
A decorative border surrounds the central text, featuring a variety of colorful paper clips (blue, green, yellow, red, purple, pink) and small black stars scattered along the edges.

# Home Learning Pack

## Term 4 – Week 2







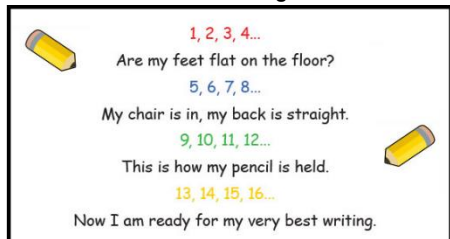









### Stage 1 (Year 1 & 2)



Term 4, Week 2 – Stage 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Literacy – Reading</b>	<p><b>Log on to PMeCollection and read your new text.</b></p> <p><b>First:</b> Watch the orientation video, to help you when you read. The link will be in your portfolio.</p> <p><b>Next:</b> Read your text on PM eCollection.</p>	<p><b>Log on to PMeCollection and re-read your text.</b></p> <p>Answer the 'after reading questions' at the end of the orientation video (and in your portfolio). Share on your portfolio.</p>	<p><b>Log on to PMeCollection and read your new text.</b></p> <p><b>First:</b> Watch the orientation video, to help you when you read. The link will be in your portfolio.</p> <p><b>Next:</b> Read your text on PM eCollection.</p>	<p><b>Log on to PMeCollection and re-read your text.</b></p> <p>Answer the 'after reading questions' at the end of the orientation video (and in your portfolio). Share on your portfolio.</p>	<p><b>Warm and Fuzzy Friday!</b></p> <p>Watch the video link each Friday of your teachers sharing stories, jokes and other fun!</p> <p>Read a book at home for pleasure, fun and enjoyment!</p>
<b>Literacy - Writing</b>	<p><b>First:</b> Watch the video and listen to your teacher read the story 'The Mixed-Up Chameleon'.</p> <p><b>Next:</b> Write your responses to the questions about the story (at the end of the video).</p>	<p><b>Your task today:</b></p> <p>Come to our shared writing zoom. Together we're going to write a summary of the story we heard yesterday...and talk about book reviews! See you there!</p>	<p><b>First:</b> Watch the video and listen to your teacher read the story 'A New Friend for Mouse'.</p> <p><b>Next:</b> Write your responses to the questions about the story (at the end of the video).</p>	<p><b>Your task today:</b></p> <p>Choose a book from this week to review.</p> <p><b>Then:</b> Write your review! Look at the book review' task in your learning pack for more information. Draw a picture to add to your review.</p>	<p><b>Free writing Friday!</b></p> <p>Write about anything you like – it could be a journal, story, poem.</p>  <p>You can share in your portfolio if you like.</p>
<b>Maths</b>	<p><b>First:</b> Watch the video made by your teacher to learn about 'bridging to 10'.</p> <p><b>Next:</b> Complete the Monday maths tasks in your learning pack. Talk about the task with a family member. Share on your portfolio.</p>	<p><b>First:</b> Watch the video made by your teacher to learn about 'jump strategy'.</p> <p><b>Next:</b> Complete the Tuesday maths tasks in your learning pack. Talk about the task with a family member. Share on your portfolio.</p>	<p><b>First:</b> Watch the video made by your teacher to learn about how you can use bridging to 10 and jump strategy to solve maths problems!</p> <p><b>Next:</b> Complete the Wednesday maths tasks in your learning pack. Talk about the task with a family member. Share on your portfolio.</p>	<p><b>Your task today:</b></p> <p>Come to our number talk zoom! Together we're going to work through a maths problem and think about how numbers work! See you there!</p>	<p><b>Opt-in activity:</b></p> <p>Play a bridging to 10 game. Roll your dice and say how many more to 10.</p> <p><b>Challenge:</b> roll your dice two times to make a 2 digit number. Say how many more to the next 10! For example if you roll 3 and 4, your number is 34. How many more to 40? 6!</p> <p>Can you make a jump strategy game using dice?</p>
<b>Free Choice Grid</b>	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.	Choose at least one activity from the grid. Have fun! Share some of your learning on your portfolio.



# Free Choice Grid – Stage 1

Healthy Body, Healthy Mind	Other KLAs	Quiet Time Learning Activities
<p><b>Enjoy some Yoga</b></p>  <p>Have fun listening to a story about Coco the Butterfly as you do some yoga.</p> 	<p><b>Mixed Up Chameleon - Craft</b></p> <p>Cut out all the pieces and stick them onto the chameleon to create your very own mixed-up chameleon.</p> 	<p><b>ABC TV</b></p> <p>ABC TV has many educational videos that you can watch while at home. Follow the program on the next page to find out when you can watch certain shows.</p> 
<p><b>Healthy Plate</b></p> <p>Use your favourite healthy foods to create a face on a plate or slice of bread. You can make your face as funny as you like. Look in your learning pack for some ideas. You could challenge yourself by writing a list of ingredients and steps telling us how to make your face.</p> 	<p><b>A New Friend for Mouse – Craft</b></p> <p>Colour in the mouse found in your pack, and follow the instruction page to create a 3D mouse artwork.</p> 	<p><b>Handwriting</b></p> 
<p><b>Nature Scavenger hunt</b></p> <p>Look out your window, in your yard or go for a walk with an adult and try to find as many things on the list in your learning pack as possible.</p> 	<p><b>Direct a draw –</b></p> <p>Carefully follow the directions to draw a Chameleon!</p>  	<p><b>Reading</b></p> <p>Read the Narrative called 'A Change of Plans' and have a go at answering the questions</p> 
<p><b>Meditation</b></p> <p>Get a piece of fruit or chocolate and explore taste with this Smiling Minds meditation. Remember the app has lots of different meditations that you can try at any time.</p> 	<p><b>You Tell The Story</b></p> <p>Cut out the pictures included in your pack and use them to tell a story. When you are happy with your story, stick them onto the next pages in the order you used and write your story next to each picture. You may also like to colour the pictures in.</p>	<p><b>Grammar</b></p> <p>Have a go at completing the grammar pages about 'Questions'.</p> 
<p><b>Create an obstacle course</b></p> <p>Will you make the obstacle course inside or outside? Have a look at these videos and in the learning pack for some fun ideas, remember to be creative with what you already have at home.</p> 	<p><b>Create your own...</b></p> <p>Can you create your own mixed up animal? Draw the parts of different animals together to make a new mixed up one, just like the chameleon was in the story</p> 	<p><b>Spelling</b></p> <p>Have a go at completing the spelling pages that are focusing on the sound that the long 'a' makes (a_e)</p> 

# Learn with ABC TV Education

On ABC ME and iView



## ABC TV Guide

Monday 11 <sup>th</sup> Oct	Tuesday 12 <sup>th</sup> Oct	Wednesday 13 <sup>th</sup> Oct	Thursday 14 <sup>th</sup> Oct	Friday 15 <sup>th</sup> Oct
<p><b><u>10.35am – Maths</u></b></p> <p><b><u>Program:</u></b> Mixed Up Maths – Super Cyril's Circus Supplies</p> <p><b><u>About:</u></b> Making a budget to pay for something special, like a party, is always a good idea. So lets make sure we get the most out of our money!</p>	<p><b><u>10.50am – Design and Technology</u></b></p> <p><b><u>Program:</u></b> Bug Technology - Silkworm</p> <p><b><u>About:</u></b> The silk worm produces an extremely fine silk thread that rivals steel in strength. This protein thread is being used to produce artificial blood vessels for use in humans.</p>	<p><b><u>10.00am – History</u></b></p> <p><b><u>Program:</u></b> History Hunters – Maya</p> <p><b><u>About:</u></b> Emily and Otis use discarded bark to create a Maya concertina codex or newspaper. And Lexi, Tessa and Josh get their fingers dirty and design pottery fit for a queen.</p>	<p><b><u>10.15am – PDHPE</u></b></p> <p><b><u>Program:</u></b> The Mindfulness Toolkit – Empathy</p> <p><b><u>About:</u></b> What is Empathy and how can we use our brains to practice it? It's called 'Prefrontal Power!' and it helps us to see life from someone else's perspective.</p>	<p><b><u>10.00am – English</u></b></p> <p><b><u>Program:</u></b> Mini Lesson – Writing a Non-Fiction text.</p> <p><b><u>About:</u></b> In this lesson, you will learn how to write a type of non-fiction text about an animal. Mr Meissner demonstrates the important features of writing a factual animal text.</p>



