Weekly Overview

	Session 1	Session 2		Session 3	
Monday	English **WALT:** identify different types of sentences	Mathematics **WALT:** Use equivalent number sentences involving multiplication and division to find unknown quantities	Wellbeing **WALT:** practise strategies that improve mental health and wellbeing	P.D.H **WALT:** identify qualities that make a positive relationship.	Physical Activity **WALT:** keep fit and healthy
Tuesday	English **WALT:** summarise a text	Mathematics **WALT:** Use equivalent number sentences involving multiplication and division to find unknown quantities	Wellbeing/Mindfulness **WALT:** practise strategies that improve mental health and wellbeing	Science and Technology **WALT:** investigate geological changes to our Earth's surface	Physical Activity **WALT:** keep fit and healthy
Wednesday	English **WALT:** understand texts read	Mathematics **WALT:** Write number sentences to solve word problems	Wellbeing/Mindfulness **WALT:** practise strategies that improve mental health and wellbeing	H.S.I.E **WALT:** use geographical questions to guide investigations	Physical Activity **WALT:** keep fit and healthy
Thursday	English **WALT:** summarise a text Library **WALT:** make inferences about fictional texts	Mathematics **WALT:** Write number problems (riddles) using number sentences that require finding a missing number	Wellbeing **WALT:** practise strategies that improve mental health and wellbeing	Creative Arts **WALT:** represent Matilda through drawing	Physical Activity **WALT:** keep fit and healthy
Friday	English **WALT:** understand texts read	Mathematics **WALT:** develop our multiplication and division number skills and fluency	Wellbeing **WALT:** practise strategies that improve mental health and wellbeing	Physical Education **WALT:** keep fit and healthy	

See if you can complete the Kindness Challenge every week!

*Please note: activities highlighted in yellow in the daily grid, means your teachers would like you to submit this learning to them via Google Classroom!

Monday Overview

Session 1	Session 2	Session 3

Session 1

English: WALT: identify different types of sentences

Listen to or read Ch 11 of Matilda –
Click here (Part 1) / Click here (Part 2)
After you've read the chapter, you are going to skim through it again to find examples of simple, compound and complex sentences. You are then going to record these in a table (see below).

A simple sentence has a subject (singular, plural or group) and one verb or one verb group. It can have added adjectives, adverbs and phrases. It is one complete idea. Eg. 'The cat purred'. / 'My brother and I walked the energetic dog.' (a group of 2 for the subject and only one action happened) / 'At lunchtime the younger girls ran and skipped.' (subject is plural and there is one verb group - 2 things happening at once)

A compound sentence is formed when you join two clauses (ideas) with a conjunction. In a compound sentence, the clauses are linked by conjunctions such as 'and', 'but', 'so', 'or'. Eg. 'I like bananas and my brother likes grapes.'

A complex sentence is formed when you join an independent clause and a dependent clause together with a connective. The connectives in complex sentences tell us about order, place or cause and effect. Connectives used in complex sentences include after, although, as, because, if, since, unless, when. Eg. 'I love roast potatoes although my mum prefers them mashed.'

SIMPLE	COMPOUND	COMPLEX

Try to find at least 3 examples of each type of sentence.

Spelling: WALT: spell unfamiliar words
Please refer to lesson included at the bottom of Session 3.

Session 2

Mathematics

WALT: use equivalent number sentences involving multiplication and division to find unknown quantities

Warm up for this week: The ultimate times table challenge. (attached below)
Say the number sentences & answers out loud OR write the answers. Do a column a day OR do the whole page each day. *Your goal is to improve your speed and accuracy by the end of the week.*

Multiplication and Division – Inverse operations
We know 9 x 5 = 45 so 45 ÷ 9 = 5 because multiplication and division are inverse operations (opposite operations).

Use these multiplication sentences to write 2 inverse division number sentences.

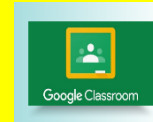| 8 x 4 = 32	32 ÷ 4 = 8	32 ÷8 = 4
5 x 7 =		
6 x 6 =		
4 x 6 =		
3 x 8 =		
2 x 12 =		
7 x 6 =		
9 x 7 =		

Write 3 equivalent multiplication and division number sentences of your own.

Wellbeing WALT: practise strategies that improve mental health and wellbeing
Wellbeing Check In
How are you feeling today?
Complete your wellbeing check in on Google Classroom.

Google Classroom

Complete the Kindness Challenge!

Session 3

Personal Development/Health:

WALT: identify qualities that make a positive relationship.
WILF: I can identify the different relationships we have with people.

Ask yourself the following questions:

- What are the qualities that are the same in every relationship? E.g. communication, something in common (family, class, hobby), know each other.
- What are the qualities of a good and positive relationship?
- Are relationships always positive?
- What is different in positive relationships from other relationships?

