

Targeting

AUSTRALIA'S MOST ENGAGING ACTIVITY BOOKS!
Used in Primary Schools across Australia



PASCAL PRESS



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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.

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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 Comprehension

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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

9

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

10-11

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

12-13

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

14-15

Targeting Homework provides Maths and English revision of the Australian Curriculum Version 9.0 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 Maths Problem Solving

16-17

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

18-19

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 STEM

20-21

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 Spelling

22

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.

Blake's Guides

23

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 Price List

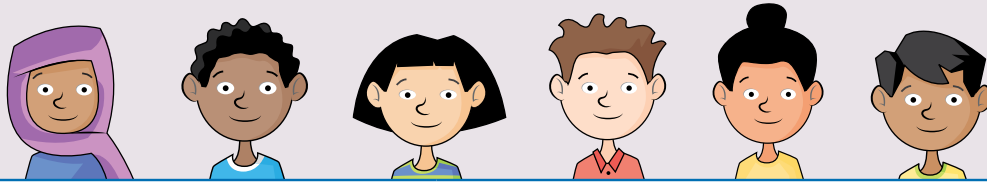
24

NEW

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



FOR YEARS 1-6

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





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 _____.

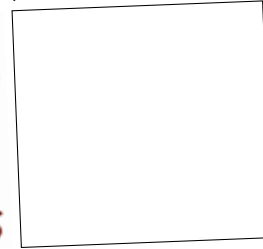
Another strategy for coping is to breathe deeply and quietly for a while. Use this QR code to listen to how to make yourself feel calm.



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?

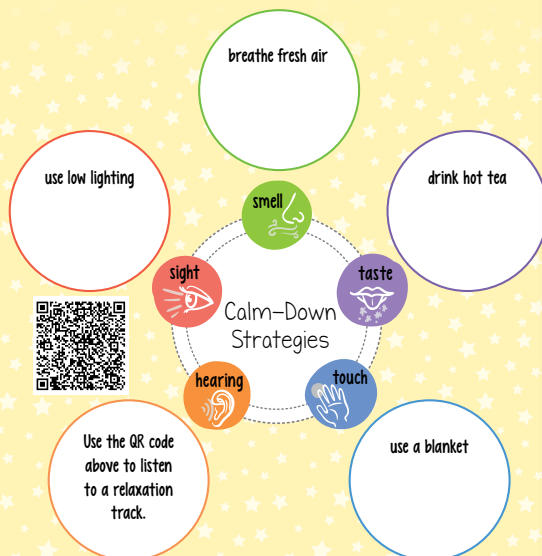
After this happened to the monkey, what could the monkey do?

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?

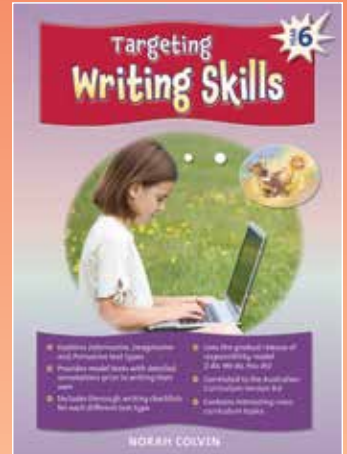
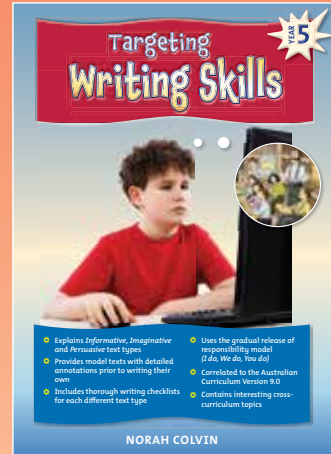
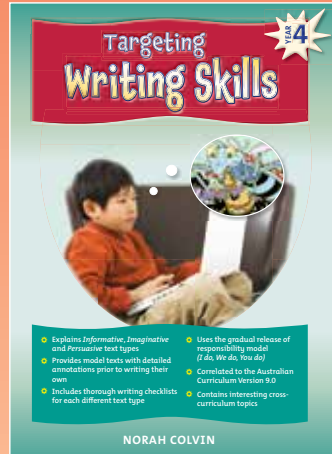
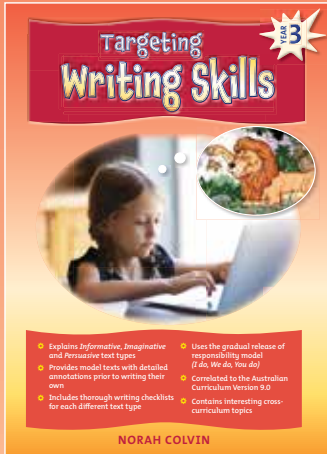
What could you do differently next time?

Scan the QR Code



NEW

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:

1. Information is presented and explained in a detailed model.
2. Students are supported to identify features of the model.
3. 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.

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

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.

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.

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*** 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.

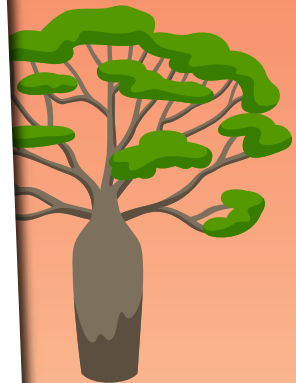
*** Reread the text. Look for words that are used to make you agree with the writer. Write some of those words here.**

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. _____

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Year **3**

UNIT 9 FOCUS ON **GRAMMAR** Simple sentences, clauses & sentence fragments

You already know that a sentence:

- is a group of words that makes sense on its own
- begins with a capital letter and ends with a full stop
- always has a verb
- has a subject
- often has an object.



A sentence with just one verb is called a simple sentence.
Example of a simple sentence: *The dog dug a hole.*

A clause is also a group of words with a subject and a verb.
Example of a clause: *the dog dug a hole*
Sentences are constructed from clauses.
A simple sentence is constructed from just one clause.

