

Stop Telling Fibs!

"Tomek, hurry up and get ready!" yelled Mum from downstairs.

"I can't get ready," said Tomek, "there's a grizzly bear in my underwear!"

"Stop telling fibs!" said Mum.



"Get in the car or you'll be late for school," said Mummy.

"I can't get in the car," said Tomek, "there's a goat in my coat!"

"Stop telling fibs!" said Mummy.

"Time to put your things away and go to your classes," said Mr Peters at breakfast club.

"I can't put my things away," said Tomek, "there's a stag in my bag!"

"Stop telling fibs!" said Mr Peters.





“Wrap up warm for home time,” said Miss Li.

“I can’t wrap up warm,” said Tomek, “there’s a kitten in my mitten!”

“Stop telling fibs!” said Miss Li.

“You need to get changed for swimming,” said Jen.

“I can’t get changed for swimming,” said Tomek, “there are skunks in my trunks!”

“Stop telling fibs!” said Jen.



“Time to get ready for bed,” said Mum.

“I can’t get ready for bed,” said Tomek, “there are llamas in my pyjamas.”

“Stop telling fi... Arghh!”



Questions

1. What is the name of the main character? Tick one.
 - Teddy
 - Tomek
 - Tobin

2. What is the first animal we meet in the story? Tick one.
 - a cat
 - a bear
 - a moose

3. Why can't Tomek get in the car? Tick one.
 - There is a goat in his coat.
 - There is a kitten in his mitten.
 - There are skunks in his trunks.

4. What do all of the adults keep saying to Tomek? Tick one.
 - Stop telling fibs!
 - Be quiet!
 - Tidy up!

5. What item of clothing does Tomek find the llamas wearing? Tick one.
 - a hat
 - a scarf
 - pyjamas

Questions

1. Who tells Tomek to hurry up and get ready? Tick one.

- his mum
 his sister
 his nan

2. What animal does Tomek find in his underwear? Tick one.

- a polar bear
 a panda bear
 a grizzly bear

3. Where is Tomek when he finds skunks in his trunks?

4. Draw a line to match the animals with the clothing they were wearing.

kitten

goat

llamas

coat

pyjamas

mitten

5. Complete this sentence.

Stop telling _____!

lies

tales

fibs

Questions

1. Where is Tomek when he finds a grizzly bear in his underwear? Tick one.
- in the kitchen
- in his bedroom
- in the living room
2. What is special about the names of the animals and the names of the clothes they are found in?

3. List three pairs of rhyming words in the story.

1. _____

2. _____

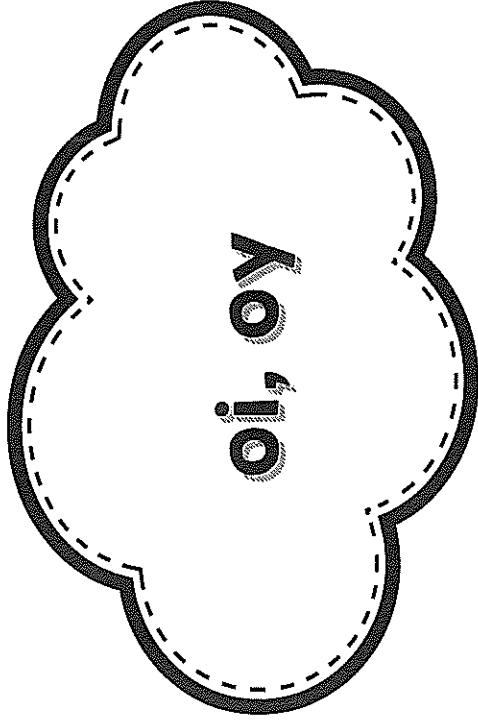
3. _____

4. Put these events from the story in order by numbering them 1 to 4. The first one has been done for you.

Tomek tries to get changed for swimming.	
Tomek tries to get ready for bed.	
Tomek tries to get ready for school.	1
Tomek tries to put his book away.	

5. How do you think Tomek feels by the end of the story?

6. Why do you think the adults in the story think Tomek is telling fibs all the time?



Activity Grid

Sort your spelling words into their phoneme groups (oi,oy).	Write out your spelling words in rainbow colours.
Using a container of water and a paintbrush, paint each of your spelling words on some concrete.	Write out your spelling words and draw matching pictures on flash cards. Play a game of memory or snap with a partner.
Write out each of your spelling words using dots.	Write out your spelling words. Circle the phoneme you are learning.
Build your spelling words using Lego or blocks.	Use chalk to write out your spelling words on concrete.
Use glue to write out each spelling word. Sprinkle glitter over the glue.	Write as many words as you can that rhyme with each of your spelling words.

Spelling Words

1. toy
2. coin
3. oil
4. joy
5. noise
6. boy
7. join
8. enjoy
9. voice
10. soil

Extension

1. choice
2. spoil
3. enjoy
4. royal
5. annoy

My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.

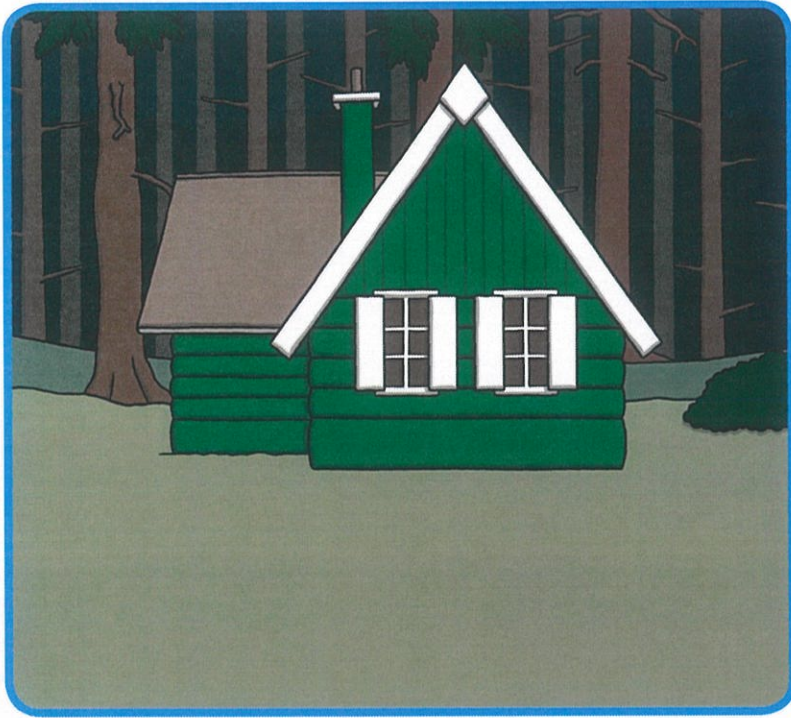


What was your favourite part?

Draw your favourite scene from the book.

A large, empty rectangular box with a black border, intended for drawing a favourite scene from the book.

Story Settings Description

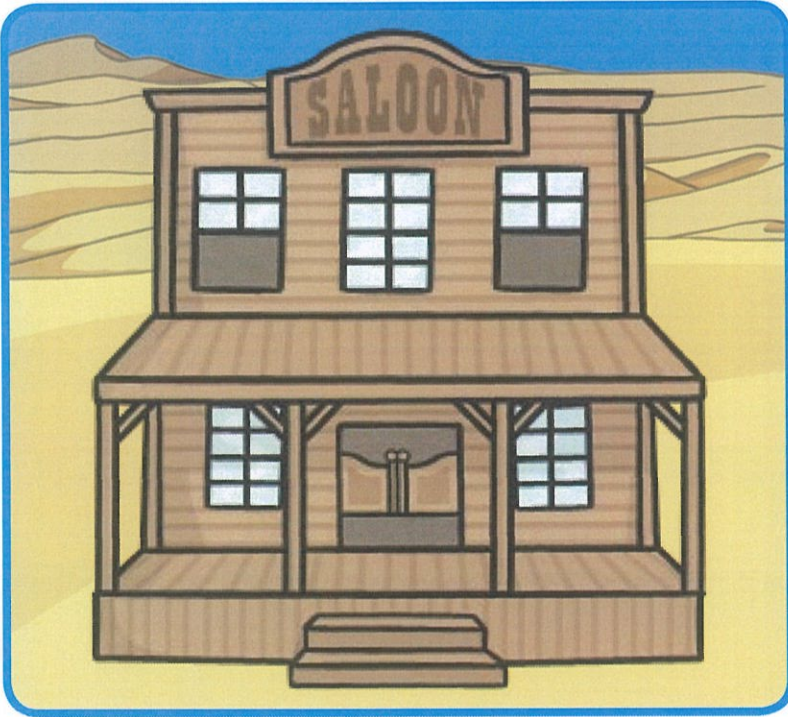


Key Words

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

Can you write a paragraph about this setting?

Story Settings Description



Key Words

sandy dusty hot

scorching bright

dry warm old wild

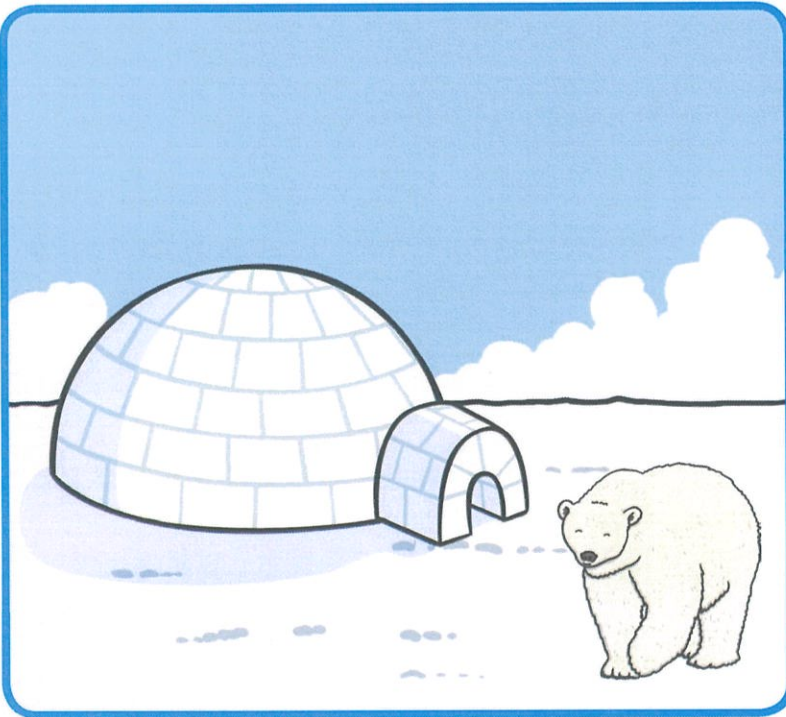
wooden old-fashioned

unattractive dirty filthy

arid

Can you write a paragraph about this setting?

