

Grade 2
Remote Learning
Take Home Pack

Term 3 Week 3

Name: _____

Grade: 2VF

Remote Learning

Here is what our week looks like!!!

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	JOIN ME for a GOOGLE MEET Teacher Meet and Greet, Roll, Prayer				NO MEET TODAY. I WILL POST AN INSTRUCTION VIDEO ON DOJO
9.30am (45-60min)	Literacy Reading, Writing & Spelling	Literacy Reading, Writing & Spelling	Literacy Reading, Writing & Spelling	Literacy Reading, Writing & Spelling	Physical Education Music Art Chinese
10.00am (30-45min)	Numeracy	Numeracy	Numeracy	Numeracy	
10.30am (30-45min)	Religion	Religion	Inquiry	Inquiry	
11.00am	Clarifying questions or any other items				

Work Expectations:

- Check DOJO every day for any posts on Class Story and any set work in PORTFOLIO.
- You are expected to join me on Google Meets for any meetings we have scheduled
- You should read every night
- You are expected to complete **all** activities from the Learning Packs each day.
- Packs **MUST** be handed in every Friday (in person or digitally)
- If you have any difficulties you should contact Ms Faraj via Class Dojo or email

I am looking forward to a great term of learning and I hope you are too. See you soon on MEET!!!

Ms Faraj (Vivian.Faraj@hestalbanssth.catholic.edu.au)

Spelling Words for Week 3

	Group 1	Group 2	Group 3	Group 4
Wk 3	1. Tree 2. Bee 3. See 4. Feed 5. Reef 6. Been 7. Beef 8. Beep 9. Street 10. Knee	1. Bull 2. Pull 3. Pulling 4. Pulled 5. Full 6. Put 7. Bush 8. Push 9. Bully 10. Pushed	1. Bush 2. Push 3. Bully 4. Pushed 5. Pulley 6. Pusher 7. Pushing 8. Pudding 9. Joyful 10. Graceful	1. Pusher 2. Pushing 3. Pudding 4. Joyful 5. Graceful 6. Faithful 7. Careful 8. Wishful 9. Hateful 10. Dreadful

Monday 27th July, 2020

Reading

Read the story of **The Boy Who Cried Wolf** or watch the video <https://youtu.be/RI42kdb4QWw>.

Answer these comprehension questions. Don't forget to answer the questions in full sentences.

The Boy Who Cried Wolf

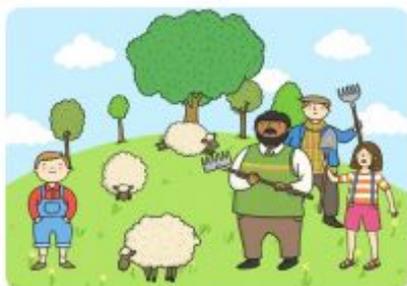
Long ago, there was a young, cheeky boy who looked after some sheep near a village. The boy was often bored. One day, he played a trick on the villagers to pass the time.

"Wolf! Wolf!" he shouted loudly.

The villagers came running up the hill to save the sheep. However, when they got there, there was no wolf. The boy laughed at them. "I tricked you!" he said.

"You must not tell lies!" said the villagers angrily and went back to the village.

Soon, the boy was bored again. He thought for a minute and shouted, "Wolf! Wolf!" Again, the villagers rushed up the hill to save the sheep.



The boy laughed at them. "I tricked you again!" he said.

"You must not tell lies!" shouted the villagers. They hurried back down to the village.

Later that day, a huge wolf really did come into the field. The boy cried and cried, "Wolf! Wolf!"

This time, the villagers didn't believe the boy. No one came to help and the wolf ate all of the sheep.



**No one believes
a liar, even if they
are telling the truth.**



Comprehension questions:

1. Which adjectives are used to describe the boy in the first sentence?

Tick two.

- old
- strong
- cheeky
- young

2. Why did the villagers come running up the hill? Tick one.

- for some exercise
- to shout at the boy
- to save the sheep

3. Draw a line to complete the sentences. One has been done for you.

The boy	shouted the villagers.
No one came to help and	laughed at them.
"You must not tell lies!"	the wolf ate all of the sheep.

4. What did the wolf do to the sheep?

5. Why didn't the villagers believe the boy at the end of the story?

6. The moral of the story is 'No one will believe a liar, even if they are telling the truth.' Do you think that it is ever all right to lie?

Writing

What are narrative texts?

Narrative texts tell a story to entertain the reader. There are many types of narrative texts, such as picture books, short stories and fairy tales.

Narratives have:

- a setting – time and place
- some characters – people, animals or objects
- a plot – events that happen in order (sequence of events).

What are Fairy Tales?

A fairy tale is a narrative text. It is a made-up story that usually includes magical elements.

