

# Cambridge Primary Stage 2

Activities to support you at home

## Photocopiable activity 2: Writer's checklist A

## Words that begin with a capital letter

- ☐ The first word of a sentence begins with a capital letter.

***This is a book.***

---

- ☐ The word **I** is always written with a capital I.
- 

- ☐ A name begins with a capital letter.

***Tanya Mr Kim***

---

- ☐ The name of a city, country, or school begins with a capital letter.

***Mecca Korea International School***

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- ☐ The days of the week begin with a capital letter.

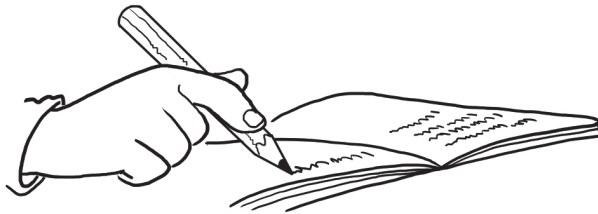
***Monday Tuesday***

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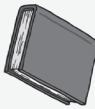













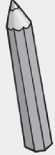


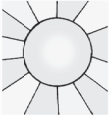
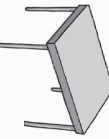


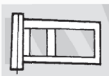



- ☐ The names of the months begin with a capital letter.

***January February***

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## Photocopiable activity 3: The alphabet in pictures

 <b>Aa</b>	 <b>Bb</b>	 <b>Cc</b>	 <b>Dd</b>	 <b>Ee</b>	 <b>Ff</b>	 <b>Gg</b>	 <b>Hh</b>
 <b>Ii</b>	 <b>Jj</b>	 <b>Kk</b>	 <b>Ll</b>	 <b>Mm</b>	 <b>Nn</b>	 <b>Oo</b>	 <b>Pp</b>
 <b>Qq</b>	 <b>Rr</b>	 <b>Ss</b>	 <b>Tt</b>	 <b>Uu</b>	 <b>Vv</b>	 <b>Ww</b>	 <b>Xx</b>
 <b>Yy</b>	 <b>Zz</b>						

## Photocopiable activity 5: Writer's checklist B

## Final punctuation

- ☐ Most sentences end with a full stop.

***My name is Tony.*** ←

---

- ☐ A question ends with a question mark.

***What's your name?*** ←

---

- ☐ A sentence that shows surprise or excitement ends with an exclamation mark.

***My name is Tony, too!*** ←

---

## Check the verb form!

## Present simple

We usually add 's' to a verb after one person or thing.



***I sing.***



***The boy sings.***

***The birds sing.***

With verbs that end in **sh, ch, ss** or **x**, we add '**es**'.



***I wash  
my hands.***



***Amy washes  
her hands.***

***Tomas and Daniel wash  
their hands.***

## Present continuous

Use *I am ...*, *You are ...*, *He is ...*, *She is ...*, *We are ...*, *They are ...*

***I am*** talking.

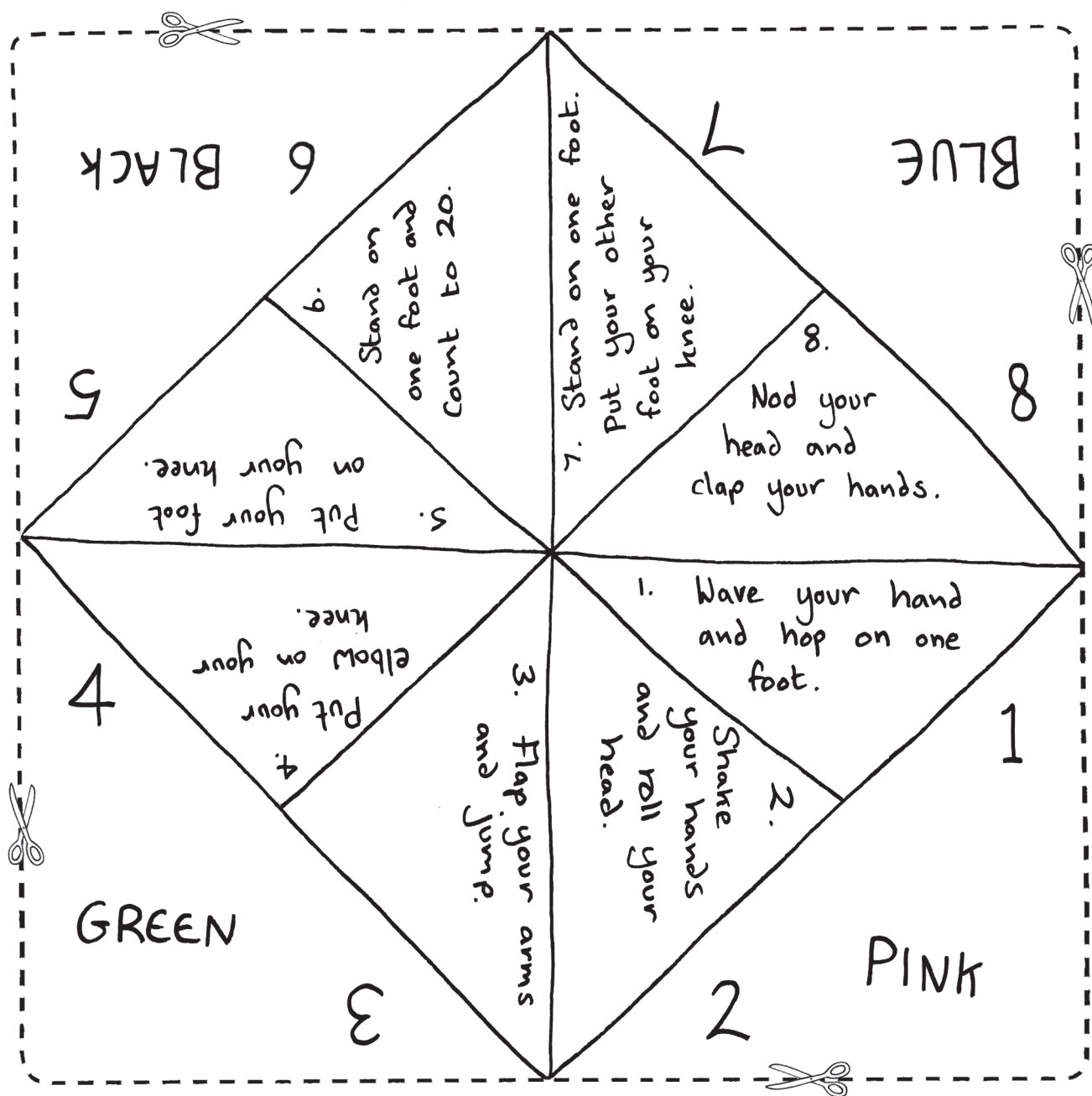
***We are*** waving.

***You are*** walking.

***You are*** eating.

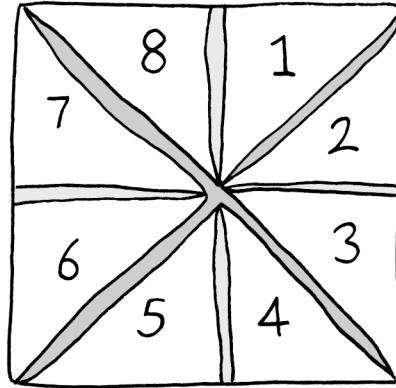
***He is*** sitting. ***She is*** standing. ***They are*** painting.

