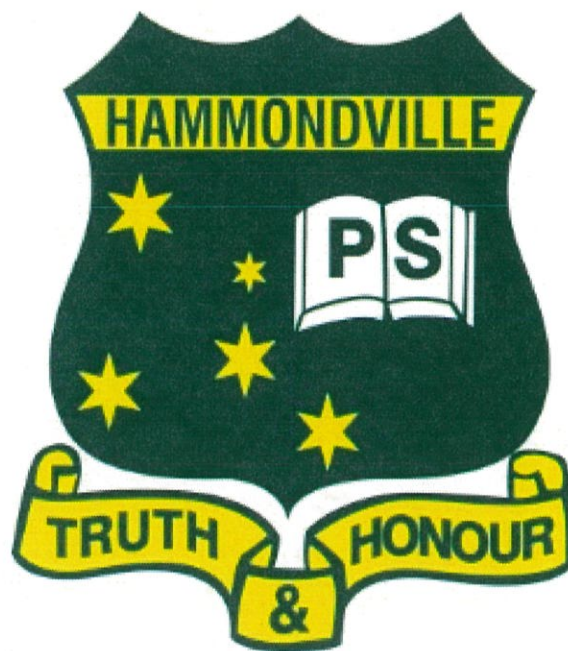


# Remote learning workbook

Stage 3 – Year 5 and 6

Term 3 Week 7



Name:

# Spelling

Monday  
Stage 3  
Term 3 Week 7

**Spelling Rule:** If a word ends in a consonant followed by a y, change the y to i before adding a suffix.

Examples:

- \* try + ed = tried
- \* sturdy + er = sturdier
- \* tasty + est = tastiest
- \* lazy + ly = lazily
- \* beauty + ful = beautiful
- \* pretty + ness = prettiness
- \* fury + ous = furious
- \* controversy + al = controversial

Write as many words as you can that follow this rule

**Spelling Rule:** If a word ends in a consonant followed by a y, change the y to i before adding a suffix.

## Monday

cry + ed =  
 vary + ed =  
 marry + ed =  
 photocopy + ed =  
 tidy + er =  
 happy + er =  
 qualify + er =  
 busy + est =  
 pretty + est =  
 healthy + est =

## Tuesday

lazy + ly =  
 angry + ly =  
 happy + ly =  
 funny + ly =  
 clumsy + ly =  
 plenty + ful =  
 mercy + ful =  
 fancy + ful =  
 pity + ful =  
 beauty + ful =

## Monday

lazy + ness =  
 angry + ness =  
 happy + ness =  
 funny + ness =  
 clumsy + ness =  
 tidy + ness =  
 nasty + ness =  
 crazy + ness =  
 ugly + ness =  
 moody + ness =

## Tuesday

fury + ous =  
 vary + ous =  
 glory + ous =  
 envy + ous =  
 harmony + ous =  
 deny + al =  
 remedy + al =  
 memory + al =  
 territory + al =  
 controversy + al =

# What is a Proper Noun?

Monday

Common nouns are the general names for people, places, objects or animals.

Proper nouns are different as they name specific places/landmarks or people/characters (e.g. Benji the dog). They should always start with a capital letter. Months of the year, days of the week, some events/festivals and brand/company names are also considered to be proper nouns.

Can you sort these cards into two sets of common nouns and proper nouns? The proper nouns have deliberately been spelt using lower-case letters to make the task trickier!

## Extra Challenges:

- Use some of the proper nouns in sentences - don't forget their capital letters.
- Turn all of the cards face down on your table and play matching pairs with a partner. Can you choose two common nouns or two proper nouns so that you can keep the cards?

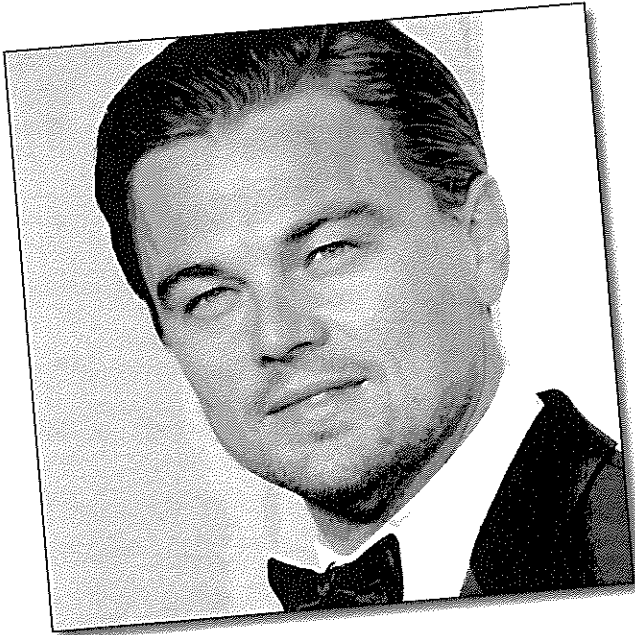


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roald dahl	dog	lego	egg
christmas	diwali	september	friday
winter	week	author	scooby doo
wayne rooney	footballer	holiday	adidas
teacher	cartoon	wallace and gromit	america
country	europe	planet	eiffel tower
bridge	pop star	desk	disney
buckingham palace	queen elizabeth II	king	library

## LEONARDO DICAPRIO



**A**s a boy, Leonardo DiCaprio lived in a poor area of Hollywood. Minor parts in TV and films took him out of poverty. Now he is one of the highest-paid actors. When he was three years old, he was on *Romper Room*. He was fired from the show for behaving badly.

At age 14, Leo followed his older stepbrother to TV commercials. This got him noticed. He was soon cast in a Matchbox car commercial.

In 1996, he played Romeo in a modern day version of William Shakespeare's romantic tragedy, *Romeo + Juliet*. Baz Luhrmann directed the movie. The movie

brought Leo attention. He was named one of *People* magazine's "50 Most Beautiful People". Leo didn't like the recognition. "You want to be remembered for your work rather than being sort of the hunk of the month. There's always a new pretty face," he said.

In 1997, Leonardo starred as Jack Dawson in the epic film *Titanic*. The fictional movie was about the doomed Titanic that sank in the icy waters of the Atlantic in 1912. It sank after hitting an iceberg. The film made a lot of money. Leo won a Golden Globe for his performance.

By the age of 26, he was an international success. He has talked with a president and a prince. The serious Leonardo has his playful side, too. He brought his pet lizard Blizz to the set of *Titanic*. This caused a stir among the other actors. He also unpacked his Sony Play Station. He challenged everyone to a game.

In 2013, Leo teamed up with Baz Luhrmann again in the film *The Great Gatsby*. The movie is based on F. Scott Fitzgerald's 1925 novel.

Of his career, Leo has said, "It's my passion. It's the passion for being a performer and getting into the character that makes me come alive."

Name \_\_\_\_\_

# LEONARDO DICAPRIO

Draw a line to match each word on the left with its definition on the right.

- |               |  |
|---------------|--|
| tragedy •     | • great enthusiasm                       |
| doomed •      | • a terrible fate                        |
| passion •     | • attention or favorable notice          |
| recognition • | • a terrible event; misfortune; disaster |

Answer each question using a complete sentence.

1. What did Leo do to cause a stir among other actors on the set of *Titanic*?

---

---

2. What makes Leo “come alive”?

---

---

3. Write the sentence that explains Leo’s opinion of being one of *People* magazine’s “50 Most Beautiful People”.

---

---

4. What director has Leonardo worked with more than once?

---

---

**Research:** Find *Titanic* in an encyclopedia. Write three facts (not mentioned in this story) about the Titanic, which sank in 1912.

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

**Times Tables**  
Mixed

Week 7  
Monday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
11 x 10 = _____	12 x 6 = _____	11 x 8 = _____
10 x 5 = _____	9 x 3 = _____	6 x 11 = _____
8 x 2 = _____	2 x 9 = _____	10 x 12 = _____
12 x 5 = _____	8 x 3 = _____	12 x 7 = _____
9 x 4 = _____	12 x 3 = _____	9 x 11 = _____
6 x 5 = _____	6 x 9 = _____	6 x 12 = _____
5 x 10 = _____	11 x 6 = _____	6 x 7 = _____
2 x 2 = _____	11 x 9 = _____	6 x 8 = _____
3 x 4 = _____	7 x 3 = _____	7 x 7 = _____
4 x 5 = _____	7 x 9 = _____	11 x 12 = _____
10 x 2 = _____	9 x 6 = _____	12 x 8 = _____
11 x 4 = _____	3 x 6 = _____	7 x 11 = _____
7 x 4 = _____	3 x 9 = _____	9 x 8 = _____
8 x 5 = _____	3 x 3 = _____	7 x 12 = _____
6 x 2 = _____	7 x 6 = _____	8 x 7 = _____
10 x 10 = _____	9 x 9 = _____	8 x 11 = _____
3 x 10 = _____	11 x 3 = _____	9 x 7 = _____
4 x 4 = _____	6 x 3 = _____	12 x 12 = _____
2 x 5 = _____	8 x 9 = _____	8 x 8 = _____
12 x 2 = _____	4 x 6 = _____	12 x 11 = _____
5 x 5 = _____	8 x 6 = _____	8 x 12 = _____
7 x 10 = _____	4 x 9 = _____	7 x 8 = _____
4 x 2 = _____	4 x 3 = _____	11 x 11 = _____
9 x 10 = _____	6 x 6 = _____	11 x 7 = _____
5 x 4 = _____	12 x 9 = _____	9 x 12 = _____

