

**Grade 2**  
**Remote Learning**  
**Take Home Pack**

**Term 4 Week 1**

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

**Grade:** 2\_\_\_\_

**Monday 5th October, 2020**

## *How to Write a Book Review*

To help write a book review, it can help if you imagine you're talking to someone who's asking you if they should read the book.

Here is a list of things that will help you write a Book Review (*if you want to know more, there is a fact sheet at the end of this booklet that explains how to write a book review in more detail*)

- 1. Start with the title of the book and the author**
- 2. Write a few sentences describing what the book is about.**
- 3. Discuss what you particularly liked about the book**
- 4. Mention anything you disliked about the book**
- 5. Round up your review**
- 6. You can give the book a star rating**

### **Your task:**

- 1. Watch the instruction video, HOW TO WRITE A BOOK REVIEW**  
(<https://youtu.be/TRMnVznl-g8>)
- 2. Create your own book review!** *Over the next 2 pages there are 2 versions of book reviews you could use to write your review. Choose **ONE** of these to write your book review about the story we read today or about any book of your choice.*

# Book Review

What is the title of the book?

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Who is the author of the book?

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What is the genre of the book? \_\_\_\_\_

*(eg. fairytale, adventure, poetry, narrative, recount, factual, information report, biography, cookbook, history)*

What are the main events (Beginning, Middle, End) or facts from the book?

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What is your star rating out of 5? \_\_\_\_\_

# Book Review 2

What is the title of the book? \_\_\_\_\_

Who is the author of the book? \_\_\_\_\_

What is the genre of the book? \_\_\_\_\_

*Eg. fairytale, adventure, poetry, narrative, recount, factual, information report, biography, cookbook, history*

Write a few sentences describing what the book is about *Eg. What are the main events (Beginning, Middle, End) or facts from the book?*

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Write a few sentences about what you particularly liked about the book. *Eg. Who was your favourite character, and why? Did the characters feel real to you? What was your favourite part of the book, and why? Did the book make you laugh or cry?*

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Write a few sentences about what you did not like about the book. *Eg. Did you wish the ending was different? Did you find it difficult to connect to the main character? Was the story too scary? Was the theme too boring for you?*

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**Round up your review:**

*Summarise some of your thoughts by suggesting the type of reader you'd recommend the book to.*

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What is your star rating out of 5? \_\_\_\_\_

## Colourful Semantics

We learnt about **Colourful Semantics** back in Term 2. Today, we are going to learn how to write a GOOD sentence using Colourful Semantics. Here's a reminder if you forgot.

**Watch this video first:** <https://www.youtube.com/watch?v=fvFAFg-qdy8&feature=youtu.be>

In a sentence, we **need** to include **WHO**, **WHAT DOING**, and **WHAT**. Let's look at this photo as an example. In this photo, we see a girl mixing batter in a bowl.





We should brainstorm some words for **WHO**, **WHAT DOING**, and **WHAT** about this photo.

 <b>Who?</b> <b>People or animals</b>	 <b>What Doing?</b> <b>Verb (What are they doing?)</b>	 <b>What?</b> <b>Noun (objects/ things)</b>
<ul style="list-style-type: none"> <li>- Girl</li> <li>- Child</li> <li>- Britney (give the WHO a name)</li> </ul>	<ul style="list-style-type: none"> <li>- Baking</li> <li>- Stirring</li> <li>- Mixing</li> <li>- Holding</li> </ul>	<ul style="list-style-type: none"> <li>- Batter</li> <li>- Cake mixture</li> <li>- Flour</li> <li>- Bowl</li> </ul>

From our **WHO**, **WHAT DOING**, and **WHAT** brainstorm, we can write our sentences. Look at my examples.

1. **The girl** is **baking** a **cake**.
2. **The child** is **mixing** **batter**.
3. **Britney** is **holding** a **bowl**.

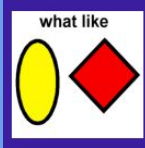

To add more detail and make the sentences interesting we can **WHERE** and **WHEN**. We can put **WHERE** and **WHEN** before or after the sentence. Let's brainstorm some words about this photo.

 <b>Where?</b> <b>(Place)</b>	 <b>When?</b>
<ul style="list-style-type: none"> <li>- In the kitchen</li> <li>- In the room</li> <li>- At the bench</li> </ul>	<ul style="list-style-type: none"> <li>- In the morning</li> <li>- Yesterday</li> <li>- Last Sunday</li> </ul>

From our **WHERE** and **WHEN** brainstorm, we can add these to our sentences. Look at my examples.

1. **The girl** was **baking** a **cake**.
2. **The girl** was **baking** a **cake** **in the kitchen**.
3. **The girl** was **baking** a **cake** **in the kitchen** **yesterday**.