TASK: Create a mind map to show your understanding of the attributes that make a positive relationship.

Physical Activity
WALT: keep fit and healthy
Go outside if you can and get at least 30 minutes of physical activity.
Log this in your physical activity journal (see below)

Spelling: WALT: spell unfamiliar words
1. Have a parent, carer or sibling test you on this fortnight's spelling words. You can find these at the end of this document.
2. Write out your individual spelling list, which you will form by using your errors, along with any extension words as needed. Your list should be between 15-20 words.
3. Use a dictionary to find the meanings of any words you do not know the meaning of.

Tuesday Overview

Session 1	Session 2	Session 3

Session 1

English WALT: understand and respond to texts read

Listen to or read Ch 12 of Matilda (Click here)

After reading this chapter answer the following:
- What is meant by: 'she had a scheming mind?'
- Why was Lavender so impressed with Hortensia?

Listen to or read Ch 13 of Matilda (Click here) (Part 1)

After reading this chapter answer the following:
- Why is The Trunchball always portrayed as big and the students as very little? What's the effect on the reader?
- How would Nigel Hicks have felt in the corner?

WALT: summarise a text

Listen to or read Ch 13 of Matilda (Click here) (Part 2)

After you have read all of Chapter 13, create a list of the **6 most important** events that happened in that chapter. This is your summary and you are now going to represent your summary as a comic strip. For each of the 6 key events, draw an image that represents what happened, and use only 1 – 2 sentences to describe that event. See below for 2 templates you might like to use to create your comic strip! Include only the 6 most important ideas from the chapter.

Spelling: WALT: spell unfamiliar words

Write out your list words. Put 10 of the words into interesting compound or complex sentences. Your sentences must include the use of adjectives (describing words, e.g. **beautiful, green**) and adverbs (add meaning to verbs, e.g. ran **quickly**).
Challenge: try to use 3-5 spelling words in each sentence. Start your sentences with different and interesting beginnings (do not use 'I'). After completing this task, reflect by checking off the following success criteria. Were you able to:
- ☐ include adjectives
- ☐ include adverbs
- ☐ use more than 3 spelling words in each sentence
- ☐ start each sentence with an interesting beginning?

Session 2

Mathematics

WALT: Use equivalent number sentences involving multiplication and division to find unknown quantities
Warm up: Complete the ultimate times table challenge.

Multiplication and Division –Inverse operations and equivalent number sentences.
With any number sentence the LHS (left hand side) = the RHS (right hand side). This is because the equals sign (=) means 'the same value as'. The single number doesn't always need to be on the RHS.
8 = 4 x 2 is the same as 4 x2 = 8;
8 ÷ 4 = 2 is the same as 2 = 8 ÷ 4

Find the missing number. Hint: The LHS must = the RHS

5 x ☐ = 15	12 ÷ ☐ = 3	24 ÷ ☐ = 4
3 x 8 = 48 ÷ ☐	81 ÷ 9 = 3 x ☐	5 x ☐ = 100 ÷ 2

Write 5 equivalent number sentences of your own. Use x on one side and ÷ on the other. Check: Does the LHS= RHS?

Wellbeing/Mindfulness
WALT: practise strategies that improve mental health and wellbeing
Complete your wellbeing check in on Google Classroom Headspace
Are you a good listener? The Listening Game | Cosmic Kids Zen Den - Mindfulness for kids
Mindful reflection: After watching the listening game, practise using your senses and go outside for 5 minutes. Find a place to sit. Count how many sounds you can hear. Do you think you were a good listener?

Session 3

Science and Technology **WALT:** investigate geological changes to our Earth's surface
The slow processes of weathering and erosion can change the Earth's surface gradually. However, earthquakes can cause many changes to the Earth's surface very quickly and destructively. To understand this process, we need to understand the structure of planet Earth.
Watch the clip below to see earthquakes in action.
https://education.abc.net.au/home - !/media/30537/
You are going to research the inner and outer layers of our planet and then draw a detailed diagram of what you discover. Your diagram must include labels and arrows to indicate the internal features. The scientific term for this type of detailed drawing is a **cutaway diagram.**
Firstly research cutaway diagrams in Google images to see different types of cutaway diagrams. Find out about the five layers of the Earth, what is each made up of and where it is found?
Construct your diagram carefully with colour and detail.
Enrichment Task: Investigate the three main rock types: Igneous, Metamorphic and Sedimentary. Research how each type is formed and whereabouts in the crust you are most likely to find them.

