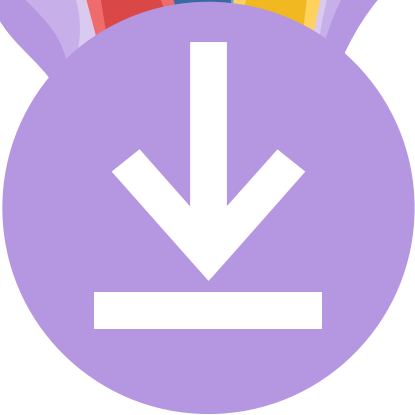


Pre-K - Y2



March/
April

Lesson Zone Activity Pack





Level 1, 122-126 Old Pittwater Road, Brookvale NSW 2100 Australia

teaching.com.au teaching.co.nz

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Introduction

Welcome to your Lesson Zone Activity Pack!

This Activity Pack contains a selection of carefully selected, curriculum-aligned printable resources that cover teaching topics from key learning areas such as Maths, English and Science. These resources have been developed to support the Australian and New Zealand primary teaching program, and do not replace the learning materials provided to your child by their individual schools.

The resources in this Activity Pack have been specifically chosen to support at-home learning experiences for children from Pre-Kindergarten to Year 2, and as such the activities do not require any additional equipment or materials other than what can commonly be found in the home.

Some helpful tips for learning at home:

- Before you start working, it's important to get your child into the right frame of mind for a successful learning session. Try to find somewhere quiet and comfortable that is away from distractions. Having a dedicated learning space will not only help to improve your child's concentration, but will also allow them to switch more easily from 'home' mode, into 'learning' mode.
- While working, use positive and encouraging language to support your child, and avoid making comparisons to others (i.e. siblings) in terms of progress or ability. Show your child that you are engaged in their work by asking lots of questions. If your child makes a mistake while working, allow them time to self-correct, and if they do not notice that they have made a mistake, allow them to complete the task without interrupting before addressing the error.
- Above all, have fun! Learning together can be such an enjoyable experience and your child will love having the opportunity to show you what they know.

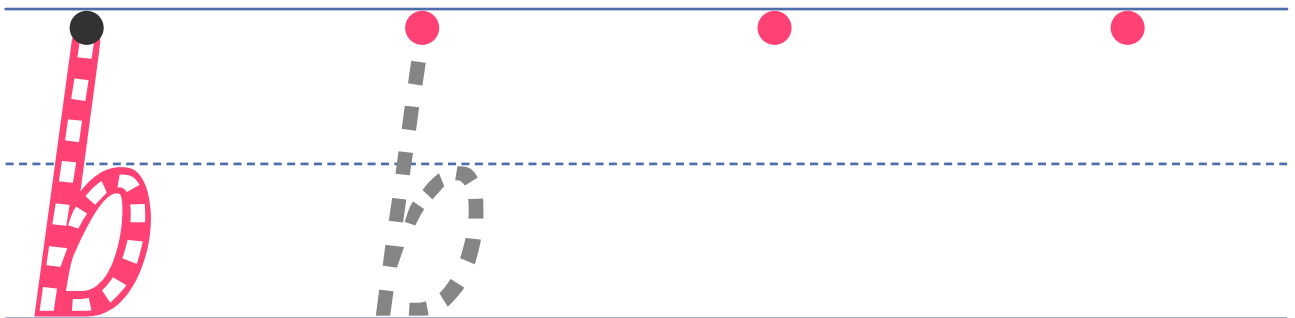
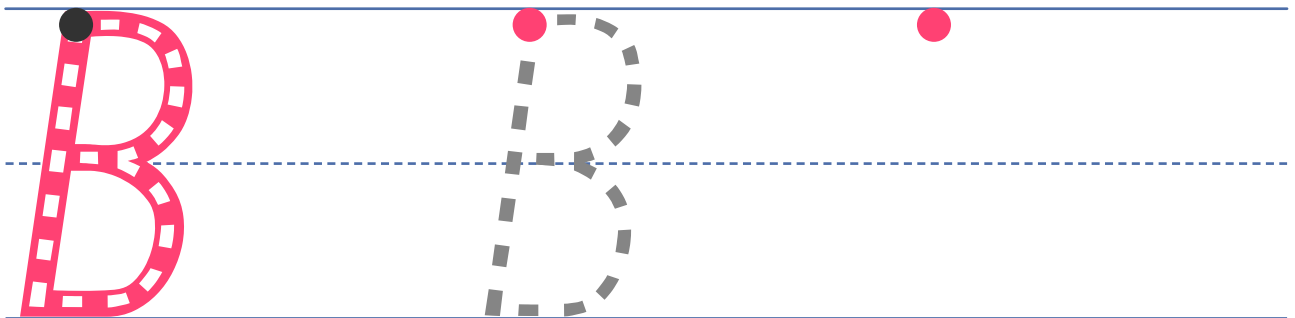
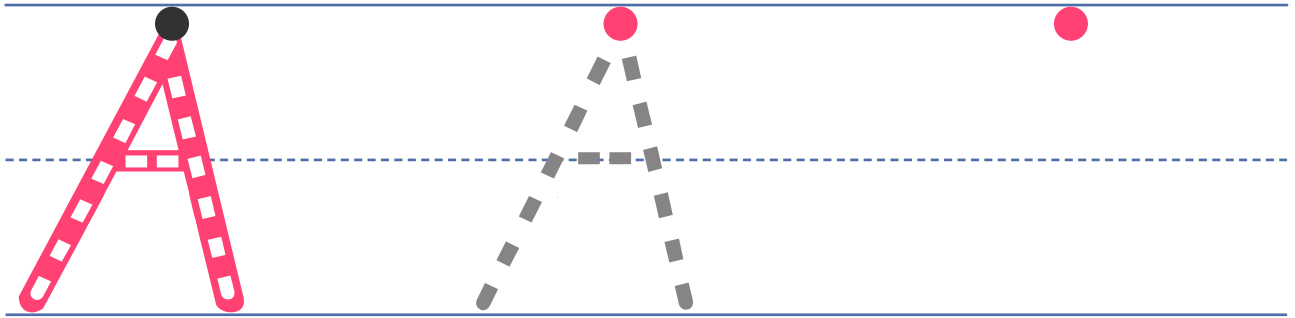
Please feel free to share the link to this Activity Pack with other parents or carers who you think may benefit from it. In these challenging times, it is more important than ever for us to stay connected, so please share your photos and experiences with the Lesson Zone Activity Pack as well as your own tips for learning at home via our social platforms, using our hashtag;

#buildingknowledgetogether

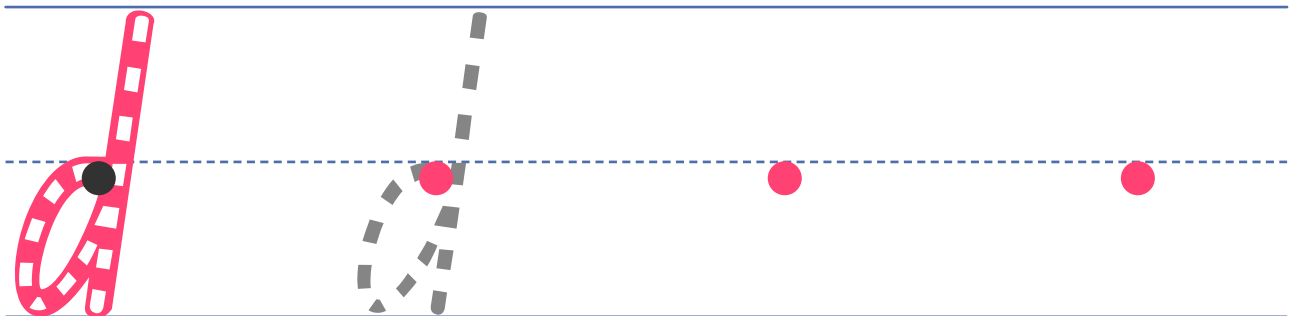
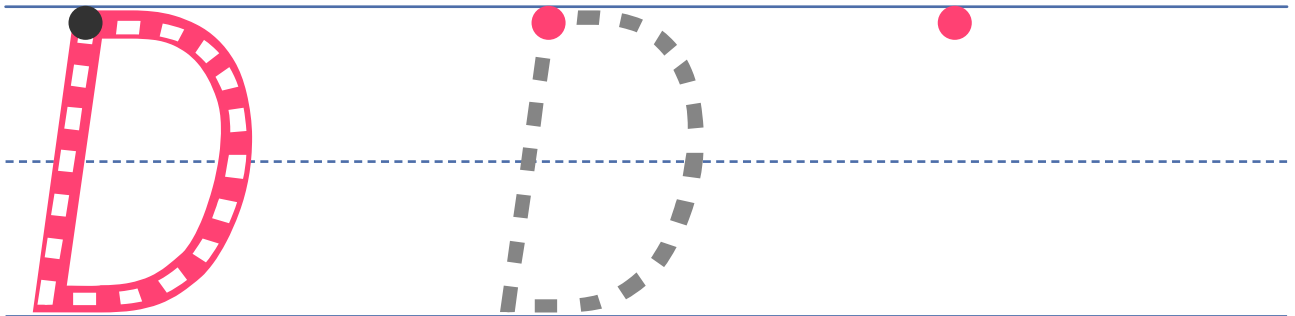
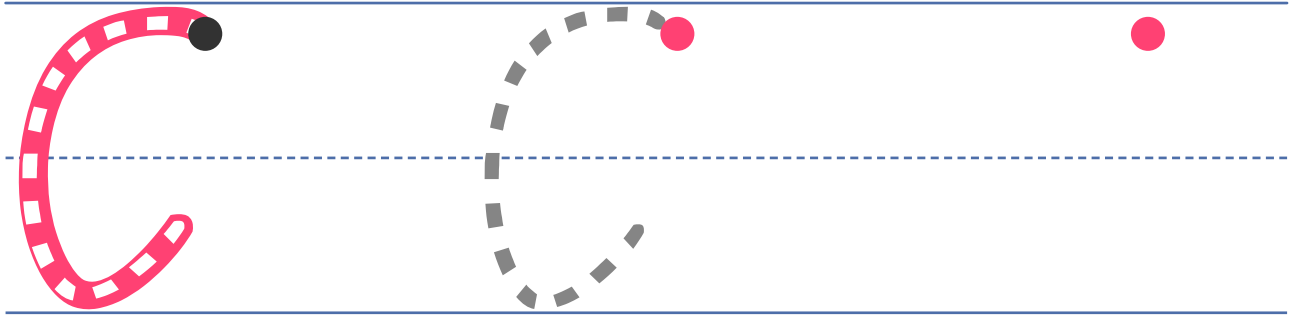
Daily Schedule

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

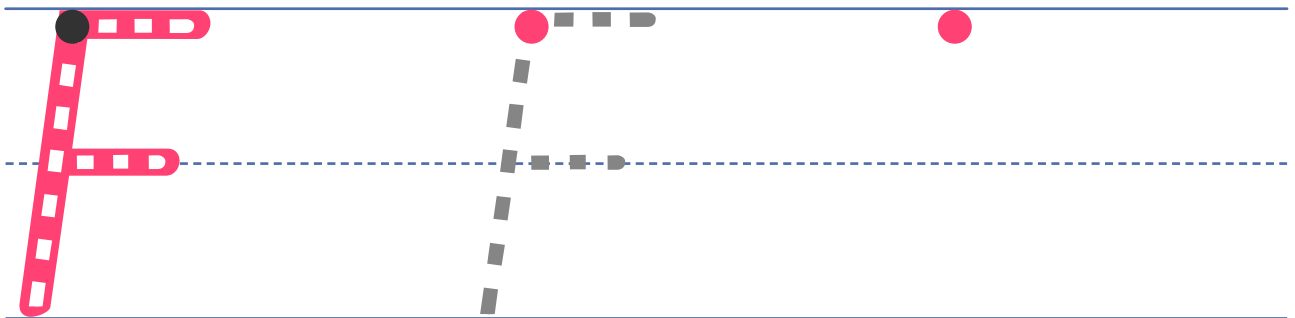
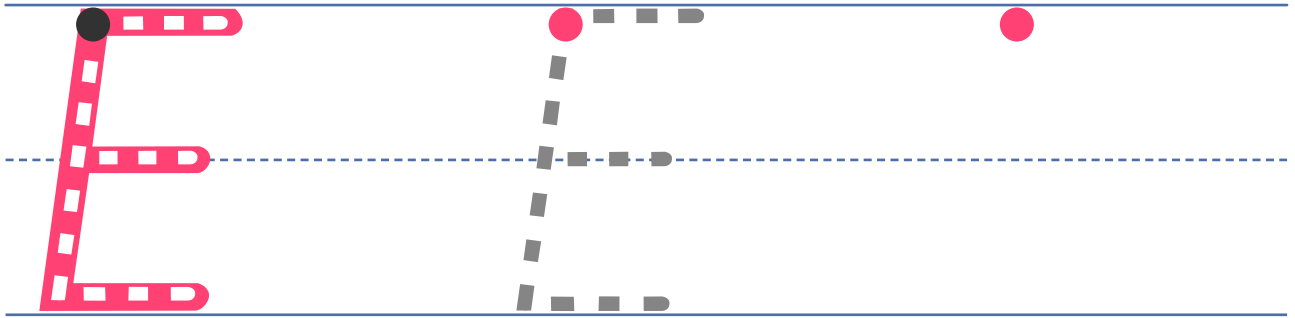
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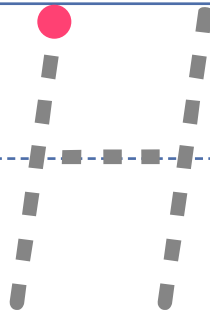
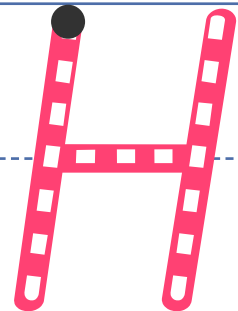
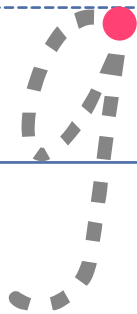
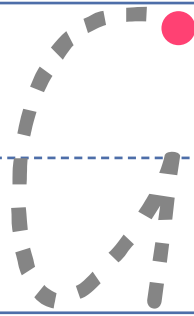
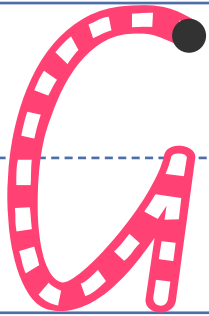
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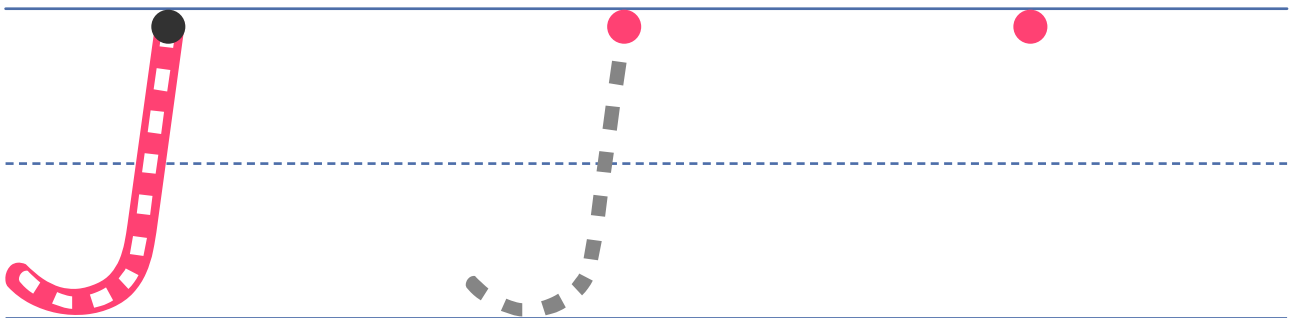
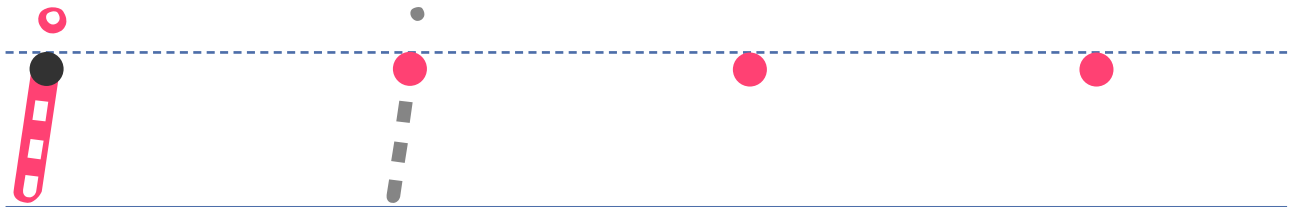
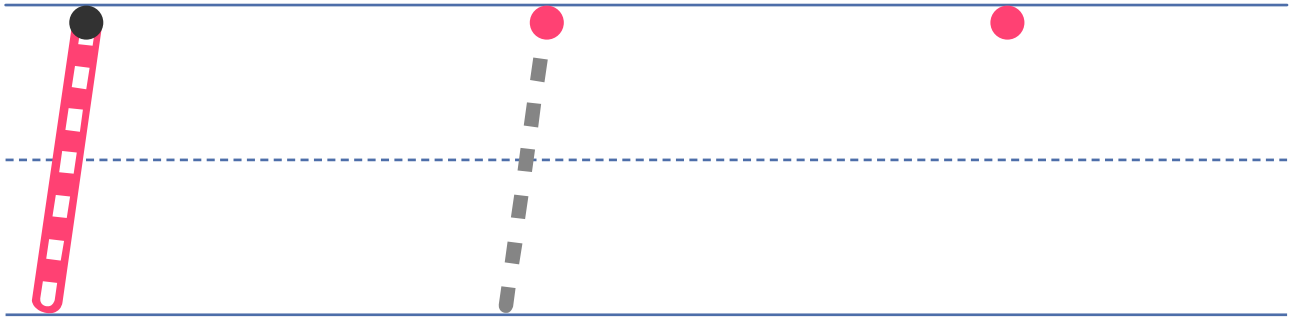
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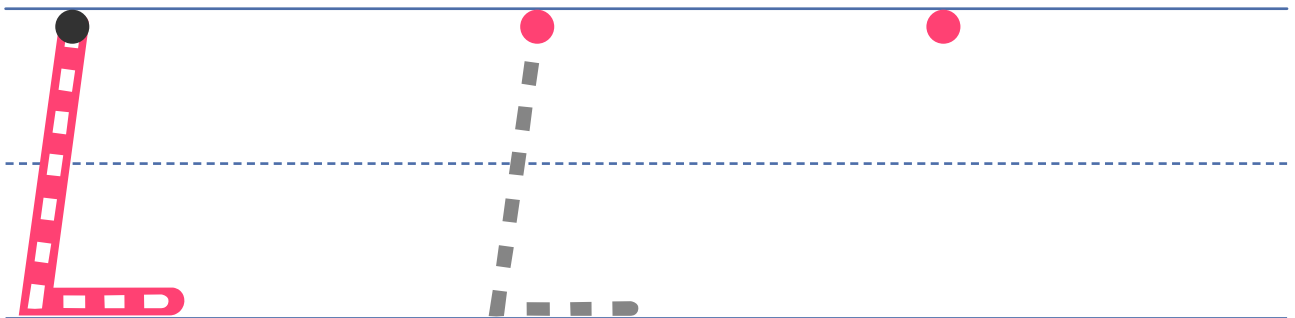
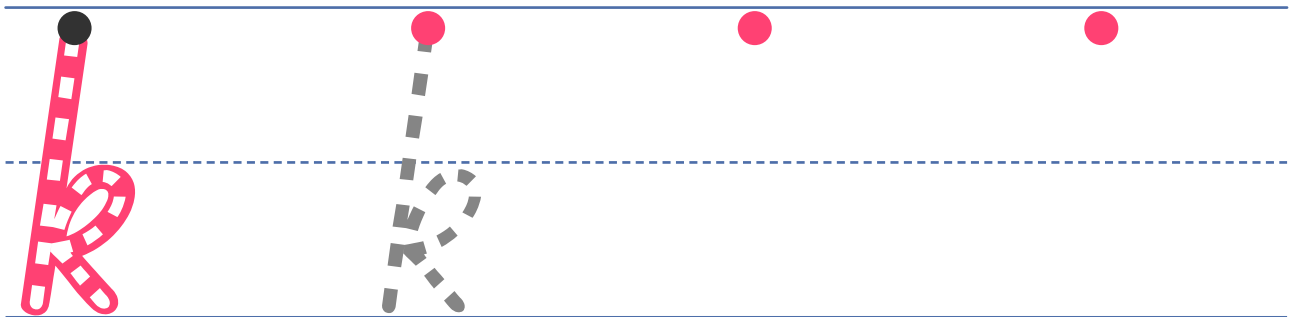
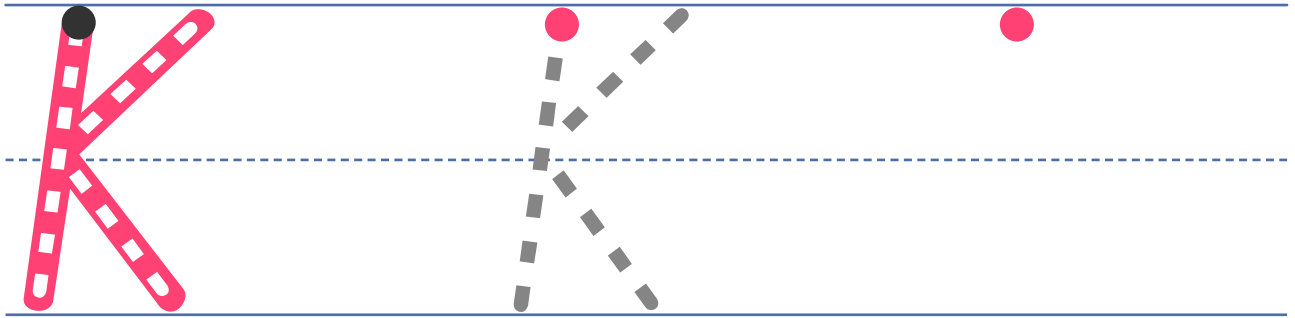
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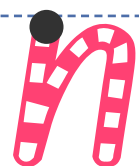
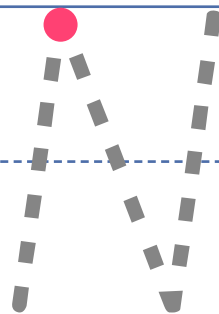
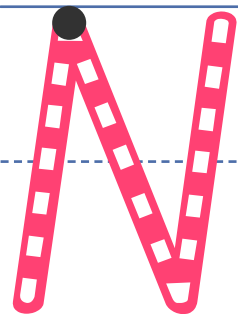
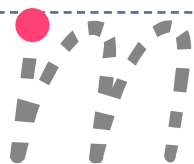
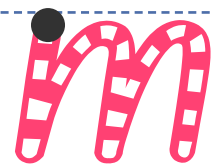
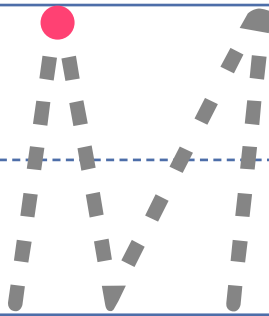
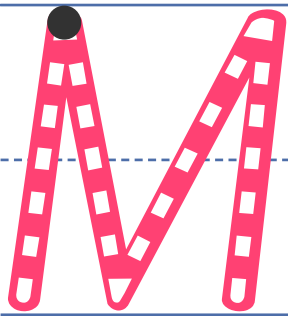
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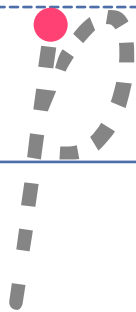
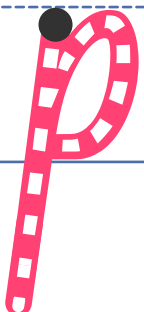
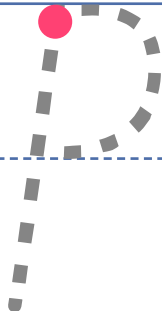
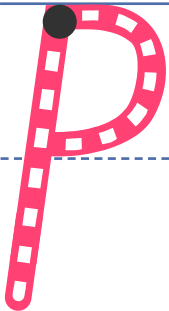
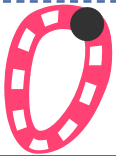
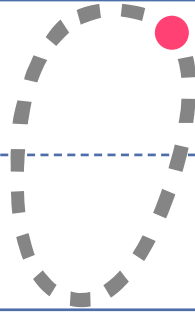
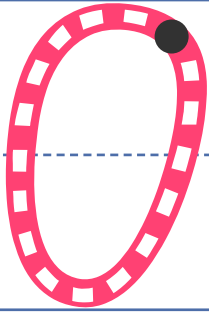
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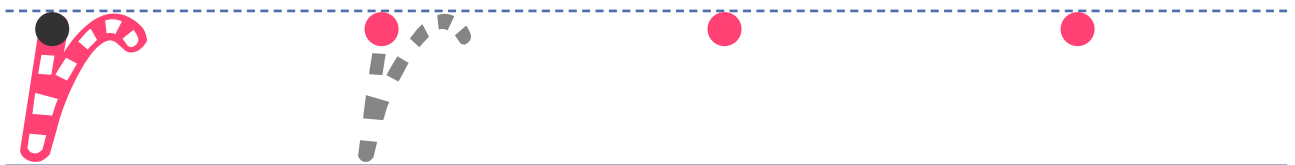
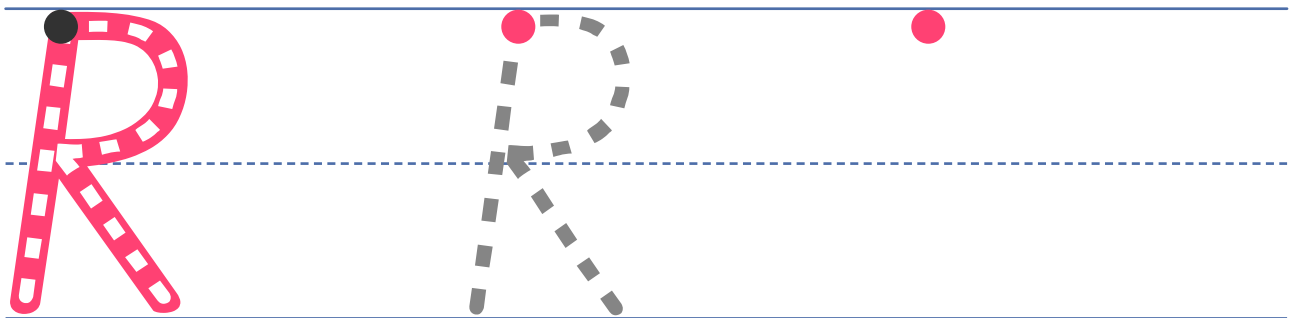
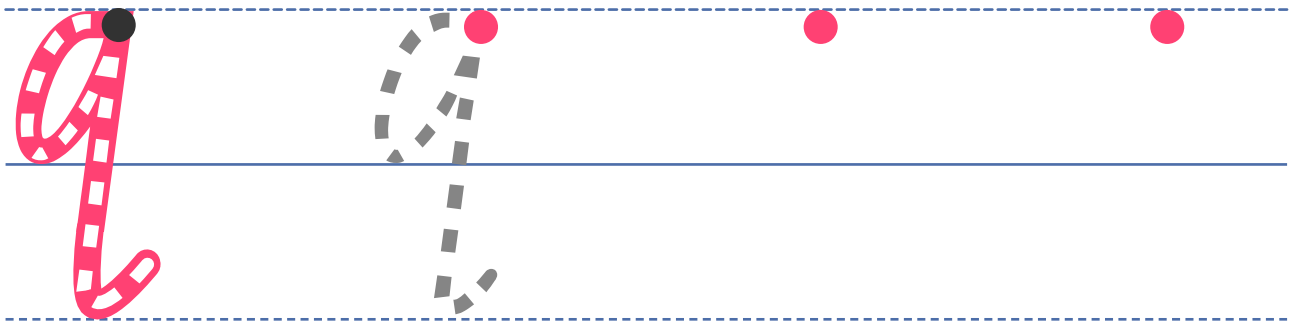
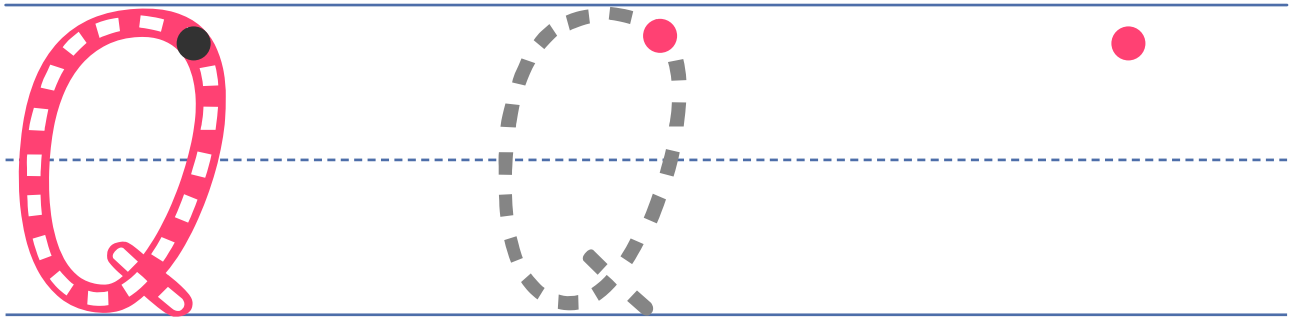
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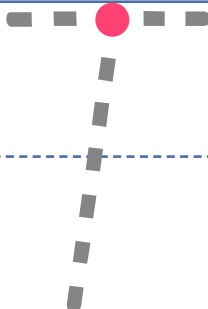
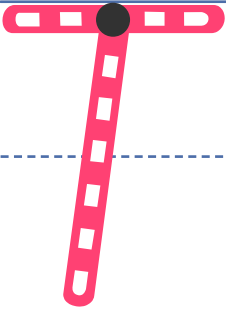
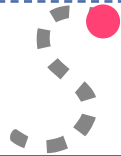
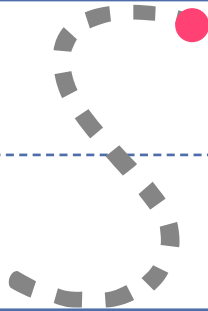
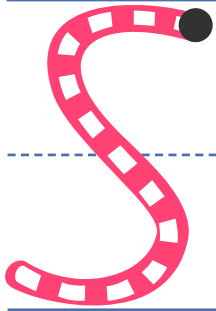
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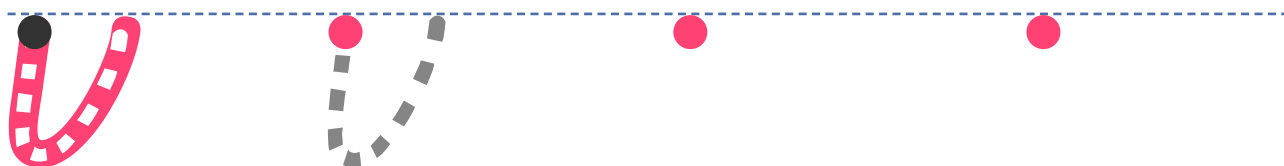
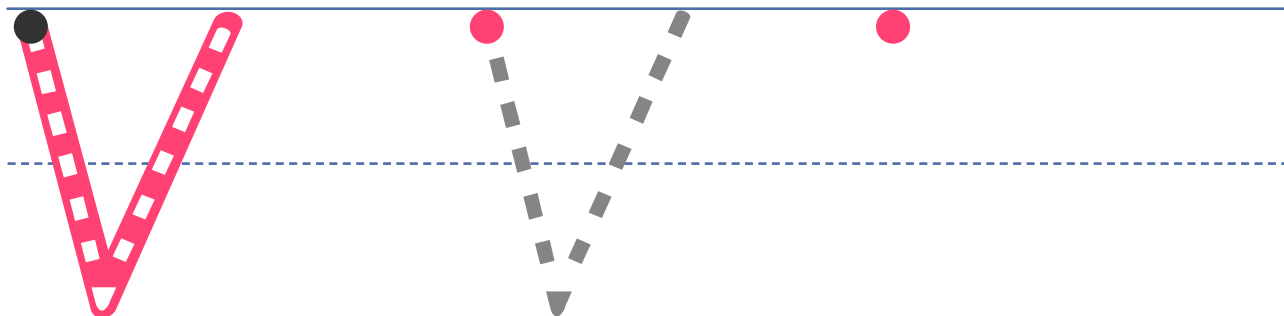
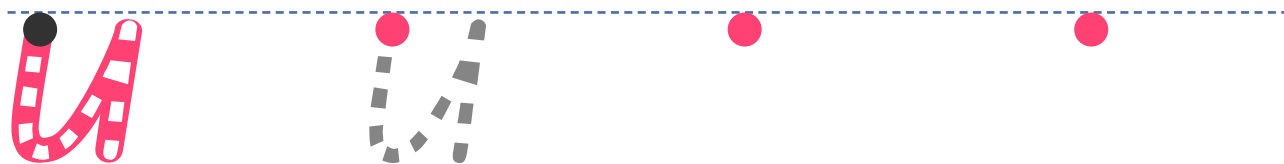
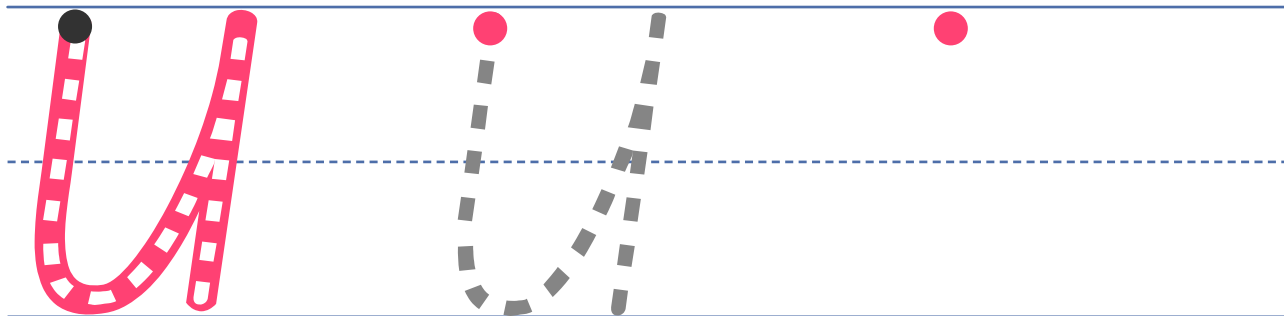
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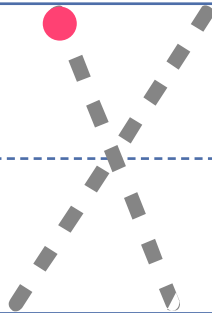
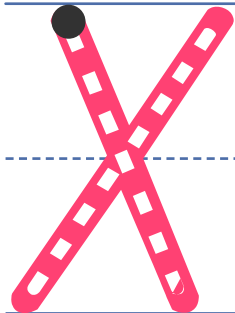
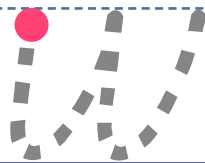
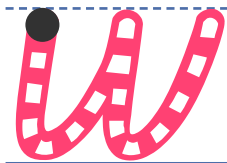
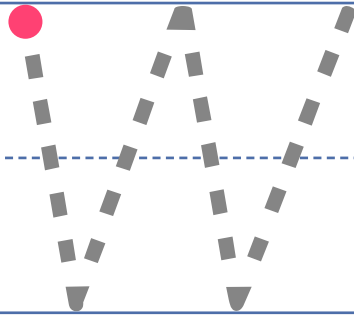
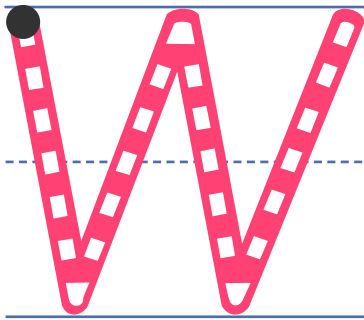
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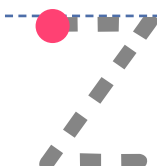
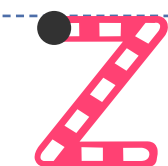
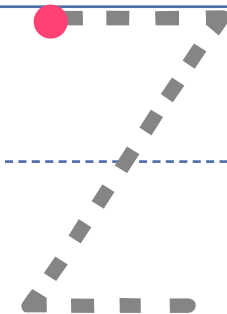
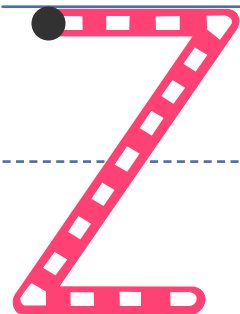
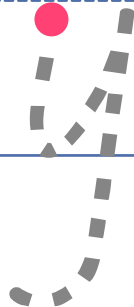
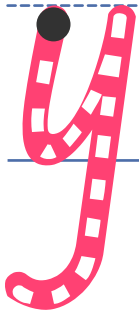
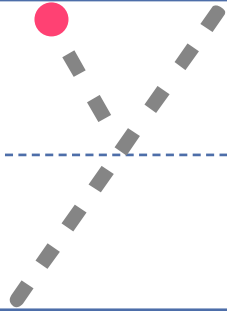
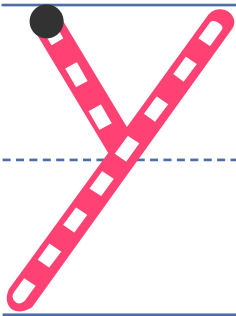
Name: _____ Date: _____



Name: _____ Date: _____



Name: _____ Date: _____



Letters in Alphabetical Order

Name: _____

From the letters below, find the letter that comes before.

1. _____ comes before U.

2. _____ comes before Z.

3. _____ comes before N.

4. _____ comes before I.

5. _____ comes before C.

6. _____ comes before F.

7. _____ comes before J.

8. _____ comes before O.

9. _____ comes before Q.

10. _____ comes before T.

11. _____ comes before X.

12. _____ comes before L.

N

T

P

Y

W

E

I

M

S

K

H

B

Letters in Alphabetical Order

Name: _____

From the letters below, find the letter that comes before.

1. _____ comes before m.

2. _____ comes before e.

3. _____ comes before d.

4. _____ comes before p.

5. _____ comes before w.

6. _____ comes before g.

7. _____ comes before r.

8. _____ comes before h.

9. _____ comes before k.

10. _____ comes before y.

11. _____ comes before s.

12. _____ comes before b.

c

q

j

l

a

o

x

d

f

v

r

g

Rhyming Word Families

Name: _____ Date: _____

Directions: On each line, add a letter to the front of *at* to make a new word.

For example: bat

1.

at

4.

at

2.

at

5.

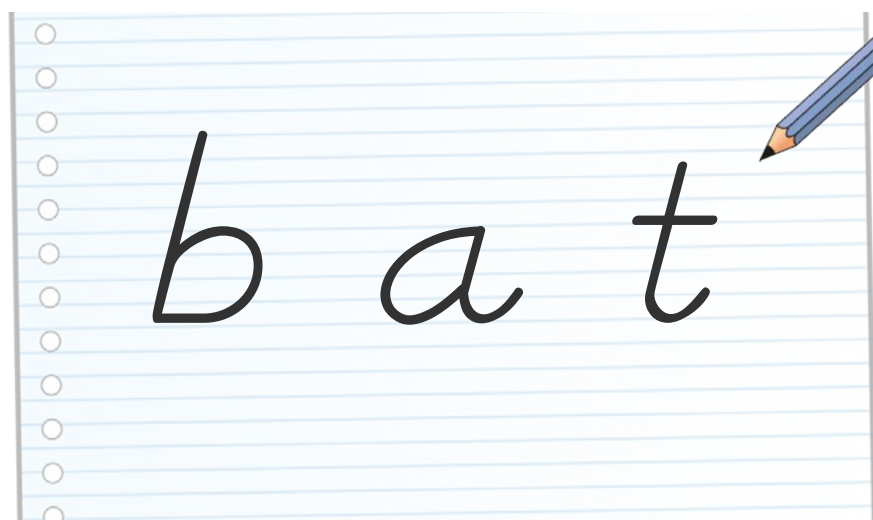
at

3.

at

6.

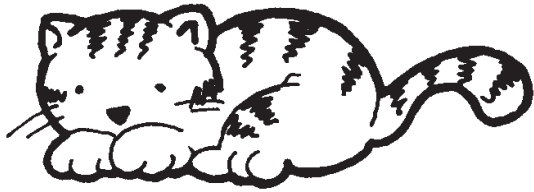
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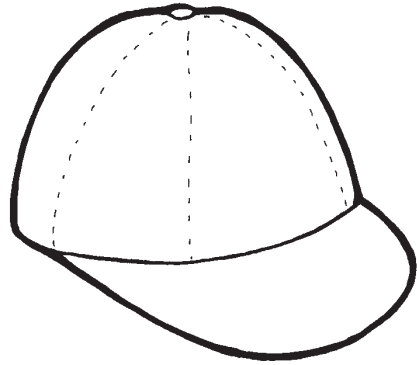
Rhyming Word Families

Continued

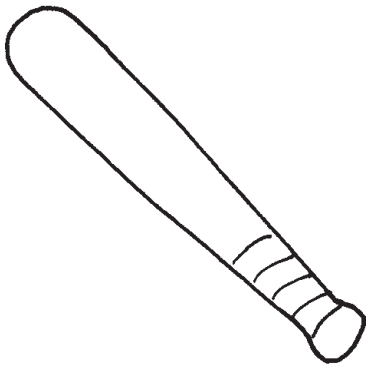
Directions: Add a letter to the front of *at* to make words that match the pictures below.



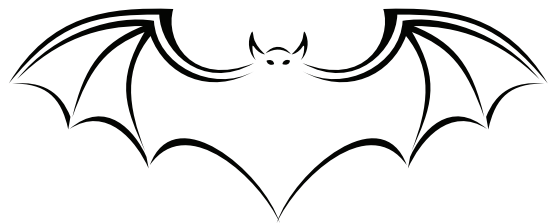
at



at



at

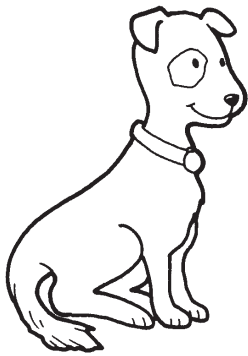


at

Rhyming Word Families

Name: _____ Date: _____

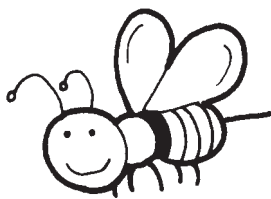
Directions: Draw a line to connect the two words that rhyme with each other. Then, write the word on the line under the picture it matches.



dog



log



bee

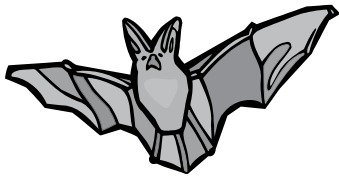


tree

Words That Rhyme Part 1

Name: _____ Date: _____

Tick the word that best rhymes with the word in capital letters. Saying the words out loud may help you to choose the right answer. The first one has been done for you.



1. Which word rhymes with **BAT**?

- page fat hot bed

2. Which word rhymes with **RED**?

- pal lip bed rod



3. Which word rhymes with **LIP**?

- hip bet lap pop



4. Which word rhymes with **LOCK**?

- men like car rock

5. Which word rhymes with **FUN**?

- for sun fizz bird

Words That Rhyme Part 1

Continued



6. Which word rhymes with **CANE**?

rap

neck

cone

lane

7. Which word rhymes with **KEEP**?

peep

tack

bun

log



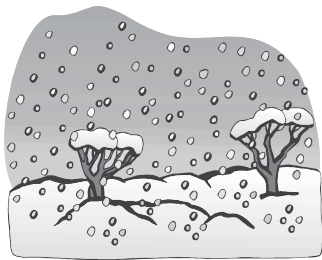
8. Which word rhymes with **ICE**?

bear

race

nice

fed



9. Which word rhymes with **SNOW**?

tell

snip

can

tow

10. Which word rhymes with **CUTE**?

cut

cat

mute

tin

Words That Rhyme Part II

Name: _____ Date: _____

Tick the word that best rhymes with the word in capital letters. Saying the words out loud may help you to choose the right answer. The first one has been done for you.



1. Which word rhymes with PAN?

- bone pin can pat

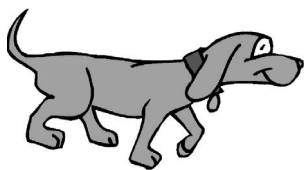


2. Which word rhymes with BELT?

- big melt mat bow

3. Which word rhymes with KID?

- lime ride kite lid



4. Which word rhymes with DOG?

- sap log rid dig

5. Which word rhymes with SUNG?

- rung sang nag sing

Words That Rhyme Part II

Continued

6. Which word rhymes with **SPACE**?

- spell spice race pan



7. Which word rhymes with **BENCH**?

- clench seat chip beach

8. Which word rhymes with **LIT**?

- bit late left slot



9. Which word rhymes with **MOON**?

- now soon men sun

10. Which word rhymes with **CUBE**?

- cub cob tube bun
-

Words That Rhyme Part III

Name: _____ Date: _____

Tick the word that best rhymes with the word in capital letters. Saying the words out loud may help you to choose the right answer. The first one has been done for you.

1. Which word rhymes with **SANK**?

- sink sunk tuck tank

2. Which word rhymes with **REAR**?

- fear red meet far



3. Which word rhymes with **STICK**?

- tock stack time flick

4. Which word rhymes with **TOE**?

- top hoe too tea



5. Which word rhymes with **PLUG**?

- plum cute frog mug

Words That Rhyme Part III

Continued



6. Which word rhymes with **BOX**?

fix

boy

fox

mix

7. Which word rhymes with **RINK**?

tank

rip

fine

pink

8. Which word rhymes with **TRACE**?

lace

tree

trap

train

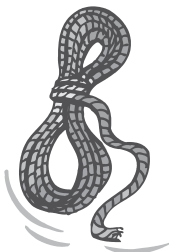
9. Which word rhymes with **TOY**?

top

boy

tool

you



10. Which word rhymes with **ROPE**?

ripe

room

hope

hop

Blends

cl

clap

clash

class

clean

clear

clever

climate

climax

climb

cloudy

dr

draft

drama

draw

dream

dress

drink

drive

drown

drowsy

drummer

fr

fraction

freedom

French

friction

Friday

friend

frog

front

frozen

fruit

Blends

sl

slam

slash

sleep

slender

slice

slide

slimy

slowly

slurp

slush

sp

space

spaghetti

spare

sparrow

speaker

speed

spelling

spider

spin

sponge

spoon

sport

spotless

spy

spr

sprain

spray

spread

spring

sprinkle

spruce

Consonant Blends

Name: _____

Name each picture, say the beginning sound and find the word to match.

1. sl



2. sp



3. gr



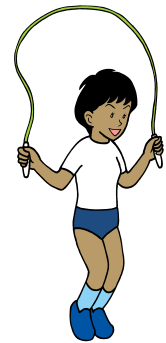
4. pr



5. scr



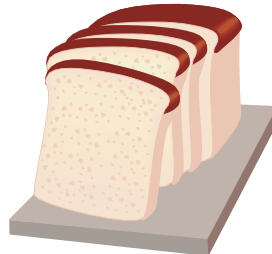
6. sk



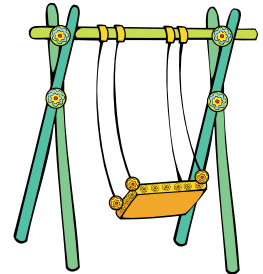
7. spl



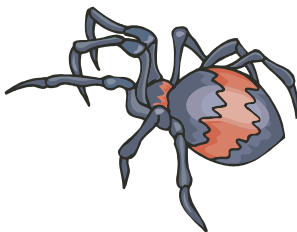
8. br



9. sw



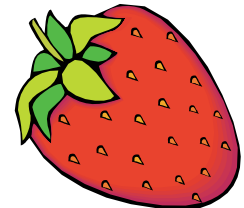
10. sp



11. cr



12. str



skipping

slippery slide

strawberry

present

grapes

splash

screw

Spring

crocodile

swing

spider

bread

Digraphs

Name: _____

Look at each picture and say its name, then find the word for the picture in the box below.

1. sh



2. ch



3. th



4. ea



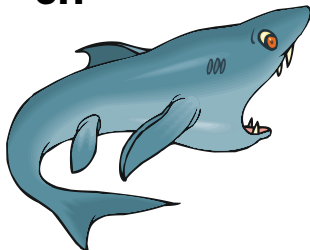
5. ph



6. ch



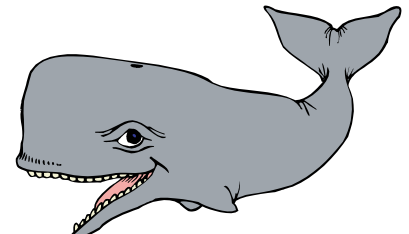
7. sh



8. th



9. wh



10. ph



11. sh



12. ch



thumb

chicks

whale

thistle

photograph

shark

church

cheese

shirt

phone

shell

eagle

Digraphs

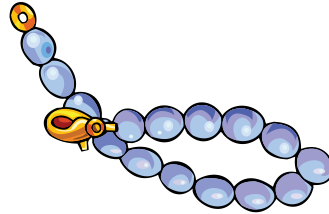
Name: _____

Say each sound and find the word with the same middle sound.

1. ou



2. ea



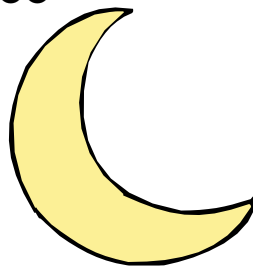
3. ur



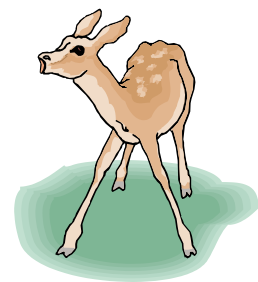
4. ar



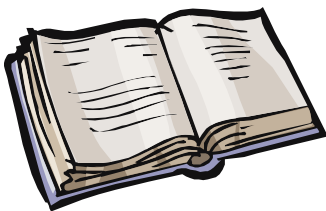
5. oo



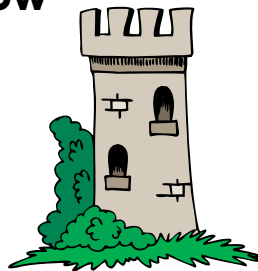
6. aw



7. oo



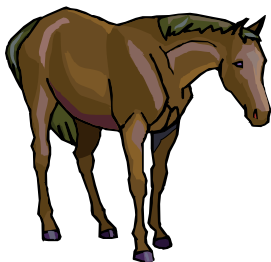
8. ow



9. ir



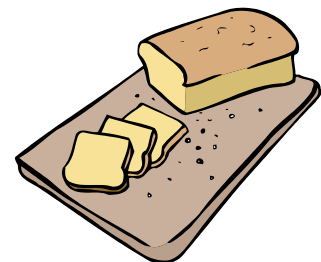
10. or



11. ar



12. oa



fawn

farm

barn

loaf

mouth

book

moon

tower

beads

shirt

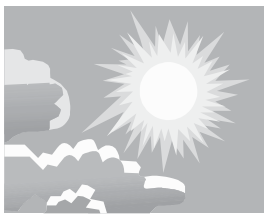
purse

horse

Sentence Sense Part 1

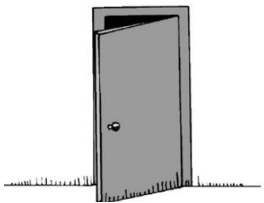
Name: _____ Date: _____

Tick the word that best makes sense in the blank.
Think carefully about the meaning of each word before making your choices. The first one has been done for you.



1. The _____ is in the sky.

- moon sung sun sky



2. Please close the _____.

- doll door drum wall

3. Can you come over to _____ with me?

- pay play pan park



4. A flower grows from a _____.

- girl seed sleep seat

5. I am _____. How are you?

- fin fine find fox

Sentence Sense Part I

Continued

6. It's _____ time to go yet.

- no nut not note

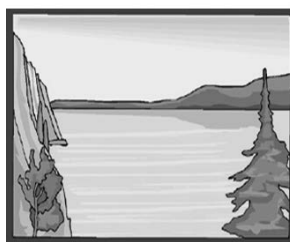


7. The _____ are in the nest.

- legs pots birds eggs

8. We count, "One, two, three, four, _____."

- six seven five ten



9. We can swim in the _____.

- cake late lake lock

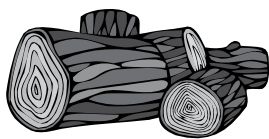
10. Jane sang a _____.

- soon song sing sung
-

Sentence Sense Part II

Name: _____ Date: _____

Tick the word that best makes sense in the blank.
Think carefully about the meaning of each word before making your choices. The first one has been done for you.



1. Dad put a _____ on the fire.

- tree loop log clog



2. The teacher rings the _____.

- dress belt ball bell

3. I want to fly in a _____.

- plans plane train pain



4. I know how to ride my _____.

- bike hike book wheel

5. Let's go ice skating on the _____.

- pool pony fond pond

Sentence Sense Part II

Continued



6. The _____ sails on the sea.

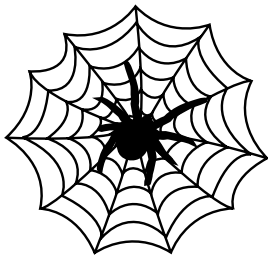
- chip ship shrimp sheep

7. I live in a _____.

- mouse hot house horse

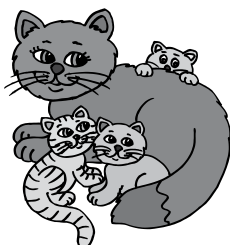
8. Her _____ is red.

- apple ape banana open



9. A spider spins a _____.

- west fly web week



10. A kitten will grow to be a _____.

- paw mouse mitten cat

Sentence Sense Part III

Name: _____ Date: _____

Tick the word that best makes sense in the blank.
Think carefully about the meaning of each word before making your choices. The first one has been done for you.

1. I can _____ my own lunch.

- pack park back puck

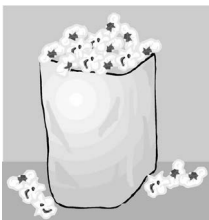
2. Do you want to _____ me a question?

- mask add back ask



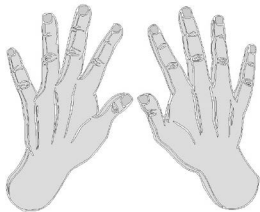
3. A _____ has a hard shell.

