



CHATHAM PUBLIC SCHOOL

YEAR 4

WORK BOOKLET

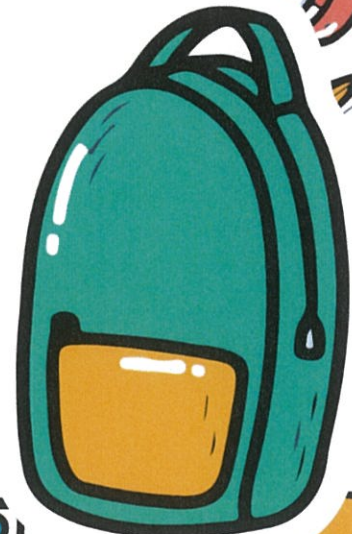
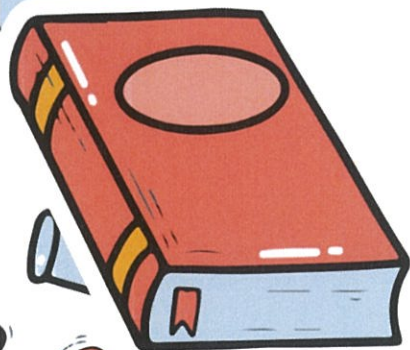
Student's Name:

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Class:

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Contractions

A **contraction** is the short form of a two-word phrase.

Examples: **don't** is the short form of **do not**;

it's is the short form of **it is**.

An **apostrophe** marks where letters have been left out.

SEE
& SAY

didn't	we'd	it's	they'll
wouldn't	we've	he's	there's
isn't	we're	you'd	who's
won't	they've	they'd	what's
haven't	they're	we'll	where's

Contractions are used in our day-to-day speaking and in informal writing.

In *negative* sentences, the **verb** and **not** are often contractions.

Examples: *did not = didn't; have not = haven't*

1 Write the underlined words as contractions.

It has not rained during the past three months.

Jackson could not find his ball anywhere.

Ahmed was hurt and was not able to play for the team.

Bryant had not seen his uncle for a very long time.

You should not ride your bike without wearing a helmet.

A **pronoun subject** and **verb** are often a contraction.

Examples: *she is = she's; I am = I'm*

An **apostrophe** marks where letters have been left out.

2 Write contractions for these subjects and verbs.

they are _____

it is _____

he had _____

she has _____

you have _____

they will _____

I am _____

we are _____

we would _____

you had _____

LOOK
& LEARN

bush push put pull



Don't confuse **it's** and **its**.
It's is a contraction for **it is**.
Its is a pronoun showing ownership.
Examples: its teeth; its claws; its habitat



3 Highlight the correct word in the brackets.

[It's Its] a long way home and [it's its] getting dark.

[We're Where've] you been?

[They'll They'd] like to go to the museum, but [its it's] not open.

[Your You're] eight years old and [she'll she's] nine.

[Where We're] watching a spider spin [it's its] web.



4 Write contractions for the words in bold.

She is going swimming, but **I am** not.

He would like to go too, but he **cannot** swim.

There **was not** much rain, so the tank **is not** full.

They will be going hiking, but I **will not**.

What is her name and **where is** her house?



5 Circle the spelling mistakes. Write the words correctly on the lines.

Tom say'd he would'nt be home late.

We wont go if its raining.

Jill was'nt well, so she couldnt go to school.

Where happy that it didnt snow.

His going to the movies, but there not.



6 Write three sentences. Use the words **won't**, **they're** and **what's**.



7 Unscramble these toys. Start with the letter in bold.

odll

eitk

mudr

lbla

kobslc



Trace and copy.

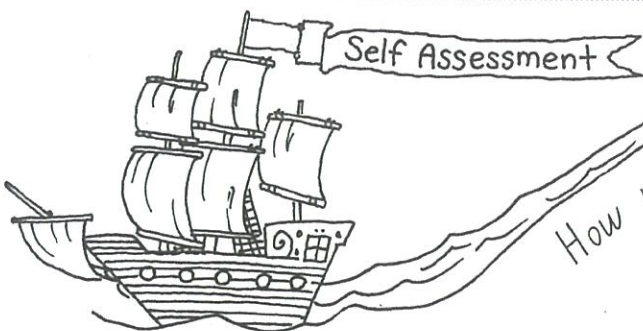
neat meat deck neck hug mug

head dead nail tail note mole

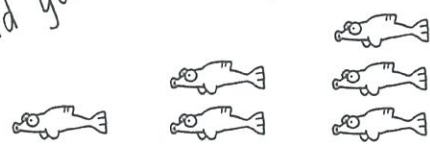
Trace and copy. Change colour when you lift your pencil for a drop-in join.

aqua clam tuna octopus cay

tide manta lamprey nautilus



How would you rate your drop-in joins?

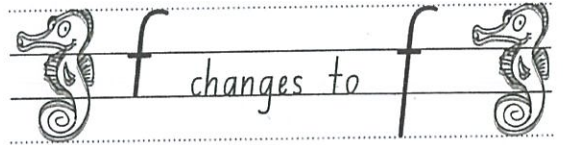
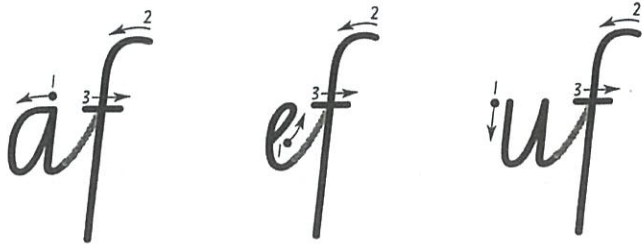


The new f

Introducing...
the new f! f now
has a head, a body
AND a tail.

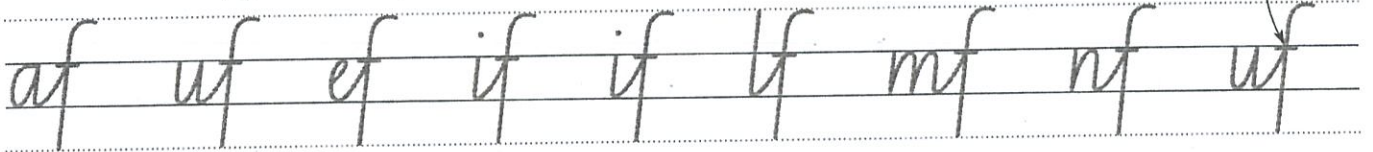


When you drop f in,
make sure the f meets
the exit flick on the
way down – don't
leave a gap.

