



Home Learning Pack – Year 2 – W/B Monday 11th May, 2020

Dear Year 2 parents and carers,

Thank you for your ongoing support during these unprecedented times. The work that has been received is fantastic, so well done to those who have sent some work in. Please also continue to offer any feedback so that we can continue to improve our learning packs.

We have compiled a list of tasks for you to complete as part of your home learning this week. **Many of the suggested links will signpost you to the website Twinkl. You will need to log-in to this website to access these.** Log-in details are as follows:

Step 1: Go to www.twinkl.co.uk/offer

Step 2: Enter the code CVDTWINKLHELPS

Step 3: You may need to create an account.

Alternatively, should you need any of these supporting documents e-mailed to you please contact grussell@deanshanger.northants.sch.uk directly and these will be sent to you promptly as attachments.

Please also be advised there are two Zoom meetings organized – Monday 11th at 2.00pm for pupils in Year 2 – Cardiff and Tuesday 12th at 1.00pm for pupils in Year 2 – Canberra. Meeting details have been sent to you individually.

English

The following link provides daily tasks for writing and grammar with images for inspiration:

<https://www.pobble365.com/>

Select an image that interests your child or children. Then complete activities about the picture that appear below, such as, 'Perfect picture', 'Story starter', 'Question time', 'Sick sentences' or 'Sentence starter'. Your child or children can then write a story about that picture. The pictures and/or daily tasks can be printed out, if you need to print them off. This activity can be written on paper, filmed, typed into a word document or said aloud to an adult or sibling.

This week in English, we would like your child or children to keep a diary summarising the day/week. We would like your child or children to include and write about things that they do every day. This could be activities like baking, reading a book, working on the Home Learning pack, playing games, talking to

friends, watching TV or learning a new skill. Children are to include feelings and emotions in their diary entries. This can be written down on paper, typed onto word on a computer, filmed or said aloud to an adult, sibling or even a pet. With mental health and raised anxiety, our hope is that children will share their emotions with siblings, adults or their diary and open up about how they are feeling. A diary is often a good way for lots of people, adults and children, to share thoughts, feelings and emotions that may not otherwise be shared or discussed.

A diary checklist can be found at:

<https://www.twinkl.co.uk/resource/t2-e-1088-diary-writing-checklist-differentiated>

SPag.com

- Sentence types B
- Sentence types – paper version (attached document)
<https://www.twinkl.co.uk/resource/t-l-52118-year-2-grammar-different-sentence-types-activity-booklet-1>

Reading

Please ensure that your child is reading 30 minutes a day and that you are reading with your child often and they are recording it in their 'Home School Diary'. Your child could also write reviews of the books they read to share with the class when we return to school. They need to be taking tests in Accelerated Reader as often as possible. Please use the following website to take the Accelerate Reader tests: <https://ukhosted73.renlearn.co.uk/1922487/>

Please also continue to log-in to Reading Eggs and Nesy Phonics should you have an account. The log-in information of these have either been e-mailed to you or they are in the back of your home learning diaries in the 'Passwords' section. Should you have any issues logging in to any of these please e-mail grussell@deanshanger.northants.sch.uk

Please find below a suggested reading comprehension activity (it's quite funny, so hold on to your hats):



"I'm Captain Hook!"

"No, I'm Captain Hook!"

"I'm Captain Hook," said Horrid Henry.

"I'm Captain Hook" said Moody Margaret.



They glared at each other. "It's **my** hook," said Moody Margaret.



Moody Margaret lived next door. She did not like Horrid Henry, and Horrid Henry did not like her. But when Rude Ralph was busy, Clever Clare had flu, and Sour Susan was her enemy, Margaret would quickly jump over the wall to play with Henry.



"Actually, it's my turn to be Hook now," said Perfect Peter. "I've been the prisoner for such a long time."

"Prisoner, be quiet! Said Henry.

"Prisoner, walk the plank!" said Margaret.

"But I've walked fourteen times already," said Peter. "Please can I be Hook now?"

"No, by thunder!" said Moody Margaret. "Now out of my way, worm!" And she swash buckled across the deck, madly waving her hook and clutching her shiny sword and dagger.

Margaret had eye patches and skulls and crossbones and plumed hats and cutlasses and sabers and snickersnees.

Henry had a stick. This was why Henry played with Margaret. But Henry had to do terrible things before playing with Margaret's amazing swords. Sometimes he had to play 'Mums and Dads' with her. Worst of all (please don't tell anyone), sometimes he had to be the silly baby.



Henry never knew what Margaret would do. When he put a spider on her arm, Margaret laughed. When he pulled her hair, Margaret pulled his harder. When Henry screamed, Margaret would scream louder. Or she would sing. Or pretend not to hear. Sometimes Margaret was fun. But most of the time she was a moody old grouch.

1. Who did Moody Margaret and Horrid Henry both want to be?
2. Moody Margaret only played with Horrid Henry when who else was busy?
3. What was Perfect Peter pretending to be?
4. What had Perfect Peter done 14 times?
5. What do you think swash buckled means?
6. What did Moody Margaret have that Horrid Henry did not have?
7. What terrible things did Horrid Henry have to do when he played with Moody Margaret?
8. What did Moody Margaret do when Henry put a spider on her arm?
9. What two things did Moody Margaret do when Henry screamed?
10. Underline the adjective in this sentence:
"No, by thunder!" said Moody Margaret. "Now out of my way, worm!" And she swash buckled across the deck, waving hook and clutching her sword and dagger.
11. Find two adverbs that appear in the text.
12. Read the following sentence again:
"It's **my** hook," said Moody Margaret.
Why do you think **my** is in bold?