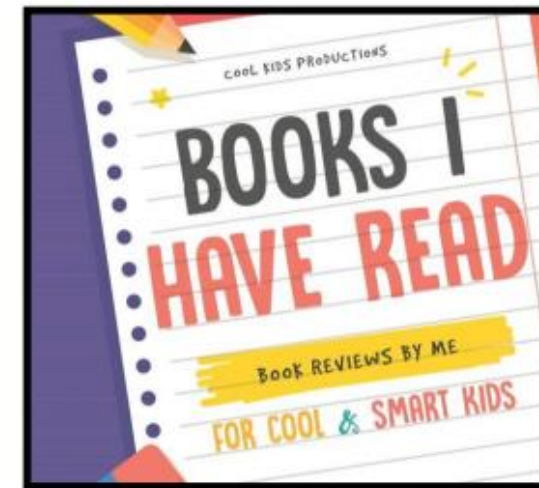
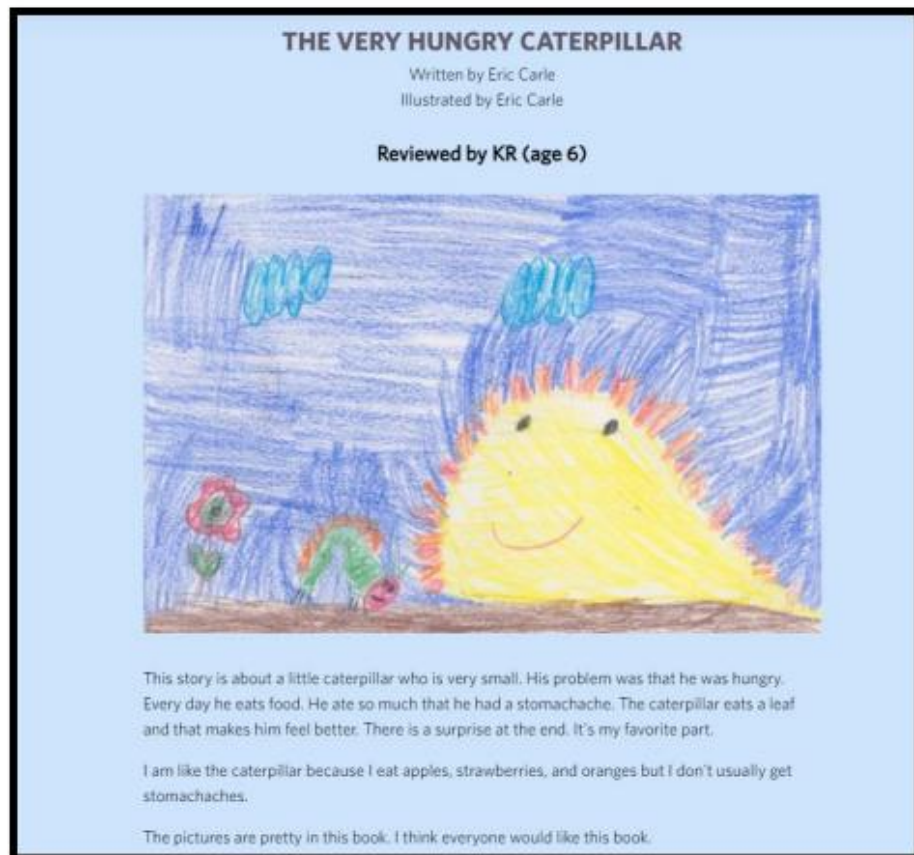


# GEPS Stage 1



Term 4, Week 2

## Book reviews!



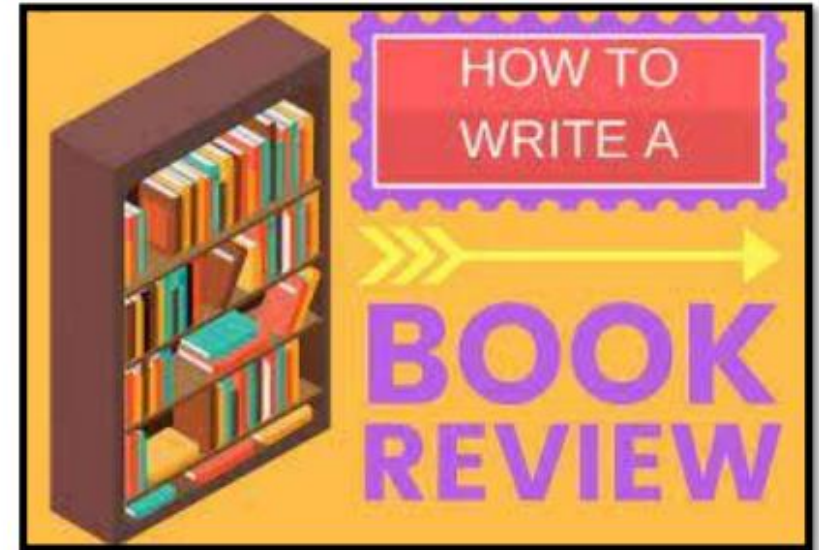
## **Write a book review!**

**WALT** read stories for enjoyment, and to share our enjoyment with others through book reviews!

### **Success Criteria:**

**I can:**

- talk about what happens in the story
- think about the parts I like (or don't like)
- suggest who else might like the book and give a reason why
- share my ideas in a book review



Book reviews are a way of sharing books you have read and enjoyed with other people. The purpose of a book review is to help people decide if they might like to read the book too. You can share some information about the book – but just enough to make them interested!

When you write a book review, it is like giving a sneak peek into the book – you don't retell the whole story or write a complete summary because you want people to enjoy reading the story themselves!

We will share our reviews in the school library. People looking for books can read your reviews to find out about books they might like to read!



### Your task:

Over the next few weeks, you are going to write your own book reviews! Each week you will hear two new stories. On Thursday, you will write your review. You can choose which book you would like to write about.

This week, you can write a review about:

- *The Mixed-Up Chameleon* by Eric Carle

OR

- *A New Friend for Mouse* by Jo Lacey & Gail Yerill



When you write your review, follow the structure: summary, opinion, recommendation. Each part is a new paragraph.

**Summary:** First write a paragraph to tell the reader what the book is about. This should be only 3-4 sentences. Don't give away the ending!

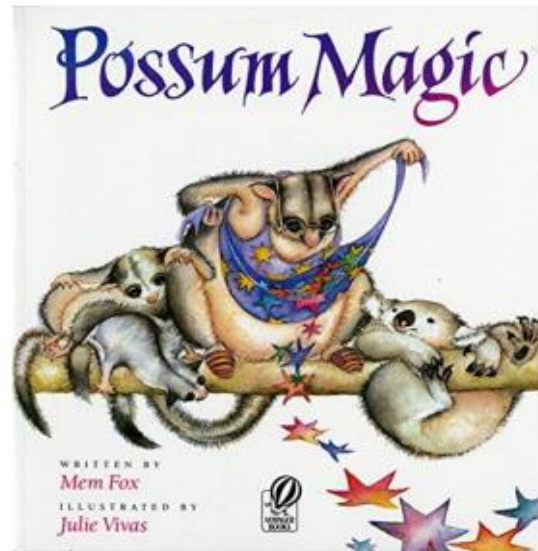
**Opinion:** Start a new paragraph to write what you liked about the story. What was your favourite part and why? You could use one of the following sentence stems:

- *I liked this book because...*
- *My favourite part was...because...*
- *My favourite character was...because...*
- *This book was interesting because...*

**Recommendation:** Start a new paragraph to suggest who else might like this story. If it's a funny story, you might recommend the story to other children who like to laugh! You could use the following sentence stem:

- *I recommend this book to readers who...because...*

For more information about how to write a book review, watch the following video which tells you about a review of the book 'Possum Magic':





