# Erina Heights Public School
## *Learning from Home - Stage 2*

| Term | 1 | 2 | 3 | 4 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| ***9:00*** | Daily Zoom Meeting | 2/3L Zoom link | 3A Zoom Link | 3/4C Zoom Link | 3/4C Zoom Link |
| **Morning** | **Literacy Activities** | **Literacy Activities** | **Literacy Activities** | **Literacy Activities** | FUN FRIDAY BINGO GRID |
| | **Recess Break** | | | | |
| **Middle** | **Maths Activities** | **Maths Activities** | **Maths Activities** | **Maths Activities** | |
| | **Manga High** | **Manga High** | **Manga High** | **Manga High** | |
| | **Lunch Break** | | | | |
| **Afternoon** | **A Week of Activity** | **A Week of Activity** | **A Week of Activity** | **A Week of Activity** | |
| ***Optional Activities*** | Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au | | | | |

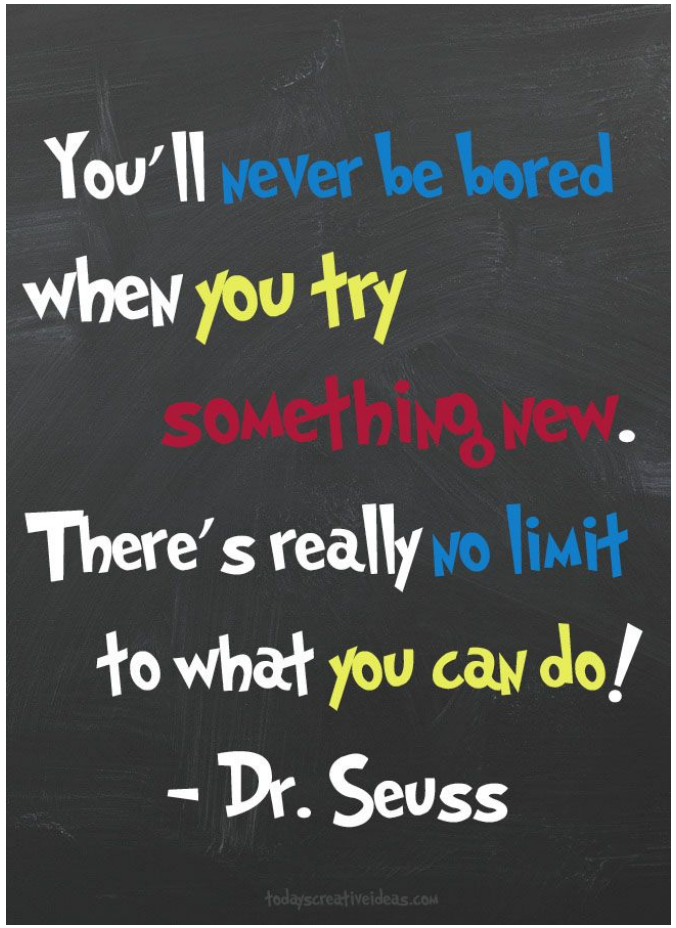
# Literacy Activities

Stage 2 – Week 9

# EXPECTATIONS

## 'Strive for progress, not perfection'

- Do one activity each day.
- If you get stuck, send your teacher a message on Google Classroom.
- You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- Submit your work on Google Classroom.
- Do the best you can! ☺️



# Book Report

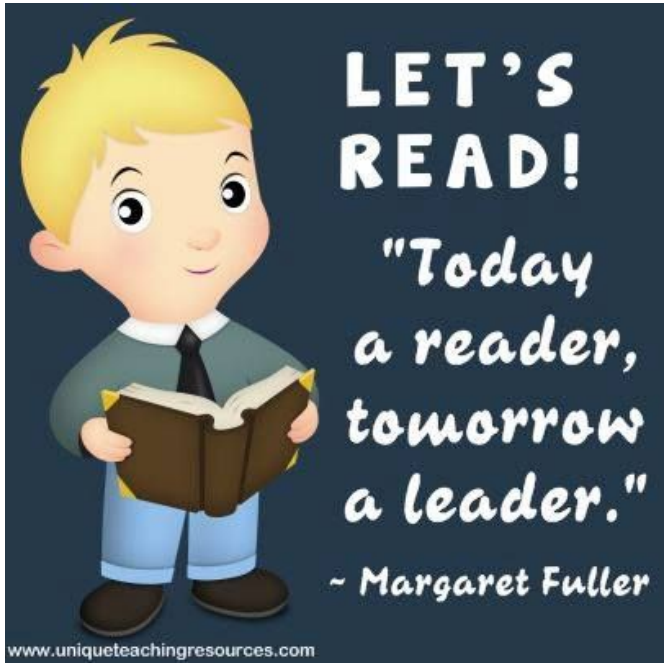
Tell us about your favourite book

**What to do?**

- Read a book of your choice

**Your Task:**

- Work through the following slides to create a book report on a book you have read.
- This task will be for <u>Monday and Tuesday this week.</u>



# MY BOOK

## Book Cover

Insert Image Here

## About the Author

Type Here

## Genre

Type Here

# THE MAIN CHARACTERS

Type Here

Type Here

Type Here

Type Here

# THE SETTING

| Time Period | Place |
| --- | --- |
| Type here | Type here |

# SUMMARY

Type Here

# THIS BOOK REMINDED ME OF...

Type Here

# MAIN IDEA

## Read the passage and follow the instructions

**Underline the main idea in red and the main details in blue. Write one more details below and add a concluding sentence.**

Gracie Lou was not afraid of anything. She was as brave as the lion that roared the loudest and frightened all the other lions. She wasn't afraid of dark shadows, dark corners or dark alleyways. She laughed in the face of loud thunderstorms. Big dogs only made her coo with glee. She enjoyed spotting spiders and bugs with her magnifying glass and examining the textures of their bodies for hours on end. She liked picking up wiggly worms in the back garden and making her mother squeal.

Use the line tool on the tool bar to add in your lines.

Concluding statement:

# VERBS & ADVERBS

## Can you describe a verb?

Think of 16 verbs and write them below. In the box beside, write an adverb to describe the verb. e.g. Danced>elegantly.

| Verb | Adverb to describe the verb | Verb | Adverb to describe the verb |
|---|---|---|---|
| Danced | elegantly | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# WRITING TASK - *Point of View*

**Third person point of view is like when the author or narrator is telling the story but isn't part of the story**

**For example:**

- First person - I like to eat dessert before dinner
- Third person - She likes to eat dessert before dinner.

