

# Plattsburg Public School

Learning from Home

Stage 3

Group 1



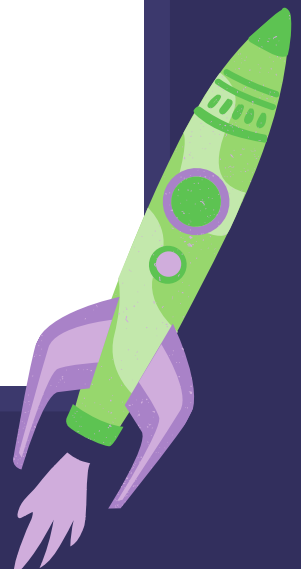
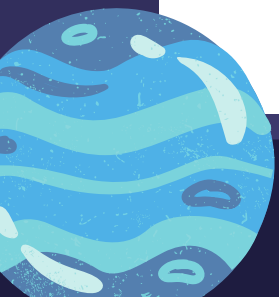
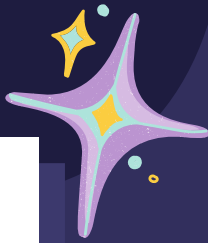
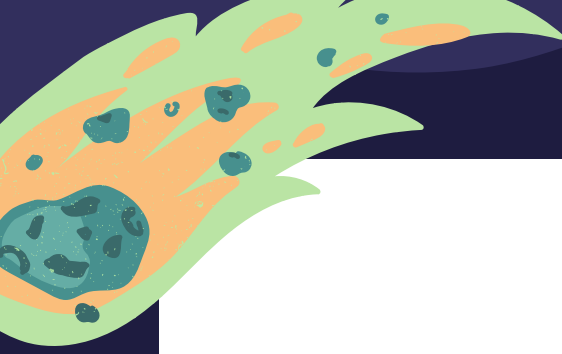


# Learning From Home

## Suggested Daily Timetable

<b>Suggested Times</b>	Online Activities	Offline Activities
9.00	Comprehension and Grammar	Comprehension and Grammar
9.20	Activity 1 - Reading	Activity 1 - Reading
9.50	Activity 2 - Spelling	Activity 2 - Spelling
10.05	Fruit Break and Storyline Online	Fruit Break and listen to someone read
10.20	Activity 3 - Writing	Activity 3 - Writing
11.00	Recess break and play outside (if possible)	
11.50	Maths Challenge of the Day	Maths Challenge of the Day
12.10	Maths lesson	Maths lesson
1.00	Prodigy/Online activity	Maths game/Hands on activity
1.25	Lunch break and play outside (if possible)	
2.05	KLA Matrix Activity	KLA Matrix Activity
3.00	End of school day	End of school day

# LITERACY



# Stage 3 Literacy – Week 9

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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Online Learning

## Comprehension and Grammar

Find the daily comprehension and grammar activity on Google Classroom. Read or view the text provided and complete the questions.

<p><b><u>Activity 1 (Reading):</u></b></p> <p>Listen to the audiobook of ‘Smart Ice Cream’ online. A link to the text will be on Google Classroom if you wish to read it yourself.</p> <p><a href="https://www.youtube.com/watch?v=wBNNdnY-6GA">https://www.youtube.com/watch?v=wBNNdnY-6GA</a></p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Complete the comprehension activity based on the book ‘Smart Ice Cream’ that you listened to yesterday. You will find this in your Google Classroom.</p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Write a summary for the book ‘Smart Ice Cream’ that you listened to on Monday. Post this to the corresponding activity in your Google Classroom.</p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Rewrite the story ‘Smart Ice Cream’ as a children’s picture book. Make sure you simplify the story and include pictures. Take a photo of your book and upload it to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 1 (Reading):</u></b></p> <p>Complete a review of the story ‘Smart Ice Cream’. Make sure you give it a rating out of ten and explain why you gave it this rating.</p>
<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write out your spelling words for this week TWICE in your workbook.</p> <ol style="list-style-type: none"> <li>1. rude</li> <li>2. glue</li> <li>3. sudden</li> <li>4. mouth</li> <li>5. tally</li> <li>6. worry</li> <li>7. brain</li> <li>8. stories</li> <li>9. babies</li> <li>10. rescue</li> <li>11. lollies</li> <li>12. country</li> <li>13. lifestyle</li> <li>14. obstacle</li> <li>15. pivoting</li> </ol>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write out your words according to their length. Start with the four letter words then five letter words etc.</p> <p>Take a photo and post to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Dictionary Dig: Use a dictionary to find 5 words that end in the letter o.</p> <p>Take a photo or type them and post to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Make a word cloud of your spelling words using Word It Out online: <a href="https://worditout.com/word-cloud/create">https://worditout.com/word-cloud/create</a></p> <p>Screenshot your created word cloud and post to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Complete your online spelling test in Google Classroom.</p>

<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'The Elves and the Shoemaker'-  <a href="https://storylineonline.net/books/the-elves-and-the-shoemaker/">https://storylineonline.net/books/the-elves-and-the-shoemaker/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'Enemy Pie'-  <a href="https://storylineonline.net/books/enemy-pie/">https://storylineonline.net/books/enemy-pie/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'Hanukkah in Alaska' -  <a href="https://storylineonline.net/books/hanukkah-in-alaska/">https://storylineonline.net/books/hanukkah-in-alaska/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'The Hula Hooping Queen' -  <a href="https://storylineonline.net/books/hula-hoopin-queen/">https://storylineonline.net/books/hula-hoopin-queen/</a></p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and enjoy 'If I ran for President'-  <a href="https://storylineonline.net/books/if-i-ran-for-president/">https://storylineonline.net/books/if-i-ran-for-president/</a></p>
<p><b><u>Activity 3 (Writing):</u></b></p> <p>Start with a bang!</p> <p>Did you know that a giraffe has the same number of bones in its neck as you do?</p> <p>Starting an information report with an interesting or strange fact gets the reader interested.</p> <p>Think of a subject. It could be a person, an animal, a country, a car or something else.</p> <ol style="list-style-type: none"> <li>1. Write the opening sentence/fact. Use information that is cool, funny or strange. You may need to research to find it!</li> <li>2. Read it to someone to see if you get the right reaction. If you do, keep it! If you don't find something else funny or cool.</li> <li>3. Post your fact to the Google Classroom activity.</li> </ol>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Choose a topic.</p> <p>Write down everything that you already know about this topic.</p> <p>Next, ask all your family members what they know about this topic.</p> <p>Finally, write down what they tell you, ONLY if it is not something that you already know.</p> <p>Upload to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Continuing the work you did on Monday, turn this fact into an opening paragraph for an information report.</p> <p>Remember to start with your fact from Monday. Then add a sentence to add detail to this fact. And lastly add a sentence with what your paragraphs would be about if you were to write this as a full information report.</p> <p>Remember to edit your work when you are done.</p> <p>Example:</p> <p>Did you know that 80% of the animals in Madagascar cannot be found anywhere else in the world? These amazing animals include the Aye-aye, Fossa and Tenrecs. You can now learn all about Madagascar's land mammals, tree dwellers and nocturnal animals.</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Start a paragraph with "The best movie I ever saw was..... It is my favourite it because....."</p> <p>Include some detail about this movie.</p> <p>Upload your paragraph to the corresponding Google Classroom activity.</p>	<p><b><u>Activity 3 (Writing):</u></b></p> <p>Write one of the paragraphs for the information report you started on Monday. It should be a 4 sentence TEEC paragraph. Remember TEEC stands for:</p> <p>T = Topic Sentence</p> <p>E = Explain. Give detail about your topic sentence</p> <p>E = Example. Give a fact or statistic to back up what you've said.</p> <p>C = Conclusion. Sum up the paragraph.</p> <p>When you've finished writing, edit and publish your introduction and first paragraph. Then submit it on Google Classroom.</p>

## Offline Learning

### Comprehension and Grammar

Complete the daily comprehension and grammar activity in your booklet. Read or view the text provided and complete the questions.

<p><b><u>Activity 1:</u></b></p> <p>Read a picture book.</p> <p>Write a letter to the author of your book – mention what you liked or disliked about the book and give ideas for what else you would like included in the book e.g. extra characters, a plot twist, more descriptive language.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read a story of your choice for 20 minutes.</p> <p>Imagine you could interview a character in your story – what would you ask them? How would they respond? Write your interview with your chosen character. Set it out so you use two different colours for your interview questions and your character's answers.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read a book of your choice for 20 minutes.</p> <p>Draw a story board of the story. Make it like a comic strip, include words and illustrations.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read a book of your choice for 20 minutes.</p> <p>Redesign the front cover of the book and a new blurb for the back cover of the book. Be sure to include coloured pictures and written text.</p>	<p><b><u>Activity 1:</u></b></p> <p>Read to a family member.</p> <p>Discuss the book with them, including the main events and different ways you could finish the story.</p>
<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write out your spelling words for this week TWICE in your workbook.</p> <ol style="list-style-type: none"> <li>1. rude</li> <li>2. glue</li> <li>3. sudden</li> <li>4. mouth</li> <li>5. tally</li> <li>6. worry</li> <li>7. brain</li> <li>8. stories</li> <li>9. babies</li> <li>10. rescue</li> <li>11. lollies</li> <li>12. country</li> <li>13. lifestyle</li> <li>14. obstacle</li> <li>15. pivoting</li> </ol>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write out your words according to their length. Start with the four letter words then five letter words etc.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Dictionary Dig: Use a dictionary to find 5 words that end in the letter o.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Write each of your words backwards in your workbook.</p>	<p><b><u>Activity 2 (Spelling):</u></b></p> <p>Ask an adult to give you your spelling test.</p>

<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>	<p><b><u>Fruit Break and Storyline Online:</u></b></p> <p>Eat something fresh and get a family member in your home or over the phone to read you a story.</p>
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## Grammar

1. Which sentence is punctuated correctly?

- (a) *Me, said one of the sprouts.*  
 (b) *'Me', said one of the sprouts.*  
 (c) *'Me, said one of the sprouts.'*

2. What does the pronoun **we** in Paragraph 6 refer to?

- (a) *the food*  
 (b) *the Brussels sprouts*  
 (c) *the main character's family*

3. A simile compares one thing to another usually using **as** or **like**. Which sentence uses a simile?

- (a) *'At least I taste good, and don't smell like stale cabbage water!'*  
 (b) *'I don't like Brussels sprouts!'*  
 (c) *'Would you like some sprouts?'*

4. Which word connects two smaller sentences into this longer sentence?

He looked at my untouched plate as he sat down.

- (a) *as*  
 (b) *my*  
 (c) *down*

5. Adjectives can describe pronouns; e.g. It was *noisy*. Which words are adjectives in this sentence?

We are clever, healthy and full of vitamins.

- (a) *We, are*  
 (b) *full, vitamins*  
 (c) *clever, healthy*

6. The verb group in this sentence is:

I have had quite enough of hamburgers already.

- (a) *have, had*  
 (b) *quite enough*  
 (c) *hamburgers, already*

7. Which of these nouns is a proper noun (naming a specific person or thing)?

- (a) *chips*  
 (b) *Dad*  
 (c) *nuggets*



## Don't judge us!



- Last Friday night Dad brought some takeaway food home for dinner. There were chicken nuggets and chips for me and a hamburger and chips for Dad. Mum, on a health kick, got a salad 'wrap', which she decided to eat with some leftover Brussels sprouts.
- We had just sat down to eat when there was a knock at the door. Both Mum and Dad went to see who it was, leaving me alone with all the food.
- 'Brussels sprouts', I said, looking at Mum's plate. 'So disgusting!'
- 'Do you *mind*?' squawked an angry little voice. 'Don't judge us! You don't know the first thing about us! You don't hear us going on about your dirty fingernails do you? Hmm? Well?'
- 'Who said that?' I asked, looking around the room, wide-eyed with surprise.
- 'Me', said one of the sprouts. 'For your information, we are far from disgusting. We are clever, healthy—full of vitamins—and come from a good family. Unlike that hamburger over there. Now that's disgusting.'
- 'At least I taste good, and don't smell like stale cabbage water,' said Dad's hamburger. 'Everyone wants me. I'm cheap, I'm easy and I taste sooo good. You know I'm bad,' it crooned to me, 'but you want to eat me anyway, don't you?'
- 'Don't listen to him!' squeaked a chicken nugget. 'He is planning to take over the world! Why won't anyone listen to us! He must be stopped!'
- All the food started talking at once. The hamburger called the Brussels sprouts rude names, while the sprouts chanted back 'Nah, nah nah nah, we can't hear you'. The chips squealed about being thrown into hot oil until the salad wrap told them to just grow up. The nuggets yelled at me to call the police or Interpol. Then Mum and Dad came back in and the room fell completely silent.
- 'Not hungry?' asked Dad, looking at my untouched plate as he sat down and ate a chip. 'Want some of my hamburger?'
- 'No thanks', I said. 'I think I've had quite enough of your hamburger already!'

## Something extra

- Find out what vitamins Brussels sprouts have. Are they as healthy as the ones in the story think they are?
- Is a hamburger really that bad? See if you can find a recipe for a healthy hamburger.



