

Level 2: Pack 1

Welcome to the *Learning at Home Teachables Pack* – for children who are working at Level 2. 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 provides:

Mathematics

- Before and after numbers to 1 000
- Skip-counting
- Making numbers with fives, tens and hundreds

Literacy

- Identify and compare key elements of stories

Creative activities

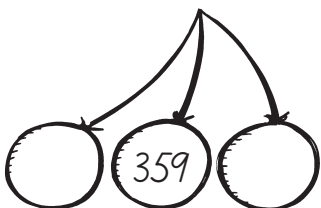
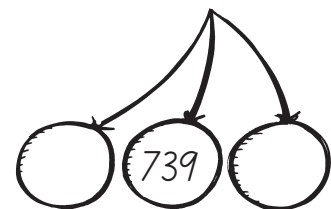
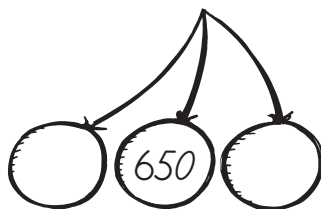
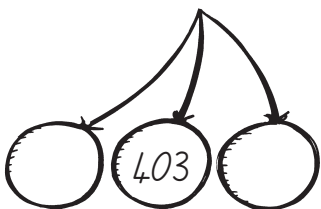
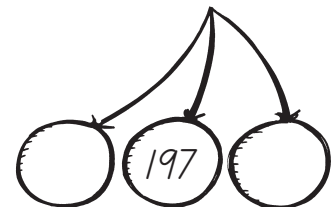
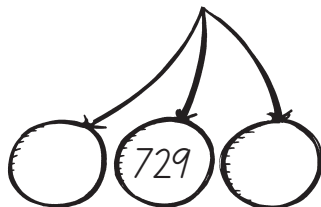
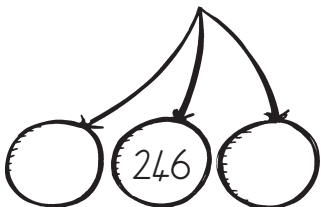
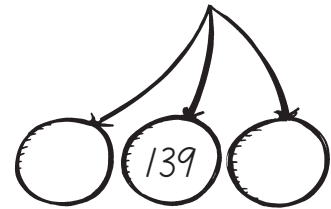
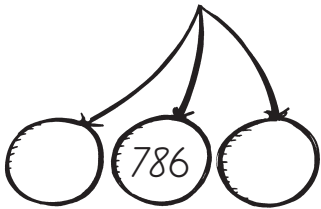
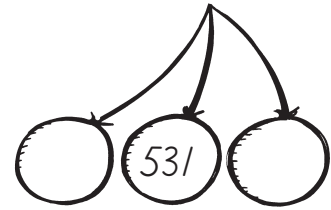
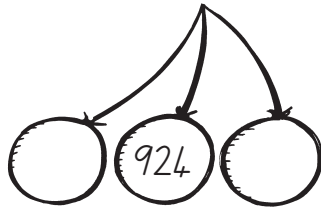
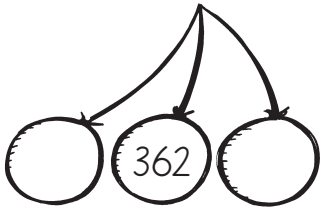
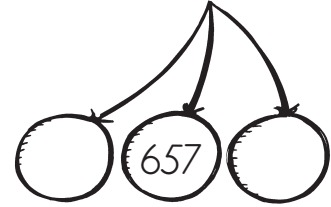
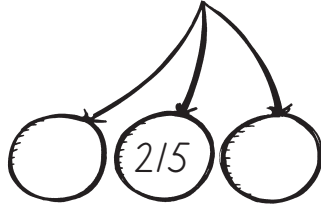
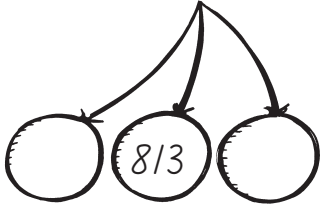
- A home is a home
- The view from my window

Working with before, after and between

I am learning the number that is one more and the number that is one less to 1 000.



