be completed at home.

Any reusable tracing/writing pages can be placed inside a plastic sleeve and then used as write/wipe with highlighters or whiteboard markers.

Edgeworth Public School has two online resources included in your child's book pack which they can access at home. These are levelled and classroom teachers set different learning activities for each child.

<https://readingeggs.com.au/>

<https://www.mathletics.com/au/>

Here are some other free online websites/programs your child may like to visit

All KLA's

<https://www.studyladder.com.au/>

<http://wonderopolis.org/>

<https://www.abc.net.au/btn/>

Mathematics

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

<https://www.topmarks.co.uk/maths-games/>

<https://jennycottle.wixsite.com/jennymathslinks>

English

<https://www.starfall.com/h/>

<https://classroommagazines.scholastic.com/support/learnathome.html?caching>

<http://www.pobble365.com/>

Online Stories

<https://www.welcometocountry.org/aboriginal-dreamtime-stories/>

<https://www.storylineonline.net/>

<http://www.astorybeforebed.com/storytime>

Physical Education

<https://family.gonoodle.com/>

Youtube — Cosmic Kids Yoga, Just Dance

Technology

<https://code.org/>

<https://www.freetypinggame.net/>

# Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle



Try some origami

Create an obstacle course

Bake or cook something

Learn a magic trick

Paint or draw a picture



Make a joke book

Take photos of 10 living things



Build a blanket fort

Plan and hold a picnic

Make your own kite

Try a new board game



Play indoor mini-golf



Play Limbo

Write a letter to your future self

Potato sack race with pillow cases

Hold a tea-party



Make a time capsule

Hold a Karaoke concert



Play hide and seek

Open a pretend store

Blindfolded taste test

Look at photo albums

Have a paper plane contest



Play Pictionary

Play dress up



Play Restaurant

Try Yoga

Make a shoebox diorama

Learn a new card game



Put on a play

Make or play an instrument



Create a treasure hunt

Write or recite poem

Have a talent show

Make handmade presents

Choreograph a dance



Read a new book from the library

Play water bottle bowling

Play life-size Noughts and Crosses

Build the tallest tower



# Framework for teaching (non-digital) – Stage 1 sample

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and the resource pack from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Task</b>	Have a go at tying up your shoes.	Can you help make dinner tonight?	Have you cleaned your teeth in the morning and night?	Could you help bring in the clothes?	Are you able to help fold the clothes?
<b>Morning</b>	<p><b>English</b></p> <p>Read your sight words aloud. Write your sight words on paper.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> <li>What was this book about?</li> </ul>	<p><b>English</b></p> <p>Practise your spelling words by writing a sentence for each one.</p> <p>Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures?</p> <ul style="list-style-type: none"> <li>What do you think will happen at the end of the story?</li> <li>What do you think is going to</li> </ul>	<p><b>English</b></p> <p>Practise writing your spelling words in alphabetical order.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> <li>What was this book about?</li> </ul>	<p><b>English</b></p> <p>Play bingo using your spelling words.</p> <p>Play 'go fish' using your sight words.</p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> <li>Read it aloud together.</li> <li>Does it have a good beginning and ending?</li> <li>Are the characters</li> </ul>	<p><b>English</b></p> <p>Play fly swat with your sight words. An adult says a word, you find the word and splat it with your hand.</p> <p>Time how long it takes to write out five spelling words. Try again. See if you can beat your first time.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.</p> <ul style="list-style-type: none"> <li>How does the title</li> </ul>

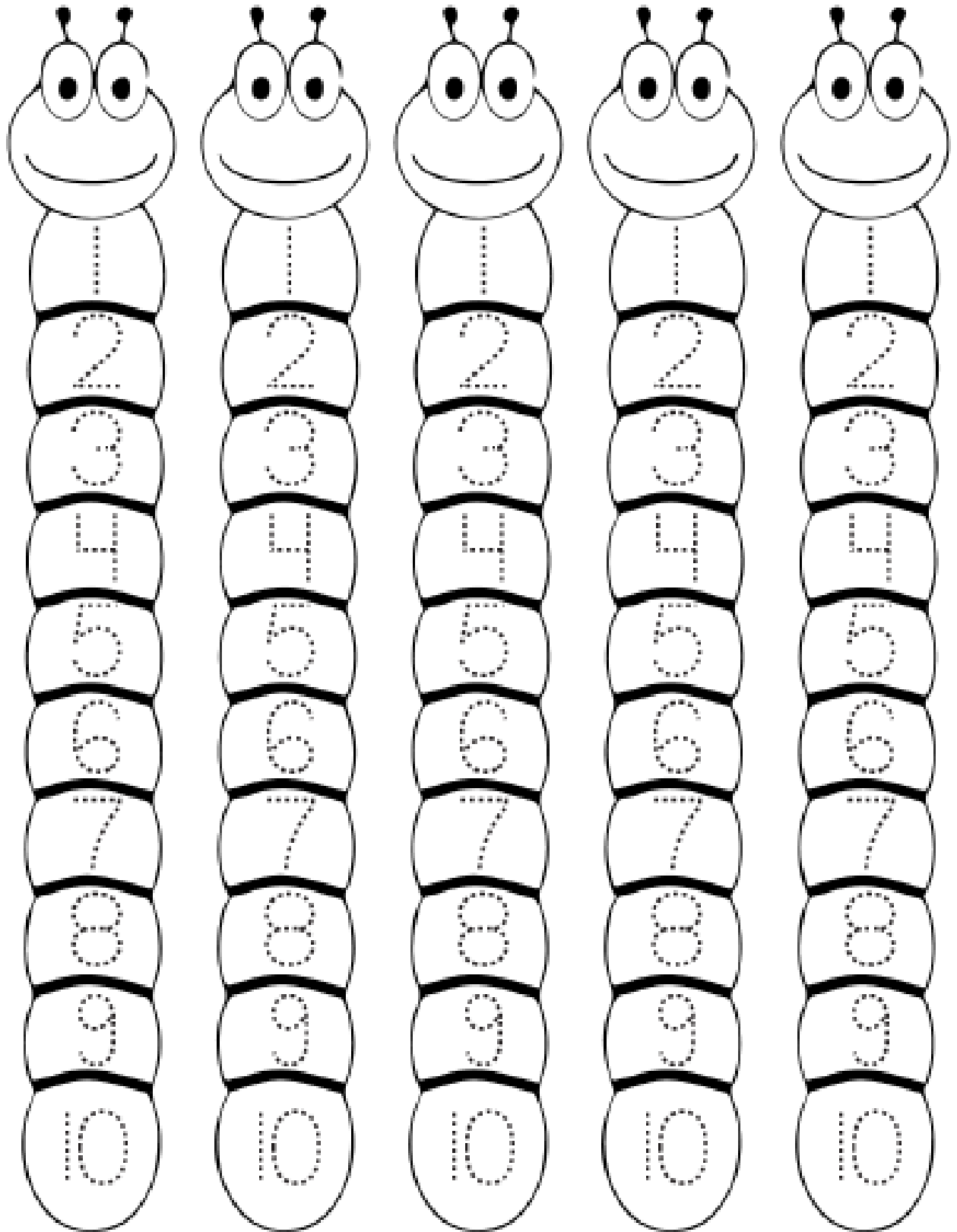
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
	<ul style="list-style-type: none"> <li>What are three facts you have learnt from reading it?</li> </ul> <p>Writing – what did you do on the weekend? Try and include who, when, where, why, what.</p> <p>Write a narrative using this starter:</p> <p>"What on earth are you doing up there?" mum exclaimed.</p>	<p>happen next in the story based on what you already know?</p> <p>Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p>	<ul style="list-style-type: none"> <li>What are three facts you have learnt from reading it?</li> </ul> <p>Writing – Write a narrative using this starter:</p> <p>Wow, it was so hairy. I cannot believe it was in my home....</p>	<p>interesting? What makes them interesting?</p> <ul style="list-style-type: none"> <li>Which illustration in the story was your favourite? Why?</li> </ul> <p>Writing - Write a letter to a friend using some of your spelling words.</p> <p>Write a narrative using this starter:</p> <p>What is this place? I looked around and didn't recognise a single thing. Was I in another universe?</p>	<p>describe the content of the book?</p> <ul style="list-style-type: none"> <li>Was the title a good one for this book? Why or why not?</li> </ul> <p>Writing - Write a list of food you would like for a dinner. Think of a main dish and dessert.</p> <p>Write a description of a person or animal in your home using adjectives (describing words).</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Get some counters (or sultanas or M&amp;Ms or Tiny Teddies etc.)</p> <p>Take a handful of counters (or sultanas or M&amp;Ms or Tiny Teddies etc.) and, without looking, estimate how</p>	<p><b>Mathematics</b></p> <p>Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the</p>	<p><b>Mathematics</b></p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the</p>	<p><b>Mathematics</b></p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book. Ask someone to help you describe your favourite pattern.</p>	<p><b>Mathematics</b></p> <p>Play a game with a partner</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p>

Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
	many you have in your hand. Write your estimates in your maths book.  Organise your counters. Draw your counter arrangement in your maths book. Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how many there are without having to count? Are there more or less counters than you estimated? How many more or less?	different shapes you found in your maths book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!	most to the least. Draw the containers in order in your maths book.  Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?	Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book.	Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.
Break	Break	Break	Break	Break	Break
Afternoon	<b>Geography</b> What is the weather like today? Describe it to a family member.	<b>Science and technology</b> Set up two plastic cups with the same number of ice cubes and place	<b>Creative arts</b> Make a musical instrument. Think about the variety of instruments you could	<b>History</b> Technology has changed a lot over time. From the list in your resource pack, choose	<b>Mathematics</b> Ask each member of your family what their favourite colour is. Show their answers in a

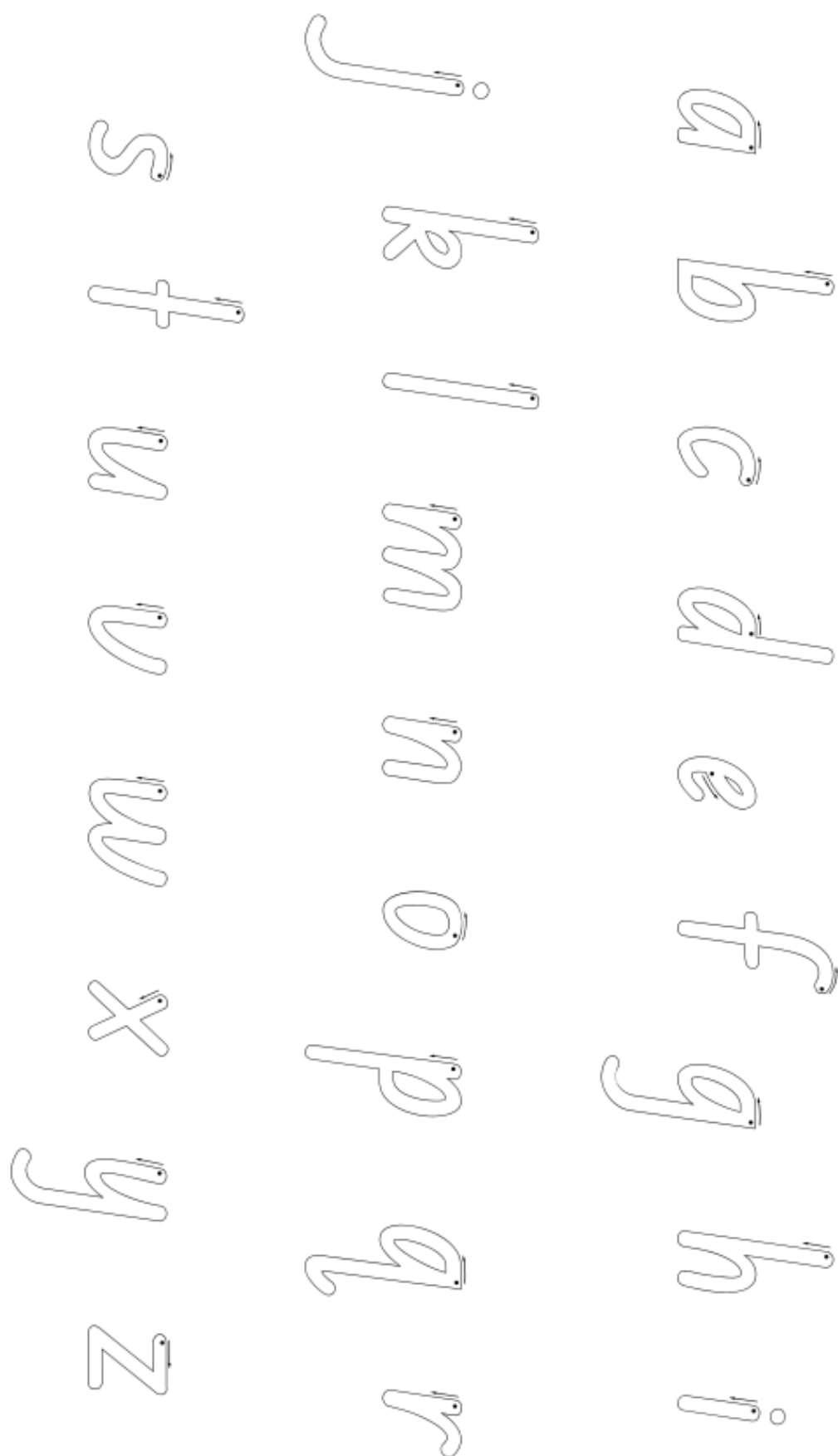


Monday	Tuesday	Wednesday	Thursday	Friday
<p>Predict what you think the weather will be like tomorrow. Tell your family member.</p> <p>Observe the weather for the rest of the week.</p> <p>Complete the activity from the resource pack by drawing or writing about the weather each day. Make your own weather chart for the week.</p> <p>What activities could you do in the weather today?</p> <p>What clothes would you need to wear?</p> <p>What indoor and outdoor activities could you do in different types of weather. Complete the activity in your resource pack to show the types of things you could do.</p>	<p>them in different places to see what happens. Tell a family member your prediction (what you think will happen).</p> <p>What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p>Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.</p> <p>Write a report of your investigation. Use the guide in your resource pack, include labelled diagrams to record your observations.</p>	<p>create using a wide variety of materials. Try to choose recycled materials to create your instrument.</p> <p>Think about ways in which you could put your instrument to use in an ensemble or class composition. Consider creating something with the people in your home.</p> <p>Create a composition using only the materials you have created and perhaps some furniture or other things in your house they have unique sounds. Let your imagination go wild. Record your piece of music to share with the class or play your composition to your family.</p>	<p>one example of technology that has changed.</p> <p>Talk to your parents/grandparents about what the technology was like when they were children.</p> <p>Identify similarities and differences between the old and the new technology.</p> <p><b>Creative arts</b></p> <p>Create a role play or improvisation to show the differences between when your parents or grandparents were children – a then and now. Firstly, plan what your role-play or improvisation might look like. Will you have costumes, a set or a script? What form will it take? For example, it might be an interview or a silent movie.</p>	<p>picture graph.</p> <p>Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance.</p>

# Count and Trace



Write and Wipe - Alphabet







# ACTIVITIES TO HELP BUILD early literacy skills AT HOME



## READING

- Read with your child every day. Explore non-fiction texts, cereal packets, newspapers. Find words they know in the environment.
- When reading books, ask your child questions about what they are you are reading
  - Who, what, when, where, how and why questions
  - Retell the book to you in order of how things happened.
  - What was your favourite part? Why?
  - What might happen next?

## PRE-READING SKILLS (PHONOLOGICAL AWARENESS)

- Rhyming activities
  - Rhyming texts- read poems, nursery rhymes and other rhyming story books and find the words that rhyme.
  - Which two words rhyme? E.g. chair, chop, stair
  - Tell me a word that rhymes with...
  - Rhyming bingo, matching or sorting activities
- Syllable activities
  - Clapping the syllables in words e.g. ba-na-na (3) or sun-set (2)
  - How many syllables in the word...
  - Syllable bingo, matching or sorting activities

## PHONICS

- Practise identifying taught sounds- there are lots of fun ways to do this e.g. sound treasure hunts, Bingo, writing sounds in sensory materials
  - Ensure you focus on the letter SOUNDS not letter names.
- Practise blending words with taught sounds together (CVC words):
  - Show the first sounds together and get your child to hold those sounds together before adding the final sound e.g. 'tag'- blend 'ta' and hold that in your head before you add 'g' to make 'tag'.
  - Run finger below each sound and get faster each time.
  - Discuss beginning, middle and end sounds.

## SIGHT WORDS

- Continue practising current focus sight words but also continue to review previously learned sight words as well.
- Focus on encouraging your child to recognise instantly without relying on sounding out. Ensure that they don't just know words by memory (e.g. from left to right or top to bottom on a page).
- Make it fun! There are many ways to do this. Some examples include making the words with different manipulatives (e.g. Lego, playdough, beads), writing in sensory materials such as rice or sand, playing games such as Bingo or Memory.
- Use the words in context by saying (or writing) these words in sentences.

