

# Year 1



# *Muswellbrook South Public School*

## *"Building Solid Foundations for Life"*

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Dear Parents/Caregivers

Due to the recent announcement by the Premier stating that parents are encouraged to keep children at home, we have prepared work for students not attending school. As you may appreciate it has been very difficult for us to differentiate work as it would be in the classroom. I encourage you to engage with your child about their learning and assist them where needed.

The work provided will be updated on a fortnightly basis. The first lot of work will take us up to the Easter break. After the holidays, more work will be available.

This is new for us all. If you have any feedback regarding work, please contact your child's teacher. We will endeavour to include changes based on suggestions in the next fortnightly cycle.

**Please note that the school will remain open.** Students who remain at school will follow the same program of work and will be assisted by teachers.

### **Learning at home considerations**

#### **Parent responsibilities during remote learning**

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

#### **Student responsibilities during remote learning**

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- seeking out and communicating with school staff as different needs arise.

#### **Establishing routines and expectations**

We have provided your child with a schedule for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around. From the first day, you will need to establish routines and expectations. You should use the schedule provided to set regular hours for school work. Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.

### **Setting up a learning environment**

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

### **Wellbeing**

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).
- The Health and Wellbeing page has some great ideas for activities to do at home.

### **Communicating with your child**

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- what are you learning today?
- what are your learning targets or goals?
- how will you be spending your time?
- what resources do you require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- consider three things that went well today. Why were they good?
- are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

### **Communicating with the teachers**

All teachers have set up communication methods for communicating with parents. Teachers will be in regular contact. Please feel free to ask questions.

Regards



Glen Kite



Principal

# Year 1 At Home Learning Plan Week 10-11

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer. Use your workbook to complete activities if needed.

Week 10	Monday 30/3	Tuesday 31/3	Wednesday 1/4	Thursday 2/4	Friday 3/4
<b>Morning</b>	<p><b>English</b></p> <p><b>Reading</b></p> <p>Choose a 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 and answer these questions.</p> <ul style="list-style-type: none"> <li>What was this book about?</li> <li>What are three facts you have learnt from reading it?</li> </ul> <p><b>Writing</b></p> <p>Write about what you did on the weekend? Try and include who, when, where, why, what.</p>	<p><b>English</b></p> <p><b>Reading</b></p> <p>Choose a 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> <p><b>Writing</b></p> <p>What can you see out your window or door? Use adjectives (describing words) and write what you can see.</p> <p><b>Brain Break</b></p> <p>Run on the spot or around your backyard for 1 minute.</p>	<p><b>English</b></p> <p><b>Reading</b></p> <p>Choose a book to read aloud with a parent/carer. Before reading, discuss what you already know about the topic.</p> <p>Read the book aloud together and after reading, answer these questions:</p> <ul style="list-style-type: none"> <li>What was this book about?</li> <li>What are three things that happened in the book?</li> </ul> <p><b>Writing</b></p> <p>Write an information report about an animal of your choice. Use the following headings to organise your research:</p>	<p><b>English</b></p> <p><b>Reading</b></p> <p>Choose a book to read together with a parent/carer. After reading, discuss these questions:</p> <ul style="list-style-type: none"> <li>Does it have a good beginning and ending? Why?</li> <li>Was the book interesting? What makes it interesting?</li> <li>Which illustration/picture in the story was your favourite? Why?</li> </ul> <p><b>Writing</b></p> <p>Write a letter to a friend using some of your spelling words.</p>	<p><b>English</b></p> <p><b>Reading</b></p> <p>Choose a book to read with a parent/carer. Read it aloud together and discuss these questions:</p> <ul style="list-style-type: none"> <li>How does the title describe the content of the book?</li> <li>Was the title a good one for this book? Why or why not?</li> </ul> <p><b>Writing</b></p> <p>Write a list of food you would like for dinner. Think of a main dish and dessert.</p> <p><b>Brain Break</b></p> <p>Play your favourite song and dance to it.</p>