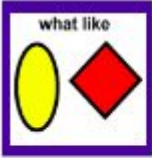





To add **EVEN** more detail and make the sentences **MUCH MORE** interesting, we can add **WHAT LIKE** and **HOW DOING**.




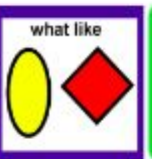


 <p><b>Adjectives</b> (feelings/ physical attributes)</p>	 <p><b>Adverbs</b> (describing the verb)</p>
<ul style="list-style-type: none"> <li>- Beautiful</li> <li>- Young</li> <li>- Cheerful</li> </ul>	<ul style="list-style-type: none"> <li>- Quickly</li> <li>- Gently</li> <li>- Carefully</li> </ul>


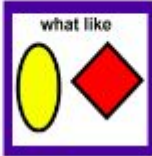

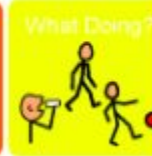
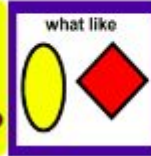


From our **WHAT LIKE** and **HOW DOING** brainstorm, we can add these to our sentences. Look at my examples.

1. The girl was baking a cake in the kitchen yesterday.
2. The young girl was baking a cake in the kitchen yesterday.
3. The young girl was carefully baking a cake in the kitchen yesterday.

**TASK:** Now it's your turn. In your workbook, write 3 sentences using these sentence guides. Here are a few photos to choose from.

1.      

2.      

3.       

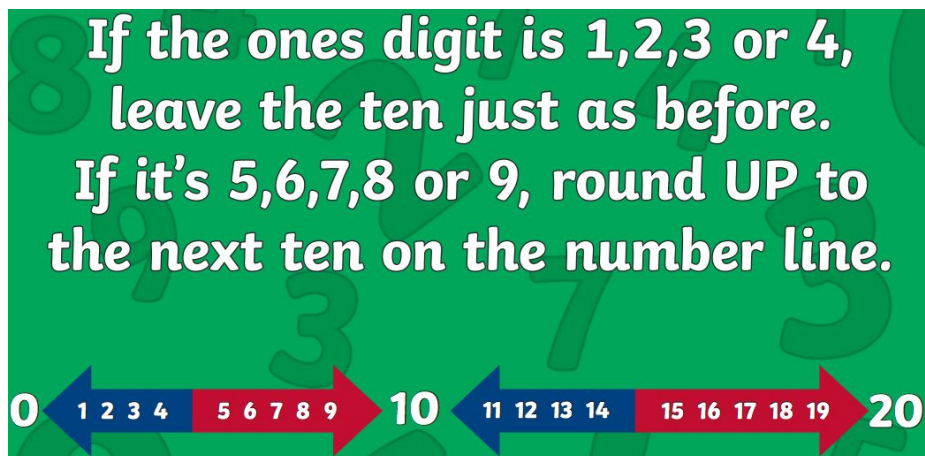


## Rounding

Watch this video about how to round to the nearest 10:

<https://www.youtube.com/watch?v=CMdck80SHnw>

You can also use this poem and image to help you remember which direction to round to.



Let's have a look at some examples before you complete the activities on the next page.

Follow these steps:

1. Draw a number line.
2. Write the numbers ending in zero (decuple) that comes before and after your number.
3. Find your number on the number line.
4. Identify which decuple is closest to your number.
5. REMEMBER: 5 rounds UP!



$$38 \text{ to the nearest } 10 = \underline{\quad 40 \quad}$$



$$43 \text{ to the nearest } 10 = \underline{\quad 40 \quad}$$



# Rounding to the Nearest 10

Can you round these two-digit numbers to the nearest 10? Use the number lines to help you.



28 to the nearest 10 = 30



1. 32 to the nearest 10 = \_\_\_\_\_



2. 46 to the nearest 10 = \_\_\_\_\_



3. 54 to the nearest 10 = \_\_\_\_\_



4. 66 to the nearest 10 = \_\_\_\_\_



5. 71 to the nearest 10 = \_\_\_\_\_



6. 88 to the nearest 10 = \_\_\_\_\_



7. 93 to the nearest 10 = \_\_\_\_\_



8. 45 to the nearest 10 = \_\_\_\_\_



9. 44 to the nearest 10 = \_\_\_\_\_



10. 76 to the nearest 10 = \_\_\_\_\_

For more practice you can play these games:

1. <https://www.topmarks.co.uk/maths-games/rocket-rounding>
2. <https://www.mathnook.com/math/mathpup-invaders-2-rounding.html>



Tuesday 6th October, 2020

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@hestalbanssth.catholic.edu.au](mailto:heribert.herrera@hestalbanssth.catholic.edu.au)