- Fairy tales are commonly set in a faraway land.
- They usually start with the phrase, "Once upon a time."
- Fairy tale characters often include children, animals and magical creatures.
- There is normally a brave hero who must defeat or outsmart an evil villain.
- Most fairy tales end with the phrase, "They all lived happily ever after."

What are three fairy tales that you know?

1. _____
2. _____
3. _____

Brainstorm some ideas of settings and characters that exist in fairy tales:

Settings (Time or place)	Characters (people, animals or objects)

Spelling

Write your spelling words 3 times in your workbook OR on a sheet of paper OR digitally.

Write the words in your best handwriting,	Write the words in <i>fancy</i> writing	Write the words using different colours - that is rainbow writing.
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Mental Maths

- Use the Yellow (Numbers to 20) Chart from last term to practise your number facts to 20. If you have lost your chart, you will find this on ClassDojo
- Extend yourself and complete the Number of the day <https://mathsstarters.net/numoftheday>

Focus of the day: Equivalence

Task 1: Watch the video and look at the explanation in the image on the right. <https://www.youtube.com/watch?v=-dd1CbxxY10>

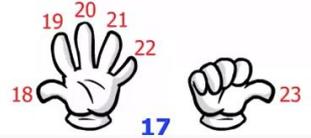
Task 2: Complete the work below.

EQUAL NUMBER SENTENCES

Examples

(a) $8 + 5 = 4 + 9$

(b) $17 + 6 = 13 + 10$



1 Make the dominoes equal.

<p>a</p> <p>$2 + 4 = 3 + \square$</p>	<p>b</p> <p>$4 + 1 = \square + \square$</p>
<p>c</p> <p>$\square + \square = \square + \square$</p>	<p>d</p> <p>$\square + \square = \square + \square$</p>
<p>e</p> <p>$\square + \square = \square + \square$</p>	<p>f</p> <p>$\square + \square = \square + \square$</p>

2 Draw your own.

<p>a</p> <p>$\square + \square = \square + \square$</p>	<p>b</p> <p>$\square + \square = \square + \square$</p>
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3 Complete.

a $7 + 3 = 2 + \square$ b $6 + 6 = 8 + \square$ c $9 + 3 = 5 + \square$
 d $10 + 5 = 7 + \square$ e $8 + 8 = 3 + \square$ f $12 + 8 = 9 + \square$



Challenge!

a $10 + 30 = 20 + \square$ b $10 + 20 = 15 + \square$
 c $60 + 40 = 30 + \square$ d $20 + 40 = 35 + \square$

How Deep is Your Love?

Think/Discuss:

Think about the following questions:

- *What is a potter?*
- *What does a potter do?*
- *How is God like a potter to you?*

Read:

Another story tells us that God is like a **potter**.

God is like a potter who takes some clay and makes a beautiful bowl.



The potter keeps trying until the bowl is beautiful.

God is like that.

Jeremiah 18: 1–6

The Potter and the Clay

<https://www.youtube.com/watch?v=tT2kLOv-EOw>

(you only need to watch until 1 minute)

The word which came to Jeremiah from the Lord, saying: "Arise and go down to the potter's house, and there I will cause you to hear My words." Then I went down to the potter's house, and there he was making something on the wheel. Yet the vessel that he made of clay was spoiled in the hand of the potter; so he made it again into another vessel, as seemed good to the potter to make it.

Then the word of the Lord came to me, saying: O house of Israel, can I not do with you as this potter? says the Lord. As the clay is in the potter's hand, so are you in My hand, O house of Israel.

Draw your image of God as a potter.

Tuesday 28th July, 2020

Reading

Re-read the story of **The Boy Who Cried Wolf** or watch the video <https://youtu.be/RI42kdb4QWw>. Then complete the activity below.

What Does Honesty Mean to You?

1. What does honesty mean to you?

2. Why is it important to be honest?

3. When were you last dishonest?

4. What were you trying to achieve by being dishonest?

5. Can people who are dishonest be trusted?

Which of these things do you think are dishonest? Tick each one.

- 1. Stealing money from a friend.
- 2. Bullying another student.
- 3. Exaggerating the truth.
- 4. Lying to a friend.
- 5. Spreading a rumour that you know is not true.
- 6. Borrowing money from your mum's purse without asking.
- 7. Poor manners at the dinner table.
- 8. Keeping a \$10 note that you found on the floor.
- 9. Cheating during a board game.
- 10. Not listening to the teacher.



Spelling

Dictionary Meanings:

1. Pick five (5) of your spelling words.
2. Look up your 5 words in a dictionary (online or book/hardcopy) and **write the meaning** of each word in your workbook, on a sheet of paper or digitally.

Here is an example:

bush: a low-growing plant with many branches.

