Kowhai Home Learning Workbook

2021

Oral history

Many cultures pass down information through oral history. Oral history involves telling people what has happened, rather than writing it down.

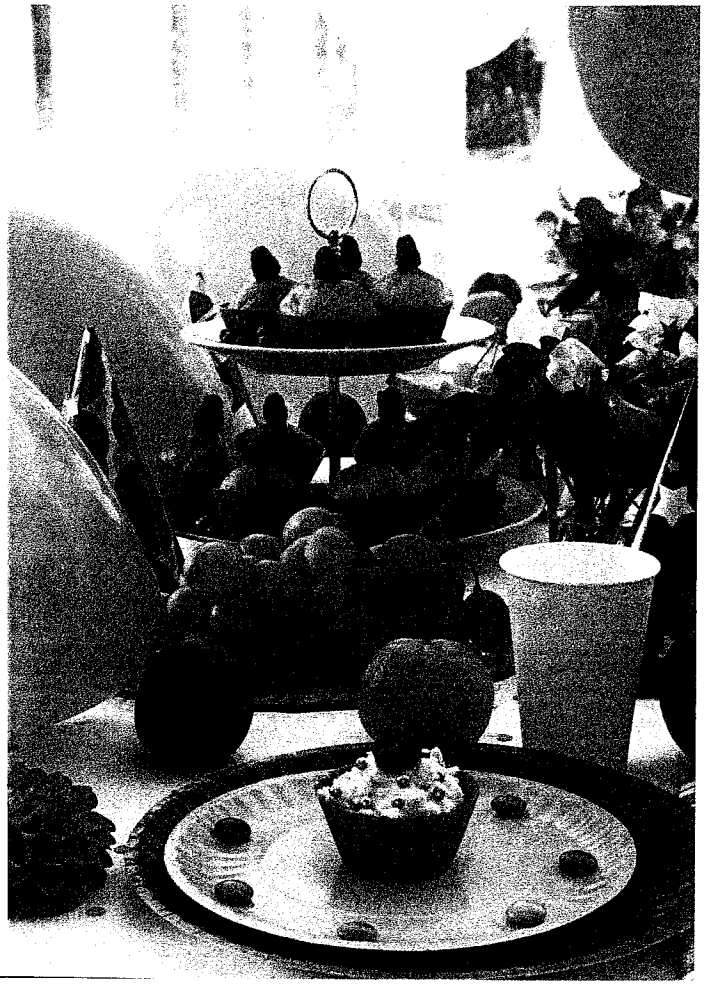
1. Choose something that has happened to you or your family. It could be a new baby, moving house or even moving country.
2. Write some notes so you will remember the most important points.
3. Tell your class about the event. Make it as much like a story as you can, with tension and drama.

ISBN 978 1 4586 4112 0

The perfect party

Imagine you are throwing a party. What do you have to do? How do you let people know about it? Do you need to clear a space? How do you decorate for the party? Do you need any special food or drink? Do you need to organise some games to play?

1. Write step-by-step instructions for throwing a party.
2. Write a list of everything you will need.



ISBN 978 1 4586 4112 0

Your top 10

Imagine you have been asked to introduce your top 10 songs on a radio program. Before each song is played you will talk about why you like it.

1. Make a list of 10 songs that you like. Write the singer or band next to each song if you know them.
2. Put the songs in order, with your favourite at number 1.
3. Write a sentence for each song. Tell why you like it so much.

You could record yourself introducing each song and then put together a digital version of the radio program.

ISBN 978 1 4586 4112 0

Images to persuade

Images are often used to help persuade people, especially in advertising.

1. Think of three of your favourite places. They could be anywhere in the world. You may have lived there, been on holiday there, seen pictures of them or read about them.
2. Imagine you have been asked to pick an image for each that will make other people want to go there.
3. Write what these images would be – or draw the images.

ISBN 978 1 4586 4112 0

Come to our school!

Think about what you like best about your school. Does it have good facilities? Does it have great teachers? Does it have lots of open space? Have famous people attended as students?

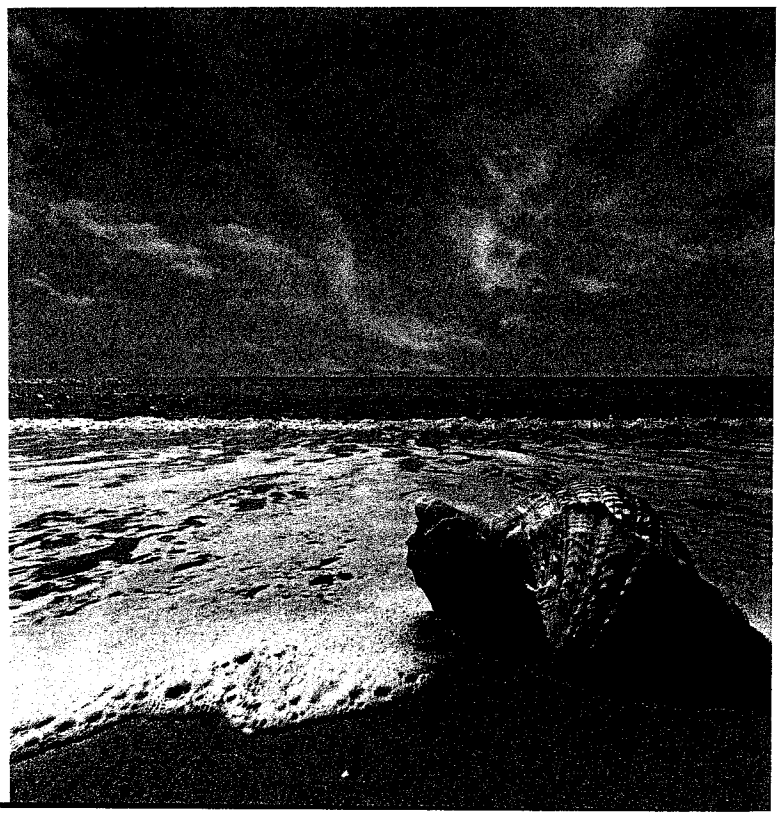
1. Think about what might attract other students to your school.
2. Write a newspaper advertisement to attract new students.
3. Be sure to mention all the best features of your school.
4. Include a photograph or draw a picture to go with your advertisement.

