

**Year 2**



# Muswellbrook South Public School

*"Building Solid Foundations for Life"*

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26 March 2020

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 2 At Home Learning Plan: Term 1 Week 10 and 11

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided. Feel free to cover it if you'd like.

| WEEK 10        | Monday 30/3/2020   | Tuesday 31/3/2020  | Wednesday 1/4/2020  | Thursday 2/4/2020   | Friday 3/4/2020   |
|----------------|--|--|---|---|---|
| <b>Morning</b> | <p><b>English Spelling:</b><br/>Think of, or find, 5 to 10 words that either begin with or have the sound 'ch' in it. These 'ch' words will be your spelling list for the rest of the week.<br/>You should have between 5 to 10 words on your list.</p> <p><u>Activity</u><br/>Write out each spelling word in a rainbow coloured pattern in your workbook.</p> <p><b>Brain break:</b> 5x star</p> | <p><b>English Spelling:</b><br/>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><br/>- Divide your page into four columns and carefully copy your list into the first column.<br/>- <b>Look</b> at your first spelling word;<br/>- <b>Say</b> the word out loud;<br/>- <b>Cover</b> it over with a piece of paper or your</p> | <p><b>English Spelling:</b><br/>Look at the amount of letters in each of your spelling words. Write your list in order from the smallest amount of letters to the largest. Repeat this activity from the largest to smallest.</p> <p><b>Brain break:</b> 5x burpees; 10x star jumps; Run on the spot for 20 seconds. Repeat twice.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>Write a procedure on how to make your</p> | <p><b>English Spelling:</b><br/>Practise your spelling words by writing a sentence for each one in your workbook. Challenge yourself by trying to see how many spelling words you can write in one sentence.</p> <p><b>Brain break:</b> Go outside and look up to the sky. Count how many animals you can find.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>Choose a character from one of the books you</p> | <p><b>English Spelling:</b><br/><u>Final Test:</u> Have a parent/carer or sibling read you your spelling words one by one to test your knowledge. Mark your list straight away and practise writing out the words that were incorrect.</p> <p><b>Brain break:</b> Meditation: put some calming music on for 10 minutes and control your breathing.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>Write a book report</p> |

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|  | <p>jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>Weekend Recount<br/>Write about what you did on the weekend. Remember to include, when, where, how, who, what and why.</p> <p><b>Reading</b><br/><b>Build a Reading Den</b><br/>Find somewhere cosy in your house to build a reading den out of blankets and pillows. Snuggle up and read your favourite book to a parent/carer or sibling.</p> <p><b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p> | <p>hand;</p> <ul style="list-style-type: none"> <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>Brain break:</b> Put on your favourite song and dance your heart out.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>What is your favourite meal and why? Make sure you use adjectives (describing words).</p> <p><b>Reading</b><br/>Choose a fiction book to read aloud with a parent/carer or sibling. Before reading the book together, talk about what you think is going to</p> | <p>favourite meal. Remember to include Title, Ingredients, Method and a picture.</p> <p><b>Reading</b><br/>Choose a non-fiction book to read aloud with a parent/carer or sibling. Before reading, think about what you already know about the topic. 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?</li> </ul> <p><b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p> | <p>have read. Write a letter to your character, asking them about the story they were in.</p> <p><b>Reading</b><br/>Choose a fiction book to read aloud with a parent/carer or sibling. Read it aloud together and then discuss:</p> <ul style="list-style-type: none"> <li>- Does it have a good beginning and ending?</li> <li>- Are the characters interesting? What makes them interesting?</li> <li>- Which illustration in the story was your favourite? Why?</li> </ul> <p><b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p> | <p>about a book you have recently read. Include characters, favourite/least favourite part and give it a score out of 10.</p> <p><b>Reading</b><br/>Choose a non-fiction text to read aloud with a parent/carer or sibling. Read it aloud together and discuss:</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>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p> |
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|               |  | <p>happen by looking at the pictures?</p> <p>- What do you think will happen at the end of the story?</p> <p><b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p>  |   |   |  |
| <b>Break</b>  | Lunch Break  | Lunch Break   | Lunch Break   | Lunch Break   | Lunch Break  |
| <b>Middle</b> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Please complete the 'Monday' column on your maths mental sheet. (This is attached to your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>MathsTask Estimation</b><br/>Get some counters (or sultanas or M&amp;Ms or Tiny Teddies or similar) Take a handful of counters (or sultanas or</p> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Please complete the 'Tuesday' column on your maths mental sheet. (This is attached to your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>MathsTask Place Value</b><br/>Look for numbers around the house. Find one-, two- and three- digit numbers. Read them out loud to a</p> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Please complete the 'Wednesday' column on your maths mental sheet. (This is attached to your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>MathsTask Two-Dimensional Space</b><br/>Go on a shape hunt around your home! Can you find three of each shape in a different</p> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Please complete the 'Thursday' column on your maths mental sheet. (This is attached to your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>MathsTask Addition and Subtraction</b><br/>Draw and show at least 3 ways to solve:<br/><br/><math>17 + 8 =</math></p> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Please complete the 'Friday' column on your maths mental sheet. (This is attached to your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p><b>MathsTask Volume and Capacity</b><br/>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which</p> |

