

# JPPS Home Learning Plan Year 2 Term 4 Week 3

Suggested times	Monday 18th October	Tuesday 19th October	Wednesday 20th October	Thursday 21st October	Friday 22nd October												
Wellbeing			<p><b>WELLBEING WEDNESDAY</b></p> <p>See the fun activities you can choose from for after lunch!</p>		<p>What goes up but never comes down?</p>												
ZOOMS	<p>11:30am 2C Zoom</p> <p>11:30am 2T Zoom</p> <p>11:30am 2S Zoom</p>	<p>11:30am 2C Zoom</p> <p>11:30am 2T Zoom</p> <p>11:30am 2S Zoom</p>	No Zoom Today	<p>11:30am 2C Zoom</p> <p>11:30am 2T Zoom</p> <p>11:30am 2S Zoom</p>	<p>11:30am 2C Zoom</p> <p>11:30am 2T Zoom</p> <p>11:30am 2S Zoom</p>												
<p><b>Morning Session</b> 8:55am - 10:55am</p> <p>(5 minute Crunch and Sip break around 10:00am)</p>	<p><i>English</i> <i>Word Work</i></p> <p>WALT: Use the look, cover, write, check strategy to help me understand how to spell words.</p> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>Watch the video of Mrs Townsend <a href="#">introducing your spelling words</a></li> <li>Complete the Monday look, cover, write, check activity using the <a href="#">spelling words worksheet (page 7)</a>.</li> <li>Choose one word from the spelling list. Complete the <a href="#">vocabulary template (page 8 and 9)</a> You will need to have a dictionary to complete this activity.</li> </ol>	<p><i>English</i> <i>Word Work</i></p> <p>WALT: Write words using the -ki and -ke sounds and apply these to other spelling words.</p> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>Complete the Tuesday look, cover, write, check activity using the <a href="#">spelling words worksheet (page 7)</a>.</li> <li>Draw up a table like this.</li> </ol> <table border="1" data-bbox="583 1227 926 1393"> <thead> <tr> <th>Words with -ke sound kettle</th> <th>Words with -ki sound kitchen</th> <th>-ment words</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Complete the first two columns for words that sound -ke as in</p>	Words with -ke sound kettle	Words with -ki sound kitchen	-ment words				<p><i>English</i> <i>Library</i></p> <p>WALT: identify the different parts of a book.</p> <p><b>Success Criteria:</b> I can label and name the different parts of the book and explain their purpose.</p> <p><b>Task 1:</b> Watch the video below</p> <p><a href="#">Mrs Mugridge reads Thelma the Unicorn</a></p> <p><b>Task 2:</b> Using the <a href="#">worksheet (page 18)</a>, label and draw the different parts of a book.</p>	<p><i>English</i> <i>Word Work</i></p> <p>WALT: Write words with the -ment suffix and apply these spellings to other words.</p> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>Complete the Thursday look, cover, write, check activity using the <a href="#">spelling words worksheet (page 7)</a>.</li> <li>Add to yesterday's table for words you can think of where you can add the suffix -ment.</li> </ol> <table border="1" data-bbox="1325 1281 1667 1446"> <thead> <tr> <th>Words with -ke sound kettle</th> <th>Words with -ki sound kitchen</th> <th>-ment words</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Words with -ke sound kettle	Words with -ki sound kitchen	-ment words				<p><i>English</i> <i>Word Work</i></p> <p>WALT: Use the look, cover, write, check strategy to help me understand how to spell words.</p> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>Complete the Friday look, cover, write, check activity using the <a href="#">spelling words worksheet (page 7)</a>.</li> <li>Get someone at home (parent/carer/sibling) to test you on your spelling words from this week. How did you go?</li> <li>Choose one word from the spelling list. Complete the <a href="#">vocabulary template (page 8 and 9)</a> You will need to have a dictionary to complete this activity..</li> </ol>
Words with -ke sound kettle	Words with -ki sound kitchen	-ment words															
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<p>Here is the Collins Dictionary link: <a href="https://www.collinsdictionary.com/">https://www.collinsdictionary.com/</a></p> <p style="text-align: center;"><i>Grammar</i></p> <p>WALT: understand noun-pronoun agreement</p> <p><u>Success Criteria:</u></p> <p><u>I can:</u></p> <ul style="list-style-type: none"> <li>Select the correct pronoun following a noun, taking into consideration the number and gender.</li> </ul> <p><b>Task 1:</b> Watch Mrs Taylor's Video: <a href="#">Pronoun-noun agreement</a></p> <p><b>Task 2:</b> Watch Mrs Taylor explain the worksheet <a href="#">Noun-Pronoun Agreement Worksheet Explained</a></p> <p>Then complete the <i>Year 2 Week 3 Noun-Pronoun Agreement Worksheet (page 10)</i>.</p> <p style="text-align: center;"><i>Reading</i></p> <p>WALT: Use the features of films (music, dialogue, colour, action, emotion etc) to make inferences about the story and characters.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <li>find the meaning of unfamiliar vocabulary in the film</li> </ul>	<p>kettle and -ke as in kitchen. How many others can you think of?