## Photocopiable activity 7: Pick a colour, pick a number

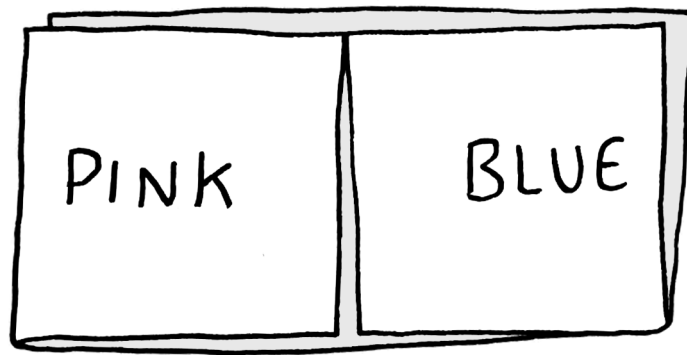


1 Cut out the square. Fold the 4 corners into the centre.

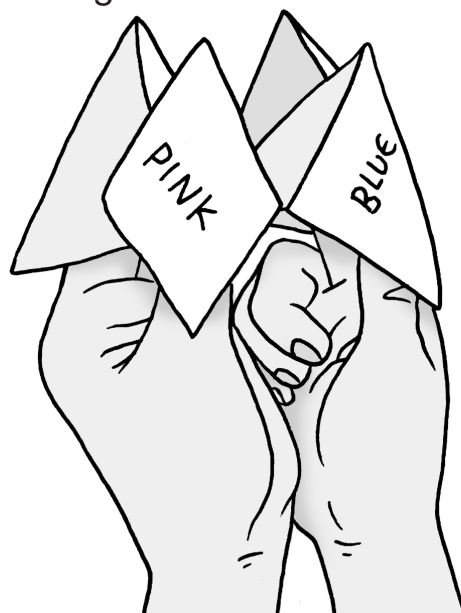
**2** Turn the paper over. Fold the 4 corners into the centre.



