

## Level 1: Pack 1

Welcome to the *Learning at Home Teachables Pack* – for children who are working at Level 1. The pack supports parents and caregivers by providing learning activities to maintain their child's learning while they are unable to attend school. Designed to engage children while maintaining their learning, the activities are easy to follow and levelled to cater for all students. Although literacy and numeracy are the focus, creativity is supported in the 'at home' context.

This pack includes:

### **Mathematics**

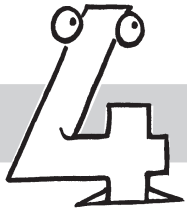
- Odd and even numbers
- Work with whole numbers, especially tens

### **Literacy**

- Initial consonant blend – bl
- Initial consonant blend – br
- Initial consonant blend – cl
- Initial consonant blend – cr
- Initial consonant blends – bl, br, cl and cr

### **Creative activities**

- Cr – crab
  - Crabs can ...
  - I can ...



## Working with odd and even numbers

I am learning to recognise odd and even numbers.

Complete all the sums. Then colour all the **even** answers.

$18 - 7 =$        $20 - 5 =$        $6 + 5 =$        $17 - 6 =$

$20 - 7 =$        $20 - 6 =$        $7 + 13 =$        $7 + 12 =$

$5 + 8 =$        $16 + 3 =$

$20 + 3 =$        $12 \times 4 =$        $6 \times 12 =$        $14 + 5 =$

$14 + 5 =$        $9 + 10 =$        $7 + 10 =$        $11 + 10 =$

$8 + 8 =$        $18 - 6 =$        $14 + 4 =$

$6 + 7 =$        $20 - 10 =$        $10 + 6 =$        $19 + 4 =$

$18 + 3 =$        $17 - 5 =$        $8 + 9 =$

$19 + 2 =$        $7 + 12 =$        $12 + 7 =$

$8 + 7 =$        $6 + 5 =$

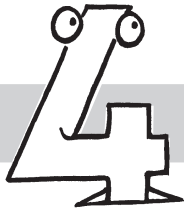
$7 + 10 =$



I am learning to recognise odd and even numbers.

Complete all the sums. Then colour all the **odd** answers.

|            |             |            |
|------------|-------------|------------|
| $6 + 5 =$  | $12 + 4 =$  | $16 - 5 =$ |
| $15 - 5 =$ | $18 - 12 =$ |            |
| $18 - 5 =$ | $13 + 4 =$  | $19 - 5 =$ |
| $20 - 4 =$ | $19 - 1 =$  | $13 - 5 =$ |
| $9 + 2 =$  | $17 - 2 =$  | $7 + 6 =$  |
| $11 + 5 =$ | $6 + 6 =$   | $16 + 4 =$ |
| $7 + 6 =$  | $15 - 2 =$  |            |
| $18 - 6 =$ | $14 + 5 =$  | $11 + 9 =$ |



# Identifying whole numbers

I am learning to identify whole numbers.



Fill in the missing numbers in the number block.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 15 | 16 |    | 18 | 19 | 20 |    | 22 | 23 | 24 |
|    | 26 | 27 |    | 29 |    | 31 | 32 | 33 | 34 |
| 35 |    | 37 | 38 |    | 40 | 41 |    | 43 |    |
| 45 | 46 |    | 48 | 49 |    | 51 | 52 | 53 | 54 |
|    |    | 57 |    | 59 | 60 |    | 62 | 63 | 64 |
| 65 | 66 |    | 68 |    | 70 | 71 |    | 73 |    |
| 75 |    | 77 | 78 | 79 |    | 81 |    | 83 | 84 |
|    | 86 | 87 |    |    | 90 |    | 92 | 93 |    |



is



is



is



is



is



is

is before 30

is after 27

is after 49

is before 34

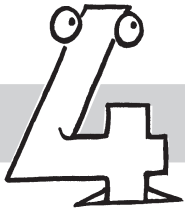
is 2 before 51

is after 59

2 less than 33 is

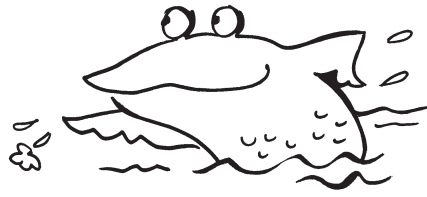
4 more than 37 is

Colour the **odd** numbers in yellow.



