



Gunnedah South Public School



Home Learning Booklet

Week 2



Year 2





Monday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Silly Billy Read Aloud Super Joey - Reading Comprehension Reading Eggs	Pages 1-3
9.30 to 10	Writing	Letter writing to a worry doll.	Pages 4-7
10 to 10.30	Spelling	Words with 'mp'	Page 8
10.30 to 11	Handwriting	F f	Pages 9-10
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Addition and Subtraction	Page 11
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Running Skills	
1 to 2	Lunch Break		
2 to 2.30	PBL	Wellbeing	Page 12
2.30 to 3	PDHPE	Road Safety	Pages 13-16

Name: _____

Superhero Joey

by Katherine Rollins

Joey put on his mask.
He flapped his cape in front of the mirror.
This is the best costume, he thought.
I'm sure to win the contest.

Joey skipped downstairs.

"Here I come to rescue you!" Joey shouted.

"Nice costume," said Joey's dad.

"I'm a superhero," said Joey.

"Joey," said Mom, "I need you to watch Mindy at the party."

Joey looked at his little sister. "But Mom, superheroes don't have kid sisters."

"Well this superhero has a sister," said Mom.

"What will Mindy's costume be?" asked Dad.

"I'm not sure," said Mom.

Joey got an idea. "I know!"

Joey took Mindy upstairs to his room.

He dug through his closets.

Joey found his baby blanket.

He put it around Mindy's shoulders.

At the party, Superhero Joey and his sidekick Supergirl Mindy won first prize!

Page 2



Name: _____

Superhero Joey

by Katherine Rollins



1. Why was Joey dressed like a superhero?

2. What was Joey supposed to do at the party?

- | | |
|----------------------------|-----------------------|
| a. fly in the air | b. help make the food |
| c. watch his little sister | d. clean up |

3. Name all four characters in this story.

4. When does this story take place?

- | | |
|--------------------|---------------------|
| a. at the party | b. before the party |
| c. after the party | d. at Joey's house |

5. What did Joey put on Mindy when he dressed her up as Supergirl?

Something extra:

On the back of this paper, draw a picture of Super Joey and his sidekick Supergirl Mindy.

Draw a picture of one of your worries.

[illegible]

Worry Doll



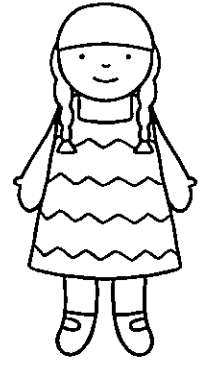
Worry Doll



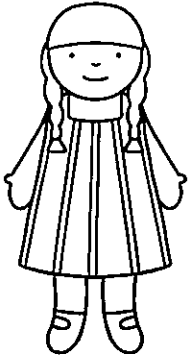
Worry Doll



Worry Doll



Worry Doll



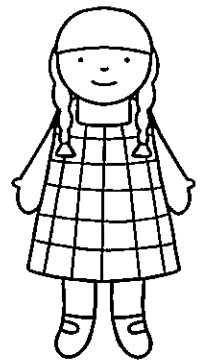
Worry Doll



Worry Doll



Worry Doll



Worry Doll



Worry Doll



Worry Doll



Worry Doll



Worry Doll



Worry Doll



Worry Doll



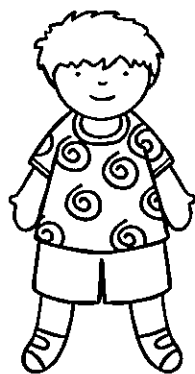
Worry Doll



Worry Doll



Worry Doll

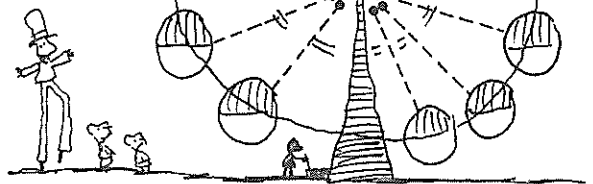
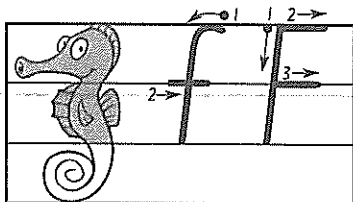


WEEK 2

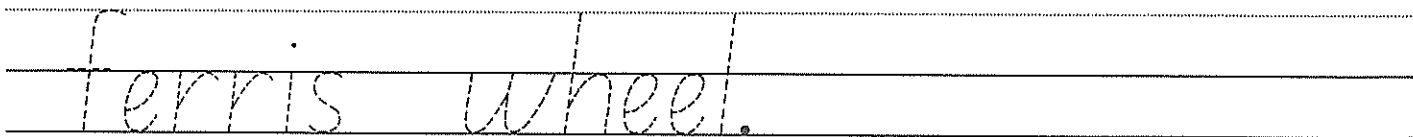
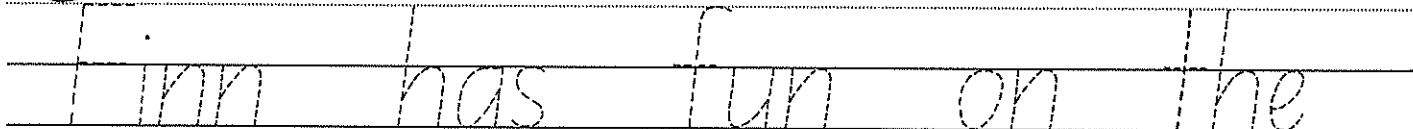
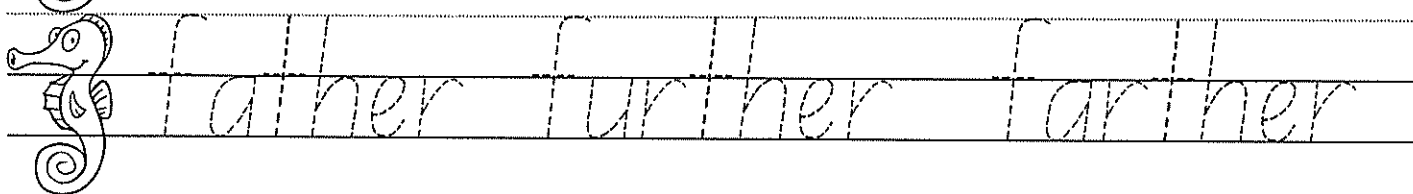
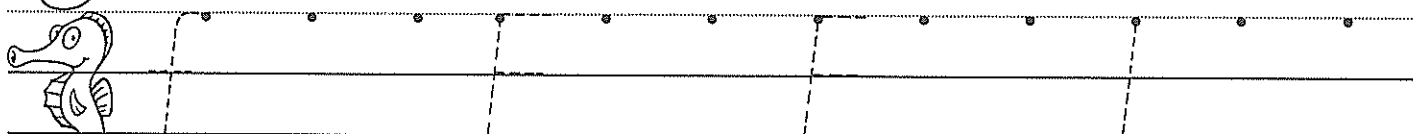
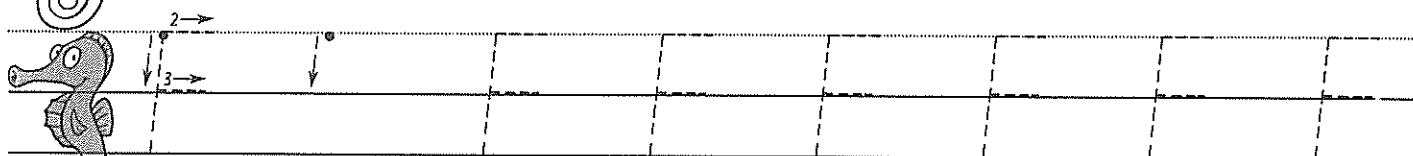
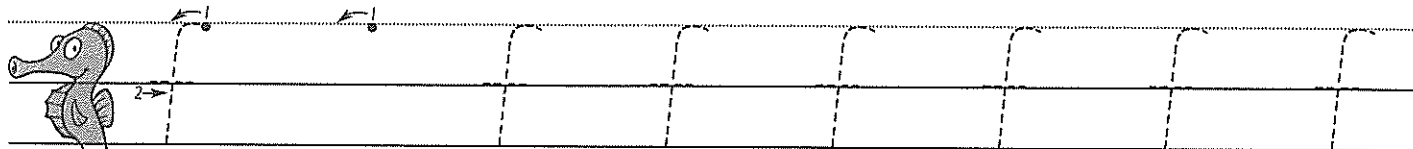


