



# St James' Primary School MUSWELLBROOK

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**3G – MS CLEMENT**

**3/4M – MRS DENGATE**

**4G – MRS WATT**

**LEARNING FROM  
HOME**

**MONDAY 13 SEPTEMBER TO  
FRIDAY 17 SEPTEMBER**

NOTE – You are asked to do these worksheets in conjunction with the SJM Home Learning site (<http://www.sjmhomelearning.weebly.com>)



St. James' Primary School  
MUSWELLBROOK

**Home Learning  
Unit of Work  
Stage 2**

**Term 3, Week 10 2021**

3G Ms Clement- [katrina.clement@mn.catholic.edu.au](mailto:katrina.clement@mn.catholic.edu.au)  
 3-4M Mrs Dengate-[jane.dengate@mn.catholic.edu.au](mailto:jane.dengate@mn.catholic.edu.au)  
 4G Mrs Watt [donna-maree.watt@mn.catholic.edu.au](mailto:donna-maree.watt@mn.catholic.edu.au)



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<p><b>Writing Learning Intentions for the Week</b>          In Year 3 students write in a neat, legible and consistent format of NSW Foundation Writing including tails on letters. In Year 4 students write in a neat, legible and consistent format of NSW Foundation Cursive Writing.</p>	<p><b>Writing Learning Intentions for the Week</b>          Simple and complex sentences using basic punctuation: Capital letters, full stops.</p>	<p><b>Reading Learning Intention for the Weeks:</b>          Make connections with the shared text.           Develop the skills sequencing parts of the Matilda story.           Finding and locating VIPs in Information texts and rewriting in their own words.</p>	<p><b>HSIE Learning Intention for the Weeks:</b>          Make connections between Science concepts of Weathering, erosion and Geography concepts of natural landforms, location and climate..</p>
<p><b>Monday 13/9</b></p>	<p><b>Tuesday 14/9</b></p>	<p><b>Wednesday 15/9</b></p>	<p><b>Thursday 16/9</b></p>
<p><b>Friday 17/9</b></p>			

**Repeated Reading and Comprehension tasks**

<p><b>Monday</b></p>	<p><b>Tuesday</b></p>	<p><b>Wednesday</b></p>	<p><b>Thursday</b></p>	<p><b>Friday</b></p>
<p>Read the passage and highlight the important information. Then write</p>	<p>Read the passage and highlight the important information. Then</p>	<p>Read the passage and highlight the important information. Then write about that</p>	<p>Read the passage and highlight the important information. Then write</p>	<p>Read the passage and highlight the important information. Then write</p>

about that important information in your own words.

### The Daintree Rainforest

**History**

The Daintree Rainforest is one of the oldest rainforests in the world. It is located in Queensland, Australia, and is home to many rare and unique plants and animals. The rainforest is made up of many different types of trees, including some that are over 100 million years old. The rainforest is also home to many different types of animals, including some that are found nowhere else in the world.

**Wildlife**

The Daintree Rainforest is home to many different types of wildlife, including some that are found nowhere else in the world. Some of the most famous animals of the rainforest are the Daintree Boobie, the Daintree Frog, and the Daintree Snake. The rainforest is also home to many different types of birds, including some that are found nowhere else in the world.



### Layers of the Daintree Rainforest



The Daintree Rainforest is made up of many different layers. The top layer is the canopy, which is made up of the tops of the tallest trees. The middle layer is the emergent layer, which is made up of trees that are taller than the canopy. The bottom layer is the understorey, which is made up of smaller trees and plants. The forest floor is the ground level, which is covered in fallen leaves and other organic matter.



### The Daintree Rainforest

**Climate**

The Daintree Rainforest has a tropical climate. It is hot and humid, with high rainfall throughout the year. The temperature is usually between 25°C and 30°C. The rainforest is home to many different types of plants and animals, including some that are found nowhere else in the world.



write about that important information in your own words.

### The Murray River and the Murray-Darling Basin

The Murray River is one of the longest rivers in Australia. It is located in the south-eastern part of the continent and flows for over 2,000 kilometers. The river is important for many different reasons, including its role in agriculture and its importance to the people who live along its banks. The Murray-Darling Basin is a large area of land that is drained by the Murray River and its tributaries. It is one of the most important agricultural regions in Australia.



important information in your own words.

### Kati Thanda - Lake Eyre and the Lake Eyre Basin Fact File

Kati Thanda is a large salt lake in the north-eastern part of Australia. It is one of the largest salt lakes in the world and is an important part of the Lake Eyre Basin. The lake is usually dry, but it can fill with water during heavy rain. The Lake Eyre Basin is a large area of land that is drained by the Kati Thanda and other rivers. It is one of the most important agricultural regions in Australia.



about that important information in your own words.

### The Great Barrier Reef

The Great Barrier Reef is one of the most famous natural wonders in the world. It is located in the north-eastern part of Australia and is made up of many different types of coral. The reef is home to many different types of marine life, including some that are found nowhere else in the world. The reef is also an important part of the Australian economy, as it attracts many tourists every year.

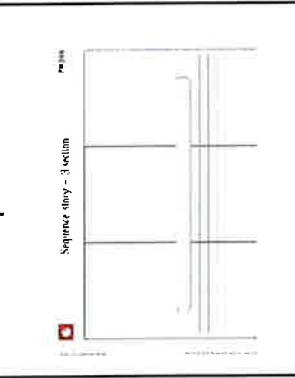
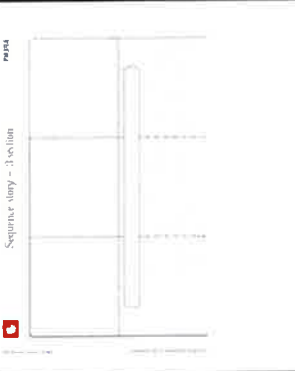
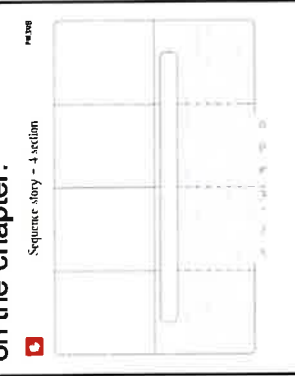

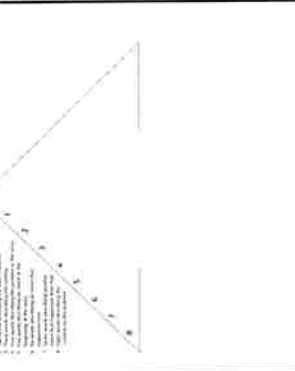






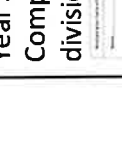



about that important information in your own words.

### Kurung-gai Chase National Park

Kurung-gai Chase National Park is a large area of land in the north-eastern part of Australia. It is home to many different types of plants and animals, including some that are found nowhere else in the world. The park is also an important part of the Australian economy, as it attracts many tourists every year.



	<p>Writing: Go to Loom link and listen to Matilda Chapter 18 The Names  <a href="https://www.loom.com/share/bbf5015cc9a74d00a472b51bb5d92f9f">https://www.loom.com/share/bbf5015cc9a74d00a472b51bb5d92f9f</a>          Complete story sequence on the Chapter.</p> 			<p>Go to Loom Link and listen to Matilda Chapter 19 The Practice  <a href="https://www.loom.com/share/2be912f326254800aaff9f687ff16bb">https://www.loom.com/share/2be912f326254800aaff9f687ff16bb</a>          Complete story sequence on the Chapter.</p> 		<p>Go to loom link and listen to Matilda Chapter 20 The Third Miracle  <a href="https://www.loom.com/share/755123b5c6534046aa23449994c4732d">https://www.loom.com/share/755123b5c6534046aa23449994c4732d</a>          Complete story sequence on the chapter.</p> 			<p>Go to loom link and listen to Matilda Chapter 21 A new home  <a href="https://www.loom.com/share/2e0b582cbcd545e1a36372a21f940229">https://www.loom.com/share/2e0b582cbcd545e1a36372a21f940229</a>          Complete story sequence on the chapter.</p> 		<p>Complete a story pyramid on the book Matilda.</p> 			<p><b>Learning Intention:</b>          Children will be able to solve division problems.</p>
<b>Maths</b>														
	<p><b>Learning Intention:</b>          Children will be able to: Link Multiplication to Division.          Year 4 children will use Long division to solve 2 digit by 1 digit divisions.</p>			<p><b>Learning Intention:</b>          Children will be able to: Link Multiplication to division.          Year 4 children will use Long division to solve 3 digit by 1 digit divisions.</p>		<p><b>Learning Intention:</b>          Children will be able to: Link Multiplication to division.          Year 4 children will use Long division to solve 5digit by 1 digit divisions.          Children will solve division problems.</p>			<p><b>Learning Intention:</b>          Children will be able to solve division problems.</p>					

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Recite 1x, 2x, 3x tables  This week Mathematics activities have been split into Year 3 and Year 4 activities. If a Year 3 child feels confident completing the Year 3 activities, they may attempt using Long division to solve more difficult divisions. If a Year 4 student is struggling with the concept of division they may attempt the Year 3 activities.	Recite 4x, 5x, 6x tables  Complete multiplication/division sheet	Recite 7x, 8x, 9x tables  Complete multiplication/division sheet	Recite 10x 11x 12x tables  Complete multiplication/division sheet	Test yourself on all your tables 1x to 12
<b>Year 3</b> Complete multiplication/division sheet	<b>Complete Round 1</b> Inverse Multiplication and Division Quick Fire Questions <b>Year 3</b> Complete multiplication/division sheet.	<b>Complete Round 3</b> <b>Year 3</b> Complete multiplication/division sheet	<b>Complete Round 5</b> <b>Year 3</b> Complete multiplication/division sheet.	<b>Year 3</b> <b>Complete</b>
				
<b>Year 4</b> Watch the video to give the children an understanding	<b>Year 3 Multiplication and Division Word Problems 3, 4, 5</b>			

the division of a 2 digit number by a 1 digit number.

**Division Of 2 Digit Number By 1 Digit Number | Mathematics Grade 3**  
<https://www.youtube.com/watch?v=zuaFvGnNDgE>

Look at poster and try and solve some of these divisions.

Division Strategies  
**LONG DIVISION**  
 $792 \div 6 = ?$

132  
 $6 \overline{) 792}$   
 $\underline{-6}$   
 $19$   
 $\underline{-18}$   
 $12$   
 $\underline{-12}$   
 $0$

$792 \div 6 = 132$

bring down  
 divide  
 subtract  
 multiply

**Complete sheets**  
 Rewrite using Long division to solve each of the 2 digit by 1 digit divisions.

**Division of 2-Digit Numbers**

1. $42 \div 3 =$	11. $84 \div 7 =$
2. $63 \div 9 =$	12. $96 \div 8 =$
3. $54 \div 6 =$	13. $72 \div 9 =$
4. $36 \div 4 =$	14. $60 \div 5 =$
5. $72 \div 8 =$	15. $48 \div 6 =$
6. $81 \div 9 =$	16. $56 \div 7 =$
7. $90 \div 6 =$	17. $45 \div 5 =$
8. $60 \div 5 =$	18. $36 \div 4 =$
9. $48 \div 6 =$	19. $24 \div 3 =$
10. $30 \div 3 =$	20. $18 \div 2 =$

**Year 4**

**Complete Division Sheet.**  
 Rewrite using the long division strategy.

**Division of 3-Digit Numbers**

1. $345 \div 5 =$	11. $678 \div 6 =$
2. $456 \div 4 =$	12. $789 \div 7 =$
3. $567 \div 3 =$	13. $890 \div 8 =$
4. $678 \div 2 =$	14. $901 \div 9 =$
5. $789 \div 1 =$	15. $012 \div 0 =$
6. $890 \div 2 =$	16. $123 \div 1 =$
7. $901 \div 3 =$	17. $234 \div 2 =$
8. $012 \div 4 =$	18. $345 \div 3 =$
9. $123 \div 5 =$	19. $456 \div 4 =$
10. $234 \div 6 =$	20. $567 \div 5 =$

**Use Long Division strategy to solve answers.**



**Complete Round 2**

1. $345 \div 5 =$	7. $678 \div 6 =$
2. $456 \div 4 =$	8. $789 \div 7 =$
3. $567 \div 3 =$	9. $890 \div 8 =$
4. $678 \div 2 =$	10. $901 \div 9 =$

