

**LEARN FROM HOME  
WORKBOOK 1  
FOR PARENTS**

**NOTES  
AND  
ANSWERS**

**PRIM-ED PUBLISHING**

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The pages in the *Learn from Home Workbook* series have been taken from a variety of Prim-Ed Publishing's teacher copymasters. These copymasters are hugely popular with teachers and contain a lot of extra material and pages for a teacher's use. This extra material is not needed for the purposes of this workbook series. Therefore, there may be page number references on the workbook pages which do not correspond to the pages within the workbook. Owing to the tight timeline in which we had to get this book to print, we did not have the opportunity to edit these page numbers. Rest assured that these page number references do not affect the activities that your child has to do.

# Suggestions for Parents – Week 1

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, narrative writing and activities asking your child to proofread and edit some text passages.

### **Reading Comprehension**

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The two texts are based on two different styles of writing – a folk tale and a poem. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about sounds in words, syllables, plurals, spelling and/or some grammar. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### **Grammar**

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The two pages on grammar are on nouns. Examples are given on each page, though you should encourage your child to find other examples from around their home or their locality.

### **Writing**

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The genre (style) of writing that the three pages focus on is narrative writing. The three pages here will guide your child step-by-step in writing their own narrative passage. The first page is a text written in the narrative style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the narrative', so that your child understands that they are now going to look at the way the text is written. There are six steps to analyse here: Title; Orientation; Problem; Events; Resolution; and Ending. By discussing and answering the questions on each of the six steps, your child will begin to see the structure. The third page then encourages your child to plan out their own narrative. They are taken through the six steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

### **Proofreading and Editing**

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The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 1

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## MATHS

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The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on counting in ones, number tracks and addition facts for 10. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

### Measurement

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This work is on length. The focus is on words that are associated with length (tall, short, shorter, long, longer). A lot of practical activity can be done on this around the home, using objects that your child can use and compare. The second activity asks your child to compare objects, using the vocabulary of longer, shorter and equal. This activity will also lend itself to objects in the home. It is always a good idea to encourage your child to make connections to real-world examples.

### Geometry

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Work on shape is covered here. The first activity asks your child to recognise and identify triangles. Make sure to emphasise that any three-sided, two-dimensional shape is a triangle. Again, use real-world examples, both in the home and in the local environment. The second activity continues with common 2-D shapes (square, circle, triangle, rectangle), asking your child to recognise shapes by looking at examples and by reading descriptions.

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## SCIENCE

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The theme for the work on science is myself. Each of the four pages here help your child think about their bodies, focusing on body parts, our bodies' needs and growing up. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

# Suggestions for Parents – Week 2

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, recount writing and activities asking your child to proofread and edit some text passages.

### Reading Comprehension

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The two texts are based on two different styles of writing – a fairy tale and a report. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about sounds in words, syllables, adding different endings to words and singular and plural. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### Grammar

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The two pages on grammar are on verbs. Verbs are explained as 'doing' words. Command verbs are for giving orders. Both pages help your child to understand what verbs are. Further practice can be done orally.

### Writing

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The genre (style) of writing that the three pages focus on is recount writing. The three pages here will guide your child step-by-step in writing their own recount passage. The first page is a text written as a recount. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the recount', so that your child understands that they are now going to look at the way the text is written. There are four steps to analyse here: Title; Orientation; Events; and Conclusion. By discussing and answering the questions on each of the four steps, your child will begin to see the structure. The third page then encourages your child to plan out their own recount. In this case, they should plan a recount about their week at home. They are taken through the four steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

### Proofreading and Editing

---

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 2

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## MATHS

---

The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on counting in twos, odd and even numbers, addition facts for 10 and doubling. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin. Remind your child of the work carried out in Week 1, especially the extension work this week on Addition facts for 10.

### Measurement

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This work is on length. The focus is on non-standard units of length, using your child's hand and a lollipop stick. A lot of practical activity can be done on this around the home, using objects that your child can measure. The second activity asks your child to use paperclips to measure length. Remember to stress the importance of estimation. We suggest using the language of estimate, but to explain it as 'a sensible guess' initially. This activity will also lend itself to objects in the home. It is always a good idea to encourage your child to make connections to real-world examples.

### Geometry

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Continuation of the work on shape from Week 1 is covered here. The first activity asks your child to recognise and identify squares. Make sure to emphasise the sides and corners of squares. Again, use real-world examples, both in the home and in the local environment. The second activity continues with patterns using common 2-D shapes (squares, triangles), asking your child to count the number of shapes in each picture.

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## SCIENCE

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The theme for the work on science is plants and animals. The first activity asks your child to match animals to their environment and to group and classify living things. The second page focuses on naming the parts of a plant and a bird. The final activity requires your child to draw in the weather conditions that typically occur in each season. They then have to draw how people and trees adapt to the different seasons.