**3** Fold the paper so it looks like this.

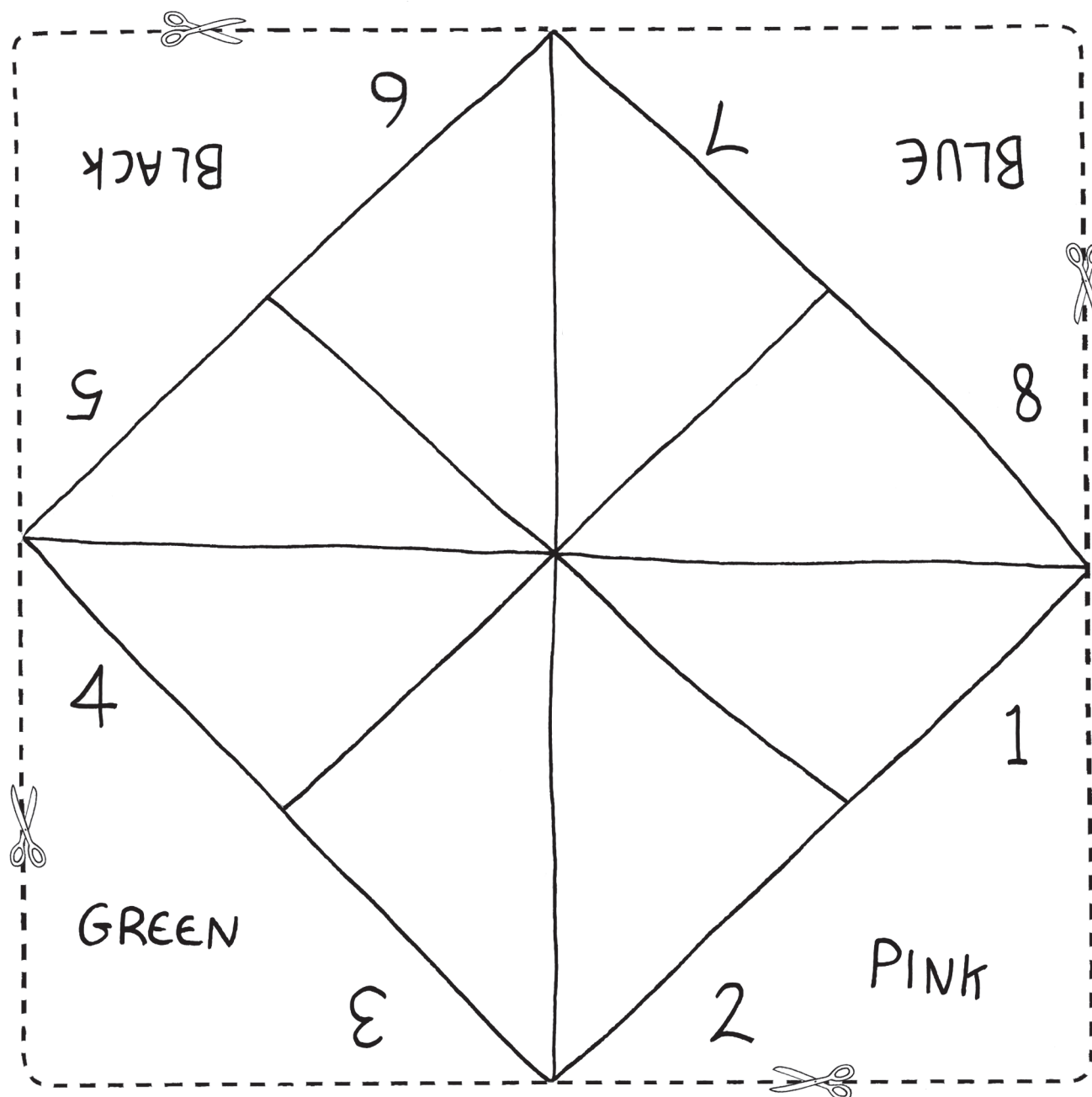


**4** Put your thumb and pointer fingers under the colour flaps. Practise opening and closing.



## Unit 4

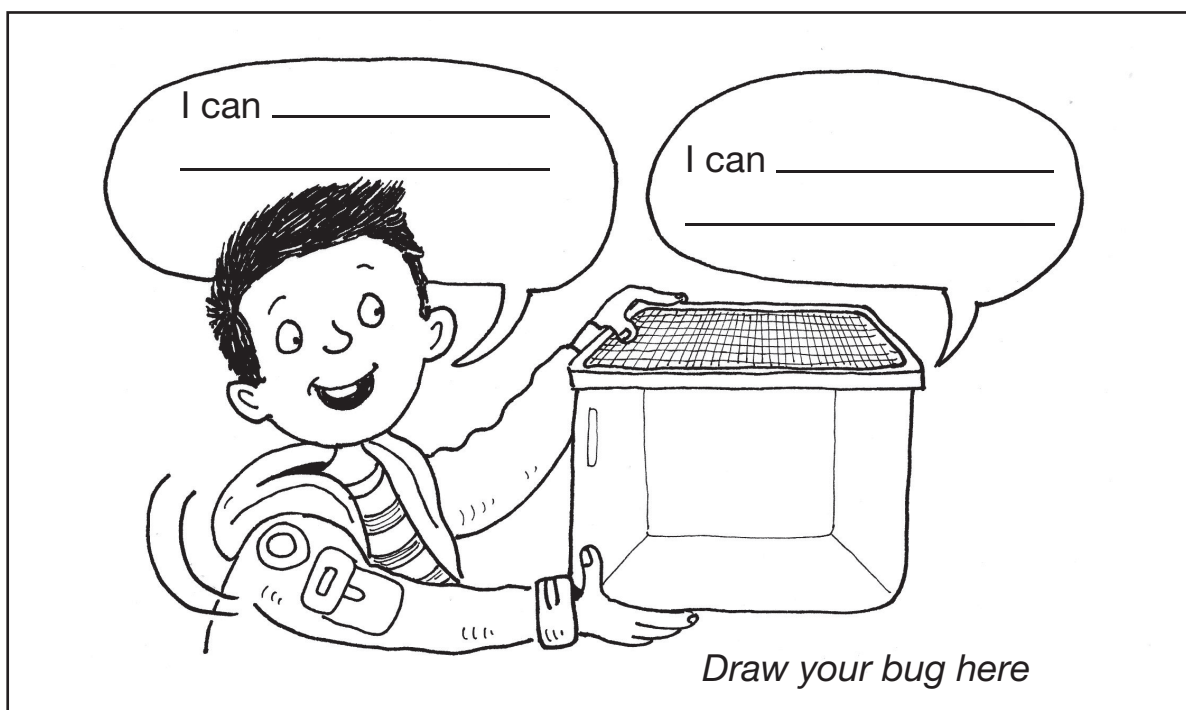
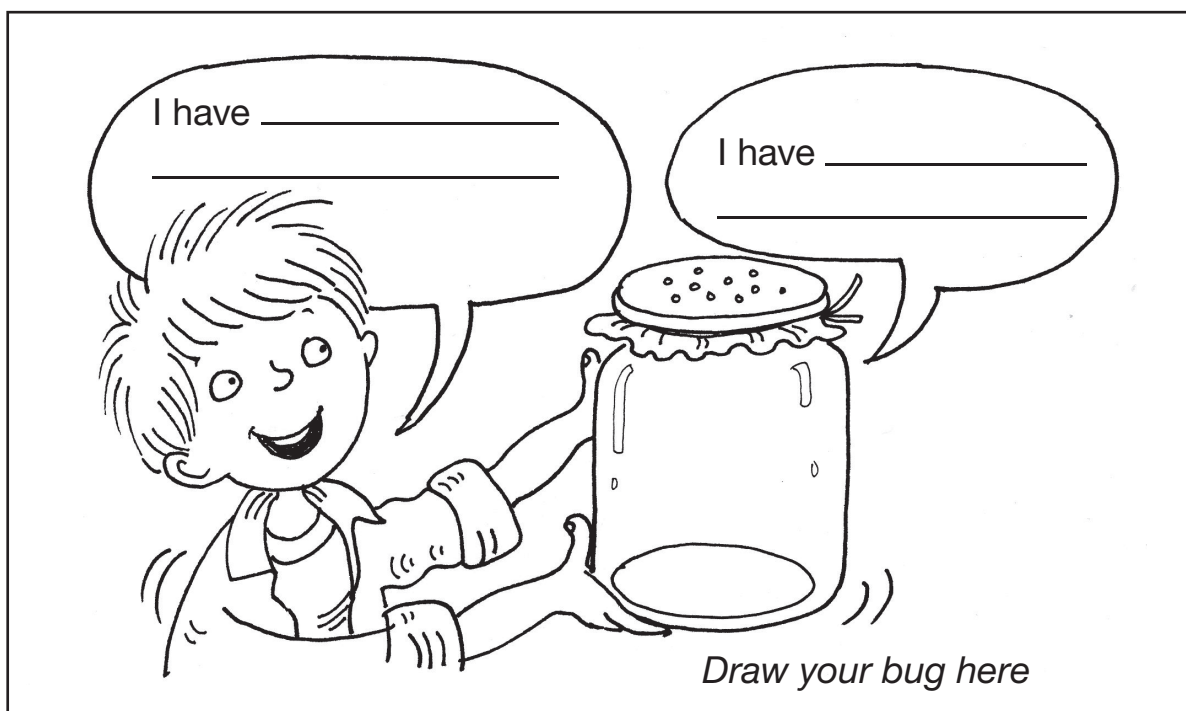
**Photocopiable activity 8: Pick a colour, pick a number — Make your own game!**



**Photocopiable activity 13: Project C – Cartoon story *The boy and the bug***

Draw and write a cartoon story about a boy and a bug. How are they different?

- Choose your bug. What will you write about – an ant, a cricket, or a bee?
- Write what the boy says.
- Draw your cartoon bug and write what your bug says.





## Photocopiable activity 14: Write a poem

**Haiku**

An old silent pond ...  
A frog jumps into the pond,  
Splash! Silence again.

*Matsuo Basho*



A *haiku* is a short poem about nature. There are 3 lines in a *haiku*.

- The first line has 5 syllables.
- The second line has 7 syllables.
- The third line has 5 syllable.

Read the *haiku* again. Count the syllables in each line.

Now write your own 3-line poem about nature. Here are some ideas for a first line. Use one of these lines or think of a new one.

A ripe red pepper  
On a small green leaf  
The wind in the trees  
I watch a spider  
My favourite rock

**CHALLENGE:** As a challenge, you can follow the syllable rules for writing a *haiku*. Or you can just write a 3-line poem. Draw a picture to go with your poem.

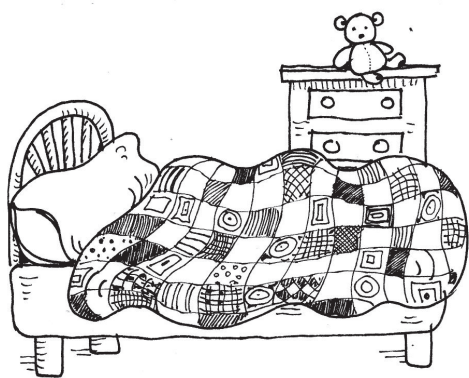
\_\_\_\_\_ (5 syllables)

\_\_\_\_\_ (7 syllables)

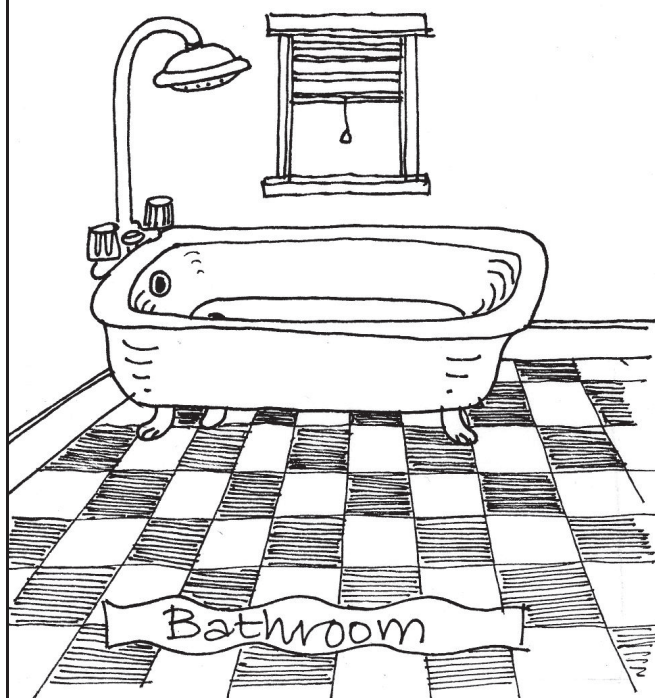
\_\_\_\_\_ (5 syllables)

## Photocopiable activity 15: Rooms in a house

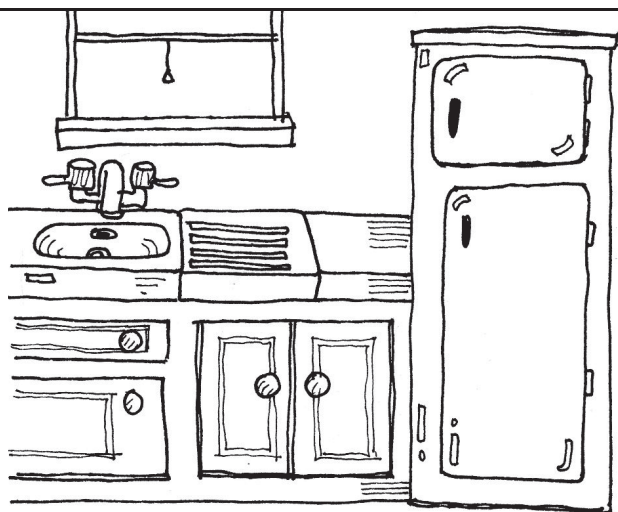
Cut out the objects from **Photocopiable activity 16** and put them in these rooms.