Maths

Mental Maths

- Use the Yellow (Numbers to 20) Chart from last term to practise your number facts to 20. If you have lost your chart, you will find this on ClassDojo
- Extend yourself and complete the Number of the day <https://mathsstarters.net/numoftheday>

Focus of the day: Making 20

THINK: What strategies can we use to add to 20?

DO: Complete the worksheet below.

Lab 2
addition

Making twenty

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1 How many more to make 20? Draw and write how many.

a $14 + \square = 20$	b $\square + \square = \square$	c $\square + \square = \square$
d $\square + \square = \square$	e $\square + \square = \square$	f $\square + \square = \square$

2 How many more to make 20? Write the number.

a 10 <input type="text"/>	b <input type="text"/> 16	c 12 <input type="text"/>	d <input type="text"/> 19
e 5 <input type="text"/>	f <input type="text"/> 7	g 9 <input type="text"/>	h <input type="text"/> 11

Challenge! Find 3 numbers that add to 20.
How many can you find?

Think: At many times we need to add three or more numbers. To do this we can add 2 numbers first and then add on the next number. What strategies can you use to do this? Eg. $8+5+3=?$ $8+5=13$ and then $+3=16$.

DO:
Task 1: Write down/Draw strategies you can use to add three or more numbers.

Task 2 : Complete the worksheet below.

Adding three or more numbers


Add to 20

Look for two numbers that add to ten.

$$\begin{array}{l} \text{6} + \text{8} + \text{4} \\ = 10 + 8 \\ = 18 \end{array}$$

That's much easier.



= 10	
1	9
2	8
3	7
4	6
5	5

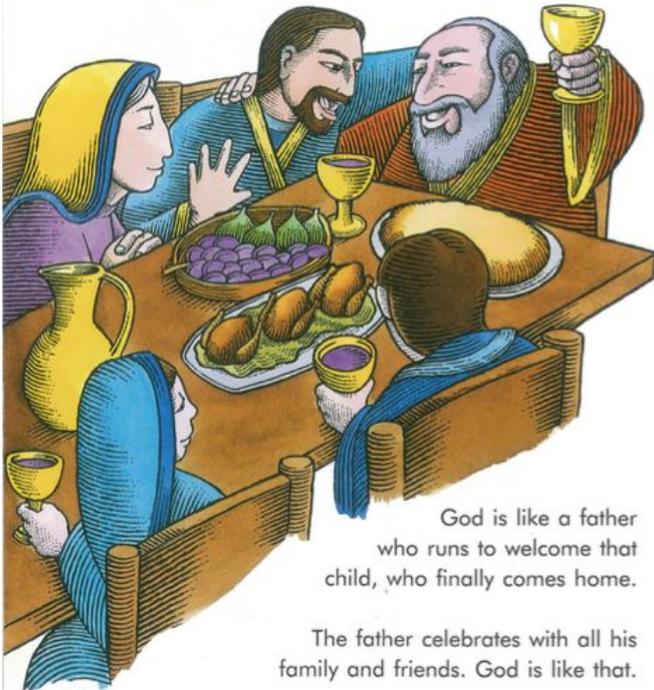
l a $6 + 5 + 4 =$ _____	b $7 + 3 + 5 =$ _____	c $2 + 6 + 8 =$ _____
d $5 + 9 + 5 =$ _____	e $9 + 7 + 1 =$ _____	f $3 + 10 + 7 =$ _____
g $2 + 9 + 8 =$ _____	h $5 + 7 + 5 =$ _____	i $1 + 8 + 9 =$ _____
j $4 + 8 + 6 =$ _____	k $7 + 6 + 3 =$ _____	l $6 + 6 + 4 =$ _____
m $8 + 5 + 2 =$ _____	n $9 + 7 + 3 =$ _____	o $2 + 8 + 10 =$ _____

How Deep is Your Love?

Read:

Some stories tell us that God is like a **father**.

God is like a father who loves all his children, even the child who runs away and spends the family's money.



God is like a father who runs to welcome that child, who finally comes home.

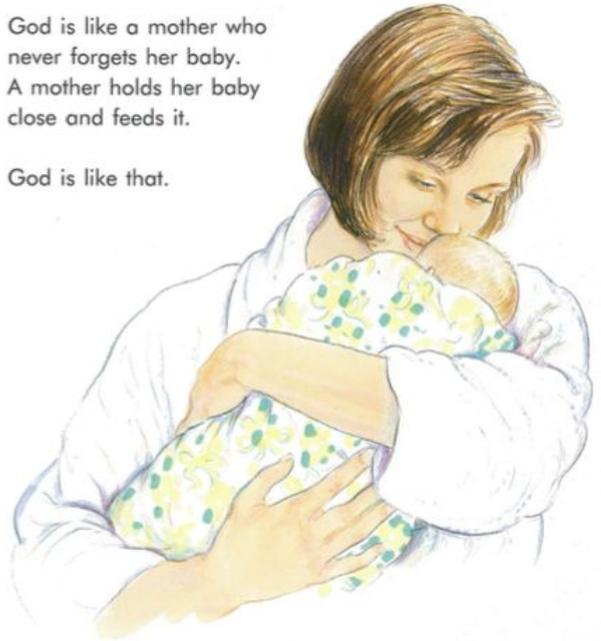
The father celebrates with all his family and friends. God is like that.