# UNIT 7

## Bridging to ten

**1** Add these numbers by bridging to 10. The first one is done for you.

- a**  $8 + 5 = 8 + 2 + 3 = 13$
- b**  $7 + 5 = \square + \square = \square$
- c**  $8 + 6 = \square + \square = \square$
- d**  $7 + 6 = \square + \square = \square$
- e**  $7 + 7 = \square + \square = \square$
- f**  $8 + 3 = \square + \square = \square$
- g**  $6 + 6 = \square + \square = \square$
- h**  $6 + 7 = \square + \square = \square$
- i**  $5 + 7 = \square + \square = \square$

I bridged the 8 and 2 to make 10 then added 3  
 $8 + 2 = 10$   
 $10 + 3 = 13$



**2** Solve these problems. You may use counting materials.

**a** Nine people came to school on the bus and 8 walked. How many people arrived at school?

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

**c** Our teacher has 12 pens on her desk and 8 in her drawer. How many pens does she have?

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

**b** Mrs Wills made 11 place mats last week and 9 this week. How many place mats has she made?

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

**d** Elly rode around the park 7 times on Saturday and 8 times on Sunday. How many times did she ride around the park?

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

# 16 Bridging to a ten

**1** Add these numbers by bridging to a ten.

- a**  $18 + 5 =$
- b**  $16 + 7 =$
- c**  $27 + 5 =$
- d**  $38 + 3 =$
- e**  $45 + 7 =$
- f**  $37 + 7 =$
- g**  $56 + 8 =$

17 + 5  
becomes  
17 + 3 + 2 = 22



**2** Add the following numbers by adding the tens part first, then the ones part before combining them. The first one has been done for you.

**a**  $34 + 25 = 59$

**d**  $47 + 36 =$

**b**  $27 + 26 =$

**e**  $57 + 24 =$

**c**  $37 + 45 =$

**f**  $67 + 25 =$

27 + 28  
becomes  
40 + 15 = 55



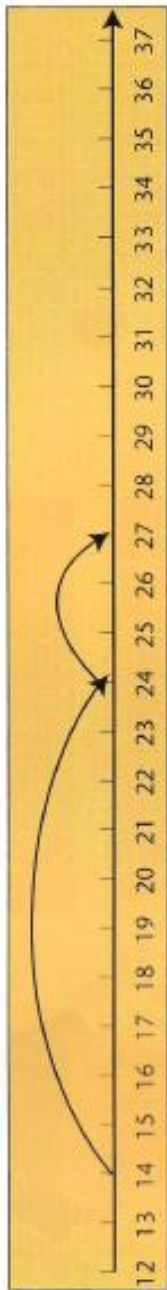


# 13

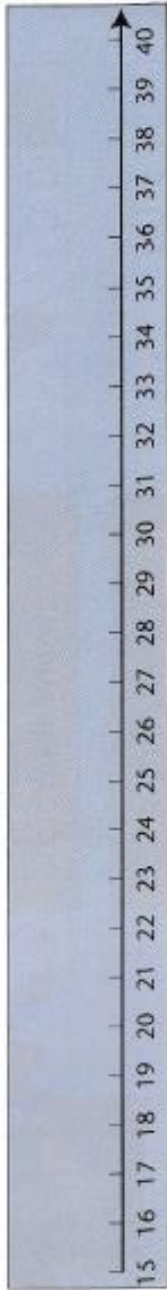
## Addition jump strategies

**1** Use jump strategies to solve the additions. The first one is done for you.

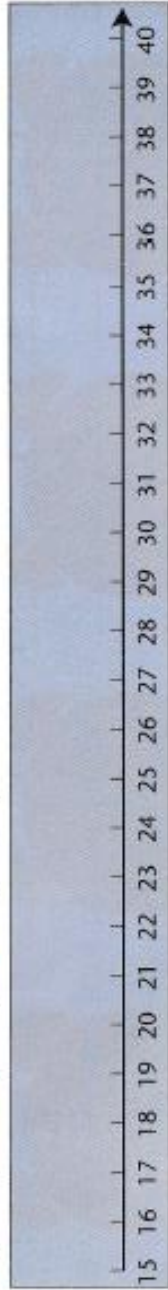
**a**  $14 + 13 = 27$



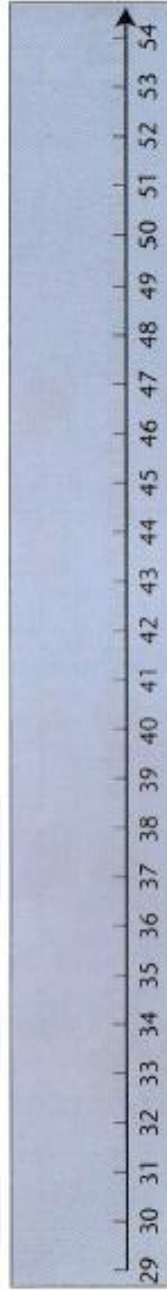
**b**  $15 + 20 = \square$



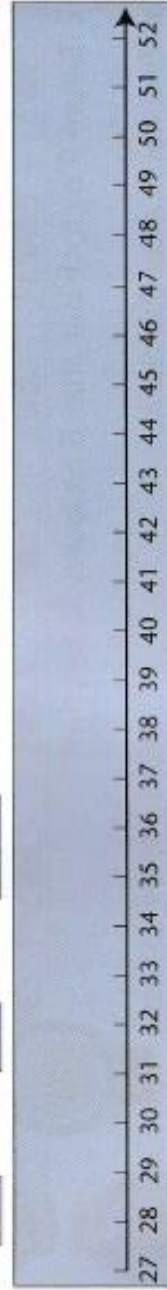
**c**  $15 + 14 = \square$



**d**  $29 + 15 = \square$



**e**  $27 + 24 = \square$



**2** Make up a question for a friend to solve on one of the number lines above, then swap.

$\square + \square = \square$



# 14

## Jump strategy

- 1** Add the following numbers by adding the tens first then adding the ones.  
The first one is done for you.

<b>a</b>	22 + 23 becomes	22 + 20 + 3 =	45
<b>b</b>	14 + 13 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>c</b>	14 + 14 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>d</b>	15 + 14 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>e</b>	16 + 13 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>f</b>	25 + 23 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>g</b>	32 + 27 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>h</b>	46 + 23 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>i</b>	28 + 22 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>j</b>	37 + 24 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	
<b>k</b>	46 + 25 becomes	<input type="text"/> + <input type="text"/> + <input type="text"/> =	

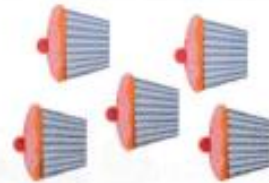
46 + 33 = ?  
Add the tens first  
then add the ones.  
46 + 30 = 76  
76 + 3 = 79



- 2** Solve the problems.

- a** Mrs Jones put 36 cakes on one tray and 24 on another. How many cakes did she bake altogether?

+  =



- b** Jack went to the bank and banked \$32. The next week he banked \$35. How much did he bank altogether?

+  =



UNIT

# 20

## Jump strategy/subtraction

**1** Use the jump strategy to solve the subtractions. The first one is done for you.

**a**

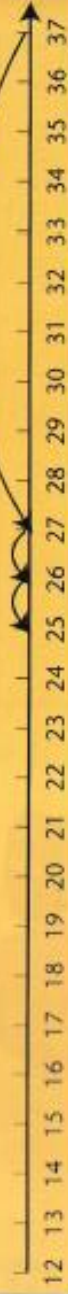
37

−

12

=

25



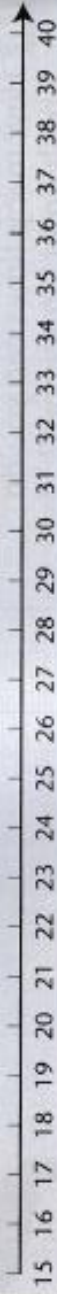
**b**

40

−

23

=



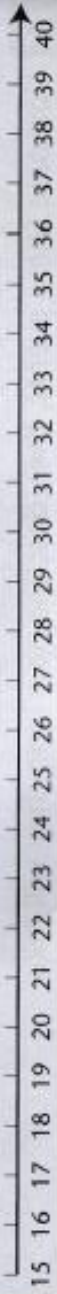
**c**

39

−

22

=



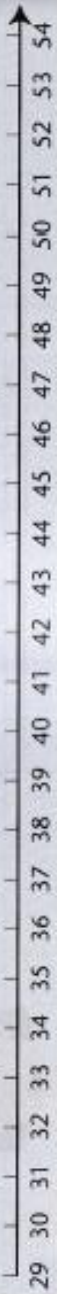
**d**

50

−

17

=



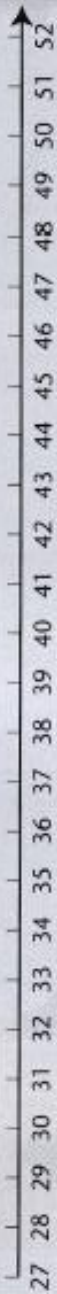
**e**

52

−

25

=





UNIT

25

# Combining numbers to ten

**1** Look for numbers that add to 10 to solve the additions.

- a**  $7 + 6 + 3 =$
- b**  $8 + 5 + 2 =$
- c**  $9 + 4 + 1 =$
- d**  $5 + 8 + 2 =$
- e**  $4 + 6 + 7 =$
- f**  $5 + 9 + 5 =$
- g**  $15 + 8 + 5 =$



