

Targeting

AUSTRALIA'S MOST ENGAGING ACTIVITY BOOKS!

Used in Primary Schools across Australia



PASCAL PRESS



Contents



Targeting Maths – Australia’s favourite Maths program

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The program is available in both **AC** and **NSW** editions and is aligned with the **NEW V9.0 Australian Curriculum** and **NESA Syllabus**. It is supported with **FREE-to-Download Teacher Guides** and the new editions focus on Visible Learning. Additionally, Mastery Checklists have been added for every unit of work, with more calculation strategies, hands-on activities, reasoning and communication tasks. The program also includes fully integrated **Problem Solving** to help build mathematical thinking abilities.

Targeting Handwriting – Australia’s most trusted Handwriting program

5

Targeting Handwriting includes student books for Years K/F–6 and **FREE-to-Download Teacher Guides** that align with the **Australian Curriculum V9** and **NESA Syllabus**. In addition, *Targeting Handwriting Interactively* is **FREE** to access and perfect for explicit front-of-class teaching.

Targeting Comprehension

6

A good understanding of comprehension is essential for effective writing and communication, this series teaches students/children to read between the lines. Each element including **Literal, Inferring, Predicting, Analysing, Making connections** and **Critical reflection** are explained using the three text types; **Informative, Imaginative** and **Persuasive**.

Targeting Grammar

7

The *Targeting Grammar* Activity Book Series follows a carefully developed scope and sequence that provides comprehensive instruction in grammar and punctuation, enabling all students to become skilled communicators.

Targeting General Capabilities

8–9

The seven **General Capabilities** are one dimension of the **Australian Curriculum** and are taught through the content of the Learning areas, involving knowledge, skills, behaviour, disposition. This series covers **Personal & Social Capability, Intercultural Understanding, Critical & Creative Thinking** and **Ethical Understanding**.

Targeting HASS

10–11

Full of fascinating facts and snippets from a huge variety of primary sources this series provides accessible and engaging activities covering **History, Geography, Civics & Citizenship** in **all years** as well as **Economics** and **Business** in **Years 5–6** which cover the **Australian Humanities and Social Science Curriculum**.

Targeting Homework

12–13

Targeting Homework provides **Maths** and **English** revision of the **Australian Curriculum**. Through revision and practice, all children can become confident and capable learners. This series helps students/children to build on the **Maths** and **English** skills they have acquired in the classroom.

Targeting English Homework **NEW**

14–15

The *Targeting English Homework* series helps students to build on the English skills they have acquired in the classroom. *Targeting Homework* continues to be a best-selling series and due to popular demand, we have expanded the range to include *Targeting English Homework* to build and reinforce English skills and provide English revision of the **Australian Curriculum Version 9.0**.

Targeting Maths Homework **NEW**

16–17

The *Targeting Maths Homework* series helps students to build on the Maths skills they have acquired in the classroom. *Targeting Homework* continues to be a best-selling series and due to popular demand, we have expanded the range to include *Targeting Maths Homework* to build and reinforce Maths skills and provide Maths revision of the **Australian Curriculum Version 9.0**.

Targeting Maths Problem Solving

18–19

In the real world, mathematics is used to reason, plan and solve problems. But for many people, problem-solving remains difficult and a mystery. The *Targeting Maths Problem Solving* series unravels the mystery by teaching the key strategies needed to discover the solutions.

Targeting Phonics

20–21

This series uses systematic synthetic phonics and follows the learning progression in the **Australian Curriculum**. *Phonics* helps students/children decode words for reading and encode words for spelling.

Targeting Science **NEW**

22–23

Targeting Science Activity books are packed with interesting and exciting activities to help children/students understand and enjoy science at home or school. These books have been written to support the **Australian Primary Science Curriculum Version 9.0** and are divided between: **Biological Sciences, Earth & Space Sciences, Physical Sciences** and **Chemical Sciences**.

Targeting STEM

24–25

STEM is an exciting combination of **Science, Technology, Engineering** and **Mathematics**. The cross-disciplinary approach of **STEM** provides more scope for students/children to develop skills and strategies that encompass a range of knowledge areas and to explore these more fully.

**** Short-listed for the 2021 Educational Publishing Awards Australia in the Category "Student Resource" ****

Targeting Wellbeing

26–27

Learning life skills for social and emotional wellbeing using colourful and creative activities to develop each child's unique personality and provide opportunities for growth, communication and connections with family, friends and the community.

Targeting Writing Skills

28–29

A comprehensive program for teaching students the fundamentals of grammar and the basic structure of the three main types of text: **Informative, Imaginative** and **Persuasive**.

Targeting Spelling

30

The *Targeting Spelling Activity Book Series* follows a carefully developed scope and sequence that has been trialled extensively in classrooms over many years with outstanding success. The *Targeting Spelling Activity Books* support a step-by-step process towards achieving knowledge and understanding of the elements of spelling.

Targeting Price List

31–32

Blake's Guides

32

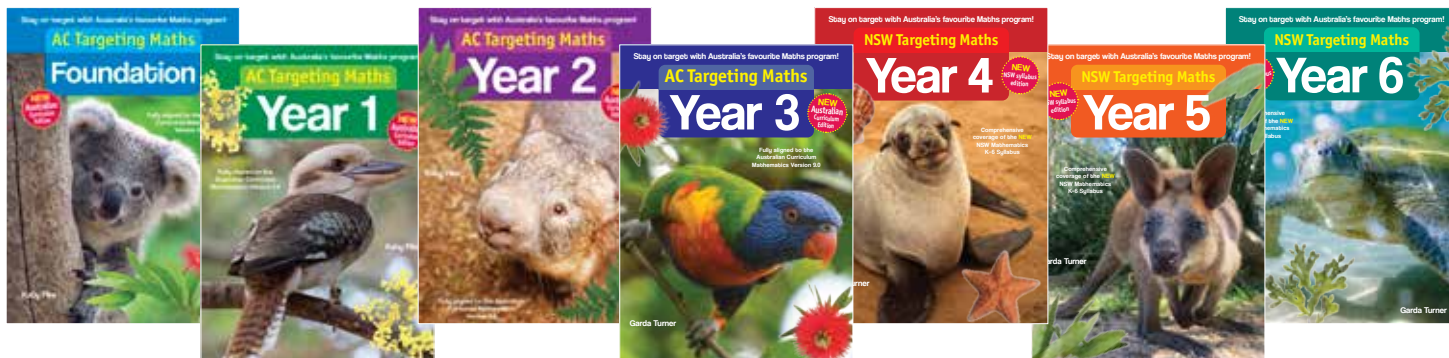
Blake's Guides are an easy-to-use resource for teachers and students and an essential for every classroom. The range covers all key primary subject areas and are a perfect partner to *Targeting activity books*.



Targeting Maths

Curriculum Aligned

Stay on target with Australia's favourite Maths program!



- **Targeting Maths** is a proven program used in Australian schools and incorporates feedback from hundreds of teachers.
- Aligned to the **NEW Australian Curriculum V9** and **NESA Syllabus**
- New topics including fractions of length
- More calculation strategies
- More hands-on activities
- More reasoning and communicating tasks
- Updated problem-solving pages
- **FREE-to-Download Teacher Guides** available

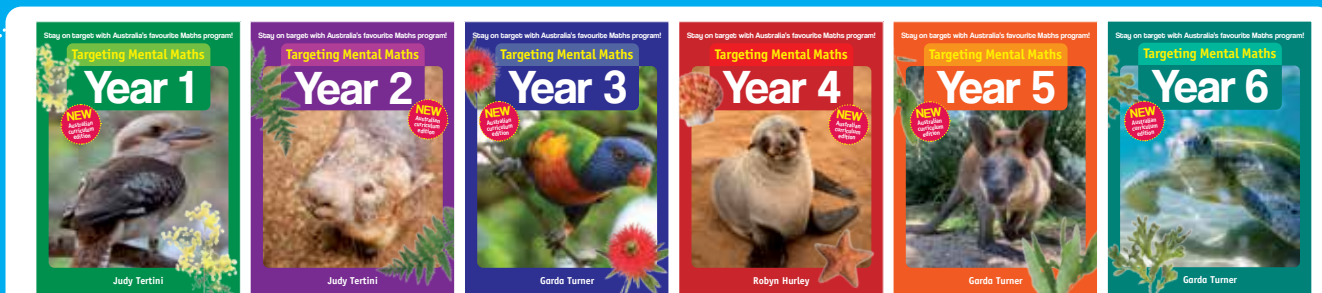
Targeting Maths Teacher Guides

Teacher Guides fully support the Targeting Maths Australian Curriculum V9 and NESA Syllabus student books. They include assessment worksheets, year planners, posters, engaging ideas to teach and discuss maths concepts and answers to all questions. All are available as **FREE-to-Download PDFs** to support teachers delivering the **Targeting Maths Program** while adhering to the **NEW Australian Curriculum V9** and **NESA Syllabus**.

Targeting Maths Apps are also available via the **App Store** to add further interactive learning:

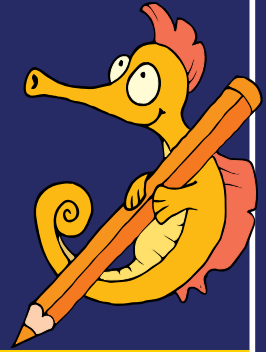


Also available Targeting Mental Maths





TARGETING HANDWRITING



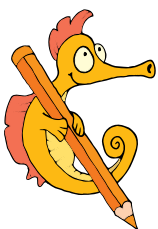
AUSTRALIA'S MOST TRUSTED HANDWRITING PROGRAM



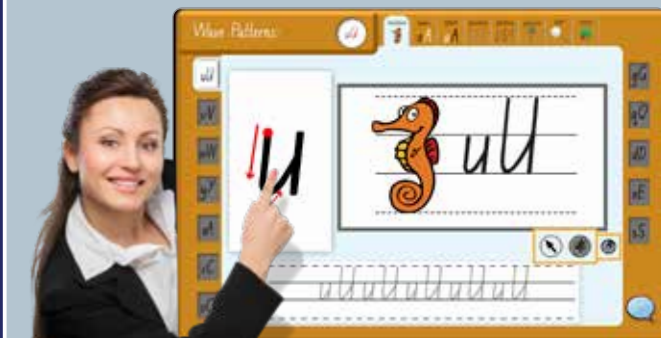
Targeting Handwriting includes student books for primary school Years Prep/K–6 and FREE Teacher Guides for all States.

- Aligned to the NEW Australian Curriculum V9 and NEW NESA Syllabus.
- Introduces each new skill sequentially.
- Is very clearly structured, with a useful and sensible sequence.
- Has over 100 worksheets for extra practice of each letter.
- Gives space, wherever possible, for students to copy words underneath models, so left-handers aren't disadvantaged.
- Provides assessment pages to help teachers assess specific handwriting skills, plus many opportunities for student self-assessment.
- Includes a troubleshooting chart to help you identify handwriting difficulties.
- Has direct links to the Australian Curriculum V9 and NESA Syllabus with indicators checklists.

FREE-to-Download Teacher Guides available



FREE-to-Access Targeting Handwriting Interactively



Supporting Targeting Handwriting Student Books



Targeting Comprehension

the ultimate comprehension activity book

Also includes an assessment section for each of the six comprehension elements and removable answers.

Being able to fully comprehend the written word is essential for effective writing and communication. The **Targeting Comprehension** series teaches students how to read between the lines. There is an activity book for Year 3, 4, 5 and 6 containing activities for both **Literal** and **Inferential** comprehension.

Literal comprehension is simply what the text says whereas **Inferential comprehension** interprets ideas, intent or information in explicit text to make assumptions. The activities in this series are intended to teach students how to hypothesise and conclude using their personal experience and intuition. In other words-how to read between the lines.

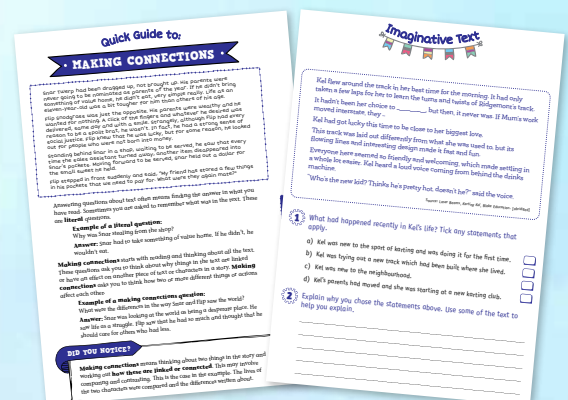
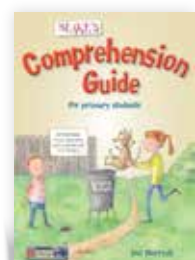
Each of the following elements of comprehension are explained in separate sections and use three sample text types. These are; informative, imaginative and persuasive.

- ★ **Literal** – understanding information and facts directly stated in the text
- ★ **Inferring** – making assumptions based on context
- ★ **Predicting** – extrapolating where aspects of a text may lead
- ★ **Analysing** – interpreting the unstated notions behind what is written
- ★ **Making connections** – finding links between two elements of a text
- ★ **Critical reflection** – drawing on own experience and knowledge to gain insight into characters

Targeting Comprehension Years 3-6



Recommended support material:



Sample Activity book pages

Targeting Grammar



Activity Books

by Del Merrick



A good understanding of grammar is essential for effective writing and communication.

