

1<sup>st</sup> Class- 15th- 19<sup>th</sup> June

Sample timetable

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Maths	Maths	Maths	Maths	Maths
English	English	English	English	English
PE	Gaeilge	Practice for talent shows	Art	Practice for talent shows

Homework

Spellbound	Review weeks 10-20
Spellbound	Review the spelling of the next 50 words in the back of the pirate spelling book. Test yourself- See if you can spell all 50 without a mistake.
Handwriting	Continue to choose three words from the back of Pirate Spelling Record Book and put the words into sentences.
Tables	Review addition table -1 - - 10
Reading	Use the link below to access your reading book for the week. - Epic <a href="https://www.getepic.com/">https://www.getepic.com/</a> Please see table attached to find the name of your assigned book.

**Monday**

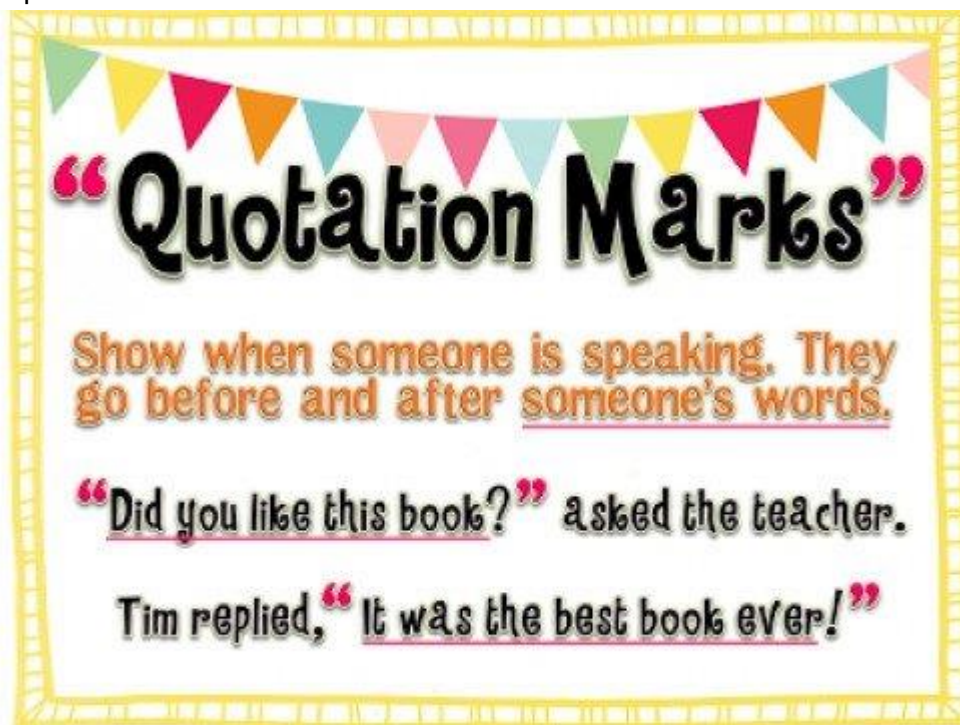
**English**

*Quotation marks can also be called speech marks or inverted commas.*

1. Please look at, listen to and discuss the videos to learn more about speech marks/ quotation marks/inverted commas- <https://www.youtube.com/watch?v=jFLdsh47Nbc>  
<https://www.youtube.com/watch?v=6-YFmLctwDY>

2. Read the slides attached below to find out more about quotation marks.

3. Choose one of the activities attached below under the student response tab and complete.



# Quotation Marks Rules



twinkl



## Beginning and End

Keep your quotation marks at the beginning and the end of the words being spoken.

"Lower please!" I said.



## New Speaker, New Line

Start a new line whenever someone new speaks.

"How are you doing today?" asked Henry.  
"I'm great!" said Ashton.



## Capital Letters

Begin the direct speech with a capital letter.

**W**hat an amazing day!" he announced.



## Punctuation

Make sure your speech is correctly punctuated.  
This includes a piece of punctuation before closing  
the quotation marks.





"There are times, I feel that you are a little cold," I said.

“ ”



### 3 ways to use quotation marks

“ ”

at the beginning	 "The car is red," he said.
at the end	 He said, "The car is red."
on both sides	  "The car," he said, "is red."



## Quotation Marks

**Rule:** Quotation marks are like little ears. They are placed around words spoken aloud by someone.

“

beginning quotes

”

end quotes

**Rule:** A comma separates the quotation marks from the words that tell **who is speaking**.

**Mark said,** “I like pizza.”

**Johnny asked,** “How old are you?”

### You Try!

**Nolan wondered** “Will there be a quiz on this?”

**Mackenzie shouted** “Don’t touch my locked!”

**Anthony replied** “Poe is my favorite author.”

**Tommy said** “Mrs. Hoover is my favorite teacher.”

**Miss Bevins asked** “Does everyone have their book?”

A)

# Say What?

Write in the missing quotation marks to fix the punctuation in each sentence.

Lily said, Let's go to the park after school.

”

Do you want ice cream? asked Peter.

I love my new kitten! said Tina. He is so playful.

I have a lot of homework today, said Samantha.

I stayed up late, said Charles, to finish reading my book.

Oh no! The cake is burning! yelled Jill's mom.

“

Is the school play tomorrow? asked Ellie.

Matt said, The roller coaster was a lot of fun.

Abe asked, What's your brother's name?

You should wear a hat. It's cold today, said Andrew's dad.

B)

Name: \_\_\_\_\_



## Quotation Marks

**Directions:** For each picture, write what one character would say. Name the character and use quotation marks correctly. EX: Dad said, "Dave, what are you doing?"



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D)

Name: \_\_\_\_\_



## Add the Quotation Marks

Below are sentences with direct quotations. Rewrite each sentence, adding the quotation marks before and after the quotation.

1) Phillip said, I think we're going to the movies.

\_\_\_\_\_

2) My vote goes to Belinda, said George.

\_\_\_\_\_

3) Robert asked, What time is it?

\_\_\_\_\_

4) Let's each lunch, said Denise, I'm hungry.

\_\_\_\_\_

5) I never met a man I didn't like, said Will Rogers.

\_\_\_\_\_

6) I like your shoes, exclaimed Carrie, where did you get them?

\_\_\_\_\_

7) Thank you for the nice present! said Emma.

\_\_\_\_\_

8) Liam asked Wesley, Do you want to come with us?

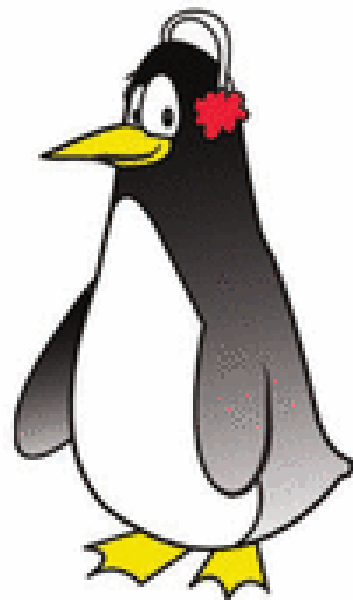
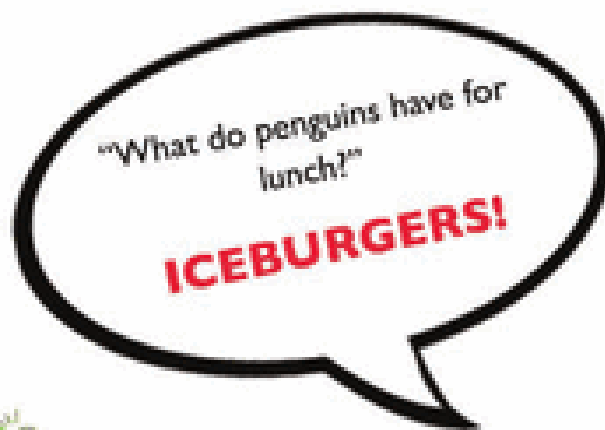
\_\_\_\_\_

E)

# Adding Quotations

Add quotation marks to the penguin's conversation.

