Grade 4
Remote Learning Pack

Week Beginning - Monday 9th August 2021

Grade 4 Learning from Home Timetable- Term 3 Week 5

Once students are finished with their activities, please *take a photo* and *submit* it onto your own Google Classroom page between **3-3:15PM each day. We will be checking who is submitting their work.**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50- 9:00	**Good Morning** Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB
9:00-10:00	Maths **W.A.L.T:** represent fractions on a number line **W.I.L.F:** Ordering of fractions (smallest to largest), placement of fractions on number line **Warm Up: Kahoot! Multiplication** **(STAY ON GOOGLE MEET WITH YOUR CLASS TO PLAY THIS).** **Watch the following video:** **Fractions on a Numberline** Ordering of fractions (smallest to largest), placement of fractions on number line **Number lines** Students are given cards/ sticky notes with simple fraction written on them and	Maths **Fractions of a Group** **W.A.L.T:** understand fractions as part of a whole/group **W.I.L.F:** Multiplying, dividing **Warm up: Kahoot! Division** **(STAY ON GOOGLE MEET WITH YOUR CLASS TO PLAY THIS).** Watch 'Fractions of a Group', How to Find the Fraction of a Number Watch and complete the Study Ladder task Dividing Groups into Fractions After watching and completing the Study Ladder Task above, open the Fraction of a group document that has been uploaded into	Maths **WALT** understand fractions as part of a group and develop your multiplication and division facts for the 3 times table. **WILF** multiplying, dividing,groups, parts of a whole. Kahoot! Word Division and Maths Problems Fractions of a group applied to fruit Division and Multiplication Speed Test Worksheet	Mass **JOIN YOUR TEACHER ON THE GOOGLE MEET TO PARTICIPATE IN THE MASS TOGETHER.** **WALT: use cues and clues to make inferences and connections** **WILF:** **OWI Task** Students open the OWI documents 1, 2 and 3 in google classwork, choose one of the images and fill in the sections using the image. **(YOUR TEACHER WILL UPLOAD THESE ONTO GOOGLE CLASSROOM)**	Reading Rotations- Visual Literacy Complete the visual literacy text 'Can I be your dog?' Remember to answer the questions onto the slides. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**

	place them on the 0-1 number line provided. Complete 'Counting On - Fractions Activity'. Students complete 'Fractions on a Number Line'. and 'Comparing Fractions'. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**	google classwork. Show all working out on the document and provide your answer. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**			
10:00-11:00	Reading **BEFORE READING Step 1: Build background by discussing the following points with students:** ● Write about dreams that you have for your future. ● What will it take to make their dreams come true? ● What obstacles that you may face in making their dreams come true and how might you overcome them? ● Have you ever tried to convince an adult that you should be allowed to do something? ● What was it? What did you do? How successful were you in persuading the adult? ● What do you know about baseball? ● Do you know of any rules about playing this game that have changed? **DURING READING** ● Step 1: Watch Catching the Moon ● Step 2: Answer the questions below:	Writing **WALT:** Write an appropriate title, purpose, materials and procedure needed for an experiment. **WILF:** vocab, chronological order, detail **Blowing up a Balloon Experiment:** Fill out the document for the first sheet with the title 'Tuesday Scientific Report'. You can expected to fill out the: - Title - Hypothesis - Equipment - Procedure Remember to read the instructions carefully on the scientific report document. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**	Visual Literacy WALT: search for and use information WILF: Notice and use a range of information sources Sun and Moon Read Aloud YouTube video Sun and Moon Slideshow and Task After rereading the story on the slideshow you are required to answer the questions in full sentences at the end of the slideshow and complete the tasks. **YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM**	Writing **WALT:** Write an appropriate title, purpose, materials and procedure needed for an experiment. **WILF:** vocab, chronological order, detail **Blowing up a Balloon Experiment:** Fill out the document for the first sheet with the title 'Thursday Scientific Report'. You can expected to fill out the: - Diagram of experiment - Results - Reflection Remember to read the instructions carefully on the scientific report document. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**	Reading Rotations- Book Review Choose one of the picture books below and answer the book review questions in your book. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)** TIlly Nop The very Hungry Zombie

