

Kindergarten Home Learning Term 3 Week 3

Dear Parents and Carers,

This pack has been designed to take a week for completion. Most of these tasks do not require printing. A Drama lesson and a Library lesson have been included in this pack also. We ask that as a minimum you complete one Literacy task and one Numeracy task a day. Feel free to then select activities for your child that can be managed within your home during this complex time. We will send through activities also that can be completed on a tablet, computer or mobile phone.

This week has an Olympics theme to celebrate the Tokyo Olympics! Feel free to talk to your children about this as we are sure they are hearing about it on the news.



Here is a list of handy YouTube channels that you can access if you want to try something different or have some extra time.

- Cosmic Kids Yoga (A YouTube channel full of fun yoga stories)

<https://www.youtube.com/user/cosmickidsyoga>

- Jack Hartmann (A YouTube channel with lots of active songs to consolidate a range of concepts)

<https://www.youtube.com/channel/UCVcQH8A634mauPrGbWs7QIQ\>

- Harry Kindergarten (A YouTube channel with various videos of different concepts from Maths and Science)




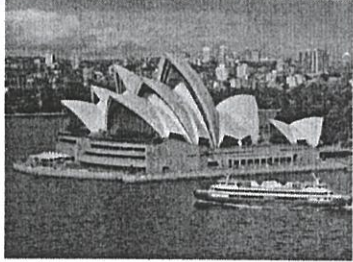
<https://www.youtube.com/user/harrykindergarten>

Time	Monday 26th July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound revision: Jj</p> <p>Sight word revision: it, for, looking</p> <ul style="list-style-type: none"> - Complete attached page with today's letter and/or activity on Seesaw - Using different coloured pencils / crayons, practice writing your sight words and letters in different colours and/or activity on Seesaw <p>Writing a sentence</p> <ul style="list-style-type: none"> - On the weekend I . . . <p>Students copy down the sentence starter and then use their knowledge of sounds to attempt to spell unfamiliar words. It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory. Remember finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate.</p> <p>Watching</p> <p>On Seesaw watch the video about the Olympics. If you cannot access this video, talk to an adult at home about it. The video has information about when and where the Olympics are held, sports that are played, opening/closing ceremonies, the Olympic torch, medals and amazing athletes from all around the world.</p> <p>Reading Eggs - Have a go at some of the activities or read a book on Reading Eggs.</p>
Middle Session	<p>Maths</p> <p>Refer to pages for a detailed plan at the end of this document and/or do the Maths activity on Seesaw.</p> <p>Sight Word Detectives</p> <p>Choose a book / magazine and see how many sight words you can find that you recognise or know. Complete the activity on Seesaw.</p>
Afternoon Session	<p>Visual Arts/STEM</p> <p>Make or draw an Olympic torch out of items from around your house. Watch video on Seesaw about making an Olympic torch and upload your marvellous creations for us to see.</p> <p>Fitness - Kindergarten Olympians</p> <p>Watch the Olympic Song by Jack Hartmann. Have a go at all the different Olympic sport movements. Take videos/photos and post on Seesaw so we can see all our budding Kindergarten Olympians.</p>

Time	Tuesday 27th July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound activity: Jj</p> <p>Sight word focus: it, for, looking</p> <ul style="list-style-type: none"> - Practice writing today's letter and draw some things that start with that letter. Try writing the words underneath. - Try and cut out some letters in magazines, brochures, etc to make your sight words. Stick the letters next to each other so that you can read your words. <p>Reading</p> <p>Read 'The Gingerbread Man' fairy tale. Discuss these questions with your parent/carer and record on Seesaw.</p> <ul style="list-style-type: none"> - What is <i>Gingerbread</i>? - What did the old woman use to make the <i>Gingerbread Man's</i> nose? - Why do you think the <i>Gingerbread Man</i> ran and ran? - What would you do if you came to a river and wanted to cross? - Which part of the story did you like best? <p>Complete the worksheet by cutting up the labels and glueing them to the box that points to that part on the <i>Gingerbread Man</i>.</p>
Middle Session	<p>Maths</p> <p>Refer to pages for detailed plan at the end of this document and/or do a Maths activity on Seesaw.</p> <p>Personal Development - Health</p> <p>Discuss activities we do to stay alive and be healthy e.g. sleeping, eating, exercising, drinking water, cleaning teeth etc.</p> <p>Draw pictures and label yourself and your family doing these activities.</p> <p>On Seesaw you can listen to the story about Coronavirus and draw a picture of how you can stay safe.</p>
Afternoon Session	<p>Listening and Responding</p> <p>Listen to 'Aussie Aussie Aussie, Oi Oi Oi' story on Seesaw. Discuss or draw a picture of your favourite part of the story.</p> <p>STEM</p> <p>Using construction materials from around your house, such as Lego, wooden blocks, boxes, and make a bridge for the <i>Gingerbread man</i> to safely cross the river.</p>

Time	Wednesday 28 th July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound revision: Uu</p> <p>Sight word revision: it, for, looking</p> <ul style="list-style-type: none"> - Complete the attached Uu page. - Try making your uU and sight words out of playdough making sure that the letter is formed correctly. Once you have made each letter / word write them down on a piece of paper. - Do one of the practise pages for 'it, for, looking' - On Seesaw make 10 sight words with magnetic letters <p>Writing a sentence</p> <p>My favourite sport is . . .</p> <p>Students copy down the sentence starter and then use their knowledge of sounds to attempt to spell unfamiliar words. It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory. Then do an illustration with lots of detail.</p> <p>** Be mindful of finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate.</p> <p>Take a photo and upload it to Seesaw for us to see.</p> <p>Reading Eggs - Have a go at some activities or reading a book on Reading Eggs.</p>
Middle Session	<p>Maths</p> <p>Refer to pages for detailed plan at the end of this document OR do a Maths activity on Seesaw.</p> <p>Geography</p> <p>Draw a place that is special to you and your family. Don't forget to add lots of detail to your drawing and maybe even some labels.</p>
Afternoon Session	<p>Drama Lesson from Mrs Tapuska. Refer to attached page.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the lounge room, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p>

Time	Thursday 29 th July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound revision: Uu Sight word revision: it, for, looking</p> <ul style="list-style-type: none"> - Try making your letters and sight words out of Lego or blocks. Once you have made them, write your sounds and sight words on a piece of paper. You could even use a paint brush and water and 'paint' them with water on the driveway or veranda. - Do the second page of 'it, for, looking' <p>Writing a sentence If I could be in the Olympics I would . . .</p> <p>Students copy down the sentence starter and then use their knowledge of sounds to attempt to spell unfamiliar words. It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory. Be mindful of finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate. Take a photo and upload it on Seesaw for us to see.</p> <p>Reading Eggs - Have a go at some of the activities or read a book on Reading Eggs.</p>
Middle Session	<p>Maths Refer to pages for detailed plan at the end of the document OR do the Maths activity on Seesaw.</p> <p>Personal Development and Health Discuss what we need to stay alive. Talk about how we need air to breathe, food to eat, water to drink and shelter / clothes for protection. Draw a picture of yourself with all of these things you need to survive (food, clothing, shelter). Discussion points: -Where do these things come from? - What would happen if we didn't have these things? - Are these needs the same for everyone? Explain. Complete the activities on Seesaw</p>
Afternoon Session	<p>Art - Drawing/ Making Using pencils, crayons, textas etc. draw a picture of yourself in the Olympics. You can also make you own Olympics medal. See video on Seesaw for ideas.</p> <p>Fitness - Kindergarten Olympians Have a go at all the different Olympic sport movements. Take videos/photos and post on Seesaw so we can see all our budding Kindergarten Olympians.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the loungeroom, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p>

