

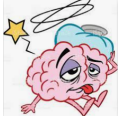


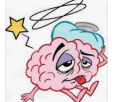


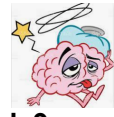











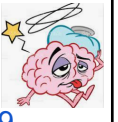

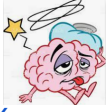
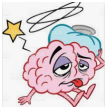



Stage 1 (Year 2) – Learning From Home – Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>OPTIONAL: Question time at 9:30am</p> <p>Fitness</p> <p>See 'Week 9 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English</p> <p>Reading: 10-15 minutes</p>   <p>Writing: See 'Week 9 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 9 Spelling Tasks' to complete today's activities.</p> <p>Brain Break: Just Dance https://bit.ly/3zkobyD</p>  <p>Speaking: See "Week 9 Speaking Tasks" to complete today's activities.</p> <p>Grammar: Revision of conjunctions (FANBOYS) on Year 2 Zoom.</p>	<p>Fitness</p> <p>See 'Week 9 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English</p> <p>Reading: 10-15 minutes</p>   <p>Writing: See 'Week 9 Writing Tasks' to complete today's activities.</p> <p>Brain Break: Go Noodle https://bit.ly/3sJbECv</p>  <p>Spelling: See 'Week 9 Spelling Tasks' to complete today's activities.</p> <p>Speaking: See "Week 9 Speaking Tasks" to complete today's activities.</p>	<p>OPTIONAL: Question time at 9:30am</p> <p>Fitness</p> <p>See 'Week 9 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English</p> <p>Reading: 10-15 minutes</p>   <p>Writing: See 'Week 9 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 9 Spelling Tasks' to complete today's activities.</p> <p>Brain Break: Just Dance https://bit.ly/3zjoREp</p>  <p>Speaking: See "Week 9 Speaking Tasks" to complete today's activities.</p> <p>Grammar: Find examples of compound sentences in a book of choice on Reading Eggs/Reading Eggspress. No</p>	<p>Fitness</p> <p>See 'Week 9 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity.</p> <p>English</p> <p>Reading: 10-15 minutes</p>   <p>Writing: See 'Week 9 Writing Tasks' to complete today's activities.</p> <p>Spelling: See 'Week 9 Spelling Tasks' to complete today's activities.</p> <p>Brain Break: Go Noodle https://bit.ly/3gvJDZY</p>  <p>Speaking: See "Week 9 Speaking Tasks" to complete today's activities.</p> <p>Handwriting: Watch the following video: https://youtu.be/wC53wV8-J1M</p>	<p>Fitness</p> <p>See 'Week 9 Fitness Activities' page to complete today's <u>skill focus</u> and <u>daily workout</u> activity, including the <u>self-reflection task</u>.</p> <p>English</p> <p>Reading: 10-15 minutes</p>   <p>Writing: See 'Week 9 Writing Tasks' to complete today's activities.</p> <p>Brain Break: Just Dance https://bit.ly/3BatNfr</p>  <p>Spelling: See 'Week 9 Spelling Tasks' to complete today's activities.</p> <p>Speaking: See "Week 9 Speaking Tasks" to complete today's activities.</p> <p>Stage 1 Virtual Assembly: 11:00am See your teacher for the Zoom link.</p>

	<p>FANBOYS: https://bit.ly/38atLrp</p>  <p>How to use conjunctions: https://youtu.be/3rlQ60UPLgc</p> 		<p>need to upload onto Seesaw.</p> <p>Comprehension: Read/watch story “Gorilla - Anthony Browne” https://youtu.be/vmXX3QyBqB0</p>  <p>Answer the questions on the comprehension sheet in FULL sentences in a workbook.</p>	 <p>Complete the handwriting sheet. Take a photo and upload it to Seesaw. Your teacher will mark your handwriting using the handwriting criteria sheet.</p> <p>See ‘Handwriting Marking Criteria’ sheet.</p>	
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>See ‘Week 9 Mathematics Tasks’ to complete today’s activities.</p> <p>Brain Break: Cosmic Kids https://bit.ly/3BatlxL</p> 	<p>Mathematics</p> <p>See ‘Week 9 Mathematics Tasks’ to complete today’s activities.</p> <p>Brain Break: Cosmic Kids https://bit.ly/2ULVMm9</p> 	<p>Mathematics</p> <p>See ‘Week 9 Mathematics Tasks’ to complete today’s activities.</p> <p>Brain Break: Cosmic Kids https://bit.ly/3ziX1YA</p> 	<p>Mathematics</p> <p>See ‘Week 9 Mathematics Tasks’ to complete today’s activities.</p> <p>Brain Break: Cosmic Kids https://bit.ly/2XWPEIX</p> 	<p>Mathematics</p> <p>See ‘Week 9 Mathematics Tasks’ to complete today’s activities.</p> <p>Brain Break: Cosmic Kids https://bit.ly/3koY7w8</p> 
Break	Break	Break	Break	Break	Break
Afternoon	<p>Science & Technology</p> <p>See ‘Week 9 Key Learning Areas Afternoon Tasks’ to complete today’s activities for <u>Science and Technology</u>.</p>	<p>PDHPE</p> <p>See ‘Week 9 Key Learning Areas Afternoon Tasks’ to complete today’s activities for <u>PDHPE</u>.</p>	<p>Creative Arts</p> <p>See ‘Week 9 Key Learning Areas Afternoon Tasks’ to complete today’s activities for <u>Creative Arts</u>.</p>	<p>Geography</p> <p>See ‘Week 9 Key Learning Areas Afternoon Tasks’ to complete today’s activities for <u>Geography</u>.</p>	<p>Catch up session for all incomplete tasks</p> <p>Trophy for my hero: Using recyclable materials around the house, create a trophy for your dad or your hero. Be creative! Take a photo of you presenting the trophy. You may like to explain why you think they deserve the trophy.</p> 

