

BDHS Year 4

Date: 6th May, 2020

Day: Wednesday

Morning Fitness

8 minute workout (see last week's pack)

Morning Greeting

Check your email for a message from me.

Literacy

Reading Activity 1: Today you will be reading a persuasive text and answering questions about the text. Make sure that you read and repeat the daily review. There are some extra questions underneath the daily review.

Brain Break: Choose a mindfulness card from your pack. Read and follow the instructions.

Reading Activity 2: Ask an adult to read chapters 5 and 6 of 'The BFG' to you, or listen to an audiobook. Make sure that you are following along with your copy. Discuss what is happening in the story. Read and discuss the vocabulary list. Complete the worksheet for chapters 5 and 6.

Crunch and Sip

Literacy continued

Spelling: Read and repeat the daily review worksheets. Follow the instructions regarding the word sort. Cut out the words and glue them onto the back of the instruction sheet. I included the answers to assist you when you're helping your child.

Writing: Follow the instructions for the writing activity. There are some parts that are a daily review to help you to learn concepts about persuasive writing. Make sure that you read these out loud many times. Write in your activity book.

Lunch or Snack Break

Post break activity

Silent reading – The BFG book or audiobook

Numeracy

Mental Maths: Complete the double/halve worksheet. Complete the 3 and 4 x tables worksheets. Correct your answers using your calculator. Don't change your answer. If you get it wrong, mark it as wrong and write the correct answer in red pen.

Maths Activity: Read and follow the instructions to complete the picture graphs worksheet. Either survey your family or make up a tally for p3.12. Be careful – there is a key in the top right hand corner. Each book picture is worth 2 votes, 1 vote would be $\frac{1}{2}$ a book picture.

Yay, I'm nearly finished break

Complete the 'Let's keep trying' worksheets. Parents, there is some information at the beginning of the activity for you to read. This may help you with any discussions that arise. Your child may need help reading two of the pages. You could read it together, you could take turns reading sentences or your child could read whilst you listen.

Week 2 – Wednesday

Daily Review (Read this out loud)

The main idea is the most important idea of a text. It tells what the other sentences are about.

The main idea of a paragraph is usually found in one sentence at the beginning of the paragraph which is called the topic sentence.

The topic sentence tells us the main idea of a paragraph.

Key details are sentences that explain the main idea.

Read 'Save our Water' and answer the questions on the worksheet.

Use the text to answer the following questions.

1. What is the topic sentence of the second paragraph?
2. What is one of the key details of the second paragraph?
3. What is the topic sentence of the conclusion?

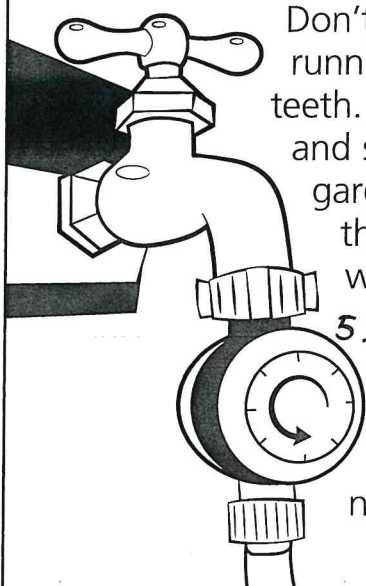
Save our water!

1. Water is the most valuable resource on Earth and it must be preserved. Worldwide water shortages will be a serious problem in the future unless we do something to reduce the amount of water we use now.
2. Water is an essential part of our daily lives. We use it to drink, cook, bathe, wash things like our clothes and dishes, water our plants and lawn, and grow crops. We also use it for leisure activities like swimming, boating, water skiing and fishing. We simply cannot do without it.
3. Only a small amount of all the water on Earth is usable fresh water. Most of the water available is salty or undrinkable. We have to make sure that the amount of water we can use is used wisely and not wasted.
4. We can help conserve the water we use in our daily lives. Take short showers or shallow baths. Don't use the dishwasher or washing machine without a full load.



every living thing is made in part from water. Non-living things such as cars, computers and paper also use water in the manufacturing process.

6. If harmful substances enter water supplies, people, plants and animals cannot use the water without the danger of becoming sick or even dying. We must make sure that the quality of the water available for use is protected. Pollution must be stopped.
7. Water is our most precious resource. Water conservation is our problem and we must deal with it now!



Don't leave taps running when cleaning teeth. Fit timers to taps and sprinklers in the garden. All these things help to save water.

5. Without water, life on our planet could not exist. Every living thing needs water and

Looking at an exposition



Exposition

Use the exposition on page 24 to complete the page.

1. Title

2. Overview

(a) What does the writer want people to do?

(b) Why does the writer want this?

3. Arguments

(a) How many arguments are there? _____

(b) Which one do you think is the best? _____

(c) Is it the first one? _____

(d) Why does the writer think the amount of water we can use must be used wisely and not wasted?

(e) List one way the writer thinks we can save water.

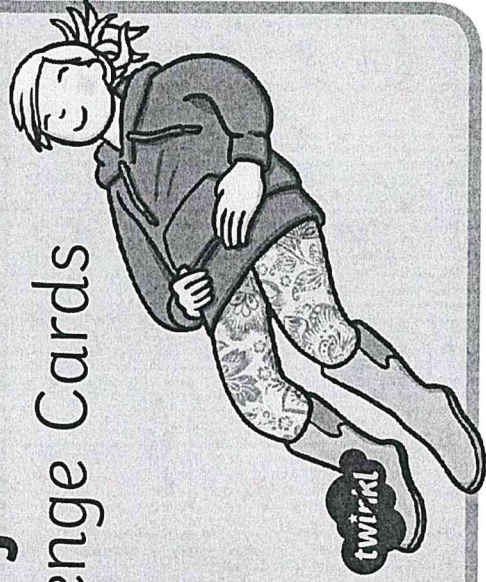
4. Conclusion

(a) The writer thinks water is our most _____ resource.

(b) What strong words does the writer finish the conclusion with?

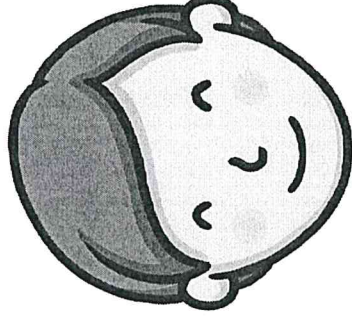
Understand how different types of texts vary in language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
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Mindfulness Challenge Cards



* Keep these for following weeks.

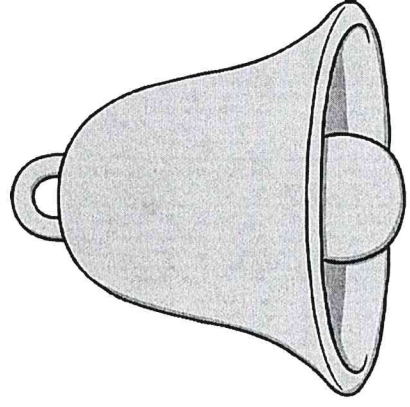
Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



twinkl.com

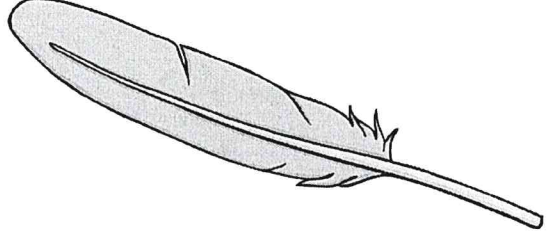
Ring a bell or make a lasting noise with another instrument or method.

Listen very carefully to the fading sound until you are sure you can no longer hear it.



Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.