# Suggestions for Parents – Week 3

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, procedural writing and activities asking your child to proofread and edit some text passages.

### Reading Comprehension

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The two texts are based on two different styles of writing – a fairy tale and a poem. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about sounds in words, compound words and following instructions to make words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### Grammar

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The two pages on grammar are on adjectives. Adjectives are explained as 'describing' words. Both pages help your child to understand what adjectives are. Further practice can be done orally.

### Writing

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The genre (style) of writing that the three pages focus on is procedural writing. The three pages here will guide your child step-by-step in writing their own procedure. The first page is a text written in the procedural style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the procedure', so that your child understands that they are now going to look at the way the text is written. There are five steps to analyse here: Title; Goal; Needs; Steps; and Test. By discussing and answering the questions on each of the five steps, your child will begin to see the structure. The third page then encourages your child to plan out their own procedure. They are taken through the five steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

### Proofreading and Editing

---

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 3

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## MATHS

---

The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on counting in fives, counting in tens and subtracting using pictures. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Remind your child of the work done in Weeks 1 and 2, especially on counting in ones and twos. Subtraction will be made easier if concrete materials are given to your child. This will help with understanding the concept. Check that your child understands what the worksheet is requiring them to practise before they begin.

### Measurement

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This work is on mass (weight). The focus is on words that are associated with mass/weight (heavy, light). A lot of practical activity can be done on this around the home, using objects that your child can use and compare. The second activity asks your child to compare objects, using the vocabulary of heavier and lighter. This activity will also lend itself to objects in the home. It is always a good idea to encourage your child to make connections to real-world examples.

### Geometry

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Continuation of the work on shape from Weeks 1 and 2 is covered here. The first activity asks your child to recognise and identify rectangles. Make sure to emphasise the sides and corners of rectangles. Again, use real-world examples, both in the home and in the local environment. The second activity continues with 2-D shapes (squares, triangles, circles, rectangles), asking your child to find and count the shapes in different pictures.

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## SCIENCE

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The theme for the work on science is light. Each of the four pages here help your child explore the concept of light, focusing on colour, day and night and shadows. Working on these science lessons presents a good opportunity to design and make a colour spinner.

# Suggestions for Parents – Week 4

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, report writing and activities asking your child to proofread and edit some text passages.

### **Reading Comprehension**

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The two texts are based on two different styles of writing – a poem and a recipe. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about sounds in words, rhyming words and compound words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### **Grammar**

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The two pages on grammar are on adverbs. Adverbs are explained as 'words that tell how things happen'. Both pages help your child to understand what adverbs are. Further practice can be done orally.

### **Writing**

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The genre (style) of writing that the three pages focus on is report writing. The three pages here will guide your child step-by-step in writing their own report. The first page is a text written in the report style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the report', so that your child understands that they are now going to look at the way the text is written. There are four steps to analyse here: Title; Classification; Description; and Conclusion. By discussing and answering the questions on each of the four steps, your child will begin to see the structure. The third page then encourages your child to plan out their own report. They are taken through the four steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their report on their chosen animal.

### **Proofreading and Editing**

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The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 4

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## MATHS

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The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on ten more or less than, number patterns and subtraction number sentences. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

### Measurement

---

This work is on capacity. The focus is on words that are associated with capacity (full, empty). A lot of practical activity can be done on this around the home, using objects that your child can use and compare. The second activity asks your child to compare objects, using the vocabulary of holds more and holds less. This activity will also lend itself to objects in the home. It is always a good idea to encourage your child to make connections to real-world examples.

### Geometry

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Continuation of the work on shape from Weeks 1, 2 and 3 is covered here. The first activity asks your child to recognise and identify circles. Again, use real-world examples, both in the home and in the local environment. The second activity continues with 2-D shapes, asking your child to match shapes and objects.

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## SCIENCE

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The themes for the work on science are sound and heat. The sound worksheets focus on sounds in the environment and on sorting musical instruments that make sounds. The heat worksheets are on things that are hot and cold and on clothes that keep us warm.

