Week 2 words Group 2

Name:

Focus: The digraph /ea/ making the sound 'e' as in beach

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
tea				
eat				
seat				
meal				
east				
beach				
Orange Spelling Words				
cheap				
steam				
dream				
treat				
scream				
reheat				
Green Spelling Words				
teacher				
reason				
breathe				
cheaply				
seasonal				
treatment				

Week 2 words Group 3 Name:

Focus: The graph /c/ making the 's' sound as in city

Say the word, write the word	Day one	Day two	Day three	Day four
Red Spelling Words				
city				
cent				
cell				
centre				
policy				
centimetre				
Orange Spelling Words				
citizen				
acid				
decision				
celery				
recycling				
bicep				
Green Spelling Words				
civilisation				
participation				
cancellation				
principle				
Principal				
icicle				

The *SMART* Spelling Grid

NAME:

Write, say, sound, count, write.

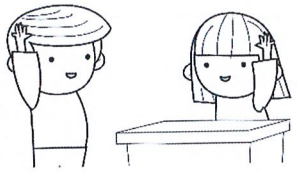
1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

Write the word Say the word	How many sounds?	Write the letters: broken up into graphs, digraphs, trigraphs etc.									Tricky part?
weekend	6	w	ee	k	e	n	d				ee
Elephant											ea

SENTENCES

Words	Sentence
1.	
2.	
3.	
4.	
5.	

Rhetorical Questions



A rhetorical question is a question that is asked, but there is no need for a reply. For example: Who doesn't like chocolate?

1. Decide whether these questions are rhetorical (R) or non-rhetorical (N).
   a. What is the difference between a rabbit and a hare? R/N
   b. Do I look like I was born yesterday? R/N
   c. How would you feel if your house was full of rubbish? R/N
   d. Do we have school tomorrow? R/N
   e. Wouldn't you feel horrible if you didn't give that dog a home? R/N

2. Write your own rhetorical questions about these school issues. Imagine you are trying to engage your audience.

Issue	Rhetorical Question
The school playground is always untidy.	
You have heard lots of children are wasting water.	
Children are not wearing a helmet when they ride their bikes.	
Some children think it is silly having to wear their hats at play time.	

I wanna Iguana comprehension

Watch or read I wanna Iguana https://youtu.be/X7dswe0DuDU

Do you think these words are important to the story? Why or why not?

What might happen if these words were removed from the story?

What other words could Alex and his mother use to express their point of view?

Examine how it is persuasive- Mum and Alex require convincing- Whose side are you on? Why do you think this?

-Imagine you are in the video you watched yesterday. Write a persuasive paragraph to convince either Alex, or his mother and share with someone!

Copy your paragraph into Google Docs and then…

Read out your paragraph emphasising persuasive language (for example, "I must, I think, it is important etc.)

Critical thinking and reflection- Give feedback to other students; what is it that makes the writing persuasive, how could it be persuasive? Reflect and make changes to your own writing if necessary. Learn from others

Persuasive paragraph-

Convince Mum or Alex that you'd love a pet iguana… Try to incorporate some rhetorical questions and persuasive words from the previous activity