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|                  | <p>M&amp;Ms or Tiny Teddies or similar) and, without looking, estimate how many you have in your hand. Write your estimates in your maths book.</p> <p>Organise your counters. Draw your counter arrangement in your work 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?</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> | <p>parent or sibling. Discuss each number explaining how many hundreds, tens and ones.</p> <p>Record at least 6 numbers you found in your work book and write each number in words. Then draw each number showing hundreds, tens and ones.</p> <p>Order your numbers in ascending order (smallest to biggest).</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> | <p>location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the different shapes you found in your work book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> | <p><math>45 + 39 =</math></p> <p>Remember strategies learnt in class including:</p> <ul style="list-style-type: none"> <li>- drawings</li> <li>- skip counting</li> <li>- bridging to ten</li> <li>- jump strategy (number line)</li> <li>- split strategy</li> </ul> <p>Which strategy did you find most effective and why? Explain your answer to a parent, carer or sibling.</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> | <p>container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the most to the least. Draw the containers in order in your work 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 work book. Was your estimate correct?</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> |
| <b>Break</b>     | Break  | Break  | Break  | Break   | Break  |
| <b>Afternoon</b> | <b>PDHPE</b><br>Practice doing support   | <b>Science and technology</b>  | <b>Music</b><br>Compose a 16 beat  | <b>Geography</b><br>Have a look around your   | <b>Catch-up</b><br>Finish tasks from   |

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|  | 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>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> | rhythm pattern using body percussion eg; clapping, clicking, stomping.<br>Practice your composition and perform it for a family member. | house and identify objects that are natural or built. Draw or write about what makes them natural or built. Did you find any that fit into both sides? Write about it. | Monday -Thursday<br>and/or<br>Make a paper airplane. Measure how far the plane flies. |
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| WEEK 11        | Monday 6/4/2020  | Tuesday 7/4/2020  | Wednesday 8/4/2020   | Thursday 9/4/2020  | Friday 10/4/2020   |
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| <b>Morning</b> | <b>English Spelling:</b><br>Think of, or find, 5 to 10 words that begin with or have the sound 'th' in it. | <b>English Spelling:</b><br>Look at the amount of letters in each of your spelling words. Write your list in order from the | <b>English Spelling:</b><br>Practise your spelling words by writing a sentence for each one in your work book. | <b>English Spelling: Activity</b><br>On a blank page in your work book, use your | <b>Good Friday</b> |