- fish crib crayon crab



4. The _____ is full of popcorn.

- bag drum bun bang

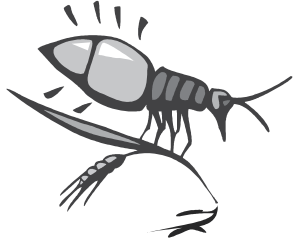


5. He has ten _____ and ten toes.

- singers hands legs fingers

Sentence Sense Part III

Continued

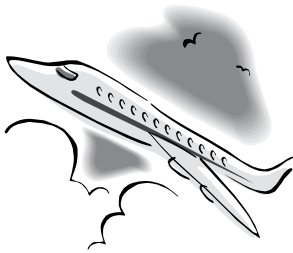


6. Look at that creepy _____.

- jug big bug mug

7. It's late. It's time for _____.

- bend beads bed moon



8. A _____ flies up in the sky.

- jet plan gem bird

9. Tom _____ to school.

- bus went we wet

10. The ruler is on the _____.

- tree flag deck desk

The Sandcastle

Name: _____ Date: _____

I will need:

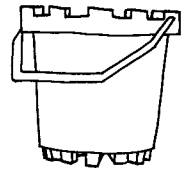


pencil

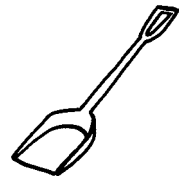


markers

Here is the _____ .



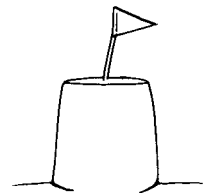
Here is the _____ .



Here is the _____ .



Here is the _____ .



Here is my sandcastle.

What Could Be Happening?

Name: _____ Date: _____

Take a look at the picture of the Easter bunnies. What do you think they could be doing? Use the picture to write a creative story about what is happening.



Use the checklist to make sure you have included everything in your narrative.

Orientation

- setting
- time
- characters

Complication

- events of the story
- problem

Correct spelling

Resolution

- how is the problem solved
- feelings of the characters

Correct punctuation

- capitals
- full stops
- commas
- speech marks

Tell Us The Story

Name: _____ Date: _____

Take a look at the picture of the Easter bunnies. What do you think they could be doing? Where could they be going? Use the picture to write a creative story about what is happening.



Use the checklist to make sure you have included everything in your narrative.

Orientation

- setting
- time
- characters

Complication

- events of the story
- problem

Correct spelling

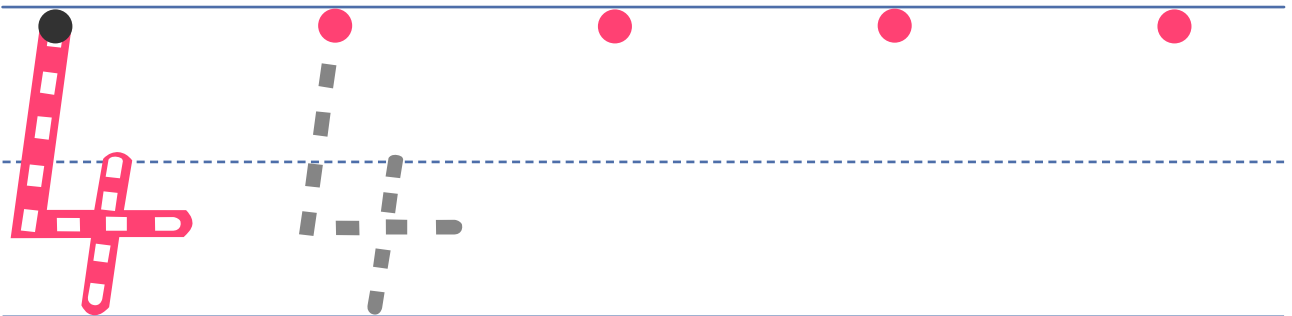
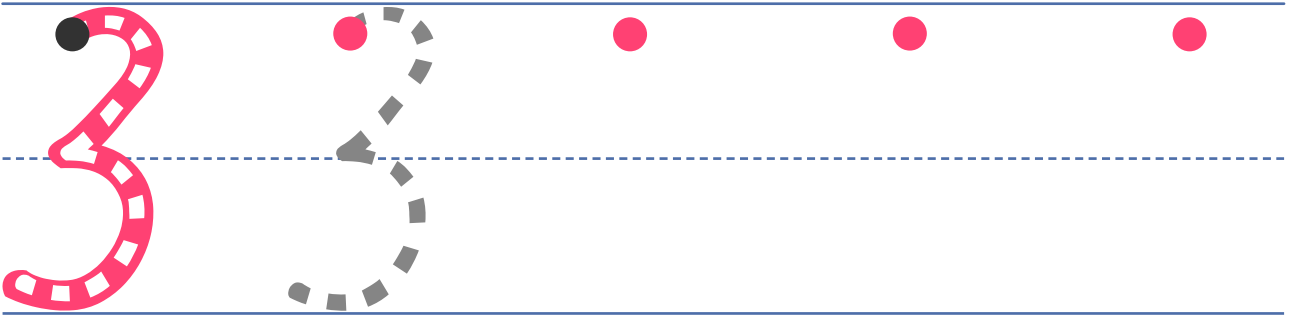
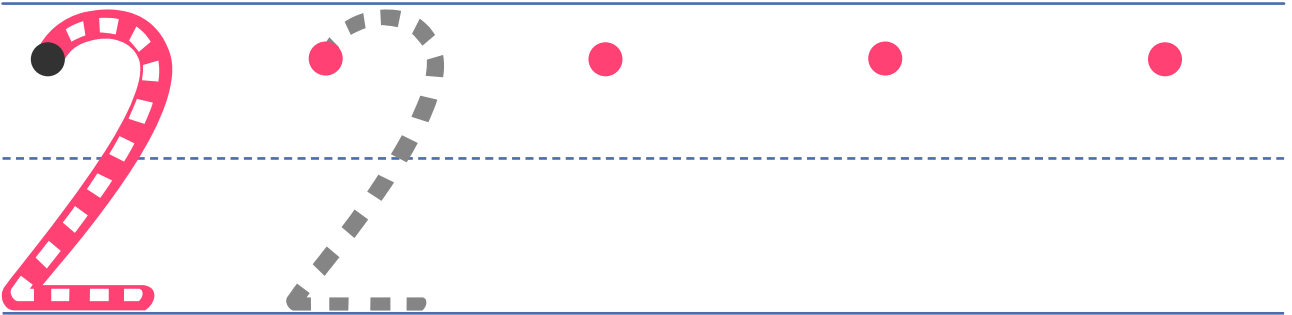
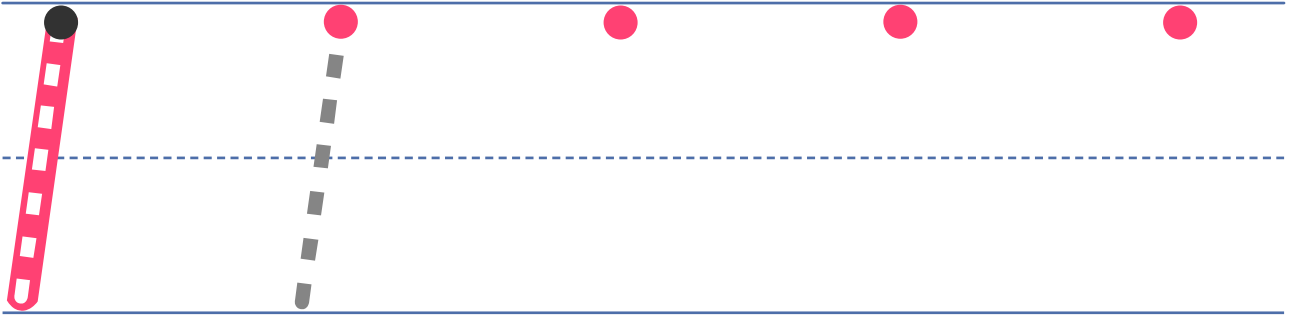
Resolution

- how is the problem solved
- feelings of the characters

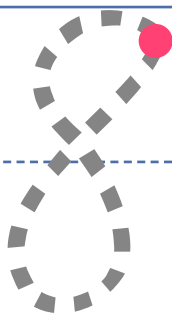
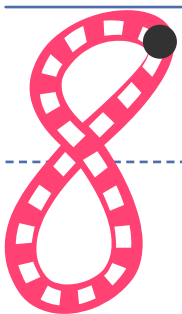
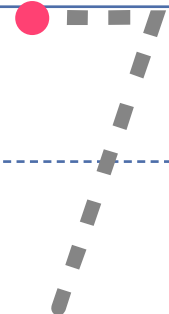
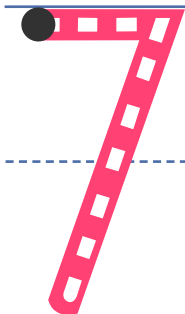
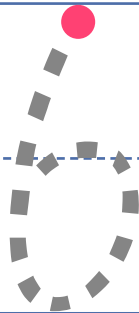
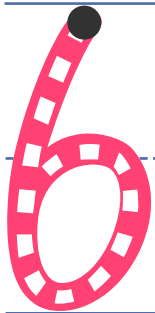
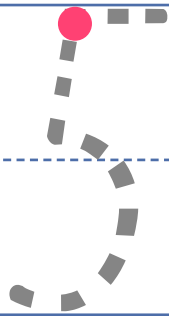
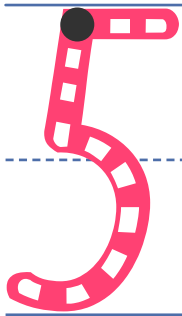
Correct punctuation

- capitals
- full stops
- commas
- speech marks

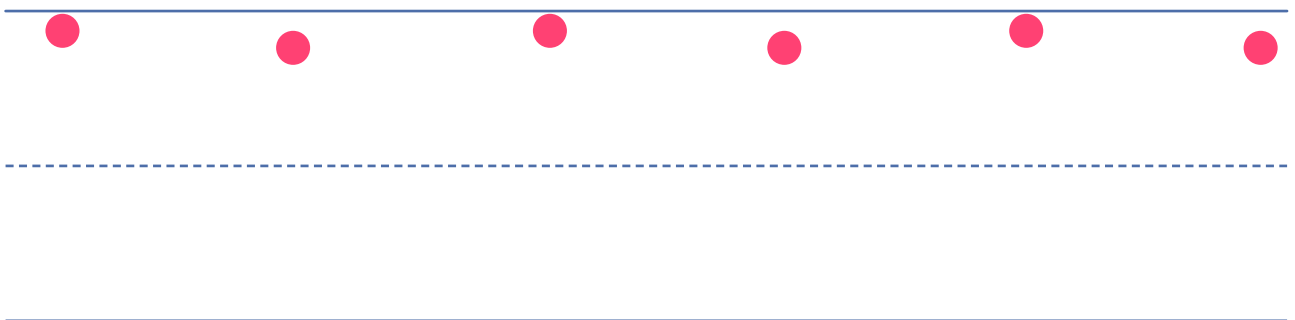
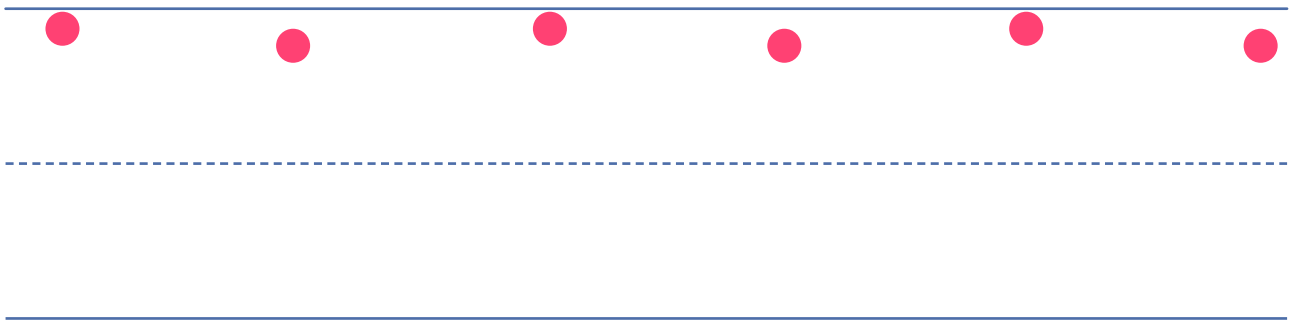
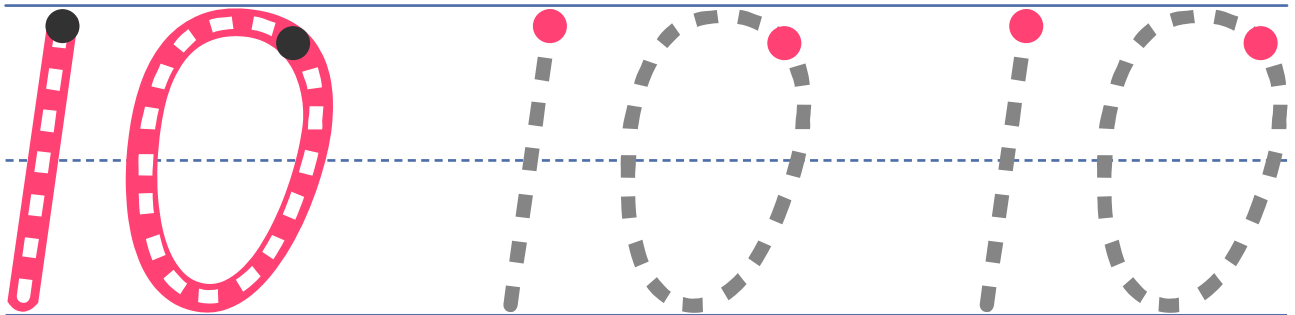
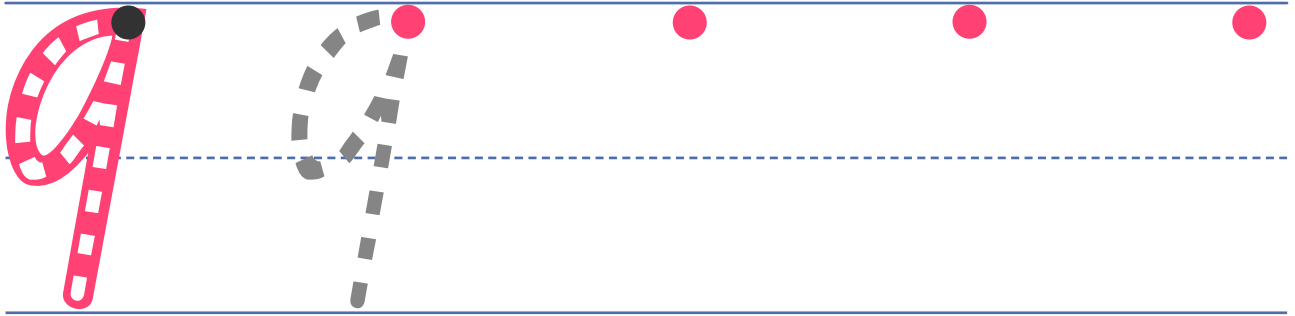
Name: _____ Date: _____



Name: _____ Date: _____



Name: _____ Date: _____



Digit Draw

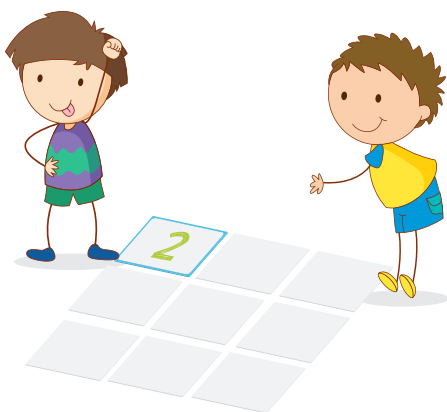
Preparation:

- Divide the class into two teams
- Give each team a shuffled set of zero to nine numeral cards face down and a place value chart
- Give students the instructions below



The aim of this activity is to make the largest three-digit number possible.

1. A player from each team randomly selects a number card from their decks.
2. Both players place their cards on their team's place value chart, in the column of their choice: hundreds, tens or ones.
3. Once the card has been placed it cannot be moved.
4. After three draws, the team with the highest number is the winner.
5. Repeat the activity for more players.



Place Value Chart Template

Hundreds (H)	Tens (T)	Ones (O)

0

1

2

3

4

5

6

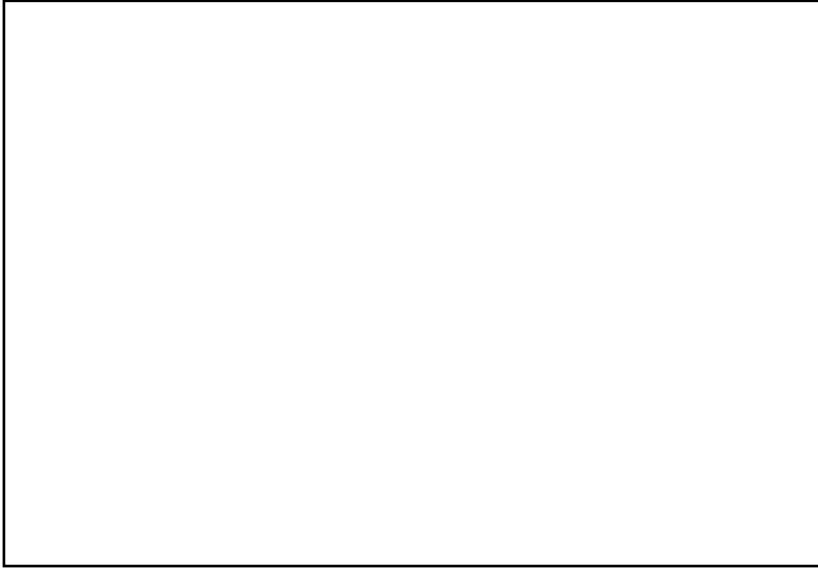
7

8

9



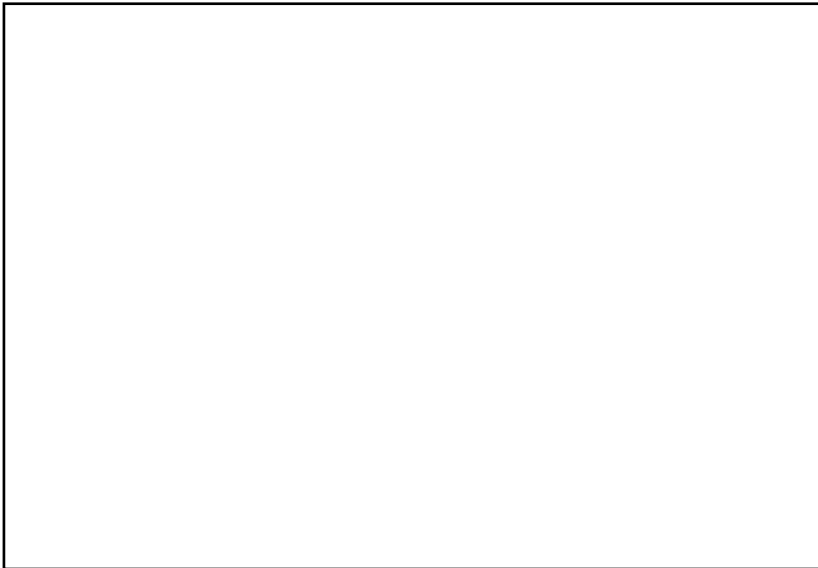
Ones (O)



Tens (T)



Hundreds (H)



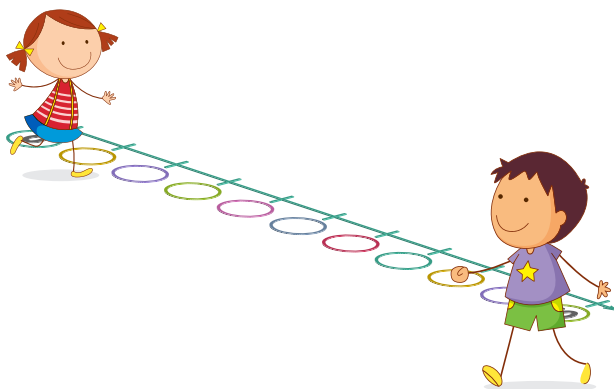
Number Lines

Preparation:

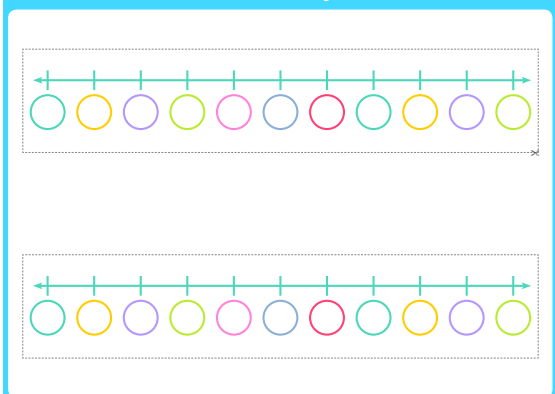
- Give each student two blank number lines
- Lead students in the activity below

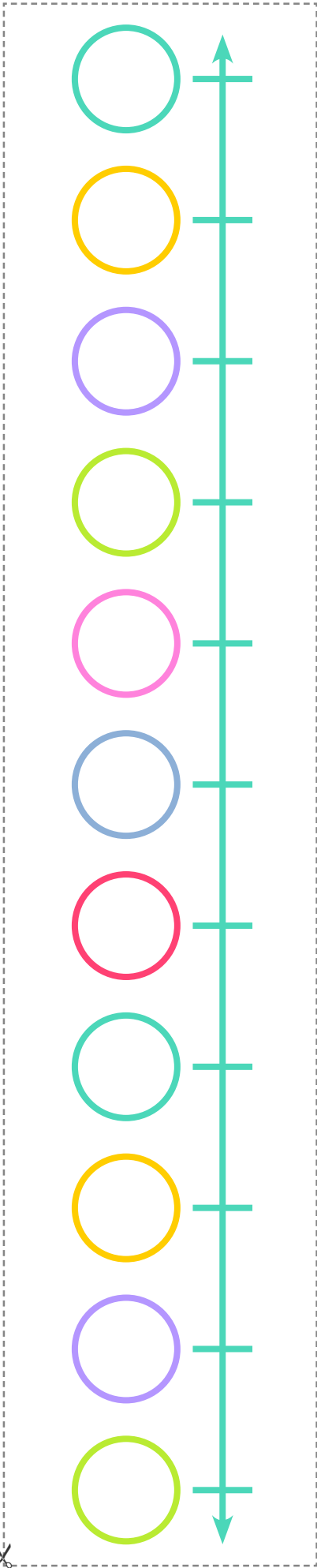
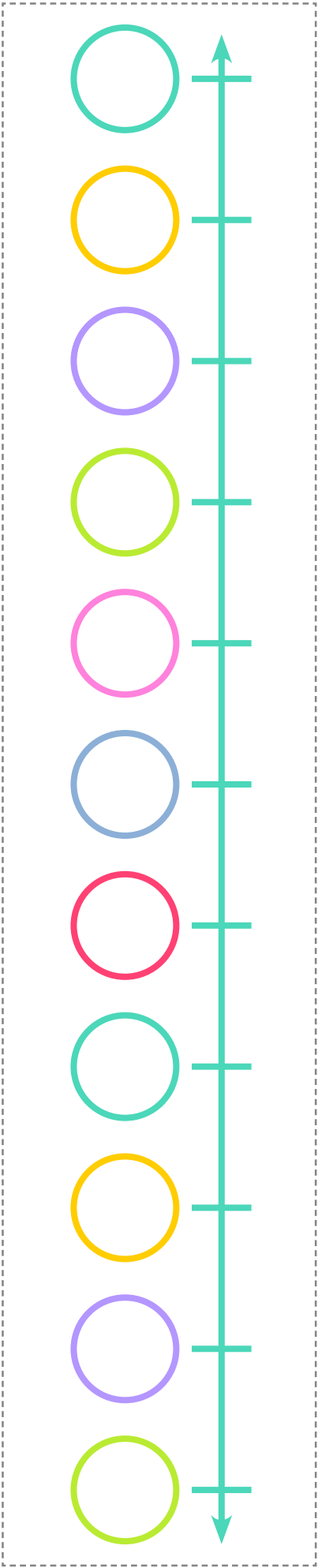


1. Ask students to take the first blank number line and mark zero as the starting point, then where the number 10 would go.
2. Now ask them to fill in other numbers out of order. For example, ask "Where does number six go?" or "Where does number nine go?" or "Where does number three go?"
3. Continue to call out questions until students have completed the number line.
4. Now ask them to take the second number line. Give them a different starting and ending point to mark for higher groups of numbers.
5. Call out numbers until the second number line is complete.



Blank Number Line Template

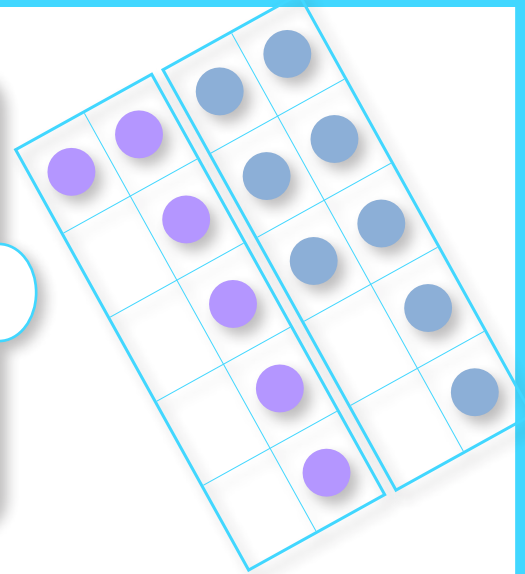




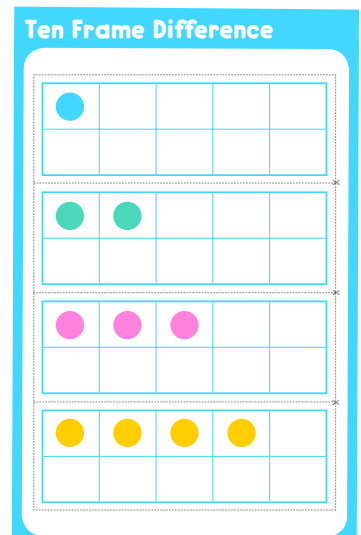
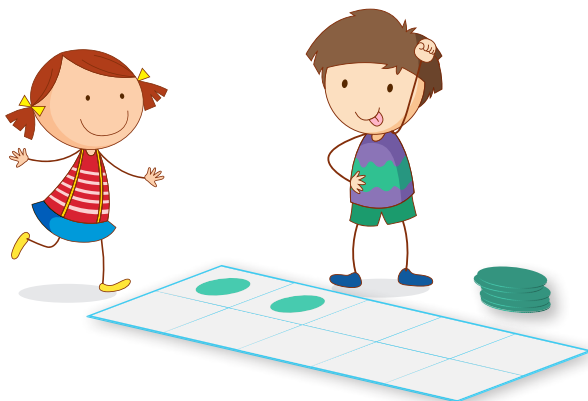
Ten Frame Difference


Preparation:



- Divide students into pairs
- Give each pair of students a set of ten frames of varying values and counters
- Give students the instructions below







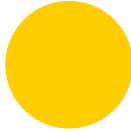
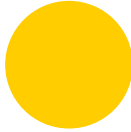
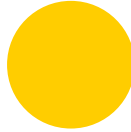
1. Each player selects a ten frame from the pile.
2. Players say the number on their ten frame and together work out who has the largest number and what the difference is between the two ten frames.
3. The player with the largest number takes the difference in counters.
4. Play continues in rounds until one of the players collects 15 counters and wins.














				








				









				

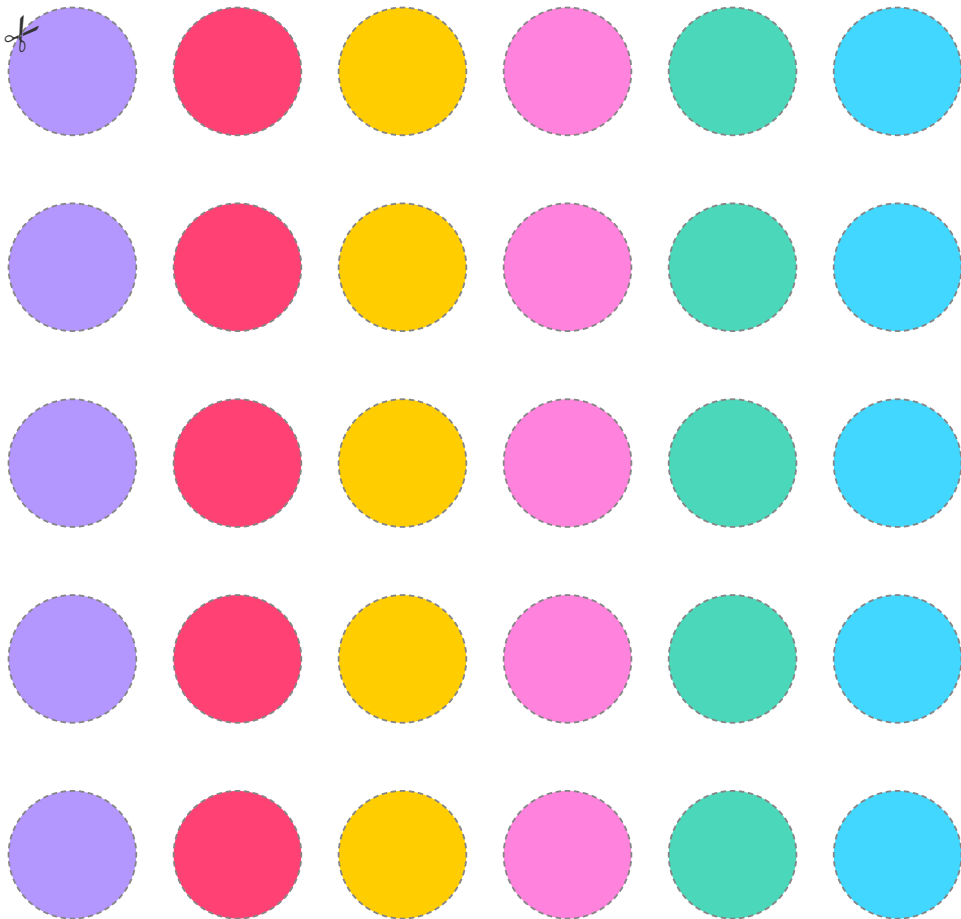
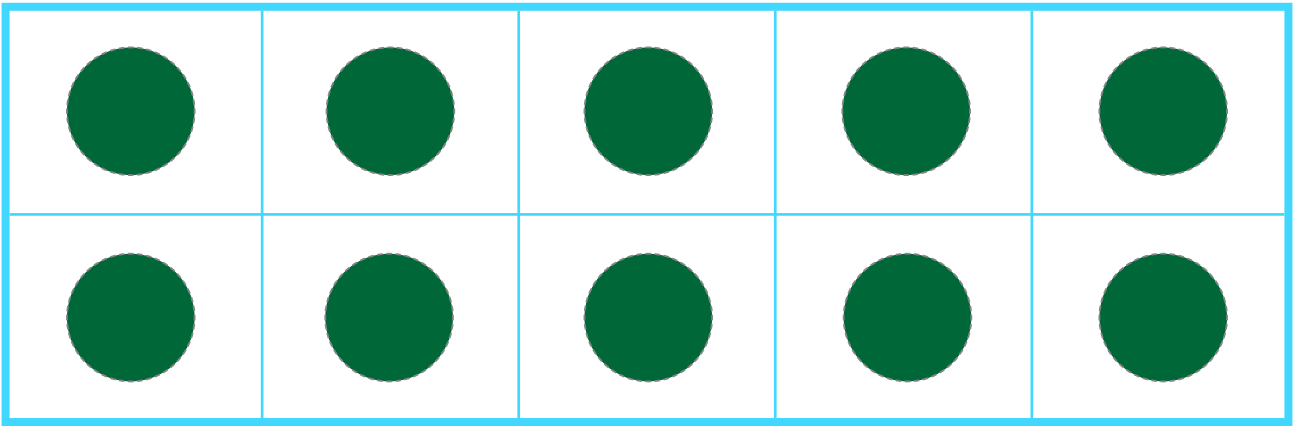
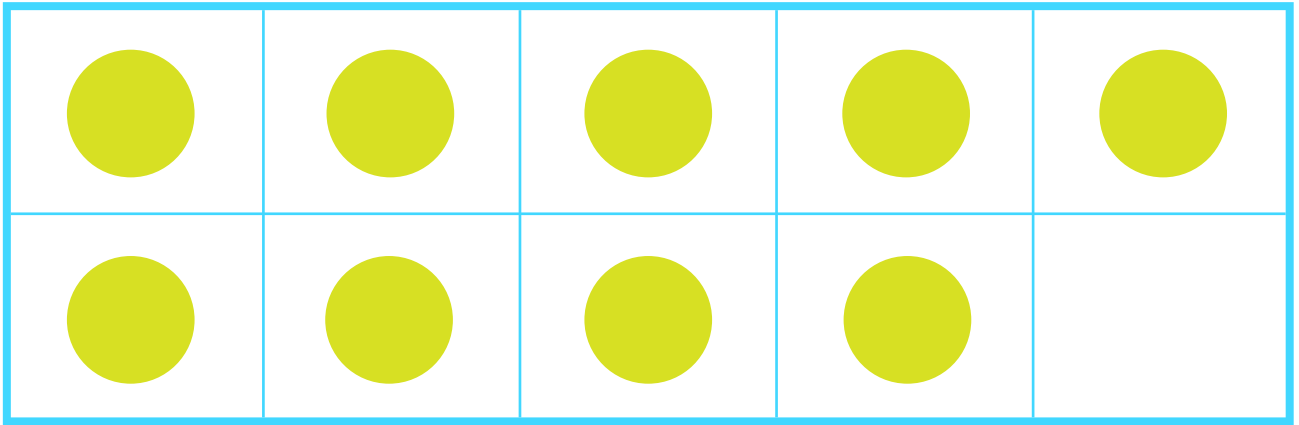
				



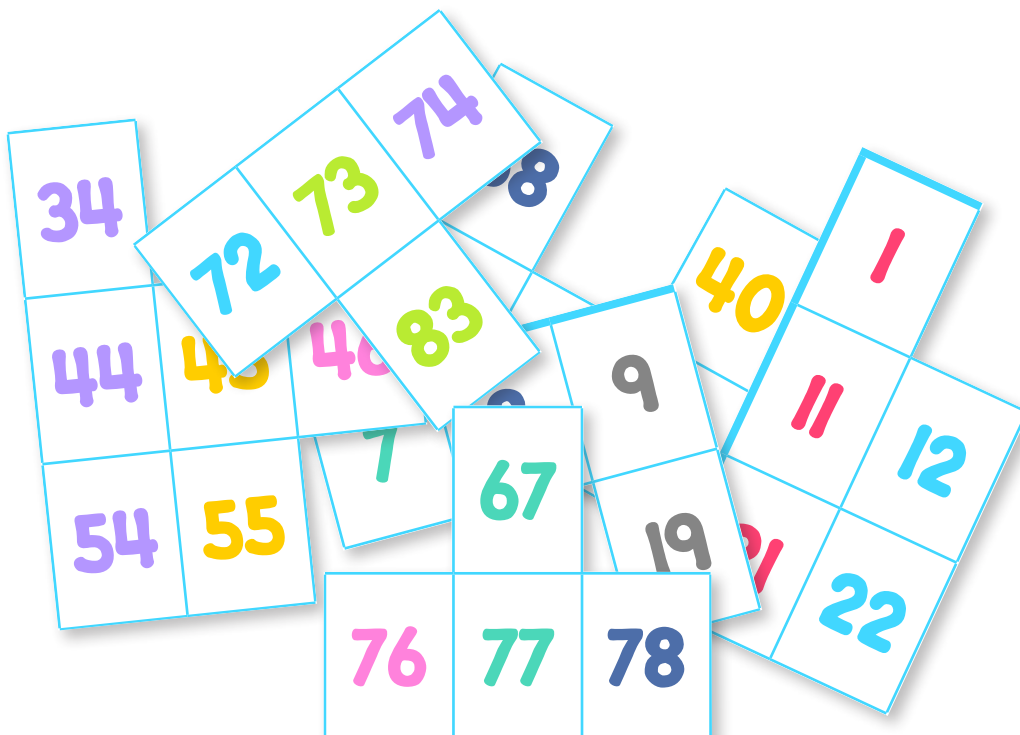
One Hundred Puzzles

Preparation:

- Cut hundreds charts up into vertical and horizontal strips, and into odd puzzle shapes
- Provide a full hundreds chart for students who need to check against a complete chart to finish the puzzle
- Give students the instructions below



1. Take your cut-up hundreds chart puzzle pieces and put them together to make a hundreds chart.
2. Check against a complete chart to make sure your finished puzzle is correct.

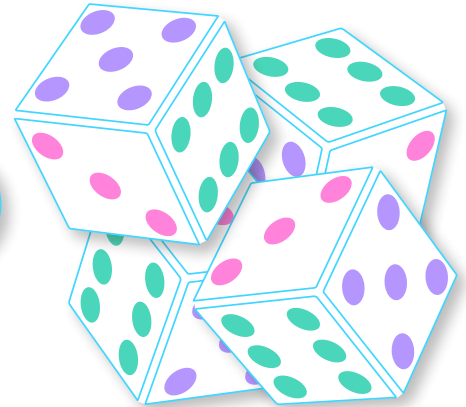


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

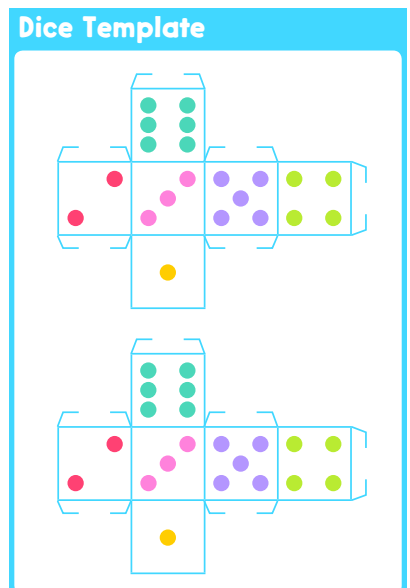
Thirteen Dice

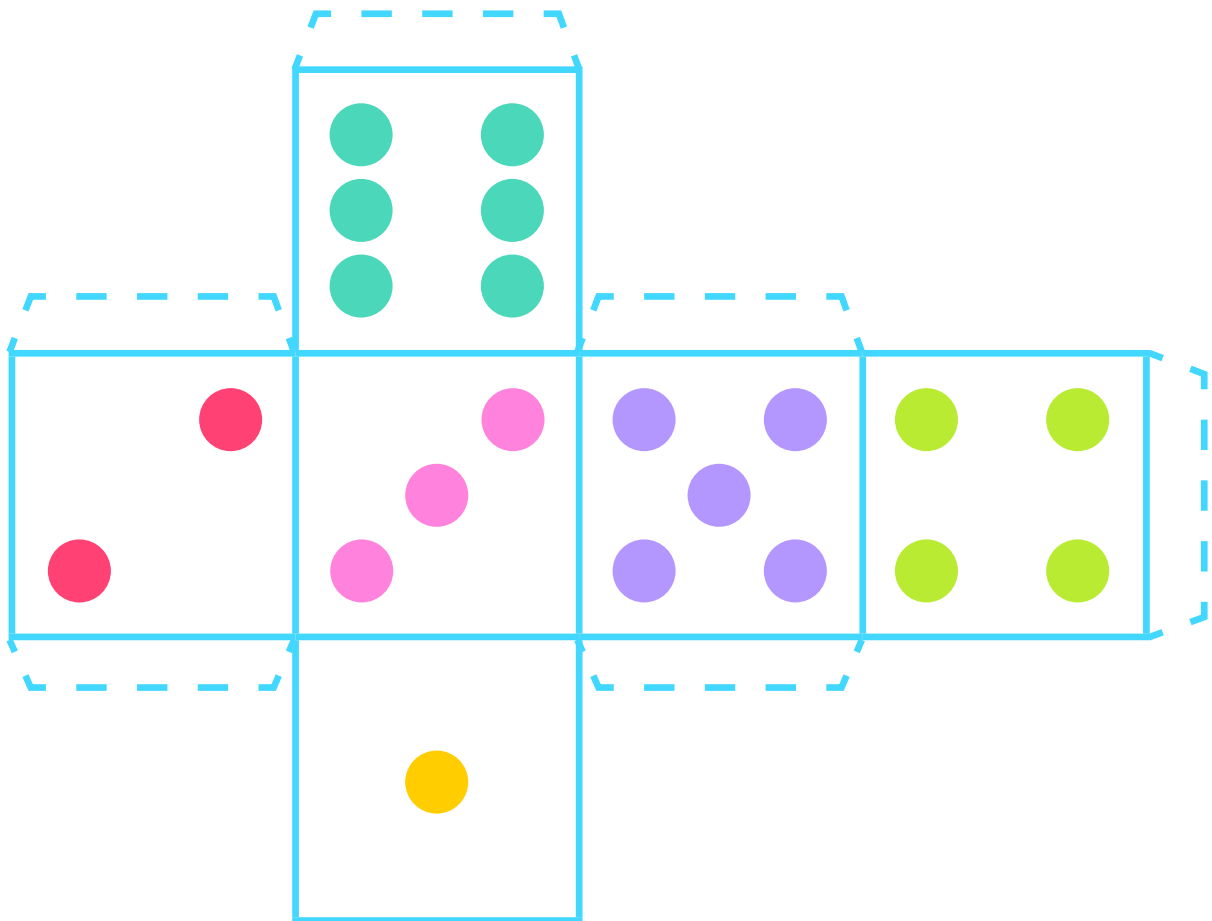
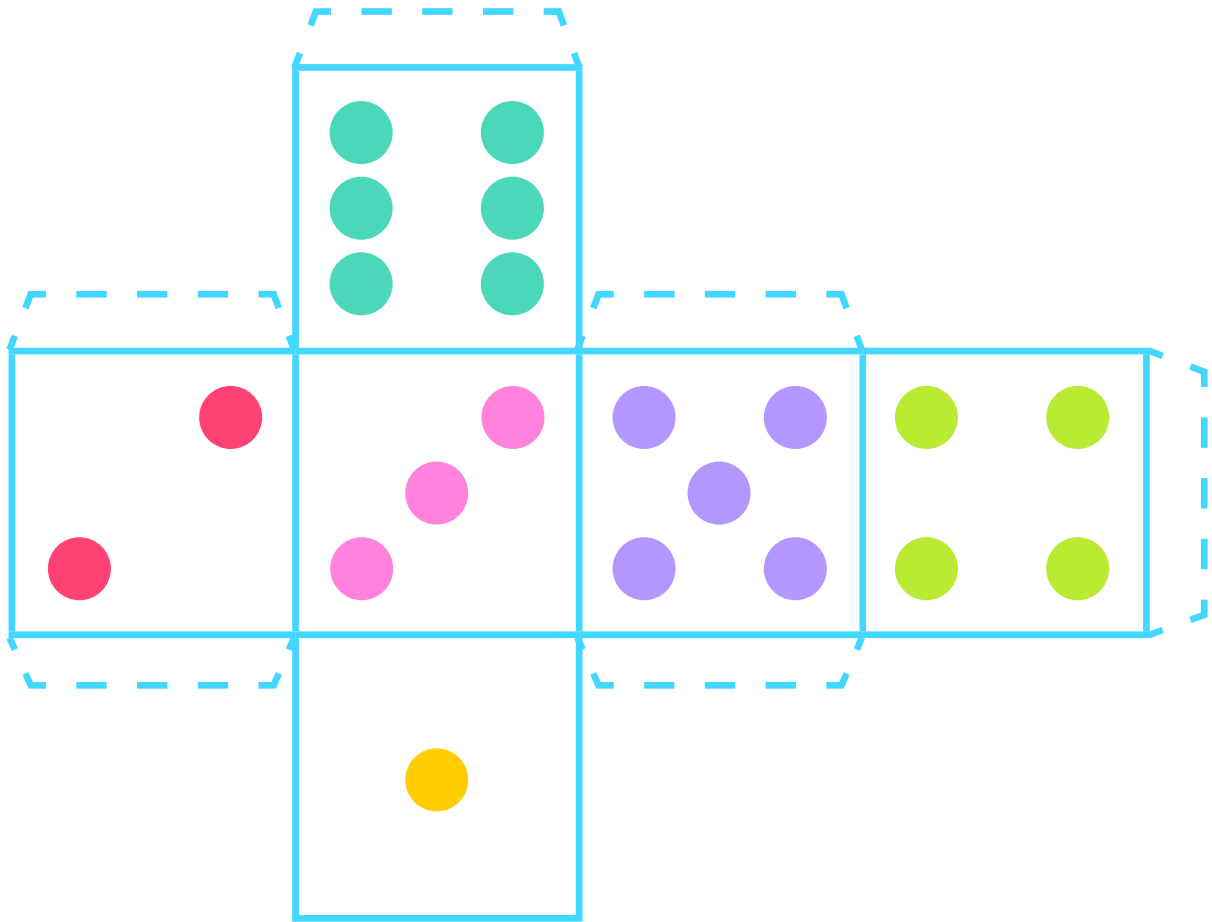
Preparation:

- Divide students into four teams
- Give each team three dice and retain one for yourself (13 dice in total)
- Lead the activity as follows below



1. Choose a target number, such as 500, and write it on the board.
2. Each team throws their three dice and makes a three-digit number from their totals. *For example*, team A rolls a three, five and one, then makes a three-digit number (531) from their totals.
3. Now throw your dice and ask each team to add that many 10s to their first number. *For example*, if you roll a two, team A must add 20 to 531, giving them 551.
4. The team with the total closest to the target number scores a point.
5. Repeat until one team has three points.





The Price Is Right

Preparation:

- Cut out a number line template or create a large number line on the board
- Lead students in the activity below

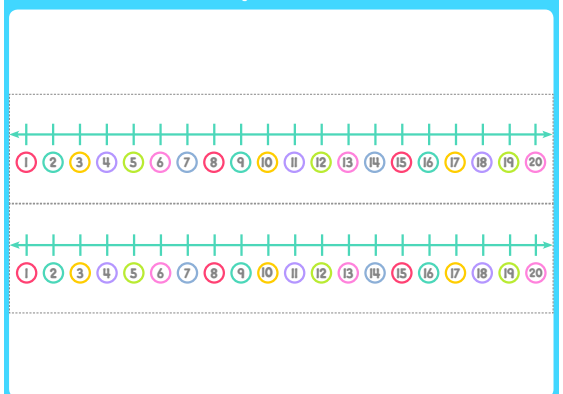


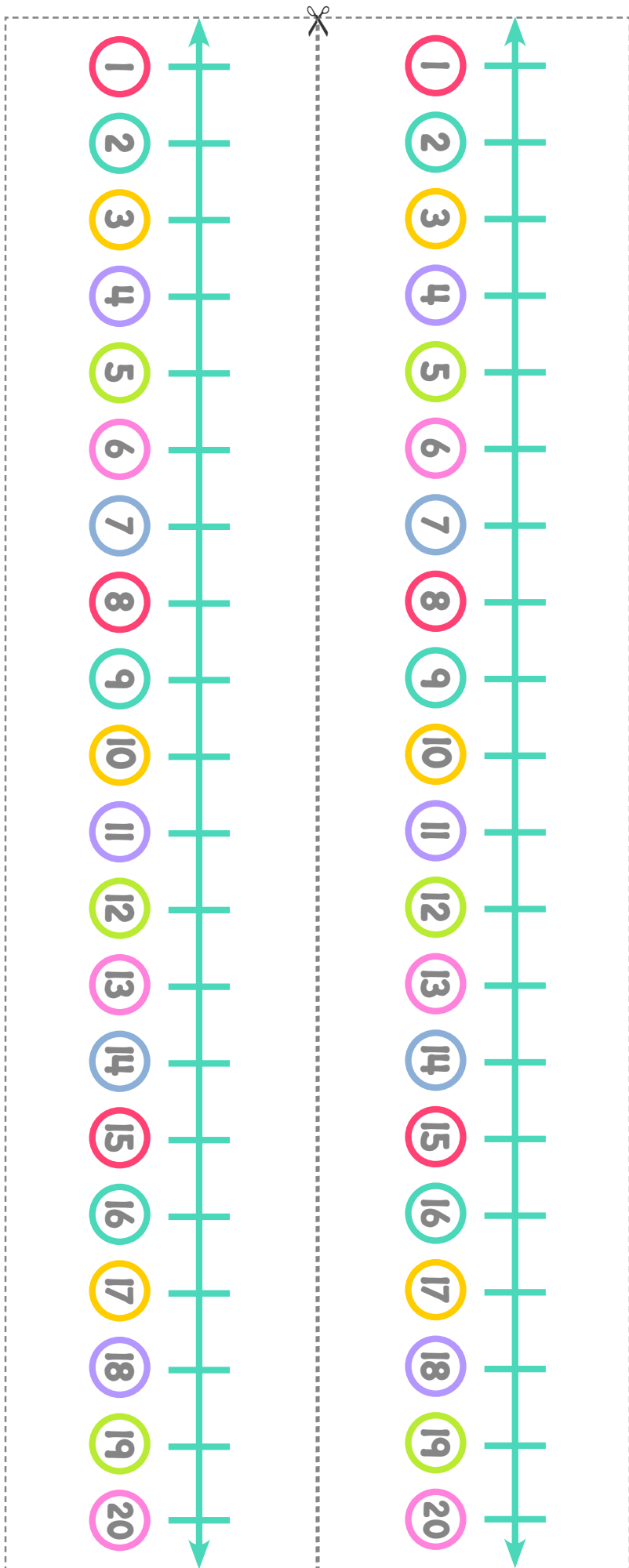
1. Display the number line to the students.
2. Ask one student to think of a number on the number line.
3. The remainder of the class takes turns to guess the number.
4. After each guess, the student should point to the nominated number on the number line, then state if the guess is higher or lower than the number he or she is thinking of.
5. Encourage students to use the responses from previous guesses when making the next guess.

Teacher's note

This may also be used as a small-group or partner activity.

Number Line Template





Missing Numbers

Name: _____ Date: _____

Fill in the missing number in the following number sentence.

$$6 + 7 + 4 + 3 = 6 + 4 + 7 + \underline{\hspace{2cm}}$$

6 + 7 + 4 + 3 is the same as

_____.

- $10 + 17 = 27$
- $10 + 10 = 20$
- $17 + 9 = 26$
- $13 + 10 = 23$

Fill in the missing number in the following number sentence.

$$5 + 8 + 15 = \underline{\hspace{2cm}} + 8$$

5 + 8 + 15 is the same as

_____.

- $15 + 8 = 23$
- $5 + 8 = 13$
- $5 + 18 = 23$
- $20 + 8 = 28$

Fill in the missing number in the following number sentence.

$$8 + 19 + 2 = \underline{\hspace{2cm}} + 19$$

8 + 19 + 2 is the same as

_____.

- $10 + 19 = 29$
- $10 + 12 = 22$
- $19 + 11 = 30$
- $8 + 19 = 27$

Fill in the missing number in the following number sentence.

$$8 + 9 + 12 + 11 = \underline{\hspace{2cm}} + 12 + 9 + 11$$

8 + 9 + 12 + 11 is the same as

_____.

- $17 + 20 = 37$
- $23 + 9 = 32$
- $20 + 20 = 40$
- $17 + 11 = 28$

Missing Numbers

Continued

As you pour water into a jug it gets _____.

- lighter
- lower
- more full
- emptier

As a plant grows it gets _____.

- greener
- taller
- wetter
- shorter

As a puddle dries up it gets _____.

- higher
- wetter
- heavier
- smaller

As you put more food in a bag it gets _____.

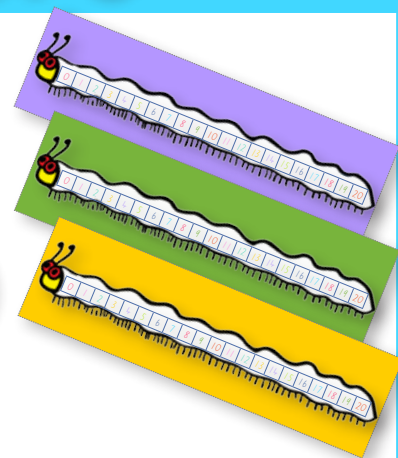
- heavier
- smaller
- lighter
- rounder

Before and After • Muddled Numbers

Before and After

Preparation:

- Give each student a caterpillar template
- Give students the instructions below



1. Listen for the teacher to call out a number and write the number in the middle of your caterpillar.
2. Now write all the numerals before and after your teacher's number in the spaces provided.

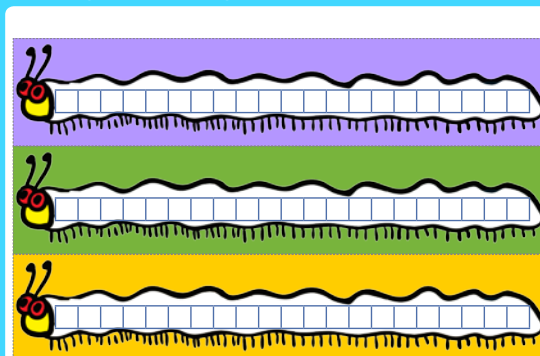
Muddled Numbers

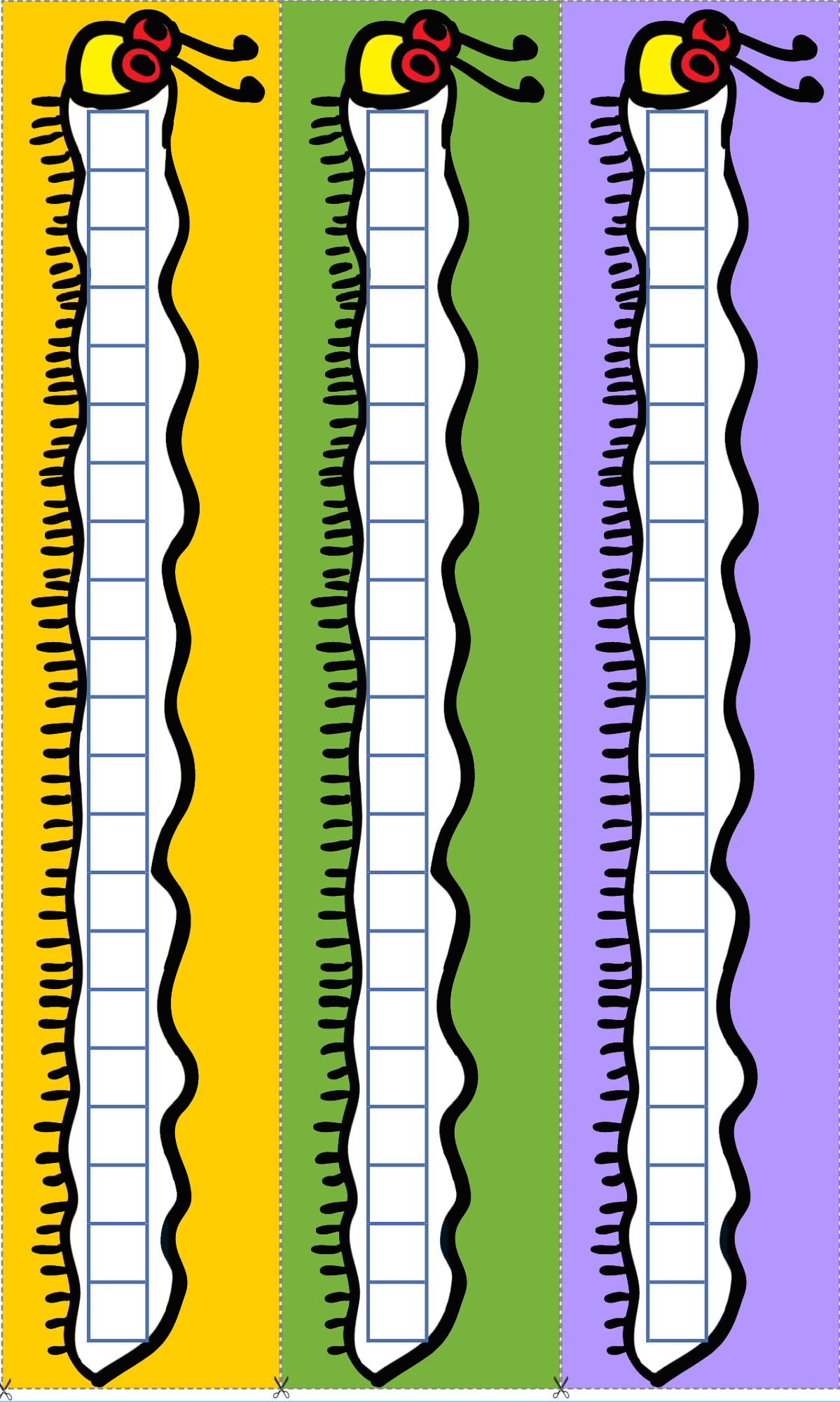
Preparation:

- Divide students into pairs
- Give each student two caterpillar templates
- Give students the instructions below

1. Players write a series of numerals on the caterpillar out of order.
2. Swap caterpillars and use a blank caterpillar template to correctly write the numerals in the right sequence.

