

## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Go to <https://www.youtube.com/watch?v=-9FZqX1CBqE> and enjoy the reading of *Handa's Hen* by Eileen Browne.

### 2. Reading numbers

Look at the random set of *Number Words*.

- Read each number word aloud.
- Cut out the cards and sequence the set vertically so that the numbers are in the right order, one to ten.
- Add the correct digit to each card (one/1; two/2, etc.).

### 3. Writing numbers

Look at the set of *Handa's Number Sentences*.

- Carefully read each sentence.
- Write in the missing number word on each one: *I saw two butterflies.*
- Write in any missing animal names too. Check with the *Animal Pictures* if you get stuck.

### Now try this Fun-Time Extra

- What is the best animal in the story? Draw it on *My Favourite Animal* and say why you like it. Which is your least favourite animal? Draw it too and explain why you are not so keen on it.
- Akeyo is Handa's best friend. Who is your best friend? On *My Best Friend*, draw and describe your best friend.

## Number Words

ten

two

four

eight

nine

five

seven

three

six

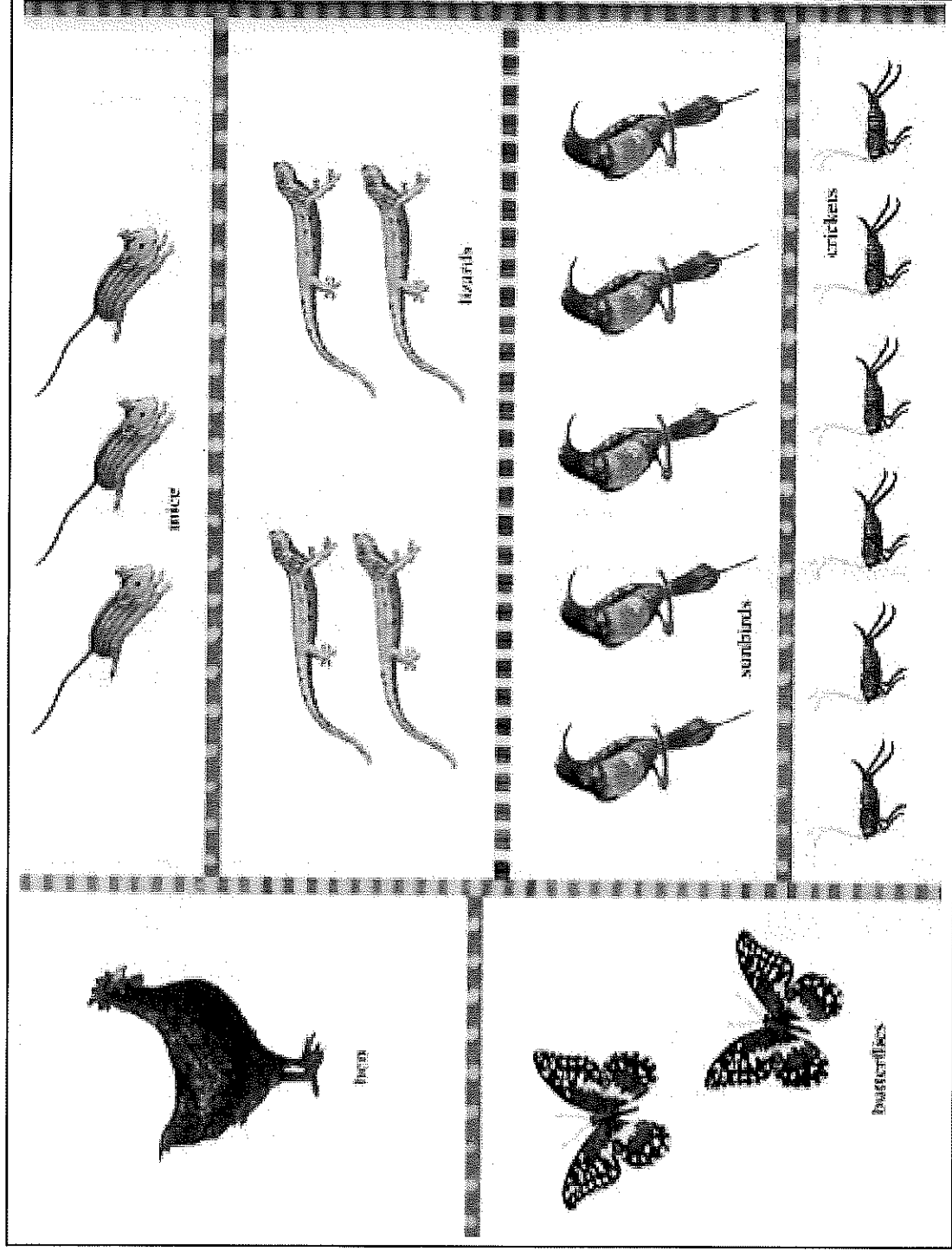
one

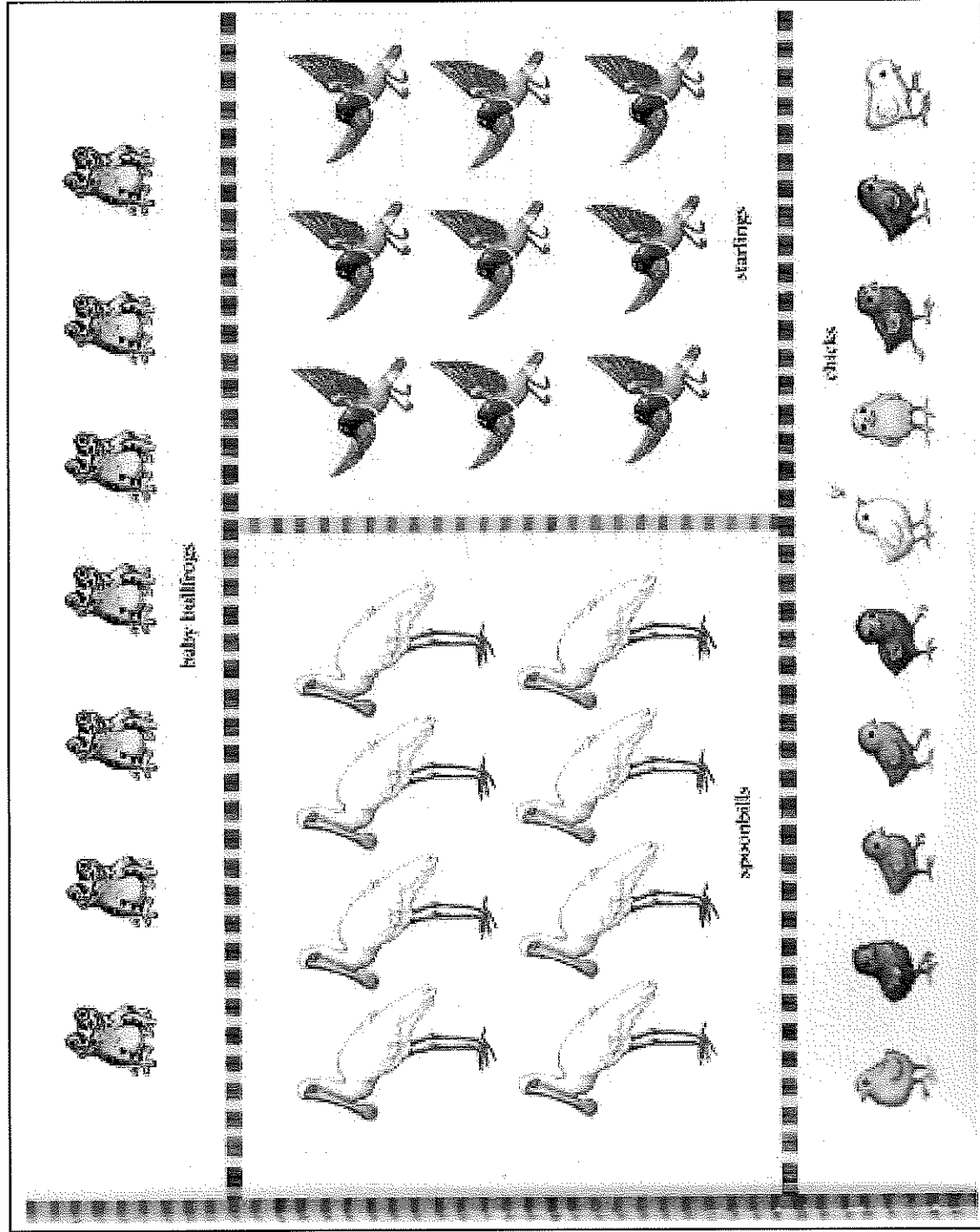


## Handa's Number Sentences

I can see	hen.
I can see	butterflies.
I can see	.
I can see	lizards.
I can see	sunbirds.
I can see	.
I can see	bullfrogs.
I can see	.
I can see	starlings.
And I can see	!

## Animal Pictures





## My Favourite Animal


## My Best Friend




[illegible]

## What to do today

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You will use the Story Planner you produce today in the lesson tomorrow

### 1. Story time

Re-open <https://www.youtube.com/watch?v=-9FZqX1CBqE> and listen again to the story of *Handa's Hen*. In which continent does Handa live? Africa.

### 2. Describing words

Look at the *Animal Pictures* and at the list of *Akeyo's Animal Descriptions*.

- Read each descriptive phrase aloud.
- Suggest other good describing words you could use for each of the animals. What words could you use for the spoonbills and the chicks?

### 3. Plan a new version of *Handa's Hen*

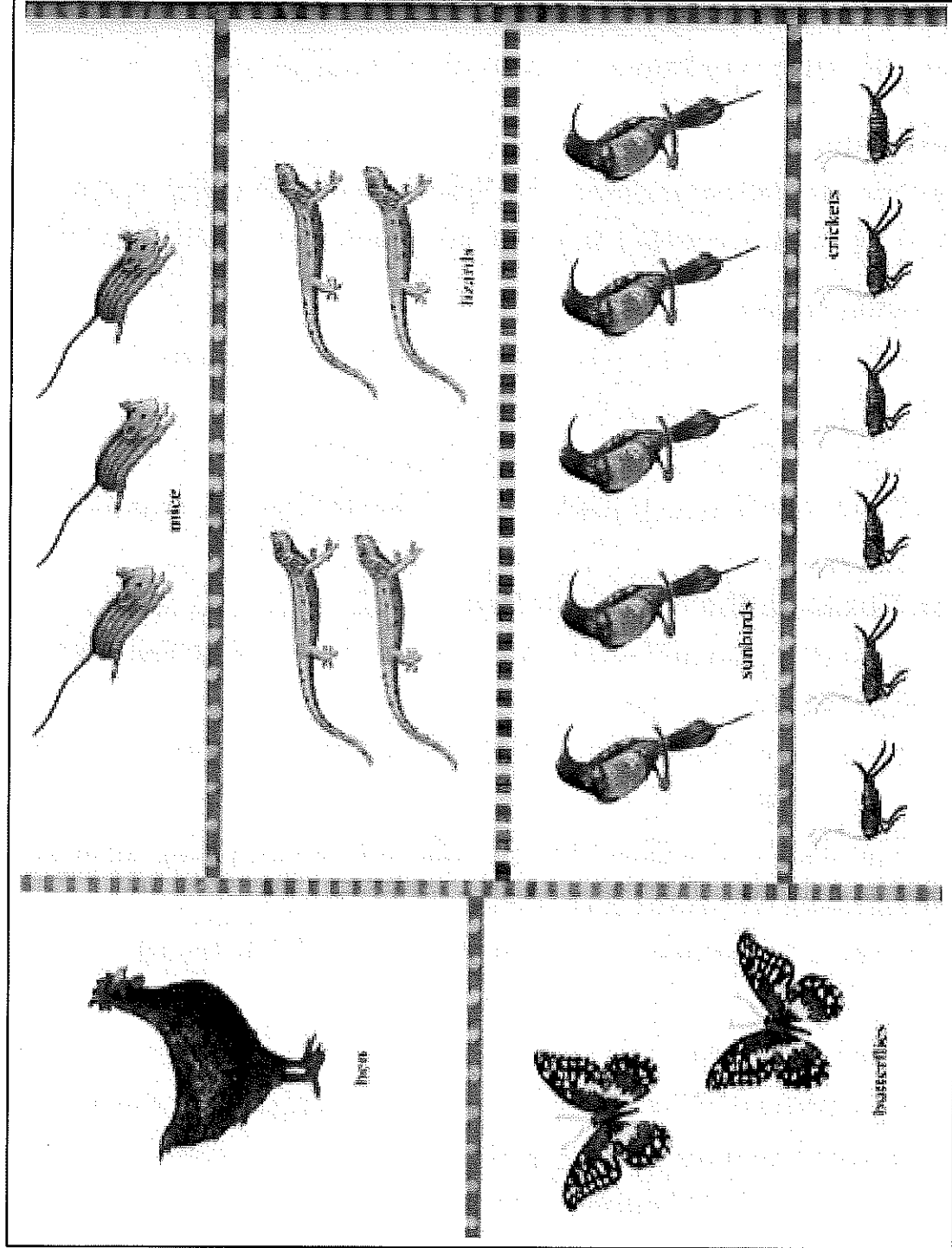
You are going to plan and write a new version of *Handa's Hen*. Today you will plan your story.

- Use the *Story Planner* and look at the pictures of *Handa and Akeyo's African Animals*.
- Keep filling in the *Story Planner* with your ideas, giving really good describing words for each animal.
- Decide where Handa's missing animal was finally found.

### Now try this Fun-Time Extra

- Play a game of *Describing I Spy* with the picture from the book.
- List some animals you know. Find out what their offspring are called – cats/kittens, dogs/puppies etc.

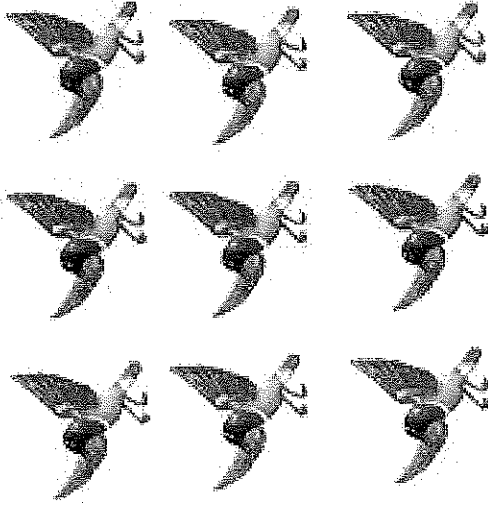
## Animal Pictures



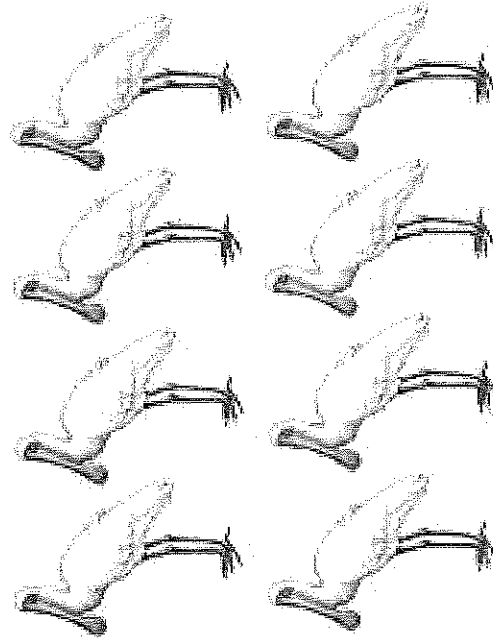




baby bullfrogs



starlings



spoonbills



chicks

## Akeyo's Animal Descriptions

Akeyo's descriptive phrases	Other words you could use to describe the animals
fluttery butterflies	butterflies
stripy mice	mice
little lizards	lizards
beautiful sunbirds	sunbirds
jumpy crickets	crickets
baby bullfrogs	bullfrogs
shiny starlings	starlings
	spoonbills
	chicks

## How to use the story planner

- Carefully read the *Story Planner* and begin by deciding what missing pet Handa will search for. *A mouse, a hamster, a cat*, etc. Fill in the box, using describing words for the pet: *a stripy grey cat*.
- Now look at the pictures of *Handa and Akeyo's African Animals*. Read each animal's name and choose four different creatures that Handa will accidentally find as she searches for her lost pet.
- Keep filling in the *Story Planner* with your ideas, giving really good describing words for each animal you choose: *tall spotty giraffes, huge fierce lions*, etc.




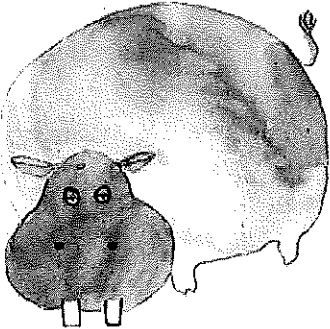
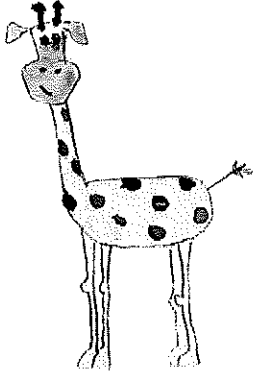
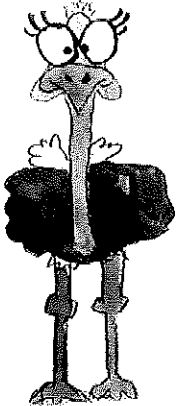

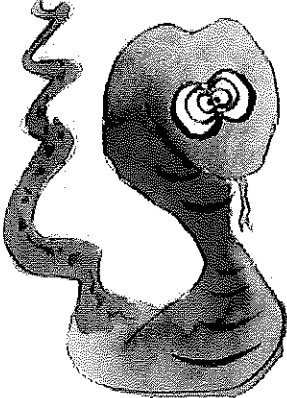


- Decide where Handa's missing animal was finally found (*under a tall tree*)... and what little things she found with it!

## Story Planner

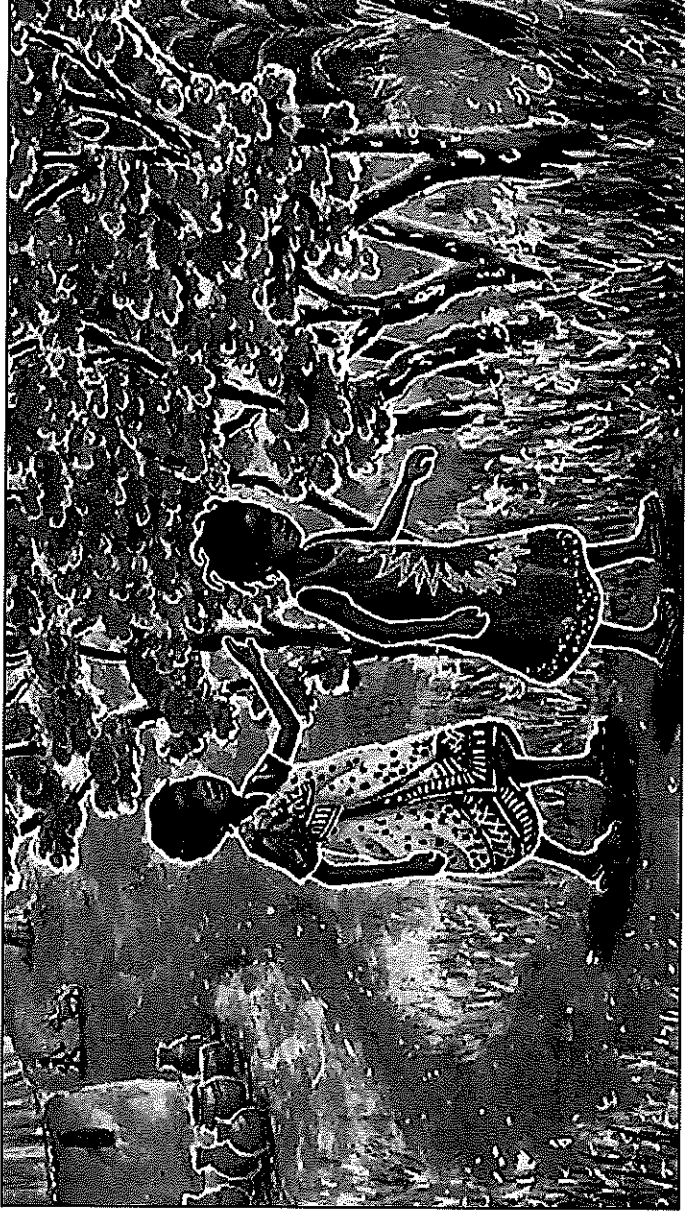
Handa's \_\_\_\_\_

<b>What pet did Handa lose?</b>	
<b>Which animals did Handa see as she went looking for her pet?</b>	one
	two
	three
	four
<b>Where did Handa find her lost pet?</b>	
<b>What did Handa find with her lost pet!?</b>	five

## Handa and Akeyo's African Animals

<p>rhinocerus</p> 	<p>hippopotamus</p> 	<p>giraffe</p> 
<p>ostrich</p> 	<p>crocodile</p> 	<p>snake</p> 
<p>zebra</p> 	<p>lion</p> 	<p>If you prefer, choose some different animals of your own.</p>

## Describing I Spy



*What can you see in the picture?*

## Animals and their Young

Animal	What their young ones are called
<i>cat</i>	<i>kitten</i>

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## What to do today

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**You need the plan produced in yesterday's lesson for today's writing**

### 1. Story time

Go back to <https://www.youtube.com/watch?v=-9FZqX1CBqE> and listen to *Handa's Hen* for the last time.

- How many stars out of five would you give the story? Use the word *because* to explain why you give the book that many stars.

### 2. Answering questions

Look at the set of *Questions about Handa's Hen*

- Read and respond to each question in turn.

### 3. Writing time

Make your own *Mini Story Book* and write the new version of Handa's story that you planned yesterday.

- Turn the first row on your *Planner* into a full sentence: *Handa had lost her pet... cat*. Continue with the next line: *When she went looking for her cat she saw one...*
- Keep going with the remaining sentences.
- Use your best handwriting and word spacing. Be sure to spell your number words correctly.
- Make sure you use capital letters and full stops for all your sentences.

### Now try these Fun-Time Extras

- Decorate the pages of your book with pictures.
- Read your finished story aloud to your family.

### Questions about Handa's Hen

1. Circle the word that best describes the place where Handa lives.

*a city*

*a town*

*a village*

2. Circle the word you think is incorrect in this sentence.

*Handa lives with her aunt.*

3. Who is Akeyo? Circle the correct answer.

*Handa's sister*

*A friend of Handa's Grandma*

*Handa's best friend*

4. Write a sentence saying how Handa feels when she discovers that Mondy is missing.

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5. Write a sentence saying how Handa and Akeyo feel when they find Mondy and her chicks.

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6. What do you think might happen next to Handa and Akeyo?

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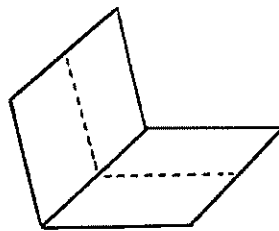
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## Mini Story Books Instructions

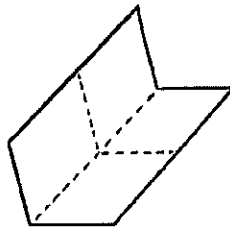
1. Fold a sheet of paper in half lengthways and then unfold it.



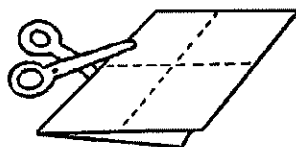
2. Fold the same sheet of paper in half widthways and leave it folded.



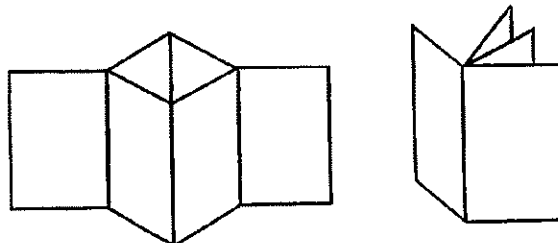
3. Fold it in half again in the same direction and then unfold the last fold.



4. Cut along the centre crease until you reach the middle of the piece of paper.



5. Unfold the paper completely. There should be a slit through the middle of the paper. Fold the paper in half lengthways again and then push the two ends inwards towards each other to create a star shape with four arms.



6. The four arms are the pages of the book. Fold all of the arms around to face the same direction and the book is complete.



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### 1. Story time

Read the suggestions on *Reading Strategies* to remind yourself of the things to try when reading new or tricky words.

- Now read and enjoy *The Mouse, The Frog and The Little Red Hen*.
- Which words were tricky to read? Re-read these words and write them out on paper.

### 2. Describing characters

Look at the set of *Story Character Describing Words*.

- Carefully read each word or phrase. Copy each word under the name of the animal(s) that the description goes with – Hen, or Mouse/Frog?
- Add any other good words you can think of to describe the animals.

### 3. Writing time

Think carefully about all the hard-working things that Hen does in the story.

- On *Busy...*, draw Hen doing one of these hard-working things.
- In the box beneath, write several full, punctuated sentences.
- Use the word *and* to join together two things in one sentence.
- On *...Lazy!* do the same thing for Mouse and Frog and what they do when Hen is working so hard.

### Now try this Fun-Time Extra

- On *I'm Here to Help!*, make a list of all the things you think you could do to be kind and helpful.
- Ask Mum and Dad and see if you can do some of those things today!

## Reading Strategies

When you come across a word you don't know, use these strategies to help you read it.

**Slowly sound out and blend the letters**

*c a t e r p i l l a r*

**Break longer words up into syllables**

*ca – ter – pill – ar*

**Look for smaller words you know that are hidden inside the bigger word**

*caterpillar*

**Think if the word makes sense**

*A caterpillar is a kind of animal. Yes! It makes sense in a story about animals.*

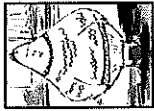
**Look at the pictures to see if they can help you**



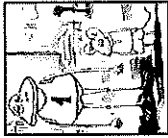
Story Character Describing Words

lazy	greedy	busy	kind	naughty
helpful	selfish	mean	thoughtful	
	rude	hard-working		

Hen



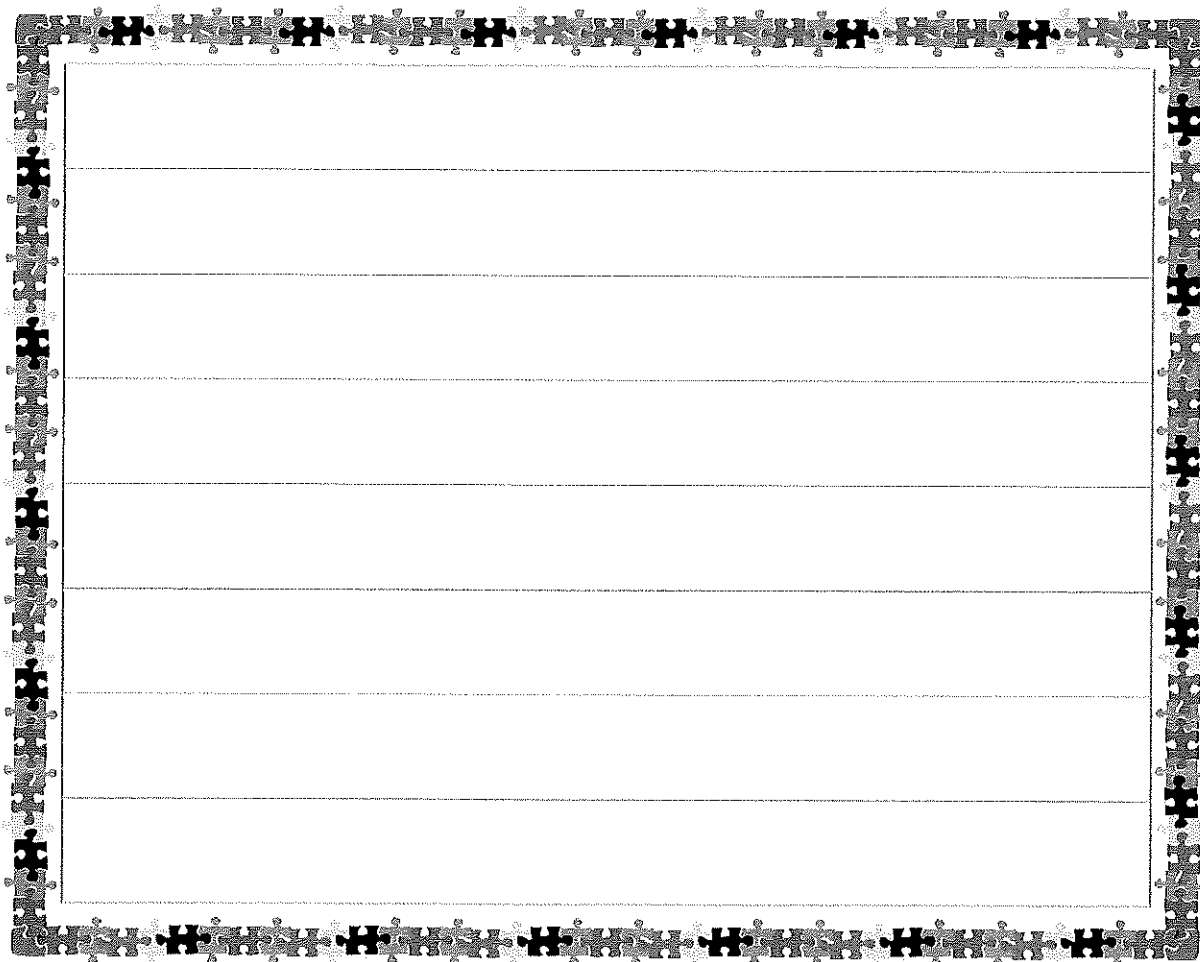
Frog and Mouse



## Busy

Draw hen doing one of those hard-working things ...

- Write several full, punctuated sentences explaining some of the things Hen does in the story
- Use the word *and* to join together two things in one sentence. Hen bakes a lovely loaf of bread and does all the cleaning in the house. She...