ISBN 978 1 4586 4112 0

All the senses

Close your eyes and imagine you are in this place. What can you see? What can you hear? Smell? Taste? Feel?

1. Think about the location using all five senses: sight, sound, smell, taste and touch.
2. Write a description including all of these sensations.

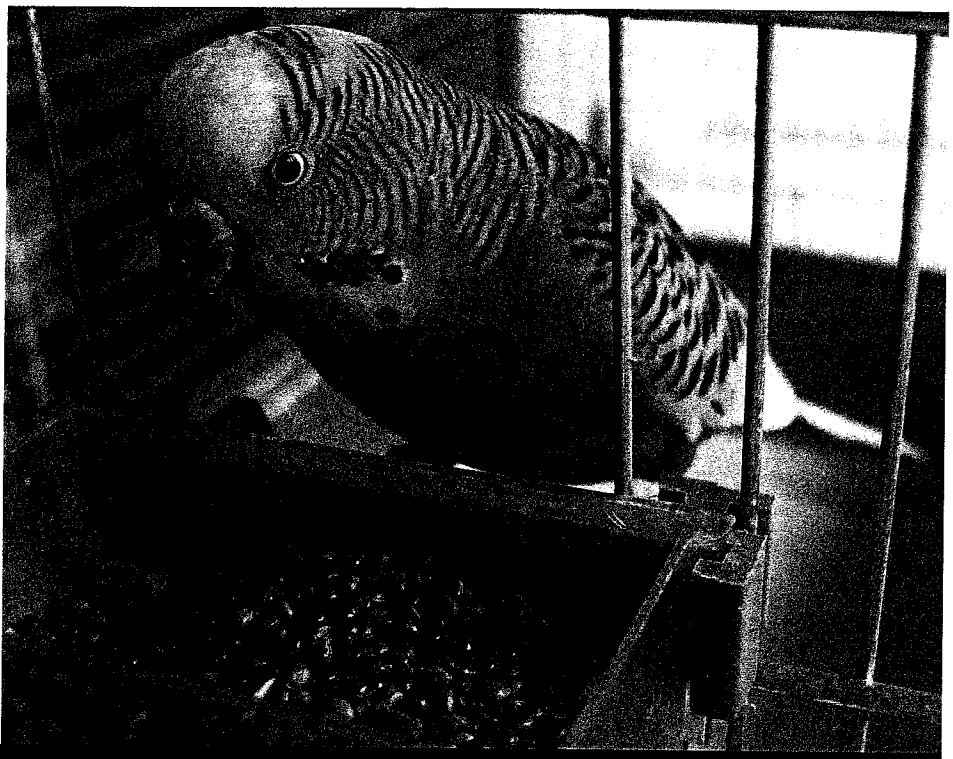


ISBN 978 1 4586 4112 0

Clear instructions

Sometimes you may have to leave instructions for someone without being able to tell them face-to-face. That means your instructions have to be very clear.

1. Choose a situation where you would have to leave instructions for someone. For example, it could be instructions for looking after a pet while you are on holiday.
2. Write the instructions as clearly as possible – step by step.



ISBN 978 1 4586 4112 0

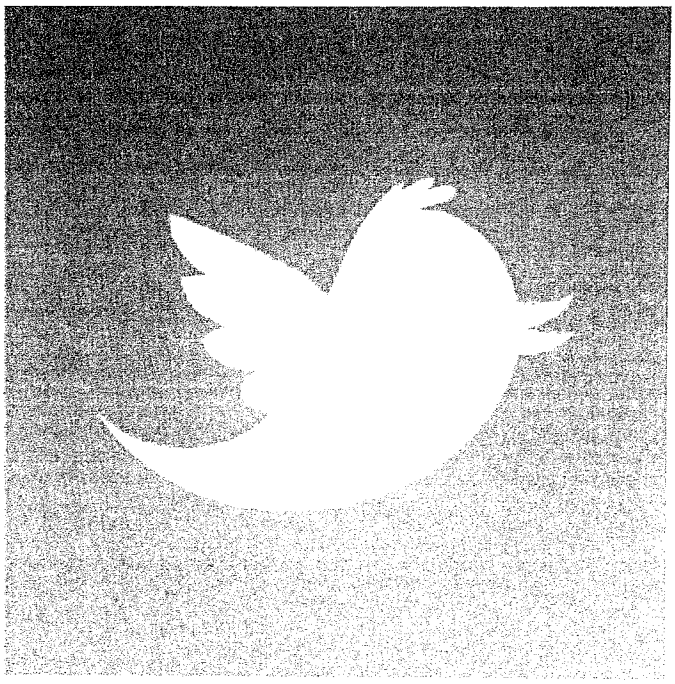
Short and tweet

Tweets are a form of social media. They are short messages.

Explaining things in just a few words can be harder than explaining them in a lot of words.

1. Think of a time you made an excuse. It may have been to get out of going somewhere or doing something. You can make one up if you prefer.
2. Write a Tweet that explains why you cannot do what you were supposed to do. Remember, you only have 140 characters (including spaces).

(That last paragraph was 134 characters!)



ISBN 978 1 4586 4112 0

ant chair MYREN (THE ANT)

Making Connections

Before reading

- Read the title.
- With your learning partner(s), discuss what connections you can make to the title. Predict what you think this text will be about.
- Skim and scan the text.

During reading

- Read the text aloud or listen to the audio.
- Place the transparency over the text. Take turns using the marker to circle parts of the text (text and images) that you made connections to as you read. Discuss which connections helped you the most.

Text-to-self: a connection that reminds you of something you've experienced

Text-to-text: a connection that reminds you of a book, movie, etc.

Text-to-world: a connection that reminds you of something you know about the world or community

After reading

- Discuss whether your predictions from "Before Reading" were accurate or not. Discuss why "myren (the ant)" is part of the title.

Writing activity

- Work on your own to fill out the graphic organiser on page 52 of the Reflection Journal.

Arne Jacobsen

Arne Jacobsen

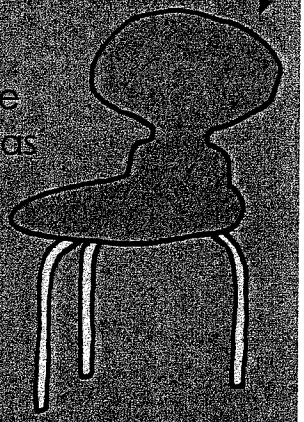
1952

Before Arne Jacobsen started to design his chair, he asked himself: what kind of chair do people need? In his opinion, an ideal chair had to be: 1. small – for a small kitchen; 2. light and easy to move; and 3. cheap. Jacobsen's chair is stackable, too: you can pile several up in a tiny kitchen. Look at its shape. It's a bit like an ant with its head raised. That's why the chair is called "myren" (the ant) in Danish.