## WRITING

- Practise writing sight words and simple words such as *cat*, *dog*- anything that students can sound out using known sounds.
- Start a home journal where students can use their sight words and have a go at sounding out simple unknown words.
- If your child is ready to attempt sentences, remember to encourage the use of capital letters, finger spaces between words and full stops.



## HANDWRITING

- Encourage correct letter formation
- Encourage correct pencil grip.
- Engage in fine motor activities e.g. cutting, gluing, beads, playdough, kinetic sand, Lego, threading, pegs.

## Sounds

Listen to the Jolly Phonics sound songs here:

<https://www.youtube.com/watch?v=U2HYM9VXz9k>

## Magic 100 Words

Have your child write out two sets of the words on palm cards. Then practice reading and writing the words

Game ideas:

- Snap
- Memory
- Go fish

## Spelling

There are some write and wipe spelling activities following the lists.

# Spelling Activities

## Year 1 Spelling - Term 1 2020

	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Visual	who	they	any	all	are	move	pull	ask
	when	your	many	also	have	talk	push	buy
	where	their	anyone	too	come	walk	put	hear
	what	other	ever	of	were	wash	can't	know
Phonological	why	another	every	off	want	says	cannot	only
	cap	get	did	cot	but	lick	wheel	quick
	hat	peg	pig	dog	mud	back	white	queen
	map	ten	mix	hot	hug	neck	while	quiet
Morphemic	fat	wet	him	pop	mum	rock	whale	quit
	sad	bed	lip	rod	sun	duck	whip	quite
	cone	cook	pegs	looked	started	pack	check	quilt
	curl	cold	eggs	pulled	jumped	rack	speck	quiz
Big Word of the Week	come	card	dogs	parked	walked	track	deck	quack
	cat	corn	cats	washed	wanted	snack	neck	square
	cut	cart	pots	called	spilled	black	peck	equal
	minibeast	arachnid	lifecycle	protection	colony	lifecycle	habitat	camouflage

# Spelling Activities







## Year 2 Spelling - Term 1 2020

	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Visual	January	March	May	July	September	November	months	Summer
	February	April	June	August	October	December	seasons	Autumn
	who	where	over	dinner	won	want	love	game
	what	why	your	liked	morning	happy	again	really
	when	how	three	four	five	six	seven	eight
Phonological	day	rain	leak	feet	boat	foe	oil	boy
	stay	again	easy	green	road	toe	moist	toy
	play	rail	leave	sheep	coat	goes	coin	loyal
	tray	paid	please	wheel	croak	doe	point	enjoy
	betray	snail	dream	cheer	float	tomatoes	join	annoy
Morphemic	ate	eve	bike	hope	use	writing	facing	traveller
	gate	these	life	note	rude	coming	riding	travelled
	safe	theme	fire	joke	cute	having	joking	travelling
	face	scene	ride	nose	huge	making	hoping	shovelled
	gave	stampede	bite	rode	cube	using	biting	shovelling
Big Word of the Week	minibeast	arachnid	lifecycle	protection	colony	lifecycle	habitat	camouflage









# Spelling Roll-A-Word

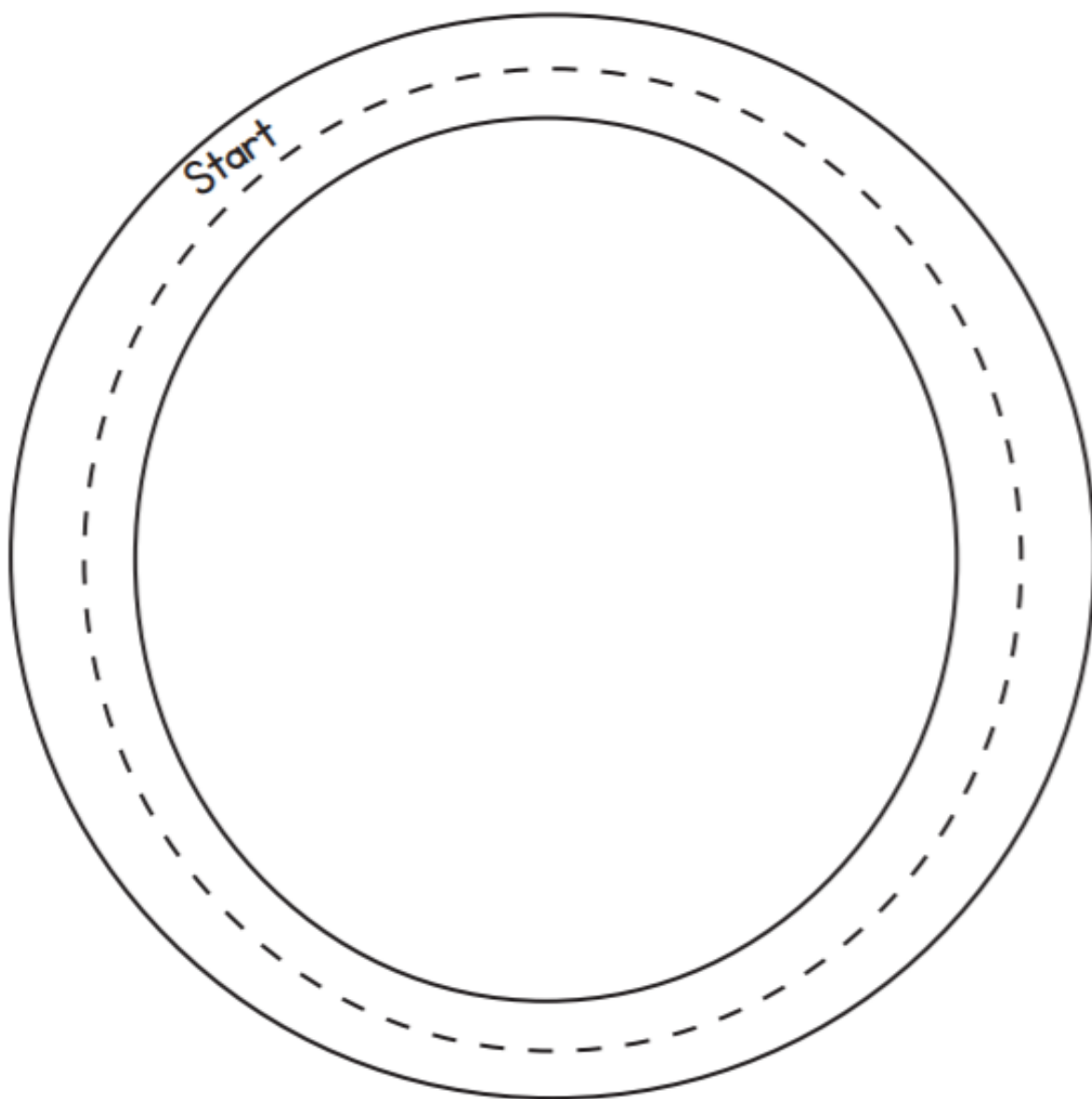
Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	<b>Write your word in a sentence.</b>
	<b>Draw a picture of your word.</b>
	<b>Write a synonym of your word.</b>
	<b>Write an antonym of your word.</b>
	<b>Write the definition for your word.</b>
	<b>Write your word three times.</b>

## Write and Wipe — Spelling Activities

My Word List						
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Roll a six sided die. For each roll, write the corresponding word on the race track!



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

Write your spelling words on the wall in graffiti!





© childhood101

**BRAVEHEART FANCY STAR WARS  
SPOOKY FANCY RETRO BONES REPORTS**

## Write and Wipe — Spelling Activities

### Digging in the Dictionary

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

Spelling Word	Definition	Sentence




## Magic Words

Your child will be working on a certain colour of “magic words” (reading and writing).

