

# Year 2 Home Learning Booklet



Term 3 Week 10

Hello 1-2,

Just want to start off by saying how proud I am of you all. Thank you for working so hard, you are doing incredible with your home learning. I have appreciated getting your home learning booklets back and have been busy marking them all.

It was great to see everyone who was able to make it onto our zoom catch up. Hopefully I will get to see more of you next week. A message will go out to your parents with details on the zoom meeting date and time.

This is the last week of home learning before the 2 week school holidays. I hope you all stay safe and have a happy holiday.

If you have any questions, please call the school and I will get back to you as soon as I can 😊

Miss Perry



# Unit 28



**y u(yoo)**

yoyo

computer



## List Words

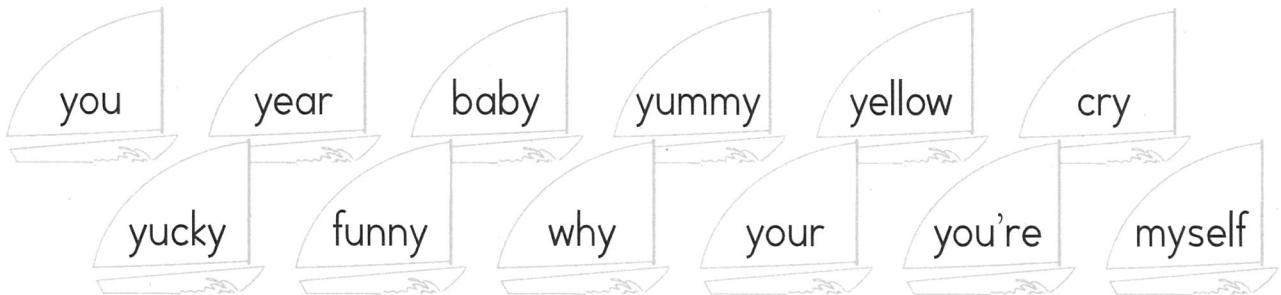
yes	year	few	cube
yet	yard	knew	tube
you	yellow	new	cute
your	yucky	use	you'll
you're	yummy	used	you've

## Letters

## Words


**1 Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

**2 Colour** the yacht **yellow** if you hear  in the word.



**3 Write** these words in the boxes. Write the letter or letters for each sound in one box.

yes

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yet

--	--	--	--

yard

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your

--	--	--	--

**4 Colour** the words if you hear **yoo** in them.

★ We sometimes write **u\_e** and **ew** for the blend of two sounds **yoo**, as in **cube** /c/y/oo/b/.

cub

few

cut

cube

new

cute

tub

grew

hug

tube

use

huge

**5 Write** these words in correct alphabetical order in each row.

knew

use

cute

year

few

new

yellow

you

yam

yippee

yummy

- 6 **Circle** a 3 letter word inside each word.  
**Write** it on the line. The first one is done for you.

your \_\_\_\_\_ you \_\_\_\_\_ cube \_\_\_\_\_ yummy \_\_\_\_\_  
 year \_\_\_\_\_ knew \_\_\_\_\_ you're \_\_\_\_\_  
 cute \_\_\_\_\_ used \_\_\_\_\_ you'll \_\_\_\_\_  
 tube \_\_\_\_\_ yellow \_\_\_\_\_ you've \_\_\_\_\_

- 7 **Write** the contractions for the following words.  
**Finish** the sentences with these contractions.

➡ Go to Helpful Hint **13**.

you are \_\_\_\_\_ you have \_\_\_\_\_ you will \_\_\_\_\_

\_\_\_\_\_ going to be late for the party.

\_\_\_\_\_ miss the party food.

\_\_\_\_\_ forgotten the present.

Do you know where \_\_\_\_\_ got to go?



- 8 **Unjumble** these words. **Join** the dots in the order of these words.

1. sye \_\_\_\_\_ 7. dyra \_\_\_\_\_

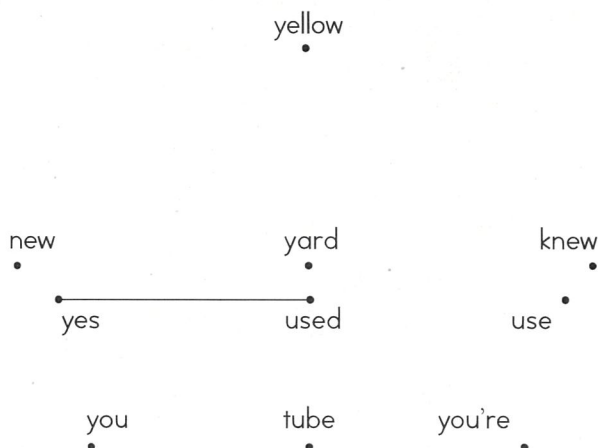
2. uyo \_\_\_\_\_ 8. wyleol \_\_\_\_\_

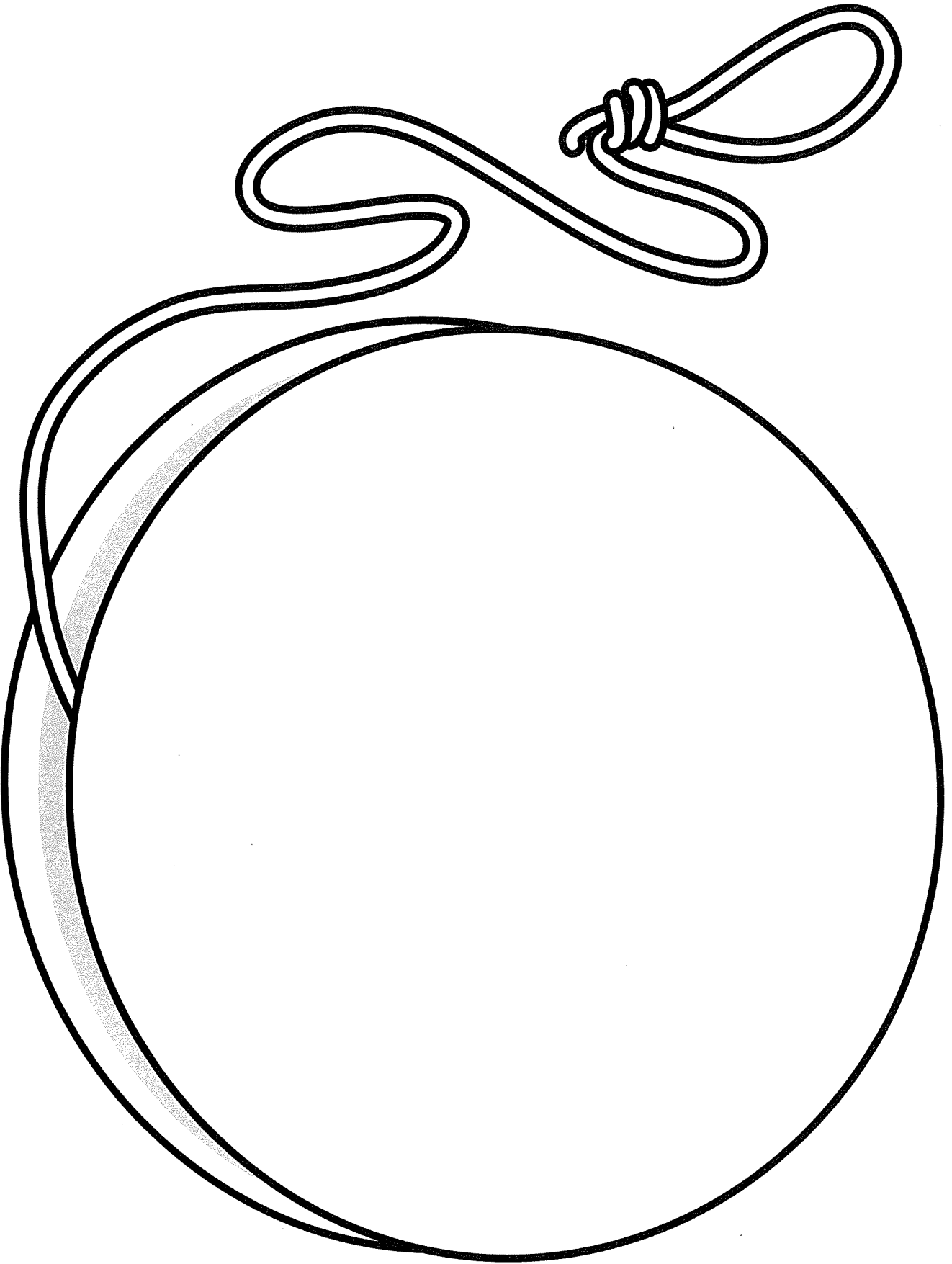
3. beut \_\_\_\_\_ 9. wen \_\_\_\_\_

4. uyo're \_\_\_\_\_ 10. aydr \_\_\_\_\_

5. esu \_\_\_\_\_ 11. wekn \_\_\_\_\_

6. esud \_\_\_\_\_ 12. eolywl \_\_\_\_\_





yes										
yet										
you										
your										
you're										
year										
yard										
yellow										
yucky										
yummy										
few										
knew										
new										
use										
used										
cube										
tube										
cute										
you'll										
you've										

yummy											
huge											
human											
used											
using											
usually											
yacht											
yawn											
yearly											
yesterday											
yoga											
yoghurt											
young											
youngest											
yours											
yourself											

beautiful

computer

duty

huge

million

musical

nephew

pupil

rescue

stew

tune

usual

yacht

yawn

yearly

yeast

yoghurt

young

yourself

youth

yap

yoyo

yet

year

yes

yard

yell

yawn

yells

you

yelled

your

yelling

yolk

yellow

yabby

yes  
yet  
you  
your  
you're  
year  
yard  
yellow  
yucky  
yummy

few  
knew  
new  
use  
used  
cube  
tube  
cute  
you'll  
you've



2 🐛 GM93

you are

2 🐛 GM93

you're

2 🐛 GM93

you will

2 🐛 GM93

you'll

2 🐛 GM93

you have

2 🐛 GM93

you've

2 🐛 GM93

we are

2 🐛 GM93

we're

2 🐛 GM93

they are

2 🐛 GM93

they're

2 🐛 GM93

we have

2 🐛 GM93

we've

2 ♀ GM94

did not

2 ♀ GM94

didn't

2 ♀ GM94

I have

2 ♀ GM94

I've

2 ♀ GM94

they have

2 ♀ GM94

they've

2 ♀ GM94

were not

2 ♀ GM94

weren't

2 ♀ GM94

was not

2 ♀ GM94

wasn't

2 ♀ GM94

are not

2 ♀ GM94

aren't

2 🐛 GM95 y	2 🐛 GM95 ____es	2 🐛 GM95 ar	2 🐛 GM95 y____d
2 🐛 GM95 y	2 🐛 GM95 ____ou	2 🐛 GM95 ll	2 🐛 GM95 ye____ow
2 🐛 GM95 y	2 🐛 GM95 ____our	2 🐛 GM95 ck	2 🐛 GM95 yu____y
2 🐛 GM95 y	2 🐛 GM95 ____ear	2 🐛 GM95 mm	2 🐛 GM95 yu____y
2 🐛 GM95 n	2 🐛 GM95 ____ew	2 🐛 GM95 t	2 🐛 GM95 ye____
2 🐛 GM95 kn	2 🐛 GM95 ____ew	2 🐛 GM95 re	2 🐛 GM95 you'____

2 🐛 GM96 n	2 🐛 GM96 _____ew	2 🐛 GM96 c	2 🐛 GM96 _____ute
2 🐛 GM96 kn	2 🐛 GM96 _____ew	2 🐛 GM96 y	2 🐛 GM96 _____ear
2 🐛 GM96 f	2 🐛 GM96 _____ew	2 🐛 GM96 d	2 🐛 GM96 use_____
2 🐛 GM96 u	2 🐛 GM96 _____se	2 🐛 GM96 ll	2 🐛 GM96 you'_____
2 🐛 GM96 t	2 🐛 GM96 _____ube	2 🐛 GM96 ve	2 🐛 GM96 you'_____
2 🐛 GM96 c	2 🐛 GM96 _____ube	2 🐛 GM96 re	2 🐛 GM96 you'_____

What does it mean?