	<p><b>Brain Break</b></p> <p>Do 15 star jumps.</p> <p><b>Spelling</b></p> <p>Choose 5 words that contain the sound/letter 'a' (be sure to choose words that you can read). For an extra challenge, choose an extra word that you would like to learn.</p> <p><b>Rainbow words:</b> Write your words in rainbow colours.</p> <p><b>Optional Online Activity:</b> Reading Eggs</p>	<p><b>Spelling</b></p> <p>On a blank page in your workbook, use your spelling list to complete a '<b>Look, Say, Cover, Write and Check</b>' activity.</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> <li>- Divide your page into four columns and carefully copy your list into the first column.</li> <li>- <b>Look</b> at your first spelling word</li> <li>- <b>Say</b> the word out loud</li> <li>- <b>Cover</b> it over with a piece of paper or your hand</li> <li>- <b>Write</b> the spelling word again in the next column</li> <li>- <b>Check</b> the spelling word to see if you have got it right.</li> <li>- <b>Repeat</b> this process for each of your spelling words.</li> </ul> <p><b>Optional Online Activity:</b> Reading Eggs</p>	<ul style="list-style-type: none"> <li>• Where does this animal live?</li> <li>• What does this animal look like?</li> <li>• What does this animal eat?</li> <li>• Interesting facts about this animal.</li> </ul> <p><b>Brain Break</b></p> <p>Hold a V-sit for 30 seconds.</p> <p><b>Spelling</b></p> <p><b>ABC:</b> Practise writing your spelling words in alphabetical order.</p> <p><b>Optional Online Activity:</b> Reading Eggs</p>	<p><b>Brain Break</b></p> <p>See how long you can hold your body in the plank position.</p> <p><b>Spelling</b></p> <p><b>Sentences:</b> Write a sentence for each of your spelling words. Make sure you use capitals, fullstops and spaces between words.</p> <p><b>Optional Online Activity:</b> Reading Eggs</p>	<p><b>Spelling</b></p> <p><b>Test time:</b> Ask your parent or carer to test you on your spelling list. Write your words in your workbook.</p> <p><b>Optional Online Activity:</b> Reading Eggs</p>
<b>Break</b>	Break	Break	Break	Break	Break