WEEK 2

	Write	Count the number of sounds in each word	Sound buttons
<i>different</i>			
<i>music</i>			
<i>window</i>			
<i>train</i>			
<i>August</i>			
<i>thirteen</i>			
<i>thirty</i>			
<i>light</i>			
<i>above</i>			
<i>jump</i>			
<i>lamp</i>			
<i>camp</i>			
<i>lump</i>			

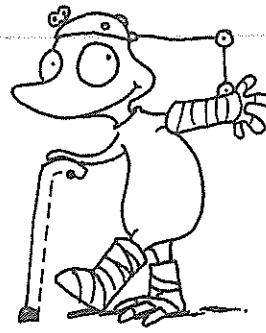
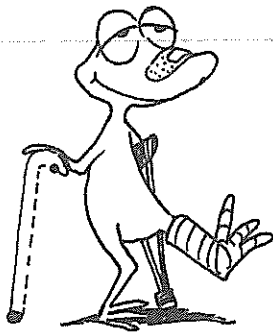
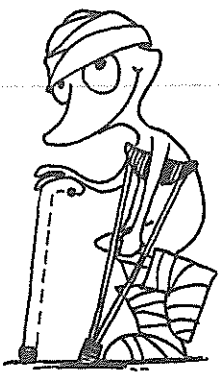


ferris
wheel



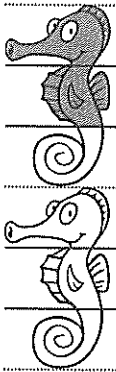
Put a wavy line under the downstroke letters in the sentence.

✓ your best f.



ive rogs ell.

Trace the head and body letters.



r i n x f j b
i teen 15 ily 50

Trace and copy.

traffic

different

shift

diff

Draw five soft toffees.

2:27 The split strategy

17 =

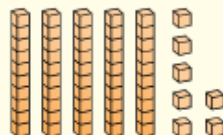


Addition and Subtraction



Splitting numbers

$$57 = 50 + 7$$



1 Split these numbers:

$$43 = \dots + \dots$$

$$91 = \dots + \dots$$

$$36 = \dots + \dots$$

$$86 = \dots + \dots$$

$$50 = \dots + \dots$$

$$17 = \dots + \dots$$

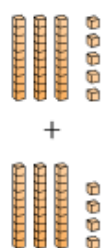
$$36 = \dots + \dots$$

$$26 = \dots + \dots$$

$$55 = \dots + \dots$$



$$\begin{aligned} &45 + 34 \\ &= 40 + 5 + 30 + 4 \\ &= 40 + 30 + 5 + 4 \\ &= 70 + 9 \\ &= 79 \end{aligned}$$



$$\begin{aligned} &78 - 44 \\ &= 70 + 8 - 40 - 4 \\ &= 70 - 40 + 8 - 4 \\ &= 30 + 4 \\ &= 34 \end{aligned}$$

To take away
44,
we take away
40
and take away
4.

2 Use the split strategy to add and subtract. Can you do these in your head?

$$\begin{aligned} &63 + 25 \\ &= 60 + 3 + 20 + 5 \\ &= 60 + 20 + \dots + \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} &31 + 26 \\ &= \dots + \dots + \dots + \dots \\ &= \dots + \dots + \dots + \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$43 + 32 = \dots$$

$$54 + 43 = \dots$$

$$26 + 51 = \dots$$

$$72 + 17 = \dots$$

$$\begin{aligned} &65 - 41 \\ &= 60 + 5 - 40 - 1 \\ &= 60 - 40 + \dots - \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$\begin{aligned} &48 - 22 \\ &= \dots + \dots - \dots - \dots \\ &= \dots - \dots + \dots - \dots \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

$$86 - 35 = \dots$$

$$99 - 56 = \dots$$

$$75 - 34 = \dots$$

$$67 - 42 = \dots$$



We are learning to identify how to be safe, respectful, learners at home.

We are all in different learning environments at the moment. Write expectations on how you are being safe, respectful learners at home. Southey would love to see what expectations you come up with.

GUNNEDAH SOUTH HOME MATRIX		
VALUES	SAFE	RESPECTFUL
AT HOME		
		LEARNER



How to Cross the Road Safely

Cut out the steps to crossing the road safely. Put them in order and glue them in your book.

When the road is clear, walk across the road.

twinkl.com

Keep looking left and right until the road is clear.

twinkl.com

Walk to the edge of the footpath and wait.

twinkl.com

If you are not sure if the car is close or far, wait.

twinkl.com

Look to the left, then to the right.

twinkl.com

If there is a car close by, wait.

twinkl.com



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How to Cross the Road

Draw the steps to cross the road safely. Write a sentence about each picture.

1

2


3

4

5

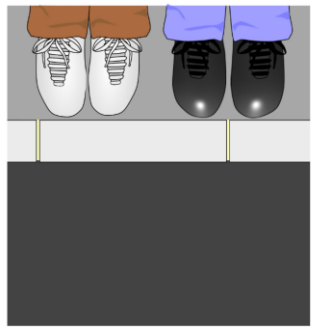
6

1 Think
about where
to cross.



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2 Stop
at the side
of the road.



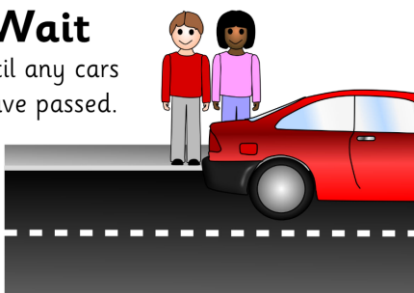
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Use your
3 eyes and ears.



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4 Wait
until any cars
have passed.



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5 Look and listen
and check again
that all is clear.




SparkleBox Next page 3 SparkleBox Teacher Resources (www.sparklebox.co.uk)

6 Cross
Keep looking
and listening!



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Pelican crossings
Press the button
and wait.

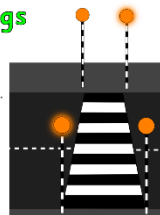


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Zebra crossings

Wait before crossing.
Look and listen all the time.


Only cross when there's
no traffic, or all
traffic has stopped.



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Lollipops!

Only cross the road
when the lollipop person
says you can.



SparkleBox Next page 3 SparkleBox Teacher Resources (www.sparklebox.co.uk)



Tuesday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	First Airplane Trip - Reading and Comprehension Reading Eggs	Pages 18-19
9.30 to 10	Writing	Dressing up sentences	Pages 20-21
10 to 10.30	Spelling	Writing spelling words into sentences. Spelling Challenge - Who am I?	Write your sentences in your work book.
10.30 to 11	Handwriting	J j	Pages 22-23
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Number Patterns	Page 24
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Hopping	
1 to 2	Lunch Break		
2 to 2.30	Geography	Natural features of places The Rainbow Serpent	Pages 25-27
2.30 to 3			

Name: _____

First Airplane Trip

by Sara Matson

Jake is going on a trip. He and Mom take a taxi to the airport.

"It's my first plane trip," he tells the taxi driver.

"That's great!" the taxi driver says.

Jake rolls his suitcase onto the plane.



"It's my first plane trip," he tells the pilot.

"Welcome aboard," the pilot says.

Jake finds his seat and buckles his seatbelt. The plane's engines rumble and roar. Jake opens his backpack and pulls out Panda.

"It's my first plane trip," he whispers. He holds Panda's paw.