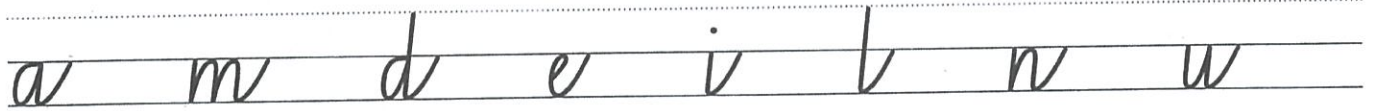


The exit flick
and f meet here!

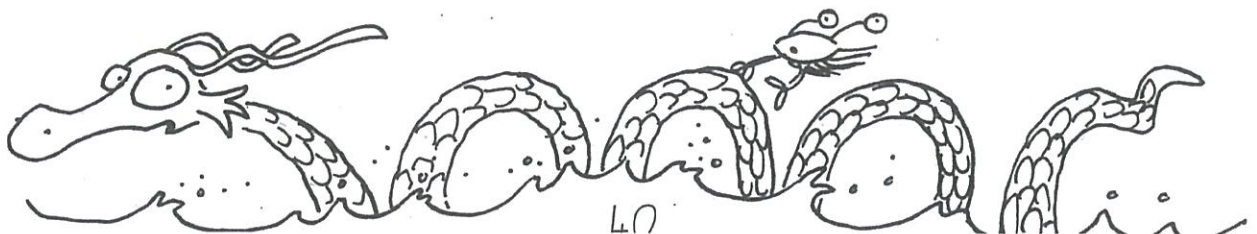
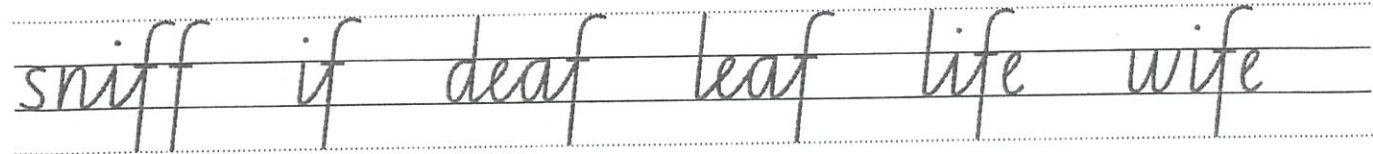
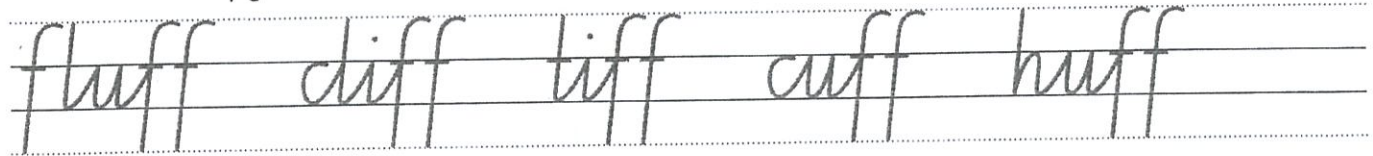
Trace and copy.



Finish these letter pairs by adding f.



Trace and copy.



Audience and purpose

To help identify an author’s purpose, work out who the text was written for. The author’s choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain. For example, a text with dialogue might be telling a story.

Read the passage.



Highlight the adjective that shows how Sam felt about keeping a secret from his friend.

The Creaky House Club

At home, Sam looked at the kitchen clock. One hour to go. Part of him was excited but the rest of him was terrified. What if the club members did something really bad to him? Something where they didn’t mean to hurt him, but it went wrong?

Sam knew there was no way out of it. He had to show up. He just wished that Tristan was coming too. He felt rotten about keeping it all from his friend. How was he going to tell Tristan if he did get into the Creaky House Club?

“I’ll see you later, Dad,” Sam called, as he left the house and cycled towards The Creaky House.

In paragraph 1, circle two adjectives that describe how Sam was feeling.

Underline the dialogue in the passage.



Circle the correct answers.

- 1 Which option best describes this text? It is part of ...

a an explanation.	b a story.
c a diary entry.	d a set of instructions.

- 2 Based on your answer to question 1, what is the main purpose of the text?

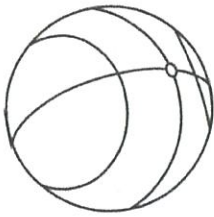
a to inform	b to persuade	c to warn	d to entertain
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- 3 What can we infer about Sam and Tristan? Sam and Tristan are ...

a at preschool.	b kindergartners.	c in primary school.	d at university.
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- 4 Who is the most likely audience for this text?

a under 5s	b adults	c 8–12 year-olds	d cyclists
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Read the passage.

Circle the pronouns that show there was more than one person in the room.

Colour the word that helps us work out how old the boys were.

Highlight the informal expression Sam uses for *made a mistake*.

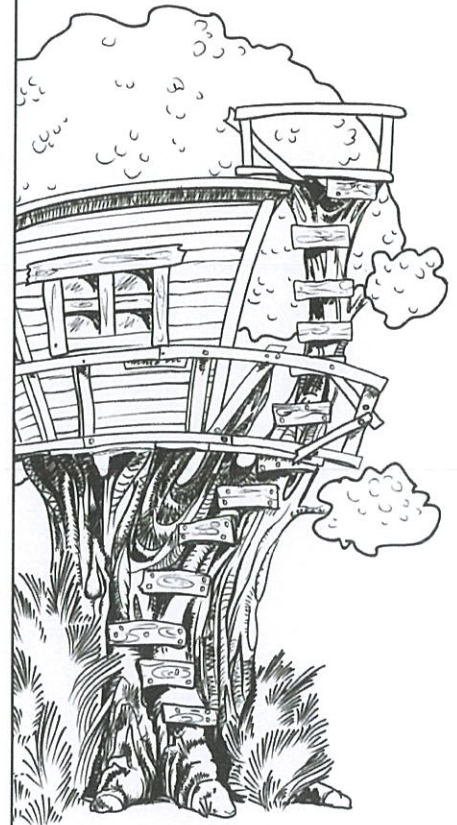
A voice that sounded familiar said, "Welcome to The Creaky House Club, Sam. As you know, we select our members very carefully. Firstly, we'd like to know why you want to join our club."

Sam had thought they'd ask him this question, but he still didn't have a good answer.

"Well ... I'm a good basketball player and I'd like to be part of the most popular group in school at the moment," said Sam.

"At the moment?" came the reply. "What do you mean 'at the moment'?"

"I've goofed already," Sam thought. But aloud he said, "Well, at the moment and in the future I mean."



