



*Years 3-6*

*Homework Resources*

# Mathematics Key Priorities (see Links page for online resources)

## Fast Recall of Multiplication and Division Facts

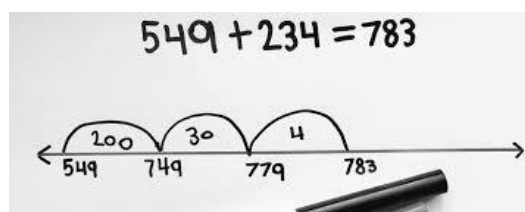
- X2, x3, x5, x10 (Year 3)
- Up to x10 (year 4)
- Up to x12 and beyond (year 5, 6)

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

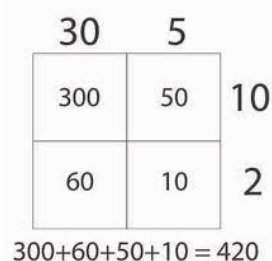
Using a variety of effective and flexible strategies for calculating increasingly larger numbers up to year 6 using all 4 operations (addition, subtraction, multiplication, division)

**{Note: These are just possible strategies} E.g**

- Number-lines to jump up and back to landmark/friendly numbers for addition and subtraction (Year 3, 4)



- Splitting numbers up using place value for addition, subtraction and multiplication (Year 3, 4, 5)



- Working towards using the standard algorithm (stacking method) for all 4 operations (Year 4, 5, 6)

$$\begin{array}{r} 615 \\ - 375 \\ \hline 240 \end{array}$$

## Identifying operation required in word problems

- More simple, single step word problems (Year 3) working up to more complex and multi-step problems combining mathematics topics (Year 4, 5, 6)

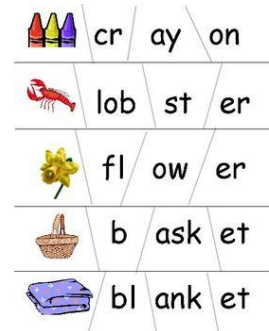
Sarah sold 127 brownies at the fair. At the end of the day, she still had 39 brownies left. How many did she have at first?

# Reading Key Priorities (see Links page for online resources)

Students may be in different learning stages with their reading so at any year level, these areas may need practise.

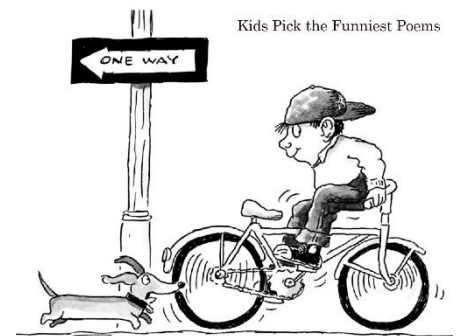
## Decoding (using sounds and patterns in words quickly to recognise familiar words and sound out unfamiliar words)

- Chunking words into syllables
- Splitting words into sounds/letters



## Fluency (ability to read smoothly in phrases and with expression)

- Read aloud to your child to model good fluent reading
- Read aloud with your child
- Listen to your child read
- Have your child echo sections or phrases of text after you
- Students can re-read sections of texts within a minute to test and improve their Words Per Minute
- Students can read poetry and lyrics to promote rhythm and phrasing



The Backwards Bob Rap

Backwards Bob was a backward kid;  
He said names backward—that's what he did.  
Like his Aunt Pam's name, he would change  
And call her Aunt Map; now isn't that strange?  
He calls his Uncle Rob, Uncle Bor,  
His uncle doesn't think it's funny anymore.  
His little brother Drew, Bob calls Werd—  
Now don't you think that's absurd?  
The only names Bob leaves alone  
Are Mom and Dad, and of course his own.

Larry Cohen and Steve Zweig

## Vocabulary (understanding of increasingly complex and unfamiliar word meaning)

- Using the sentence context to help determine word meaning
- Students can record unfamiliar words in order to research the meaning
- Using word origins, suffixes, prefixes and word families
- Vocab Square activity for interesting words

Name \_\_\_\_\_ Date \_\_\_\_\_

### VOCABULARY 4-SQUARE

MEANING	WORD: _____	ILLUSTRATION
SENTENCE	ANTONYMS	SYNONYMS

## Comprehension (understanding what they read)

- **Predicting** – What is going to happen next?
- **Visualising** – What does that look like?
- **Summarising** – Using main ideas to discuss what you read
- **Inferring** – Reading deeper in the text
- **Make connections** – Have I read something similar? Has something similar happened?
- **Questioning** – What are you wondering whilst you read?
- **Monitoring for understanding** – Did that make sense? Do I need to re-read?

*Reading journal prompts to practise these strategies with any text over the page.*

## Reading Journal Prompts

Draw a picture of the story setting.	Write a letter to the author with questions you are curious about.	Is there a character that reminds you of someone you know? How are they similar?	Predict what would happen in a sequel to this book.
Would you read other texts like this one? Why?	Has anything like this ever happened to you?	Create a new ending for the story.	Create a timeline to show the order of important parts in the story.
If you could change one part of the story, what would you change?	How did things change from the beginning to the end?	Draw a picture of the main character.	What other texts does this remind you of? Why?
List the most interesting parts of the text.	Use a Venn diagram to show the similarities and differences between two of the characters.	What were the three most interesting words you stumbled across in the text? What do they mean?	What new information did you learn from this text?
What audience is this text aimed at?	What did you like/not like about this text?	If you were the main character, how would you have solved the problem?	Use Somebody, Wanted, But, So, Then to summarise the story.
Which part of the text was your favourite and why?	Which part was the funniest or the saddest? Why?	Why did you decide to read this text?	If you could interview the main character, what questions would you ask them?
Re-tell the text's main ideas in only 20 words.	Come up with a new title for this text. Why did you pick it?	What type of text is this and how do you know?	How would you describe the main character? What evidence supports this?
Write a diary entry as if you were the main character during an exciting part of the text.	Was there something surprising in this story? What was it and why?	Write a book review for this text.	Why do you think the author wrote this text?