Jacobsen gave it three legs, one front and two back. But his bosses claimed nobody would buy a three-legged chair, so they refused to produce it. Jacobsen was so sure he was right that he offered to buy all the chairs back if they didn't sell. Luckily, as you may have guessed, he didn't have to do that – the ant chair proved very popular.

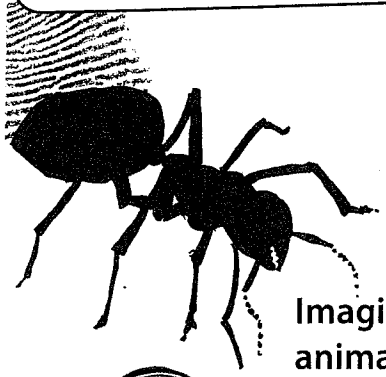
A four-legged version for disbelievers also went into production, but only after Jacobsen's death.

The three-legged chair is as stable as one with four legs.

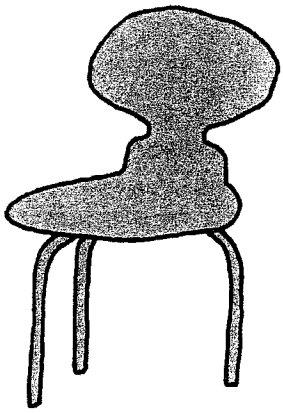


Close-up of an ant.

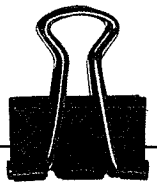
Name(s):



ant chair



Imagine that you are a furniture inventor. Choose an animal or insect that you could model a new piece of furniture on. Draw your furniture below, label its different features and write why it is useful.



Furniture name:	My furniture is modelled on a/an:

Labelled diagram:

The useful things about my furniture:

Do Kids Need More Sleep?

"Just five more minutes!" "I'm tired!" "I can't get up." If you have ever had trouble getting up in the morning, you are not alone. Many kids do not get enough sleep.

Your body needs sleep and lots of it! **Evidence** shows that primary-age children need at least nine hours of sleep **per** night.

Sleep Matters

Kids who do not sleep enough cannot do their best, experts say. A tired kid may

- be moody,
- forget things,
- act badly,
- have trouble learning,
- have trouble playing a sport.

Tips for a Good Night's Sleep

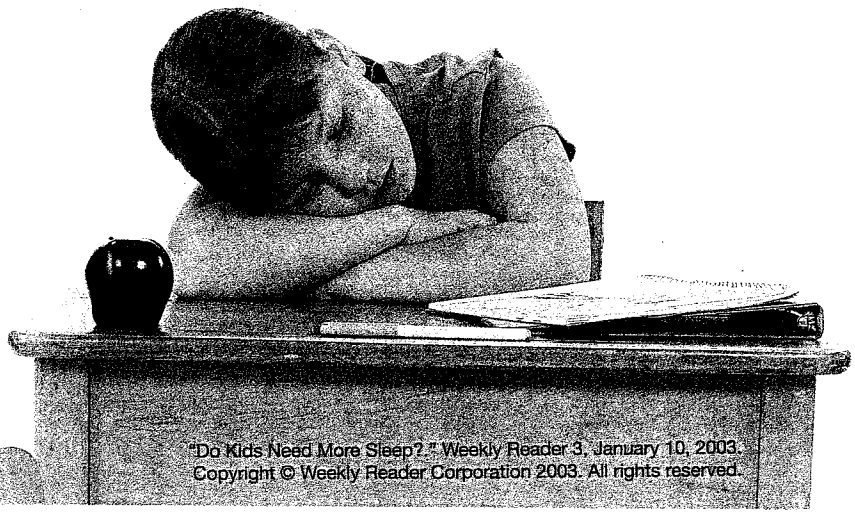
Here are some tips for getting a good night's sleep.

- Go to bed at the same time each night.
- Don't eat a big meal right before going to sleep.

Not sleeping enough can also **affect** kids' safety. Experts say children who are tired are more likely to suffer injuries.

Lots of kids lose sleep because they are busy. Many take part in after-school activities. Then they go home, eat dinner and do homework. Afterwards, many kids watch TV, play video games and surf the **Internet**. That leaves less time for sleep.

Sometimes you may not be able to go to bed early. But, if you get a choice whether to stay up late, think twice. A good night's sleep can help you feel your best!



Asking Questions

Before reading

Read the title.

With your learning partner(s), discuss your response to the question in the title.

Skim and scan the text.

Think of a when, why, what or how question about the text. Keep your question in mind while you read.

During reading

Read the text aloud or listen to the audio.

Place the transparency over the page. With the marker, take turns to circle or underline the parts of the text that led you to ask questions.

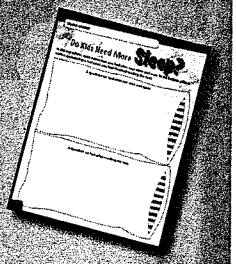
Discuss the questions with your partner(s).

After reading

Discuss how asking questions helped you to understand this text.

Writing activity

Work with your partner(s) to fill out the graphic organiser on page 53 of the Reflection Journal.



Name(s):

Do Kids Need More Sleep?

In the top pillow, write a question you had after your skim and scan. In the bottom pillow, write a question you had once you had finished reading the text.

A question we had after our skim and scan:

A question we had after reading the text:

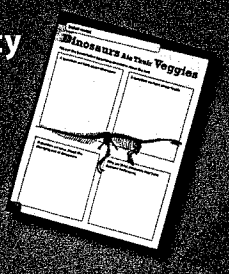
Asking Questions

Before reading

During reading

After reading

Writing activity



organiser on page 56 of the Reflection Journal

Dinosaurs Ate Their Veggies

Would you give up meat and eat only veggies? Millions of years ago, a group of dinosaurs may have made that switch.