5 Who is Sam talking to? _____

6 What does the dialogue suggest about the kind of text this is?

7 What is the main reason authors write these types of text?

8 Who do you think the target audience is for this text? Give a reason/s for your answer.

The King Cobra

Most snakes eat eggs, birds, lizards, frogs, rats and small mammals. Some snakes eat other ¹. The King Cobra of Asia is the most famous of these.

Its diet consists almost entirely of ² snakes. It usually eats non-venomous snakes but it will also eat ³ snakes as well. It will also eat small King Cobras — so it's a cannibal! The venom in its ⁴ is deadly.

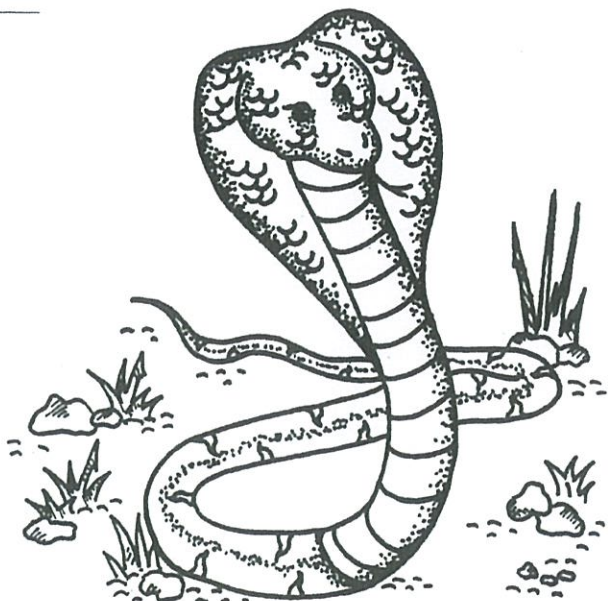
The King Cobra, as its name suggests, is the ⁵ of the cobras. It can reach a length of five and a half ⁶. Like other cobras, it has a hood around its ⁷. It spreads this when it is alarmed and ⁸ to attack.

The female King Cobra makes a nest of ⁹ for her eggs. How can she do this without arms or ¹⁰? She pushes the leaves together by moving her body from ¹¹ to side.

She lays up to forty ¹² in this nest then coils herself on top of them. She ¹³ the nest fiercely for about two months until the babies hatch.

The ¹⁴ King Cobras are only about fifty centimetres long when they hatch. But ¹⁵ venom is just as deadly as that of an adult King Cobra.

- eggs venomous side
- their snakes legs
- metres baby fangs.
- ready guards other
- largest leaves head



Important information

To find the most important information, look for the words, phrases and sentences that tell the most about the subject.

Read the passage.

Underline the reason Lion King did not think Fox would make a good teacher.

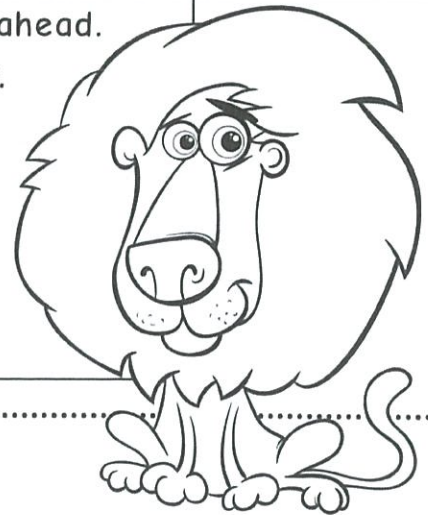
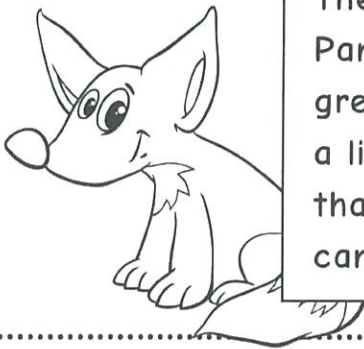
Highlight the reason Lion King did not choose Mole.

The Young Lion King

Lion King wondered which animal could teach the Lion Prince. He wondered if Fox could do it. Fox, though clever, was a great liar and liars always cause trouble. He wondered about mole. Mole was orderly and careful but never looked far ahead. The King wondered about Panther. Panther was strong, brave and a great fighter, but liked fighting a little too much. The Lion knew that a good king is just, wise and can solve things without fighting.

Put a **box** around the things Lion King liked about Panther.

Colour the reason Lion King did not want Panther to teach Lion Prince.



Circle the correct answers.

- 1 Which three animals did Lion King think of when looking for a teacher for the Lion Prince?

a Fox	b Panther	c Wolf
d Mole	e Bear	f Snake

- 2 Which three sentences give the most information about why Lion King did not choose those animals?
 - a He did not think Fox could do it.
 - b Fox, though clever, was a great liar and liars always cause trouble.
 - c He wondered about Mole.
 - d Mole was orderly and careful but never looked far ahead.
 - e The King wondered about Panther.
 - f Panther was strong, brave and a great fighter, but liked fighting a little too much.

Read the passage.



Highlight what the Lion Prince had learnt.

Underline the information that the Lion Prince needed most of all.

Lion was still thinking when Eagle flew by. "Of course!" Lion cried. "Eagle!" The Lion King sent his son to study at Eagle's court.

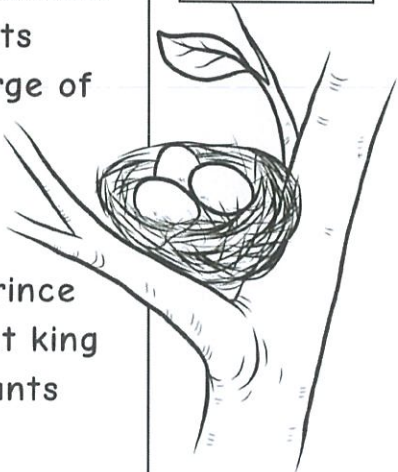
Years later, Lion Prince returned to his father, in time to take over his kingdom.

"Father," said the Lion Prince, "I have learnt many things. I can tell where every bird can find water. I know what kind of food each bird needs. I know how many eggs it lays and the wants of every bird that flies. When I am in charge of the kingdom, I shall begin to teach our animals how to build nests."

The animals in the King's court howled with laughter. The King realised the Lion Prince had not been taught the knowledge a great king needs most of all—a knowledge of the wants and needs of his own people and land.

Circle the animal Lion King chose to teach his son.

Colour what the other animals did when they heard what Lion Prince had learnt.



3 Eagle taught Lion Prince the things he would need to know if he were going to rule the bird kingdom. What important information did Eagle give the young prince?