Physical Activity
WALT: keep fit and healthy
Go outside if you can and get at least 30 minutes of physical activity.
Log this in your physical activity journal (see below)

Wednesday Overview

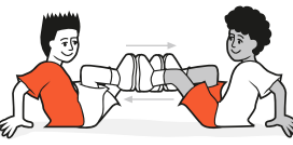| Session 1	Session 2	Session 3
English: **WALT:** understand texts read By now, you should have read up to Chapter 13 of our focus text, Matilda. If you are not yet up to Chpt 13, spend some additional time today reading. We're going to check our understanding by answering these comprehension questions: 1. Briefly describe Miss Trunchbull's lockup cupboard known as 'The Chokey'. Use adjectives! 2. Describe two of the tricks Hortensia used to torment Miss Trunchbull. What did Hortensia achieve by playing these tricks? 3. Why was Julius Rottwinkle thrown out the window by Miss Trunchbull? 4. What did Miss Trunchbull do with Amanda Tripp? 5. Why did the children say it was pointless to tell their parents about the terrible things that Miss Trunchbull did to the students? 6. Why did Lavender put the newt in the jar? 7. What miraculous thing did Matilda do with the newt in the glass of water? 8. How did Miss Honey put Matilda's abilities to the test? 9. Matilda is going through one of the most exciting and unusual times of her life. Describe a time when you experienced something very exciting and/or a change. What happened and how did you feel? 10. Use your imagination! What would you do if you had Matilda's powers?	**Mathematics** **WALT:** write number sentences to solve word problems **Warm up: Complete the ultimate times table challenge.** • You can say the number sentences & answers out loud OR write the answers. • You can do a column a day OR do the whole page each day. *Your goal is to improve your speed and accuracy by the end of the week.* **Multiplication and Division Word Problems Worksheet** Today you will be solving multiplication and division word problems (attached below). You are going to write number sentences to help you solve the problems . *When solving word problems, remember:* - read the question - identify the important information (highlight/circle this) - record a number sentence which will help you solve the Qu. - write the solution - **check** your answer (you could use inverse operations to check)	**H.S.I.E** **WALT:** use geographical questions to guide investigations In this lesson, you are going to learn to **acquire** (get), **process** (understand) and **communicate** (share) geographical information by answering inquiry questions. This is what geographers do in their research work. Please refer to last week's HSIE reflection and planning resource to continue your investigation on China and its relationship with Australia. **Acquiring Geographical Information:** Use web resources, any informative texts you have at home, an atlas or an encyclopaedia to answer the inquiry questions you created last week about Australia's relationship with China. **Processing Geographical Information:** You get to choose the format of your presentation. It could be a venn diagram, a T chart, a poster, digital presentation (eg. Google slides), information report, travel pamphlet etc. Create your presentation on the two countries by sharing some facts about them and answering your geographical inquiry questions. **Communicating Geographical Information:** Share your presentation with someone at home and explain what you learnt about Australia's relationship with China. You might like to telephone a friend or grandparent to share with them what you learnt.
Spelling: **WALT:** spell unfamiliar words Complete the Week 3 Crossword (worksheet attached below). Use the clues to help fill in the missing spelling words. If you can't print the crossword out, just record the answers to the clues like below. E.g. 3 Across: skiing	**Wellbeing/Mindfulness** **WALT:** practise strategies that improve mental health and wellbeing **Complete your wellbeing check in on Google Classroom.** **Story Time- Podcast** The Podcast talks about the importance of trying our best, trying again (or practising), and pivoting (changing direction /strategy). Start the Podcast at 2 minutes. Podcast - 'Try, Try, and Try again by Peace Out	**Physical Activity** **WALT:** keep fit and healthy Go outside if you can and get at least 30 minutes of physical activity. **Log this in your physical activity journal** (see below)

Thursday Overview		
Session 1	**Session 2**	**Session 3**
English **WALT**: summarise a text Listen to or read Chapters 14 and 15 of Matilda: **14 -** click here / **15 -** click here Today you are going to practise the important reading skill of **summarising.** Summarising is when you extract the most important information from a text and retell it in your own words. To summarise, you need to retell only the MOST IMPORTANT parts of the story, in order, and in your own words. You do not retell every detail, only the main ideas. When summarising, it is helpful to make sure you include **who, when, where, what, how, why.** Write your own summary of Chapter 14 and 15. *(Guide: this should be 2 – 4 paragraphs in length).* **Library Lesson (Optional)** **WALT:** make inferences about fictional texts **Read a book you have at home (or Matilda).** What was the turning point in the story? When did the main character realise they had a problem, or had a major decision to make? Describe the scene. Explain how this complication was resolved. ***Go to your library google classroom to share this learning with Mrs Ranaweera.***	**Mathematics** **WALT:** write number problems (riddles) using number sentences that require finding a missing number **Warm up: Complete the ultimate times table challenge.** • You can say the number sentences & answers out loud OR write the answers. • You can do a column a day OR do the whole page each day. *Your goal is to improve your speed and accuracy by the end of the week.* Write at least 5 number problems (riddles) and the number sentences that would be used to solve the riddle. Record your riddles and number sentences (and answers) in a table. Example: 	Riddle	Number Sentence	Solution
'I am thinking of a number that when I double it and add 5, the answer is 13.' What is the number?	(? x 2) + 5 = 13	4		**Creative Arts** **WALT**: represent Matilda through drawing Learn to draw Roald Dahl's Matilda Watch : The youtube video https://www.youtube.com/embed/fv9vAedEHD8 This video provides you with a guide as to how to draw Matilda in a similar style as the illustrator, Quentin Blake. Pause the video as needed to help you follow the instructions. Have fun drawing your own Matilda!
Digital Technologies **WALT:** improve the speed and accuracy of our typing Log on to typing.com and practise touch typing for 30 minutes. Work on your accuracy and speed. **Challenge:** After you've done, open up a new Word document or google doc, set a timer for one minute and begin typing the message (attached below). How many words can you type in one minute?	**Wellbeing** **WALT:** practise strategies that improve mental health and wellbeing **Complete your wellbeing check in on Google Classroom.** **Music Time** Listen to the song by clicking this link- 'Get Back Up Again' (Trolls) by Anna Kendrick. This song is all about resilience. **Mindful Reflection:** Resilience is the ability to bounce back. How do you bounce back when you are faced with difficult times? Tell your parent or sibling.	**Physical Activity** **WALT:** keep fit and healthy Go outside if you can and get at least 30 minutes of physical activity. **Log this in your physical activity journal** (see below)