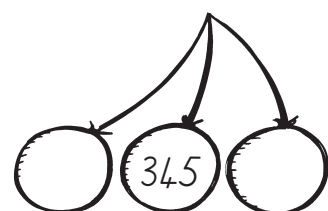
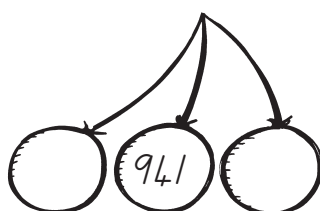
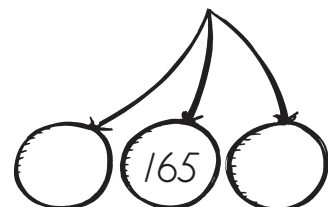
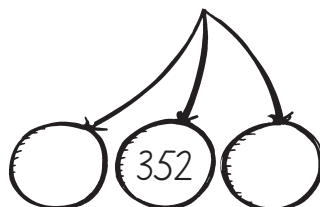
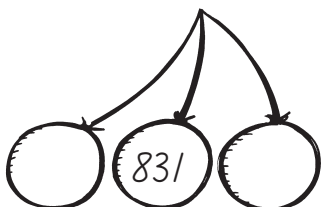
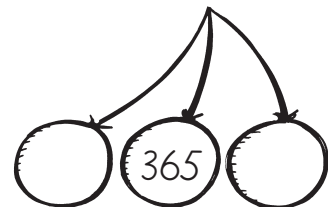
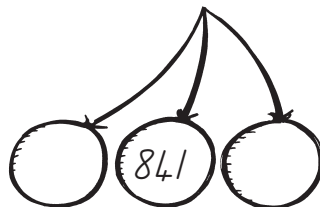
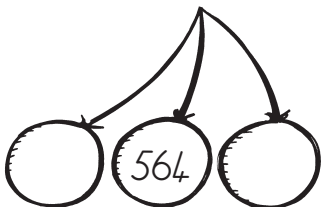
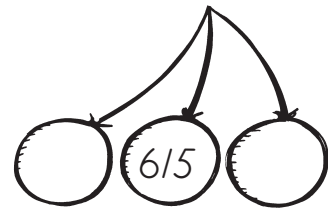
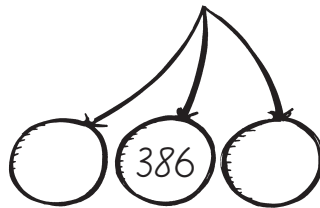
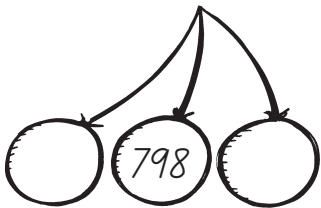
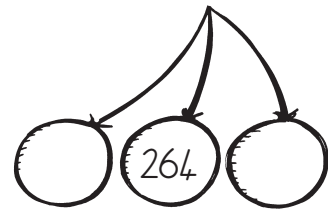
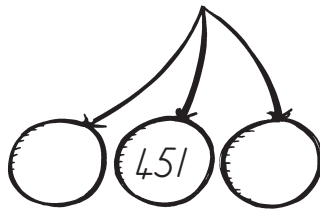
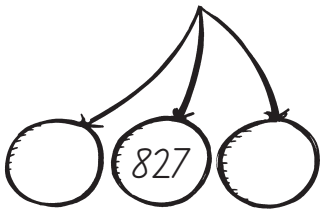
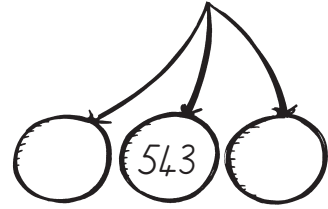
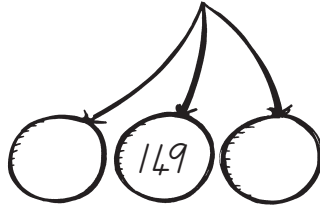
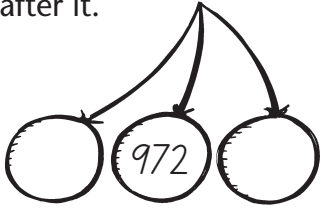
Fill in the numbers on the cherries. Write the number that comes before the middle cherry's number. Then write the number that comes after it.



I am learning the number that is one more and the number that is one less to 1 000.



Fill in the numbers on the cherries. First write the number that comes before the middle cherry's number. Then write the number that comes after it.

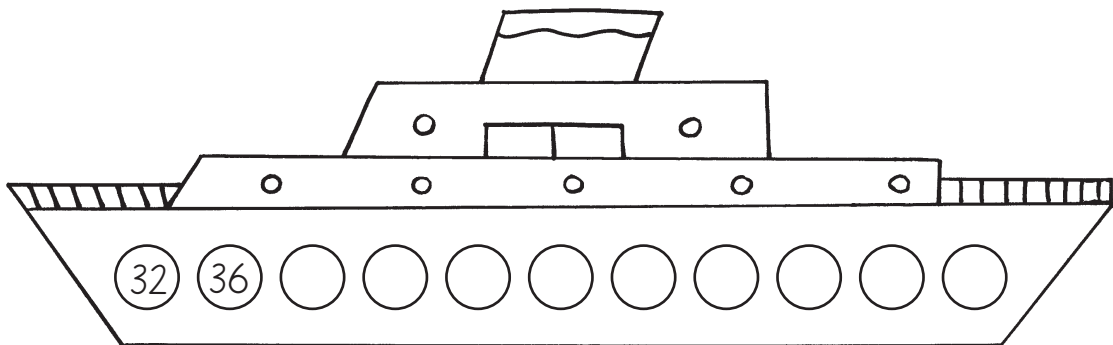
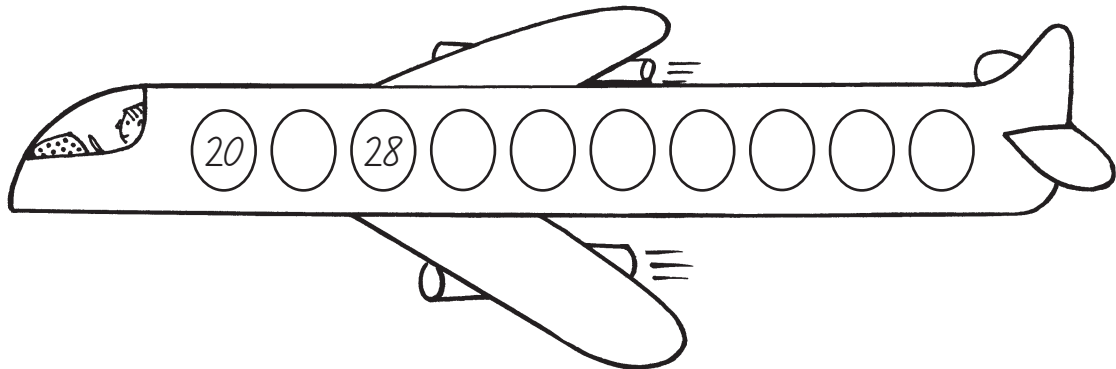
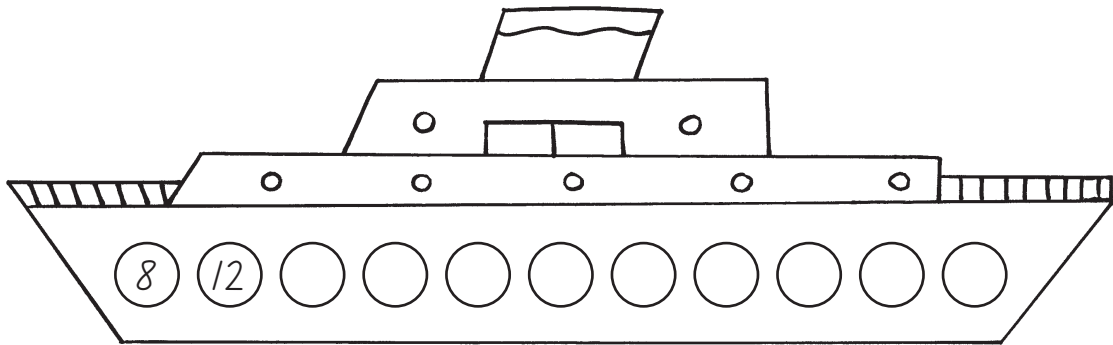
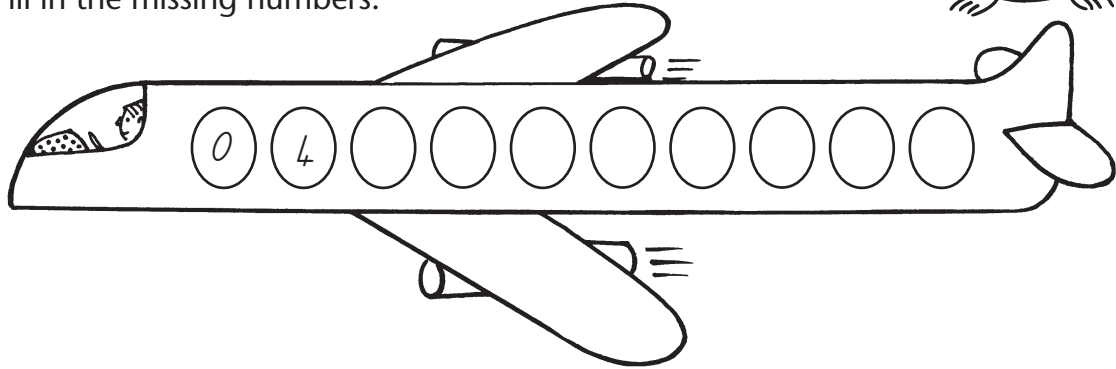