</p> <p>3 Choose one word from the spelling list. Complete the <i>vocabulary template (page 8 and 9)</i> You will need to have a dictionary to complete this activity.</p> <p style="text-align: center;"><i>Reading</i></p> <p>WALT: Use the features of films (music, dialogue, colour, action, emotion etc) to make inferences about the story and characters.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <li>answer inferential questions based on a short film</li> <li>answer questions based on background knowledge</li> <li>use film clues to answer inferential questions</li> </ul> <p><b>Task:</b> Rewatch the short film "<a href="#">Pigeon Impossible</a>" in order to answer the inferential questions and graph on "<a href="#">Pigeon Impossible</a>" <a href="#">lesson 2 worksheet (page 13)</a></p> <p><a href="#">Click to watch Mrs Townsend's lesson 2 on the short film.</a></p> <p style="text-align: center;"><i>Mathematics</i></p> <p><b>Topic:</b></p> <p>WALT: make connections between addition and subtractions and solve missing number problems with a bar model</p>	<p style="text-align: center;"><i>Information texts</i></p> <p>WALT: understand what information we can learn from diagrams.</p> <p><u>Success Criteria:</u> I can learn facts about a topic from just a diagram.</p> <p><b>Task 1:</b> <a href="#">Watch Miss Moore's video here.</a></p> <p>Can you guess what the image is? What do you think the purpose of the diagram is?</p> <p><b>Task 2:</b> Using what you learnt from this diagram, write a paragraph about plants! Remember to use the words in the diagram.</p>	<p>3. Choose one word from the spelling list. Complete the <i>vocabulary template (page 8 and 9)</i> You will need to have a dictionary to complete this activity..</p> <p style="text-align: center;"><i>Information texts</i></p> <p>WALT: understand why images are used in informative texts</p> <p><u>Success Criteria:</u> I can name lots of different types of images used in informative texts and explain their purpose.</p> <p><b>Task 1:</b> Watch Miss Moore's video on different images used in informative texts. <a href="#">Miss Moore explains images in informative texts</a></p> <p><b>Task 2:</b> Create a mind map that shows all the different types of images used in informative texts. You can even write the purpose of each image. Use Miss Moore's video from task 1 to help you.</p> <p style="text-align: center;"><i>Mandarin</i></p> <p>WALT: say and recognise the time to the hour in Chinese</p> <p><u>Success Criteria:</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>say 1-12 o'clock in Mandarin. I can write 1-12 in Chinese.</li> </ul> <p><b>Task:</b> Watch Miss Mu's video on Time. She will explain how to</p>	<p style="text-align: center;"><i>Information texts</i></p> <p>WALT: understand how images can be used in informative texts.</p> <p><u>Success Criteria:</u> I can match the photograph with the most appropriate text that suits that picture.</p> <p><b>Task 1:</b> Read the information on <a href="#">page 23</a> about bees.</p> <p>Circle 4 facts that you think BEST suit the photograph at the top.</p> <p>Remember not to just circle the information about bees, think about what the bee is actually doing in the photograph.</p> <p><b>Task 2:</b> Click on the link below for the answer. Read the information and see if you selected the 4 correct facts.</p> <p><a href="#">FRIDAY BEES text and image answers.pdf</a></p>
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<ul style="list-style-type: none"> <li>• write vocabulary words into sentences</li> <li>• find synonyms of the the unfamiliar vocabulary</li> <li>• answer true or false inferential questions</li> </ul> <p><b>Task:</b> Watch Mrs Townsend's video to help you answer the questions on the <a href="#">Monday reading vocabulary worksheet (page 11)</a></p> <p><a href="#">Click to watch Mrs Townsend's lesson 1 on the short film.</a></p> <p>Here is the link to the short film "<a href="#">Pigeon Impossible</a>" if you want to watch it again.</p>	<p><b>Success Criteria:</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Write out the missing number word problem</li> <li>• Re-write the word problem with the correct opposite symbol of operation</li> <li>• Solve the word problem to find the missing number</li> </ul> <p><b>Task:</b></p> <p>Watch Miss Scholz's video teaching today's lesson. Pause at any time to complete the activities set.</p> <p><a href="#">Miss Scholz explaining Tuesday's missing number lesson</a></p> <p>Here is the powerpoint referred to in the video</p> <p><a href="#">Patterns and Algebra PowerPoint</a></p> <p>Complete the <a href="#">worksheets (page 14 and 15)</a> If you find the second page too difficult, just complete page 14..</p> <p><b>Extension:</b> On slides 21-23 - challenge cards, questions and answers provided. <a href="#">Tuesday Extension Questions</a></p>			<p>complete the activity at the end of the video.</p> <p><a href="#">Miss Mu explaining the lesson</a></p> <p><i>Find the clock worksheet on (page 20 and 21)</i></p>	
<p><b>Recess Break</b></p>					