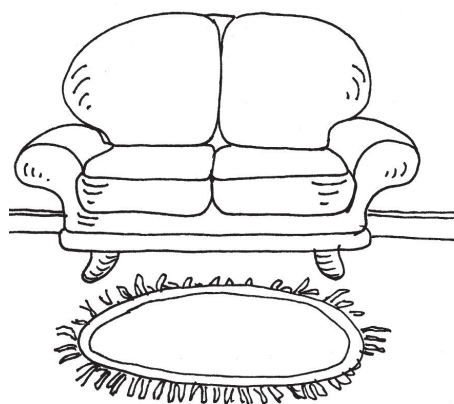
Bedroom



Bathroom



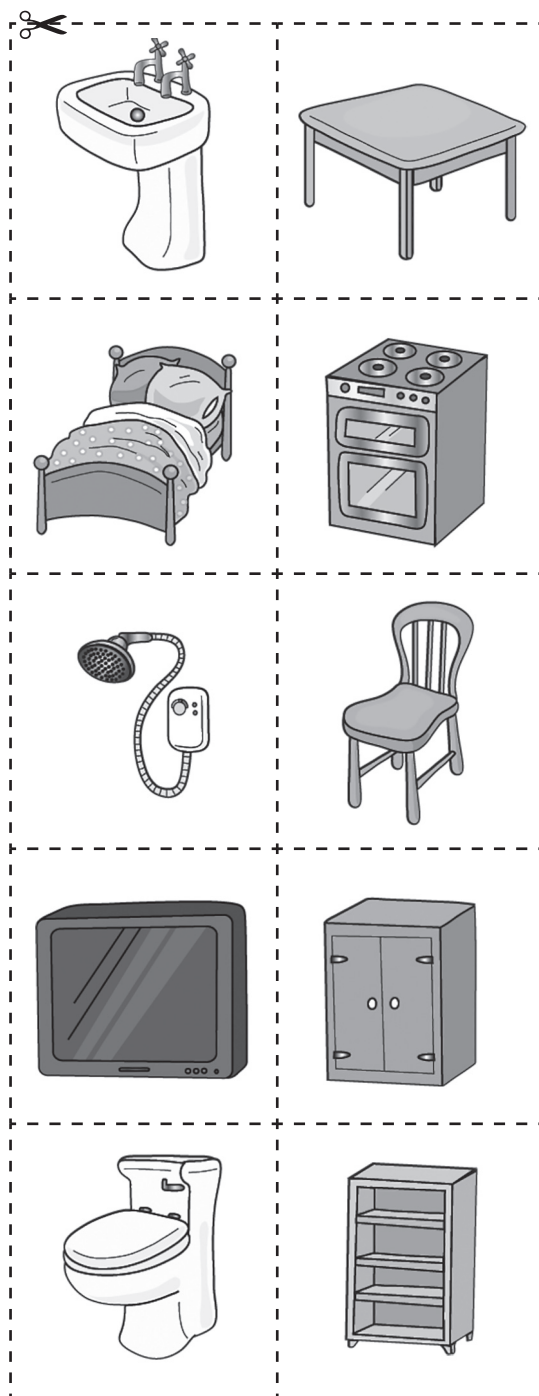
Kitchen



Living room

**Photocopiable activity 16: Objects in a house**

Cut out these objects and put them in the rooms on **Photocopiable activity 15**.

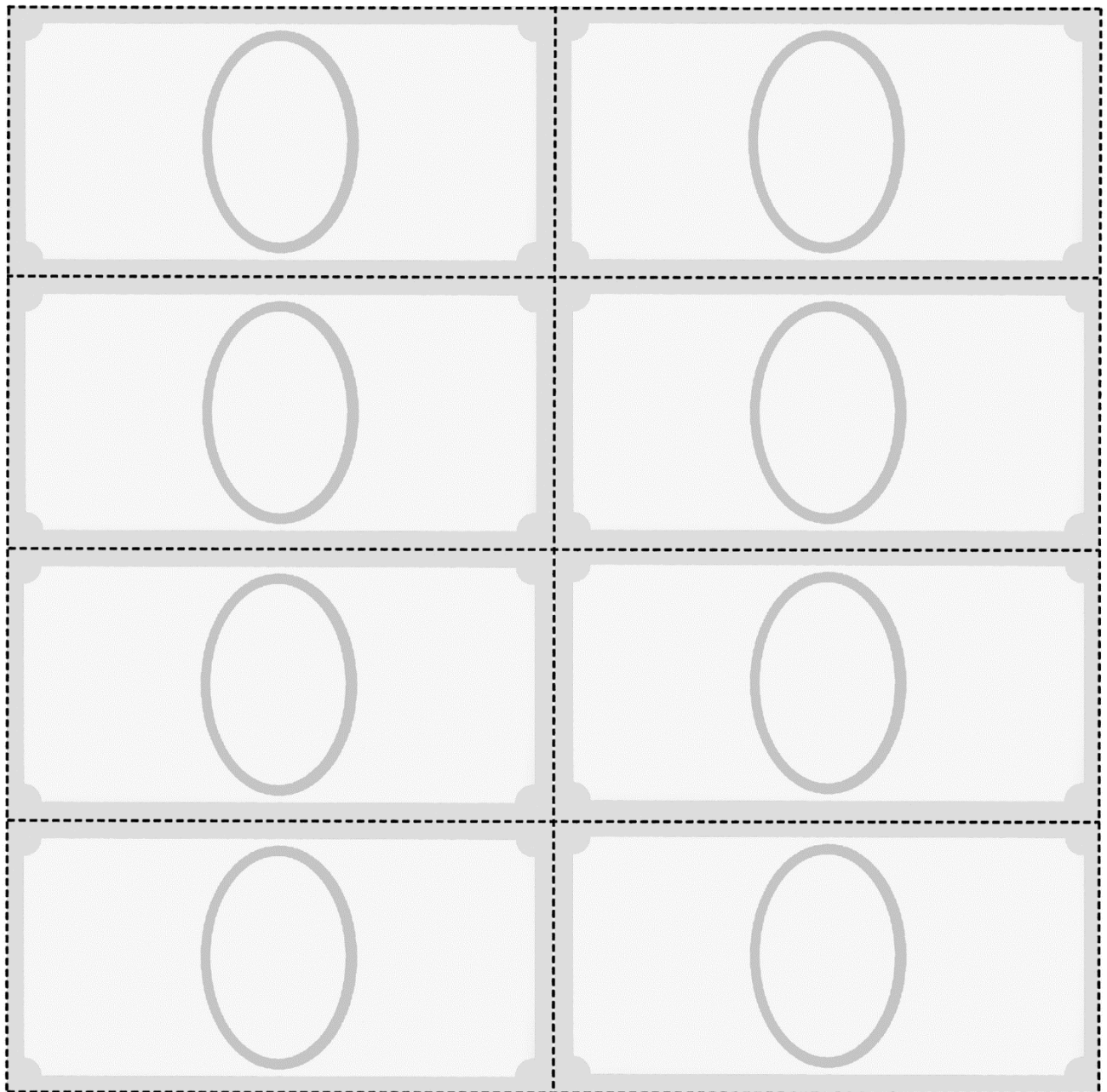


# PCM 3 Pretend money

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

- 1 Cut out these cards to make your own pretend money. Stick the fronts to the backs (put the plain sides together).
- 2 Colour in your money if you like. Remember to add a number to show how much the note is worth.

Happy shopping!



# PCM 4 Story sequence

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

- 1 Cut out each starter and each end.
- 2 Match the starters to the ends and stick them down in the right sequence.
- 3 Use them to tell the story.