	• What was the main character's dream? • What obstacles did she face in realizing her dream? • How did she overcome these obstacles? • Did she realize her dream? **AFTER READING** • What words would you use to describe Marcenia? • How do you think those characteristics helped her make her dream come true? **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**				
11:00-12:00	**LUNCH/QUESTIONS WITH TEACHER** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB
12-12:20	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. Epic Reading Codes 4KB **img4525** 4JK: **urs5163** 4BB: **awj5442**	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. Epic Reading Codes 4KB **img4525** 4JK: **urs5163** 4BB: **awj5442**	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. Epic Reading Codes 4KB **img4525** 4JK: **urs5163** 4BB: **awj5442**	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. Epic Reading Codes 4KB **img4525** 4JK: **urs5163** 4BB: **awj5442**	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. Epic Reading Codes 4KB **img4525** 4JK: **urs5163** 4BB: **awj5442**

12:20-1:00	PE **Mr Herrera** Check Google Classroom stream for activity.	**Music** Mr O'Bree Check Google Classroom stream for activity.	**Art** Mrs Hickey Check Google Classroom stream for activity.	LOTE **Miss Sun** Check Google Classroom stream for activity.	Reading Rotations **Before Reading:** 1. What problems do you think will occur in the book? 2. What are things that are similar and different between families? **During Reading:** Zombies Don't Eat Veggies! 1. Have you ever felt the same way like Mo in the book? 2. Why do you think the author has included speech bubbles? 3. How did the reader make the book more interesting? **After Reading:** 1. What is the message in the story? 2. What are the problems that Mo experienced and how did he solve it? 3. Write an alternative ending to the book.
1:00-2:00	Religion Watch the clip (*Where the Forest Meets the Sea*, *Window*, *The Hidden Forest*) by Jeannie Baker. Write down some interesting words from the clip, that connect to God's creation.	**Inquiry** **WALT:** Notice new information and ideas and revise ideas in response to it **WILF:** information, ideas Today we are going to learn new information about THE SUN Watch the video clip Exploring the Sun from BTN. You	Highway Heroes Read the information on the powerpoint and then using the statements place them under the P.I.G.S heading you think they belong to on the document.	ICT **Mrs Faraj** Check Google Classroom stream for activity.	Finishing Off Finish off any activities that you haven't completed for your teacher. If you're unsure of what to finish off, please ask your teacher.

	If the weather is good, go outside, the front yard / back yard and look at God's creation - the colours, and your senses. Create a college from the things in your garden - leaves, grass, bark, flowers, feathers, soil, gumnuts. Material and wool. Use glue, paste PVA to attach your items Take a photo and submit to your teacher	may need to watch the clip again to answer the sheet. Students then complete the True or False and Selecting the correct statement tasks using information from the video to support/justify their answers. Submit to your teacher. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**			
2:00-2:30	**BREAK**	**BREAK**	**BREAK**	**BREAK**	**BREAK**
2:30 -3:00	Spelling 1. Firstly do LSCWC for each of your words. 2. Find words within words of each of your spelling words eg supplementary = supplement.	Spelling 1. LSCWC for each of your words. 2. For each of your words, write the consonants in red and the vowels in green.	Spelling 1. LSCWC for each of your words 2. Find dictionary meanings for each of your words.	Spelling 1. LSCWC for each of your words 2. Break each of words into syllables	Mindfulness Meditate for 10 minutes and write down 3 things that you are grateful for.
3:00-3:15	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.**

FOCUS: The digraph /ce/ making the sound "s" as in ice.
PINK _ The graph /o/ making the sound "o" as in frog.

Pink	Red	Blue	Green
Frog	Ice	Silence	Peaceful
Lost	Place	Service	Peacefully
Shops	Replace	Notice	Advice
From	Fleece	Voice	Prejudice
Off	Dance	Licence	Coincidence
Strong	Since	Balance	Noticeable
Softly	Office	Finance	Once
October	Police	Piece	Introduce

FOCUS: Pink - The graph /y/ making the sound"I" as in fly
RED, BLUE, GREEN - The consonant suffix -ly.
PURPLE - The digraph /ea/ making the sound"E" as in beach.

