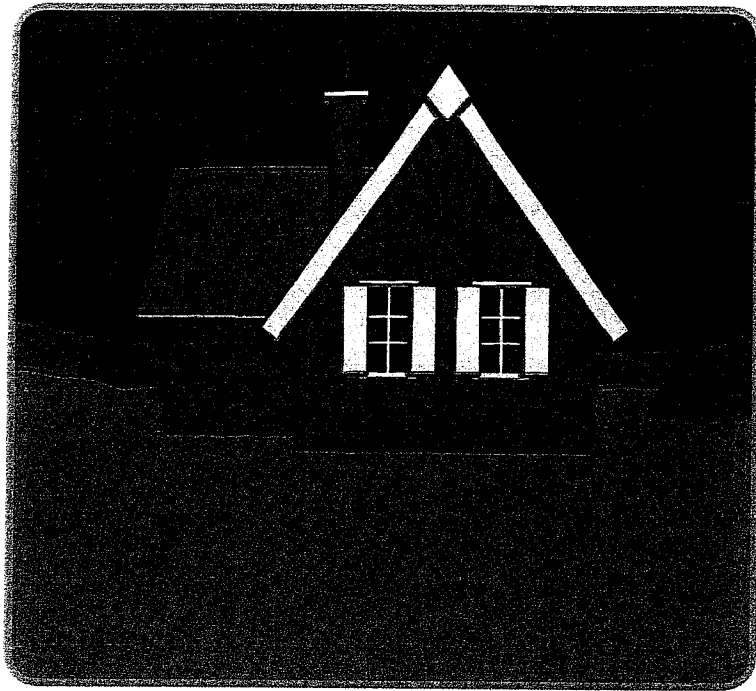


**Kowhai
Home Learning
Workbook
2021**

Story Settings Description



Key Words

spooky dark quiet damp
freezing gloomy creepy
calm peaceful lonely
wild leafy cold terrifying
hidden

Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



- Narrative
- Setting
- Resolution
- Character
- Genre
- Complication

Imaginative 29

Five sentence short story

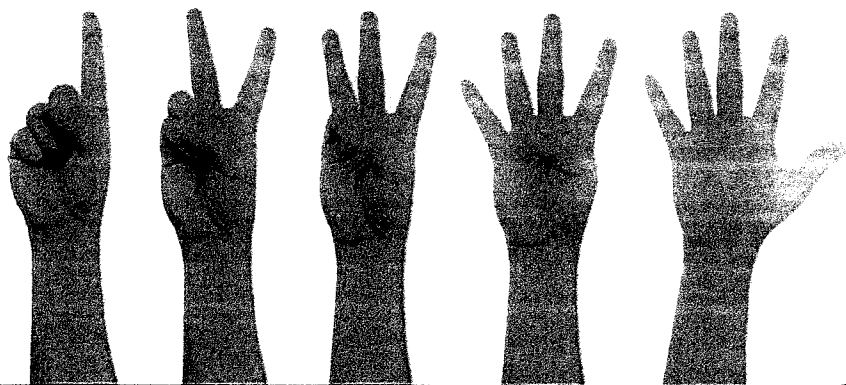
Short stories can be very short, so long as they have a beginning, middle and end.

You can even write one in just five sentences!

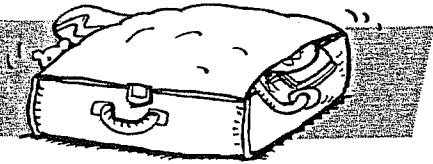
1. Write a sentence that has a character in a setting.
2. Write a sentence that gives the character a problem they have to overcome.
3. Write a sentence in which the character tries and fails to solve the problem.
4. Write a sentence in which the character solves the problem.
5. Write a sentence showing how the character reacts or feels in the end.



ISBN 978 1 4586 4112 0



My Favourites



☺ If I had to choose three favourite things to take on holiday, I'd choose . . .

1 _____ because _____

2 _____ because _____

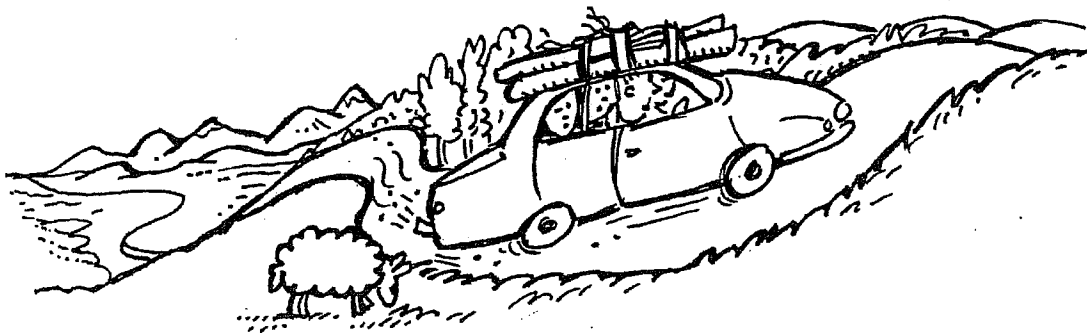
3 _____ because _____

☺ I would leave behind . . .