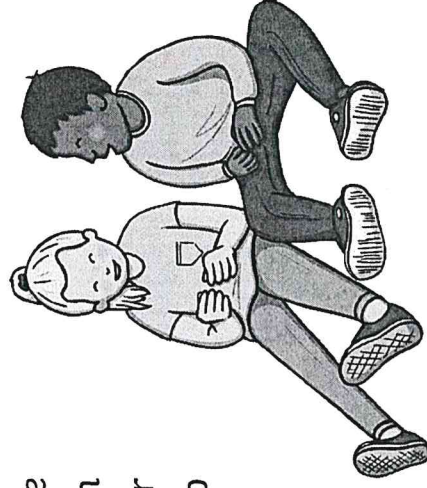


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Close your eyes and ask a partner to pass you an object that you can hold in your hands.

Touch and turn the object, describing each aspect in detail to your partner and then swap places.



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Lie on your back outside and close your eyes so you can use all of your senses except for sight.

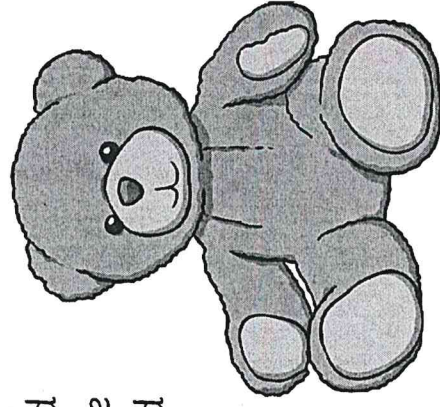
Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.



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Lie with your back on the floor and place a soft toy on your tummy.

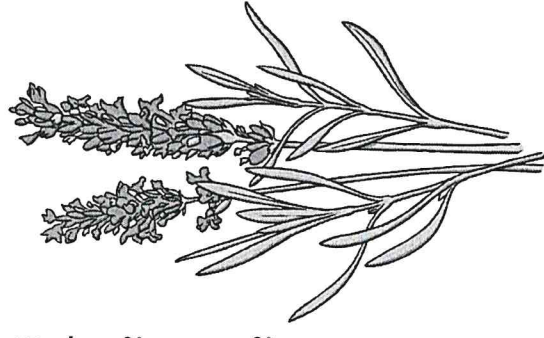
Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.



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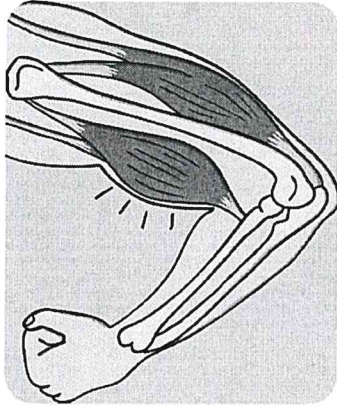
Find something with a strong and pleasant scent e.g. lavender or orange peel and place it close to your nose.

Try to concentrate just on the smell for a whole minute.



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Lie comfortably on your back on the floor. Move your attention around your body by tensing and clenching your muscles and then relaxing them. Hunch your shoulders, then let them go.

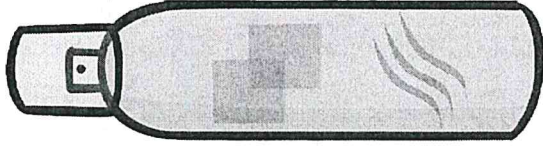


Make your hands into fists then tighten the muscles in your arms before relaxing them. Continue to move around your body repeating this process.

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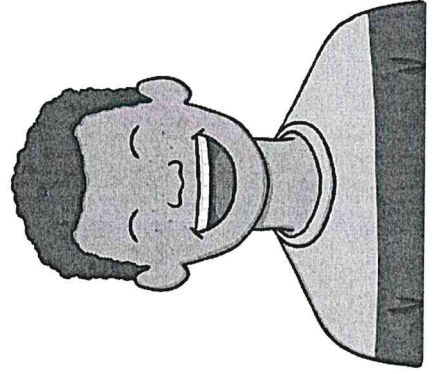
Sit in a room with your eyes closed.

Ask someone else to spray a perfume or deodorant at the other side of the room and, keeping your eyes closed, try to notice the exact moment when the smell reaches you.



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At the same time of every day, think of one thing to be thankful for.



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When you are eating, slow the process right down and try to activate all your senses. Look carefully at your food before you eat it.

What does it look like? Bring it closer so you can smell it. What does it smell like?

As you place it in your mouth, be aware of the texture of the food and how it feels.

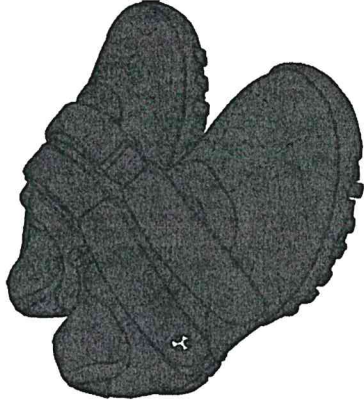
What does it taste like? Does the taste come in successive waves or all at once? Can you recognise the individual ingredients?

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Take a walk and concentrate on the act of walking.
What movements does each leg perform in each stride?

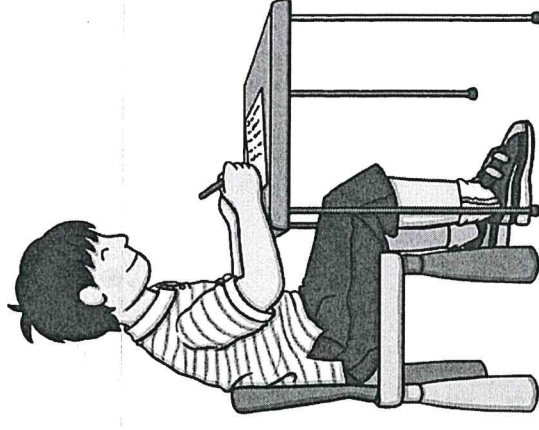
Which part of your foot hits the ground first?

What does the ground feel like underneath your shoe/foot?



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Try hot writing – choose a short period of time such as one minute and try to keep your pen or pencil moving for the entire time.

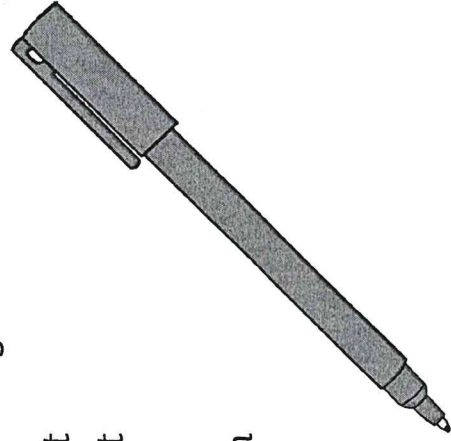


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Choose a subject to focus your thoughts or simply write about whatever arises in your mind.

If you can't think of what to write then write 'I can't think of what to write...'

Do whatever you need to in order to keep writing.

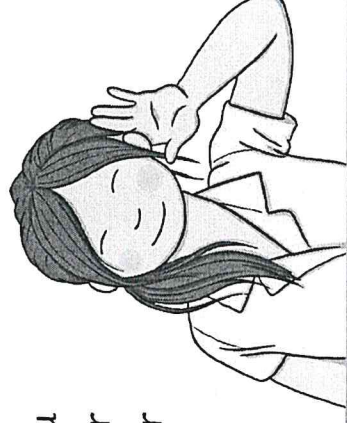


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Listen really carefully to what someone else is saying.

Stop doing anything else and give them your complete attention.

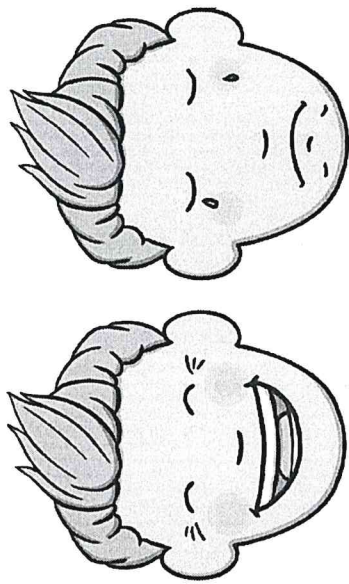
If you think of things you wish to say, let the speaker finish before you add your thoughts.