<p><b>Middle</b></p>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Monday' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>2-Dimensional Shapes</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 rectangles, 3 triangles, 3 circles and 3 squares. Draw the different shapes you found in your workbook. You can make shapes using toothpicks, paddle pop sticks, string or sticks. Show your family what you made.</p> <div data-bbox="273 1149 535 1276"> <p><b>Optional Online Activity:</b> Mathletics</p> </div>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Tuesday' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Problem-solving</b></p> <p>Solve the problem below in your workbook. There are multiple correct answers. Use drawings to help you solve the problem.</p> <p><b>On a farm there were some chickens and sheep.</b></p> <p><b>Altogether there are 22 animal legs/feet.</b></p> <p><b>How many chickens are there?</b></p> <p><b>How many sheep are there?</b></p> 	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Wednesday' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Measurement</b></p> <p>Make 3 paper aeroplanes of different sizes and designs. Measure how many steps each plane flies. Record your observations in your workbook.</p> <p><b>Extension:</b> Put your paper aeroplane data into a picture graph.</p> <div data-bbox="997 1177 1260 1304"> <p><b>Optional Online Activity:</b> Mathletics</p> </div>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Thursday' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Patterns</b></p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your workbook. Ask someone to help you describe your favourite pattern.</p> <p>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 workbook.</p>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Friday' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Problem-solving</b></p> <p>Solve the problem below in your workbook. There are multiple correct answers. Use drawings to help you solve the problem.</p> <p><b>Jenny is planting some carrots in her vegetable garden. She is going to plant 20 seeds. Draw how she could plant the seeds so that each row has the same amount of carrots in it.</b></p> 
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		<b>Optional Online Activity:</b> Mathletics		<b>Optional Online Activity:</b> Mathletics	<b>Optional Online Activity:</b> Mathletics
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>Geography</b> <p>What is the weather like today? Describe it to a family member.</p> <p>Predict what you think the weather will be like tomorrow.</p> <p>Walk around your backyard and draw 3 natural features and 3 built features you can see.</p> <div> <b>Optional Online Activity:</b>            Choose an activity from the digital resource list         </div>	<b>Science and technology</b> <p>Collect recycled items to start planning a design for a bird feeder.</p> <p>Rules:</p> <ol style="list-style-type: none"> <li>1. Do not make anything that could hurt the bird. Honey will make good glue for seeds.</li> <li>2. Do not use anything dangerous like sharp scissors. You can ask an adult for help.</li> <li>3. Make it from things that are recycled like plastic bottles.</li> </ol> <p><b>Don't make it today.</b> You will make your design next week.</p> <div> <b>Optional Online Activity:</b>            Choose an activity from the digital resource list         </div>	<b>PDHPE</b> <p>Practice doing support positions you have learnt: V sit, tuck, angry cat, plank, back support plank. Teach another member of your family how to do the support positions. Time each other.</p> <div> <b>Optional Online Activity:</b>            Choose an activity from the digital resource list         </div>	<b>Creative Arts</b> <p>Draw a self-portrait. Be sure to add colour to your artwork and include as much detail as possible.</p> <p>Have a good look at your face in a mirror before you start!</p> <div> <b>Optional Online Activity:</b>            Choose an activity from the digital resource list         </div>	<b>Catch-up</b> <p>Finish tasks from Monday -Thursday</p> <p>OR</p> <p><b>Creative Arts</b></p> <p>Listen to your favourite song and make up your own dance. Practice and perform your dance for your family.</p> <div> <b>Optional Online Activity:</b>            Choose an activity from the digital resource list         </div>

Week 11	Monday 6/4	Tuesday 7/4	Wednesday 8/4	Thursday 9/4	Friday 10/4
<b>Morning</b>	<p><b>English</b></p> <p><b>Reading</b> Choose a book to read aloud with a parent/carer at home. Before reading, look at the front cover and predict what the story could be about. After reading, answer these questions:</p> <ul style="list-style-type: none"> <li>• What happened in the beginning, middle and end of the story?</li> <li>• Was the story different to your prediction? How?</li> </ul> <p><b>Writing</b> Write about what did you do on the weekend? Try and include who, when, where, why, what.</p> <p><b>Brain Break</b> Meditation: put some calming music on for 10 minutes and control your breathing.</p> <p><b>Spelling</b> Choose 5 words that contain the sound/letter 't' (be sure to choose words that you can read). For an extra challenge,</p>	<p><b>English</b></p> <p><b>Reading</b> Choose a newspaper/magazine article to read with your parent/carer. Discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What is a headline?</li> <li>• Who has written the article?</li> <li>• Using the headline, picture and caption, what do you predict the article will say?</li> </ul> <p>Read the article and then compare with your prediction.</p> <p><b>Writing</b> If you were a superhero, who would you be and why? Make sure you use capitals, full stops and spaces between words.</p> <p><b>Brain Break</b> With a parent/carer or sibling play 'Paper, Scissors, Rock'.</p> <p><b>Spelling</b> On a blank page in your workbook, use your spelling list to complete a 'Look, Say, Cover,</p>	<p><b>English</b></p> <p><b>Reading</b> Choose a book to read with a parent/carer at home. Read the book aloud together. Choose a character from the story and answer these questions about the character.</p> <ul style="list-style-type: none"> <li>• Use some describing words to explain how the character feels throughout the story.</li> <li>• Does this character remind you of another character from a different story?</li> <li>• Would you make friends with this character if you met them?</li> </ul> <p><b>Writing</b> Write an information report about an animal of your choice. Choose a different animal from the one you wrote about last week. (See Week 10 for instructions).</p> <p><b>Brain Break</b> 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat</p>	<p><b>English</b></p> <p><b>Reading</b> Read the attached sheet on 'Honey Bees' and complete the 'Honey Bees' worksheet.</p> <p><b>Writing</b> Draw an item that is important to you in your workbook. Write 4 sentences about your chosen item.</p> <p><b>Brain Break</b> With a parent/carer or sibling play 'thumb wars' five times. Who won the most rounds?</p> <p><b>Spelling Sentences:</b> Write a sentence for each of your spelling words. Make sure you use capitals, full stops and spaces between words.</p> <div> <p><b>Optional Online Activity:</b> Reading Eggs</p> </div>	<p><b>Good Friday</b></p>