Caterpillar Template





One Up, One Down

Preparation:

- Divide students into pairs
- Give each pair a complete deck of cards
- Give students the instructions below



In this game, an ace = 1 or 11, a jack = 11, a queen = 12 and a king = 13.

1. Deal each player five cards, then put the rest of the deck face down in the middle.
2. Players turn over one card and set it next to the face-down pile.
3. If an eight is showing on the table, a player can put either a seven or a nine from their hand on that card.
4. Every time a player plays a card, he or she needs to pick up another from the face-down pile.
5. Because aces can be either a one or an 11, if an ace is showing on the table, players can play either a two or a 10 on the ace.
6. The player to get rid of their cards first wins.

Teacher's note

This game calls for a lot of flexibility from the players. As the number in the middle is always changing, players have to readjust to which numbers are one up or one down.

First to 14

Preparation:

- Divide students into pairs
- Give each pair a deck of cards from aces to 10s
- Give students the instructions below



In this game, an ace has the value of 1.

The aim is to reach 14 exactly.

1. Player A turns over two cards and add them together.
2. If the total of the two cards is less than 14, he or she turns over the next card and adds it as well.
3. If the total goes over 14, then he or she turns over the next card and subtracts it.
4. Play continues until the number 14 is reached.
5. Now it's Player B's turn.



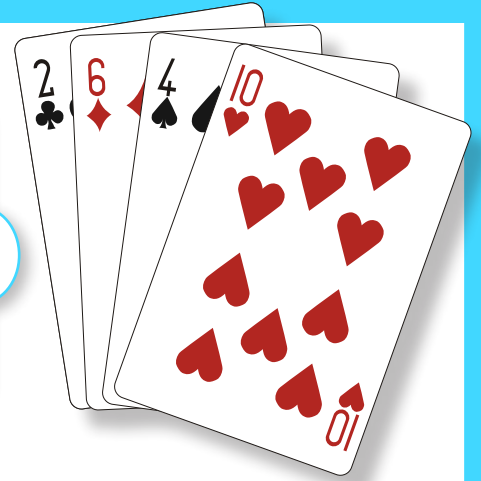
Teachers Variations

- Give students a higher total, such as 24 or 34, to reach
- Provide less able students with a number line to help them track their adding and subtracting

Place Value

Preparation:

- Divide students into pairs
- Give each pair a complete deck of cards
- Give students the instructions below



In this game, an ace = 1, a jack = 11, a queen = 12 and a king = 13.

1. Each player draws two cards from the pile.
2. Players add up to total of their cards and compare.
3. The player with the highest total gets to keep both players' cards.
4. The player with the most cards at the end of the game wins.



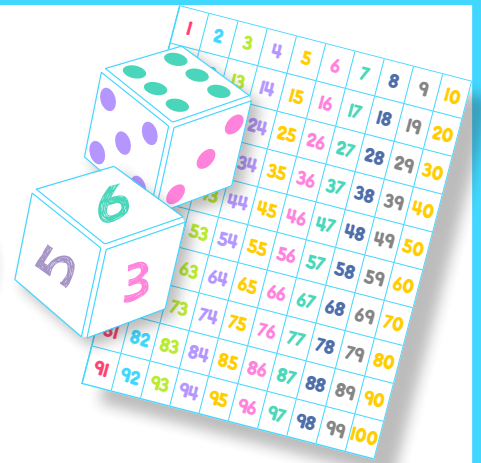
Teacher variations

- Ask students to make the lowest possible number
- Ask students to draw three or four cards from the pile at a time

Race to 20

Preparation:

- Divide students into small groups
- Give each group a hundreds chart, a dice and counters
- Give students the instructions below

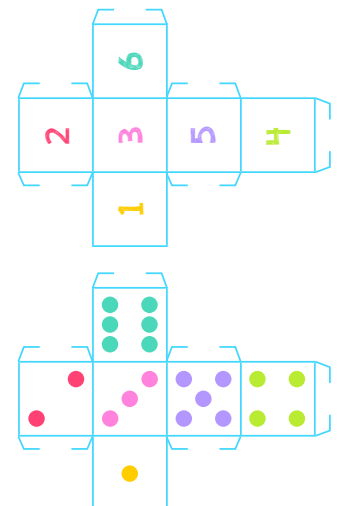


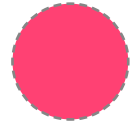
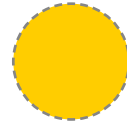
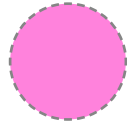
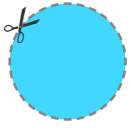
1. Players take turns rolling a dice and moving that many spaces on the hundreds chart.
2. Each player must call out the numbers they move their counter over each time.
3. The first player to reach 20 wins.

Teacher Variations

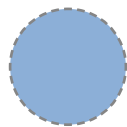
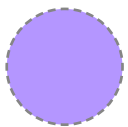
- Try racing to 50 or 100
- Take turns rolling two dice. Add them together and move that many spaces
- This works for subtraction too

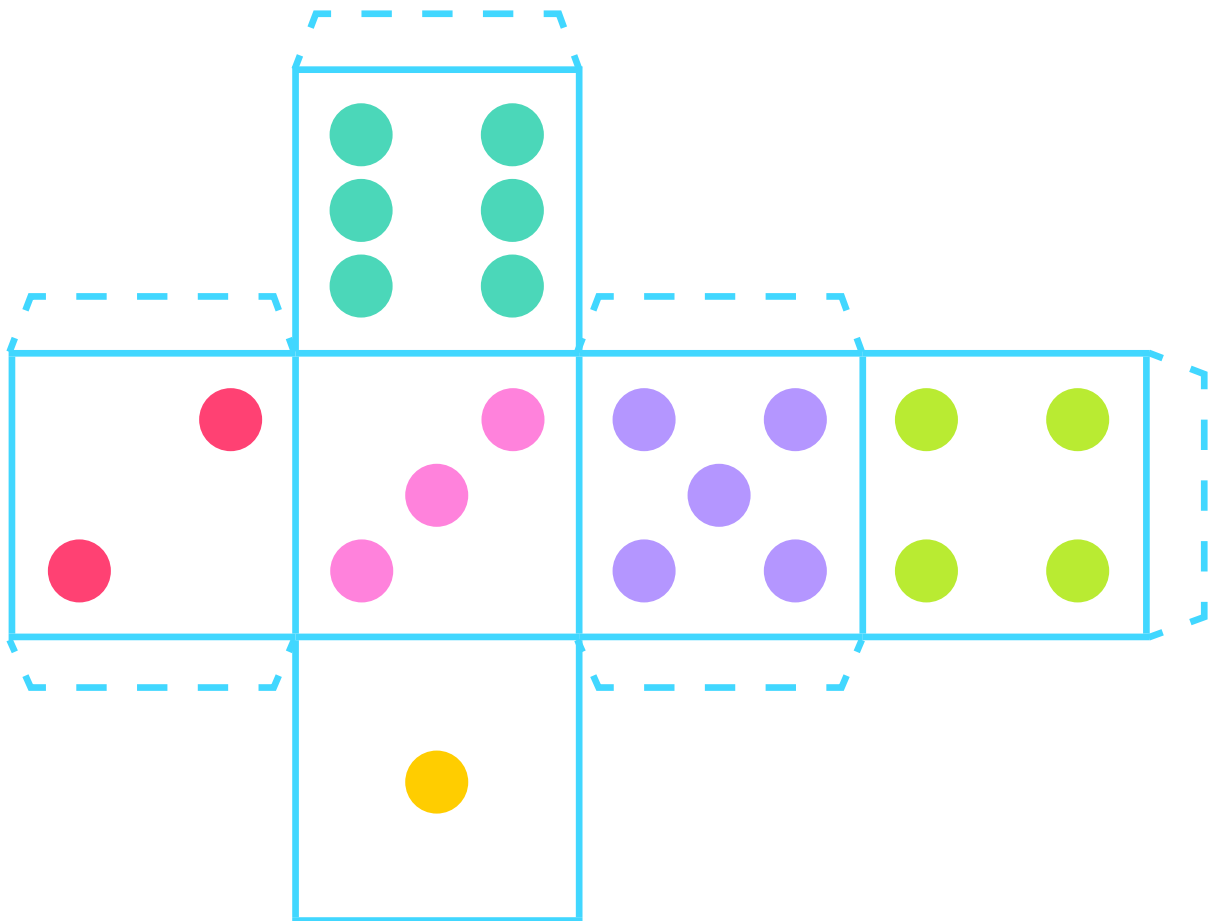
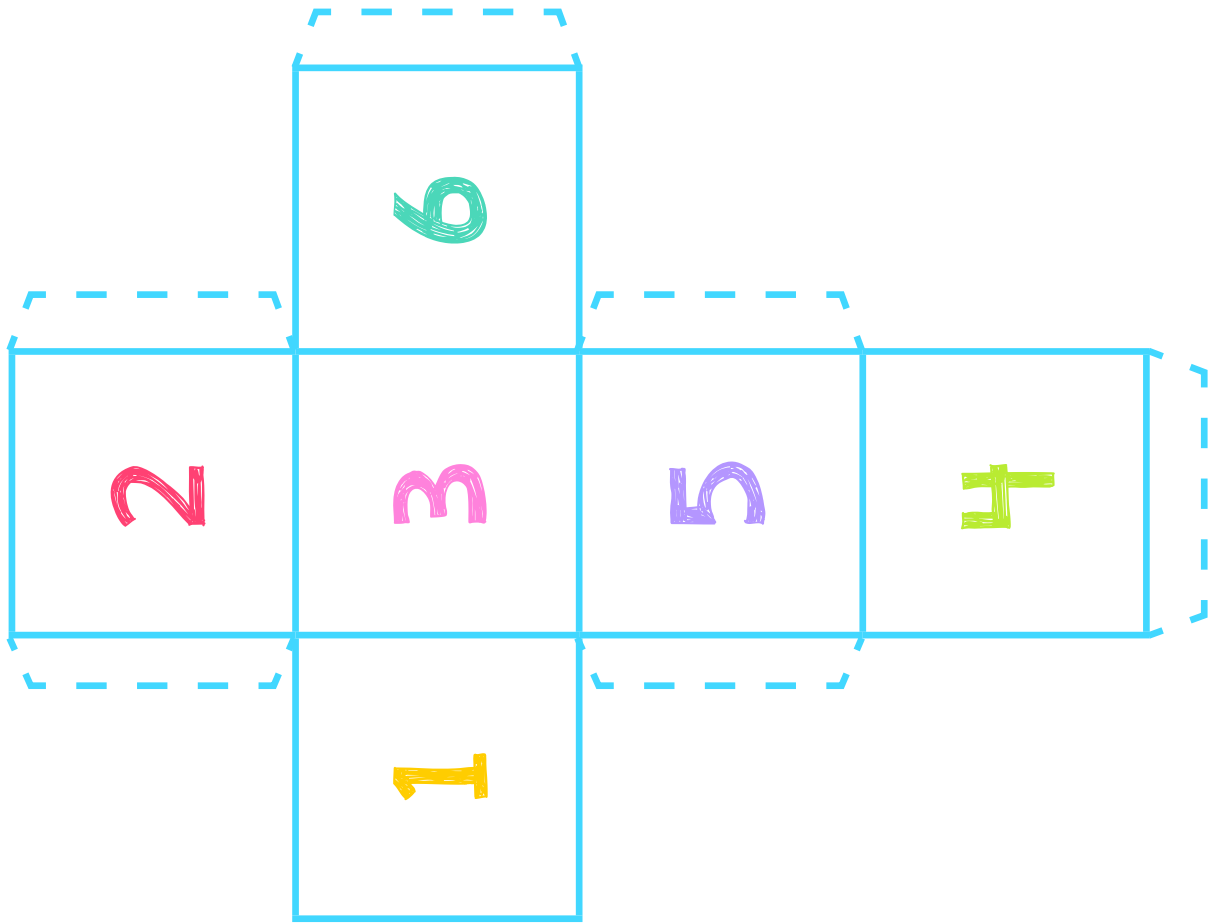
Dice Template





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



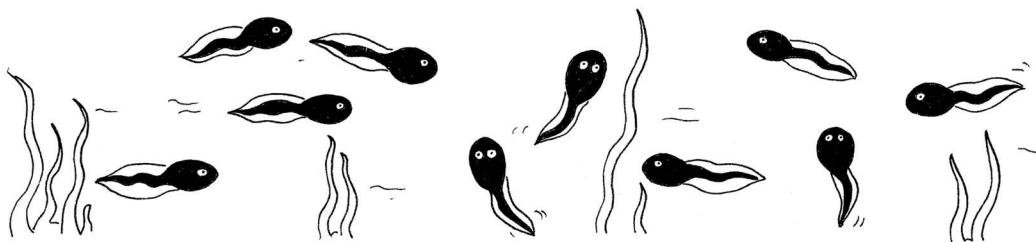


Tadpole Story

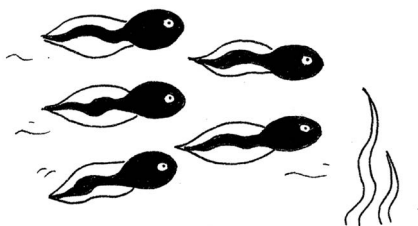
Name: _____ Date: _____

Solve the following number story, and write a number sentence to show how many tadpoles were left.

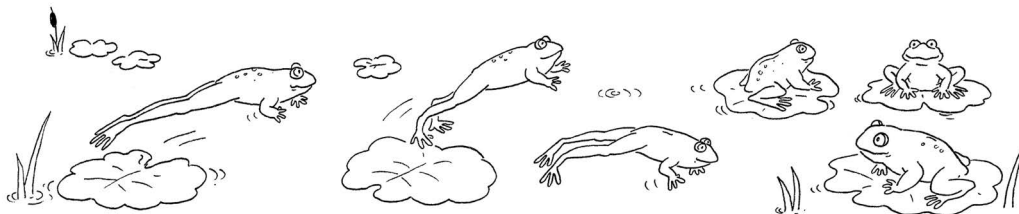
Ten tadpoles were swimming in a pond.



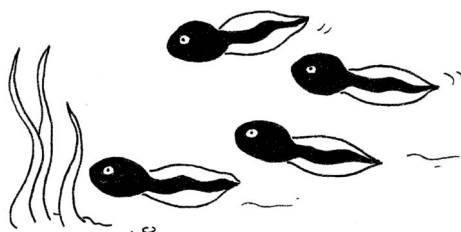
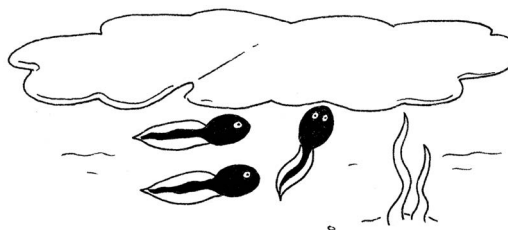
Five tadpoles came to join them.



Six tadpoles turned into frogs and hopped off.



Three tadpoles joined the other tadpoles under a lily pad.



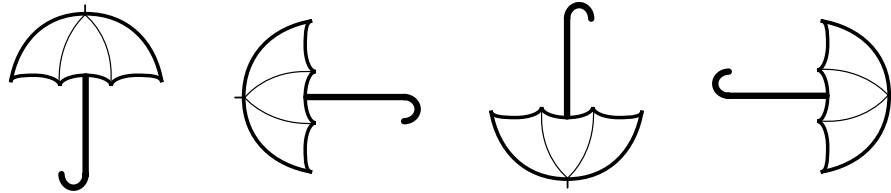
Four tadpoles went to explore the other side.

How many tadpoles were left? _____

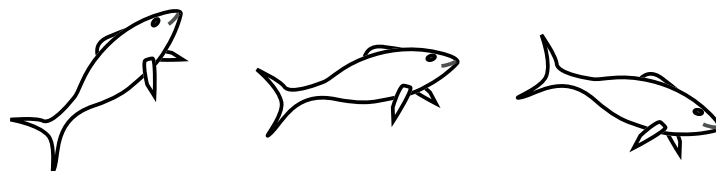
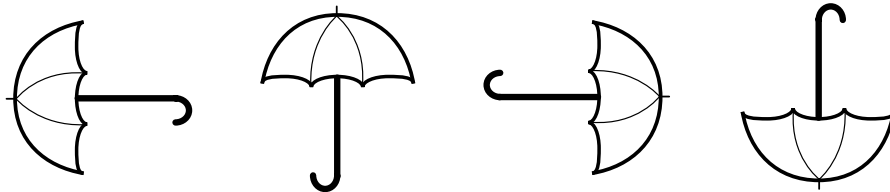
(number sentence)

Predict the Pattern

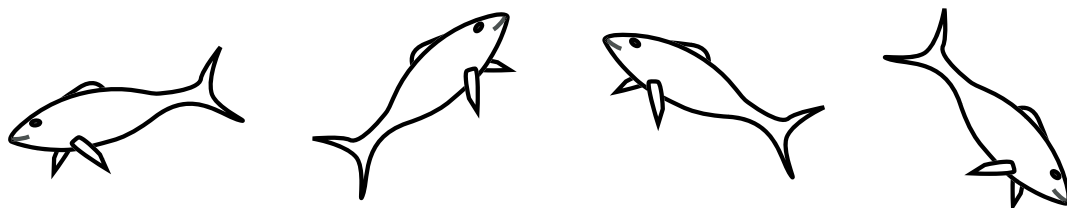
Name: _____ Date: _____



Which of the following umbrellas would **MOST LIKELY** be next to continue the above pattern?

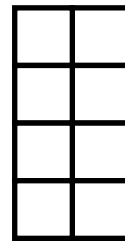
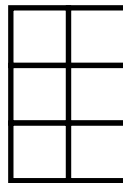
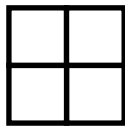


Which of the following fish would **MOST LIKELY** be next to continue the above pattern?

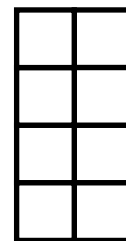
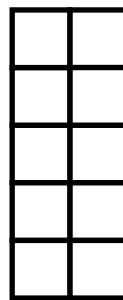
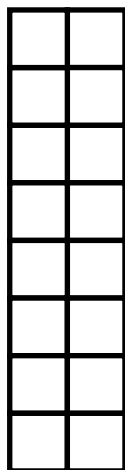
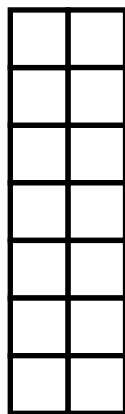


Predict the Pattern

Continued



Which set of blocks would **MOST LIKELY** be next in the pattern shown above?

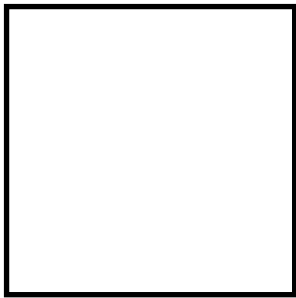


Which of the following is the same as the pattern on the top of the page?

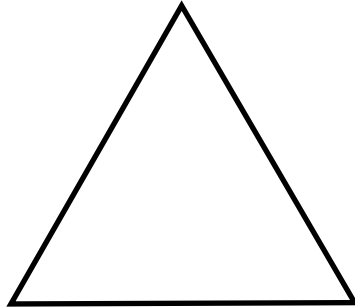
- 2, 3, 4, 5
- 2, 4, 8, 16
- 2, 4, 6, 8
- 2, 5, 10, 15

Identifying Shapes

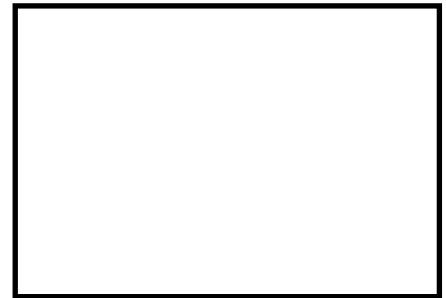
Name: _____ Date: _____



Square



Triangle



Rectangle

A square has _____ sides.

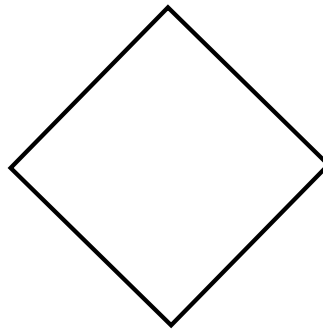
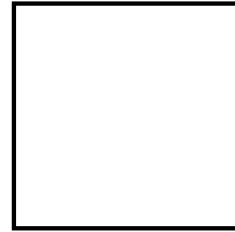
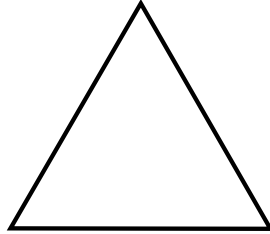
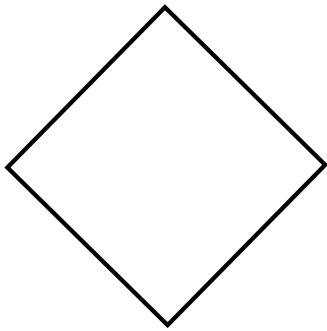
A triangle has _____ sides.

A rectangle has _____ sides.

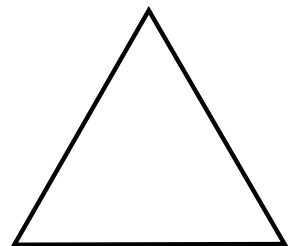
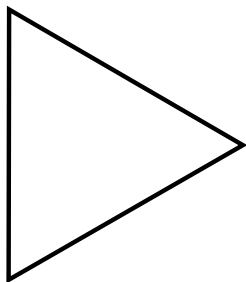
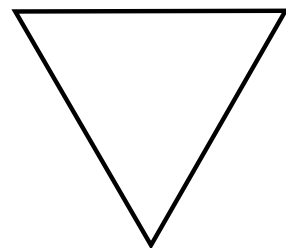
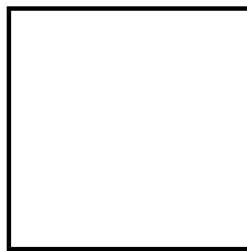
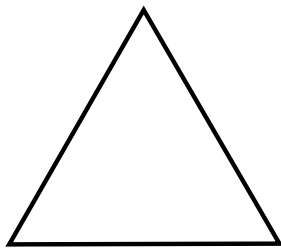
Identifying Shapes

Continued

Draw a circle around EACH shape that is a square.



Draw a circle around EACH shape that is a triangle.



Apple Picking

RESOURCE TITLE:	Apple Picking
INTENDED USER:	Small group
TEACHING PURPOSE:	Counting. Students count apples as determined by a roll of a die.

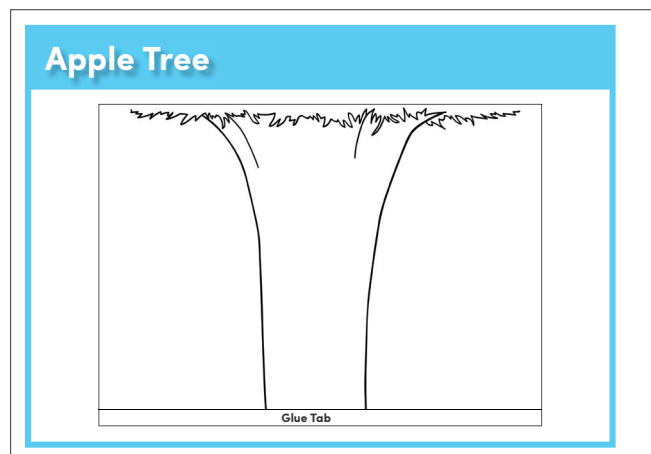
Teaching Suggestions

Activity Preparation

1. Photocopy "Apple Tree" on strong paper.
2. Cut out the apple tree, and glue the pages together on the glue tab to create one large playing mat. Laminate the apple tree for durability.
3. Photocopy "Apple Basket", one per student, on strong paper.
4. Cut out the baskets.
5. Photocopy several copies of "Apple Patterns" on strong paper. Colour as desired.

Activity Procedure

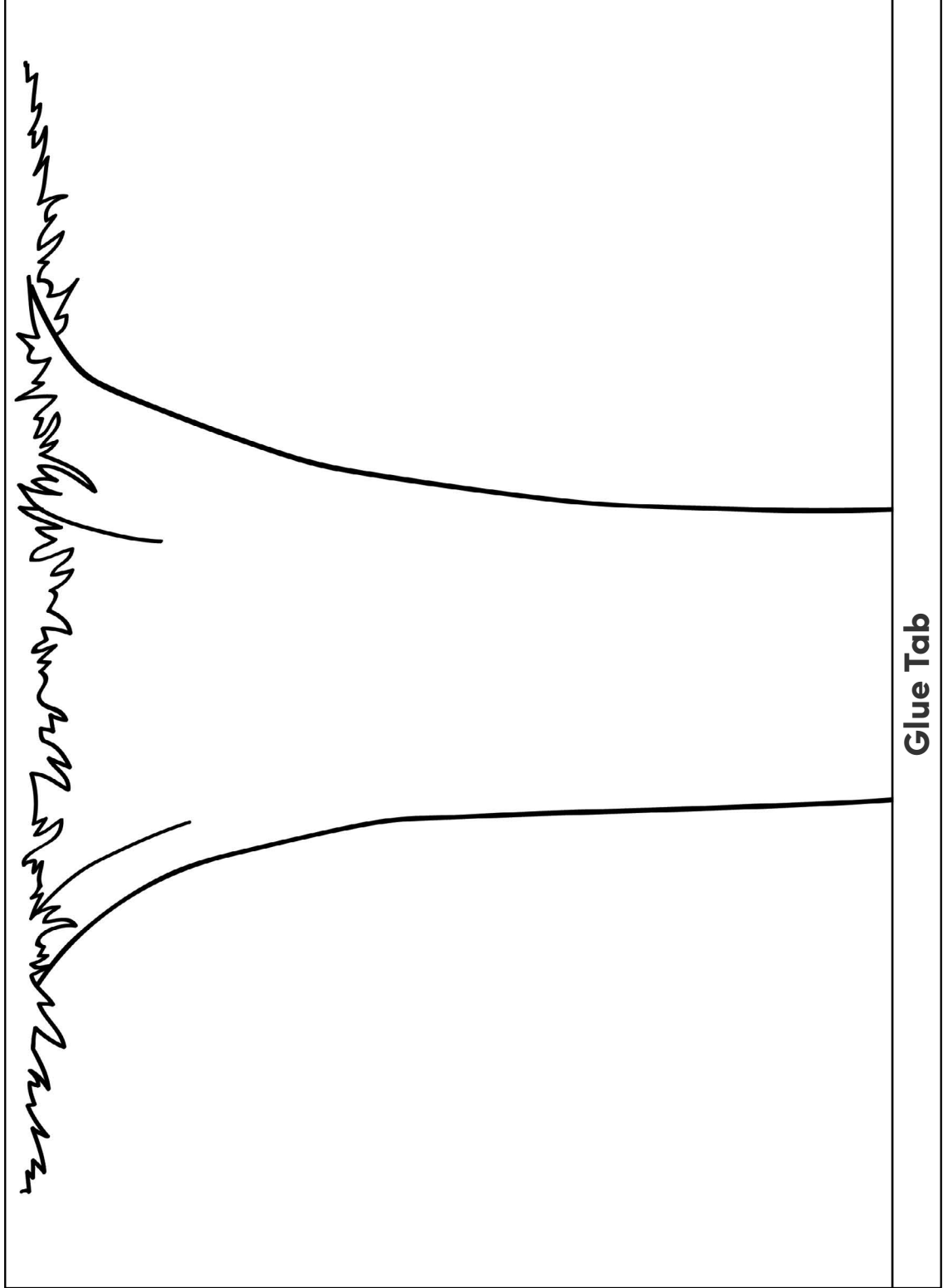
1. Provide each student with a basket.
2. Place the apple tree in a central location.
3. Determine the total number of apples to use by the amount of time you want the game to last. (More apples will require more playing time.)
4. Place the apples on the apple tree.
5. Have a student roll a die. The student counts the number of dots on the die, takes the same number of apples off the tree and places them in his or her basket.
6. Have other students take turns following the same procedure. The activity is over when all the apples have been placed in the baskets. A student needs to roll the exact number in order to take the final apples off the tree.



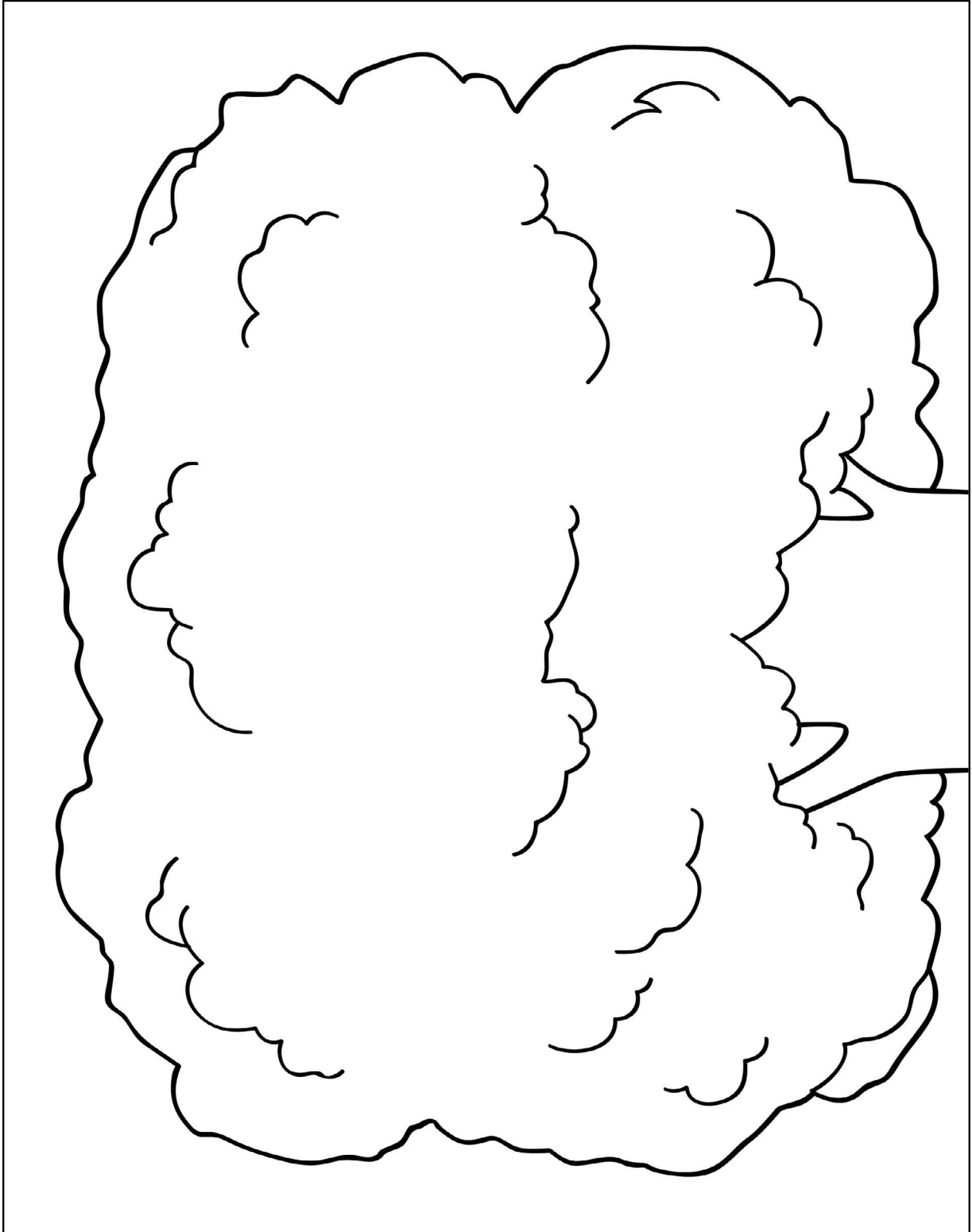
Adaptations

- Use number cards instead of a die. Photocopy multiple sets of the cards to ensure having enough cards when playing the game.
- Have students add the numbers of two dice together. The sum will be the number of apples the student takes off the tree.

Apple Tree

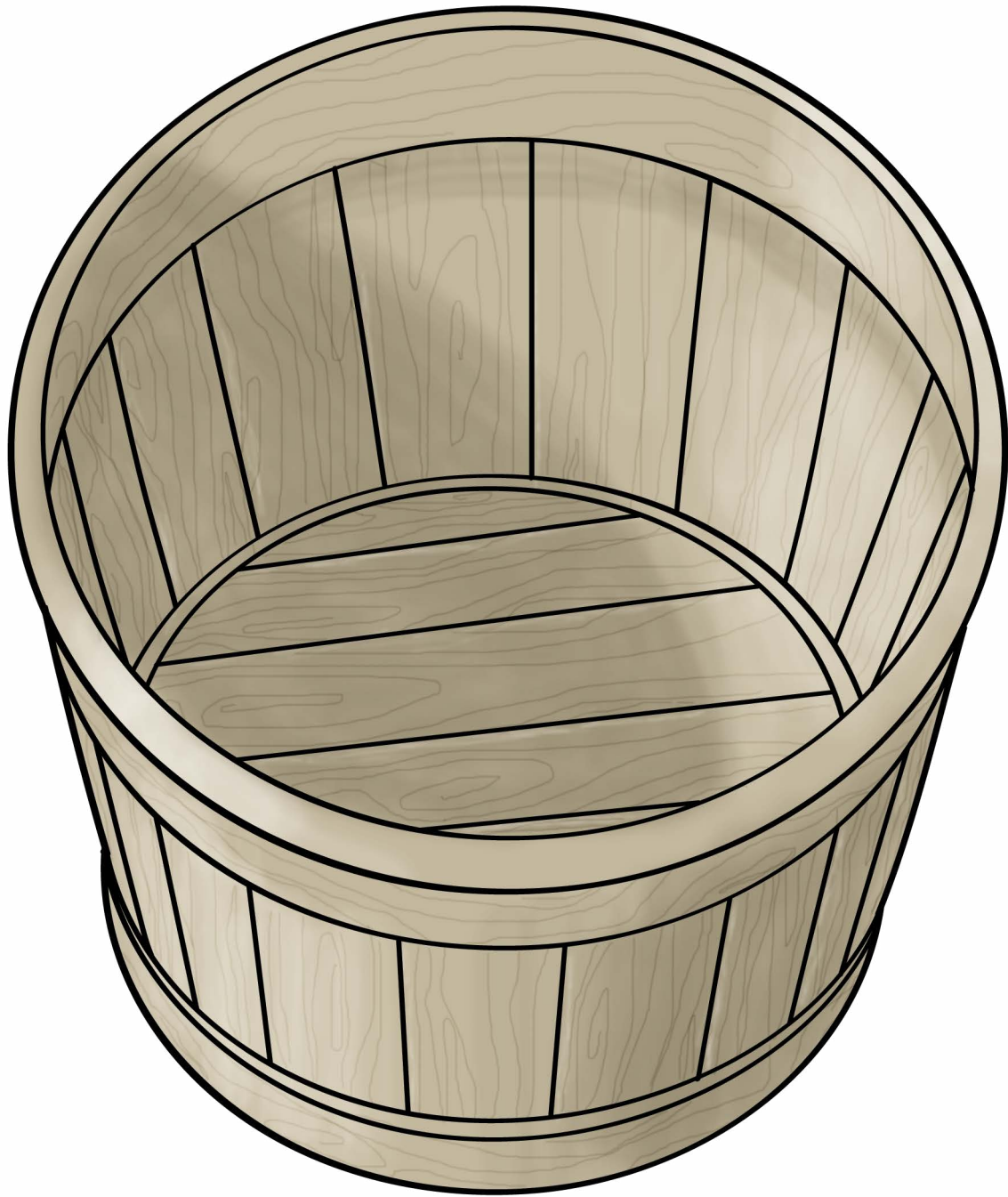


Glue Tab



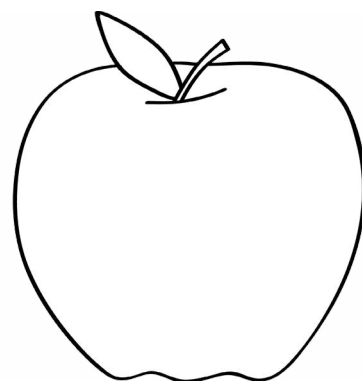
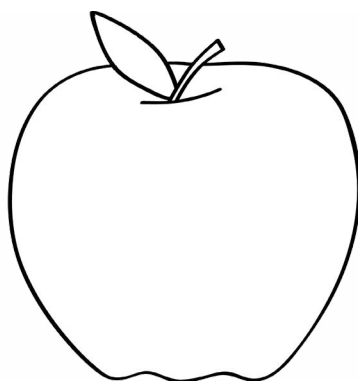
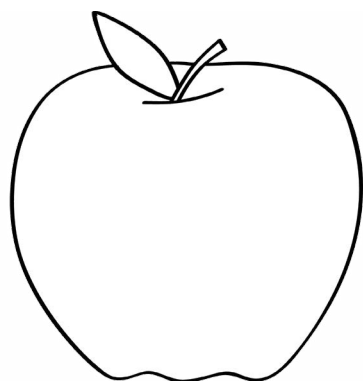
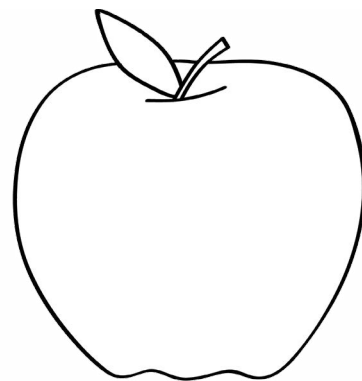
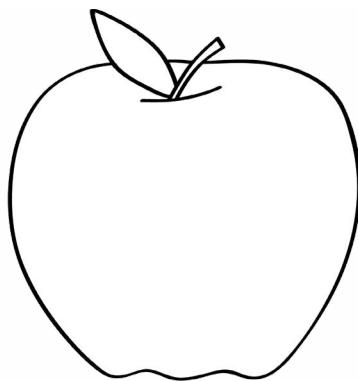
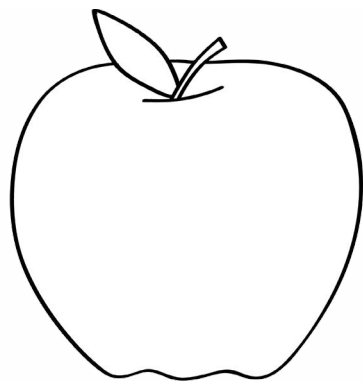
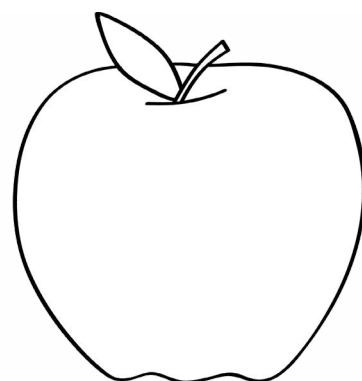
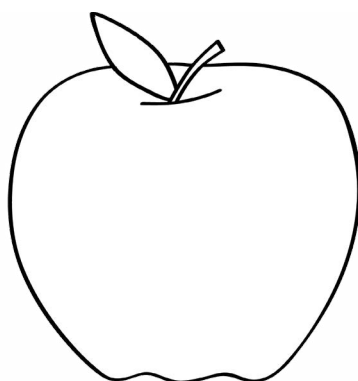
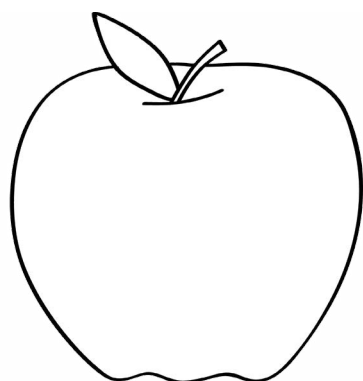
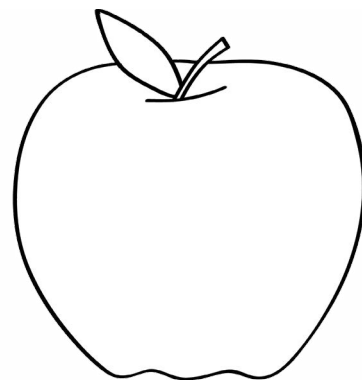
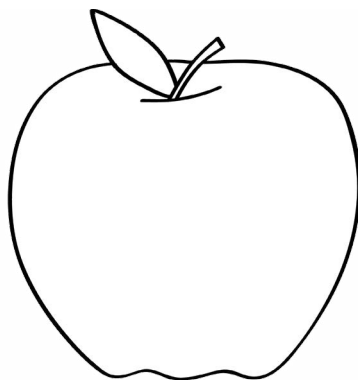
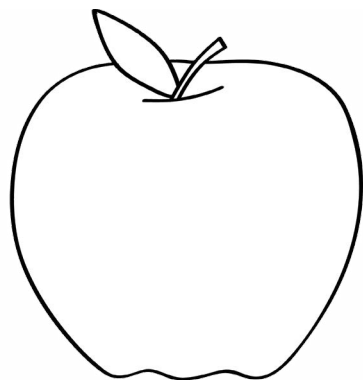
Apple Basket

Name: _____



Apple Patterns

Name: _____



Robot Builder

RESOURCE TITLE:	Robot Builder
INTENDED USER:	Small group
TEACHING PURPOSE:	Recognising shapes. Students use shapes to build a robot.

Teaching Suggestions

Activity Preparation

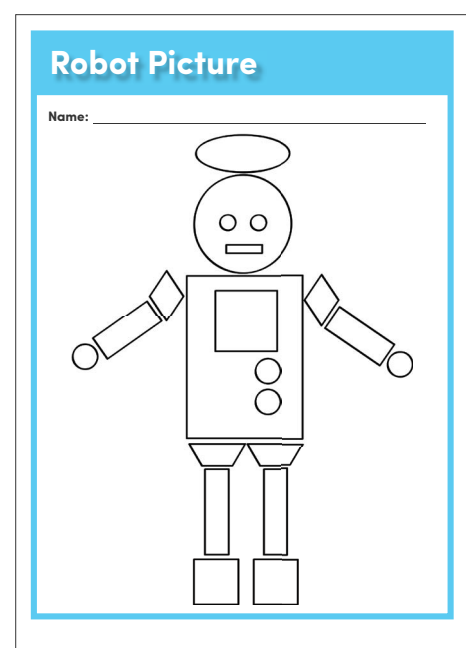
1. Photocopy "Robot Picture", one for each student.
2. Photocopy four sets of "Shape Cards" on strong paper.
3. Cut out the cards.
4. Laminate the cards for durability.

Activity Procedure

1. Give each student a robot picture.
2. Place the shape cards face down in a pile in a central location.
3. Ask a student to take the top card from the deck of cards.
4. Have the student show the group the card and identify the shape. The student then colours an example of that shape on his or her robot.
5. Return the shape card to the bottom of the deck of cards.
6. Have other students take turns following the same procedure. If a card that a student does not need is turned over, he or she may select another card. The activity is over when all the robots have been coloured or "built".

Adaptations

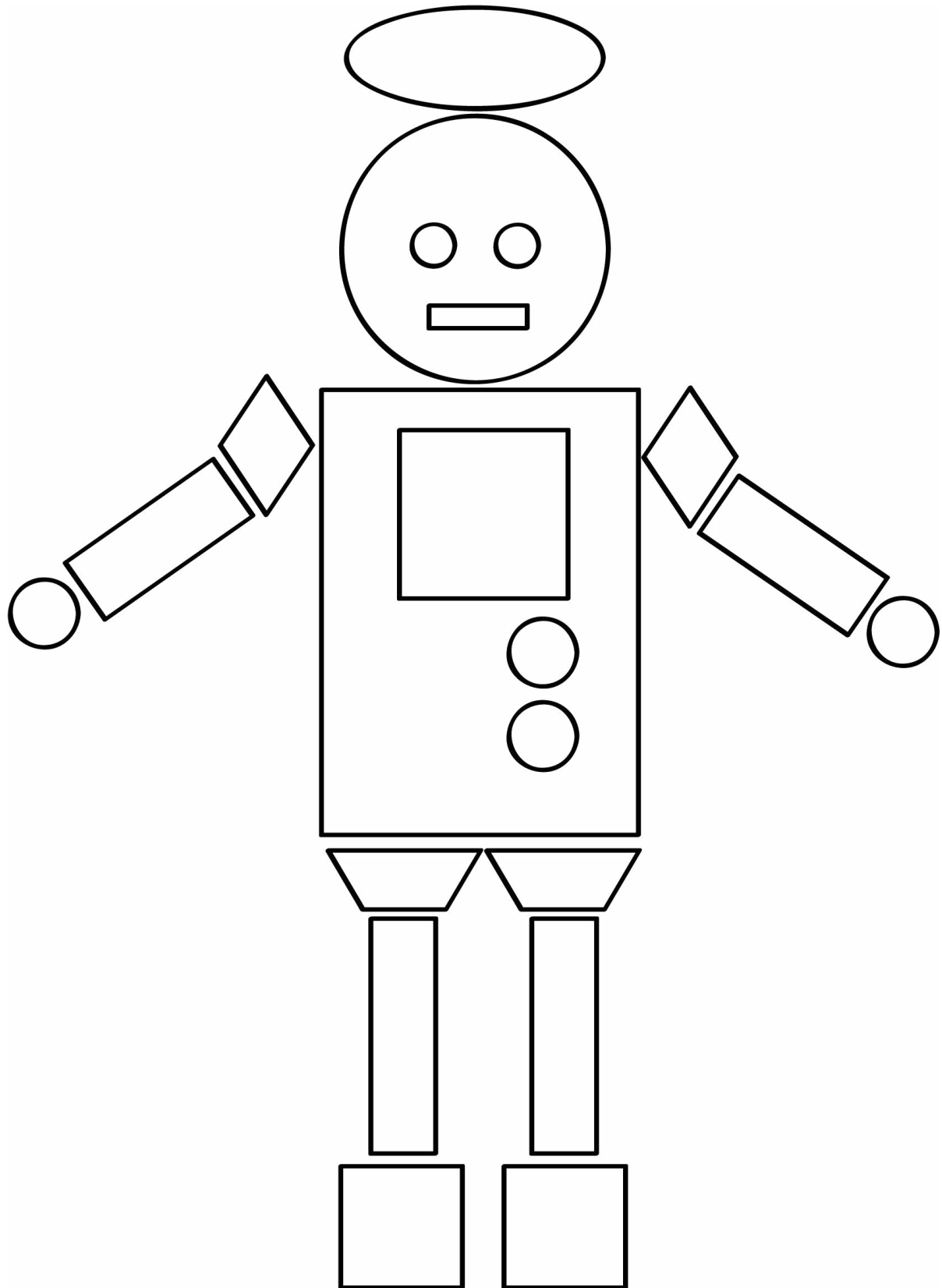
- If a student turns over a card that he or she does not need, the student waits until it is his or her turn again before turning over another card.
- Instead of using the shape cards, use the 0–3 number cards. Each time a student turns over a number card, he or she can colour that many shapes on his or her picture.



→ Provide each student with “Robot Shapes”. Have the students cut out the shapes and design their own robots.

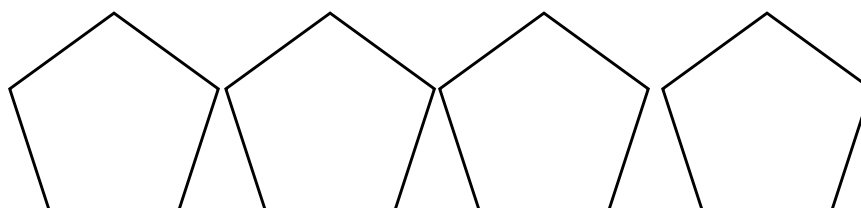
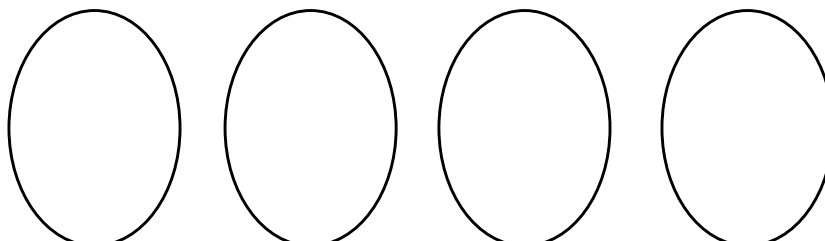
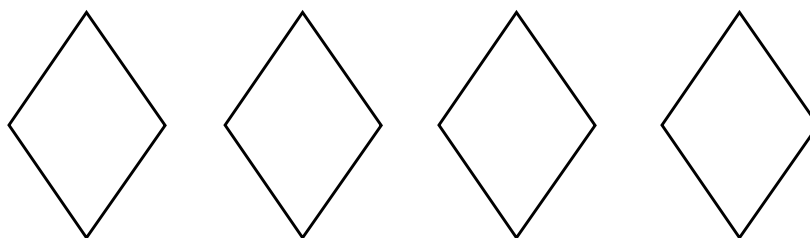
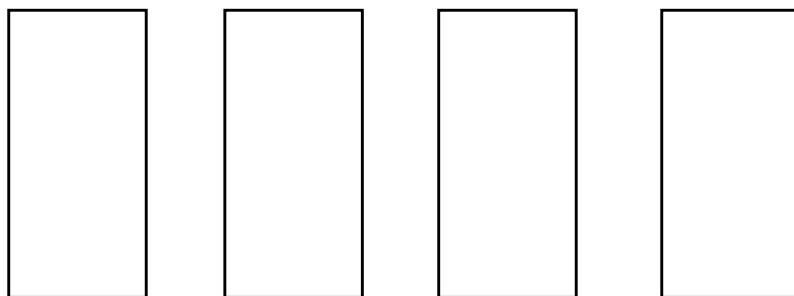
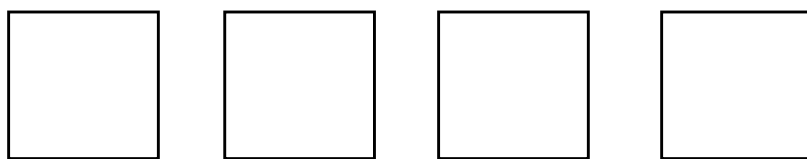
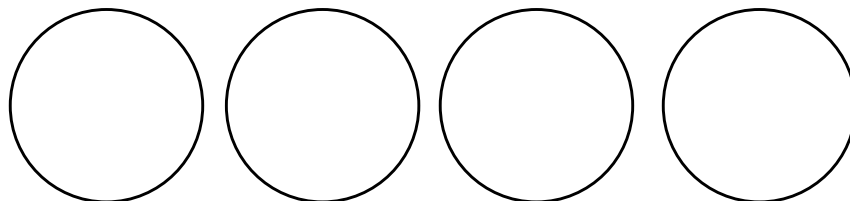
Robot Picture

Name: _____



Robot Shapes

Name: _____



Silly Pumpkin

RESOURCE TITLE:	Silly Pumpkin
INTENDED USER:	Small group
TEACHING PURPOSE:	Recognising shapes. Students place shapes on pumpkins that match shapes on cards.

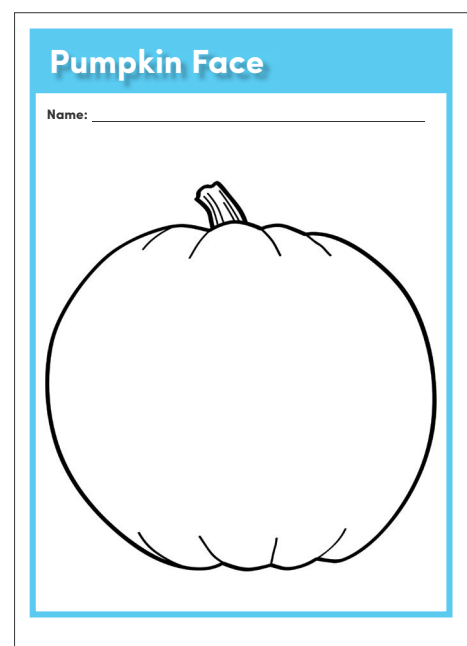
Teaching Suggestions

Activity Preparation

1. Photocopy "Pumpkin Face", one per student.
2. Photocopy "Face Features", one per student.
3. Cut out the shapes on "Face Features".
4. Photocopy multiple sets of "Shape Cards" on strong paper.
5. Cut out the shape cards.
6. Laminate the shape cards for durability.

Activity Procedure

1. Give each student a pumpkin.
2. Shuffle the shape cards and place them face down in a central location.
3. Place the face-features shapes in a central location.
4. Tell the students they will be using the shapes from the face-features shape pile to create a face on their pumpkins.
5. Have a student take the top card from the shape card deck and identify the shape. If the student correctly identifies the shape, he or she can select the matching shape from the face-features shape pile and keep it. If the student cannot identify the shape, then the next player can take his or her turn.
6. Allow the student to decide which feature on the pumpkin (i.e., mouth, nose, eyes, ears) he or she wants the shape to be. The student can then glue the shape into place on the pumpkin.