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Take a moment to think about how you are feeling.
Which words would describe how you are feeling?

Can you trace back the origins of those feelings?



Chapter 5

The BFG

The Giant picked up the trembling Sophie with one hand and carried her across the cave and put her on the table.

Now he really is going to eat me, Sophie thought.

The Giant sat down and stared hard at Sophie. He had truly enormous ears. Each one was as big as the wheel of a truck and he seemed to be able to move them inwards and outwards from his head as he wished.

'I is hungry!' the Giant boomed. He grinned, showing massive square teeth. The teeth were very white and very square and they sat in his mouth like huge slices of white bread.

'P ... please don't eat me,' Sophie stammered.

The Giant let out a bellow of laughter. 'Just because I is a giant, you think I is a man-gobbling cannybull!' he shouted. 'You is about right! Giants is all cannybully and murderful! And they *does* gobble up human beans! We is in Giant Country now! Giants is everywhere around! Out there us has the famous Bonecrunching Giant! Bonecrunching Giant crunches up two wopsey whiffling human beans for supper every night! Noise is earbursting! Noise of crunching bones goes crackety-crack for miles around!'

'Owch!' Sophie said.

'Bonecrunching Giant only gobbles human beans from Turkey,' the Giant said. 'Every night Bonecruncher is galloping off to Turkey to gobble Turks.'

Sophie's sense of patriotism was suddenly so bruised by this remark that she became quite angry. 'Why Turks?' she blurted out. 'What's wrong with the English?'

'Bonecrunching Giant says Turks is tasting oh ever so much juicier and more scrumdiddlyumptious! Bonecruncher says Turkish human beans has a glamourly flavour. He says Turks from Turkey is tasting of turkey.'

'I suppose they would,' Sophie said.

'Of course they would!' the Giant shouted. 'Every human bean is diddly and different. Some is scrumdiddlyumptious and some is uckyslush. Greeks is all full of uckyslush. No giant is eating Greeks, ever.'

'Why not?' Sophie asked.

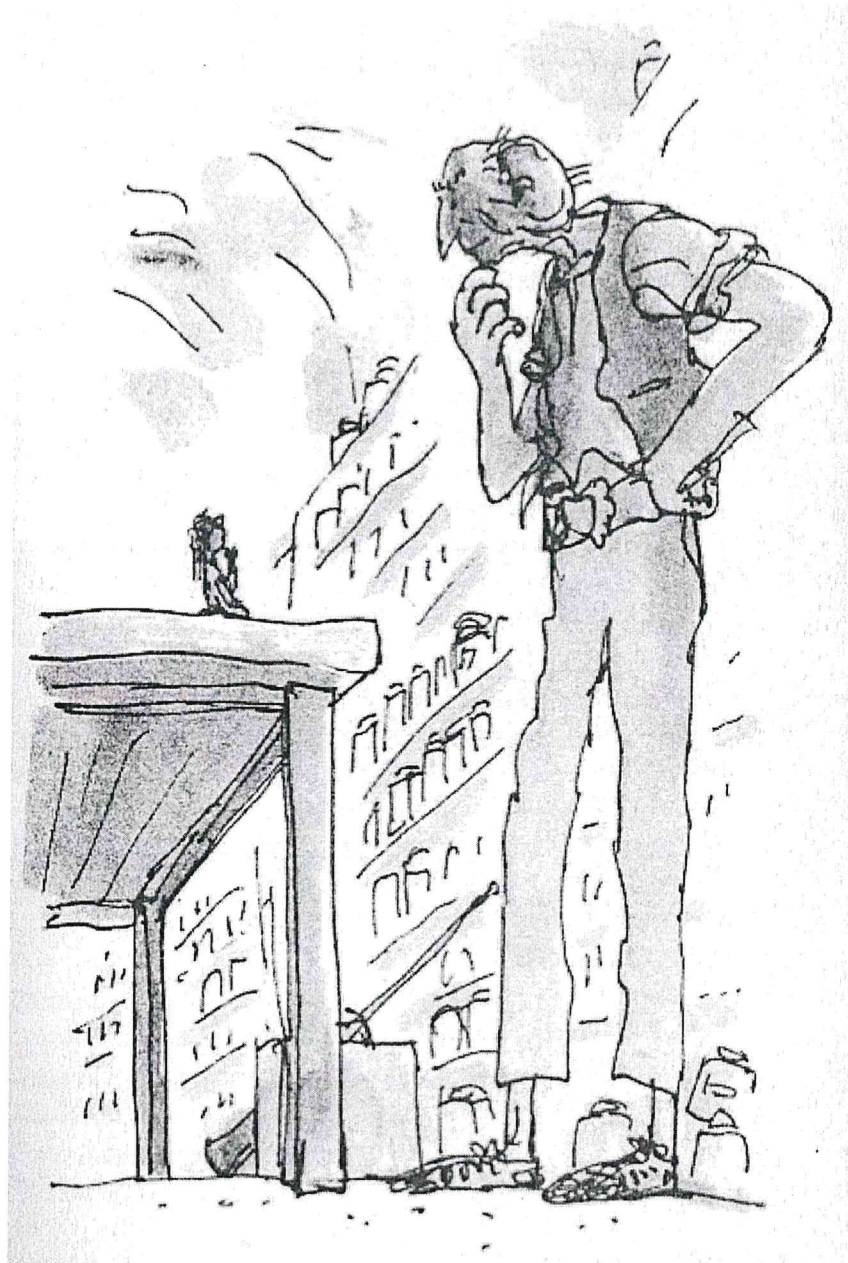
'Greeks from Greece is all tasting greasy,' the Giant said.

'I imagine that's possible too,' Sophie said. She was wondering with a bit of a tremble what all this talking about eating people was leading up to. Whatever happened, she simply *must* play along with this peculiar giant and smile at his jokes.

But were they jokes? Perhaps the great brute was just working up an appetite by talking about food.

'As I am saying,' the Giant went on, 'all human beans is having different flavours. Human beans from Panama is tasting very strong of hats.'

'Why hats?' Sophie said.



'You are once again gobblefunking!' the Giant shouted. 'Don't do it! This is a serious and snitching subject. May I continue?'

'Please do,' Sophie said.

'Danes from Denmark is tasting ever so much of dogs,' the Giant went on.

'Of course,' Sophie said. 'They taste of great danes.'

'Wrong!' cried the Giant, slapping his thigh. 'Danes from Denmark is tasting doggy because they is tasting of *labradors*!'

'Then what do the people of Labrador taste of?' Sophie asked.

'Danes,' the Giant cried, triumphantly. 'Great danes!'

'Aren't you getting a bit mixed up?' Sophie said.

'I is a very mixed up Giant,' the Giant said. 'But I does do my best. And I is not nearly as mixed up as the other giants. I know one who gallops all the way to Wellington for his supper.'

'Wellington?' Sophie said. 'Where is Wellington?'

'Your head is full of squashed flies,' the Giant said. 'Wellington is in New Zealand. The human beans in Wellington has an especially scrumdiddlyumptious taste, so says the Welly-eating Giant.'

'What do the people of Wellington taste of?' Sophie asked.

'Boots,' the Giant said.

'Of course,' Sophie said. 'I should have known.'

Sophie decided that this conversation had now gone on long enough. If she was going to be eaten, she'd rather get it over and done with right away than be kept hanging around any more. 'What sort of human beings do *you* eat?' she asked, trembling.

'*Me!*' shouted the Giant, his mighty voice making the glass jars rattle on their shelves. 'Me gobbling up human beans! This I never! The others, yes! All the others is gobbling them up every night, but not me! I is a freaky Giant! I is a nice and jumbly Giant! I is the only nice and jumbly Giant in Giant Country! I is **THE BIG FRIENDLY GIANT**! I is the BFG. What is *your* name?'

'My name is Sophie,' Sophie said, hardly daring to believe the good news she had just heard.

