

Second Class Worksheets-Week 6

Dear parents,

This document includes all necessary pages from the books listed in this week's work. Timetable and checklists included are for you to use as you please, there is no obligation to complete work. I do hope you and your families are healthy and well this week. Many thanks for your children's videos from last week's work. They are now posted on the school website.

I do appreciate feedback if certain aspects of the work are too challenging or if you would like assistance with any part of it. Please send all completed work to:
sttsecondandthirdclass@gmail.com

Thanks in advance,
Ms. O' Donnell

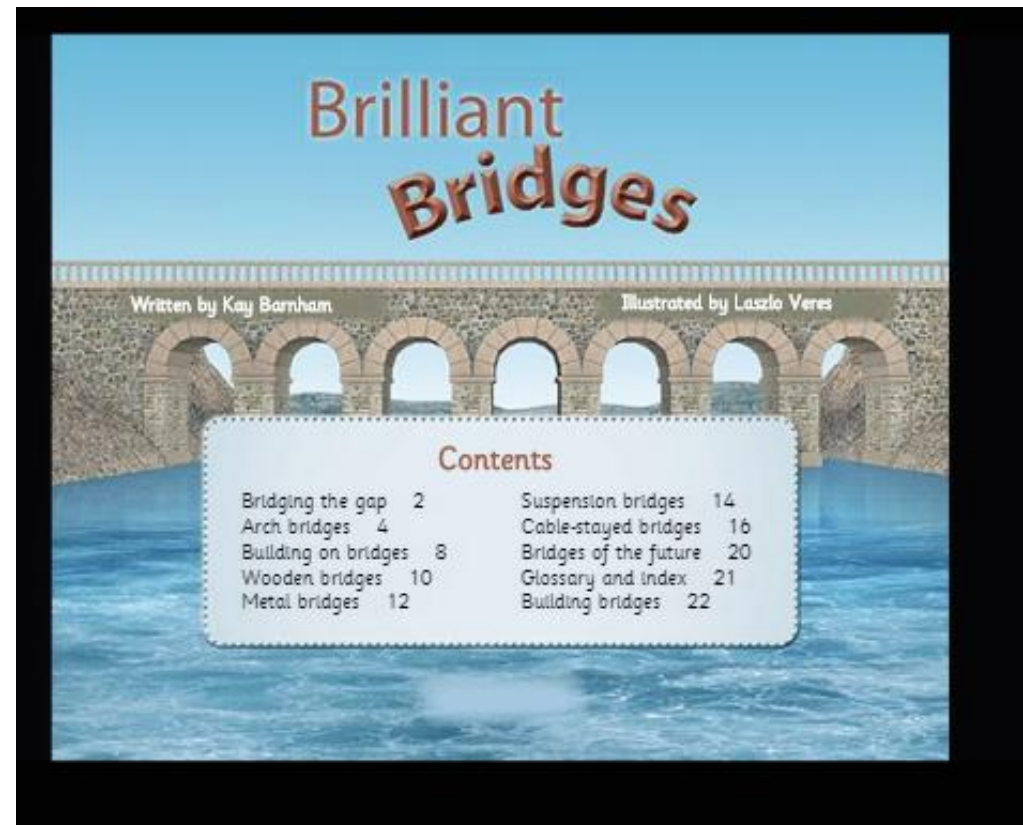
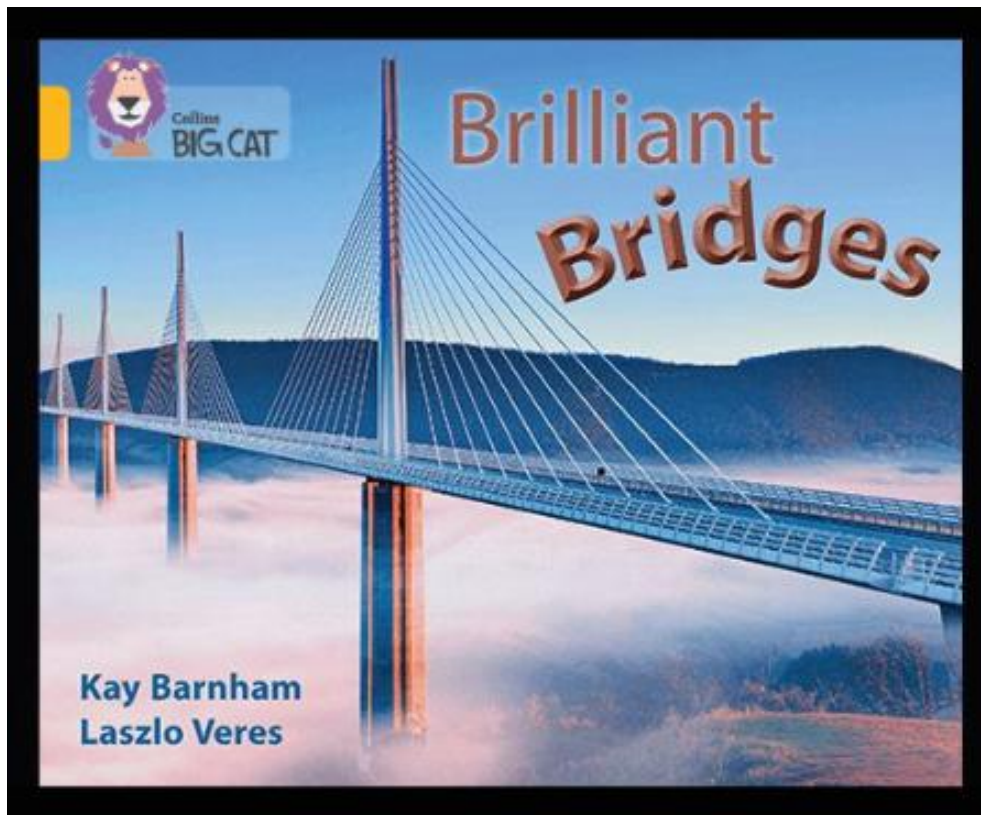
Weekly Time table: Week 6-2nd Class

Subject	Tuesday	Tick	Wednesday	Tick	Thursday	Tick	Friday	Tick
Maths :	Mathemagic p. 16		Mathemagic p. 17		Mathemagic p. 18		Mathemagic p. 19	
English Written work	A Way with Words 2 P. 27		A Way with Words 2 p. 30 A		A Way with Words 2 P. 30 B		A Way with Words 2 P. 31	
English Reading	Read p. 2-7		Read P. 8-13		Read P. 14-17		Read p. 18-23	
Spellings J. G. p. 10	club, flag, phone, photo		dolphin, elephant, sphere		alphabet, nephew, niece		Weekly test (complete in English copy)	
Gaeilge	Ceartlitriú P. 21 + 22 A: Write the correct action word in the allotted spaces B: Fill the word boxes with the correct words		Ceartlitriú P. 22 C: Finish the sentences putting in the correct words		Ceartlitriú P. 23 D: They are... Finish the sentences using the action words that match the image.		Ceartlitriú P. 23 E Break the code	
Gaeilge Ceartlitriú p. 18	Ag rith=running		Ag léamh=reading		Ag rothaíocht=cycling		Scrudú=test	
English reader	https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/BrilliantBridges/index.html							

How many stars did you earn?



