

## Tynewater Primary School

### Primary 2 School Closure Activities

Here are some ideas to consolidate and reinforce learning which the children have experienced in school. Learning activity sheets are courtesy of Twinkl, an educational resource site.

### Literacy

#### **Reading:**

\*Continue to read lots of stories with your child. Support them to sound out letters and blend them to make words. Talk about what is happening in the pictures and what you can see, before reading. Ask lots of questions such as:

- Who is the main character?
- What was your favourite part?
- How do you think the character was feeling when ...?
- Can you think of a time when you felt like that?
- What do you think will happen next? Why do you think that?

\*Play 'I Spy' - Can you find words beginning with ...? Can you find a picture of ...? How many ..... can you see?

\*If it is a rhyming story, encourage your child to guess what the rhyming word will be.

\*Complete a Book Review about a story they have enjoyed reading (templates below).

\*Re-design the front cover of one of their favourite books (template below). Think about which important characters or events should be displayed. Don't forget the title and author's name!

\*Continue to practise key words sent home with your child's reading book. Revise key words from previous levels, to ensure children can still read them fluently. How quickly can your child read the list without making any mistakes? Can they beat their score next time? Words could be cut out and hidden around the house and ticked off once they have been found.

Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
He put was they wanted everyone made said had got to cross in pulled pushed It it went	on looked at up down tree climbed I am he played jumped gave Wilf Wilma barked children What couldn't get Get	liked for house room this man big helped things Come came play with door little painted found opened wallpaper inside him There outside her key box mended wind storm time	glowing picked like began magic don't Don't help an adventure about frightened away ran called took It's everyone go my out of Help turned into One threw told were over yelled lived	climb garden small every stopped walked watching always inside perhaps round being through flying something other suddenly coming animals shoe near know dinosaur showed friend didn't working where Goodbye asked first different under better never thought	higher someone right between before shouted leave tried nobody class bigger next clothes Use does woke mother until Can't started same still asleep planet place I'm why float birthday might lady think years today	because busy together sure many laughed under never animals believe light after across sometimes young thought heavy please already better towards safe Thank You somewhere window around excited these second great money washed night hill important

\*Continue to practise tricky words. These are words which cannot be sounded out and need to be learned. They are:

Set 1		Set 2		Set 3	
all	are	they	you	where	before
was	he	there	your	were	many
I	she	here	my	which	any
to	we	come	go	why	there
do	me	some	no	who	because
the	be	said	so	more	want
Set 4		Set 5		Set 6	
put	would	when	have	father	every
their	could	what	little	mother	eight
saw	goes	down	by	also	of
made	does	like	old	always	after
right	four	live	only	love	once
should	two	give	one	cover	upon

\*Revise all digraphs covered so far. Write some words containing these sounds and see if your child can sound them out. Play some games (templates below) to reinforce these.

sh	ar	a_e (cake)
ch	ff	i_e (bike)
th	ll	o_e (stone)
ng	ss/zz	u_e (tube)
qu	ck	

\*Practise reading CVC (Consonant Vowel Consonant) words and draw the picture to match the word (learning sheet below).

\*Alphablocks and Geraldine the Giraffe (found on YouTube) are great ways to revise sounds and blending letters to read words.

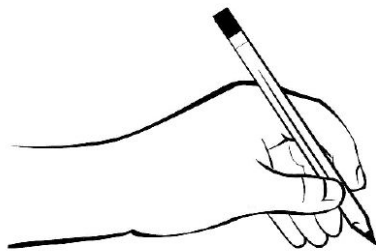
## Writing:

\*Practise correct pencil grip to allow for neat, comfortable and fluent handwriting.

Hold pencil with a light grip.

1. Thumb holds pencil.
2. First finger rests on top of the pencil.
3. Pencil rests against third finger.

Left hand



Right hand

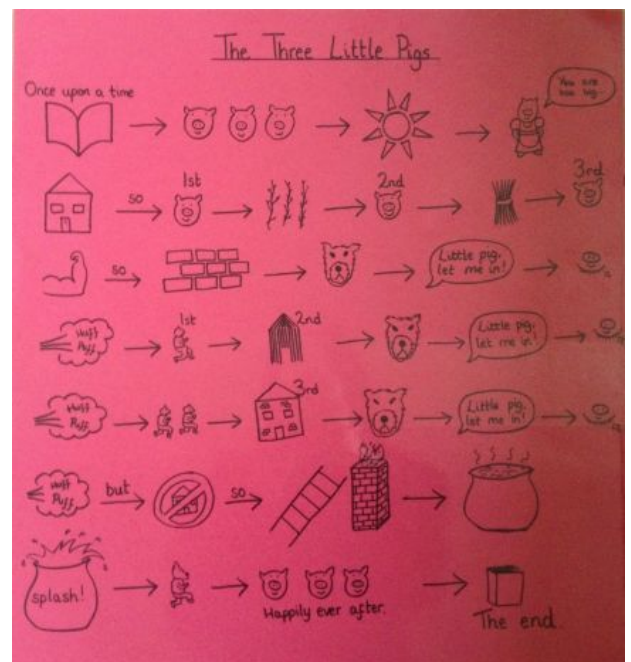


\*Choose a poem or a paragraph from a favourite book. Ask the children to copy it in their best handwriting. Don't forget about ascenders (tall letters) and descenders (low letters).

## How to Write Letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

\*Choose a story your child knows well, perhaps a fairy tale or story read to them often. Ask them to Story Map the tale. This is something we have been working on a lot in Primary 2 and children should be able to use the picture plan they create to re-tell you the story.



\*Practise writing CVC (Consonant Vowel Consonant) words using the worksheets below. Ask your child to write any other CVC words you can think of.

\*Practise building words using consonant blends. Match up the letters and write the word. (Learning sheet below).

\*Practise words with a consonant blend at the beginning - sp, gl, fl etc. (learning sheet below).

\*Revise 'Magic E' (a\_e, e\_e, i\_e, o\_e and u\_e to make A, E, I, O and U sounds) and have a go at trying to figure out the word and spell it (learning sheet below and answers as this is a bit of a challenge!).

\*Write the alphabet on a piece of paper. Can you have a Treasure Hunt in the house or garden to find something beginning with each letter of the alphabet?

\*Practise writing some sentences about the pictures (template below) - don't forget capital letters, full stops, finger spaces and interesting words.

\*Use playdough/pipe cleaners/pasta - anything you have around the house - to form letters and build words.

\*Make some cards to send to relatives or friends to say hello. Children can practise writing a message inside.

Here are some apps which you may find useful:

 Jolly Phonics	 Read with Biff, Chip and Kipper	 Word Monsters	 ABC Gurus	 Cbeebies	 Bubl ABC	 Bizzibrains I Imagine
 My Little Story Creator	 Pocket Phonics	 Little Writer	 Letter Monster	 Hairy Phonics	 Writing Wizard	 Bizzibrains I Learn

## Numeracy

\*Practise counting and ordering numbers to 20/50/100, and counting forwards and backwards. Ask the children which number comes before / after a number, what is 1 more / 2 more than, what is 1 less / 2 less than.

\*Practise counting in 2s, 5s and 10s.

\*Practise number bonds to 10/20/100. Play Number Bond Tennis; mime using a tennis racquet to hit numbers back and forward to each other which add up to 10/20/100.

\*Add and subtract numbers within 10/20/100. Use cubes or a number line to help if necessary. (Learning sheets below)

\*Make a Hopscotch on your pavement / driveway. Throw a pebble on to two numbers, hop over to collect them and practise adding them together/subtracting them.

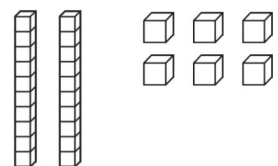
\*Use buttons, pasta, toy cars etc to practise division as sharing.

\*Practise making patterns using items around the house. Have children start a pattern and ask an adult/sibling to complete it.

\*An adult could write numbers on bits of paper and hide them around the house. The child could go and search for them and order them from smallest to largest. As an extension, organise them into odd/even groups.

\*Give your child a number between 0 and 100. Ask them what is the number before, after or in between two numbers?

\*Practise identifying tens and ones/ hundreds, tens and ones in a given number. For example, 26 is made up of 2 tens and 6 ones. Children can draw it as shown:



\*Practise telling the time using o'clock, half past, quarter past or quarter to.

\*Go on a 2D/3D shape hunt in the house or the garden.

\*Cut out some circles, triangles and squares and create a Spring rabbit or chick collage. (Template below).

\*Play 'Snakes and Ladders' and practise counting on spaces and recognising numbers.

\*Numberblocks or Numberjacks (found on YouTube) are also useful for Numeracy revision.

Here are some apps which you may find useful:



## Health and Wellbeing

\*If you have access to Youtube at home, search for The Body Coach and his series of kids workouts called '5 Minute Move.' From Monday 23rd March at 9am, Joe Wicks will be doing live 30 minute workouts aimed at kids.

\*Also on Youtube is a channel called 'Cosmic Kids Yoga' which is a series of relaxing yoga stories which everyone can join in with.

\*The 'Go Noodle' channel on Youtube has lots of fun dance, workout and mindfulness videos.

\*Encourage your child to discuss effective hand washing and the benefits of this. Ask them to give examples of when we should wash our hands (learning sheet below).

\*Discuss 'Random Acts of Kindness' with your child. Can they do something kind and helpful for others without being asked? (Template below).

## Across the Curriculum

\*Try to use this opportunity to get lots of fresh air and go for nature walks or bug hunts.

\*Practise some basic cooking or baking together - this will encourage many skills such as reading, measuring, fine and gross motor skills, sharing and patience.

\*Play some board games or do some jigsaw puzzles - again these will encourage many important learning skills such as turn-taking, patience and resilience.

\*Use any shapes, scraps of materials or art resources around the house to make a collage - this could be a rocket, a car, a unicorn, a tiger - the choice is theirs!

\*With adult support and guidance, do some research on a topic which is of interest to your child.



# My Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

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Draw your favourite scene from the book.

A large, empty rectangular box with a black border, intended for drawing a favourite scene from the book.

A book review by: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

What was the story about?

Who were the characters?

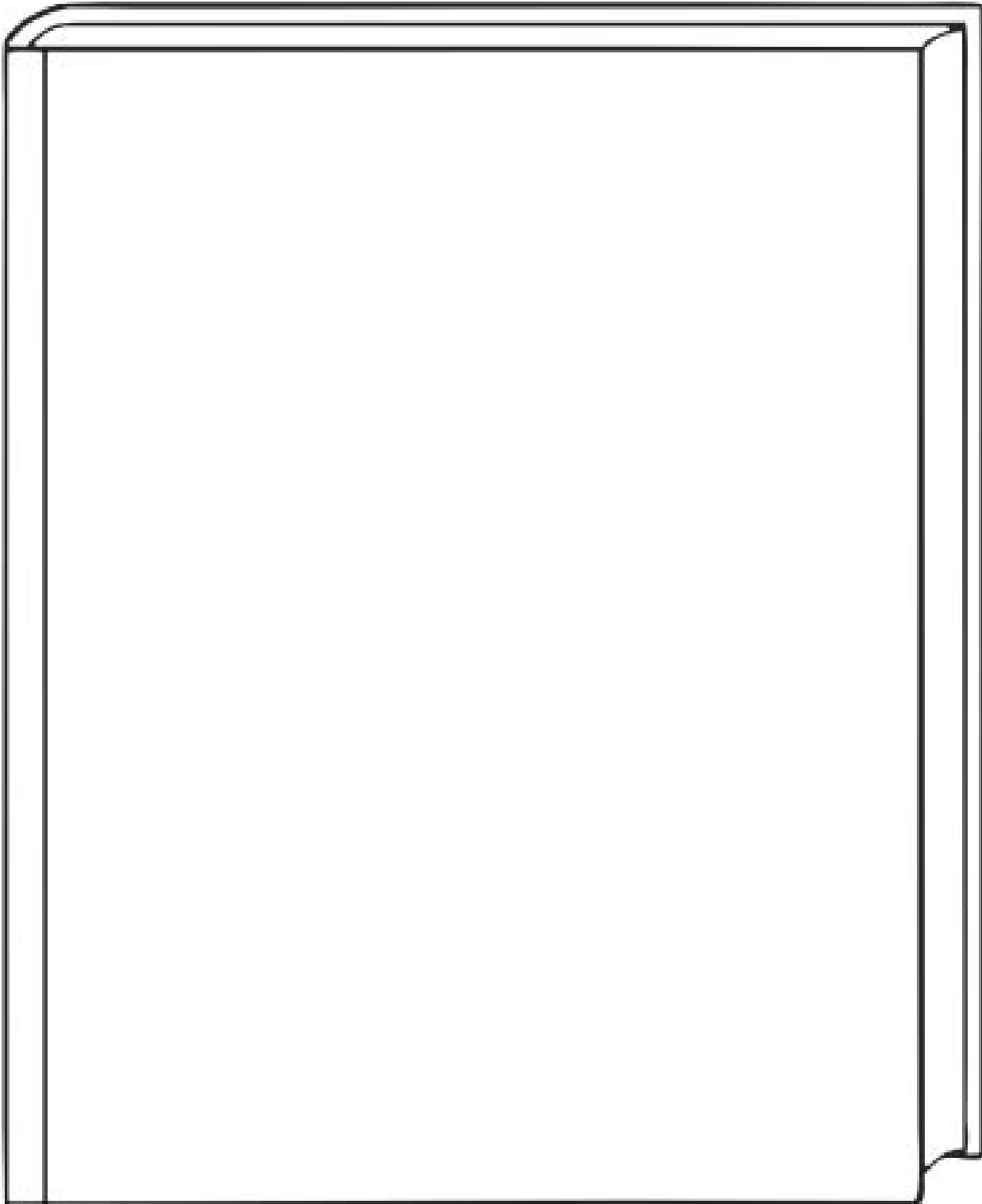
What did you like about the book?

Draw your favourite picture from the book.

Your rating: \_\_\_ / 10

# Book Cover Design

Design a new cover for your favourite book.



# f,ff,l,ll,ss Read and Race

Start

of

if

fit

fun

huff

fan

off

leg

lap

lot

bell

doll

tell

sell

dull

less

hiss

mess

boss

pass

kiss

laptop

fusspot

Finish

## Instructions

1. Roll the dice.
2. Sound out to blend the word you land on.
3. Who will finish first?

# qu,ch,sh,th,ng Read and Race

Start

quiz

quit

quick

quack

liquid

chop

chin

check

much

rich

ship

shed

shop

shell

fish

shock

this

with

thick

path

song

wing

rung

Finish

qu

ch

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ng

## Instructions

1. Roll the dice.
2. Sound out to blend the word you land on.
3. Who will finish first?

# Spelling Maze!

Draw lines between the right letters to spell out the word! Write your word on the lines at the end!



b

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n

x

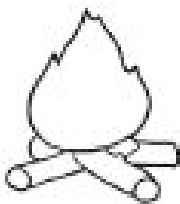
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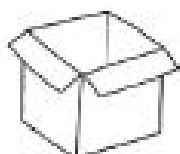
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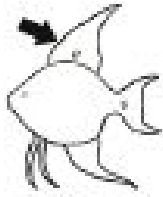
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# Spelling Maze!

Draw lines between the right letters to spell out the word! Write your word on the lines at the end!



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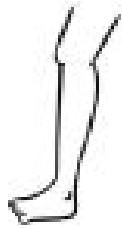
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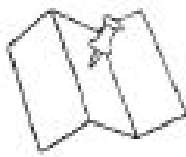
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b

a

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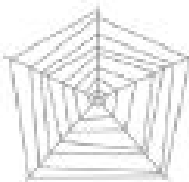
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w

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b

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x

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# Phase 3 Sound Maze!

Draw lines between the right sounds to spell out the word!  
Copy the word three times on the lines at the end!



b	a	f
u	zz	y

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



qu	a	f
b	ck	k

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

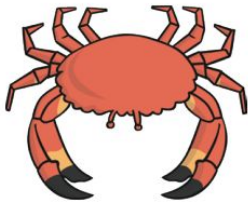


ck	ch	t
h	ee	k

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



s	ch	ll
sh	e	p

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



k	t	f
d	ee	th

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

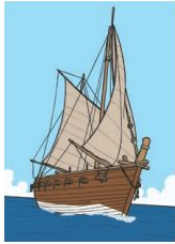




g o r  
b ng p

\_\_\_\_\_

\_\_\_\_\_



b ar l  
h s ai

\_\_\_\_\_

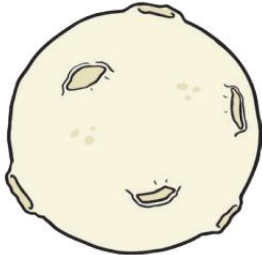
\_\_\_\_\_



ee n s  
qu ar p

\_\_\_\_\_

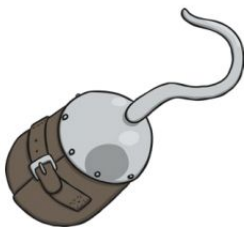
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m l igh  
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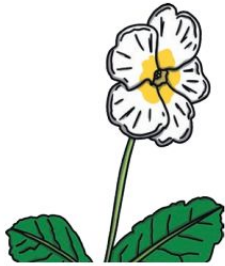
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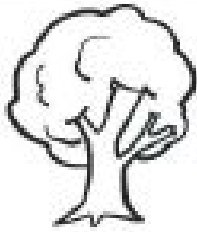
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## Consonant blends

Complete the words with **br**, **tr**, **cr**, **dr**, **gr**, **fr** or **pr**



\_\_\_ ee



\_\_\_ ab



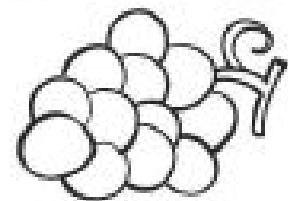
\_\_\_ um



\_\_\_ ayon



\_\_\_ occoli



\_\_\_ apes



\_\_\_ og



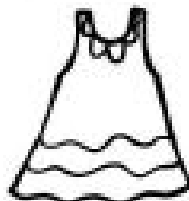
\_\_\_ etzel



\_\_\_ ies



\_\_\_ ass



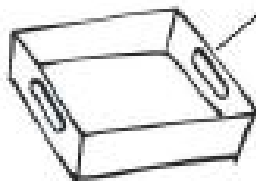
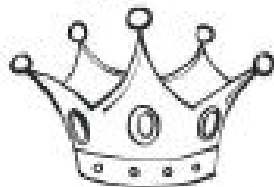
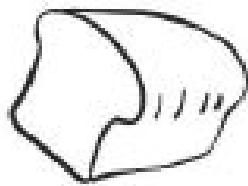
\_\_\_ ess



\_\_\_ ead

## Consonant blends

Complete the words with the correct blends and match them.



tray

\_\_\_own

\_\_\_ead

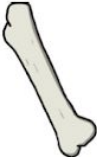















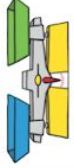







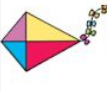




















\_\_\_idge

\_\_\_um



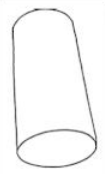







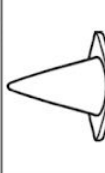

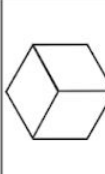



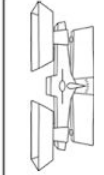


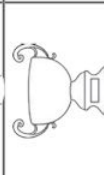



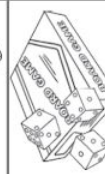
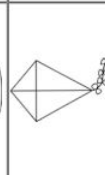
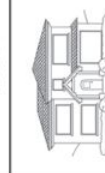







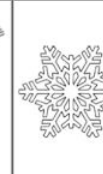
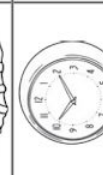
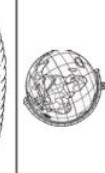
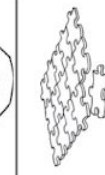

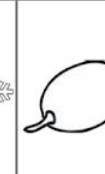
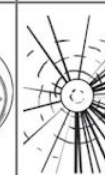
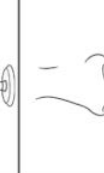

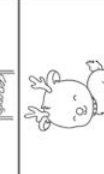
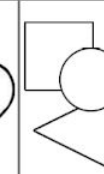
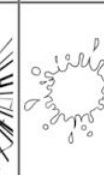
\_\_\_og

\_\_\_ess

# Split Digraphs Table

o-e	e-e	u-e	a-e	i-e
				
				
				
				
				
				
				
				
				

# Split Digraphs Table Answers

o-e		e-e		u-e		a-e		i-e	
	<b>bone</b>		<b>delete</b>		<b>tube</b>		<b>lake</b>		<b>slide</b>
	<b>stone</b>		<b>theme</b>		<b>flute</b>		<b>race</b>		<b>bike</b>
	<b>cone</b>		<b>evening</b>		<b>cube</b>		<b>snake</b>		<b>five</b>
	<b>phone</b>		<b>even</b>		<b>prune</b>		<b>cake</b>		<b>prize</b>
	<b>gnome</b>		<b>concrete</b>		<b>mule</b>		<b>game</b>		<b>kite</b>
	<b>home</b>		<b>Eve</b>		<b>rude</b>		<b>rake</b>		<b>fire</b>
	<b>rope</b>		<b>swede</b>		<b>huge</b>		<b>snowflake</b>		<b>time</b>
	<b>globe</b>		<b>complete</b>		<b>flume</b>		<b>grape</b>		<b>shine</b>
	<b>nose</b>		<b>scene</b>		<b>cute</b>		<b>shapes</b>		<b>white</b>

# What can you see at the party?

Write some sentences about the picture.



Example: He will blow out the candles.

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# What Can You See in the Pirate Scene?

Write some sentences about the picture.



Example: The ship is at sea.

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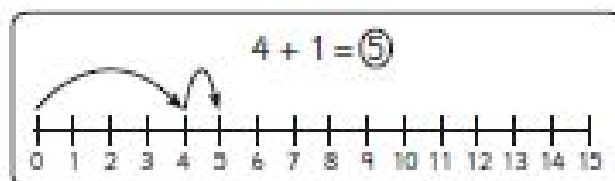
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# Addition to 20 on a Number Line



1.  $5 + 3 =$



2.  $8 + 3 =$



3.  $6 + 6 =$



4.  $4 + 5 =$



5.  $4 + 7 =$



6.  $7 + 6 =$



7.  $8 + 4 =$



8.  $9 + 6 =$



9.  $3 + 9 =$

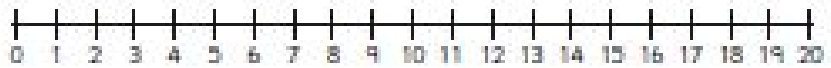


10.  $2 + 10 =$



## Addition to 20 on a Number Line - Sheet 2

1.  $10 + 7 =$



2.  $11 + 8 =$



3.  $16 + 3 =$



4.  $2 + 12 =$



5.  $0 + 13 =$



6.  $8 + 12 =$



7.  $7 + 9 =$



8.  $15 + 2 =$



9.  $6 + 14 =$



10.  $11 + 4 =$





# Number Line Subtraction

Example:

$$\underline{10} - 5 = \textcircled{5}$$



$20 - 3 =$



$9 - 4 =$



$18 - 2 =$



$10 - 6 =$



$7 - 3 =$



$2 - 2 =$



$3 - 1 =$



$11 - 8 =$



$15 - 3 =$

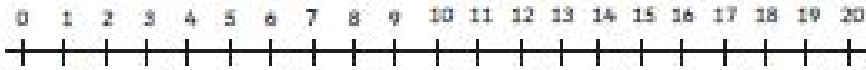

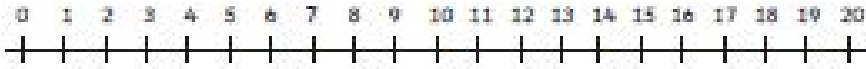









$6 - 1 =$





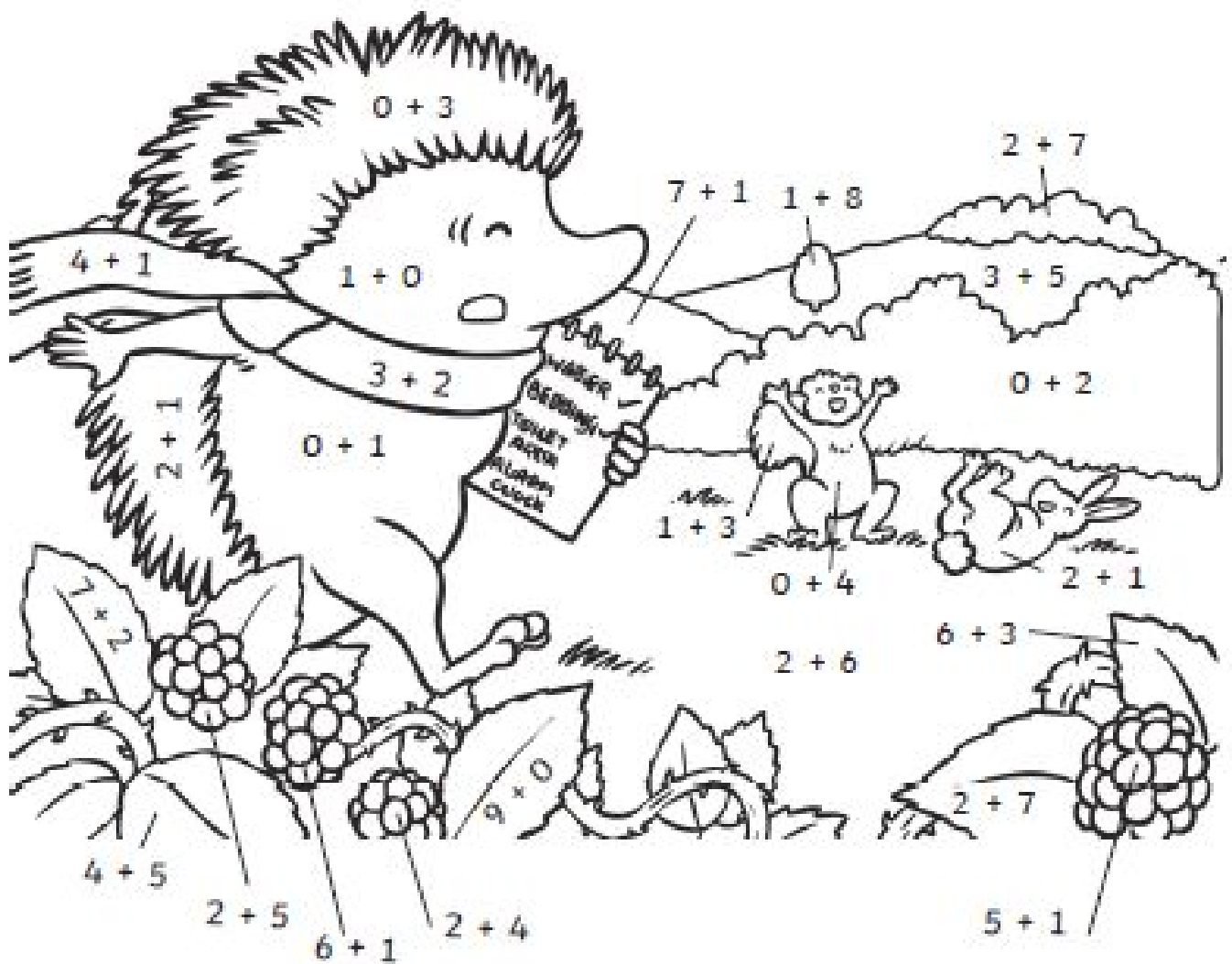
## Number Line Subtraction

$20 - 17 =$	
$12 - 4 =$	
$18 - 12 =$	
$10 - 3 =$	
$17 - 5 =$	
$12 - 2 =$	
$3 - 2 =$	
$20 - 8 =$	
$15 - 3 =$	
$19 - 11 =$	

# Don't Hog the Hedge!

## Addition to 10 Colour by Number

1,2 = light brown    3 = dark brown    4 = grey    5 = red  
6 = dark pink    7 = purple    8 = light green    9 = dark green



# Pirate Colour by Numbers

## Subtraction within 10

0 or 1 = yellow

2 or 3 = blue

4 or 5 = red

6 or 7 = black

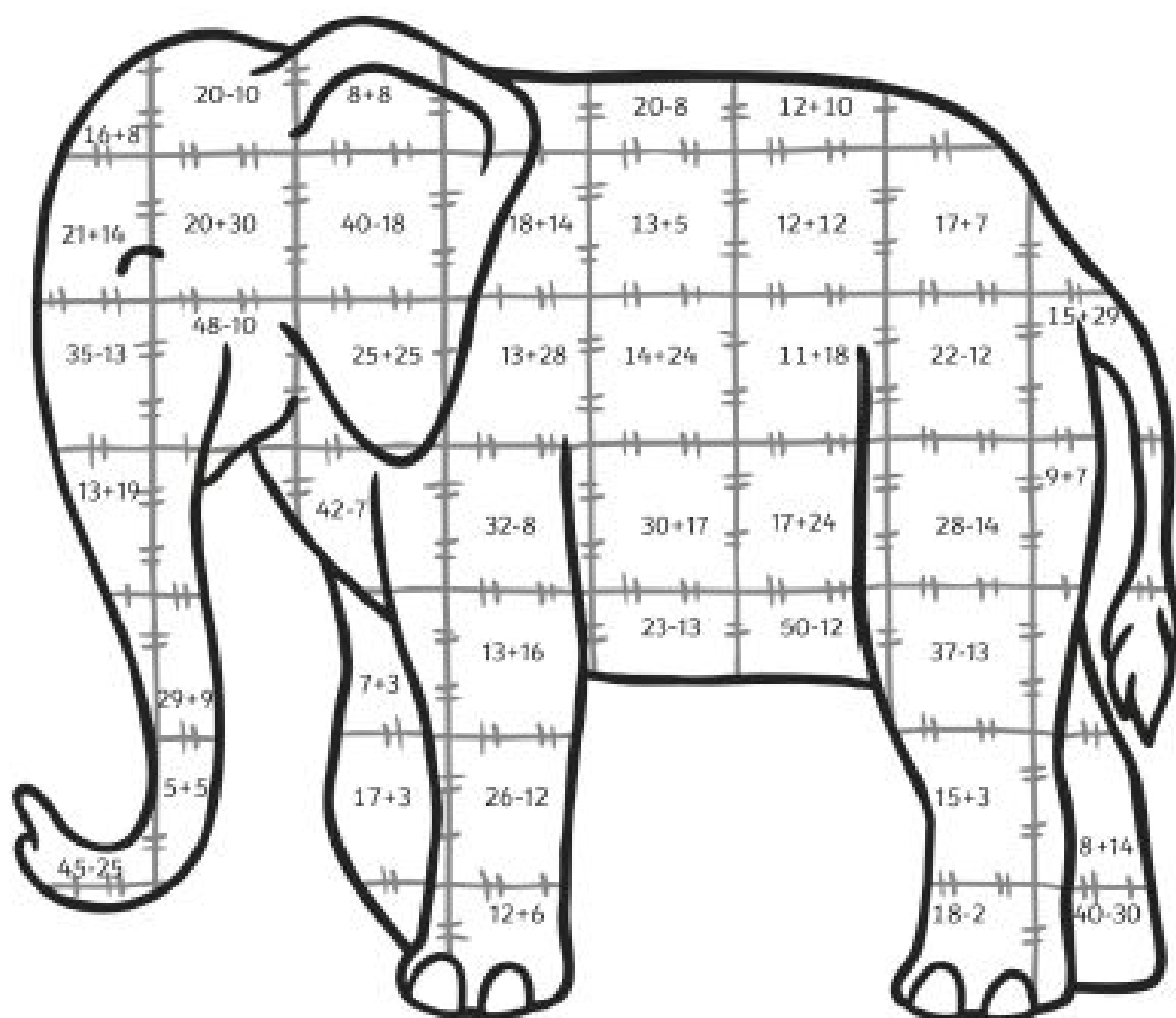
8 or 9 or 10 = orange



# Addition and Subtraction to 50

## Colour by Number

Solve the calculations to work out what colours to use.



**10 or 29 = yellow**

**12 or 32 = orange**

**14 or 35 = blue**

**16 or 38 = red**

**18 or 41 = purple**

**20 or 44 = black**

**22 or 47 = pink**

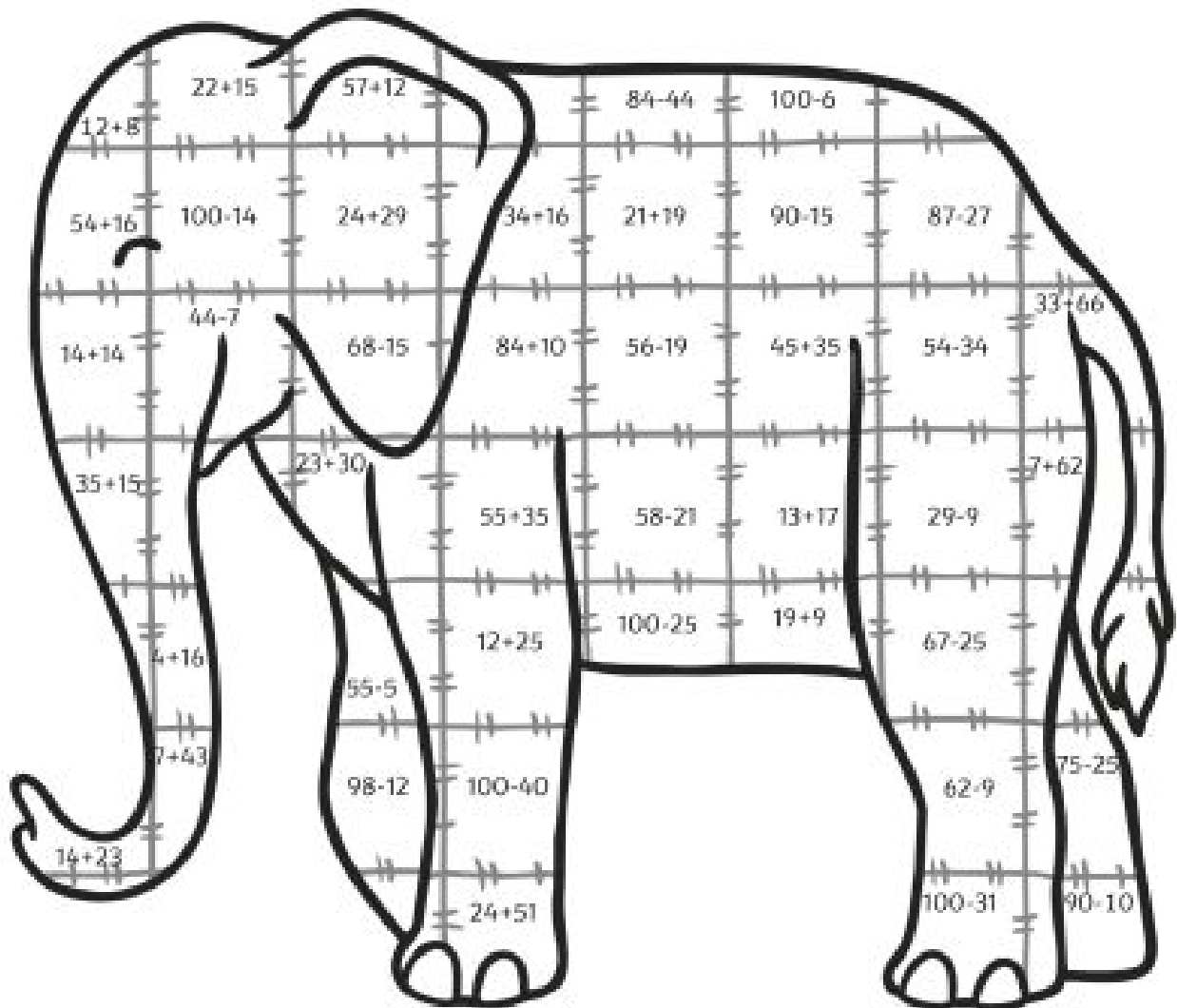
**24 or 50 = green**



# Addition and Subtraction to 100

## Colour by Number

Solve the calculations to work out what colours to use.



20 or 28 = yellow

60 or 69 = purple

30 or 37 = orange

70 or 75 = black

40 or 42 = blue

80 or 86 = pink

50 or 53 = red

90 or 94 = green

# Emoji Code Breaker Addition

Crack the code by working out the addition calculations. Once you have an answer, look for the matching letter in the table and fill in the blank.

a	b	c	d	e	f	g	h	i	j	k	l	m
22	44	35	64	21	31	88	50	81	7	26	18	34

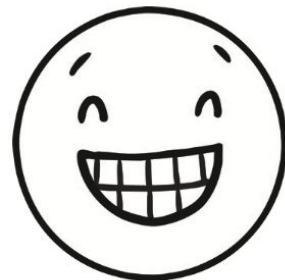
n	o	p	q	r	s	t	u	v	w	x	y	z
75	20	15	30	10	6	13	45	99	71	53	11	62

$$\begin{array}{r} \text{---} \\ 10 + 3 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 40 + 5 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 6 + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 73 + 2 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 7 + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 15 + 5 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 41 + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 8 + 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{---} \\ 30 + 1 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 9 + 1 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 12 + 8 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 70 + 1 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 71 + 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{---} \\ 40 + 5 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 12 + 3 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 2 + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 79 + 2 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 60 + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 9 + 12 \\ \hline \end{array}$$

$$\begin{array}{r} \text{---} \\ 60 + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 16 + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 68 + 3 \\ \hline \end{array} \quad \begin{array}{r} \text{---} \\ 70 + 5 \\ \hline \end{array}$$



# Emoji Code Breaker Subtraction

Crack the code by working out the subtraction calculations. Once you have an answer, look for the matching letter in the table and fill in the blank.

a	b	c	d	e	f	g	h	i	j	k	l	m
21	44	35	64	20	31	88	50	81	7	26	18	34

n	o	p	q	r	s	t	u	v	w	x	y	z
75	22	15	30	10	6	13	45	99	71	53	11	62

$$\begin{array}{r} \text{---} \\ 23 - 2 \end{array}$$

$$\begin{array}{r} \text{---} \\ 10 - 4 \end{array} \quad \begin{array}{r} \text{---} \\ 40 - 6 \end{array} \quad \begin{array}{r} \text{---} \\ 90 - 9 \end{array} \quad \begin{array}{r} \text{---} \\ 20 - 2 \end{array} \quad \begin{array}{r} \text{---} \\ 25 - 5 \end{array}$$

$$\begin{array}{r} \text{---} \\ 70 - 6 \end{array} \quad \begin{array}{r} \text{---} \\ 25 - 3 \end{array} \quad \begin{array}{r} \text{---} \\ 24 - 4 \end{array} \quad \begin{array}{r} \text{---} \\ 11 - 5 \end{array} \quad \begin{array}{r} \text{---} \\ 80 - 5 \end{array} \quad \begin{array}{r} \text{---} \\ 26 - 4 \end{array} \quad \begin{array}{r} \text{---} \\ 20 - 7 \end{array}$$

$$\begin{array}{r} \text{---} \\ 40 - 5 \end{array} \quad \begin{array}{r} \text{---} \\ 25 - 3 \end{array} \quad \begin{array}{r} \text{---} \\ 9 - 3 \end{array} \quad \begin{array}{r} \text{---} \\ 15 - 2 \end{array}$$

$$\begin{array}{r} \text{---} \\ 30 - 9 \end{array} \quad \begin{array}{r} \text{---} \\ 80 - 5 \end{array} \quad \begin{array}{r} \text{---} \\ 15 - 4 \end{array} \quad \begin{array}{r} \text{---} \\ 20 - 7 \end{array} \quad \begin{array}{r} \text{---} \\ 100 - 50 \end{array} \quad \begin{array}{r} \text{---} \\ 90 - 9 \end{array} \quad \begin{array}{r} \text{---} \\ 100 - 25 \end{array} \quad \begin{array}{r} \text{---} \\ 90 - 2 \end{array}$$



# Easter Joke Addition Code Breaker



To find the punch line to the Easter joke, work out the calculation for each question. Next, use the grid to find the letter that corresponds with each answer and write it in the egg to crack the code. The first one has been done for you.

Question: How does the Easter Bunny say 'Happy Easter'?

- |                         |          |                      |  |
|-------------------------|----------|----------------------|--|
| 1. $2 + 15 =$ <b>17</b> | <b>H</b> | 7. $5 + 10 =$ _____  |  |
| 2. $4 + 4 =$ _____      |          | 8. $7 + 7 =$ _____   |  |
| 3. $7 + 2 =$ _____      |          | 9. $16 + 3 =$ _____  |  |
| 4. $8 + 4 =$ _____      |          | 10. $9 + 1 =$ _____  |  |
| 5. $7 + 4 =$ _____      |          | 11. $8 + 12 =$ _____ |  |
| 6. $2 + 4 =$ _____      |          |                      |  |

Answer	17	1	20	13	8	14	4	12	7	3	6
Letter	H	T	R	N	O	S	D	P	I	W	E

Answer	15	5	0	9	16	2	19	10	18	11	18
Letter	A	S	M	P	G	C	T	E	B	Y	L

Answer:

\_\_\_\_\_ !

# Easter Joke Subtraction Code Breaker



To find the punch line to the Easter joke, work out the calculation for each question. Next, use the grid to find the letter that corresponds with each answer and write it in the egg to crack the code. The first one has been done for you.

Question: What's yellow, has long ears and grows on trees?

- |                         |  |                      |  |
|-------------------------|--|----------------------|--|
| 1. $20 - 7 =$ <b>13</b> |  | 9. $18 - 6 =$ _____  |  |
| 2. $10 - 5 =$ _____     |  | 10. $16 - 6 =$ _____ |  |
| 3. $14 - 3 =$ _____     |  | 11. $10 - 8 =$ _____ |  |
| 4. $20 - 12 =$ _____    |  | 12. $12 - 9 =$ _____ |  |
| 5. $15 - 6 =$ _____     |  | 13. $20 - 2 =$ _____ |  |
| 6. $10 - 6 =$ _____     |  | 14. $15 - 8 =$ _____ |  |
| 7. $10 - 4 =$ _____     |  | 15. $20 - 6 =$ _____ |  |
| 8. $19 - 4 =$ _____     |  |                      |  |

Answer	8	2	7	13	16	4	19	9	12
Letter	E	U	N	T	L	S	M	A	R

Answer	11	14	20	5	18	6	3	15	10
Letter	E	A	F	H	A	T	N	E	B

Answer:

\_\_\_\_\_

\_\_\_\_\_ !

# Easter Joke Addition and Subtraction Code Breaker



To find the punch line to the Easter joke, work out the calculation for each question. Next, use the grid to find the letter that corresponds with each answer and write it in the egg to crack the code. The first one has been done for you.

Question: What is a rabbit's favourite dance?

- |                        |  |                     |  |
|------------------------|--|---------------------|--|
| 1. $20 - 4 =$ <b>6</b> |  | 7. $10 - 8 =$ ____  |  |
| 2. $10 + 3 =$ ____     |  | 8. $19 - 16 =$ ____ |  |
| 3. $14 - 5 =$ ____     |  | 9. $2 + 6 =$ ____   |  |
| 4. $20 - 13 =$ ____    |  | 10. $16 - 6 =$ ____ |  |
| 5. $15 - 11 =$ ____    |  | 11. $7 + 11 =$ ____ |  |
| 6. $6 + 15 =$ ____     |  |                     |  |

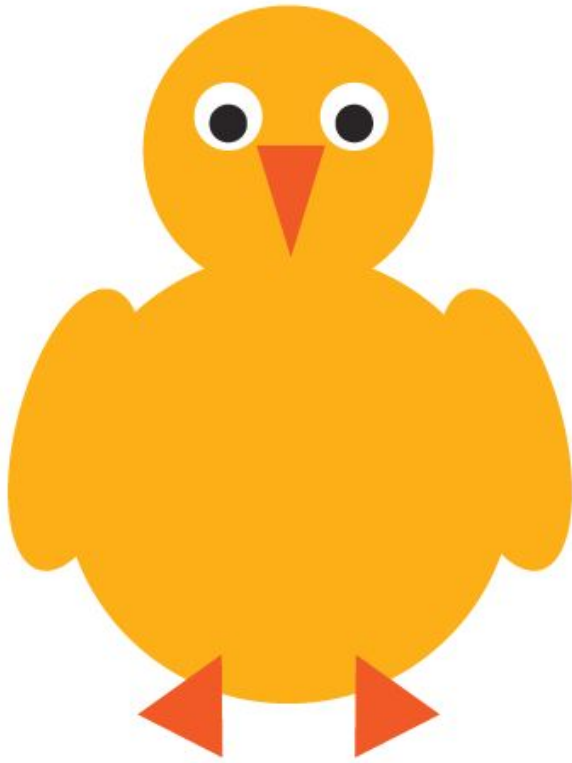
Answer	2	13	1	5	3	6	18	16	4
Letter	N	H	S	M	Y	T	P	K	U

Answer	9	14	10	20	7	15	8	11	12
Letter	E	L	O	W	B	C	H	N	I

Answer:

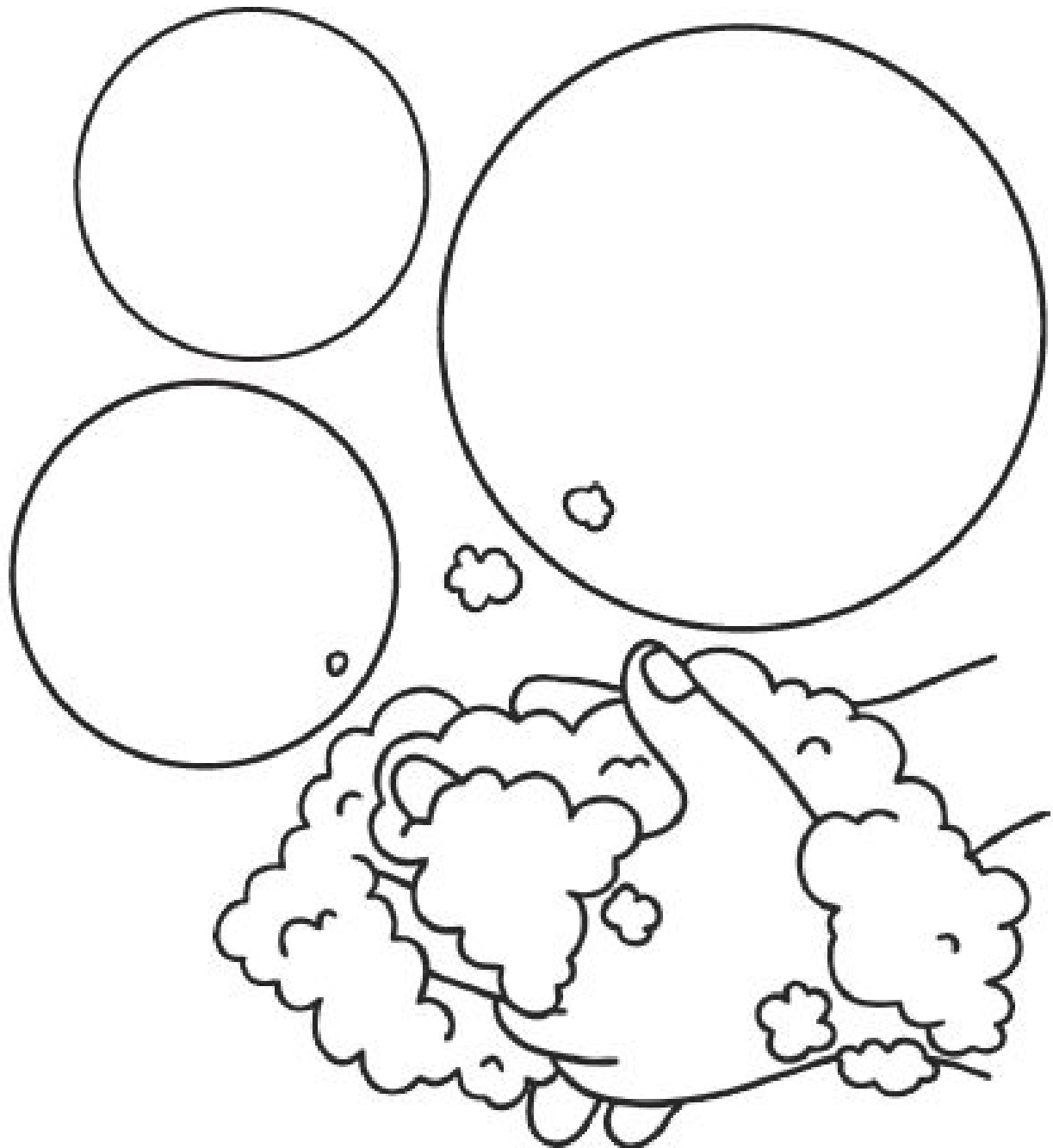
\_\_\_\_\_ !

Shape Collage



# When Should We Wash Our Hands?

Washing our hands is really important. It helps to keep us healthy because we are washing away dirt and germs. Do you know when you should wash your hands? Draw some pictures in the bubbles to show when it is important to wash your hands.







# My Random Acts of Kindness

We are kind and helpful.


Draw a picture  
in each box  
when you have  
completed your  
random act of  
kindness.



**I can BEE  
KIND**

by doing things for  
others without expecting  
something in return.