1 _____ because _____

2 _____ because _____

3 _____ because _____



MAKING A CUP OF TEA

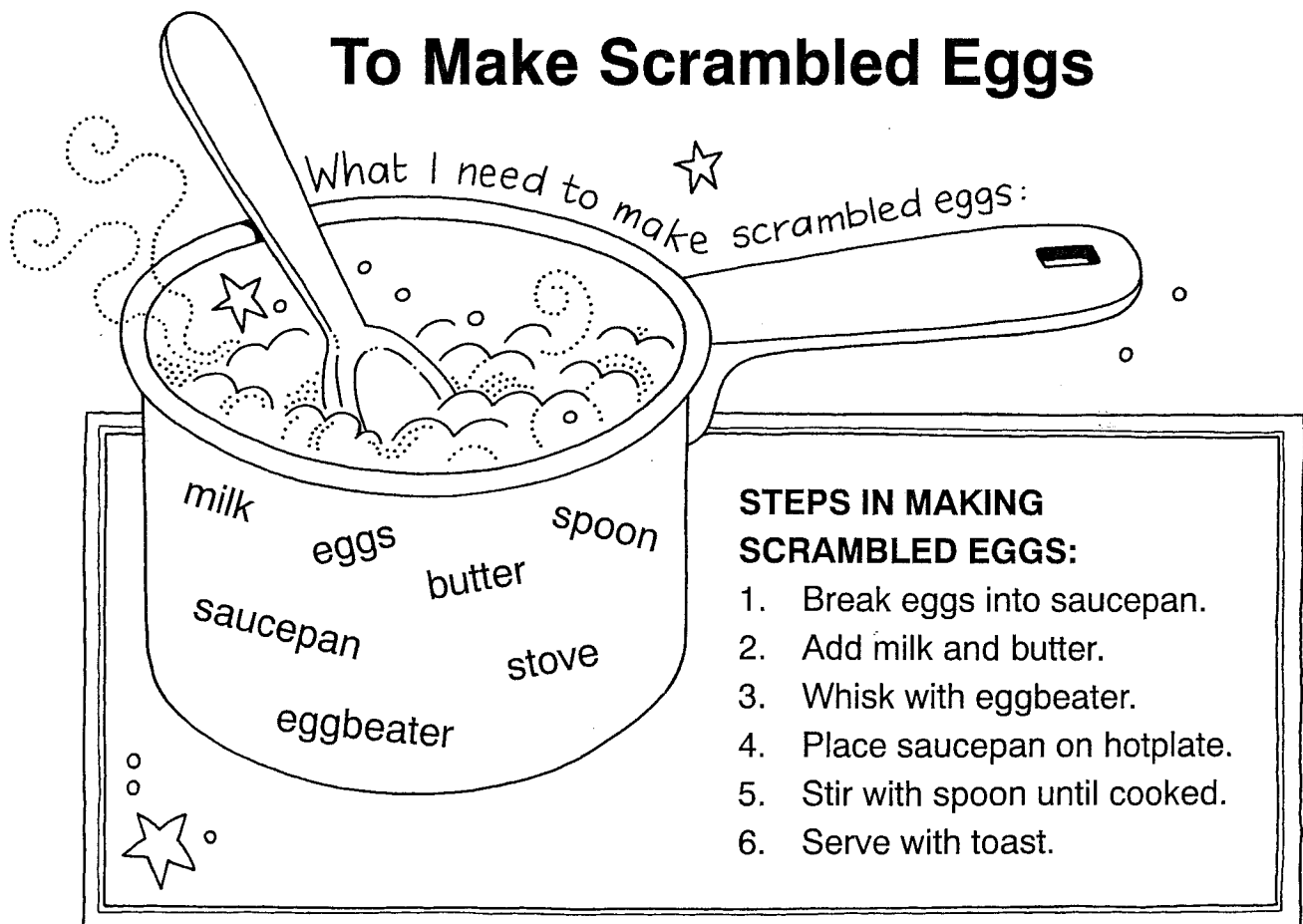
Have you ever watched your mother or father make a cup of tea? Let's **pretend** someone asked you to make one. (Pretend is the right word, because it isn't a sensible idea for small children to be anywhere near boiling water, is it?)

Think about what you would need to make a cup of tea. After that, what's needed is a plan of action. What would you do first?

Here are your instructions:

1. On the cup, write the things you would need to make the cup of tea. Will you be using a teabag? Do you have an electric jug, or will you be boiling the hot water in a kettle over a hotplate?
2. Record the steps you would take to make the cup of tea. Don't forget to number the steps.
3. On the saucer, draw something yummy to eat with the cup of tea.

To Make Scrambled Eggs



To Make a Cup of Tea

What I need to make a cup of tea:



STEPS IN MAKING A CUP OF TEA (please number each step):

Name _____

Date _____



Vowels and consonants

There are 26 letters in the alphabet.

a e i o u are vowels.

The other letters are **consonants**.

Put a ring around all the **vowels** in the alphabet.

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

Vowels are important. Every word must have **one vowel or more** in it.

1. Put a ring round all the **vowels** in the 'family' words.

mum

uncle

brother

grandmother

dad

mother

sister

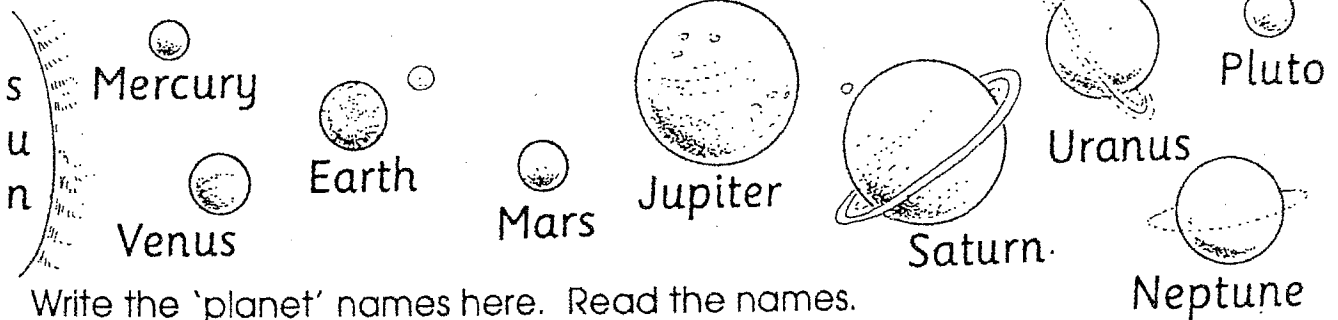
aunt

grandfather

father

Write the 'family' words here. Read the words.

2. Put a ring round all the vowels in the planet names.



Write the 'planet' names here. Read the names.

Learn the planet names, in order from the sun.

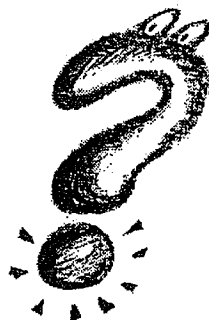
ACTIVITY 13: Add the question mark

what

why

how

when



did

can

who

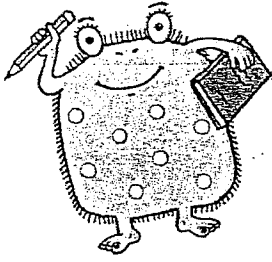
where

(a) Put a question mark at the end of each sentence.

1. What is your name
2. Can you come to my house to play
3. When can we get our new puppy
4. Where do you live
5. Why are you crying
6. How did you hurt your hand
7. Did you come to school in the car today
8. Who is your best friend

(b) Put a full stop or a question mark at the end of each sentence.

1. I am going to the park
2. Will you come too
3. What is your name
4. How old are you
5. I can run very fast
6. Have we got any homework
7. Look at my picture
8. My cat comes to bed with me



Presenting

I am learning to respond critically to a text in a variety of ways.

Title: _____

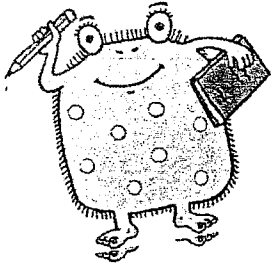
Author: _____

Publisher: _____

Make a wanted poster for a character in your book.



Name: _____

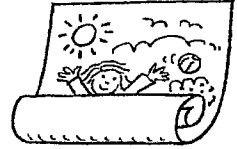


Setting

I am learning to identify the setting of a text.

