

Monday

1. $21 + 68 =$ ____
2. $66 - 4 =$ ____
3. $64 - 7 =$ ____
4. $10 \times 4 =$ ____
5. $72 \div 8 =$ ____
6. Write these numbers in descending order:
5588, 7420, 2836, 9523, 7639, 9397.

7. Complete this counting pattern:
14, 16, 18, 20, _____, _____, _____

8. In a group of 47 students, 12 would like to play tennis and the rest want to play rugby union. How many want to play rugby union?

9. What is the product of 6 and 9? _____

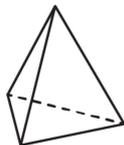
10. 5 cents + 50 cents + \$1.00 = _____

11. 20 cents + 50 cents + \$1.00 = _____

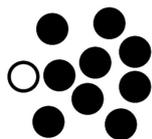
12. How many hours from 12 am to 3 pm?

13. If it was 7:13 in the night, would you write am or pm? _____

14. How many faces does a triangle-based pyramid have?



15. Which circle has the lowest chance of being selected? Black or white? _____



Tuesday

1. $60 + 91 =$ ____

2. $96 - 4 =$ ____

3. $60 - 5 =$ ____

4. $5 \times 3 =$ ____

5. $90 \div 10 =$ ____

6. What is the value of the number in the ones place in 28? _____

7. Complete this counting pattern:
3, 10, 17, 24, _____, _____, _____

8. In a group of 167 students, 88 would like to play baseball and the rest want to play AFL. How many want to play AFL? _____

9. What is the product of 2 and 6? _____

10. 20 cents + \$2.00 + \$1.00 = _____

11. \$2.00 + 50 cents + \$1.00 = _____

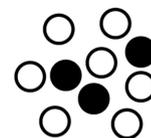
12. 120 minutes = _____ hours

13. How many hours from 6 am to 5 pm? _____

14. What is the name of this 3D object? _____



15. Which circle has the highest chance of being selected? Black or white? _____



Wednesday

- $16 - 4 = \underline{\quad}$
- $50 + 36 = \underline{\quad}$
- $18 + 40 = \underline{\quad}$
- $30 \div 10 = \underline{\quad}$
- $3 \times 10 = \underline{\quad}$
- Write these numbers in descending order:
7571, 8064, 2796, 2947, 1662, 7046.

- Complete this counting pattern:
69, 76, 83, 90, , ,
- What is the sum of 8, 6 and 1?
- Share 42 avocados between 7 children.
- $\$2.00 + 10 \text{ cents} + \$1.00 = \underline{\quad}$
- $10 \text{ cents} + 20 \text{ cents} + \$2.00 = \underline{\quad}$
- If it was 8:35 in the night, would you write am or pm?
- 144 hours = days
- What is the name of this 3D object?



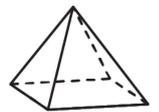
- Which star has the lowest chance of being selected? Black or white?



Thursday

- $66 - 7 = \underline{\quad}$
- $65 + 38 = \underline{\quad}$
- $31 - 2 = \underline{\quad}$
- $18 \div 3 = \underline{\quad}$
- $5 \times 3 = \underline{\quad}$
- Write these numbers in ascending order:
4981, 7124, 7508, 2616, 7414, 4576.

- Complete this counting pattern:
34, 41, 48, 55, , ,
- In a group of 109 students, 61 would like to play rugby league and the rest want to play baseball. How many want to play baseball?
- Share 36 pieces of watermelon between 6 children.
- $10 \text{ cents} + \$2.00 + 5 \text{ cents} = \underline{\quad}$
- $50 \text{ cents} + 10 \text{ cents} + 20 \text{ cents} = \underline{\quad}$
- How many hours from 6 am to 7 pm?
- 2 hours = minutes
- A square-based pyramid has corners.



- Which star has the highest chance of being selected? Black or white?