# Week 1

## The Magpie's Nest

### Comprehension

1. Answers will vary.
2. Once upon a time
3. (a) I can make a nest now.  
(b) He flew off to make a nest.
4. two, coo
5. nest
6. branch/stick
7. The Magpie's Nest
8. Turtle Dove kept cooing.
9. No
10. Teacher check

### Word Reading

1. birds, twigs, feathers
2. owls, magpies, blackbirds, sparrows
3. bird twig feather nest
4. (a) twigs (b) birds (c) feather
5. (a) 2 (b) 1 (c) 3
6. mag/pie work/ing tur/tle an/gry
7. Owl and Thrush
8. said, nest, feathers, them
9. (a) best (b) belt (c) bell

## Birds of a Feather

### Comprehension

1. rhyming
2. information
3. Birds, Feather
4. (a) moult (b) prey
5. Answers will vary.
6. Answers will vary.
7. forest, wood
8. They use their tail feathers to steer.
9. Feathers help to camouflage the bird./They are the same colour as leaves, bushes or trees so they can't be seen.
10. feathers

### Word Reading

1. can't, that's, I'm, there's, I've
2. (a) I have; h, a  
(b) I am; a  
(c) there is; i
3. (a) That's (b) I've (c) can't (d) there
4. (a) girl (b) shirt (c) first (d) third  
(e) birthday (f) circus (g) stir (h) circle
5. (a) birthday (b) first (c) third  
(d) circus (e) shirt, circle

# Week 1

## Nouns

1. **places:** park, school, shop  
**people:** boy, girl, woman, baby  
**things:** swing, ball, tree, flower, bird, grass, bench, bin
2. Teacher check

## Proper Nouns

1. Teacher check
2. The pictures of Jess Gresham, Mrs Deering, Leroy and JoJo's Cafe should be coloured.

## Narrative

1. *Three sad elephants*
2. Who? elephants, lion, monkeys, crocodile and zebra.  
Where? in the jungle
3. The elephants didn't have any friends.
4. Events:
  - (i) They asked lion.
  - (ii) They asked the monkeys.
  - (iii) They asked crocodile.
  - (iv) They asked the zebra.
5. They asked hippo and he said yes.
6. They felt happy.

## How the Hedgehog Got it's Spines

Long ago, hedgehogs did not *have* spines. They just had fur. **O**ne day, a hedgehog wanted *some* ants to eat. **H**e looked under logs and under the bark of trees. **W**here were the ants hiding?

**A**t *last* he found some under a pine tree. **H**e crawled under to reach them. **A**s he did so, some spines fell off and stuck in his back. **N**o matter how hard he shook, *they* would not *come* out.

**T**hat's how the hedgehog got its spines.

1. (a) Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.  
have, some, last, they, come
3. (a) Possible answers: spines, fur, day, ants, logs, bark, trees, pine tree, back  
(b) wanted, looked, crawled

# Week 1

## In My Garden

In my *garden* I can see \_\_\_\_\_ garden  
**C**reepy-crawly creatures *looking* at me! \_\_\_\_\_ looking  
**A** creeping, *crawling* caterpillar \_\_\_\_\_ crawling  
**A** wet, *wriggling* worm \_\_\_\_\_ wriggling  
**A** *small*, speedy spider \_\_\_\_\_ small  
**A** slippery, slimy *snail* \_\_\_\_\_ snail  
**N**ow, *what* else is looking at me? \_\_\_\_\_ what  
**O**h! A *busy*, buzzing bumblebee! \_\_\_\_\_ busy

- (a) – (b) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.  
garden, looking, crawling, wriggling, small, snail, what, busy
- (a) (i) slippery/slimy      (ii) wet/wriggling      (iii) creeping/crawling  
(iv) small/speedy      (v) busy/buzzing      (vi) creepy/crawly

## How Plants Grow

**A** seed falls from a plant. **I**t lands on the soft earth.  
**T**he *sun* warms the seed. **R**ain wets the seed. **A**  
root begins to grow. Goodness from the soil travels  
up the root and feeds the tiny plant. **A** *leaf* shoots  
from the *seed*. **T**he leaves soak up energy from the  
sun and *help* the plant grow. **N**ew seeds  
grow inside the flowers.

- (a) Missing punctuation is in **bold type**.
- Spelling errors are in *italic type*.  
(a) sun, New  
(b) Rain, leaf, seed, help  
(c) (i) son (ii) sun (iii) son
- (a) falls, lands, warms, wets, begins, travels, feeds, shoots  
(b) The leaves soak up energy from the sun *and* help the plant grow.  
OR  
Goodness from the soil travels up the root *and* feeds the tiny plant.