Maths

Please continue to access 'Times Table Rockstars' and 'NumBots'. Your log in details for both these websites should be the same.

If you cannot access TTRockstars, the link below should help you with paper-based multiplication.

<https://www.twinkl.co.uk/resource/t2-m-1706-year-3-beat-the-clock-editable-times-tables-grid>

There are resources to support your teaching of Maths available at: <https://whiterosemaths.com/homelearning/year-2>. These resources are updated by White Rose and are in line with our scheme. Should you have any trouble accessing these please do not hesitate to get in contact with grussell@deanshanger.northants.sch.uk

The week is called 'Summer term – Week 4 – W/C 11th May' -

Lessons for the week beginning Monday 11th May:

- Lesson 1 – Adding and subtracting 10s
- Lesson 2 – Adding 2-digit numbers
- Lesson 3 – Subtract 2-digit numbers
- Lesson 4 – Bonds to 100 (tens and ones)

The answers for these activities are available on the website mentioned above, also.

Should you need any further work, please check on the BBC Bitesize website as there is a new lesson uploaded daily (please be advised however these aren't always in line with our learning journey):

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

Additional writing task

As we are approaching the end of the year and it currently looks very different we would like your child and yourself to write a paragraph each about how they and you think their year has gone. This will be then included in their end of year report. Think about their academic achievements, behaviour, what they've enjoyed and areas for improvement.

RE

Please write about the 5 K's of Sikhism. What does each 'K' mean and represent?



Science

Pose the question: what are taste buds? Give your child a mirror and ask them to stick out their tongue and study it in the mirror. Tell them that the bumps on their tongue contain taste buds. They have 10,000 (approximately) tiny taste buds on their tongue, soft palate (roof of the mouth) and epiglottis (back of the throat) that send taste messages to their brain. Show the children diagrams of what their taste buds look like when magnified. The following websites provide a useful starting point:

en.wikipedia.org/wiki/Taste_bud – Wikipedia website has diagrams taken from Gray's Anatomy of the taste receptors on the tongue.

kidshealth.org/kid/talk/qa/taste_buds.html – KidsHealth website explains what taste buds are and how they work.

Now the children are going to find out if their taste buds are working.

You will need:

5 paper cups, labelled 1 to 5

5 different flavoured waters: Salty (flavour with table salt); Bitter (flavour with tonic water); Sour (flavour with lemon juice); Sweet (flavour with sugar); No flavour (unflavoured drinking water)

Drinking straws.

Tell the children that when the taste message reaches their brain they should tick the correct column on their taste chart to identify the taste in each cup. The chart could look like this:

	Cup 1	Cup 2	Cup 3	Cup 4	Cup 5
Sweet					
Sour					

Bitter
Salty
No taste

The children should compare their results with other members of your family (perhaps siblings?) Do they all agree? Are there any disagreements in the results? One of the cups contained plain water – could they correctly identify this? If not, discuss possible reasons, e.g. contamination.

Possible mathematics link: practise measuring water in millilitres and litres. Ask, how much water does a paper cup hold? How many millilitres are there in one litre? How many cups full of water can you pour into a one-litre jug? Estimate first and then see if you were right.

Topic

Although this isn't a task as such this is the information we would share with children as part of this topic. It is a sensitive subject so only share what you feel comfortable with.

“Some 805 million people in the world do not have enough food to lead a healthy active life. That's about one in nine people on earth.” (World Food Programme, 2015)

“Every 3.6 seconds one person dies of starvation. Usually it is a child under the age of 5. Poverty hits children hardest. While a severe lack of goods and services hurts every human, it is most threatening to children's rights: survival, health and nutrition, education, participation, and protection from harm and exploitation. It creates an environment that is damaging to children's development in every way – mental, physical, emotional and spiritual.” (UNICEF, 2015)

“Latin America and the Caribbean have made the greatest overall progress in increasing food security with modest progress in sub-Saharan Africa and Western Asia, which have been afflicted by natural disasters and conflict.” (Food and Agriculture Association, 2014)

The World Food Programme, FAO and UNICEF are responding to the ongoing problem by identifying who the hungry and vulnerable are, asking why they are hungry and how they can be helped. The following websites provide useful information and statistics on the problem of world hunger: fao.org/hunger/en – FAO website has information, statistics and maps reporting on the levels of hunger in the world. wfp.org – the World Food Programme website has information, publications and videos detailing its work.

childinfo.org/nutrition.html – Childinfo (UNICEF) website has information on undernutrition in women and children, low birthweight, vitamin A and iodine deficiencies.

Walking for water

The health and lives of millions of people in the world are at risk because they don't have access to clean drinking water. In some parts of the world, people have to walk for miles to collect water each day. To find out more about the work of WaterAid and UNICEF in helping these communities establish safe supplies of water, go to Google Earth and click the 'Global Awareness' layer.

We would like you to research this and design a poster detailing what you have learnt.

Art

Look at the work of Giuseppe Arcimboldo on Google:

https://www.google.com/search?q=giuseppe+arcimboldo&rlz=1C1CHBF_en-GBGB844GB844&source=Inms&tbm=isch&sa=X&ved=2ahUKewjlhr7m35zpAhWMQEEAHT6OAUkQAUoAXoECB0QAw&biw=1920&bih=969

Tell the children how the artist spent a lot of time studying, drawing and painting the fruit and vegetables before he carefully chose the best ones to make a portrait. Then use a variety of fruit and vegetables and challenge the children to create an Arcimboldo-style face. This could be made either using actual fruit or vegetables or drawn and coloured. Alternatively they could a collage using photographs of different foods cut out from old magazines.