Convincing words used during I WANNA IGUANA

1

2

3

4

5

6

7

8

9

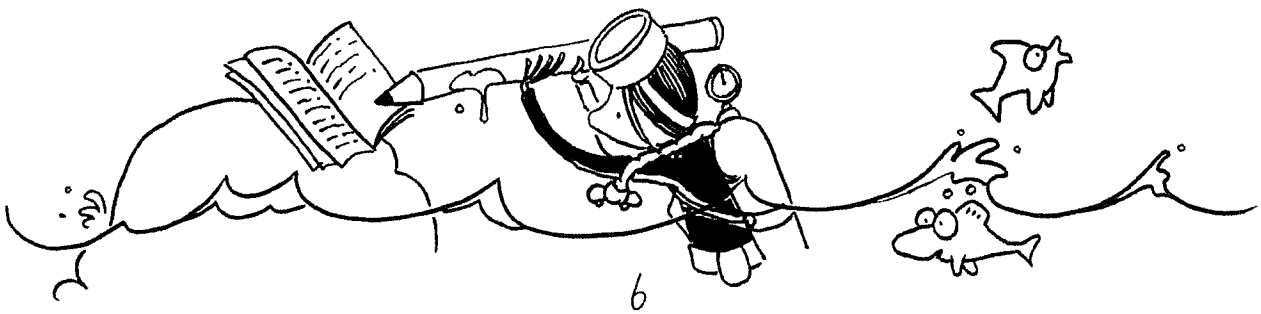
10

☆ Revision – Exits and entries

Trace, then copy the alphabet with all its entries and exits.

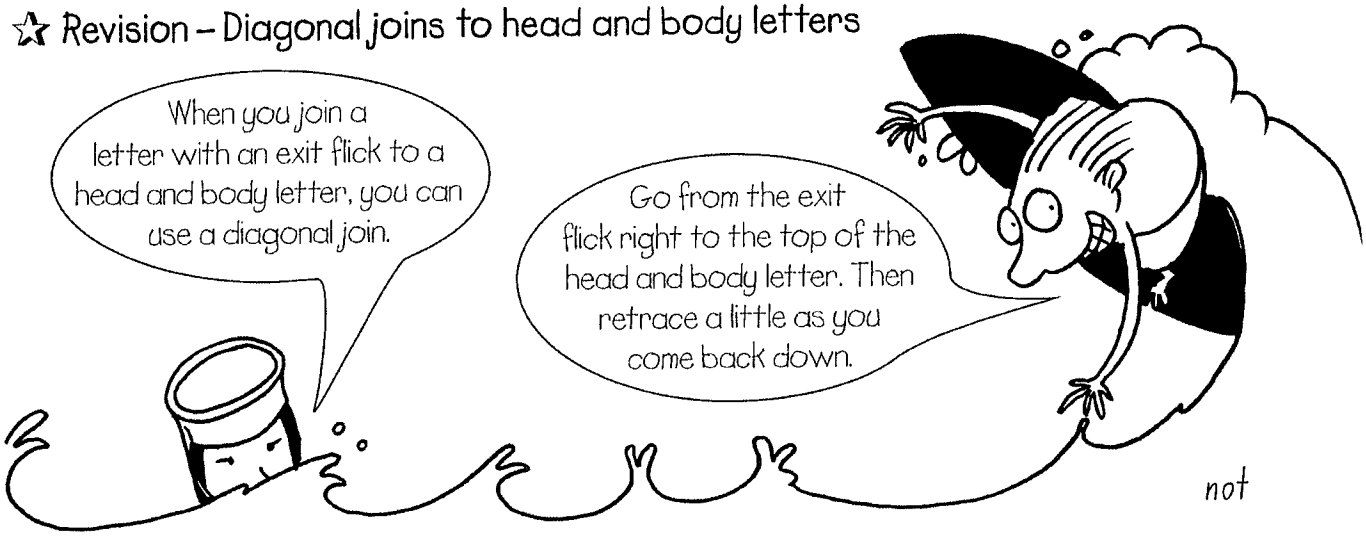
Copy.

In my book I will be doing quite a lot of writing to practise cursive script, using correct entries, exits and joins.



Trace and copy.

☆ Revision – Diagonal joins to head and body letters



Copy, taking care when retracing the downward strokes of the tall letters.

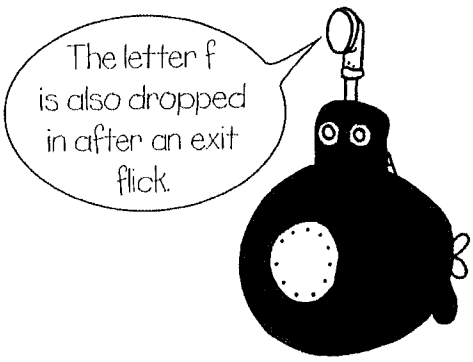
Yellow butter melts in the heat.

