

Home Learning Year 2



"It seems that almost everyone around here is loved!" said James.

Typical weekly timetable for Year 2

We block our foundation subjects in the afternoon e.g. 2 weeks of art, 2 weeks of geography etc.. We have covered all of our foundation subjects this term and are now on our science block of work focusing on plants and mini beasts (which is why science is on the timetable for most afternoons and not art, history etc.).

	8:40-9:00	9:20-10.20	10:20-10:40	10:40-12.00	12:00-1:00	1:00-3:15pm			
Mon	Collective Worship	Maths	break	Phonics	Lunch Time	Guided Reading	Science Story at the end of the day		
Tues	Collective worship	Maths		Phonics		English	Guided Reading	PE Story at the end of the day	
Wed	PPA Music	PPA French		PPA PE		Guided Reading	Phonics	Maths Story at the end of the day	Collective worship
Thurs	Group Guided Reading			Maths		Phonics	Science Story at the end of the day	Collective worship	
Fri	Collective worship	English		Maths		Phonics	Science Story at the end of the day		

End of year National Curriculum objectives for Year 2:

Reading

Word Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

Spelling

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

Composition

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Vocab, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
 - use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Maths

Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Addition and Subtraction

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
 - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Writing Tasks (aim to do one per day):

- Writing stories. Can they innovate (write their own version of) a story that they have read? For example, instead of 'James and the Giant Peach', could they write 'Henry and the Huge Tomato'? Support them by getting your child to draw a story map of their ideas first. When they write it include lots of adjectives, different sentence starters, exclamation marks and question marks.
- Write a letter to a friend, neighbour or grandparent who are in self-isolation.
- Make a cake or do a craft activity and write instructions using command sentences.
- Make a magic potion in the garden (grass, sticks, stones, mud water) and write the recipe. Maybe read an extract from George's Marvellous Medicine to inspire them first!
- Write a diary each day.
- Make their own nonfiction book with a content page, glossary, subtitles/headings.

Daily Phonics Tasks:

- Spell words with suffixes er, est, ly, ed, ing, ful, ment, ness (get your child to explain the double consonant rule and when a root word ends in a y)
- <https://www.spellingplay.co.uk/member-only/resources.html> (there are interactive games on here and also detailed spelling planning for year 2 explaining spelling rules and activities)
- Spell the Year 2 common exception words (outside on the patio with chalk, dicey spellings, pyramid spellings - ask your child how to do these!)

Reading Tasks (aim to do one per day):

- Continue with your child's colour book band by reading the online books (password included with your child's report)
<https://connect.collins.co.uk/school/defaultlogin.aspx>
- Watch Newsround and find out what is happening in the world. What did you find out? Is there anything you need help understanding?
- Make a book mark about your favourite book.
- Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone?
- Learn a poem off by heart. Can they perform it to you with actions?
- Write your own poem
- Make a venn diagram comparing two books. What is the same? What is different? Comment on the characters, plot, setting and theme.
- Share a bedtime story together each night.

Reading and Writing Activities

Great Apps and Online Resources:

- Spelling Shed app/website (your child has their own log on details)
- <https://www.spellingplay.co.uk/member-only/resources.html>
- www.twinkl.co.uk
- Teach your monster to read app
- Endless Wordplay app
- Reading Eggs app
- <https://connect.collins.co.uk/school/defaultlogin.aspx>

Handwriting tasks:

- Practise copying out a section from their favourite book in their best handwriting (ask your child about grass, sky, and deep down underground letters!)
- Practise the alphabet, upper case.
- Use some fancy coloured pencils and pens.