Pink	Red	Blue	Green	Purple
Butterfly	Lovely	Famously	Generally	Reasonable
Type	Shortly	Really	Comfortably	Demeaning
Supply	Fairly	Ideally	Majestically	Decrease
Relying	Softly	Easily	Leisurely	Realise
Python	Deeply	Quietly	Temporarily	Easterly
Apply	Deadly	Smoothly	Mechanically	Disease
Identify	Happily	Weekly	Appropriately	Season
Multiply	Lonely	Currently	Genuinely	Increase

Book Review

Book Title: _____

Author: _____

Fiction or Non-fiction: _____

What is the book about?

Who would you recommend the book to? Why?

Book Illustration:

Rating: ☆ ☆ ☆ ☆ ☆

Can you write three facts you have learnt or three things you have learnt about one of the characters?
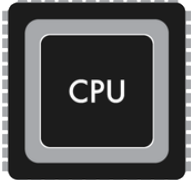
1. _____

2. _____

3. _____

DIGITAL TECHNOLOGY (WEEK 5)

VELS LEARNING DESCRIPTOR: *Identify and explore digital systems (hardware and software components) for a purpose (VCDTDS013)*

Watch/Work through the PowerPoint that is posted on DOJO and then complete the worksheet. If you already know the answers, complete the table.

NAME	IMAGE	Is this SOFTWARE or HARDWARE?
Monitor		
Windows (*Operating System)*		
Mouse		
Printer		
Word Processor		
CPU		
Pokémon Go		
Scratch		
USB Memory Stick		
Google Maps		

Fractions of a Group

Mild Document

$\frac{1}{4}$ of 12 =	$\frac{1}{2}$ of 10 =
$\frac{1}{3}$ of 15 =	$\frac{1}{10}$ of 20 =
$\frac{1}{5}$ of 20 =	$\frac{1}{4}$ of 28 =
$\frac{1}{6}$ of 24 =	$\frac{1}{2}$ of 20 =
$\frac{1}{7}$ of 14=	$\frac{1}{3}$ of 24 =

Fractions of a Group

Hot Document

$\frac{2}{4}$ of 12 =	$\frac{1}{2}$ of 10 =
$\frac{2}{3}$ of 15 =	$\frac{4}{10}$ of 20 =
$\frac{3}{5}$ of 20 =	$\frac{3}{4}$ of 28 =
$\frac{5}{6}$ of 24 =	$\frac{2}{2}$ of 20 =
$\frac{5}{7}$ of 14=	$\frac{2}{3}$ of 24 =

Grades 3 and 4

Learning Intentions: This week we are learning to create a dream catcher sun hanging by using aluminium foil and a roll of toilet paper. **HAVE FUN!!**
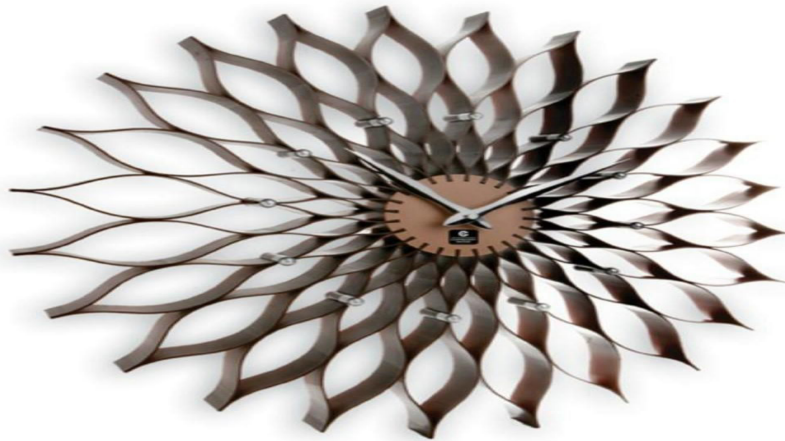
You will need: cardboard circle, toilet roll, aluminium foil, glue, scissors. **If you do not have the materials draw a sun with the rays around it, and colour it.**