Score: \_\_\_\_\_ / 75

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

**Mental Computation**  
2-digit Addition

Week 7  
Monday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$60 + 57 = \underline{\hspace{2cm}}$

$50 + 14 = \underline{\hspace{2cm}}$

$48 + 67 = \underline{\hspace{2cm}}$

$97 + 86 = \underline{\hspace{2cm}}$

$61 + 20 = \underline{\hspace{2cm}}$

$39 + 35 = \underline{\hspace{2cm}}$

$20 + 79 = \underline{\hspace{2cm}}$

$42 + 87 = \underline{\hspace{2cm}}$

$30 + 64 = \underline{\hspace{2cm}}$

$19 + 25 = \underline{\hspace{2cm}}$

$46 + 16 = \underline{\hspace{2cm}}$

$95 + 73 = \underline{\hspace{2cm}}$

$41 + 47 = \underline{\hspace{2cm}}$

$71 + 22 = \underline{\hspace{2cm}}$

$86 + 87 = \underline{\hspace{2cm}}$

$70 + 57 = \underline{\hspace{2cm}}$

$98 + 49 = \underline{\hspace{2cm}}$

$73 + 45 = \underline{\hspace{2cm}}$

$95 + 24 = \underline{\hspace{2cm}}$

$81 + 17 = \underline{\hspace{2cm}}$

$78 + 71 = \underline{\hspace{2cm}}$

$22 + 24 = \underline{\hspace{2cm}}$

$75 + 89 = \underline{\hspace{2cm}}$

$61 + 47 = \underline{\hspace{2cm}}$

$13 + 70 = \underline{\hspace{2cm}}$

$26 + 59 = \underline{\hspace{2cm}}$

$70 + 34 = \underline{\hspace{2cm}}$

$92 + 39 = \underline{\hspace{2cm}}$

$81 + 51 = \underline{\hspace{2cm}}$

$57 + 46 = \underline{\hspace{2cm}}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30



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

**Division**  
2 and 3-digit

*Monday*  
Stage 3  
Term 3 Week 7

$98 \div 4$	$41 \div 3$	$67 \div 2$
$54 \div 5$	$84 \div 4$	Score: ____/5

$549 \div 4$	$643 \div 6$	$872 \div 2$
$982 \div 3$	$212 \div 5$	Score: ____/5

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

Division  
4-digit

Monday  
Stage 3  
Term 3 Week 7

$2335 \div 3$

$3052 \div 2$

$9931 \div 5$

$6023 \div 7$

$8873 \div 9$

Score: \_\_\_\_/5

$6646 \div 11$

$3745 \div 14$

$9570 \div 15$

$4387 \div 30$

$1654 \div 50$

Score: \_\_\_\_/5

### Historical features


There are many events which have happened in Australia's past which have influenced where settlements have started and developed.

7 Write the ones you think are most important on the timeline.

Gold Rush - 1850

### Culture

People who share the same beliefs, morals, values and way of life have the same culture. Sometimes this is related to their ethnicity (country which their family comes from). Often people feel more comfortable living amongst people with the same cultural heritage.

 You can find the cultural heritage for your area in the ABS (Australian Bureau of Statistics) QuickStats site.

This table gives information about the cultural heritage of people from Hurstville.

**People — cultural & language diversity**  
demographics & education | cultural & language diversity | employment

Ancestry, top responses	Hurstville	%	New South Wales	%	Australia	%
Chinese	16,403	49.4	514,594	5.2	1,213,903	3.9
English	2,205	6.6	2,302,481	23.3	7,852,224	25.0
Nepalese	2,195	6.6	36,248	0.4	62,806	0.2
Australian	1,703	5.1	2,261,062	22.9	7,298,243	23.3
Greek	971	2.9	132,829	1.3	397,431	1.3

The most common ancestries in Hurstville (State Suburbs) were Chinese 49.4%, English 6.6%, Nepalese 6.6%, Australian 5.1% and Greek 2.9%.

8 Write about the cultural heritage for your area or use the information about Hurstville. How do you think the cultural heritage of a place affects its features – buildings, housing types, shopping, leisure activities, schools.

Handwritten response area with horizontal lines.

**Spelling Rule:** If a word ends in a consonant followed by a y, change the y to i before adding a suffix.

Choose a word that follows the rule of the week and complete the following based on this word.

Word of the Week:

Part of speech:

Synonym:

Antonym:

Dictionary meaning:

Sentence:

Picture:

Tuesday

# The Glimmering Hand

story by Geoffrey McSkimming | illustrated by Gabriel Evans

## 1. Settling into the evening

MR ERASMUS, that gentle and deep-thinking fellow, liked to keep his house and his secret little estate as neat and tidy as he could. He often went through bouts of great cleaning activity: times when he would spend days on end tending to his gardens and his orchard and trimming his maze and keeping the banks of his pond all clear and orderly. Today was one of the days when he had spent all the time since he had woken cleaning the inside of his old and beloved house.

Outside, beyond Mr Erasmus's walled garden, the sun was spreading its last rays across the fields, in bold streaks of yellow and pink, as it sank between the hills. Very soon, night would begin to creep into the walled garden, coming quietly like a phantom paying a visit.

Mr Erasmus always liked this time of the day. There was something special about this hour when the world seemed to be settling, and the light changing, and the sounds of twilight emerging. The twilight always made him feel peaceful and happy.



Right now, as he stood at his kitchen sink up to his elbows in sudsy washing-up water, peering through the window at the growing dimness outside, he gave a big sigh of contentment. And then, as he sloshed the soapy water across his plates and mugs and cutlery, he found himself reciting out loud, in a quiet, gentle way, a verse that had popped into his head:

'I may not be an astronaut  
plodding on the Moon;  
I may not be a pianist  
composing a roaring tune;  
I may not be a scientist  
discovering astounding things,  
but I am me, content to be  
here—where my heart sings.'

Mr Erasmus smiled. He was right at home, in more ways than one.

His smile grew bigger as he looked forward to the arrival of his friend Sylphie Quicksilver, who was coming to visit him this evening for supper. He always enjoyed her company, and tonight he was looking forward to discussing with her the book he had recently lent her from his library: *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!*

'Oh, I bet she enjoyed those ghostly tales,' he muttered. 'There's nothing like a good scary story to get you all whiffled up.' He chuckled quietly. 'Sometimes, even though we love to be in our comfort zones, to be pushed out of those comfort zones for a little while does us the world of good. Yes, by my whiskers it does. I do believe that our imaginations get rejuvenated when we read startling things like a good ghost story. What's more—' He suddenly stopped his musings and frowned.

'Ooh, confound this dishwashing detergent! It's seeped right into my washing-up gloves and made my fur all sploshy!'

One thing Mr Erasmus did not like was getting his fur sploshy, especially all the way up to his elbows. He grimaced and quickly drained the sink. 'Yerk,' he shuddered. 'Well, at least I've got the kitchen tidy.' He took off his gloves, removed his apron and peered around the kitchen. 'Yes, most satisfactory.'

As he was turning to go into his library, a slow creaking noise came from somewhere upstairs. *Oh, this old house*, Mr Erasmus thought, paying the sound little attention. *It's always making strange noises as it settles for the night ...*

## 2. Haunted by stories

Unlike Mr Erasmus, on this particular evening Sylvie Quicksilver was not feeling at peace with her world.

She was hurrying across the fields towards her friend's walled garden as the moon was beginning to cast its strong beams across the land. Normally Sylphie would be flying to Mr Erasmus's, but tonight she was speeding along on her fast-as-mercury feet. The reason for her not flying was that the book she was returning, *101 Graveyard Ghosts and*

*Ghouls—Stories to Keep You Up at Night!*, was very thick and heavy, and would have weighed her down in the air and caused her flight to have been hiccup-like bumpy. And she never enjoyed such travels; she always got the collywobbles, and collywobbles for sprites were not a good thing.

As she sped along, Sylphie reflected that it wasn't just bumpy flights that gave her the collywobbles. No, ever since she had started reading *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* her tummy had been a little delicate. 'What was Mr Erasmus thinking, giving me scary stories like these?' she wondered aloud. 'If there's one thing that makes me go all squirly, it's a ghost story. Ooh, I'd rather be cobwebbed and pickled than read any more ghost stories!'

There was one story in *101 Graveyard Ghosts and Ghouls—Stories to Keep You*

*Up at Night!* that had really haunted Sylphie. It was called 'I'll Give You a Hand, Rodney'. It was about a ghostly hand that glimmered and clicked its fingers in wicked rhythms whenever it visited an unsuspecting man named Rodney who was always asleep in his bed. This story was so scary, so well written, that it had seemed real to Sylphie, and she had not slept for a few nights after having read it.

'Oh, that Mr Erasmus,' she mumbled. 'I'll be glad to return this book to him. I do hope he's got some delicious cakes for us tonight, to get my mind off ghosties and ghoulies and creeping hands that taunt with their clicking fingers.'