The **Targeting Grammar** series follows a carefully developed scope and sequence that provides comprehensive instruction in grammar and punctuation, enabling all students to become skilled communicators. The activities provide a step-by-step process towards achieving knowledge and understanding of the elements of grammar and their practical application.

Each book is divided into six sections that cover the following areas of study:

- ★ nouns
- ★ adjectives
- ★ pronouns
- ★ verbs
- ★ adverbs
- ★ sentences



Each section provides definitions, explanations, examples and activities for students to practise and consolidate their knowledge and understanding of grammar in reading and writing.

Also included are:

- ★ **Punctuation Stops** – instruction on the correct use of punctuation marks in writing.
- ★ **Check Points** – assessment tasks to enable teachers to monitor progress and intervene if necessary.
- ★ **Challenges** – optional extension activities for more able students.
- ★ **Answers** – pull-out answers for all activities.

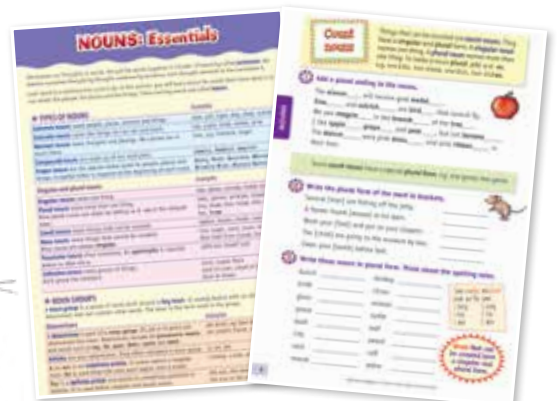
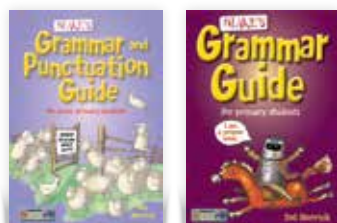
Targeting Grammar Teacher's Guides:

The **Targeting Grammar Teacher's Guides** parallel the work in the student books and are divided into the same six areas of study and contain:

- ★ **Essentials** – a summary of the area of study that outlines the grammatical knowledge required at this level of schooling.
- ★ **Introduction** – takes a first look at the basic concept behind the area of study.
- ★ **Exploration** – suggests activities to engage the whole class in an exploration of the area of study.
- ★ **Revision** – contains a series of exercises for students to practise grammatical concepts and knowledge.
- ★ **Assessment** – contains items of assessment to ascertain a student's current level of understanding in the area of study.
- ★ **Games and activities** – simple games and activities with pre-prepared, hands-on materials to photocopy and laminate.
- ★ **Answers** – the answers for all **Revision** and **Assessment** questions.



Recommended support material:



Sample Activity book pages



Targeting General Capabilities

Personal & Social Interaction/Intercultural Understanding

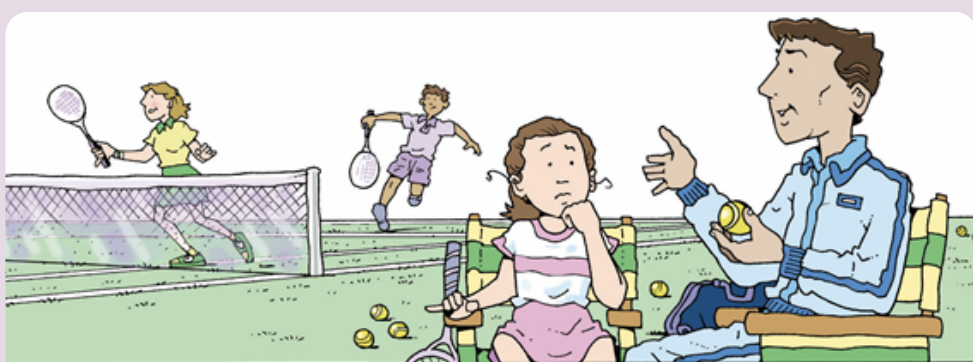
The *General Capabilities* are one dimension of the Australian Curriculum and are taught through the content of the Learning Areas. They involve knowledge, skills, behaviour and dispositions.

There are seven General Capabilities, and the first two-book series examines *Personal and Social Capability and Intercultural Understanding*. The books are divided between Years 3-4 and Years 5-6 and span two years, when used as a classroom activity book. The second two-book series covers the Critical and Creative Thinking and Ethical Understanding capabilities.

The books are split between each capability into two distinct sections, each containing units and assessments for the two capabilities. The units begin with an interesting stimulus text, followed by questions that examine the element through the different Learning Areas linked to the Australian Curriculum. The assessments are tailored to the sub-elements, rather than through the lens of specific Learning Areas, thereby consolidating their understanding of the concepts and providing guidance for further reflection. Answers for all activities are in the back of each book.

Part 1. Personal and Social Capability – encourages children to be aware of their emotions and learn how to manage their feelings, behaviours and interactions with others. The elements explored and assessed are:

- ★ Self-awareness
- ★ Social awareness
- ★ Self-management
- ★ Social management



Persisting in a task means not giving up. It may be hard at first, but if you don't give up, you are more likely to _____ in the end. Eg. Years 3-4, p. 26

Part 2. Intercultural Understanding – encourages children to be aware of the importance of becoming responsible global citizens by enhancing cultural knowledge. The elements explored and assessed are:

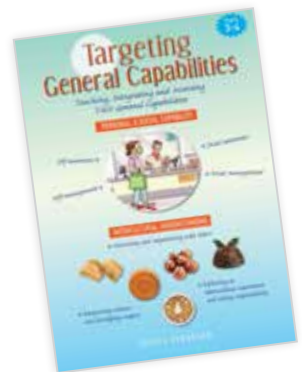
- ★ Recognising culture and developing respect
- ★ Interacting and empathising with others
- ★ Reflecting on intercultural experiences and taking responsibility



Many cultures use dance as a way of telling stories. It can be easier to understand a performance if you break the dance down into four basic elements: Space, Time, Dynamics, Relationships.

Eg. Years 3-4, p.78

Targeting
General Capabilities–
Personal & Social Capability
and Intercultural Understanding
Years 3-4 & Years 5-6



Sample Activity book pages



Targeting General Capabilities



Critical & Creative Thinking/Ethical Understanding

Part 1 - Critical and Creative Thinking – children learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. The elements explored in each book are:

- ★ Inquiring, exploring and organising information and ideas
- ★ Generating ideas, possibilities and actions
- ★ Reflecting on thinking and processes
- ★ Analysing, synthesising and evaluating reasoning and procedures.



Close your eyes and think about your bedroom. How messy or neat is it? Do you leave things on the floor? Check out the pictures of messy bedrooms above. Do these rooms look anything like yours? Compare your bedroom to the cartoon bedroom, using the table below.

Eg. Years 3-4, p. 10

Part 2 - Ethical Understanding – children learn to identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. The elements explored in this book are:

- ★ Understanding ethical concepts and issues
- ★ Reasoning in decision-making and actions
- ★ Exploring values, rights and responsibilities.

Here is an example of a stimulus used in the Years 5-6 book to encourage discussion about moral dilemmas and the questions that accompany it.



Why would the girl's mother have a rule about meeting the parents first? Think of two reasons why she made this rule.

Why would Julia's parents let her go? Think of two reasons why.

What are the family rules in your house and why has your family made these rules? Name four.

Eg. Years 5-6, p. 58

Targeting General Capabilities– Critical & Creative Thinking and Ethical Understanding
Years 3–4 & Years 5–6



Sample Activity book pages



The four *Targeting HASS* Activity books are chock full of fascinating facts and snippets from a huge variety of primary sources – these exciting and interesting texts have been carefully selected to ensure they are accessible and engaging to students.

The term HASS refers to the Australian History and Social Science curriculum which covers History, Geography, Civics & Citizenship and, only in Years 5 and 6, Economics & Business.

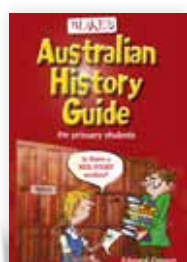
Each book contains 32 double page units featuring an illustrated stimulus text chosen to support a particular curriculum inquiry question. Student's analysis, understanding and inquiry skills are tested by a broad range of questions and activities in:

- ★ Researching
- ★ Questioning
- ★ Analysing
- ★ Evaluating and reflecting
- ★ Communicating

The books are divided between the curriculum areas with a chart with all the Australian Curriculum correlations provided in the front of the book. Assessment pages for each curriculum area and extensive answers for all units are included at the back of the books.



Recommended support material:



Unit 9 Ash Barty (1996-)

Research
Why is Ash Barty a significant figure in the community?
What are some of her achievements?

Questioning
Are there statements from Ash Barty?
Ash Barty played in an Ash Barty team.
Ash Barty did not play in the Ash Barty team.
Ash Barty is a very famous player.
Ash Barty has an Indigenous Australian background.
Ash Barty does not represent Indigenous Australians.

Communicating
Make a poster to encourage people to give back and contribute to the wider community by:
- helping others
- donating to charities
- volunteering at community events
- participating in cultural activities

Writing and Reflecting
Ash Barty should be a role model for Australian children? Why or why not?



Did you know? Ash Barty's father is playing tennis and playing computer games.

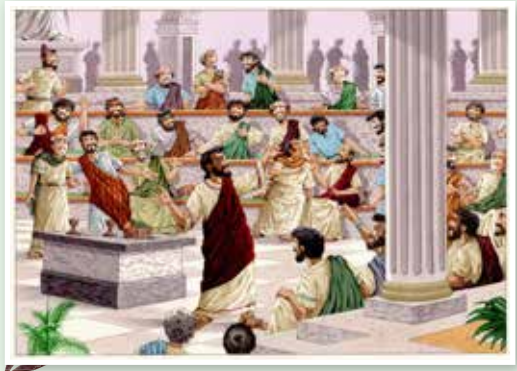
Unit 9 What is the nature of the contribution made by different groups and individuals in the community?

Research
Why is Ash Barty a significant figure in the community?
What are some of her achievements?

Questioning
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Writing and Reflecting
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Year 3



Unit 20 Indigenous Aquaculture

Research
How did Indigenous Australians use natural resources before the British arrived? How did they use these resources in their food?

Questioning
Why were the numbers of prong horns when it was first introduced?
What effect does hunting have on ecosystem diversity?
What impact does over-hunting have on ecosystem diversity?
What impact does over-hunting have on ecosystem diversity?

Communicating
Create a flow chart to show the flow or effects of people hunting woyles in Canada's alpine forests. Show and discuss it with others.

Writing and Reflecting
Can you help to protect the ecosystems where you live?



Unit 20 How do people in different places and the surrounding of things within them?

Research
What different types of fish have different people use across Australia? What reasons have they made fish not do they work?

Questioning
In your own words, what does 'sustainable' mean?
Why were fish traps across Australia different?
How were the fishermen fish traps sustainable?
How does the existence of the fish traps show the Aboriginal people's relationship to Country?

Communicating
Using your research, create the type of fish trap (create a labelled diagram) from scratch.

Writing and Reflecting
Consider what over-fishing and the pollution caused by discarded fishing nets are huge problems for Torres Strait Islander people. What actions can individuals take to help solve the fishing?

Unit 20 Guarding Ecosystems

Research
How do different views about the environment in different ecosystems to sustainability?

Questioning
What is an ecosystem?
Why have numbers of prong horns when it was first introduced?
What effect does hunting have on ecosystem diversity?
What impact does over-hunting have on ecosystem diversity?

Communicating
Create a flow chart to show the flow or effects of people hunting woyles in Canada's alpine forests. Show and discuss it with others.

Writing and Reflecting
Can you help to protect the ecosystems where you live?



Year 4



Year 5



Unit 27 Australia's Legal System

Research
How did the British develop in Australia?

Questioning
What questions are faced by the family court?
What is the scope of the most powerful court in Australia?
How many judges sit on the Supreme Court?
Would the District Court be a court about the truth of a matter? Why?

Communicating
Using your research, create a flow chart to show the steps needed for an idea to become a bill in parliament and then to the government of a state.

Writing and Reflecting
Can you help to protect the ecosystems where you live?



Unit 27 Australia's Legal System

Research
How did the British develop in Australia?

Questioning
What questions are faced by the family court?
What is the scope of the most powerful court in Australia?
How many judges sit on the Supreme Court?
Would the District Court be a court about the truth of a matter? Why?

Communicating
Using your research, create a flow chart to show the steps needed for an idea to become a bill in parliament and then to the government of a state.

Writing and Reflecting
Can you help to protect the ecosystems where you live?

Year 6



Targeting Homework

English and Maths revision for a full year

The **Targeting Homework** activity books provide Maths and English revision of the Australian Curriculum for Years 1 to 6.