Palaeontologists have dug up **fossils** of hundreds of dinosaurs in Utah, U.S.A. Fossils are the remains of **plants** and **animals** that lived long ago. The kind of dinosaur found in Utah was an omnivore. An omnivore eats both meat and plants. This dinosaur had sharp claws and could move fast. At the same time, it had teeth shaped for eating leaves, and a long neck to reach tall trees.

The fossils are an important **discovery**, say palaeontologists. They hope it will help them understand how the dinosaurs changed from a diet of meat to one of plants.

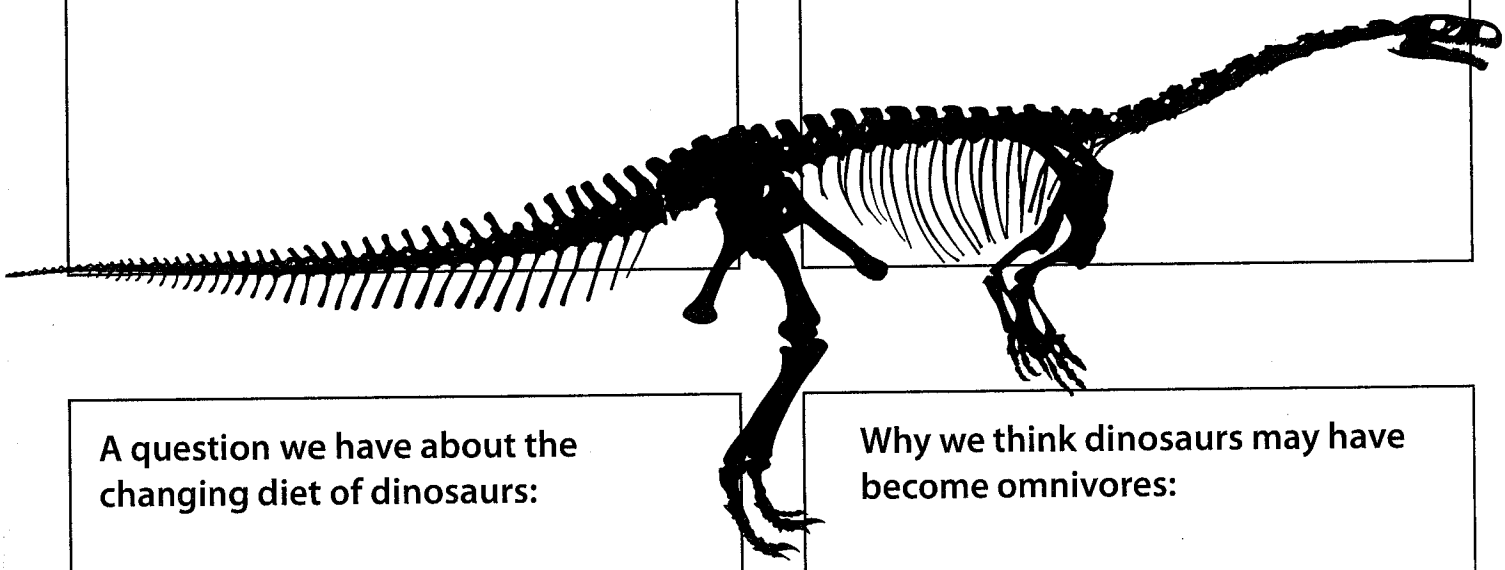
Name(s):

Dinosaurs Ate Their Veggies

Fill out the boxes below by writing questions about the text.

A question we have about dinosaurs:

A question we have about fossils:



A question we have about the changing diet of dinosaurs:

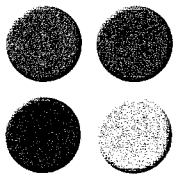
Why we think dinosaurs may have become omnivores:

Mini Project ?

Investigating Square Numbers

You will need a pot of counters.

Use counters to build squares.
Count how many counters there are in each square.



Write out the sequence of numbers for the number of counters in each square.
1, 4, ☐, ☐, ☐, ☐, ☐, ☐, ☐, ☐,

Find these numbers on a hundred square.
What pattern do they make?

Write out the multiplication facts for each number.
$1 = 1 \times 1$
$4 = 2 \times 2$

These numbers are called square numbers.

Look at the sequence of square numbers again.
Can you find the pattern?
What would the next number be?

Mini Project ?

Number Spells

Wilma Witch is now allowed to make bigger and better spells.

Like:

$2 \times 7 < 8 + 8$

$24 \div 8 = 7 - 4$

Help Wilma make some big spells.

What is the biggest spell you could make?

Change one of the numbers in the cauldron for a 5.
Make some new spells.
Don't forget the magic words!!

'Maths is fun!'

Magic Squares

In a magic square, the numbers in all horizontal, vertical and diagonal lines have the same total – the magic number.

1 In this magic square the magic number is 34

Copy and complete the square.

	15		4
12			
	10	11	5
13	3		16

In these magic squares, you have to find the magic number. ?

Find the magic number then copy and complete the squares.

2

1	14		12
	4		
10	5	16	
8			13

3

2	15		
16	5	10	7
11		17	
	12	3	

Daily Number Revision Numeracy Skills Assessment

L2N1

A1

Name: _____ **Class:** _____

A: Adding 1 and 2 digit numbers - no carrying

(1) 2 + 6 = _____
(2) 3 + 2 = _____
(3) 5 + 4 = _____
(4) 5 + 30 = _____
(5) 51 + 5 = _____
(6) 2 + 40 = _____
(7) 10 + 38 = _____
(8) 23 + 73 = _____
(9) 17 + 20 = _____
(10) 44 + 14 = _____

B: Adding 1 and 2 digit numbers - carrying

(1) 9 + 2 = _____
(2) 5 + 5 = _____
(3) 8 + 5 = _____
(4) 42 + 8 = _____
(5) 9 + 34 = _____
(6) 25 + 7 = _____
(7) 87 + 79 = _____
(8) 48 + 65 = _____
(9) 76 + 98 = _____
(10) 88 + 39 = _____

C: Subtracting 1 and 2 digit numbers - no renaming

(1) 9 - 5 = _____
(2) 7 - 2 = _____
(3) 8 - 6 = _____
(4) 35 - 3 = _____
(5) 49 - 1 = _____
(6) 26 - 5 = _____
(7) 84 - 20 = _____
(8) 74 - 64 = _____
(9) 61 - 11 = _____
(10) 93 - 90 = _____