**Year 4 Multiplication and Division Word Problems x6 x7 x9**

**Year 4**

**Complete Division sheet.**  
 Rewrite using the long division strategy

**Division of 4-Digit Numbers by 1-Digit Numbers**

1. $1234 \div 2 =$	11. $4567 \div 7 =$
2. $2345 \div 3 =$	12. $5678 \div 8 =$
3. $3456 \div 4 =$	13. $6789 \div 9 =$
4. $4567 \div 5 =$	14. $7890 \div 0 =$
5. $5678 \div 6 =$	15. $8901 \div 1 =$
6. $6789 \div 7 =$	16. $9012 \div 2 =$
7. $7890 \div 8 =$	17. $0123 \div 3 =$
8. $8901 \div 9 =$	18. $1234 \div 4 =$
9. $9012 \div 0 =$	19. $2345 \div 5 =$
10. $0123 \div 1 =$	20. $3456 \div 6 =$

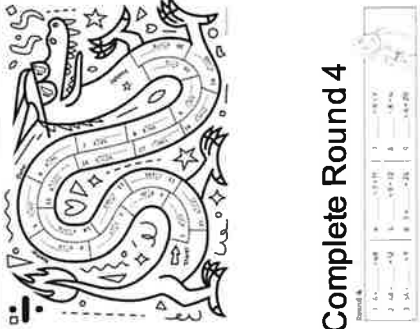
**Use the Long Division strategy to solve answers.**

**Complete Division activity sheet using long division.**

**Complete Round 6**

1. $1234 \div 2 =$	7. $6789 \div 9 =$
2. $2345 \div 3 =$	8. $7890 \div 0 =$
3. $3456 \div 4 =$	9. $8901 \div 1 =$
4. $4567 \div 5 =$	10. $9012 \div 2 =$

**Multiplication and Division Word Problems**

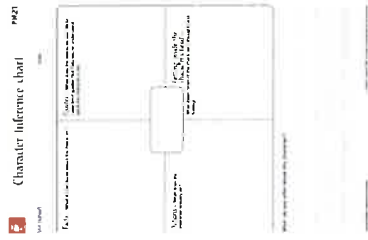
				
Complete Matific Tasks	Complete Matific Tasks	Complete Matific Tasks	Complete Matific Tasks	Complete Matific Tasks
<b>Other Learning Areas</b>				
<b>Instructions:</b>				
<b>Religion Learning</b> <b>Intention for the week:</b> Children will read and discover who Noah is. They will complete a character inference chart about Noah.	<b>Religion Learning</b> <b>Intention for the week:</b> Children will read and discover what happens to Noah during the flood. They will complete a story sequence on the story.	<b>Religion Learning</b> <b>Intention for the week:</b> Children will read and discover what happens to Noah after the flood. They will complete a story sequence on the story.	<b>Religion Learning</b> <b>Intention for the week:</b> Children will watch the story of Noah	<b>Religion Learning</b> <b>Intention for the week:</b> Children will retell the story of Noah.

**Religion**

Read Genesis 6: 9-22  
Noah



Complete a Character inference chart on Noah

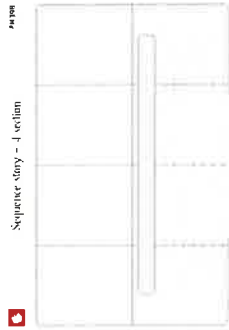


**Religion**

Read Genesis 7:1-24 The Flood



Complete a story sequence on Genesis 7: 1-24

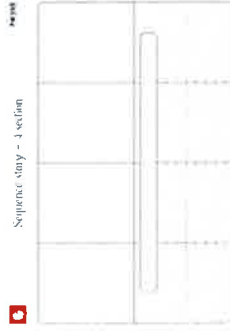


**Religion**

Read Genesis 8:1-19 The End of the Flood



Complete a story sequence on Genesis 8:1-19



**Religion**

Watch the video <https://www.youtube.com/watch?v=QAsfOcGjgOM>  
Noah's Ark | Bible Story For Kids - ( Children Christian Bible Cartoon Movie ) The Bible's True Story

**Religion**

Reread the story of Noah.  
Retell the story in your own words.



### **Project of the Week**

#### **A Chance to be the Teacher**

Choose any natural landform in Australia. Imagine you are the teacher and you are going to teach the class how your landform was created, where it is located, how it has changed over time and all of the features of the landform. You are to create a presentation for your class. Remember none of you like boring presentations, so you need to think of ways that you could engage the class. Think about what you have been learning in Science about weathering and erosion. Has your landform been affected by weathering. If so, what evidence do you have and what type of weathering is involved? What environmental factors have impacted your landform? Is there a threat to your landform? Is there anything we can do to

You may have already chosen a landform based off your original homework tasks. Now turn this into something that you are going to teach to your class. You need to become the expert. Find interesting facts that you wish to share with the class and share in an interesting manner. You may even wish to create an original artwork of your landform, in the style of Tom Roberts, that you have been learning about in Creative Arts.

This task is open ended. It is up to you how in depth you go. But you will be required to make your presentation to the class at some point, and that is dependent upon COVID lockdowns. So make sure you take the opportunity to practise your presentation. You might even wish to pre-record your presentation.

# The Daintree Rainforest

The Daintree rainforest is a tropical forest located on the north east coast of Queensland, Australia. It is the largest continuous area of tropical rainforest in Australia and measures 1200 square kilometres. The Daintree rainforest is where the largest number of different animals and plants grow in the world.

## History

Millions of years ago, Australia was continually warm and humid and it rained regularly. During this period of heat, humidity and rainfall, rainforests flourished



in areas such as Uluru. Gradually, Australia became dry and desolate. Because of this, there were fewer places in which rainforests were able to grow and survive. In the Daintree region however, the climate remained ideal. Therefore, the region became one of the last remaining refuges for rainforest wildlife. Within this sanctuary, many species of animals and plant life were able to live and thrive.

## Wildlife

The Daintree rainforest is the home to countless Australian flora and fauna. It's where the largest number of plants and animals grow in the entire world.

It is where 30% of the frog, reptile and marsupial species, and 90% of Australia's bat and butterfly species can be found. More than 12,000 species of insects reside in the Daintree rainforest.

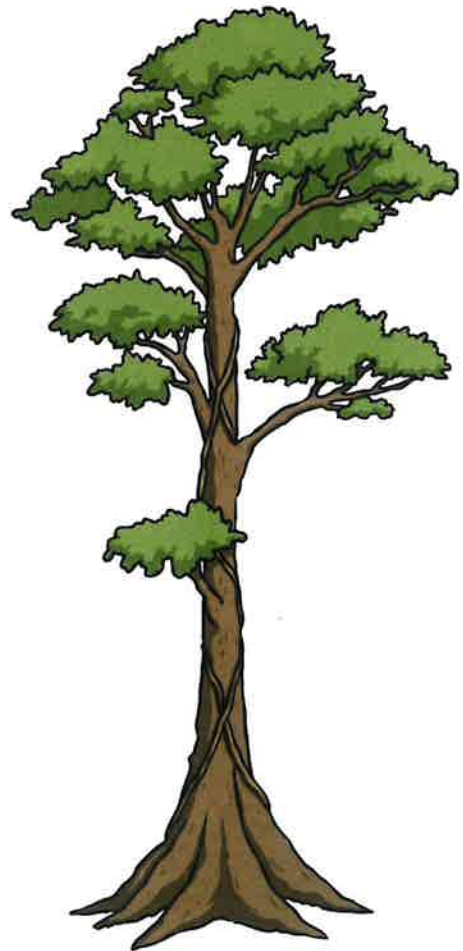
Some of the world's most unique and bizarre looking animals live in the Daintree rainforest. Some of these are the tree kangaroo, Boyd's forest dragons and the southern cassowary.



Tree kangaroos have adapted to spend their lives in the trees of the Daintree rainforest. Tree kangaroos are cathemeral, meaning they are active for short amounts of time both in the day or at night. After too much activity, they will tire out and have a nap! Boyd's forest dragons are active during the day, even remaining active when it rains. They have a body temperature lower than any other rainforest lizard in this area so that they are not seen by pythons (pythons can see warm-blooded prey more easily). They are sit-and-wait predators, meaning they catch prey that they spy from their perches. Boyd's rainforest dragons eat mainly invertebrates, with earthworms making up most of their diet. Small fruits and vertebrates are also sometimes consumed. The southern cassowary eats fallen fruits, including many types which are poisonous to humans. The bottom claw on each foot is very long and sharp. The birds will strike out with these when they are defending their home, or if they are defending themselves from other animals or humans.

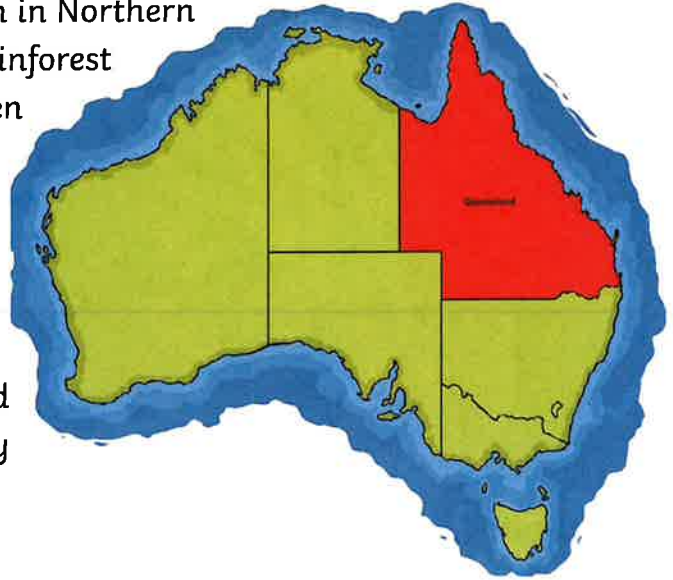
### Layers of the Daintree Rainforest

The ecosystem of the Daintree rainforest is one of the most complex on Earth. Its plant diversity and structural complexity is unique and unlike any other in Australia. The canopy layer is where 90% of the insects and animals of the entire forest live. The canopy provides protection from predators and allows them to be closer to the warmth of the sunlight. The understorey of the rainforest is dark and cool because only between 2% and 15% of sunlight reaches this layer. Plants and animals which require little sunlight and a damp environment to survive thrive here. Wildlife such as ferns, palm trees, birds, geckos and lizards can be found in the understorey. The shrub layer consists primarily of shrubs, bushes and other small trees. The shrub layer is the greenest layer of the rainforest. The herb layer is under the shrub layer. Plants which grow here include ferns, grass and soft moss.