Skip-counting in threes, fours and fives

I am learning to skip-count in fours.



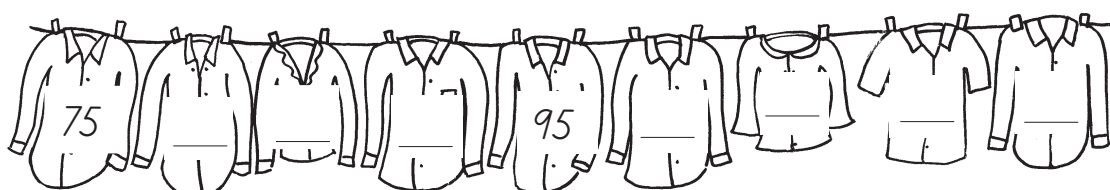
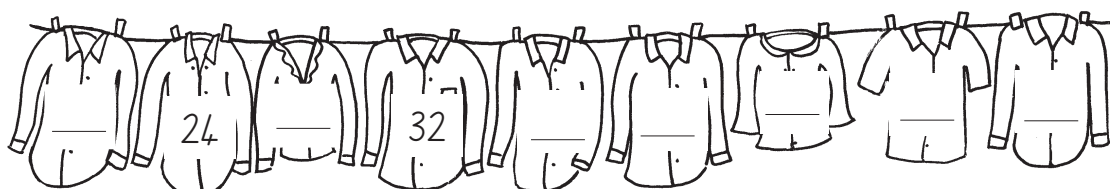
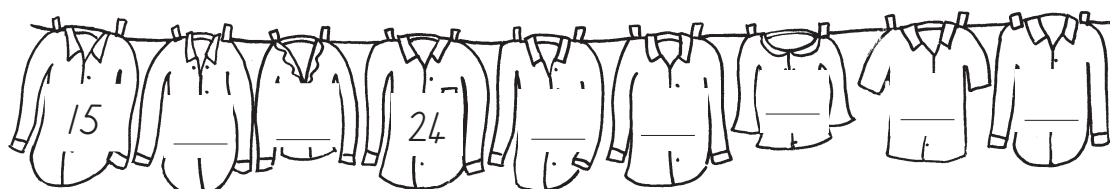
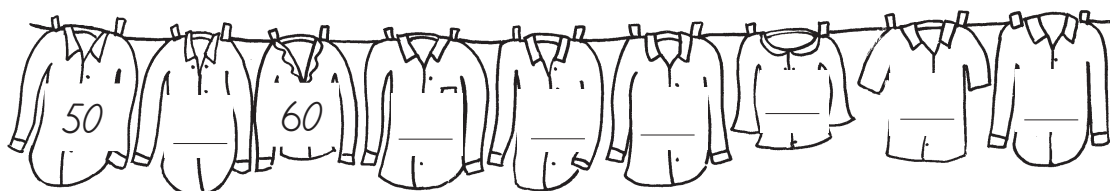
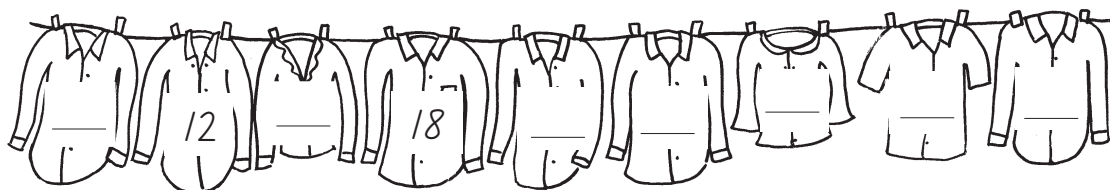
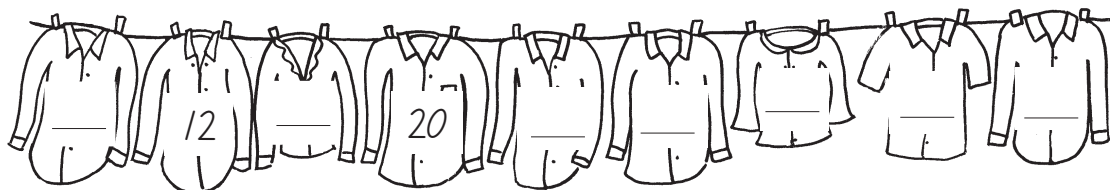
Fill in the missing numbers.