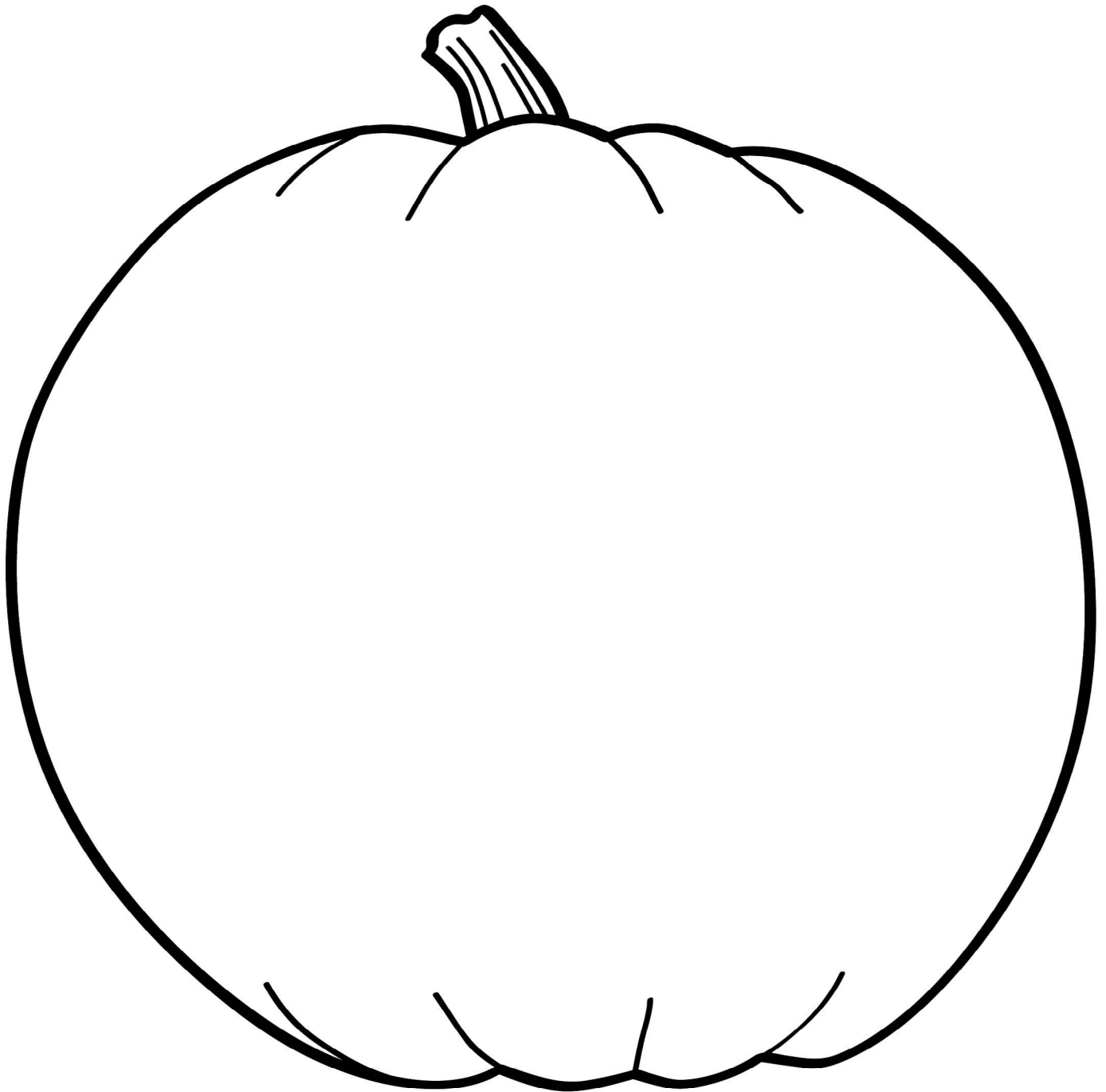
7. Have other students take turns following the same procedure. The activity is over when all the pumpkins have complete faces.

Adaptations

- Have the students draw the shapes instead of using the shape patterns.
- Wait to glue the shapes in place until the end of the activity. Allow the students to move the shapes around before gluing.
- Use white paper and let the students colour the pumpkin and shapes.

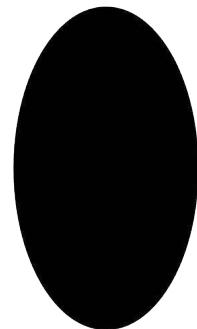
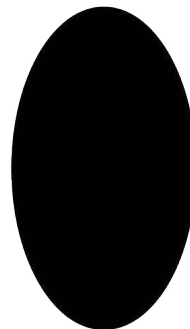
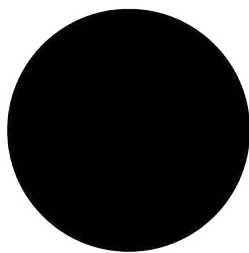
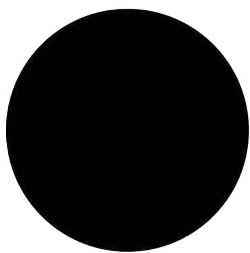
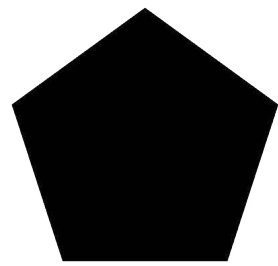
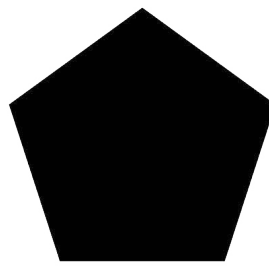
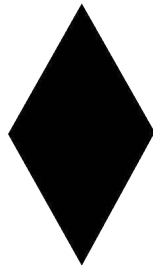
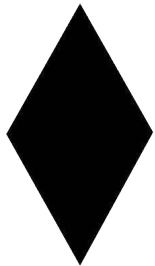
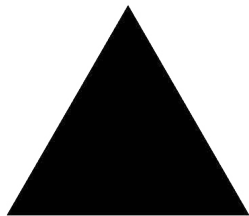
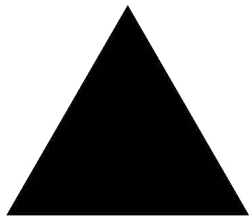
Pumpkin Face

Name: _____



Face Features

Name: _____



Colour My World

RESOURCE TITLE:	Colour My World
INTENDED USER:	Small group
TEACHING PURPOSE:	Recognising shapes. Students colour a shape in a picture according to the shape that is displayed.

Teaching Suggestions

Activity Preparation

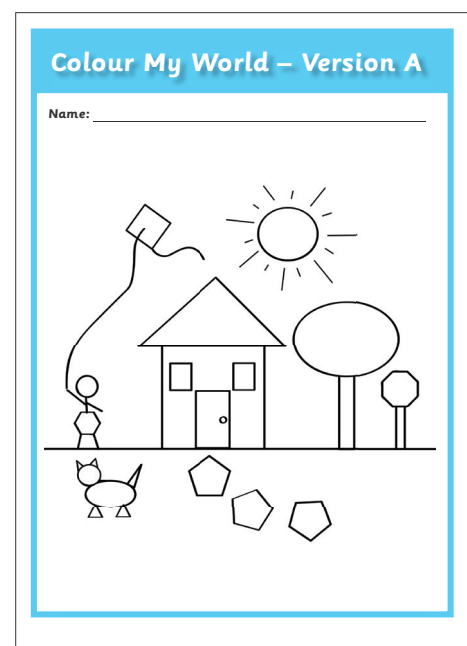
1. Photocopy "Colour My World – Version A", one per student.
2. Photocopy "Shape Cards" on strong paper.
3. Cut out the cards. Laminate the cards for durability.

Activity Procedure

1. Provide each student with "Colour My World – Version A" and markers or crayons.
2. Show one shape card at a time to the students. As you show each card, have the students identify the shape.
3. Have the students look at their pictures to find and colour the matching shape. Students may colour the shape as many times as it appears in the picture.
4. Continue showing the shape cards until the students have coloured all of their pictures.

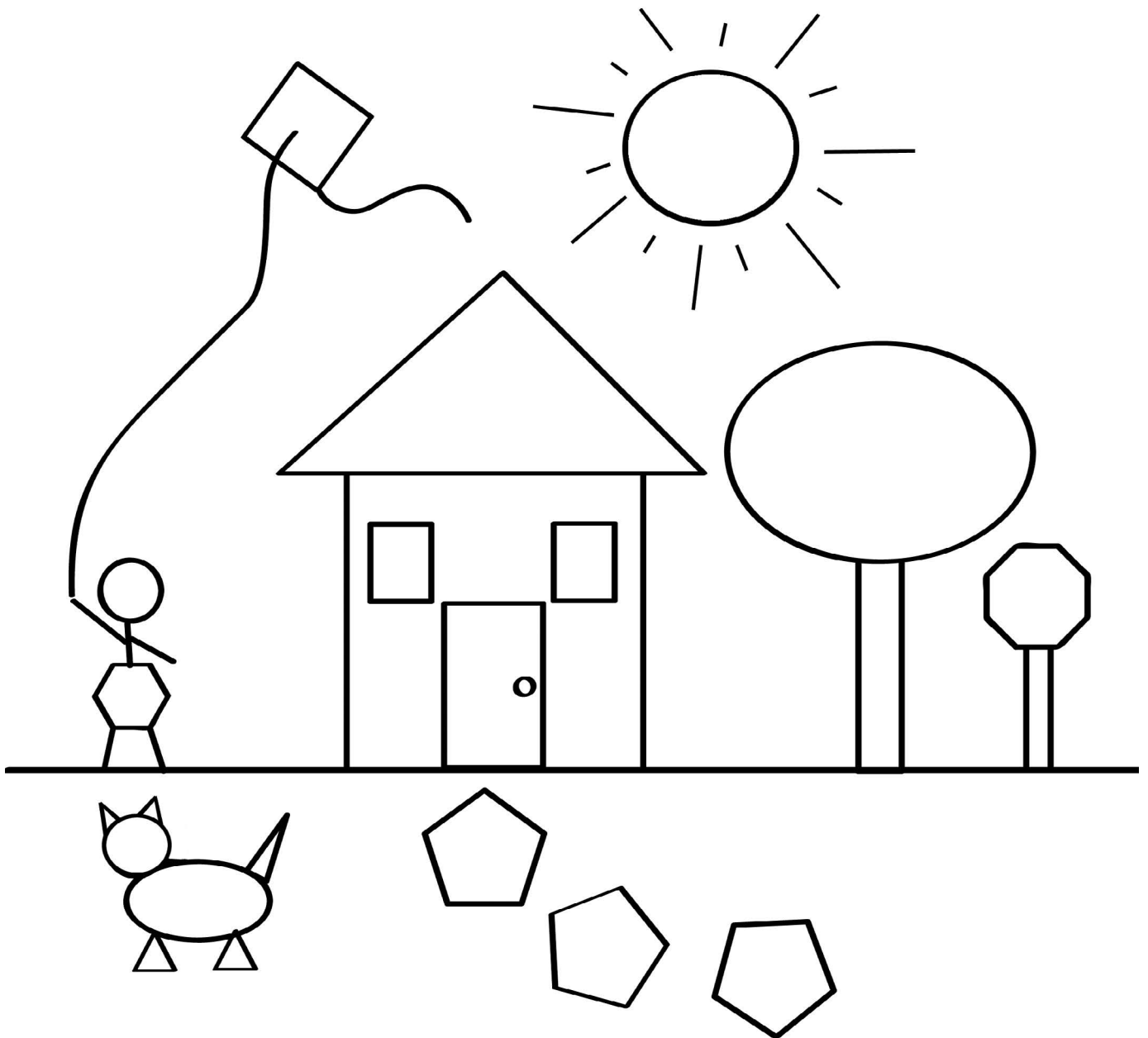
Adaptations

- Repeat the activity using "Colour My World – Version B".
- Have the students look around the room for items with the same shapes as are on the cards. Also, discuss shapes that can be found in the environment.
- Have the students use a pencil and write an X on the shapes they find in their pictures as each shape card is shown. Students may colour their pictures later on.
- Allow the students to colour only one shape in their pictures per card shown. Place each shape card under the deck after its use so that the cards are used repeatedly and the activity can continue until everyone has coloured his or her picture.



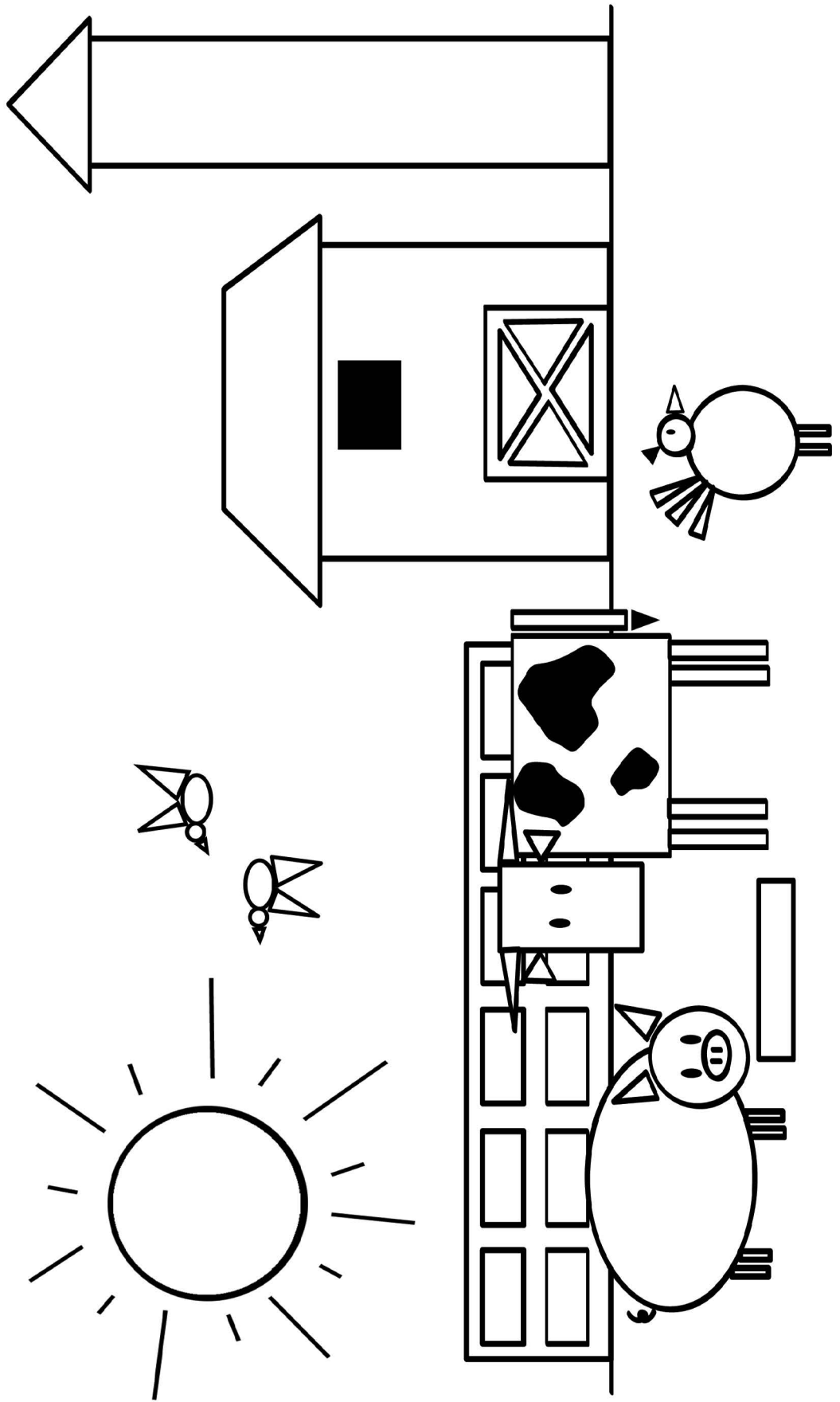
Colour My World – Version A

Name: _____



Colour My World – Version B

Name: _____



Colourful Giraffe

RESOURCE TITLE:	Colourful Giraffe
INTENDED USER:	Small group
TEACHING PURPOSE:	Counting. Students colour the spots of a giraffe based on the number rolled on a die.

Teaching Suggestions

Activity Preparation

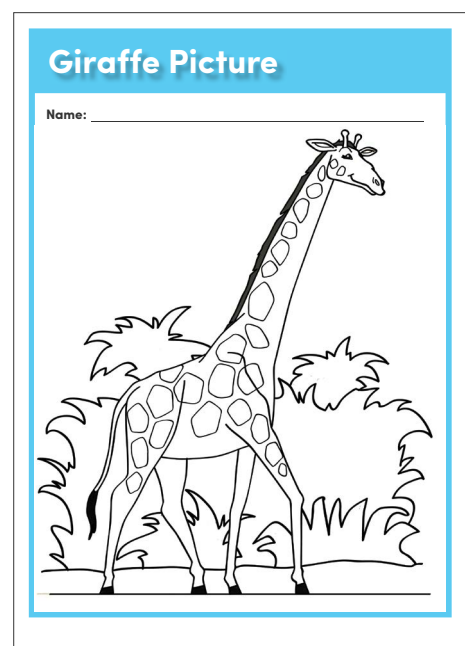
1. Photocopy "Giraffe Picture", one per student, on regular or strong paper.

Activity Procedure

1. Give each student the giraffe picture and some markers or crayons.
2. Have a student roll a die. The student colours the same number of spots on his or her giraffe as the number rolled.
3. Have other students take turns following the same procedure. The activity is over when all the giraffes have all of the spots coloured. When only a few spots remain, the exact number needed must be rolled in order to finish colouring the spots.

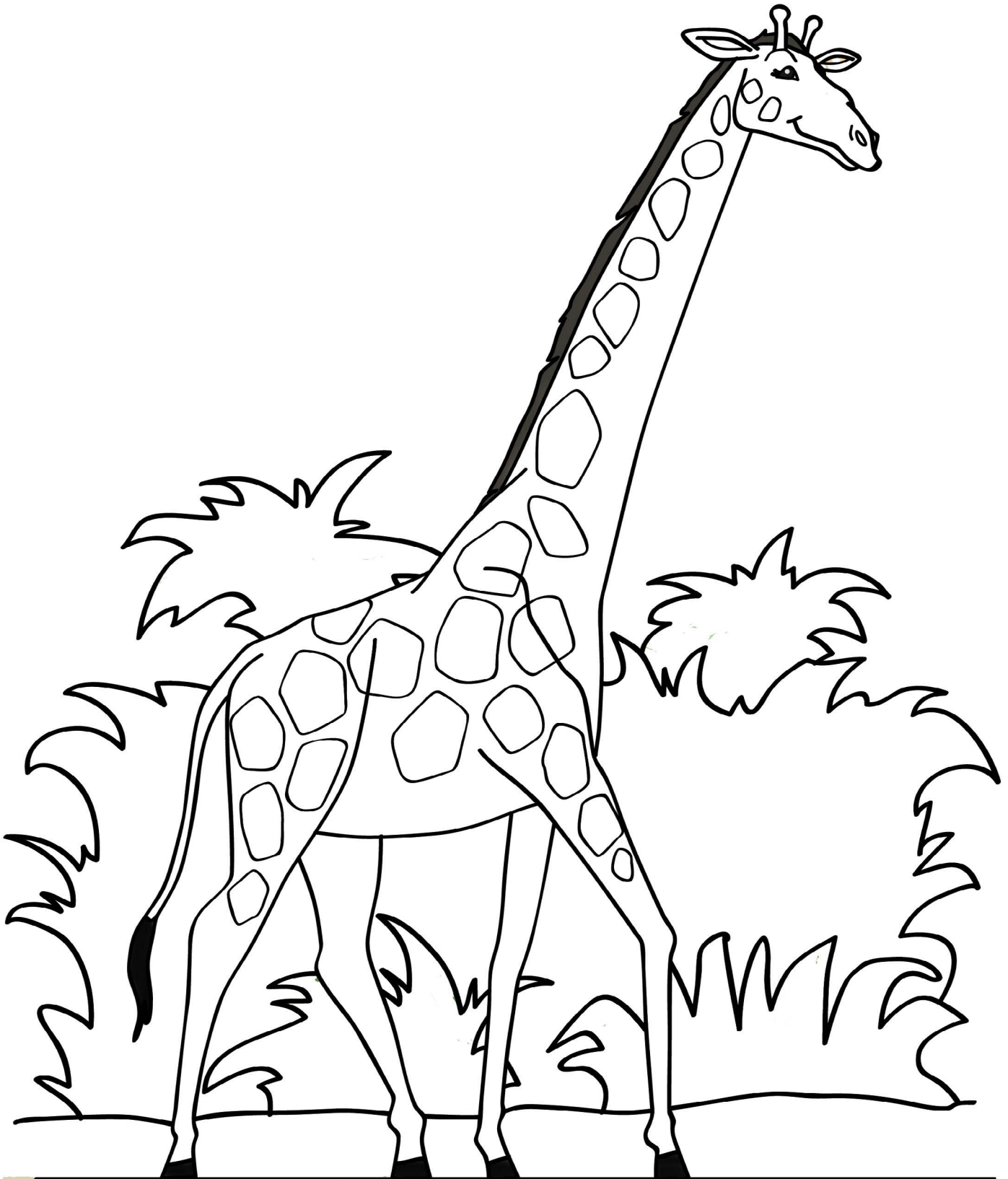
Adaptations

- Use two dice and have students find the difference of the numbers rolled. Colour the same number of spots as the difference between the two numbers rolled.
- Use multiple sets of the 0–6 number cards instead of dice.
- Photocopy "Leopard Family Picture" and follow the same procedure.



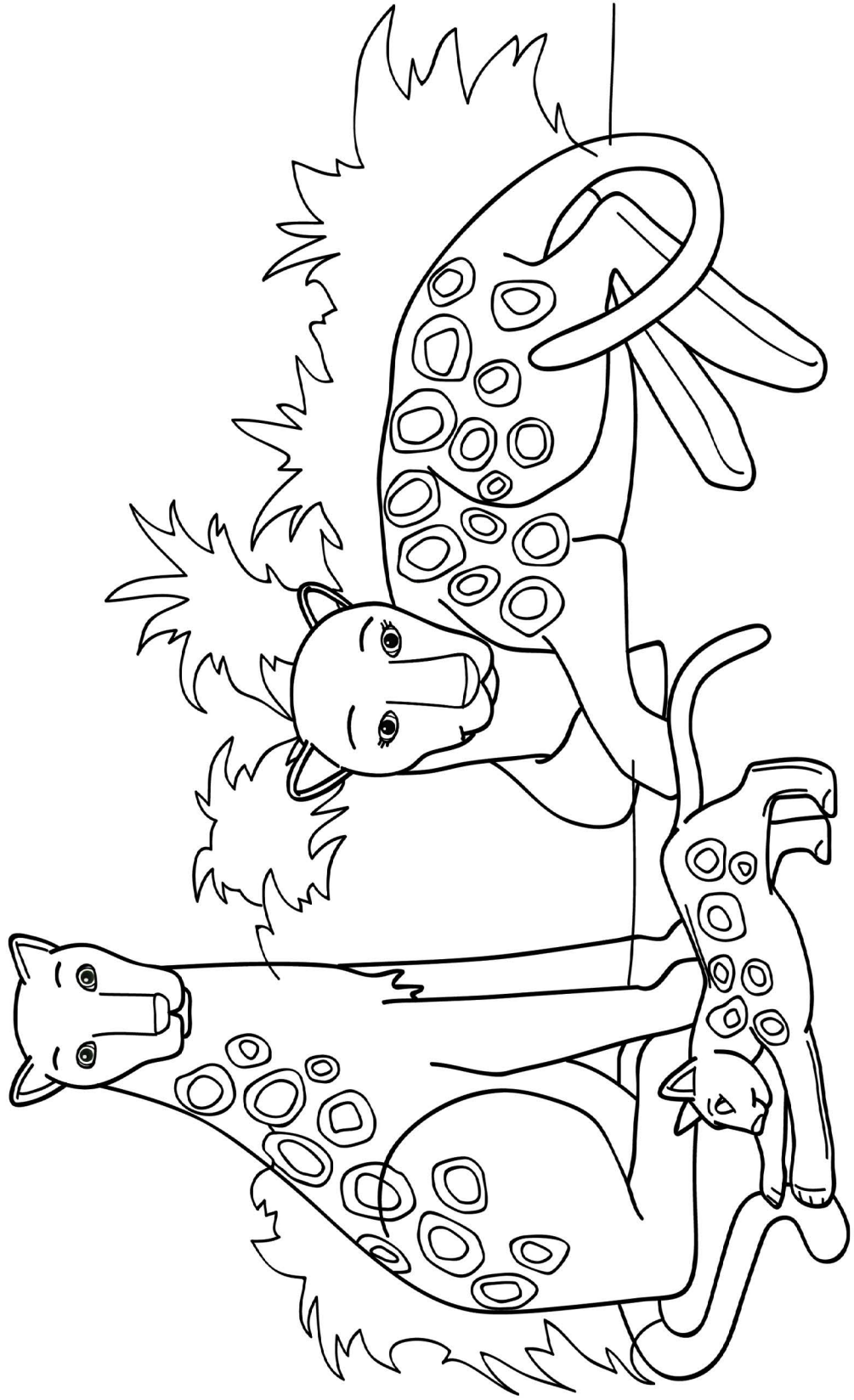
Giraffe Picture

Name: _____



Leopard Family Picture

Name: _____



Seeds and Water

Name: _____ Date: _____

Plant seeds in 3 trays and give each tray a different amount of water. Watch them for a few days.

How much water does a seed need?

Tray 1	Draw a picture
Too much water	
Tray 2	Draw a picture
Just right	
Tray 3	Draw a picture
Not enough water	

The Poppy

Name: _____ Date: _____

What happens as a poppy grows?
Label the life cycle of the poppy.

I will need:



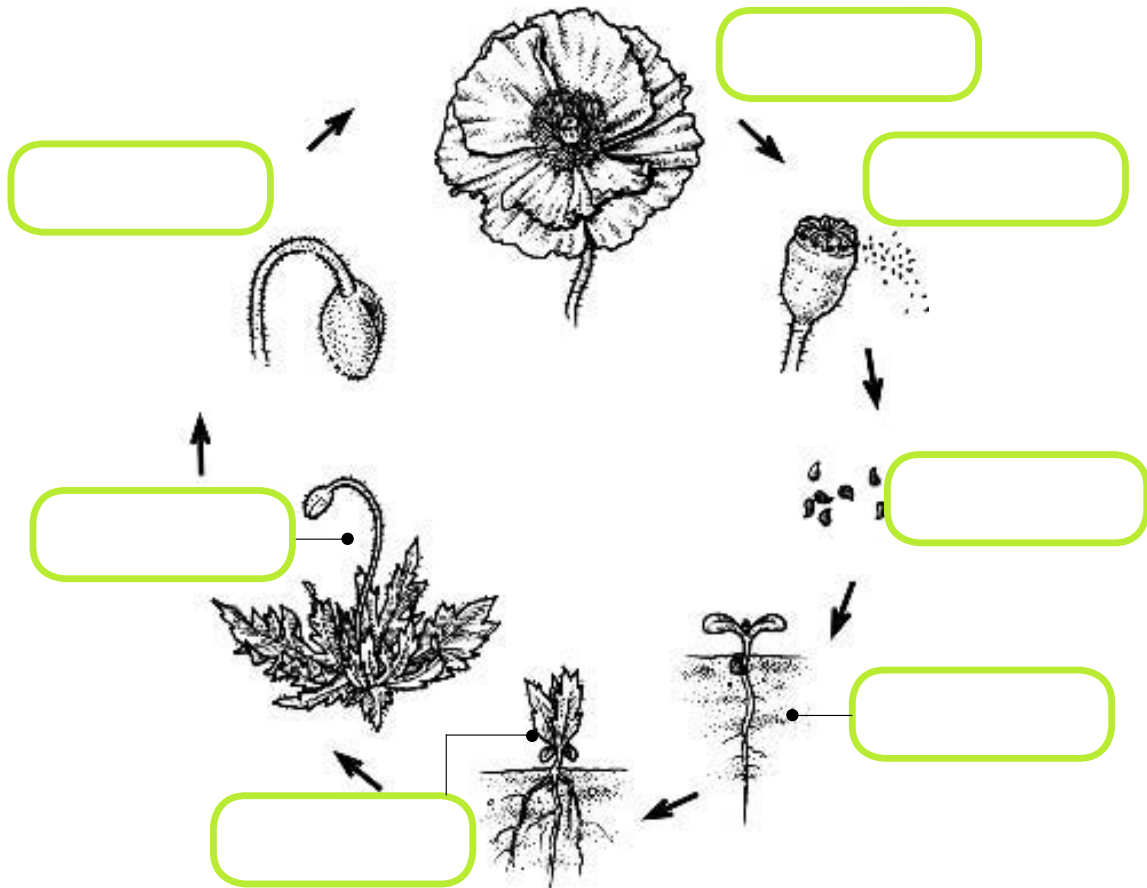
scissors



pencil



glue



poppy
bud

leaves
root
seeds

stem
seed box

Life Cycle of a Butterfly

The life cycle of a butterfly has four stages.

4. Butterfly

When the adult butterfly is ready, the chrysalis cracks and the butterfly crawls out. The butterfly is now fully grown and ready to fly.



1. Egg

A female butterfly can lay hundreds of eggs. Inside, a caterpillar is growing.

2. Caterpillar

When the eggs hatch the caterpillar eats leaves so it can get bigger. When it has grown to full size, it forms a special cocoon called a chrysalis.

3. Pupa

The pupae stage is a resting time for the caterpillar. Inside the chrysalis, the caterpillar will turn into a butterfly. This takes 10 to 15 days.

The Butterfly

Name: _____ Date: _____

What does a butterfly look like as it grows? Draw a picture of each stage in the life cycle of a butterfly.

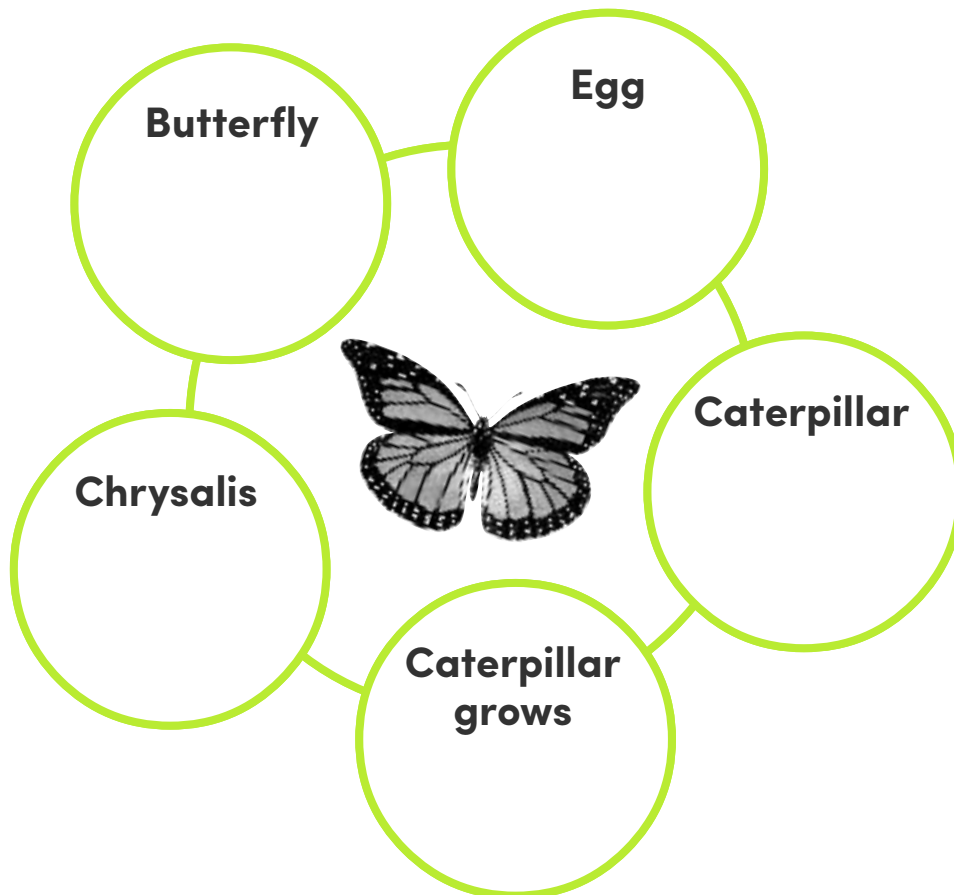
I will need:



pencil



markers

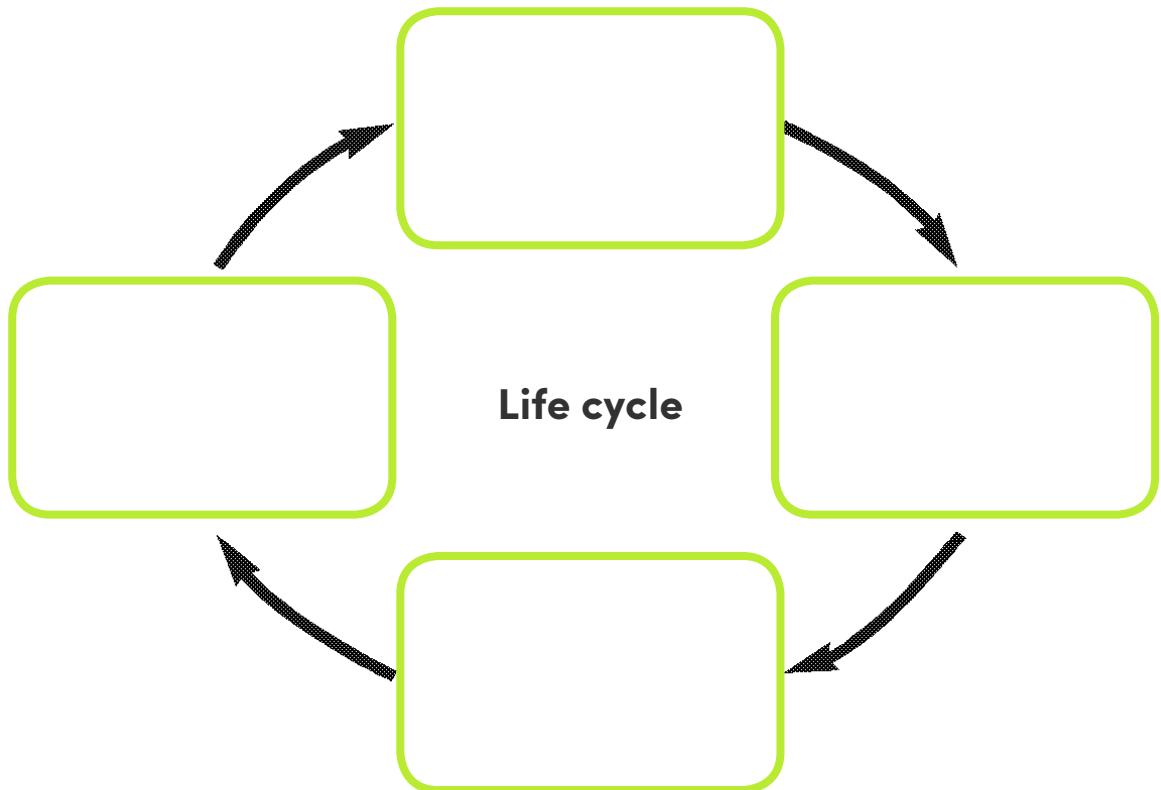
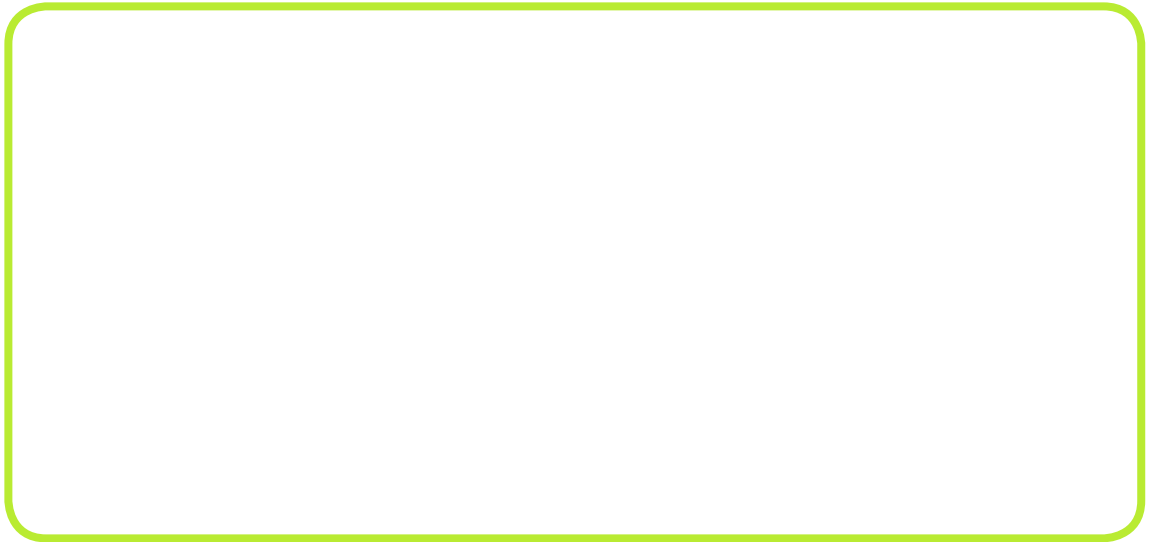


In your own words, write about the life cycle of a butterfly.

Life Cycles

Name: _____ Date: _____

Animal: _____



Warm and Cold

Name: _____ Date: _____

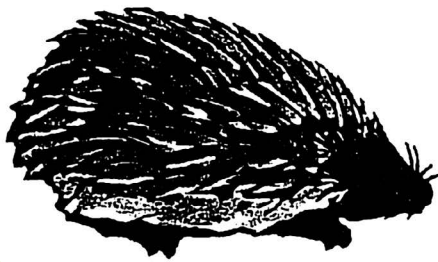
Look at each picture.

What happens when the weather gets cold?

Draw a picture for each change.

Warm

Cold



Ice Is Cool

Name: _____ Date: _____

Draw the things that are made from frozen water.

I will need:



markers

Ice

Icy Pop

Snow

Hail

Bake It, Freeze It

Name: _____ Date: _____

Make some small balls of clay.

What do they look like?

What do they feel like?

Now put one in an oven and one in a freezer.

Talk about why the clay changes.

Each clay ball looks like this.

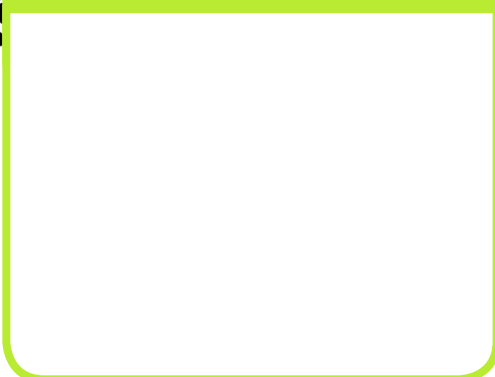


Bake it!

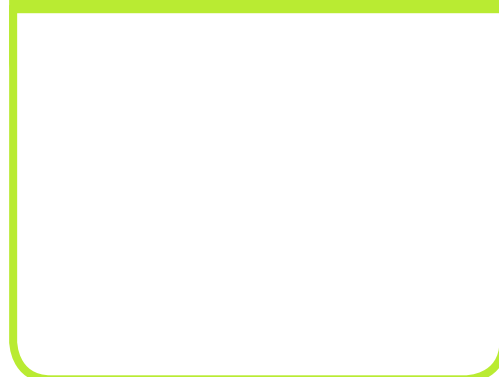
Freeze it!



Now it looks like this.



Now it looks like this.



What Are Things Made From?

Name: _____ Date: _____

Draw and label some things that are made of wood, plastic and glass.

I will need:

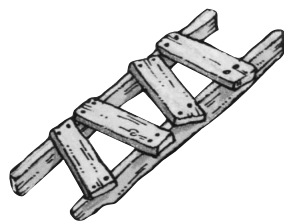


pencil



markers

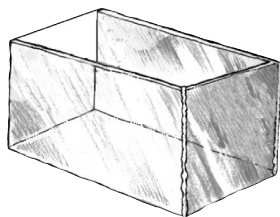
Wood



Plastic



Glass



Good and Bad Smells

Name: _____ Date: _____

Write thought bubbles to show what she might be thinking when she is smelling.

I will need:



pencil



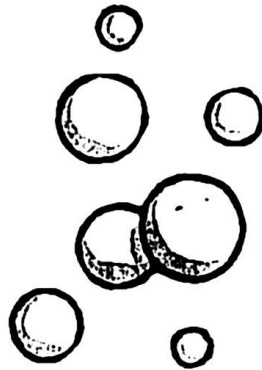
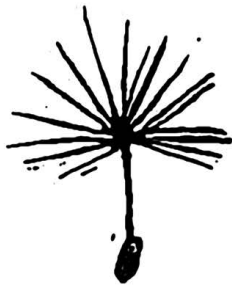
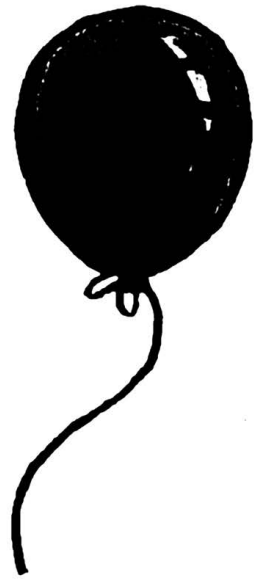
What Floats?

Name: _____ Date: _____

What floats in the air?

Look at the pictures.

Write in the words.



A _____

floats.

A _____

floats.

A _____

floats.

A _____

floats.

Make a Windmill

Name: _____ Date: _____

Make your own windmill.

I will need:



scissors



split pin



glue



card

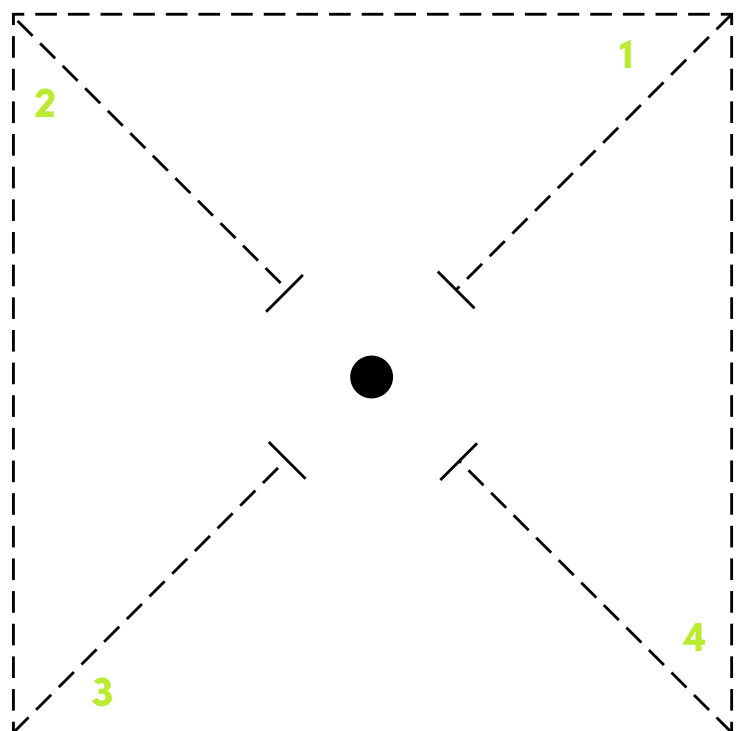
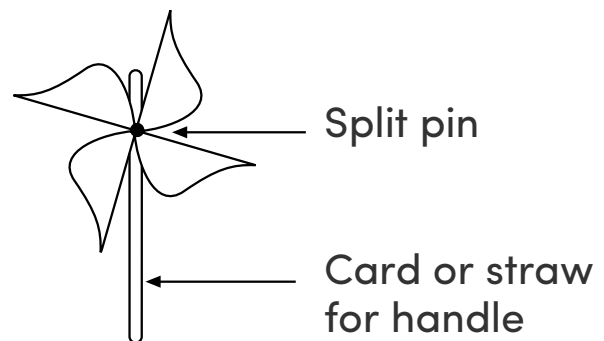


markers



straw

1. Cut out the square and decorate both sides.
2. Cut along the four dotted lines.
3. Fold each number into the middle of the square and glue it down.
4. Push the split pin through the dot in the middle of the windmill.
5. Now push the pin through the handle and bend the ends over.



Sweet and Sour

Name: _____ Date: _____

The opposite of sweet is sour. Write about some of the things you have eaten that are sweet or sour and how they made you feel.

I will need:



pencil

Sweet to eat!



Sour to eat!



Vegetables

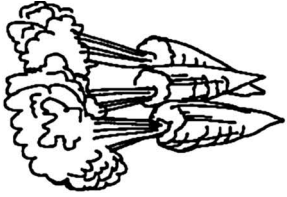

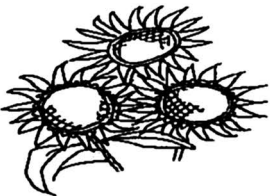
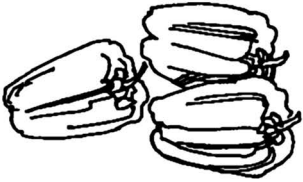
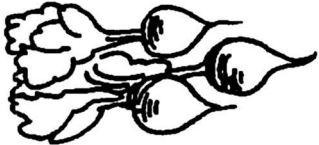
Name: _____ Date: _____

Find a picture of a vegetable garden.

What is growing there?

Can you find these plants? What are they called?

What part do we eat? Write about the plants.

Salad Survey

Name: _____ Date: _____

Choose three people.

Ask them, "What do you like in a salad?"

Is it a leaf, a fruit, a seed, or a root?

Ask them to write down their answers.

1 My name is _____ _____	I like these things in a salad.				
	1. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
	2. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
	3. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
2 My name is _____ _____	I like these things in a salad.				
	1. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
	2. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
	3. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
3 My name is _____ _____	I like these things in a salad.				
	1. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
	2. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root
	3. _____	<input type="checkbox"/> seed	<input type="checkbox"/> fruit	<input type="checkbox"/> leaf	<input type="checkbox"/> root

Density

Name: _____ Date: _____

Things you need

- paper
 - aluminium foil
- both cut to same size

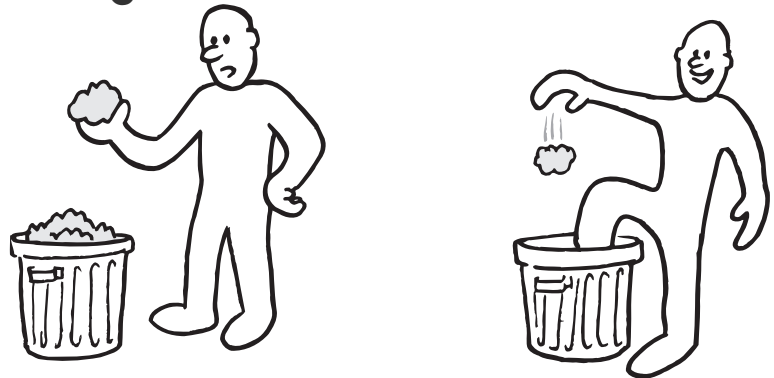
Words to use

more less
packed space
size large

Extension

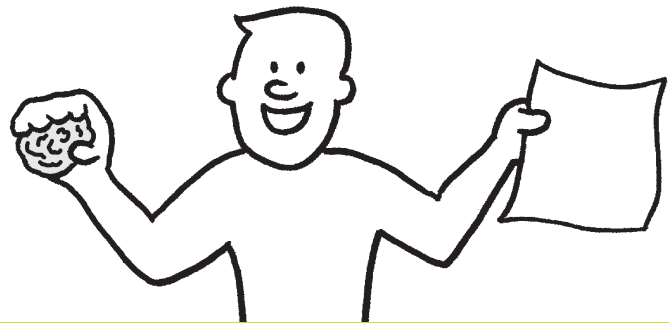
- Try wetting the paper to see if it can be packed tighter.
- Try comparing a very thin sponge to wet paper, by crunching them both as small as possible.

Packing in



How small can you make a piece of paper?

How small can you make the same sized piece of aluminium foil?



Draw them.

Which one can be packed the most tightly or **densely**?

Wool Painting

RESOURCE TITLE:	Wool Painting
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will create wool pictures using scraps of wool and glue.
MATERIALS:	A piece of wood or cardboard (start small – about 12 cm x 15 cm to 18 cm x 20 cm), pencil, bits of wool (all colours), white glue, books that show examples of the art of Mexico

Teaching Suggestions

Background:

The Huichol Indians of Mexico are known for their wool paintings. The Huichols take beeswax, which they melt in the sun, and spread it over a piece of wood. They then push coloured wool into the wax to create images.

What You Do:

1. After deciding on an image (do a number of sketches first), draw your final idea on the wood or cardboard, taking care to leave lots of space between lines. Remember, the wool is thicker than your pencil lines.
2. Make sure your wool is cut into manageable lengths.
3. Spread a small amount of glue onto one side of your wood or cardboard.
4. Work left to right or right to left, filling in as you go.
5. Be sure to flatten the wool as you work and take care that no background shows through between the wool.

Recommended Books:

[Hands on Latin America: Art Activities for All Ages Library Binding](#)

by Yvonne Y. Merrill

[The Kids' Multicultural Art Book: Art and Craft Experiences from Around the World \(Williamson Kids Can Books\)](#)

by Alexandra M. Terzian



Sponge Painting

RESOURCE TITLE:	Sponge Painting
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will use sponges as painting tools.
MATERIALS:	Paper, poster board, tempera paints, sponges, containers for water, containers for paint, scissors, a covered work area

Teaching Suggestions

What You Do:

1. Cut sponges into various shapes (squares, triangles, diamonds, etc.)
2. Dip sponges into paint and dab them onto scrap paper to remove the excess paint.
3. Use the sponges to create pictures on cardboard or other heavy paper.
4. Specific pictures can be created or just fancy designs. It is all up to you.

Recommended Books:

[My Very Favorite Art Book: I Love to Paint!](#)

by Jennifer Lipsey

Creating with strings, fingers, rollers, straws and other super techniques: no wonder this entry in Lark's fabulous new art series will have kids saying "I love to paint!"

[Painting with Children](#)

by Brunhild Muller

This book contains sections on the "moral effects of colour", the experience of colours, preparation, colour stories and poems, painting with plant colours, painting the moods and seasons of nature and much more.



Sponge Painting

Continued

[The Science Book of Colour](#)

by Neil Ardley

This book explains the principles of colour and gives instructions for a variety of simple experiments.

[My First Paint Book](#)

by Dawn Sirett

Twenty-two activities, from stencilled boxes to T-shirt designs, are presented along with step-by-step, full-colour photographs and clear instructions, in a visual introduction to making and decorating things with paint.

Leaf People

RESOURCE TITLE:	Leaf People
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will use leaves and twigs to create figures.
MATERIALS:	Leaves (all shapes, sizes, colours), small twigs, glue, scissors, thick paper (different colours)

Teaching Suggestions

What You Do:

1. Have a look at a small pile of leaves to see if their shapes suggest heads, arms, bodies, etc.
2. Choose some leaves that resemble people parts and glue the shapes down on thick paper. You may need to do some cutting and rearranging to come up with a pleasing shape.
3. If you have the leaves (and the time), you could create a huge leaf person by drawing out a body shape and gluing leaves all over to fill in the shape.
4. You can use twigs and scraps of thick paper to add details to your leaf person.

Recommended Books:

[Recycled Crafts Box](#)

by Laura C. Martin

Earth-friendly projects and activities.

[Recycled Re-Seen: Folk Art from the Global Scrap Heap](#)

by Charlene Cerny

Whether it is a dustpan made out of a licence plate or a tin-can lantern, folk artists all over the world are turning trash into treasure.



Fruit and Veggie Prints

RESOURCE TITLE:	Fruit and Veggie Prints
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will use fruit and vegetables to create prints.
MATERIALS:	Paint or ink, sponges and an old baking tray or Styrofoam tray (it is a good idea to put the paint on a sponge so that when an object is dipped into the paint, the sponge will let off only a little bit of paint – a little is all you need), paintbrushes, water and water containers, paper, a covered work area, fruit and vegetables of all kinds – some good ones include carrots, mushrooms, cauliflower, broccoli, tomatoes, peppers, apples

Teaching Suggestions

What You Do:

1. The basic idea is to dip fruits and vegetables into paint or printing ink and stamp them onto paper in random or ordered patterns.
2. Students may instead wish to apply paint or ink directly to the fruits and vegetables with a paintbrush.
3. No knives are needed except for to cut the fruit or vegetable in half (an adult should do this part).
4. When the printing is complete, students can choose sections of the finished print (using a viewfinder: two L-shaped pieces of paper) and draw the patterns they see.

Recommended Book:

[The History of Printmaking \(Voyages of Discovery\)](#)

by Scholastic Books



Egg Cup Flowers

RESOURCE TITLE:	Egg Cup Flowers
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will create a vase of flowers using egg cartons and paper roll tubes.
MATERIALS:	For the flowers: egg cartons (Styrofoam or cardboard), small colourful paper muffin liners/cups), beads, thick pipe cleaners, scissors, glue and glitter (optional), paint and brushes (optional), sharp pencil For the vase: paper towel roll, yogurt or margarine lid, magic markers or paint, glue and glitter

Teaching Suggestions

What You Do:

For the Flowers:

1. Cut the egg carton apart so that you have individual "cups".
2. Take one egg-carton cup and poke a hole in the centre of it.
3. Poke a hole in the centre of a paper muffin liner.
4. Place the muffin liner inside the egg-carton cup and feed a pipe cleaner through the holes.
5. Place a bead or two on the end of the pipe cleaner (inside the muffin liner) and twist the ends to hold the beads on.
6. Repeat until you have a bouquet of flowers.

For the Vase:

1. To create the vase, simply decorate a paper towel roll using paint or markers. You may need to cut it down to size.
2. Next, take a yogurt lid, cover it with glue and sprinkle glitter on the glue (this is optional).
3. Then, glue the paper tube to the yogurt lid and let them dry.



Egg Cup Flowers

Continued

Tips:

- You might choose to paint the egg-carton cups. However, leaving them plain is fine, especially if your muffin liners are colourful.
- If you can't find colourful muffin liners, use magic markers to jazz up plain ones.

Recommended Books:

[Recycled Crafts Box](#)

by Laura C. Martin

Earth-friendly projects and activities.

[Recycled Re-Seen: Folk Art from the Global Scrap Heap](#)

by Charlene Cerny

Whether it is a dustpan made out of a licence plate or a tin-can lantern, folk artists all over the world are turning trash into treasure.

Emotion Painting

RESOURCE TITLE:	Emotion Painting
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will gain an understanding of how much of a role emotion plays in artmaking as they create paintings based on feelings.
MATERIALS:	A large sheet of heavy paper (or canvas), acrylic paint (for older students), tempera paint or crayons (for younger students), paintbrushes, water, containers, mixing trays (could be Styrofoam trays or sheets of old cardboard), paper towels, newspapers, old shirts or painting smocks, music (various styles), scrap newsprint, pencils

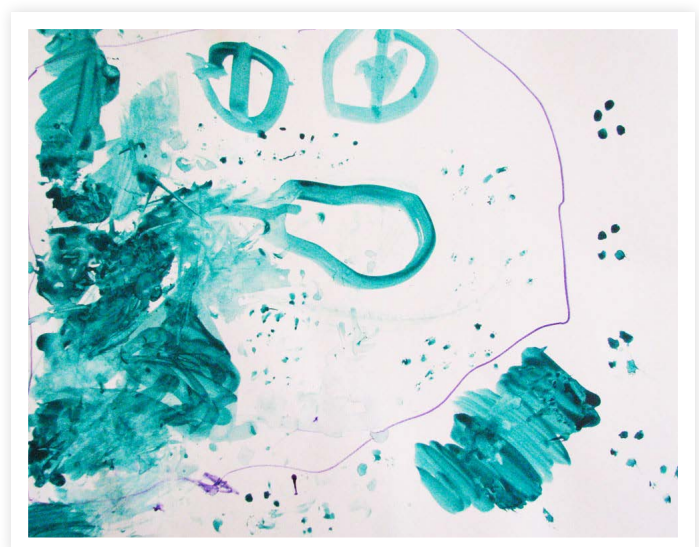
Teaching Suggestions

Vocabulary:

image, feeling, emotion, idea, expression, colour, texture, line, imagine, create, change, evolve, happy, sad, angry, excited, alone, bright, dull, acrylic, tempera, experience, share, design

What You Do:

1. Talk about emotion. What does the word *emotion* mean? What kinds of emotions do we experience on a daily basis.
2. Talk about colour. How do certain colours make us feel? Why?
3. Talk about line. What kinds of lines are there? (Straight, jagged, squiggly, zigzag, etc.)
4. Warm up by having students draw lines (using pencil on newsprint) based upon certain feelings, i.e., draw happy lines, angry lines, etc.
5. You can also encourage the students to draw lines based on the music they are hearing, i.e., jazz, classical, pop, etc.
6. Once everyone is “warmed up”, begin working with the paint. Make sure each student has a paintbrush, water and access to at least the three primary colours (red, yellow and blue).