A sentence fragment is part of a sentence.
It is a group of words that does not have a verb and does not make sense on its own. It is not a sentence.

*** Read these groups of words. Write S if the group is a sentence. Write F if the group is a fragment. In each sentence you find, circle the verb and add the capital letter and the full stop.**

Example:

S The cat caught a mouse. d after sunset
 a the sailor went to sea e the bats flew out after sunset
 b the enormous dinosaur
 c the chef tossed the pancakes

*** Write some sentences of your own. In each sentence, circle the verb. Make sure you use a capital letter to begin the sentence and a full stop to finish the sentence.**

a _____
b _____
c _____
d _____
e _____

Later in this book, you will learn about sentences constructed from more than one clause and clauses that do not make sense on their own.

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UNIT 9 FOCUS ON **GRAMMAR** Statements, questions & commands

*** Look at these sentence fragments. Build a sentence using each of the fragments. Remember, a sentence must include a verb, and it must make sense on its own. The fragment may be used at the beginning, at the end or in the middle of the sentence.**

a at the beach
b after school
c as quick as a wink
d covered in mud
e the lonely kangaroo

A statement is a sentence that gives information.
Example: *The dog dug a hole.*

A question is a sentence that asks for information.
Example: *Who dug the hole?*

A command is a sentence that tells you what to do.
Example: *Stop digging!*

*** Read these groups of words.**

- Circle the verb if there is one.
- Write F for sentence fragment if there is no verb.
- Write S if there is a verb, and the sentence is a statement.
- Write Q if the sentence is a question.
- Write C if the sentence is a command.
- Add the capital letters and correct punctuation to each of the sentences.

Example:

S The cat caught a mouse. f after the rain
 a open the window g the old man hobbled down the road
 b behind the door h leave me alone
 c my mum made a cake i the children play football on the weekend
 d who ate the fruit on the table j what made those tracks
 e how many dogs are there

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Year **3**



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.

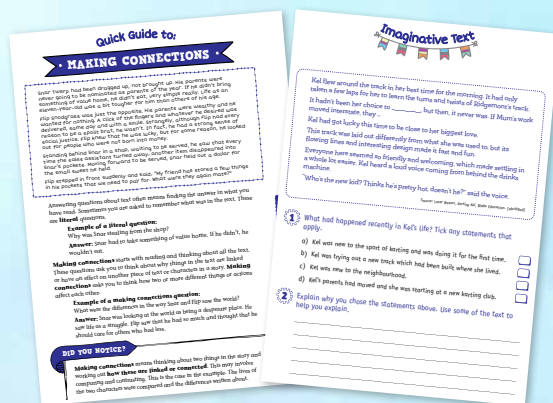
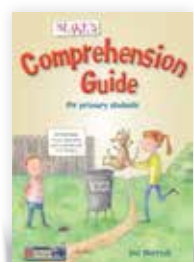
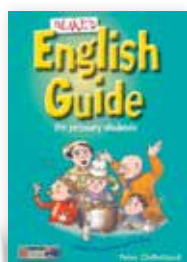
Each of the following elements of comprehension are explained in separate sections and use three sample text types. These are; informative, imaginative and persuasive.

- ★ **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.

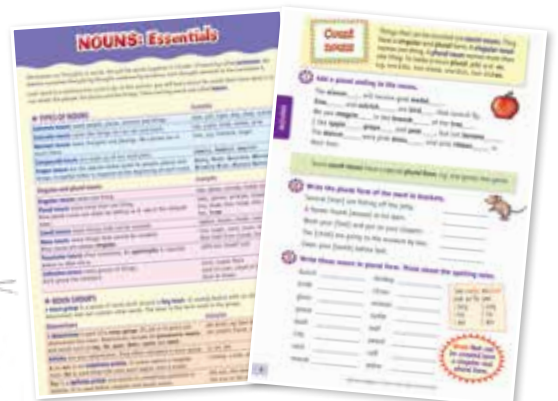
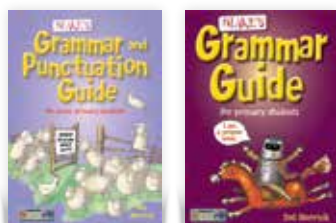
Targeting Grammar Teacher's Guides:

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

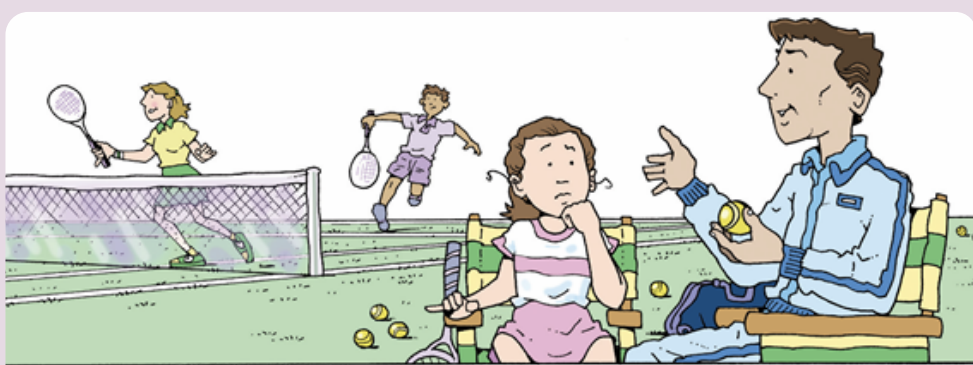
The *General Capabilities* are one dimension of the Australian Curriculum and are taught through the content of the Learning Areas. They involve knowledge, skills, behaviour and dispositions.