D: Subtracting 1 and 2 digit numbers - renaming

(1) 12 - 7 = _____
(2) 14 - 8 = _____
(3) 13 - 5 = _____
(4) 11 - 6 = _____
(5) 15 - 9 = _____
(6) 11 - 4 = _____
(7) 13 - 6 = _____
(8) 18 - 9 = _____
(9) 10 - 9 = _____
(10) 13 - 4 = _____

E: Multiplying by 2, 5 & 10

(1) 10 × 2 = _____
(2) 5 × 6 = _____
(3) 8 × 10 = _____
(4) 2 × 5 = _____
(5) 9 × 5 = _____
(6) 10 × 7 = _____
(7) 6 × 2 = _____
(8) 5 × 8 = _____
(9) 5 × 10 = _____
(10) 2 × 9 = _____
(11) 7 × 5 = _____
(12) 10 × 10 = _____
(13) 8 × 2 = _____
(14) 5 × 5 = _____
(15) 9 × 10 = _____
(16) 2 × 7 = _____
(17) 10 × 5 = _____
(18) 10 × 6 = _____
(19) 0 × 2 = _____
(20) 5 × 4 = _____

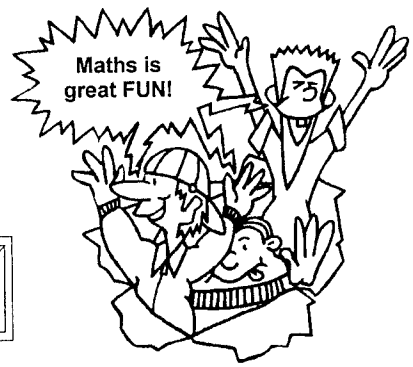
F: Dividing by 2, 5 & 10

(1) 16 ÷ 2 = _____
(2) 25 ÷ 5 = _____
(3) 90 ÷ 10 = _____
(4) 14 ÷ 2 = _____
(5) 50 ÷ 5 = _____
(6) 60 ÷ 10 = _____
(7) 10 ÷ 2 = _____
(8) 45 ÷ 5 = _____
(9) 70 ÷ 10 = _____
(10) 20 ÷ 2 = _____
(11) 30 ÷ 5 = _____
(12) 80 ÷ 10 = _____
(13) 18 ÷ 2 = _____
(14) 35 ÷ 5 = _____
(15) 100 ÷ 10 = _____
(16) 12 ÷ 2 = _____
(17) 40 ÷ 5 = _____
(18) 50 ÷ 10 = _____
(19) 8 ÷ 2 = _____
(20) 5 ÷ 5 = _____

Section	Summary of Scores
A	_____ / 10
B	_____ / 10
C	_____ / 10
D	_____ / 10
E	_____ / 20
F	_____ / 20
Total:	_____ / 80

Marking Schedule (Circle S, A or D)
S = Shows strength (all correct)
A = Achieved (64 to 79 correct)
D = Developing (less than 64 correct)

/80



Daily Number Revision Numeracy Skills Assessment

B1

L2N1

Name: _____ Class: _____

A: Adding 1 and 2 digit numbers - no carrying

(1) 2 + 4 = _____
(2) 3 + 5 = _____
(3) 6 + 1 = _____
(4) 20 + 4 = _____
(5) 7 + 41 = _____
(6) 35 + 2 = _____
(7) 10 + 16 = _____
(8) 14 + 83 = _____
(9) 24 + 25 = _____
(10) 30 + 63 = _____

B: Adding 1 and 2 digit numbers - carrying

(1) 3 + 9 = _____
(2) 7 + 6 = _____
(3) 6 + 5 = _____
(4) 7 + 57 = _____
(5) 41 + 9 = _____
(6) 4 + 38 = _____
(7) 85 + 86 = _____
(8) 39 + 78 = _____
(9) 96 + 66 = _____
(10) 79 + 49 = _____

C: Subtracting 1 and 2 digit numbers - no renaming

(1) 9 - 4 = _____
(2) 6 - 4 = _____
(3) 8 - 5 = _____
(4) 24 - 3 = _____
(5) 38 - 2 = _____
(6) 17 - 1 = _____
(7) 72 - 52 = _____
(8) 51 - 20 = _____
(9) 89 - 10 = _____
(10) 36 - 30 = _____

D: Subtracting 1 and 2 digit numbers - renaming

(1) 12 - 8 = _____
(2) 15 - 6 = _____
(3) 11 - 8 = _____
(4) 14 - 5 = _____
(5) 12 - 3 = _____
(6) 17 - 9 = _____
(7) 10 - 8 = _____
(8) 13 - 7 = _____
(9) 16 - 8 = _____
(10) 10 - 7 = _____

E: Multiplying by 2, 5 & 10

(1) 8 × 2 = _____
(2) 5 × 5 = _____
(3) 9 × 10 = _____
(4) 2 × 7 = _____
(5) 10 × 5 = _____
(6) 10 × 6 = _____
(7) 5 × 2 = _____
(8) 5 × 9 = _____
(9) 7 × 10 = _____
(10) 2 × 10 = _____
(11) 6 × 5 = _____
(12) 10 × 8 = _____
(13) 9 × 2 = _____
(14) 5 × 7 = _____
(15) 10 × 10 = _____
(16) 2 × 6 = _____
(17) 8 × 5 = _____
(18) 10 × 5 = _____
(19) 3 × 2 = _____
(20) 5 × 1 = _____

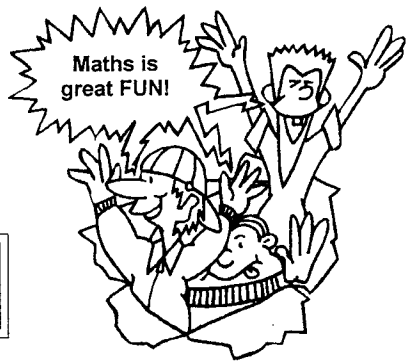
F: Dividing by 2, 5 & 10

(1) 18 ÷ 2 = _____
(2) 35 ÷ 5 = _____
(3) 100 ÷ 10 = _____
(4) 12 ÷ 2 = _____
(5) 40 ÷ 5 = _____
(6) 50 ÷ 10 = _____
(7) 14 ÷ 2 = _____
(8) 50 ÷ 5 = _____
(9) 60 ÷ 10 = _____
(10) 16 ÷ 2 = _____
(11) 25 ÷ 5 = _____
(12) 90 ÷ 10 = _____
(13) 20 ÷ 2 = _____
(14) 30 ÷ 5 = _____
(15) 80 ÷ 10 = _____
(16) 10 ÷ 2 = _____
(17) 45 ÷ 5 = _____
(18) 70 ÷ 10 = _____
(19) 8 ÷ 2 = _____
(20) 15 ÷ 5 = _____

