Plattsburg Public School

Learning from Home

Term 4 Week 3

4/5JL

RED

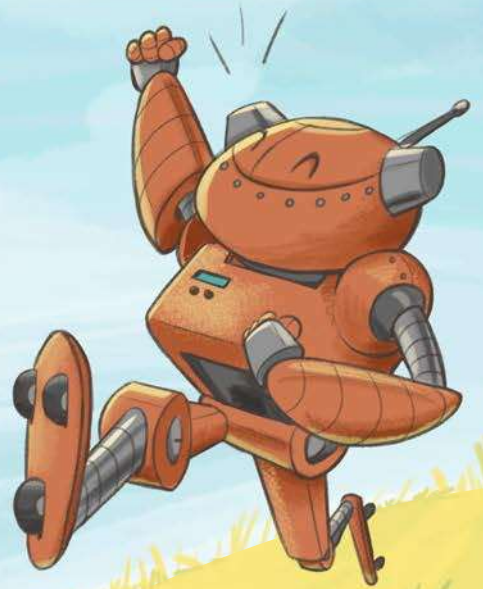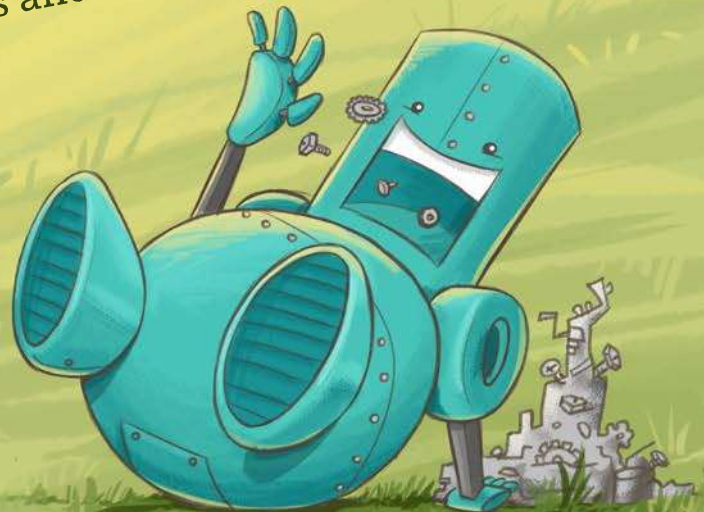## This book belongs to:

_____

Monday

THE ROBOT CHANT

Tom Dignan

This little robot likes to fly high,
Zooming in the sky, sky, sky.

This little robot likes to have fun,
Playing all day in the sun, sun, sun.

This little robot likes to munch,
Bolts and screws for lunch, lunch, lunch.

This little robot has gone to sleep.
Goodnight, Robot – beep, beep, beep.

Name: _____   Date: _____
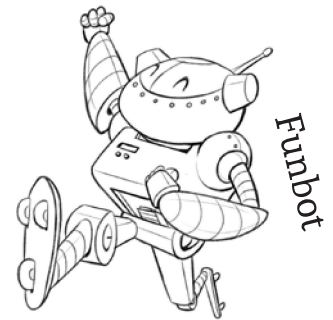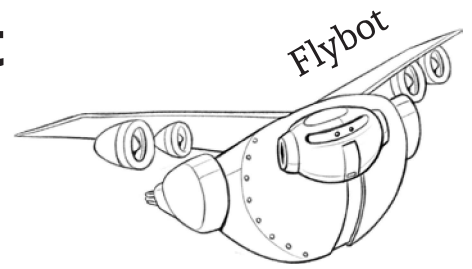
The Robot Chant

Flybot

1. Fill in the blanks

   a) This little robot likes to _____ high.

   b) This little _____ likes to have _____.

   c) This _____ robot likes to _____.
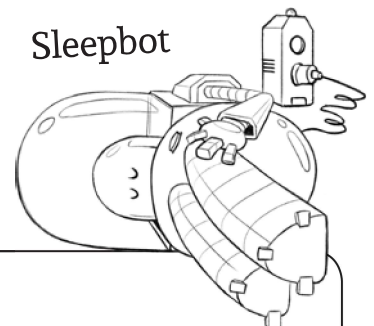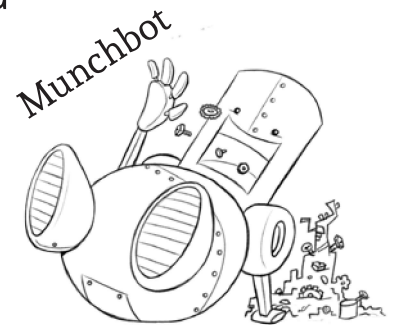
   d) This little robot has _____ to _____.

Funbot

2. Think of a job for each of the robots. What would each robot be good at?
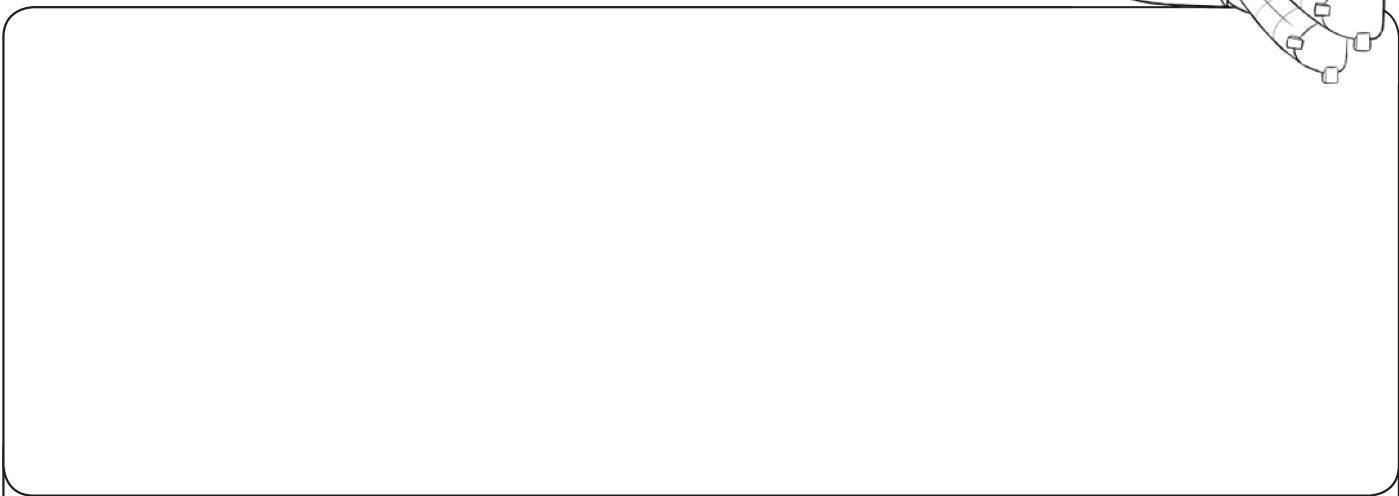
   Flybot _____

   Funbot _____

   Munchbot _____

   Sleepbot _____

Munchbot

Sleepbot

3. Draw your own little robot and write what it likes to do.

   This little robot _____

Quick Questions

1. Can you find a word that describes how Sam is feeling at the beginning of the story?

_____

2. What does Sam have to leave behind?

_____

3. How did Sam feel when he found out the pony was his? How do you know?

_____

_____

4. Number these 3 lines from 1-3 in the order they appear in the text.

☐ Sam felt himself smile.

☐ There were apple trees in the garden.
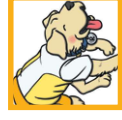
☐ He was moving house with his mum and dad.

Moving Home

10 Sam looked out of the window at the green fields
20 and felt sad. He was moving house with his mum
30 and dad. He had to leave his friends and his
32 football team.

43 "You will like it. It's very quiet and you can see
49 trees from your bedroom." said Mum.

58 Sam didn't see what all the fuss was about.

62 "We're here!" Dad said.

72 Sam had to admit, it did look pretty. There were
82 apple trees in the garden. He saw a black pony
94 in a field near to the house. It trotted over to the
96 fence curiously.

105 "Didn't we tell you?" Dad said with a cheeky
115 grin, "The pony is ours as well as the house."

