

Foreword

Relief Teacher Pack – Lower includes a range of activities covering the areas of English, maths, science, society and environment and health. Each page could be broken into two or more parts and can be presented as separate lessons, worksheets, or as reinforcement activities.

The lessons have been designed to be easy to use, with little preparation or equipment required. Any introductory activities that may be needed, as well as follow-up activities, are suggested in the Teachers Notes.

Other books in this series are:

Relief Teacher Pack – Middle

Relief Teacher Pack – Upper

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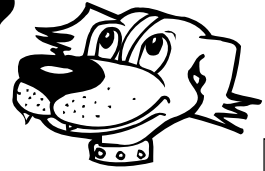
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Teachers Notes

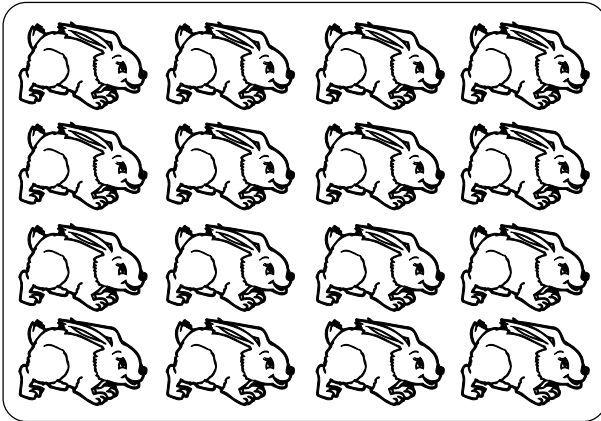
Curriculum Area	Page	Activity	Suggestions
Mathematics	1	<i>How Many Left?</i>	Introduce this activity by using concrete aids, such as counters or blocks, to represent the items. The expression 'How many left?' may need explanation. Children could write their own 'stories' on a separate piece of paper.
	2	<i>Dividing and Sharing</i>	Introduce this activity by using concrete aids, such as counters or blocks, to represent some of the examples. The expression 'How many lots of?' may need explanation.
	3	<i>Counting On</i>	Introduce the expression 'How many more?' and use concrete material. For advanced work, the algorithm '+' could be introduced. Children could do their own examples (with a given number limit) on a separate piece of paper.
	4	<i>How Many More?</i>	Introduce this activity using concrete aids, such as counters or blocks. Use the different expressions, e.g. 'What is the difference ...' or 'How many more ...' in your introduction and relate them to the '-' algorithm. Children could work out some examples on their own on a separate piece of paper (with a given number limit).
	5	<i>Grouping Tens and Ones</i>	MAB blocks (tens and ones) could be used to work through some examples as an introduction then other materials used, such as nuts or counters. Children could do some more examples of their own on a separate sheet of paper or on the back.
	6-7	<i>Counting Counters and Train Track Subtraction</i>	Use these as individual activities. The written section could be done on a whole-class basis. A class chart showing all the combinations making '10' could be drawn up showing the relationship between '+' and '-'.
	8	<i>Times on the Clock</i>	Introduce various instruments we have to measure time; e.g., clocks, calendars, stopwatches. Show the time on a large cardboard clock and discuss what we do at various times during the day, e.g. 12 o'clock is lunchtime.
	9	<i>Graphing Shapes</i>	Children could make up their own questions about the graphs.
English	10	<i>Patterns and Symmetry</i>	Children should be familiar with symmetry of common objects first. The activity could be extended by making symmetrical butterflies with paint and paper folded down the middle.
	11-12	<i>Directed Writing 1 & Directed Writing 2</i>	One topic per day could be used for daily writing activity. Have children read their sentences out loud to the class and draw illustrations.
	13	<i>Sounds Galore</i>	The sounds could be revised before the children attempt the sheet. It could be used for assessment.
	14	<i>Puzzle Time</i>	This is a good revision sheet and could be used as a homework assignment.
	15	<i>Contractions</i>	An introduction could include an explanation of what the apostrophe has replaced in the contractions. This sheet could be used as assessment. As a follow-up, the children could write sentences using contractions.

How Many Left?



1. Answer the questions for each of the pictures below.

(a)



(i) How many bunnies?