1. Are you having fish for dinner? Peter the Penguin asked.
2. As a matter of fact I am, Pam the Penguin responded, would you like to come over?
3. Great! Peter said. I'll be expecting you around 8 p.m.
4. Should I bring anything for dessert? I know that you love sardine cake, Pam said.
5. I love sardine cake! Peter yelled.
6. Wonderful! Pam replied, I'll see you at 8 p.m then.
7. Cool! Peter said, I can't wait!



F)

## Quotation Marks

Read each sentence. Rewrite the sentence using quotation marks.

Example: Poppy told her teacher that she forgot her homework.

"I forgot my homework," said Poppy.

1. Felix asked his mum if they could go to the movies.

---

2. Ciara thought that the ice cream was delicious.

---

3. Preet thanked his grandma for the new basketball.

---

4. Gabriella told her mum that she had a soccer game on Saturday.

---

5. Isaac asked Tao if he wanted to come over after school.

---

**Math**

1. Complete worksheets:
  - a or b
  - c or d
  - and e

A)

## Addition and Subtraction to 20

### Summer Mosaic

Solve the calculations to reveal the hidden picture. Each answer has a special colour.

yellow = 0-8

pink = 9-15

brown = 16-20

						$17 - 1$	
			$19 - 4$	$9 + 6$		$17 + 2$	
		$10 - 1$	$6 + 5$	$19 - 10$	$12 + 2$	$18 - 2$	
	$15 - 4$	$12 + 3$	$18 - 9$	$11 + 2$	$17 - 2$	$5 + 8$	
	$20 - 20$	$5 + 2$	$17 - 9$	$2 + 6$	$2 - 1$	$2 + 2$	
	$9 - 1$	$8 + 0$	$10 - 2$	$1 + 6$	$18 - 10$	$4 + 3$	
		$14 - 7$	$6 - 3$	$3 + 2$	$5 + 2$		
			$7 - 4$	$20 - 12$			
			$5 + 1$	$2 + 6$			

**Challenge:** You have 5 ice creams. You eat 2. How many do you have left? Write this problem as a calculation.

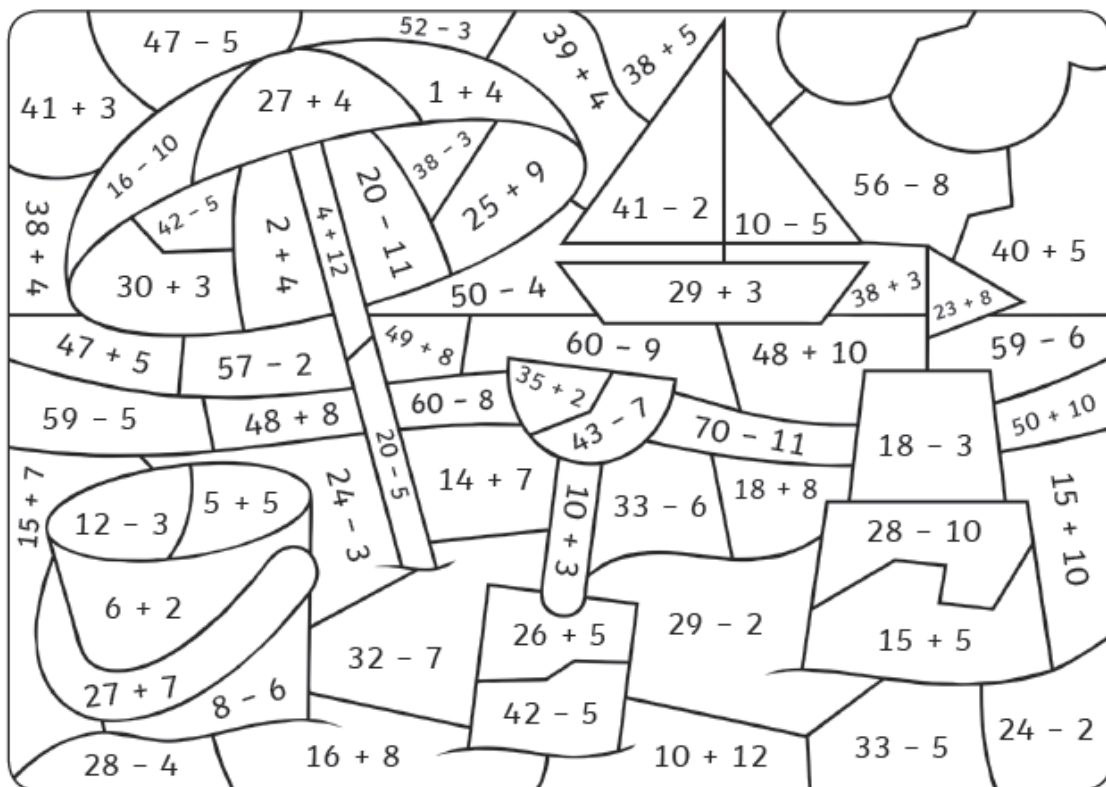
OR

B)

Year 2 Summer-Themed Maths Activities

## Summertime Colour by Calculations

Use the key to colour the summer-themed picture.

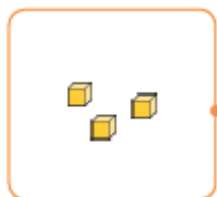
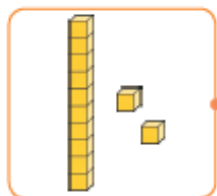
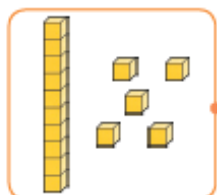
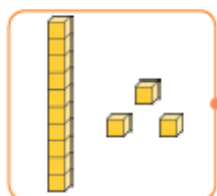


<b>Colour:</b>	red	orange	yellow	green	light blue	dark blue
<b>Answer:</b>	<b>1-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>51-60</b>

c)

## Number Representations to 20 Match Up











Draw a line to match the boats to the correct number representation.  
Write the number in words.







OR




D)

## Place Value Code Breaker




									
2	4	8	6	1	0	5	9	3	7


In the number  , what is the value of the  ?




 =

In the number  , what is the value of the  ?

 =

In the number  , what is the value of the  ?

 =

In the number  , what is the value of the  ?

 =




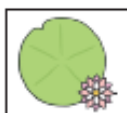

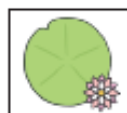













E)

# Counting in 2s Maze

Help the frog find the path through the maze to the lily pad counting on in 2s from zero.