Middle Session

11:15am - 12:35pm

Mathletics activities may also be completed at your own pace.

**Class zoom at 11:30 teaching the Maths lesson below**

*Mathematics*

**Warm up**

Pick A Number:	
Square it	
Multiply by 3	
Increase by 18	
Divide by 3	
Double it	
Double it again!	
Subtract 20	
Divide by 4	

**Topic:**

WALT: complete number sentences involving addition and subtraction with missing calculations

Success Criteria:

I can:

- Re-write the number sentence by moving the end number to the front of the equation
- Change the symbol to the opposite operation and place that next to the first number, put the other
- Put the equal sign next then lastly the question mark

**Task:**

Watch Miss Scholz's video teaching today's lesson. Pause at any time to complete the activities set. [Miss Scholz explaining Monday missing](#)

**Class zoom at 11:30 teaching the HSIE lesson below**

*HSIE*

**Topic:** Aboriginal and Torres Strait Islander Peoples unique connection to Place

WALT: appreciate Aboriginal and Torres Strait Islander Peoples unique connection to Place

Success Criteria

I can:

- identify the main idea being told in the story.
- identify the side stories happening that may not involve the main character.
- identify the hidden stories happening that I may not be aware of.

**Task:**

Watch Mrs Barr's video lesson on Aboriginal and Torres Strait Islander Peoples unique connection to Place as told through a story "You and Me: Our Place". [Complete the Main/side/hidden story worksheet on page 16](#)

[Mrs Barr explaining the HSIE Lesson](#)

Here are the Powerpoint slides if you prefer to work at your own pace.

[HSIE Lesson 2 Powerpoint Slides](#)

**No zoom today**

*Mathematics*

**Warm up**

Pick A Number:	
Add 12	
Multiply by 4	
Subtract 36	
Add 9	
Multiply by 2	
Add 14	
Divide by 4	
Subtract 14	

**Topic:**

WALT: find the missing number patterns within a 100s chart

Success Criteria:

I can:

- Recall facts of a 100s chart
- Use clues in the question to solve the missing boxes

**Task:**

Watch Miss Scholz's video teaching today's lesson. Pause at any time to complete the activities set.

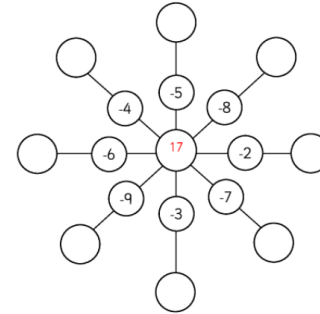
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Class zoom at 11:30 teaching the Maths lesson below**

*Mathematics*

**Warm up**

.....and now subtract from 17



**Topic:**

WALT: use both addition and subtraction to solve missing number problems

Success Criteria:

I can:

- use my knowledge of inverse to solve missing number problems
- use addition and subtraction to solve missing number equations

**Task:**

Watch Miss Scholz's video teaching today's lesson. Pause at any time to complete the activities set.

[Miss Scholz explaining Thursday's lesson](#)

**Class zoom at 11:30 teaching the Maths Kahoot lesson below**

*Mathematics*

**Warm up**

Pick A Number:	
Multiply by 10	
Add 30	
Subtract 5	
Double it	
Divide by 5	
Add 17	
Subtract 25	
Divide by 2	

**Topic:**

WALT: applying missing number and word problems

Success Criteria:

I can:

- Answer the questions to the kahoot quiz
- Recall number facts to solve questions mentally

**Task:**

Play a Year 2 Addition and Subtraction kahoot.

Go to the website: <https://kahoot.it/>

Your teacher will provide you with the game pin.

Enter your first name followed by your initial of your surname E.g. Kathryn S



	<p><a href="#">number lesson</a></p> <p>Here is the powerpoint referred to in the video <a href="#">Patterns and Algebra PowerPoint</a></p> <p><b>Extension:</b> All rows, columns and diagonals need to equal 15.</p> <p>The sum is 15.</p> <table border="1" data-bbox="226 446 478 625"> <tr> <td></td> <td>9</td> <td>4</td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td></td> <td>1</td> <td></td> </tr> </table> <p>There are more examples in the powerpoint slides pages 12-15.</p> <p><i>With some of the Maths videos - the screen is flipped so the examples are not backwards. If you would like to read the writing then view it through the powerpoint link above, thank you.</i></p>		9	4	7				1			<p><a href="#">Miss Scholz explaining Wednesday's lesson</a></p> <p>Here is the powerpoint referred to in the video</p> <p><a href="#">Patterns and Algebra PowerPoint</a></p> <p>Complete the <i>worksheets (page 19)</i>. Then answer the 6 questions on slide 29-35.</p> <p><b>Optional Extension:</b></p> <p><a href="#">Wednesday Extension Questions</a></p>	<p>Complete the <i>worksheets (page 22)</i>.</p> <p>If this worksheet is too difficult, complete the questions on slide 41 and 43 instead.</p> <p>Here is the powerpoint referred to in the video</p> <p><a href="#">Patterns and Algebra PowerPoint</a></p> <p><b>Optional Extension:</b></p> <p><a href="#">Thursday Extension Questions</a></p>	<p><i>No nicknames please so the teacher knows who everyone is.</i></p>
	9	4												
7														
	1													

**Lunch Break**

<p><b>Afternoon Session</b> 1:25pm to 2:50pm</p>	<p style="text-align: center;"><i><u>HSIE</u></i></p> <p><b>Topic:</b> <i>Aboriginal and Torres Strait Islander Peoples unique connection to Place</i></p> <p><b>WALT:</b> <i>understand why the Indigenous history of my local area is important.</i></p> <p><u>Success Criteria</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>Identify sources to research information on places that have</li> </ul>	<p style="text-align: center;"><i>Handwriting</i></p> <p><b>WALT:</b> <i>form uppercase and lowercase letters in NSW Foundation Style</i></p> <p><u>Success Criteria:</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>use NSW Foundation Style</li> <li>check that the position and size of my letters are consistent.</li> <li>maintain correct body, posture and pencil grip.</li> </ul>	<p style="text-align: center;"><b><u>WELLBEING WEDNESDAY</u></b></p> <p>Pick any off screen activities from the list below and enjoy a screen free afternoon</p> <p><i>(links with PDHPE, creative arts and English syllabus outcomes)</i></p>	<p style="text-align: center;"><i>Creative Arts</i></p> <p><b>Topic:</b> <i>Shadow art</i></p> <p><b>WALT:</b> <i>Use and experiment with different materials and techniques to make shadow art</i></p> <p><u>Success Criteria</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>explore a range of materials and their purpose in creating shadow art</li> <li>use various materials to produce art</li> </ul>	<p style="text-align: center;"><i>PDH</i></p> <p><b>Topic:</b> <i>Aboriginal Bush Tucker</i></p> <p><b>WALT:</b> <i>understand the Aboriginal and Torres Strait Islander Peoples respect and care of their land as it provided them with food and connected them to their ancestors.</i></p> <p><u>Success Criteria</u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>Identify why Aboriginal and Torres Strait Islander People</li> </ul>
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Indigenous history in my local area.