Each book contains 32 weekly units (8 per term) with activities in:

ENGLISH

- ★ Grammar & Punctuation
- ★ Phonic Knowledge & Spelling
- ★ Comprehension & Reading

MATHS

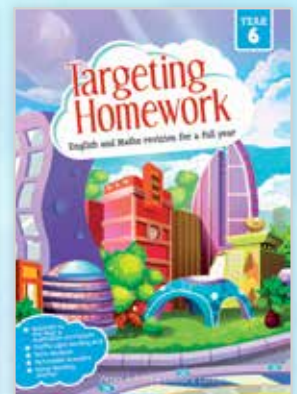
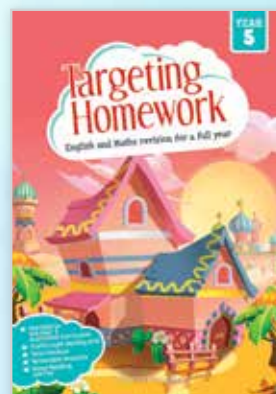
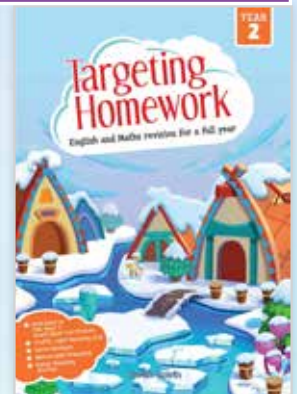
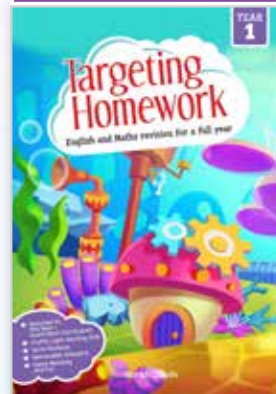
- ★ Number & Algebra
- ★ Statistics & Probability
- ★ Measurement & Geometry
- ★ Problem Solving

Includes
Home Reading
Journal

Features are:

- ★ **Traffic Light marking system** – a simple colour-coded marking system enables children to record their results and provides an at-a-glance overview of their progress.
- ★ **Term Reviews** – each of the 8 units is followed by a term review test for assessment. Parents, carers and teachers can use these results to monitor their child's progress and identify low performing areas.
- ★ **Reading Review segment in each unit for children to record and rate their home reading** – no need to buy a separate Reading Journal!
- ★ **Answers** for all activities are supplied at the back of the book, for easy removal.
- ★ **ACARA Curriculum Codes** and their descriptions are provided for every unit.
- ★ **English and Maths Scope and Sequence Charts** on the inside covers provide a comprehensive guide of the content for each unit.

Targeting Homework Years 1–6



Imaginative text - Narrative

The Not So Empty Tent

One day, the Circus Bizurkus troupe went out for a walk. They saw an old circus tent. They thought they heard voices coming from it, so they went inside.

Inside the tent, there were monsters. When they saw the monsters, they were too surprised to make a sound. When the monsters saw the circus troupe, they were so shocked they just stared. The biggest monster said, "Who are you?"

"We are the Circus Bizurkus," said Ringmaster Roy. "What is a circus?" asked the monster with five eyes. "You live in a circus tent, but you don't know what a circus is?" asked Bendy Betty. "The tent was empty, so we moved in," said the monster with twelve arms. "Let us show you what a circus can be!" cried Ringmaster Roy. The circus troupe performed their tricks. "We want to be a circus troupe too!" the monsters cried.



Source: Storylands Circus Bizurkus, The Not So Empty Tent, Biele Education

Write or tick the correct answer.

- What did the circus troupe hear coming from the old circus tent?
 - a singing
 - b music
 - c voices
 - d laughter

- What was inside the tent?
 - a a musical band
 - b monsters
 - c a circus
 - d nothing
- How did Circus Bizurkus feel when they saw the monsters?
 - a They ran away.
 - b They screamed.
 - c They didn't make a sound.
 - d They stared.
- How did the monsters feel when Circus Bizurkus came into the tent?
 - a They ran away.
 - b They screamed.
 - c They didn't make a sound.
 - d They stared.
- What did the monster do when Circus Bizurkus came into the tent?
 - a They ran away.
 - b They screamed.
 - c They didn't make a sound.
 - d They stared.
- Why were the monsters living in the tent?
 - a They were on holiday.
 - b It was empty, so they moved in.
 - c They were pretending to be a circus.
 - d They wanted to scare people.
- How did the monsters feel when Circus Bizurkus performed their tricks?
 - a scared
 - b excited
 - c shocked
 - d worried
- What did the monsters say after Circus Bizurkus performed their tricks?
 - a We can do better than that.
 - b We want to be a circus troupe too!
 - c Circus tricks are not very exciting.
 - d Now we are going to eat you.
- Do you think Circus Bizurkus will let the monsters join their circus?
 - a Yes
 - b No

Score 2 points for each correct answer!



My Book Review

Title _____

Author _____

Colour stars to show your rating: ☆ ☆ ☆ ☆ ☆

Boring Great!

Comment _____

Divisibility tests

A number is divisible by another number if it can be divided into that number without a remainder.

For example, 24 is divisible by 2. 24 can be divided by 2 twelve times with no remainder.

Divisibility test for 2

You can work out if a number is divisible by 2 by looking at the final digit. If the number ends in 0, 2, 4, 6 or 8, then it is divisible by 2.

Are these numbers divisible by 2?

- Write yes or no.
- 69
 - 56
 - 112
 - 307
 - 1560
 - 4565
 - 12 422
 - 1 548 234

Divisibility test for 3

If the sum of the digits of a number is divisible by 3, then the entire number is divisible by 3.

Example: Is 243 divisible by 3?

$2 + 4 + 3 = 9$
9 is divisible by 3, so the entire number, 243, is divisible by 3.

Are these numbers divisible by 3?

- Write yes or no.
- 232
 - 1242
 - 13 704
 - 128 647
 - 142 581
 - 1 278 555

Divisibility test for 4

If the last two digits of a number are divisible by 4, then the entire number is divisible by 4.

Are these numbers divisible by 4?

- Write yes or no.
- 408
 - 567
 - 6578
 - 21 560
 - 156 712
 - 5 687 31

Divisibility test for 5

If a number ends in 0 or 5, then it is divisible by 5.

Are these numbers divisible by 5?

- Write yes or no.
- 45
 - 78
 - 220
 - 7424
 - 1543
 - 56 205
 - 567 800
 - 1 249 321

Divisibility test for 6

For a number to be divisible by 6, it must be divisible by 2 and 3.

Example: Is 146 262 divisible by 6?

It ends in 2, so it must be divisible by 2.
Next, add the digits:
 $1 + 4 + 6 + 2 + 6 + 2 = 21$.
21 is divisible by 3.
So 146 262 is divisible by 6.

Are these numbers divisible by 6?

- Write yes or no.
- 342
 - 800
 - 6363
 - 24 588
 - 185 726
 - 3 457 230

Score 3 points for each correct answer!

Statistics & Probability

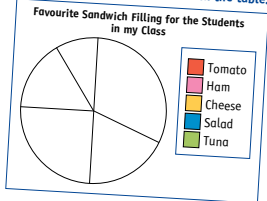
Presenting data

Lena carried out a survey to find out the favourite sandwich filling for the students in her class.

Here is a frequency table of Lena's results: She used this data to make a pie chart.

Filling	No. of students
Tomato	10
Ham	6
Cheese	8
Salad	3
Tuna	5

- Use the colour key to colour the pie chart so that it matches the results in the table.



Use Lena's results to answer the questions.

- How many students did Lena survey in total?
- Which filling was exactly $\frac{1}{4}$ of the total?
- What information can you get from the frequency table that you cannot get from the pie chart?

Score 2 points for each correct answer!



Measurement & Geometry

Measuring temperature

Gabriel Fahrenheit (1686–1736) developed the Fahrenheit scale to measure temperature. He set the freezing point of water at 32 degrees and the boiling point at 212 degrees. Some countries still use the Fahrenheit scale today, including the Bahamas, Belize, Cayman Islands, Palau and the USA.

Around 1743, Anders Celsius (1701–1744) invented the Celsius scale. He set the freezing temperature for water at 0 degrees and the boiling temperature at 100 degrees.

The Celsius scale is known as a Universal System Unit. It is used in science and in most countries.

This thermometer shows the Fahrenheit and Celsius scales.



- Use the thermometer to convert these Fahrenheit temperatures to degrees Celsius.

① 32° F = _____ °C ③ 70° F = _____ °C

② 50° F = _____ °C ④ 120° F = _____ °C

- Write true or false.
- The boiling point of water is 212 °F.
 - 0 °F is colder than 0 °C.
 - The freezing point of water is 0 °C.
 - 50 °C is cooler than 100 °F.
 - Most countries use the Fahrenheit scale.
 - The Celsius scale is used in science.
 - The boiling point of water is 100 °C.

Score 2 points for each correct answer!



Problem Solving

Divisibility tests

Use divisibility tests to solve this problem. Jon's school raised \$3584 to share between some local charities. Will they be able to share the money equally between:

- 2 charities?
 - a Yes
 - b No

How do you know?
- 3 charities?
 - a Yes
 - b No

How do you know?
- 4 charities?
 - a Yes
 - b No

How do you know?
- 5 charities?
 - a Yes
 - b No

How do you know?



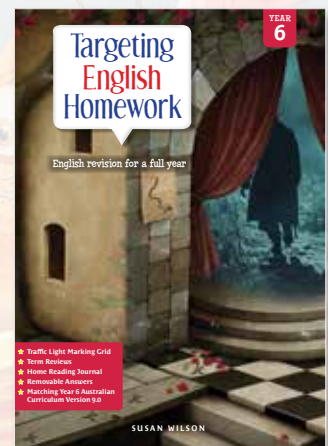
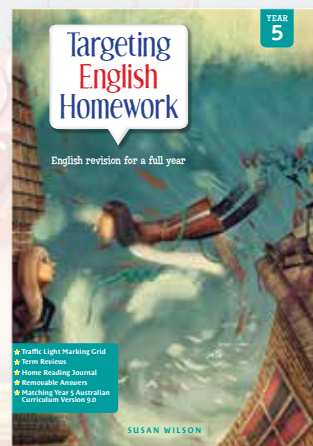
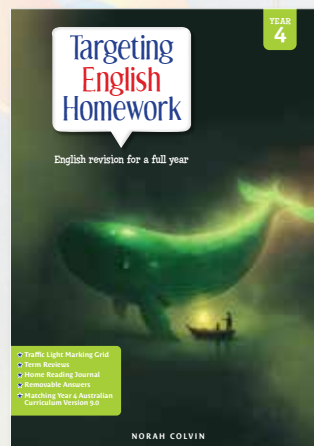
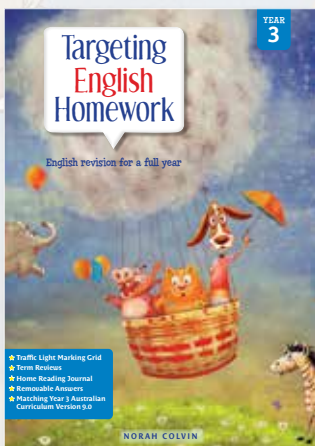
NEW

Curriculum
Aligned

Targeting English Homework






English revision for a full year



The *Targeting English Homework* series helps children to build on the English skills they have acquired in the classroom.

Targeting Homework continues to be a best-selling series and due to popular demand, we have expanded the range to include *Targeting English Homework* to build and reinforce English skills and provide English revision of the **Australian Curriculum V9**.

The *Targeting English Homework* activity books provide English revision of the **Australian Curriculum V9** Each book contains **32 weekly units (8 per term)** with activities in:

-  Reading & Comprehension
-  Grammar & Punctuation
-  Phonic & Word Knowledge



Features are:

- **Traffic Light marking system** — A simple colour-coded marking system enables children to record their results and provides an at-a-glance overview of their progress.
- **Term Reviews** — Each of the 8 units is followed by a term review test for assessment. Parents, carers and teachers can use these results to monitor their child’s progress and identify low performing areas.
- **Book Review** segment in each unit for children to record and rate their home reading — no need to buy a separate Reading Journal!
- **Answers** for all activities are supplied at the back of the book, for easy removal.
- **V9 Curriculum Codes** and their descriptions are provided for every unit.

UNIT 13
Phonic & Word Knowledge
AC9ELV09, AC9ELV09, AC9ELY10, AC9ELY11

Plurals

To make a word **plural** (more than one) we usually just add **-s**.
 Examples: moth, moths
 caterpillar, caterpillars

For words that end in **s, ss, sh or ch**, you add **-es** to make them plural.
 Examples: batch, batches
 dish, dishes

When words end with a **y** after a consonant, change the **y** into **i** and add **-es**.
 Examples: butterfly, butterflies
 baby, babies

Some words have **irregular plurals**.
 Examples: child, children
 larva, larvae
 pupa, pupae

Topic words
 The words in the box are important to know when reading about insects, especially mealworms, silkworms and butterflies.

adult	caterpillar	egg	mealworm
silkworm	beetle	cycle	insect
moth	stage	butterfly	darling
larva	pupa	wings	

Can you find all 15 words in the grid? They go left to right and top to bottom. Some words overlap. Use different colours to highlight each word. As you find the words in the grid, write them on the lines below.