Building Bridges Cover & Contents



Bridging the gap

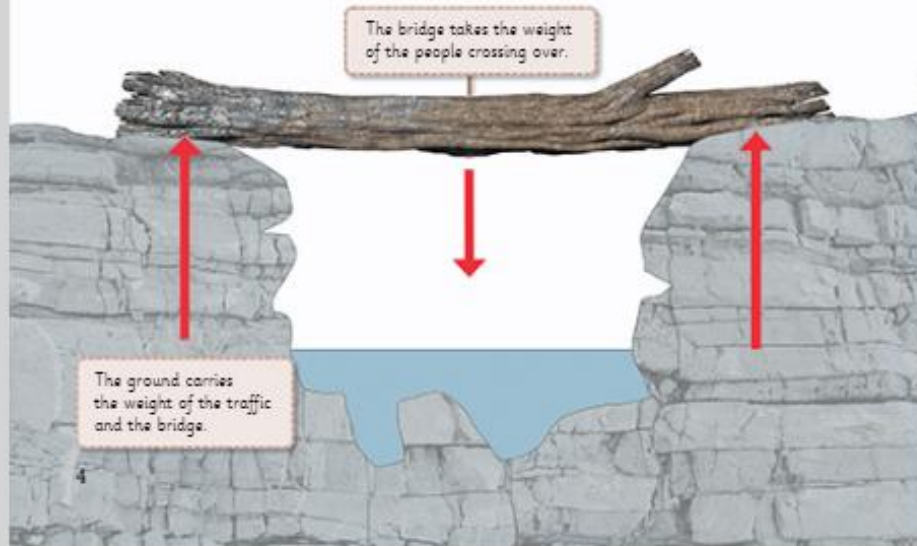
Bridges carry people and vehicles across rivers, roads, railways and valleys. They make it easier to travel from one place to another.

Bridges come in different shapes and sizes. Before a bridge is built, engineers think about what type of gap it's going to cross and what it will be carrying: cars, trains, people or water. Then they work out the best type of bridge for the job and the best materials to use.

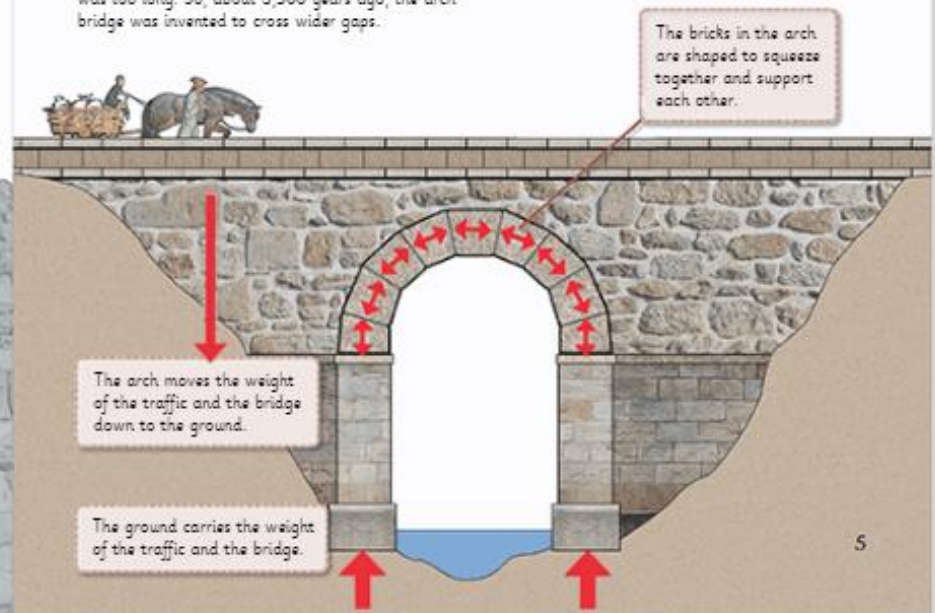
The Millau Viaduct in France carries a motorway across a wide valley. It's one of the tallest bridges in the world.

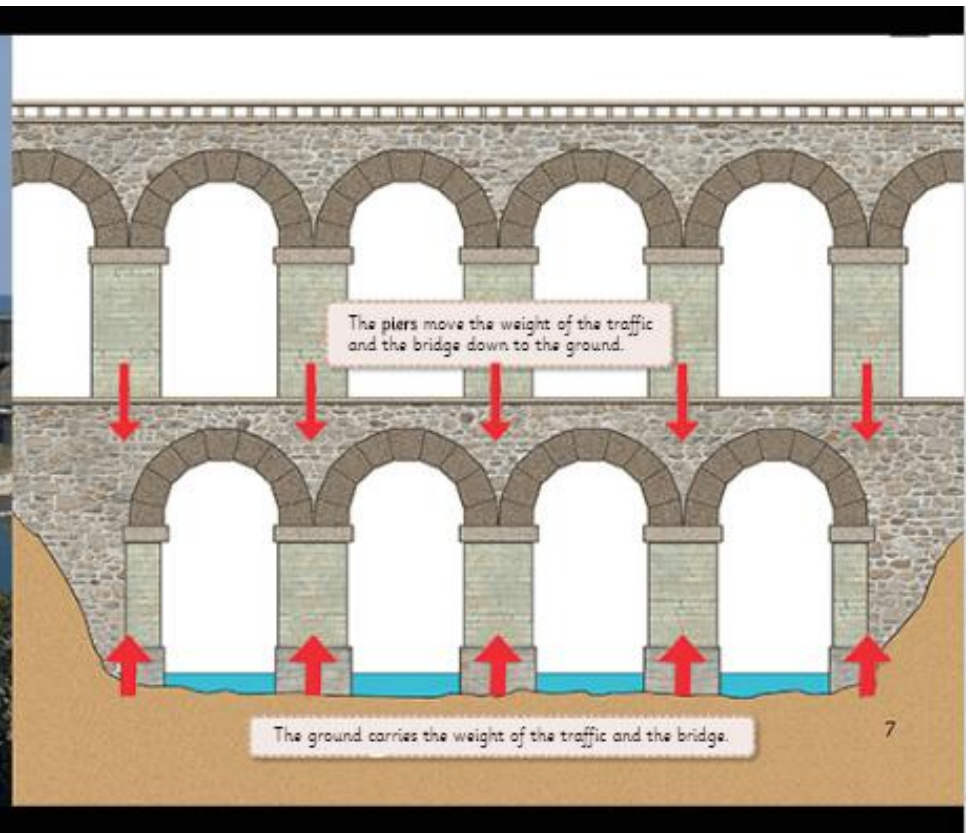
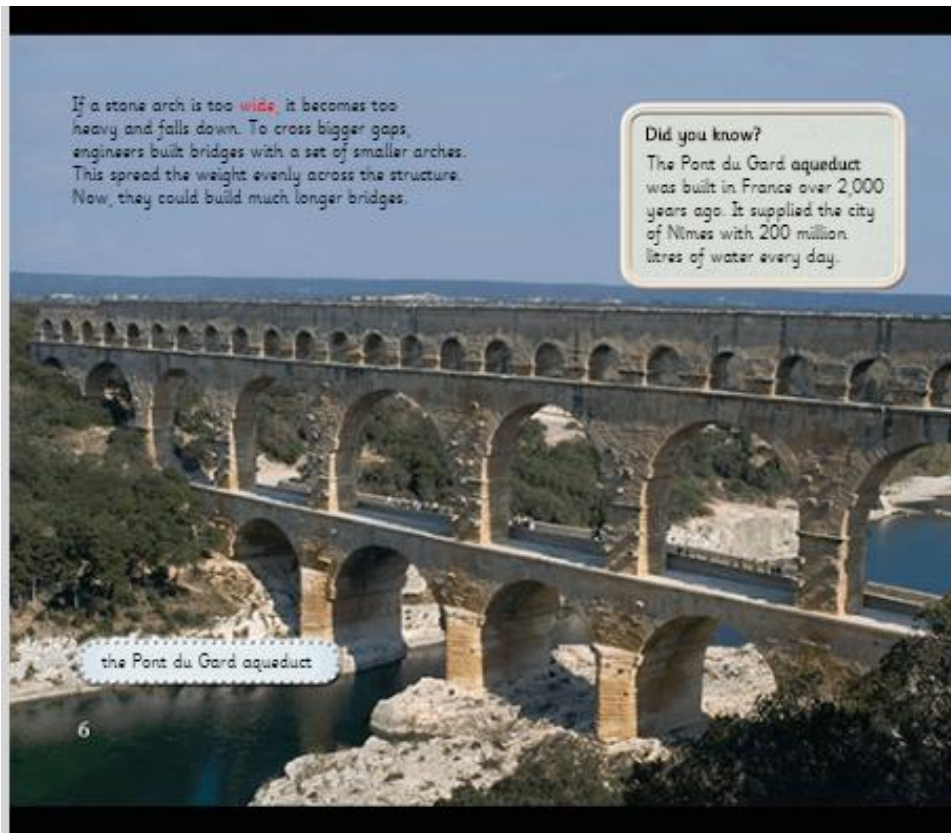
Arch bridges