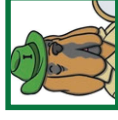123 Sam felt himself smile. Maybe living here would
127 be OK after all.

WORD DETECTIVE

Read the text and write any nouns, verbs, adjectives or adverbs into the table below.

Nouns (people, place or thing)	Verbs (actions or doing words)	Adjectives (describe the noun)	Adverbs - end in 'ly' (describe a verb)

NUMBER of the DAY

___Hundreds ___Tens ___Ones

_____ + _____ + _____ = _____

+ 10	- 10

One less:

_____

(ODD) or (EVEN)

Round to the nearest 10: _____

My number is:

146

One more:

_____

H	T	O

Record on a number line:

0   **500**   1000

What my numbers looks like using base 10 materials

Record a number pattern starting at your number:

___ ___ ___ ___ ___ ___ ___ ___

My number in words:

_____

Section 1

Draw a line to match up the numbers and the words.

7   fifteen

15   twenty-two

22   four

4   seven

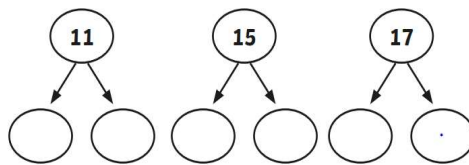## Section 2

Fill in the missing numbers.

      ten   ones

14 = [ ] + [ ]

      ten   ones

18 = [ ] + [ ]

      ten   ones

12 = [ ] + [ ]

Section 3

Partition these numbers.

(11)   (15)   (17)

( ) ( )   ( ) ( )   ( ) ( )

Section 4

Order the numbers from smallest to largest.

6   12   4   9

[| | |]

Section 5

Use these signs < or > to make these statements true.
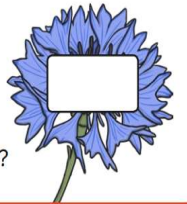
3 [ ] 9   12 [ ] 7

6 [ ] 8

Section 6

Write a maths statement for this picture.

[ ] + [ ] = [ ]
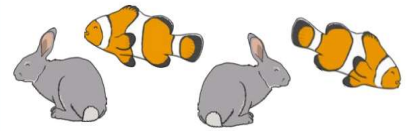
Section 7

I have 5 flowers.
3 flowers are red.
The rest are blue.
How many flowers are blue?

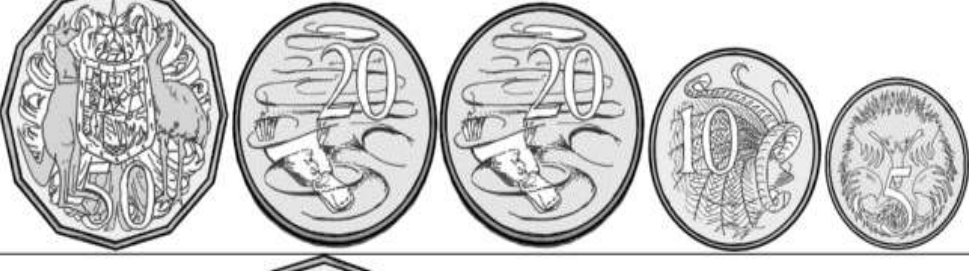## Section 8

How much money is here?

[ ]

COUNTING MONEY TO $2 SHEET

Count the coins and work out the amounts in dollars and cents.

= _____ c

= $ ___ . ___

= $ ___ . ___

=$ ___ . ___

= $ ___ . ___

= $ ___ . ___

Match the money that has the same value.
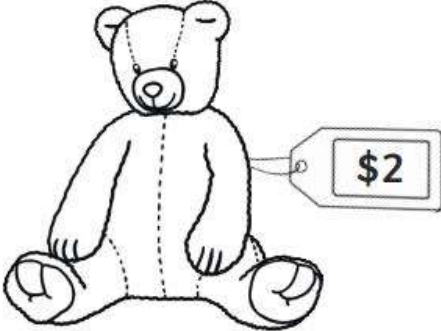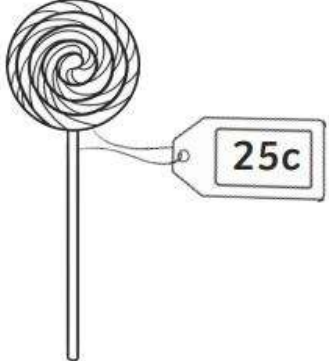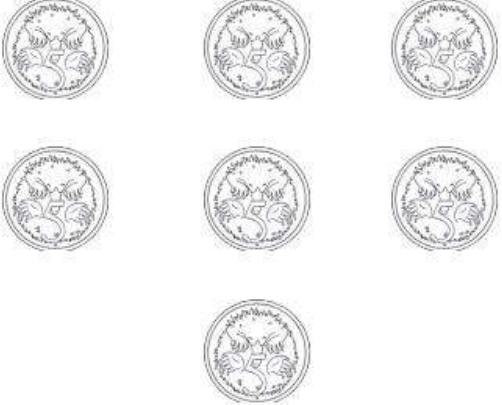
a)

b)

c)

d)

Highlight the coins you could use to buy the item.

a)

b)

Tuesday
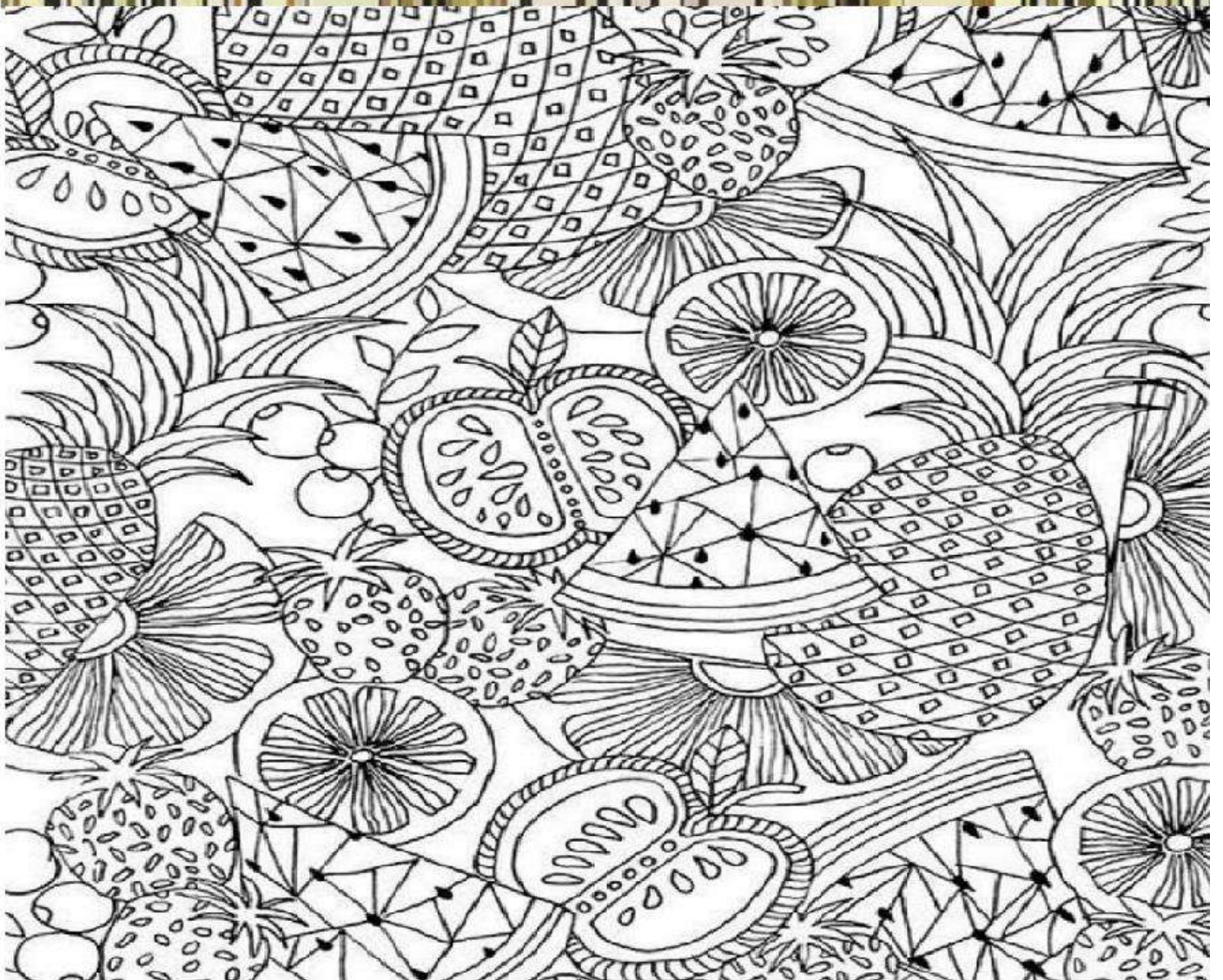
Name: _____   **Date:** _____

Superfoods: What's for Lunch?