Friday Overview

Session 1	Session 2	Session 3
English **WALT**: understand texts read The reason that we read is to **understand** and **gain meaning** from a text. Once we learn how to understand texts read, we can gain information from texts, read for enjoyment, escape to imaginary worlds and meet all sorts of interesting characters. Matilda is an imaginative text (fiction). Imaginative texts are very different to informative texts (non-fiction). Read the informative text '10 fascinating Facts about the Sydney Harbour Bridge' (attached below) and answer the comprehension questions to demonstrate your understanding. 10 Fascinating Facts About the **SYDNEY HARBOUR BRIDGE**	**Mathematics** **WALT:** develop our multiplication and division number skills and fluency **Warm up: Complete the ultimate times table challenge.** *Did your speed and accuracy improve this week?* *Complete the following activities to help develop your multiplication and division number skills and fluency:* 1. Complete any tasks on Mathletics that have been set 2. Click on the link and do some practice: Times Tables Practice 3. Try this division quiz: Divison Quiz 4. Feel like a challenge? Try: The Numbers Game **Keep practising your times tables!** Challenge: can you learn your 13 and 14 times tables?	**Physical Education (PE)** **WALT:** keep fit and healthy **FOCUS SKILL: Counterbalance** Today we are learning to practise counterbalancing. This is when you move into a position where your force is countering the other force that is trying to push or pull out of balance. Please attempt the following activities with a partner: Have fun! **1 – Linking arms** Link both arms with a partner. One partner squats down attempting to pull the other off balance. The other person stays in a standing position and pulls back, attempting to counterbalance. **2 – Ball push** Using a ball, hold closely onto it while attempting to push or pull the other person off balance with the ball. At the same time, you are trying to counterbalance against the other. **3 – Leg pushing** In a sitting position with your hands on the ground behind you, attempt to push each other off balance using your feet to push, and arms to counterbalance.
Digital Technologies **WALT:** plan an app design Today you're going to use your imagination to plan a design for a new app! See the activity instructions attached below.	**Wellbeing** **WALT:** practise strategies that improve mental health and wellbeing **Mindful Reflection:** How have you felt this whole week? Reflect on your posts to your teacher. • Have you been happy all week or have you had a few ups and downs? • Do you know why you felt that way? • What did you do to make yourself feel better? • Could you do this next time you felt the same again **Complete your wellbeing check in on Google Classroom.**	

Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday

Daily Mathematics Challenge Tasks

Monday	Tuesday	Wednesday	Thursday	Friday
Your challenge is to find four **different** digits that give four two-digit numbers which add to a total of 100. You must choose 4 different digits from 1 – 9 and put one in each box. E.g. 	5	2
1	9 | 52 + 19 + 51 + 29 = 151 Try a few examples of your own. Is there a quick way to solve this?	**Maths Riddles** What gets bigger the more you take away? How do you go from 98 to 720 using just one letter? Needed to jack, but also to carp. I can't be used in rust, but can in the grass. What am I? I am a number with a couple of friends, quarter a dozen, and you'll find me again. What am I?	Place each of the numbers 1 – 5 in the V shape below, so that the two arms of the V have the same total. How many different possibilities are there? Can you explain what you see? Can you convince someone that you have all the solutions? What happens if we use the numbers from 2 to 6? From 12 to 16? From 37 to 41?	This represents the multiplication of a 4 digit number by 3. The whole calculation uses the digits 0 – 9 once and once only. The 4 digit number contains 3 consecutive numbers, the 3rd digit is the sum of the first 2 digits. The first, third and fifth numbers in the answer are not in order. The second and fourth digits are consecutive numbers. Can you solve the problem?	**Maths Riddle** There are 500 coffins and 500 men who need them. The undertaker asks the first man to go to every coffin and open them. Then he tells the second man to go to every second one and close it. The third man goes to every third coffin and opens it and so on. How many coffins are open?