Story Settings Description



Key Words

cold freezing snowy
icy bright white lonely
quiet beautiful dangerous
chilly bitter remote
breathtaking arctic

Can you write a paragraph about this setting?

Story Settings Description

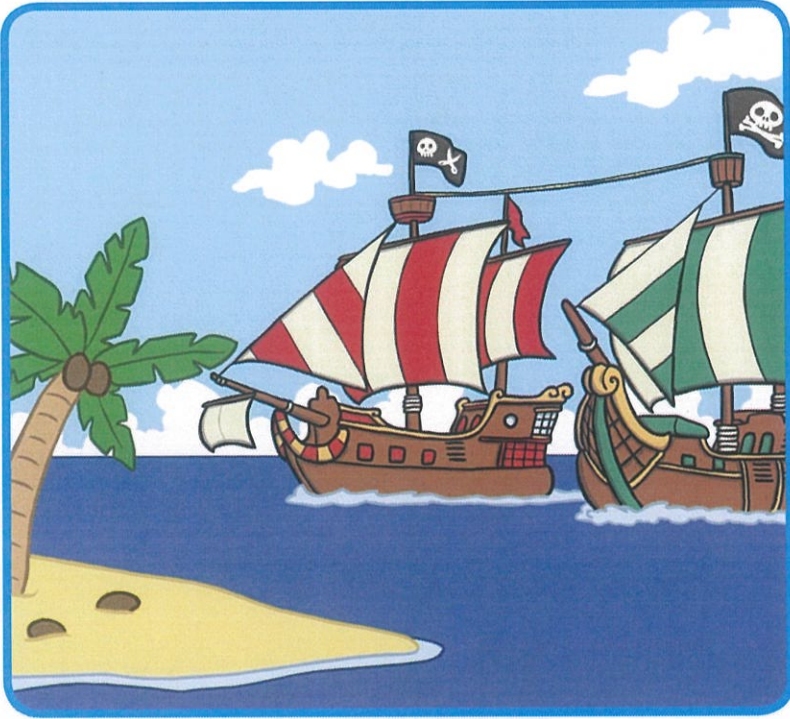


Key Words

spooky haunted gloomy
scary frightening
terrifying dark cold
dangerous mysterious
eerie lonely creepy foggy
misty

Can you write a paragraph about this setting?

Story Settings Description

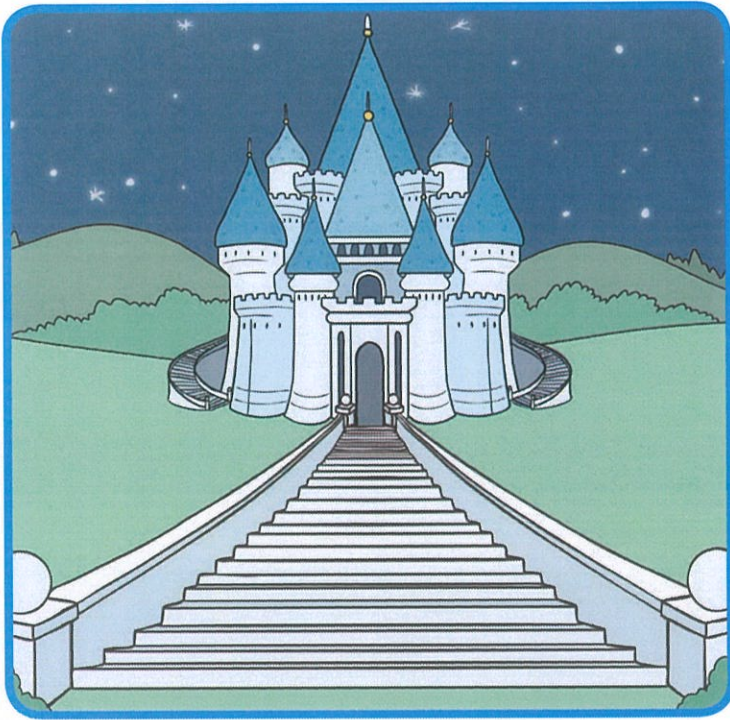


Key Words

windy warm hot tropical
beautiful magnificent
noisy dangerous
ferocious swashbuckling
daring sandy exciting
adventurous frightening

Can you write a paragraph about this setting?

Story Settings Description



Key Words

beautiful magical

enchanted glowing

glistening glittering stunning

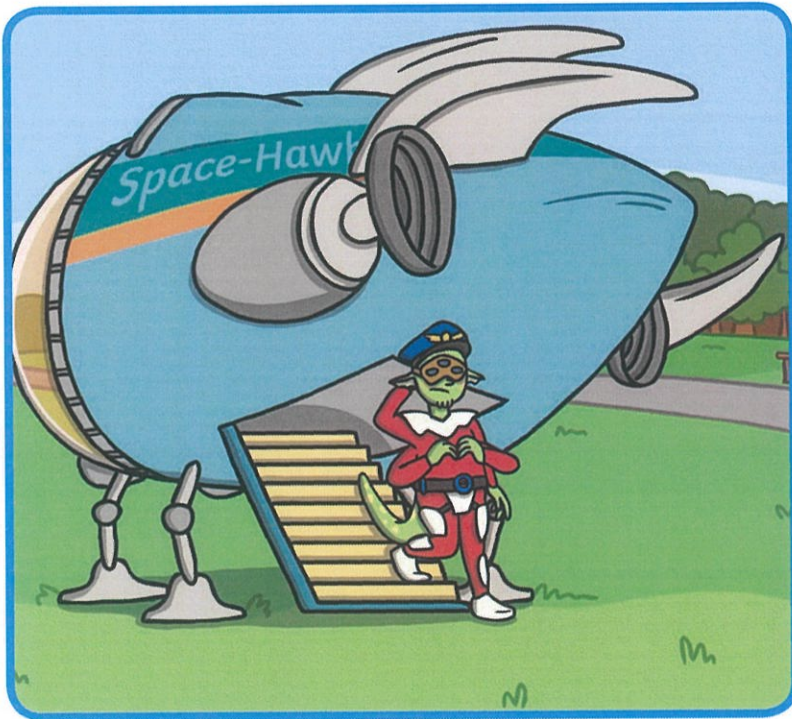
fantastic magnificent starry

quiet bright majestic

glamorous elegant

Can you write a paragraph about this setting?

Story Settings Description



Key Words

alien weird strange

unusual mysterious

futuristic glowing

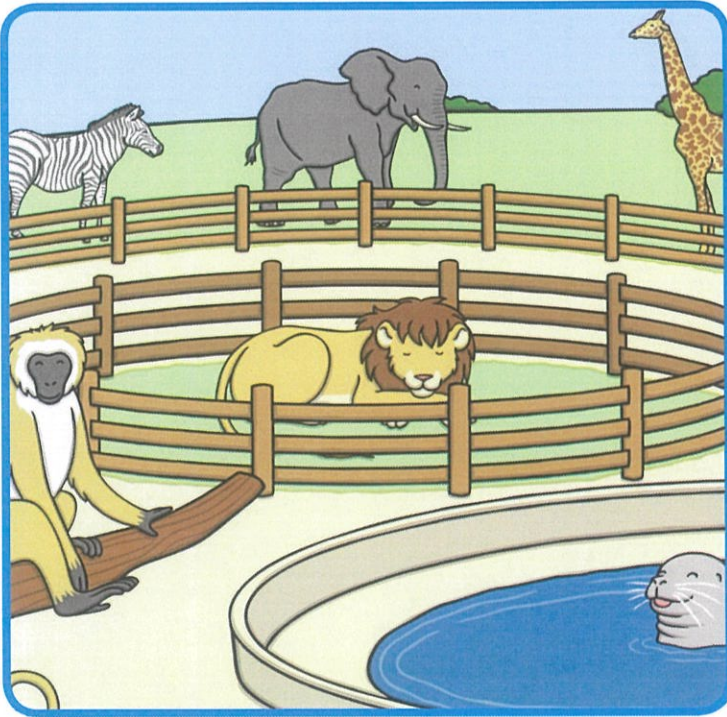
gleaming amazing

fantastic metallic bizarre

unsettling odd exciting

Can you write a paragraph about this setting?

Story Settings Description



Key Words

noisy busy crowded wild
fantastic beautiful majestic
fantastic fascinating
dangerous roaring wonderful
exciting interesting
entertaining enjoyable

Can you write a paragraph about this setting?

Story Settings Description



Key Words

beautiful unsettling
giant calm wild lovely
dangerous fantastic
scorching freezing windy
spooky magnificent quiet
noisy tense lonely

Can you write a paragraph about this setting?

Describe the Monster



Choose the words and phrases that describe the monster.

- hairy
- scaly
- fluffy
- orange
- blue
- green
- big
- enormous
- small
- tiny
- scary
- kind
- lonely
- crusty toes
- stripy nose
- pointy tusks
- long horns
- spotty tail
- purple claws
- long neck
- yellow tummy

Write some sentences to describe the monster.

Superhero

A superhero is a person who fights crime while in costume. A costume is worn for safety and to help hide the superhero.

They may even have superhuman powers. A superhero wants to make a difference in the world.

There are web sites that list the superheroes in cities around the world. A superhero may even appear in the local newspaper. They want to protect the public.

Crime fighting is an important role.

What does a superhero do?

- Rides a bike
- Fights crime
- Sleeps all day
- Reads a book

Why is a costume worn?

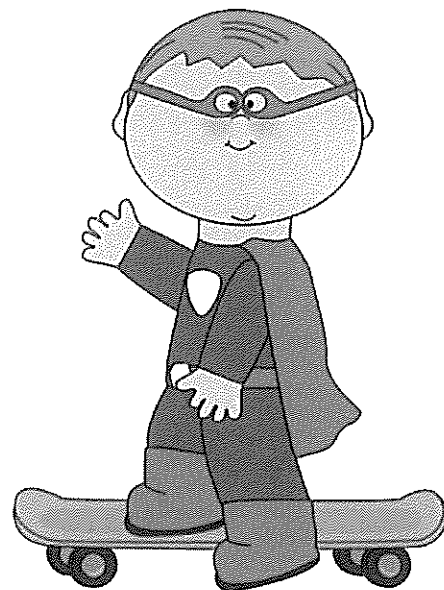
- Looks good
- Safety
- Weather
- Smell

Crime fighting is:

- Boring
- Not important
- Fun
- Important

Where can a superhero appear?