	<p>choose an extra word that you would like to learn.</p> <p><b>Rainbow words:</b> Write your words in rainbow colours.</p> <div>Optional Online Activity: Reading Eggs</div>	<p><b>Write and Check'</b> activity</p> <p>(see Week 10 for instructions).</p> <div>Optional Online Activity: Reading Eggs</div>	<p>twice.</p> <p><b>Spelling ABC:</b> Practise writing your spelling words in alphabetical order.</p> <div>Optional Online Activity: Reading Eggs</div>		
<b>Break</b>	Break	Break	Break	Break	
<b>Middle</b>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Monday' column of your maths mental sheet. (This is in your resource pack).</p> <p>Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Addition and Subtraction</b></p> <p>Write and solve the problems below in your workbook. Use drawings to represent your work.</p> <p>For example:  <math>5 + 2 =</math>   +  = ____   +  = ____</p>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Tuesday' column on your maths mental sheet. (This is in your resource pack).</p> <p>Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Skip-counting</b></p> <p>Solve the problem below in your workbook. There are multiple correct answers. Use drawings to help you solve the problem.</p> <p><b>Choose an even number to start at and then count up by 2's, 10 times.</b></p>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Wednesday' column on your maths mental sheet. (This is in your resource pack).</p> <p>Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Addition and Subtraction</b></p> <p>Write and solve the problems below in your workbook. Use drawings to represent your work.</p> <p>For example:  <math>3 + 2 =</math>   +  = ____   +  = ____</p>	<p><b>Mathematics</b></p> <p><b>Number work</b></p> <p>Please complete the 'Thursday' column on your maths mental sheet. (This is in your resource pack).</p> <p>Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>Problem-solving</b></p> <p>Solve the problem below in your workbook. There are multiple correct answers. Use drawings to help you solve the problem.</p> <p><b>I am thinking of 2 numbers. When I add them together, the total is 25. What numbers could I be thinking of?</b></p>	

	<p>a) <math>10 - 3 =</math>  b) <math>9 + 2 =</math>  c) <math>5 + 10 =</math>  d) <math>8 - 4 =</math>  e) <math>10 + 1 =</math>  f) <math>13 - 4 =</math>  g) <math>6 + 3 =</math>  h) <math>15 - 9 =</math></p> <p><b>Optional Online Activity:</b> Mathletics</p>	<p><b>Optional Online Activity:</b> Mathletics</p>	<p>a) <math>4 + 10 =</math>  b) <math>15 - 5 =</math>  c) <math>12 + 10 =</math>  d) <math>18 - 9 =</math>  e) <math>14 - 3 =</math>  f) <math>9 + 9 =</math>  g) <math>17 + 3 =</math>  h) <math>14 - 7 =</math></p> <p><b>Optional Online Activity:</b> Mathletics</p>	<p>Write as many combinations you can think of.</p> <p><b>Optional Online Activity:</b> Mathletics</p>	
<b>Break</b>	Break	Break	Break	Break	
<b>Afternoon</b>	<p><b>Geography</b>  Go for a walk around your home and observe how each room is set up and arranged for different activities e.g. the kitchen, bathroom, living room and bedroom. In your workbook create a floor-plan of your house. Label your bedroom, kitchen and bathroom and any other key areas you would like to add.</p>	<p><b>Science and Technology</b>  Build your bird feeder that you designed last week and hang it up in your garden.</p> <p>You may want to take photos of any birds you see using it.</p> <p><b>Optional Online Activity:</b> Choose an</p>	<p><b>PDHPE</b>  Create an obstacle course in your backyard. Skip through your obstacle course 3 times.</p> <p><b>Optional Online Activity:</b> Choose an</p>	<p><b>Creative Arts</b>  Ask a family member about a favourite song of theirs. Get them to teach you the lyrics of the chorus so you can practice it to perform to another family member.</p> <p><b>Optional Online Activity:</b> Choose an</p>	