6

We also read that God is like a **mother**.

God is like a mother who never forgets her baby. A mother holds her baby close and feeds it.

God is like that.



When we read from the bible, our special book, we learn a lot about God. Most of all we learn that God loves us no matter what happens.

7

THINK: What is your relationship like with your family (mum, dad, brother, sister, grandparents)? How do they take care of you? How do they show you love?

WRITE: In the boxes below, write about 2 important people in your life. Tell me about how they care for you and how they show you their love.

Person 1:	Person 2:

Wednesday 29th July, 2020

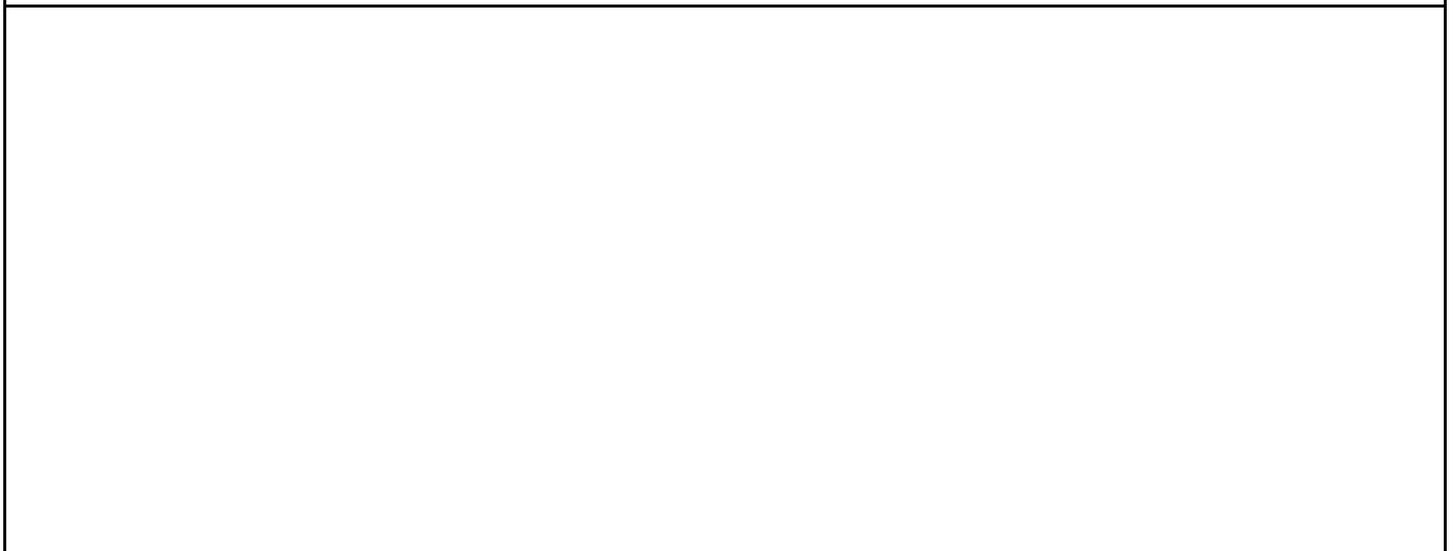
Reading

Re-read the story of **The Boy Who Cried Wolf** or watch the video <https://youtu.be/RI42kdb4QWw>. Then complete the activity below.

Write some examples of honesty and dishonesty.

How can you be honest?	How can you be dishonest?
<p>Example: Telling your friend how you feel.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Example: Cheating on a test.</p> <p>1.</p> <p>2.</p> <p>3.</p>

Draw a picture of a time when you showed honesty.



Writing

Watch the “Parts of a Story” song on Youtube (https://www.youtube.com/watch?v=-_nePjWXecQ).

Orientation (the beginning)	Who (<i>characters</i>) is in the story? When and where does the story happen?
Complication (the middle)	What is the problem?
Series of Events (the middle)	What sequence of events lead to the solution?
Resolution (the end)	How is the problem resolved?

Think about our story for this week, **The Boy Who Cried Wolf**. Complete this table for the story.