Across the moonlit fields she kept flitting and leaping, the heavy volume tucked under one arm and then, when the weight of the book grew too heavy, under her other arm.



The night was still and without any breeze and sometimes, as Sylphie passed by copses of trees, the moonbeams cast shadows through the leafless branches. Whenever Sylphie saw these shadows glimmering across the ground she shuddered, as they reminded her of spectral fingers, stretching out to click at her and snatch her up.

'Yergh yergh yergh,' she moaned, hurrying past the twiggy fingers.

Soon she could see the old stone walls that girdled Mr Erasmus's estate. She smiled and hurried even faster.

When she was close to the walls,

she leapt like a fountain-squirt over the stones and into the cottage garden. She sped along the pathways between the herb and flowerbeds and up to Mr Erasmus's house.

As she approached the kitchen windows, she spied something that made her skid to a halt.

She dropped *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* to the ground.

Her heart hammered against her ribcage.

Her legs trembled.

Her eyes went as wide as dinner plates.

'Aaaaarrgggghhhhhh!' she screamed, loud enough to wake the dead.

Sylphie remained frozen to the spot, her eyes transfixed on the sight on the windowsill.

The front door was flung open and out came Mr Erasmus, as fast as his slow legs could carry him. 'Sylphie!' he cried. 'Is that you who screamed? It was loud enough to wake the—'

'Mr ... Mr Erasmus,' stammered the sprite, her eyes still glued to the windowsill. 'L ... l ... look! The glimmering hand!'

'The what?' said Mr Erasmus, his fur standing on end. He turned to the windowsill and stared.

There, on the other side of the





windowpane, lay a hand: a pale green hand, glimmering in the moonlight streaming down.

'It's just like in the story,' Sylphie spluttered. 'The ghostly glimmering hand that comes and clicks! It's come for us!'

'Caboodalations!' gasped Mr Erasmus. He started jittering up and down, but only for a few moments. 'Well, whiffle me with a spurtle!'

Sylphie, wondering at the change in his voice, stole her gaze from the glimmering hand and looked at her friend. 'Huh?'

All at once, Mr Erasmus chortled. His cheeks puffed out with mirth, and he laughed until his belly wobbled beneath his waistcoat.

'What's so chortle-acious, then?' Sylphie asked.

When his laughter had subsided, Mr Erasmus pointed to the glimmering hand. 'Ah, my dear Sylphie, that's not the glimmering hand from the ghost story. No indeed.'

'Then ... then what is it?'

'It's my confounded dishwashing glove. It's old, and it let in all the soapy water and made my fur all sploshy. I pulled the gloves off and flung them down in disgust ... the other one must've fallen on the floor or somewhere.'

Sylphie stared at the rubber glove,



still glimmering and a bit moist in the moonlight. 'Your dishwashing glove?'

'The very thing,' Mr Erasmus stooped down and picked up *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* 'Goodness me, these stories have really taken hold of you, it seems.'

'Oh,' said Sylphie, trying to shrug off the fact that he was right, 'they're only stories, after all. They don't scare me, not one little—'

And the sudden hooting of a nearby barn owl sent the young sprite leaping into Mr Erasmus's arms, which startled Mr Erasmus greatly. ■

Tuesday

Text: Story – *The Glimmering Hand* - by Geoffrey McSkimming (August page 5-9)

Write answers in an exercise book – you should have one A4 workbook for your working from home tasks.

**Page 5&6 Discuss: Part 1 only / supper:** an evening snack, typically a light or informal one – could be a hot chocolate and cake or biscuit or piece of toast? / Mr. Erasmus is a wombat / **estate** – a house with lots of land around it. / being out of your **comfort zone**.



Nine Paragraphs p1 *Settling in for the evening* ..... p2 *Outside, beyond Mr Erasmus's* ..... p3 *Mr Erasmus always liked* ..... p4 *Right now as he stood (includes verse on page6)* p5 *Mr Erasmus smiled* ..... p6 *His smile grew bigger* ..... p7 *Oh, I bet she enjoyed* ..... p8 *One thing Mr Erasmus* ..... p9 *As he was turning to go* .....

1) Find the words in the text that mean (synonyms):

bursts (n p1) \_\_\_\_\_, organised (n p1) \_\_\_\_\_,

vivid / strong (adj p2) \_\_\_\_\_, ghost (n p2) \_\_\_\_\_,

gloom (n p4) \_\_\_\_\_, knives & forks (v p4) \_\_\_\_\_,

poem (n p4) \_\_\_\_\_, renewed / refreshed (v p7) \_\_\_\_\_,

emptied (v p8) \_\_\_\_\_.

2) Why was Sylphie Quicksilver visiting Mr Erasmus? *Sylphie Quicksilver was visiting Mr Erasmus to* .....

3) What simile is used to describe night in paragraph 2?

4) Practise reading the verse (top page 6 – italics 8 lines) with expression (there is rhyme and rhythm). Try to learn it and **recite** (not read) it to someone. Were you successful? \_\_\_\_\_

5) Write a **paragraph** about a time you went out of your comfort zone.

6) In paragraph 7 the author says, **He suddenly stopped his musings and frowned**. What word **is the best** meaning of **musings**? Highlight

a) fears b) thoughts c) anger d) washing

7) What is personified in paragraph 2? \_\_\_\_\_

8) What words personify this word? \_\_\_\_\_

9) What does Mr Erasmus say rejuvenates our imagination? *Mr Erasmus says* ..... *rejuvenates* .....



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

**Times Tables**  
Mixed

Week 7  
Tuesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
3 x 4 = _____	9 x 3 = _____	7 x 12 = _____
9 x 2 = _____	3 x 3 = _____	11 x 11 = _____
11 x 5 = _____	9 x 9 = _____	6 x 7 = _____
7 x 2 = _____	7 x 6 = _____	6 x 8 = _____
2 x 10 = _____	6 x 9 = _____	6 x 12 = _____
2 x 4 = _____	12 x 6 = _____	8 x 7 = _____
12 x 4 = _____	6 x 3 = _____	12 x 11 = _____
9 x 5 = _____	12 x 9 = _____	7 x 7 = _____
11 x 2 = _____	6 x 6 = _____	8 x 12 = _____
4 x 10 = _____	7 x 3 = _____	7 x 8 = _____
5 x 2 = _____	2 x 9 = _____	8 x 11 = _____
4 x 4 = _____	4 x 3 = _____	9 x 7 = _____
12 x 10 = _____	7 x 9 = _____	10 x 12 = _____
7 x 5 = _____	8 x 6 = _____	9 x 11 = _____
6 x 10 = _____	9 x 6 = _____	8 x 8 = _____
2 x 2 = _____	8 x 9 = _____	9 x 8 = _____
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5 x 5 = _____	11 x 3 = _____	6 x 11 = _____
8 x 10 = _____	4 x 9 = _____	9 x 12 = _____
8 x 4 = _____	11 x 6 = _____	11 x 8 = _____
4 x 5 = _____	4 x 6 = _____	11 x 7 = _____
10 x 10 = _____	12 x 3 = _____	12 x 12 = _____
3 x 2 = _____	11 x 9 = _____	12 x 8 = _____

Score: \_\_\_\_\_ / 75

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

**Mental Computation**  
2-digit Addition

Week 7  
Tuesday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$89 + 87 = \underline{\hspace{2cm}}$

$45 + 52 = \underline{\hspace{2cm}}$

$39 + 55 = \underline{\hspace{2cm}}$

$91 + 85 = \underline{\hspace{2cm}}$

$67 + 38 = \underline{\hspace{2cm}}$

$76 + 74 = \underline{\hspace{2cm}}$

$30 + 88 = \underline{\hspace{2cm}}$

$25 + 71 = \underline{\hspace{2cm}}$

$28 + 18 = \underline{\hspace{2cm}}$

$29 + 26 = \underline{\hspace{2cm}}$

$13 + 28 = \underline{\hspace{2cm}}$

$41 + 53 = \underline{\hspace{2cm}}$

$49 + 63 = \underline{\hspace{2cm}}$

$42 + 59 = \underline{\hspace{2cm}}$

$91 + 76 = \underline{\hspace{2cm}}$

$37 + 78 = \underline{\hspace{2cm}}$

$75 + 68 = \underline{\hspace{2cm}}$

$77 + 64 = \underline{\hspace{2cm}}$

$72 + 85 = \underline{\hspace{2cm}}$

$60 + 50 = \underline{\hspace{2cm}}$

$46 + 51 = \underline{\hspace{2cm}}$

$18 + 18 = \underline{\hspace{2cm}}$

$90 + 42 = \underline{\hspace{2cm}}$

$55 + 30 = \underline{\hspace{2cm}}$

$24 + 82 = \underline{\hspace{2cm}}$

$63 + 65 = \underline{\hspace{2cm}}$

$65 + 26 = \underline{\hspace{2cm}}$

$22 + 86 = \underline{\hspace{2cm}}$

$53 + 27 = \underline{\hspace{2cm}}$

$47 + 96 = \underline{\hspace{2cm}}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

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

**Discounts and  
Sale Prices**

Tuesday  
Stage 3  
Term 3 Week 7

**Learning goal:** I can calculate common percentages to work out discounts and sale prices of items.

	Original Price	Discount	Savings	New Price
	\$20	10%		
	\$36	10%		
	\$50	10%		
	\$60	10%		
	\$200	10%		
	\$290	10%		
	\$410	10%		
	\$680	10%		
	\$700	10%		
	\$1700	10%		

Score: \_\_\_\_/20

# Safe Cycling

When you ride a bicycle there are rules you must follow. Cyclists must know the rules of the road, which signals to use and what the different road signs mean.