		<b>Optional Online Activity:</b> Choose an					
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Digital Resource List			
<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>	<a href="https://www.getepic.com/">https://www.getepic.com/</a>	<a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a>	<a href="https://readingeggs.com.au/">https://readingeggs.com.au/</a>
<a href="https://www.phonicshero.com/">https://www.phonicshero.com/</a>	<a href="https://www.abcya.com/">https://www.abcya.com/</a>	<a href="https://www.youtube.com/user/JackHartmann">https://www.youtube.com/user/JackHartmann</a>	<a href="https://new.phonicsplay.co.uk/resources">https://new.phonicsplay.co.uk/resources</a>
<a href="https://www.mathplayground.com/">https://www.mathplayground.com/</a>	<a href="https://au.ixl.com/">https://au.ixl.com/</a>	<a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a>	<a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>

# Monday

Trace the numbers:

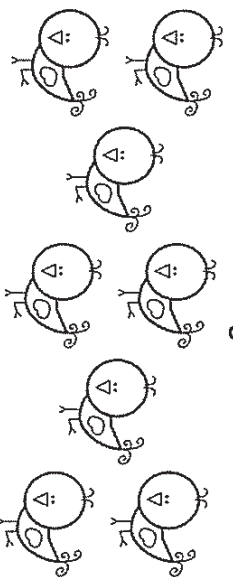
0 1 2 3 4 5

Write the number before:

10 3

6 12

Count how many:

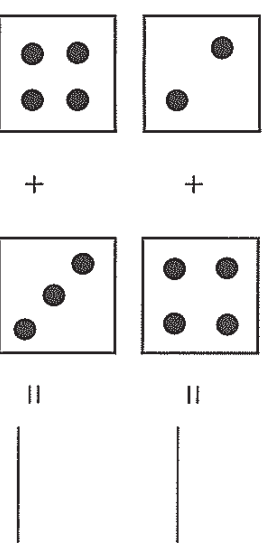


There are \_\_\_\_\_ birds.

Fill in the missing numbers:

10 \_\_\_\_\_ 13 \_\_\_\_\_

Add the dots:



Count backwards from 8:

8 \_\_\_\_\_ 4

Count backwards from 11:

11 \_\_\_\_\_ 7

# Tuesday

Trace it:

6 7 8 9 10 11

Fill in the missing numbers:

7 seven 7 seven

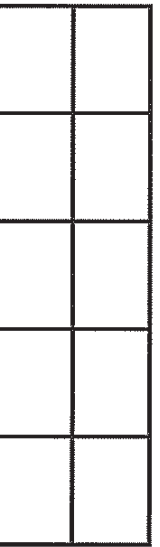
10 \_\_\_\_\_ 8 \_\_\_\_\_ 6 \_\_\_\_\_

Write the number after:

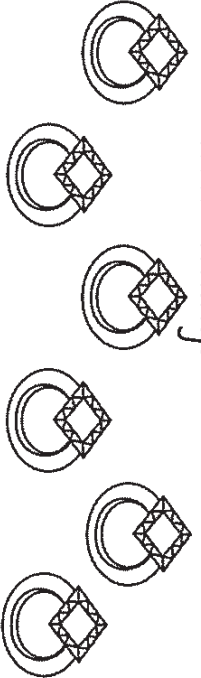
2 \_\_\_\_\_ 13 \_\_\_\_\_

16 \_\_\_\_\_ 11 \_\_\_\_\_

Colour 8 dots ● in the ten frame.