Orientation: Who is in the story? When and where does the story take place?	
Complication: What is the problem?	
Series of Events: What events lead to the solution? What are the main events in the story?	
Resolution: How is the problem resolved?	

Mental Maths

- Use the Yellow (Numbers to 20) Chart from last term to practise your number facts to 20. If you have lost your chart, you will find this on ClassDojo
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Focus of the day: Making 20

THINK: What strategies can you use to make 20?



Make each pair add to 20.

1	2	3	4	5	6	7	8	9	10

Now look for two numbers that add to 20.

a $9 + 18 + 2 = \underline{\hspace{2cm}}$

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

c $9 + 7 + 11 = \underline{\hspace{2cm}}$

d $8 + 14 + 6 = \underline{\hspace{2cm}}$

e $6 + 17 + 3 = \underline{\hspace{2cm}}$

f $4 + 3 + 16 = \underline{\hspace{2cm}}$

g $12 + 3 + 8 = \underline{\hspace{2cm}}$

h $17 + 9 + 3 = \underline{\hspace{2cm}}$

i $1 + 6 + 19 = \underline{\hspace{2cm}}$

j $7 + 10 + 10 = \underline{\hspace{2cm}}$

k $6 + 14 + 9 = \underline{\hspace{2cm}}$

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



Challenge!

a $7 + 8 + 3 + 2 = \square$

b $9 + 6 + 2 + 4 = \square$

c $14 + 2 + 6 + 18 = \square$

d $12 + 3 + 8 + 17 = \square$

Reflection: Think about today's work and complete the following sentences.

What I found challenging was.....

What I found easy was

What I want to learn more about

Inquiry

We are learning about how we change as we grow older.

	<p>Baby - Think about <i>What does a baby do?</i></p> <p>What does a baby <u>need help</u> to do?</p>	<p>Write or draw your answers here:</p>
	<p>Toddler - A toddler is beginning to learn to walk.</p> <p>They try to do things without help from Mum or Dad.</p> <p>Think about What are toddlers learning to do by themselves?</p>	<p>Write or draw your answers here:</p>
	<p>Child - A child goes to school.</p> <p>Some children belong to sports clubs or other activity groups like dance, music or language schools.</p> <p>Think about What are children good at? What can you do now that you couldn't do when you were a toddler?</p>	<p>Write or draw your answers here:</p>
	<p>Teenager - A teenager is aged between 13 and 19 years.</p> <p>Think about How do your skills change when you are a teenager? How does your body change when you are a teenager?</p>	

Thursday 30th July, 2020

Literacy

Read this story and then complete the story map activity on the next page. Remember to use what you learned yesterday about the parts of a story to help you.

Little Red Riding Hood



Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother in a village near a forest. One day, Little Red Riding Hood went to visit her grandmother. She took a basket of food with her. Her mother warned her before she left, "Remember not to talk to any strangers."

On her way, Little Red Riding Hood met a wolf. "Hello," said the wolf. "Where are you going?"

"I'm going to visit my grandmother who lives in the forest," explained Little Red Riding Hood. She continued on her way.

The wolf ran to her grandmother's house. He went inside and locked Granny in the wardrobe! He put on her nightgown and got into her bed.



A little later, Little Red Riding Hood arrived at Granny's house. She knocked on the door, then went inside. Little Red Riding Hood went over to her grandmother's bed.

"Oh Granny, what big ears you have," she said.

"All the better to hear you with," answered the wolf.

"Oh Granny, what big eyes you have," said Little Red Riding Hood.

"All the better to see you with," replied the wolf.

"Oh Granny, what big teeth you have," gasped Little Red Riding Hood.

"All the better to eat you with!" replied the wolf.

"Help!" shouted Little Red Riding Hood, as she realised that it was in fact a wolf in her grandmother's bed. She ran out of the house.

A woodcutter was nearby. He heard Little Red Riding Hood scream and ran to the house. The woodcutter hit the wolf over the head and let Granny out of the wardrobe. The wolf ran away and Little Red Riding Hood never saw him again.



Story Map

Title _____

Characters



Setting



What else happened?



Problem



Solution



Spelling Test

Spelling Test: Ask someone to test you on this week's spelling words. Good luck!

Do your test here:

1	5	9
2	6	10
3	7	How did you go? Colour in the stars for each correct word:
4	8	☆☆☆☆☆☆☆☆

Maths

Mental Maths

- Use the Yellow (Numbers to 20) Chart from last term to practise your number facts to 20. If you have lost your chart, you will find this on ClassDojo
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Focus of the day: How Many More

THINK: What strategies do you know that help you add or subtract?