## Comprehension

- 1. The main idea of Paragraph 1 is:**
  - (a) The family had different takeaway foods for dinner.
  - (b) There are many kinds of takeaway food.
  - (c) Mum eats healthy food.
- 2. The chips squealed about being thrown into hot oil just before:**
  - (a) the salad wrap spoke.
  - (b) the nuggets yelled.
  - (c) the parents returned.
- 3. The next time the main character gets takeaway food, he or she might:**
  - (a) hope the food doesn't speak
  - (b) eat it all up
  - (c) call the police
- 4. Why did the chicken nuggets want the main character to call the police?**
  - (a) to tell them about the hamburger's plan to take over the world
  - (b) to tell the police that the food is talking
  - (c) to stop the chips from being thrown into hot oil
- 5. Why did the writer say he or she had had quite enough of the hamburger?**
  - (a) He or she had already eaten some of it.
  - (b) There was enough for everyone.
  - (c) He or she didn't want anything more to do with the hamburger.
- 6. The hamburger said the sprouts smell like stale cabbage water because the sprouts:**
  - (a) had said he was disgusting.
  - (b) were talking too much.
  - (c) were bossy.
- 7. Which paragraph tells us how the main character was left alone with the food?**
  - (a) Paragraph 1
  - (b) Paragraph 2
  - (c) Paragraph 4
- 8. What sort of personality does the writer think the hamburger has?**
  - (a) bossy, nasty
  - (b) kind, confident
  - (c) tasty, happy
- 9. Which food item from the text thought it was healthy?**
  - (a) the salad wrap
  - (b) the Brussels sprouts
  - (c) the hamburger
- 10. Him in Don't listen to him! (Paragraph 8) refers to:**
  - (a) the hamburger
  - (b) the child eating the food
  - (c) a chicken nugget

## All about words

- 1. Which word is an antonym (the opposite) for disgusting?**
  - (a) smelly
  - (b) sugary
  - (c) beautiful
- 2. Which word means to sing softly with feeling?**
  - (a) yell
  - (b) croon
  - (c) squeal
- 3. Which word does not have an i sound as in kite?**
  - (a) night
  - (b) unlike
  - (c) first
- 4. What does on a health kick (Paragraph 1) mean?**
  - (a) trying to be healthy by eating well and exercising
  - (b) kicking all the junk food out of the house
  - (c) getting fit by kicking footballs
- 5. In which two words is un a prefix meaning not e.g. unhappy?**
  - (a) under, understand
  - (b) untouched, unlike
  - (c) uncle, punch
- 6. Which homophone means to get something by paying money?**
  - (a) bye
  - (b) buy
  - (c) by
- 7. Which word does not have a silent letter?**
  - (a) wrap
  - (b) left
  - (c) knock
- 8. Which word with an oo (as in room or dude) sound is spelt incorrectly?**
  - (a) rool
  - (b) food
  - (c) room
- 9. Which word is not a compound word made by joining two smaller words?**
  - (a) takeaway
  - (b) hamburger
  - (c) cabbage
- 10. Which word means to say or shout something repeatedly in a sing-song way?**
  - (a) chant
  - (b) squawk
  - (c) yell



## Grammar

1. Which word in the sentence below is an adjective used to describe a noun?

There are people who think graffiti is a messy problem.

- (a) think (b) graffiti (c) messy

2. Which word is a preposition linking to other words in the sentence?

Graffiti is a word used to describe marks made with paint.

- (a) is (b) with (c) to

3. The verb group in this sentence is?

Some graffitiists have become famous for their graffiti.

- (a) become famous (b) have become (c) for their graffiti

4. Adverbs can tell when, where, how or how often something happens. The adverb in this sentence is:

Graffitiists usually make their marks on other people's things.

- (a) make (b) usually (c) things

5. What does the apostrophe in *someone else's things* show?

- (a) direct speech  
(b) a contraction of the words 'else' and 'is'  
(c) possession (the belongings of someone else)

6. Choose the best verb for this sentence: *Graffitiists* ..... *often young*.

- (a) are being (b) is (c) are

7. What is the past tense of the word *catch*?

- (a) *catched*  
(b) *caught*  
(c) *catching*



## Something extra

- ✦ Imagine you find someone has spray-painted graffiti all over the outside wall of your home overnight. How do you think you will feel? What will you do?
- ✦ Use an internet search engine to find graffiti fonts (letter shapes). Write your name in colours using a graffiti font on a sheet of paper.

# ART or CRIME?



1. You might have seen it on a train, on a fence or wall near your home, or scratched on a bus seat. Graffiti can be found on school desks, in the city and all around the world.
2. Graffiti is paintings, words or drawings that are drawn, scratched or sprayed on other people's things, without them saying it is okay to do so.
3. Graffiti has been around for a long time. The word comes from the Italian word 'graffiato', which means 'scratched'. It was first used as a name for the writing and drawings found on the walls of ruins in Italy. Today graffiti is used to describe the marks often made with paint (usually spray paint) and marker pens on walls, windows and other objects.
4. The people who do graffiti, called graffitiists, are usually young people between the ages of 12 and 25 years. They do different kinds of graffiti. Some graffitiists write jokes or messages on desks or tables at school with markers. Others are called 'taggers'. They write a special nickname, called a tag, with spray paint or markers. They write their tag in very public places so that it will be seen by many people. The tag is often in large, 'bubble' letters and is usually one short word, like 'FEAR'.
5. Other people do graffiti because they are part of a gang. They spray-paint the gang name on buildings and other large objects. Some people paint large pictures and call their graffiti 'art'. Some graffitiists have created very clever pictures and become famous for their work.
6. Many people think graffiti is a problem, making places look messy and not cared for. It can cost a lot of money to clean graffiti up. Graffitiists usually make their marks on objects that belong to other people and they do not ask those owners if they can do it. Damaging someone else's things like this is a crime in most countries. People who are caught doing graffiti might have to pay large fines or even go to jail.
7. Other people think graffiti is modern art that makes boring areas look cool and colourful. It is a way of showing and sharing ideas and feelings.
8. Art or crime—what do you think?

## Comprehension

1. Which word from the text means something very wrong a person does that they can be punished for by the police?

- (a) damage
- (b) crime
- (c) gang



2. Which of the following would be a tag?

- (a) JENNA THOMAS :)
- (b) TIM WOZ ERE
- (c) MASK

3. Why wouldn't a tagger write his or her tag under a table?

- (a) It is too hard to reach.
- (b) Taggers like their tag to be seen by many people.
- (c) They would be afraid of getting caught.

4. What tools do graffiti artists usually use?

- (a) keys and knives
- (b) hammers and nails
- (c) marker pens and spray paint

5. Which of these people would be most likely to do graffiti?

- (a) 10-year-old girl
- (b) 45-year-old man
- (c) 17-year-old boy



6. Graffiti is a problem is the main idea of which paragraph?

- (a) Paragraph 2
- (b) Paragraph 4
- (c) Paragraph 6

7. The best summary of Paragraph 7 is that some people think:

- (a) graffiti is good looking art which can express ideas and feelings.
- (b) that the graffiti that's on buildings looks cool.
- (c) graffiti is a really good type of art.

8. You could predict that shops will not be allowed to sell spray paint to people under 18 years because:

- (a) graffiti artists need special paint.
- (b) graffiti is often done with spray paint by people under 18 years.
- (c) shop owners don't want graffiti painted on their shops.

9. What is a serious result of a person doing graffiti? He or she might:

- (a) go to jail.
- (b) get dirty hands.
- (c) make a mess.

10. It is a fact, not an opinion, that graffiti is often:

- (a) a huge problem.
- (b) done by 12- to 25-year-olds.
- (c) quite cool.

## All about words

1. Graffiti is a word in our language that comes from which other language?

- (a) French
- (b) Spanish
- (c) Italian

2. In this text, what is the meaning of the word tag?

- (a) a game where one player chases others
- (b) a label on clothes that gives information
- (c) a nickname used by graffiti artists

3. Which word below belongs to this group?

- spray   name   paint   pay
- (a) many
  - (b) area
  - (c) train

4. A name people might call you instead of your real name is a:

- (a) mark
- (b) tag
- (c) nickname

5. Say the words to work out which one does not belong to this group?

- for   drawn   boring
- (a) short
  - (b) your
  - (c) modern



6. Graffiti comes from the word *graffiato*, which means:

- (a) ruins
- (b) spray paint
- (c) scratched

7. Which word has a long e sound like the following words?

- graffiti   clean   seen
- (a) people
  - (b) they
  - (c) clever

8. Which word uses the spelling rule 'e goes away when ing comes to stay'?

- (a) drawing
- (b) building
- (c) damaging

9. Which word has the same number of syllables as between?

- (a) beautiful
- (b) awful
- (c) colourful

10. Which word is an antonym (opposite) for modern?

- (a) art
- (b) old
- (c) clothing



## Grammar

## 1. The verb group in this sentence is:

Luke had been seeing Carter near the toilet block.

- (a) seeing Carter
- (b) had been seeing
- (c) near the toilet

## 2. Choose the best verbs to add to this sentence.

Mr Stevens told Luke that a boy called Carter ..... 10 years ago.

- (a) have died
- (b) was dead
- (c) had died

## 3. Adverbs can tell how, when or where something happened. The adverb closely in this sentence tells:

Luke looked closely at his school photo.

- (a) how
- (b) where
- (c) when

## 4. The words, Luke, Mr Stevens, Carter and Williams Primary have capital letters because they are:

- (a) the first words in a sentence.
- (b) common nouns (naming words).
- (c) proper nouns (names of particular people, places or things).

## 5. Which conjunction best joins these two sentences?

Luke thought Carter was a real boy.  
He found out there was a boy called Carter who'd died.

- (a) when
- (b) and
- (c) until

## 6. Which two words are adjectives describing a noun in this sentence?

The boy Luke saw looked skinny and sick.

- (a) looked, skinny
- (b) skinny, sick
- (c) Luke, looked

## 7. Which one has an apostrophe to show ownership in the correct place?

- (a) the teachers book's
- (b) the teachers books
- (c) the teacher's books

## The class photo

1. Class 4C was one of three Year 4 classes at Williams Primary. There were so many children that, when one wasn't there, no-one really noticed. Which was great for Luke. If he skipped class every now and again, his stressed teachers didn't even realise he was gone.
2. Sneaking around meant Luke saw things other people didn't. Like Carter, a skinny, sick-looking kid, always going to the toilet and taking ages to come back. Luke knew, because one of the best spots to hide was just behind the toilet block. There was something wrong with Carter, for sure.
3. A few weeks into the second term, Luke was in his usual hiding spot when he realised he hadn't seen Carter for a while—not since last term. Had the teachers noticed? None of the other boys had said anything—but then, Luke thought, they probably hadn't even noticed Carter, he was so quiet and often away sick. Well, if Carter didn't come this Friday he'd miss having his school photo taken. Then no-one would ever remember him!
4. Luke wondered what to do. He didn't want to get Carter into trouble. Maybe he was on holiday ... but for so long? What if something bad had happened to him? He saw one of the teachers, Mr Stevens, walking to the office, and decided to ask.
5. 'Who? Carter?' said Mr Stevens, when Luke asked if he knew where Carter was. 'There's no child called Carter that I know of.' He seemed annoyed by the question, and was about to leave, when his mood changed. 'Oh, wait. I did teach a boy called Carter once. Sad story. He died at school one day, the poor kid. He was the same age as you, actually. But that was about 10 years ago.'
6. Mr Stevens walked away looking thoughtful, leaving Luke shocked and confused. If there was no-one called Carter, who had he been seeing?
7. Luke didn't see Carter again, and the mystery of what he had really seen slipped to the back of his mind. When the class photos were handed out everyone made fun of how they all looked. Luke joined in, laughing, until he noticed something on his class photo—something next to him, only on his copy of the photo. He looked closer. And a chill came over his body. Standing next to him, at the end of the row, faint but there, was a boy ... Carter.



## Something extra

- + Ask your parents if they have an old school photo. Compare your class photo to theirs. How are they similar or different? Make a list of differences.
- + Make a list of things that could go wrong on your school photo day (such as you spilled food on your clothes).

## Comprehension

1. Luke usually saw Carter while he was:  
(a) at lunch.  
(b) sneaking out of class.  
(c) hiding behind the toilet block.
2. The main idea of Paragraph 3 is:  
(a) Luke stopped seeing Carter.  
(b) Carter was going to miss having his photo taken.  
(c) No-one else seemed to notice Carter.
3. Which statement summarises what Luke had been seeing?  
(a) a ghost, Carter, who let some other schoolchildren see him  
(b) the ghost of a boy called Carter who had died at that school  
(c) a skinny, sick boy named Carter who always skipped classes
4. Why did a chill come over Luke (Paragraph 7)?  
(a) He was shocked and scared.  
(b) He was cold.  
(c) It was winter.
5. Just before Luke realised that Carter was next to him in his class photo, he:  
(a) forgot about Carter.  
(b) looked closely at his photo.  
(c) was scared.
6. Why was this text written?  
(a) to make people laugh  
(b) to give information  
(c) to scare the reader
7. Mr Stevens probably **seemed annoyed by the question (Paragraph 5) because he thought:**  
(a) Luke was wasting his time.  
(b) Carter was skipping class.  
(c) Luke was in his way.
8. In Paragraph 6, who does **he** refer to?  
(a) Mr Stevens  
(b) Luke  
(c) Carter
9. What caused Mr Steven's mood to change?  
(a) He remembered that there had been a child who died at school.  
(b) He was thoughtful.  
(c) Luke was shocked and confused.
10. Luke and Carter were similar in that they both:  
(a) were ghosts.  
(b) had gone to the same school.  
(c) skipped class.



## All about words

1. Which words have a long e sound as in *three* and *he*?  
(a) meant, sneak, teach  
(b) seeing, be, there  
(c) maybe, leave, seem
2. Which word is an antonym (opposite meaning) for *faint* in Paragraph 7?  
(a) clear  
(b) awake  
(c) paint
3. Which word does not have a silent letter?  
(a) wrong  
(b) next  
(c) know
4. What does *slipped to the back of his mind* mean (Paragraph 7)?  
(a) He forgot about it.  
(b) It scared him.  
(c) He bumped his head.
5. The text says Luke **skipped class**. This means he:  
(a) liked to skip to his lessons.  
(b) did not go to some classes.  
(c) was good at skipping in sports class.
6. Which sentence uses the words *knew* and *new* correctly?  
(a) He knew Carter wasn't a knew boy.  
(b) He knew Carter wasn't a new boy.  
(c) He new Carter wasn't a knew boy.
7. What does *stressed* (Paragraph 1) mean?  
(a) an importance placed on something  
(b) tired and tense from working too much  
(c) upset because someone has died
8. In which pair of words does the letter **c** have a soft sound as in *notice*?  
(a) decide, teacher  
(b) once, since  
(c) because, class
9. Which word does not use the spelling rule 'drop the e when adding ing'?  
(a) taking  
(b) hiding  
(c) something
10. Which sentence shows the correct spelling?  
(a) The boys larfed at each other's photo's.  
(b) The boys laughed at each other's photos.  
(c) The boys laughed at each other's fotos.



## Grammar

1. Adjectives describe nouns. Which of these words are not adjectives.

These attractive, colourful birds make a delightful chirping noise.

(a) attractive, chirping (b) colourful, delightful (c) birds, noise

2. Possessive determiners come before a noun. They determine (tell) who or what the noun belongs to; e.g. *my bird*. Which word is the possessive determiner in this sentence?

Male zebbies have stripes across their chests.

(a) across (b) their (c) stripes

3. The preposition showing how words are linked in this sentence is:

They are very popular with people who keep and breed birds.

(a) with (b) very (c) birds

4. The three prepositions in this sentence are:

These small birds can be seen in grasslands across most of the country ...

(a) in, across, of (b) can, most, of (c) small, in, country

5. The verb group in this sentence is:

At three months of age these birds can start to breed.