A bicycle that is roadworthy is very important and a helmet is essential.



1. Colour true or false.

- (a) You should always ride your bike on the road.
- (b) Only wear a helmet when the weather is hot.
- (c) Always ride in single file.
- (d) Make sure your bike is well maintained.
- (e) Learn what road signs mean.
- (f) You do not need to follow the same road rules as car drivers.

true	false
true	false
true	false
true	false
true	false
true	false

2. (a) Draw a picture of your bike (or a friend's).



(b) Tick those things your bike (or your friend's) has that make cycling safer.

- |   |  |
|---|--|
| <input type="checkbox"/> Helmet         | <input type="checkbox"/> Bell                    |
| <input type="checkbox"/> Reflector      | <input type="checkbox"/> Security lock           |
| <input type="checkbox"/> Brakes         | <input type="checkbox"/> Light                   |
| <input type="checkbox"/> Inflated tyres | <input type="checkbox"/> Correct size handlebars |

3. (a) Have you, or a friend, ever had an accident? \_\_\_\_\_

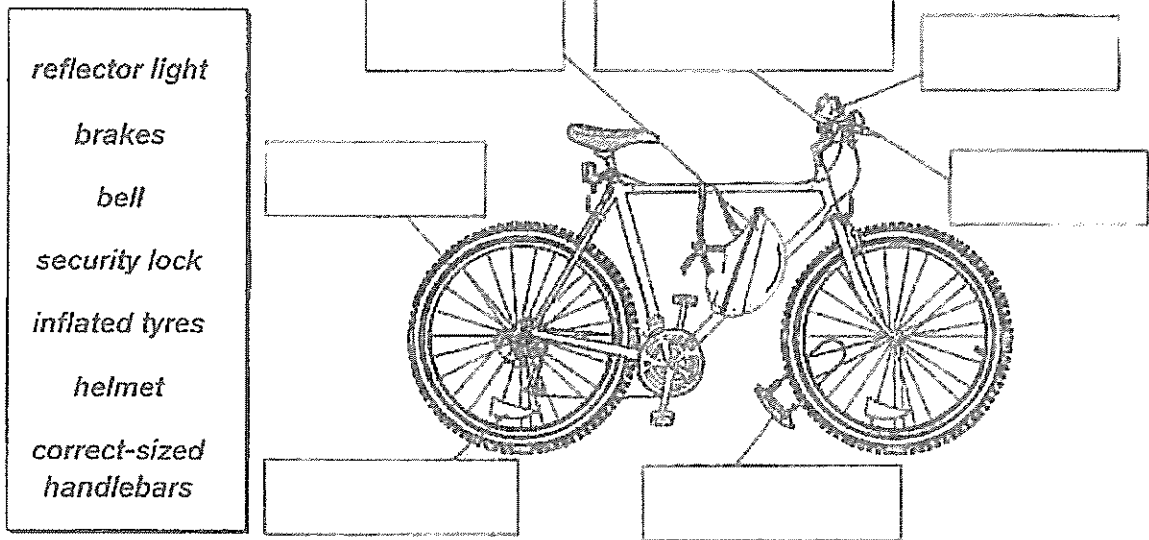
(b) If so, describe what happened. \_\_\_\_\_

\_\_\_\_\_

(c) How could the accident have been avoided? \_\_\_\_\_

\_\_\_\_\_

1 (a) On the diagram, label the following things that make cycling safer.



(b) Circle or highlight those things your bike has.

2 Colour true or false.

- (a) All riders must wear a helmet.  true  false
- (b) Cyclists have different road rules from car drivers.  true  false
- (c) It's all right to let someone sit on your handlebars while you ride.  true  false
- (d) Always ride in single file.  true  false
- (e) All cyclists need to know the correct road rules.  true  false
- (f) A bicycle should always be in good working order.  true  false

3 (a) Do you wear a helmet **every** time you get on your bike?  yes  no

(c) What is the main reason for wearing a helmet?

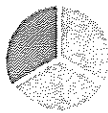
(b) How do you feel about wearing a helmet?

\_\_\_\_\_

\_\_\_\_\_





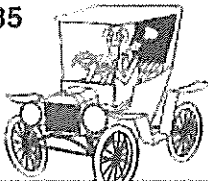
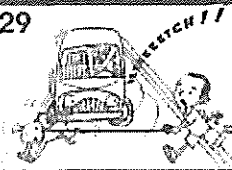

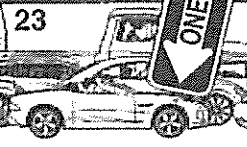
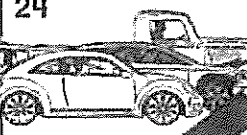



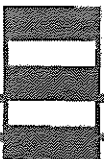
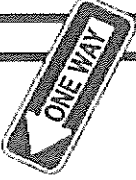



\_\_\_\_\_

4 On the back of this sheet, design a bike of the future. Think about improved safety features in your design.



# Traffic safety – 3

Being healthy, safe and active

<p>41</p> 	<p>42</p> <p>You remembered to walk your bike across the road.</p> <p><i>Go forward 1 space.</i></p>	<p>43</p>	<p>44</p> <p>The distracted driver crashed the car.</p> <p><i>Follow the street sign.</i></p>	<p>45</p> <p><b>Finish</b></p>
<p>40</p>	<p>39</p> <p>The driver gave way to emergency vehicles.</p> <p><i>Go forward 4 spaces.</i></p>	<p>38</p> <p>You played soccer at the park, not on the driveway.</p> <p><i>Go forward 3 spaces.</i></p>	<p>37</p>  <p>Wait for next turn!</p>	<p>36</p> 
<p>31</p> <p>Playing hide and seek around cars is dangerous.</p> <p><i>Go back 2 spaces.</i></p>	<p>32</p> <p>The driver gave way to traffic before turning.</p> <p><i>Follow the crosswalk.</i></p>	<p>33</p> 	<p>34</p> <p>You yelled in the car, distracting the driver.</p> <p><i>Go back 5 spaces.</i></p>	<p>35</p> 
<p>30</p> <p>You sat quietly and calmly in the back seat of the car for the whole trip.</p> <p><i>Go forward 5 spaces.</i></p>	<p>29</p> 	<p>28</p> <p>Your dog pulled you onto the road while walking.</p> <p><i>Follow the street sign.</i></p>	<p>27</p>	<p>26</p> <p>You rode on the cycle path all the way to school.</p> <p><i>Go forward 3 spaces.</i></p>
<p>21</p> <p>You send a text message while crossing the road.</p> <p><i>Go back 4 spaces.</i></p>	<p>22</p>  <p>Wait for next turn!</p>	<p>23</p> 	<p>24</p> 	<p>25</p> <p>You did not use hand signals to indicate turning.</p> <p><i>Go back 1 space.</i></p>
<p>20</p> 	<p>19</p> <p>You cycle in the opposite direction to traffic.</p> <p><i>Follow the street sign.</i></p>	<p>18</p> <p>You walked across the road at a crosswalk.</p> <p><i>Go forward 2 spaces.</i></p>	<p>17</p>	<p>16</p> <p>You stand away from the cars to wave goodbye to visitors.</p> <p><i>Follow the crosswalk.</i></p>
<p>11</p> <p>You put your seatbelt on before the car moved.</p> <p><i>Go forward 4 spaces.</i></p>	<p>12</p> 	<p>13</p> <p>Holding your hand out of the bus window is unsafe.</p> <p><i>Go back 3 spaces.</i></p>	<p>14</p> <p>The driver turned into oncoming traffic.</p> <p><i>Follow the street sign.</i></p>	<p>15</p>
<p>10</p> 	<p>9</p> 	<p>8</p> <p>You remembered to wear your bicycle helmet.</p> <p><i>Go forward 2 spaces.</i></p>	<p>7</p> 	<p>6</p> <p>Playing on the road is unsafe.</p> <p><i>Go back 1 space.</i></p>
<p>1</p> <p><b>Start</b></p>	<p>2</p> <p>You looked left and right before crossing the road.</p> <p><i>Follow the crosswalk.</i></p>	<p>3</p> 	<p>4</p>  <p>Wait for next turn!</p>	<p>5</p> 




## Economy

When people talk about the economy of a country they are referring to the management of money and resources. A healthy economy is one where there are lots of good paying jobs, businesses are making money and the economy of the country is growing. A weak economy is one where people are losing jobs, businesses are shutting down and the country's economy is not growing. The strength of an economy can go up or down but most countries try to keep their economy stable. The economy of a country will affect towns and cities and where people choose to live. The government uses a budget to help manage the economy.

**9** The economy will have an impact on the cost of a house. How do you think the cost of buying a house will affect where people choose to live?