History

Write a questionnaire for your parents or grandparents about school food availability and eating habits when they were young. Example questions could include 'What did you have for dessert at school?', 'Did you ever have black-mange? What is it?', 'Did you have to eat broccoli too?' etc. If you can, arrange a video call with your grandparents for them to answer your burning questions.

Thank you for taking the time to complete the suggested activities in our learning packs. Should you need any further information please do not hesitate to get in contact with:

grussell@deanshanger.northants.sch.uk
speers@deanshanger.northants.sch.uk

Diary Writing Checklist

Tick the box if you think you have included these features of a diary:

☐

Describe the places where the events happened.

☐

Is written in the past tense.

☐

Talks about the most important events.

☐

Uses some personal pronouns: I, we, my, me.

☐

Talks about feelings.

☐

Uses time conjunctions (e.g. before, next, after) to show when things happened.

Diary Writing Checklist

Tick the box if you think you have included these features of a diary:

<input type="checkbox"/>	Has an introduction to set the scene.
<input type="checkbox"/>	Describes the places where the events happened.
<input type="checkbox"/>	Is written in the past tense.
<input type="checkbox"/>	Tells the story of an episode of the writer's life.
<input type="checkbox"/>	Is written as if talking to someone.
<input type="checkbox"/>	Uses some personal pronouns: I, we, my, me.
<input type="checkbox"/>	Talks about feelings, reactions and opinions.
<input type="checkbox"/>	Uses time conjunctions to show when things happened.
<input type="checkbox"/>	Writes about events that are important to the writer.
<input type="checkbox"/>	Uses paragraphs to organise events.

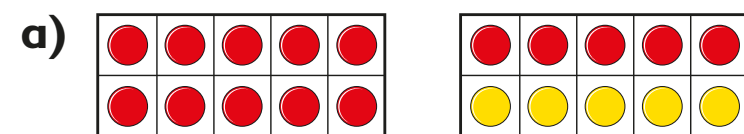
Diary Writing Checklist

Tick the box if you think you have included these features of a diary:

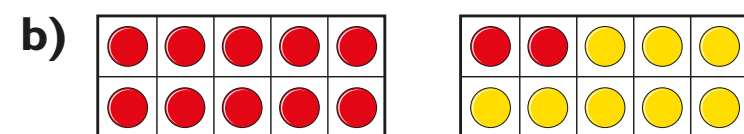
<input type="checkbox"/>	Has an introduction to set the scene and create atmosphere.
<input type="checkbox"/>	Uses adventurous vocabulary to describe the places where the events happen.
<input type="checkbox"/>	Is written in the past tense.
<input type="checkbox"/>	Tells the story of an episode of the writer's life.
<input type="checkbox"/>	Is written as if talking to someone (using an informal tone.)
<input type="checkbox"/>	Uses some personal pronouns: I, we, my, me.
<input type="checkbox"/>	Talks about feelings, reactions and opinions from the writer's point of view.
<input type="checkbox"/>	Uses time conjunctions to show when things happened.
<input type="checkbox"/>	Writes about events that are important to the writer.
<input type="checkbox"/>	Uses paragraphs to organise events.
<input type="checkbox"/>	Uses inverted commas to quote direct speech from the events.

Fact families – addition and subtraction bonds to 20

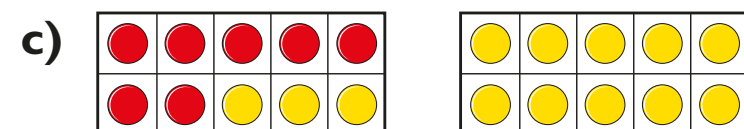
- 1** What calculations are represented?
The first one has been done for you.



$$15 + 5 = 20$$



$$\square + \square = \square$$



$$\square + \square = \square$$

- d) How many other number bonds to 20 can you make using counters and ten frames?



- 2** Complete the fact family.