Count how many:



There are \_\_\_\_\_ rings.

Count backwards:

7 \_\_\_\_\_ 3

13 \_\_\_\_\_ 9



# Wednesday

# Thursday

Trace it: \_\_\_\_\_

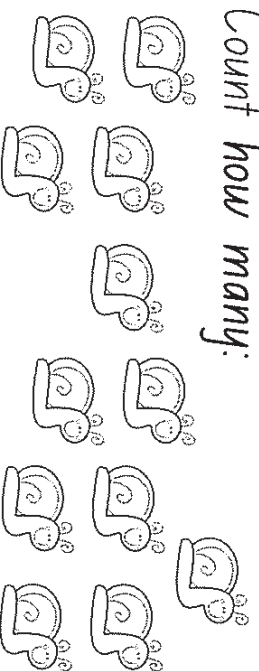
18 19 20 21

Circle the biggest number:

3 5 2

6 8 9

Count how many:



There are \_\_\_\_\_ snails.

Write the numbers before and after:

6 \_\_\_\_\_ 8 \_\_\_\_\_  
7 \_\_\_\_\_ 10 \_\_\_\_\_

Count backwards from 15:

15 \_\_\_\_\_ 11

Draw 11 faces: ☺

Fill in the missing numbers:

1 \_\_\_\_\_ 4 \_\_\_\_\_ 7

Continue this pattern:



Trace the numbers and words.  
Join the numbers, words and dots.

6 three  
3 six  
7 seven

Count backwards from 10:

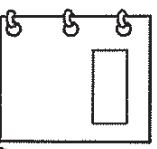
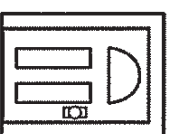
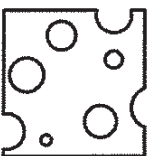
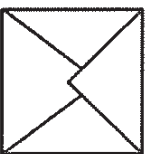
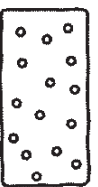
17 \_\_\_\_\_ 13

# Friday

Trace the numbers:

9 10 11 12 13 14 15 16 17 18

Colour the rectangles:



I found \_\_\_\_\_ rectangles!



# 5 minute maths revision

Monday

Circle the biggest number:

7      9      14      2

Circle the smallest number:

5      16      8      12

What comes next?

4    5    6    7    \_\_\_\_


9    10    11    12    \_\_\_\_

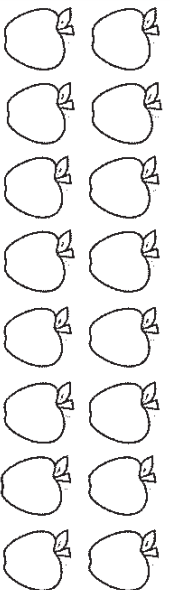
16    17    18    19    \_\_\_\_

Which number is before?

\_\_\_\_ 11      \_\_\_\_ 8

\_\_\_\_ 15      \_\_\_\_ 20

How many  ?