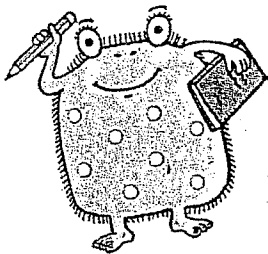
Title: _____

Author: _____



Draw a picture about where the story took place.
Remember to show the details. Write about your picture.

Name: _____

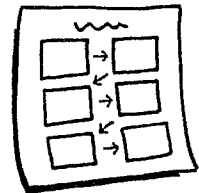


Plot

I am learning to recall the sequence of events confidently.

Title: _____

Author: _____



Make a sequence chart.

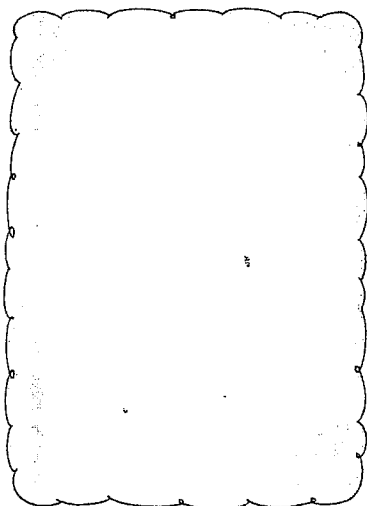
Name: _____

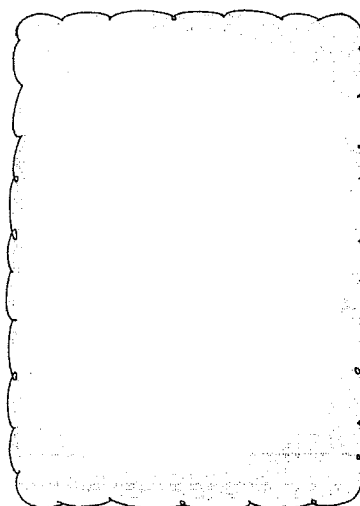
I am learning to create captions for a series of illustrations about a fiction or non-fiction book.

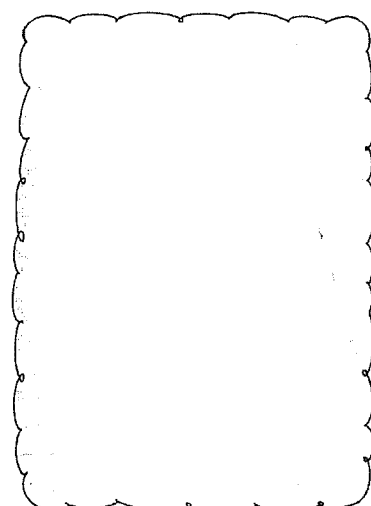
Title: _____

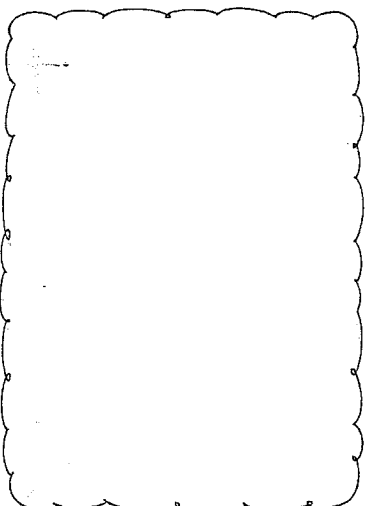
Author: _____ Text type: _____

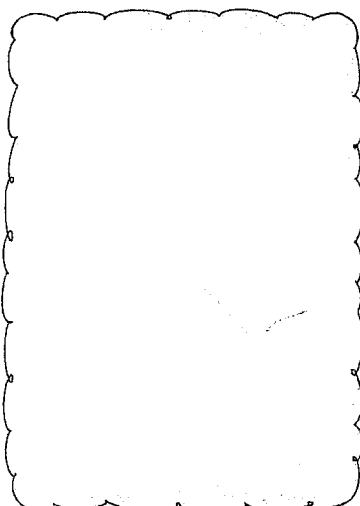
Draw pictures to show a sequence of events from the book you have read. Write a caption for each picture underneath.

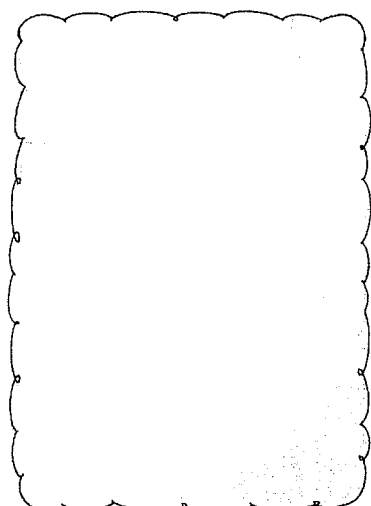


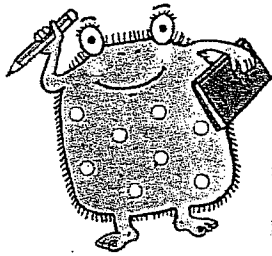












Characters

I am learning to identify and describe the main character in a text.

