Monday

1. 74 + 18 = ____

2. 48 - 6 = ____

3. 13 + 81 = ____

4. 0 x 6 = ____

5. 40 ÷ 8 = _____

6. 1892 is an even number. True or false? _____

7. Complete this counting pattern:
80, 88, 96, 104, _____, _____, _____

8. What is the sum of 99 and 53? ____

9. Share 46 strawberries between 2 children.
_____

10. $2.00 + 5 cents + 10 cents = _____

11. 10 cents + 5 cents + $1.00 = _____

12. How many hours from 10 am to 5 pm?
_____

13. If it was 8:48 in the night, would you write am or pm? _____

14. A square-based pyramid has _____ corners.

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

Tuesday

1. 100 + 29 = ____

2. 60 - 1 = ____

3. 11 - 3 = ____

4. 10 x 4 = ____

5. 6 ÷ 6 = _____

6. 3065 is an odd number. True or false? _____

7. Complete this counting pattern:
13, 15, 17, 19, _____, _____, _____

8. If 54 buses are parked, 49 are red and the rest are maroon, how many are maroon? ____

9. What is the product of 5 and 6? ____

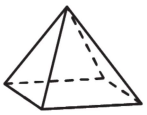
10. 5 cents + $1.00 + $2.00 = _____

11. 20 cents + 50 cents + 10 cents = _____

12. 300 minutes = _____ hours

13. How many weeks is 35 days? _____

14. A square-based pyramid has _____ corners.



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

Wednesday

1. 39 - 4 = ____

2. 84 + 54 = ____

3. 17 - 5 = ____

4. 35 ÷ 7 = _____

5. 10 x 9 = ____

6. Write these numbers in descending order:
6368, 2326, 80, 6073, 4024, 4661.
_____

7. Complete this counting pattern:
68, 73, 78, 83, _____, _____, _____

8. What is the difference between 81 and 3?
____

9. Divide 24 by 6. _____

10. $2.00 + 50 cents + 20 cents = _____

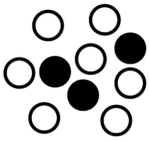
11. 10 cents + $1.00 + $2.00 = _____

12. How many days are in August? _____

13. If it was 6:46 in the morning, would you write am or pm? _____

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

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



Thursday

1. 51 + 7 = ____

2. 92 - 1 = ____

3. 78 + 74 = ____

4. 60 ÷ 5 = _____

5. 4 x 4 = ____

6. Write the numeral for six thousand, seven hundred and three: _____

7. Complete this counting pattern:
76, 86, 96, 106, _____, _____, _____

8. Karen has 19 buttons. Caden has 60 buttons. How many more buttons does Caden have?
____

9. What is the product of 7 and 2? ____

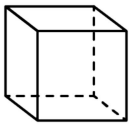
10. $1.00 + 10 cents + $2.00 = _____

11. 10 cents + $1.00 + 10 cents = _____

12. 6 hours = _____ minutes

13. How many weeks is 14 days? _____

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



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

Name _____ **Date** _____

Fractions on a Number Line (A)

1 Place the fractions and numbers on the number line.

a) $\frac{2}{4}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ 0

b) $\frac{2}{5}$ $\frac{1}{5}$ $\frac{3}{5}$ 0 $\frac{5}{5}$ $\frac{4}{5}$

c) 1 $\frac{2}{8}$ $\frac{1}{8}$ $\frac{3}{8}$ $\frac{6}{8}$ $\frac{4}{8}$

d) $\frac{2}{10}$ $\frac{6}{10}$ $\frac{1}{2}$ 1 $\frac{9}{10}$ $\frac{3}{10}$ 0

e) $\frac{3}{12}$ $\frac{1}{6}$ $\frac{1}{2}$ 0 $\frac{8}{12}$ $\frac{11}{12}$ $\frac{5}{12}$

UNIT 4

k c q ck x* ch kite car queen sock fox school

Focus Words

scream	increase	quality	echo	kilometre
quite	decrease	quantity	anchor	action
quiet	complete	equator	mechanic	reaction
picnic	liquid	maximum	character	connection
rocket	cycle	excellent	kilogram	vacation

* We can use **x** for the two sounds (k c q ck x ch) (s ss se ce x c) as in *fo**x***. Sometimes we use **x** for (k c q ck x ch) only as in *e**x**cite*.

