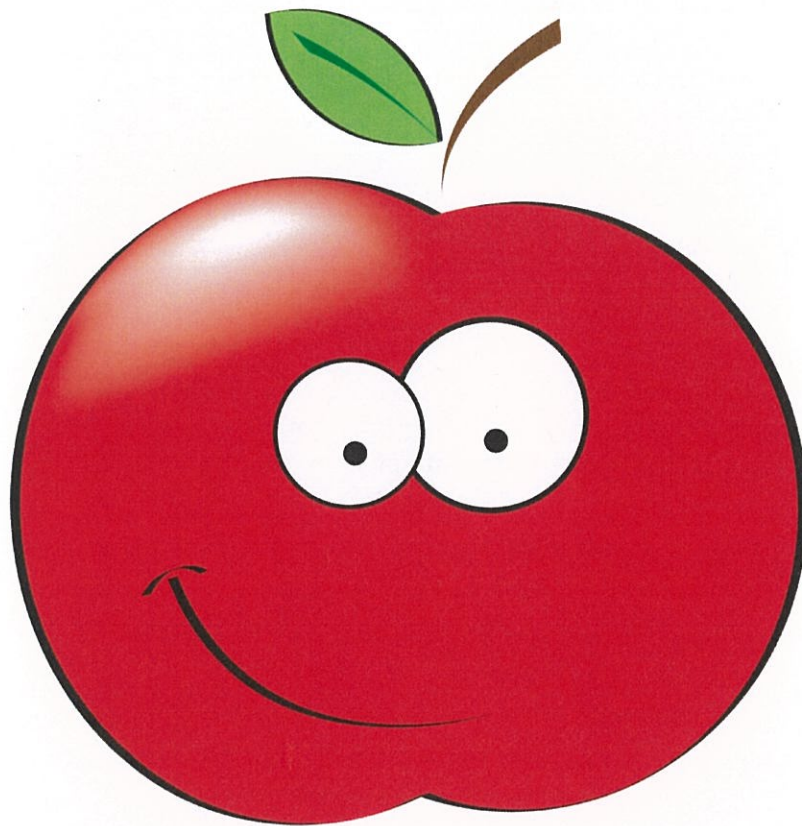
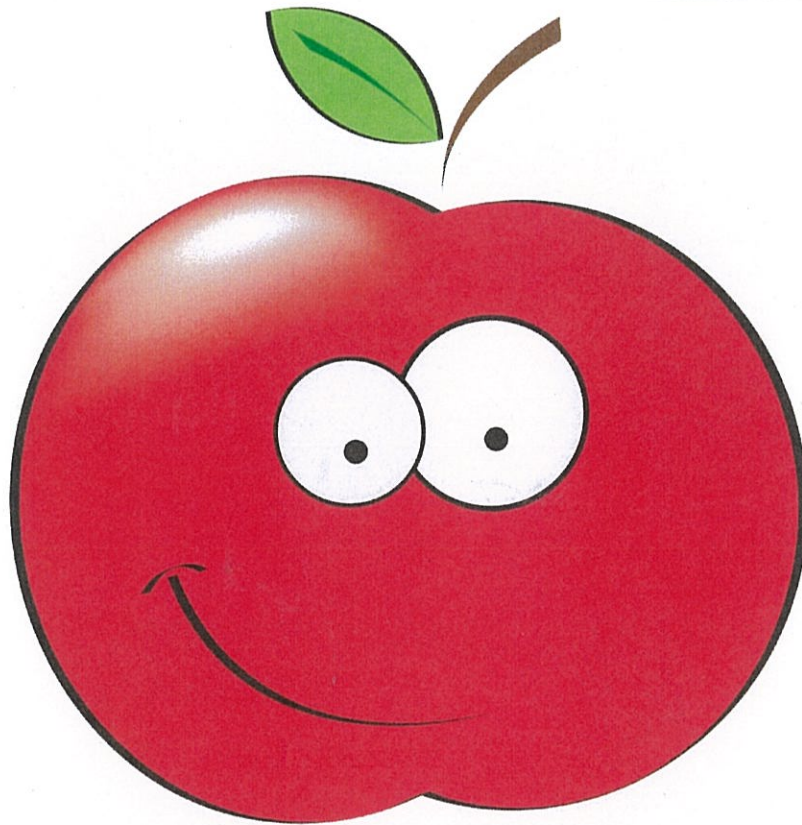


Year 1-2  
THE LEARNING SPACE  
WEEKS 1 AND 2



Year 1-2  
THE LEARNING SPACE  
WEEKS 1



Wednesday

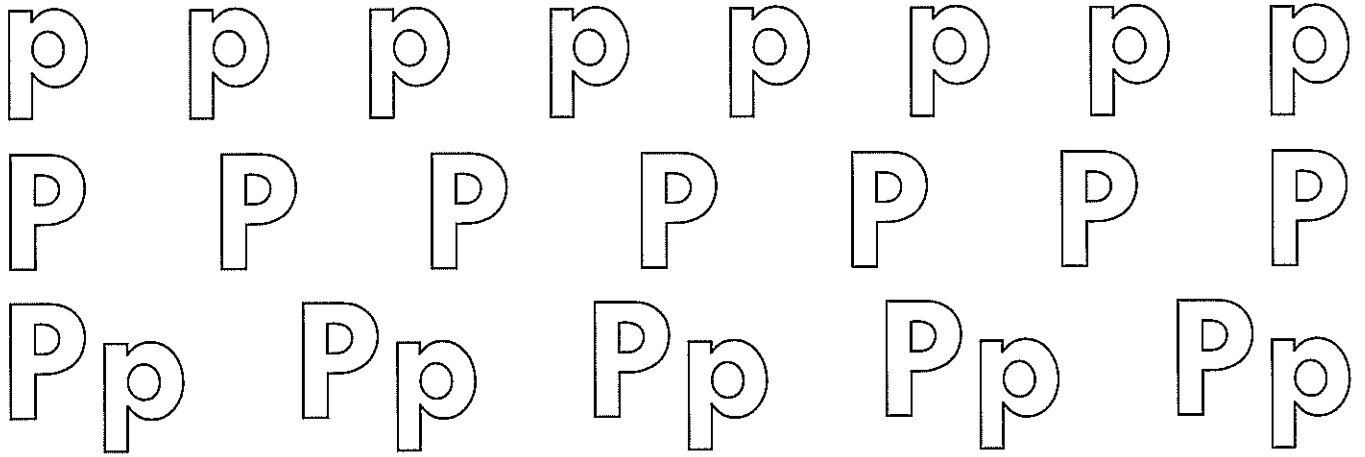
Name \_\_\_\_\_

Date \_\_\_\_\_

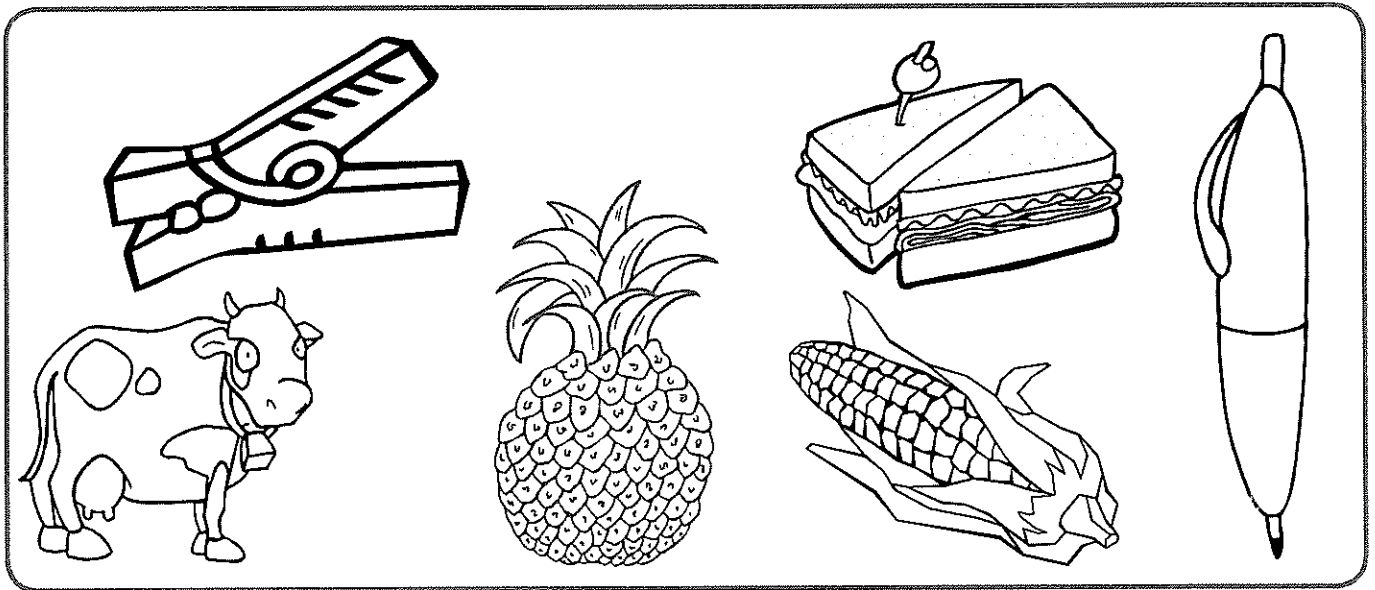
Series

**A**

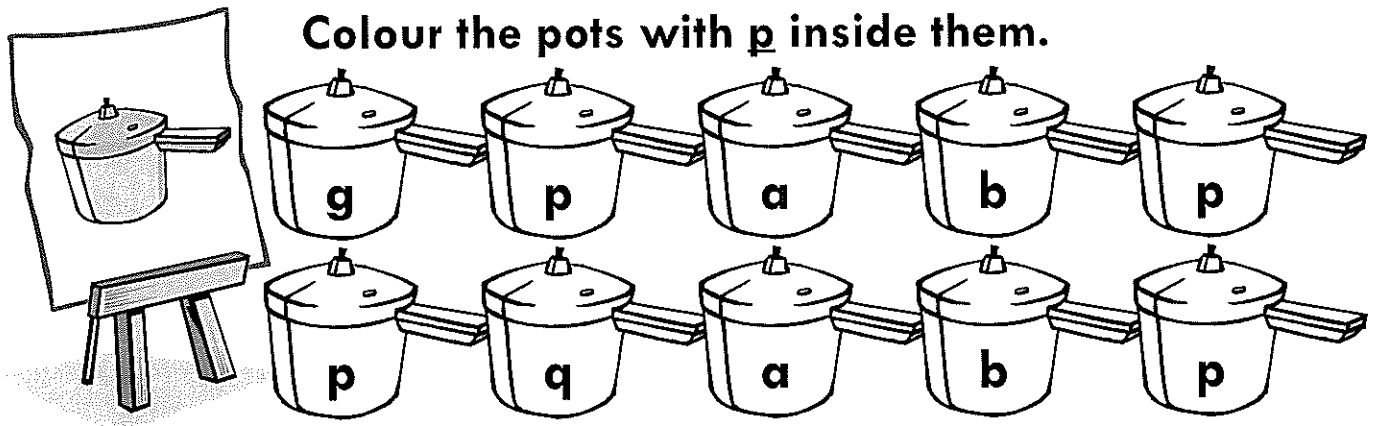
**p**



Circle or colour the pictures that begin with p.



Colour the pots with p inside them.



Name \_\_\_\_\_

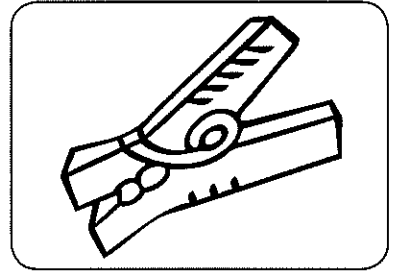
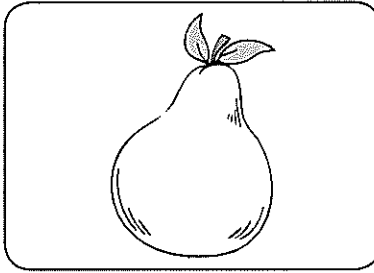
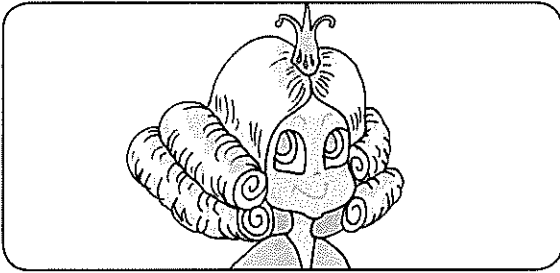
Date \_\_\_\_\_

Series

**A**

**p**

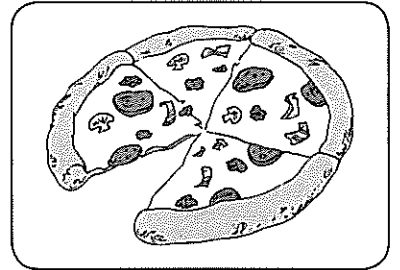
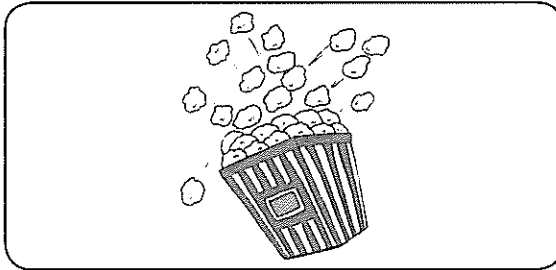
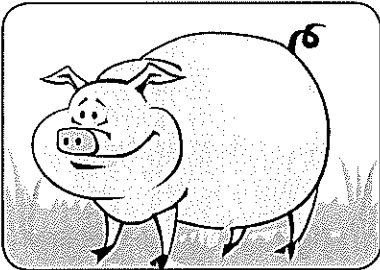
**pig princess pizza peg pear popcorn**



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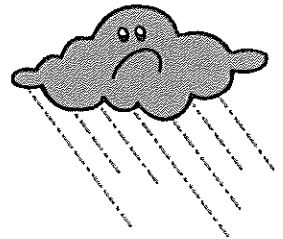
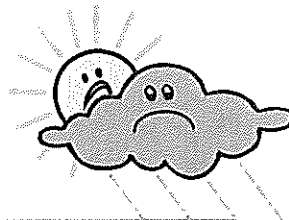
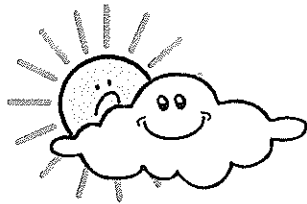
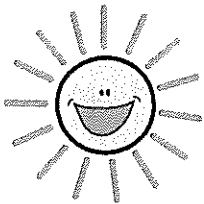
**Draw a pink pig.**

**Write any more p words you know.**

# Data – collecting and representing


When we show our data using pictures or symbols we call it a **graph**.


- 1  For each day of this week, draw one of these pictures to show what kind of weather it is.

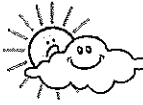


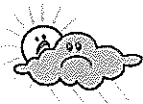
The weather this week

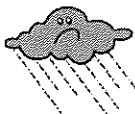
Monday	Tuesday	Wednesday	Thursday	Friday

- 2  On Friday use your graph to answer:

How many days were  ?


How many days were  ?

How many days were  ?

How many days were  ?

- 3 Discuss with your class what other information this graph tells you.

# Data – sorting data

You will need:  scissors

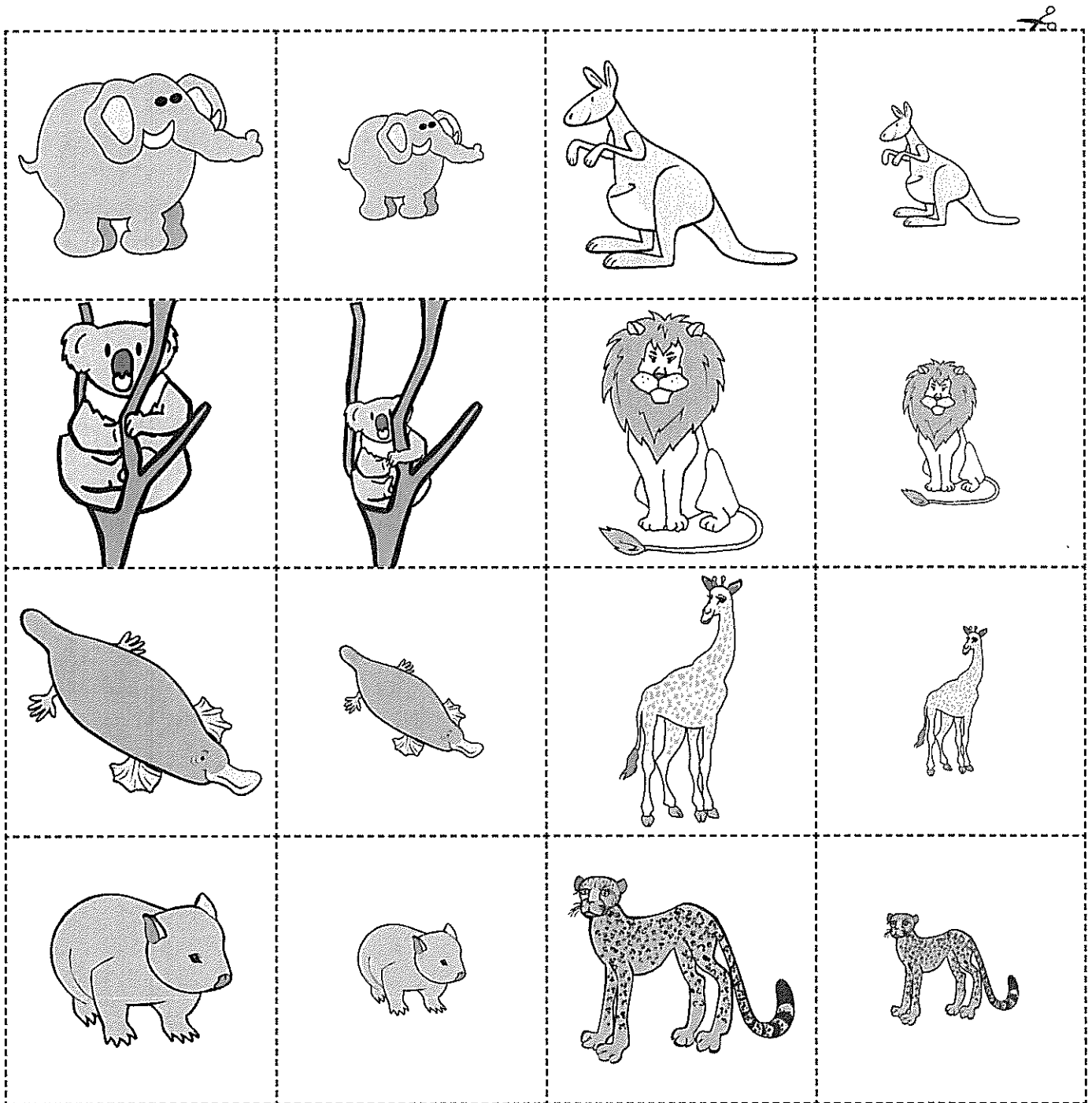


## What to do:

Cut out the pictures below.





Sort them into 2 groups. Tell someone what the groups are.

Now sort them into 2 **different** groups. Tell someone what the groups are.



# Money – value

**Cheap** means we think something doesn't cost very much money.  
**Expensive** means we think something costs a lot of money.

**You will need:**  catalogues  scissors  glue stick  
 A3 paper

## What to do:

Fold your piece of paper in half, then unfold. Label one side **Cheap** and the other side **Expensive** as below.

Look through the catalogues. Cut out things (and their prices) that you think are cheap and glue them under the right heading.

Do the same for things that you think are expensive.

Cheap	Expensive

---

## What to do next:

Share your ideas with a partner. Do they agree with you? If not, can you both be right? Is there a rule for what makes something cheap or expensive?

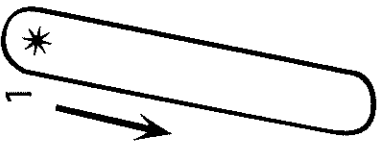


Thursday

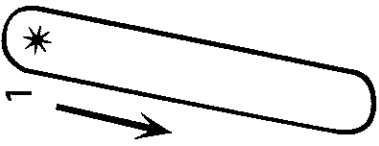
2 ○



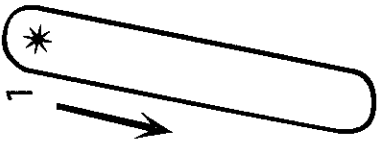
2 ○



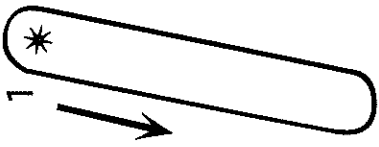
2 ○



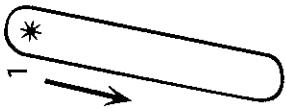
2 ○



2 ○



2 ○



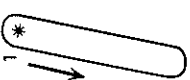
2 ○



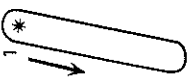
2 ○



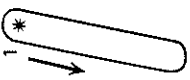
2 ○



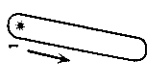
2 ○



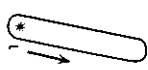
2 ○



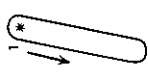
2 ○



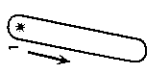
2 ○



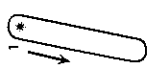
2 ○



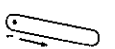
2 ○



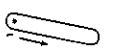
2 ○



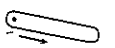
2 ○



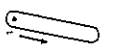
2 ○



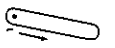
2 ○



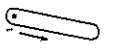
2 ○

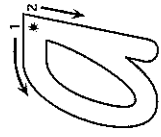
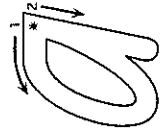
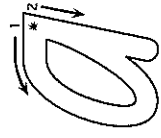
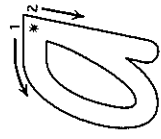
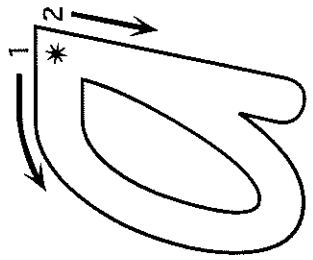
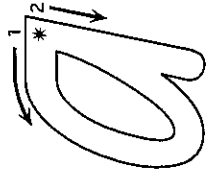
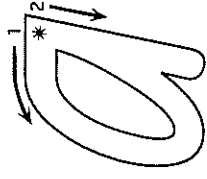
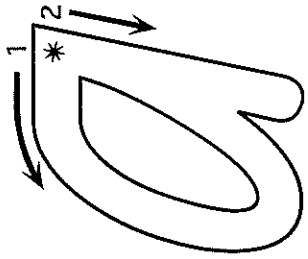
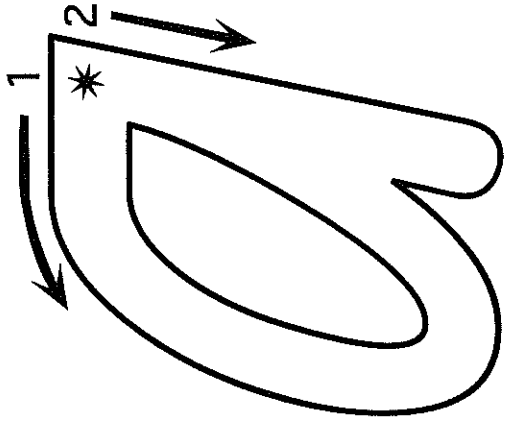
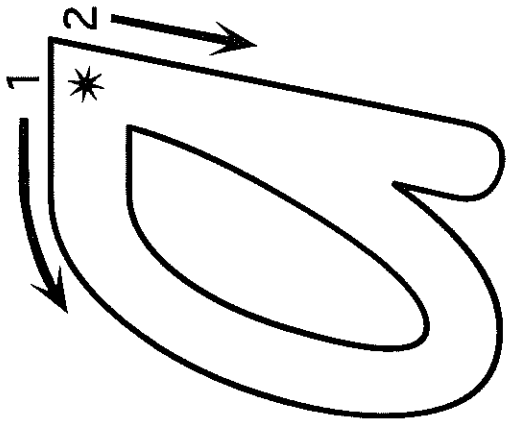
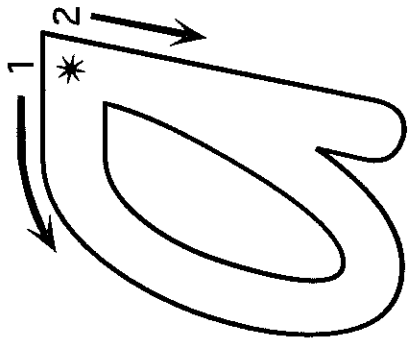
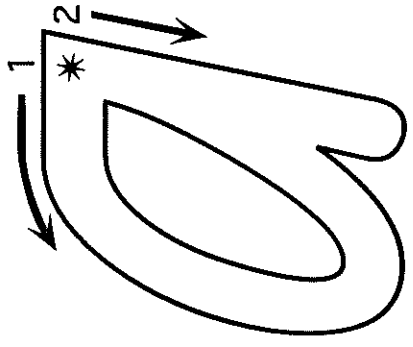
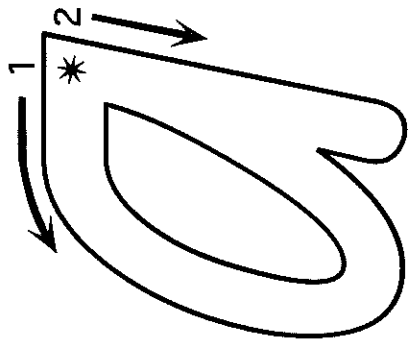


2 ○

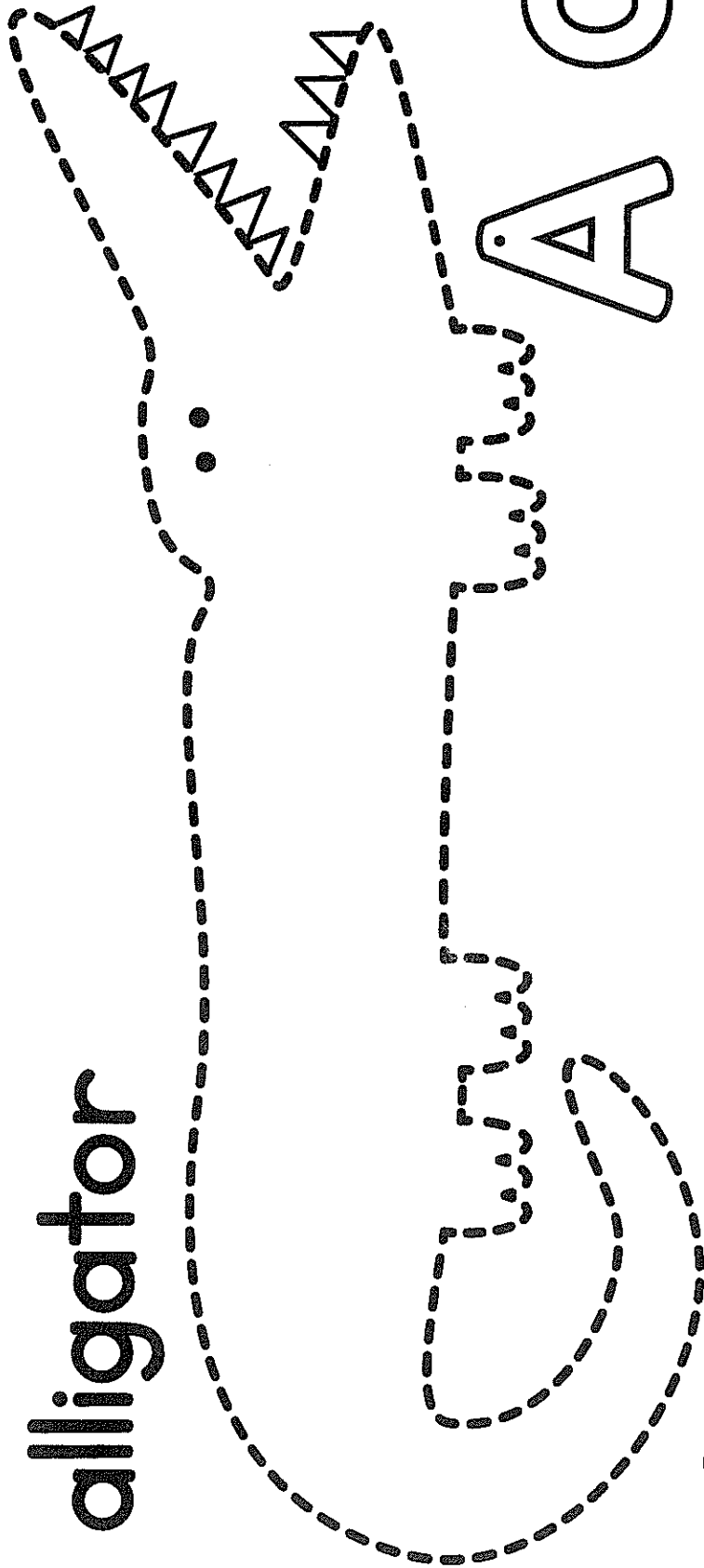


2 ○





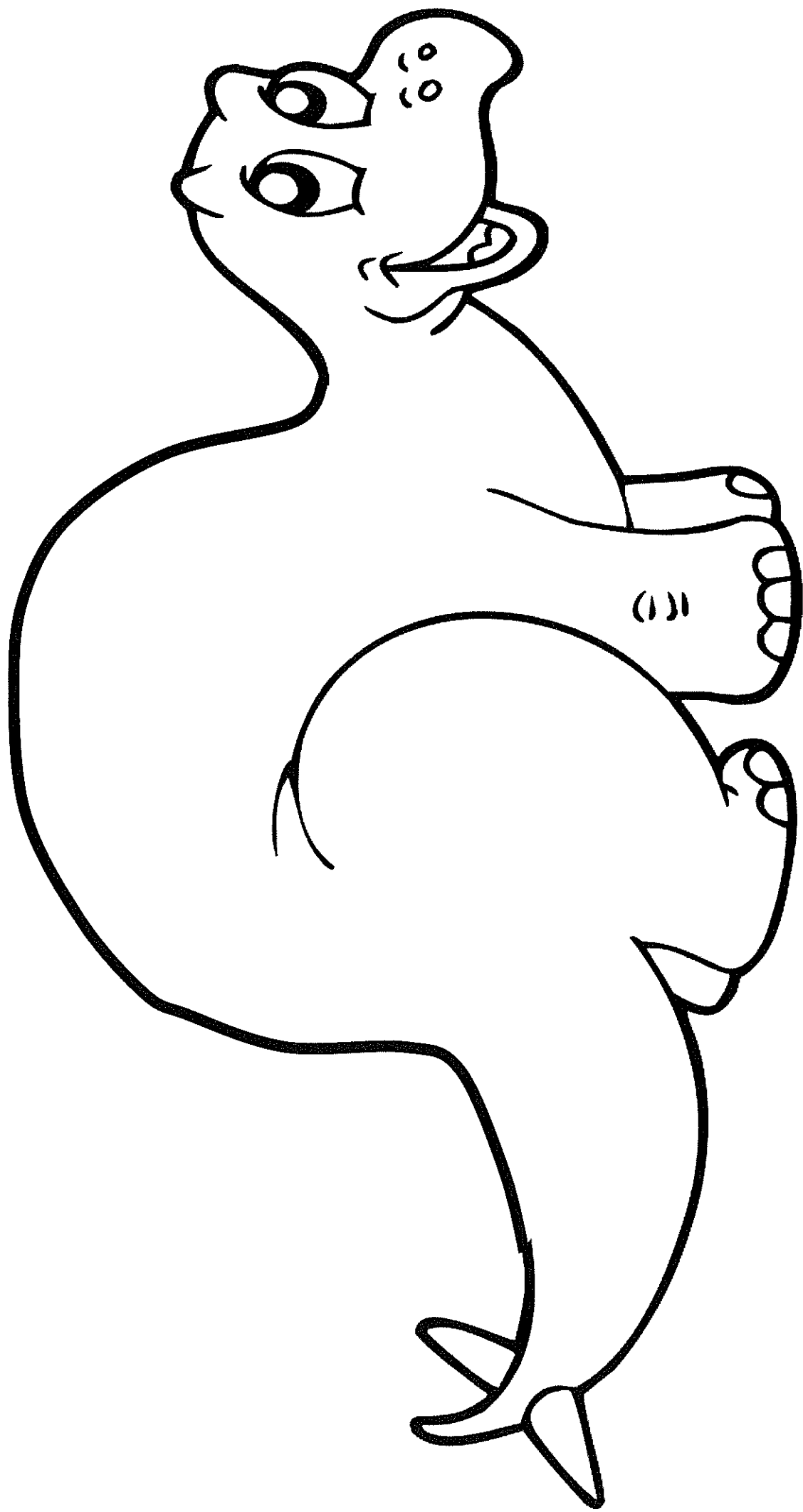
alligator



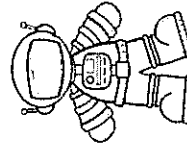
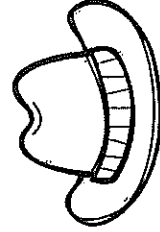
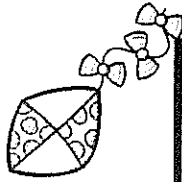
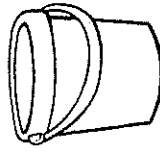
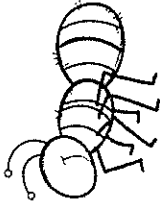
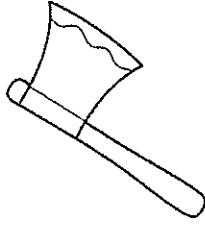
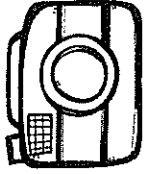
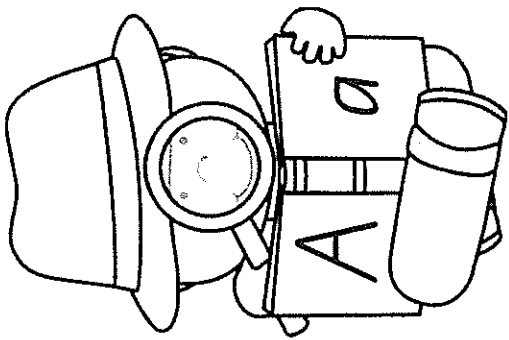
A

Q

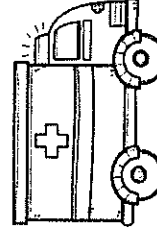
Using  add some spikes to the dinosaurs back.



# Spy and Count...



ABCDEFGHIJ....



1	2	3	4	5	6	7	8	9	10
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Friday

# AT Decodable Reading

Name: \_\_\_\_\_

Read the story. Highlight the 'at' words. Illustrate the story in the box. Answer the questions.

Nat the Cat

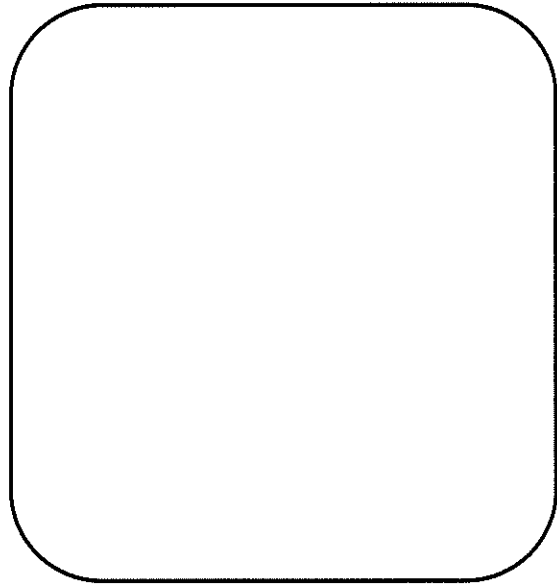
Nat is a cat.



He is a fat cat.

Nat sat on the flat mat.

Nat the fat cat likes a pat.



The cat's name is...

\_\_\_\_\_

Nat is what type of cat?

\_\_\_\_\_

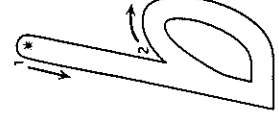
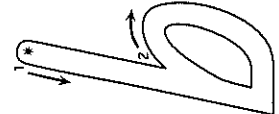
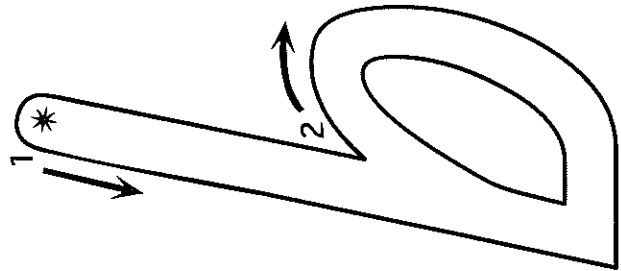
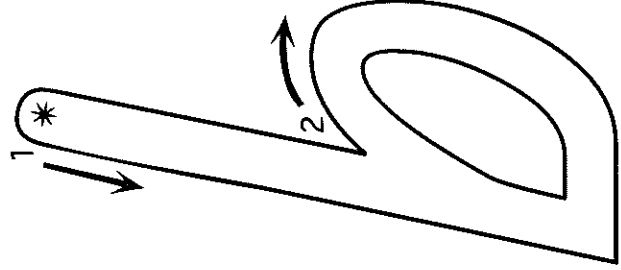
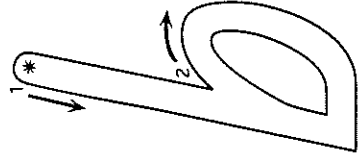
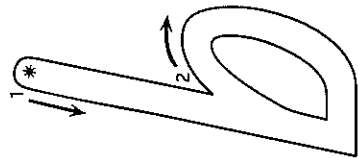
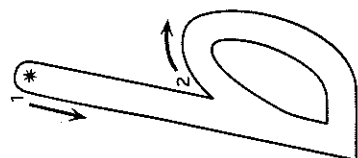
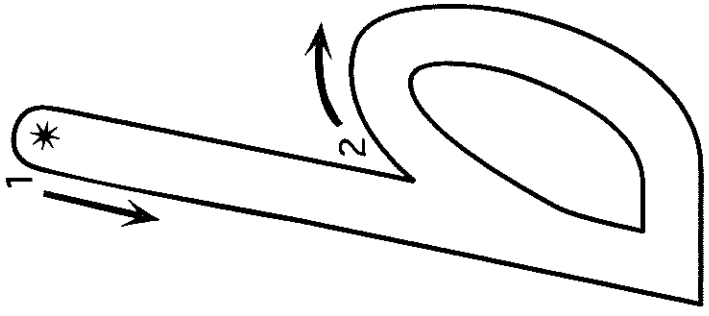
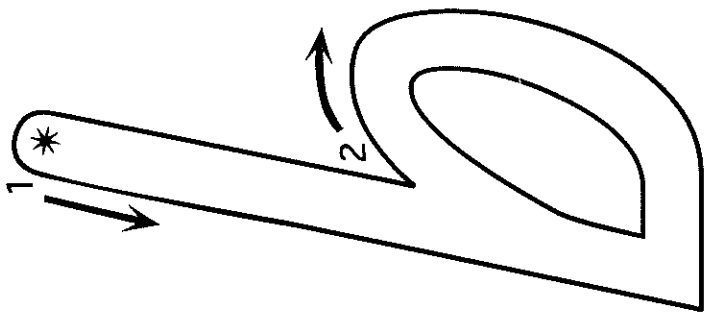
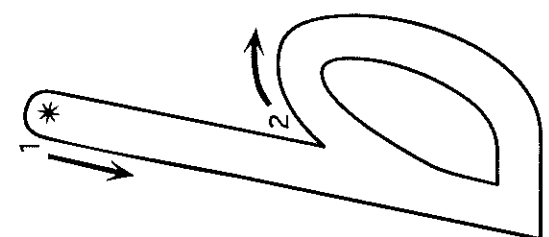
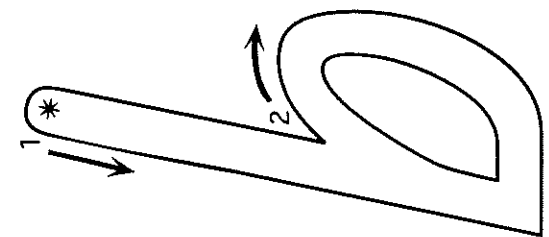
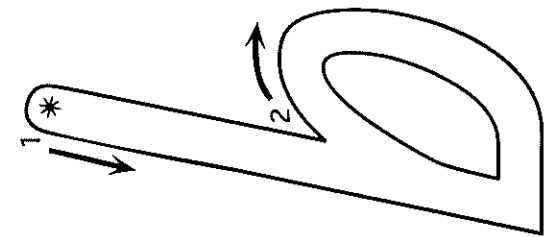
Nat sat on a...

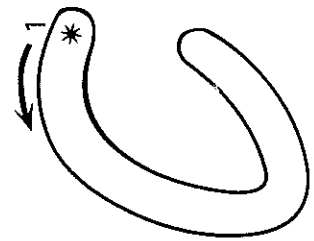
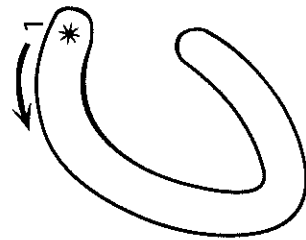
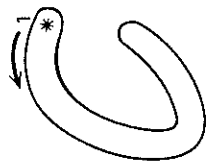
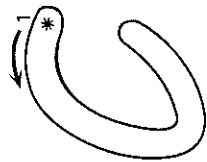
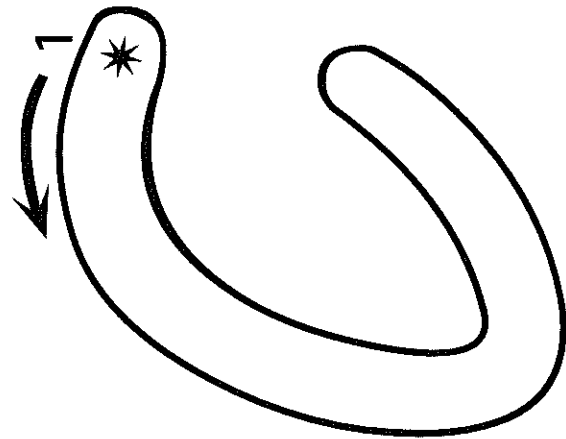
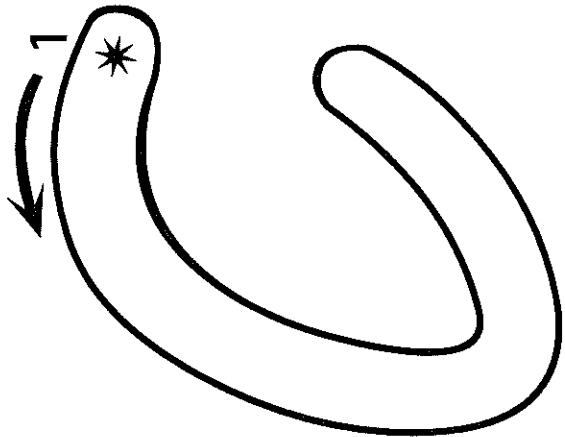
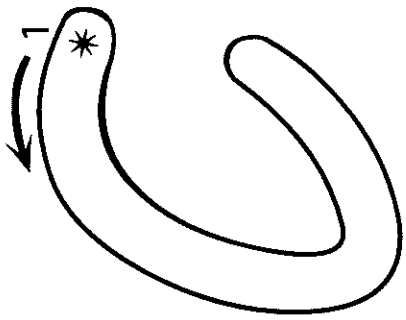
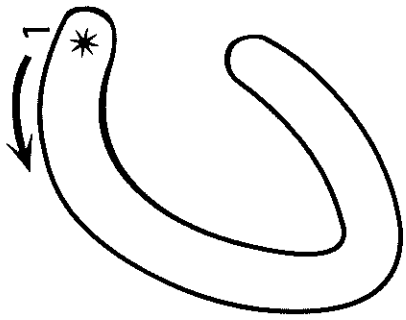
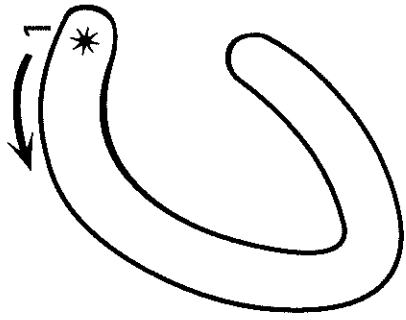
\_\_\_\_\_

Nat likes a...



\_\_\_\_\_







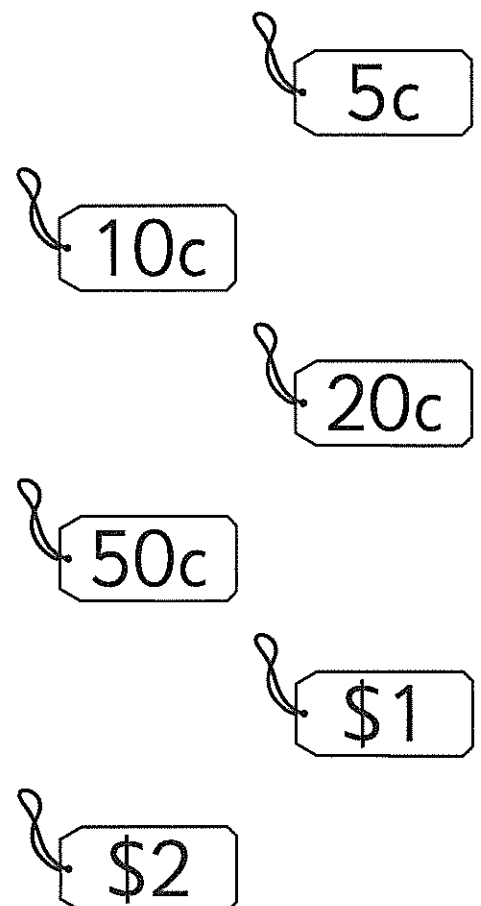


# Money – coins

- 1   Use plastic coins to help you work out the missing values on these coins. Write them on.



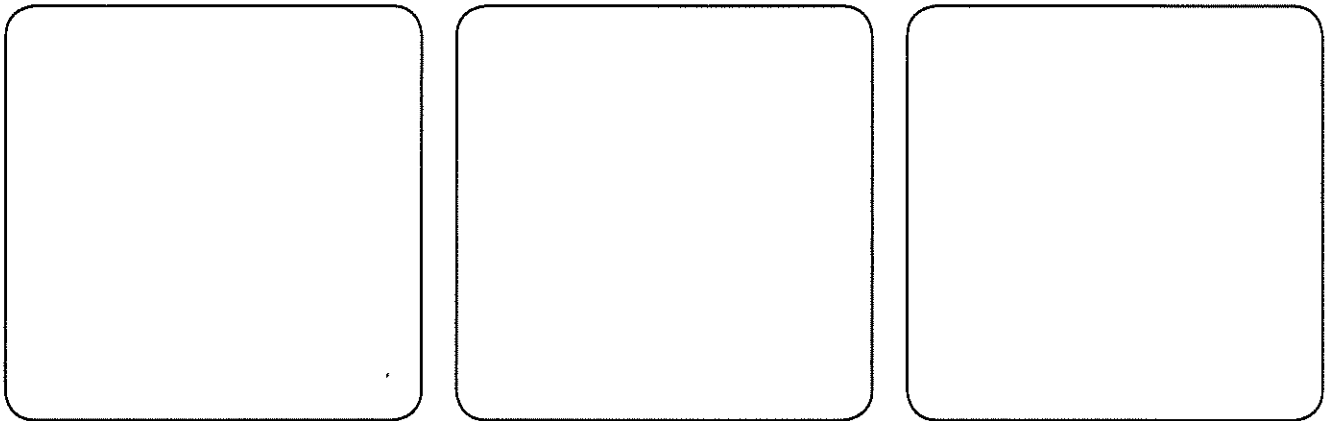
- 2   Find one of each of the coins above. Make a rubbing of each coin in the space below using a lead pencil. Join them to the right label.





# Money – value

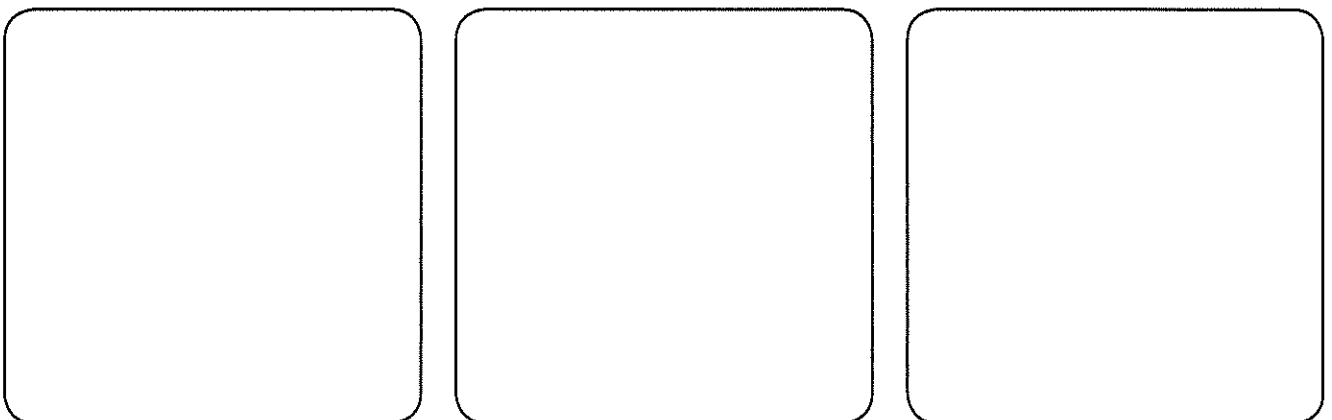
**Precious** and **valuable** are words we often use when we talk about how much something is worth.

- 1   Draw 3 things you think are **valuable**.





Are valuable things worth a lot of money? Write or tell someone what you think.



- 
- 2   Draw 3 things that are very **precious** to you.



Are precious things always worth a lot of money? Write or tell someone what you think.

# Money – value

- 1   Draw or write some times we use money.

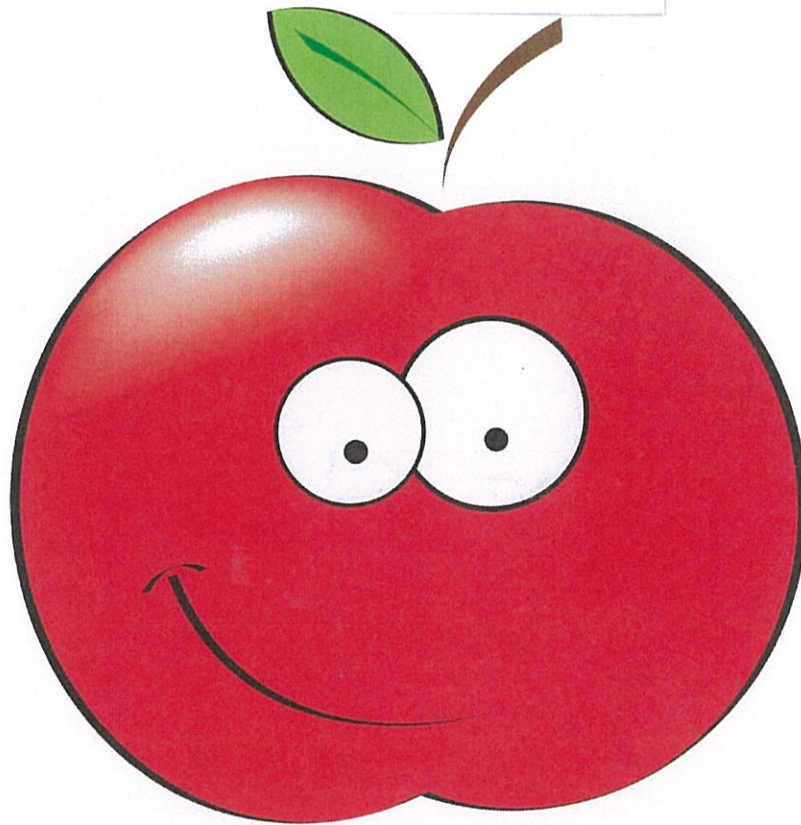
- 
- 2   Draw or write some different ways we pay for things.

Year 1-2

# THE LEARNING SPACE

WEEKS

2



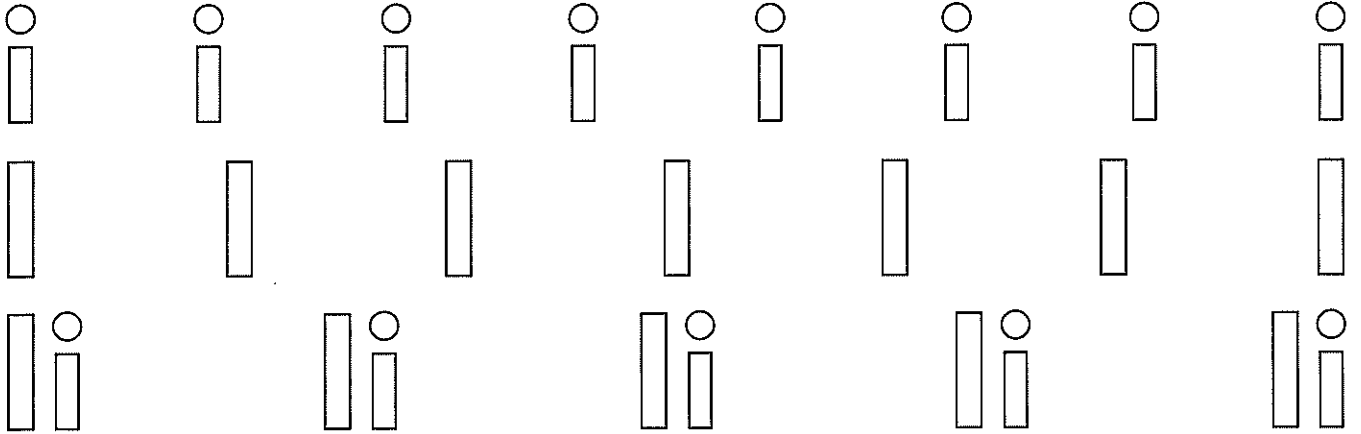
Monday

Name \_\_\_\_\_

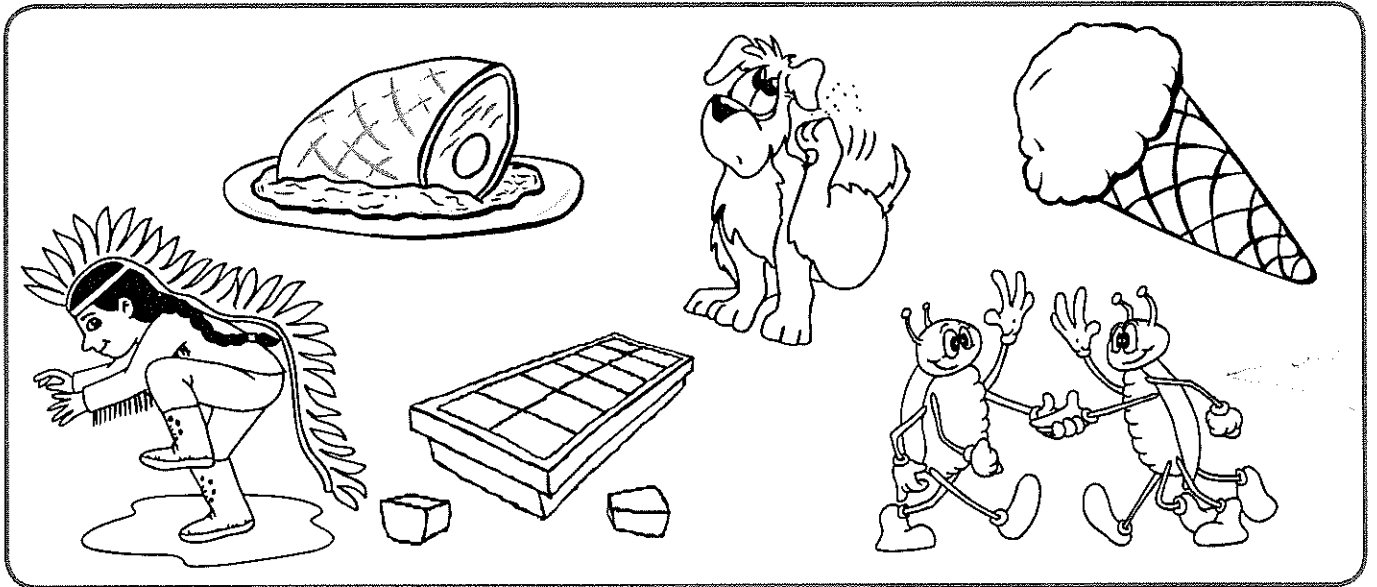
Date \_\_\_\_\_

Series  
**A**

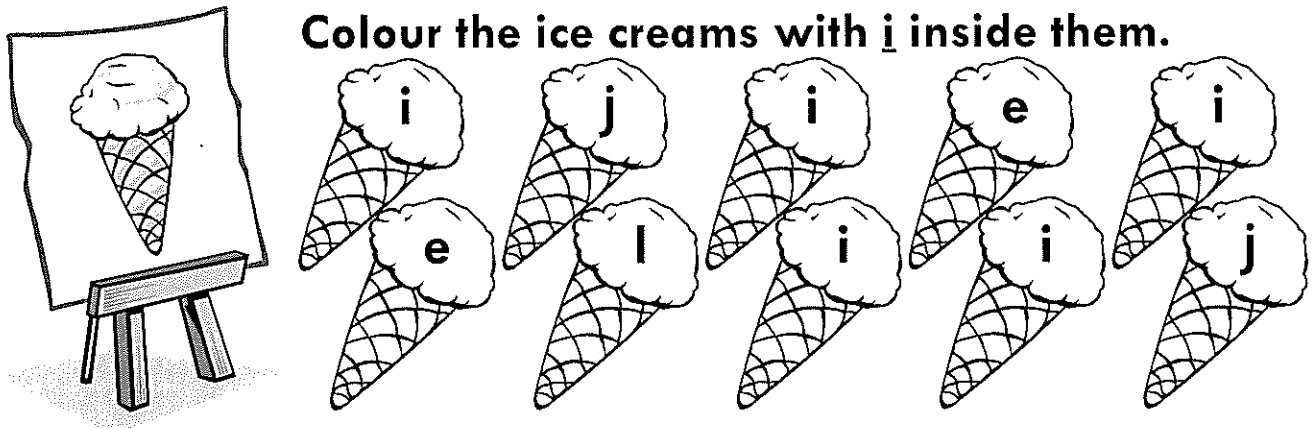
**i**



Circle or colour the pictures that begin with **i**.



Colour the ice creams with **i** inside them.



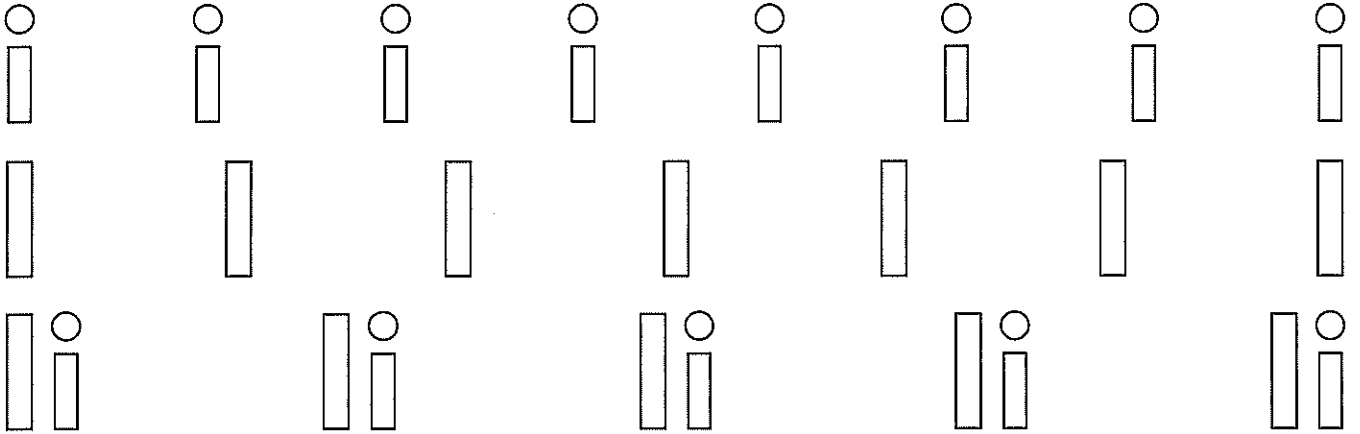


Name \_\_\_\_\_

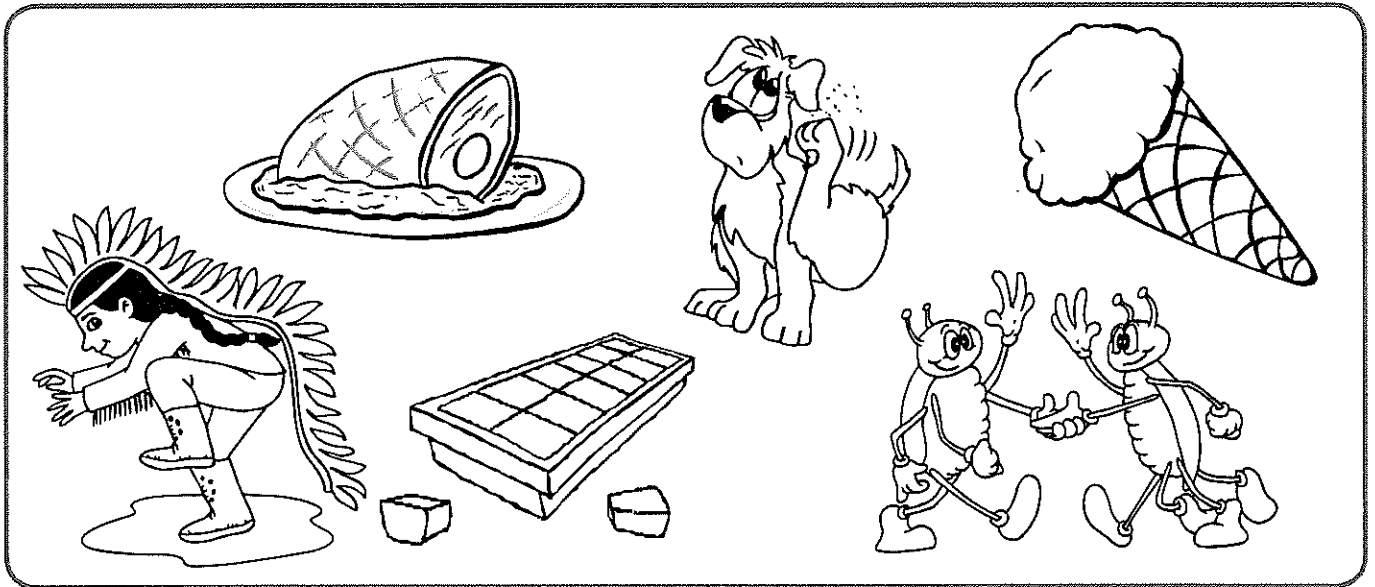
Date \_\_\_\_\_

Series  
**A**

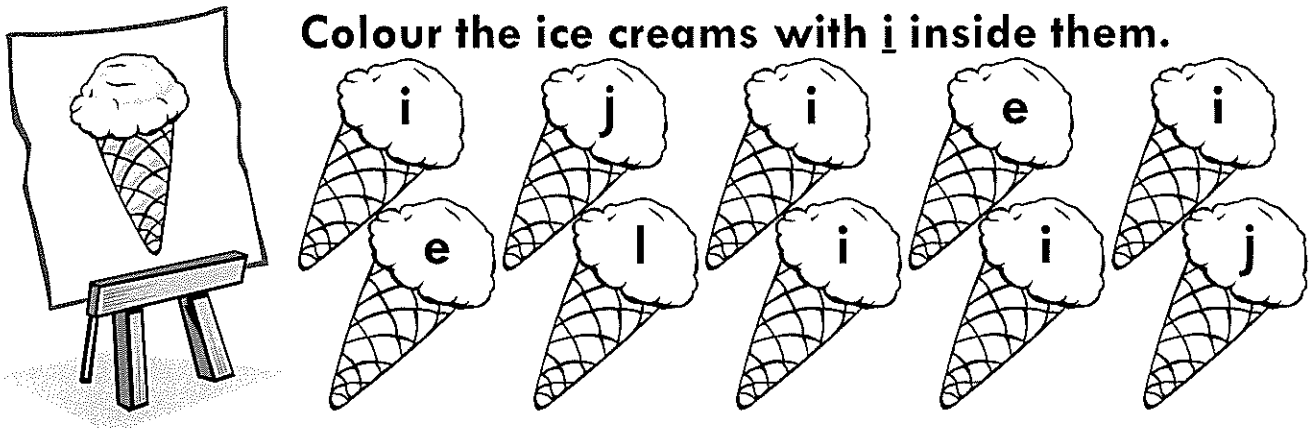
**i**



Circle or colour the pictures that begin with **i**.



Colour the ice creams with **i** inside them.



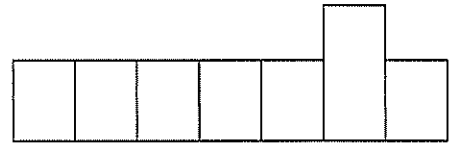
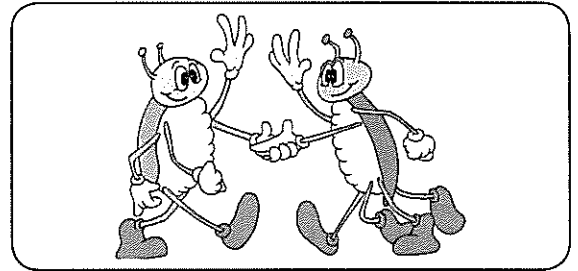
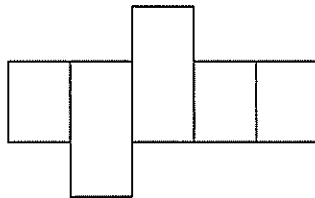
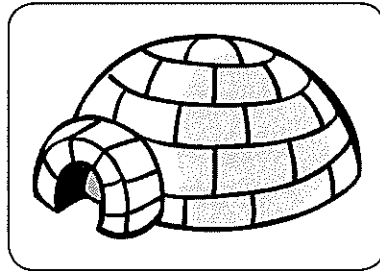
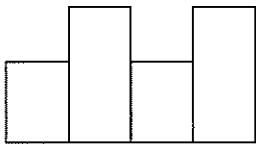
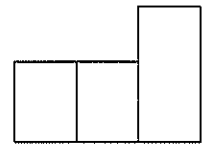
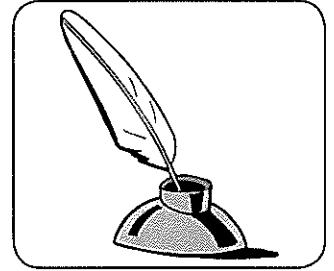
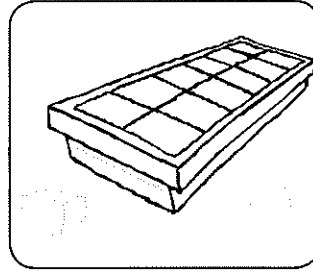
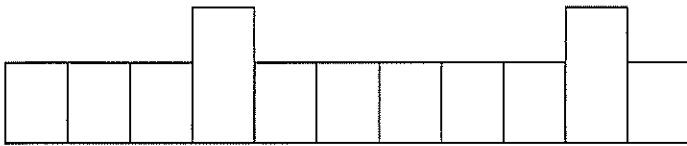
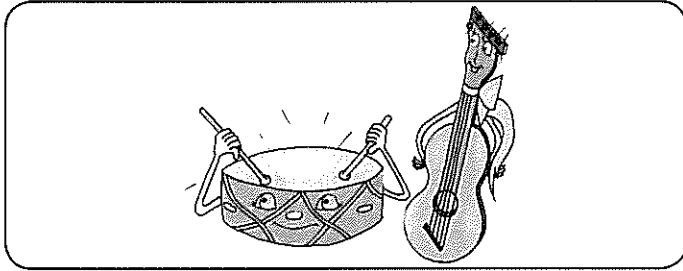
Name \_\_\_\_\_

Date \_\_\_\_\_

Series  
**A**

**i**

**ice ink insects instruments igloo itch**



**Draw an Indian in an igloo.**

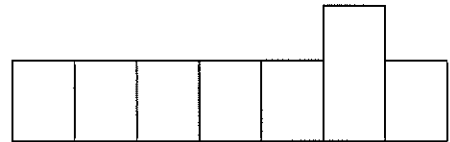
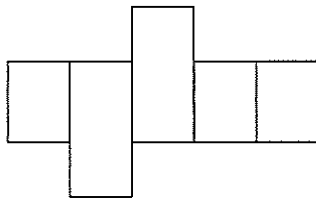
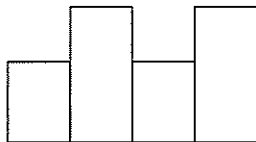
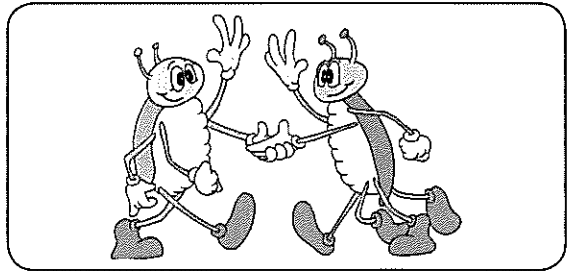
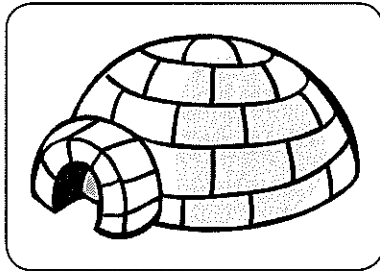
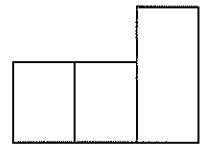
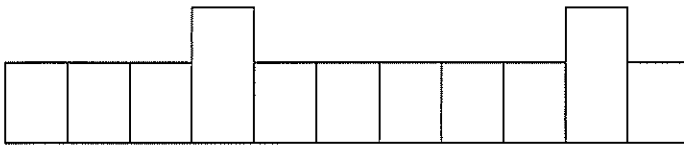
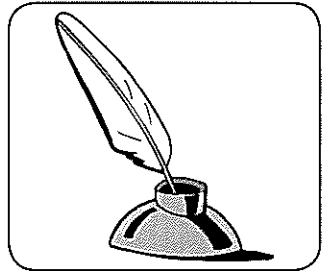
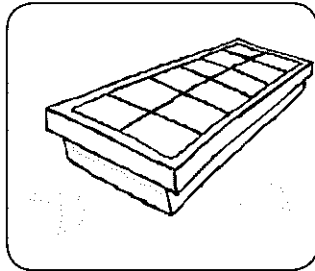
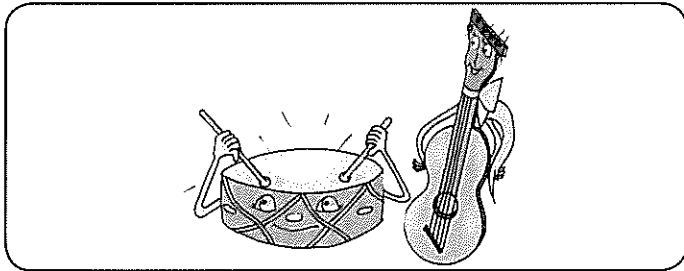
**Write any more i words you know.**

Name \_\_\_\_\_

Date \_\_\_\_\_

Series **A** | **i**


ice ink insects instruments igloo itch

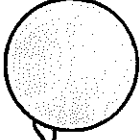






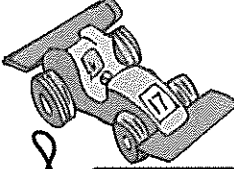






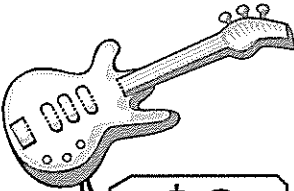






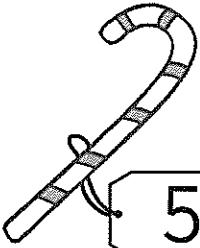






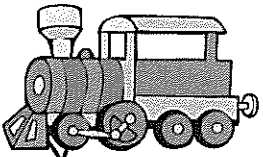






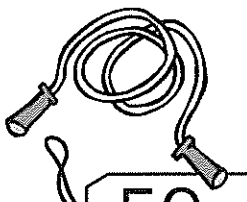








**Draw an Indian in an igloo.**

**Write any more i words you know.**

# Money – coins


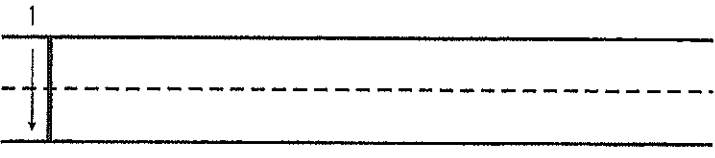
1  Circle the coin you would use to pay for these things.

 10c	     
 20c	     
 \$2	     
 5c	     
 \$1	     
 50c	     


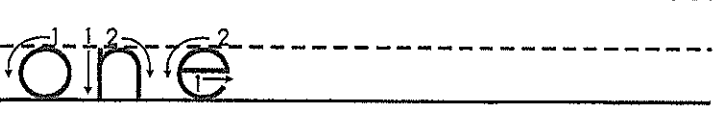
# Daily Math

Name: \_\_\_\_\_

1



o n e



Color the 1st apple.

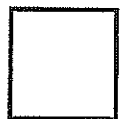
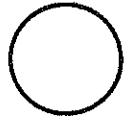
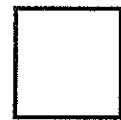
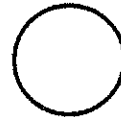


Circle 1 and one.



1	one	3	three
two	4	five	2
1	two	5	six
four	6	one	1

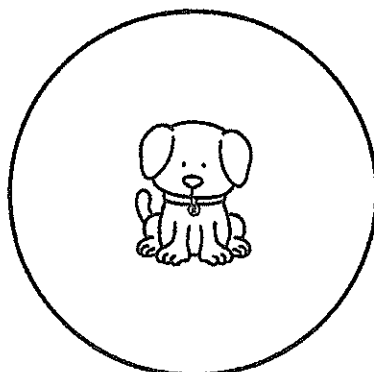
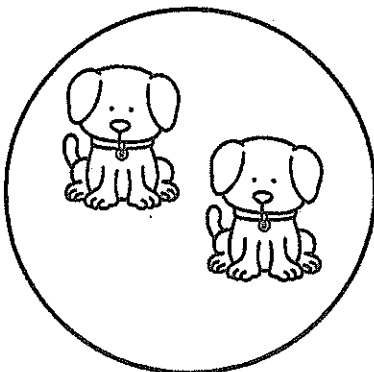
Draw a line to match.



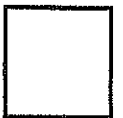
Color 1 block.



Which has more?



Count and write how many.



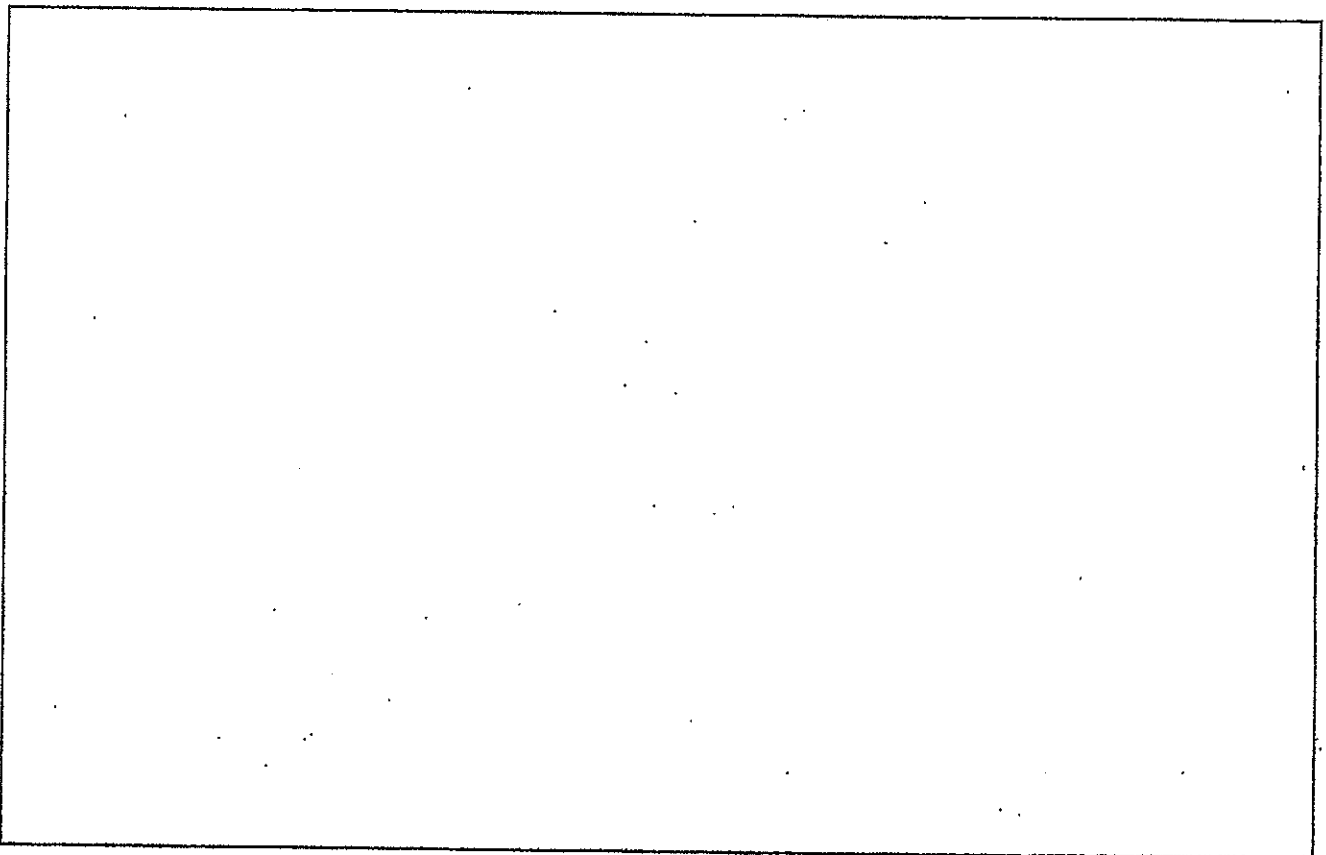
\_\_\_\_\_



Trace around the number 1:




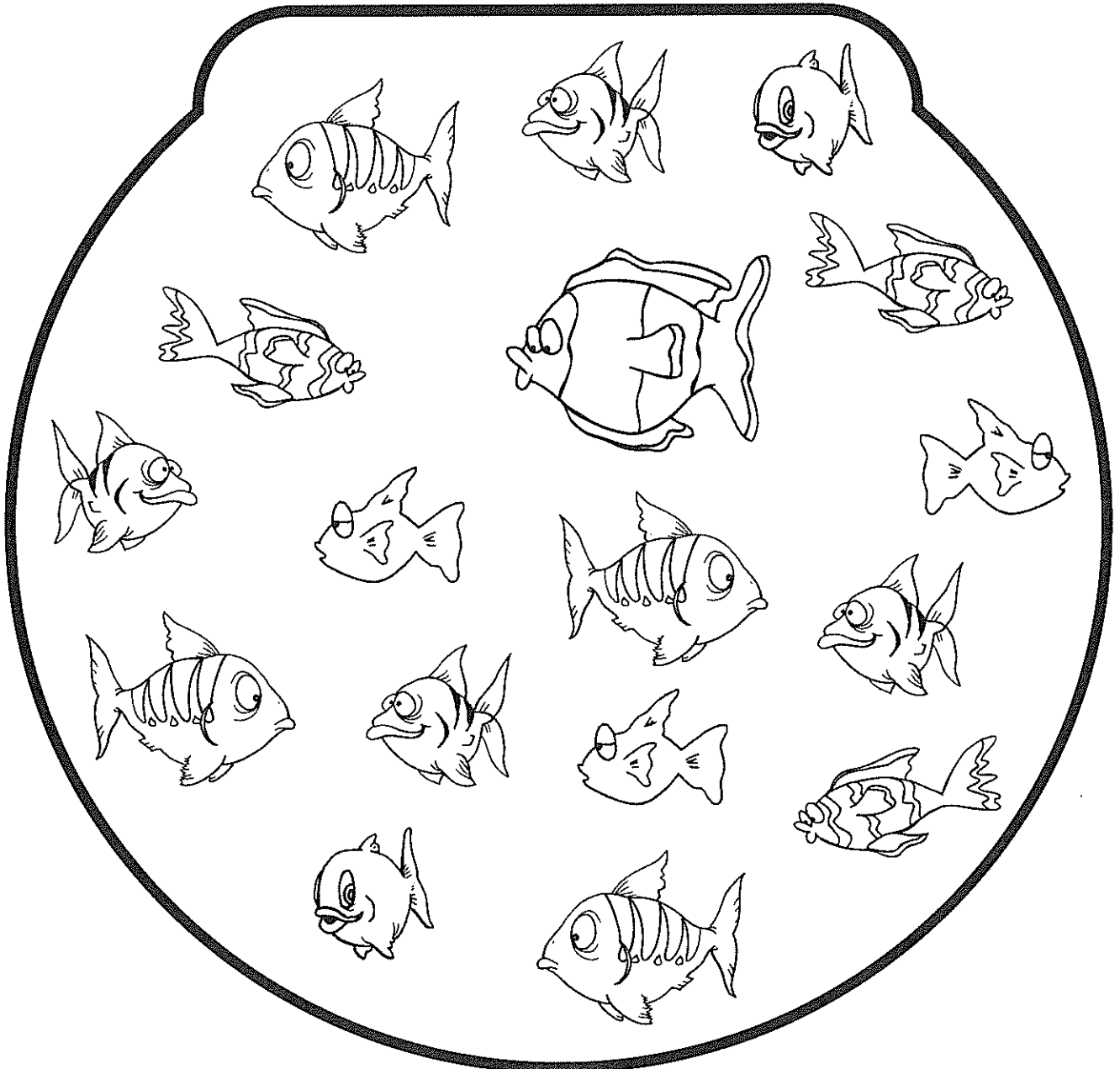
Draw one (1) teacher in the box below:









Tuesday

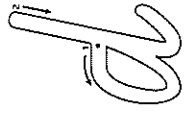
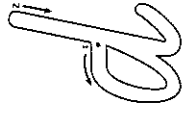
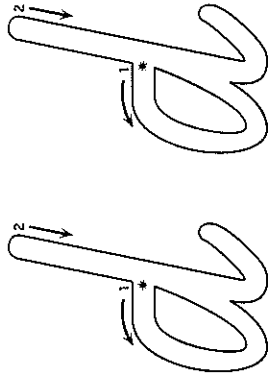
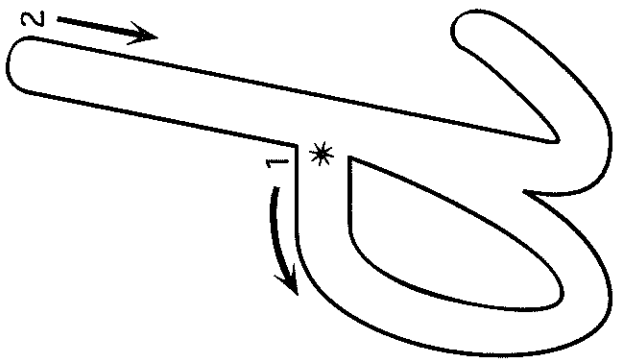
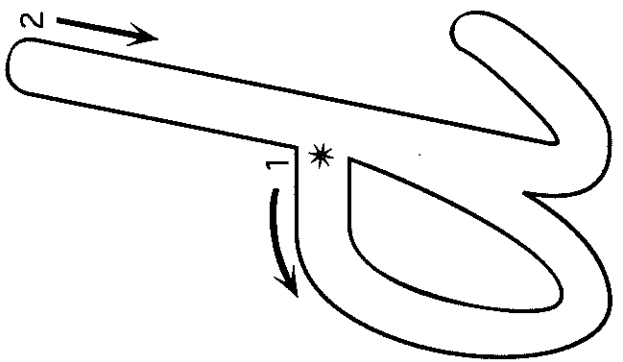
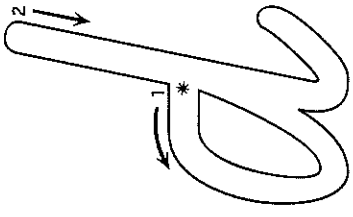
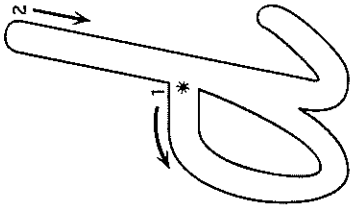
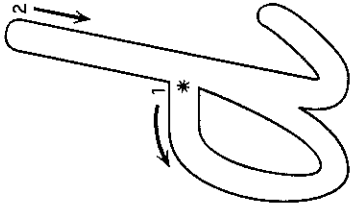
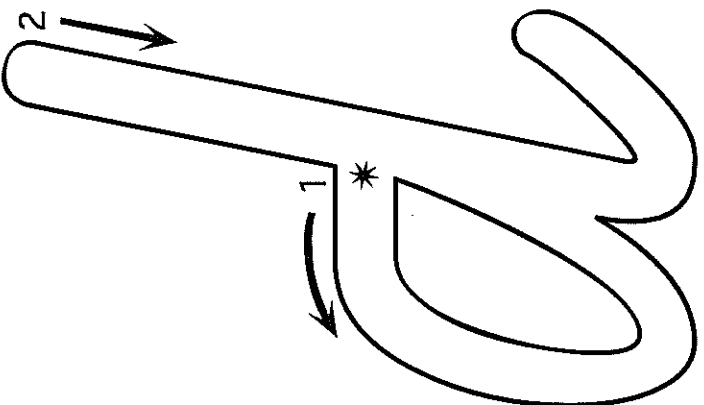
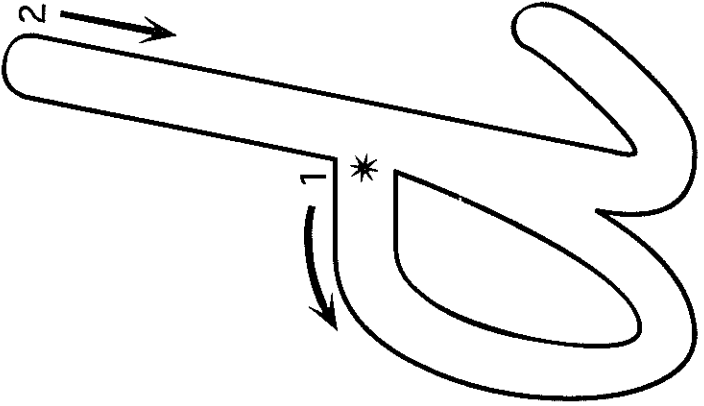
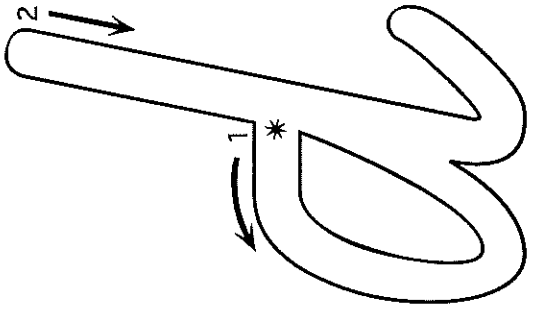
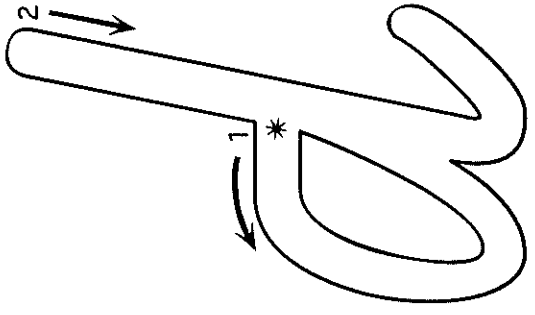
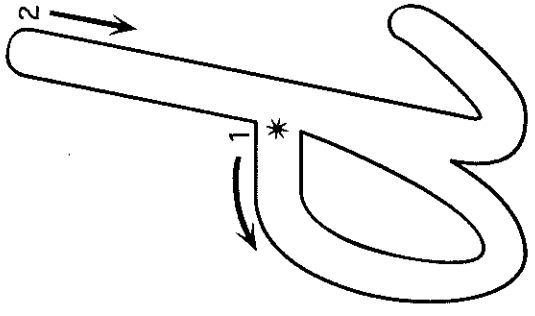
# Data – interpreting and analysing data

- 1  Count the fish. You can colour each type of fish a different colour. Write how many.



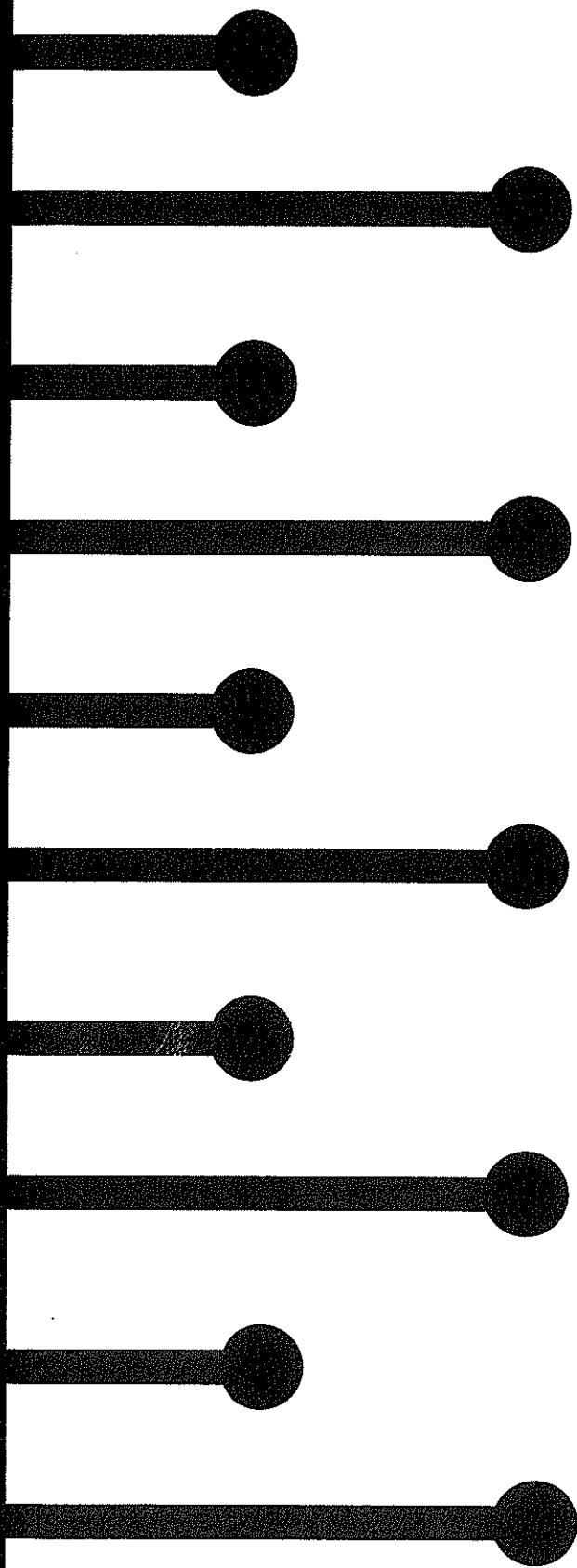
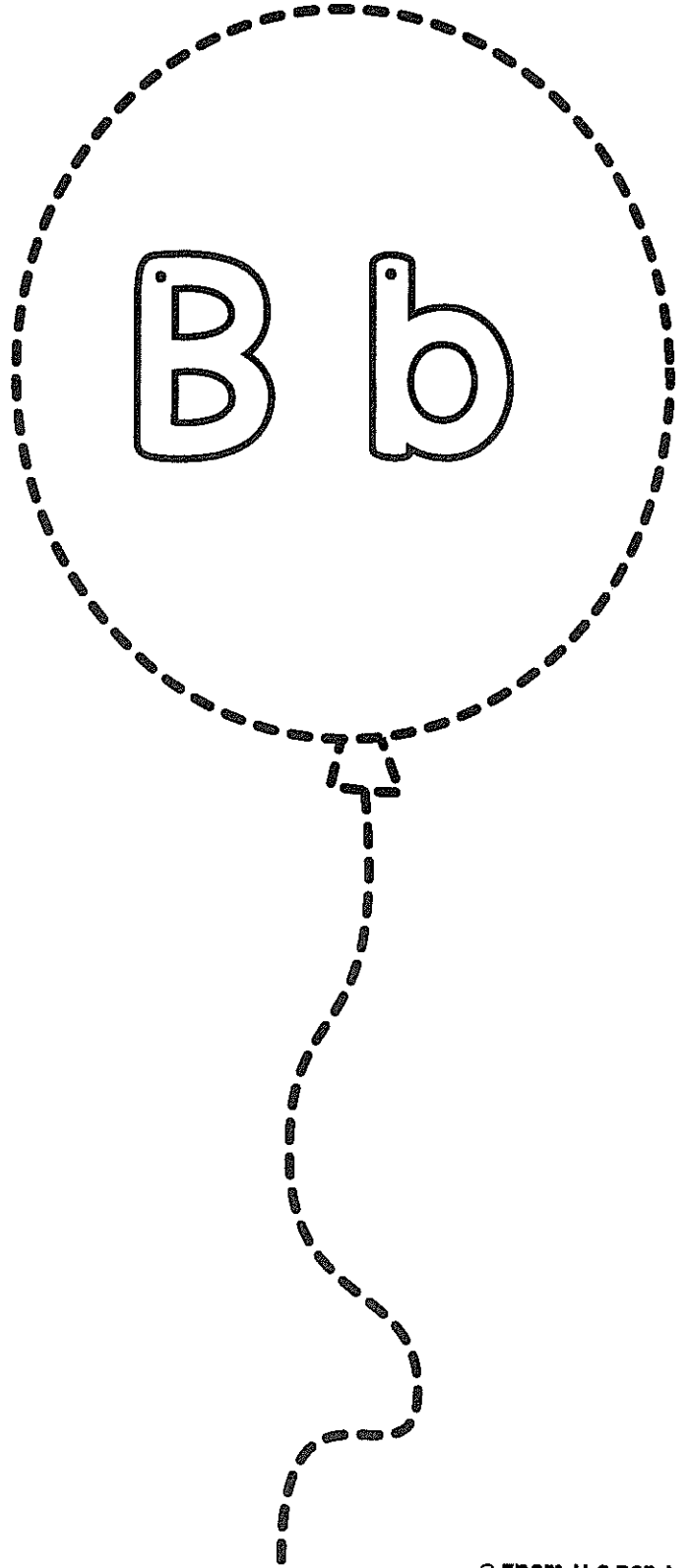
	<input type="text"/>		<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>		<input type="text"/>



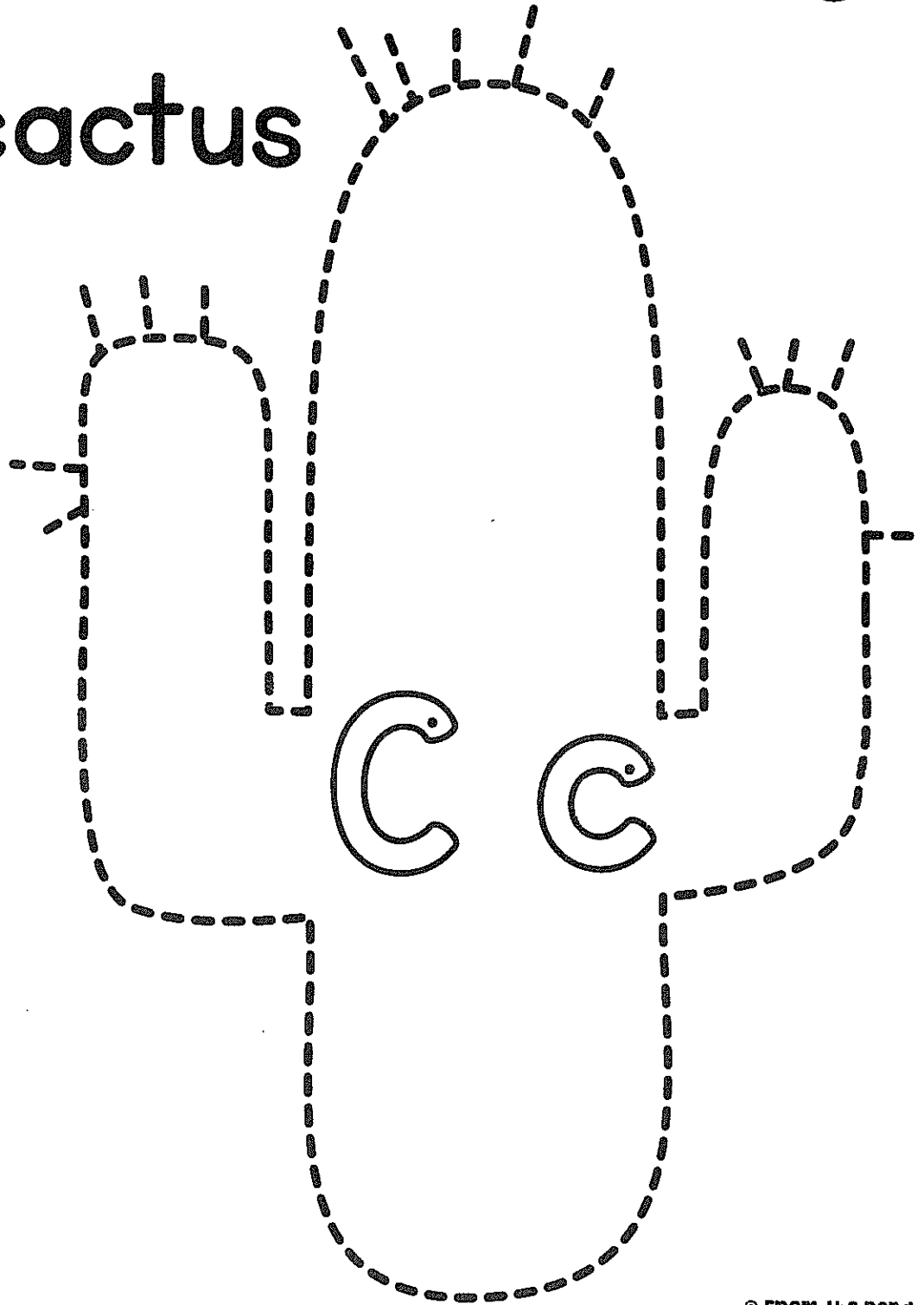




balloon




cactus





# Daily Math

Name: \_\_\_\_\_


Tracing practice for the number 2 and other shapes. The first row shows a large number 2 with stroke order arrows (1: counter-clockwise curve, 2: horizontal line to the right). The second row shows a vertical line, a 'W' shape, and a circle, each with numbered arrows indicating stroke order. A pencil icon is on the right of each row.

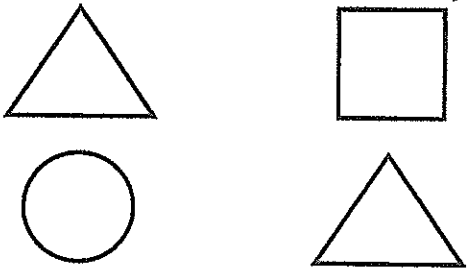
Color the 2nd apple. 





Circle 2 and two. 


2	one	2	three
two	1	five	2
3	two	4	two
four	6	six	5


Draw a line to match. 

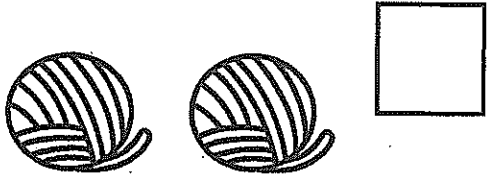




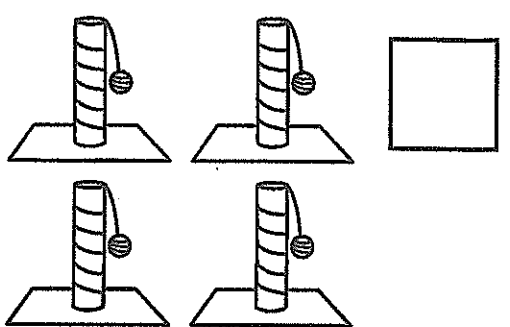
Color 2 blocks. 




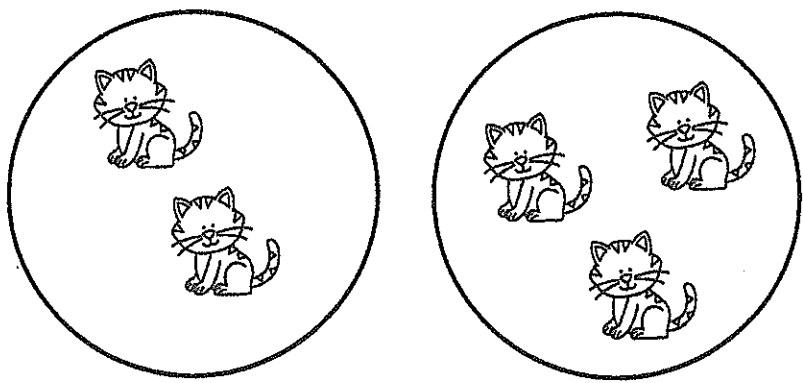
Count and write how many. 



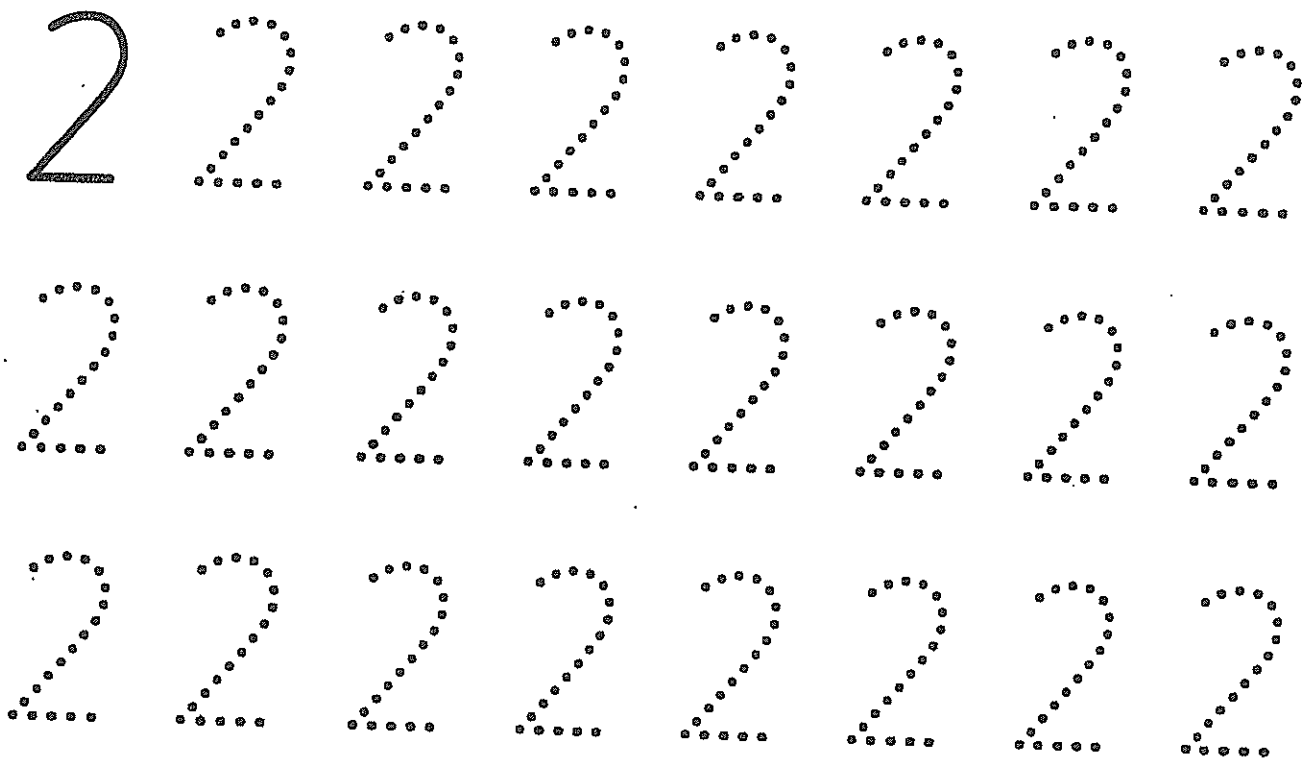
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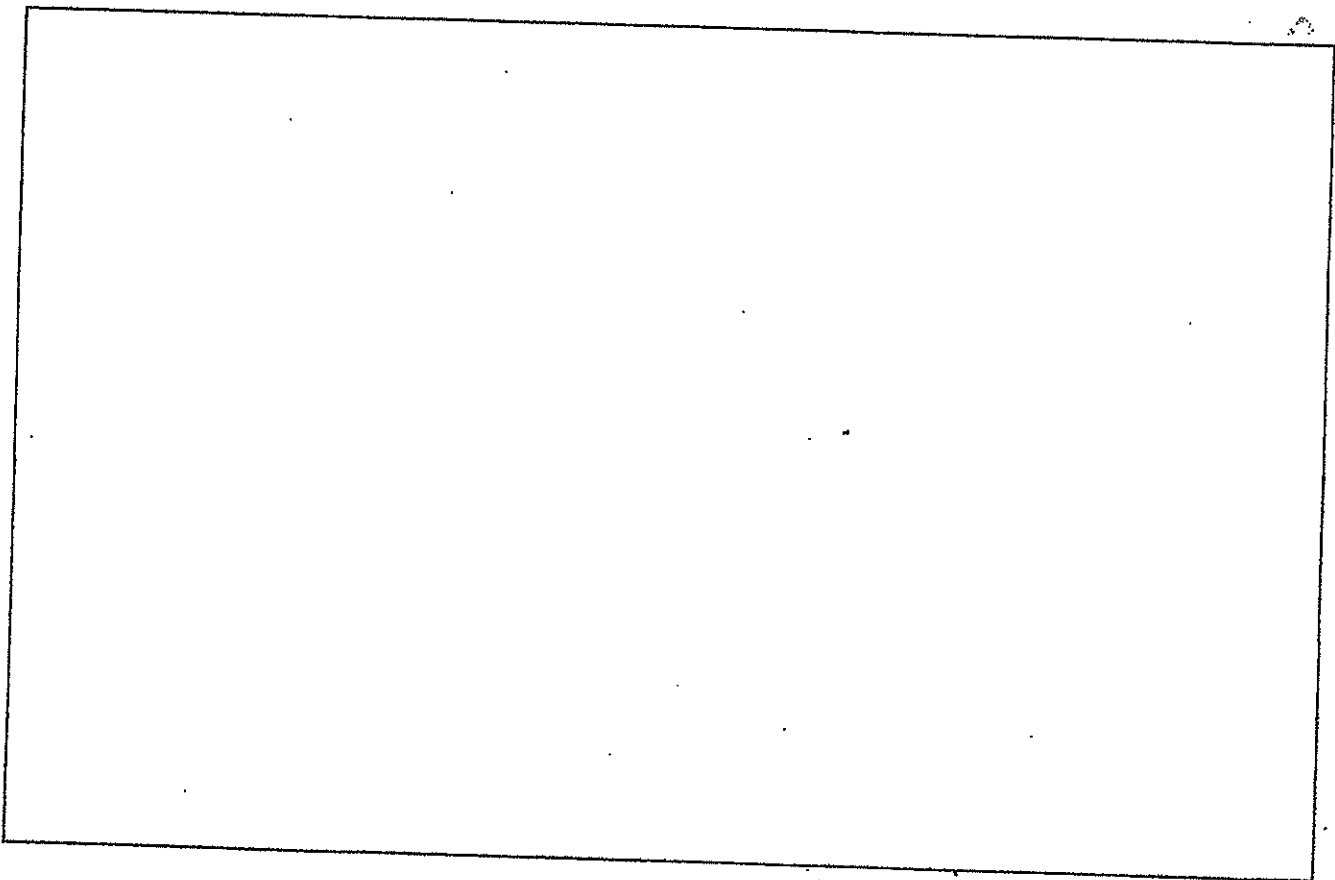
Which has more? 



Trace around the number 2:



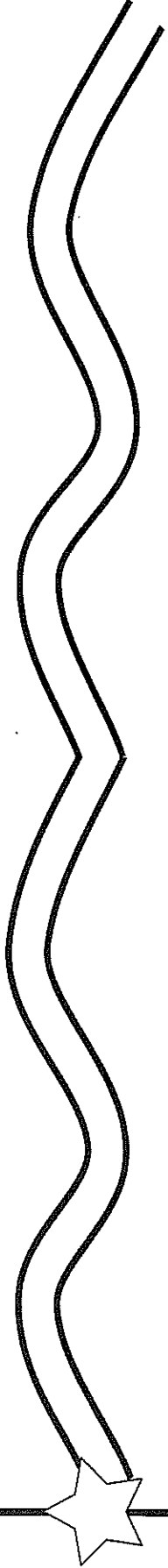
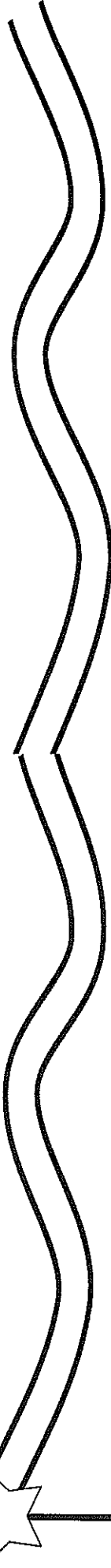
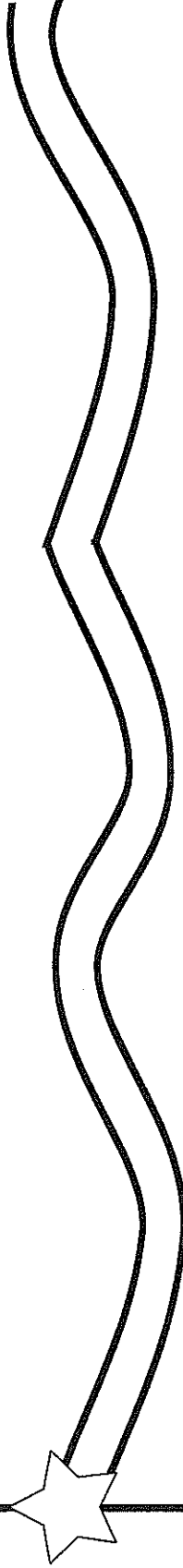
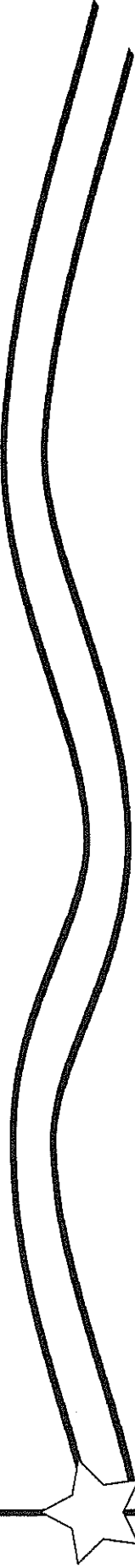
Draw two (2) blackboards in the box below:



# My Pencil Skills

Place your pencil in the star.

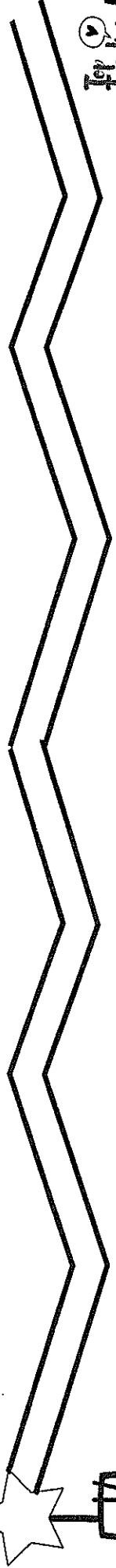
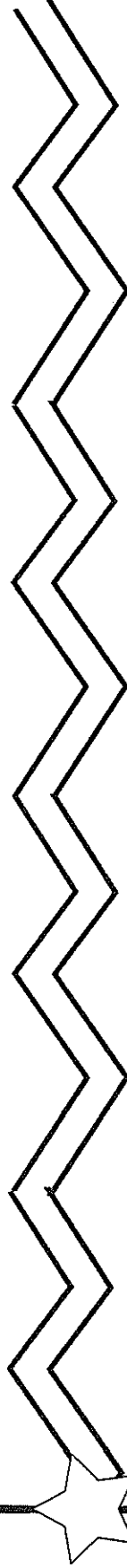
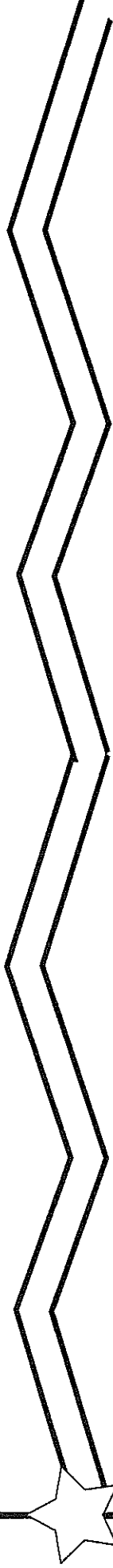
Follow the path and try your best to stay inside the lines.



# MY Pencil SKILLS

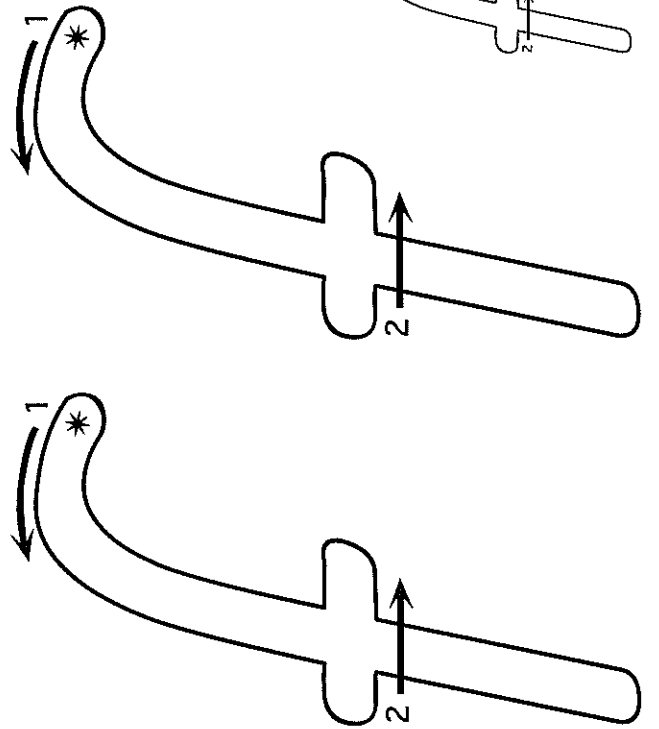
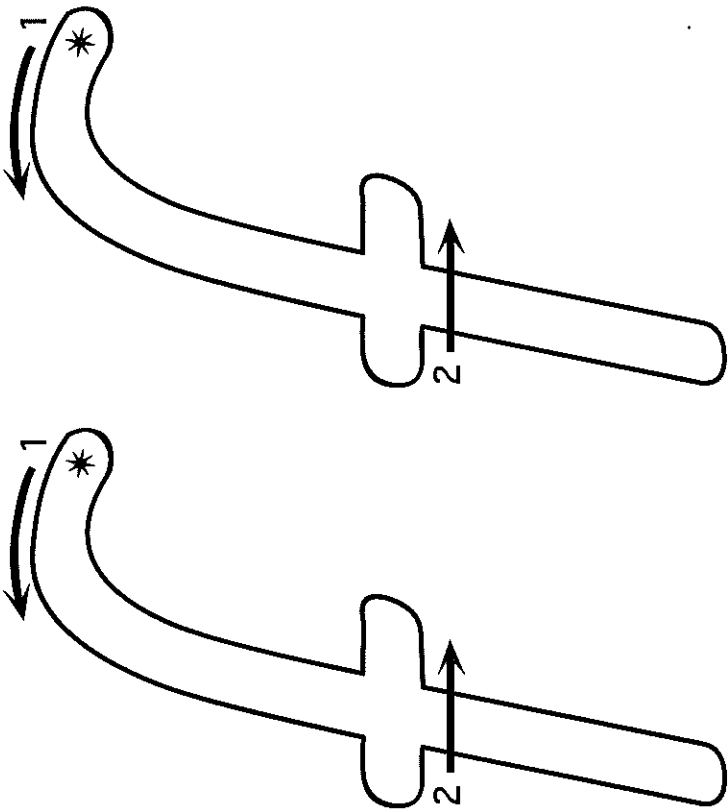
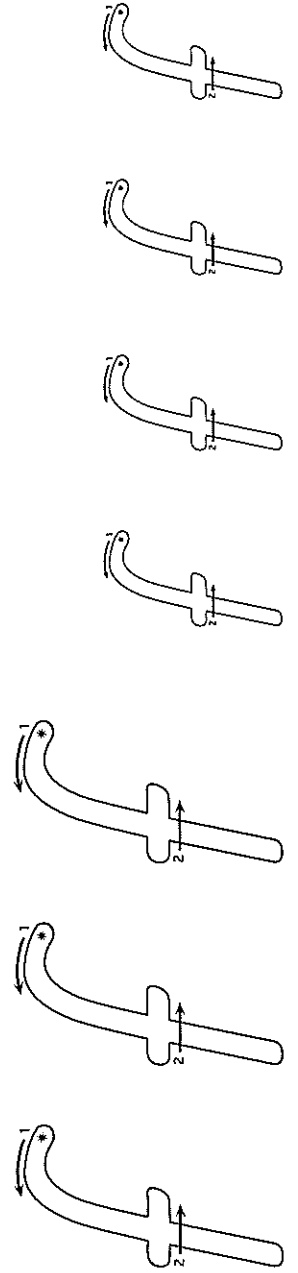
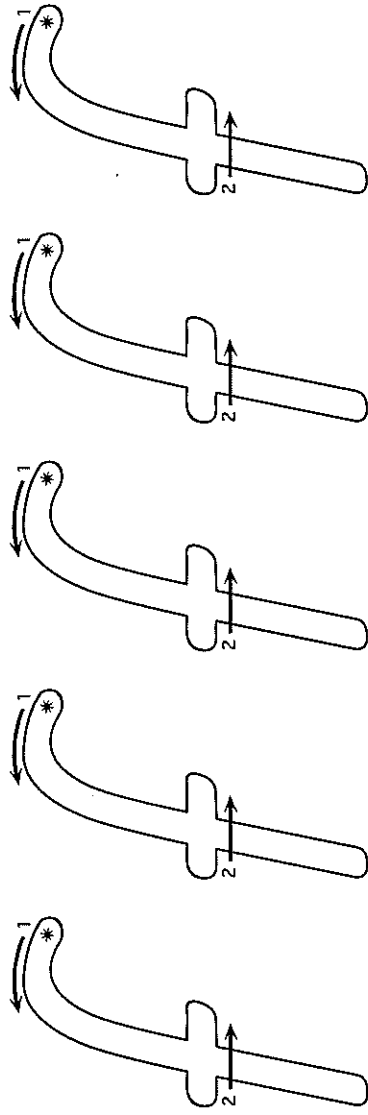
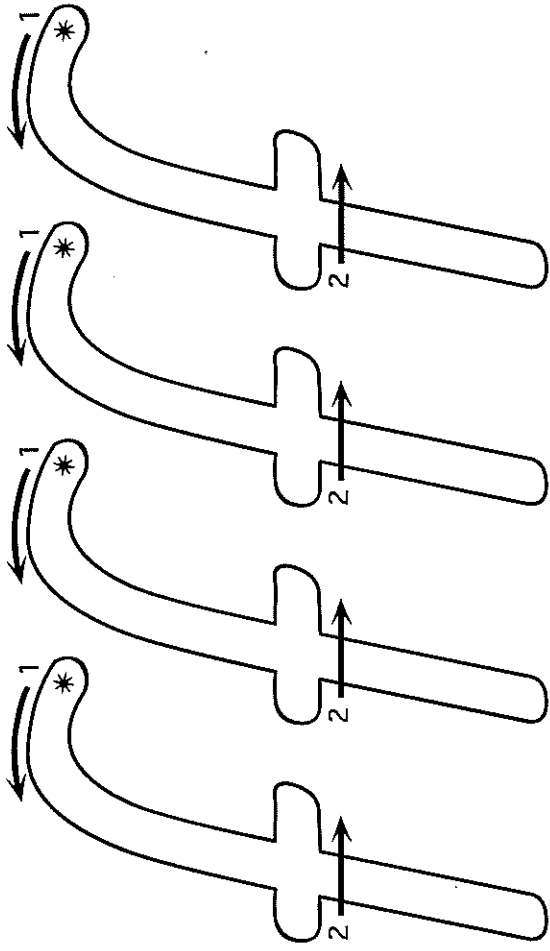
Place your pencil in the star.

Follow the path and try your best to stay inside the lines.

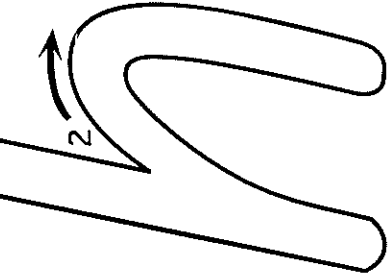
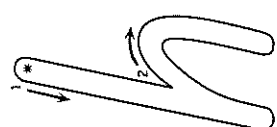
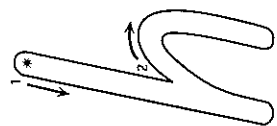
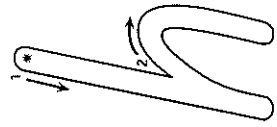
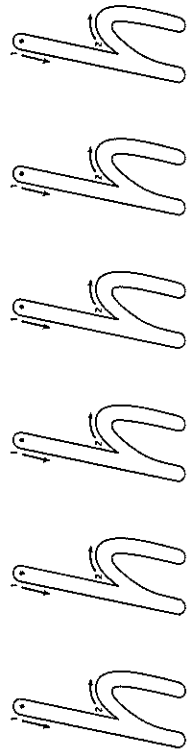
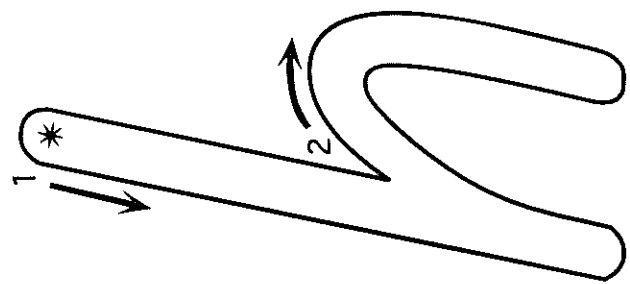
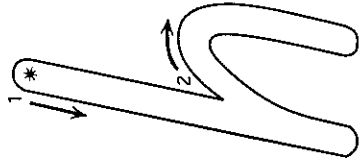
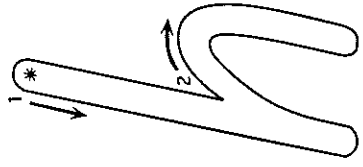
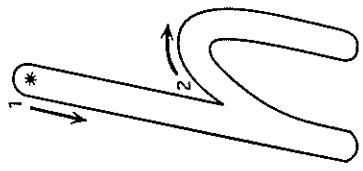
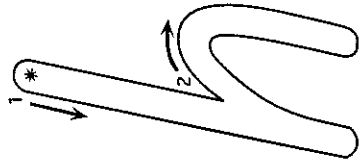
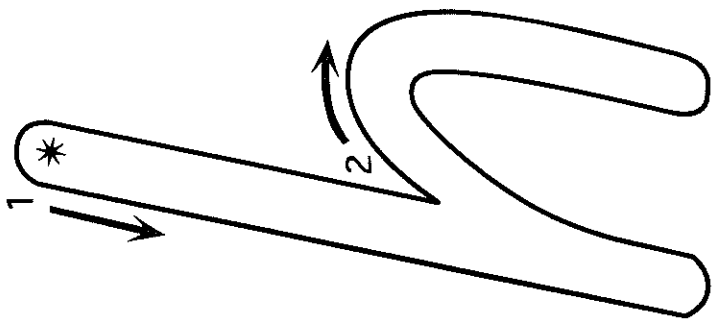
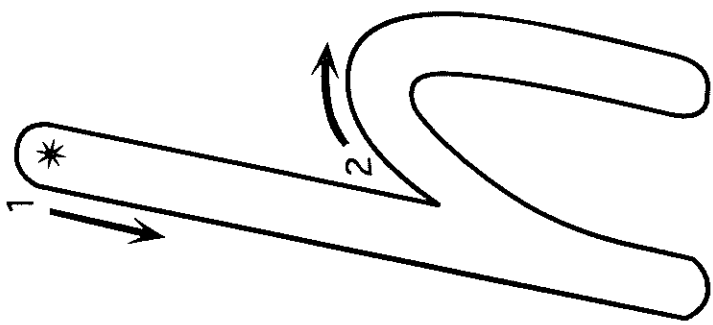
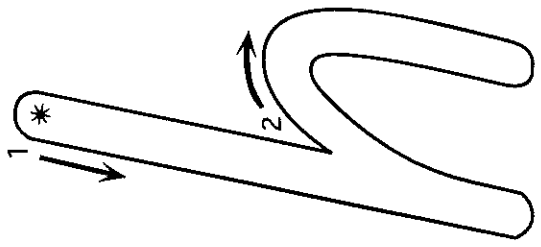
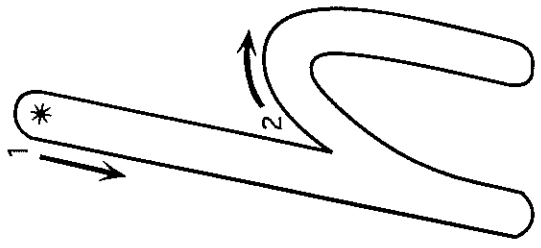
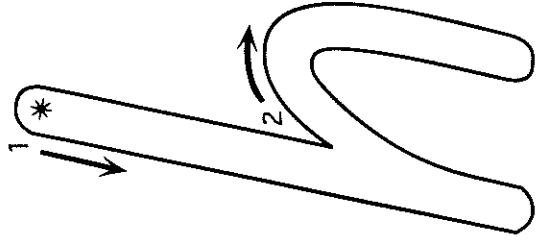
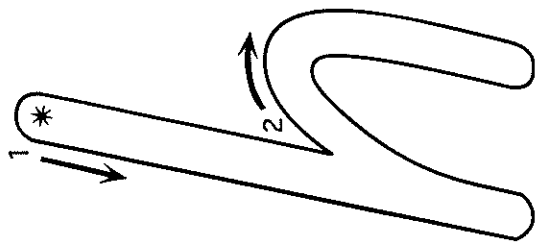




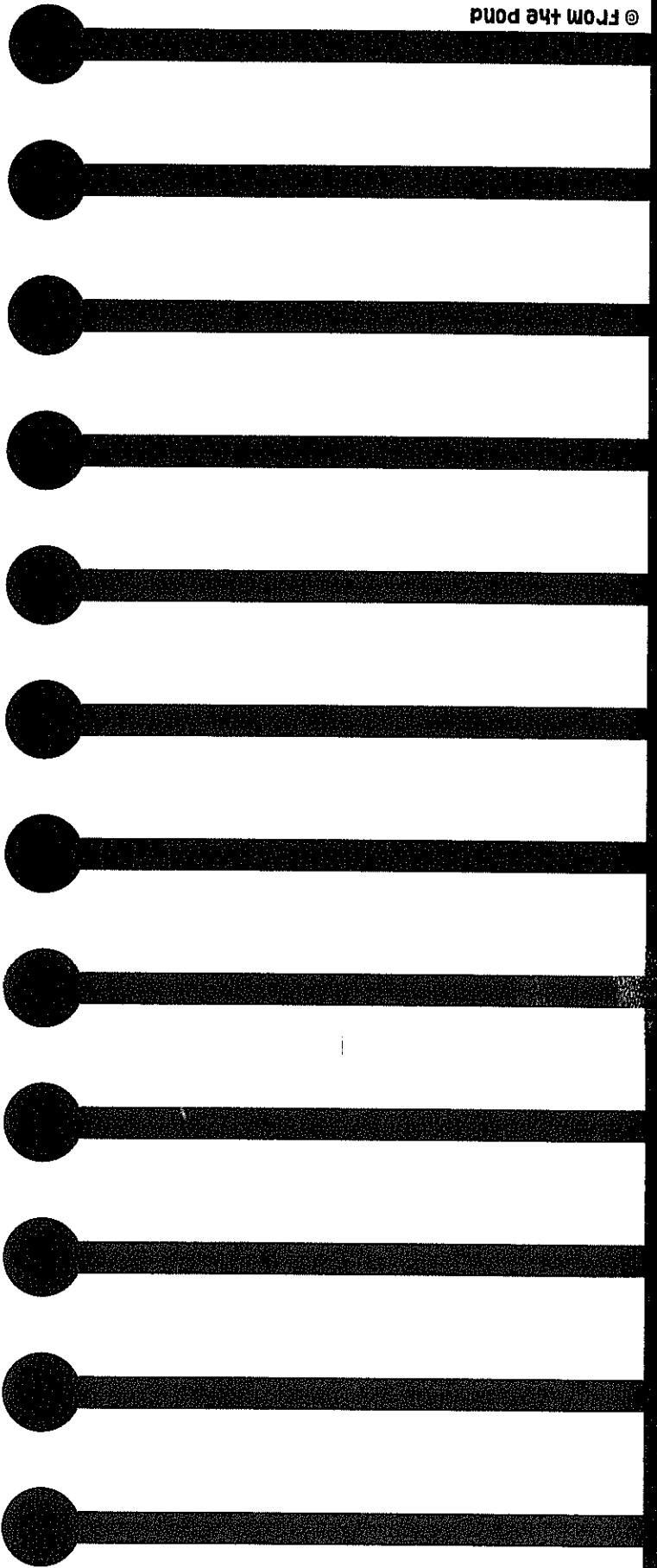
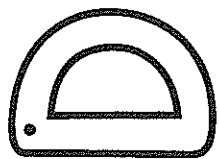
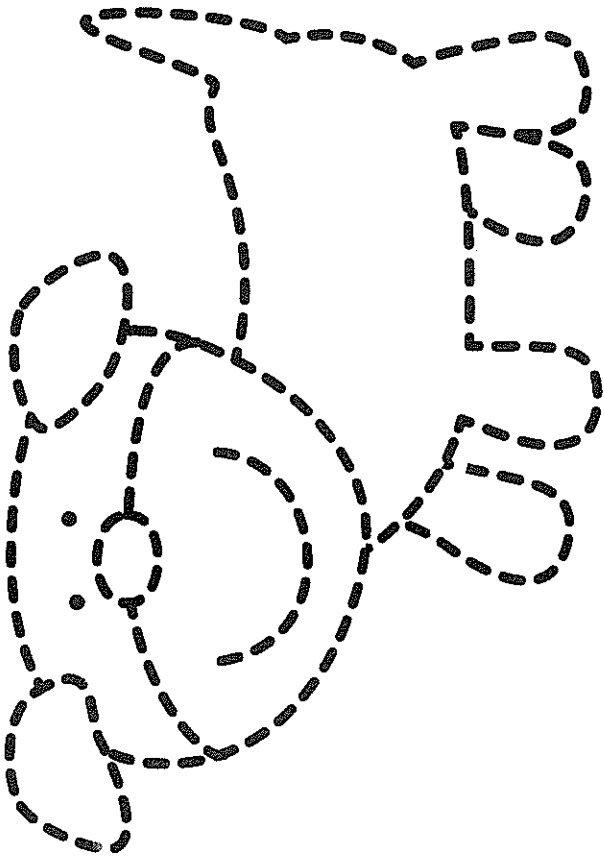
Wednesday





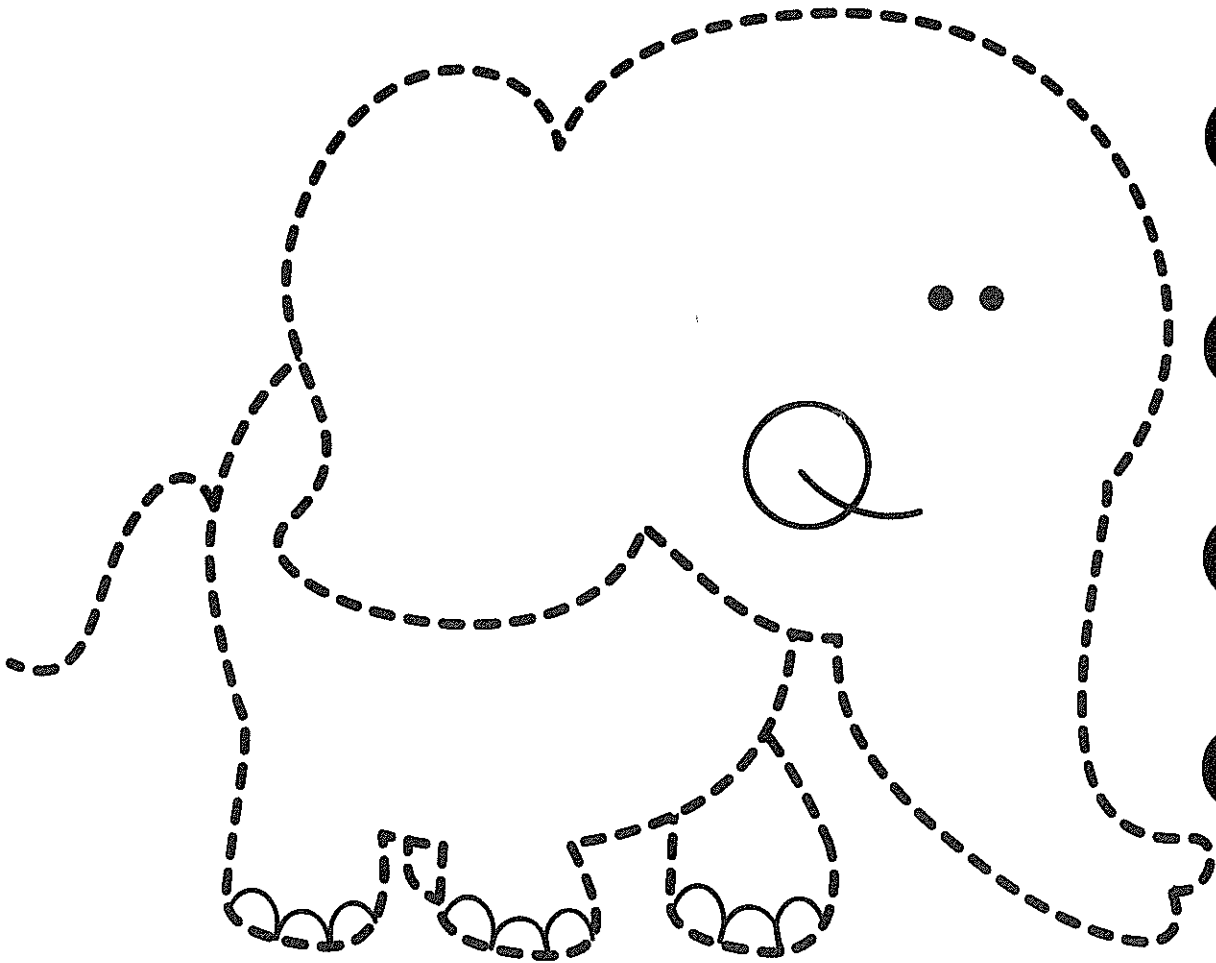


dog

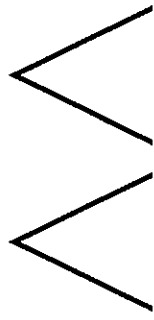


elephant

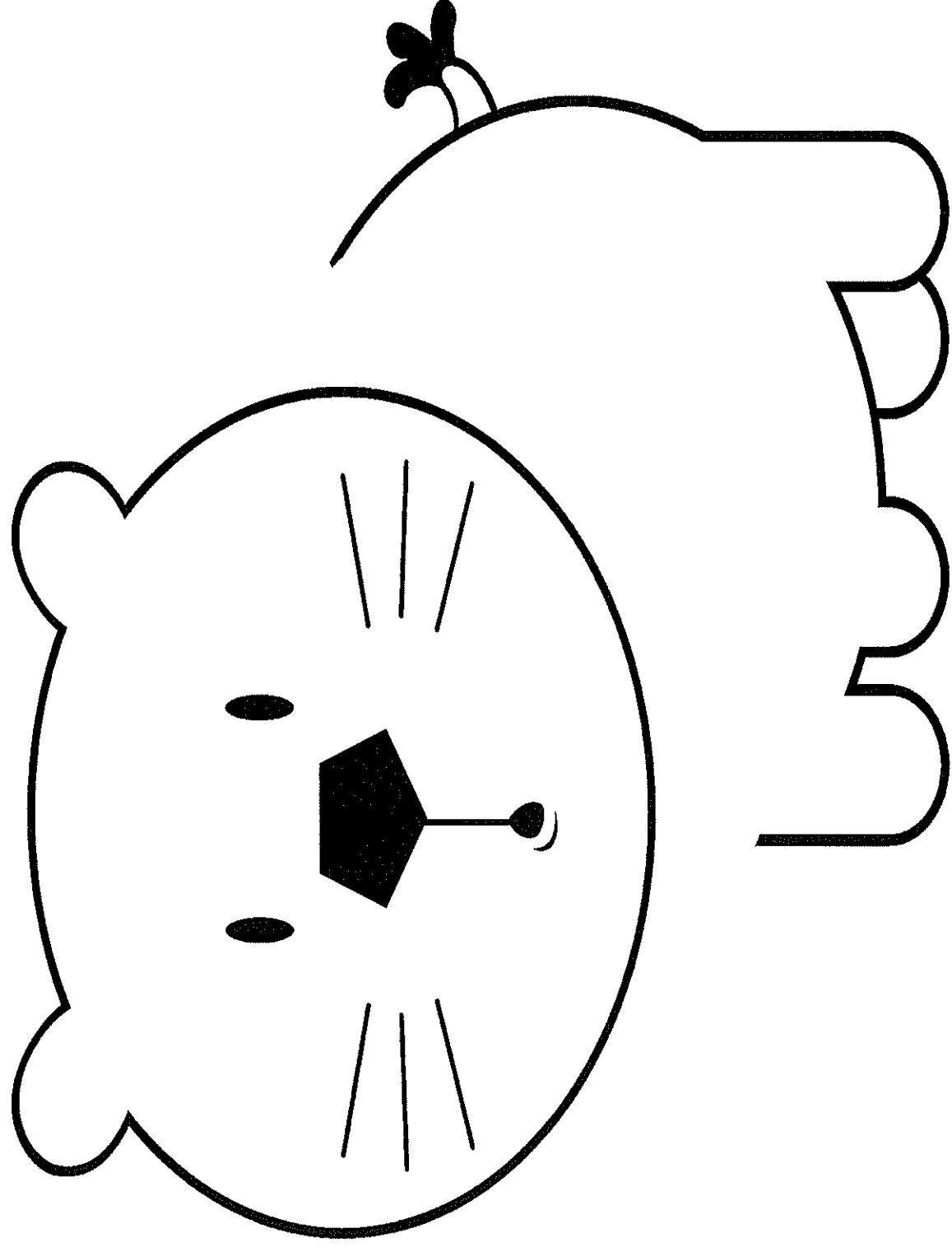
E e



Using



draw a mane around the lions face.



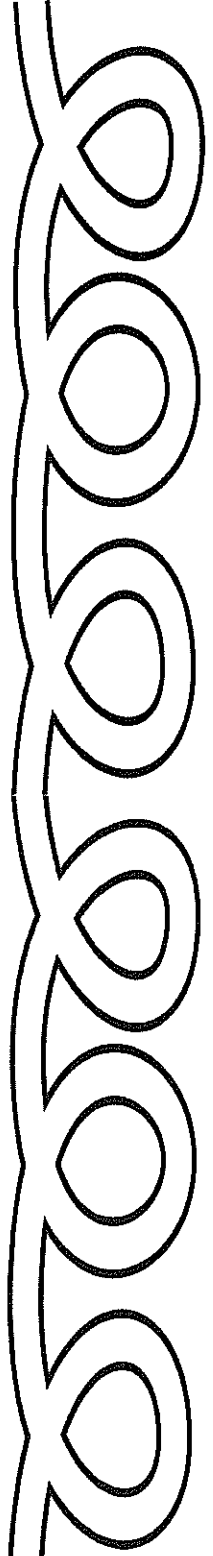
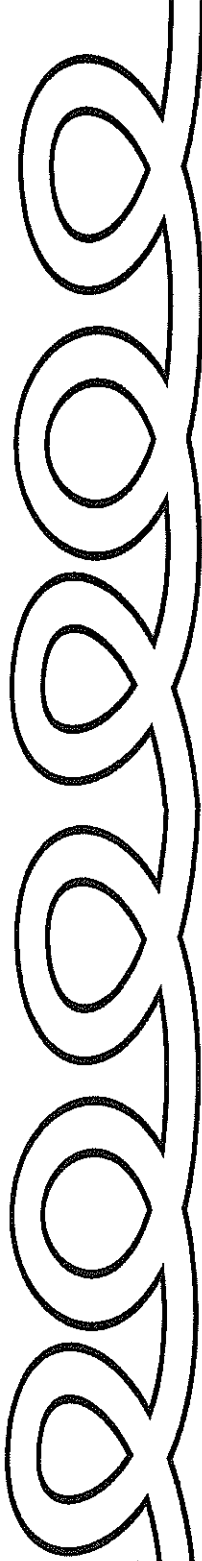
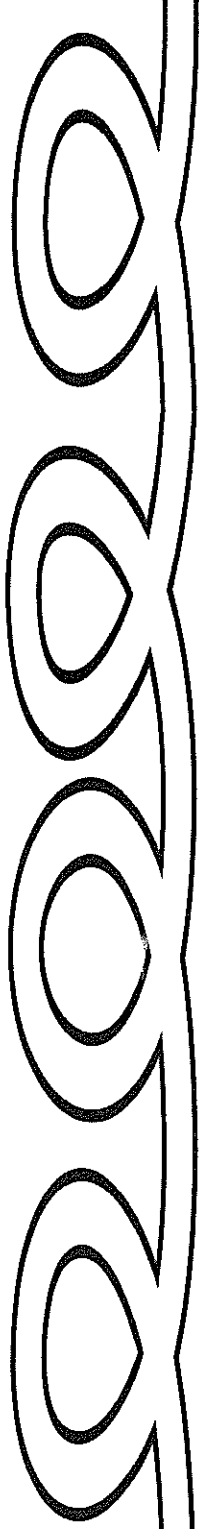
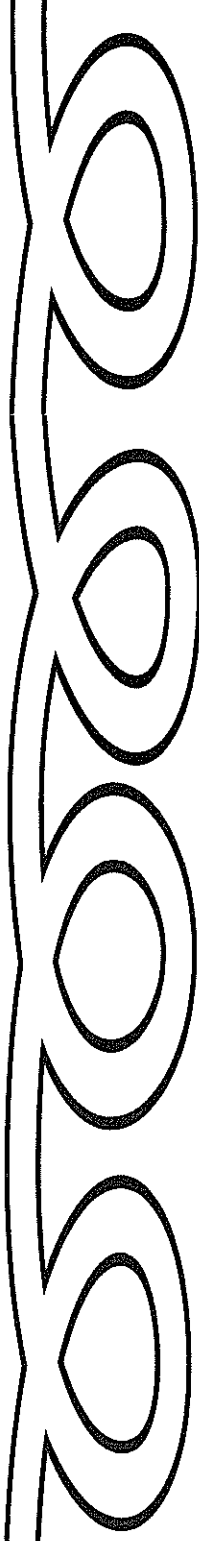
# Thursday



# My Pencil Skills

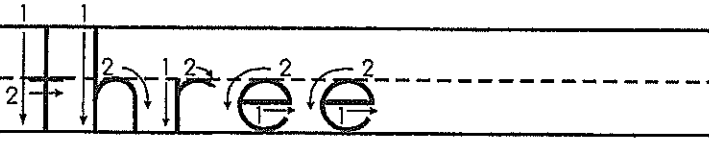
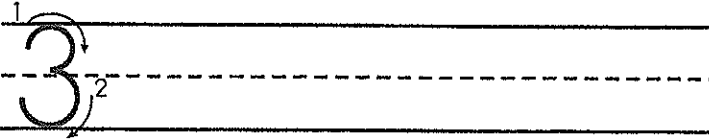
Place your pencil in the star.

Follow the path and try your best to stay inside the lines.



# Daily Math

Name: \_\_\_\_\_



Color the 3rd apple.

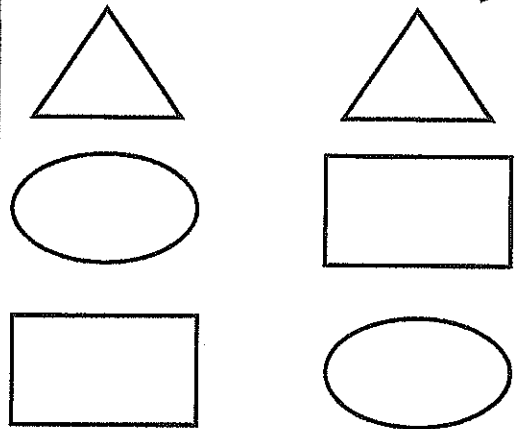


Circle 3 and three.



3	five	5	two
three	3	three	4
2	six	3	four
one	6	three	1

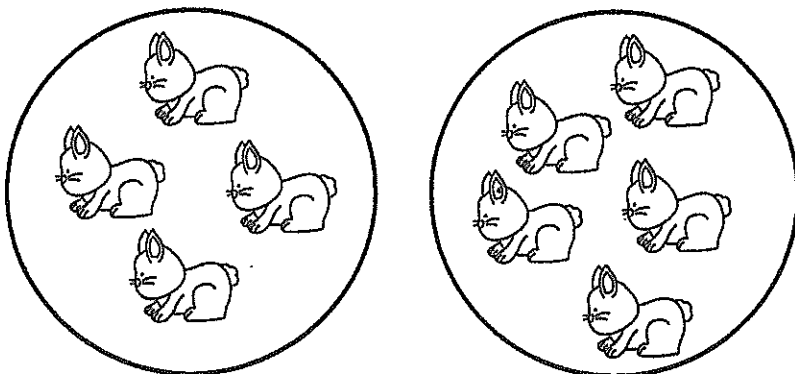
Draw a line to match.



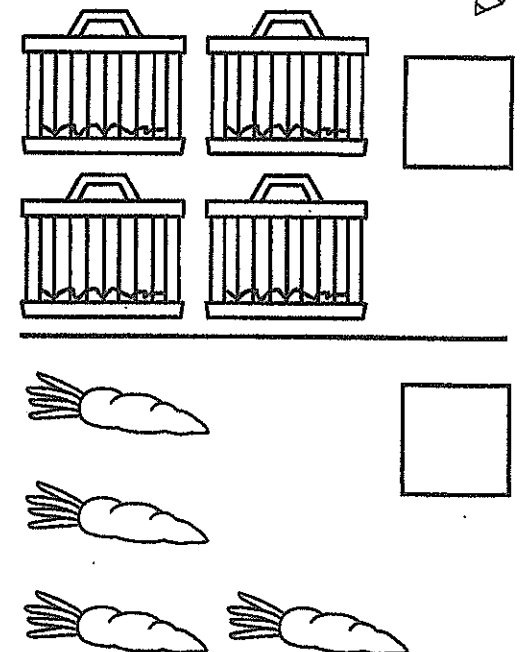
Color 3 blocks.



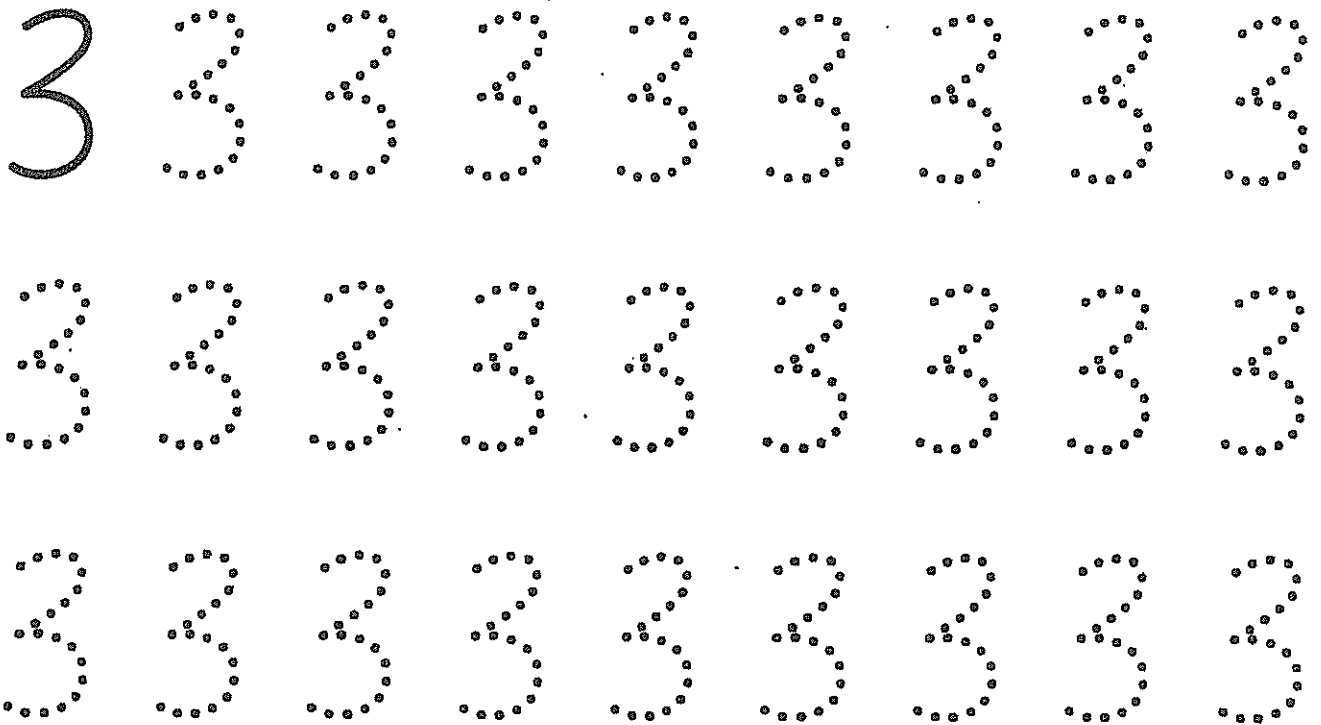
Which has more?



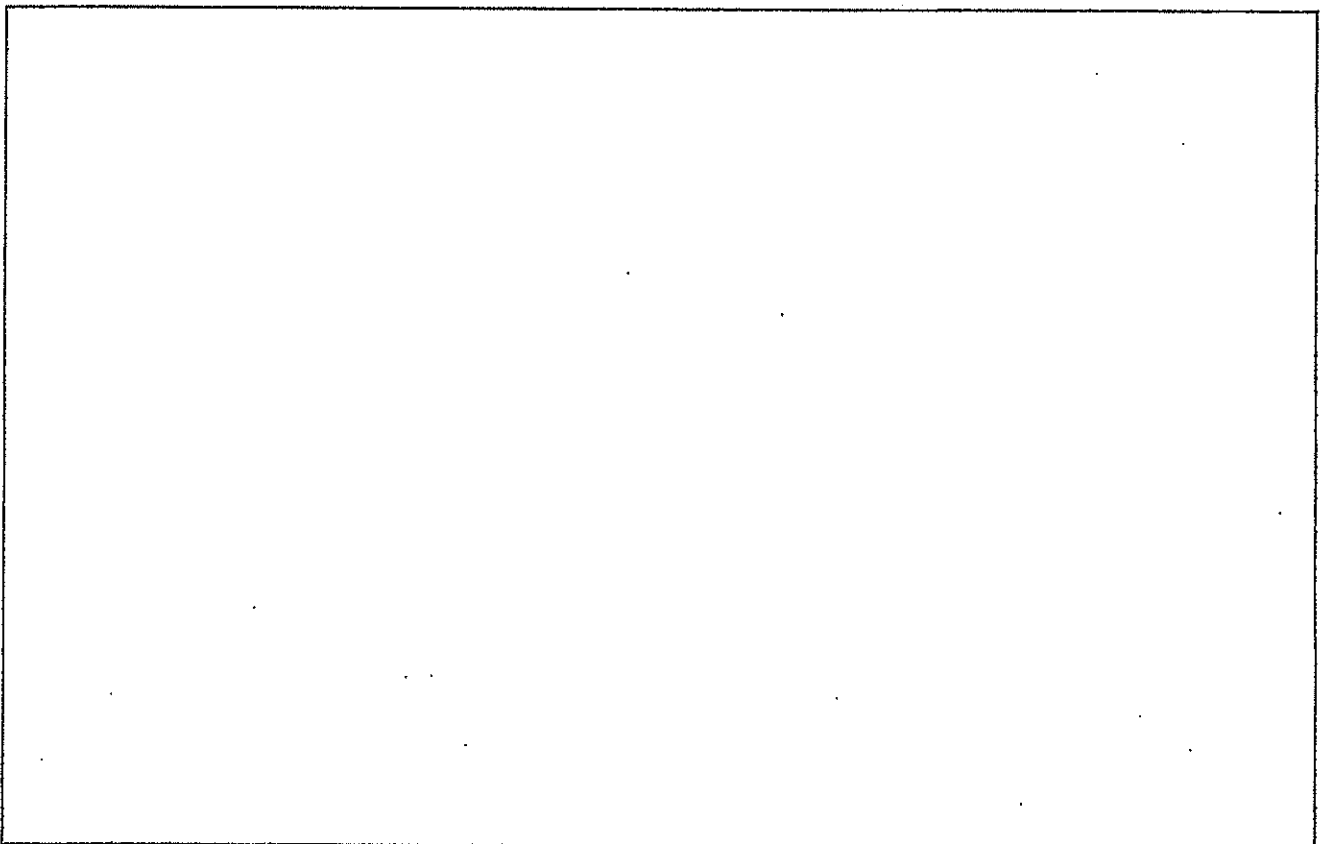
Count and write how many.



Trace around the number 3:



Draw three (3) school children in the box below:



# Daily Math

Name: \_\_\_\_\_

Tracing guide for the number 4 and the word 'four'. The number 4 is shown with stroke order: 1 (vertical down), 2 (horizontal right), 3 (vertical down). The word 'four' is shown with stroke order: 1 (curved top), 2 (vertical down), 1 (curved top), 2 (vertical down).

Color the 4th apple.

Circle 4 and four.

1	four	5	two
one	4	four	2
4	three	3	five
four	6	six	4

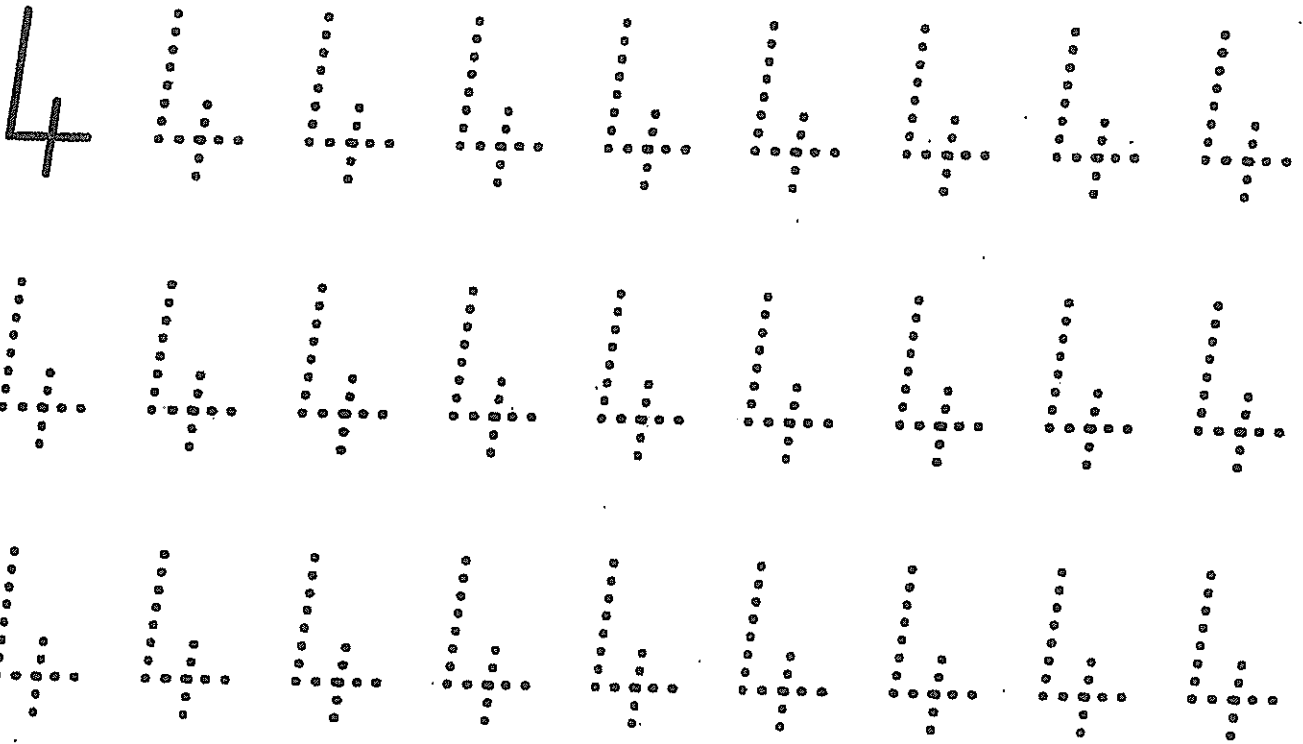
Draw a line to match.

Color 4 blocks.

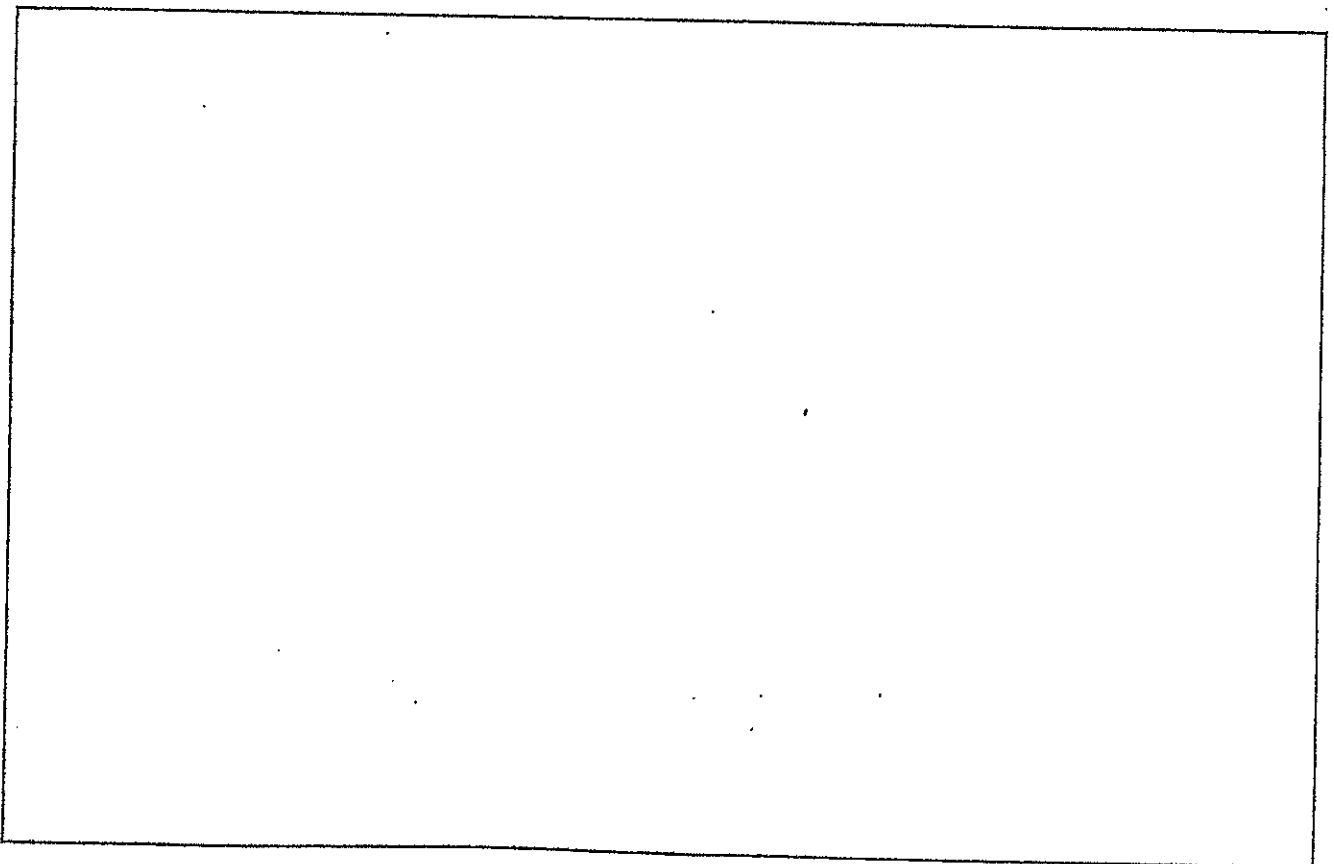
Which has more?

Count and write how many.

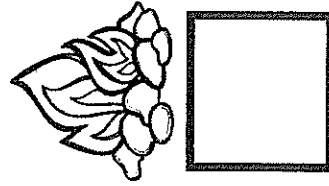
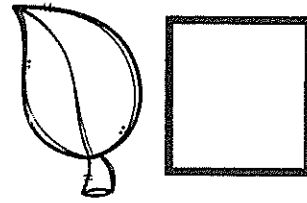
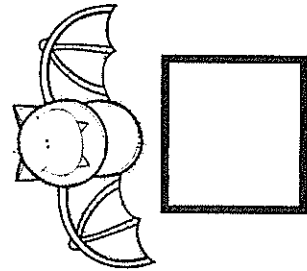
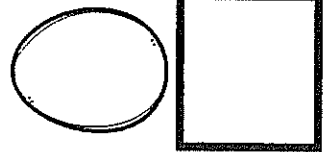
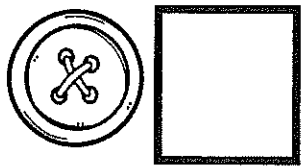
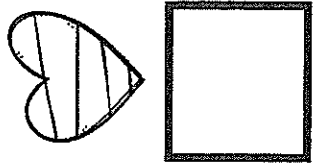
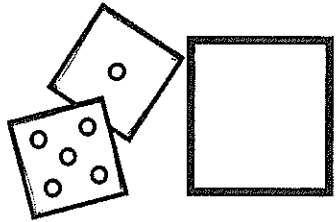
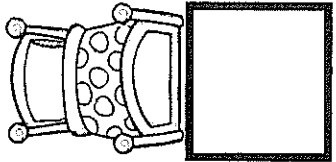
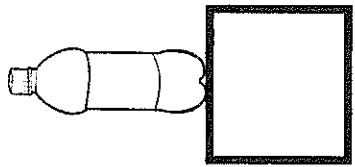
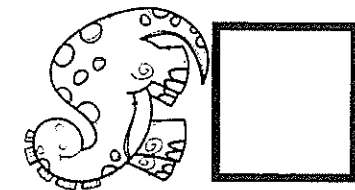
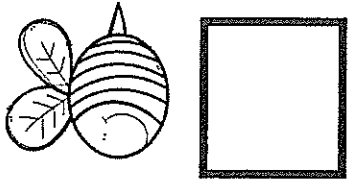
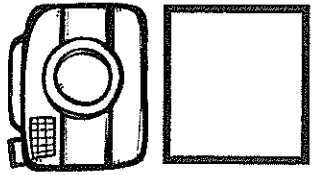
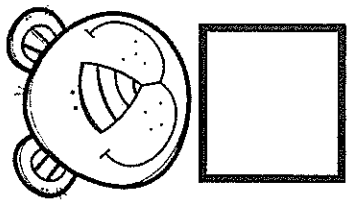
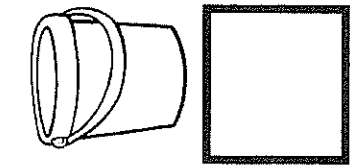
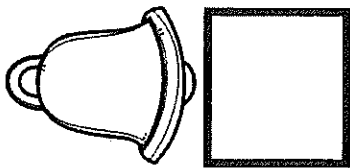
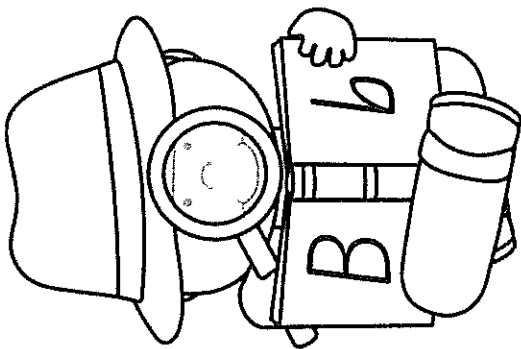
Trace around the number 4:



Draw four (4) desks in the box below:



# Spy and Count...

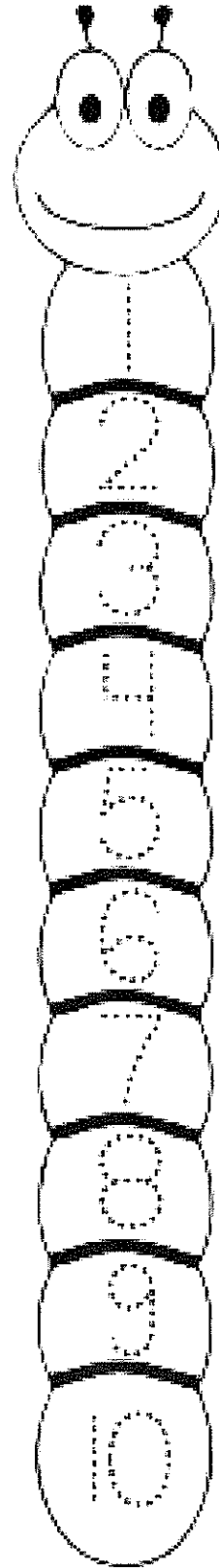
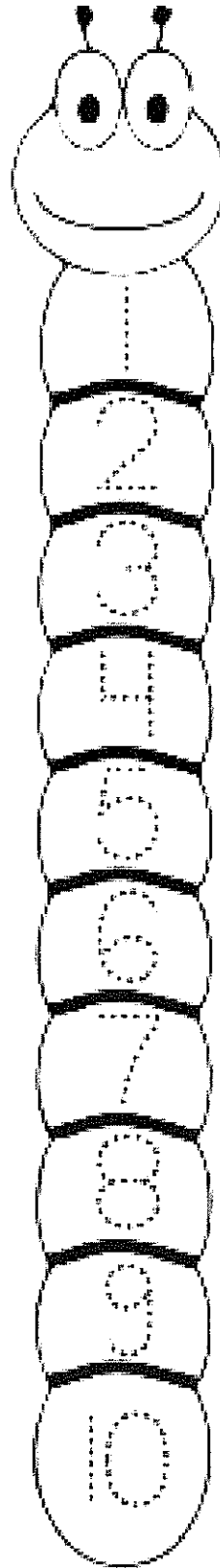
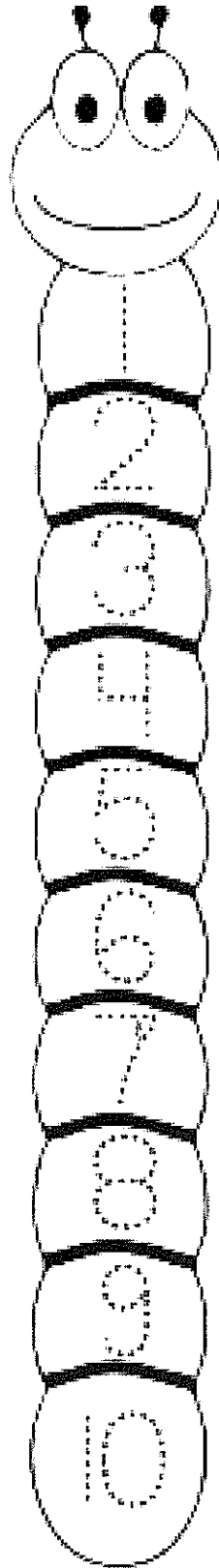
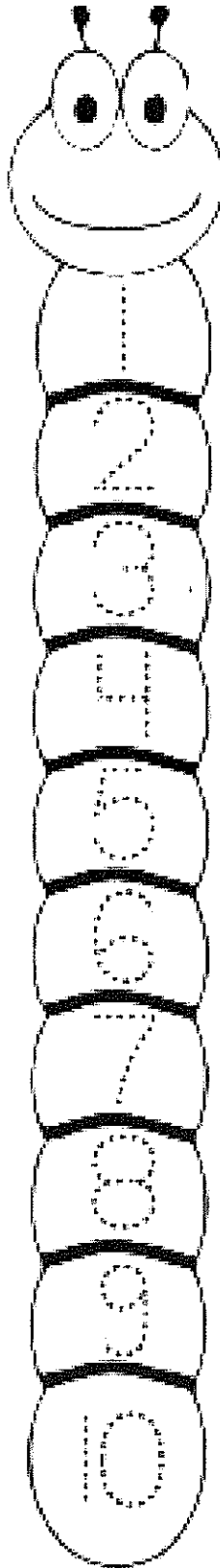
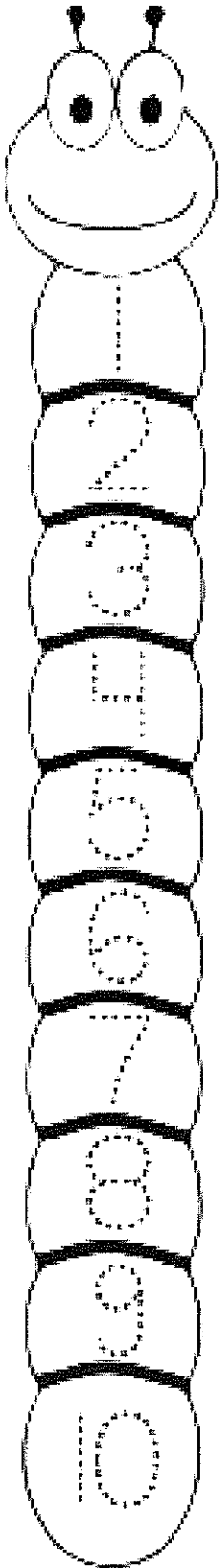


1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Write and Wipe - Numbers

# Count and Trace





Write and Wipe - Alphabet

Friday

# Daily Literacy

Name: \_\_\_\_\_

Tracing guide for uppercase A and lowercase a on handwriting lines. Uppercase A shows stroke order: 1 (downward diagonal), 2 (upward diagonal), 3 (horizontal crossbar). Lowercase a shows stroke order: 1 (counter-clockwise circle), 2 (vertical line down).

Circle Aa

A	c	a	A	k	r
m	l	T	a	D	A
H	A	j	z	A	a
x	y	A	R	t	S
a	a	Z	v	a	D

Tracing the word "a".

Circle the vowels in the word "a".

Write the missing letters to make the word "a".

Write "a" in the correct box.

Find and circle the word "a".

Color the pictures that begin with Aa.

--	--	--	--

Read the following words. Draw a picture to match each word.

dad	cat	hat

# Daily Literacy

Name: \_\_\_\_\_

Circle Dd

G	d	D	D	s	p
d	a	s	b	d	t
H	D	j	z	D	D
p	y	p	d	t	d
D	m	d	v	q	r

## and

Trace the word "and".

and

Circle the vowels in the word "and".

a e i o u

a n d

Write the missing letters to make the word "and".

a \_ d \_ n \_

Color the pictures that begin with Dd.

Write "and" in the correct box.

Read the following words. Draw a picture to match each word.

dig                  dot                  dog

--	--	--

Find and circle the word "and".

can

I see it the

and and and and

and like a me

you and is

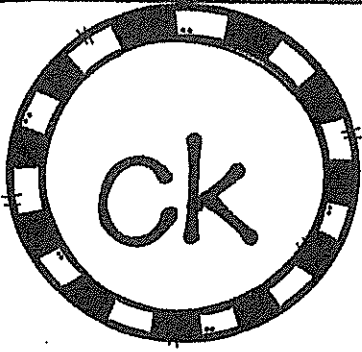
ck

ck ck ck ck ck ck

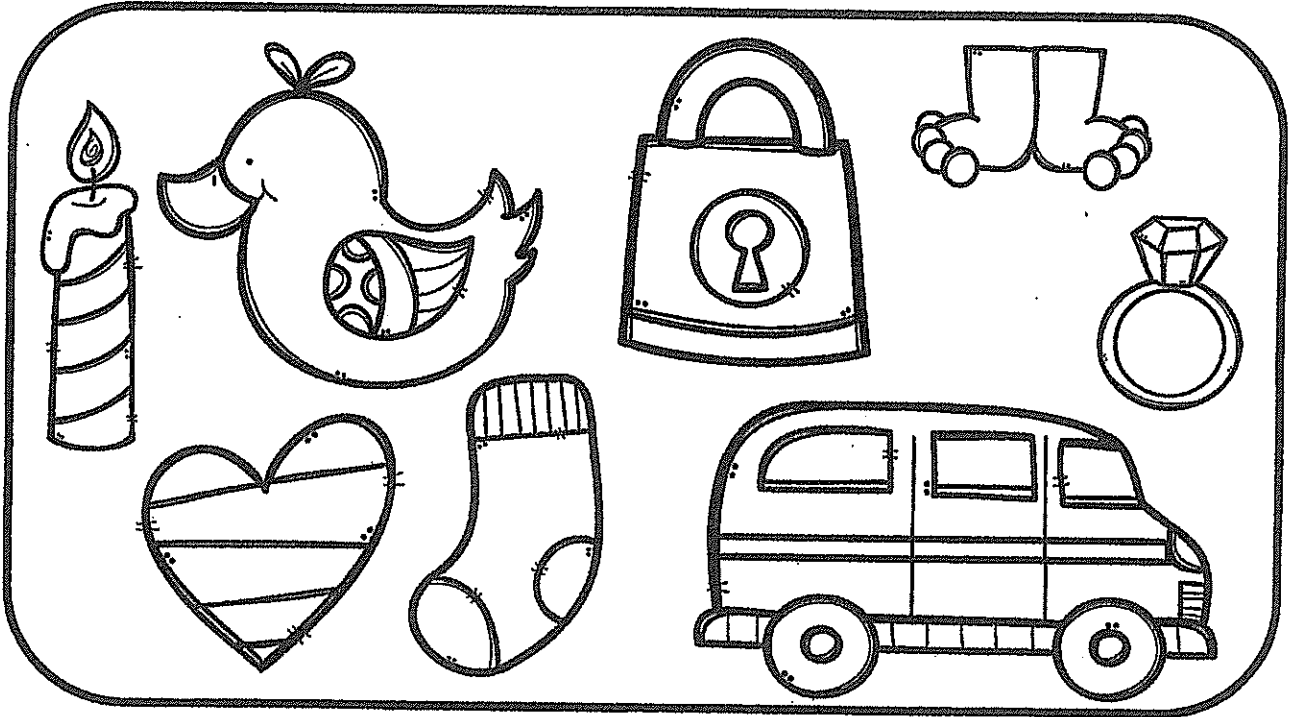
duck lick muck

truck sack pick

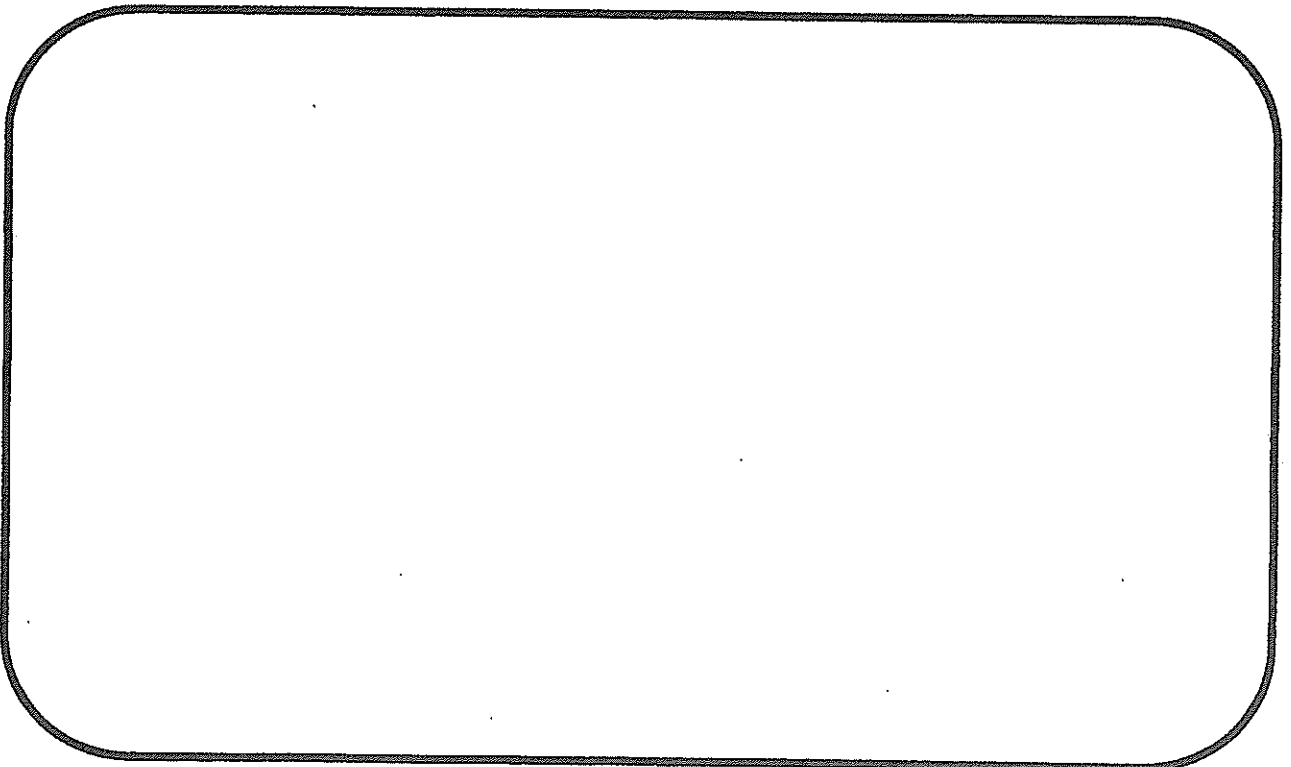




Colour in the pictures that end with the sound 'ck'



Now draw some of your own pictures that end with the sound 'ck'



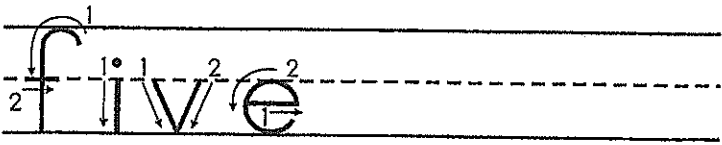
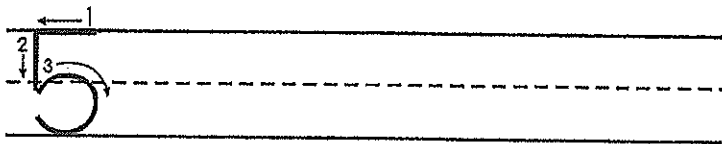
p	t	a	s
p	m	n	i

g	o	c	k
ck	e	u	r



# Daily Math

Name: \_\_\_\_\_



Color the 5th apple.

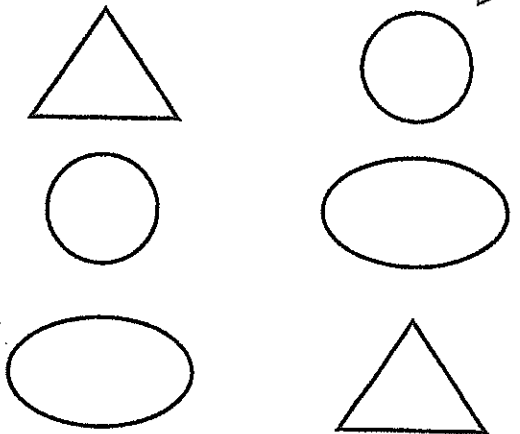


Circle 5 and five.



2	five	6	three
two	5	five	3
5	four	4	six
five	7	seven	5

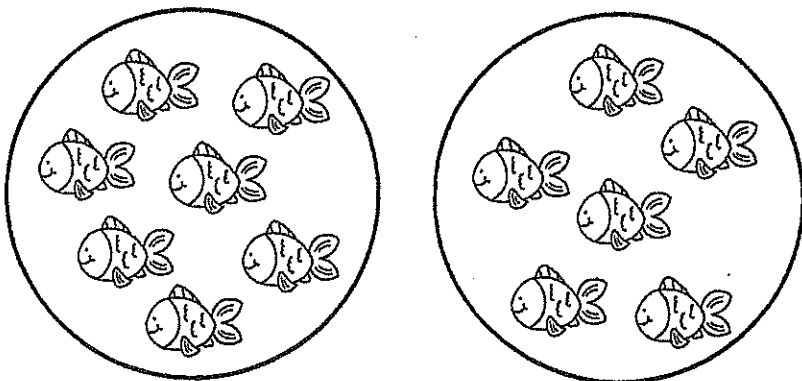
Draw a line to match.



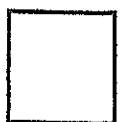
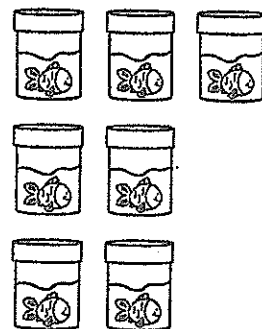
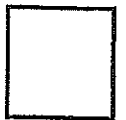
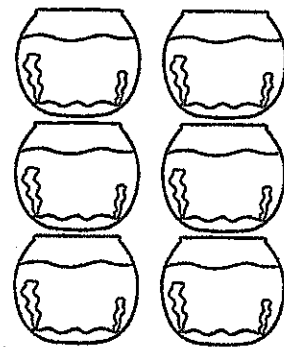
Color 5 blocks.



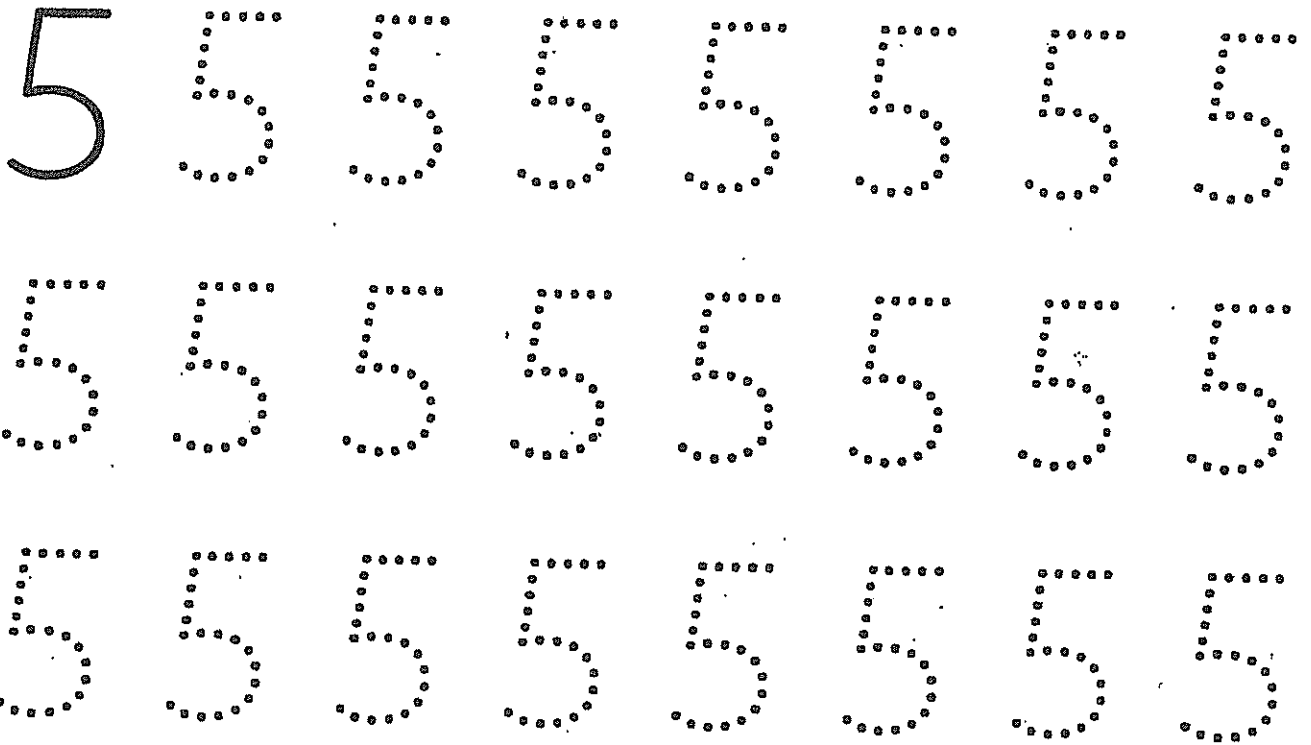
Which has more?



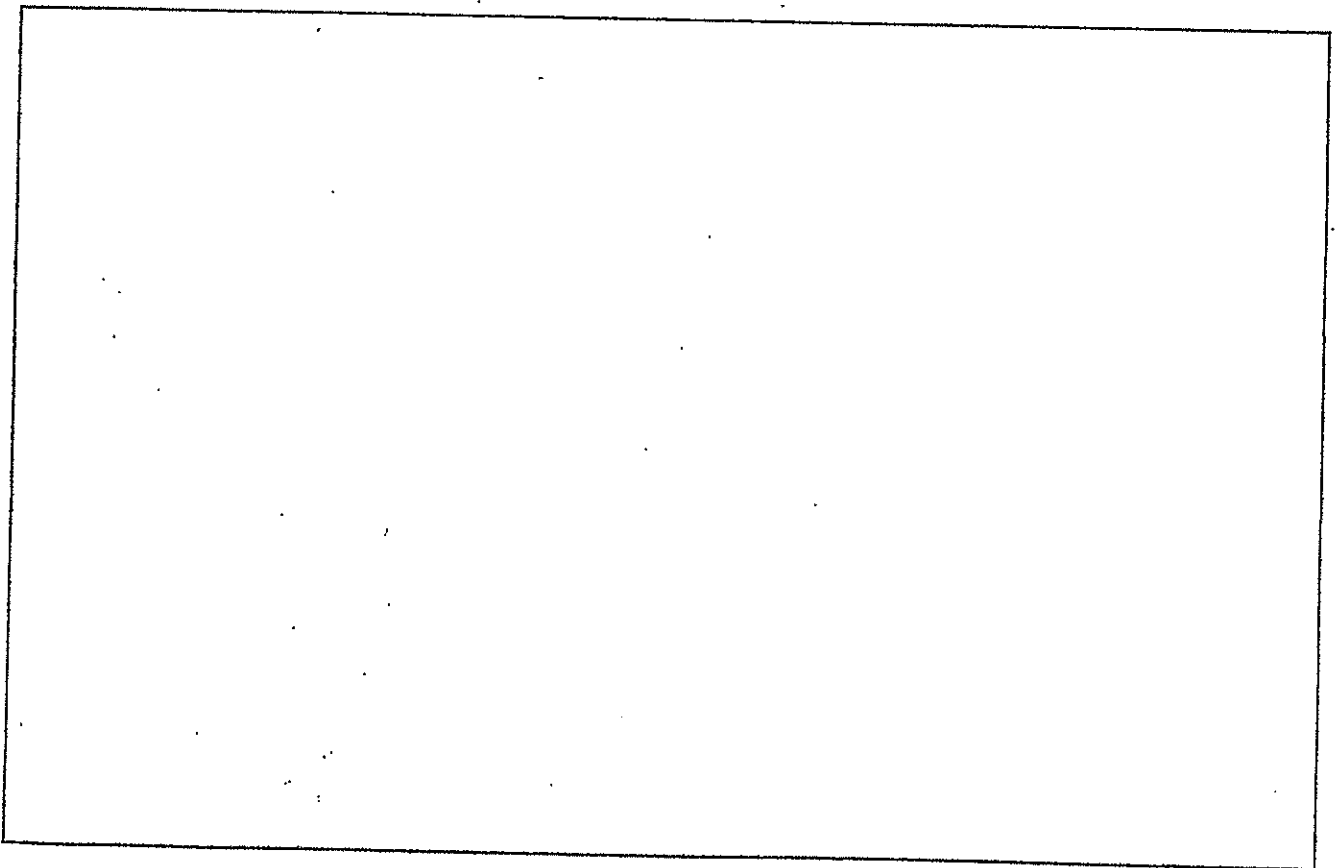
Count and write how many.



Trace around the number 5:

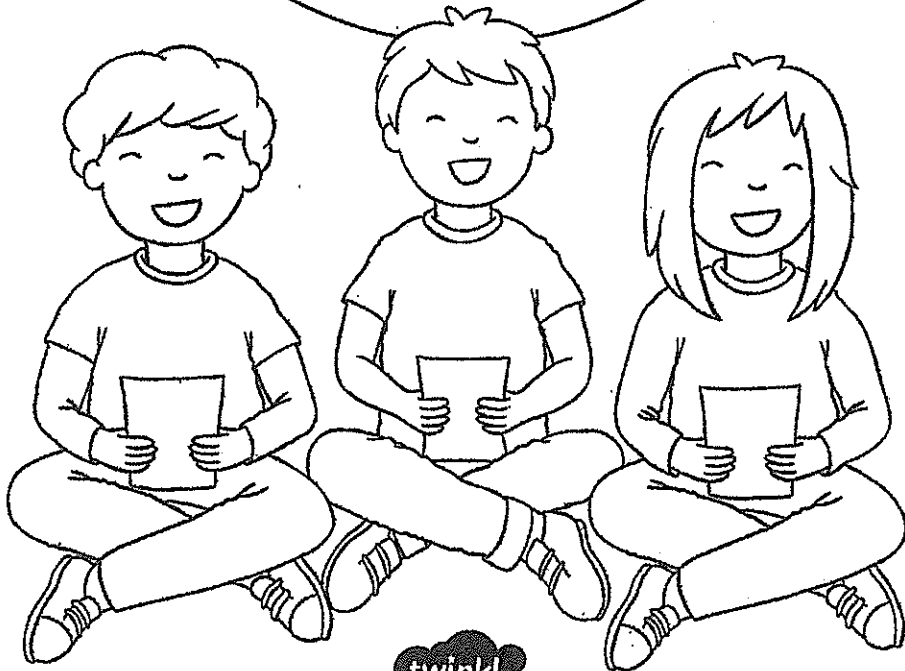


Draw five (5) school buses in the box below:



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

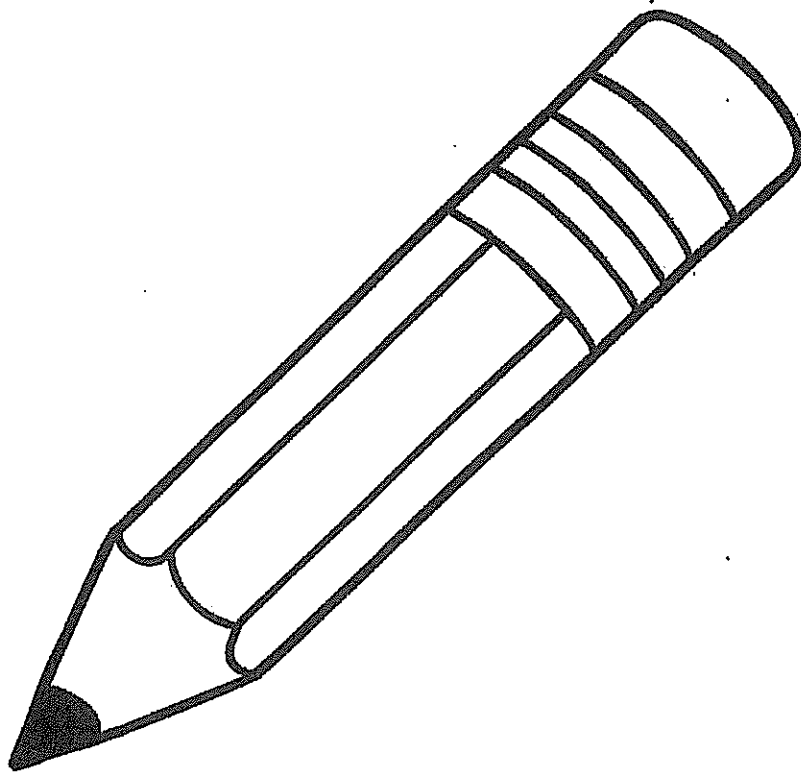
# All about me



My name is:

---

---



Draw a picture of yourself.





## STEM project overview

### Roll down the racetrack:

Students work in pairs to design and create a racetrack for a toy sports car and a toy fire engine to roll down at the same time. Students then create a video describing the shape, size and weight of each vehicle and showing which vehicle moved faster/slower and which travelled further along the racetrack.

### Concepts overview:

#### Science

- Apply knowledge of how objects roll to create a downhill racetrack that two vehicles can roll down.

#### Technology/Engineering

- Apply the design process to plan, create and evaluate a racetrack which allows two vehicles of different shapes, sizes and weights to roll down.
- Select appropriate materials and apply safety procedures while creating.
- Create a digital video of the completed racetrack, describing the size, shape and weight of each vehicle and showing which vehicle rolled faster/slower and which travelled further along the racetrack.

#### Mathematics

- Use indirect measurement to ensure the ramp is ten Unifix® cubes high and long enough for both cars to finish rolling.
- Use mathematical language to describe which vehicle was heavier/lighter, which travelled faster/slower and which travelled further.

### Alternative project ideas:

- As a class, design and create a product that will help to move a heavy box from the ground to the top of the play equipment so that no-one gets hurt. Watch the video at <http://tinyurl.com/zjddfgd> to engage students in the task. Students plan and create their design and test it using a heavy box and playground equipment. Students should record a video of their group testing their product and recording its effectiveness.
- In pairs, design and create a marble maze using cardboard tubes that will allow a marble to roll from start to finish without stopping. The marble maze must be as tall as a 1-meter ruler and must change direction at least five times. The supporting legs for the maze must be attached to thick cardboard to allow it to be moved around. The rest of the maze should be freestanding. To see an example, go to <http://tinyurl.com/y8wqajez>.

# WEEK ONE

How many of these activities can you complete each day? Color each box that you complete! Challenge your child to work as independently as they can on these, but please also assist them when needed too. :)

## MONDAY

Write the words to practice 3 different times in different colors.

Read 2 books with a family member. Talk about what happened in the beginning, middle, and end of the story.

Write the numbers to practice 6 different times in different colors.

Find all the things in your home that are heavy. Draw and label them on a piece of paper.

Grab an old box or container out of the recycling and create something with glue, tape, stickers, paint, etc.

Rain or shine: Go on a nature walk. When you get back inside, draw and label the things you saw.

## TUESDAY

Find the words to practice in a book, magazine, or newspaper.

Read 3 books with a family member. Talk about your favorite part.

Pick one of the numbers to practice and hop that many times. Next, touch your toes that many times too.

Write the numbers to practice in order from least to greatest.

Help cook something with your family.

Write a letter (or draw a picture) to friend or family member. Tell them about what you have been doing lately.

## WEDNESDAY

Find or make a cozy spot in your house and read 4 books with a family member.

Write your first name 10 times in blue. Write your last name 4 times in red.

Write the numbers to practice 8 different times in different colors.

Pick one of the numbers to practice and draw that many circles. Next, make each circle into a silly face.

Draw a map of your home. Can you add colors to your map with crayons, paint, or markers?

Help your family with a chore. What new chores can you learn to do?

## THURSDAY

Write all the lowercase letters in the alphabet. Circle the letters in your first name.

Read 2 books with a family member. Talk about your least favorite part.

Write the numbers to practice on little pieces of paper and hide them around your home. Ask a family member to call out a number for you to go and find.

Pick one of the numbers to practice and do that many sit-ups. Next, do that many jumping jacks too.

Draw a picture of the weather outside. What kinds of things could you do in this kind of weather?

Watch something about science on Youtube or on television.

## FRIDAY

Read 4 books with a family member. Talk about your favorite characters. Why are they your favorite?

Write the words to practice on little pieces of paper and hide them around your home. Ask a family member to call out a word for you to go and find.

Write numbers from 1-5. Color the number that shows your age.

Find all the things in your home that are in the shape of a rectangle. Draw and label them on a piece of paper.

Complete a puzzle or play a game with your family.

Draw a picture of your favorite thing to do. Label 6 things in your picture.

WORDS TO PRACTICE

NUMBERS TO PRACTICE

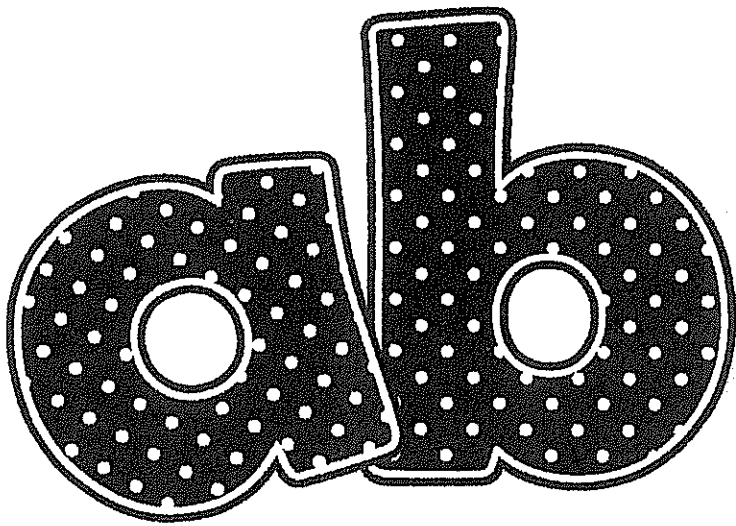
READING

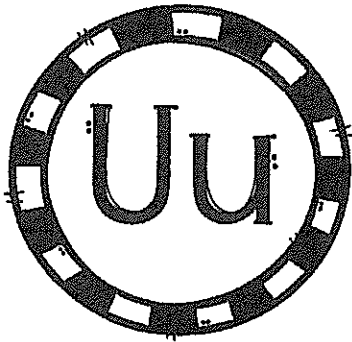
MATH

EXPLORATION

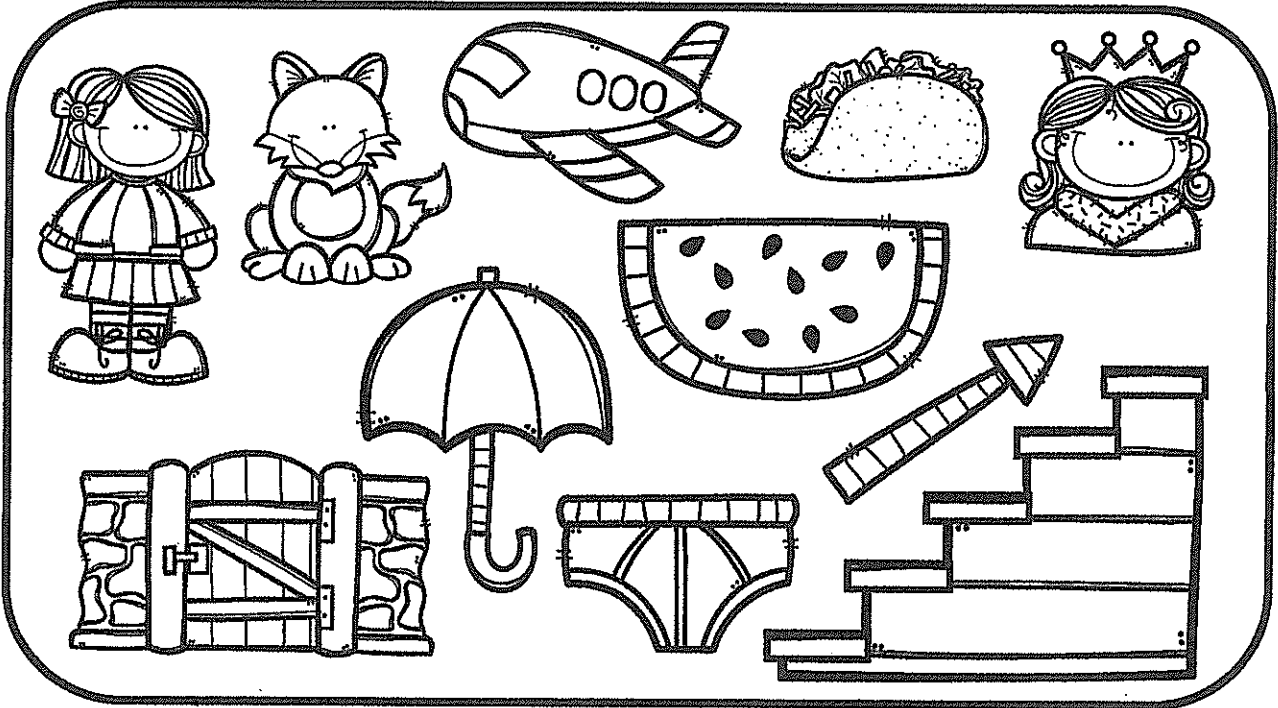


# Letters & Sounds Book

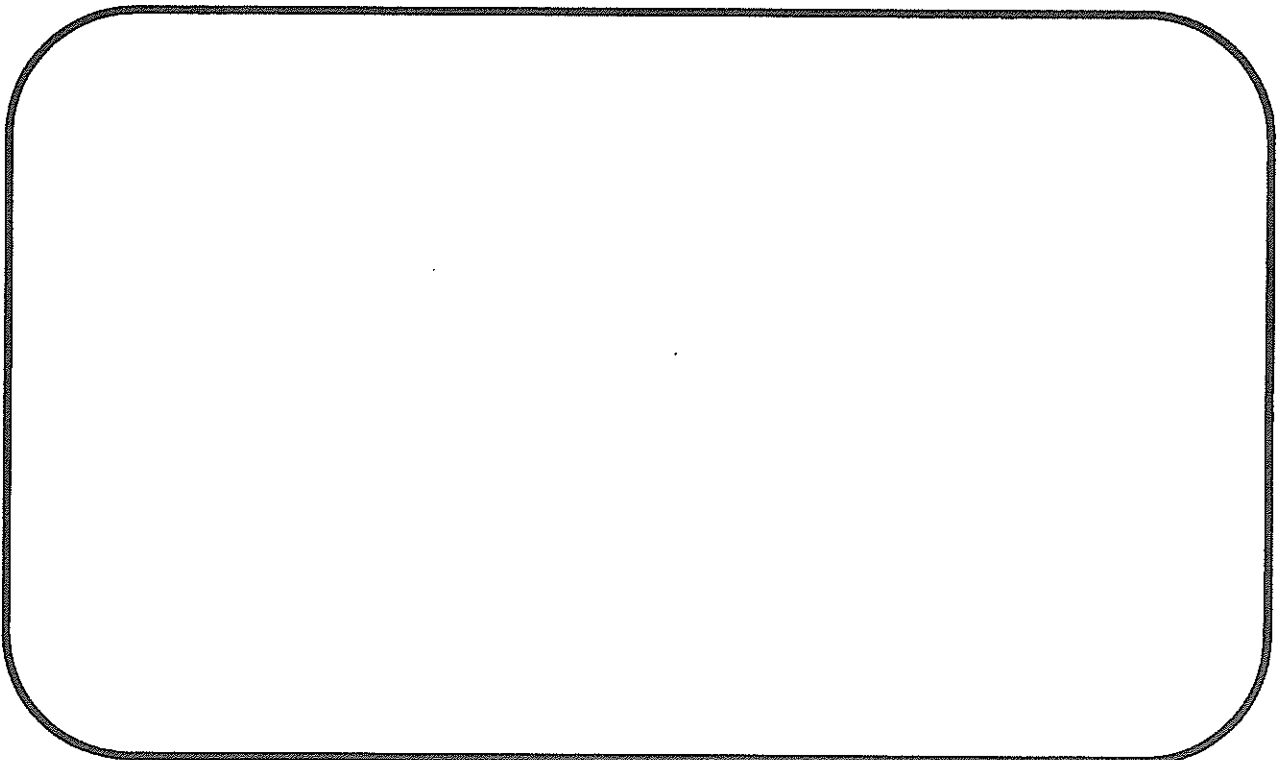




Colour in the pictures that begin with the sound 'u'



Now draw some of your own pictures that begin with the sound 'u'



Uu

U U U U U U

U U U U U U

u u u u u u u

u u u u u u u

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Rr

R R R R R R R

R R R R R R R

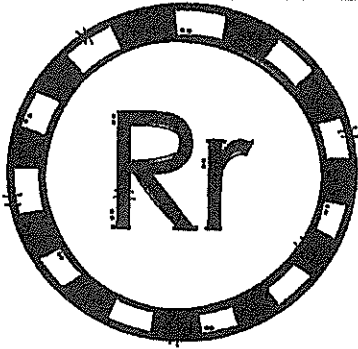
r r r r r r r r

r r r r r r r r

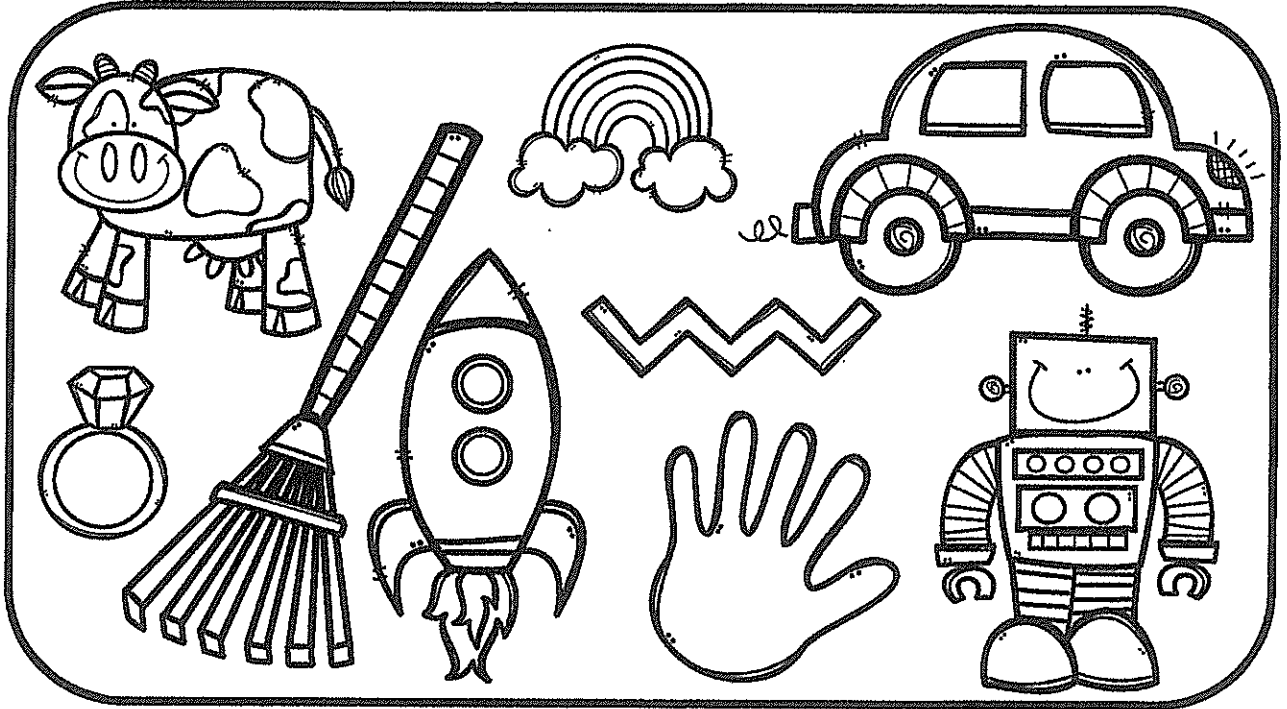
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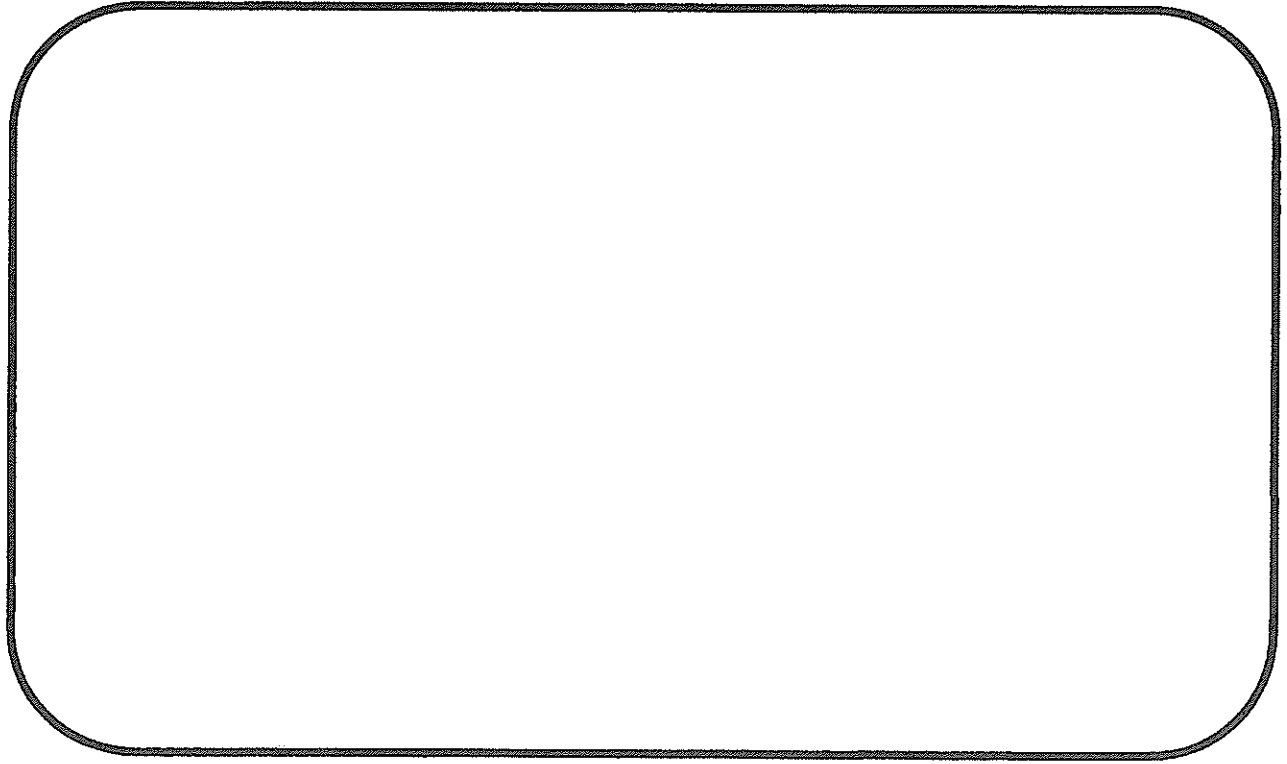
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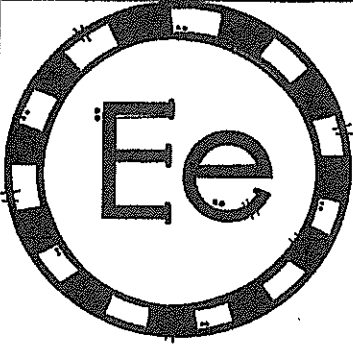


Colour in the pictures that begin with the sound 'r'

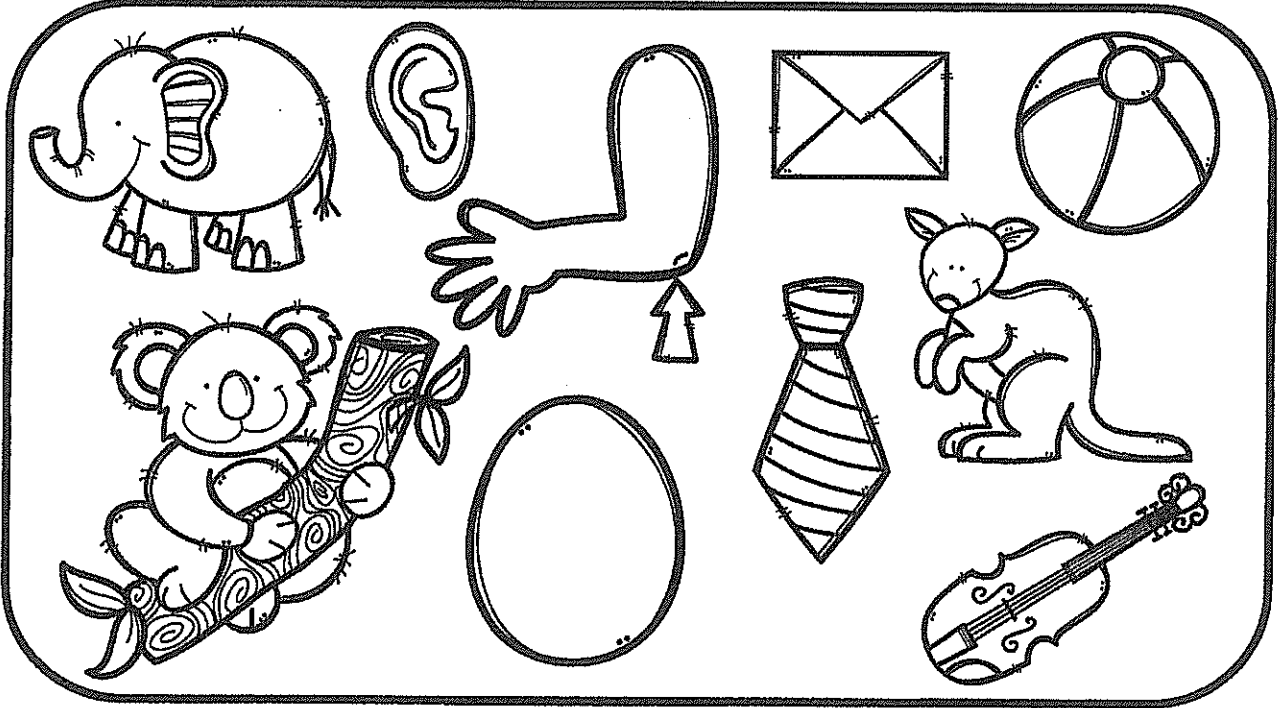


Now draw some of your own pictures that begin with the sound 'r'

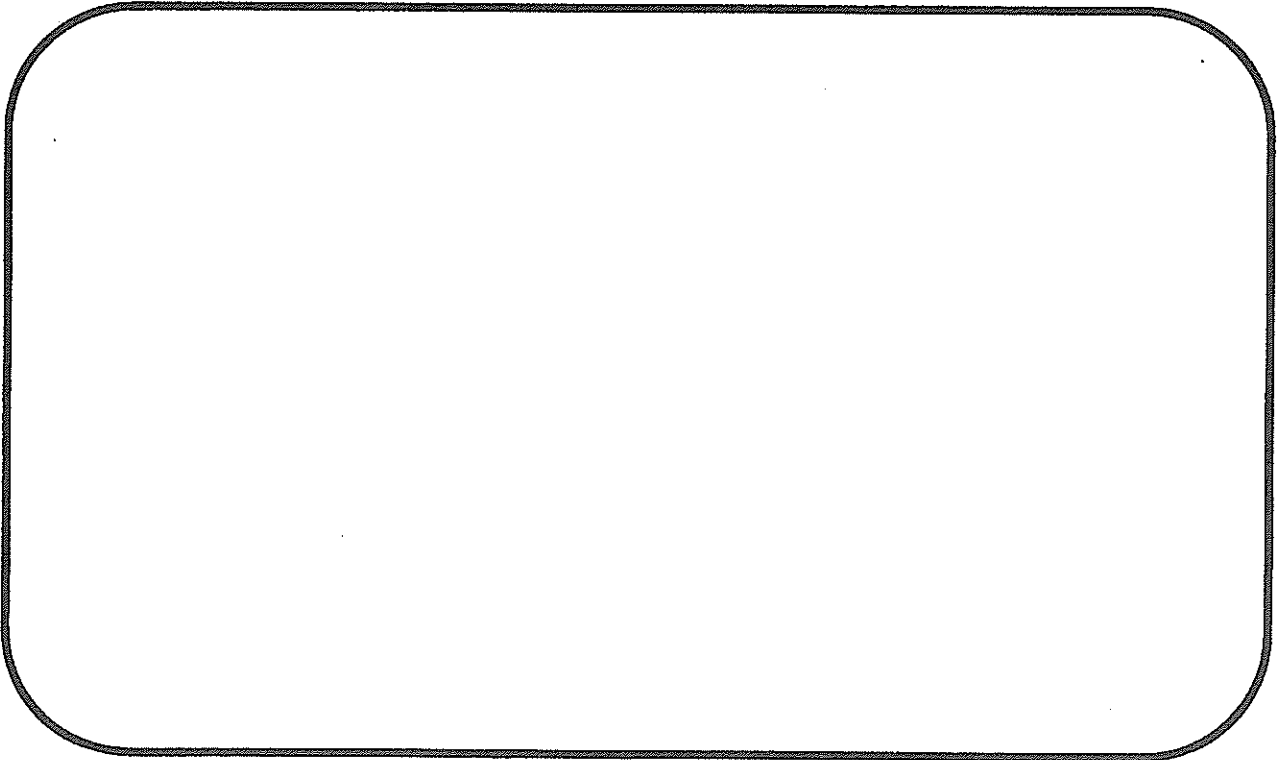




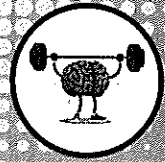
Colour in the pictures that begin with the sound 'e'



Now draw some of your own pictures that begin with the sound 'e'



# The Strengths of Others



There will be many times in your life that you rely on the strengths of others to help you achieve a common goal. This could be completing a group task at school, winning a game of sport or performing with a dance troupe. Having strengths that are unique from those around you is a good thing when you all work together!

Think of two people you have worked with recently, either in a team or for a group task at school, then fill in the information below.

Draw a picture of this person using their strengths.

Name of person: \_\_\_\_\_

Their strengths:

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Draw a picture of this person using their strengths.

Name of person: \_\_\_\_\_

Their strengths:

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Week



# I am a sentence builder!

I am learning to write a simple sentence.

Read my Sentence

My dog is happy .

*Capital letter* *Full stop*

Build my Sentence

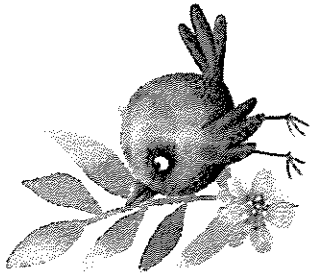
Capital letter Full stop

Write my Sentence



Write the capital letter and paste it where it belongs.

happy . My dog





Friday



# Alligator

Alligator, alligator —  
You're so . . . long.  
What enormous teeth you have,  
Sharp and strong.  
You lie so quietly in the sun  
Waiting to gobble up anyone.  
I like you —  
But it's a shame  
That you're so wild,  
And I'm so tame.

## Materials

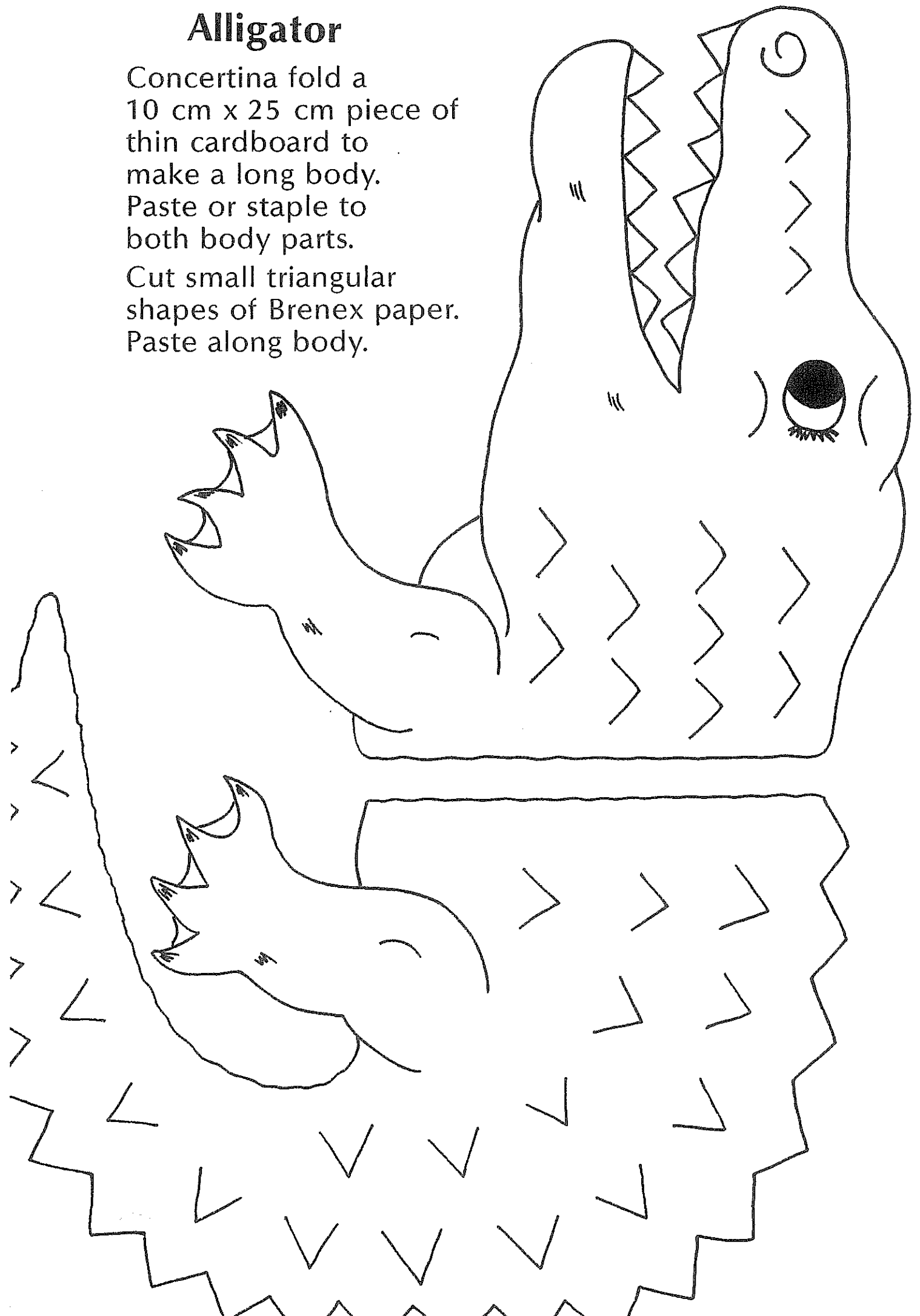
- coloured pencils
- Brenex paper
- cardboard
- scissors
- paste

## Extension Activities

- \* List all the animals with sharp teeth such as tigers, lions, sharks, crocodiles.
- \* Investigate the difference between crocodiles and alligators. Sketch each one.
- \* List wild animals and tame animals. What are the characteristics of each ?
- \* Make class graphs for the wildest and the tamest animals.
- \* Investigate the use of alligator and crocodile skins. For example, shoes and handbags.
- \* Safety : Don't ignore warning signs near rivers.
- \* Write 'movement' words on a large alligator's back such as bask, slip, slide, sneak, thrash, cling, float, dive, devour.
- \* Song : **The Alligator's Old Top Hat.**
- \* Book : **Alligators all Around** by Maurice Sendak. Picture Lion.

# Alligator

Concertina fold a 10 cm x 25 cm piece of thin cardboard to make a long body.  
Paste or staple to both body parts.  
Cut small triangular shapes of Brenex paper.  
Paste along body.



## My Cat

I have a little cat;  
She's like a ball of fluff.  
She loves to play with string  
And other woolly stuff.

When she's through with that,  
She jumps up on my lap —  
Curls herself around  
And has a little nap.

While you purr, kitty, purr —  
I'll stroke your fur, pretty, fur.

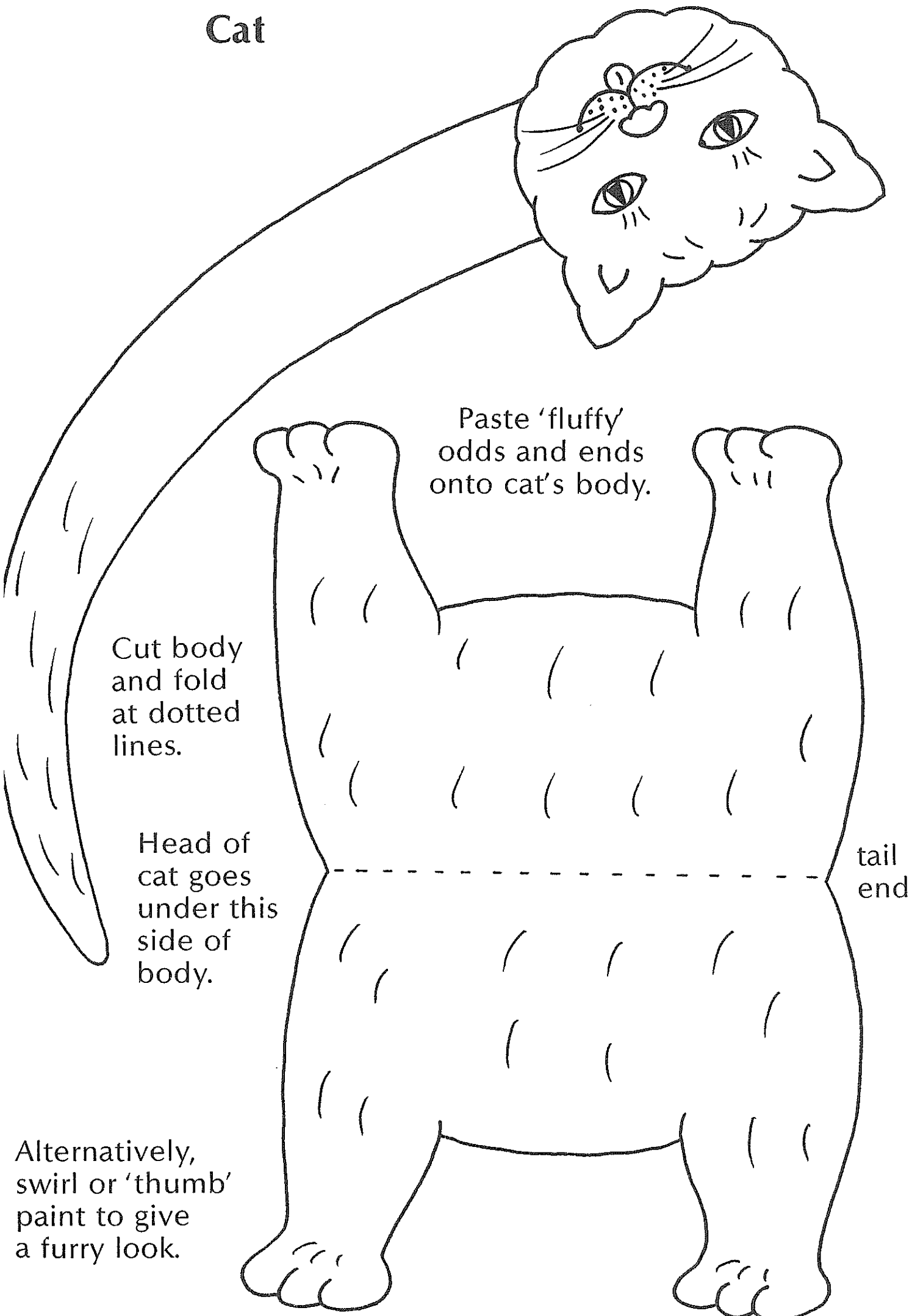
### Materials

- coloured pencils
- fluffy bits and pieces
- scissors
- paste

### Extension Activities

- \* Investigate the cat family — pets, wild, big jungle cats. List their names and special characteristics.
- \* Discuss how cats and other animals groom themselves.
- \* List ways to take good care of pet cats.
- \* Investigate common cat expressions such as cat's eyes, copy cat, cat call, cat nap, cats' pyjamas, cat burglar, catty, fat cat.
- \* Have a cat show. What characteristics would you look for when choosing the best?
- \* Make pompom cats from wool.
- \* Investigate superstitions associated with black cats.
- \* Book : **My Cat likes to hide in boxes** by Eve Sutton. Puffin.

# Cat



Paste 'fluffy'  
odds and ends  
onto cat's body.

Cut body  
and fold  
at dotted  
lines.

Head of  
cat goes  
under this  
side of  
body.

tail  
end

Alternatively,  
swirl or 'thumb'  
paint to give  
a furry look.