The plane moves faster and faster. Then—Whoosh! On the ground, cars and houses look like toys.

Jake smiles. "Guess what, Panda?" he says. "Flying is fun!"

Name: _____

First Plane Trip

by Sara Matson



1. How do Jake and his mom travel to the airport?
- a. in a plane
 - b. in their car
 - c. in a taxi
 - d. in a bus

2. What does a pilot do?

3. What does the pilot say to Jake?

4. Who is Panda?

- a. Jake's brother
- b. a large animal
- c. Jake's pet
- d. a stuffed animal

5. What does Jake whisper to Panda?

6. Read this sentence from the story:

On the ground, the cars and houses look like toys.

What does this mean?

- a. The cars and houses looked very big.
- b. The cars and houses looked very small.
- c. The cars and houses did not move.
- d. Jake could not see the cars and houses.

Dressing Up a Sentence

Write the original sentence: _____

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence: _____

Dressing Up a Sentence

Write the original sentence: _____

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

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Dressing Up a Sentence

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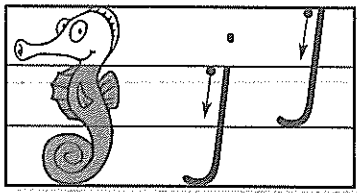
Write your new, exciting sentence: _____

Dressing Up a Sentence

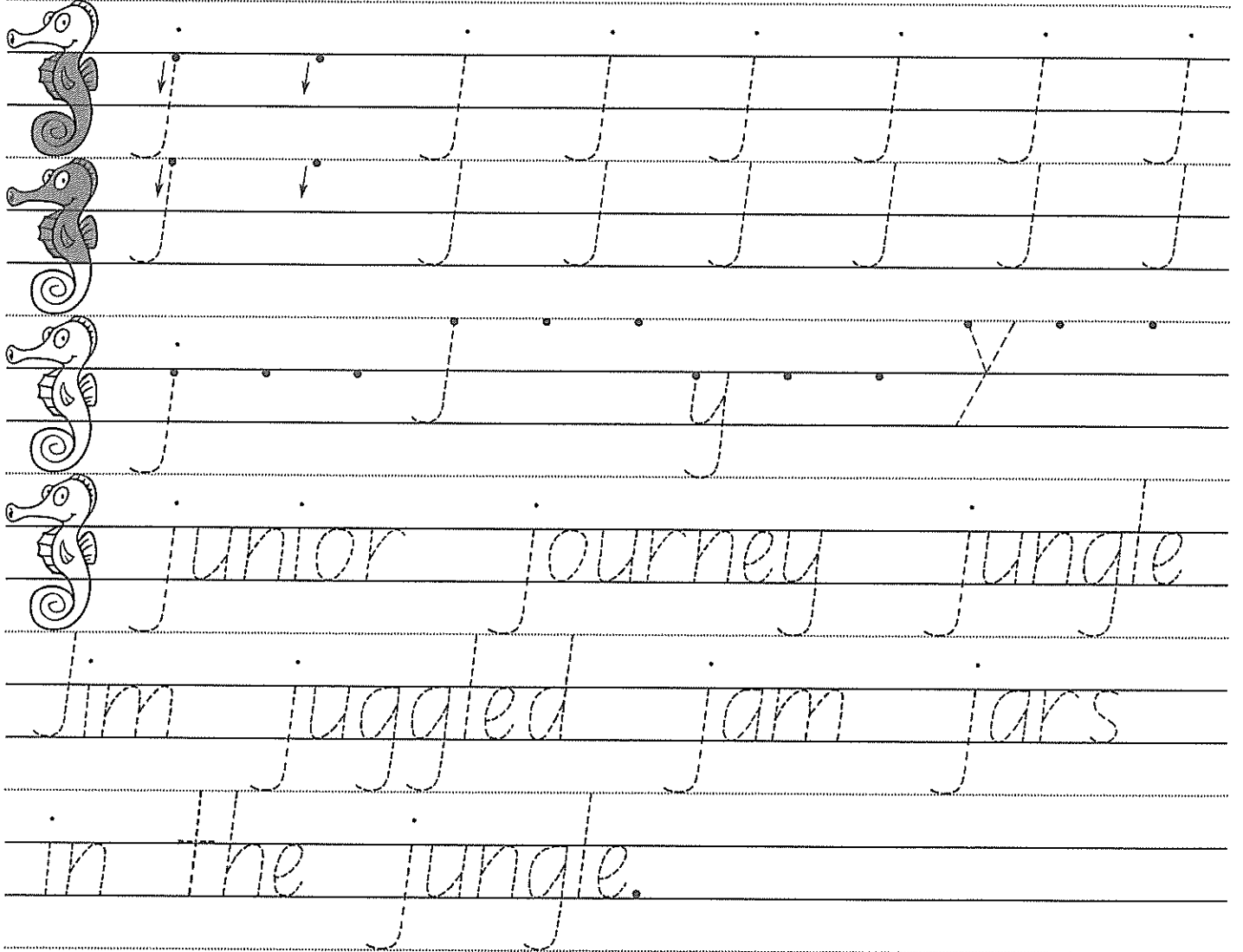
Write the original sentence: _____

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

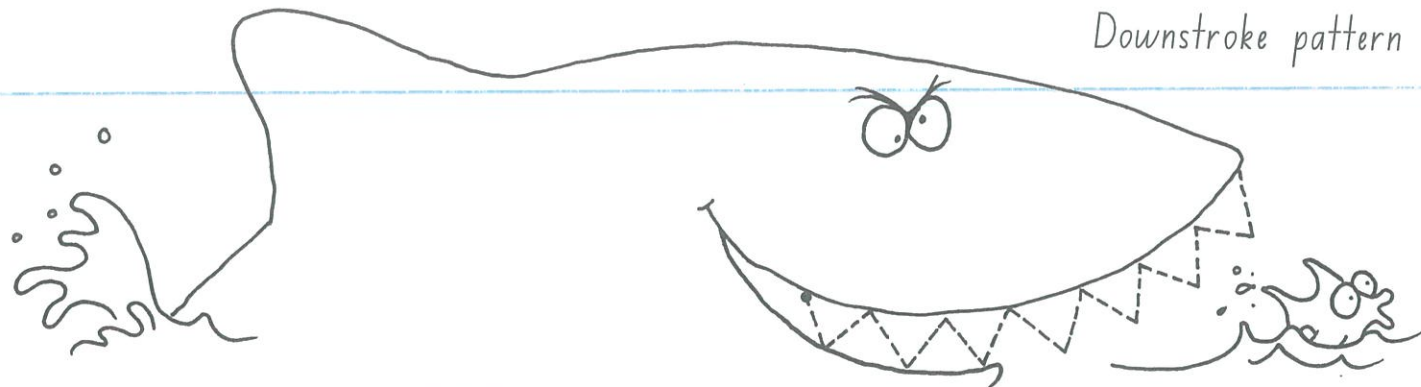
Write your new, exciting sentence: _____



jugs



✓ the downstroke letters in the sentence. Re-trace your best j in green.



Jumping jellyfish, it's awes!