- Identify why the Indigenous history of places is important.

**Task:**

Watch Mrs Barr's video lesson on why the Indigenous history of my local area is important.

Complete the [Local Indigenous History worksheet on page 12](#)

[Mrs Barr explaining the HSIE Lesson](#)

Here are the Powerpoint slides if you prefer to work at your own pace.

[HSIE Lesson 1 Powerpoint Slides](#)

[Handwriting guide for parents](#)


**Task**

Watch the video and follow the instructions to write the letter Dd using the [handwriting paper \(page 17\)](#) provided. I have done the first one for you.

[Handwriting Dd video](#)

On the second line, write some words you know with the letter 'd' in them. Remember finger spaces between your words.

**Keep moving!**  
Make up a dance routine to your favourite song.



**Build a reading den.** Find somewhere cosy, snuggle up and read your favourite book!



**Play alphabet bingo!**  
Can you spot an item in your home or garden that starts with the letter a,b,c and so on?

**ABC**

**Resources:**

- small rocks and pebbles (preferably flat and smooth)
- a small pouch to keep your pebbles in
- leaves, sticks and other nature items
- acrylic paints/ Textas/ markers, paintbrushes

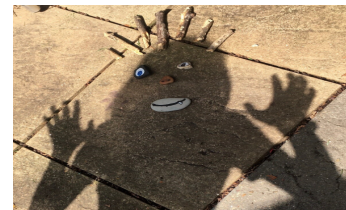
**Task:**

Paint your rocks (if you have paint). These will be used as facial features on your shadows so paint eyes, noses, mouths, eyebrows, moustaches, ears, horns.



On a sunny day, Gather some leaves, sticks, petals, grass or any other nature items that you can find.

Create your shadow art. Add features to the shadow using the painted rocks and the nature items. Position your bodies differently to create a shadow.



have a connection to their land.

- Understands the importance of bush tucker as part of a healthy diet.
- Identify the medicinal benefits of Aboriginal bush tucker.

**Task:**

Watch Mrs Barr's video lesson on Bush Tucker. Have pencil and paper ready to answer questions.

[Aboriginal Bush Tucker Video lesson](#)

Here is the link to the Powerpoint Slides if you would like to work at your own pace.

[Aboriginal Bush Tucker Powerpoint Slides](#)

*PE*

**Topic:** Netball

WALT: performs movement skills for netball

Success Criteria

- use appropriate strategies to catch a netball
- use appropriate strategies to pass a netball
- use appropriate strategies to influence achievement in games and physical activities

**Task:**

Watch the following clip and practice the drills.

[Netball skills video](#)

tu revision/magic words

k goes in front of i and e

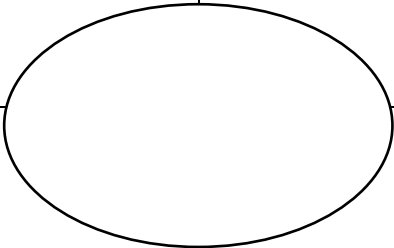
suffix -ment

Spelling word	Monday	Tuesday	Wednesday	Thursday
future				
picture				
nature				
posture				
capture				
feature				
creature				
fracture				
adventure				
scripture				
furniture				
manufacture				
warm				
longer				
winter				
heavy				
carefully				
follow				
beautiful				
keep				
kettle				
kitchen				
kingdom				
commitment				
engagement				
apartment				

# Word Work - Spelling

Definition – what does it mean?

Synonyms – words that are similar

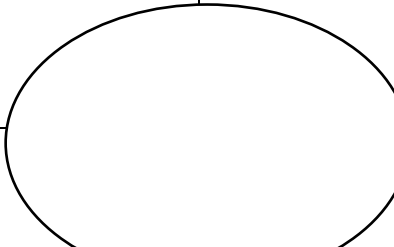


Use the word in a sentence

Draw it

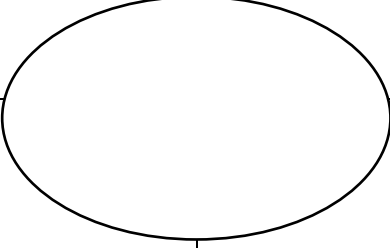
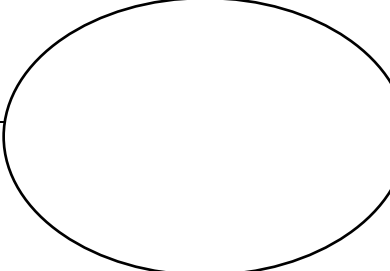
Definition – what does it mean?