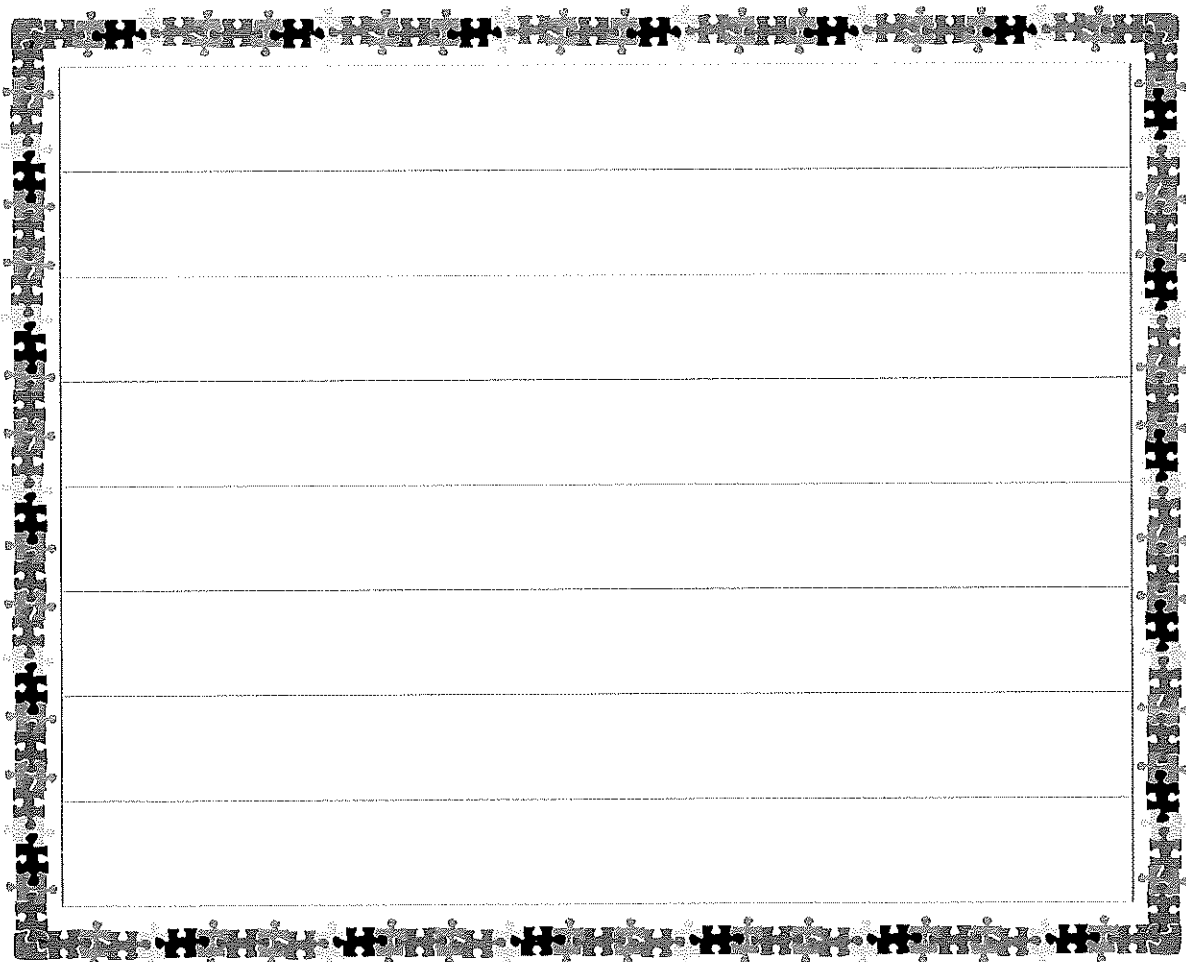




## ... and Lazy!

Draw Mouse or Frog doing something in the story

- Write several full, punctuated sentences explaining some of the things Mouse and Frog do in the story
- Use the word *and* to join together two things in one sentence.



## I'm Here to Help!

A large rectangular area with a decorative border of puzzle pieces. The interior is divided into ten horizontal rows by dashed lines, providing space for writing.

## What to do today

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### 1. Story time

Re-read the story, *The Mouse, The Frog and The Little Red Hen*.

### 2. Question Words and Question Marks

Look at the set of *Question Words*.

- Read each word aloud. What do you notice about the letter *h* in the words *where, when, what, why, who* and *which*? The *h* is a silent letter – we don't sound it out when we say the words.
- On *Spelling Question Words*, write each word out using a 'look, cover, write, check' method. If you get a word wrong, try again until you can spell it correctly.
- Rehearse forming question marks.

### 3. Writing Questions

On *Little Red Hen Questions*, write a question from Hen, Frog or Mouse starting with the word *when*. *When will Frog and Mouse help me?* or, *When is the bread going to be ready to eat?*

- Do the same thing for each of the other question words.
- Don't forget to end your sentences with a neat question mark.
- You could write replies... *Probably never!*; *In about 10 minutes*.
- Decorate your page with pictures.

### Now try this Fun-Time Extra

- Does the Hen's bread sound tasty? On *Four Favourite Foods*, draw four things you really like to eat.
- Write a question to go with each one. *How would you like to try some cheese on toast? What do you think of peas?*

## Question Words

*Questions often begin with one of these words...*

<b>Who</b>	<b>What</b>	<b>When</b>
<b>Where</b>	<b>Why</b>	<b>Which</b>
<b>How</b>		

[illegible]

?

## Little Red Hen Questions



A large rectangular area with a decorative border of puzzle pieces. Inside the border are eight horizontal lines for writing.

Can you write some answers as well?

[illegible]





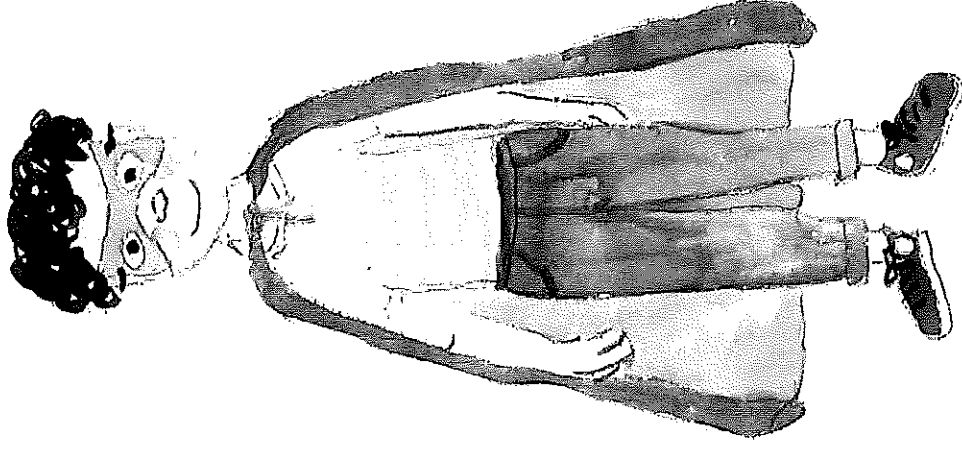


# Superheroes - All sorts

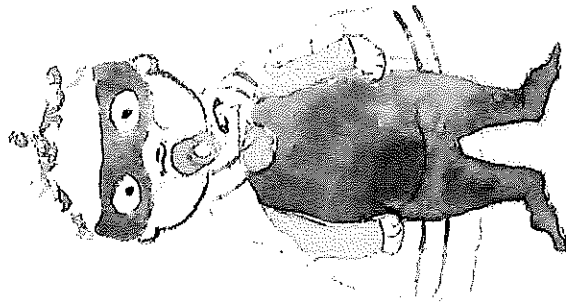
Story by Ruth Merttens  
Illustrated by Anne Holm Petersen



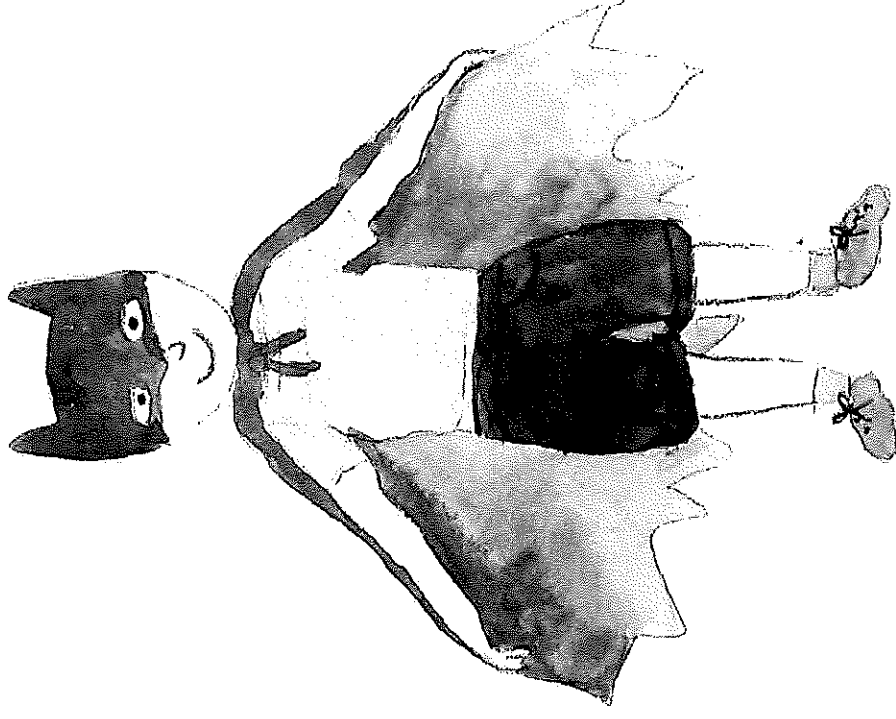
Superheroes come in all shapes  
and sizes....



There are big superheroes...



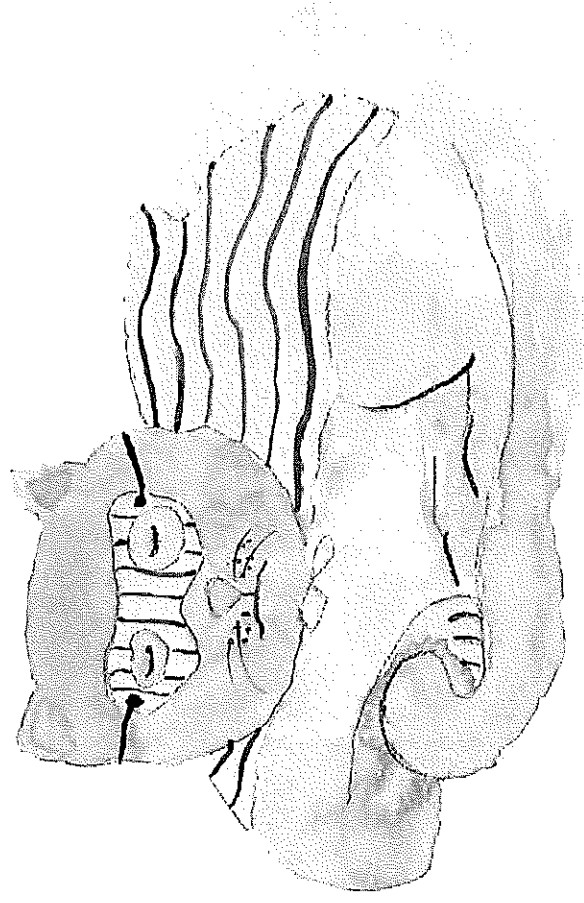
... and small superheroes.



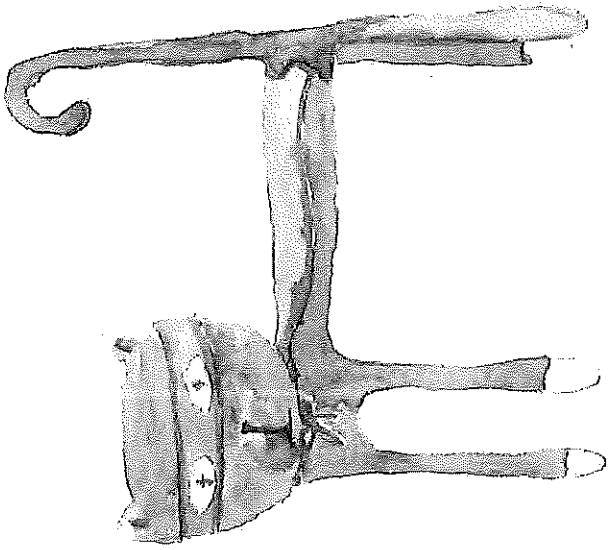
There are boy superheroes....



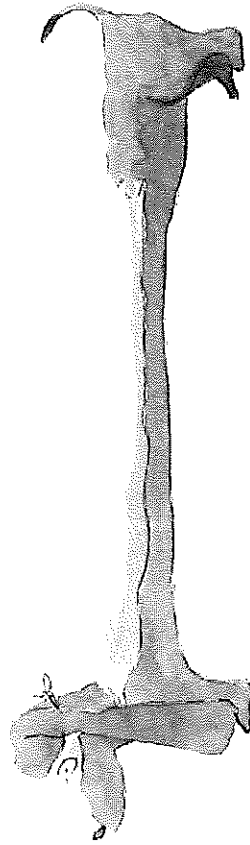
...and girl superheroes.



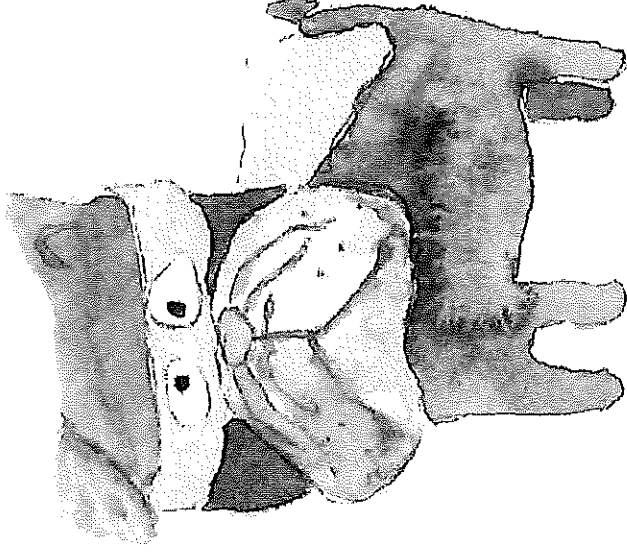
There are fat superheroes....



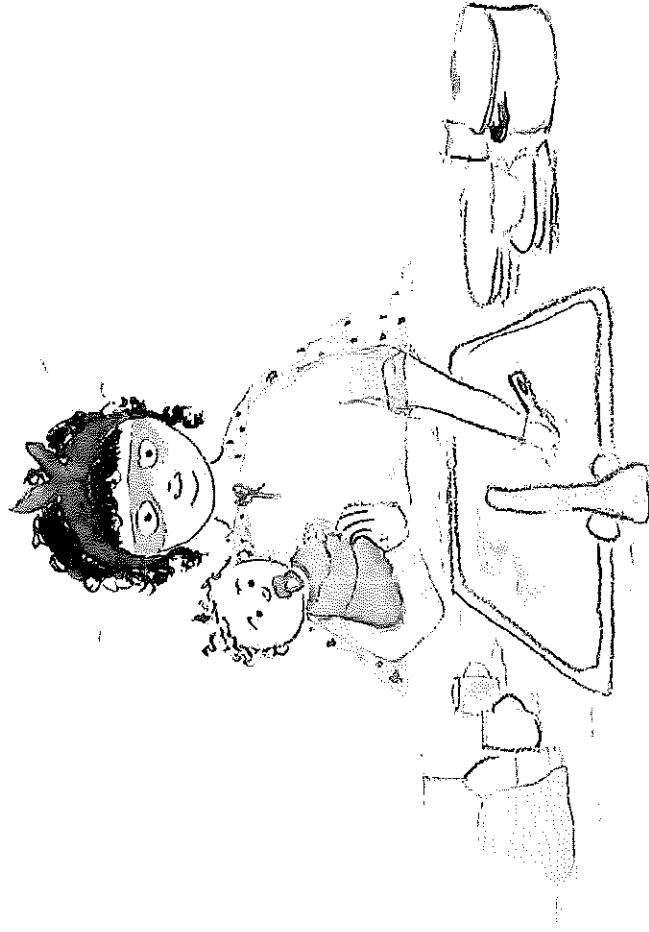
... and skinny superheroes.



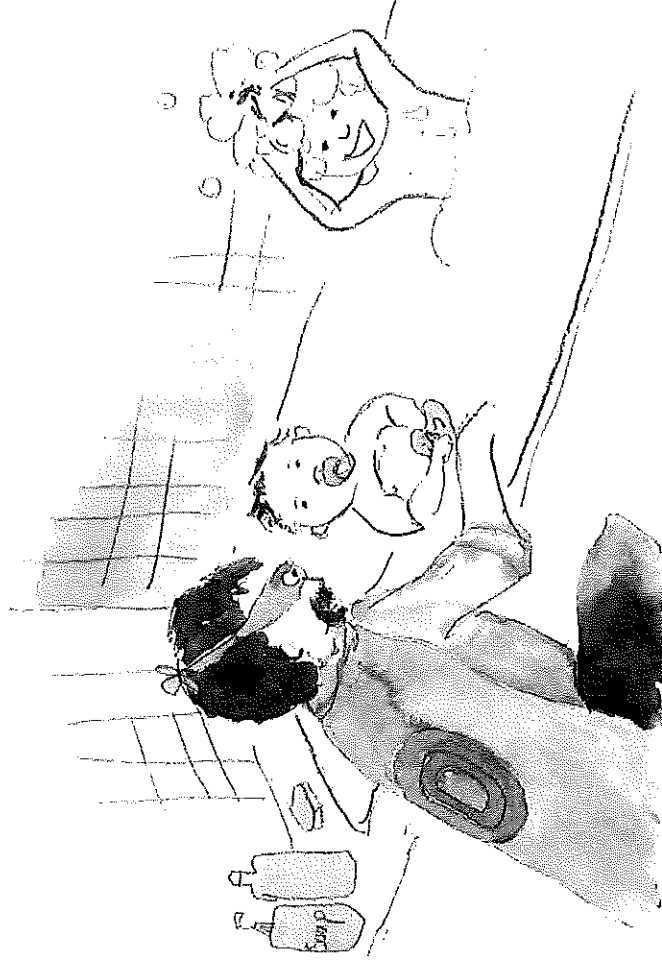
There are long superheroes....



... and short superheroes.



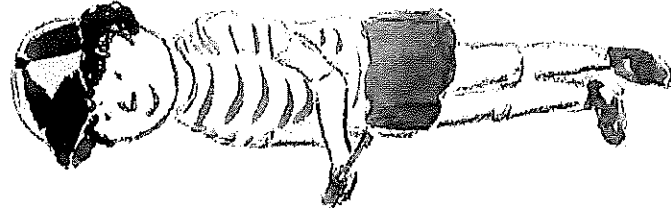
There are mummy superheroes....



... and daddy superheroes.



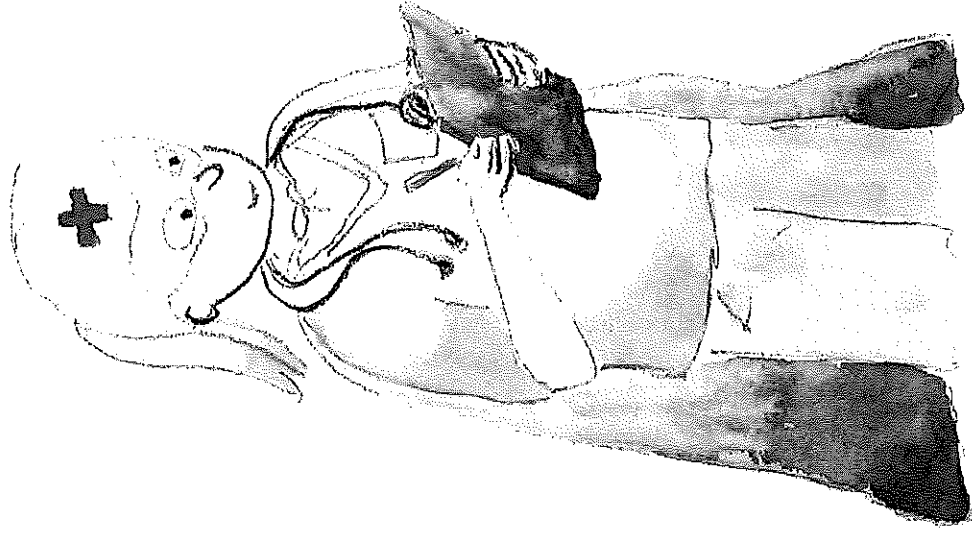
There are nana superheroes....



... and granddad superheroes.



There are teacher superheroes...

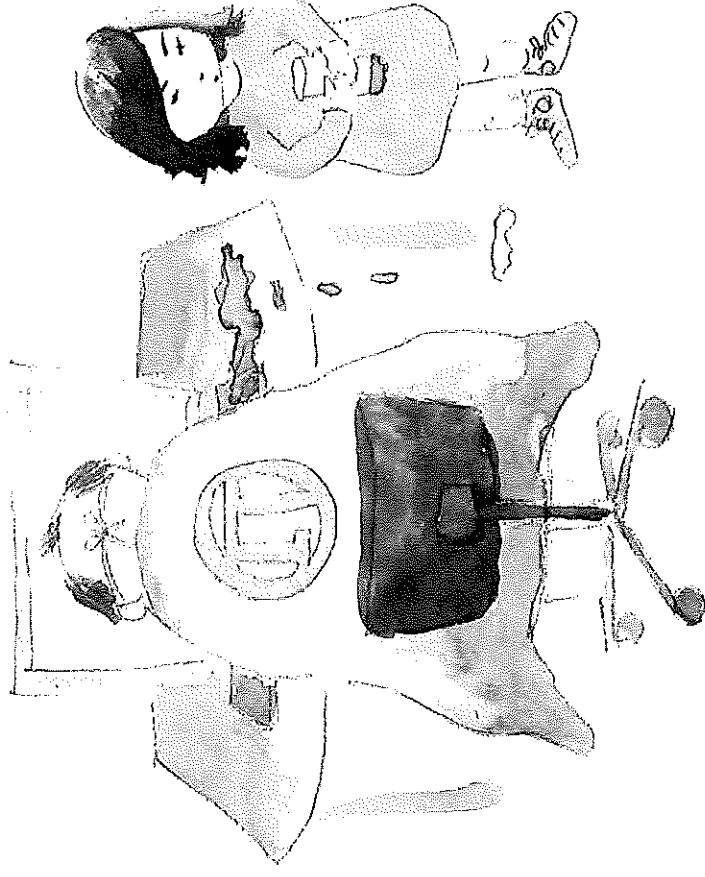


... and nurse superheroes.





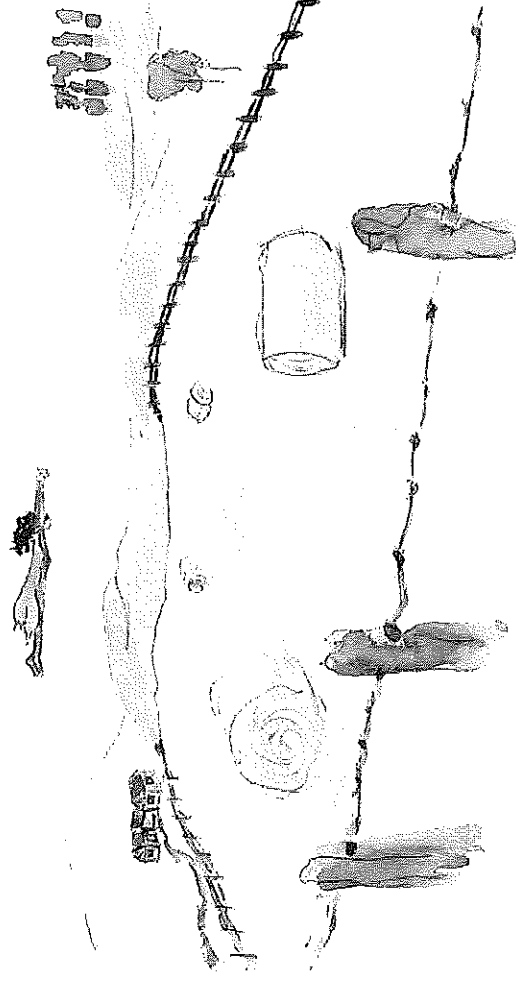
There are plumber superheroes...



... and computer superheroes.



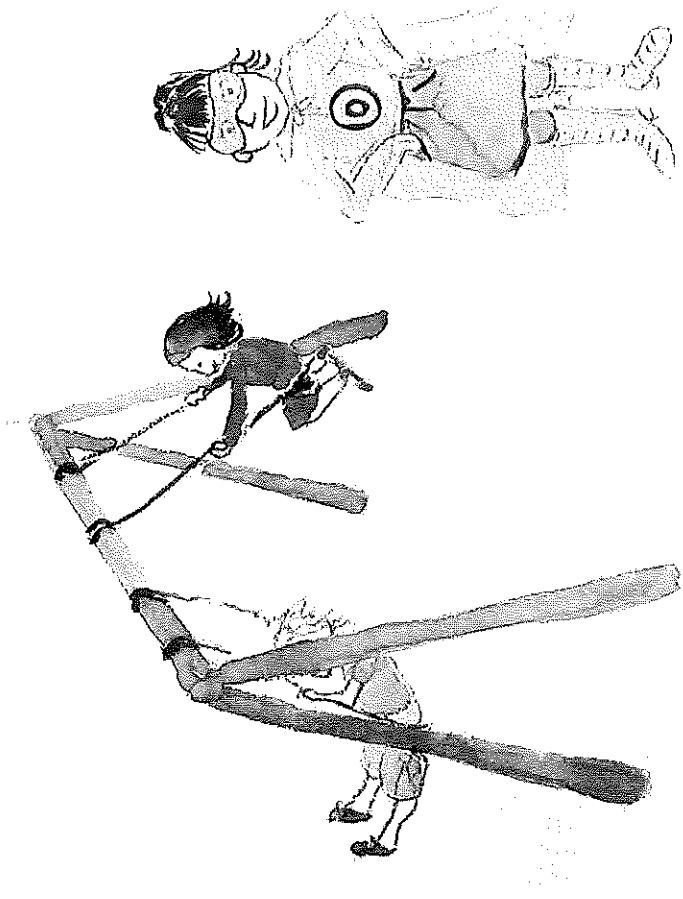
There are town superheroes....



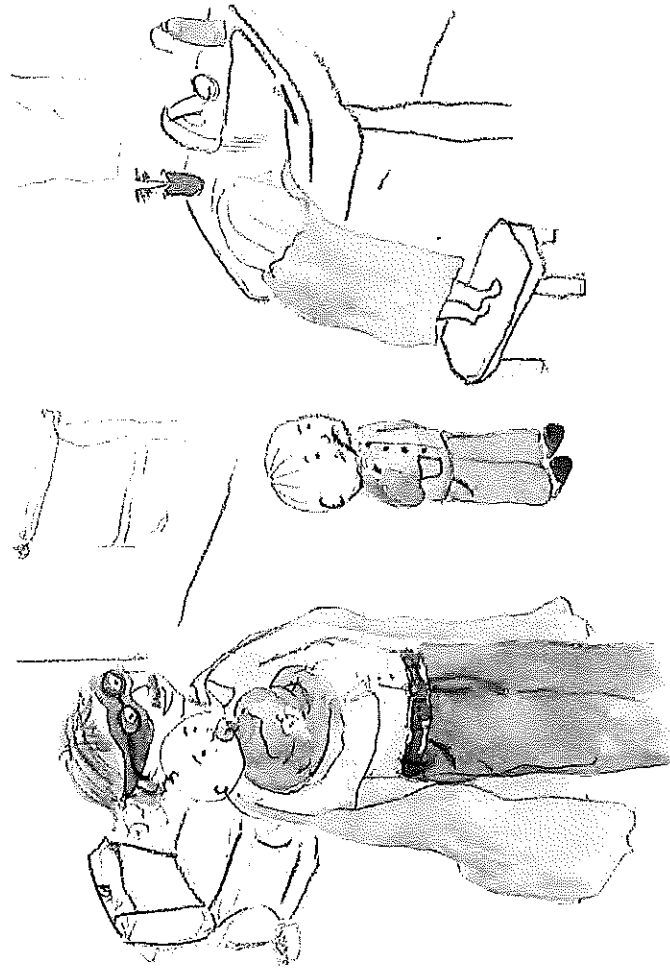
... and country superheroes.



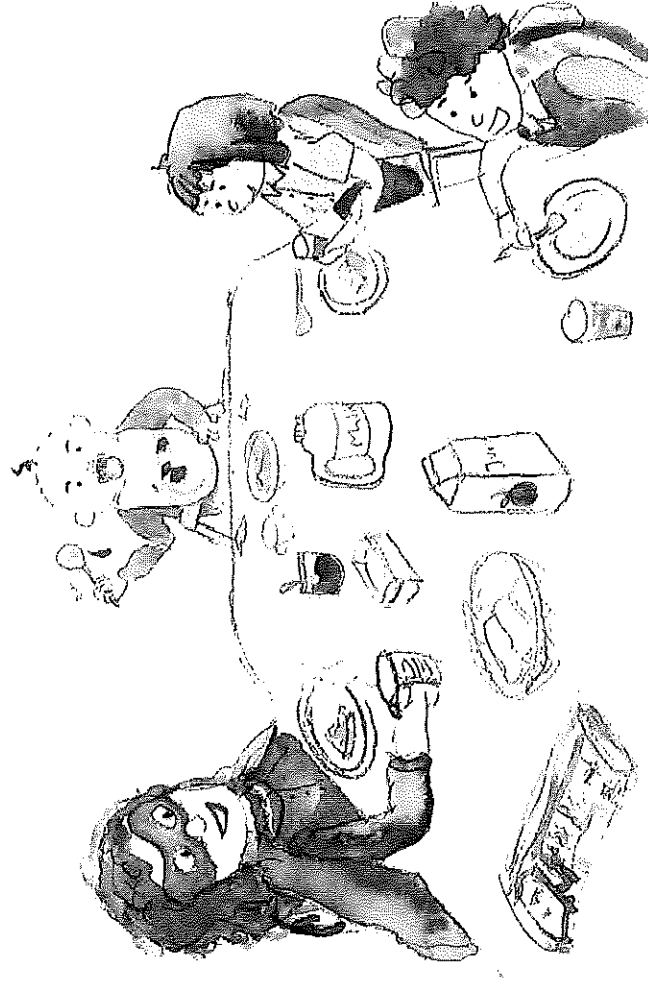
There are superheroes at the beach....



... and superheroes at the park.