STAY SAFE :) Mr. Herrera PE Teacher

P-2 Activities **(MUST DO) Week 1 Term 4 (5<sup>th</sup> - 9<sup>th</sup> October 2020)**

<p><b>(MUST DO)</b> <b>Session 1</b> Yoga</p>	<p>Warm Up FIRST: WILF: <i>I am looking for students to warm up correctly.</i></p> <p><b>WATCH THIS VIDEO</b> <a href="https://www.youtube.com/watch?v=5MBEyQIIrfo">https://www.youtube.com/watch?v=5MBEyQIIrfo</a> <i>The Body Coach TV:</i></p> <p>WILF: <i>I am looking for students to concentrate on their breathing during the yoga session.</i></p> <p><b>WATCH THIS VIDEO</b> <a href="https://www.youtube.com/watch?v=_Iv-bhkxhr8">https://www.youtube.com/watch?v=_Iv-bhkxhr8</a> <b>Key Questions: Parents</b> <i>1: Which yoga pose did you find easy.</i></p>
<p><b>Optional Session</b></p>	<p><b>YOGA: Cosmic Kids Yoga)</b> <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p><b>WARM UP (Mr Herrera You Tube Channel)</b> <a href="https://www.youtube.com/feed/my_videos">https://www.youtube.com/feed/my_videos</a></p> <p><b>BASKETBALL (jr.NBA)</b> <a href="https://www.youtube.com/channel/UCuA7P9O4_YEJHa6epPnWAbg">https://www.youtube.com/channel/UCuA7P9O4_YEJHa6epPnWAbg</a> This channel has ball handling/ shooting/passing/ offense/defence/ rebounding drills.</p>

**60 SECOND CHALLENGE:**



Music Term 4 - Week 1

Grade 1 & 2

**Christmas concert!!**

[Damian.OBree@hestalbanssth.catholic.edu.au](mailto:Damian.OBree@hestalbanssth.catholic.edu.au)

Our Christmas concert will be on Zoom this year, like our liturgies and assemblies. We will video you singing the song at school and play it on the night while you watch at home!

Just click on the link for your class and sing along to the song your teacher has chosen. Have fun listening to the other classes' songs as well!

Have a fun Week 1 learning the song and I will see you all back in Week 2!

Grade 2:

<b>2JM</b>	Here come the Reindeer <a href="https://www.youtube.com/watch?v=K4w3VuT05oM">https://www.youtube.com/watch?v=K4w3VuT05oM</a>
<b>2JK</b>	Go, Tell it on the Mountain <a href="https://youtu.be/NsX3tYbai1Q">https://youtu.be/NsX3tYbai1Q</a>
<b>2TT</b>	Up on the Housetop <a href="https://www.youtube.com/results?search_query=+Up+on+the+Housetop">https://www.youtube.com/results?search_query=+Up+on+the+Housetop</a>
<b>2VF</b>	Hark the Herald <a href="https://www.youtube.com/watch?v=xgooC4ZG75Y">https://www.youtube.com/watch?v=xgooC4ZG75Y</a>



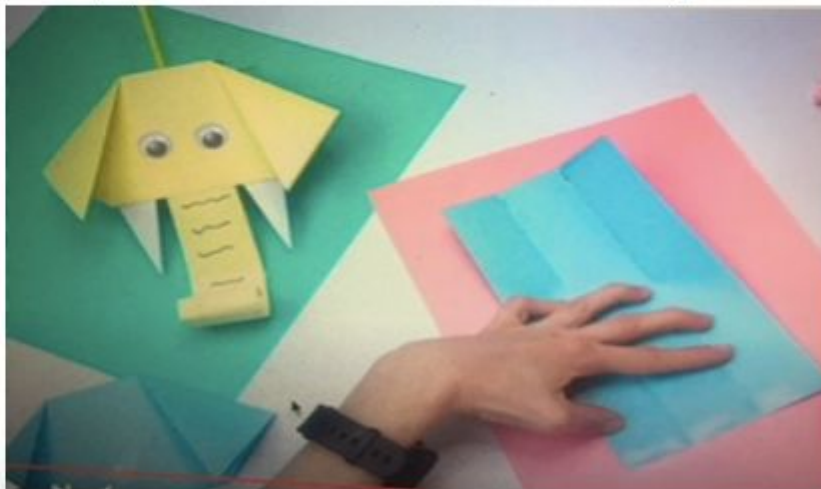
## Visual Arts Term 4 WEEK 1 Grades 1 and 2

[shobha.hickey@hestalbandsst.catholic.edu.au](mailto:shobha.hickey@hestalbandsst.catholic.edu.au)

**Learning Intention:** You will make a funny paper elephant toy with a moving trunk that you can pull or push. This will help with your Inquiry topic. You will find this fun to make. You may need some help from your mum or dad.