# Week 1

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## Counting in Ones

- (a) 3, 7, 10, 12, 16, 19  
(b) 17, 14, 12, 8, 5, 2
- (a) 3, 5, 6, 8, 9  
(b) 10, 11, 13, 14  
(c) 11, 9, 8, 6, 5  
(d) 9, 8, 7, 5, 3

*Challenge:* Teacher check

## Number Tracks

- (a) 12, 14, 17, 18, 20  
(b) 27, 28, 31, 33  
(c) 38, 41, 43, 46  
(d) 8, 6, 5, 2  
(e) 18, 17, 15, 12  
(f) 43, 41, 38, 37, 35

*Challenge:* Teacher check

## Addition Facts for 10

- (a) Teacher check, 10  
(b) Teacher check, 10  
(c) Teacher check, 10  
(d) Teacher check, 10  
(e) Teacher check, 10  
(f) Teacher check, 10

*Challenge:* Teacher check

## Length Words

- Tall: palm tree, skyscraper, giraffe  
Short: paperclip, pair of shorts, bedside lamp
- Teacher check
- Teacher check

*Challenge:* Teacher check

## Comparing Lengths

- 1st, 2nd, 3rd
- (a) longer (b) shorter (c) longer  
(d) equal (e) equal
- Teacher check: pencil, window, clock, maths book, chair

*Challenge:* Teacher check

## Triangles

- Teacher check
- Teacher check; 3, 3
- Teacher check; 10 triangles, 10 squares, 1 circle, 16 rectangles

*Challenge:* Teacher check

## Name the Shapes

- (a) circle (b) square (c) rectangle  
(d) triangle
- (a) square (b) triangle (c) circle  
(d) rectangle

*Challenge:* Teacher check; hexagon

## Body Parts

Teacher check

## Same and Different

- (a) taller  
(b) curly  
(c) smaller
- Teacher check
- Teacher check

## Our Needs

- water, clothing, shelter, exercise, healthy food
- Teacher check
- Teacher check

## Growing Up

Teacher check

# Week 2

## The Cold Lad of Hilton

### Comprehension

1. The Cold Lad of Hilton
2. Long ago
3. a nut from an (oak) tree
4. (a) cloak (b) vest/tank top/waistcoat
5. The house elf was singing a sad song.
6. Answers may include: He was naughty./He was trying to get attention.
7. No
8. ... jumped about the kitchen happily.
9. Answers will vary.
10. young girl in the Guides Association/a small square of rich chocolate cake, often with nuts

### Word Reading

1. (a) turn (b) help (c) peep (d) look  
(e) want (f) wait (g) vanish (h) jump
2. (a) looking (b) waiting (c) vanishing  
(d) turning (e) helping (f) jumping
3. said/2, he/7, she/1, was/3, do/2, put/3
4. (a) pitch (b) hutch (c) catch  
(d) witch (e) match (f) hatch  
(g) fetch (h) patch (i) watch
5. (a) witch (b) patch (c) hutch
6. (a) butcher (b) kitchen  
(c) ketchup (d) hatchet

## What is a Plant?

### Comprehension

1. Answers will vary.
2. (a) herb—a plant used for cooking  
(b) moss—a low plant without flowers that grows where it is damp  
(c) nutrients—good things that help plants grow
3. (a) roots (b) stem (c) flowers  
(d) leaf/leaves (e) seed/seeds (f) branch/branches
4. (a) What is a Plant?  
(b) Yes, because it tells exactly what the text is about.
5. No—Plants need the sun to make food.
6. No—Plant roots keep them anchored in the soil.
7. If a plant did not get water, it would probably die.

### Word Reading

1. (a) nu/tri/ents (b) car/ry (c) liv/ing
2. Add 's': plants, shrubs, insects, flowers, petals  
Add 'es': bushes, branches
3. (a) churches (b) toys  
(c) cats, dog (d) wishes
4. (a) her (b) herb  
(c) person (d) serve
5. (a) serve (b) herb

# Week 2

## Verbs

1. Teacher check
2. Sing, ring, jump, thump, cry, fly, sleep, creep
3. dogs dig, cats lick, ducks quack, rockets zoom

## Command Verbs

1. Teacher check
2. Mix, Melt, Add, Tip, Cook, Lick
3. Teacher check

## Recount

1. *Stephanie's diary*
2. (a) Monday  
(b) Stephanie  
(c) school, home
3. Teacher check
4. Saturday, bed

## Floating Eggs

How to make an egg float

You will need: an *egg*, a teaspoon, salt, \_\_\_\_\_ egg \_\_\_\_\_  
a glass *of* water \_\_\_\_\_ of \_\_\_\_\_

The steps are: 1. **A**dd 10 *teaspoons* of salt \_\_\_\_\_ teaspoons \_\_\_\_\_  
to the *water*. \_\_\_\_\_ water \_\_\_\_\_  
**S**tir until the *salt* is dissolved. \_\_\_\_\_ salt \_\_\_\_\_  
2. **P**ut the egg into *the* water. \_\_\_\_\_ the \_\_\_\_\_

Evaluation: **W**hen salt was added *to* the \_\_\_\_\_ to \_\_\_\_\_  
water, the water *became* \_\_\_\_\_ became \_\_\_\_\_  
'thicker' and the egg *floated*. \_\_\_\_\_ floated \_\_\_\_\_

1. (a) Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.  
egg, of, teaspoons, water, salt, the, to, became, floated  
(b) too, to, two
3. (a) Add, Stir, Put  
(b) Answers should include three of the following:  
egg, glass, water, salt, teaspoon, steps, teaspoons, evaluation

# Week 2

## Amy's Dance Report

### Debra's Dancing School

*Amy Jackson – pupil report*

**A**my always *does* her best in class. **S**he listens well to her teacher. **S**ometimes she finds it hard to move in time to the music. **B**ut she gets *better* at this every week. **A**my's arm movements are *very* good. **N**ext term, she will need to improve her foot work. **W**ell *done* **A**my! **K**ee up the good *work*.