**Your Task:**

Change these sentences from first person to third person point of view.

| 1st Person | 3rd Person |
|---|---|
| Even though I like meatballs, I do not like spaghetti and meatballs. | |
| I love to hang out with Jackson because he always makes me laugh. | |
| We went to the zoo. My favourite animals were the giraffes and lions. | |
| While I don't love eating veggies, I do it anyway to make Mum happy. | |
| When I listen to music, it helps me to relax. | |
| I ran the whole field and scored a try. I was exhausted but so happy! | |
| I went to the canteen with Liv and Jillian. We bought ice blocks. | |

# SPEAKING & LISTENING

## Go on a virtual excursion exploring Aboriginal culture

https://www.dpi.nsw.gov.au/education-and-training/school-resources/sea-country

**What to do?**

- Click the link above or scan the QR code

**Your Task:**

- Click on the icons on the website to be taken on a virtual excursion.
- Watch the videos in each sections and write down 7 or more facts you learned about the connection first nations people have with the land and the land itself.
- This can be done in the next slide.

NSW GOVERNMENT | Department of Primary Industries

# SPEAKING & LISTENING

Go on a virtual excursion exploring Aboriginal culture

**Facts I have learned....**

# Maths

Stage 2 - Week 9

# Maths Instructions

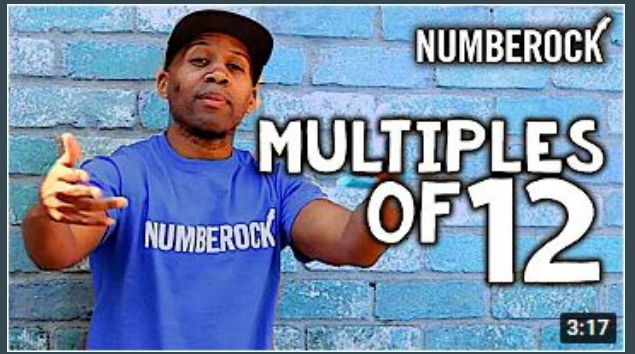
1. Watch the instructional video before beginning the tasks. You may need to watch this more than once.

2. Complete as many activities each day as you can - activities should be completed on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.

3. To make answering easier, please type into the pink text boxes.

# Practise your multiplication tables






# PLEASE NOTE

If it is easier for you to complete this work in a book, then please do so and send a photo to your teacher or submit on Google Classroom if you know how.

Otherwise - Click on the pink text boxes on the activity slides to enter your answer.

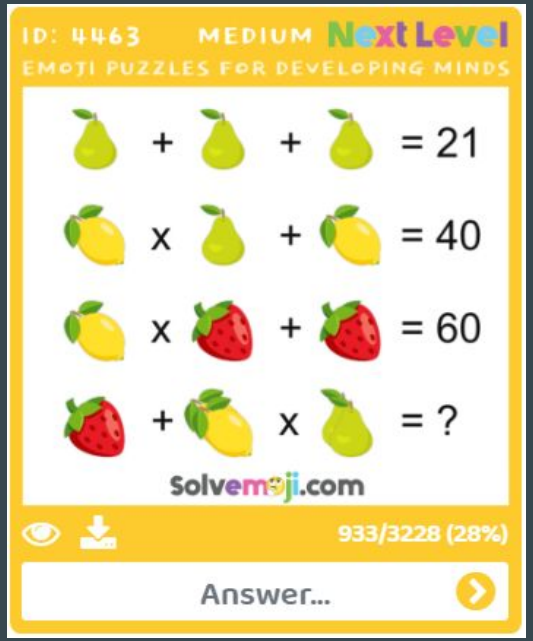
# Monday

Lesson 1

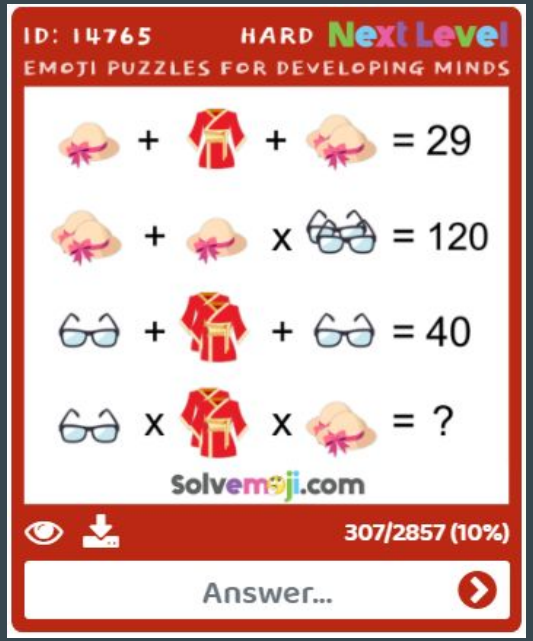
# Ignition Activity 1 – choose your level

★


★★




★★★



# Instructional Video Links - Click the links below to access the videos


[Multiplication & Division]


[Multiplication & Division]

Read

Multiplication and Division Unit 2

# Glossary

- **commutative property of multiplication:** in addition or multiplication, numbers may be added or multiplied together in any order
- **division:** sharing into equal groups
- **inverse operation:** the opposite or reverse operation, e.g addition is the inverse of subtraction
- **multiplication:** an operation where a given number can be added to itself any number of times
- **strategy:** a way of working something out using known relationships, patterns or operations

Read

Multiplication and Division Unit 1

# Glossary

- **array:** items arranged in equal columns and rows
- **factor:** a whole number that divides exactly into another number (e.g. 6 is a factor of 12 because $12 \div 2 = 6$. 2 is also a factor of 12 because $12 \div 6 = 2$)
- **multiple:** the product of a number multiplied by any other whole number (e.g. 18 is a multiple of 6 because $6 \times 3 = 18$. 18 is also a multiple of 9 because $9 \times 2 = 18$)
- **product:** the answer when two or more numbers are multiplied together

Multiplication is easy to understand when you use an **array**. An array is a group of items arranged in equal rows and columns. Let's look at this array of coins to explain multiplication.

There are
- 3 columns and
- 2 rows

in this array of 6 coins.

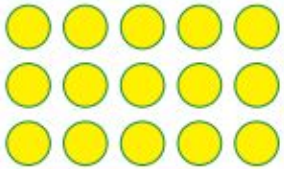
Let's write this as multiplication facts.

2 rows of 3 coins is 6 coins.

3 columns of 2 coins is 6 coins.