Fill in the number line:



Tuesday

Order these numbers from smallest to biggest:

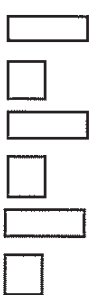
6      5      3

S					B
---	--	--	--	--	---

10      7      21

S					B
---	--	--	--	--	---

Continue this AB pattern:



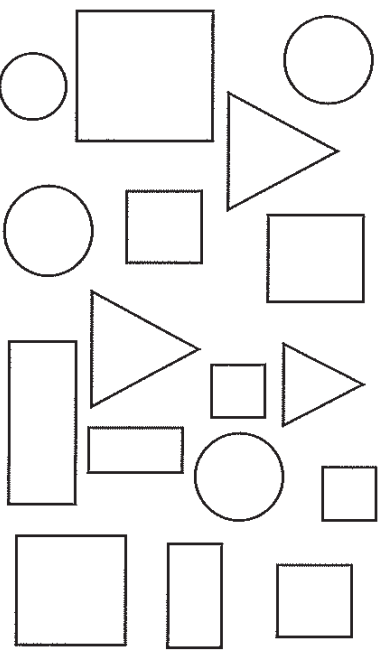
Circle the smallest number in each row:

6      7      15      8

14      13      18      17

16      12      19      10

How many squares? \_\_\_\_





Wednesday

Thursday

Which number is before?

\_\_\_ 16 \_\_\_ 13

\_\_\_ 21 \_\_\_ 25

Which number comes next?

18 \_\_\_ 10 \_\_\_

4 \_\_\_ 15 \_\_\_

Order these numbers from biggest to smallest:

9 3 2

B					5
---	--	--	--	--	---

11 6 8

B					5
---	--	--	--	--	---

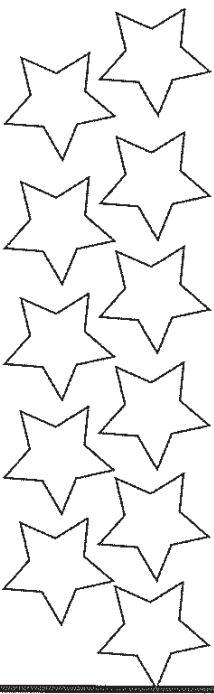
Circle the largest number in each row:

4 8 13 2

11 10 15 19

6 4 12 10

How many  ? \_\_\_




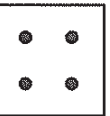
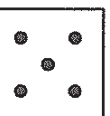
Continue the **AB** pattern:


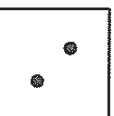
X O X O X \_\_\_

Count forwards starting from:



13 \_ \_ \_ \_ \_

Write the numbers next to the dice:

	___		___		___
---	-----	---	-----	---	-----

	___		___		___
---	-----	---	-----	---	-----

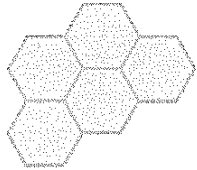
Fill in the number lines:


0	1		3	4
16	17		19	20




Species Snapshot


# Honey Bees




 Honey bees move pollen so more flowers can grow. Flowers give honey bees nectar. They need each other.

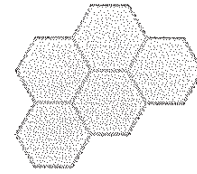


 Honey bees drink nectar from flowers. They turn this into honey. They feed baby bees with the honey.

