

Year 2 – Learning
Week 5

ABC

Name: _____

Home Learning Week 5 – Year 2

Monday 9/8	Tuesday 10/8	Wednesday 11/8	Thursday 12/8	Friday 13/8
Spelling – Unit 22 's, ss se x(ks),c' Write as many words as you can in the seal.	Spelling – Unit 22 's, ss se x(ks),c' Write your list of words	Spelling – Unit 22 's, ss se x(ks),c' Complete the first page of worksheet	Spelling – Unit 22 's, ss se x(ks),c' Complete the second page of worksheet	Spelling – Unit 22 's, ss se x(ks),c' Write two sentences with your spelling words
Handwriting – complete letter sheets (d and e)	Handwriting – complete letter sheets (f and g)	Handwriting – complete letter sheets (h and i)	Handwriting – complete letter sheets (j and k)	Handwriting – complete letter sheet (l and m)
Reading – Read aloud a book of your choice to a family member	Reading – Log on to Storyline Online and choose a book to listen to	Reading – Read aloud a book of your choice to a family member	Reading – Log into Zoom session with your teacher	Reading – Watch Pig the Pug 📺 Page Ahead's Story Time.
Writing – Information Report Platypus. Read the information and fill in the template. Write your report using the lines.	Writing – Information Report Emu. Read the information and fill in the template. Write your report using the lines.	Writing – Information Report Wombat. Read the information and fill in the template. Write your report using the lines.	Literacy activities Boggle - How many words can you make using the letters?	Literacy activities Olympic Game Sentences. Write a sentence about each of the games.

Home Learning Week 5 – Year 2

Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech	Speaking and Listening – Practice your speech
Number of the day Is 16. Complete activity in booklet	Number of the day Is 21. Complete activity in booklet	Number of the day Is 25. Complete activity in booklet	Number of the day Is 39. Complete activity in booklet	Number of the day Is 99. Complete activity in booklet
Numeracy activities Position Activities	Numeracy activities Position Activities	Numeracy activities Position Activities	Numeracy activities Position Activities	Numeracy activities Position Activities
Life skills Help around the house. Clean your room.	Life skills Help around the house. Sweep the floor.	Life skills Help around the house. Clean the dishes.	Life skills Help around the house. Vacuum your bedroom.	Life skills Move your body today! Play a game outside with a family member.
PDHPE Sun safety	Science Physical World – Push and Pull - Gravity	Geography Features of Places - Parks and Designs	Creative Arts Music- Make a Musical Instrument	STEM Complete the Pig the Pug STEM activity
PBL and Wellbeing I Believe in Myself	PBL and Wellbeing I feel happy when	PBL and Wellbeing I am learning to	PBL and Wellbeing On the inside I am	PBL and Wellbeing Olympic Mindfulness colouring sheet

Home Learning Week 5 – Year 2

Online links.

<https://storylineonline.net/>

https://online.fireflyeducation.com.au/services/student_login/soundwaves

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

<https://app.pmecollection.com.au/login>

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

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

<https://scratch.mit.edu/>

Monday 9th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

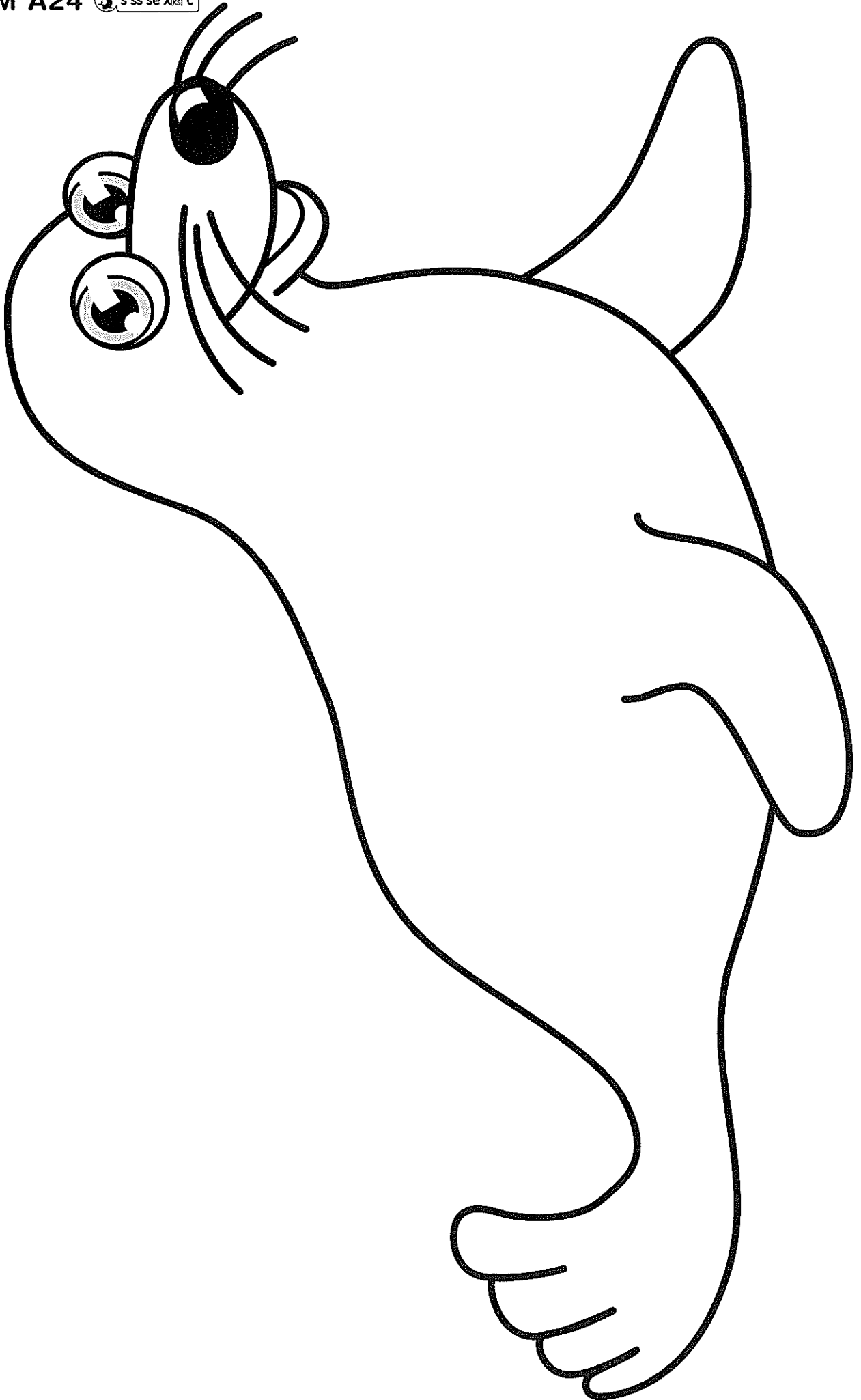
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-16MG represents and describes the positions of objects in everyday situations and on maps

PDHPE:

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-9 demonstrates self-management skills in taking responsibility for their own actions



D D D D D D D D D D D D D D

d d d d d d d d d d d d d d

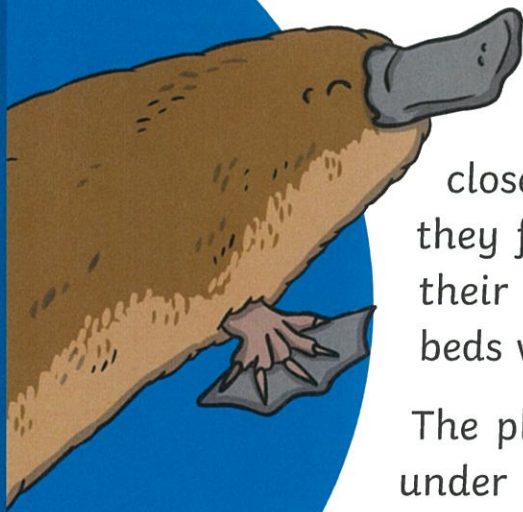
The girl was playing the drums.

Platypus

The platypus is a semi-aquatic mammal found in small rivers and streams in Queensland, New South Wales, ACT, Victoria, South Australia and Tasmania.



It is duck-billed, has a beaver-like tail, has otter-like fur and webbed feet. Platypus are monotremes, which means they lay eggs instead of giving birth.



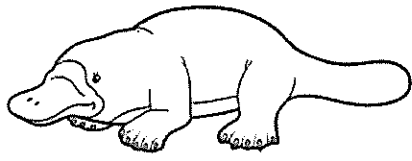
Platypus are nocturnal, which means they come out at night or at twilight to feed. They close their eyes and ears when under water. When they feed on worms, insects and shrimp, they use their sense of electroreception and dig up the river beds with their bills.

The platypus is an excellent swimmer. It can stay under water for around 30 seconds before coming up for air. The average length of a male platypus is 50cm and the average length of a female is 43cm. They can weigh between 1 and 2.4kg. Their predators include snakes, water rats, hawks, owls, eagles and sometimes crocodiles.

Did you know...?

The platypus has been used as a mascot for national events in Australia and is featured on the Australian 20 cent coin.





Platypus



CLASSIFICATION

Blank area for classification information.



APPEARENCE

Blank area for appearance information.



DIET

Blank area for diet information.



HABITAT

Blank area for habitat information.

INTERESTING FACTS

Blank area for interesting facts.

DRAWING

Draw and label a platypus

Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

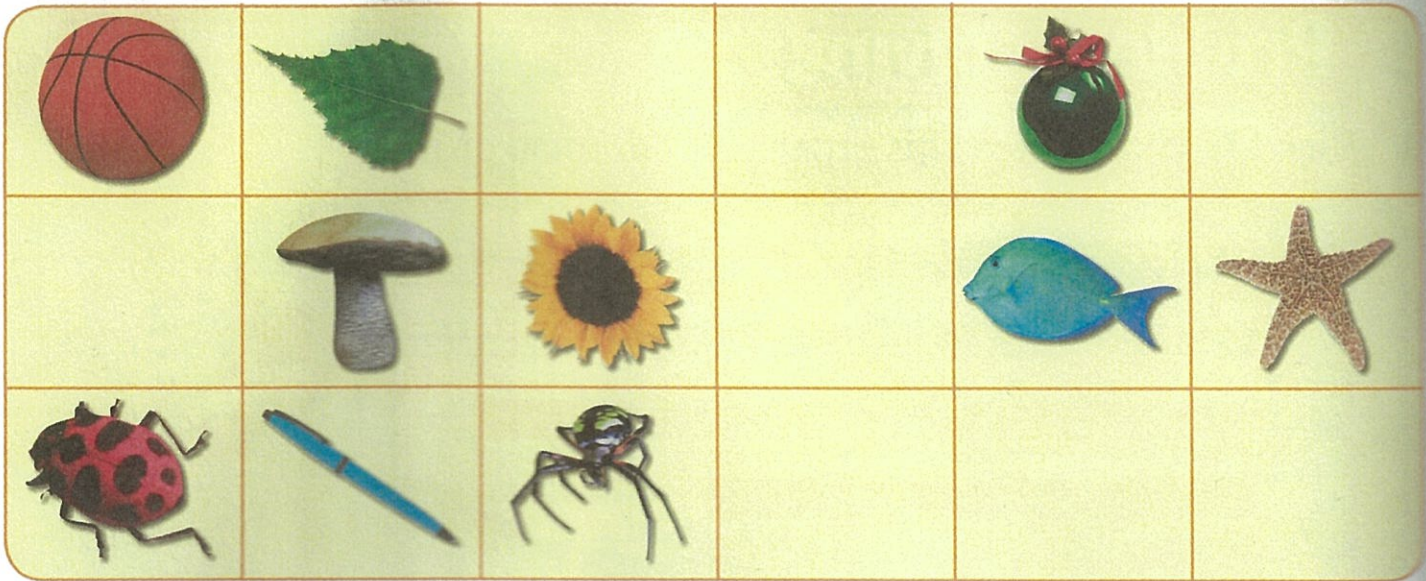
5 What is the number before?

100 more is...







9

Make it in money

10




1 Draw what is:


a above 	<input type="text"/>	b below 	<input type="text"/>	c next to 	<input type="text"/>
d below 	<input type="text"/>	e beside 	<input type="text"/>	f under 	<input type="text"/>

2 Draw:

- a a fish under the starfish.
- b a tree next to the leaf.
- c a bird above the ladybird.
- d a worm beside the spider.

3 Draw what is to the left and right.

left	right
<input type="text"/>	<input type="text"/>
	

left	right
<input type="text"/>	<input type="text"/>
	

4 Do you write with your right or left hand?

Describing position

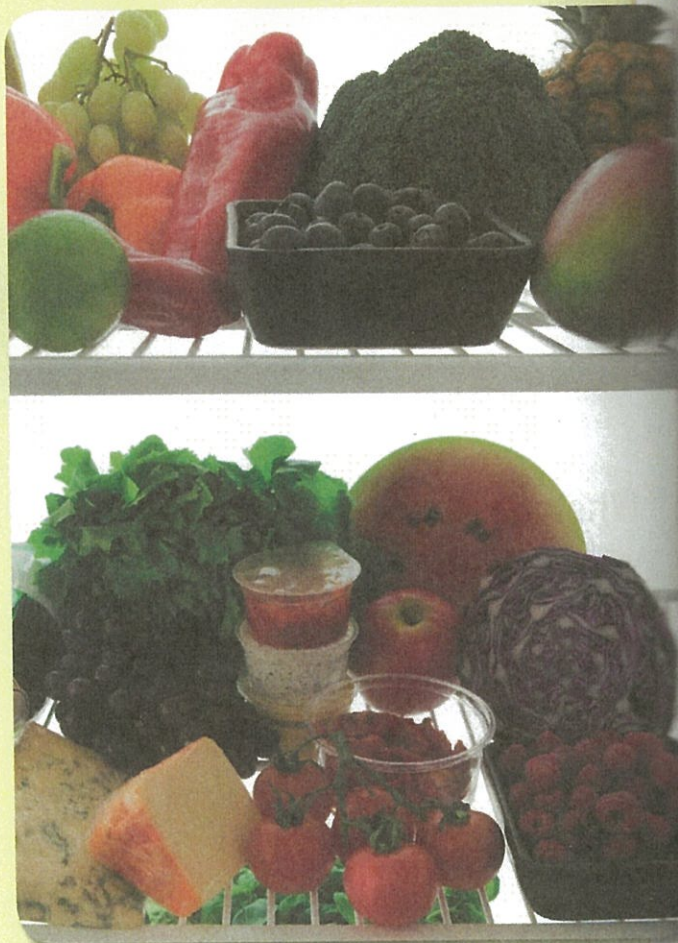


Use words from the Word Bank to complete each sentence.

Word Bank

on above between behind
in next to in front of below

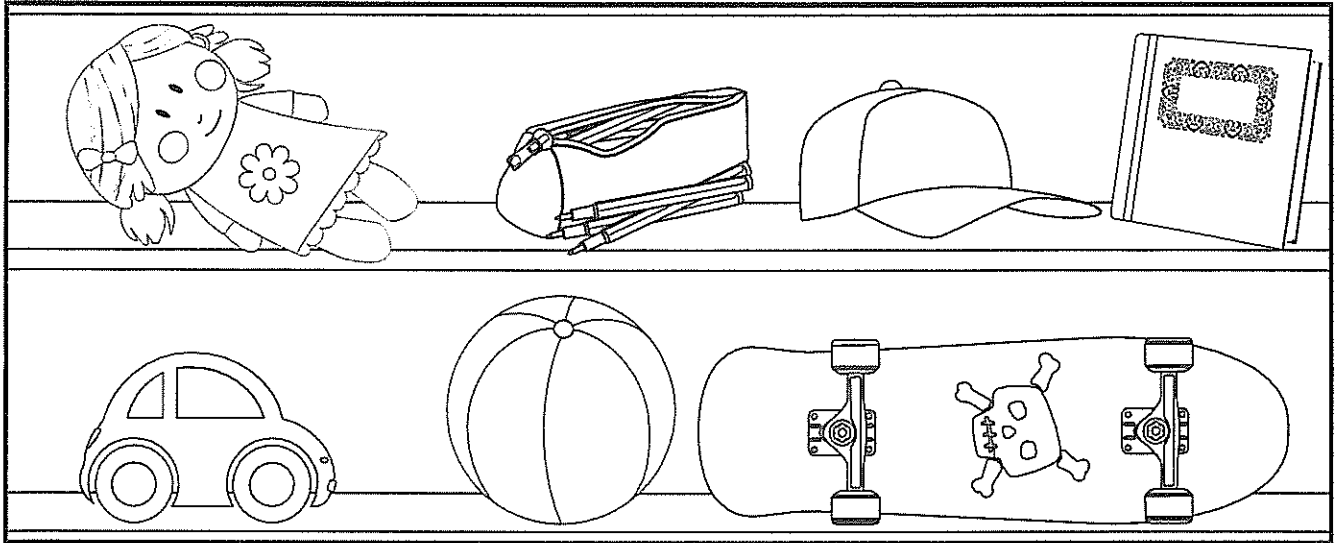
- a The tomatoes are _____
the shelf.
- b The cheese is _____
the tomatoes.
- c The broccoli is _____
the blueberries.
- d The berries are _____
containers.
- e The watermelon is _____
the broccoli.
- f The capsicum is _____
the lettuce.
- g The apple is _____
the watermelon.
- h The tomatoes are _____
the cheese and raspberries.