There are even bedtime  
superheroes....



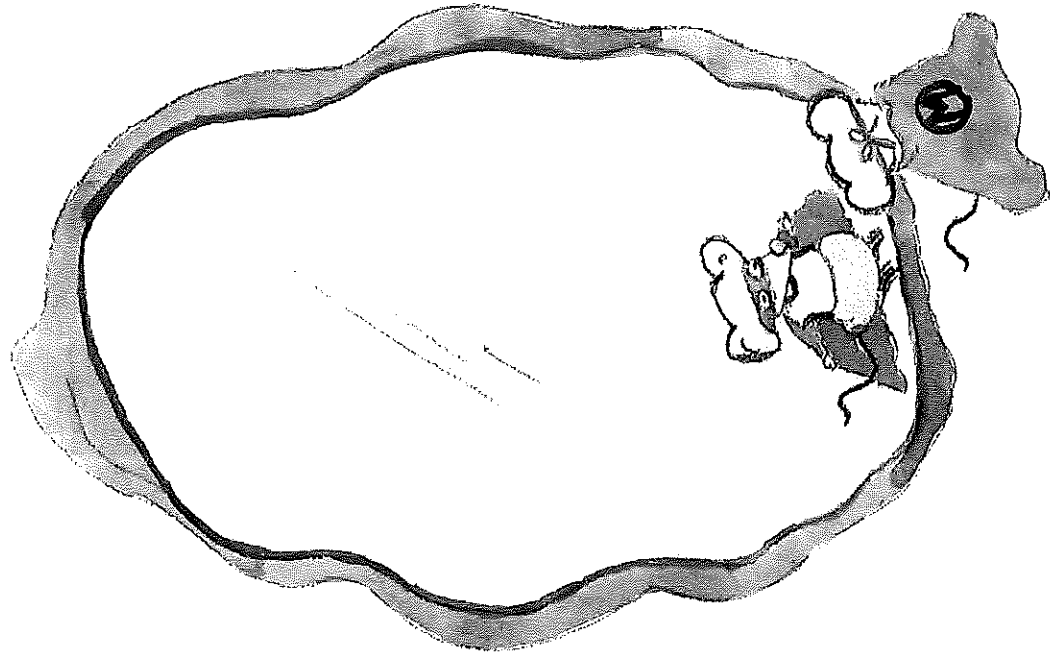
... and morning superheroes.



There are night-time  
superheroes....

BUT

BUT  
Do you know what?



YOU are the best superhero of  
all!

Sounds and letters
/c/ as c, /t/ as t, /a/ as a
/d/ as d, /g/ as g, /o/ as o
/m/ as m, /n/ as n
/i/ as i, /s/ as s and ss
/u/ as u, /r/ as r
/h/ as h, /l/ as l and ll
/e/ as e, /b/ as b
/f/ as f and ff, /sh/ as sh
/p/ as p, /c/ as k and ck
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)
/ee/ as ee, ea, e
/w/ as w and wh*, /ch/ as ch
/th/ as th, /ng/ as ng
/tthh/ as th, /v/ as v and ve
/oo/ as oo, u and oul
/j/ as j, /ar/ as ar and a*
/ou/ as ou, ow and ough
/or/ as or, ore, aw and a
/ay/ as ay, a-e, ai
/ie/ as y, ie, i-e, i and igh
/cw/ as qu/, /cs/ as x, /y/ as y
/oa/ as ow, o, oa, oe and o-e
/ooh/ as oo, ew, o
/z/ as z, zz and s, /g/ as, gu and gh
/er/ as er, ur, ir, ear and or
/s/ as c, se and ce
/j/ as g, ge and dge
/l/ as le + tt, gg, bb
/ue/ as ew, u-e and u
/ch/ as tch, /oy/ as oi, oy

## Code-Breakers

Extended Texts ~ Book 3

Hamilton Trust ~ [www.hamilton-trust.org.uk](http://www.hamilton-trust.org.uk)

Registered Charity no. 1004205.





## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Read the Hamilton Group Reader *Superheroes – All Sorts*.

- The story says that ordinary people can be superheroes every bit as much as people like Batman or Superman.
- Do you know any everyday superheroes? What makes them a hero? (You might like to think of some of the people who have been carrying on their jobs while most of us stay safe at home – NHS workers, Postal workers, Shop workers and so on.)

### 2. Picking a favourite superhero

Think about the famous superheroes you and people in your family know.

- Choose your favourite out of these. You can look at the pictures on *Superhero Suggestions* for more ideas.
- On *My Favourite Superhero Is...*, draw your chosen superhero.
- Carefully write out your superhero's name, making sure you begin it with a capital letter.

### 3. Writing captions

Think of two things you really like about the superhero you have chosen.

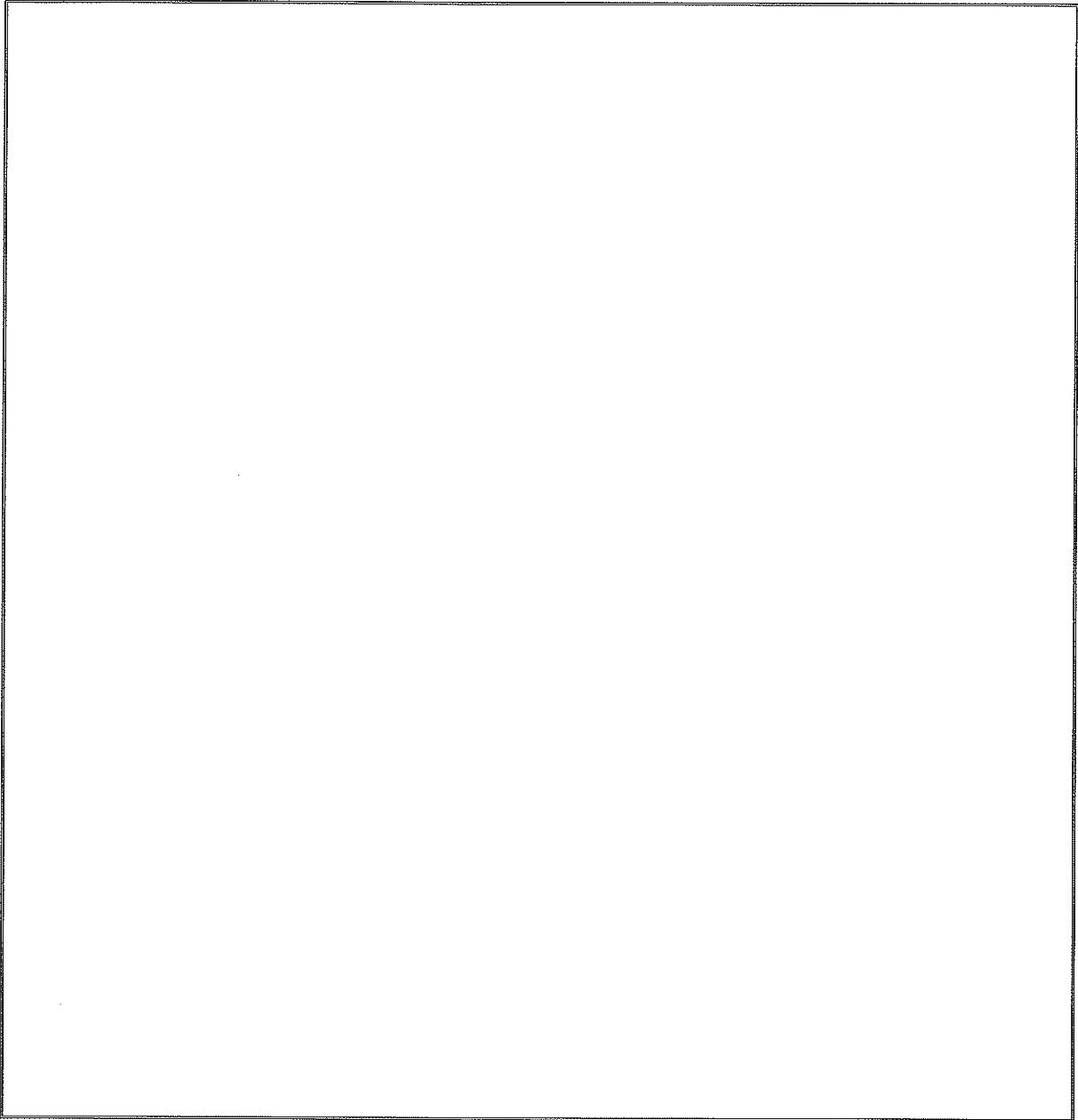
- Underneath your picture write a sentence expressing your thoughts.
- Use the word *and* to join your two ideas. *Batman is really brave and I like his cool utility belt.* You could try using 'but'....
- Use clear word spaces in your sentence.
- Don't forget your capital letter and full stop.

### Now try this Fun-Time Extra

- Have you ever been brave and courageous like a superhero? What did you do? Do a drawing of you being amazing and brave on *When I was a Superhero*. Add a sentence or two describing what you did.

## My Favourite Superhero Is...

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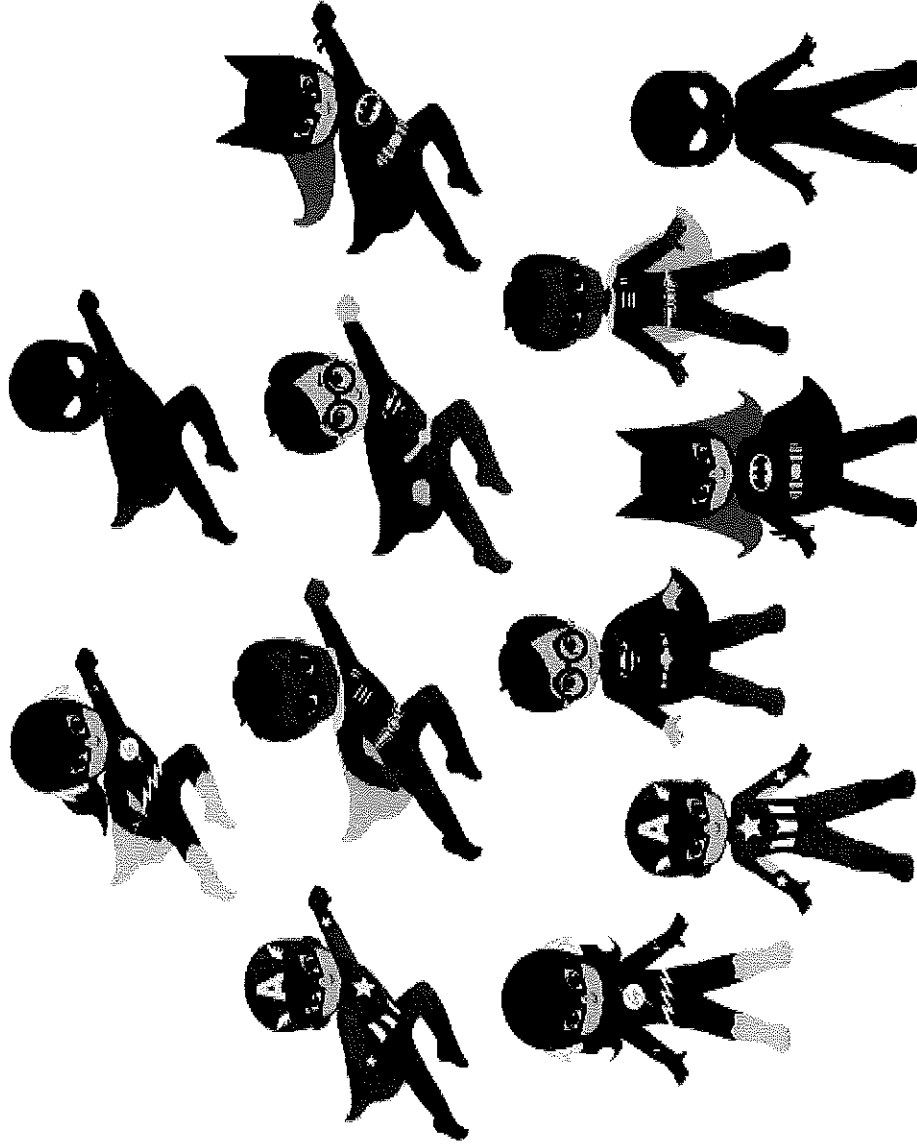
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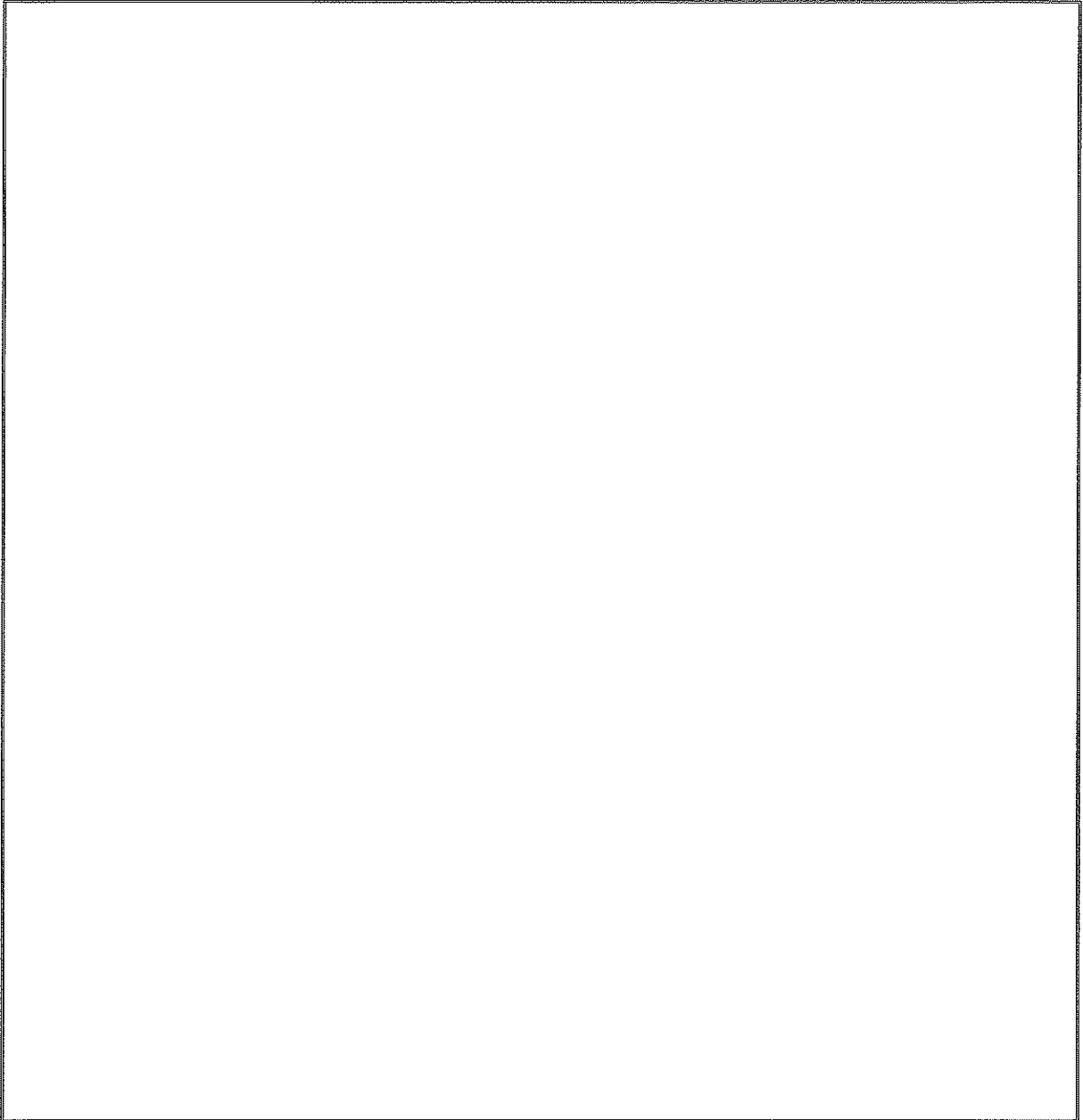
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## Superhero Suggestions



Bottom half, left to right: The Flash, Captain America, Superman, Cat Girl, Robin, Spider Man

## When I was a Superhero



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### 1. Story time

- Re-read *Superheroes – All Sorts*.

### 2. Answering questions about a story

Look at the page of *Seven Super Questions*.

- Read the first question carefully and say what you think the answer is.
- Now go on and answer the rest of the questions.
- Use the *Superhero Reading Strategies* to help you read any words that are new or tricky.
- If *you* are a superhero, write all or some of your answers using your very best handwriting.

### 3. Extending sentences with *because*

Of all the superheroes in *Superheroes – All Sorts*, which do you think is the best?

- On *My All Sorts Top Star*, draw the ‘best’ superhero from the story and write a sentence saying why you have chosen them.
- Use the word *because* to explain your choice. *I think the plumber superhero is the best because he can stop floods and help people.*
- Use *Batman’s Guide to Spelling Because* to help your spelling.
- Set yourself a super challenge: how many sentences about your best superhero from the story can you write?

### Now try this Fun-Time Extra

- Go to <https://www.youtube.com/watch?v=ntuqTuc6HxM> Listen to the song, *Search for the Hero*. Learn the chorus to the song off by heart.

## Seven Super Questions



1. Which superhero in the story wears a red skirt and has yellow legs?

---

2. Which superhero is the opposite of the fat superhero?

---

3. Write two other pairs of opposites used in the story.

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

4. Name two places where we are told that there are superheroes.

\_\_\_\_\_ and \_\_\_\_\_

5. What is a plumber?

---

6. What does it mean when it says that superheroes '*come in all shapes and sizes*'?

---

7. Look at the superhero who is described in the story as 'short'. What sort of 'superheroic' things might the short superhero get up to?

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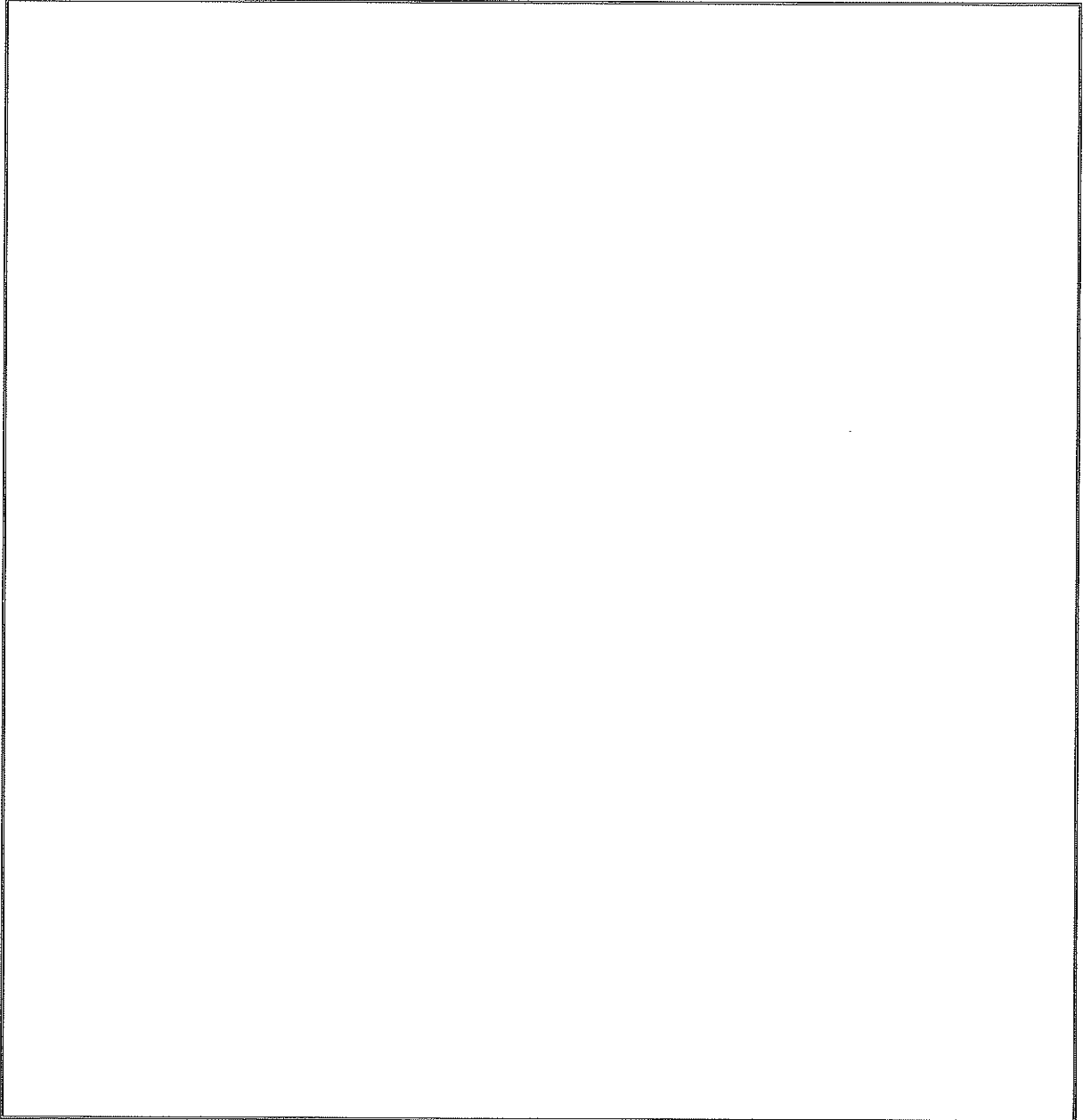
## Superhero Reading Strategies



- Look at the pictures to help.
- Try to sound out the word using the sounds you know.
- Look at the beginning letters.
- Look at the ending of the word.
- Look for a smaller word within the word.
- Skip the word and read through to the end of the sentence.
- Try to have a guess at the word. Does your word make sense in the sentence?
- Use the other words around to get the context of the word.
- Go back and re-read the word and the sentence.
- Look the word up in a dictionary.
- Ask a friend or an adult for help.

## My All Sorts Top Star

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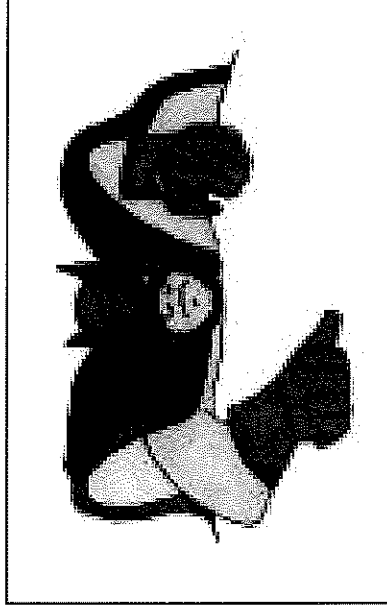
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## Batman's Guide to Spelling Because

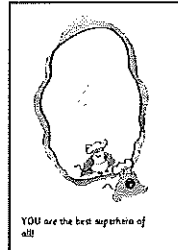


# because

big elephants can always understand small elephants

## Search for the Hero

*by M People*



### *Chorus Lyrics*

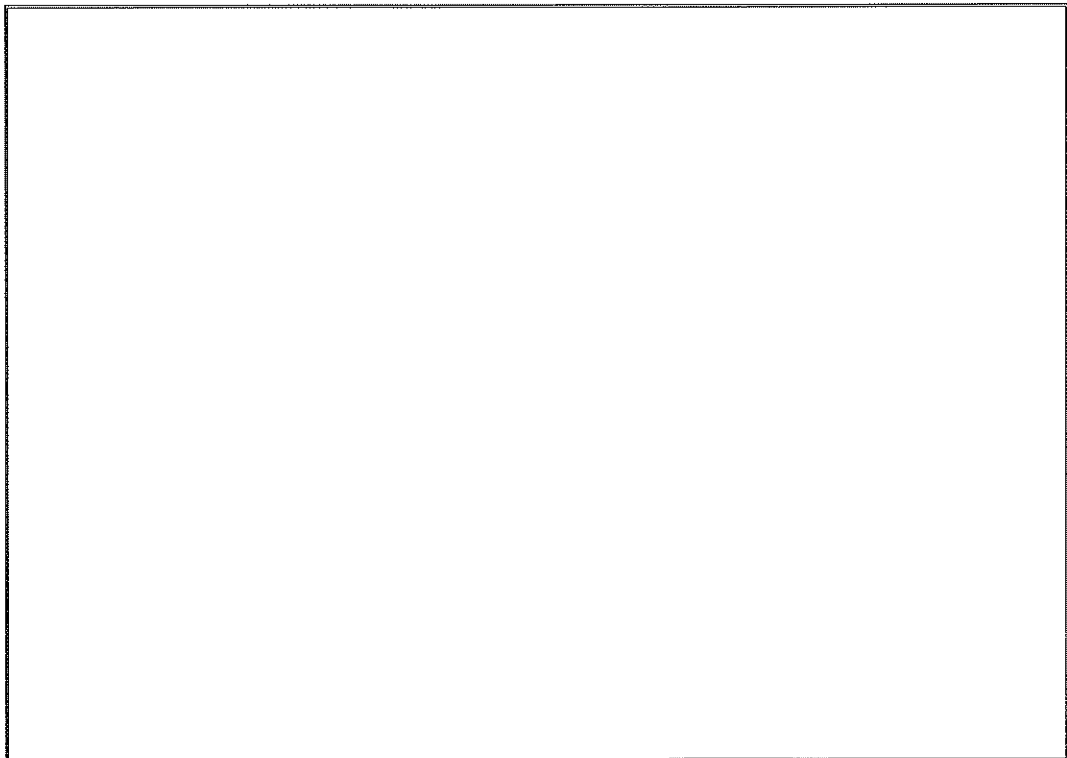
*You've got to search for the hero inside yourself*

*Search for the secrets you hide*

*Search for the hero inside yourself*

*Until you find the key to your life!*

This is a picture of Superhero Me!



## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. It's story time

Go to <https://www.youtube.com/watch?v=WDSeC-mOYaE>.

- Listen to the *Superhero ABC*, written by Bob Macleod.
- Which is your favourite of the superheroes? Why did you like them?

### 2. Spelling 'doing' words

Go back to the pages of the *Superhero ABC* showing Bubble Man and Captain Cloud.

- What does Bubble Man do? He blows bubbles at bullies. We can say his special skill is blowing bubbles.
- What does Captain Cloud do? He calmly catches crooks. We can say he is good at catching crooks.
- Read the information on *How to Spell '-ing' Verbs*. Then complete the exercise *Turning each of these action words into -ing words*.

### 3. Inventing a superhero

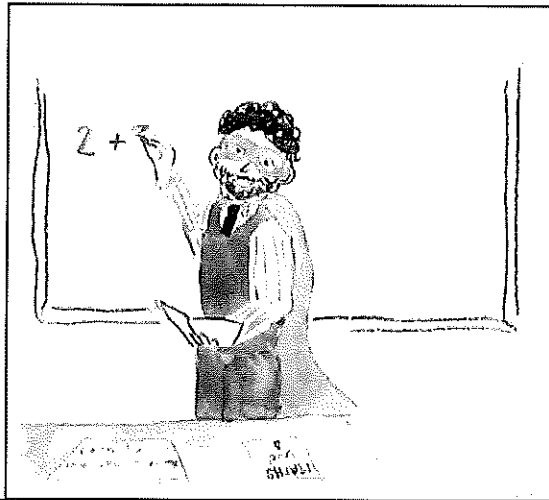
Today, you are going to create your *own* superhero!

- Read *Superhero Suggestions* and look at *Creating my own Superhero*.
- Then carefully fill in all the boxes on your *Superhero ID Form* to capture all your fantastic ideas.

### Now try this Fun-Time Extra

- Draw or paint your superhero. Write their name out carefully underneath.

## How to Spell '-ing' Verbs



For most verbs, if you want to write them in their 'doing' form, you just add *ing*.

catch	catching
jump	jumping
climb	climbing

With verbs that end with a vowel then a consonant you usually double the consonant before you add the *ing*.



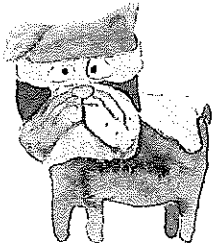


run	running
drop	dropping
hit	hitting

Often with verbs that end in *e* you drop the *e* before you add the *ing*

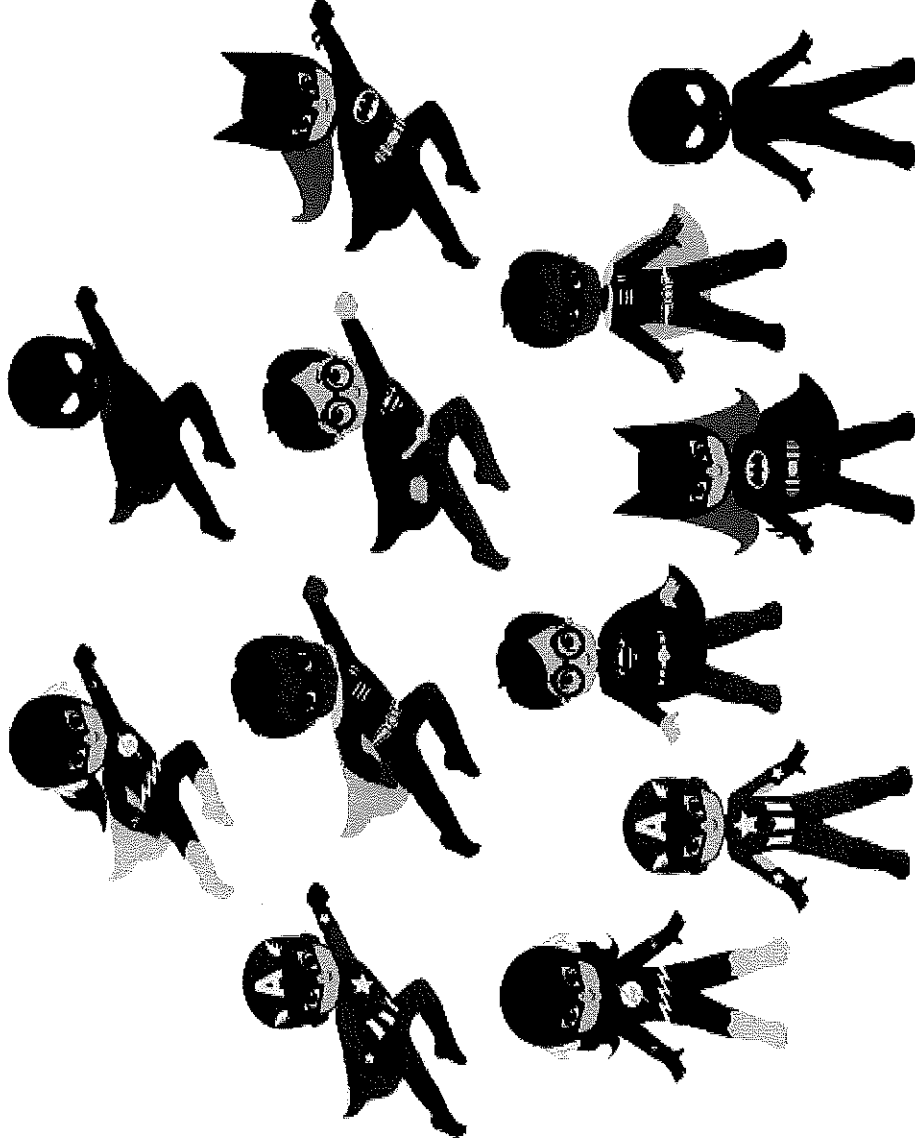
make	making
like	liking

**Turn each of these action words into -ing words**

*The first one is done for you.*

	This superhero flies	His superpower is flying
	This superhero purrs	Her superpower is
	This superhero hides	His superpower is
	This superhero fixes things	His superpower is
	This superhero cries loudly	Her superpower is

## Superhero Suggestions



Bottom half, left to right: The Flash, Captain America, Superman, Cat Girl, Robin, Spider Man

## Creating my own Superhero – here's how!



Today, you are going to create your *own* superhero!