I am learning to identify whole tens.

Fill in the missing numbers.



|    |   |   |   |   |   |   |   |    |  |
|----|---|---|---|---|---|---|---|----|--|
| 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  |  |
| 11 |   |   |   |   |   |   |   | 19 |  |
| 21 |   |   |   |   |   |   |   | 29 |  |
|    |   |   |   |   |   |   |   | 39 |  |
|    |   |   |   |   |   |   |   |    |  |
|    |   |   |   |   |   |   |   |    |  |
|    |   |   |   |   |   |   |   |    |  |
|    |   |   |   |   |   |   |   |    |  |
|    |   |   |   |   |   |   |   |    |  |
|    |   |   |   |   |   |   |   |    |  |

Colour the tens column yellow.

How many tens in 20?

How many tens in 60?

How many tens in 50?

How many tens in 70?

How many tens in 40?

How many tens in 10?

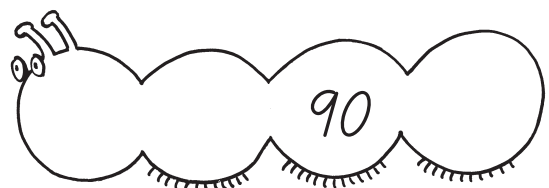
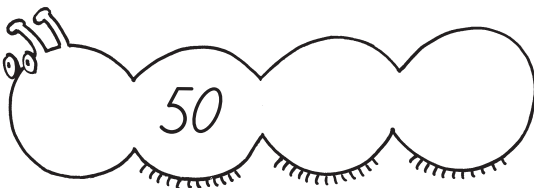
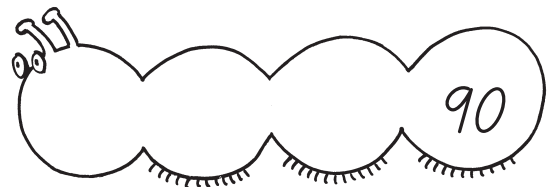
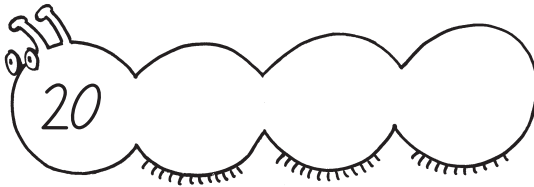
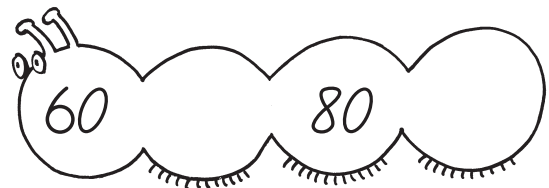
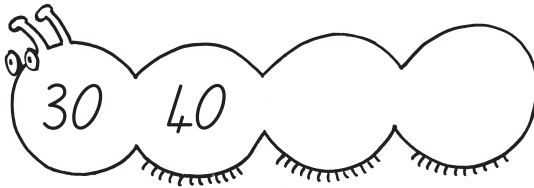
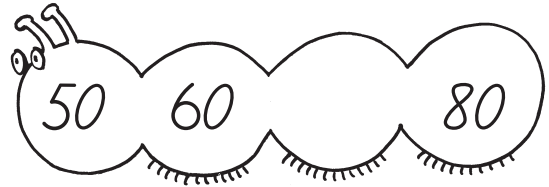
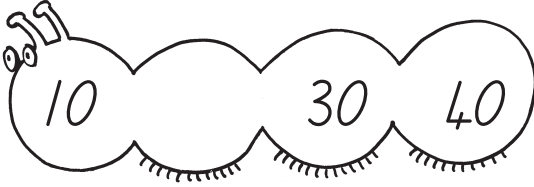
How many tens in 80?