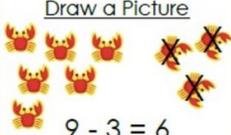
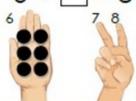
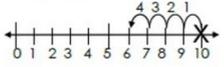
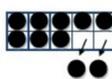
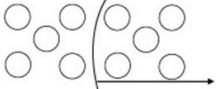
When we go shopping and we see something we really want to buy, we always have to work out

1. How much money do we already have
2. How much more money do you need to be able to buy it!

To help us work out these everyday problems we can use many strategies like, adding on, skip counting, counting back, using a number line and using our number facts.

Use some of these strategies to complete the worksheet on the next page.

Basic Subtraction Strategies:

SUBTRACTION STRATEGIES						
<p><u>Draw a Picture</u></p>  <p>$9 - 3 = 6$</p>	<p><u>Counting Up</u></p> <p>$6 + \square = 8$</p> 	<p><u>Counting Back</u></p>  <p>$4 - 2 = 2$</p>				
<p><u>Doubles</u></p>  <p>$8 - 4 = 4$</p>	<p><u>Related Facts</u></p> <p>$7 - 2 = 5$</p> <p>$7 - 5 = 2$</p>	<p><u>Number Line</u></p>  <p>$10 - 4 = 6$</p>				
<p><u>Tens Frames</u></p> <p>$10 - 2 = ?$</p> <p>think:</p> 	<p><u>Part-Part-Whole</u></p> <table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">Part ○○</td> <td style="text-align: center;">Part ○○</td> </tr> <tr> <td colspan="2" style="text-align: center;">Whole 5</td> </tr> </table> <p>$5 - 3 = 2$</p>	Part ○○	Part ○○	Whole 5		<p><u>Use Counters</u></p>  <p>$10 - 5 = 5$</p>
Part ○○	Part ○○					
Whole 5						

How much more money do you need? Draw it.

<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 
<p>e</p> 	<p>f</p> 

Reflection: Think about today's work and complete the following sentences.

What strategies did you use to work out the problem?

.....

What I found challenging was.....

What I found easy was

What I want to learn more about

Inquiry

We are learning to identify the social changes that occur in us as we grow.

1. **Read** the poster (below) about 7 important social skills for kids.



What are the **skills** children need to help them to get along with each other and learn?

2. **Think** about it:

- What would **school** be like **if we didn't listen** to teachers and to each other?
- What would **playing** be like **if we didn't share or co-operate**?
- What would **friendships** be like **if we didn't use our manners** or make eye-contact?

3. **Discuss** your ideas with a parent or adult.

4. **Now, write and draw** SIX (6) different social skills that you have learnt which help you make friends, get along with others and learn new skills.

You might like to include some of these ideas:

Saying please and thank-you, **sharing**, not interrupting, **waiting patiently**, taking turns, **saying sorry**, saying excuse me, **working together**, looking at the speaker, **keeping hands to yourself**, trying again, **keep going even when it is hard**, picking yourself up after a fall, **listening to your friends**, asking questions, **asking for help**... Maybe you can think of some other ideas.

Friday 31st July, 2020

**We will not have a Class Google Meet today.
Today we will have our Parent Teacher Interviews.**

Physical Education

Holy Eucharist PS Home Learning: Physical Education

Hi students and parents,

Students and Parents, please don't hesitate to contact me for any help or support on:

heribert.herrera@hestalbandsstc.catholic.edu.au

STAY SAFE :) Mr. Herrera PE Teacher

P-2 Activities **Week 3 Term 3 (27th - 31st July 2020)**

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Activities:	Exercise/ Game based skills	Meditation/Yoga	Walk/Run/Bike Ride	Gymnastics	Meditation/Yoga
	<p>Warm Up FIRST:</p> <p>WILF: <i>I am looking for students to warm up correctly.</i></p> <p>WATCH THIS VIDEO The Body Coach TV: https://www.youtube.com/watch?v=d3LPrh10v-w&t=282s</p> <p>WILF: <i>I am looking for students to skip correctly.</i></p> <p>WATCH THIS VIDEO https://www.youtube.com/watch?time_continue=1&v=eu1GPedbcS8&feature=emb_logo</p> <p>Skipping: 1: Hop & land on 1 foot 2: Switch feet 3: Pump your hands up.</p> <p>Watch My Challenge Video for some skipping activities. <i>It will be on Foundation, Grade 1 and 2 Specialist Class Dojo Page.</i></p>	<p>Warm Up FIRST:</p> <p>WATCH THIS VIDEO The Body Coach TV: https://www.youtube.com/watch?v=d3LPrh10v-w&t=282s</p> <p>WILF: <i>I am looking for students to concentrate on making different Yoga shapes.</i></p> <p>WATCH THIS VIDEO: https://www.youtube.com/watch?v=fnO-1GEMOXk&t=207s</p> <p>Time 13:06 Cosmic Kids Yoga Spider Power</p> <p>Dance and Yoga together</p>	<p>Warm Up FIRST:</p> <p>WILF: <i>I am looking for students to go out and walk/run/bike ride/kick a ball with an adult or sibling.</i></p> <p>I want students to spend at least 20 mins walking/running/bike ride or kicking a ball with a partner.</p>	<p>WILF: <i>I am looking for students to warm up correctly for gymnastics.</i></p> <p>WATCH THIS VIDEO: https://www.youtube.com/watch?v=wmYk8zufas&feature=emb_logo <i>Prime Coaching Sport: Time: 2:55</i></p> <p>WILF: <i>I am looking for students to learn some basic gymnastic shapes.</i></p> <p>Look for slides show for this Shapes; Lying down pencil/ pike</p> <p>WATCH THIS VIDEO: Hoop Pencil Jumps https://www.youtube.com/watch?v=T9yDmR12S90&feature=emb_logo</p> <p><i>(Prime Coaching Resources)</i></p> <p>Watch my Video for these Gymnastic Shapes <i>It will be on Foundation, Grade 1 and 2 Specialist Class Dojo Page.</i></p>	<p>WILF: <i>I am looking for students to concentrate on making different Yoga shapes.</i></p> <p>WATCH THIS VIDEO: https://www.youtube.com/watch?v=rtC2qADkBuI Time: 10:12</p> <p>Cosmic Kids Yoga 6 Kids Yoga Poses that begin with letter S!</p>

**Have fun and try your best!!
Mistakes are proof that you are trying!!**

Music

SOUND!

Damian.OBree@hestalbanssth.catholic.edu.au

This week, you will be mixing the sounds you found last week using rhythm patterns.

1. Collect 2 of those objects that made last week's sounds.
2. Play 2 rhythm patterns and use your objects to play them! Remember z means a **silent** beat (like blinking your eyes or nodding your head)



3. **Record** yourself playing both rhythm patterns **together** with 2 different objects and send it to Mr. O'Bree. If you can't record it, **draw** 2 rhythm patterns together using any symbol you like or the

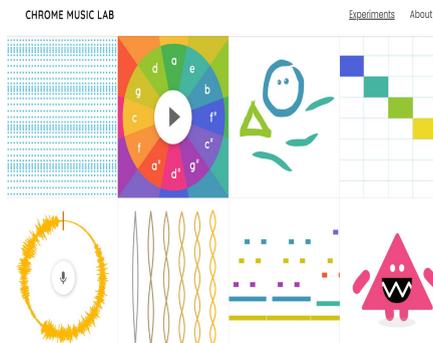
Example: 1. Ta ta ti-ti ta

 | | . . |

 2. Ti-ti ti-ti ta ta

 | |

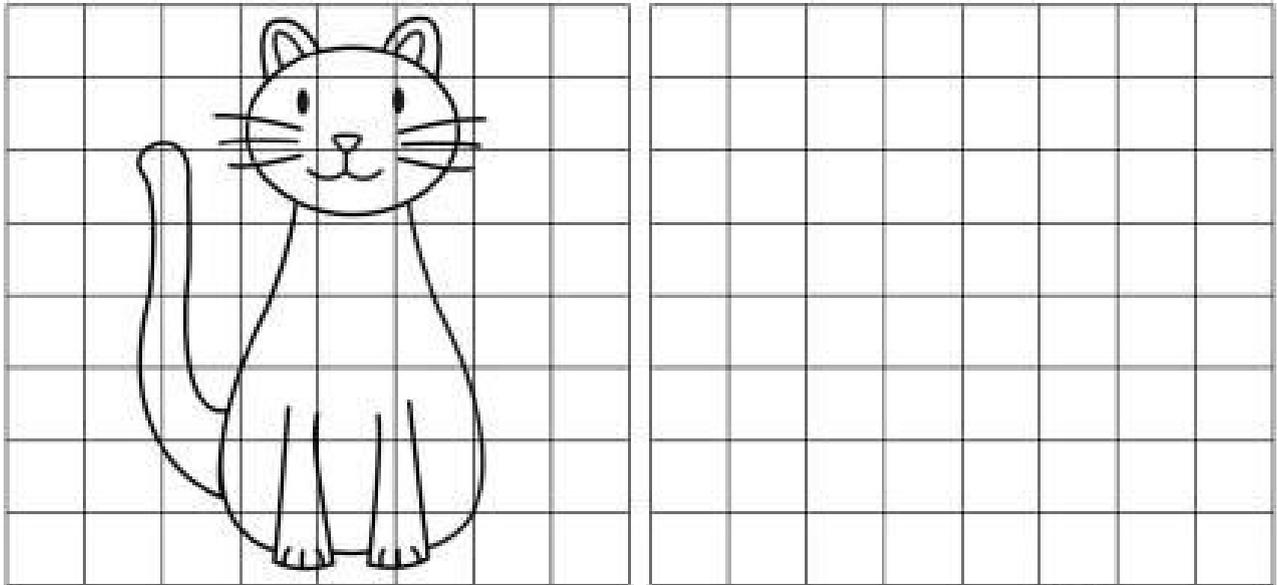
4. Last term, you played with this website and all the fun things it can do with sound.