Chapter 6

The Giants

'But if you are so nice and friendly,' Sophie said, 'then why did you snatch me from my bed and run away with me?'

'Because you *SAW* me,' the Big Friendly Giant answered. 'If anyone is ever *SEEING* a giant, he or she must be taken away hipswitch.'

'Why?' asked Sophie.

'Well, first of all,' said the BFG, 'human beans is not really *believing* in giants, is they? Human beans is not *thinking* we exist.'

'I do,' Sophie said.

'Ah, but that is only because you has *SEEN* me!' cried the BFG. 'I cannot possibly allow *anyone*, even little girls, to be *SEEING* me and staying at home. The first thing you would be doing, you would be scuddling around yodelling the news that you were actually *SEEING* a giant, and then a great giant-hunt, a mighty giant look-see, would be starting up all over the world, with the human beans all rummaging for the great giant you saw and getting wildly excited. People would be coming rushing and bushing after me with goodness knows what and they would be catching me and locking me into a cage to be stared at. They would be putting me into the zoo or the bunkumhouse with all those squiggling hippodumplings and crocadowndillies.'



Sophie knew that what the Giant said was true. If any person reported actually having seen a giant haunting the streets of a town at night, there would most certainly be a terrific hullabaloo across the world.

'I will bet you,' the BFG went on, 'that *you* would have been splashing the news all over the wonky world, wouldn't you, if I hadn't wiggled you away?'

'I suppose I would,' Sophie said.

'And that would never do,' said the BFG.

'So what will happen to me now?' Sophie asked.

'If you do go back, you will be telling the world,' said the BFG, 'most likely on the telly-telly bunkum box and the radio squeaker. So you will just have to be staying here with me for the rest of your life.'

'Oh no!' cried Sophie.

'Oh yes!' said the BFG. 'But I am warning you not ever to go whiffing about out of this cave without I is with you or you will be coming to an ucky-mucky end! I is showing you now who is going to eat you up if they is ever catching even one tiny little glimpse of you.'



The Big Friendly Giant picked Sophie off the table and carried her to the cave entrance. He rolled the huge stone to one side and said, 'Peep out over there, little girl, and tell me what you is seeing.'

Sophie, sitting on the BFG's hand, peeped out of the cave.

The sun was up now and shining fiery-hot over the great yellow wasteland with its blue rocks and dead trees.

'Is you seeing them?' the BFG asked.

Sophie, squinting through the glare of the sun, saw several tremendous tall figures moving among the rocks about five hundred yards away. Three or four others were sitting quite motionless on the rocks themselves.

'This is Giant Country,' the BFG said. 'Those is all giants, every one.'

It was a brain-boggling sight. The giants were all naked except for a sort of short skirt around their waists, and their skins were burnt brown by the sun. But it was the sheer size of each one of them that

boggled Sophie's brain most of all. They were simply colossal, far taller and wider than the Big Friendly Giant upon whose hand she was now sitting. And oh how ugly they were! Many of them had large bellies. All of them had long arms and big feet. They were too far away for their faces to be seen clearly, and perhaps that was a good thing.

'What on earth are they doing?' Sophie asked.

'Nothing,' said the BFG. 'They is just moocheling and footcheling around and waiting for the night to come. Then they will all be galloping off to places where *people* is living to find their suppers.'

'You mean to Turkey,' Sophie said.

'Bonecrunching Giant will be galloping to Turkey, of course,' said the BFG. 'But the others will be whiffling off to all sorts of flungaway places like Wellington for the booty flavour and Panama for the hatty taste. Every giant is having his own favourite hunting ground.'

'Do they ever go to England?' Sophie asked.

'Often,' said the BFG. 'They say the English is tasting ever so wonderfully of crodscollop.'

'I'm not sure I quite know what that means,' Sophie said.

'Meanings is not important,' said the BFG. 'I cannot be right all the time. Quite often I is left instead of right.'

'And are all those beastly giants over there really going off again tonight to eat people?' Sophie asked.

'All of them is guzzling human beans every night,' the BFG answered. 'All of them excepting me. That is why you will be coming to an ucky-mucky end if any of them should ever be getting his goggles upon you. You would be swallowed up like a piece of frumpkin pie, all in one dollop!'

'But eating people is horrible!' Sophie cried. 'It's frightful! Why doesn't someone stop them?'

'And who please is going to be stopping them?' asked the BFG.

'Couldn't you?' said Sophie.

'Never in a pig's whistle!' cried the BFG. 'All of those man-eating giants is enormous and very fierce! They is all at least two times my wideness and double my royal highness!'

'Twice as high as you!' cried Sophie.

'Easily that,' said the BFG. 'You is seeing them in the distance but just wait till you get them close up. Those giants is all at least fifty feet tall with huge muscles and cockles alive alive-o. I is the titchy one. I is the runt. Twenty-four feet is puddlenuts in Giant Country.'

'You mustn't feel bad about it,' Sophie said. 'I think you are just great. Why even your toes must be as big as sausages.'



'Bigger,' said the BFG, looking pleased. 'They is as big as bumblehammers.'

'How many giants are there out there?' Sophie asked.

'Nine altogether,' answered the BFG.

'That means,' said Sophie, 'that somewhere in the world, every single night, nine wretched people get carried away and eaten alive.'

'More,' said the BFG. 'It is all depending, you see, on how big the human beans is. Japanese beans is very small, so a giant will need to gobble up about six Japanese before he is feeling full up. Others like the Norway people and the Yankee-Doodles is ever so much bigger and usually two or three of those makes a good tuck-in.'

'But do these disgusting giants go to every single country in the world?' Sophie asked.

'All countries excepting Greece is getting visited some time or another,' the BFG answered. 'The country which a giant visits is depending on how he is feeling. If it is very warm weather and a giant is feeling as hot as a sizzlepan, he will probably go galloping far up to the frisby north to get himself an Esquimo or two to cool him down. A nice fat Esquimo to a giant is like a lovely ice-cream lolly to you.'

'I'll take your word for it,' Sophie said.

'And then again, if it is a frotsy night and the giant is fridging with cold, he will probably point his nose towards the swultering hotlands to guzzle a few Hottentots to warm him up.'

'How perfectly horrible,' Sophie said.

'Nothing hots a cold giant up like a hot Hottentot,' the BFG said.

'And if you were to put me down on the ground and I was to walk out among them now,' Sophie said, 'would they really eat me up?'

'Like a whiffswiddle!' cried the BFG. 'And what is more, you is so small they wouldn't even have to chew you. The first one to be seeing you would pick you up in his fingers and down you'd go like a drop of drain-water!'

'Let's go back inside,' Sophie said. 'I hate even watching them.'

Week 2 - Wednesday – The BFG

1. Re-read the Vocabulary words from Monday and last week

Read the new words (keep this page for Daily Review)

trembling – shaking because of fear or another strong emotion (eg anger)

stammered – stopping and starting when you're speaking, like a stutter

patriotism – when you're really proud and standing up for your country

peculiar - strange

panama hats – Panama is a place in South America and a panama is a type of hat

Wellingtons – Wellington is a place in New Zealand and wellingtons are rubber boots or gum boots

yodelling – a kind of singing that has a fast high and low sound

rummaging – searching through something in a messy kind of way

hullabaloo – a big noise and commotion

tremendous – amazing, excellent

motionless – without motion, not moving

colossal – huge

Keep these words safe for daily review

Chapter 5 and 6 Comprehension Questions

Write full sentence answers in your activity book.

1. When the giant declared, "I is hungry!" what did he do?
2. What did the giant do when Sophie asked if she would be eaten?
3. Why did the Roald Dahl describe the BFG's teeth like 'slices of white bread'?
4. Why did Roald Dahl have the BFG speaking in such a strange way?
5. Why did the BFG snatch Sophie?
6. What is a hullabaloo?
7. What do we find out about the giants?
8. What words tell us that Sophie doesn't want to be in the BFG's home forever?

Extra challenge

On a world map or Google Earth, find the places that the giants visit.

How to do the word sort.