2 Write position sentences about the picture.

Position, Direction and Simple Maps (A)

① Use the bookshelf to answer the following.



a) Which object is on the top shelf, in between the hat and the doll?

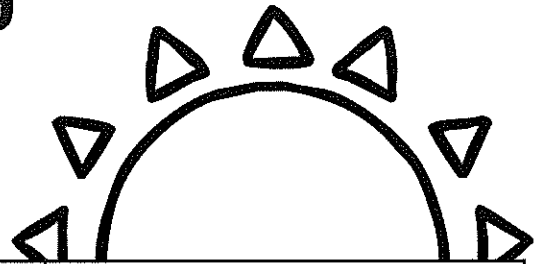
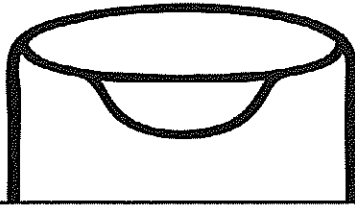
b) Which object is on the bottom shelf, on the right?

c) Describe the position of the hat.

d) Describe the position of the book.

e) Draw a flower in between the car and the ball on the bottom shelf.

Sun Safety



Seek	hat	Slide
water	Slip	important
Slap	unwell	Slop

1. It is _____ to stay safe in the sun.
2. _____ on clothing that will protect you from the sun.
3. _____ on some sunscreen.
4. _____ on a broad-brimmed _____.
5. _____ some shade. Sit under a tree or use an umbrella.
6. _____ on some sunglasses to protect your eyes.
7. Always drink plenty of _____ on hot days.
8. Tell an adult if you feel _____ and sit in the shade.

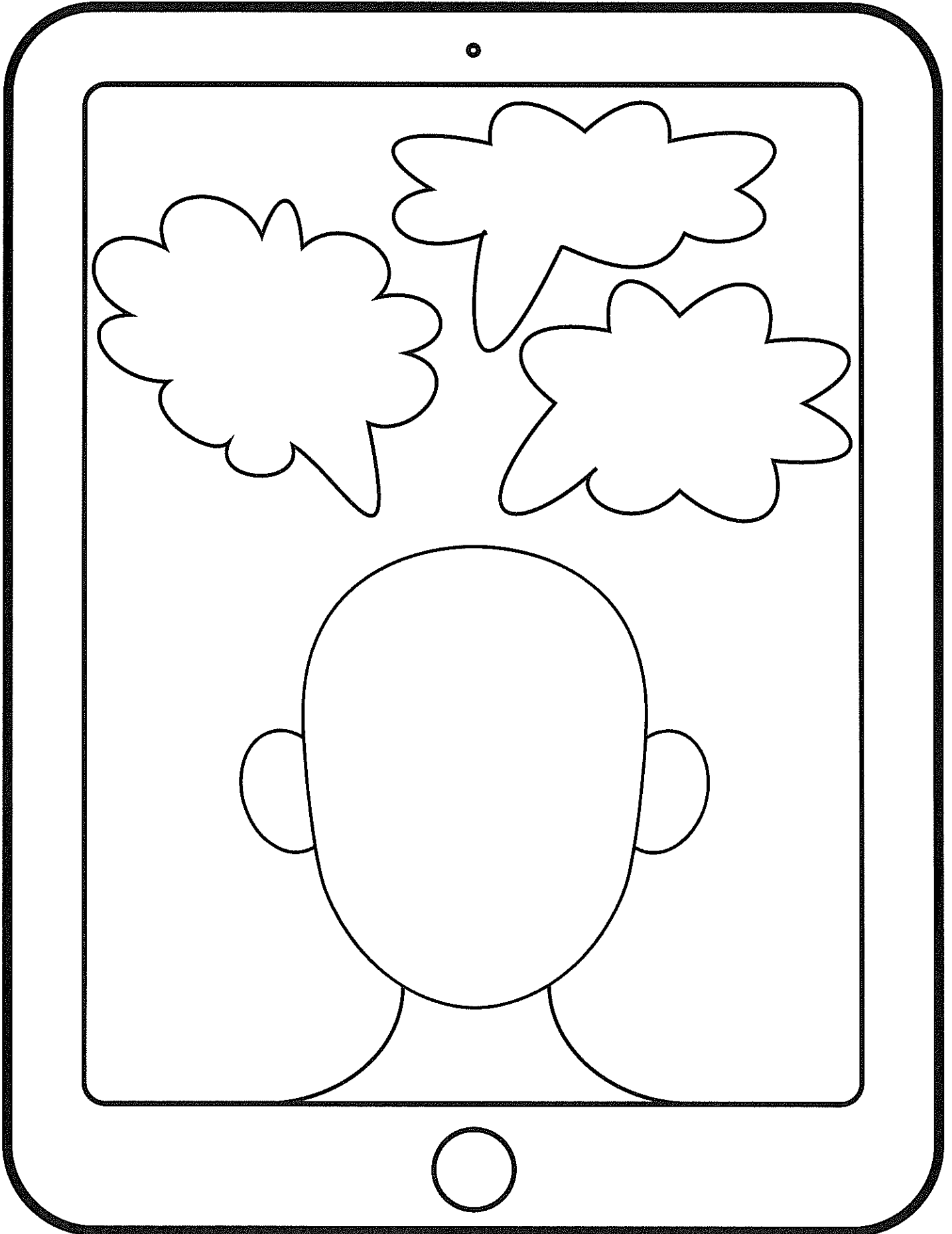
Sun Safety Answers

Seek	hat	Slide
water	Slip	important
Slap	unwell	Slop

1. It is **important** to stay safe in the sun.
2. **Slip** on clothing that will protect you from the sun.
3. **Slop** on some sunscreen.
4. **Slap** on a broad-brimmed **hat**.
5. **Seek** some shade. Sit under a tree or use an umbrella.
6. **Slide** on some sunglasses to protect your eyes.
7. Always drink plenty of **water** on hot days.
8. Tell an adult if you feel **unwell** and sit in the shade.

Name: _____

I Believe in Myself(ie)



Tuesday 10th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

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MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

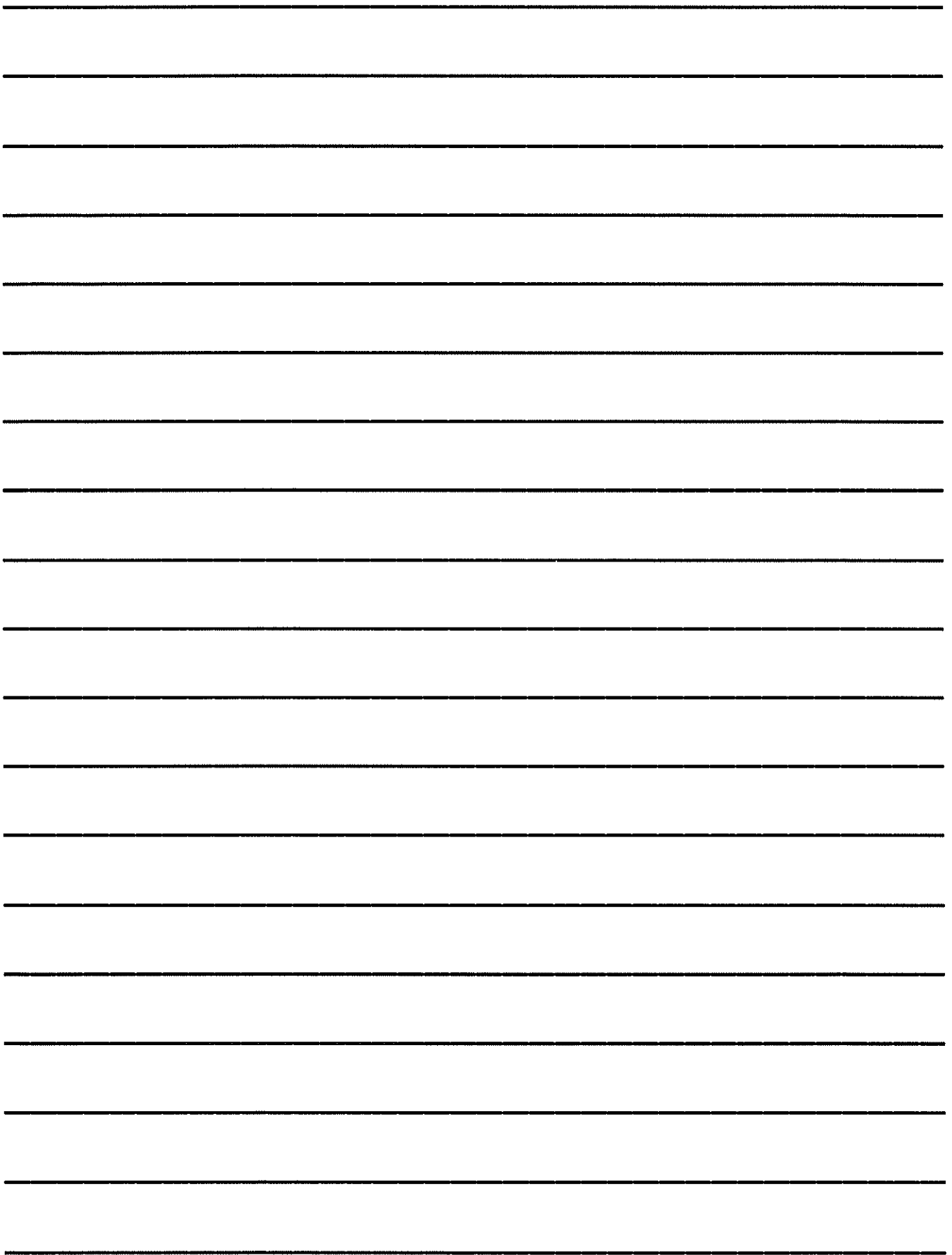
MA1-16MG represents and describes the positions of objects in everyday situations and on maps

Science:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

ST1-9PW-ST investigates how forces and energy are used in product



G G G G G G G G

g g g g g g g g

The lady put on her green glasses.

Emu

The emu is Australia's largest bird and the world's second largest. It comes second to the ostrich.



Emus are very unique in the way they look. They have long necks and very sharp beaks.



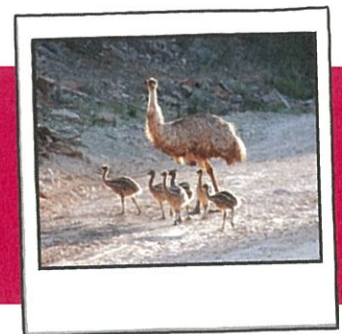
Their ears are quite small and they have two sets of eyelids. One eyelid is used to keep the dust out while the other is used for blinking. Altogether they have six toes, three on each foot. On each foot there is a talon which is used for fighting and protecting themselves against predators. Emus have very soft light brown feathers. They are also known to grow between 1.5-2 metres in height and can weigh up to 60kg. They are flightless birds.

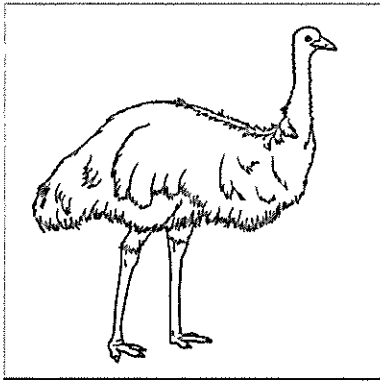
Emus like to eat whatever they can find. However, they really enjoy grains, flowers and berries. They also like to eat insects and grubs which they find by digging around in the ground.

Emus like to eat a lot of food, especially if there is a lot around them. When they eat lots, the food is stored as fat. They can then survive for longer periods as they go in search of more food. Emus live in flocks or pairs.

Did you know...?

Males make a grunting sound like a pig and females make a loud booming sound.





Emu



CLASSIFICATION



APPEARENCE



DIET



HABITAT

INTERESTING FACTS

DRAWING

Draw and label an emu

Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

5 What is the number before?

100 more is...

9

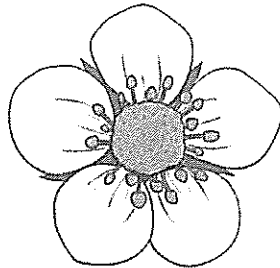
Make it in money

10

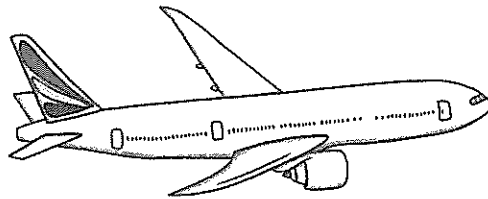
Draw a circle to the right of the ice cream.



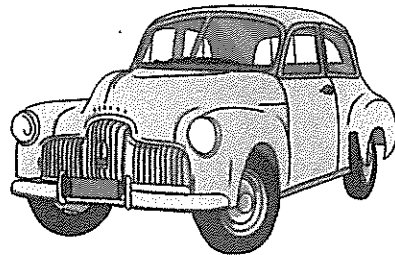
Draw a circle to the left of the flower.

