

Plattsburg Public School

Learning from Home

Stage 3



Term 4 Week 3
Yellow

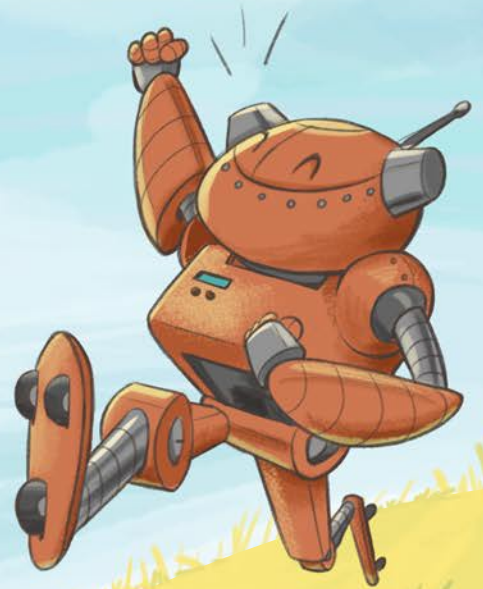
Monday



THE ROBOT CHANT

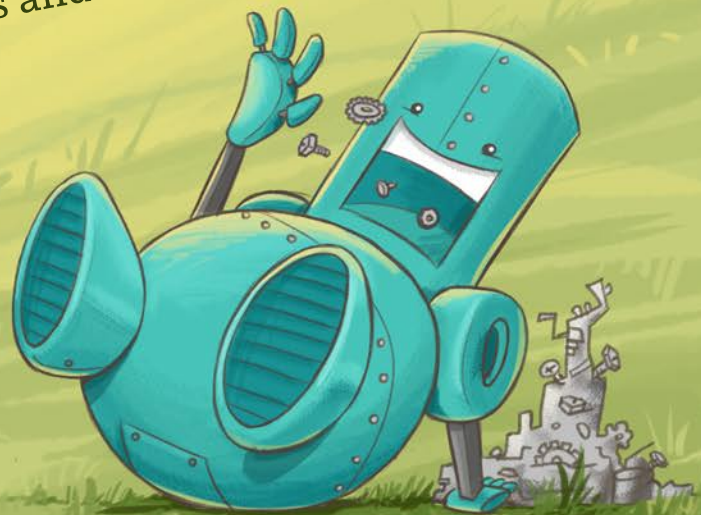
Tom Dignan

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

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 _____.

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

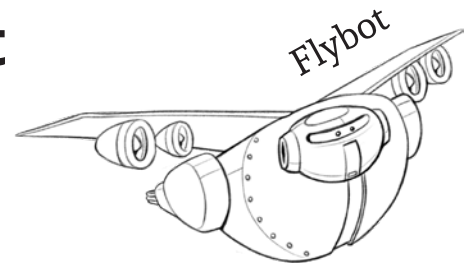
Flybot _____

Funbot _____

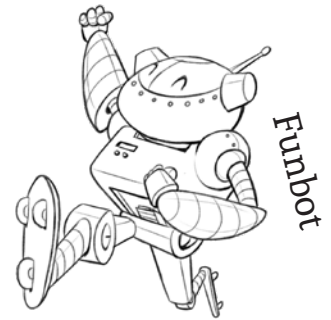
Munchbot _____

Sleepbot _____

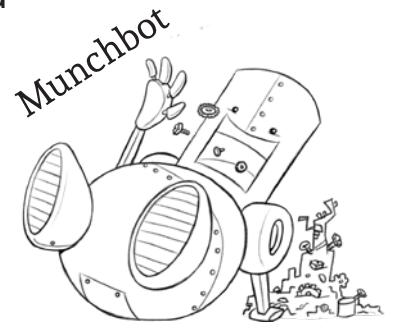
3. Draw your own little robot and write what it likes to do.



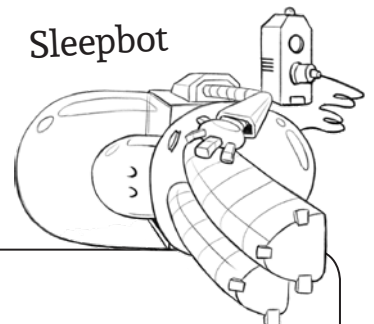
Flybot



Funbot



Munchbot



Sleepbot

This little robot _____

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.

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.

WORD DETECTIVE

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

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

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.

14 =

ten	ones
<input type="text"/>	+ <input type="text"/>

18 =

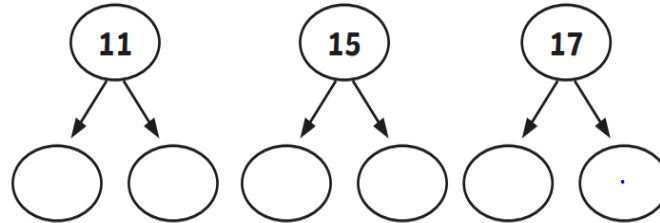
ten	ones
<input type="text"/>	+ <input type="text"/>

12 =

ten	ones
<input type="text"/>	+ <input type="text"/>

Section 3

Partition these numbers.



Section 4

Order the numbers from smallest to largest.

6 12 4 9

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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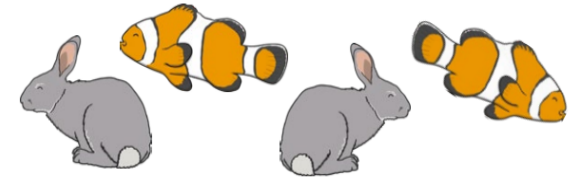
Section 5

Use these signs < or > to make these statements true.

3 9 12 7
6 8

Section 6

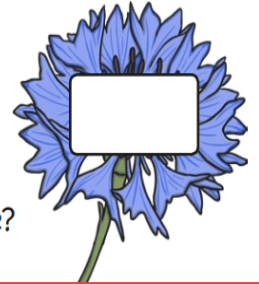
Write a maths statement for this picture.



$$\square + \square = \square$$

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.



	= <u> </u> c
	= \$ <u> .</u>
	= \$ <u> .</u>
	= \$ <u> .</u>
	= \$ <u> .</u>
	= \$ <u> .</u>

Match the money that has the same value.