Synonyms – words that are similar



Use the word in a sentence

Draw it

Definition – what does it mean?	Synonyms – words that are similar
	
Use the word in a sentence	Draw it
Definition – what does it mean?	Synonyms – words that are similar
	
Use the word in a sentence	Draw it

## Year 2 Week 3 Noun-Pronoun Agreement Worksheet

*Read each sentence and circle the correct pronoun.*

1. Frankie took two skateboards to (his/their) competition.
2. The boy lost (his/their) books right after leaving the library.
3. The ballerina went to (her/their) performance.
4. After eating, the puppies played with (its/their) rubber bone.
5. Jennifer ate beans before (her/his) dessert.
6. Kelly bought flowers for (her/their) mum.
7. After eating, the kittens played with (its/their) ball of yarn.

*Write two sentences of your own that include a singular or plural noun and a pronoun. Circle the pronoun.*

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MONDAY'S READING VOCABULARY- "Pigeon Impossible" short film.

**Task 1: Write the meaning of the word.**

Briefcase	
Analyse	
Impossible	
Calculating	
Mayhem	

**Task 2: Write the word in a sentence.**

Briefcase	
Analyse or analysing	
Impossible	
Calculating	
Mayhem	

<b>Task 3:</b>	Briefcase	Analysing	Impossible	Calculating	Mayhem
Synonym	_____	_____	_____	_____	_____

**Task 4: Answer true or false to the questions.**

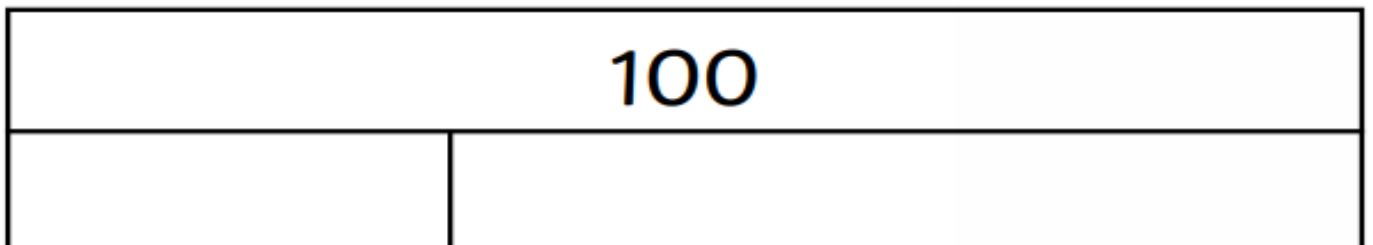
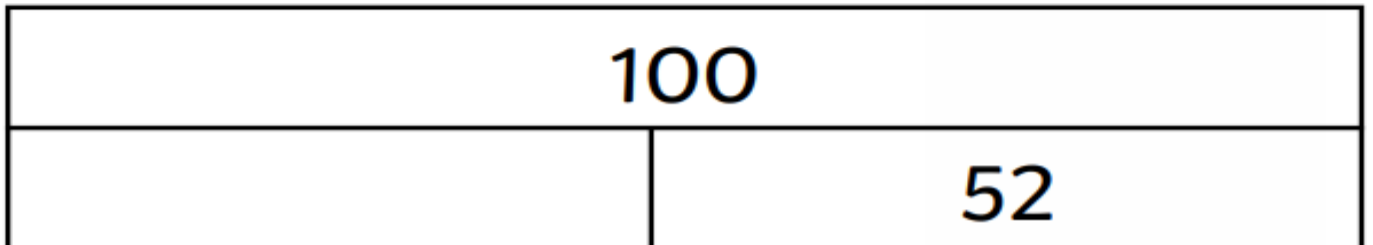
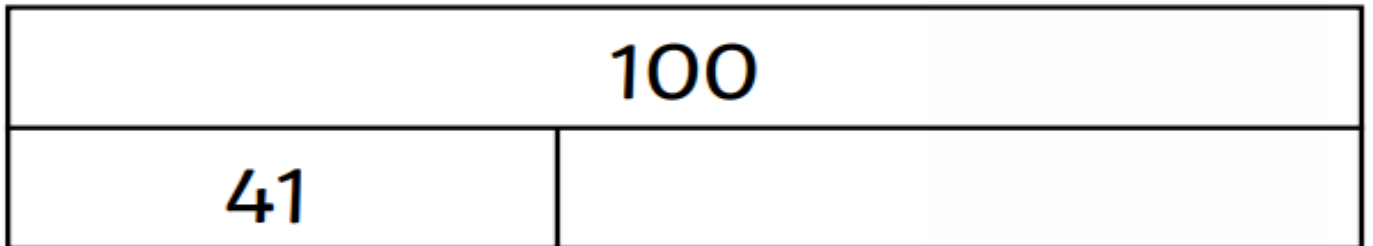
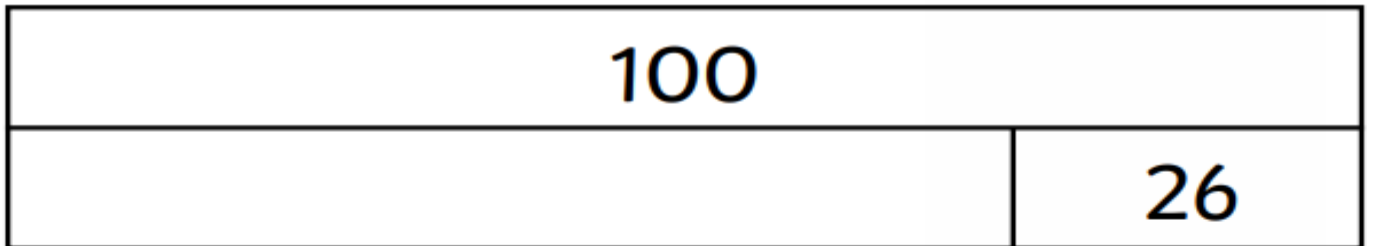
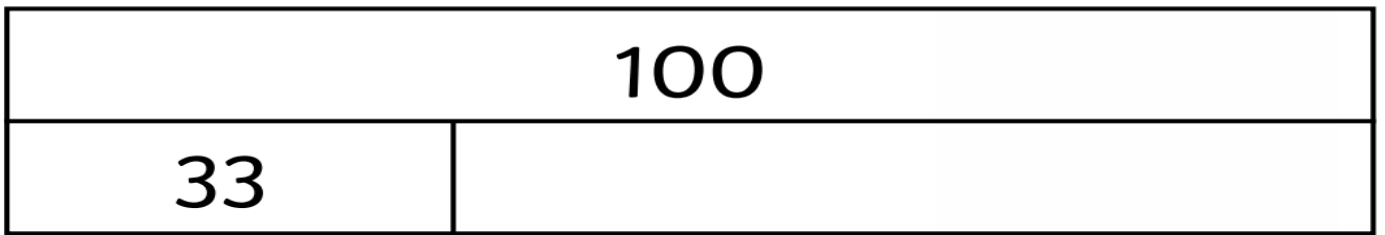
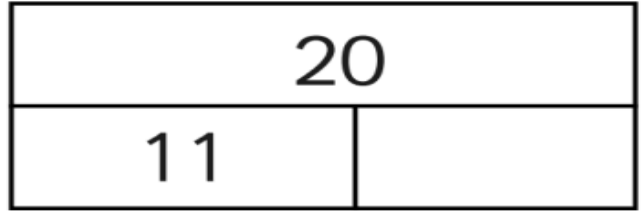
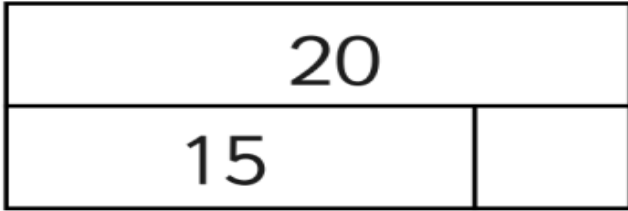
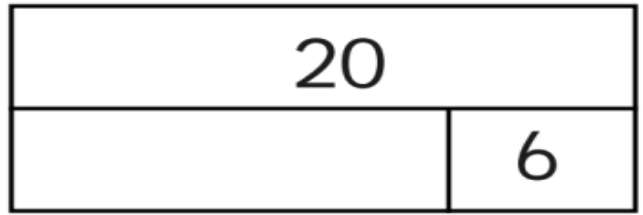
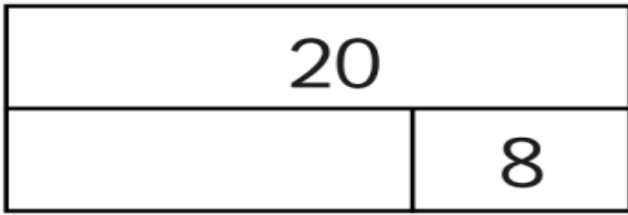
1. Was the main character feeling frustrated? \_\_\_\_\_
2. Does impossible mean that something is able to occur? \_\_\_\_\_
3. Did the pigeon succeed in getting the doughnut? \_\_\_\_\_
4. Is calm the opposite of mayhem? \_\_\_\_\_