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

2 **Underline** the graphemes for (k c q ck x ch). **Write** the number of times (k c q ck x ch) is used in each sentence.

The cranky chef kneaded the cookie dough while I quickly sprinkled chocolate chips over the ice-cream cake. ☐

I knocked my knee as I frantically scrambled to catch sight of the octopus in the centre of the rock pool. ☐

A quarter of the school choir lost their voice after their spectacular performance at the public concert last weekend. ☐

3 **Write ck**, **k** or **c** to finish the words.

lu____ pe____ ro____et lea____ cy____le atta____

for____ pea____ s____ream an____le ta____le pi____ni____

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

(i) (n nn kn) (k c q ck x ch) (r rr wr) (ee e ea y ey) (s ss se ce x c) _____

(p pp) (i) (k c q ck x ch) (n nn kn) (i) (k c q ck x ch) _____

(r rr wr) (o a) (k c q ck x ch) (er ar or a e i o u) (t tt) _____

(l ll) (i) (k c q ck x ch) (w wh u) (er ar or a e i o u) (d dd) _____

(k c q ck x ch) (w wh u) (o a) (l ll) (er ar or a e i o u) (t tt) (ee e ea y ey) _____

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

 _____  _____  _____

6 **Write** Focus Words that are synonyms.

shout _____ fluid _____ holiday _____

most _____ spacecraft _____ amount _____

finish _____ outstanding _____ pedal _____

7 **Write** *quite* and *quiet* to finish the sentences.

It is usually _____ in the library but today it was _____ noisy.

We were _____ surprised by how _____ it was in the factory.

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Grapheme ch

8 **Cross out** the words that do not contain **ch** for k c q ck x ch. **Use** the remaining words to finish the sentences.

school
search
anchor
machine
mechanic
echo
chapter
chorus
approach
choice
stomach
character

A _____ fixes motor vehicles.

If you speak in a cave, you often hear an _____.

A story needs an interesting main _____.

The _____ of a song repeats after each verse.

Using a small _____ stops a kayak from drifting.

In Australia, _____ days are around six hours long.

The _____ is an organ in the digestive system.

Prefixes kilo, milli

9 **Write** the words from the box to match the definitions. **Match** the measurements to the examples.

One thousand metres is one _____.

One thousand grams is one _____.

One thousand litres is one _____.

One thousandth of a metre is one _____.

One thousandth of a gram is one _____.

One thousandth of a litre is one _____.

kilolitre
kilogram
kilometre
millilitre
millimetre
milligram

The prefix **kilo** means *thousand*.
The prefix **milli** means *thousandth*.

4 km •	• water tank
1 kg •	• hike
3 kL •	• bag of apples
1 mm •	• water bottle
600 mL •	• pin tip
80 mg •	• feather

Suffix ion

★ Hint 3

10 **Rewrite** the words using the suffix **ion** to match the clues.

react create locate connect construct complete

The suffix **ion** means *action*, *state* or *result of*.

building _____ a link _____ conclusion _____

a place _____ response _____ a product _____

11 **Use** the words and suffixes to make new words.

act	ed ion or	_____	_____	_____
vacate	ed ing ion	_____	_____	_____

Challenge

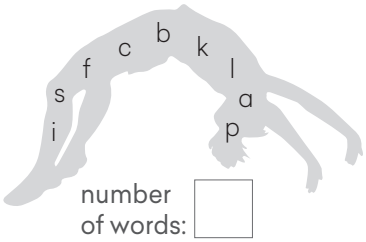
Make at least 10 k c q ck x ch words using the letters. Each letter can only be used once in a word.

_____

_____

_____

_____



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Segment the Focus Words. **Highlight** the graphemes for k c q ck x ch.

scream														
quite														
quiet														
picnic														
rocket														
increase														
decrease														
complete														
liquid														
cycle														
quality														
quantity														
equator														
maximum														
excellent														
echo														
anchor														
mechanic														
character														
kilogram														
kilometre														
action														
reaction														
connection														
vacation														

ISBN 978 1 74135 377 8

Understanding words – 1

Words are the building blocks we use to communicate with others. It is important that we understand what they mean and that we know some ways to work out their meanings in different sentences.