The very first bridges were built thousands of years ago. They were fallen trees or stone slabs laid across streams.



These bridges were good for crossing small gaps, but they broke if the traffic was too heavy or the bridge was too long. So, about 3,500 years ago, the arch bridge was invented to cross wider gaps.





Building on bridges

Between 250 and 1,000 years ago, many stone arch bridges had houses and shops on top of them. This was a way of fitting more buildings into crowded cities.



The Ponte Vecchio in Florence, Italy, is lined with jewellery shops.

So many buildings were squeezed on to Old London Bridge that flames could easily leap between them and many people died in fires. So, in 1756, they decided to take the bridge down and build a new one, without buildings.

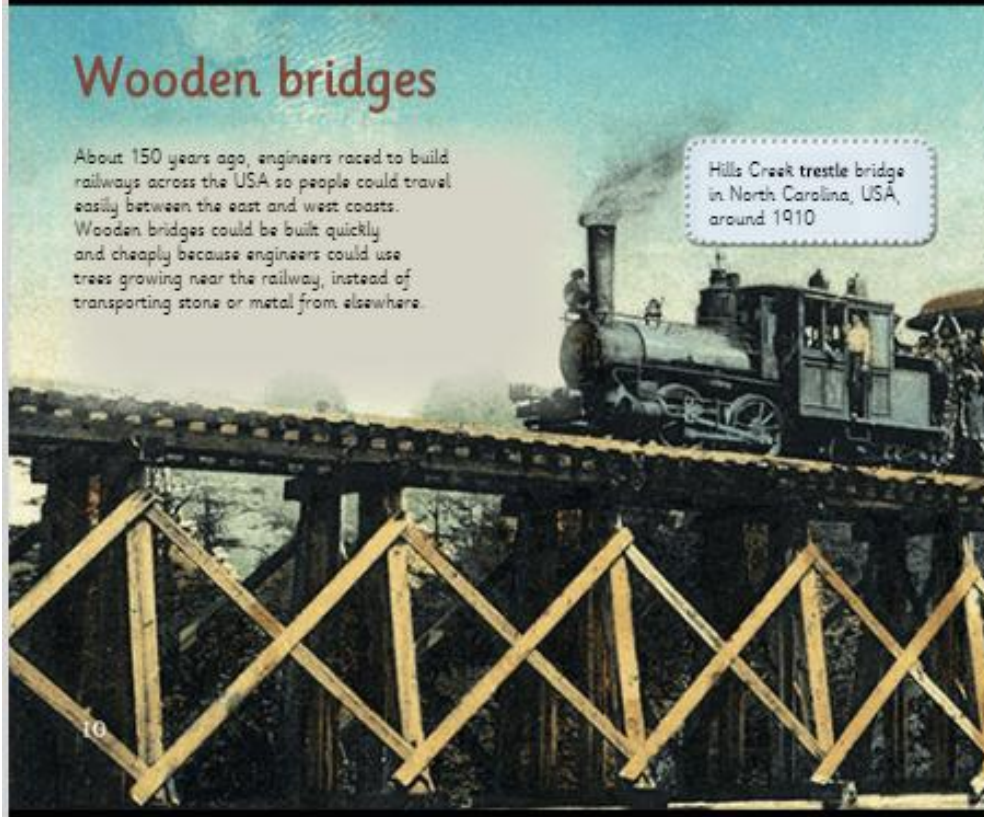


Old London Bridge's 19 arches caused traffic jams on the river as boats queued to sail through the narrow gaps.

Wooden bridges

About 150 years ago, engineers raced to build railways across the USA so people could travel easily between the east and west coasts. Wooden bridges could be built quickly and cheaply because engineers could use trees growing near the railway, instead of transporting stone or metal from elsewhere.

Hills Creek trestle bridge in North Carolina, USA, around 1910



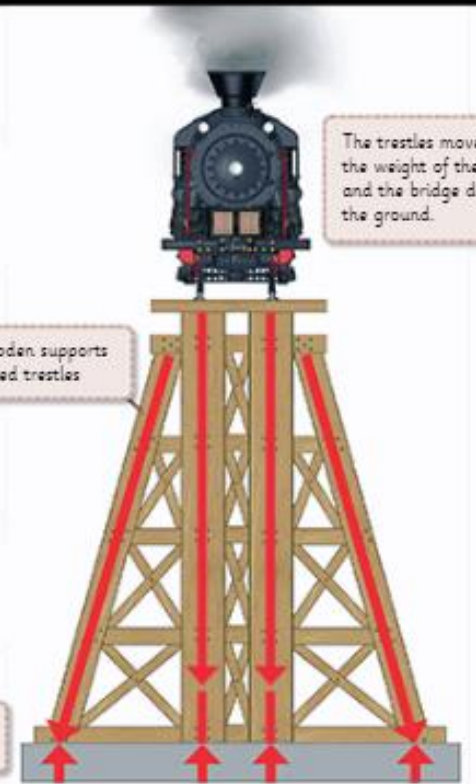
These bridges were made by crossing pieces of wood and tying them together. Big wooden supports spread the weight of the train evenly across the bridge. These bridges are perfect for crossing deep gaps because they can be very tall.

But wooden bridges don't last as long as stone bridges. Wood can rot, it's a fire risk and it's not as strong as stone. Most wooden bridges have been replaced with bridges made from longer-lasting materials.

wooden supports called trestles

The trestles move the weight of the traffic and the bridge down to the ground.

The ground carries the weight of the traffic and the bridge.