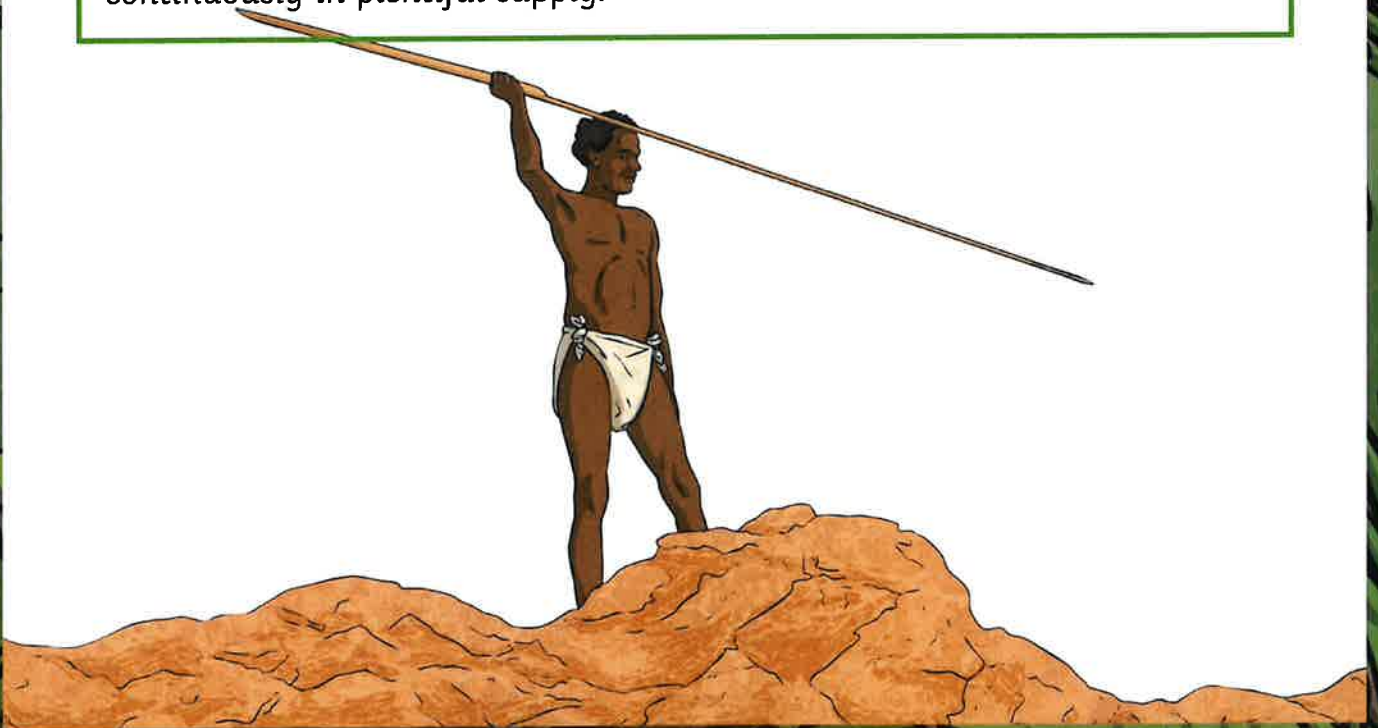
## Climate

Due to its tropical regional location in Northern Queensland, the Daintree rainforest is hit with torrential rain when the monsoon trough arrives in the summer months. During April to October, the weather is increasingly mild when the mountains, which sit close to the coast, trap in warm, humid air which has been pushed in by south-easterly breezes.



## Indigenous Australians and the Daintree Rainforest

The land that the Daintree rainforest occupies belongs to the eastern Kuku Yalanji Aboriginal tribe. Countless different plants and animals provide food for the eastern Kuku Yalanji people. They have an extensive understanding of the weather cycle and how it affects plants and animals. They utilise this knowledge to hunt and gather a variety of food throughout the year. They hunt and gather food in a way that means that the animals and plants are continuously in plentiful supply.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multiplication Facts of 5

1) $4 \times 5 =$	21) $5 \times 4 =$	41) $2 \times 5 =$	61) $3 \times 5 =$
2) $2 \times 5 =$	22) $7 \times 5 =$	42) $5 \times 7 =$	62) $4 \times 5 =$
3) $5 \times 4 =$	23) $6 \times 5 =$	43) $12 \times 5 =$	63) $10 \times 5 =$
4) $5 \times 5 =$	24) $4 \times 5 =$	44) $5 \times 3 =$	64) $5 \times 9 =$
5) $5 \times 1 =$	25) $5 \times 11 =$	45) $5 \times 8 =$	65) $5 \times 11 =$
6) $3 \times 5 =$	26) $5 \times 5 =$	46) $12 \times 5 =$	66) $5 \times 0 =$
7) $11 \times 5 =$	27) $5 \times 9 =$	47) $5 \times 5 =$	67) $5 \times 1 =$
8) $9 \times 5 =$	28) $3 \times 5 =$	48) $5 \times 1 =$	68) $0 \times 5 =$
9) $5 \times 10 =$	29) $5 \times 11 =$	49) $5 \times 11 =$	69) $2 \times 5 =$
10) $4 \times 5 =$	30) $9 \times 5 =$	50) $2 \times 5 =$	70) $5 \times 3 =$
11) $12 \times 5 =$	31) $5 \times 2 =$	51) $5 \times 1 =$	71) $5 \times 10 =$
12) $7 \times 5 =$	32) $0 \times 5 =$	52) $11 \times 5 =$	72) $6 \times 5 =$
13) $5 \times 4 =$	33) $6 \times 5 =$	53) $5 \times 12 =$	73) $7 \times 5 =$
14) $6 \times 5 =$	34) $12 \times 5 =$	54) $4 \times 5 =$	74) $4 \times 5 =$
15) $1 \times 5 =$	35) $2 \times 5 =$	55) $5 \times 0 =$	75) $1 \times 5 =$
16) $8 \times 5 =$	36) $5 \times 9 =$	56) $5 \times 5 =$	76) $5 \times 5 =$
17) $5 \times 3 =$	37) $2 \times 5 =$	57) $5 \times 10 =$	77) $10 \times 5 =$
18) $5 \times 11 =$	38) $4 \times 5 =$	58) $5 \times 6 =$	78) $5 \times 2 =$
19) $5 \times 5 =$	39) $8 \times 5 =$	59) $5 \times 3 =$	79) $4 \times 5 =$
20) $5 \times 0 =$	40) $5 \times 4 =$	60) $5 \times 4 =$	80) $6 \times 5 =$

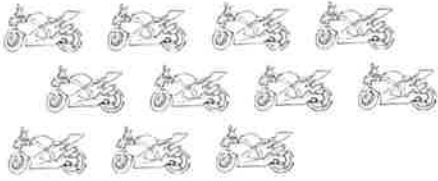
Time: \_\_\_\_\_

Score: \_\_\_\_\_ / 80



# Multiplication and Division Word Problems

1. How many wheels would 11 motorbikes have?



2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?



3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?

4. All four judges gave the dancer a score of 10. How many did she score altogether?



5. 12 people came to the show and they paid £5 each. How much were the ticket sales altogether?

6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?



7. Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack how many will they each get?



8. A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill?



9. Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with?



Division Strategies

# LONG DIVISION

$$792 \div 6 = ?$$

$$\begin{array}{r} 132 \\ 6 \overline{) 792} \\ \underline{-6} \phantom{00} \\ 19 \phantom{0} \\ \underline{-18} \phantom{0} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

divide

bring down

multiple

subtract

$$792 \div 6 = 132$$



# Division of 2-Digit Numbers

Aim: I can use a formal method of division

1.  $69 \div 3 =$

2.  $88 \div 4 =$

3.  $90 \div 5 =$

4.  $76 \div 4 =$

5.  $72 \div 3 =$

6.  $70 \div 5 =$

7.  $24 \div 2 =$

8.  $56 \div 4 =$

9.  $36 \div 3 =$

10.  $65 \div 5 =$

11.  $96 \div 4 =$

12.  $90 \div 6 =$

13.  $96 \div 8 =$

14.  $96 \div 6 =$

15.  $88 \div 8 =$

16.  $80 \div 4 =$

17.  $95 \div 5 =$

18.  $92 \div 4 =$

19.  $46 \div 2 =$

20.  $78 \div 6 =$

21.  $92 \div 4 =$

22.  $84 \div 4 =$

23.  $72 \div 3 =$

24.  $70 \div 7 =$

25.  $88 \div 4 =$

26.  $80 \div 5 =$

27.  $98 \div 7 =$

28.  $66 \div 3 =$

29.  $84 \div 4 =$

30.  $91 \div 7 =$

beings. They were the great heroes and famous men of long ago.

5 When the LORD saw how wicked everyone on earth was and how evil their thoughts were all the time, 6 he was sorry that he had ever made them and put them on the earth. He was so filled with regret 7 that he said, "I will wipe out these people I have created, and also the animals and the birds, because I am sorry that I made any of them." 8 But the LORD was pleased with Noah.

### Noah

9-10 This is the story of Noah. He had three sons, Shem, Ham, and Japheth. Noah had no faults and was the only good man of his time. He lived in fellowship with God, 11 but everyone else was evil in God's sight, and violence had spread everywhere. 12 God looked at the world and saw that it was evil, for the people were all living evil lives.

13 God said to Noah, "I have decided to put an end to all people. I will destroy them completely, because the world is full of their violent deeds. 14 Build a boat for yourself out of good timber; make rooms in it and cover it with tar inside and out. 15 Make it 450 feet long, 75 feet wide, and 45 feet high. 16 Make a roof for the boat and leave a space of 18 inches between the roof and the sides. Build it with three decks and put a door in the side. 17 I am going to send a flood on the earth to destroy every living being. Everything on the earth will die, 18 but I will make a covenant with you. Go into the boat with your wife, your sons, and their wives. 19-20 Take into the

of bird, in order to keep them alive. 21 Take along all kinds of food for you and for them." 22 Noah did everything that God commanded.

### The Flood

7 The LORD said to Noah, "Go into the boat with your whole family; I have found that you are the only one in all the world who does what is right. 2 Take with you seven pairs of each kind of ritually clean animal, but only one pair of each kind of unclean animal. 3 Take also seven pairs of each kind of bird. Do this so that every kind of animal and bird will be kept alive to reproduce again on the earth. 4 Seven days from now I am going to send rain that will fall for forty days and nights, in order to destroy all the living beings that I have made." 5 And Noah did everything that the LORD commanded.

6 Noah was six hundred years old when the flood came on the earth. 7 He and his wife, and his sons and their wives, went into the boat to escape the flood. 8 A male and a female of every kind of animal and bird, whether ritually clean or unclean, 9 went into the boat with Noah, as God had commanded. 10 Seven days later the flood came.

11 When Noah was six hundred years old, on the seventeenth day of the second month all the outlets of the vast body of water beneath the earth burst open, all the floodgates of the sky were opened, 12 and rain fell on the earth for forty days and nights. 13 On that same day Noah and his wife went into the boat with their three sons, Shem, Ham, and Japheth, and their wives. 14 With them went every

to see if the water had gone down, 9 but since the water still covered all the land, the dove did not find a place to light. It flew back to the boat, and Noah reached out and took it in.

10 He waited another seven days and sent out the dove again. 11 It returned to him in the evening with a fresh olive leaf in its beak. So Noah knew that the water had gone down. 12 Then he waited another seven days and sent out the dove once more; this time it did not come back.

13 When Noah was 601 years old, on the first day of the first month, the water was gone. Noah removed the covering of the boat, looked around, and saw that the ground was getting dry. 14 By the twenty-seventh day of the second month the earth was completely dry.

15 God said to Noah, 16 "Go out of the boat with your wife, your sons, and their wives. 17 Take all the birds and animals out with you, so that they may reproduce and spread over all the earth." 18 So Noah went out of the boat with his wife, his sons, and their wives. 19 All the animals and birds went out of the boat in groups of their own kind.

bird. 15 A male and a female of each kind of living being went into the boat with Noah, 16 as God had commanded. Then the LORD shut the door behind Noah.

17 The flood continued for forty days, and the water became deep enough for the boat to float. 18 The water became deeper, and the boat drifted on the surface. 19 It became so deep that it covered the highest mountains; 20 it went on rising until it was about twenty-five feet above the tops of the mountains. 21 Every living being on the earth died—every bird, every animal, and every person. 22 Everything on earth that breathed died. 23 The LORD destroyed all living beings on the earth—human beings, animals, and birds. The only ones left were Noah and those who were with him in the boat. 24 The water did not start going down for a hundred and fifty days.

### The End of the Flood

8 God had not forgotten Noah and all the animals with him in the boat; he caused a wind to blow, and the water started going down. 2 The outlets of the water beneath the earth and the floodgates of the sky were closed. The rain stopped, 3 and the water gradually went down for 150 days. 4 On the seventeenth day of the seventh month the boat came to rest on a mountain in the Ararat range. 5 The water kept going down, and on the first day of the tenth month the tops of the mountains appeared.

6 After forty days Noah opened a window 7 and sent out a raven. It did not come back, but kept flying around until the water was completely gone.



# Character inference chart

PM21

Your name/s .....

Date .....

<p><b>Facts</b> – What do you know about the character?</p>	<p><b>Quotes</b> – What does the character say? Write some brief quotes that help you to understand what the character is like.</p>
<p><b>Actions</b> – What does the character actually do?</p>	<p><b>Getting inside the character's head</b> – Write down some of the character's thoughts and feelings.</p>

What can you infer about the character?

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# The Murray River and the Murray-Darling Basin Fact File

The Murray River measures 2,520 kilometres long from its source in the Kosciusko National Park. It stretches across New South Wales and South Australia.

Its water comes from high in the Australian Alps and other rivers, mainly the Darling and Murrumbidgee Rivers. The Darling River (2,740 kilometres) begins in Queensland, in the far inland of Australia, and joins the Murray at Wentworth, New South Wales. Finally, the Murray flows into the Southern Ocean through South Australia. The Murray-Darling drainage area is one of the largest in the world and certainly the largest on the continent of Australia. The drainage system has remained in almost the same place for millions of years.