Starters (S)	Ends (E)
(S) At the beginning	(E) Max spends the last note back in Candi's Corner on a set of pretend teeth (no oozing cherry syrup).
(S) Then	(E) Ruby has to spend three notes in the launderette.
(S) Next	(E) they spend one note on the bus. Ruby sees a music box in Rosalinda's Gift Shop.
(S) After that	(E) they spend four notes on earrings.
(S) After lunch	(E) Grandma picks them up because they have no more money left!
(S) They don't have 100 notes so	(E) they spend four notes on lunch.
(S) Then	(E) they go back to Rosalinda's Gift shop.
(S) At the end	(E) Max spends two notes in Candi's Corner on a set of pretend teeth oozing with cherry syrup.

# PCM 5 Story planning sheet

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

<b>Title of your story</b>	
<b>Characters</b>	
1	3
2	4
	5
<b>Settings</b>	
1	3
2	4
	5
What do you want to buy?	
Who is it for?	
What do you buy next?	
What happens at the end?	

# PCM 18 Writing about an explanation

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

Read what someone wrote about the explanation *Why do houses need roofs?*

*Why do houses need roofs?* is an explanation text. It tells you about roofs and the different ways they protect houses. Each sentence adds new information to what you knew before so you have to read the text from the beginning.

The text is in the present tense. It has headings and diagrams with captions and labels. It is a good explanation. The diagrams help you to understand the writing.

You should read the text if you are interested in buildings in different countries.

Choose a different explanation text to write about. Answer the questions.

What is <b>the title</b> of the text?	_____
What is the text <b>about</b> ?	_____
What information does it give the reader?	_____ _____ _____
Does one thing lead to another? Explain how.	_____ _____ _____
Which <b>features</b> are there?	_____ _____
Do you think it is a good explanation text? Why?	_____ _____ _____
<b>Who</b> should read the text?	_____ _____
Why would they want to read it?	_____ _____

# PCM 19 *Houses on the move*

## comprehension activity

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

### **Houses on the move**

Some people don't stay in one place all the time, so they don't stay in houses. This might be for a holiday, or it might be for work, or it might be for another reason.

#### *Yurts*

For 3000 years yurts have been used by people in central Asia when they move around to look for food for their animals.

Yurts have a round wooden frame with a thick felt cover to keep the space inside warm. A family can pack their yurt onto camels very quickly so they can move to another place.



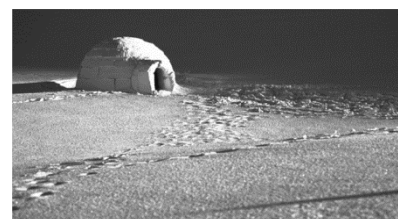
#### *Tents*

In warmer parts of the world, like deserts, people live in tents while they look after their animals. The tents are more for shelter than for warmth, so the covering may be thinner than felt. Tents are made of cloth draped over a wooden frame.



#### *Igloos*

In frozen places, seal hunters will build an igloo as an overnight shelter when they are away from home. The hunter carves out blocks of ice and places them to make a dome out of ice.



Answer the questions:

1 Give two reasons from the text why people might live in one of these houses

\_\_\_\_\_

2 How do people carry yurts from place to place?

\_\_\_\_\_

3 Why do yurts need a thicker covering than tents?

\_\_\_\_\_

4 How are igloos different from yurts and tents?

\_\_\_\_\_



# PCM 20 Planning a talk on building a den

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

What will you say to explain how to build a den?

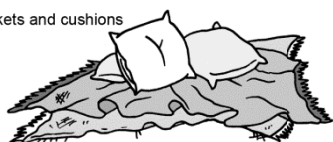
## Building a den

Dens are safe places that children can build almost anywhere. They can be any size or shape. Inside dens can be built by putting blankets over tables or chairs.

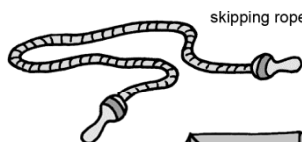
### *Building an outside den*

Look at the pictures. How will you use them? Or what else will you use?

old blankets and cushions



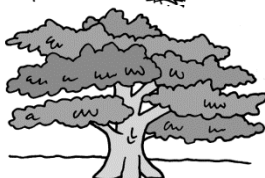
skipping rope



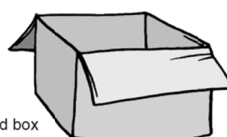
branches



tree



cardboard box



Draw a den you could build. Label everything you can.

A large empty rectangular box for drawing a den.

Write notes to remind you of:

- all the things you will need.

An empty rectangular box for writing notes on things needed.

- the order you will have to do things.

An empty rectangular box for writing notes on the order of things.

# PCM 22 Busy Day

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

## Busy Day

Pop in  
pop out  
pop over the road  
pop out for a walk  
pop down to the shop  
can't stop  
got to pop  
  
got to pop?  
pop where?  
pop what?  
  
well  
I've got to  
pop round  
pop up  
pop into town  
pop out and see

pop in for tea  
pop down to the shop  
can't stop  
got to pop  
  
got to pop?  
pop where?  
pop what?  
  
well  
I've got to  
pop in  
pop out  
pop over the road  
pop out for a walk  
pop in for a talk ...

Michael Rosen

- 1 Underline the word *pop* each time you see it in this poem.
- 2 Circle two words in the poem that rhyme with *pop*.
- 3 Count the lines in this poem. \_\_\_\_\_
- 4 What can you say about the layout of this poem?

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# PCM 23 *Riding Down To Boxland*

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

Read the poem. Then answer the questions.

## **Riding Down To Boxland**

Riding down to boxland  
where people live in boxes,  
riding down to boxland  
the people live in boxes

no chickens there,  
been eaten by the foxes.

Riding down to boxland  
saw a box looking good,

riding down to boxland  
found a box looking good,  
wanted to knock on the box  
wondered if I should.

Riding down to boxland  
I knocked on the lid,  
riding down to boxland  
knock, knock on the lid,  
though I knocked loud  
you'd never know I did.

Riding down to boxland  
no answer from inside,  
riding down to boxland  
not a sound from inside  
I picked up the box  
to take it for a ride.

Riding back from boxland  
the box coming with me,  
riding back from boxland  
the box coming with me,  
laid it out at home,  
for everyone to see.

when I got back from boxland  
everyone was there,  
I was back from boxland  
everyone was there,  
no one looked inside  
there's no one who dared

Michael Rosen

- 1 Where is boxland? \_\_\_\_\_
- 2 What is boxland like? \_\_\_\_\_
- 3 What did the poet find there? \_\_\_\_\_
- 4 What did he do there? \_\_\_\_\_
- 5 Why did he take the box for a ride? \_\_\_\_\_
- 6 Why did no one dare to look inside? \_\_\_\_\_

# PCM 31 Planning a talk about a coral reef creature

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

My talk is about \_\_\_\_\_

Choose something you want to say about the creature.  
Write one or two sentences about this topic.

Choose something else you want to say about it.  
Write one or two sentences about this topic.

Choose another thing you want to say about it.  
Write one or two sentences about this topic.

Draw the creature.

# PCM 37 Common joins 1

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

Practise joining these letters.

*in*      *am*

*are*      *my*      *her*      *said*

---

*it*      *the*

*with*      *he*      *back*      *they*

---

*is*      *us*      *to*

*can*      *yes*      *and*      *no*

---

# PCM 38 Common joins 2

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

Practise joining these letters.

on we

well you some out could

---

oh when

what old which hot

---

was look

good want moon odd

---

# 100 square jigsaw (1)

Complete the 100 square.

Then cut it out and give it to a partner to complete.

For a more difficult challenge, cut out the pieces **before** completing the 100 square. Then complete the jigsaw to check that the numbers have been filled in correctly.

	2		4			7		9	
11		13		15	16		18		20
			24			27		29	30
	32		34	35			38		
41		43			46		48	49	
51				55		57			60
	62		64		66		68		
	72						78		80
81		83	84	85		87		89	
			94		96		98		

## 100 square jigsaw (2)

Complete the 100 square.