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.  
does, better, very, done, work
- (a) (i) arm (ii) foot (iii) teacher/term/time (iv) week/work  
(b) (i) improve (ii) listens (iii) move

## Sarah's Puppy

**S**arah wanted a puppy for her birthday. **S**he had seen the one she wanted in the pet shop. **S**he showed the puppy to her father. 'The house is too small for a dog', **D**ad said. **S**arah *was* sad. **O**n her birthday, **S**arah woke up early. **T**here was a big box on her bed. **M**um and **D**ad came into her room. 'Happy birthday!' they said. 'We know you wanted a puppy but we think you will like *what* you have just as much.' **S**arah opened the box and *out* popped a little kitten. **S**arah was *very* happy!

- (a) Missing punctuation is in **bold type**.  
(b) Sarah, Mum, Dad  
(c) Direct speech underlined above.
- (a) Spelling errors are in *italic type*.  
was, puppy, what, out, very
- (a) wanted, showed, opened, popped  
(b) (i) *pet shop* (ii) *little* kitten

# Week 2

## Counting in Twos

1. Teacher check
2. (a) 4, 8, 10, 14, 16  
(b) 12, 16, 18, 22  
(c) 24, 20, 18, 14, 12  
(d) 16, 14, 10, 6, 4

*Challenge:* Teacher check; answers may include, eyes, eyebrows, ears, lips, nostrils, cheeks, hands, arms, elbows, shoulders, wrists, thumbs, legs, thighs, knees, shins, ankles, feet, big toes, little toes.

## Odd and Even Numbers

1. 4, 8, 12, 14, 18
2. 3, 9, 15, 19
3. Teacher check
4. Teacher check

*Challenge:* Teacher check

## Addition Facts for 10

1. The following 6 sums should be coloured:  
10 + 0, 9 + 1, 8 + 2, 7 + 3, 6 + 4 and 5 + 5.
2. (a)  $6 + 4 = 10$       (b)  $5 + 5 = 10$   
(c)  $6 + 4 = 10$       (d)  $7 + 3 = 10$   
(e)  $2 + 8 = 10$

*Challenge:*

$0 + 10 = 10$	$10 + 0 = 10$
$1 + 9 = 10$	$9 + 1 = 10$
$2 + 8 = 10$	$8 + 2 = 10$
$3 + 7 = 10$	$7 + 3 = 10$
$4 + 6 = 10$	$6 + 4 = 10$
$5 + 5 = 10$	

## Doubling

1. (a) 2 houses      (b) 4 trees  
(c) 6 flowers      (d) 8 suns  
(e) 10 stars
2. 6 faces

*Challenge:* 9 clouds

## Non-standard Units of Length

1. Teacher check
2. Teacher check
3. ruler

*Challenge:* Teacher check

## Estimating and Measuring Length

1. hand, tape measure, blocks, lolly stick, ruler, paperclip, foot, matchstick
2. Teacher check

*Challenge:* Teacher check

## Squares

1. Teacher check
2. Teacher check; 4, 4
3. Teacher check; 11 squares, 4 triangles, 4 circles, 8 rectangles

*Challenge:* Teacher check

## Shape Patterns and Pictures

1. (a) 4      (b) 7      (c) 6      (d) 6  
(e) 2, 4      (f) 8
2. Teacher check

*Challenge:* Teacher check

# Week 2

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## Plants and Animals

1. fish – ocean  
parrot – forest  
frog – pond  
snake – desert  
goat – mountain
2. Teacher check

## Naming Parts

Teacher check

## Four Seasons

Teacher check

# Week 3

## Teeny-Tiny

### Comprehension

1. Teeny-Tiny
2. Everything in the story is described as teeny-tiny.
3. Once upon a time
4. teeny-tiny
5. (a) bone (b) graveyard
6. Answers may include: the teeny-tiny voice/a skeleton/a ghost/the person who is buried in the grave where the bone was found.
7. Answers may include: the owner of the teeny-tiny voice will take it back to the graveyard. However, teachers should accept any answers that pupils can justify.
8. on the teeny-tiny woman's teeny-tiny bed
9. Answers will vary.
10. Answers may include: food, clothes, linen, kitchen equipment etc.