### Materials you will need are:

- 1 Kindergarten **square** paper - any colour
- 1 sheet 12cmx20cm paper folded in **1/3's**
- glue stick
- straw – for pushing and pulling the trunk
- black marker – draw eyes and wavy marks on the trunk
- googly eyes – stick them or draw your own eyes
- small white paper to make tusks – cut out two triangles



<https://www.youtube.com/watch?v=ERet4cqhEzo>

PLEASE WATCH THE VIDEO AND STOP IF YOU NEED TO SLOW DOWN. PLEASE FOLLOW STEP BY STEP INSTRUCTIONS AND ALLOW YOUR CHILDREN TO DO THIS UNDER YOUR SUPERVISION

Term 4 Week 1 Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Activity 1: Fill in the characters!

中秋节快乐!

Happy Mid-Autumn Festival!

Activity 2: colour in the pictures and the characters!

yuè bǐng

月饼

mooncake



yù tù

玉兔

Jade rabbit



# Mindfulness

Everyone has had some extended time away from school so that we can keep safe. We have all been working from home wherever possible and we have all had different experiences. It is important to understand what each of us has been doing and what effect these experiences have had on us. Complete the questions below to help you think about what you have been doing and how you have been feeling during your time away from school.

<b>What new skill have you learnt?</b>	
<b>What has the weather been like?</b>	
<b>What was the most fun thing you did?</b>	
<b>What is something you are proud of?</b>	
<b>How have you felt?</b>	
<b>What have you missed the most?</b>	

Wednesday 7th October, 2020

## Read aloud

*Reading out loud is fun and allows us to enjoy words. Reading out loud also helps others learn from us.*

Here are some tips to help you successfully read aloud:

1. Choose a book that you have enjoyed reading before.
2. Choose a space that is quiet and comfortable.  
(no distractions like toys or the TV)
3. Read with fluency
  - Read fluidly (smoothly).
  - Pronounce (say) your words correctly and clearly - read with careful enunciation (e-nun-ci-a-tion).
  - Read with expression and feeling
    - try to show the listeners how the character is thinking and feeling OR try to express the author's meaning as you read.
4. Read with appropriate volume and speed.
  - Not too loud or too soft.
  - Not too fast or too slow.
  - Do not be shy or mumble.



### 5. Mind the punctuation

- Take a breath at commas (,) and semicolons (;)
- Stop at full stops (.)
- Show excitement at an exclamation mark (!)
- Pretend you are the character when you see talking mark (" ")

6. Practice reading out loud in-front of a mirror or to your family or a pretend audience before you record yourself.



## Your task:

- Watch the **TIPS ON HOW TO READ ALOUD** video (<https://youtu.be/GzPAbeDmGGg>)
- Record yourself reading a book of your choice and post it onto Dojo. Make sure you use all the tips listed above.



# Plurals

## What is a plural?

**Plural means 'more than one.'**

There are many different forms of plurals. Today we will be focusing on adding -s- and -es-.

Watch these video:

1. Nesy Spelling Strategy- Plurals -s- and -es-  
<https://www.youtube.com/watch?v=LD1OaD4FBqM>
2. Spelling rules- adding -es- <https://www.youtube.com/watch?v=RhPubTi8GHQ>

### **Adding -s-**

For most words, we just add 's' to the end of it to change it into a plural

For example:

<b>Adding -s-</b>	
<b>Singular= 1</b>	<b>Plural = more than 1</b>
One table	Lots of tables
One candle	Lots of candles
One pencil	Lots of pencils
One phone	Lots of phones

### **Adding -es-**

If the word ends with one of these sounds, then you add 'es' to the end.

sh, ch, ss, s, x, z















For example:

<b>Adding -es-</b>	
<b>Singular= 1</b>	<b>Plural = more than 1</b>
box	boxes
glass	glasses
dish	dishes
church	churches



**Now you have a go:**

**Task 1:** Write singular and plural for each noun. Then complete the challenge.

Singular	Plural
	
	
	
	
	
	
	

## Challenge

Fill in the missing words in these sentences by adding '-s' or '-es':

The teacher asked David to give out the \_\_\_\_\_ . **(book)**

When a cat is angry, it \_\_\_\_\_ at you. **(hiss)**

My brother \_\_\_\_\_ football every week. **(watch)**

Our dog \_\_\_\_\_ to go for a walk. **(like)**

The genie granted Aladdin three \_\_\_\_\_. **(wish)**

We saw three \_\_\_\_\_ playing in the woods. **(fox)**

## Expanded form

Watch this video which explains and demonstrates the expanded form of 3-digit numbers: <https://www.youtube.com/watch?v=4AF7xj7pmWc>

### Place Value Expanded Form and Standard Form 100s Activity

Write each number in expanded form, and then write it in standard form.

