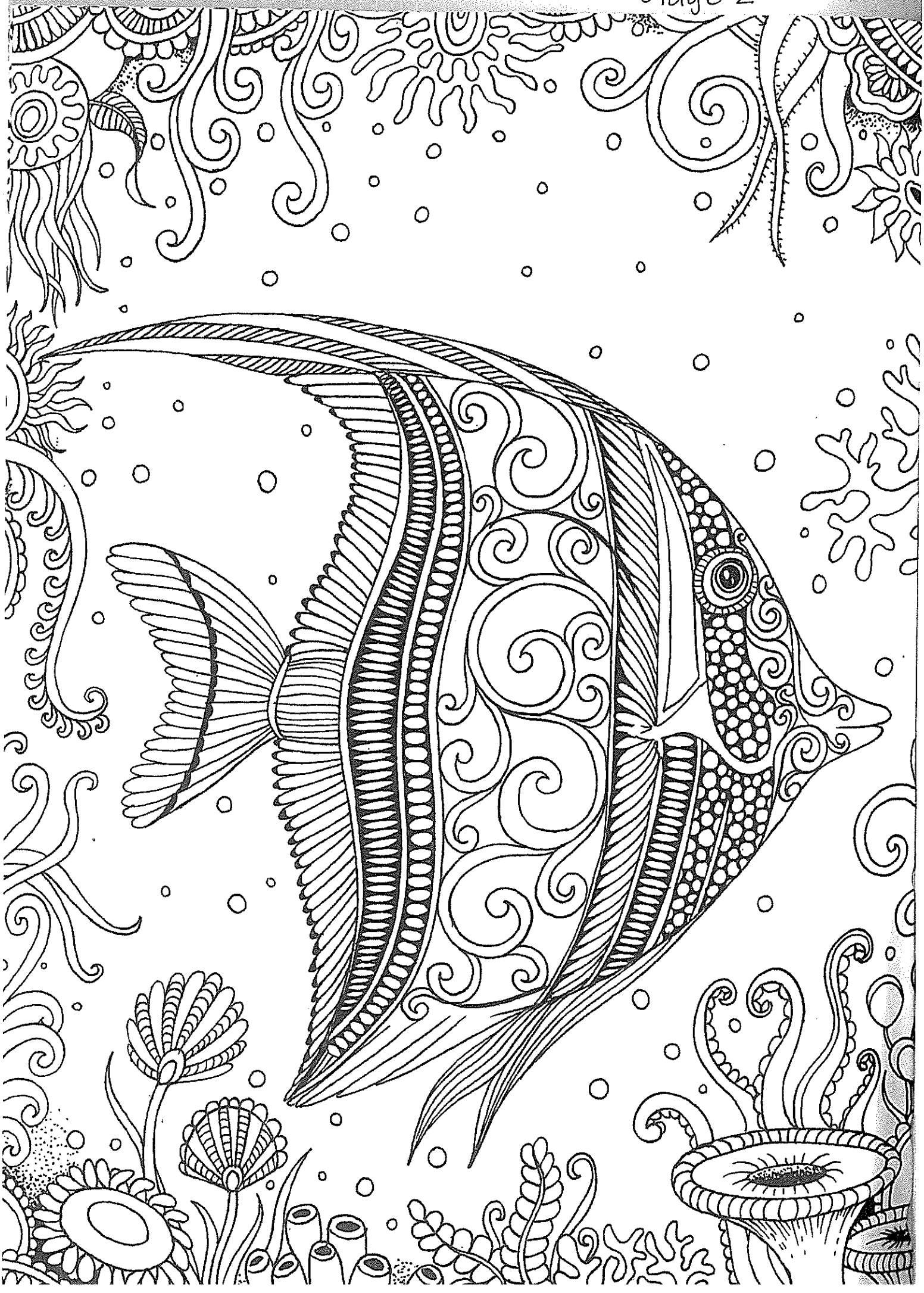
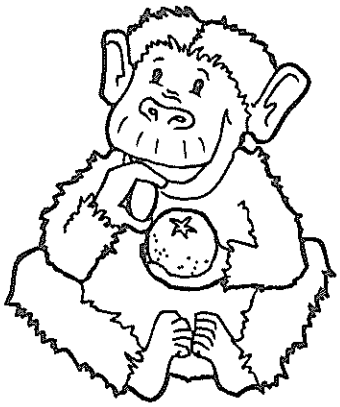
Stage 2



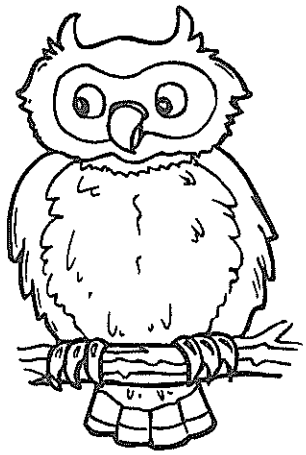
Using 'a' or 'an'



If a word starts with a vowel (a, e, i, o, u), we use 'an' before it.
For example, an egg, an orange, an ape.

If a word starts with a consonant, we use 'a' before it.
For example, a budgie, a swing, a mirror.

1. Write 'a' or 'an' in front of the following words.



(a) _____ elephant

(b) _____ vet

(c) _____ pet

(d) _____ cat

(e) _____ orang-utan

(f) _____ zebra

(g) _____ monkey

(h) _____ ant

(i) _____ dog

(j) _____ umbrella

(k) _____ owl

(l) _____ cage

2. Write 'a' or 'an' in the sentences below.

(a) 'This will be _____ easy spelling test,' said my teacher.

(b) It turned into _____ sunny day after the dark clouds went away.

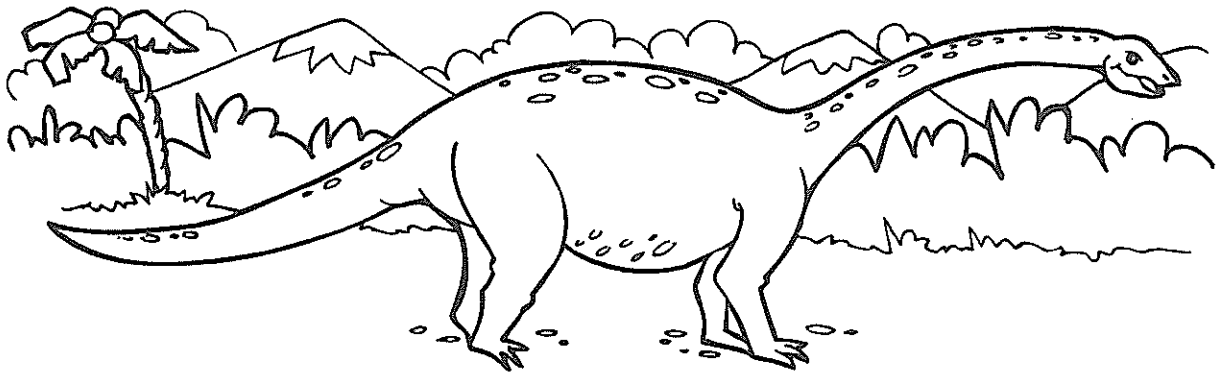
(c) Can you think of _____ joke or _____ riddle?

(d) _____ beetle has six legs, but _____ octopus has eight legs.

(e) _____ insect bit me on my left foot.

3. Write a nonsense paragraph below. Include the words 'a' and 'an' at least twice each. Illustrate your paragraph.

Dinosaurs



Classification (What is it?)

The word dinosaur means 'terrible lizard'. However, dinosaurs were not lizards although they did belong to the reptile family. These animals lived millions of years ago in a world much different from what it is today. All of the dinosaurs are now dead. That means they are extinct.

Description (What does it look like? Colour, size, shape)

There were many types of dinosaurs. Some were big and some were small. Some had long necks and others had short necks. Many of the dinosaurs used their legs and tail to defend themselves against their enemies. Some dinosaurs were brown and others were coloured green, grey or black.

Location (Where can it be found?)

Dinosaur skeletons have been found on many continents including Australia, Europe, North America and Asia. They lived in a variety of places, such as in valleys, along rivers, near volcanoes, or in swamps.

Dynamics (What can it do?)

Most dinosaurs walked on land, but there were some that could fly or swim. The dinosaurs roamed the land looking for food and water. They tried to keep away from their enemies to avoid fights. Some of the dinosaurs were meat eaters (carnivores) while others were plant eaters (herbivores). Some dinosaurs ate both meat and plants (omnivores).