### Word Reading

1. (a) -er (b) -est
2. (a) slower, slowest (b) quieter, quietest  
(c) faster, fastest (d) younger, youngest  
(e) older, oldest
3. grave, yard
4. (a) lighthouse (b) bedroom (c) basketball  
(d) goldfish (e) blackberry
5. (a) green (b) meet (c) week (d) tree
6. (a) greet (b) weep (c) three

## The Child in the Loft Room

### Comprehension

1. Answers will vary.
2. All words and phrases (yesterday, pass away the day, old, ages, faded) should be circled.
3. (a) day (b) hid (c) hated (d) red
4. photographs
5. The child had red hair and freckles.
6. It was raining and the child could not go out to play.
7. Yes—There is a child playing in the loft and a child in the photograph.
8. Answers may include: The child will show it to the mother./ The child may put the book of photographs back in the box.

### Word Reading

1. your/1, the/13, a/8, once/1, me/1
2. (a) blue (b) true (c) Tuesday (d) rescue  
(e) tissue (f) argue (g) continue
3. (a) Tuesday (b) blue (c) tissue (d) argue
4. (a) chair (b) unfair (c) airport (d) lair
5. air, pair, repair; air, stair, stairs; air, fair, fairy, dairy

# Week 3

## Adjectives

1. a funny clown, a wet day, a hot drink, a pretty flower, a tall tree, a sad baby

## Adjectives

Teacher check

## Procedure

1. *Going fishing*
2. Finish a picture about going fishing.
3. Pupils should have drawn a lead pencil, coloured pencils or felt-tipped pens.
4. (a) 5  
(b) Draw, Draw, Draw, Draw, Colour
5. The answer should indicate that the procedure would be right if the picture was correct and looked good.

## The Blue Whale

**T**he blue whale is the largest *animal* on **E**arth.

**A** *blue* whale can grow to about the size of a jet plane. **I**ts heart is the *size* of a small car.

**I**ts call is louder than a *jet* engine.

**A** blue whale eats krill, *which* are *like* tiny prawns.

\_\_\_\_\_ animal \_\_\_\_\_  
\_\_\_\_\_ blue \_\_\_\_\_  
\_\_\_\_\_ size \_\_\_\_\_  
\_\_\_\_\_ jet \_\_\_\_\_  
\_\_\_\_\_ which \_\_\_\_\_  
\_\_\_\_\_ like \_\_\_\_\_

1. (a) Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.  
animal, blue, size, jet, which, like
3. (a) Teacher check  
(b) (i) blue (ii) largest (iii) jet

# Week 3

## Why Does Popcorn Pop?

**D**o you like to eat popcorn? **H**ave you ever wondered why it pops? **P**opcorn is a type of corn. **E**ach piece of popcorn *has* water inside it. **W**hen you *heat* popcorn, the water turns into steam. **T**he steam can't get *out* because of the popcorn's hard coating. **S**oon *there* isn't any room left inside the popcorn for any more steam. **T**his *makes* it explode or 'pop'.

**Y**ou are left with a *snack* that's good to eat!

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.  
has, heat, out, there, makes, snack
- (a) Answers should be one of the following: popcorn, inside  
(b) Answers should include three of the following: popcorn, type, corn, piece, water, steam, coating, room, snack.  
(c) (i) can't; cannot (ii) isn't; is not (iii) that's; that is

## Be Sunsmart

**B**eing in the sun *too* much causes skin cancer. \_\_\_\_\_ too \_\_\_\_\_  
**M**ore than one thousand *people* in \_\_\_\_\_ people \_\_\_\_\_  
**A**ustralia die from *skin* cancer each year. \_\_\_\_\_ skin \_\_\_\_\_  
**T**he sun *makes* your skin dry and wrinkly. \_\_\_\_\_ makes \_\_\_\_\_  
**F**reckles, moles and spots on *your* skin may \_\_\_\_\_ your \_\_\_\_\_  
need to be cut out *by* the doctor. \_\_\_\_\_ by \_\_\_\_\_  
**Sunburn** hurts! **S**o, slip on a T-shirt, slop on \_\_\_\_\_ Sunburn \_\_\_\_\_  
*some* sunscreen and slap on a hat. \_\_\_\_\_ some \_\_\_\_\_

- (a) – (c) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.  
too, people, skin, makes, your, by, Sunburn, some
- (a) slip, slop, slap

# Week 3

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## Counting in Fives

- 5, 10, 15, 20, 25, 30, 35, 40, 45, 50
- (a) 10, 15, 20, 30  
(b) 10, 20, 25, 35, 40  
(c) 20, 25, 30, 40, 50  
(d) 45, 40, 30, 25, 20  
(e) 30, 25, 20, 10, 5  
(f) 30, 20, 15, 10, 0