Emotion Painting

Continued

7. Give a quick demonstration of how paints are used properly (always clean brushes before dipping into a new fresh colour. Treat the brushes well by not squishing them down on the paper, etc. Also, review colour mixing (yellow + blue = green; red + yellow = orange; red + blue = violet).
8. Everyone can then decide on an emotion or a feeling that they will express using various paint colours, lines, textures and shapes.
9. Allow your students to take as long as they need to create the final work, encouraging them to stand back from time to time to have a really good look at what they are doing. Is it moving in the direction they want it to? Are the desired feelings starting to emerge?
10. Remember too that this is a very intuitive and subjective exercise and as such the works should not be analysed by the teacher, but rather by the students themselves.
11. When the paintings are complete, hang them up and see how others interpret the work. Does everyone see similar emotions in the same works? Why or why not?

Curriculum Connections:

History: Look at the works of various artists throughout time. While looking at the works, see if you can pick out any strong emotional feelings.

Language Arts: Write an emotion story or poem to go along with your painting.

Music: Look at rhythm and movement in music and compare the idea of “emotional music” with “emotional painting”.

Recommended Book:

[My First Paint Book](#)

by Dawn Sirett

Twenty-two activities, from stencilled boxes to T-shirt designs, are presented along with step-by-step, full-colour photographs and clear instructions, in a visual introduction to making and decorating things with paint.

Crayon Resist Fish

RESOURCE TITLE:	Crayon Resist Fish
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will use crayons and paint to make delightful crayon resist pictures of fish.
MATERIALS:	Crayons or oil pastels, paper, tempera paint (watered down), paintbrush

Teaching Suggestions

What You Do:

1. Draw a border around your picture. Inside this border, draw circles or “bubbles”. Use crayons or oil pastels and be sure to press hard.
2. Inside the border, draw some fish (starfish, jellyfish, rainbow fish, etc.) and the sky or ocean.
3. When you finish your drawing, lightly brush paint over the picture. Use dark colours.
4. The areas of crayon (or oil pastel) will resist, or repel, the paint.

Recommended Book:

[Drawing on the Right Side of the Brain](#)

by Betty Edwards

Translated into 13 languages, *Drawing on the Right Side of the Brain* is the world’s most widely used drawing-instruction guide. People from just about every walk of life – artists, students, corporate executives, architects, real-estate agents, designers, engineers – have applied its revolutionary approach to problem solving.



Music Around the House

RESOURCE TITLE:	Music Around the House
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will make music, sounds and rhythms with everyday items from around the house.
MATERIALS:	Spoons, pans, lids, cans, blocks of wood, other objects from around the house

Teaching Suggestions

What You Do:

1. Make music with various objects found around the house.
2. Make a circle and walk around the classroom.
3. Sing a song or make up a rhyme.
4. Say everyone's name and the letters that the names begin with:
Angela – A; Brent – B; Trevor – T, etc.



Musical Chairs

RESOURCE TITLE:	Musical Chairs
INTENDED USER:	Large group
TEACHING PURPOSE:	Reading sight words. While music plays, students walk around a group of chairs that have words taped to them. Once the music stops, they kneel in front of a chair to see if they have the matching word that was called.

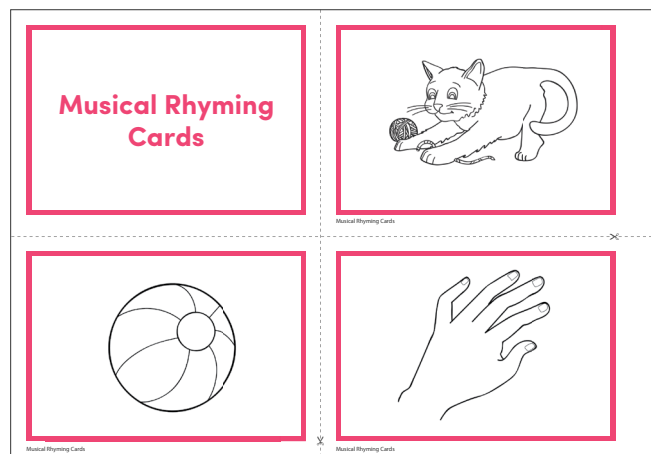
Teaching Suggestions

Activity Preparation

1. Photocopy two sets of "Sight Word Cards" onto strong paper.
2. Cut out the cards.
3. Laminate the cards for durability.
4. Set out the same number of chairs as students.
5. Arrange chairs back-to-back in two rows.
6. Tape the sight word cards from one set to the inside backs of the chairs. Set aside any unused word cards.
7. Remove the same unused word cards from the second set of cards so that the second set of cards contains the same words that are taped on the chairs.

Activity Procedure

1. Have each student stand in front of a chair.
2. Explain that each chair has a different word taped to it.
3. Tell the students to look at the word that is taped on the chair in front of them.
4. Explain that you will play music, and that when the music stops they will need to kneel in front of a chair that is close to them. (Model how to kneel, if necessary.)
5. Play music for 10–15 seconds and then stop it. Monitor the students as they



kneel down in front of a chair. If two students both go to the same chair, you make the decision who stays and who needs to find another chair.

6. Select a sight word from your deck of cards and ask the students to read it. The student who has that word on his or her chair gets to sit on the chair and take a rest. Put that card off to the side so that you do not use it again.
7. Have the other players stand up and resume walking as you restart the music.
8. Continue the game until everyone is sitting on a chair.

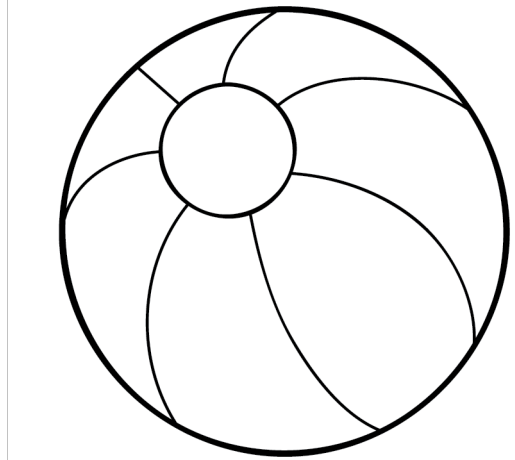
Adaptations

- Use "Alphabet Cards" instead of words cards.
- Place pictures on the chairs. Hold up a letter card. Students who have a picture that begins with that letter get to sit down.
- Instead of having the students walk as the music plays, have them take baby steps or giant steps.
- Use "Musical Rhyming Cards". A student may sit down if the sight word on his or her chair rhymes with the picture card shown.

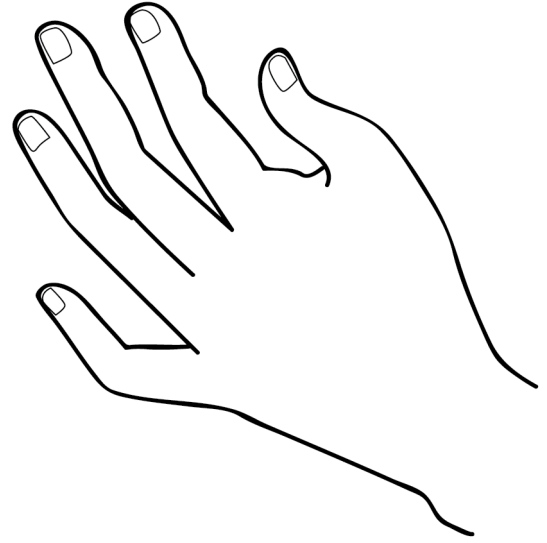
Musical Rhyming Cards



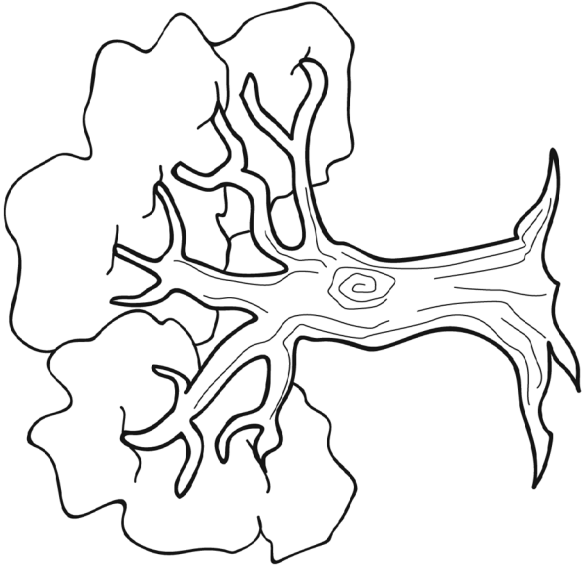
Musical Rhyming Cards



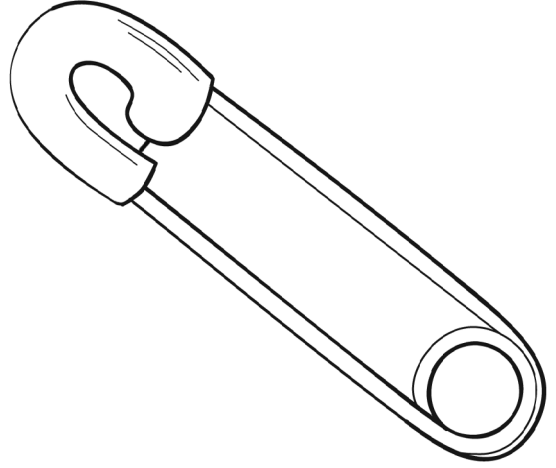
Musical Rhyming Cards



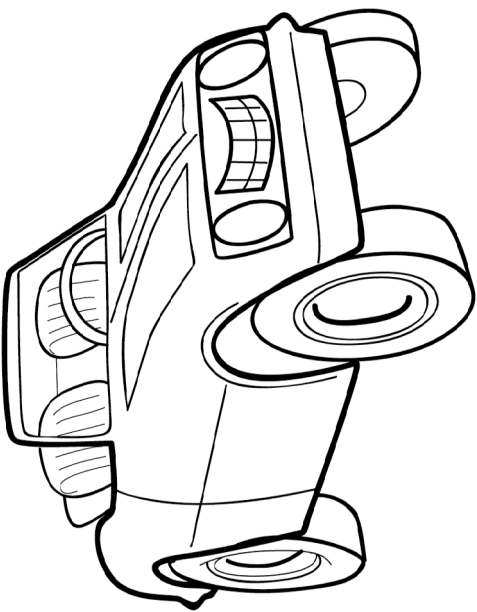
Musical Rhyming Cards



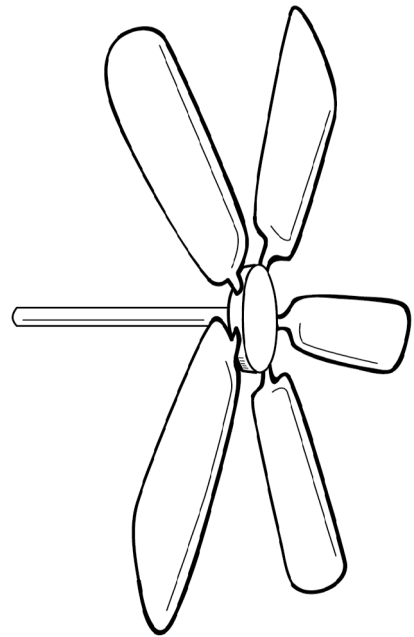
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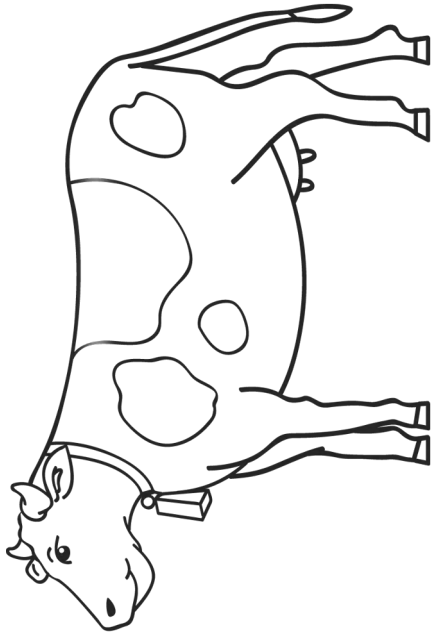
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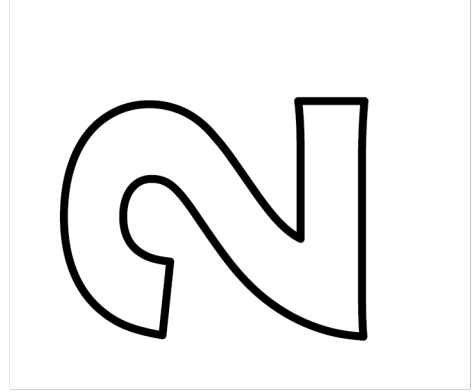
Musical Rhyming Cards



Musical Rhyming Cards



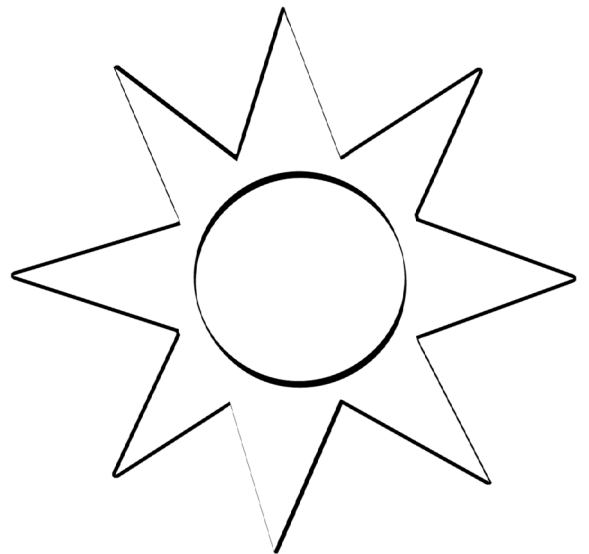
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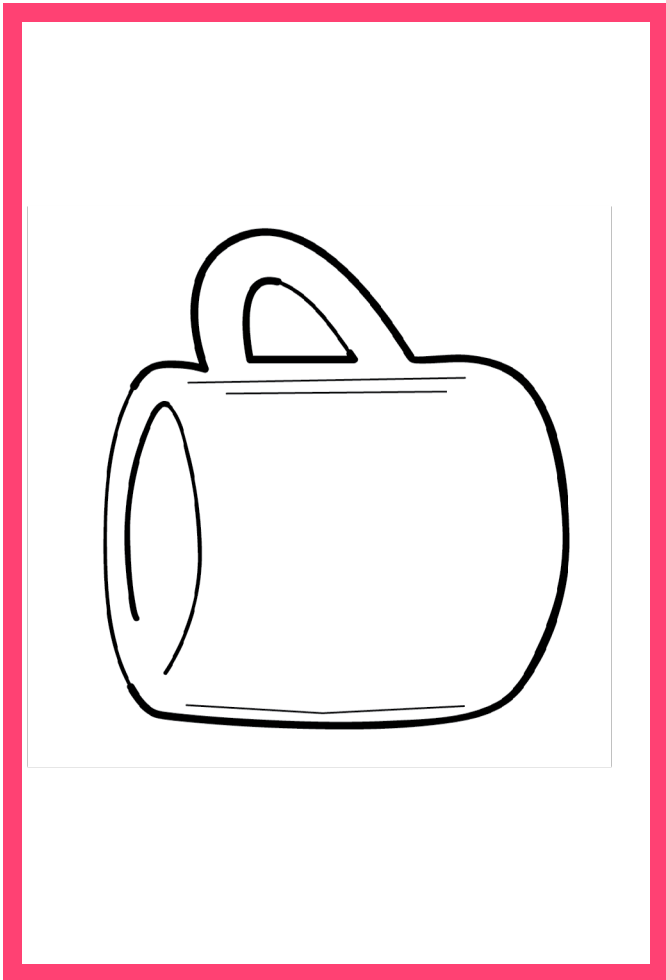
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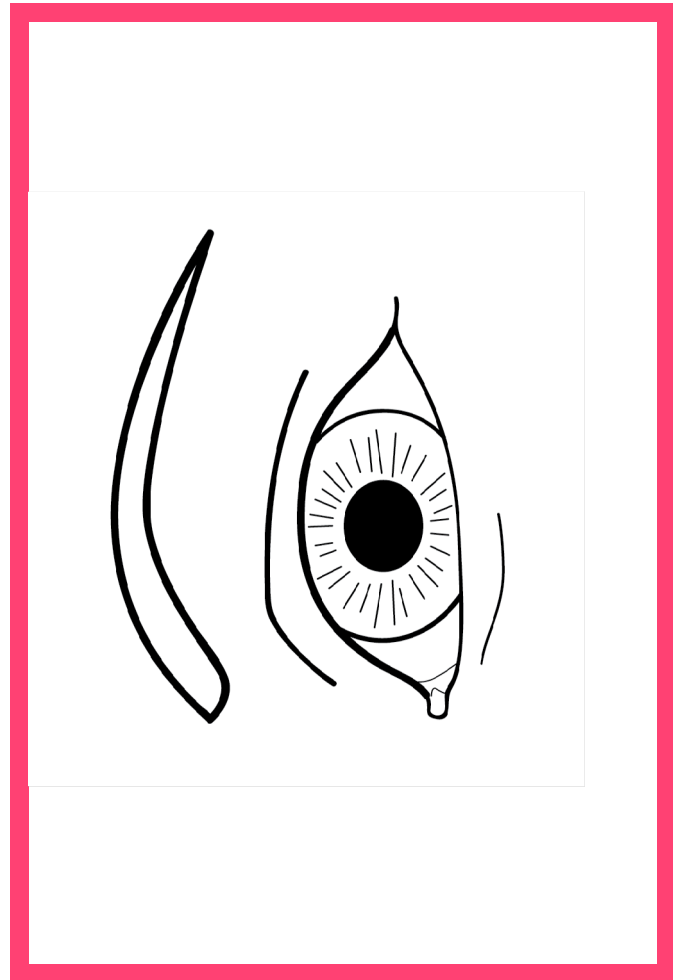
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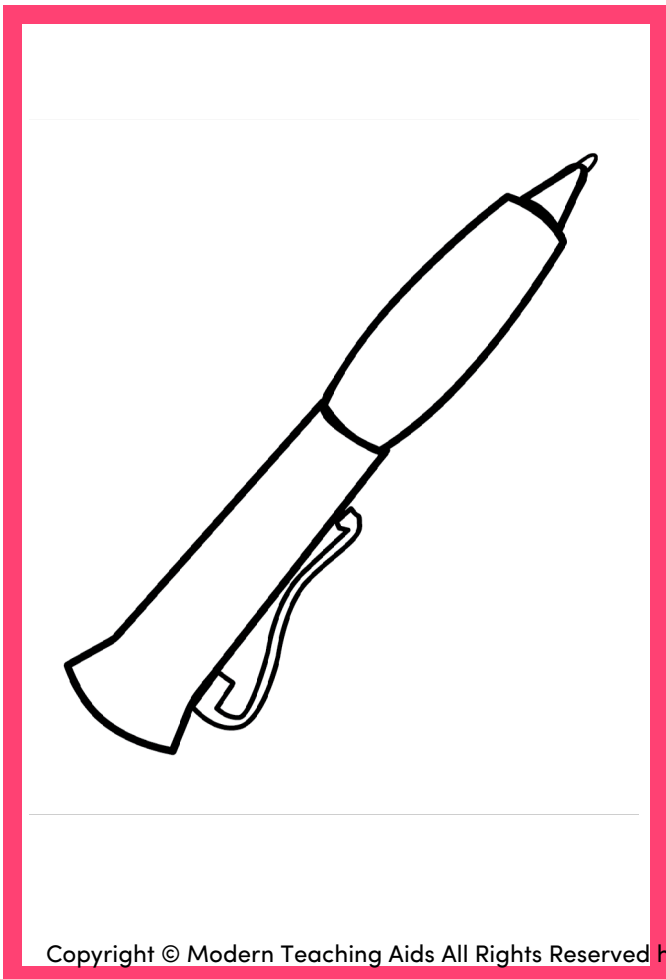
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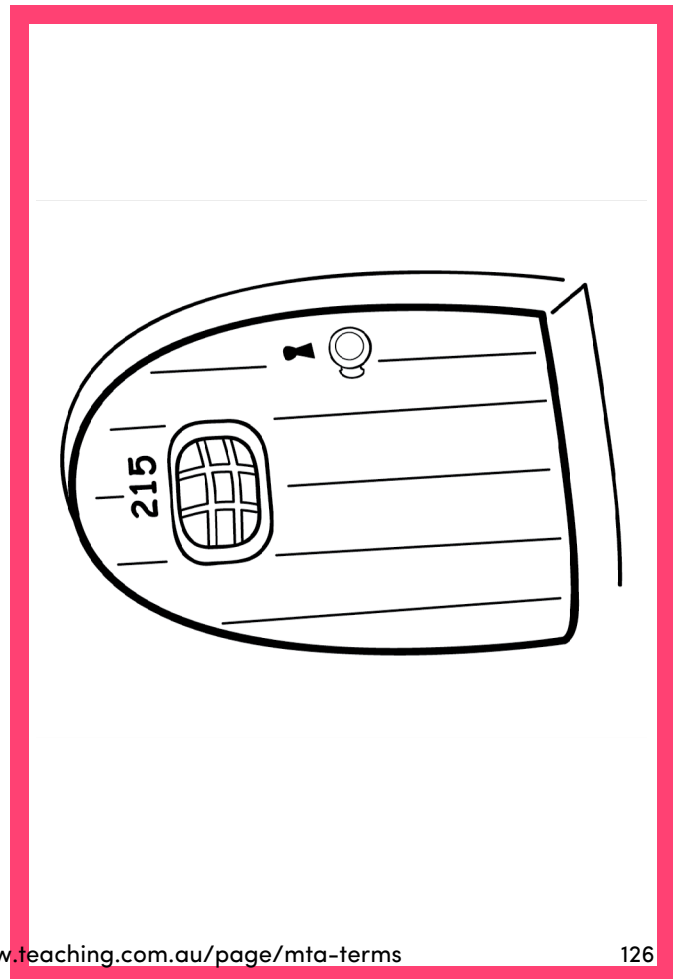
Musical Rhyming Cards



Musical Rhyming Cards



Musical Rhyming Cards



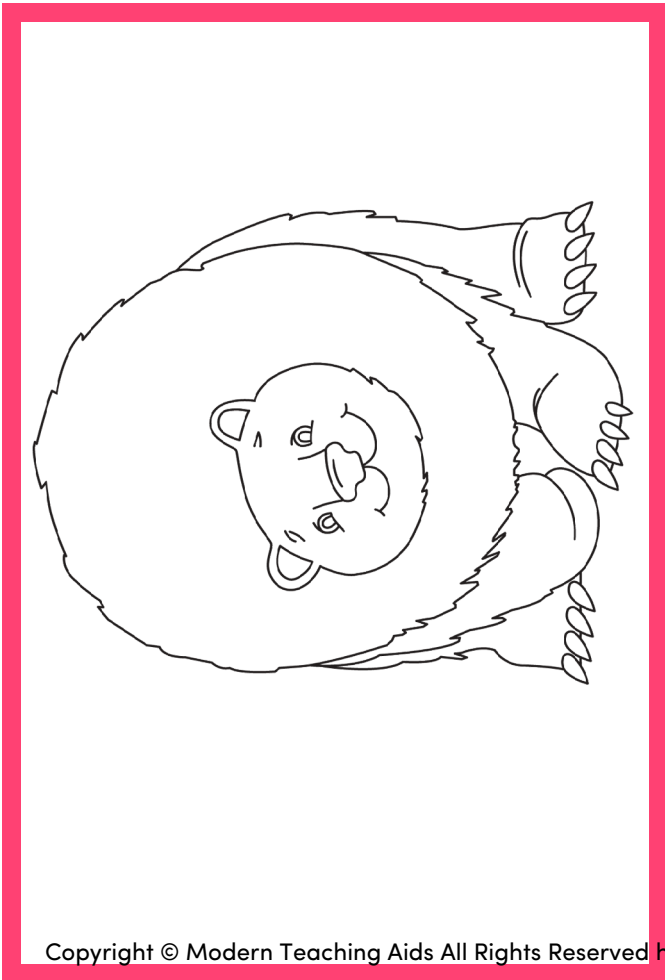
Musical Rhyming Cards



Musical Rhyming Cards



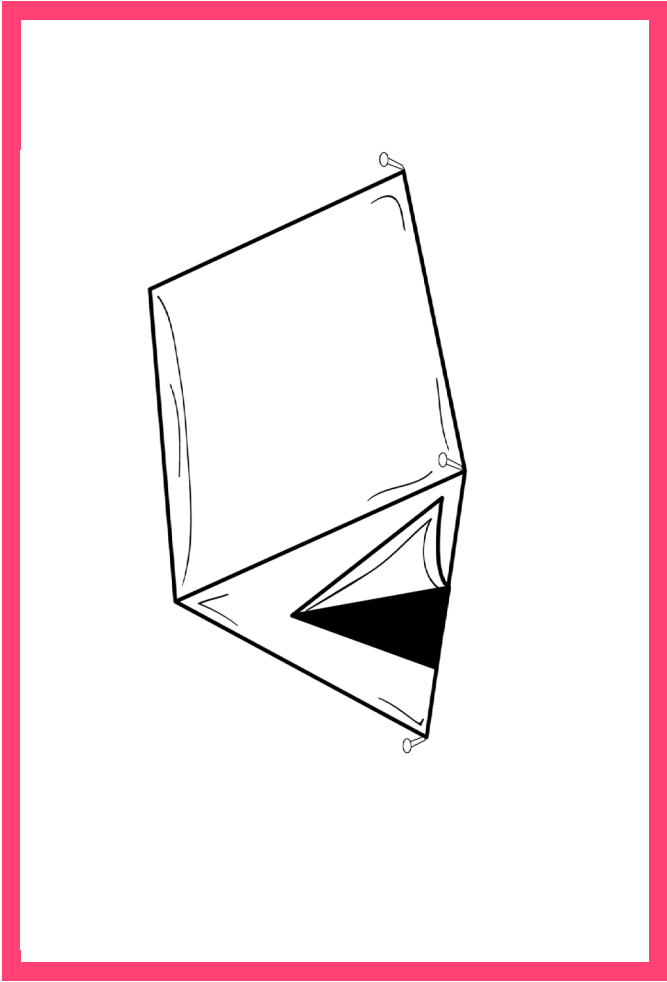
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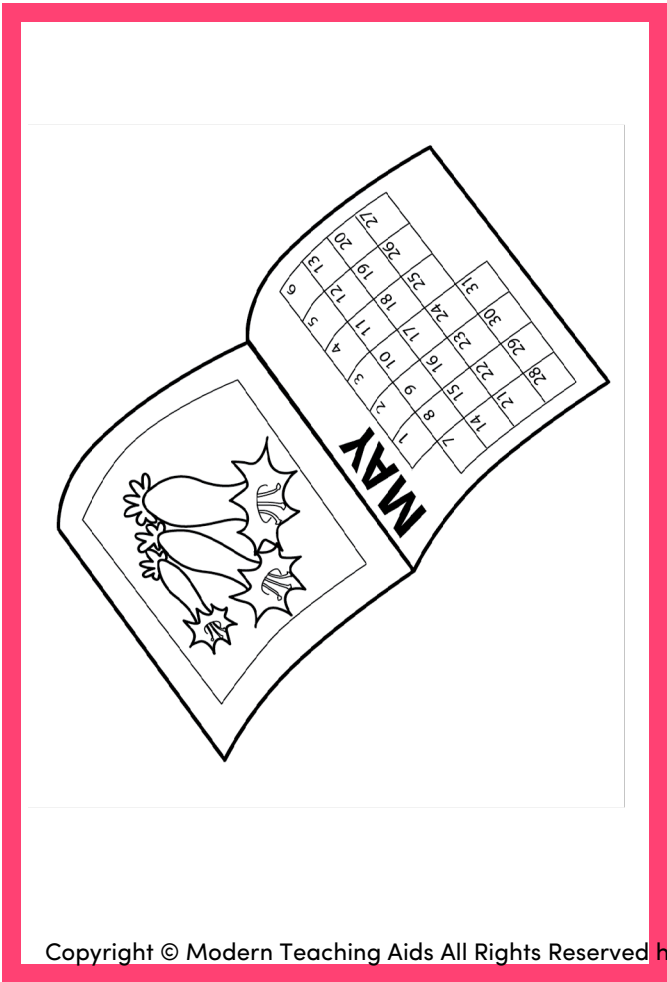
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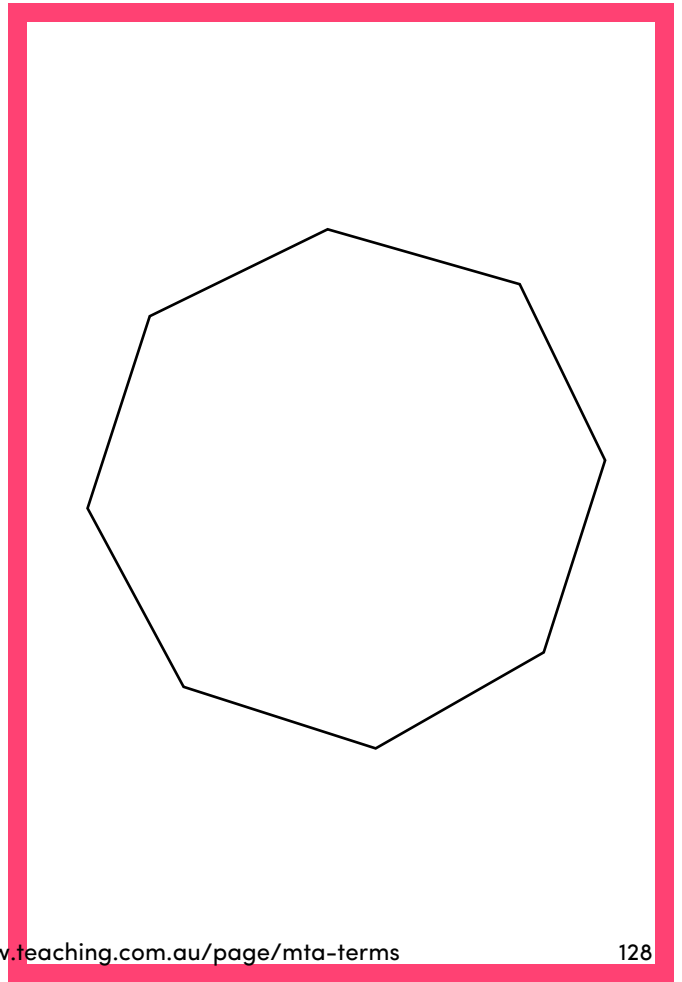
Musical Rhyming Cards



Musical Rhyming Cards



Musical Rhyming Cards



Musical Rhyming Cards

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Sight Word Cards



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Sight Word Cards

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Sign Word Cards

Uppercase Alphabet Cards

A

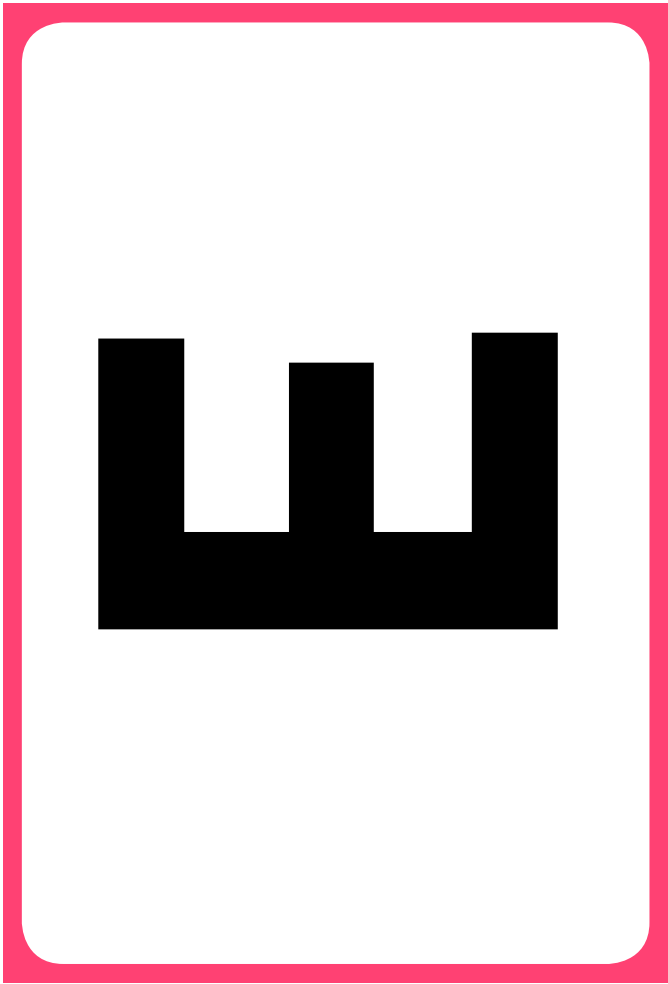
Uppercase Alphabet Cards

B

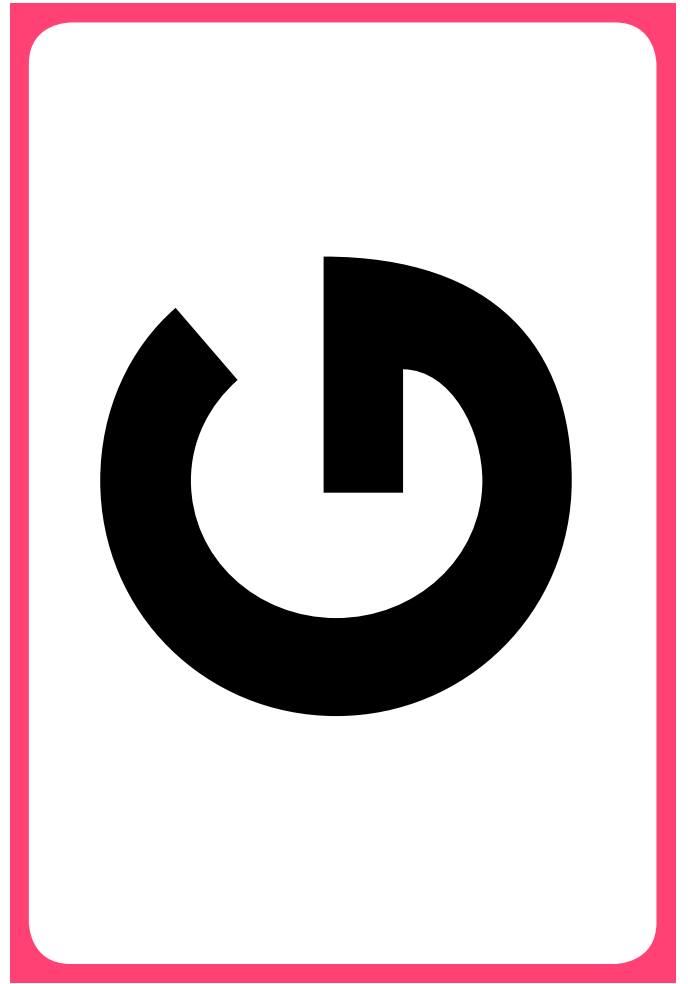
Uppercase Alphabet Cards

C

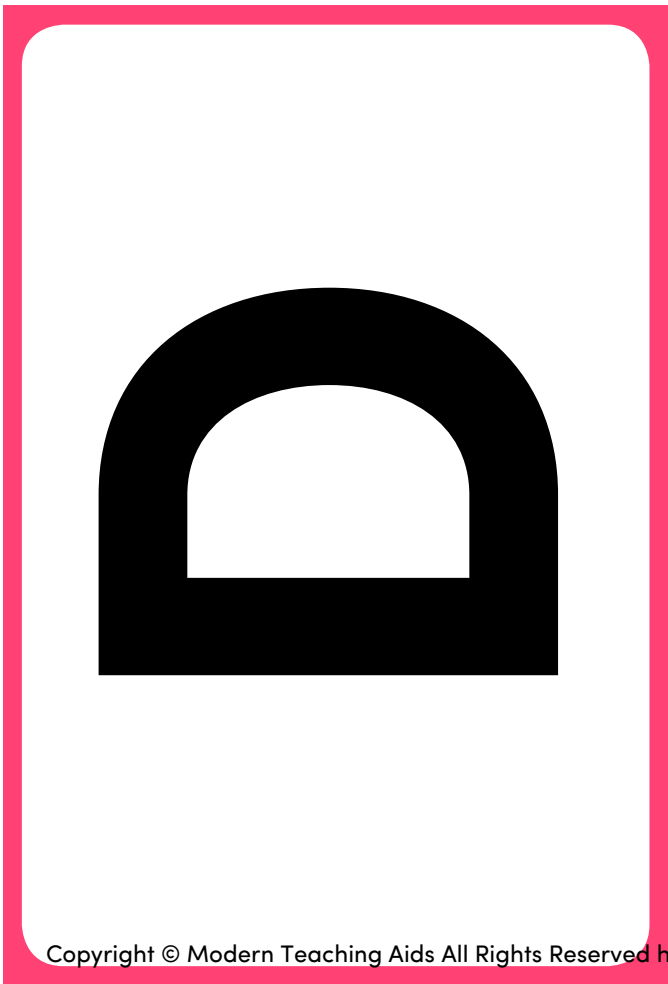
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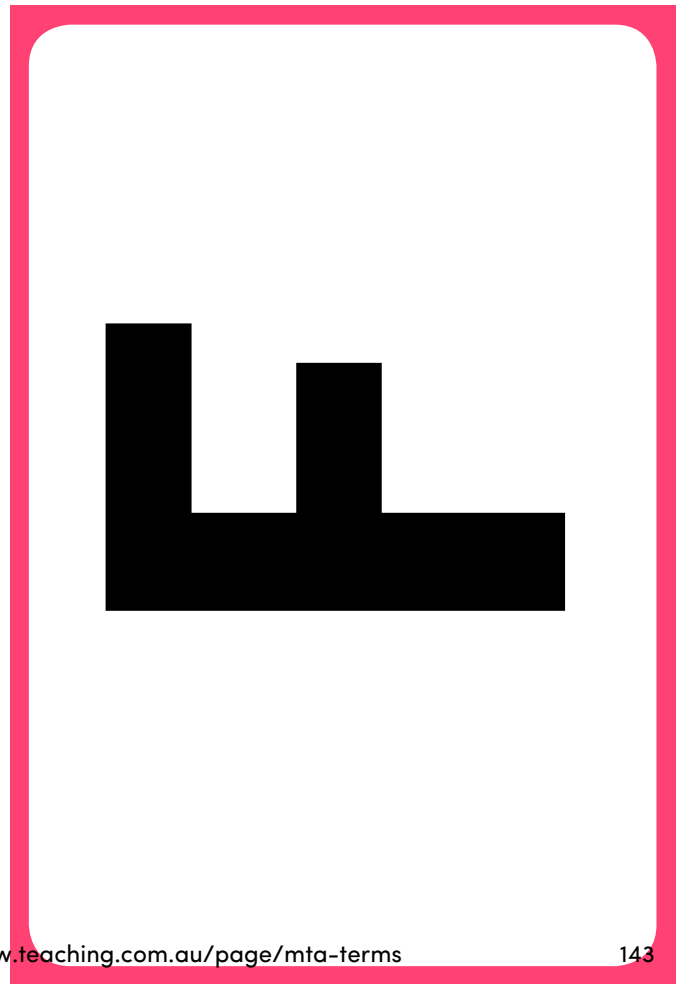
Uppercase Alphabet Cards



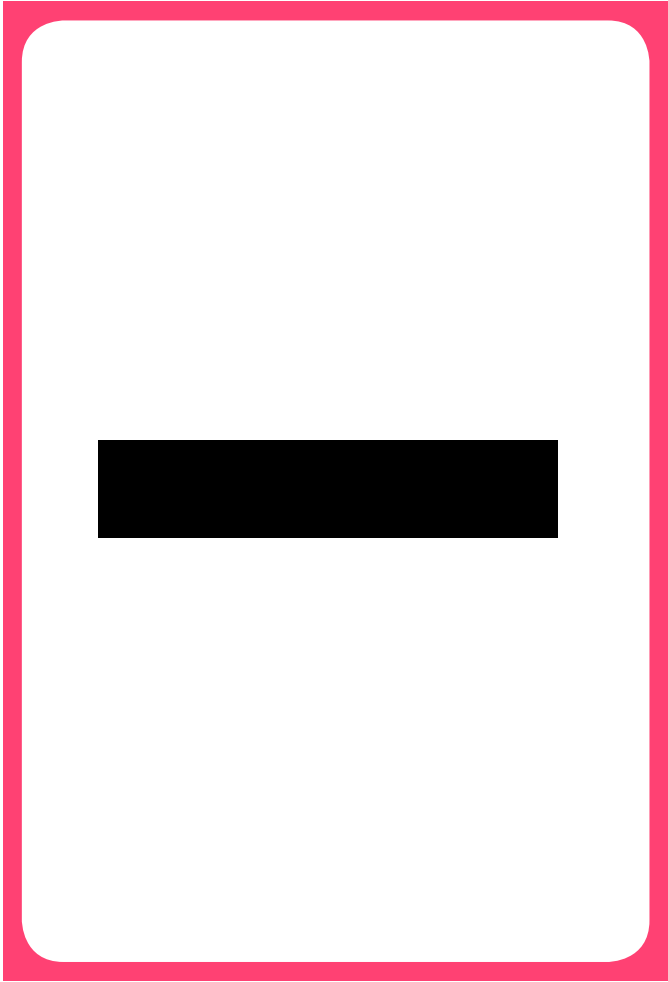
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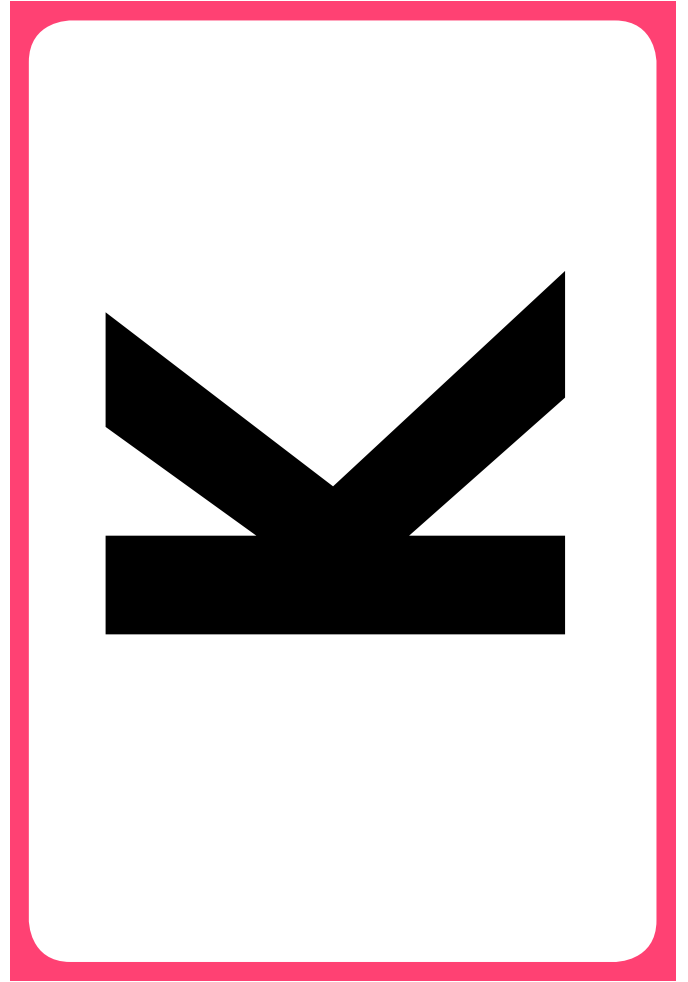
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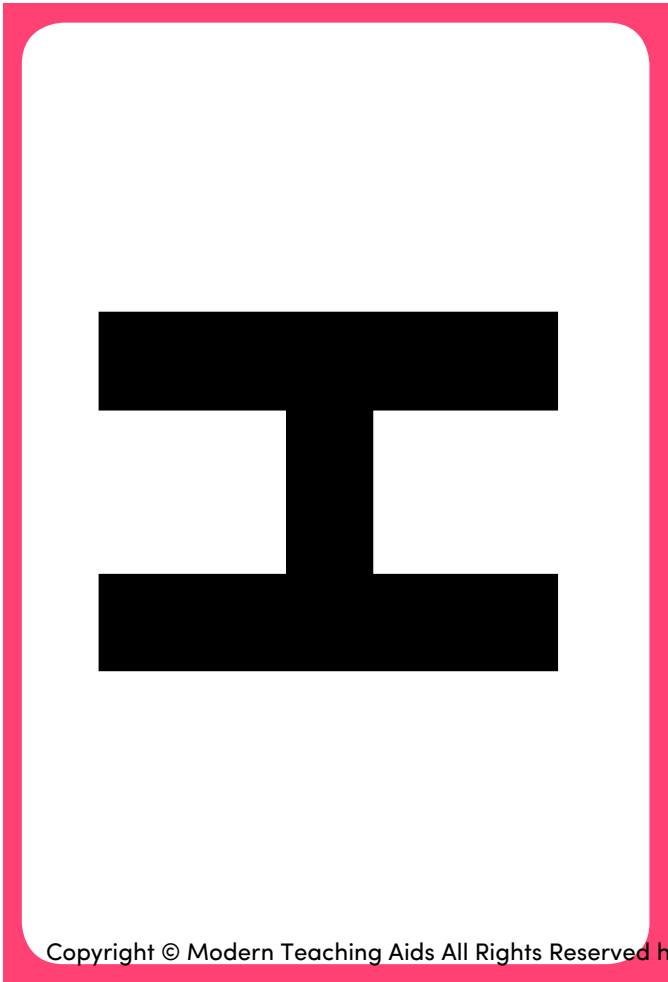
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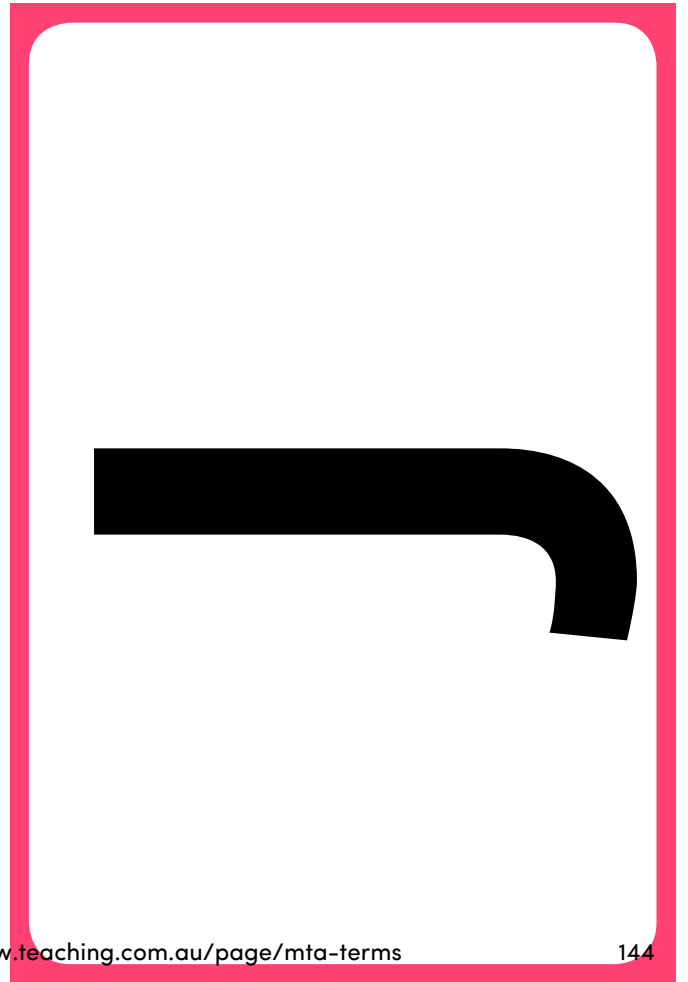
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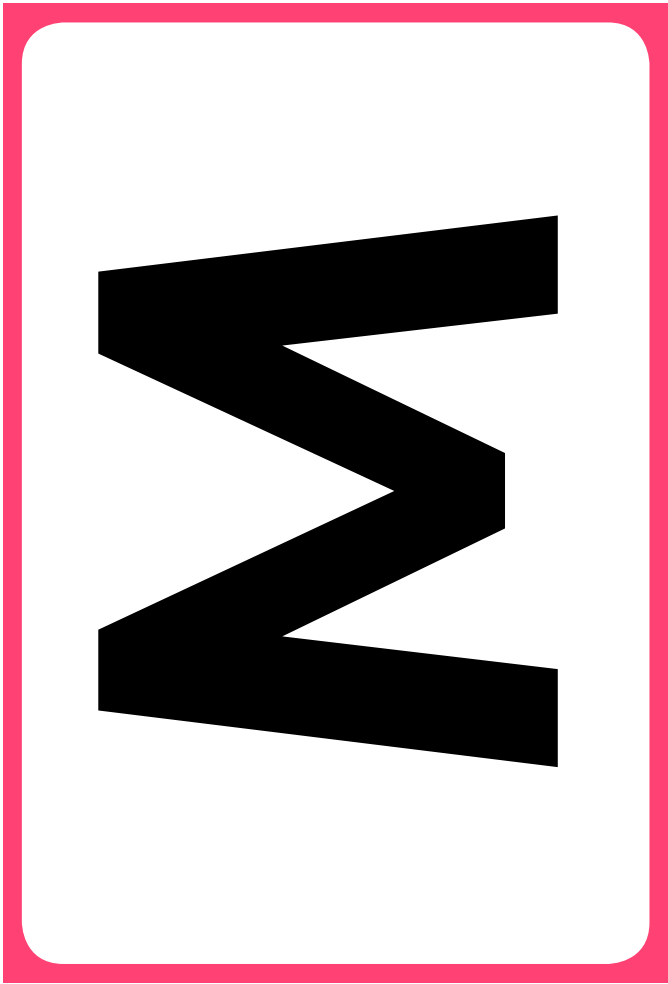
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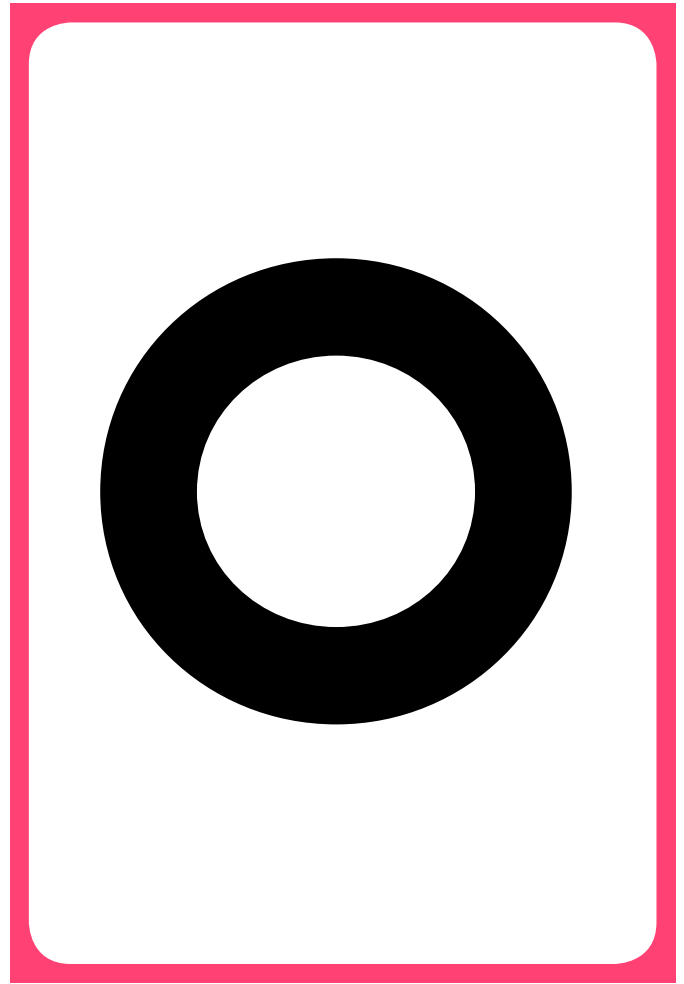
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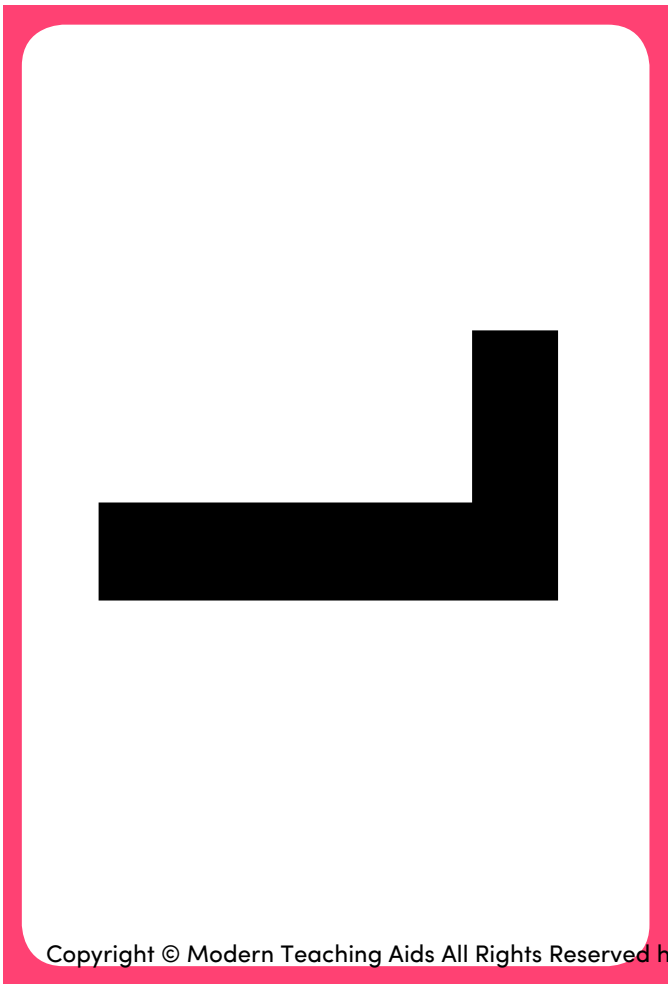
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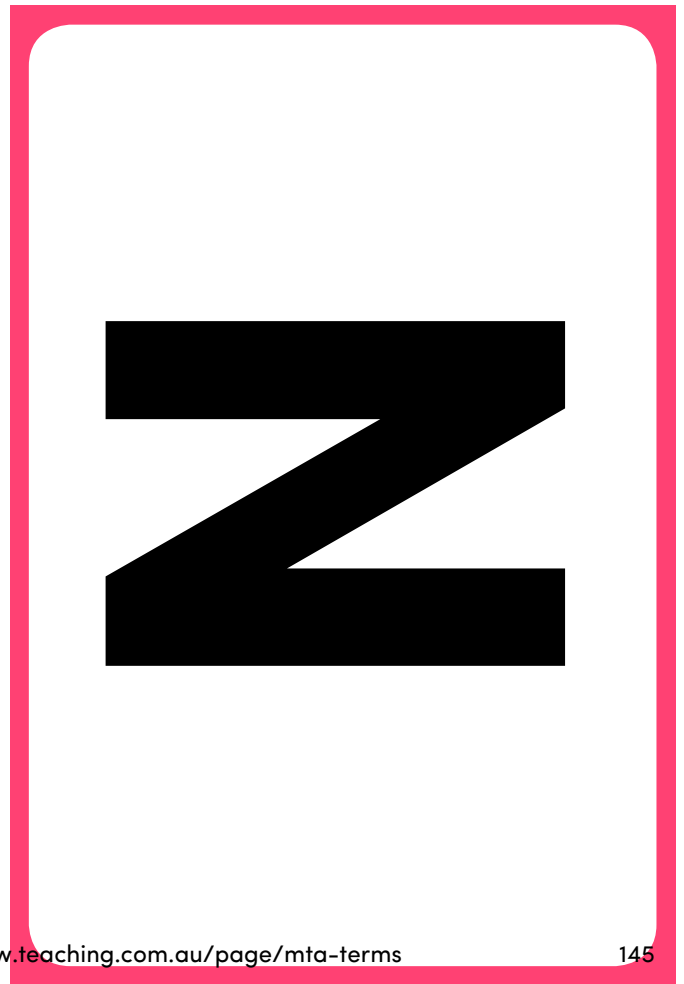
Uppercase Alphabet Cards