Summarising Comment

Dinosaurs were amazing creatures. The king of the dinosaurs was *Tyrannosaurus rex.* He was a mean, large, sharp-toothed dinosaur who fought with other dinosaurs.

Dinosaurs

Use the dinosaur report to answer the questions.

1. What does the word dinosaur mean?

_____

2. When did dinosaurs become extinct?

_____

_____

3. In what kinds of places did dinosaurs live? _____

_____

_____

4. Why did dinosaurs keep away from their enemies?

_____

_____

5. How do we know dinosaurs lived? _____

_____

_____

6. Who was the king of the dinosaurs? Why?

_____

_____

_____

_____

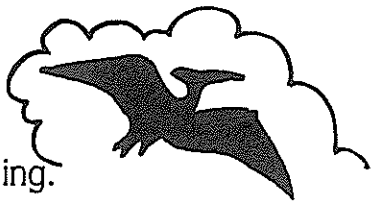
_____

_____

_____

7. Draw and label your favourite dinosaur below.

Dinosaurs



1. Draw a line to match the beginning of each sentence to its ending.

(a)	Dinosaurs	•	• meat eaters.
(b)	Some dinosaurs were	•	• lived many years ago.
(c)	*T-rex* was	•	• found on many continents.
(d)	The word 'dinosaur'	•	• very large.
(e)	The world of the dinosaurs was	•	• fly through the air.
(f)	Some dinosaurs could	•	• means 'terrible lizard'.
(g)	Dinosaur skeletons have been	•	• very different from ours.

2. Now rewrite each sentence in full below.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

3. Unjumble these sentences.

(a) were There types dinosaurs. many of

_____

(b) ate Some dinosaurs plants. meat and both

_____

(c) their They enemies. to tried avoid

_____

Dinosaurs

1. Use a dictionary find the meaning of these words.

(a) fossil _____

(b) reptile _____

(c) large _____

(d) lizard _____

(e) extinct _____

2. Write the following words in alphabetical order.

(a) dinosaur ago many eat

_____

(b) lived terrible before fly

_____

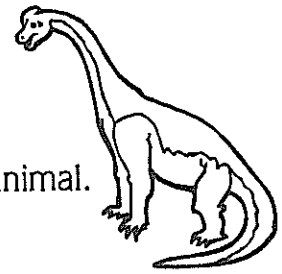
(c) lizards long plants millions

_____

3. Draw pictures of these words in alphabetical order in the boxes below.

tree dinosaur swamp volcano

Writing a Report



Find out some information about your favourite dinosaur or another animal. Write a report about it following the framework below.

My report about _____

Classification (What is it?)

_____

_____

_____

Description (What does it look like? Colour, size, shape)

_____

_____

_____

Location (Where can it be found?)

_____

_____

_____

Dynamics (What can it do?)

_____

_____

_____

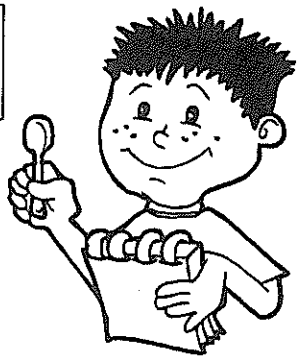
Summarising Comment (What is interesting about this animal?)

_____

_____

_____

Compound Words

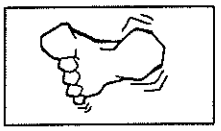
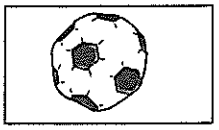


Compound words are made by joining two separate words. For example tea + spoon = teaspoon.

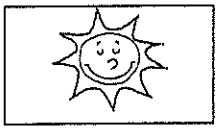
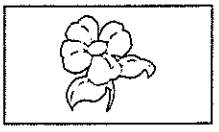
1. Match the words to make compound words. Write the compound words you made.

(a)	day •	• mother	_____
(b)	some •	• tale	_____
(c)	news •	• body	_____
(d)	road •	• light	_____
(e)	grand •	• paper	_____
(f)	fairy •	• side	_____

2. Draw a picture or write the words for these compound words.

(a)  +  = _____

(b) ☐ + ☐ = rainbow

(c)  +  = _____

(d) ☐ + ☐ = tablespoon

3. Write a sentence for these compound words.

everyone　　seesaw　　daylight

(a) _____

(b) _____

(c) _____

Secret Words

1. (a) Follow the instructions below to work out the secret message.

Take 't' from 'out', add 'y' to the beginning. _____

Add 'c' to the beginning of 'an'. _____

Join 'some' and 'times' together. _____

Take 'd' from 'seed'. _____

Add 't' to the front of 'he'. _____

Take 'ing' from 'colouring'. Add 's'. _____

Take 'ho' from 'hoof'. _____

Take 'm' from 'them'. _____

Join 'rain' and 'bow' together. _____

Add 'in' to the beginning of 'side'. _____

Take 'r' and 'n' from 'ran'. _____

Take 'n' from 'bun'. Add 'bble'. _____

(b) Write the message.

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____.

(c) Make up your own secret message for a friend to solve.

2. Find small words inside each of the words below.

together _____ ingredients _____

stick _____ mixture _____

blowing _____ softly _____

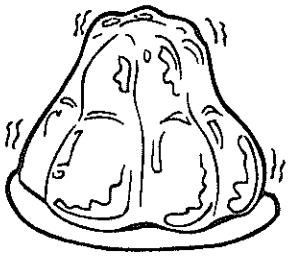
into _____ colouring _____

Learning Centre

These activities can be photocopied, enlarged to A3 and made into individual activity cards. Standard equipment required is scissors, card, glue, paper, pencils and felt pens.

1

Think of your favourite dessert. Write a procedure that tells someone how to make it.



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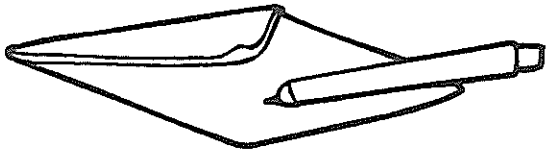
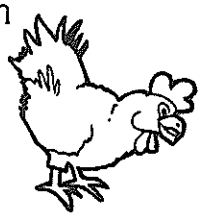


Write a letter telling your friend what you did on the weekend. Use the recount framework.

3

Write a report on a farm animal; for example, a pig, a cow or a chicken. Don't forget to draw your animal.



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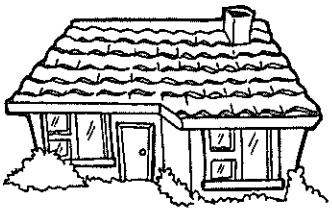
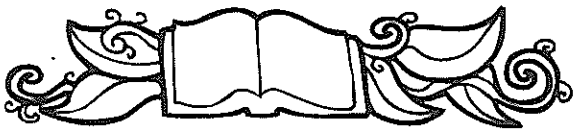


Use the description framework to write about your house or your school.

5

Write a story of your own choice. Remember to follow the narrative framework; for example, 'Under the Sea'.

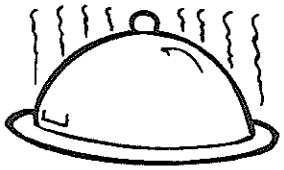
6



Read a fairytale. Write a list of questions to ask your friend. Remember to include questions that start with who, what, where, when and why.

7

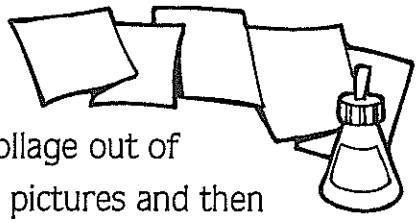
Design a dinner menu for your favourite restaurant. Remember to include entree, main meal, dessert and drinks.



8

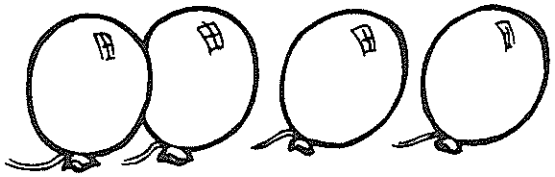
Make a postcard and write to a friend. Imagine you are staying somewhere on holiday. Tell your friend what you have been doing. Write on one side of the postcard and draw a beautiful picture of your destination on the other side.

9



Make a collage out of magazine pictures and then write a description telling what it is about.

10



Design your next birthday invitation. Remember to include who, what, where, time and RSVP.

