

Stage 3
Weeks 6 and 7
Home Learning



Grapheme Chart

| grapheme | word |
|----------|------|
| | |
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| | |
| | |
| | |
| | |

List Words

- fancy
- sadness
- cease
- release
- loose
- niece
- sword
- distance
- expense
- defence
- success
- succeed
- mixture
- forceful
- receive
- cellar
- cereal
- serial
- system
- possessive
- escape
- scalene
- cylinder
- centenary
- anxious

- 1 Colour the graphemes that represent **s ss se ce x(ks) c** in the List Words.
- 2 Go to the List Words for Unit 22. Count the sounds and identify all the graphemes in each List Word.
- 3 Write any other letters that can represent **s ss se ce x(ks) c** on the Grapheme Chart. Write one word example for each.
- 4 Colour the grapheme shown at the beginning of each row, in the words in the row, if it represents **s ss se ce x(ks) c**. Complete the sentences.

s sadly escaped sent present says systematic stories sign resign soot
 The grapheme **s** can represent **s ss se ce x(ks) c** but it can also represent **C**.

ss mass less kiss boss fuss process harass dismiss across discuss
ss is often straight after **a**, **ea**, **i**, **oa** and **u** at the ___ of a base word.

se increase lose compose purpose tease intense hoarse worse collapse
 The grapheme **se** can represent **s ss se ce x(ks) c** but it can also represent **C**.

ce piece defence peace palace science introduce force entrance
 The grapheme **ce** often represents **s ss se ce x(ks) c** at the ___ of a base word.

x(ks) explain fixture excited export except maximum explore complex
 The grapheme **x(ks)** can represent the blend of two sounds **k c q ck x(ks) ch** **s ss se ce x(ks) c**, for example *explain* - |e|k|s|p||ai|n|, but can also represent **k c q ck x(ks) ch** on its own, particularly when followed by the letter ___ representing **s ss se ce x(ks) c**, for example *except* - |e|k|c|e|p|t|.

c cease circuit success cellar collar escape cylinder cities cycle cubic
 The grapheme **c** often represents **s ss se ce x(ks) c** when followed by the letters ___, ___ or ___ usually at the ___ of a word or syllable.

- 5 Draw pictures to show the different meanings of these homophones. Go to Helpful Hint (15).

| | | | | | |
|--------|--------|--------|--------|--------|-------|
| | | | | | |
| cellar | seller | cereal | serial | soared | sword |

- 6 Build words from these base words. Write **n** for noun, or **a** for adjective beside each word.

| | | | |
|---------|-------------------|---------------------|-------------------|
| expend | _____ ble () | _____ se () | _____ ive () |
| defend | _____ nt () | _____ ce () | _____ ive () |
| succeed | _____ ss () | _____ ion () | _____ ful () |
| possess | _____ or () | _____ ion () | _____ ive () |
| receive | _____ ception () | re _____ ionist () | _____ ceptive () |

7 Finish the words with the graphemes **ie** or **ei** representing (see e ea y ey). Circle the exception to the message.

★ We usually write i before e except after c, for example *receive*. Go to Helpful Hint 9.

n__ce rec__ve cit__s bel__ve bel__f bel__vable
 br__fly dec__ve f__ld rec__pt p__ce famil__s
 th__f perc__ve s__ge s__ze rel__ve librar__s

8 Rewrite these List Words with the beginning of the word at the end.

nessad _____ leasere _____ tancedis _____ cyfan _____
 penseex _____ cecessuc _____ ceedsuc _____ arcell _____
 turemix _____ fulforce _____ ceivere _____ realce _____
 temsys _____ xiousan _____ lenesca _____ capees _____

9 Form List Words and a word built from a List Word, with each set of word parts and write them on the lines.

re al ce _____ in der cyl _____ a ten cen ry _____
 al se ri _____ sse po ssive _____ xious an ly _____

10 Write the words that formed the contractions. Change the contractions back to the pairs of words and write them on the lines in the sentences.

there's=there ___ he's=he ___ he'd=he ___ he'd=he ___ they've=they _____

(There's) _____ an escapee from the prison hiding in the cellar.

(He's) _____ been there all day. (He'd) _____ be very hungry by now.

The police are hunting for him. (They've) _____ been searching for hours.

(He'd) _____ have been released in another month if (he'd) _____ waited.

Challenge

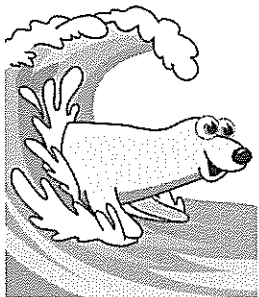
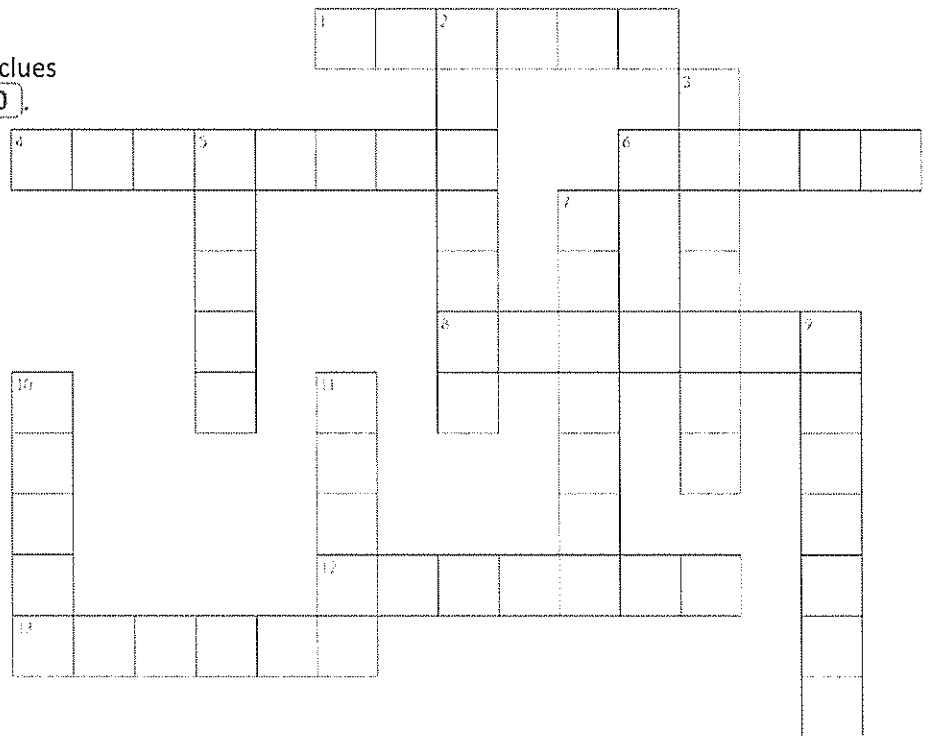
Write List Words that are antonyms for the clues in the Crossword. Go to Helpful Hint 20.

Across

1. unordered
4. weak
6. unadorned
8. failure
12. fail
13. stay

Down

2. hold
3. happiness
5. continue
7. send
9. equilateral
10. nephew
11. tight



Year 5 Spelling Unit 22 (Wk 6): Look / Cover / Write / Check

| Word | Mon | Tues | Wed | Thurs |
|------------|-----|------|-----|-------|
| fancy | | | | |
| sadness | | | | |
| cease | | | | |
| release | | | | |
| loose | | | | |
| niece | | | | |
| sword | | | | |
| distance | | | | |
| expense | | | | |
| defence | | | | |
| success | | | | |
| succeed | | | | |
| mixture | | | | |
| forceful | | | | |
| receive | | | | |
| cellar | | | | |
| cereal | | | | |
| serial | | | | |
| system | | | | |
| possessive | | | | |
| escape | | | | |
| scalene | | | | |
| cylinder | | | | |
| centenary | | | | |
| anxious | | | | |

Unit 22



s ss se ce X(ks) c seal kiss mouse juice fox pencil

List Words

assist
biscuit
accept
wrestled
service
licence
answered
respectful
citizen
scientific
decision
immensely
deception
dissension
especially
evidence
syndicate
society
responsible
medicinal
persistence
unnecessary
unexpectedly
conscientious
psychology

Grapheme Chart

| grapheme | word |
|----------|------|
| | |
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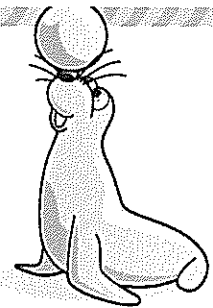
- 1 **Colour** the graphemes that represent **s ss se ce X(ks) c** in the List Words.
- 2 **Go** to the List Words for Unit 22. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent **s ss se ce X(ks) c** on the Grapheme Chart. **Write** one word example for each.
- 4 **Colour** the grapheme shown at the start of each row where it represents **s ss se ce X(ks) c** in the words. **Add** a List Word with the same grapheme to fit on the lines. **Use** your dictionary to help with the pronunciation of unfamiliar words.

| | | | | | |
|--------------|------------|--------------|------------|------------|-------|
| s | respective | statement | president | resemble | _____ |
| ss | possess | dissent | scissors | assistant | _____ |
| se | immense | surprise | license | tortoise | _____ |
| ce | century | recent | acceptance | assistance | _____ |
| X(ks) | excited | expected | exception | explained | _____ |
| c | accepted | bicycle | special | stomach | _____ |
| sc | biscuit | science | scarce | scissors | _____ |
| st | listen | nestle | western | master | _____ |
| sw | password | sword | crossword | answer | _____ |
| ps | capsicum | psychologist | psalm | collapsing | _____ |

- 5 **Write** ordinal numbers, for example 1st, 2nd, 3rd and so on, to show where you hear **s ss se ce X(ks) c**
 biscuit _____ accept _____ wrestled _____ dissension _____ citizen _____
 service _____ and _____ licence _____ and _____ responsible _____ and _____
 assist _____ and _____ society _____ and _____ unnecessary _____ and _____
 persistence _____, _____ and _____ unexpectedly _____ conscientious _____

- 6 **Write** the List Words that belong to the same word families as the words below.

social _____ science _____ serviceable _____
 decide _____ persist _____ psychologist _____
 deceive _____ medicine _____ conscience _____
 dissent _____ citizenship _____ responsibility _____



7 Read the words and meanings in the boxes. Write the bolded words to finish the sentences.

accept (verb) *to receive*
except (can be a preposition)
excluding or not counting

We taught our dog not to _____ a biscuit
 from anyone _____ our family.

descent (noun) *going down*
dissent (usually a verb)
to disagree

Every time our mountaineering group reaches the top of a mountain the
 members _____ about which path to take for the _____.

licence (noun) *official permission*
often as a certificate
license (verb) *to give official permission*

Once pilots have received a _____ they are
 _____d to fly without an instructor.

8 Colour code one word part from each column to form List Words. Write the words on the lines.

| | | | | |
|-----|------|-----|-------|-------|
| sci | ci | si | ty | _____ |
| e | chol | e | ble | _____ |
| so | spon | tif | al | _____ |
| re | spe | o | tious | _____ |
| me | sci | cia | ic | _____ |
| con | di | en | lly | _____ |
| psy | en | cin | gy | _____ |

| | | | |
|-----|--------|-------|-------|
| i | ci | ly | _____ |
| de | di | dence | _____ |
| e | mmense | zen | _____ |
| cit | vi | sion | _____ |
| de | ssen | tence | _____ |
| di | i | tion | _____ |
| syn | sis | sion | _____ |
| per | cep | cate | _____ |

9 Write List Words that have the following meanings.

- | | |
|-------------------------------|--------------------------|
| a helpful act _____ | member of a nation _____ |
| a trick _____ | hardworking _____ |
| a business group _____ | people as a whole _____ |
| study of the human mind _____ | endurance _____ |

Challenge

Write the missing letters from each set of letters in alphabetical order on the first line. The number (2) or (3) beside a dash means two or three of that letter are needed. Unjumble to form a List Word on the second line.

_ b _ _ _ f g h _ (2) j k _ _ _ o p

 b _ d _ f g h _ j k l m n _ p q r _ _ u v w x _ z

 a b _ _ _ (3) f g h _ j k l m _ o p q r s t u _ w x y z

 a b c _ _ f g h _ (2) j k l m _ (2) _ p q r _ (3) t u

_ b _ _ _ f g h _ j k l m _ o p q r _ _ u v w x _ z

 a b _ _ _ (3) f g h i j k _ m _ o _ q r s _ _ v w _ _ z

 _ b _ d _ (2) f g h i j k l m _ (2) o p q _ _ (2) t _ v w x _ z

 a b _ (2) d _ f g h _ (2) j k l m _ (2) _ (2) p q r _ (2) _ _ v

Year 6 Spelling Unit 22 (Wk 6): Look / Cover / Write / Check

| Word | Mon | Tues | Wed | Thurs |
|---------------|-----|------|-----|-------|
| assist | | | | |
| biscuit | | | | |
| accept | | | | |
| wrestled | | | | |
| service | | | | |
| licence | | | | |
| answered | | | | |
| respectful | | | | |
| citizen | | | | |
| scientific | | | | |
| decision | | | | |
| immensely | | | | |
| deception | | | | |
| dissension | | | | |
| especially | | | | |
| evidence | | | | |
| syndicate | | | | |
| society | | | | |
| responsible | | | | |
| medicinal | | | | |
| persistence | | | | |
| unnecessary | | | | |
| unexpectedly | | | | |
| conscientious | | | | |
| psychology | | | | |

Yr 5 Unit 22 Word Search!

Name: _____ Date: _____



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

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

sword cereal mixture receive escape cease system
 success anxious forceful scalene release cylinder defence
 distance centenary expense succeed possessive sadness
 loose fancy serial cellar niece

Yr 6 Unit 22 Word Search!

Name: _____ Date: _____



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

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

deception answered dissension immensely psychology especially
 assist persistence conscientious unnecessary responsible unexpectedly
 syndicate respectful medicinal evidence decision wrestled scientific
 licence society service biscuit citizen accept



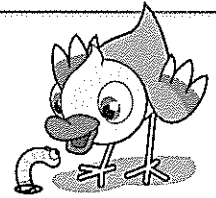
List Words

burnt
burst
refer
prefer
person
perfectly
reverse
research
earthen
worse
further
surface
certain
curtain
concern
purchase
purpose
dessert
suburban
earliest
observant
conferred
germinate
circumnavigate
circumstance

- 1 **Colour** the graphemes that represent ir ur or er in the List Words.
- 2 **Go** to the List Words for Unit 23. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent ir ur or er on the Grapheme Chart. **Write** one word example for each.
- 4 **Colour** words where you hear ir ur or er in each row.
 ir tired circumstance dirtiest repair
 ur suburban curtain honour courage
 or worthwhile horizon worse force
 er dessert desert concern neither
 ear appear heart earthen research

Grapheme Chart

| grapheme | word |
|----------|------|
| | |
| | |
| | |
| | |



- 5 **Write** List Words with ir ur or er in these positions to fit on the lines.

first

second

fourth

fifth

- 6 **Write** words from the brackets to finish these sentences.

★ **Burst** can be a verb meaning *to break open*. **Bust** can be a noun meaning *a model or sculpture of the head and shoulders of a person*. **Farther** refers to *distance only*. **Further** can refer to *more time, information and so on*.

The balloon _____ when it hit the sharp corner of the clay _____ of a famous artist.

(bust, burst)

The delicious _____ was made from the fruit of the cactus plant which grows well in the _____.

(desert, dessert)

I needed _____ information as I didn't know how much _____ it was to the next village.

(farther, further)

Birds usually wake _____ than any other creature.

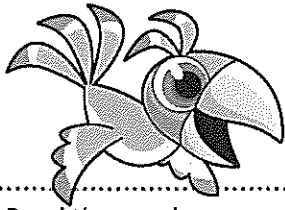
(earlier, earliest)

- 7 **Unjumble** the List Words in the brackets. **Fill** in the columns with the correct verbs.

| Today... | Yesterday... | They have... | They are still... |
|-----------------|--------------|--------------|-------------------|
| bubbles (tsrub) | bubbles | | |
| fires (urnb) | fires | | |
| cars (veerrse) | cars | | |
| subs (acefrsu) | subs | | |

8 Complete the table.

★ When adding **ed** and **ing** to words ending with **er**, we usually double the letter **r** when the grapheme **er** is representing **ir ur or er**.



| Base word | Add ed | Add ing |
|-----------|--------|---------|
| refer | | |
| prefer | | |
| confer | | |
| remember | | |
| answer | | |
| consider | | |

9 Read the purple message text and study the table beside it. Complete the sentences below with words from the table.

★ When comparing some adjectives, rather than adding **er** and **est** as in *earlier* and *earliest*, the words change completely. We do not say *gooder*, *goodest* or *badder*, *baddest*.

| Adjectives (describing 1) | Comparatives (comparing 2) | Superlatives (comparing 3 or more) |
|---------------------------|----------------------------|------------------------------------|
| good | better | best |
| bad | worse | worst |
| little | less | least |
| many | more | most |
| much | more | most |

This painting is **good**. That one is **better**. The next one is the _____ of all in the competition.
 Today's weather is **bad**. Tomorrow will be **worse** and the next day will be _____ of all.
 I only ate a **little** of my lunch. You ate even **less** and Jan ate the _____ of the three of us.
Many people live in Queensland. **More** live in Victoria but New South Wales has the _____.
 I didn't save **much** money. My sister saved _____. My brother saved the _____.

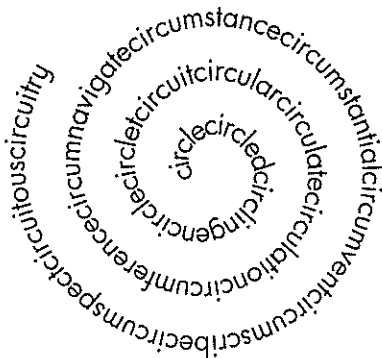
10 Build word families with the following base words.