The Murray-Darling Basin contains around 40% of Australia's farms. Often referred to as the nation's food bowl, enough food is produced in the basin to feed over 20 million people. From 1853, paddle steamers and paddle boats were used to carry wool, wheat, and other goods up and down the Murray-Darling Basin. They still run on the rivers today as fishing vessels, houseboats and for tourist cruises.

There are many animals in the Murray-Darling Basin that can only be found in Australian waters including Murray cod and the platypus. At least 35 species of bird and 16 mammals that live in the Murray-Darling Basin area are endangered. There are 35 different native fish species in the basin. River Red Gum forests are located on the sides of the Murray River. These trees need water from the river and most are not getting enough.

The Aboriginal people have a deep connection to the land and waters of the Murray-Darling Basin. For thousands of years, Aboriginal people have relied on the river for food and water. The traditional owners of the land believed that the river was created by the great ancestor Ngurunder as he chased Pondi (the Murray cod) through the landscape.

Due to our limited understanding of the environment, the way we have used water has impacted the plants and animals of the basin. It now contains a high amount of salt. The government is working to help reach a balance. There needs to be enough water left for the people as well as the environment.

## Did you know?

Europeans settlers first named the River Murray the Hume River.





# Sequence story - 3 section

PM39A


# Inverse Multiplication and Division

## Quick Fire Questions

### Round 1

1.  $5 \times \underline{\quad} = 80$

4.  $\underline{\quad} \times 7 = 84$

7.  $6 \times \underline{\quad} = 72$

2.  $\underline{\quad} \div 8 = 8$

5.  $\underline{\quad} \div 3 = 9$

8.  $24 \div \underline{\quad} = 6$

3.  $\underline{\quad} \times 3 = 45$

6.  $\underline{\quad} \div 6 = 6$

9.  $9 \times \underline{\quad} = 180$



### Round 2

1.  $4 \times \underline{\quad} = 16$

4.  $7 \times \underline{\quad} = 42$

7.  $27 \div \underline{\quad} = 9$

2.  $\underline{\quad} \div 6 = 4$

5.  $\underline{\quad} \div 8 = 3$

8.  $\underline{\quad} \times 6 = 30$

3.  $30 \div \underline{\quad} = 5$

6.  $\underline{\quad} \times 6 = 54$

9.  $\underline{\quad} \div 7 = 7$



### Round 3

1.  $27 \div \underline{\quad} = 3$

4.  $\underline{\quad} \div 8 = 4$

7.  $7 \times \underline{\quad} = 28$

2.  $4 \times \underline{\quad} = 24$

5.  $\underline{\quad} \div 5 = 12$

8.  $\underline{\quad} \div 3 = 14$

3.  $3 \times \underline{\quad} = 36$

6.  $\underline{\quad} \div 2 = 6$

9.  $\underline{\quad} \times 7 = 42$



### Round 4

1.  $6 \times \underline{\quad} = 48$

4.  $\underline{\quad} \div 7 = 11$

7.  $\underline{\quad} \div 9 = 7$

2.  $48 \div \underline{\quad} = 12$

5.  $\underline{\quad} \times 9 = 72$

8.  $\underline{\quad} \div 8 = 4$

3.  $56 \div \underline{\quad} = 7$

6.  $3 \times \underline{\quad} = 24$

9.  $\underline{\quad} \times 4 = 20$



### Round 5

1.  $\underline{\quad} \div 6 = 11$

4.  $\underline{\quad} \div 12 = 7$

7.  $9 \times \underline{\quad} = 81$

2.  $3 \times \underline{\quad} = 18$

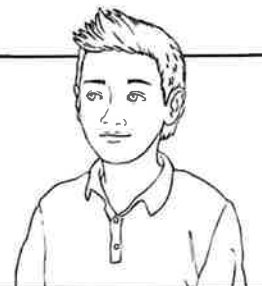
5.  $\underline{\quad} \div 20 = 6$

8.  $\underline{\quad} \div 3 = 12$

3.  $\underline{\quad} \times 5 = 30$

6.  $\underline{\quad} \times 4 = 16$

9.  $\underline{\quad} \div 6 = 7$



### Round 6

1.  $6 \times \underline{\quad} = 48$

4.  $5 \times \underline{\quad} = 25$

7.  $\underline{\quad} \div 12 = 12$

2.  $\underline{\quad} \div 12 = 9$

5.  $\underline{\quad} \div 8 = 20$

8.  $99 \div \underline{\quad} = 9$

3.  $\underline{\quad} \times 9 = 63$

6.  $7 \times \underline{\quad} = 35$

9.  $\underline{\quad} \times 9 = 36$



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multiplication Facts of 6

1) $6 \times 5 =$	21) $6 \times 6 =$	41) $6 \times 7 =$	61) $6 \times 5 =$
2) $6 \times 3 =$	22) $7 \times 6 =$	42) $6 \times 6 =$	62) $6 \times 6 =$
3) $11 \times 6 =$	23) $12 \times 6 =$	43) $12 \times 6 =$	63) $1 \times 6 =$
4) $6 \times 6 =$	24) $6 \times 5 =$	44) $5 \times 6 =$	64) $6 \times 9 =$
5) $6 \times 1 =$	25) $9 \times 6 =$	45) $6 \times 8 =$	65) $6 \times 11 =$
6) $3 \times 6 =$	26) $3 \times 6 =$	46) $12 \times 6 =$	66) $6 \times 0 =$
7) $6 \times 9 =$	27) $10 \times 6 =$	47) $6 \times 2 =$	67) $6 \times 7 =$
8) $9 \times 6 =$	28) $4 \times 6 =$	48) $6 \times 0 =$	68) $0 \times 6 =$
9) $6 \times 10 =$	29) $2 \times 6 =$	49) $6 \times 11 =$	69) $2 \times 6 =$
10) $4 \times 6 =$	30) $9 \times 6 =$	50) $2 \times 6 =$	70) $6 \times 4 =$
11) $12 \times 6 =$	31) $5 \times 6 =$	51) $5 \times 6 =$	71) $0 \times 6 =$
12) $0 \times 6 =$	32) $6 \times 10 =$	52) $1 \times 6 =$	72) $6 \times 11 =$
13) $5 \times 6 =$	33) $6 \times 6 =$	53) $6 \times 12 =$	73) $6 \times 5 =$
14) $6 \times 4 =$	34) $6 \times 1 =$	54) $6 \times 0 =$	74) $6 \times 6 =$
15) $6 \times 6 =$	35) $2 \times 6 =$	55) $3 \times 6 =$	75) $1 \times 6 =$
16) $8 \times 6 =$	36) $7 \times 6 =$	56) $4 \times 6 =$	76) $4 \times 6 =$
17) $5 \times 6 =$	37) $6 \times 2 =$	57) $5 \times 6 =$	77) $10 \times 6 =$
18) $6 \times 11 =$	38) $4 \times 6 =$	58) $6 \times 9 =$	78) $6 \times 12 =$
19) $6 \times 8 =$	39) $8 \times 6 =$	59) $6 \times 3 =$	79) $6 \times 11 =$
20) $5 \times 6 =$	40) $6 \times 3 =$	60) $6 \times 8 =$	80) $6 \times 0 =$

Time: \_\_\_\_\_

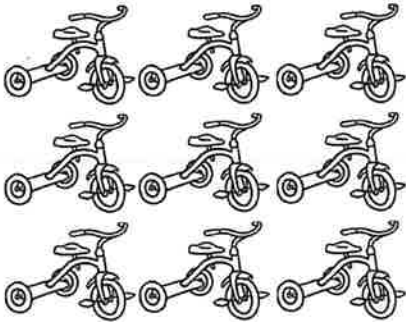
Score: \_\_\_\_\_ / 80



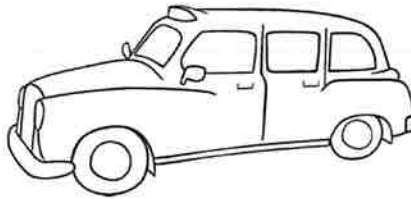
# Year 3 Multiplication and Division

## Word Problems x3 x4 x8

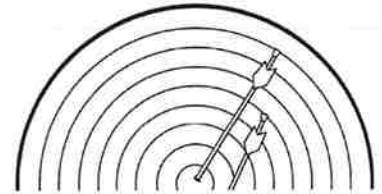
1. How many wheels would 9 tricycles have?



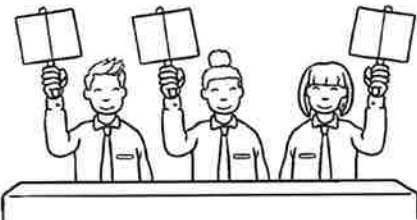
2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?



3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?



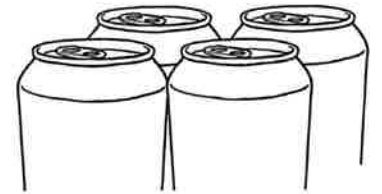
4. Three judges award 27 marks overall. They each give the same score. What score did they each give?



5. Cinema tickets are \$8. Six people go to see a film. How much will they pay altogether?



6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?

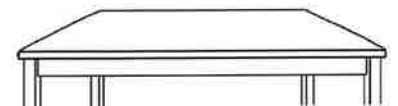


7. Trish, Karen and Layla share equally a packet of nuts. There are 21 nuts in the pack. How many nuts do each get?



8. A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?

9. A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?





# Division of 3-Digit Numbers

Aim: I can use a formal method of division.