- Newspaper
- School
- Park
- Pond



They may even have _____ powers

weak

bad

fast

superhuman

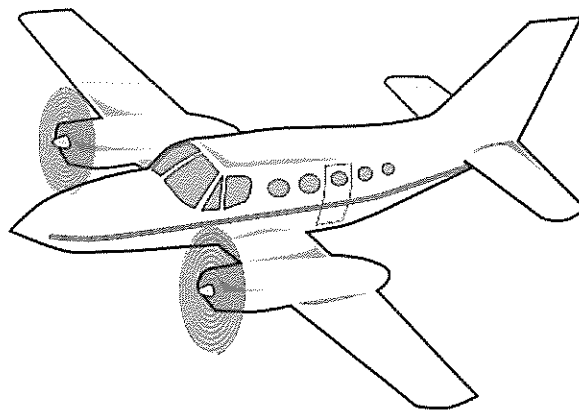
Metal Birds

Birds have been flying for millions of years. Humans have only been flying for about a hundred years. Using kites, humans have moved on to develop gliders, airships, helicopters, and airplanes.

The Wright Brothers were the inventors who created the first successful airplane. They had their first human flight on December 17, 1903.

Planes have wings with a special shape. The wings are important in lifting the plane into the air. An engine provides the power to move the plane.

The only living things capable of flight are insects, birds and bats.



How many years have birds been flying?

- hundreds
- thousands
- millions
- one year

Who had the first successful flight?

- Jones Brothers
- Sam Brothers
- Wrong Brothers
- Wright Brothers

Planes have wings with:

- a special shape
- a special color
- a special smell
- birds on them

What provides power to the plane?

- Pedals
- Wind
- Sunshine

Engine

What living things are able to fly?

Insects, birds and bats

Dogs and cats

Mouse and cat

Horse and cow

When did they have their first human flight?

December 21, 1980

December 17, 1903

January 17, 1903

June 17, 1993

Energy

All moving things in the world have kinetic energy. It is energy in an object due to its motion.

Very large things, like trucks, and very small things, like marbles, have energy. The heavier the object and the faster the object moves, the more kinetic energy it has.

Kinetic Energy is energy that is in motion. Moving water and wind are good examples of kinetic energy. Electricity is also kinetic energy. Energy is measured in the amount of "work" it does.

Potential Energy is stored energy. Examples of potential energy are soda inside a can, and water in a pond.



All moving things in the world have

- Kinetic energy
- Sun energy
- Slow energy
- Fast energy

Energy in an object is due to its

- Color
- Smell
- Shape
- Motion

The _____ the object moves, more kinetic energy it has.

- slower
- lighter
- faster
- darker

What is also kinetic energy?

- Electricity
- Soda
- Can
- Cat

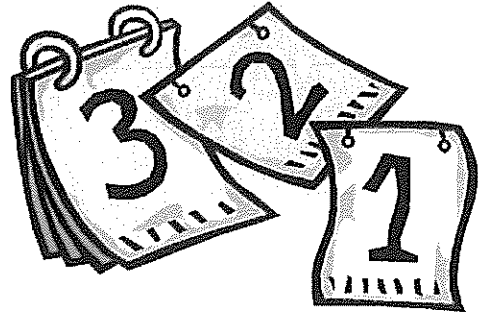
Potential energy is

- Fast energy
- Stored energy
- Slow energy
- Sun energy

What Is A Timeline

What is a timeline? It is a picture of the passage of time on a line. Timelines help us understand history. They also tell us what happened when and how much time went by between events. A timeline also helps you remember when important things happened.

To start a timeline, mark the starting date and what happened on that date. Then mark the end of the timeline with an ending date and what happened. Don't include everything - only the most important events. Now you have your timeline!



What is a timeline?

- Passage of time on a line
- A calendar
- A sound
- A book

What can timelines help us understand?

- Time
- History
- Dates
- Names

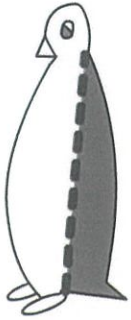
What does a timeline help us remember?

- Weather
- Color of sky
- Important things
- Books

What is on a timeline?

- Important dates
- Color
- Day of week
- Your name

Date:



late late

little little

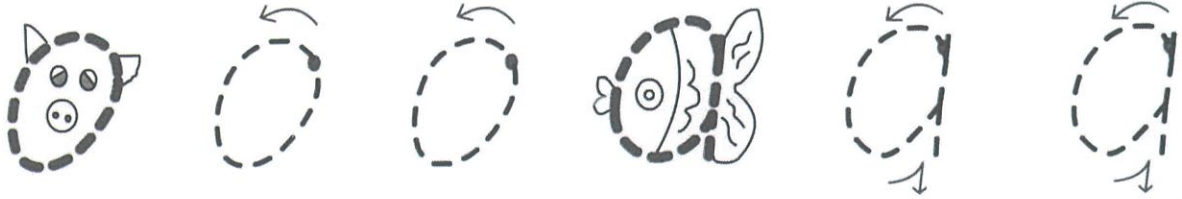
Lottie Lottie

Lottie is a little late.

Lottie

17 17

Date:



o o

a a

oa oa

boat boat

coat coat

I wore my coat on the boat.

I

o o

Date:

B B B R R R

B B

Bella

Beijing

R R

Rome

Russia

B R B R

R R R R

Date:



r r

n n

m m

run run

name name

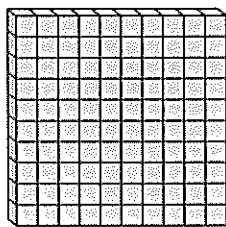
My rabbit's name is Amanda.

My

13 13

Place value to 999 – matching numbers to amounts

We can use base-10 blocks like these to make and show amounts.



hundred



ten



one

1 How many? Write the number to match the amount.

a

316

b

c

d

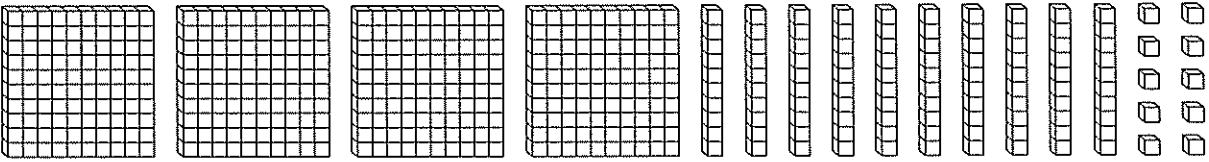
e

f

Place value to 999 – matching numbers to amounts

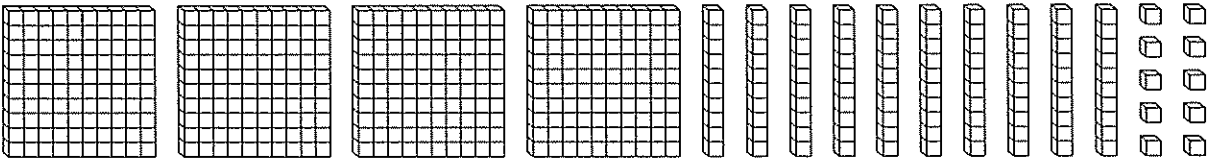
1 Colour the right number of blocks to match the number.