Is there salt in the salad?

Trace, then copy. Then choose four letter pairs, and put a star * to show where you lifted your pencil.

Copy these words. Change colour when you drop in.
The marks ´ will help you.

mámmál échinóderm



Copy. Change colour each time you drop in.

if after reef huff

Odds & Threes

This is a game for two, three or four players.

You need: a pack of cards with the Jacks, Queens and Kings removed. (Ace is a one)

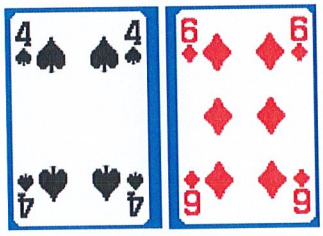
To play:

Deal out **two cards to each player.**
You can add, subtract, multiply or divide the two numbers to make a whole number, or just put them together to make a 2-digit number.

You score **one point** for making an **odd number**, ***OR*** **a number that can be divided by three.**

The player who has the most points after five rounds wins the game. Keep score on a whiteboard or a piece of paper.

Example:



with these cards you could make the following numbers:

46 or **64**

or **10** (4 + 6 = 10)

or **24** (4 x 6 = 24)

or **2** (6 - 4 = 2)

But only **24** would score a point **because it can be divided by three.**

Can you predict as soon as you get your cards if you will be able to make an odd number?

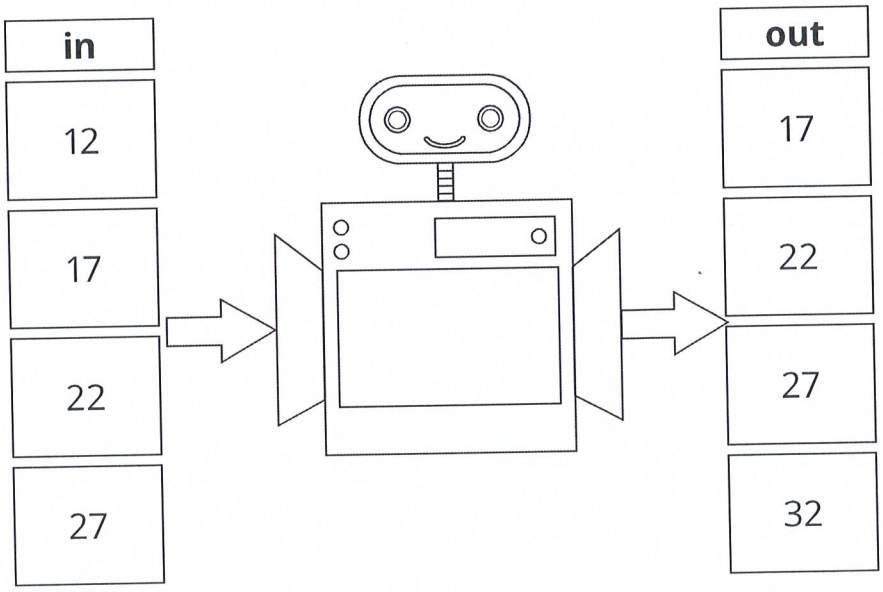
What's the quick way to tell if a number is divisible by 3?

How could you change the game to make it more challenging?

Name _____ Date _____

Number Patterns (A)

1. Can you work out what the robot is doing in his tummy to change the numbers? Write the rule on his tummy.



2. Work out the pattern, then fill in the missing numbers in these number patterns.

a)

20	22	24			30			36	

b)

68	66			60	58			52	

c)