(a) At three months (b) these birds (c) can start to breed

6. The conjunction joining two smaller sentences in this sentence is:

When he came back, there were 175 zebra finches in his cage.

(a) there (b) when (c) in

7. Which sentence is punctuated correctly?

- (a) *Zebra finches are very attractive, colourful birds*  
 (b) *Zebra finches are very attractive, colourful birds.*  
 (c) *zebra finches are very attractive colourful birds.*



## Something Extra

- ✦ Find out about other finches or one particular finch and compare this information with what you know about zebra finches.
- ✦ Draw and colour a male zebra finch.

## ZEBRA FINCHES



1. Finches are found in many parts of the world, but the zebra finch is native to Australia. Zebra finches have been kept in cages all around the world for about 200 years. This is because these beautiful, lively birds were caught and sent overseas by the first settlers, soon after they arrived in Australia. Now there is a ban on sending any more of them overseas.
2. Zebra finches are very attractive, colourful birds and they make a delightful chirping noise. They are very popular with people who keep and breed birds.
3. There are many zebra finches still living in the wild in Australia. These small birds can be seen in grasslands across most of the country, but not where it is very cold or wet. They eat grass and seeds off the ground. They also enjoy green vegetables and fruit such as apples and bananas.
4. Zebra finches are about 10 centimetres in length and come in many bright colours. The males are more colourful and make more noise. They have a tan patch on each cheek and along their sides, with some white spots. There are black stripes across their chests and their belly is white. Their backs are grey and their tails are black and white. Their beaks are red. The females have more grey and they don't have the tan patches. Their skulls are smaller. Their beaks are not as red and they are more pointed.
5. Zebra finches' nests are round and they like to put feathers in them. Their four to six eggs are white and they take 12–14 days to hatch. The young birds are able to care for themselves by the time they are 18 days old. They can start to breed when they are three months old. They live for 5–7 years.
6. Zebra finches or 'zebbies' are easy birds to look after and they breed very well in cages. A man posted an interesting story on a zebra finch website. He said that when he was young, he left three pairs of zebra finches in a large cage and went away for six months. When he came back, he found there were 175 in his cage.
7. Another man said that if you stood inside a zebra finch cage for more than 15 minutes, they would make a nest in your coat pocket.
8. It is not surprising that these beautiful little birds are so popular.

## Comprehension

1. **Native to Australia** means:

- (a) brought into Australia
- (b) not found in Australia
- (c) found naturally in Australia

2. **The main reason zebra finches are popular with bird breeders is because they:**

- (a) are easy to breed.
- (b) look pretty.
- (c) chirp all the time.

3. **Sending zebra finches overseas has been banned, but you could conclude that overseas there are:**

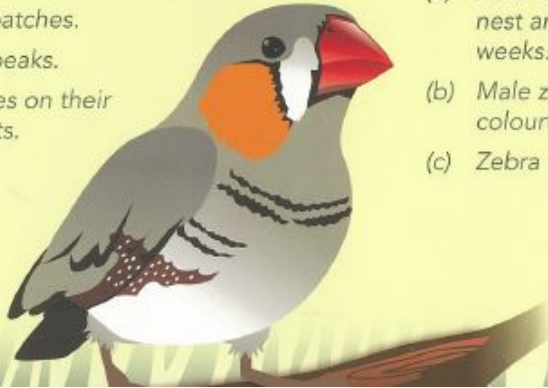
- (a) not many of them
- (b) lots of them
- (c) the same number of them

4. **It is an opinion, not a fact that zebra finches:**

- (a) still live in the wild.
- (b) lay eggs.
- (c) are beautiful.

5. **Male and female zebra finches are similar because they have:**

- (a) tan patches.
- (b) red beaks.
- (c) stripes on their chests.



6. **How long does it take young zebra finches to learn to fly?**

- (a) more than two weeks
- (b) one week
- (c) less than one week

7. **The main idea of Paragraph 4 is:**

- (a) the size of zebra finches
- (b) the different colours of zebra finches
- (c) what zebra finches look like

8. **How long do zebra finch eggs take to hatch?**

- (a) less than 12 days
- (b) less than 15 days
- (c) more than two weeks

9. **The author wrote this text to:**

- (a) provide information
- (b) persuade
- (c) entertain

10. **What information would not be included in a summary of Paragraph 5?**

- (a) Four to six eggs are laid in a nest and hatch in about two weeks.
- (b) Male zebra finches are more colourful than the females.
- (c) Zebra finches live for 5–7 years.

## All about words

1. **Settlers are people who:**

- (a) come to a new place to live.
- (b) sell birds.
- (c) don't stay in one place very long.

2. **Living in the wild means living:**

- (a) with someone who is angry all the time.
- (b) with people who have lots of parties.
- (c) in a natural environment.

3. **The word posted in Paragraph 6 means to have:**

- (a) sent a letter.
- (b) written on a computer site.
- (c) put up a sign.

4. **The correct homophones to use in this question are:**

Where/Wear wood/would I go to by/buy a pear/pair of finches?

- (a) Where, wood, buy, pear
- (b) Where, would, buy, pair
- (c) Wear, wood, by, pair

5. **Say each word in the group. Which two words do not have this sound?**

- easy many very bellies
- (a) lively, they
  - (b) by, country
  - (c) people, beaks

6. **Which word has the same g sound as the letter g has in the word cage?**

- (a) egg
- (b) large
- (c) young

7. **Which word does not belong in this sound group?**

- come some skull months but
- (a) zebra
  - (b) dull
  - (c) country

8. **Which three words belong in the same sound group?**

- (a) where, pair, popular
- (b) there, where, more
- (c) care, pair, their

9. **One spelling rule is 'add es to nouns that end with ch, sh, o, s, x and z to form the plural'. Which words from the text follow this rule?**

- (a) patches, finches
- (b) cages, vegetables
- (c) stripes, females

10. **Which word is spelt correctly?**

- (a) beautiful
- (b) beautifull
- (c) beautiful



## Grammar

1. Which adjective is the best one to use in this sentence?

The boys he bullied were ..... than Charlie.

- (a) young  
(b) younger  
(c) youngest

2. The best verb for this sentence is:

Charlie ..... some computer games from the boys.

- (a) took  
(b) takes  
(c) is taking

3. Choose the best verbs to add to this sentence.

The things Mr Bridges found ..... hidden for a few days.

- (a) had been  
(b) has been  
(c) have been



### Something extra

- ✦ Prepare a cartoon strip and use it to retell the main events. You could use speech bubbles to tell the story or have a box at the bottom of each section to write in.
- ✦ Imagine you are Mr Bridges and Mrs Brown comes into your office to talk to you. What could you say to her? Do you think she will take any notice?

4. The pronoun used in place of a noun in this sentence is:

Charlie took the boys' things and hid them.

- (a) things (b) hid (c) them

5. The words, Charlie, Bridges and Brown have capital letters in the text because they are:

- (a) the first word in a sentence.  
(b) common nouns (naming words).  
(c) proper nouns (names of particular people, places or things).

6. The two adjectives describing nouns in this sentence are:

Charlie thinks those big boys are scary.

- (a) big, boys  
(b) big, scary  
(c) those, boys

7. The adverb giving information about the verb in this sentence is:

Big boys make sure the smaller ones get home safely.

- (a) safely (b) sure (c) ones

# Give bullies a chance



Dear Mr Bridges

1. You're being very mean to my son, Charlie, and you must stop it right now. He told me you said that you hate bullies and that you don't want them in your school. Yes, I know he's been bullying some of the smaller, younger boys and he's been pushing them around a bit. But is that any reason for the teacher to pick on him and to be mean to him? He's very upset.
2. Charlie explained to the boys he'd get them if they told their parents. Those stupid boys! If they'd washed the bit of blood off their shirts and knees none of this would have happened. But no, they had to cry and make a fuss. They should have just done what he told them. Now poor Charlie is having a bad time and he isn't having any fun. Is that fair?
3. He said you found where he had hidden the things he took off some boys and you made him give them back. How fair is that? They're all spoilt little brats. Their parents buy them everything they want. Poor Charlie hasn't got many toys. We buy them for him, but they always get broken or he loses them. No wonder he took those things. My poor boy just wanted something to play with.
4. Now he has to stay at school until the others have had time to walk home. He said some of them have got into gangs so they can go home together. Some of the really big boys are walking and riding with the smaller ones to make sure they get home safely. What a fuss about a few bloody noses, black eyes, bruises, computer games and mobiles! Now poor Charlie can't have any fun after school. And those big boys are really scary. They should pick on people their own size.
5. I think it's time you thought about Charlie. The poor boy is very sad and miserable. It's all your fault and I expect you to sort it out and stop being mean to my boy. Don't you think it's time you gave him a chance?

Mrs Brown



## Comprehension

1. What did Charlie steal from other boys?

- (a) their bags
- (b) computer games and mobiles
- (c) their lunches

2. Charlie's mum is writing this letter because she:

- (a) wants the teacher to let Charlie be a bully.
- (b) is a grumpy lady.
- (c) wants Charlie to stop being a bully.

3. You can conclude from the text that Mrs Brown:

- (a) hates bullies.
- (b) wants Charlie to change.
- (c) thinks Charlie is perfect.

4. You could predict that the teacher will:

- (a) do what Mrs Brown wants.
- (b) think Mrs Brown is not a good mother.
- (c) be kinder to Charlie.

5. It is a fact, not an opinion that:

- (a) bullying is wrong.
- (b) Charlie hid the things he took.
- (c) Charlie is not a good boy.

6. The main idea of Paragraph 2 is:

- (a) The boys' parents found out about the bullying.
- (b) The boys were stupid.
- (c) There was blood on the boys' shirts.

7. What do you think the person who wrote this text would be most likely to think?

- (a) Bullying is right.
- (b) Bullies are picked on.
- (c) Parents shouldn't encourage bullying.

8. Charlie and the boys he bullied are similar because they:

- (a) go to the same school.
- (b) got into trouble.
- (c) walk home by themselves.

9. What happened first?

- (a) Charlie gave back their things.
- (b) Charlie bullied the boys.
- (c) Mrs Brown wrote a letter.

10. The pronoun *that* in 'How fair is that?' in Paragraph 3 means:

- (a) finding the things
- (b) making him give them back
- (c) hiding the things



## All about words

1. The word *miserable* in Paragraph 5 means:

- (a) mean
- (b) sad
- (c) unhappy

2. When Charlie said *he'd get them*, he meant he would:

- (a) find and hurt them
- (b) look for them
- (c) get them something

3. Which sentence uses the correct homophones?

- (a) I said goodbye, then I came here by train to by this car.
- (b) I said goodbye, then I came here by train to buy this car.
- (c) I said goodby, then I came here buy train to by this car.

4. Which sentence uses the correct homophones?

- (a) Charlie took sum things of those boys over their.
- (b) Charlie took some things of those boys over their.
- (c) Charlie took some things off those boys over there.



5. The words *pick on him* in the sentence: *But is that any reason to pick on him ...* mean:

- (a) poke at him
- (b) treat him unfairly
- (c) make him do things

6. Which word is an antonym (the opposite) for *pushing*?

- (a) shoving
- (b) moving
- (c) dragging

7. The words *boys*, *spoilt* and *toys* are similar because they:

- (a) end with *s*
- (b) have *oy* in them
- (c) have the same sound

8. Which word follows this spelling rule about making words plural? 'Change the *y* to *i* and add *es*.'

- (a) bully
- (b) monkey
- (c) toy

9. Which word is spelt correctly?

- (a) wonder
- (b) wash
- (c) wont

10. Say all these words to work out which one belongs in the group.

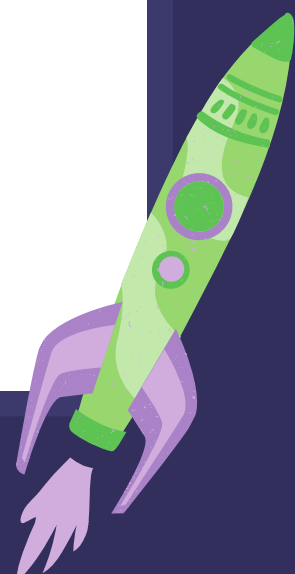
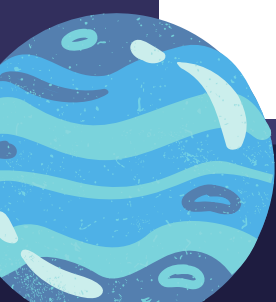
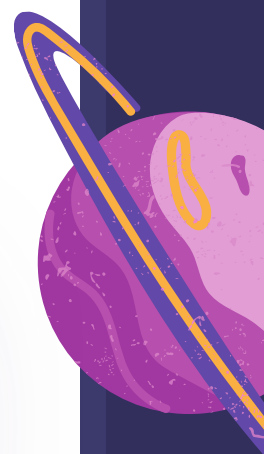
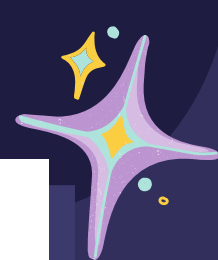
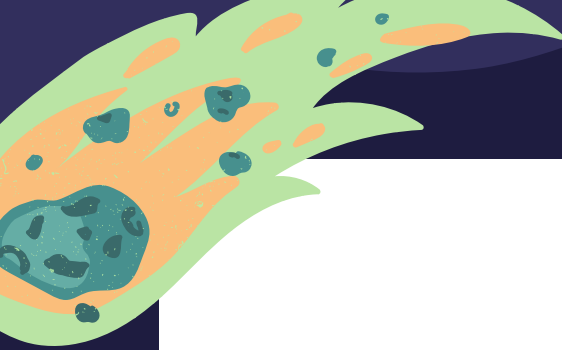
- poor      your      sort
- (a) blood
  - (b) thought
  - (c) could

# TEEC – STRUCTURE


## Paragraph writing

<p><b>TOPIC</b></p> <p>Introduce your topic and make a point about the topic by stating the main idea.</p> <p>First of all... There are many reasons why... To begin with... Evidence suggests... It is obvious that... Have you ever thought about...?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>EXPLAIN</b></p> <p>Elaborate and explain your topic sentence by providing more information.</p> <p>This tells us... It appears that... It's obvious that... As a result... It is clear that...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>EXAMPLE/S</b></p> <p>Support your point by providing examples, evidence or quotes.</p> <p>For example... Research shows... This is supported by... This is demonstrated by... Some examples to support this... QUOTE.. as you can see... (make sure you explain it's relevance)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>CONCLUDE</b></p> <p>Conclude your paragraph by summarising your topic sentence and points raised.</p> <p>In conclusion... It is evident that... Evidently... This demonstrates... Therefore, it can be said... (Insert rhetorical question) (Restate the topic sentence)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>