Set out the headings like this. (You will need to cut them off the top of your word sort and glue them onto the blank sheet of paper in your pack)

or	ore	oar	W + or (or sounds like er)
----	-----	-----	-------------------------------

Have a section at the bottom of the page for the 'oddballs' – the words that don't fit into any of the headings.

Make sure that you say the words out loud. This is really important because sometimes they look like they belong in one of the columns, then you say it out loud. Suddenly, you realise that it has a different sound.

Cut out the words and glue them under the headings.

Read through each column, to make sure that each word is in the correct column.

Word Sort – or sound

SORT 28 *or/ore/oar*

<i>or</i>	<i>ore</i>	<i>oar</i>
<i>w + or</i>	form	shore
board	word	four
horn	store	roar
work	north	more
soar	world	floor
corn	fork	wore
worm	poor	storm
horse	tore	oar

Words Their Way: Word Sorts for Within Word Pattern Spellers © 2004 by Prentice-Hall, Inc.

Answers (please let your child do the word sort without looking at the answers)

The oddballs are the words with no heading

<i>or</i>	<i>ore</i>	<i>oar</i>	<i>w + or</i>	
form	shore	board*	word	four*
fork	store	roar	work	floor
horn	more	oar*	world	poor*
north	tore	soar*	worm	
corn	wore			
storm	horse*			

*homophones

More Difficult Words: (18) *chord, ford, fort, pork, sworn, for, scorn, sore, swore, forge, gorge, ore, coarse, bored, worse, pour, fourth, court.*

Writing Week Two – Wednesday

Revise the daily review pages from Monday's pack.

Persuasive Paragraphs – Argument paragraphs

A reminder:

(Second argument)

Another point is/Furthermore/Moreover, *(write a sentence about your first argument)*. *Write a sentence that explains your first argument. Write another explain sentence or give an example.*

(Third argument)

In addition/Furthermore/Moreover, *(write a sentence about your first argument)*. *Write a sentence that explains your first argument. Write another explain sentence or give an example.*

Miss a line (new paragraph)

Write argument paragraphs for these persuasive arguments. Remember to include an explain sentence and an example sentence, or two example sentences.

Third argument:

1. Dogs are better pets than cats because they don't ignore you like cats do.

Hint: Furthermore, dogs are better than cats because ...

Unjumble this argument paragraph. Write the sentences in the correct order in your activity book. Remember, there is a topic sentence, an explain sentence and an example sentence.

2. Grandma just sits at home all day long knitting scarves and doesn't go anywhere. If she went skydiving, Grandma might discover that she likes it and start travelling all over the world going skydiving! In addition, Grandma needs to go skydiving because she never goes anywhere.

Ten Minutes a Day 2

Extended Addition & Subtraction

Time:

Score:

Double/Halve: 6 [B]



☐ 1
 ☐ 2
 ☐ 3
 Rnbw
 0&10
 ☐ Dble
 ☐ Dble+1
 9
 8
 All

Double

- | | |
|---------------------|-----------------------|
| 1) $7 + 7 =$ _____ | 11) $5 + 5 =$ _____ |
| 2) $6 + 6 =$ _____ | 12) $9 + 9 =$ _____ |
| 3) $5 + 5 =$ _____ | 13) $10 + 10 =$ _____ |
| 4) $6 + 6 =$ _____ | 14) $1 + 1 =$ _____ |
| 5) $7 + 7 =$ _____ | 15) $9 + 9 =$ _____ |
| 6) $1 + 1 =$ _____ | 16) $0 + 0 =$ _____ |
| 7) $5 + 5 =$ _____ | 17) $7 + 7 =$ _____ |
| 8) $9 + 9 =$ _____ | 18) $3 + 3 =$ _____ |
| 9) $4 + 4 =$ _____ | 19) $6 + 6 =$ _____ |
| 10) $8 + 8 =$ _____ | 20) $2 + 2 =$ _____ |

Missing number

- | | |
|----------------------------------|----------------------------------|
| 41) $4 + 4 =$ _____ | 51) $6 + \underline{\quad} = 12$ |
| 42) $5 + 5 =$ _____ | 52) $7 + 7 =$ _____ |
| 43) $3 + \underline{\quad} = 6$ | 53) $8 + 8 =$ _____ |
| 44) $9 + 9 =$ _____ | 54) $7 + \underline{\quad} = 14$ |
| 45) $\underline{\quad} + 2 = 4$ | 55) $6 + 6 =$ _____ |
| 46) $\underline{\quad} + 5 = 10$ | 56) $6 + 6 =$ _____ |
| 47) $4 + \underline{\quad} = 8$ | 57) $7 + \underline{\quad} = 14$ |
| 48) $\underline{\quad} + 9 = 18$ | 58) $\underline{\quad} + 6 = 12$ |
| 49) $3 + 3 =$ _____ | 59) $8 + \underline{\quad} = 16$ |
| 50) $4 + \underline{\quad} = 10$ | 60) $5 + \underline{\quad} = 10$ |

Halve

- | | |
|----------------------|-----------------------|
| 21) $8 - 4 =$ _____ | 31) $2 - 1 =$ _____ |
| 22) $8 - 4 =$ _____ | 32) $12 - 6 =$ _____ |
| 23) $18 - 9 =$ _____ | 33) $16 - 8 =$ _____ |
| 24) $10 - 5 =$ _____ | 34) $20 - 10 =$ _____ |
| 25) $16 - 8 =$ _____ | 35) $18 - 9 =$ _____ |
| 26) $2 - 1 =$ _____ | 36) $10 - 5 =$ _____ |
| 27) $16 - 8 =$ _____ | 37) $6 - 3 =$ _____ |
| 28) $14 - 7 =$ _____ | 38) $14 - 7 =$ _____ |
| 29) $4 - 2 =$ _____ | 39) $20 - 10 =$ _____ |
| 30) $12 - 6 =$ _____ | 40) $12 - 6 =$ _____ |

Missing number extensions

- | | |
|------------------------------------|------------------------------------|
| 61) $60 + 60 =$ _____ | 71) $20 + \underline{\quad} = 40$ |
| 62) $60 + 60 =$ _____ | 72) $30 + 30 =$ _____ |
| 63) $50 + \underline{\quad} = 100$ | 73) $40 + 40 =$ _____ |
| 64) $40 + 40 =$ _____ | 74) $60 + \underline{\quad} = 120$ |
| 65) $\underline{\quad} + 90 = 180$ | 75) $70 + 70 =$ _____ |
| 66) $\underline{\quad} + 50 = 100$ | 76) $60 + 60 =$ _____ |
| 67) $50 + \underline{\quad} = 100$ | 77) $90 + \underline{\quad} = 180$ |
| 68) $\underline{\quad} + 70 = 140$ | 78) $\underline{\quad} + 80 = 160$ |
| 69) $40 + 40 =$ _____ | 79) $30 + \underline{\quad} = 60$ |
| 70) $80 + \underline{\quad} = 160$ | 80) $70 + \underline{\quad} = 140$ |

Addition revision

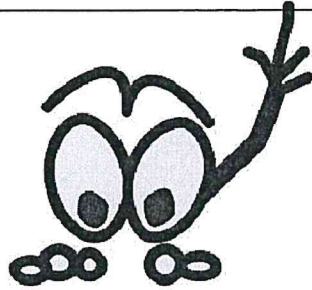
- | | |
|----------------------|---------------------|
| 81) $8 + 8 =$ _____ | 86) $3 + 8 =$ _____ |
| 82) $10 + 7 =$ _____ | 87) $7 + 7 =$ _____ |
| 83) $3 + 5 =$ _____ | 88) $2 + 7 =$ _____ |
| 84) $3 + 7 =$ _____ | 89) $1 + 4 =$ _____ |
| 85) $2 + 4 =$ _____ | 90) $9 + 9 =$ _____ |

Rainbow missing number

- | | |
|-----------------------------------|-----------------------------------|
| 91) $\underline{\quad} + 10 = 10$ | 96) $\underline{\quad} + 5 = 10$ |
| 92) $\underline{\quad} + 1 = 10$ | 97) $8 + \underline{\quad} = 10$ |
| 93) $4 + \underline{\quad} = 10$ | 98) $7 + 3 =$ _____ |
| 94) $2 + 8 =$ _____ | 99) $\underline{\quad} + 7 = 10$ |
| 95) $\underline{\quad} + 9 = 10$ | 100) $6 + \underline{\quad} = 10$ |

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 2: Addition & Subtraction Extended Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles addition and subtraction number facts are taught using a DOUBLE/HALVE strategy, connecting to everyday situations in which numbers are doubled, or one half of a double is subtracted.