The Kindness Challenge!

It is important we continue to recognise, celebrate and spread kindness during these new and uncertain times.

The Kindness Challenge is intended to be completed on a daily basis, but we will share it with you on a _weekly_ basis instead, to give you more time to complete the challenge!

See if your whole family can complete the challenge!

Day 3

Agree on a space in the house that needs to be cleaned or organised. Devise a plan, set a date or start cleaning today! Some ideas include cleaning:

- under your bed
- the garage
- toys/games area
- kitchen cupboards

THE 20 DAY KINDNESS CHALLENGE
Home Edition
@giftedandtalentedteacher

Spelling List Weeks 3-4 Term 2

Week 3 Spelling Crossword

Spelling (fortnightly cycle)		Extension Words
LIST WORDS Unit 7 1. bauble 2. ceremony 3. merry 4. artificial 5. celebration 6. cranberry 7. exciting 8. shepherd 9. fireplace 10. television 11. pantomime 12. seasonal 13. chestnuts 14. invitation 15. ribbon 16. skiing 17. skating 18. snowboard 19. sledge 20. leisure 21. without 22. idea	**Revision Words** sauce presents occasion reunion ornaments enjoyment delight wrap sugar special **THEME WORDS** Gallipoli Melbourne inexperienced extraordinary ANZAC significance Papua New Guinea Kokoda inscription plaque	**Extension Words** exaggerated guidance hypocrisy ingenious nauseous parentheses restauranteur superseded ukulele unwieldy

Winter Activities
CROSSWORD
Unit 7

3. Use list words to solve the crossword.

One word is missing. Which one?

Across
3. A fun way of moving over snow.
4. A toboggan.
5. Can be used to tie.
6. A formal event.
7. Used to 'surf' on snow.
8. A small red berry.
9. Opposite of 'boring'.
10. Warm yourself at the .....
14. Opposite of 'natural'.
15. Looks after sheep.
16. Many people watch it.
17. A request to come to something.
18. Type of decoration.

Down
1. Humorous theatrical entertainment.
2. Thought.
3. Limited to specific times of the year.
6. Tasty when roasted.
8. A party.
11. Not having.
12. Lively and cheerful.
13. Time free from work.
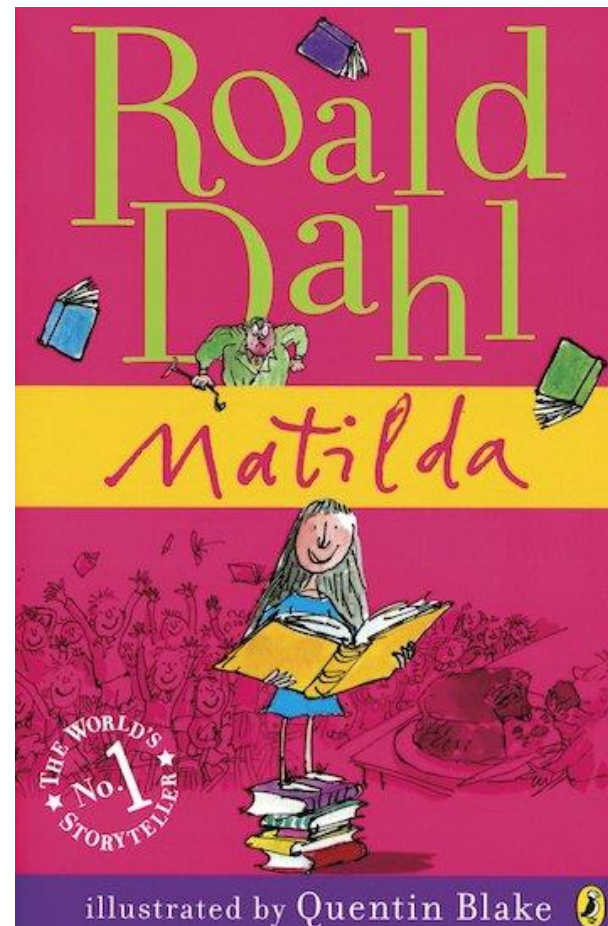
English Resources - Matilda

Click on the text of Matilda to be taken to be taken to the digital version of the story.
Or you can use the QR code to access the text (simply hover your camera over the QR code as if you were going to take a photo of it then the click on the link that appears)

Or you can follow this link - https://archive.org/details/matilda_201808/mode/2up