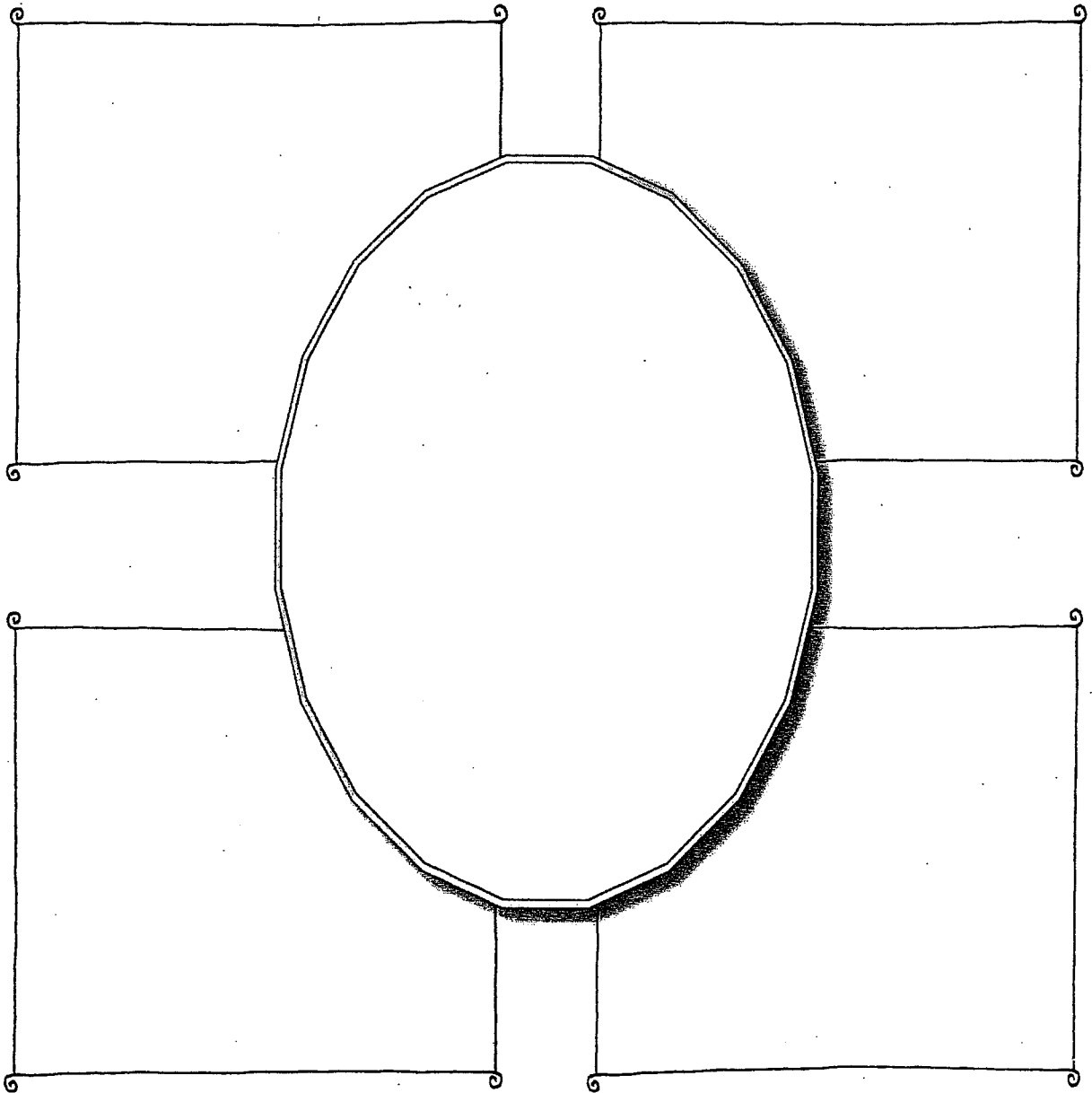
Title: _____

Author: _____

Publisher: _____



Draw the main character of the story in the picture frame.
Write a sentence about the character in each space.



Name: _____



I am learning to understand and work with fractions.

An object cut into TWO equal sized pieces is said to be cut in half.

One half written as a fraction is $\frac{1}{2}$.

What does it mean?

Answer: $\frac{1}{2}$ means 1 out of 2
 (top number) (bottom number)

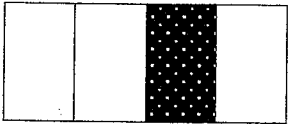
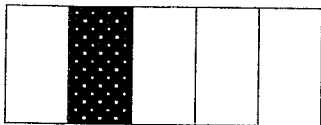
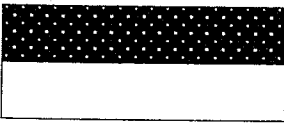
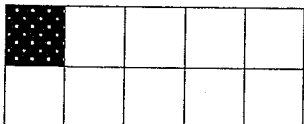


What do these fractions mean?

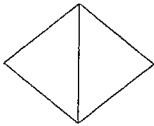
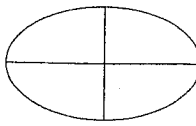
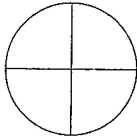
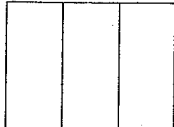
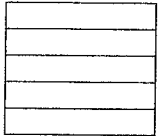
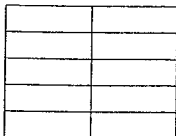
Fill in the missing numbers or fractions.

| | Fraction | What does it mean? |
|-----|----------------|--------------------|
| (1) | $\frac{1}{4}$ | means 1 out of 4 |
| (2) | $\frac{1}{5}$ | means out of |
| (3) | $\frac{1}{10}$ | means out of |
| (4) | — | means 1 out of 6 |
| (5) | — | means 1 out of 12 |

What fraction of each shape is coloured in? Write your answer as a fraction.

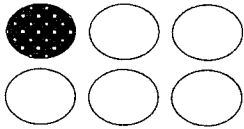
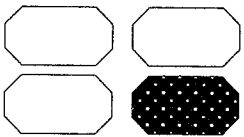
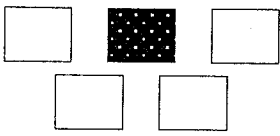
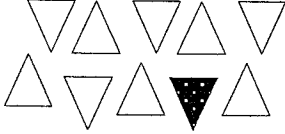
| | | |
|-----|---|--------------------|
| (6) |  | 1 out of 4 or — |
| (7) |  | out of or — |
| (8) |  | out of or — |
| (9) |  | out of or — |

Colour in some of each shape to show you understand these fractions.

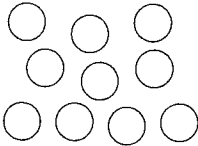
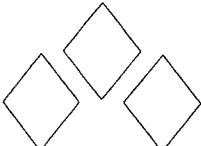
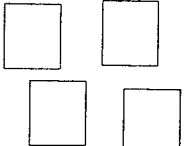
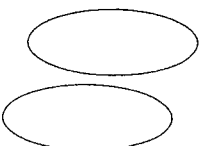
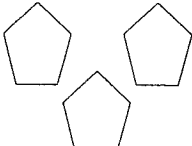

| | | | | |
|------|---------------|---|----------------|---|
| (10) | $\frac{1}{2}$ |  | $\frac{1}{2}$ |  |
| (11) | $\frac{1}{4}$ |  | $\frac{1}{3}$ |  |
| (12) | $\frac{1}{5}$ |  | $\frac{1}{10}$ |  |

What fraction of each group of these shapes is coloured in?

Write your answer as a fraction.

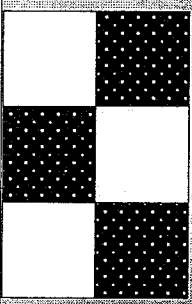
| | | |
|------|--|--------------------|
| (13) |  | 1 out of 6 or — |
| (14) |  | out of or — |
| (15) |  | out of or — |
| (16) |  | out of or — |

Colour in some of each group of shapes to show you understand these fractions.

| | | | | |
|------|----------------|--|---------------|---|
| (17) | $\frac{1}{10}$ |  | $\frac{1}{3}$ |  |
| (18) | $\frac{1}{4}$ |  | $\frac{1}{2}$ |  |
| (19) | $\frac{1}{3}$ |  | $\frac{1}{5}$ |  |

I am learning to understand and work with fractions.

Look at this shape.



Count all the squares.

How many squares are shaded in?

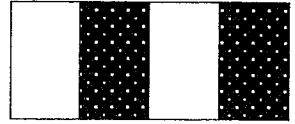
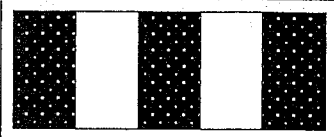

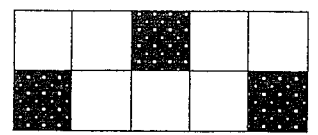
Write this as a fraction.