Section	Summary of Scores
A	_____ / 10
B	_____ / 10
C	_____ / 10
D	_____ / 10
E	_____ / 20
F	_____ / 20
Total:	_____ / 80

Marking Schedule (Circle S, A or D)
S = Shows strength (all correct)
A = Achieved (64 to 79 correct)
D = Developing (less than 64 correct)

80



AWS

Daily Number Revision Numeracy Skills Assessment

C1

L2N1

Name: _____ **Class:** _____

A: Adding 1 and 2 digit numbers - no carrying

(1) 4 + 5 = _____
(2) 1 + 6 = _____
(3) 6 + 2 = _____
(4) 5 + 20 = _____
(5) 41 + 5 = _____
(6) 2 + 30 = _____
(7) 25 + 24 = _____
(8) 73 + 23 = _____
(9) 16 + 10 = _____
(10) 20 + 17 = _____

B: Adding 1 and 2 digit numbers - carrying

(1) 5 + 6 = _____
(2) 2 + 9 = _____
(3) 5 + 5 = _____
(4) 41 + 9 = _____
(5) 7 + 25 = _____
(6) 38 + 4 = _____
(7) 97 + 78 = _____
(8) 56 + 84 = _____
(9) 89 + 67 = _____
(10) 93 + 88 = _____

C: Subtracting 1 and 2 digit numbers - no renaming

(1) 9 - 3 = _____
(2) 5 - 1 = _____
(3) 8 - 0 = _____
(4) 28 - 4 = _____
(5) 36 - 3 = _____
(6) 15 - 5 = _____
(7) 92 - 71 = _____
(8) 47 - 20 = _____
(9) 31 - 21 = _____
(10) 78 - 48 = _____

D: Subtracting 1 and 2 digit numbers - renaming

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

E: Multiplying by 2, 5 & 10

(1) 9 × 2 = _____
(2) 5 × 7 = _____
(3) 10 × 10 = _____
(4) 2 × 6 = _____
(5) 8 × 5 = _____
(6) 10 × 5 = _____
(7) 7 × 2 = _____
(8) 5 × 10 = _____
(9) 6 × 10 = _____
(10) 2 × 8 = _____
(11) 5 × 5 = _____
(12) 10 × 9 = _____
(13) 10 × 2 = _____
(14) 5 × 6 = _____
(15) 8 × 10 = _____
(16) 2 × 5 = _____
(17) 9 × 5 = _____
(18) 10 × 7 = _____
(19) 4 × 2 = _____
(20) 5 × 3 = _____

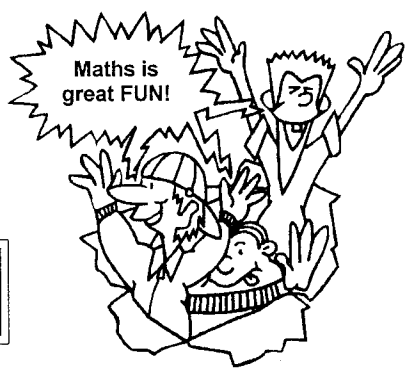
F: Dividing by 2, 5 & 10

(1) 14 ÷ 2 = _____
(2) 50 ÷ 5 = _____
(3) 60 ÷ 10 = _____
(4) 16 ÷ 2 = _____
(5) 25 ÷ 5 = _____
(6) 90 ÷ 10 = _____
(7) 20 ÷ 2 = _____
(8) 30 ÷ 5 = _____
(9) 80 ÷ 10 = _____
(10) 10 ÷ 2 = _____
(11) 45 ÷ 5 = _____
(12) 70 ÷ 10 = _____
(13) 12 ÷ 2 = _____
(14) 40 ÷ 5 = _____
(15) 50 ÷ 10 = _____
(16) 18 ÷ 2 = _____
(17) 20 ÷ 5 = _____
(18) 70 ÷ 10 = _____
(19) 6 ÷ 2 = _____
(20) 5 ÷ 5 = _____

Section	Summary of Scores
A	_____ / 10
B	_____ / 10
C	_____ / 10
D	_____ / 10
E	_____ / 20
F	_____ / 20
Total:	_____ / 80

Marking Schedule (Circle S, A or D)
S = Shows strength (all correct)
A = Achieved (64 to 79 correct)
D = Developing (less than 64 correct)

/80



Daily Number Revision Numeracy Skills Assessment

A1

L2N2

Name: _____ **Class:** _____

A: Adding 2-digit numbers - no carrying

(1) 28 + 21 = _____
(2) 21 + 46 = _____
(3) 23 + 71 = _____
(4) 56 + 13 = _____
(5) 31 + 44 = _____
(6) 75 + 12 = _____
(7) 51 + 32 = _____
(8) 43 + 53 = _____
(9) 34 + 24 = _____
(10) 26 + 60 = _____

B: Adding 2-digit numbers - carrying

(1) 36 + 57 = _____
(2) 47 + 19 = _____
(3) 80 + 23 = _____
(4) 61 + 76 = _____
(5) 85 + 82 = _____
(6) 66 + 84 = _____
(7) 49 + 89 = _____
(8) 69 + 54 = _____
(9) 98 + 63 = _____
(10) 69 + 68 = _____

C: Subtracting 2-digit numbers - no renaming

(1) 69 - 42 = _____
(2) 57 - 36 = _____
(3) 48 - 17 = _____
(4) 86 - 32 = _____
(5) 94 - 63 = _____
(6) 75 - 41 = _____
(7) 83 - 52 = _____
(8) 93 - 80 = _____
(9) 78 - 21 = _____
(10) 92 - 40 = _____

D: Subtracting 1 and 2 -digit numbers - renaming

(1) 30 - 6 = _____
(2) 17 - 8 = _____
(3) 21 - 9 = _____
(4) 32 - 5 = _____
(5) 14 - 7 = _____
(6) 24 - 9 = _____
(7) 32 - 6 = _____
(8) 11 - 5 = _____
(9) 26 - 9 = _____
(10) 12 - 4 = _____