P	U	P	A	M	Y	S	T	A	G	E	C
A	W	B	R	E	S	H	I	J	A	G	T
Q	P	X	D	A	R	K	L	I	N	G	U
B	E	E	T	L	E	F	W	I	N	G	S
G	F	M	E	W	I	N	S	E	C	T	I
X	Q	O	R	O	D	P	I	O	L	T	O
C	A	T	E	R	P	I	L	L	A	R	B
Y	R	H	U	M	Z	N	K	J	R	C	V
C	A	D	U	L	T	C	W	D	V	K	Y
L	S	G	L	L	K	E	O	H	A	D	E
E	F	B	U	T	T	E	R	F	L	Y	B
W	H	Z	V	M	N	A	M	F	G	A	

11 _____
 12 _____
 13 _____
 14 _____
 15 _____
 16 _____
 17 _____
 18 _____
 19 _____
 20 _____
 21 _____
 22 _____
 23 _____
 24 _____
 25 _____

Score 2 points for each correct answer!
 /50 0-20 24-44 46-50



UNIT 14
Reading & Comprehension
AC9ELV09, AC9ESV04, AC9ELV09, AC9ELE02, AC9HS301

Informative text – Explanation

Keeping Warm - A First Nation's Perspective

First Nations Australians had many ways of keeping warm. One way was by making clothing. They made cloaks from the skins of animals such as quolls, platypus, sugar gliders, possums, kangaroos and emus. These skins were warm, and they kept the people dry.

Some of these cloaks were long. They would cover a person from their neck down to their feet. The type of cloak or clothing that was made depended on two things: where the people lived and the animal skins that were available.

To make the cloak, first the animal was skinned. Then the skin was attached to a flat surface. It was held in place with either wooden pins or echidna quills. All of the flesh was scraped off and eaten before the skin was allowed to dry. Nothing went to waste.

The cloaks were then decorated to make them look more beautiful. They used mussel and oyster shells to cut patterns in the leather. They used stone tools to beat it and make it softer and more comfortable.

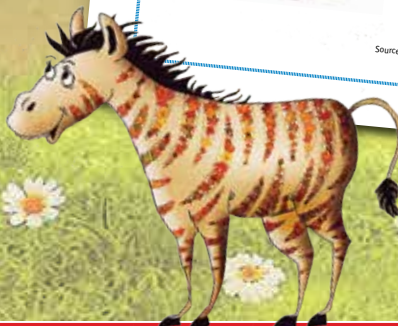
The cloaks were painted using ochre and black pigment. The artwork often included symbols of the person's identity and Country.

In some parts of Australia, it was traditional for First Nations people to be buried in their cloak with their special things.

Source: Adapted from Targeting Science, Year 3, page 91, Pascal Press.



- Match these singular (one) words to their plural (more than one) words.
- | | |
|---------------|--------------|
| 1 beetle | caterpillars |
| 2 moth | butterflies |
| 3 egg | pupae |
| 4 pupa | cycles |
| 5 caterpillar | beetles |
| 6 larva | larvae |
| 7 worm | moths |
| 8 butterfly | worms |
| 9 stage | eggs |
| 10 cycle | stages |

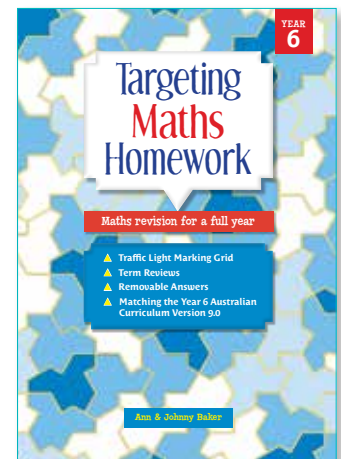
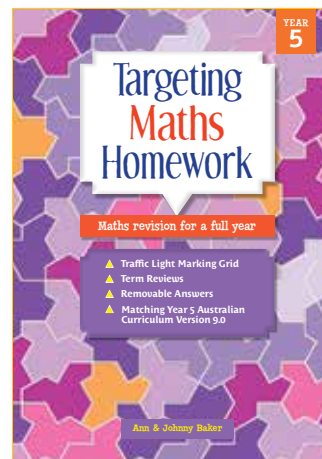
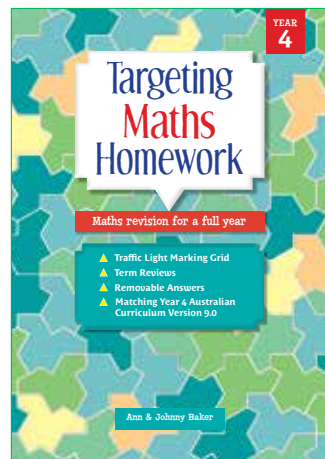
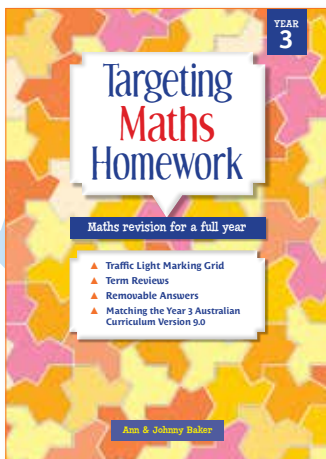


NEW
Curriculum
Aligned

Targeting Maths Homework



Through revision and practice, all children can become confident and capable learners.



The *Targeting Maths Homework* series helps children to build on the Maths skills they have acquired in the classroom.

Targeting Homework continues to be a best-selling series and due to popular demand, we have expanded the range to include *Targeting Maths Homework* to build and reinforce Maths skills and provide Maths revision of the **Australian Curriculum V9**.

Each book contains **32 weekly units (8 per term)** with activities in:

- Number & Algebra
- Statistics & Probability
- Measurement & Space
- Problem Solving

Features are:

- ✦ **Traffic Light marking system** — a simple colour-coded marking system enables children to record their results and provides an at-a-glance overview of their progress.
- ✦ **NAPLAN-style questions** — directly match the learning in each unit and mirror question styles that frequently occur in **NAPLAN** testing.
- ✦ **Term Reviews** — each of the 8 units is followed by a term review test for assessment. Parents, carers and teachers can use these results to monitor their child's progress and identify low-performing areas.
- ✦ **Answers for all activities** are supplied at the back of the book, for easy removal.
- ✦ **V9 Curriculum Codes** and their descriptions are provided for every unit.

UNIT 18 **Number & Algebra** AC9P5M04

Percentages in Daily Events

Our phones, tablets and other devices all display percentages. This is a common symbol used to let us know how much battery life our device has left.

When the symbol looks like this, we know that our battery is 100% charged and will last quite a long time.

When the symbol looks like this, we know that our battery is flat. Time to plug the device in and start charging the battery.

What percentage of battery remains?

① _____ % remains

② _____ % remains

③ _____ % remains

④ _____ % remains

⑤ _____ % remains

⑥ _____ % remains

⑦ 10% remains

⑧ 40% remains

⑨ 5% remains

If 30% of the battery remains, it means that 70% has been used because $30\% + 70\% = 100\%$.

What percentage has been used?

⑩ If 15% remains, _____ % has been used.

⑪ If 25% remains, _____ % has been used.

⑫ If 95% remains, _____ % has been used.

SCORE: /12 0-2 3-4 5-6 7-12

Quick Check

How much battery remains after this % has been used?

① 23% _____

② 94% _____

③ 87% _____

④ 78% _____

⑤ 26% _____

How much battery has been used if this % remains?

⑥ 16% _____

⑦ 50% _____

⑧ 75% _____

⑨ 68% _____

⑩ 32% _____

SCORE: /10 0-4 5-8 9-10

TARGETING MATHS HOMEWORK: YEAR 5 © PASCAL PRESS ISBN: 9781925726589

UNIT 18 **Number & Algebra** AC9M5M07

Fractions of a Shape

If this triangle is $\frac{1}{3}$ of a shape, what fraction do each of these shapes represent? Write a mixed number where appropriate.

① _____

② _____

If this triangle is $\frac{3}{4}$ of a shape, what fraction do each of these shapes represent? Write a mixed number where appropriate.

③ _____

④ _____

If this triangle is $\frac{1}{5}$ of a shape, what fraction do each of these shapes represent? Write a mixed number where appropriate.

⑤ _____

⑥ _____

SCORE: /6 0-2 3-4 5-6

Statistics & Probability AC9M5P01

Broken Bones

The radiographer used a spreadsheet to make this chart of how many broken bones had been x-rayed in the last 10 days. The radiographer then had to include the following information in her report.

① How many broken bones altogether? _____

② Which two days were the busiest? _____

③ What was the mode of the data? _____

④ Which was busier: the first 5 days or the second 5 days? _____

⑤ A quarter of the broken bones were arms. How many broken arms were x-rayed? _____

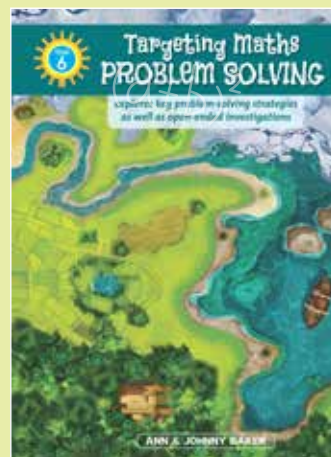
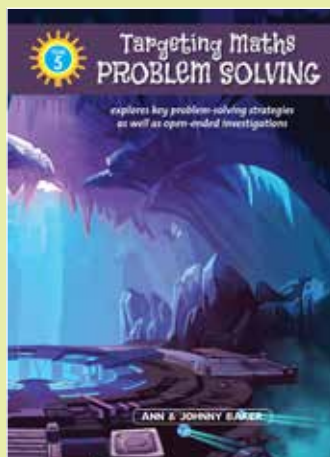
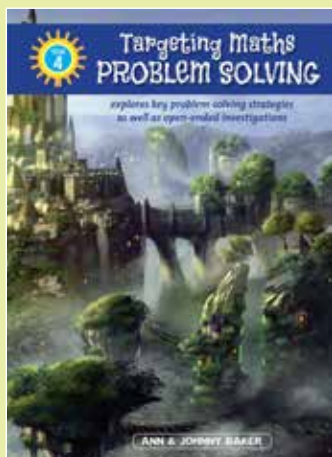
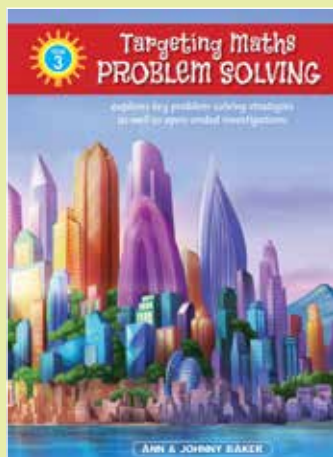
SCORE: /5 0-2 3-4 5

Broken Bones Chart

Day	Number of broken bones
1	4
2	9
3	4
4	6
5	5
6	6
7	4
8	8
9	4
10	6

TARGETING MATHS HOMEWORK: YEAR 5 © PASCAL PRESS ISBN: 9781925726589

Targeting Maths PROBLEM SOLVING



Help students become confident problem solvers

The **Targeting Maths Problem Solving** series for Years 3–6 helps students to become confident problem solvers and develop a deep understanding of mathematics through reasoning and mathematical thinking.

In the real world, mathematics is used to reason, plan and solve problems. But for many people, problem solving remains difficult and a mystery. The Targeting Maths Problem Solving series unravels the mystery by teaching the key strategies needed to discover the solutions.

The **Targeting Maths Problem Solving** series is written by authors **Ann & Johnny Baker**, who have backgrounds in University research as well as practical classroom teaching with experience in numeracy, literacy and thinking skills. Their speciality is working with teachers to maximise the potential of the children.

Ann & Johnny Baker are leading mathematics educators in Australia and have written more than 40 books.

Aligned to the Australian Curriculum

Each book contains eight units of problem-solving strategies for students to practice and master before moving on to the next strategy. Units include:

- Understand and draw the problem
 - Identify the steps and choose an operation
 - Make a model and use Guess, Check and Improve
 - Spot and use patterns
 - Make an organised list and work systematically
 - Draw a picture or diagram
 - Work backwards and try a simpler case
 - Draw a table
 - Use patterns and algebraic thinking (Year 6 only)
 - Use logical reasoning (Year 6 only)
- Every unit includes an open-ended investigation that encourages students to think beyond 'right answers only' and review questions to check that they can apply the strategy in new contexts.
- Answers are included at the back of the book.



UNIT 3

Make a model and use Guess, Check and Improve

You don't always need a pencil and paper to work out a solution. In this unit, you will see that sometimes using equipment or actions can help to solve a problem.

Also, sometimes the best way to get started on a problem is to jump right in and make a guess. Then you check if the guess was close. If you're not close, try again by improving on the guess. This is called *Guess, Check and Improve*.

EXAMPLE
Decorating muffins

Emma wants to decorate 6 muffins with jellybeans. She wants half of the muffins to have red and blue jellybeans only and the other half to have a mix of red, blue and yellow on each. She has 24 jellybeans and 9 of them are red. The others are either blue or yellow. She wonders what different ways she could decorate the muffins.

How could you make a model for this problem?

I used coloured counters so that I could move them around easily. It is a lot faster and easier than having to draw the muffins every time. Then I made a guess.

★ Guess



★ Check

That is only 12 jellybeans and only 6 red ones.

★ Improve



★ Check

That is 24 jellybeans, but there are no yellows.

★ Improve



★ Check

Yes, there are 9 red. Yes, half have only red and blue. Yes, the other half all have red, blue and yellow, and I have used 24 jellybeans.

Hmm! I wonder ... Is there another way?