$7 + 8 + 3 =$   
Think  $7 + 3 = 10$   
plus 8 equals 18.

- h**  $17 + 6 + 3 =$
- i**  $9 + 15 + 5 =$
- j**  $9 + 4 + 16 =$

**2** Look for pairs of numbers that add to 10 to solve the additions.

- a**  $7 + 6 + 3 =$
- b**  $6 + 8 + 4 =$
- c**  $8 + 2 + 5 =$
- d**  $6 + 7 + 4 =$
- e**  $18 + 6 + 2 =$
- f**  $1 + 8 + 7 =$
- g**  $15 + 7 + 5 =$

$3 + 9 + 7 + 1 + 6 =$   
Add 3 and 7 then  
 $9 + 1$  before  
adding 6.



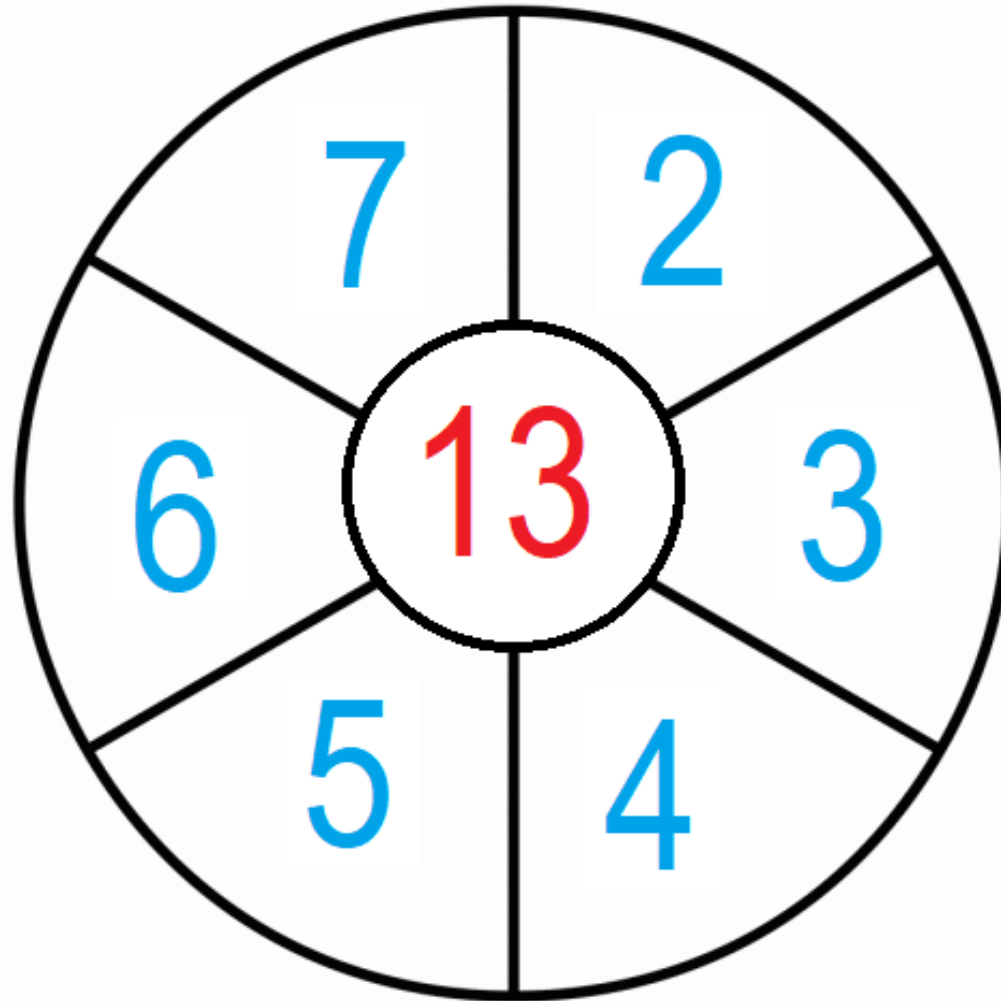
**3** Write a number sentence with pairs of numbers that add to 10.

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

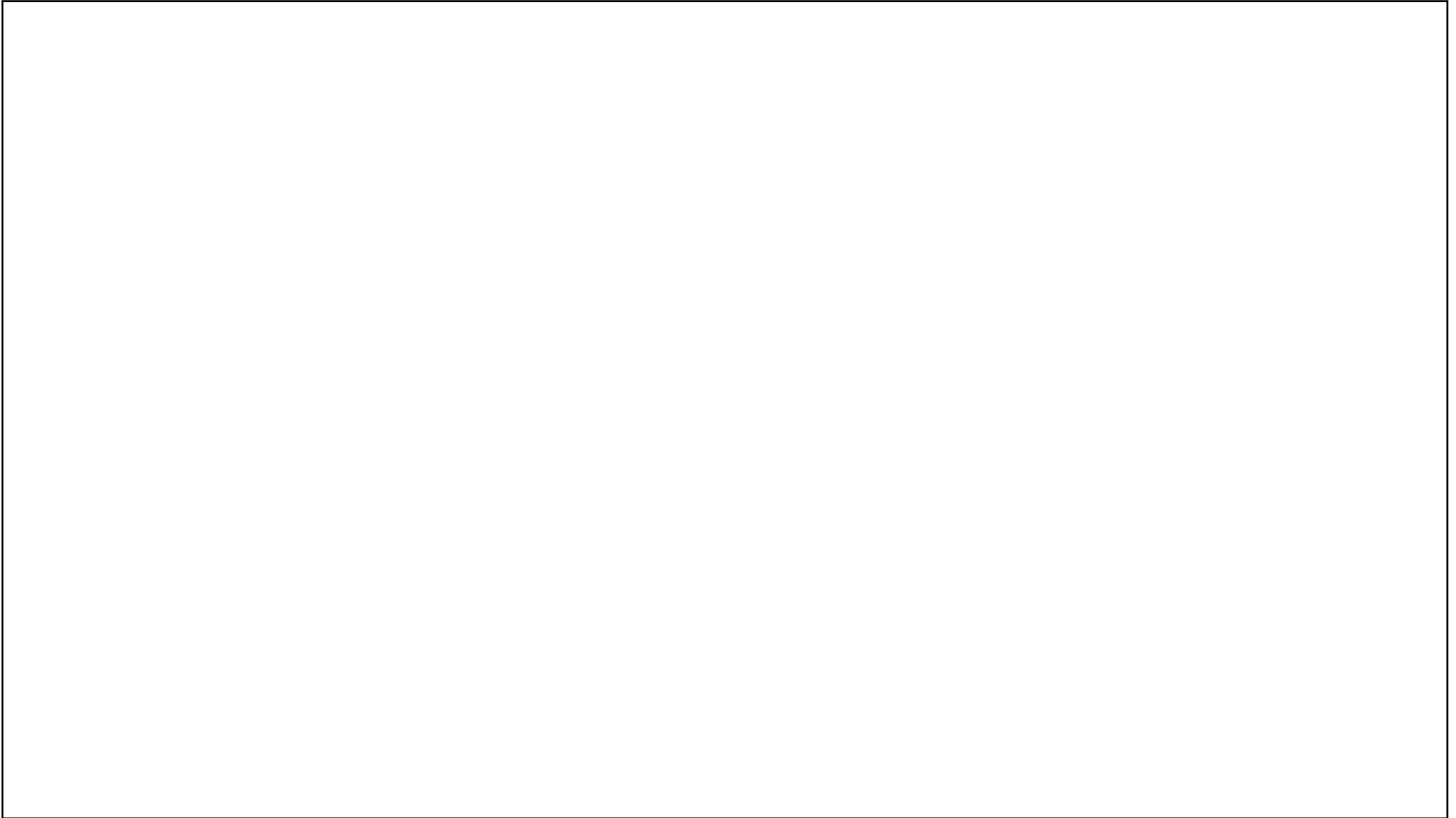


# Target Practice –

Join the Zoom on Thursday to complete this activity with your teacher.