45		35	30		20	15			0

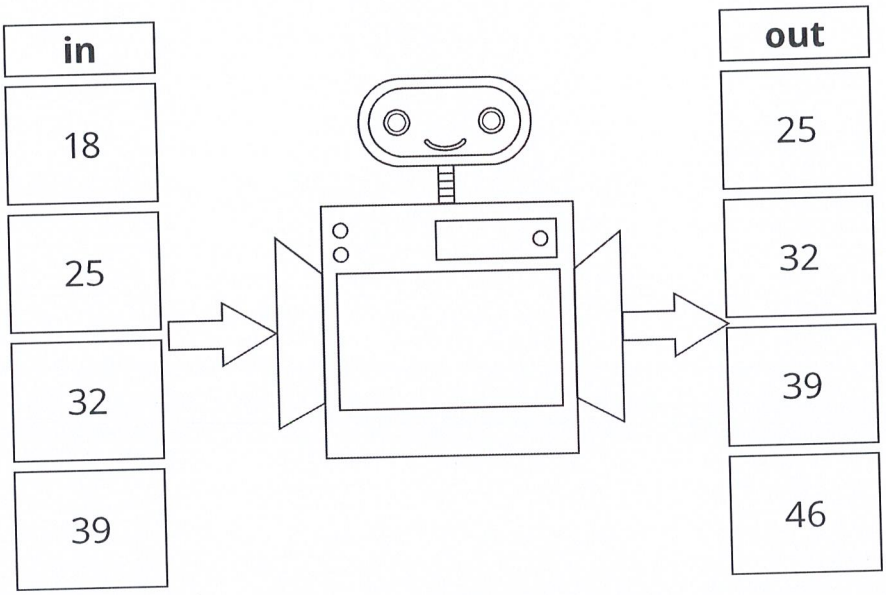
d)

90			60	50			20		0

Name _____ Date _____

Number Patterns (B)

1. Can you work out what the robot is doing in his tummy to change the numbers? Write the rule on his tummy.



2. Work out the pattern, then fill in the missing numbers in these number patterns.

a)

3	5				13			19	

b)

5	10			25	30			45	

c)

100		80			50	40			10

d)

6			15	18			27		33

Name _____ Date _____

Solving Word Problems (A)

1. Solve the problems by drawing a picture and writing the matching number sentence.

a) Serena helped to plant 35 new trees on Saturday and 14 on Sunday. How many trees did she plant altogether?	b) You have 25 students in your class, but 6 are away today. How many students are in your class today?
c) Cody saw 3 monkeys, 2 giraffes, 12 ducks and 1 elephant at the zoo. How many animals did he see altogether?	d) Jane received a bunch of balloons for her birthday. There were 18 balloons but then 3 popped. How many balloons does she have left?

Name _____ Date _____

Solving Word Problems (B)

(1) Solve the problems by drawing a picture and writing the matching number sentence.

a) Diana's chickens laid 10 eggs on Monday and 8 eggs on Tuesday. How many eggs did they lay altogether?	b) Cooper took 14 pencils to school, but only brought 8 home. How many pencils did he leave at school?
c) Michaela was paid $7 for cleaning her room and then $6 for doing the washing up. How much money did she earn altogether?	d) Alex had 12 cherries in his lunchbox. He ate 9 of them for morning tea. How many cherries does he have left?

Name _____ Date _____

Number Patterns (A)

1 Complete these addition patterns.

a)

2 + 4 =	
12 + 4 =	
22 + 4 =	
32 + 4 =	

b)

46 + 8 =	
56 + 8 =	
66 + 8 =	
76 + 8 =	

c)

85 + 3 =	
95 + 3 =	
105 + 3 =	
115 + 3 =	

2 Complete these subtraction patterns.

a)

6 - 2 =	
60 - 20 =	
600 - 200 =	
6000 - 2000 =	

b)

9 - 7 =	
90 - 70 =	
900 - 700 =	
9000 - 7000 =	

c)

8 - 5 =	
80 - 50 =	
800 - 500 =	
8000 - 5000 =	

3 Use the rule to complete these patterns.

a)

Rule	input	10	12	14	16	18
+ 6	output	16	18			

b)

Rule	input	6	7	8	9	10
x 2	output	12	14			

c)

Rule	input	25	20	15	10	5
- 3	output	22	17			

d)

Rule	input	28	24	20	16	12
÷ 4	output	7	6			

4 Identify the rule for these patterns.

a)