Questions

1. Why do you think the girl in the comic is not happy?

   _____

   _____

2. What does the boy tell her to do?

   _____

   _____

3. Has there been a time you were given a lunch you did not like? When was that?

   _____

   _____

4. List some foods you know that are healthy.

   _____

   _____

5. Suggest a lunch for the girl that is both delicious and healthy. Draw it below.

   _____

Show! Don't Tell! - Five Senses

Learning Goal: I can use my 5 senses to describe a setting or place.

Imagine you were in the forest. What could your senses tell you?

What can I see?

What can I hear?

What can I smell?

What can I feel?

What can I taste?

Show! Don't Tell! - Five Senses

Learning Goal: I can use my 5 senses to describe a setting or place.

Imagine you were at the circus. What could your senses tell you?

What can I see?

What can I hear?

What can I smell?

What can I feel?

What can I taste?

NUMBER of the DAY

___Hundreds ___Tens ___Ones

_____ + _____ + _____ = _____

+ 10	- 10

One less:

_____

ODD or EVEN

Round to the nearest 10: _____

My number is:

180

One more:

_____

H	T	O

Record on a number line:

0 ————————— **500** ————————— 1000

What my numbers looks like using base 10 materials

Record a number pattern starting at your number:

___ ___ ___ ___ ___ ___ ___ ___

My number in words:

_____

Section 1

8 + 2 = ☐

7 + 3 = ☐

1 + 9 = ☐

Section 2

Use a ruler to measure this line in cm.

_____

The line is ☐

Section 3

9 - 2 = ☐

5 - 3 = ☐

7 - 1 = ☐

Section 4

Put the missing numbers on the number line.

1 ☐ 3 ☐

Section 5

What numbers come next in the sequence?

16, 15, 14, ☐, ☐, ☐ .

Section 6

Add 2 more to each number.

18 → ☐

11 → ☐

22 → ☐

Section 7

Which unit would you use to measure these objects?

m / cm
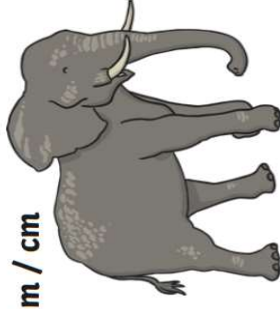
m / cm
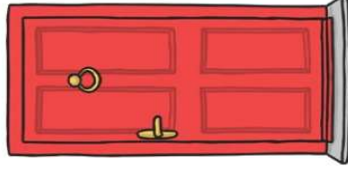
m / cm

Section 8

A juggler is juggling 6 balls. He drops 1 of the balls.
How many is he juggling now?

☐

Missing Numbers Addition within 50

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

$4 + \boxed{} = 30$

$4 + \mathbf{26} = 30$

$3 + \boxed{} = \mathbf{10}$

$4 + \boxed{} = \mathbf{20}$

$5 + \boxed{} = \mathbf{30}$

$5 + \boxed{} = \mathbf{40}$

$6 + \boxed{} = \mathbf{10}$

$4 + \boxed{} = \mathbf{20}$

$1 + \boxed{} = \mathbf{30}$

$5 + \boxed{} = \mathbf{40}$

$1 + \boxed{} = \mathbf{10}$

$2 + \boxed{} = \mathbf{20}$

$3 + \boxed{} = \mathbf{30}$

$4 + \boxed{} = \mathbf{40}$

$6 + \boxed{} = \mathbf{10}$

$7 + \boxed{} = \mathbf{20}$

$8 + \boxed{} = \mathbf{30}$

$9 + \boxed{} = \mathbf{40}$

Missing Number Addition within 20

Example: 4 + [ ] = 12

🐚🐚 + [ ] = 🐚🐚🐚🐚
🐚🐚   🐚🐚🐚🐚
          🐚🐚🐚🐚
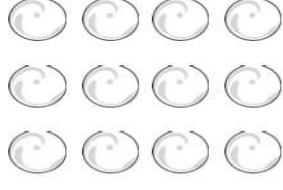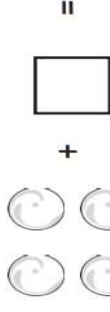
1. 2 + [ ] = 13

2. 4 + [ ] = 10

3. 7 + [ ] = 11

4. 3 + [ ] = 15

5. 8 + [ ] = 17

6. 1 + [ ] = 10

7. 12 + [ ] = 13

8. 11 + [ ] = 11

9. 9 + [ ] = 20

10. 7 + [ ] = 20

11. 15 + [ ] = 19

12. 14 + [ ] = 17

13. 2 + [ ] = 20

14. 6 + [ ] = 16

15. 18 + [ ] = 20

Wednesday
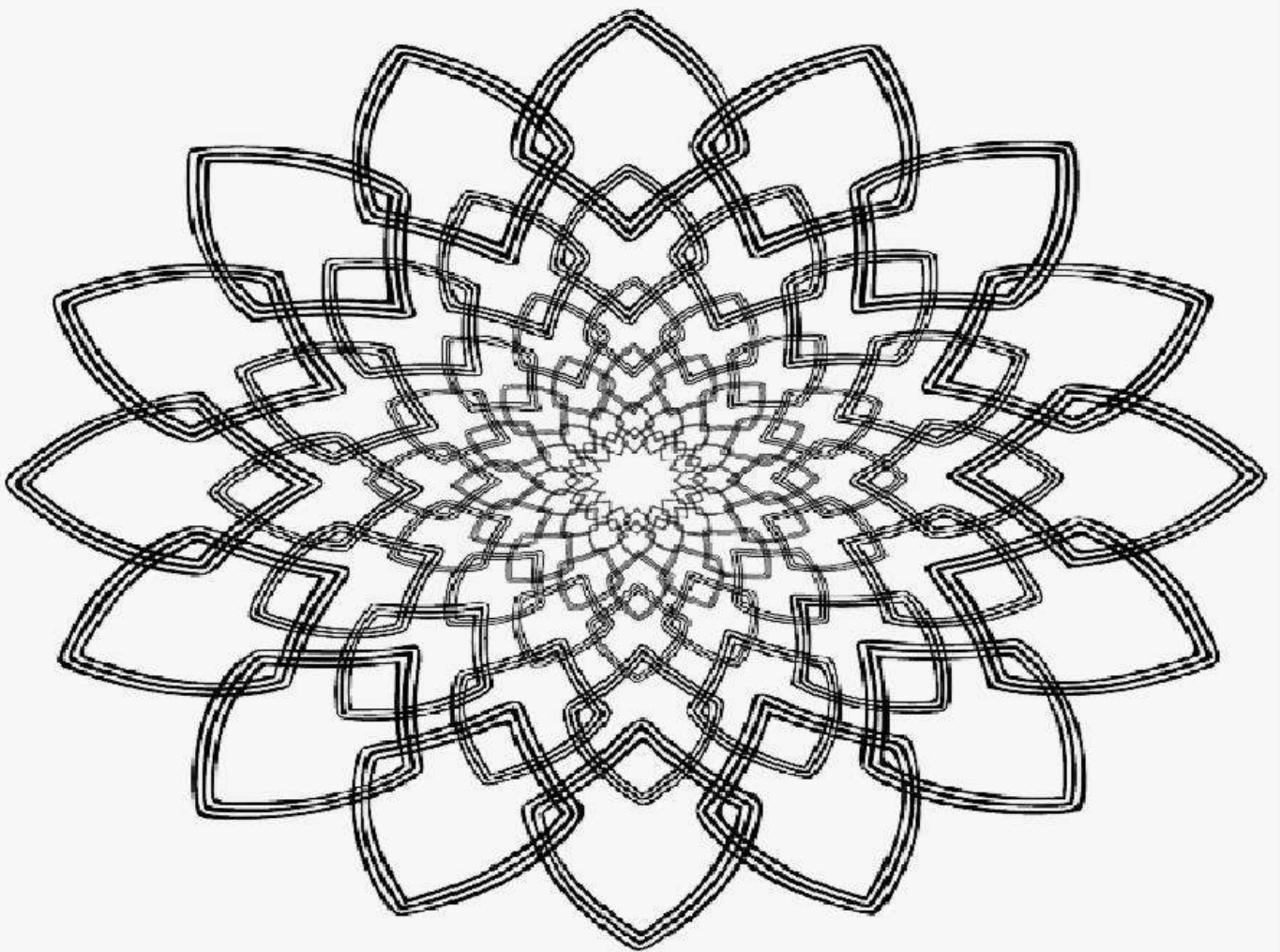
HOW TO MAKE
Pancakes

Ingredients:

1 cup of self-raising flour
1 tablespoon of sugar
1 egg, lightly beaten
¾ cup of milk
50 g butter, melted

Equipment:

Mixing bowl
Wooden spoon
Sifter
Whisk
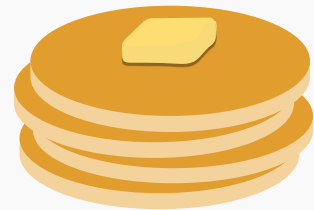
Method:

1) Wash your hands with soap and then gather all the ingredients.

2) Whisk the flour and sugar in a mixing bowl.

3) Mix in the egg.

4) Mix in the milk a little at a time until the batter is smooth and lump free.

5) Put the pan on medium heat.

6) Brush butter over the cooking surface.

7) Pour ¼ of a cup of the pancake mixture into the middle of the pan.

8) Flip the pancake over when large bubbles form on the surface.

9) Cook until lightly golden on the other side.

10) Repeat steps 7-10 until all of the pancake mixture has gone.

Comprehension Questions

1) What is this procedure about?

_____

2) List the things you will need.

_____

_____

_____

3) How many steps are there in this procedure?

_____

4) List the ten words used at the beginning of each step.

_____

_____

5) What types of words are these? (e.g. noun, verb, adjective)

_____

6) What would happen if you forgot to complete step 5 of the method?

_____

_____

_____

Name: _____   Date: _____

My Procedure Plan

Write your own procedure for making a breakfast food you like to eat.

Title: _____

Goal:

What do you want to do?

Things you need:

What ingredients and equipment do you need?

Steps:

How will you make it? Put your steps in order.

Story Settings Description
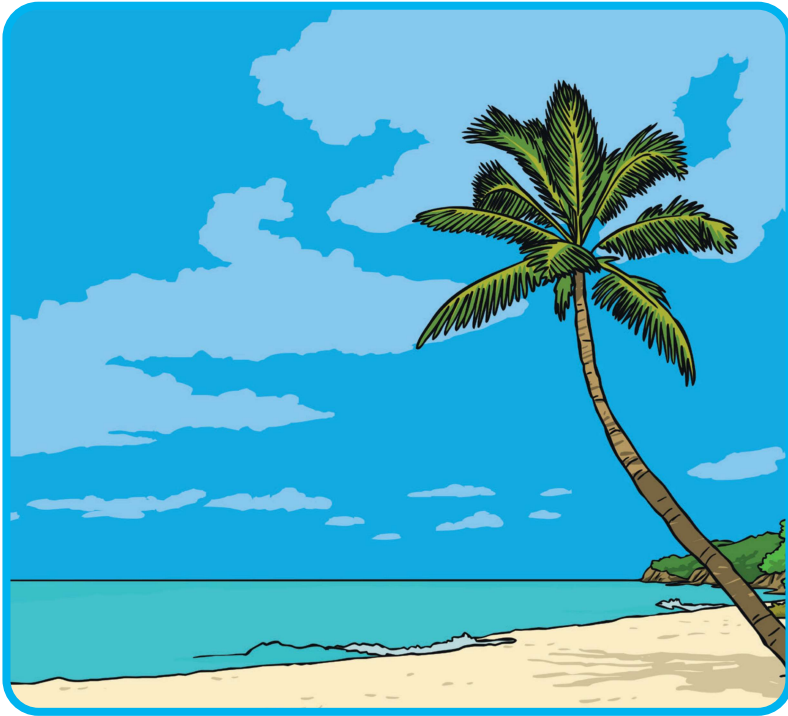
Key Words

beautiful unsettling

giant calm wild lovely

dangerous fantastic

scorching freezing windy

spooky magnificent quiet

noisy tense lonely

Can you write a paragraph about this setting?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The Grammar Goblin: Prefix un- Match Up

Help the Grammar Goblin by matching the words in the left column with their root word in the right column.

unhelpful	pack
unafraid	do
undo	hurt
unclear	wise
unpack	afraid
unwise	helpful
unclean	clear
unhurt	clean

Now help the Grammar Goblin choose a word starting with the prefix un- from the list above to complete the sentences below.

1. Grammar Goblin was _____after he fell over.

2. Grammar Goblin had to_____his suitcase when he returned from holiday.

Name _____   **Date** _____

Counting Coins (A)

① How much is the total of each of the collections of coins?

② How many of each coin would you need to make $1?

teachstarter

Counting Coins (B)

Name _____   **Date** _____

① How much is the total of each of the collections of coins?

② How many of each coin would you need to make $2?

NUMBER of the DAY

___ Hundreds ___ Tens ___ Ones

_____ + ____ + ____ = _____

+ 10	- 10

One less:

_____

(ODD) or (EVEN)

My number is:

159

One more:

_____

H	T	O

Round to the nearest 10: _____

Record on a number line:

0 ————————————————— 500 ————————————————— 1000

What my numbers looks like using base 10 materials

Record a number pattern starting at your number:

____ ____ ____ ____ ____ ____ ____
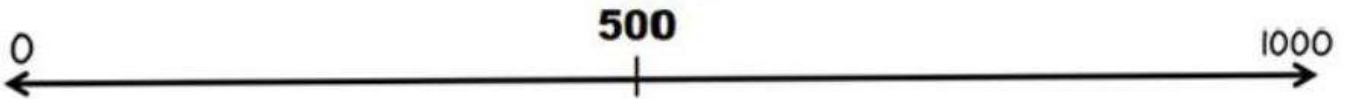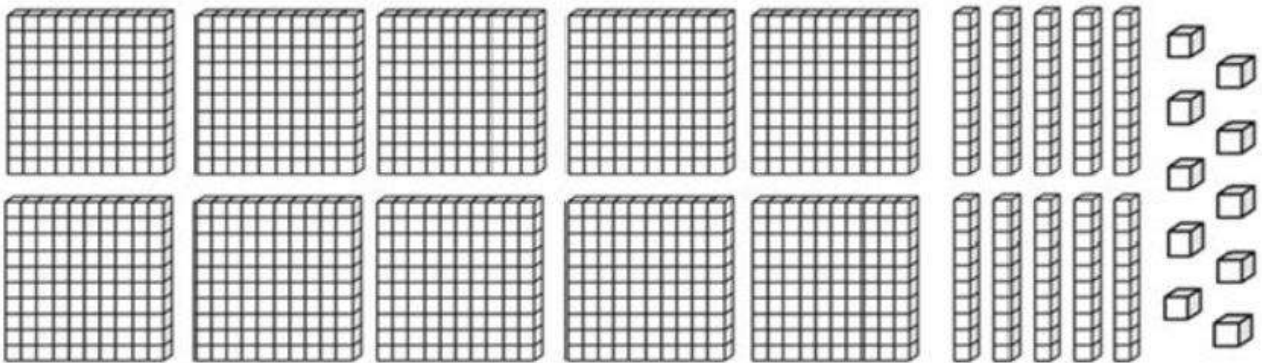
My number in words:

_____

Section 1

Are there more apples or bananas?
Put a circle around the group with the most fruit.