a) $15 + 2 = 17$

$$17 = 15 + 2$$

$$2 + 15 = \square$$

$$\square = \square + \square$$

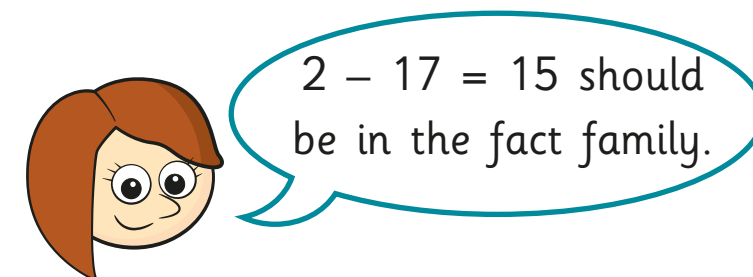
$$17 - 15 = \square$$

$$\square = \square - \square$$

$$\square - \square = \square$$

$$\square = \square - \square$$

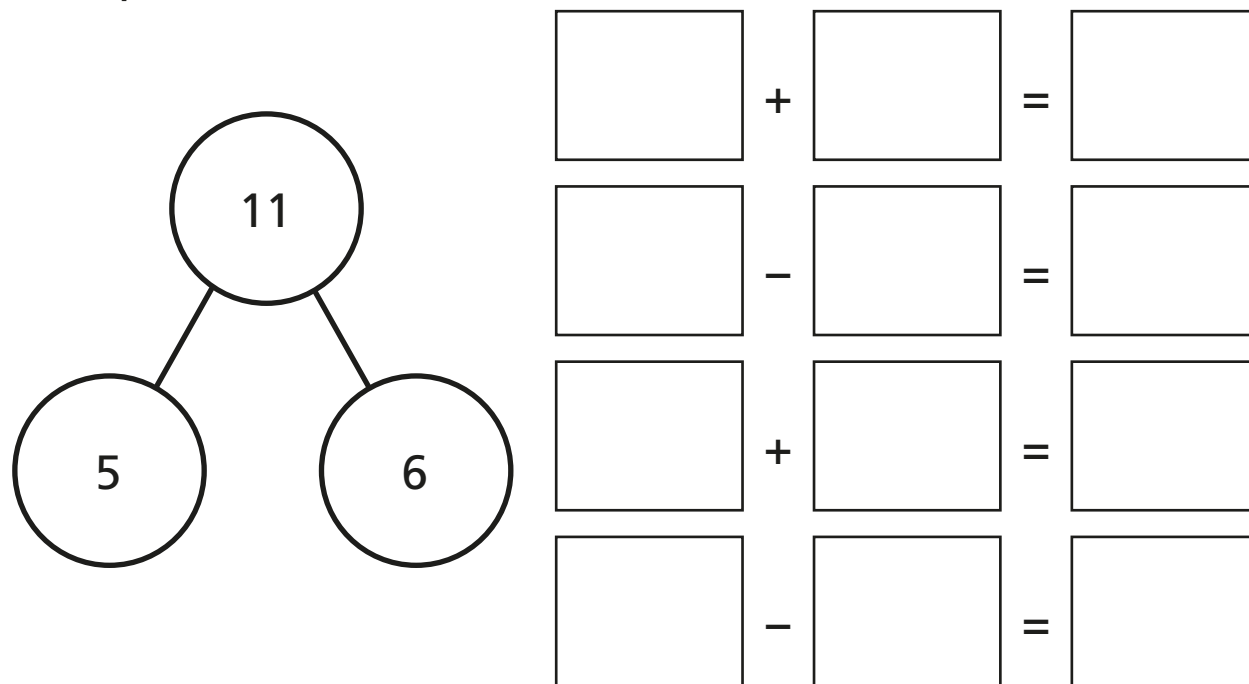
- b)



Explain why Rosie is wrong.



- 3 Complete the number sentences for the part-whole model.

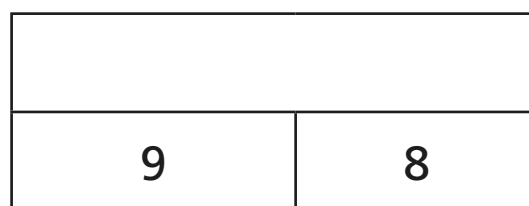


Are there any other number sentences in this fact family?

Talk about it with a partner.



- 4 There are 9 boys and 8 girls in a class. Complete the bar model to represent this.



Write the fact family for the bar model.

- 5 Circle any incorrect calculations.

$3 + 7 = 10$

$10 = 3 + 7$

$7 + 3 = 10$

$10 = 7 + 3$

$10 - 7 = 3$

$7 - 3 = 10$

$3 - 10 = 7$

$7 = 10 - 3$

Explain the mistake that has been made.



- 6 Here are some number cards.



Choose two number cards and find their total.

$[] + [] = []$

Write the fact family for this calculation.

Compare answers with a partner.



Compare number sentences



- 1 Mo has 4 blue sweets and 3 pink sweets.



Rosie has 4 blue sweets and 5 pink sweets.



Who has more sweets? _____

Explain how you know.



- 2 Colour the bar models to show that
 $3 + 6 = 8 + 1$

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

Write one more calculation that gives the same answer.

Compare answers with a partner.



- 3 Draw counters to show $9 + 3$

Draw counters to show $9 + 4$

Write $<$, $>$ or $=$ to make the statement correct.

$$9 + 3 \bigcirc 9 + 4$$

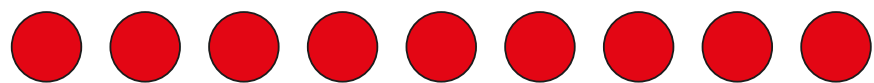
- 4 Write $<$, $>$ or $=$ to make the statements correct.

a) $3 + 5 \bigcirc 3 + 9$

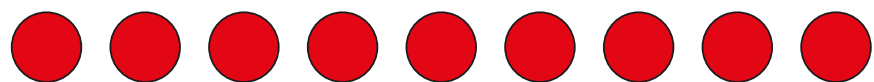
b) $7 + 2 \bigcirc 4 + 2$

c) $10 + 5 \bigcirc 9 + 6$

- 5 Cross out counters to show $9 - 3$



Cross out counters to show $9 - 4$



Write $<$, $>$ or $=$ to make the statement correct.

$$9 - 3 \bigcirc 9 - 4$$

- 6 Write $<$, $>$ or $=$ to make the statements correct.

a) $20 - 5 \bigcirc 20 - 6$

b) $17 - 4 \bigcirc 13 - 4$

c) $11 - 3 \bigcirc 12 - 4$

- 7 Complete the additions.