WEEK 9 FITNESS ACTIVITIES

All activities must be completed **daily** – including skill practice AND workout (either digital OR non-digital).

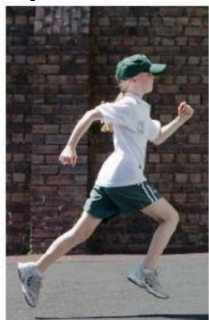
Skill focus: Leap

Video demonstration:

<https://youtu.be/S1uJXTC0s20>



Instructions/Components of leap:



1

2



3

4



5

6

1. Eyes focused forward throughout the leap.
2. Knee of take-off leg bends.
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. Trunk leans slightly forward.
6. Lands on ball of the foot and bends knee to absorb landing.

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Practice skill by creating an obstacle course by placing objects far away from each other.	<input type="checkbox"/> Practice skill by alternating between one high leap and one low leap. Repeat for 2 minutes.	<input type="checkbox"/> Practice skill by pretending to jump over large puddles.	<input type="checkbox"/> Practice skill by leaping with arms in different positions. Which arm position helps you leap furthest or highest?	<input type="checkbox"/> FILM and UPLOAD to Seesaw a video of yourself demonstrating the leap in your backyard (or inside) from one side to the other. Repeat 5 times. <input type="checkbox"/> Complete self-reflection sheet.

Daily workout – digital:

Monday	Tuesday	Wednesday	Thursday	Friday
https://bit.ly/3jfSZuO 	https://bit.ly/38euUON 	https://bit.ly/3sM73zy 	https://bit.ly/3zgpmz8 	https://bit.ly/3DghUGz

Daily workout – non-digital:

Try to do each of these activities for 20 seconds without stopping. Take a 10 second break, then repeat this twice more.

Activity 1: Squat jumps

Start with your feet hip distance apart. Bend at the knees to do a squat, like you are sitting back onto a chair, then jump up high, swinging your hands above your head.

Activity 2: Superhero lunges

Take a big step forward with one leg, lowering your hips until both knees are bent. With the opposite arm to the leg that is forward, bring your fist towards your shoulder to flex your big arm muscle. Repeat with the other arm and leg.

Activity 3: Step, swing and toe touches

Stand tall with your shoulders back. Take a step forward on one leg, then kick your other leg straight/high and try to touch your toes with the opposite hand. Repeat on the other leg.

<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday
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YEAR 2

WEEK 9 WRITING TASKS



Focus: Characters in a story and point of view

Learning Intention – I am learning how to compose texts using personal experience and knowledge to express opinions.

This is because the reader needs to enjoy my writing.

Success Criteria – I can:

- ✓ include a paragraph to indicate time and setting
- ✓ include a paragraph to describe my chosen character
- ✓ support my ideas with details and elaborations (adjectives, figurative language, synonyms, homophones)

This week's task:

You are going to write an interesting character description and setting from the story. This will be in two paragraphs.

1. Setting – Where does your character live? Use your five senses.
2. Describe your character's appearance.
3. Describe your character's personality, likes/dislikes

Monday

On Zoom with Year 2, we will be going through:

Introduction: Revise what is a setting and refer to week 6's videos

Introducing the characters the story

What do we know about the word, 'character' (in a story)? View the video clips:

- How to write a character description: <https://youtu.be/DsZn210fGWo>



- Gorilla story: <https://youtu.be/KeT4TP2BVbI>



Slideshow of Gorilla story: <https://bit.ly/2UTbqME>



Complete the above independently if you are unable to connect to Zoom with Year 2.

Plan: Draw and write keywords about a setting from the story *Gorilla*.