# MATHS



# Stage 3 Mathematics – Week 9

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Online</b>				
<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Car number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Squares and triangles number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Avocados number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Dots number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Sum of a multiplication table</p>
<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Place value</p> <p style="text-align: center;">Factors of whole numbers</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Addition</p> <p style="text-align: center;">Adding fractions with like denominators</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Subtraction</p> <p style="text-align: center;">Subtracting fractions with like denominators</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Multiplication</p> <p style="text-align: center;">Multiplying numbers using expanded notation/place value</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Division</p> <p style="text-align: center;">Dividing numbers using expanded notation/place value</p>
<p><b><u>Activity 3:</u></b></p> <p style="text-align: center;"><a href="http://www.topmarks.co.uk/times-tables/CoconutMultiples-ReinforceTimesTables.aspx">Coconut Multiples - Reinforce Times Tables (topmarks.co.uk)</a></p>	<p><b><u>Activity 3:</u></b></p> <p style="text-align: center;"><a href="http://www.iknowit.com/interactive-math-lesson/adding-fractions-with-like-denominators">Interactive Math Lesson   Adding Fractions with Like Denominators (iknowit.com)</a></p>	<p><b><u>Activity 3:</u></b></p> <p style="text-align: center;"><a href="http://www.iknowit.com/interactive-math-lesson/adding-and-subtracting-fractions-with-like-denominators">Interactive Math Lesson   Adding and Subtracting Fractions with Like Denominators (iknowit.com)</a></p>	<p><b><u>Activity 3:</u></b></p> <p style="text-align: center;"><a href="http://www.multiplication.com/multiplication-4-in-a-row">Multiplication 4 in a Row - Multiplication Math Game - Multiplication.com</a></p>	<p><b><u>Activity 3:</u></b></p> <p style="text-align: center;">Choose one of the online games at <a href="http://www.splashlearn.com/division-games-for-year-4-kids">Division Games for Year 4 Kids Online - SplashLearn</a></p>
<p><b><u>Activity 4:</u></b></p> <p>Offline/Hands on <u>Integers game</u> Using the attached number line play with a partner. Roll a dice. Place two counters/buttons/items on the zero at the number line. If you roll an <b>odd</b> number you go back that many places (1, 3, 5). If you roll an <b>even</b> number you go forward that many places (2, 4, 6). The first to 20 wins! <u>Resources at the end of this pack</u></p>	<p><b><u>Activity 4:</u></b></p> <p>Offline/Hands on <u>Multiplication 4 in a row</u> Use the attached multiplication board. Play against a family member/carer. Roll 2 dice. Multiply those numbers together and put a counter/coloured piece of paper/item or cross that number out using a different coloured pencil/texta etc. You are aiming to get 4 in a row. <u>Resources at the end of this pack</u></p>	<p><b><u>Activity 4:</u></b></p> <p>Offline/Hands on <u>Blockout Game</u> Play the Blockout game attached to the back of this pack. <u>Resources at the end of this pack</u></p>	<p><b><u>Activity 4:</u></b></p> <p>Offline/Hands on <u>Arrays</u> Venture outside and collect some items (sticks, pebbles, leaves etc). Can you make an array using those items? How many columns/rows did you make? How many altogether? Can you make a different array?</p> 	<p><b><u>Activity 4:</u></b></p> <p>Offline/Hands on <u>Order of Operations Dice Game</u> Play the Order of Operations game attached to the back of this pack. Remember: x and ÷ comes before + and -</p>

## Stage 3 Mathematics – Week 9

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Offline</b>				
<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Car number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Squares and triangles number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Avocados number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Dots number talk</p>	<p><b><u>Activity 1 (Challenge of the Day):</u></b></p> <p style="text-align: center;">Sum of a multiplication table</p>
<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Place value</p> <p style="text-align: center;">See home learning booklet</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Addition</p> <p style="text-align: center;">See home learning booklet</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Subtraction</p> <p style="text-align: center;">See home learning booklet</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Multiplication</p> <p style="text-align: center;">See home learning booklet</p>	<p><b><u>Activity 2:</u></b></p> <p style="text-align: center;">Division</p> <p style="text-align: center;">See home learning booklet</p>
<p><b><u>Activity 3:</u></b> Offline/Hands on <u>Integers game</u> Using the attached number line play with a partner. Roll a dice. Place two counters/buttons/items on the zero at the number line. If you roll an <b>odd</b> number you go back that many places (1, 3, 5). If you roll an <b>even</b> number you go forward that many places (2, 4, 6). The first to 20 wins! <u>Resources at the end of this pack</u></p>	<p><b><u>Activity 3:</u></b> Offline/Hands on <u>Multiplication 4 in a row</u> Use the attached multiplication board. Play against a family member/carer. Roll 2 dice. Multiply those numbers together and put a counter/coloured piece of paper/item or cross that number out using a different coloured pencil/texta etc. You are aiming to get 4 in a row. <u>Resources at the end of this pack</u></p>	<p><b><u>Activity 3:</u></b> Offline/Hands on <u>Blockout Game</u> Play the Blockout game attached to the back of this pack. <u>Resources at the end of this pack</u></p>	<p><b><u>Activity 3:</u></b> Offline/Hands on <u>Arrays</u> Venture outside and collect some items (sticks, pebbles, leaves etc). Can you make an array using those items? How many columns/rows did you make? How many altogether? Can you make a different array?</p> 	<p><b><u>Activity 3:</u></b> Offline/Hands on <u>Order of Operations Dice Game</u> Play the Order of Operations game attached to the back of this pack. Remember: <math>\times</math> and <math>\div</math> comes before <math>+</math> and <math>-</math></p>

# Monday

# Place Value

# Maths number challenge!



- 🚗 How many cars do you think are here?
- 🚗 How did you calculate the number of cars?
- 🚗 What percentage are white?
- 🚗 If each car has 4 wheels, how many wheels are there altogether?
- 🚗 How many people do you think are inside the cars altogether?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Multiples of Whole Numbers (A)

① On the hundreds grid:

a) shade all of the multiples of 5 green.

b) circle all of the multiples of 10.

c) put a cross through all of the multiples of 2.

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

② Fill in the missing multiples for each number.

a)  $2 = 2, 4, \underline{\quad}, 8, \underline{\quad}, \underline{\quad}, \underline{\quad}, 16, \underline{\quad}, \underline{\quad}, 22, \underline{\quad}.$

b)  $4 = 4, 8, \underline{\quad}, \underline{\quad}, 20, \underline{\quad}, \underline{\quad}, 32, \underline{\quad}, \underline{\quad}, \underline{\quad}, 48.$

c)  $6 = 6, \underline{\quad}, \underline{\quad}, 24, \underline{\quad}, \underline{\quad}, 42, 48, \underline{\quad}, \underline{\quad}, 66, \underline{\quad}.$

d)  $3 = \underline{\quad}, 6, \underline{\quad}, \underline{\quad}, 15, \underline{\quad}, \underline{\quad}, 24, \underline{\quad}, \underline{\quad}, 33, \underline{\quad}.$

e)  $11 = 11, \underline{\quad}, \underline{\quad}, 44, \underline{\quad}, \underline{\quad}, \underline{\quad}, 88, \underline{\quad}, \underline{\quad}, 121, \underline{\quad}.$

③ Answer true or false.

a) 60 is a multiple of 12. \_\_\_\_\_

b) 38 is a multiple of 9. \_\_\_\_\_

c) 26 is a multiple of 8. \_\_\_\_\_

d) 20 is a multiple of 20. \_\_\_\_\_

e) 25 is a multiple of 5. \_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

## Multiples of Whole Numbers (B)

① On the hundreds grid:

a) shade all of the multiples of 3 green.

b) circle all of the multiples of 4.

c) put a cross through all of the multiples of 5.

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

② Fill in the missing multiples for each number.

a)  $3 = 3, 6, \underline{\quad}, 12, \underline{\quad}, \underline{\quad}, \underline{\quad}, 24, \underline{\quad}, \underline{\quad}, 33, \underline{\quad}.$

b)  $5 = 5, 10, \underline{\quad}, \underline{\quad}, 25, \underline{\quad}, \underline{\quad}, 40, \underline{\quad}, \underline{\quad}, \underline{\quad}, 60.$

c)  $7 = 7, \underline{\quad}, \underline{\quad}, 28, \underline{\quad}, \underline{\quad}, 49, 56, \underline{\quad}, \underline{\quad}, 77, \underline{\quad}.$

d)  $12 = \underline{\quad}, 24, \underline{\quad}, \underline{\quad}, 60, \underline{\quad}, \underline{\quad}, 96, \underline{\quad}, \underline{\quad}, 132, \underline{\quad}.$

e)  $15 = 15, \underline{\quad}, \underline{\quad}, 60, \underline{\quad}, \underline{\quad}, \underline{\quad}, 120, \underline{\quad}, \underline{\quad}, 165, \underline{\quad}.$

③ Answer true or false.

a) 108 is a multiple of 9. \_\_\_\_\_

b) 131 is a multiple of 11. \_\_\_\_\_

c) 165 is a multiple of 15. \_\_\_\_\_

d) 275 is a multiple of 25. \_\_\_\_\_

e) 150 is a multiple of 75. \_\_\_\_\_

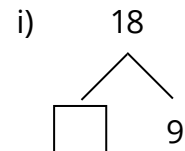
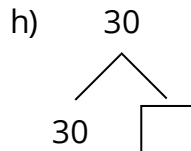
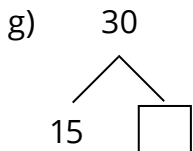
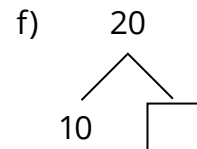
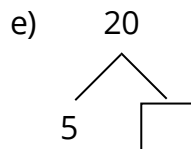
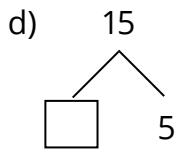
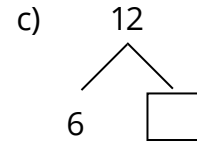
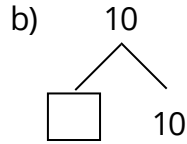
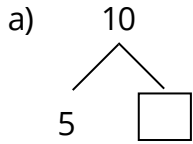


Name \_\_\_\_\_

Date \_\_\_\_\_

## Factors of Whole Numbers (A)

① Find the missing factors.



② Circle all of the factors of each number.

- a) The factors of 6 are: 1, 2, 3, 4, 5, 6, 7, 8
- b) The factors of 9 are: 1, 3, 6, 9, 12, 15, 18
- c) The factors of 15 are: 1, 3, 5, 9, 12, 15, 18
- d) The factors of 22 are: 1, 2, 5, 8, 11, 13, 20, 22
- e) The factors of 30 are: 1, 2, 3, 5, 6, 7, 10, 12, 15, 25, 30

③ Answer true or false.

- a) 3 is a factor of 12. \_\_\_\_\_
- b) 9 is a factor of 18. \_\_\_\_\_
- c) 8 is a factor of 36. \_\_\_\_\_
- d) 4 is a factor of 24. \_\_\_\_\_
- e) 8 is a factor of 16. \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Factors of Whole Numbers (B)

① Find the missing factors.

a) 
$$\begin{array}{c} 15 \\ \swarrow \quad \searrow \\ 5 \quad \square \end{array}$$

b) 
$$\begin{array}{c} 20 \\ \swarrow \quad \searrow \\ \square \quad 10 \end{array}$$

c) 
$$\begin{array}{c} 18 \\ \swarrow \quad \searrow \\ 6 \quad \square \end{array}$$

d) 
$$\begin{array}{c} 150 \\ \swarrow \quad \searrow \\ \square \quad 5 \end{array}$$

e) 
$$\begin{array}{c} 120 \\ \swarrow \quad \searrow \\ 3 \quad \square \end{array}$$

f) 
$$\begin{array}{c} 120 \\ \swarrow \quad \searrow \\ 5 \quad \square \end{array}$$

g) 
$$\begin{array}{c} 150 \\ \swarrow \quad \searrow \\ 6 \quad \square \end{array}$$

h) 
$$\begin{array}{c} 220 \\ \swarrow \quad \searrow \\ 55 \quad \square \end{array}$$

i) 
$$\begin{array}{c} 220 \\ \swarrow \quad \searrow \\ \square \quad 11 \end{array}$$

② Circle all of the factors of each number.

a) The factors of 8 are: 1, 2, 3, 4, 5, 6, 7, 8

b) The factors of 12 are: 1, 2, 3, 4, 6, 10, 12, 15

c) The factors of 15 are: 1, 3, 4, 5, 12, 15, 18

d) The factors of 45 are: 1, 3, 4, 5, 7, 9, 10, 15, 20, 30, 45

e) The factors of 60 are: 1, 2, 3, 4, 5, 6, 8, 10, 12, 15, 20, 25, 30, 45, 60

③ Answer true or false.

