

# FINISHED ALREADY

## Lower Primary

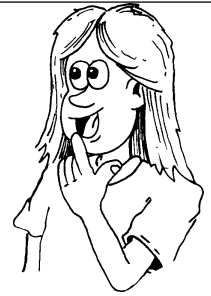
### Foreword

The problem of children finishing classroom activities at different times is one that confronts teachers every day of the school year: it is a fact of teaching life. What to do with these children is a task that has been approached in many and varied ways. This book aims to provide the teacher with activities that will help to solve this problem, as well as:

1. providing activities that are high in interest;
2. developing and consolidating skills;
3. encouraging the development of problem-solving strategies;
4. cater for a variety of curriculum areas; and
5. providing a basis for the development of classroom learning centres.

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## THE NEXT NUMBER



Patterns can be found in numbers if you look very closely.  
This pattern is based on the number 2.

**2      4      6      8      10      12      14      16**

The next number in this pattern is



Try to work out these more difficult number patterns.

**3      6      9      12      15**

**5      15      25      35      45**

**1      2      4      7      11**

**4      8      6      10      8**

**1      11      20      28      35**

**2      6      18      54      162**

Make up a pattern and test it on your partner.

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## WORDS THAT SOUND THE SAME

Some words in the English language sound the same but are spelt differently and also have a different meaning.  
Draw a picture for each of these words to show the difference in their meanings.



ate	eight

sale	sail

toe	tow

## CLOTHING

People wear clothes to suit the occasion and to suit the time of the year. The season that we are in affects what we wear. Draw pictures of the clothing that you would wear in these seasons.



SUMMER

AUTUMN

WINTER

SPRING

## LOOKING CAREFULLY

A better word that describes looking carefully is 'observing'. In science we are asked to observe all the time. To observe closely we must use all of our senses. Select an object from your desk and write one observation for each of your five senses. Get your partner to work out what the object is.



TOUCH

TASTE (Check with your teacher first.)

SOUND

LOOK

SMELL