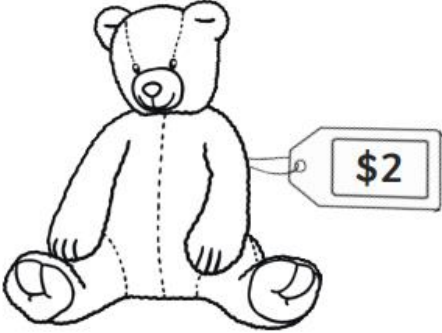

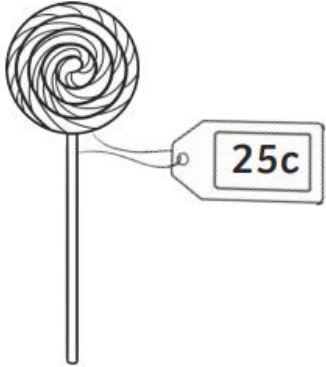
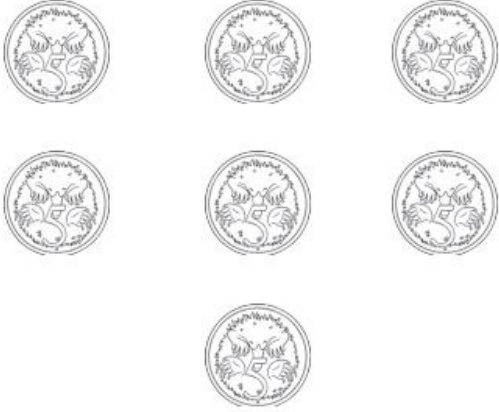
a)  • • 

b)  • • 

c)  • • 

d)  • • 

Highlight the coins you could use to buy the item.

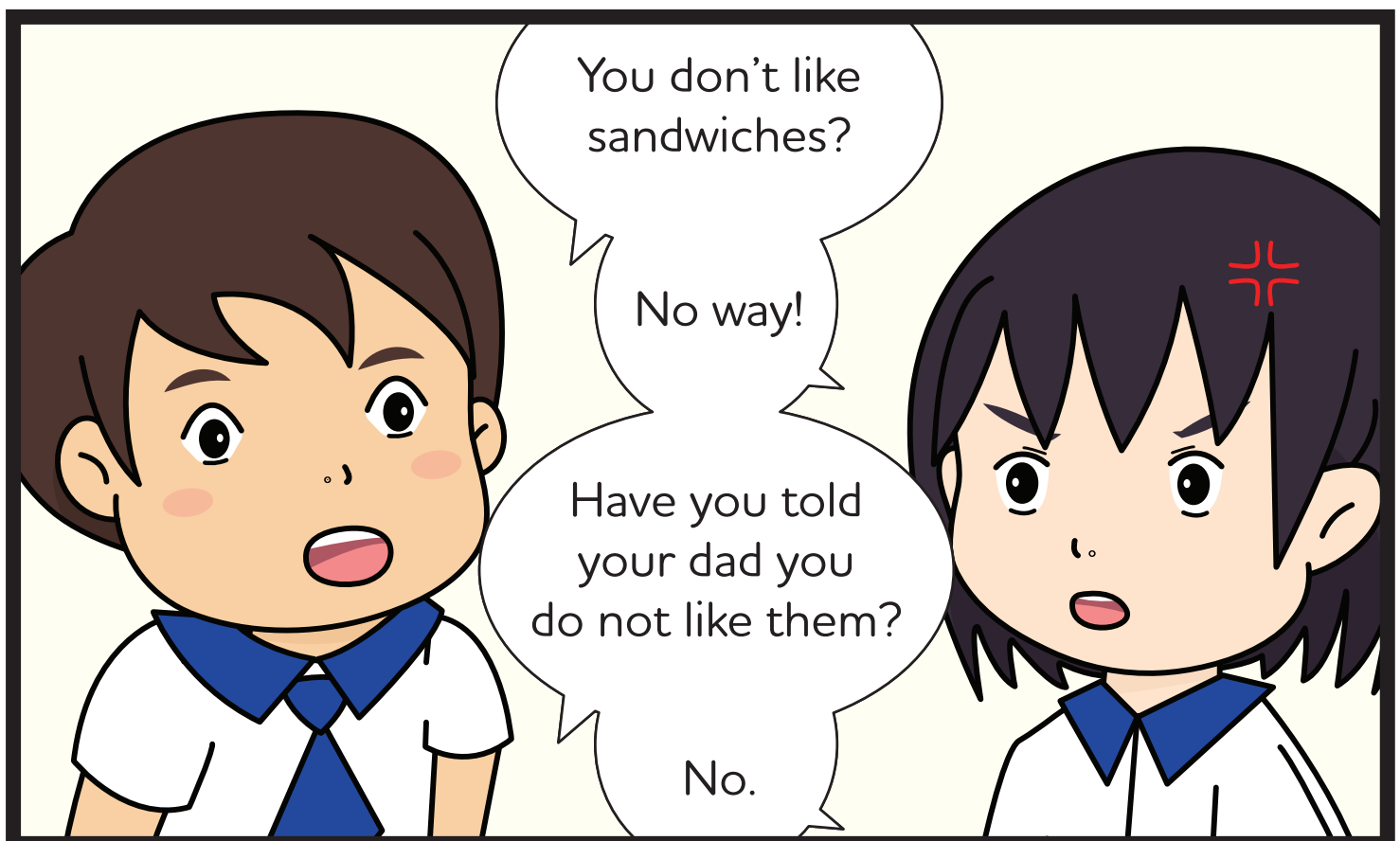
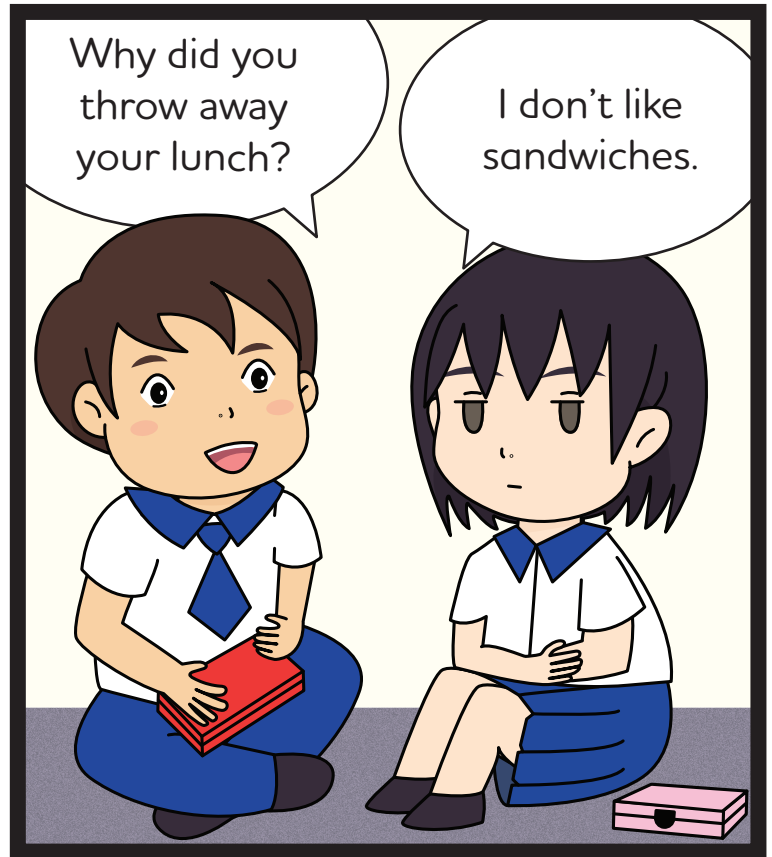
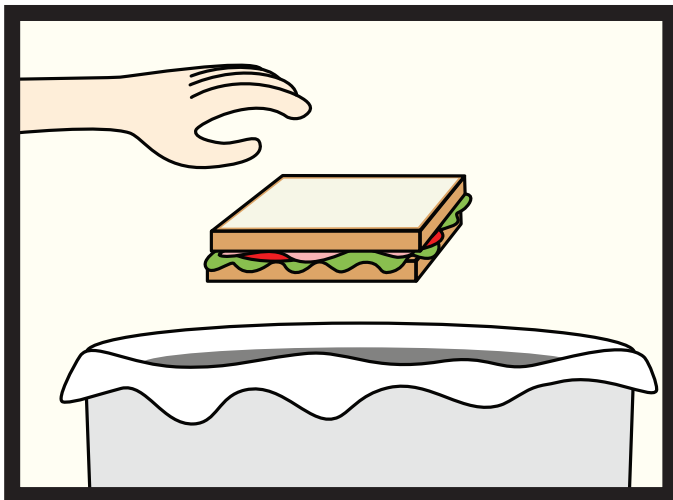
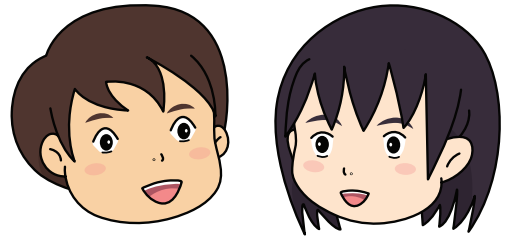
<p>a)</p> 	
<p>b)</p> 	