Monday Tuesday Wednesday

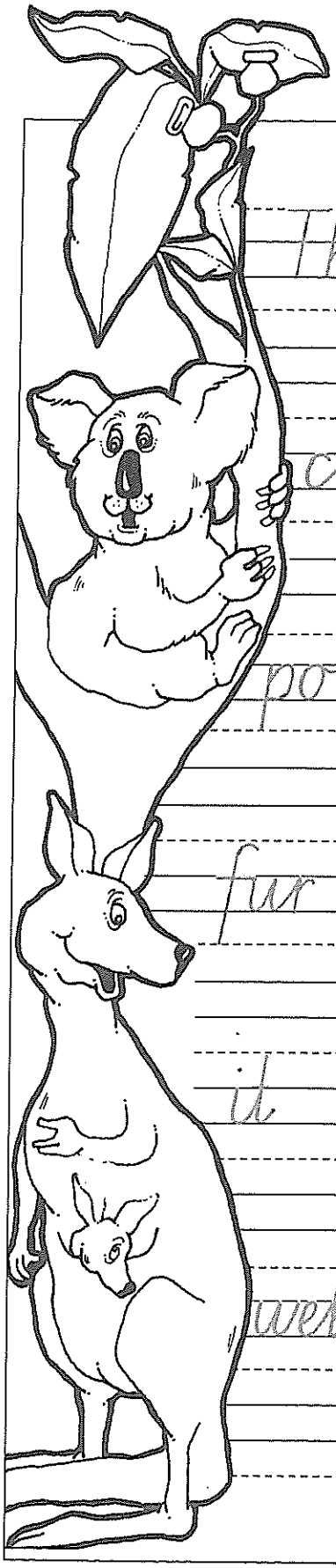
Thursday Friday Saturday

Sunday January February

March April May June

July August September

October November December



The mother kangaroo carries her joey in a pouch. The platypus has fur like an animal, yet it has a bill and webbed feet like a duck.

Ben was 120 cm tall.

In 1994 in 1995 he

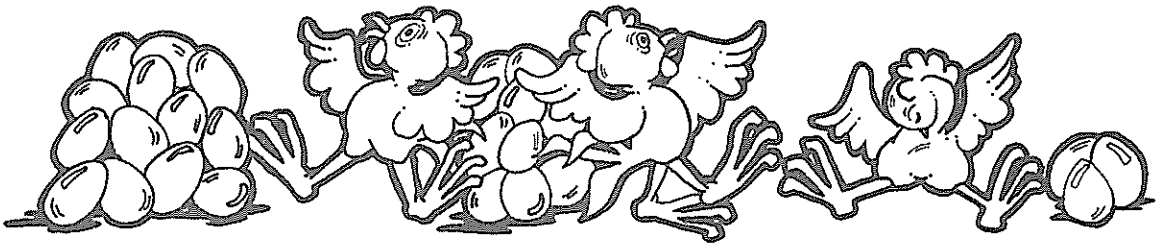
was 140 cm. How many cms

had he grown?

How many legs are there

on four cats and

seven dogs?



Ella had 5 hens and they

each laid 4 eggs. How many eggs

was this altogether?

Tom weighs 80kg and Tim weighs

40kg. What is the difference?

Write one hundred and seven.

Simile find-a-word

K T U R T L E L E K W

C L K L H T Y S N G M

I M N V N C U K L F H

T T O A L O T X R L R

S R I N M F X R E O B

E G A T K C C H H W G

U L Y I L E C K T E N

L I L G N T Y L A R I

G O H P I B R K E S K

Clues:

- As light as a _____
- As quiet as a _____
- As slow as a _____
- As colourful as a _____
- Spring is like a bunch of _____
- As rich as a _____
- As wicked as a _____
- Muscles like small _____
- Cheeky like a _____
- Brave like a _____
- Sticky like a _____
- As big as a _____

Name: _____ Date: _____

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly

a) The snow fell _____ on the ground.

b) The mouse ran _____ across the room.

c) _____, she turned into a toad.

d) The snail crawled _____.

e) The elephant stomped _____.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

a) The class walked slowly around the museum.

b) We eagerly explored the dinosaur exhibition.

c) Jack looked carefully at each exhibit.

d) The boys sat outside and ate their lunch quietly.

e) The students ran quickly to catch the train.

teachstarter

Name: _____ Date: _____

f) The steam train chugged steadily along the tracks.

g) The school trip was exhausting.

3. Choose an adverb from the box to complete the sentences below.

very	so	finally	twice

a) Dad took a _____ long time to cook dinner.

b) The rain _____ stopped.

c) The doorbell rang _____.

d) The movie was _____ exciting.

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and correct punctuation.

a) _____

b) _____

c) _____

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

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

teachstarter

Identifying Number Pattern Rules

I can correctly identify an addition or subtraction number pattern rule.

I can complete a number pattern based on addition or subtraction. (ACMNA060)

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

14, 18, 22, _____ , _____ , _____ Rule: _____

28, 26, 24, _____ , _____ , _____ Rule: _____

65, _____ , 75, 80, _____ , _____ Rule: _____

150, 145, _____ , 135, _____ , _____ Rule: _____

36, 30, 24, _____ , _____ , _____ Rule: _____

90, _____ , 96, 99, _____ , _____ Rule: _____

201, 211, 221, _____ , _____ , _____ Rule: _____

77, 66, 55, _____ , _____ , _____ Rule: _____

Can you create your own tricky addition and subtraction number patterns? Show me!

Don't forget to write down the rule!

My **addition** number pattern rule: _____

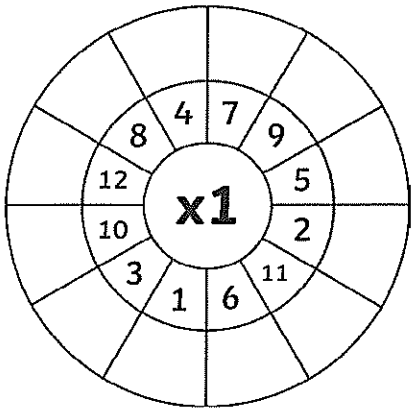
My number pattern is: _____ , _____ , _____ , _____ , _____ , _____

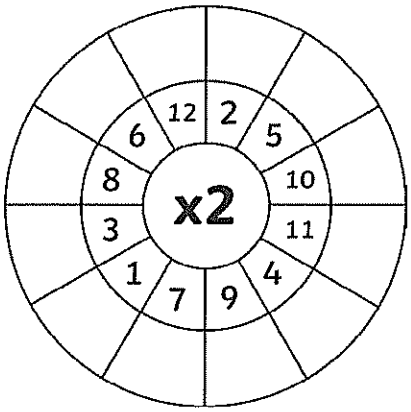
My **subtraction** number pattern rule: _____

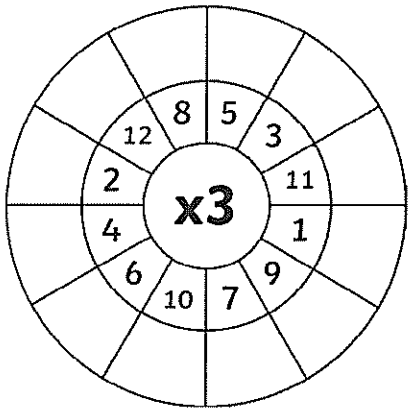
My number pattern is: _____ , _____ , _____ , _____ , _____ , _____

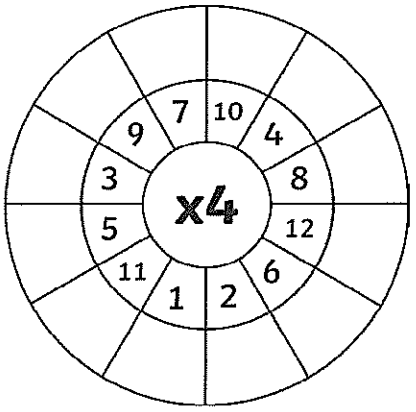
Multiplication Wheels

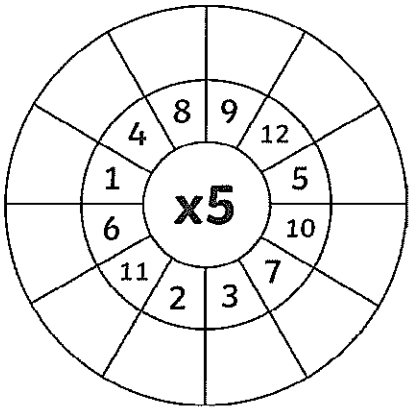
Multiply the numbers by the middle number.