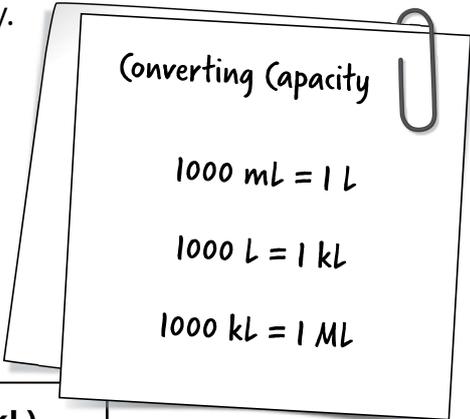
Name: _____

Date: _____

Converting Units of Capacity

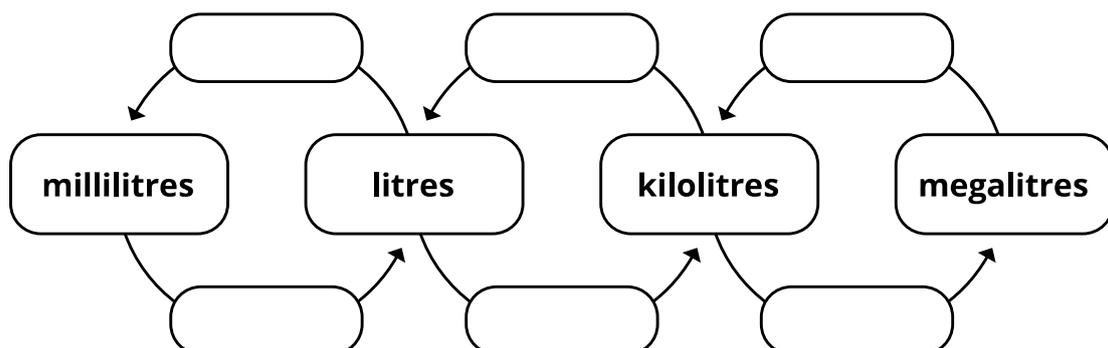
1. Complete the table below by converting the units of capacity.

Millilitres (mL)	Litres (L)	Kilolitres (kL)	Megalitres (ML)
1000 mL			
	2 L		
	3.5 L		
15 250 mL			
		1 kL	
	5000 L		
2 500 000 mL			
		13.2 kL	
			1 ML
	2 000 000 L		
			4.5 ML
		325 kL	
		14 000 kL	
			100 ML
			0.923 ML



2. What do you do to the number of litres to get the equivalent number of millilitres?

3. Fill in the blank bubbles with an operating symbol and a number to indicate the process for converting units of capacity.





Focus Words

rapid	divide	definite	disagree	inland
donate	collide	difficult	discomfort	include
attend	ascend	different	disappear	decode
address	tied	delicate	mislead	depart
decide	tired	discover	misheard	descend

1 **Segment** the Focus Words using the Segmenting Sheet.

2 **Say** the sounds for the Sound Boxes. **Highlight** the graphemes to make each Focus Word. **Write** the words.

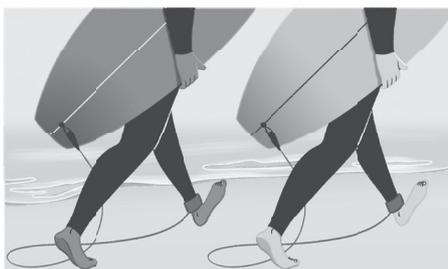
3 **Cross out** the word in each set that is not a synonym. **Write** a Focus Word that is a synonym.

quick, slow, swift	_____	find, lose, locate	_____
hard, simple, complex	_____	smash, crash, depart	_____
certain, sure, doubtful	_____	weary, exhausted, lively	_____
unlike, similar, dissimilar	_____	fragile, strong, breakable	_____

4 **Label** the pictures with Focus Words.

5 **Match** the words to the definitions. **Use** the words to finish the sentences.

- tired • attempted
- tried • sleepy or weak
- tid e • fastened together
- tie d • rise and fall of the sea



When we first arrived at the beach, the water was right at high _____. The waves were huge! It was lucky our surfboards were _____ to our legs with leg ropes or we may have lost them. We _____ riding every wave but many were too big and we often fell off. We even _____ some new tricks. Later, as the _____ went out, the waves got smaller. We went home feeling happy but very _____.

Prefixes dis, mis

6 Rewrite the words adding the prefix **dis** or **mis**.

lead	spell	_____	_____
match	cover	_____	_____
appear	agree	_____	_____
comfort	behave	_____	_____

The prefix **dis** means *not* or *opposite of*.
The prefix **mis** means *wrong*.

7 Rewrite the sentences replacing the underlined words with words beginning with **dis** or **mis**.

Their actions were not honest and not respectful.

I incorrectly heard the speaker so I incorrectly understood him.