**a** What I think.

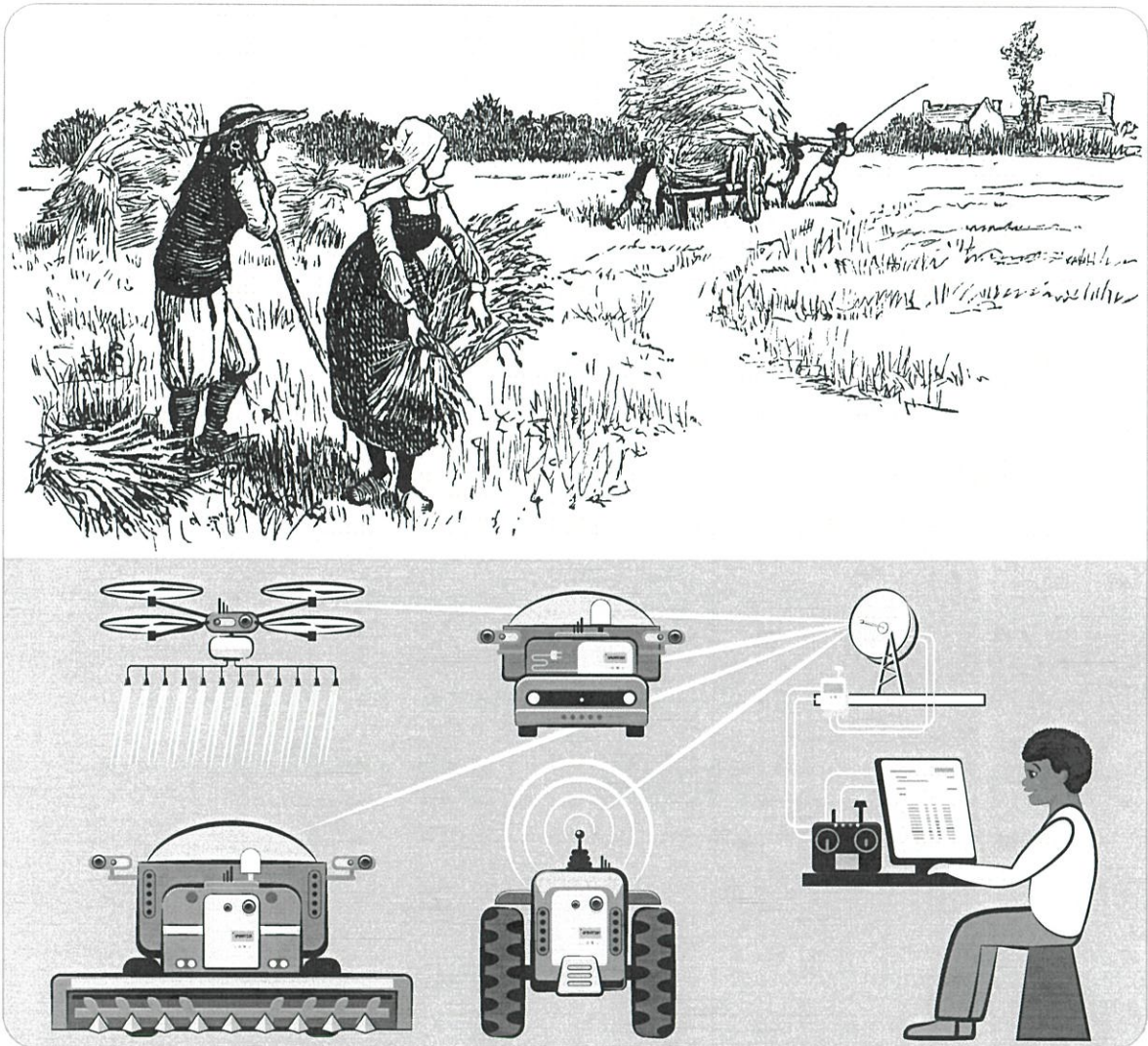
**b**  Watch the video about housing affordability.

**c** What I found out.

**d** What I think now.

## Technology

The amount of technology available in a country will affect its economy. High use of technology can make the cost of making things cheaper. Robots will work for a long time without being paid. Farmers can use sensors to check if their cattle have enough water in their trough. People have more choice of work places when they can use computers to work from home. People who live in remote areas can communicate cheaply using the internet. As the development of technology grows it will have more and more impact on where people choose to live.



10

**a** What do these images tell us about farming and technology?

---

**b** How will this affect where people choose to live?

---

**Spelling Rule:** If a word ends in a consonant followed by a y, change the y to i before adding a suffix.

**Contractions**

they shall =

do not =

should not =

who did =

she would =

why has =

who have =

what is =

that had =

who will =

**Homophones - knew or new**

The \_\_\_\_\_ toy grabbed the attention of the dog.

He only \_\_\_\_\_ him as a child so did not recognise him now twenty years later.

They were quite \_\_\_\_\_ to the organisation so did not know all of the procedures.

I \_\_\_\_\_ that the \_\_\_\_\_ car would be better but I couldn't afford it.

**Homophones - fair or fare**

That's a \_\_\_\_\_ and reasonable question to ask.

The tourist had the \_\_\_\_\_ to pay for the bus ride around the city.

The contestant played extremely \_\_\_\_\_ even though the opposition was not.

The girl with \_\_\_\_\_ hair did not have the \_\_\_\_\_ to travel to the \_\_\_\_\_.

**Detective's Clues**

Write three clues about a word that follows the rule of the week. Ask a friend to guess the word from your clues.

1.

2.

3.

word =



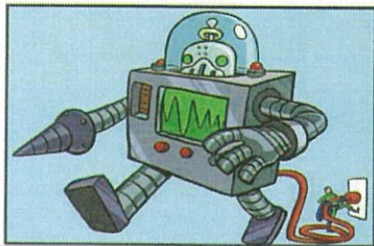
# Speech

**Speech can be written either as Direct Speech or Indirect Speech.**

Identify whether the speech below is either **Direct Speech** or **Indirect Speech**.

1. "I will defeat you!" yelled the man.
2. The man was told to leave the hall.
3. He shouted, "Help!"
4. Peter explained to Paul how to defuse the bomb.
5. The policeman gave the lost woman directions.
6. Mrs Millhouse claimed that the Christmas Fayre would be a success.
7. Mrs Prisk shouted at the boy to stop running in the hall.
8. Mark laughed at Elly, saying her dress was silly.
9. "Excuse me. Are you waiting in the queue?" Barry enquired.
10. Emma told Emily that she could not come to the party.
11. "It's no good. The doors are completely stuck," the fireman shouted to his colleagues.
12. Sally complained that her shoes were too tight.
13. "I really want to see the new Superman film. It looks amazing," Jordan said, his voice full of excitement.
14. "I'd like to have a steak and some chips please," the customer said to the waiter.
15. Chris mumbled that he felt sick.

Change these examples to either **Direct Speech** or **Indirect Speech**:



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**Direct Speech:** "Destroy all humans!" yelled the machine.



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**Direct Speech:** "That was for my lunch!" shouted the man.



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**Indirect Speech:** The monster screamed at the man.

Now come up with your own; one for **Direct Speech** and one for **Indirect Speech**.

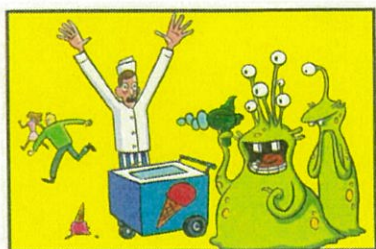


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# Don't Forget the Quotation Marks!

Read each sentence. Add the missing quotation marks.

1. Have you seen my red coat? asked George.
2. Time to go to the beach! Dad yelled. Be sure to grab the sunscreen and towels.
3. Peter wondered, How much longer until we have lunch?
4. My birthday party is tomorrow, Jill cheered.
5. Savannah whispered, I am going to go check out my book now.
6. This summer we went to the zoo, said Sam, and we went to visit Grandma.
7. It's hot outside, Ben whined.
8. A cheetah is the fastest animal, explained Maxi. It can run 75 miles per hour.
9. Jordan cried, I scratched my knee when I fell.
10. It's upstairs, remembered Ella, near the bookshelf.
11. Cooper sang, Today was the best day ever!
12. Payton asked, Can I borrow your pencil?



# Advertising Slogans

A slogan is a short, catchy and memorable phrase used in advertising. Slogans should be simple but also convey something important to customers about the product or service being advertised.

Can you match the brand or company to their slogan?

Just do it.	NAB
Zoom, Zoom.	Vegemite
I'm lovin' it.	Nike
Tastes like Australia.	Sukin
More than money.	Mazda
Skincare that doesn't cost the earth.	McDonald's

Choose two of the examples from above and fill in the tables below.

Brand/Company:	I think this slogan is effective because...
Slogan:	

Brand/Company:	I think this slogan is effective because...
Slogan:	

# Write Your Own Advertising Slogan

A slogan is a short, catchy and memorable phrase used in advertising. Slogans should be simple but also convey something important to customers about the product or service being advertised.

Create your own slogan for each of your favourite products or services below:

My favourite snack food is...

New slogan:

My favourite restaurant is..

New slogan:

My favourite clothing brand is...

New slogan:

My favourite holiday destination is...

New slogan:

My favourite drink is...