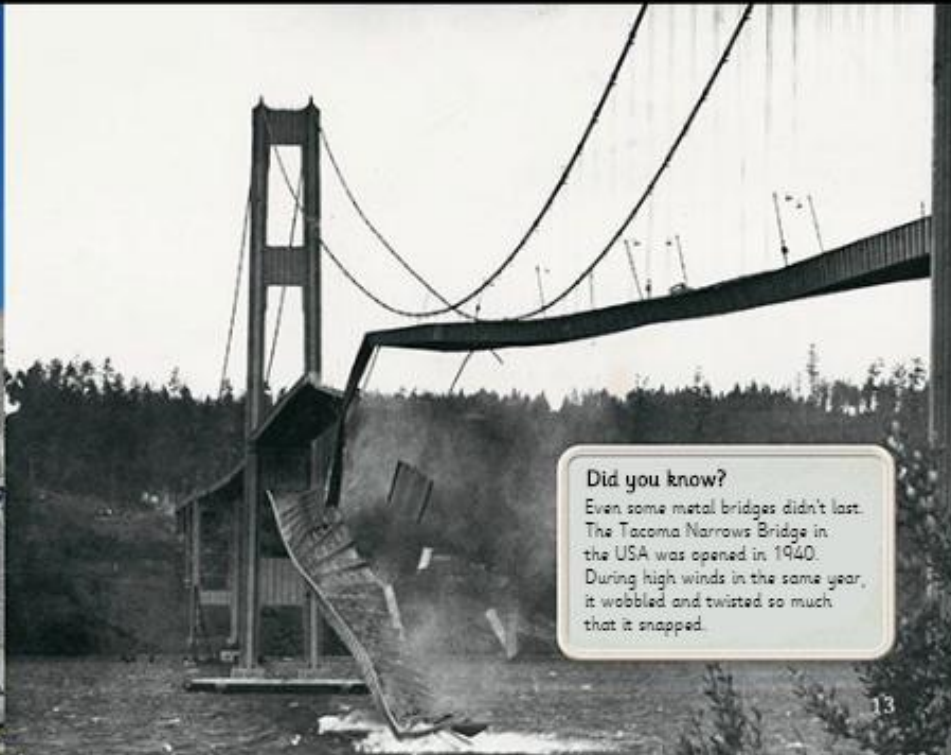
Metal bridges

About 150 years ago, a new metal material called steel was invented and this changed bridge design. Stone is strong under pressure, but steel is strong when it's stretched, too. Steel is so strong that much less is needed, so steel bridges weigh less than stone bridges. Steel bridges could be longer, stronger, bigger and better than ever before.

The Sydney Harbour Bridge in Australia is made of steel.



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Did you know?

Even some metal bridges didn't last. The Tacoma Narrows Bridge in the USA was opened in 1940. During high winds in the same year, it wobbled and twisted so much that it snapped.

13

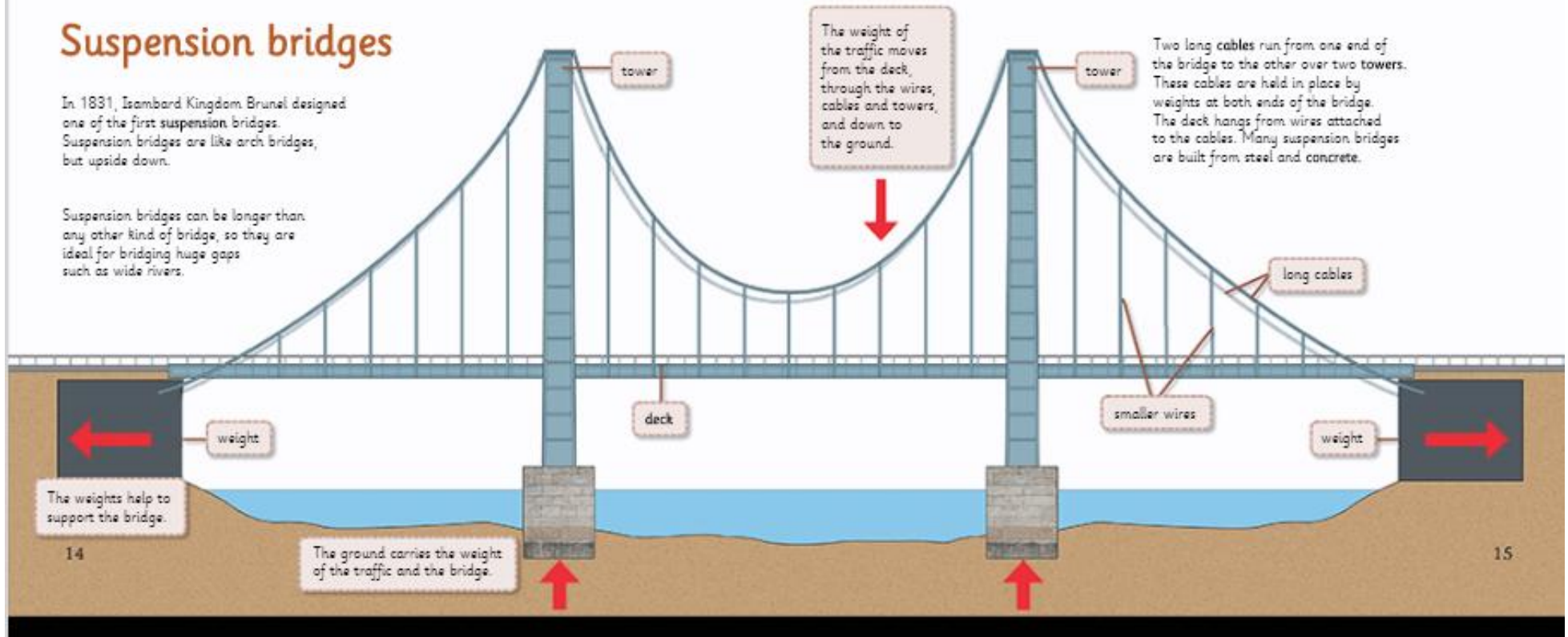
Suspension bridges

In 1831, Isambard Kingdom Brunel designed one of the first suspension bridges. Suspension bridges are like arch bridges, but upside down.

Suspension bridges can be longer than any other kind of bridge, so they are ideal for bridging huge gaps such as wide rivers.

The weight of the traffic moves from the deck, through the wires, cables and towers, and down to the ground.

Two long cables run from one end of the bridge to the other over two towers. These cables are held in place by weights at both ends of the bridge. The deck hangs from wires attached to the cables. Many suspension bridges are built from steel and concrete.