1.  $429 \div 3 =$

16.  $592 \div 4 =$

2.  $560 \div 4 =$

17.  $684 \div 2 =$

3.  $615 \div 5 =$

18.  $328 \div 4 =$

4.  $764 \div 4 =$

19.  $648 \div 8 =$

5.  $288 \div 3 =$

20.  $684 \div 6 =$

6.  $670 \div 5 =$

21.  $954 \div 9 =$

7.  $488 \div 2 =$

22.  $637 \div 7 =$

8.  $920 \div 4 =$

23.  $678 \div 6 =$

9.  $363 \div 3 =$

24.  $665 \div 7 =$

10.  $510 \div 5 =$

25.  $945 \div 9 =$

11.  $504 \div 4 =$

26.  $864 \div 8 =$

12.  $642 \div 6 =$

27.  $574 \div 7 =$

13.  $752 \div 8 =$

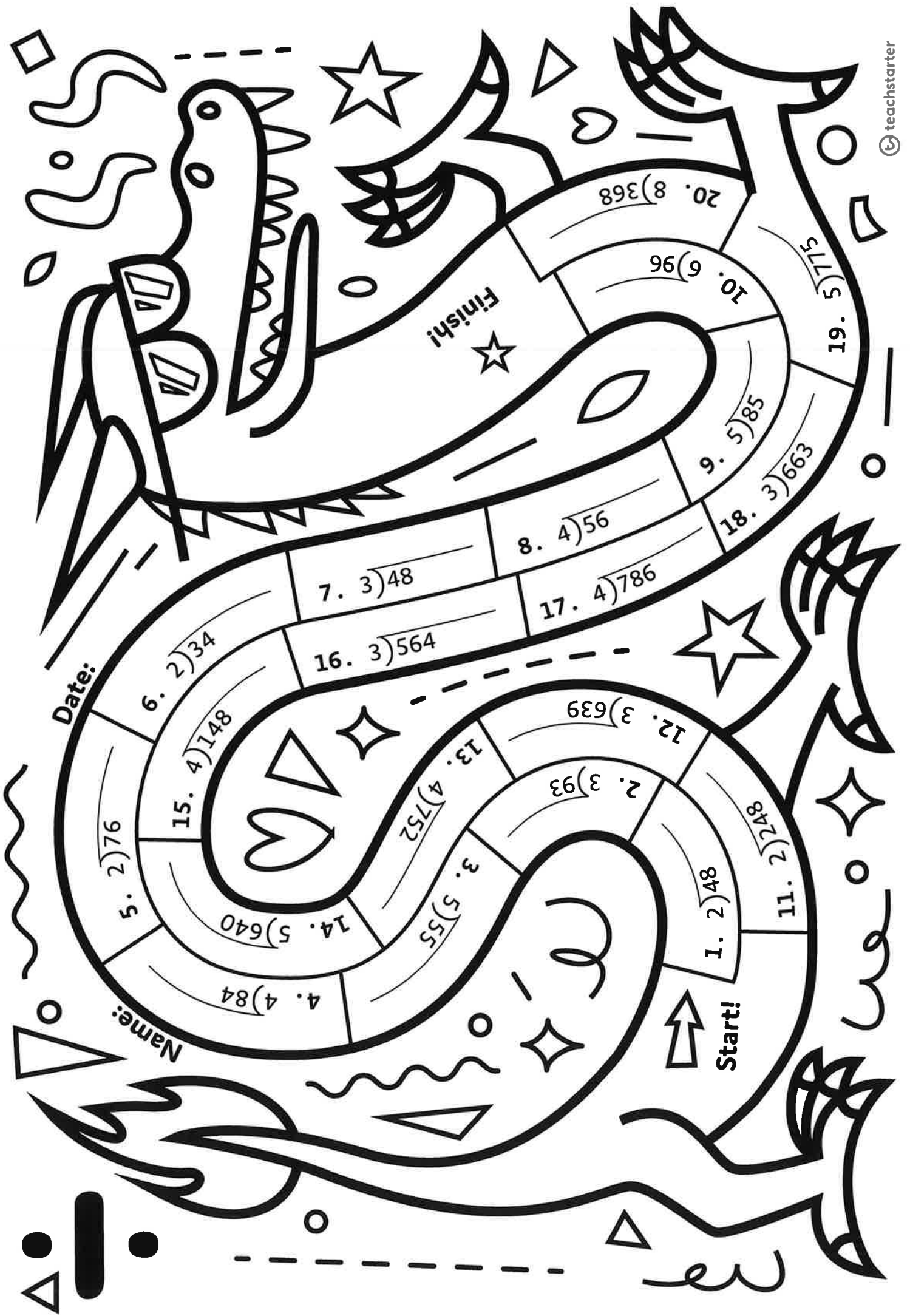
28.  $708 \div 6 =$

14.  $558 \div 6 =$

29.  $936 \div 9 =$

15.  $728 \div 8 =$

30.  $623 \div 7 =$



Date:

Name:

5.  $2 \overline{)76}$

6.  $2 \overline{)34}$

15.  $4 \overline{)148}$

14.  $5 \overline{)640}$

4.  $4 \overline{)84}$

13.  $4 \overline{)752}$

3.  $5 \overline{)55}$

16.  $3 \overline{)564}$

7.  $3 \overline{)48}$

8.  $4 \overline{)56}$

17.  $4 \overline{)786}$

1.  $2 \overline{)48}$

11.  $2 \overline{)248}$

12.  $3 \overline{)639}$

2.  $3 \overline{)93}$

18.  $3 \overline{)663}$

9.  $5 \overline{)85}$

10.  $6 \overline{)96}$

20.  $8 \overline{)368}$

19.  $5 \overline{)775}$

Finish!

Start!

beings. They were the great heroes and famous men of long ago.

5 When the LORD saw how wicked everyone on earth was and how evil their thoughts were all the time, 6 he was sorry that he had ever made them and put them on the earth. He was so filled with regret 7 that he said, "I will wipe out these people I have created, and also the animals and the birds, because I am sorry that I made any of them." 8 But the LORD was pleased with Noah.

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### The Flood

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6 Noah was six hundred years old when the flood came on the earth. 7 He and his wife, and his sons and their wives, went into the boat to escape the flood. 8 A male and a female of every kind of animal and bird, whether ritually clean or unclean, 9 went into the boat with Noah, as God had commanded. 10 Seven days later the flood came.

11 When Noah was six hundred years old, on the seventeenth day of the second month all the outlets of the vast body of water beneath the earth burst open, all the floodgates of the sky were opened, 12 and rain fell on the earth for forty days and nights. 13 On that same day Noah and his wife went into the boat with their three sons, Shem, Ham, and Japheth, and their wives. 14 With them went every

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13 When Noah was 601 years old, on the first day of the first month, the water was gone. Noah removed the covering of the boat, looked around, and saw that the ground was getting dry. 14 By the twenty-seventh day of the second month the earth was completely dry.

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15 A male and a female of each kind of living being went into the boat with Noah, 16 as God had commanded. Then the LORD shut the door behind Noah.

17 The flood continued for forty days, and the water became deep enough for the boat to float. 18 The water became deeper, and the boat drifted on the surface. 19 It became so deep that it covered the highest mountains; 20 it went on rising until it was about twenty-five feet above the tops of the mountains. 21 Every living being on the earth died—every bird, every animal, and every person. 22 Everything on earth that breathed died. 23 The LORD destroyed all living beings on the earth—human beings, animals, and birds. The only ones left were Noah and those who were with him in the boat. 24 The water did not start going down for a hundred and fifty days.

### The End of the Flood

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6 After forty days Noah opened a window 7 and sent out a raven. It did not come back, but kept flying around until the water was completely gone.



# Sequence story – 4 section

PM39B


# Kati Thanda - Lake Eyre and the Lake Eyre Basin Fact File

Kati Thanda or Lake Eyre is actually two lakes connected by a channel. It is 144 km long and 77 km wide (9 700 square kilometres) and is the largest salt lake in Australia. Kati Thanda - Lake Eyre is found at Australia's lowest point, 15.2 metres below sea level.

The lake's water levels mainly depend on the yearly monsoon and how much rain falls in the lake's catchment in Queensland and the Northern Territory. The lake is rarely filled with water because it evaporates or soaks into the ground. As the lake dries up, the amount of salt in it increases and it often looks like it has turned pink. When empty, the lake becomes a giant salt pan, with white crystals covering the ground.

On the way to Kati Thanda - Lake Eyre, water travels through a large area of channels, wetlands, waterholes and floodplains known as the Lake Eyre Basin. The Lake Eyre Basin covers a huge one million square kilometres and includes some of South Australia, the Northern Territory, Queensland and New South Wales.

The Lake Eyre Basin area is used for farming, mining, producing oil and gas, tourism, conservation and Aboriginal activities. The traditional owners of the Lake Eyre region, the Arabana people, have lived in the Lake Eyre Basin for thousands of years. The lake is an important cultural site for Aboriginal people.

## Did you know?

The Arabana people, traditional owners of the Lake Eyre region, call the lake "Kati Thanda", a name now officially recognised as "Kati Thanda - Lake Eyre".





# Sequence story - 4 section

PM39B


# Inverse Multiplication and Division Quick Fire Questions

## Round 1

1.  $5 \times \underline{\quad} = 80$

4.  $\underline{\quad} \times 7 = 84$

7.  $6 \times \underline{\quad} = 72$

2.  $\underline{\quad} \div 8 = 8$

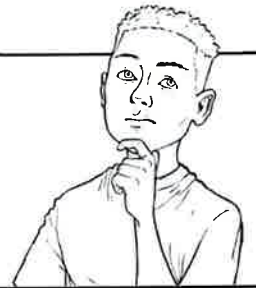
5.  $\underline{\quad} \div 3 = 9$

8.  $24 \div \underline{\quad} = 6$

3.  $\underline{\quad} \times 3 = 45$

6.  $\underline{\quad} \div 6 = 6$

9.  $9 \times \underline{\quad} = 180$



## Round 2

1.  $4 \times \underline{\quad} = 16$

4.  $7 \times \underline{\quad} = 42$

7.  $27 \div \underline{\quad} = 9$

2.  $\underline{\quad} \div 6 = 4$

5.  $\underline{\quad} \div 8 = 3$

8.  $\underline{\quad} \times 6 = 30$

3.  $30 \div \underline{\quad} = 5$

6.  $\underline{\quad} \times 6 = 54$

9.  $\underline{\quad} \div 7 = 7$



## Round 3

1.  $27 \div \underline{\quad} = 3$

4.  $\underline{\quad} \div 8 = 4$

7.  $7 \times \underline{\quad} = 28$

2.  $4 \times \underline{\quad} = 24$

5.  $\underline{\quad} \div 5 = 12$

8.  $\underline{\quad} \div 3 = 14$

3.  $3 \times \underline{\quad} = 36$

6.  $\underline{\quad} \div 2 = 6$

9.  $\underline{\quad} \times 7 = 42$



## Round 4

1.  $6 \times \underline{\quad} = 48$

4.  $\underline{\quad} \div 7 = 11$

7.  $\underline{\quad} \div 9 = 7$

2.  $48 \div \underline{\quad} = 12$

5.  $\underline{\quad} \times 9 = 72$

8.  $\underline{\quad} \div 8 = 4$

3.  $56 \div \underline{\quad} = 7$

6.  $3 \times \underline{\quad} = 24$

9.  $\underline{\quad} \times 4 = 20$



## Round 5

1.  $\underline{\quad} \div 6 = 11$

4.  $\underline{\quad} \div 12 = 7$

7.  $9 \times \underline{\quad} = 81$

2.  $3 \times \underline{\quad} = 18$

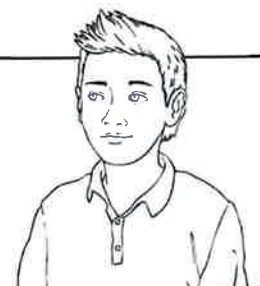
5.  $\underline{\quad} \div 20 = 6$

8.  $\underline{\quad} \div 3 = 12$

3.  $\underline{\quad} \times 5 = 30$

6.  $\underline{\quad} \times 4 = 16$

9.  $\underline{\quad} \div 6 = 7$



## Round 6

1.  $6 \times \underline{\quad} = 48$

4.  $5 \times \underline{\quad} = 25$

7.  $\underline{\quad} \div 12 = 12$

2.  $\underline{\quad} \div 12 = 9$

5.  $\underline{\quad} \div 8 = 20$

8.  $99 \div \underline{\quad} = 9$

3.  $\underline{\quad} \times 9 = 63$

6.  $7 \times \underline{\quad} = 35$

9.  $\underline{\quad} \times 9 = 36$



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multiplication Facts of 7

1) $7 \times 5 =$	21) $7 \times 0 =$	41) $5 \times 7 =$	61) $7 \times 7 =$
2) $7 \times 3 =$	22) $7 \times 7 =$	42) $7 \times 1 =$	62) $2 \times 7 =$
3) $11 \times 7 =$	23) $12 \times 7 =$	43) $12 \times 7 =$	63) $1 \times 7 =$
4) $7 \times 6 =$	24) $7 \times 5 =$	44) $5 \times 7 =$	64) $7 \times 9 =$
5) $7 \times 5 =$	25) $9 \times 7 =$	45) $6 \times 7 =$	65) $7 \times 11 =$
6) $3 \times 7 =$	26) $7 \times 11 =$	46) $7 \times 9 =$	66) $8 \times 7 =$
7) $6 \times 7 =$	27) $10 \times 7 =$	47) $4 \times 7 =$	67) $2 \times 7 =$
8) $7 \times 6 =$	28) $7 \times 2 =$	48) $7 \times 0 =$	68) $0 \times 7 =$
9) $7 \times 10 =$	29) $2 \times 7 =$	49) $3 \times 7 =$	69) $7 \times 12 =$
10) $7 \times 12 =$	30) $9 \times 7 =$	50) $2 \times 7 =$	70) $7 \times 4 =$
11) $11 \times 7 =$	31) $1 \times 7 =$	51) $7 \times 4 =$	71) $7 \times 6 =$
12) $0 \times 7 =$	32) $7 \times 10 =$	52) $1 \times 7 =$	72) $3 \times 7 =$
13) $5 \times 7 =$	33) $7 \times 6 =$	53) $7 \times 12 =$	73) $7 \times 5 =$
14) $2 \times 7 =$	34) $0 \times 7 =$	54) $7 \times 10 =$	74) $7 \times 12 =$
15) $3 \times 7 =$	35) $2 \times 7 =$	55) $3 \times 7 =$	75) $1 \times 7 =$
16) $8 \times 7 =$	36) $7 \times 6 =$	56) $7 \times 5 =$	76) $4 \times 7 =$
17) $7 \times 7 =$	37) $10 \times 7 =$	57) $5 \times 7 =$	77) $10 \times 7 =$
18) $7 \times 11 =$	38) $8 \times 7 =$	58) $12 \times 7 =$	78) $7 \times 9 =$
19) $7 \times 8 =$	39) $7 \times 6 =$	59) $7 \times 3 =$	79) $7 \times 11 =$
20) $5 \times 7 =$	40) $7 \times 3 =$	60) $7 \times 8 =$	80) $7 \times 0 =$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ / 80

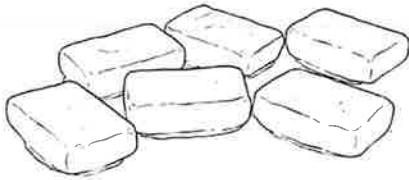




# Year 4 Multiplication and Division

## Word Problems x6 x7 x9

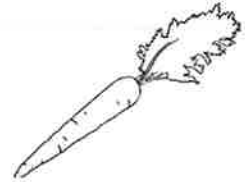
1. There are 8 chocolates in a bag, and Josef has 6 bags to sell. How many chocolates are there in total?