New slogan:

My favourite toy/item is...

New slogan:



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

**Times Tables**  
Mixed

Week 7  
Wednesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
5 × 5 = _____	9 × 6 = _____	11 × 11 = _____
9 × 10 = _____	12 × 3 = _____	6 × 7 = _____
12 × 2 = _____	8 × 9 = _____	12 × 7 = _____
9 × 4 = _____	8 × 6 = _____	10 × 12 = _____
4 × 4 = _____	11 × 6 = _____	11 × 8 = _____
5 × 10 = _____	7 × 9 = _____	9 × 11 = _____
10 × 5 = _____	3 × 3 = _____	6 × 12 = _____
2 × 2 = _____	4 × 9 = _____	7 × 7 = _____
6 × 5 = _____	9 × 9 = _____	6 × 11 = _____
7 × 4 = _____	12 × 6 = _____	9 × 8 = _____
3 × 4 = _____	6 × 3 = _____	11 × 12 = _____
11 × 4 = _____	12 × 9 = _____	11 × 7 = _____
6 × 2 = _____	7 × 6 = _____	8 × 11 = _____
7 × 10 = _____	3 × 6 = _____	9 × 12 = _____
2 × 5 = _____	2 × 9 = _____	8 × 8 = _____
12 × 5 = _____	8 × 3 = _____	6 × 8 = _____
8 × 2 = _____	4 × 3 = _____	7 × 12 = _____
10 × 10 = _____	6 × 9 = _____	12 × 11 = _____
4 × 2 = _____	4 × 6 = _____	7 × 11 = _____
3 × 10 = _____	7 × 3 = _____	12 × 12 = _____
5 × 4 = _____	11 × 9 = _____	7 × 8 = _____
11 × 10 = _____	11 × 3 = _____	9 × 7 = _____
10 × 2 = _____	9 × 3 = _____	12 × 8 = _____
4 × 5 = _____	3 × 9 = _____	8 × 12 = _____
8 × 5 = _____	6 × 6 = _____	8 × 7 = _____

Score: \_\_\_\_\_ / 75

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

**Mental Computation**  
2-digit Addition

Week 7  
Wednesday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$89 + 29 = \underline{\hspace{2cm}}$

$97 + 50 = \underline{\hspace{2cm}}$

$35 + 18 = \underline{\hspace{2cm}}$

$94 + 94 = \underline{\hspace{2cm}}$

$88 + 71 = \underline{\hspace{2cm}}$

$44 + 85 = \underline{\hspace{2cm}}$

$47 + 24 = \underline{\hspace{2cm}}$

$66 + 41 = \underline{\hspace{2cm}}$

$11 + 45 = \underline{\hspace{2cm}}$

$57 + 17 = \underline{\hspace{2cm}}$

$55 + 20 = \underline{\hspace{2cm}}$

$36 + 99 = \underline{\hspace{2cm}}$

$82 + 78 = \underline{\hspace{2cm}}$

$93 + 63 = \underline{\hspace{2cm}}$

$87 + 54 = \underline{\hspace{2cm}}$

$19 + 77 = \underline{\hspace{2cm}}$

$62 + 53 = \underline{\hspace{2cm}}$

$51 + 20 = \underline{\hspace{2cm}}$

$92 + 76 = \underline{\hspace{2cm}}$

$29 + 91 = \underline{\hspace{2cm}}$

$54 + 83 = \underline{\hspace{2cm}}$

$28 + 37 = \underline{\hspace{2cm}}$

$58 + 74 = \underline{\hspace{2cm}}$

$74 + 92 = \underline{\hspace{2cm}}$

$36 + 43 = \underline{\hspace{2cm}}$

$16 + 72 = \underline{\hspace{2cm}}$

$51 + 27 = \underline{\hspace{2cm}}$

$47 + 83 = \underline{\hspace{2cm}}$

$93 + 89 = \underline{\hspace{2cm}}$

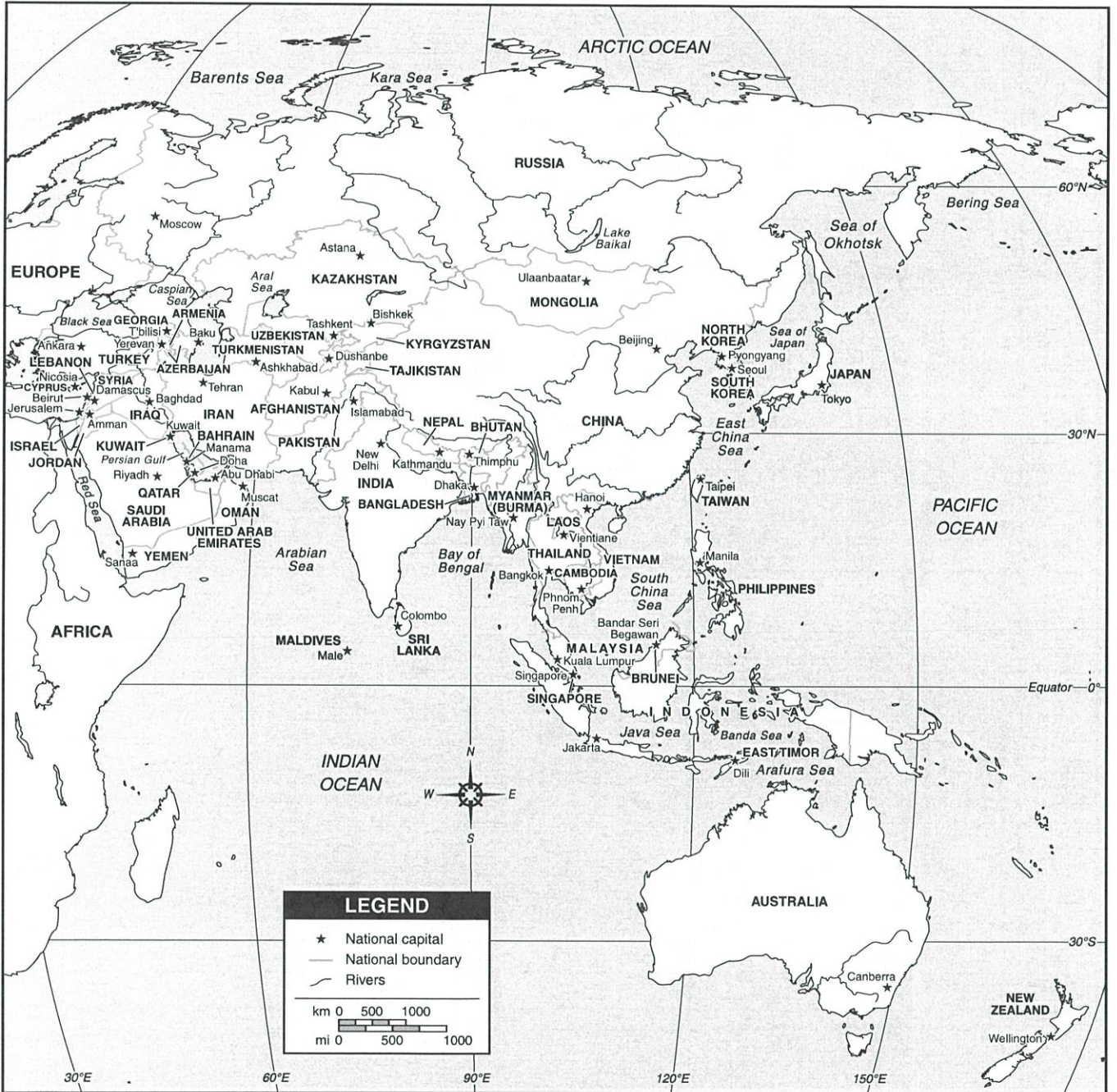
$13 + 34 = \underline{\hspace{2cm}}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

Name \_\_\_\_\_ Date \_\_\_\_\_

# Asia and the South Pacific: Political



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

**Map of Asia and the  
South Pacific**

*Wednesday*  
Stage 3  
Term 3 Week 7

Look at the map of Asia and the South Pacific to find the answers to these questions.