👉 Go to Helpful Hints for help.

| | | | |
|---|---|--|--|
| <p>purpose (ly, ful, less)</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>perfect (im, ly, ion)</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>observe (er, ant, ation)</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>certain (un, ly, ty)</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|---|--|--|

Challenge

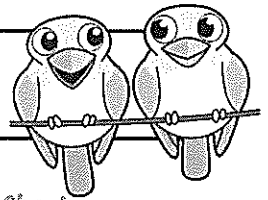
Find words formed from the Latin roots **circum** meaning *round* and **circ** meaning *a ring* in the circular coil. Discuss with a partner how the meanings relate to each word.



| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Year 5 Spelling Unit 23 (Wk 7): Look / Cover / Write / Check

| Word | Mon | Tues | Wed | Thurs |
|----------------|-----|------|-----|-------|
| burnt | | | | |
| burst | | | | |
| refer | | | | |
| prefer | | | | |
| person | | | | |
| perfectly | | | | |
| reverse | | | | |
| research | | | | |
| earthen | | | | |
| worse | | | | |
| further | | | | |
| surface | | | | |
| certain | | | | |
| curtain | | | | |
| concern | | | | |
| purchase | | | | |
| purpose | | | | |
| dessert | | | | |
| suburban | | | | |
| earliest | | | | |
| observant | | | | |
| conferred | | | | |
| germinate | | | | |
| circumnavigate | | | | |
| circumstance | | | | |



Grapheme Chart

| grapheme | word |
|----------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

List Words

pearly
urgent
cursive
furnish
burden
absurd
murmur
surgeon
occurred
recurring
concerned
surfacing
journal
adjourn
courtesy
circular
reversal
rehearsal
interpreter
curvature
university
discernible
emergency
disturbance
circumnavigate

- 1 **Colour** the graphemes that represent ir ur or er in the List Words.
- 2 **Go** to the List Words for Unit 23. **Count** the sounds and identify all the graphemes in each List Word.
- 3 **Write** any other letters that can represent ir ur or er on the Grapheme Chart. **Write** one word example for each.
- 4 **Circle** the words where you hear ir ur or er in each column. **Add** a List Word with the ir ur or er grapheme shown, to fit on the lines in each column.

| | | | | |
|-----------|----------|-----------|----------|------------|
| ir | ur | er | ear | our |
| iron | urge | clerk | earlier | court |
| circulate | accurate | persist | rehearse | floury |
| virtual | mature | interpret | heartily | journey |
| irritate | disturb | concern | pears | journalist |

----- s -----

- 5 **Circle** words where you hear ir ur or er. Use a dictionary for pronunciation.
 occurred recurring preferred referral urge emerge hearse
 occurring recurrent preferable referee urgent emergent rehearse
 occurrence recurrence preference reference urgency emergency rehearsal

- 6 **Write** List Words which belong to the same word families as these words.
 furniture _____ burdensome _____ curve _____
 surgical _____ murmuring _____ surface _____
 reversible _____ journalism _____ universe _____
 absurdity _____ courteous _____ discern _____

- 7 **Complete** the sentences with the homophones in the brackets. Use a dictionary.
 A lady gave _____ to a baby in her _____ on the ship. (berth, birth)
 The army _____ cracked an almond nut and ate the _____. (colonel, kernel)
 The _____ flew straight out to sea before it began to _____ and head south. (tern, turn)
 We sang all _____ of the anthems at the Australia _____ England match. (verses, versus)
 We _____ able to hear the _____ of the helicopter blades before we saw it. (were, whirr)
 The beater _____ so loudly I could not hear a _____ my friend said. (whirred, word)
 The hot air balloon _____ in the wind as it rose to circle the _____. (whirled, world)

8 Circle the correctly spelled word in each pair below.

Go to Helpful Hints (1a), (1b), (1d) and (1e).

| | | | | | | | |
|--------------|------------|------------|-----------|------------|------------|-----------|-------------|
| occurrence | murmured | answerring | buttonned | omitted | profitted | traveller | interpreted |
| ocurrence | murmured | answering | buttoned | omited | profited | traveler | interpreted |
| transferring | butcherred | discoverry | pedalled | permitting | benefitted | offerred | whisperring |
| transfering | butchered | discovery | pedaled | permiting | benefited | offered | whispering |

9 Complete the sentences containing comparisons, using the words in the brackets.

Go to Helpful Hint (10).

The shells I collected yesterday had a _____ look to them than these rougher ones. (pearly)

“Which of all the patients is in the _____ need of help?” asked the surgeon. (urgent)

“This excuse is _____ than the last one,” said Mum to the naughty child. (absurd)

The interpreter was _____ about the foreigners’ safety than his own. (concerned)

10 Circle the best meaning for the first word in each column. Use your dictionary to help.

| | | | | | | |
|--------------|-------------|---------------|--------------|----------|-------------|--------------|
| disturbance | discernible | curvature | courtesy | adjourn | recurring | absurd |
| interruption | hidden | straightening | graciousness | postpone | rearranged | amusing |
| peace | reversible | bend | gracefulness | continue | finished | ridiculous |
| disaster | observable | horizon | ill-mannered | travel | reappearing | entertaining |

11 Rewrite these List Words that have the beginning of the word at the end, for example *lypearl* – *pearly*.

denbur _____ salrever _____ sivecur _____ naljour _____
 journad _____ geonsur _____ nishfur _____ cularcir _____
 ancedisturb _____ esycourt _____ preterinter _____

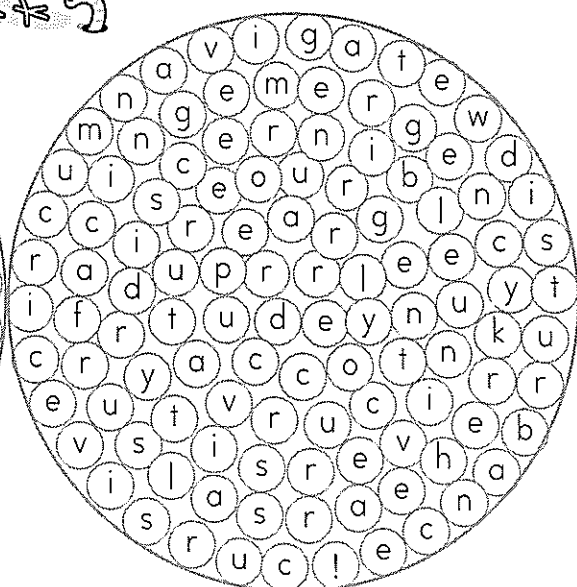
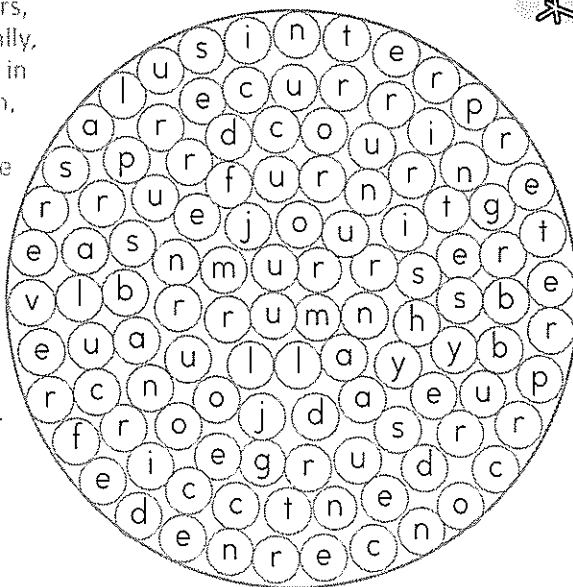
Challenge

Colour all the List Words in the circles, working in a circular direction.

Unjumble the hidden letters to make three **ir ur or er** words.



★ Read the hidden letters, left to right, horizontally, starting at the top, as in a normal Word Search, to find two hidden words in the first large circle and one hidden word in the second large circle.



Hidden Words

Year 6 Spelling Unit 23 (Wk 7): Look / Cover / Write / Check

| Word | Mon | Tues | Wed | Thurs |
|----------------|-----|------|-----|-------|
| pearly | | | | |
| urgent | | | | |
| cursive | | | | |
| furnish | | | | |
| burden | | | | |
| absurd | | | | |
| murmur | | | | |
| surgeon | | | | |
| occurred | | | | |
| recurring | | | | |
| concerned | | | | |
| surfacing | | | | |
| journal | | | | |
| adjourn | | | | |
| courtesy | | | | |
| circular | | | | |
| reversal | | | | |
| rehearsal | | | | |
| interpreter | | | | |
| curvature | | | | |
| university | | | | |
| discernible | | | | |
| emergency | | | | |
| disturbance | | | | |
| circumnavigate | | | | |

Yr 5 Unit 23 Word Search!

Name: _____ Date: _____



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

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

worse purchase purpose suburban perfectly research concern
 observant circumnavigate germinate conferred circumstance
 dessert certain surface earliest reverse earthen burnt person
 further prefer refer burst curtain

Yr 6 Unit 23 Word Search!

Name: _____ Date: _____



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

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

murmur occurred reversal surgeon courtesy adjourn circular
 university surfacing interpreter recurring curvature rehearsal
 discernible circumnavigate disturbance emergency concerned
 furnish pearly urgent absurd journal burden cursive

Yr 6 Unit 23 Word Search!

ANSWER KEY



Find and circle each of the words from the list below. Words may appear forwards or backwards, horizontally, vertically or diagonally in the grid.

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

murmur occurred reversal surgeon courtesy adjourn circular
 university surfacing interpreter recurring curvature rehearsal
 discernible circumnavigate disturbance emergency concerned
 furnish pearly urgent absurd journal burden cursive

Ian Thorpe Fact Sheet

Name:

Ian James Thorpe

Born:

1982 in Milperra, Sydney

Childhood:

Ian's mother and father were active in sports and encouraged Ian to pursue their own interest in swimming. Ian was allergic to chlorine when he was young and started swimming with his head out of the water. He won nine gold medals at the New South Wales Short Course Age Championships in 1994.

Achievements:

By the time the Olympic Games arrived in Sydney in 2000, Thorpe was under immense pressure to deliver multiple world records and several gold medals. He didn't disappoint and won Australia's first gold medal of the Games in the 400m freestyle, setting a new world record. Later that night, he helped win the 4x100m freestyle relay. With a total of three gold and two silver medals, Thorpe was the most successful athlete of the 2000 Olympic Games. He also dominated the 2001 World and 2002 Pan Pacific Championships. In 2004, he set a new Olympic record in the 200m freestyle and won a total of two gold, a silver and a bronze medal.

Life after the Olympics:

Ian Thorpe is a big supporter of the Children's Cancer Institute. He also started the charity Ian Thorpe's Fountain of Youth in 2000. In 2000, he was named Young Australian of the Year and the Ian Thorpe Aquatic and Fitness Centre in Ultimo was named in his honour. In 2012, he was also awarded the Human Rights Medal for his work with indigenous children. He has been awarded the Medal of the Order of Australia for his impressive swimming career.

Olympic Games and Medals

2000 Sydney Games:

3 gold (400m freestyle, 4x100m freestyle relay, 4x200m freestyle relay), 2 silver (200m freestyle, 4x100m medley relay)

2004 Athens Games:

2 gold (200m freestyle, 400m freestyle), 1 silver (4x200m freestyle relay), 1 bronze (100m freestyle)



Ian Thorpe Comprehension Activity

Questions:

1. The following passage comes from the Ian Thorpe Fact Sheet. Fill in the missing words.

By the time the Olympic Games arrived in Sydney in _____, Thorpe was under immense pressure to deliver multiple world _____ and several gold _____. He didn't disappoint and won Australia's first _____ medal of the Games in the _____ freestyle, setting a new world record. Later that night, he helped win the 4x100m freestyle _____. With a total of _____ gold and _____ silver medals, Thorpe was the most successful athlete of the 2000 _____ Games.

2. Use the passage above to do the following:

a. Underline the proper nouns in blue. Proper nouns are used for an individual person, place, or organisation, spelled with an initial capital letter. For example: Japan, Murray.

b. Circle the nouns in red. Nouns are words that tell us a person, animal, thing or idea. For example: house, kettle, paint.

3. Circle the words that have the 'pr' sound.

| | | |
|-------------|------------|--------------|
| persue | proud | high-profile |
| Milperra | Olympic | present |
| appropriate | impressive | Thorpe |

4. Which of the following occurred first? Choose a or b.

- Thorpe was awarded the Human Rights Medal for his charity work with indigenous children.
- He started the Ian Thorpe's Fountain of Youth charity.

5. Which of the following occurred first? Choose a or b.

- Ian's parents encouraged him to pursue their own interest in swimming.
- He won Australia's first gold medal of the Sydney Games in the 400m freestyle.

6. Which of the following occurred first? Choose a or b.
- a. Ian Thorpe won nine gold medals at the New South Wales Short Course Age Championships.
 - b. He had to swim with his head out of the water because of his allergy to chlorine.

7. List two interesting facts about Ian Thorpe.

a. _____

b. _____

Challenge option

Draw a picture of Ian Thorpe competing in the Olympics. Write at least two sentences explaining what you have drawn.



Ian Thorpe Fact Sheet

Name:

Ian James Thorpe

Born:

1982 in Milperra, Sydney

Childhood:

Ian's mother and father were active in sports and encouraged Ian to pursue their own interest in swimming. Ian was allergic to chlorine when he was young and started swimming with his head out of the water. He was already six feet tall when he started high school.

Achievements:

1994: Competed in swim meets in Australia, winning nine gold medals at the New South Wales Short Course Age Championships.

2000: Won Australia's first gold medal in the 400m freestyle, setting a new world record. He also helped the 4x100m relay win gold. He won a total of three gold and two silver medals. Thorpe was the most successful athlete of the 2000 Olympic Games.

2001-2002: Dominated the World and Pan Pacific Championships.

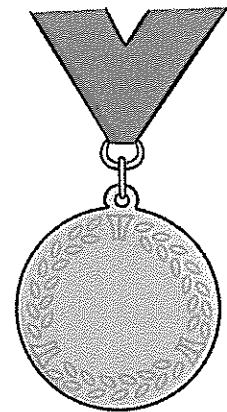
2004: Won two gold, one silver and one bronze medal at the Athens Games.

Olympic Games and Medals**2000 Sydney Games:**

3 gold (400m freestyle, 4x100m freestyle relay, 4x200m freestyle relay), 2 silver (200m freestyle, 4x100m medley relay)

2004 Athens Games

2 gold (200m freestyle, 400m freestyle), 1 silver (4x200m freestyle relay), 1 bronze (100m freestyle)

**Life after the Olympics:**

Ian Thorpe is a big supporter of the Children's Cancer Institute. He also started the charity Ian Thorpe's Fountain of Youth in 2000. In 2000, he was named Young Australian of the Year and the Ian Thorpe Aquatic and Fitness Centre in Ultimo was named in his honour. In 2012, he was also awarded the Human Rights Medal for his work with indigenous children. He has been awarded the Medal of the Order of Australia for his impressive swimming career.



Ian Thorpe Comprehension Activity

Questions:

1. Where did Ian Thorpe grow up?
 - a. Sydney, Australia
 - b. Beijing, China
 - c. Milperra, Sydney
 - d. Ultimo, Sydney
2. What event did Ian Thorpe compete in to win Australia's first gold medal in Sydney 2000?
 - a. 50m freestyle
 - b. 200m freestyle
 - c. 100m freestyle
 - d. 400m freestyle
3. What charity did he found in 2000?
 - a. Ian Thorpe's Foundation for Youth
 - b. Ian Thorpe Aquatic and Fitness
 - c. Children's Cancer Institute
 - d. Human Rights
4. The words in the box come from the text. Write each word next to their clues.

charity

active

multiple

allergic

chlorine

Generous actions or donations to aid the poor, ill or helpless. _____

A heavy greenish-yellow gas that is highly irritating and used for water purification.

To be energetic in work. _____

To be sensitive and to show an abnormal reaction of the body. _____

Consisting of, having, or involving several or many individuals. _____

5. Circle the words that have a 'pr' sound.

| | | |
|-------------|------------|--------------|
| persue | proud | high-profile |
| Milperra | Olympic | present |
| appropriate | impressive | Thorpe |

6. Which of the following occurred first? Choose a or b.

- Thorpe was awarded the Human Rights Medal for his charity work with indigenous children.
- He started the Ian Thorpe's Fountain of Youth charity.

7. Which of the following occurred first? Choose a or b.

- Ian's parents encouraged him to pursue their own interest in swimming.
- He won Australia's first gold medal of the Sydney Games in the 400m freestyle.

8. Which of the following occurred first?

- Ian Thorpe won nine gold medals at the New South Wales Short Course Age Championships.
- He had to swim with his head out of the water because of his allergy to chlorine.

9. Give two reasons why Thorpe is a well-known Australian Olympic athlete.

1. _____

2. _____

10. Challenge Option

Create a timeline of Ian Thorpe's achievements.

Ian Thorpe Fact Sheet

Life and sporting career:

Ian James Thorpe was born in 1982 and grew up in Milperra, Sydney. Both his mother and father were active in sports and encouraged Ian and his older sister to pursue their own interest in swimming. Ironically, he was allergic to chlorine when he was young and started swimming with his head out of the water.

Thorpe soon began competing in swim meets in Australia, winning nine gold medals at the New South Wales Short Course Age Championships in 1994. He was already six feet tall when he started high school the following year and began to use his size to an advantage. His success continued to grow with many wins at state, national and international level.



By the time the Olympic Games arrived in Sydney in 2000, Thorpe was under immense pressure to deliver multiple world records and several gold medals. He didn't disappoint and won Australia's first gold medal of the Games, in the 400m freestyle, setting a new world record. Later that night, he helped win the 4x100m freestyle relay. With a total of three gold and two silver medals, Thorpe was the most successful athlete of the 2000 Olympic Games.