(ii) 7 hop away.

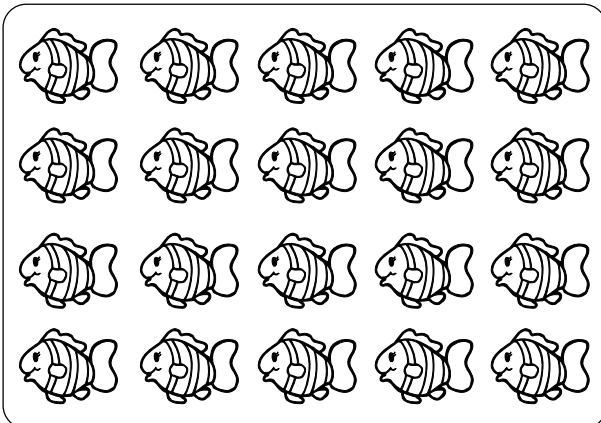
Cross them out.

How many are left?

(iii) Write the number sentence.

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

(b)



(i) How many fish?

(ii) 9 swim away.

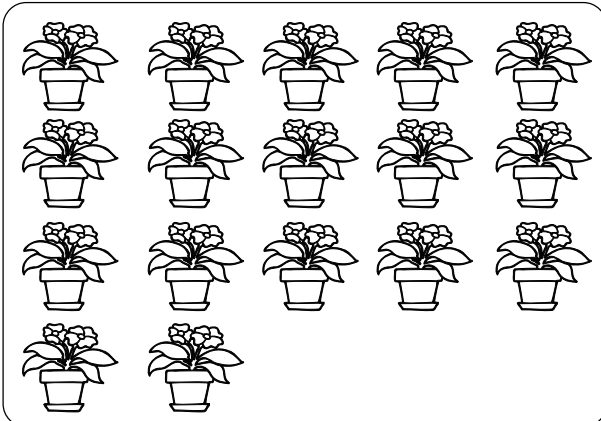
Cross them out.

How many are left?

(iii) Write the number sentence.

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

(c)



(i) How many plants?

(ii) 5 plants die.

Cross them out.

How many are left?

(iii) Write the number sentence.

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

2. Now do your own picture and story.

(i) How many?

(ii) _____ go away.

Cross them out.

How many are left?

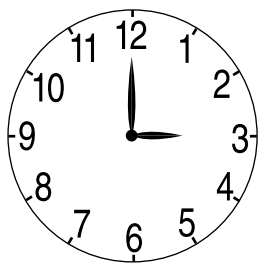
(iii) Write the number sentence.

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

Times on the Clock

1. Write the times in words under the clocks.

(a)



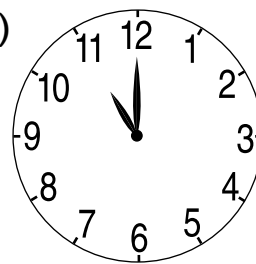
_____ o'clock

(b)



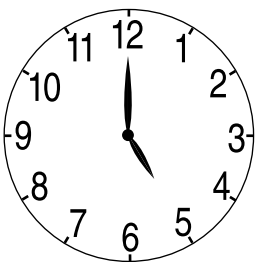
_____ o'clock

(c)



_____ o'clock

(d)



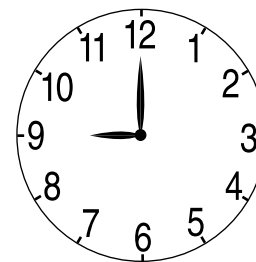
_____ o'clock

(e)



_____ o'clock

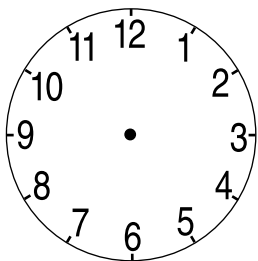
(f)



_____ o'clock

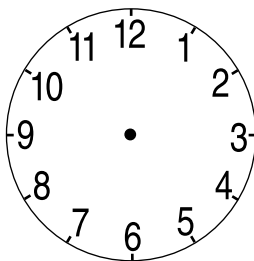
2. Show the correct time on these clocks.