**Q1. Find a location on a map that is in a given direction from a town or landmark.**

Name a capital city that is north of Kuala Lumpur (Malaysia) \_\_\_\_\_

Name a capital city that is west of Islamabad (Pakistan) \_\_\_\_\_

Name a capital city that is east of Beijing (China) \_\_\_\_\_

Name a capital city that is south of Hanoi (Vietnam) \_\_\_\_\_

Name a capital city that is north-east of Colombo (Sri Lanka) \_\_\_\_\_

Name a capital city that is south-west of Seoul (South Korea) \_\_\_\_\_

Name a capital city that is north-west of Phnom Penh (Cambodia) \_\_\_\_\_

Name a capital city that is south-east of Jakarta (Indonesia) \_\_\_\_\_

**Q2. Describe the direction of one location relative to another.**

Start at Canberra (Australia). What direction is Tokyo (Japan) from Canberra? \_\_\_\_\_

Start at Canberra (Australia). What direction is Beirut (Lebanon) from Canberra? \_\_\_\_\_

Start at Tokyo (Japan). What direction is Kabul (Afghanistan) from Tokyo? \_\_\_\_\_

Start at Tokyo (Japan). What direction is Vientiane (Laos) from Tokyo? \_\_\_\_\_

Start at Manila (Philippines). What direction is Pyongyang (North Korea) from Manila? \_\_\_\_\_

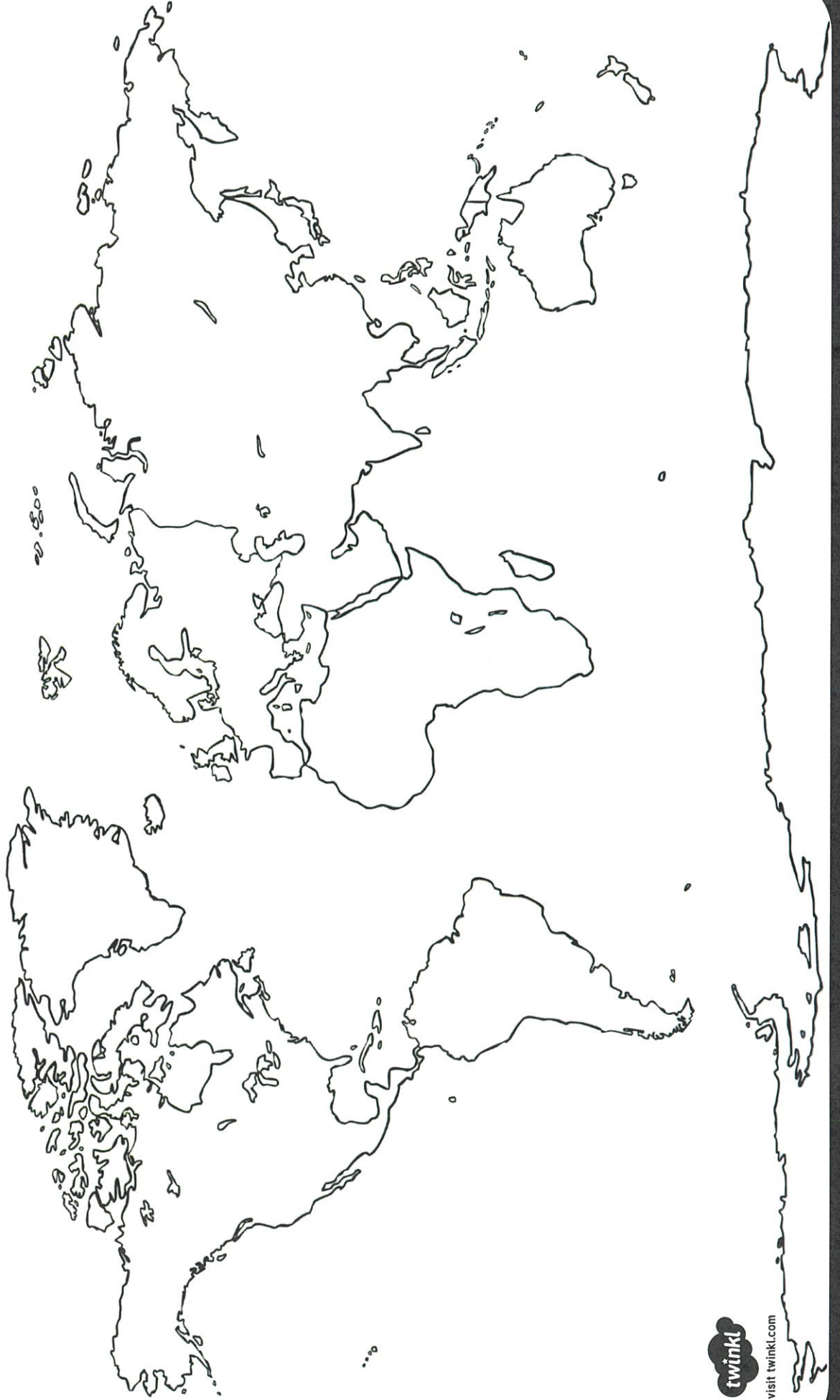
Start at Manila (Philippines). What direction is Wellington (NZ) from Manila? \_\_\_\_\_

Start at New Delhi (India). What direction is Moscow (Russia) from New Delhi? \_\_\_\_\_

Start at New Delhi (India). What direction is Singapore (Singapore) from New Delhi? \_\_\_\_\_

Score: \_\_\_\_/16

# World Map



Wednesday

**Spelling Rule:** If a word ends in a consonant followed by a y, change the y to i before adding a suffix.

### Sentences

Write a sentence for three words that follow the rule of the week.

word =

word =

word =

### Graffiti Wall

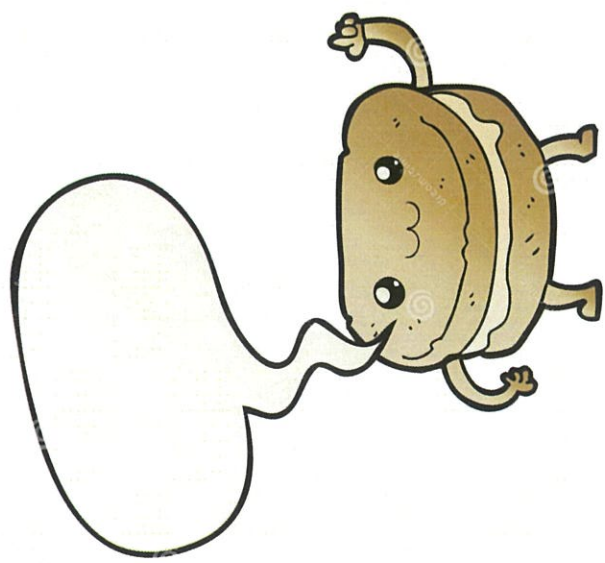
Write at least five of your spelling words on the graffiti wall, exploring different colours and styles.



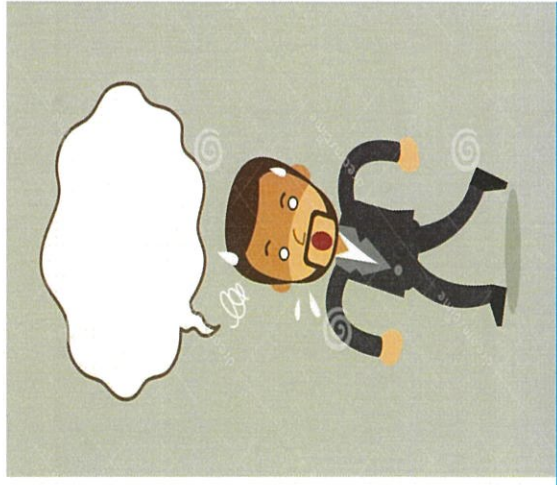
Thursday

Task:

Write what you think the character is saying as direct speech. Then, write the same message as indirect speech.



Write what the character is saying as indirect speech





# Advertising and the Consumer - Brands, Logos and Slogans

Which famous brands do you know? What does their logo or badge look like? Do they have a slogan? Record your answers below.

Brand Name	Brand Logo	Slogan	Why Do You Think People Want to Buy This Brand?

## ADAM SANDLER



**A**ctor, comedian, writer, film producer, and dad, Adam Sandler wears many hats. At the urging of his brother, 17-year-old Adam got his start by performing in comedy clubs. While attending New York University, Adam would perform around campus. He graduated from college in 1991.

It didn't take long for Adam's talents to get noticed by the popular sketch comedy show *Saturday Night Live* (SNL). His first year at SNL was in 1990. He began as a writer for the show. The next year, he became a featured actor on the show. He was at SNL for five years.

In addition to his acting career, Adam released several comedy albums.

★ *They're All Gonna Laugh at You* was his first album. It was released in 1993. It received a Grammy nomination. The album included comedic songs and sketches. It helped grow his fan base.

In 1995, Adam took his humor to the big screen. Adam's breakout role was in the movie *Billy Madison*. The movie was a hit! He was in many other hit movies like *Happy Gilmore*, *The Wedding Singer*, and *The Waterboy*.

Then in 1999, Adam formed a film production company. He named it Happy Madison Productions. The company takes its name from two of Adam's box office hits. The company has produced over 35 films.

Adam was also in a film called *Big Daddy* in 1999. He met his future wife Jacqueline Titone on the set. They were married in 2003. They have two daughters.

Adam is known in Hollywood for wanting to act with his friends. He did just that in *Grown Ups* and *Grown Ups 2*. He co-starred with friends, Chris Rock, Kevin James, David Spade, and Rob Schneider.

Even with his wacky sense of humor, Adam is very much a leading Hollywood star. He continues to stay busy writing, producing, acting, and mainly making audiences laugh.

Name \_\_\_\_\_

# ADAM SANDLER

## Answer each question.

1. Number these events in the order that they happened.

\_\_\_\_\_ Adam became a featured actor on *Saturday Night Live*.

\_\_\_\_\_ Adam released a comedy album.

\_\_\_\_\_ Adam graduated from New York University.

\_\_\_\_\_ Adam founded his production company.

2. In what movie was Adam's breakout role?

---

---

3. Fact or Opion? Adam's production company has has produced over 35 films.

---

4. What word in the first paragraph also means "to push, encourage, or force"?

---

5. Read the first sentence in the story. What do you think the phrase "wears many hats" means?

---

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6. Adam's production, Happy Madison, takes its name from two of box office hits. Which two movies do you think inspired the company name?