Then cut it out and give it to a partner to complete.

For a more difficult challenge, cut out the pieces **before** completing the 100 square. Then complete the jigsaw to check that the numbers have been filled in correctly.

1				5			8	9	
	12		14			17		19	
21		23		25	26		28		
	32		34			37		39	40
41		43		45			48		50
	52		54			57		59	
	63	64		65					70
71			74		76		78		
	82		84				88		90
91		93		95	96			99	



# 100 square jigsaw (3)

Complete the 100 square.

Then cut it out and give it to a partner to complete.

For a more difficult challenge, cut out the pieces **before** completing the 100 square. Then complete the jigsaw to check that the numbers have been filled in correctly.

			4		6		8		10
	12		14	15		17			
21			24		26		28		30
	32						38	39	
41			44		46		48		
	52	53		55			58		60
61			64	65		67		69	
	72	73			76		78		80
	82		84					89	
91		93			96		98		

## 100 square jigsaw (4)


Complete the 100 square.

Then cut it out and give it to a partner to complete.

For a more difficult challenge, cut out the pieces **before** completing the 100 square. Then complete the jigsaw to check that the numbers have been filled in correctly.

		3		5		7	8		10
11	12				16			19	
21		23		25	26	27		29	
	32			35				39	
41		43			46	47			50
	52			55			58		60
		63	64			67			
	72							79	
		83	84		86		88		90
91	92			95		97		99	

<p>I am</p> <p>34</p> <hr/> <p>Who is</p> <p><math>18 + 17?</math></p>	<p>I am</p> <p>27</p> <hr/> <p>Who is</p> <p><math>18 + 18?</math></p>	<p>I am</p> <p>37</p> <hr/> <p>Who is</p> <p><math>22 + 23?</math></p>
<p>I am</p> <p>33</p> <hr/> <p>Who is</p> <p><math>21 + 18?</math></p>	<p>I am</p> <p>30</p> <hr/> <p>Who is</p> <p><math>22 + 18?</math></p>	<p>I am</p> <p>31</p> <hr/> <p>Who is</p> <p><math>13 + 10?</math></p>
<p>I am</p> <p>35</p> <hr/> <p>Who is</p> <p><math>10 + 11?</math></p>	<p>I am</p> <p>36</p> <hr/> <p>Who is</p> <p><math>19 + 24?</math></p>	<p>I am</p> <p>45</p> <hr/> <p>Who is</p> <p><math>26 + 22?</math></p>

 I am 40 <hr/> Who is 19 + 18?	I am 25 <hr/> Who is 11 + 15?	I am 23 <hr/> Who is 15 + 17?
I am 21 <hr/> Who is 22 + 16?	I am 43 <hr/> Who is 11 + 11?	I am 48 <hr/> Who is 12 + 12?
<hr/>	<hr/>	<hr/>

## Counting grid

×	2	5	10
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Complete the grid.

Draw a ring around a number you have written in the grid.

Draw the matching array.

## Division stories

✂	Jasmine fed 10 carrots to 2 horses. Each horse got the same number of carrots. How many carrots did each horse get?	Tom was playing marbles with a friend. He shared his 20 marbles. How many marbles did they have each?	Rani and her mum went on a picnic. They took 6 sandwiches. How many did they have each?	My bunch of grapes has 30 grapes. There are 5 of us, so how many will we have each?
	I have 50 sweets but they must last 10 days. How many sweets can I eat each day?	There are 5 donkeys in the field. I have 10 apples. How many can I give to each donkey?	I have 20 sweets to share between 5 of us. How many sweets will we have each?	Abdul had 30 plants to put in 5 large pots. How many plants should he put in each pot?
	I picked 40 flowers. I tie them into bunches of 5 flowers. How many bunches will I have?	I made 12 cakes to share with my family. There are 6 of us. How many cakes can we have each?	We have 20 cars to share between 2 of us. How many cars can we have each?	Mum gave me a packet of 30 biscuits to share with everyone. There are 10 of us, so how many biscuits can we have each?

## Double '5' strip

[illegible]

# Doubling and multiplying by 2

Doubling									
1	+	1	=						
2	+	2	=						
3	+	3	=						
4	+	4	=						
5	+	5	=						
6	+	6	=						
7	+	7	=						
8	+	8	=						
9	+	9	=						
10	+	10	=						

Multiplying by 2									
2	×	1	=						
2	×	2	=						
2	×	3	=						
2	×	4	=						
2	×	5	=						
2	×	6	=						
2	×	7	=						
2	×	8	=						
2	×	9	=						
2	×	10	=						

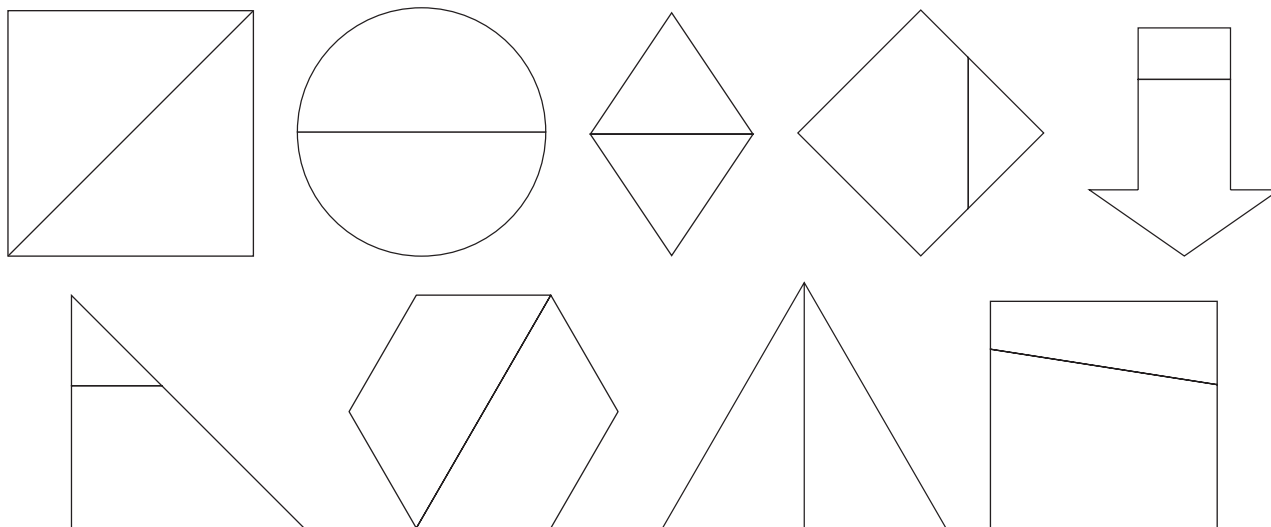


## Find the difference cards

$34 - 28 =$	$86 - 81 =$	$99 - 92 =$	$77 - 71 =$	$58 - 51 =$
$27 - 25 =$	$36 - 32 =$	$22 - 18 =$	$42 - 39 =$	$31 - 28 =$
$45 - 38 =$	$61 - 57 =$	$63 - 58 =$	$82 - 79 =$	$74 - 69 =$
$53 - 49 =$	$47 - 44 =$	$19 - 14 =$	$23 - 19 =$	$37 - 32 =$
$104 - 95 =$	$132 - 129 =$	$175 - 168 =$	$144 - 136 =$	$112 - 109 =$
$202 - 197 =$	$231 - 225 =$	$104 - 98 =$	$111 - 106 =$	$103 - 99 =$