# Target Practice - Answers





beetles



b b b b b b  
B B B B B B  
b b b b b  
basket bought brought  
Blue beetles blew into  
Brigitte's bedroom.

Re-trace all the *b*'s in the sentence in blue. Underline your best *b*.





Hopping pattern



russets sprouts.

Trace. Copy. Colour the wedges.

h h k r p

February September

Trace. Fill in the missing b's. Copy. Draw.

ba \_ \_

ri \_ on

ro \_ er

pe \_ te

u \_ te

## Unit 7

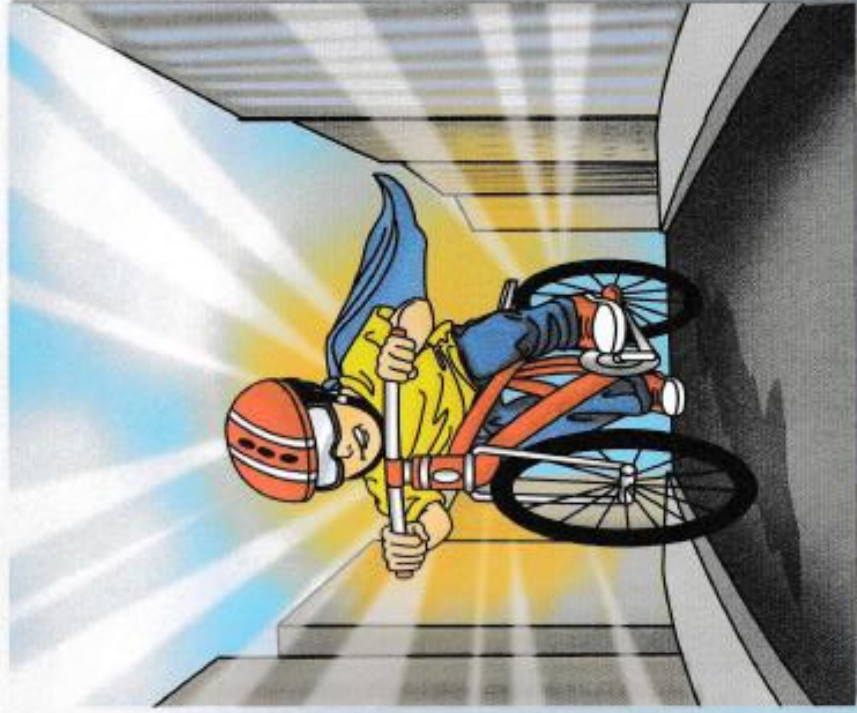
### Narrative

# A Change of Plans

Simon pedalled down the street as fast as he could go. His teammates would be angry if he was late for practice again. So would Coach Thompson. Simon had been late too many times before. Now he was in danger of losing his spot on the soccer team.

Simon had a good reason for being late so often. But no-one knew the reason. Simon was a secret superhero. His super senses always told him when someone was in trouble. Then he'd throw on his goggles, helmet and cape and rush to help.

He made sure that nothing was going to make him late today. He rode down the hill and around the corner. That was when he heard it. Somewhere, someone was crying, 'Help! Help!' Simon screeched to a halt ...





### Literal Questions

1 What is the name of Simon's coach? \_\_\_\_\_

2 What sport does Simon play? \_\_\_\_\_

3 What was Simon in danger of? \_\_\_\_\_

4 Tick two things Simon 'throws on' before rushing to help.



a ☐



b ☐



c ☐



d ☐

### Focus/Inference:

#### Making Connections Between Print and Images

Images provide extra details that may not be mentioned in the text.  
Always look closely at the text's pictures.

5 What is Simon riding? \_\_\_\_\_

6 What colour is Simon's cape? \_\_\_\_\_

7 Look at the picture. Tick whether Simon is

a going to help somebody. ☐

b going to soccer training. ☐

8 How do you know the answer to question 7? \_\_\_\_\_

9 Is the story set during the daytime or night-time? \_\_\_\_\_

### Inference Questions

10 Do you think this is the end of the story? ☐ yes ☐ no

11 What do you think could happen next in the story? \_\_\_\_\_



# Unit 11

## Questions



Questions are sentences that ask something.


Questions always end with a question mark → ?

For example: What is the time? Why are they walking so slowly?

Where is my kennel? Can you hop like me? Have you seen my saddle?


1 Write a question from the box above next to the correct animal.


a



c

b





2 Shade the questions.

Can we paint a rainbow?



I'm using the yellow paint.



I have the blue paint.



When should we pack up?



Who has the blue paint?



How When Where Why

3 Use the words in the box above to complete these questions.  
Use each word once.

- a \_\_\_\_\_ do you live?
- b \_\_\_\_\_ is your birthday?
- c \_\_\_\_\_ old will you be next year?
- d \_\_\_\_\_ did the chicken cross the road?



**Text Type: Report**

4 Underline the questions below.

## Interview with a POLAR BEAR



Q: Where do you live?

A: We like cold weather so we all live near the North Pole, in the Arctic Circle.

Q: How do you stay warm?

A: Our white fur is very thick. We also have a layer of fat that keeps us warm.

Q: What do you eat?

A: I mainly eat seals.

5 Write two questions you would like to ask a polar bear.

- a \_\_\_\_\_
- b \_\_\_\_\_

6 Write a question mark at the end of each riddle in the clouds below.

7 Choose an answer from the box to answer the riddles.

*All of them! A towel Your age  
Because seven eight nine.*

a Q: What month has 28 days ☐

A: \_\_\_\_\_

b Q: Why is six afraid of seven ☐

A: \_\_\_\_\_

c Q: What gets wetter the more it dries ☐

A: \_\_\_\_\_

d Q: What goes up but never goes down ☐

A: \_\_\_\_\_





# Long Vowels: ā (a – e)

The vowel **a** has a short sound (*cat*), and a long sound (*cake*).  
A long **a** (**ā**) has the same sound as its name, and often follows the pattern, **a – e**. Examples: *cake, tale, game, shade*. The **e** on the end is silent.

## SEE & SAY

game	save	race	plane	plate
same	cave	face	crane	skate
tale	make	trace	shape	snake
sale	take	place	scrape	brake

## 1 Choose a word from the See and Say list to complete the sentences.

Come over to my **p**\_\_\_\_\_ for a **g**\_\_\_\_\_ of cricket.

Did you **t**\_\_\_\_\_ the last biscuit off the **p**\_\_\_\_\_?

Jack won the **g**\_\_\_\_\_ of **S**\_\_\_\_\_s and Ladders.

I will **r**\_\_\_\_\_ you across the ice on my **s**\_\_\_\_\_.

## 2 Complete this table of rhyming words.

gate	game
l	n
m	t
h	c
r	l
gr	fl

## LOOK & LEARN

boy  
girl  
two  
first



Don't mix up **tale** and **tail**.

Examples: A **tale** is a story.

A cat has a **tail**.

Don't mix up **sale** and **sail**.

Examples: You buy things at a **sale**.

You **sail** a boat.

Wind fills the **sails** and pushes the boat through the water.

Don't mix up **plane** and **plain**.

Examples: You would fly in a **plane**.

You would eat **plain** food.