I am learning to skip-count in threes, fours and fives to 100.



Look for the pattern for each line of clothes and fill in the missing numbers.



Making numbers with fives, tens and hundreds

I am learning to make 100 with multiples of 5.



Draw a line between each pair of leaves that adds up to 100.
Colour each pair in a different colour.

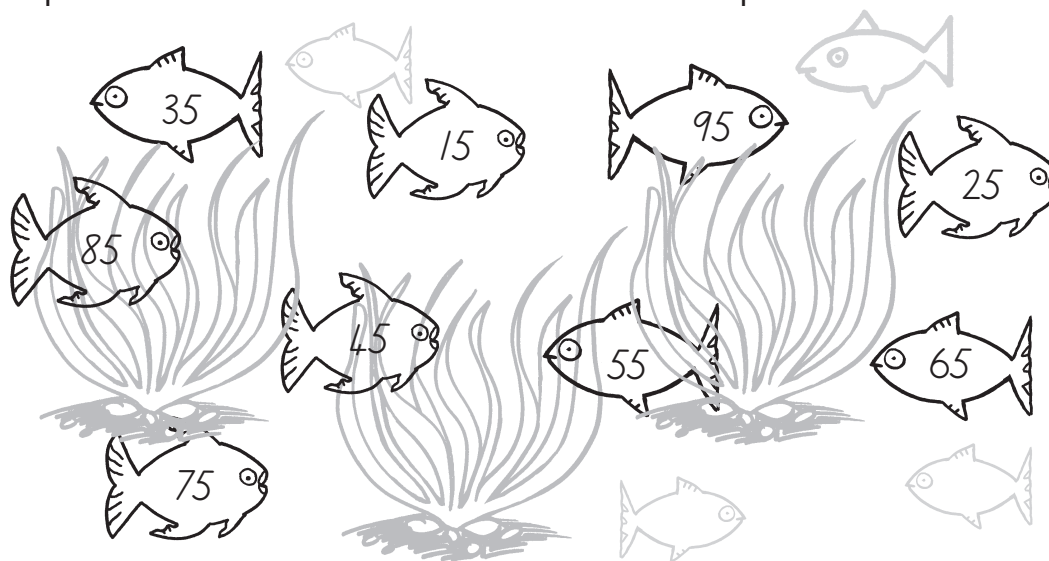
Write the number sentences here. The first one is done for you.

$95 + 5$	$5 + 95$

I am learning to make 100 with multiples of 5.



Colour each pair of fish that adds up to 100 in a matching colour. Each pair must be a different colour from all the other pairs.



Write the number sentences here.

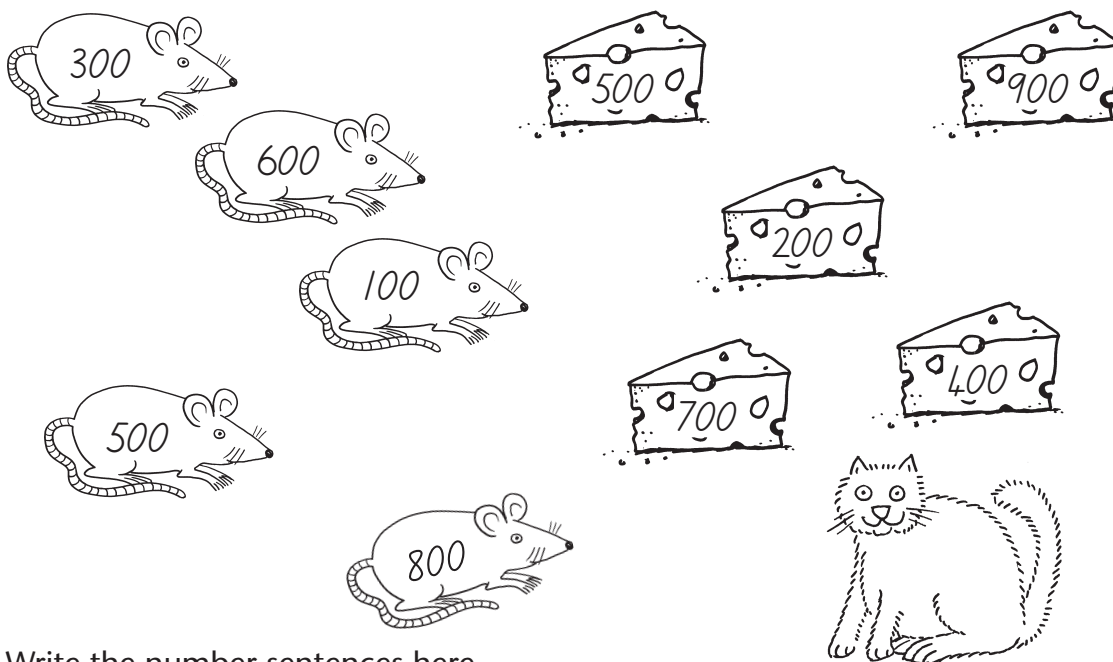
Finish these number sentences. The first one is done for you.