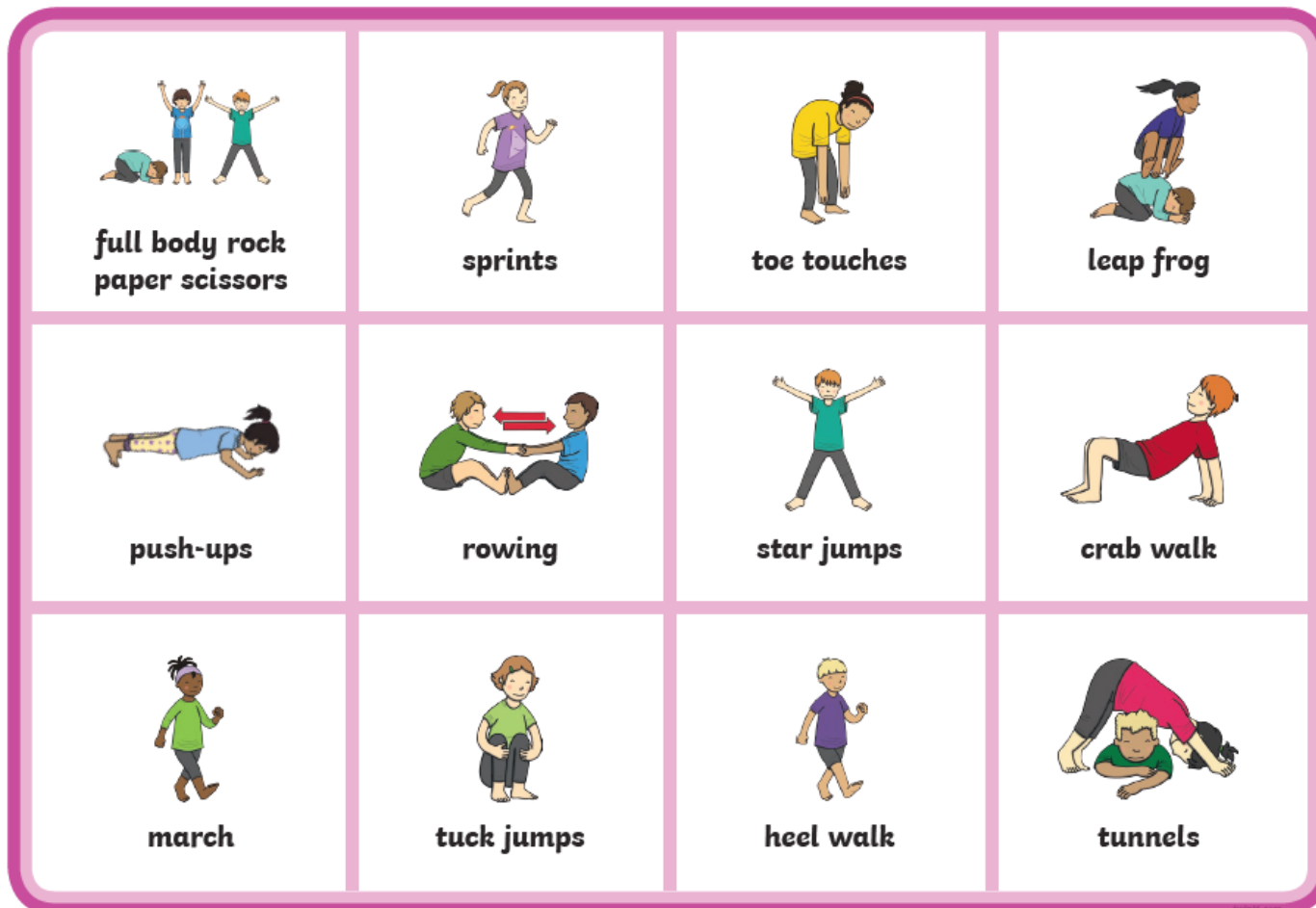


	0	2	4	6	8	2	8
10		8		10		12	
2	14	16	14	12	46	4	
12		18		16		34	
10	8	4	44	20	22	24	32
2		22		30		26	
6	4	36	34	32	30	28	14
20		38		28		8	
2	26	40	32	30	28	2	
24		42		46		54	
2	6	44	46	48	50	52	



## PE

1. Look at the bingo mats attached below.
2. Roll a dice 15 times or choose 15 of the activities and complete.
3. Take pictures of or record yourself doing the activities.
4. Post on seesaw.
5. Follow the 5 minute Joe Wicks video  
[https://www.youtube.com/watch?time\\_continue=3&v=d3LPrhI0v-w&feature=emb\\_title](https://www.youtube.com/watch?time_continue=3&v=d3LPrhI0v-w&feature=emb_title)





**treadmill**



**frog jumps**



**heel walk**



**full body rock  
paper scissors**



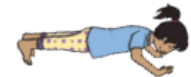
**arm circles**



**rowing**



**tiptoe walking**



**push-ups**



**skipping track**



**star jumps**



**tunnels**



**crab walk**



**sprints**



**frog jumps**



**stretches**



**crab walk**



**arm circles**



**knee highs**



**march**



**leap frog**



**tuck jumps**



**tunnels**

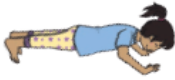




**toe touches**



**hopping**

			
<b>tiptoe walking</b>	<b>hopping</b>	<b>toe touches</b>	<b>arm circles</b>
			
<b>march</b>	<b>rowing</b>	<b>treadmill</b>	<b>full body rock paper scissors</b>
			
<b>stretches</b>	<b>push-ups</b>	<b>leap frog</b>	<b>heel walk</b>

			
<b>push-ups</b>	<b>tuck jumps</b>	<b>skipping track</b>	<b>frog jumps</b>
			
<b>arm circles</b>	<b>stretches</b>	<b>star jumps</b>	<b>sprints</b>
			
<b>knee highs</b>	<b>hopping</b>	<b>treadmill</b>	<b>tiptoe walking</b>

English

- 

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Math

1. Read the word problems and solve at least 10 different word problems.
2. Write the answer and the equation on the word card or in a copybook e.g Q1.  
 $2+2+2=6$ .

# Year 1

## Sports Day

### Differentiated Maths


#### Challenge Cards





Year 1 Sports Day Maths ★

1. Dan, Ola and Nikita scored two points each for the red team. How many points does the red team have altogether?




Year 1 Sports Day Maths ★

2. Eli had finished 7 activities so far and his friend, Seren, had done one more. How many activities had Seren finished?



Year 1 Sports Day Maths ★

3. Marcel jumped 8cm past the red cone in the long jump and Neville jumped 5cm past it. Who jumped the furthest?



Year 1 Sports Day Maths



4. The total score at half time, for the yellow team, was eighteen. They had 4 points taken off. How many points did they have now?



Year 1 Sports Day Maths



5. There have been 13 running races so far. Write the number as a word.



Year 1 Sports Day Maths



6. There were 8 pairs of children ready at the starting line of a three-legged race. How many children is that altogether?



Year 1 Sports Day Maths



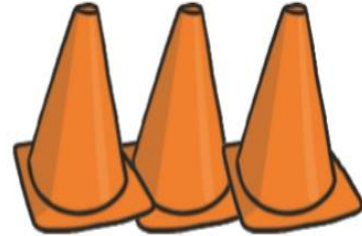
7. Jia, Rasha, Carter, Mei and Aisha each threw the ball five times. How many times has the ball been thrown altogether?



8. The blue team have 4 points. How many more points do they need to get to 20?



9. There were 9 activities, which each needed 10 cones. How many cones did they need altogether?



10. At the start of the day, 18 bibs were shared out between the 2 teams. How many bibs did each team have?



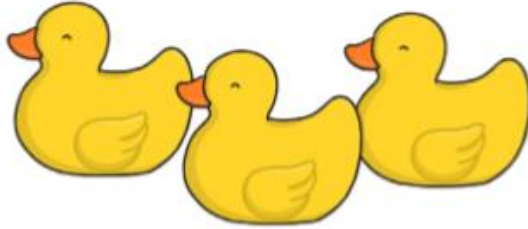
## Answers

- |             |       |
|-------------|-------|
| 1. 6        | 6. 16 |
| 2. 8        | 7. 25 |
| 3. Marcel   | 8. 16 |
| 4. 14       | 9. 90 |
| 5. thirteen | 10. 9 |



Addition and Subtraction to 100 Word Problems

2. If you have 72 rubber ducks and are given another 17, how many rubber ducks would you have?



Addition and Subtraction to 100 Word Problems

3. If you have 100 flowers and give 34 of them away, how many would you have left?



Addition and Subtraction to 100 Word Problems

4. If you invite 53 people to a party and 24 of them say they can't come, how many people will be at the party?



Addition and Subtraction to 100 Word Problems

5. If you find 49 wooden beads under the sofa and then find another 50 in a box, how many beads would you have?



Addition and Subtraction to 100 Word Problems

6. If you count 85 ladybirds in your garden and 21 fly away, how many ladybirds would be left?







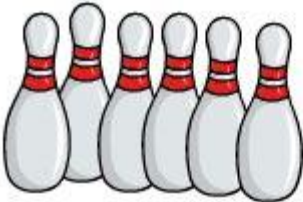



Addition and Subtraction to 100 Word Problems

7. If you have 47 pennies and you find another 13 in your pocket, how many pennies would you have?



Add the objects and write the correct answer.