a) 6 is a factor of 15. \_\_\_\_\_

b) 9 is a factor of 32. \_\_\_\_\_

c) 7 is a factor of 42. \_\_\_\_\_

d) 4 is a factor of 55. \_\_\_\_\_

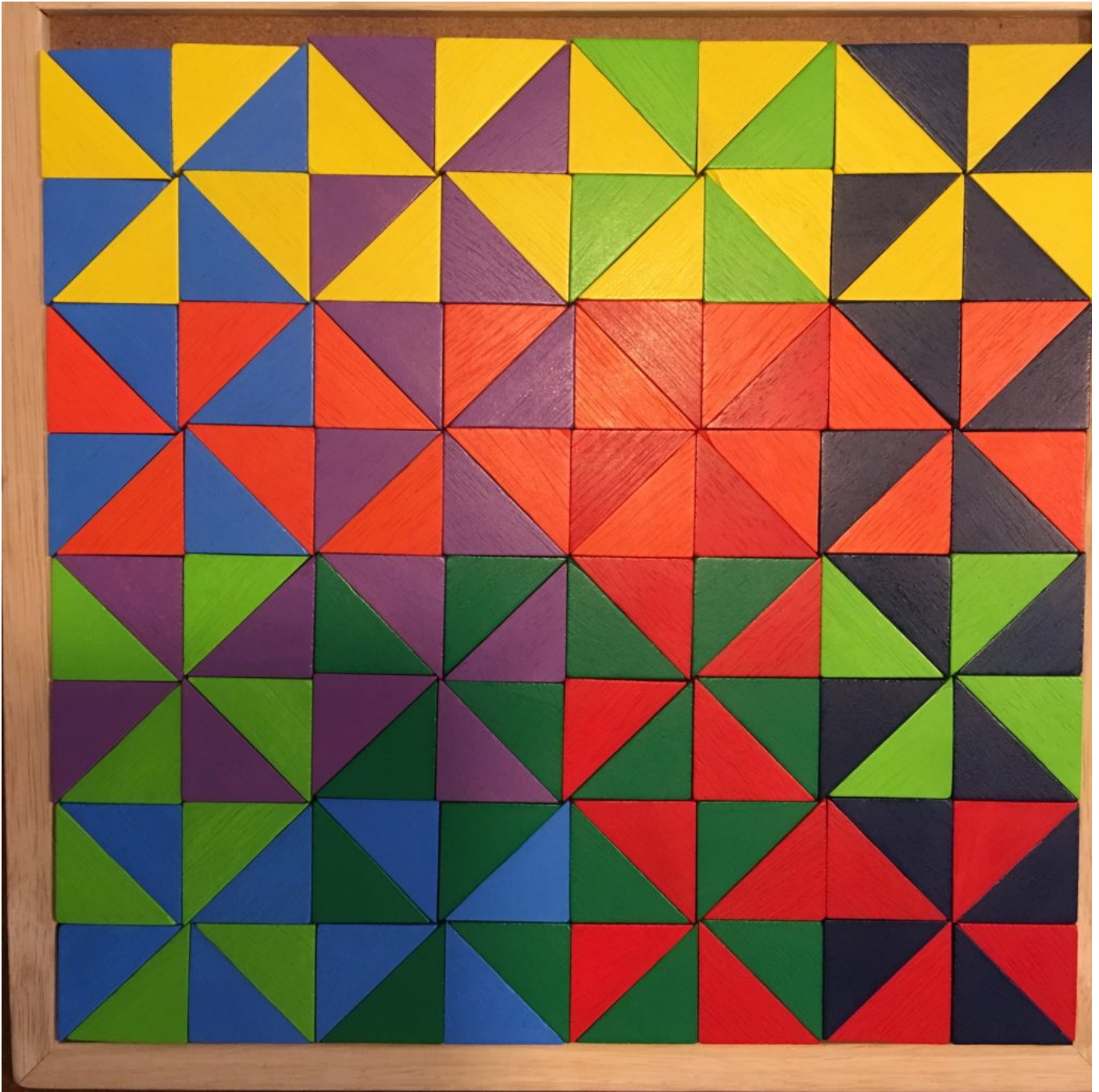
e) 10 is a factor of 70. \_\_\_\_\_



# Tuesday

# Addition

# Maths number challenge!



How many triangles can you see? How did you calculate the number of triangles?

How many squares can you see? (if you answered 16, look again, can you see more than 16?) How did you count the squares?

Can you see any pinwheel squares? How many pinwheel squares can you see? How did you calculate that?

## Adding like fractions

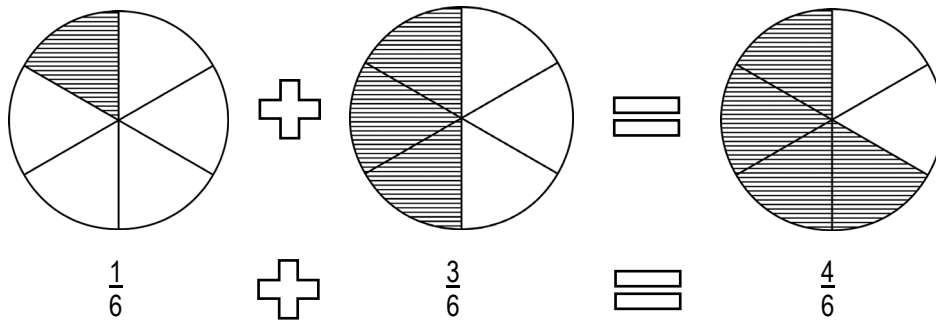
When we add fractions together we need to ensure the denominators are the same.

$$\text{Denominator} \rightarrow \frac{1}{6} + \frac{3}{6} = \frac{4}{6} \leftarrow \text{Numerator}$$

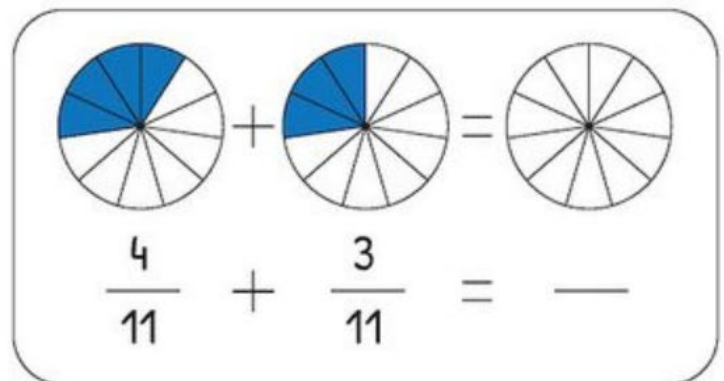
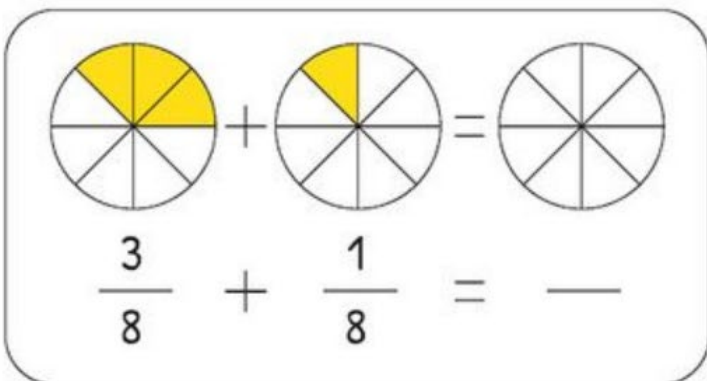
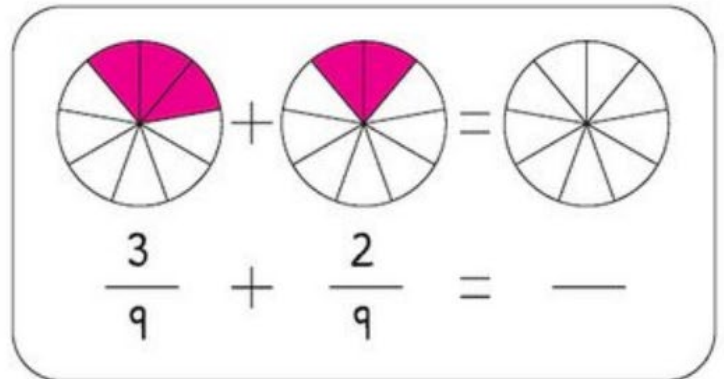
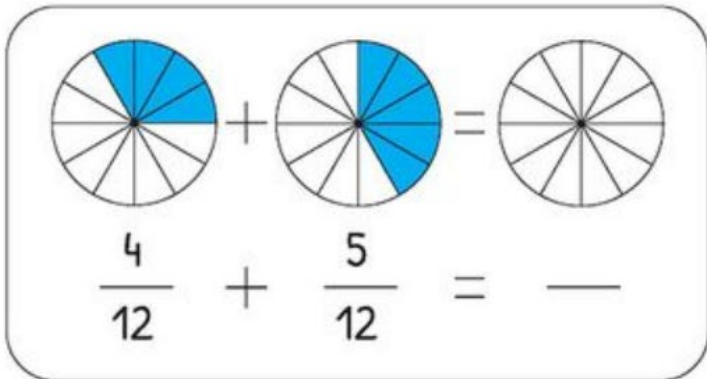
In this example you can see that the denominators are the same (6). If the denominators are the same they **do not** change in your answer. In this example, the denominator in the answer will be 6.

Next, you add the numerators together ( $1 + 3 = 4$ )

You can use a visual representation to assist you in completing the addition algorithm.



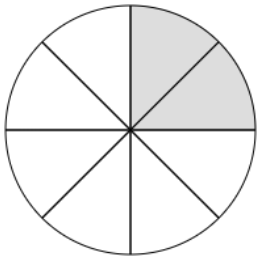
Try the examples below. Shade in the un-coloured circle in each addition algorithm.



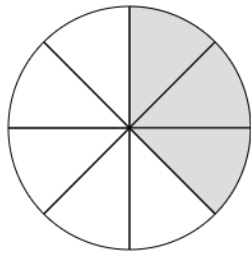
# Adding fractions

Complete the following addition algorithms:

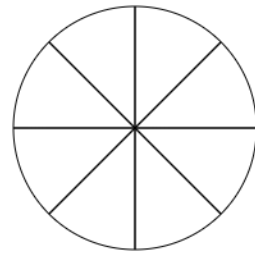
Don't forget that the denominators will stay the same!



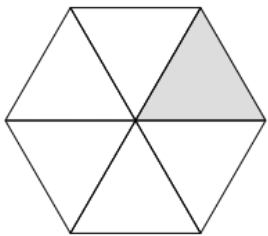
$\frac{2}{8}$



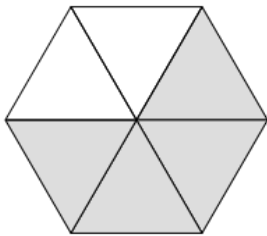
$\frac{3}{8}$



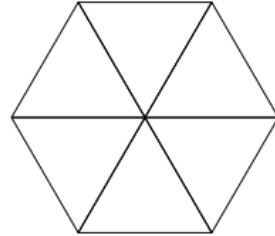
$\frac{\quad}{8}$



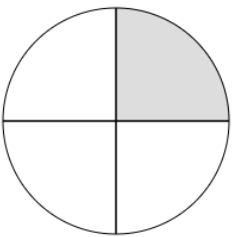
$\frac{1}{6}$



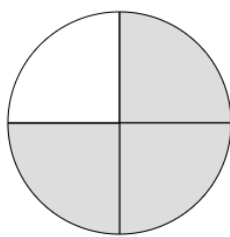
$\frac{4}{6}$



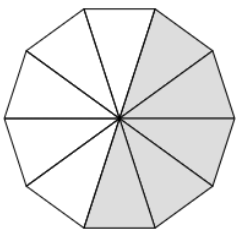
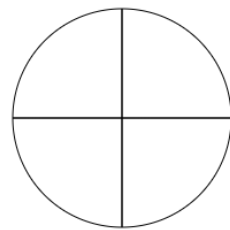
$\frac{\quad}{6}$



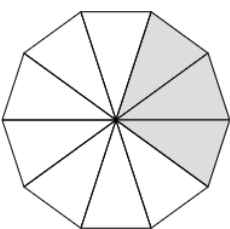
$\frac{1}{4}$



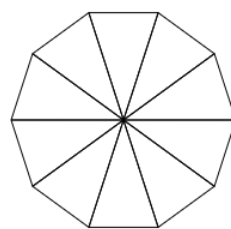
$\frac{3}{4}$



$\frac{5}{8}$



$\frac{3}{8}$



# Adding Fractions

Use the blank space to add the fractions. Draw a picture to help!

1.  $\frac{1}{4} + \frac{2}{4} =$

6.  $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$

2.  $\frac{5}{8} + \frac{2}{8} =$

7.  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$

3.  $\frac{1}{3} + \frac{1}{3} =$

8.  $\frac{2}{6} + \frac{1}{6} + \frac{1}{6} =$

4.  $\frac{4}{6} + \frac{1}{6} =$

9.  $\frac{3}{8} + \frac{1}{8} + \frac{1}{8} =$

5.  $\frac{3}{5} + \frac{1}{5} =$

10.  $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$

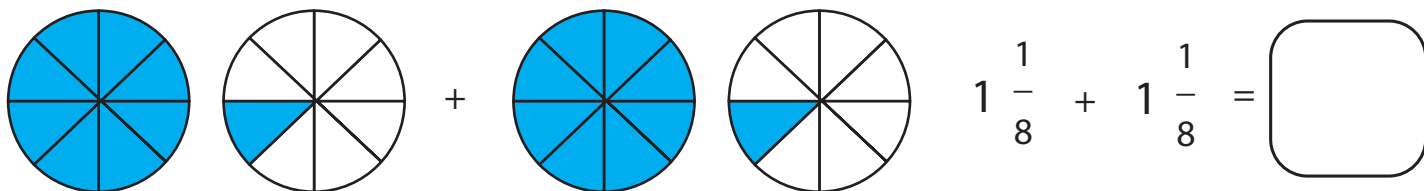
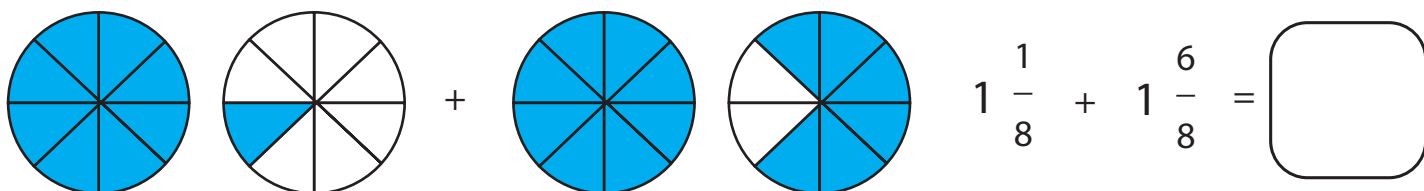
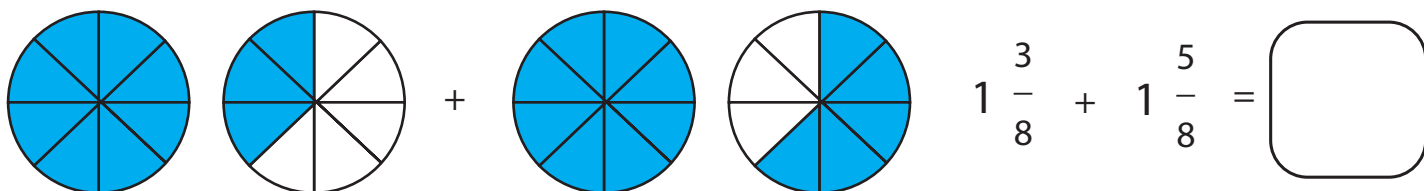
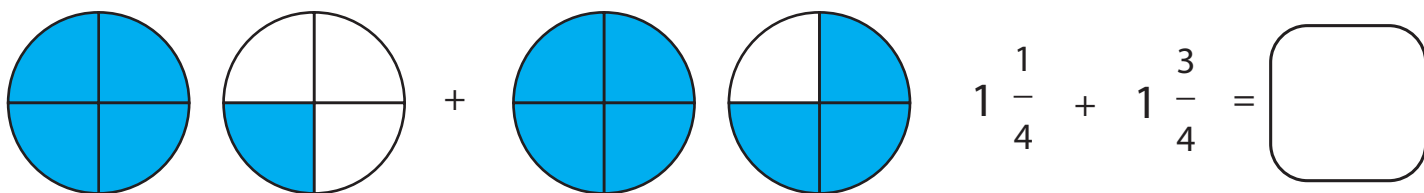
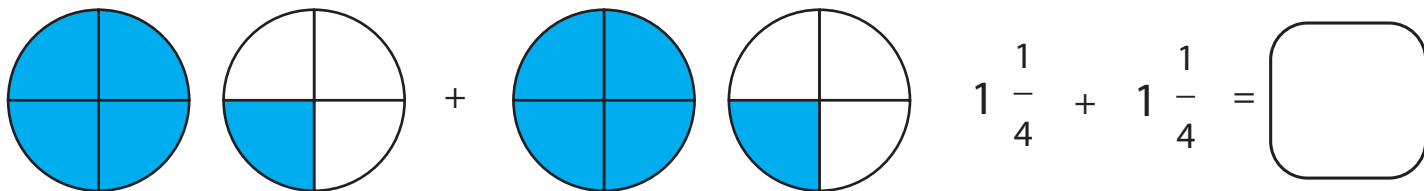


Name: \_\_\_\_\_

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

## Mixed Fraction Addition Practice: Like Denominators

Use the visual models to add the mixed fractions.