- | | |
|--------------------------------|--------------------------------|
| $5 + 95 = 100$ | $55 + \underline{\quad} = 100$ |
| $10 + \underline{\quad} = 100$ | $60 + \underline{\quad} = 100$ |
| $15 + \underline{\quad} = 100$ | $65 + \underline{\quad} = 100$ |
| $20 + \underline{\quad} = 100$ | $70 + \underline{\quad} = 100$ |
| $25 + \underline{\quad} = 100$ | $75 + \underline{\quad} = 100$ |
| $30 + \underline{\quad} = 100$ | $80 + \underline{\quad} = 100$ |
| $35 + \underline{\quad} = 100$ | $85 + \underline{\quad} = 100$ |
| $40 + \underline{\quad} = 100$ | $90 + \underline{\quad} = 100$ |
| $45 + \underline{\quad} = 100$ | $95 + \underline{\quad} = 100$ |
| $50 + \underline{\quad} = 100$ | |

I am learning to make 1000 using centuries.



Match each mouse to a piece of cheese so that together they make 1000.



Write the number sentences here.

Finish these number sentences.

$100 + 900 = 1000$

$600 + \underline{\quad} = 1000$

$200 + \underline{\quad} = 1000$

$700 + \underline{\quad} = 1000$

$300 + \underline{\quad} = 1000$

$800 + \underline{\quad} = 1000$

$400 + \underline{\quad} = 1000$

$900 + \underline{\quad} = 1000$

$500 + \underline{\quad} = 1000$

What pattern do you notice?

I am learning to add 5s and 10s to a given number and to subtract them from a given number.



Fill in the blank squares.

670								
$+10 \rightarrow$		$\downarrow +5$					$\downarrow +5$	
					740			

		$\leftarrow -10$			$+10 \rightarrow$		
			$+5$				
$\uparrow -10$						$\downarrow +10$	
	915						
							$\uparrow -10$
			$+5 \rightarrow$				
		$\uparrow -5$	375				

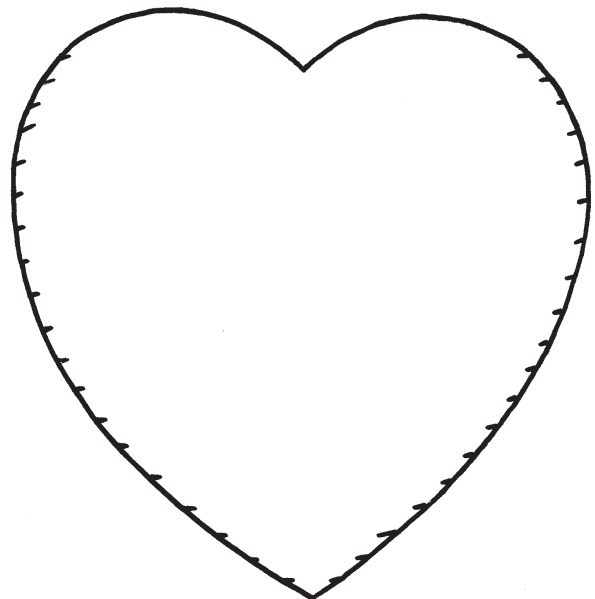
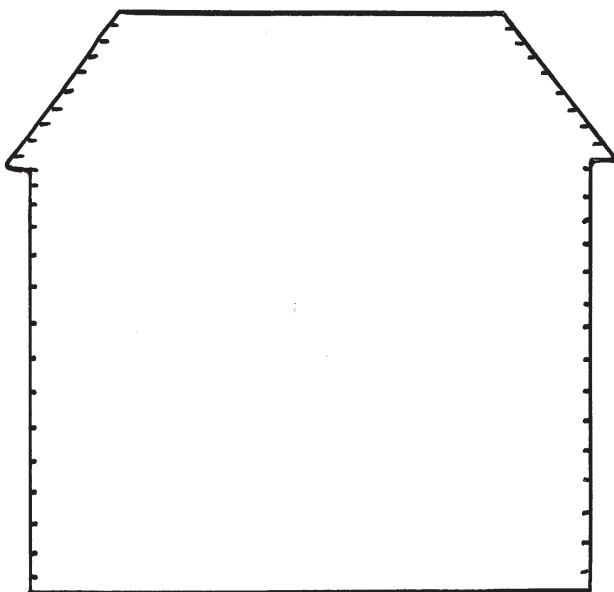
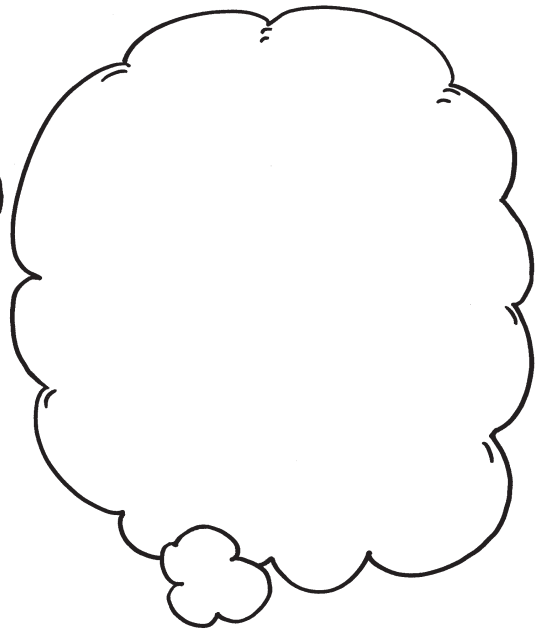
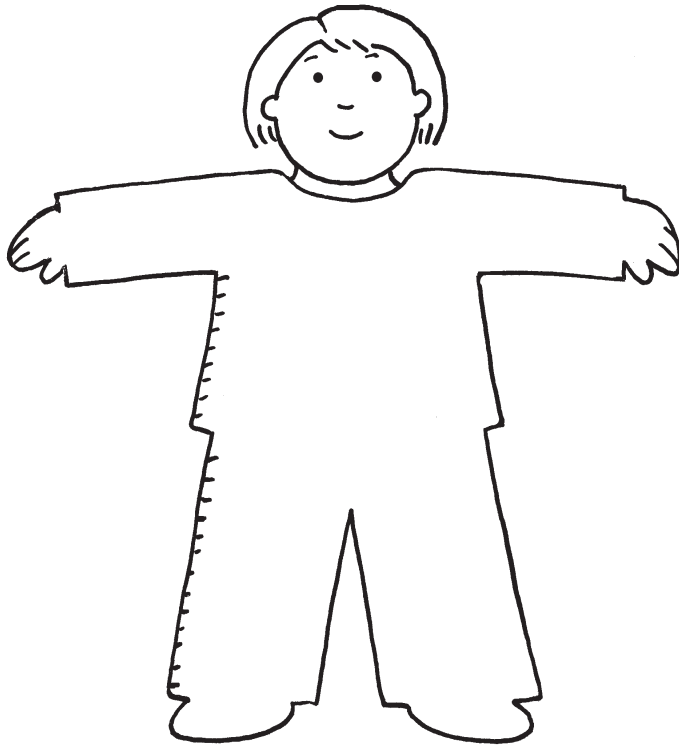
250								
$+10 \rightarrow$		$\downarrow +5$					$\downarrow +5$	
					320			
		$\leftarrow -10$			$+10 \rightarrow$			