a



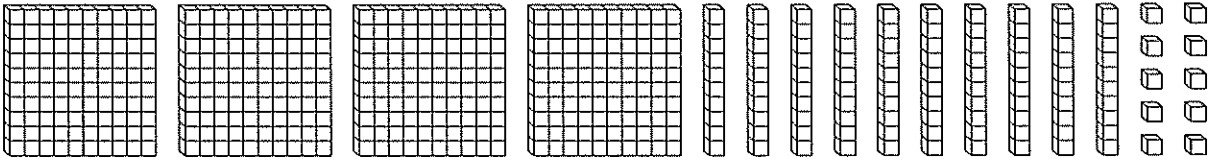
286

b



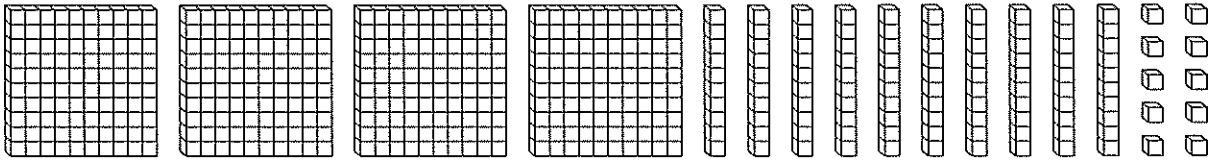
425

c



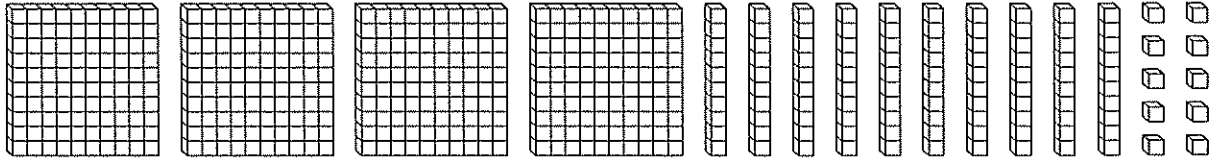
198

d



295

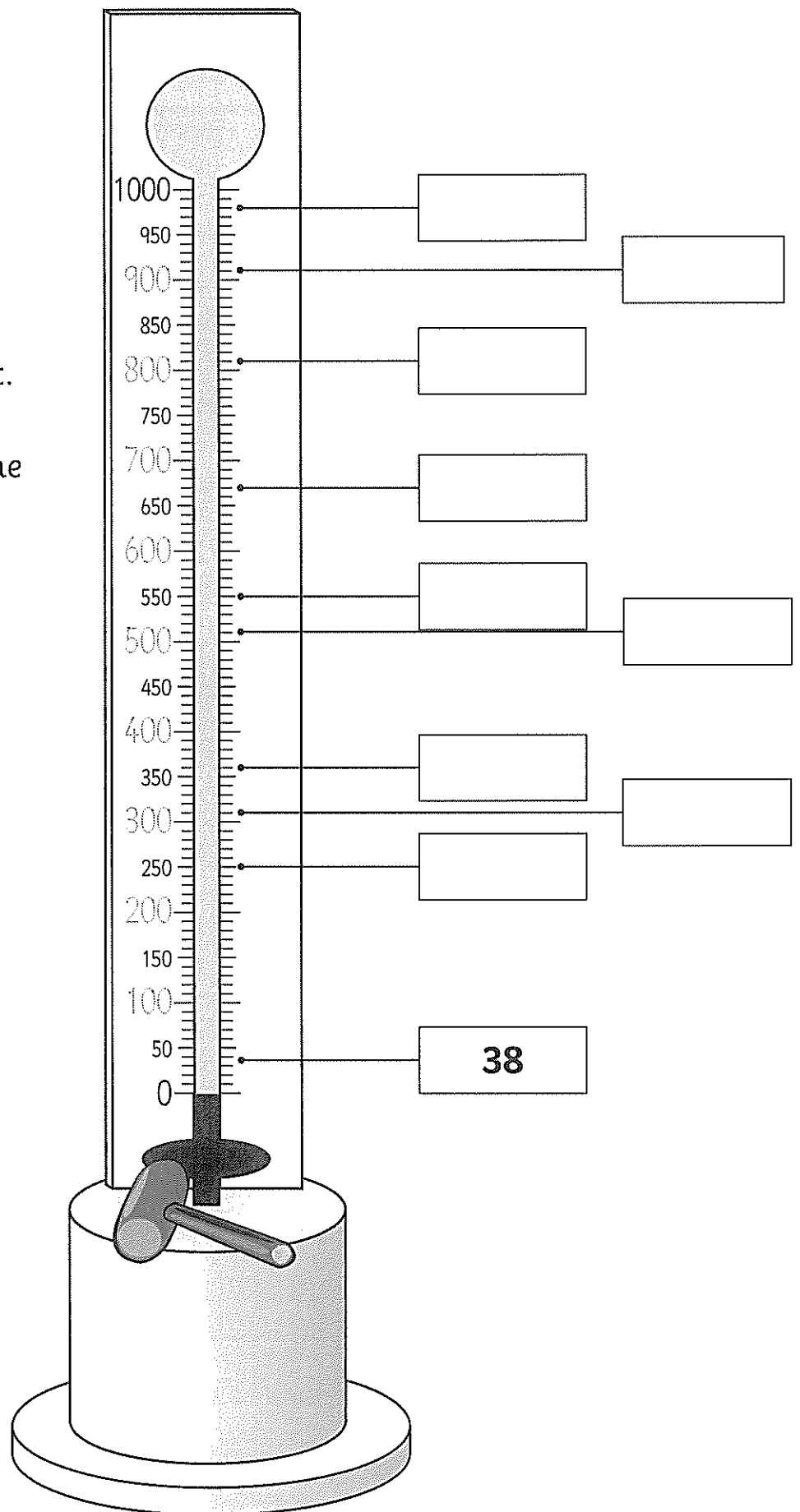
e



331

Numbers to 999 – counting by 1s

- 1 **a** Trace over the dotted numbers on this Strong Kid Striker.
- b** In the boxes write a score that might fit. The first one has been done for you.

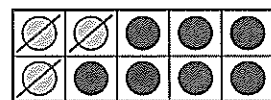


Subtraction – relating addition and subtraction

We know that addition and subtraction do up and undo each other. This means we can use our known addition facts to help us solve subtraction facts.

$$10 - 7 = \boxed{?}$$

We know $3 + 7 = 10$ so $10 - 3 = 7$



- 1 Finish the addition facts and use these to help solve the subtraction facts.

a $4 + \boxed{} = 12$
 $12 - 4 = \boxed{}$

b $7 + \boxed{} = 19$
 $19 - 7 = \boxed{}$

c $14 + \boxed{} = 20$
 $20 - 14 = \boxed{}$

d $9 + \boxed{} = 18$
 $18 - 9 = \boxed{}$

- 2 Write addition facts that would 'do up' these subtraction facts.

a $23 - 4 = 19$
 $\boxed{} + \boxed{} = 23$

b $19 - 7 = 12$
 $\boxed{} + \boxed{} = \boxed{}$

- 3 Write some addition and subtraction facts to match this picture.



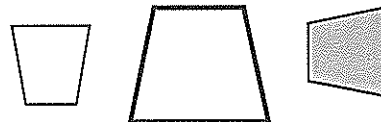
2D space – 4-sided shapes

Here are 2 other kinds of 4-sided shapes.

These are **rhombuses**.



These are **trapeziums**.



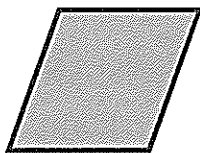
We know these shapes have 4 sides. Let's look closely at the lines and angles to find out more about them.

You will need:  a partner  rhombus and trapezium blocks

What to do:

Work with your partner to help these shapes answer some questions. Look at the shape blocks to help.

a



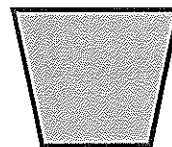
Do I have any sets of parallel lines?
If so, how many?

Are ALL my sides the same lengths?

Do I have any square corners?

Is there anything else you notice about me?

b



Do I have any sets of parallel lines?
If so, how many?

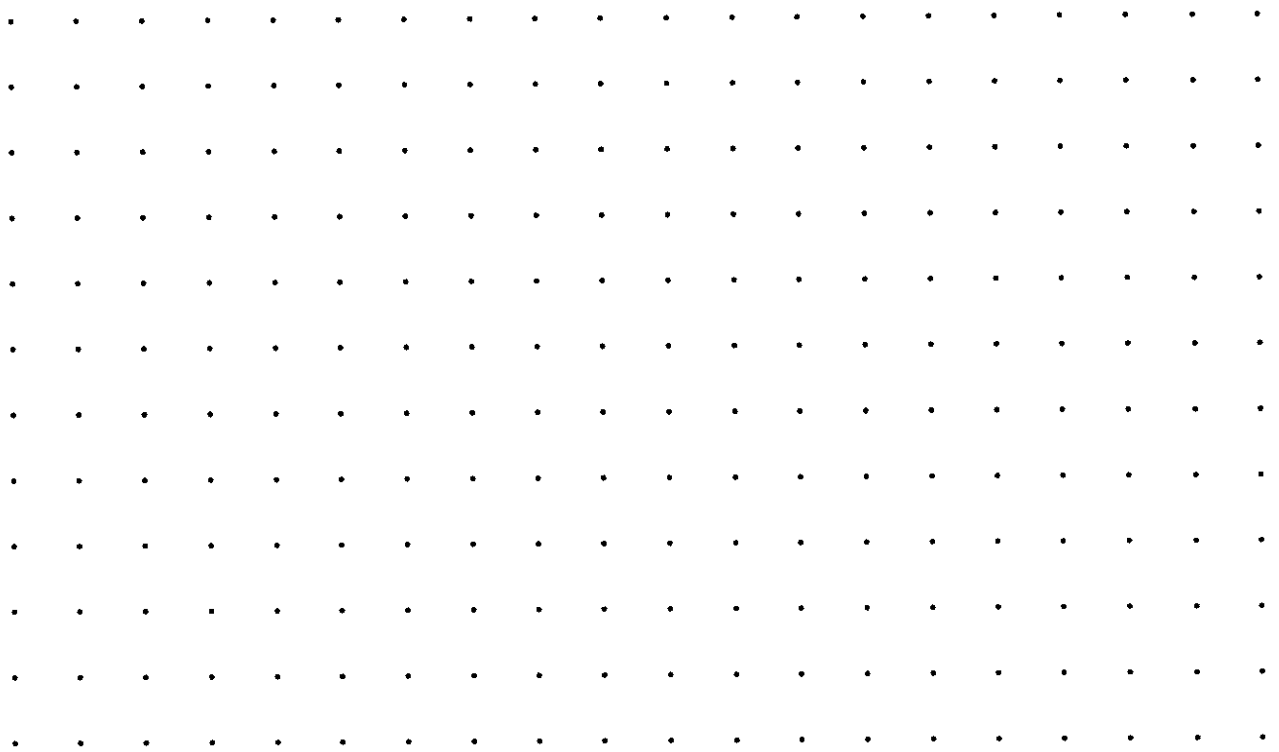
Are ALL my lines the same lengths?

Do I have any square corners?

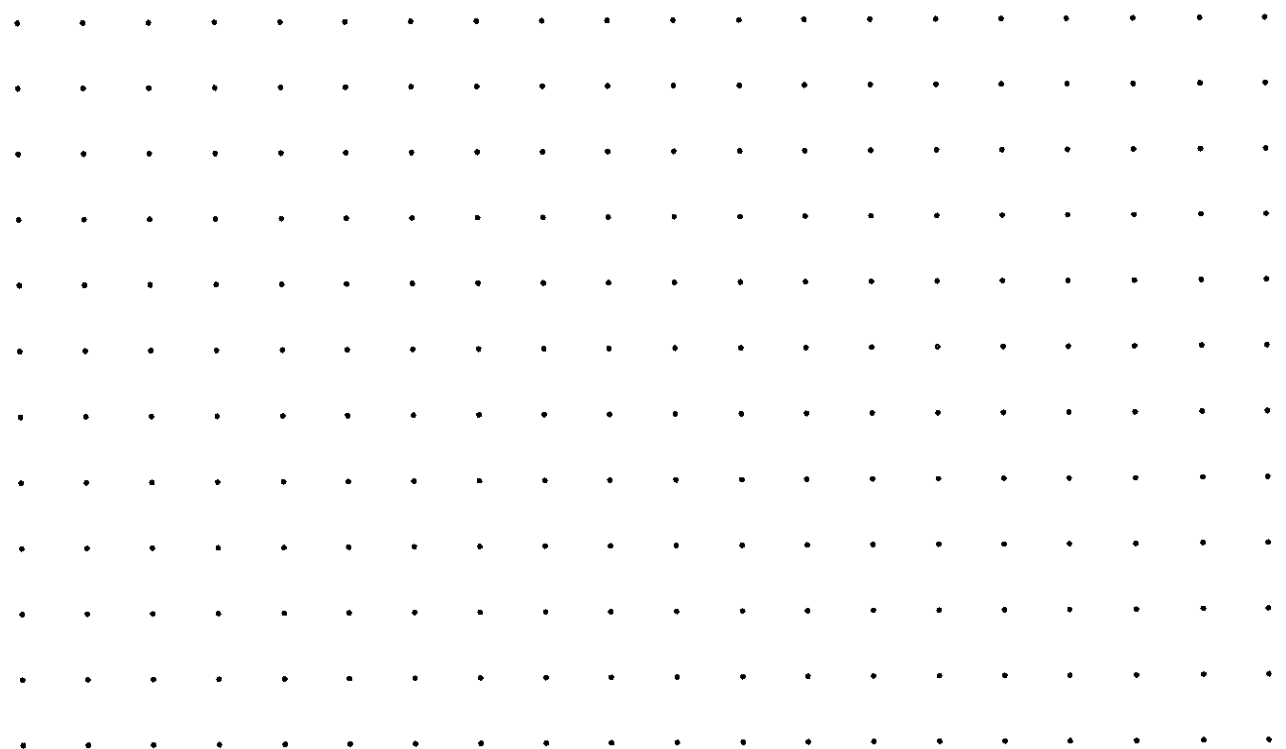
Is there anything else you notice about me?