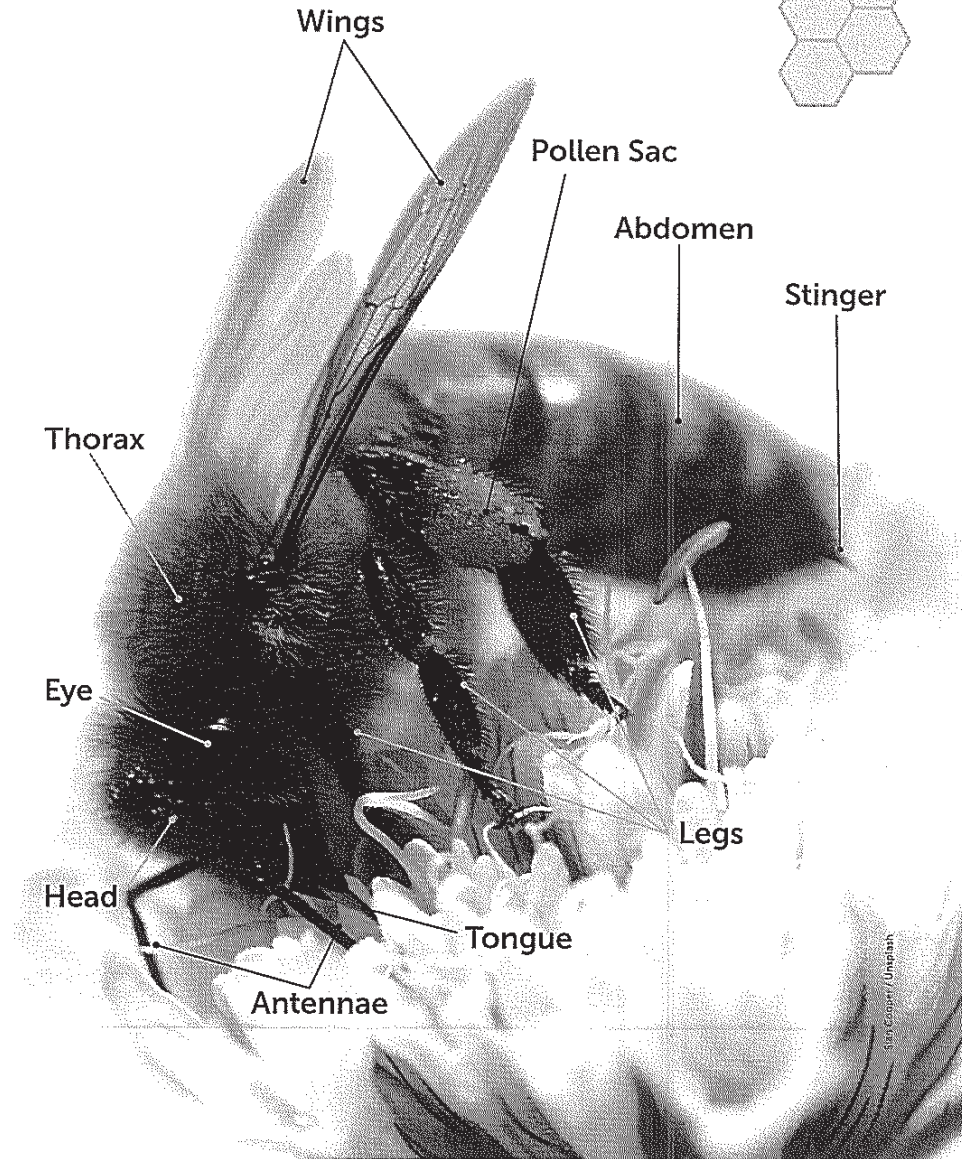
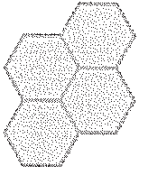
 Honey bees live in hives. They make hives from wax. Rooms in the hive are shaped like hexagons and have six sides.

 There are three types of honey bee – the queen, the drones, and the workers. They all have different jobs.

Background: cs333/Shutterstock.com  
Bee, left: Peter Waters/Shutterstock.com  
Bee, top: irin-k/Shutterstock.com



## The Parts of a Honey Bee



Shutterstock / Unplash



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

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

## Species Snapshot: Honey Bees

### The Parts of a Honey Bee

Use the word bank to fill in the missing bee parts.



#### Word Bank

thorax wings stinger abdomen eye  
head tongue pollen sac legs antennae

### Honey Bee Facts

Fill in the missing words.

1. Honey bees can be queens, \_\_\_\_\_ or workers.
2. Honey bees turn nectar into \_\_\_\_\_.
3. Honey bees make their \_\_\_\_\_ from wax.
4. Honey bees and \_\_\_\_\_ need each other.
5. Honey bees move \_\_\_\_\_ from flower to flower.