Follow this example

The veggie patch plan

The gardener is making a plan for her veggie patch. She knows that:

- tomatoes cannot go next to lettuces
- kale grows well between onions and lettuces
- peas cannot go next to onions or lettuces
- radishes grow anywhere.

How does her veggie patch plan look?



How could you make a model for this problem?

There is a lot of information, so I could make a model with labelled bits of paper.

★ Guess



★ Check

No. Kale must be planted between the onions and lettuces.

★ Improve



★ Check

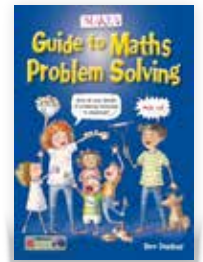
Yes. The tomatoes are not next to the lettuces. Yes. The kale is between the onions and lettuces. Yes. The peas are not next to the onions or lettuces. Yes. The radishes will be fine.

I think my plan will work out well.



Year 3

Recommended support material:



UNIT 6

Draw a picture or diagram

In Unit 1, you learnt how drawing a diagram can help you get started on understanding a complex problem. In this unit, you revisit drawing a picture or diagram to solve a problem that would be difficult to solve without that visual support.

You will also be able to apply other strategies that you have been learning about as you solve the problems in this unit. Sometimes, drawings or diagrams are given as part of the problem. Rather than create the visual image yourself, you need to understand the visual image that you are given as part of the problem statement.

EXAMPLE

Birds, cats and dogs

A class survey of pets showed that:

- 6 students each had a cat.
- 8 students each had a dog.
- 5 students each had a bird.
- 3 students each had a bird and a dog.
- 2 students each had a cat and a dog.
- 2 students each had a bird and a cat.



- ★ Do more students have cats than dogs?
- ★ How many more dogs are there than birds?

I'll use a Venn diagram for this. There are 3 types of animals, so I need 3 overlapping circles labelled cats, dogs and birds.



Now I can go through the information one step at a time and write numbers in the circles to match. The overlapping circles show how many have two pets and what they are.



★ Write the answer sentences. No, fewer students have cats than dogs. There are 8 more dogs than birds.

Year 5

Follow this example

The car park

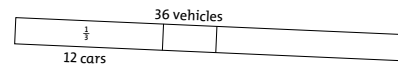
The car park was not very full yesterday when we did our survey.

- There were 36 vehicles in the car park.
- $\frac{2}{3}$ of them were cars. 4 were utes.
- $\frac{1}{3}$ of the rest were 4-wheel drives and the remainder were motorbikes.

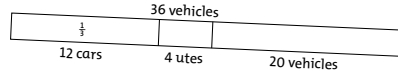


★ How many of each type of vehicle were there in the car park?

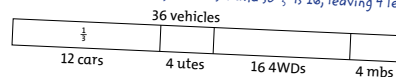
I will use a bar model for this. First, draw the bar and label it 36 cars. Then mark $\frac{2}{3}$ which is 12 cars.



Then mark the utes and label what is left.



There are 20 vehicles left. $\frac{1}{5}$ of 20 is 4 and so $\frac{4}{5}$ is 16, leaving 4 left over.



★ Write the answer sentence. There were 12 cars, 4 utes, 16 4-wheel drives and 4 motorbikes.

Targeting PHONICS



Decode words for reading! Encode words for spelling!

Targeting Phonics for K/F to Year 3 has been developed to support students' knowledge of explicit phonics, reinforcing their classroom learning.

The ability to decode and encode words efficiently underpins success with reading and writing.

Targeting Phonics teaches these skills using a systematic synthetic phonics approach with reference to the recommended progression in the Australian Curriculum (ACARA).

A crucial part of learning phonics is hearing the sounds correctly. **Targeting Phonics** allows students to watch a short video clip and listen to the sounds by using QR codes embedded in each unit of work.

- 🕒 QR codes allow students to watch and listen to a short video clip
- 🕒 **Aligned to the Australian Curriculum**
- 🕒 Decode words for reading! Encode words for spelling!

Book 1 (Years K/F–1)–introduces the alphabet and short vowels, following a specific sequence, and supported with handwriting and spelling activities.

Book 2 (Years 1–2)–builds on the knowledge introduced in Book 1 and teaches students long vowels, consonant, vowel digraphs and to blend sounds to make and write words. Includes comprehension of short texts.

Book 3 (Years 2–3)–consolidates the knowledge in Books 1 and 2 and includes sentences and short paragraphs using decodable and known high-frequency words to practise reading and comprehension skills.

All review pages follow each unit with activities covering comprehension, spelling and high frequency words.

- 🕒 Assessment for all the letters and sounds
- 🕒 High frequency Sight Word cards that can be photocopied and laminated as flashcards
- 🕒 Word Lists for each unit
- 🕒 Answers



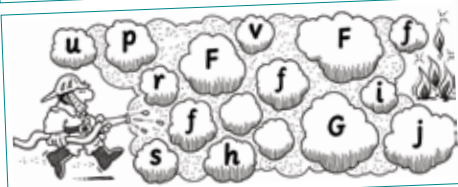
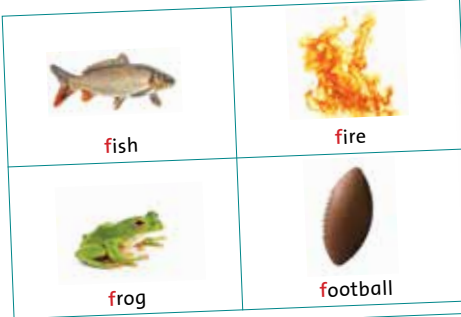
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Consonant sound **f** as in *fish*

F f



Use this QR code to watch and listen to the letter F sound cards below

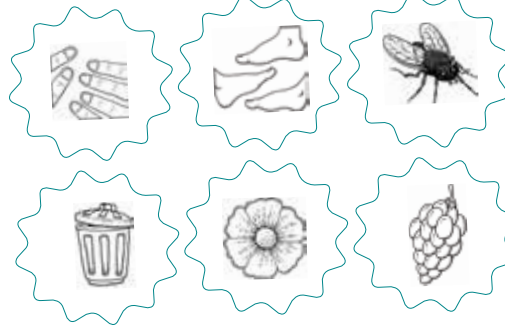


Fireman Fred needs to follow the **Ff**s to get to the fire quickly. Show him the way.

TARGETING PHONICS BOOK 1 58 © PASCAL PRESS ISBN: 9781925726343

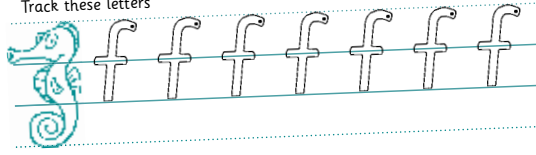
Consonant sound **f** as in *fish*

Say the names of the pictures below. Colour the pictures that begin with the letter 'f'.



Handwriting

Track these letters



Trace these letters



TARGETING PHONICS BOOK 1 59 © PASCAL PRESS ISBN: 9781925726343

SCAN ME



* High frequency words *

UNIT 2	I	a	the	this	is
UNIT 2	see	A	The	This	on
UNIT 3	here	look	that	he	my
UNIT 3	Here	Look	That	He	My
UNIT 4	has	have	to	said	like
UNIT 5	you	me	are	go	down
UNIT 5	You	too	with	little	come
UNIT 6	we	no	where	some	going
UNIT 6	We	No	Where	boy	girl
UNIT 7	was	mother	father	they	into
UNIT 7	good	Mother	Father	They	away

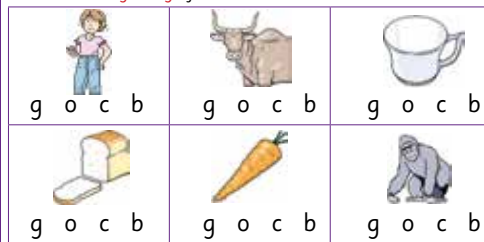
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High Frequency Words Flash Cards

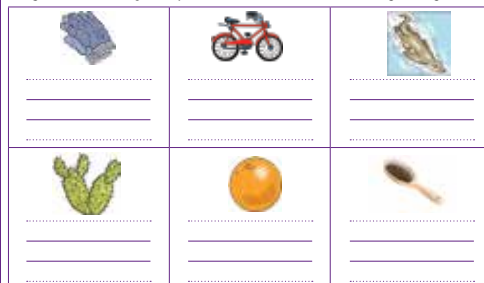
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

* Review *

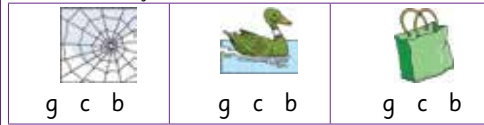
Name the pictures below. Draw a circle around the sound you hear at the **beginning** of each word.



Say the names of the pictures below. Write the beginning sound.



Name the pictures below. Draw a circle around the sound you hear at the **end** of each word.



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Reviews every 54 units

NEW

Targeting Science

Curriculum
Aligned

Connecting school and home



★ Biological Sciences ★ Earth & Space Sciences ★ Physical Sciences ★ Chemical Sciences

Activities address the **Science Understanding** and **Inquiry Skills** elements of the curriculum, along with **Science as a Human Endeavour**.

- Hands-on activities using easily sourced, inexpensive materials bring the concepts to life.
- Students develop skills in observing, collecting, recording and organising information. They are also guided to make models of real events that happen in the natural world.
- Topics are introduced clearly with background information and images that explain the concepts under investigation.
- A variety of activities challenge students to match, sort, label, sequence, analyse and answer questions.
- Selected video support to expand topic

Also included:

- ★ Vocabulary practice puzzles
- ★ Glossary of terms, tailored to each year level
- ★ Answers for all activities

Recycling Materials

Did you know that many of the things we use every day can be **recycled** and turned into something else? It takes a bit of practise to know what goes where, but once you get the hang of it, you can really make a difference to the amount of rubbish that ends up being buried underground!

The reason many of these things can be recycled is because they can be melted down into a liquid after they have been collected from the bins, and then they are turned into solids again.

Look at the process this paper goes through to become new paper:

When you throw a piece of paper or card into the correct bin, it is shredded up and mixed with chemicals to make it into a liquid again. Then it is turned into a brand new piece of paper or a box.



How good are you at sorting these rubbish items into the correct bins? Draw a line from the item to each bin:



First Nations Perspectives on Beeswax



<https://click.ie/w/70gs>
Use this QR code to access a video on this topic.



and cooled, so that it could be re-used over and over. When a wick was placed in it, it burned as a candle.

Warm wax was used for sealing and filling holes in artifacts and weapons, and for the mouthparts of digeridoos.

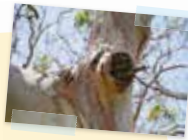
Heated wax melts, and when it cools down, it sets hard. The wax could be warmed and shaped as many times as needed, until the mouthpiece was just right for the player's mouth.

From your reading, what are five ways First Nations Peoples use honey?

First Nations Peoples loved the honey from stingless native bees. It was often called 'sugarbag' and traded between tribes. It was considered to be very valuable for many reasons.

They people saw the value of this honey as a food source, but knew it was also very good as a medicine for 'cleaning out the gut'.

The bees wax from inside the hive had special properties which made it particularly useful. It could be heated



SCAN ME



Changes in Matter

Changes in Matter

84

Year 3



Chemical Science

Electrical Safety

Look at each of the pictures and answer YES or NO if you think they would be safe to do and explain why:

<p>Victoria touches a powerpoint with wet hands. Yes or No? Why?</p>	<p>Carly looks to see there are no powerlines before she flies her kite. Yes or No? Why?</p>	<p>Jeremy pulls out the cable by the cord. Yes or No? Why?</p>
<p>Owen hides under a tree in a thunderstorm. Yes or No? Why?</p>	<p>Anwar decides to save time and fix the cable himself. Yes or No? Why?</p>	<p>The kids get out of the pool before the storm hits. Yes or No? Why?</p>
<p>Sophia blowdries her hair when her little sister is in the bath. Yes or No? Why?</p>	<p>Bella moves her drink away from the computer. Yes or No? Why?</p>	<p>Claudia digs a hole for a tree under the powerpole. Yes or No? Why?</p>
<p>David's dad turns the power off before he changes the lightbulb. Yes or No? Why?</p>	<p>Sam tells his baby brother not to put anything in the powerpoint. He tells his mum what he saw. Yes or No? Why?</p>	<p>Barney uses a knife to get burnt toast out of the toaster. Yes or No? Why?</p>

Physical Sciences

TARGETING SCIENCE YEAR 6 © PASCAL PRESS ISBN: 9781925726558

Year 6

Energy and Electricity

90

Energy



<https://click.ie/w/70gs>
Use this QR code to access a video on this topic.

Define It!

electron: a negatively charged particle found in atoms

energy: the ability to do work

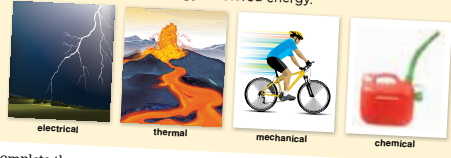
kinetic energy: the energy of motion

potential energy: stored energy due to position or condition

vibrations: a series of small, fast movements back and forth

The universe runs on **energy**. We use energy for everything we do, from swimming laps in the pool to turning on the lights – even for growing and thinking! Scientists define energy as the ability to do work.