How many tens in 90?

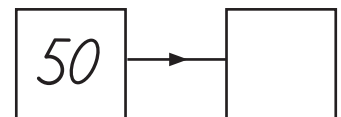
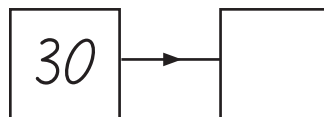
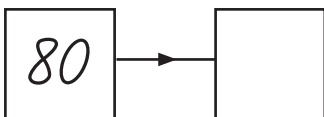
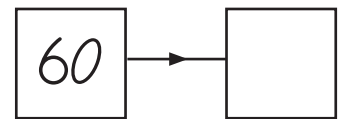
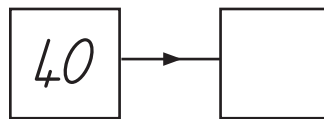
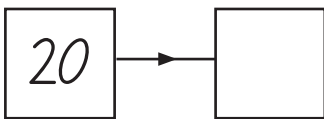


I am learning to work with whole tens.

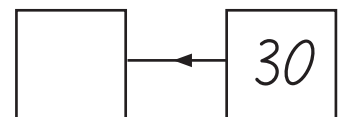
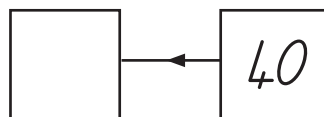
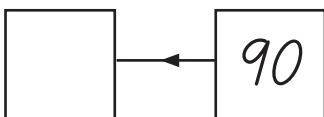
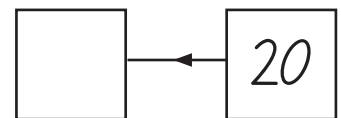
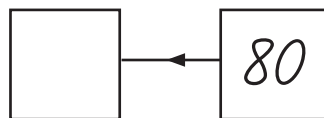
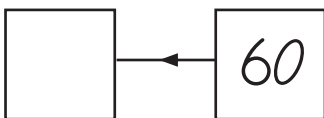
Write the missing numbers on each caterpillar.



Write the number that is **ten more**.



Write the number that is **ten less**.



# 1. Beginning consonant blend – bl

bl



Say the **bl** sound as you write the blend 10 times.

\_\_\_\_\_

\_\_\_\_\_



Draw a circle around the words that start with **bl**.

**blot spot blog blab spin brag blob blub**



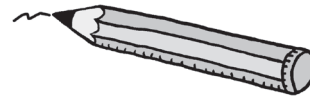
Read the words that start with **bl**.

**blot blog blob**



Draw a picture for the words.

**blot blob**



Use as many colours as you can. Have fun! Be creative.



Practise spelling these words –

**blot blog blob blab**

Create movements for each spelling. Here are some movements to get you started.

Tick the boxes as you do them.

I can spell the words while doing star jumps.

I can spell the words while skipping with a rope.

I can spell the words while dancing.

Create some of your own movements.

## 2. Beginning consonant blend – br

br



Say the **br** sound as you write the blend 10 times.

\_\_\_\_\_

\_\_\_\_\_



Draw a circle around the words that start with **br**.

**brim brag brick clip bran bread clop**



Read the words that start with **br**.

**brim brag bran**



Brad is a name that begins with **br**. Draw a picture of a boy called Brad. Here are some ideas to get you started.

Tick the boxes as you do them.

Brad has a body.

Brad has some clothes in different colours.

Brad has an age.



Practise spelling these words –

**Brad brag bran brim**

Create a rhythm with your voice or with an instrument for each spelling.