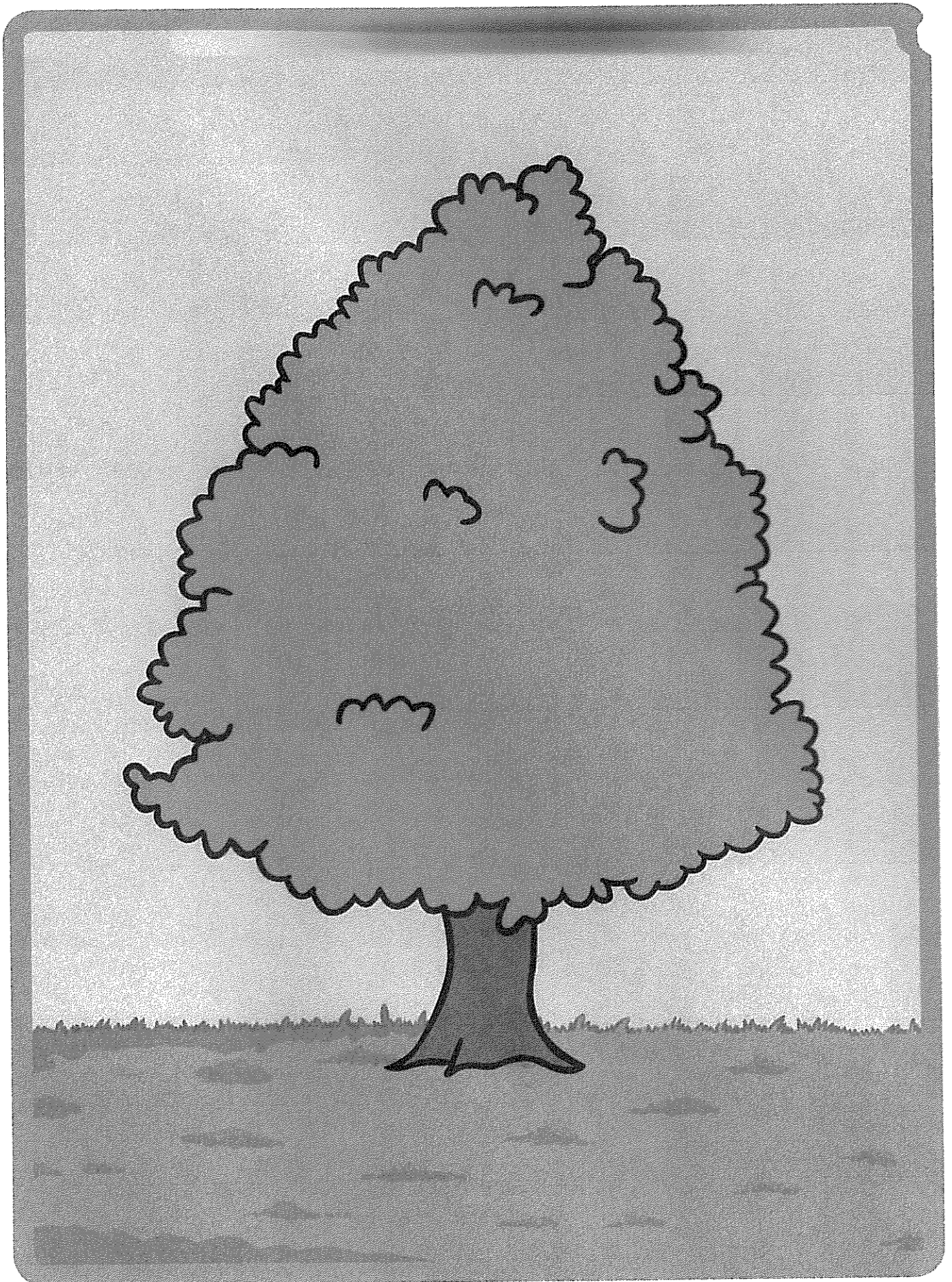


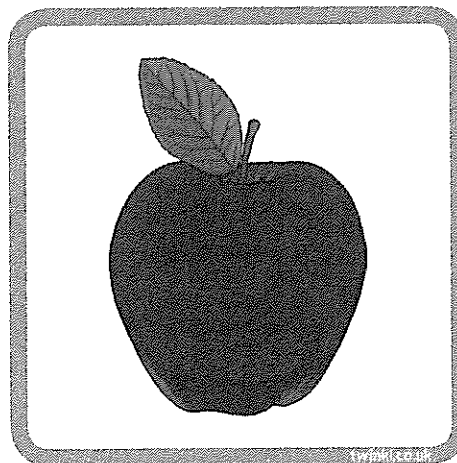
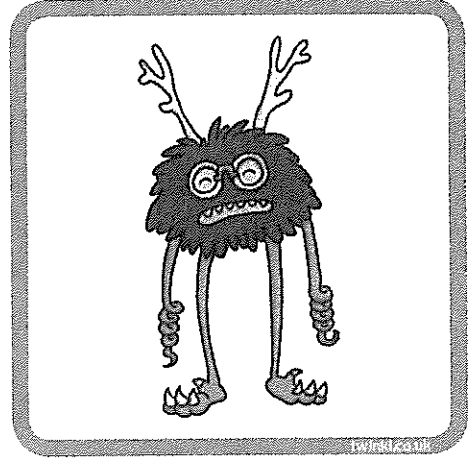
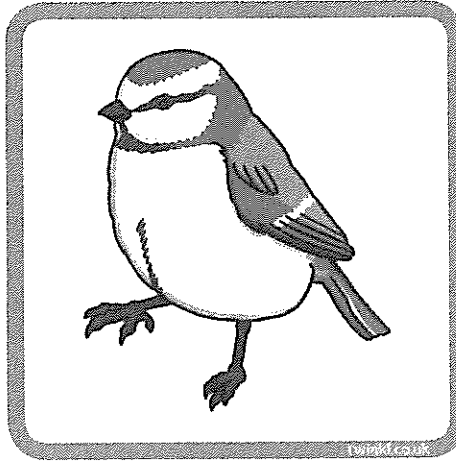
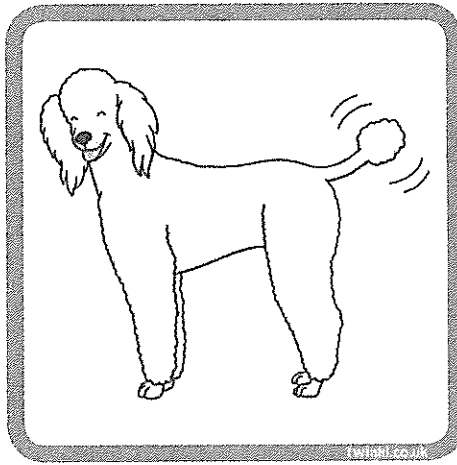
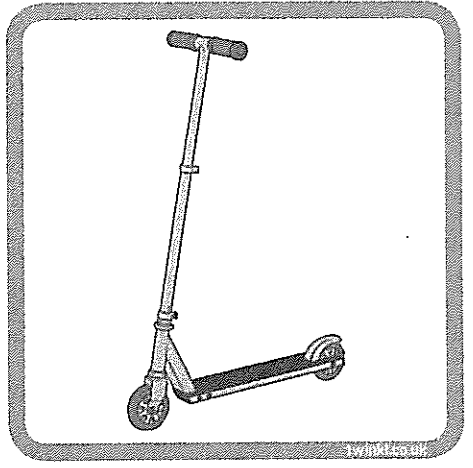
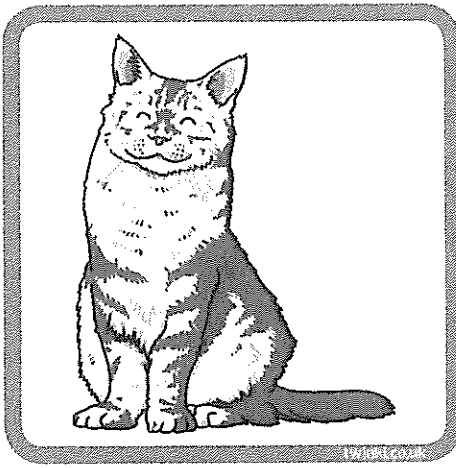
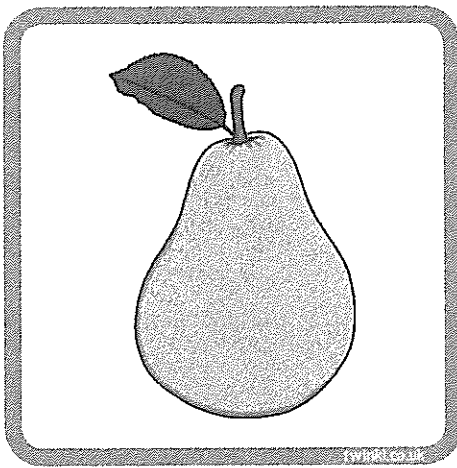
Draw a star to the left of the plane.



Draw a square to the right of the car.







Put the scooter
under the tree.

Put the bird
between the pear
and the tree.

Put the cat
in the tree.

Put the ball
on the scooter.

Put the pear
beside the tree.

Put the dog
below the tree.

Put the apple
in front of the tree.

Put the aeroplane
above the tree.

Put the monster
over the tree.

Why am I feeling down?

Using what you know about forces, explain to a partner why these toy cars aren't moving.



Vocabulary

gravity demonstration procedure

ramp distance further fair

Materials needed

ACTIVITY QUESTION 5

Each group will need:

- 1 plank of timber (at least 1 metre long and 15 cm wide) or a length of Hot Wheels track
- Several books of the same thickness
- A toy car
- A marking pen



ACTIVITY QUESTION 6

You will need:

- About 1 strip of Blue tac

Remember this
Science Fact:
Something that is
sitting still will stay
still unless a force
makes it move.

1 Watch the *Hot
Wheels* video then
discuss how the cars
were launched.

What force do you think
made the cars move?



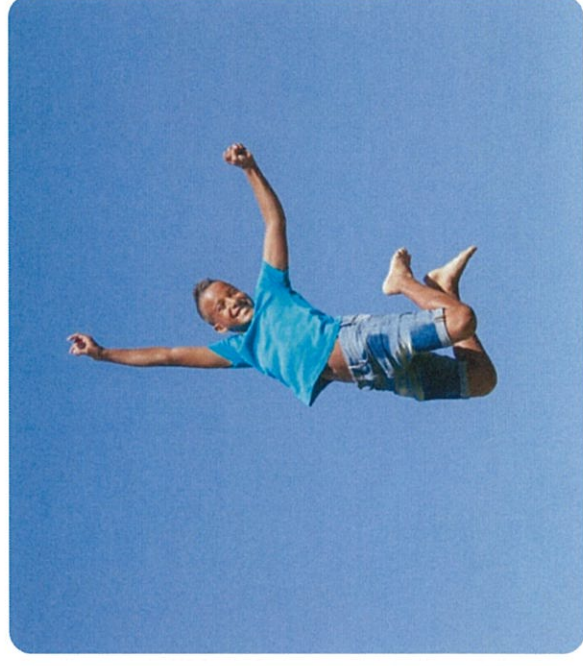
The force that pulled the cars down is called gravity. The Earth's gravity is a force that pulls everything towards the centre of the planet. Everything on Earth is affected by gravity.

2 Talk with a partner about what you think would happen if there was no gravity.



Gravity always pulls, it never pushes. Wherever you are on Earth, in the Northern Hemisphere or the Southern Hemisphere, gravity will feel the same because it pulls you down towards Earth.

3 With your class, talk about what is being pulled towards the Earth in each picture.



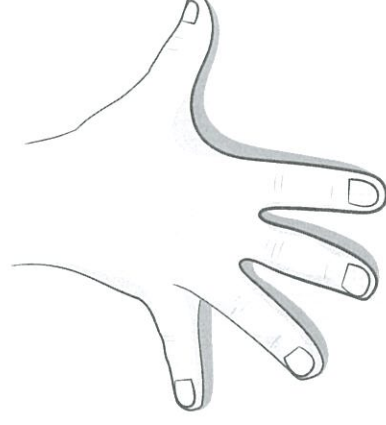
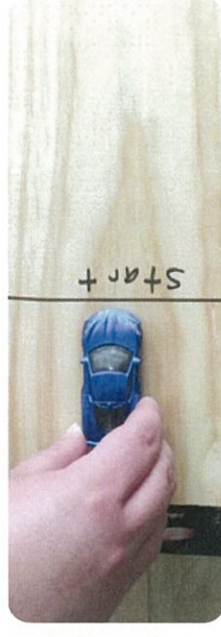


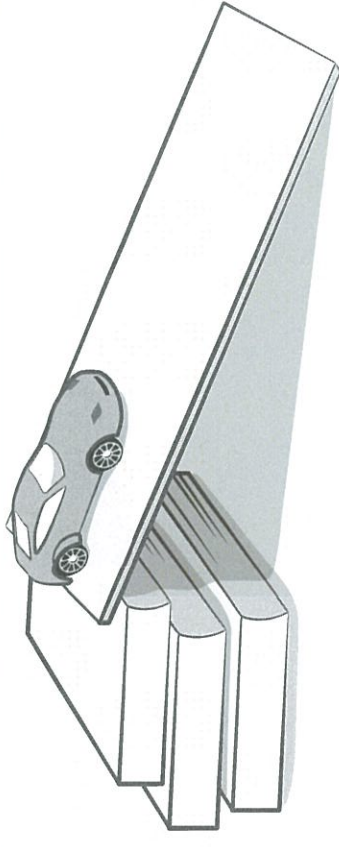
Demonstration

4 Gravity will pull a toy car down a ramp. You can use a toy car, some books and a ramp to demonstrate it.

Collect your equipment then follow the procedure.

1. Put one end of the plank on a book.
2. Mark a starting line on the ramp.
3. Hold the car on the line then let it go. Don't push it.
4. Measure the distance the car travelled from the end of the ramp.





Investigation

5 **Question:** How can we use gravity to make the car go further?

Predict: I think the car will go further if _____

Method: What I will do to test my prediction.

1. _____

2. _____

3. _____

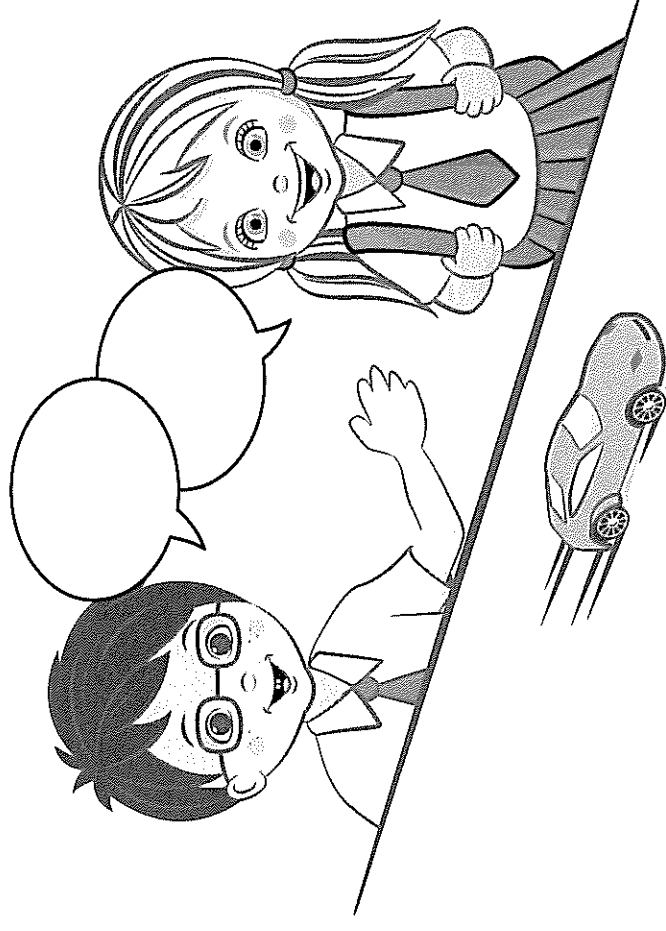
4. _____



Observe: Do your test and talk to a partner about what happened.

Was it a fair test?

- I used the same car and ramp.
- I started the car from the same starting line.
- I didn't push the car.
- I measured the distance the same way.



If it wasn't a fair test, you will need to repeat your investigation.

Was your prediction right?



Explain: Choose one of the ways below to present your explanation.