Uppercase Alphabet Cards

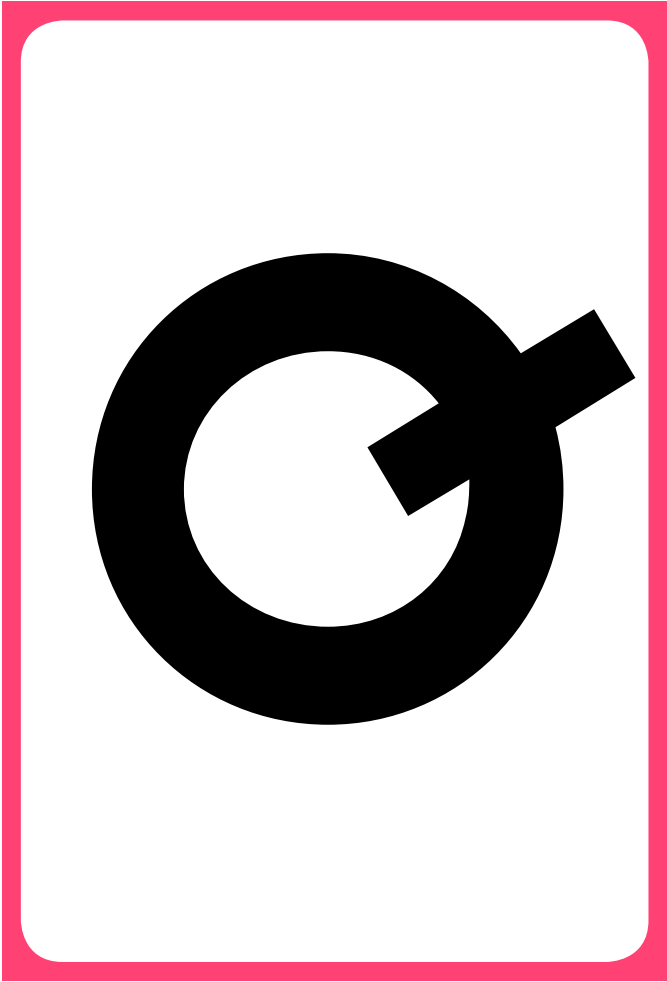


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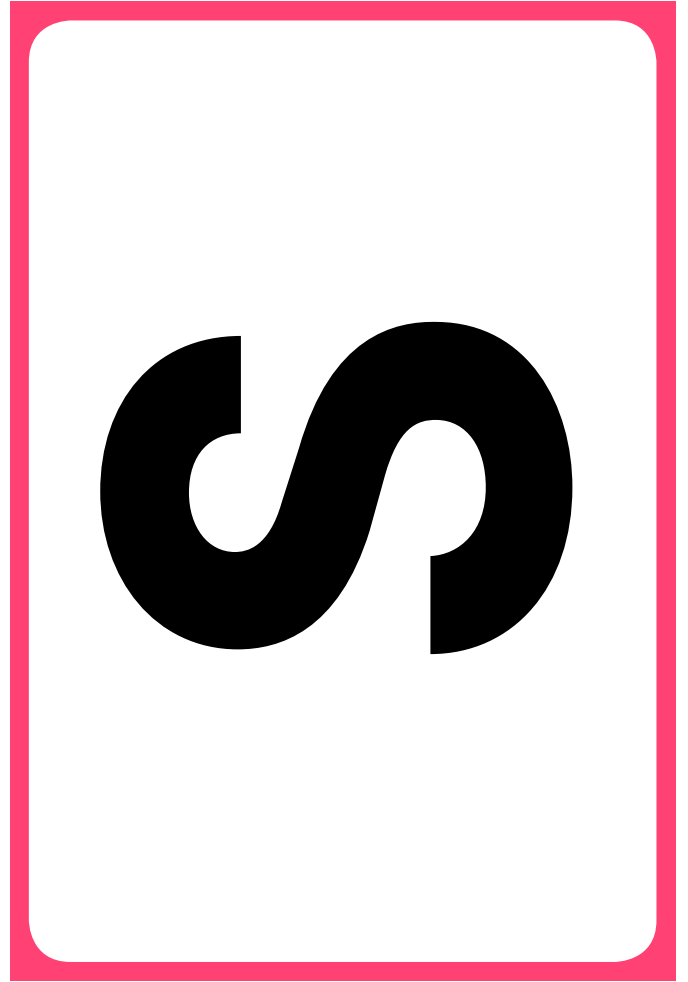


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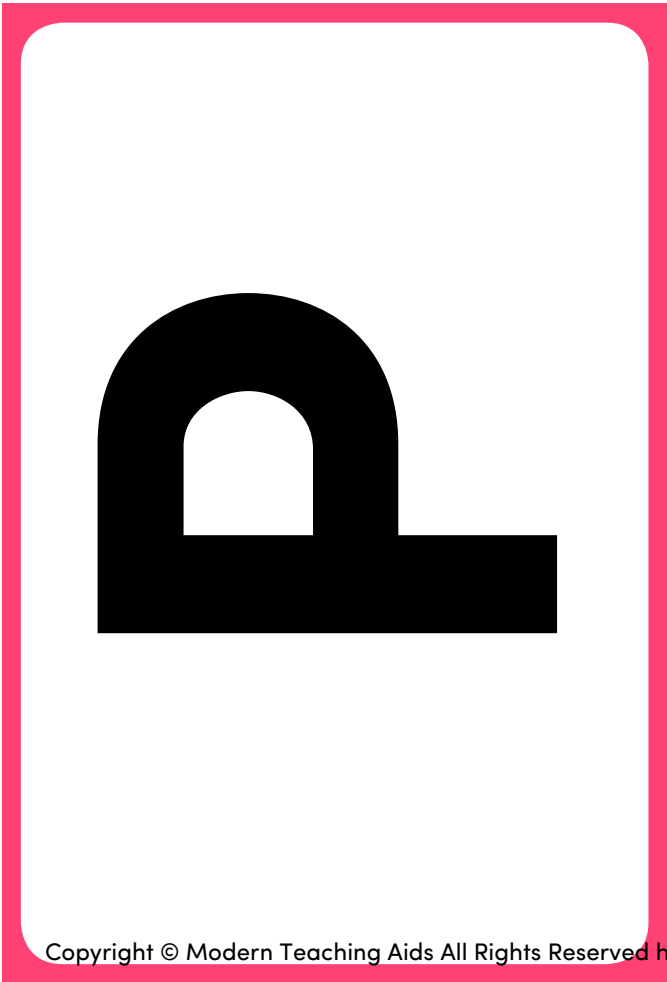




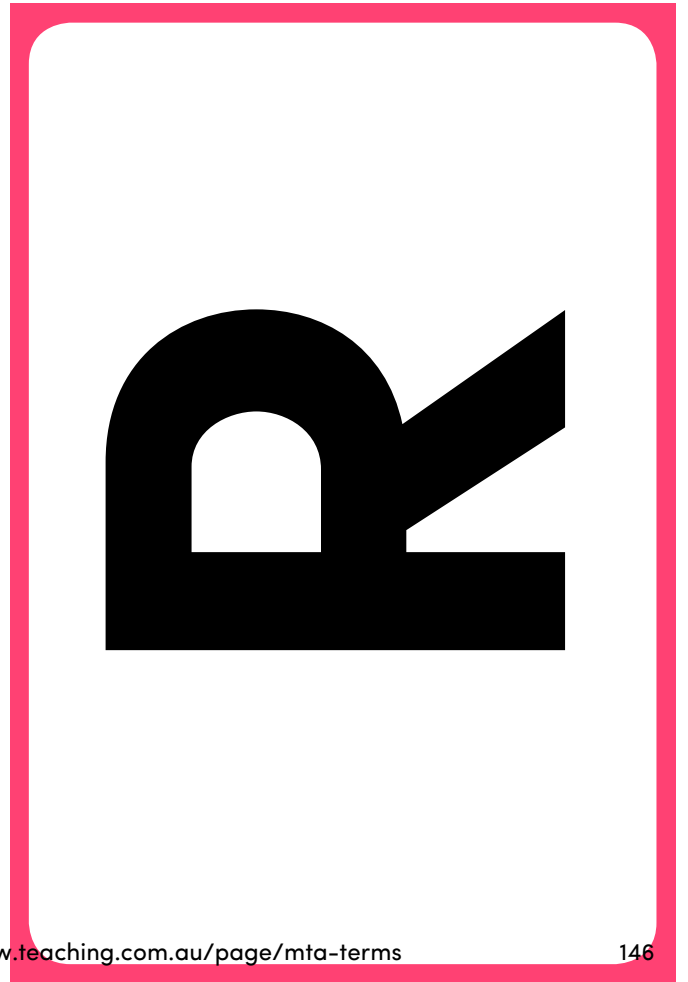
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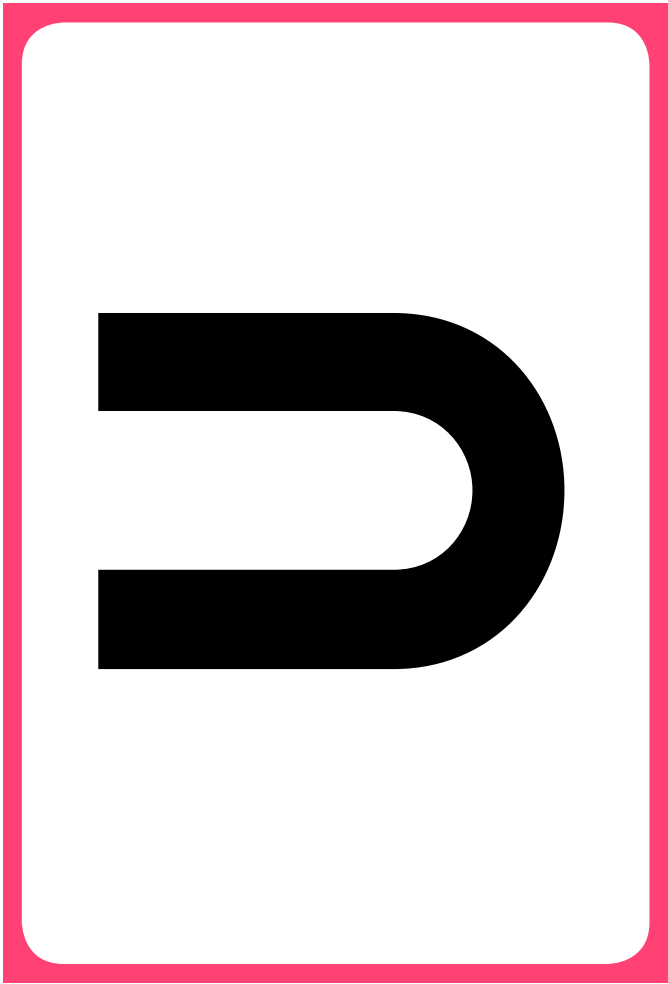
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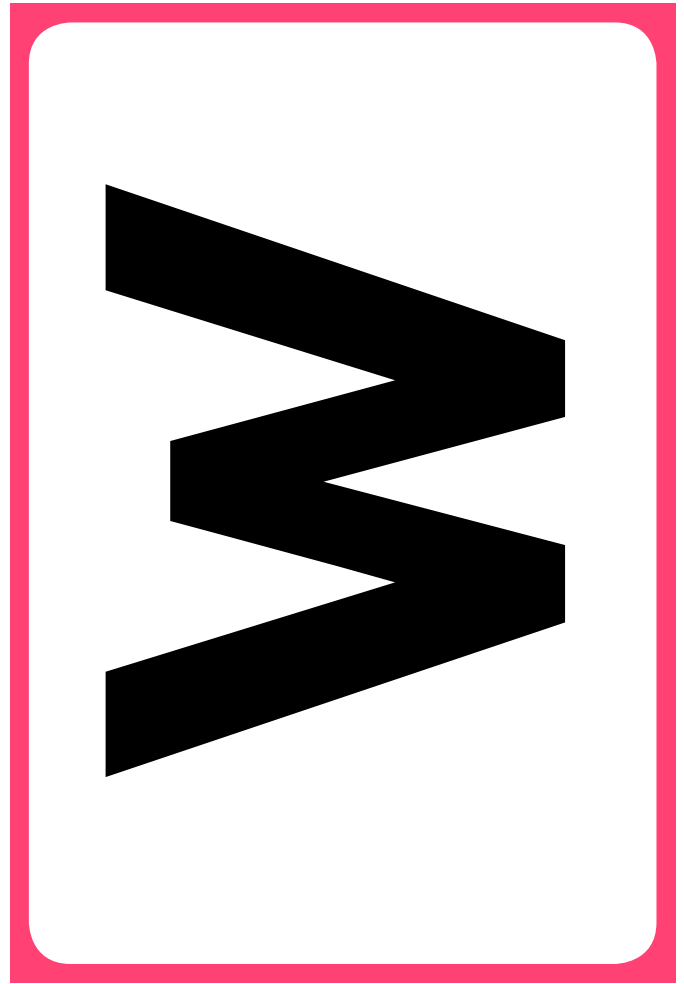
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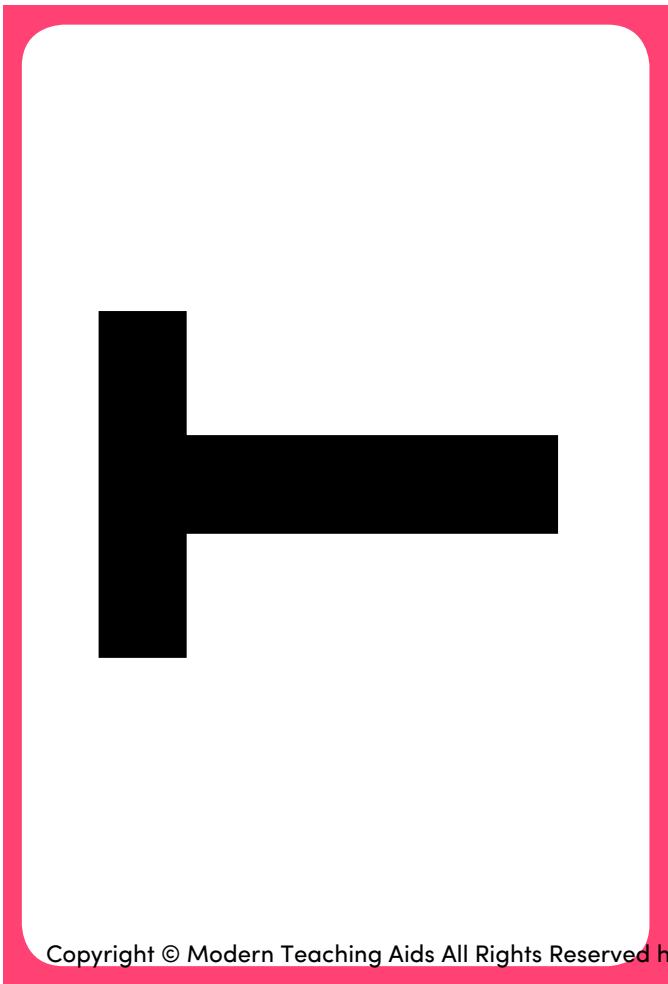
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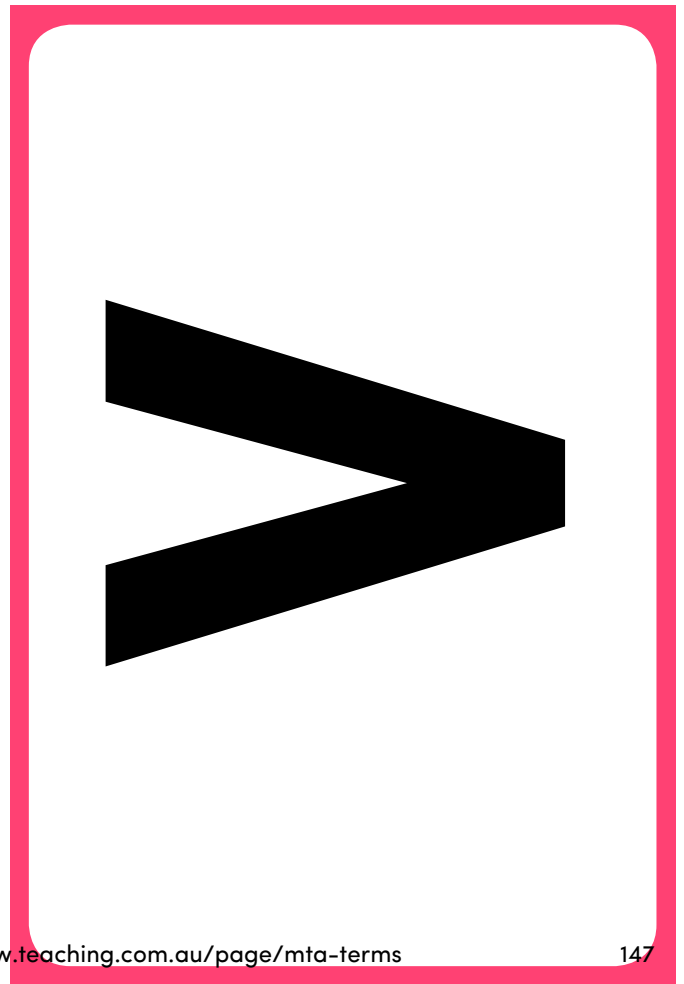
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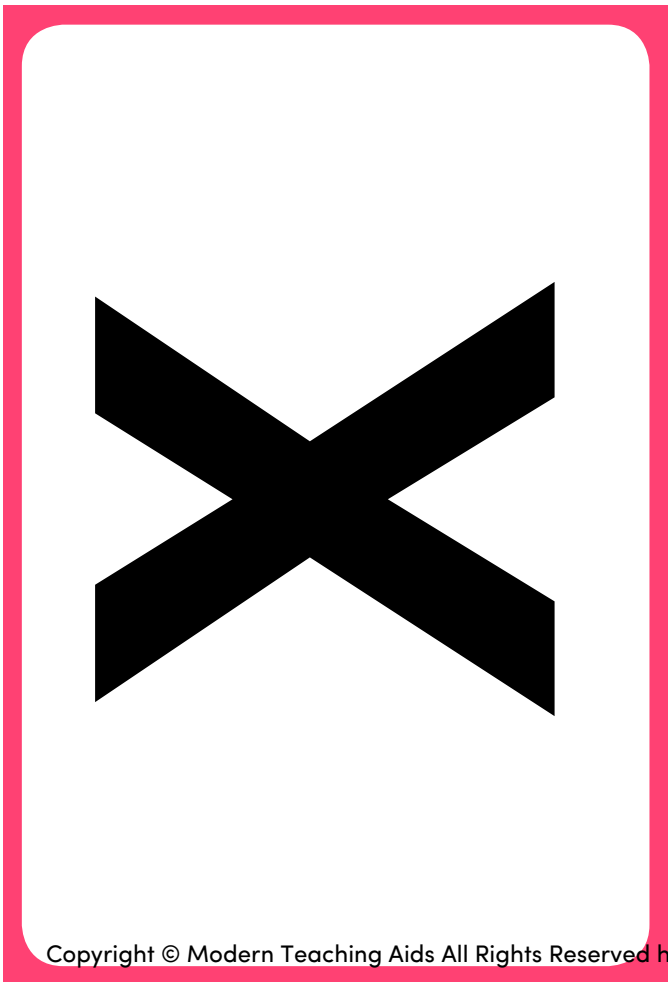
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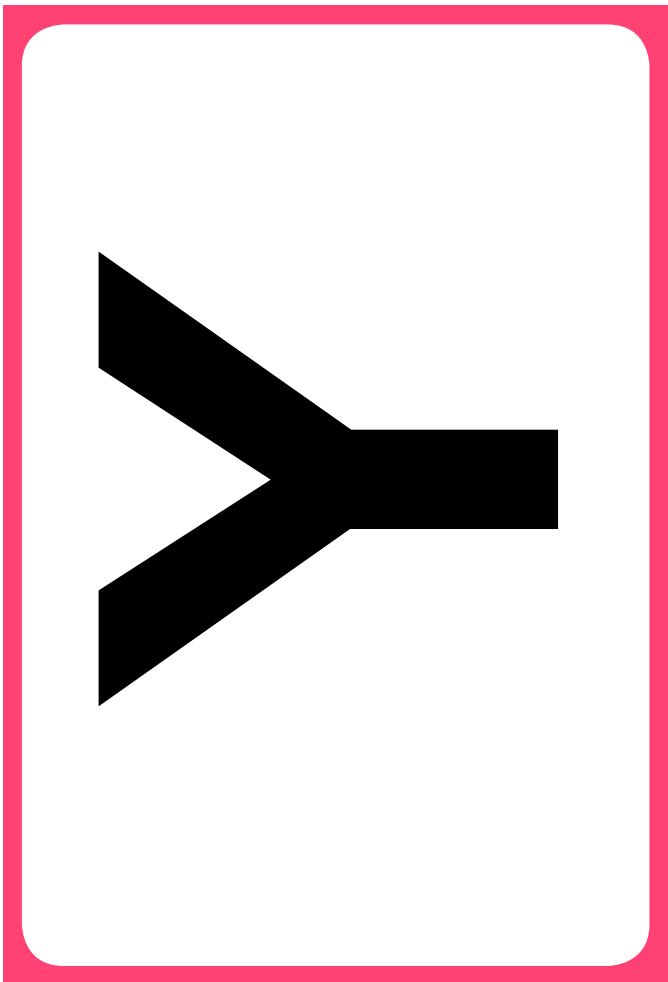
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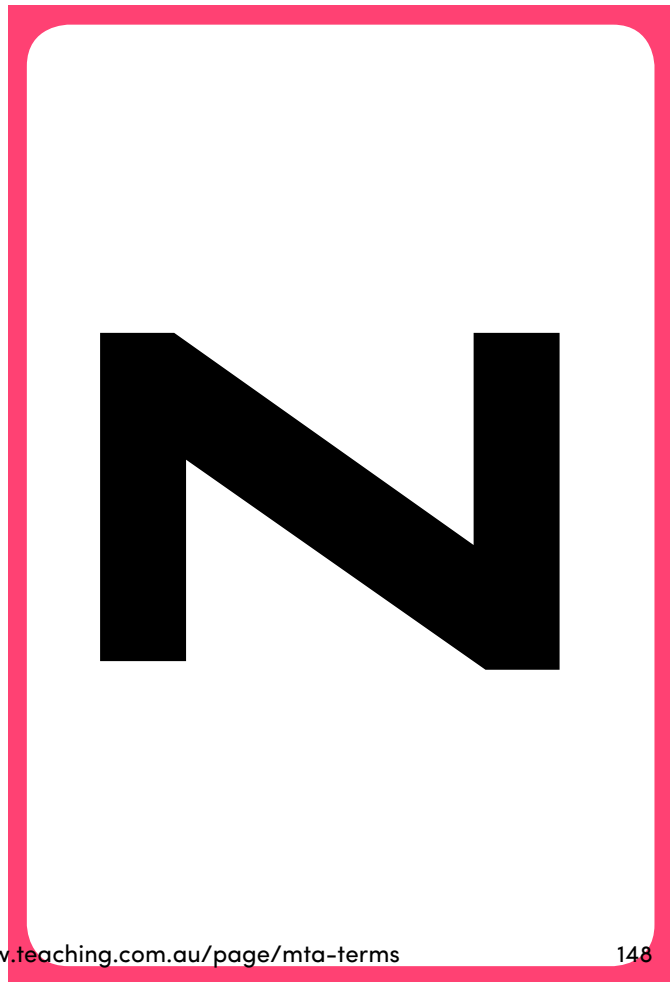
Uppercase Alphabet Cards



Uppercase Alphabet Cards



Uppercase Alphabet Cards



Uppercase Alphabet Cards



Musical Movements

RESOURCE TITLE:	Musical Movements
INTENDED USER:	Small group
TEACHING PURPOSE:	Recognising movement words. Students practise different movements by playing a musical chairs game.

Teaching Suggestions

Activity Preparation

1. Photocopy the "Movement Cards" onto strong paper.
2. Cut out the cards, and laminate for durability.
3. Arrange chairs in two rows. The rows of chairs should be facing back-to-back.

Vocabulary Words

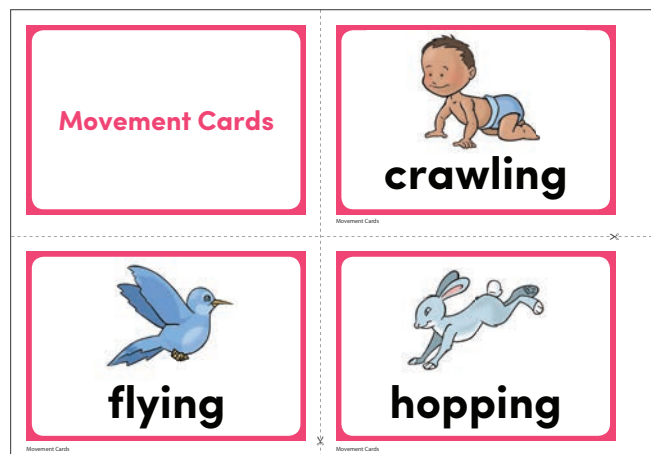
- crawling
- flying
- hopping
- running
- skipping
- swimming
- tip-toeing
- walking

Building Background

Explain to the students that people and animals can move in many different ways to get from one place to another. Ask the students to brainstorm how they might move from one side of the classroom to the other. List their responses on the whiteboard. Tell the students that today they will be learning some movement words by playing a game called "Musical Movements".

Activity Procedure

1. Have the students stand in a circle around the chairs. Show the students the "Movement Cards", one at a time. Model how to do each movement, and then have the students practise performing each movement as they walk clockwise around the rows of chairs.
2. Tell the students that they will be playing a game similar to "Musical Chairs". Have a student select one of the movement cards and show it to the others. Explain to the students that when the music begins, they should perform that movement as they move around the chairs. When the music stops, each student tries to find a seat. Since there is one fewer chairs



than there are students, one student will not have a seat. This student will get to select the next movement card, and the game continues in this manner. The game ends when the final "Movement Card" has been played.

Adaptations

- Select a student to perform one of the movements in front of the group. Have the other students guess which movement the student is performing.
- Photocopy the "Animal Sort Cards" onto strong paper. Cut out the cards, and laminate for durability. Have the students sort the "Animal Sort Cards" by the way each animal moves.

Movement Cards



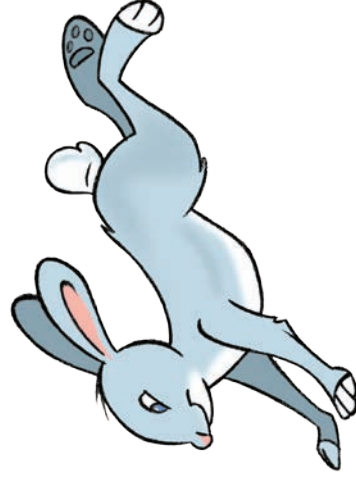
crawling

Movement Cards



flying

Movement Cards



hopping

Movement Cards



running

Movement Cards



skipping

Movement Cards



swimming

Movement Cards



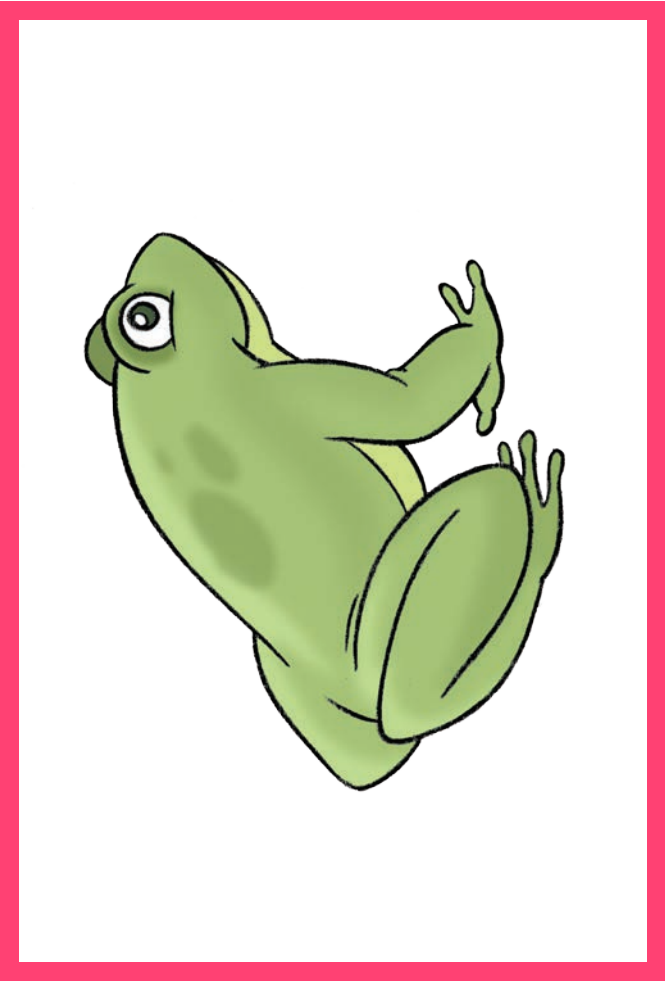
tip-toeing

Movement Cards

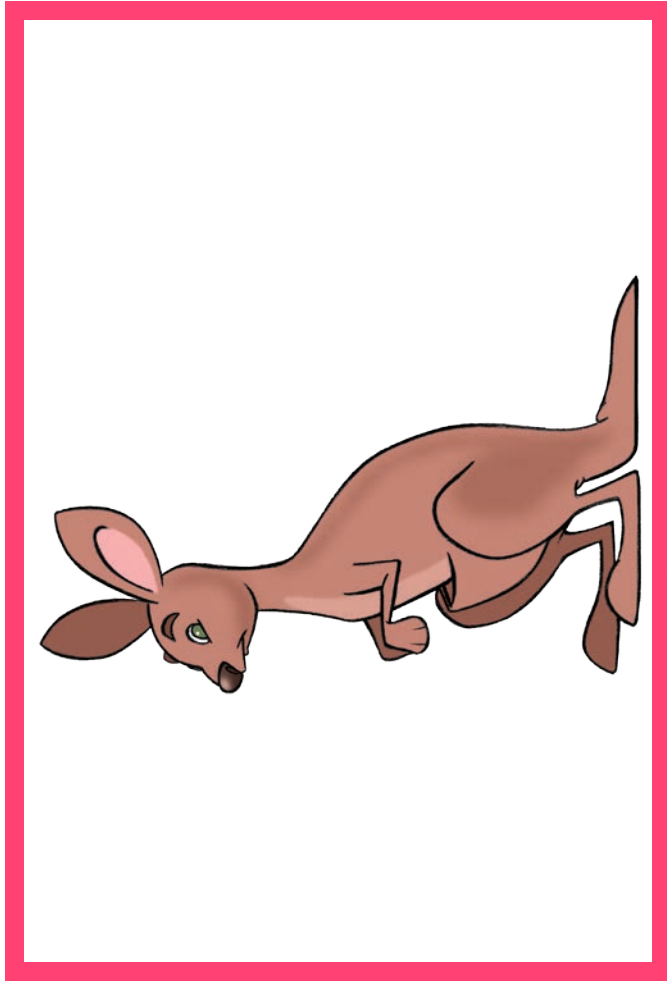


walking

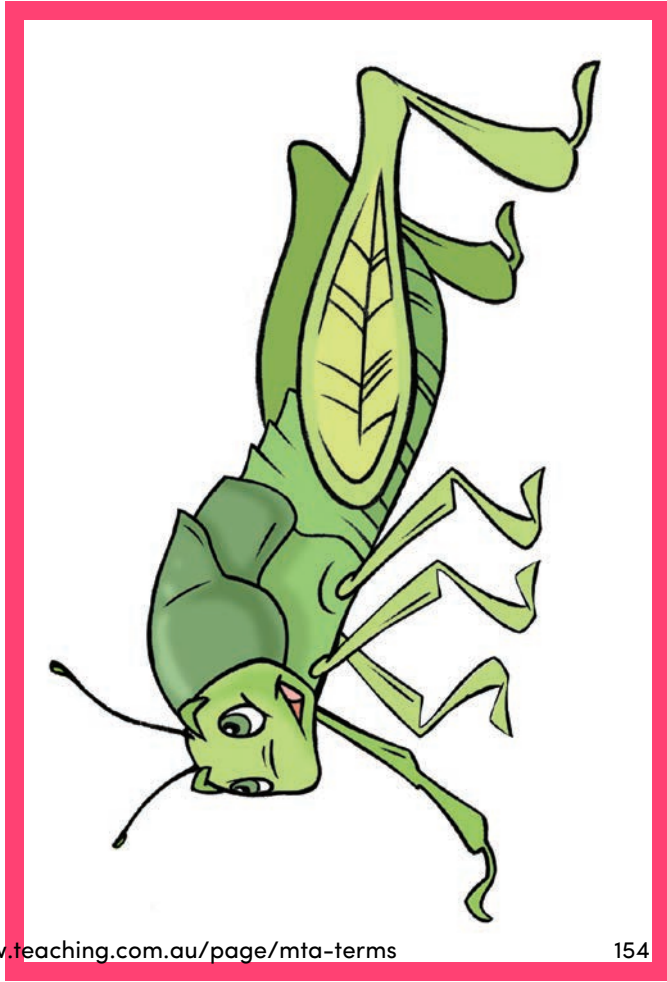
Movement Cards



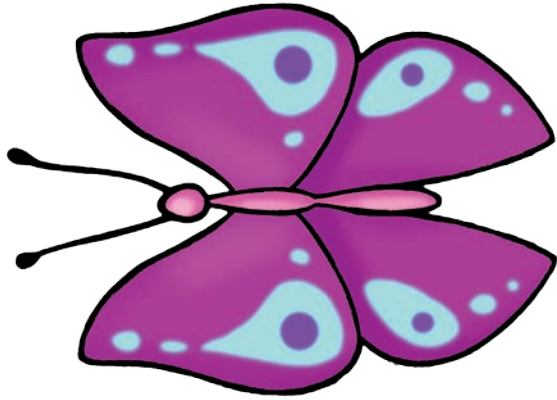
Animal Sort Cards



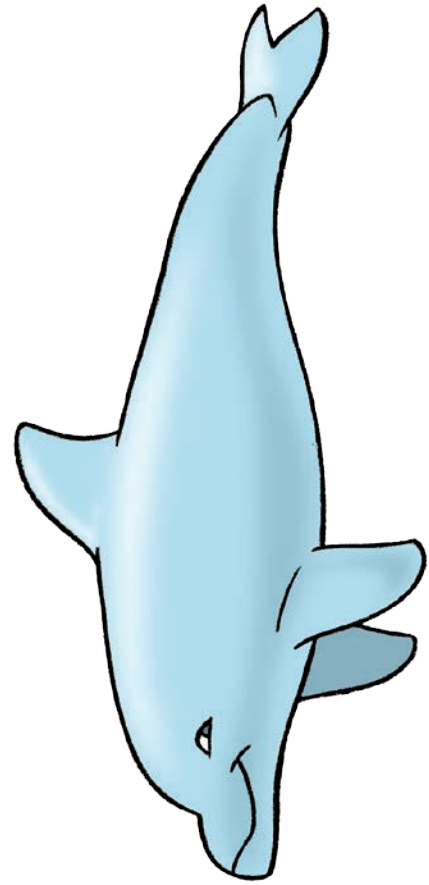
Animal Sort Cards



Animal Sort Cards



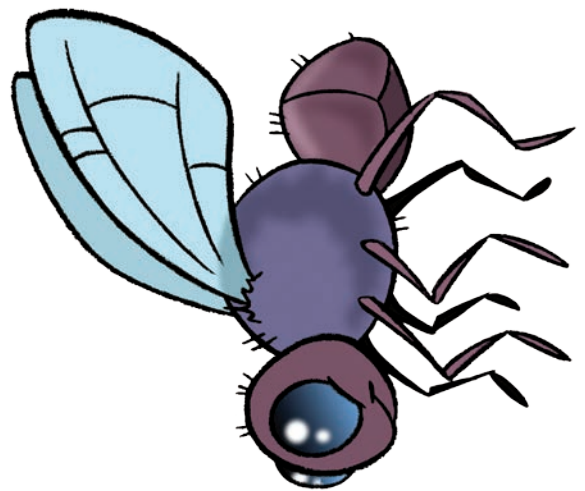
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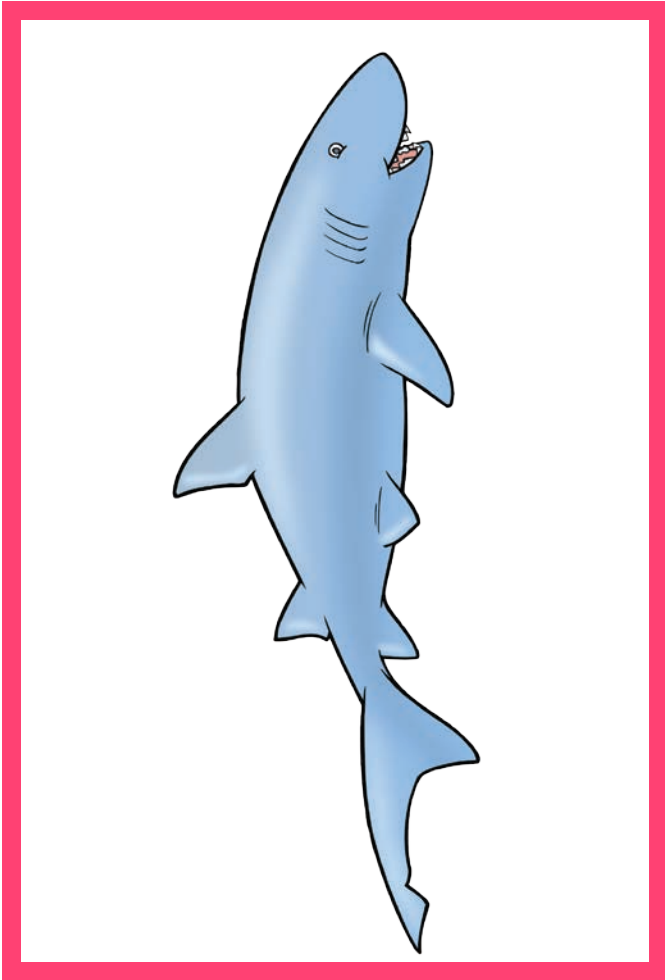
Animal Sort Cards



Animal Sort Cards



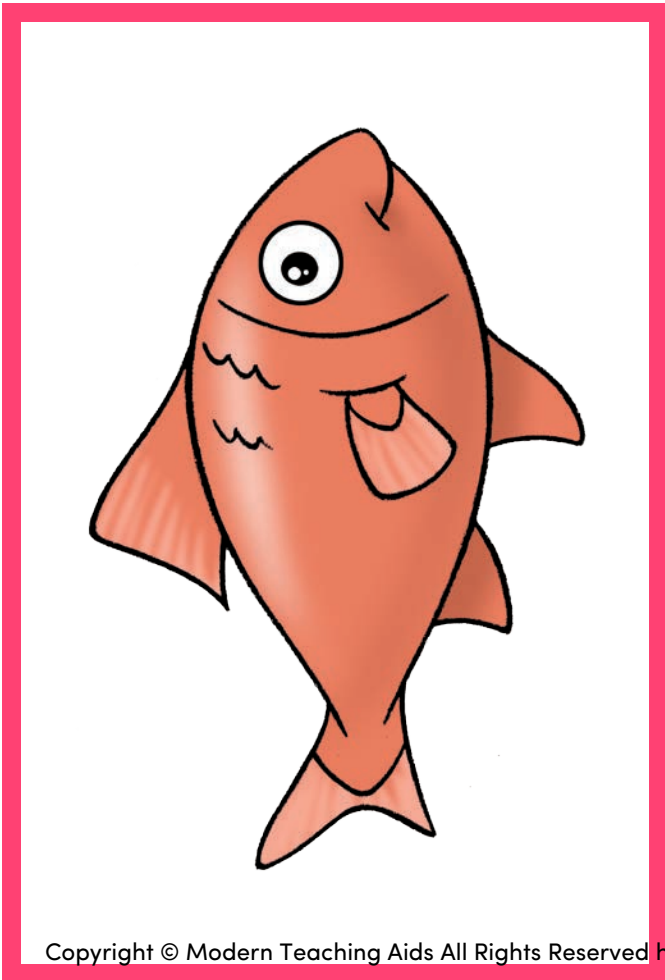
Animal Sort Cards



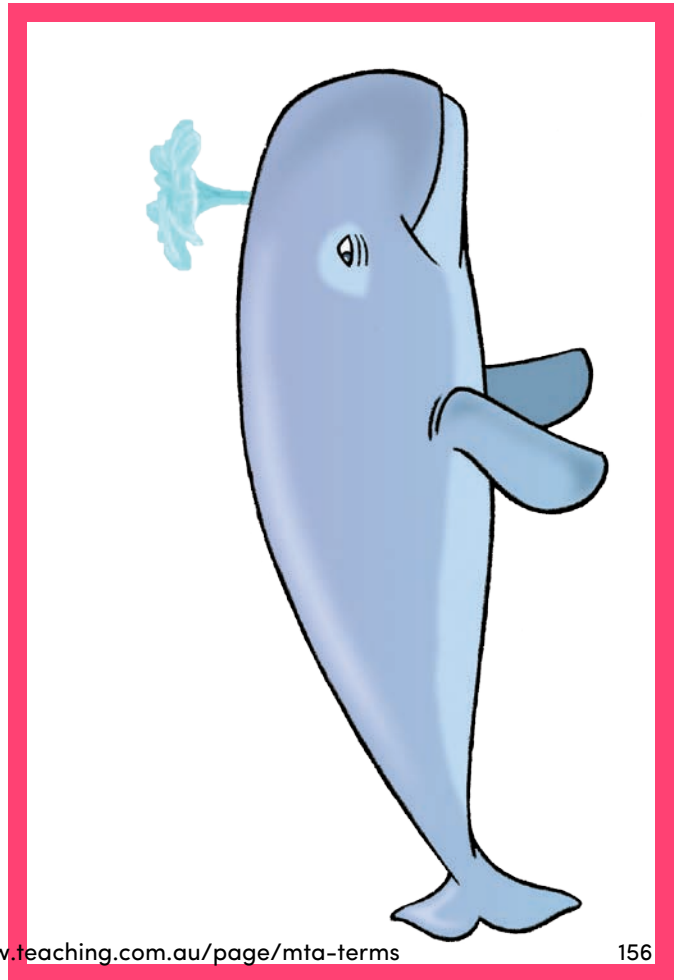
Animal Sort Cards



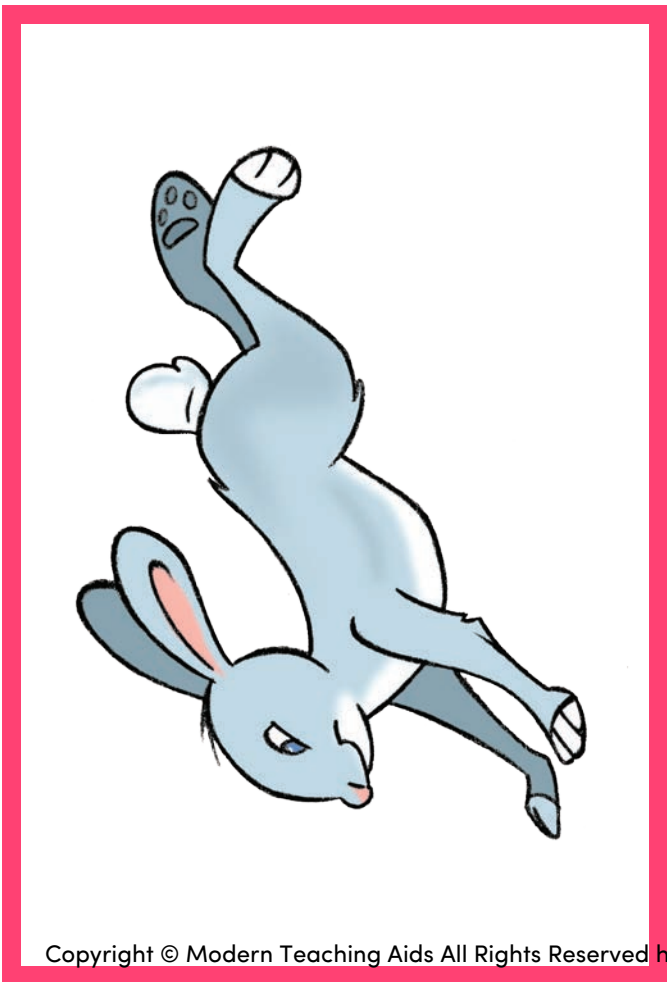
Animal Sort Cards



Animal Sort Cards



Animal Sort Cards



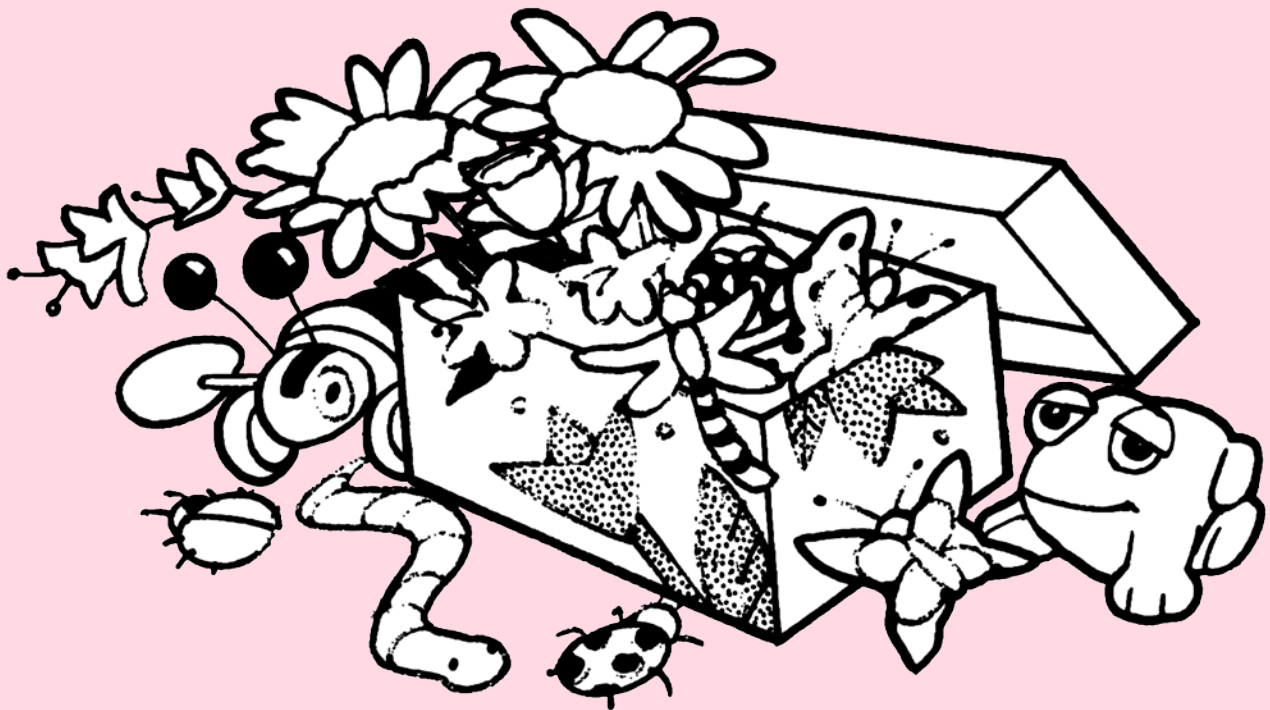
Animal Sort Cards

Sing a Song of Seasons

Use this song to celebrate seasons throughout the year. Before beginning, cover a shoe box with colourful, seasonal wrapping paper. Challenge children to think of items that relate to the season, and fill the box with those items.

For example, to celebrate spring, add silk flowers, rubber fishing worms, and plastic ants or insects to a box covered with spring wrapping paper. Sing "Spring Is Here." Invite a child to reach into the box, pull out an item, and say its name at the appropriate time during the song (e.g., I saw some **flowers**).

Adapt the song and decorate additional boxes to match each season throughout the year.



Sing a Song of Seasons

Spring is here

Spring is here.

How do you think I know?

I saw some _____

I can tell you so.

Substitute summer, autumn and winter to include other seasons.



Sing a Song of Seasons

In the Spring

Call back with hand motions

Wind blows

(cup hands and blow)

Sun shines

(circle hands and make a sun overhead)

Rain falls

(make the sign for rain)

Birds sing

(whistle)

Butterflies flutter

(wrap thumbs around each other for butterfly wings)

Kites fly

(two fingers up and pointer from other hand for tail)

Kites fly way up high

(point up high)

In the springtime sky

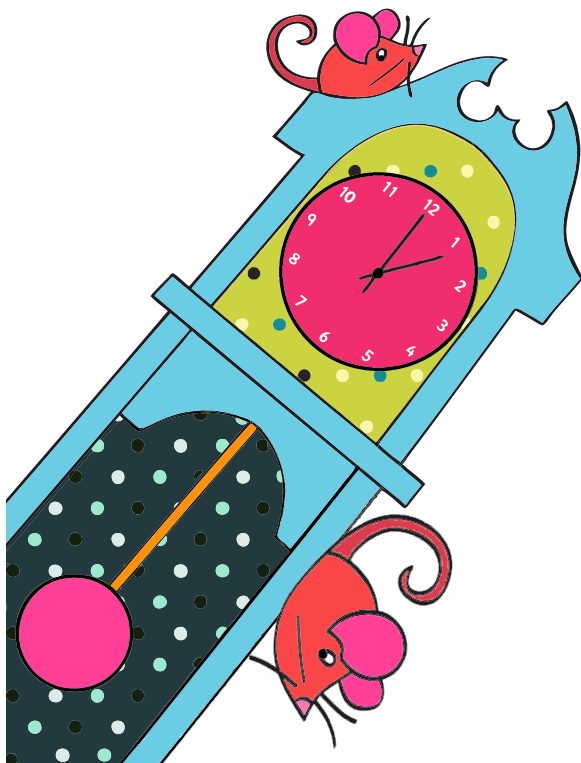
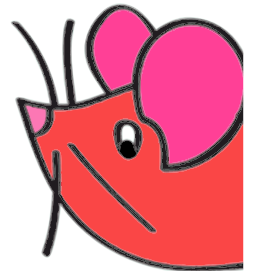
Hickory Dickory Dock

Hick - o - ry Dick - o - ry Dock. The

3 mouse ran up the clock The

5 clock struck one, The mouse ran down

7 Hick - o - ry Dick - o - ry Dock.



Baa Baa Black Sheep



Autumn is Here

Autumn is here my dear,
Put on your coat and hat.

Big bears begin their nap.
Brown leaves fall in your lap.

Autumn is here my dear,
Eat up your pumpkin pie.

Birds fly south in the sky.
Autumn is here my dear



Season Symbols

YOU WILL NEED

- coloured wax crayons
- paper
- thick black marker
- scissors and glue (if cutting out templates to use in designs)

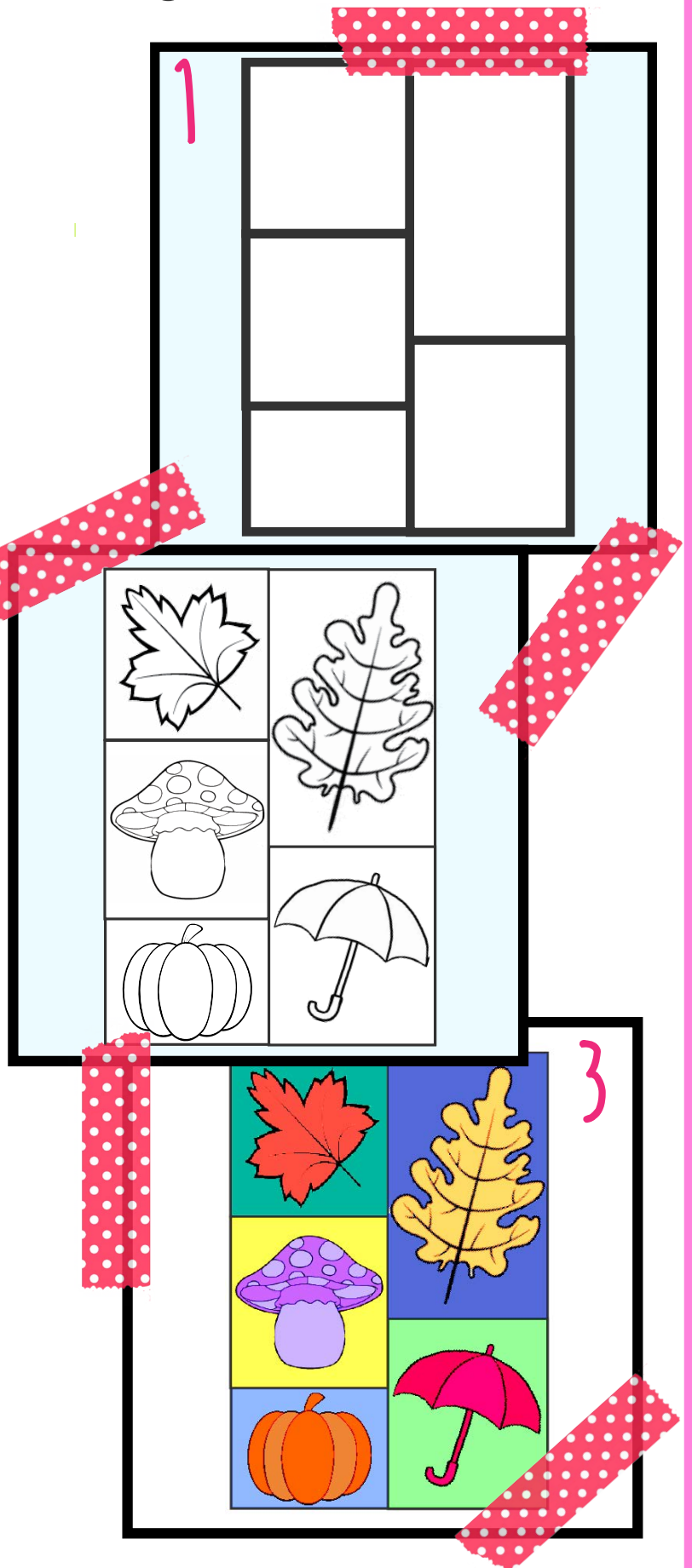
- 1 Divide your page into different sized rectangular panels using a thick black marker.
- 2 Choose symbols from the templates or symbols of your own design that you associate with autumn. Copy or paste these symbols into each of your rectangular panels and use the black marker to outline the shapes.
- 3 Using wax crayons, colour in your designs. Within each panel, try using opposite colours on the background and object. The table below may help you.