Thursday – Digital Technologies Challenge	**Friday – Digital Technologies**
See how much of this passage you can type up in 1 minute	*Plan an app design*

Jim and Anne will be in charge of the spring field day to be held in early June. They will ask their friends help to get set up. There will be games for the boys and girls. The children will want to hike, ride their bikes, and swim. This yearly event will be held in the new Peach Grove Park. Ruth has work to do on the plans for food for the day. Last year Ruth spent most of her time helping the two cooks with many snacks. Hot dogs, fries, soft drinks, ice cream, and candy apples were big sellers. Apple pie and ice cream sold well too. I hope Ruth serves the same food this year. George Long will hire the band and singer for the day. A great jazz band will play. George's mom leads the group. The jazz band is sure to be one of the big hits. George is to have them play from one to four and also in the evening. The fine songs they will play are sure to please all of us. Nice gifts will be given to all of the winners in each of the events. Local news coverage will include television and newspapers. Joyce Scott will take care of the pictures for the school paper and yearbook. Maybe the national news will do a short story on the tenth annual spring field day.	<u>**WALT:**</u> plan an app design

Task Overview:
- Your task is to design your very own app that can be used on iPads or iPhones.
- Have a good think about what your app might do and who would use it.

Time to Use Your Imagination!
Think very creatively about the type of app that you would like to make. You will need to consider the following:
- Title
- App icon
- Brief description of what your app will be about
- Cost
- Designers name

Have a look at the example below:
App: Angry Birds
Description: The survival of the angry birds is at stake and we need your help! Use your special skills to knock down the structures and free the birds. Only the brave will win.
Cost: $1.99
Designer's Name: Rovio Entertainment Ltd
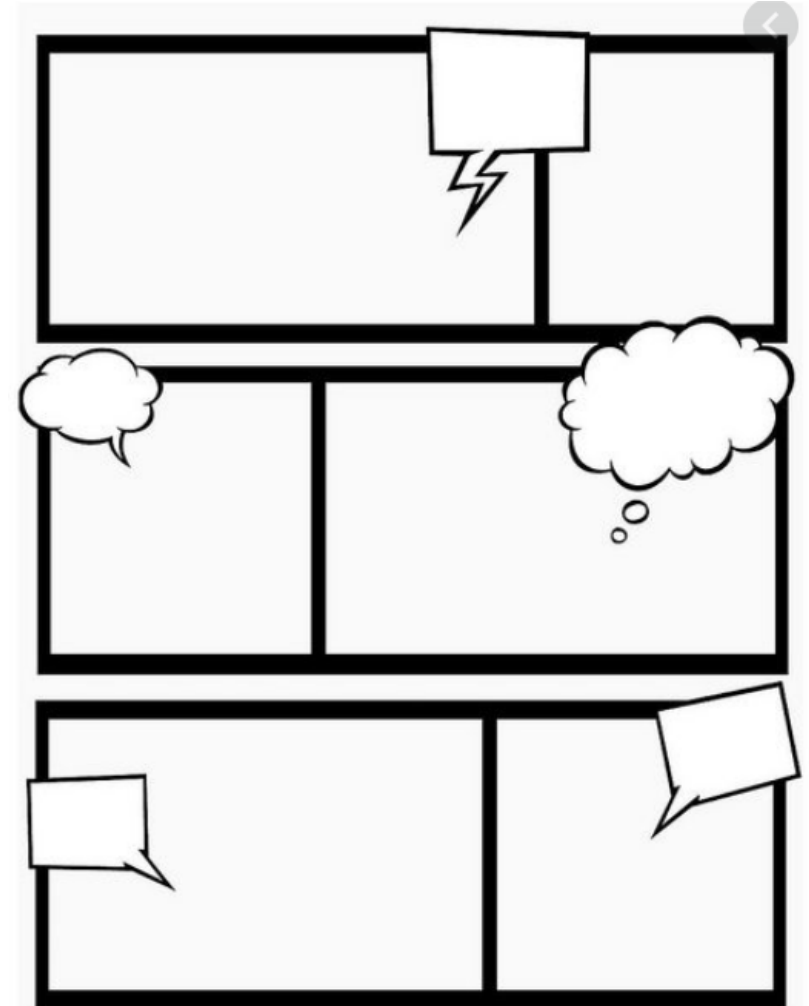**Icon:**

You could create your logo on paper by drawing or challenge yourself and create it using technology. |

Comic Strip Templates

Comic strip title: _____

Reading Comprehension Resources

10 Fascinating Facts About the
SYDNEY HARBOUR BRIDGE

1 The Sydney Harbour Bridge is located in Sydney, Australia. It connects Sydney's central business district to the north shore of Sydney Harbour.

2 The arch span of the Sydney Harbour Bridge is 503 metres. The top of the arch is 134 metres above sea level. The clearance for shipping is 49 metres.