- Write a report
- Draw a picture with labels
- Make a video with a voice over

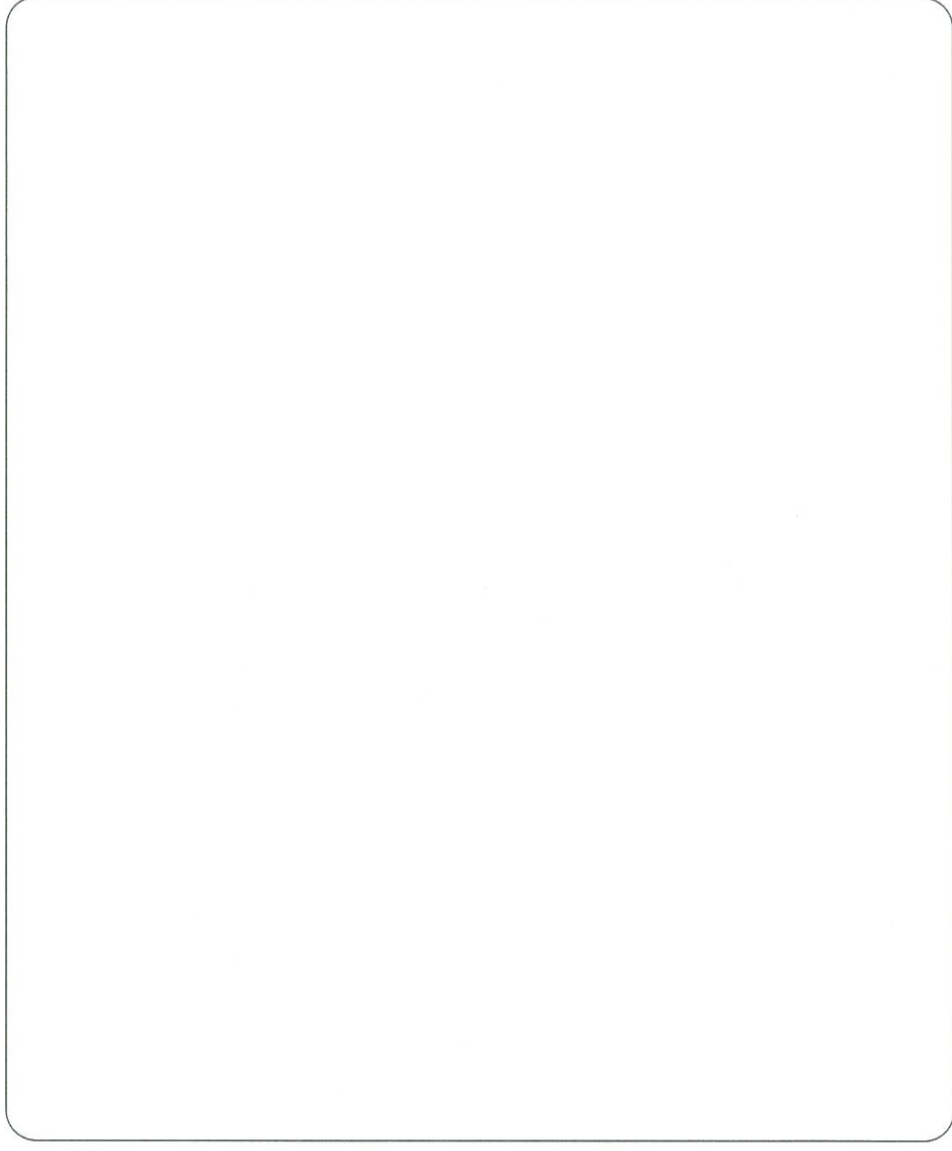
**6**

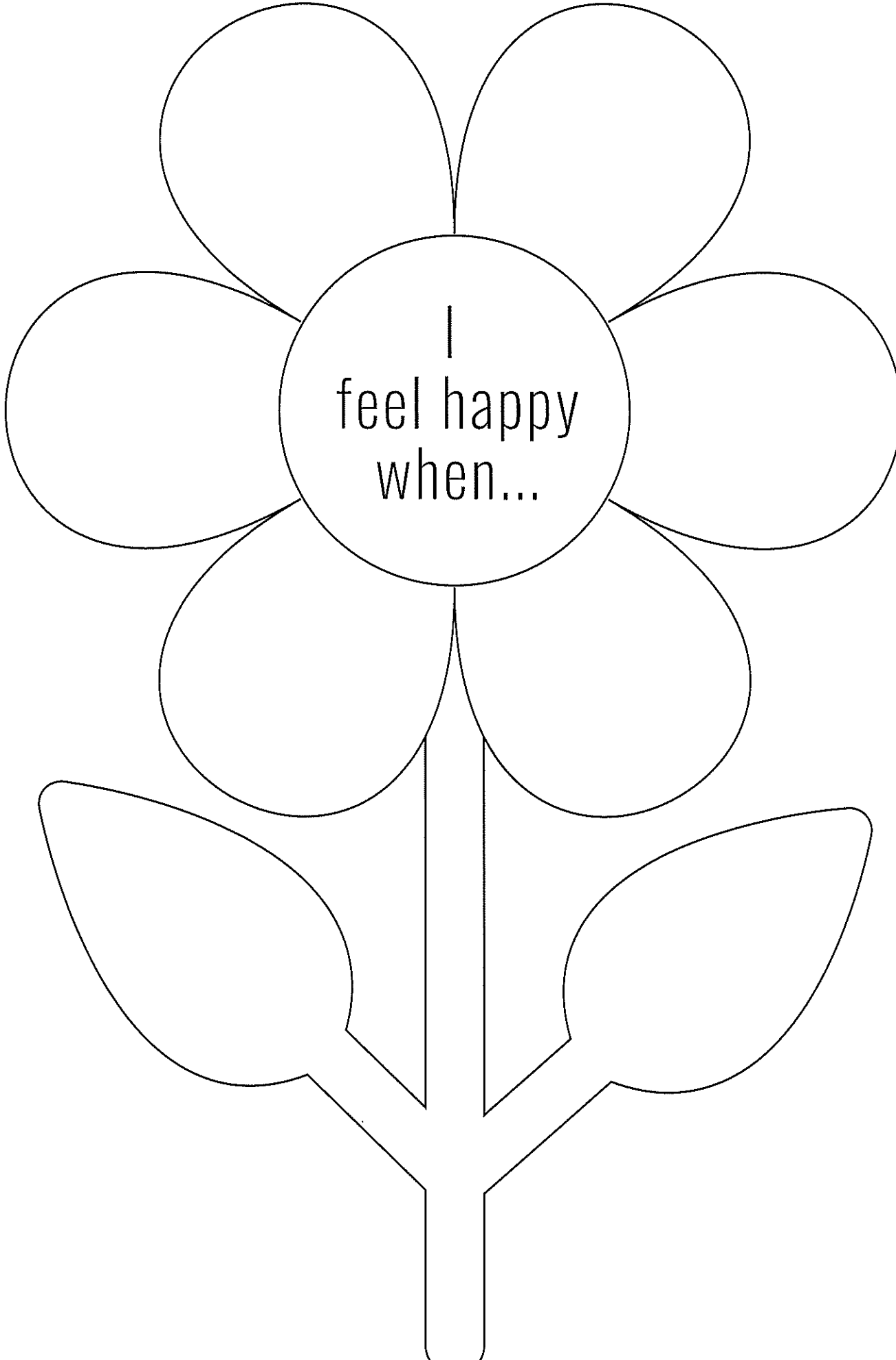
Think of another way to make the toy car go faster down the ramp (without making the ramp steeper or pushing the car). Try using some blu tack.



Explain: Draw a picture with labels to explain what happened.

Add some arrows to show the direction of the force.





I
feel happy
when...

Wednesday 11th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

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MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-16MG represents and describes the positions of objects in everyday situations and on maps

Geography:

GE1-1 Describes features of places and the connections people have with places

GE1-3 Communicates geographical information and uses geographical tools for inquiry



List Words

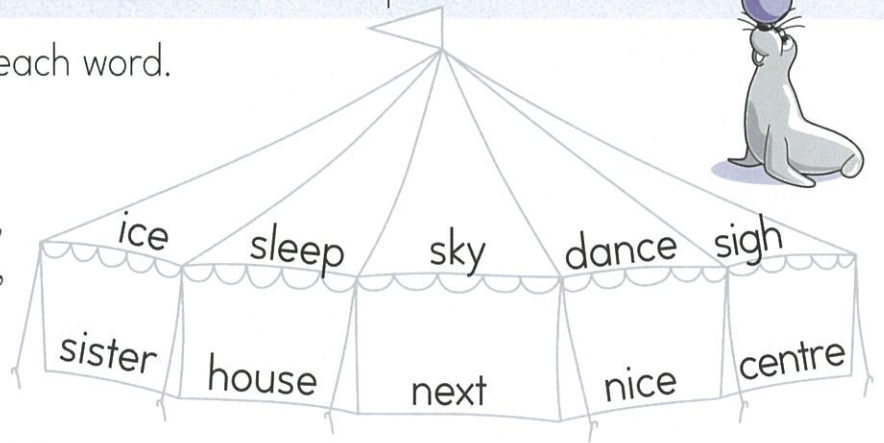
mass	horse	place	city
sky	house	dance	circle
just	next	once	circus
sleep	ice	cent	sometimes
sister	nice	centre	something

Letters Words

1 **Underline** the letter or letters for s ss se ce x(ks) c 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 **Count** the sounds you hear in each word.

Colour the tent section –
blue for words with 2 sounds,
green for words with 3 sounds,
yellow for words with 4 sounds,
red for words with 5 sounds.

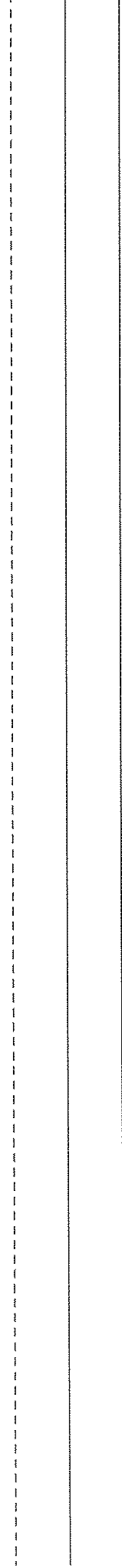
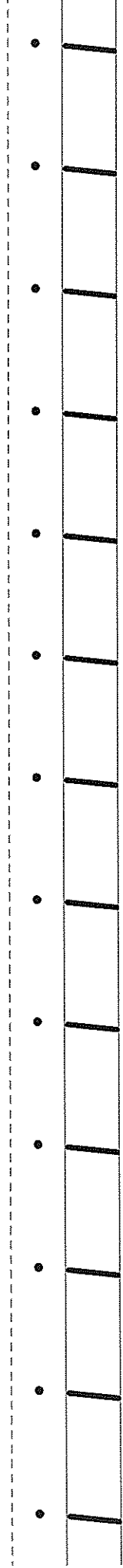
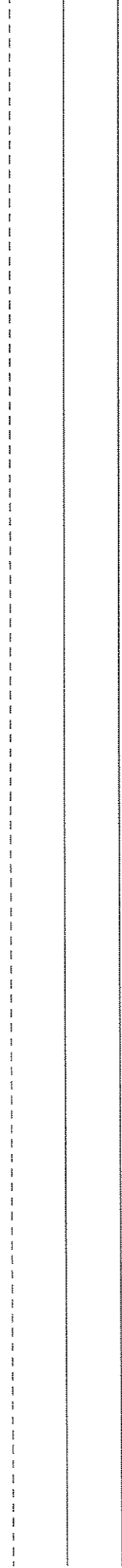
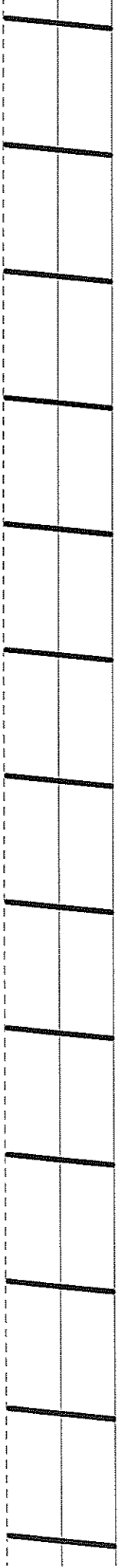


3 **Write 1st, 2nd, 3rd, 4th or 5th** on the lines to show where you hear s ss se ce x(ks) c in each word. ★ One word has s ss se ce x(ks) c twice.

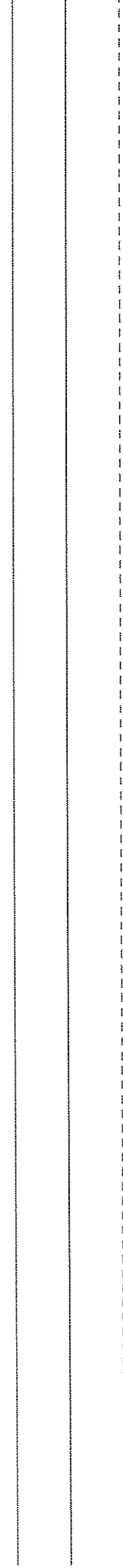
_____ dance	_____ ice	_____ once	_____ circus
_____ cent	_____ place	_____ mass	_____ horse

4 **Write** the missing letter or letters from the sound box for s ss se ce x(ks) c in each circus truck. **Write** them in the empty boxes.

se		ce	c	se	ss	s	c	se	ce		x
ss	x	s	s		ce	x	ss		c	se	s



The boy was eating an ice cream.



Wombat

Wombats are native only to Australia. They are mammals and marsupials. Wombats are small and look like a cross between a bear, a pig and a gopher.



Their bodies are built for digging, with short legs, a compact head, short broad feet and strong claws. There are two kinds of wombats, the bare-nosed wombat and the hairy-nosed wombat. Hairy-nosed wombats are nocturnal grazers, which means they hunt for their food at night.



Wombats mainly eat grass and roots. They live in burrows up to 30 metres long. The burrows are made mainly from roots of fallen trees, soil, leaves and rocks.

They are extremely strong and excellent diggers. Wombats can be many different colours, from light brown to black or grey. The average wombat is about 1 metre long and weighs about 25kg. Wombats are generally solitary, which means they are unsociable and like to be alone.

Did you know...?

A wombat's pouch is backwards and their poo is cube-shaped.





Wombat



CLASSIFICATION

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APPEARENCE

Blank space for appearance information.



DIET

Blank space for diet information.



HABITAT

Blank space for habitat information.

INTERESTING FACTS

Blank space for interesting facts.

DRAWING

Draw and label a wombat

Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

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hundreds	tens	units

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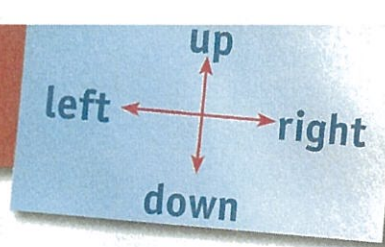
100 more is...