Trace the body and tail letters.

j i g l t y q f x p j
January July

j or g? Fill in the missing letters. Trace and copy.

iant oint

oy voyage

entle aw

sausages

in er

Patterns and rules – growing patterns

- 1 Follow each rule and keep the number patterns growing or shrinking.
You can use counters to help.

a 

The rule is _____

b 

The rule is _____

c 

The rule is _____

- 2 Look at the patterns. Can you work out each rule?

a 

The rule is _____

b 

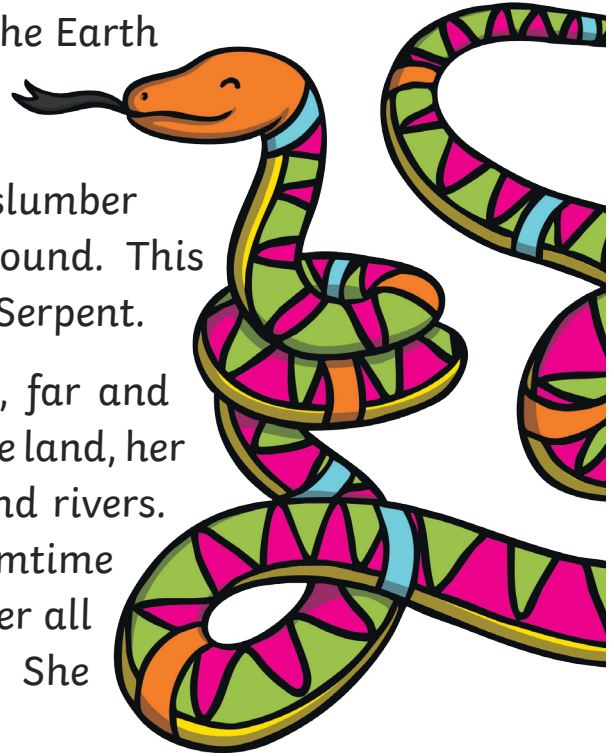
The rule is _____

The Rainbow Serpent

The following story is based on a traditional Aboriginal Dreamtime story, involving the Rainbow Serpent.

Long, long ago in the Dreamtime, the Earth lay flat and still. Nothing moved and nothing grew. One day, a beautiful snake awoke from her slumber and came out from under the ground. This snake was known as the Rainbow Serpent.

She travelled for a very long time, far and wide. As she made her way across the land, her body formed mountains, valleys and rivers. The Rainbow Serpent was the Dreamtime creature who shaped the Earth. After all of her travelling, she grew tired. She curled up and went to sleep.



After some rest, she returned to the place that she had first appeared and called out to the frogs, "Come out! The frogs woke up very slowly because they had so much water in their bellies. The Rainbow Serpent tickled their stomachs, and the water began to fill the tracks that the Rainbow Serpent had left. This is how the lakes and rivers were formed.

After this, water, grass and trees began to grow. All the other animals that lived in rocks, on the plains,

in the trees and the air began to wake up and follow the Rainbow Serpent. They were all happy with the Earth.

The Rainbow Serpent made laws that they all had to obey. Some did not like this and began to cause trouble. The Rainbow Serpent said, "Those who obey will be rewarded; I shall give them human form. But, for those who don't, they will be punished and turned to stone."

The tribes of people lived together on the land given to them by the Rainbow Serpent. They knew that the land would always be theirs, as long as they took care of it. They believed that no one should ever take it away from them.



The Rainbow Serpent



1. Draw and label three natural features The Rainbow Serpent created.

A large, empty rectangular box with a black border, intended for a student to draw a natural feature created by the Rainbow Serpent.A large, empty rectangular box with a black border, intended for a student to draw a natural feature created by the Rainbow Serpent.A large, empty rectangular box with a black border, intended for a student to draw a natural feature created by the Rainbow Serpent.

2. What did The Rainbow Serpent do to protect these natural features? Why do you think she would have done this?



Wednesday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Possum Magic Read Aloud Problem Solving - Comprehension Reading Eggs	Pages 29-31
9.30 to 10	Writing	Imaginative Text - Planning	Page 32
10 to 10.30	Spelling	Phonological strategies	Pages 33-34
10.30 to 11	Handwriting	M m	Pages 35-36
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Length	Page 37
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Dodging	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Visual Art - Line drawings	Page 38
2.30 to 3		Drama with Miss Christie	

Name: _____

Problem Solved

by Annette Gulati

I'm tired of my sister
chasing me around.
Following me everywhere,
Up the stairs and down.



She'll have to look much harder,
to track me down today.
'Cause I just solved my problem--
A secret hideaway.

Name: _____

Problem Solved

by Annette Gulati



1. Show the problem and solution in the poem.

Problem		Solution
_____	➔	_____
_____		_____
_____		_____

2. What does the phrase "track me down" mean in the poem?
- a. to hide from me
 - b. to figure out where I am
 - c. to hear me
 - d. to run fast
3. Name three places at your home that would make a good secret hideaway.
1. _____
2. _____
3. _____

“Problem Solved” Poem

Activity Ideas

1. Students can draw a picture of a place they might use as a secret hideaway in their home. Then, write two or three sentences to describe it.
2. Before reading the poem, tell students about the problem.
“The boy in our poem today has a problem. His sister keeps chasing him all around the house. How might he solve this problem?”
Brainstorm a list of ideas on chart paper, or on the chalkboard.
3. Have students count the syllables in each line to find the pattern.
4. Ask the students to tell what might happen next in the poem. They could write their ideas in a complete sentence. Higher students could even add an additional stanza to the poem.
5. Have the students -

Find two contractions, and underline them in blue.
(I'm and she'll. There may be 3, if you count the word 'cause.)

Find two compound words and underline them in red.
(Everywhere and hideaway are the two compound words.
The word *today* is sometimes considered a compound word also.)


Story Mapping Boxes


<p>Beginning</p> <p>What happens at the beginning?</p> <p>Who are the main characters?</p> <p>Where is it set?</p>	
<p>Build up</p> <p>What happens next?</p> <p>How does the story hint at a problem?</p>	
<p>Problem</p> <p>What is the problem within the story?</p>	
<p>Resolution</p> <p>How is this problem resolved/ sorted out?</p>	
<p>Ending</p> <p>How does the story end?</p> <p>Does it end happily? Is there a twist to the plot?</p>	


WEEK 2





WEEK 2


Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

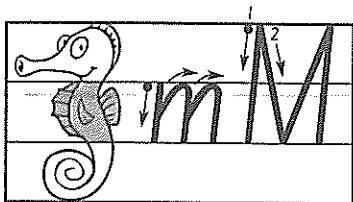
Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

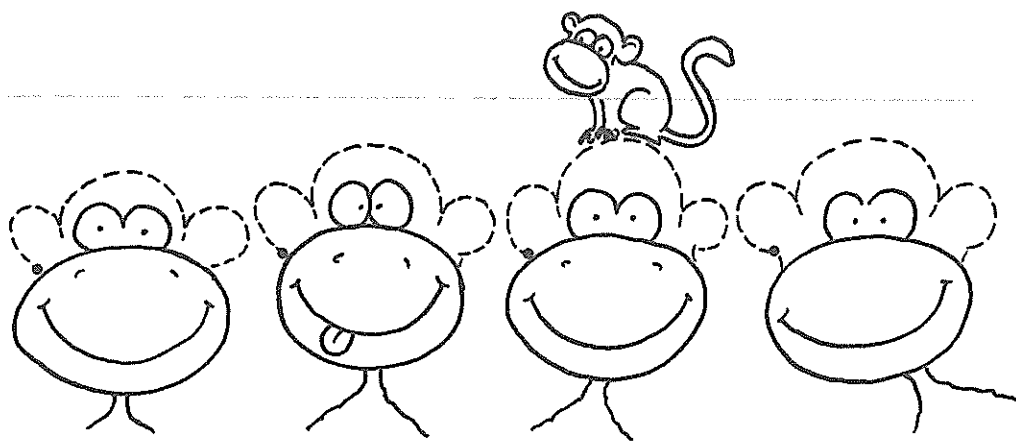
Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		



monkeys



m m m m m m m m

M M M M M M M M

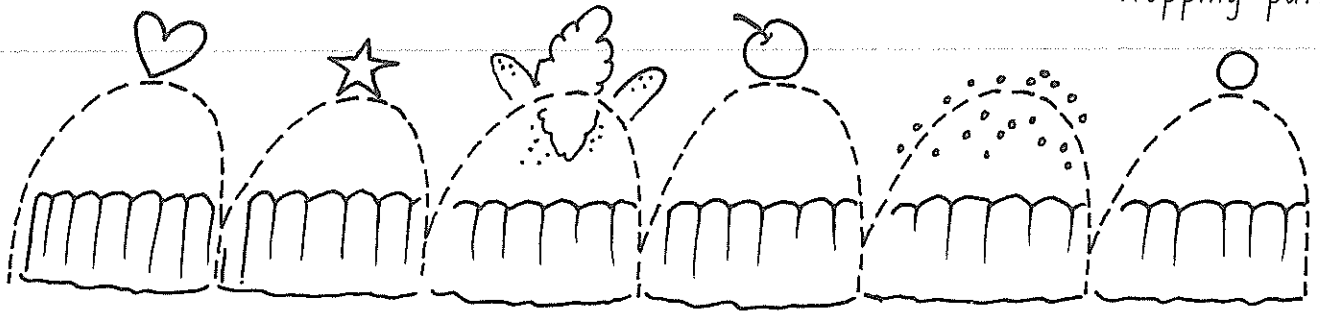
m M n N

month mouth morning

Many monkeys are
munching morsels.