Step 1 collect 1 or 2 empty rolls of toilet paper
Step 2 cut them into thin wedges, so they look like a leaf
Step 3 now trace round a small plate on the cardboard
Step 4 cut out the circle and wrap front and back with aluminium foil to represent the sun
Step 5 cut thin toilet roll wedges, as shown above and glue around the sun
Step 6 make a hole on the top, put a string through it and hang it where it can move with the wind

You have made a dream catcher hanging
Send a picture and save it in Google Classroom
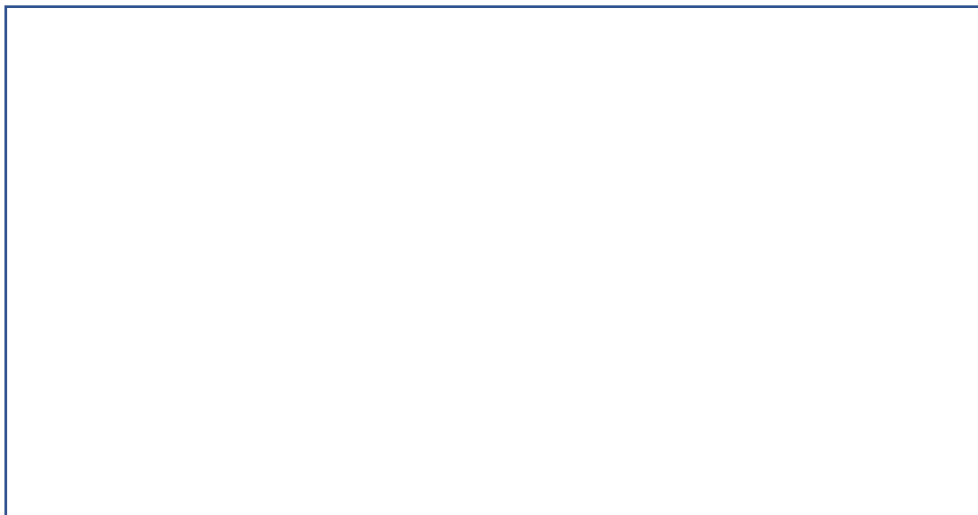
Name: _____ **Class:** _____ **Date:** _____

Activity: Connect the pictures to the correct words and trace the Chinese characters & Pinyn.
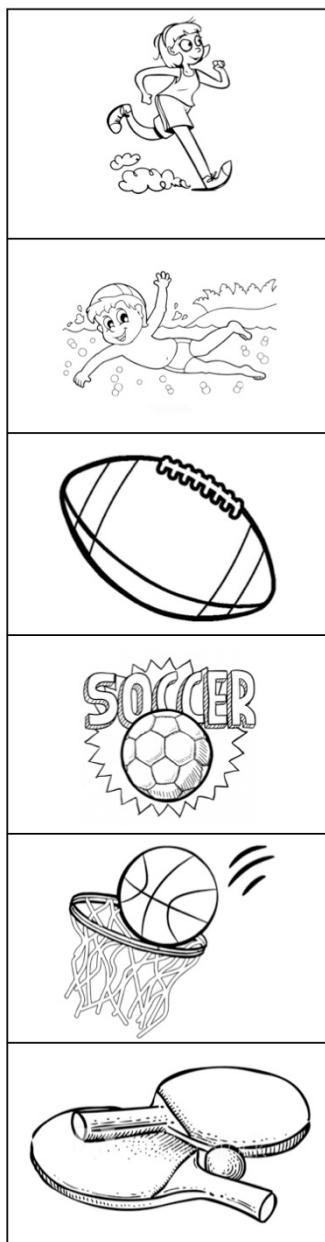
yóu yǒng
游 泳