<p>Number and Place Value</p> <ul style="list-style-type: none"> Count in 2s, 5s, 10s and 3s. Practise their times tables and division facts (2s, 5s, 10s). Write the numbers to 100 in words and digits. Look in different rooms and go on a number hunt. How many items can you find that have numbers on them? What is the largest number you can find? What is the smallest number you can find? What numbers would go in between? Can they use the > , < and = symbols to compare numbers? 	<p>Great Apps and Online Resources:</p> <ul style="list-style-type: none"> TT Rock Stars (your child has their own log in details) https://play.ttrockstars.com/auth/school/student/20958 www.twinkl.co.uk https://www.topmarks.co.uk/maths-games/5-7-years/counting 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Measure how tall everyone in your household is. Measure the size of everyone's hands and feet. Who has the longest feet? Who has the shortest feet? Bake something, carefully weighing out ingredients together. Compare the weights of different amounts. Compare the volumes of different amounts. Go on a 'shape hunt' around your house to see what 2D and 3D shapes they can find. Make a 3D shape model. Use post-it notes to label the name of the shape and the 2D faces. How many vertices, sides and edges does each shape have?
<p>Maths Activities</p>		
<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Create a card game that is based around making number pairs to twenty that can then be played as a family. Play target number. Select a number between 2 and 100. Show how many different ways to make this number using addition or subtraction. Find out all the birth dates of the people in your family. Add them up – what is your family number? Roll a dice three times and add up the total. 	<p>Fractions</p> <ul style="list-style-type: none"> Use food to learn about fractions. Find 24 toys. What is $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of your amount? Find different shapes around the house, can you split them equally into halves, quarters and thirds? 	<ul style="list-style-type: none"> Explore money – can they recognise and name different coins and notes? Do they know their value? Play shops. Can they give change? Practice telling the time (O'clock, quarter past, half past, quarter to and to the nearest 5 minutes).

<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Make a self-portrait out of unusual materials. • Start a sketch book, using pencils to sketch items from around your house. • Draw people from your family. • Make some bubble art using watered down paint and straws. • Make a collage using old magazines and catalogues. • Download a drawing app (the children have been using Adobe Sketch in school and it is free to download). • Tree/leaf rubbing. 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> ▪ Use pots and pans from the kitchen to make your band and come up with your own music. ▪ Write a song about your family. ▪ Garage Band app ▪ Put on a show for your family. 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> ▪ Go on a mini-beast hunt around your garden or local park. ▪ Use an identification guide to identify the names of plants, trees and mini-beasts. ▪ Design a make a 'bug hotel' for your favourite mini-beast. ▪ Visit https://fun-science.org.uk/top-5-science-activities-home/ for some fun science experiments to do at home. ▪ Research a particular habitat and the animals that live there. Create a poster sharing your learning. ▪ Plant some bulbs or seeds and monitor them growing. Measure the new shoot every day and keep a chart of its growth.
<h2 style="margin: 0;">Other Creative Activities</h2>		
<p style="text-align: center;">RE and Culture</p> <ul style="list-style-type: none"> • Learn about some different celebrations from different countries and religions. Watch some videos on BBC Teach to find out more. • Draw pictures of the Easter Story. 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> ▪ Use Google Maps to explore your local area. ▪ Draw a map of your street or of your house. ▪ Use the internet to learn about a country that you'd like to visit. What would you want to see or do there? Make a travel brochure. 	<ul style="list-style-type: none"> ▪ Learn the life cycle of a mini-beast – can you act it out? ▪ Research the food chain of your favourite animal.

<p style="text-align: center;">DT</p> <ul style="list-style-type: none">▪ Start a sewing project▪ Use your recycling for junk modelling▪ Create masks of characters from a book you enjoy and act it out▪ Papier maché	<ul style="list-style-type: none">▪ Use a compass (or app) to learn about compass directions. Play a treasure hunt game in your house/out in the garden based on compass directions.▪ Know the continents of the world and the names of the oceans. Identify them on a map.▪ Consolidate the names of countries in the UK and their capital cities.	<p style="text-align: center;">History</p> <ul style="list-style-type: none">▪ What can they remember about the Great Fire of London? Create a video of everything they remember.▪ Choose a famous person in history and find out about them. Try to read books as well as using the internet if possible. Create a poster/leaflet/presentation/non-fiction book about them and share with your family.

PE

- Living room yoga
- Share your gymnastic poses
- Use Go Noodle (google website) to follow along to some dance routines
- Disney shake up games
<https://www.nhs.uk/10-minute-shake-up/shake-ups>
- Races in the back garden
- Create your own dance routine and teach it to your family
- Plank competition! Who in your family can hold the plank position for the longest?