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:

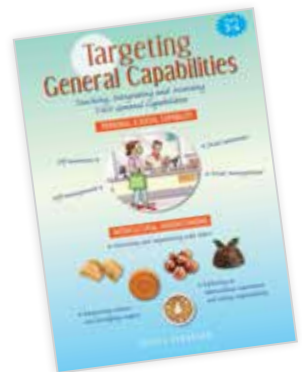
- ★ Recognising culture and developing respect
- ★ Interacting and empathising with others
- ★ Reflecting on intercultural experiences and taking responsibility



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:

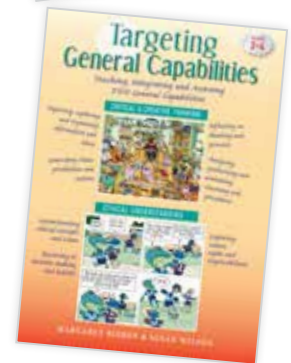
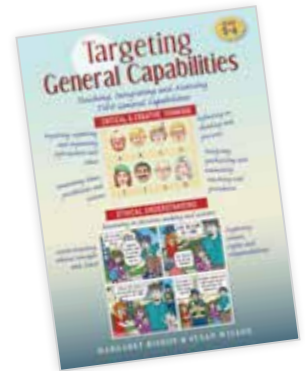
- ★ Inquiring, exploring and organising information and ideas
- ★ Generating ideas, possibilities and actions
- ★ Reflecting on thinking and processes
- ★ Analysing, synthesising and evaluating reasoning and procedures.

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



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



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.

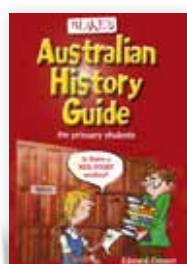
Each book contains 32 double page units featuring an illustrated stimulus text chosen to support a particular curriculum inquiry question. Student's analysis, understanding and inquiry skills are tested by a broad range of questions and activities in:

- ★ 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 considered a legend? What are some of his achievements?

Questioning
Are there statements from Barty?
Ash played cricket as a child.
Ash did not enjoy all of the training.
Ash's mother was born in Australia.
Ash is a very talented player.
Ash has an Indigenous Australian background.
Ash 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? Justify your answer.

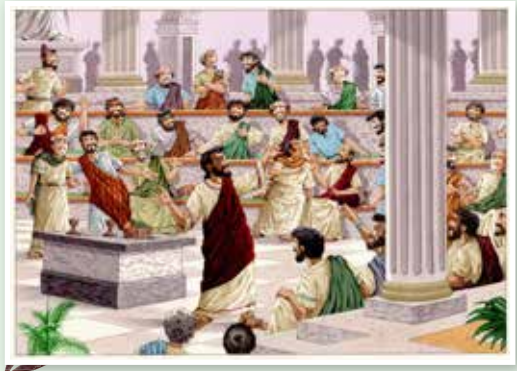
Unit 9 When is the nature of the contribution made by different groups and individuals in the community?

Research
Why is Ash Barty considered a legend? What are some of his achievements?

Questioning
Are there statements from Barty?
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Writing and Reflecting
Ash Barty should be a role model for Australian children? Why or why not? Justify your answer.



Year 3

Unit 20 Indigenous Aquaculture

Research
How did Indigenous Australians use natural resources before the British arrived? They cultivated their environments to their food.

Questioning
Why were the numbers of young eels when it hatched?
What effect does forest clearing have on eel population diversity?
What importance are eels among others in protecting the diversity of their ecosystem?
When are you able to plant eels back?

Communicating
Create a flow chart to show the flow or effects of people hunting eels in Canada's eel system. Share and discuss it with others.

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

Unit 20 How do people in different places and the subcontinent of eels within them?

Research
What different types of fish have all changed? Why are they important? What resources are they made from? How do they work?

Questioning
In your own words, what does 'sustainable' mean?
Why were fish traps more healthy than other methods?
How were the eel traps that fish traps sustainable?
How does the existence of the fish traps show the 'Aboriginal people' without connection to Country?

Communicating
Using your research, create the life of a fish trap. Create a habitat diagram (see page 10).

Writing and Reflecting
Consider what over-fishing and the pollution caused by discarded fishing nets are huge problems. Considering ideas of fish and other marine life. Think about the ecological impacts of over-fishing and pollution. How can we protect our oceans?

Unit 20 Guarding Ecosystems

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

Questioning
What is an ecosystem?
Why have numbers of young eels when it hatched?
What effect does forest clearing have on eel population diversity?
What importance are eels among others in protecting the diversity of their ecosystem?
When are you able to plant eels back?

Communicating
Create a flow chart to show the flow or effects of people hunting eels in Canada's eel system. Share and discuss it with others.

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

Year 4

Unit 20 Indigenous Aquaculture

Research
How did Indigenous Australians use natural resources before the British arrived? They cultivated their environments to their food.

Questioning
Why were the numbers of young eels when it hatched?
What effect does forest clearing have on eel population diversity?
What importance are eels among others in protecting the diversity of their ecosystem?
When are you able to plant eels back?

Communicating
Create a flow chart to show the flow or effects of people hunting eels in Canada's eel system. Share and discuss it with others.

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

Unit 20 How do people in different places and the subcontinent of eels within them?

Research
What different types of fish have all changed? Why are they important? What resources are they made from? How do they work?

Questioning
In your own words, what does 'sustainable' mean?
Why were fish traps more healthy than other methods?
How were the eel traps that fish traps sustainable?
How does the existence of the fish traps show the 'Aboriginal people' without connection to Country?

Communicating
Using your research, create the life of a fish trap. Create a habitat diagram (see page 10).

Writing and Reflecting
Consider what over-fishing and the pollution caused by discarded fishing nets are huge problems. Considering ideas of fish and other marine life. Think about the ecological impacts of over-fishing and pollution. How can we protect our oceans?



Year 5

Unit 20 Indigenous Aquaculture

Research
How did Indigenous Australians use natural resources before the British arrived? They cultivated their environments to their food.