3 Name the pictures. All have the pattern a – e.

THE 'e' RULE

When verbs end in **e**, drop the **e** before adding **-ing**, **-ed** and **-y**.  
 Examples: wave, waving, waved, wavy  
 Just add **-s** to show present time (waves).

4 Use the **e** rule to complete this table of verbs.

	Add -s	Add -ing	Add -ed
save	saves	saving	saved
scrape			
brake			
place			
skate			

5 Use the **e** rule to add -y to build adjectives.

shake \_\_\_\_\_ shade \_\_\_\_\_ race \_\_\_\_\_  
 lace \_\_\_\_\_ laze \_\_\_\_\_ scale \_\_\_\_\_

6 Write the rhyming words on this wall of bricks.

make	b _____	r _____	c _____	w _____	sh _____
	l _____	f _____	dr _____	qu _____	

7 Choose a special past time verb from the box to write beside each present time verb.

ran	gave	shook	made	did	woke	was	took
-----	------	-------	------	-----	------	-----	------

run	ran	make	give	take
shake		is	wake	do



## Tell your own Story

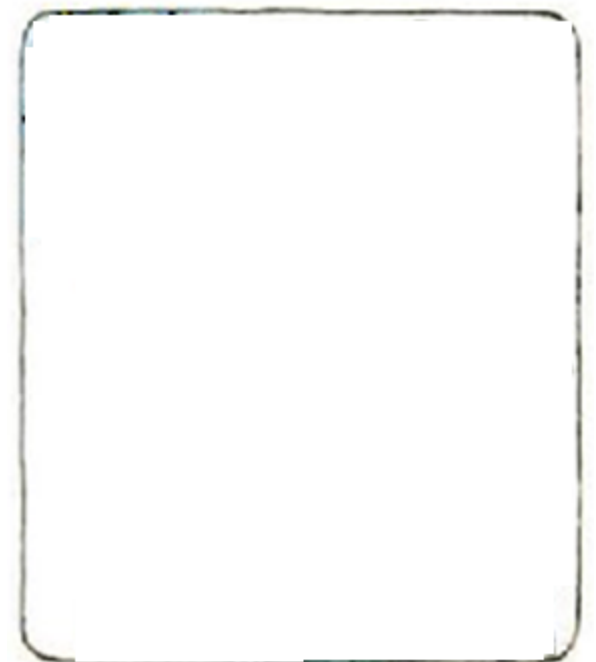
Cut out these pictures and use them to tell a story. When you are happy with your story, stick them onto the next page in the order you used and write your story next to each picture





Stage 1 – Term 4, Week 2


Tell your own Story





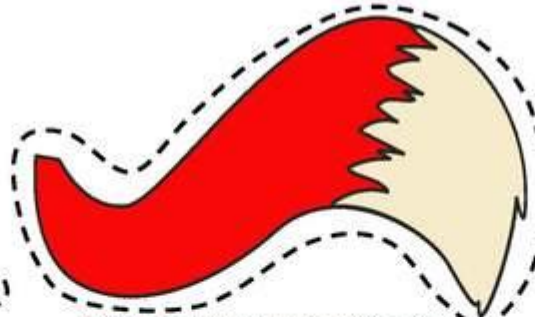
Tell your own Story



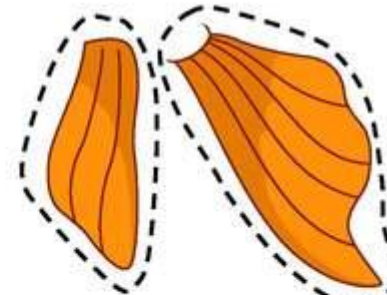
 Cut along the dotted line.



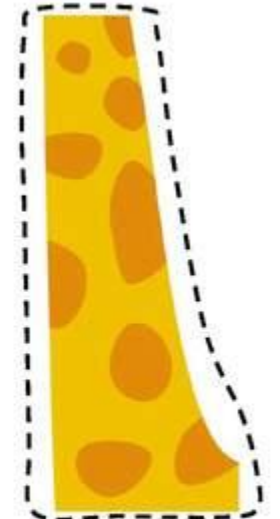
*I wish I could be handsome like a flamingo.*



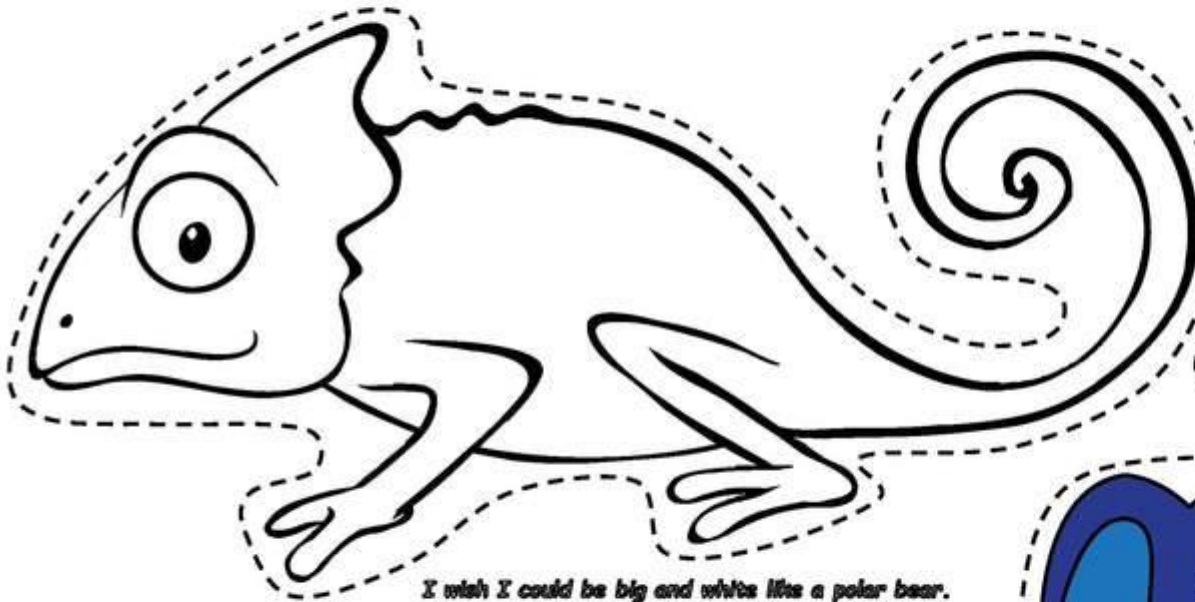
*I wish I could be smart like a fox.*



*I wish I could swim like a fish.*



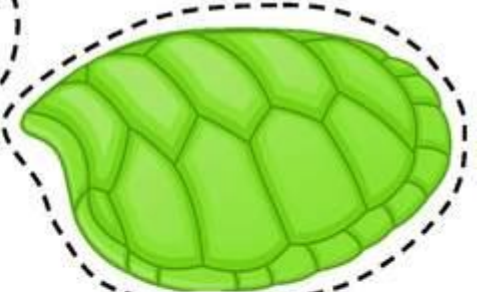
*I wish I could see things far away like a giraffe.*