The first one has been done for you.

2 hundreds      6 tens      3 ones Expanded: $200 + 60 + 3$ Standard: $263$	3 hundreds      7 tens      6 ones _____ + _____ + _____ _____
9 hundreds      1 ten      2 ones _____ + _____ + _____ _____	3 hundreds      9 tens      9 ones _____ + _____ + _____ _____
6 hundreds      5 tens      7 ones _____ + _____ + _____ _____	9 hundreds      0 tens      2 ones _____ + _____ + _____ _____
2 hundreds      1 ten      1 one _____ + _____ + _____ _____	3 hundreds      6 tens      0 ones _____ + _____ + _____ _____
2 hundreds      5 tens      8 ones _____ + _____ + _____ _____	7 hundreds      5 tens      1 one _____ + _____ + _____ _____

# Writing Standard and Expanded Form 100s Activity Sheet

Write the expanded form of the following numbers.

The first one has been done for you.

175	$100 + 70 + 5$
234	
368	
407	
566	
672	
704	
891	

Write the standard form of the following numbers.

The first one has been done for you.

$100 + 9$	109
$200 + 40 + 4$	
$300 + 70 + 8$	
$400 + 60 + 6$	
$500 + 5$	
$600 + 30 + 2$	
$700 + 20 + 7$	
$800 + 10 + 1$	

For more practice you can play these games:

1. [https://www.sheppardsoftware.com/mathgames/placevalue/FS\\_place\\_value.htm](https://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm)
2. <https://www.splashlearn.com/math-skills/second-grade/place-value/expanded-forms>

Thursday 8th October, 2020

## Reading Strategies

Reading involves many skills and strategies to pronounce words (word attack strategies) and understand text.

Watch this video to explain these strategies <https://youtu.be/Mp74WLaGK54>

**Here is a list of strategies that will help you read (*if you want to know more, there is a fact sheet at the end of the booklet*)**

***Word-Attack Strategies*** help you decode, pronounce, and understand unfamiliar words. Here are some strategies you can use to help you pronounce (say) words you do not know

- Use Picture Clues
- Sound Out the Word
- Look for Chunks in the Word
- Connect to a Word You Know
- Re-read the Sentence
- Keep Reading
- Use your prior knowledge

***Understanding text Strategies*** can help readers understand the text they are reading. Here is a list of somethings you could do to help you understand what you are reading

- Make Predictions
- Visualise
- Ask and Answer Questions
- Retell and Summarise
- Connect the Text to Life Experiences, Other Texts, or Prior Knowledge

On the next 2 pages you will find posters that explain some strategies you can use to help you with tricky or unfamiliar words. These posters have been explained in the video WORD ATTACK STRATEGIES.

Here are some cues to help you when you come to a “tricky” or unfamiliar word

Print this Poster put up on your wall next to your reading space

Print this Bookmark and keep in your book



# When I come to a “tricky” word, I can...



look at the **picture** for clues.



start to **say the first sound** of the word.



**skip** over the word, **finish** the sentence, and **re-read**.



**s-t-r-e-t-c-h** out the sounds **slowly** in the word.



look for **parts** or **chunks** I know.



**think** about the **meaning** of the story.



## I can...



look at the **picture** for clues.



start to **say the first sound** of the word.



**skip** the word, **finish** the sentence, and **re-read**.



**s-t-r-e-t-c-h** out the sounds **slowly** in the word.



look for **parts** or **chunks** I know.



**think** about the **meaning** of the story.

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# Strategies for Reading **LONGER WORDS**

look for parts I know  
at the **BEGINNING**  
of the word.

un- pre- mis-  
re- ex- non-

When I come to  
a long word,  
I can...



break the word into  
**SYLLABLES.**

kit-ten      cup-cake  
nap-kin      fro-zen  
bur-ger      ta-ble

look for parts I know  
at the **END** of the  
word.

-ly      -ion      -ful  
-less      -er      -ing  
-ed      -s      -ness

look for  
**VOWEL PATTERNS**

I know.

ai   ee   ea   igh  
oa   ar   au   or  
oi   oo   ow   ou

make my  
**BEST GUESS.**

Does it sound right?

Does it make sense?

If not, I can **RE-READ**  
and try again.

# Tenses

There are three different tenses: **Past tense**, **Present tense** and **Future tense**.

Today, we will only focus on PAST tense and PRESENT tense.