2D space – 4-sided shapes

1 Draw a square, a rectangle, a trapezium and a rhombus. Label them.



2 Now draw them again, but turn them around and make them a different size. Label them.



Data – collecting and representing data

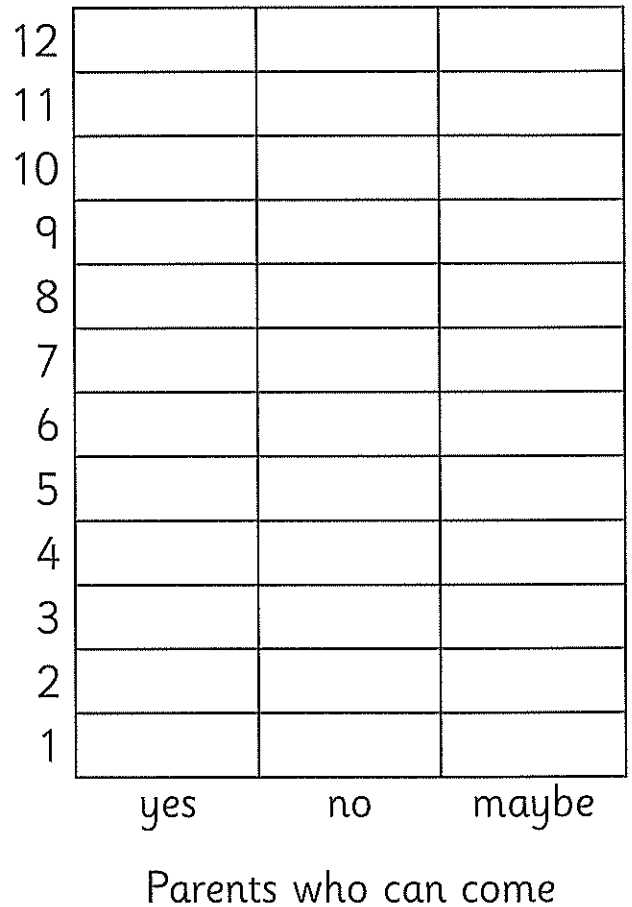
Continued from page 16.

2 a Use the same information on page 16 and represent it on this vertical column graph.

b Compare the 2 graphs.
Do they represent the same data?

c This graph is missing its title. Add it to the graph.

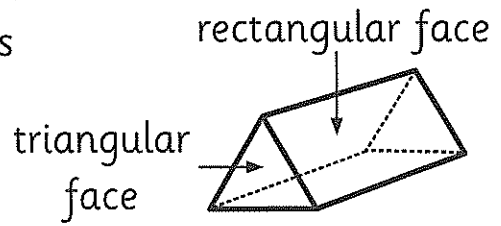
d Why do graphs need titles?



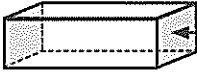
3 Find a third way to represent this information. Perhaps you could use blocks or counters and sticky notes for the labels.


3D space – prisms

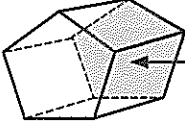
Prisms have 2 **identical end faces**. All the other faces are always **rectangles**. Prisms are named according to their end faces. The end faces of this prism are triangles so we call it a **triangular prism**.



1 Look at the end faces of these solids. Choose words from the box to finish the statements.

a  My end faces are _____.
I am a _____ prism.

b  My end faces are _____.
I am a _____ prism.

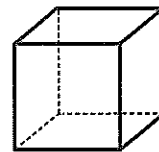
c  My end faces are _____.
I am a _____ prism.

hexagons
hexagonal
pentagons
pentagonal
rectangles
rectangular

This is a rectangular prism even though its faces are square.
Do you know why?
It's because squares are actually part of the rectangle family.

2 Let's look at this shape some more.

a We sometimes call it another name.



Do you know what it is? _____ u _____ e

b What are some real life objects shaped like it?

Subtraction – counting on and counting back

If we can count back by 1, 2 or 3, then we can count back by 10, 20 and 30.

Look at $65 - 20 = \square$

We start at 65 and count back \uparrow by 10s.

20 is 2 tens.

$$65 - 20 = 45$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

1 Use the number grid to help solve these problems.

a $46 - 20 = \square$

b $61 - 10 = \square$

c $70 - 30 = \square$

d $24 - 10 = \square$

e $34 - 10 = \square$

f $55 - 20 = \square$

2 Can you find patterns to help you complete these sets of facts?

a $4 - 1 = \square$

$40 - 10 = \square$

$400 - 100 = \square$

b $5 - 3 = \square$

$50 - 30 = \square$

$500 - 300 = \square$

c $9 - 2 = \square$

$90 - 20 = \square$

$900 - 200 = \square$

Subtraction – relating addition and subtraction

Because addition and subtraction are related, we can use our addition strategies to help us solve subtraction problems.

Look at $16 - 8 = \boxed{?}$

We know the doubles fact $8 + 8 = 16$, so we can use it to quickly work out that $16 - 8 = 8$

1 Use your doubles addition strategies to solve these subtraction problems.

a $10 - 5 = \boxed{}$

b $18 - 9 = \boxed{}$

c $22 - 11 = \boxed{}$

$20 - 10 = \boxed{}$

$16 - 8 = \boxed{}$

$40 - 20 = \boxed{}$

$50 - 25 = \boxed{}$

$12 - 6 = \boxed{}$

$30 - 15 = \boxed{}$

$100 - 50 = \boxed{}$

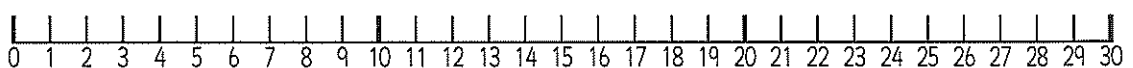
$14 - 7 = \boxed{}$

$32 - 16 = \boxed{}$

2 Solve these.

a Lucy is **4** years older than Marcus. Marcus is **4**. How old is Lucy?

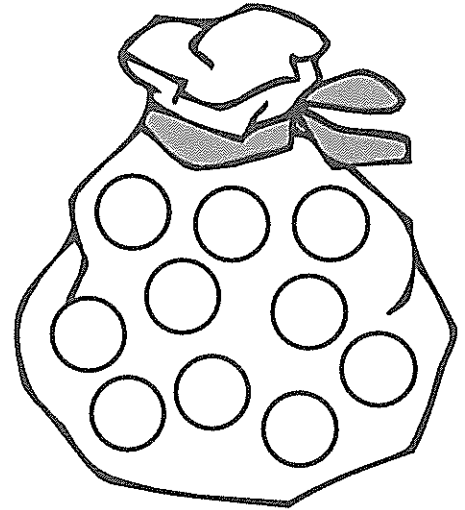
b Mohammed ate **14** strawberries. Sara ate **double** that amount. How many more strawberries did Sara eat than Mohammed?



Chance – likelihood

1 Look at the bag.

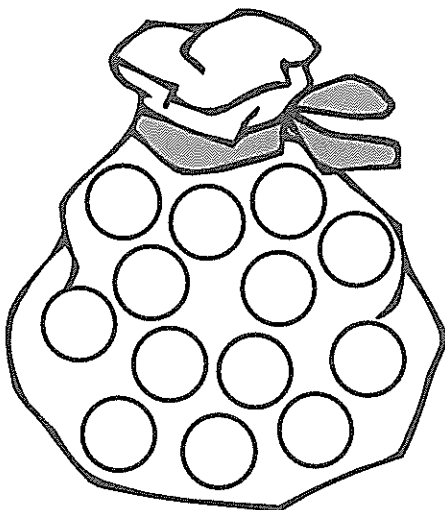
- a Colour 6 counters red, 1 counter green, and 3 counters orange.
- b What colour counter are you **most** likely to pull out? Why?



What colour counter are you **least** likely to pull out? Why?

How would you describe the chance of pulling out an orange counter?

2 You will need blue, yellow and pink pencils. Colour the counters so:







- a You are **most** likely to pull out a blue one.
- b You are **least** likely to pull out a pink one.
- c You **could** pull out a yellow one.
- d Compare your bag with a friend's bag. Have they coloured the counters the same way as you? If they are different, can you both be right?

Data – collecting and representing data

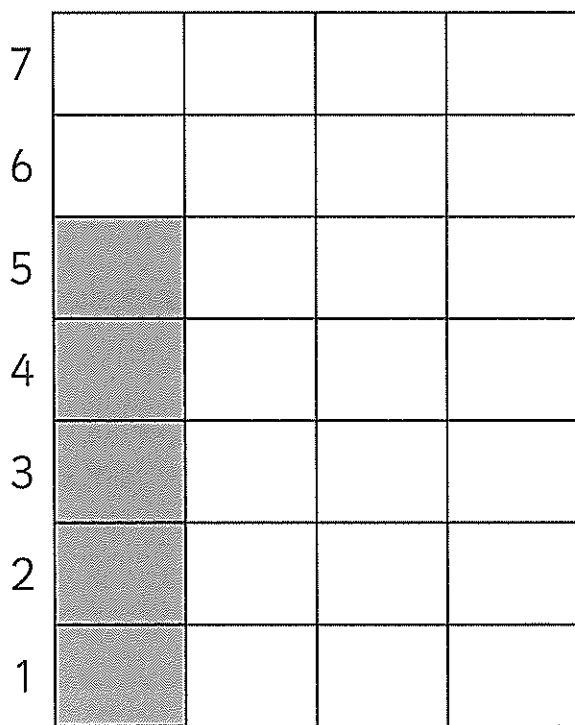
We can represent data in many different ways. We often use graphs as they make it easy to see and understand information. One kind of graph is a column graph.

- 1 Students in 2G conducted a class survey to find out what class pet they should get.

They decided to show this information on a column graph and present the graph to their class teacher.

- a What should the title of the graph be? Write it in the box at the top of the graph.



Type of pets

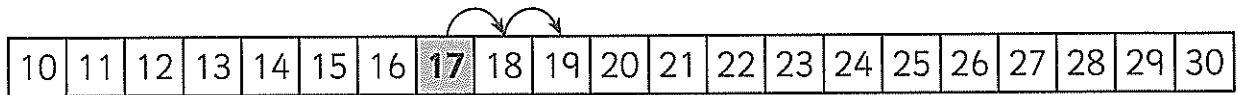
- b Colour a square to match each vote. The fish votes have been done for you.
- c Which is the **most popular** choice?
- d Which is the **least popular** choice?
- e Does the graph make it easy to find out this information? Why or why not?

Addition – counting on

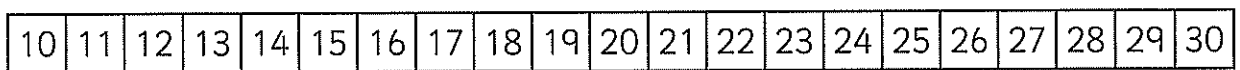
Counting on is a good strategy to choose when adding 1, 2 or 3.

$$17 + 2 = 19$$

We start at 17 and count on 2 more.



1 Use the number track to help you count on. Finish the facts.



a $14 + 2 = \square$

b $23 + 3 = \square$

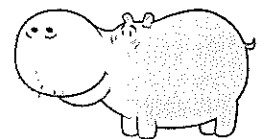
c $19 + 1 = \square$

d $17 + 3 = \square$

e $15 + 1 = \square$

f $24 + 2 = \square$

2 How quickly can you finish these? Perhaps ask someone to time you using '1 hippopotamus, 2 hippopotamus' as the (quiet) count.