	+		=
	+		=
	+		=
	+		=

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### Gaeilge

1. Look at the vocabulary cards below on the weather.
2. Label/ write the type of weather in each picture -use the vocabulary cards to help you.
3. Complete the wordsearch attached under the student response tab. Find as many words as you can.

4. Listen to the song <https://www.youtube.com/watch?v=addijqQsRaQ>

**grianmhar**



**sneachtúil**



**scamallach**



**dorcha**



**ceomhar**



**bogha báistí**



**stoirmiúil**



**fliuch**



stoirmiúil



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gaofar



seaca





# Aimsir

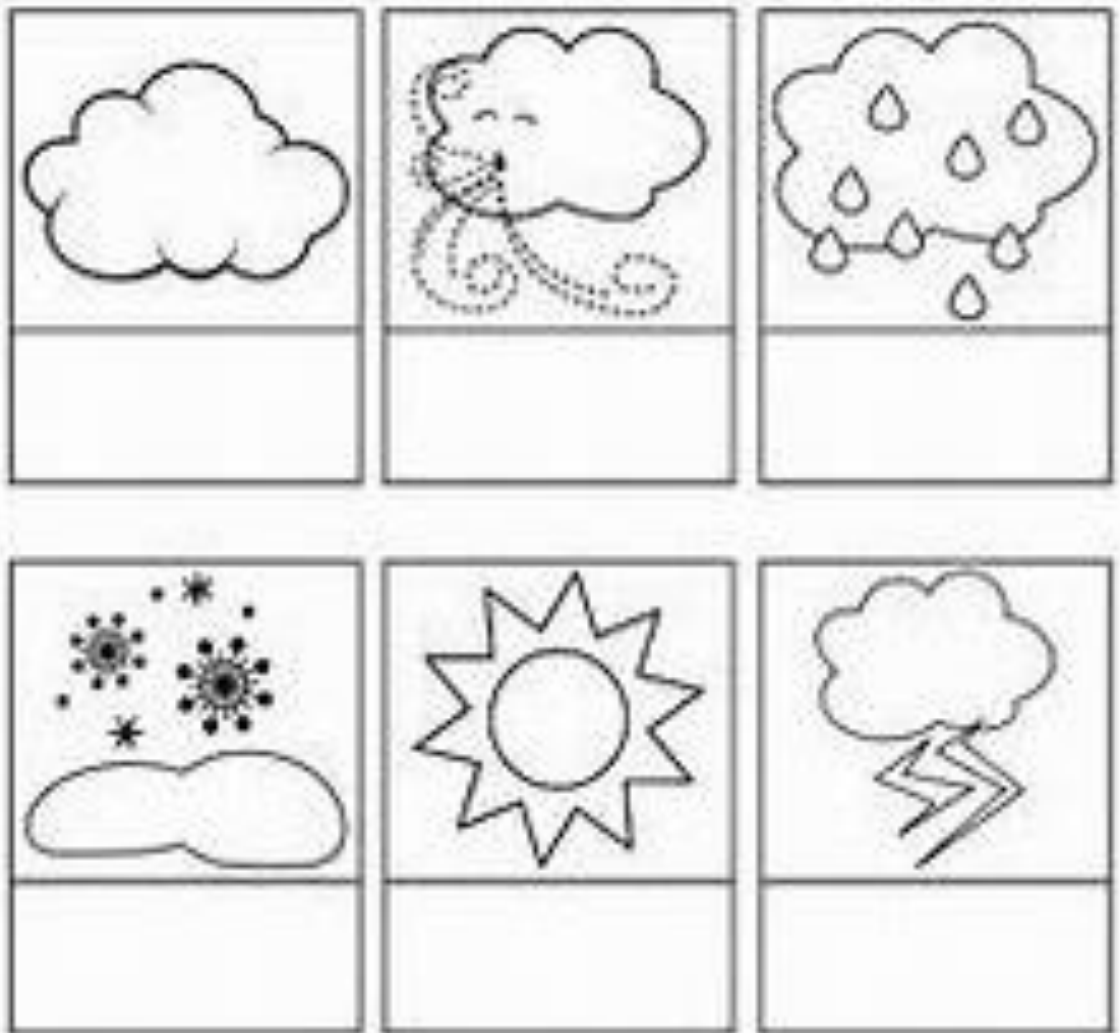
b á í á n a i r g o x g  
o z a b t u o e c í a o  
g s r á i c í x j o u m  
h n l i q f k n t á f t  
a e e s h u á h b w e n  
b a y t e a h f r o r á  
á c w e o r i s m i a í  
i h s a u í á t q y r h  
s t d c p l l a m a c s  
t a o h r t c v b k e t  
í f n u i m h c u i l f  
x j o a n n a h t a e c

ceo  
sneachta  
fliuch  
fuar

te  
grian  
aimsir  
báisteach

scamall  
gaoth  
ceathanna  
bogha báistí

Use the vocabulary cards above to label the pictures below.



**Wednesday**

**English**

1. Read the poem attached below – 'Bed in Summer'.
2. Answer as many questions as possible on the activity sheet attached under the student response tab.



Read the beginning of the poem **Bed in Summer** by **Robert Louis Stevenson** and answer the following questions.

## Bed in Summer

In winter I get up at night  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

By Robert Louis Stevenson





## Year 1 Summer English Activity Booklet

1. **When** does the child in this poem have to get up in **winter**? **Tick one.**

in the day  
at lunchtime  
at night  
in the afternoon

2. **Find and copy** 8 words in the poem that **rhyme**.

_____	_____
_____	_____
_____	_____
_____	_____

3. **What** does the child in the poem **hear** when going to bed in summer? **Tick one.**

birds in the tree  
grown-up people's feet  
cars in the street  
children playing

4. Do you think the child in the poem prefers going to bed in **summer** or **winter**? **Why?**

_____
_____
_____

5. **Which words** in the poem tell you that it is set in the past?

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6. This is the last verse of the poem. Can you work out and fill in the missing words?

And does it not seem hard to you,  
When all the sky is \_\_\_\_\_ and \_\_\_\_\_,  
And I should like so much to \_\_\_\_\_,  
To have to get to bed by \_\_\_\_\_?



## Math

1. Look at the activity sheet below, count the number of items and record on the recording sheet attached under the student response tab.

Summer Themed Maths Activity Booklet

# I Spy and Count to 20

Count the summer objects and write the numeral and number words.



two  
seventeen  
twenty  
eleven  
twelve  
eight  
fourteen  
five  
seven  
thirteen  
nineteen  
fifteen  
eighteen  
sixteen  
four  
three











one

six

nine

ten

I Spy and Count to 20

Object	Numerals	Number Word	Object	Numerals	Number Word
					
					
					
					
					

1. Choose one of the writing activity sheets attached under the student response tab, to help you write sentences on the picture.

## Describe the Monster



Choose the words and phrases that describe the monster.

hairy	kind
scaly	lonely
fluffy	crusty toes
orange	stripy nose
blue	pointy tusks
green	long horns
big	spotty tail
enormous	purple claws
small	long neck
tiny	yellow tummy
scary	

Write some sentences to describe the monster.

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# Describe the Monster



Choose the words and phrases that describe the monster.  
Can you add any of your own?

hairy                      tiny  
scaly                     friendly  
orange                  fearsome  
blue                      pointy tusks  
enormous              purple claws

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Write some sentences to describe the monster.