**6** Why is this site important to your area? Use the thinking routine to help you to answer this question.

<b>What did you already know about the site?</b>	
<b>What new things did you learn about the site?</b>	
<b>What questions do you still have?</b>	

<u>Movie Clues - what I saw</u>	<u>Background Knowledge - what I already know</u>	<u>Inference</u>
The man has the doughnut in his hand.	Birds often like the same foods as humans.	The pigeon really wants the man's doughnut.
The pigeon lands on the bench and starts chirping to the man as it looks at his doughnut.		
The man tries to throw a piece of the doughnut to distract the pigeon, but it doesn't move.		
The pigeon starts flying towards the man to get his doughnut.		
When the man throws the doughnut, the pigeon flies after it.		

Missing Number - Bar Models



1.  $200 + 545 + \square = 1000$

200	545	?
1000		

2.  $326 + 282 + \square = 1000$

326	282	?
1000		

3.  $192 + 606 + \square = 1000$

192	606	?
1000		

4.  $618 + 181 + \square = 1000$

618	181	?
1000		

5.  $456 + 320 + \square = 1000$

456	320	?
1000		

6.  $724 + 135 + \square = 1000$

724	135	?
1000		

7.  $567 + 220 + \square = 1000$

567	220	?
1000		

8.  $845 + 92 + \square = 1000$

845	92	?
1000		

$323 + 466 + \square = 1000$

323	466	?
1000		

8.  $546 + 234 + \square = 1000$

546	234	?
1000		

The Story Routine: Main, Side and Hidden

<i>Main Story</i>	<i>Side Story</i>	<i>Hidden Story</i>



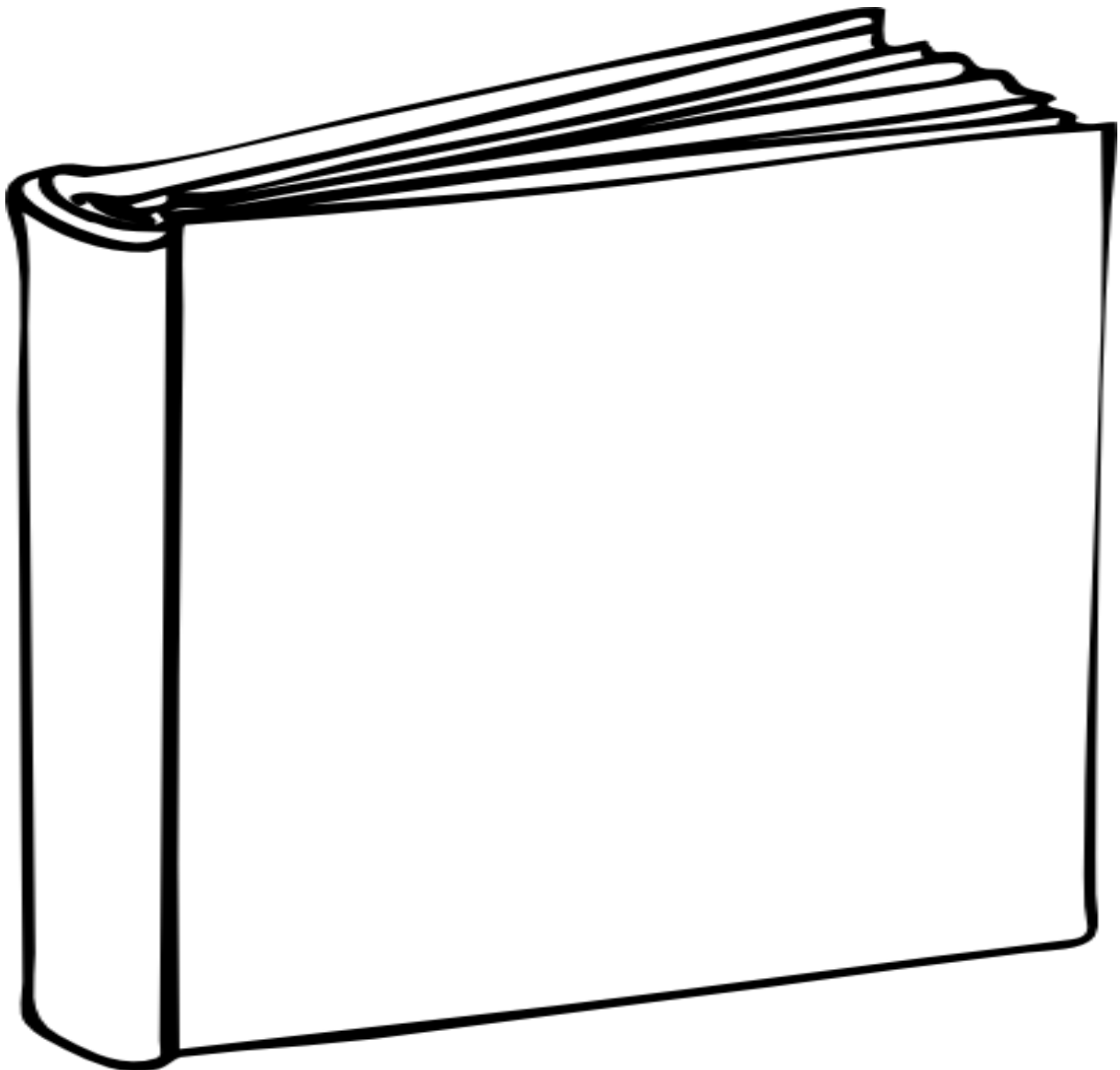
Dd

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

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

### Identify Parts of a Book

1. Color the book's spine purple.
2. Write a book title on the cover. Use a library book if you need help.
3. Under the title, write By: and then write your name. List yourself or a friend as the illustrator.
4. Color the book's pages green.
5. Illustrate the front cover.



## Missing Number Puzzles - Place Value

1. 

1	2	3
---	---	---


2. 

	15	
		26

--

3. 

--

74
83
94


--	--

4. 

	28
--	----

	39
--	----

--	--	--

--


5. 

2
---

		6
14		

--	--	--

--	--

6. 

52
----

54
----

--	--	--

	74
--	----

--	--

--	--

--

21
31
41

--	--	--	--	--	--

4. 

	9
	39

--



98	99	100
----	----	-----

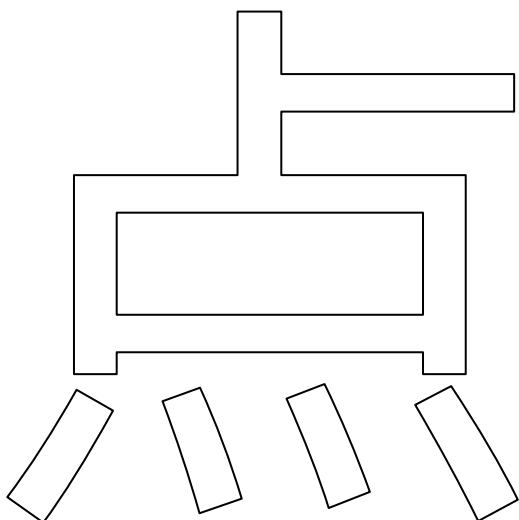
6. 