Have your child write out two sets of the words on palm cards. Then practice reading and writing the words

### Game ideas:

- Snap
  - Memory
  - Go fish
- 



## 12 Golden Words

These words make up, on average, one quarter of all reading.

a	and	be	I
in	is	it	of
that	the	to	was

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## Red Words

☆ Together with the 12 Golden Words (32 words) make up, on average, one third of all reading.

all	are	as	at	but
for	had	have	he	her
his	not	on	one	said
so	they	we	with	you

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## Blue Words

an	by	do	go	if
me	my	no	or	up

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## Green Words

big	can	did	get
has	him	new	now
off	old	our	out
see	she	two	who

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## Orange Words

back	been	came	down
from	into	just	like
made	much	over	them
this	well	went	when

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## Indigo Words

call	come	here	make
must	only	some	then
were	what	will	your

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## Violet Words

These words together with the other levels make up, on average, one half of all reading.

about	before	could	first
little	look	more	other
right	their	there	want
where		which	

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## Aqua Words

always	away	bird	dog	fast
four	going	hand	keep	let
many	night	people	round	school
take	thing	tree	water	work

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## Purple Words



Magic Words®  
Playing Cards  
available

again	ask	best	bring	far
find	give	how	kind	left
man	mother	own	room	say
stop	these	too	walk	wish

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## Pink Words



Magic Words®  
Playing Cards  
available

after	am	boy	day	eat
five	fly	girl	good	help
home	jump	play	ran	read
saw	sing	sit	think	us

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## Lime Words

another	ate	bad	father	found
got	head	know	live	may
name	once	put	run	should
tell	three	under	would	write

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## Lemon Words

any	because	cat	each	every
gave	house	last	long	morning
open	small	soon	than	time
use	very	why	year	yes

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# FICTION READING PLANS

ONE STORY EACH DAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Read a fiction story. Write a summary of the story.	Read a fiction story. Write three questions that you can answer from the story. Write the answer for each question.	Read a fiction story. Describe the main character(s), the setting, and plot.	Read a fiction story. Is the story written in 1 <sup>st</sup> person point of view or 3 <sup>rd</sup> person point of view?	Read a fiction story. Write a possible theme for the story. What evidence supports the theme you wrote?

## CHOICE ACTIVITIES

Choose \_\_\_\_\_ activities to complete with the stories.

Choose a story to rewrite from another point of view or perspective.	Choose a story. Who is the most important character in the story? Prove that he or she is the most important.	Write five words you didn't know or that you found interesting from one of the stories. Use context clues to determine the meanings of the words.	Change one of the stories you read into a short play.
Choose a story. What is the most important event in that story? Explain the reason for your choice.	Create a title for one of the stories you read. Explain why you chose that title and how it matches the story.	Create an illustration for one of the stories you read. Explain why you chose that illustration and how it matches the story.	Make a list of five nouns, five verbs, two adjectives, and two adverbs used in one of the stories you read.



## English Activities

1)

Directions: Read a story. Complete the story map.

Name \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Author's Purpose \_\_\_\_\_

characters	setting

Draw the story events

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Use your drawings to help you sequence the story. You might use words such as first, next, then, and last.

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2)

**If you could have any fantasy pet,  
what would it be and why?**



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2)

**What made this dog turn green?**



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2)

**What would you do if your favourite toy came to life?**



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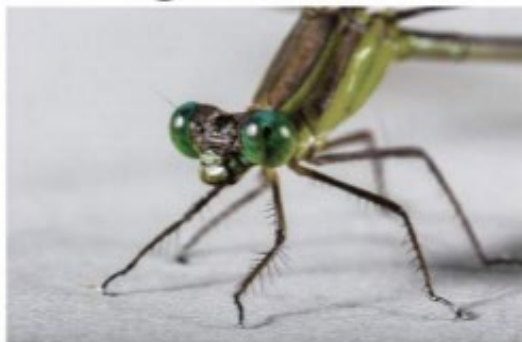
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3)


Name \_\_\_\_\_

# Insect EYES

Insect eyes are not like human eyes. Our eyes are mostly liquid. The iris adjusts how much light gets in. Insect eyes are solid and look bumpy. Some insects have over 40,000 parts in a single eye. Insect eyes are called compound eyes. Insects use pigments to regulate the light. These pigments make really cool patterns! Because an insect's eye is hard, it is not easily injured.



Directions: Use a crayon or marker to underline each answer with the correct color. Write the answer on the line.

1. How do human eyes adjust to light? 

\_\_\_\_\_

2. Describe the appearance of an insect's eye. 

\_\_\_\_\_

3. How do insects regulate light? 

\_\_\_\_\_

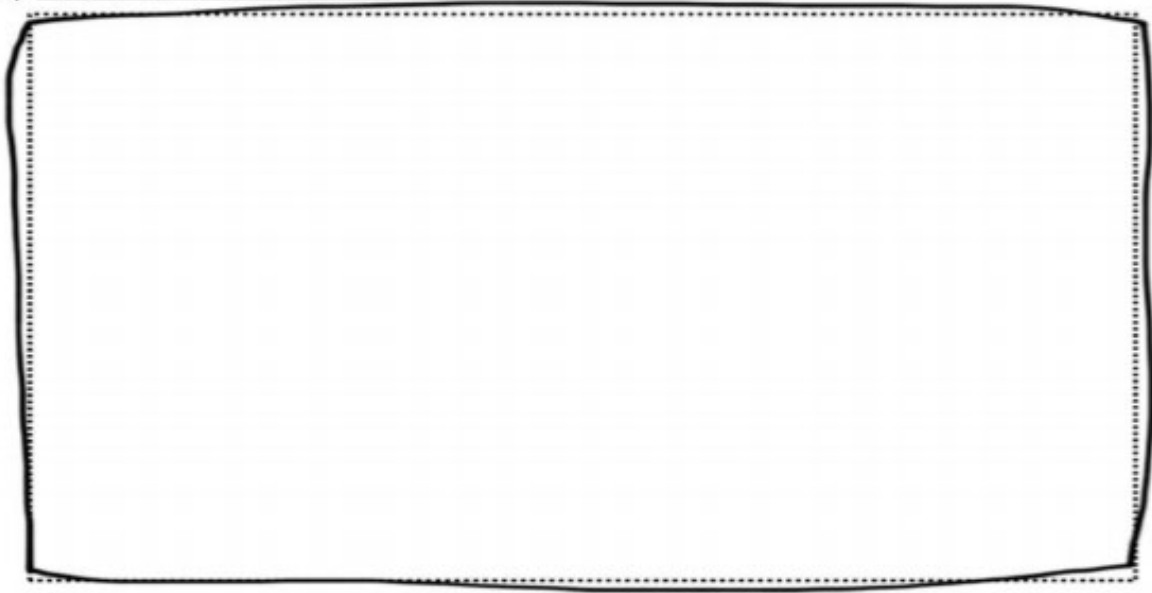
4. Why are insect eyes not easily injured? 

\_\_\_\_\_

3)

# Insect+ EYES

By \_\_\_\_\_



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4)

Name \_\_\_\_\_

# Ants

## Body

Ants are insects with three body parts. Most ants are brown or black. Some ants have wings.



## Food

The worker ants find food and carry it back to the nest. Ants eat food with their sharp jaws.


## Life Cycle

The queen ant lays all of the eggs. Larvae hatches from the eggs. The worker ants take care of the larvae. Eventually, the larvae becomes a pupa. The pupa grows to become an adult ant. Most ants live for about 50 to 60 days.

## Habitat

Ants live together in colonies. They can be found all over the world, except in cold places. Ants build their nests underground.

Directions: Use a crayon or marker to underline each answer with the correct color. Write the answer on the line.

1. Describe an ant's body. 


\_\_\_\_\_

2. How do ants eat? 

\_\_\_\_\_

3. Who lays the eggs? 

\_\_\_\_\_

4. Where do ants usually build their nests? 

\_\_\_\_\_

4.)

Name \_\_\_\_\_

## Observation and Exploration

Directions: Go outside! Search for two different insects. Make some observations. Draw, label, and write.

Insect 1

Insect 2

5)

## 2 Joe's Pets

joe has three petts. A lizard  
named spikey, a dog named fluffy  
and a fish namd goldie



Find 2 spelling mistakes.  
Add 4 capital letters and 1 full stop.

 teachstarter

## 6 Fantastic Fruit

you should be eating fruit  
evryday. pears, apples and  
bananas are great to take to skool  
in your lunchbox



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

 teachstarter

5)

## 7 Jumping in Puddles

jill wore her raine boots  
today. there wer lots of  
muddy puddles to jump  
in