<https://musiclab.chromeexperiments.com/>

Today, I want you to just use the **Voice Spinner**. Click on the link below. Press the record button in the middle and play the different objects you found. See what happens to the circle. Does it stay the same? Write down what happened after each object.

Copy the Cat

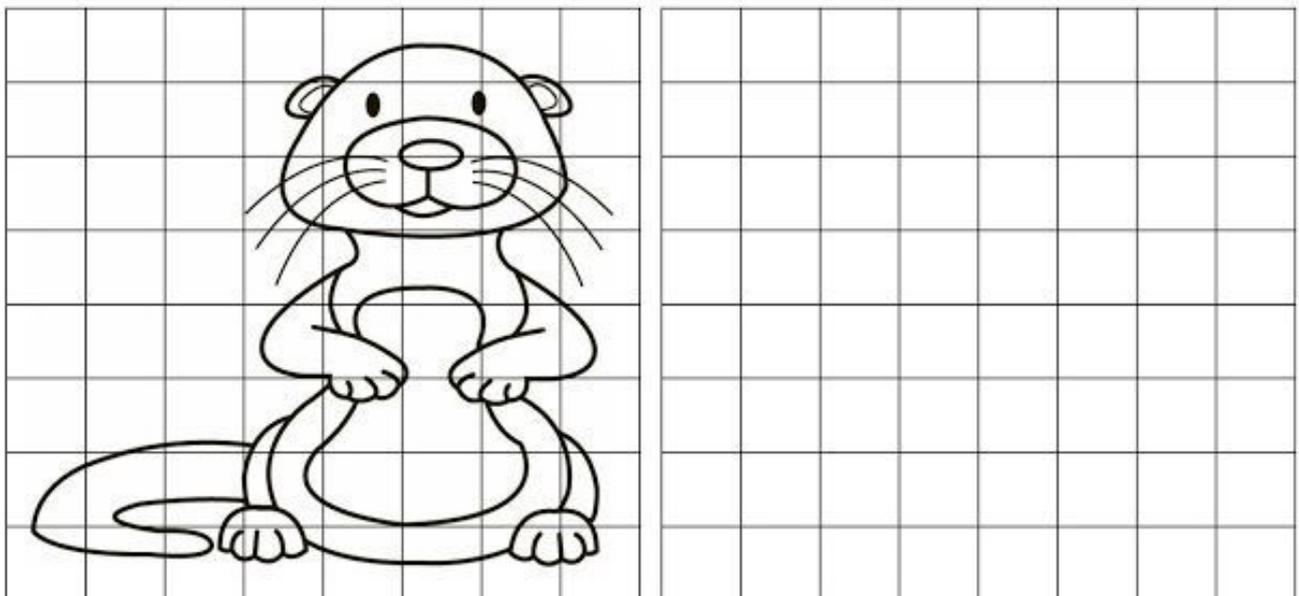


Copy the picture using the grid lines as a guide. You might find it easier to copy one square at a time. Count the squares carefully!

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Copy the Beaver



Copy the picture using the grid lines as a guide. You might find it easier to copy one square at a time. Count the squares carefully!

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Chinese

Term 3 Week 3

Name: _____ Class: _____ Date: _____

Activity 1: read each body part in Chinese and point to the right body part as you say the words.

	Chinese Character / Pinyin	English		Chinese Character / Pinyin	English
1	牙齿 / yá chǐ	teeth	2	舌头 / shé tóu	tongue
3	唇 / chún	lip	4	眉毛 / méi mao	eyebrow
5	脸 / liǎn	face			

Activity 2: circle the right answer! → **Cover the list above and test yourself!**

1.		·耳朵 / ěr duo	·牙齿 / yá chǐ	·眉毛 / méi mao
2.		·舌头 / shé tóu	·眼睛 / yǎng jing	·鼻子 / bí zi
3.		·唇 / chún	·眉毛 / méi mao	·头发 / tóu fa
4.		·嘴 / zǔi ba	·牙齿 / yá chǐ	·脸 / liǎn
5.		·舌头 / shé tóu	·唇 / chún	·耳朵 / ěr duo
6.		·眉毛 / méi mao	·脸 / liǎn	·眼睛 / yǎng jing

Activity 3: Label the body parts with the correct pinyin.



Finished! Well done! :D - Miss Sun