Thorpe dominated the 2001 World and the 2002 Pan Pacific Championships, creating a huge build-up to the 2004 Olympics at which the 200m freestyle was dubbed the 'Race of the Century'. Competing against several strong athletes, Thorpe managed to get ahead in the last 50 metres, winning by half a body length and setting a new Olympic record. In all, Thorpe won two gold medals, a silver and a bronze medal. He now holds the most Olympic gold medals of any Australian athlete.

Thorpe is a high-profile supporter of the Children's Cancer Institute, which he supports in honour of a close friend who suffered from lymphoma. He also founded the charity Ian Thorpe's Fountain for Youth in 2000. The organisation raises funds for research into childhood illnesses and sponsors a school in Beijing for orphaned children with disabilities. In 2012, he was awarded the Human Rights Medal for his charity work with indigenous children. For his impressive swimming career, Thorpe has been awarded the Medal of the Order of Australia and was named Young Australian of the Year in 2000. The Ian Thorpe Aquatic and Fitness Centre in Ultimo, Sydney is named in his honour.

Olympic Games and Medals

2000 Sydney Games:

3 gold (400m freestyle, 4x100m freestyle relay, 4x200m freestyle relay), 2 silver (200m freestyle, 4x100m medley relay)

2004 Athens Games

2 gold (200m freestyle, 400m freestyle), 1 silver (4x200m freestyle relay), 1 bronze (100m freestyle)

Ian Thorpe Comprehension Activity

Questions:

1. When and where was Ian Thorpe born?

2. In what event did Ian Thorpe compete to win his first gold medal in Sydney 2000?

3. What charity did Ian Thorpe found?

4. The words in the box come from the text. Use a dictionary to find their meaning.

| | | | | |
|---------|--------|----------|----------|----------|
| charity | active | multiple | allergic | chlorine |
|---------|--------|----------|----------|----------|

charity:

active:

multiple:

allergic:

chlorine:

5. Circle the words that have the 'pr' sound.

| | | |
|-------------|------------|--------------|
| persue | proud | high-profile |
| Milperra | Olympic | present |
| appropriate | impressive | Thorpe |

6. Which of the following occurred first? Choose a or b.

- a. Thorpe was awarded the Human Rights Medal for his charity work with indigenous children.
- b. He started the Ian Thorpe's Fountain of Youth charity.

7. Which of the following occurred first? Choose a or b.

- a. Ian's parents encouraged him to pursue their own interest in swimming.
- b. He won Australia's first gold medal of the Sydney Games in the 400m freestyle.

8. Which of the following occurred first? Choose a or b.

- a. Ian Thorpe won nine gold medals at the New South Wales Short Course Age Championships.
- b. He had to swim with his head out of the water because of his allergy to chlorine.

9. List five interesting facts about Ian Thorpe.

a. _____

b. _____

c. _____

d. _____

e. _____

Challenge option

Create a character profile of Ian Thorpe (you can use the character profile sheet provided). Include the following information:

1. Birth place and year he was born
2. The Olympic sport that he was famous for
3. The medals that he won
4. Any achievements and/or awards that he attained
5. Other interesting facts about him
6. A picture of Ian Thorpe – you will need to research this

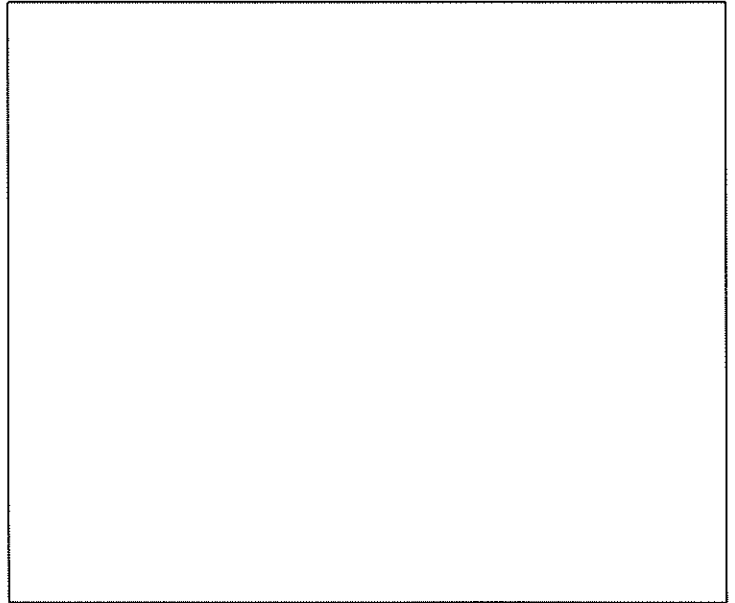
Ian Thorpe Character Profile

Birthplace: _____

Year of birth: _____

Famous for: _____

Medals won:



Achievements and awards:

Interesting facts:

Australian Animal Report

Name of the animal: _____

Scientific classification (circle one):

| | | |
|-----------|--------|--------|
| amphibian | bird | fish |
| reptile | mammal | insect |

Aboriginal name: _____

Size: _____

Average weight: _____

It is covered in (circle one):

| | | | |
|-----|----------|--------|------|
| fur | feathers | scales | skin |
|-----|----------|--------|------|

Diet: _____

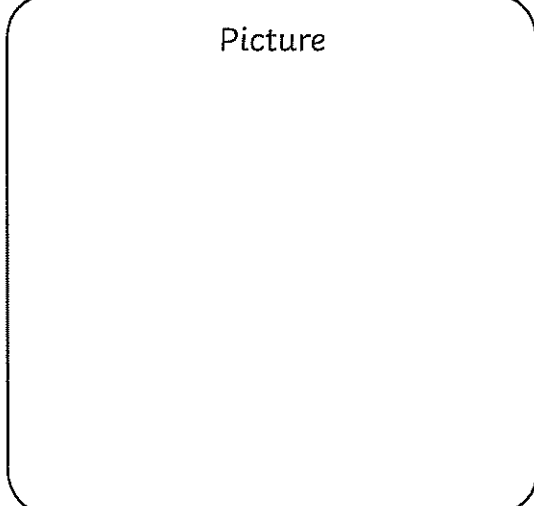
It gets its food by _____

Lifespan: _____

Habitat: _____

Interesting facts: _____

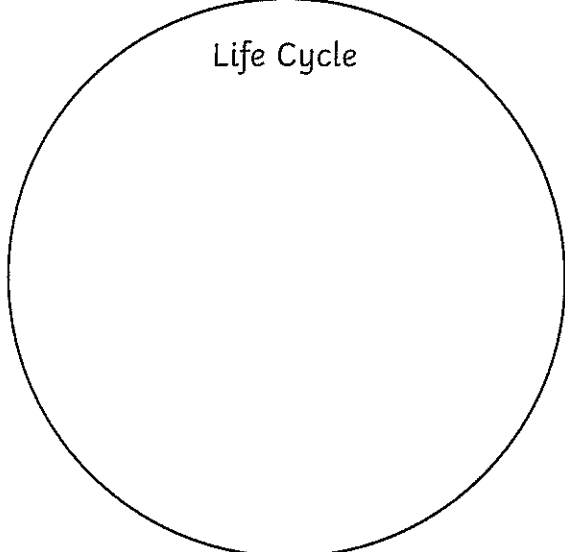
Picture



Where Is It Found?



Life Cycle



Do Away with the Dull:

Improving Sentence Writing

Sentences don't need to be dull. We can easily jazz up our simple sentences by including some descriptive details. Let's jazz up the sentence below.

The fish was swimming.



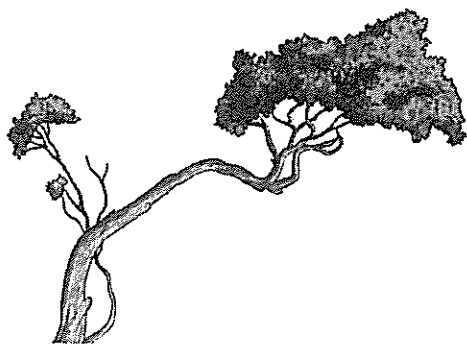
| Noun | Adjective | Verb | Adverb | Where did the activity take place? |
|---|---|---|---|---|
| Who or what is this sentence about? The fish | Gives more information about the noun. For example, shiny, orange. | What is the action or activity? swimming | Gives more information about the verb. For example, energetically. | For example, in the fishbowl. |

The shiny, orange fish was swimming energetically in the fishbowl.

Have a go with the following examples. Plan your ideas in the table and write your jazzed up sentence on the line below.

The tree was swaying.

| Noun | Adjective | Verb | Adverb | Where did the activity take place? |
|-------------|------------------|-------------|---------------|---|
| | | | | |



The man was snoring.

| Noun | Adjective | Verb | Adverb | Where did the activity take place? |
|------|-----------|------|--------|------------------------------------|
| | | | | |

The truck was revving.

| Noun | Adjective | Verb | Adverb | Where did the activity take place? |
|------|-----------|------|--------|------------------------------------|
| | | | | |



Expanding Sentences

Extend these simple three word sentences by adding adverbs, adjectives and further information to make them more interesting. The first one has been done for you.

1. An owl hooted.

An elegant, snow-white owl hooted loudly from high up in the trees.

2. A boy shouted.

3. The witch laughed.

4. My uncle sneezed.

5. The teacher talked.

6. A dog barked.

7. A bat swooped.

8. The sun shone.

9. The snake slithered.

10. The bird landed.

11. The child cried.

12. The wind howled.

13. The rocket launched.

14. The horse trotted.

15. The clock ticked.

16. The car raced.

17. A parrot squawked.

18. The door creaked.

19. The cork popped.

Full Stops and Capital Letters

Remember

- Sentences start with a capital letter.
- Sentences end with a full stop.
- Names start with a capital letter.



Read these sentences. Write each one yourself with a full stop and capital letters in the right places.

1. fred and brett spent a week in spain

2. i must not tramp on the flowers

3. i kept bumping into things in the dark

4. a crab crept into a crack in the rock

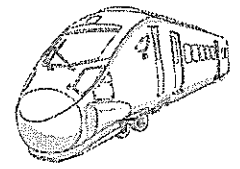
5. milk is good for children's teeth

6. a drip from the tap drops in the sink

7. the clown did tricks with a chimpanzee

8. i can hear twigs snapping in the wind

Full Stops and Capital Letters



Read these sentences. Can you spot the full stops and capital letters that are in the wrong places? Write the sentences out yourself with capital letters and full stops in the right places.

1. the man Burnt. the toast

2. the frog. swam Across The pool

3. gran Went to. Get fresh fish

4. helen Took a book off the. shelf

5. a clock Stood On The wooden. chest

6. the. train Had to stop in the fog

7. fran took a Scarf as. a Gift for brad

8. i will. Travel to london next Week

9. fred has Spent lots of. cash This year

10. we had Sandwiches for. a snack

Date: _____

Name: _____



Level B

Focus: 2, 3

1. $2 \times 2 = \underline{\quad}$
2. $3 \times 0 = \underline{\quad}$
3. $10 \times 2 = \underline{\quad}$
4. $1 \times 3 = \underline{\quad}$
5. $2 \times 0 = \underline{\quad}$
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Your Score: _____

Date: _____

Name: _____



Level B

Focus: 2, 3

1. $2 \times 2 = \underline{\quad}$
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Your Score: _____

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Level C

Focus: 3, 4

- 1. $3 \times 3 = \underline{\quad}$ 26. $3 \times 11 = \underline{\quad}$
- 2. $3 \times 1 = \underline{\quad}$ 27. $4 \times 0 = \underline{\quad}$
- 3. $4 \times 3 = \underline{\quad}$ 28. $11 \times 4 = \underline{\quad}$
- 4. $4 \times 2 = \underline{\quad}$ 29. $12 \times 3 = \underline{\quad}$
- 5. $3 \times 2 = \underline{\quad}$ 30. $3 \times 8 = \underline{\quad}$
- 6. $4 \times 10 = \underline{\quad}$ 31. $3 \times 9 = \underline{\quad}$
- 7. $5 \times 3 = \underline{\quad}$ 32. $4 \times 9 = \underline{\quad}$
- 8. $1 \times 4 = \underline{\quad}$ 33. $3 \times 0 = \underline{\quad}$
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- 24. $3 \times 6 = \underline{\quad}$ 49. $4 \times 12 = \underline{\quad}$
- 25. $4 \times 8 = \underline{\quad}$ 50. $12 \times 3 = \underline{\quad}$



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Level C

Focus: 3, 4

- 1. $3 \times 3 = \underline{\quad}$ 26. $3 \times 11 = \underline{\quad}$
- 2. $3 \times 1 = \underline{\quad}$ 27. $4 \times 0 = \underline{\quad}$
- 3. $4 \times 3 = \underline{\quad}$ 28. $11 \times 4 = \underline{\quad}$
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Level G

Focus: 5, 6

1. $2 \times 6 = \underline{\quad}$ 26. $11 \times 5 = \underline{\quad}$
2. $6 \times 0 = \underline{\quad}$ 27. $6 \times 2 = \underline{\quad}$
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Level G

Focus: 5, 6

1. $2 \times 6 = \underline{\quad}$ 26. $11 \times 5 = \underline{\quad}$
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Level 1

Focus

1. $6 \times 10 = \underline{\quad}$ 26. $7 \times 11 = \underline{\quad}$
2. $2 \times 6 = \underline{\quad}$ 27. $0 \times 7 = \underline{\quad}$
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24. $5 \times 6 = \underline{\quad}$ 49. $6 \times 11 = \underline{\quad}$
25. $8 \times 7 = \underline{\quad}$ 50. $7 \times 12 = \underline{\quad}$



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Level 1

Focus: 6, 7

1. $6 \times 10 = \underline{\quad}$ 26. $7 \times 11 = \underline{\quad}$
2. $2 \times 6 = \underline{\quad}$ 27. $0 \times 7 = \underline{\quad}$
3. $5 \times 7 = \underline{\quad}$ 28. $6 \times 9 = \underline{\quad}$
4. $7 \times 2 = \underline{\quad}$ 29. $11 \times 6 = \underline{\quad}$
5. $1 \times 6 = \underline{\quad}$ 30. $6 \times 5 = \underline{\quad}$
6. $3 \times 7 = \underline{\quad}$ 31. $8 \times 6 = \underline{\quad}$
7. $0 \times 6 = \underline{\quad}$ 32. $12 \times 6 = \underline{\quad}$
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23. $7 \times 1 = \underline{\quad}$ 48. $3 \times 6 = \underline{\quad}$
24. $5 \times 6 = \underline{\quad}$ 49. $6 \times 11 = \underline{\quad}$
25. $8 \times 7 = \underline{\quad}$ 50. $7 \times 12 = \underline{\quad}$



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Level K

Focus: 7, 8

1. $8 \times 2 = \underline{\quad}$
2. $0 \times 7 = \underline{\quad}$
3. $3 \times 7 = \underline{\quad}$
4. $2 \times 7 = \underline{\quad}$
5. $4 \times 7 = \underline{\quad}$
6. $1 \times 8 = \underline{\quad}$
7. $8 \times 5 = \underline{\quad}$
8. $10 \times 7 = \underline{\quad}$
9. $7 \times 8 = \underline{\quad}$
10. $4 \times 8 = \underline{\quad}$
11. $10 \times 8 = \underline{\quad}$
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21. $7 \times 1 = \underline{\quad}$
22. $8 \times 8 = \underline{\quad}$
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24. $8 \times 0 = \underline{\quad}$
25. $8 \times 11 = \underline{\quad}$
26. $7 \times 12 = \underline{\quad}$
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30. $8 \times 12 = \underline{\quad}$
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41. $11 \times 8 = \underline{\quad}$
42. $8 \times 10 = \underline{\quad}$
43. $7 \times 4 = \underline{\quad}$
44. $7 \times 2 = \underline{\quad}$
45. $12 \times 8 = \underline{\quad}$
46. $1 \times 7 = \underline{\quad}$
47. $8 \times 12 = \underline{\quad}$
48. $7 \times 11 = \underline{\quad}$
49. $8 \times 4 = \underline{\quad}$
50. $12 \times 7 = \underline{\quad}$



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Level K

Focus: 7, 8

1. $8 \times 2 = \underline{\quad}$
2. $0 \times 7 = \underline{\quad}$
3. $3 \times 7 = \underline{\quad}$
4. $2 \times 7 = \underline{\quad}$
5. $4 \times 7 = \underline{\quad}$
6. $1 \times 8 = \underline{\quad}$
7. $8 \times 5 = \underline{\quad}$
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29. $7 \times 0 = \underline{\quad}$
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31. $9 \times 8 = \underline{\quad}$
32. $7 \times 6 = \underline{\quad}$
33. $8 \times 6 = \underline{\quad}$
34. $5 \times 7 = \underline{\quad}$
35. $7 \times 10 = \underline{\quad}$
36. $3 \times 8 = \underline{\quad}$
37. $12 \times 7 = \underline{\quad}$
38. $11 \times 7 = \underline{\quad}$
39. $0 \times 8 = \underline{\quad}$
40. $7 \times 3 = \underline{\quad}$
41. $11 \times 8 = \underline{\quad}$
42. $8 \times 10 = \underline{\quad}$
43. $7 \times 4 = \underline{\quad}$
44. $7 \times 2 = \underline{\quad}$
45. $12 \times 8 = \underline{\quad}$
46. $1 \times 7 = \underline{\quad}$
47. $8 \times 12 = \underline{\quad}$
48. $7 \times 11 = \underline{\quad}$
49. $8 \times 4 = \underline{\quad}$
50. $12 \times 7 = \underline{\quad}$