# Wednesday

# Subtraction

# Maths number challenge!



What do you see?

How many avocados do you see?

How did you see them? Eg  $5 + 5 + 5$  or 3 rows of 5 etc...

Do you see a checkboard pattern?

Are there the same number of pitted avocados and un-pitted avocados?

How many whole avocados are there?

## Subtracting like fractions

When we subtract fractions we need to ensure the denominators are the same.

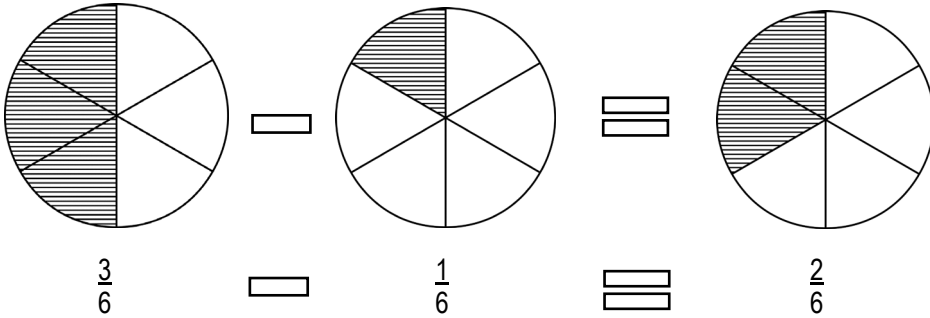
$$\frac{3}{6} - \frac{1}{6} = \frac{2}{6}$$

Denominator →
← Numerator

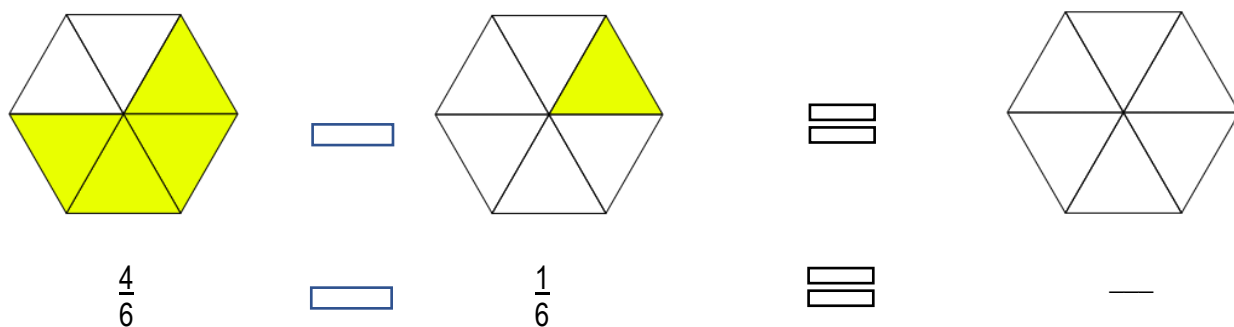
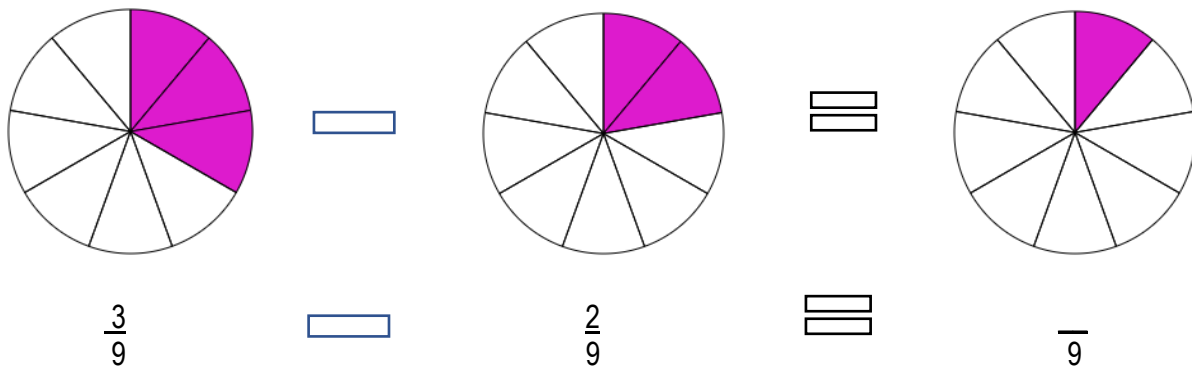
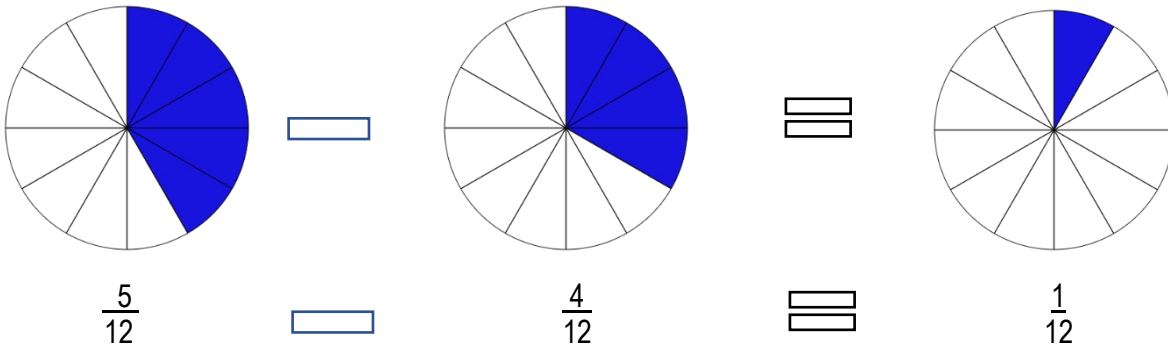
In this example you can see that the denominators are the same (6). If the denominators are the same they **do not** change in your answer. In this example, the denominator in the answer will be 6.

Next, you subtract the second numerator away from the second numerator ( $3 - 1 = 2$ )

You can use a visual representation to assist you in completing the addition algorithm.



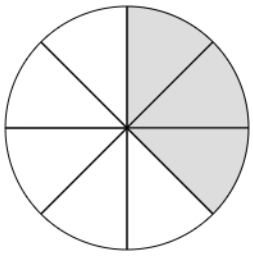
Try the examples below.



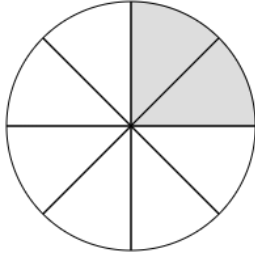
# Subtracting fractions

Complete the following subtraction algorithms:

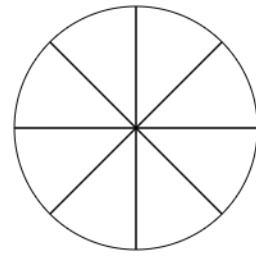
Don't forget that the denominators will stay the same!



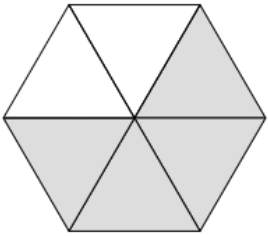
$\frac{3}{8}$



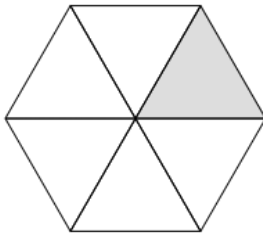
$\frac{2}{8}$



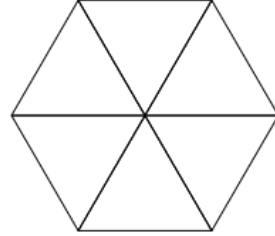
$\frac{\quad}{8}$



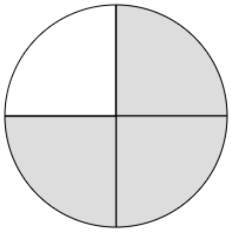
$\frac{4}{6}$



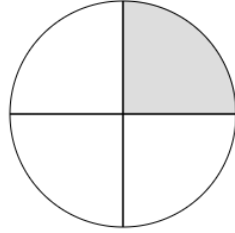
$\frac{1}{6}$



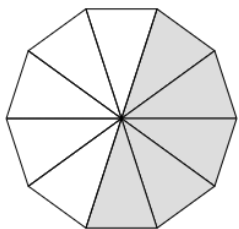
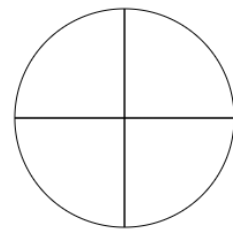
$\frac{\quad}{6}$



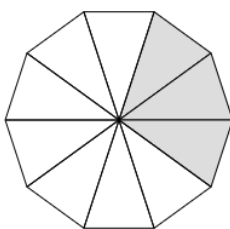
$\frac{3}{4}$



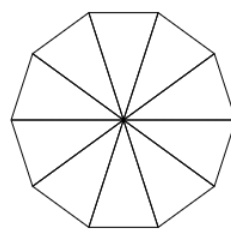
$\frac{1}{4}$



$\frac{5}{8}$



$\frac{3}{8}$



# Subtracting fractions

Use the blank space to subtract the fractions. Draw a visual to help.

1.  $\frac{5}{6} - \frac{1}{6} =$

6.  $\frac{2}{3} - \frac{1}{3} =$

2.  $\frac{7}{8} - \frac{2}{8} =$

7.  $\frac{4}{8} - \frac{2}{8} =$

3.  $\frac{3}{4} - \frac{1}{4} =$

8.  $\frac{2}{4} - \frac{1}{4} =$

4.  $\frac{3}{6} - \frac{3}{6} =$

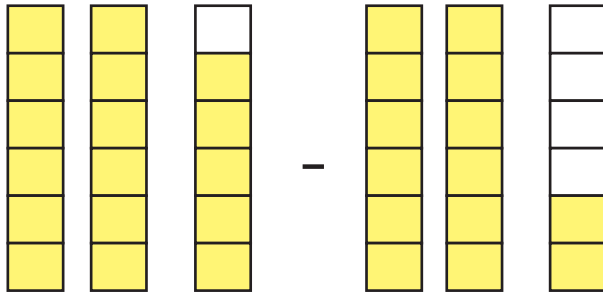
9.  $\frac{5}{10} - \frac{3}{10} =$

5.  $\frac{7}{8} - \frac{1}{8} =$

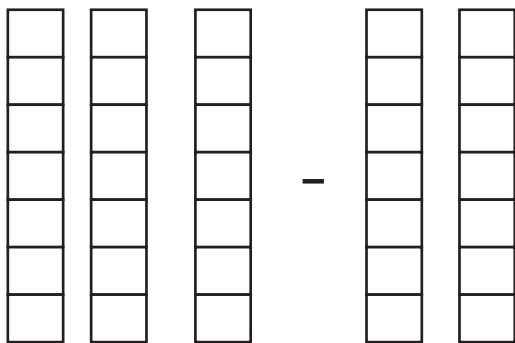
10.  $\frac{6}{10} - \frac{5}{10} =$

# Mixed Fraction Subtraction with Like Denominators No Regrouping

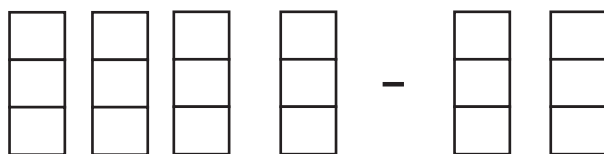
Directions: Use the visual models to subtract the mixed fractions. Shade each visual model to represent its corresponding mixed number.