- Your superhero could be like one of those you have seen in the *Superhero ABC*.
- They could be like the famous superheroes from *Superhero Suggestions* or any other superhero you have read about or seen in films, TV programmes or comics.
- Carefully fill in all the boxes on your *Superhero ID Form* to capture all your fantastic ideas.
- Use 'doing' verbs to say what your hero's special powers, skills or abilities are.

# Superhero ID Form

Name:

Costume and tools:

Home or Base:

Origin. How they became a superhero:

Special powers, skills or abilities:



## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Poem time

Go back to <https://www.youtube.com/watch?v=WDSec-mOYaE> and listen again to some of the *Superhero ABC*.

- Look at the page showing the superhero Laughing Lass.
- Who is the enemy she saves the world from?
- Repeat for Mr Quick, Rain Man and Volcano: who are *their* enemies?
- Do you know the names of any other superheroes' special enemies?  
(Lex Luthor for Superman, the Green Goblin for Spider Man, etc.)

### 2. Describing super-villains

Let's revise what we learned yesterday about describing superpowers using -ing words. Use *Thinking about Action Words* to remind yourself.

- Scroll down to the *Super-Villains: The Joker* for Batman's big enemy.
- Read the powerful words used to describe the Joker, his clothes and where he is based.
- Can you suggest some other words to describe him?

### 3. Invent a super-villain

Yesterday you created a superhero. Today you are going to invent their super-villain enemy!


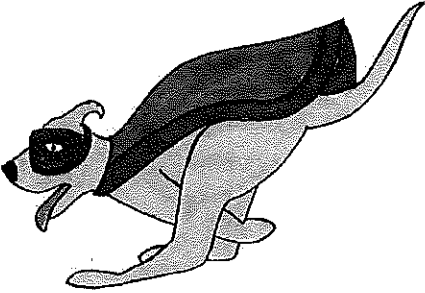
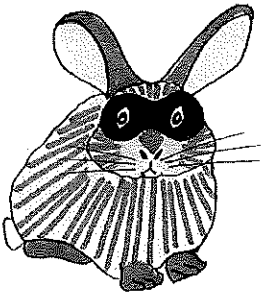
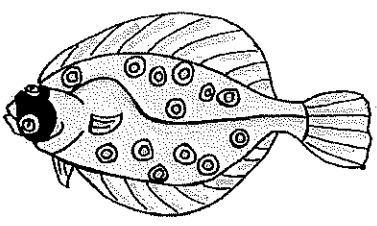
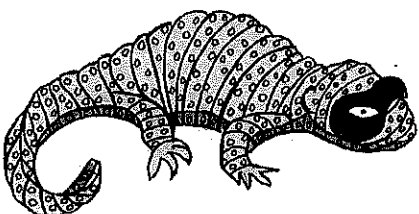
- Use the *Super-Villain ID* form to capture all your good ideas.
- Remember to use really powerful vocabulary to describe them.

### Now try this Fun-Time Extra

- Draw or paint your super-villain.
- Add their name. Make sure you remember the capital letter(s)!

## Thinking about action words

Write an -ing word for each baddie animal superhero

	<p>This baddie superhero climbs.</p> <p>Her superpower is...</p> <p>_____</p>
	<p>This baddie superhero chases.</p> <p>His superpower is...</p> <p>_____</p>
	<p>This baddie superhero spies.</p> <p>Her superpower is...</p> <p>_____</p>
	<p>This baddie superhero swims.</p> <p>Her superpower is...</p> <p>_____</p>
	<p>The superhero creeps.</p> <p>His superpower is...</p> <p>_____</p>

# Super-Villain ID Form

Name:

Costume and equipment:

Home or Base:

Origin. How they became a superhero:

Special powers, skills or abilities:

# Super-Villains

Name:

The Joker

Home or Base:

A dark, creepy lair hidden away under the docks near the old river.

Costume and tools:

Bright white face paint with thick red lipstick.

Loud colourful clothes and big joke shoes.

Laughing gas and itching powder. Loads of terrible jokes!

Origin. How they became a superhero:

The Joker fell into a horrible vat of strong, burning chemicals and his face became like a sad clown's face.

Special powers, skills or abilities:

**Telling** awful jokes to stop people concentrating so he can steal things.

**Spraying** eye-watering laughing gas in people's faces so they can't see what's happening.

**Putting** dreadful itching powder in their clothes to make them scratch.

## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Go to <https://www.youtube.com/watch?v=WDSec-mOYaE> and re-watch *Superhero ABC* for the last time.

- What letter does the Zinger start with? In America, where this book comes from, they call a zed a zee!

### 2. Reading dialogue

Go back to the page in *Superhero ABC* that features 'Upside Down Man'.

- In a comic, how can you tell when someone is speaking and what they are saying? *They use speech bubbles.*
- What does the little boy say about Upside Down Man? What does the dog say?!

### 3. Writing dialogue

Today, you are going to write a conversation between your invented superhero and your invented super-villain.

- Use *Superhero and Villain Dialogue* and plan your dialogue.
- Carefully write your sentences. Write the villain's words in the first *speech bubble* and the superhero's words in the second.

### Now try these Fun-Time Extras

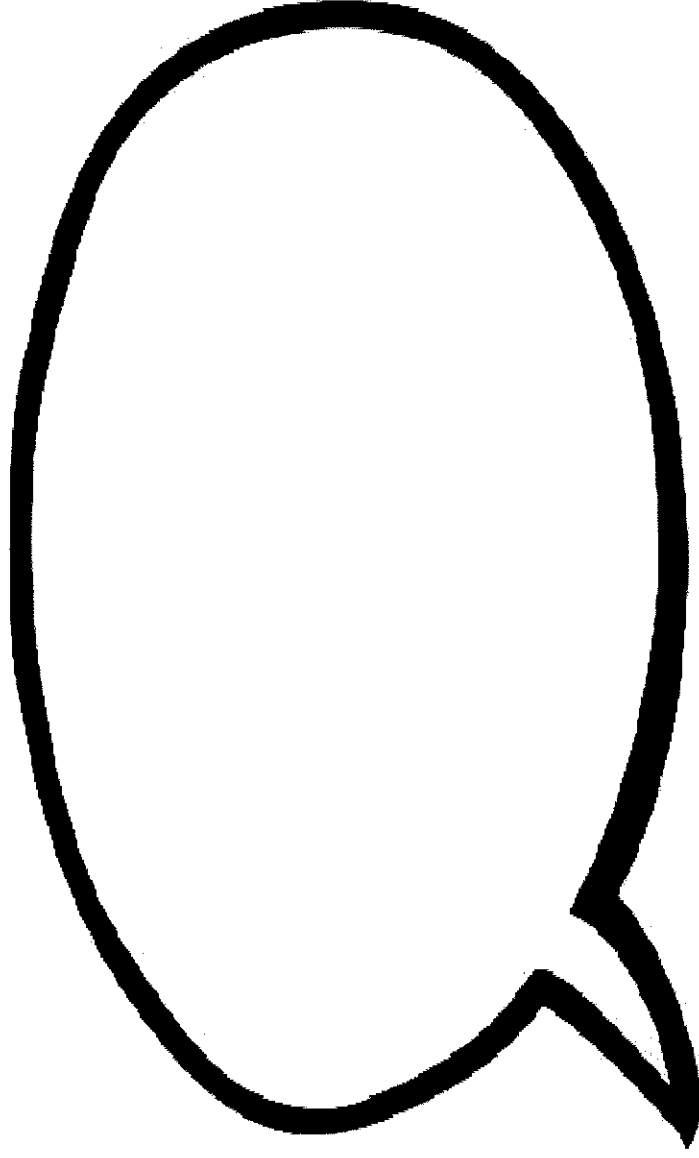
- Cut out your speech bubbles and glue them above your superhero and super-villain pictures.
- Write a story in a *Mini-Book* about a contest between your superhero and super-villain. Add drawings to your story.

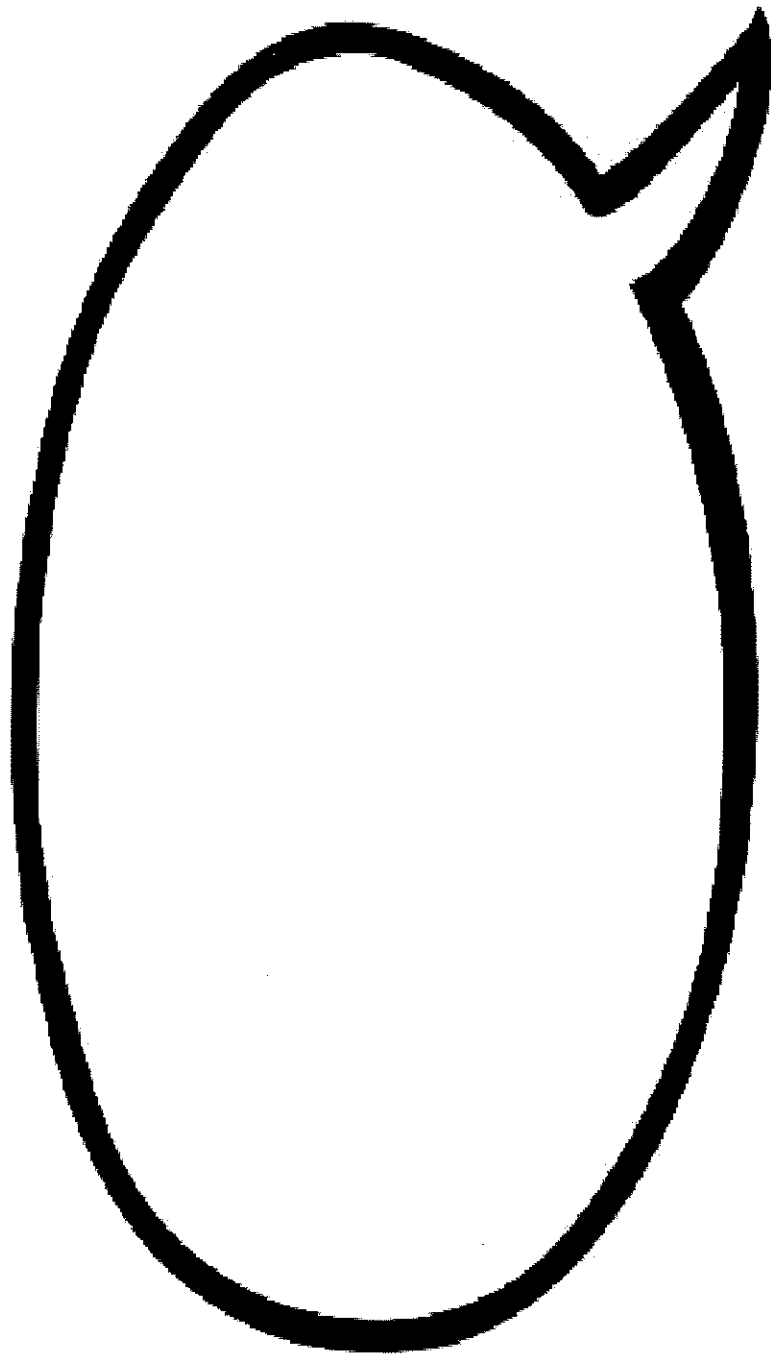
## Superhero and Villain Dialogue



Today, you are going to write a conversation between your invented superhero and your invented super-villain.

- What could your superhero say? *I've got you! You'll never succeed while I am around!*
- Carefully write your sentence in a *speech bubble*.
- Now do the same thing for your super-villain. *Bah! Foiled again by a pesky superhero and their clever tricks.*
- Remember to use good word spaces and capital letters. You might want to use an exclamation mark instead of a full stop!

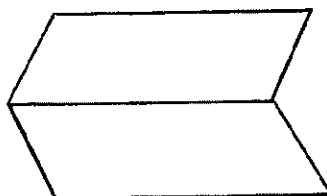




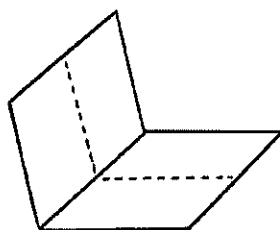


## How to Make a Mini Book

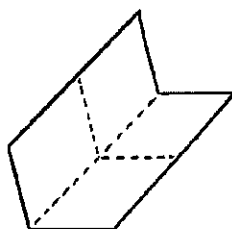
1. Fold a sheet of paper in half lengthways and then unfold it.



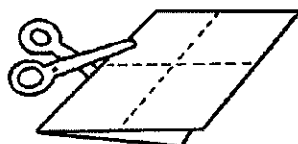
2. Fold the same sheet of paper in half widthways and leave it folded.



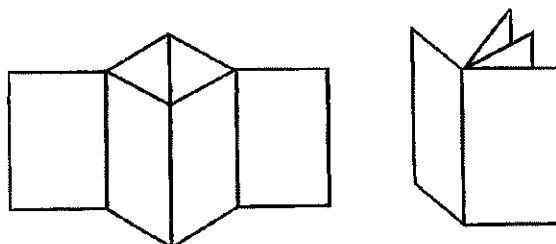
3. Fold it in half again in the same direction and then unfold the last fold.



4. Cut along the centre crease until you reach the middle of the piece of paper.



5. Unfold the paper completely. There should be a slit through the middle of the paper. Fold the paper in half lengthways again and then push the two ends inwards towards each other to create a star shape with four arms.



The four arms are the pages of the book. Fold all of the arms around to face the same direction and the book is complete.



## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Read the poem *My Mother is a Superhero* by Pie Corbett.

- Talk about any words you don't understand.
- Can you suggest other words for these that mean the same thing?

### 2. Answer questions about what you've read

Look at the set of *My Mother is a Superhero Questions*.

- Carefully read each question in turn and give your answers.
- Take the first of today's Superhero Challenges and write your answers out in your best handwriting in the spaces provided.

### 3. Write a poem similar to one you have read

Decide who in your family is a bit of a superhero!

- Follow the instructions to write your very own Superhero poem.
- Use the *poem paper* provided.
- Take the Superhero Challenge: can you write the same number of lines as in Pie Corbett's poem? Well done if you can!

### Now try this Fun-Time Extra

- On *My superhero's costume would be...*, design a costume for your family superhero.
- Write some sentences about it: *It has a mask so that they can...*

## My Mother is a Superhero!



My mother is a superhero because she can –  
clean a house at the snap of her fingers,  
fly to the moon and back in the blink of an eye,  
extinguish a fire with her icy breath,  
see into the mind of a robber,  
foretell any disaster,  
avoid a collision with the power of thought,  
turn back the snow and warm up icy paths,  
rescue a drowning man without a second thought,  
create joy where gloom has taken grip  
and even halt a war before it has begun,  
all without moving from the sofa.

*Pie Corbett*

## My Mother is a Superhero Questions



When the poem says that the mum can clean the house *at the snap of her fingers*, does that mean she can do it very quickly or very slowly?

---

What can the mum do with her *icy breath*?

---

What sort of *disaster* in the house do you think the mum could **foretell**?  
(Foretell means knowing it was going to happen before it actually did.)

---

If you could see into the *mind of a robber* what sort of thing might they be thinking of?

---

Suggest another word that means the same thing as:

*rescue* \_\_\_\_\_

*halt* \_\_\_\_\_

Which of all the mum's superpowers sounds the best? Why do you think that?

---

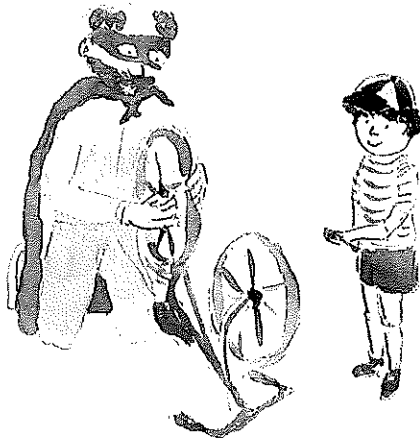
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My \_\_\_\_\_ is a Superhero!

**Follow these instructions to write your very own Superhero poem**

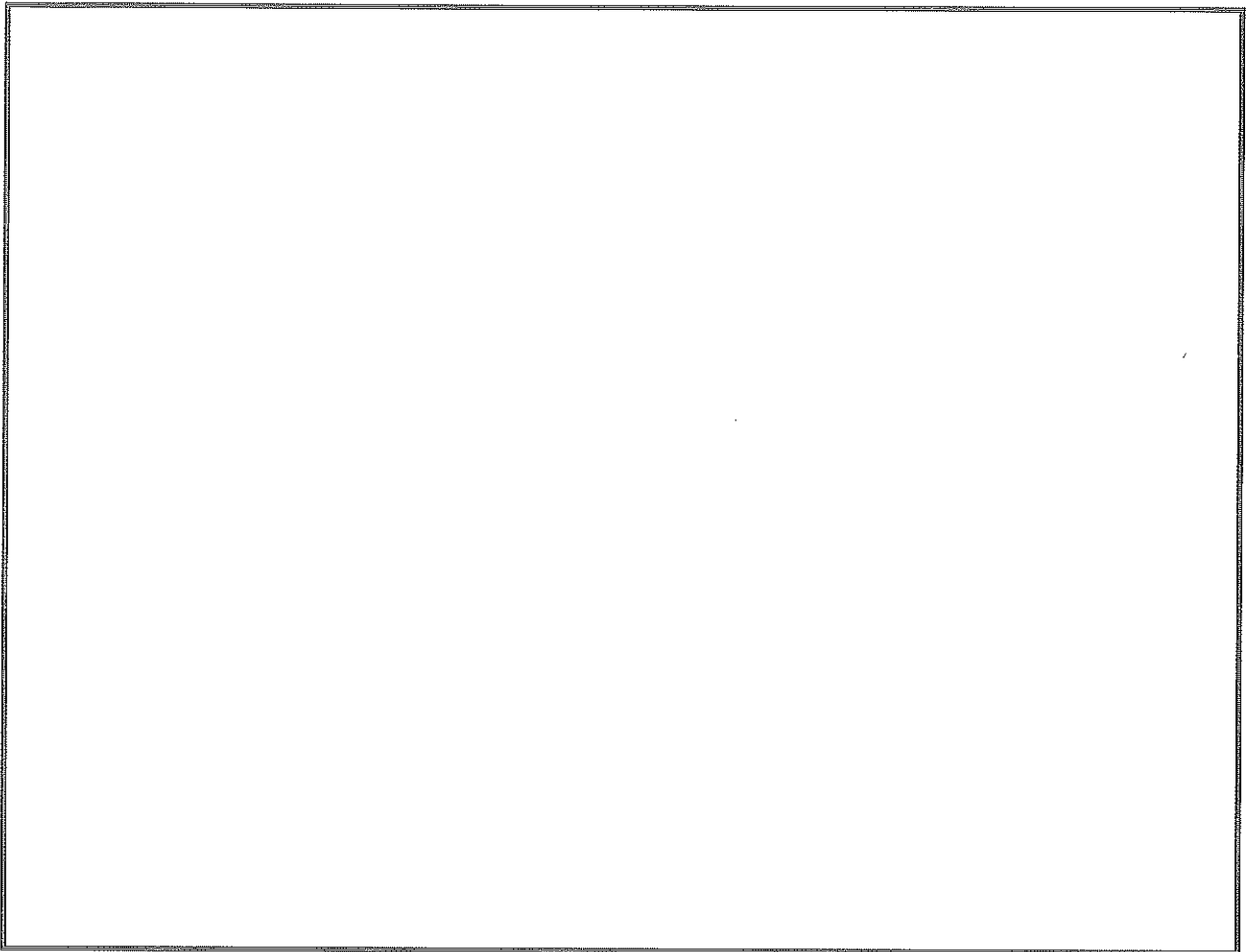
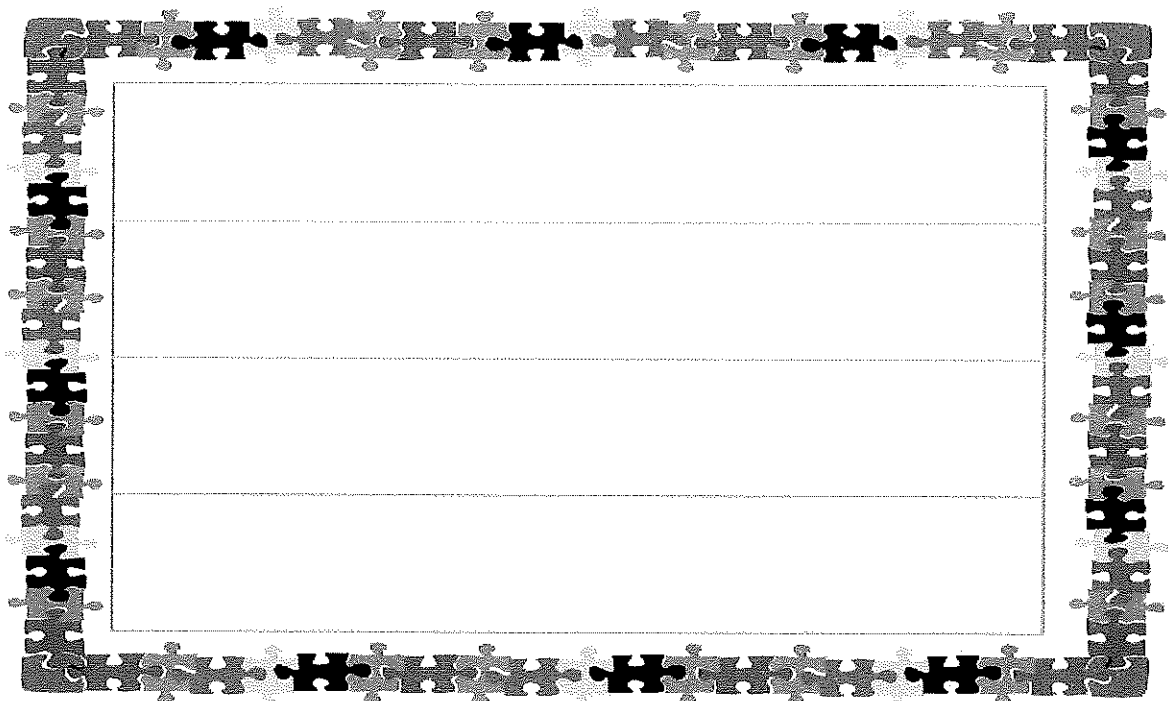
- On the *poem paper below*, fill in the title with their name, e.g. brother: *My Brother Is a Superhero*.
- Write the first line of your poem, spelling *because* correctly: *My brother is a superhero because he...*
- Write your poem, listing the reasons why your brother is a hero: *...makes pizza/ reads to me at night/ is amazing at football/ can blow big bubble gum bubbles/ helps Mum in the garden.*
- In at least one of your lines, use the word *and* to join two ideas together: *makes amazing pizzas and reads to me at night.*
- Take the Superhero Challenge: can you write the same number of lines as in Pie Corbett's poem? Well done if you can!



My \_\_\_\_\_ is a Superhero!

A large rectangular area with a decorative border of puzzle pieces. Inside the border are ten horizontal lines for writing.

**My superhero's costume would be...**

A large, empty rectangular box with a thin black border, intended for a child to draw a superhero costume.A writing template consisting of a rectangular box with a decorative border made of interlocking puzzle pieces. Inside the box, there are four horizontal lines, creating five rows of space for writing.



## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Read and enjoy the Hamilton Group Reader, *Superheroes – All Sorts* by Ruth Merttens and Anne Holm Petersen.

### 2. Looking at opposites

Look for pairs of words in *Superheroes – All Sorts* that are opposites.

- Look at the words in the two columns at the top of *Opposites*.
- Read each word. Draw a line from a word in the left-hand column to its opposite in the right-hand column.
- Now read the words in the second table on *Opposites*.
- Write in an opposite word of your own for each of these words.
- Write a sentence contrasting your favourite opposites: *A feather is light but an elephant is heavy.*

### 3. Expressing your opinion

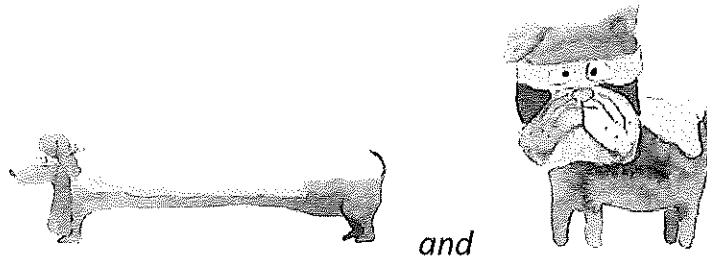
Look at the *Pictures of the Town and Country Superheroes* from the book.

- Which would you like to live in, the town or the country?
- Think of at least two reasons for your choice and write these on *Town or Country?*. Link your ideas with a conjunction.

### Now try this Fun-Time Extra

- On *Map*, draw a “bird’s eye view” picture of your town, village, road or area, like those in the story.
- Add in a picture of yourself as a superhero.
- Label different things on your picture: *The swimming pool; The shops I go to; My friend Ben’s house; Our closest park*, etc.

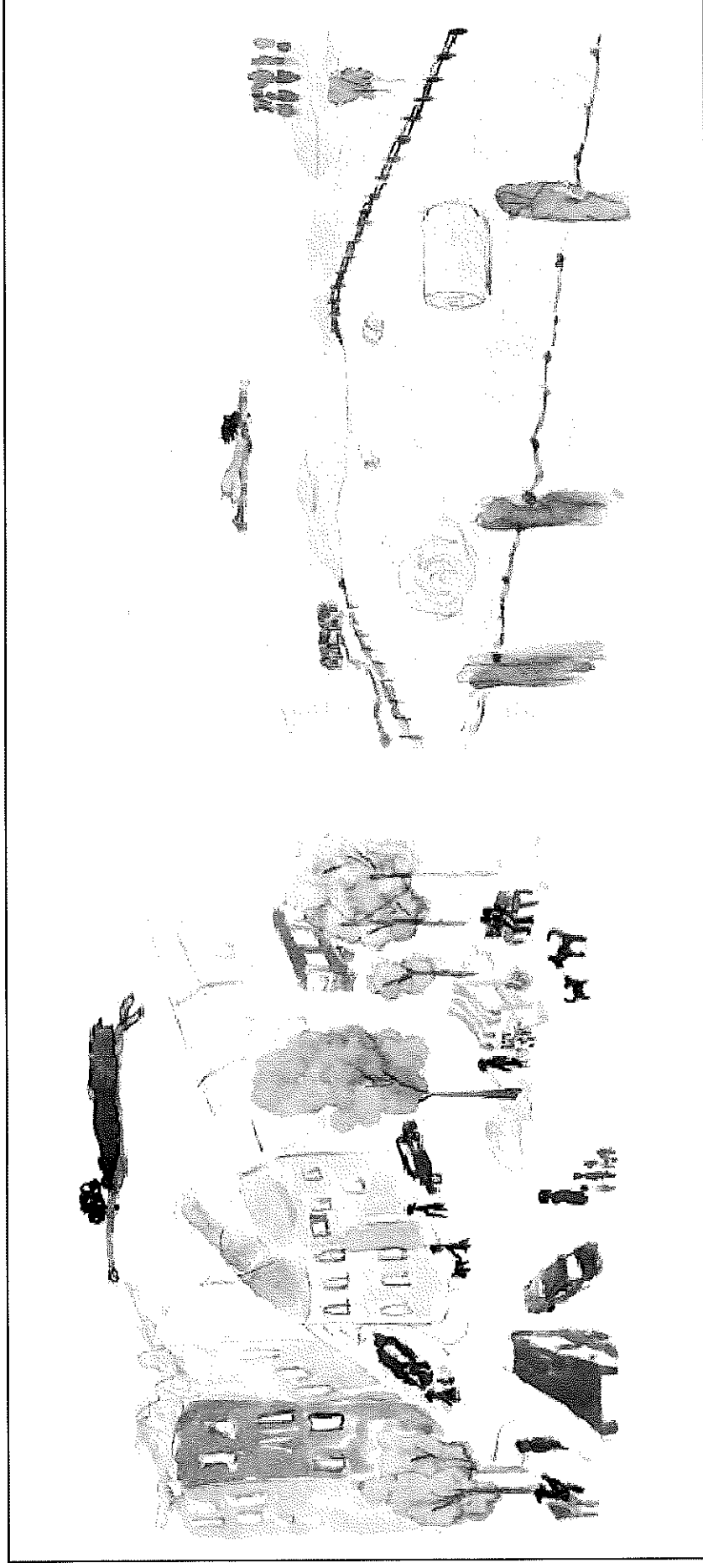
# Opposites



rough	tiny
light	full
huge	heavy
sad	laugh
empty	smooth
cry	happy

asleep	
kind	
strong	
thin	
loud	

## Town and Country Superheroes

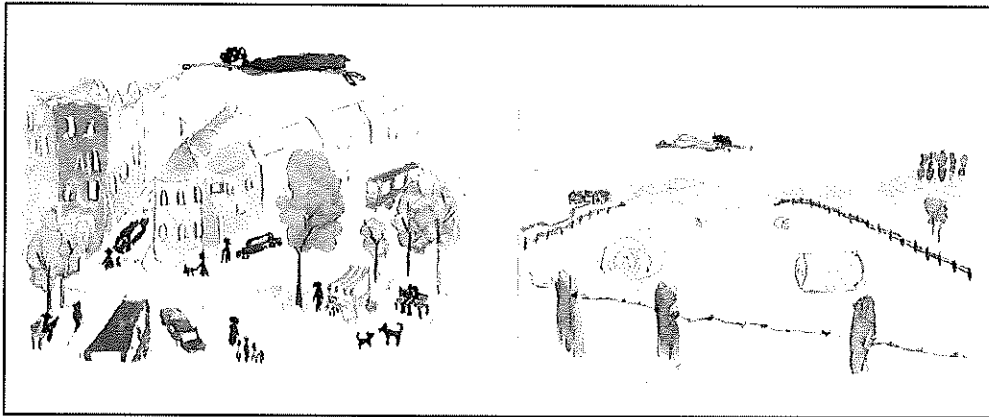


## Town or Country?

- Would you prefer to live in the town or the country? Think of two reasons.
- Write a sentence to explain, linking your two ideas with a conjunction.

