

Making Inferences

Scenario 1

Dad was home from work and looking forward to sitting down and relaxing. As he came around the corner, he saw his wife's special vase shattered on the floor. Lying a short distance away was his son's football. "Hudson!" Dad yelled, but Hudson was nowhere to be seen.

Scenario 2

'Closed Today' said the sign on the front gate. Sabrina's shoulders sagged and she tried not to let her tears show. She removed her swimming cap and goggles and walked back to the car with her parents.

Scenario 3

Senith had just placed the lid back on the tin and finished packing up his equipment. He needed to wash out his brushes and try and get as much paint off his hands as he could. He would be back again tomorrow to finish the back of the house.



Making Inferences

1. What happened to the vase?
2. Why do you think Hudson left?
3. Where do you think Sabrina was planning on going?

How did Sabrina feel? How do you know?

4. What is Senith's job?

What clues in the text make you think that?

CRAZY CREATIVE CHALLENGE

Create your own 'Who Am I?' clues.

- Give the clues to a partner to see if they can guess who or what your clues are for.

Name _____

Date _____

Making Inferences

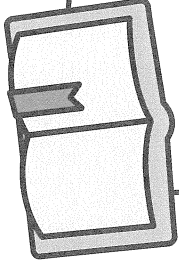
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BOOK REVIEW



Book summary:

TITLE: _____
AUTHOR: _____
GENRE: _____
TIME ERA: _____
LOCATION: _____
MAIN CHARACTERS: _____

Favourite Character:

Gender: _____
Age: _____
Close Relationships: _____

Explain why this character is your favourite:

Favourite part:

Name: _____

Date: _____

Crossword

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Spelling Lists

List 1

List 2

List 3

List 4

List 5

about

every

know

play

these

after

family

let

please

think

again

find

live

pretty

three

an

first

long

put

two

any

from

look

read

under

as

funny

man

ride

us

ask

give

many

right

use

ate

going

may

round

very

away

had

much

saw

walk

been

have

must

say

want

before

help

new

some

well

best

her

now

soon

went

boy

here

of

stop

were

by

him

off

story

when

call

his

old

take

where

came

how

one

tell

which

could

if

open

thank

why

day

into

or

their

work

down

jump

out

them

would

eat

just

over

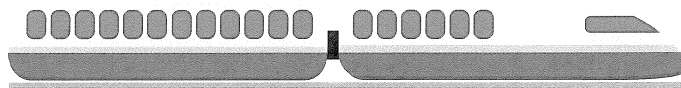
then

your

7. Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?



8. There were 93 people on the high-speed train. 23 got off at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?



9. A shop buys skateboards for \$83 and sells them for \$159.95. If they have a sale and sell them for \$20 less, what is the profit on each skateboard sold?



Looking at whole numbers – odd and even numbers

6 Circle one answer in each sum:

a Even + even = odd / even

b Even + odd = odd / even

c Odd + odd = odd / even

d What did you discover about adding odd and even numbers?

7 Colour a path from start to finish. You must move through one hexagon to a touching hexagon and they must add to an even number.

Start — 3 — 1 — 4 — 2 — 9 — 6 — 4 — 3 — 0 — 1 — Finish

8 This game was played by children in ancient times.

You don't need any equipment, just your hands!

Each player declares if they will be either 'odds' or 'evens'.

After the count of 3, at the same time, each player opens one hand and holds out 1 or more fingers.

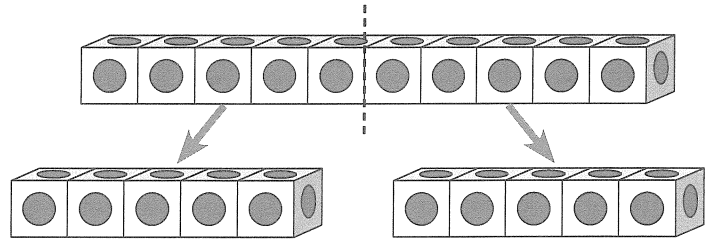
If the total number of fingers is equal to an odd number, the player who is odds wins.

If the total number of fingers is an even number than the player who is even wins.

Looking at whole numbers – odd and even numbers

Even numbers can be divided equally into 2 groups.

Odd numbers cannot.



- 1 Colour the even number squares orange and the odd number squares green:

0	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

- 2 Complete these statements:

- a Even numbers have a _____, _____, _____ or _____ in the units place.
- b Odd numbers have a _____, _____, _____ or _____ in the units place.

- 3 Place any even numbers in the boxes and add:

a

+	

b

+	

How should I share an odd number of lollies?



THINK

- 4 Place any odd numbers in the boxes and add:

a

+	

b

+	

- 5 Place even numbers in the top row of boxes and odd numbers in the bottom rows of boxes and add:

a

+	

b

+	

c

+	

Addition mental strategies – doubles and near doubles

Near doubles strategy is when you double a number and adjust.

See: $5 + 6$

Think: double 5 + 1 = 11

See: $7 + 6$

Think: double 7 - 1 = 13

5 Complete the near double strategy for these. The first one has been done for you.

a $2 + 3 = \text{double } 2 + 1 = \boxed{5}$

b $4 + 5 = \text{double } 4 + 1 = \boxed{}$

c $6 + 7 = \text{double } 6 + 1 = \boxed{}$

d $3 + 4 = \text{double } 3 + 1 = \boxed{}$

e $8 + 9 = \text{double } 8 + 1 = \boxed{}$

f $7 + 8 = \text{double } 7 + 1 = \boxed{}$

6 Complete the near double strategy for these. This time you are calculating a near double that is 1 less.

a $8 + 7 = \text{double } 8 - 1 = \boxed{}$

b $6 + 5 = \text{double } 6 - 1 = \boxed{}$

c $5 + 4 = \text{double } 5 - 1 = \boxed{}$

d $12 + 11 = \text{double } 12 - 1 = \boxed{}$

e $15 + 14 = \text{double } 15 - 1 = \boxed{}$

f $16 + 15 = \text{double } 16 - 1 = \boxed{}$

7 Complete these near double tables based on the double fact in the top row:

a

$12 + 12 = 24$
$12 + 13 =$
$12 + 11 =$
$12 + 14 =$

b

$15 + 15 = 30$
$15 + 14 =$
$15 + 16 =$
$15 + 18 =$

c

$16 + 16 = 32$
$16 + 19 =$
$16 + 12 =$
$16 + 17 =$

8 Who said what? Write the initials after each statement:

7

Sweet Seven (SS)

10

Terrific Ten (TT)

15

Famous Fifteen (FF)

9

Nifty Nine (NN)

a 'Double me and - 4 you get 10.'

b 'Double me and + 2 you get 22.'

c 'Double me and - 1 you get 17.'

d 'Double me and - 3 you get 27.'