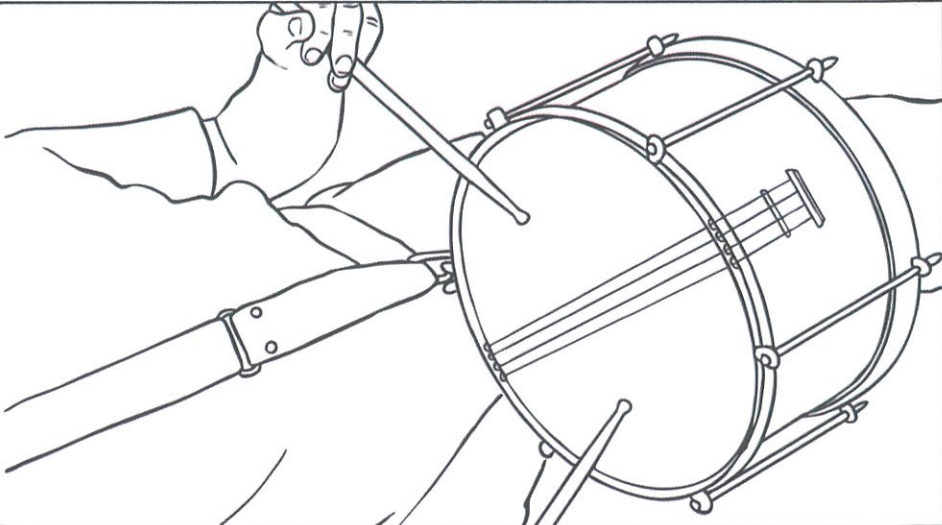
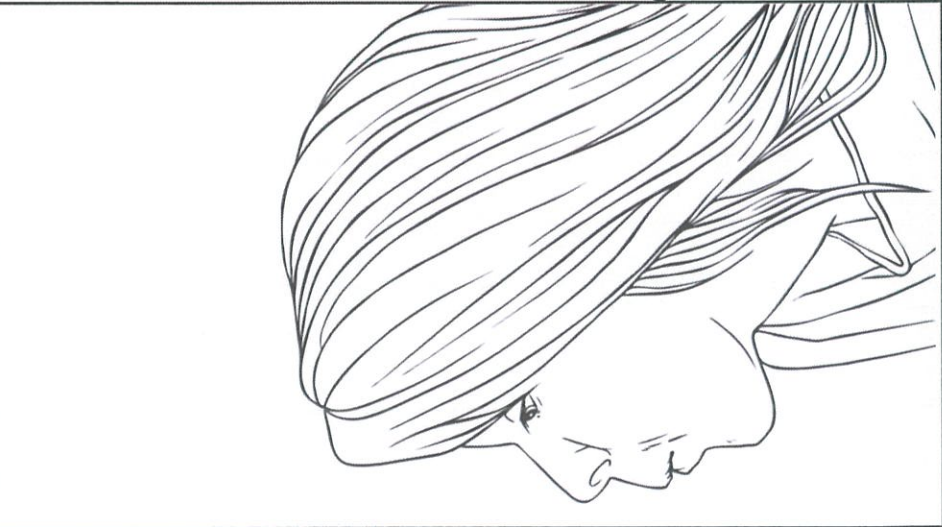
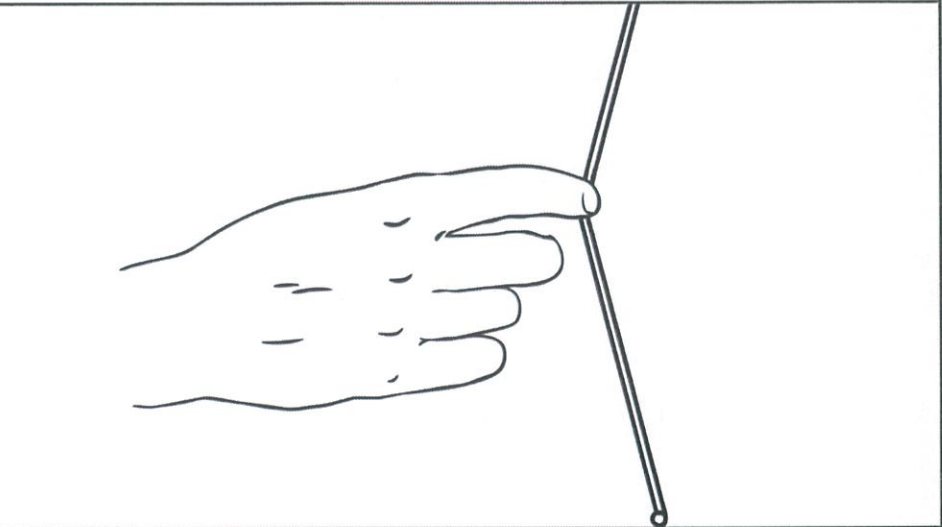
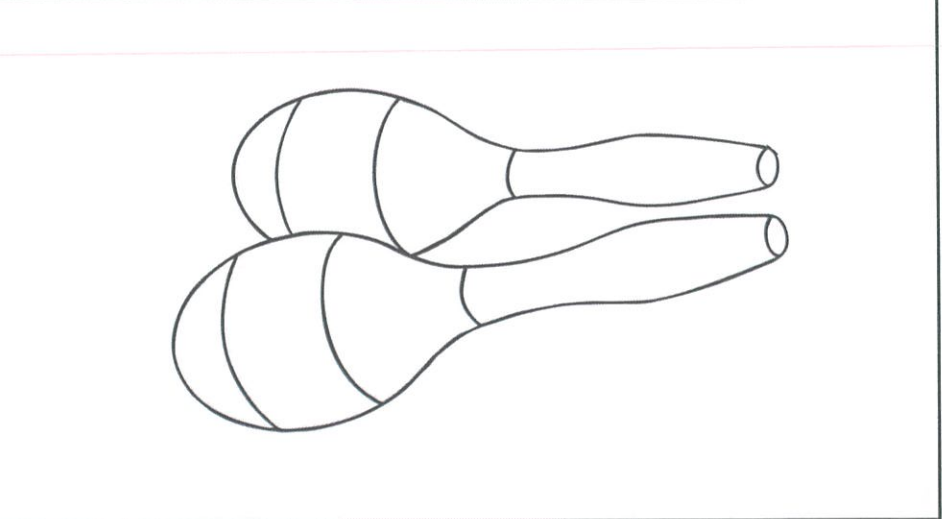
+ 1
$12 + 1 =$
$16 + 1 =$
$13 + 1 =$
$20 + 1 =$
$22 + 1 =$
Time

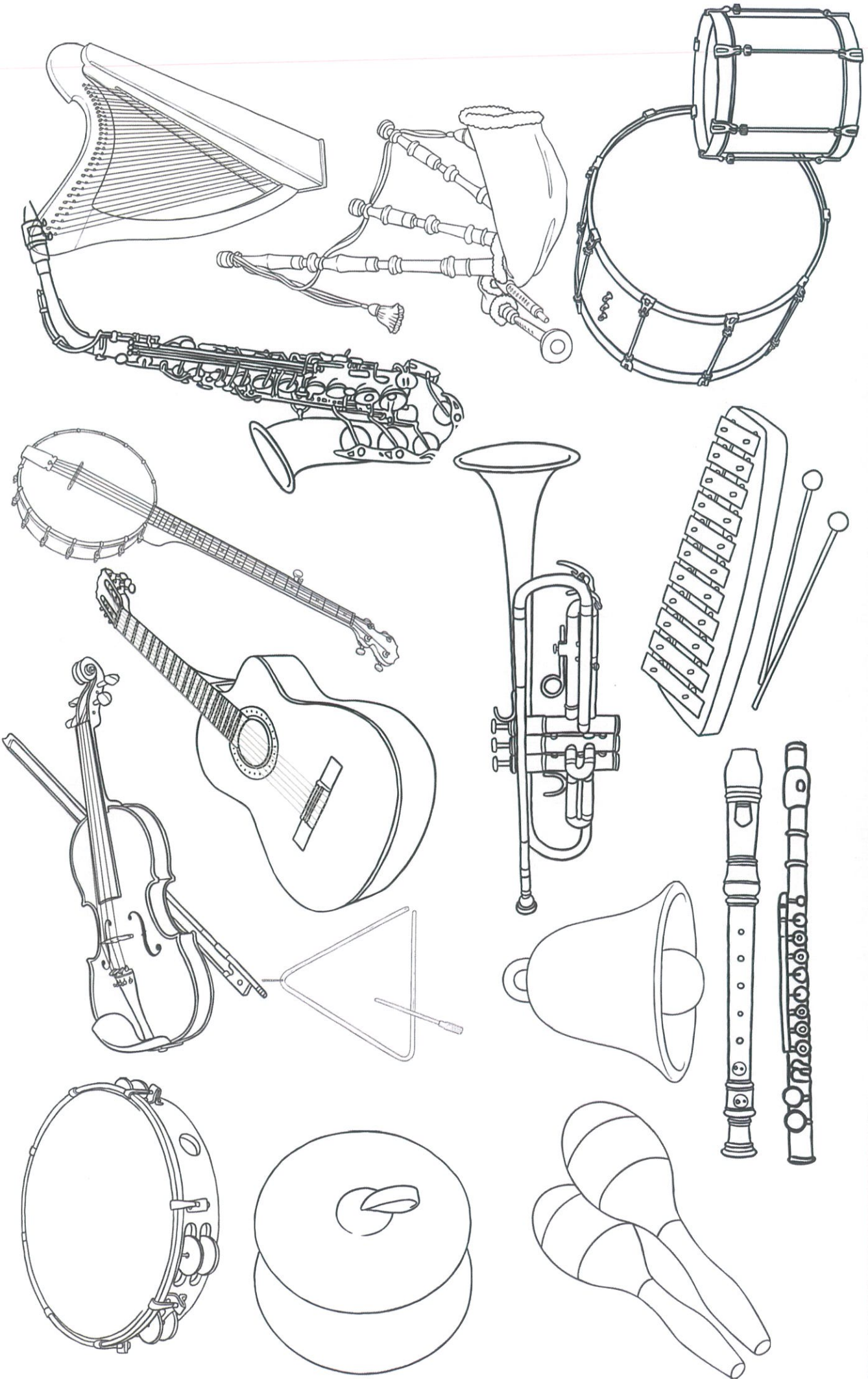
+ 2
$14 + 2 =$
$21 + 2 =$
$17 + 2 =$
$23 + 2 =$
$15 + 2 =$
Time

+ 3
$15 + 3 =$
$11 + 3 =$
$23 + 3 =$
$17 + 3 =$
$21 + 3 =$
Time

Sorting Instruments by How They Are Played

I can describe how a variety of instruments make sound

Strike		Blow		Pluck		Shake	
--------	--	------	--	-------	---	-------	---

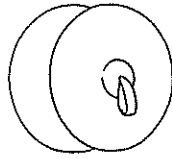


Describing Sounds

Colour the words to describe the sounds these items make.