What does it sound like?

What other words rhyme? (word families)  
If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about  
this word?  
**yesterday**

What are other words that begin with the  
same sound?

Can we put it in a sentence?

# Daily Rhyming

If I know...

grew

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)  
If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

What do we know about this word?

What are other words that begin with the same sound?

How many letters?

Can we put it in a sentence?

yucky

# Daily Rhyming

If I know...

Sad

Then I know...



What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about this word?

What are other words that begin with the same sound?

timid

Can we put it in a sentence?

# Daily Rhyming

If I know...

happy

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about this word?

Cry

What are other words that begin with the same sound?

Can we put it in a sentence?

# Daily Rhyming

If I know...

yummy

Then I know...

What does it mean?

What does it sound like?

What do we know about  
this word?

What are other words that begin with the  
same sound?

How many syllables?

How many letters?

What other words rhyme? (word  
families)  
If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

Can we put it in a sentence?

*Cube*

# Daily Rhyming

If I know...

yard

Then I know...

top  
body



Kk

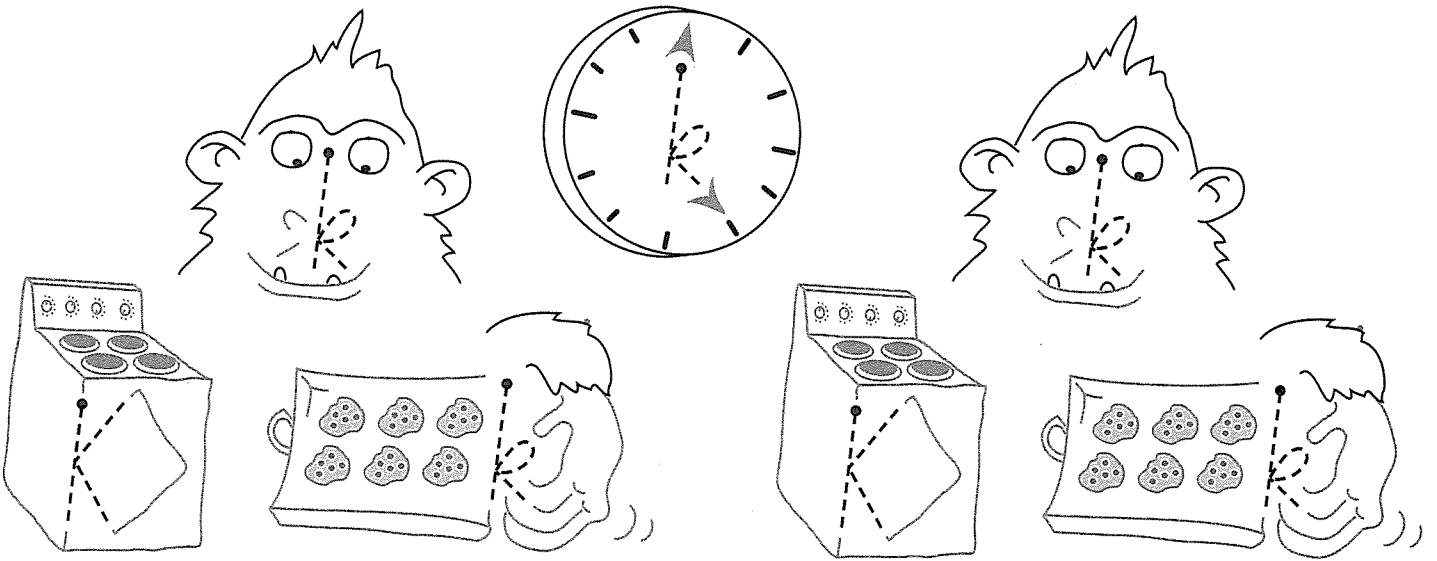
Kk

Kk

Kk

K K K k k k

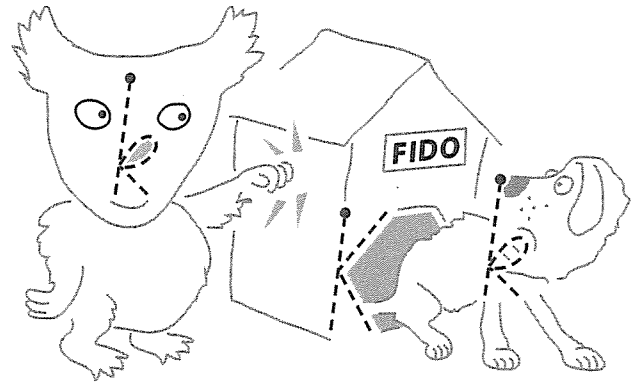
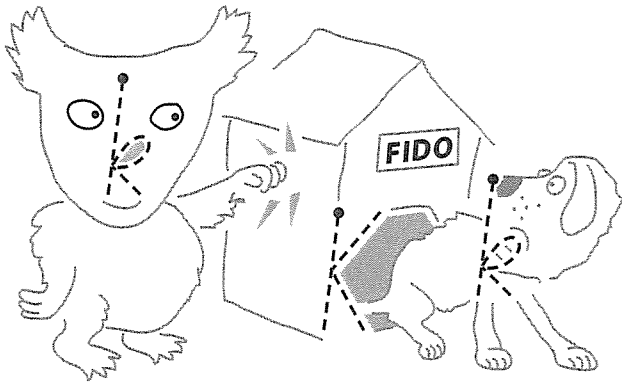
K K K k k k



King Kong baked sticky

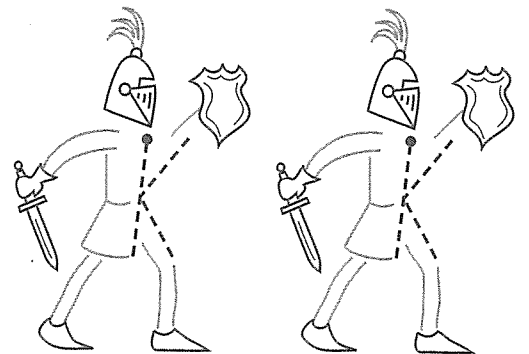
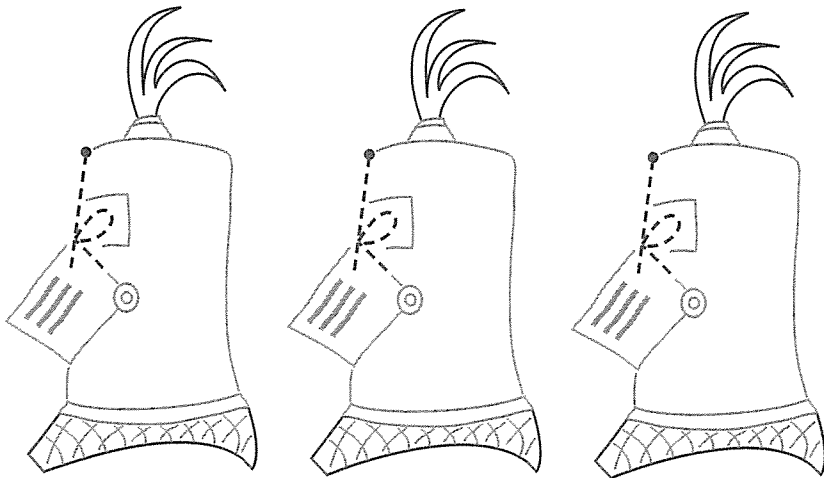
cookies in the kitchen.

rooia, knocking, kennel.



Kennel The Rooky knight

clinked and creaked.





## Narrative Writing

EXAMPLE



### Orientation: Who, What, Where, When?

Beep! Beep! Beep! My alarm was blaring at 6am on Sunday. I groaned as I rolled out of bed. I just want to sleep in! I am not a morning person at all and it is my turn to help my Dad with the chores around the farm. I quickly got dressed and ran outside as I knew if I was late my Dad would be extremely

### Complication— Problem

Dad already had the quad bikes ready to go. I hurriedly jumped onto my quad and took off thinking the sooner I do all this the sooner I can go back to bed for a nap. I heard Dad call out to me, but I couldn't hear him over the roar of my bike's engine. I turned my head to look at him, but that was the biggest mistake I could have made. By turning my head, I missed seeing the massive pot hole that I ended up hitting.

## Narrative Writing

### Series of Events. 1, 2, 3

It was like it was slow motion, I could feel what was happening to me but there was nothing I could do to stop or control it. As the quad bike started to flip I tensed and my whole body turned as stiff as a board, but I refused to let go of the handle bars. The bike was on top of me and I couldn't move, I didn't know what to do to help my situation. All I could think to do was let out the biggest scream to my Dad for help and then I started to shake and tremble with fear. I didn't want to be hurt or have ruined the quad.

### Resolution— Did the problem get fixed?

I saw in the corner of my eye my Dad jump off his quad and come running to me. I kept repeating over and over again how sorry I am, I didn't want to make him behind on his chores or have to now spend a lot of money to fix the quad. My Dad turned the quad off and kept reiterating that he didn't care about the bike, he just kept asking if I was hurt anywhere, if I could move my fingers and my toes. After he was sure I was telling the truth and I was not in any pain he used all of his strength to flip the quad enough for me to crawl away and then flipped it all the way over, it was like he had Hulk strength. Once the bike was upright he came over to me and gave me the biggest hug and kiss on top of my head. All I can say is I'm glad I was wearing my safety gear.

*Narrative Writing*  
Now it's your turn!



*Orientation: Who, What, Where, When?*

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*Complication— Problem*

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## Narrative Writing

*Series of Events. 1, 2, 3*

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*Resolution— Did the problem get fixed?*

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### **We Edit Our Writing Using CUPS!**



C- is for Capital Letters



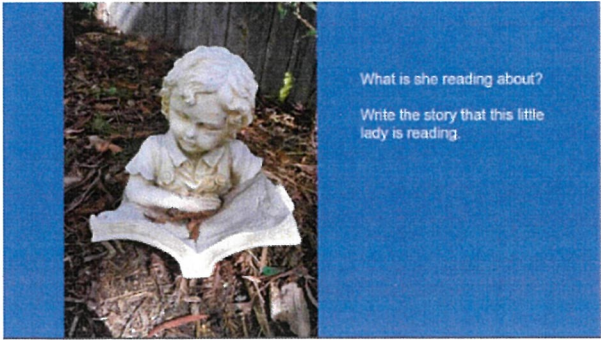
U- is for Understanding



P- is for Punctuation



S- is for Spelling



What is she reading about?  
Write the story that this little lady is reading.