3 When the Sydney Harbour Bridge opened, it cost six pence for a car to cross and three pence for a horse and rider. Today, the toll amount varies according to the time of day.

4 Over 3000 workers were employed to construct the Sydney Harbour Bridge. Due to the dangerous nature of the project, 16 men lost their lives.

5 A pair of concrete pylons (faced with granite) stands at each end of the Sydney Harbour Bridge. These pylons are 89 metres high.

6 The Sydney Harbour Bridge requires regular maintenance, including painting. Every coat requires 30 000 L of paint!

7 The Sydney Harbour Bridge contains more than six million hand-driven, Australian-made rivets (steel bolts that hold plates of metal together).

8 The Sydney Harbour Bridge contains eight lanes for vehicle traffic, two railway tracks, a bike path for cyclists and a footpath for pedestrians.

9 The area of the steelwork on the Sydney Harbour Bridge is some 485 000 m² – approximately the same area as sixty soccer fields!

10 Work commenced on the Sydney Harbour Bridge on 28 July 1923. The project took almost nine years to complete. The bridge opened on 19 March 1932.

10 Fascinating Facts About the Sydney Harbour Bridge

Literal Comprehension
1. Which two areas of Sydney does the Sydney Harbour Bridge connect?
2. How long did the Sydney Harbour Bridge take to construct?
3. List the four ways in which people are able to cross the Sydney Harbour Bridge.

Inferential Comprehension
4. *Due to the dangerous nature of the project, 16 men lost their lives*. Why might the project have been dangerous?
5. What is the main purpose of this text (persuade, inform, entertain or describe)? Give reasons for your answer.

Evaluative Comprehension
6. Choose three of the ten facts about the Sydney Harbour Bridge that you find the most interesting. Explain why these facts interest you.

teachstarter

Ultimate Times Table Challenge
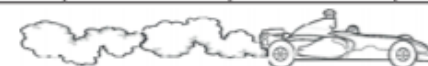
Name:

Number Correct:

Time Table:

Previous Score:

11 × 3 =	11 × 12 =	10 × 12 =	3 × 5 =	1 × 9 =	7 × 3 =
12 × 12 =	1 × 2 =	9 × 8 =	12 × 8 =	2 × 9 =	7 × 6 =
8 × 3 =	12 × 1 =	5 × 8 =	3 × 6 =	6 × 1 =	1 × 6 =
9 × 11 =	4 × 3 =	4 × 9 =	11 × 7 =	1 × 3 =	9 × 5 =
3 × 4 =	8 × 9 =	2 × 7 =	8 × 12 =	5 × 5 =	5 × 11 =
10 × 3 =	6 × 3 =	11 × 11 =	2 × 11 =	1 × 11 =	1 × 7 =
5 × 3 =	9 × 7 =	7 × 5 =	7 × 7 =	7 × 9 =	10 × 5 =
12 × 9 =	6 × 8 =	6 × 10 =	12 × 10 =	10 × 9 =	7 × 8 =
11 × 9 =	9 × 3 =	9 × 2 =	2 × 10 =	4 × 7 =	7 × 2 =
11 × 1 =	6 × 8 =	6 × 11 =	12 × 10 =	10 × 9 =	7 × 8 =
8 × 1 =	10 × 1 =	5 × 7 =	6 × 5 =	3 × 8 =	7 × 4 =
2 × 1 =	1 × 5 =	5 × 4 =	12 × 7 =	8 × 1 =	12 × 11 =
4 × 10 =	3 × 1 =	6 × 7 =	1 × 12 =	9 × 1 =	7 × 1 =
3 × 7 =	1 × 4 =	2 × 6 =	2 × 8 =	12 × 9 =	4 × 5 =
11 × 4 =	5 × 1 =	5 × 9 =	12 × 2 =	1 × 10 =	3 × 11 =
4 × 2 =	4 × 4 =	4 × 6 =	6 × 9 =	2 × 12 =	3 × 9 =
7 × 12 =	10 × 10 =	12 × 6 =	7 × 10 =	2 × 4 =	10 × 8 =
8 × 11 =	6 × 4 =	6 × 6 =	12 × 3 =	6 × 2 =	8 × 4 =
8 × 7 =	3 × 10 =	9 × 9 =	5 × 10 =	1 × 8 =	5 × 6 =
10 × 11 =	6 × 11 =	10 × 7 =	12 × 4 =	8 × 10 =	8 × 2 =
10 × 4 =	9 × 4 =	3 × 12 =	2 × 5 =	4 × 1 =	8 × 6 =
11 × 6 =	9 × 6 =	10 × 6 =	3 × 2 =	4 × 12 =	9 × 10 =
11 × 2 =	6 × 12 =	5 × 12 =	11 × 8 =	11 × 10 =	8 × 8 =
5 × 2 =	10 × 2 =	3 × 3 =	9 × 12 =	3 × 7 =	7 × 11 =