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|  | <p>These <b>'th'</b> words will be your spelling list for the rest of the week. You should have between 5 to 10 words on your list.</p> <p><u>Activity</u><br/>Write out each spelling word in a rainbow coloured pattern in your workbook.</p> <p><b>Brain break:</b> Complete 10 minutes of mindfulness, put on some calming music and relax by focusing on your breathing.</p> <p><b>Optional Technology Based Activity:</b> go onto GoNoodle and complete a meditation activity.</p> <p><b>Fruit break</b></p> <p><b>Writing</b><br/>Weekend Recount<br/>Write about what you did on the weekend. Remember to include,</p> | <p>smallest amount of letters to the largest. Repeat this activity from the largest to smallest.</p> <p><b>Brain break:</b> With a parent/carer or sibling play 'Paper, Scissors, Rock'.</p> <p><b>Optional Technology Based Activity:</b> go onto GoNoodle and complete a meditation activity.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>Write an Information report about your favourite animal, including all the facts you know.</p> <p><b>Reading:</b><br/>Read a newspaper or magazine aloud with a parent/carer or sibling. Before reading, what do you already know about the topic?</p> | <p>Challenge yourself by trying to see how many spelling words you can write in one sentence.</p> <p><b>Brain break:</b> With a parent/carer or sibling play a quick game of 'Thumb Wars' or 'Noughts and Crosses'.</p> <p><b>Optional Technology Based Activity:</b> go onto GoNoodle and complete a balancing activity.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>Continue the story in your work book.<br/>"Wow, it was so hairy! I cannot believe it was in my home....."</p> <p><b>Reading:</b><br/>Using fantastic expression and fluency, read your favourite book out loud to a parent/carer or sibling. Ask your parent/carer or sibling to then read their</p> | <p>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>Brain break:</b> Go outside and look up to the sky. Count how many animals you can find.</p> |  |
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|  | <p>when, where, how, who, what and why.</p> <p><b>Reading:</b><br/>With a parent/carer or sibling, read a book together for 10 minutes. Write a short paragraph about what the story is about and read your writing to another family member.</p> <p><b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p> | <p>Read the text 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?</li> </ul> <p><b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p> | <p>favourite book to you.</p> <p><b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.</p> | <p><b>Optional Technology Based Activity:</b> go onto GoNoodle and complete a focusing activity.</p> <p><b>Fruit break</b></p> <p><b>Writing:</b><br/>Write a letter to the Easter Bunny explaining why you deserve Easter eggs.</p> <p><b>Reading:</b><br/>Choose a non-fiction text to read aloud with a parent/carer or sibling. Before reading, what can you predict the story will be about?<br/>Read the text aloud together and answer these questions:</p> <ul style="list-style-type: none"> <li>- What was this text about?</li> <li>- What are three facts you have learnt?</li> </ul> |  |
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|               |   |   |   | <b>Optional Technology Based Activity:</b> go onto Reading Eggs and complete an activity.   |       |
| <b>Break</b>  | Break   | Break   | Break   | Break   | Break |
| <b>Middle</b> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Miss Hill 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.</p> <p><b>MathsTask</b><br/><b>Addition and Subtraction</b><br/>Draw and show at least 3 ways to solve:</p> <p style="text-align: center;"><math>27 - 12 =</math></p> <p style="text-align: center;"><math>78 - 45 =</math></p> <p>Remember strategies learnt in class including:</p> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Mr Morris has 56 M&amp;M's in a bag. In your workbook, draw how you could arrange the M&amp;M's to make them easier for Mr Morris to count?</p> <p><b>MathsTask</b><br/><b>Patterns and Algebra/ Data</b><br/>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your work book. Ask someone to help you describe your favourite pattern. Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys.</p> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Miss Flannery wants to buy 10 balloons for Mr Kite's birthday. They have red and blue balloons left at the party shop. In your workbook draw the different combinations of colours Miss Flannery can buy.</p> <p><b>MathsTask</b><br/><b>Whole Number</b><br/>Play a game with a partner<br/>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. Shuffle the cards. Lay them out in a grid with 4</p> | <p><b>Mathematics</b></p> <p><b>Number Work</b><br/>Miss Francis is thinking of 2 numbers. When she adds them together, the total is 25. In your workbook write or draw 5 different combinations of numbers she could be thinking of.</p> <p><b>MathsTask</b><br/><b>Measurement - Length</b><br/>Choose an informal measuring unit to measure length.</p> <p>Examples of informal units may be:</p> <ul style="list-style-type: none"> <li>- hands</li> <li>- shoes</li> <li>- spoons</li> <li>- pegs</li> </ul> |       |

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|                  | <ul style="list-style-type: none"> <li>- drawings</li> <li>- skip counting</li> <li>- bridging to ten</li> <li>- jump strategy (number line)</li> <li>- split strategy</li> </ul> <p>Which strategy did you find most effective and why? Explain your answer to a parent, carer or sibling.</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> | <p>Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your work book.</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> | <p>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 work book. 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.</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> | <p>Measure the length of at least six objects in your house.</p> <p>Draw these objects in your work book showing the length of each object.</p> <p><b>Optional Technology Based Activity:</b> go onto Mathletics or Studyladder and complete an activity.</p> |       |
| <b>Break</b>     | Break   | Break  | Break   | Break   | Break |
| <b>Afternoon</b> | <p><b>PDHPE</b></p> <p>Create an obstacle course around your yard</p>   | <p><b>Science</b></p> <p>Build your bird feeder that you designed last</p>   | <p><b>Music</b></p> <p>Ask a family member about a favourite song of</p>  | <p><b>Geography</b></p> <p>Go for a walk around your home and observe</p>   |       |