	15	16

	28	
--	----	--

名字: \_\_\_\_\_

# Time

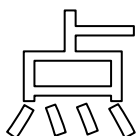


Meaning: \_\_\_\_\_

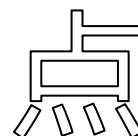
Pinyin: \_\_\_\_\_

How many strokes make up 点? \_\_\_\_\_

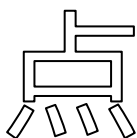
3 o'clock \_\_\_\_\_



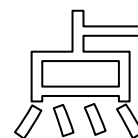
5 o'clock \_\_\_\_\_



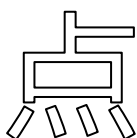
1 o'clock \_\_\_\_\_



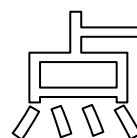
8 o'clock \_\_\_\_\_



6 o'clock \_\_\_\_\_



10 o'clock \_\_\_\_\_

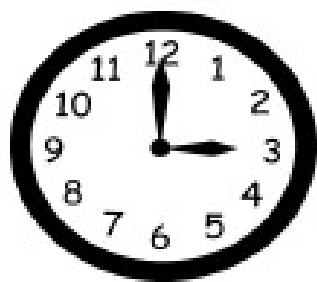


Name: \_\_\_\_\_

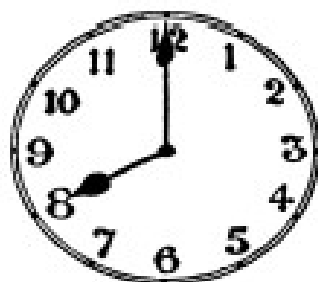
xiàn zài jǐ diǎn le

现在几点点了？

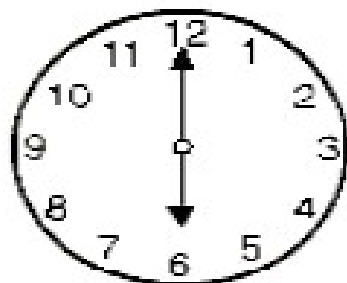
What is the time?



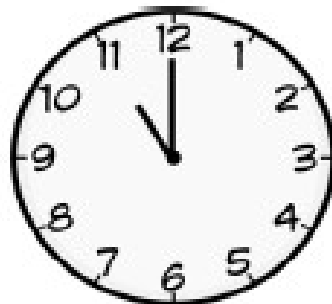
——点



——点



——点



——点

一 二 三 四 五 六 七 八 九 十

Addition



Fill in the missing numbers to make the calculations correct.

$$\begin{array}{r} 1. \quad \begin{array}{|c|c|c|} \hline 3 & 4 & \square \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 5 & \square & 2 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline \square & 8 & 8 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 2. \quad \begin{array}{|c|c|c|} \hline \square & 6 & 9 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 4 & \square & 0 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 6 & 9 & \square \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 3. \quad \begin{array}{|c|c|c|} \hline 2 & \square & 7 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline \square & 3 & 6 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 3 & 8 & \square \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 4. \quad \begin{array}{|c|c|c|} \hline \square & 2 & 5 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & 3 & \square \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 5 & \square & 0 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 5. \quad \begin{array}{|c|c|c|} \hline 3 & \square & 2 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 2 & 7 & \square \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline \square & 3 & 7 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 6. \quad \begin{array}{|c|c|c|} \hline 4 & 9 & \square \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline \square & 9 & 3 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 7 & \square & 5 \\ \hline \end{array} \end{array}$$

Subtraction

$$\begin{array}{r} 1. \quad \begin{array}{|c|c|} \hline 3 & \square \\ \hline \end{array} \\ - \begin{array}{|c|c|} \hline \square & 4 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|} \hline 2 & 2 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 2. \quad \begin{array}{|c|c|} \hline \square & 5 \\ \hline \end{array} \\ - \begin{array}{|c|c|} \hline 1 & \square \\ \hline \end{array} \\ \hline \begin{array}{|c|c|} \hline 3 & 2 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 3. \quad \begin{array}{|c|c|} \hline \square & 9 \\ \hline \end{array} \\ - \begin{array}{|c|c|} \hline 2 & \square \\ \hline \end{array} \\ \hline \begin{array}{|c|c|} \hline 1 & 3 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 4. \quad \begin{array}{|c|c|} \hline \square & 8 \\ \hline \end{array} \\ - \begin{array}{|c|c|} \hline 2 & \square \\ \hline \end{array} \\ \hline \begin{array}{|c|c|} \hline 5 & 3 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 5. \quad \begin{array}{|c|c|} \hline 6 & \square \\ \hline \end{array} \\ - \begin{array}{|c|c|} \hline \square & 4 \\ \hline \end{array} \\ \hline \begin{array}{|c|c|} \hline 5 & 5 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} 6. \quad \begin{array}{|c|c|} \hline \square & 6 \\ \hline \end{array} \\ - \begin{array}{|c|c|} \hline 1 & \square \\ \hline \end{array} \\ \hline \begin{array}{|c|c|} \hline 4 & 4 \\ \hline \end{array} \end{array}$$





Circle the 4 sentences that match this photograph?

Male bees are drones.

Bees give honey to baby bees to eat

Honey bees make honey from nectar

Baby bees come out of the eggs.

Nectar is a sweet juice inside flowers.

The honey bees fly from flower to flower sucking up nectar.

Honey bees live in big groups called colonies

The queen bee lays her eggs in cells in the comb.

A honey bee looks like this:

They take nectar back to their nest and turn it into honey