*I would like to live in the country because it is muddier and there are lots of animals there.*

- Write some more sentences explaining your opinion.




## My Map of Where I Live

Explore more Hamilton Trust Learning Materials at <https://wrht.org.uk/hamilton>

Week 9 Day 2



## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Go to <https://www.youtube.com/watch?v=hNdKEz6p9Qg&t=2s> and listen to the author Kes Gray reading his book *Super Daisy and the Peril of Planet Pea*.

### 2. Verbs

- Read *Super Daisy's Day*.
- Now read *Hunting for the Verbs*. Make sure you remember what a verb is and how to recognise it.
- Highlight the verbs in each sentence in *Super Daisy's Day*.
- Check with the *Answers* which are at the end of this document.
- Turn each of the verbs on *Daisy's Verbs* into the past tense by adding *-ed* to them.
- Write a superhero sentence using a past tense verb.

### 3. Comparisons

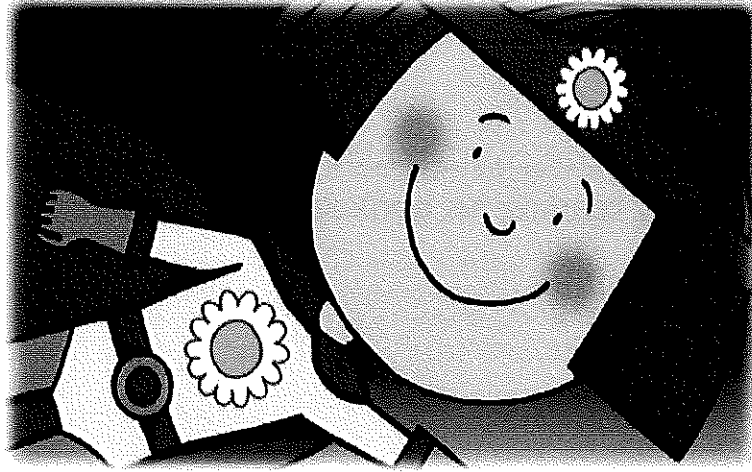
Re-watch the section of the story which make 'Super Daisy comparisons' (2:36 to 3:14): *Super Daisy is faster than an astro rocket*, etc.

- Think of a superhero you love and draw them on *Comparisons*.
- Write comparison sentences like Super Daisy's for your superhero: *is faster than, stronger than, fiercer than, smarter than...*
- Add some other comparisons of your own, e.g. *braver than, kinder than, tougher than*.

### Now try this Fun-Time Extra

- Create your own made up numbers like Daisy's *gazillionpillionkillion*.
- Write them down on *BIG Numbers!*

## Super Daisy's Day



Daisy filled up her water bottle (with Super lemonade of course!) and tucked it into her special backpack. She pushed open the door of her house and climbed over the fence into the garden of her friends, Dylan and Gaby. They rushed over to meet her. Together, the three children planned what they were going to do with their day. They decided it was time for a race across the rooftops between Super Daisy and her arch-enemy, Cabbage Man! Daisy changed into her Super Daisy costume. She called Cabbage Man on her phone and arranged the challenge. At 10 o'clock the race started. Cabbage Man charged ahead and bounced from roof to roof but Super Daisy leaped over him with a mighty jump and shoved the limp Cabbage to the ground. The sun had steamed him into a mush! The children celebrated and glugged down the super lemonade. Hooray for Super Daisy!



## Hunting for the Verbs

Verbs are 'doing' or 'feeling' or 'being' words.

filled

glugged

believed

wondered

Often verbs have one of these in front of them

She

He

We

I

They

You

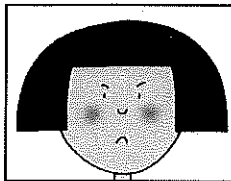
The name of a person, animal or thing

**So now go on a Verb Hunt in Daisy's day.**

**There are 18 to be found!**

- Check with the *Answers* at the bottom of this document.  
What two letters do all the verbs end in? *-ed*.  
This is because they are in the past tense – describing something that has already happened, in the past.
- Turn each of the verbs on *Daisy's Verbs* below into the past tense by adding *-ed* to them.  
The last two are a bit different. In the past tense for these verbs you don't just add *-ed*. What are they in the past tense?
- Write a superhero sentence using one of the past tense verbs you have written: *Daisy soared over the massive wall*. Challenge: try doing the same for some of the other past tense verbs you have written.

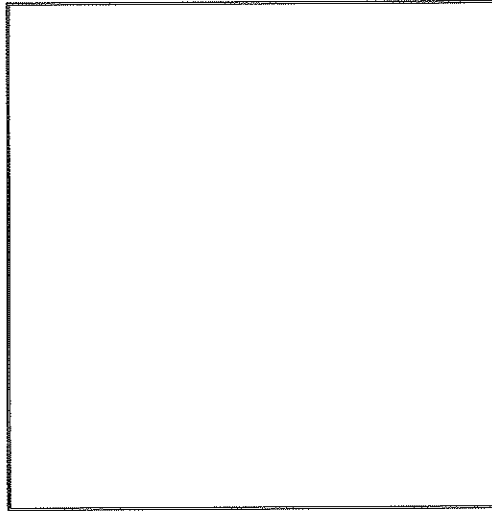
## Daisy's Verbs



*Uh oh! Daisy is cross because her verbs are not in the past tense.  
Help her by rewriting her verbs in the past tense.*

lift	
kick	
soar	
chuck	
shout	
run	
think	


## Comparisons



faster

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---

stronger

---

---

fiercer

---

---

smarter

---

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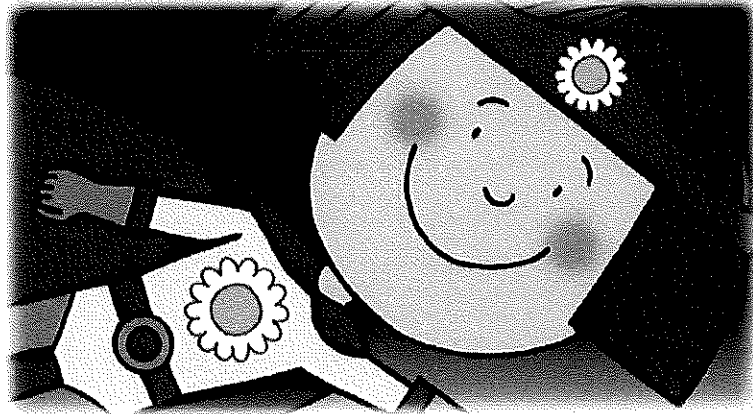
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## BIG Numbers

A large rectangular area with a decorative border of interlocking puzzle pieces. Inside the border are 12 horizontal lines for writing.

## Super Daisy's Day – the answers!



Daisy filled up her water bottle (with Super lemonade!) and tucked it into her special backpack. She pushed open the door of her house and climbed over the fence into the garden of her friends, Dylan and Gaby. They rushed over to meet her. Together, the three children planned what they were going to do with their day. They decided it was time for a race across the rooftops between Super Daisy and her arch-enemy, Cabbage Man! Daisy changed into her Super Daisy costume. She called Cabbage Man on her phone and arranged the challenge. At 10 o'clock the race started. Cabbage Man charged ahead and bounced from roof to roof but Super Daisy leaped over him with a mighty jump and shoved the limp Cabbage to the ground. The sun had steamed him into a mush! The children celebrated and glugged down the super lemonade. Hooray for Super Daisy!



## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Re-open <https://www.youtube.com/watch?v=hNdKEz6p9Qg&t=2s> and listen again to *Super Daisy and the Peril of Planet Pea*.

### 2. Spelling

Draw and write the names of six vegetables you know on *My Vegetables*.

- Put a star next to one vegetable that you really don't like!
- Write a sentence at the bottom of the page explaining which is your favourite vegetable.

### 3. Story planning

Tomorrow you are going to draw and write your own short Super Daisy comic. Today you will plan your comic.

- Use the *Planning to write a comic* sheet below and follow the instructions.
- Now use the special *Planner* and complete it.

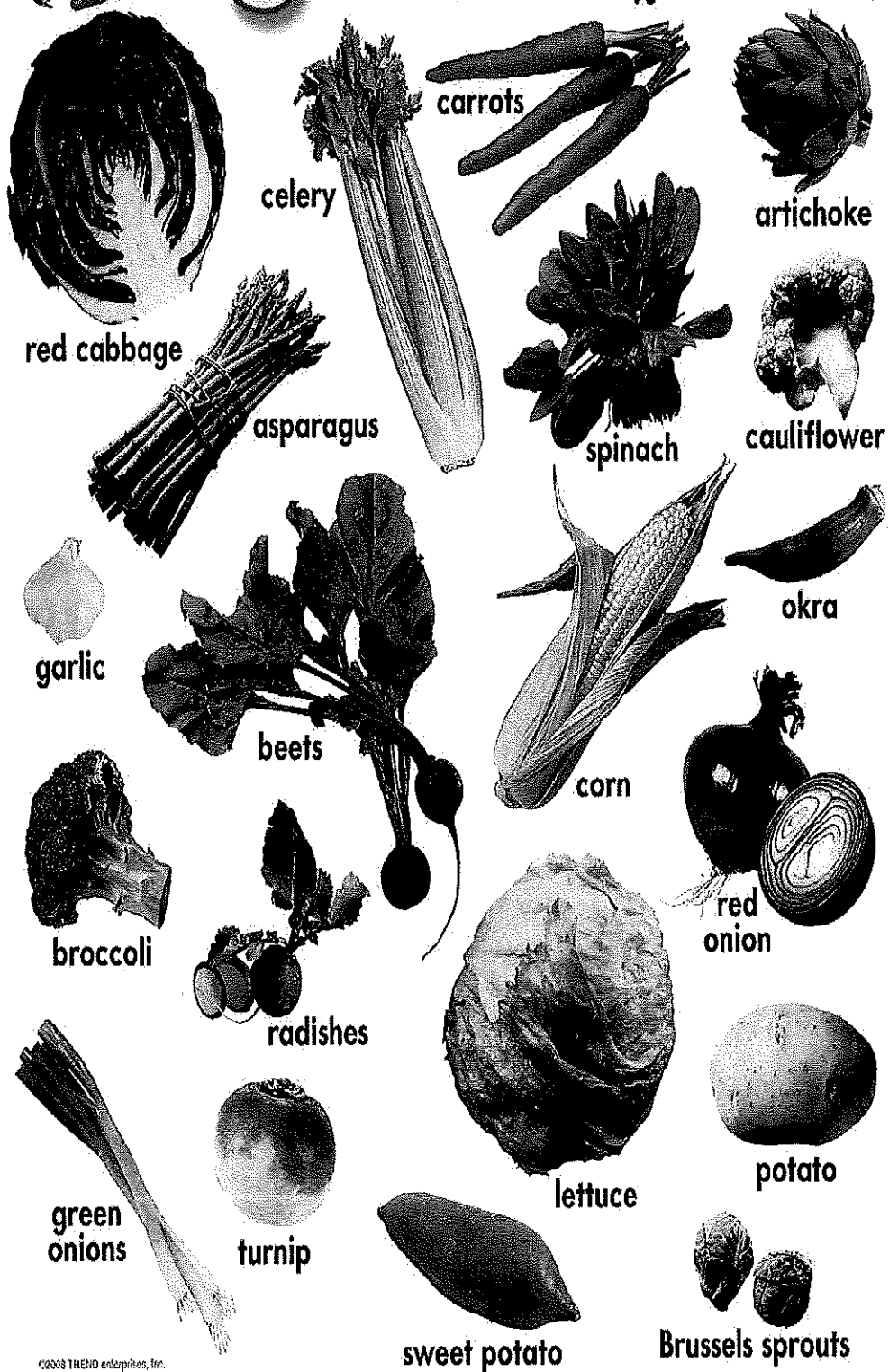
### Now try this Fun-Time Extra

- On *Ugghh – Gross!*, write down some nasty menu combinations for your story vegetable: *hot chocolate with cabbage; cabbage in ice cream; cabbage flapjacks*, etc.
- Draw one of these not very nice foods!

## My Vegetables




# Vegetables

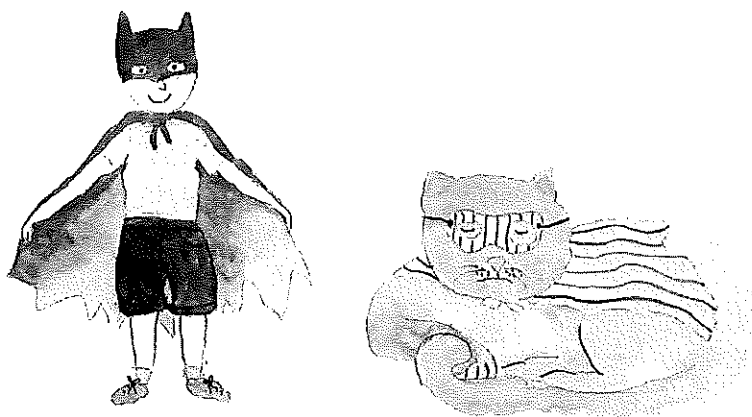


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## Planning to write a comic!

Tomorrow you are going to draw and write your own short Super Daisy comic.

Today you will plan your comic.

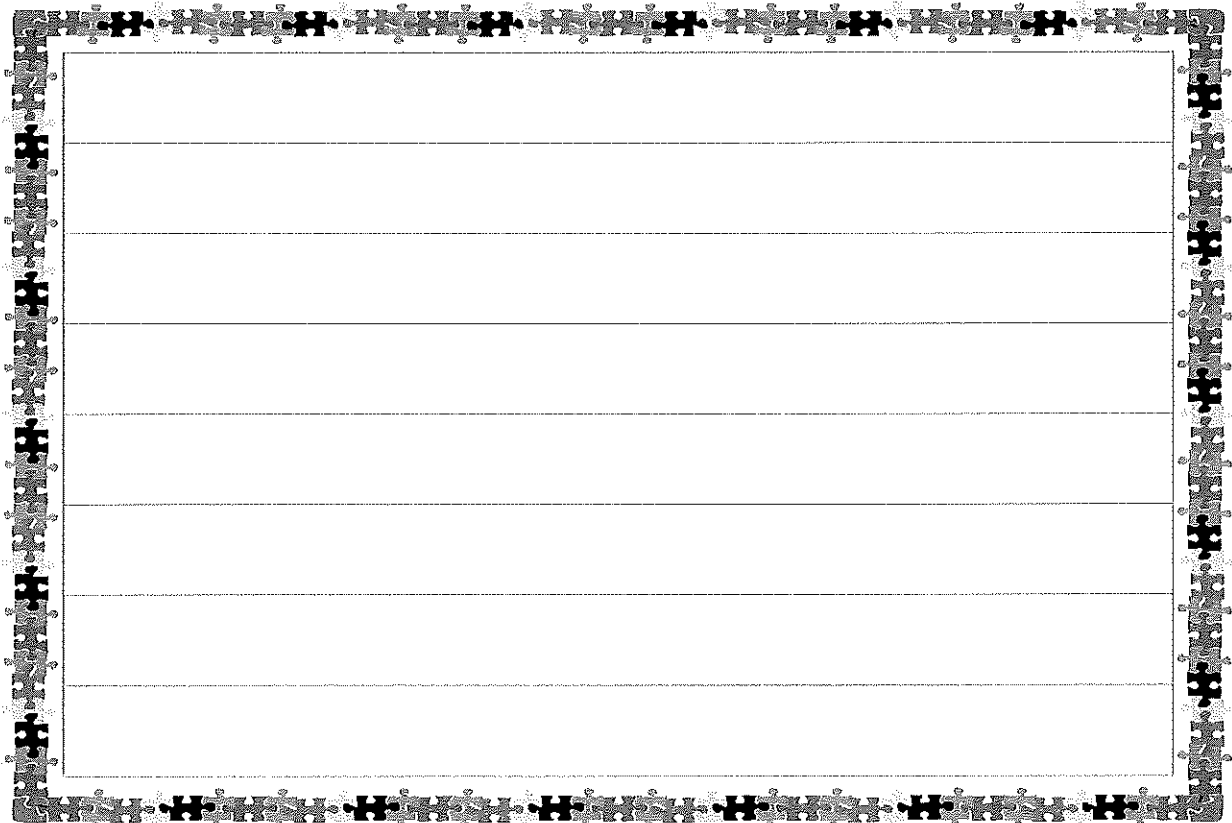
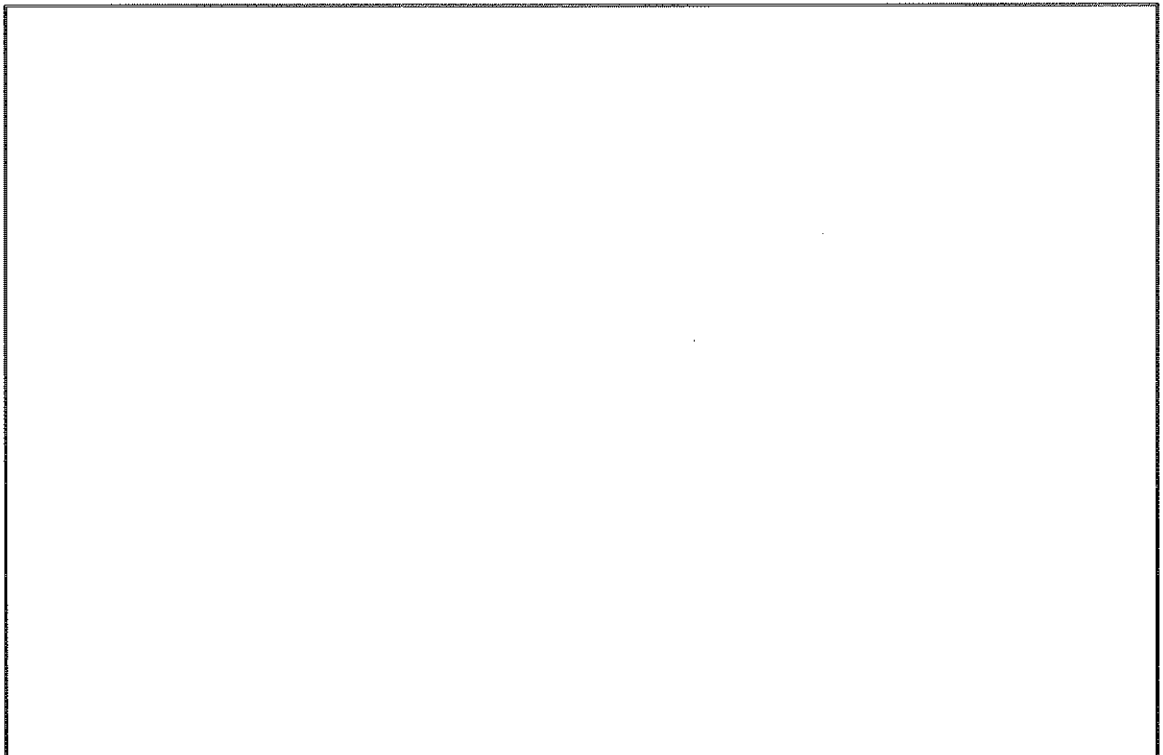


- On the *Planner*, write down your super character's name and the name of the vegetable planet that is threatening the Earth, e.g. Planet Cabbage.
- What does your superhero say? *Oh no! Planet Cabbage is zooming towards Earth!*
- Decide what two things your superhero uses to fight the vegetables. What does your super character say? *I'm going to use my super strength and my super bin to defeat Planet Cabbage.*
- Decide what your super character says to the veggie planet and what the veggie planet says back. *Got you, Planet Cabbage! / Oh no, my plans are ruined!*

## My Comic Planner

<p><b>1. My superhero's name is:</b></p> <hr/> <p><b>My Vegetable Planet's name is:</b></p> <hr/> <p>This is what the superhero says to their friends when they see the Planet:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>2. The weapons or skills my superhero uses to fight the Vegetable Planet are:</b></p> <p>1. <hr/></p> <p>2. <hr/></p> <p>The superhero says to the planet:</p> <hr/> <hr/> <hr/> <p>The planet replies:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>3. This is how my superhero defeats the planet:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>My superhero says:</p> <hr/> <hr/> <hr/> <hr/> <p>The planet says:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

# Ugghh - Gross!

A rectangular writing area enclosed by a decorative border made of interlocking puzzle pieces. Inside the border, there are eight horizontal lines for writing, starting from the top and ending at the bottom. The lines are evenly spaced and extend across the width of the writing area.A large, empty rectangular box with a thin black border. It occupies the lower half of the page and is intended for drawing or additional writing.

## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Go back to <https://www.youtube.com/watch?v=hNdKEz6p9Qg&t=2s> and watch *Super Daisy* for the last time.

- Pause the story at 2:58, *Super daisy is smarter than a space alien from Planet Brainbox.*
- Who says, 'How many ps in Planet Pea?' Daisy does.
- What is the alien's answer? We know who says what because of the speech bubbles.

### 2. Comic story writing

You are going to draw and write your comic today on a *comic page*.

- First create your very own comic page using *Making a Simple Comic Page*.
- Then follow the instructions in *Writing your own comic story* to create a fantastic adventure of your own.

### 3. Reading aloud

Show off your finished comic to your family. Read it aloud to them. Say the speech bubbles with a different voice for each speaker.

- How would each one speak – bravely, crossly, cheerfully?

### Now try this Fun-Time Extra

- Copy and send your comic strip to relatives by post or email. You can write a message to go with your comic, explaining what you did.

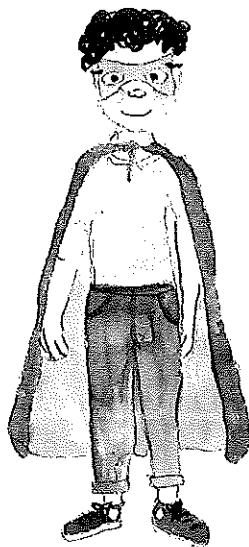
## Writing your own comic story

You are going to draw and write your comic today on a *Comic Page*.

Look at the instructions on *Making a Simple Comic Page* below and follow them to create your very own Comic Page.

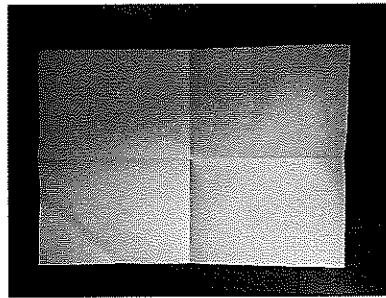
Now you can get writing...

- In the first empty panel, draw your superhero and your planet from Part 1 of your planner.
- Add a speech bubble and write what the superhero is saying.
- Use your best handwriting and word spacing. Remember to start your sentence with a capital letter and end it with a full stop.
- Now do the same thing for the next two panels – one for each part of the remaining sections on your planner.
- Use the empty panel to make up your own ending. Maybe you can have Mum saying, 'Suppertime, everyone! It's [*whatever your vegetable is*]!' and the children groaning, 'Oh, no!'

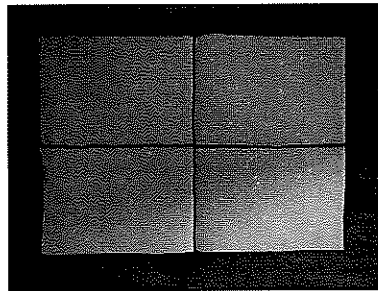


## Making a Simple Comic Page

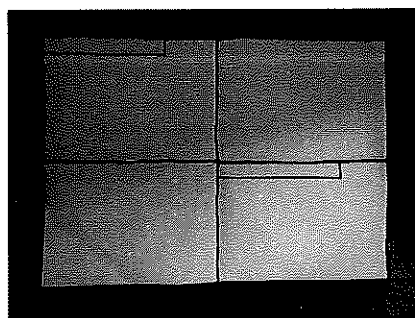
1. Find a nice large piece of square or rectangular paper. A big piece of paper is important, as smaller pieces don't allow enough space for drawings or writing in speech bubbles.
2. Fold the paper in half and then in half again.



3. Unfold the paper so that the creases make four panels or sections.
4. You can use a marker pen to go round the edges of each panel so that they stand out clearly.



5. If you want you can add text boxes in the top left hand corner of each panel for children to write in scene-setting story explanations. *It was morning in Super Daisy's house...*







# 100 Square Counting Investigation

Here is a 100 square. Count in 2s and shade the numbers you land on.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What do you notice about the pattern?

---

---

## 100 Square Counting Investigation

Count in 5s and shade the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count in 10s and shade the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What do you notice about the patterns?

---



---

## 100 Square Counting Investigation

Count in 3s and shade each number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What do you notice about the patterns?

---

---

# 100 Square Counting Investigation

## Answers

Counting by 2s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting by 5s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Counting on a Hundred Square Investigation Answers

Counting by 10s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting by 3s.

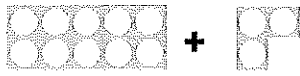
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Add by Counting On

1. Match each image to a calculation and complete by counting on.

A.



D.

$9 + 6 =$

B.



E.

$10 + 3 =$

C.



F.

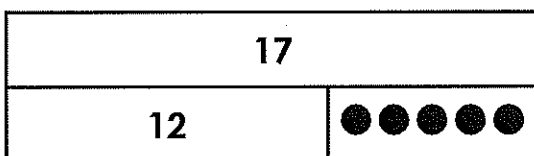
$7 + 5 =$



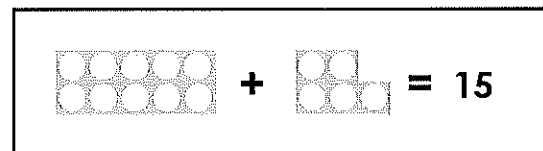
VF  
HW/Ext

2. Circle the one that is incorrect.

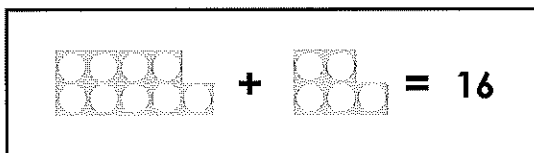
A.



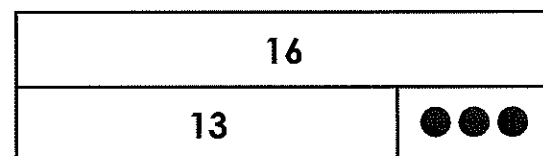
B.



C.



D.



VF  
HW/Ext

3. Tom and Alex are playing a board game.



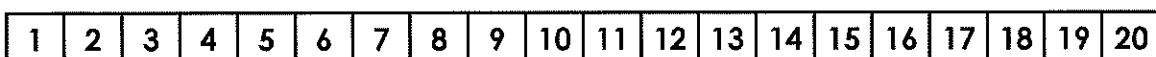
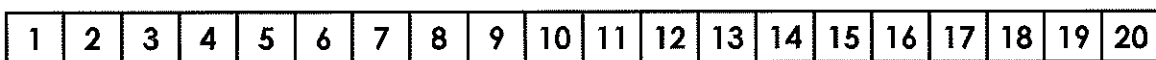
Tom

I was on 12.  
I have rolled a 5.



Alex

I was on 9.  
I have rolled a 6.



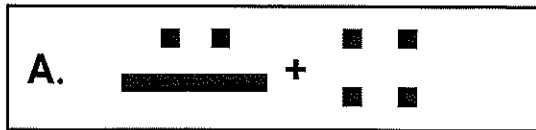
Use the number lines to work out who is in the lead. Explain your answer.



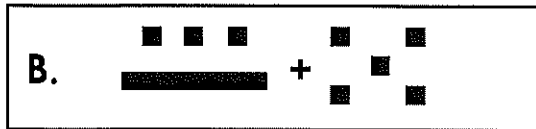
RPS  
HW/Ext

## Add by Counting On

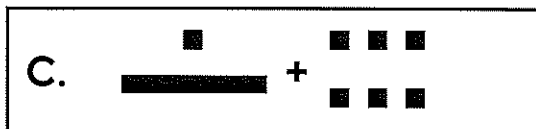
4. Match each image to a calculation and complete by counting on.



D.  $13 + 5 = \square$



E.  $12 + 4 = \square$



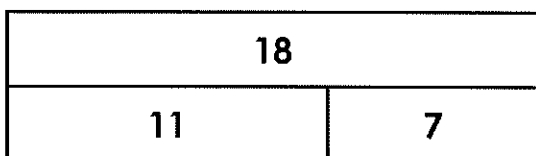
F.  $11 + 6 = \square$



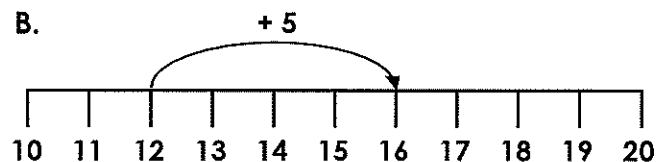
VF  
HW/Ext

5. Circle the one that is incorrect.

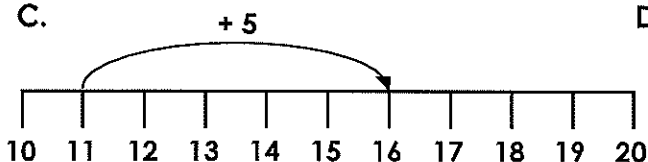
A.