Prefixes in, de

8 Write the words from the box to match the definitions.

inland include inflate invade decode descend depart deflate

The prefix **in** means *in* or *towards*.
The prefix **de** means *down* or *away*.

blow air into _____	let down; let air out _____
move away; leave _____	in the middle of a country _____
move down _____	move in as an enemy _____
break down a code _____	bring in; make part of _____

9 Match the synonym pairs.

intact	•	• part	deduct	•	• protect	insert	•	• put
inspect	•	• examine	defend	•	• demolish	income	•	• grow
ingredient	•	• complete	destroy	•	• subtract	increase	•	• earnings

Challenge

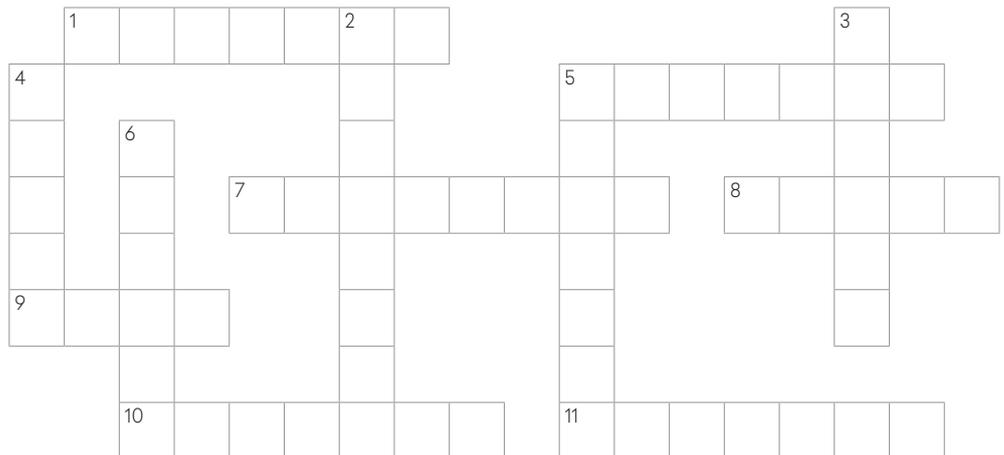
Write words containing  that match the Crossword clues.

Across

1. opposite of *include*
5. transport a letter or parcel
7. opposite of *increase*
8. swallow liquid
9. make pictures
10. ruin
11. opposite of *fail*

Down

2. find
3. make a decision
4. stay away from
5. talk
6. increase in size



Segment the Focus Words. Highlight the graphemes for  d dd.

rapid													
donate													
attend													
address													
decide													
divide													
collide													
ascend													
tied													
tired													
definite													
difficult													
different													
delicate													
discover													
disagree													
discomfort													
disappear													
mislead													
misheard													
inland													
include													
decode													
depart													
descend													

Identifying the main idea – 1

If you know what the main idea of a text is, you have a much better chance of understanding what it is about.

Read the exposition.

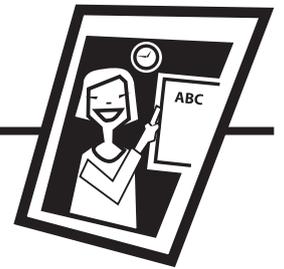
Learning a musical instrument

1. Learning to play a musical instrument is something that everyone should try; it doesn't matter what your age is. Whether you choose the bagpipes or the piano, there are many benefits from learning to play music.
2. Studies have shown that learning a musical instrument is good for our brains. It can develop concentration and memory skills and may even make us smarter! In children, it can improve reading and mathematics skills and in adults, it may aid healthy brain function. Interestingly enough, it has been found that parts of the brain concerned with movement and coordination are bigger in adults who play musical instruments than those who do not.
3. Anyone who has learnt to play a musical instrument will know that the key to success is practice. You have to be disciplined to do regular practice and you will also need to develop the patience and determination needed to overcome the many frustrations that come with learning to play an instrument well. These skills can be applied to other areas of your life.
4. Playing a musical instrument can also help you develop confidence. All those exams, recitals and playing for family and friends can really help you to learn how to deal with nerves. Your confidence levels certainly get a boost when you learn a new piece of music or technical skill with which you have been struggling.
5. Your social skills can also improve when you play a musical instrument. You can get a group of people together to play musical instruments—and maybe make some lifelong friends! You will also always have something interesting to talk about at social occasions—non-musicians are fascinated by someone who can play an instrument.
6. Finally, I think one of the most important benefits of playing a musical instrument is that it is fun! It is a great feeling to be able to play a favourite piece of music for yourself or others. Lots of musicians say that when they are playing their instrument, they are able to forget about problems in other areas of their life and just enjoy the music they are creating.
7. So what are you waiting for? Choose a musical instrument and start some lessons today! It will help you in so many areas of your life.



Identifying the main idea

Learning about the skill



Learn how to work out the main idea and why it is important.