Energy comes in many different forms. These include electrical energy, thermal energy, mechanical energy, and chemical energy. Electrical energy, or electricity, is energy produced by the movement of **electrons** between atoms. Thermal energy is internal energy produced by the **vibrations** of an object's molecules. Mechanical energy is the energy of a movable object. And chemical energy is energy contained in chemical bonds of molecules. Each of these forms of energy exists in two types: **kinetic energy**, or the energy of motion, and **potential energy**, or stored energy.



Complete the sentences.

- Electricity is _____ energy.
- The energy produced by a movable object is called _____ energy.
- Stored energy is also called _____ energy.
- The energy contained in the chemical bonds of molecules is _____ energy.

TARGETING SCIENCE YEAR 6 © PASCAL PRESS ISBN: 9781925726558

Physical Sciences

91

Energy and Electricity

Concepts
Energy is the ability to do work. There are many types of energy.

Targeting Science Teacher Guides

Teacher Guides fully support the Australian Curriculum V9 and NESA Syllabus student books.

They include Teaching plans and checklists, graphic organisers, Material request forms (to be sent home to parents), detailed background information and extension activities.

All are available as **FREE-to-Download PDFs** to support teachers delivering the Targeting Science Program while adhering to the **NEW Australian Curriculum V9 and NESA Syllabus**.



Targeting STEM JOURNAL

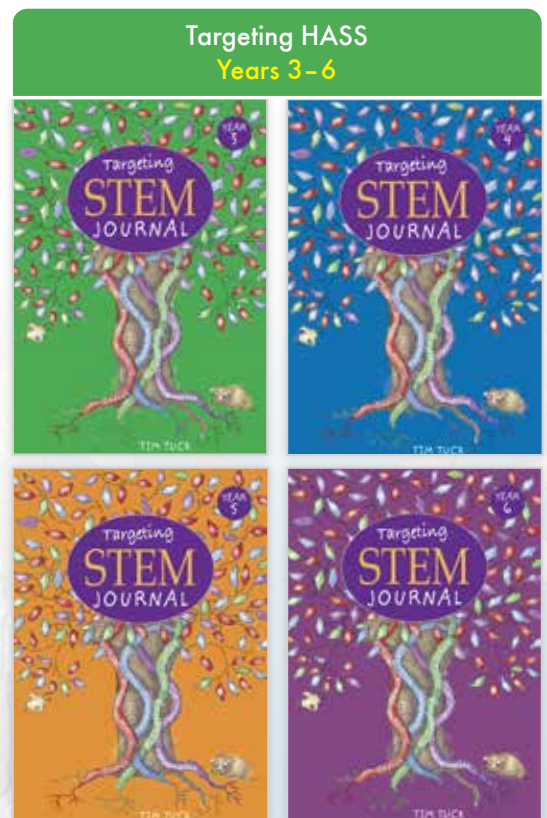
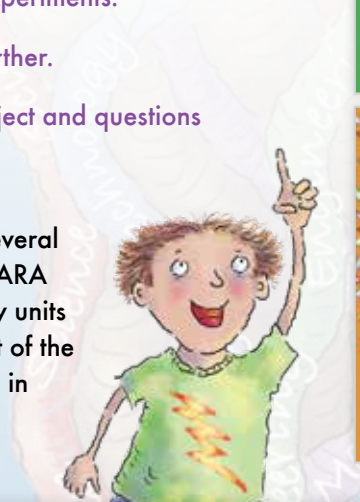
STEM is an exciting combination of Science, Technology, Engineering and Mathematics.

The cross-disciplinary approach of STEM provides more scope for students to develop skills and strategies that encompass a range of knowledge areas and to explore more fully.

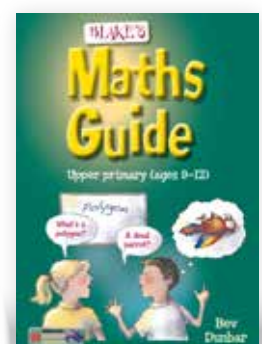
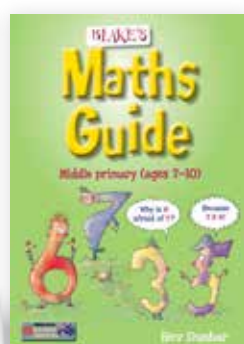
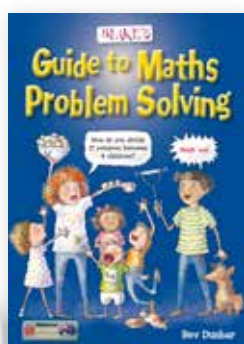
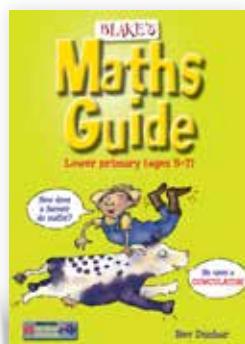
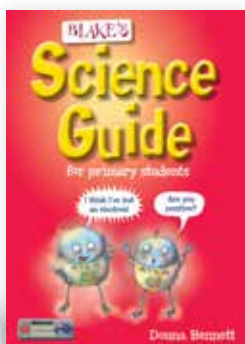
The *Targeting STEM* Journals for Years 3, 4, 5 and 6 provide 42 projects for students to work on independently or in groups using a range of commonly available resources. Each project contains four steps with a picture list of requirements and just enough explanation for launching students on their journeys of discovery. Each project includes a journal page with:

- ★ space to write about the project and sketch out ideas.
- ★ charts to complete with data from the experiments.
- ★ more step-by-steps to take the project further.
- ★ interesting facts and trivia about the subject and questions to extend thinking.

All of the units cover curriculum content for several subject areas, shown in the table with the ACARA code correlations is on the inside cover. Many units include Digital Technologies' activities as part of the curriculum mix. Answers (where relevant) are in the back of the book.



Recommended support material:



23 Mini Esky

How can we make a model esky?

Esky is a brand of Australian drink cooler. It is made from insulating materials that slow down the transfer of heat from outside to inside. The name comes from the word "Eska".

What you need

empty drink bottles, insulating materials, craft supplies

1. Carefully cut the bottoms of two plastic drink bottles.
2. Build your mini esky around one of the bottle bottoms. Use card, foam, bubble wrap or other materials.
3. Place your esky into a small cool box. Will it get better than the real esky?
4. Place an ice cube in your mini esky and see if the other bottle bottom as a control. Wait for twenty minutes then check on the two ice cubes. Record your results.

1

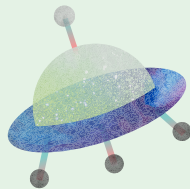
Draw full-size and accurate illustrations of the control and mini esky ice cubes below.

Control	Mini esky	Results
Start		
10 minutes		
20 minutes		
30 minutes		

Your esky design had to keep an ice cube from melting for as long as possible. Commercial eskyes have different design features, such as size, weight, portability or strength. Look at these designs and decide what eskyes they best to meet.

Design	Strength	Weight	Portability	Insulation

Year 3



6 Stop-motion life cycle

In stop-motion animation, an object is moved, then photographed in its new position. If the photos are played back quickly, the object will appear to move. Can you make a stop-motion animation using plasticine?

How can we animate a life cycle in plasticine?

What you need

tablet and stop motion app, stand to support the tablet, plasticine or modelling clay, plain background

1. Complete Journal section 1. Make models of the stages of the life cycle.
2. Fill the first section. Show the model in small steps, no more than 2mm back time. Take 10 or more 10 pictures.
3. Repeat for the other sections. Remember small movements and lots of time!
4. Play back your animation.

7

Decide which life cycle you will animate then sketch out the stages below. List the first life cycle from Unit 1, the butterfly life cycle below, the southern life cycle from unit 7 or any other research for ideas.

Stage 1	Stage 2	Stage 3	Stage 4

Butterfly Life Cycle Stages

egg, caterpillar, chrysalis, butterfly

ANIMATION IDEAS

- Animate titles for your film by arranging them photographically the letters one by one.
- Use hand-drawn multiple drawings of your plasticine models. For example, you could use that grass, leaves or flowers.
- Your stop-motion was filmed with one camera for each stage of the life cycle. Do need 100 animals for each stage to change 100 by 100 from one stage to another.
- Make the film with your stop-motion camera. You could be changing the background, your background could flip or your characters could be moved.

STOP-MOTION AT THE MOVIES

- The first record of stop-motion was back in 1827 in the film The Humpty Dumpty Circus.
- Stop-motion was used in 1911 to animate King Kong.
- The chess game in the first Star Wars film was made using stop-motion.
- The Adventures of Wallace and Gromit is the highest grossing stop-motion movie.

Year 4

23 Anaglyph 3D glasses

How can we make and view 3D pictures?

Anaglyph 3D glasses use one red and one blue filter to create a 3D image. They were very popular in the early twentieth century.

What you need

card, red and blue cellophane, red and blue pencils or markers, paper, ruler, hole punch, scissors, glue, sticky tape

1. Cut out the front frame for your 3D glasses. Use your hand dimensions from Unit 22.
2. Cut out two rectangles for the filters.
3. Glue or tape red cellophane over one hole and blue over the other.
4. Test your glasses with the pictures on the page.

2

Test looking through the glasses with first the red filter on the right eye. Then test them with the red filter on the left eye. Which way is best?

What do you see if you close one eye? Looking below:

Looking left through the red filter. Looking right through the blue filter.

Look at the colour bar below using one filter at a time. Describe what you see for each colour.

Red filter	Blue filter

Draw your own 3D picture on a piece of paper. Show an outdoor or blue. Repeat in red, and in blue for the job.

Anaglyph glasses have to have red and blue filters! Experiment with other colours of cellophane and record what happens.

Year 5



23 Still alive

If you were lost in a desert, how could you use plants for drinking water?

Although plants contain water, it isn't suitable for drinking. Plants use only a small amount of the water they collect. The rest evaporates, or transpires, into the air from their leaves, stems and flowers.

What you need

a sunny day, zip lock bag, a small tree, something to cut or stab into a hole

1. Find a healthy branch on a fruit tree.
2. Cover the zip lock bag and carefully push leaves into the bag.
3. Close the bag. Check on it over several hours.
4. Remove the bag and record how much water you collected.



2

The water you collected was brought by the leaves of another organism and condensed on the plastic. This system is called a condensation bag or water still.

Measure and record the amount of water you collected by pouring the water into a small measuring cup or weighing it on a kitchen scale.

Amount collected (ml)

Time taken to collect (hours)

1. Use a ruler to measure the water still and collect water from the plastic. Measure the amount of water collected by the number of hours it took to collect it.
2. In cool conditions, a condensation bag can produce up to one litre (1000 ml) of water a day. How many hours would it take for the system to collect that amount?
3. How much water would you collect in 24 hours?
4. A solar still works best when the sun is shining. If the sun shines for 14 hours a day, how many days would the collection last?

One way to speed up the water collection process would be to use more bags.

How many bags would you need to collect one litre?

Zip lock bags are quite small. Repeat the experiment with a larger bag that covers more leaves - how much water did you collect?

These are not other things you could change. For example, you could use a different material to collect the water, or you could use a different material to collect the water.

Change one variable and repeat the experiment. Write your results below.

TAKE IT FURTHER

Most other trees or bushes around your school are Australian native plants produce more or less water than the Pin It tree. Why do you think this is? Create an emergency water collection kit. Include the bag you've designed and write an instruction sheet on how to use it.

YOU KNOW?

Using water stills to collect drinking water is an emergency water collection kit. It is used in areas where there is no access to clean water. It is used in areas where there is no access to clean water.

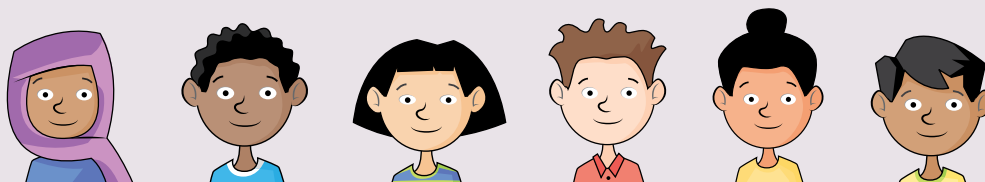
Do not drink the water you collect in the water stills. It is not safe to drink. It is not safe to drink. It is not safe to drink.

Year 6

Targeting Wellbeing

Learning life skills for emotional wellbeing has never been more fun!

These colourful and creative activities develop each child's unique personality and provide opportunities for growth, communication, and connections with family, friends, and the community.



Topics covered include:	
loving yourself	coping with bullying
being creative	recognizing body language
being a good friend	growth mindset
making good choices	valuing cultural differences
reflecting on feelings	developing self-awareness
managing emotions	respecting consent
showing kindness	doing positive self-talk
developing empathy	reducing anxiety



♥ reducing anxiety and coping strategies include short, age-appropriate audio meditations (accessed via QR codes) ♥

FOR YEARS 1-6





50+ Fun Activities to build Social and Emotional skills



Coping Strategies

Everybody feels mad, sad, or scared sometimes. We can do things to make ourselves feel better. This is OK. If these feelings are tricky to handle find a Coping Strategy that helps you to feel better.

Look at the pictures below and tick the strategy that you like to do.



Move my body



Find a quiet place



Stroke a pet or soft toy



Play a musical instrument

Complete the following sentence:

When things do not work out for me, and I feel _____,

I can _____.