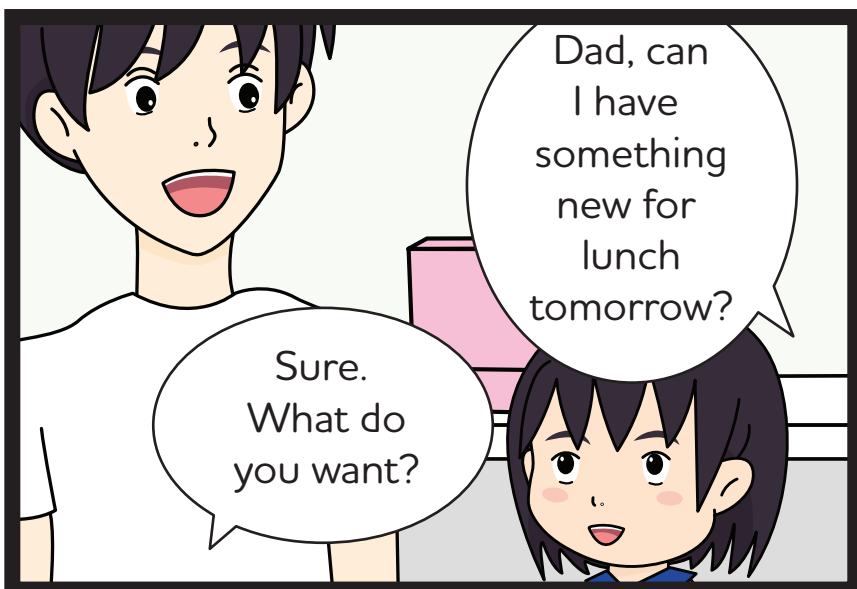
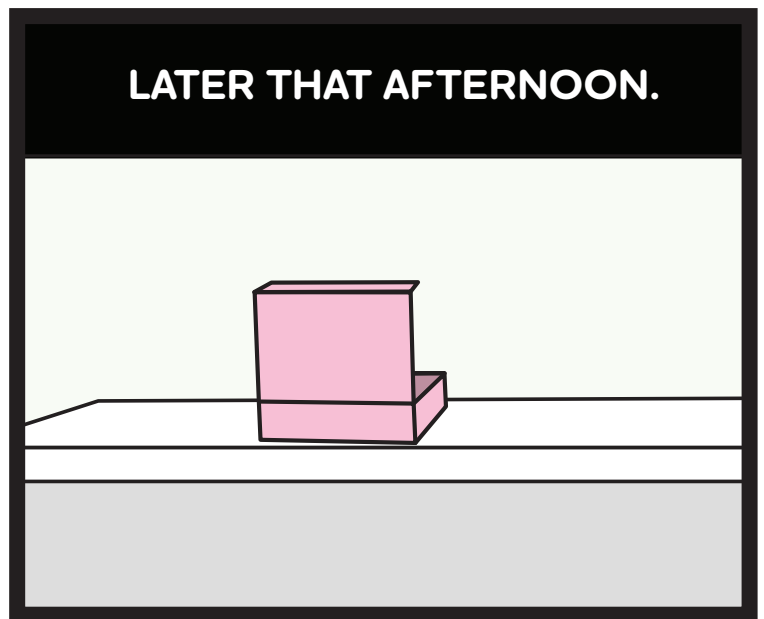
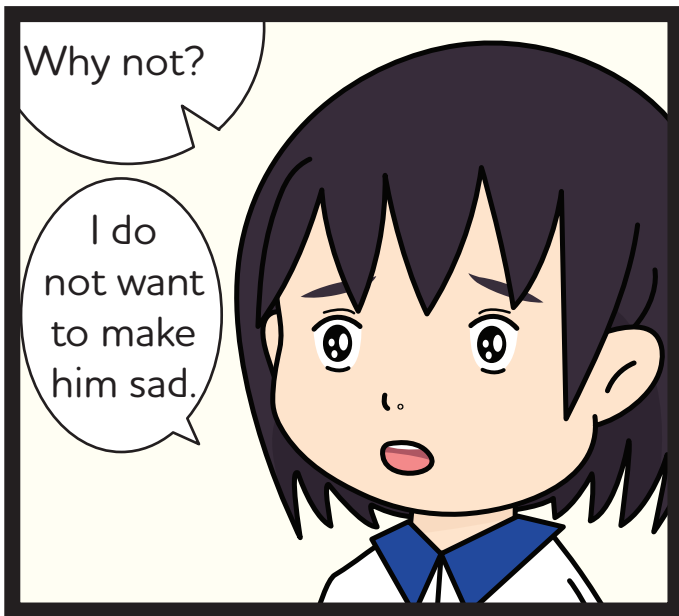
Tuesday



SUPERFOODS

What's for Lunch?