Answer: 6 squares, 3 out of 6 and written as a fraction ... $\frac{3}{6}$

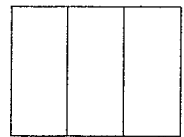
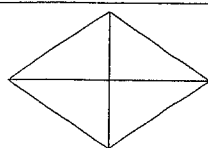
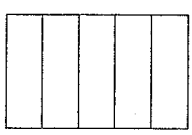

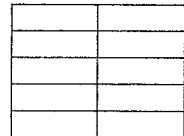
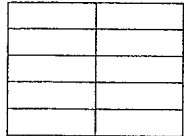
What do these fractions mean? Fill in the missing numbers or fractions.

| Fraction | | What does it mean? |
|----------|----------------|--------------------|
| (1) | $\frac{3}{4}$ | means 3 out of 4 |
| (2) | $\frac{5}{3}$ | means out of |
| (3) | $\frac{7}{10}$ | means out of |
| (4) | — | means 4 out of 5 |
| (5) | — | means 7 out of 10 |

What fraction of each shape is coloured in? Write your answer as a fraction.

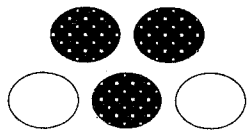
| | | | | |
|-----|---|------------|----|---|
| (6) |  | 2 out of 4 | or | — |
| (7) |  | out of | or | — |
| (8) |  | out of | or | — |
| (9) |  | out of | or | — |

Colour in some of each shape to show you understand these fractions.

| | | | | |
|------|----------------|---|----------------|---|
| (10) | $\frac{3}{2}$ |  | $\frac{4}{3}$ |  |
| (11) | $\frac{5}{2}$ |  | $\frac{4}{5}$ |  |
| (12) | $\frac{7}{10}$ |  | $\frac{3}{10}$ |  |

What fraction of each group of these shapes is coloured in and write your answer as a fraction.

(13)

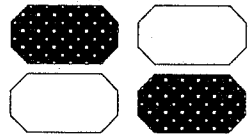


3 out of 5

or

—

(14)



out of

or

—

(15)



out of

or

—

(16)

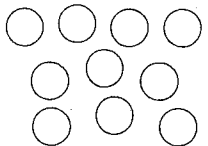
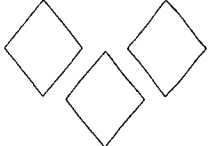
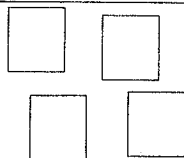
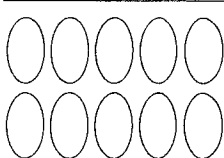
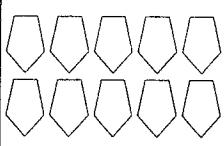
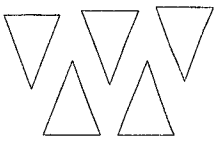


out of

or

—

Colour in some of each group of shapes to show you understand these fractions.

| | | | | |
|------|----------------|---|----------------|---|
| (17) | $\frac{9}{10}$ |  | $\frac{3}{2}$ |  |
| (18) | $\frac{4}{3}$ |  | $\frac{7}{10}$ |  |
| (19) | $\frac{3}{10}$ |  | $\frac{5}{2}$ |  |



I am learning to find a given fraction of a number using multiplication facts.

What is one half of 20?

(Written as $\frac{1}{2}$ of 20 = \square or $\frac{1}{2} \times 20 = \square$)

This is the same as working out how many groups of 2 there are in 20 or finding $2 \times \square = 20$.

Answer: 10 groups of 2,
so $\frac{1}{2}$ of 20 = 10 or $2 \times 10 = 20$



Work out each fraction of these numbers by using 'grouping'.



(1) $\frac{1}{2}$ of 12 = $\begin{matrix} 6 & 6 \end{matrix} = 12$
(2 groups of 6 = 12)

(2) $\frac{1}{10}$ of 40 = $\begin{matrix} 4 & 4 & 4 & 4 & 4 & 4 & 4 & 4 & 4 & 4 \end{matrix} = 40$
(10 groups of 4 = 40)

(3) $\frac{1}{5}$ of 25 = $\begin{matrix} 5 & 5 & 5 & 5 & 5 \end{matrix} = 25$
(5 groups of 5 = 25)

(4) $\frac{1}{3}$ of 12 = $\begin{matrix} 4 & 4 & 4 \end{matrix} = 12$
(3 groups of 4 = 12)

(5) $\frac{1}{4}$ of 24 = $\begin{matrix} 6 & 6 & 6 & 6 \end{matrix} = 24$
(4 groups of 6 = 24)

(6) $\frac{1}{2}$ of 16 = $\begin{matrix} 8 & 8 \end{matrix} = 16$
(2 groups of 8 = 16)

(7) $\frac{1}{10}$ of 60 = $\begin{matrix} 6 & 6 & 6 & 6 & 6 & 6 & 6 & 6 & 6 & 6 \end{matrix} = 60$
(10 groups of 6 = 60)

(8) $\frac{1}{5}$ of 35 = $\begin{matrix} 7 & 7 & 7 & 7 & 7 \end{matrix} = 35$
(5 groups of 7 = 35)

(9) $\frac{1}{3}$ of 27 = $\begin{matrix} 9 & 9 & 9 \end{matrix} = 27$
(3 groups of 9 = 27)

(10) $\frac{1}{4}$ of 32 = $\begin{matrix} 8 & 8 & 8 & 8 \end{matrix} = 32$
(4 groups of 8 = 32)

Work out each fraction of these numbers by using known multiplication facts.

Working

(11) $2 \times 7 = 14$ $\frac{1}{2}$ of 14 = 7

(12) $10 \times \quad = 90$ $\frac{1}{10}$ of 90 =

(13) $5 \times \quad = 45$ $\frac{1}{5}$ of 45 =

(14) $3 \times \quad = 21$ $\frac{1}{3}$ of 21 =

(15) $4 \times \quad = 28$ $\frac{1}{4}$ of 28 =

(16) $2 \times \quad = 18$ $\frac{1}{2}$ of 18 =

(17) $10 \times \quad = 80$ $\frac{1}{10}$ of 80 =

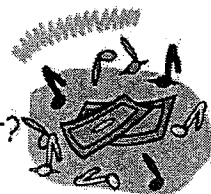
(18) $5 \times \quad = 50$ $\frac{1}{5}$ of 50 =

(19) $3 \times \quad = 24$ $\frac{1}{3}$ of 24 =

(20) $4 \times \quad = 40$ $\frac{1}{4}$ of 40 =

Word problems.

(21) If you have \$40.00 and spend a $\frac{1}{2}$ of the money, how much have you spent?