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

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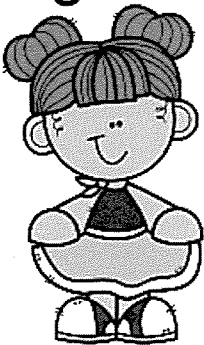
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# NOUN

Name of a person,  
place, animal  
or thing.

## PERSON

girl



boy



lady



## PLACE

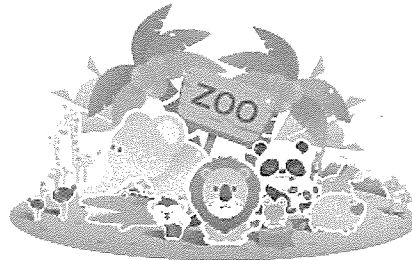
school



home



zoo



## ANIMAL

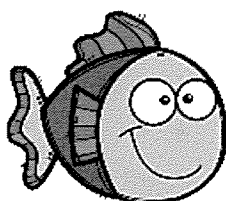
horse



bee

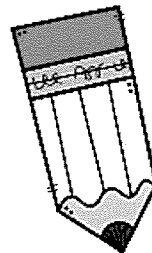


fish

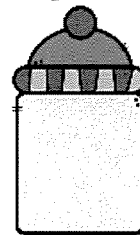


## THING

pencil



jar



cupcake





# Unit 1

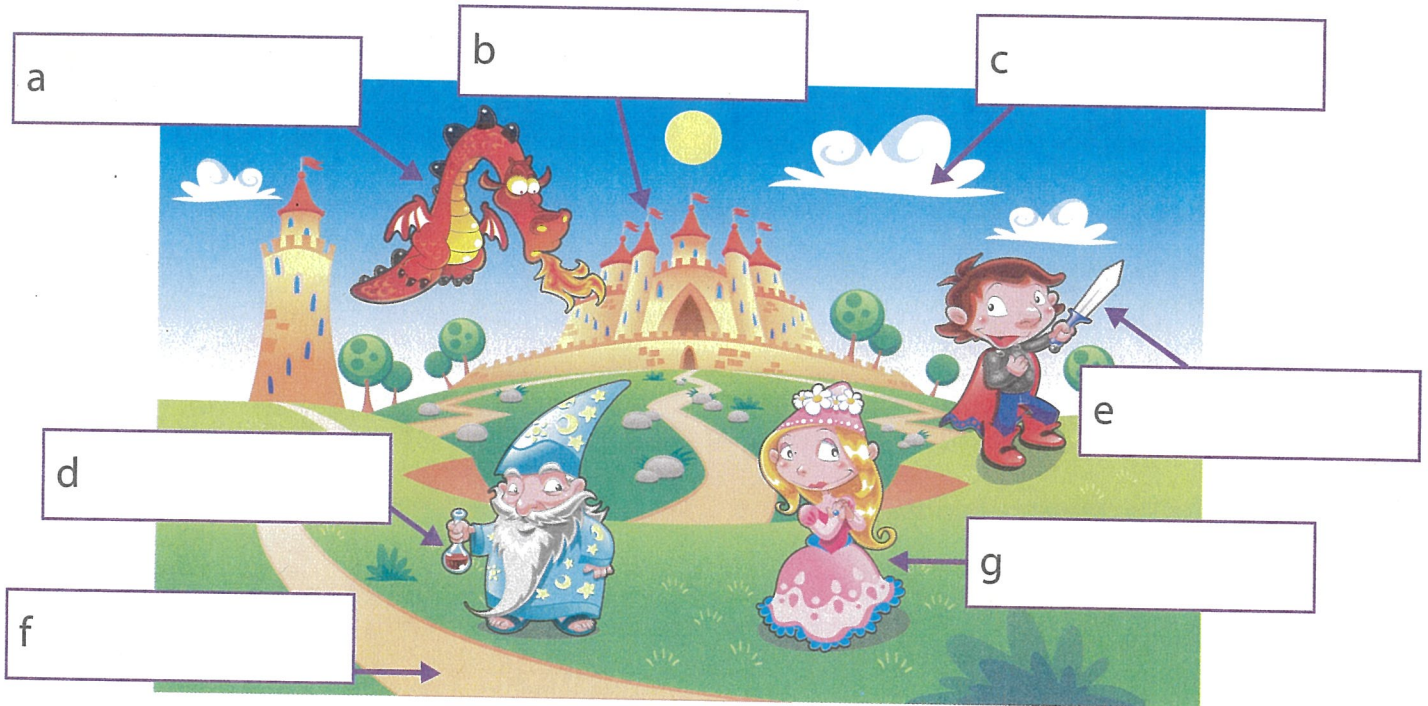
# Common Nouns

Common nouns name ordinary people, places or things.



dragon      castle      path      girl  
sword      bottle      cloud

1 Use the nouns in the box above to label the picture.

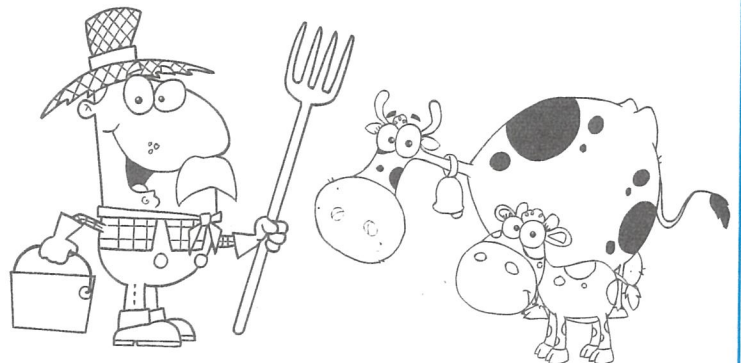


2 Circle the other nouns you can see in the picture.

boat      grass      stones      trees      fish      clock  
tower      sun      man      fire      ducks

3 Colour the nouns in this picture.

- Colour the hat yellow.
- Colour the bucket grey.
- Colour the fork red.
- Colour the calf brown.
- Colour the cow's bell yellow.

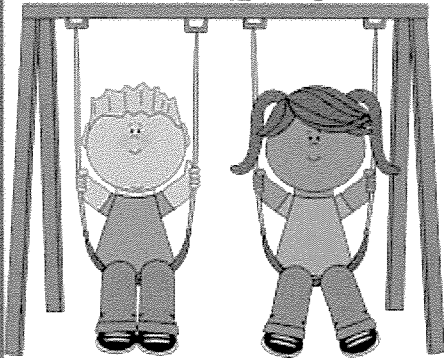




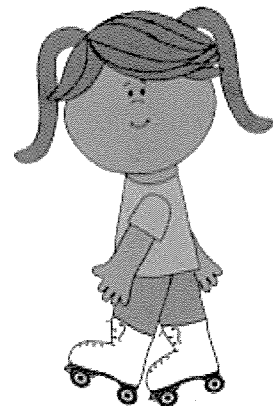
# VERBS

A verb is an  
ACTION word

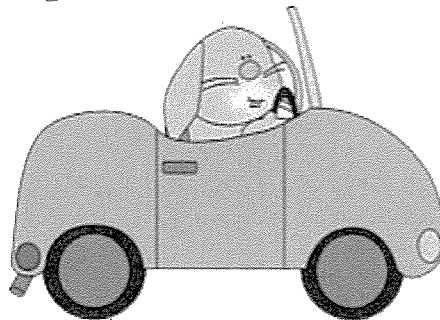
SWING



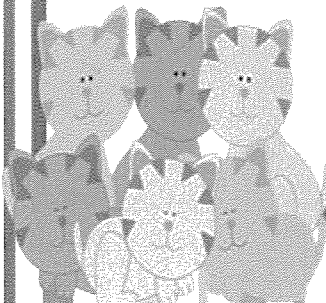
SKATE



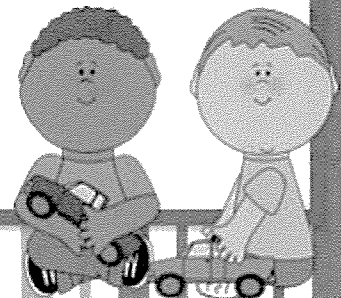
DRIVE



SNUGGLE



PLAY





# Unit 7

# Verbs

Verbs are doing words.

They tell us what action people or things are doing.

For example: Jenny **ainted** a picture.



kicks

jumps

cries

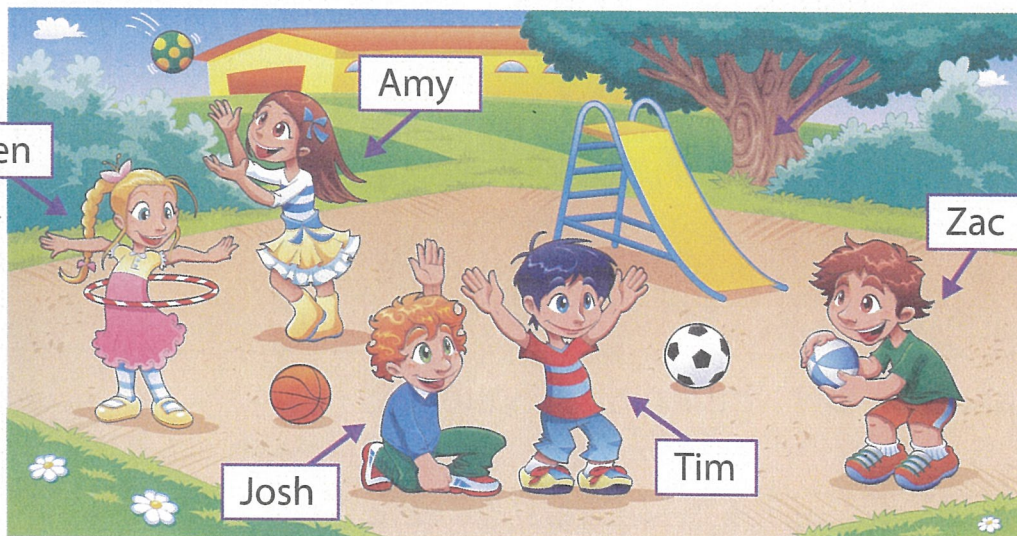
1 Use the verbs in the box above to label the pictures.



a

b

c



wears

twirls

catches

holds

2 Look at the picture and words above to answer these questions.

a Jen \_\_\_\_\_ her hoop.

b Amy \_\_\_\_\_ the ball.

c Josh \_\_\_\_\_ a blue shirt.

d Zac \_\_\_\_\_ a ball.

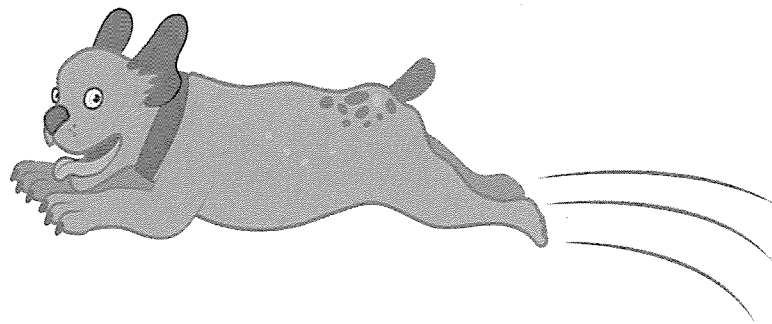
3 What is Tim doing? Write it in your own words.