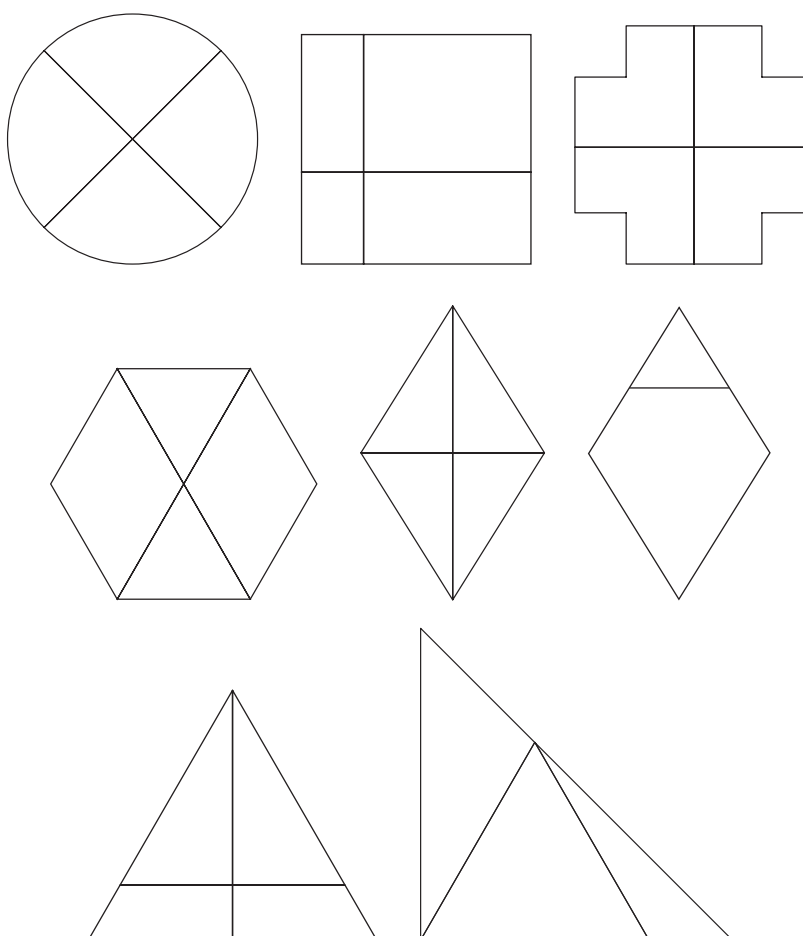
## Is it a half?

Tick ✓ the shapes that show a half. Colour in half of those shapes.



## Is it a quarter?

Tick ✓ the shapes that show a quarter. Colour in a quarter of those shapes.



# Making dough recipe

## Ingredients

2 cups plain flour

1 cup salt

1 cup water

1 tablespoon cooking oil

A jug

A mixing bowl and spoon

## Instructions

Mix the dry ingredients together in the bowl.

Pour the water and cooking oil into a jug and stir together.

Add the oil and water mixture to the dry ingredients and mix them together with the spoon.



Knead the dough to make it smooth.

Cut out biscuit shapes and place them on a baking tray.

Bake on a very low heat until they are hard.

# Mazes


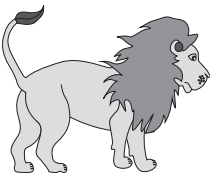
This little monkey counts in threes.  
Help him find his way home to his tree.

	54	51	4	3	
60	57	48	7	6	2
41	44	45	10	9	12
40	39	42	26	11	15
37	36	25	24	21	18
35	33	30	27	20	19


# Mazes

This young lion counts in fours.

Help him find the hill where he roars!

42	43	44	48	52	
39	41	40	37	56	60
38	37	36	32	34	58
7	6	29	28	30	33
4	8	12	24	23	26
	2	16	20	22	25

## Mixed division stories

 15 children need to walk with a partner. How many pairs of children will there be? Will there be anyone without a partner?	Egg cartons hold 10 eggs. There are 50 eggs in a basket. How many cartons do I need? Will all the cartons be full?	There are 24 biscuits in a packet to share between 10 of us. How many can we have each? Are there any left over?
5 children can sit on a bench. How many benches are needed for 30 children?	I have 17 lego wheels. How many 4-wheeled cars can I make?	There are 12 chocolate bars in a pack. How many can my brother and I have each?
I have 8 shoes. When I put them into pairs, how many pairs will I have?	The biggest bunch of grapes has 35 grapes. How many grapes can my sister and I have each? Will there be any left over?	My father has collected 9 wheels. How many bicycles can he make?

## More twos, fives or tens? (1)

Remote control cars need 5 batteries each. How many batteries for 9 cars?	There are 13 chickens in the chicken shed. How many legs?
12 children had 5 coloured pencils each. How many pencils altogether?	14 children need 10 beads each to make a necklace. How many beads are needed?
Each child needs 2 metres of string to make a model. There are 7 children. How much string is needed?	There are 7 people in a queue. How many toes in the queue?

# Number Sentences

Using one set of digit cards, can you make both number sentences true at the same time?

<div></div>	<div></div>	<div>&lt;</div> <div>is less than</div>	<div></div>	<div></div>
<div></div>	<div></div>	<div>and</div> <div>&gt;</div> <div>is greater than</div>	<div></div>	<div></div>



## Number wordsearch

Can you find these numbers, written in words in the wordsearch?

zero, one, two, three, four, five, six, seven, eight, nine, ten.

Be careful, they could be across, down, up or diagonal!

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

## Solve it! *extra* (1)



The school bought a pack of 100 pencils.  
9 were left.  
How many were given out?

There were 144 coloured pencils in the box.  
At the end of the week, there are 7 left.  
How many were used?

There are 72 bars of chocolate in a box. I  
find another box with 7 bars in it.  
How many bars of chocolate altogether?

There are 80 stickers on a sheet.  
This sheet has 7 left.  
How many have I given out?

There are 37 fish in the fish tank.  
8 are given away.  
How many fish in the tank now?

There are 48 cakes on a tray.  
9 are eaten.  
How many cakes are left?

# Threes



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Worksheet 1.2a

## Problems in our environment

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

Write or draw about the ways we look after the environment and ways we harm the environment.

 <b>People harm our environment</b>	 <b>People care for our environment</b>

# Worksheet 1.2b

## Caring for the area around us

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

- 1** Talk about things that could be done in your local area to help care for the environment. Write or draw them here.

- 2** Think about how the environment could get better. Write or draw what you predict might happen here.


- 3** Make a poster.  
In your poster:
- a** Tell people about ways to improve the local environment.
  - b** Tell people what you will do.
  - c** Suggest what they could do to help.

# Worksheet 1.3b

## Weather pictogram

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

Make a pictogram of the weather for five days.

Use the symbols.     