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Level M

Focus: 8, 9

1. $2 \times 9 = \underline{\quad}$ 26. $8 \times 9 = \underline{\quad}$
2. $0 \times 9 = \underline{\quad}$ 27. $6 \times 9 = \underline{\quad}$
3. $8 \times 2 = \underline{\quad}$ 28. $11 \times 9 = \underline{\quad}$
4. $9 \times 1 = \underline{\quad}$ 29. $8 \times 5 = \underline{\quad}$
5. $5 \times 9 = \underline{\quad}$ 30. $8 \times 7 = \underline{\quad}$
6. $4 \times 9 = \underline{\quad}$ 31. $8 \times 4 = \underline{\quad}$
7. $8 \times 3 = \underline{\quad}$ 32. $8 \times 12 = \underline{\quad}$
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9. $10 \times 9 = \underline{\quad}$ 34. $9 \times 10 = \underline{\quad}$
10. $8 \times 0 = \underline{\quad}$ 35. $3 \times 8 = \underline{\quad}$
11. $9 \times 3 = \underline{\quad}$ 36. $9 \times 12 = \underline{\quad}$
12. $8 \times 10 = \underline{\quad}$ 37. $9 \times 0 = \underline{\quad}$
13. $8 \times 4 = \underline{\quad}$ 38. $8 \times 1 = \underline{\quad}$
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15. $8 \times 8 = \underline{\quad}$ 40. $6 \times 8 = \underline{\quad}$
16. $9 \times 5 = \underline{\quad}$ 41. $7 \times 9 = \underline{\quad}$
17. $9 \times 9 = \underline{\quad}$ 42. $12 \times 8 = \underline{\quad}$
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21. $9 \times 8 = \underline{\quad}$ 46. $12 \times 9 = \underline{\quad}$
22. $9 \times 6 = \underline{\quad}$ 47. $8 \times 2 = \underline{\quad}$
23. $8 \times 0 = \underline{\quad}$ 48. $9 \times 4 = \underline{\quad}$
24. $4 \times 8 = \underline{\quad}$ 49. $8 \times 11 = \underline{\quad}$
25. $7 \times 8 = \underline{\quad}$ 50. $12 \times 8 = \underline{\quad}$



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Level M

Focus: 8, 9

1. $2 \times 9 = \underline{\quad}$ 26. $8 \times 9 = \underline{\quad}$
2. $0 \times 9 = \underline{\quad}$ 27. $6 \times 9 = \underline{\quad}$
3. $8 \times 2 = \underline{\quad}$ 28. $11 \times 9 = \underline{\quad}$
4. $9 \times 1 = \underline{\quad}$ 29. $8 \times 5 = \underline{\quad}$
5. $5 \times 9 = \underline{\quad}$ 30. $8 \times 7 = \underline{\quad}$
6. $4 \times 9 = \underline{\quad}$ 31. $8 \times 4 = \underline{\quad}$
7. $8 \times 3 = \underline{\quad}$ 32. $8 \times 12 = \underline{\quad}$
8. $5 \times 8 = \underline{\quad}$ 33. $1 \times 9 = \underline{\quad}$
9. $10 \times 9 = \underline{\quad}$ 34. $9 \times 10 = \underline{\quad}$
10. $8 \times 0 = \underline{\quad}$ 35. $3 \times 8 = \underline{\quad}$
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22. $9 \times 6 = \underline{\quad}$ 47. $8 \times 2 = \underline{\quad}$
23. $8 \times 0 = \underline{\quad}$ 48. $9 \times 4 = \underline{\quad}$
24. $4 \times 8 = \underline{\quad}$ 49. $8 \times 11 = \underline{\quad}$
25. $7 \times 8 = \underline{\quad}$ 50. $12 \times 8 = \underline{\quad}$



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Level P

Focus: 0 - 10

1. $8 \times 2 = \underline{\quad}$
2. $3 \times 4 = \underline{\quad}$
3. $5 \times 1 = \underline{\quad}$
4. $3 \times 3 = \underline{\quad}$
5. $2 \times 4 = \underline{\quad}$
6. $1 \times 7 = \underline{\quad}$
7. $8 \times 0 = \underline{\quad}$
8. $5 \times 9 = \underline{\quad}$
9. $5 \times 2 = \underline{\quad}$
10. $4 \times 6 = \underline{\quad}$
11. $4 \times 4 = \underline{\quad}$
12. $6 \times 5 = \underline{\quad}$
13. $3 \times 1 = \underline{\quad}$
14. $8 \times 4 = \underline{\quad}$
15. $2 \times 12 = \underline{\quad}$
16. $11 \times 7 = \underline{\quad}$
17. $5 \times 3 = \underline{\quad}$
18. $7 \times 4 = \underline{\quad}$
19. $3 \times 2 = \underline{\quad}$
20. $10 \times 8 = \underline{\quad}$
21. $4 \times 11 = \underline{\quad}$
22. $7 \times 7 = \underline{\quad}$
23. $2 \times 2 = \underline{\quad}$
24. $11 \times 8 = \underline{\quad}$
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27. $10 \times 10 = \underline{\quad}$
28. $12 \times 5 = \underline{\quad}$
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31. $3 \times 7 = \underline{\quad}$
32. $2 \times 9 = \underline{\quad}$
33. $6 \times 7 = \underline{\quad}$
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45. $0 \times 5 = \underline{\quad}$
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47. $12 \times 8 = \underline{\quad}$
48. $9 \times 11 = \underline{\quad}$
49. $12 \times 7 = \underline{\quad}$
50. $7 \times 8 = \underline{\quad}$



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Level P

Focus: 0 - 10

1. $8 \times 2 = \underline{\quad}$
2. $3 \times 4 = \underline{\quad}$
3. $5 \times 1 = \underline{\quad}$
4. $3 \times 3 = \underline{\quad}$
5. $2 \times 4 = \underline{\quad}$
6. $1 \times 7 = \underline{\quad}$
7. $8 \times 0 = \underline{\quad}$
8. $5 \times 9 = \underline{\quad}$
9. $5 \times 2 = \underline{\quad}$
10. $4 \times 6 = \underline{\quad}$
11. $4 \times 4 = \underline{\quad}$
12. $6 \times 5 = \underline{\quad}$
13. $3 \times 1 = \underline{\quad}$
14. $8 \times 4 = \underline{\quad}$
15. $2 \times 12 = \underline{\quad}$
16. $11 \times 7 = \underline{\quad}$
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18. $7 \times 4 = \underline{\quad}$
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20. $10 \times 8 = \underline{\quad}$
21. $4 \times 11 = \underline{\quad}$
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48. $9 \times 11 = \underline{\quad}$
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50. $7 \times 8 = \underline{\quad}$



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Important facts

Square numbers

$12^2 = 144$
 $13^2 = 169$
 $14^2 = 196$
 $15^2 = 225$
 $16^2 = 256$
 $17^2 = 289$
 $18^2 = 324$
 $19^2 = 361$
 $20^2 = 400$

Time

60 seconds = 1 minute
 60 minutes = 1 hour
 24 hours = 1 day
 7 days = 1 week
 14 days = 1 fortnight
 52 weeks = 1 year
 365 days = 1 year
 366 days = 1 leap year
 10 years = 1 decade
 100 years = 1 century

Measurement

Length: 10 millimetres = 1 centimetre
 100 centimetres = 1 metre
 1000 metres = 1 kilometre
Mass: 1000 grams = 1 kilogram
 1000 kilograms = 1 tonne
Capacity: 1000 millilitres = 1 litre
Area: 10 000 square metres = 1 hectare



Seasons/months

Summer: December 31 days
 January 31 days
 February 28 days
Autumn: March 31 days
 April 30 days
Winter: May 31 days
 June 30 days
 July 31 days
 August 31 days
Spring: September 30 days
 October 31 days
 November 30 days

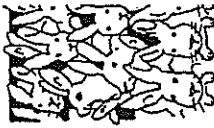


Thirty days has September,
 April, June and November,
 All the rest have thirty-one
 Except February, that's a different one,
 It has twenty-eight, that's fine,
 But in a leap year it has twenty-nine.

Multiplication and division tables

Multiplication tables — 'times'

| | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|
| 0 x 2 = 0 | 0 x 3 = 0 | 0 x 4 = 0 | 0 x 5 = 0 | 0 x 6 = 0 | 0 x 7 = 0 |
| 1 x 2 = 2 | 1 x 3 = 3 | 1 x 4 = 4 | 1 x 5 = 5 | 1 x 6 = 6 | 1 x 7 = 7 |
| 2 x 2 = 4 | 2 x 3 = 6 | 2 x 4 = 8 | 2 x 5 = 10 | 2 x 6 = 12 | 2 x 7 = 14 |
| 3 x 2 = 6 | 3 x 3 = 9 | 3 x 4 = 12 | 3 x 5 = 15 | 3 x 6 = 18 | 3 x 7 = 21 |
| 4 x 2 = 8 | 4 x 3 = 12 | 4 x 4 = 16 | 4 x 5 = 20 | 4 x 6 = 24 | 4 x 7 = 28 |
| 5 x 2 = 10 | 5 x 3 = 15 | 5 x 4 = 20 | 5 x 5 = 25 | 5 x 6 = 30 | 5 x 7 = 35 |
| 6 x 2 = 12 | 6 x 3 = 18 | 6 x 4 = 24 | 6 x 5 = 30 | 6 x 6 = 36 | 6 x 7 = 42 |
| 7 x 2 = 14 | 7 x 3 = 21 | 7 x 4 = 28 | 7 x 5 = 35 | 7 x 6 = 42 | 7 x 7 = 49 |
| 8 x 2 = 16 | 8 x 3 = 24 | 8 x 4 = 32 | 8 x 5 = 40 | 8 x 6 = 48 | 8 x 7 = 56 |
| 9 x 2 = 18 | 9 x 3 = 27 | 9 x 4 = 36 | 9 x 5 = 45 | 9 x 6 = 54 | 9 x 7 = 63 |
| 10 x 2 = 20 | 10 x 3 = 30 | 10 x 4 = 40 | 10 x 5 = 50 | 10 x 6 = 60 | 10 x 7 = 70 |
| 11 x 2 = 22 | 11 x 3 = 33 | 11 x 4 = 44 | 11 x 5 = 55 | 11 x 6 = 66 | 11 x 7 = 77 |
| 12 x 2 = 24 | 12 x 3 = 36 | 12 x 4 = 48 | 12 x 5 = 60 | 12 x 6 = 72 | 12 x 7 = 84 |



Division tables — 'how many'

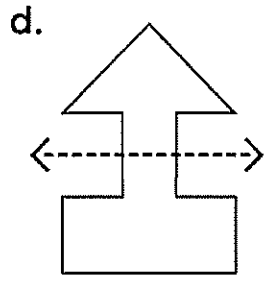
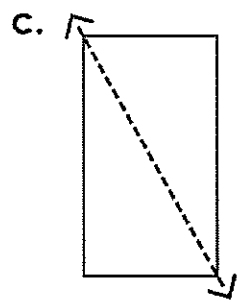
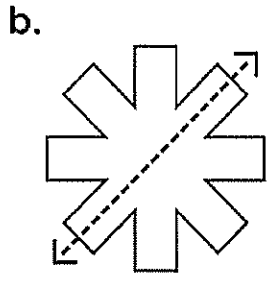
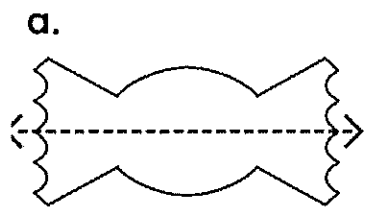
| | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|
| 0 ÷ 2 = 0 | 0 ÷ 3 = 0 | 0 ÷ 4 = 0 | 0 ÷ 5 = 0 | 0 ÷ 6 = 0 | 0 ÷ 7 = 0 |
| 2 ÷ 2 = 1 | 3 ÷ 3 = 1 | 4 ÷ 4 = 1 | 5 ÷ 5 = 1 | 6 ÷ 6 = 1 | 7 ÷ 7 = 1 |
| 4 ÷ 2 = 2 | 6 ÷ 3 = 2 | 8 ÷ 4 = 2 | 10 ÷ 5 = 2 | 12 ÷ 6 = 2 | 14 ÷ 7 = 2 |
| 6 ÷ 2 = 3 | 9 ÷ 3 = 3 | 12 ÷ 4 = 3 | 15 ÷ 5 = 3 | 18 ÷ 6 = 3 | 21 ÷ 7 = 3 |
| 8 ÷ 2 = 4 | 12 ÷ 3 = 4 | 16 ÷ 4 = 4 | 20 ÷ 5 = 4 | 24 ÷ 6 = 4 | 28 ÷ 7 = 4 |
| 10 ÷ 2 = 5 | 15 ÷ 3 = 5 | 20 ÷ 4 = 5 | 25 ÷ 5 = 5 | 30 ÷ 6 = 5 | 35 ÷ 7 = 5 |
| 12 ÷ 2 = 6 | 18 ÷ 3 = 6 | 24 ÷ 4 = 6 | 30 ÷ 5 = 6 | 36 ÷ 6 = 6 | 42 ÷ 7 = 6 |
| 14 ÷ 2 = 7 | 21 ÷ 3 = 7 | 28 ÷ 4 = 7 | 35 ÷ 5 = 7 | 42 ÷ 6 = 7 | 49 ÷ 7 = 7 |
| 16 ÷ 2 = 8 | 24 ÷ 3 = 8 | 32 ÷ 4 = 8 | 40 ÷ 5 = 8 | 48 ÷ 6 = 8 | 56 ÷ 7 = 8 |
| 18 ÷ 2 = 9 | 27 ÷ 3 = 9 | 36 ÷ 4 = 9 | 45 ÷ 5 = 9 | 54 ÷ 6 = 9 | 63 ÷ 7 = 9 |
| 20 ÷ 2 = 10 | 30 ÷ 3 = 10 | 40 ÷ 4 = 10 | 50 ÷ 5 = 10 | 60 ÷ 6 = 10 | 70 ÷ 7 = 10 |
| 22 ÷ 2 = 11 | 33 ÷ 3 = 11 | 44 ÷ 4 = 11 | 55 ÷ 5 = 11 | 66 ÷ 6 = 11 | 77 ÷ 7 = 11 |
| 24 ÷ 2 = 12 | 36 ÷ 3 = 12 | 48 ÷ 4 = 12 | 60 ÷ 5 = 12 | 72 ÷ 6 = 12 | 84 ÷ 7 = 12 |



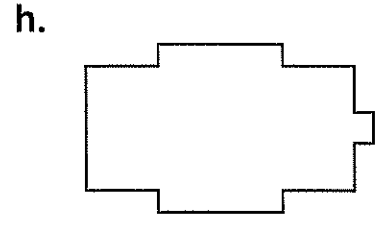
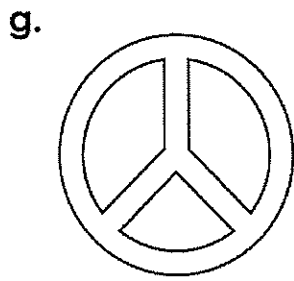
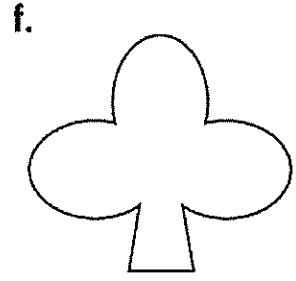
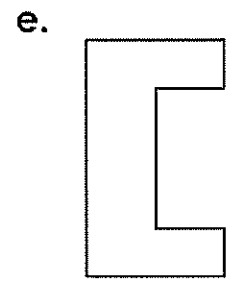
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Symmetry

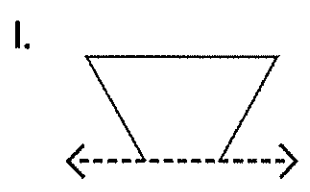
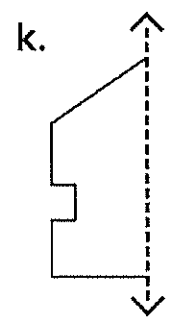
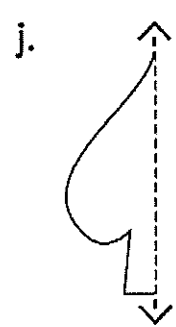
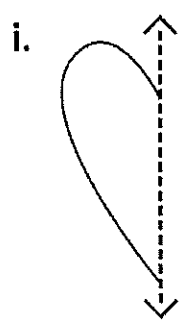
Tell whether the dotted line on each shape represents a line of symmetry. Write yes or no.



Draw a line of symmetry on each shape.



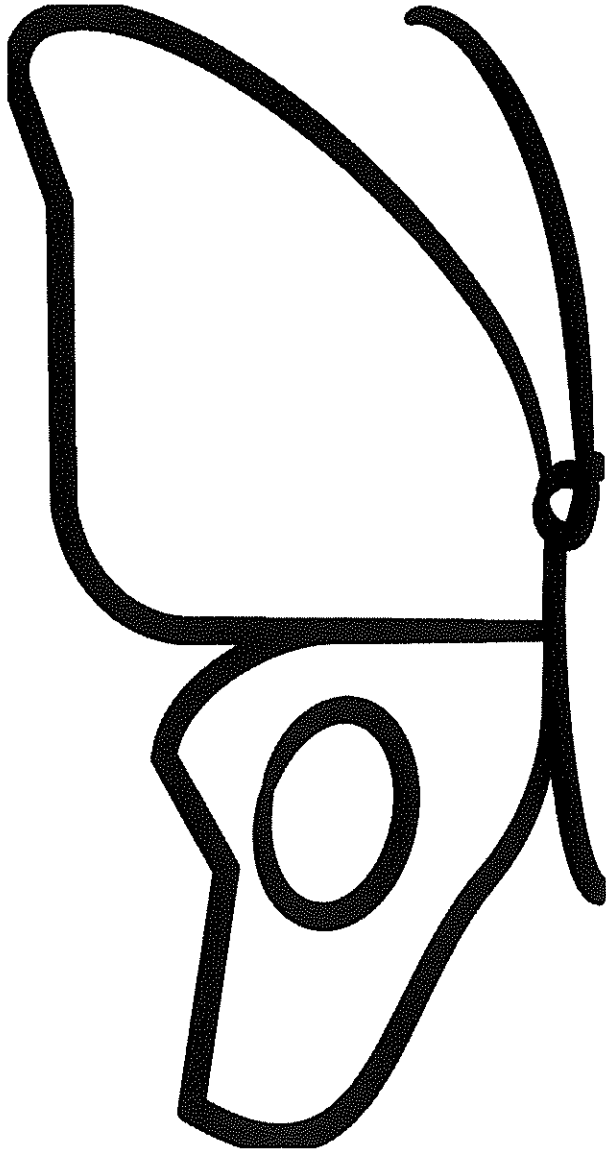
Draw the second half of each symmetrical shape.