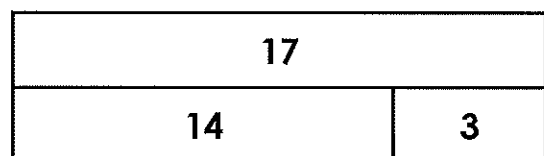
B.



C.

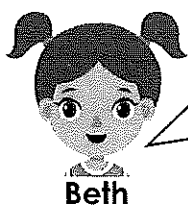


D.



VF  
HW/Ext

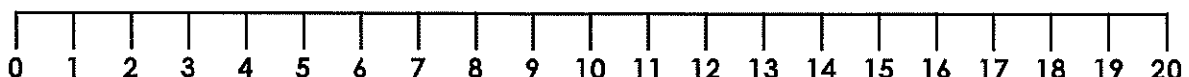
6. Beth and Sam are playing a board game.



I was on 9.  
I have rolled a 5.



I was on 7.  
I have rolled a 6.



Use the number line to work out who is in the lead. Explain your answer.

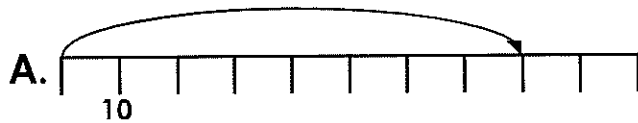


RPS  
HW/Ext

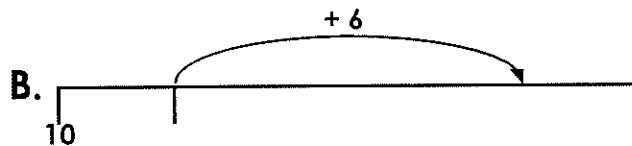


## Add by Counting On

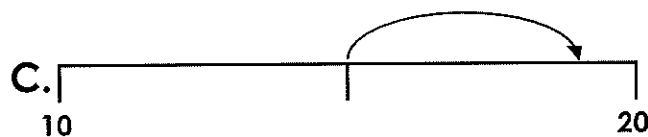
7. Count on to find the totals then join the matching pairs.



D.  $12 + 6 = \square$



E.  $15 + 4 = \square$



F.  $\text{nine} + \text{eight} = \square$



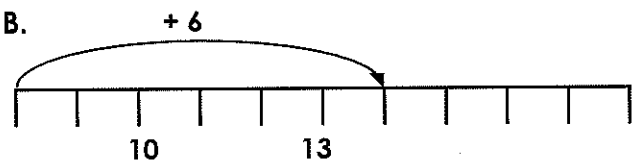
VF  
HW/Ext

8. Circle the one that is incorrect.

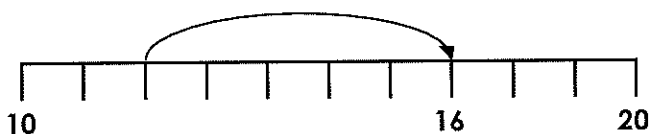
A.

twelve count on seven =  
nineteen

B.



C.



D.

eleven + seven = eighteen



VF  
HW/Ext

9. Charlie and Tariq are playing a board game.



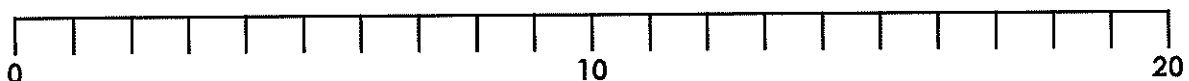
Charlie

I was on nine.  
I have rolled a five.



Tariq

I was on eight.  
I have rolled a six.



Use the number line to work out who is in the lead. Explain your answer.



RPS  
HW/Ext

## Homework/Extension Add by Counting On

### Developing

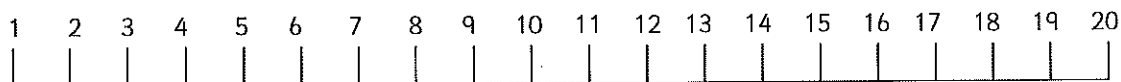
1. A and E,  $10 + 3 = 13$ , B and F,  $7 + 5 = 12$ , C and D,  $9 + 6 = 15$
2. C
3. 12 count on 5 is 17 and 9 count on 6 is 15 so Tom is in the lead.

### Expected

4. A and E,  $12 + 4 = 16$ , B and D,  $13 + 5 = 18$ , C and F,  $11 + 6 = 17$ .
5. B
6. 9 count on 5 is 14 and 7 count on 6 is 13 so Beth is in the lead.

### Greater Depth

7. A and F, nine + eight = 17, B and D,  $12 + 6 = 18$ , C and E,  $15 + 4 = 19$
8. C
9. 9 count on 5 is 14 and 8 count on 6 is 14 so Charlie and Tariq are joint leaders.



Use the number line to work out these addition sums.

1.  $11 + 3 =$

2.  $13 + 2 =$

3.  $12 + 2 =$

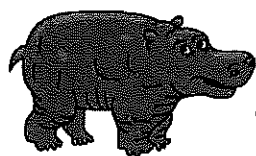
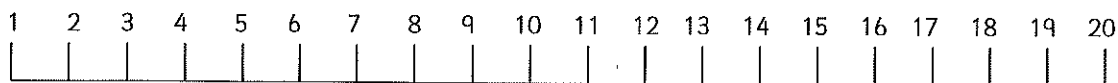
4.  $14 + 3 =$

5.  $11 + 4 =$

6.  $13 + 3 =$

7.  $14 + 2 =$

8.  $12 + 3 =$



Use the number line to work out these addition sums.

1.  $10 + 4 =$

2.  $12 + 1 =$

3.  $14 + 3 =$

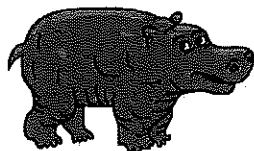
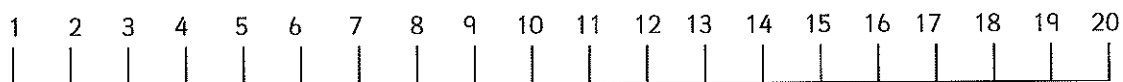
4.  $13 + 3 =$

5.  $11 + 2 =$

6.  $15 + 2 =$

7.  $13 + 1 =$

8.  $16 + 2 =$



Use the number line to work out these addition sums.

1.  $10 + 3 =$

2.  $12 + 2 =$

3.  $11 + 1 =$

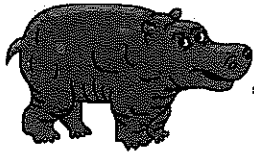
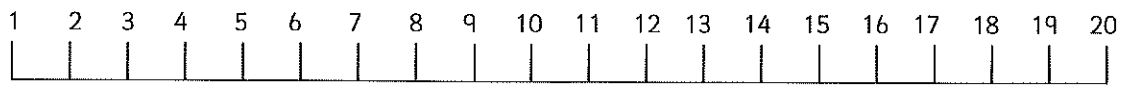
4.  $13 + 3 =$

5.  $10 + 4 =$

6.  $14 + 2 =$

7.  $16 + 2 =$

8.  $18 + 1 =$



Use the number line to work out these addition sums.

1.  $14 + 2 =$

2.  $16 + 3 =$

3.  $13 + 4 =$

4.  $19 + 1 =$

5.  $11 + 2 =$

6.  $15 + 2 =$

7.  $10 + 3 =$

8.  $12 + 2 =$



## Answers

### Page 1

1. 14    2. 15    3. 14    4. 17    5. 15    6. 16    7. 16    8. 15

### Page 2

1. 14    2. 13    3. 17    4. 16    5. 13    6. 17    7. 14    8. 18

### Page 3

1. 13    2. 14    3. 12    4. 16    5. 14    6. 16    7. 18    8. 19

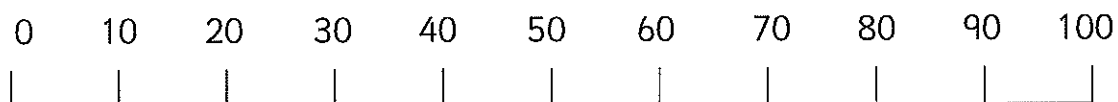
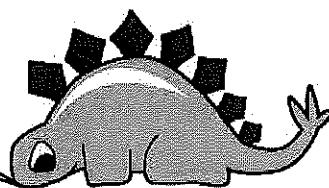
### Page 4

1. 16    2. 19    3. 17    4. 20    5. 13    6. 17    7. 13    8. 14





Use the number line to help  
you add these whole tens.



1.  $10 + 20 =$

2.  $20 + 20 =$

3.  $30 + 10 =$

4.  $40 + 30 =$

5.  $20 + 30 =$

6.  $40 + 10 =$

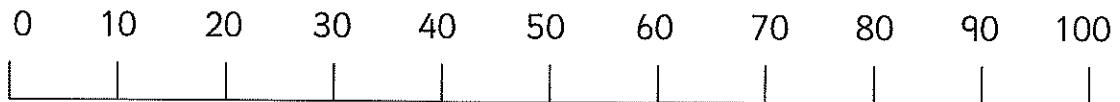
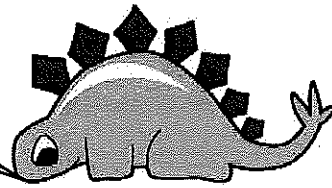
7.  $30 + 50 =$

8.  $20 + 40 =$

9.  $10 + 60 =$

10.  $40 + 40 =$

Use the number line to help  
you add these whole tens.



1.  $10 + 30 =$

2.  $20 + 10 =$

3.  $40 + 10 =$

4.  $20 + 20 =$

5.  $30 + 30 =$

6.  $20 + 40 =$

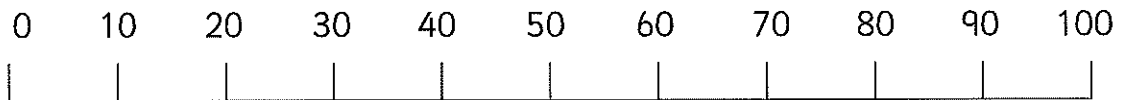
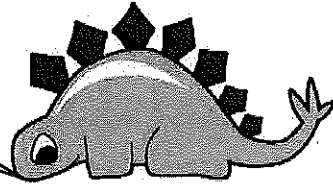
7.  $50 + 10 =$

8.  $60 + 20 =$

9.  $10 + 70 =$

10.  $50 + 40 =$

Use the number line to help  
you add these whole tens.



1.  $20 + 20 =$

2.  $30 + 30 =$

3.  $40 + 20 =$

4.  $50 + 30 =$

5.  $60 + 20 =$

6.  $70 + 10 =$

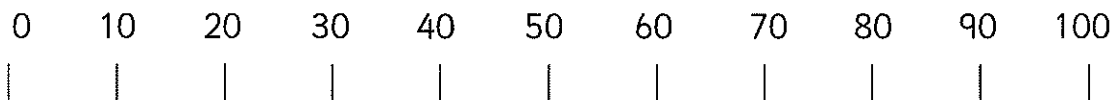
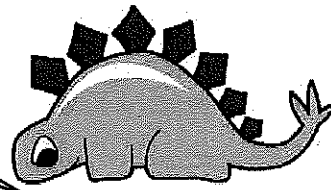
7.  $40 + 50 =$

8.  $20 + 70 =$

9.  $10 + 80 =$

10.  $50 + 50 =$

Use the number line to help  
you add these whole tens.



1.  $30 + 40 =$

2.  $20 + 50 =$

3.  $40 + 20 =$

4.  $50 + 30 =$

5.  $20 + 60 =$

6.  $80 + 10 =$

7.  $30 + 70 =$

8.  $20 + 80 =$

9.  $40 + 60 =$

10.  $10 + 90 =$



## Answers

### Page 1

1. 30    2. 40    3. 40    4. 70    5. 50  
6. 50    7. 80    8. 60    9. 70    10. 80

### Page 2

1. 40    2. 30    3. 50    4. 40    5. 60  
6. 60    7. 60    8. 80    9. 80    10. 90

### Page 3

1. 40    2. 60    3. 60    4. 80    5. 80  
6. 80    7. 90    8. 90    9. 90    10. 100

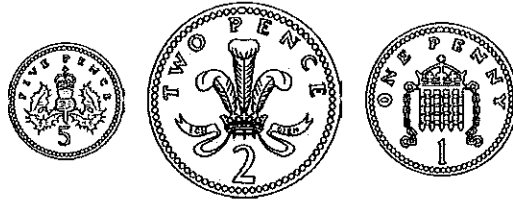
### Page 4

1. 70    2. 70    3. 60    4. 80    5. 80  
6. 90    7. 100    8. 100    9. 100    10. 100



# Coins Investigation

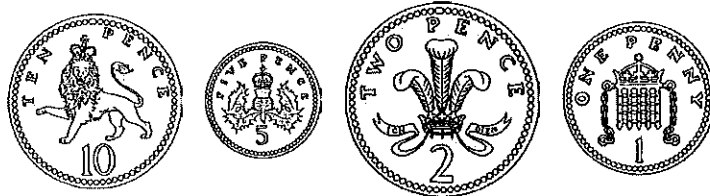
Here is a 5p, 2p and 1p coin.



What amounts of money can be made using these coins?

Write down the amounts and which coins are used.

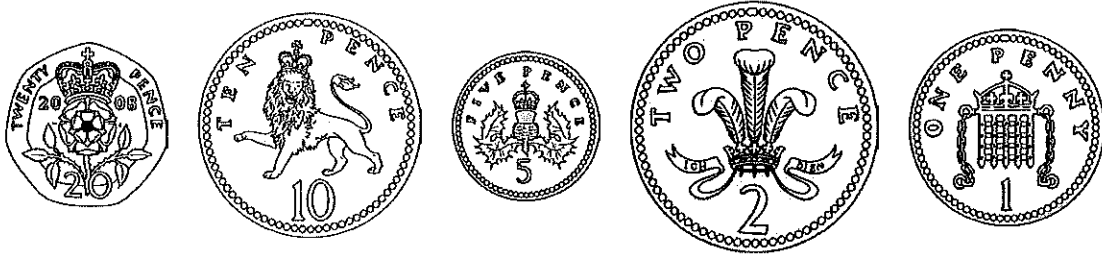
Here are 4 coins: 10p, 5p, 2p, 1p



What amounts of money can be made using these coins?

Write down the amounts and which coins are used.

Here are 5 coins: 20p, 10p, 5p, 2p, 1p



What amounts of money can be made using these coins?

Write down the amounts and which coins are used.



# Coins Investigation **Answers**

3 coins

**1p, 2p, 3p, 5p, 6p, 7p, 8p**

4 coins

**1p, 2p, 3p, 5p, 6p, 7p, 8p, 10p, 11p, 12p, 13p, 15p, 16p, 17p, 18p**

5 coins

**1p, 2p, 3p, 5p, 6p, 7p, 8p, 10p, 11p, 12p, 13p, 15p, 16p, 17p, 18p, 20p, 21p, 22p, 23p, 25p, 26p, 27p, 28p, 30p, 31p, 32p, 33p, 35p, 36p, 37p, 38p**



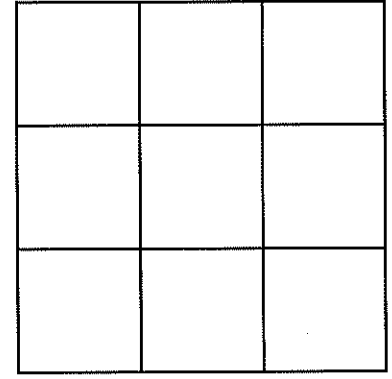
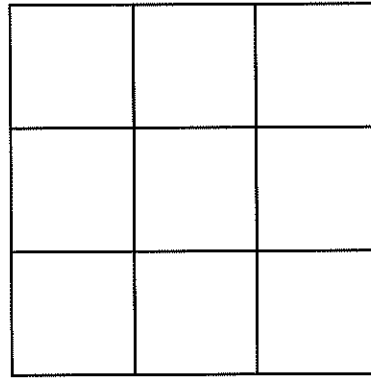
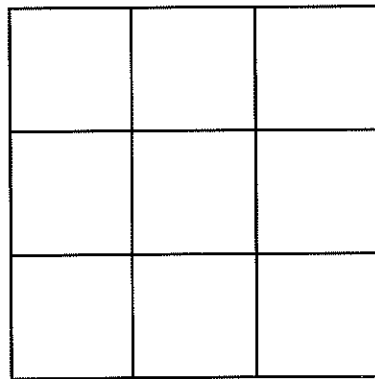
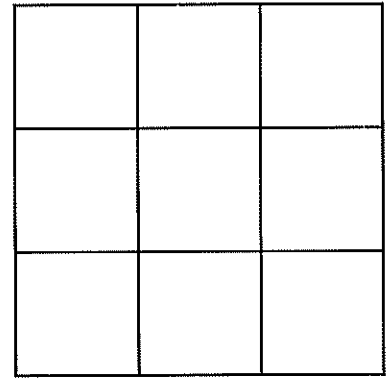
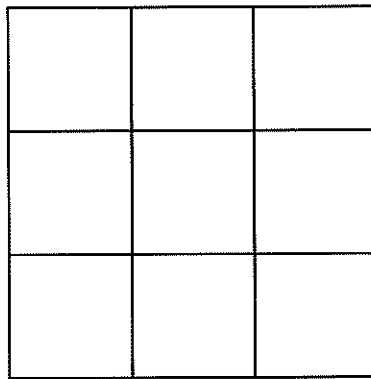
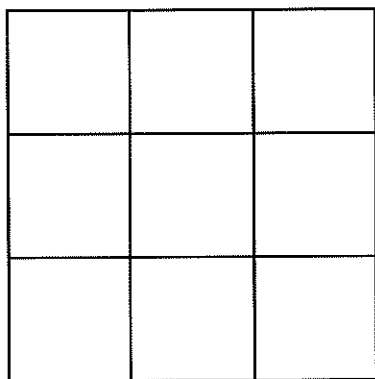
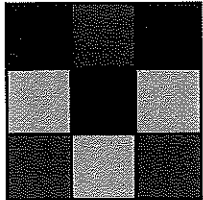
# Coloured Square Investigation

Blue Yellow Green

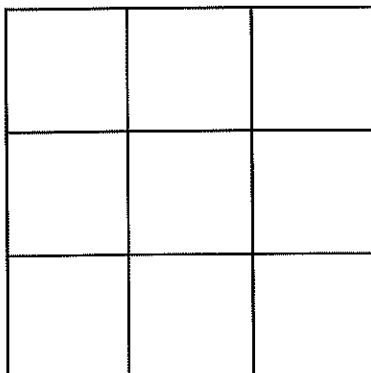
Here are nine coloured squares:



Can you arrange these small squares into one large square so that no small square of the same colour are next to each other? Here is an example:

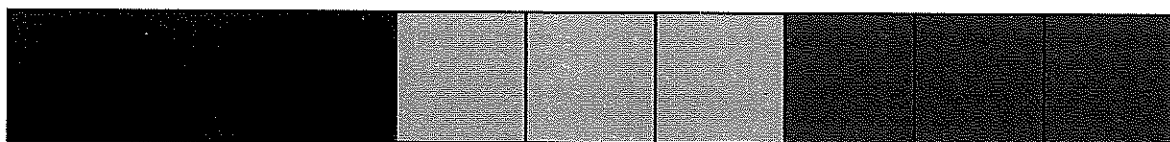


**Challenge:** Can you complete a square where there is only one coloured small square in each row and column?



## Coloured Square Investigation

Cut out the coloured squares below to arrange on your square investigations:



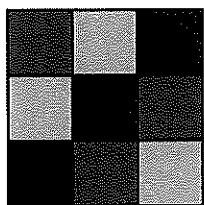
# Coloured Square Maths Investigation

## Answers

There are many answers to the first part of the investigation.

Challenge: There is only one answer to the challenge, although the colours may vary. One colour is diagonal, and the others of the same colour are adjacent to the diagonal colour on the other side. This is repeated for the final colour.

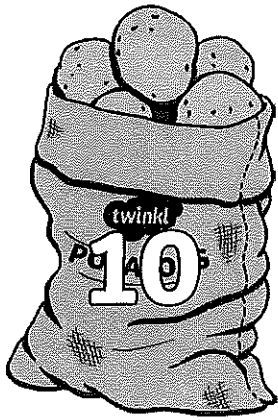
For example:





# Counting in 2s, 5s and 10s

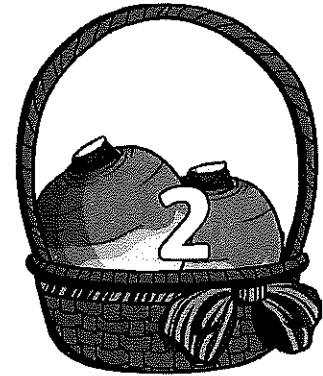
## At the Market



There are 10 potatoes in a bag.

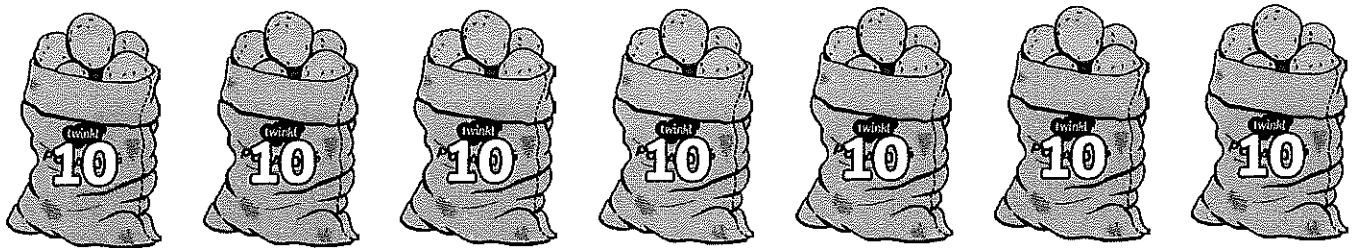


There are 5 pineapples in a crate.

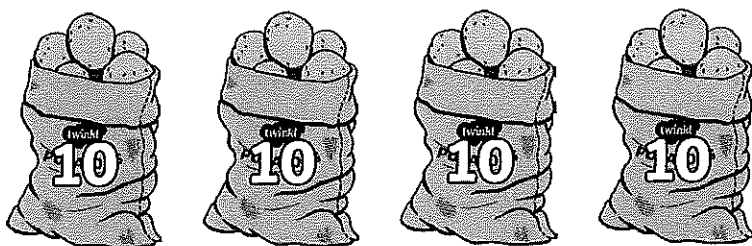


There are 2 swedes in a basket.

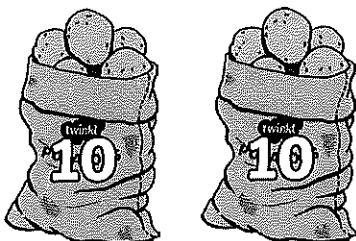
How many potatoes does the shop have altogether?



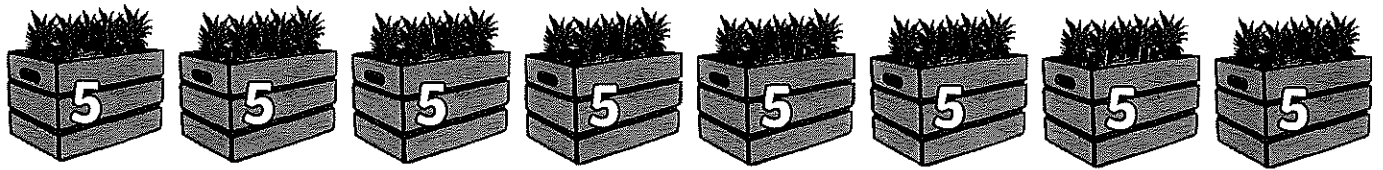
They sell 3 bags. How many now?



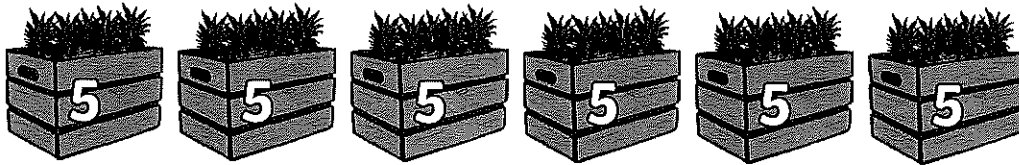
They sell 2 more bags. How many now?



How many pineapples does the shop have altogether?



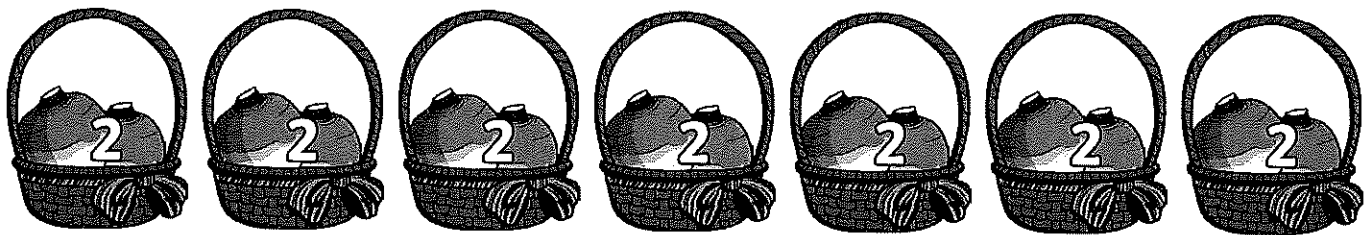
They sell 2 crates. How many now?



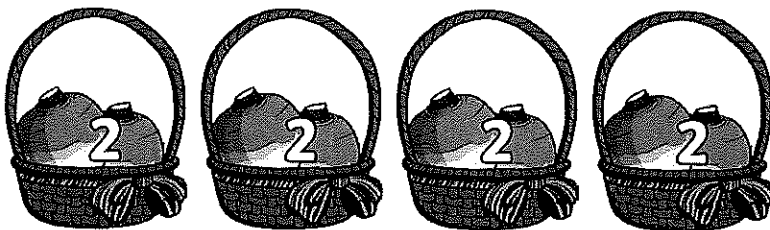
They sell 3 more crates. How many now?



How many swedes does the shop have altogether?



They sell 3 baskets. How many now?



1. How many swedes are there in 6 baskets?
2. How many swedes are there in 10 baskets?
3. How many baskets are needed for 14 swedes?

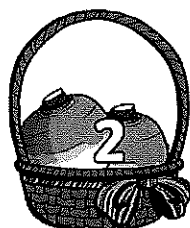




4. How many pineapples are there in 5 crates?
5. How many pineapples are there in 9 crates?
6. How many crates are needed for 30 pineapples?



7. How many potatoes are there in 3 bags?
8. How many potatoes are there in 7 bags?
9. How many bags are needed for 60 potatoes?



1. Joe wants 22 swedes. How many baskets does he need to buy?
2. Andy wants 35 pineapples. How many crates does he need to buy?
3. Stephanie wants 90 potatoes. How many bags does she need to buy?
4. Chris wants 18 swedes. How many baskets does he need to buy?
5. Rosie wants 55 pineapples. How many crates does she need to buy?
6. Harriet wants 40 potatoes. How many bags does she need to buy?

**Challenge questions: Potatoes cost 8p. Pineapples cost 12p. Swedes cost 6p.**

1. How much do 3 pineapples cost?
2. How much do 6 potatoes cost?
3. How much do 5 swedes cost?
4. How much do 11 potatoes cost?
5. How much do 6 pineapples cost?



# Dice Investigation

Take 2 spotted dice. Throw the dice sensibly. How many spots are on the top sides of the dice?



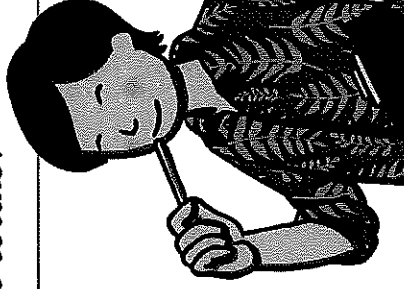
These dice show 6 spots.

What are the different totals that can be made with 2 dice?

What are the largest and smallest totals?

What are the different totals that can be made with 3 dice?

What are the largest and smallest totals?



## Challenge

Can you predict what the largest and smallest totals would be with 4 or 5 dice?

# Dice Investigation Answers

2 dice: 2 to 12

3 dice: 3 to 18

4 dice: 4 to 24

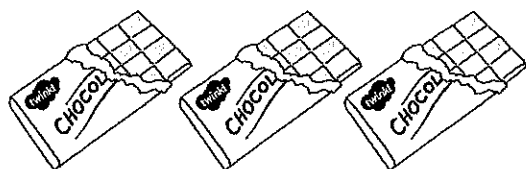
5 dice: 5 to 30



# Division by Sharing

Use a pencil to share these tasty goodies equally between different numbers of people.

e.g. Share between 3



How many does each person get?

① 2 3 4

What does the calculation look like?