2. Sarah gets \$4 pocket money from her parents every day of the week if she does all of her chores. How much pocket money would she get in a week?



3. The farmer plants carrots in rows of 9. He decides to plant 7 rows of carrots. How many carrots are there in total?



4. Mary downloaded the same number of apps for her phone each week. She downloaded 54 apps over a period of 9 weeks. How many apps did she download each week?



5. Joe plants 5 bushes in his garden. Each bush blooms 6 flowers. How many flowers are there in total?



6. If I save \$21 in one week (saving an equal amount each day), how much money do I save each day?



7. Francis is very good at hurdles. She can jump 9 hurdles in a 200 metre race. However, Johnathon can jump twice as many. How many hurdles can he jump?

8. It takes 24 minutes for Jessica to ride her bike to school. On the way, she stops at regular intervals to retie her shoelaces. She stops 4 times on her trip. How many minutes were between each stop?

9. My teacher decided to reward us with a pizza party at the end of the week. There are 21 people in my class, and each person is allowed 2 pieces of pizza. A pizza has 7 slices. How many pizzas does he need to buy?

# Division of 4-Digit Numbers by 1-Digit Numbers

Aim: I can use a formal method of division.

1.  $1047 \div 3 =$

16.  $1892 \div 4 =$

2.  $2456 \div 4 =$

17.  $3744 \div 6 =$

3.  $3295 \div 5 =$

18.  $1880 \div 4 =$

4.  $2784 \div 4 =$

19.  $4592 \div 8 =$

5.  $1011 \div 3 =$

20.  $2922 \div 6 =$

6.  $2780 \div 5 =$

21.  $4878 \div 9 =$

7.  $1564 \div 2 =$

22.  $4655 \div 7 =$

8.  $2244 \div 4 =$

23.  $2292 \div 6 =$

9.  $1944 \div 3 =$

24.  $4529 \div 7 =$

10.  $3150 \div 5 =$

25.  $4419 \div 9 =$

11.  $2028 \div 4 =$

26.  $4200 \div 8 =$

12.  $3816 \div 6 =$

27.  $3801 \div 7 =$

13.  $2696 \div 8 =$

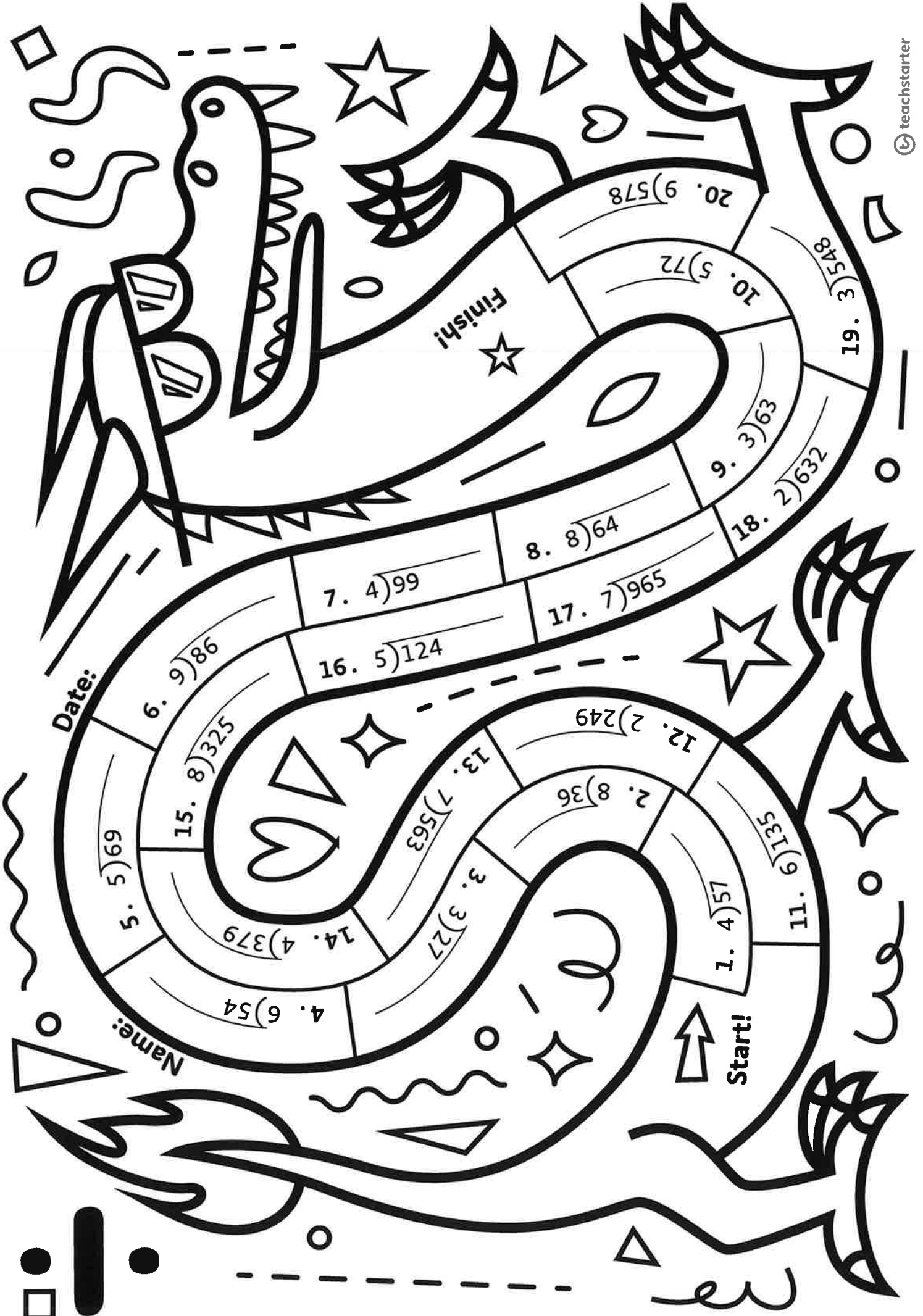
28.  $3402 \div 6 =$

14.  $3348 \div 6 =$

29.  $4851 \div 9 =$

15.  $5280 \div 8 =$

30.  $3248 \div 7 =$



Date:

Name:

5.  $5 \overline{)69}$

15.  $8 \overline{)325}$

6.  $9 \overline{)86}$

14.  $4 \overline{)379}$

16.  $5 \overline{)124}$

7.  $4 \overline{)99}$

3.  $3 \overline{)27}$

13.  $7 \overline{)563}$

8.  $8 \overline{)64}$

17.  $7 \overline{)965}$

1.  $4 \overline{)57}$

2.  $8 \overline{)36}$

12.  $2 \overline{)249}$

9.  $3 \overline{)63}$

18.  $2 \overline{)632}$

10.  $5 \overline{)72}$

20.  $9 \overline{)578}$

19.  $3 \overline{)548}$

Finish!

Start!

beings. They were the great heroes and famous men of long ago.

5 When the LORD saw how wicked everyone on earth was and how evil their thoughts were all the time, 6 he was sorry that he had ever made them and put them on the earth. He was so filled with regret 7 that he said, "I will wipe out these people I have created, and also the animals and the birds, because I am sorry that I made any of them." 8 But the LORD was pleased with Noah.

### Noah

9-10 This is the story of Noah. He had three sons, Shem, Ham, and Japheth. Noah had no faults and was the only good man of his time. He lived in fellowship with God, 11 but everyone else was evil in God's sight, and violence had spread everywhere. 12 God looked at the world and saw that it was evil, for the people were all living evil lives.

13 God said to Noah, "I have decided to put an end to all people. I will destroy them completely, because the world is full of their violent deeds. 14 Build a boat for yourself out of good timber; make rooms in it and cover it with tar inside and out. 15 Make it 450 feet long, 75 feet wide, and 45 feet high. 16 Make a roof for the boat and leave a space of 18 inches between the roof and the sides. Build it with three decks and put a door in the side. 17 I am going to send a flood on the earth to destroy every living being. Everything on the earth will die, 18 but I will make a covenant with you. Go into the boat with your wife, your sons, and their wives. 19-20 Take into the

of bird, in order to keep them alive. 21 Take along all kinds of food for you and for them." 22 Noah did everything that God commanded.

### The Flood

7 The LORD said to Noah, "Go into the boat with your whole family; I have found that you are the only one in all the world who does what is right. 2 Take with you seven pairs of each kind of ritually clean animal, but only one pair of each kind of unclean animal. 3 Take also seven pairs of each kind of bird. Do this so that every kind of animal and bird will be kept alive to reproduce again on the earth. 4 Seven days from now I am going to send rain that will fall for forty days and nights, in order to destroy all the living beings that I have made." 5 And Noah did everything that the LORD commanded.

6 Noah was six hundred years old when the flood came on the earth. 7 He and his wife, and his sons and their wives, went into the boat to escape the flood. 8 A male and a female of every kind of animal and bird, whether ritually clean or unclean, 9 went into the boat with Noah, as God had commanded. 10 Seven days later the flood came.

11 When Noah was six hundred years old, on the seventeenth day of the second month all the outlets of the vast body of water beneath the earth burst open, all the floodgates of the sky were opened, 12 and rain fell on the earth for forty days and nights. 13 On that same day Noah and his wife went into the boat with their three sons, Shem, Ham, and Japheth, and their wives. 14 With them went every

bird. 15 A male and a female of each kind of living being went into the boat with Noah, 16 as God had commanded. Then the LORD shut the door behind Noah.

17 The flood continued for forty days, and the water became deep enough for the boat to float. 18 The water became deeper, and the boat drifted on the surface. 19 It became so deep that it covered the highest mountains; 20 it went on rising until it was about twenty-five feet above the tops of the mountains. 21 Every living being on the earth died—every bird, every animal, and every person. 22 Everything on earth that breathed died. 23 The LORD destroyed all living beings on the earth—human beings, animals, and birds. The only ones left were Noah and those who were with him in the boat. 24 The water did not start going down for a hundred and fifty days.

### The End of the Flood

8 God had not forgotten Noah and all the animals with him in the boat; he caused a wind to blow, and the water started going down. 2 The outlets of the water beneath the earth and the floodgates of the sky were closed. The rain stopped, 3 and the water gradually went down for 150 days. 4 On the seventeenth day of the seventh month the boat came to rest on a mountain in the Ararat range. 5 The water kept going down, and on the first day of the tenth month the tops of the mountains appeared.

6 After forty days Noah opened a window 7 and sent out a raven. It did not come back, but kept flying around until the water was completely gone.

to see if the water had gone down, 9 but since the water still covered all the land, the dove did not find a place to light. It flew back to the boat, and Noah reached out and took it in. 10 He waited another seven days and sent out the dove again. 11 It returned to him in the evening with a fresh olive leaf in its beak. So Noah knew that the water had gone down. 12 Then he waited another seven days and sent out the dove once more; this time it did not come back.

13 When Noah was 601 years old, on the first day of the first month, the water was gone. Noah removed the covering of the boat, looked around, and saw that the ground was getting dry. 14 By the twenty-seventh day of the second month the earth was completely dry.

15 God said to Noah, 16 "Go out of the boat with your wife, your sons, and their wives. 17 Take all the birds and animals out with you, so that they may reproduce and spread over all the earth." 18 So Noah went out of the boat with his wife, his sons, and their wives. 19 All the animals and birds went out of the boat in groups of their own kind.



# Sequence story - 4 section

PM39B


# The Great Barrier Reef

## Location

The Great Barrier Reef is an enormous living formation in Australia. It consists of 2,900 individual reefs and over 900 islands. The Great Barrier Reef is located in the Coral Sea which is off the coast of Queensland. It stretches along the Queensland coast from near the southern town of Bundaberg to past Cape York.