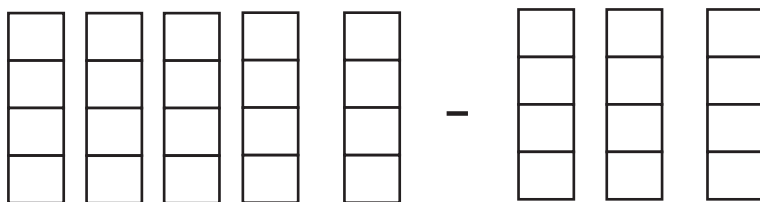
$$2 \frac{5}{6} - 2 \frac{2}{6} = \boxed{\phantom{000}}$$



$$2 \frac{5}{7} - 1 \frac{2}{7} = \boxed{\phantom{000}}$$



$$3 \frac{2}{3} - 1 \frac{1}{3} = \boxed{\phantom{000}}$$

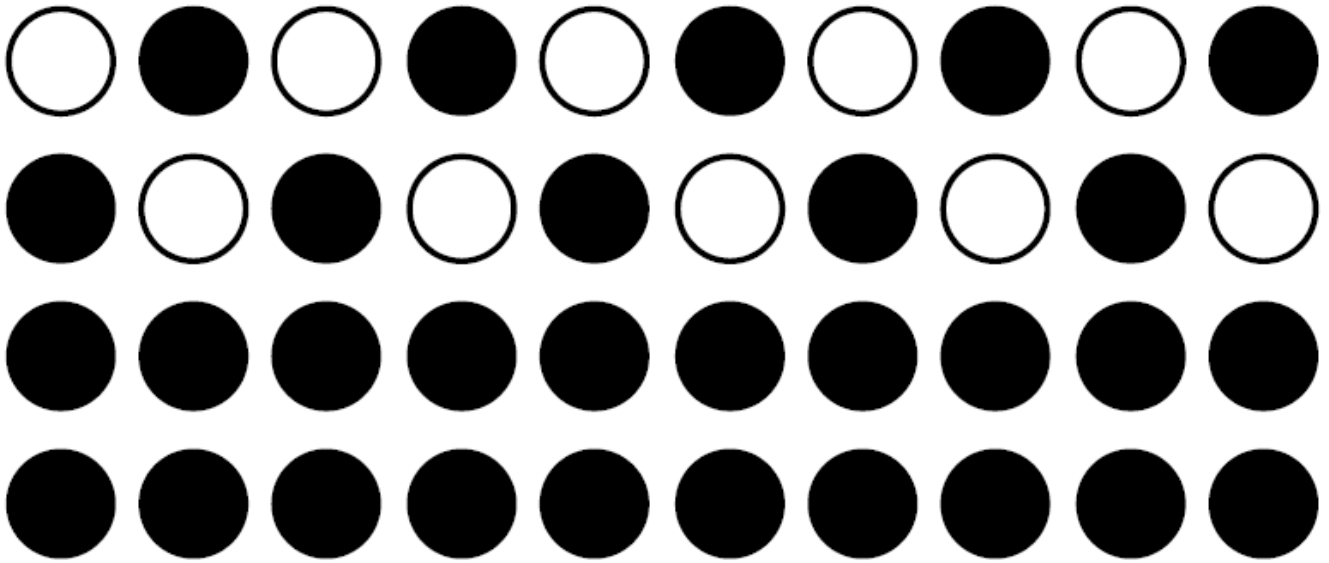


$$4 \frac{2}{4} - 2 \frac{1}{4} = \boxed{\phantom{000}}$$

# Thursday Multiplication



# Maths number challenge!



How many white dots can you see?

How many black dots can you see?

How many dots are there altogether?

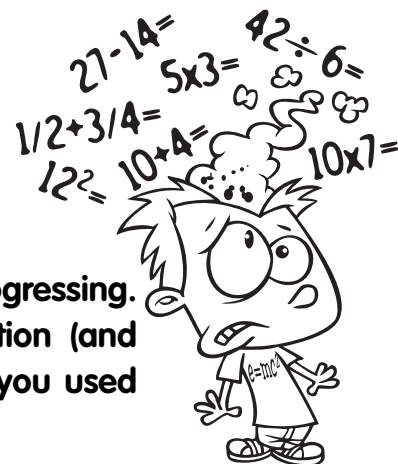
Think about how you saw the dots.... Did you look at the rows and columns?

Did you count them individually? Did you see groups of 10 or 4?

# MULTIPLICATION MELTDOWN

NAME: \_\_\_\_\_

This is your chance to show us how your multiplication skills are progressing. Use all of the strategies that you know to solve these multiplication (and division) problems. Once you get to the end, check which strategy you used most often while you were working through this sheet.



1)  $3 \times 7 =$       7)  $9 \times 10 =$       13)  $7 \times 5 =$       19)  $20 \div 2 =$

2)  $2 \times 4 =$       8)  $9 \times 5 =$       14)  $6 \times 3 =$       20)  $25 \div 5 =$

3)  $5 \times 3 =$       9)  $3 \times 3 =$       15)  $7 \times 2 =$       21)  $15 \div 3 =$

4)  $10 \times 2 =$       10)  $5 \times 10 =$       16)  $6 \times 10 =$       22)  $40 \div 5 =$

5)  $3 \times 4 =$       11)  $3 \times 9 =$       17)  $9 \times 2 =$       23)  $12 \div 2 =$

6)  $2 \times 5 =$       12)  $3 \times 8 =$       18)  $6 \times 4 =$       24)  $20 \div 5 =$

The strategy I used most often was:

Arrays

Repeated Addition

Skip Counting

Memorised Tables

## Split strategy/expanded notation/partition method of multiplication

Sometimes it is easier to split a number into smaller parts when we multiply larger numbers together. We split the largest number into their respective place values using expanded notation (thousands, hundreds, tens and ones).

For example:

$$234 \times 6 =$$

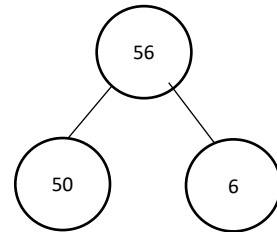
234 is the largest number so it becomes  $200 + 30 + 4$

We then multiply each of these numbers by 6.

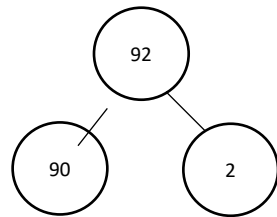
$$\begin{aligned} 234 \times 6 &= (200 \times 6) + (30 \times 6) + (4 \times 6) \\ &= 1200 + 180 + 24 \\ &= 1404 \end{aligned}$$

Try these examples:

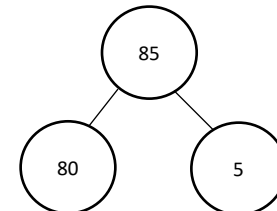
1.  $56 \times 4 =$  *break 56 into its expanded notation  $50 + 6$*   
 $= (50 \times 4) + (6 \times 4)$   
 $= 200 + 24$   
 $=$  \_\_\_\_\_



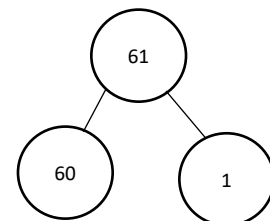
2.  $92 \times 6 =$  *break 92 into its expanded notation  $90 + 2$*   
 $= (90 \times 6) + (2 \times 6)$   
 $= 540 + 12$   
 $=$  \_\_\_\_\_



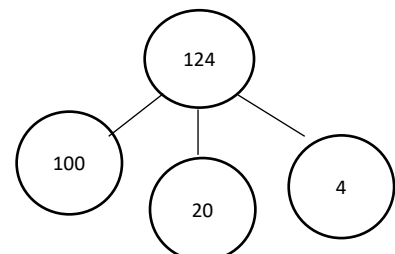
3.  $85 \times 4 =$  *break 85 into its expanded notation  $80 + 5$*   
 $= (80 \times 4) + (5 \times 4)$   
 $=$  \_\_\_\_\_ + \_\_\_\_\_  
 $=$  \_\_\_\_\_



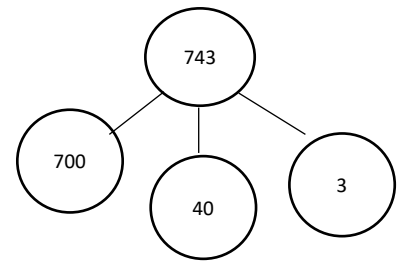
4.  $61 \times 3 =$  *break 61 into its expanded notation  $60 + 1$*   
 $= (60 \times 3) + (1 \times 3)$   
 $=$  \_\_\_\_\_ + \_\_\_\_\_  
 $=$  \_\_\_\_\_



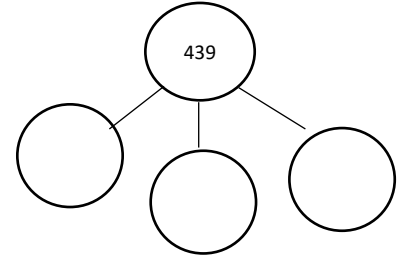
5.  $124 \times 3 =$  *break 124 into its expanded notation  $100 + 20 + 4$*   
 $= (100 \times 3) + (20 \times 3) + (4 \times 3)$   
 $=$  \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
 $=$  \_\_\_\_\_



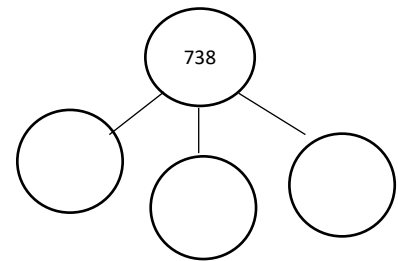
6.  $743 \times 3$  = break 743 into it's expanded notation  $700 + 40 + 3$   
 $= (\underline{\quad} \times 3) + (\underline{\quad} \times 3) + (\underline{\quad} \times 3)$   
 $= \underline{\quad} + \underline{\quad} + \underline{\quad}$   
 $= \underline{\quad}$



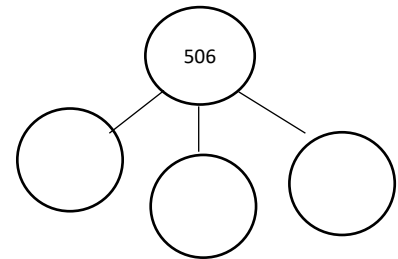
7.  $439 \times 5$  = break 439 into it's expanded notation  
 $= (\underline{\quad} \times 5) + (\underline{\quad} \times 5) + (\underline{\quad} \times 5)$   
 $= \underline{\quad} + \underline{\quad} + \underline{\quad}$   
 $= \underline{\quad}$



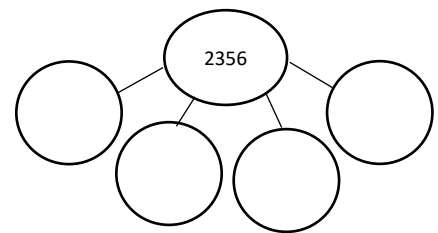
8.  $738 \times 9$  = break 738 into it's expanded notation  
 $= (\underline{\quad} \times 9) + (\underline{\quad} \times 9) + (\underline{\quad} \times 9)$   
 $= \underline{\quad} + \underline{\quad} + \underline{\quad}$   
 $= \underline{\quad}$



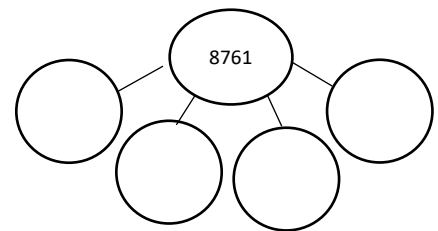
9.  $506 \times 7$  = break 506 into it's expanded notation  
 $= (\underline{\quad} \times 7) + (\underline{\quad} \times 7) + (\underline{\quad} \times 7)$   
 $= \underline{\quad} + \underline{\quad} + \underline{\quad}$   
 $= \underline{\quad}$



10.  $2356 \times 3$  = break 2356 into it's expanded notation  
 $= (\underline{\quad} \times 3) + (\underline{\quad} \times 3) + (\underline{\quad} \times 3) + (\underline{\quad} \times 3)$   
 $= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$   
 $= \underline{\quad}$



11.  $8761 \times 6$  = break 8761 into it's expanded notation  
 $= (\underline{\quad} \times 6) + (\underline{\quad} \times 6) + (\underline{\quad} \times 6) + (\underline{\quad} \times 6)$   
 $= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$   
 $= \underline{\quad}$



# Friday Division

## Maths number challenge!

1	2	3	4	5
2	4	6	8	10
3	6	9	12	15
4	8	12	16	20
5	10	15	20	25

What is the sum of all of the numbers on this multiplication table?

How did you work this out?

Could you have worked this out in a different/more efficient way?

# DIVISION EQUATION SEARCH

Hidden within this grid are 39 division problems running horizontally or vertically.

Can you find them all? Keep track of them in the box on the right. The first question has been done for you.

Tally

60	10	6	70	10	7	2	7	27	3	9	27
24	8	3	7	1	20	3	8	40	5	8	3
4	90	3	42	9	2	10	25	6	2	3	9
72	9	24	6	10	10	5	5	20	2	10	6
8	10	4	7	5	7	2	5	10	7	56	2
9	40	6	8	2	5	7	12	16	1	7	10
7	4	72	8	9	5	56	3	4	7	8	1
10	10	49	7	7	1	8	4	4	10	8	10
2	2	7	30	6	5	7	30	60	72	8	9
5	8	30	10	3	4	4	5	10	10	30	28
10	18 ÷ 9 = 2	70	10	7	6	6	6	6	5	4	
4	80	8	10	9	9	1	30	5	6	6	7

## Split strategy/expanded notation/partition method for division

When we divide larger numbers it is sometimes easier to partition the largest number into smaller parts. We split the largest number into their respective place values using expanded notation (thousands, hundreds, tens and ones).