9

Make it in money

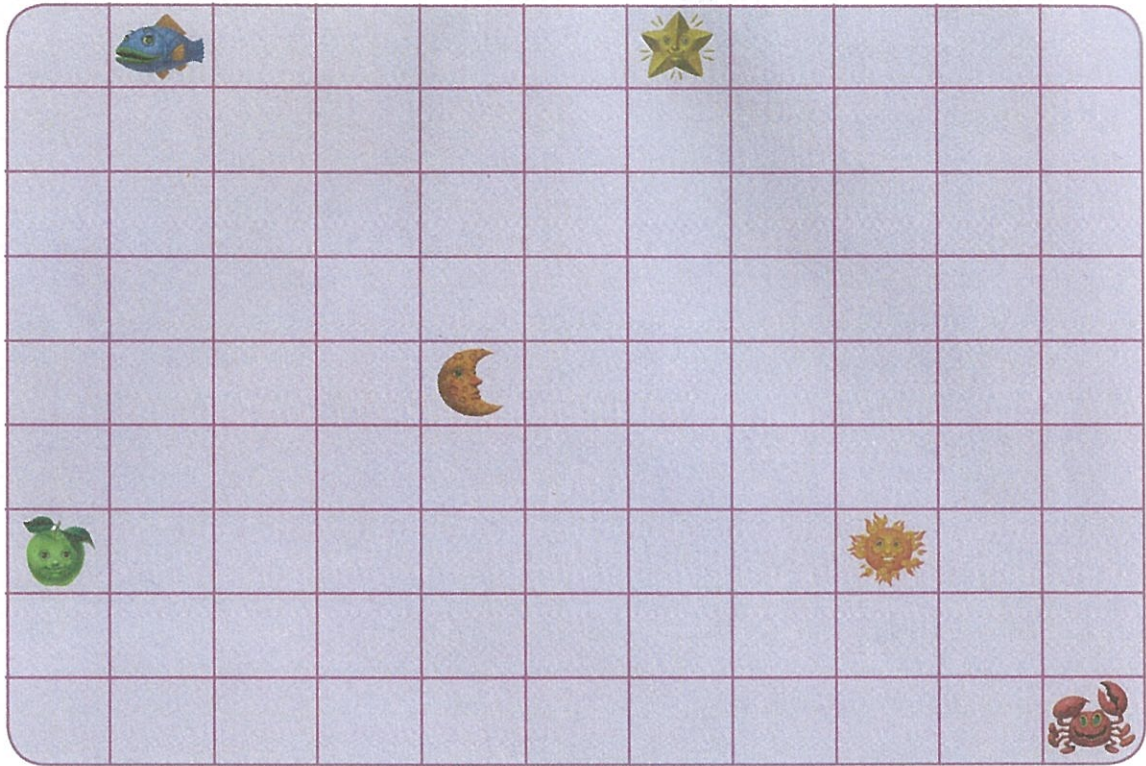
10

Following directions



1 Follow the directions. Start at 😊.

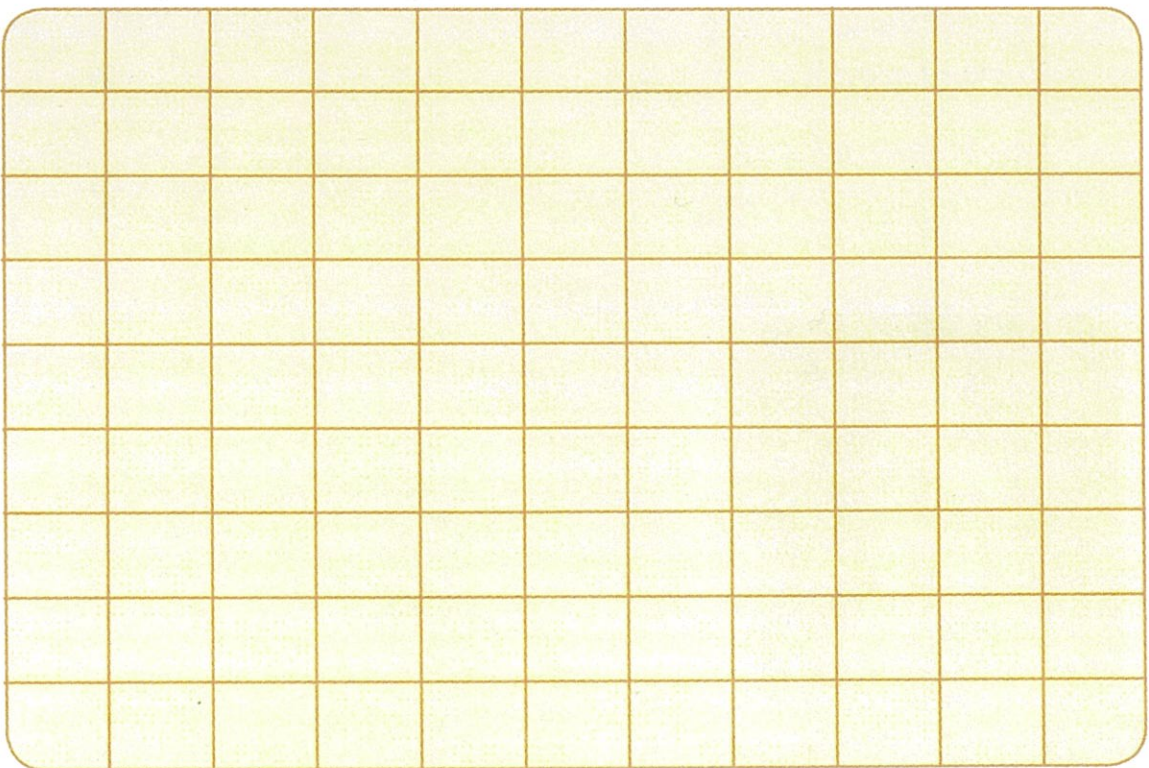
Move:
 up 3
 left 2
 up 4
 right 5
 down 2
 right 2
 up 4
 left 3



Where did you end up?

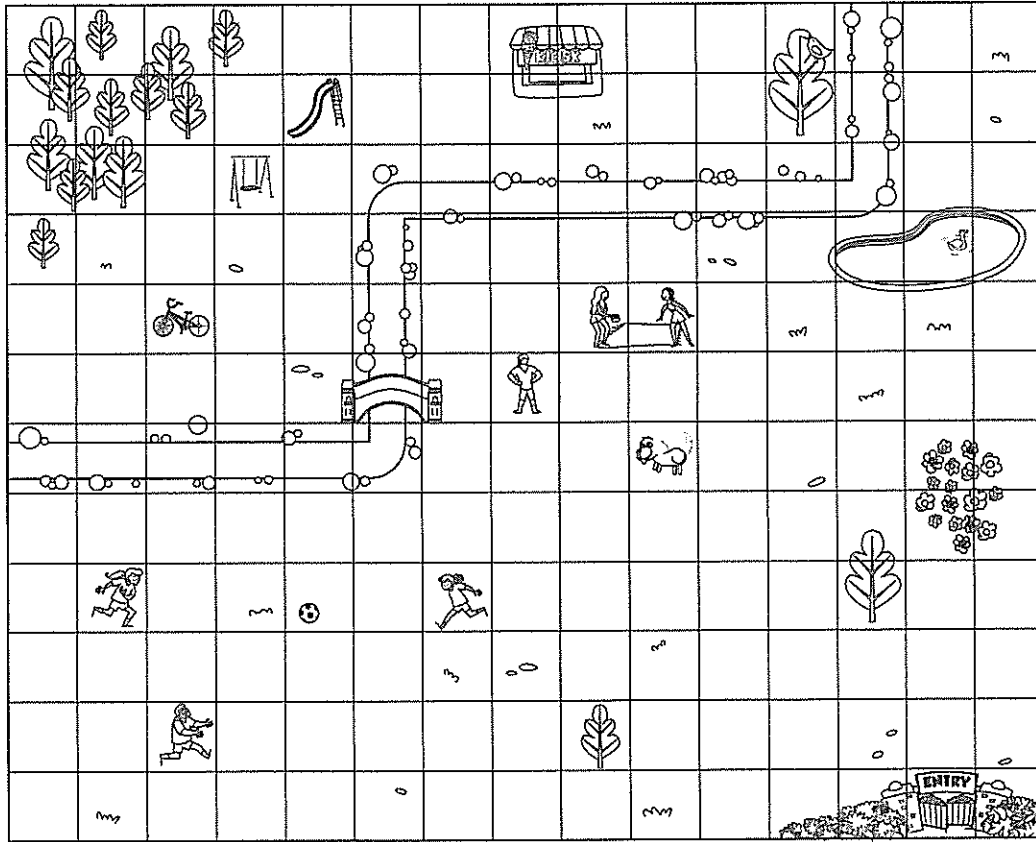


2 Draw your own path. Write the directions.



Position, Direction and Simple Maps (B)

Use the map of the park to answer the questions.



- Colour the person that is the closest to the bridge.
- Colour a clear pathway from the entry of the park to the dog.
- If you were playing on the slide and went up 1 square and right 3 squares, where would you be?

- If you walked through the entry and straight ahead, what would you see first?

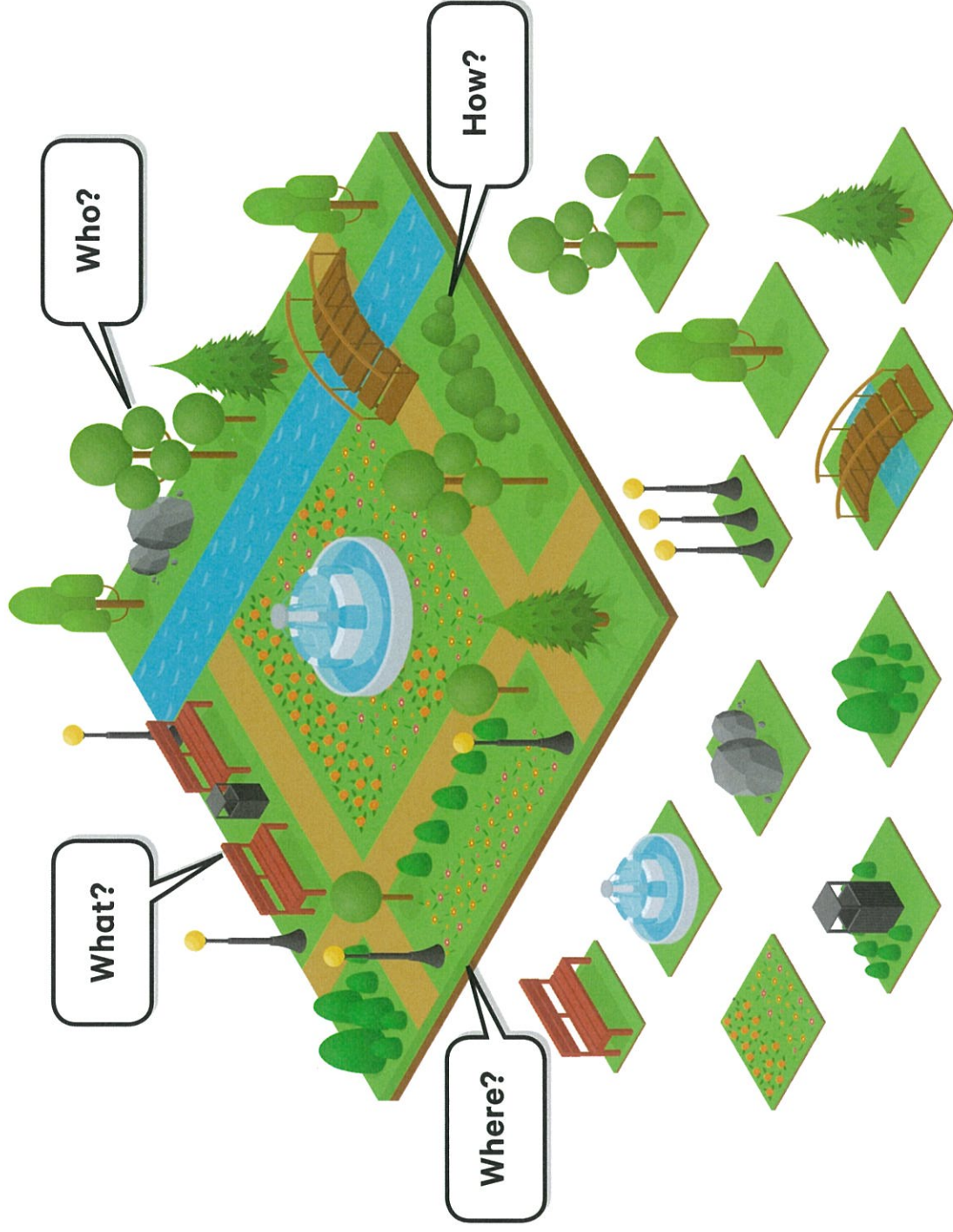
- What is to the left of the swing and slide? _____

What features would the best park have?

1 It's your turn to design your own park, but there are lots of things to think about before you start.


Think of some questions you could ask that would help you with your design.

Start with the words around the park.



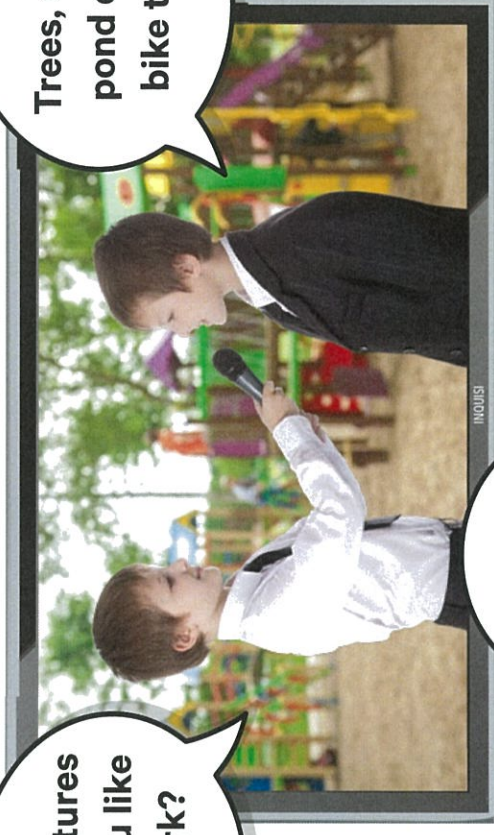
2 You can interview people about what they would like in a park.

3 You can look at some websites to see what features other parks have.

 Your teacher will give you the websites.

What features would you like in a park?

Trees, a duck pond and a bike track.



To answer your questions, you need to do some research.

I'd like a coffee van.



I'd like a bench to sit on.

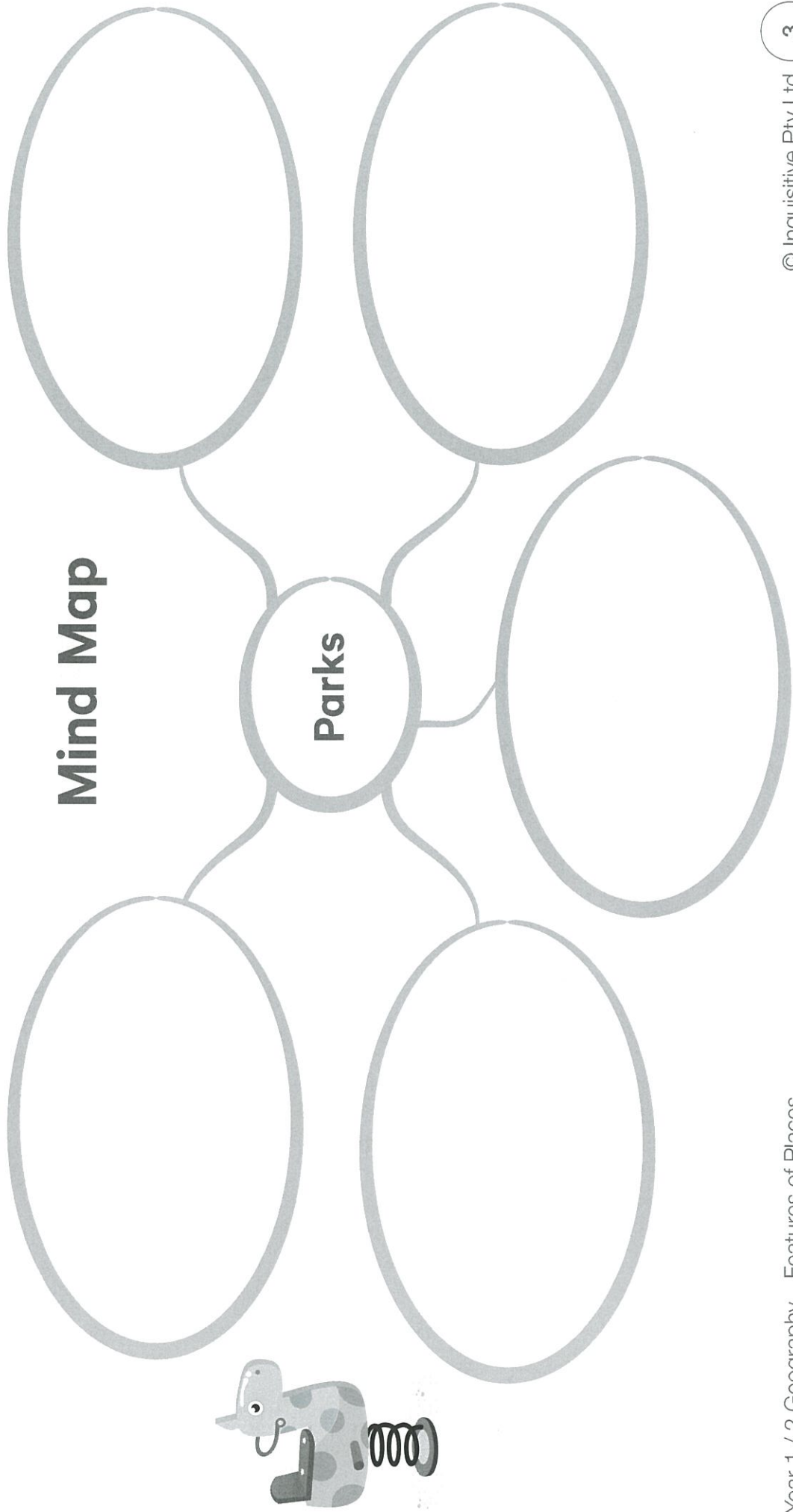




4

Note: A Mind Map helps you to remember things.

Draw or write something you have learned about parks at the end of each line.





5 **Plan:** Make a list of the features you will have in your park.

Natural features

A detailed illustration of a woodpecker perched on a branch, facing left. The woodpecker has a grey head with a white stripe through its eye, a black back with white spots, and a tail with black and white horizontal stripes.