Combining and comparing story elements

I am learning to compare characters, plot, setting and theme in a story.

Title: _____ Author: _____

Write some key words to describe the characters in the story you have read (in the human shape), along with words for the story's plot (thought bubble), setting (house shape) and theme (heart shape).



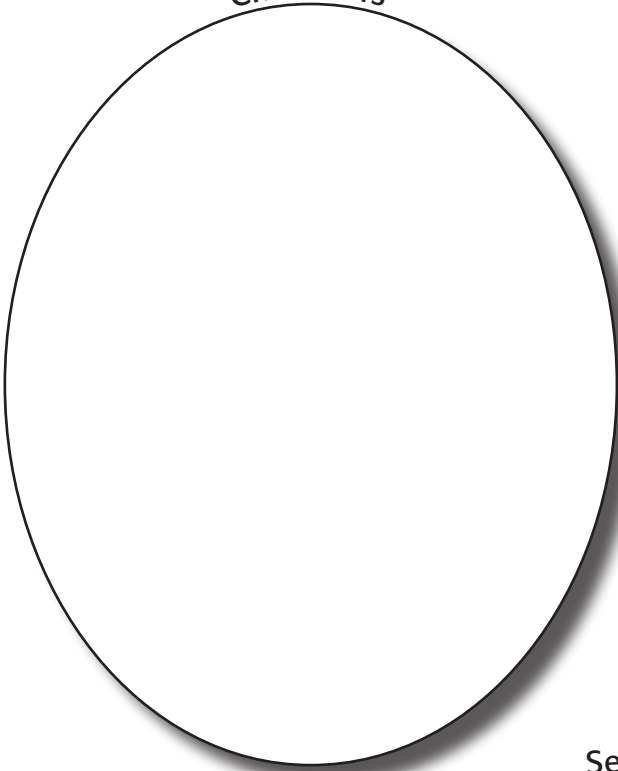
Combining and comparing story elements

I am learning to identify character, plot and setting in a story.

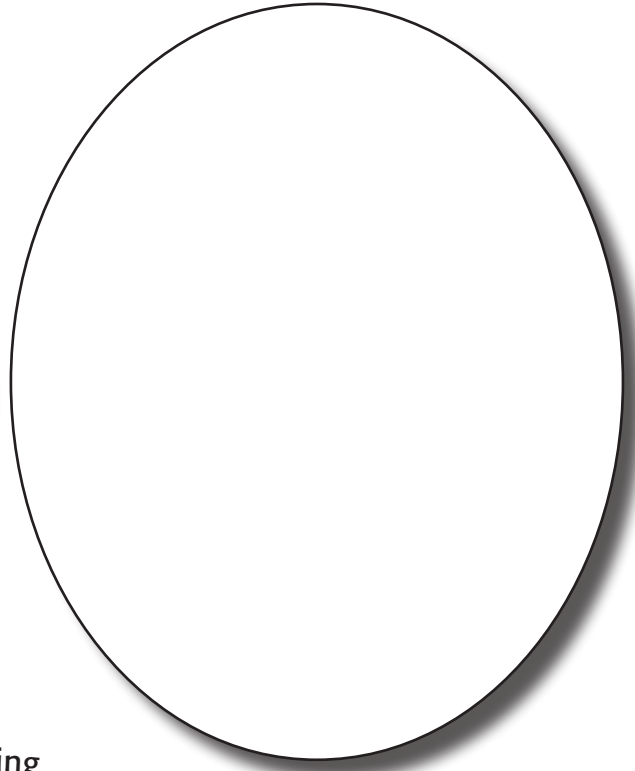
Title: _____ Author: _____

In each oval below, write and draw the main points of one of these features of the story you have read: the characters, the plot and the setting.