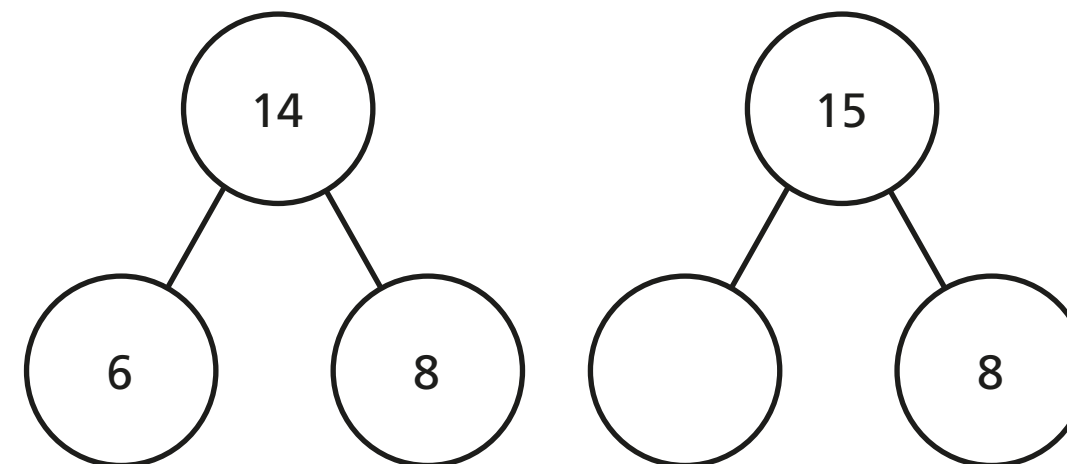
a) $4 + 1 = 3 + \square$

b) $14 + 1 = 13 + \square$

c) $9 + 11 = \square + 10$

d) $10 + 9 = \square + 8 = 12 + \square$

- 8



Teddy knows what the missing number is without calculating.

Explain how Teddy knows this.

What is the missing number?



Related facts

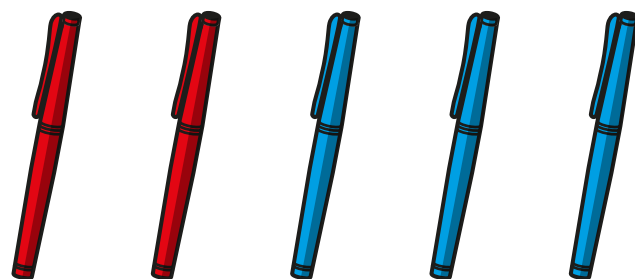


- 1 Use base 10 to show that $3 + 5 = 8$ and $30 + 50 = 80$

Draw your answer.

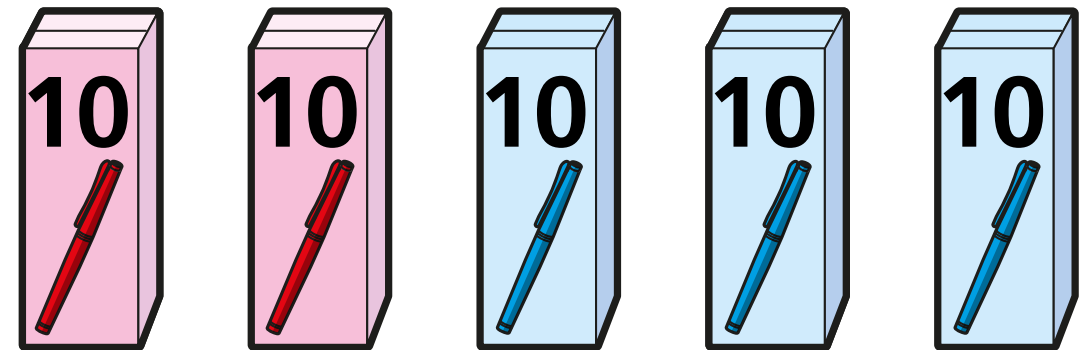
What is the same about your models?
What is different?

- 2 a) Eva has 2 red pens and 3 blue pens.



How many pens does Eva have?

- b) Tommy has 20 red pens and 30 blue pens.



How many pens does Tommy have?

- 3 Fill in the missing numbers in the related facts.

a) $1 + 2 = 3$

$10 + 20 =$

b) $7 + 2 = 9$

$70 + 20 =$

c) $4 + 6 =$

$+ 60 = 100$

d) $1 + 8 = \square$

$\square + 10 = 90$

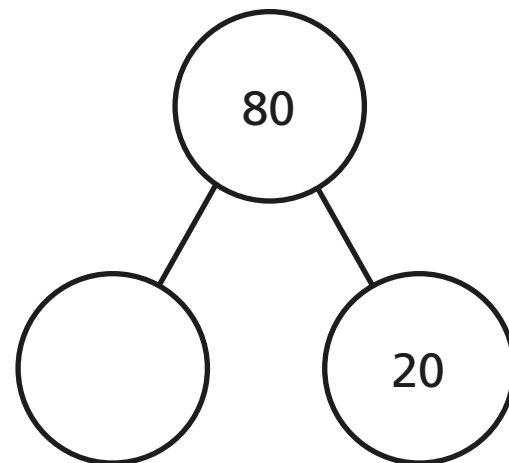
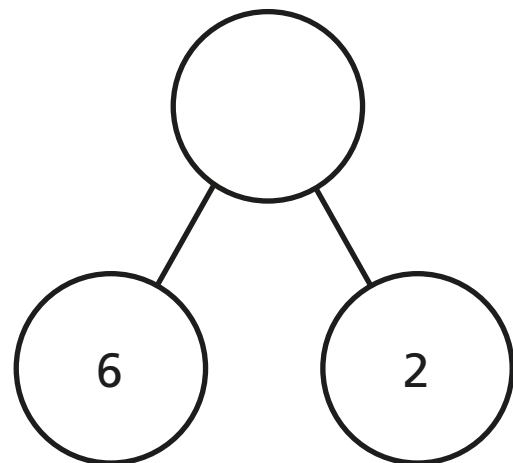
e) $3 + 4 = \square$

$\square + \square = 70$

f) $8 + \square = 8$

$\square + 80 = 80$

4 Complete the part-whole models.



5 Fill in the missing numbers in the related facts.

a) $5 - 3 = 2$

$50 - 30 = \square$

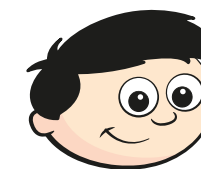
b) $7 - 1 = 6$

$70 - 10 = \square$

c) $10 - 6 = \square$

$\square - 60 = 40$

6



If $3 + 1 = 4$,
then $30 + 10 = 400$ because
there are two zeros.