Rule	input	2	4	6	8	10
	output	5	7	9	11	13

b)

Rule	input	5	6	7	8	9
	output	25	30	35	40	45

c)

Rule	input	22	33	44	55	66
	output	12	23	34	45	56

d)

Rule	input	18	16	14	12	10
	output	9	8	7	6	5

Name _____ Date _____

Number Patterns (B)

1 Complete these addition patterns.

a)

3 + 5 =	
13 + 5 =	
23 + 5 =	
33 + 5 =	

b)

47 + 2 =	
57 + 2 =	
67 + 2 =	
77 + 2 =	

c)

89 + 4 =	
99 + 4 =	
109 + 4 =	
119 + 4 =	

2 Complete these subtraction patterns.

a)

5 - 2 =	
50 - 20 =	
500 - 200 =	
5000 - 2000 =	

b)

8 - 3 =	
80 - 30 =	
800 - 300 =	
8000 - 3000 =	

c)

9 - 6 =	
90 - 60 =	
900 - 600 =	
9000 - 6000 =	

3 Use the rule to complete these patterns.

a)

Rule	input	10	12	14	16	18
+ 7	output	17	19			

b)

Rule	input	6	7	8	9	10
x 5	output	30	35			

c)

Rule	input	25	20	15	10	5
- 4	output	21	16			

d)

Rule	input	28	24	20	16	12
÷ 2	output	14	12			

4 Identify the rule for these patterns.

a)

Rule	input	20	22	24	26	28
	output	25	27	29	31	33

b)

Rule	input	3	4	5	7	8
	output	9	12	15	21	24

c)

Rule	input	22	32	42	52	62
	output	14	24	34	44	54

d)

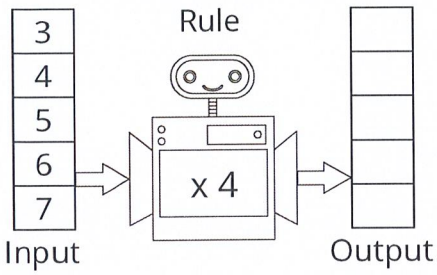
Rule	input	35	30	25	20	15
	output	7	6	5	4	3

Name _____ Date _____

Multiplication and Division Number Patterns (A)

(1) Follow the rule to complete these number patterns.

a)



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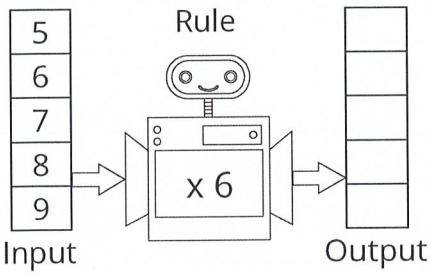

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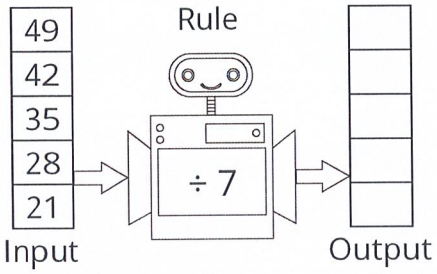
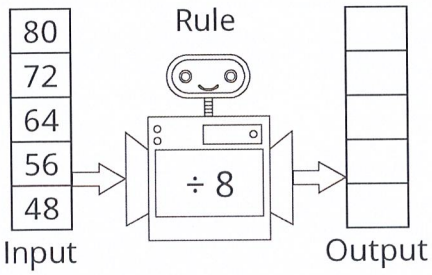


d)



(2) Use the clues to work out the missing number.