Section 2

How many tens in these numbers?

16 has ☐ ten.

24 has ☐ tens.

19 has ☐ ten.
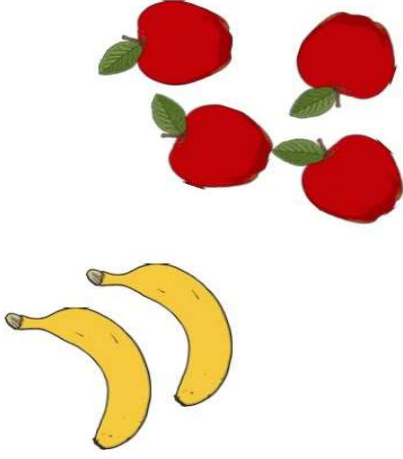
Section 3

Using a ruler, draw a shape with 3 sides.

This shape is a ☐

Section 4

Write these words in numbers.

forty-one ☐

thirty-nine ☐

sixteen ☐

Section 5

Draw a line that is 4cm long.

Section 6

Use these signs > < to make these statements true.

4cm ☐ 10cm

5cm ☐ 2cm

12cm ☐ 11cm

Section 7

Put the numbers in the correct order on the number line.

2 1 5 3 4

Section 8

Write a number statement for the balloons.

☐ + ☐ = ☐

Year 2 Maths Number Multiplication and Division

1.

   a) Circle the even numbers.

   19   4   27   38   12   41

   b) Solve the following calculations.

   $4 \times 10 =$ [____] $9 \times 5 =$ [____] $25 \div 5 =$ [____]

   half of 18 = [____]   double 7 = [____]   [____] $\div 10 = 5$

   10 $\times 5 =$ [____]   **5** $\times 2 =$ [____]   [____] $\div 2 = 6$

· ·

2.

   Write a multiplication or a division sentence around the following pictures.
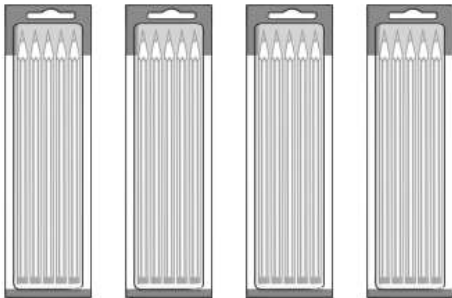
   Each box contains 5 pens. How many pens are there altogether?

   [____]
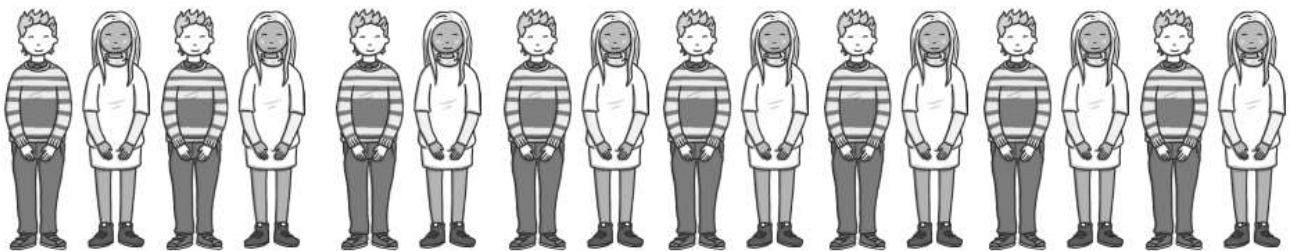
   How many pairs can be made from 16 children?

   [____]

Mathematics – What's my secret number?

Watch the video 'Mastermind' and join in the activity or follow the instructions below.

You will need:

- A pencil
- Workbook

Instructions

- Each player writes down a 3-digit number (with no repeating digits).
- Each player draws up their game board (a table with 3 columns: 'guess', 'digits', 'places').

Guess	Digits	Places

- Players take turns to guess a 3-digit number.
- Their opponent tells them how many digits are correct and how many are in the correct place.
- Players record their guess, the number of digits that are correct and the number of digits that are in the right place. Players then use this information to refine their guesses.
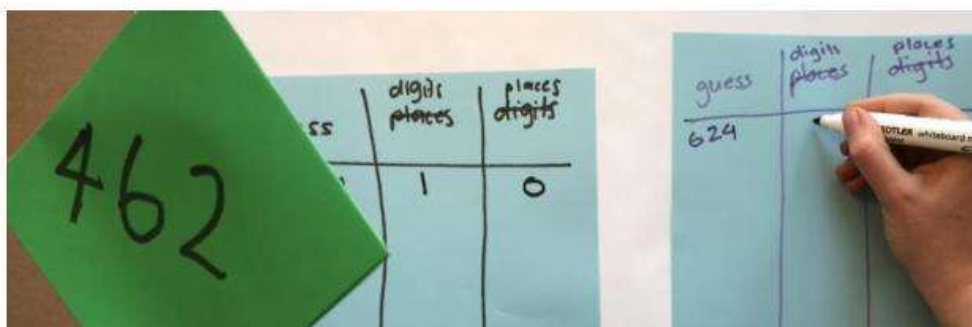
- The first player to correctly guess their opponents' number is the winner!
- Players can choose to play using 4-digit numbers, 5-digit numbers, 2-digit numbers. etc.

For those that like a challenge!

- Play 'Mastermind' using 3-digit numbers.
- Play 'Mastermind' using 4-digit numbers.
- Play 'Mastermind' using 5-digit numbers.

Thursday

SEARCH-A-ROONEY

Can you find a domino?

How about an ambulance?

Is there a whale hidden anywhere?

Can you find an animal wearing glasses and a letter under a bird?
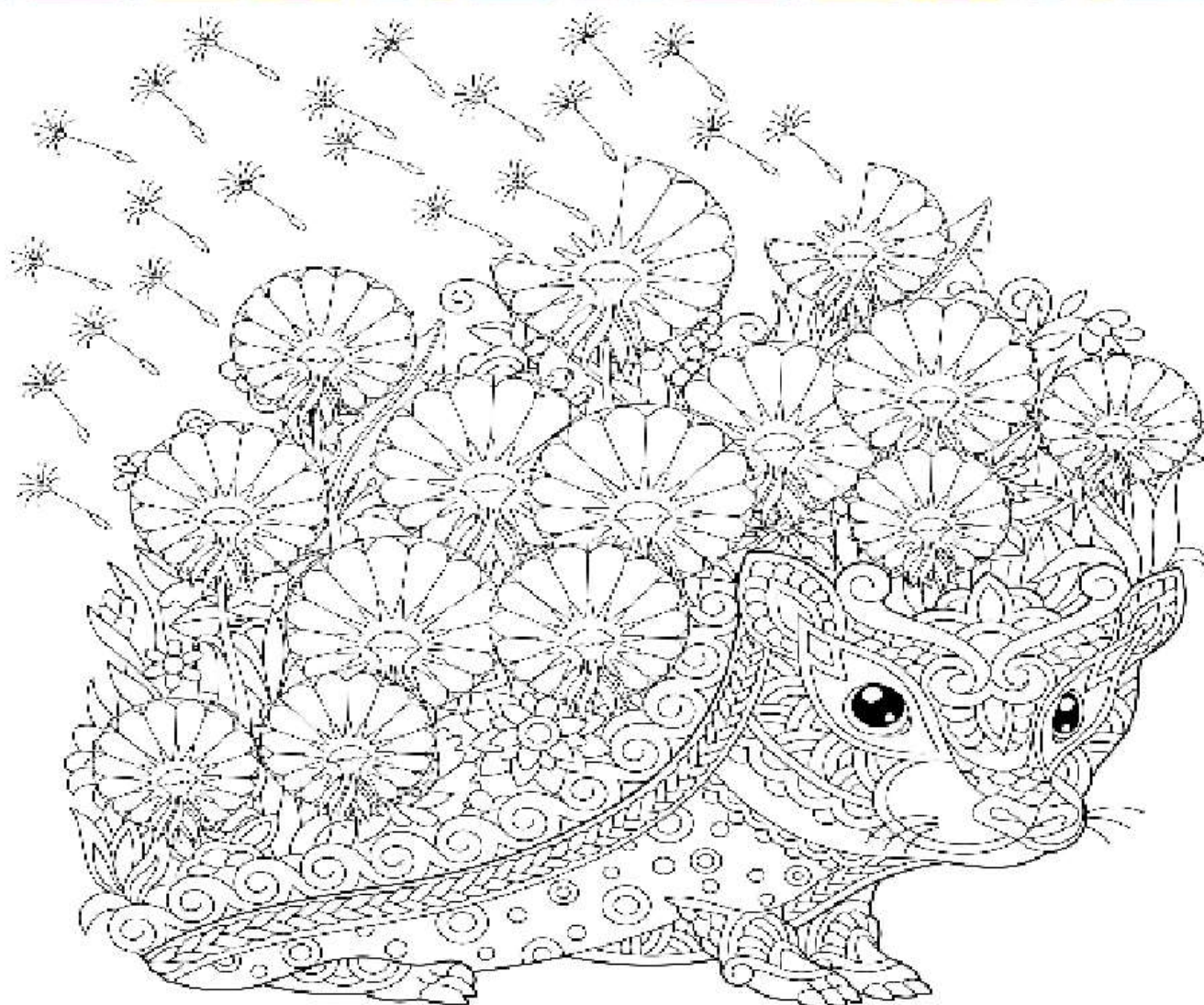
Name: _____   Date: _____