## Spelling (see Links page for online resources)

Below are a variety of common spelling patterns and rules from years 3-6 that can be used for vocabulary or spelling practise.

Silent letters — 'gn', 'wr' and 'kn'	Word endings soft 'g' sound — 'dge' and 'ge'	Compound words	Doubling final consonant	Plurals — 'f' to 'v', 'y' to 'i' and words ending in 'o'	Final syllables — 'er', 'ar' and 'or'
gnat gnaw gnarl gnome wrap write wrote wrong wreck wrist knot know knee knock knight	lodge ledge fridge wedge judge bridge badge stage huge cage page change charge orange village	herself yourself something playground without everyone anywhere background handwriting everything highlight classroom newspaper breakfast downstairs daylight fortnight	tripped trapped grabbed begged hottest bigger spotty sunny running skipping swimming wrapping shopping dragged patted stopped grinned	leaves lives halves shelves hooves thieves parties families replies berries countries duties heroes echoes tomatoes videos photos	another border answer reporter gather whether rather burglar collar popular regular similar familiar mirror meteor editor visitor
Suffixes — ct + 'ion', ss + 'ion', t + 'ion' and 'e' drop + 'ion'	Hard and soft 'c'	Prefixes — 'im', 'il', 'in' and 'ir'	Suffixes 'ant' and 'ent'	Difficult words	Words for creating and linking texts
introduction direction selection correction instruction expression transmission discussion profession interruption suggestion prevention exception communication illustration location frustration pollution	convinced competition cursive category cancelled colony column construction conversation certainty percent ceiling celebration cemetery century circuit cyclone cease	impractical impossible immature immoral imperfect impatient illegal illogical illiterate invisible incredible invalid irrational irregular irresistible irreversible irrelevant irresponsible	migrant assistant consonant participant occupant servant dependant contestant confident president dependent resident respondent persistent excellent accident different independent	separate awkward appreciate jewellery previously manageable miscellaneous mortgage knowledge necessary noticeable occasionally parallel particularly subtle yacht technique possession	besides despite except unless finally lastly neither though meanwhile therefore initially otherwise previously rather consequently in conclusion as a result rather than

# Writing Responses (see Links page for online resources)

*Below are the three main text types that students will explore within writing units in their classes. Each has some examples of prompts that students of any age can use to engage in quality writing practise.*

## Narrative

- Write a story about trading places with your favourite movie/tv/music star.
- You have invented a time machine! Write about what might happen when you use it.
- Tell the story of the worst nightmare you have had. Be as descriptive as you can to make it spooky.
- A distant relative has given you a strange ring with special powers. Tell that story!
- Imagine that one day you wake up and have traded places with your dog or cat. Write about that day.

## Informative

- Pick your favourite sport and write a step-by-step guide for someone who has never played it before.
- You are about to travel to a faraway country but you will need to research it first to find out all about the food, clothing, landmarks and traditions.
- What is your favourite animal? Research to find out some interesting facts about that animal and explain them.
- Invent a new piece of technology. What would life be like for everyone if it existed?
- Who is a celebrity that you admire? Write a biography of that person.

## Persuasive

- Write to persuade someone that you have the best teacher in the world.
- You have a brilliant idea about some way to change the school for the better. Write to convince Mrs Sinclair-Jones of your idea.
- Which season is the best? Summer, Winter, Autumn or Spring? Justify your response.
- Who is the best athlete? Persuade the world to agree with you.
- Create a persuasive advertisement for a new, weird flavour of slurpee (eg. Bacon and maple syrup)

# Additional Links

<https://www.getepic.com/> 'Epic'

- A free reading app and website where students can pick their preferences and reading level to read a variety of different online texts, have them read aloud and answer some comprehension questions about them. Talk to your student's teacher in order to get a log in for your child as it will require payment otherwise.

<https://www.loganlibraries.org/> 'Logan Libraries'

- Take advantage of the multitude of free services that our local libraries provide including events, e-books and magazines as well as book borrowing for your child.

<https://www.dogonews.com/> 'DOGO News'

- A free website with loads of current event articles written for kids about a variety of topics including science, history, environment and sports. There is even a feature where the article can be read aloud.

<https://www.studyladder.com.au/> 'Studyladder'

- Another free website with lots of different quiz style activities. See your student's teacher about a log in for your child as otherwise the activities can be restricted. Includes mathematics, spelling, reading, science and NAPLAN practise questions as well as some printable worksheets.

<http://interactivesites.weebly.com/math.html> 'Interactive Sites for Education'

- Free interactive activities to practise skills in all the categories of mathematics your child will be working on in class.

<https://www.khanacademy.org/> 'Khan Academy'

- A free website specialising in learning mathematics concepts. There are 'courses' which guide the student through videos and quizzes to help them master mathematic skills and topics.

<https://www.spellingcity.com/> 'Spelling City'

- Spelling lists can be added into the website and games are then available to practise those words.

<https://www.bbc.com/bitesize/articles/z3c6tfr> 'Dance Mat Typing'

- A website to assist students with learning to be more efficient when typing.