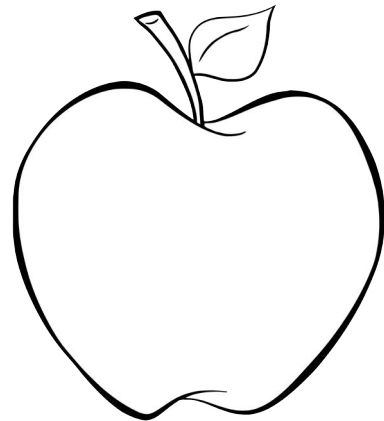
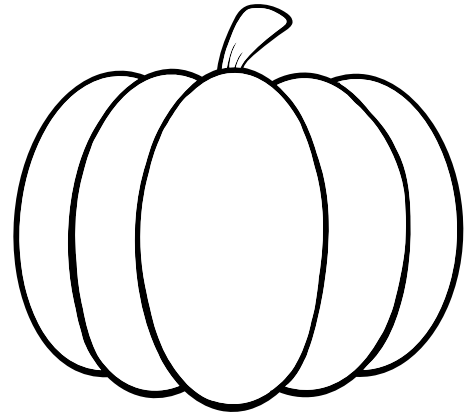
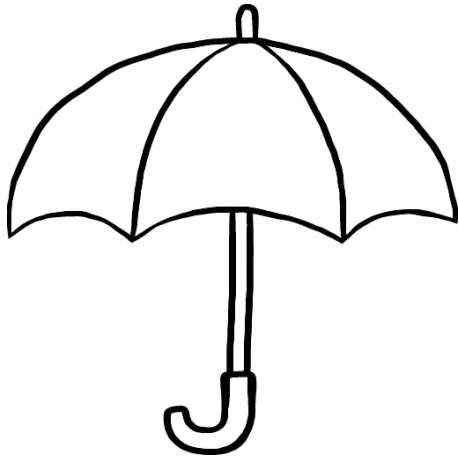
Opposite Colours

Red  &  Green

Yellow  &  Purple

Blue  &  Orange







Easter Eggs

Lots of little Easter eggs,

Sitting neatly in a row.

Striped eggs and spotted eggs,

And one with a bow.

They're hidden in the garden,

They're hidden on the stair,

Keep your eyes wide open,

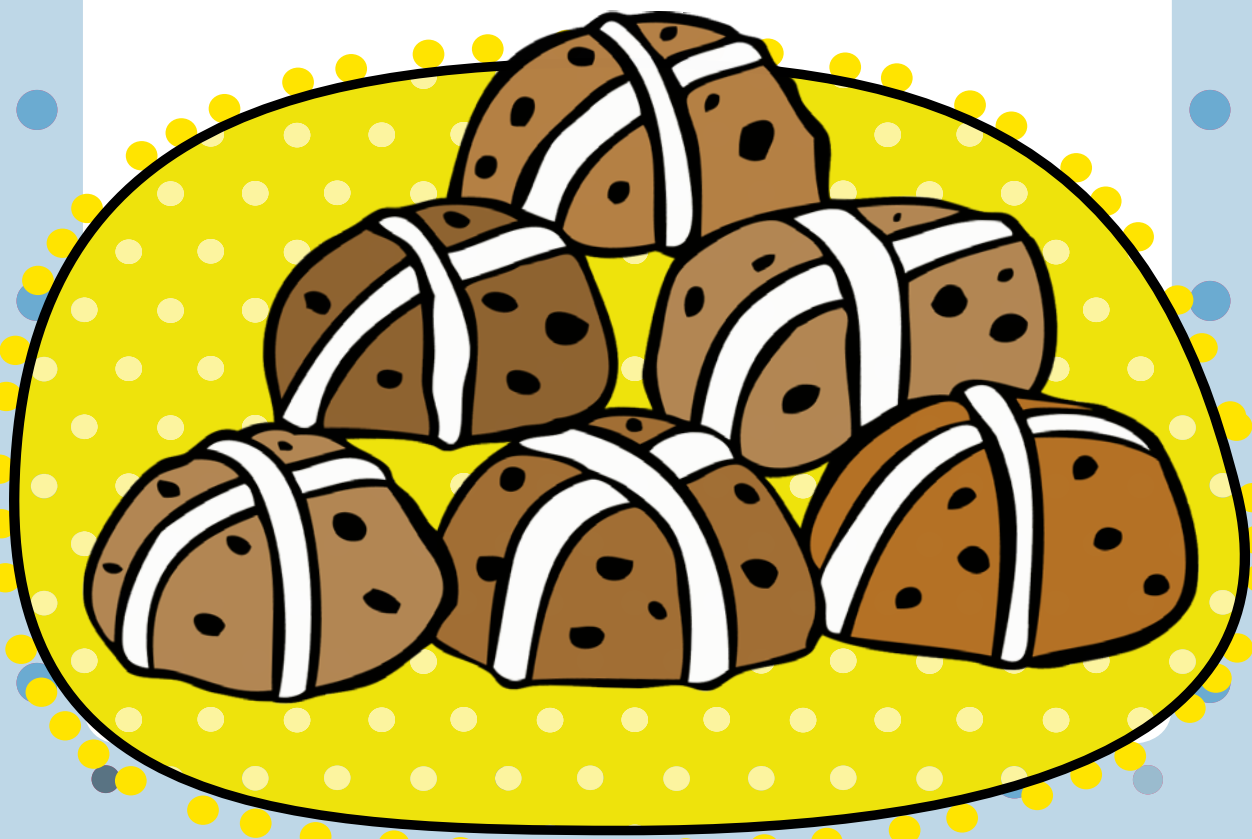
As they're hidden everywhere.



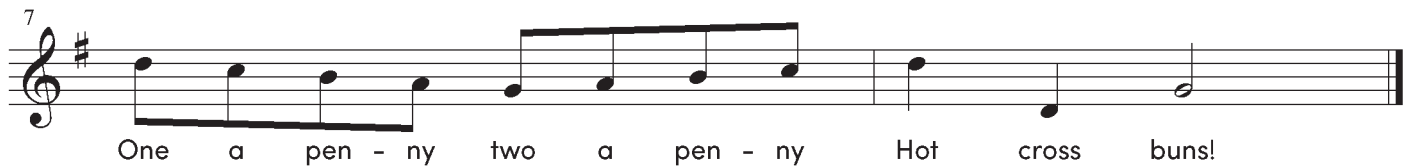
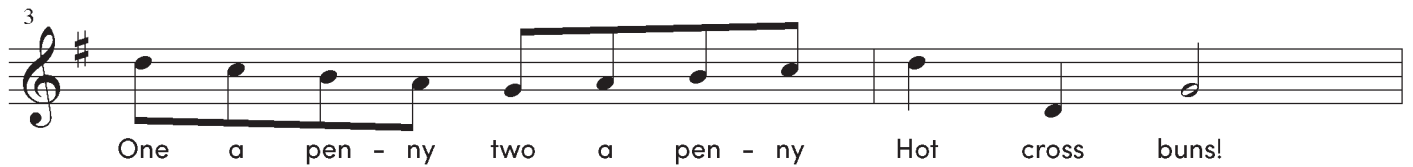
Hot Cross Buns

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!

If you have no daughters,
Give them to your sons.
One a penny, two a penny,
Hot cross buns!



Hot Cross Buns



Hot Cross Buns

For those who celebrate Easter there is one special thing for hungry tummies around the world: Hot Cross Buns on Good Friday morning! But for a simple (and yummy) Easter treat, the Hot Cross Bun has a remarkable history!

The earliest form of Hot Cross Buns dates as far back as the Ancient Greeks, who made small spiced buns and cut crosses into their tops to honour the goddess of light, Eostre, from whom the name Easter derives.

But it was not until the Tudor period in the sixteenth century that Hot Cross Buns became a popular treat to be consumed on Good Friday. It can be put down to a law passed in 1884 which stated:

That no bakers, etc, at any time or times hereafter make, utter, or sell by retail, within or without their houses, unto any of the Queen's subjects any spice cakes, buns, biscuits, or other spice bread except on Friday before Easter, or at Christmas...



Over the years Hot Cross Buns have retained their popularity across the world!

Hot Cross Buns continued

The law made it illegal to sell spiced buns at any time other than Good Friday and Christmas, and with time, they became a traditional Easter food, rather than a Christmas one.

No such law applies now and we can enjoy Hot Cross Buns year round, but they will always hold a special place on our breakfast plates each Good Friday morning!

Try this modern-day recipe for Hot Cross Buns at home with an adult!

Ingredients

- 4 cups of plain flour
 - 2 x 7g sachets (0.5oz) of dried yeast
 - ¼ cup of caster sugar
 - 1 ½ teaspoons of mixed spice
 - Pinch of salt
 - 1 ½ cups of currants
 - 40g (1.4oz) of butter
 - 300ml (10fl oz) of milk
 - 2 eggs, lightly beaten
- ### Glaze
- 1/3 cup water
 - 2 tablespoons caster sugar
- ### Crosses
- ½ cup of plain flour
 - 4 to 5 tablespoons of water

Method

1. Combine flour, yeast, sugar, mixed spice, salt and currants in a large bowl.
2. Melt butter in a small saucepan over medium heat.
3. Add milk. Heat for 1 minute.
4. Add warm milk mixture and eggs to currant mixture. Mix to form a dough using your hands.



**Hot Cross Buns!
Hot Cross Buns!
One a Penny,
Two a Penny,
Hot Cross Buns!**

Hot Cross Buns *continued*

5. Turn dough out onto a floured surface. Knead for 10 minutes.
6. Place into a bowl and cover with plastic wrap. Set aside in a warm place for 1 to 1 ½ hours, or until dough doubles in size.
7. Line a large baking tray with non-stick baking paper.
8. Divide the dough into 12 even portions and shape each portion into a ball.
9. Place balls onto lined tray, about 1cm (0.5in) apart. Cover with plastic wrap and set aside in a warm place for 30 minutes, or until buns double in size.
10. Preheat oven to 190°C (374°F).
11. To make the crosses, mix flour and water together in a small bowl until smooth.
12. Spoon into a small snap-lock bag and snip off 1 corner of bag. Pipe the paste over the tops of buns to form crosses.
13. Bake for 20 to 25 minutes, or until buns are cooked through.
14. To make the glaze, place water and sugar into a small saucepan over low heat.
15. Stir until sugar dissolves then boil for 5 minutes
16. Brush warm glaze over warm hot cross buns. Then enjoy!



Easter Unscramble

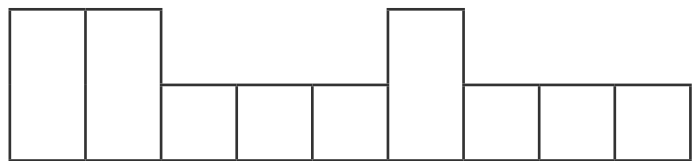
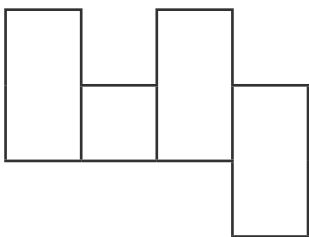
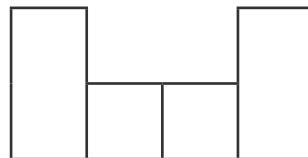
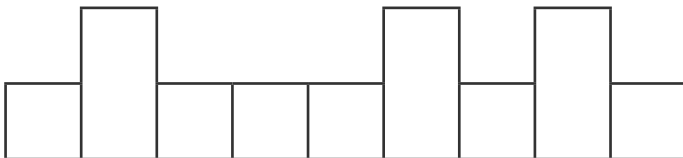
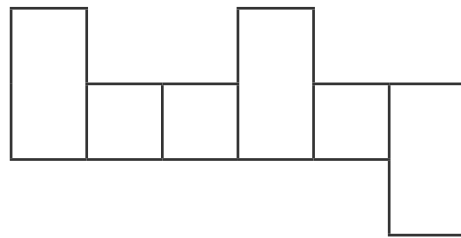
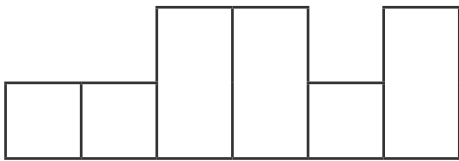
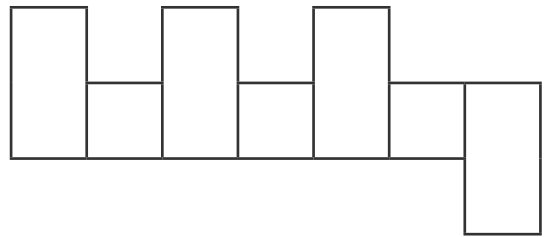
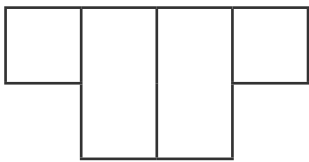
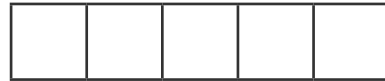
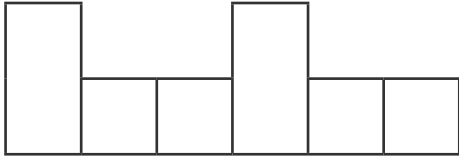
Name: _____ Date: _____

SCRAMBLED	UNSCRAMBLED
ybnun	
gseg	
arsEet	
oos bhcrs utns	
uhtn	
breeclate	
oyhalid	
dkeeewn	
ahcctoole	
plrAi	
taeskb	
apdera	
udnaSy	

Easter Word Shapes

Name: _____ Date: _____

Match the Easter words to their shapes.



Word Bank

Easter
chocolate
Sunday

eggs
hunt
Christian

rabbit
holiday
holy cross

Easter Word Search

Name: _____ Date: _____

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

bunny

hot cross buns

holiday

April

eggs

hunt

weekend

basket

Easter

celebrate

chocolate

parade

Sunday

My Ultimate Easter Egg Hunt



Name: _____ Date: _____

Imagine you were organising an Easter egg hunt for your class. In the box below, draw a simple map of your classroom and put an 'x' where you would hide your eggs.

Hint: Start by drawing the classroom door first!

For one of your eggs, write a list of instructions to help someone find it. Your instructions should start from the door of the classroom.

Ed the 'Easter Helper'

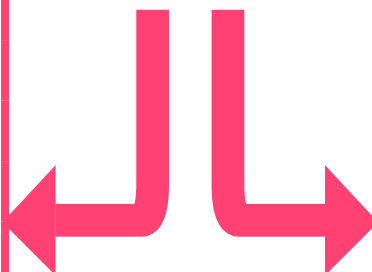
Name: _____ Date: _____

Describe what you think Ed looks like.

What are some of the things Ed says?



Draw Ed.



How does Ed feel throughout the story?

How does Ed show that he is kind?

Describing Mr Easter Bunny

Name: _____ Date: _____

Look at this picture of the Easter Bunny. Describe what he looks like, his personality and his likes and dislikes. Imagine what he would be like if you met him.


The central illustration shows Mr. Easter Bunny, a friendly-looking rabbit character. He is dressed in a blue top hat with a red flower on the side, a yellow shirt with a pattern, a red bow tie, blue overalls, and red shoes. He is holding a wooden cane in his right hand and a basket of colorful Easter eggs in his left. The illustration is enclosed in a red rectangular frame. Surrounding this central frame are six empty red circular frames, each connected to the central one by a thin red line, intended for students to write their descriptions.

ABCs of ANZAC Day

Name: _____

Date: _____

List and draw ideas about ANZAC Day.

A	Gallipoli	M	S
B	H	N	T
C	I	O	U
D	J	Poppy 	V
E	K	Q	W
F	L	R	XYZ

ANZAC Biscuit Recipe

Makes 10 biscuits

Ingredients:

- ⦿ 1 $\frac{1}{4}$ cups plain flour, sifted
- ⦿ 1 cup rolled oats
- ⦿ $\frac{1}{2}$ cup caster sugar
- ⦿ $\frac{3}{4}$ cup desiccated coconut
- ⦿ 2 tablespoons golden syrup or treacle
- ⦿ 1 cup unsalted butter, diced
- ⦿ $\frac{1}{2}$ teaspoon bicarbonate of soda



Method:

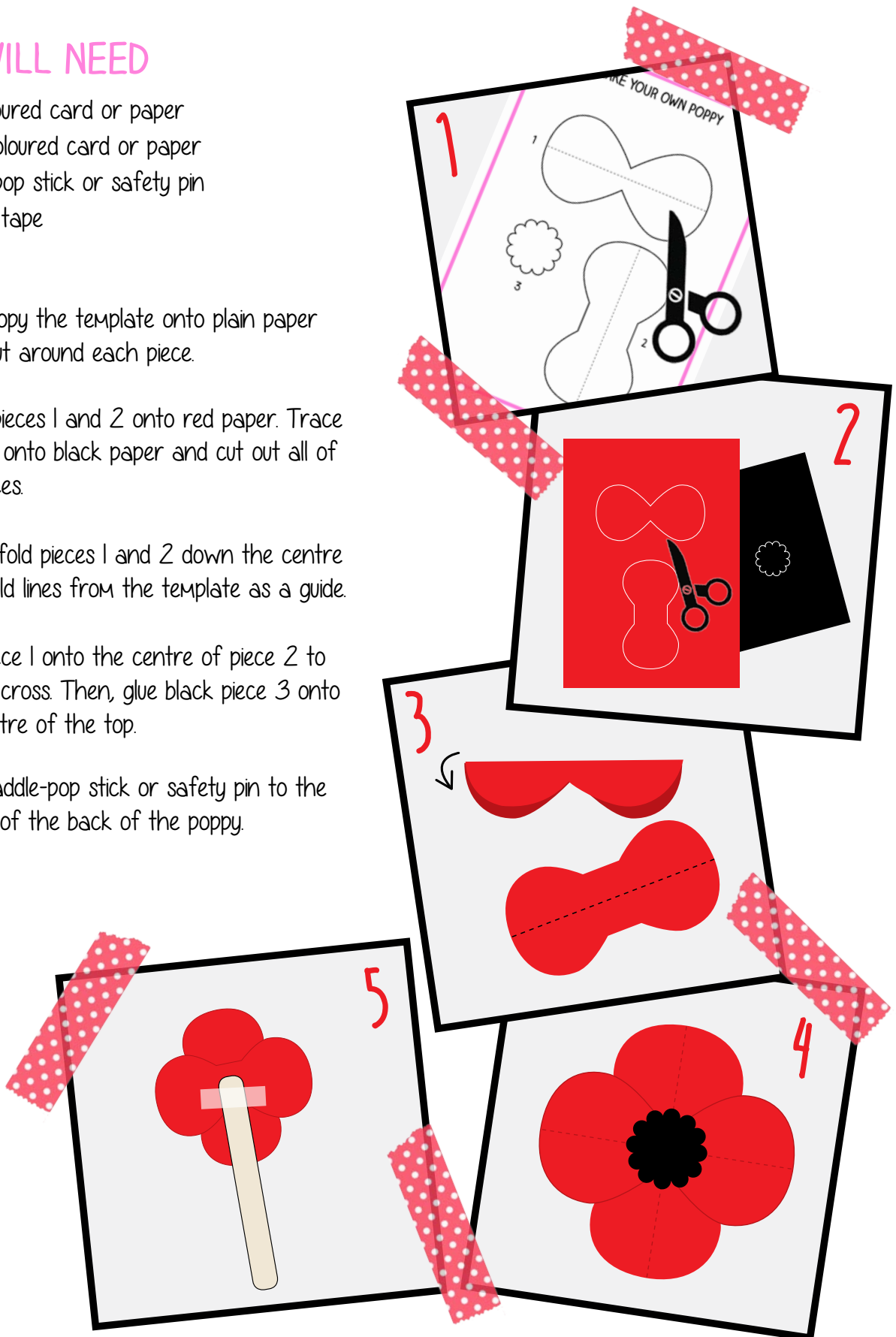
1. Preheat the oven to 170°C.
2. Mix the flour, oats, sugar and coconut in a large bowl.
3. Pour the golden syrup and butter into a small saucepan and stir over low heat until the butter has melted.
4. Mix the bicarbonate of soda with 1 $\frac{1}{2}$ tablespoons of water and then add to the mixture in the saucepan. Take the saucepan off the heat when stirring.
5. Pour the liquid from the saucepan into the flour mixture in the large bowl.
6. Mix the ingredients together until they are fully combined.
7. Line baking trays with non-stick baking paper.
8. Roll tablespoons of mixture into ball shapes and place them on the trays, leaving about 3 finger spaces between them.
9. Flatten the balls slightly.
10. Bake for 12 minutes or until golden brown.

MAKE YOUR OWN POPPY

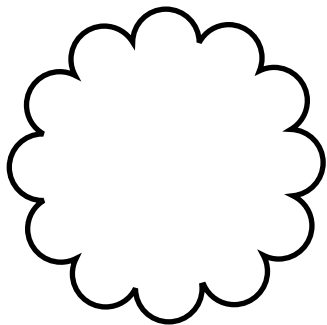
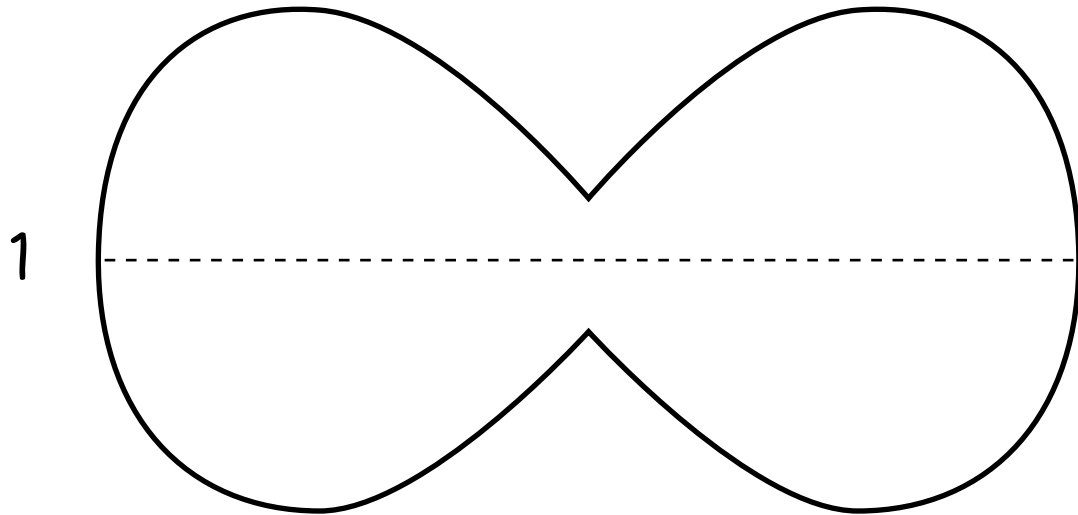
YOU WILL NEED

- Red coloured card or paper
- Black coloured card or paper
- Paddle-pop stick or safety pin
- Glue or tape
- Scissors

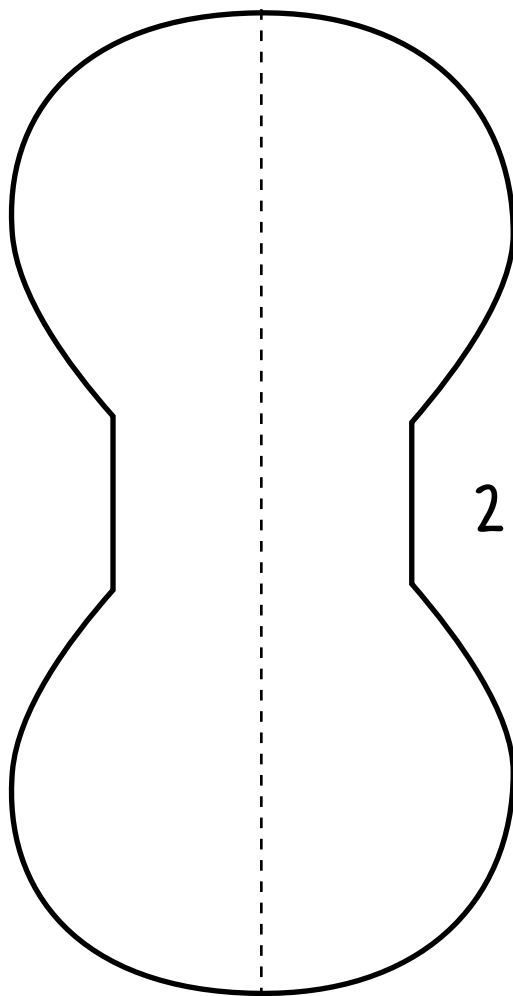
- 1 Photocopy the template onto plain paper then cut around each piece.
- 2 Trace pieces 1 and 2 onto red paper. Trace piece 3 onto black paper and cut out all of the pieces.
- 3 Gently fold pieces 1 and 2 down the centre using fold lines from the template as a guide.
- 4 Glue piece 1 onto the centre of piece 2 to form a cross. Then, glue black piece 3 onto the centre of the top.
- 5 Glue paddle-pop stick or safety pin to the centre of the back of the poppy.



MAKE YOUR OWN POPPY



3



2

MOTHER'S DAY Unscramble

Name: _____ Date: _____

SCRAMBLED

UNSCRAMBLED

releecbat

mayilf

olrwef

tifg

eruatgfl

elvo

rhotem

euturn

crotpet

lpseica

khanst

MOTHER'S DAY

Word Search

Name: _____ Date: _____

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

celebrate
gift
mother
special

family
grateful
nurture
thanks

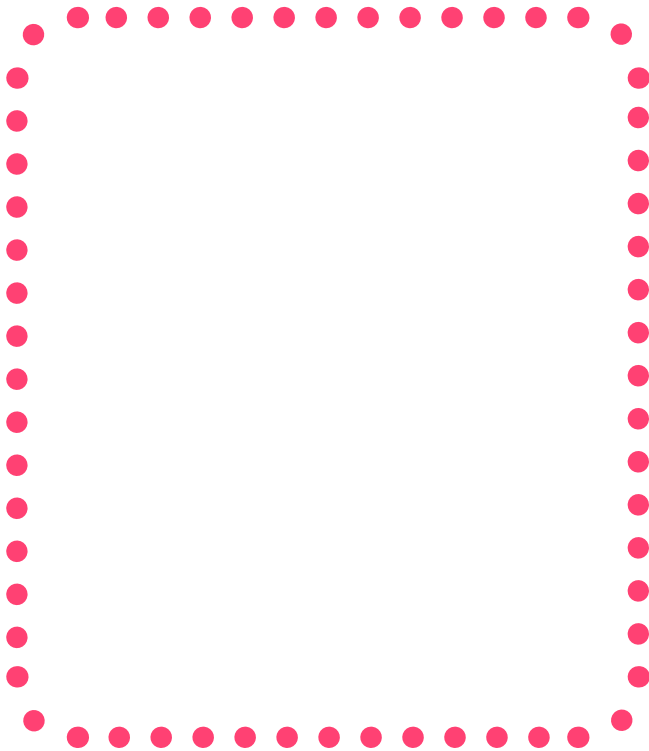
flower
love
protect

The Ultimate Day For Mum



Name: _____ Date: _____

Describe how you would give your mum a special Mother's Day.
What fun things could you do with her to show her that she is special to you?

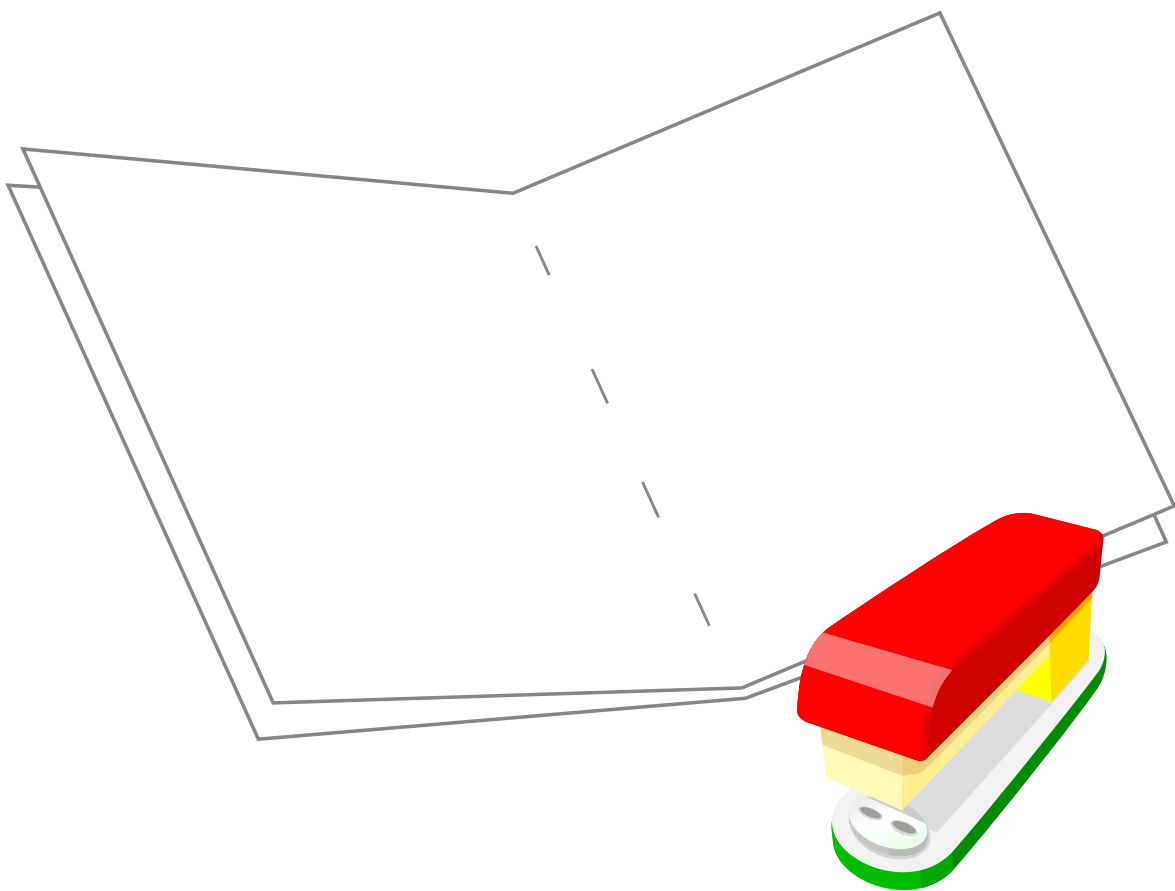


My Book About Mum

Photocopy the template on pages 2 and 3 of this resource, enough for the class.

To make into a book, place the pages back-to-back so that the images are facing out. Before gluing, make sure that the top of both pages are up the same way so that when turning the pages the book can be read easily.

Glue together.



Note: To provide students with more than the 4 pages, when joining the front and back templates, staple in line with spine to bind instead of gluing together. In doing so, the blank sides become additional pages. To add more, simply add more pieces of blank paper in between the front and back templates.

**A BOOK
ALL ABOUT
THE BEST**

MUM

**IN THE
WORLD**

*Made with all the
love in the world,*

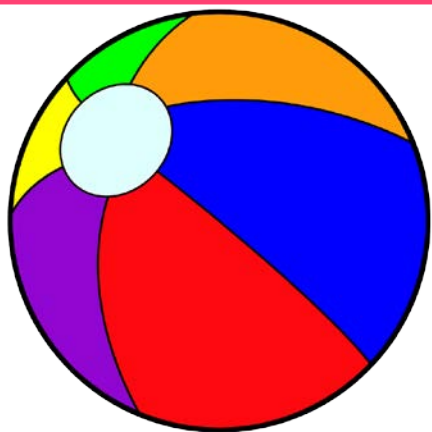
A Story About Mum

Handwriting practice area with 12 vertical lines on a yellow background.



Large blank rectangular area with a scalloped border, intended for drawing or a picture.

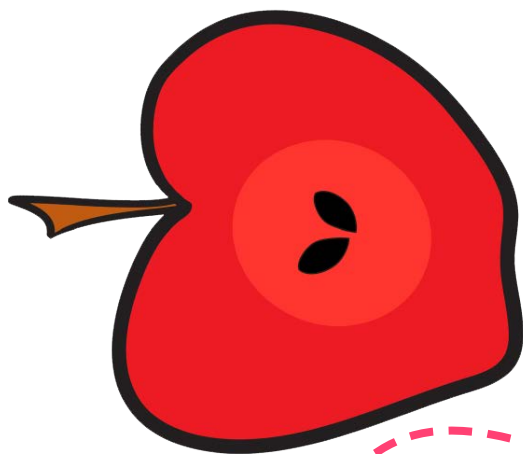




ball



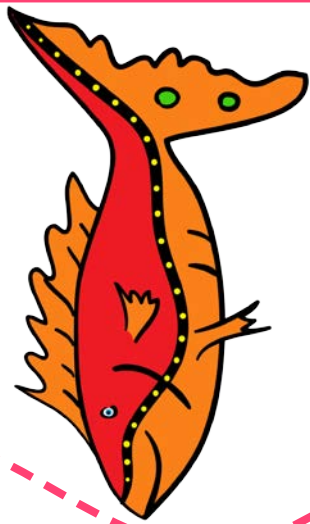
dog



apple



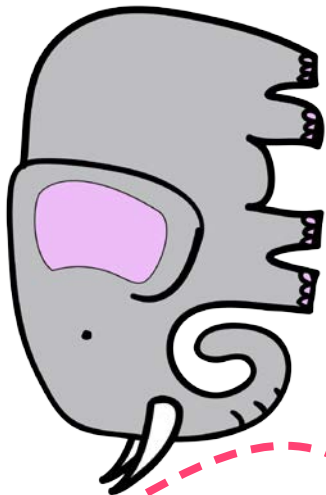
cat



fish



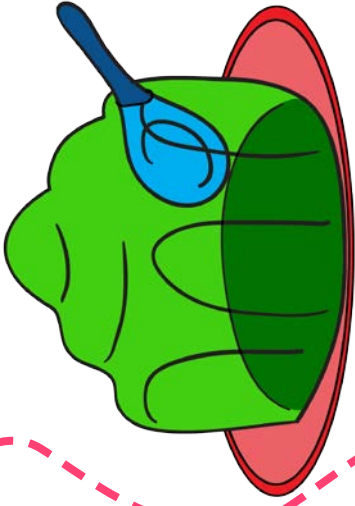
hippopotamus



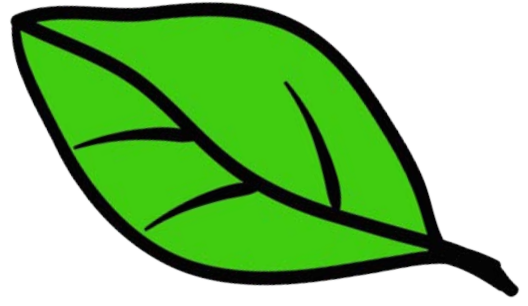
elephant



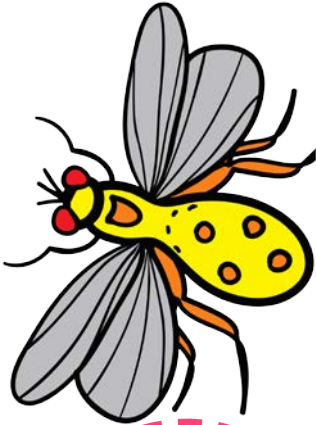
goat



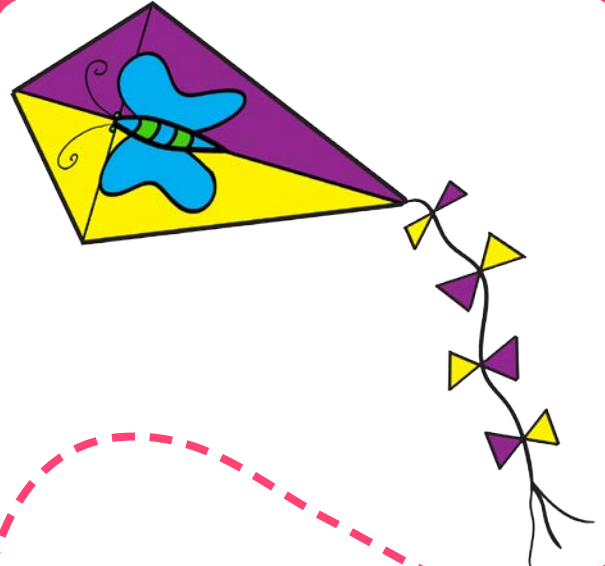
jelly



leaf



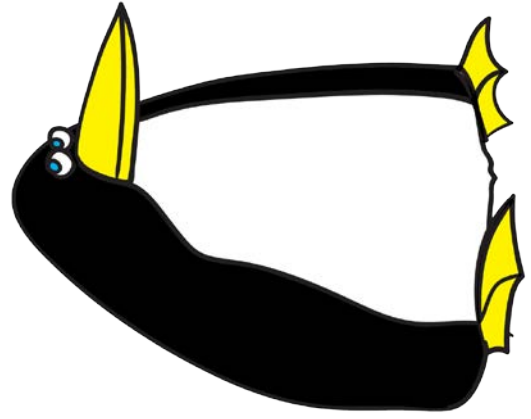
insect



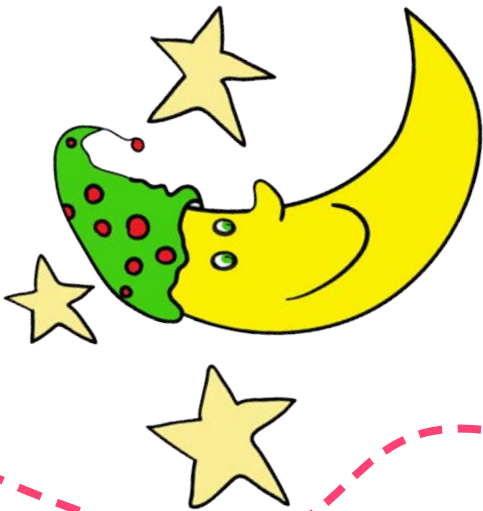
kite



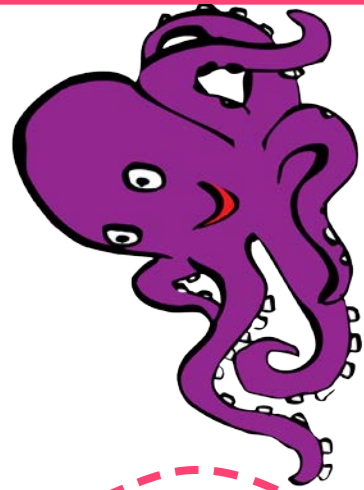
nest



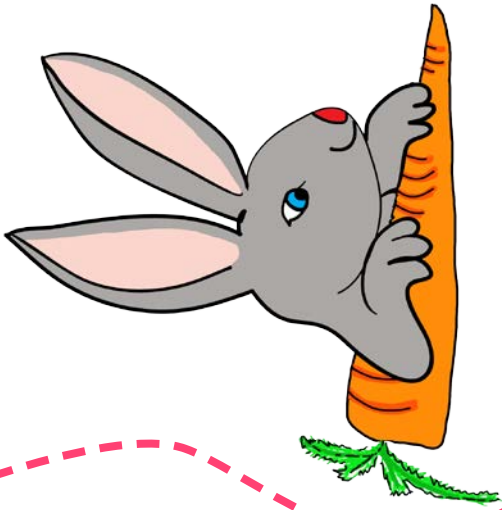
penguin



moon



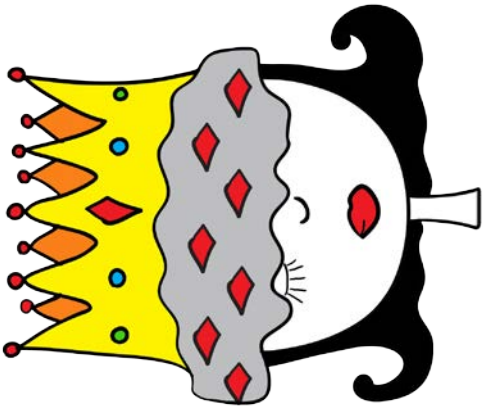
octopus



rabbit



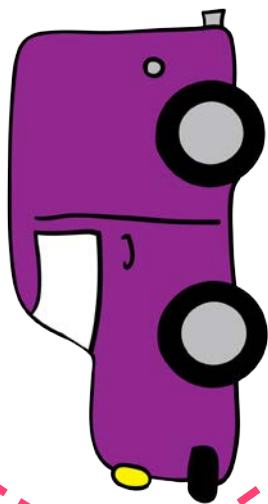
tiger



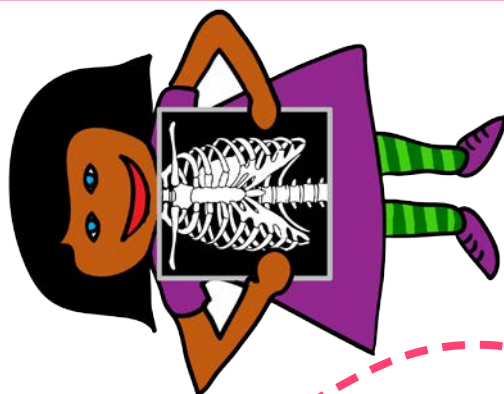
queen



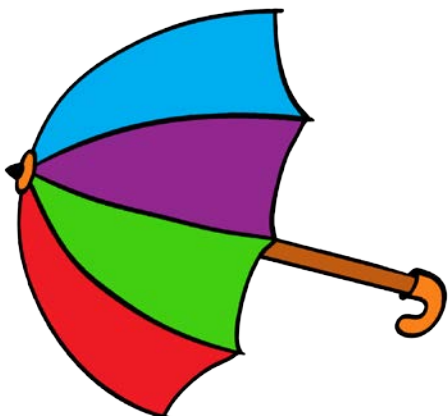
snail



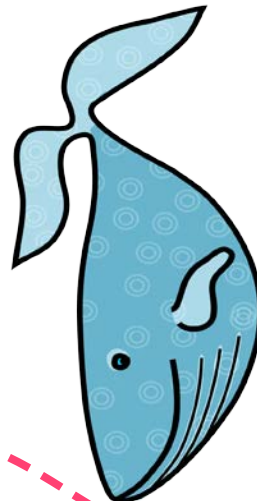
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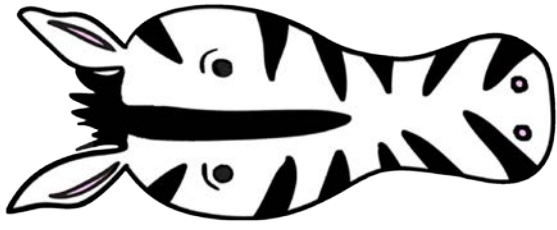
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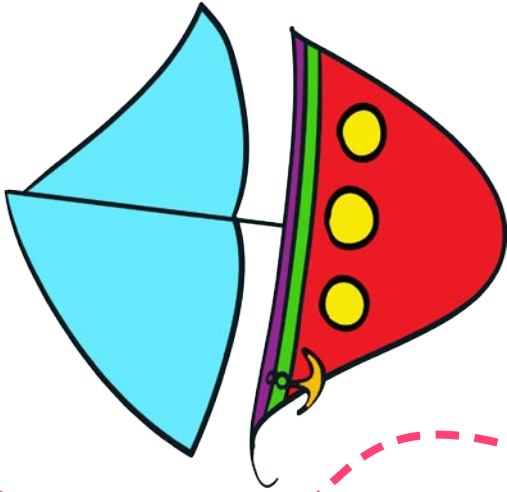
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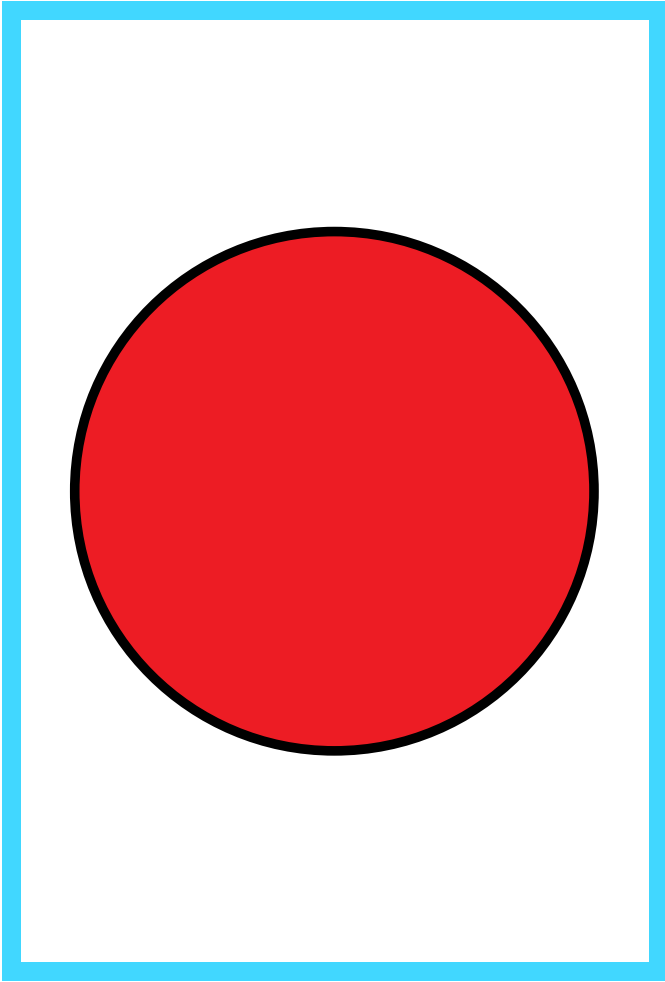
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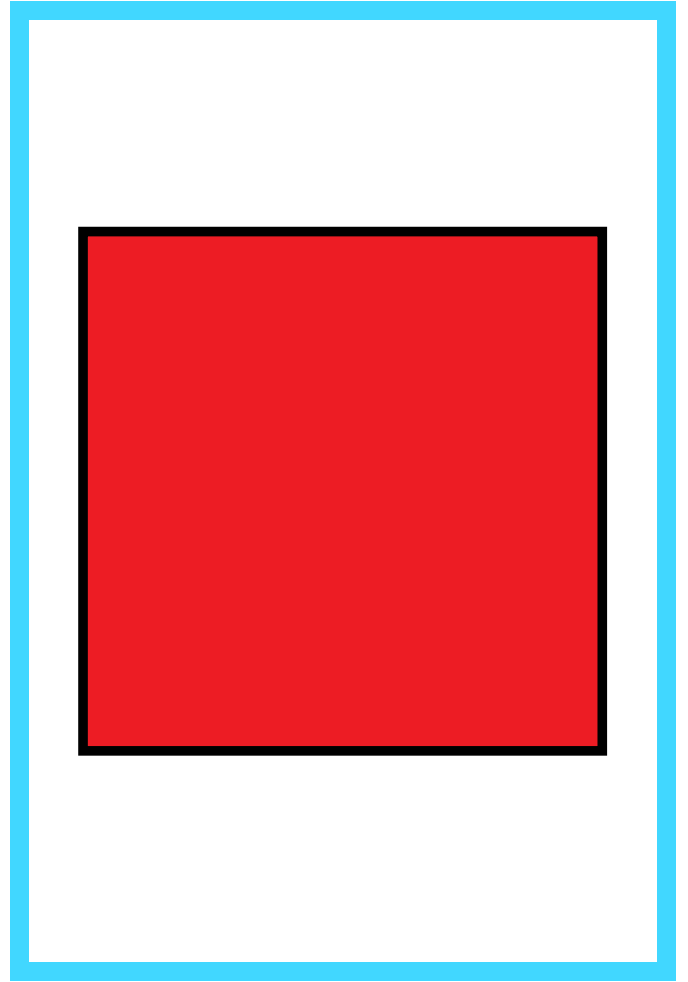
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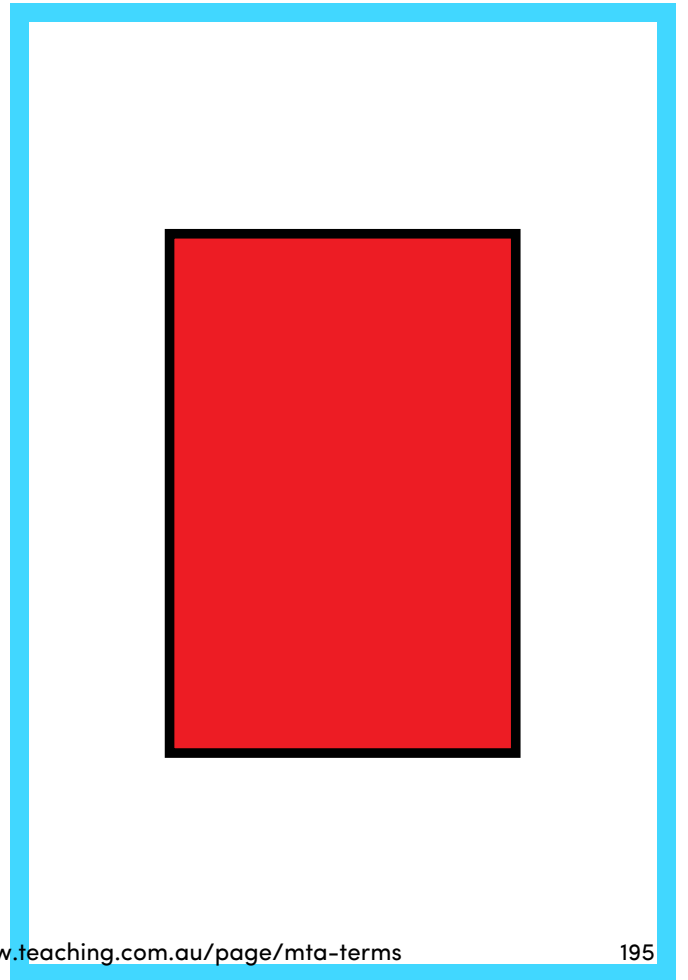
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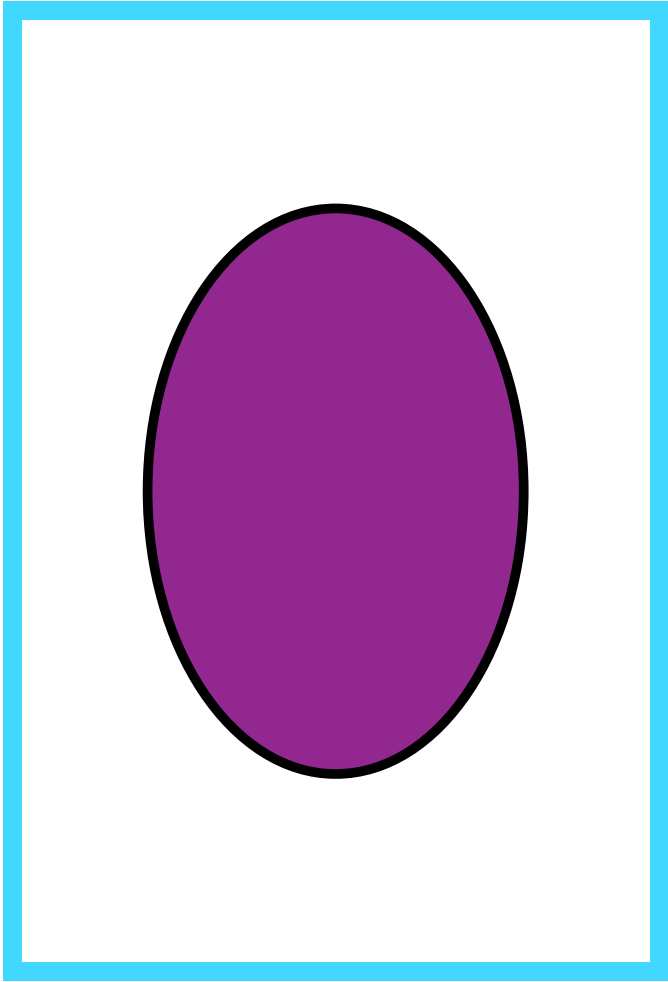
Shape Cards