Staying Healthy

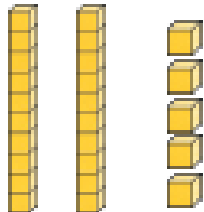
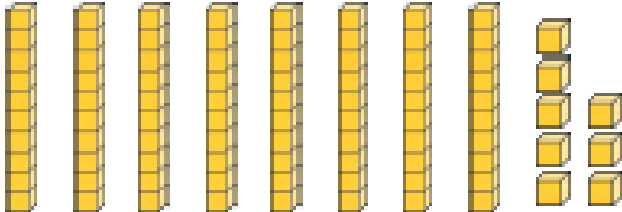
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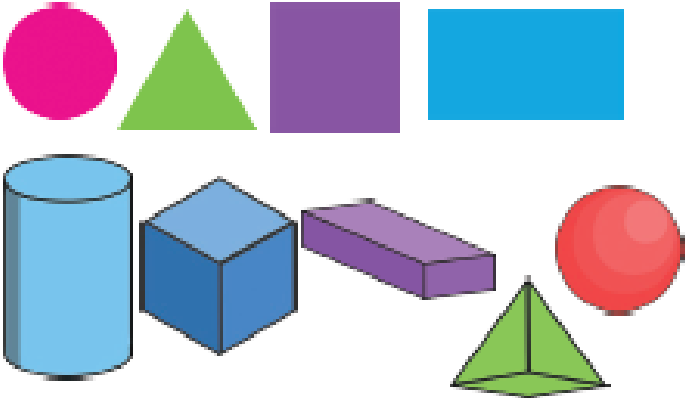
- Write thank you notes to people who help you.
- Think about what you would like to do when you grow up. Draw yourself in that role. What skills will you need?
- Design a healthy balanced meal for your family – and make it!
- Consider what you can do to help people in your community, especially vulnerable members.
- Go litter-picking in your local area.
- Make cards for your friends
- Make a get-well soon card for anyone you know that is poorly.

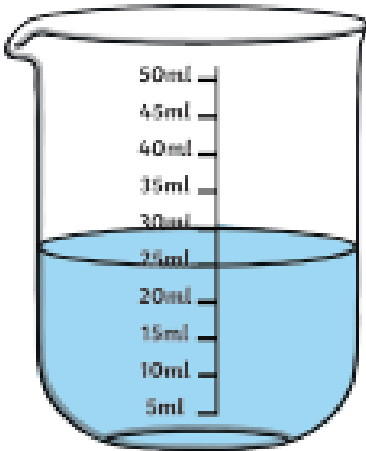
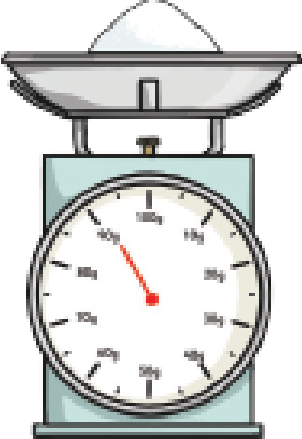
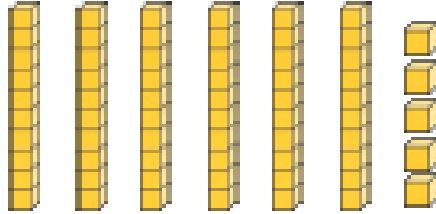
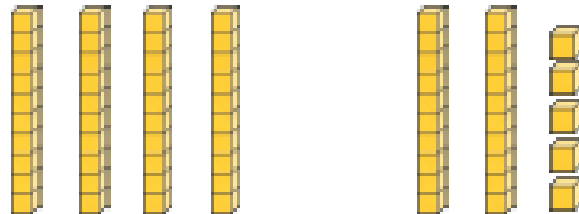
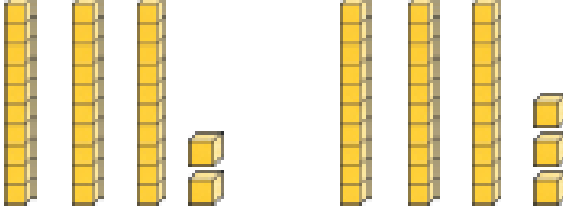
Mindfulness