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?



SCAN ME



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:

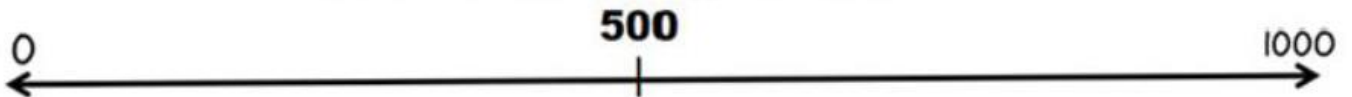
One more:

(ODD) or (EVEN)
 Round to the nearest 10: _____

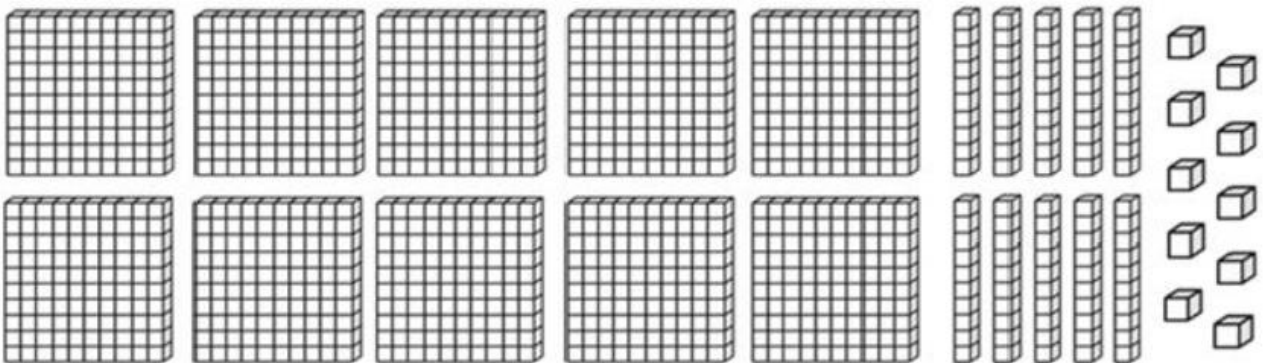


H	T	O

Record on a number line:



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 4

Put the missing numbers on the number line.



Section 2

Use a ruler to measure this line
in cm.



The line is

Section 5

What numbers come next in the sequence?

16, 15, 14, , .

Section 3

$9 - 2 =$

$5 - 3 =$

$7 - 1 =$

Section 6

Add 2 more to each number.

18 \longrightarrow

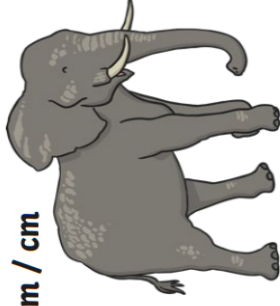
11 \longrightarrow

22 \longrightarrow

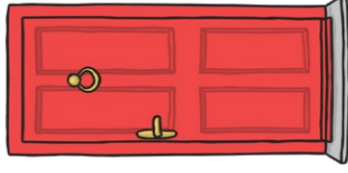
Section 7

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

$$4 + \square = 30$$



$$4 + 26 = 30$$

$$3 + \square = 10 \qquad 6 + \square = 10 \qquad 1 + \square = 10 \qquad 6 + \square = 10$$

$$4 + \square = 20 \qquad 4 + \square = 20 \qquad 2 + \square = 20 \qquad 7 + \square = 20$$

$$5 + \square = 30 \qquad 1 + \square = 30 \qquad 3 + \square = 30 \qquad 8 + \square = 30$$

$$5 + \square = 40 \qquad 5 + \square = 40 \qquad 4 + \square = 40 \qquad 9 + \square = 40$$