a) If you add 9, my total will be 36. ☐

b) If you add 8, my total will be 24. ☐

c) If you divide me by 3, my quotient is 7. ☐

d) If you divide me by 6, my quotient is 4. ☐

e) If you multiply me by 4, my product is 40. ☐

f) If you multiply me by 6, my product is 42. ☐

g) If you multiply me by myself my product is 49. ☐

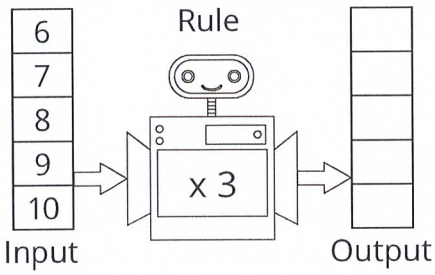
h) If you multiply me by myself my product is 36. ☐

Name _____ Date _____

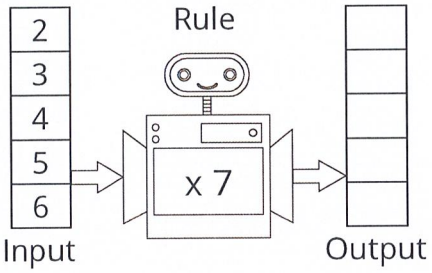
Multiplication and Division Number Patterns (B)

(1) Follow the rule to complete these number patterns.

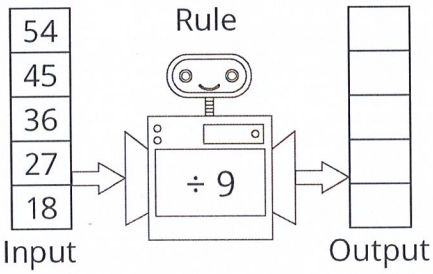
a)



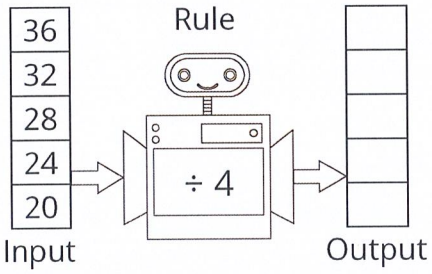
c)



b)



d)



(2) Complete these mutliplication and division problems.

a) Sally saved $5 per week for 8 weeks.
How much did she save in total?

b) If a tap leaks at a rate of 4 litres per hour, how much water has been wasted in 7 hours?

c) Lisa is paid $9 per hour for her babysitting job.
How much will she earn in 3 hours?

d) Ryan is buying a new scooter for $180.
To pay for it, he has to make 6 equal payments.
How much will he pay each time?

Name ______________________ Date ____________

Addition and Subtraction Number Patterns (A)

1. Complete these number sentences to make them true.

a) [42] + [ ] = [66]

b) [ ] + [42] = [79]

c) [83] - [ ] = [40]

d) [ ] - [53] = [36]

e) [23] + [ ] = [99]

f) [ ] + [18] = [58]

g) [58] - [ ] = [22]

h) [ ] - [53] = [24]

2. Complete these equivalent number sentence to make them true.

a) [ ] + [50] = [75] - [10]

b) [25] + [ ] = [80] - [30]

c) [13] + [20] = [56] - [ ]

d) [ ] + [22] = [65] - [25]

e) [73] + [ ] = [99] - [14]

f) [16] + [18] = [ ] - [15]

g) [13] + [44] = [97] - [ ]

h) [ ] + [11] = [99] - [31]

Name _____ Date _____

Addition and Subtraction Number Patterns (B)

(1) Complete these number sentences to make them true.

a) 61 + ☐ = 75

b) ☐ + 56 = 86

c) 94 - ☐ = 41

d) ☐ - 33 = 53

e) 62 + ☐ = 74

f) ☐ + 15 = 32

g) 59 - ☐ = 27

h) ☐ - 64 = 11

(2) Complete these equivalent number sentence to make them true.

a) ☐ + 16 = 83 - 21

b) 17 + ☐ = 93 - 52

c) 12 + 21 = ☐ - 26

d) 15 + 10 = 50 - ☐

e) ☐ + 10 = 90 - 12

f) 23 + ☐ = 67 - 11

g) 41 + 43 = ☐ - 13

h) 11 + 16 = 54 - ☐