Questioning
Why were the numbers of young eels when it hatched?
What effect does forest clearing have on eel population diversity?
What importance are eels among others in protecting the diversity of their ecosystem?
When are you able to plant eels back?

Communicating
Create a flow chart to show the flow or effects of people hunting eels in Canada's eel system. Share and discuss it with others.

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

Unit 20 How do people in different places and the subcontinent of eels within them?

Research
What different types of fish have all changed? Why are they important? What resources are they made from? How do they work?

Questioning
In your own words, what does 'sustainable' mean?
Why were fish traps more healthy than other methods?
How were the eel traps that fish traps sustainable?
How does the existence of the fish traps show the 'Aboriginal people' without connection to Country?

Communicating
Using your research, create the life of a fish trap. Create a habitat diagram (see page 10).

Writing and Reflecting
Consider what over-fishing and the pollution caused by discarded fishing nets are huge problems. Considering ideas of fish and other marine life. Think about the ecological impacts of over-fishing and pollution. How can we protect our oceans?

Unit 27 Australia's Legal System

Research
How is the law developed in Australia?

Questioning
What matters are heard by the Family Court?
What is the system 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
How do you think a judge is better to follow the evidence in decisions, instead of judges made up of ordinary people who lack the legal training of judges in a court?

Year 6



Targeting Homework

English and Maths revision for a full year

The **Targeting Homework** activity books provide Maths and English revision 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

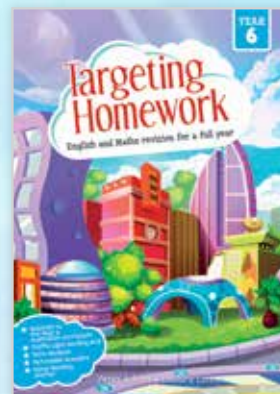
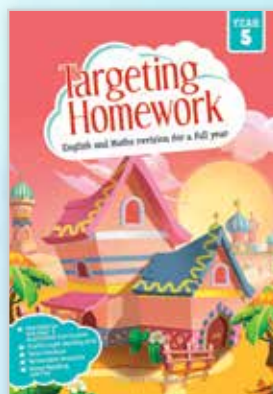
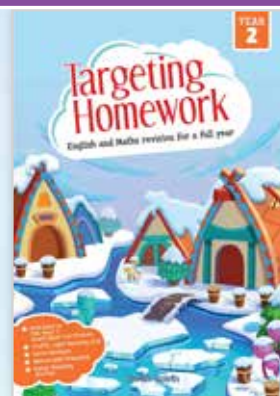
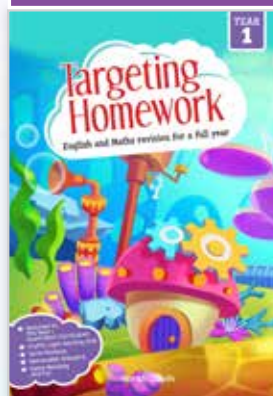
- ★ Number & Algebra
- ★ Statistics & Probability
- ★ Measurement & Geometry
- ★ Problem Solving

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!

7/20 0-8 10-14 16-20

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!

7/8 0-2 4-6 8-8

Statistics & Probability

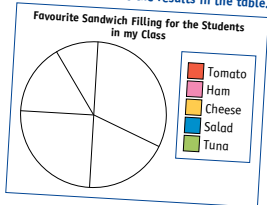
Presenting data

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!

7/8 0-2 4-6 8

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.

- $32^{\circ}\text{F} = \text{ }^{\circ}\text{C}$
- $50^{\circ}\text{F} = \text{ }^{\circ}\text{C}$
- $70^{\circ}\text{F} = \text{ }^{\circ}\text{C}$
- $120^{\circ}\text{F} = \text{ }^{\circ}\text{C}$

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!

7/22 0-2 4-6 8-10-20

Problem Solving

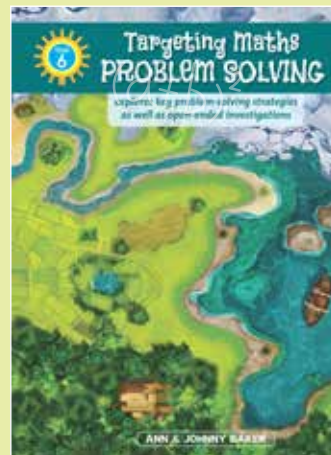
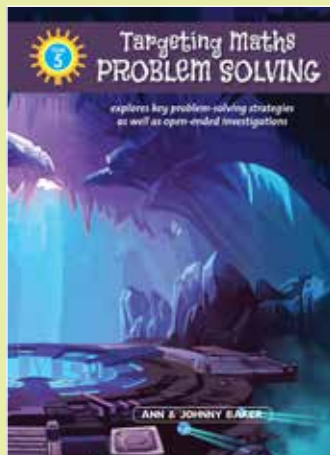
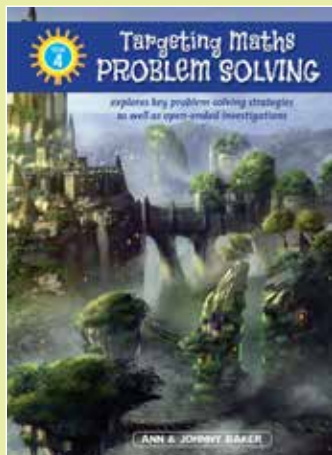
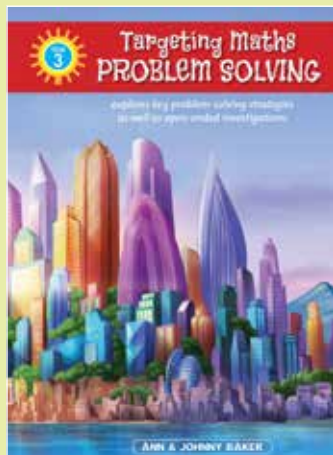
Divisibility tests

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



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.