$3 \div 3 = \textcircled{1}$

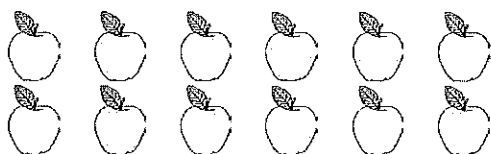
a. Share between 2



2 3 4 5

$8 \div 2 =$

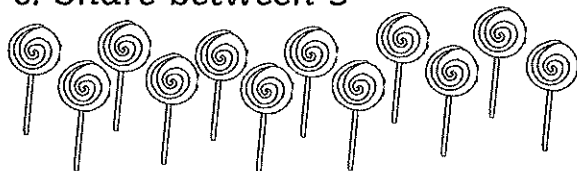
b. Share between 4



2 3 4 5

$12 \div 4 =$

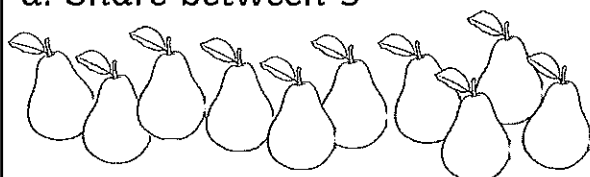
c. Share between 3



2 3 4 5

$12 \div 3 =$

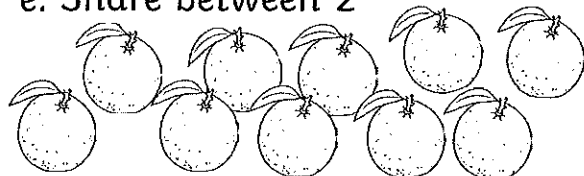
d. Share between 5



2 3 4 5

$10 \div 5 =$

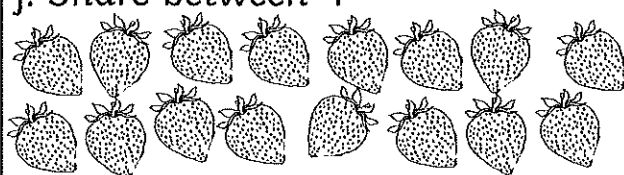
e. Share between 2



2 3 4 5

$10 \div 2 =$

f. Share between 4



2 3 4 5

$16 \div 4 =$

# Answers

**Question 1.**

a.  $8 \div 2 = 4$

b.  $12 \div 4 = 3$

c.  $12 \div 3 = 4$

d.  $10 \div 5 = 2$

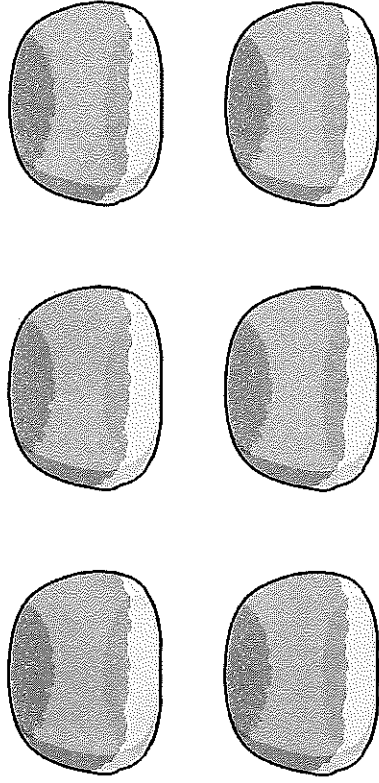
e.  $10 \div 2 = 5$

f.  $16 \div 4 = 4$

Food Division Problems



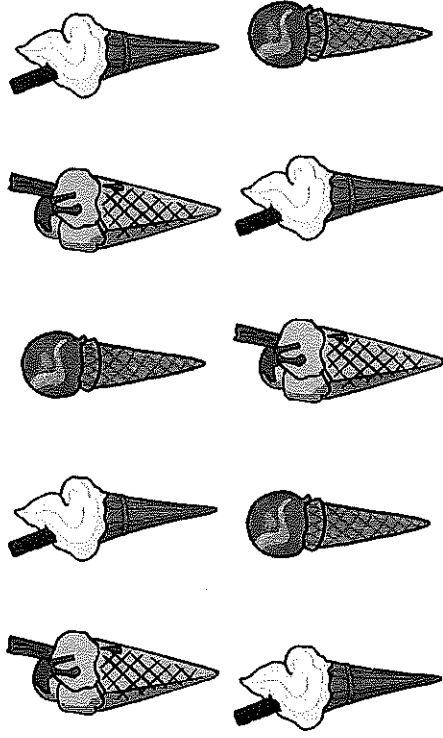
1. James has 6 bread rolls. He shares them equally with his sister. How many do they have each?



Food Division Problems



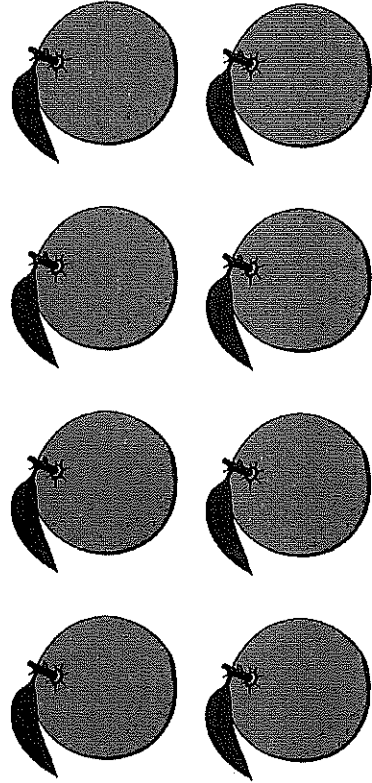
3. Inuran has 10 ice creams. He eats two every day. How many days will his ice creams last?



Food Division Problems



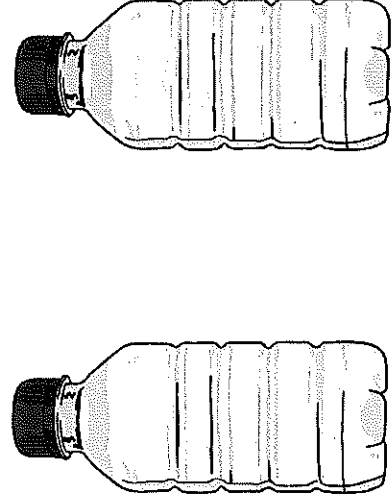
2. Evie buys 8 oranges at the shop. She shares them equally with her friend. How many oranges do they have each?



Food Division Problems



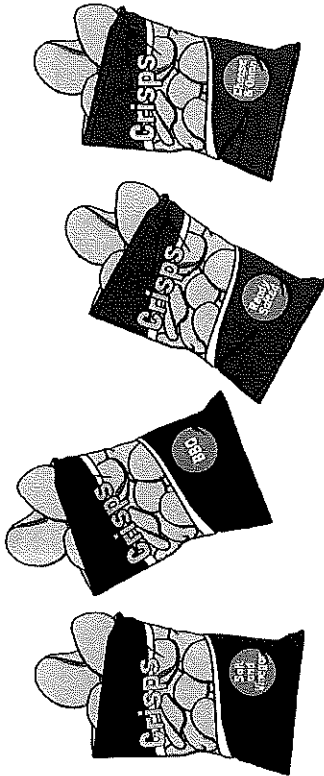
4. Ben has 2 bottles of water. He shares them with his friend. How many bottles do they each have?



Food Division Problems



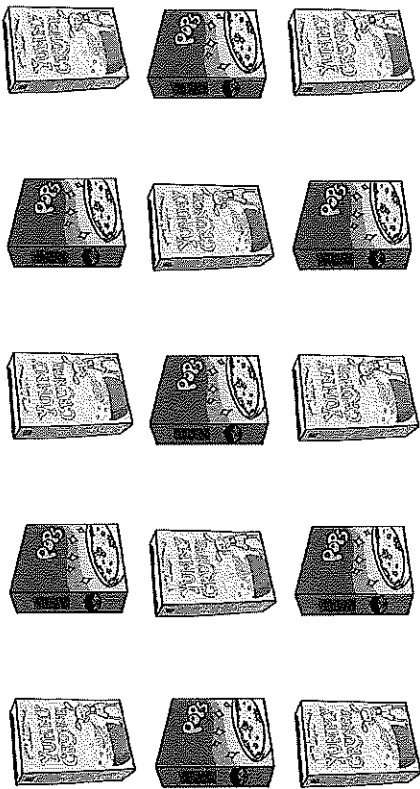
5. A shop has 4 bags of crisps. Two people want to buy them. How many bags can they each buy if they are shared equally?



Food Division Problems



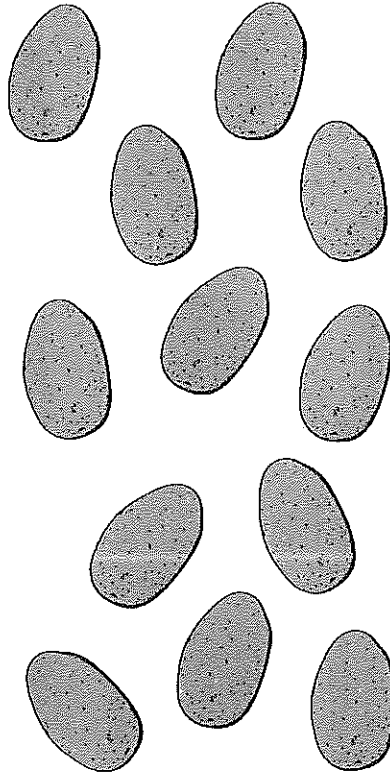
7. Olivia buys 15 boxes of cereal for her and her two brothers. They share them equally. How many boxes of cereal will they have each?



Food Division Problems



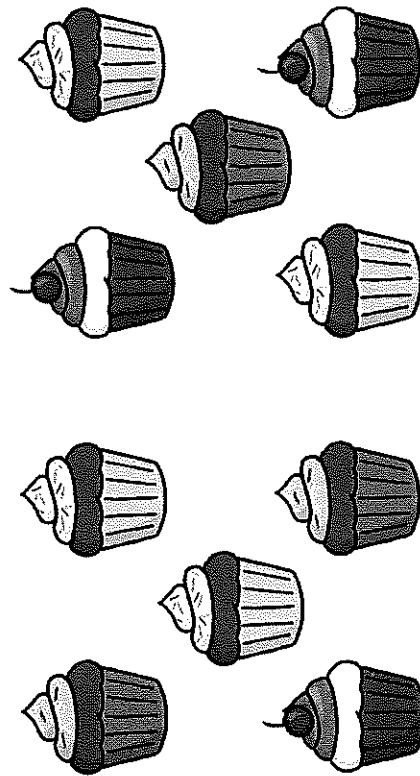
6. Javeria has 12 potatoes. She shares them with her brother. How many do they have each?



Food Division Problems



8. Amy buys 10 cupcakes. She shares them equally with her sister. How many cupcakes do they each have?





# Food Division Answers

- Q1) James has 6 bread rolls. He shares them equally with his sister. How many do they have each?  
**3 bread rolls each**
- Q2) Evie buys 8 oranges at the shop. She shares them equally with her friend. How many oranges do they have each?  
**4 oranges each**
- Q3) Imran has 10 ice creams. He eats two every day. How many days will his ice creams last?  
**5 days**
- Q4) Ben has 2 bottles of water. He shares them with his friend. How many bottles do they each have?  
**1 each**
- Q5) A shop has 4 bags of crisps. Two people want to buy them. How many bags can they each buy if they are shared equally?  
**2 bags each**
- Q6) Javeria has 12 potatoes. She shares them with her brother. How many do they have each?  
**6 potatoes each**
- Q7) Olivia buys 15 boxes of cereal for her and her two brothers. They share them equally. How many boxes of cereal will they have each?  
**5 boxes each**
- Q8) Amy buys 10 cupcakes. She shares them equally with her sister. How many cupcakes do they each have?  
**5 cupcakes each**

Food Division Problems

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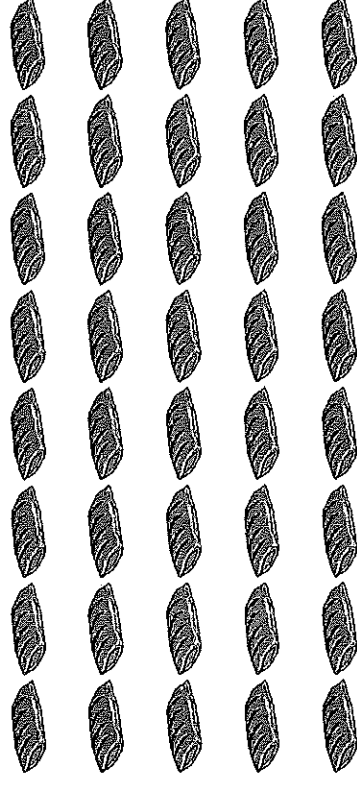
1. Michelle buys 15 bottles of water. She shares them equally between her three children. How many do they each get?



Food Division Problems

★★

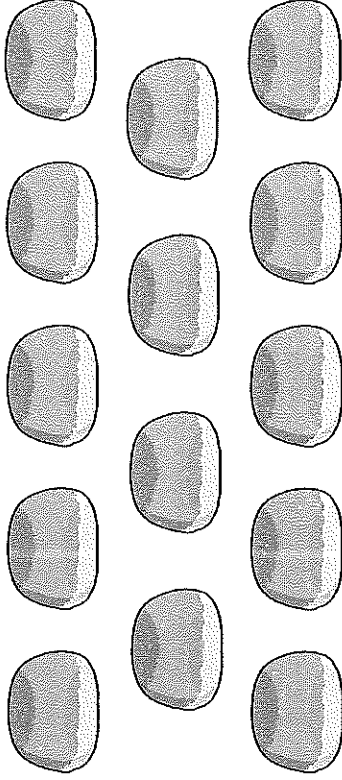
2. A shop has 40 sausage rolls on sale. If five friends buy them and share them equally, how many do they each get?



Food Division Problems



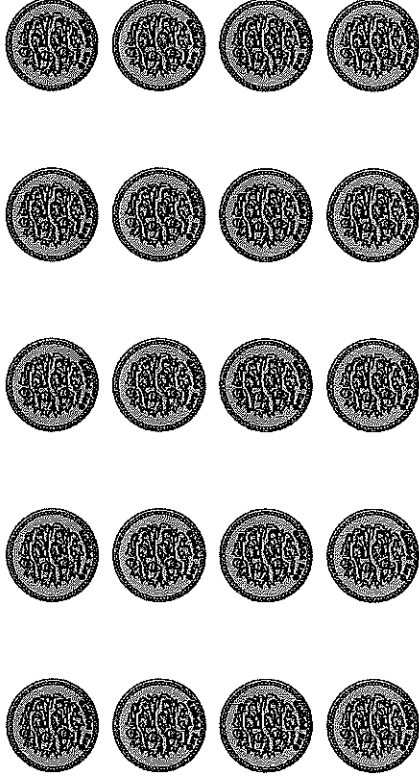
3. Jessica buys 14 bread rolls. She has two every day. How many days will she have bread rolls for?



Food Division Problems



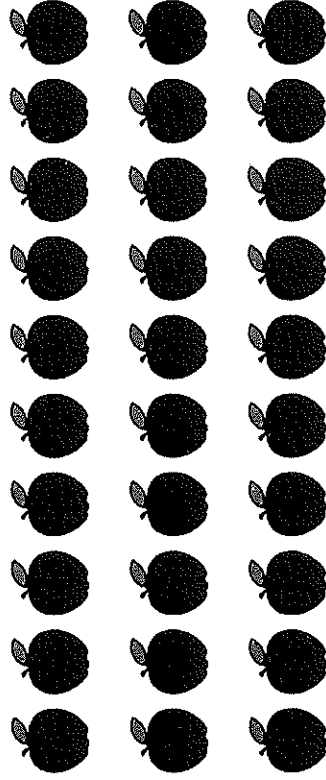
5. Dan gives his five children their pocket money to spend at the shop. He has £20. How much would each child get if they shared the money equally?



Food Division Problems



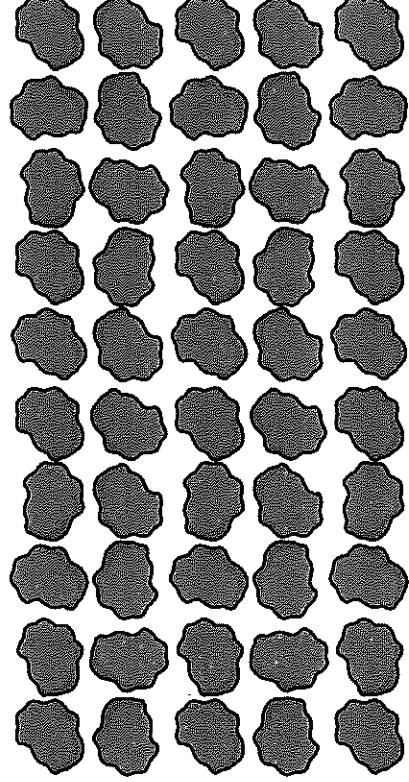
4. Amaan loves apples. He eats three every day. How many days will 30 apples last for?



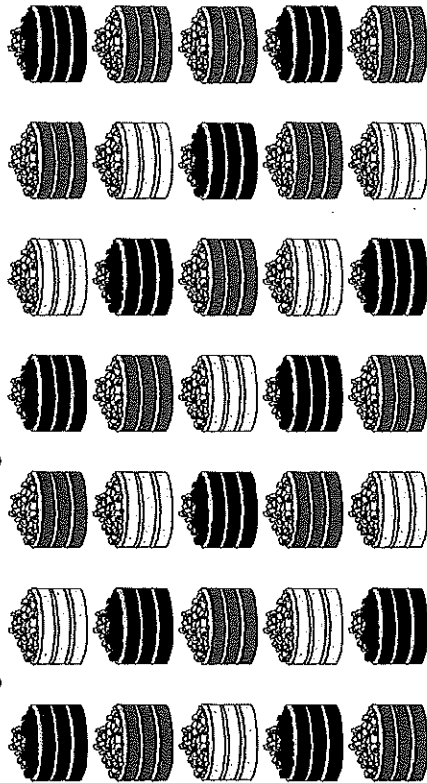
Food Division Problems



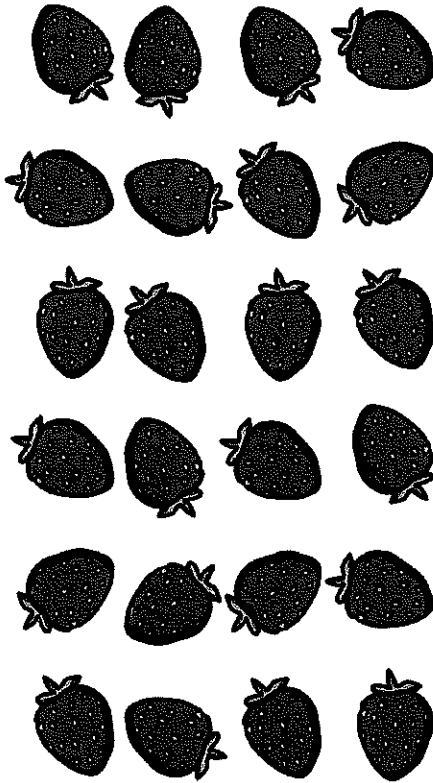
6. Sidra bought a bag of 50 chicken nuggets and eats 5 of them for each meal. How many meals will the bag last for?



7. Phil bought 35 mini cakes for a birthday party. Four other children came and shared the cakes equally with Phil. How many cakes did each child get?



8. A punnet has 24 strawberries in it. How many strawberries would two people get each if they shared them equally?



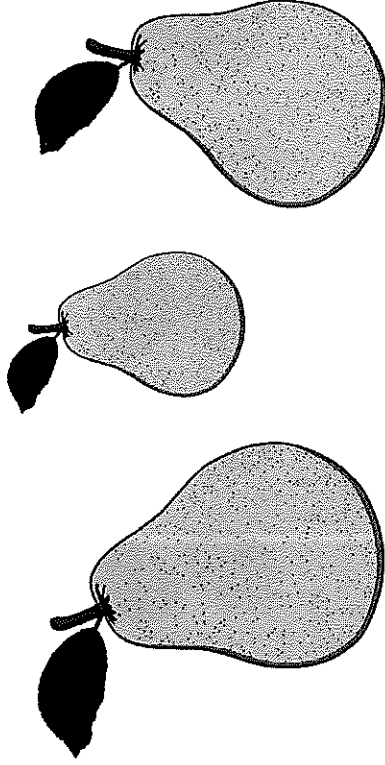
# Food Division Answers

- Q1) Michelle buys 15 bottles of water. She shares them equally between her three children.  
How many do they each get?  
**5 bottles of water each**
- Q2) A shop has 40 sausage rolls on sale. If five friends buy them and share them equally,  
how many do they each get?  
**8 sausage rolls each**
- Q3) Jessica buys 14 bread rolls. She has two every day. How many days will she have bread  
rolls for?  
**7 days**
- Q4) Amaan loves apples. He eats three every day. How many days will 30 apples last for?  
**10 days**
- Q5) Dan gives his five children their pocket money to spend at the shop. He has £20. How  
much would each child get if they shared the money equally?  
**£4 each**
- Q6) Sidra bought a bag of 50 chicken nuggets and eats 5 of them for each meal. How many  
meals will the bag last for?  
**10 meals**
- Q7) Phil bought 35 mini cakes for a birthday party. Four other children came and shared the  
cakes equally with Phil. How many cakes did each child get?  
**7 cakes each**
- Q8) A punnet has 24 strawberries in it. How many strawberries would two people get each if  
they shared them equally?  
**12 strawberries each**

Food Division Problems

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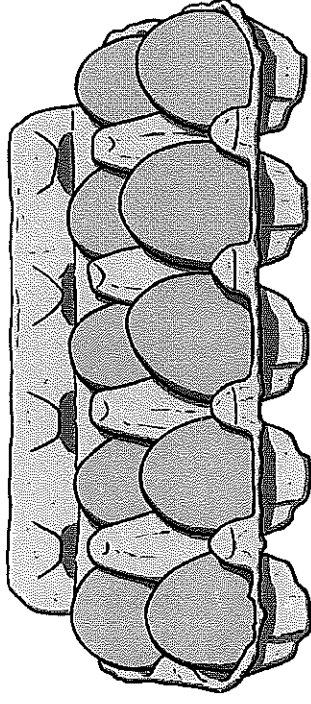
1. Mia buys 45 pears from the shop. She shares them equally between herself and 4 friends. How many pears do they have each?



Food Division Problems

★★★

3. Edward has 40 eggs. He puts 10 eggs in each box. How many boxes does he need?



Food Division Problems

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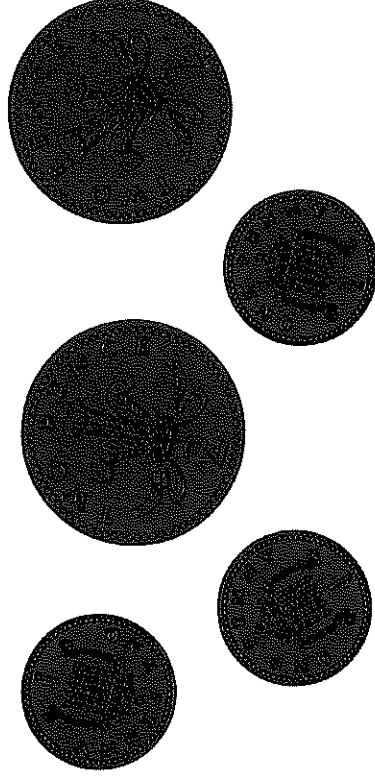
2. Geeta bought 60 cherries from the shop. She wanted to share them equally with her Mum. How many cherries would they each have?



Food Division Problems

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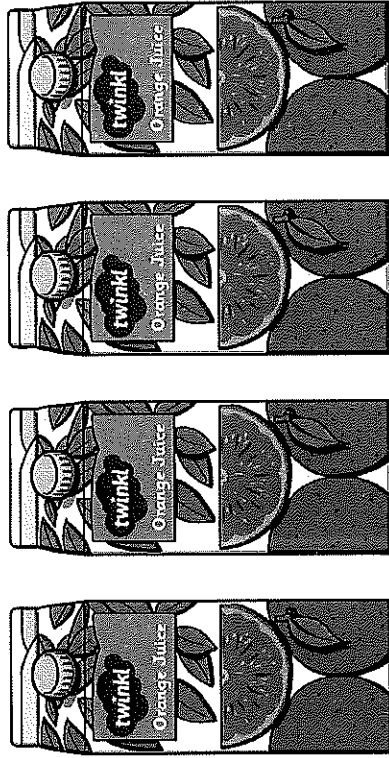
4. Lily is given 35p change from the shopkeeper. She needs to divide the change equally between 7 people. How much change will they each get?



Food Division Problems

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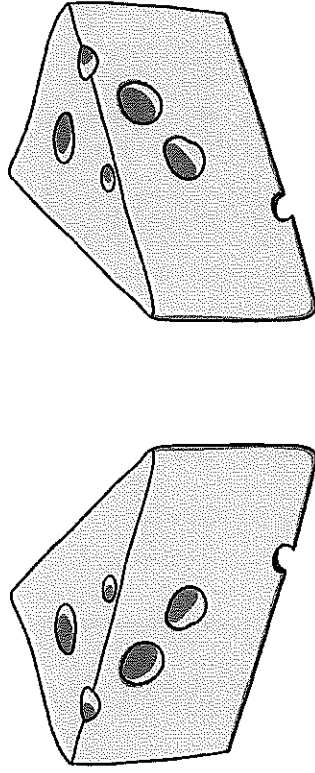
5. Sirraj buys 30 cartons of orange juice. He shares them equally between himself and his five friends. How many cartons of orange juice do they each get?



Food Division Problems

★★★

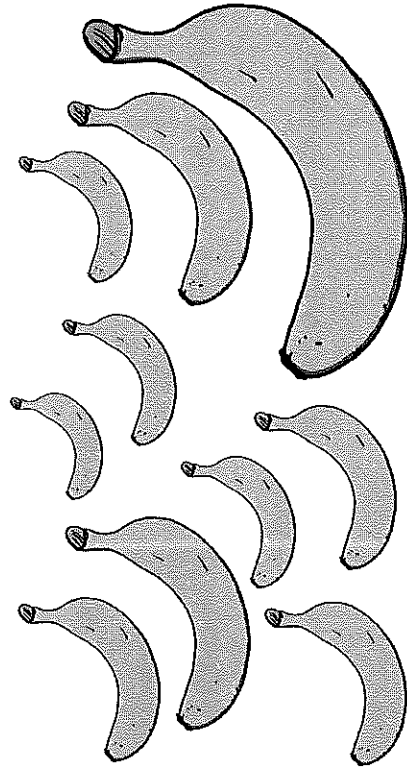
7. A shop has 55 blocks of cheese. Five customers would like to equally share all of the cheese. How many blocks of cheese can they each buy?



Food Division Problems

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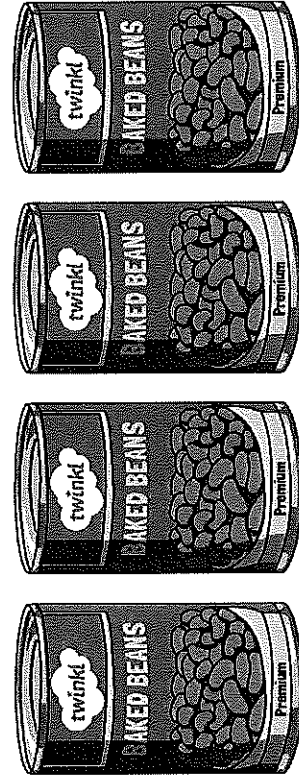
6. A lorry delivers 80 bananas to the shop. Each box has 10 bananas in it. How many boxes are there altogether?



Food Division Problems

★★★

8. A shopkeeper has 100 tins of baked beans. They arrange them into rows of 10 cans. How many rows will they need altogether?



# Food Division Answers

- Q1) Mia buys 45 pears from the shop. She shares them equally between herself and 4 friends. How many pears do they have each?  
**9 pears each**
- Q2) Geeta bought 60 cherries from the shop. She wanted to share them equally with her Mum. How many cherries would they each have?  
**30 cherries each**
- Q3) Edward has 40 eggs. He puts 10 eggs in each box. How many boxes does he need?  
**4 boxes**
- Q4) Lily is given 35p change from the shopkeeper. She needs to divide the change equally between 7 people. How much change will they each get?  
**5p each**
- Q5) Siraaj buys 30 cartons of orange juice. He shares them equally between himself and his five friends. How many cartons of orange juice do they each get?  
**5 bottles each**
- Q6) A lorry delivers 80 bananas to the shop. Each box has 10 bananas in it. How many boxes are there altogether?  
**8 boxes altogether**
- Q7) A shop has 55 blocks of cheese. Five customers would like to equally share all of the cheese. How many blocks of cheese can they each buy?  
**11 blocks of cheese each**
- Q8) A shopkeeper has 100 tins of baked beans. They arrange them into rows of 10 cans. How many rows will they need altogether?  
**10 rows (with 10 cans in each row)**

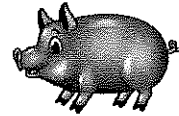
Tim had 22 marbles. He lost half of them. How many does Tim have left?



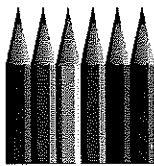
Jen had 24 Lego bricks. She used half to build a house. How many did she use?



The farmer has 18 animals.  $\frac{1}{2}$  of them are pigs. How many pigs are there?



Sam had 16 pencils. He gave Jake  $\frac{1}{2}$ . How many does Sam have left?



Liz had 20 chocolates. She ate  $\frac{1}{2}$ . How many are left?



Tom has 30 stickers. He gave his sister  $\frac{1}{2}$ . How many stickers does his sister have?



Joe has 20 slices of pizza. He shares  $\frac{1}{2}$  with Ashley. How many slices do they have each?



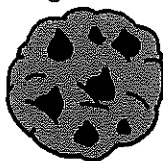
Jim kicks 18 footballs.  $\frac{1}{2}$  go into the net. How many goals did he score?



Zoe has 24p in her purse. She spends  $\frac{1}{2}$  on sweets. How much money does she have left?



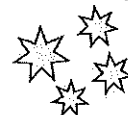
Emma bakes 20 cookies. She eats  $\frac{1}{4}$  of them. How many does she eat?



Tom finds 28 acorns outside. He gives  $\frac{1}{4}$  to Anna. How many does Anna get?



There were 24 stars in the galaxy. An alien zapped  $\frac{1}{4}$  away. How many did he zap away?



There were 32 flowers in the garden.  $\frac{1}{4}$  were blue. How many were blue?



The pet shop has 20 animals.  $\frac{1}{4}$  are rabbits. How many rabbits are there?



Abi sees 12 animals in the zoo.  $\frac{1}{4}$  were monkeys. How many monkeys did she see?