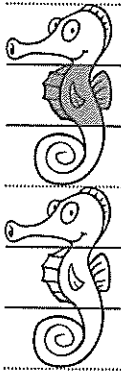
Circle the hopping pattern letters in the sentence.

✓ your best m.



yu yu

Trace and colour the wedges, then copy.



m n r m

arch ay onth

Trace. Fill in the missing m's. Copy.

ushroo s

pu prin

cru pets

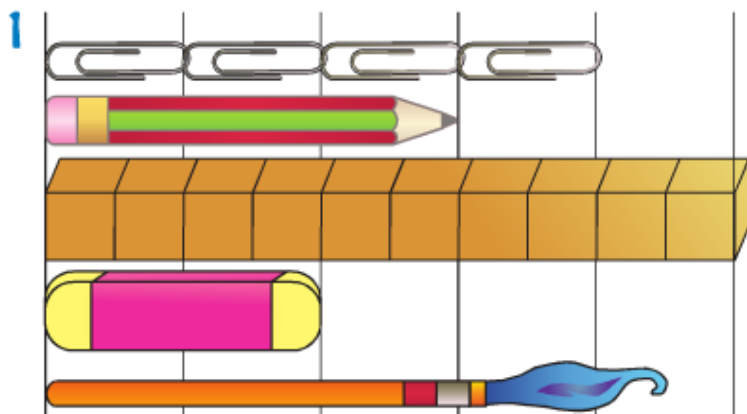
uffins

elon

2:01 Measuring



Length



..... paperclips **or** shorts
 paperclips **or** shorts
 paperclips **or** shorts
 paperclips **or** shorts
 paperclips **or** shorts

- 2 Tick the longest object. Circle the shortest object.

How much longer is the Base 10 long than the pencil? shorts

How much longer is the paint brush than the rubber? shorts

How much shorter is the rubber than the pencil? shorts



- 3 Use finger widths to measure the lengths.

Tail A is finger widths long. Tail B is finger widths long.

Tail C is finger widths long. Tail D is finger widths long.

Which tail is the shortest? Which tail is the longest?

Which kite has the most ribbons?

4

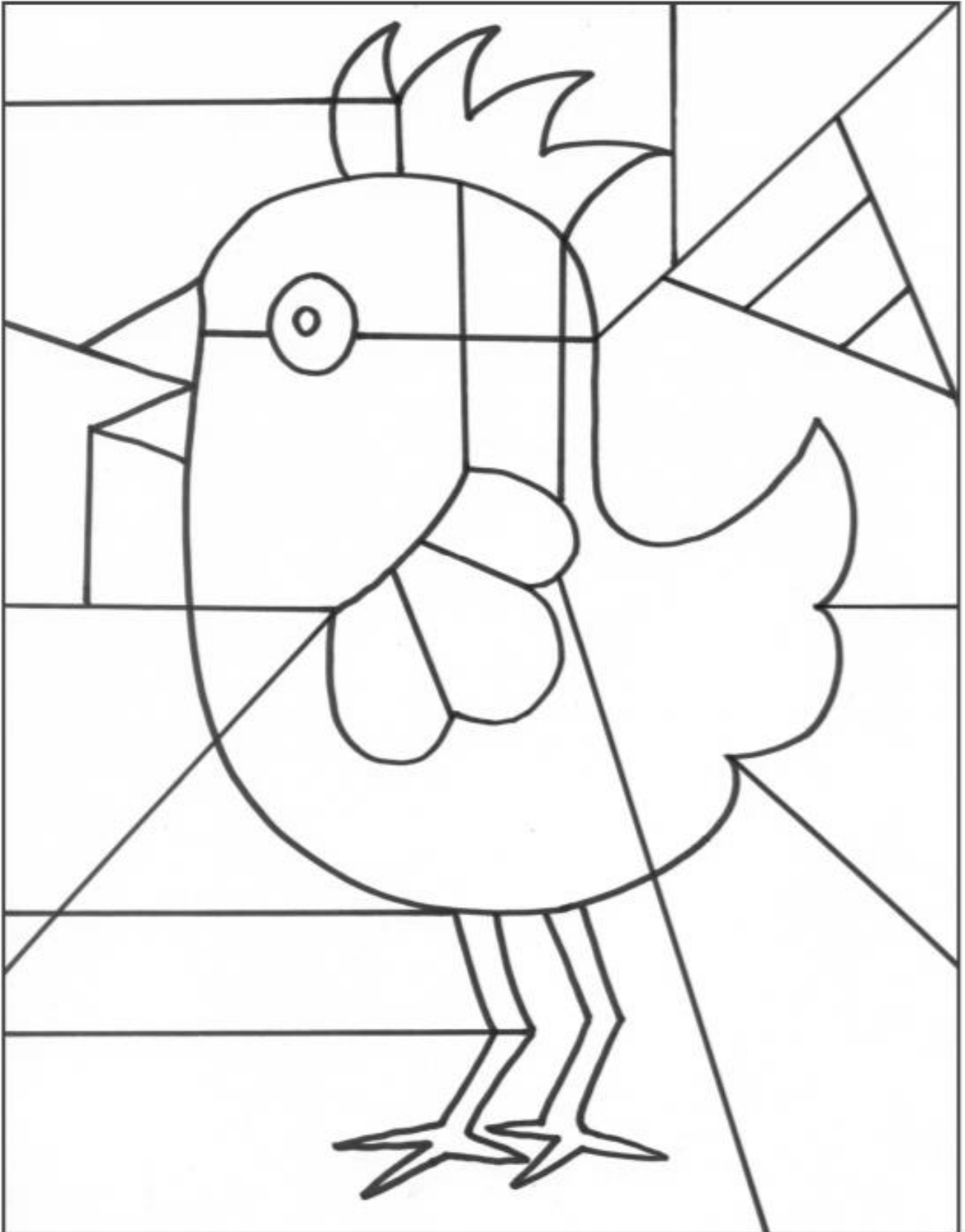


Measure this pencil with , and .

The pencil is shorts paperclips fingerwidths

Visual Arts Week 2

WALT: create an artwork using bold colour and a variety of different lines and patterns.





Thursday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Protecting Native Plants and Animals - Comprehension Reading Eggs	Pages 40-42
9.30 to 10	Writing	Imaginative text about a super power.	Write your story in your work book.
10 to 10.30	Spelling	Different spelling strategies	Page 43
10.30 to 11	Handwriting	N n	Pages 44-45
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Measure and compare objects based on their length.	Page 46
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Running Challenge	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	You will find these worksheets in your week 1 booklet.
2.30 to 3			

PROTECTING NATIVE PLANTS AND ANIMALS



Quolls are native to Australia.

Animals come in all shapes, sizes and types. Most are very cute, but some harm the environment when they move to places they do not belong. When animals go to a new place, some of them spread too fast or hurt the other animals that live there.

WHAT ARE PESTS?

Animals that belong in a country are called *native animals*. New species that cause trouble are called *pests*. Some pests are farm animals or pets gone wild (or *feral*). Others were taken to new areas by accident or on purpose as people explored the world.