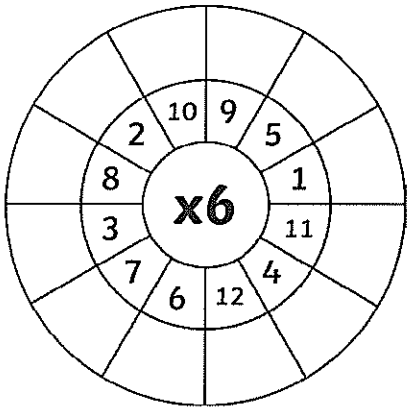


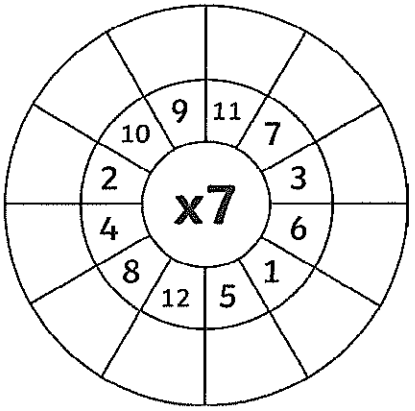


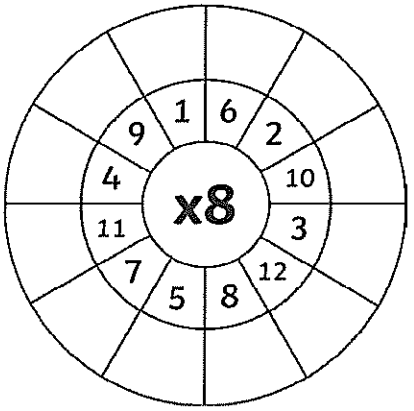


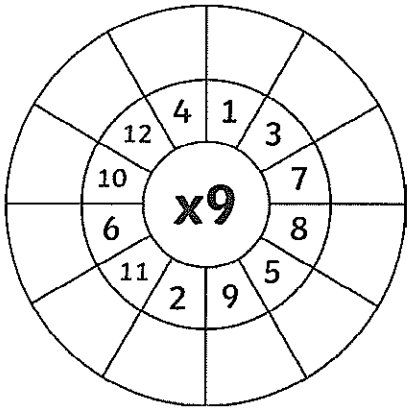


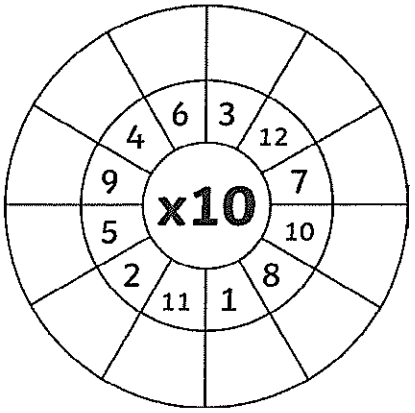


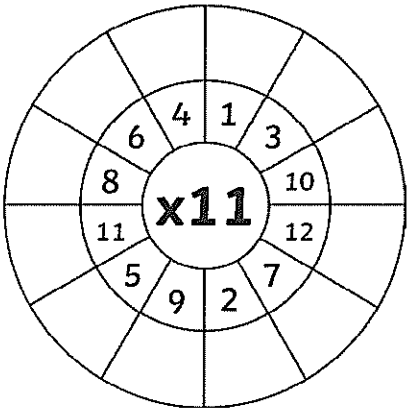


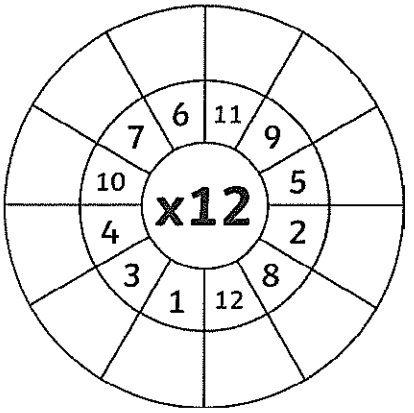






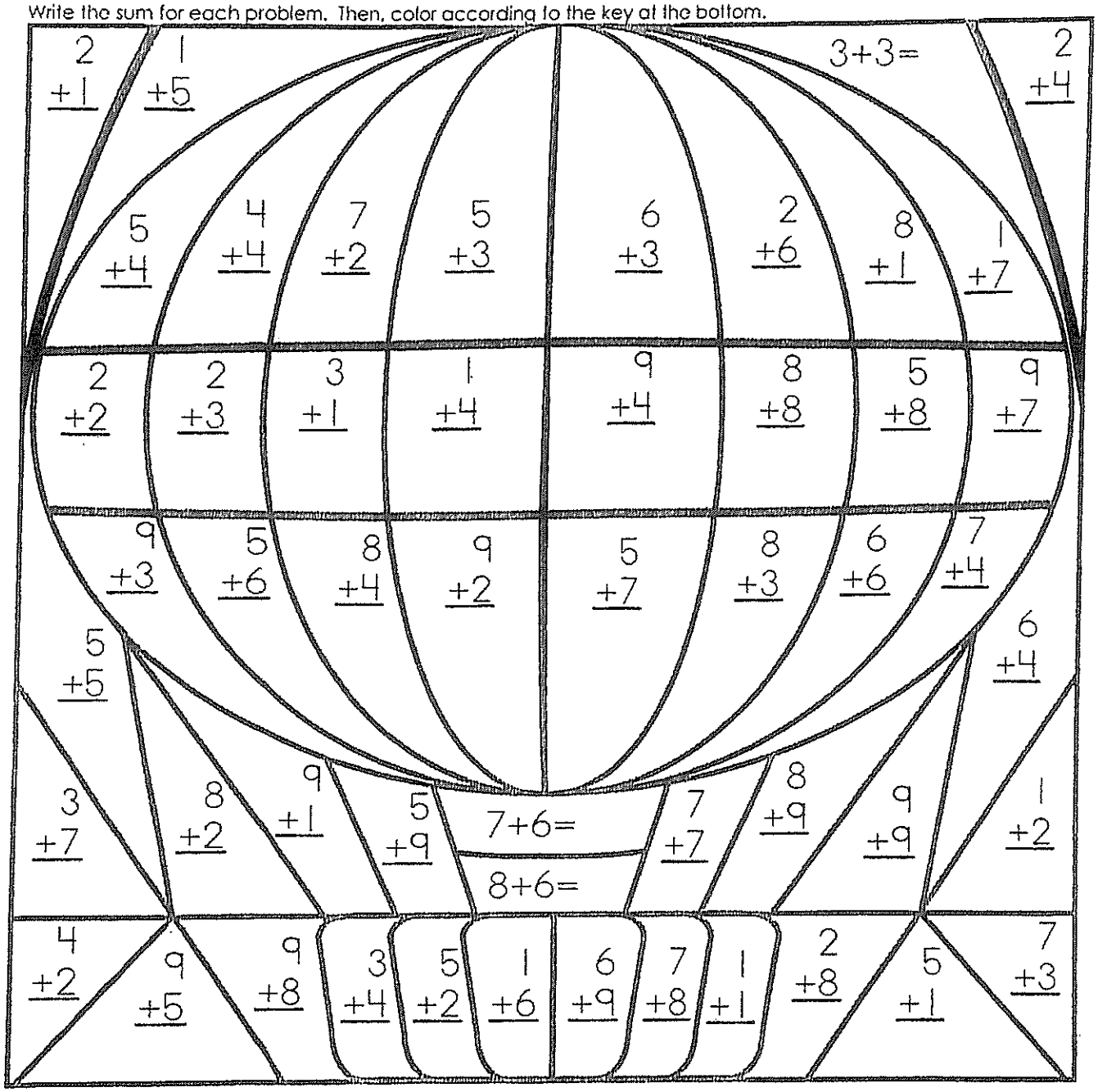






Name: _____

Write the sum for each problem. Then, color according to the key at the bottom.



Brown	2, 7, 15	Green	5, 16
Red	9, 12	Orange	4, 13
Yellow	8, 11	Blue	3, 6, 10, 14, 17, 18

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Name: _____ Date: _____

Nouns

Underline the nouns in these sentences. There may be more than one.

The orange kitten sat on top of the black and white mat.

The boy climbed up the very old tree.