Built features

6 Think, pair and share your plan.



7 Draw a map of your park.

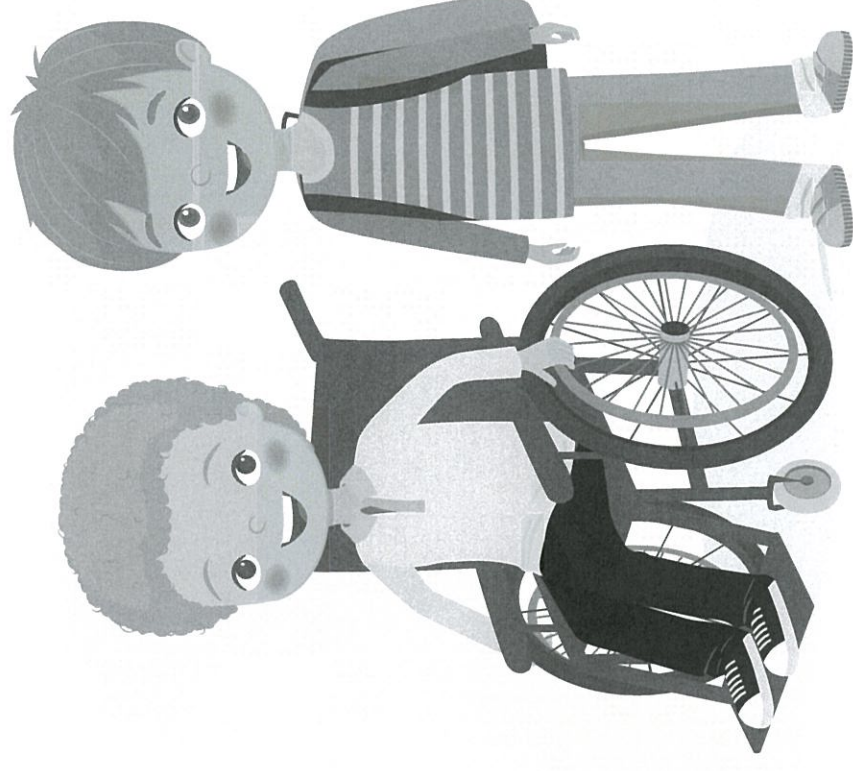
A large, empty rectangular box with rounded corners, intended for the student to draw a map of their park.

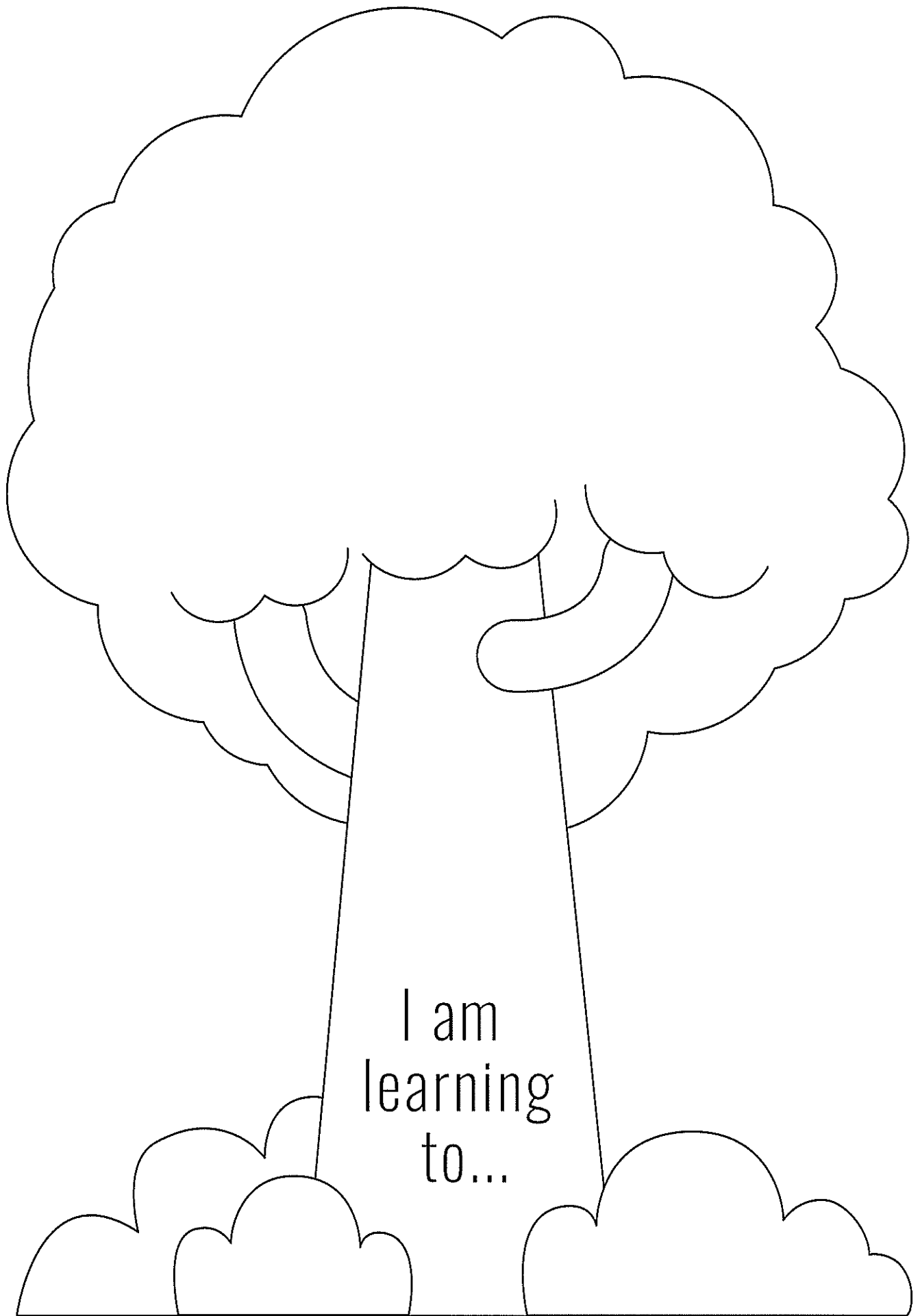
**8**

Look at the websites to see how some parks have play equipment for children with special needs. Add some fun things for children with special needs to your park design.

9

Look at the website to see how some parks use natural features as play equipment. Add some fun activities using just natural features to your park.





I am
learning
to...

Thursday 12th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-16MG represents and describes the positions of objects in everyday situations and on maps

Creative Arts:

MUS1.1 - sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.

MUS1.2 explores, creates, selects and organises sound in simple structures.

MUS1.3 uses symbol systems to represent sounds

5 Finish each sentence by adding **ed** or **ing** to the word in the brackets.

➤ Go to Helpful Hints **2a** and **2b**.

Sally, the clown, loves _____ . (dance)

The juggler _____ rings around his neck. (place)

A crazy clown was _____ a cake upside down. (ice)

The acrobats _____ around the ring. (race)

Trapeze artists were _____ way up high. (swing)

One clown was _____ in the safety nets. (sleep)

6 Write these words in alphabetical order. The alphabet is here to help you.

a b c d e f g h i j k l m n o p q r s t u v w x y z

sometimes city fuss house place dance

1st _____ 2nd _____ 3rd _____

4th _____ 5th _____ 6th _____

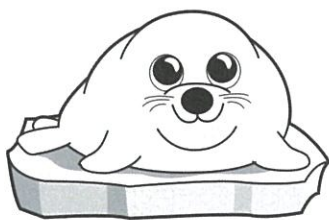
7 Colour the **first** words **red** and the **second** words **green** to show the two words that have joined to make these compound words. ➤ Go to Helpful Hint **14**.

sometimes sleepwalk iceblock horseshoe centrepiece crossroad
something houseboat skylight somehow somewhere surfboard

8 Colour the part only if you hear **s ss se ce x(ks) c** in the word.

Colour parts with –

- s – red,
- ss – yellow,
- se – green,
- ce – purple,
- x(ks) – orange,
- c – pink.



rang	fizz	sky	fish	ring	buzz
write	right	once	city	rung	shop
dance	cent	mass	miss		
extra	next	house	horse	sister	just

J J

J J

The man put on his black jacket.

K K K K K K K K K K K K K K K K

k k k k k k k k k k k k k k k k

You need the key to unlock the door.

Boggle

Spelling Word Puzzle

Date:

Name:

Word Count:

D	G	B	R
S	O	A	T
P	C	L	I
T	A	H	L



Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3 Write it in tally marks

10 more is...

7

4 What is the place value?

hundreds	tens	units

10 less is...

8

5 What is the number before?

100 more is...

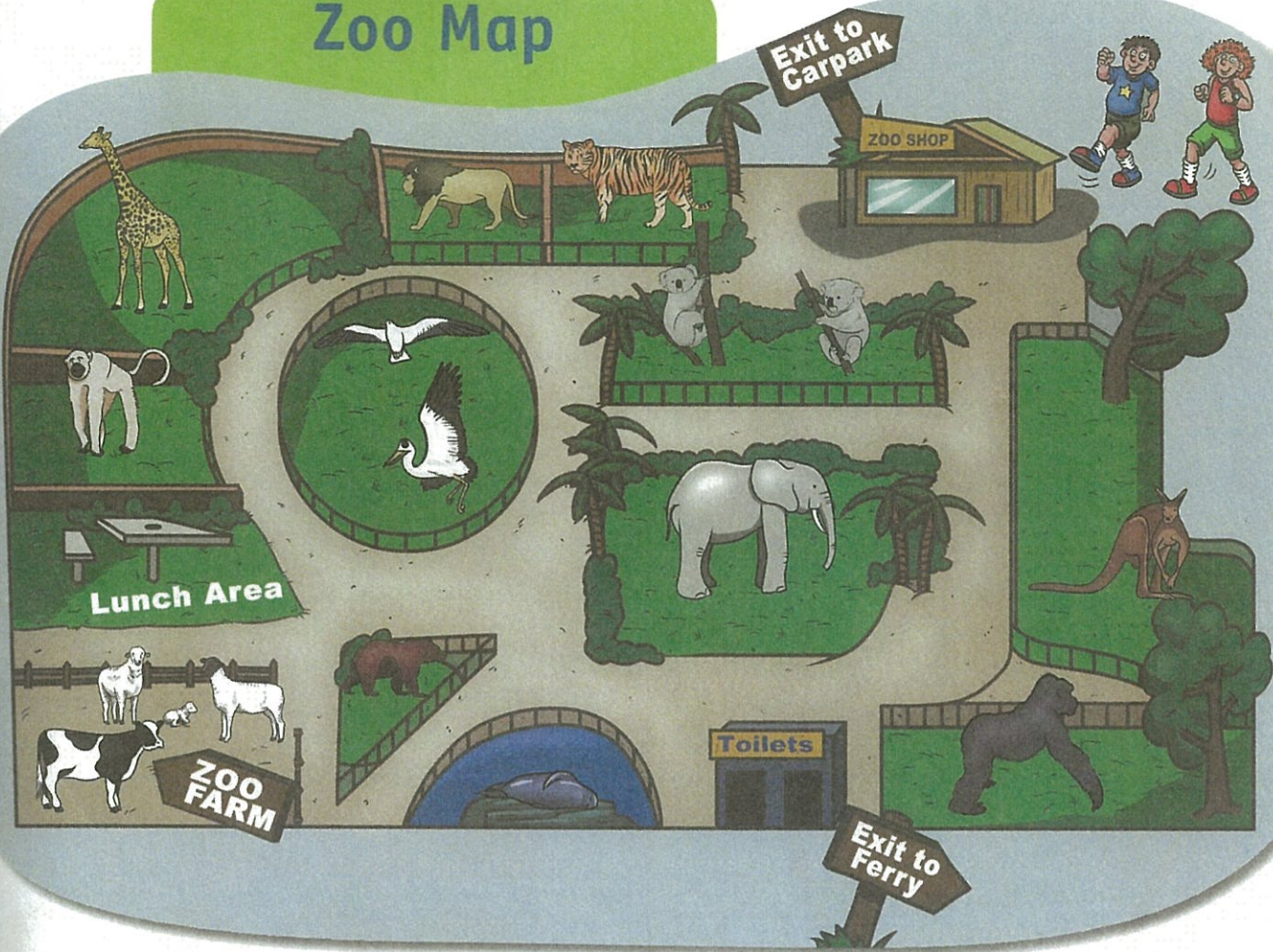
9

Make it in money

10



Zoo Map

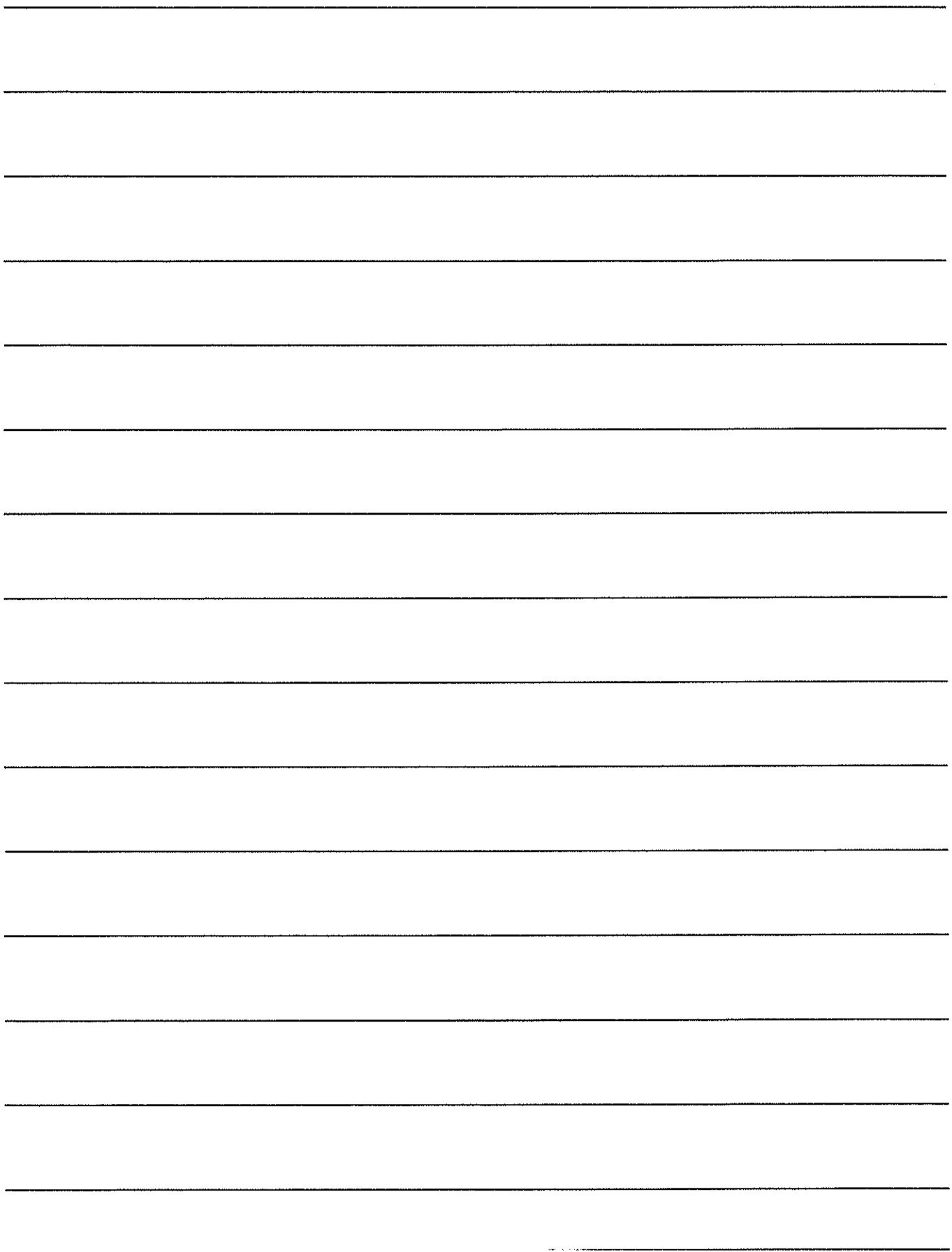


Draw Katy's path in **red**. Draw Paul's path in **blue**.