Read the recount.

The case of the Cottingley fairies

1. In July 1917, in the village of Cottingley, England, 10-year-old Frances Griffiths slipped and fell into a stream in her back garden, soaking her dress. When her mother scolded her for being careless, Frances said that she and her cousin, 16-year-old Elsie Wright, had become distracted while playing with fairies. Frances's mother sent her straight to her bedroom for giving such a ludicrous excuse. Frances was so upset that Elsie suggested they take a photograph of the fairies to prove her story. The girls soon persuaded Elsie's father, Arthur Wright, to lend them his camera and they disappeared off into the garden to take a photograph.

2. Later, Arthur developed the photograph in his darkroom and saw a picture of Frances with a group of tiny winged creatures dancing around her. Elsie claimed these were fairies, but her father took little notice. A few months later, the girls borrowed the camera again and this time took a photograph of Elsie with a dancing gnome-like creature. The girls both gave their word that the photographs were real, but Arthur was angry and refused to let them use the camera again.

3. A few years later, Elsie's mother brought the photographs to the attention of a photographic expert, Edward Gardner. He announced that they were genuine. He was certain they had not been tampered with in any way to create the fairy images. In August 1920, he took his own camera to Cottingley and asked the girls to take more photographs. They soon produced three more images containing fairies. Gardner showed these to a number of people, including the author of the Sherlock Holmes mysteries, Arthur Conan Doyle. Doyle, a firm believer in supernatural beings, was convinced the photographs were real. He wrote two magazine articles about his belief in the fairies and the photographs soon became famous. There were many sceptics, but also a wealth of believers. The photographs became the topic of numerous heated debates.

4. For more than 60 years, Frances and Elsie were interviewed about the photographs, but they gave evasive answers to any direct questions. However, in the early 1980s, they finally confessed to their hoax. The fairies were paper cut-outs which Elsie had traced from a children's book. The girls had then used hatpins to hold each cut-out in position. However, Frances insisted up until her death in 1983 that she really had played with fairies in her back garden and that one of the photographs was valid.

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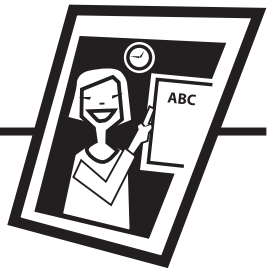
Understanding words



Learning about the skill

Learn how you can work out the meaning of words.

- **Find and underline the word in the text.**
- **Read the sentence containing the word—this will be very helpful.**
- **Think about the other words in the sentence to find out what clues they give you.**
- **If you are still not sure, read the sentences before and after that one and the whole paragraph if you need to.**
- **Always check all the possible answers before choosing one.**

1. *The word is* ***scolded****. (Paragraph 1)*

   Does it mean:

   (a) hugged?
   (b) rewarded?
   (c) cried with?
   (d) told off?

   Choosing the best answer

   (a) The text talks about Frances being careless enough to fall into a stream and soak her clothes. It doesn't seem likely Frances's mother would want to hug her because of this. This answer doesn't seem likely.
   (b) Frances's mother would not reward Frances if she was careless. This is not a good answer.
   (c) It is possible Frances's mother might cry if Frances had fallen into a stream, but the text doesn't say Frances was hurt or upset. It only says she soaked her dress. This answer is probably incorrect.
   (d) Frances's mother would probably tell off her child if she had been careless enough to soak her dress. This seems like the best answer.

2. *The word is* ***evasive****. (Paragraph 4)*

   Does it mean:

   (a) loud?
   (b) nice?
   (c) indirect?
   (d) honest?

   Choosing the best answer

   (a) It doesn't make sense that Frances and Elsie would raise their voices to answer a direct question about their photographs, so this is not a good answer.
   (b) Frances and Elsie might answer direct questions nicely, but this word seems too vague. So it is probably not the answer.
   (c) The text says that Frances and Elsie had faked the photographs. This would mean they would find it awkward to answer direct questions. It would therefore make sense for them to give indirect responses. This is a good answer, but check all answers.
   (d) Frances and Elsie would not want to answer direct questions about their photographs honestly, given that the text says they had faked them, so this can not be the best answer.