*I wish I could be big and white like a polar bear.*



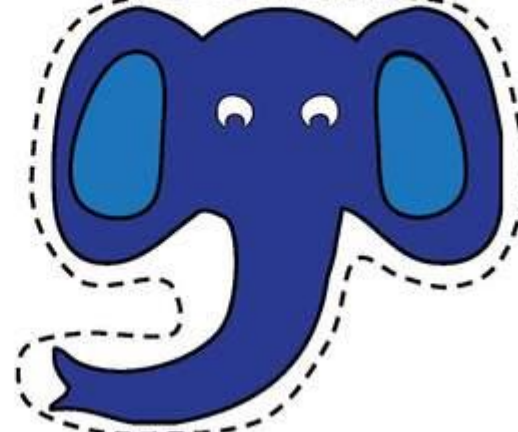
*I wish I could be like people.*



*I wish I could hide in a shell like a turtle.*



*I wish I could be funny like a seal.*



*I wish I could be strong like an elephant.*



*I wish I could run like a deer.*

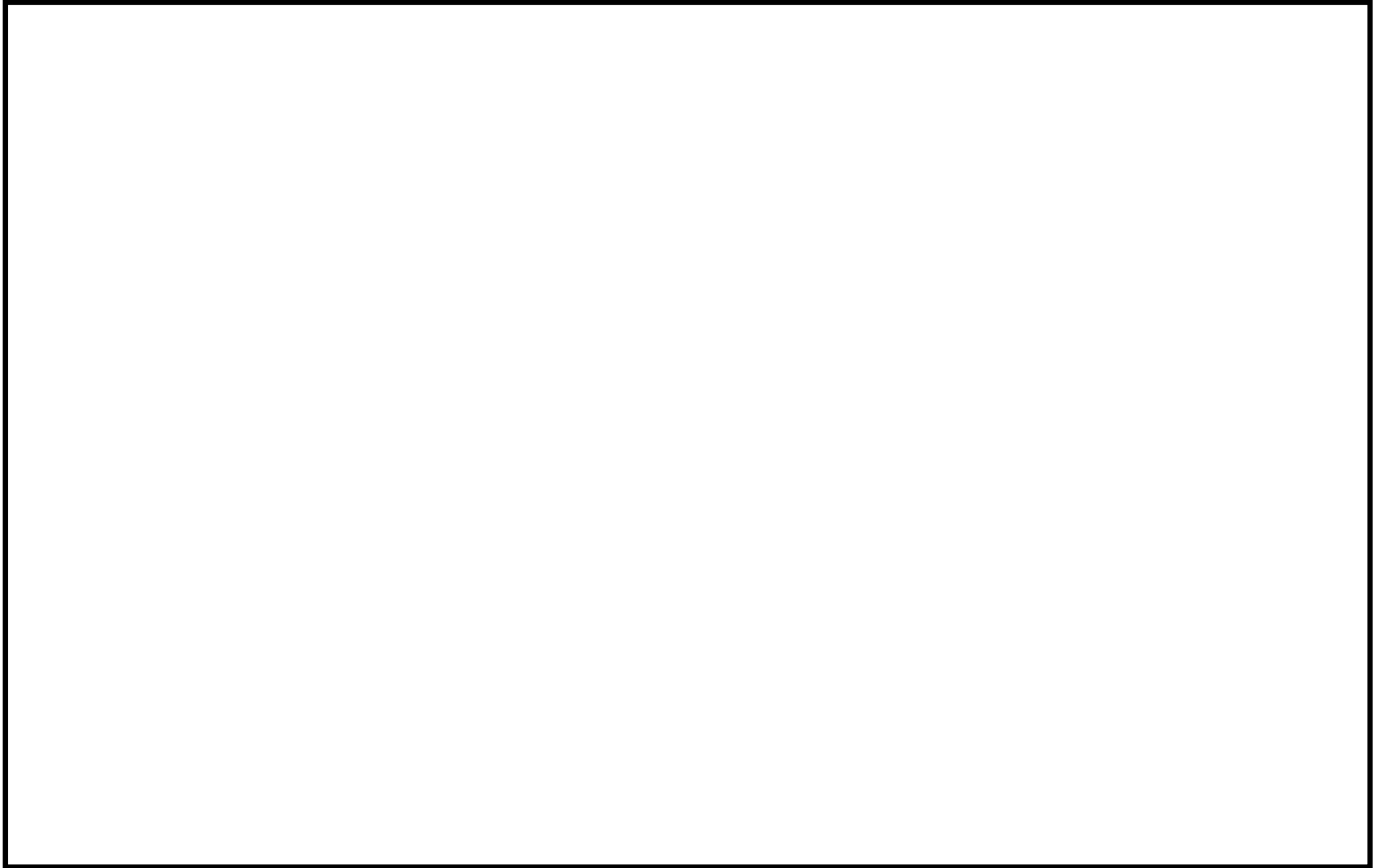


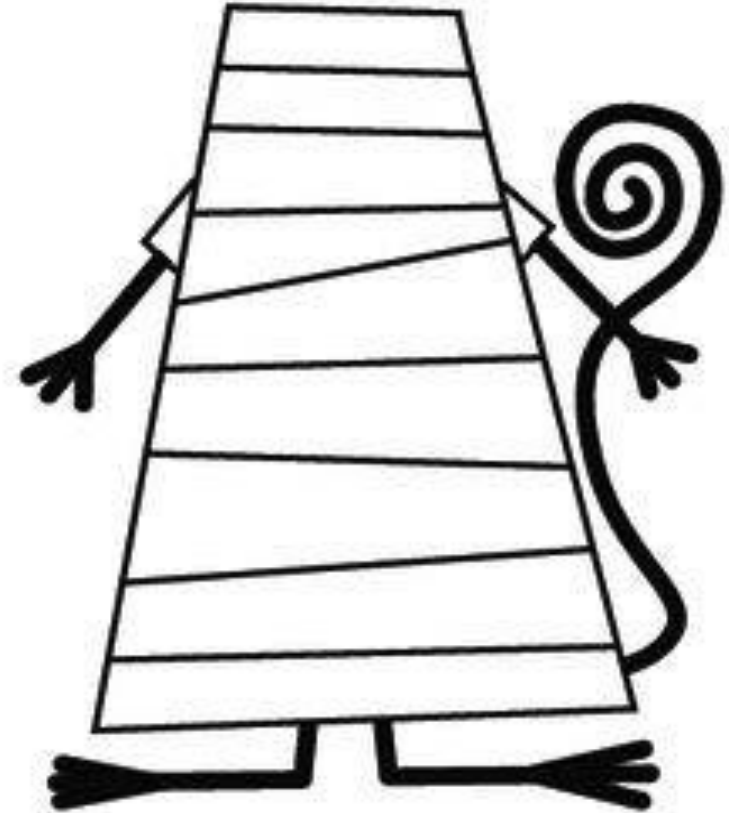
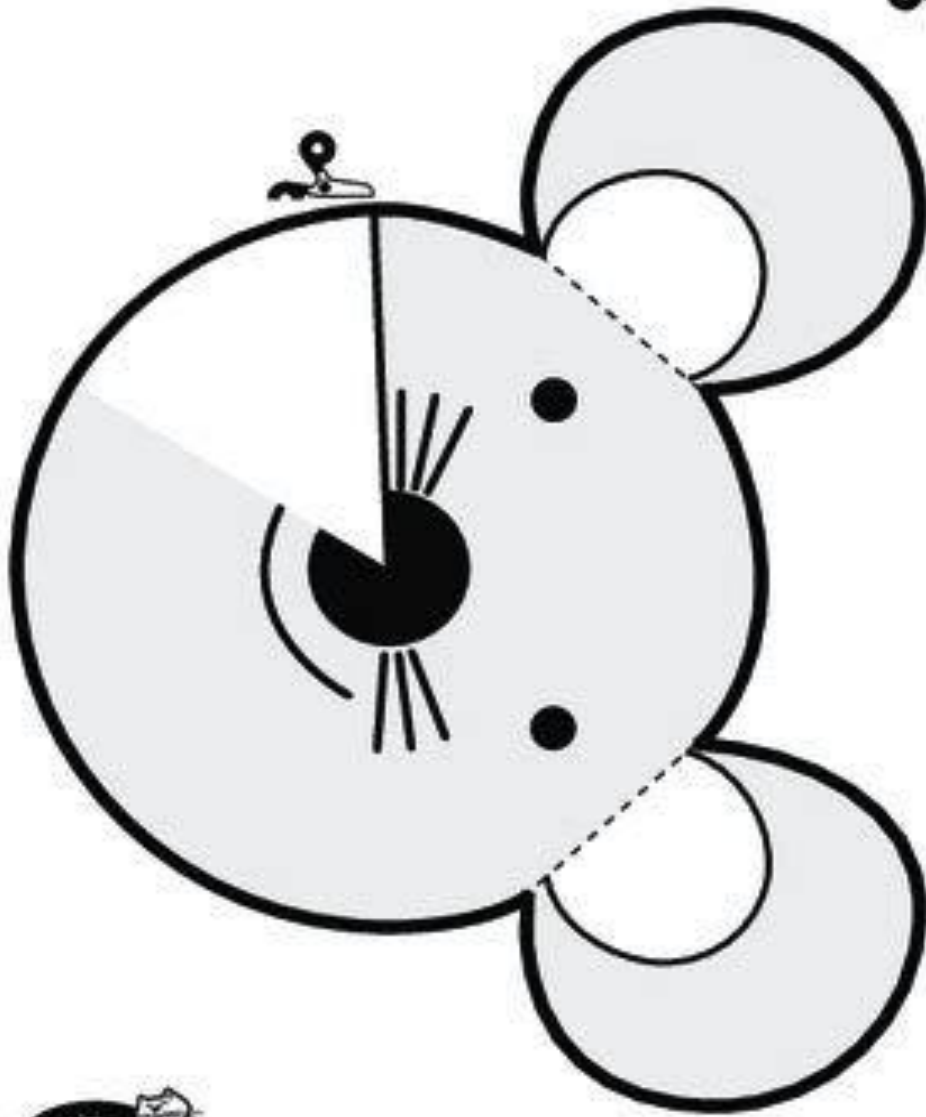
Stage 1 – Term 4, Week 2