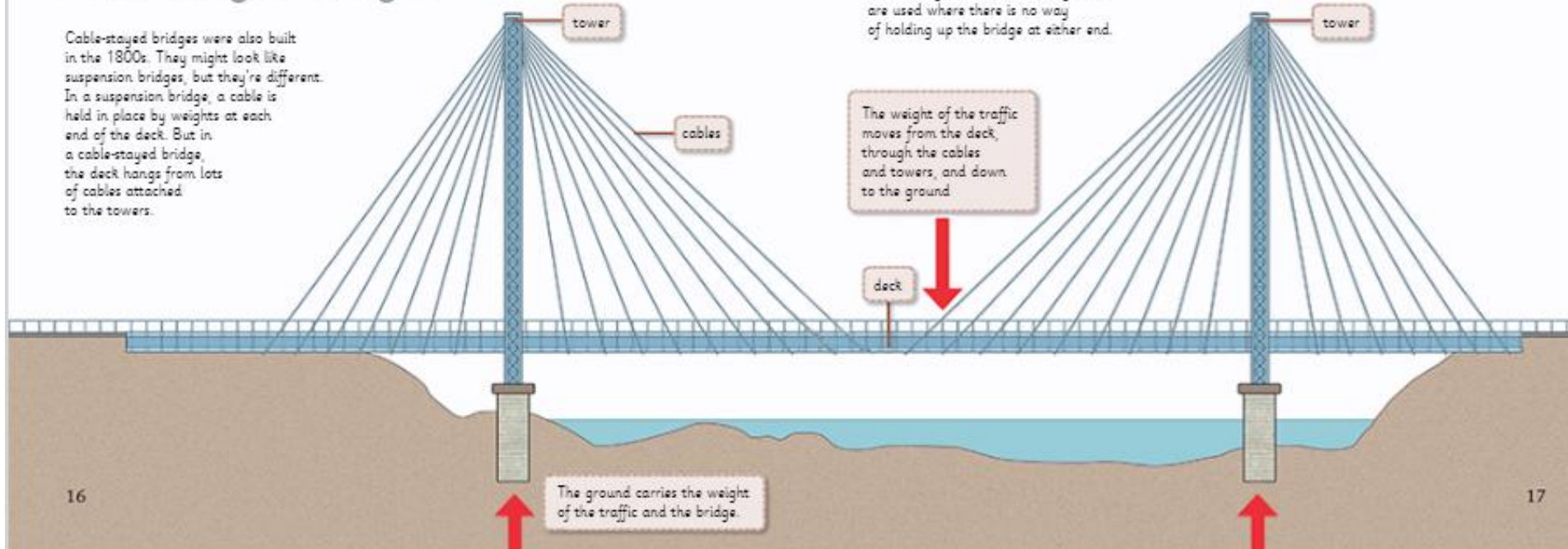
Cable-stayed bridges

Cable-stayed bridges were also built in the 1800s. They might look like suspension bridges, but they're different. In a suspension bridge, a cable is held in place by weights at each end of the deck. But in a cable-stayed bridge, the deck hangs from lots of cables attached to the towers.

These bridges can be quite long and are used where there is no way of holding up the bridge at either end.

The weight of the traffic moves from the deck, through the cables and towers, and down to the ground.

The ground carries the weight of the traffic and the bridge.



Building bridges p. 18-19

The Øresund Bridge carries trains and cars between Denmark and Sweden. The middle of the bridge is cable-stayed. It's wide enough to allow ships to sail underneath. The rest of the bridge just has a deck supported by piers, which was cheaper to build.

Did you know?

The Øresund Bridge, completed in 1999, is the longest road and rail bridge in Europe – it's 7.8 km long!

Bridges of the future

As technology improves, engineers dream of bridging even wider gaps. The Bering Strait is an 85 km-wide sea that separates Asia from North America. No one has designed a bridge yet that could link the two continents. It would have to be the longest bridge ever. It would have to be tough enough to cope with ice; it would have to be high enough to avoid waves and workers would have to build in very dangerous conditions. But one day, it may be possible ...

Engineers imagine that a Bering Strait bridge might look like this. It would be longer than ten Øresund Bridges and would take about an hour to drive across!

Glossary

aqueduct	a bridge designed to carry water
cables	strong metal wires that hold the deck on a bridge
concrete	a strong building material
continents	large areas of land on Earth, such as Europe, Africa and Asia
deck	the flat part of a bridge where the traffic goes
piers	the main supports that hold up a bridge
steel	a type of metal
suspension	keeping something in place by hanging it in position
towers	tall posts that hold up the cables on a bridge
trestles	legs that support a bridge
valley	the area between two hills
viaduct	a long bridge which carries a road or railway across a wide valley

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Building bridges

Bridge



fallen tree bridge

What is it made from

fallen trees

Strengths

- easy to build

Weaknesses

- can't cross wide gaps
- can't carry heavy loads



arch bridge

stone and bricks

- can cross wider gaps

- If it is too wide, it can get too heavy and fall down.



trestle bridge

wood

- can cross deep gaps

- can rot or catch fire
- not as strong as stone or metal



suspension bridge

steel and concrete

- can cross huge gaps

- needs space at the ends for the weights that support it



cable-stayed bridge

steel and concrete

- can cross wide gaps without any support at the ends

- expensive to build

Number patterns

Use the 100 square to help you find the pattern.

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

1. $7 - 3 =$
 $17 - 3 =$
 $27 - 3 =$
 $37 - 3 =$
 $47 - 3 =$
 $57 - 3 =$
 $67 - 3 =$
 $77 - 3 =$
 $87 - 3 =$
 $97 - 3 =$

2. $10 - 4 =$
 $20 - 4 =$
 $30 - 4 =$
 $40 - 4 =$
 $50 - 4 =$
 $60 - 4 =$
 $70 - 4 =$
 $80 - 4 =$
 $90 - 4 =$

3. $9 - 8 =$
 $19 - 8 =$
 $29 - 8 =$
 $39 - 8 =$
 $49 - 8 =$
 $59 - 8 =$
 $69 - 8 =$
 $79 - 8 =$
 $89 - 8 =$
 $99 - 8 =$

4. $13 - 7 =$
 $23 - 7 =$
 $33 - 7 =$
 $43 - 7 =$
 $53 - 7 =$
 $63 - 7 =$
 $73 - 7 =$
 $83 - 7 =$
 $93 - 7 =$

5. $16 - 9 =$
 $26 - 9 =$
 $36 - 9 =$
 $46 - 9 =$
 $56 - 9 =$
 $66 - 9 =$
 $76 - 9 =$
 $86 - 9 =$
 $96 - 9 =$

6. $17 - 8 =$
 $27 - 8 =$
 $37 - 8 =$
 $47 - 8 =$
 $57 - 8 =$
 $67 - 8 =$
 $77 - 8 =$
 $87 - 8 =$
 $97 - 8 =$

Number patterns

Use the 100 square to do these the easy way.

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

1. $11 + 10 = 21$

$29 + 10 = 39$

$34 + 10 = \square$

$36 + 10 = \square$

$48 + 10 = \square$

$52 + 10 = \square$

$63 + 10 = \square$

$75 + 10 = \square$

$82 + 10 = \square$

2. $9 + 20 = \square$

$16 + 20 = \square$

$30 + 20 = \square$

$14 + 20 = \square$

$15 + 20 = \square$

$21 + 20 = \square$

$32 + 20 = \square$

$45 + 20 = \square$

$63 + 20 = \square$

3. $9 + 30 = \square$

$14 + 30 = \square$

$17 + 30 = \square$

$12 + 30 = \square$

$19 + 30 = \square$

$16 + 30 = \square$

$18 + 30 = \square$

$25 + 30 = \square$

$31 + 30 = \square$

4. $22 - 10 = \square$

$37 - 10 = \square$

$19 - 10 = \square$

$38 - 10 = \square$

$54 - 10 = \square$

$47 - 10 = \square$

$14 - 10 = \square$

$57 - 10 = \square$

$72 - 10 = \square$

5. $30 - 20 = \square$

$35 - 20 = \square$

$49 - 20 = \square$

$57 - 20 = \square$

$63 - 20 = \square$

$76 - 20 = \square$

$84 - 20 = \square$

$91 - 20 = \square$

$96 - 20 = \square$

6. $36 - 30 = \square$

$42 - 30 = \square$

$47 - 30 = \square$

$43 - 30 = \square$

$49 - 30 = \square$

$50 - 30 = \square$

$55 - 30 = \square$

$66 - 30 = \square$

$79 - 30 = \square$

Spaced Learning: Extending the skip pattern to 100 and exploring patterns using the hundred square.