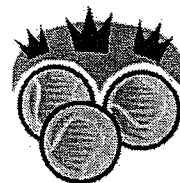
(22) There are 24 hours in a day. If you sleep for $\frac{1}{3}$ of the day, how many hours is that?



(23) If you have \$100.00 and spend a $\frac{1}{10}$ of the money, how much have you spent?



(24) If you lose $\frac{1}{5}$ of 20 tennis balls, how many have you lost?



(25) There are 24 hours in a day. If you watch TV for $\frac{1}{4}$ of the day, how many hours is that?





Geometry

L1MG



G1

Homework / Assessment Worksheet

Name: _____

Class: _____

Complete by: _____

A: 10 Quick Questions



1. $7 + 3 =$

2. $6 + 4 =$

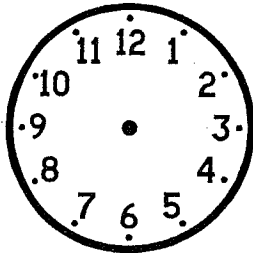
3. $10 - 4 =$

4. $10 - 8 =$

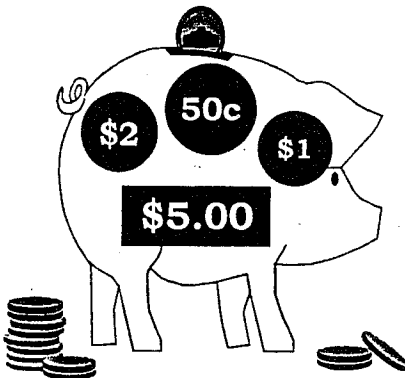
| | | | |
|-------|-----|-------|-----|
| 5. | 5 | 6. | 9 |
| | + 5 | | + 1 |
| <hr/> | | <hr/> | |

| | | | |
|-------|-----|-------|-----|
| 7. | 10 | 8. | 10 |
| | - 7 | | - 6 |
| <hr/> | | <hr/> | |

9. Draw 5 o'clock on this clock face.



10. Add these coins and notes.



B: Identifying simple 2D shapes

Look at this group of shapes.

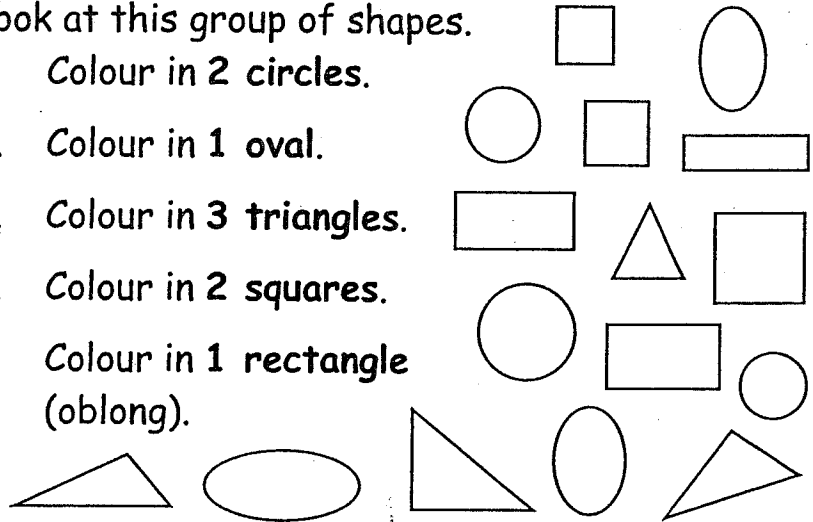
1. Colour in 2 circles.

2. Colour in 1 oval.

3. Colour in 3 triangles.

4. Colour in 2 squares.

5. Colour in 1 rectangle (oblong).



C: Drawing 2D shapes

Draw a picture made up of ...

2 circles,

1 oval,

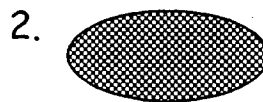
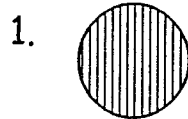
2 triangles,

2 squares,

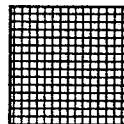
1 rectangle.

D: Writing 2D shape names

Write the names of these 2D shapes.



4.



5.



Comments:

Please sign:
Parent / Caregiver





Geometry

LIMG

G2

Homework / Assessment Worksheet

3

Name: _____

Class: _____

Complete by: _____

A: 10 Quick Questions



1. $7 + 5 =$

2. $6 + 6 =$

3. $12 - 4 =$

4. $12 - 9 =$

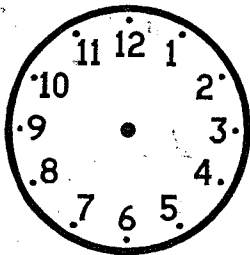
5. $\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$

6. $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$

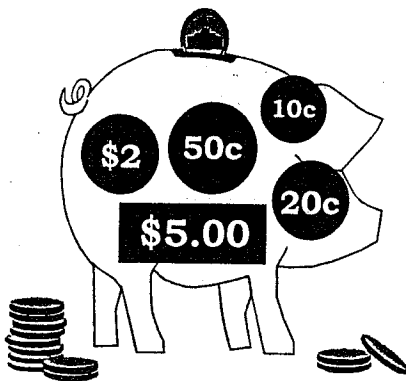
7. $\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$

8. $\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$

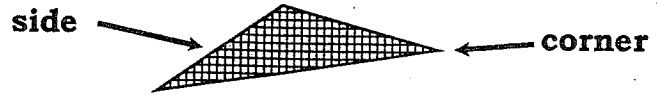
9. Draw 10 o'clock on this clock face.



10. Add these coins and notes.

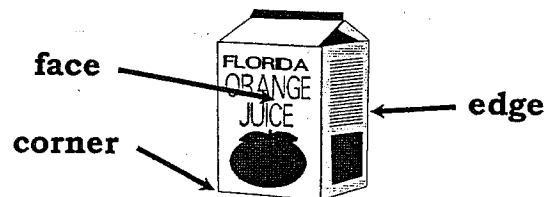


B: Naming features of a 2D shape

How many **sides** and **corners** do each of these shapes have? Fill in the table.

| | Shape | Diagram | Sides | Corners |
|----|-----------|---------|-------|---------|
| 1. | triangle | | | |
| 2. | square | | | |
| 3. | rectangle | | | |
| 4. | diamond | | | |
| 5. | pentagon | | | |
| 6. | hexagon | | | |

C: Naming features of a 3D object

How many **corners**, **edges** and **faces** do each of these objects have? Fill in the table.

| | Object | Diagram | Corners | Edges | Faces |
|----|--------|---------|---------|-------|-------|
| 1. | Box A | | | | |
| 2. | Box B | | | | |
| 3. | Box C | | | | |



Comments:

Please sign:
Parent / Caregiver

AWS

A3b**Adding numbers with a sum of 11 to 18**

Bk2

Name: _____

Room: _____

Score:

$$\begin{array}{rcl} 7 & + & 4 = \underline{\hspace{2cm}} \\ 9 & + & 6 = \underline{\hspace{2cm}} \\ 8 & + & 8 = \underline{\hspace{2cm}} \\ 8 & + & 4 = \underline{\hspace{2cm}} \\ 9 & + & 9 = \underline{\hspace{2cm}} \\ 7 & + & 7 = \underline{\hspace{2cm}} \\ 6 & + & 5 = \underline{\hspace{2cm}} \\ 8 & + & 9 = \underline{\hspace{2cm}} \\ 8 & + & 6 = \underline{\hspace{2cm}} \\ 4 & + & 7 = \underline{\hspace{2cm}} \\ 2 & + & 9 = \underline{\hspace{2cm}} \\ 6 & + & 6 = \underline{\hspace{2cm}} \\ 6 & + & 9 = \underline{\hspace{2cm}} \\ 9 & + & 4 = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{rcl} 3 & + & 8 = \underline{\hspace{2cm}} \\ 7 & + & 5 = \underline{\hspace{2cm}} \\ 5 & + & 9 = \underline{\hspace{2cm}} \\ 8 & + & 3 = \underline{\hspace{2cm}} \\ 6 & + & 7 = \underline{\hspace{2cm}} \\ 9 & + & 2 = \underline{\hspace{2cm}} \\ 8 & + & 8 = \underline{\hspace{2cm}} \\ 5 & + & 6 = \underline{\hspace{2cm}} \\ 9 & + & 7 = \underline{\hspace{2cm}} \\ 7 & + & 8 = \underline{\hspace{2cm}} \\ 8 & + & 5 = \underline{\hspace{2cm}} \\ 4 & + & 9 = \underline{\hspace{2cm}} \\ 7 & + & 7 = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{rcl} 9 & + & 5 = \underline{\hspace{2cm}} \\ 6 & + & 6 = \underline{\hspace{2cm}} \\ 5 & + & 7 = \underline{\hspace{2cm}} \\ 7 & + & 9 = \underline{\hspace{2cm}} \\ 9 & + & 3 = \underline{\hspace{2cm}} \\ 9 & + & 8 = \underline{\hspace{2cm}} \\ 7 & + & 6 = \underline{\hspace{2cm}} \\ 8 & + & 7 = \underline{\hspace{2cm}} \\ 9 & + & 9 = \underline{\hspace{2cm}} \\ 5 & + & 8 = \underline{\hspace{2cm}} \\ 3 & + & 9 = \underline{\hspace{2cm}} \\ 6 & + & 8 = \underline{\hspace{2cm}} \\ 4 & + & 8 = \underline{\hspace{2cm}} \end{array}$$

Marking schedule (tick one)

Shows strength (all correct) ☐Achieved (32 to 39 correct) ☐Developing (less than 32 correct) ☐**A3b****Adding numbers with a sum of 11 to 18**

Bk2

Name: _____

Room: _____

Score:

$$\begin{array}{rcl} 7 & + & 4 = \underline{\hspace{2cm}} \\ 9 & + & 6 = \underline{\hspace{2cm}} \\ 8 & + & 8 = \underline{\hspace{2cm}} \\ 8 & + & 4 = \underline{\hspace{2cm}} \\ 9 & + & 9 = \underline{\hspace{2cm}} \\ 7 & + & 7 = \underline{\hspace{2cm}} \\ 6 & + & 5 = \underline{\hspace{2cm}} \\ 8 & + & 9 = \underline{\hspace{2cm}} \\ 8 & + & 6 = \underline{\hspace{2cm}} \\ 4 & + & 7 = \underline{\hspace{2cm}} \\ 2 & + & 9 = \underline{\hspace{2cm}} \\ 6 & + & 6 = \underline{\hspace{2cm}} \\ 6 & + & 9 = \underline{\hspace{2cm}} \\ 9 & + & 4 = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{rcl} 3 & + & 8 = \underline{\hspace{2cm}} \\ 7 & + & 5 = \underline{\hspace{2cm}} \\ 5 & + & 9 = \underline{\hspace{2cm}} \\ 8 & + & 3 = \underline{\hspace{2cm}} \\ 6 & + & 7 = \underline{\hspace{2cm}} \\ 9 & + & 2 = \underline{\hspace{2cm}} \\ 8 & + & 8 = \underline{\hspace{2cm}} \\ 5 & + & 6 = \underline{\hspace{2cm}} \\ 9 & + & 7 = \underline{\hspace{2cm}} \\ 7 & + & 8 = \underline{\hspace{2cm}} \\ 8 & + & 5 = \underline{\hspace{2cm}} \\ 4 & + & 9 = \underline{\hspace{2cm}} \\ 7 & + & 7 = \underline{\hspace{2cm}} \end{array}$$

$$\begin{array}{rcl} 9 & + & 5 = \underline{\hspace{2cm}} \\ 6 & + & 6 = \underline{\hspace{2cm}} \\ 5 & + & 7 = \underline{\hspace{2cm}} \\ 7 & + & 9 = \underline{\hspace{2cm}} \\ 9 & + & 3 = \underline{\hspace{2cm}} \\ 9 & + & 8 = \underline{\hspace{2cm}} \\ 7 & + & 6 = \underline{\hspace{2cm}} \\ 8 & + & 7 = \underline{\hspace{2cm}} \\ 9 & + & 9 = \underline{\hspace{2cm}} \\ 5 & + & 8 = \underline{\hspace{2cm}} \\ 3 & + & 9 = \underline{\hspace{2cm}} \\ 6 & + & 8 = \underline{\hspace{2cm}} \\ 4 & + & 8 = \underline{\hspace{2cm}} \end{array}$$

Marking schedule (tick one)

Shows strength (all correct) ☐Achieved (32 to 39 correct) ☐Developing (less than 32 correct) ☐**AWS**

Bk2

Score:

| | |
|-----------------------------------|--|
| Developing (less than 32 correct) | |
|-----------------------------------|--|

Bk2

Score:



| Category | Count |
|-----------------------------------|-------|
| Developing (less than 32 correct) | 1 |
| Developed (32 or more correct) | 1 |

86

B2

Name: _____

1. $5 + \underline{\hspace{2cm}} = 18$
2. $13 + \underline{\hspace{2cm}} = 18$
3. $18 - \underline{\hspace{2cm}} = 5$
4. $18 - \underline{\hspace{2cm}} = 13$
5. $1 \times 1 = \underline{\hspace{2cm}}$
6. $7 \times 2 = \underline{\hspace{2cm}}$
7. $3 \times 0 = \underline{\hspace{2cm}}$
8. $4 \times 1 = \underline{\hspace{2cm}}$
9. $9 \times 2 = \underline{\hspace{2cm}}$
10. $5 \times 0 = \underline{\hspace{2cm}}$
11. $8 \times 1 = \underline{\hspace{2cm}}$
12. $6 \times 2 = \underline{\hspace{2cm}}$