Cane toads are from South America, but they were brought to Australia to eat beetles that were destroying sugar cane crops. They look like frogs, but their poison kills frog-eating native animals. Stoats (or weasels) from America cause problems in New Zealand. They eat the chicks of native kiwi birds, which are

endangered. Some pests travel by accident. Rats and mice come on ships. Bats, birds and insects fly. Mites and ticks arrive in the fur of other animals.



European starlings are very pretty birds, but they are pests that steal nests from native birds.



Flowers, plants and fruits like blackberry bushes can spread to take over wild places.



Sniffer dogs are good at smelling for pests at airports. They sit down next to luggage if they sniff pests.

HOW DO PESTS SPREAD?

In the past, people did not know the dangers of bringing plants or animals to new countries.

Boats were not checked, so pests got a free ride around the world. Cats, dogs, birds and rabbits got loose or were set free. Pigs, goats, cows and horses also went feral. Their hooves can damage habitats, and they compete with native animals for food and water.

Customs and border control agents now carefully check planes and ships for pests. These days, pests mostly travel through careless packing of goods or by hitching a ride with humans when they travel to new places.

Now that you know how to stop the spread of pests, you can help protect Australia's native plants and animals.

5 WAYS TO STOP PESTS

1. Be careful not to order plant or animal products from overseas or post them from Australia.
2. After hiking, wash your boots clean of mud before you travel home.
3. Don't take any fruit, vegetables or plants with when you visit other states or countries.
4. Never remove native animals from their homes or release insects, pets, fish or farm animals into the wild where they don't belong.
5. Protect national parks by telling rangers about any pests that you see.

Name: _____

Date: _____

Earth Watch: Protecting Native Plants and Animals

Questions

1. What native animals and plants are found near your home?

2. Do you know of any introduced pests that are in your area?

3. How do pests in your area threaten the native environment?



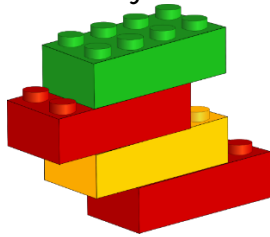
4. What can you do to help reduce the risk to the native environment?

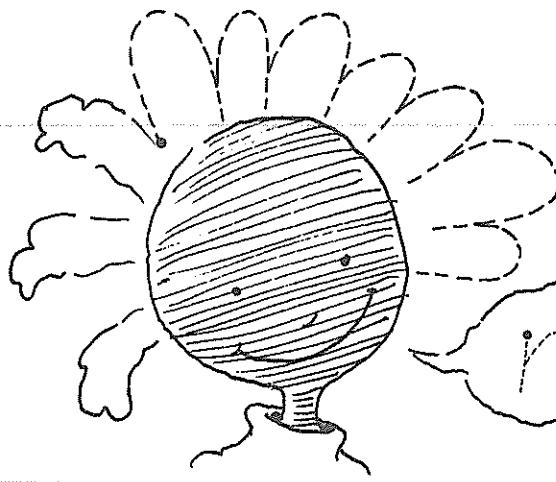
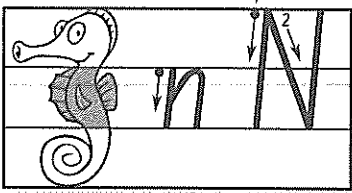
5. Draw the habitat of a native animal in your area.

WEEK 2



WEEK 2

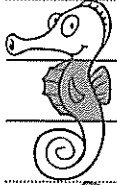
<div>Visual</div> <div>words you need to see</div> <div></div>	<div>Phonological</div> <div>Words you can hear</div> <div></div>	<div>Morphemic</div> <div>Building words</div> <div></div>



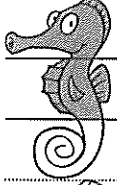
Nina

n n n

nine...



n n n n n n n n



N N N N N N N N



n N n m M

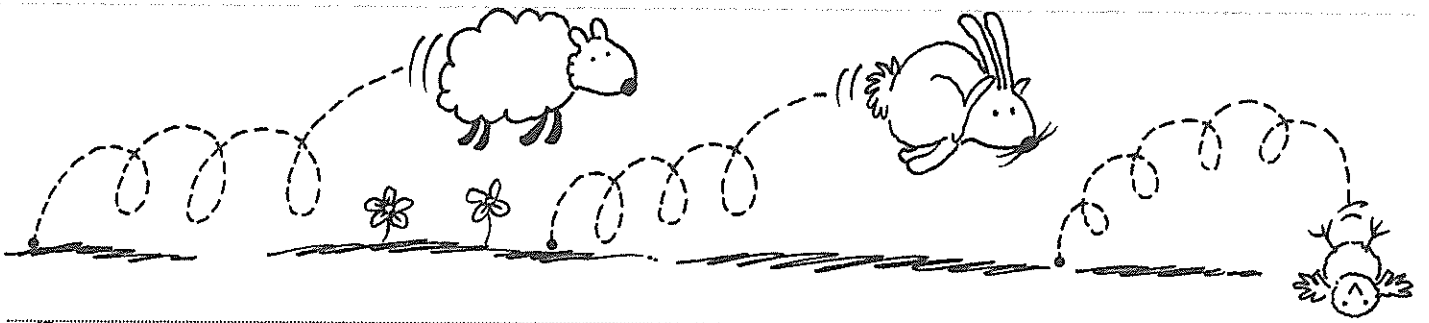


noise nonsense nephew

I know Nina can count

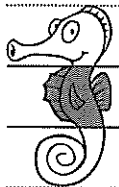
to ninety in nines.

Re-trace all the n's in the sentence in blue. Underline your best n.



Spring has sprung!

Write the hopping pattern letters that have a body only, three times each.



i e e e

l a

i e t y

q o

Trace. Fill in the missing n's. Copy. Draw.

right



ight

lio

viol

coi

Length – compare and order lengths

You will need:  string  scissors

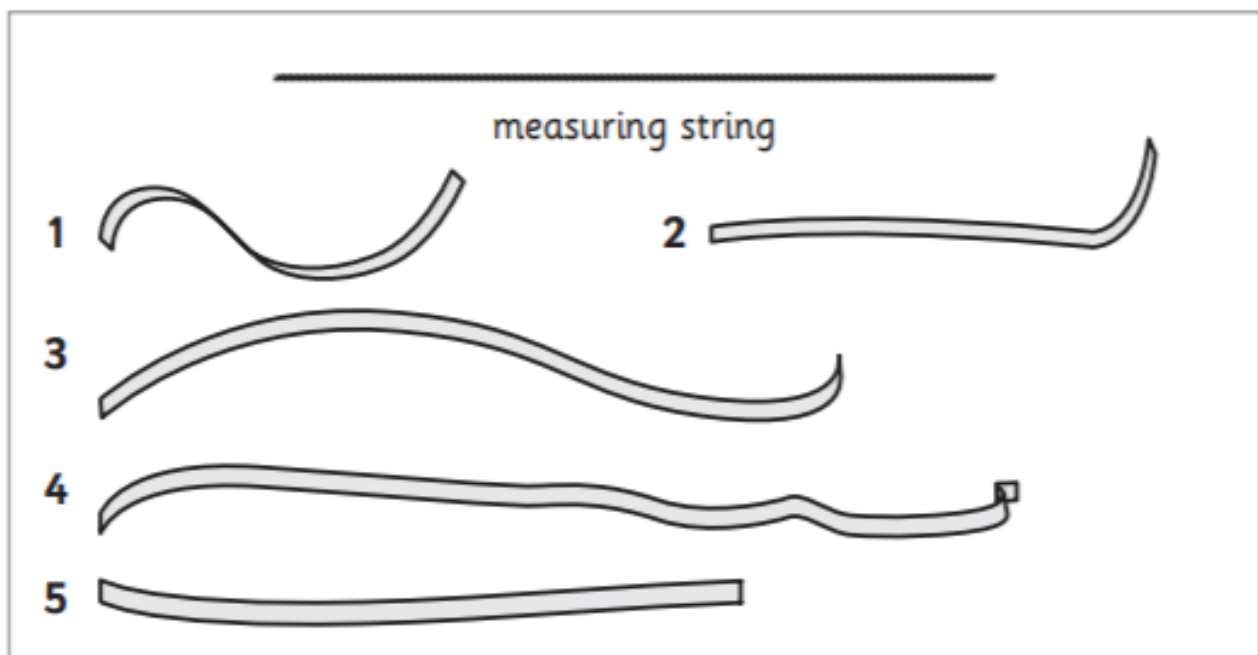
What to do:

Look at the measuring string below. Now look at streamer 1. Write 1 in the box where you think it belongs. Do the same for the other pieces of streamer.