- a _____
- b _____
- c _____
- d _____

4 What should the Lion Prince have learnt?

A Tornado

The very sound of the word 'tornado' is terrifying. Sometimes _____¹ towns are destroyed by a tornado in just a few _____² .

This violent windstorm is different from a cyclone because it is usually formed over dry _____³ , not over warm seas. It is also much smaller — up to 400 metres _____⁴ diameter.

A tornado is formed beneath a storm cloud (cumulonimbus) when _____⁵ and cold air try to pass each other. Sometimes they get locked _____⁶ and the air begins to spin very fast.

It whirls and _____⁷ making a black funnel-shaped cloud. When this spinning _____⁸ reaches the ground, it sucks up everything in its path like a giant _____⁹ cleaner.

The winds of a tornado are the fastest and most powerful _____¹⁰ on Earth. They can blow at speeds of up to 480 kilometres per hour! _____¹¹ is safe!

Luckily, most tornadoes blow themselves out in _____¹² thirty minutes. But in that short time they can do enormous _____¹³ . They are capable of lifting and carrying small buildings and _____¹⁴ for hundreds of metres before dropping them!

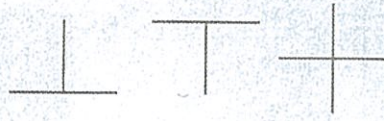
Do you know the _____¹⁵ of 'The Wizard of Oz'? In it, Dorothy was 'carried' away by a tornado.

vacuum	together	in	land
winds	story	damage	
minutes	cars	funnel	
Nothing	hot	whole	
	twirls	about	



Perpendicular lines

Perpendicular lines are lines that are at right angles to each other.



<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>
<p>e</p>	<p>f</p>	<p>g</p>	<p>h</p>

7 Which sets of lines above are perpendicular? _____

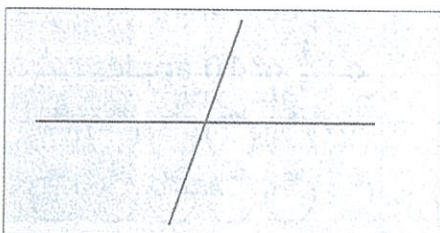
8 Draw three things found in your school that have perpendicular lines.

<p>a</p>	<p>b</p>	<p>c</p>
-----------------	-----------------	-----------------

9 Shade the capital letters that have perpendicular lines.

A	C	E	F	H	I	Z	L	N
---	---	---	---	---	---	---	---	---

10



Explain why these lines are not perpendicular.

Classifying angles

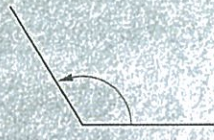
Angles are classified according to the amount of turn between two arms.

Right angle



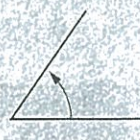
Square corner

Obtuse angle



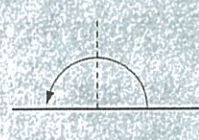
Larger than a right angle

Acute angle



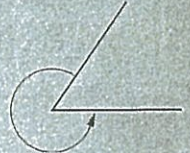
Smaller than a right angle

Straight angle



Can be made from two right angles

Reflex angle



Larger than a straight angle

9 Label the angles either right angle, obtuse, acute, reflex or straight.

a _____	d _____	g _____	j _____
b _____	e _____	h _____	k _____
c _____	f _____	i _____	l _____

10 Draw some angles.

Right angles	Acute angles
Obtuse angles	Straight angles

4 Use the array to answer the 8 times table questions.



- | | | | | | |
|---|-------------------------------------|---|-------------------------------------|---|--------------------------------------|
| a | $1 \times 8 =$ <input type="text"/> | e | $5 \times 8 =$ <input type="text"/> | i | $9 \times 8 =$ <input type="text"/> |
| b | $2 \times 8 =$ <input type="text"/> | f | $6 \times 8 =$ <input type="text"/> | j | $10 \times 8 =$ <input type="text"/> |
| c | $3 \times 8 =$ <input type="text"/> | g | $7 \times 8 =$ <input type="text"/> | | |
| d | $4 \times 8 =$ <input type="text"/> | h | $8 \times 8 =$ <input type="text"/> | | |

5 Use the 'double, double, then double again' strategy to solve these 8 times questions.

- | | | | |
|---|-------------------------------------|---|--------------------------------------|
| a | $3 \times 8 =$ <input type="text"/> | f | $9 \times 8 =$ <input type="text"/> |
| b | $4 \times 8 =$ <input type="text"/> | g | $11 \times 8 =$ <input type="text"/> |
| c | $7 \times 8 =$ <input type="text"/> | h | $15 \times 8 =$ <input type="text"/> |
| d | $5 \times 8 =$ <input type="text"/> | i | $13 \times 8 =$ <input type="text"/> |
| e | $8 \times 8 =$ <input type="text"/> | j | $14 \times 8 =$ <input type="text"/> |

$6 \times 8 = ?$
Think, double 6 = 12,
double 12 = 24,
double 24 = 48.



6 Jess is trying to solve 12×8 on her calculator but the 8 key is broken. Explain how she could solve this on her calculator by multiplying by 4 or 2 instead of 8.



7 Crack the secret code by exchanging answers for letters.

A	B	C	D	E	F	G	I	J	K	Q	R	S	T	U	V
28	72	21	24	40	63	42	80	32	36	35	56	64	49	50	10

- | | | | | | | | |
|---|-------------------------------------|---|-------------------------------------|----|--------------------------------------|----|--------------------------------------|
| 1 | $6 \times 7 =$ <input type="text"/> | 5 | $7 \times 7 =$ <input type="text"/> | 9 | $60 - 4 =$ <input type="text"/> | 13 | $50 + 6 =$ <input type="text"/> |
| 2 | $7 \times 8 =$ <input type="text"/> | 6 | $9 \times 8 =$ <input type="text"/> | 10 | $10 \times 8 =$ <input type="text"/> | 14 | $4 \times 10 =$ <input type="text"/> |
| 3 | $5 \times 8 =$ <input type="text"/> | 7 | $7 \times 4 =$ <input type="text"/> | 11 | $8 \times 5 =$ <input type="text"/> | 15 | $10 \times 4 =$ <input type="text"/> |
| 4 | $4 \times 7 =$ <input type="text"/> | 8 | $8 \times 7 =$ <input type="text"/> | 12 | $53 + 3 =$ <input type="text"/> | 16 | $9 \times 7 =$ <input type="text"/> |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