Search-a-Rooney #1

Questions

1. Name five animals you can see on this page. What are some other animals you can't see?

_____

_____

_____

_____

2. Describe something on the page that you have never seen before. After, find out what it is.

_____

_____

_____

3. Complete these sentences

- The monkey is _____ the cup.
- The penguin is _____ the post box.
- The octopus is _____ the scoop.
- The block is _____ the paint brush.
- The Eiffel Tower is _____ the elephants.

4. What is your favourite thing in the Search-a-Rooney? Why?

_____

_____

_____

Writing un-Words

1. Read each sentence. Add un- to the word in bold and complete the sentence by writing in the word.

Abi is being **kind** to Tom.

Mary is being _____ to Tim.

I will **load** the car.

Dad will _____ the car.

Bill and Suki are being **friendly**.

Suki is sometimes _____ to Bill.

Ben is feeling **happy**.

Ben is feeling _____.

Carla is feeling fit and **well**.

Last week, Carla was _____.

Writing un-Words

1. Read each sentence. Add un- to the word in bold. Write a new sentence using the -un word you have made.

Abi is being **kind** to Tom.

I will **load** the car.

Bill and Suki are being **friendly**.

Ben is feeling **happy**.

Last week, Carla was feeling **well**.

Draw a picture of your character:
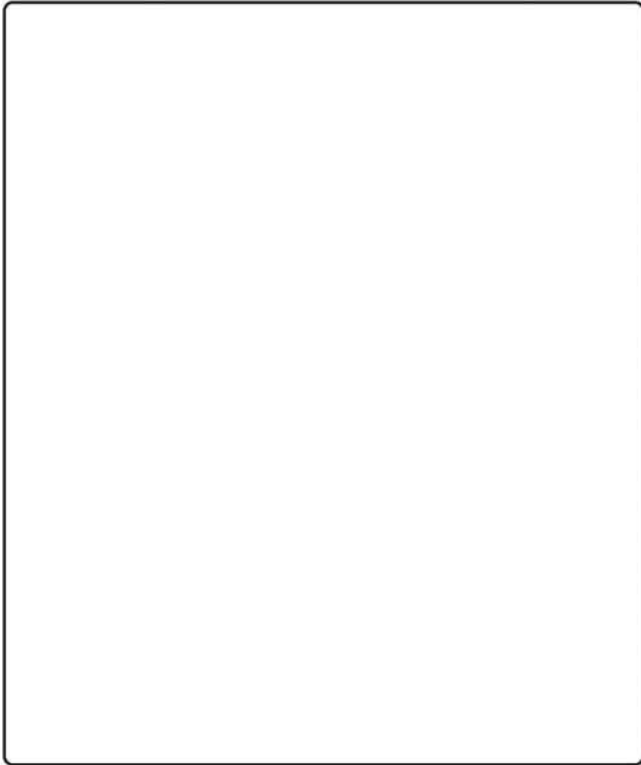
Circle the words that describe your character:

caring   likeable   happy

beautiful   friendly   rude

angry   ugly   sly   evil

clever   handsome   kind

honest   nasty   gentle

pretty   wicked   cross

grumpy   horrible   brave

shy   mean   noble

polite   wise   calm   bold

helpful   scary   smart

furious   cunning   generous

unkind   cruel   charming

My character's name is:

_____

Can you write a paragraph about your character?

_____

_____

_____

_____

_____

COMPOUND SENTENCES

Learning Goal: Use conjunctions (joining words) to make compound sentences.

Conjunctions to use: FANBOYS (for, and, nor, but, or, yet, so

Trent likes to play football for he is very good at it.

The spelling test was easy _____

Pizza is my favourite food _____

Bananas are good for you _____

I fell over on the ground _____

It was cold outside _____

The kitten was hungry _____

It was Grandma's birthday _____

The movie was funny _____

I like to paint pictures _____

Now try and write your own compound sentences using this week's spelling words!

_____

_____

_____

_____

NUMBER of the DAY

___Hundreds ___Tens ___Ones

_____ + ____ + ____ = ____

+10	-10

One less:

_____

(ODD) or (EVEN)

My number is:

203

One more:

_____

H	T	O

Round to the nearest 10: _____

Record on a number line:

0 ←————————————————— **500** —————————————————→ 1000

What my numbers looks like using base 10 materials

Record a number pattern starting at your number:

____ ____ ____ ____ ____ ____ ____
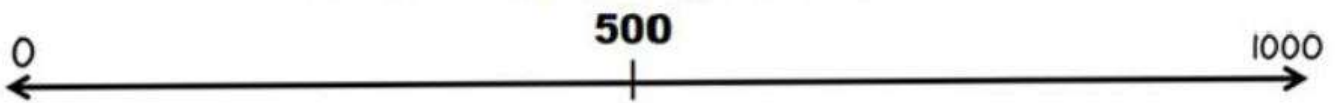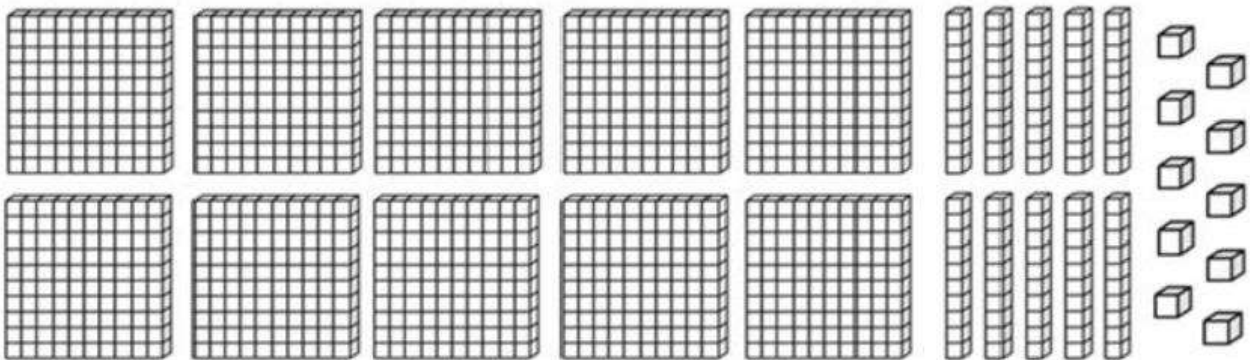
My number in words:

_____

Section 1

one less   one more

12   □ □

24   □ □

33   □ □

Section 2

4 + 1 = □ + □

3 + 3 = □ + □

Section 3

Circle the ones.

72   49   27

Section 4

There are 7 eggs in a basket.

The hen lays 3 more.

How many eggs are there now?

□

Section 5

Using a ruler draw a line of symmetry on this shape.

Section 6

What comes next?

4, 6, 8, □, □, □

Section 7

Match up the sum to the answer.

14 + 1   12

3 + 4   15

7 + 5   7

Section 8

Which line is the longest?

A _____

B _____

C _____

Line _____ is the longest.