Make a model and use Guess, Check and Improve

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.

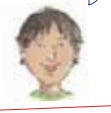
★ Improve



★ Check

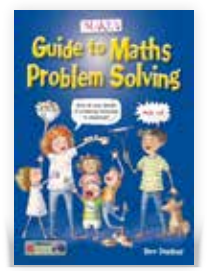
Yes. The tomatoes are not next to the lettuces. Yes. The kale is between the onions and lettuces. Yes. The peas are not next to the onions or lettuces. Yes. The radishes will be fine.

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

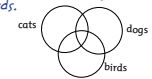
A class survey of pets showed that:

- 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.

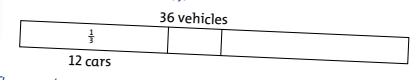
- There were 36 vehicles in the car park.
- $\frac{1}{3}$ of them were cars. 4 were utes.
- $\frac{2}{3}$ of the rest were 4-wheel drives and the remainder were motorbikes.



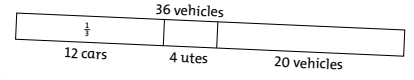
★ How many of each type of vehicle were there in the car park?



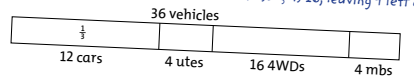
I will use a bar model for this. First, draw the bar and label it 36 cars. Then mark $\frac{1}{3}$ which is 12 cars.



Then mark the utes and label what is left.



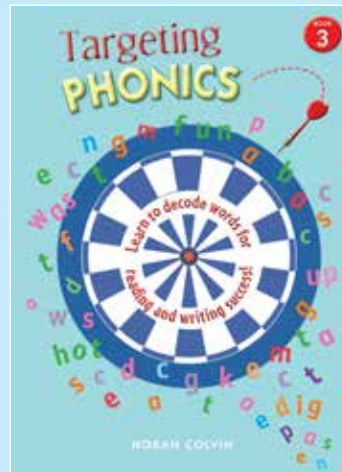
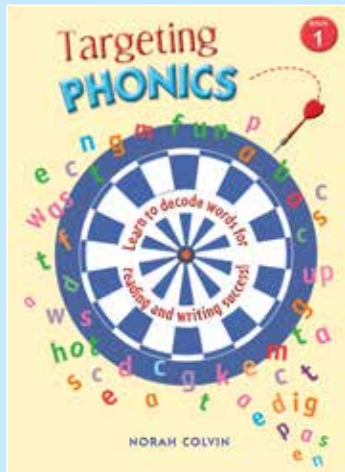
There are 20 vehicles left. $\frac{1}{5}$ of 20 is 4 and so $\frac{4}{5}$ is 16, leaving 4 left over.



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

Draw a picture or diagram

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 diagraphs 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







UNIT 5

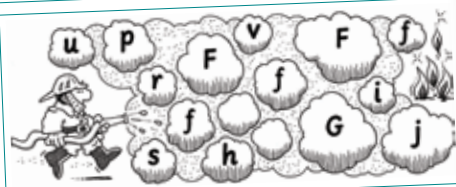
Consonant sound **f** as in *fish*

F f



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

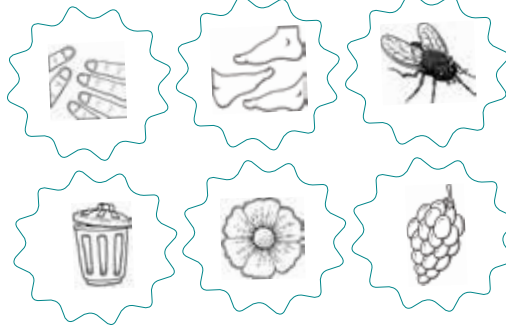
 fish	 fire
 frog	 football



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

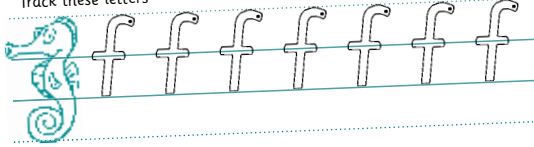
TARGETING PHONICS BOOK 1 58 © PASCAL PRESS ISBN: 9781925726343

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



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

* 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







TARGETING PHONICS BOOK 1 110 © PASCAL PRESS ISBN: 9781925726343

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.

 g o c b	 g o c b	 g o c b
 g o c b	 g o c b	 g o c b

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.

 g c b	 g c b	 g c b
---	--	--

TARGETING PHONICS BOOK 1 38 © PASCAL PRESS ISBN: 9781925726343

Reviews every 54 units



Targeting STEM JOURNAL

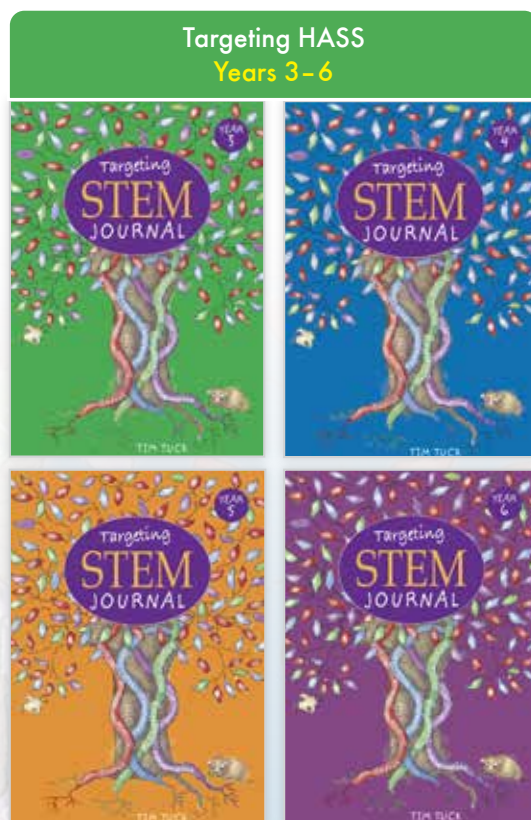
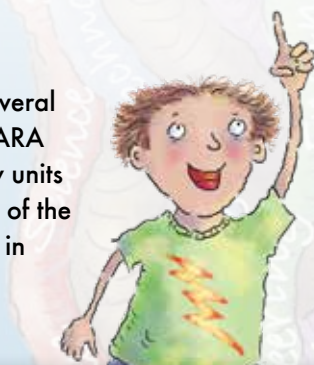
STEM is an exciting combination of Science, Technology, Engineering and Mathematics.