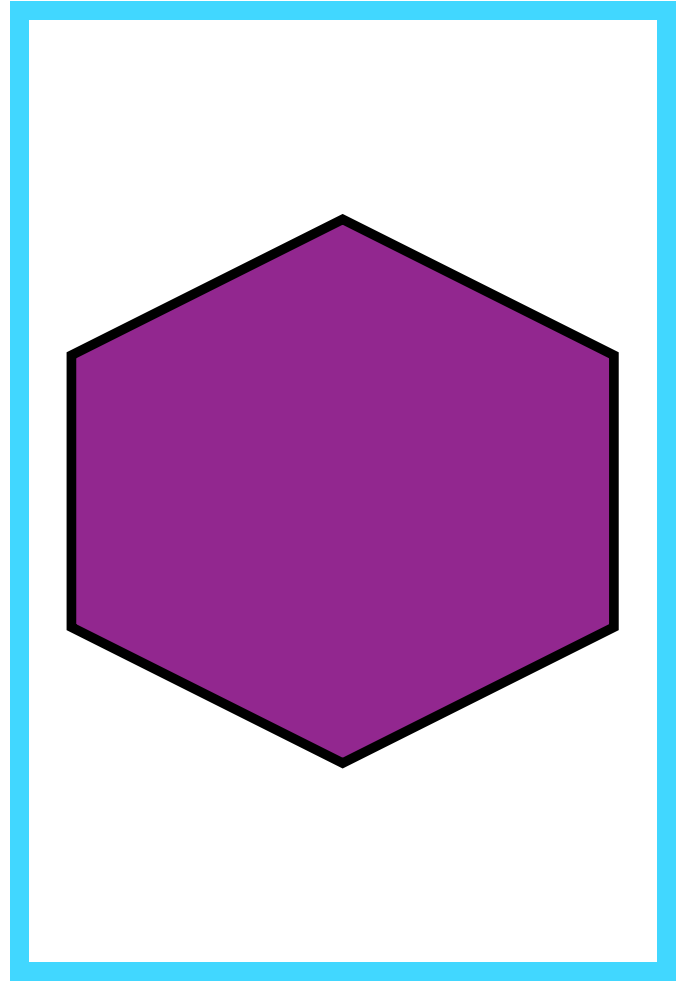
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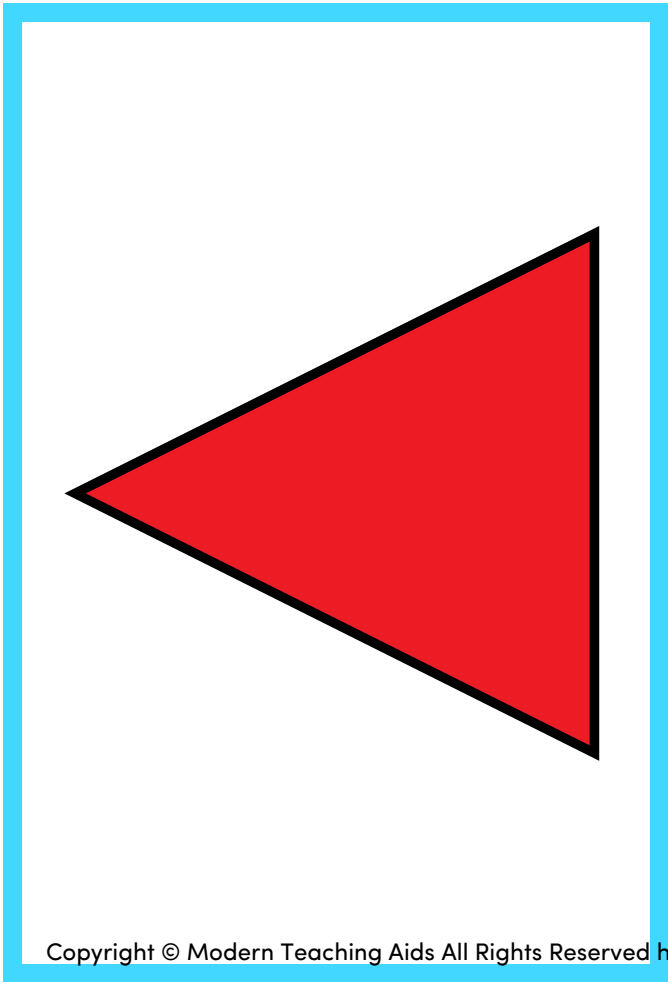
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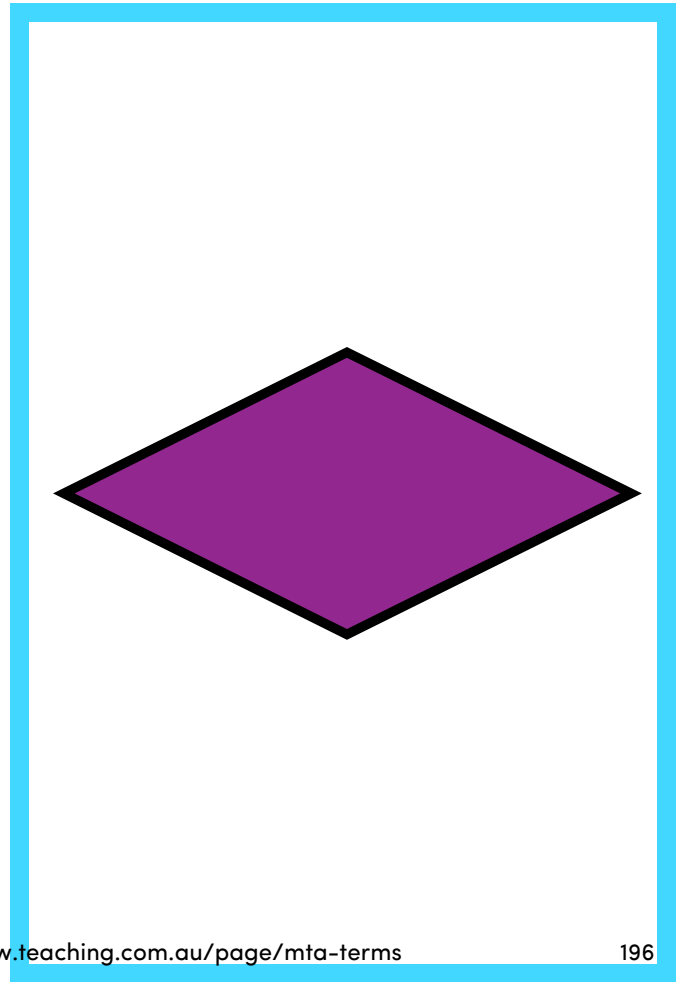
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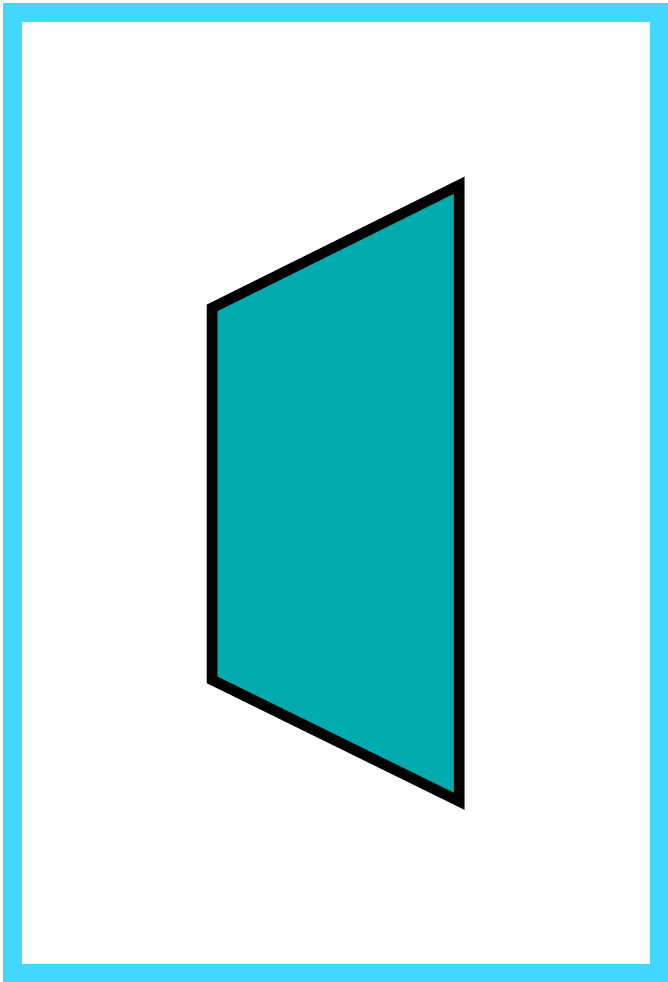
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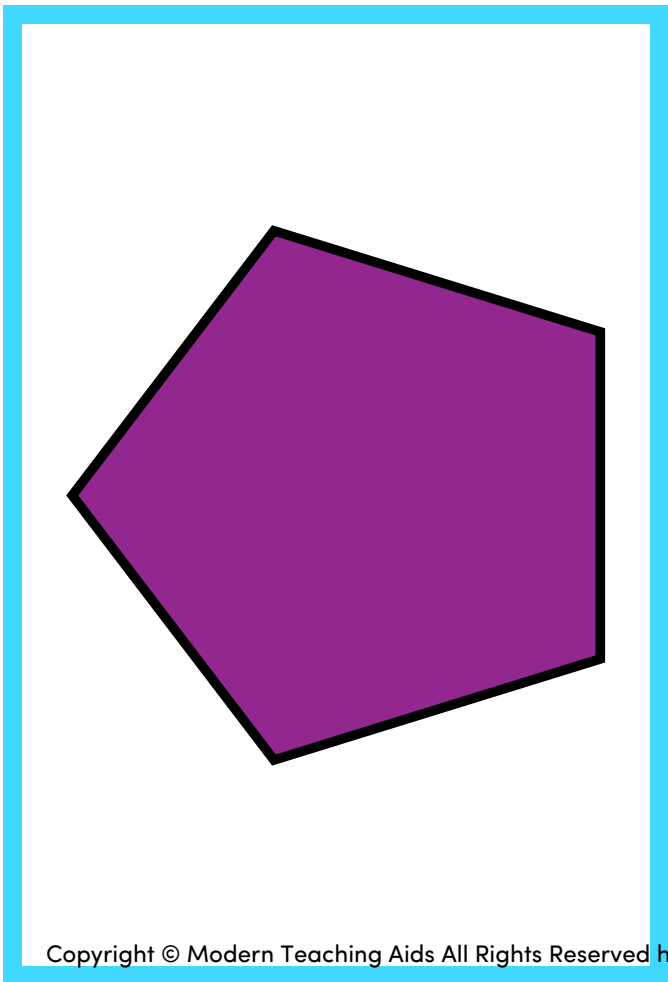
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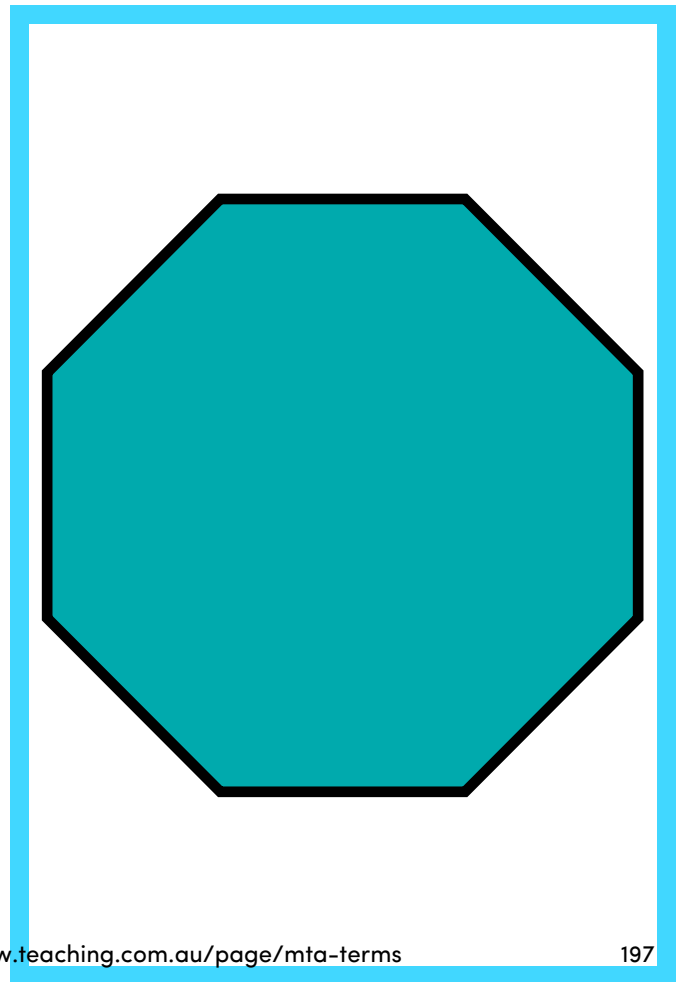
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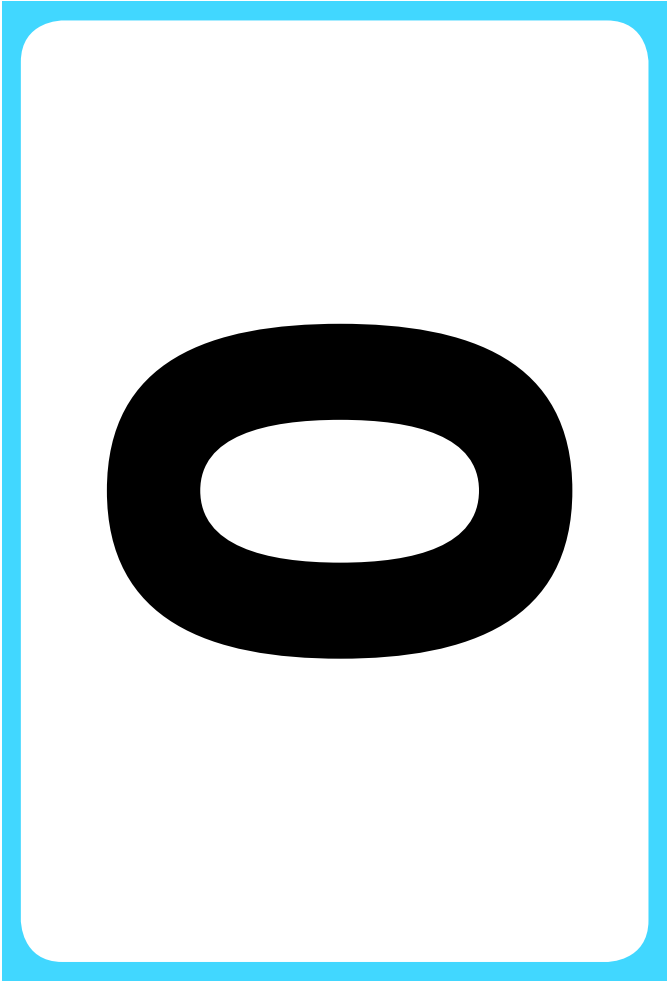
Shape Cards



Shape Cards



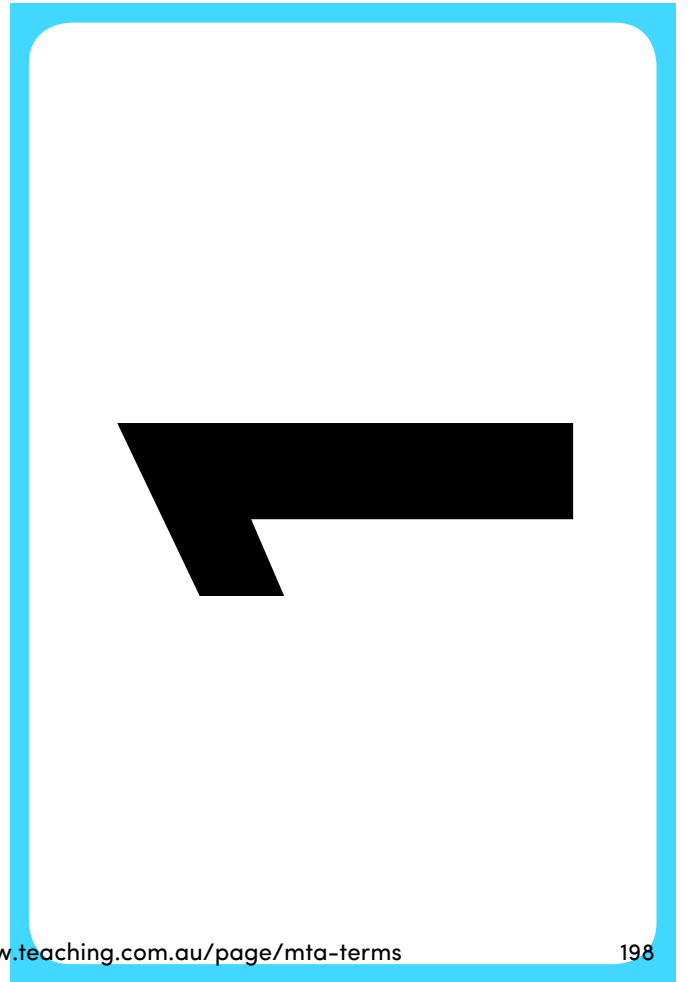
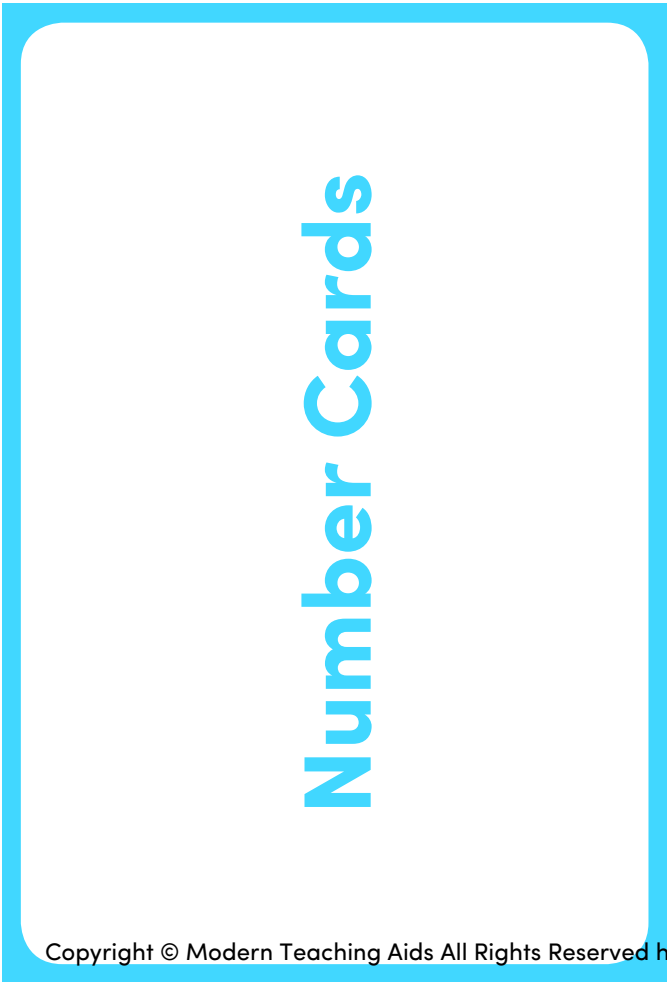
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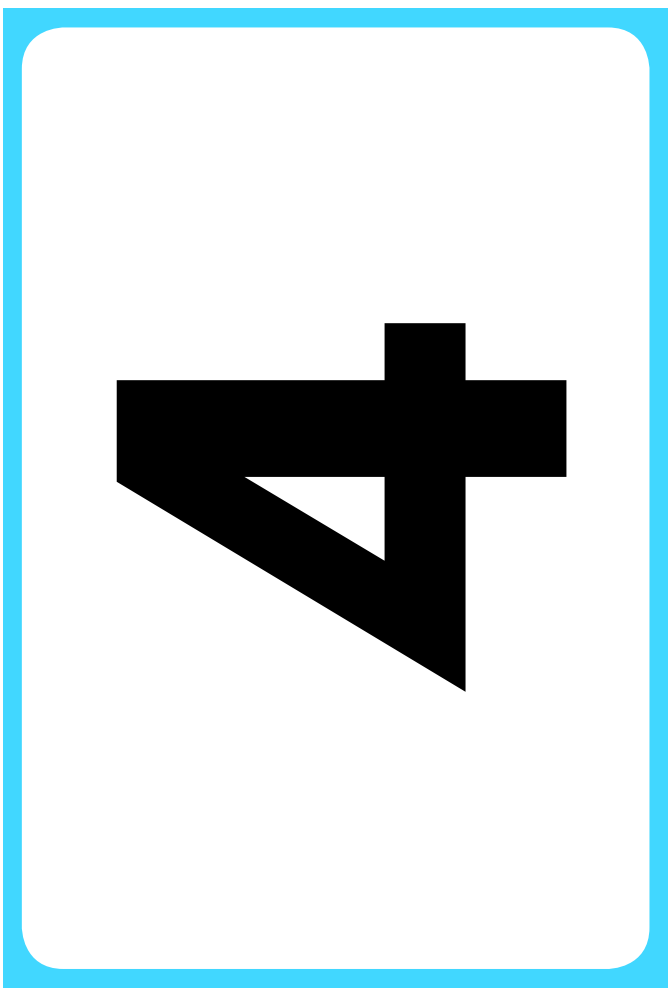
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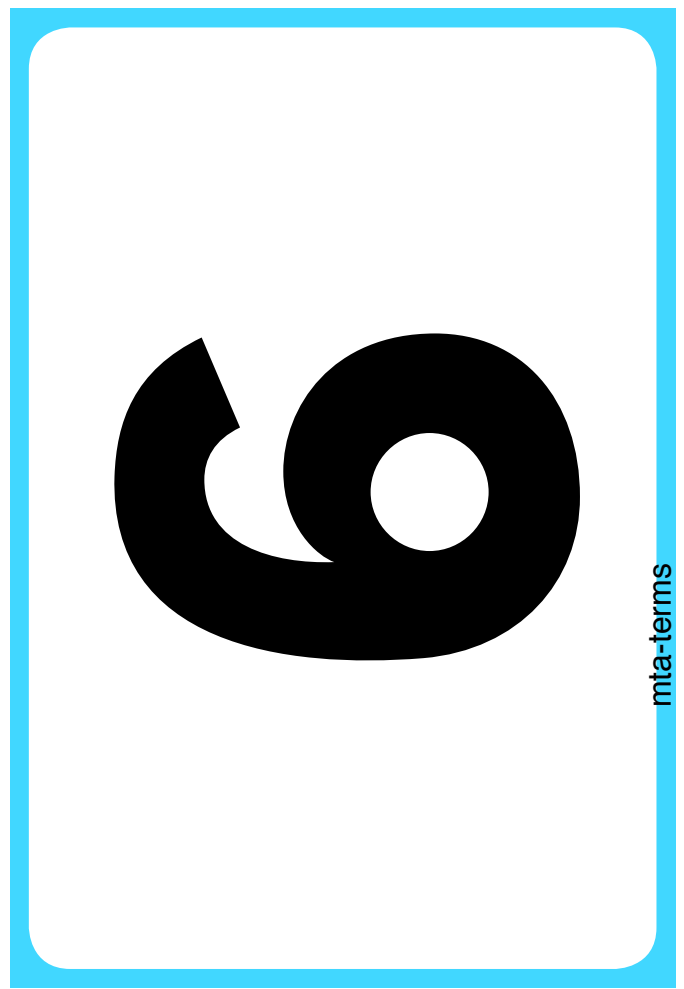
Number Cards



Number Cards

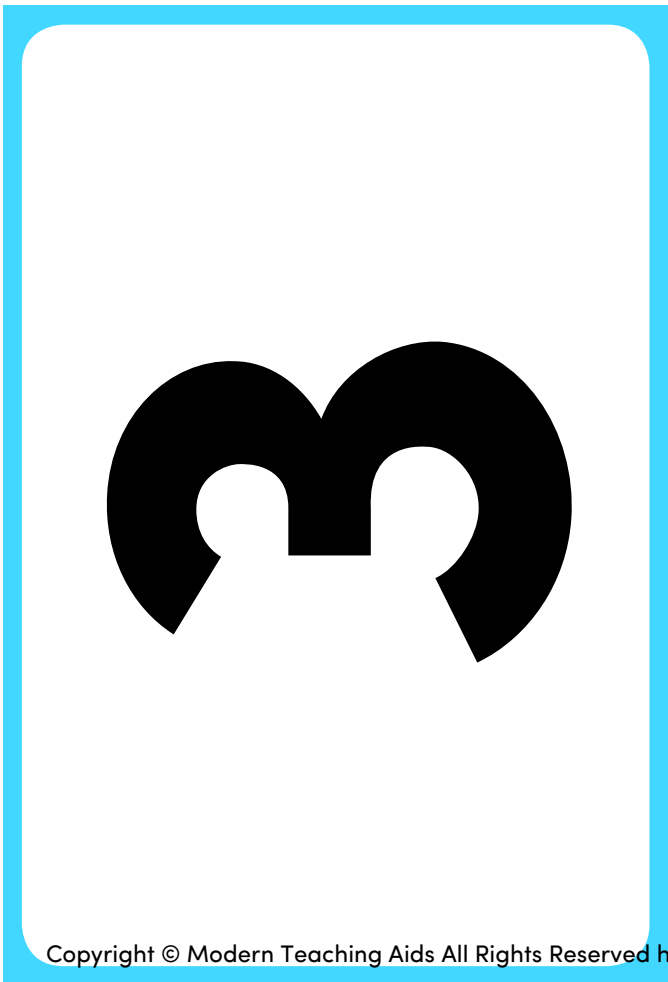


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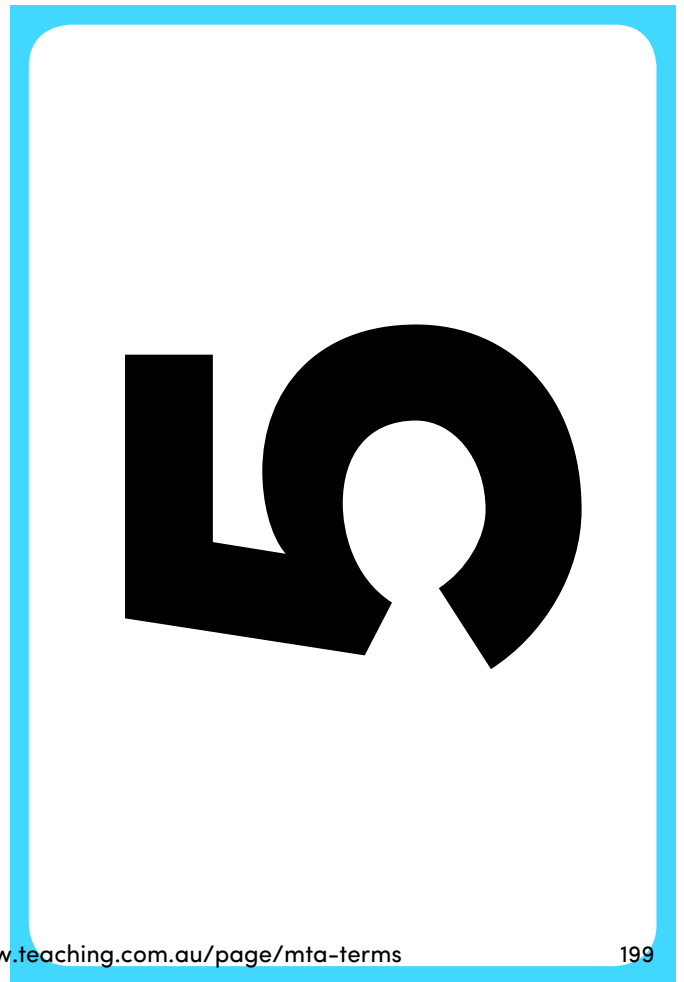


mta-terms

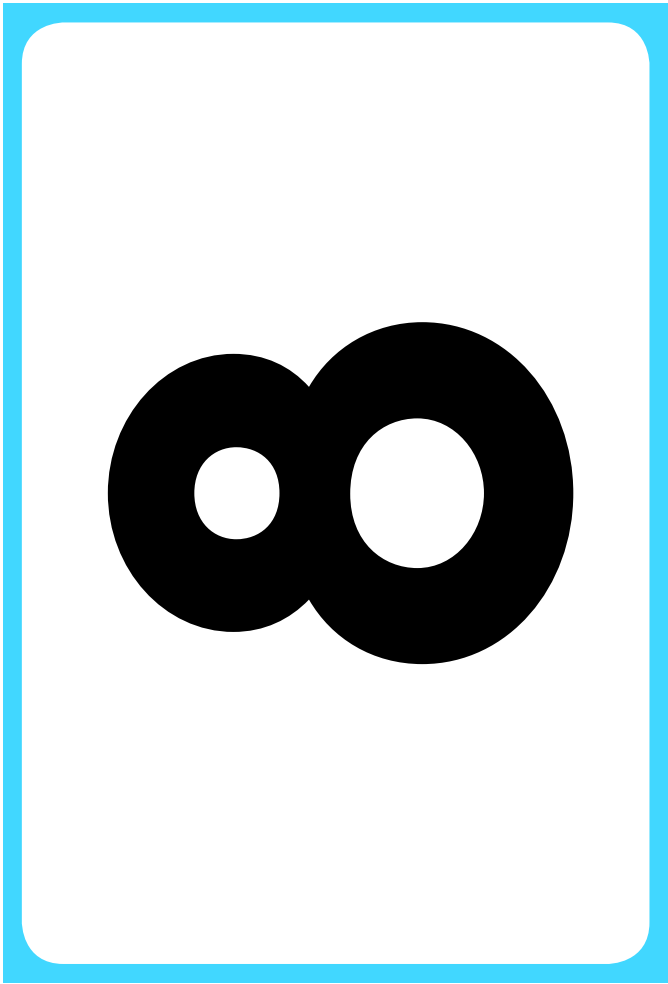
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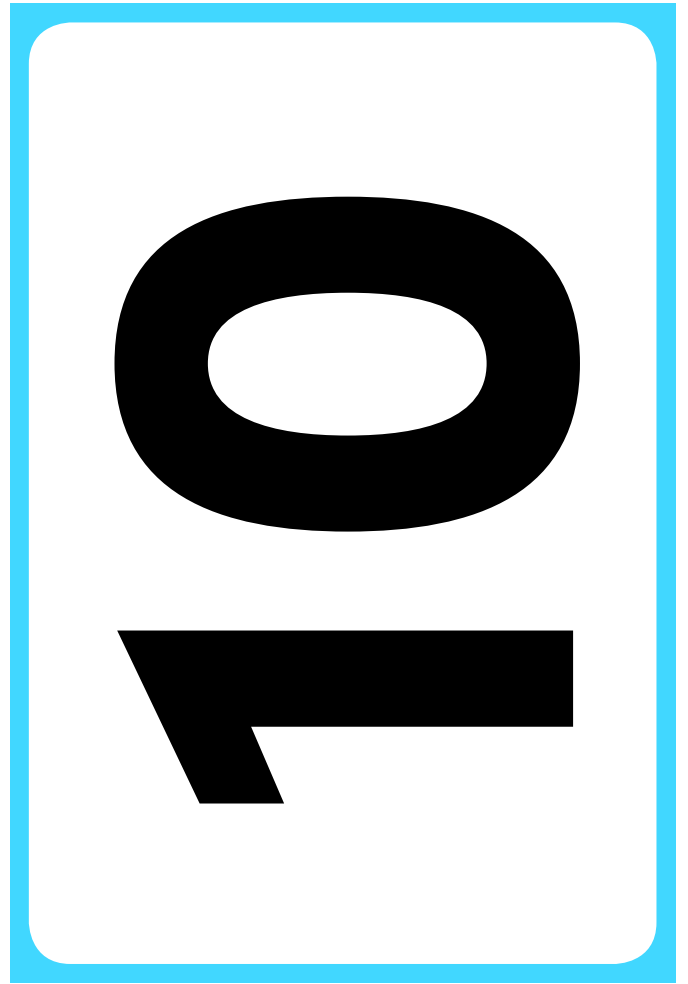
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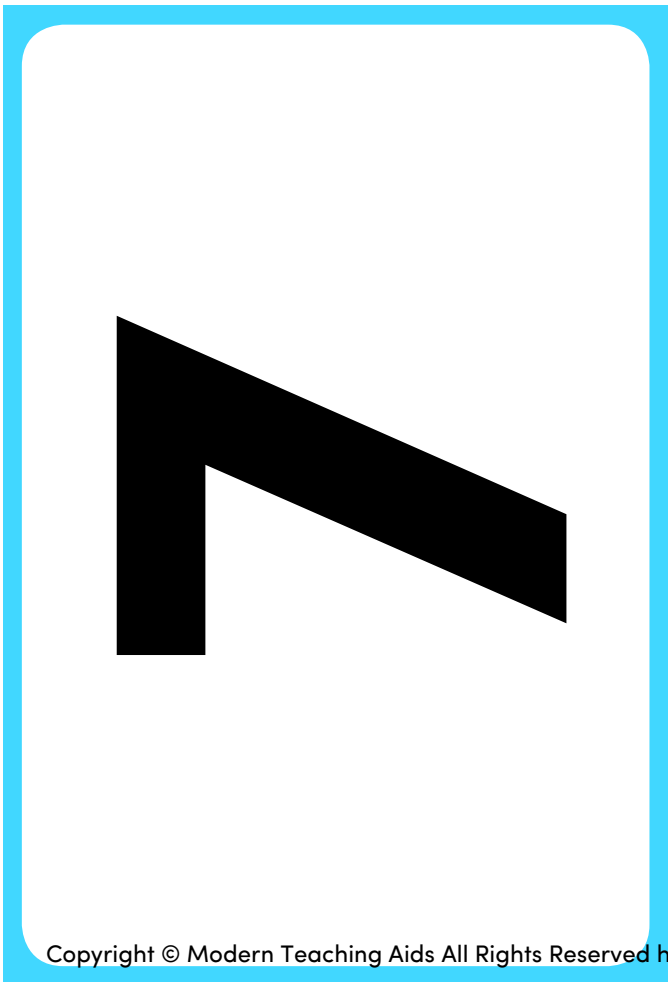
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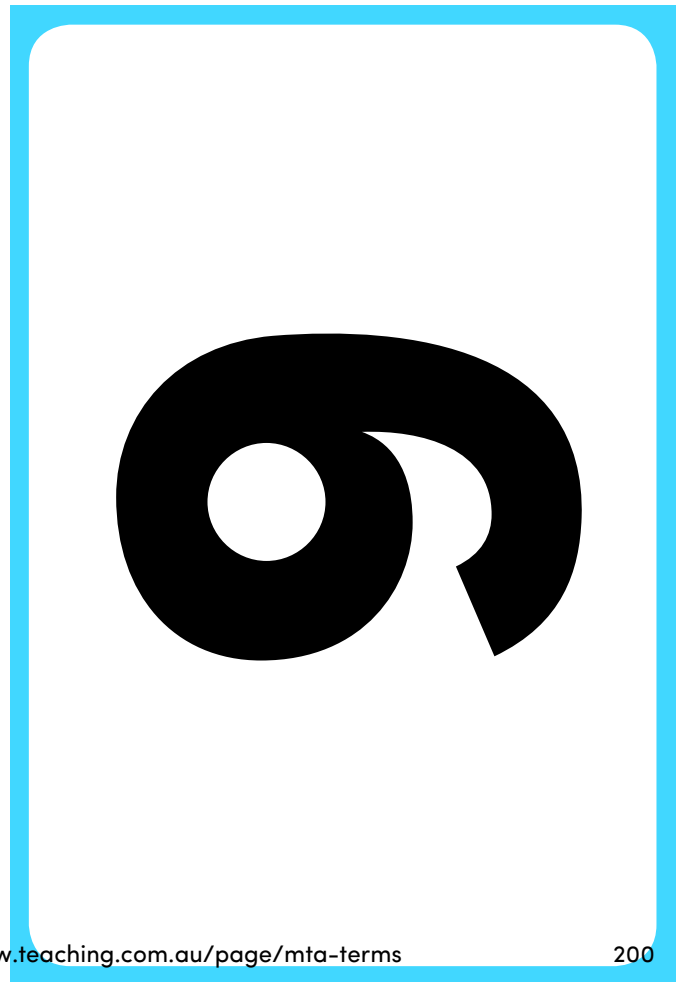
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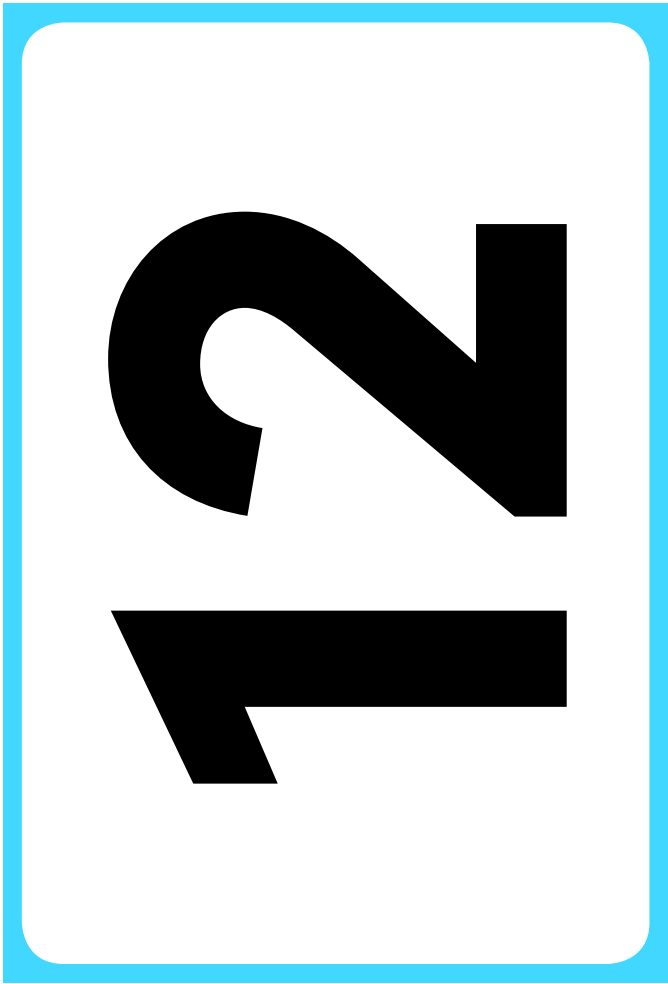
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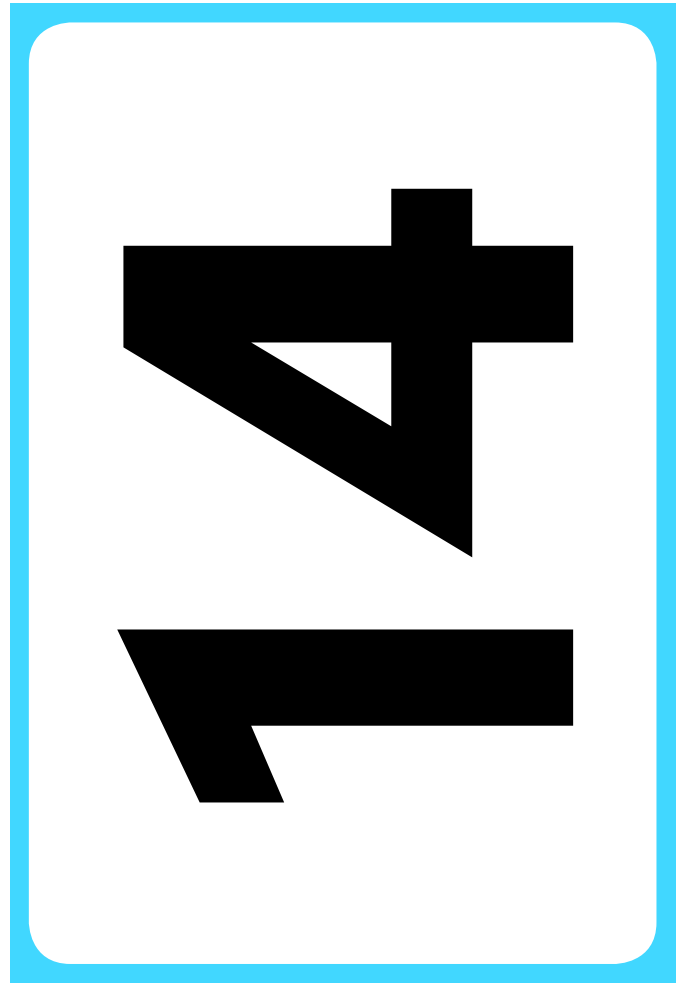
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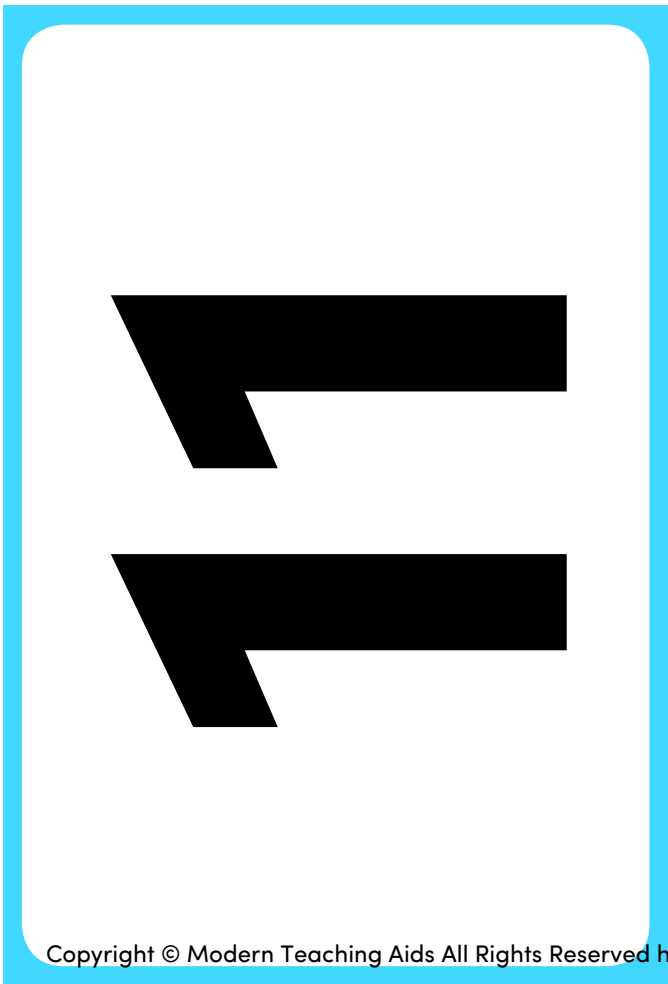
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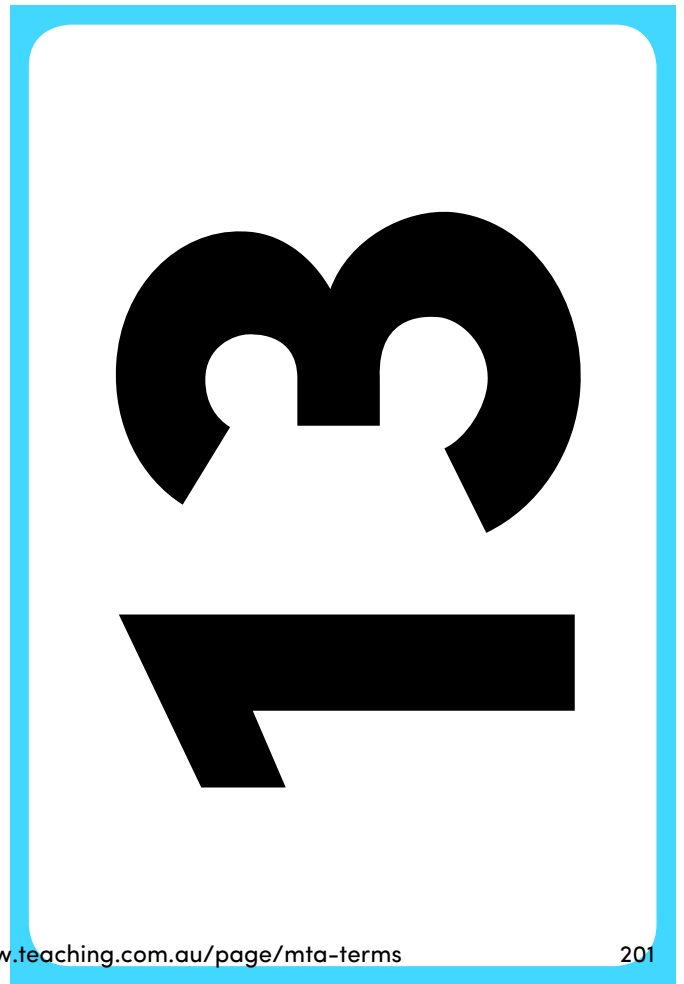
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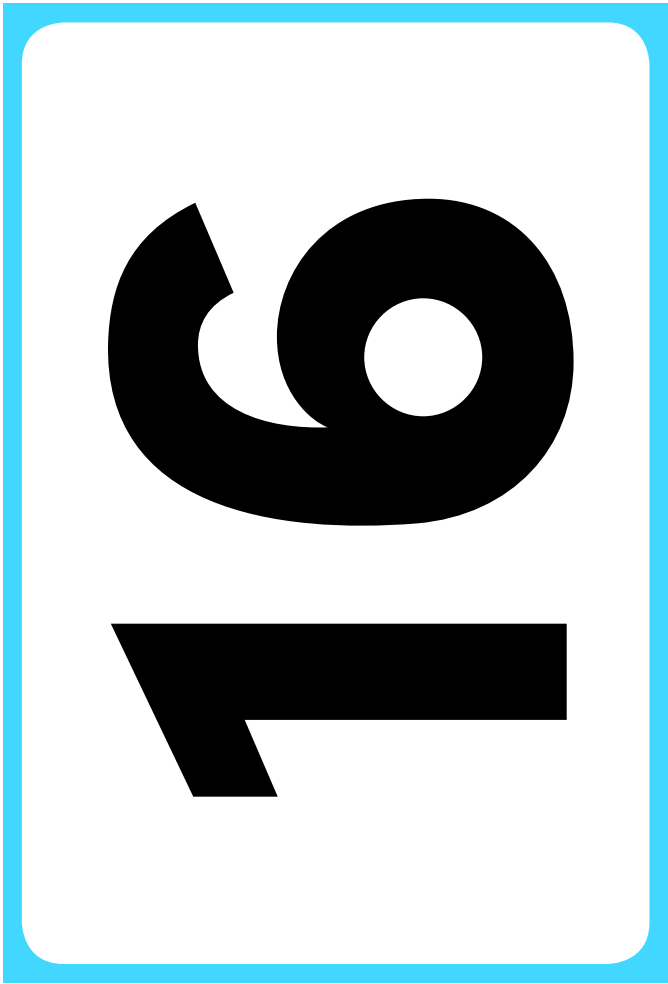
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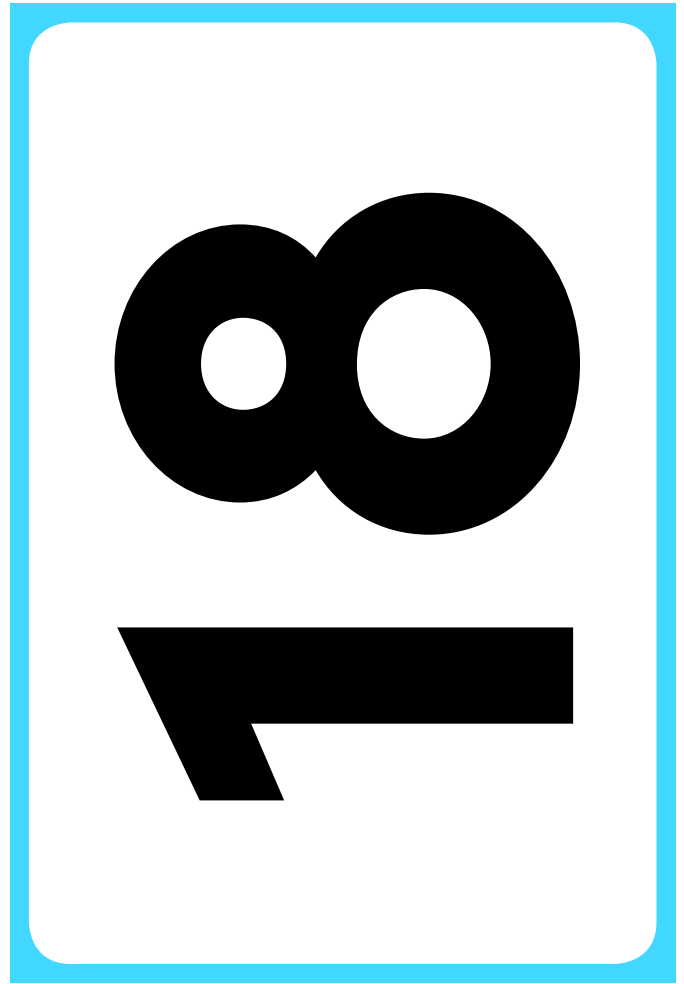
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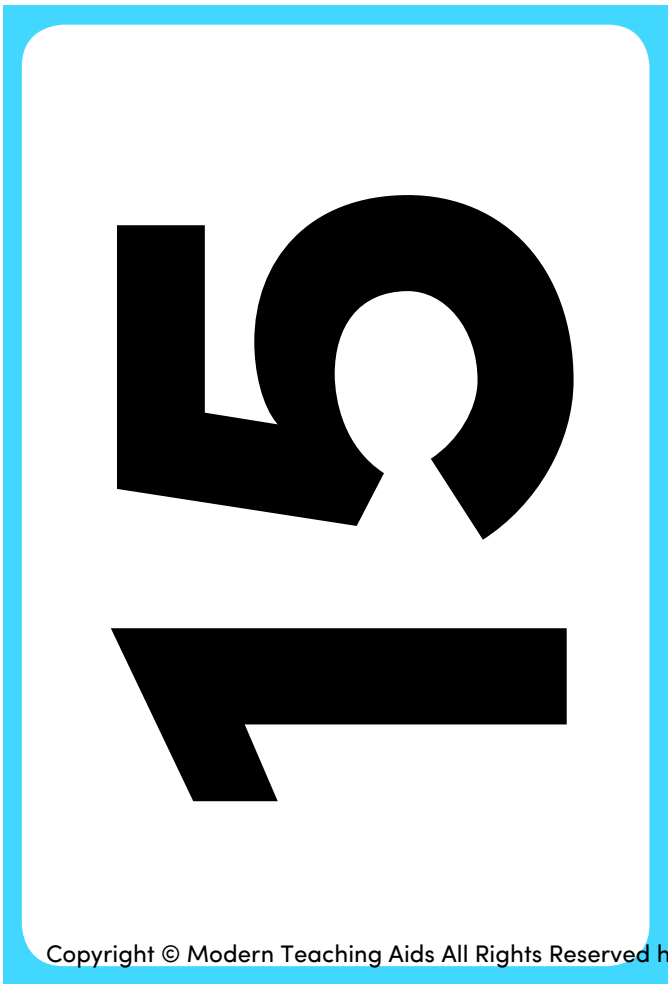
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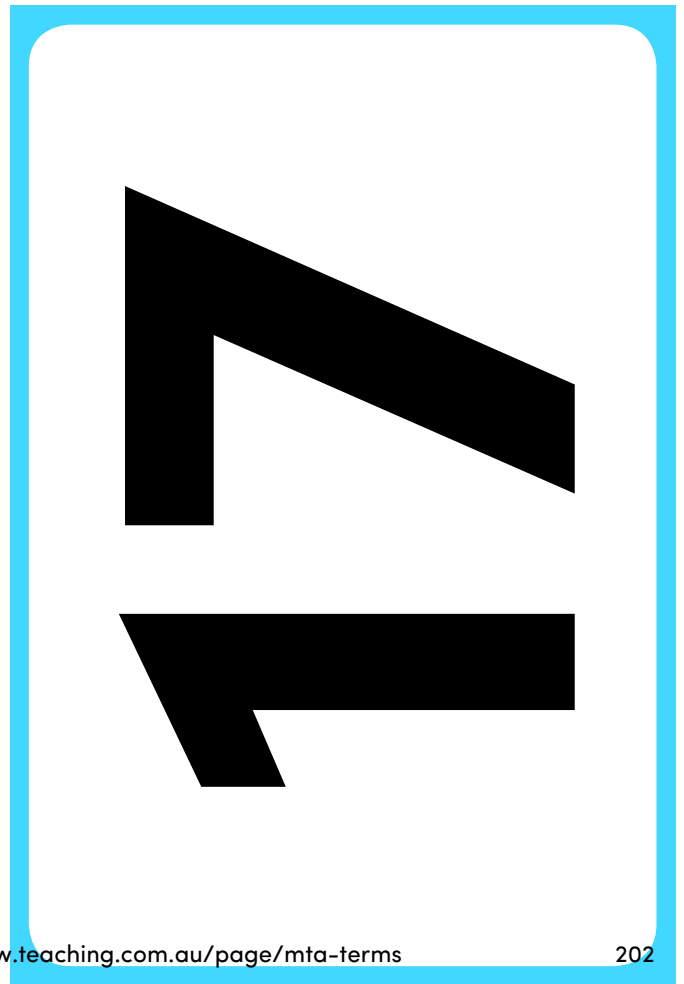
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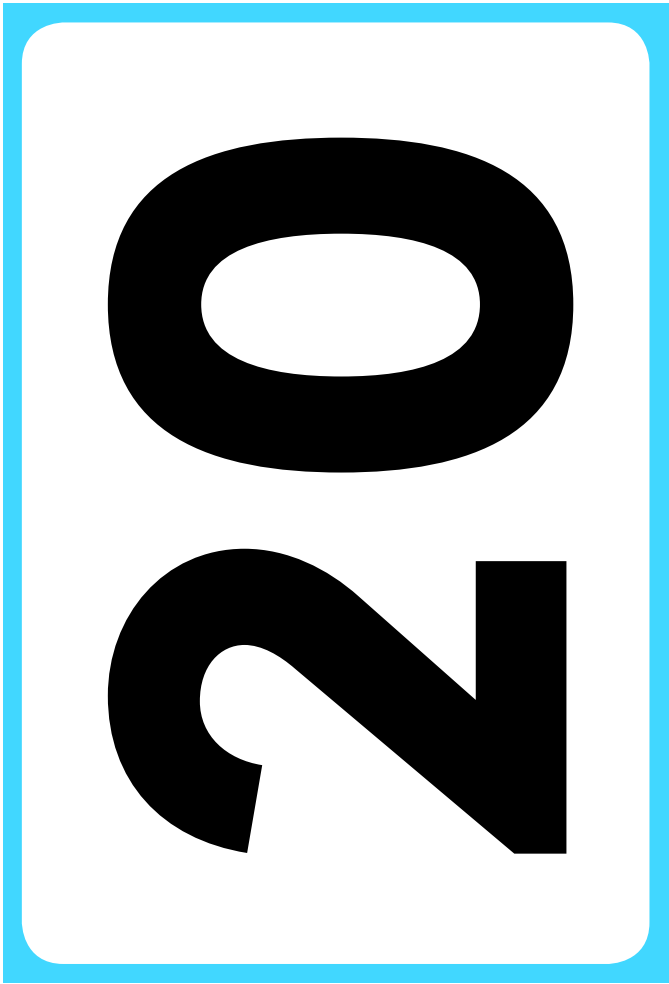
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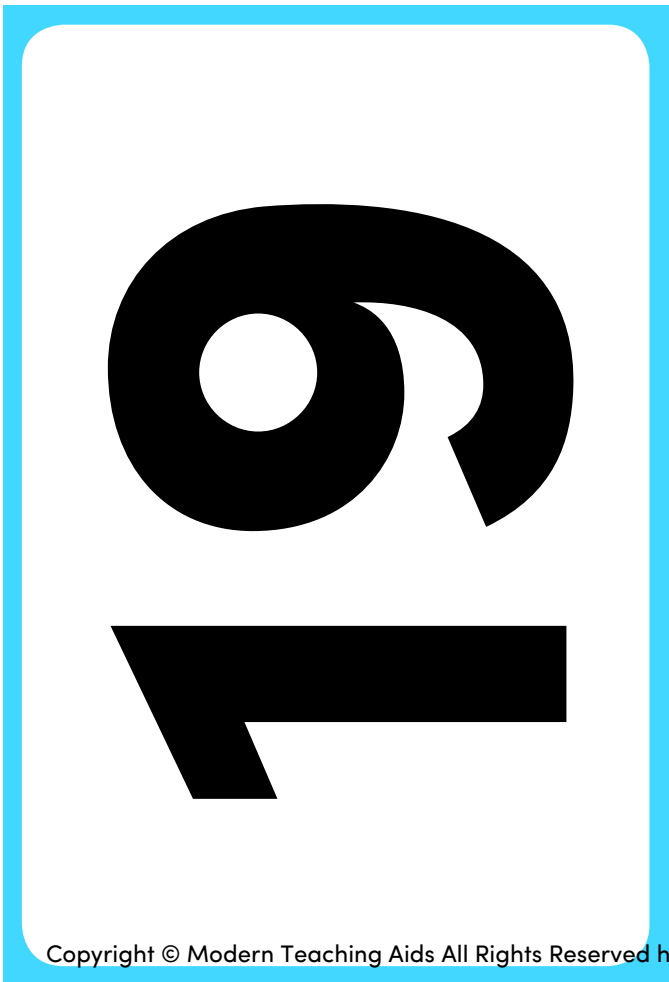
Number Cards



Number Cards



Number Cards



Number Cards