Tuesday

Plan: Draw a detailed character and write keywords around your character to describe it based on Monday's setting.

Wednesday

Compose: Write your ideas down using your keywords.

Thursday

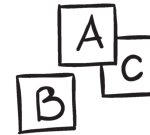
Revise and edit: Proofread and fix your errors. Use a resource to help check your spelling.

Friday

Publish: In Word, on notepad (Seesaw), hand write (neatly using NSW Foundation Style) or a voice recording.

YEAR 2

WEEK 9 SPELLING TASKS



Activity Grid

Learning Intention – I am learning how to spell words with the digraph *ir*
Success Criteria – I can spell, read and write words with the digraph *ir* correctly.

Monday	<p>Read through the spelling words which focus on the digraph <i>ir</i></p> <p>Write the heading 'Monday Spelling' in your workbook and practise writing your spelling words. You may also choose to type it.</p> <p>Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.</p>
Tuesday	Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.
Wednesday	Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.
Thursday	Choose 2 activities from the spelling grid to complete. You do not need to post your daily practise on Seesaw.
Friday	<p>Complete "Year 2 Spelling and Grammar Kahoot" independently. Try to do all the questions yourself. If you don't know the answer, have a guess. You can only ask your parents to read the question to you. Go to www.kahoot.it</p> <p>Type in your CLASS GAME PIN. Please use your FIRST NAME ONLY.</p> <p>2H: 02441431 2K: 07175715 2M: 09117524 2S: 02083169 2T: 0994193</p> <p>If you cannot access Kahoot, do the Spelling and Grammar quiz that is attached to the learning pack. You do <u>not</u> need to do both Kahoot and quiz.</p>



Use magazines or newspapers to cut out the letters of your spelling words. Glue them into your workbook.

Make a list of smaller words that you can find within each of your spelling words. For example, butterfly = but, butter, utter, fly

Use as many of your spelling words as you can in different sentences.

Use a dictionary to find the definition of each spelling word.



Write your spelling words and a synonym for each word.

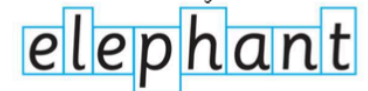


A synonym is a word that means the same thing.

Write each of your spelling words, jumbled up on the left side of your page. Ask someone in your house to see if they can unscramble each word and write it on the right side of your page.

Type your spelling words on a computer.

Draw letter boxes for each of your spelling words. Box the shape of short, tall and tail letters then write the words in your boxes.



Write your spelling words in colourful bubble writing.



Build your spelling words using Lego or blocks.



Spelling Words

- | | | |
|------------|------------|--------------|
| 1. who | 6. chirp | 11. thirsty |
| 2. brother | 7. first | 12. circus |
| 3. autumn | 8. thirst | 13. virtual |
| 4. skirt | 9. squirt | 14. confirm |
| 5. bird | 10. circle | 15. birthday |

Extension

- | | |
|--------------|-------------|
| 1. capacity | 4. measure |
| 2. container | 5. overflow |
| 3. transfer | |

Activity Grid



Use magazines or newspapers to cut out the letters of your spelling words. Glue them into your workbook.

Make a list of smaller words that you can find within each of your spelling words. For example, butterfly = but, butter, utter, fly

Use as many of your spelling words as you can in different sentences.

Use a dictionary to find the definition of each spelling word.



Write your spelling words and a synonym for each word.

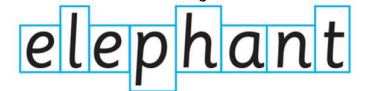


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Write your spelling words in colourful bubble writing.



Build your spelling words using Lego or blocks.

YEAR 2

WEEK 9 SPEAKING TASKS



Learning Intention – I am learning how to compose and deliver a speech about Antarctica.

Success Criteria –

- I can use information from online resources to plan and write my speech.
- I can use descriptive language to engage my audience.
- I can present my speech with good pace, eye contact, volume and gestures.

Monday



For this week's speaking task you will need to watch a video about Antarctica. You may also choose to do some extra research about Antarctica on your own, make sure you are being safe while using the internet.

<https://youtu.be/t3StWheKta8>

Imagine that you are an expert of Antarctica. Plan and write a 2 minute speech to show your knowledge. **Use synonyms and adjectives to be descriptive.**

Use the following checklist to make sure you include all of the components.

Checklist	
I have described Antarctica using adjectives and synonyms.	
I have described what I would see, feel, touch, smell and hear.	
I have described and talked animals that live in Antarctica.	
I have included interesting facts about Antarctica.	

Tuesday –
Thursday

Prepare your speech on palm cards and practise your speech. Remember, a good speaker maintains pace (how fast or slow you speak), eye contact (looking at the audience), volume (speak clearly and loudly) and gesturing (small hand movements).