(a)



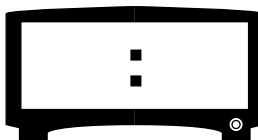
seven o'clock

(b)



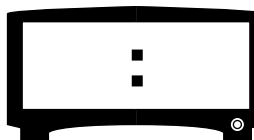
one o'clock

(c)



two o'clock

(d)



nine o'clock



4. Match the name to the time piece.

• watch

• egg timer

• alarm clock

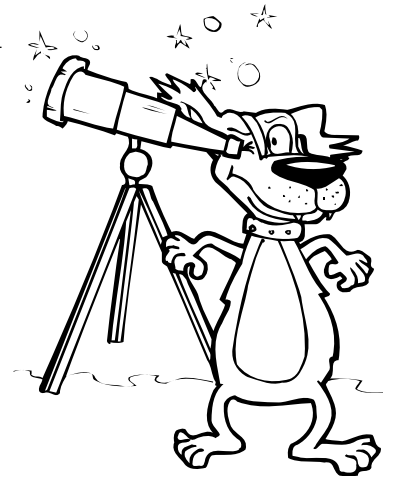
• stopwatch



Sentences

1. Answer yes or no.

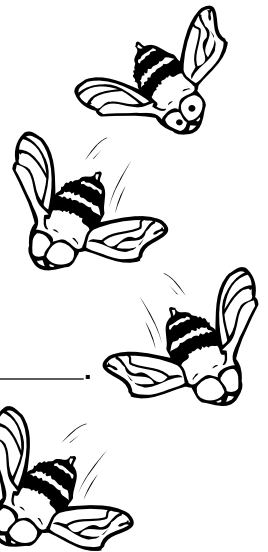
- (a) Can you see a star near the moon? _____
- (b) Is a cork nice to eat? _____
- (c) Is a fern a plant? _____
- (d) Can you see a bird on a boat? _____
- (e) Can a mouse read? _____
- (f) Does a nurse wear a uniform? _____



2. Find the pairs of rhyming words to finish each sentence.

goat/boat meat/seat five/hive cake/bake

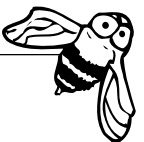
- (a) There were _____ bees near the _____.
- (b) I put the bag of _____ on the _____.
- (c) There was an old _____ standing on a _____.
- (d) If I put a _____ in the oven it will _____.



3. Match the sentence beginnings to the correct ending.

- | | | |
|---------------------------------|---|------------------------|
| (a) When I got home from school | • | • down to the shops. |
| (b) We had to drive the car | • | • in the old gum tree. |
| (c) The spider made a web | • | • I had a cold drink. |

4. Read and draw.



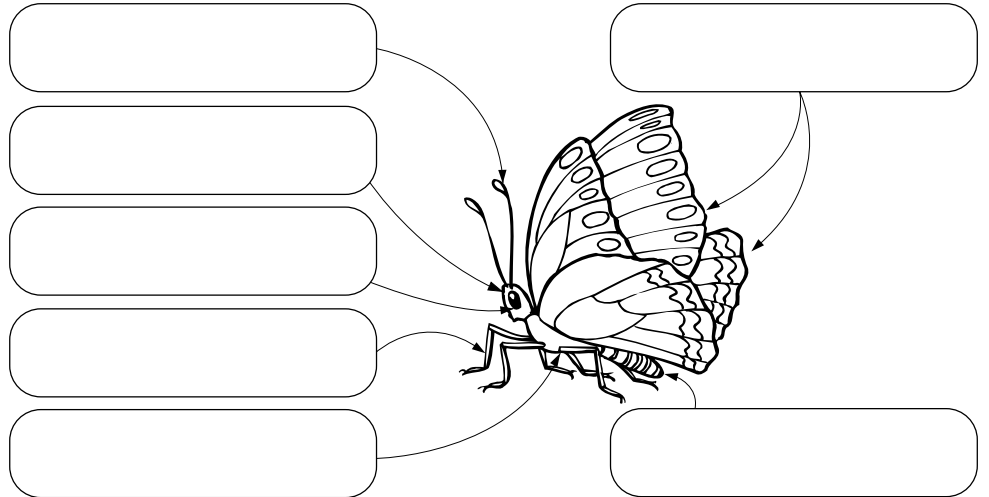
The bird made a nest out of sticks.