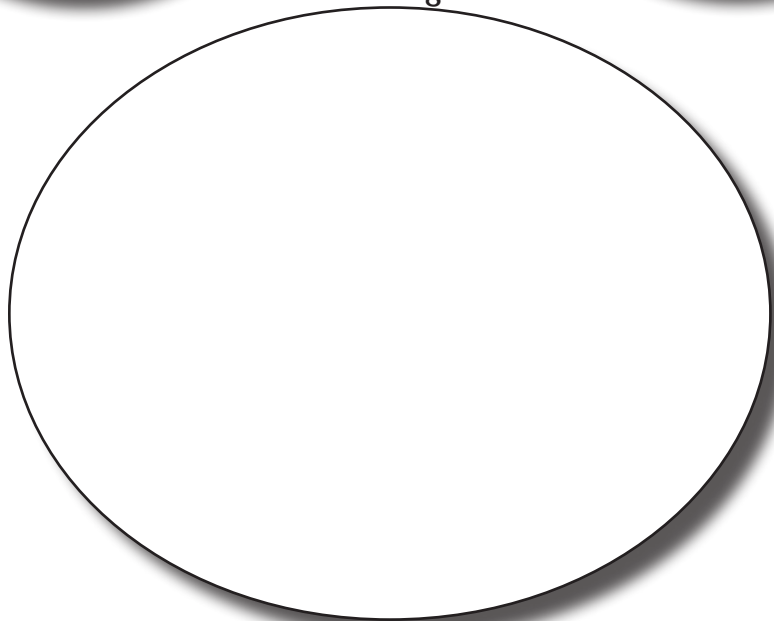
Characters



Plot



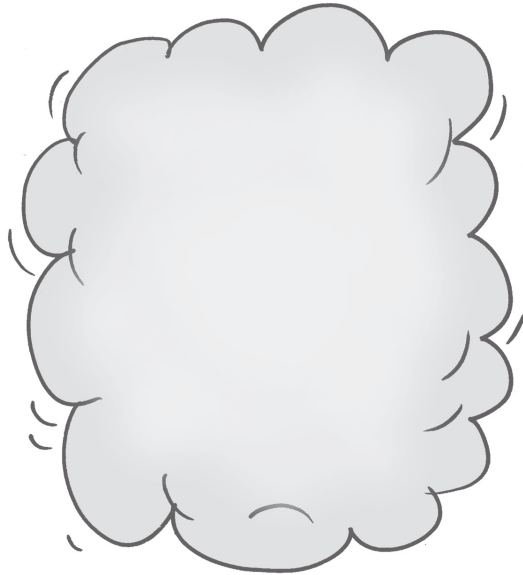
Setting



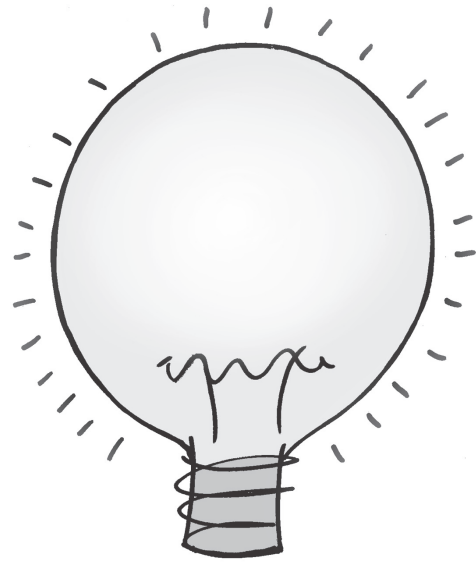
I am learning to identify the problem and solution in a story.

Title: _____ Author: _____

As you read the story, identify the problem or problems it contains. Also find out how each problem was solved. Write key words in the relevant shape below as you find out more about a problem or a solution.



Problems



Solutions

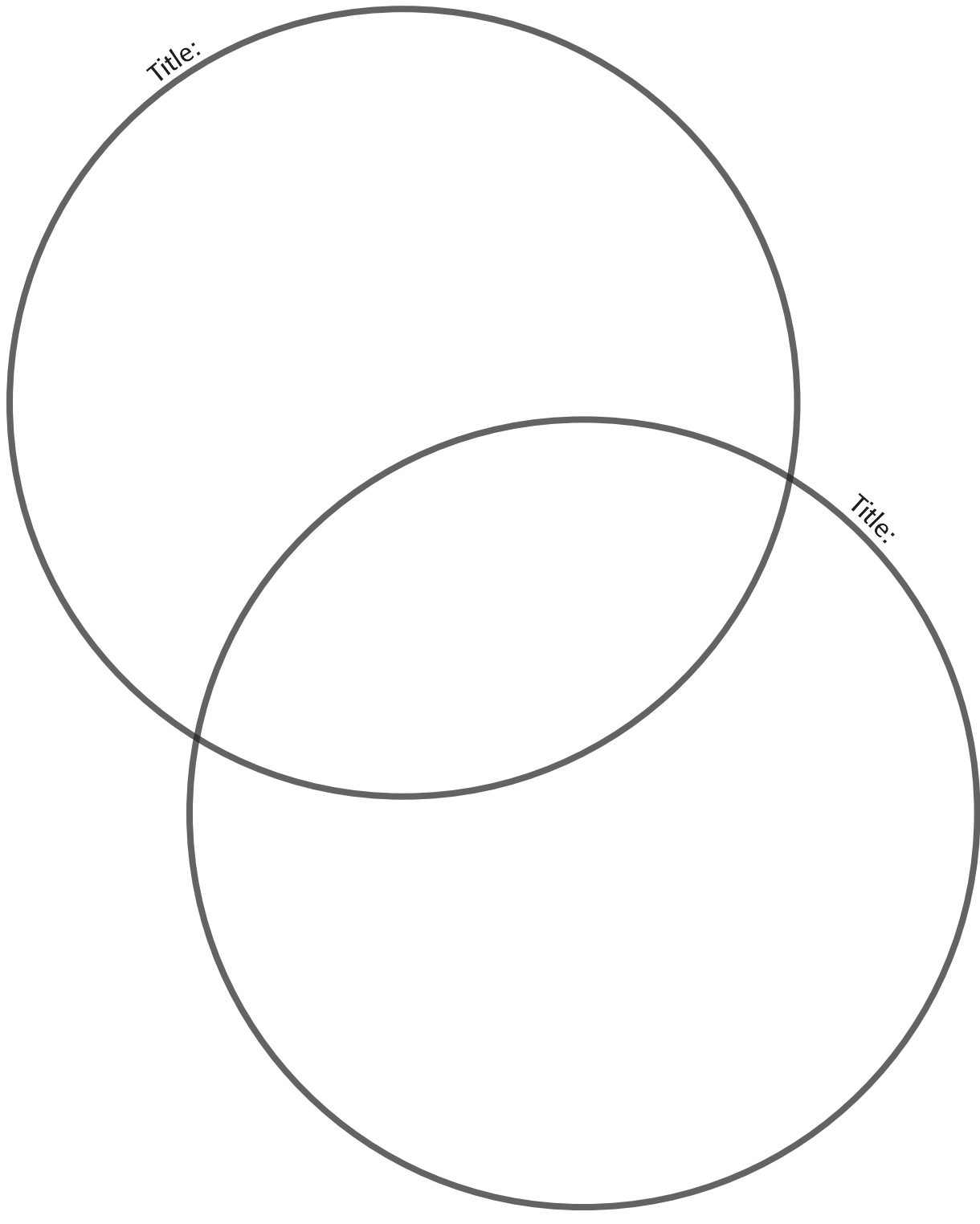
Identify the problem and its solution that represented the highlight of the story. Illustrate both of them in the space below.