Do you agree with Dexter? _____

Explain your answer.

Add and subtract 1s

- 1 a) Jack has 6 cookies.



Annie gives him one more cookie.
How many cookies does he have now?

Jack has cookies now.

- b) Amir has 4 cookies.



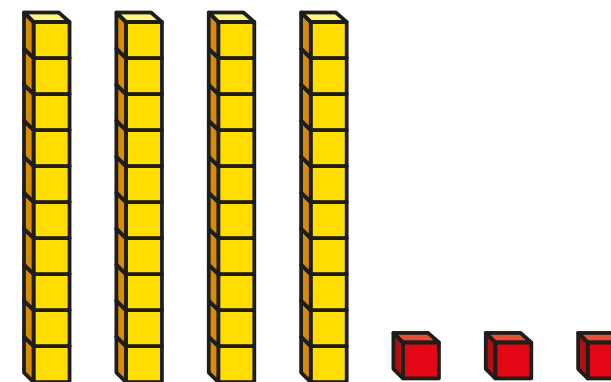
He eats one of his cookies.
How many cookies does he have now?

Amir has cookies now.

- 2 Complete the number tracks.



- 3 a) Filip has made a number using base 10



What number has Filip made?

- b) Rosie also makes a number using base 10
Rosie's number is one more than Filip's number.

What is Rosie's number?



c) Ron's number is 2 more than Filip's number.

What is Ron's number?

d) Dora's number is 1 less than Filip's number.

What is Dora's number?

4 Complete the calculations.

a) $14 + 1 =$

e) $19 - 1 =$

b) $22 + 1 =$

f) $33 +$

$= 34$

c) $54 + 1 =$

g) $18 = 19 -$

d) $= 1 + 61$

h) $= 89 - 1$

5 Complete the calculations.

a) $14 + 2 =$

e) $19 - 2 =$

b) $22 + 3 =$

f) $33 +$

$= 35$

c) $54 + 4 =$

g) $12 = 19 -$

d) $= 5 + 61$

h) $= 89 - 3$

6 Are the number sentences true or false?

a) $17 + 1 = 1 + 17$

b) $17 - 1 = 1 - 17$

Talk about your answers with a partner.



Year 2 Grammar – Different Sentence Types

Learning from Home Activity Booklet

Statutory requirements	Activity sheet	Page number
Children should learn how the grammatical patterns in a sentence indicate its function as:	A Guide for Parents and Carers	2, 3, 4
	State the Facts	5
a statement	Question It	6
a question	What in the World?	7
	What a Great Sentence This Is!	8
an exclamation	Mission Command	9
a command	Sentence Sorter	10
	Challenge	11

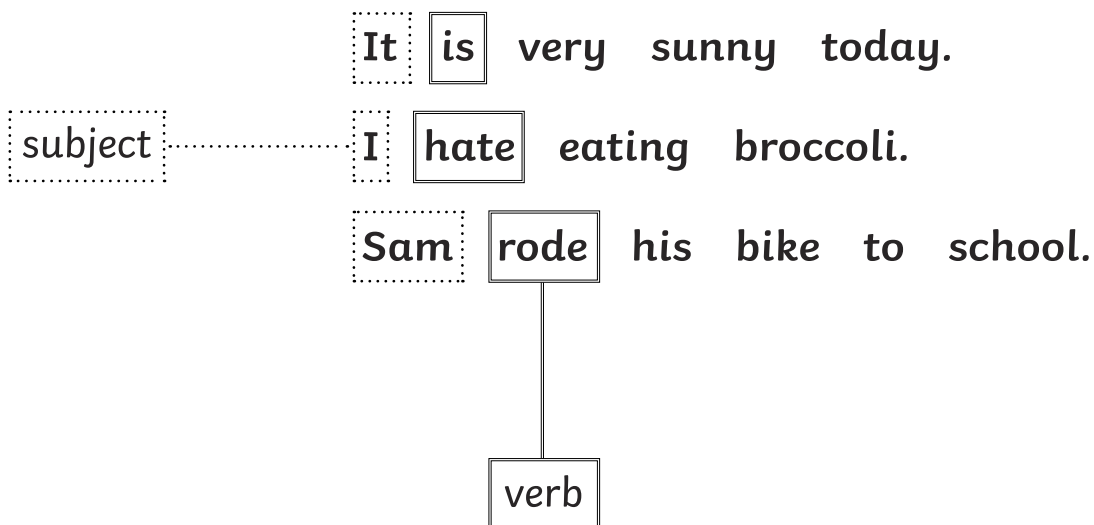
A Guide for Parents and Carers

By the end of year 2, children are expected to know the difference between the four types of sentence – statement, question, exclamation and command. They should also be gaining competence in writing these different types of sentence in the right context, and should be able to punctuate them correctly.

Statements

A **statement** is a sentence that simply tells you something. It should always begin with a capital letter and end with a full stop. The subject of the sentence (the thing or person doing the verb action) will usually always come before the verb at this stage in your child's reading and writing development.