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

 teachstarter

## 8 Slimy Frogs

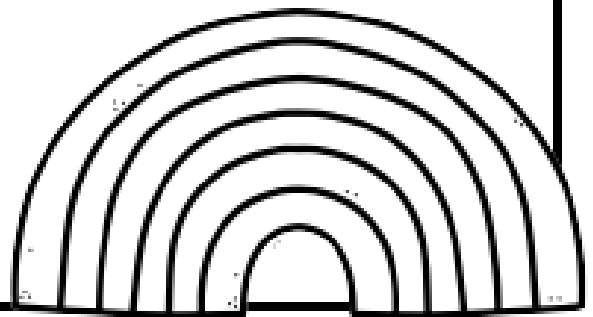
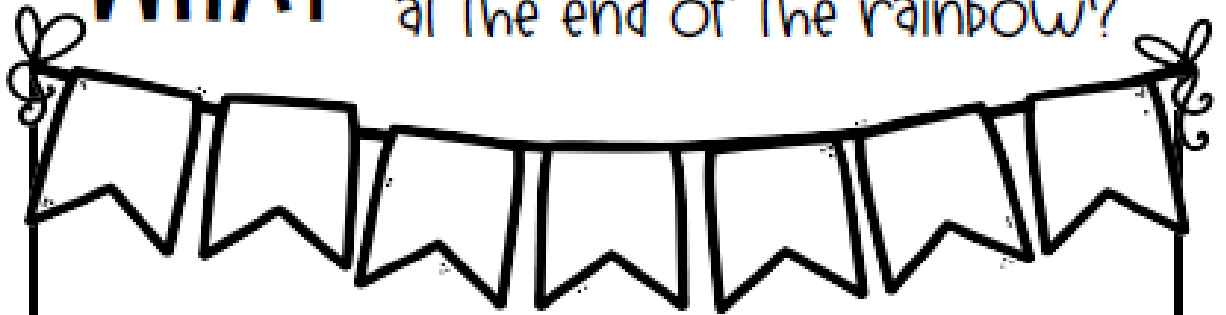
frogs do not drink water  
like we do. They get watar  
through their skin. this is  
whyy frog skin feels slimy



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

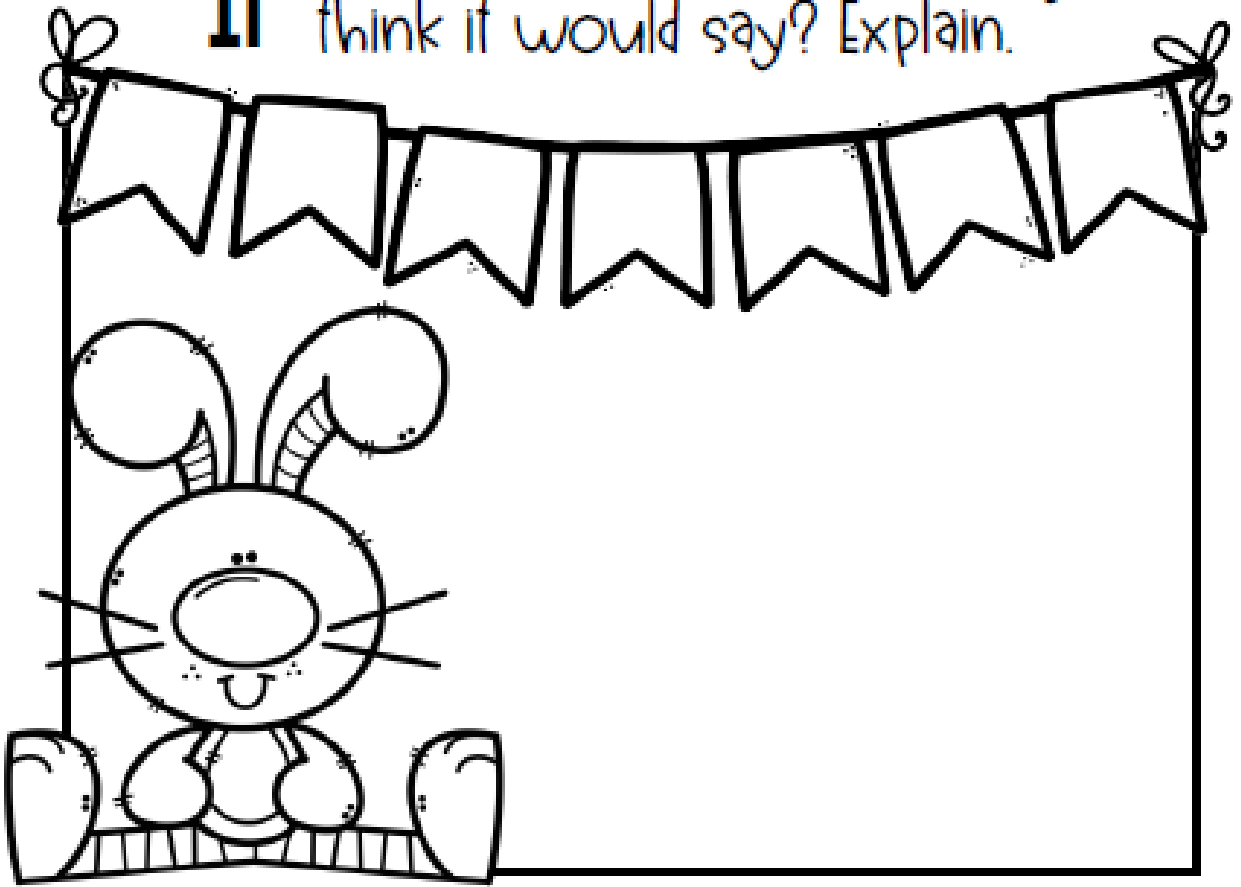
 teachstarter

**WHAT** do you think you would find  
at the end of the rainbow?



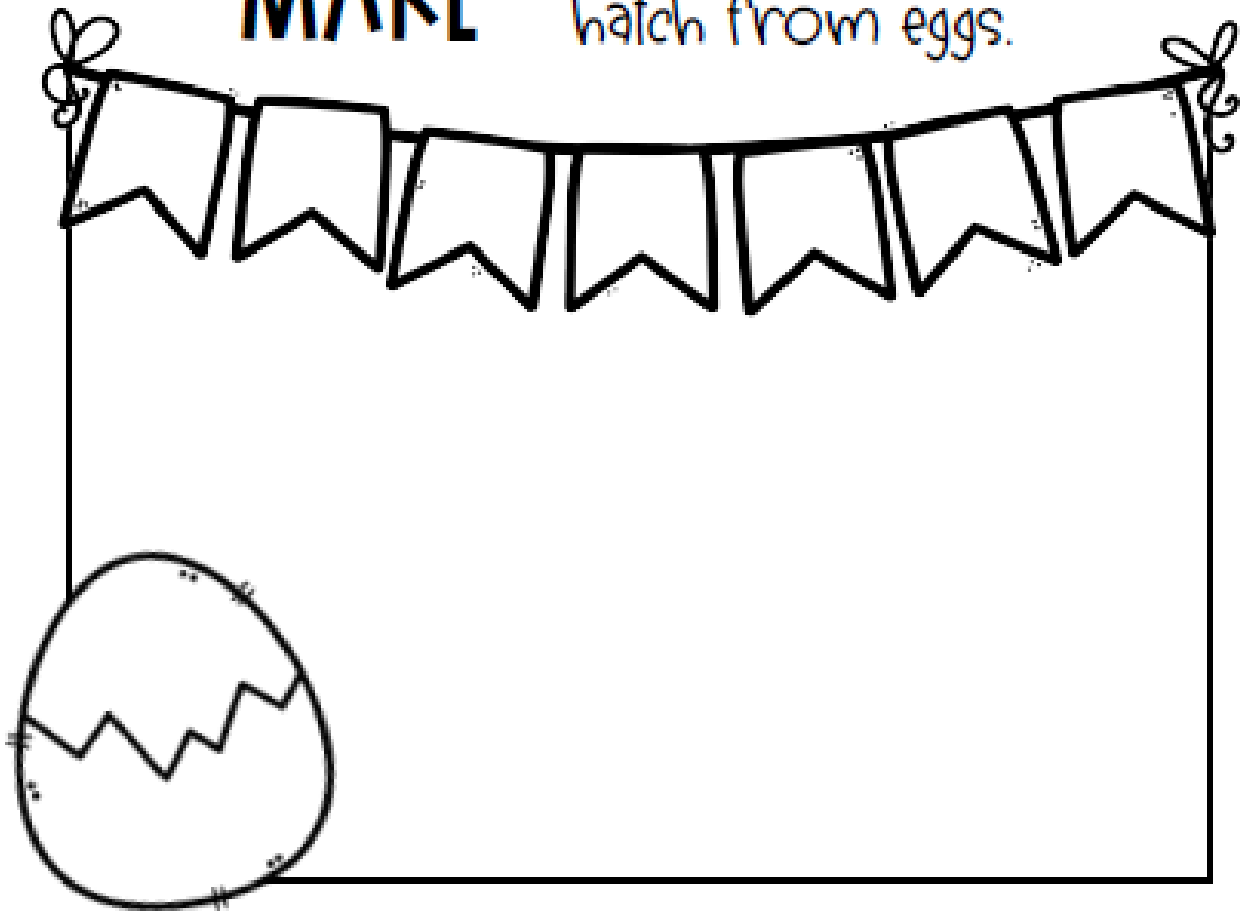
Eight horizontal light blue lines for writing the answer.

**If** a rabbit could talk, what do you think it would say? Explain.



Eight horizontal blue lines for writing the answer.

**MAKE** a list of animals that hatch from eggs.









# GAMES & ACTIVITIES TO build Number Skills AT HOME

## GENERAL NUMBER SENSE ACTIVITIES

- Incidental counting e.g. how many buttons on your top, how many pegs to hang out the washing, how many animals in this book, how many red cars can we spot, how many houses can we count? Also getting children to count out groups of objects e.g. count out 5 apples for me.
- Counting forward and backwards as you walk or drive places. Begin with counting forward and backwards by 1s. You could progress to counting forward and backwards by 2s, 5s or 10s.
- Counting books and songs on YouTube.
- Number hunts- spot them in your environment e.g. on letterboxes, at the post office, in the shops.
- Bingo games- numeral ID, number words, counting groups of objects.
- Board games- counting forward and backwards, recognising dot dice patterns.
- Grouping and sharing e.g. I have four jellybeans to share with you and your brother. How many will you both get?
- Use empty egg cartons to practise simple addition and subtraction.
- Building Numbers: use Lego, Duplo, blocks, rocks, beads, playdough or anything you like.
- Get Active- count the number of hops/skips/jumps, how many times can we throw the ball back and forth etc.



## DICE GAMES



- Whoever rolls the highest number wins the counter
- Dice Addition:
  - Roll 2 dice and add together. Highest number wins a counter.
  - Roll 3 dice and add together. Encourage children to use the most effective strategy (e.g. doubles, friends of 10).
  - Roll 4 dice and turn into 2 sets of 2 digit numbers, then add together. *Eg if you roll a 3, 5, 1 and 2, then your problem is  $35 + 12$* . Highest total wins the counter. Encourage the use of the most effective strategy.
- Race to Zero- Start with a certain number of points (e.g. 20, 50, 100). Take it in turn to roll the dice and subtract from your number. With larger totals, encourage children to use the most effective strategy.

## CARD GAMES



- UNO
- Games to practise numeral ID, number words and counting groups of objects. Use playing cards or write onto flash cards.
  - Snap
  - Go Fish
  - Memory
- Create Bingo boards with playing cards (e.g. 3 x 3 sets of cards)
- Card Flip- identify the number and highest number wins both cards.
- Card Flip Addition
  - 2 cards- highest total wins all four cards
  - 3 cards- highest total wins all six cards. Encourage the use of the most effective strategy.
  - 4 cards- turn into 2 sets of 2 digit numbers and then add together. *Eg if you turn over a 4, 5, 2 and 6, then your problem is  $45 + 26$* . Highest total wins all 8 cards. Encourage the use of the most effective strategy.
  - Card Flip addition with 2 or 3 cards- highest total wins all the cards- encourage the use of the most effective strategy.
- Card Flip Subtraction
  - 2 cards- take away from the highest number. First to solve wins all the cards.
  - 3 cards- add the first two cards together and then take away the third. First to solve wins all the cards.
  - 4 cards- create two sets of 2 digit numbers and take the smaller number away. First to solve wins all the cards.



## Game Instructions: Double Apple

---

### Equipment

Double Apple game mat  
Number Spinner (with paper clip and pencil)  
Chips/Counters

### Purpose

Students will double numbers 8-15.

### How to play:

This game can be played by a small group of students.

Players sit around the game mat. Each player has a collection of chips/counters of their preferred color.

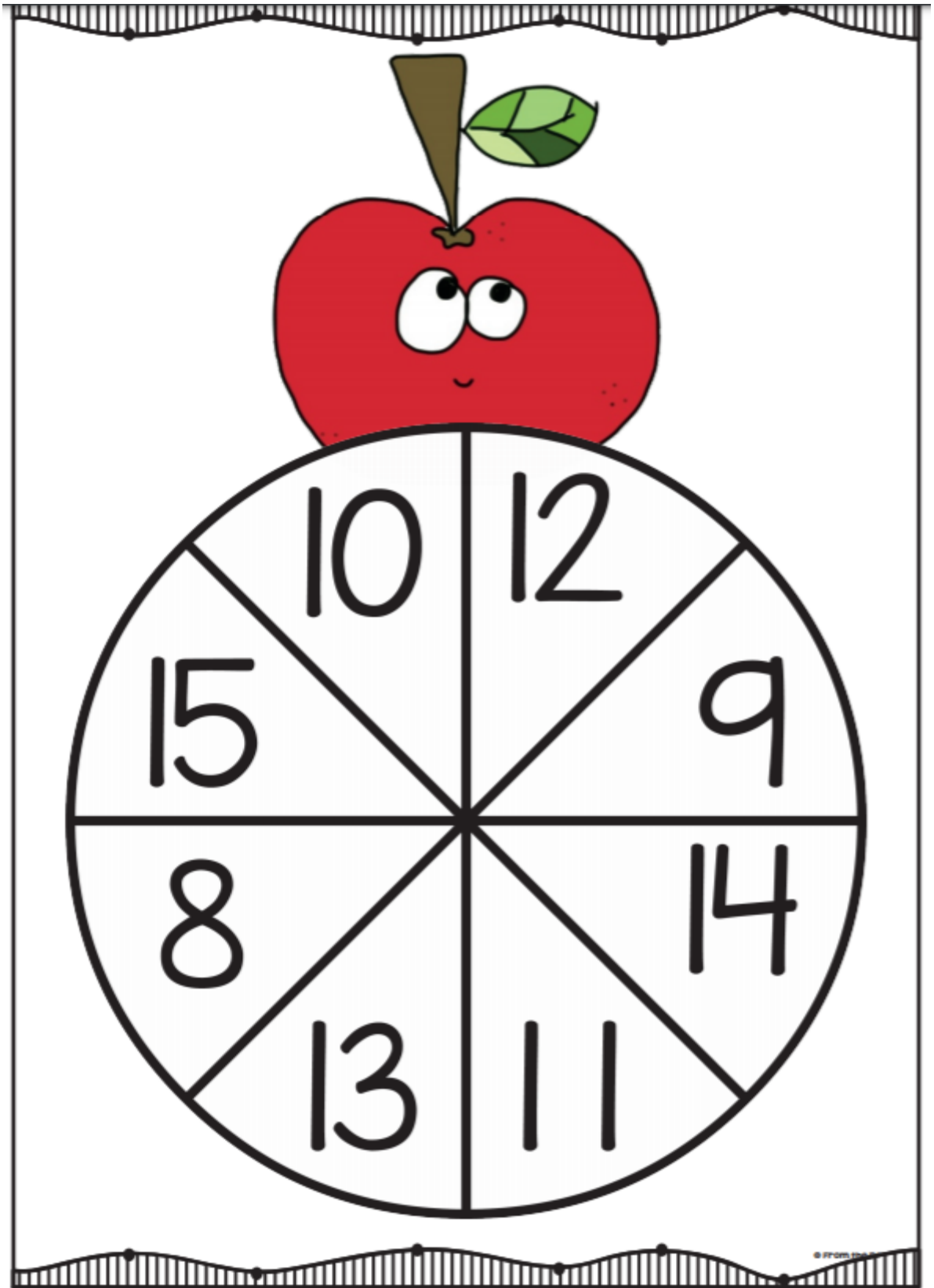
One player spins a number and must double it. This player then covers the number on the game mat with a counter of his color.

The other players then follow the same procedure. Play continues with students alternating their turn. If no number square is available, the player must await their next turn to try again.

The game is won by the player that has the most numbers covered at the end of play.

---

Math Activities





# Double Apple

30	16	18	22	20
28	18	22	28	26
24	22	30	26	24
16	16	26	18	20
20	30	16	22	28
26	24	28	18	30



1)

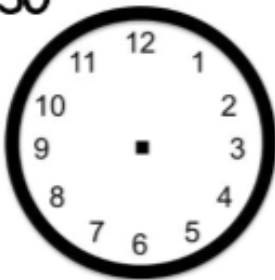
# Time TO THE HALF HOUR



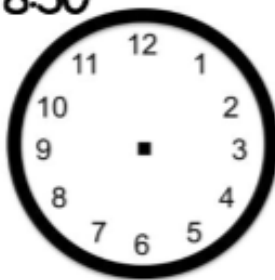
Name \_\_\_\_\_

Draw the hour hand and the minute hand.

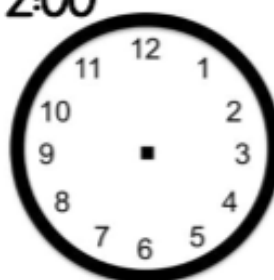
1. 1:30



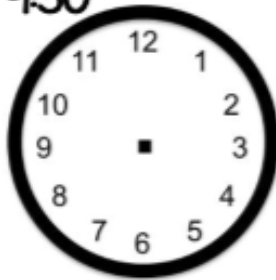
2. 8:30



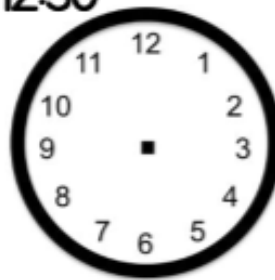
3. 2:00



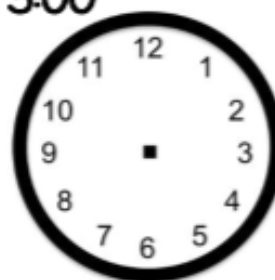
4. 9:30



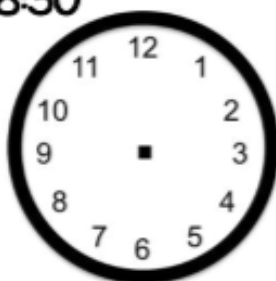
5. 12:30



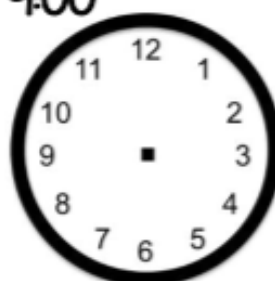
6. 3:00



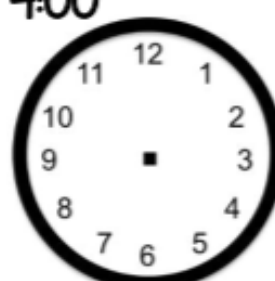
7. 8:30



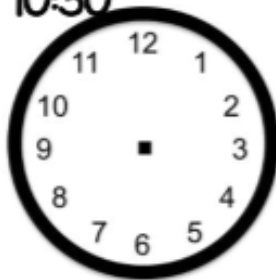
8. 9:00



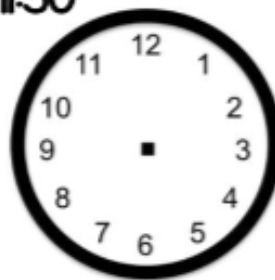
9. 4:00



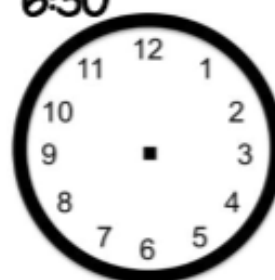
10. 10:30



11. 11:30



12. 6:30



2)

# Ladybug Math



Name \_\_\_\_\_

Ladybug Fact – Every ladybug has 2 pairs of wings.

1. 8 wings were flapping on a leaf. How many ladybugs were on the leaf?

**My drawing...**

**My Thoughts...**

2. 6 ladybugs are ready to fly! How many wings are included in this group of ladybugs?

**My drawing...**

**My Thoughts...**



3)

Name \_\_\_\_\_

# Fact Families

Directions: Use the fact family numbers. Write the fact family.

1. 6, 7, 13

$$\begin{array}{rcl} \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \end{array}$$

2. 5, 10, 15

$$\begin{array}{rcl} \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \end{array}$$

3. 2, 12, 14

$$\begin{array}{rcl} \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \end{array}$$

4. 3, 9, 12

$$\begin{array}{rcl} \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \end{array}$$

5. Write your own fact family numbers.

$$\begin{array}{rcl} \_\_\_\_, & \_\_\_\_, & \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \end{array}$$

6. Write your own fact family numbers.

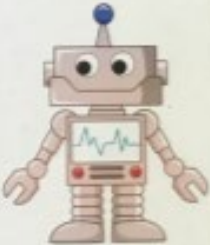
$$\begin{array}{rcl} \_\_\_\_, & \_\_\_\_, & \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & + & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \\ \_\_\_\_ & - & \_\_\_\_ = \_\_\_\_ \end{array}$$

4)

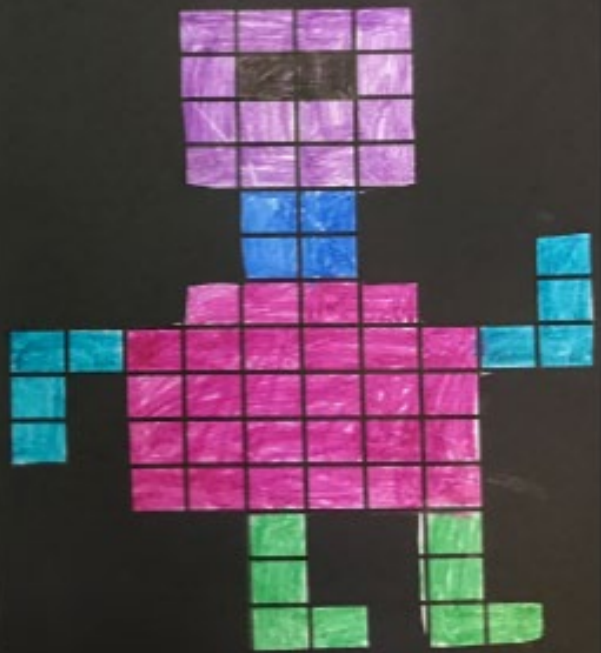
# Area Robots

My robot's name is bussy.

Body Parts	Area
Head	16
Neck	4
Body	28
Arms	8
Legs	8



The area of my robot is 64 squares.

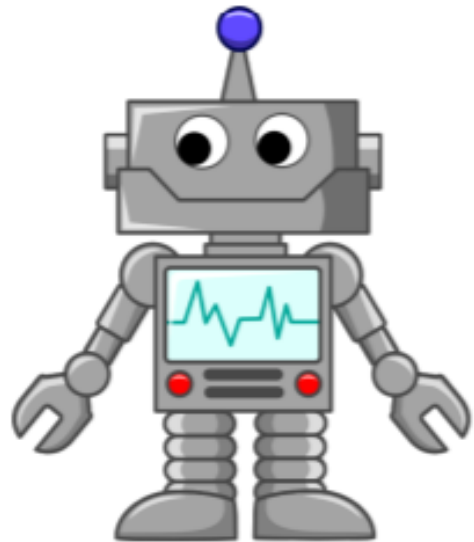


4)

My robot's name is

\_\_\_\_\_

Body Parts	Area
Head	
Neck	
Body	
Arms	
Legs	



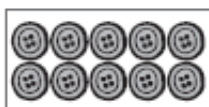
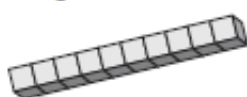
The area of my robot is  
\_\_\_\_\_ squares.



5)

## Place value to 99 – tens and ones

Our number system is organised around tens. We do this to make counting and reading numbers easier. Here are some ways to show tens.



1 Circle the groups of ten. Write how many tens and how many ones.



\_\_ ten \_\_ ones



\_\_ ten \_\_ ones



\_\_ ten \_\_ ones



\_\_ ten \_\_ ones



\_\_ ten \_\_ ones



\_\_ tens \_\_ ones

2 Take a big handful of pop sticks. Find a way to organise the pop sticks into groups of tens and ones. Draw what you did here.

5)

## Mass – language of mass

We find the mass of something by measuring how heavy it is.  
The more mass something has, the heavier it is.

- 1 Draw 3 things you think have a lot of mass. These feel heavy.





- 2 Draw 3 things you think have a little bit of mass. These feel light.



- 3 Draw something you could only just lift.  
Draw something you could easily lift 2 of.



# 31 Day LEGO Challenge

			Day 1 You bought a private island. Build your dream beach house.	Day 2 Build a helicopter out of only red LEGOS.	Day 3 You were hired to build a new zoo!	Day 4 Build a new cinema with the largest screen in the city
Day 5 Build an island to spend the summer on!	Day 6 Create a treasure map.	Day 7 Build the American flag.	Day 8 Build a playground.	Day 9 Create a new LEGO sculpture for your local art museum.	Day 10 Construct a time machine.	Day 12 You have been hired to build a new police station in your town.
Day 13 Build a cruise ship.	Day 14 Build your favorite landmark in your city.	Day 15 Create a LEGO pizza.	Day 16 Build a robot.	Day 17 Build an airplane out of blue and green LEGOS.	Day 18 Build two trees with a hammock hanging between them.	Day 19 Challenge another person to build the tallest tower.
Day 20 Build an elephant using your favorite color LEGO.	Day 21 Create a fruit salad.	Day 22 Build your favorite sea animal.	Day 23 A king hired you to build him a new castle.	Day 24 Your assignment is to build a waterpark.	Day 25 Build a sundae.	Day 26 Build your favorite musical instrument.
Day 27 Build your favorite cartoon character.	Day 28 Create a jungle.	Day 29 Build a beach ball.	Day 30 Build a mountain.	Day 31 Build a bicycle.		



## Air Show Competition

The upcoming "Air Show Extravaganza" needs airplanes!



Scan this QR card to watch a short video. It will give you the details of your challenge and explain the science behind it!

You could type this url in instead of scanning the QR code: <https://goo.gl/oSXitP>

**Materials:**  
Straws (3)      5 Sheets Card stock  
Paper Clips (5)      5 Sheets Printer Paper  
Note Cards      Scotch Tape (1 roll)



\*Note, if you don't have all of the materials, get creative and substitute them with what you do have!

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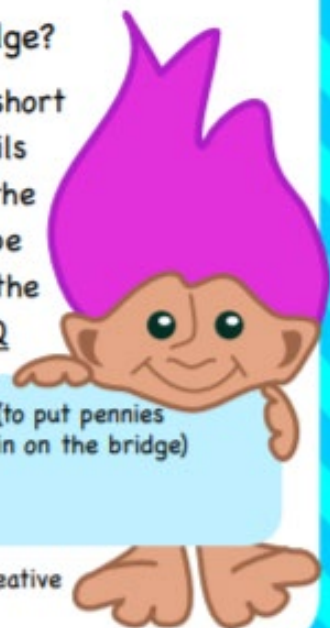
## Troll Bridge

Are you able to help a troll build a bridge?



Scan this QR card to watch a short video. It will give you the details of your challenge and explain the science behind it! You could type this url in instead of scanning the QR code: <https://goo.gl/Afp4XQ>

**Materials:**  
Popsicle Sticks (25)      Masking Tape (1 roll)      (to put pennies in on the bridge)  
Straws (25)      Dental Floss (1 container)  
Pipe Cleaners (25)      Pennies (50-100)  
Pencils (10)      Small Cup



\*Note, if you don't have all of the materials, get creative and substitute them with what you do have!

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# 101 Fine Motor Ideas

1. Use a hole punch to punch a certain number of holes in a piece of paper.
2. Use a pipette to transfer water from one container to another.
3. Stack small wooden blocks into the tallest tower you can make.
4. Stretch and place loom bands on jumbo craft sticks.
5. Pick up craft pom poms with jumbo child tweezers.
6. Peel small stickers up and fill up a pre-drawn shape with them.
7. Practice opening and closing pink foam hair curlers.
8. Push pipe cleaners through the holes in a colander.
9. String pony beads on a crazy straw.
10. Squeeze a turkey baster and try to blow a cotton ball across the table.
11. Water plants with a squeeze water sprayer.
12. Braid yarn to make Rapunzel hair and then use scissors to cut the hair.
13. Peel a hard-boiled egg at snack time.
14. Make a paper chain.
15. Roll strips of paper on a pencil to make them curly.
16. Hide dry beans in a pile of playdoh then search for them.
17. Play with clay instead of playdoh.
18. Use nuts and bolts from the Hardware store in the building center.
19. Stack and build with small cups.
20. Button and unbutton clothes on a doll.
21. Use a geoboard to build shapes with rubber bands.
22. Use legos to make the letters of the alphabet.
23. Glue Velcro dots on the end of craft sticks. Build something with the sticks.
24. Sprinkle confetti onto a table. Use wide paintbrushes to sweep the confetti into a certain area.
25. Put magnetic letters inside Easter eggs. Open an egg, name the letter, and close the egg.
26. Write numerals on pieces of cardboard. Clip that many clothespins on the cardboard.
27. Turn over a sand timer and see how many paper clips you can clip to a sheet of paper before time is up.
28. Make a necklace using yarn and uncooked ziti noodles.
29. Stick a piece of uncooked spaghetti into a ball of playdoh so that it sticks up straight. Place pony beads on the spaghetti to make a pattern.
30. String large and small paper clips together to make a long chain.
31. Mix up a variety of padlocks and keys. See how quickly you can get each lock open by using the correct keys.
32. Set out an ice cube tray, child tweezers, and a bowl of pom poms. See how quickly you can pick up one pom pom at a time and place it in a section of the ice cube tray until the whole tray is full.
33. Stick toothpicks in a styrofoam ball to make a porcupine.
34. Have a Matchbox car wash with small toothbrushes, soap, and water.
35. Tear paper and make a mosaic picture out of it.
36. Soak some sponges and wring them out seeing how dry you can get them.
37. Roll tissue paper into balls and glue each ball down on a page.

# 101 Fine Motor Ideas

38. Squeeze a lemon or orange and see how much juice you can get from it.
39. Make a mini book by stapling several pages together.
40. Use a push pin to poke holes around the outline of a picture.
41. Pick up pennies one at a time and place them in a piggy bank.
42. Pop bubbles on bubble wrap.
43. Use cookie cutters to cut playdoh.
44. Use a toy hammer to hammer golf tees into a piece of Styrofoam.
45. Cut up straws and string them on yarn to make a necklace.
46. Make a Froot Loop necklace.
47. Trace around your hand with a pencil.
48. Tear pieces of masking tape and then stick them to a large sheet of paper.
49. Sort a pile of small objects into groups (paper clips, rubber bands, and marbles)
50. Use yarn to sew a lacing card.
51. Draw a monster on the window with a dry erase marker. Then, use a spray bottle to spray the monster with water and melt it.
52. Place lots of pennies face down on the table. Try to turn over one penny at a time by picking it up without sliding it to the edge of the table.
53. Cut pictures out a magazine.
54. Pick up pom poms with tweezers and drop them down a paper towel tube.
55. Wrap rubber bands around cut pool noodles.
56. Drop liquid watercolor paint onto coffee filters using eye droppers.
57. Peel masking tape off a table.
58. Tie knots in a piece of yarn.
59. String your name using lacing alphabet beads.
60. Clip Barbie clothes onto a small clothesline using clothespins.
61. Build pictures out of snap cubes.
62. Make a picture out of stickers.
63. Push toothpicks through the holes in a parmesan cheese shaker.
64. Weave a placemat by weaving long strips of paper together.
65. Use toothpicks and marshmallows to build shapes.
66. Paint a picture using q-tips as paintbrushes.
67. Use a spoon to scoop up pony beads and transfer them to a different container.
68. Thread pony beads on a pipe cleaner to make a pattern.
69. Wrap yarn around and around a piece of cardboard cut into a shape.
70. Scoop soil into a pot. Pick up a few seeds and plant them.
71. Put together a 20-25 piece puzzle.
72. Use decorative scissors to cut paper into fancy pieces.
73. Spread out contact paper sticky side up. Make a picture by sticking natural objects (leaves, twigs, acorns, etc.) to it.



# 101 Fine Motor Ideas

74. Make snakes and eggs by rolling playdoh into long snakes and egg-like balls.
75. Peel and tear colorful washi tape and use it to make a picture.
76. Use chop sticks to eat with.
77. Make the letters of your name out of Wikki stix.
78. Use Bingo dabbers to paint a picture.
79. Drive a toy car along a giant letter or number cutout.
80. Use a rolling pin to roll out dough.
81. Use decorative hole punchers to punch out pictures. Then glue the cut outs onto a piece of paper.
82. Build something with legos.
83. Peel star stickers up and then use them to make your own constellation on black paper.
84. Use a clothespin to pick up and transfer cotton balls from one bowl to another.
85. Practice opening and closing storage containers (plastic food bins, Ziploc bags, etc.)
86. Use a toothpick to draw a design in some playdoh.
87. Pick up a craft pom pom with a clothespin. Dip it in paint and dab paint on a piece of paper using the pom pom.
88. Cup your hands together to shake two dice. Roll them and add up the dots.
89. Make shadow puppets using your hands and a flashlight.
90. Use your index finger to pop bubbles.
91. Use only your thumb and index finger to pick up marbles and transfer them to a jar.
92. Go outside and use scissors to give the grass a haircut.
93. Stack pennies as high as you can to make a tower.
94. Put together a Mr. Potato Head toy.
95. Use a water gun to squirt liquid water colors on the sidewalk to paint a picture.
96. Try to trace the outline of a picture with liquid glue by squeezing the glue bottle and following the line.
97. Crumple paper and throw it like a snowball. Then unroll it and smooth it back out.
98. Use a computer keyboard to type the letters of the alphabet in order.
99. Blow up a balloon and then tie a knot in it.
100. Finger paint.
101. Use a marker to connect dots on a piece of paper.

**For more fine motor ideas, visit  
[WWW.JUSTREEDBLOG.COM](http://WWW.JUSTREEDBLOG.COM)**