E: Multiplying by 2, 3, 4, 5 & 10

(1) 3 × 2 = _____
(2) 3 × 10 = _____
(3) 5 × 4 = _____
(4) 5 × 8 = _____
(5) 4 × 10 = _____
(6) 2 × 6 = _____
(7) 9 × 3 = _____
(8) 4 × 7 = _____
(9) 2 × 5 = _____
(10) 10 × 10 = _____
(11) 5 × 2 = _____
(12) 3 × 8 = _____
(13) 4 × 4 = _____
(14) 5 × 6 = _____
(15) 9 × 10 = _____
(16) 2 × 7 = _____
(17) 1 × 3 = _____
(18) 4 × 10 = _____
(19) 5 × 5 = _____
(20) 10 × 5 = _____

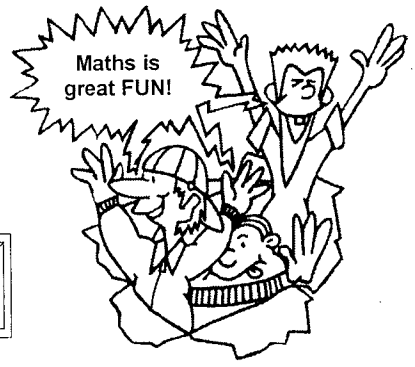
F: Dividing by 2, 3, 4, 5 & 10

(1) 8 ÷ 2 = _____
(2) 18 ÷ 3 = _____
(3) 36 ÷ 4 = _____
(4) 35 ÷ 5 = _____
(5) 30 ÷ 10 = _____
(6) 20 ÷ 2 = _____
(7) 15 ÷ 3 = _____
(8) 32 ÷ 4 = _____
(9) 20 ÷ 5 = _____
(10) 60 ÷ 10 = _____
(11) 18 ÷ 2 = _____
(12) 21 ÷ 3 = _____
(13) 12 ÷ 4 = _____
(14) 40 ÷ 5 = _____
(15) 50 ÷ 10 = _____
(16) 16 ÷ 2 = _____
(17) 12 ÷ 3 = _____
(18) 24 ÷ 4 = _____
(19) 45 ÷ 5 = _____
(20) 70 ÷ 10 = _____

Section	Summary of Scores
A	_____ / 10
B	_____ / 10
C	_____ / 10
D	_____ / 10
E	_____ / 20
F	_____ / 20
Total:	_____ / 80

Marking Schedule (Circle S, A or D)
S = Shows strength (all correct)
A = Achieved (64 to 79 correct)
D = Developing (less than 64 correct)

/80



AWS

Daily Number Revision Numeracy Skills Assessment

B1

L2N2

Name: _____ Class: _____

A: Adding 2-digit numbers - no carrying

(1)	60 + 23 =	_____
(2)	24 + 34 =	_____
(3)	53 + 43 =	_____
(4)	32 + 51 =	_____
(5)	12 + 75 =	_____
(6)	44 + 31 =	_____
(7)	13 + 56 =	_____
(8)	71 + 23 =	_____
(9)	46 + 21 =	_____
(10)	21 + 28 =	_____

B: Adding 2-digit numbers - carrying

(1)	36 + 45 =	_____
(2)	48 + 24 =	_____
(3)	75 + 90 =	_____
(4)	53 + 52 =	_____
(5)	41 + 74 =	_____
(6)	81 + 59 =	_____
(7)	78 + 59 =	_____
(8)	92 + 59 =	_____
(9)	97 + 38 =	_____
(10)	37 + 77 =	_____

C: Subtracting 2-digit numbers - no renaming

(1)	59 - 41 =	_____
(2)	78 - 14 =	_____
(3)	93 - 71 =	_____
(4)	68 - 50 =	_____
(5)	58 - 26 =	_____
(6)	76 - 53 =	_____
(7)	94 - 52 =	_____
(8)	86 - 21 =	_____
(9)	72 - 31 =	_____
(10)	94 - 30 =	_____

D: Subtracting 1 and 2 -digit numbers - renaming

(1)	14 - 6 =	_____
(2)	31 - 7 =	_____
(3)	25 - 8 =	_____
(4)	10 - 5 =	_____
(5)	33 - 8 =	_____
(6)	25 - 7 =	_____
(7)	12 - 9 =	_____
(8)	36 - 7 =	_____
(9)	21 - 3 =	_____
(10)	13 - 9 =	_____

E: Multiplying by 2, 3, 4, 5 & 10

(1)	4 × 2 =	_____	(11)	9 × 2 =	_____
(2)	3 × 6 =	_____	(12)	3 × 7 =	_____
(3)	9 × 4 =	_____	(13)	3 × 4 =	_____
(4)	5 × 7 =	_____	(14)	5 × 8 =	_____
(5)	0 × 10 =	_____	(15)	5 × 10 =	_____
(6)	2 × 10 =	_____	(16)	2 × 8 =	_____
(7)	5 × 3 =	_____	(17)	4 × 3 =	_____
(8)	4 × 8 =	_____	(18)	4 × 6 =	_____
(9)	4 × 5 =	_____	(19)	9 × 5 =	_____
(10)	10 × 6 =	_____	(20)	10 × 7 =	_____

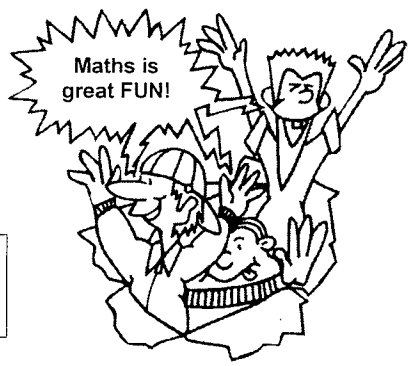
F: Dividing by 2, 3, 4, 5 & 10

(1)	6 ÷ 2 =	_____	(11)	10 ÷ 2 =	_____
(2)	30 ÷ 3 =	_____	(12)	24 ÷ 3 =	_____
(3)	20 ÷ 4 =	_____	(13)	16 ÷ 4 =	_____
(4)	40 ÷ 5 =	_____	(14)	30 ÷ 5 =	_____
(5)	40 ÷ 10 =	_____	(15)	90 ÷ 10 =	_____
(6)	12 ÷ 2 =	_____	(16)	14 ÷ 2 =	_____
(7)	27 ÷ 3 =	_____	(17)	3 ÷ 3 =	_____
(8)	28 ÷ 4 =	_____	(18)	40 ÷ 4 =	_____
(9)	10 ÷ 5 =	_____	(19)	25 ÷ 5 =	_____
(10)	100 ÷ 10 =	_____	(20)	50 ÷ 10 =	_____