Missing Number Addition within 20

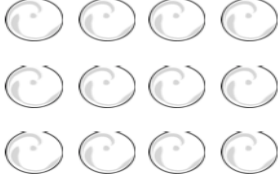
Example: $4 + \square = 12$



+



=



1. $2 + \square = 13$

2. $4 + \square = 10$

3. $7 + \square = 11$

4. $3 + \square = 15$

5. $8 + \square = 17$

6. $1 + \square = 10$

7. $12 + \square = 13$

8. $11 + \square = 11$

9. $9 + \square = 20$

10. $7 + \square = 20$

11. $15 + \square = 19$

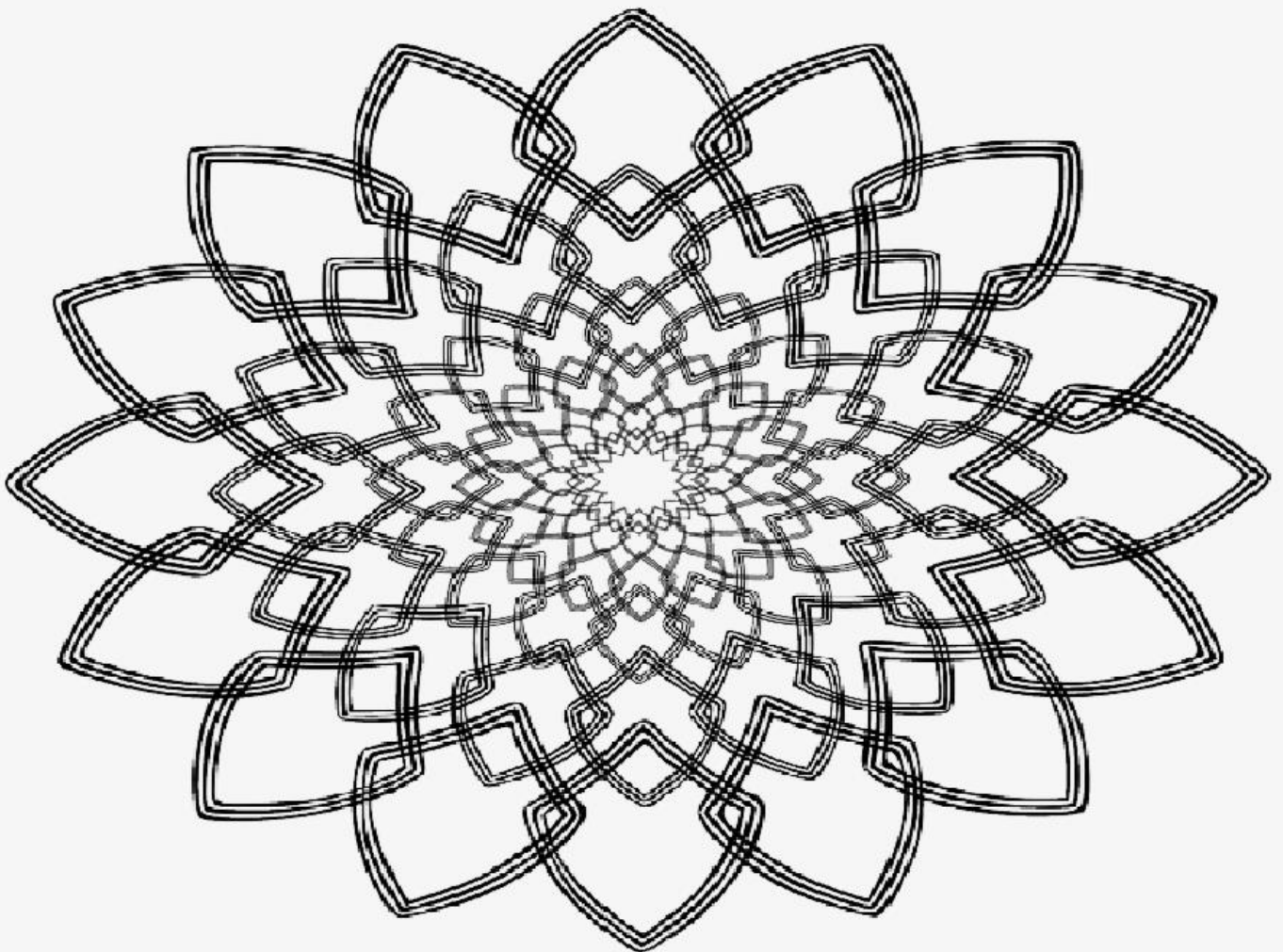
12. $14 + \square = 17$

13. $2 + \square = 20$

14. $6 + \square = 16$

15. $18 + \square = 20$

Wednesday



HOW TO MAKE

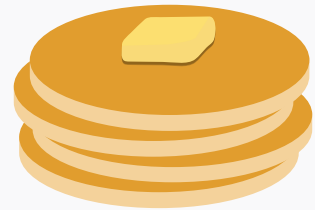
Pancakes

Ingredients:

1 cup of self-raising flour
1 tablespoon of sugar
1 egg, lightly beaten
 $\frac{3}{4}$ 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 $\frac{1}{4}$ 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.

Name: _____

Date: _____

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.

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

unafraid

undo

unclear

unpack

unwise

unclean

unhurt

pack

do

hurt

wise

afraid

helpful

clear

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?



Name _____

Date _____

Counting Coins (B)

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:

One more:

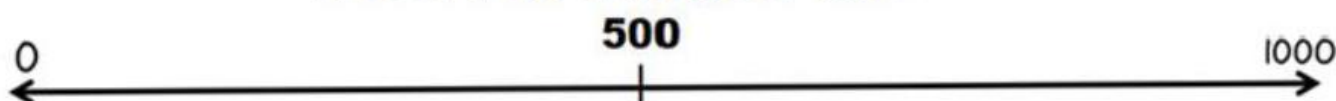
(ODD) or (EVEN)



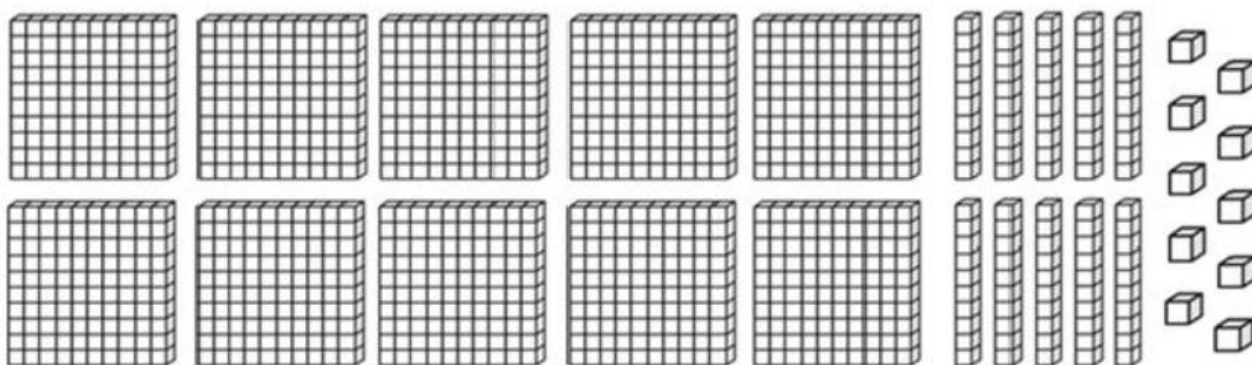
H	T	O

Round to the nearest 10: _____

Record on a number line:



What my numbers looks like using base 10 materials

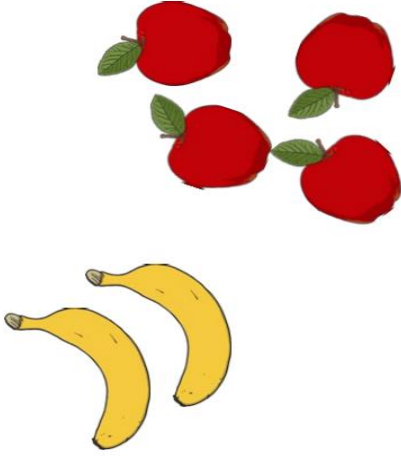


Record a number pattern starting at your number:

My number in words:

Section 1

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



Section 3

Using a ruler, draw a shape with 3 sides.



This shape is a

Section 6

Use these signs $>$ $<$ to make these statements true.

4cm 10cm 12cm 11cm

5cm 2cm

Section 7

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



2 1 5 3 4

Section 4

Write these words in numbers.

forty-one

thirty-nine

sixteen

Section 2

How many tens in these numbers?

16 has ten.

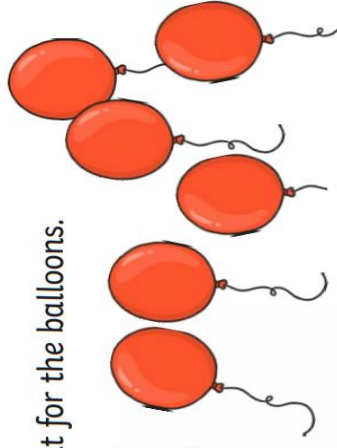
24 has tens.

19 has ten.

Section 8

Write a number statement for the balloons.

+ =



Section 5

Draw a line that is 4cm long.

Year 2 Maths Number Multiplication and Division

1.

a) Circle the even numbers.