Lines of symmetry

Grade 4 Geometry Worksheet

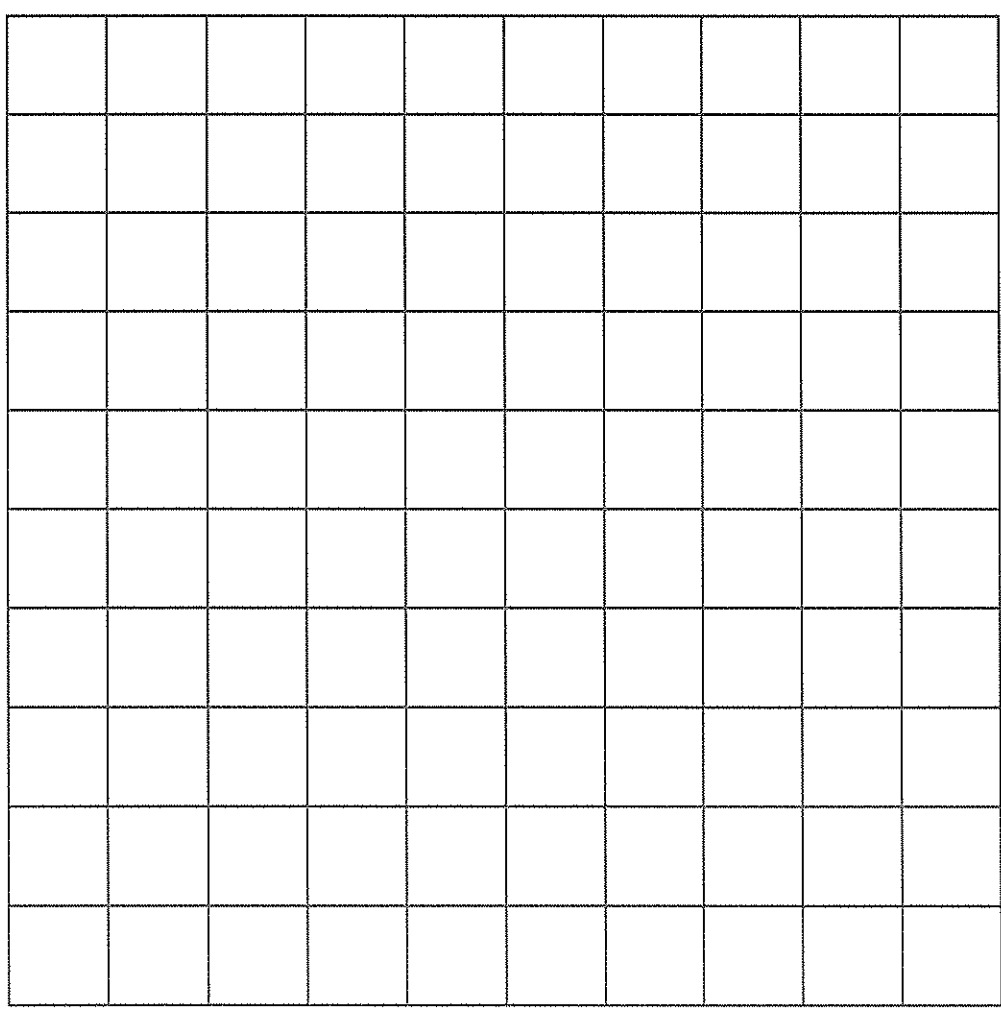
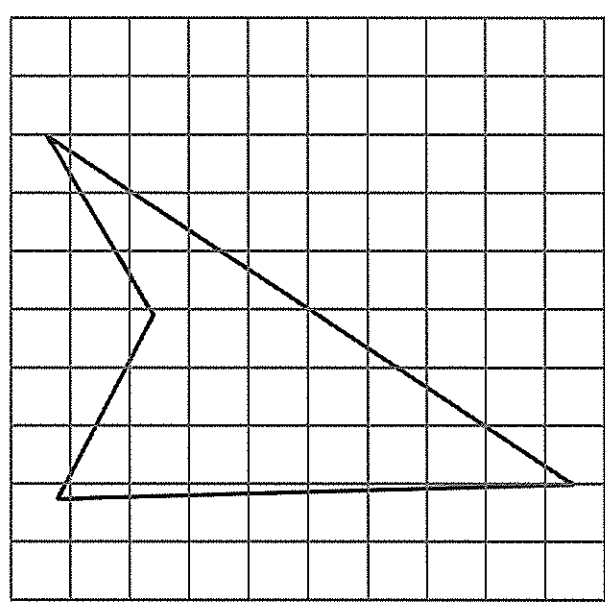
Draw a picture of an object that has at least one line of symmetry. Draw the line(s) of symmetry on your picture.



Shape Enlargement Transformation Investigation

I can use a grid system to enlarge an image and explore the properties of the enlarged image compared to the original. (ACMMG115)

Practise enlargement transformations by using the grid squares to help you copy the smaller shape illustration into the larger grid.



Shape Enlargement Transformation Investigation

Questions

5

1. Has the shape design changed? How/why?

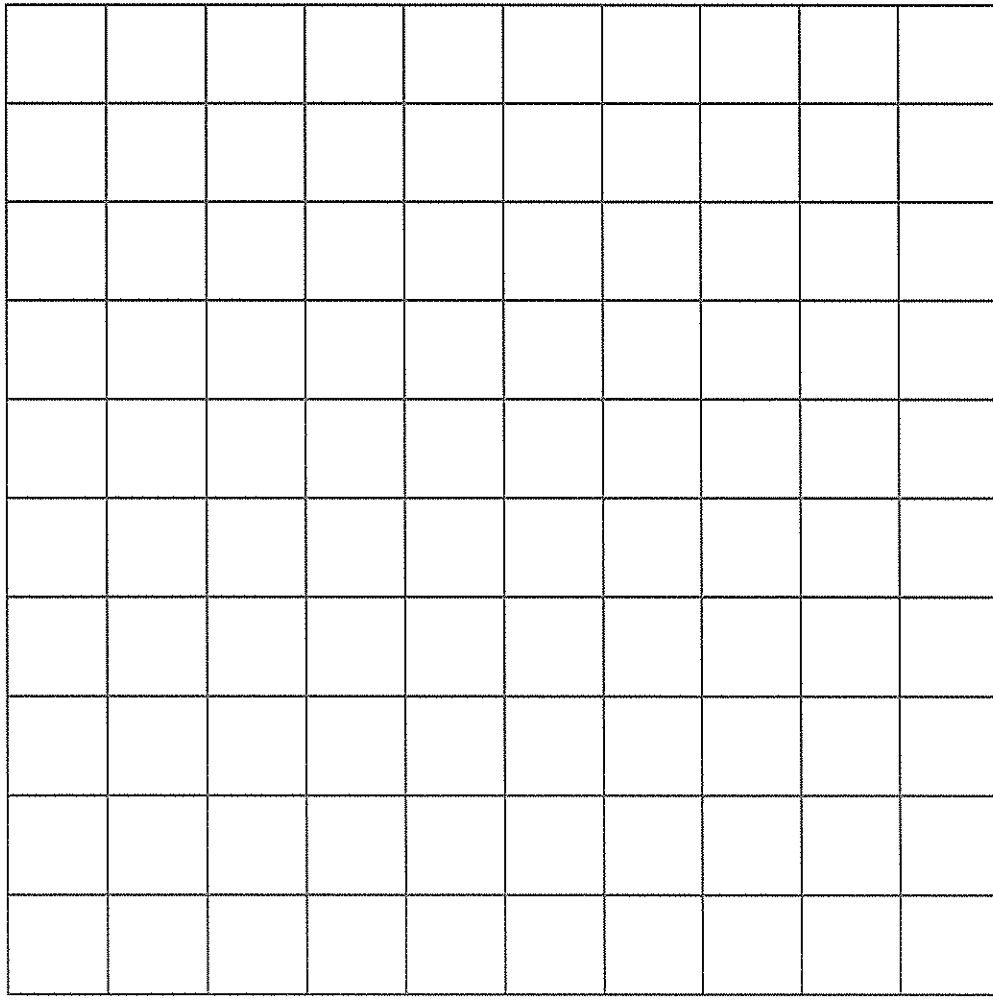
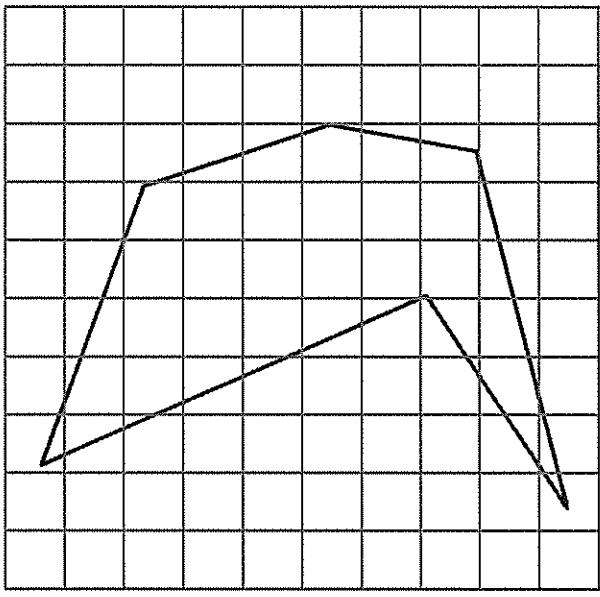
2. How did you complete this activity?

3. What made this activity easy/difficult?

Shape Enlargement Transformation Investigation

I can use a grid system to enlarge an image and explore the properties of the enlarged image compared to the original. (ACMMG115)

Practise enlargement transformations by using the grid squares to help you copy the smaller shape illustration into the larger grid.



Shape Enlargement Transformation Investigation ⁵ Questions

1. Has the enlarged image changed compared to the original? How?

2. Why do you think the enlarged image changed/didn't change compared to the original?

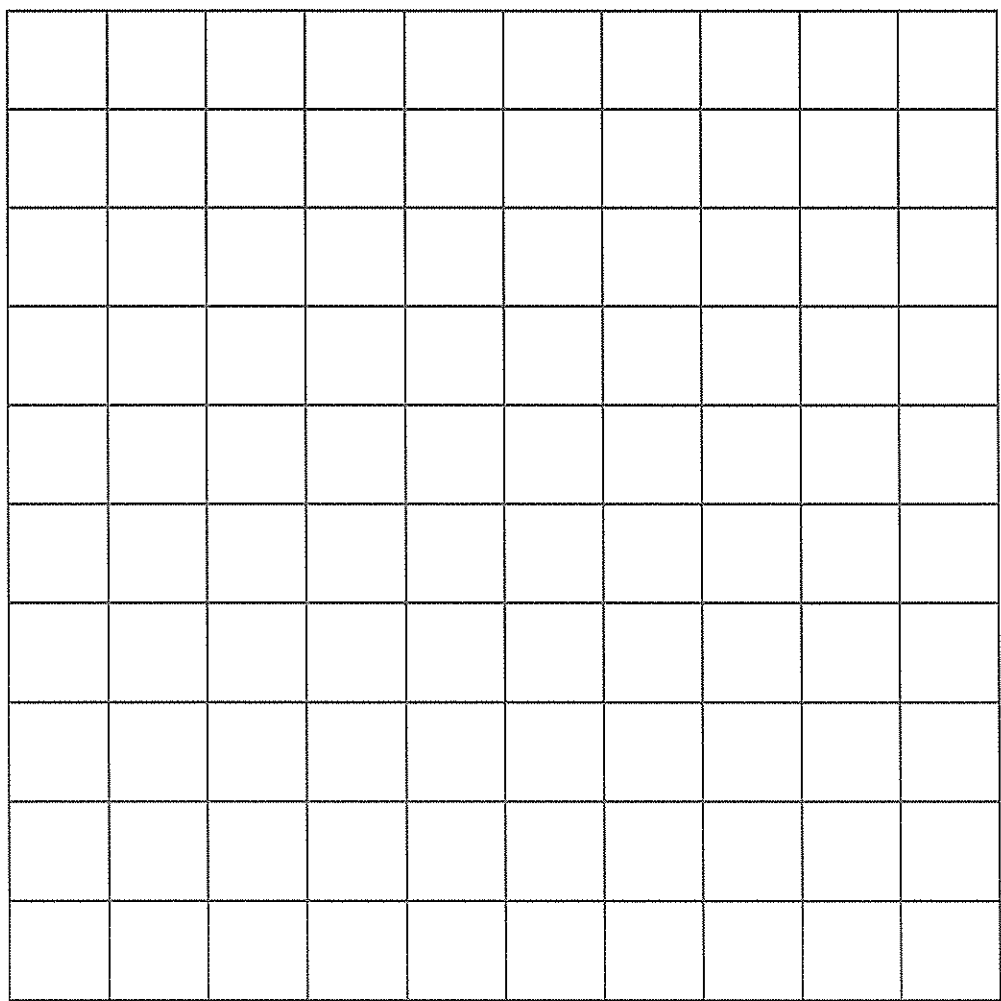
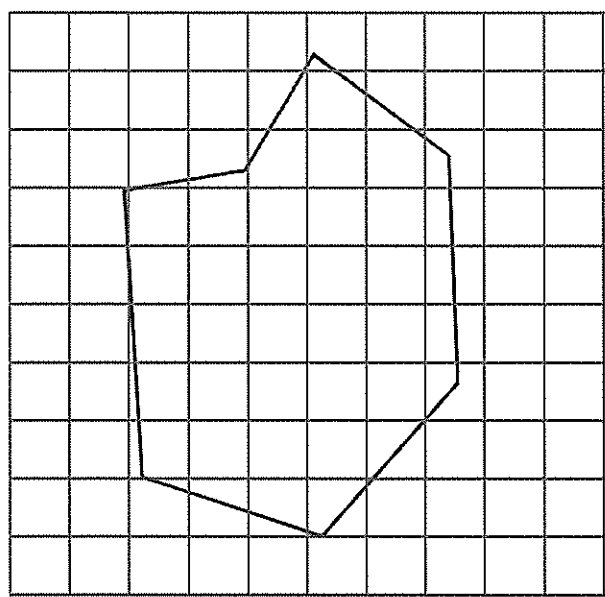
3. What resources did you use to complete the enlargement?

4. What made this enlargement easy/difficult?

Shape Enlargement Transformation Investigation

I can use a grid system to enlarge an image and explore the properties of the enlarged image compared to the original. (ACMMG115)

Practise enlargement transformations by using the grid squares to help you copy the smaller shape illustration into the larger grid.



Shape Enlargement Transformation Investigation

5

Questions

1. Has the enlarged image changed compared to the original? How?

2. Why do you think the enlarged image changed/didn't change compared to the original?

3. What resources did you use to complete the enlargement?

4. What made this enlargement easy/difficult?

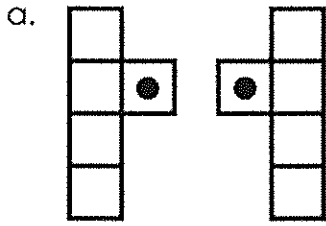
5.

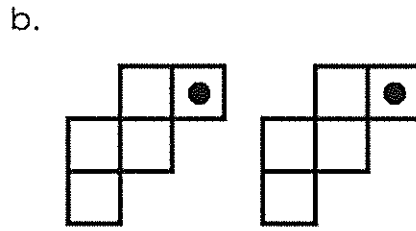
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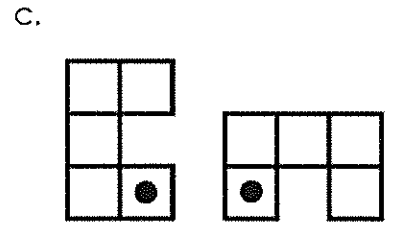
5

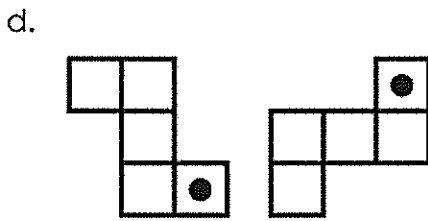
Translation, Rotation, Reflection

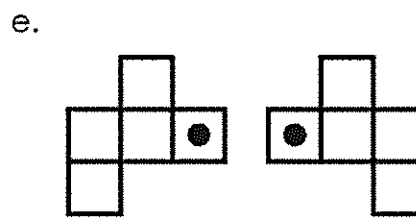
Tell how each figure was moved. Write translation, rotation, or reflection.