- There are many ideas in text but one idea is the link that joins the other ideas together—this is the main idea.
- Read the text then ask yourself, ‘what is it mainly about?’ (The title is a useful clue to the main idea because a good title often tells the reader what the text is about.)
- Always check all the answers before choosing one.

1. *What do you think the author’s main aim in writing this text was?*

- (a) To give tips to people who already learn music.
- (b) To explain how much fun it is to learn a musical instrument.
- (c) To persuade people to take up the bagpipes.
- (d) To persuade people to learn a musical instrument.

Choosing the best answer

- (a) The text doesn’t give any tips on how to play a musical instrument. It only talks about the benefits of playing an instrument. So this is not a good answer.
- (b) The text does talk about how much fun it is to learn a musical instrument, but it is only one part of the text. This is not a good answer.
- (c) The text only mentions the bagpipes once, so this can not be the answer.
- (d) The text give lots of reasons why it is good to play a musical instrument. This must be the best answer.

2. *What is the main idea of Paragraph 2?*

- (a) Learning a musical instrument can improve mathematical skills.
- (b) There are lots of benefits to learning a musical instrument.
- (c) Learning a musical instrument is good for our brains.
- (d) People who play musical instruments have different brains from those who do not.

Choosing the best answer

- (a) Paragraph 2 mentions that learning a musical instrument can improve mathematical skills, but it is not the main idea of the paragraph. This is not a good answer.
- (b) This paragraph only talks about one main benefit of playing a musical instrument, so this can not be the best answer.
- (c) The first sentence of Paragraph 2 states that learning a musical instrument is good for our brains. The rest of the sentences in the paragraph then support this sentence. So this is a good answer, but you need to check all answers.
- (d) The text talks about how musicians’ brains are different from other people’s brains, but this is not the central idea of the paragraph. This can not be the best answer.

Accidental find

Paul and Rosa are on a quiet, early summer beach holiday with their parents. They are leaning against some rocks, dangling their feet in a pool and gazing out at the sparkling ocean.

Paul: *(standing up and walking away)* I'm so bored, Rosa. Let's find something to do before I go mad!

Rosa: *(jumping up)* Wait for me! Let's go exploring!

The two walk along the beach until they see some caves.

Rosa: *(excitedly)* Let's have a look in here and see how far these caves go.

Paul and Rosa enter a cave which opens into a large chamber.

Paul: Hey! There's another chamber after this one, and a passage. It's too dark though. I can't ...

Paul lets out a terrifying cry and Rosa hears him falling.

Rosa: Paul! Are you okay? Can you hear me? Paul! Paul! Answer me!

Paul: *(weakly)* Yeah. I'm fine but I can't see a thing. Go back to the house and bring the torches. Quickly!

Rosa rushes back and soon returns with the torches and their parents.

Dad: *(shining a torch)* Paul! Can you hear me?

Paul: Down here, Dad. Be careful!

Dad shines the torch and locates him, lying on the ground, having fallen down a hole about two metres deep. There is blood on his forehead.

Dad: *(climbing down to Paul)* Goodness me, son! What happened to you? Hey! What's this here? Bones! Huge bones! I'd say something pretty big died down here, quite some time ago! I wonder what they're from? We'll have to get someone out to investigate.

Paul: Who knows, Dad? Maybe some prehistoric mammal. That'd be so cool!

Dad helps Paul to his feet. He groans in pain but is able to clamber out of the hole where Mum and Rosa are waiting anxiously.

Mum: *(gently)* Here Paul, let me look at you. I'll clean up that cut. It doesn't look too bad.

Paul: Dad, tell them about the bones!

Dad explains and makes a call to the police and explains their discovery. Within the hour, the area is roped off and Paul is interviewed by a local reporter.

Later that day:

Dad: *(after answering his mobile)* It's the museum, Paul. It seems your idea of a prehistoric mammal wasn't far off the mark! They want you to interview you on television. Are you interested?

Paul: *(excitedly)* You bet, Dad! Wow! Now this holiday is starting to get interesting!



Use the narrative on page 7 to complete the page.

1. Title

(a) Do you think the title suggests the story?

yes no

(b) Explain your answer or write an alternative title.

2. Orientation

Answer these questions using the information provided.

Who?

When?

Where?

Why?

3. Complication and events

(a) Why do Paul and Rosa go exploring?

(b) Label the events from 1 to 4 as they occurred.

(i) Paul falls inside the caves.

(ii) Paul and Rosa see some caves.

(iii) Paul and Rosa walk along the beach.

(iv) Paul discovers another chamber in the cave.

4. Resolution

How is the problem of Paul's boredom resolved?



5. Conclusion

Write an extension to the conclusion.