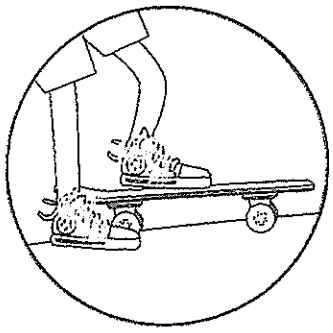
The library is closed on the weekend.

My brother played on his skateboard all day.

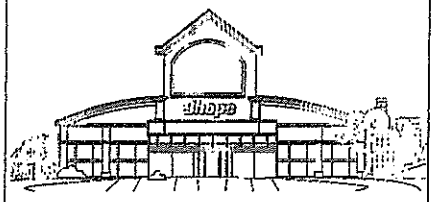
The doctor looked in my ears.

The dog was barking all night long.

The principal told the children that they must wear their hats.



Write three nouns for each of the following categories.

Person	 **Place**	**Thing**

Pick two of your nouns from the table above and put them into a sentence.

_____

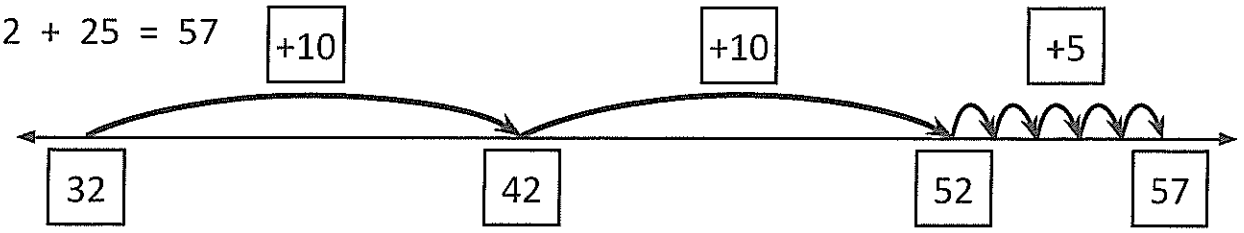
_____

Teach

Addition mental strategies – jump strategy

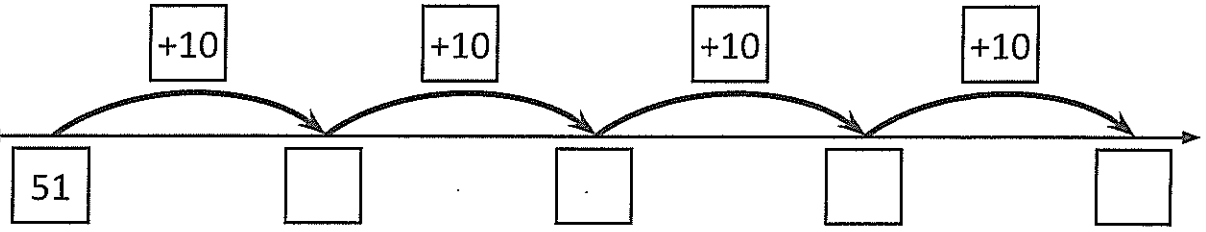
The jump strategy is when you use a number line to jump in tens and then units.

32 + 25 = 57

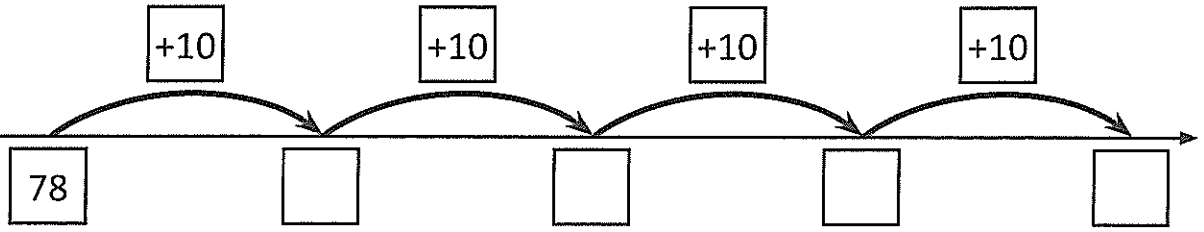


1 **Practise jumping along the number line in tens:**

a



b



2 **Add these using the jump strategy. Show your working on each number line:**

a 57 + 35 = ☐

b 54 + 28 = ☐

c 62 + 35 = ☐

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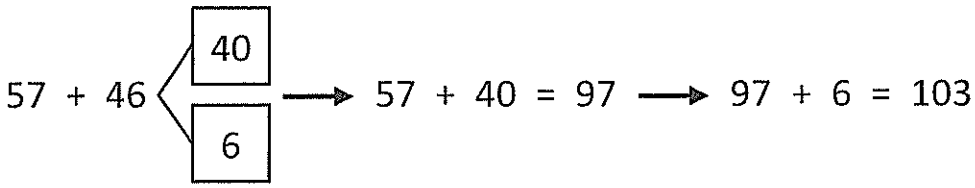
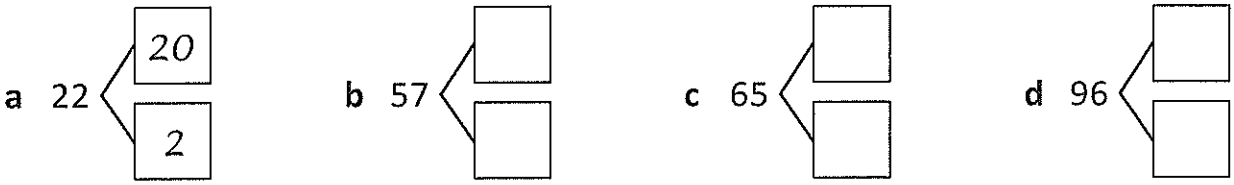
Addition mental strategies – split strategy version 1

When adding large numbers in our heads, it can be easier to split one of the numbers into parts and add each part separately.



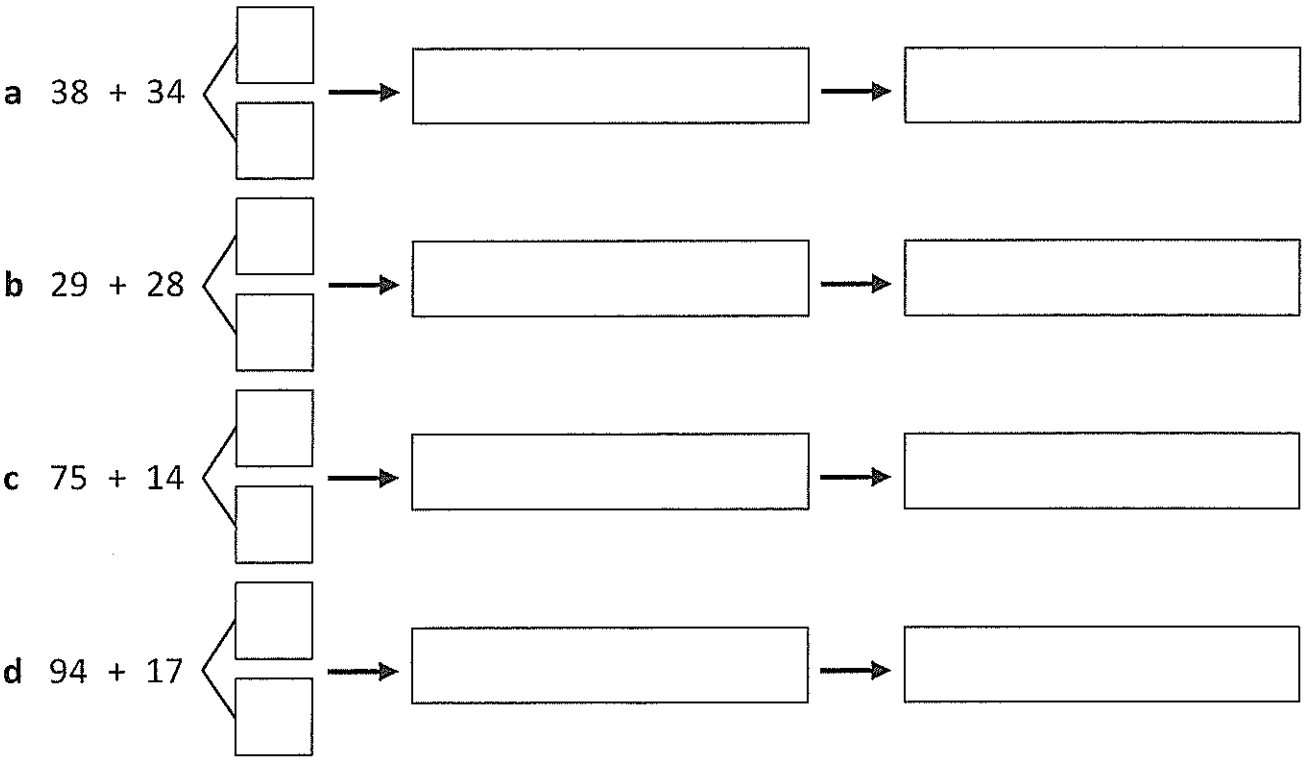
1 **Practise separating these numbers into tens and ones. The first one has been done for you.**