19

4

27

38

12

41

b) Solve the following calculations.

$4 \times 10 = \boxed{}$

$9 \times 5 = \boxed{}$

$25 \div 5 = \boxed{}$

$\text{half of } 18 = \boxed{}$

$\text{double } 7 = \boxed{}$

$\boxed{} \div 10 = 5$

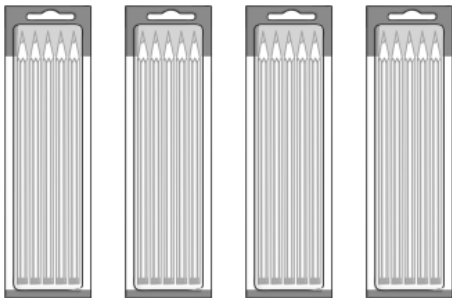
$10 \times 5 = \boxed{}$

$5 \times 2 = \boxed{}$

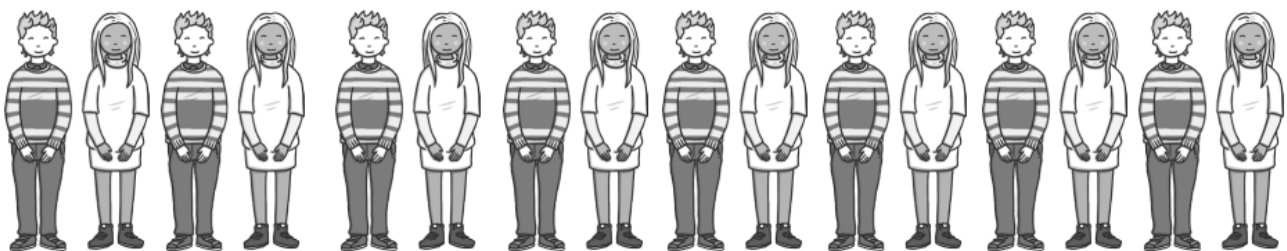
$\boxed{} \div 2 = 6$

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:

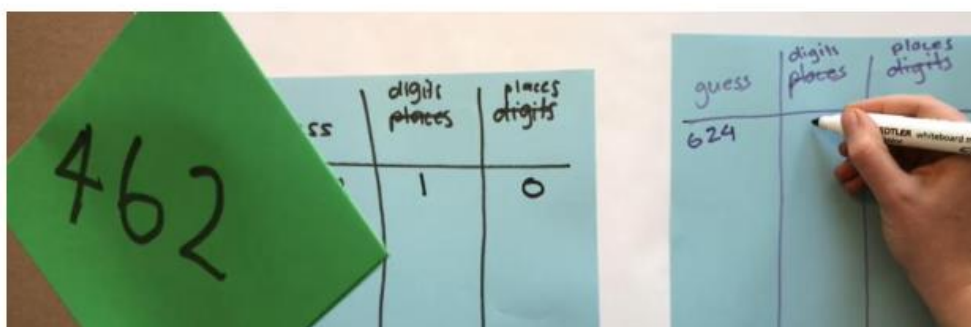
- A pencil
- Workbook

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.

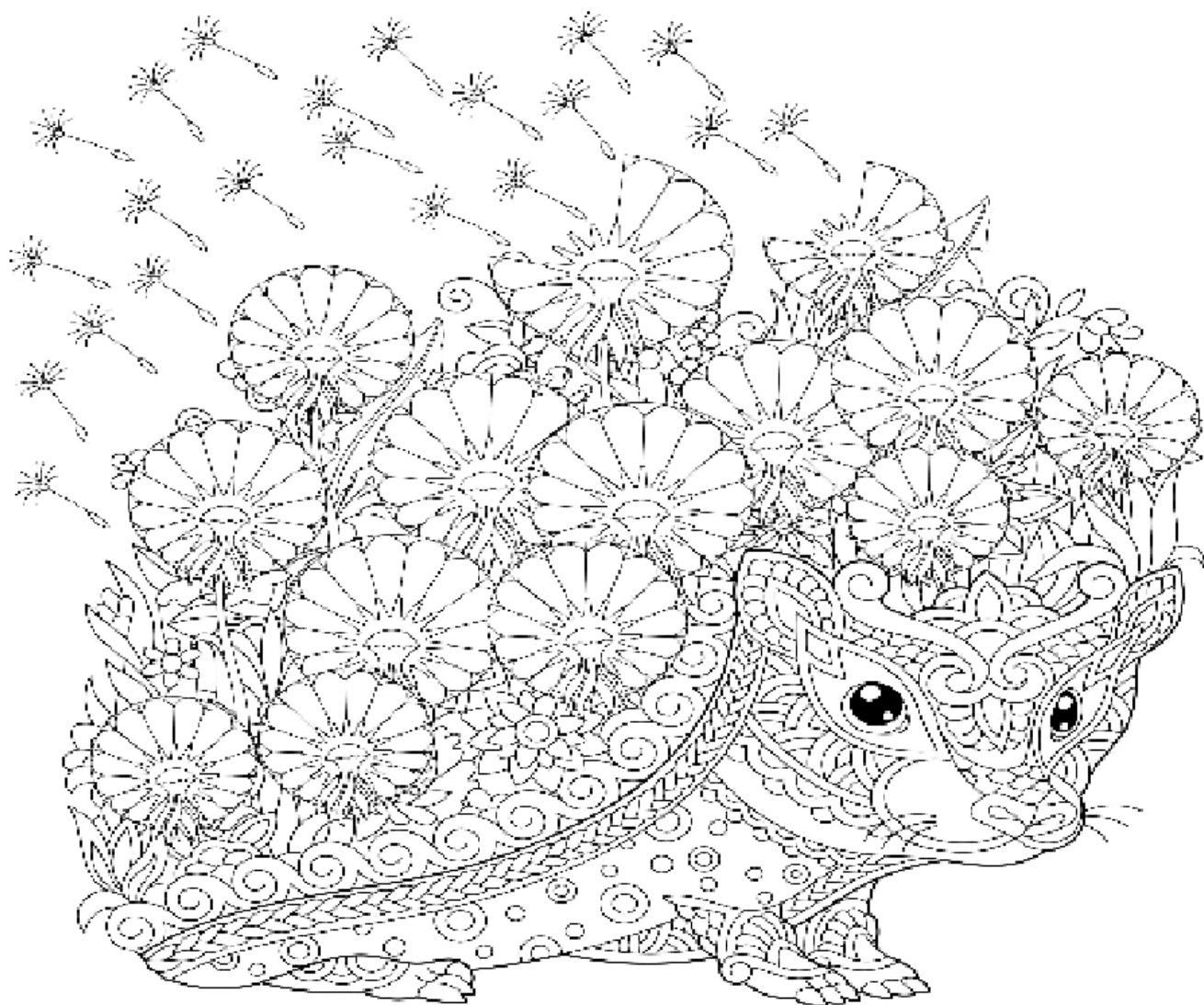


- The first player to correctly guess their opponents' number is the winner!
- Players can choose to play using 4-digit numbers, 5-digit numbers, 2-digit numbers, etc.