The goat ate my new red hat
under a tree.

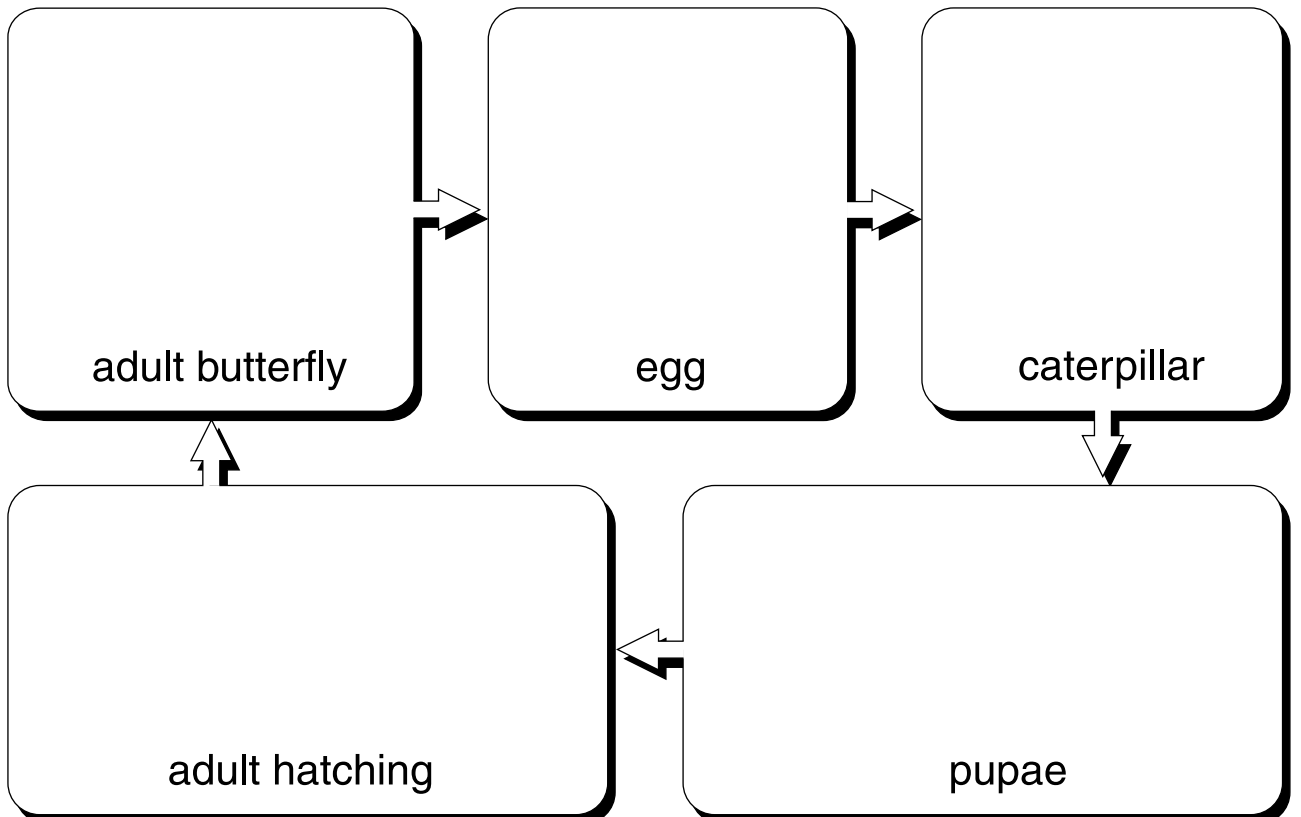
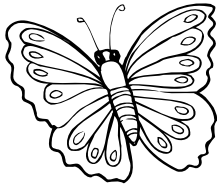
The Butterfly

1. Study the picture of the butterfly. Write the correct body parts in the boxes.

- wings
- feelers
- eyes
- abdomen
- thorax
- legs
- head



2. Use the pictures to help you draw each stage in the correct place in the butterfly's life cycle.



3. Why do think it is called a 'life cycle'? _____