2 **Practise adding tens to these numbers:**

+	10	50	20	30	60
21					
48					

3 **Use the split strategy with these problems:**



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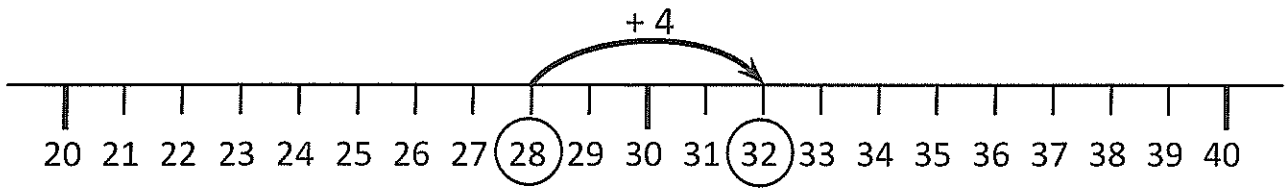
Subtraction mental strategies – counting on

If there is only a small difference between the numbers, use counting on to find the difference. See: 32 – 28 = ?

Think: What can you add to 28 to get 32? Count on by 4.



1 **Find the difference between these by counting on.**

a 32 – 29 = ☐ **b** 33 – 28 = ☐ **c** 34 – 27 = ☐

d 71 – 68 = ☐ **e** 82 – 76 = ☐ **f** 73 – 69 = ☐

g 83 – 77 = ☐ **h** 112 – 109 = ☐ **i** 201 – 196 = ☐

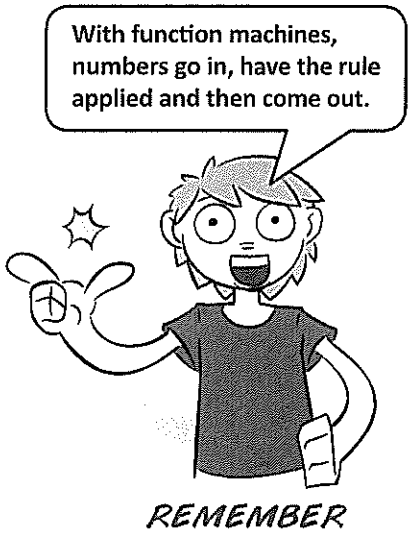
2 **Use counting on to complete these function machines.**

a

In	Rule	Out
41	– 37	
44		
42		
45		

b

In	Rule	Out
71	– 68	
73		
75		
72		



c

In	Rule	Out
122	– 119	
125		
124		
123		

d

In	Rule	Out
101	– 98	
105		
107		
103		

e

In	Rule	Out
96	– 89	
93		
92		
94		

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Subtraction mental strategies – counting on

3 **Complete each table of subtraction facts by counting on.**

a **Table 1**

21 – 19 =	
33 – 29 =	
48 – 39 =	
64 – 59 =	

b **Table 2**

33 – 28 =	
42 – 38 =	
51 – 48 =	
95 – 88 =	

c **Table 3**

20 – 17 =	
101 – 97 =	
33 – 27 =	
52 – 47 =	

4 **Complete each table of subtraction facts. Can you still use counting on?**

a **Table 1**

	– 38 = 4
	– 19 = 4
	– 47 = 4
	– 29 = 4

b **Table 2**

	– 18 = 3
	– 69 = 4
	– 98 = 4
	– 77 = 4

c **Table 3**

	– 79 = 6
	– 48 = 6
	– 39 = 6
	– 19 = 6

5 **Roll a die and write this number in the triangle, then complete the subtraction:**

a 156 – ☐ = △

b 76 – ☐ = △

c 283 – ☐ = △

d 91 – ☐ = △

e 292 – ☐ = △

f 100 – ☐ = △

g 48 – ☐ = △

h 90 – ☐ = △

i 93 – ☐ = △

j 200 – ☐ = △

k 86 – ☐ = △

l 94 – ☐ = △

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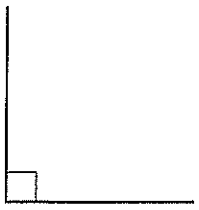
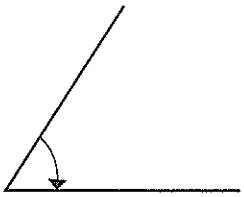
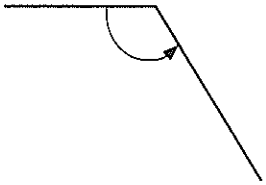
Name _____ Date _____

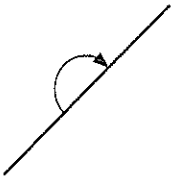
Angles (A)

1 Match each angle to their correct name.

a) 

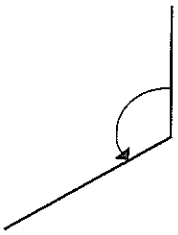
b) 

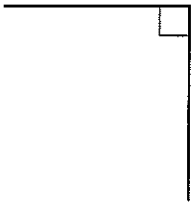
c) 

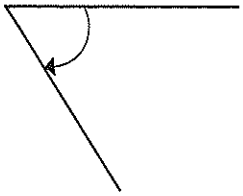
d) 

right	less than right	more than right	straight

e)

f) 

g) 

h) 

2 Draw an example of the following angles:

a) Smaller than a right angle

b) Larger than a right angle

c) A right angle

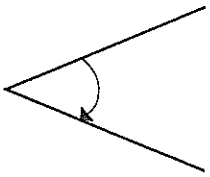
d) A straight angle

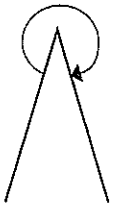
teachstarter

Name _____ Date _____

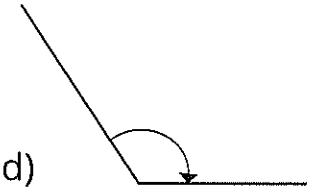
Angles (B)

1. Match each angle to their correct name.

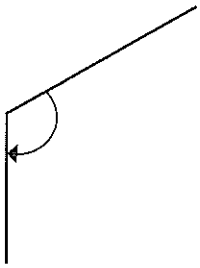
a) 

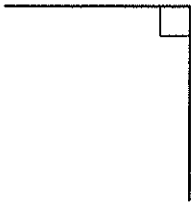
b) 

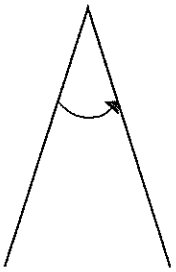
c)

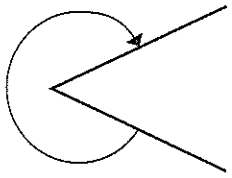
d) 

right	acute	obtuse	reflex	straight

e) 

f) 

g) 

h) 

2. Draw an example of the following angles:

a) A right angle

b) A reflex angle

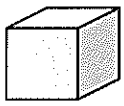
c) An acute angle

d) An obtuse angle

teachstarter

Volume and capacity – measuring volume with cubic centimetres

Volume is the amount of space that an object takes up.
To measure volume we use cubic centimetres.

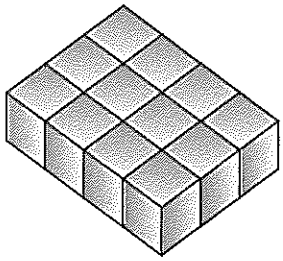


One cubic centimetre is 1 cm long, 1 cm wide and 1 cm high.
The symbol we use for cubic cm is cm^3.