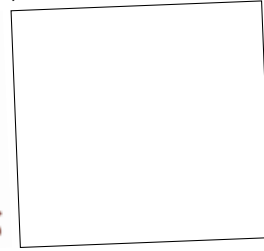
Another strategy for coping is to breathe deeply and quietly for a while. Use this QR code to listen to how to make yourself feel calm.



What Happened?

Our personal reactions can be a result of something happening that we like or do not like. We can notice what happens before our reaction and what happens after our reaction.

Look at the monkeys below. Choose a monkey. Draw the monkey in the box below and write the feeling that the monkey could be having.



What happened to the monkey to make him have this feeling?

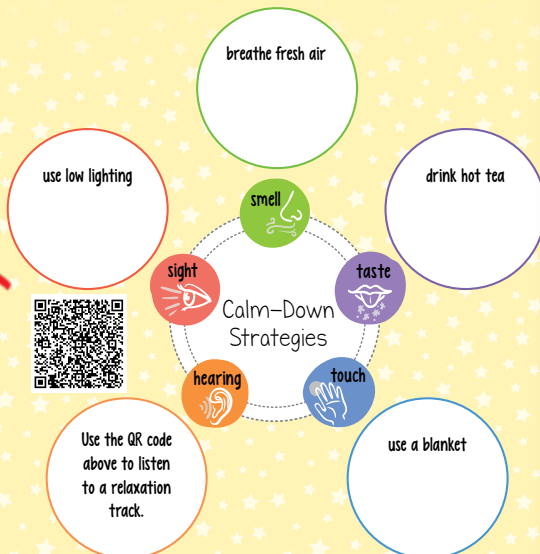
After this happened to the monkey, what could the monkey do?

Does this remind you of anything that has happened to you? What was it?



Calm-Down Strategies

You can try to use your senses to feel calm when you feel anxious or upset. Read the calm-down strategies in the circles below. In the space below each strategy, write one more example of something that might make you feel calm.



Better Choices

Think about a time when you reacted to something in a negative way or in a way that you're not happy about. Then write about it.



What happened?

How did it make you feel?

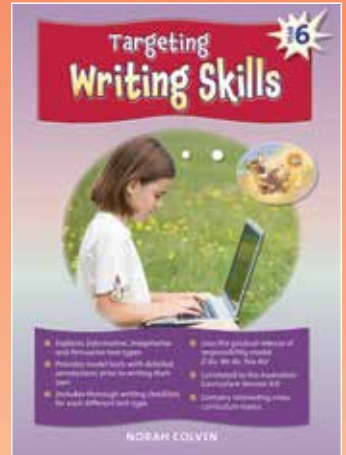
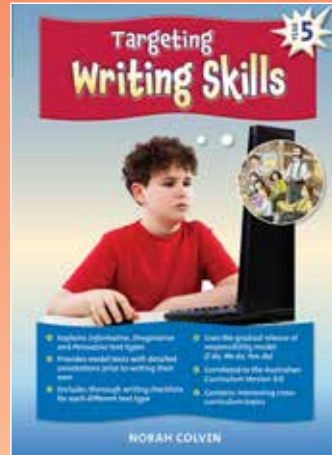
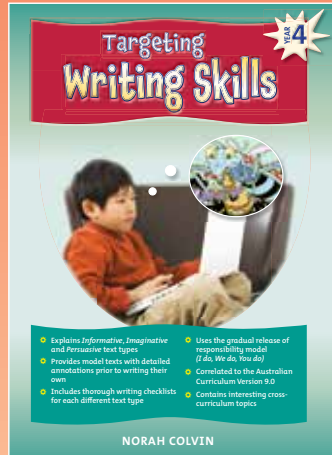
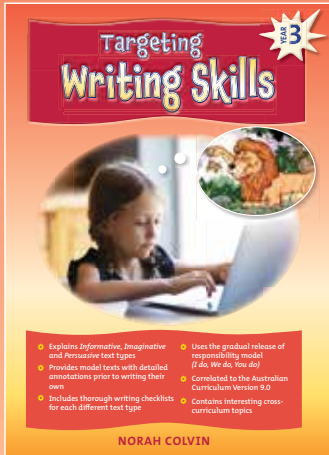
What could you do differently next time?



SCAN ME



Targeting Writing Skills



Targeting Writing Skills is a comprehensive program for teaching students the fundamentals of grammar and the basic structure of the three main types of texts: *Informative, Imaginative and Persuasive*.

The books contain 32 units (4 per term) with a review after every 8 units.

Two units per term explore each text type, with an annotated model text followed by an opportunity for students to create their own new text.

This follows the NSW English syllabus' *'gradual release of responsibility'* model:

- ✨ Information is presented and explained in a detailed model.
- ✨ Students are supported to identify features of the model.
- ✨ Students use the model as a guide to write a text of their own about a given stimulus.

During the writing process, students learn:

- ✨ to incorporate the required structure and parts of speech
- ✨ to plan, draft and receive feedback on their text before writing a revised draft
- ✨ to conduct a self-evaluation at the conclusion to determine how well they adhered to the structure and included appropriate parts of speech.

The final unit in each term provides students with additional practice in writing, either an imaginative or persuasive text, by innovating on an existing text to change characters, setting or point of view. As these are the two main text types that students encounter in NAPLAN assessments, the additional practice helps prepare them for the tests.

A review of the work that has been covered concludes the term with answers provided at the back of the book.



UNIT 6 FOCUS ON PERSUASIVE TEXTS Expressing an opinion

The purpose of a persuasive text is to express opinions, either for or against a topic.
Purpose: The purpose of this persuasive text is to present a personal point of view or opinions about zoos.
Audience: The intended audience of this persuasive text is others who may think zoos should be closed or are uncertain about their importance.
Context: Texts like this would be found in magazines and pamphlets.



An opinion may be accompanied by an illustration.

Zoos are Good for Animals

Zoos are important. They should not be closed. Modern zoos are nice places for animals to live. The animals live in large spaces like their native habitat. Some animals have been bred in zoos. This has saved them from going extinct. People see animals in zoos they would never see in the wild. They begin to care about them. Money raised when people visit or donate to zoos is used to help animals in the wild too. Whether animals are in zoos or in the wild, zoos help them survive. Zoos must stay open because of the important work they do.

- A heading introduces the topic and point of view.
- An opening statement attracts attention and identifies the point of view.
- A series of statements explains the point of view each reason begins on a new line and has at least one other statement to support it.
- A concluding statement restates the point of view.

- #### Parts of Speech
- Topic-related nouns**
- zoos
 - animals
 - habitat
 - people
 - wild
 - money
- Present tense**
- are
 - live
 - see
- Modal verbs**
- should
 - must
- Emotive words**
- good
 - important
 - nice
 - saved
 - extinct
 - care
 - survive

Structure of a persuasive text

Heading

The heading of a persuasive text introduces the topic and point of view. In this persuasive text, the heading is 'Zoos are Good for Animals'. Readers know they will be reading reasons for thinking zoos benefit animals. They will not be reading reasons for closing zoos or for farming animals.

Look at the text. Circle the heading of the persuasive text.

A series of statements explains the point of view
A series of statements explains reasons for believing that zoos are good for animals. The text begins with a statement that identifies the point of view and ends with a statement that restates and affirms the point of view.

Look at the text. Highlight the opening statement and the concluding statement.

Each reason for believing that zoos are good for animals begins on a new line. Each reason has at least one other statement to support it. In this text, three reasons are given to support the opinion that zoos are good for animals. The first reason is, 'Modern zoos are nice places for animals to live'. The supporting statement is, 'The animals live in large spaces like their native habitat'.

Reread the text. Circle the statements that present reasons why zoos are good. Underline the statements that support those reasons.

Language features of a persuasive text

Emotive words

In a persuasive text, emotive words are used to make the reader feel the same way about the topic as the writer does. They may be used to change a fact to an opinion.
Fact: Zoos are places where animals live. **Opinion:** Modern zoos are nice places for animals to live. They may express an opinion using strong words.
Fact: 'Some animals have been bred in zoos.'
In the next statement, 'This has saved them from going extinct', the words 'saved' and 'extinct' have been added to strengthen the reader's emotional response.

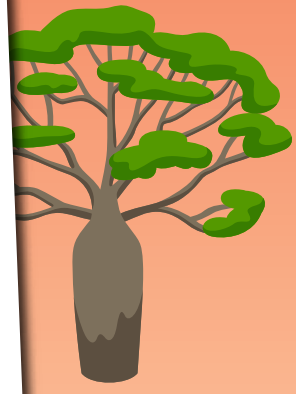
Reread the text. Look for words that are used to make you agree with the writer. Write some of those words here.

Modal verbs

In this persuasive text, the modal verbs 'should' and 'must' are used to show obligation. They are strong words to make the reader agree. They are very different from saying, 'I would like zoos to stay open'.

Read these sentences. Write them again so they have a stronger message.

a I would like it if we had no homework. _____
b I would like it if we had cake every day. _____
c Children can ride their bikes to school. _____



Year **3**

UNIT 25 FOCUS ON GRAMMAR Complex sentences

A complex sentence is constructed from two or more clauses. The clauses make connections between ideas. One clause tells the main idea. It is called the main clause or the principal clause. It makes sense on its own.

A subordinate or dependent clause gives more information about the main idea. It may not make sense on its own.

Subordinate clauses are linked to the principal clause by a conjunction or a relative pronoun.

Conjunctions often used to join subordinate clauses:

after	as	although	unless	before	though
because	whilst	if	once	when	where
so	since	whenever	while	wherever	until

Relative pronouns:

who	whom	whose	which	that
-----	------	-------	-------	------

The conjunction or relative pronoun is at the beginning of the subordinate clause. A subordinate clause can occur at the beginning, the end or in the middle of a sentence. When it is in the middle of a sentence, it is called an embedded clause.

Example: The genie, who appeared out of the teapot, granted three wishes.

The relative pronouns who and whom are used when talking about people.

The relative pronouns which and that are used when talking about animals and things.

Examples: Ryan gave the teapot to his grandmother who liked gold things.

The teapot, which Ryan bought at the car boot sale, was home to a genie.

The possessive whose is used for people, animals and things.

Examples: The boy, whose telescope was left on the bus, had to phone the bus company.

The cat, whose paw was hurt, was taken to the vet.

Subordinate clauses that begin with a relative pronoun are adjectival clauses. They do the work of adjectives and give more information about nouns. They always follow the noun they describe.

- ### In these complex sentences, circle the relative pronoun, underline the adjectival clause and highlight the noun that the clause describes.
- Example: The train which just arrived in the station, is going express to the city.
- a The teacher, who is standing over there, is also the soccer coach.
b I bought my telescope at the shop that is on the corner.
c I gave my teapot to my grandmother whom you met yesterday.
d The movie, which we watched last night, was very funny.
e This plumber, whose quote was the cheapest, got the job.
- ### Add adjectival clauses to these main clauses to make complex sentences. Use a relative pronoun to begin the clause. Remember, the clauses always follow the noun they describe.
- a The elephant has a new baby calf. _____
b The athlete won a gold medal. _____
c I returned the book to the library. _____
d We bought a new video game at the video store. _____

Many subordinate clauses do the work of adverbs. They give more information about the verbs and are called adverbial clauses. They are joined to the principal clause using a conjunction and tell us how, when, where, why or for how long things happen.

Example: The athlete won a gold medal because she had trained very hard.

In these complex sentences, circle the conjunction, underline the adverbial clause and highlight the verb about which the clause gives more information.

Example: The man arrived at the station after the train had left.

- a Although we had it fixed, the toaster still didn't work.
b The genie came out of the teapot whenever Ryan made a wish.
c The pianist practised every day so she would get better and better.

Complex sentences have one main clause and one or more subordinate clauses. The subordinate clauses may be adjectival clauses and give more information about a noun, or they may be adverbial clauses and give more information about a verb. Some complex sentences have one or more adjectival clauses and one or more adverbial clauses.

Example: The athlete, who is standing on the podium, won a gold medal because she trained very hard.

The principal clause is: The athlete won a gold medal.

The adjectival clause tells which athlete: who is standing on the podium.

The adverbial clause tells why she won: because she trained very hard.

In these complex sentences, highlight the principal clause, underline each subordinate clause in a different colour, and circle the conjunction or relative pronoun that links the clauses.

Example: The athlete, who is standing on the podium, won a gold medal because she trained very hard.

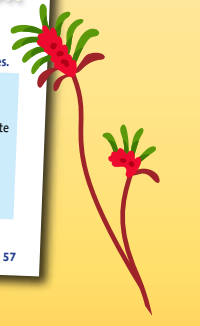
- a Although we had it fixed, the toaster that we bought yesterday still didn't work.
b The genie, who was as big as a giant, came out of the teapot whenever Ryan made a wish.
c The telescopes, which we made in class, were great because we could see the moon through them.

When composing text, writers often use a combination of simple, compound and complex sentences, and vary sentence beginnings to make the text flow and add interest.

Read the following text. Put brackets [] around the complex sentences. Highlight the principal clauses. Underline the subordinate clauses, using a different colour for adjectival and adverbial clauses. Circle the conjunction or relative pronoun that links the clauses. Hint: The number of verbs in each sentence tells you the number of clauses.