zú qiú
足 球

pīng pāng qiú
乒乓球

lán qiú
篮 球

gǎn lǎn qiú
橄榄球

pǎo bù
跑 步
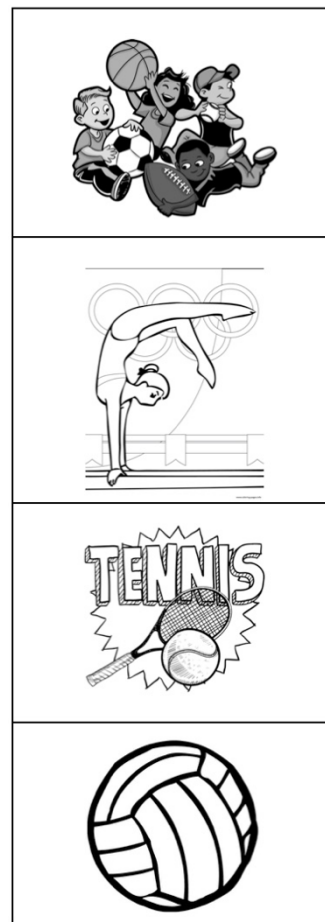
tǐ cāo
体 操

yùn dòng
运 动

pái qiú
排 球

wǎng qiú
网 球

Well Done!! (｡･∀･)ﾉ
Please look after yourself and be safe!
-- Miss Sun

Hardware and Software

Which is Which?

twinkl

What is Hardware?

Computer hardware refers to all the different parts of a computer that you can physically touch.

Like the monitor, and the keyboard,

What is Hardware?

It can also include other parts.

portable devices like memory sticks and hard drives,

What is Hardware?

Anything that you can touch on, or plug in to a computer is classed as hardware.

So what is software?

What is Software?

Computer software is a set of instructions given to the computer so it can do specific things. You can't touch software.

Like apps, programs, games,

Exploring the Sun

1. Read and copy the following statements into your book and identify whether they are true or false and explain why.

A. The Sun is a planet. _____

B. All the planets in the Solar System revolve around the sun. _____

C.   The core temperature of the sun is 15 billion degrees. _____

D.   The biggest planet in the solar system is the sun. _____

E. It is possible for humans to land on the outer atmosphere of the sun._____

2. Read and write only the correct statement for each of the sentence pairs provided.

A. Offering a human sacrifice would stop the sun from becoming angry and the temperature rising.
B. Offering a human sacrifice would not make any difference to the temperature of the sun.

C. The core of the sun is basically a nuclear reactor that produces massive amounts of energy.
D. The core of the sun is a hot ball of gas that produces massive amounts of energy.

E. The outer atmosphere of the sun is called neurona.
F. The outer atmosphere of the sun is called corona.

G. The Parker Probe will orbit the sun 24 times before sending it's important data back to earth.
H. The Parker Probe will orbit the sun 34 times before sending it's important data back to earth.

I. Without the Sun's intense energy and heat there would be no life on Earth.
J. Without the Sun's intense energy and heat there would be life on Earth.

Music Term 3 Week 5

Gr. 3-6

THE ORCHESTRA

Watch this animation short film of a little quaver 🎵 travelling through the world of the orchestra. The little quaver travels though lots of musical **districts**.

https://www.youtube.com/watch?v=a7veVFRKkQI
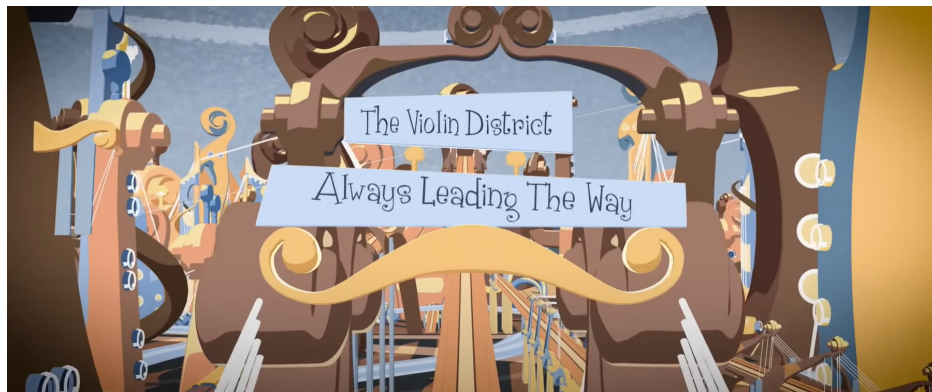
This short movie goes for just over 18 minutes so get comfortable and enjoy! It's very clever.