Chance Outcomes (A)

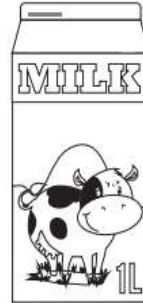1. Choose **likely** or **unlikely** to describe the chance of each event happening.

   a) It will rain on a cloudy day.

likely
unlikely

   b) Milk will go sour in a warm room.

likely
unlikely

---

2. Choose **certain** or **impossible** to describe the chance of each event happening.

   a) If you roll a dice, you will roll a number between 7 and 12.

certain
impossible

   b) If you jump into a pond filled with water, you will get wet.

certain
impossible

---

3. Write the correct word from the list below to complete these sentences.

likely, unlikely, impossible, certain

   a) It is _____ that the sun will set this evening.

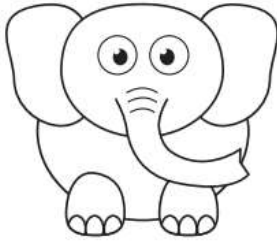   b) It is _____ that the weather will be warm during summer.

   c) It is _____ to teach a pig to drive a car.

   d) It is _____ that you will travel into space during your lifetime.

Chance Outcomes (B)

1. Write **likely**, **unlikely**, **impossible** or **certain** underneath each event to describe the chance of them happening.

   a) I will be given an elephant for my next birthday.

   _____

   b) A flipped coin will land on either a head or a tail.

   _____

   c) My brother will choose to wear his shorts on a hot day.

   _____

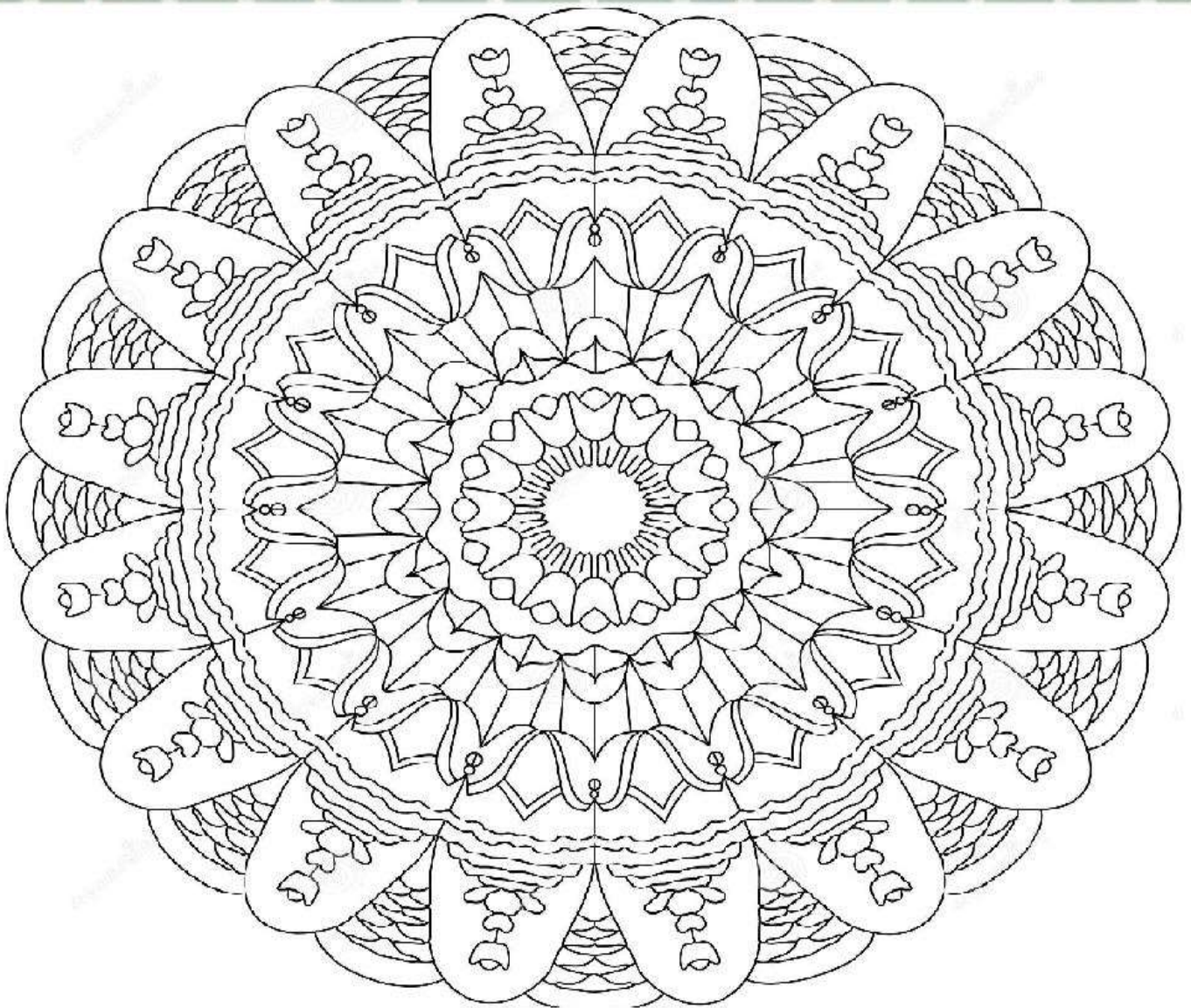   d) If I eat pumpkin for my dinner, I will then turn into a pumpkin.

   _____

2. In the table below, draw a picture of a **likely** event and an **impossible** event.

likely	impossible

Friday

The Gingerbread Man

Once upon a time, an old woman and her husband lived alone in a little old house. One day, she decided to make her husband's favourite treat, gingerbread cookies. She decorated the gingerbread man with eyes made of raisins and frosting for his clothes. What a fine looking gingerbread man he was!

After he was fully baked, she slowly opened the oven door. Up jumped the gingerbread man. He ran out the door saying, "Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!"

The old woman and the old man ran after him, but they could not catch him. The Gingerbread Man ran and ran. Neither the pig, nor the cow, nor the horse who followed could outrun the Gingerbread Man. The Gingerbread Man ran and ran, laughing and singing.

Suddenly, he met a chicken. "Cackle, cackle," said the chicken. "You look fine enough to peck for dinner. I'm going to eat you, Gingerbread Man."

But the Gingerbread Man just laughed. "I ran away from an old woman, I ran away from an old man, I ran away from a cow, I ran away from a horse... And I can run away from you! I can!"

So he ran on singing, "Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!" The chicken ran after the Gingerbread Man, but alas, she too could not catch him.

Then the Gingerbread Man reached a wide river. He didn't know how to swim. A sly and hungry fox saw the Gingerbread Man and said, "Jump on my tail and I will take you across the river!" The Gingerbread Man decided that he would be safe on the fox's tail. So he jumped on the fox's tail and they started across the river.

Halfway across the river, the fox barked, "You're too heavy for my tail, jump on my back." So the Gingerbread Man jumped on the fox's back.