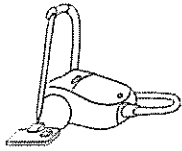
hairdryer	
high	low
loud	soft



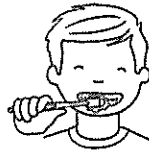
cymbals	
high	low
loud	soft



helicopter	
high	low
loud	soft



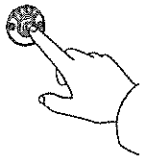
vacuum	
high	low
loud	soft



brushing teeth	
high	low
loud	soft



whistle	
high	low
loud	soft



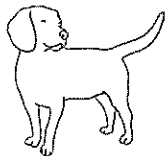
doorbell	
high	low
loud	soft



phone ringing	
high	low
loud	soft



bike bell	
high	low
loud	soft



dog barking	
high	low
loud	soft

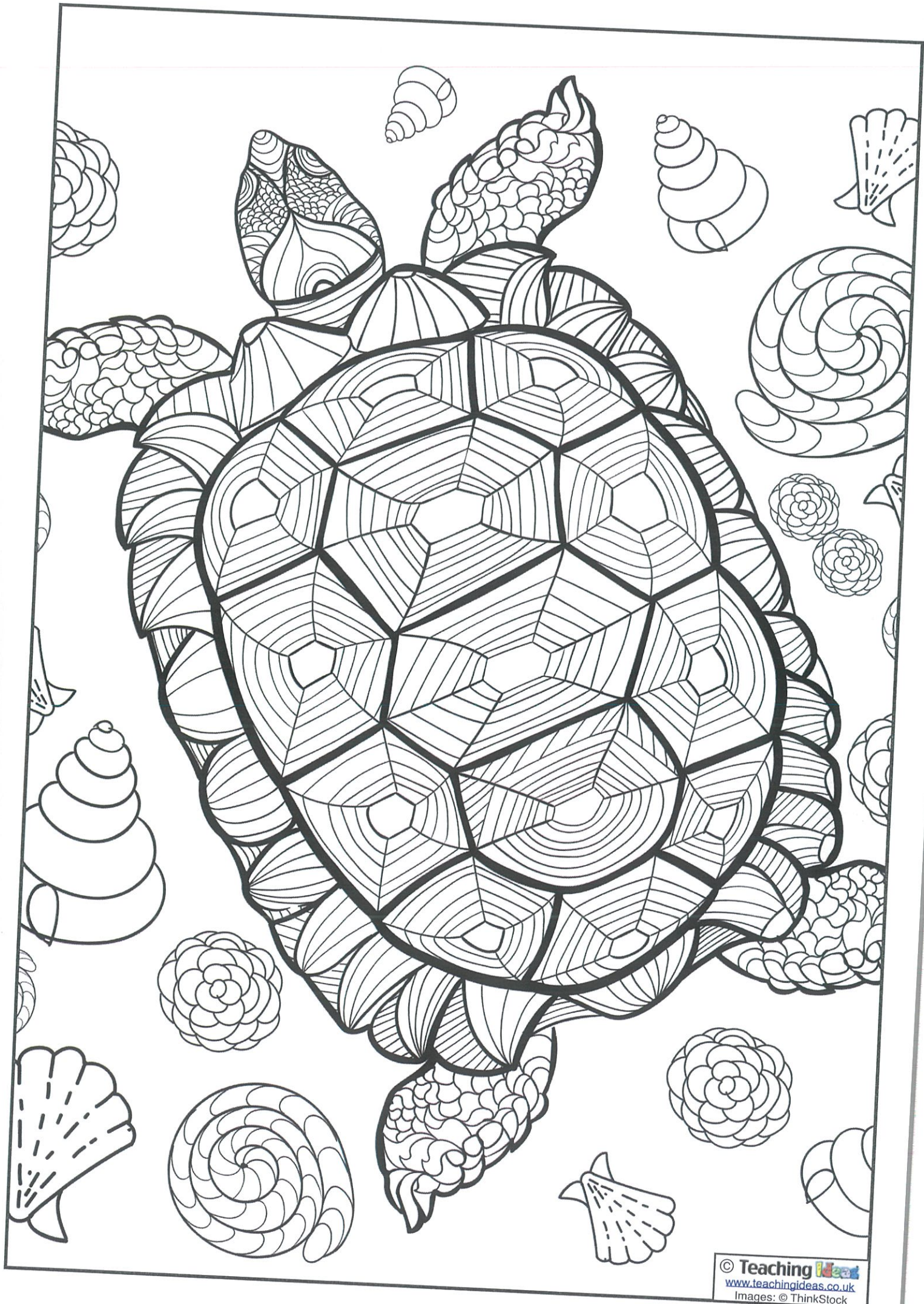


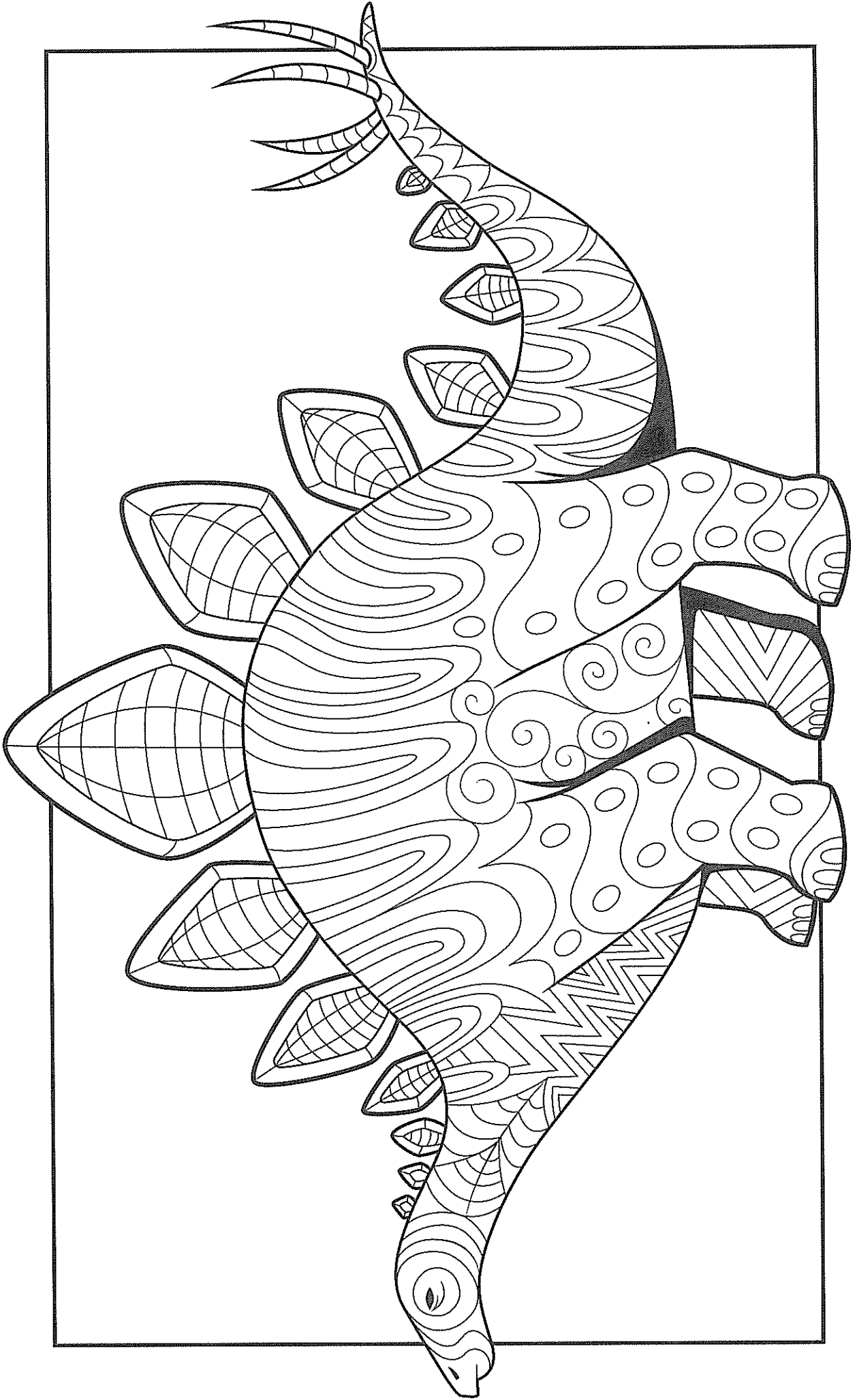
alarm clock	
high	low
loud	soft

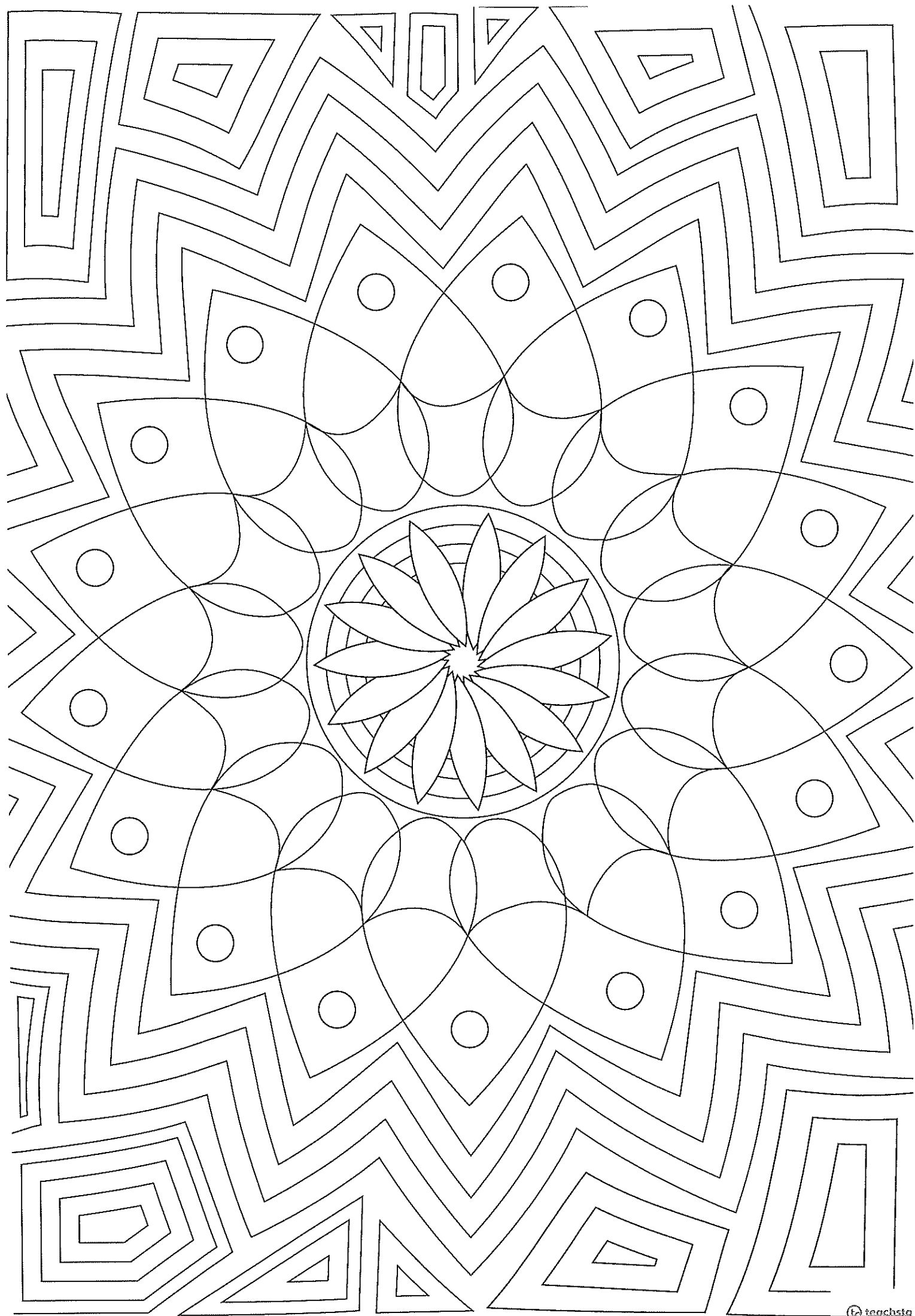


cat purring	
high	low
loud	soft































Superhero Action Training

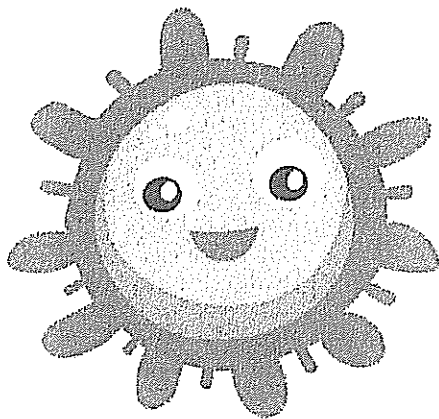
Directions: Perform each action. Check it off when complete. Circle all the action verbs.

<input type="checkbox"/> balance on one foot for 10 seconds		<input type="checkbox"/> bend and touch your toes 10x	
<input type="checkbox"/> crawl forward for 10 feet		<input type="checkbox"/> curl your body up and hold for 10 seconds	
<input type="checkbox"/> gallop for 10 steps		<input type="checkbox"/> hop on one foot 10x	
<input type="checkbox"/> jump in place 10x		<input type="checkbox"/> kneel up tall for 10 seconds	
<input type="checkbox"/> leap forward 10x		<input type="checkbox"/> roll in a straight line for 10 feet	
<input type="checkbox"/> run in place for 10 seconds		<input type="checkbox"/> sit and then stand up 10x	
<input type="checkbox"/> skip forward 10x		<input type="checkbox"/> slide to the right 10x slide to the left 10x	
<input type="checkbox"/> stomp your feet in place 10x		<input type="checkbox"/> straighten your body and hold for 10 seconds	
<input type="checkbox"/> stretch your legs for 10 seconds		<input type="checkbox"/> twist your body to the right and left 10x	
<input type="checkbox"/> walk backwards for 10 steps		<input type="checkbox"/> wiggle your body for 10 seconds	

Go to www.YourTherapySource.com/superhero for the complete download

Kumarah
Kid's Yoga and Mindfulness

Kids Morning or Evening Yoga Sequence



- **Mountain pose (or house, or tower):** Stand tall with your feet together and back straight. Squeeze your legs together and reach your arms up toward the sky to become a tall mountain!
- **Crescent moon (or kite):** Clasp your hands together over your head and reach up and over to the right. Lengthen your side body and make a moon shape. Breathe in and go back up. Exhale and reach to the other side.
- **Forward fold (or ragdoll, or waterfall):** Gently release your hands, bend your knees a little, and fold all the way forward. Rest your hands on your legs or the floor and gently let your head hang down.