- 1 Katy wants to see the elephants, lions and giraffes. Then she will stop for lunch.
- 2 Paul wants to see the birds, kangaroos and bears. Then he will stop for lunch.
- 3 After lunch, Katy wants to see the bears and the koalas. Then she will look in the shop before going home by car.
- 4 After lunch, Paul wants to see the farm and the seals. Then he will go to the toilet before going home by ferry.



Challenge! What animals would you like to see?
Draw your own path in green. Write where you went.



Make a Musical Instrument Activity

Can you make your own musical instrument? You might want to make a shaker, a drum, a guitar or something else of your own choice.

Here are some resources you may want to use. Remember you can think of your own ideas too.



Kitchen roll

Elastic bands of different thicknesses

Plastic or paper cups

Boxes of different size

Lentils or other dried beans

Tissue paper

Scissors

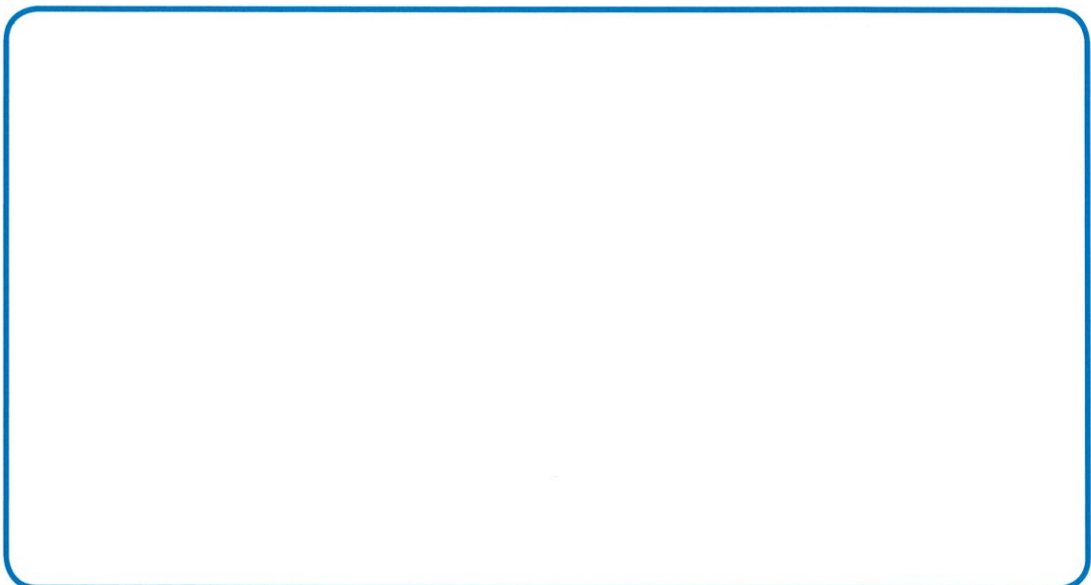
Glue

Tape

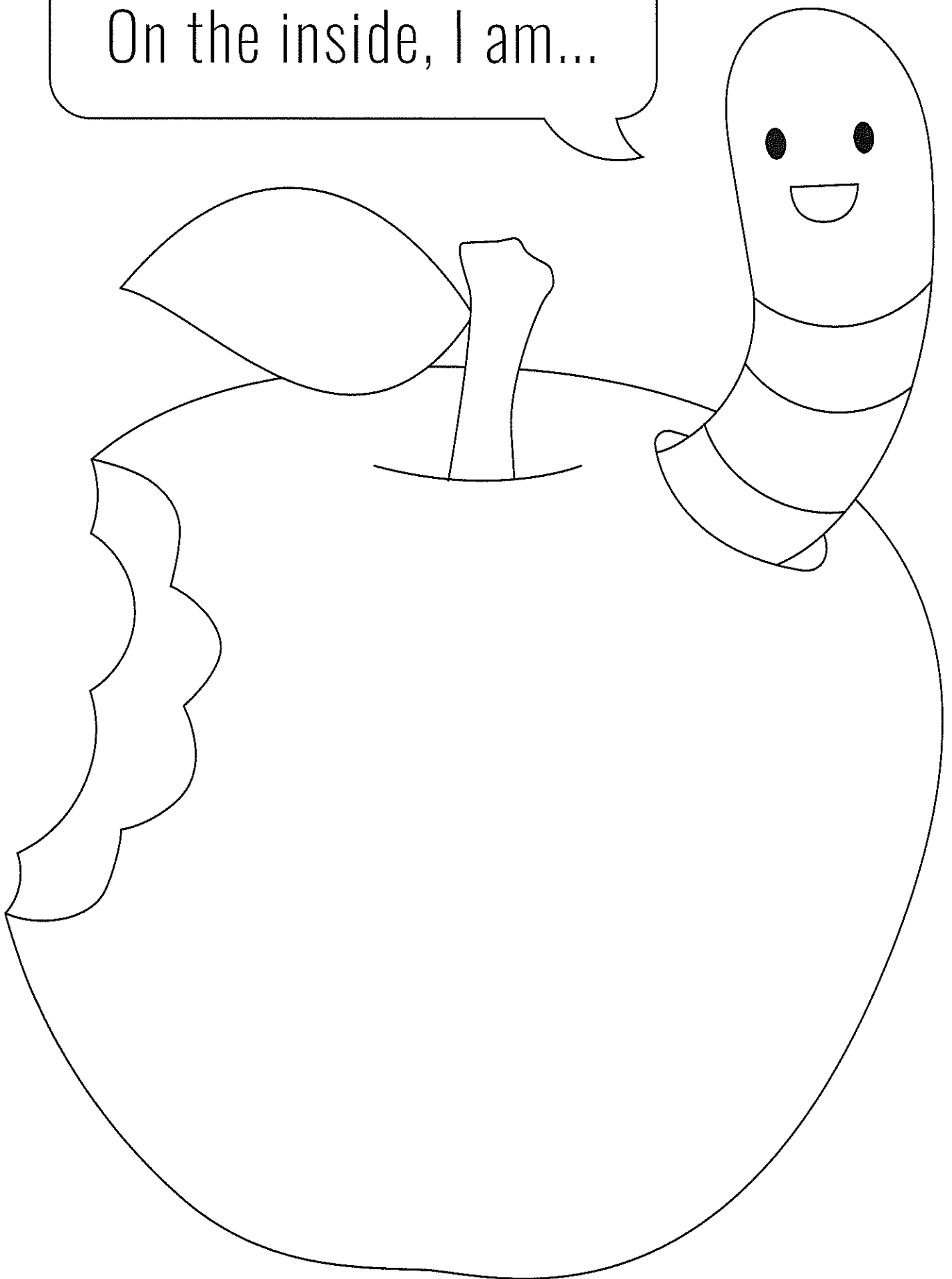


Draw a picture of your creation.

Can you explain to a friend how you made it? You might even want to write down the instructions for somebody else to make it.



On the inside, I am...



Friday 13th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers

MA1-16MG represents and describes the positions of objects in everyday situations and on maps

Sport:

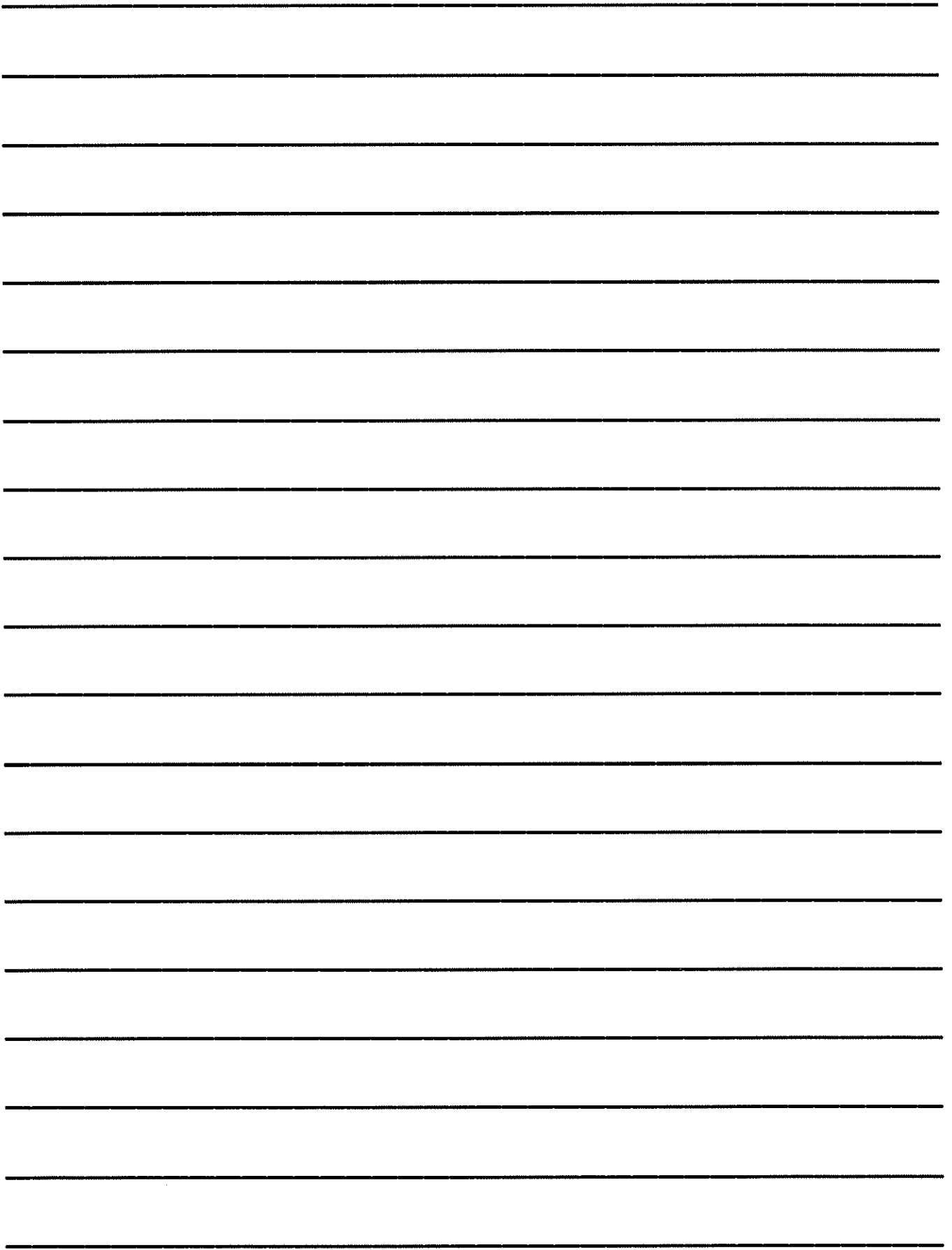
PD1-4 performs movement skills in a variety of sequences and situations

STEM:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations



M M M M M M M M M M

m m m m m m m m

The moon was shining bright.

Olympics Writing Activity

Write a sentence about each of the Olympic Games pictures.
Use the boxes at the top to help you.



swim



race



run



win



medal



sound it out



finger spaces



full stop



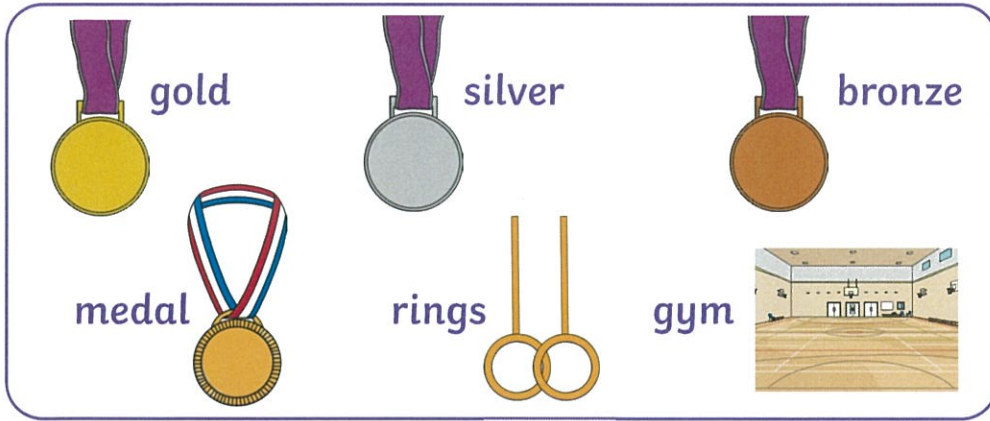


Olympics Writing Activity

Write a sentence about each of the Olympic Games pictures.
Use the boxes at the top to help you.

gold silver bronze

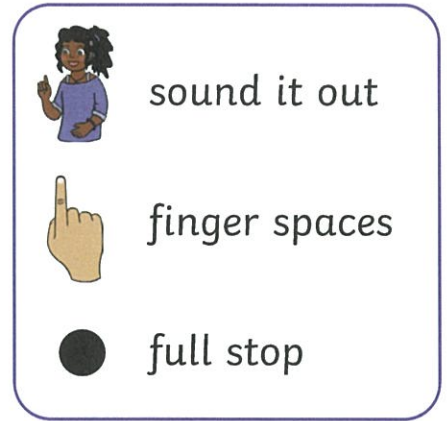
medal rings gym



sound it out

finger spaces

full stop



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designed by Creativeart - Freepik.com

Olympics Writing Activity

Write a sentence about the Olympic Games picture.
Use the boxes at the top to help you.



bike



race



sound it out



finger spaces



full stop



fast



medal

cycling



Number of the Day

Today's number is:

1 Write it in words

2 Is it odd or even?
(Circle one)

odd even

What is the number after? 6

3 Write it in tally marks

10 more is... 7

4 What is the place value?

10 less is... 8

hundreds	tens	units

100 more is... 9

5 What is the number before?

Make it in money 10

above

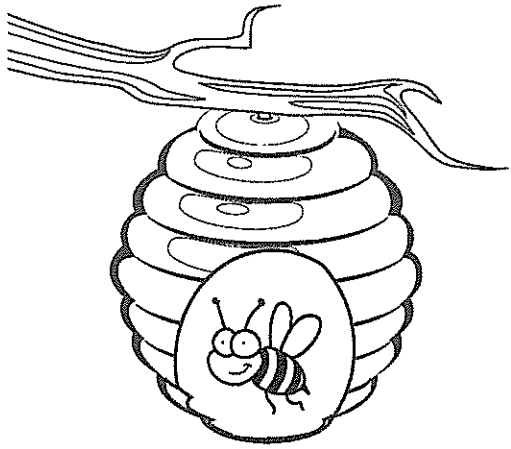
in

behind

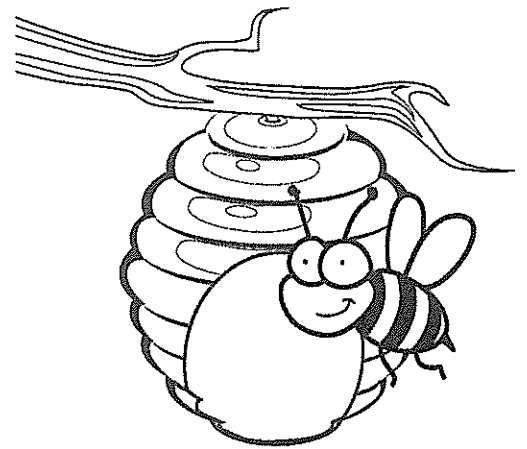
below

on

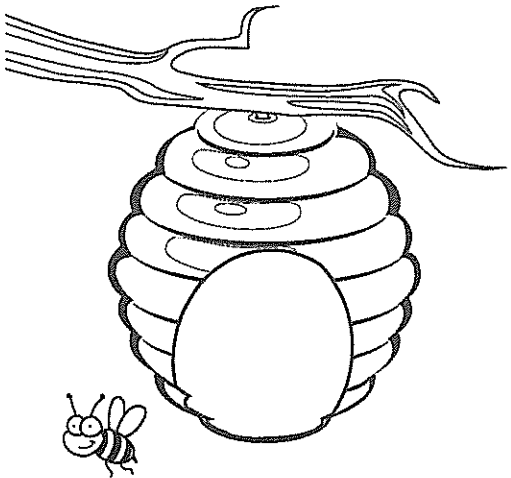
in front



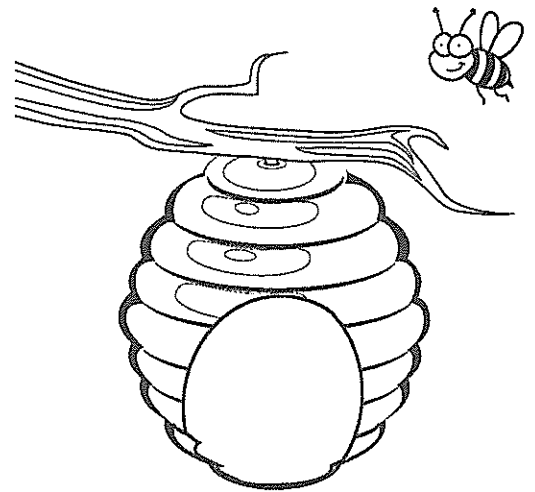
The bee is _____ the hive.