5 Double and double again to multiply by four.

- | | | | | | |
|---|----------------|----------------------|---|-----------------|----------------------|
| a | $2 \times 4 =$ | <input type="text"/> | f | $7 \times 4 =$ | <input type="text"/> |
| b | $3 \times 4 =$ | <input type="text"/> | g | $9 \times 4 =$ | <input type="text"/> |
| c | $5 \times 4 =$ | <input type="text"/> | h | $8 \times 4 =$ | <input type="text"/> |
| d | $4 \times 4 =$ | <input type="text"/> | i | $10 \times 4 =$ | <input type="text"/> |
| e | $6 \times 4 =$ | <input type="text"/> | j | $1 \times 4 =$ | <input type="text"/> |

$5 \times 4 =$
 Double 5 = 10
 Double 10 = 20
 $5 \times 4 = 20$



6 Double a smaller times table to find the answer.

- | | | | | | |
|---|----------------|----------------------|---|-----------------|----------------------|
| a | $3 \times 6 =$ | <input type="text"/> | e | $10 \times 6 =$ | <input type="text"/> |
| b | $5 \times 6 =$ | <input type="text"/> | f | $9 \times 6 =$ | <input type="text"/> |
| c | $2 \times 6 =$ | <input type="text"/> | g | $7 \times 6 =$ | <input type="text"/> |
| d | $4 \times 6 =$ | <input type="text"/> | h | $6 \times 6 =$ | <input type="text"/> |

$8 \times 6 =$
 Think $8 \times 3 = 24$
 Then double = 48



7 Complete the skip counting patterns for 6, 7, 8 and 9.

- | | | | | | | | | | | | |
|---|---|---|----|----|--|----|----|--|----|----|----|
| a | 0 | 6 | 12 | | | 30 | | | 48 | | 60 |
| b | 0 | 7 | 14 | | | 35 | | | 49 | | 70 |
| c | 0 | 8 | 16 | | | 40 | | | 56 | | 80 |
| d | 0 | 9 | 18 | 27 | | | 54 | | | 81 | 90 |

...2, 4, 6, 8...



8 Use the skip counting patterns above to complete the multiplication number sentences.

- | | | | | | | | | | | | |
|---|----|----------|---|-----|----------------------|---|---|----------|---|-----|----------------------|
| a | 10 | \times | 6 | $=$ | <input type="text"/> | e | 7 | \times | 7 | $=$ | <input type="text"/> |
| b | 8 | \times | 6 | $=$ | <input type="text"/> | f | 9 | \times | 7 | $=$ | <input type="text"/> |
| c | 3 | \times | 7 | $=$ | <input type="text"/> | g | 5 | \times | 8 | $=$ | <input type="text"/> |
| d | 5 | \times | 7 | $=$ | <input type="text"/> | h | 6 | \times | 9 | $=$ | <input type="text"/> |

When numbers are added, it doesn't matter in which order they are added,

e.g. $2 + 7 + 8 = 17$ $8 + 7 + 2 = 17$ $7 + 8 + 2 = 17$

When numbers are multiplied, it doesn't matter in which order they are multiplied,

e.g. $3 \times 2 \times 4 = 24$ $4 \times 2 \times 3 = 24$ $2 \times 3 \times 4 = 24$

3 Complete the sets of number sentences to see if the rule above is true.

a $6 + 5 + 4 = \square$

$4 + 5 + 6 = \square$

b $7 + 5 + 6 = \square$

$6 + 5 + 7 = \square$

c $8 + 7 + 5 = \square$

$5 + 7 + 8 = \square$

d $9 + 6 + 4 = \square$

$4 + 6 + 9 = \square$

e $3 \times 2 \times 4 = \square$

$4 \times 2 \times 3 = \square$

f $1 \times 4 \times 5 = \square$

$5 \times 4 \times 1 = \square$

4 Write your own multiplication number sentences.

$\square \times \square \times \square = \square$

$\square \times \square \times \square = \square$

5 Rewrite each number sentence to make it easier to solve.

a $6 + 8 + 4 =$ becomes $\square + \square + \square = \square$

b $17 + 9 + 3 =$ becomes $\square + \square + \square = \square$

c $18 + 7 + 2 =$ becomes $\square + \square + \square = \square$

d $9 + 15 + 5 =$ becomes $\square + \square + \square = \square$

e $17 + 4 + 6 =$ becomes $\square + \square + \square = \square$

f $5 \times 7 \times 2 =$ becomes $\square \times \square \times \square = \square$

$7 + 9 + 3$
becomes $7 + 3$
(to make 10) $+ 9$.

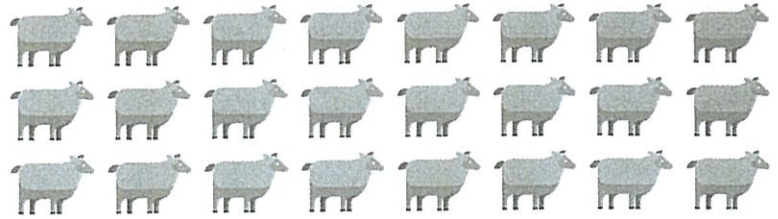


6 Who baked the most cakes?

Dad baked enough cakes to fill 2 trays with 5 rows of 4 cakes on each tray. Grandma baked enough cakes to fill 4 plates with 2 rows of 5 cakes on each plate.



- 4** A farmer has 24 sheep that will need to be separated into equal groups for shearing.

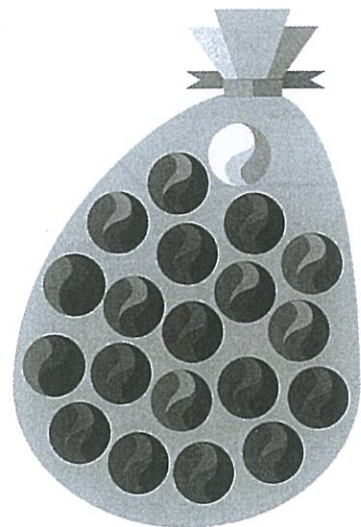


Write a number sentence to solve each problem.



	Problem	Number sentence
a	Farmer Bindi wants to put the sheep into three paddocks. How many will be in each paddock?	<input type="text"/> ÷ <input type="text"/> = <input type="text"/>
b	Farmer Mills wants to put the sheep into six paddocks. How many sheep will he have in each paddock?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
c	Farmer Hassan wants to put the sheep into two paddocks only. How many sheep will he have in each paddock?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
d	Farmer Julie wants to put the sheep into four paddocks. How many sheep will she have in each paddock?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

- 5** Solve these problems.