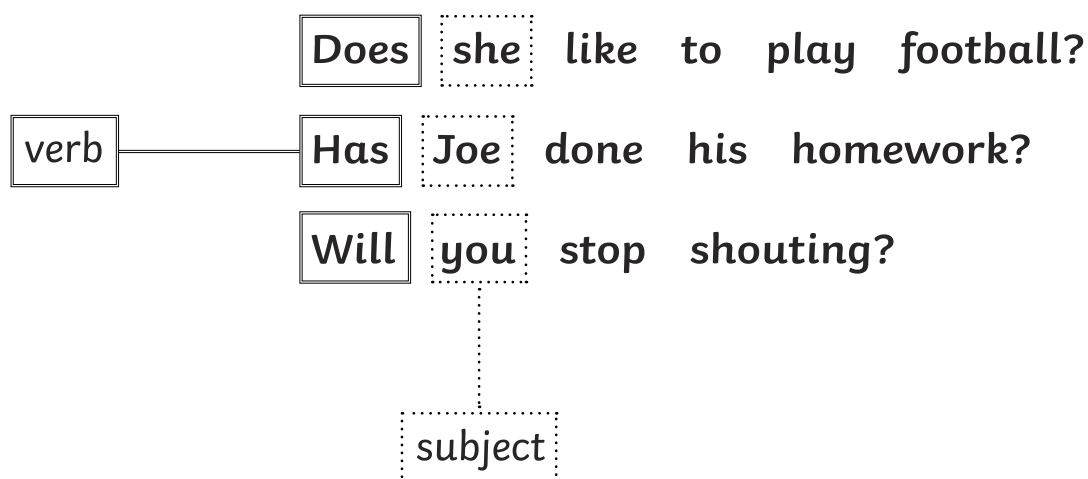
Examples



Questions

A **question** is a sentence that asks something. It should always begin with a capital letter and end with a question mark. There will still be a subject in the question sentence. A verb may be the first word of the question.

Examples



Sometimes the question will begin with a 'question word' - who, what, when, why, where, how.

Why are you crying?

Where is Amy's book?

Who put the crayons away?

How are you feeling?

Exclamations/Exclamatory Statements

Exclamations follow two rules: they always contain a verb ('doing' word) and they always begin with the word 'what' or the word 'how'. They also always begin with a capital letter and end with an exclamation mark.

Examples

What big eyes you have, Grandma!

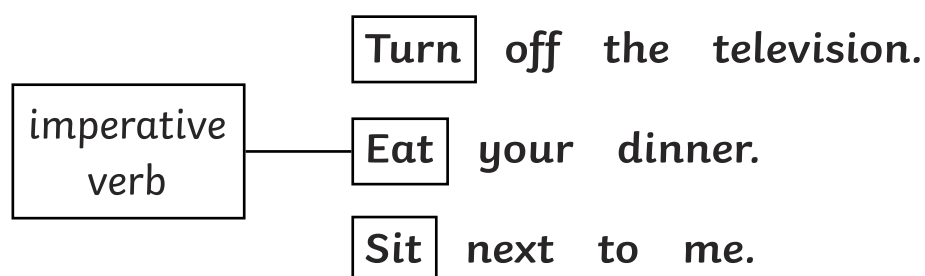
How cold it is today!

verb

Commands

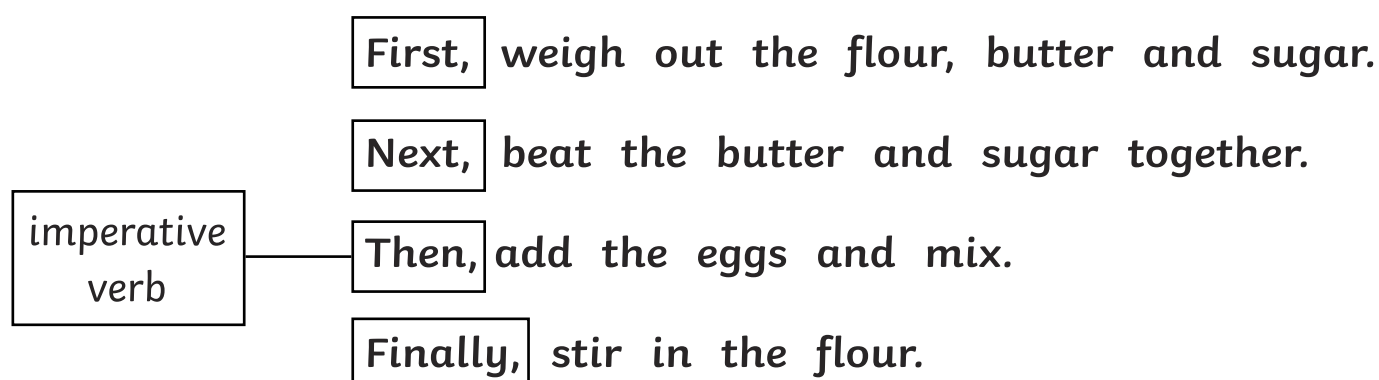
Commands are sentences which give an instruction or an order. They usually begin with an **imperative verb** (children are taught this name but often also call them 'bossy' verbs).

Examples



A good example of commands is in a list of instructions such as a recipe. In this case, the imperative verb may be preceded by a time or linking word, such as first/next/then, etc.

Examples



Sometimes a command may have an exclamation mark, if the command is being given with emotions such as anger or surprise:

Stop hitting your brother!

Don't make me jump!

State the Facts

Rearrange these words to make statements. Don't forget the capital letter and full stop.

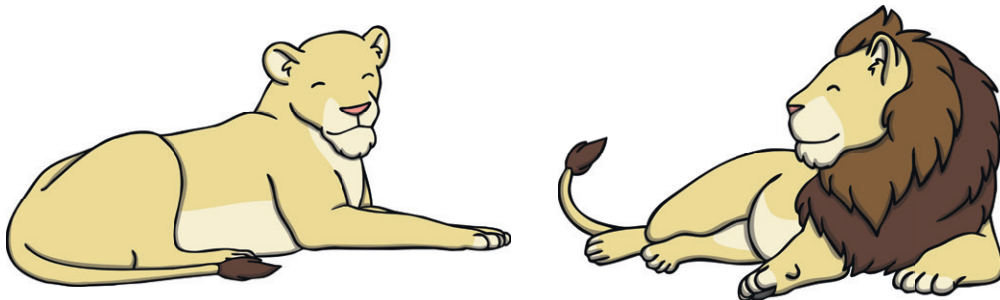
shopping went We some food for

smiled Joe friend his at

sharp Lions teeth have claws and

we cinema the went Yesterday to

home I will my do I homework When get



Question It

Can you turn these statements into questions? Don't forget capital letters and question marks. The first one has been done for you.