Friday

Record your speech and post on to Seesaw. Remember to show the skills of a good speaker.





Year 2

WEEK 9 MATHEMATICS TASKS









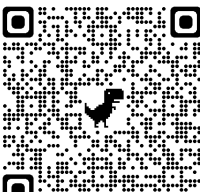



Monday Scan the QR code to watch the video. https://youtu.be/nGwMD5hu82I 	Topic: <i>Fractions</i> Learning Intention: We are learning to describe and identify fractions in our environment. <ol style="list-style-type: none">1. Scan the QR code and watch <i>Monday's Fraction lesson</i>. Activities are included in the video.2. Brainstorm other ways fractions are used in everyday life. Record your ideas in your workbook with the heading 'Fractions in Everyday Life'. Mangahigh: Login to www.mangahigh.com and complete assigned activity - "Understand halves and quarters"
Tuesday Scan the QR code to watch the video. https://youtu.be/KCgEMS4X6_I 	Topic: <i>Fractions</i> <ol style="list-style-type: none">1. Scan the QR code and watch <i>Tuesday's Fraction lesson</i>. Activities are included in the video.2. Complete worksheet 'Popsicle Fractions'. Cut and paste the halves and quarters into the correct popsicle. Colour and decorate your popsicle. Mangahigh: Login to www.mangahigh.com and complete assigned activity - "Introducing halves - Beavers, Build It"
Wednesday  	Topic: <i>Fractions</i> <ol style="list-style-type: none">1. Find things in your house to demonstrate how you can break things into parts (halves or quarters). For example, a chocolate bar, cookie, fruit, sandwich, cake or pizza.2. Take a photo or video and upload to Seesaw. Remember! <ul style="list-style-type: none">• Each part MUST be equal.• You MUST ask your parent's permission. Mangahigh: Login to www.mangahigh.com and complete assigned activity - "Halves - Beavers, Build It"
Thursday Scan the QR code to watch the video. https://youtu.be/GKCE8ohlBqE    Seesaw Activities	Topic: <i>Capacity</i> Learning Intention: We are learning to measure, record, and estimate capacities using uniform informal units. Investigation <i>You will need:</i> <ul style="list-style-type: none">• 2 cups of different sizes (1 tall thin cup and 1 short wide cup). <ol style="list-style-type: none">1. Pour water into the first cup and then transfer it into the second cup.2. What do you notice? Does the water overflow? Do you need more water to top the cup up?3. Fill in the capacity worksheet.4. Go into Seesaw activities and complete "Week 9 Thursday Maths - Capacity 1". Mangahigh: Login to www.mangahigh.com and complete assigned activity - "Add three numbers"
Friday Scan the QR code to watch the video. https://youtu.be/uc4pClcTACM    Seesaw Activities	Topic: <i>Capacity</i> Learning Intention: We are learning to compare the different capacity of a variety of different sized containers. Investigation <ol style="list-style-type: none">1. Find 4 different sized containers.2. Pour water into all the containers and measure them. Tip! One way to directly compare the capacity of two containers is to fill up one container and transfer that amount of water into the other. If it overflows, the first container is bigger, or can hold more water.3. Go into Seesaw activities and complete "Week 9 Friday Maths - Capacity 2". Mangahigh: Login to www.mangahigh.com and complete assigned activity - "Introducing quarters - Beavers, Build It"