- Keep a diary of your daily activities
- Comic Yoga -
<https://www.youtube.com/user/CosmicKidsYoga>
- Do some calm colouring
- Listen to some peaceful piano music
- Spend some time reflecting at the end of each day
- Write/draw 3 things that you are thankful for
- Describe your emotions
- Go into the garden and look at the clouds
- Do some gardening
- Guided relaxation/visualisation
- Mindful breathing

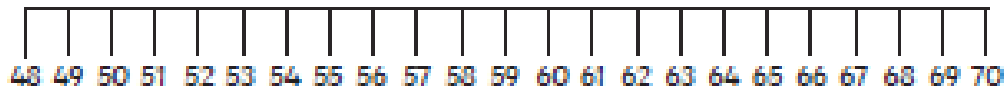
These are the Working Towards, Expected and Greater Depth Year 2 Maths objectives alongside worked examples.


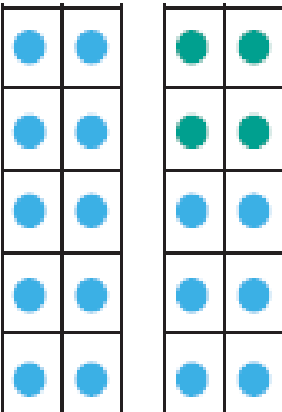
Working Towards the Expected Standard		Example
1	Read and write numbers in numerals up to 100.	<p>Can you read...?</p> <p>17 21 89</p> <p>Can you write...?</p> <p>90 54 13?</p>
2	Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.	<p>$25 = 20$ and 5</p> <p>Tens Ones</p>  <p>25</p>
3	Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$).	<p>$23 + 5 = 28$</p> <p>"I put 23 in my head and counted on 5 fingers."</p> <p>$88 - 30$</p>  <p>88</p> <p>"78, 68, 58. It's 58."</p>

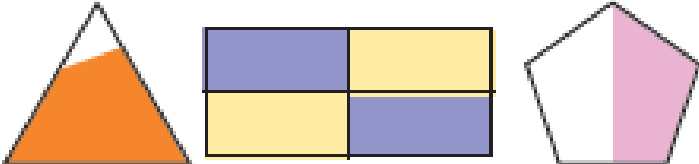
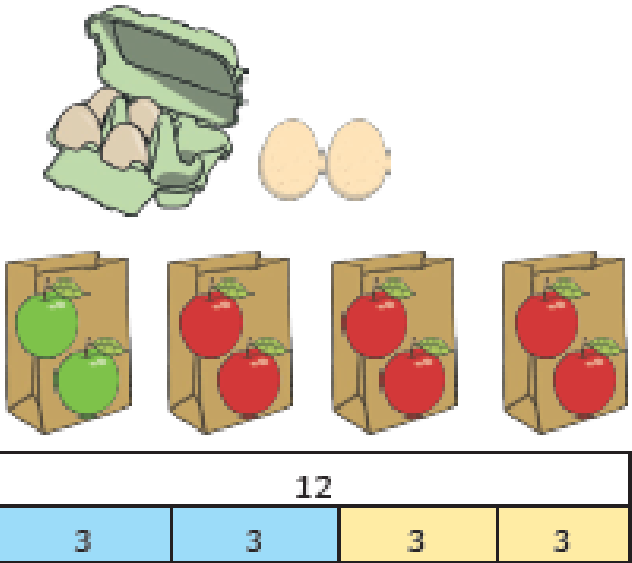
4	<p>Recall at least four of the six number bonds to 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).</p>	  $4 + 6 = 10$ $6 + 4 = 10$ $10 - 6 = 4$ $10 - 4 = 6$
5	<p>Count in twos, fives and tens from 0 and use this to solve problems.</p>	<p>How many shoes are there altogether?</p>  <p>Alex has 6 10ps. How much money does he have?</p> <p>Alice buys 9 packets of crayons. How many crayons does she have?</p> 
6	<p>Know the value of different coins.</p>	 <p>Can you point to the 1p?</p> <p>Can you point to the 20p?</p> <p>What is the value of this coin?</p> 
7	<p>Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</p>	<p>I know this is a triangle because it has 3 sides.</p> 