ISBN 978-1-925837-11-7

Cup final hero!

Richard Riggs and Brian Bowen arrived early at Paul Peckham's house. This was the day the trio had dreamt of all season. Their soccer team, Robe Rockets, were in the final of the Northern Districts Cup, to be held at the local soccer park. The boys had attended every training session, played in every match and, among them, had scored most of the goals. But even Richard and Brian had to agree, Paul Peckham was the star player.

Paul packed his lucky boots in his bag. He had worn them for every match this season and had scored 47 goals. He was hoping to reach the magic 50 with a hat-trick today. With Paul's dog Romelyn at their heels, the boys set off for the soccer park.

As they passed the end of the main street, a shout and a loud whizzing noise made them turn quickly. Before he realised what was happening, Paul was knocked to the ground and, as he fell, his bag was dragged from his arm. In a second, the assailant was gone.

'After him! Quickly! He's got my boots!' Paul cried in despair, as he staggered up.

The boys ran after him but were no match for a thief on a skateboard. Romelyn, however, was up for the chase.

Tearing down pathways, jumping over walls and squeezing through fences, the fit dog was enjoying a great workout. The boy on the board had not expected a pursuer with such dogged determination! He climbed a tree in an effort to escape, but Romelyn was on his scent and found him immediately.

The three boys followed the sound of familiar barking and waited at the base of the tree, while the boy sheepishly climbed down.

'Sorry', he mumbled. 'I was just having a laugh.'

'Well, we need someone to look after Romelyn while we play our match and I think he's decided that someone is you', declared Paul. 'Come on, or we'll be late!'

In the closing minutes of what had been a nail-biting match, the score was level at two all. Paul's lucky boots had kicked two goals. A foul from the opposing team gave Robe Rockets a penalty and a chance for the Cup, and for Paul Peckham, the chance of reaching the magic 50. The spectators hushed as he prepared to take his kick. Just as his foot made contact with the ball, Romelyn barked wildly. Time stood still. Would the ball find the back of the net?

The referee blew the whistle for the end of the match, the tournament and the season. The crowd went berserk. Paul Peckham was carried at shoulder height by his team.

'Robe Rockets are the champions', screamed the voice through the loud hailer. 'Three cheers for the champions and the lucky boots of Paul Peckham! Hip hip … !'

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Examining narrative 1

Use the narrative on page 3 to complete the page.

1. Title

Give reasons for both Paul Peckham and Romelyn being a 'Cup final hero'.

Paul Peckham	Romelyn

2. Orientation

(a) What are you told about the main characters?

_____

_____

_____

(b) When and where does the Cup final match take place?

_____

3. Complication and events

Briefly describe the problem and how it happened.

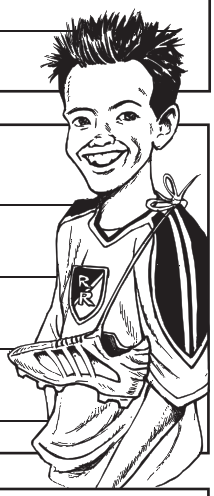
_____

_____

_____

_____

_____



4. Resolution

(a) Who solved the problem and how? _____

_____

(b) How did the assailant pay for his deed? _____

_____

5. Conclusion

(a) What are the three main points of the conclusion?

_____

_____

_____

(b) Write an addition to the conclusion about the boy on the skateboard.

_____

_____

ISBN 978-1-925660-38-8

Which liquid is the runniest?

1 What is happening in this photo? What property of liquids can you see in action? Turn and talk to a partner about it.

Vocabulary

liquid	viscosity	flow	variables

Materials needed

EXPERIMENT **QUESTION 6**

You will need:

- a smooth flat plate, tile or tray
- 4 teaspoons
- a stopwatch or timer

- Either a selection of condiments, sweeteners or bathroom products:

Condiments
BBQ sauce, mayonnaise, mustard, hoisin sauce

Sweeteners
honey, maple syrup, golden syrup, glucose syrup

Bathroom products
shampoo, conditioner, shower gel, liquid soap

2 Watch the video.

3 Think, Pair, Share your thoughts about these questions.

What did the man in the video do?