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



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**.

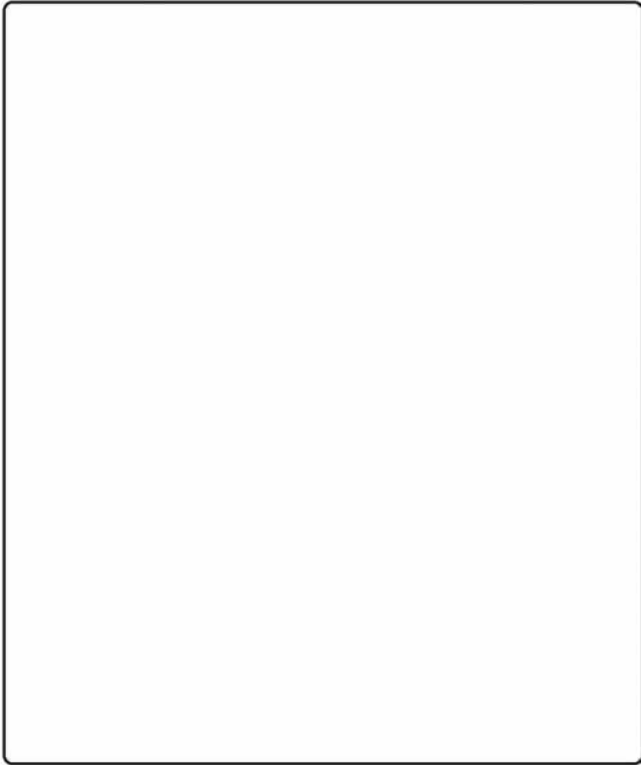


Ben is feeling **happy**.



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

Draw a picture of your character:



My character's name is:

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

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!



Section 1

one less one more

12

24

33

Section 2

$4 + 1 =$

+

$3 + 3 =$

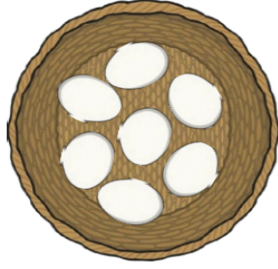
+

Section 4

There are 7 eggs in a basket.

The hen lays 3 more.

How many eggs are there now?



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 5

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



Section 3

Circle the ones.

72

49

27

Section 8

Which line is the longest?

A



B



C



Line ____ is the longest.

Chance Outcomes (A)

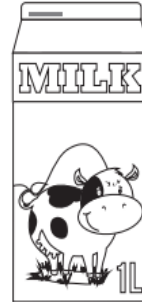
① Choose **likely** or **unlikely** to describe the chance of each event happening.

a) It will rain on a cloudy day.

b) Milk will go sour in a warm room.



likely
unlikely



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.

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



certain
impossible



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.

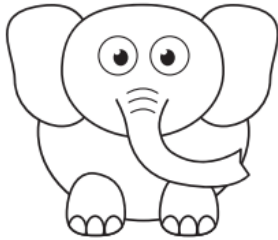
c) It is _____ to teach a pig to drive a car.

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.



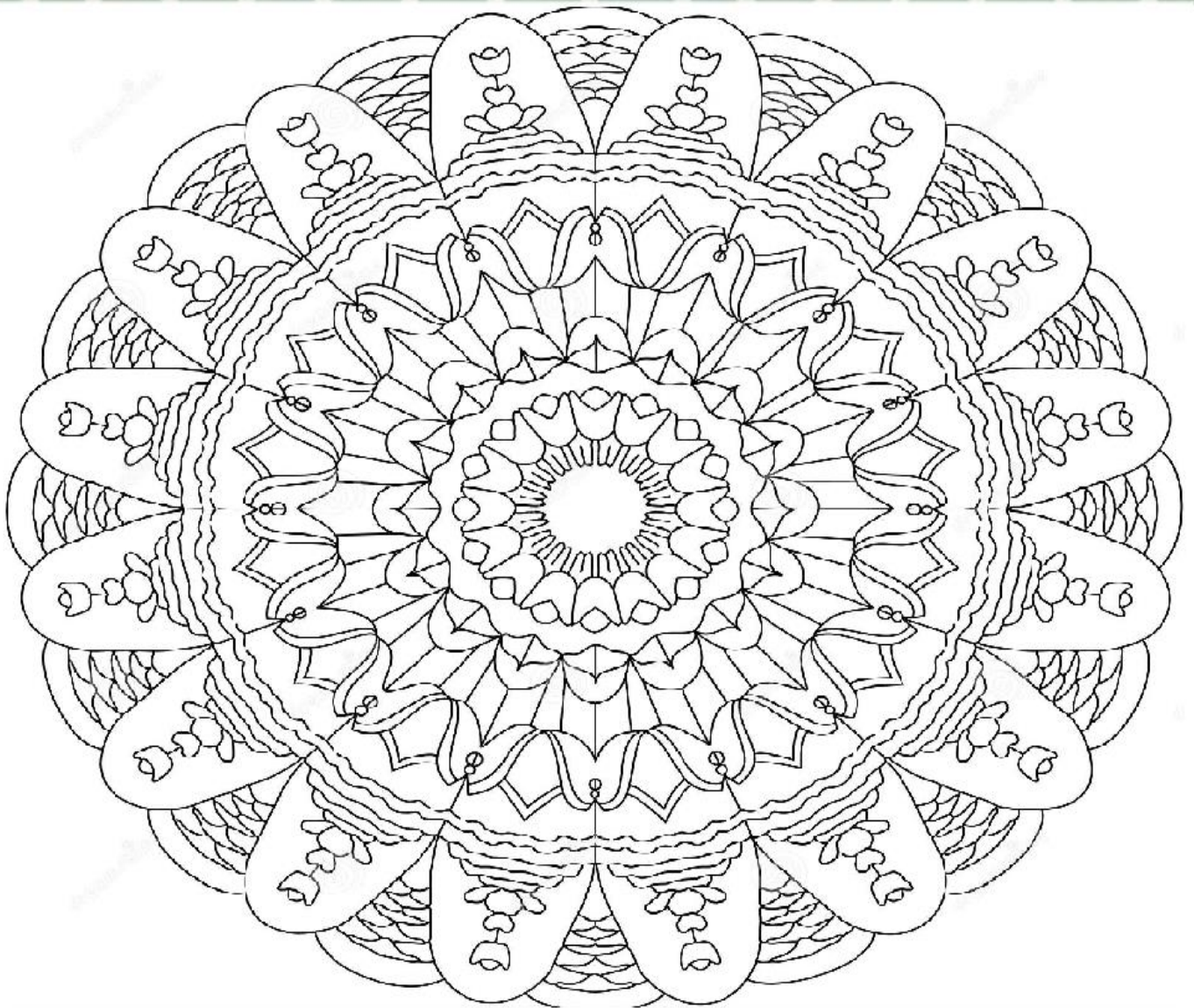
② In the table below, draw a picture of a **likely** event and an **impossible** event.