*Challenge:* Teacher check

## Counting in Tens

- 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- 10, 20, 30, 40, 50, 60, 70, 80, 90
- 90, 80, 70, 60, 50, 40, 30, 20, 10
- Teacher check

*Challenge:* Teacher check

## Subtracting Using Pictures

- (a) 2 sweets                      (b) 2 lollipops  
(c) 4 kites                         (d) 5 ice-creams  
(e) 2 drinks                        (f) 1 face

*Challenge:* Teacher check, 6 sweets

## Mass Words

- Heavy: scissors, apple, stapler  
Light: paperclip, paper, feather, balloon
- Right side of scales should be circled.
- Right side of scales should be circled.

*Challenge:* Teacher check

## Comparing Mass

- (a) log/branch/twig                (b) elephant  
(c) boy                                 (d) marrow  
(e) full glass                         (f) chair
- can of fiz, story book, cat, leaf

*Challenge:* Teacher check

## Rectangles

- Teacher check
- Teacher check; 4, 4
- Teacher check; 17 rectangles, 18 squares, 3 triangles, 3 circles

*Challenge:* Teacher check

## Make a Picture

- (a) 4, 1, 1    (b) 3, 2, 1                      (c) 7, 4, 1  
(d) 1, 4, 5

*Challenge:* Teacher check

## Light and Dark

- Teacher check

## Colour Spinner

- Teacher check

## Day or Night?

- (a) The moon and stars appear at night, the sun appears in the daytime sky.  
(b) During the day we are more active and feel warmer (due to the sun): at night we are cooler and feel tired.  
(c) At night, plants lower their leaves and some close their flowers; during the day plants raise their leaves and open their flowers to the sunlight.

## Shadows

- 1–2    Teacher check
- 12 o'clock

# Week 4

## Lizzy Lizard's Adventure

### Comprehension

1. Teacher check
2. (a) fort (b) insect (c) cliff (d) dock
3. north, south
4. Lizzy was tired of roaming and wanted to go home.
5. Lizzy was weary of new things and places.
6. (a) be (b) dizzy (c) fort (d) home
7. Teacher check
8. Teacher check

### Word Reading

1. Lizzy, dizzy
2. all, travelled, thrills, hills, I'll
3. home/roam, bridges/ridges, port/fort, hills/thrills, snails/trails, sea/be
4. hills = red, port = blue, snails = green, bridges = yellow
5. (a) snail (b) trail (c) rain  
(d) train (e) paid (f) afraid
6. (a) snail, train (b) rain (c) afraid

## Eton Mess

### Comprehension

1. Answers will vary.
2. (a) blue/purple (b) black/dark purple
3. All should be ticked.
4. grams, tablespoon, teaspoon, mL
5. mixed berries, icing sugar, double cream, vanilla extract, Greek yoghurt, meringue nests
6. cream
7. Answers may include lemon meringue pie, baked Alaska, pavlova etc.
8. Answers will vary.

### Word Reading

1. (a) one (b) more than more
2. (a) dishes (b) brushes (c) boxes (d) buses
3. (a) foxes (b) classes (c) mosses  
(d) bushes (e) lashes
4. (a) blue, berry (b) black, berry (c) straw, berry  
(d) tea, spoon (e) table, spoon
5. Teacher check

# Week 4

## Adverbs

- (a) loudly (b) quietly  
(c) gracefully (d) gently
- Teacher check

## Adverbs

- (a) quickly (b) hard (c) badly
- Teacher check

## Report

- Ladybirds*
- Ladybirds are insects that are a type of beetle.
- Teacher check
- (a) pretty  
(b) bite  
(c) likes

## The Koala

The koala is a soft, furry **A**ustralian *animal*.

\_\_\_\_\_ animal \_\_\_\_\_

It *lives* in trees most of the time.

\_\_\_\_\_ lives \_\_\_\_\_

It has two 'thumbs' on its front paws to *help* it climb, hold onto *trees* and grip its food.

\_\_\_\_\_ help \_\_\_\_\_

The koala *eats* eucalyptus leaves.

\_\_\_\_\_ trees \_\_\_\_\_

It has strong, sharp teeth to nip the *leaves* *off* the trees.

\_\_\_\_\_ eats \_\_\_\_\_

\_\_\_\_\_ leaves \_\_\_\_\_

Most of the *water* it needs to drink is in the *gum* leaves.