- **Plank pose (could be a pirate ship plank or a blimp or... you decide!):** Walk your hands out towards the top of your mat so your body is in a straight line. Squeeze your legs in and your tummy to your spine. Look forward just a little to keep your back straight.
- **Baby shark (or superhero with hands released):** Lower all the way down to your tummy and reach your hands behind you. Clasp them behind your back like a fin, squeeze your legs together like a tail, and lift your shoulders up. Wiggle back and forth like a shark!

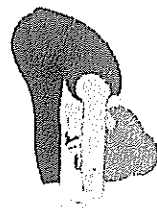
- **Down dog (or tent, pyramid, or unicorn!):** Press your hands into the mat and lift your hips up and back. Lengthen your spine so your back is straight, bending your knees a little if you need to.
- **Warrior one (or archer, goddess, or superhero):** Step one foot forward up next to your hands. Bend your front knee and keep your back leg straight. Reach your arms up to the sky and stand proud and strong.
- **Warrior two (or surfer):** Keeping your legs the same, rotate your shoulders and hips to the side, reaching your arms out away from you and parallel to the ground. Look forward and breathe!
- **Tree pose:** Step your feet together and stand straight and tall with your hands at your heart. Lift one foot up to rest on your ankle, calf, or thigh. Reach your arms up and stand tall like a tree!
- **Eagle pose (or koala):** Bring your arms out in front of you, tucking one elbow under the other, bending your elbows and reaching for your palms. Then bend your knees deeply and cross one leg over the other, balancing on one foot or resting your other toes on the ground. Squeeze everything in to balance!



1



2

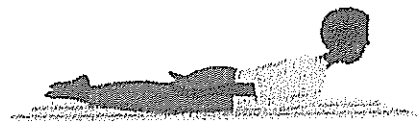


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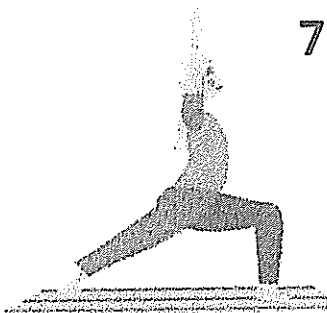


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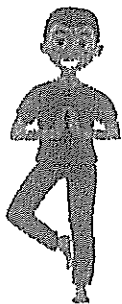
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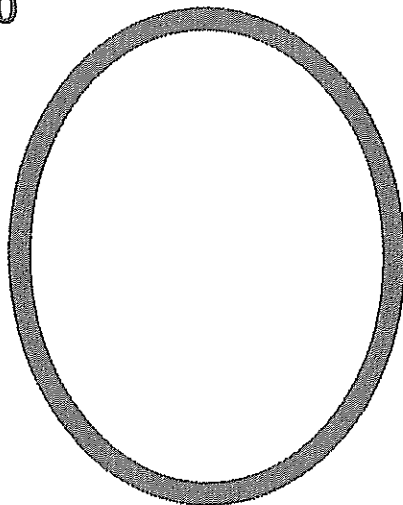


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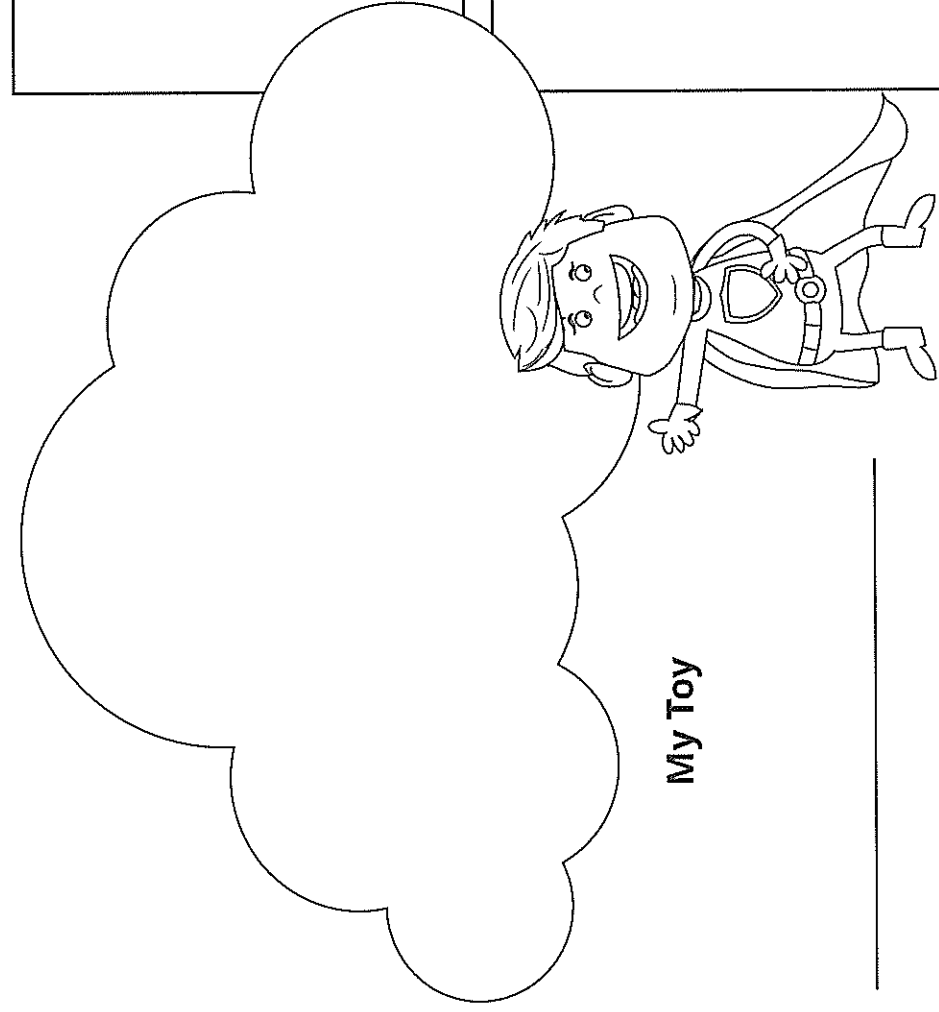


Name _____

Date _____

Describing Toys - Past and Present

Choose a toy from the past or present to describe below. Draw a labelled diagram of your chosen toy, then answer the questions.



What is it made from?

What can you do with it?

Who is this toy for?

Why is it fun to play with?

Name _____

Date _____

Comparing Toys - From Past to Present

Think of a toy from the past we still have today. Draw what it looked like then and what it looks like now.

Explain to a partner how the toy has changed over time.

Then	Now