likely

impossible

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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 _____

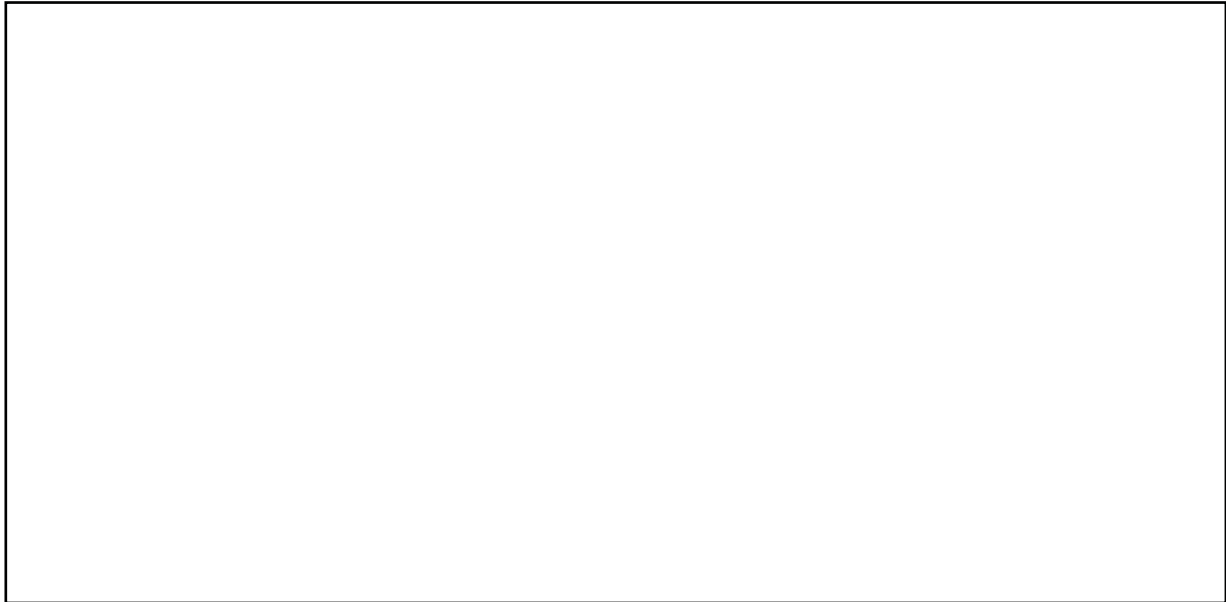
Date _____

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.



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?

The Gingerbread Man Comprehension - Worksheet

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 

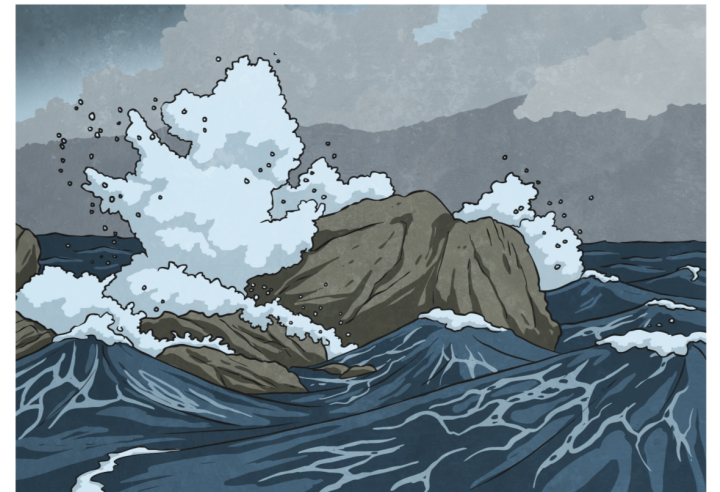
Smell 

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

CAPACITY

CHANCE

COIN

CUBE

DISAGREE

DISOBEY

EQUAL

HAPPY

IMPOSSIBLE

LIKELY

MONEY

OBEY

POSSIBLE

UNEQUAL

UNHAPPY

UNLIKELY

UNZIP

VOLUME

ZIP

Section 1

Tick the coins that add up to \$2.20.



Section 3

Put these numbers together.

20	5	=	<input type="text"/>
30	8	=	<input type="text"/>
10	7	=	<input type="text"/>

Section 6

<input type="text"/>	+ 4 = 10
<input type="text"/>	+ 7 = 20
<input type="text"/>	+ 5 = 7

Section 2

Isaac has 50c in his pocket.
He spends 20c.

How much money does he have left?

Section 4

What is 3 more than 17?

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.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	basketball		elephant		mouse		jet plane

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

		
Number of cubes <input type="checkbox"/>	Number of cubes <input type="checkbox"/>	Number of cubes <input type="checkbox"/>

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




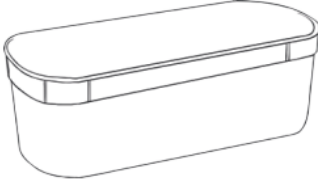


The volume of the prism is cubes.

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

- $3 + 14 =$ _____
- $4 - 1 =$ _____
- $4 - 3 =$ _____

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

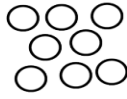
5. Complete this counting pattern:

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

- $16 + 18 =$ _____
- $24 - 1 =$ _____
- $15 + 17 =$ _____

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

5. Complete this counting pattern:

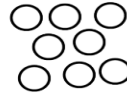
13, 23, 33, 43, _____, _____, _____

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

- $7 - 1 =$ _____
- $2 + 14 =$ _____
- $2 - 2 =$ _____

4. Write these numbers in order from largest to

smallest: 749, 819, 218, 527. _____

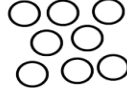
5. Complete this counting pattern:

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

- $1 - 1 =$ _____
- $20 + 15 =$ _____
- $16 + 6 =$ _____

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

5. Complete this counting pattern:

17, 27, 37, 47, _____, _____, _____

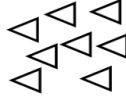
6. If there were 26 fans at a rugby union game, 8

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 an oval have?