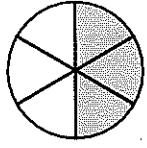
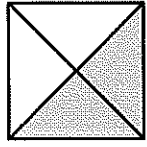
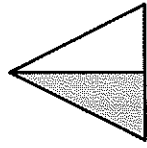




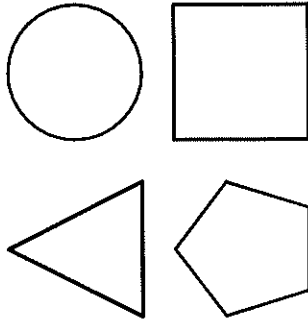
# One Half

One half can be written  $\frac{1}{2}$  or  $\frac{2}{4}$  or  $\frac{3}{6}$  or  $\frac{4}{8}$

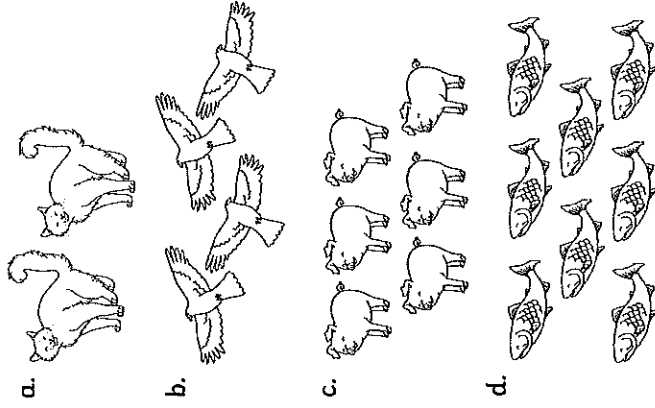
One half of each of these figures is shaded:



Colour one half of each of these shapes:

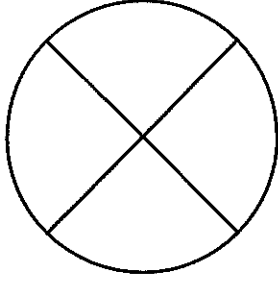


Colour one half of each of these groups of animals:

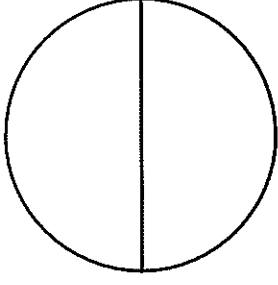


What number is half of 2? \_\_\_\_\_  
 What number is half of 4? \_\_\_\_\_  
 What number is half of 6? \_\_\_\_\_  
 What number is half of 8? \_\_\_\_\_  
 What number is half of 10? \_\_\_\_\_  
 What number is half of 20? \_\_\_\_\_

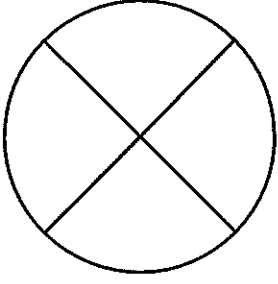
# Read and Colour the Fractions



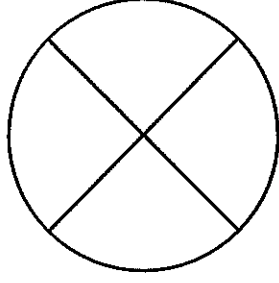
one quarter



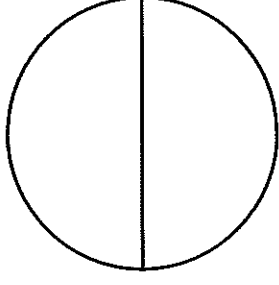
one half



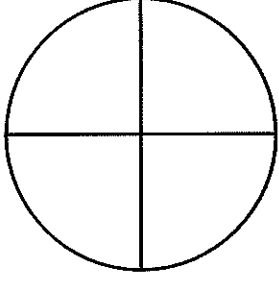
three quarters



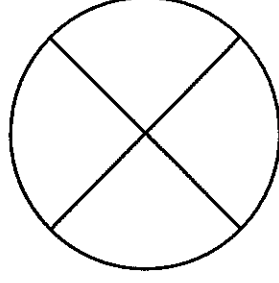
whole



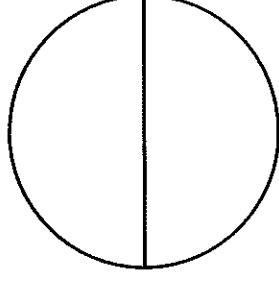
one half



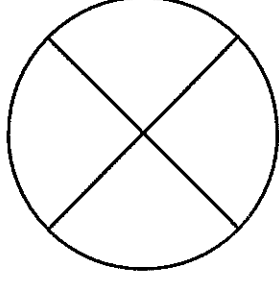
one quarter



$\frac{1}{4}$



$\frac{1}{2}$

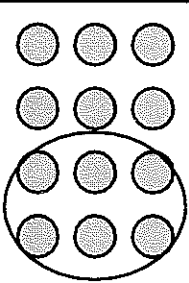


$\frac{3}{4}$

# Halves and Quarters Fractions

Find the fractions of these numbers. Draw pictures to show your thinking.  
Here is an example:

$\frac{1}{2}$  of 12 = 6



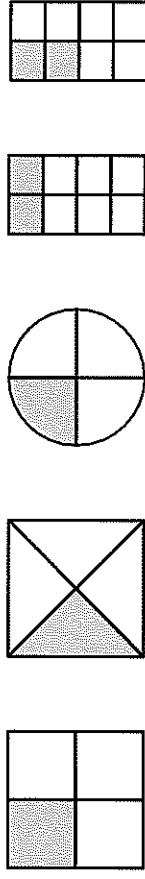
Now it's your turn!

$\frac{1}{2}$ of 8 =	$\frac{1}{2}$ of 14 =
$\frac{1}{4}$ of 12 =	$\frac{1}{2}$ of 18 =
$\frac{1}{4}$ of 24 =	$\frac{1}{4}$ of 32 =
$\frac{1}{4}$ of 20 =	$\frac{1}{2}$ of 24 =

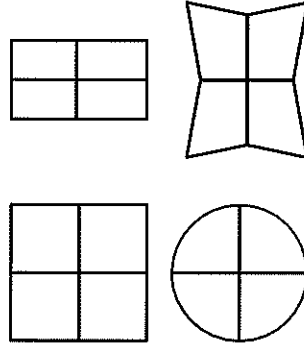
# One Quarter

One quarter can be written  $\frac{1}{4}$  or  $\frac{2}{8}$  or  $\frac{3}{12}$

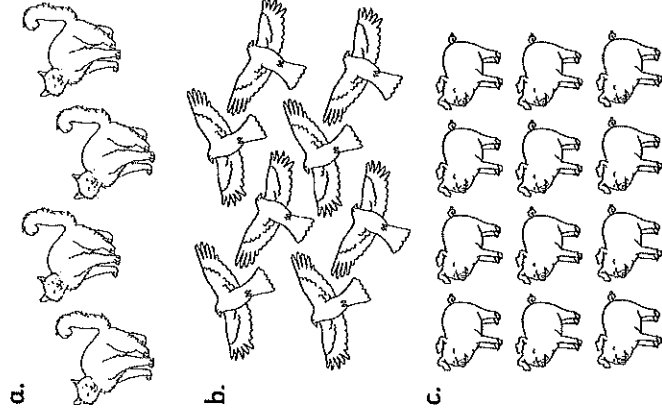
One quarter of each of these figures is shaded:



Colour one quarter of each of these shapes:



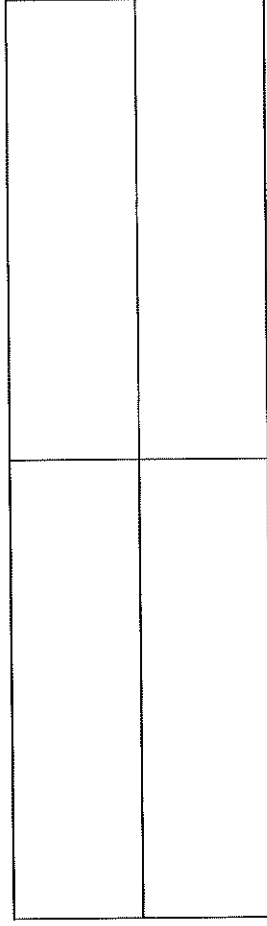
Colour one quarter of each of these groups of animals:



- What number is a quarter of 4? \_\_\_\_\_
- What number is a quarter of 8? \_\_\_\_\_
- What number is a quarter of 12? \_\_\_\_\_
- What number is a quarter of 16? \_\_\_\_\_
- What number is a quarter of 20? \_\_\_\_\_
- What number is a quarter of 40? \_\_\_\_\_

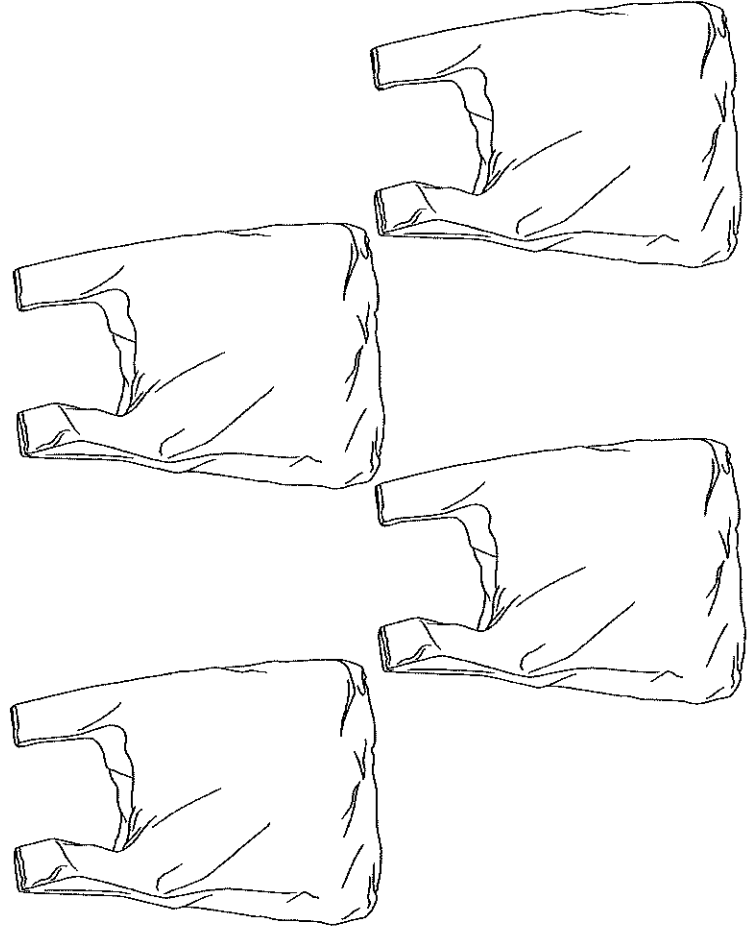
## Find $\frac{1}{4}$ s

Colour each quarter a different colour. How many colours will you need?

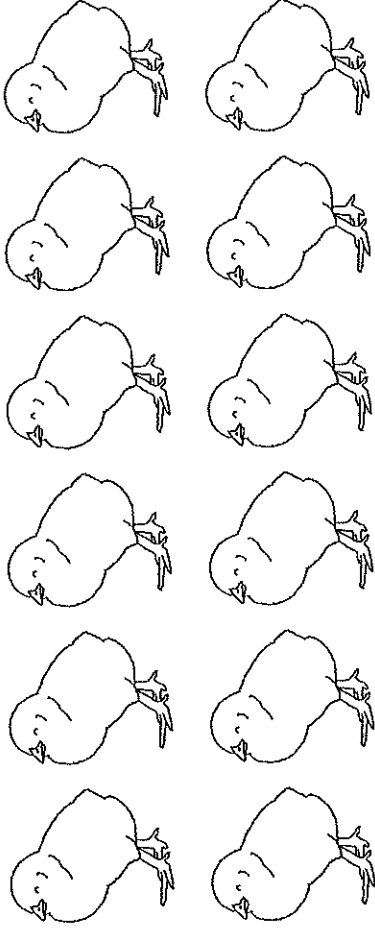


Share 8 apples into  $\frac{1}{4}$ s and draw them in the bags below.

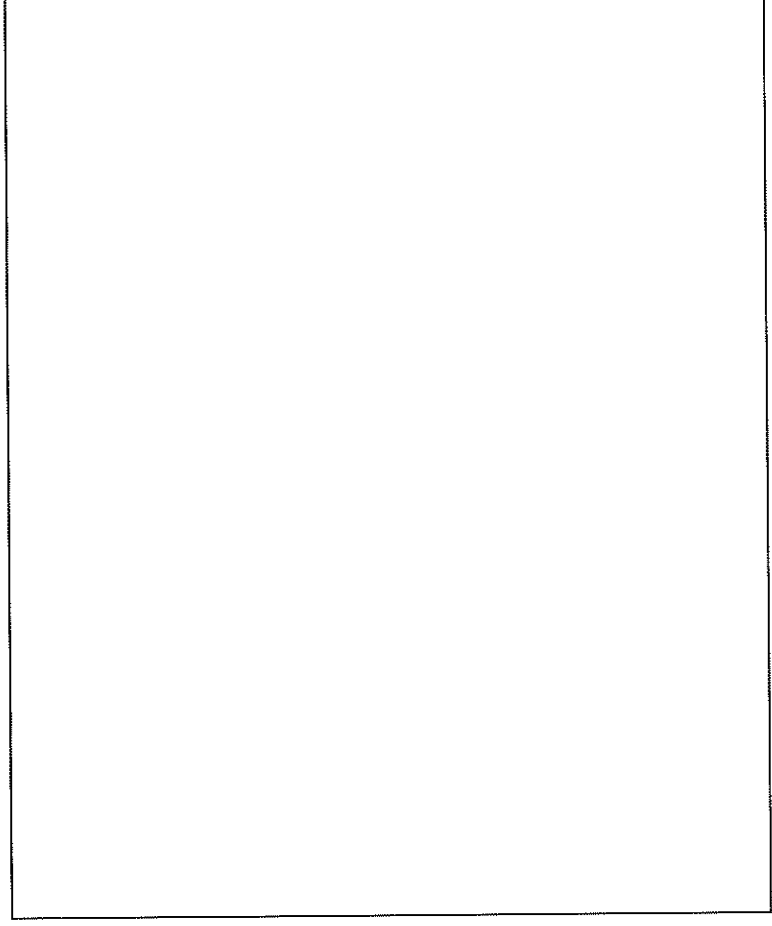
Share 16 sweets into  $\frac{1}{4}$ s and draw them in the bags below.



Colour  $\frac{1}{4}$  of the chicks.



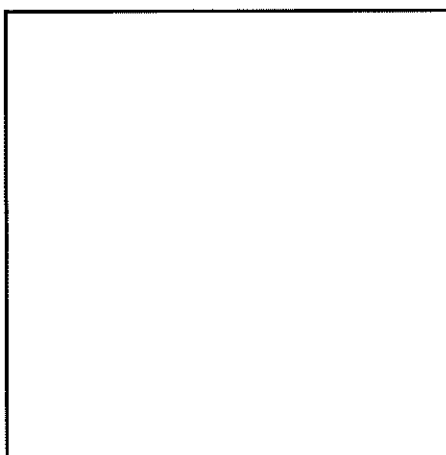
There are 20 children.  $\frac{1}{4}$  of them are boys. Can you draw the boys?



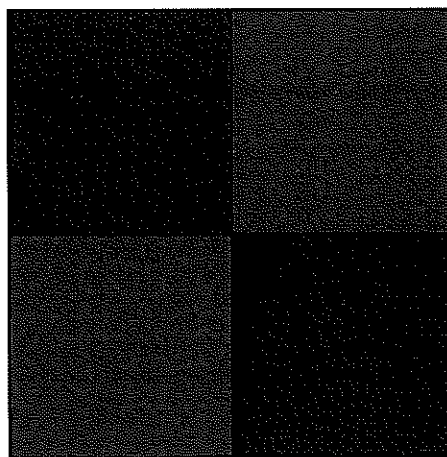
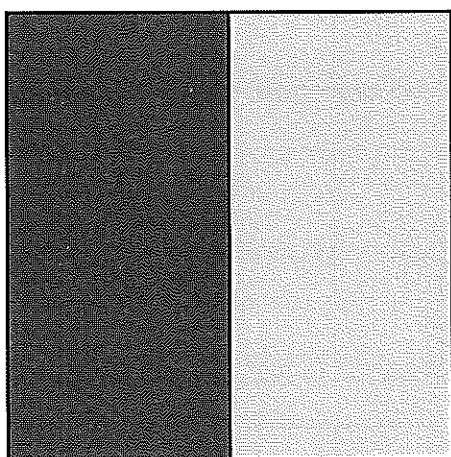


# Halves and Quarters Investigation

Here is a square.



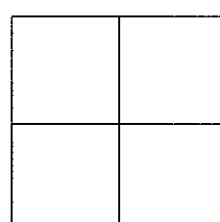
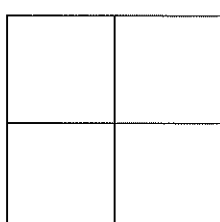
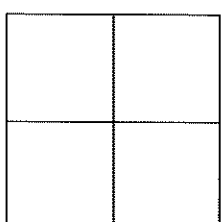
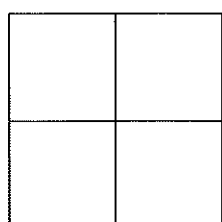
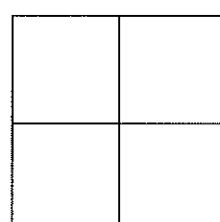
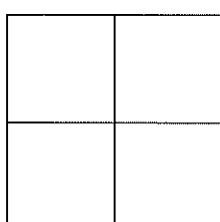
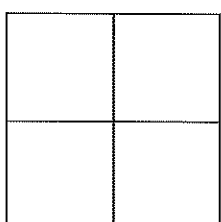
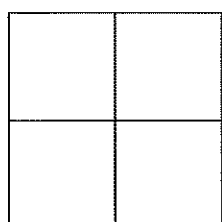
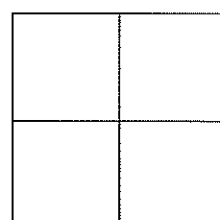
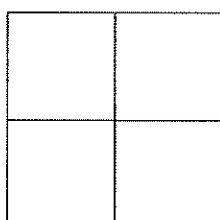
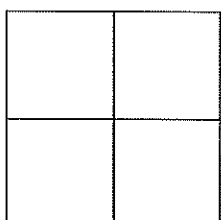
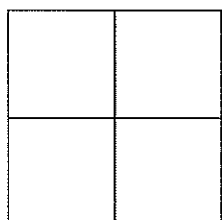
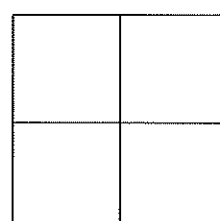
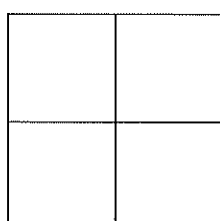
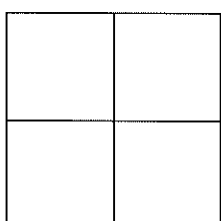
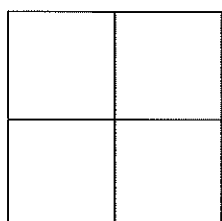
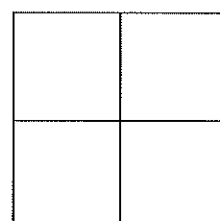
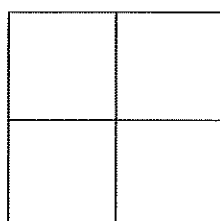
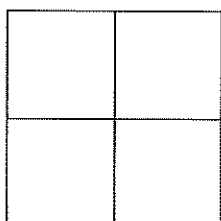
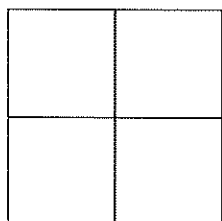
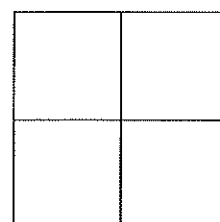
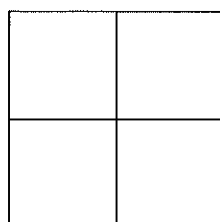
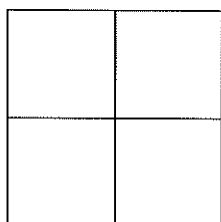
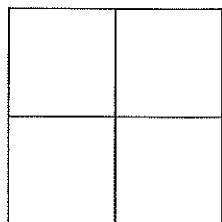
Here are 2 halves and 4 quarters of the square.



Cut out the halves and quarters. How many different ways can you use the halves and quarters to fill the square?

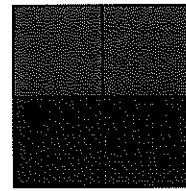
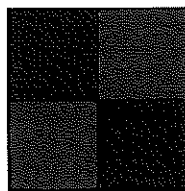
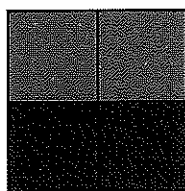
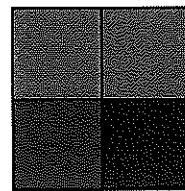
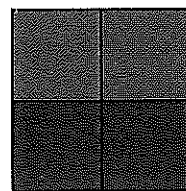
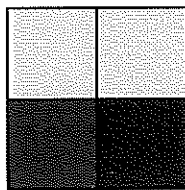
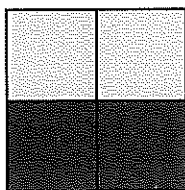
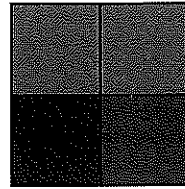
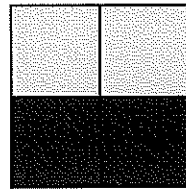
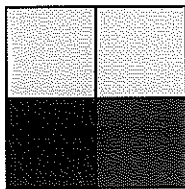
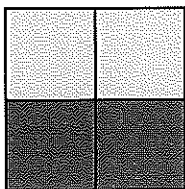
Your answers cannot be turned, but can be flipped over to be different.

Check for any that could be turned round to be the same as others.



# Halves and Quarters Investigation






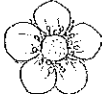
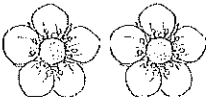
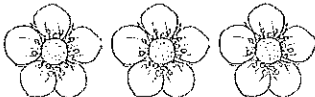

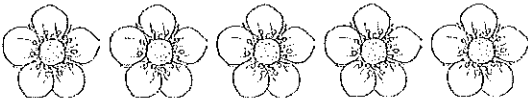
## Answers








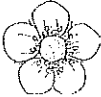
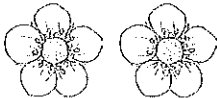
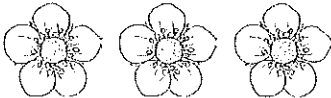
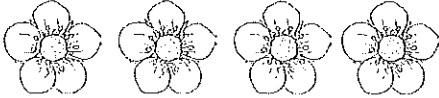
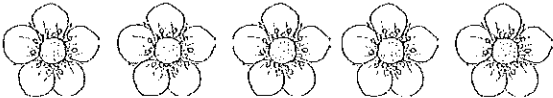







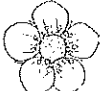
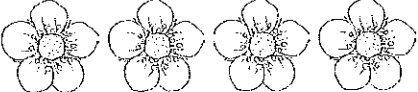
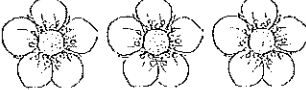
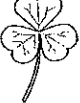

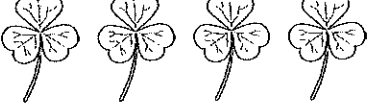
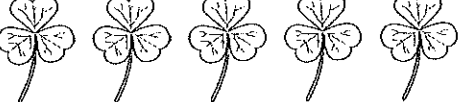
# Multiplication as Repeated Addition

<p>1 ladybird has 2 spots.</p> 	2	$1 \times 2 = 2$
<p>How many spots do 2 ladybirds have?</p> 	$2 + 2 =$	$2 \times 2 =$
<p>How many spots do 3 ladybirds have?</p> 	$2 + 2 + 2 =$	$3 \times 2 =$
<p>How many spots do 4 ladybirds have?</p> 	$2 + 2 + 2 + 2 =$	$4 \times 2 =$
<p>How many spots do 5 ladybirds have?</p> 	$2 + 2 + 2 + 2 + 2 =$	$5 \times 2 =$
<p>1 flower has 5 petals.</p> 	5	$1 \times 5 =$
<p>How many petals do 2 flowers have?</p> 	$5 + 5 =$	$2 \times 5 =$
<p>How many petals do 3 flowers have?</p> 	$5 + 5 + 5 =$	$3 \times 5 =$
<p>How many petals do 4 flowers have?</p> 	$5 + 5 + 5 + 5 =$	$4 \times 5 =$
<p>How many petals do 5 flowers have?</p> 	$5 + 5 + 5 + 5 + 5 =$	$5 \times 5 =$

# Multiplication as Repeated Addition

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 2 ladybirds have? 	$2 + 2 =$	$2 \times 2 =$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	
How many spots do 4 ladybirds have? 	$\_ + \_ + \_ + \_ =$	$4 \times 2 =$
How many spots do 5 ladybirds have? 		$5 \times 2 =$
1 flower has 5 petals. 	5	
How many petals do 2 flowers have? 	$5 + 5 =$	$2 \times 5 =$
How many petals do 3 flowers have? 	$\_ + \_ + \_ = \_$	$3 \times 5 =$
How many petals do 4 flowers have? 		$4 \times 5 =$
How many petals do 5 flowers have? 		

# Multiplication as Repeated Addition

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	$3 \times 2 =$
How many spots do 5 ladybirds have? 	$\underline{\quad} + \underline{\quad} + \underline{\quad} +$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\_ \times \_ =$
1 flower has 5 petals. 	5	$1 \times 5 = 5$
How many petals do 4 flowers have? 		
How many petals do 3 flowers have? 		
A clover has 3 leaves. 	3	$1 \times 3 = 3$
How many leaves do 2 clovers have? 		
How many leaves do 4 clovers have? 		
How many leaves do 5 clovers have? 		

# Multiplication as Repeated Addition **Answers**

★

2	$1 \times 2 = 2$
$2 + 2 = 4$	$2 \times 2 = 4$
$\begin{array}{r} 2 \\ + 2 + 2 = 6 \end{array}$	$3 \times 2 = 6$
$\begin{array}{r} 2 + 2 \\ + 2 + 2 = 8 \end{array}$	$4 \times 2 = 8$
$\begin{array}{r} 2 + 2 + 2 + \\ 2 + 2 = 10 \end{array}$	$5 \times 2 = 10$
5	$1 \times 5 = 5$
$5 + 5 = 10$	$2 \times 5 = 10$
$\begin{array}{r} 5 + \\ 5 + 5 = 15 \end{array}$	$3 \times 5 = 15$
$\begin{array}{r} 5 + 5 + \\ 5 + 5 = 20 \end{array}$	$4 \times 5 = 20$
$\begin{array}{r} 5 + 5 + 5 + \\ 5 + 5 = 25 \end{array}$	$5 \times 5 = 25$

★★

2	$1 \times 2 = 2$
$2 + 2 = 4$	$2 \times 2 = 4$
$\begin{array}{r} 2 \\ + 2 + 2 = 6 \end{array}$	$3 \times 2 = 6$
$\begin{array}{r} 2 + 2 \\ + 2 + 2 = 8 \end{array}$	$4 \times 2 = 8$
$\begin{array}{r} 2 + 2 + 2 + \\ 2 + 2 = 10 \end{array}$	$5 \times 2 = 10$
5	$5 \times 1 = 5$
$5 + 5 = 10$	$2 \times 5 = 10$
$\begin{array}{r} 5 + \\ 5 + 5 = 15 \end{array}$	$3 \times 5 = 15$
$\begin{array}{r} 5 + 5 + \\ 5 + 5 = 20 \end{array}$	$4 \times 5 = 20$
$\begin{array}{r} 5 + 5 + 5 + \\ 5 + 5 = 20 \end{array}$	$5 \times 5 = 25$

★★★

2	$1 \times 2 = 2$
$\begin{array}{r} 2 + 2 + 2 \\ = 6 \end{array}$	$3 \times 2 = 6$
$\begin{array}{r} 2 + 2 + 2 + \\ 2 + 2 = 10 \end{array}$	$5 \times 2 = 10$
5	$1 \times 5 = 5$
$\begin{array}{r} 5 + 5 + \\ 5 + 5 = 20 \end{array}$	$5 \times 4 = 20$
$\begin{array}{r} 5 + \\ 5 + 5 = 15 \end{array}$	$5 \times 3 = 15$
3	$1 \times 3 = 3$
$3 + 3 = 6$	$2 \times 3 = 6$
$\begin{array}{r} 3 + 3 \\ + 3 + 3 = 12 \end{array}$	$4 \times 3 = 12$
$\begin{array}{r} 3 + 3 + 3 + \\ 3 + 3 = 15 \end{array}$	$5 \times 3 = 15$

# Odd and Even Numbers

## 1. Counting

Count in 2s: \_\_\_\_\_

Are the numbers odd or even? Describe the pattern: \_\_\_\_\_

\_\_\_\_\_

Count in 5s: \_\_\_\_\_

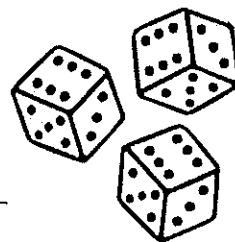
Are the numbers odd or even? Describe the pattern: \_\_\_\_\_

\_\_\_\_\_

What do you notice? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 2. Addition

Add 2 even numbers: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Is the answer odd or even?

Try with other even numbers:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Are the answers still odd/even? \_\_\_\_\_

Add 2 odd numbers: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Is the answer odd or even? \_\_\_\_\_

Try with other odd numbers:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Are the answers still odd/even? \_\_\_\_\_

Add an odd and even number: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Is the answer odd or even? \_\_\_\_\_

Try with other odd and even numbers:

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Are the answers still odd/even? \_\_\_\_\_

Do you get similar answers with subtraction? \_\_\_\_\_

## 3. Multiplication

Multiply 2 even numbers: \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Is the answer odd or even? \_\_\_\_\_

Try with other even numbers:

\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Are the answers still odd/even? \_\_\_\_\_

Multiply 2 odd numbers: \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Is the answer odd or even? \_\_\_\_\_

Try with other odd numbers:

\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Are the answers still odd/even? \_\_\_\_\_

Multiply an odd and even number: \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Is the answer odd or even? \_\_\_\_\_

Try with other odd and even numbers:

\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Are the answers still odd/even? \_\_\_\_\_

# Odd and Even Numbers Answers

## 1. Counting

2, 4, 6, 8, 10, 12 – even, even, even, even

5, 10, 15, 20, 25 – odd, even, odd, even, odd

Count in an even number – pattern is all evens

Count in an odd number – pattern is odd, even, odd, even

## 2. Addition (and Subtraction)

even + even = even

odd + odd = even

odd + even = odd

even – even = even

odd – odd = even

odd – even = odd

even – odd = odd

## 3. Multiplication

even × even = even

odd × odd = odd

odd × even = even