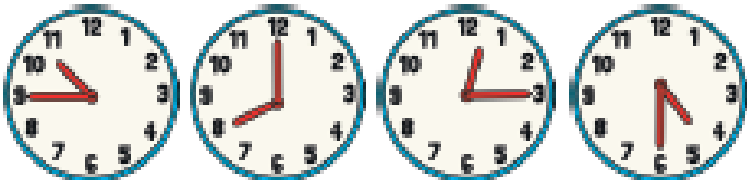
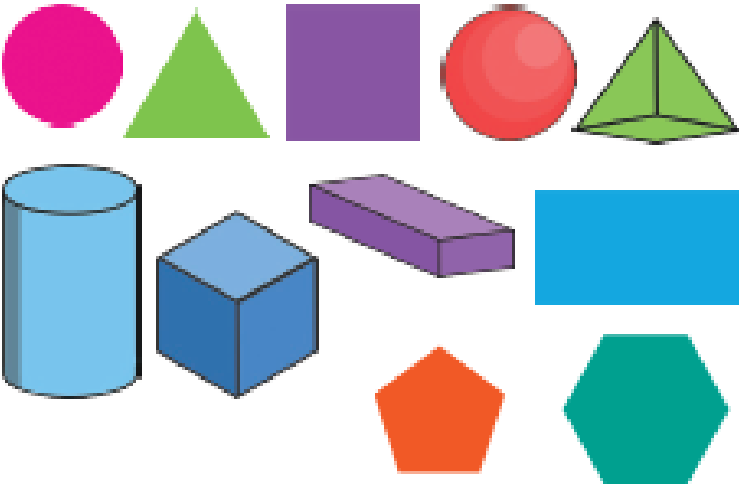
Working at the Expected Standard	Example
<p>1 Read scales in divisions of ones, twos, fives and tens.</p>	<p>How much water is in the beaker?</p>  <p>How much flour is on the scales?</p> 
<p>2 Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.</p>	<p>65 can be:</p>  <p>60 and 5</p>  <p>40 and 25</p>  <p>32 and 33</p>

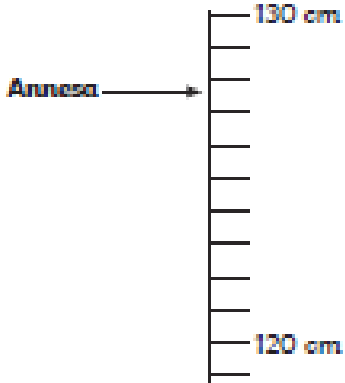
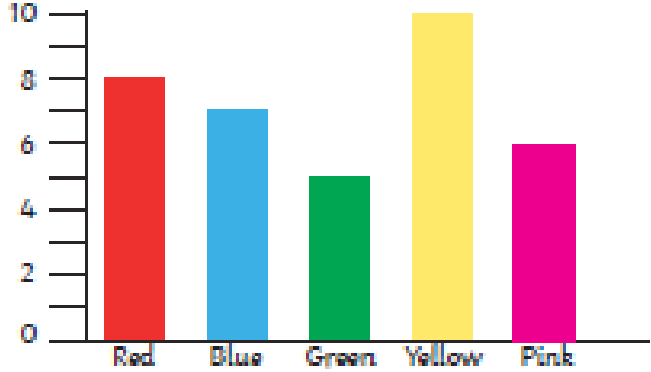
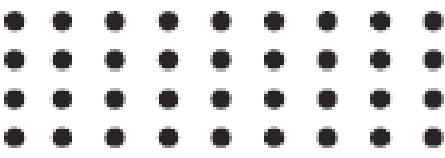
3	Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).	$48 + 20 = 68$ $68 + 2 = 70$ $70 + 6 = 76$ $62 - 2 = 60$ $60 - 5 = 55$
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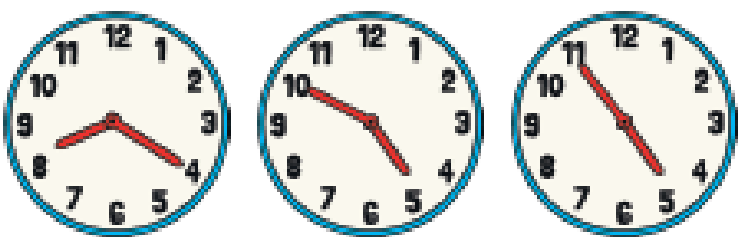