### 3. Beginning consonant blend – cl

cl



Say the **cl** sound as you write the blend 10 times.

\_\_\_\_\_

\_\_\_\_\_



Draw a circle around the words that start with **cl**.

**clap click cling slop blog clot clack**

Read the words that start with **cl**.

**clip clot clop clap clog**



With a friend – Practise reading the **cl** words above as you clap your hands.



Practise spelling these words –

**clap clog clip clot clop**

Use colours and interesting writing to practise writing and spelling the words.

For example

*clap*

## 4. Beginning consonant blend – cr

cr



Say the **cr** sound as you write the blend 10 times.

\_\_\_\_\_

\_\_\_\_\_



Draw a circle around the words that start with **cr**.

**crane crack crash crop crab slap clot**



With a friend – One student points to a word and the other student reads the word. Swap. Repeat at a faster speed.

**crop crab crib crag cram**



Practise spelling these words –

**crib crag cram crop crab**

Use colours and interesting writing to practise writing and spelling the words.

For example

*crab*



Practise reading these words to a rhythm –

**crop crop**

**crab**

**crib crag cram**

## 5. Beginning consonant blends – bl, br, cl, cr

**bl br cl cr**



Say the **bl** sound as you write the blend five times.

\_\_\_\_\_

Say the **br** sound as you write the blend four times.

\_\_\_\_\_

Say the **cl** sound as you write the blend three times.

\_\_\_\_\_

Say the **cr** sound as you write the blend twice.

\_\_\_\_\_



Find and write the following words in the correct columns below.

The first two have been done for you.

**blot    blog    blab    blob    blub    Brad**  
**brag    bran    brim    clap    clog    clip**  
**clot    clop    crop    cram    crag    crab**

| <b>bl</b>   | <b>br</b>   | <b>cl</b> | <b>cr</b> |
|-------------|-------------|-----------|-----------|
| <b>blot</b> | <b>Brad</b> |           |           |
|             |             |           |           |
|             |             |           |           |
|             |             |           |           |
|             |             |           |           |

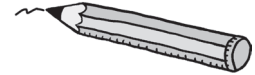


With a friend – One student calls out a word on the chart and the other student finds and reads the word.

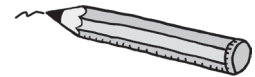
**bl br cl cr**



Draw a blob. Write the words that start with **bl** inside the blob.



Draw a crab next to some rocks. Write the words that begin with **cr** on the rocks.



Practise reading these words to a rhythm –



**clip clop**  
**crag crab**  
**clip clop crag crab**  
**brim bran brim**  
**blob blub blog**  
**clip clop**

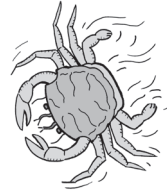


With a friend – Create a dance or movements for the words above.

cr



Write a story about a crab.



Where will the crab live? Draw that place here.

A large, empty rectangular box with a thin black border, intended for the student to draw the location where the crab lives.

Here are some words to get you started.

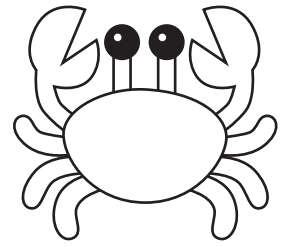
**beach sand rocks water sun swimming  
pinching**

Start your story here –

A series of eight horizontal lines spaced evenly down the page, providing a guide for writing the story.

# Crabs can ...

Make a crab that tells you some things it can do. Cut out the crab parts. Put the words on the crab parts in order to find out the secret message. Write the message on the crab's body. Then glue each crab part in the correct place on its body.



cutout parts for a crab:

- crab
- This
- can
- crawl
- under
- go
- water
- and

Blank space for writing the message on the crab's body:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

# I can ...

A crab can eat and grow, you can too.

Create a flow chart showing you eating and growing. Draw yourself as a small child eating something in box 1. Draw yourself eating more and growing in boxes 2 and 3.