What was your favourite part of the short movie?

OWI
Observe, Wonder and Infer

Observe(what can you see?):

Wonderings (What does this make you think of/ Think about?):

Infer (what connections or ideas do you make about the image or the person who created this):

OWI
Observe, Wonder and Infer

Observe(what can you see?):

Wonderings (What does this make you think of/ Think about?):

Infer (what connections or ideas do you make about the image or the person who created this):

OWI
Observe, Wonder and Infer

Observe(what can you see?):

Wonderings (What does this make you think of/ Think about?):

Infer (what connections or ideas do you make about the image or the person who created this):

Tuesday: Science Report

1. With the materials written down onto the timetable, write down a prediction of what will happen at the end of the experiment.
2. Separate the materials and tools from the list given.
   Small soda bottle, balloon, baking soda, vinegar, measuring cup, funnel, teaspoon
3. Watch the link: **https://youtu.be/uVzzHoE6Edg**
4. Fill out the procedure and a creative title for the experiment.

Title:

Hypothesis:

Equipment:

Materials:	Tools:

Procedure:

Thursday:

1. Draw out the diagram of the finished product of the experiment on a separate sheet of paper and send it to your teacher.
2. Write a paragraph for your results to do with what happened at the end of the experiment and what was the reaction between the materials used.
3. Write a paragraph for your reflection on whether your hypothesis was correct or incorrect. Remember to include as to why it was incorrect/correct.

Diagram of Experiment:

Results:

Reflection:

Term 3 Week 5 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 5 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).

No Google Meets in week 5, but please get outside and get active. (If weather permits)

Students and Parents, please don't hesitate to contact me for any help or support on:

heribert.herrera@hestalbanssth.catholic.edu.au

Stay Safe and take care of your family.
Mr. Herrera Physical Education Teacher.

Warm-Up	Make sure you warm up before the main activity.
5 Minutes **Equipment:** ● Water Bottle ● Yoga mat (if you have one) ● Space to exercise	Watch the following YouTube Video **if you don't have access to a device.** **Try these warm up activities:** Run on spot for 30 seconds, Star jumps x 10, Frog jumps x 10, Squats for 20 seconds. High knees for 30 seconds,
Learning Intention: I'm learning to warm-	**Warm Up Video:** Warm Up Video:

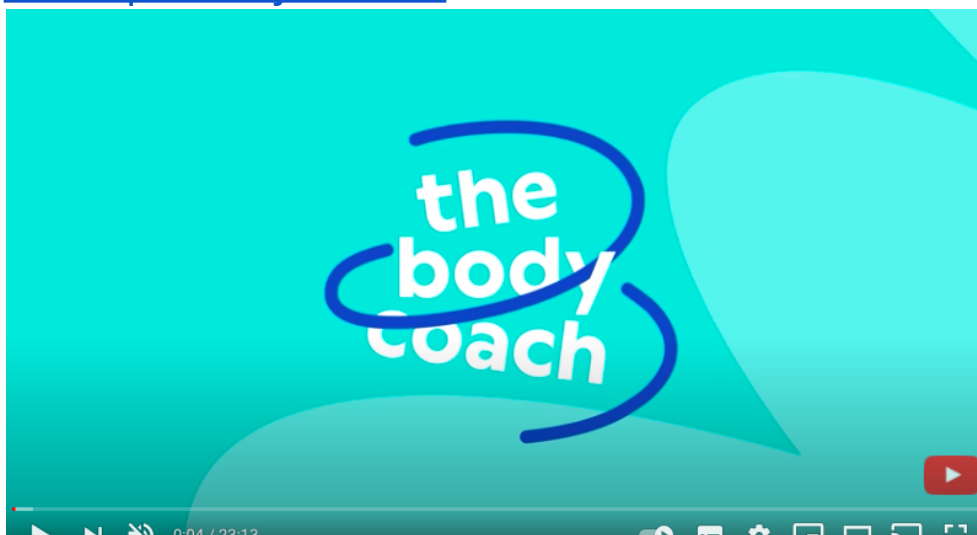|	
up correctly.	Link: [Here's the most EFFECTIVE warm up routine I use for my P.E lessons](#)
Activity or Skill: Workout **Learning Intention:** I'm learning to build my strength and endurance. Give each exercise a go, push yourself and be confident :)	YouTube Link: **[20 Minute Full Body Workout - No Equipment Needed | The Body Coach TV](#)**
Warm-Down 5-10 Minutes Stretching is important to help us recover and cool down our body. **Learning Intention:** ● I'm learning to cool down correctly after my activity.	**Warm down for 5 to 10 minutes:** Link: [Let's Stretch | Monday Mobility Series | The Body Coach](#)