Watch these videos:

1. Tenses: [https://www.youtube.com/watch?v=xePbH2sN\\_ZI](https://www.youtube.com/watch?v=xePbH2sN_ZI)
2. The tenses song: <https://www.youtube.com/watch?v=DPOm4Z-HpGY>

VERB	PAST TENSE	PRESENT TENSE
	The event has already happened. For example: I <b>looked</b> at bugs in the park.	The event is happening now. For example: I am <b>looking</b> at bugs in the park.
	For regular verbs, we add <b>-ed</b> .	We often add <b>-ing-</b> to the verbs.
Play	Played <i>I <u>played</u> soccer</i>	Playing <i>I am <u>playing</u> soccer</i>
Watch	Watched <i>I <u>watched</u> television.</i>	Watching <i>I am <u>watching</u> television.</i>
Jump	Jumped <i>The dog <u>jumped</u>.</i>	Jumping <i>The dog is <u>jumping</u>.</i>
	<b>For irregular verbs, there is a special past tense form.</b>	
Eat	Ate <i>I <u>ate</u> cookies.</i>	Eating <i>I am <u>eating</u> cookies.</i>
Write	Wrote <i>I <u>wrote</u> a story.</i>	Writing <i>I am <u>writing</u> a story.</i>
Catch	Caught <i>I <u>caught</u> the ball.</i>	Catching <i>I am <u>catching</u> the ball.</i>

**TASK 1:** Write the **past tense** of each **REGULAR** verb. The first one is done for you.

VERB	PAST TENSE For irregular verbs, there is a special past tense form.
Kick	kicked
Bump	
Call	
Drop	
Pull	



**TASK 2:** Write the **present tense** of each verb. The first one is done for you.

VERB	PRESENT TENSE We often add -ing- to the verbs.
Kick	kicking
Bump	
Call	
Drop	
Pull	

**TASK 3:** Change the past tense verb into present tense.

1. **PAST TENSE:** I **kissed** mum goodnight.

**PRESENT TENSE:** \_\_\_\_\_

2. **PAST TENSE:** I **hugged** my dog.

**PRESENT TENSE:** \_\_\_\_\_

**TASK 4:** Change the present tense verb into past tense.

1. **PAST TENSE:** \_\_\_\_\_

**PRESENT TENSE:** I am **planting** a flower.

2. **PAST TENSE:** \_\_\_\_\_

**PRESENT TENSE:** I am **printing** a photo.

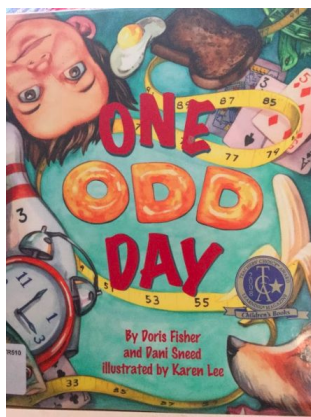
**CHALLENGE:** Write the **past tense** of each **IRREGULAR** verb. The first one is done for you.

VERB	PAST TENSE For regular verbs, we add -ed.
Feel	Felt
Find	
Blow	
Bring	
Run	

# Odd Numbers

First -  
Watch the video of Ms Murnane reading this story.

Here is the link:  
<https://youtu.be/JUljavRac c4>



## Identifying Odd Numbers

1 3 5  
7 9

All numbers ending in 1, 3, 5, 7, and 9 are **odd**.

Some examples of **odd numbers** include 51, 195 and 2017.

Can you think of any other examples of **odd numbers**?

Second - do these activities

Go back and watch the video again -  
Make a list of the odd numbers of things you saw in the story.

Did you find these objects in the story? How many -

- Dolphins \_\_\_\_\_
- Flamingos \_\_\_\_\_
- Swings \_\_\_\_\_
- Ninjas \_\_\_\_\_

*Draw an odd number of leaves on this flower. Draw your own flower with an odd number of leaves and petals.*



**The word ODD also means something that is UNUSUAL.**

Does it seem ODD to you that the school bus has polka dots on it?

What other things are odd, unusual or strange **in the illustrations of this story?**

Draw a creature with an odd number of eyes 😊

# Identifying Odd Numbers

Help Milly the Mouse find her way to the cheese by shading all the odd numbers. Milly can move side to side (horizontally), up and down (vertically) as well as diagonally.



**Start**

<p><b>Horizontally</b> - move side to side, left or right .</p>	<p><b>Vertically</b> - move up and down.</p>	<p><b>Diagonally</b> - move up or down on a sloping angle.</p>

1	62	690	8	51	46	705	43
53	306	355	56	22	609	6	91
24	129	6	7	370	56	2	670
66	48	220	65	82	484	505	60
4	108	12	430	21	5	34	3
27	3	88	816	50	902	704	77
603	55	5	444	28	682	60	91
17	547	81	59	58	9	356	707

**Finish**



# Friday 9th October, 2020

## Stewardship

Watch this video called The Wonder and Awe of Creation: <https://youtu.be/nlKzakeg6jw>

DISCUSS these 'I wonder' statements with someone at home.