For example:

$$824 \div 4 =$$

824 becomes  $800 + 20 + 4$

We then divide each of these numbers by 4

$$800 \div 4 = 200$$

$$20 \div 4 = 5$$

$$4 \div 4 = 1$$

We then add those numbers together

$$200 + 5 + 1 = 206$$

$$824 \div 4 = 206$$

1.  $62 \div 2 =$

*Break 62 up into it's expanded notation*

$$60 \div 2 = 30$$

$$2 \div 2 = 1$$

Then add those answers together

$$30 + 1 = 31$$

$$62 \div 2 = 31$$

2.  $93 \div 3 =$

*Break 93 up into it's expanded notation*

$$90 \div 3 = \underline{\hspace{2cm}}$$

$$3 \div 3 = \underline{\hspace{2cm}}$$

Then add those answers together

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$93 \div 3 = \underline{\hspace{2cm}}$$

3.  $84 \div 4 =$

*Break 84 up into it's expanded notation*

$$\underline{\hspace{2cm}} \div 4 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div 4 = \underline{\hspace{2cm}}$$

Then add those two answers together

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$84 \div 4 = \underline{\hspace{2cm}}$$



4.  $366 \div 3 =$

*Break 366 up into it's expanded notation*

$300 \div 3 = 100$

$60 \div 3 = 20$

$6 \div 3 = 2$

Then add those answers together

$100 + 20 + 2 =$  \_\_\_\_\_

$366 \div 3 =$  \_\_\_\_\_

5.  $484 \div 4 =$

*Break 484 up it's into expanded notation*

$400 \div 4 = 100$

$80 \div 4 = 20$

$4 \div 4 = 1$

$100 +$  \_\_\_\_\_  $+$  \_\_\_\_\_  $=$  \_\_\_\_\_

$484 \div 4 =$  \_\_\_\_\_

6.  $862 \div 2 =$

*Break 862 up into it's expanded notation*

\_\_\_\_\_  $\div 2 =$  \_\_\_\_\_

\_\_\_\_\_  $\div 2 =$  \_\_\_\_\_

\_\_\_\_\_  $\div 2 =$  \_\_\_\_\_

\_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_  $=$  \_\_\_\_\_

$862 \div 2 =$  \_\_\_\_\_

7.  $3996 \div 3 =$

*Break 3996 up into it's expanded notation*

\_\_\_\_\_  $\div 3 =$  \_\_\_\_\_

\_\_\_\_\_  $\div 3 =$  \_\_\_\_\_

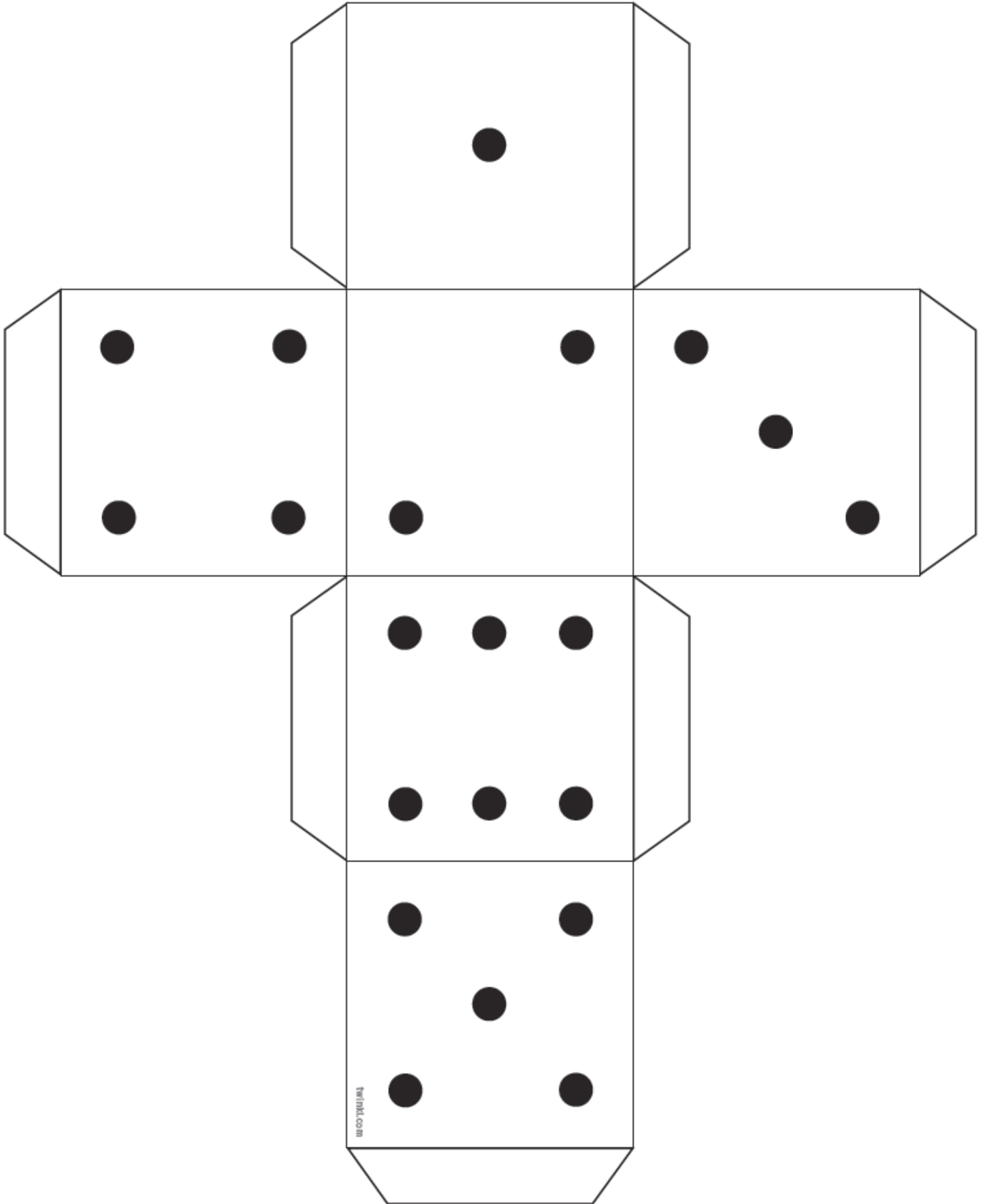
\_\_\_\_\_  $\div 3 =$  \_\_\_\_\_

\_\_\_\_\_  $\div 3 =$  \_\_\_\_\_

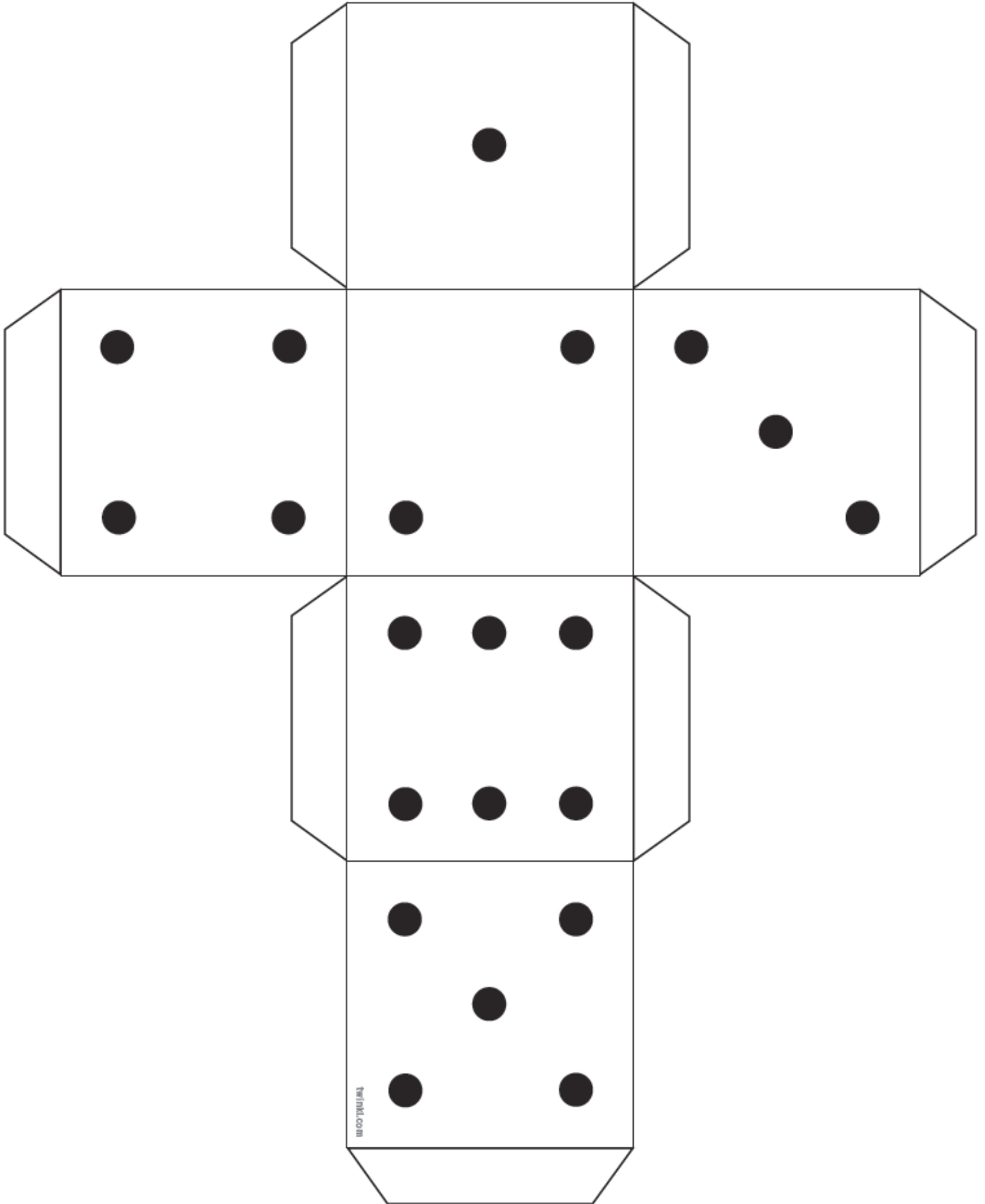
\_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_  $=$  \_\_\_\_\_

$3996 \div 3 =$  \_\_\_\_\_

# Offline/Hands on Resources







Play against a family member/carer.

Place two counters/buttons/items/playing pieces on the zero in the middle of the number line.

Each player rolls a dice (one person at a time).

If you roll an **odd** number you go back that many places (1, 3, 5).

If you roll an **even** number you go forward that many places (2, 4, 6).

The first to 20 wins!

## -20 to 20 number line



# Multiplication Table

<b>X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>1</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>2</b>	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
<b>3</b>	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
<b>4</b>	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
<b>5</b>	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
<b>6</b>	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
<b>7</b>	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
<b>8</b>	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
<b>9</b>	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
<b>10</b>	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
<b>11</b>	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
<b>12</b>	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
<b>13</b>	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
<b>14</b>	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
<b>15</b>	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

# Blockout

For 2 players.

**Rules.** Players take turns rolling two dice, and drawing a rectangle on the game board with side lengths given by the two numbers they rolled. For example, if you rolled a 3 and a 6, you would draw a 3 by 6 rectangle, placed horizontally or vertically on the board.

Your rectangle cannot intersect or be contained in any previously drawn rectangles. If you cannot add a rectangle to the board on your turn, pass the dice to the next player. If all players pass in a row, the game is over. So Player 1 doesn't get too great an advantage, their first rectangle must be drawn in the corner. After that, rectangles may be drawn in any open spot.

Players get a point for each square they've drawn a rectangle around. For example, a 3 by 4 rectangle is worth 12 points. Whoever boxes the most squares wins.

Player 1 Start Here											





# Order of Operations



## DICE GAME #1

Roll a die for each box in the equation. Choose carefully where to place each number. Then, solve the equation using order of operations and place the answer in the circle.

$$\square \times \square + \square = \bigcirc$$

$$\square \div \square - \square = \bigcirc$$

$$\square + \square - \square = \bigcirc$$

$$\square - \square \times \square = \bigcirc$$

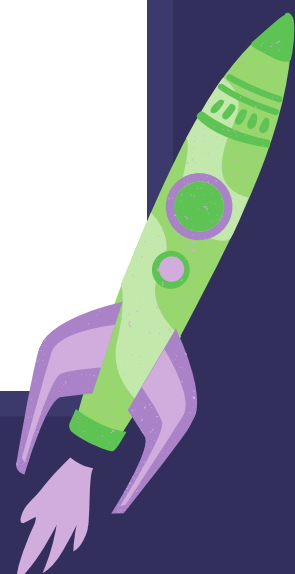
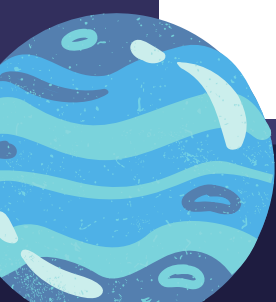
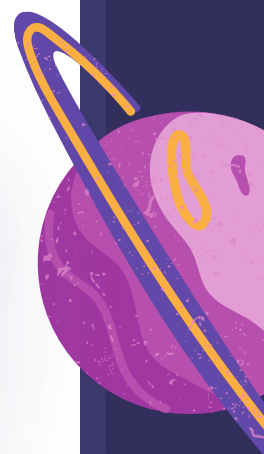
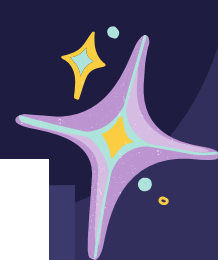
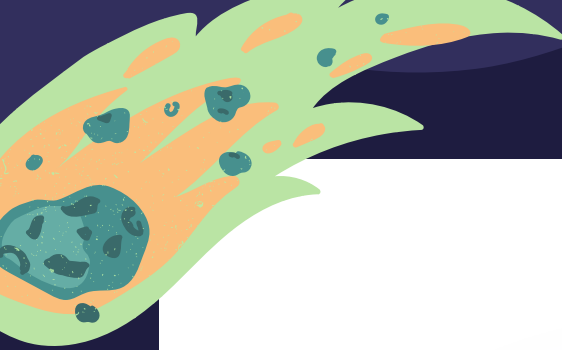
$$\square + \square \div \square = \bigcirc$$

$$\square \div \square \times \square = \bigcirc$$

$$\square + \square \times \square = \bigcirc$$

$$\square - \square \div \square = \bigcirc$$

# KLA MATRIX



# Home Heroes

*A matrix to help families celebrate Father's Day no matter where they are! This matrix is designed to be inclusive of all family structures, and particularly for those who may be spending Father's Day away from or without loved ones.*

*This an Empowering Learning Together Resource*

<p><b>Create a <u>Pop-Up Card</u></b> for a special loved one in your family.</p>	<p><b>Create a booklet or 'take your task' tokens</b> where you offer to do the dishes or other chores for a loved one.</p>	<p><b>Make a portrait</b> paint, draw or sketch a picture of your favourite Father's Day person.</p>	<p><b>Use recycled items to make a time capsule</b> about how you spent 'Father's Day' 2021 with your family. Fill it and bury it in a special place.</p>
<p><b>Write an <u>acrostic poem</u></b> about how you feel about your special hero and the things they do for you to make you feel loved.</p>	<p><b>Create a <u>special meal or menu</u></b> for someone in your family. Try and include as many of their favourite foods as possible!</p>		<p><b>Make a nature collage art work</b> for a special loved one in your family.</p>
<p><b>Create a video montage or use <u>Flipgrid</u></b> to collect a bunch of videos for a Home Hero to show how much you love them.</p>	<p><b>Read some books</b> with your Home Hero about being a part of a family, or better yet, create your own book!</p>	<p><b>Send a message in a bottle or a paper plane message</b> to someone overseas you miss dearly.</p>	<p><b>Use a powerpoint program</b> and make a photo book to let someone know how special they are to you.</p>
	<p><b>Do a special job around the house</b> for someone in your family. Try and choose something that you wouldn't normally do!</p>	<p><b>Draw a chalk drawing on your driveway or nearby footpath</b> to help other families celebrate their Home Heroes!</p>	<p><b>Write a letter or card</b> to your special hero to remind them of a special time you have shared together.</p>