What did this show?

Some tomato sauces are runny, and some are not! Scientists use the word **viscosity** to describe how 'runny' a liquid is (how easily it **flows**).

Liquids that flow quickly have low viscosity.

Liquids that flow slowly have high viscosity.

4 Look at these liquids. Number them from 1–5 according to how viscous (runny) you think they are.

I have the lowest viscosity

water

honey

custard

medicine

juice

5 Watch the video.

6 Imagine you are in the Choice magazine's viscosity testing laboratory. It is the task of you and a partner to conduct an experiment to compare the viscosity of some other household liquids. You may choose from condiments, sweeteners or bathroom products (see the materials on page 2).

Use the scientific process below to plan and carry out your experiment.

Aim (What are you trying to find out?)

Method: Collect the equipment listed on page 2, plus 3 liquids you would like to test.

Procedure: Discuss with your partner what you will need to do.

Read the scientist's tips to help you

Write the steps you will take.

Draw a diagram of your experiment set up.

Fair Testing

A variable is anything that could affect the result of an experiment.
To make an experiment a fair test, we can only change one variable at a time.
The rest we must keep the same.

What variable are you changing? _____

What variables are you keeping the same? _____

_____

What variable are you measuring? (What are you recording in the results section?)

_____

_____

Hypothesis (Predict the results of your experiment, based on what you already know).

_____

_____

_____

Now do the experiment, recording your results as you go.

Results

Type of liquid	Time taken to flow to the end

Conclusion

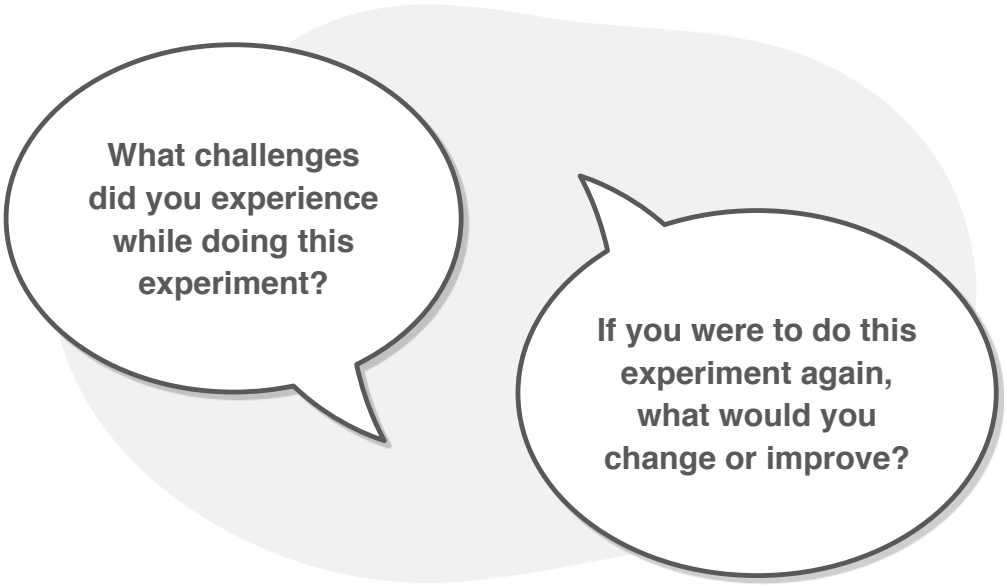
Answer your aim by stating what you have found out from doing this experiment.

Was your hypothesis correct (or partially correct)?

Can you predict the viscosity of a liquid based on how it looks?

Evaluation

Discuss these questions with a partner.



7 In October 2020 a new type of squeezable Vegemite was introduced.

a Would squeezy vegemite have a higher or lower viscosity than regular vegemite in a jar?

b What might have been added to or taken out of regular vegemite to make it squeezable?

c Some Vegemite fans have criticised the new squeezable version, preferring the jar version. Think of at least two reasons why this might be.

8 Visit the website to find out about the Pitch Drop experiment, the longest-running laboratory experiment.

Think about the plus and minus points of doing the experiment and represent your thinking on the PMI chart.

Plus	Minus	Interesting

Do you think pitch is a liquid or a solid? Give a reason for your answer.