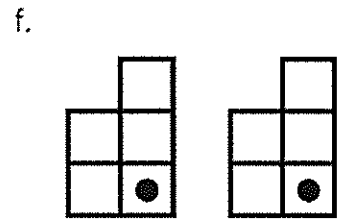


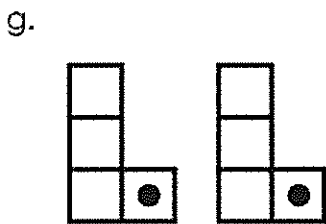


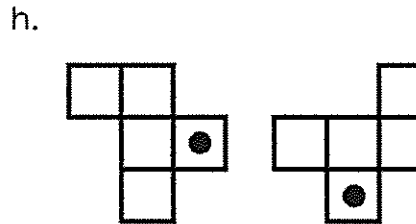


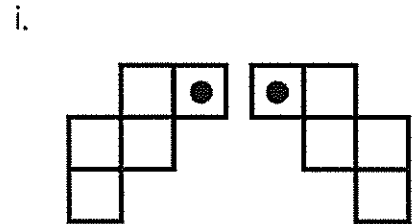


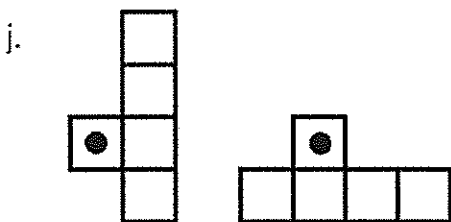


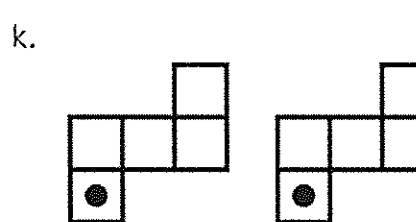


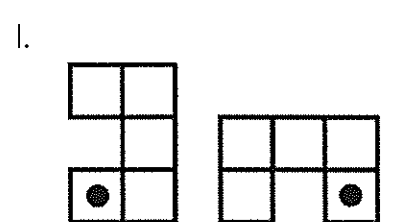












The Inverse Relationship of Multiplication

Match the multiplication equation on the left with its inverse division equation on the right.

$6 \times 5 = 30$

$3 \times 7 = 21$

$8 \times 2 = 16$

$9 \times 3 = 27$

$4 \times 4 = 16$

$7 \times 6 = 42$

$16 \div 2 = 8$

$27 \div 3 = 9$

$30 \div 6 = 5$

$42 \div 6 = 7$

$21 \div 3 = 7$

$16 \div 4 = 4$

Complete the multiplication problems and then write out its inverse equations.

1.) $5 \times 5 =$

2.) $9 \times 4 =$

3.) $8 \times 9 =$

4.) $7 \times 5 =$

5.) $3 \times 8 =$

Multiply in columns - 2 digit by 3 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 489 \\ \times 73 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 366 \\ \times 92 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 388 \\ \times 81 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 842 \\ \times 95 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 937 \\ \times 97 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 266 \\ \times 41 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 731 \\ \times 39 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 896 \\ \times 84 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 371 \\ \times 82 \\ \hline \\ \hline \end{array}$$

Multiply in columns - 1 digit by 2 digit

Grade 4 Multiplication Worksheet

Find the product.

1.
$$\begin{array}{r} 44 \\ \times 4 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 35 \\ \times 8 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 91 \\ \times 2 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 19 \\ \times 8 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 77 \\ \times 2 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 33 \\ \times 4 \\ \hline \\ \hline \end{array}$$

7.
$$\begin{array}{r} 34 \\ \times 4 \\ \hline \\ \hline \end{array}$$

8.
$$\begin{array}{r} 98 \\ \times 5 \\ \hline \\ \hline \end{array}$$

9.
$$\begin{array}{r} 50 \\ \times 7 \\ \hline \\ \hline \end{array}$$

10.
$$\begin{array}{r} 17 \\ \times 7 \\ \hline \\ \hline \end{array}$$

11.
$$\begin{array}{r} 52 \\ \times 1 \\ \hline \\ \hline \end{array}$$

12.
$$\begin{array}{r} 63 \\ \times 8 \\ \hline \\ \hline \end{array}$$

13.
$$\begin{array}{r} 18 \\ \times 6 \\ \hline \\ \hline \end{array}$$

14.
$$\begin{array}{r} 28 \\ \times 5 \\ \hline \\ \hline \end{array}$$

15.
$$\begin{array}{r} 51 \\ \times 3 \\ \hline \\ \hline \end{array}$$

Multiply in columns - 2 digit by 3 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 868 \\ \times 62 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 995 \\ \times 55 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 329 \\ \times 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 749 \\ \times 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 188 \\ \times 31 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 671 \\ \times 51 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 317 \\ \times 86 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 807 \\ \times 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 376 \\ \times 70 \\ \hline \\ \hline \end{array}$$

Multiply in columns - 1 digit by 2 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 64 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 97 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 42 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 42 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 31 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 27 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 91 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 71 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 53 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 96 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 19 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 51 \\ \times 3 \\ \hline \\ \hline \end{array}$$

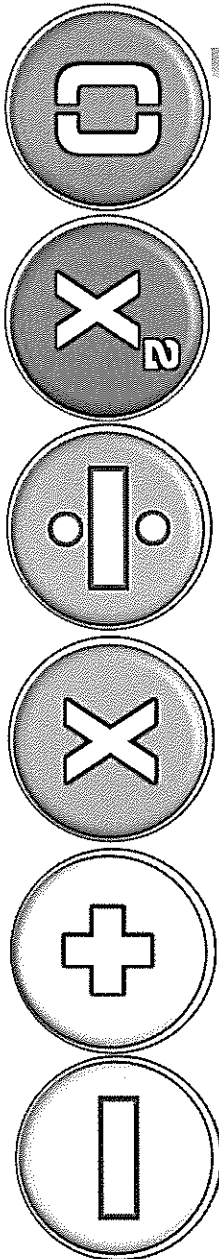
$$\begin{array}{r} 13. \quad 75 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 80 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 59 \\ \times 5 \\ \hline \\ \hline \end{array}$$

ORDER OF OPERATIONS INFORMATION PACK

B **O** **D** **M** **A** **S**



4r6

B – Brackets

O – Order

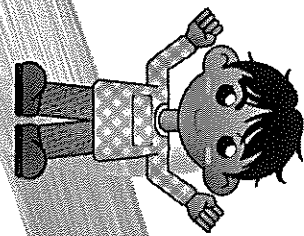
D – Division

M – Multiplication

A – Addition

S – Subtraction

Now I can remember the Order of Operations!



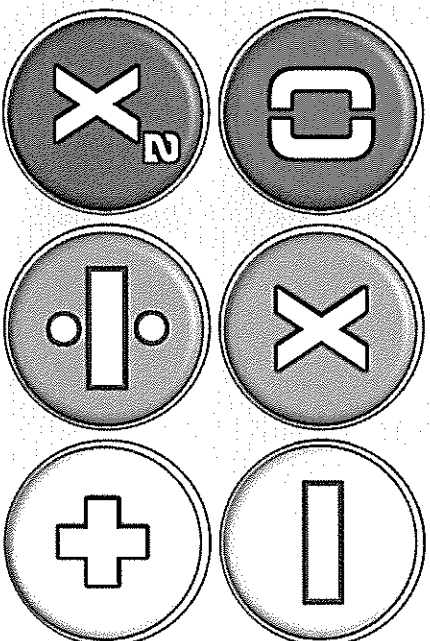
ORDER OF OPERATIONS

Order of Operations refers to expressions that have more than one operation!

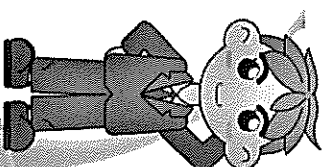
Like: $3 + 2 \times 2 = ?$

Early mathematicians realized they needed to agree on a set of rules.

The Order helps you evaluate equations in the same way as everyone else.



In this question, which symbol do I calculate first?



$$3 + 5 \times 2 = ?$$

Brackets

(Parentheses, Groupings)

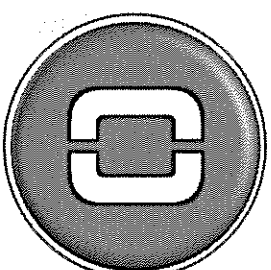
Complete the elements inside the brackets first.

The Brackets are there to show you that it is the first part of the equation!

Step 1: $3 \times (5 + 5) = ?$

Step 2: $3 \times 10 = ?$

Step 3: $3 \times 10 = 30$



So $1+1 = 2$
and then
 2×2 equals 4!

$$2 \times (1 + 1) = ?$$

Order

(Exponents, Of, Indices, Powers, Roots, Square Roots)

Next, we solve any Exponents

such as square or the root!

② When you square a number

you multiply the number by

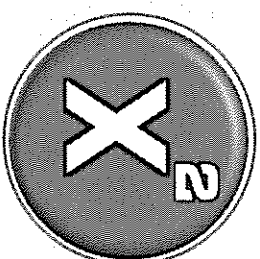
itself.

$$2^2 = 2 \times 2 = 4$$

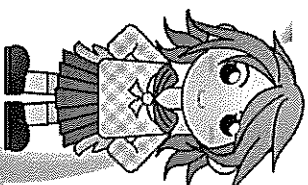
Step 1: $6 \times 2^2 = ?$

Step 2: $6 \times 4 = ?$

Step 3: $6 \times 4 = 24$



When people say
“squared” they
mean the number
multiplied by itself!

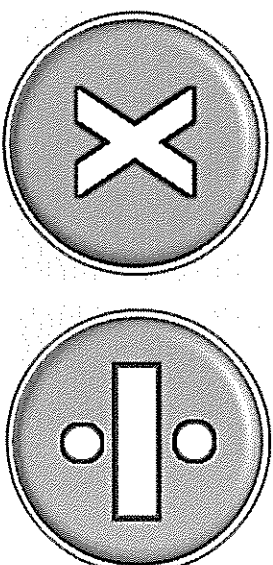


$$2 + 3^2 = ?$$

Multiplication / Division

(Division / Multiplication)

Solve multiplication and division elements next!



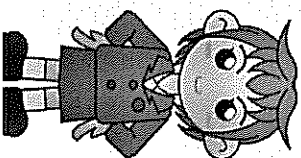
If both symbols are in the same equation, complete which ever comes first!

②

Step 1: $3 \times 2 \div 2 = ?$

Step 2: $6 \div 2 = ?$

Step 3: $6 \div 2 = 3$



We complete Multiplication before we do Addition or Subtraction!

$$6 + 2 \times 2 = ?$$

Addition / Subtraction (Subtraction / Addition)

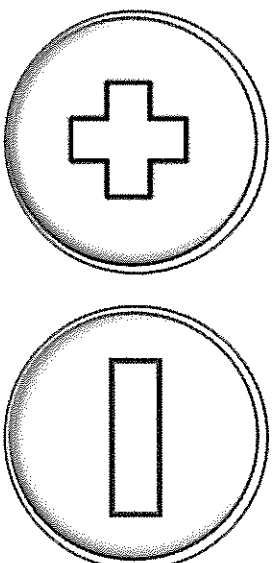
We solve Subtraction and
Addition elements next!

② If both symbols are in the same
equation, complete which ever
comes first!

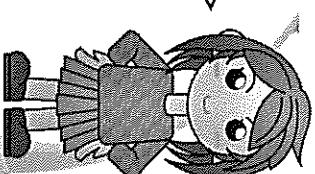
Step 1: $2 - 1 + 4 = ?$

Step 2: $1 + 4 = ?$

Step 3: $1 + 4 = 5$



Have you been
paying attention?
Try this equation!



$$6 - 2 \times 2 = ?$$

ORDER OF OPERATIONS

INFORMATION PACK

Test your knowledge!

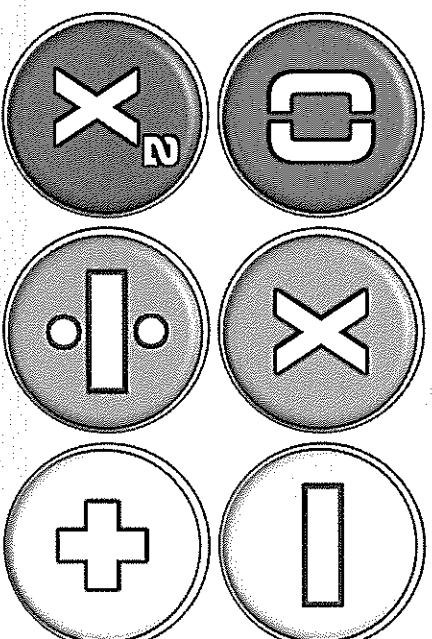
a) $2 + 1 \times 5$

b) $9 \div (5 - 2)$

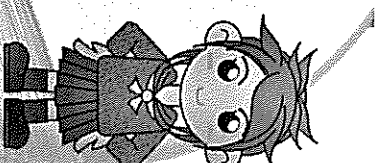
c) $5 \times (5 - 2)$

d) $3^2 - 3 \times 1$

e) $2^2 - 4 \times 1 + 5$



Keep practicing and ask questions if you need help!



6

Order of Operations

Solve the equation.

1. $9 + 8 \times 4 + 9 =$ _____

2. $4 \times 3 + 48 \div 8 =$ _____

3. $5^2 \times (12 \div 4) =$ _____

4. $5 \times 5 + 8 \times 3 =$ _____

5. $64 \div 8 + 72 \div 9 =$ _____

6. $15 + 9 \times 2^2 =$ _____

7. $12 + 4 \times (5 \times 4) + 20 =$ _____

8. $99 \div 11 \times 9 =$ _____

9. $7 \times 7 + 6 \times 7 =$ _____

10. $40 + 5^2 \times 2^2 =$ _____

Order of Operations

Solve the equation.

1. $5^2 + 4 \times 4 = \underline{\hspace{2cm}}$

6. $17 + 5 \times 8 = \underline{\hspace{2cm}}$

2. $54 \div 6 + 8 \times 3 = \underline{\hspace{2cm}}$

7. $99 \div 9 + 4 \times 4 = \underline{\hspace{2cm}}$

3. $12 + 8 \times 8 = \underline{\hspace{2cm}}$

8. $5^2 + 2^2 \times 2 = \underline{\hspace{2cm}}$

4. $72 \div (2^2 + 5) = \underline{\hspace{2cm}}$

9. $55 \div 5 \times 8 = \underline{\hspace{2cm}}$

5. $9 \times 9 + 3 \times 3 = \underline{\hspace{2cm}}$

10. $3^2 \times 12 + 16 = \underline{\hspace{2cm}}$

Order of Operations

Solve the equation.

1. $4 \times 4 + 8 \times 4 = \underline{\hspace{2cm}}$

6. $5 \times 3^2 + 15 = \underline{\hspace{2cm}}$

2. $44 \div 4 \times 7 = \underline{\hspace{2cm}}$

7. $12 \times 4 \div 6 = \underline{\hspace{2cm}}$

3. $15 - (4 \times 3) + 9 = \underline{\hspace{2cm}}$

8. $7 \times 8 + 4 \times 6 = \underline{\hspace{2cm}}$

4. $22 + 60 \div 5 = \underline{\hspace{2cm}}$

9. $30 + 22 \times 2 = \underline{\hspace{2cm}}$

5. $7 \times 7 - 5 \times 5 = \underline{\hspace{2cm}}$

10. $40 - 45 \div 9 = \underline{\hspace{2cm}}$

Name: _____

Order of Operations Mental Maths

6

Test 1

1. $22 + 4 \times 4 =$ _____

2. $40 - 8 \times 5 =$ _____

3. $15 + 9 \times 5 =$ _____

4. $60 - 7 \times 2 =$ _____

5. $12 + 4 \times 4 =$ _____

6. $3^2 \times 8 + 8 =$ _____

7. $5 + 5^2 \times 3 =$ _____

8. $9 \times 9 + 3^2 =$ _____

9. $40 + 5 \times 8 =$ _____

10. $56 \div 7 \times 3 =$ _____

Score /10

Time _____

Test 2

1. $14 + 3 \times 4 =$ _____

2. $60 + 5 \times 8 =$ _____

3. $33 + 6 \times 6 =$ _____

4. $90 - 4 \times 3 =$ _____

5. $17 + 9 \times 7 =$ _____

6. $8^2 + 3^2 =$ _____

7. $4 \times 4 \times 2 =$ _____

8. $84 \div 7 \times 3 =$ _____

9. $36 \div 6 \times 8 =$ _____

10. $15 \div 5 \times 3 =$ _____

Score /10

Time _____

Test 3

1. $9 + 12 \times 12 =$ _____

2. $8 - 96 \div 12 =$ _____

3. $22 - 4 \times 4 =$ _____

4. $65 + 5 \times 5 =$ _____

5. $12 - 5 \times 2 =$ _____

6. $2^2 \times 5^2 =$ _____

7. $81 \div 9 \times 2 =$ _____

8. $2^2 \times 2 \times 2 =$ _____

9. $8 \times 2 \div 4 =$ _____

10. $7 + 12 \times 4 =$ _____

Score /10

Time _____

Name : _____

Score : _____

Teacher : _____

Date : _____

6

Order of Operations

1) $15 - 6 + 11 + 9$

6) $14 + 12 + 16 - 11$

2) $5 - 2 + 2 \times 15$

7) $2 + 2 + 5 - 2$

3) $18 + 3 \times 17 - 13$

8) $8 + 18 - 13 \times 9$

4) $7 + 12 + 18 - 2$

9) $18 + 5 - 4 \times 19$

5) $10 + 9 \times 7 - 2$

10) $2 + 14 \times 19 + 14$



Name : _____

Score : _____

Teacher : _____

Date : _____

6

Order of Operations

1) $(17 - 7) \times 11 + 5$

6) $(21 + 8) \times 11 - 6$

2) $7 \times 8 + (10 + 3)$

7) $8 \times 9 + (9 + 9)$

3) $(8 - 5) + 16 \times 8$

8) $(16 - 3) + 8 \times 4$

4) $(8 + 38 - 6) \times 10$

9) $(12 + 14 - 2) \times 8$

5) $(12 + 4) \times (13 - 3)$

10) $(11 + 2) \times (9 + 3)$




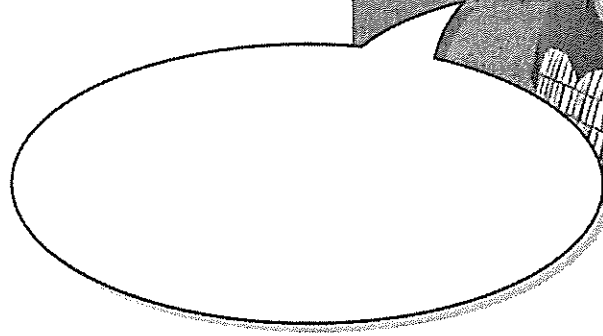
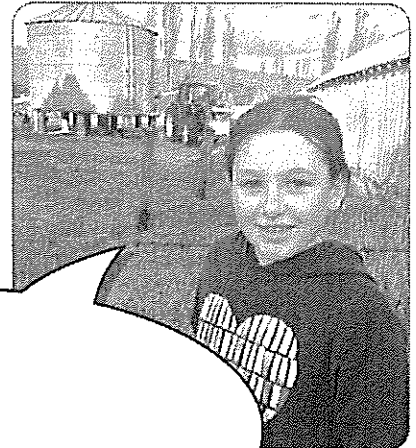
What was life like in the Australian Colonies?