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**Research:** What didn't you learn about Adam Sandler in this story? Look up *Adam Sandler* in the Internet. What are three facts you did not know about Adam?

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

**Times Tables**  
Mixed

Week 7  
Thursday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
$3 \times 5 =$ _____	$2 \times 9 =$ _____	$7 \times 7 =$ _____
$9 \times 2 =$ _____	$9 \times 3 =$ _____	$12 \times 12 =$ _____
$2 \times 10 =$ _____	$8 \times 3 =$ _____	$12 \times 8 =$ _____
$2 \times 4 =$ _____	$6 \times 9 =$ _____	$6 \times 11 =$ _____
$3 \times 4 =$ _____	$7 \times 3 =$ _____	$9 \times 12 =$ _____
$10 \times 10 =$ _____	$3 \times 3 =$ _____	$6 \times 7 =$ _____
$12 \times 4 =$ _____	$8 \times 9 =$ _____	$8 \times 8 =$ _____
$11 \times 5 =$ _____	$3 \times 6 =$ _____	$7 \times 11 =$ _____
$4 \times 4 =$ _____	$8 \times 6 =$ _____	$9 \times 8 =$ _____
$12 \times 10 =$ _____	$7 \times 9 =$ _____	$11 \times 12 =$ _____
$2 \times 2 =$ _____	$4 \times 3 =$ _____	$11 \times 11 =$ _____
$4 \times 5 =$ _____	$9 \times 6 =$ _____	$11 \times 7 =$ _____
$9 \times 5 =$ _____	$3 \times 9 =$ _____	$7 \times 8 =$ _____
$7 \times 2 =$ _____	$4 \times 6 =$ _____	$6 \times 12 =$ _____
$11 \times 2 =$ _____	$9 \times 9 =$ _____	$11 \times 8 =$ _____
$4 \times 10 =$ _____	$11 \times 3 =$ _____	$12 \times 7 =$ _____
$6 \times 4 =$ _____	$6 \times 3 =$ _____	$7 \times 12 =$ _____
$3 \times 2 =$ _____	$11 \times 9 =$ _____	$9 \times 7 =$ _____
$5 \times 5 =$ _____	$6 \times 6 =$ _____	$8 \times 11 =$ _____
$8 \times 4 =$ _____	$11 \times 6 =$ _____	$12 \times 11 =$ _____
$6 \times 10 =$ _____	$4 \times 9 =$ _____	$8 \times 12 =$ _____
$5 \times 2 =$ _____	$12 \times 3 =$ _____	$6 \times 8 =$ _____
$7 \times 5 =$ _____	$7 \times 6 =$ _____	$9 \times 11 =$ _____
$8 \times 10 =$ _____	$12 \times 6 =$ _____	$8 \times 7 =$ _____
$10 \times 4 =$ _____	$12 \times 9 =$ _____	$10 \times 12 =$ _____

Score: \_\_\_\_\_ / 75

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

**Mental Computation**  
2-digit Addition

Week 7  
Thursday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$38 + 72 = \underline{\quad\quad}$

$66 + 16 = \underline{\quad\quad}$

$57 + 52 = \underline{\quad\quad}$

$62 + 49 = \underline{\quad\quad}$

$31 + 77 = \underline{\quad\quad}$

$27 + 84 = \underline{\quad\quad}$

$48 + 76 = \underline{\quad\quad}$

$51 + 20 = \underline{\quad\quad}$

$69 + 49 = \underline{\quad\quad}$

$56 + 25 = \underline{\quad\quad}$

$71 + 23 = \underline{\quad\quad}$

$82 + 67 = \underline{\quad\quad}$

$42 + 58 = \underline{\quad\quad}$

$28 + 76 = \underline{\quad\quad}$

$41 + 63 = \underline{\quad\quad}$

$96 + 70 = \underline{\quad\quad}$

$20 + 34 = \underline{\quad\quad}$

$50 + 44 = \underline{\quad\quad}$

$59 + 48 = \underline{\quad\quad}$

$60 + 14 = \underline{\quad\quad}$

$43 + 41 = \underline{\quad\quad}$

$12 + 52 = \underline{\quad\quad}$

$35 + 33 = \underline{\quad\quad}$

$78 + 47 = \underline{\quad\quad}$

$50 + 94 = \underline{\quad\quad}$

$64 + 43 = \underline{\quad\quad}$

$58 + 53 = \underline{\quad\quad}$

$87 + 56 = \underline{\quad\quad}$

$22 + 16 = \underline{\quad\quad}$

$79 + 11 = \underline{\quad\quad}$

Time: \_\_\_\_\_

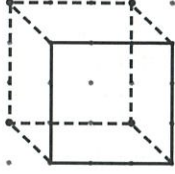
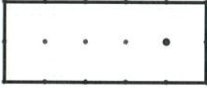
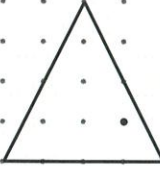
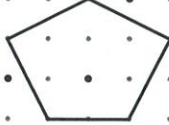
Score: \_\_\_\_\_ /30

# 3D shapes – drawing 3D shapes

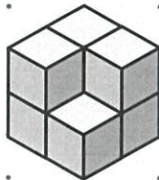

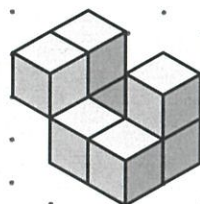
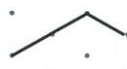
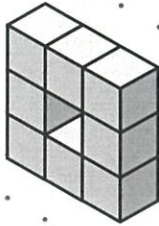

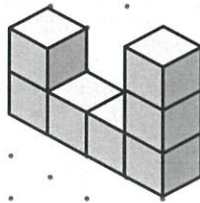
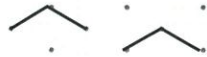
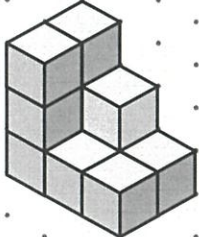

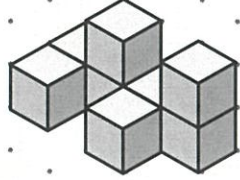

Thursday

We can use dot paper or hexagonal grids to guide us when we draw 3D shapes.

4 Use the dot paper to help you finish these shapes. We have helped you with the first one.

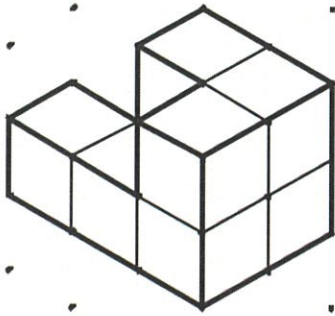
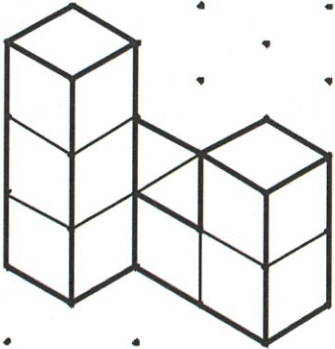
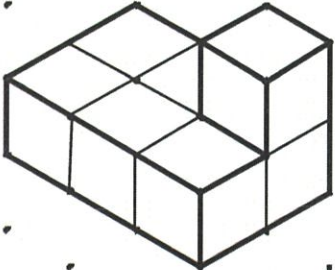
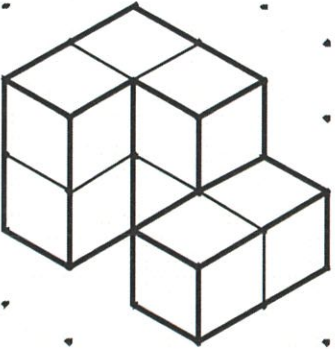
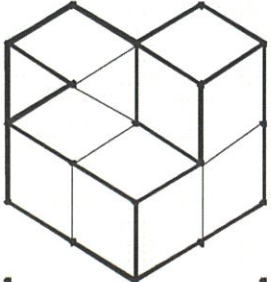
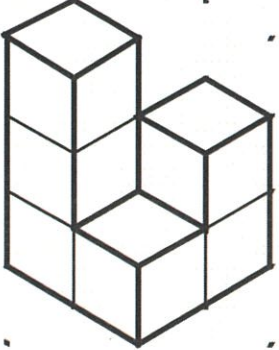
			
a <span style="border: 1px solid black; border-radius: 15px; padding: 2px 10px;">cube</span>	b <span style="border: 1px solid black; border-radius: 15px; padding: 2px 10px;">rectangular prism</span>	c <span style="border: 1px solid black; border-radius: 15px; padding: 2px 10px;">triangular prism</span>	d <span style="border: 1px solid black; border-radius: 15px; padding: 2px 10px;">pentagonal prism</span>

5 Copy these irregular 3D shapes:

a 		b 	
c 		d 	
e 		f 	

SS6 Card set C – Isometric drawings

Thursday

<p>Isometric card G</p> 	<p>Isometric card H</p> 
<p>Isometric card I</p> 	<p>Isometric card J</p> 
<p>Isometric card K</p> 	<p>Isometric card L</p> 

Isometric Grid

Thursday