YEAR 2 - WEEK 9

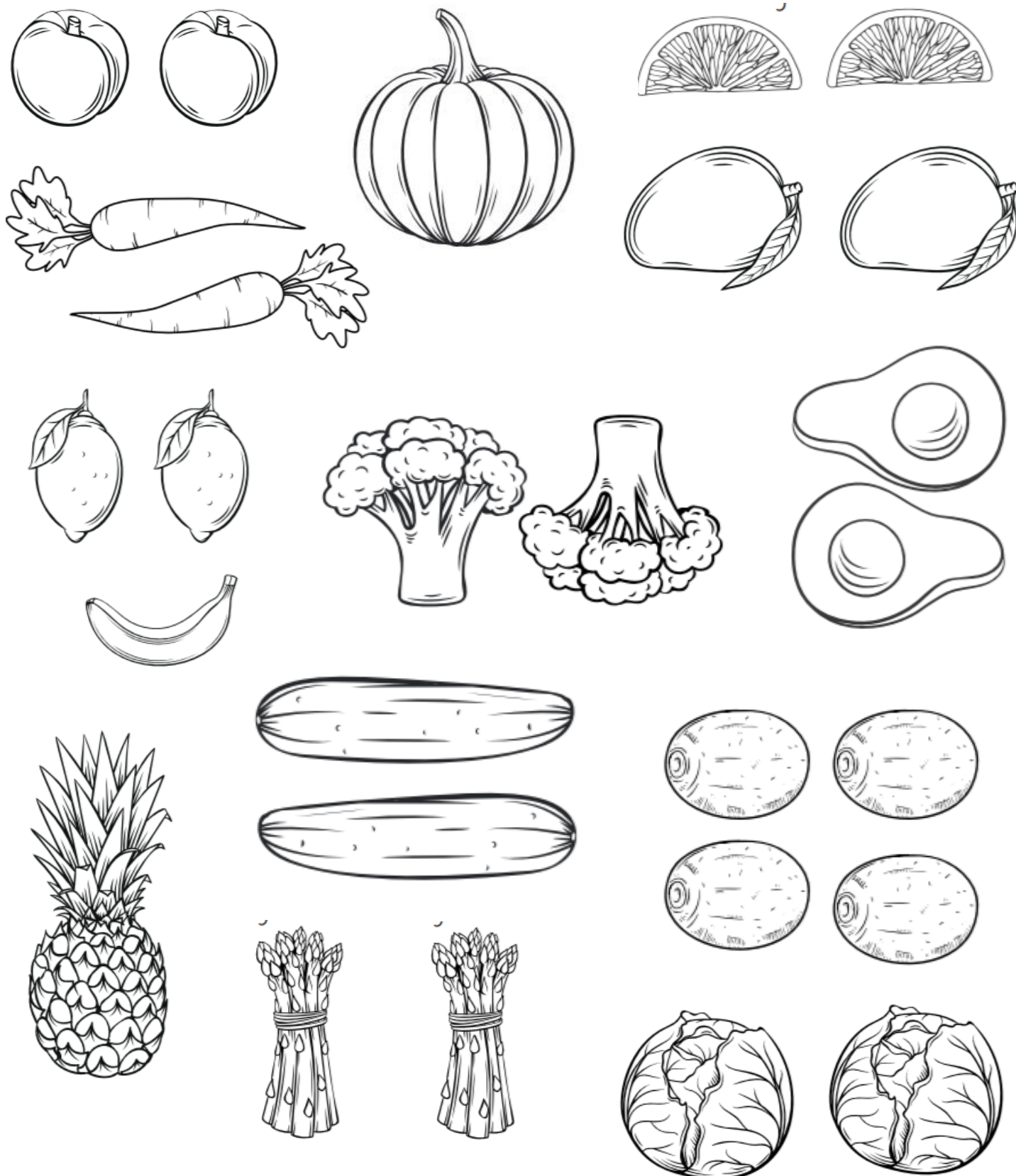
KEY LEARNING AREAS AFTERNOON TASKS



<p>Monday</p> <p>SCIENCE & TECHNOLOGY</p>	<p>Science STEAM Task Part 1 Due Date: Friday Week 9</p> <p>For your science task, you are going to create a 3D model of an animal of your choice.</p> <p>You will need to research their features and make sure you include them in your model. For example, gills on fish, fins on a shark etc.</p> <p>You must only use materials you have at home. Be creative. You can recycle cardboard boxes, plastic bottles, or even things you have in your backyard like leaves, sticks and rocks.</p> <p>Once you have completed your model, take a photo to upload on Seesaw and use the text tool  to label your animal's features. Examples:</p> <div style="display: flex; justify-content: space-around;">   </div>
<p>Tuesday</p> <p>PDHPE</p>  <p>QR code for PDHPE video</p>	<p>Watch the following video and compose a response to text. https://bit.ly/pdhweek9</p> <p>Fruit & Veg Month:</p> <p>Use real fruits and vegetables to create a fun three-dimensional display or picture!</p> <div style="display: flex; justify-content: space-around;">   </div> <p>OR use the cut out of fruits to design your picture.</p>
<p>Wednesday</p> <p>CREATIVE ARTS</p>  <p>QR code for 'leap'</p>  <p>QR code for dance video</p>	<p>Introduction:</p> <p>Watch the short clip 'leap' and think about: https://youtu.be/ob1mA9kdb8M</p> <ul style="list-style-type: none"> - The levels used - The speed - The body parts <p>Dance:</p> <p>Practice the dance in the video https://youtu.be/TM_7AkTd7YE</p> <p>Reflection:</p> <p>Film your best performance and explanation of the:</p> <ol style="list-style-type: none"> 1. The body parts you used for the dance? 2. What levels did this dance have? (Low/Middle/High) 3. What speed was this dance? (Slow/Medium/Fast) 4. How confident were you?
<p>Thursday</p> <p>GEOGRAPHY</p>  <p>QR code for 'continents and oceans' video</p>	<p>Watch a video about our world called "Continents and Oceans" https://bit.ly/385xhU8</p> <p>Complete the assigned Seesaw activity called "Continents and Oceans."</p> <div style="text-align: center;">  </div> <p>Sort the Continents and Oceans into the correct place - you can use a variety of tools to help you remember where the places are, for example: Rewatching the Continents and Oceans YouTube video and pausing when you find a continent or ocean, GoogleEarth and/or GoogleMaps.</p>

Fruit and Veg Month!