What was life like in the Australian Colonies?

1

- a  Watch the Video: **Nel's story**. Nel is a nine-year-old girl living on a farm in the Snowy Mountains of New South Wales.
- b What was Nel's request at the end of her video?



2

- Which historical clues did Nel come across which led her to finding out about Reuben Rose, a member of the first family to settle on her farm? Sketch and label them below.

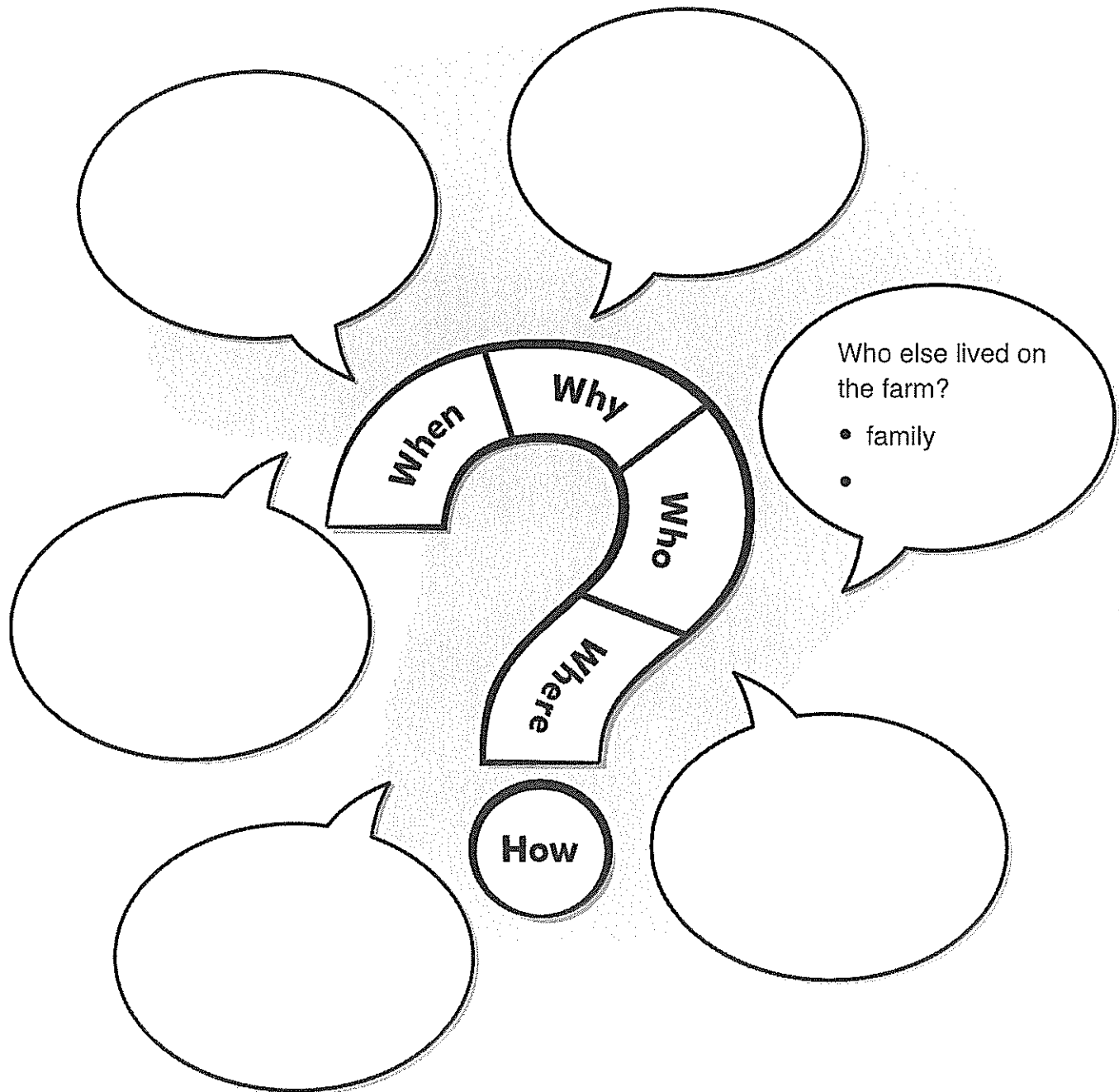
3

- To complete Nel's request you must step into Reuben Rose's world, on to a farm in the 1840s.




On the next page, create, research and answer some inquiry questions about a child's life on a farm in colonial times. One question has been started for you.

Asking questions

Title: _____

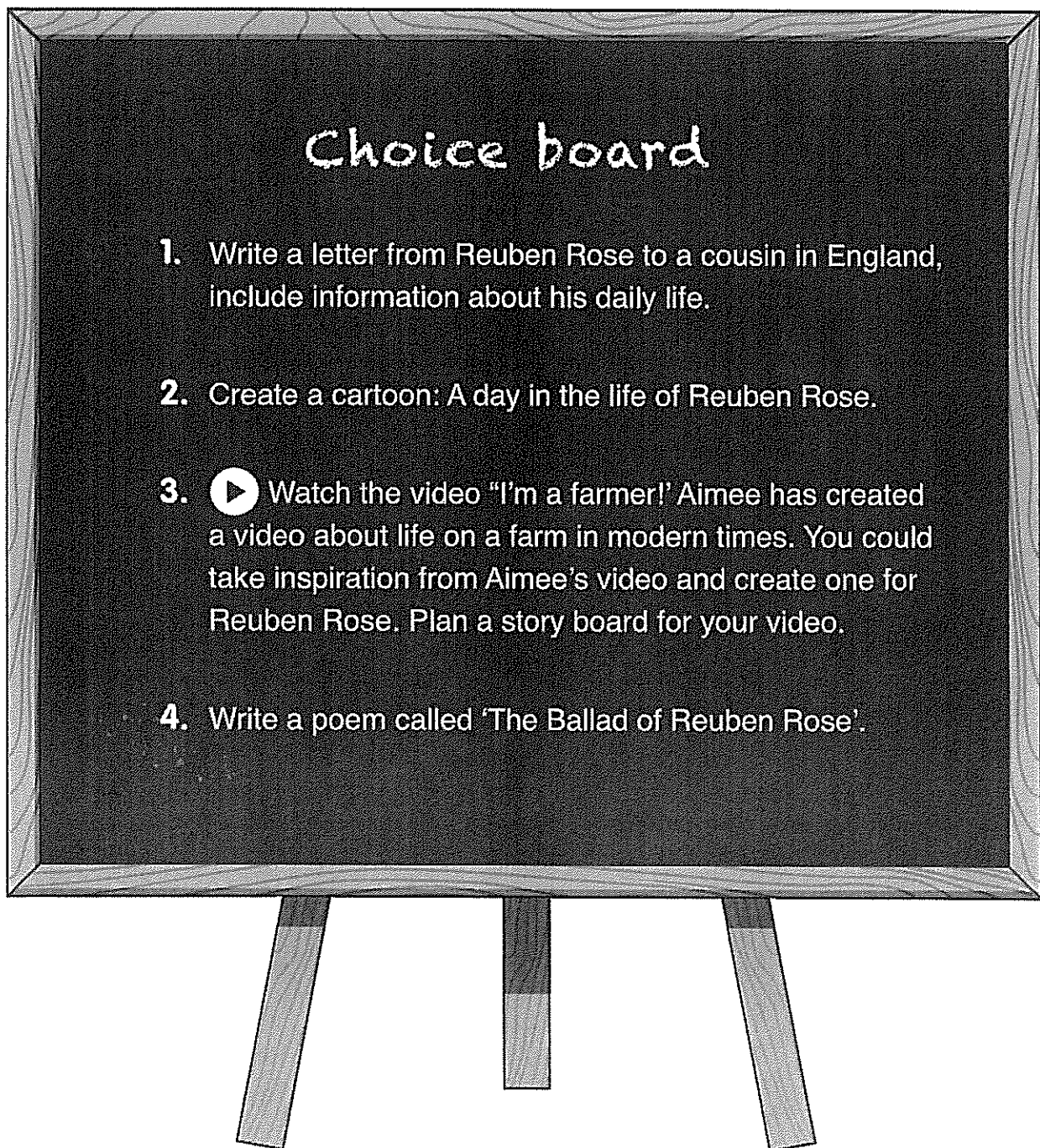


Some research tips.

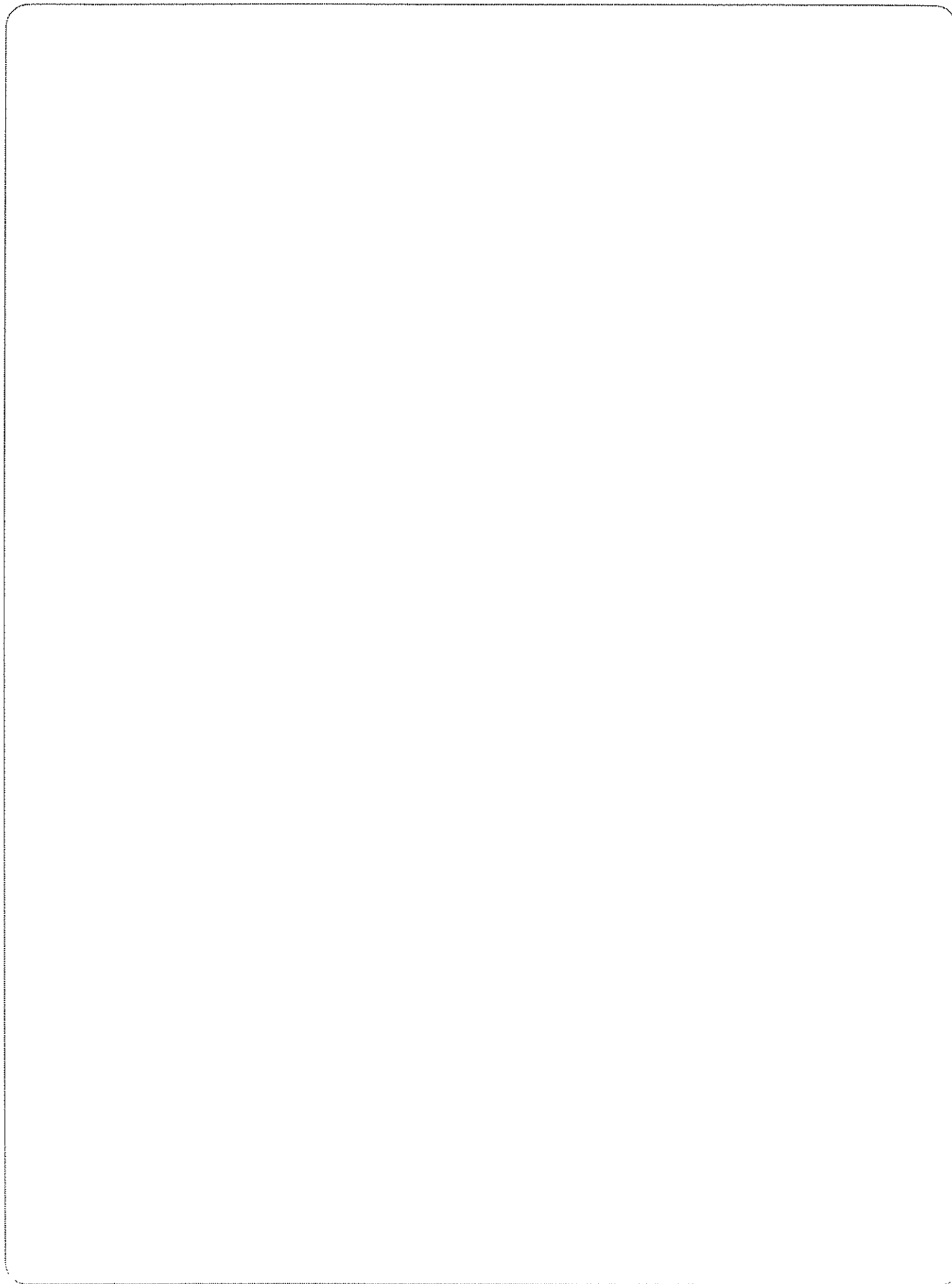
-  Take a tour of the McCrae homestead and listen to George's description of colonial life.
-   View the old photographs and images to learn more about life on the land in colonial times.
- Revisit the sources you analysed in lesson three, such as the artefacts and Arthur's letter.

- 4 After gathering information to answer their inquiry questions, historians then combine their evidence to create a narrative about life in the past. To create an engaging narrative, historians often mix historical facts with their own imagination. It is impossible to know every detail about the past; you must therefore use a little creativity to communicate your information effectively.

How would you like to communicate your information about Reuben Rose's daily life? Read the choice board menu below for some ideas.

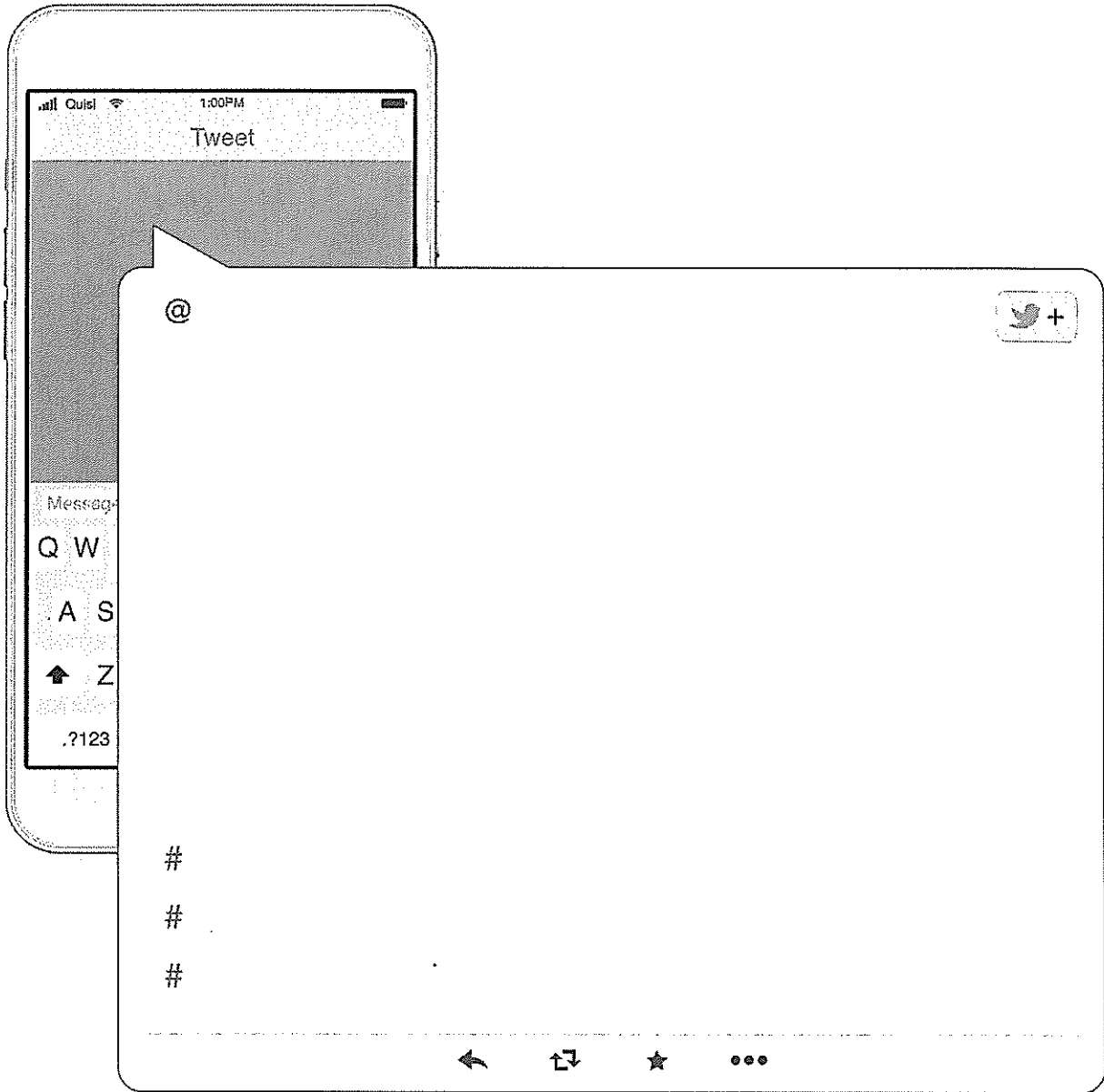


My choice board activity is: _____



5

- a Reflect on your work with an activity tweet. Tweet about your presentation and create some hash tags about things you've learned.



- b Share your tweet with others.