Linkage: Group working in pairs.

Number patterns



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
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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

1.

+	10	20	30
10		30	
20			
30		50	60

+	10	20	30
40			
50			
60			90

2.

+	20	30	40
30			
40			
50			90

+	20	30	40
10			
20			
30			

3.

+	34	44	54
20			
30			
40			

+	19	20	21
10			
30			
50			

+	26	36	46
25			
35			
45			

+	44	46	48
37			
47			
57			

4.

-	40	50	60
10	30		
20			
30		20	

-	50	60	70
20		40	
30			
40			

-	60	70	80
10		60	
30			
50			

-	60	70	90
20			
40			
50			40

5.

-	47	48	49
20		28	
30			
40			

-	63	73	83
30			53
40			
50			

-	97	98	99
60			
70			
80			19

-	74	84	94
30			
50		34	
70			

Add or subtract

Read each question. Do you add or subtract to find the answer?
Ring the correct sign.

1.



A farmer had some sheep.
She bought some more sheep.
How many sheep has she now?

☒ + ☐ -

2.



There were some mice.
The cat caught some of them.
How many mice are left?

☐ + ☐ -

3.



There are some eggs in a nest.
There are some more eggs in
another nest. How many eggs
are there altogether?

☐ + ☐ -

4.



Mary had some sweets.
She ate some of them.
How many sweets has she now?

☐ + ☐ -

5.



There are some green flags.
There are some white flags.
How many flags are there altogether?

☐ + ☐ -

6.



There were some people at the match.
More came at half-time.
How many were there then?

☐ + ☐ -

Compound Words



butter + fly = butterfly

black + bird = blackbird

A. Write the two words that make up each of these words.

cowboy	<u>cow</u>	<u>boy</u>	schoolgirl	_____	_____
somebody	_____	_____	football	_____	_____
rainbow	_____	_____	snowman	_____	_____
notebook	_____	_____	lighthouse	_____	_____
haircut	_____	_____	milkman	_____	_____
sunflower	_____	_____	suitcase	_____	_____

B. Use the words above to complete these sentences.

- Did you see the _____ in the sky?
- Our team won the _____ match.
- The garda wrote something in her _____.
- The children made a _____ in the garden.
- The sailors could see the _____ at the top of the cliff.
- The children put their clothes into the _____.

C. Join each word on list (a) to a word on list (b) to make a new word.

(a)	(b)	
black	day	blackberries _____
after	room	_____
sea	hopper	_____
grass	berries	_____
birth	side	_____
bed	noon	_____

Difficult Words (2) Saw/Seen; Did/Done



- We **saw** the lions in the zoo.
- Have you **seen** my new computer?



A. Complete each sentence. Write **saw** or **seen**.

1. The rabbit _____ the fox coming.
2. Daffodils and tulips can be _____ in spring.
3. The bank manager _____ the robber coming, and she pressed the alarm bell.
4. I have never _____ a ghost.
5. Have you _____ the new film about space monsters?
6. I _____ the train coming into the station.

A Way with words p 30 B

- The children **did** their homework.
- I will watch TV after I have **done** my work.



B. Complete each sentence. Write **did** or **done**.

1. Have you _____ the washing-up yet?
2. Yes, I _____ it a few minutes ago.
3. The children _____ lots of things during the holidays.
4. When the teacher saw the broken glass, he asked, "Who _____ that?"
5. Father said, "When you have _____ your homework, you can go out to play."
6. We all _____ our best in the test.

C. Write sentences using these words.

1. saw: _____
2. seen: _____
3. did: _____
4. done: _____

Spelling Rule (1) Adding *ing*

- When we add **ing** to words such as run and hop, we double the last letter. **Examples:** run **running** hop **hopping**



A. Add *ing* to each word. Don't forget to double the last letter.

run _____	hop _____	dig _____	rob _____
wag _____	put _____	clap _____	win _____
cut _____	drop _____	shop _____	skip _____

B. Use the words that you made above to finish these sentences.

1. The woman went _____ in the supermarket.
2. We saw the crooks _____ the bank.
3. The happy dog was _____ its tail.
4. At the end of the show, the people started _____.
5. The worker was _____ a deep hole in the middle of the road.



Sa Pháirc

Caitheamh Aimsire

Tá siad ag imirt peile le chéile.



Féach agus abair	Scriobh anois	Scriobh arís	(✓) nó (X)
ag imirt peile			<input type="checkbox"/>
ag rith			<input type="checkbox"/>
ag siúl			<input type="checkbox"/>
ag scátáil			<input type="checkbox"/>
ag léamh			<input type="checkbox"/>
ag súgradh			<input type="checkbox"/>
ag rothaíocht			<input type="checkbox"/>
ag snámh			<input type="checkbox"/>
ag iascaireacht			<input type="checkbox"/>
ag imirt leadóige			<input type="checkbox"/>
siad			<input type="checkbox"/>
le chéile			<input type="checkbox"/>



Scriobh an focal ceart.



→ (a) _____

(b) _____



→ (c) _____

(d) _____



→ (e) _____

(f) _____



→ (g) _____

(h) _____

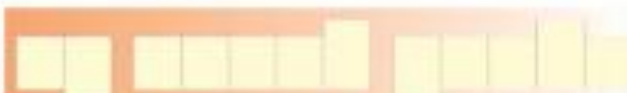


→ (i) _____

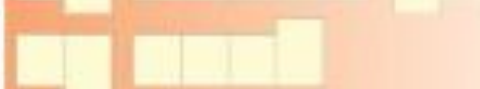


Cuir an litir cheart i ngach bosca.

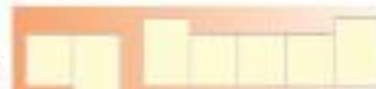
(a)



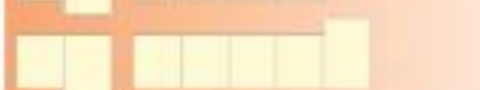
(b)



(c)



(d)



(e)



Críochnaigh na habairtí.

(a) Tá Ciara _____.



(b) _____ Tá Sinéad _____.



(c) Tá Máire _____.



(d) Níl Pól _____, tá sé _____.



(e) Tá Micheál agus Gearóid _____.



(f) Tá Máire agus Seán _____.



(g) Tá an cat agus an madra _____.



(h) Tá Seán agus Sofía _____.



(i) Tá Brian agus Orla _____.





Tá siad ag...



(a) Tá siad _____.

(b) Tá _____.



(c) Tá _____.

(d) _____.



(e) _____.

(f) _____.



(g) _____.

(h) _____.



Bris an cód.