87

B2

Name: _____

1. $12 + \underline{\hspace{2cm}} = 19$
2. $7 + \underline{\hspace{2cm}} = 19$
3. $19 - \underline{\hspace{2cm}} = 7$
4. $19 - \underline{\hspace{2cm}} = 12$
5. $10 \times 0 = \underline{\hspace{2cm}}$
6. $2 \times 1 = \underline{\hspace{2cm}}$
7. $1 \times 2 = \underline{\hspace{2cm}}$
8. $7 \times 0 = \underline{\hspace{2cm}}$
9. $3 \times 1 = \underline{\hspace{2cm}}$
10. $4 \times 2 = \underline{\hspace{2cm}}$
11. $9 \times 0 = \underline{\hspace{2cm}}$
12. $5 \times 1 = \underline{\hspace{2cm}}$

88

B2

Name: _____

1. $7 + \underline{\hspace{2cm}} = 20$
2. $13 + \underline{\hspace{2cm}} = 20$
3. $20 - \underline{\hspace{2cm}} = 7$
4. $20 - \underline{\hspace{2cm}} = 13$
5. $8 \times 2 = \underline{\hspace{2cm}}$
6. $6 \times 0 = \underline{\hspace{2cm}}$
7. $10 \times 1 = \underline{\hspace{2cm}}$
8. $2 \times 2 = \underline{\hspace{2cm}}$
9. $1 \times 0 = \underline{\hspace{2cm}}$
10. $7 \times 1 = \underline{\hspace{2cm}}$
11. $3 \times 2 = \underline{\hspace{2cm}}$
12. $4 \times 0 = \underline{\hspace{2cm}}$

89

B2

Name: _____

1. $11 + \underline{\hspace{2cm}} = 13$
2. $2 + \underline{\hspace{2cm}} = 13$
3. $13 - \underline{\hspace{2cm}} = 2$
4. $13 - \underline{\hspace{2cm}} = 11$
5. $9 \times 1 = \underline{\hspace{2cm}}$
6. $5 \times 2 = \underline{\hspace{2cm}}$
7. $8 \times 0 = \underline{\hspace{2cm}}$
8. $6 \times 1 = \underline{\hspace{2cm}}$
9. $10 \times 2 = \underline{\hspace{2cm}}$
10. $2 \times 0 = \underline{\hspace{2cm}}$
11. $1 \times 1 = \underline{\hspace{2cm}}$
12. $7 \times 2 = \underline{\hspace{2cm}}$

90

B2

Name: _____

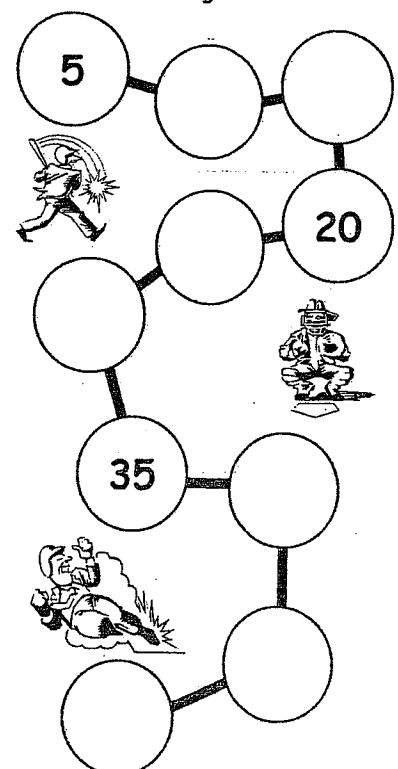
1. $4 + \underline{\hspace{2cm}} = 19$
2. $15 + \underline{\hspace{2cm}} = 19$
3. $19 - \underline{\hspace{2cm}} = 4$
4. $19 - \underline{\hspace{2cm}} = 15$
5. $3 \times 0 = \underline{\hspace{2cm}}$
6. $4 \times 1 = \underline{\hspace{2cm}}$
7. $9 \times 2 = \underline{\hspace{2cm}}$
8. $5 \times 0 = \underline{\hspace{2cm}}$
9. $8 \times 1 = \underline{\hspace{2cm}}$
10. $6 \times 2 = \underline{\hspace{2cm}}$
11. $10 \times 0 = \underline{\hspace{2cm}}$
12. $2 \times 1 = \underline{\hspace{2cm}}$

S18

B2

Name: _____

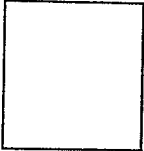

Counting in 5's





Cinderella Rebus


Here is one section only of **Cinderella and the Glass Slipper** told in a rebus fashion but with the drawings missing. Cut out the drawings supplied and place them where they fit. Finish the story by writing the beginning and end of the story. You might like to write it as a rebus putting in your own drawings.

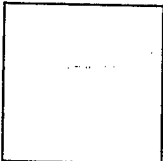

When the Fairy Godmother found Cinderella crying she said, "You will go to

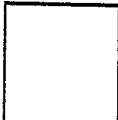
the  . Go into the garden and bring me a  .


When Cinderella did so the Fairy Godmother tapped it with her 

and turned it into a  . She then asked Cinderella to find her six

white  which she also tapped with her wand turning them

into  . Wanting a coachman she asked Cinderella to find her a 


after which she told Cinderella that if she looked behind the  in the

garden she would find some  to turn into footmen.

"Now you can go to the ball", she said. "But what about my clothes", asked Cinderella?

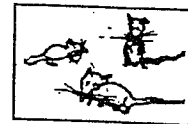
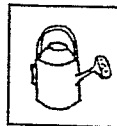
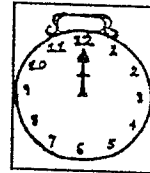
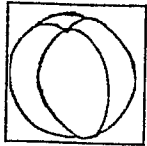
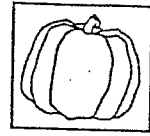
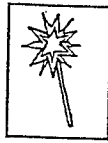
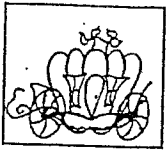
The Fairy Godmother touched her with her wand and Cinderella was immediately

dressed in gold and silver. Getting into the coach she was about to depart when the

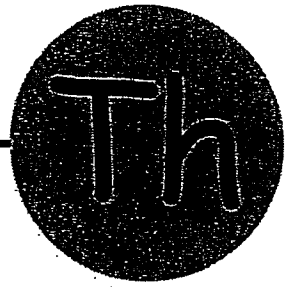
Fairy Godmother warned her that she must leave the ball before  .

Pictures to use for your Cinderella Rebus.

Colour each picture then cut them out and paste onto the worksheet in the correct position



Theatre and Three Puppets



1. Colour in the puppets and the theatre on the next page.
2. Cut out the theatre and fold along the dotted lines.
3. Cut out the finger puppets, fold them over and cellotape the sides.
4. Make a play!