Notice how it doesn't matter if we write the amount of rows or columns first. There are still 6 coins. This shows that two different number sentences can describe the same array.

**2.** Write numbers in the boxes below to describe this array.

| Array | In words | Number sentence |
|---|---|---|
|  | ( ) rows of ( ) is ( ) | 3 x 5 = ( ) |
| | ( ) columns of ( ) is ( ) | 5 x 3 = ( ) |

← Answer this in the pink text boxes.

3. Write two multiplication number sentences to match each array of coins.

a.

2 x 4 = 8

□ x □ = □

b.

□ x □ = □

□ x □ = □

c.

□ x □ = □

□ x □ = □

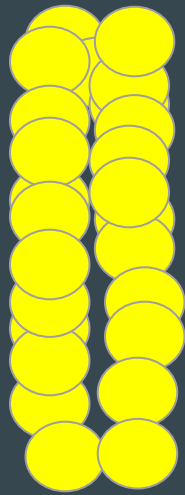
d.

□ x □ = □

□ x □ = □

Answer this in the pink text boxes.

Click and drag the yellow circles to create an array of 24 objects. Write matching number sentences in the pink boxes.



**4.** Draw an array of 24 objects and write the matching multiplication number sentences.

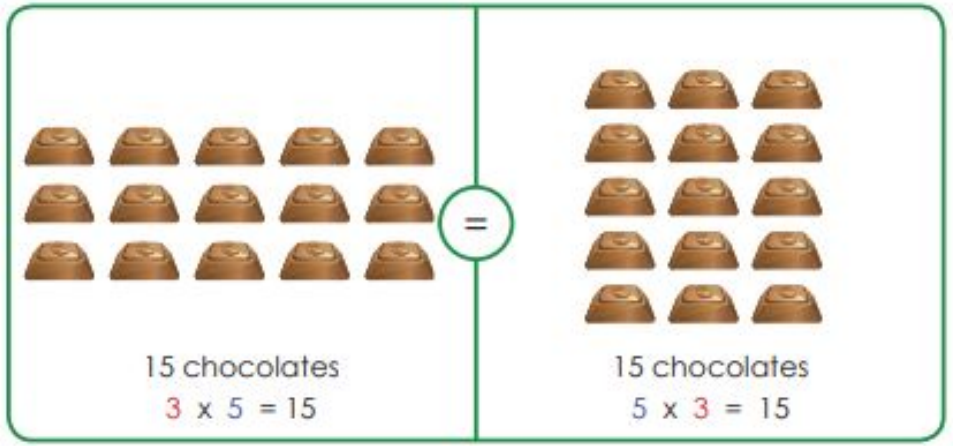
| Array | |
|---|---|
| | |
| **Number sentence** | **Number sentence** |
| | |

Read

## Have A Go!

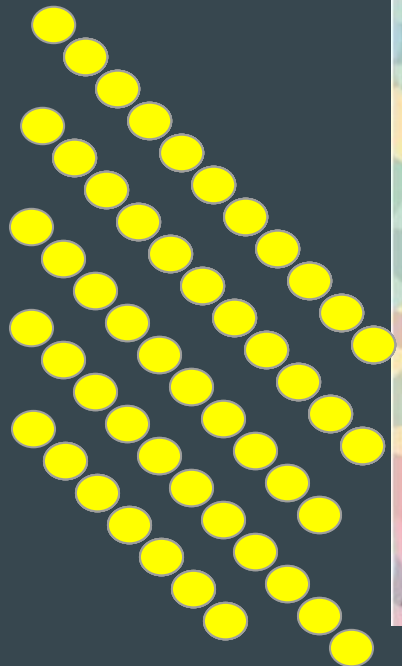
Look at the two chocolate arrays and their matching number sentences below.

What do you notice about the order of numbers and the answer?




Both arrays have the same amount of chocolates, but the amount of rows and columns is different. Both number sentences use the same numbers, but in a **different order** to get the same answer.

Click and drag the yellow circles to create arrays. Complete the number sentences in the pink boxes.



This is called the **commutative property**.

**Commutative property:** The order of the numbers in a multiplication number sentence can be changed without changing the answer.

1. Complete the number sentences and draw arrays to match. In question '**d**' you will need to make up your own number sentence.

**a.**

10 x 3 = ☐ = 3 x 10 = ☐

**b.**

5 x 6 = ☐ = 6 x 5 = ☐

**c.**

2 x 9 = ☐ = 9 x 2 = ☐

☐ x ☐ = ☐ = ☐ x ☐ = ☐

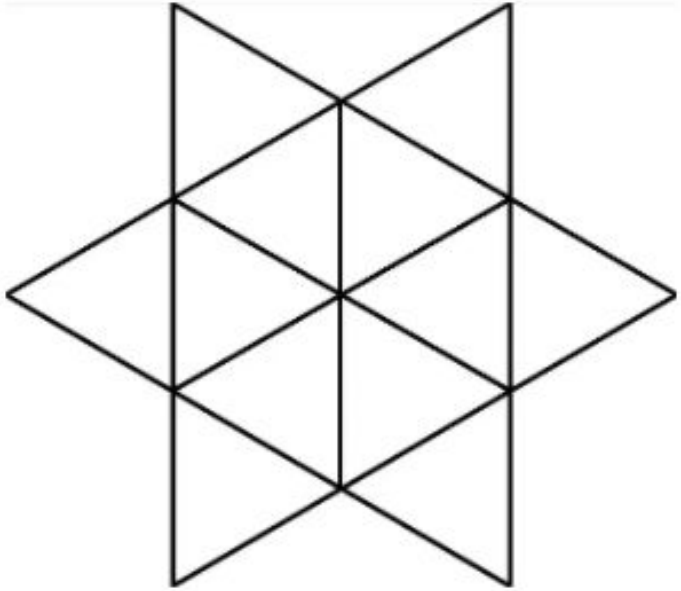
Multiplication and

# Tuesday

Lesson 2

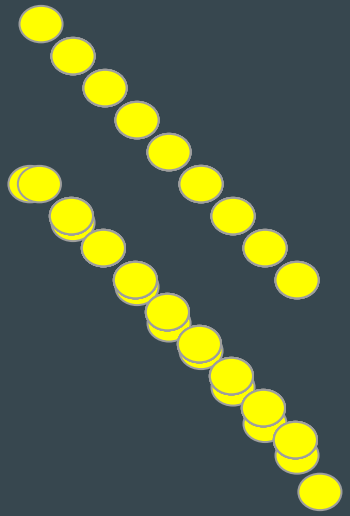
# Ignition Activity 2

**How many triangles can you see in this picture?**



Answer this in the pink text box.