It is a popular tourist destination, attracting over 2 million visitors every year. Tourists dive, snorkel and fish there.

## Size

The Great Barrier Reef is a staggering 2,600 kilometres long. It is not only the world's largest reef but also the world's largest living structure. The Great Barrier Reef is bigger than Tasmania and Victoria put together. Astronauts can even see it from space!

## Coral

Thousands of different animals live in the Great Barrier Reef, the most common being coral and sponge. 360 species of hard coral grow there, including: bottlebrush coral, bubble coral, brain coral, mushroom coral, staghorn coral, tabletop coral and needle coral. Hard corals grow in shallow water and help build the structure of coral reefs. They grow in several forms, such as mounds, plates, and branches. When a coral colony dies, a new one will grow on top of the skeletons of the dead coral. This creates three-dimensional architecture. Coral bleaching is a current threat to the Great Barrier Reef. Algae grow on coral and they need each other to survive because the coral eats the algae. The algae also make the coral colourful. Pollution, high water temperatures, low water levels and too much sunlight make the algae detach from the coral. When the algae detach from the coral, the coral is left bare. Over several weeks, it starts to turn white, losing all its colour. The coral then loses its nutrients and can become sick and even die. Several things can be done to help prevent coral bleaching. Being stringent with water, always putting rubbish in the bin, being gentle to the reef if you swim in it, planting trees and picking up rubbish at the beach are all ways you can prevent coral bleaching.

### Animals

The Great Barrier Reef is also home to many other animals, such as fish, sea turtles, giant clams, seahorses, sea snakes, stingrays, sharks and more. One of the most interesting is the dugong. These unusual-looking animals are closely related to dolphins and whales. They are large mammals and are herbivores. Dugongs feed on the many plants of the Great Barrier Reef. They are hunted by sharks and saltwater crocodiles. Today, there are more than 50,000 dugongs living in Australian waters. The dugongs that live in the Great Barrier Reef are the biggest and most important dugong population in the world.



Another animal which lives in the Great Barrier Reef is plankton. Plankton are microscopic drifting organisms that live in the top layers of the ocean. They are not strong enough to swim against ocean current, which is why they drift. Plankton are essential to the ocean's food chain because they are the primary source of food for

almost all fish. Some sharks and whales feed on them directly, while other large fish feed on them indirectly, by eating fish of smaller size which have eaten plankton.

### Indigenous People

Aboriginal and Torres Strait Islander People are the traditional owners of the Great Barrier Reef. More than 70 Indigenous tribes have ownership over parts of the Great Barrier Reef. Many animals that live there are important to Aboriginal Dreaming, specifically the turtle and dugong. The Great Barrier Reef has been essential to the Aboriginal and Torres Strait Islander People for many thousands of years because it has been a primary source of food for them. They have used the sea to give them food for a long time. Today, food from the sea is important to Aboriginal and Torres Strait Islander People who still collect food and prepare meals using their traditional methods.







# Inverse Multiplication and Division

## Quick Fire Questions

### Round 1

1.  $5 \times \underline{\quad} = 80$

4.  $\underline{\quad} \times 7 = 84$

7.  $6 \times \underline{\quad} = 72$

2.  $\underline{\quad} \div 8 = 8$

5.  $\underline{\quad} \div 3 = 9$

8.  $24 \div \underline{\quad} = 6$

3.  $\underline{\quad} \times 3 = 45$

6.  $\underline{\quad} \div 6 = 6$

9.  $9 \times \underline{\quad} = 180$



### Round 2

1.  $4 \times \underline{\quad} = 16$

4.  $7 \times \underline{\quad} = 42$

7.  $27 \div \underline{\quad} = 9$

2.  $\underline{\quad} \div 6 = 4$

5.  $\underline{\quad} \div 8 = 3$

8.  $\underline{\quad} \times 6 = 30$

3.  $30 \div \underline{\quad} = 5$

6.  $\underline{\quad} \times 6 = 54$

9.  $\underline{\quad} \div 7 = 7$



### Round 3

1.  $27 \div \underline{\quad} = 3$

4.  $\underline{\quad} \div 8 = 4$

7.  $7 \times \underline{\quad} = 28$

2.  $4 \times \underline{\quad} = 24$

5.  $\underline{\quad} \div 5 = 12$

8.  $\underline{\quad} \div 3 = 14$

3.  $3 \times \underline{\quad} = 36$

6.  $\underline{\quad} \div 2 = 6$

9.  $\underline{\quad} \times 7 = 42$



### Round 4

1.  $6 \times \underline{\quad} = 48$

4.  $\underline{\quad} \div 7 = 11$

7.  $\underline{\quad} \div 9 = 7$

2.  $48 \div \underline{\quad} = 12$

5.  $\underline{\quad} \times 9 = 72$

8.  $\underline{\quad} \div 8 = 4$

3.  $56 \div \underline{\quad} = 7$

6.  $3 \times \underline{\quad} = 24$

9.  $\underline{\quad} \times 4 = 20$



### Round 5

1.  $\underline{\quad} \div 6 = 11$

4.  $\underline{\quad} \div 12 = 7$

7.  $9 \times \underline{\quad} = 81$

2.  $3 \times \underline{\quad} = 18$

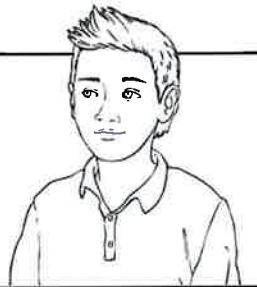
5.  $\underline{\quad} \div 20 = 6$

8.  $\underline{\quad} \div 3 = 12$

3.  $\underline{\quad} \times 5 = 30$

6.  $\underline{\quad} \times 4 = 16$

9.  $\underline{\quad} \div 6 = 7$



### Round 6

1.  $6 \times \underline{\quad} = 48$

4.  $5 \times \underline{\quad} = 25$

7.  $\underline{\quad} \div 12 = 12$

2.  $\underline{\quad} \div 12 = 9$

5.  $\underline{\quad} \div 8 = 20$

8.  $99 \div \underline{\quad} = 9$

3.  $\underline{\quad} \times 9 = 63$

6.  $7 \times \underline{\quad} = 35$

9.  $\underline{\quad} \times 9 = 36$



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multiplication Facts of 8

1) $7 \times 8 =$	21) $8 \times 12 =$	41) $5 \times 8 =$	61) $8 \times 2 =$
2) $8 \times 3 =$	22) $6 \times 8 =$	42) $7 \times 8 =$	62) $5 \times 8 =$
3) $8 \times 12 =$	23) $8 \times 10 =$	43) $1 \times 8 =$	63) $8 \times 3 =$
4) $2 \times 8 =$	24) $8 \times 5 =$	44) $8 \times 6 =$	64) $8 \times 9 =$
5) $8 \times 5 =$	25) $8 \times 7 =$	45) $6 \times 8 =$	65) $8 \times 11 =$
6) $3 \times 8 =$	26) $1 \times 8 =$	46) $8 \times 8 =$	66) $8 \times 8 =$
7) $8 \times 7 =$	27) $10 \times 8 =$	47) $4 \times 8 =$	67) $2 \times 8 =$
8) $8 \times 6 =$	28) $3 \times 8 =$	48) $8 \times 0 =$	68) $0 \times 8 =$
9) $11 \times 8 =$	29) $8 \times 8 =$	49) $3 \times 8 =$	69) $8 \times 10 =$
10) $8 \times 10 =$	30) $9 \times 8 =$	50) $2 \times 8 =$	70) $3 \times 8 =$
11) $8 \times 1 =$	31) $8 \times 2 =$	51) $8 \times 4 =$	71) $8 \times 6 =$
12) $0 \times 8 =$	32) $8 \times 12 =$	52) $8 \times 7 =$	72) $8 \times 5 =$
13) $5 \times 8 =$	33) $8 \times 6 =$	53) $8 \times 11 =$	73) $7 \times 8 =$
14) $3 \times 8 =$	34) $8 \times 5 =$	54) $8 \times 1 =$	74) $8 \times 11 =$
15) $8 \times 2 =$	35) $2 \times 8 =$	55) $8 \times 6 =$	75) $2 \times 8 =$
16) $8 \times 9 =$	36) $9 \times 8 =$	56) $8 \times 5 =$	76) $8 \times 6 =$
17) $7 \times 8 =$	37) $10 \times 8 =$	57) $8 \times 12 =$	77) $10 \times 8 =$
18) $8 \times 10 =$	38) $8 \times 1 =$	58) $12 \times 8 =$	78) $8 \times 9 =$
19) $0 \times 8 =$	39) $0 \times 8 =$	59) $8 \times 8 =$	79) $8 \times 1 =$
20) $8 \times 8 =$	40) $4 \times 8 =$	60) $1 \times 8 =$	80) $8 \times 7 =$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ / 80





## DIVISION PROBLEMS 3.1

Work out the answers to these division problems involving sharing and grouping.

1) Divide 15 children into teams of 3.  
How many teams?



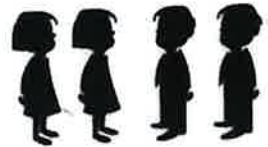
2) Share out 20 cards between 5 people.  
How many cards each?



3) Divide 18 eggs into boxes of 6 eggs.  
How many boxes can I fill?



4) Share 24 chocolates between 4 children.  
How many chocolates each?



5) Divide 20 pencils into packs of 4.  
How many packets will I make?



6) Share out 14 bones between 2 dogs.  
How many bones will each dog get?



# 5-Digit by 1-Digit Division (A)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Calculate each quotient.

$$7 \overline{)27728}$$

$$2 \overline{)85125}$$

$$7 \overline{)82758}$$

$$2 \overline{)53705}$$

$$2 \overline{)48343}$$

$$4 \overline{)44566}$$



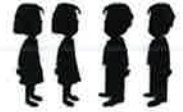
## DIVISION PROBLEMS 3.2

Work out the answers to these division problems involving sharing and grouping.

1) Share out 20 pencils equally between 5 pencil pots.  
How many pencils in each pot?



2) Divide 24 children into teams of 4.  
How many teams will there be?



3) Divide 30 calculators into packs of 10.  
How many packs will there be?



4) Share out 27 fish equally between 3 aquariums.  
How many fish in each aquarium?



5) Share out 21 passengers equally between 7 cars.  
How many passengers in each car?

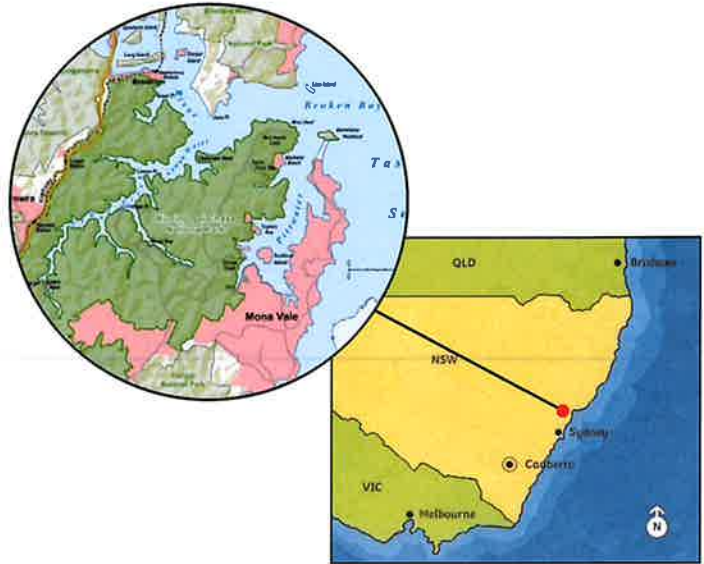


6) Divide 36 competitors equally between 9 events.  
How many competitors for each event?



# Ku-ring-gai Chase National Park

Ku-ring-gai Chase National Park is a national park located 24 kilometres north of the central business district of Sydney, New South Wales. This beautiful park covers approximately 15,000 hectares, and includes rugged bushland reserves. It is the second oldest national park in New South Wales and on July 2nd 2006, this glorious park was added to the Heritage List. It is now protected so that tourists and explorers can enjoy its wonderful features and landscapes.