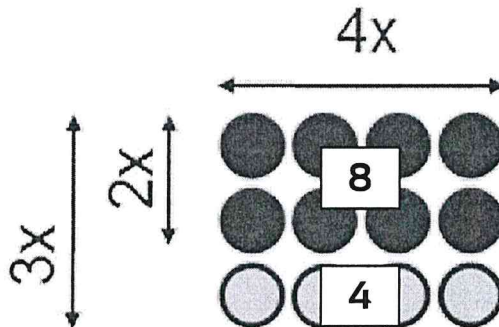
3x: Double and add 1 more set



Example:

$$\begin{aligned} 3 \times 4 &= 2 \times 4 + 4 \\ &= 8 + 4 \\ &= 12 \end{aligned}$$

$$\begin{aligned} 3 \times 7 &= 2 \times 7 + 7 \\ &= 14 + 7 \\ &= 21 \end{aligned}$$



Information about
strategy (if needed)

Focus on these tricky ones

$$3 \times 6 = 18$$

$$3 \times 7 = 21$$

$$3 \times 8 = 24$$

$$3 \times 9 = 27$$

$$3 \times 12 = 36$$

3x tables

Ten Minutes a Day 2

Multiplication

Time:

Score:

Doubles Plus One More Set (3x): 3 [A]

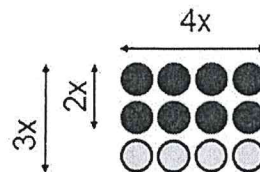


x 2 5&10 **3** 4 0,11&Squ 9 6 8 7 12 All

3x - "Double and One More Set" Strategy

3x4; 2x4=8 + 4=12

THINK: $2 \times 4 = 8$
 $3 \times 4 = 8 + 4$



3x

- | | |
|---------------------------|---------------------------|
| 1) $3 \times 8 =$ _____ | 16) $3 \times 11 =$ _____ |
| 2) $3 \times 4 =$ _____ | 17) $3 \times 11 =$ _____ |
| 3) $3 \times 1 =$ _____ | 18) $3 \times 2 =$ _____ |
| 4) $3 \times 7 =$ _____ | 19) $3 \times 1 =$ _____ |
| 5) $3 \times 12 =$ _____ | 20) $3 \times 8 =$ _____ |
| 6) $3 \times 8 =$ _____ | 21) $3 \times 10 =$ _____ |
| 7) $3 \times 2 =$ _____ | 22) $3 \times 11 =$ _____ |
| 8) $3 \times 10 =$ _____ | 23) $3 \times 6 =$ _____ |
| 9) $3 \times 4 =$ _____ | 24) $3 \times 1 =$ _____ |
| 10) $3 \times 10 =$ _____ | 25) $3 \times 6 =$ _____ |
| 11) $3 \times 7 =$ _____ | 26) $3 \times 4 =$ _____ |
| 12) $3 \times 1 =$ _____ | 27) $3 \times 9 =$ _____ |
| 13) $3 \times 4 =$ _____ | 28) $3 \times 10 =$ _____ |
| 14) $3 \times 1 =$ _____ | 29) $3 \times 3 =$ _____ |
| 15) $3 \times 4 =$ _____ | 30) $3 \times 5 =$ _____ |

Turn arounds x3

- | | |
|---------------------------|---------------------------|
| 45) $3 \times 3 =$ _____ | 60) $2 \times 3 =$ _____ |
| 46) $1 \times 3 =$ _____ | 61) $9 \times 3 =$ _____ |
| 47) $7 \times 3 =$ _____ | 62) $4 \times 3 =$ _____ |
| 48) $12 \times 3 =$ _____ | 63) $6 \times 3 =$ _____ |
| 49) $11 \times 3 =$ _____ | 64) $5 \times 3 =$ _____ |
| 50) $8 \times 3 =$ _____ | 65) $10 \times 3 =$ _____ |
| 51) $10 \times 3 =$ _____ | 66) $10 \times 3 =$ _____ |
| 52) $9 \times 3 =$ _____ | 67) $4 \times 3 =$ _____ |
| 53) $7 \times 3 =$ _____ | 68) $8 \times 3 =$ _____ |
| 54) $3 \times 3 =$ _____ | 69) $5 \times 3 =$ _____ |
| 55) $1 \times 3 =$ _____ | 70) $4 \times 3 =$ _____ |
| 56) $12 \times 3 =$ _____ | 71) $5 \times 3 =$ _____ |
| 57) $5 \times 3 =$ _____ | 72) $1 \times 3 =$ _____ |
| 58) $3 \times 3 =$ _____ | 73) $9 \times 3 =$ _____ |
| 59) $3 \times 3 =$ _____ | 74) $2 \times 3 =$ _____ |

Write the missing number

- | | |
|---------------------------------------|---------------------------------------|
| 31) $3 \times \underline{\quad} = 30$ | 35) $3 \times \underline{\quad} = 33$ |
| 32) $3 \times \underline{\quad} = 18$ | 36) $3 \times \underline{\quad} = 21$ |
| 33) $3 \times \underline{\quad} = 36$ | 37) $3 \times \underline{\quad} = 24$ |
| 34) $3 \times \underline{\quad} = 27$ | 38) $3 \times \underline{\quad} = 3$ |

Write the missing number

- | | |
|---------------------------------------|---------------------------------------|
| 75) $\underline{\quad} \times 3 = 3$ | 79) $\underline{\quad} \times 3 = 18$ |
| 76) $\underline{\quad} \times 3 = 27$ | 80) $\underline{\quad} \times 3 = 15$ |
| 77) $\underline{\quad} \times 3 = 12$ | 81) $\underline{\quad} \times 3 = 36$ |
| 78) $\underline{\quad} \times 3 = 33$ | 82) $\underline{\quad} \times 3 = 30$ |

Addition revision

- | | |
|----------------------|---------------------|
| 39) $4 + 5 =$ _____ | 42) $2 + 7 =$ _____ |
| 40) $10 + 6 =$ _____ | 43) $1 + 7 =$ _____ |
| 41) $4 + 6 =$ _____ | 44) $6 + 7 =$ _____ |

Multiplication revision

- | | |
|---------------------------|---------------------------|
| 83) $1 \times 10 =$ _____ | 86) $10 \times 5 =$ _____ |
| 84) $6 \times 2 =$ _____ | 87) $8 \times 5 =$ _____ |
| 85) $8 \times 10 =$ _____ | 88) $3 \times 10 =$ _____ |

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day Level 2: Multiplication Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

4 x tables

Ten Minutes a Day 2

Multiplication

Time:

Score:

Double Double (4x): 4 [C]



PROFESSOR PETE'S
CLASSROOM

x 2 5&10 3 4 0,11&Squ 9 6 8 7 12 All

4x

- | | |
|--------------------------|---------------------------|
| 1) $4 \times 5 =$ _____ | 16) $4 \times 4 =$ _____ |
| 2) $4 \times 11 =$ _____ | 17) $4 \times 12 =$ _____ |
| 3) $4 \times 2 =$ _____ | 18) $4 \times 7 =$ _____ |
| 4) $4 \times 6 =$ _____ | 19) $4 \times 10 =$ _____ |
| 5) $4 \times 8 =$ _____ | 20) $4 \times 3 =$ _____ |
| 6) $4 \times 9 =$ _____ | 21) $4 \times 1 =$ _____ |
| 7) $4 \times 7 =$ _____ | 22) $4 \times 4 =$ _____ |
| 8) $4 \times 3 =$ _____ | 23) $4 \times 9 =$ _____ |
| 9) $4 \times 7 =$ _____ | 24) $4 \times 5 =$ _____ |
| 10) $4 \times 3 =$ _____ | 25) $4 \times 10 =$ _____ |
| 11) $4 \times 5 =$ _____ | 26) $4 \times 2 =$ _____ |
| 12) $4 \times 3 =$ _____ | 27) $4 \times 12 =$ _____ |
| 13) $4 \times 5 =$ _____ | 28) $4 \times 4 =$ _____ |
| 14) $4 \times 3 =$ _____ | 29) $4 \times 5 =$ _____ |
| 15) $4 \times 1 =$ _____ | 30) $4 \times 11 =$ _____ |

Turn arounds x4

- | | |
|---------------------------|---------------------------|
| 51) $8 \times 4 =$ _____ | 66) $5 \times 4 =$ _____ |
| 52) $1 \times 4 =$ _____ | 67) $10 \times 4 =$ _____ |
| 53) $6 \times 4 =$ _____ | 68) $9 \times 4 =$ _____ |
| 54) $7 \times 4 =$ _____ | 69) $2 \times 4 =$ _____ |
| 55) $3 \times 4 =$ _____ | 70) $12 \times 4 =$ _____ |
| 56) $4 \times 4 =$ _____ | 71) $11 \times 4 =$ _____ |
| 57) $7 \times 4 =$ _____ | 72) $3 \times 4 =$ _____ |
| 58) $9 \times 4 =$ _____ | 73) $7 \times 4 =$ _____ |
| 59) $3 \times 4 =$ _____ | 74) $5 \times 4 =$ _____ |
| 60) $6 \times 4 =$ _____ | 75) $3 \times 4 =$ _____ |
| 61) $10 \times 4 =$ _____ | 76) $3 \times 4 =$ _____ |
| 62) $8 \times 4 =$ _____ | 77) $12 \times 4 =$ _____ |
| 63) $1 \times 4 =$ _____ | 78) $10 \times 4 =$ _____ |
| 64) $3 \times 4 =$ _____ | 79) $11 \times 4 =$ _____ |
| 65) $4 \times 4 =$ _____ | 80) $4 \times 4 =$ _____ |

Write the missing number

- | | |
|--------------------------|---------------------------|
| 31) $4 \times 2 =$ _____ | 36) $4 \times 9 =$ _____ |
| 32) $4 \times 7 =$ _____ | 37) $__ \times 11 = 44$ |
| 33) $4 \times 3 =$ _____ | 38) $4 \times __ = 40$ |
| 34) $4 \times 4 =$ _____ | 39) $__ \times 5 = 20$ |
| 35) $4 \times __ = 32$ | 40) $__ \times 12 = 48$ |

Write the missing number

- | | |
|--------------------------|--------------------------|
| 81) $7 \times 4 =$ _____ | 86) $__ \times 4 = 44$ |
| 82) $__ \times 4 = 24$ | 87) $__ \times 4 = 48$ |
| 83) $5 \times 4 =$ _____ | 88) $8 \times __ = 32$ |
| 84) $__ \times 4 = 4$ | 89) $2 \times __ = 8$ |
| 85) $__ \times 4 = 36$ | 90) $4 \times 4 =$ _____ |

Addition revision

- | | |
|---------------------|---------------------|
| 41) $8 + 4 =$ _____ | 46) $4 + 6 =$ _____ |
| 42) $1 + 4 =$ _____ | 47) $6 + 6 =$ _____ |
| 43) $4 + 8 =$ _____ | 48) $6 + 7 =$ _____ |
| 44) $3 + 7 =$ _____ | 49) $5 + 9 =$ _____ |
| 45) $4 + 4 =$ _____ | 50) $6 + 8 =$ _____ |

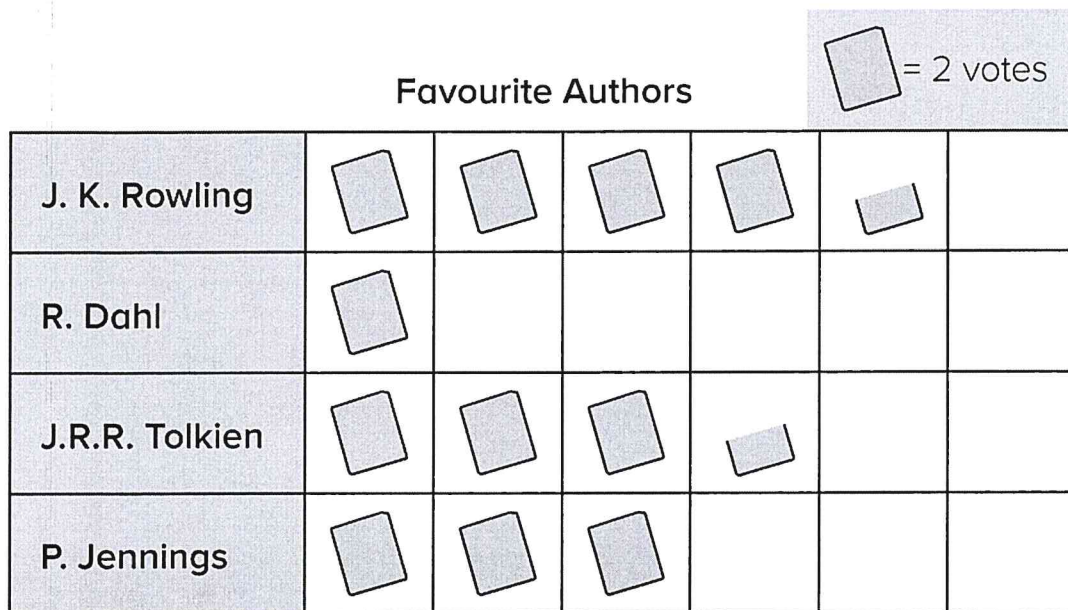
Multiplication revision

- | | |
|----------------------------|---------------------------|
| 91) $11 \times 5 =$ _____ | 96) $3 \times 10 =$ _____ |
| 92) $6 \times 10 =$ _____ | 97) $3 \times 5 =$ _____ |
| 93) $1 \times 2 =$ _____ | 98) $2 \times 10 =$ _____ |
| 94) $10 \times 5 =$ _____ | 99) $11 \times 3 =$ _____ |
| 95) $11 \times 10 =$ _____ | 100) $6 \times 3 =$ _____ |

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day Level 2: Multiplication Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. 4x tables (number facts) are learned using a DOUBLE DOUBLE strategy. For example, $6 \times 4 =$ double 6 (12), then double 12 = 24. The Revision section includes questions from previous number facts. Have the students record their time taken to complete the page.

Step In Working with Picture Graphs

This picture graph shows the popular authors in a Year 4 class.



How many students voted for each author?

How many students voted altogether? How do you know?

How many more students voted for J.R.R. Tolkien than R. Dahl?

How would the graph change if  was equal to one vote?

Step Up


- I. Think of four authors that are popular in your classroom. Write their names in the tally chart below.

Author's name	Tally	Total

2. Ask each student in your class to vote for their favourite author. Record each vote in the tally chart above.

Name _____

3. Complete this picture graph to show your results.

 = 2 votes

Title: _____

4. Write the authors in order from most popular to least popular.

5. Write two more things this graph shows.

a.

--

b.

--

Step Ahead

Imagine your teacher asked you to buy 20 new reading books for the class. Complete the list to show how many books by each author you would buy.

Order Form	
Author	Number of books

Explain your thinking.

The lesson

Introduction

- Read the story of Robert the Bruce on page 7. *Have you or do you know someone who has refused to give up despite many failures, and been successful in the end?*
- Discuss the idea that success achieved after greater effort or several failed attempts can be sweeter than immediate success. *Why might this be? Do you agree?*
- Brainstorm words and phrases describing how Robert would have felt before and after his encounter with the spider. Record them on the board.

Development

- It can be very difficult to keep trying in the face of failure and adversity. Discuss words and phrases of encouragement that can be used in different situations. Record them on the board.
- Discuss the feelings of pleasure, relief and/or excitement when a difficult task has been successfully completed.
- Students complete page 8.
- Read through the short play on page 9.
- *What words could be used to describe Jae, who overcame a number of problems before finally producing perfect sushi?*
- Brainstorm phrases of encouragement (mantras) students could use to overcome anxiety about trying new things or repeating something difficult.
- Demonstrate the use of a sushi maker either by watching a video or bringing one in to class, so students can fully appreciate Jae's success.


Differentiation

The activities are all outcome based. When completing them, students could be grouped in mixed abilities and the activities discussed before being completed.

Conclusion

- As a class, share stories of personal triumphs.

Content description

Explore how success, challenge and failure strengthen identities (ACPPS033) 

Resources

- Sufficient copies of pages 7–9
- Sushi maker (and ingredients if doing a full demonstration)
- Type 'sushi maker video' into a search engine for an online demonstration

Answers

Page 8

1. (a) perseverance (b) persistence
- 2.– 4. Teacher check

Assessment

- Does the student know success does not always happen straightaway and if a task is worth completing, it's worth the effort of perseverance?
- Does the student know the feeling of personal achievement and pride is often proportional to the effort required to achieve success?
- Does the student know trying something new can be challenging but with positive self-talk, success can be achieved?

Going further

- Set challenges for each other and encourage each other to succeed.
- Compile a short list of current personal challenges. Rate them by perceived difficulty. Devise a strategy, involving a support crew and a mantra as necessary, for overcoming each challenge.
- From literature, share other examples of perseverance or self-belief; e.g. *The little blue engine* by Shel Silverstein.

Let's keep trying – 1

Being healthy, safe and active

It can be so hard to persevere when you fail, but try to remember the old proverb,

'If at first you don't succeed, try, try again'.

Read how a humble spider taught the king of Scotland a valuable lesson in perseverance.

Many years ago, the Scottish king, Robert the Bruce, waged a war against the stronger English army. The Scots were outnumbered, two to one. Six times they had fought ferocious battles against their enemy and six times they had been defeated.

Forced to run away and hide, Robert the Bruce found shelter in a cave. As he lay there, feeling tired and sick at heart, he noticed a spider trying to hook a thread across a gap so it could begin to spin a web.

For a long time, the king watched the spider as it tried and failed to start weaving its web. Six times the spider fell and six times it scurried back up its thread and tried again. Robert the Bruce was transfixed.

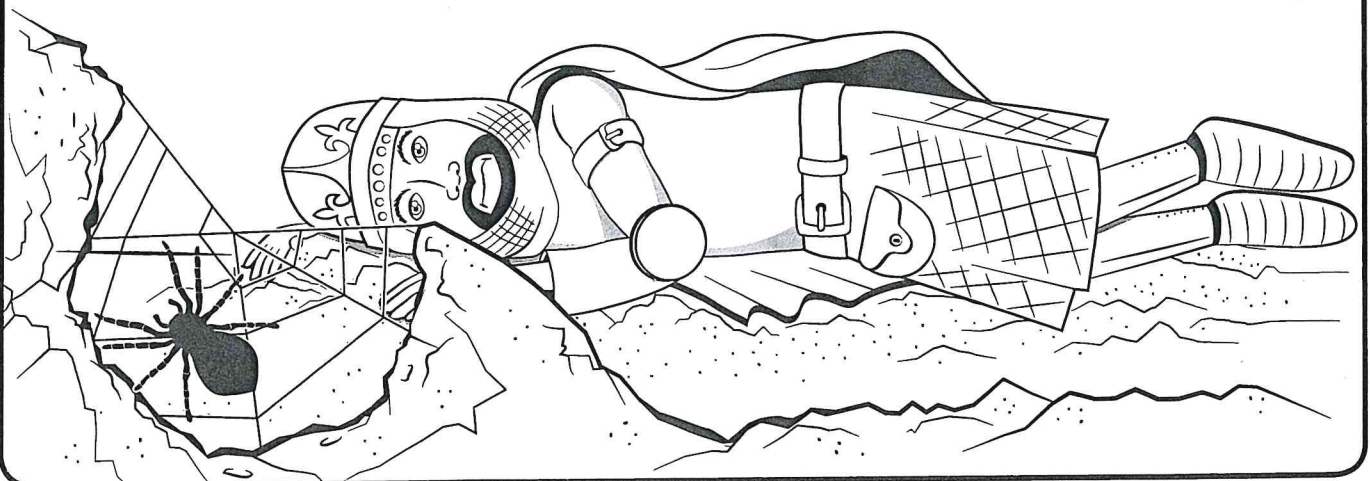
The king realised he should be just like that spider. Just as the spider relied upon its web to catch its prey, the people of Scotland relied upon Robert to defend their freedom and defeat the English.



Robert the Bruce would not give up. He would rally his troops and together they would triumph over the enemy.

To Robert's delight, on its seventh attempt, the spider successfully attached its silk across the gap and began to spin its web. This was indeed a happy omen for the king and all of Scotland.

In their next battle, at Bannockburn, the English army was defeated.





Let's keep trying – 2

Being healthy, safe and active

1. Rearrange the letters to find two words that mean to keep trying.

(a) a c e e e e n p r r s v _____

(b) c e e e i n p r s s t _____

2. It can take a lot of effort to keep trying. When something is hard to do, we may think it's not worth it and we may give up. We may say,

'It's too hard; I can't be bothered!'

(a) Write an example of one thing you have found difficult to achieve.

(b) Write two things your support crew may say to encourage you to keep trying.

• _____

• _____

3. Share three of your success stories. Colour the stars to show the effort it took to keep trying.

One star = not much effort. Five stars = a lot of effort.

Something I have learned to do	How much effort it took to achieve success	How I felt when I succeeded
	☆ ☆ ☆ ☆ ☆	
	☆ ☆ ☆ ☆ ☆	
	☆ ☆ ☆ ☆ ☆	

4. Describe how you feel when you have overcome a challenge that took a lot of effort. How does this compare with an easier challenge?

Let's keep trying – 3

Being healthy, safe and active

Our failures are valuable lessons we learn on the road to success.

Read the following dialogue between Jae and his Dad.

Jae and his dad are in the kitchen, preparing lunch.

Jae: That's all the veggies chopped, Dad. Is the rice ready?

Dad: (getting the sushi maker out of the cupboard) Yep. The rice cooker has just clicked off.

Jae: Okay Dad, off you go. Leave the rest to me.

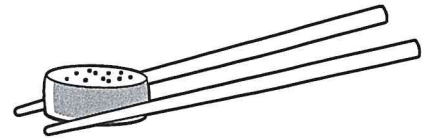
Dad: What? Are you sure? Have you ever used the sushi maker before?

Jae: Not exactly, but I've seen you and Mum use it heaps of times.

Dad: (reluctantly) Well, if you're sure. Just give me a shout if you need me.

Some time later ...

Jae: Okay, Dad, come and get it!



Dad returns to the kitchen to see two dozen perfectly formed sushi pieces on the tray.

Dad: Wow, Jae, they look amazing! First time perfection!

Jae: Er, no, actually Dad, this is fourth time lucky.

Dad: What do you mean?

Jae: Well, the first time, the rice kept sticking to my fingers. I should have let it cool a bit and used a knife to spread it out.

Then I couldn't push the vegetables into the rice. I should have pushed the plunger on to the rice to make a dip for the veggies to sit in.

Then I couldn't push the sushi roll out on to the seaweed sheet. I should have greased the inside of the sushi maker before I put the rice in.

It was all very frustrating, but I'm glad I kept trying. The end result is great!

Dad: (putting a whole sushi piece into his mouth) Well, Jae, your perseverance has paid off and you've certainly learned from your mistakes. This sushi is perfect. Well done, son!