Convict Life

Convicts who were sent to Australia were expected to work hard. When they first arrived, they had to bring supplies with them. By the early 1800s, a lot of the food that the settlers ate was grown in Australia. If the convicts were badly behaved, they could be punished. If they continued to misbehave, they could be sent to a penal colony such as Norfolk Island or Port Arthur. If they behaved well, prisoners who were sentenced to seven years transportation were granted a Ticket of Leave, which allowed them to work for themselves.



Year **5**



Targeting Spelling

Activity Books

by Del Merrick



the ultimate Spelling student book

The **Targeting Spelling** series follows a carefully developed scope and sequence that has been trialed extensively in classrooms over many years with outstanding success.

The six **Targeting Spelling Activity Books** support a step-by-step process towards achieving knowledge and understanding of the elements of spelling for primary students.

Each book features:

- ★ **32 units** containing two word lists:
 - **See & Say** – these words target a particular spelling skill and provide a warm-up for the activities that follow.
 - **Look & Learn** – contains sight words that are used frequently in writing and need to be memorised.
- ★ **Memory Training** – appears throughout the book and encourages students to remember the words they are practising.
- ★ **4 Term Reviews** – to be completed after every 8 units.
- ★ **Pull-out answers** – in the centre of the book.
- ★ **Complete overview** of the series is located on the inside front cover of each book and includes ACARA codes.

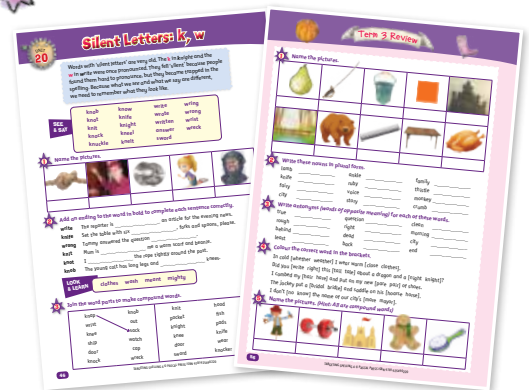
Targeting Spelling Teacher Resource Books

The **Student Books** follow the same developmental sequence as the **Targeting Spelling Teacher Resource Book** series published by Blake Education. They can be used together, or the activity books can be used very successfully on their own.

Each book contains a comprehensive description on how to use the program which includes:

- ★ **32 weekly lesson plans** – with a variety of teaching strategies to suit a range of learning styles as well as photocopiable worksheets for each lesson.
- ★ **Word Warm-Ups booklet** – to print and distribute to each student with their word lists for the year.
- ★ **Blake's Spelling Games CD-ROM** – 10 exciting computer spelling games written to support the lessons for each year.
- ★ **Targeting Spelling Teacher CD-ROM** – with extra hands-on games and material as well as the assessment, worksheets and spelling corner cards to print. Includes two teacher training videos by the author.

Targeting Spelling Years 1-6



Sample Activity book pages

Recommended support material:

TARGETING SPELLING TEACHER RESOURCE BOOKS 1-6



TITLE	YEAR	ISBN	RRP
TARGETING MATHS *FREE-to-Download Teacher Resources also available			
Targeting Maths AC - Available Foundation to Year 6 - contact your education specialist for full details & ISBN			\$20.95
Targeting Maths NSW - Available Kindergarten to Year 6 - contact your education specialist for full details & ISBN			\$20.95
TARGETING MENTAL MATHS			
Targeting Mental Maths - Available Years 1–6 - contact your education specialist for full details & ISBN			\$15.95
TARGETING HANDWRITING *FREE-to-Download Teacher Resources also available			
Targeting Handwriting NSW - Available Kindergarten to Year 6 - contact your education specialist for full details & ISBN			\$18.95
Targeting Handwriting QLD - Available Prep to Year 6 - contact your education specialist for full details & ISBN			\$18.95
Targeting Handwriting VIC - Available Prep to Year 6 - contact your education specialist for full details & ISBN			\$18.95
Targeting Handwriting WA - Available Pre-Primary to Year 6 - contact your education specialist for full details & ISBN			\$18.95
TARGETING COMPREHENSION ACTIVITY BOOKS			
Targeting Comprehension Activity Book Year 3	Year 3	9781925490626	\$17.95
Targeting Comprehension Activity Book Year 4	Year 4	9781925490633	\$17.95
Targeting Comprehension Activity Book Year 5	Year 5	9781925490640	\$17.95
Targeting Comprehension Activity Book Year 6	Year 6	9781925490657	\$17.95
TARGETING GRAMMAR ACTIVITY BOOKS *Teacher Resources also available			
Targeting Grammar Activity Book 1	Year 1	9781925076578	\$17.95
Targeting Grammar Activity Book 2	Year 2	9781925076585	\$17.95
Targeting Grammar Activity Book 3	Year 3	9781925076592	\$17.95
Targeting Grammar Activity Book 4	Year 4	9781925076608	\$17.95
Targeting Grammar Activity Book 5	Year 5	9781925076615	\$17.95
Targeting Grammar Activity Book 6	Year 6	9781925076622	\$17.95
TARGETING GENERAL CAPABILITIES ACTIVITY BOOKS			
Targeting General Capabilities - Personal & Social Capability and Intercultural Understanding Yr 3-4	Years 3 - 4	9781925726220	\$17.95
Targeting General Capabilities - Personal & Social Capability and Intercultural Understanding Yr 5-6	Years 5 - 6	9781925726237	\$17.95
Targeting General Capabilities - Critical & Creative Thinking and Ethical Understanding Yr 3-4	Years 3 - 4	9781925726244	\$17.95
Targeting General Capabilities - Critical & Creative Thinking and Ethical Understanding Yr 5-6	Years 5 - 6	9781925726251	\$17.95
TARGETING HASS ACTIVITY BOOKS			
Targeting HASS Activity Book Year 3	Year 3	9781925726046	\$17.95
Targeting HASS Activity Book Year 4	Year 4	9781925726053	\$17.95
Targeting HASS Activity Book Year 5	Year 5	9781925726060	\$17.95
Targeting HASS Activity Book Year 6	Year 6	9781925726077	\$17.95
TARGETING HOMEWORK ACTIVITY BOOKS			
Targeting Homework Activity Book 1	Year 1	9781925726435	\$19.95
Targeting Homework Activity Book 2	Year 2	9781925726442	\$19.95
Targeting Homework Activity Book 3	Year 3	9781925726459	\$19.95
Targeting Homework Activity Book 4	Year 4	9781925726466	\$19.95
Targeting Homework Activity Book 5	Year 5	9781925726473	\$19.95
Targeting Homework Activity Book 6	Year 6	9781925726480	\$19.95
TARGETING ENGLISH HOMEWORK ACTIVITY BOOKS			
Targeting English Homework Activity Book Year 3 - NEW in 2025	Year 3	9781925726602	\$19.95
Targeting English Homework Activity Book Year 4 - NEW in 2025	Year 4	9781925726619	\$19.95
Targeting English Homework Activity Book Year 5 - NEW in 2025	Year 5	9781925726626	\$19.95
Targeting English Homework Activity Book Year 6 - NEW in 2025	Year 6	9781925726633	\$19.95
TARGETING MATHS HOMEWORK ACTIVITY BOOKS			
Targeting Maths Homework Activity Book Year 3 - NEW in 2025	Year 3	9781925726565	\$19.95
Targeting Maths Homework Activity Book Year 4 - NEW in 2025	Year 4	9781925726572	\$19.95
Targeting Maths Homework Activity Book Year 5 - NEW in 2025	Year 5	9781925726589	\$19.95
Targeting Maths Homework Activity Book Year 6 - NEW in 2025	Year 6	9781925726596	\$19.95
TARGETING MATHS PROBLEM SOLVING ACTIVITY BOOKS			
Targeting Maths Problem Solving - Year 3	Year 3	9781925726305	\$17.95
Targeting Maths Problem Solving - Year 4	Year 4	9781925726312	\$17.95
Targeting Maths Problem Solving - Year 5	Year 5	9781925726329	\$17.95
Targeting Maths Problem Solving - Year 6	Year 6	9781925726336	\$17.95
TARGETING PHONICS ACTIVITY BOOKS			
Targeting Phonics - Book 1	Years K/Prep - 1	9781925726343	\$19.95
Targeting Phonics - Book 2	Years 1 - 2	9781925726350	\$19.95
Targeting Phonics - Book 3	Years 2- 3	9781925726367	\$19.95

TARGETING SCIENCE ACTIVITY BOOKS *FREE-to-Download Teacher Resources also available

Targeting Science - Foundation - NEW	Foundation	9781925726497	\$14.95
Targeting Science - Year 1 - NEW	Year 1	9781925726503	\$14.95
Targeting Science - Year 2 - NEW	Year 2	9781925726510	\$17.95
Targeting Science - Year 3 - NEW	Year 3	9781925726527	\$17.95
Targeting Science - Year 4 - NEW	Year 4	9781925726534	\$17.95
Targeting Science - Year 5 - NEW	Year 5	9781925726541	\$17.95
Targeting Science - Year 6 - NEW	Year 6	9781925726558	\$21.95

TARGETING STEM ACTIVITY BOOKS

Targeting STEM Student Journal Year 3	Year 3	9781925726084	\$17.95
Targeting STEM Student Journal Year 4	Year 4	9781925726091	\$17.95
Targeting STEM Student Journal Year 5	Year 5	9781925726107	\$17.95
Targeting STEM Student Journal Year 6	Year 6	9781925726114	\$17.95

TARGETING WELLBEING ACTIVITY BOOKS

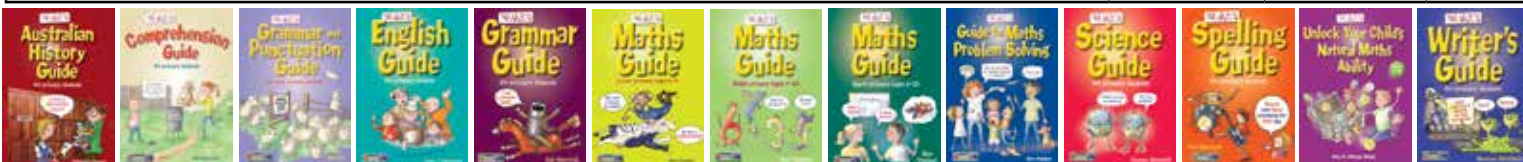
Targeting Wellbeing - Building Social & Emotional Skills - Year 1	Year 1	9781925726374	\$15.95
Targeting Wellbeing - Building Social & Emotional Skills - Year 2	Year 2	9781925726381	\$15.95
Targeting Wellbeing - Building Social & Emotional Skills - Year 3	Year 3	9781925726398	\$15.95
Targeting Wellbeing - Building Social & Emotional Skills - Year 4	Year 4	9781925726404	\$15.95
Targeting Wellbeing - Building Social & Emotional Skills - Year 5	Year 5	9781925726411	\$15.95
Targeting Wellbeing - Building Social & Emotional Skills - Year 6	Year 6	9781925726428	\$15.95

TARGETING WRITING SKILLS ACTIVITY BOOKS

Targeting Writing Skills - Year 3	Year 3	9781925726268	\$16.95
Targeting Writing Skills - Year 4	Year 4	9781925726275	\$16.95
Targeting Writing Skills - Year 5	Year 5	9781925726282	\$16.95
Targeting Writing Skills - Year 6	Year 6	9781925726299	\$16.95

TARGETING SPELLING ACTIVITY BOOKS *Teacher Resources also available

Targeting Spelling Activity Book 1	Year 1	9781925490190	\$17.95
Targeting Spelling Activity Book 2	Year 2	9781925490206	\$17.95
Targeting Spelling Activity Book 3	Year 3	9781925490213	\$17.95
Targeting Spelling Activity Book 4	Year 4	9781925490220	\$17.95
Targeting Spelling Activity Book 5	Year 5	9781925490237	\$17.95
Targeting Spelling Activity Book 6	Year 6	9781925490244	\$17.95



TITLE	YEAR	ISBN	RRP
BLAKE'S GUIDES - Recommended Support Material			
Blake's Australian History Guide – Primary	Years 3 - 6	9781742159409	\$19.95
Blake's Comprehension Guide – Primary	Years 3 - 6	9781922225429	\$19.95
Blake's Grammar & Punctuation – Lower Primary	Years 1 - 2	9781922225634	\$19.95
Blake's English Guide – Primary	Years 3 - 6	9781742159010	\$19.95
Blake's Grammar Guide – Primary	Years 3 - 6	9781921367502	\$19.95
Blake's Maths Guide – Lower Primary	Years 1 - 3	9781742159416	\$19.95
Blake's Maths Guide – Middle Primary	Years 3 - 4	9781742159034	\$19.95
Blake's Maths Guide – Upper Primary	Years 5 - 6	9781742159041	\$19.95
Blake's Maths Problem Solving	Years 3 - 6	9781925490107	\$19.95
Blake's Science Guide – Primary	Years 3 - 6	9781742159027	\$19.95
Blake's Spelling Guide – Primary	Years 1 - 7	9781921367519	\$19.95
Blake's Unlock your Child's Natural Maths ability	Years 3 - 8	9781925490091	\$19.95
Blake's Writer's Guide – Primary	Years 5 - 10	9781921367526	\$19.95

Prices current as a 1 January 2025. All prices subject to change.

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