Ultimate Times Table Challenge **Answers**

11 × 3 = **33**	11 × 12 = **132**	10 × 12 = **120**	3 × 5 = **15**	1 × 9 = **9**	7 × 3 = **21**
12 × 12 = **144**	1 × 2 = **2**	9 × 8 = **72**	12 × 8 = **96**	2 × 9 = **18**	7 × 6 = **42**
8 × 3 = **24**	12 × 1 = **12**	5 × 8 = **40**	3 × 6 = **18**	6 × 1 = **6**	1 × 6 = **6**
9 × 11 = **99**	4 × 3 = **12**	4 × 9 = **36**	11 × 7 = **77**	1 × 3 = **3**	9 × 5 = **45**
3 × 4 = **12**	8 × 9 = **72**	2 × 7 = **14**	8 × 12 = **96**	5 × 5 = **25**	5 × 11 = **55**
10 × 3 = **30**	6 × 3 = **18**	11 × 11 = **121**	2 × 11 = **22**	1 × 11 = **11**	1 × 7 = **7**
5 × 3 = **15**	9 × 7 = **63**	7 × 5 = **35**	7 × 7 = **49**	7 × 9 = **63**	10 × 5 = **50**
12 × 9 = **108**	6 × 8 = **48**	6 × 10 = **60**	12 × 10 = **120**	10 × 9 = **90**	7 × 8 = **56**
11 × 9 = **99**	9 × 3 = **27**	9 × 2 = **18**	2 × 10 = **20**	4 × 7 = **28**	7 × 2 = **14**
11 × 1 = **11**	6 × 8 = **48**	6 × 11 = **66**	12 × 10 = **120**	10 × 9 = **90**	7 × 8 = **56**
8 × 1 = **8**	10 × 1 = **10**	5 × 7 = **35**	6 × 5 = **30**	3 × 8 = **24**	7 × 4 = **28**
2 × 1 = **2**	1 × 5 = **5**	5 × 4 = **20**	12 × 7 = **84**	8 × 1 = **8**	12 × 11 = **132**
4 × 10 = **40**	3 × 1 = **3**	6 × 7 = **42**	1 × 12 = **12**	9 × 1 = **9**	7 × 1 = **7**
3 × 7 = **21**	1 × 4 = **4**	2 × 6 = **12**	2 × 8 = **16**	12 × 9 = **108**	4 × 5 = **20**
11 × 4 = **44**	5 × 1 = **5**	5 × 9 = **45**	12 × 2 = **24**	1 × 10 = **10**	3 × 11 = **33**
4 × 2 = **8**	4 × 4 = **16**	4 × 6 = **24**	6 × 9 = **54**	2 × 12 = **24**	3 × 9 = **27**
7 × 12 = **84**	10 × 10 = **100**	12 × 6 = **72**	7 × 10 = **70**	2 × 4 = **8**	10 × 8 = **80**
8 × 11 = **88**	6 × 4 = **24**	6 × 6 = **36**	12 × 3 = **36**	6 × 2 = **12**	8 × 4 = **32**
8 × 7 = **56**	3 × 10 = **30**	9 × 9 = **81**	5 × 10 = **50**	1 × 8 = **8**	5 × 6 = **30**
10 × 11 = **110**	6 × 11 = **66**	10 × 7 = **70**	12 × 4 = **48**	8 × 10 = **80**	8 × 2 = **16**
10 × 4 = **40**	9 × 4 = **36**	3 × 12 = **36**	2 × 5 = **10**	4 × 1 = **4**	8 × 6 = **48**
11 × 6 = **66**	9 × 6 = **54**	10 × 6 = **60**	3 × 2 = **6**	4 × 12 = **48**	9 × 10 = **90**
11 × 2 = **22**	6 × 12 = **72**	5 × 12 = **60**	11 × 8 = **88**	11 × 10 = **110**	8 × 8 = **64**
5 × 2 = **10**	10 × 2 = **20**	3 × 3 = **9**	9 × 12 = **108**	3 × 7 = **21**	7 × 11 = **77**

Multiplication and Division
Word Problems

1. How many tables are needed to seat 237 people when the tables seat 11 people each?

2. Samuel has 241 marbles at a party. He puts 8 marbles into each gift bag. How many gift bags does he fill?

3. DVDs cost $5 each. How many can you buy with $156?

4. The teacher gives out 423 sweets. The children are given 16 each. How many children get 16 sweets?

5. In the garden there is space for 18 rows of 32 seed in a flower bed. How many seeds in a flower bed?

6. There are 25 rows of 18 stickers on a sheet. How many stickers are there on a sheet? How many on 10 sheets?

7. There are 35 rows of 14 dominoes. How many dominoes are there altogether?

8. There are 38 boxes of cereal on a shelf. How many boxes on 5 shelves?