Fruit & Veg Month is a health promotion event that aims to encourage children to eat fruits and vegetables. Fruits and vegetables provide vitamins, minerals, dietary fibre and many nutrients which helps your body stay healthy. **Fruit and Veg month is held from 23 August to 17 September this year.**



Year 2 – Week 9 Comprehension

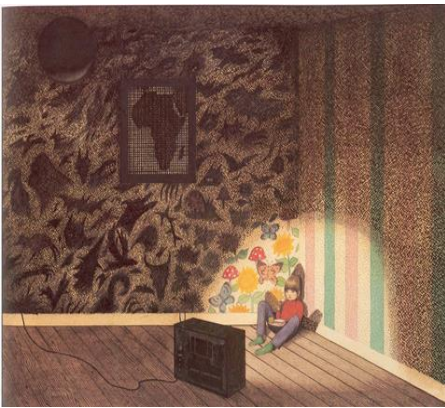
Gorilla by Anthony Browne



1. How do you think Hannah is feeling? Answer this using your background knowledge and the clues in the picture.

2. What do you think Dad is thinking about? How can you tell?

3. Do you think Dad knows how Hannah is feeling? Explain your answer.



4. How is the setting reflecting Hannah's emotions?



5. What is the cat thinking at this point?

Additional/Extension questions:

1. How do you know that Hannah loved gorillas?
2. Something amazing happened. What was it?
3. Why wasn't Hannah frightened of the gorilla?

Trace over the letters and then rewrite them on the line underneath. Look at the lines and form your letters using the correct formation. Remember to complete the last sentence.

Thursday

ir ir ir ir ir ir

skirt skirt bird bird chirp chirp thirsty

confirm confirm virtual virtual thirsty

A circle has

Handwriting Marking Criteria

Your teacher will mark your handwriting using the following criteria:

	<i>Unsatisfactory</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Excellent</i>
<u>Letter Formation</u> Letters are drawn with straight lines and appropriate curves using NSW Foundation style.	Consistently forms all letters incorrectly.	Consistently forms most letters incorrectly.	Consistently forms most letters correctly.	Consistently forms all letters correctly.
<u>Usage</u> Letters are used correctly. Use capital letters where it is required.	Consistently makes usage mistakes.	Makes many usage mistakes.	Makes few usage mistakes.	Makes no usage mistakes.
<u>Sizing</u> Letters are sized appropriately. Capital letters are larger than lowercase letters and all lowercase letters are consistently in the same size.	Writes letters that are inappropriate sizes.	Rarely writes letters that are appropriate sizes.	Regularly writes letters that are appropriate sizes.	Always writes letters that are appropriate sizes.
<u>Line Awareness</u> Letters sit on the correct lines, they do not float on the line or hang below unless appropriate.	Writes without line awareness.	Rarely writes with line awareness.	Regularly writes with line awareness.	Always writes with line awareness.
<u>Neatness</u> Handwriting shows evidence of time and effort.	Show no evidence of time and effort.	Show some evidence of time and effort.	Show good evidence of time and effort.	Show great evidence of time and effort.

CUP-ACITY

Which cup holds the most liquid?

Draw the two cups you are comparing:

Cup 1	Cup 2

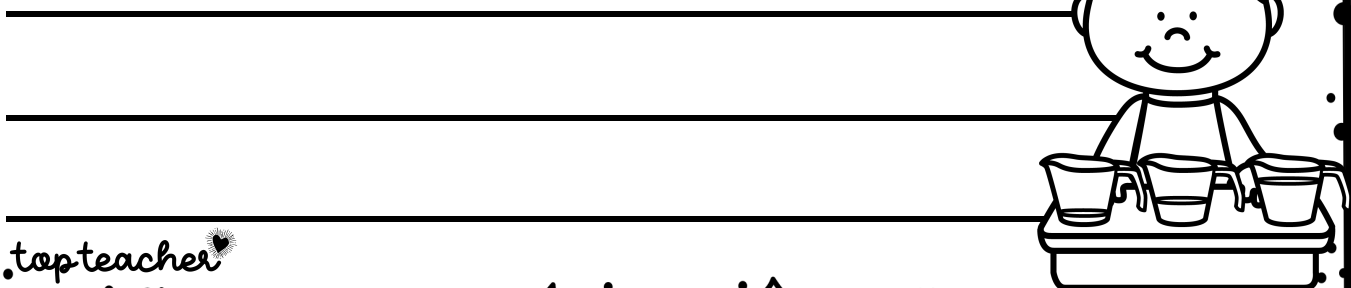
How will you measure the capacity of the cups?