Longer than
the string.

Shorter than
the string.

Same length as
the string.



What to do next:

Now cut a piece of string the same length as the measuring string and use it to measure the streamers. Are there any surprises?



Friday

Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Tiddalik the Frog - Comprehension Reading Eggs	Page 48
9.30 to 10	Writing	Reading Eggs - create your own story in the Story Factory	Log into Reading Eggs
10 to 10.30	Spelling	Roll and Spell	Pages 49-51 Record this in your writing book.
10.30 to 11	Handwriting	R r	Pages 52-53
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Use formal units to measure the length of objects.	Pages 54-55
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Ninja Warrior obstacle course	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson Aboriginal Significant Places	Page 56
2.30 to 3	Virtual Assembly		

Tiddalik the Frog –Comprehension Questions



1. Why do you think Tiddalik drank all the water in the billabong? _____

2. Who told the animals that making Tiddalik laugh would make the water return to the billabong? _____

3. How did the echidna try to make Tiddalik laugh? _____

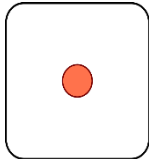
4. Write about something you learnt from reading this story. _____

5. Draw a picture of your favourite part of the story. Write at least 2 sentences explaining what you have drawn.

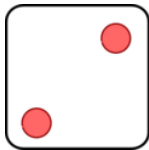
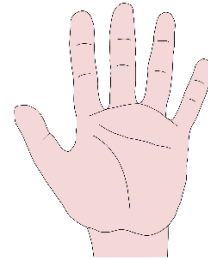
Spelling Week 2 - Roll and Spell



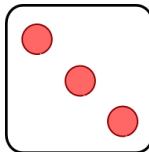
Roll and Spell



Write your word
with your other
hand.

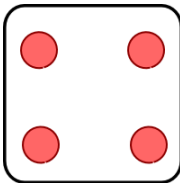


Write the word
with your eyes
closed.



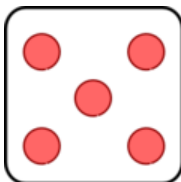
Write the word
in tiny letters.

tiny

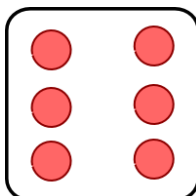


Write the word
in giant
letters.

giant



Write the word
in the air with
your finger.

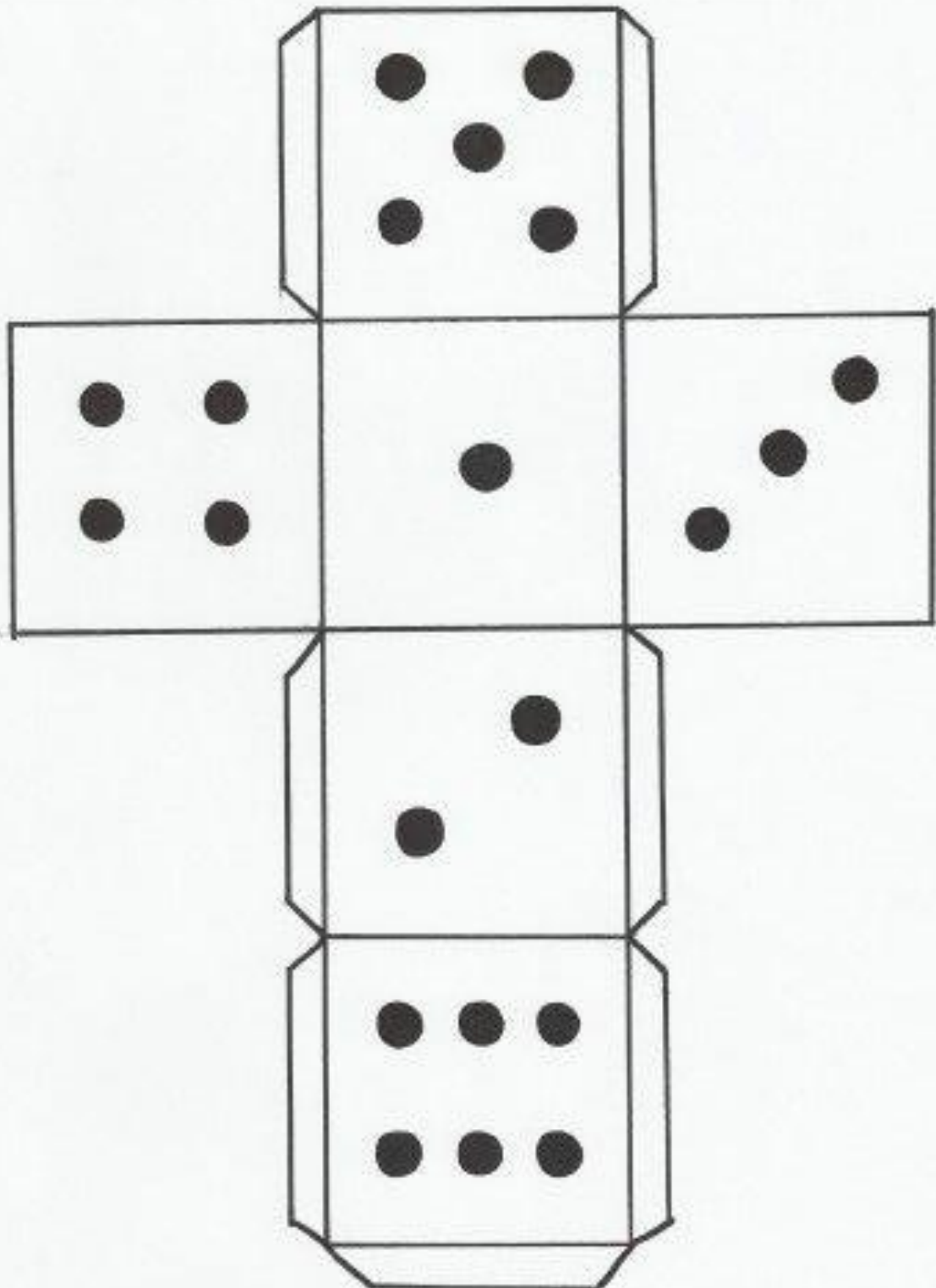


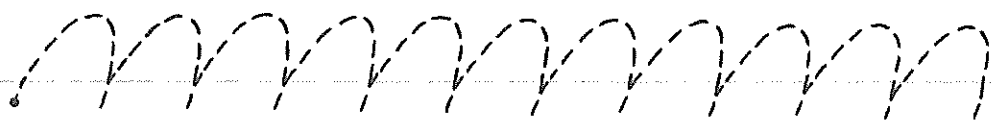
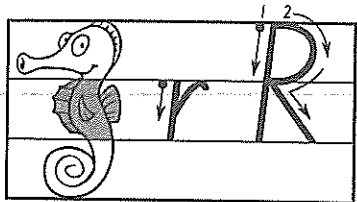
Write the word
in fancy letters.

spelling

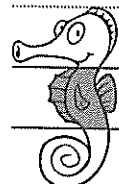
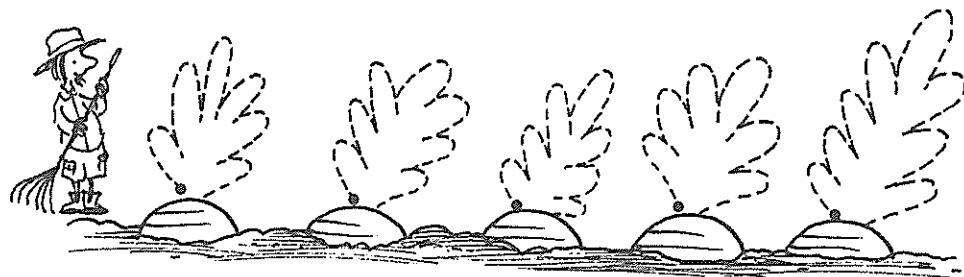
his age has been e t b ack.