$1\ cm \times 1\ cm \times 1\ cm = 1\ cm^3$

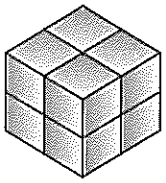
1 **Use centicubes to create the following models. Then calculate the volume of each model by counting the cubes.**

a



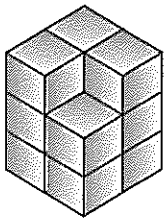
$\square$ cm^3

b



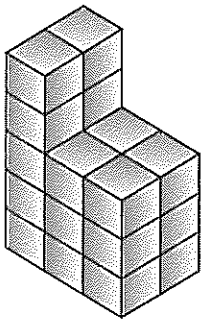
$\square$ cm^3

c



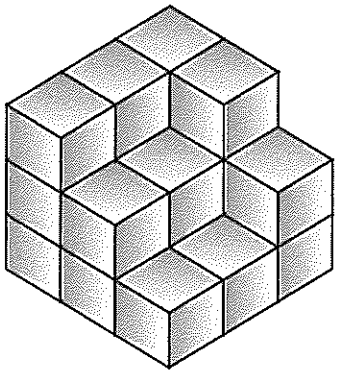
$\square$ cm^3

d



$\square$ cm^3

2 **How many more cubes would this model need to have a volume of 27 cm^3?**



$\square$ cubes

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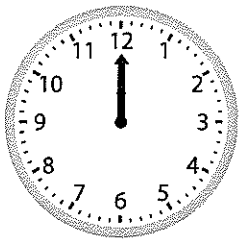
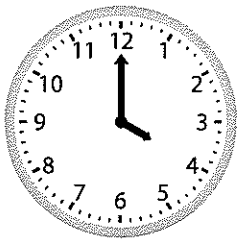
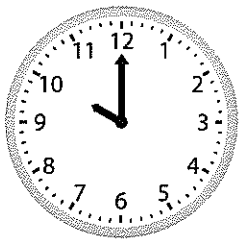
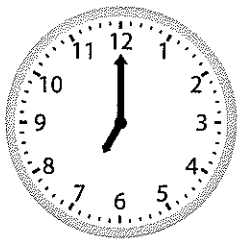
Name _____ Date _____

Cinderella's Time

Cinderella has to return home before midnight. Identify the time on each clock to help Cinderella.

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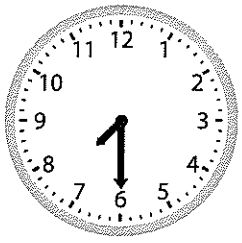
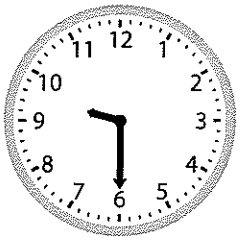
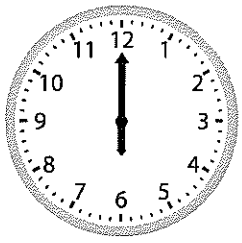
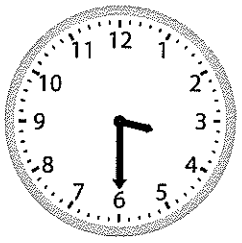

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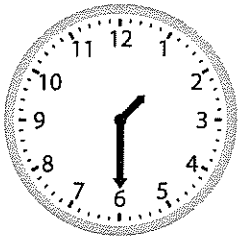
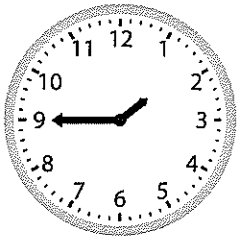
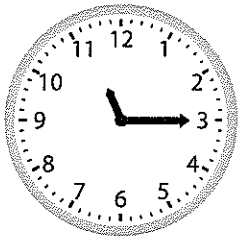
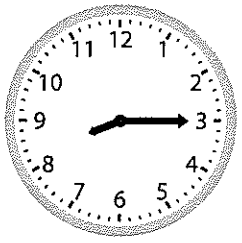

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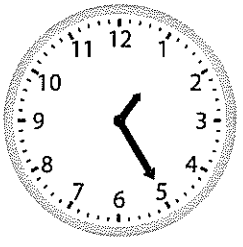
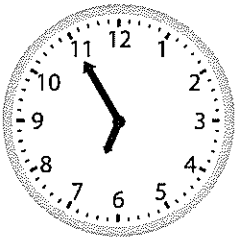
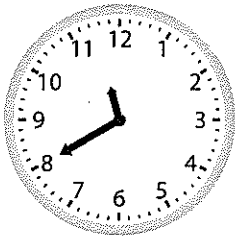
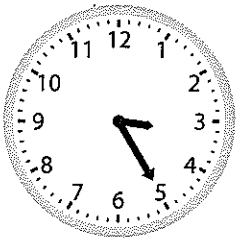

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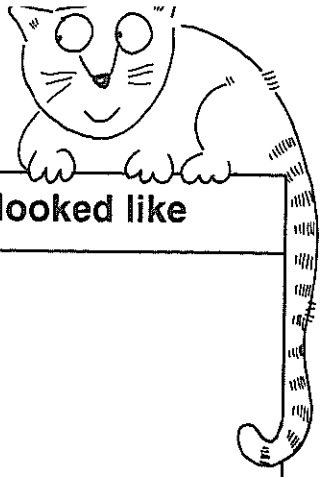
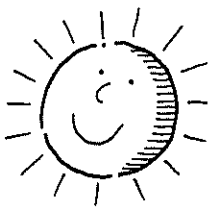
 Write a persuasive text on this topic.