Time	Friday 30 th July
Morning Session	<p>After breakfast, be sure to make your bed and tidy your room. Help a grown-up tidy up the kitchen.</p> <p>Letter / sound activity: Jj, Uu Hunt around your house to find all the things that start with a Jj or a Uu. Make a list and draw them. Can you think of any words that have both Jj and Uu in them?</p> <p>Sight Word focus: it, for, looking (Plus your colour level sight words) Ask a grown-up to say these words and try and write them down as best you can.</p> <p>Writing a sentence(s) The best part of Olympics Week has been</p> <p>Can you use 1 or 2 or 3 of your sight words into a sentence. Can you write another sentence? It will be helpful for the child to practice saying their sentence out loud a few times to bring it into their memory. Be mindful of finger spaces between words, capital letters, correct letter formation and full stops. Many children will be able to write more than one sentence and this should be encouraged where appropriate. Take a photo and upload it onto Seesaw for us to see.</p>
Middle Session	<p>Maths Refer to pages for detailed plan at the end of the document and/or do Maths activity on Seesaw.</p> <p>Geography - Can you name these special places in Australia?</p> <div style="display: flex; justify-content: space-around;">    </div> <p>They are the Sydney Opera House, Sydney Harbour Bridge, Uluru and Great Barrier Reef. A lot of people visit these places every day. Talk to your parent/carer about why it is important to care for these places and how we care for them. E.g not throw rubbish in the reef.</p>  <p>Draw a picture of yourself visiting a special place in Australia - it can be different from these places.</p>
Afternoon Session	<p>Library lesson from Mrs Jones Refer to attached page.</p> <p>Be sure to pack everything away you have been using today. How can you help a grown-up in your home this afternoon / evening? Could you bring the washing in off the line, empty the dishwasher, tidy up the lounge room, tidy up your bedroom? Can you think of another idea? Choose at least two things to do right now.</p> <p>Thanking Give the grown-ups who have been helping you with your learning this week at home a big hug to thank them. 😊</p>

Drama Activity - Week 3

Puppet Dance Party

Challenge:

1. Select an up-tempo piece of music that you can dance to.
2. find an object nearby. It can be anything that's easy to move - a pencil, a stuffed animal, a piece of clothing, a water bottle, a book. If you can pick it up and move it somehow, it can be a puppet. Even drawing a face on the pad of your finger counts as a puppet. However, it's best not to select something that's too heavy or potentially breakable.

3. examine your puppet object and experiment with how you might make it move. Here are some things to think about:

How does the puppet "walk"? Does it float, jerk about, jump, shimmy, glide?

Is the puppet heavy or light? This doesn't mean the object's actual weight - the puppet can be a different weight.

How can the puppet be manipulated? Does the object open, slide, or have a function? What happens if you turn it upside down or sideways?

How can students move the puppet in and out of the frame of their camera in an interesting way?

How can students interact with the puppet?

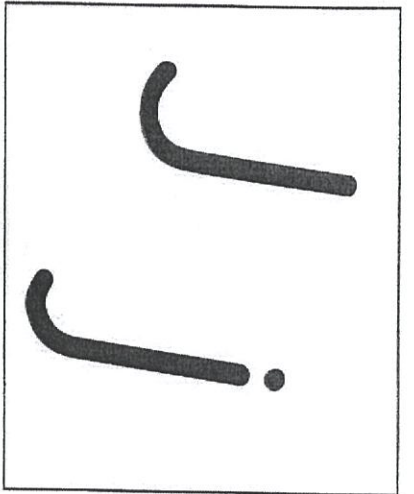
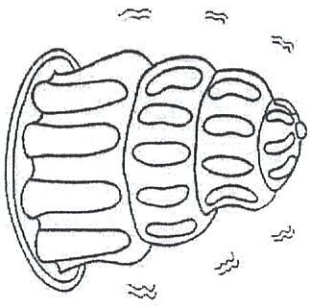
If the puppet had a name, what would it be? How does that affect how the puppet might move?

4. Have a practise moving your puppet with the music. Try and dance with your puppet and have some fun. Record a short video and upload it to your Seesaw Classroom. I can't wait to see them! Mrs T

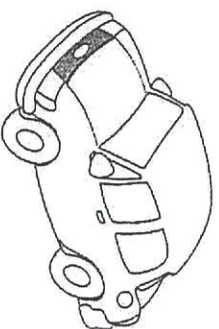
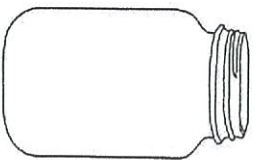
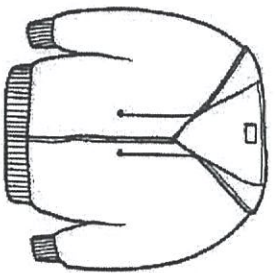
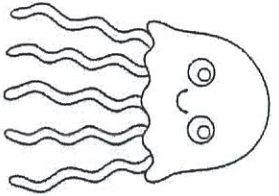
Sight Words

Golden 1
A
I
at
the
is
in
Golden 2
on
look
me
up
little
am
Orange 1
and
to
we
come
go
my
Orange 2
see
this
went
here
big
can
Red 1
it
said
down
goes
for
are

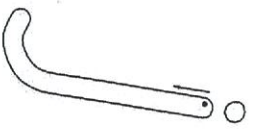
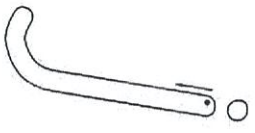
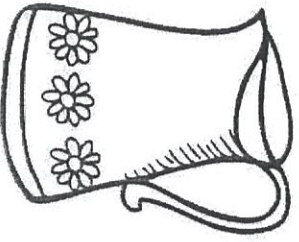
Red 2
had
us
going
dad
mum
comes
Green 1
with
you
not
no
into
baby
Green 2
too
looked
where
shouted
home
ran
Indigo 1
be
he
have
has
she
did
Indigo 2
boy
girl
away
friend
school
like
Violet 1
that
but
as
his
so
way

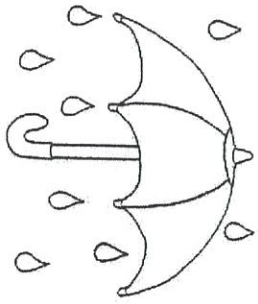


Colour the pictures that begin with the 'j' sound



Write the 'j' words to go with the picture

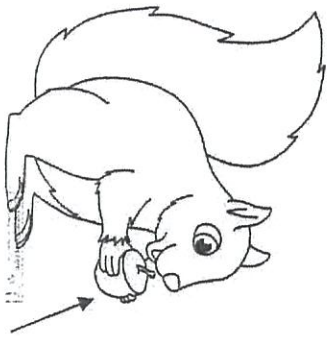




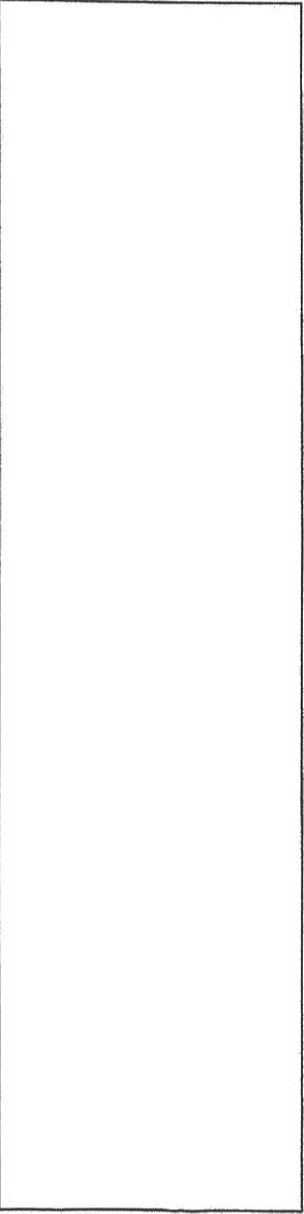
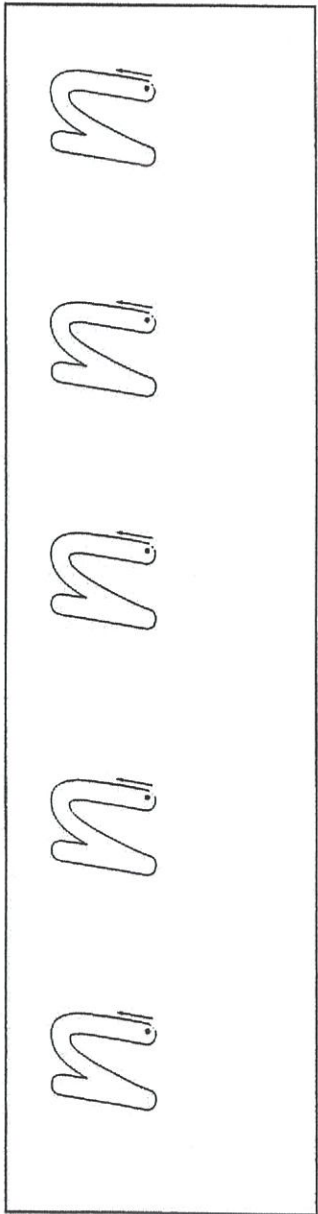
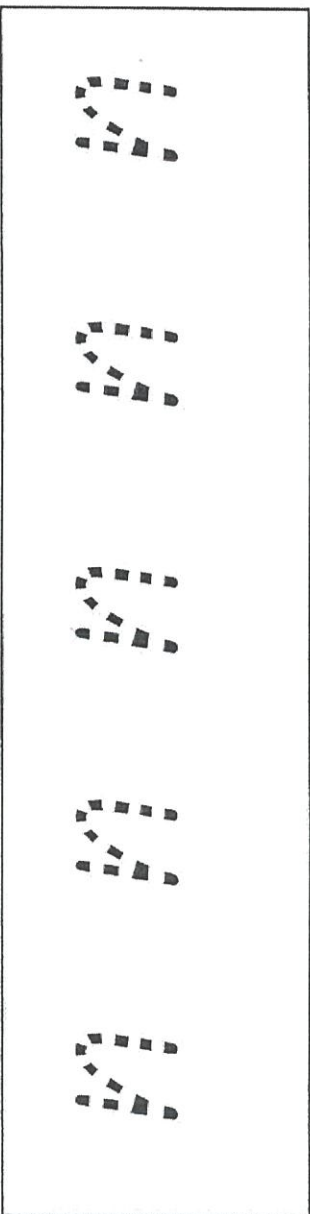
U u

Write the words to go with the picture. Hint: The 'u' sound is in the middle.





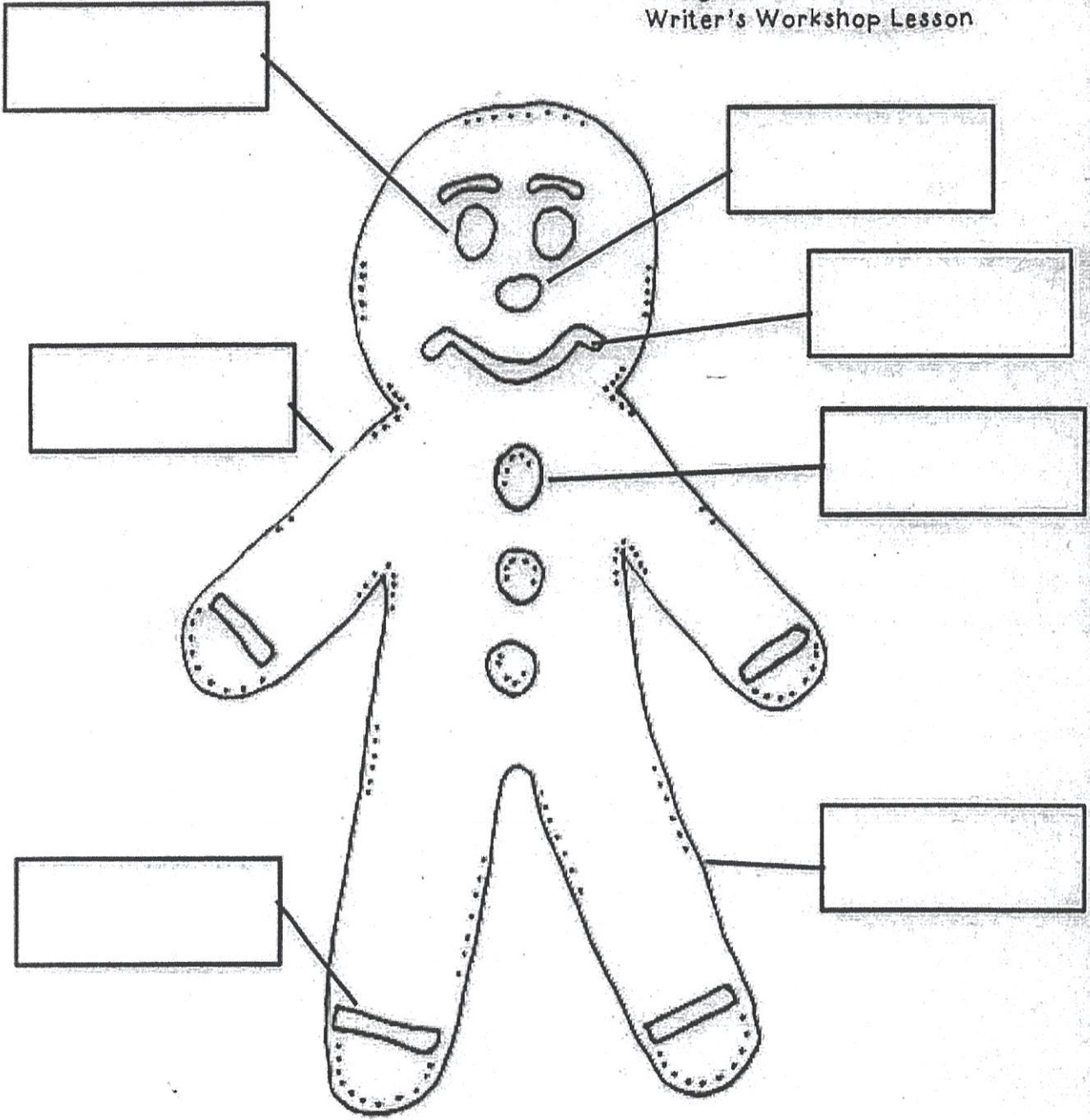
Colour the pictures that begin with the 'u' sound



Name _____

I Can Label A Gingerbread Man!

Writer's Workshop Lesson



<http://maggieskindercorner.blogspot.com>

frosting

eyes

nose

mouth

buttons

arm

leg

Directions:
Cut labels off the
bottom of the page.
Paste on the label
guides according to
beginning sound. ☺

Read the words.

it

for

looking

Trace and copy.

it

for

looking

Circle the sight words. Read and draw:

* I am looking for my cat and dog.

Cross the wrong word.

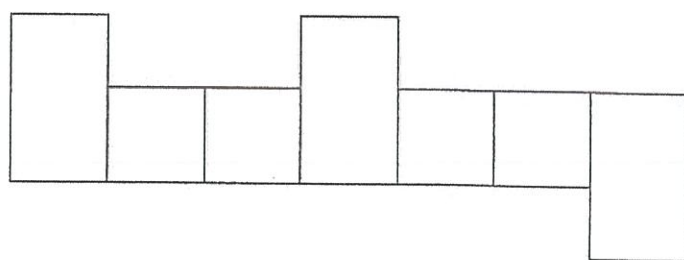
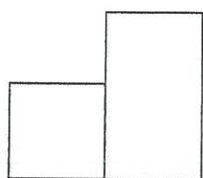
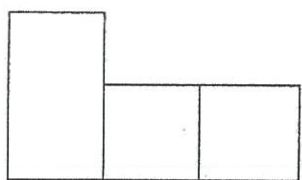
it	it	the	it
for	for	is	for
on	looking	looking	looking

Write the word in the correct shape.

it

for

looking



Find and colour the sight words.

it

for

q	l	k	w
f	h	e	n
f	o	r	i
o	n	a	t

MONDAY T2W2

Introducing groups

Show the student the pictures on the following four pages.

Look at these pictures. There is something that is the same in every picture. Tell me what it is.

Establish that they are all different types of groups.

A group is a collection of things. Let us look at the different types of groups. Describe them to me.

Look through the photographs and read each of the captions. Discuss the different types of groups.

After viewing and discussing the photographs, talk about the following questions.

Can you think of any other types of groups? What are they?

Do you know the special names of any other groups?



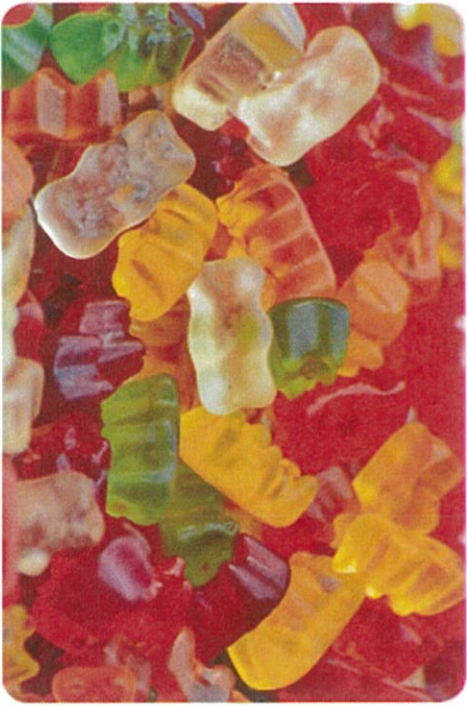
Bananas grow in groups called bunches.
They grow on banana trees.



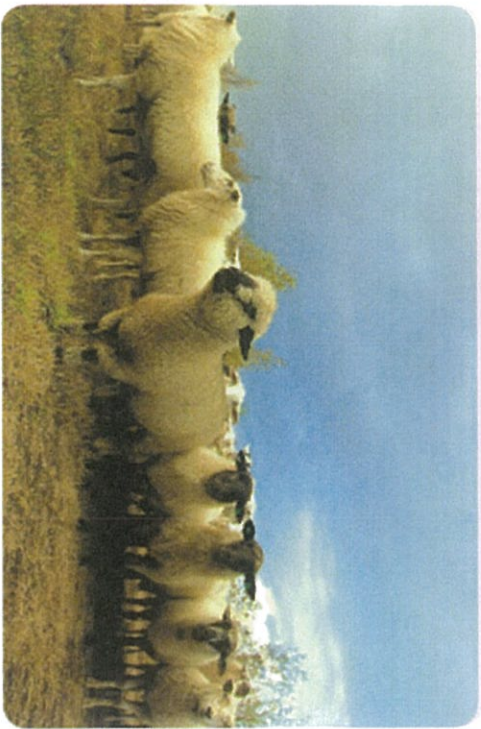
People can play together in groups during sports games. These groups are called teams. This is a picture of a rugby team.



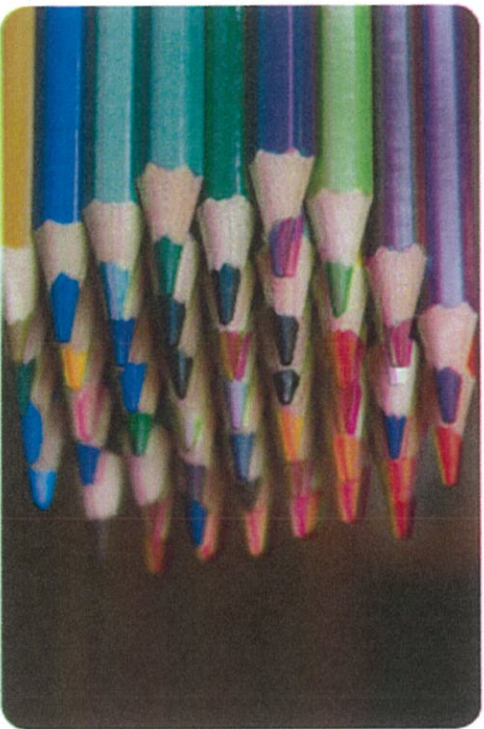
Lions live together in groups. A group of lions is called a pride.



Lollies come in groups of mixed colours. These lollies are often sold in bags.



Sheep are grouped by farmers. A group of sheep is called a flock.



Pencils come in groups of mixed colours. These groups are often sold in packets or boxes.



Grapes grow on a vine. They grow in groups called bunches.



Dolphins live together in groups. A group of dolphins is called a pod.

Groups around the home

Can you think of any objects at home which are in groups? If yes, what are they?

Walk around the kitchen with the student and identify any groups of food, cutlery, etc. Discuss that some groups may have different objects in them (knife, fork, spoon).

After, take the student to their bedroom.

Can you think of any groups you may have in the bedroom? Show me what they are. Find some toys which come in groups. Discuss the different groups and compare to toys which don't come in groups.

Choose one group of toys. Draw and colour this group in the space below or take a photo of this group and paste it below.

Counting the size of groups

The student will now identify groups of animals and count the numbers in each group.

Show the student the picture on the next page.

We are now going to look at some groups of farmyard animals. What animals can you see?

The animals are in groups. Using a pencil, draw a circle around each group of animals.

How many groups are there?

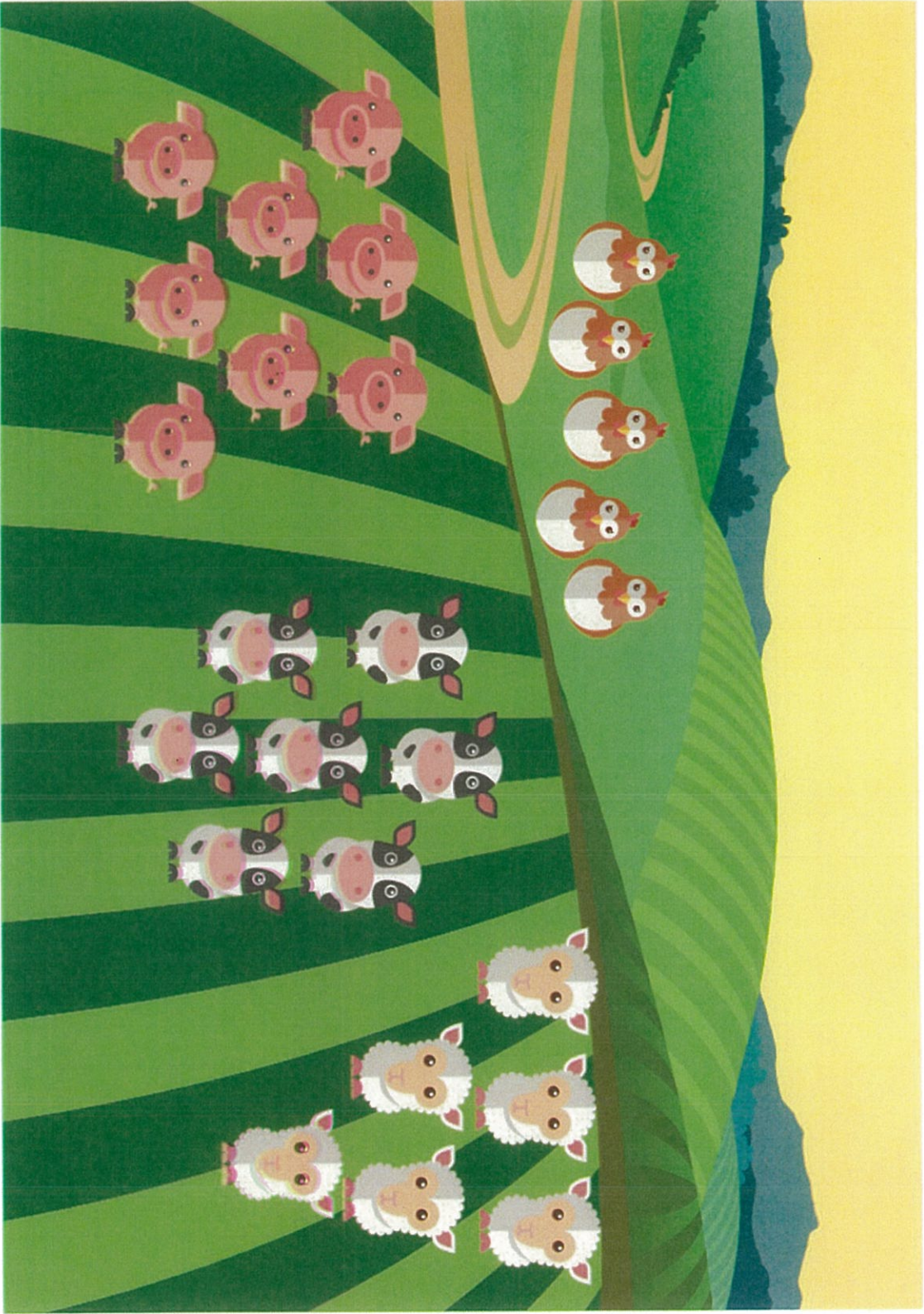
Do you think each group has the same number of animals? How can you tell?

I want you to count each group of animals.

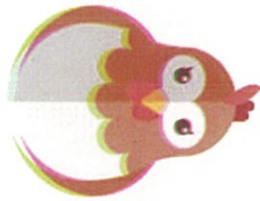
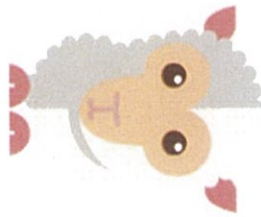
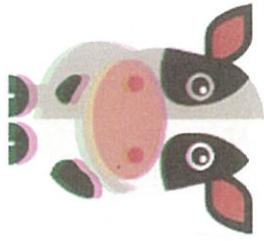
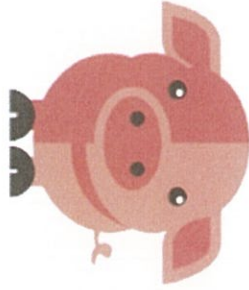
Ensure the student is able to count correctly without missing any animals out or double counting them.

Which group is the biggest? Which group is the smallest?

Note: This activity could be extended if you have a set of plastic farmyard animal figures. The students could practise sorting and grouping the animals into various pens and paddocks and then counting the numbers in each group.



Count the number of animals in each group again and write the numbers in the boxes.





This time we are going to look at some groups of creatures we might find in the ocean.

What underwater creatures can you see?

These underwater creatures are in groups. Using a pencil, draw a circle around each group.

How many groups are there?

Count the number of underwater creatures in each group and write the numbers in the boxes.



Science Link:

Fish swim in groups called **schools**. Why do you think it might be useful for fish to swim in schools?

Are there any groups which have the same number of underwater creatures?

If the student points to the crab, starfish or sea snail, ask:

How many of these creatures are there? Are they in groups?

TUESDAY T2W2

Materials you will need:

- counters
- pop sticks
- unifix cubes

In this lesson the student will be learning to:

- model equal groups;
- group concrete materials to solve problems.

Background Information

The student will practise forming groups using a variety of materials. Finding the total number of objects which have been grouped can be found incidentally but strategies for doing this are introduced in Stage 1. If the students are asked to make certain sized groups a set number of times, they are not expected to be able to calculate the total. Encourage the student to calculate the total if they are able.

Grouping using counters

Mix up the counters, pop sticks and unifix cubes from the maths resource kit.

In this pile, you will see counters, pop sticks and unifix cubes which have been mixed up.

Sort the objects that are the same into groups. (all counters together, all unifix cubes together, all pop sticks together)

How many groups will there be?

Give the student time to sort the materials into three groups.

Now I want you to count 20 counters from the pile. Let's count aloud as we move them into a separate group.

We are going to make smaller groups using these counters.

I want you to make groups that have 2 counters in each group. Give the student time to make their groups.

How many groups did you make?



Repeat the above activity by getting the student to make groups of 4, 5 and 10 counters.

Ensure the student counts the number of groups made using "groups of" these numbers, for example, there are two groups of 10 counters.

Do you notice a pattern between the number of counters in a group and the number of groups?

This time I want you to use counters to make groups of 3.

Give the student time to make groups of 3.

Did you manage to make all of the groups the same size? Why not?

Establish that these groups are not the same size because there is a group of 2.

Repeat using groups of 6.



Tower building

The student can explore the concept of grouping by building towers using unitix cubes.

Now I want you to count 20 cubes from the pile. Let's count aloud as we move them into a separate group.



I want you to make some new groups but this time your groups will make towers of cubes.

Let's start with groups of 10. Build towers with 10 cubes in each tower. Give the student time to build their towers.

How many towers did you make with your 20 cubes?

For the next task, allow the student to form their own groups.

If the student has some cubes left over, ask: **Are all of the groups the same size?**

Shall we try a different number in each group?

Encourage the student to explore all of the options like the previous activity using counters.



Once the student has made equal groups of varying sizes, return these cubes to the original pile.

This time I want you to make three groups of 6. Once you have made your groups, tell me how many cubes you have altogether.

The student may have difficulty counting the total and some support may be needed.

If the student is able to count with ease, repeat using more groups with larger numbers.

Shape groups

In this activity, the student can make groups using pop sticks to form two-dimensional shapes.

This time we will use pop sticks to make some groups. We can arrange our groups of pop sticks to make shapes.

How many sides does a triangle have?

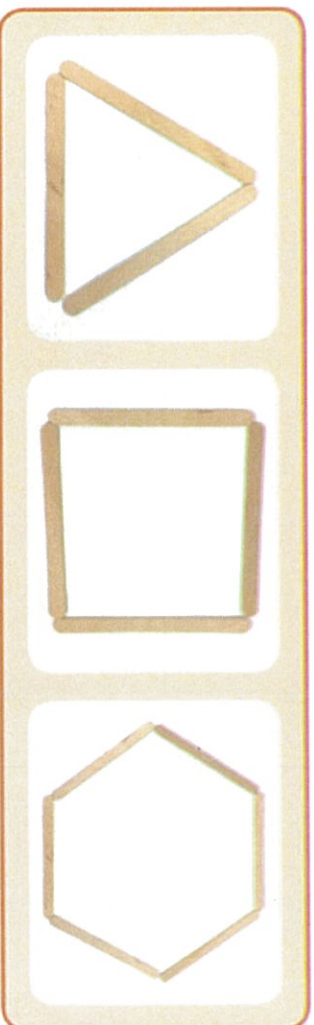
I want you to make four groups of 3 pop sticks. Arrange them to make 4 triangles.

Determine if the student is able to work out the total number of pop sticks. **How many pop sticks altogether?**

What is another shape that you can make? How many pop sticks will we need in each group?

Allow the student some scope to extend this activity, but ensure they are making known shapes and suggest different numbers of groups each time. They could make a rectangle by joining two pop sticks end-to-end to make the longer sides.

Encourage the student to find the total number of pop sticks each time.



In the space below, draw four groups of 3 pop sticks. Draw the shapes you made.

In the space below, draw five groups of 4 pop sticks. Draw the shapes you made.

WEDNESDAY T2W2

Materials you will need:

- colour pencils

In this lesson the student will be learning to:

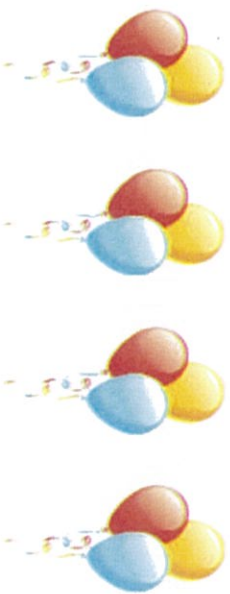
- label the number of objects in a group;
- record grouping informally using pictures, words and numerals.

Background Information

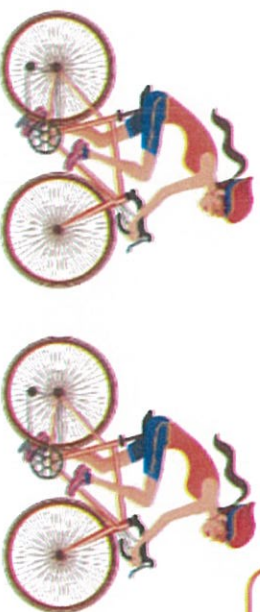
In this lesson, the student will apply their understanding of equal groups to real-life contexts.

Look at the group of balloons below. The balloons are tied together in groups called bunches. How many balloons are in each group? Write your answer in the box.
How many groups of balloons are there? How many balloons are there altogether?
Repeat the questions above with each set of objects and ensure the student writes the answers to each question in the box.

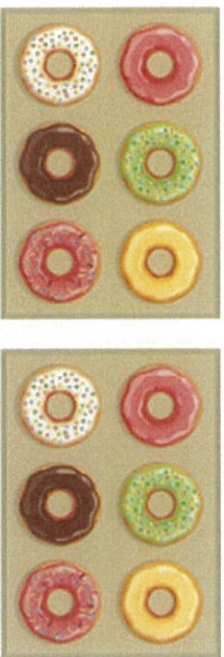
How many balloons are in each bunch?



How many wheels are on each bike?



How many donuts are in each box?



How many fish are in each bowl?



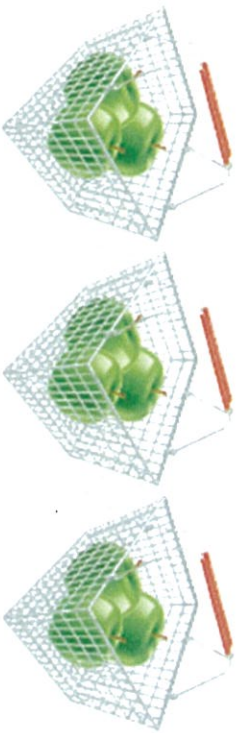
How many wings are on each dragonfly?



How many books are on each shelf?



How many apples are in each basket?



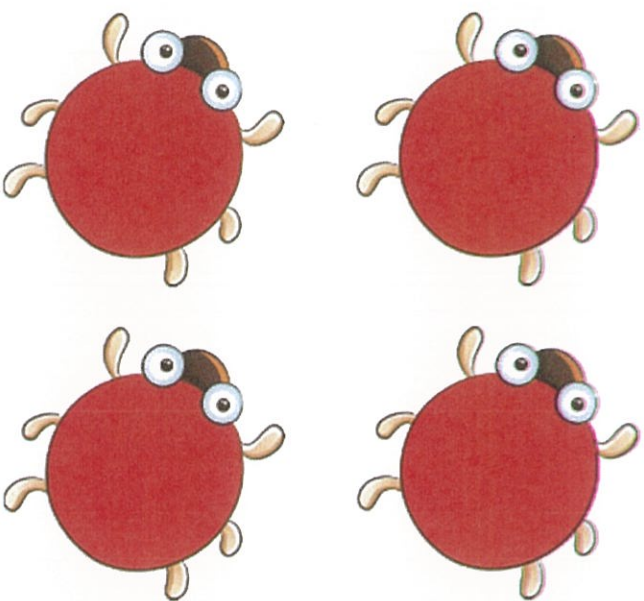
How many shelves are there?



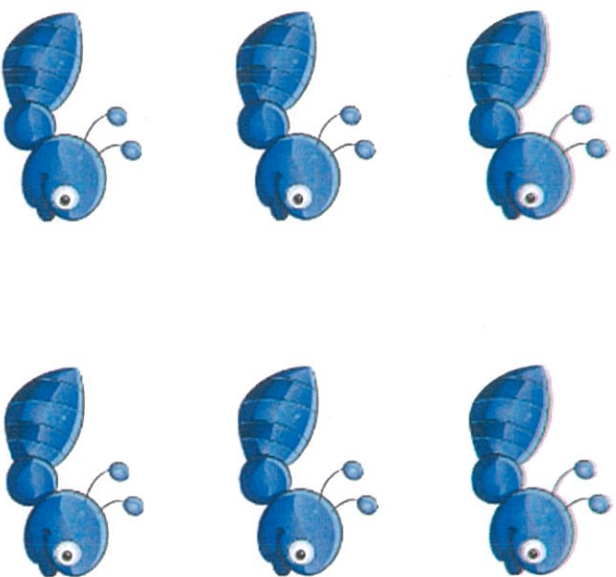
Forming groups

We are now going to practise making some groups. The creatures below have some body parts missing. You are going to draw and colour the groups of missing body parts.

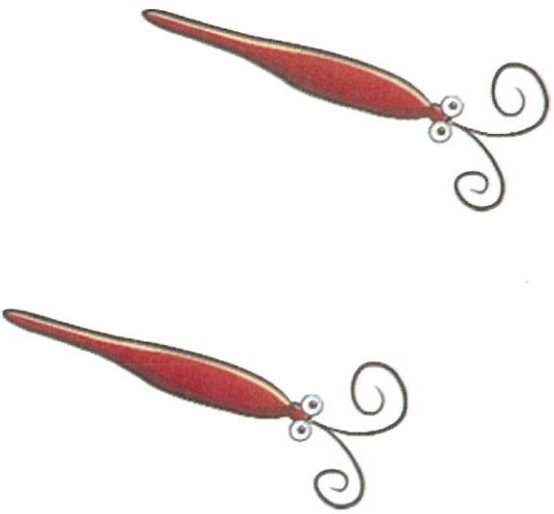
The ladybugs have lost their spots. Draw and colour groups of 4 black spots on each lady bug.



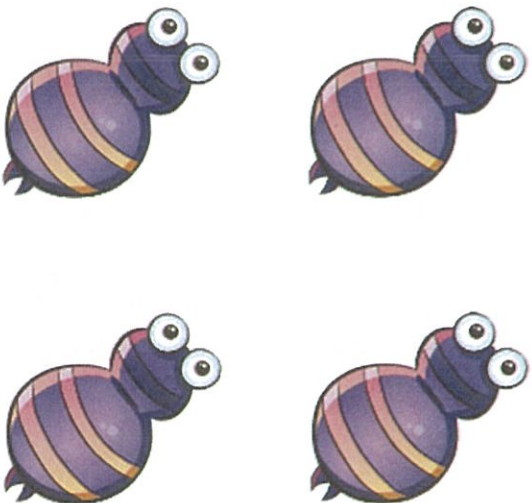
The insects have lost their legs. Draw and colour groups of 6 legs on each insect.



The dragonflies have lost their wings. Draw and colour groups of 4 wings on each dragonfly.



The spiders have lost their legs. Draw and colour groups of 8 legs on each spider.



Once the student has drawn each group of body parts, ask the following questions:

How many (spots / legs / wings) in each group?

How many groups of (spots / legs / wings) in each group?

How many (spots / legs / wings) are there altogether?

THURSDAY T2W2

Materials you will need:

- counters

In this lesson the student will be learning to:

- solve word problems;
- explain or demonstrate how an answer was obtained.

Background Information

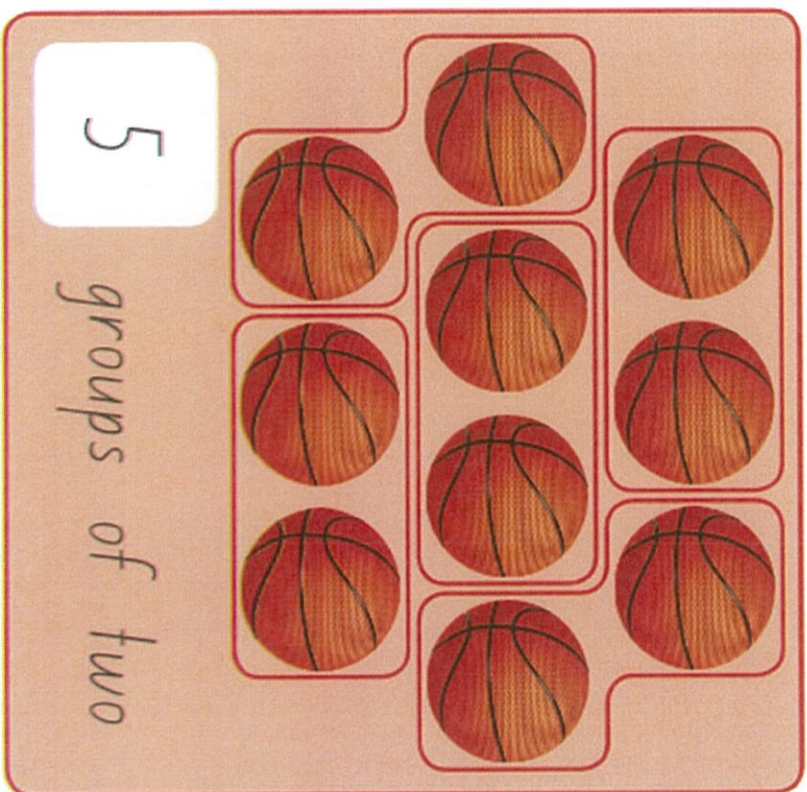
In this lesson, the student will use objects and trial and error to explore mathematical problems.

Using real-life examples allows the student to apply their understanding of the concepts and work mathematically by problem solving, communicating and reasoning.

The student can use counters or drawings to help them work out the answers.

Warm up

In the previous lesson you were putting objects into groups. In this activity you need to circle the correct number needed in each group. When you have circled as many groups as you can, count the number of circled groups. Write the number of circled groups in each set in the box. The first one has been done for you.

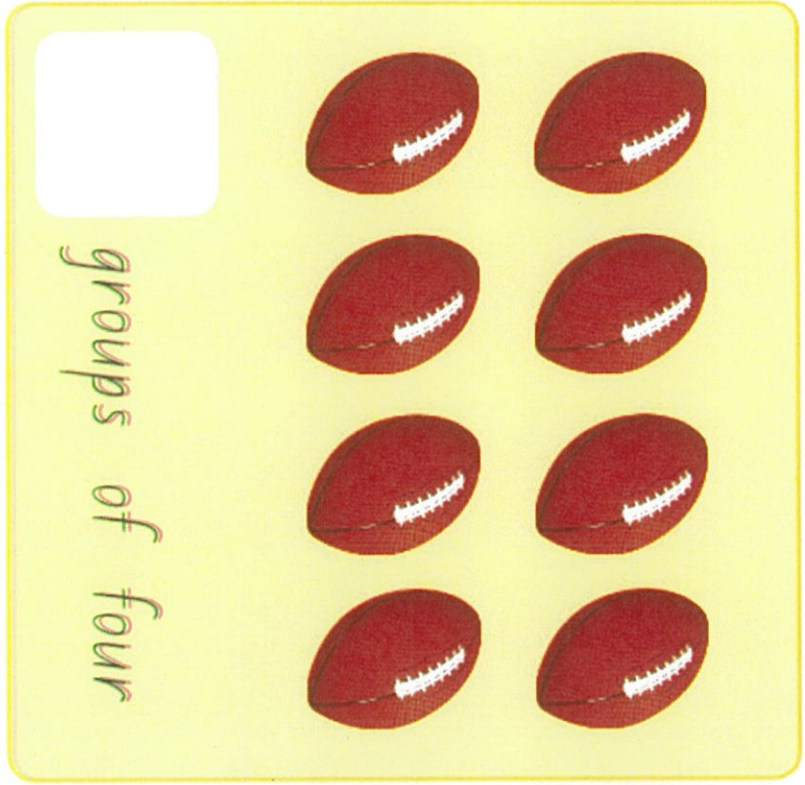


A rectangular box with a light brown background. It contains 10 basketballs arranged in three rows: three in the top row, four in the middle row, and three in the bottom row. Five groups of two basketballs each are circled in red. The groups are: the first two in the top row, the first two in the middle row, the first two in the bottom row, and the last two in the bottom row. In the top-left corner, there is a white rectangular box containing the number '5'. Below this box, the text '5 groups of two' is written in a cursive font.

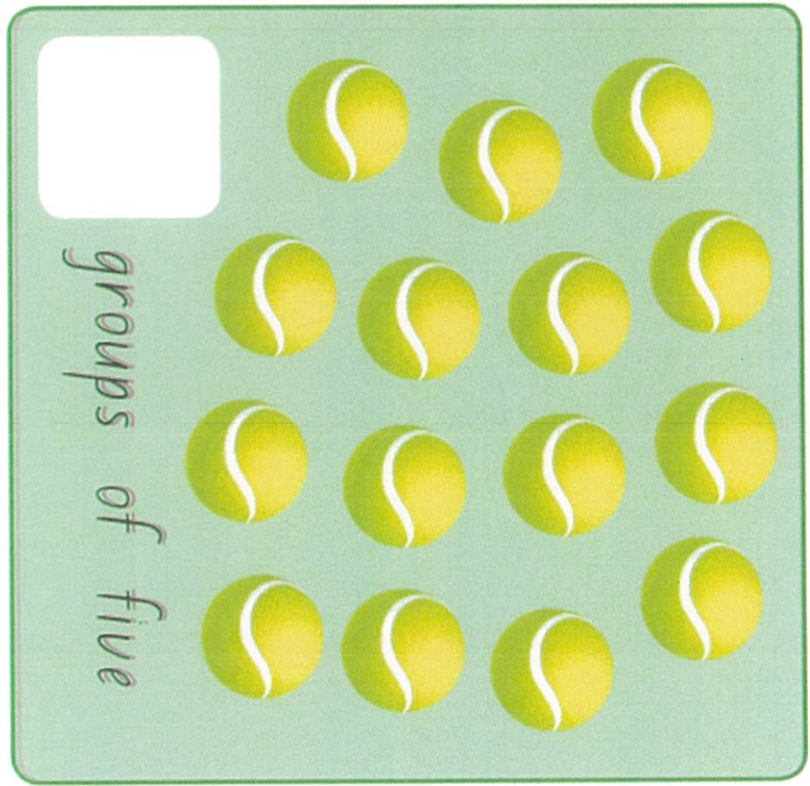


A rectangular box with a light blue background. It contains 12 soccer balls arranged in three rows of four. In the top-left corner, there is an empty white rectangular box. Below this box, the text 'groups of three' is written in a cursive font.

groups of four



groups of five



Real-life problems

The student can choose to use counters and drawings to help them solve the following problems.

Read the word problem to the student twice and then ask the question which follows. Allow the student some time to organise their strategy. If they are having difficulty prompt them where necessary.

Sam's mum has baked 12 muffins for the school fete. She wants to sell them in bags of two.

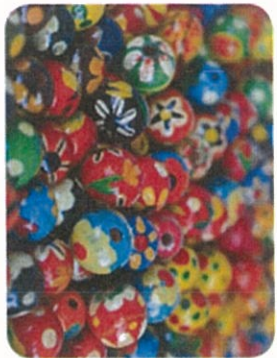
How many bags will she need?



Tell me what strategies you could use to solve the problem. In the space below, draw how you would group the muffins in the bags. You can use counters to represent the muffins if you want to.

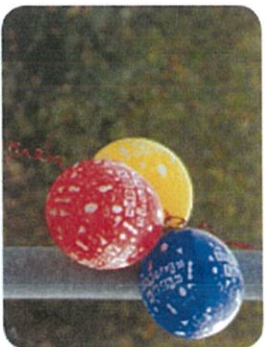
Jennifer is making necklaces with beads. She has 15 beads and wants to put 5 beads on each necklace.

How many necklaces will she make?



Tell me what strategies you could use to solve the problem. In the space below, draw how you would group the beads. You can use counters to represent the beads if you want to.

Craig is blowing up balloons for his birthday party. He has 18 balloons and wants to tie them in groups of three.
How many groups will he have?



Tell me what strategies you could use to solve the problem. In the space below, draw how you would group the balloons. You can use counters to represent the balloons if you want to.

Creating grouping stories

Think of a time when you have seen objects placed in groups. Maybe you have put a certain number of chickens in the hen-house, or perhaps you were with other children and were placed into a group for a game or dance. For this activity, you may want to use pictures from magazines, print out pictures from the internet, draw your own pictures or use Clip Art®.

When deciding your grouping stories, think about:

- how many people or things are there?
- how many groups are there?
- how many are in each group?

This activity will require guidance. Encourage the student to keep the stories simple using 20 objects or less. They can use counters to help them organise their groups first if they need to. If necessary write the sentence about the student's grouping story as they say it.

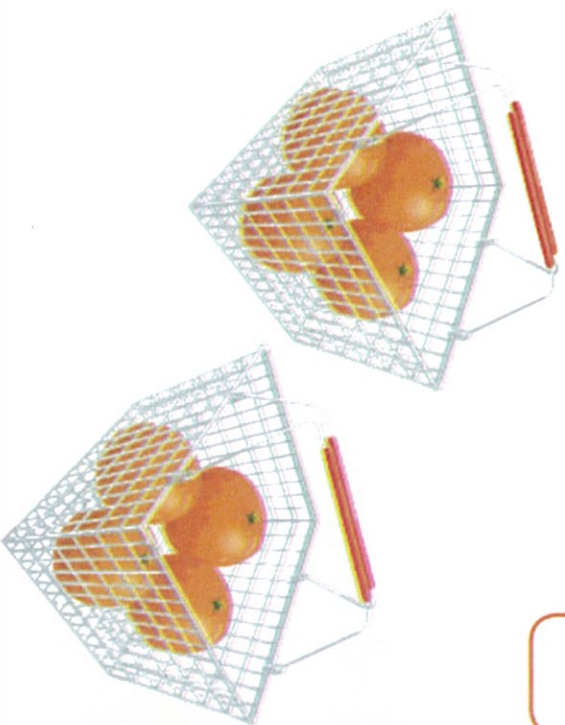
My grouping story 1

My grouping story 2

FRIDAY T2W2

1. Complete the following questions.

How many oranges are in each basket?

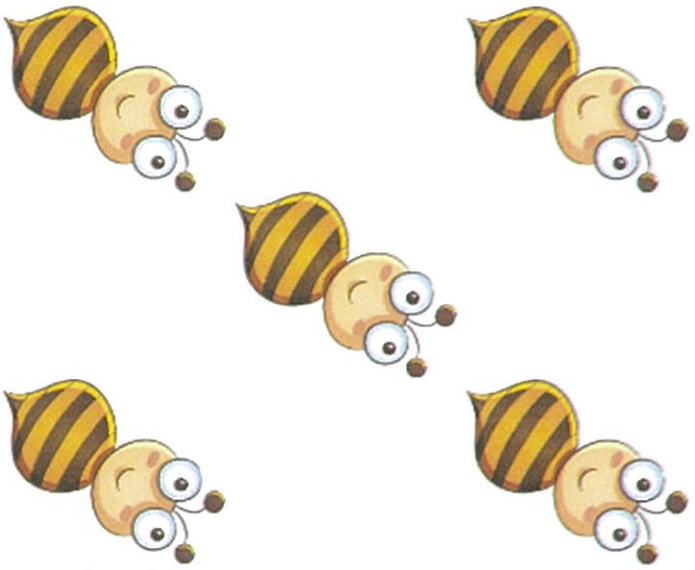


How many cupcakes are on each plate?

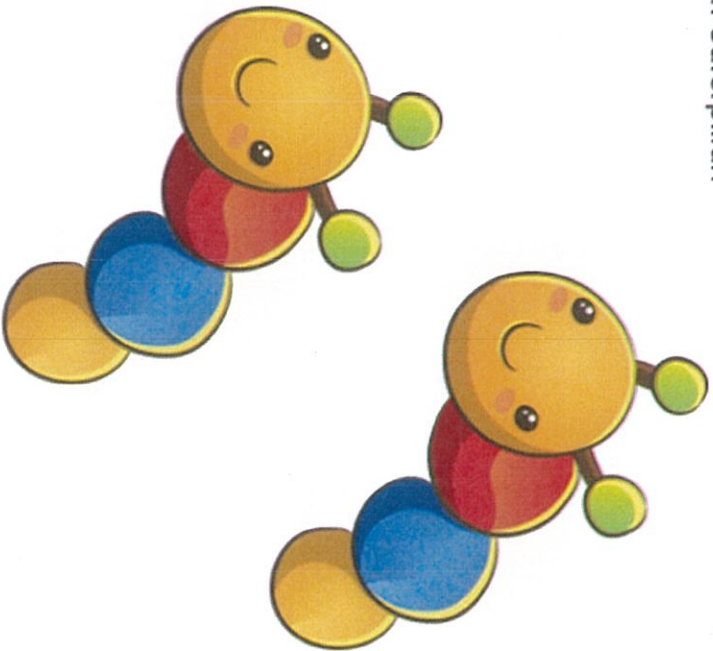


2. Complete the following questions.

The bees have lost their wings. To help them fly again, draw and colour groups of 2 wings on each bee.

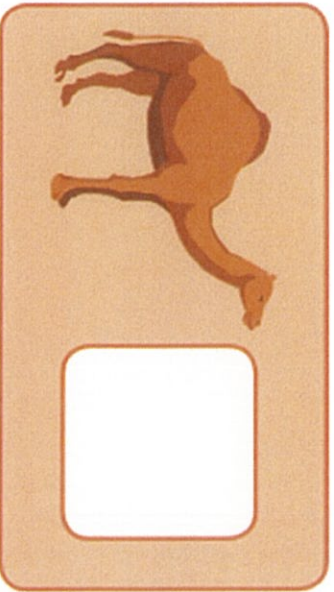


The caterpillars have lost their legs. To help them crawl again, draw and colour groups of 12 legs on each caterpillar.





3. Look at the picture above. Count the number of animals in each group and write the number in the box.



4. Complete the following questions.

Circle groups of two footballs. Write the number of groups in the box.

groups of two

Circle groups of three cricket balls. Write the number of groups in the box.

groups of three