- 6** The world record for shearing the most number of sheep was set in 1892! Why will this record never be broken?

Water... The Miracle Liquid!

H₂O, commonly known as water, is essential for the human body to function and vital to our survival. Although we can last weeks without food, we can only survive a matter of days without water. It is important for us to replenish our supply of fresh water every day, as we regularly lose liquid from our lungs, skin, urine and faeces.

Although our bodies are made up of 50 to 75 per cent water, one of our most important organs, our brain, is made up of 73% water. We need to stay hydrated to make sure our brain cells can function at the optimal level. Without enough water, our short-term memory and ability to complete mental arithmetic are most affected. Would you hate to not be able to do your Maths work?

Some other reasons why drinking water every day is good for you, include its ability to:

- help regulate our body temperature, so we do not overheat,
- help the blood and lymph system transport nutrients and minerals around the body that are absorbed to help fight infections such as colds and flus,
- assist the nervous system to send electrolytes to the muscles so we can move,
- cushion our joints, which help us move around,
- carry enzymes through our digestive tracts which helps food to be broken down into essential nutrients and minerals and
- help our lungs, which are made up of 90% water, to process oxygen.

How much water should you be drinking?

The amount we need depends on your body size, metabolism, the weather, the food we eat and our activity levels. Not surprisingly, when it's hot outside or you are running around playing sports, you need to drink more water. This is due to the fact that you are losing fluid through your perspiration.

Eat Well South Australia recommends that five to eight year olds require approximately 1 litre per day (4 glasses), 9-12 year olds require about 1.5 litres and 13+ years need around 2 litres per day (8 glasses). In order to encourage more students to drink water, recommendations have been put forward to have water bottles on desks, frequent water breaks and jugs of water with glasses in the classroom for students to help themselves.

It is important to be aware of the dangers and symptoms of dehydration, which occurs when you lose more water than you take in. If you feel thirsty, have pain in your joints and muscles or a headache, then you may be suffering from dehydration. Taking small sips of water and limiting your movements will help you to rehydrate your body.

What about other types of liquid?

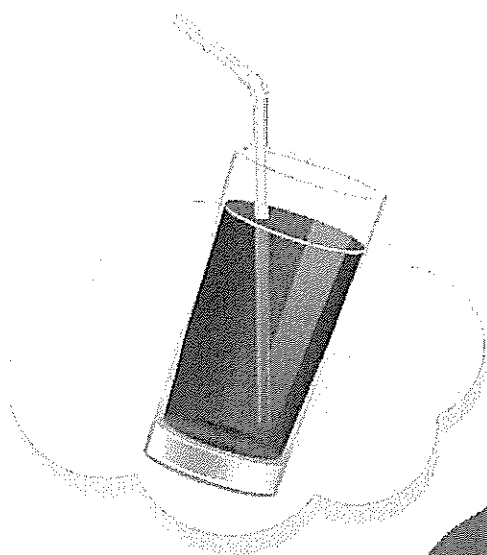
If you would prefer to reach for a glass of juice or fizzy drink over plain water, then you may be surprised to hear that these drinks have extra sugar or sodium and no additional nutritional value. In order to quench your thirst quickly and healthily, water is your best option. Not only is it better for you, but if you drink it straight from the tap, it's cheaper and has no calories.

So next time you pass on a glass of water, stop and think about your body and how it will thank you for providing it with this precious natural resource.

References:

Government of South Australia: Healthy Eating Guidelines.

http://www.decd.sa.gov.au/eatwellsa/files/links/Fluid_intake_Preschool_pri.pdf



Questions:

1) Why is it important for our brains to stay hydrated?

2) According to Eat Well South Australia, how much water should somebody your age be drinking?

3) What are the symptoms of dehydration?

4) What are the advantages of drinking plain water over juice or fizzy drinks?

5) '...help regulate our body temperature.' What does the word regulate mean here?

5) Estimate how much water you drink on a daily basis. Is this above, below or exactly what you should be drinking for your age group?

6) Provide 3 further suggestions for how you can encourage students to drink more water throughout the day.

a) _____

b) _____

c) _____

7) Summarise all of the reasons why drinking water every day is good for you.

Week 6 Fitness Circuit

Duration: 30 minutes

This is supposed to be fun, so take your time. If you get stuck, use the links to videos to help you. This should take 30 minutes, however if it takes longer that's okay too!

Main focus is HAVE FUN and BE ACTIVE 😊

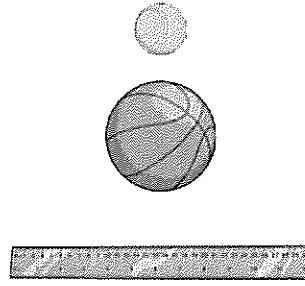
| | |
|---|---|
| <p>Warm Up: 5 Minutes</p> <p>This can be done outside...</p> <p>Remember when you accelerate your running as fast as you can</p> | <p>Skip, roll and jump – Repeat for 10 sec Push Up, jump, spin – Repeat for 10 sec Squat, roll, jump – Repeat for 10 sec Run, stop, accelerate – Repeat for 10 sec</p> |
| <p>Activity 1 : Kick, punch and catch</p> <p>Duration: 5 minutes</p> | <p>You will need a partner, the idea is someone will yell out either kick, punch or catch and you do that movement.</p> <p>https://bkbestlife.ipages.co/kick-punch-catch/</p> |
| <p>Activity 2: Movement Variables</p> <p>Duration: 5 minutes</p> <p>We will be focusing on Fundamental Movement Skills.</p> | <p>March (5 seconds), Fast (5 seconds), Slow (5 seconds), Knees high (5 seconds), Knees low (5 seconds), March (5 seconds)</p> <p>https://bkbestlife.ipages.co/march-s/</p> <p>Hop (each foot) (5 seconds), Loud feet (5 seconds), Soft feet (5 seconds), Over something (5 seconds), Backward (5 seconds), Hop (5 seconds)</p> <p>https://bkbestlife.ipages.co/1-leg-hop-s/</p> <p>Squat (5 seconds), Stop and Go (5 seconds), Body wide (5 seconds), Body narrow (5 seconds), Moving (5 seconds), Squat (5 seconds)</p> <p>https://bkbestlife.ipages.co/squat-k/</p> <p>Crawl (5 seconds), Hips high (5 seconds), Hips low (5 seconds), Body long (5 seconds), Body short (5 seconds).</p> <p>https://bkbestlife.ipages.co/crawl-s/</p> |

| | |
|---|--|
| <p>Activity 3: Movement Circuit</p> <p>Duration: 5 minutes</p> <p>These circuits highlight developing the strength and coordination to transition from one movement to the next. Do the following circuit three times.</p> | <p>Surfer (30 seconds) https://bkbestlife.lpages.co/surfer-01/</p> <p>Wall Squat (30 seconds) https://bkbestlife.lpages.co/wall-squat/</p> <p>Alternating Superman (30 seconds) https://bkbestlife.lpages.co/alternating-superman/</p> <p>Bear, Crab, Butterfly (30 seconds) https://bkbestlife.lpages.co/bear-crab-butterfly/</p> |
| <p>Activity 4: The Get-up Challenge</p> <p>Duration: 5 minutes</p> | <p>Sit cross-legged on the floor with your arms folded across your chest. Try to stand up and sit down five times in a row without using your hands. Repeat this again and see if you IMPROVE 😊</p> |
| <p>Activity 5: Agility Shapes</p> <p>Duration: 5 minutes</p> <p>Agility requires young children to have the ability to quickly change direction at a variety of speeds and movement angles. Moving in nonlinear directions is a great way to develop agility in young athletes.</p> | <p>Following is an example of a letter/number/shape sequence (resting every 15 seconds to maintain movement quality):</p> <p>Call out the following shapes and have your athletes quickly move their feet in a small area to create an outline of the shape on the ground. Have them continue to make the shape for the duration of time.</p> <p>The letter A (5 seconds) The letter Z (5 seconds) The number 2 (5 seconds) Rest 20 seconds The number 10 (5 seconds) The number 237 (5 seconds) A square (5 seconds) Rest 20 seconds A triangle (5 seconds) The outline of a person (5 seconds) The word C-A-T (10 seconds) Rest 20 seconds The athletes first name (10 seconds) Spell their sport (10 seconds)</p> <p>https://bkbestlife.lpages.co/agility-shapes/</p> |

Bouncing Balls

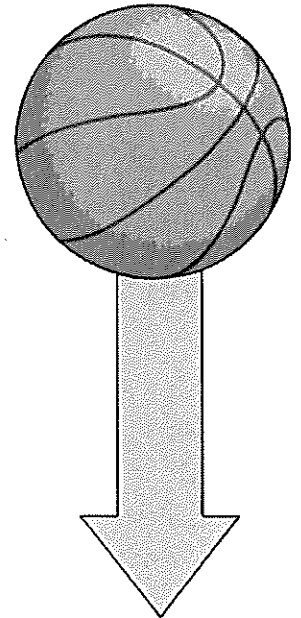
You will need:

- tennis ball
- basketball
- smooth surface outside to bounce the balls
- ruler (optional)



Steps:

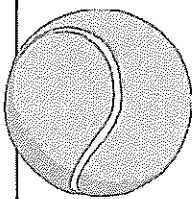
1. Decide a height you want to drop the basketball and tennis ball from. Use the ruler to measure the height. If you don't have a ruler, use a person to mark a height e.g. waist or shoulders.
2. Drop one ball at a time from the height you have chosen. Watch how high each ball bounces.
3. Next, place the tennis ball on top of the basketball and drop them together from the same height. Watch how high each ball bounces again.



Variations:

1. Replace the tennis ball with an object that doesn't normally bounce. Put the object on top of the basketball and see if it bounces.
2. Use different balls and bounce them from different heights.
3. Try the experiment on different outdoor surfaces.
4. Video your balls bouncing and watch them back in slow motion.

Explanation:

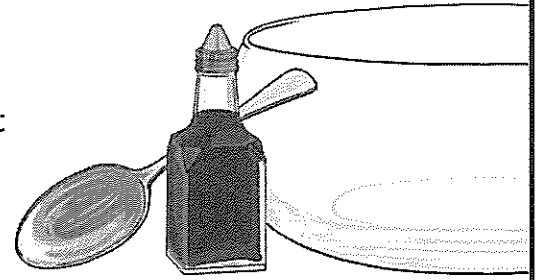


Gravity makes the balls fall to the ground when they are dropped. When a ball bounces, it has momentum and energy. When the two balls are bouncing together, the energy from the basketball transfers to the tennis ball. This makes the tennis ball bounce off with even more energy.

Floating Bubbles

You Will Need

- Glass bowl or vase with a large opening and tall sides
- Vinegar
- Baking soda
- Tablespoon
- Bubble blowing kit

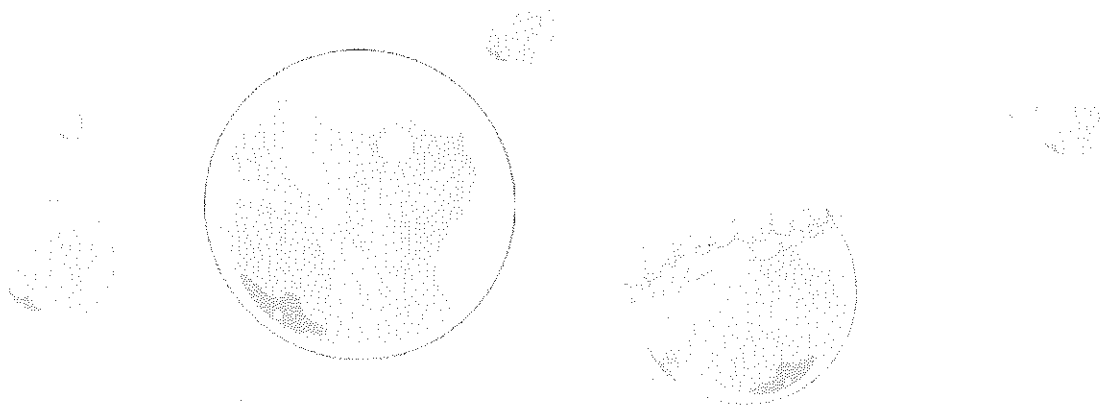


Method

- 1 Put a heaped tablespoon of baking soda into the bowl or vase.
- 2 Pour some vinegar into the bowl or vase and allow the baking soda and vinegar to fizz.
- 3 Once the fizzing has reduced, repeat steps one and two.
- 4 Blow some bubbles over the bowl or vase - aiming for them fall inside it.
- 5 Observe how the bubbles you have blown behave when they are inside the bowl or vase.

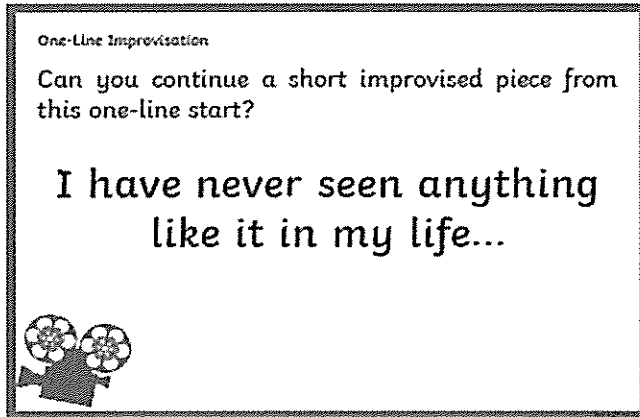
Explanation

The acidic vinegar and the baking soda react and create carbon dioxide bubbles. Carbon dioxide gas is heavier than air. So, the fizzing bubbles pop and the gas inside them sinks to the bottom of the bowl or vase. Although you cannot see it, the carbon dioxide stays at the bottom and takes up space. When the lighter bubbles filled with air meet the carbon dioxide, they look like they are amazingly floating in mid-air.



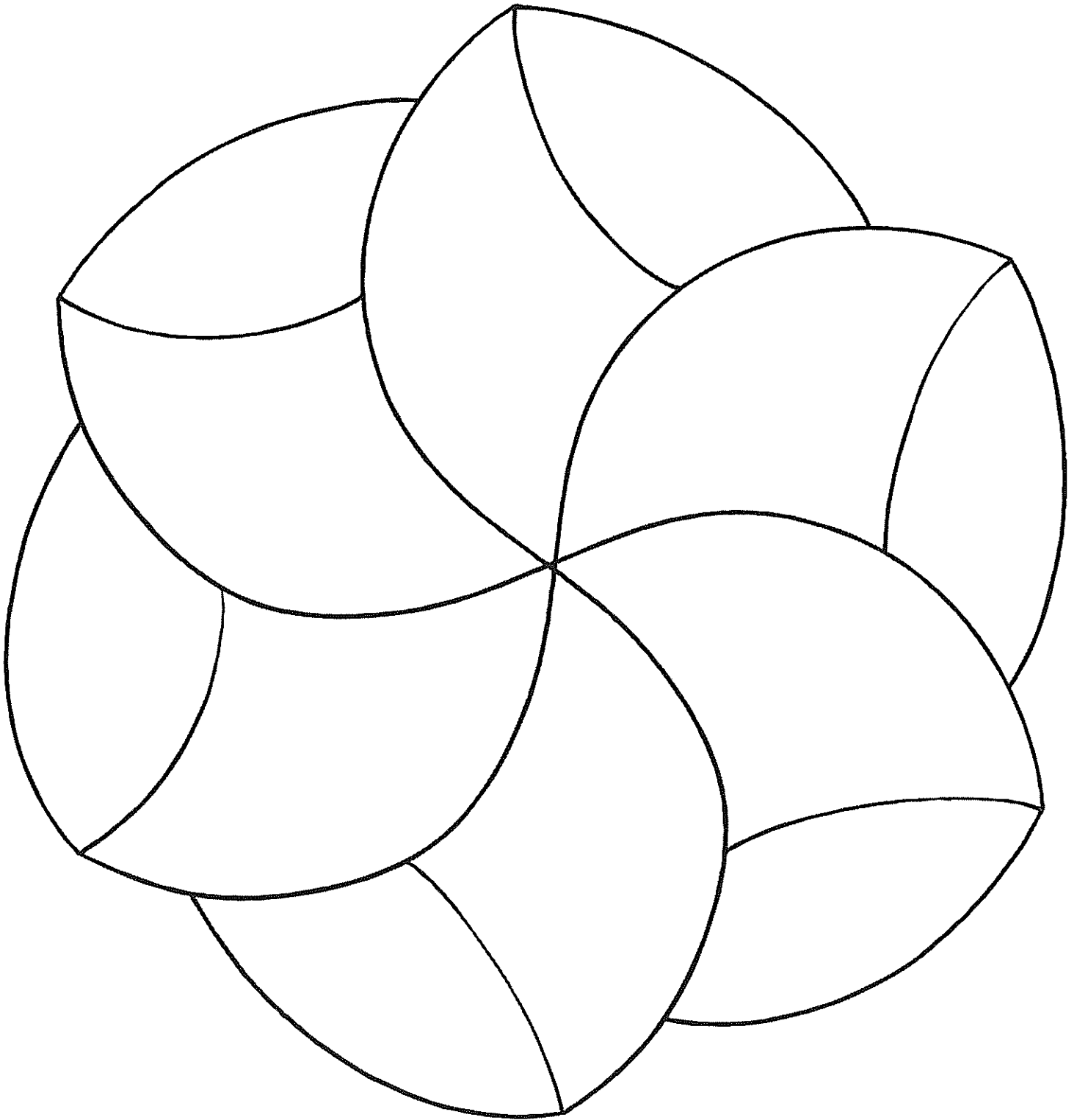
Drama Activity- Improvisation

1. Look at the start card below. Write an improvised script from the prompt card. So you are going to use the prompt somewhere in your script. That is, make up a story as if you are speaking an improvisation.



If you are writing and improvisation, use the space below.

Mindfulness Patterns



3D Turtle Paper Craft