Six Steps For Sticking Up For Me

Six Step Stick Up for Me

1. • Stand tall and shoulders back.
2. • Chin up and use your eyes.
3. • Keep calm and your arms at your side.
4. • Speak in a loud and strong voice.
5. • Keep looking into the person's eyes for three seconds.
6. • Walk away. Don't look back. Don't answer.

The P.I.G.S Highway Tool

P: USEFUL FOR NAME CALLING, PUT DOWNS & EXCLUSION. REMEMBER, YOUR SAFETY FIRST!

I: ONLY USEFUL IF THE BULLYING ISN'T DANGEROUS OR PHYSICAL.

G: NECESSARY FOR ANY PHYSICAL BULLYING OF YOURSELF OR SOMEONE ELSE.

S:USEFUL FOR NAME CALLING, PUT DOWNS & EXCLUSION. REMEMBER, YOUR SAFETY FIRST!

You have been excluded from your group of friends for the last 3 lunches. They tell you, "Maybe tomorrow," and walk away laughing.	You witness a child punching another child – and you know that he's known for his temper. He's hurt a friend of yours before.
You're eating lunch with your friends, and the bullyer walks straight through the middle, standing on everyone's lunch and lunch boxes.	A message comes up in a chat room about a friend of yours – making fun about her new haircut. A small number of people join in with comments.
As you walk into school, a group of kids look over at you and then laugh loudly. They are very quiet as you walk past them, and then laugh again.	You get your maths test back and you have a mark of 6/10. The girl sitting next to you says how 'special' you are. She also said that the last time.
As you're running across the school oval, someone puts their leg out and you trip; you know it was done on purpose. Some kids laugh as you get up.	When you're walking to the music room with your class, you notice that everyone is avoiding one kid – who walks by himself at the end of the line.
When you take your bike out of the shed at the end of school, a kid stands in your way, shoves you roughly, and you stumble and fall backwards.	There's a post on social media about one of the teachers at school, "being a loser." Lots of kids have posted rude, nasty comments
On a group text there's a picture of your friend, and it looks like she's picking her nose. 32 people have already commented.	A kid in your class has a surname that sounds like 'Butt.' He gets teased by another kid every recess and lunch time. It's been happening all year.
You approach a group of friends playing hand ball and ask to play. They look at each other, laugh, and then someone says that there's no room.	Whenever you get your lunch box out, a certain kid laughs about your food and makes pig grunting noises. It's been happening all term.

Select the correct P.I.G.S heading to place the statements on the previous page into.

Protection by bystander (If it's safe)	Ignore the bullyer (Never for physical bullying)	Get help	Six Step Stick Up 4 Me