\_\_\_\_\_ off \_\_\_\_\_

\_\_\_\_\_ water \_\_\_\_\_

\_\_\_\_\_ gum \_\_\_\_\_

- (a) – (b) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.  
animal, lives, help, trees, eats, leaves, off, water, gum
- (a) (i) front (ii) strong, sharp (iii) two (iv) gum/eucalyptus

# Week 4

## The Lost Toy

I woke up this *morning* \_\_\_\_\_ morning  
And *looked* all around \_\_\_\_\_ looked  
But my favourite toy could not *be* found \_\_\_\_\_ be  
I looked *under* my bed \_\_\_\_\_ under  
'Where are *you?*' I said. \_\_\_\_\_ you  
I looked down *the* hall \_\_\_\_\_ the  
'Where *are* you?' I called. \_\_\_\_\_ are  
I heard a *funny* giggle \_\_\_\_\_ funny  
And a sneaky *little* scamper \_\_\_\_\_ little  
My favourite toy *was* playing \_\_\_\_\_ was  
With my *puppy* dog, Stamper! \_\_\_\_\_ puppy

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.  
morning, looked, be, under, you, the, are, funny, little, was, puppy
- (i) woke (ii) called (iii) heard (iv) looked

## Birthday Party

Today is my birthday. I am six years old. My mum and dad gave me the doll that I have *been* wanting for ages. My friend, Sasha, has one *just* like it but hers has yellow *hair* instead of brown. Now *our* dolls will be able to be friends *too!*

I am having a party at my house this afternoon. I am *really* excited about it. I have invited six friends. We are having sausages on sticks, fairy cakes, crisps, nuts, sandwiches and a big chocolate *birthday* cake.

We are going to play 'Pin the tail on the donkey' and 'Pass the parcel'. It *should* be great fun!

- (a) – (b) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.  
been, hair, too  
(b) just, our, really, birthday, should
- (a) (i) teapot (ii) honeycomb (iii) football (iv) daydream

# Week 4

## Ten More or Less Than

- (a) 20 (b) 90 (c) 40 (d) 70  
(e) 30 (f) 60 (g) 80 (h) 50
- (a) 30 (b) 0 (c) 60 (d) 40  
(e) 70 (f) 10 (g) 50 (h) 20
- (a) 20, 30, 10 (b) 40, 50, 30  
(c) 10, 20, 0 (d) 30, 40, 20

*Challenge:*  $20 = 30$  and  $10, 50 = 60$  and  $40, 90 = 100$  and  $80$

## Number Patterns

- (a) 6, 8, 10 (b) 5, 7, 9  
(c) 8, 7, 6 (d) 15, 20, 25  
(e) 6, 4, 2 (f) 30, 40
- (a) Rule: Add 1 (b) Rule: Subtract 1  
(c) Rule: Add 2 or even numbers  
(d) Subtract 1 (e) Add 10

*Challenge:* 25, 10, 5

## Number Sentences

- (a)  $9 - 5, 8 - 4, 4 - 0, 5 - 1, 10 - 6$   
(b)  $10 - 5, 9 - 4, 7 - 2, 6 - 1, 8 - 3, 5 - 0$
- (a) 12 (b) 5 (c) 12 (d) 9 (e) 7 (f) 14  
(g) 10 (h) 7 (i) 17 (j) 15 (k) 4 (l) 18

*Challenge:*

$$3 + 15 = 18, 15 + 3 = 18, 18 - 3 = 15, \\ 18 - 15 = 3$$

## Capacity Words

- Teacher check
- Full: glass with water, cracker box with crackers, rice packet with rice, vase with flowers  
  
Empty: vase without flowers, cracker box without crackers, rice packet without rice, glass without water
- Teacher check

*Challenge:* Teacher check

## Comparing Capacity

- Teacher check
- 3, 2, 1
- Teacher check

*Challenge:* Teacher check

## Circles

- Teacher check
- Teacher check; 1, 0
- Teacher check; 14 circles, 15 rectangles, 0 squares, 7 triangles

*Challenge:* Teacher check

## Match the 2-D Shapes

- (a) picture (b) triangle (c) clock face  
(d) board
- (a) Teacher check  
(b) 3 circles, 8 squares, 2 triangles, 10 rectangles

*Challenge:* Teacher check

## Inside and Outside

- Teacher check
- Teacher check
- Answers will vary depending on types of sounds used
- Teacher check

## Sound Sort

Blow – recorder, kazoo, whistle, straw  
Bang – drum, tambourine, cymbals, chime bars  
Pluck – guitar, cello, tissue box 'guitar', banjo  
Shake – maracas, bell, jar of peas, rattle

## Hot and Cold

Teacher check

## Keeping Warm

- colour red – scarf, woollen beanie, jumper, raincoat  
colour blue – dress, swimsuit, sandals, shorts
- child – jumper, house – fire, teapot – tea cosy, dinner – oven
- child – fan, house – air conditioning, food – refrigerator, drink – ice cubes