I wonder...

- What is my favourite part of creation...
- How we can take care of our world
- How we can be co-workers with God
- What we can learn from the animals and the birds

At the end of last term, we learnt the story of God's creation. We learnt that on the 6th day, God created humans in the likeness of him. We are a special part of creation and we have a responsibility to care for it. This is called being a STEWARD of God's creation.

**TASK:** Make a list of 5 things you could do at home to help care for God's creation.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**EXTENSION:** What could we do at school to care for God's creation? How can we make sure that everyone participates?

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# Sudoku

Sudoku teaches critical thinking and decision making. You do not just think through basic sequences, but you have to use your spatial understanding to recognise patterns. You need to make decisions even if they might be wrong. You have to use trial and error to make improvements and to get to solve the puzzle. Solving puzzles is a good exercise for the brain. It can help develop reasoning skills.

Watch this for an explanation: <https://www.sciencekids.co.nz/videos/math/howtosolvesudoku.html>

## Rules of Sudoku.

Each column will have the numbers 1-9 once only.

Each row will have the numbers 1-9 once only.

Each block of nine cells (3 x 3) will have the numbers 1-9 once only.

## Let's start slow!

Fill in the missing numbers. Remember you can only use the numbers 1-9. No numbers can be repeated in each quadrant (large square).

<table border="1"><tr><td>5</td><td></td><td></td></tr><tr><td>2</td><td>7</td><td>4</td></tr><tr><td></td><td>8</td><td></td></tr></table>	5			2	7	4		8		<p>The numbers missing are: 1, 3, 6, 7, 9</p> <p><i>In this activity you can put the numbers anywhere.</i></p> <p><b>Need help? Watch the video.</b> <a href="https://youtu.be/-0zM--DZquc">https://youtu.be/-0zM--DZquc</a></p>
5										
2	7	4								
	8									

## The next step

Fill in the missing numbers. You need to think about where you put the numbers!

Remember:

- you can only use the numbers 1-9.
- No numbers can be repeated in each row or quadrant (large square)

5				1				4
2	7	4				6		
	8		9	4				

The numbers missing in **row 1** are: 2, 3, 6, 7, 8, 9

The numbers missing in **row 2** are: 1, 3, 5, 8, 9

The numbers missing in **row 3** are: 1, 2, 3, 5, 6, 7

Watch the video for an explanation to help you - <https://youtu.be/mCUdqvlziZ0>

*Are you ready for the challenge!!!*

**The full game!**

Fill in the missing numbers. Remember:

- you can only use the numbers 1-9.
- No numbers can be repeated in each row or column or quadrant (large square)

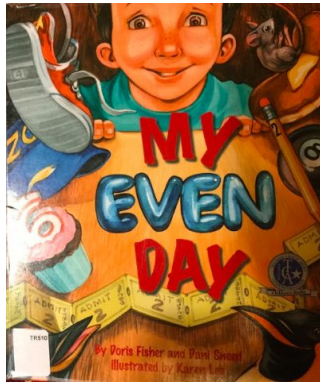
5				1				4
2	7	4				6		
	8		9		4			
8	1		4	6		3		2
		2		3		1		
7		6		9	1		5	8
			5		3		1	
		5				9	2	7
1				2				3

*Want more: <https://sudoku.com.au/>*

# Even Numbers

First -  
Watch the video of Ms Murnane reading this story.

Here is the link:  
<https://youtu.be/u9WbhRI2UC8>



## Identifying Even Numbers

246  
80

All numbers ending in 2, 4, 6, 8, and 0 are **even**.





Some examples of **even numbers** include 60, 554 and 2028.

Can you think of any other examples of **even numbers**?

Second - do these activities

Go back and watch the video again -  
Make a list of the even numbers of things you saw in the story.

Did you find these objects in the story? How many -

- Goldfish \_\_\_\_\_ 
- Elephants \_\_\_\_\_ 
- Rings \_\_\_\_\_ 
- Cakes \_\_\_\_\_ 

**Read all these instructions before you start: -**

**Draw a creature** with

( tick each box)

- ten eyes,
- eight tails,
- six feathers,
- four humps,
- two long fingers on each hand.



**Draw an even number of candles on this cake.**



# Identifying Even Numbers

Help Marvin the Monkey find his way to the bananas by shading all the even numbers. Marvin can move **horizontally** (left & right), **vertically** (up & down) and **diagonally**.