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## Describe the Monster



Write some words and phrases that describe the monster.

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Write some sentences to describe the monster.

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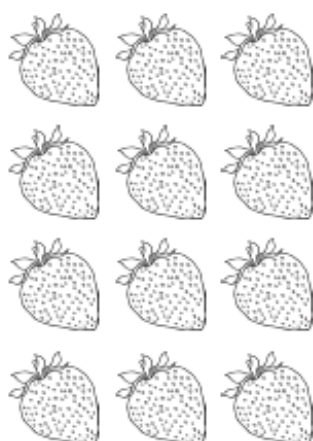
## Math

1. Please complete both revision worksheets attached under the student response tab.

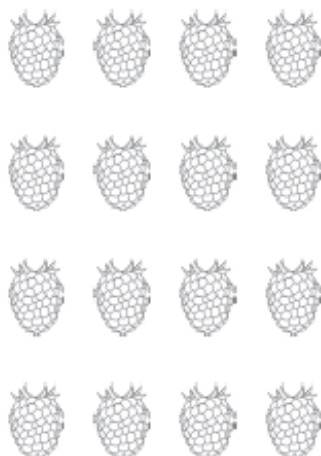
# Summer Fruits Fractions

Colour the correct fractions of the fruits.

For each group of summer fruits, colour in  $\frac{1}{2}$ .



For each group of summer fruits, colour in  $\frac{1}{4}$ .



# Telling the Time

It's time to go on holiday. Use the clocks to help plan the trip.



What time do you get up to go on holiday? \_\_\_\_\_



What time do you set off on holiday? \_\_\_\_\_



What time do you play on the beach? \_\_\_\_\_



What time do you eat an ice cream? \_\_\_\_\_



At 4 o'clock, you go swimming. Draw the hands on the clock.



At half past 6, you go to a disco. Draw the hands on the clock.

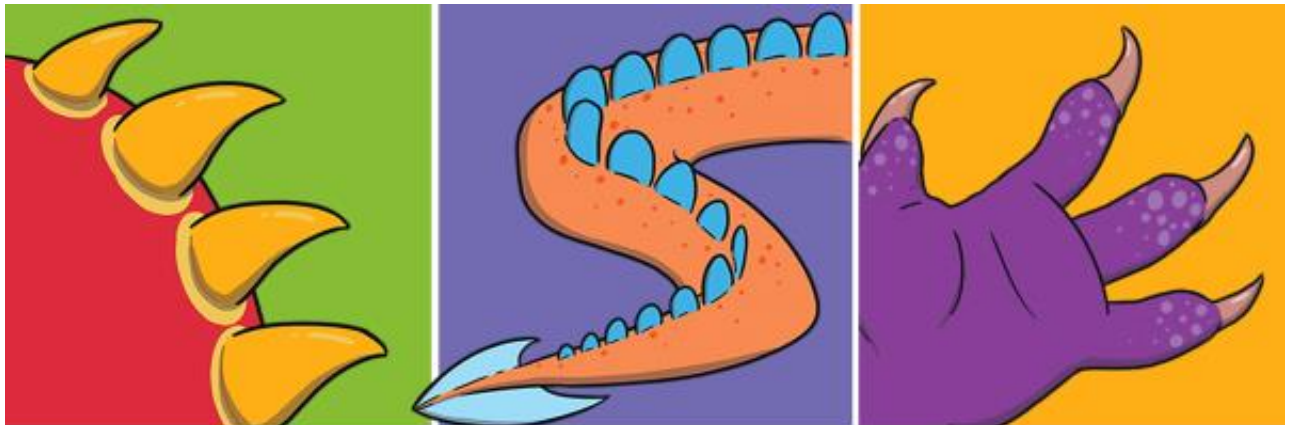
If you go on holiday the day after Sunday, what day will you go on holiday? \_\_\_\_\_

If you go to the beach on the second day of your holiday, what day will you go to the beach? \_\_\_\_\_

## Art

1. Please read the slides below to better enable you to create and draw your own imaginary monster.

2. Use the adjectives/descriptive words from your English activity to help give you some more ideas.
3. Draw and colour or paint your own monster on whitepaper.



## Draw and Describe a Monster



### Made-Up Monsters

Monsters are imaginary creatures. This means that we can create our own monsters!

We can use our own ideas to make up the monsters.

We can choose what our monsters look like and add any features we want.

A purple monster with blue spots and a blue lion-like monster. The purple monster is on the left, standing on its hind legs with its arms raised. The blue lion-like monster is on the right, sitting and looking towards the purple monster. Both monsters have large, open mouths showing sharp teeth.

## What Is a Feature?

This monster has two eyes.

What other features can you see on this monster?

Talk to your partner.



two eyes

wide mouth

white tusks

floppy ears

black nose

orange fur

yellow tummy

big paws

tiny feet

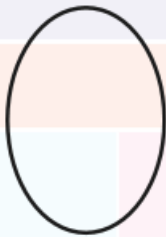
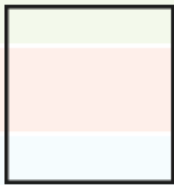
spotty tail

twinkl.com

## Creating a Monster

Let's make a monster together.

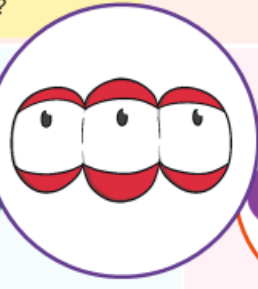
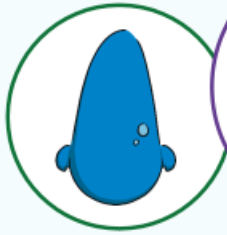
First, we need to choose a shape for our monster's body.



twinkl.com

## Creating a Monster

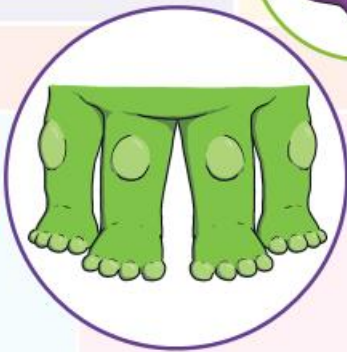
Let's add a head and a face.  
How many eyes does it have?  
How big is its nose?  
What do its ears look like?  
What shape is its mouth?  
Does it have tusks?



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## Creating a Monster

Does the monster have arms or legs?  
Does it have paws or claws?  
Does it have tentacles?



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## Creating a Monster

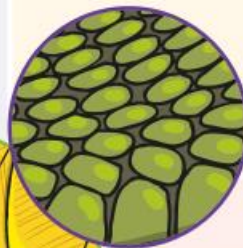
Let's think about the other  
features a monster might have.  
Shall we add wings?  
Does it have horns?  
Has it got a tail?  
What about spikes?



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## Creating a Monster

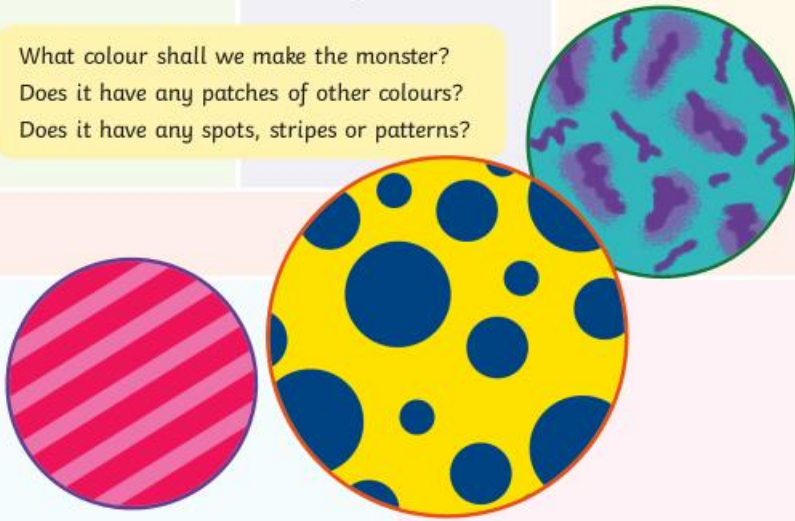
What is covering the monster's body?  
Does it have fur?  
Has it got scaly skin?  
Is it covered in feathers?