Cut out, fold tabs and glue together to complete Friday spelling activity.

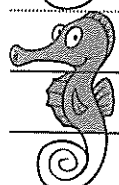




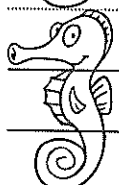
radishes



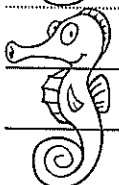
r r r r r r r r



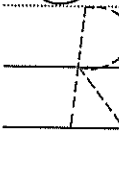
R R R R R R R R



r R p P



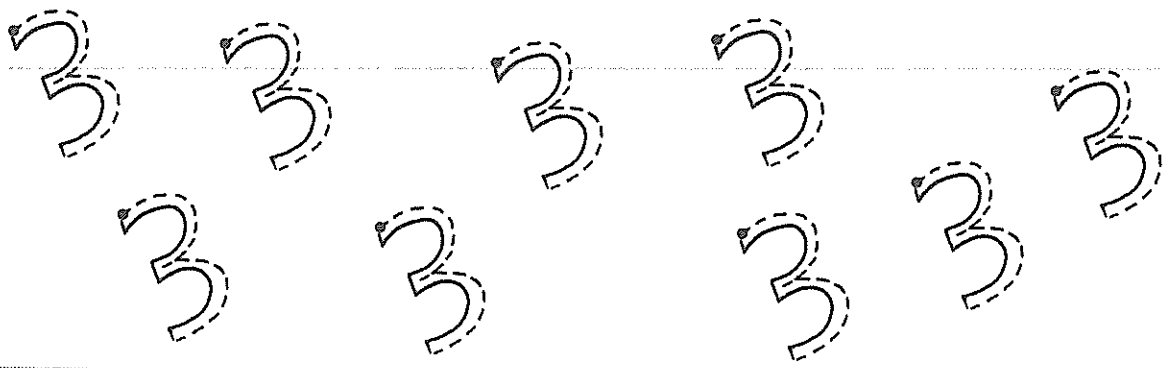
rough reason rescue



Richard raked the earth

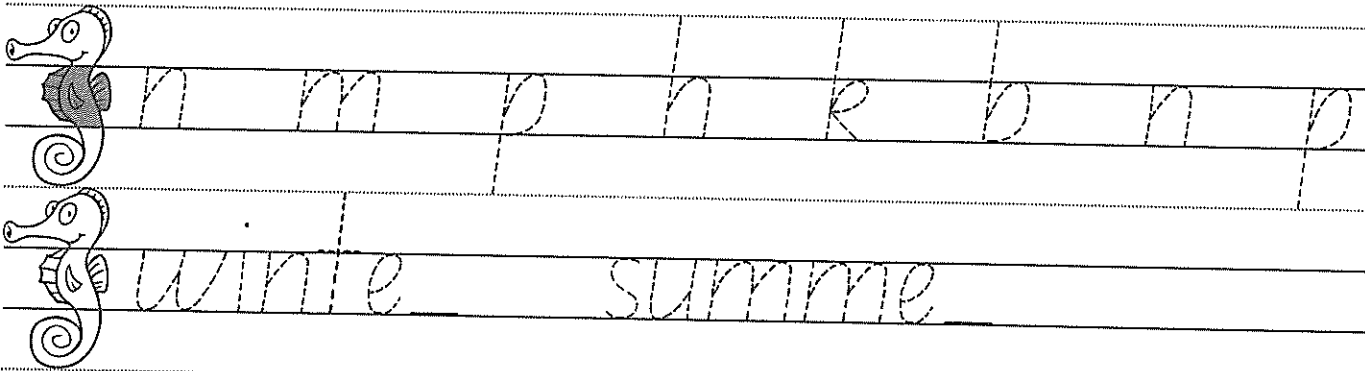
round the red radishes.

Look at the sentence. Colour the wedges in the hopping pattern letters.
Circle your best r.



Colour every third 3 ed.

Find r in these letters.



Trace. Copy. Underline these letter patterns: ar er ir or ur.

hard star

verb her

girl first

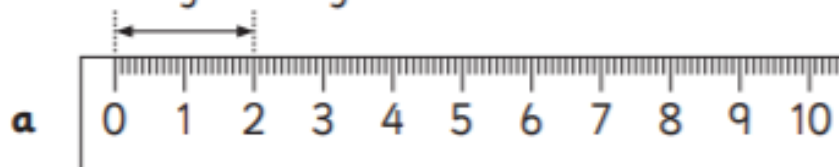
born sport

turn purse

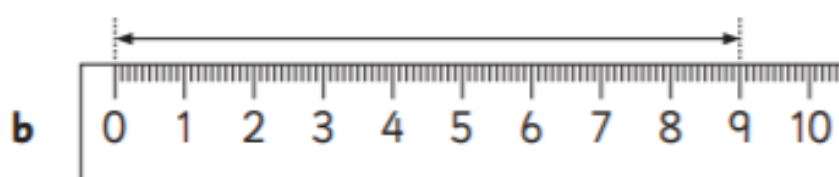
Length – centimetres

When we measure with rulers we are measuring the cm **spaces** between the numbers. The numbers count the spaces.

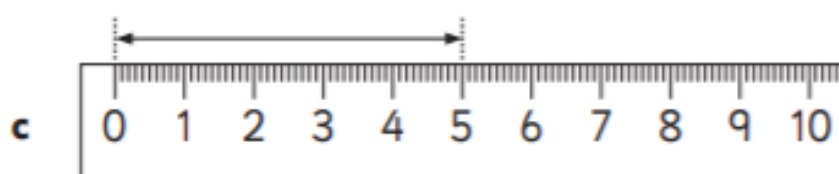
1 How many cm long is each arrow?



cm



cm



cm

Look at a ruler. The numbers start a little bit past where the actual ruler starts and end a little bit before where the ruler ends. We measure from the 0, not from the start of the ruler.

2 ☒ the person who has ruled accurately.



6 cm



$5\frac{1}{2}$ cm

Length – centimetres

Sometimes it is important for everyone to use exactly the same measuring unit. We can't use hands or feet because they are all different. And not everyone in the world has the same counters or building blocks.

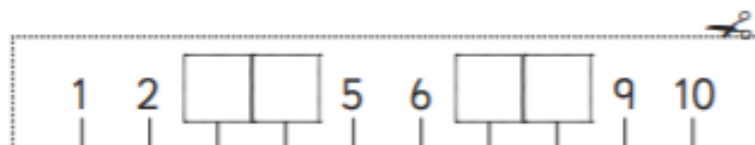
To solve this problem we invented units that are the same EVERYWHERE. One of these is the **centimetre**. We can write this as **cm**.



- 1 Cut out the ruler below. Finish labelling the cm markers. Find 5 things around the classroom that are shorter than the ruler and measure them.



	Item	Estimate	Measure
a		cm	cm
b		cm	cm
c		cm	cm
d		cm	cm
e		cm	cm



Significant Places - Week 2

We are learning to research a place that is significant to Aboriginal and Torres Strait Islander people.

Draw a picture

Name of site

Location (region, state)

Type of sacred site (rock art, natural site of significance, scarred trees etc)

Who sees this site as being significant or sacred (tribal groups)?

Why is this site so significant?

Interesting facts about this site?