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|  | and practice skipping around it 3 times. | week and hang it up in your garden. You may want to take photos of any birds you see using it. | theirs. Get them to teach you the lyrics of the chorus so you can practice it to perform to another family member. | how each room is set up and arranged for different activities e.g. the kitchen, bathroom, living room and bedroom. In your work book create a floor-plan of your house. Label your bedroom, kitchen and bathroom and any other key areas you would like. |  |
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## Monday

1.  $8 - 2 =$  \_\_\_\_\_

2.  $8 + 9 =$  \_\_\_\_\_

3.  $15 + 10 =$  \_\_\_\_\_

4. What number is made up of 9 hundreds, 6 tens and 3 ones? \_\_\_\_\_

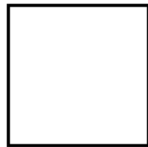
5. Complete this counting pattern:

8, 10, 12, 14, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. I have 19 kites. Jayden has some kites too. Together we have 24 kites. How many kites does Jayden have?  
\_\_\_\_\_

7. Max had 8 dolls and was given 12 more dolls. How many dolls does Max now have? \_\_\_\_\_

8. Colour in a quarter of this shape:



9. What digital time does the clock show? \_\_\_\_\_



10. Draw this shape: square

## Tuesday

1.  $9 - 3 =$  \_\_\_\_\_

2.  $10 + 7 =$  \_\_\_\_\_

3.  $9 - 2 =$  \_\_\_\_\_

4. What is the value of the number in the ones place in 738? \_\_\_\_\_

5. Complete this counting pattern:

5, 10, 15, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. If there were 19 fans at a baseball game, 18 were wearing silver and the rest were wearing green, how many were wearing green? \_\_\_\_\_

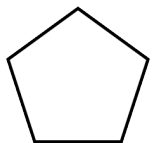
7. Kaylee has 9 apples. If Kaylee buys 9 more apples, how many apples does she have altogether? \_\_\_\_\_

8. Colour in a quarter of these stars.



9. 1 minute = \_\_\_\_\_ seconds

10. What is the name of this shape?  
\_\_\_\_\_



## Wednesday

1.  $13 + 1 =$  \_\_\_\_\_

2.  $8 - 2 =$  \_\_\_\_\_

3.  $8 - 5 =$  \_\_\_\_\_

4. Write the smallest number you can using: 3, 6, 2.

\_\_\_\_\_

5. Complete this counting pattern:

6, 16, 26, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. What is the sum of 17 and 16? \_\_\_\_\_

7. If you have 11 apricots and you eat 8 of them, how many apricots do you have left?

8. Colour in a quarter of this shape:



9. How many minutes in an hour? \_\_\_\_\_

10. How many sides does a triangle have?

## Thursday

1.  $15 + 20 =$  \_\_\_\_\_

2.  $7 - 6 =$  \_\_\_\_\_

3.  $5 + 15 =$  \_\_\_\_\_

4. Write these numbers in order from largest to

smallest: 36, 654, 613, 971. \_\_\_\_\_

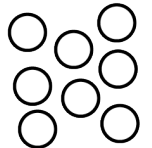
5. Complete this counting pattern:

6, 8, 10, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. What is the sum of 2 and 20? \_\_\_\_\_

7. 10 minus 3 equals: \_\_\_\_\_

8. Colour in an eighth of these circles.



9. 1 hour = \_\_\_\_\_ minutes

10. How many corners does a square have?

## Friday

1.  $4 - 2 =$  \_\_\_\_\_

2.  $12 + 18 =$  \_\_\_\_\_

3.  $3 - 3 =$  \_\_\_\_\_

4. Write the numeral for three hundred and forty-four: \_\_\_\_\_

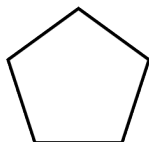
5. Complete this counting pattern:

19, 29, 39, 49, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. If you have 18 strawberries and you eat 9 of them, how many strawberries do you have left?

7. Nathaniel had 17 pieces of LEGO and was given 14 more pieces of LEGO. How many pieces of LEGO does Nathaniel now have? \_\_\_\_\_

8. Colour in half of this shape:



9. How many minutes in an hour? \_\_\_\_\_

10. How many sides does a rectangle have?