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## Creating a Monster

What colour shall we make the monster?  
Does it have any patches of other colours?  
Does it have any spots, stripes or patterns?



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## Draw Your Monster

Now it's your turn to create your very own monster!  
Decide on the size and shape of your monster.  
Then, add the features.  
Finally, choose the colours to complete your creation.



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## Describing a Monster

Let's think about how we would describe our new monster.  
What words or phrases could we use to describe it?  
What **adjectives** would help us?

Think about these things:

size

colour

personality

shape

features



**adjective** – a describing word, e.g. huge, kind, green, excited

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## Describing a Monster

Let's try to put some of our ideas into sentences.  
Here's an example of one sentence that could describe a monster:

The huge monster had a long green tail with a pointy spike at the end.



Talk to your partner. Think of a sentence to describe something about the monster we have made together.

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## Write Your Monster Description

Now, think about how you would describe your own monster.

Write down some words and phrases that you could use.

Then, write your own sentences to describe the monster you have created.



### Friday

**Conjunctions**- A conjunction is a word used to connect(join) clauses or sentences.

1. Please watch the link attached below to learn more about conjunction (and, or, but)

<https://www.youtube.com/watch?v=nNGiDfCX7PI>

[https://www.youtube.com/watch?v=vOIKBvDX\\_1k](https://www.youtube.com/watch?v=vOIKBvDX_1k)

2. Read the slides attached below.

3. Complete one or more of the worksheets attached under the student response tab.

# Coordination using 'and', 'or' and 'but'

Warm-Up

twinkl



Can you look at these pictures of people doing two things at once and write a sentence using the conjunction '**and**'?



Kaia is playing with the car **and** she is playing with the blocks.



Leon is ~~reading~~ **and** he is listening to music.



Stella is ~~playing tennis~~ **and** she is eating a burger.



Jayden is ~~sleeping~~ **and** he is dreaming about winning the race.



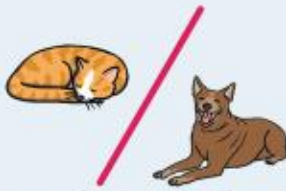
Charlie is ~~eating~~ **and** she is talking.



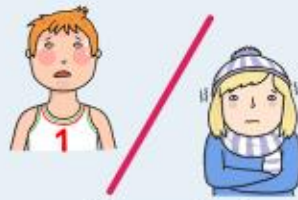
Magda is ~~playing football~~ **and** she is eating an apple.

Can you write a sentence about two things you can do at once using '**and**'?

Can you write a 'would you rather' question for each pair of pictures using the conjunction 'or'?



Would you rather be a cat **or** be a dog?



Would you rather be too hot **or** be too cold?



Would you rather listen to music **or** make the music?



Would you rather eat only healthy food **or** eat only unhealthy food?



Would you rather have a water fight **or** be underwater?

Can you write your own 'would you rather' question using the conjunction 'or'? Share it with a friend for them to answer.

These children have all come up with excuses about why they haven't done things. Can you help them to complete their excuses using the conjunction 'but'? Try to make your excuses as silly as you can!



e.g. I was going to do my homework, **but** then my dog ate my activity sheet!



I would have eaten all my vegetables **but** a fairy cast a magic spell on me that meant I couldn't!

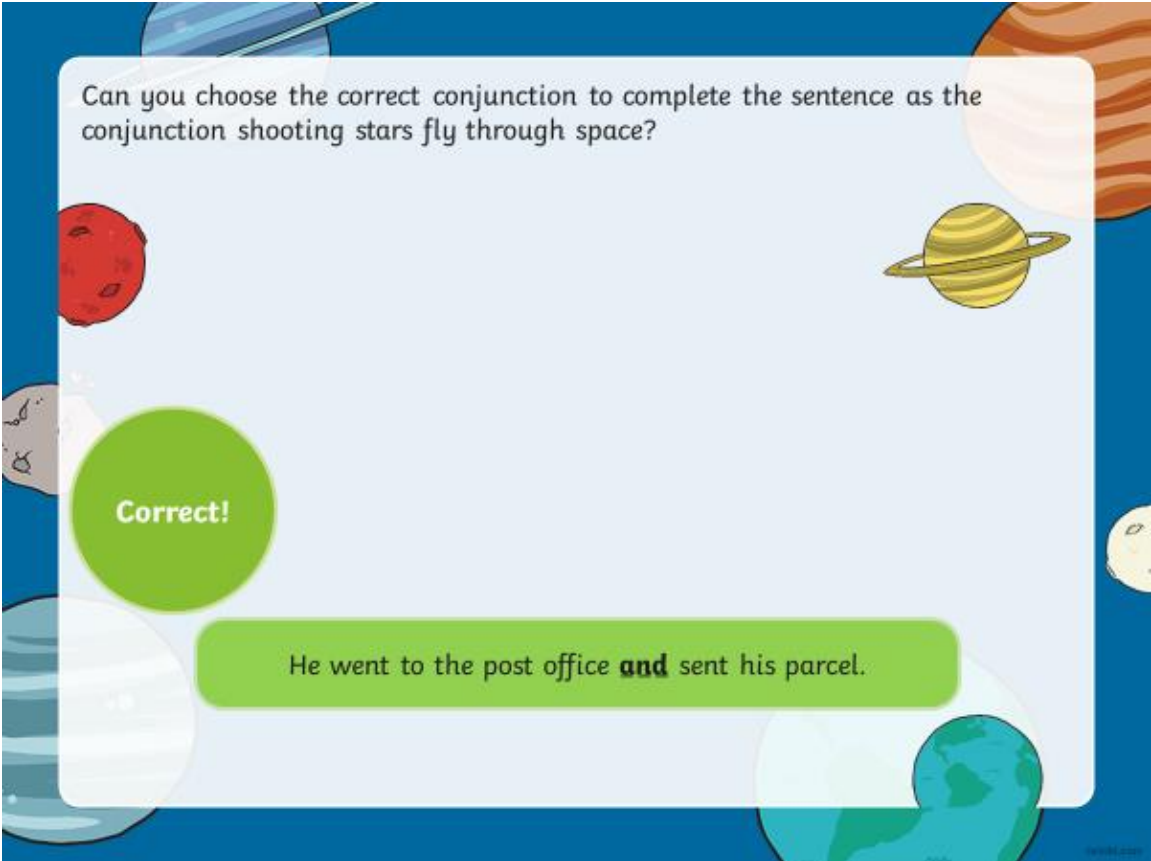
I was being careful with my new toy **but** then a superhero had to borrow it to help fight crime.

I was going to tidy my room **but** I was kidnapped by space aliens before I could do it!

I tried to keep my new clothes clean **but** a mud monster pulled me into a bog!