1 = a	5 = d	9 = h	13 = n	17 = s
2 = á	6 = e	10 = i	14 = o	18 = t
3 = b	7 = é	11 = l	15 = ó	19 = ú
4 = c	8 = g	12 = m	16 = r	

(a) 1 8 17 13 2 12 9

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

(b) 1 8 16 10 18 9

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

(c) 1 8 17 10 19 11

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

(d) 1 8 11 7 1 12 9

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

(e) 1 8 17 4 2 18 2 10 11

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

(f) 11 6 4 9 7 10 11 6

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

(g) 1 8 10 12 10 16 18 11 6 1 5 15 10 8 6

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

(h) 1 8 10 1 17 4 1 10 16 6 1 4 9 18

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

SESE/ARTS-Optional Extra

This is active work that incorporates a range of topics. There is absolutely no pressure on anyone to complete this work but if you would like to incorporate the little bit of baking/organising/art into your week, feel free. Pick and choose from the content. Again, there is no obligation to complete this work, it is merely a suggestion in case you'd like it. Let's make the most of this!

Maths Figure it Out P. 11

	Tuesday	Wednesday	Thursday	Friday
Resources	Art- https://www.youtube.com/watch?v=vzaUdSnUWS4&list=PLnoO3k54vcBSa78-fuytax0hGgVRZOBsp&index=2&t=0s	PE Guided videos	Summer Symmetry	Feel good Friday-Mindful Moments
Activity	<p>Follow the you tube video to draw a stacked Ice cream cone.</p> <p>Follow the steps from the video. Make the pictures as colourful as possible. Use embellishments such as glitter etc when you have finished to further enhance the toppings.</p> <p>Think about the colours you use relative to the flavours of ice cream you could get in an ice cream parlour.</p>	<p>Go Noodle https://app.gonoodle.com/activities/poppin-bubbles?s=Discover&t=Wo4/27/20-FP-4GA-All%20Grades&sid=1764&x=2&y=3&mft=simple%20row</p> <p>You tube https://www.youtube.com/watch?v=KhfkYzUwYFk</p>	<ul style="list-style-type: none"> Use symmetrical drawings to finish the summer object, colour the objects when you finish. 	<ul style="list-style-type: none"> Check out the mindful activities on the next pages

Brain Break Breathing

Bubble Breaths

Breathe in deeply and form a bubble in your mouth. Your cheeks should be puffed out. Blow your bubble out of your mouth and push it away from you by blowing out hard and strong. Do this slowly and picture your bubble floating away. Keep breathing in and out deeply. Close your eyes and think about where else your bubble could go. Can you blow it far away? Can you blow it to a friend? Imagine your bubble is returning to you. Open your mouth and catch it for next time. Repeat.



Brain Break Breathing

Bumble Bee Breaths

Open your hands out with the palms facing towards your face. Place your thumbs over your ears and your fingers over your eyes. Close your lips with your teeth slightly apart. Inhale deeply through the nose and breathe in. Count silently 1, 2, 3, 4, 5.

Exhale slowly through your mouth and make a humming sound like a bee. Count silently 1, 2, 3, 4, 5. Repeat.



Brain Break Breathing

Balloon Breaths

Sit comfortably on the floor with your legs crossed in front of you. Imagine that there is a big balloon in your belly. Place your hands over your belly. Take a big deep breath in, sitting up straight and make your belly puff out as if it was a balloon filling with air. Then exhale slowly like you are letting the air out of a balloon a little at a time. As you let the air out, slowly roll your shoulders and bend forward. Repeat.



Brain Break Breathing

Starfish Breaths


Sit on the floor with your legs comfortably crossed in front of you. Open your left hand and extend it slightly in front of you so it looks like an open starfish. Take your right hand and extend your pointer finger. Beginning with your left thumb, take your right pointer finger and go up the outside thumb while taking a deep breath in. Go down the inside of the thumb and breathe out deeply. Continue the deep breathing in while going up each finger and exhaling when going down each finger. Once you are finished, switch hands and repeat.




B.

- | | (a) | (b) | (c) |
|----|------------------------------|------------------------------|------------------------------|
| 1. | $9 - 5 = \underline{\quad}$ | $10 - 3 = \underline{\quad}$ | $11 - 6 = \underline{\quad}$ |
| 2. | $12 - 7 = \underline{\quad}$ | $13 - 4 = \underline{\quad}$ | $17 - 8 = \underline{\quad}$ |
| 3. | $14 - 5 = \underline{\quad}$ | $12 - 8 = \underline{\quad}$ | $16 - 7 = \underline{\quad}$ |
| 4. | $16 - 8 = \underline{\quad}$ | $14 - 9 = \underline{\quad}$ | $15 - 6 = \underline{\quad}$ |
| 5. | $13 - 7 = \underline{\quad}$ | $17 - 9 = \underline{\quad}$ | $13 - 8 = \underline{\quad}$ |

- | | (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) |
|----|---------------------------------------------------|---------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|
| 6. | $\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$ | $\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ -6 \\ \hline \end{array}$ | $\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$ |
| 7. | $\begin{array}{r} 19 \\ -7 \\ \hline \end{array}$ | $\begin{array}{r} 29 \\ -7 \\ \hline \end{array}$ | $\begin{array}{r} 46 \\ -14 \\ \hline \end{array}$ | $\begin{array}{r} 58 \\ -35 \\ \hline \end{array}$ | $\begin{array}{r} 79 \\ -24 \\ \hline \end{array}$ | $\begin{array}{r} 87 \\ -37 \\ \hline \end{array}$ | $\begin{array}{r} 98 \\ -53 \\ \hline \end{array}$ | $\begin{array}{r} 99 \\ -54 \\ \hline \end{array}$ |