Example



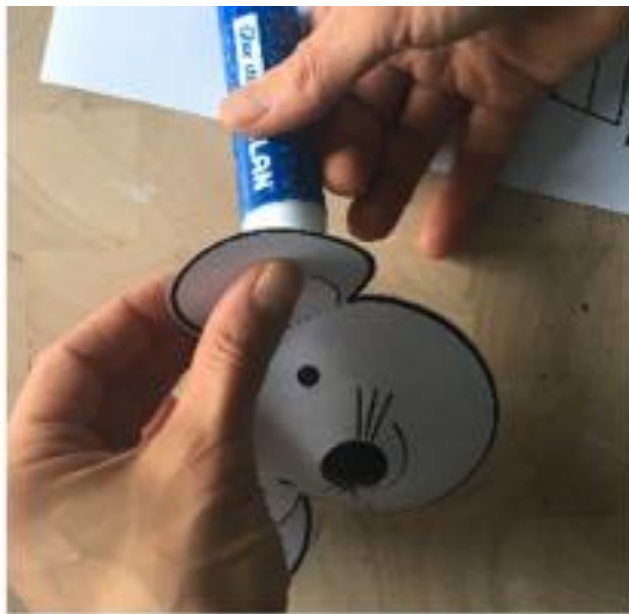
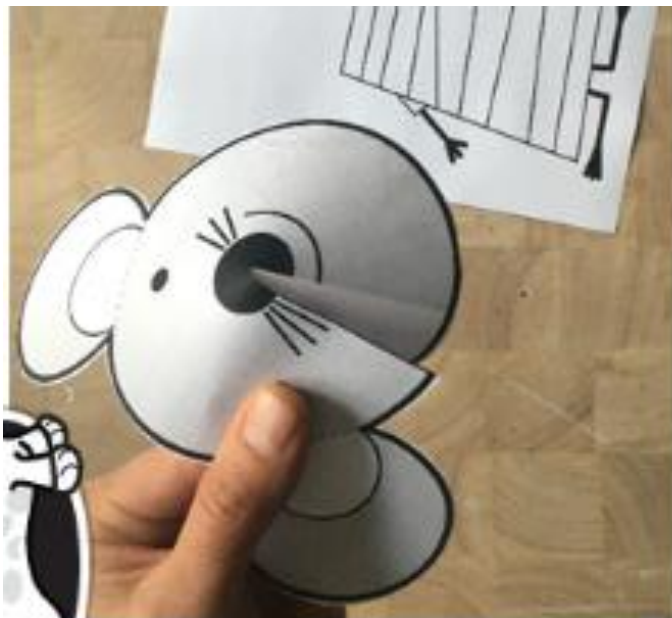






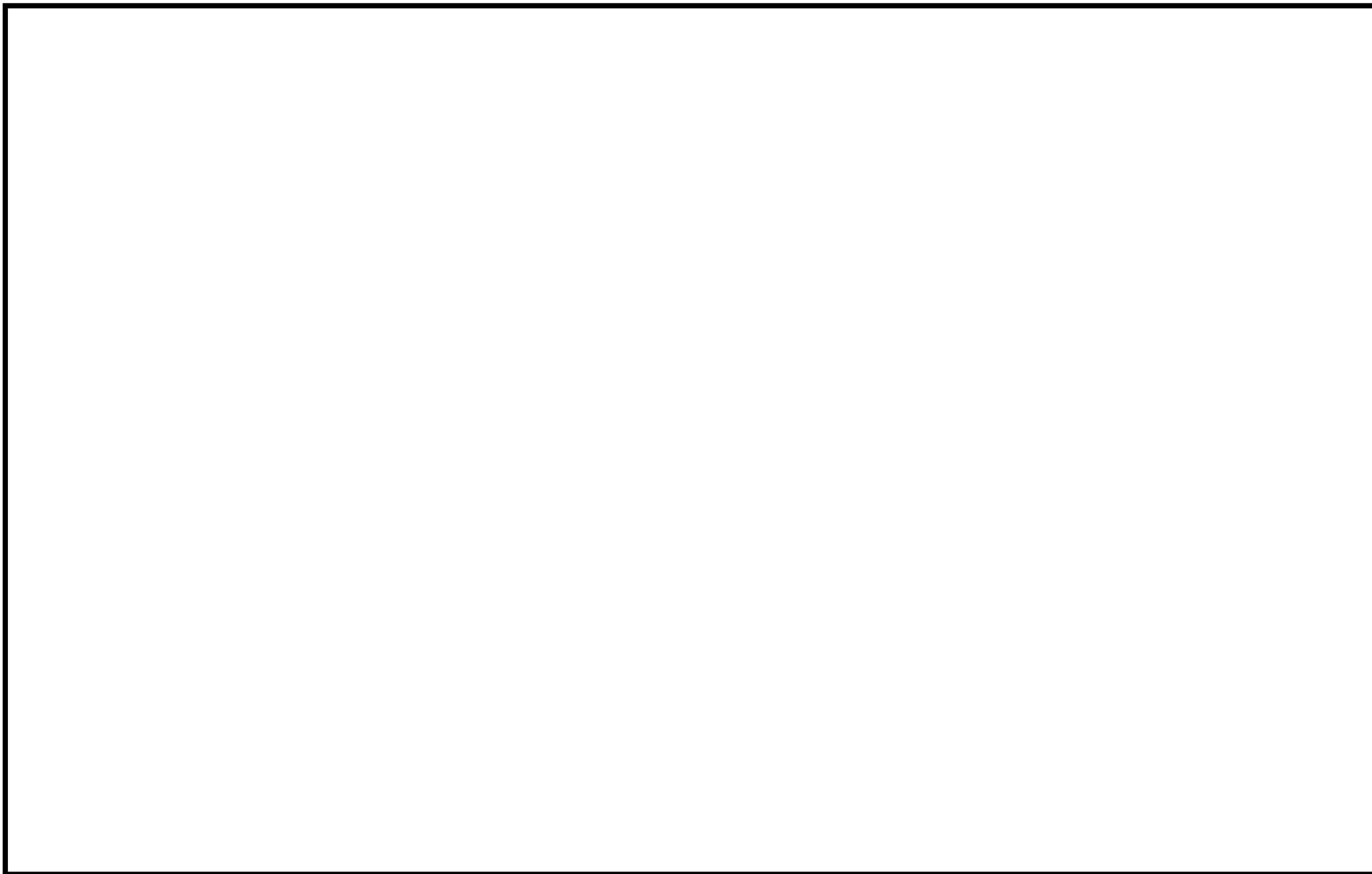


Stage 1 – Term 4, Week 2



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# Draw Your Own Mixed-Up Animal

Draw the parts of different animals together to make a new mixed-up one, just like the chameleon was in the story.



# NATURE SCAVENGER HUNT



A curved leaf

☐


A spotted rock

☐


A track or footprint

☐


A seed or seed pod

☐


A bug or insect

☐


something beautiful

☐


A feather

☐


some water

☐


tree sap

☐


A spider web

☐


Something yellow

☐


A flying insect

☐


A hole

☐


A funny shaped cloud

☐


An evergreen tree

☐


Three types of birds

☐


A stick shaped like a letter of the alphabet

☐


Something smooth

☐