You have been good today

Have you been good today?

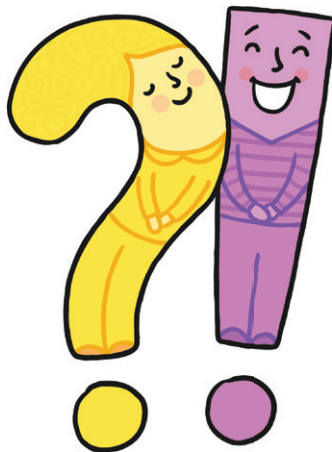
It is raining at the moment.

You are going shopping today.

She does like to eat chocolate.

He has felt poorly today.

Year 2 will need their PE kits today.



What in the World?

Can you make up your own questions which might have these answers, using question words? Don't forget to use question marks and capital letters. The first one has been done for you.

The book is on the table.

Where is the book?

Dinner time is 6 o'clock.

When

Her name is Millie.

What

I am laughing at that funny joke.

Why

My teacher is Mr Jones.

Who

I am feeling really well

How



What a Great Sentence This Is!

Underline the exclamations. Remember, they must start with 'how' or 'what' and contain a verb:

What a good boy you are!	Close the door!
How kind you were to your friend!	How amazing!
Sit down!	Don't talk to me like that!
How scary that monster is!	What a delicious cake you have made!

Now try writing some exclamations of your own. Don't forget the capital letter and exclamation mark.

What_____

How_____

What_____

How_____



Mission Command

Change these statements into commands by making sure that they start with a bossy (imperative) verb. Don't forget to use a capital letter and full stop.

You put your socks on.

You drink your juice.

You tidy your bedroom.

You put the kettle on.

You read your book.

You give Grandma a hug.



Sentence Sorter

Sort these sentences according to whether they are statements, questions, exclamations or commands.

Statement	Question
Exclamation	Command

Tigers have stripes.

Give me your pencil.

How hard you are working!

I feel sick.

What time is it?

Stir the tea.

Do you like chocolate?

What a fast runner you are!



Challenge

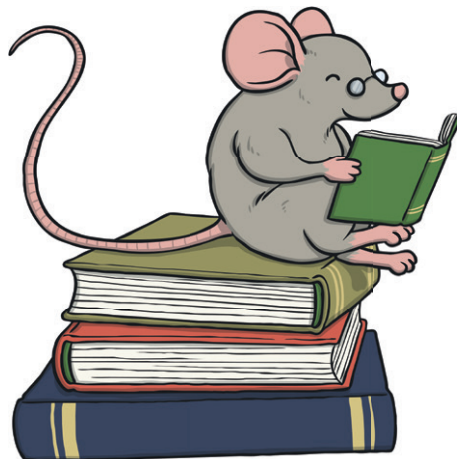
Choose your favourite book. Can you find two examples of the four sentence types? Write them here:

Statement

Question

Command

Exclamation



Year 2 Grammar – Different Sentence Types

Answers

page 5. State the Facts.

We went shopping for some food.

Joe smiled at his friend.

Lions have sharp teeth and claws.

Yesterday we went to the cinema.

When I get home I will do my homework.

page 6. Question It.

Is it raining at the moment?

Are you going shopping today?

Does she like to eat chocolate?

Has he felt poorly today?

Will Year 2 need their PE kits today?

page 7. What in the World?

Dinner time is 6 o'clock.

When is dinner time?

Her name is Millie.

What is her name?

I am laughing at that funny joke.

Why are you laughing?

My teacher is Mr Jones.

Who is your teacher?

I am feeling really well.

How are you feeling?

Year 2 Grammar – Different Sentence Types

Answers

page 8. What a Great Sentence This Is!

<u>What a good boy you are!</u>	Close the door!
<u>How kind you were to your friend!</u>	How amazing!
Sit down!	Don't talk to me like that!
<u>How scary that monster is!</u>	<u>What a delicious cake you have made!</u>

Accept four more grammatically correct exclamations that begin in 'what' and 'how', contain a verb and end with an exclamation mark.

page 9. Mission Command.

You put your socks on.

Put your socks on.

You drink your juice.

Drink your juice.

You tidy your bedroom.

Tidy your bedroom.

You put the kettle on.

Put the kettle on.

You read your book.

Read your book.

You give Grandma a hug.

Give Grandma a hug.

Year 2 Grammar – Different Sentence Types

Answers

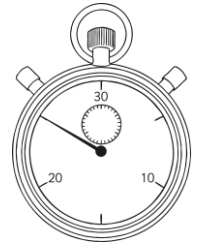
page 10. Sentence Sorter.

Statement Tigers have stripes. I feel sick.	Question What time is it? Do you like chocolate?
Exclamation How hard you are working! What a fast runner you are!	Command Give me your pencil. Stir the tea.

page 11. Challenge.

Accept any statements, commands, exclamations and questions that follow the conventions and punctuation discussed throughout the booklet.

Beat the Clock



Score: _____

Time: _____

x	3	4	8	5	10
4					
2					
6					
12					
3					
7					
1					
5					
11					
10					
9					
8					

My target for next time is _____