8.  There were 12 biscuits on the plate. Alan ate 5 biscuits. How many were left?

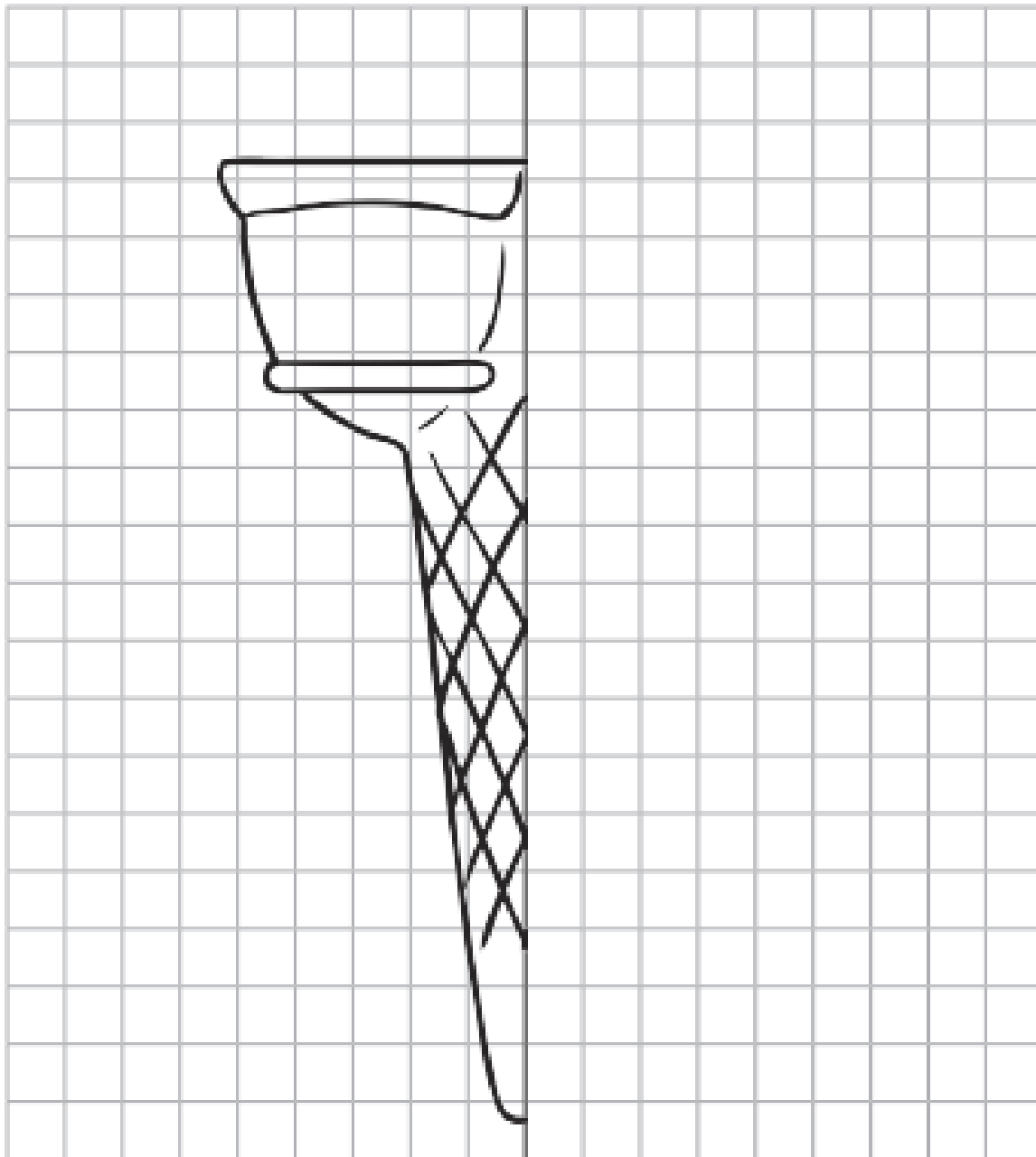
9.  There were 17 apples on the tree. Ann picked 9 apples. How many apples were left?

10. Joan had 28 stamps. She gave 15 stamps to Clare.
How many stamps had she left?
11. There were 49 sweets in a packet. Barry ate 17 sweets.
How many sweets were left?

- | | (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) |
|-----|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|---------------------------------------------------|----------------------------------------------------|----------------------------------------------------|
| 12. | $\begin{array}{r} 47 \\ -24 \\ \hline \end{array}$ | $\begin{array}{r} 58 \\ -38 \\ \hline \end{array}$ | $\begin{array}{r} 64 \\ -40 \\ \hline \end{array}$ | $\begin{array}{r} 79 \\ -39 \\ \hline \end{array}$ | $\begin{array}{r} 80 \\ -30 \\ \hline \end{array}$ | $\begin{array}{r} 59 \\ -8 \\ \hline \end{array}$ | $\begin{array}{r} 97 \\ -72 \\ \hline \end{array}$ | $\begin{array}{r} 99 \\ -23 \\ \hline \end{array}$ |

Summer Symmetry

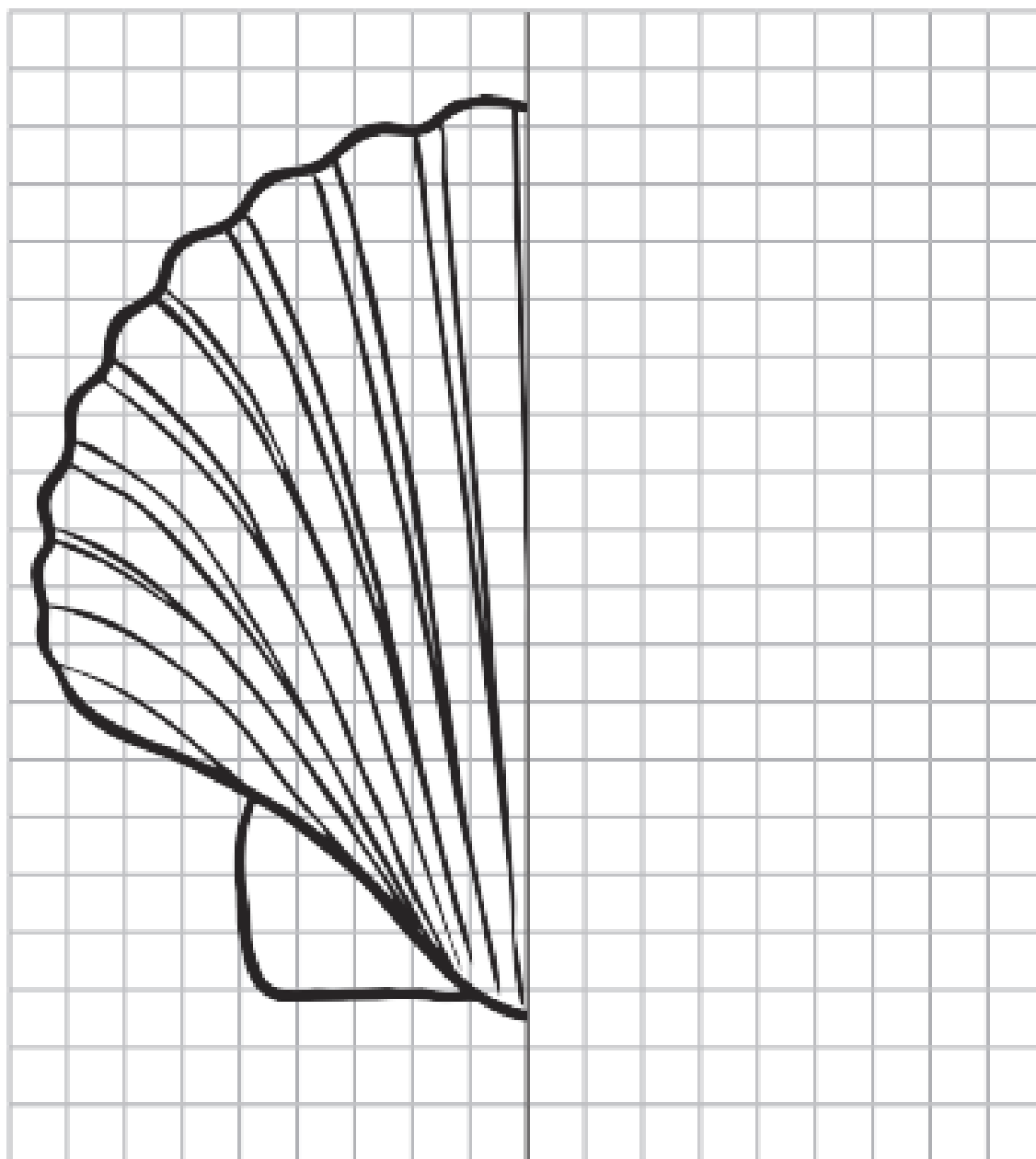
Can you draw the missing half of the picture?



Can you colour in the image and keep it symmetrical? Remember they must be exactly the same on both sides!

Summer Symmetry

Can you draw the missing half of the picture?



Can you colour in the image and keep it symmetrical? Remember they must be exactly the same on both sides!