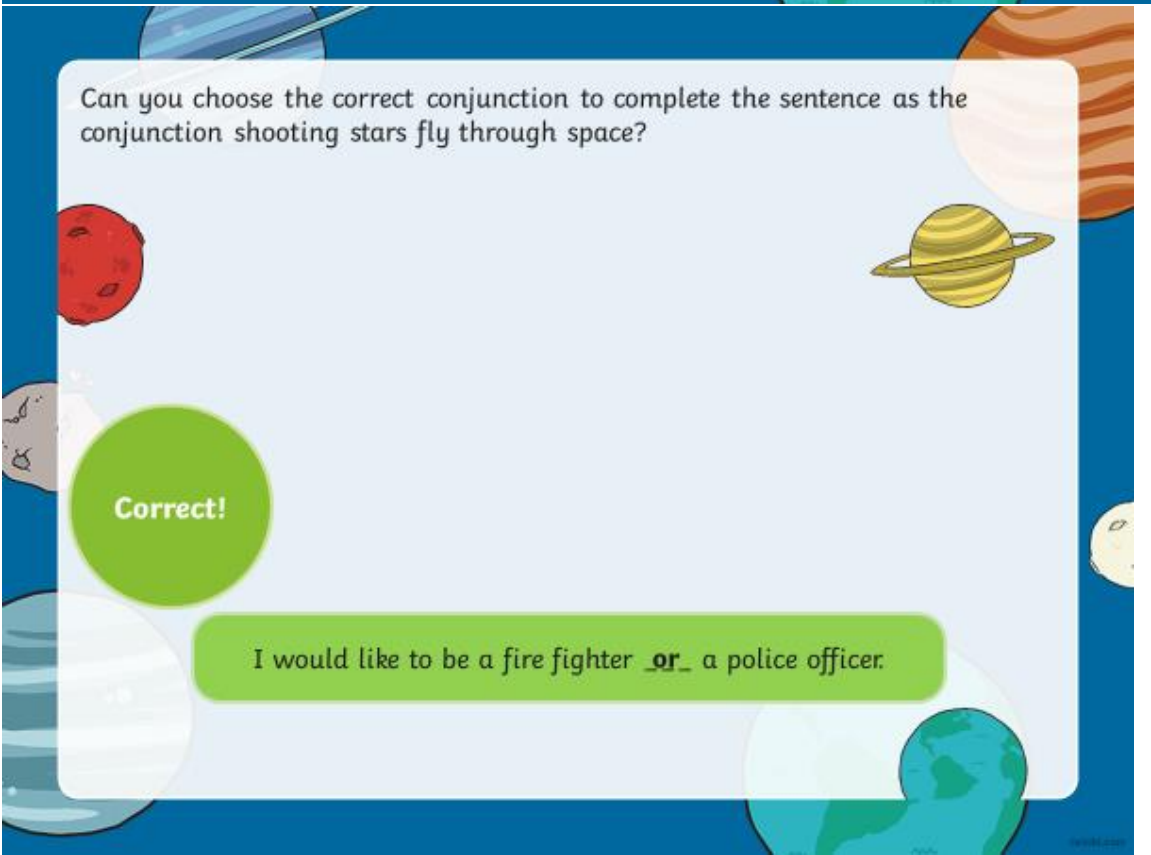
Can you write your own silly excuse sentence using the conjunction 'but'?



Can you choose the correct conjunction to complete the sentence as the conjunction shooting stars fly through space?

Correct!

He went to the post office **and** sent his parcel.

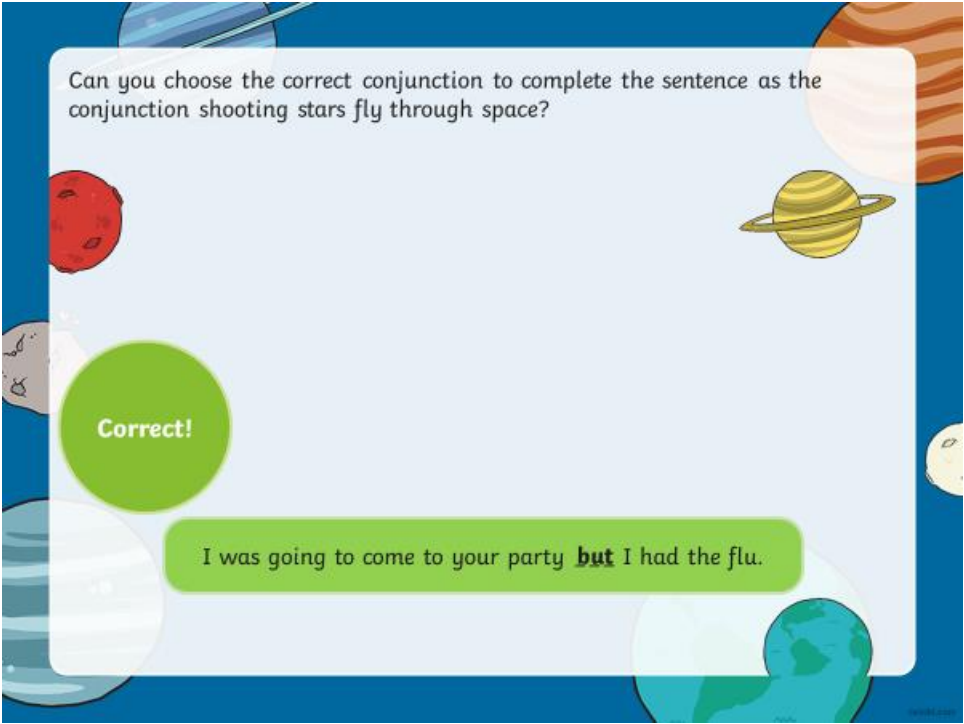


Can you choose the correct conjunction to complete the sentence as the conjunction shooting stars fly through space?

Correct!

I would like to be a fire fighter **or** a police officer.



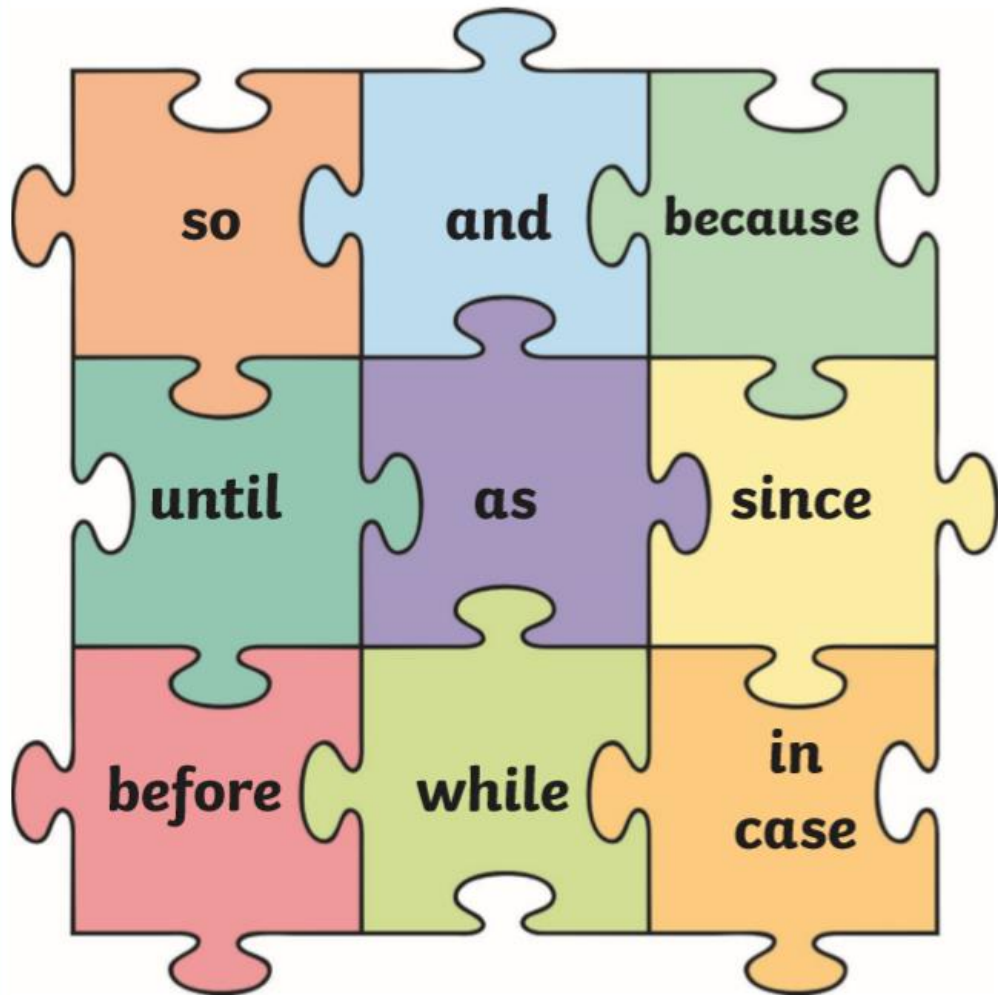


Can you choose the correct conjunction to complete the sentence as the conjunction shooting stars fly through space?