Click and drag the yellow circles to create arrays to help you answer the questions.



**2.** Henrí is working out a savings strategy for his pocket money. He has worked out two strategies. In the first, he saves $5 each week for 8 weeks. In the second, he saves $8 each week for 5 weeks. His sister Marie thinks that he will save the same amount in each plan. Is Marie correct? Explain your answer using arrays.

| Arrays | Explanations |
| --- | --- |
| | |
| | |

## Have A Go!

So far you have modelled the commutative property using arrays. Let's test the commutative property by making pizzas!

Look at the menu below. How many combinations of bases and toppings can you make?


Read

To calculate the total number of combinations available, multiply the amount of bases by the amount of toppings.

Write the number of **bases** available in this box. ☐

Write the number of **toppings** available in this box. ☐

**1.** Now use these numbers to complete this number sentence:

**a.** ☐ bases x ☐ toppings = ☐ pizza combinations

Now multiply the toppings by the bases.

**b.** ☐ toppings x ☐ bases = ☐ pizza combinations

You should have the same amount of pizza combinations. We have just modelled the **commutative property** of multiplication using number sentences.

**2.** Look at the table below.

| | | | | |
|---|---|---|---|---|
| **Example:** 3, 5, 15 | $3 \times 5 = 15$ | $5 \times 3 = 15$ | $15 \div 3 = 5$ | $15 \div 5 = 3$ |
| **a.** 2, 4, 8 | | | | |
| **b.** 12, 6, 2 | | | | |
| **c.** 5, 30, 6 | | | | |
| **d.** 45, 9, 5 | | | | |
| **e.** 10, 5, 50 | | | | |

- In the example, the numbers 3 and 5 have been multiplied in two ways to make 15. This is the commutative property.
- 15 has been divided by 3, and also 5, to demonstrate that multiplication is the **inverse** of division. Each division number sentence is the inverse of a multiplication number sentence.

Complete the table by writing two multiplication number sentences and two division number sentences to show they are inverse operations.

1. Write the multiplication and division number sentences to describe each array.

a.

□ x □ = □

□ x □ = □

□ ÷ □ = □

□ ÷ □ = □

b.

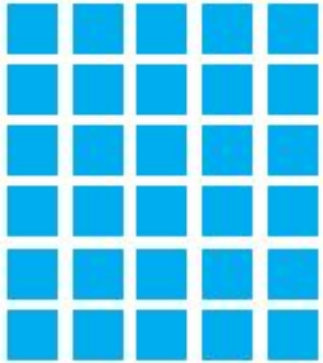
□ x □ = □

□ x □ = □

□ ÷ □ = □

□ ÷ □ = □

c.



□ x □ = □

□ x □ = □

□ ÷ □ = □

□ ÷ □ = □

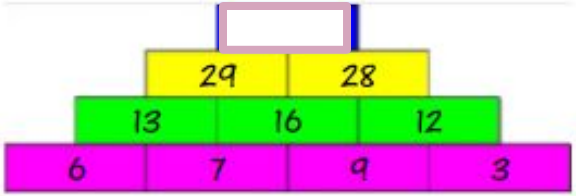
# Wednesday

Lesson 3

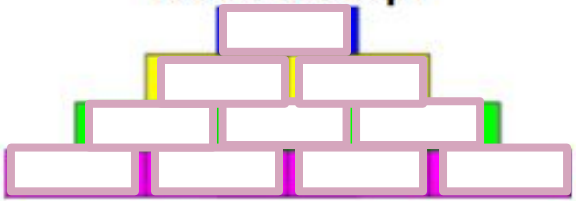
# Ignition Activity 3

**Number Pyramids** ☆☆ 7

**Can you work out what number will be at the top of the pyramid?**




**Can you make a pyramid with 100 at the top?**



# Commutative and Inverse Properties

**2.** Circle the number sentences that show the commutative property.

**a.** $3 \times 1 = 3$

**b.** $5 \times 4 = 20,\ 4 \times 5 = 20$

**c.** $2 \times 3 = 6,\ 2 + 2 + 2 = 6$

**d.** $7 \times 9 = 63,\ 63 \div 9 = 7$

**3.** Circle the number sentences that show multiplication as the opposite of division.

**a.** $3 \times 4 = 12,\ 2 \times 6 = 12$

**b.** $5 \times 4 = 20,\ 20 - 15 = 5$

**c.** $18 \div 3 = 6,\ 6 \times 3 = 18$

**d.** $7 \times 9 = 63,\ 63 \div 9 = 7$

**4.** What do each of these number sentences show? Write either **commutative** or **inverse** beside each one.

**a.** $15 \times 4 = 60,\ 4 \times 15 = 60$ _____

**b.** $56 \div 7 = 8,\ 8 \times 7 = 56$ _____

**c.** $6 \times 4 = 24,\ 24 \div 4 = 6$ _____

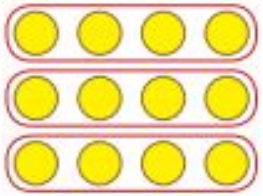
**d.** $8 \times 9 = 72,\ 9 \times 8 = 72$ _____

# Products and Multiples

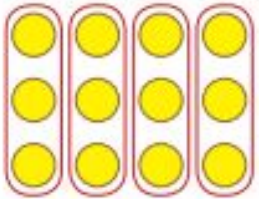
Read

The diagrams below are **arrays** of yellow dots that have been grouped to show how we can multiply 3 and 4.

The **product** is the answer when two or more numbers are multiplied together.



3 groups of 4 = 12
We can also say that the product of 3 and 4 is 12.



4 groups of 3 = 12
We can also say that the product of 4 and 3 is 12.

**Notice that groups can be columns or rows.**

**1.** Find the product of the following pairs of numbers.

**a.** The product of 5 and 4 is _____

**b.** The product of 6 and 6 is _____

**c.** The product of 8 and 5 is _____

**d.** The product of 7 and 3 is _____

2

Type your answers in the pink text boxes.

Write your answers in a workbook and send to your teacher.

Below you can see some examples of arrays in real life.



A **multiple** is the product of a number multiplied by any other whole number.

Look at the 4 times table below. The red numbers show the multiples of 4.