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.

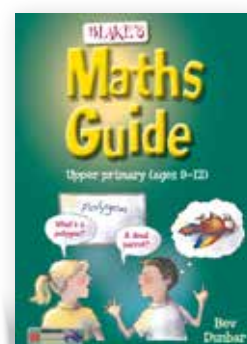
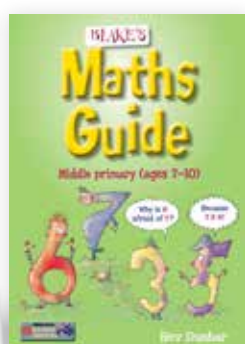
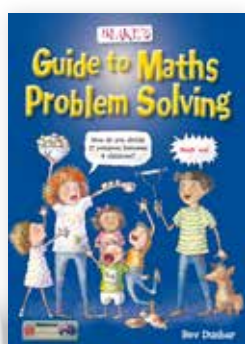
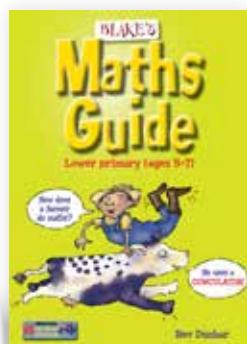
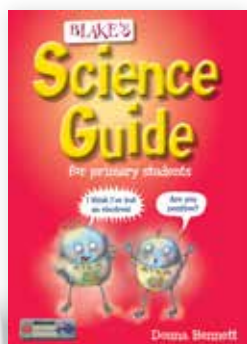
The *Targeting STEM* Journals for Years 3, 4, 5 and 6 provide 42 projects for students to work on independently or in groups using a range of commonly available resources. Each project contains four steps with a picture list of requirements and just enough explanation for launching students on their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

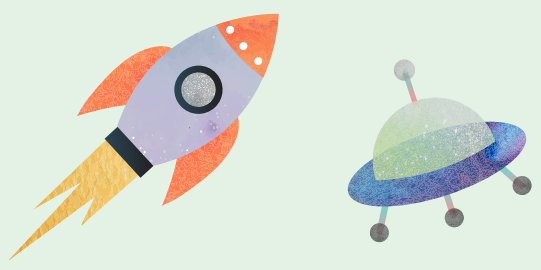
Start	Control	Mini esky	Results
10 minutes			
20 minutes			
30 minutes			

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 features they had to meet.

esky	insulating materials	esky	insulating materials



Year 3



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 pencil-tin markers
- paper
- scissors
- foam, ruler, work mats or scissors, glue, sticky tape

1. Cut out the front frame for your 3D glasses. Use your hand dimensions from step 2.
2. Cut out two rectangles for the filters.
3. Glue on paper 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?

Red on right eye. What do you see?	Red on left eye. What do you see?

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 indoor scene. Repeat as often as you like for the job.

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

Year 5



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. Claymation is stop-motion using plasticine.

How can we animate a life cycle in plasticine?

What you need

- tablet and stop-motion app
- card to support the tablet
- plasticine or modelling clay
- photo 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.

1

Decide which life cycle you will animate. Then sketch out the stages below. List the first life cycle from Unit 2, 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

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. To need 200 animals for each stage to change 100 by 100 in one stage is another.
- Make the film with your cell phone. The changes, especially your butterfly could film on your cell phone. Find out a camera.

STOP-MOTION AT THE MOVIES

- The first record of stop-motion was back in 1837 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



20 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
- plasticine or modelling clay or Blu-tack or similar

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.

1. 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.
2. How many hours would it take for the system to collect that amount?
3. Use water from the water still to collect water from plants. Show the amount collected by the number of leaves it took to collect 100ml of water in a day. How many hours would it take for the system to collect that amount?
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 take? (You should give your 100ml answer by 14.)

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

1. How many bags would you need to collect one litre?
2. How many bags would you need to collect one litre?
3. Zip lock bags are quite small. Repeat the experiment with a larger bag that covers more leaves. How much water did you collect?
4. Repeat the experiment with other bags you could change. For example, coloured or transparent. Also colour or light colour. How high you attach the bag to the tree.

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

LINKING IT FURTHER

Read other books or websites around your school. Do Australian native plants produce more or less water than the plants that you know? How do you think the plants produce an emergency water collection? Is there anything you think the plants do that you can use in your construction? How do you think it works?

YOU KNOW?

Using water stills to collect drinking water is an emergency water collection and even the United Nations provide them for 200 million people in 120 countries.

Do not drink the water you collect as the water may have microorganisms on it which could make you sick.

Year 6



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:

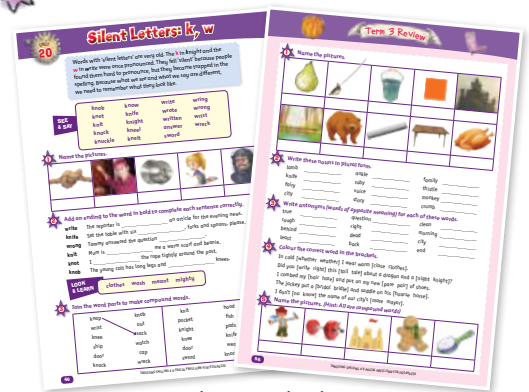
- ★ **32 units** containing two word lists:
 - **See & Say** – these words target a particular spelling skill and provide a warm-up for the activities that follow.
 - **Look & Learn** – contains sight words that are used frequently in writing and need to be memorised.
- ★ **Memory Training** – appears 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:

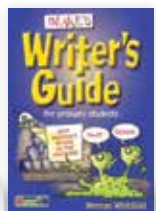
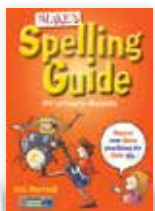
- ★ **32 weekly lesson plans** – with a variety of teaching strategies to suit a range of learning styles as well as photocopiable worksheets for each lesson.
- ★ **Word Warm-Ups booklet** – to print and distribute to each student with their word lists for the year.
- ★ **Blake's Spelling Games CD-ROM** – 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.



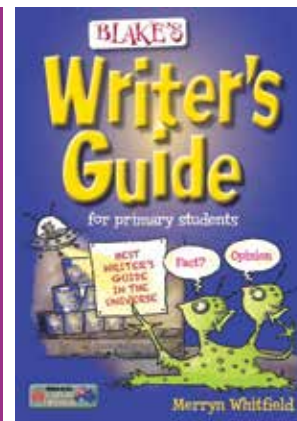
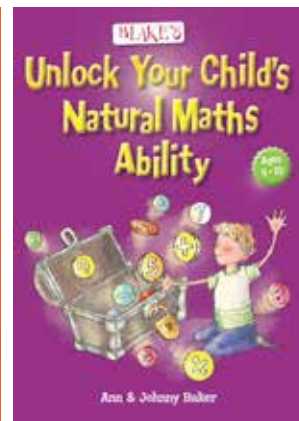
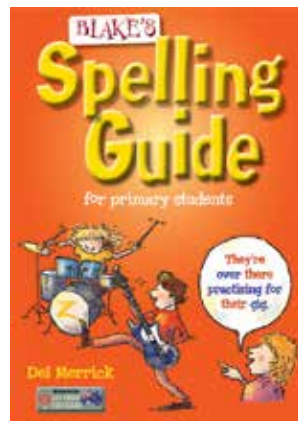
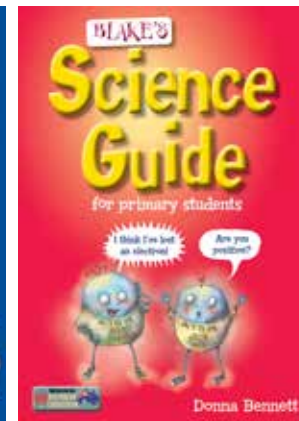
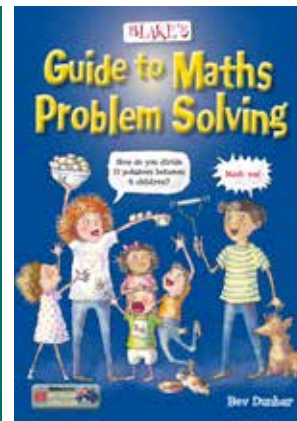
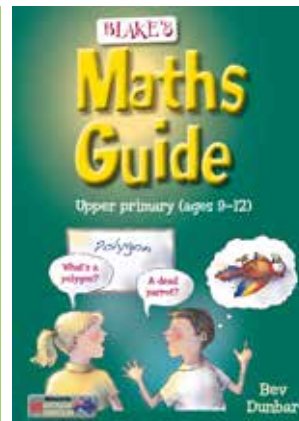
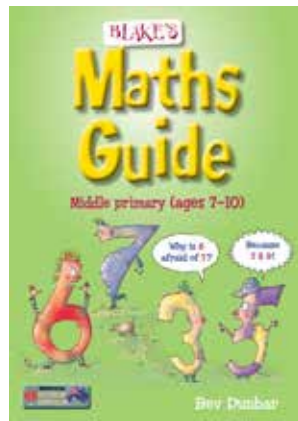
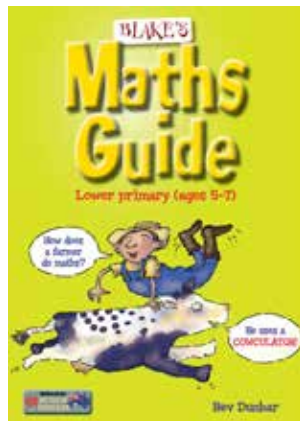
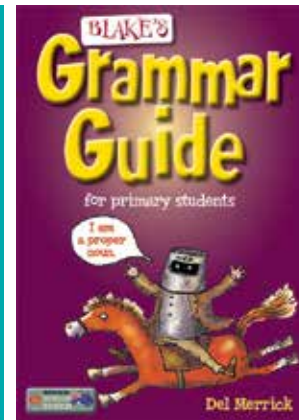
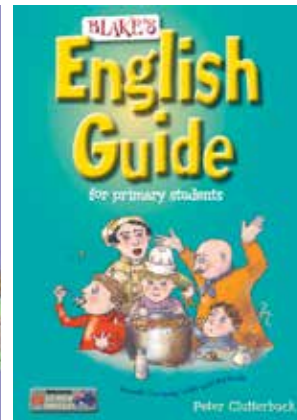
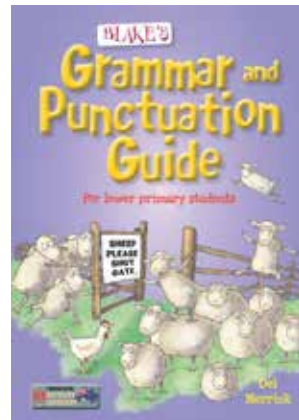
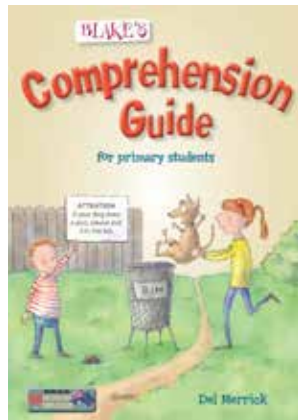
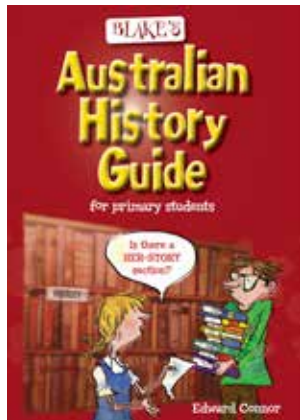
Sample Activity book pages

Recommended support material:

TARGETING SPELLING TEACHER RESOURCE BOOKS 1-6



BLAKE'S Guides



TITLE	YEAR	ISBN	RRP	QUANTITY
BLAKE'S GUIDES - Recommended Support Material				
Blake's Australian History Guide – Primary	Years 3 - 6	9781742159409	\$17.95	
Blake's Comprehension Guide – Primary	Years 3 - 6	9781922225429	\$17.95	
Blake's Grammar & Punctuation – Lower Primary	Years 1 - 2	9781922225634	\$17.95	
Blake's English Guide – Primary	Years 3 - 6	9781742159010	\$17.95	
Blake's Grammar Guide – Primary	Years 3 - 6	9781921367502	\$17.95	
Blake's Maths Guide – Lower Primary	Years 1 - 3	9781742159416	\$17.95	
Blake's Maths Guide – Middle Primary	Years 3 - 4	9781742159034	\$17.95	
Blake's Maths Guide – Upper Primary	Years 5 - 6	9781742159041	\$17.95	
Blake's Maths Problem Solving	Years 3 - 6	9781925490107	\$17.95	
Blake's Science Guide – Primary	Years 3 - 6	9781742159027	\$17.95	
Blake's Spelling Guide – Primary	Years 1 - 7	9781921367519	\$17.95	
Blake's Unlock your Child's Natural Maths Ability	Years 3 - 8	9781925490091	\$17.95	
Blake's Writer's Guide – Primary	Years 5 - 10	9781921367526	\$17.95	

TITLE	YEAR	ISBN	RRP	QUANTITY
TARGETING WELLBEING ACTIVITY BOOKS				
Targeting Wellbeing - Building Social & Emotional Skills - Year 1 - NEW	Year 1	9781925726374	\$15.95	
Targeting Wellbeing - Building Social & Emotional Skills - Year 2 - NEW	Year 2	9781925726381	\$15.95	
Targeting Wellbeing - Building Social & Emotional Skills - Year 3 - NEW	Year 3	9781925726398	\$15.95	
Targeting Wellbeing - Building Social & Emotional Skills - Year 4 - NEW	Year 4	9781925726404	\$15.95	
Targeting Wellbeing - Building Social & Emotional Skills - Year 5 - NEW	Year 5	9781925726411	\$15.95	
Targeting Wellbeing - Building Social & Emotional Skills - Year 6 - NEW	Year 6	9781925726428	\$15.95	
TARGETING WRITING SKILLS ACTIVITY BOOKS				
Targeting Writing Skills - Year 3 - NEW	Year 3	9781925726268	\$16.95	
Targeting Writing Skills - Year 4 - NEW	Year 4	9781925726275	\$16.95	
Targeting Writing Skills - Year 5 - NEW	Year 5	9781925726282	\$16.95	
Targeting Writing Skills - Year 6 - NEW	Year 6	9781925726299	\$16.95	
TARGETING MATHS PROBLEM SOLVING ACTIVITY BOOKS				
Targeting Maths Problem Solving - Year 3	Year 3	9781925726305	\$16.95	
Targeting Maths Problem Solving - Year 4	Year 4	9781925726312	\$16.95	
Targeting Maths Problem Solving - Year 5	Year 5	9781925726329	\$16.95	
Targeting Maths Problem Solving - Year 6	Year 6	9781925726336	\$16.95	
TARGETING COMPREHENSION ACTIVITY BOOKS				
Targeting Comprehension Activity Book Year 3	Year 3	9781925490626	\$16.95	
Targeting Comprehension Activity Book Year 4	Year 4	9781925490633	\$16.95	
Targeting Comprehension Activity Book Year 5	Year 5	9781925490640	\$16.95	
Targeting Comprehension Activity Book Year 6	Year 6	9781925490657	\$16.95	
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 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 HASS ACTIVITY BOOKS				
Targeting HASS Activity Book Year 3	Year 3	9781925726046	\$16.95	
Targeting HASS Activity Book Year 4	Year 4	9781925726053	\$16.95	
Targeting HASS Activity Book Year 5	Year 5	9781925726060	\$16.95	
Targeting HASS Activity Book Year 6	Year 6	9781925726077	\$16.95	
TARGETING HOMEWORK ACTIVITY BOOKS				
Targeting Homework Activity Book 1	Year 1	9781925726206	\$17.95	
Targeting Homework Activity Book 2	Year 2	9781925726213	\$17.95	
Targeting Homework Activity Book 3	Year 3	9781925490282	\$17.95	
Targeting Homework Activity Book 4	Year 4	9781925490299	\$17.95	
Targeting Homework Activity Book 5	Year 5	9781925490305	\$17.95	
Targeting Homework Activity Book 6	Year 6	9781925490312	\$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 SPELLING ACTIVITY BOOKS *Teacher Resources also available				
Targeting Spelling Activity Book 1	Year 1	9781925490190	\$16.95	
Targeting Spelling Activity Book 2	Year 2	9781925490206	\$16.95	
Targeting Spelling Activity Book 3	Year 3	9781925490213	\$16.95	
Targeting Spelling Activity Book 4	Year 4	9781925490220	\$16.95	
Targeting Spelling Activity Book 5	Year 5	9781925490237	\$16.95	
Targeting Spelling Activity Book 6	Year 6	9781925490244	\$16.95	
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	

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