There are many reasons to visit Ku-ring-gai Chase National Park. The Kalkari Discovery Centre there is run by unpaid workers, who lead guided walking tours throughout the park. There is also a really interesting slide show for people interested in finding out more information about it all. In addition, this park includes BBQ facilities at Bobbin Head, numerous picnic areas, a children's playground, a mangrove boardwalk, and fantastic walking tracks which take between one and five hours to complete. Ku-ring-gai Chase National Park is open from sunrise to sunset, although poor weather conditions or fire danger can change these opening and closing times. It has historical significance because it has over 800 aboriginal sites, which include rock painting, carvings and axe grinding grooves.



## Ku-ring-gai Chase National Park

Ku-ring-gai Chase National Park is well known for its diverse flora and fauna. Tea trees, bottlebrush, gum trees, ferns and wild flowers can be found there. However, wallabies and echidnas are the only animals found in the park during daylight hours. Most animals that inhabit the park are nocturnal, which means they sleep during the day and are only awake at night.

Currently, the park is at risk of environmental damage as foxes, rabbits and wild dogs are destroying the native plants throughout the park. Feral animals are also contributing to this damage by killing the native wildlife that inhabit the park. Visitors to Ku-ring-gai Chase National Park must ensure rubbish and any unwanted items are placed in the bins. They are also encouraged to take action to minimise their impact on this unique and very special environment.



**Wallaby**



**Echidna**



**Fern**



**Bottlebrush**





# Story pyramid

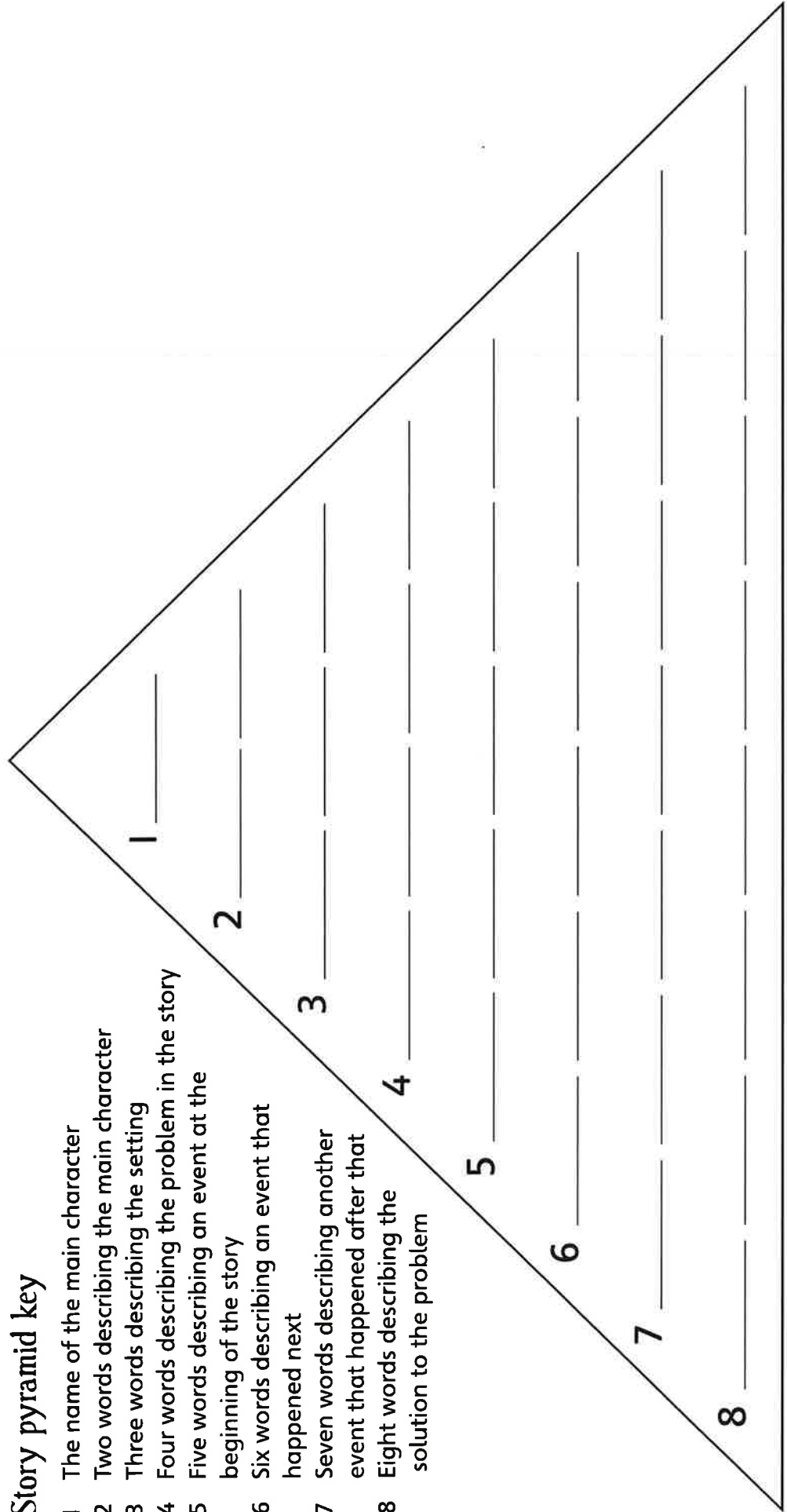
Story pyramid for .....

Your name/s .....

Date .....

## Story pyramid key

- 1 The name of the main character
- 2 Two words describing the main character
- 3 Three words describing the setting
- 4 Four words describing the problem in the story
- 5 Five words describing an event at the beginning of the story
- 6 Six words describing an event that happened next
- 7 Seven words describing another event that happened after that
- 8 Eight words describing the solution to the problem





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multiplication Facts of 9

1) $5 \times 9 =$	21) $9 \times 1 =$	41) $9 \times 8 =$	61) $9 \times 2 =$
2) $8 \times 9 =$	22) $10 \times 9 =$	42) $7 \times 9 =$	62) $9 \times 9 =$
3) $9 \times 12 =$	23) $11 \times 9 =$	43) $9 \times 12 =$	63) $8 \times 9 =$
4) $9 \times 9 =$	24) $8 \times 9 =$	44) $9 \times 9 =$	64) $11 \times 9 =$
5) $3 \times 9 =$	25) $9 \times 7 =$	45) $9 \times 1 =$	65) $9 \times 11 =$
6) $9 \times 10 =$	26) $1 \times 9 =$	46) $9 \times 11 =$	66) $9 \times 6 =$
7) $9 \times 7 =$	27) $12 \times 9 =$	47) $4 \times 9 =$	67) $2 \times 9 =$
8) $9 \times 6 =$	28) $9 \times 4 =$	48) $9 \times 0 =$	68) $10 \times 9 =$
9) $11 \times 9 =$	29) $6 \times 9 =$	49) $3 \times 9 =$	69) $7 \times 9 =$
10) $8 \times 9 =$	30) $9 \times 9 =$	50) $9 \times 5 =$	70) $3 \times 9 =$
11) $9 \times 9 =$	31) $1 \times 9 =$	51) $9 \times 3 =$	71) $9 \times 6 =$
12) $0 \times 9 =$	32) $0 \times 9 =$	52) $9 \times 7 =$	72) $8 \times 9 =$
13) $5 \times 9 =$	33) $9 \times 6 =$	53) $9 \times 11 =$	73) $9 \times 3 =$
14) $9 \times 2 =$	34) $9 \times 5 =$	54) $9 \times 0 =$	74) $9 \times 1 =$
15) $9 \times 6 =$	35) $2 \times 9 =$	55) $9 \times 4 =$	75) $2 \times 9 =$
16) $8 \times 9 =$	36) $9 \times 9 =$	56) $7 \times 9 =$	76) $9 \times 9 =$
17) $9 \times 8 =$	37) $11 \times 9 =$	57) $9 \times 12 =$	77) $10 \times 9 =$
18) $9 \times 9 =$	38) $9 \times 1 =$	58) $10 \times 9 =$	78) $5 \times 9 =$
19) $10 \times 9 =$	39) $0 \times 9 =$	59) $9 \times 0 =$	79) $9 \times 11 =$
20) $7 \times 9 =$	40) $4 \times 9 =$	60) $9 \times 9 =$	80) $10 \times 9 =$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ / 80





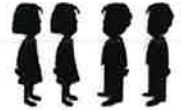
## DIVISION PROBLEMS 3.2

Work out the answers to these division problems involving sharing and grouping.

1) Share out 20 pencils equally between 5 pencil pots.  
How many pencils in each pot?



2) Divide 24 children into teams of 4.  
How many teams will there be?



3) Divide 30 calculators into packs of 10.  
How many packs will there be?



4) Share out 27 fish equally between 3 aquariums.  
How many fish in each aquarium?



5) Share out 21 passengers equally between 7 cars.  
How many passengers in each car?



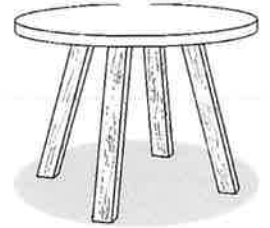
6) Divide 36 competitors equally between 9 events.  
How many competitors for each event?



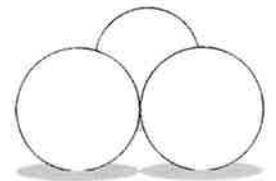
# Multiplication and Division

## Word Problems

1. How many tables are needed to seat 237 people when the tables seat 11 people each?



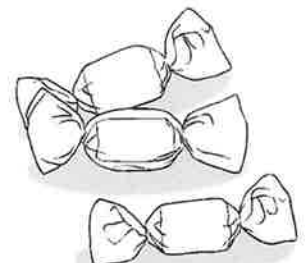
2. Samuel has 241 marbles at a party. He puts 8 marbles into each gift bag. How many gift bags does he fill?



3. Video games cost \$5 each. How many can you buy with \$156?



4. The teacher gives out 423 lollies. The children are given 16 each. How many children get 16 lollies?



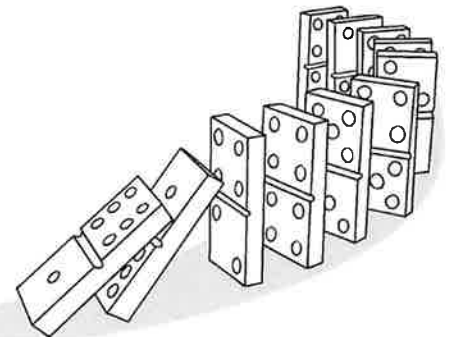
5. In the garden there is space for 18 rows of 32 seeds in a flower bed.  
How many seeds in a flower bed?



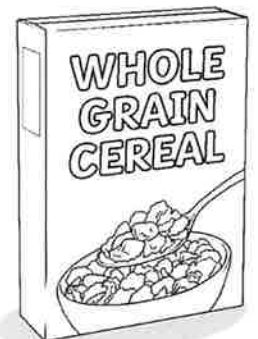
6. There are 25 rows of 18 stickers on a sheet. How many stickers are there on a sheet? How many on 10 sheets?



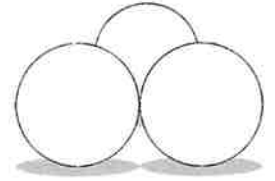
7. There are 35 rows of 14 dominoes. How many dominoes are there altogether?



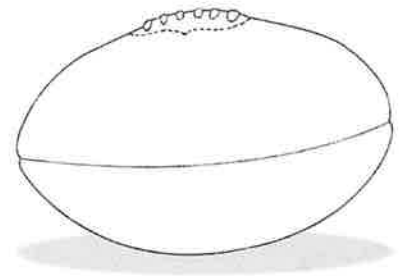
8. There are 38 boxes of cereal on a shelf. How many boxes on 5 shelves?



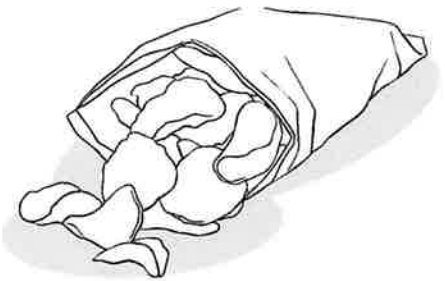
9. 256 marbles are sorted into boxes of 7. How many boxes are needed?



10. 313 people are sorted into teams of 9 for a competition. How many teams are there?



11. 428 bags of chips are bought for a school disco. 12 packets are put into one bowl. How many bowls are needed?



12. Discount vouchers come in sheets of 14. How many sheets are needed for 291 vouchers?