**2.**

| | |
|---|---|
| 1 x 4 = | 4 |
| 2 x 4 = | 8 |
| 3 x 4 = | 12 |
| 4 x 4 = | 16 |
| 5 x 4 = | 20 |
| 6 x 4 = | 24 |
| 7 x 4 = | 28 |
| 8 x 4 = | 32 |
| 9 x 4 = | 36 |
| 10 x 4 = | 40 |

Use your knowledge of **doubling** to help you complete the 8 times table.

| |
|---|
| 1 x 8 = |
| 2 x 8 = |
| 3 x 8 = |
| 4 x 8 = |
| 5 x 8 = |
| 6 x 8 = |
| 7 x 8 = |
| 8 x 8 = |
| 9 x 8 = |
| 10 x 8 = |

Do you notice any patterns or similarities in the multiples of 4 and 8?

Type your answers in the pink text boxes.

Using your knowledge of times tables and your problem solving skills, complete the following questions. Use the hundreds chart to help you. Look for the patterns in the ones place.

**1.** Write all the numbers between 60 and 80 that **are** a multiple of 2, 3 and 5.

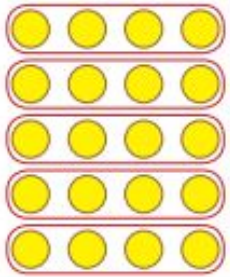
**2.** Write all the numbers less than 40 that **are not** a multiple of 2, 3 and 5.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

# Opposite Operations

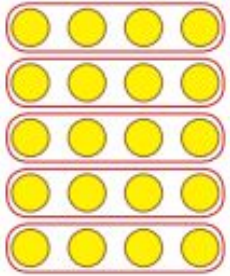
Read

Look at the arrays below which show multiplication and division facts using the numbers 4, 5 and 20.



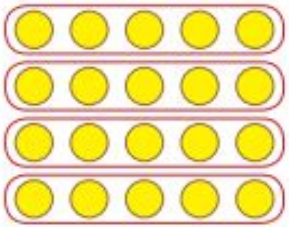
5 groups of 4 = 20

5 x 4 = 20



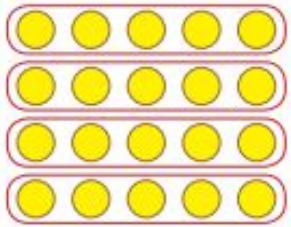
20 divided into 5 equal groups = 4 in each group.

20 ÷ 5 = 4



4 groups of 5 = 20

4 x 5 = 20



20 divided into 4 equal groups = 5 in each group.

20 ÷ 4 = 5

Type your answers in the pink text boxes.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | x | 4 | = | 20 | 20 | ÷ | 5 | = | 4 |
| 4 | x | 5 | = | 20 | 20 | ÷ | 4 | = | 5 |

What do you notice about the numbers used in each number sentence in the 'family of four' in the box above?

**1.** We are now going to relate the multiplication facts to their inverse (opposite) division facts by creating 'families of four'.

Complete each 'family of four' by writing 3 more facts. Make sure that there are two multiplication and two division facts for each family. The first one has been completed for you.

**e.g.** 3 x 4 = 12
4 x 3 = 12
12 ÷ 3 = 4
12 ÷ 4 = 3

**a.** 5 x 4 = 20 [ ] x [ ] = [ ]
[ ] ÷ [ ] = [ ]
[ ] ÷ [ ] = [ ]

**b.** 8 x 6 = 48

**c.** 7 x 5 = 35

**d.** 2 x 9 = 18

**e.** 4 x 10 = 40

**f.** 6 x 9 = 54

**g.** 7 x 8 = 56

Type your answers in the pink text boxes.

**2.** The number sentences below show multiplication and division facts with larger numbers.

Use your understanding of inverse operations to complete the number sentences by writing the missing numbers.

**Hint:** The numbers you will need are in the first number sentence of each family that is provided.

**a.** 12 x 35 = 420

35 x 12 = ☐

420 ÷ ☐ = 35

☐ ÷ ☐ = 12

**b.** 612 ÷ 18 = 34

612 ÷ ☐ = 18

☐ x 18 = ☐

☐ x 34 = ☐

**c.** 26 x 21 = 546

21 x 26 = ☐

546 ÷ ☐ = 21

☐ ÷ ☐ = 26

# Thursday

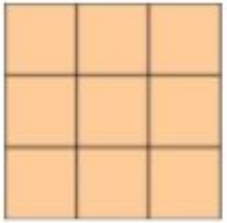
Lesson 4

# Ignition Activity 4

Write your answers in a workbook and send to your teacher.

## Magic Squares ☆☆☆ 10

**Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?**



**This example doesn't work:**

| | | | |
|---|---|---|---|
| 1 | 3 | 5 | →9 |
| 9 | 6 | 4 | →19 |
| 2 | 7 | 8 | →17 |

↙13 ↓12 ↓16 ↓17 ↘15

# Factors

Type your answers in the pink text boxes.

In this lesson you will be learning to determine factors for a given whole number.

## Have A Go!

A **factor** of a number is the result of dividing a particular number by another whole number.

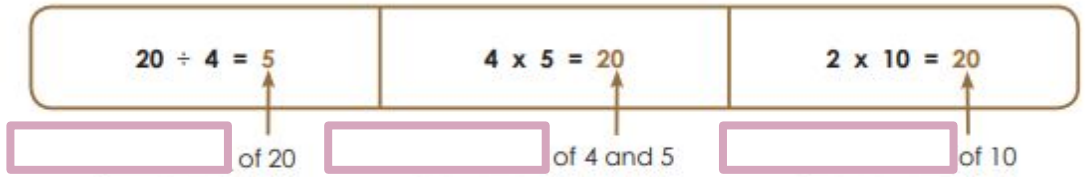
For example, the factors of 20 are 1, 2, 4, 5, 10 and 20.

Therefore, 20 is a multiple of 1, 2, 4, 5, 10 and 20.

The product is the result when two or more numbers are multiplied together.

**1.** Select the correct word from the box below to complete the labels.

| multiple | factor | product |
|---|---|---|



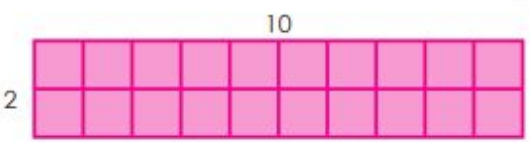
Read

These diagrams show how we can use arrays to find factors of given whole numbers.

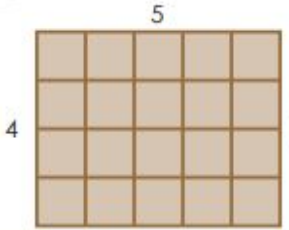
1, 2, 4, 5, 10 and 20 are all factors of 20.