Correct!

I was going to come to your party **but** I had the flu.

# Conjunctions



A)

## Which co-ordinating conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal.



Correct



Incorrect

My friend likes cheese \_\_\_\_\_ not on pizza.

☐

and

☐

but

☐

or

☐

so



## Which co-ordinating conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal.



Correct



Incorrect

Would you like fizzy pop \_\_\_\_\_ would you prefer fruit juice?

☐

and

☐

but

☐

or

☐

so



## Which co-ordinating conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal.



Correct



Incorrect

I want to go jogging \_\_\_\_\_ I can stay healthy.



and



but



or



so



## Which co-ordinating conjunction fits best?

Click the circles next to the co-ordinating conjunctions to reveal.



Correct



Incorrect

Do you want to go now \_\_\_\_\_ should we go later?



and



but



or



so





B)



Name \_\_\_\_\_

## The Big Balloon Race Conjunctions

Directions: Choose the best conjunction to complete the sentence. Write the word in the blank.

We wake up early, \_\_\_\_\_ go to the car.

so

or

and

My mom drives us to the park, \_\_\_\_\_ we can see the hot air balloons.

or

so

but

The balloons are sitting on the ground, \_\_\_\_\_ the race hasn't started yet.

because

before

or

The balloons have to be filled with air \_\_\_\_\_ the race can start.

because

before

but

The balloons are ready, \_\_\_\_\_ the race begins.

but

after

and

We watch the balloons for a while, \_\_\_\_\_ then they fly far away.

so

but

because



c)



Hockey

Name \_\_\_\_\_

Conjunctions

Directions: Circle the conjunction that finishes the sentence. Write it in the blank.

1. I bring my hat \_\_\_\_\_ skates to the rink.  
so                      because                      and

2. I wear a hat \_\_\_\_\_ my head will be safe.  
or                      so                      but

3. My friends \_\_\_\_\_ I are on a team.  
and                      but                      because

4. We like to play \_\_\_\_\_ it is fun.  
and                      but                      because

5. The puck will slide \_\_\_\_\_ fly into the net.  
so                      or                      but

6. The puck goes in \_\_\_\_\_ I hit it hard.  
because                      but                      or

7. I like to play \_\_\_\_\_ it is cold.  
so                      or                      but

8. We have fun if we win \_\_\_\_\_ if we lose.  
because                      or                      but



D)

## BASIC COORDINATING CONJUNCTIONS

and      or  
but      so



Complete the sentence with the correct conjunction:

1. She says that she loves her dog, \_\_\_\_\_ she never plays with it.
2. You must study for the test, \_\_\_\_\_ you will fail.
3. Mom said we must wash the dishes, \_\_\_\_\_ clean our rooms.
4. Would you like apples, \_\_\_\_\_ do you prefer bananas?
5. I feel sick, \_\_\_\_\_ I can still work.
6. I am a vegetarian, \_\_\_\_\_ I don't eat any meat.
7. I was shopping all day, \_\_\_\_\_ I did not have time to do my homework.
8. I like to eat healthy, \_\_\_\_\_ I find it very difficult.
9. I was late for school, \_\_\_\_\_ my teacher made me stay after class.
10. He took me to the shop, \_\_\_\_\_ bought me a new dress.

E)

## linking your ideas with conjunctions

name \_\_\_\_\_



Fill in the sentences. Color the conjunction word yellow.

I like \_\_\_\_\_ but not \_\_\_\_\_.

I feel \_\_\_\_\_ because \_\_\_\_\_.

I have a \_\_\_\_\_ and a \_\_\_\_\_.

F)

CMorris2013

and	so	but	because	or
and	so	but	because	or

I love to play \_\_\_\_\_ I love to read books.

I was going to your house, \_\_\_\_\_ then my car broke down.



I love books \_\_\_\_\_ they are fun to read.



Do you want to play with my dog \_\_\_\_\_ pat my cat?



It is my Mum's birthday \_\_\_\_\_ I got her a gift.



I went outside \_\_\_\_\_ I kicked the soccer ball.



Mum got mad \_\_\_\_\_ I yelled at my sister.



I fell over \_\_\_\_\_ I started to cry.









I like to eat lots of foods, \_\_\_\_\_ I don't like eggs.



G)

## Conjunctions Worksheets and/but/because

 <p>She was reading a book _____ she was bored.</p> <p>(and/because)</p>	 <p>The swan has black feathers _____ an orange beak.</p> <p>(because/and)</p>
 <p>They wanted to go swimming, _____ they first had to find a dogsitter.</p> <p>(and/but)</p>	 <p>The teacher did not check the homework _____ he did not have time.</p> <p>(because/and)</p>
 <p>She was carrying green, orange _____ white bags.</p> <p>( because/and)</p>	 <p>His mom made a big birthday cake _____ he invited so many Children.</p> <p>(and because)</p>

### Math

1. Please copy and paste the link below into your browser to find out more about tally marks <https://www.youtube.com/watch?v=yeKc0TG62EM>
2. Complete any 2 of the worksheets attached under the student response tab.
3. Please remember the picture below shows how we record the number 5 using tally marks (not like IIIII)



Please remember the picture below shows how we record the number 5 using tally marks (not like IIII).



= 10

A)

A)

Name: \_\_\_\_\_

Score: \_\_\_\_\_

## Counting Tally Marks

Write the number shown by the tally marks in each question.

1) 

2) 

3) 

4) 

5) 

See the source image

6) 

7) 







8) 

9) 

10) 



B)

Count and Tally		
Draw tally marks to count the pictures and write the number.		
1) 		
2) 		
3) 		
4) 		
5) 		
6) 		

c)

Name \_\_\_\_\_

# Tally Up Your Marshmallows

Directions: Count the tally marks on each skate.  
Cut and paste the number to match.

	Paste Here		Paste Here
	Paste Here		Paste Here
	Paste Here		Paste Here
	Paste Here		Paste Here
	Paste Here		Paste Here

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11

12

13

14

15

16

17

18



D)

Name : \_\_\_\_\_

Score : \_\_\_\_\_

## Drawing Tally Marks

Draw tally marks to show each number.

1) 15

\_\_\_\_\_

2) 18

\_\_\_\_\_

3) 9

\_\_\_\_\_

4) 25

\_\_\_\_\_

5) 31

\_\_\_\_\_

6) 27

\_\_\_\_\_

7) 10

\_\_\_\_\_

8) 6

\_\_\_\_\_

9) 22

\_\_\_\_\_











10) 13

\_\_\_\_\_

E)

www.worksheetfun.com

# Count and Tally

www.worksheetfun.com

F) Match the number to its correct tally mark.

F) Cut out and match the number to its correct tally mark.

<b>5</b>	<b>4</b>	<b>10</b>
<b>9</b>	<b>6</b>	<b>11</b>
<b>3</b>	<b>20</b>	<b>14</b>
<b>15</b>	<b>17</b>	<b>12</b>
<b>1</b>	<b>16</b>	<b>30</b>
<b>25</b>		