**Start**

<p><b>Horizontally</b> - move side to side, left or right .</p>		<p><b>Vertically</b> - move up and down.</p>		<p><b>Diagonally</b> - move up or down on a sloping angle.</p>	

88	89	2	99	13	44	666	802
606	7	57	26	904	309	22	4
1	40	119	8	735	69	33	555
33	302	9	43	617	600	201	43
807	65	56	970	84	903	22	809
6	79	283	805	5	13	6	37
15	689	77	3	23	78	753	907
48	101	62	88	481	61	280	700

**Finish**



## Number of the Day

Do this work online here: <https://mathsstarters.net/numoftheday>

OR

CHOOSE YOUR OWN 3-digit NUMBER: \_\_\_\_\_

Write in words \_\_\_\_\_

10 less \_\_\_\_\_

12 more \_\_\_\_\_

Odd or Even \_\_\_\_\_

Round to the nearest 10  
\_\_\_\_\_

Expanded form: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

(example 365 = 300 + 60 + 5)

Count up by fives: 156, 161, \_\_\_\_\_, 171, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# Reference Page for further support

## How to Write a Book Review

To help write a book review, it can help if you imagine you're talking to someone who's asking you if they should read the book.

When you are writing a book review you should:

### **1. Start with a few sentences describing what the book is about.**

You could include 3 main ideas. It is useful to write:

- What happened at the start of the book
- What happened in the middle of the book
- What happened at the end of the book

If you are reading a non fiction/factual book - you could tell us what some facts from the book.

### **2. Discuss what you particularly liked about the book**

Focus on your thoughts and feelings about the story and the way it was told. You could try answering a couple of the following questions:

Who was your favourite character, and why?

Did the characters feel real to you?

What was your favourite part of the book, and why?

Did the book make you laugh or cry?

### **3. Mention anything you disliked about the book**

Talk about what you did not like about the book. For example:

Did you wish the ending was different?

Did you find it difficult to connect to the main character?

Was the story too scary?

Was the theme too boring for you?

### **4. Round up your review**

Summarise some of your thoughts on the book by suggesting the type of reader you'd recommend the book to. For example: younger readers, older readers, fans of mystery/comedy/sport. Are there any books or series you would compare it to?

### **5. You can give the book a rating**

For example a mark out of five or ten.

## *Reading and Word Attack Strategies*

Reading is not just pronouncing words—it requires understanding. Most experienced readers use a variety of strategies to understand text.

***Understanding the text/Comprehension strategies:*** The following strategies can help readers understand any text in any subject.

- **Make Predictions:** Before and while you read, try to predict what the text is about. This helps you to develop an understanding of what you are reading. It is ok if you make the wrong prediction and it is ok to change your mind as you read. You can predict by looking at the pictures, the book title, table of contents, chapter headings, maps, diagrams, and features.
- **Visualise:** Imagine as you read. Imagine a fiction story taking place as if it were a movie. Imagine what characters look like. Picture the plot in time and space. Use nouns, verbs, and adjectives to create pictures, diagrams, or other mental images.
- **Ask and Answer Questions:** Before reading, think about the subject based on the title, chapter heads, and visual information. Ask questions about anything you are curious about. While reading, pause and ask questions. Be sure to ask questions if there is confusion. Look for the answers while reading.
- **Retell and Summarise:** Retell or Summarise main ideas and minor details. During reading, note the main ideas or events (either in your head or on paper). After reading, retell or summarise the text. Always focus on the important points.
- **Connect the Text to Life Experiences, Other Texts, or Prior Knowledge:** Connecting a text to your experiences and knowledge helps you personalise the information. It also helps you remember information when there is a link to your lives.

**Word-Attack Strategies** help you decode, pronounce, and understand unfamiliar words.

### **Use Picture Clues**

- Look at the picture.
- Are there people, objects, or actions in the picture that might make sense in the sentence?

### **Sound Out the Word**

- Start with the first letter, and say each letter-sound out loud.
- Blend the sounds together and try to say the word. Does the word make sense in the sentence?

### **Look for Chunks in the Word**

- Look for familiar letter chunks. They may be sound/symbols, prefixes, suffixes, endings, whole words, or base words.
- Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?

### **Connect to a Word You Know**

- Think of a word that looks like the unfamiliar word.
- Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word.
- Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words are close enough for understanding.

### **Re-read the Sentence**

- Read the sentence more than once.
- Think about what word might make sense in the sentence. Try the word and see if the sentence makes sense.

### **Keep Reading**

- Read past the unfamiliar word and look for clues.
- If the word is repeated, compare the second sentence to the first. What word might make sense in both?

### **Use Prior Knowledge**

- Think about what you know about the subject of the book, paragraph, or sentence.
- Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense.