

K-2

Resource Booklet

(keep at home)

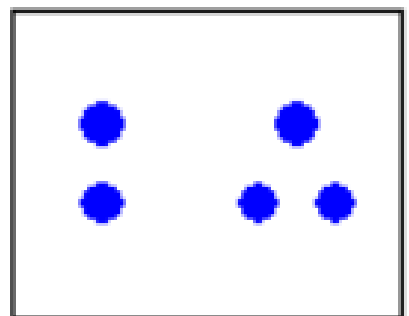
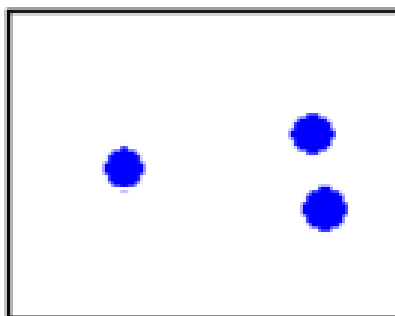
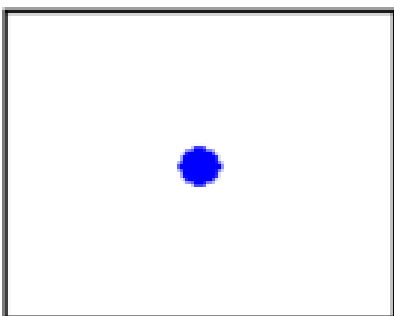
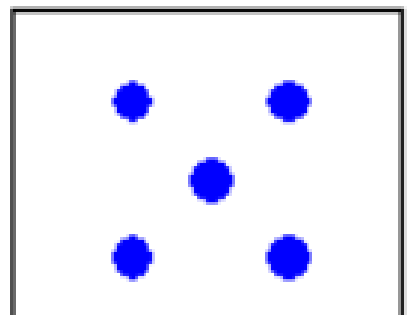
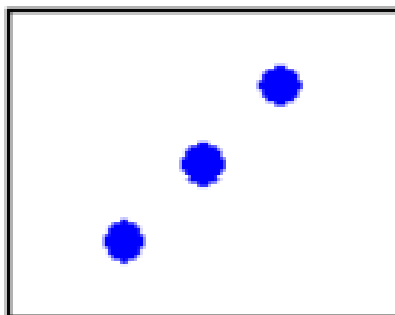
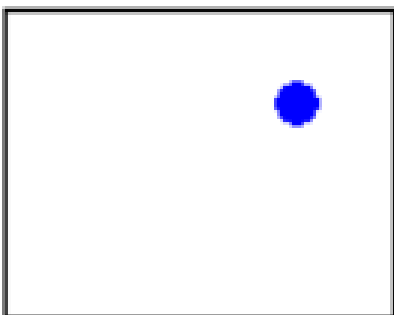
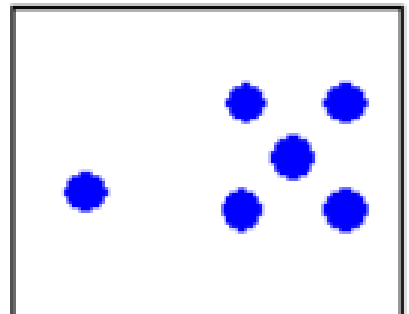
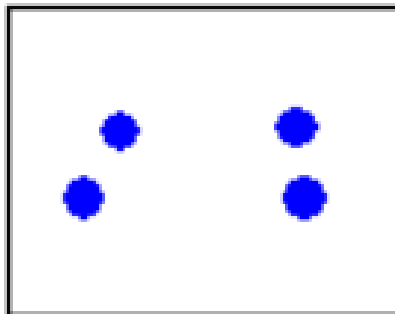
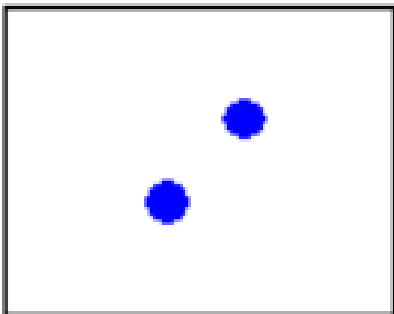
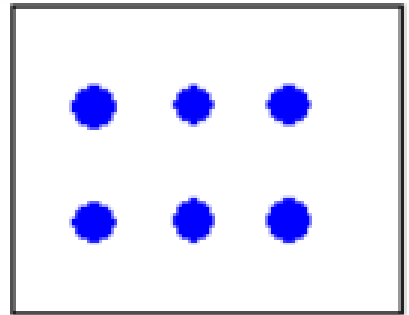
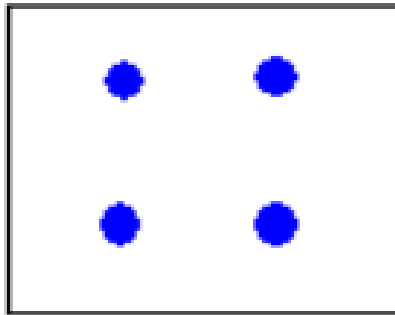
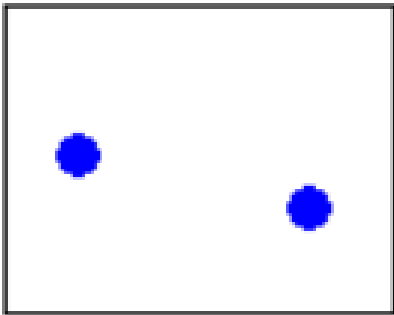


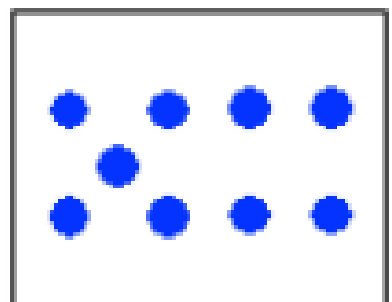
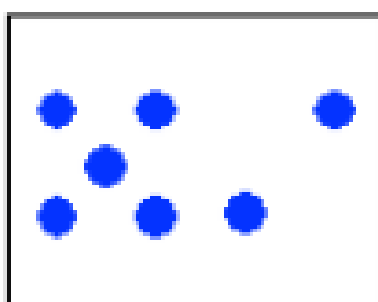
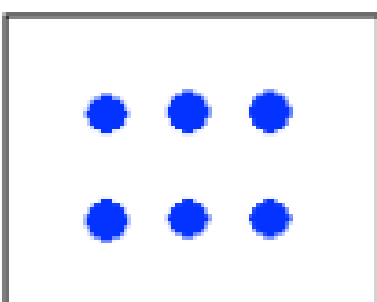
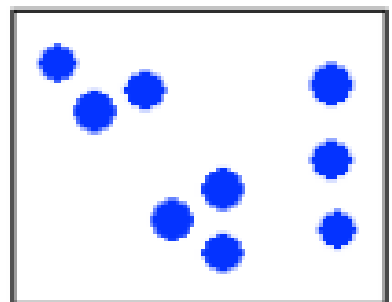
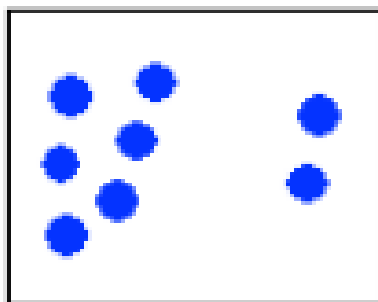
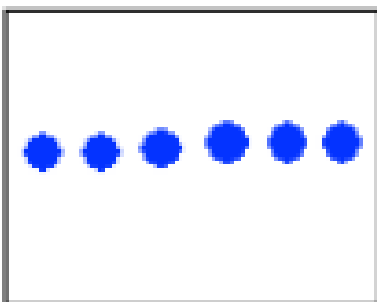
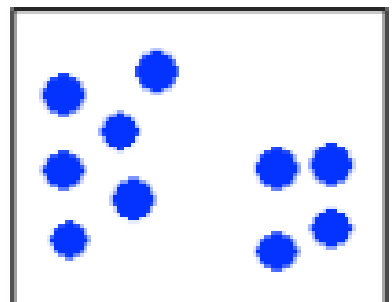
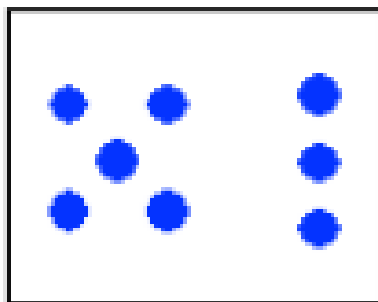
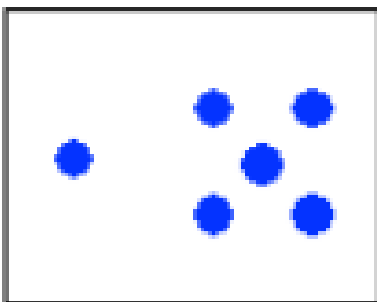
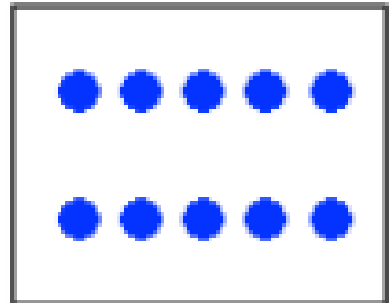
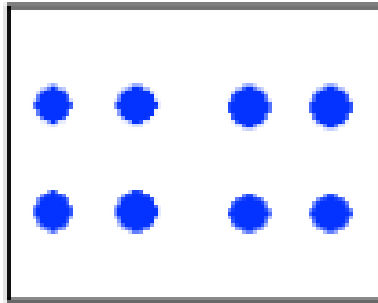
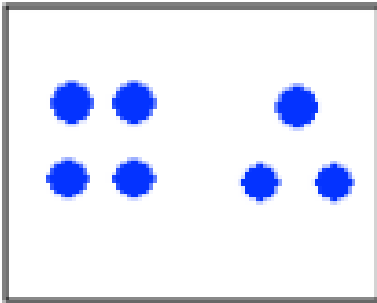
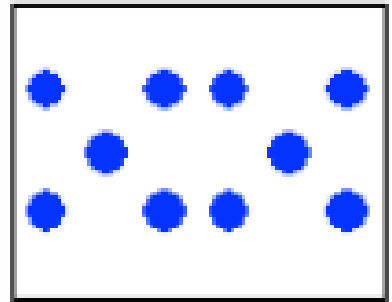
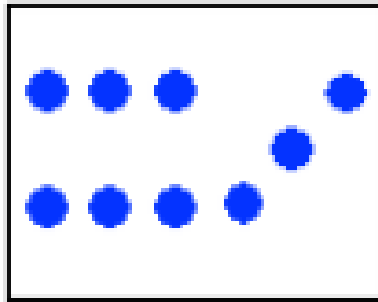
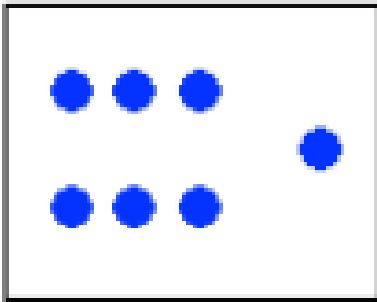
In this booklet are some things you might need to support your learning at home. This is for students in years K–2 so some things may not be required for your lessons. We hope these resources make it easier for you to do your learning at home.

HUNDREDS CHART

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

Subitising Flash Cards





Alphabet Chart with Pictures

Lavinia Pop © 2015

Alphabet

CHART

Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



Zz



Writing the Alphabet

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

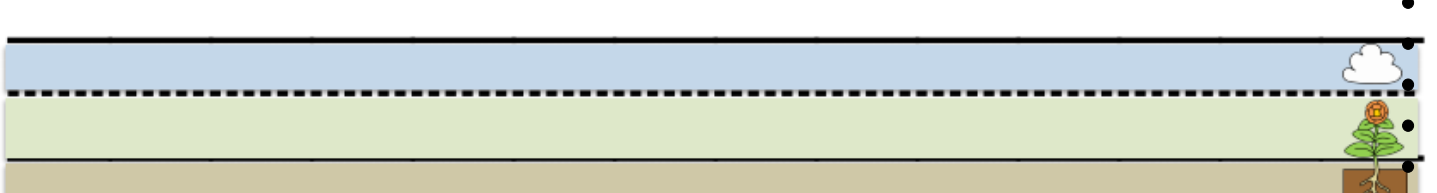
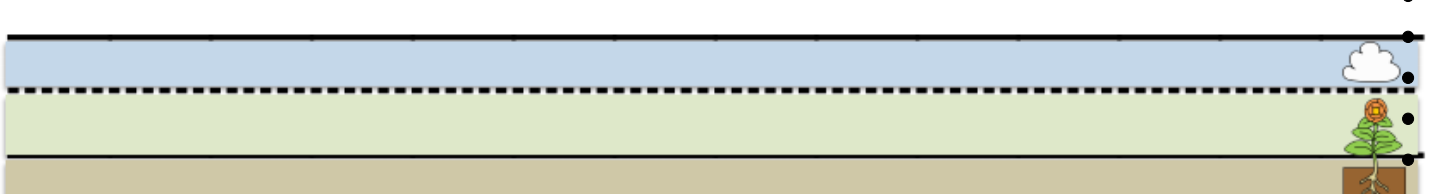
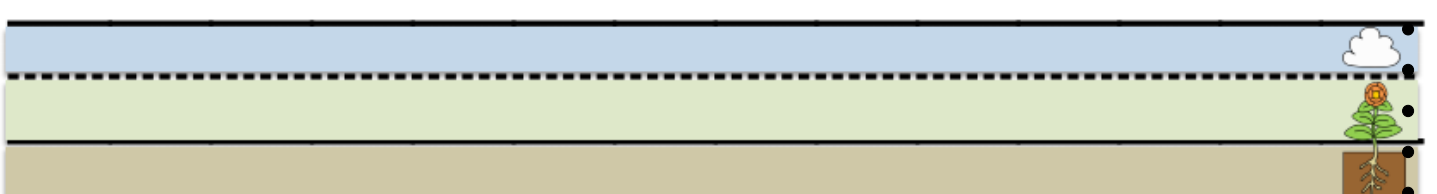
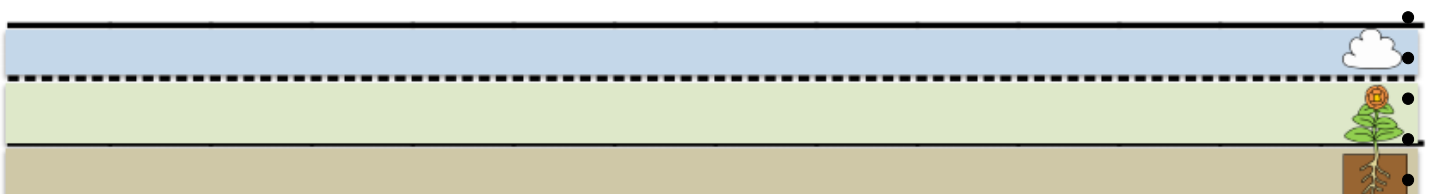
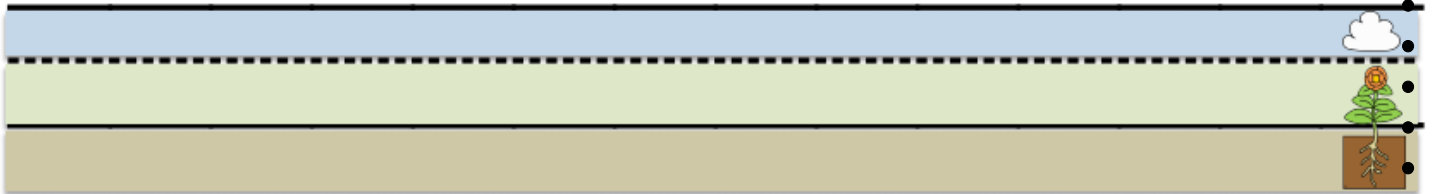
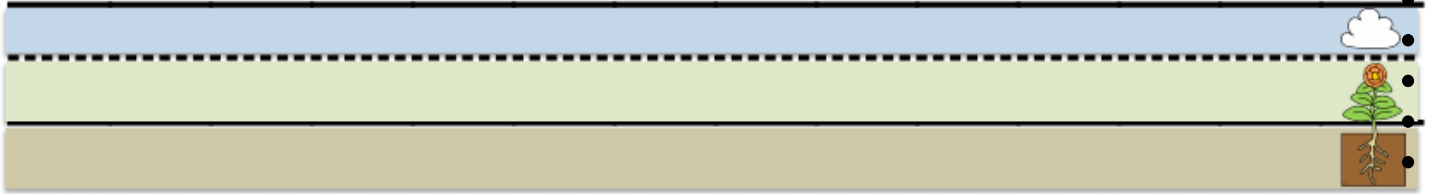
Q q R r S s T t

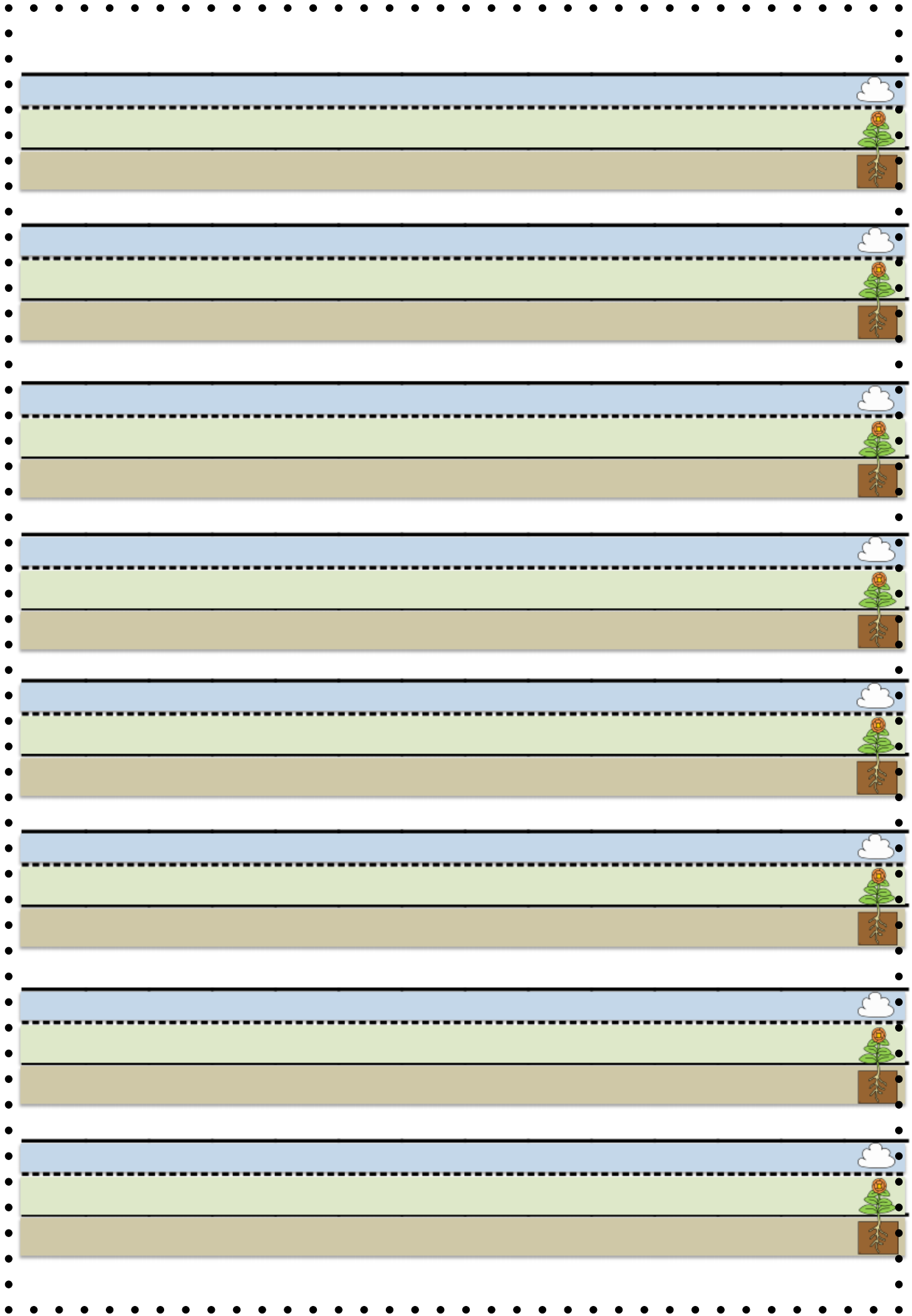
U u V v W w X x

Y y Z z

Blank Ten Frames for Counting/Patterns/Addition/Subtraction

Handwriting Practice Page





Digraphs to practice in spare time:

sh th

ch wh

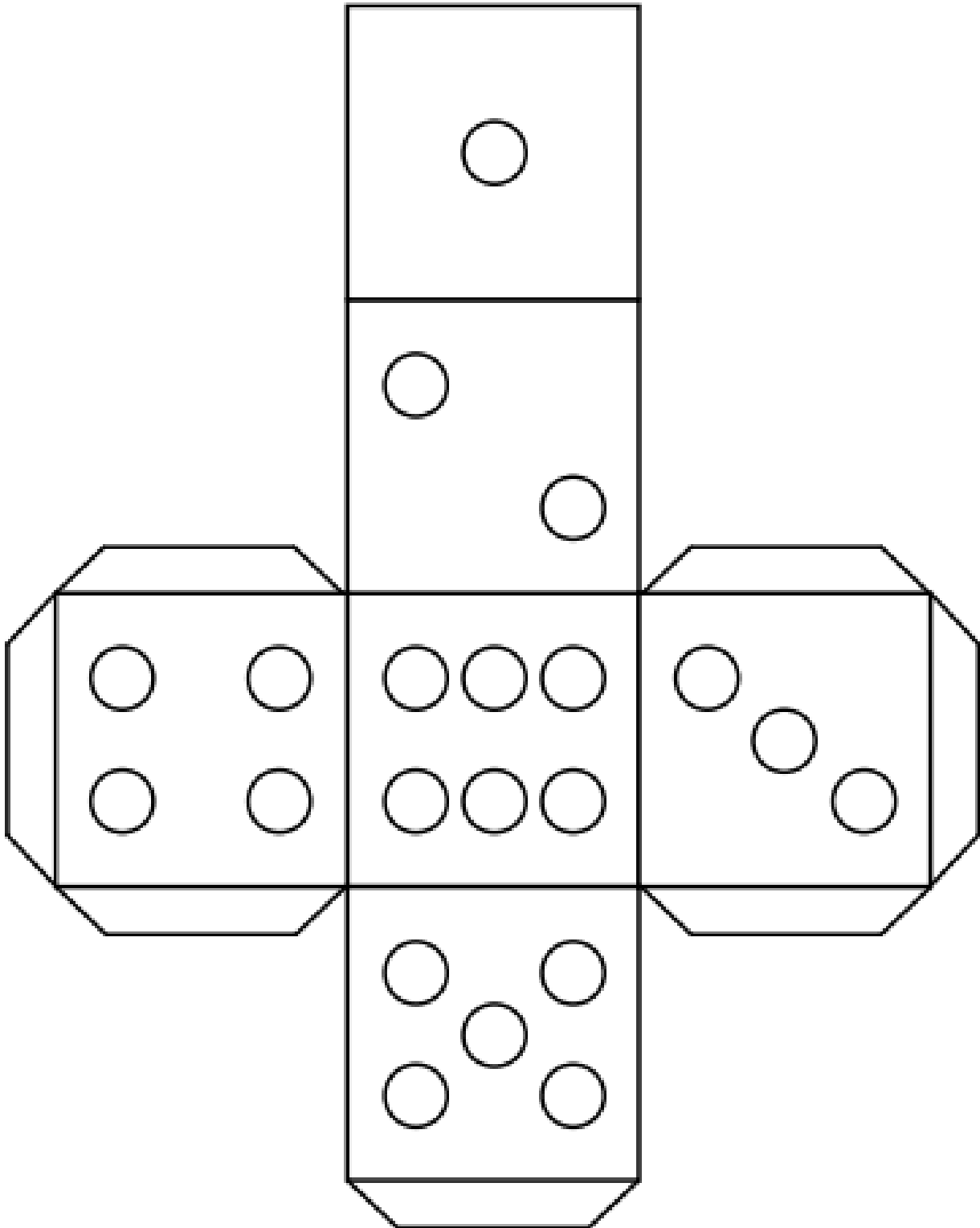
ll ff ck

ss zz



Make Your Own Die!

craftable



Important Words in Learning to Read and Spell

12 Golden Words make up, on average, one quarter of all reading:

Gold

a	and	be	I
in	is	it	of
that	the	to	was

20 Red level words together with the above 12 Golden Words (32 words) make up, on average, one third of all reading:

Red

all	are	as	at	but
for	had	have	he	her
his	not	on	one	said
so	they	we	with	you

The following 68 words – Blue, Green, Orange, Indigo and Violet levels, together with the above 32 words (100 words) make up, on average, one half of all reading:

Blue

an
by
do
go
if
me
my
no
or
up

Green

big
can
did
get
has
him
new
now
off
old
our
out
see
she
two
who

Orange

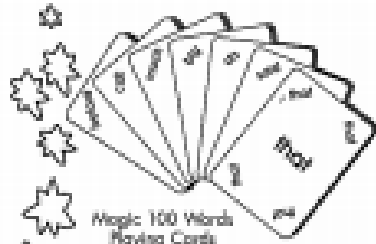
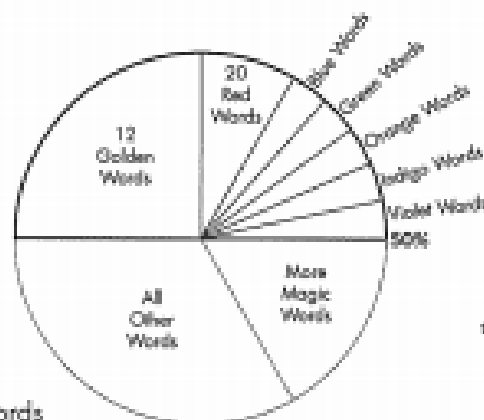
back
been
came
down
from
into
just
like
made
much
over
them
this
well
went
when

Indigo

call
come
here
make
must
only
some
then
were
what
will
your

Violet

about
before
could
first
little
look
more
other
right
their
there
want
where
which



Magic 100 Words
Playing Cards

a

 teachstarter

b

 teachstarter

c

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d

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e

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f

 teachstarter

g

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h

 teachstarter

i

 teachstarter

j

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k

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l

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m

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n

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o

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p

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q

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u

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v

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x

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z

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1

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2

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3

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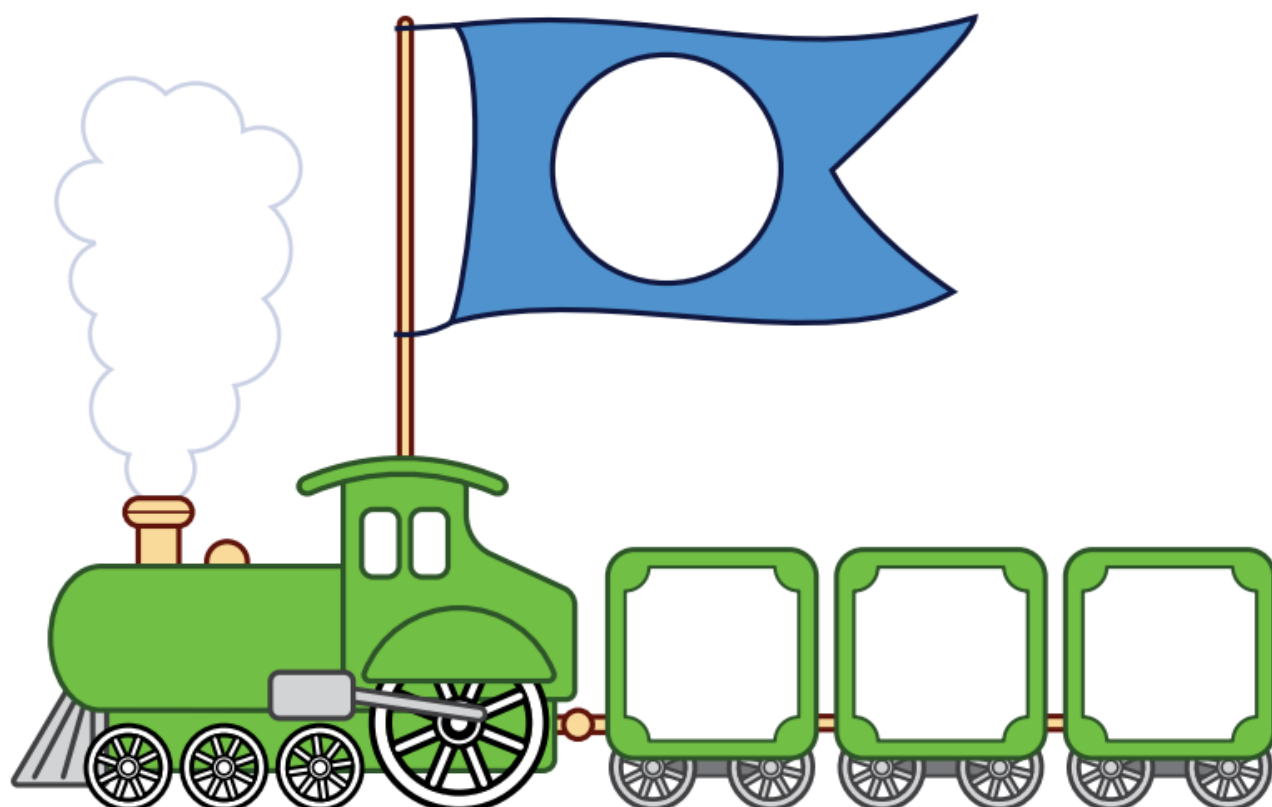
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My CVC Mat



d	o	g	m	a	p
b	e	d	r	e	d
f	a	n	p	e	n
p	i	g	s	u	n

n u t t a p
b o x j a m
d i g m o p
r a t b u g

b u n c a t
b a g s a d
h a t
h e n

Fitness Bingo

Equipment

Fitness Bingo boards
Fitness Bingo cards
Counters

How to Play

Provide each student with a Fitness Bingo board.
Pick a bingo card from the pile. Students act out the physical activity on the card.
If the activity appears on their board game, students cover the activity with a counter.
Continue calling out the Fitness Bingo cards.
When a student has covered a row of squares they call out "Fitness Bingo".
The first person to call "Fitness Bingo" is the winner.



All Hands On Deck

Equipment

No equipment required

How to Play

In an allocated playing area, establish one side as the 'ship', the opposite side as the 'shore' and in-between as the 'deck'.

Call out orders for the students to follow:

All hands on deck - All students run to the deck and sit down.

Attention - All students stand up and salute.

All hands on ship - All students run to the ship side.

All hands on shore - All students run to the shore side.



Imaginary Soccer

Equipment

Cones to indicate goals at both ends

How to Play

Divide students into two teams.
Allocate a goalie for each team.
Students play a game of soccer with an imaginary ball.
Start the game by rolling the imaginary ball into the centre of the field.
The first team to score a goal is the winner.



Play the Deck

Equipment

1 deck of playing cards

How to Play

Students stand in a circle, arms-distance apart, in a safe environment.
Pull a card from the deck.

Students do the activity for the allocated card (listed below).

Continue until the deck of cards is finished or the allocated time is up.

Ace = 1 push up

8 = 8 high knees

2 = 2 squats

9 = 9 toe taps

3 = 3 crunches

10 = 10 star jumps

4 = 4 left leg hops

Jack = run on the spot

5 = 5 right leg hops

Queen = take a break

6 = 6 left leg lunges

King = shake hands

7 = 7 right leg lunges

Joker = wave to a friend



Rock the Baby Skipping Game

Equipment

1 long skipping rope

How to Play

Choose two students to hold the rope.
The rope is rocked from side to side, without being turned.
A skipper enters the rope and jumps the rope at least twice and then exits.
Each time a skipper enters, the rope is raised a little more until a skipper misses.



Octopus

Equipment

No equipment required

How to Play

Allocate one student to be the octopus.

The octopus stands in the middle of the designated playing area.

The other students line up beside each other, along one of the boundary lines.

When the octopus shouts out "Octopus!" all of the students try to run to the opposite side of the designated playing area.

The octopus is allowed to run anywhere within the boundaries.

If a student is tagged by the octopus, they sit on the floor with their arms out and become seaweed.

The seaweed can tag students as they run past.

The last student remaining at the end of the game wins and becomes the next octopus.



Spelling Word Hopscotch

Equipment

Chalk

How to Play

Use chalk to draw sets of hopscotch grids.
Instead of numbers, write weekly spelling words in the grids.
Students use a counter to throw onto a grid. Students spell the word as they jump through the hopscotch grid.



Animal Fun

Equipment

No equipment required

How to Play

Students stand arms-distance apart from each other in a safe environment, within a set boundary.

Say the name of an animal. Students move around, within the boundaries, acting like the animal called out.

Turtle - move slowly

Leopard - move fast

Octopus - shake your whole body

Flamingo - stand on one leg

Kangaroo - bounce

Snail - crouch and move

Bird - stretch arms out and 'fly' around.



Dead Bugs

Equipment

No equipment required

How to Play

Students stand arms-distance apart from each other in a safe environment, within a set boundary.

Call "Here", "There", "Where" or "Dead bugs" at random.

On "here" and "there", students run in the direction the teacher is pointing (staying within the boundary).

On "where", students jog on the spot.

On "dead bugs", students lie on their backs and wave their arms and legs in the air, like a dead bug.

Stuck in the Mud

Equipment

No equipment required

How to Play

Create a boundary for the game.

Allocate two students to be 'in'.

The two allocated students run around and tag as many people as they can.

When tagged, students must freeze and stand with their legs and arms apart.

To unfreeze, a non-tagged player must crawl through the tagged player's legs.

Crawling players are 'safe' and cannot be tipped.

Play until the allocated amount of time is up or when all players have been tagged and are 'stuck in the mud'.

Parachute Games

Equipment

1 x large parachute
Soft balls

How to Play

Parachute Tag: Lift the parachute high into the air. Call out two student's names. They must trade empty spots by running under the chute, before it comes down on them.

Popcorn: Place a number of soft balls onto the parachute. Students shake the parachute to make the balls pop like popcorn. The aim is to keep the balls on the parachute as they're popping.

Rollerball: Try to keep a ball rolling along the outer edge of the parachute, around the circle. As it comes towards each student, they lower their edge. After it passes, they raise their edge.

Crab Soccer

Equipment

Cones to indicate goals at both ends
1 x large soft ball

How to Play

Divide the class into two equal teams.

Toss a coin to decide which side will defend first.

Students sit on their bottoms with their knees bent and their feet flat on the floor. The palms of their hands should be down on the floor behind them, with their fingers pointing away from their body. Students then lift their bottoms off the ground.

Students play a game of soccer walking like a crab, kicking the ball and trying to score a goal. If a player stands up or walks during the game they are given a one-minute time out.

Continue play until the first goal is scored or until the allocated amount of time is up.

What's the Time Mr. Wolf?

Equipment

1 x clock if needed

How to Play

Allocate one student to be Mr. Wolf, to stand at one end of the playing area, whilst the other students stand in a line at the other end.

Mr. Wolf turns their back to commence play.

The other students walk slowly toward Mr. Wolf, calling out "What's the time, Mr. Wolf?" Mr. Wolf turns and answers with a time (e.g. 2 o'clock).

Continue play until all the students are close to Mr. Wolf, when he/she can respond with "It's dinner time!" and chases the students back to the starting line. If a player is tagged, they become the next Mr. Wolf.

Cat and Mouse

Equipment

No equipment required

How to Play

Students make a large circle and hold hands.

Allocate two students to play the role of 'cat' and 'mouse'.

The mouse stands inside the circle and the cat stands on the outside of the circle.

The aim is for the mouse to get outside the circle and avoid being caught by the cat.

The mouse must stay moving while inside the circle, but cannot be inside the circle for more than 10 seconds.

The cat cannot come into the circle, but can reach inside to try and tag the mouse.

The other students have to try and keep the cat away from the mouse by moving their arms up and down.

Equipment

How to Play

Equipment

How to Play

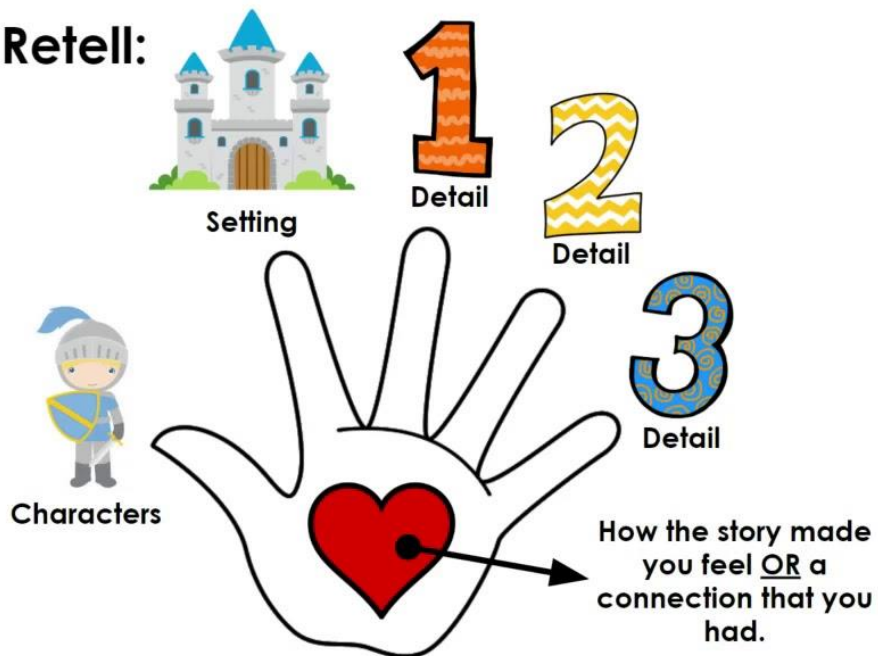


5 star writing



	Capital letter to start my sentence. → I see a dog.
	Punctuation to end my sentence. Where is the dog? →
	Use finger spaces. The dog is brown. →
	Use neat handwriting. K k
	My sentence makes sense.

Five Finger Retell:



When retelling a story remember to talk about...

What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving slowly	Happy Calm Feeling okay Focused Ready to learn	Frustrated Worried Silly Excited Loss of some control	Mad/Angry Mean Yelling/Hitting Disgusted Out of control

Ways I can calm down:



Take deep breaths



Count to 10



Ask for a break



Go for a walk



Listen to music



Squeeze a ball