Which cup do you think will hold more liquid?

Cup 1	Cup 2
-------	-------




























What happened when you tested the cups?

Why do you think this happened?



Week 9 - Leap Self-Reflection



I can:	
• Keep my eyes forward throughout the lap.	  
• Bend my knee of take-off leg.	  
• Straighten my legs during flight.	  
• Keep arms held opposite to the legs.	  
• Slightly lean my body forward.	  
• Land on the ball of foot and bend my knee as I land.	  
My leap looks right.	  
I did my best.	  
I can teach someone how to leap.	  

Why is it important to learn how to leap?

How can you improve your leap?

What I enjoyed the most during fitness this week:

Year 2 - Week 9 Spelling and Grammar**Quiz****Circle or highlight the correct answer.**

1. Find the missing word: The weather in _____ can be cold and windy.

a) autumn
b) autum
c) ortum
d) autunm

2. Find the missing word: My family and I saw some elephants and lions at the _____.

a) sirkus
b) sircus
c) cirkus
d) circus

3. Find the missing word: We have been doing _____ lessons on Zoom due to the lockdown.

a) vital
b) virtual
c) virtul
d) virchool

4. Which spelling word matches the pictures below?



a) friend
b) brother
c) sister
d) who

5. Which spelling word matches the picture below?



a) squirt
b) first
c) bird
d) berd

6. Unjumble the letters to make one of your spelling words. crleci

a) circus