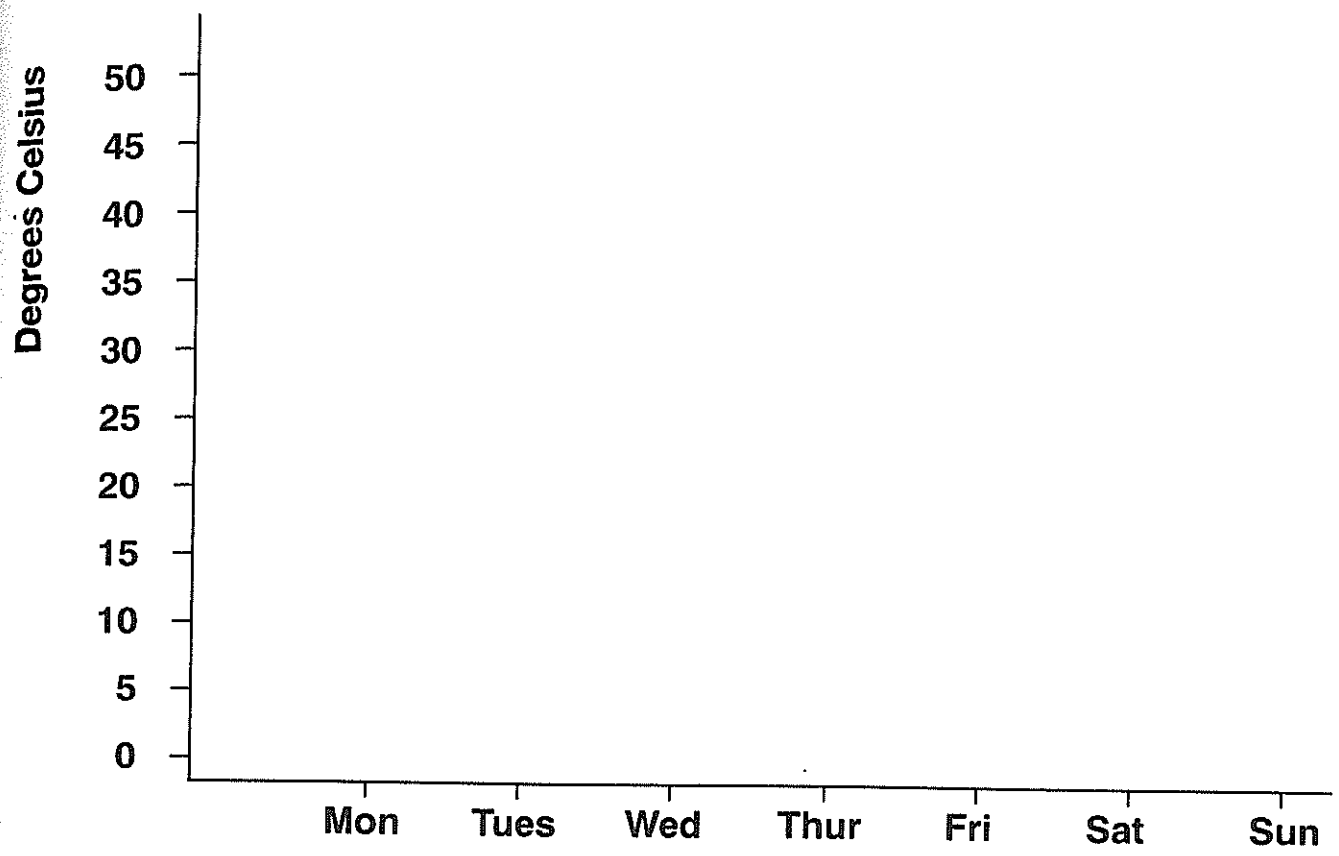
Animal watching

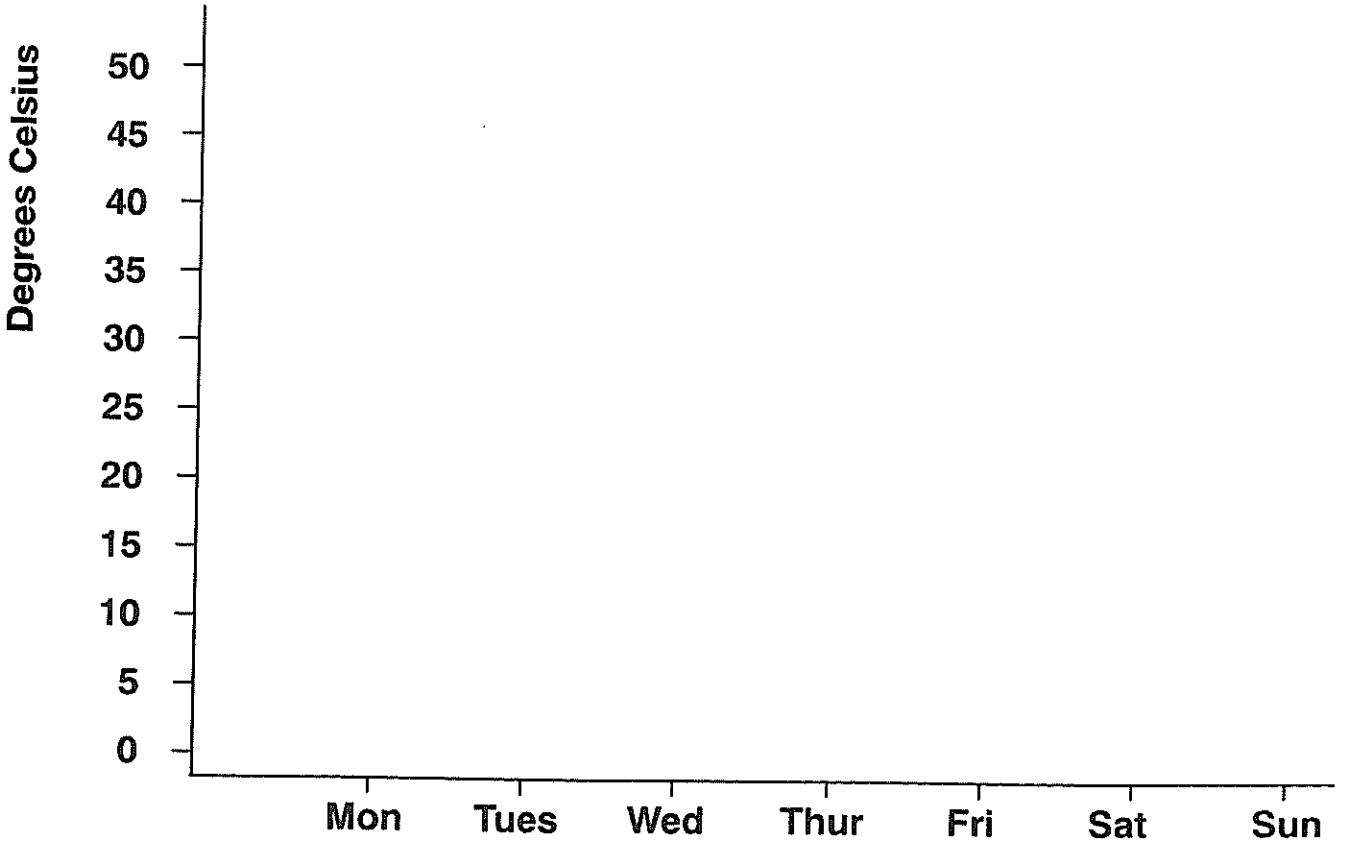


What I saw	What it was doing	What it looked like

Temperature record–daily







States and territories – 2

1. Complete the sentences.

   (a) Australia is divided into _____ states and _____ territories. Each state and territory has a _____ city.

   (b) The capital of Australia is _____.

2. On the map of Australia below, label all the states, territories and capital cities.

3. Complete the information about your place.

   My state or territory is _____.

   The capital city of my state is _____.

Which state or territory is the biggest and which is the smallest? Which states or territory border yours?

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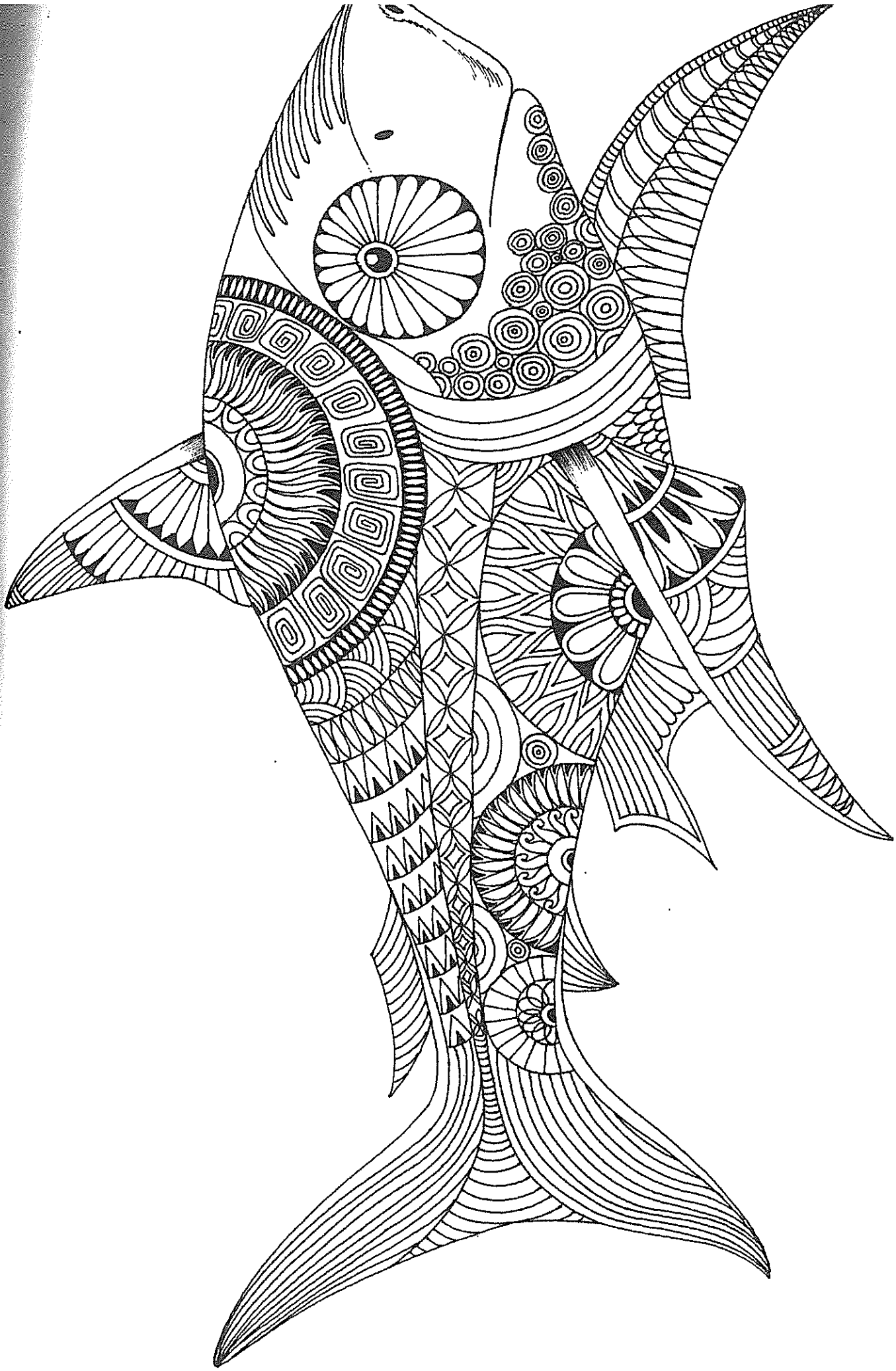
The representation of Australia as states and territories, and Australia's major natural and human features (ACHGK014)