Tim \_\_\_\_\_

# Adverb

An adverb is a word used to tell more about a verb, and it almost always answers the questions

**how, when, where, how often  
or in what way.**



The big dog is  
running **quickly.**



# Adverbs

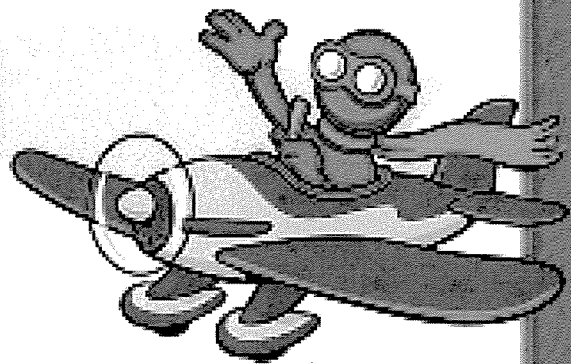
An adverb modifies a verb, adjective, or another adverb.

## How



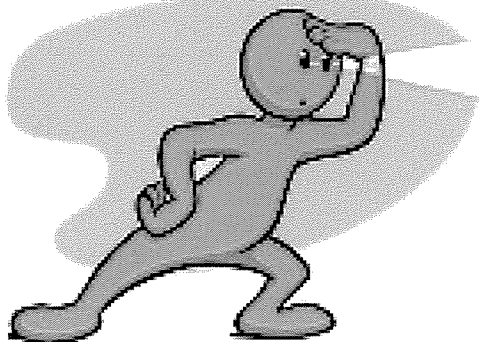
He drives carefully.  
How does he drive?

## When



She flew the plane yesterday.  
When did she fly the plane?

## Where



I looked everywhere.  
Where did I look?

## How much



The baby drank nearly all the milk.  
How much did the baby drink?

Adverbs tell us: how, when, where, and how much.

Adverbs tell us more about verbs.

Adverbs can tell us how. Adverbs often end in **ly**.

For example: Daniel ran **quickly**. → How did Daniel run? **Quickly**.



1 Add **ly** to make adverbs.

a quick \_\_\_\_\_

d mean \_\_\_\_\_

b slow \_\_\_\_\_

e sad \_\_\_\_\_

c swift \_\_\_\_\_

f sudden \_\_\_\_\_

2 Match the adjective to the adverb.

- a proud
- b awful
- c quick
- d sudden
- e glum

- glumly
- awfully
- quickly
- suddenly
- proudly



The hero **quickly** flew away.

3 Shade the adverbs ending in **ly**.

silently	grimly	dinosaur
pencil	sadly	neatly
boat	milkshake	tape

4 Use the code to find the adverb.

a	b	c	d	e	f	g
26	25	24	23	22	21	20
h	i	j	k	l	m	n
19	18	17	16	15	14	13
o	p	q	r	s	t	u
12	11	10	9	8	7	6
v	w	x	y	z		
5	4	3	2	1		

21, 18, 9, 8, 7, 15, 2

8, 22, 24, 12, 13, 23, 15, 2

15, 26, 8, 7, 15, 2



# Sentence Pyramid

1. Start with a noun

The dog.

2. Add an adjective

The fluffy brown and white dog.

3. Add a verb

The fluffy brown and white dog ate.

4. Add an adverb (how)

The fluffy brown and white dog ate loudly.

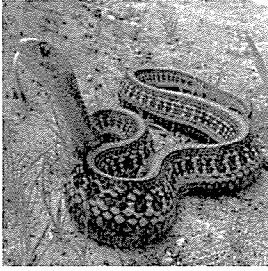
5. Add more adverbs (when, where or how much)

The fluffy brown and white dog ate all of their dinner loudly from their bowl.

6. Can you substitute any words with other vocabulary?

The fluffy brown and white dog scoffed down all of their dinner loudly from their bowl.





Monday

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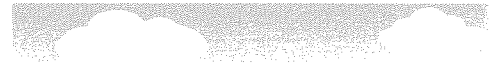
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Tuesday



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Wednesday

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thursday

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Friday

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

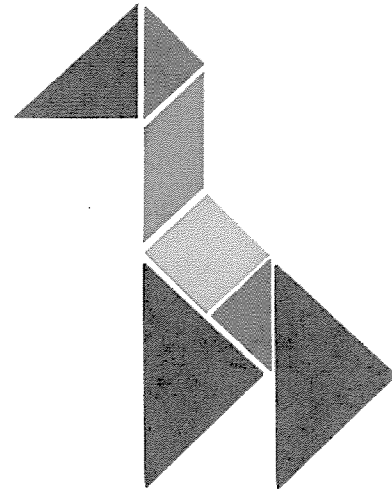
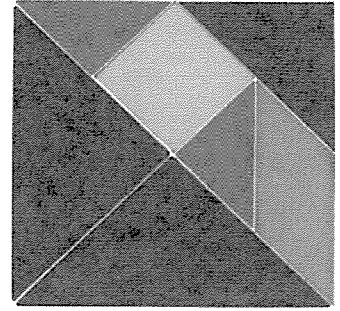
\_\_\_\_\_



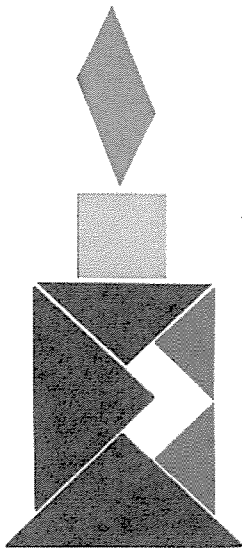
# Tangrams

A tangram is a Chinese puzzle that is thousands of years old. It is made up of seven separate pieces (5 triangles, 1 square and 1 parallelogram). When they are put together correctly they form a square. The pieces can also be moved around to make pictures. Many Australian children throughout the years have enjoyed this ancient game.

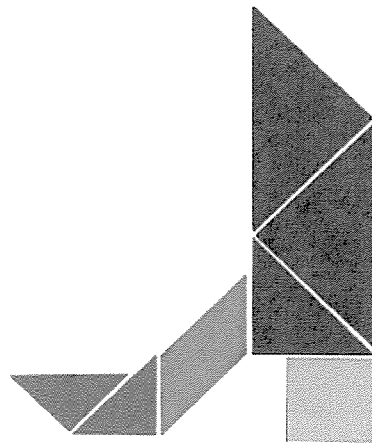
It is fun to try to give names to tangram pictures.



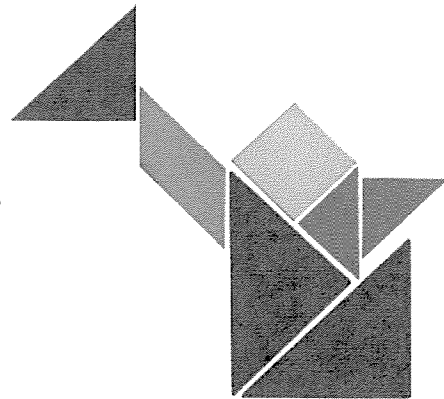
Horse



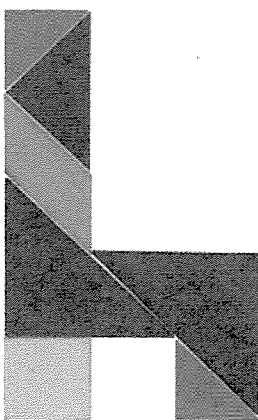
Candle



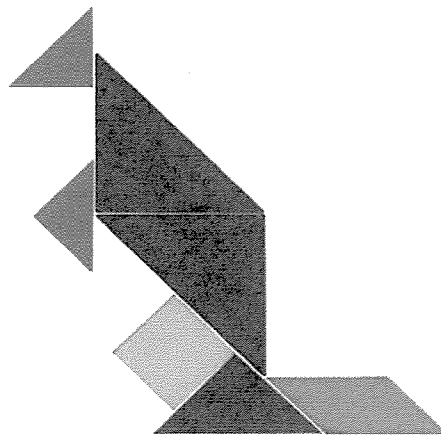
Boot



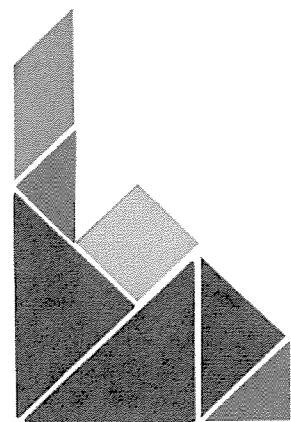
Watering can



Chair



Kangaroo



Factory

# The Fox and the Crow

from *Tales of the Fox*

retold by Patricia Scott and illustrated by Donna Farquhar

Crow found a tasty lump of cheese. She flew to the branch of a tree where she could eat it in comfort.

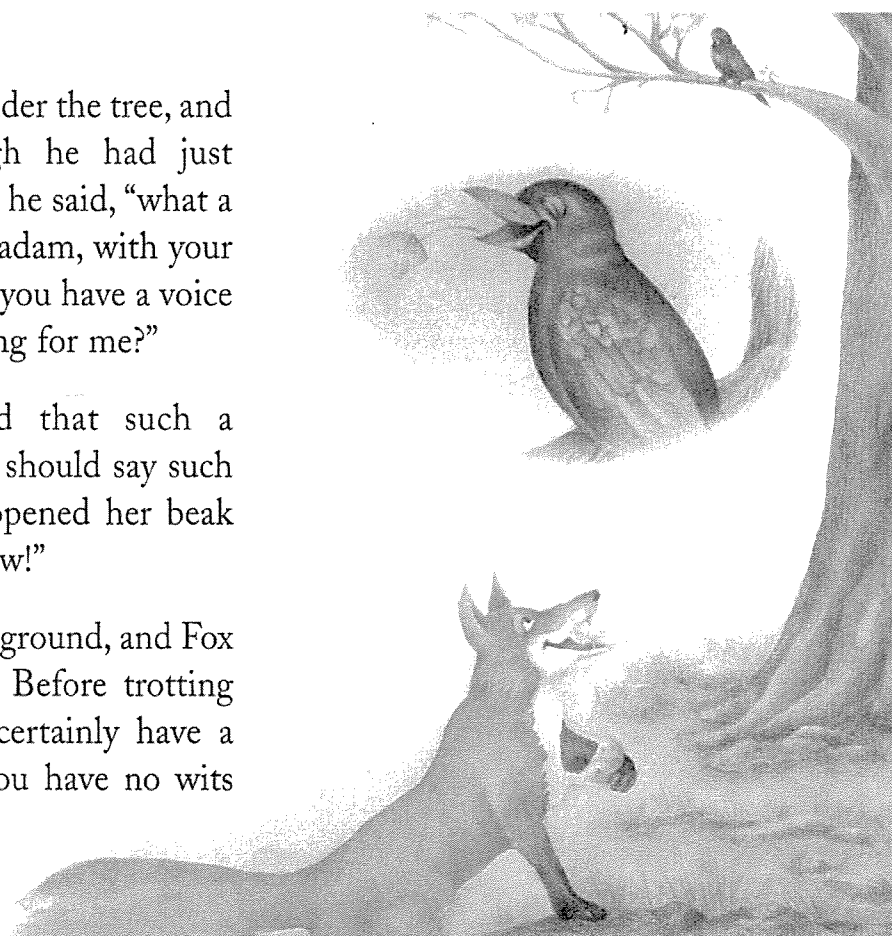
Fox came trotting along a path that led under the tree. Seeing the cheese, he began to think how he could get it from her.



He went and stood under the tree, and looked up as though he had just noticed Crow. "Why," he said, "what a beautiful bird! Ah, Madam, with your good looks, I am sure you have a voice to match. Will you sing for me?"

Crow was delighted that such a handsome gentleman should say such a thing to her. She opened her beak and gave a loud "Caww!"

The cheese fell to the ground, and Fox quickly picked it up. Before trotting away, he said, "You certainly have a voice, Madam, but you have no wits at all!"



Read *The Fox and the Crow* on page 9 of the magazine,  
then answer questions 25 to 28.



25 Why did Crow fly away with the cheese?

- ☐ to sing while she was eating
- ☐ to enjoy eating the cheese in comfort
- ☐ to have a nice view from the branches

26 The best word to describe Fox is

- ☐ kind
- ☐ clever
- ☐ helpful
- ☐ hungry

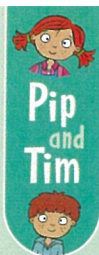
27 In what order do these things happen in the text? Write a number from 1 to 4 in each box to show your answer.

- ☐ A fox came along a path.
- ☐ A crow found some cheese.
- ☐ Fox picked up the cheese.
- ☐ Fox asked Crow to sing.

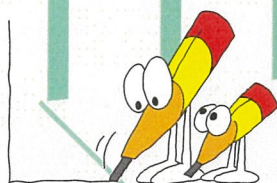
28 What is the purpose of the text?

- ☐ to explain how crows sing
- ☐ to persuade the reader to be kind
- ☐ to warn the reader against being tricked
- ☐ to describe different ways of collecting food





# The Best Stuff



Little Learners Love Literacy®

**Berys Dixon**  
**Danielle McDonald**



Mum sent Pip and Tim to the shop.

“Get me some carrots, ten plums,  
six spuds and a box of mints,”  
she said.



“Here is the list. Go to Big Bill’s  
shop. He sells the best stuff.”





Pip and Tim ran up the hill to the shop. Tim held on to the list.

All of a sudden, a big gust of wind swept the list out of Tim's hand!

He saw it spin

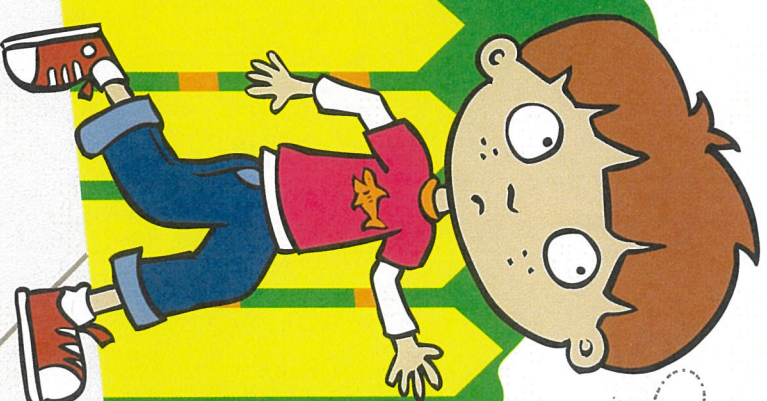


up

up

up

and drift down  
on to the  
tram tracks.





“Oh no! I have lost the list.  
Mum will be cross.”



“No stress.  
We can still do it.”





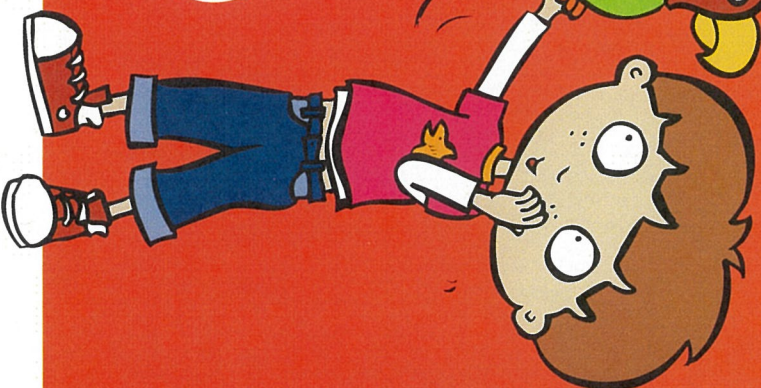
Pip and Tim went into Big Bill's  
shop and he put all the stuff  
into a big box.





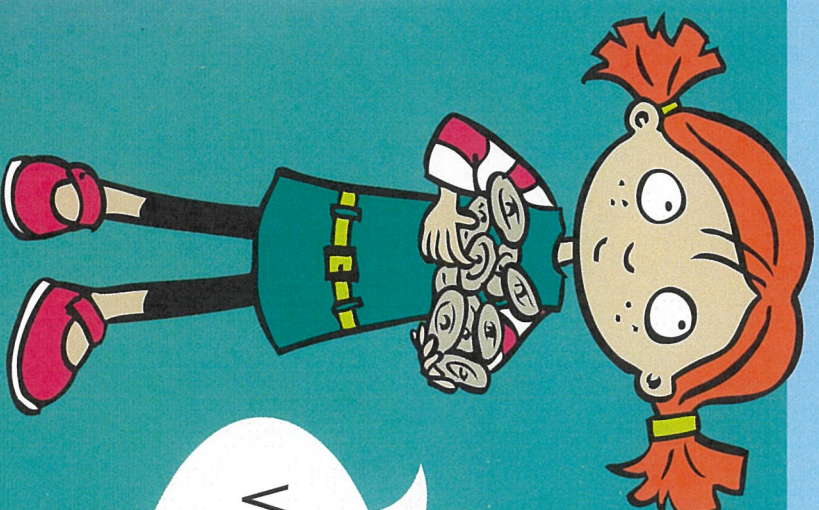
Back home, Mum said,

Did you get  
me some carrots?



Ummm, we got  
you a parrot.

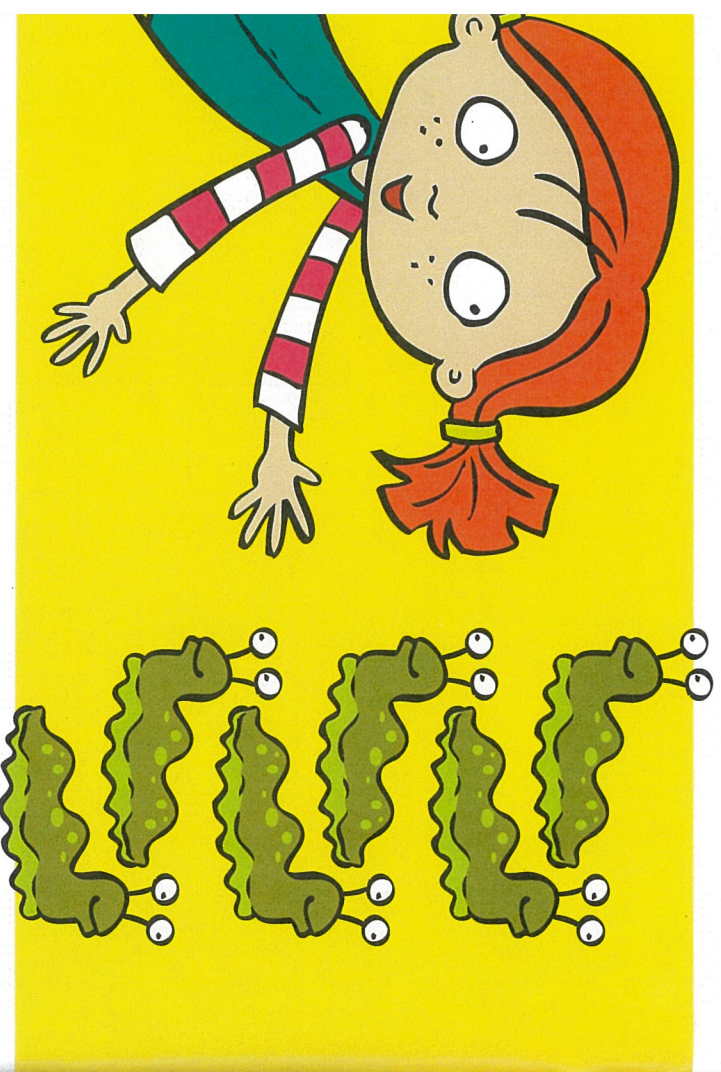
Did you get  
ten plums?



We got ten plums.



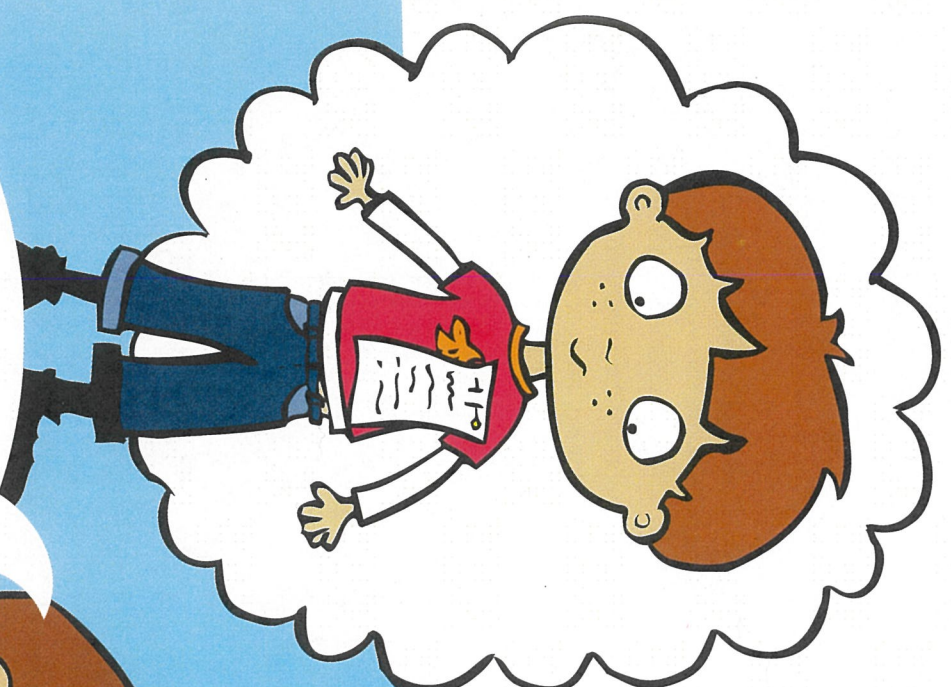
"Did you get me six spuds and a box of mints?" said Mum.



We got you six slugs and a box of pins."



Was Mum  
cross?  
No, she just  
had to grin.



Next time, we will  
have to stick the  
list on with a pin!





# Speed words

sent

wind

hand

next

tram

spin

stuff

next

back

spuds

plugs

drift

tracks

stress

mints

cross

swept

stick

Learning Logic Pty Ltd  
94 Union Road,  
Surrey Hills, Victoria 3127,  
Australia  
[www.littlelearnerslove literacy.com.au](http://www.littlelearnerslove literacy.com.au)

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Written by Berys Dixon and Maureen Pollard  
Illustrations and layout by Danielle McDonald

Printed in China

Words
187



# The Camping Trip



Decodable Readers  
*Australia*

Level 4  
14





## Level 4 Book 14: The Camping Trip

Words: 312

Sounds: s, a, t, p, i, n, m, d, g (girl), o, c (cat), k, ck, e, u, r, b, h, f, l, j, v, w, x, y, z, sh, ch, th (them), th (thin), qu, ng, wh, ph, g (gem), c (city)

**Cloze Reading:** Gives the children the opportunity to hear fluent reading and to practise tracking and decoding at a fast rate to keep the reading flowing.

**Teacher:** I will read the passage. Track with your eyes, finger or tracker. If I stop reading, you need to quickly decode and say the word so I can keep reading fluently.

**Teacher note:** Stop before the underlined words to allow the children to read these words. Try to keep the flow of the passage at a steady reading rate.

Kim spots a man with a bad habit. The man runs and drops his junk on the track. Junk must go in the bin. The man has a bad habit!

Nan spots a kid with a bad habit. The kid picks a scab on his leg. The kid's leg is yuck! The kid has a bad habit.

Stan spots a bub with a bad habit. The bub sucks her hand. The bub must suck the milk. The bub has a bad habit.

Sight words:

to	the	was	of
he	his	go	



Nip, Vincent and Axel had to help stack the bags in the big, red bus. Then Miss Trix told them to get in the bus and sit next to a pal. The bus was set to travel to the camping spot.





The camping spot was at the top of a big hill. The six cabins had a bunk bed with lots of blankets, a shelf with a lamp and a spot to hang things up.



The sun was up. Nip, Vincent and Axel got a dish of golden crumpets with jam. Miss Trix told them to fill up the cup with cold milk.





Nip got a fishing rod and fishing bag. He went with Josh and his pals to the pond. Nip did not grin when he had to pick up the squid from the bucket to fish with.

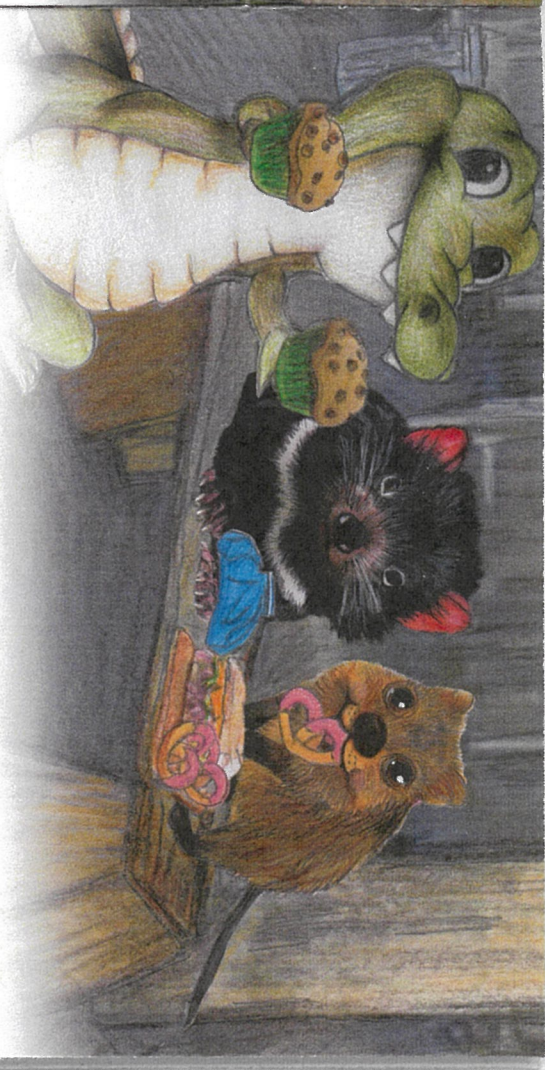


Vincent had a drink and snack in his backpack. He set off to go on a trek with Alex and his pals. The track had lots of bends and rocks. It was difficult to get to the top of the hill. Vincent was puffing and panting.





Axel got his cap and a net. He set off to go and trap bugs and insects with Max and his pals. Axel bent to trap a bug that was sitting on a plant. Just then an insect stung him on the leg. He kept running, yelling and rubbing his leg.



Axel's leg stung. Max got a cold pack and told him to hold it on the sting. Axel had to limp back to the camp. He sat with Nip and Vincent on the bench back at the camp to snack on muffins, pretzels and ham rolls.





When the sun set, Axel, Vincent and Nip sat to sing camp songs, sip mugs of hot milk and snack on the pink snacks stuck on the ends of sticks.

Did you understand what you read?

1. Where were Nip, Vincent and Axel going? How did they get there?
2. What activity did Vincent do at the camp? How did he feel after doing this activity?
3. What happened to Axel?
4. Why do you think Max got Axel a cold pack?

Let's learn a new word:

limp

If you walk with a limp, you cannot walk properly. This is usually because of an injury.

Look back in the story to find who hurt their leg and walked with a limp.

Which sentence is correct?

The boy had to limp to the office after he kicked his toe on the brick wall.  
The soldiers marched in perfect lines with a limp during the parade.





# Magpie Attack

Level 5  
5





## Level 5 Book 5: Magpie Attack

Words: 627

New Sounds: ai - trail, ay - play, ea - beach, ee - tree, ie - pie, igh - sight, oa - boat, ow - slow, ew - few, ue - cue

### Get Ready to Read

Teacher: Have you ever seen a magpie? Have you or someone you know ever been attacked by a magpie?

Teacher: Magpies usually only attack people in August and September when they have chicks in their nests. Only the males attack, as the females are busy sitting on the eggs or looking after the chicks.

Teacher: What do you think you should do if you were being attacked by a magpie?

Teacher: In this story called Magpie Attack, Axel has a tough time trying to get to the skate park. There's a magpie that is not so friendly.

### Learn a New Word

Teacher: When you read this story, you will read the word approach.

Teacher: If you approach something, you get nearer and nearer to it.

Teacher: At the end of the story, we will go back and look at this word carefully in the sentence where it is used.

### Sight Word Practice

Teacher: Let's point to and practise saying the words that are made up of the sounds that we haven't learnt yet.

Sight words:

was	the	his	to	of	for	he
as	doing	go	onto	do	so	



It was the spring holidays. Axel got up at six on the dot, had his pops with milk and set off to the end of High Street to see the new ramp. Eric had told him that the ramp was steep but excellent for doing flips and tricks on. Axel and Eric had a plan to meet at the ramp at seven.



Axel set off to the end of High Street. He had to stop at the traffic lights next to the shops until the light went green. It was a long way to the end of High Street. When Axel got to the big, old, gum trees he felt a swish next to his neck. He got to the crossing and then ... SNAP! A big magpie tried to attack him. As he ran, Axel kept yelling at the magpie to stop, but it kept snapping and pecking the top of his cap.

When Axel got to the ramp next to the swings he was puffing and panting. He told Eric that a magpie had tried to attack him. Eric and Axel had lots of fun flipping, twisting and doing tricks on the ramp, but Axel kept thinking of the magpie attack and his trip back from the ramp.





At three on the dot, Eric had to go. He told Axel to think of a plan to stop the magpie from attacking him on his way back. As Axel left the ramp, he held onto the big, long sticks that he had seen next to the swings. He had a plan to hold the sticks up high to frighten the magpie if it tried to attack him.

When he got to the big, old, gum trees he felt ... SNAP, SWISH, SNAP, SWISH! The magpie was pecking and snapping Axel's cap. The sticks did not frighten the magpie so Axel got rid of them and ran and ran to get back. The plan with the sticks was not the best.





The next day, Axel tried a new plan to stop the magpie attacking him on the way to the ramp. He got an old box from the shed and set off to meet Eric. As Axel got to the big, old gum trees he had the box on top of his cap to see if it might stop the magpie from pecking and snapping at him. Axel tried not to trip on things, but it was difficult to see as the box was big.

Just then, Axel felt a bang on the top of the box and then the rushing of wings. He tried to run but the box kept flipping off his cap. The magpie kept flapping its wings and attacking Axel. He had to drop the box and run. He ran and ran and did not stop running until he got to the ramp. He was puffing so much that it was difficult to tell Eric that the magpie had been attacking him.





The next day was Sunday and Axel was keen to get to the ramp to do the new trick that Eric had shown him. The sticks and the box had not been the best plans to stop the magpie attacking him. Axel had spent a lot of the night thinking of a way to stop the magpie, as well as thinking of the things Miss Trix had told him that magpies do in the spring. She had told him that the mum magpie stays in the nest with the chicks and the dad magpie keeps check on the nest. Axel thinks that the magpie kept attacking him so that he did not approach the nest.



Axel had a new plan. His plan was to go the long way to the ramp.

## Did you understand what you read?

1. What was the name of the street that the ramp was at the end of?
2. Who had told Axel some facts about magpies?
3. How do you think Axel felt when the magpie attacked him on his way to the end of High Street?
4. What did Axel decide that he had to do to stop getting attacked by the magpie?
5. Do you think the magpie will attack Axel in the winter holidays? Why?
6. Can you think of another plan that Axel could have tried to stop the magpie attacking him?

## Word Hunt approach

Teacher: We talked about the word approach before we read the story. Let's find the word approach.

Teacher: Why wouldn't the magpie want Axel to approach his nest? Do you think Axel would have wanted to approach the nest?

# FAST MATHS (Practise and see how you go in 5 minutes)

A	B	C	D
7+3=	9+4=	10-4=	6+5=
8-6=	5+10=	20+3=	10-6=
12+2=	5-1=	6+4=	8+4=
9+9=	9-9=	12-2=	15+5=
4+4=	20-5=	12+7=	30+10=
20-9=	7+4=	8+9=	9-6=
3+10=	4+8=	8-4=	10-7=
9+9=	10-9=	12+2=	15+6=
6+7=	12-6=	10-3=	12+4=
8+8=	8-8=	9+10=	20-3=
Total=			

A	B	C	D
7+3=	9+4=	10-4=	6+5=
8-6=	5+10=	20+3=	10-6=
12+2=	5-1=	6+4=	8+4=
9+9=	9-9=	12-2=	15+5=
4+4=	20-5=	12+7=	30+10=
20-9=	7+4=	8+9=	9-6=
3+10=	4+8=	8-4=	10-7=
9+9=	10-9=	12+2=	15+6=
6+7=	12-6=	10-3=	12+4=
8+8=	8-8=	9+10=	20-3=
Total=			



A	B	C	D
7+3=	9+4=	10-4=	6+5=
8-6=	5+10=	20+3=	10-6=
12+2=	5-1=	6+4=	8+4=
9+9=	9-9=	12-2=	15+5=
4+4=	20-5=	12+7=	30+10=
20-9=	7+4=	8+9=	9-6=
3+10=	4+8=	8-4=	10-7=
9+9=	10-9=	12+2=	15+6=
6+7=	12-6=	10-3=	12+4=
8+8=	8-8=	9+10=	20-3=
Total=			

A	B	C	D
7+3=	9+4=	10-4=	6+5=
8-6=	5+10=	20+3=	10-6=
12+2=	5-1=	6+4=	8+4=
9+9=	9-9=	12-2=	15+5=
4+4=	20-5=	12+7=	30+10=
20-9=	7+4=	8+9=	9-6=
3+10=	4+8=	8-4=	10-7=
9+9=	10-9=	12+2=	15+6=
6+7=	12-6=	10-3=	12+4=
8+8=	8-8=	9+10=	20-3=
Total=			

# EXAMPLE

Today's  
number is...

121

EVEN or **ODD**

Place Value

Hundreds	Tens	Ones
1	2	1

More and Less

	10 less (-10)	
	111	
1 less (-1)	121	1 more (+1)
120	121	122
	10 more (+10)	
	131	

optional

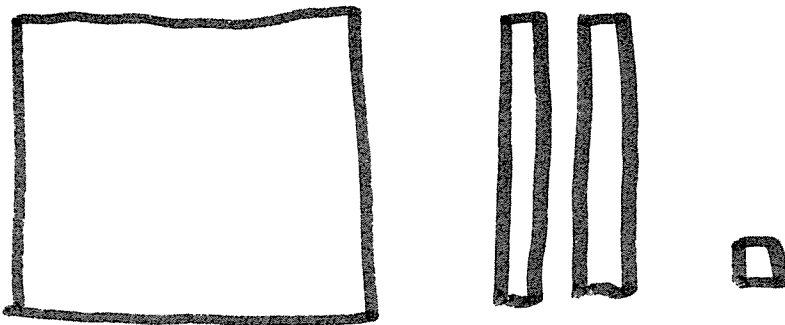
Word Form  
**One hundred and  
twenty-one**

Expanded Form

$$\boxed{100} + \boxed{20} + \boxed{1} = \boxed{121}$$

Half of \_\_\_\_\_ is \_\_\_\_\_

Show with Place Value Blocks



Use the digits to make the smallest number 112

Use the digits to make the largest number 211

Today's  
number is...

**234**

EVEN or ODD

Place Value

Hundreds	Tens	Ones

More and Less

	10 less (-10)	
1 less (-1)		1 more (+1)
	10 more (+10)	

Word Form

Expanded Form

+  +  =  Half of \_\_\_\_\_ is \_\_\_\_\_

Show with Place Value Blocks

Use the digits to make the smallest number \_\_\_\_\_

Use the digits to make the largest number \_\_\_\_\_

Today's  
number is...

521

EVEN or ODD

Place Value

Hundreds	Tens	Ones

More and Less

	10 less (-10)	
1 less (-1)		1 more (+1)
	10 more (+10)	

Word Form

Expanded Form

+  +  =  Half of \_\_\_\_\_ is \_\_\_\_\_

Show with Place Value Blocks

Use the digits to make the smallest number \_\_\_\_\_

Use the digits to make the largest number \_\_\_\_\_

Today's  
number is...

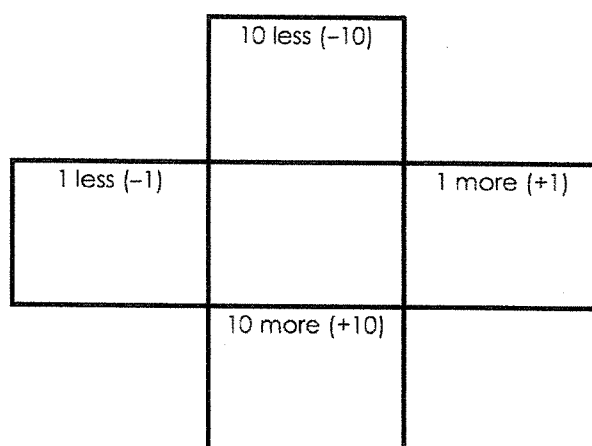
140

EVEN or ODD

Place Value

Hundreds	Tens	Ones

More and Less



Word Form

Expanded Form

+  +  =  Half of \_\_\_\_\_ is \_\_\_\_\_

Show with Place Value Blocks

Use the digits to make the smallest number \_\_\_\_\_

Use the digits to make the largest number \_\_\_\_\_

Today's  
number is...

103

EVEN or ODD

Place Value

Hundreds	Tens	Ones

More and Less

	10 less (-10)	
1 less (-1)		1 more (+1)
	10 more (+10)	

Word Form

Expanded Form

+  +  =  Half of \_\_\_\_\_ is \_\_\_\_\_

Show with Place Value Blocks

Use the digits to make the smallest number \_\_\_\_\_

Use the digits to make the largest number \_\_\_\_\_

Today's  
number is...

896

EVEN or ODD

Place Value

Hundreds	Tens	Ones

More and Less

	10 less (-10)	
1 less (-1)		1 more (+1)
	10 more (+10)	

Word Form

Expanded Form

+  +  =  Half of \_\_\_\_\_ is \_\_\_\_\_

Show with Place Value Blocks

Use the digits to make the smallest number \_\_\_\_\_

Use the digits to make the largest number \_\_\_\_\_



# VOCABULARY

## CARDINAL

means quantity.

How many is  
there in total?



## ORDINAL means

position. **What**  
**order** are they  
**in?**

# ORDINAL NUMBERS

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth
11th	eleventh
12th	twelfth
13th	thirteenth
14th	fourteenth
15th	fifteenth
16th	sixteenth
17th	seventeenth
18th	eighteenth
19th	nineteenth
20th	twentieth
21st	twenty-first
22nd	twenty-second
23rd	twenty-third
24th	twenty-fourth
25th	twenty-fifth

26th	twenty-sixth
27th	twenty-seventh
28th	twenty-eighth
29th	twenty-ninth
30th	thirtieth
31st	thirty-first
32nd	thirty-second
33rd	thirty-third
34th	thirty-fourth
35th	thirty-fifth
36th	thirty-sixth
37th	thirty-seventh
38th	thirty-eighth
39th	thirty-ninth
40th	fortieth
41st	forty-first
42nd	forty-second
43rd	forty-third
44th	forty-fourth
45th	forty-fifth
46th	forty-sixth
47th	forty-seventh
48th	forty-eighth
49th	forty-ninth
50th	fiftieth

# ORDINAL AND CARDINAL NUMBERS

Find spellings of the ordinal numbers listed on the right and write the words in spaces provide

1<sup>st</sup> = First

2<sup>nd</sup> \_\_\_\_\_

3<sup>rd</sup> \_\_\_\_\_

4<sup>th</sup> \_\_\_\_\_

5<sup>th</sup> \_\_\_\_\_

6<sup>th</sup> \_\_\_\_\_

7<sup>th</sup> \_\_\_\_\_

8<sup>th</sup> \_\_\_\_\_

9<sup>th</sup> \_\_\_\_\_

10<sup>th</sup> \_\_\_\_\_

20<sup>th</sup> \_\_\_\_\_

21<sup>st</sup> \_\_\_\_\_

22<sup>nd</sup> \_\_\_\_\_

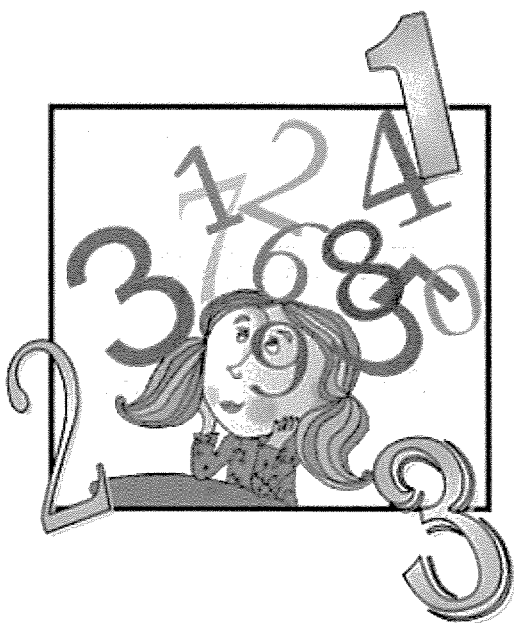
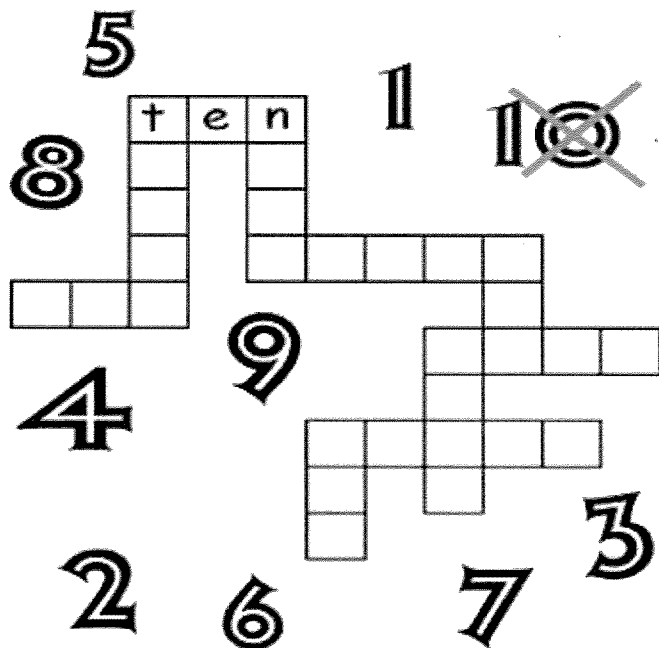
30<sup>th</sup> \_\_\_\_\_

31<sup>st</sup> \_\_\_\_\_

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

## NUMBER CROSSWORD

Write the NAMES of the numbers to complete the crossword.  
We've done one to start you off.





**1 DO** WHAT IS IT?

AN ORDINAL NUMBER IS A NUMBER THAT TELLS THE  
POSITION OF SOMETHING.

1<sup>ST</sup>, 2<sup>ND</sup>, 3<sup>RD</sup>, 4<sup>TH</sup>, 5<sup>TH</sup> ...

OR

FIRST, SECOND, THIRD, FOURTH, FIFTH...

**1 DO** WHAT IS IT?

A CARDINAL NUMBER IS A NUMBER THAT TELLS US  
HOW MANY THERE IS OF SOMETHING

18 IN A RACE, 15 CUPCAKES, 5 ANIMALS

Eighteen, fifteen, five

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

## Cardinal or Ordinal?

Sheet 1

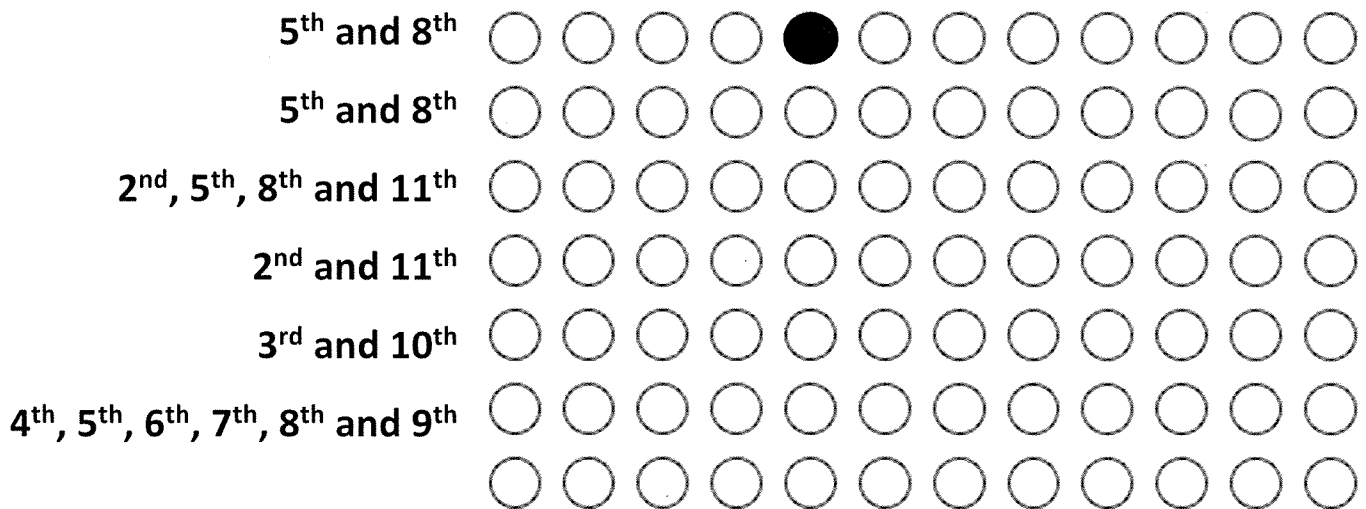
Read each statement. Identify if the number used is a cardinal or ordinal.

- 1) The toyshop had 18 dolls on display.  
☐ Cardinal  
☐ Ordinal
- 2) This is the 6th time Peter is visiting the zoo.  
☐ Cardinal  
☐ Ordinal
- 3) Sam is in the fifth grade.  
☐ Cardinal  
☐ Ordinal
- 4) There are 25 chocolates in Fiona's bag.  
☐ Cardinal  
☐ Ordinal
- 5) Kate ate four pieces of bread.  
☐ Cardinal  
☐ Ordinal
- 6) Carol is sitting in the third row.  
☐ Cardinal  
☐ Ordinal
- 7) It's the seventh of March today.  
☐ Cardinal  
☐ Ordinal



## Whole Number: Ordinal Numbers

Colour in the described circle to discover the hidden image...



Complete the number pattern and write down the **fourth** number to reveal the code...

- a. Going forwards by 5's                      5, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.
- b. Going forwards by 2's                      24, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.
- c. Going backwards by 2's                      100, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.
- d. Going backwards by 5's                      60, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

The code: \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.  
of the  
safe

Complete the number pattern and write down the **third** number to reveal the code...

- a. Going forwards by 10's                      70, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.
- b. Going backwards by 10's                      90, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.
- c. Going forwards by 10's                      125, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.
- d. Going backwards by 10's                      193, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

The code: \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.  
of the  
safe

## Whole Number: Ordinal Numbers

Label the position each person is in the race above their head



What position is:

The **green** car is coming \_\_\_\_\_

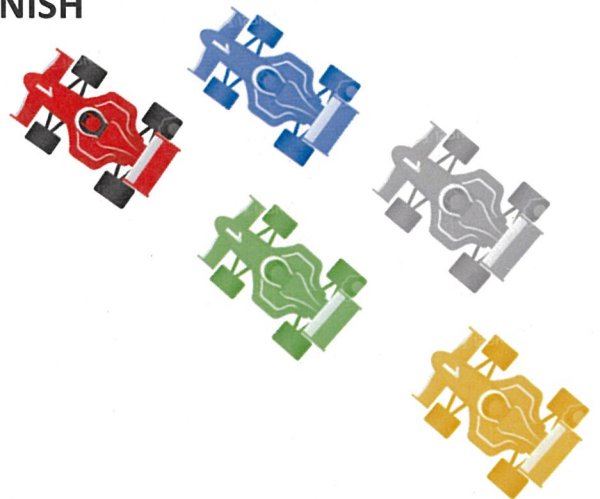
The **grey** car is coming \_\_\_\_\_

The **yellow** car is coming \_\_\_\_\_

The **red** car is coming \_\_\_\_\_

The **blue** car is coming \_\_\_\_\_

FINISH



Use the calendar to identify the days and dates in May

What is the last Saturday in May?

\_\_\_\_\_

What day is the eleventh (11<sup>th</sup>)  
of May?

\_\_\_\_\_

What is the last date in May?

\_\_\_\_\_

What is the twenty-sixth (26<sup>th</sup>)  
of May?

\_\_\_\_\_

## May 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						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					

[www.a-printable-calendar.com](http://www.a-printable-calendar.com)

## Ordinal Word Questions

**There are 12 pets in line. Alan's pet is next to first.**

**Alan's pet is the \_\_\_\_\_ one.**

**second    tenth    twelfth**



**There are 15 boys in line. 5 boys are in front of Alan.**

**Alan is the \_\_\_\_\_ one.**

**fifth    sixth    seventh**



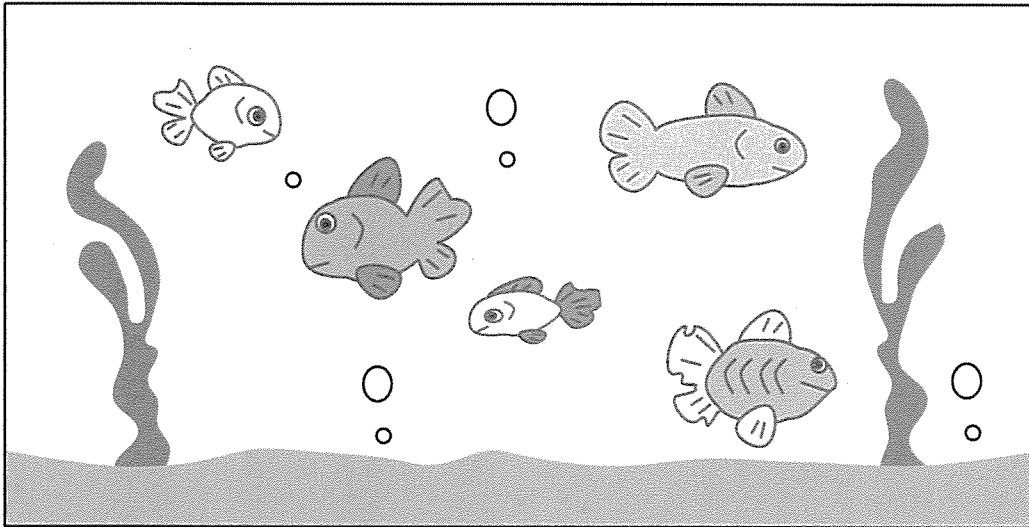
**Dale is the thirteenth one in line. Alan is next after Dale.**

**Alan is the \_\_\_\_\_ one.**

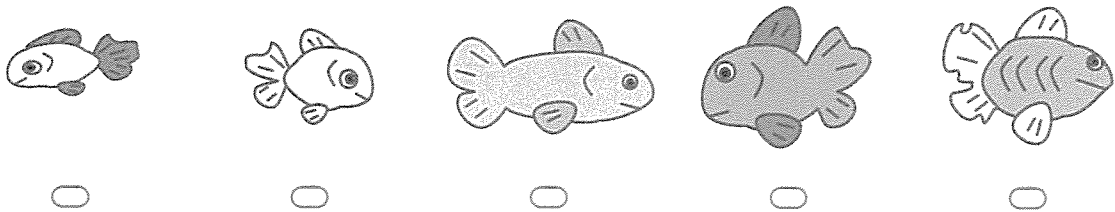
**twelfth    fourteenth    fifteenth**



Jan drew this picture of a fish tank.

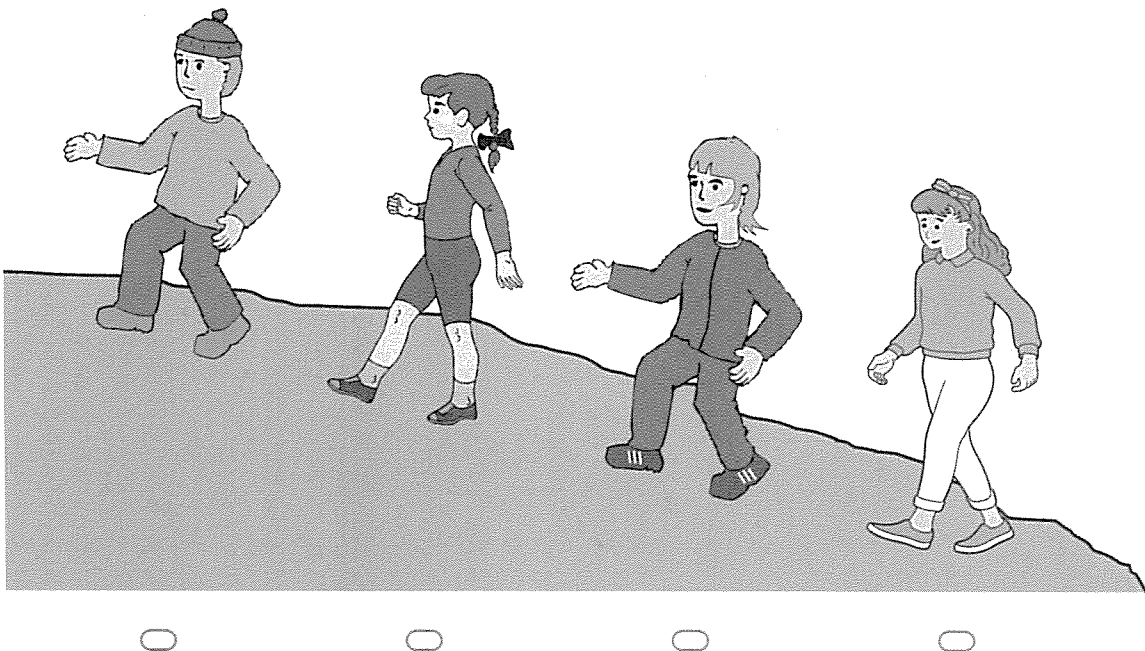


Which fish is second from the bottom of the tank?



Four children are walking up a hill.

Who is second from the top?



# Geography

\* Design a poster of why Australia is the best country in the world.



# PD/H

Take this time to do something that makes you happy.

E.g. Colouring in

Reading

Playing with pets

Yoga

\* Create a journal entry about what you did and how you felt.

## WK 10 Science with Mrs Watt

Hello everyone,

I hope you are all going well. I am missing seeing you! For the last week, I have set another Whole School Engineering Challenge and some other hands on fun with an experiment and/or food design.

### **Engineering Challenge 2: Build a bridge**

The aim is to build a bridge that spans 50cm over a pretend river. The bridge can be built out of whatever you have at home. Some ideas are; Duplo, Lego, blocks, cardboard, skewers, paddle pop sticks, sticky tape etc. To test how strong your bridge is, you need to see how much weight it can handle (it's load bearing capacity). To test this, put books on your bridge one at a time and see how many it can hold before it breaks!



Remember take a photo of your bridge with you in it to and email it to [janet.watt@det.nsw.edu.au](mailto:janet.watt@det.nsw.edu.au)



For those of you that love experiments try the “How to Grow a Rainbow Science Experiment”

For those of you who like cooking and creating, why not cook or prepare some food with a space theme.



Kind Regards, Mrs Watt 😊

### What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.