20 is a multiple of 1, 2, 4, 5, 10 and 20.


1 x 20 = **20**




2 x 10 = **20**

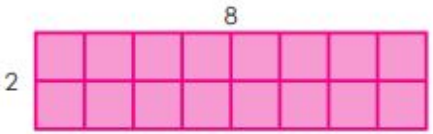



4 x 5 = **20**

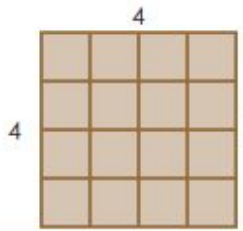
1, 2, 4, 8 and 16 are all factors of 16.

16 is a multiple of 1,2, 4, 8 and 16.


1 x 16 = **16**




2 x 8 = **16**




4 x 4 = **16**

## Revisiting Arrays

Using counters, cubes or other materials from your maths kit, explore all possible ways in which you can make arrays for the following numbers.

24 30 48

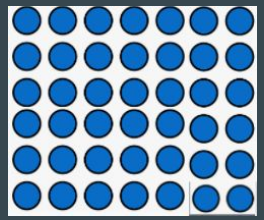
**2.** Complete the table below to show your findings. Use the picture above showing arrays of 12 to help you.

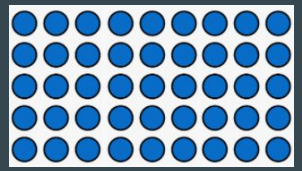
| Multiple | Number operations for arrays | Factors |
|---|---|---|
| 12 | 1 x 12, 2 x 6, 3 x 4 | 1, 2, 3, 4, 6 and 12 |
| 24 | | |
| 30 | | |
| 48 | | |



Type your answers in the pink text boxes.

Click and drag the correct arrays to match the word problems.





Type your answers in the pink text boxes.

3. Read the word problems below. Next to each problem, draw a matching array and write the number sentence. The first question has been completed for you.

| Word problem | Array | Number sentence |
|---|---|---|
| **a.** An electrical shop has 3 rows of televisions with 6 in each row.<br><br>How many televisions are there in total? |  | 3 x 6 = 18 |
| **b.** A garden bed has 5 rows of tulips with 9 in each row.<br><br>How many tulips are there in total? | | |
| **c.** A home theatre has 2 rows of seats with 8 seats in each row.<br><br>How many seats are there in total? | | |
| **d.** A dance group has 6 rows of dancers with 7 in each row.<br><br>How many dancers are there in total? | | |

Type your answers in the pink text boxes.

**4.** Write your own multiplication word problems to match each of the arrays below, then write a matching number sentence.

| Word problem | Array | Number sentence |
| --- | --- | --- |
| |  | |
| |  | |

**5.** Look at this picture showing part of the seating at an athletics field.

How would an understanding of arrays help the event organisers to calculate the number of seats in the grandstand?

Type your answer in the pink text box.

In this lesson you will be learning to use the = sign to record equivalent number relationships involving multiplication.

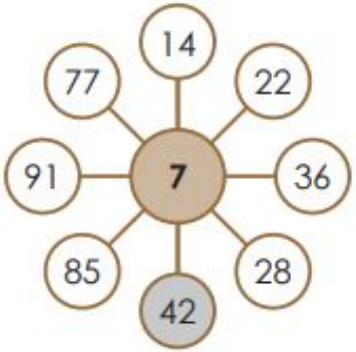
## Have A Go!

Lets revise multiples and factors.

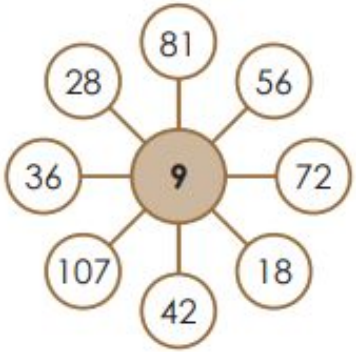
**1.** Look at the diagrams below.

Colour the circles with the outer numbers that are multiples of the numbers shaded in brown. In **a.**, 42 is a multiple of 7, so it has been shaded.

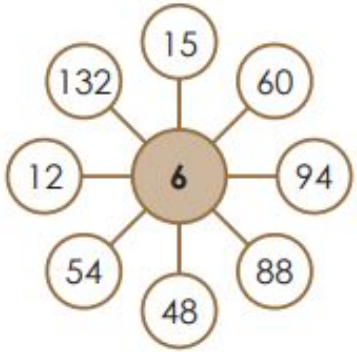
**a.**




**b.**




**c.**




**2.** Write the missing word in the sentence below using a word from the glossary.

The number shaded in the centre of each diagram is a _____ of the multiples that I coloured.

Type your answers in the pink text boxes.

**3.** Write pairs of factors for the numbers below. An example has been completed for you.

**e.g.** 12 1 x 12, 2 x 6, 3 x 4.

**a.** 16 ☐ x ☐, ☐ x ☐, ☐ x ☐.

**b.** 20 ☐ x ☐, ☐ x ☐, ☐ x ☐.

**c.** 48 ☐ x ☐, ☐ x ☐, ☐ x ☐, ☐ x ☐, ☐ x ☐.

**d.** 36 ☐ x ☐, ☐ x ☐, ☐ x ☐, ☐ x ☐, ☐ x ☐.

**e.** 40 ☐ x ☐, ☐ x ☐, ☐ x ☐, ☐ x ☐.

# Friday

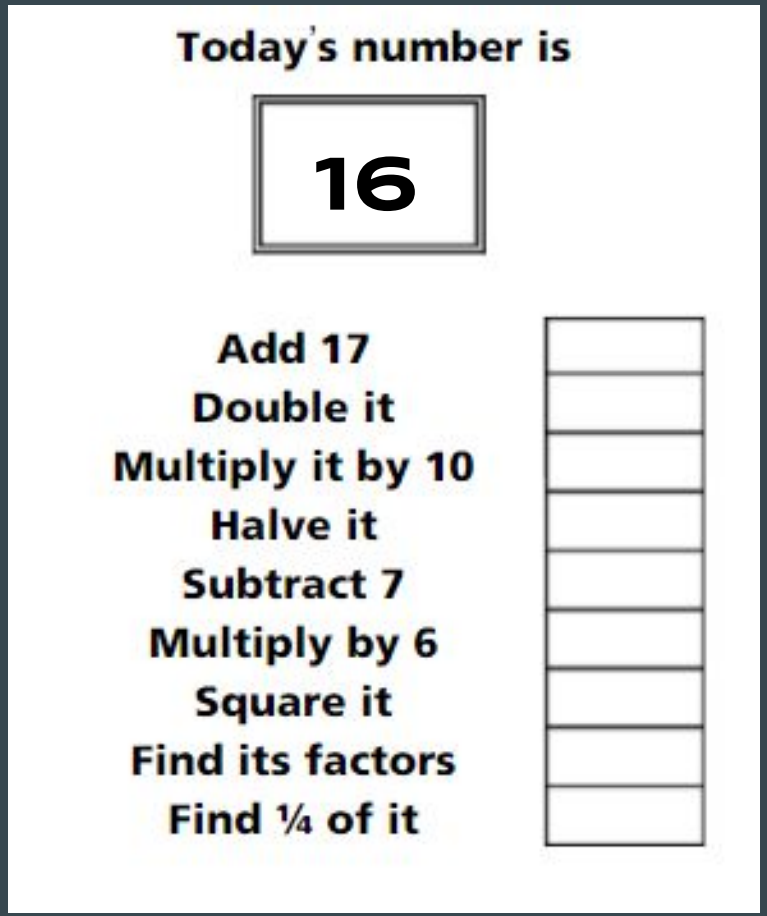
Lesson 5

# Ignition Activity 5

Write your answers in a workbook and send to your teacher.

Choose a different number and do the same.

Make one for your family to do!



# Balancing Number Sentences

Read

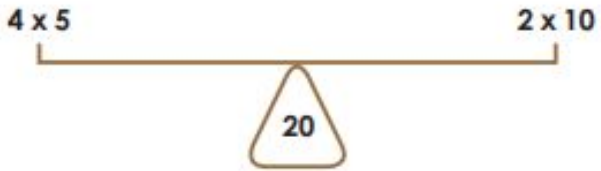
The = sign can be used to show the answer to an operation.

**The = sign can also be used to show the relationships between two multiplication facts in a number sentence, where the = sign means, 'is the same as'.**

Both scales below are balanced showing how two different multiplication facts have the same product and are equivalent.

4 x 3 = 2 x 6
(12) (12)

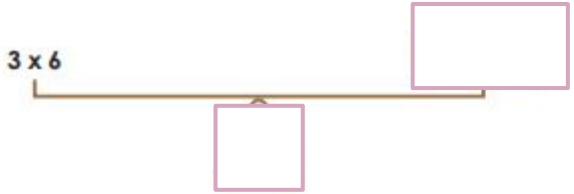

4 x 5 = 2 x 10
(20) (20)



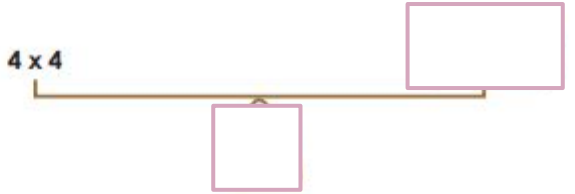
Type your answers in the pink text boxes.
The triangle for the product underneath the balance scales is now a square!

4. Balance the number sentences below. First write the product in the triangle and then write the equivalent multiplication fact in the box.

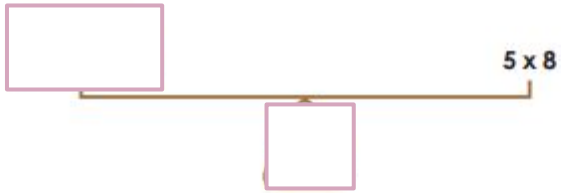
a.



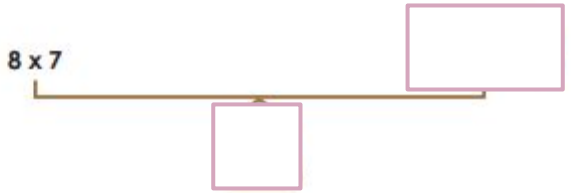

b.



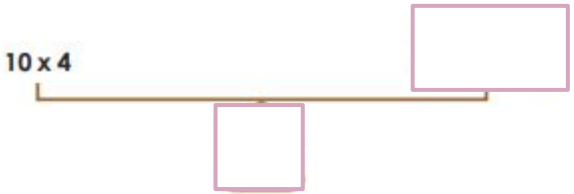

c.



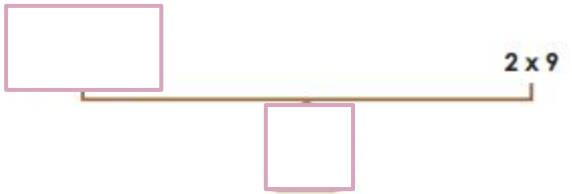

d.




e.




f.



Type your answers in the pink text boxes.

**5.** Look at the number sentences below.

Tick those which are **true** and cross those that are **false** in the boxes provided.

**a.** 5 x 8 = 10 x 4 ☐ **b.** 2 x 7 = 3 x 4 ☐ **c.** 5 x 4 = 1 x 20 ☐

**d.** 7 x 4 = 14 x 2 ☐ **e.** 6 x 8 = 12 x 4 ☐ **f.** 8 x 3 = 7 x 4 ☐

**g.** 8 x 9 = 6 x 12 ☐ **h.** 11 x 10 = 9 x 12 ☐ **i.** 6 x 11 = 22 x 3 ☐

Decide whether the following number sentences are true or false. Explain why.

**j.** 6 x 9 = 8 x 8 _____

_____

**k.** 4 x 10 = 8 x 5 _____

_____

**6.** Write numbers in the missing boxes. The first one has been completed for you.

**e.g.** 6 x 5 = 3 x 10, so [3] , [5] , [6] and [10] are **factors** of [30]

**a.** 4 x 3 = 6 x 2, so [ ] , [ ] , [ ] and [ ] are **factors** of [ ]

**b.** 8 x 6 = 24 x 2, so [ ] , [ ] , [ ] and [ ] are **factors** of [ ]

**1.** Write the product of the following pairs of numbers.

**a.** The product of 7 and 4 is _____.

**b.** The product of 8 and 6 is _____.

**c.** The product of 4 and 11 is _____.

**d.** The product of 9 and 3 is _____.

**2.** Write all the factors of each number.

**a.** 12

**b.** 24

**c.** 36

**d.** 40

**3.** Sort the following numbers into the correct box. Some numbers can be written in more than one box.

36, 14, 24, 56, 60, 72, 64, 48, 70, 80, 42, 21, 88, 30, 49

| multiples of 6 | multiples of 7 | multiples of 8 |
| --- | --- | --- |
| | | |

**4.** On the hundreds chart:

**a.** shade the multiples of 3 in blue.

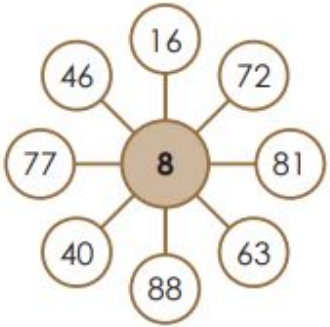
**b.** circle the multiples of 6 in red.

**Note:** You will be circling some numbers that have also been shaded.

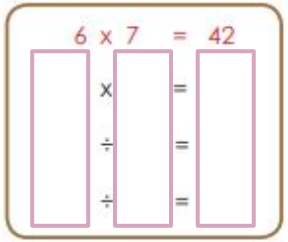
**c.** Describe any patterns that you notice.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**5.** Colour the outer numbers that are multiples of 8.




**6.** Complete one more multiplication fact and two division facts that relate to the number sentence in the box below.



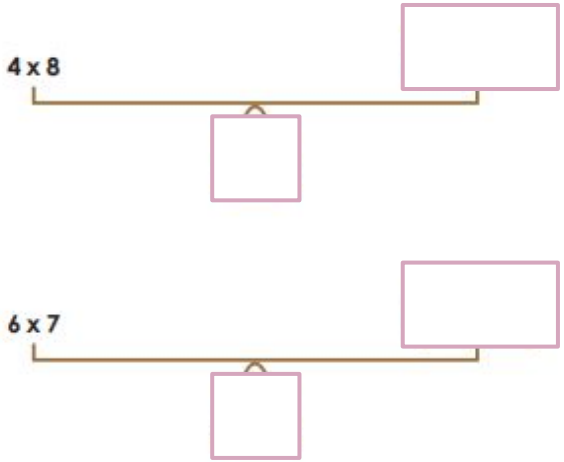
**7.** Write a related number fact for the following number sentences.

**a.** 25 x 16 = 400 _____

**b.** 18 x 22 = 396 _____

**c.** 372 ÷ 31 = 12 _____

**8.** Balance the scales below. First write the product in the triangle and then write the equivalent multiplication fact in the box.



# Week 9 Term 3

## A Week of Activities

# Monday: Chores Challenge

Make a list of five (5) things you could do around the house today to help out. Write these down and check them off when you do them.

Write a description of your day of chores and how you felt about doing them.

# Chores Challenge

My 5 chores today are:

My description of doing these chores:

# Tuesday: Word Hunt

Word Hunt

Think of as many words as you can that can be found in the words:

LEARNING ONLINE

My Words:

Write a statement about how you have felt about Learning Online.

# Well-Being Wednesday

Put on some relaxing music or nature sounds and complete some mindfulness colouring or create your own artwork. Take a photo of the finished product and upload it here.

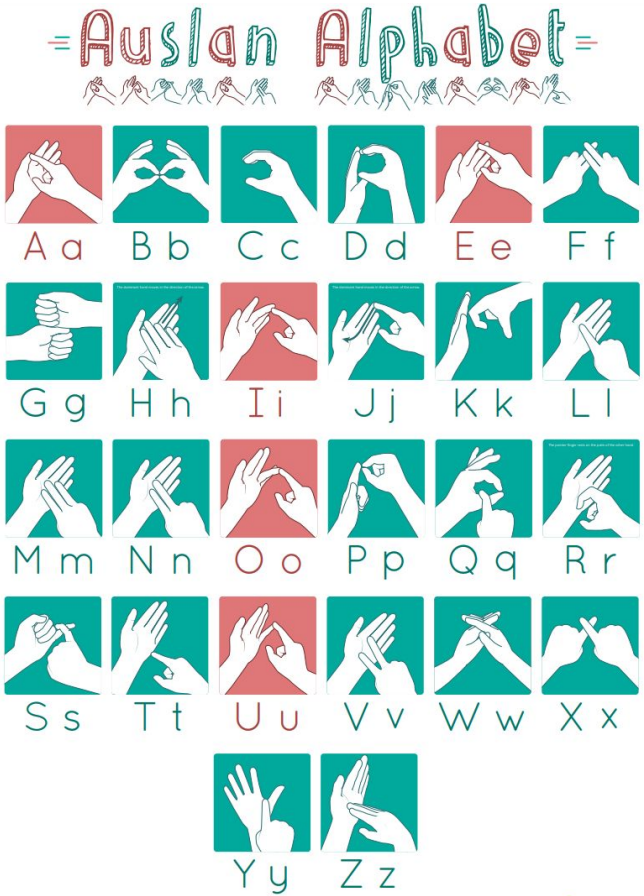
CLICK HERE for a link to some relaxing music.

# Thursday: Sign Language

Can you learn your alphabet using AUSLAN Sign Language?

Take a video of you spelling out the following statement:

**“Hello, my name is (your name). How are you today?”**



# FUN FRIDAY BINGO GRID

**Choose a line of 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and try and share some pictures with your teacher and class of the fun things you got up to today.**

| | | | | |
|---|---|---|---|---|
| Play a board game or card game with your family members. |  Take a photo of each thing you find as proof. | Go on a bush or beach walk. | List all the different colours you can see outside and tally how many items you see in each colour. | Hide some treasure and create a treasure map for someone in your family to follow. |
| Try and find an object for each letter of the alphabet around your house or outside. | Create an artwork in your driveway or on concrete using coloured chalk. | Make a tent or special fort in your lounge room. Ask if you can camp out in it for the night. | Play with your pet for 30minutes or take them for a walk. | Read a book for 20minutes or write your own story. |
| Make up a dance routine to your favourite song. | Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet. | Collect some leaves, flowers, sticks, feathers and any other natural products and create an artwork with your collection. | Build an amazing Lego creation. | Do a painting or drawing of anything you choose. |
| Make brownies or cupcakes and deliver them to a neighbour with a nice message. | Do some cooking or baking or create your own unique sandwich filling. | Have a paper-plane flying competition. | Play your favourite music and dance around. Sing along to all the words and dress you if you like. | Have an online playdate with a friend using Zoom or Facetime. |
| Paint some rocks and create a kindness garden in your backyard. | Put on a puppet show or concert for your family members. You could use stuffed toys or figurines as the characters. | Go on a bug scavenger hunt around the yard. Take photos or draw any interesting bugs that you find. | If you own a tent, set it up outside and go camping with your family. Don't forget the marshmallows! | Create a course that includes at least 5 obstacles/challenges in your backyard, park or open area. See how quickly you can complete it. |