Combining and comparing story elements

I am learning to identify common features of different stories
by the same author.

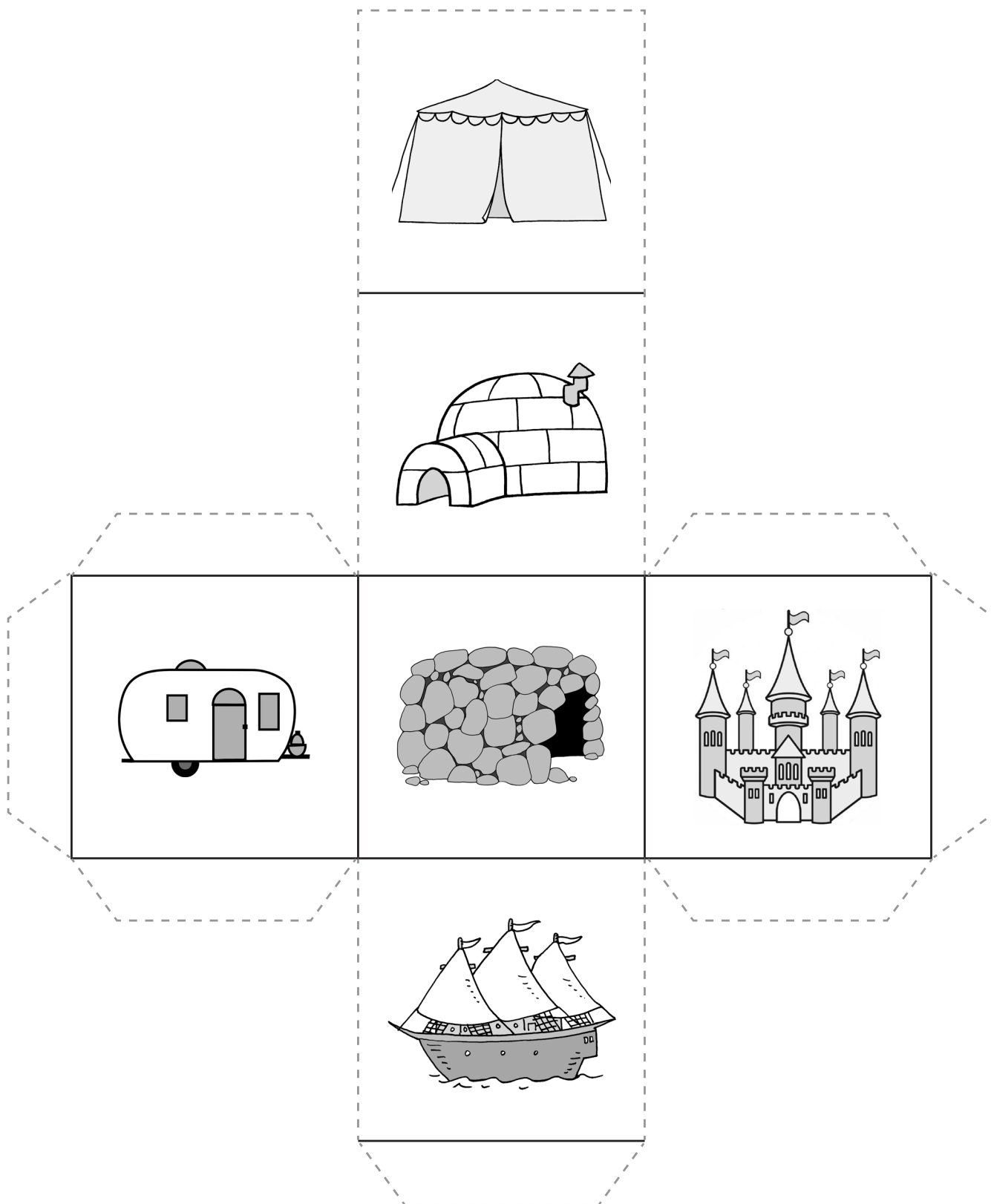
Complete the Venn diagram below to show the similarities and differences between two stories that have been written by the same author.

Author: _____



A home is a home

People can live in different homes. Cut out the shape below. Fold and glue it together to make a die. With family member or friend, take turns throwing the die. If, for example, it lands on the tent say, "I would like/not like to live in a tent because ..."



The view from my window

Draw the view from a window in your home.