b) circle
c) cycle
d) cyclist

7. Unjumble the letters to make one of your spelling words: fmrcnoi

a) confine
b) conferm
c) confirm

8. True or false: The word below is spelt correctly.

thirsty

- a) true
b) false

9. True or false, the word below is spelt correctly.

cherp

- a) true
b) false

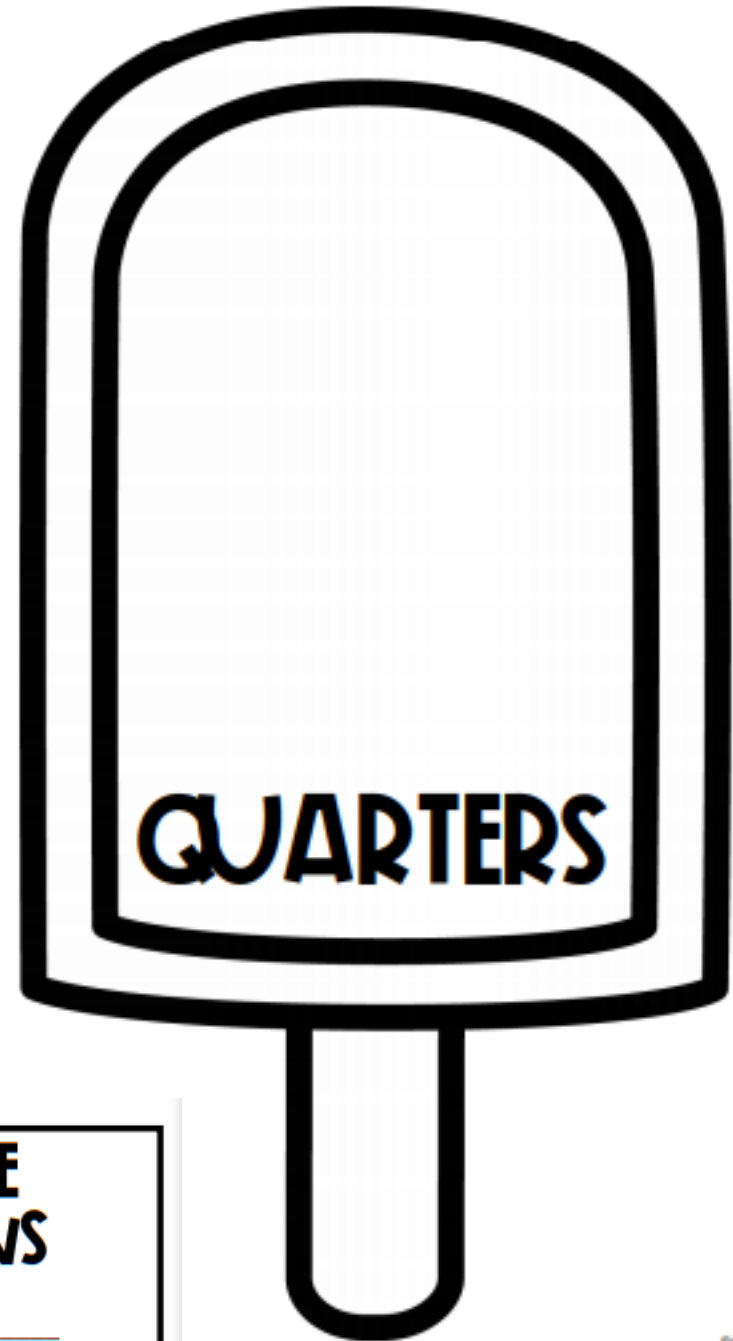
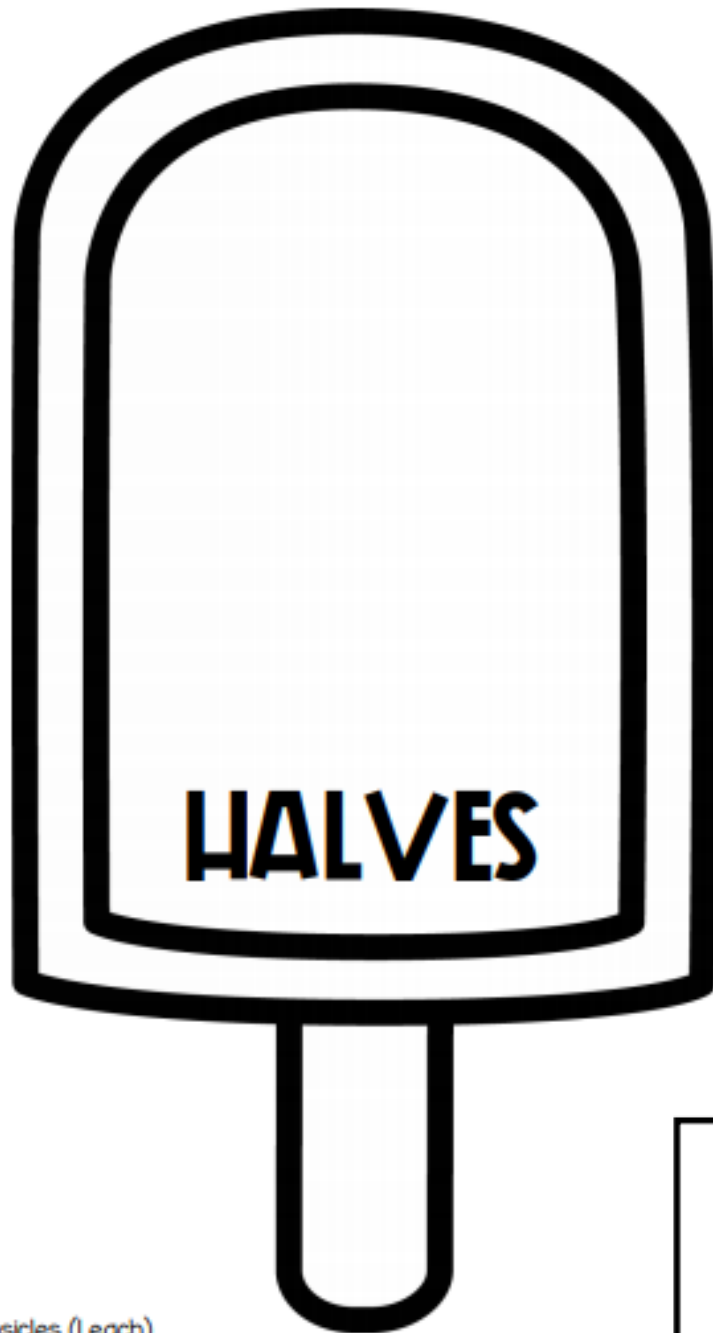
10. What is the correct spelling for the word below?

cherp

- a) chirp
b) cherrp
c) chirrp
d) chrip

11. A noun is....
- a) a describing word
 - b) a doing word
 - c) a person, place or thing
12. An adjective is...
- a) a word that describes a verb
 - b) a word that describes a noun or pronoun
 - c) found in a sentence
13. Which simple sentence has a noun, adjective and verb in it?
- a) The boy plays.
 - b) The beautiful flower is wilting.
 - c) The boy is a student.
14. What is the adverb: James coughed loudly to attract her attention.
- a) coughed
 - b) loudly
 - c) attract
 - d) loudly
15. What is the subject in this sentence: Bill kicks the red ball hard every day.
- a) kicks
 - b) Biil
 - c) ball
 - d) Bill
16. Which one is correct: She looks pretty tonight.
- a) subject – verb – adjective – adverb
 - b) subject – adverb – verb – adjective
 - c) adverb – verb – adjective – subject

Tuesday - Popsicle Fractions



**POPSICLE
FRACTIONS**

by _____

sorting popsicles (1 each)

Tuesday - Popsicle Fractions