4	<p>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).</p>	<p>If we know that $6 + 4 = 10$, what else do we know?</p>  <p>What can you see now? Can you write some more sentences?</p> 
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<p>5 Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.</p>	<p>How many 2s make 24?</p> <p>If $5 \times 6 = 30$, can you work out 6×5?</p> <p>There are 10 sweets in each packet. How many packets do I need to buy to have 70 sweets?</p>
<p>6 Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.</p>	<p>Which shapes are $\frac{1}{2}$ shaded? Can you explain why?</p> <p>Which are not $\frac{1}{2}$ shaded? Can you explain why?</p> <div style="text-align: center;">  </div> <p>Can you use the words 'whole', 'equal parts', 'half', 'quarter', 'third', 'two quarters' and 'three quarters' to describe these pictures?</p> <div style="text-align: center;">  </div>

7	Use different coins to make the same amount.	<p>Can you find some different ways to make 23p with just these coins?</p> 
8	Read the time on a clock to the nearest 15 minutes.	<p>Can you read the time on the clocks?</p> 
9	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	<p>Can you find a shape that has a line of symmetry? What is this shape called? Can you describe these shapes using some of these words...? sides, vertices, edges, faces</p> 

Working above the Expected Standard	Example
<p>1 Read scales where not all numbers on the scale are given and estimate points in between.</p>	<p>How tall is Aneesa?</p>  <p>How many children chose green as their favourite colour?</p> 
<p>2 Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.</p>	<p>If I know 10×5, how might I work out 15×5 or 20×5?</p> <p>What is $20 \div 2$? How could you use this fact to work out $60 \div 2$?</p>  <p>Can you use your 2 times table to work out the number of dots without counting them all? What is the quickest way you can find?</p>

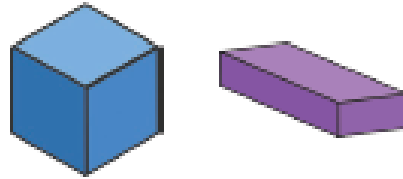
3	<p>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \dots$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.).</p>	<p>Ben thinks of a number and subtracts 5 from it. "My number is now $\frac{1}{2}$ of 18."</p> <p>What number did Ben think of?</p> <p>Ben is 5 years older than Harry. Phil is 4 years younger than Ben. If Ben is 17, how old are the other 2 boys?</p> <p>$52 - 17 = 22 + ? + ?$</p> <p>Can you find different ways to solve this?</p>
4	<p>Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?').</p>	<p>Aima goes to the shops. She buys a cake for 45p and a packet of crisps for 28p. She now has 23p. How much money did she have to begin with?</p> <p>I need 54 balloons for the party. I want to waste as few as possible. Should I buy packets with 10 in or packets with 5 in and how many packets will I need to buy?</p> 
5	<p>Read the time on a clock to the nearest 5 minutes.</p>	<p>What time do the clocks show?</p> 

6 Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

What is the same and what is different about these shapes? Think of as many things as you can.



Can you do the same for these shapes?



Our School Phonics Mat:

ai	ee	igh	oa	oo	er	oi	or	air	ow
ay	ea	ie	ow	ue	ir	oy	aw	are	ou
a-e	e-e	i-e	o-e	ew	ur		au	ear	
	ie	y	oe	u-e			ore		
	y								
	ey								
sh	th	ch	ph	wh	ar	ear			

Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	