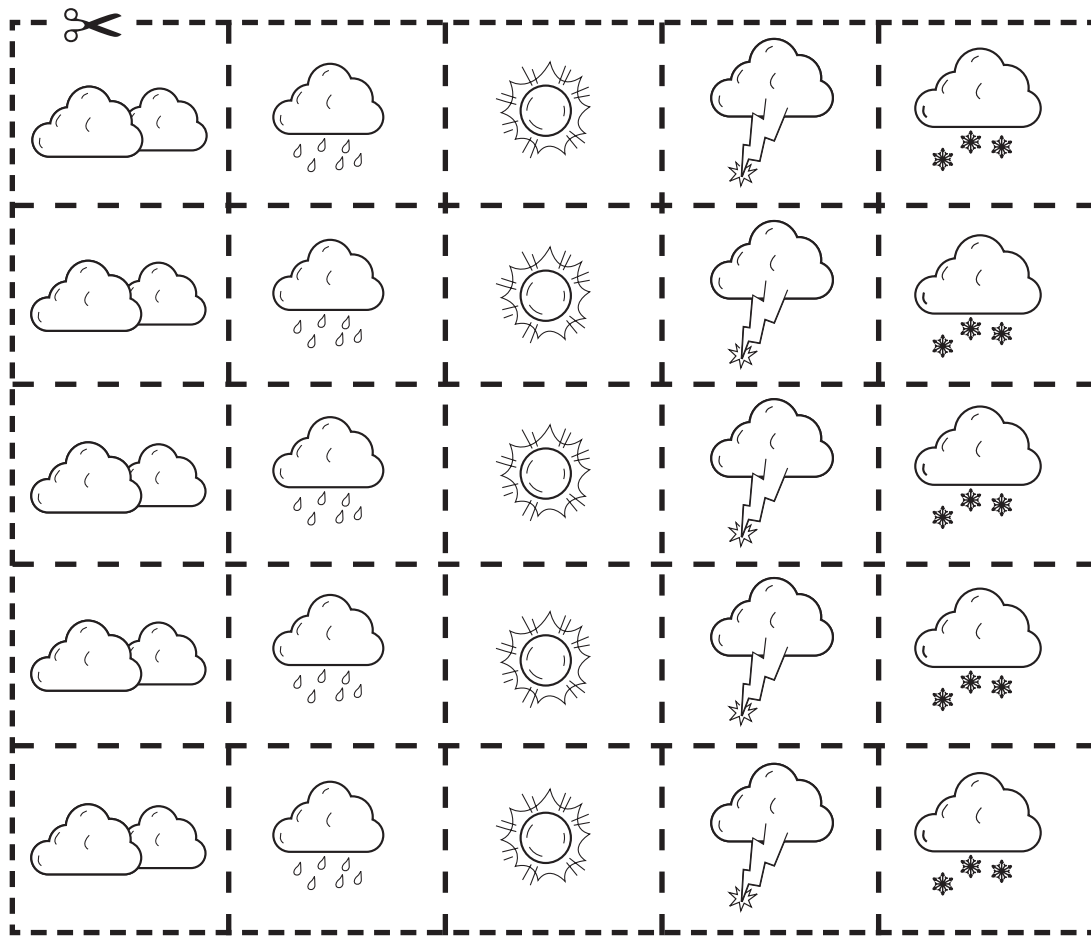
Here is a grid for you to use.

Number of days	5					
	4					
	3					
	2					
	1					
	0					
		cloudy	rainy	sunny	snow	thunder

**Weather**

# Worksheet 1.3b

Cut out these symbols and stick them on to your pictogram.



# Worksheet 1.3d

## Making a wind meter

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

- 1 Glue one end of each strip of paper to one end of the stick.
- 2 Take the stick outside. Hold it up in the air.
- 3 Where is the wind. Which way is the wind coming from?  
The strips of paper will blow in the opposite direction.
- 4 How would you describe the wind?

You will need:

- a stick
- strips of paper
- glue



Make sure that no one else is close by when you hold your stick in the air.

Complete the sentence. Use these words.

**not very strong   quite strong   very strong**

Today the wind was

---



# Worksheet 1.4

## The right clothes

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

Draw yourself wearing the right clothes for the weather in each box.

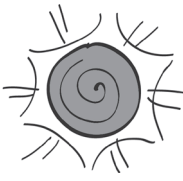

<b>deep snow</b>	<b>very heavy rain</b>
<b>very hot weather</b>	<b>very windy weather</b>



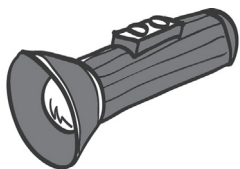


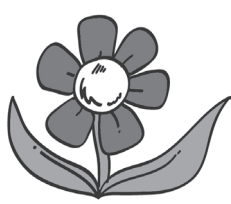


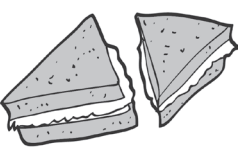
# Worksheet 4.1b

## Sorting light sources

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

Cut out the pictures and sort them. Is each one a light source or not?

light sources	not light sources
	

# Worksheet 4.3a

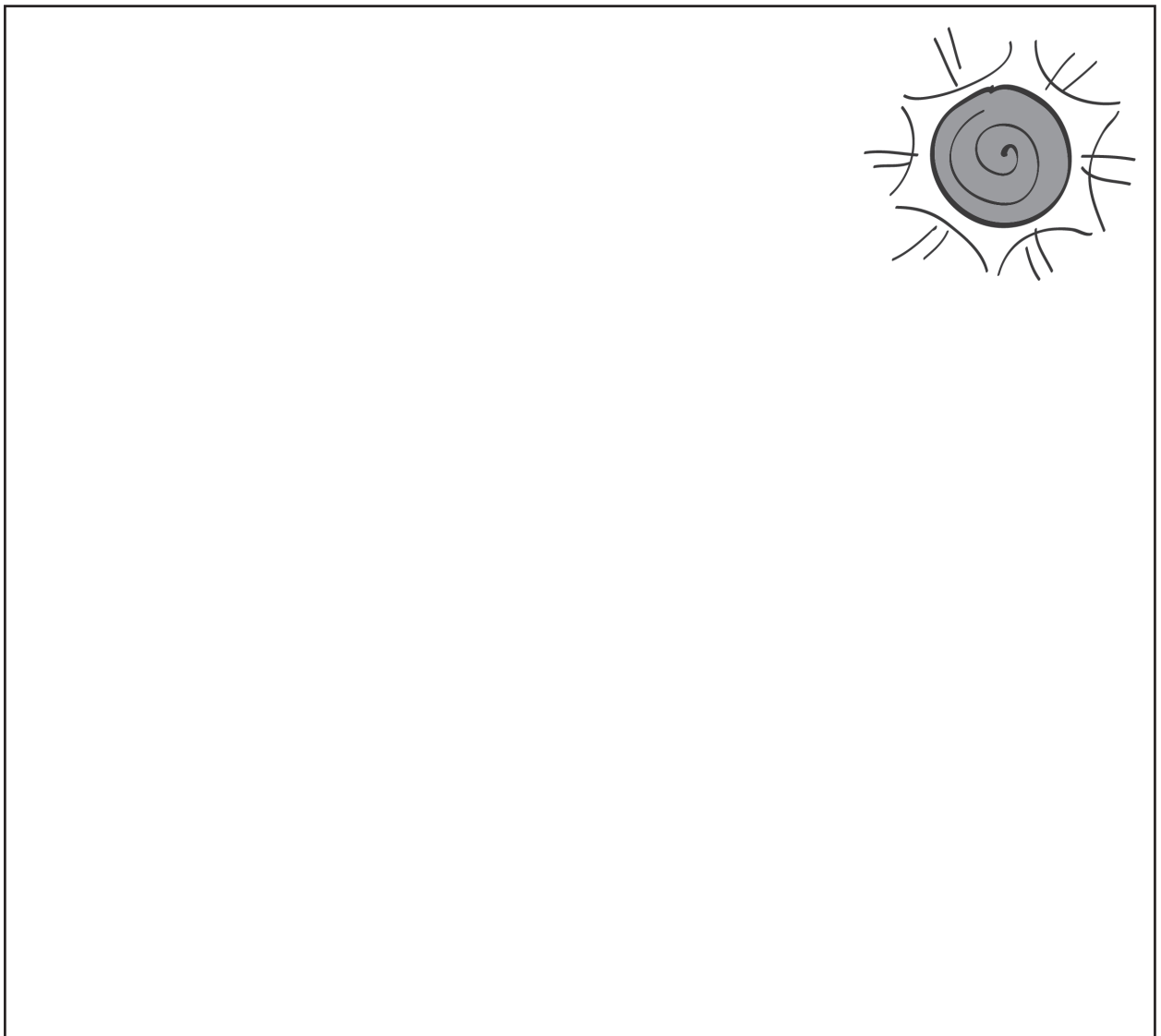
## Draw yourself and your shadow

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

Go outside.

Make a shape. Look carefully at your shadow.

Draw it here.



Tell your friends about your shadow.