Section	Summary of Scores
A	_____ / 10
B	_____ / 10
C	_____ / 10
D	_____ / 10
E	_____ / 20
F	_____ / 20
Total:	_____ / 80

Marking Schedule (Circle S, A or D)
S = Shows strength (all correct)
A = Achieved (64 to 79 correct)
D = Developing (less than 64 correct)

80



AWS

Daily Number Revision Numeracy Skills Assessment

C1

L2N2

Name: _____ **Class:** _____

A: Adding 2-digit numbers - no carrying

(1)	82 + 12 =	
(2)	12 + 64 =	
(3)	32 + 17 =	
(4)	65 + 31 =	
(5)	13 + 44 =	
(6)	57 + 21 =	
(7)	16 + 20 =	
(8)	34 + 35 =	
(9)	43 + 42 =	
(10)	52 + 36 =	

B: Adding 2-digit numbers - carrying

(1)	70 + 66 =	
(2)	91 + 74 =	
(3)	52 + 38 =	
(4)	67 + 16 =	
(5)	28 + 58 =	
(6)	48 + 66 =	
(7)	98 + 94 =	
(8)	45 + 96 =	
(9)	36 + 89 =	
(10)	86 + 96 =	

C: Subtracting 2-digit numbers - no renaming

(1)	96 - 24 =	
(2)	75 - 63 =	
(3)	84 - 71 =	
(4)	68 - 23 =	
(5)	49 - 36 =	
(6)	59 - 10 =	
(7)	38 - 25 =	
(8)	79 - 48 =	
(9)	84 - 10 =	
(10)	79 - 24 =	

D: Subtracting 1 and 2 -digit numbers - renaming

(1)	17 - 9 =	
(2)	20 - 8 =	
(3)	33 - 7 =	
(4)	16 - 8 =	
(5)	30 - 7 =	
(6)	22 - 7 =	
(7)	14 - 8 =	
(8)	33 - 5 =	
(9)	21 - 6 =	
(10)	15 - 9 =	

E: Multiplying by 2, 3, 4, 5 & 10

(1)	7 × 2 =	
(2)	3 × 3 =	
(3)	10 × 4 =	
(4)	5 × 5 =	
(5)	8 × 10 =	
(6)	2 × 4 =	
(7)	6 × 3 =	
(8)	4 × 9 =	
(9)	7 × 5 =	
(10)	10 × 2 =	
(11)	8 × 2 =	
(12)	3 × 5 =	
(13)	8 × 4 =	
(14)	5 × 4 =	
(15)	6 × 10 =	
(16)	2 × 9 =	
(17)	7 × 3 =	
(18)	4 × 1 =	
(19)	10 × 5 =	
(20)	10 × 4 =	

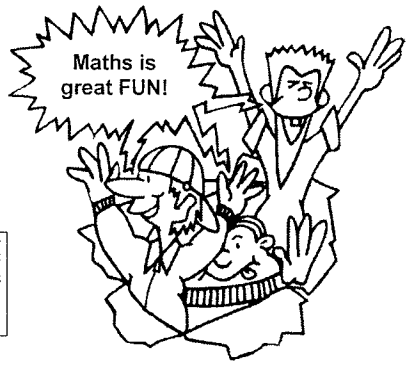
F: Dividing by 2, 3, 4, 5 & 10

(1)	16 ÷ 2 =	
(2)	12 ÷ 3 =	
(3)	24 ÷ 4 =	
(4)	45 ÷ 5 =	
(5)	70 ÷ 10 =	
(6)	4 ÷ 2 =	
(7)	30 ÷ 3 =	
(8)	20 ÷ 4 =	
(9)	40 ÷ 5 =	
(10)	50 ÷ 10 =	
(11)	12 ÷ 2 =	
(12)	27 ÷ 3 =	
(13)	28 ÷ 4 =	
(14)	15 ÷ 5 =	
(15)	100 ÷ 10 =	
(16)	10 ÷ 2 =	
(17)	24 ÷ 3 =	
(18)	16 ÷ 4 =	
(19)	30 ÷ 5 =	
(20)	90 ÷ 10 =	

Section	Summary of Scores
A	_____ / 10
B	_____ / 10
C	_____ / 10
D	_____ / 10
E	_____ / 20
F	_____ / 20
Total:	_____ / 80

Marking Schedule (Circle S, A or D)
S = Shows strength (all correct)
A = Achieved (64 to 79 correct)
D = Developing (less than 64 correct)

80



AWS

Name: _____

Royal Castle Floor Plan

Write your name at the top of the Royal Castle Floor Plan map and follow the directions below.

1. When you enter the castle through the front door, you are in the living room.
   Label this room LIVING ROOM and draw a sofa in it.

2. As you walk to the east from the living room, you enter the royal TV room.
   Label this room TV ROOM and draw a television in it.

3. The largest room in the castle is the Queen's bedroom.
   Label this room QUEEN'S BEDROOM and draw a bed in it.

4. Directly north of the Queen's bedroom is the queen's closet.
   Label this room QUEEN'S CLOSET and draw a dress in it.

5. Directly west of the Queen's closet is the library.
   Label this room LIBRARY and draw a book in it.

6. The smallest room in the castle is the bathroom.
   Label this room BATHROOM and draw a bathtub in it.

7. Directly east of the bathroom is the kitchen.
   Label this room KITCHEN and draw a stove and refrigerator.

8. The dining room is shaped like a circle.
   Label this room DINING ROOM and draw a table in it.

9. If you walk north from the kitchen, you enter the King's bedroom.
   Label this room KING'S BEDROOM and draw a bed in it.

10. If you're in the King's bedroom and look to the west, you'll see the King's closet.
    Label this room KING'S CLOSET and draw a shirt in it.

11. Outside the castle, just south of the from door, is a sidewalk.
    Draw the sidewalk leading up to the front door.

12. The King and Queen decide to build a secret room in their castle. They will hide their jewels in this room. It will be a small room that is directly east of the queen's bedroom.
    Draw the secret room and label it SECRET ROOM. Draw a crown in this room.

Royal Castle Floor Plan