- a** Divide 18 people into 3 groups.
- b** Share 20 marbles among 5 children.
- c** Divide 24 plants into 4 groups.
- d** Share 25 cakes among 5 people.
- e** Share 30 teddies among 5 girls.
- f** Break 20 lollies into 4 groups.
- g** Share 30 marbles among 6 children.
- h** Share 30 fish into 5 fish bowls.
- i** Share 40 chocolates among 5 boys.



Use the pictures to solve the problems.

- 4  a How many groups of 5?
- b How many groups of 3?
- 5  a How many groups of 4?
- b How many groups of 5?
- c How many groups of 10?
- d How many groups of 2?

Another method of solving division is to use known table facts, e.g. $20 \div 5$. Think $4 \times 5 = 20$, so the answer is 4.

- 6 a $9 \div 3 =$ j $15 \div 3 =$
- b $12 \div 2 =$ k $21 \div 3 =$
- c $16 \div 2 =$ l $45 \div 5 =$
- d $20 \div 2 =$ m $35 \div 5 =$
- e $20 \div 5 =$ n $27 \div 3 =$
- f $15 \div 5 =$ o $18 \div 3 =$
- g $10 \div 5 =$ p $24 \div 3 =$
- h $25 \div 5 =$ q $40 \div 5 =$
- i $12 \div 3 =$ r $30 \div 5 =$

\$30 divided among
6 children = \$5
each

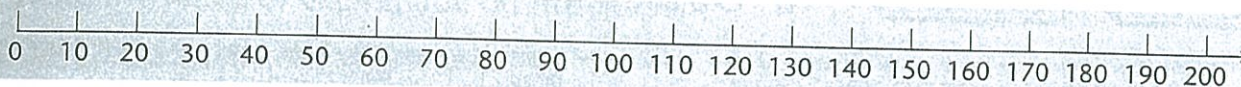
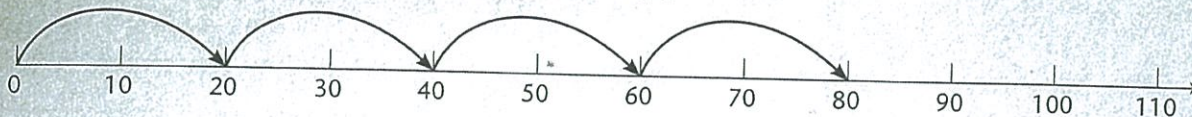


- 7 Discuss in a group how you could solve this problem, then solve it.

At the start of the year Mrs Miller put 32 children into 4 sports teams. How many children in each team?

When multiplying a one-digit number by a multiple of ten, we can use the strategy of repeated addition.

E.g. 4×20 becomes $20 + 20 + 20 + 20 = 80$



1 Use repeated addition to multiply the numbers. The number line above may assist you.

a $3 \times 20 = \square$

g $2 \times 30 = \square$

b $5 \times 20 = \square$

h $5 \times 30 = \square$

c $6 \times 20 = \square$

i $6 \times 30 = \square$

d $8 \times 20 = \square$

j $3 \times 40 = \square$

e $3 \times 30 = \square$

k $5 \times 40 = \square$

f $4 \times 30 = \square$

l $3 \times 50 = \square$

We can also use place value strategies to multiply by a multiple of 10.
E.g. 4×20 becomes $4 \times 2 \text{ tens} = 8 \text{ tens} = 80$.

2 Use this strategy to multiply the numbers below.

a $2 \times 50 = \square$

e $9 \times 20 = \square$

b $5 \times 50 = \square$

f $6 \times 50 = \square$

c $4 \times 50 = \square$

g $4 \times 60 = \square$

d $7 \times 20 = \square$

h $5 \times 60 = \square$

3 Write as many multiplication number sentences as you can to create 120.

Extended multiplication

Rachel planted 3 rows of trees on her farm. How many trees did she plant altogether if there were 24 trees in each row?



Hund	Tens	Ones
	2	4
×		3
<hr/>		
	1	2
	6	0
<hr/>		
	7	2

To solve this, Rachel used extended multiplication.

3 groups of 4

3 groups of 20

Add 12 + 60 to give 3 groups of 24.

9 Complete the multiplications using the extended form.

a

Hund	Tens	Ones
	2	4
×		3

b

Hund	Tens	Ones
	2	5
×		2

c

Hund	Tens	Ones
	2	6
×		2

d

Hund	Tens	Ones
	2	5
×		3

e

Hund	Tens	Ones
	2	5
×		5

f

Hund	Tens	Ones
	2	6
×		3

g

Hund	Tens	Ones
	2	4
×		5

h

Hund	Tens	Ones
	1	5
×		5

i

Hund	Tens	Ones
	2	8
×		3

j

Hund	Tens	Ones
	2	6
×		5

k

Hund	Tens	Ones
	2	3
×		5

l

Hund	Tens	Ones
	3	5
×		6

m

Hund	Tens	Ones
	3	7
×		5

n

Hund	Tens	Ones
	4	2
×		6

o

Hund	Tens	Ones
	3	7
×		6

10 Write a problem to match the number sentence. $35 \times 5 =$

Boggle

Spelling Word Puzzle

K	B	A	H
C	J	O	T
A	G	U	M
T	N	I	P

Blank writing area for finding words from the letters.

Blank writing area for finding words from the letters.

Word Count

1 or 2 Letters: _____

3 Letters: _____

4 Letters: _____

5 Letters: _____

6 or More Letters: _____

Total Number of Words: _____

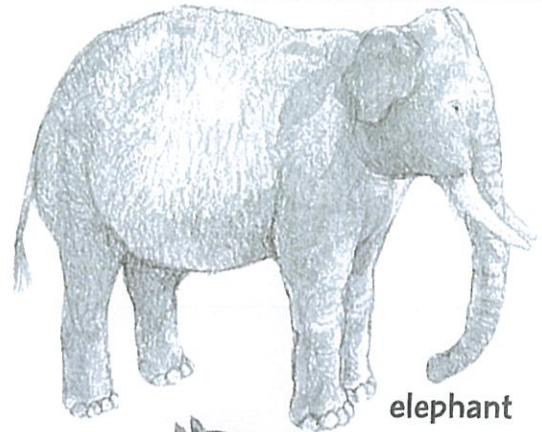
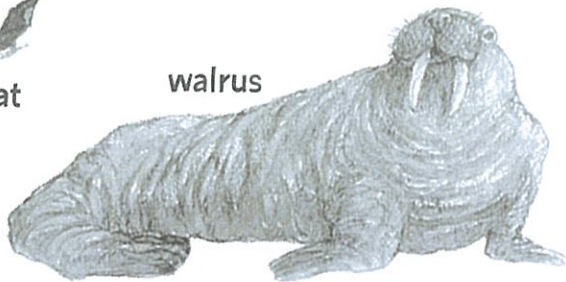
MANY MAMMALS

Find and circle the words in the word search.
Look across, down and diagonally.



bat

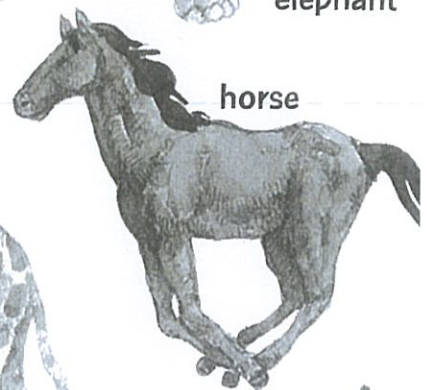
walrus



elephant

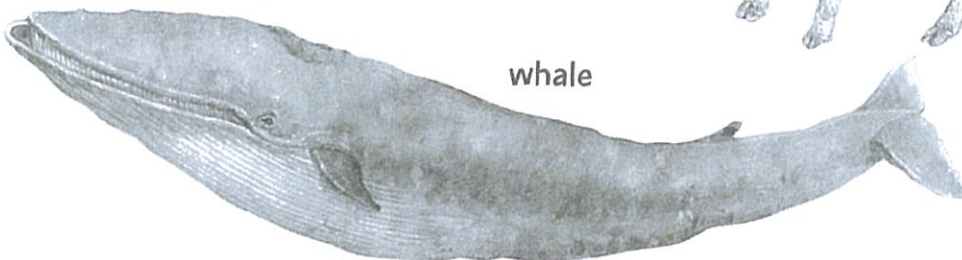


giraffe

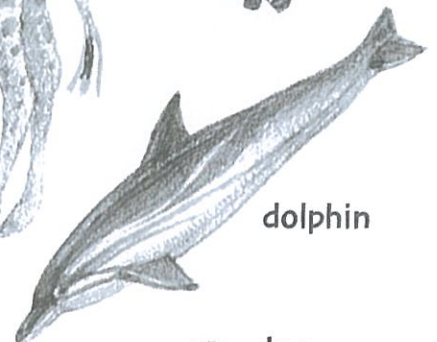


horse

Q	L	D	W	S	E	B	I	S	O	N
S	B	O	D	O	L	P	H	I	N	H
F	U	G	H	A	E	F	F	D	H	O
W	W	T	I	F	P	G	O	W	J	R
A	H	G	F	R	H	L	C	X	H	S
L	Q	A	D	B	A	T	L	S	F	E
R	B	N	L	H	N	F	L	A	F	M
U	L	V	W	E	T	Y	F	D	M	A
S	R	C	D	M	O	O	S	E	H	A



whale



dolphin

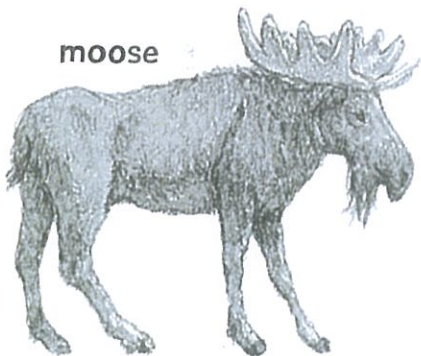


dog



fox

moose



bison



llama

BOXED IN

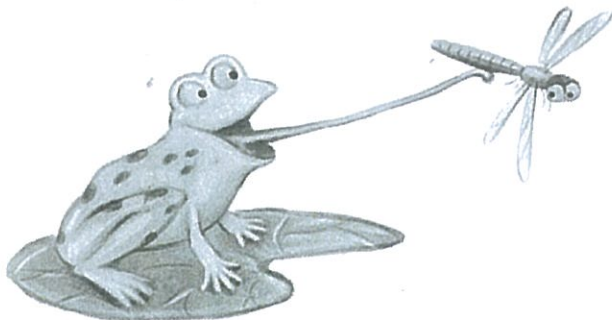
2 or more players

The object is to complete the most squares. Each player takes a turn drawing a vertical or horizontal line between two dots. When you complete a square, write your first initial in it. You can then take another turn. Your turn can include forming several boxes. A single line may form more than one box. Your turn is over when you draw a line that does not form a box.

The game ends when all possible boxes have been formed and filled. The winner is the player with the most initialled boxes.



L	P	L	P	P
L	P	L	P	P
P	L	L	P	L



Challenge!

You can also play this game by joining lines to form the fewest number of boxes. The players take turns drawing lines without forming boxes. The winner has the fewest number of boxes.

Emoji Multiplication Mosaic

Multiplication 3×, 4×, 6×, 7× and 8× tables

Solve the maths problems to reveal the hidden picture. Each answer has a special colour:

8, 20, 21, 30, 35, 40, 60, 66, 77 = yellow

6, 12, 33, 48, 54, 63 = black

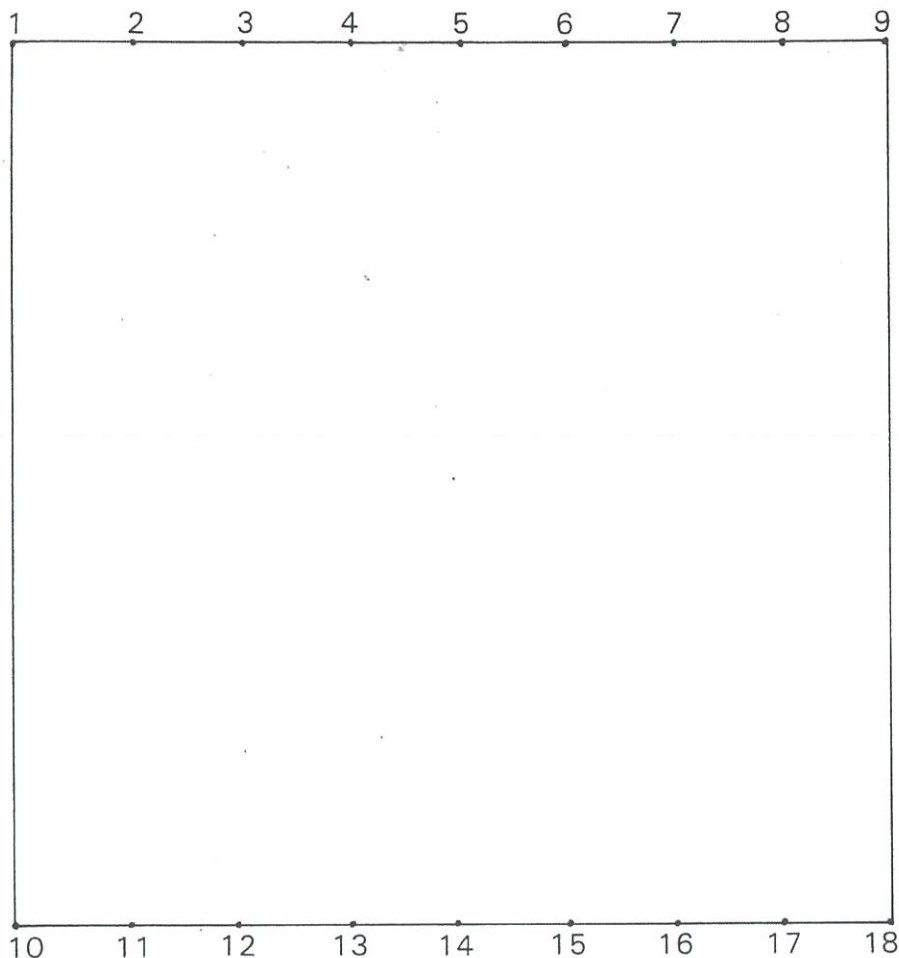
7, 15, 27, 36, 44, 56, 96 = white

14, 16, 18, 28, 42, 84 = pink

3×2	4×3	7×3	10×3	3×20	2×4	5×4	16×3	3×18
3×11	4×10	15×4	6×5	10×6	7×5	8×5	11×6	4×12
7×11	3×5	9×3	12×3	3×7	5×3	3×9	3×12	3×10
3×20	32×3	9×7	4×9	4×2	3×32	6×9	4×9	4×5
4×10	11×4	14×4	6×6	4×15	4×11	7×8	8×12	5×6
6×3	14×3	6×10	5×7	5×8	6×11	11×7	12×7	4×7
4×4	8×2	10×4	2×4	7×3	3×20	6×5	21×4	6×14
10×3	7×5	5×8	2×6	12×4	21×3	6×10	3×10	5×6
6×1	10×6	4×2	15×4	3×20	4×5	4×15	3×7	16×3
2×6	3×21	11×6	5×8	10×6	6×11	4×2	11×3	6×2

UNIT 15 A PATTERN

Follow the instructions carefully to complete this pattern.



Using your ruler and a very sharp pencil, start at 1:

Rule a line from

1 to 11
from 11 to 3,
from 3 to 13,
from 13 to 5,
from 5 to 15,
from 15 to 7,
from 7 to 17,
from 17 to 9.

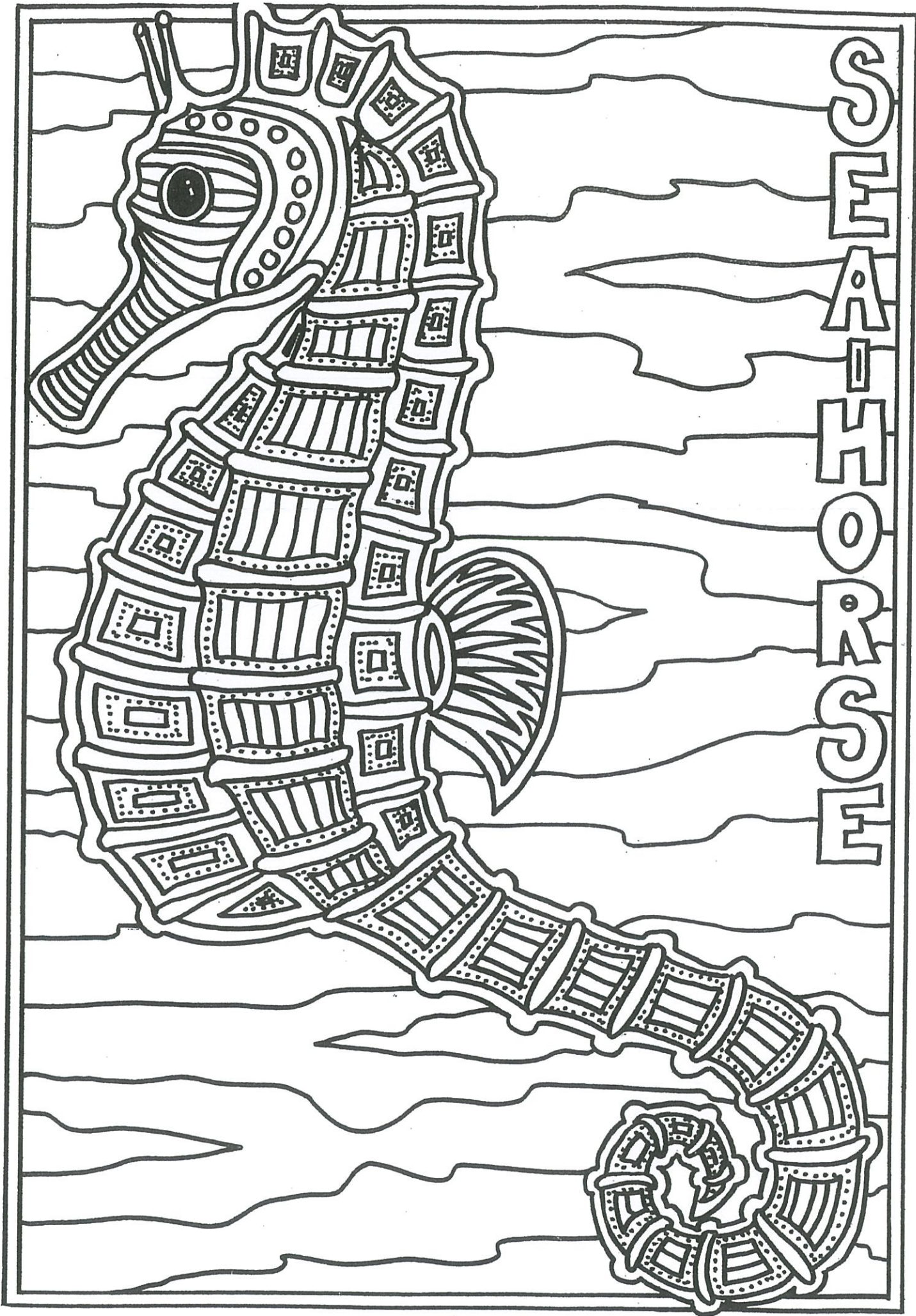
Now start at 10.

Rule a line from 10 to 2,
from 2 to 12,
from 12 to 4,
from 4 to 14,
from 14 to 6,
from 6 to 16,
from 16 to 8,
from 8 to 18.

Colour this pattern in any way you wish. Make it look as attractive as possible.



KOALA



S
E
A
H
O
R
S
E