Soon, the fox said, "You're too heavy for my back, jump onto my nose." So the Gingerbread Man jumped on the fox's nose. As soon as they reached the riverbank, the fox flipped the Gingerbread Man into the air, and... Snap! He gobbled him up. The Gingerbread Man was no longer a man, just dessert!
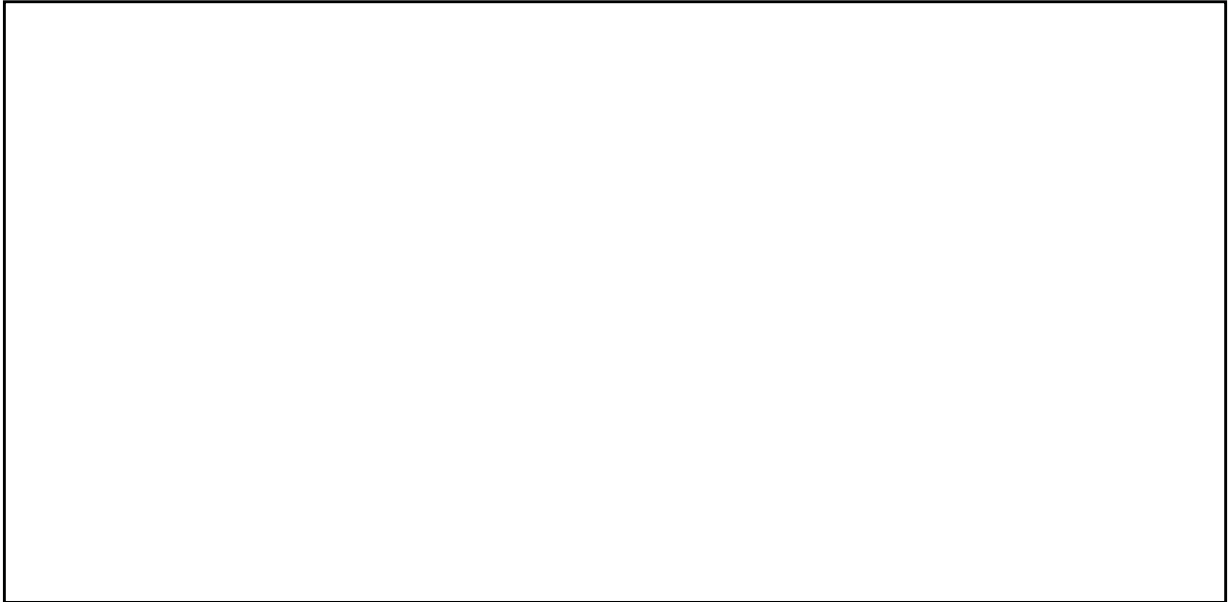
Name _____ **Date** _____

Comprehension Questions

1. For whom did the old woman make the Gingerbread Man?

   _____

2. a) How did she decorate the Gingerbread Man?

   _____

   _____

   b) Draw a picture of the Gingerbread Man.

   [drawing box]

3. List all the people and animals that tried to catch the Gingerbread Man.

   _____

   _____

4. What did the chicken want to do to the Gingerbread Man? How do you know?

   _____

   _____

Name _____   **Date** _____

5. *A sly and hungry fox saw the Gingerbread Man...*
   What does the word 'sly' mean?

   _____

   _____

6. What happened when the Gingerbread Man came to a wide river?

   _____

   _____

   _____

7. Do you think the old woman would bake gingerbread cookies again?
   Why/why not?

   _____

   _____

   _____

   _____

8. Put these events in the order in which they happened in the text.

   ☐ The Gingerbread Man hopped onto the fox's back.

   ☐ The old lady decided to bake her husband's favourite treat.

   ☐ The chicken tried to catch the Gingerbread Man.

   ☐ The Gingerbread Man jumped out of the oven.

   ☐ The man and woman tried to catch the Gingerbread Man.

Show! Don't Tell! Using Your Senses

Learning Goal: To use my 5 senses and my feelings to write about a place or setting.

First, fill in the 6 sense boxes with words to describe your thoughts about the picture. Then use those words to write 6 full sentences about the place

See	Smell	Touch	Taste	Hear	Feel

Name: _____

Spelling and Maths Words

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

Find the following words in the puzzle.
Words are hidden ➜ ↓ and ↘ .

AGREE	EQUAL	UNEQUAL
CAPACITY	HAPPY	UNHAPPY
CHANCE	IMPOSSIBLE	UNLIKELY
COIN	LIKELY	UNZIP
CUBE	MONEY	VOLUME
DISAGREE	OBEY	ZIP
DISOBEY	POSSIBLE	

NUMBER of the DAY

___Hundreds ___Tens ___Ones

_____ + _____ + _____ = _____

+ 10	- 10

One less:

_____

ODD or EVEN

Round to the nearest 10: _____

My number is:

219

One more:

_____

H	T	O

Record on a number line:

500

0   1000

What my numbers looks like using base 10 materials

Record a number pattern starting at your number:

____ ____ ____ ____ ____ ____ ____

My number in words:

_____

Section 1

Tick the coins that add up to $2.20.

Section 2

Isaac has 50c in his pocket.

He spends 20c.

How much money does he have left?

Section 3

Put these numbers together.

20   5   =

30   8   =

10   7   =

Section 4

What is 3 more than 17?

Section 5

Count back.

26, 24, 22, __, __, __

Section 6

__ + 4 = 10

__ + 7 = 20

__ + 5 = 7

Section 7

How many sides does a square have?

A square has __ sides.

Section 8

Write a number statement for this sentence and work out the answer.

Twenty-four add six equals

Volume

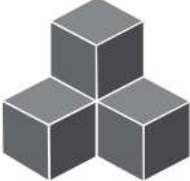Volume is the amount of space occupied or enclosed by a solid shape.

1. Circle the object below with the largest volume.

apple	bucket	house	car	football

2. Number the objects below in ascending order. Write a 1 beside the object with the smallest volume, through to a 4 for the largest volume.

basketball	elephant	mouse	jet plane

3. Measure the volume of these shapes by counting how many cubes they have.

Number of cubes ☐	Number of cubes ☐	Number of cubes ☐

4. Measure the volume of the rectangular prism by estimating how many cubes would be needed to make a shape of the same size.
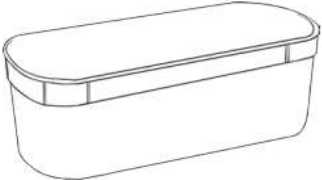
The volume of the prism is ☐ cubes.

Measuring Capacity Using Cubes

Estimate and measure the objects below using cubes.

If you don't have ice cubes, you can use lego blocks, grapes, marbles or any other small item in the house.

Object	Estimate	Measurement
Plastic cup	I estimate the plastic cup to hold _____cubes.	The plastic cup held _____cubes.
Lunch box	I estimate the lunch box to hold _____cubes.	The lunch box held _____cubes.
Mug	I estimate the mug to hold _____cubes.	The mug held _____ cubes.
Ice cream container	I estimate the ice cream container to hold _____cubes.	The ice cream container held _____cubes.

Order the capacity of the objects from smallest to largest.

Monday

1. 3 + 14 = _____

2. 4 − 1 = _____

3. 4 − 3 = _____

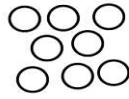4. Write the smallest number you can using: 8, 5, 8.

_____

5. Complete this counting pattern:
2, 12, 22, 32, _____, _____, _____

6. What is the difference between 18 and 17? _____

7. Take 8 away from 12: _____

8. Colour in an eighth of these circles.

9. What digital time does the clock show? _____

10. Draw this shape: rectangle

Tuesday

1. 16 + 18 = _____

2. 2 − 1 = _____

3. 15 + 17 = _____

4. Write the smallest number you can using: 2, 6, 6.
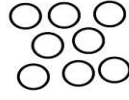
_____

5. Complete this counting pattern:
13, 23, 33, 43, _____, _____, _____

6. Layla has 4 toy racing cars. Cooper has 19 toy racing cars. How many more toy racing cars does Cooper have? _____

7. I bought 11 pieces of LEGO and was given 7 more pieces of LEGO. How many pieces of LEGO do I now have? _____

8. Colour in an eighth of these circles.

9. What digital time does the clock show? _____

10. How many corners does a triangle have?

Wednesday

1. 7 − 1 = _____

2. 2 + 14 = _____

3. 2 − 2 = _____

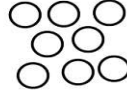4. Write these numbers in order from largest to smallest: 749, 819, 218, 527.

_____

5. Complete this counting pattern:
10, 20, 30, 40, _____, _____, _____

6. What is the difference between 2 and 1? _____

7. Take 3 away from 13: _____

8. Colour in an eighth of these circles.

9. How many seconds in a minute? _____

10. How many corners does a pentagon have?

Thursday

1. 1 − 1 = _____

2. 0 + 15 = _____

3. 16 + 6 = _____

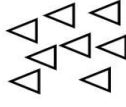4. What number is made up of 4 hundreds, 9 tens and 5 ones? _____

5. Complete this counting pattern:
17, 27, 37, 47, _____, _____, _____

6. If there were 26 fans at a rugby union game, 8 were wearing green and the rest were wearing gold, how many were wearing gold? _____

7. What does 6 plus 20 equal? _____

8. Colour in an eighth of these triangles.

9. How many seconds in a minute? _____

10. How many sides does a oval have?