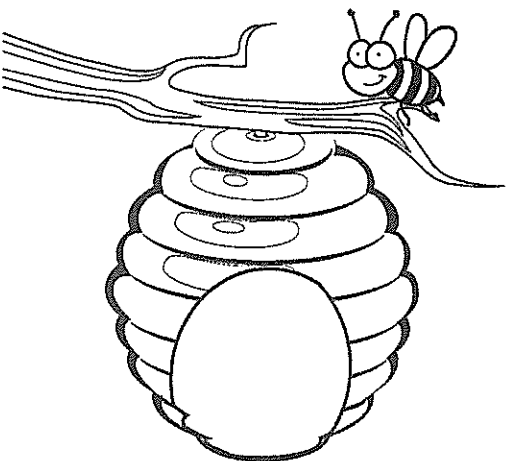
The bee is _____ the hive.



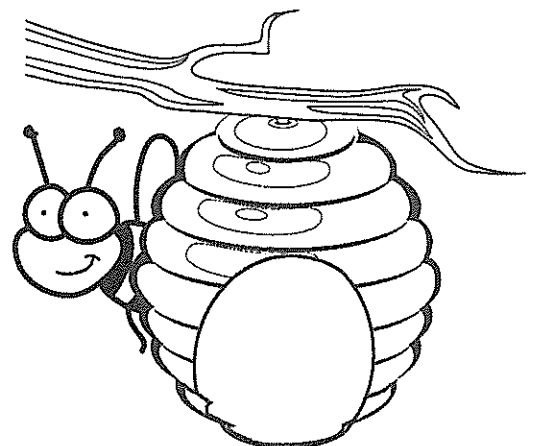
The bee is _____ the hive.



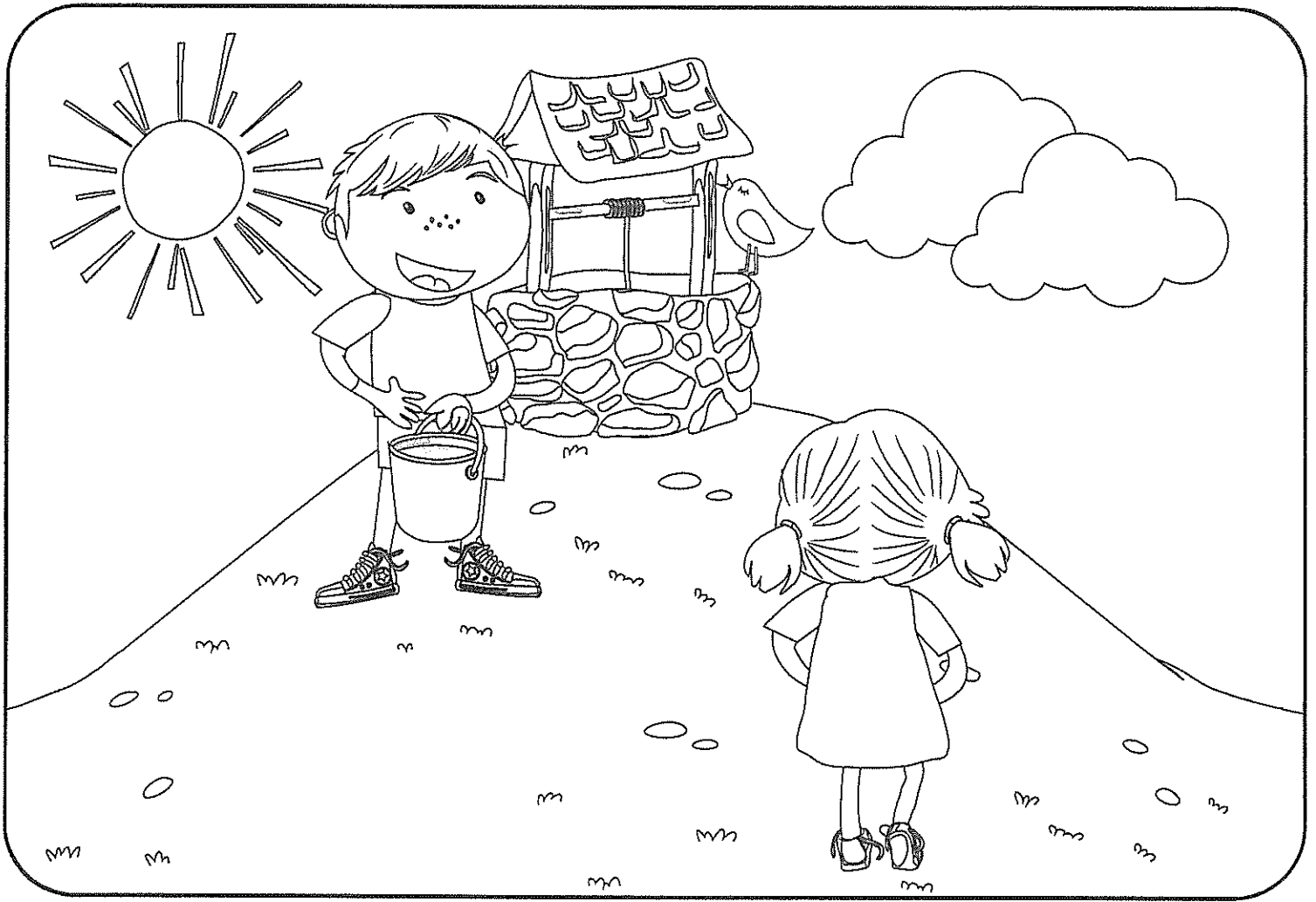
The bee is _____ the hive.



The bee is _____ the branch.



The bee is _____ the hive.



top

down

behind

in front

far

bottom

up

on

in

near

Jill is going _____ the hill.

The well is _____ of Jill.

Jack is going _____ the hill.

The bird is _____ the well.

The well is at the _____ of the hill.

The water is _____ the bucket.

Jill is at the _____ of the hill.

Jill is _____ from the well.

The well is _____ Jack.

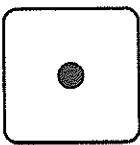


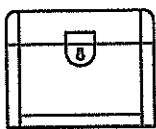
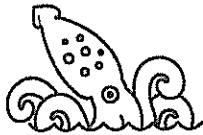

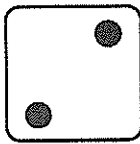



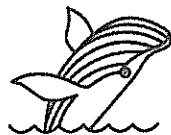
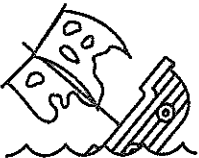
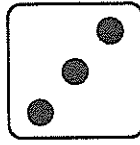
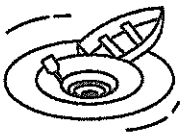
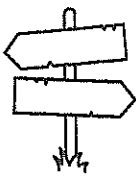
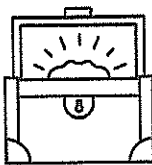

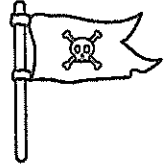
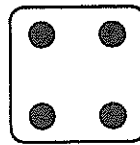

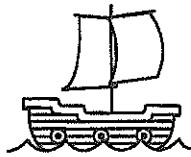



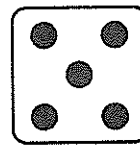





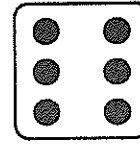

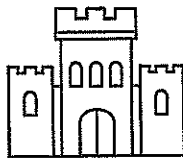



Jack is _____ the well.

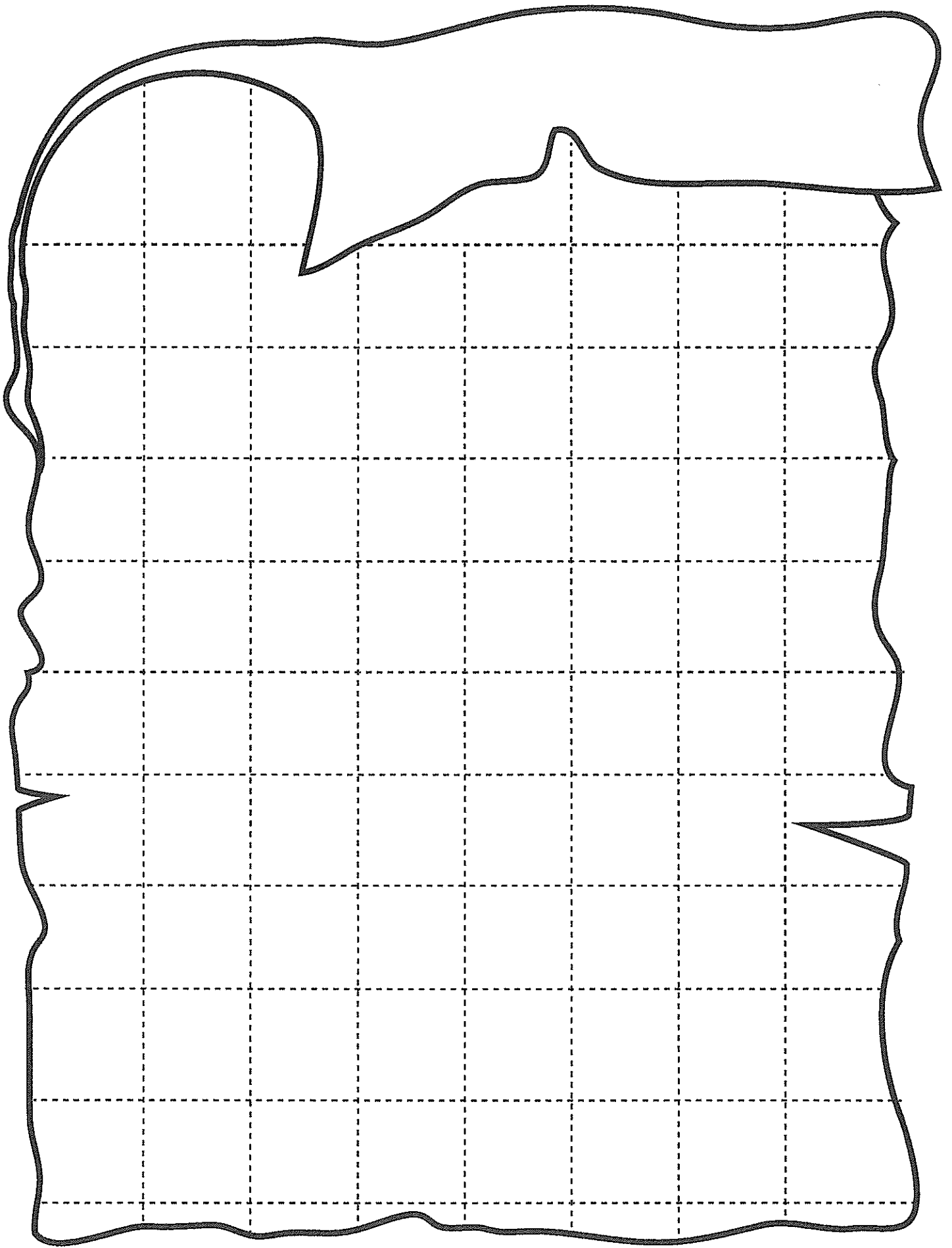
ROLL TO CREATE

A TREASURE MAP

Instructions:

1. Roll the dice. Find the row that matches the number rolled on the chart.
2. See which map feature is in the '1st Roll' column. Draw it wherever you like on the treasure map.
3. Roll the dice again. Repeat the process from your previous turn, this time looking in the '2nd Roll' column. Add the new feature to your treasure map.
4. Continue the process until you have rolled the dice five times and added five features to your treasure map.
5. Choose a secret location for your treasure and a starting point on the map. Write a set of directions from the starting point to your treasure.

	1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll
	NATURAL FEATURES	MAN MADE OBJECTS	TREASURE CHEST	CREATURES	PIRATE PIECES
					
					
					
					
					
					

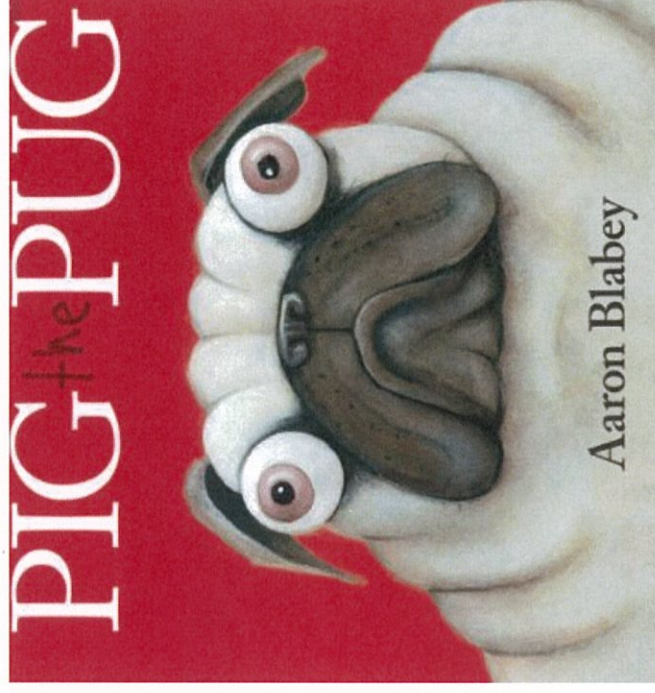


Pig the Pug

By Aaron Blabey

What could you
design and build?

Could you design
something to catch
Pig when he falls?



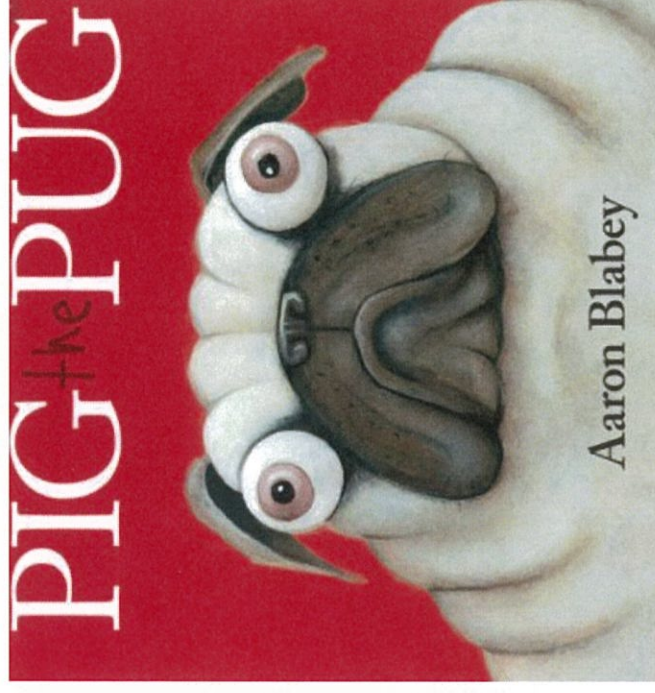
Picture Book STEM

Pig the Pug

By Aaron Blabey

What could you
design and build?

Could you design or
make a new friend
for Trevor?



Picture Book STEM