Name: _____   **Date:** _____

Multiplication Facts of 3

1) 3 × 2 =	21) 3 × 2 =	41) 3 × 2 =	61) 12 × 3 =
2) 3 × 12 =	22) 7 × 3 =	42) 0 × 3 =	62) 3 × 3 =
3) 3 × 2 =	23) 6 × 3 =	43) 8 × 3 =	63) 2 × 3 =
4) 7 × 3 =	24) 4 × 3 =	44) 9 × 3 =	64) 3 × 9 =
5) 3 × 8 =	25) 2 × 3 =	45) 3 × 0 =	65) 3 × 4 =
6) 3 × 1 =	26) 8 × 3 =	46) 3 × 2 =	66) 3 × 8 =
7) 1 × 3 =	27) 3 × 9 =	47) 3 × 5 =	67) 5 × 3 =
8) 9 × 3 =	28) 3 × 2 =	48) 5 × 3 =	68) 0 × 3 =
9) 3 × 10 =	29) 3 × 3 =	49) 3 × 7 =	69) 12 × 3 =
10) 3 × 2 =	30) 3 × 5 =	50) 8 × 3 =	70) 10 × 3 =
11) 12 × 3 =	31) 2 × 3 =	51) 3 × 11 =	71) 11 × 3 =
12) 3 × 10 =	32) 0 × 3 =	52) 10 × 3 =	72) 6 × 3 =
13) 2 × 3 =	33) 3 × 1 =	53) 0 × 3 =	73) 4 × 3 =
14) 6 × 3 =	34) 6 × 3 =	54) 8 × 3 =	74) 3 × 5 =
15) 8 × 3 =	35) 2 × 3 =	55) 3 × 1 =	75) 1 × 3 =
16) 5 × 3 =	36) 3 × 9 =	56) 3 × 5 =	76) 11 × 3 =
17) 0 × 3 =	37) 11 × 3 =	57) 11 × 3 =	77) 10 × 3 =
18) 3 × 2 =	38) 9 × 3 =	58) 3 × 3 =	78) 3 × 12 =
19) 7 × 3 =	39) 3 × 3 =	59) 8 × 3 =	79) 3 × 1 =
20) 9 × 3 =	40) 1 × 3 =	60) 0 × 3 =	80) 6 × 3 =

Time: _____   Score: _____ / 80

MULTIPLICATION AND DIVISION

teachstarter

Name: _____   **Date:** _____

Multiplication and Division Facts of 3

1) 33 ÷ 3 =	21) 9 ÷ 3 =	41) 21 ÷ 3 =	61) 9 ÷ 3 =
2) 2 × 3 =	22) 4 × 3 =	42) 3 ÷ 3 =	62) 3 × 3 =
3) 30 ÷ 3 =	23) 9 ÷ 3 =	43) 36 ÷ 3 =	63) 3 × 11 =
4) 6 ÷ 3 =	24) 15 ÷ 3 =	44) 24 ÷ 3 =	64) 6 ÷ 3 =
5) 3 × 10 =	25) 3 × 12 =	45) 2 × 3 =	65) 3 × 8 =
6) 3 × 11 =	26) 3 × 2 =	46) 27 ÷ 3 =	66) 21 ÷ 3 =
7) 1 × 3 =	27) 33 ÷ 3 =	47) 3 × 5 =	67) 3 × 3 =
8) 18 ÷ 3 =	28) 3 ÷ 3 =	48) 3 × 7 =	68) 0 × 3 =
9) 12 ÷ 3 =	29) 6 × 3 =	49) 9 ÷ 3 =	69) 9 × 3 =
10) 1 × 3 =	30) 6 ÷ 3 =	50) 2 × 3 =	70) 9 ÷ 3 =
11) 3 × 9 =	31) 3 × 0 =	51) 6 ÷ 3 =	71) 24 ÷ 3 =
12) 24 ÷ 3 =	32) 3 × 8 =	52) 12 ÷ 3 =	72) 3 × 8 =
13) 27 ÷ 3 =	33) 12 ÷ 3 =	53) 3 ÷ 3 =	73) 3 × 12 =
14) 3 ÷ 3 =	34) 24 ÷ 3 =	54) 36 ÷ 3 =	74) 3 ÷ 3 =
15) 18 ÷ 3 =	35) 3 × 10 =	55) 30 ÷ 3 =	75) 1 × 3 =
16) 3 × 3 =	36) 3 × 12 =	56) 3 × 5 =	76) 12 ÷ 3 =
17) 0 × 3 =	37) 12 ÷ 3 =	57) 21 ÷ 3 =	77) 5 × 3 =
18) 36 ÷ 3 =	38) 8 × 3 =	58) 24 ÷ 3 =	78) 2 × 3 =
19) 24 ÷ 3 =	39) 3 × 3 =	59) 10 × 3 =	79) 3 × 12 =
20) 3 × 2 =	40) 11 × 3 =	60) 5 × 3 =	80) 2 × 3 =

Time: _____   Score: _____ / 80

MULTIPLICATION AND DIVISION