

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Halloween – F–6 Bundle

Table of Contents
Pack contents/guides 2–4; 51–53; 106–108
F–2 English 5–16
F–2 Maths 17–25
F–2 Games/colouring 26–36
F–2 Crafts/display/answers 37–50
Y3–4 English 54–67
Y3–4 Maths 68–77
Y3–4 Games/colouring 78–90
Y3–4 Crafts/display/answers 91–105
Y5–6 English 109–123
Y5–6 Maths 124–132
Y5–6 Games/colouring 133–144
Y5–6 Crafts/display/answers 145–160



Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Halloween – F-2 Pack

Table of Contents
Teacher guide 2–3
Words and sounds 4–6
Story and questions 7–10
Sentences and writing 11–15
Counting and number 16–18
Patterns, shapes and length 19–22
Picture data and graph 23–24
Two complete games 25–31
Four colouring sheets 32–35
Three cut-and-make crafts 36–42
Class display and puzzle 43–44
Optional creative choice 45
Answers and checks 46–49

PREVIEW



Teacher guide – Foundation to Year 2

Choose a welcoming theme

Halloween falls on 31 October. These optional activities use a fictional night garden, friendly creatures and paper designs. Children may use the garden theme throughout, choose a different activity or pass. No costumes, sweets, celebration experience or personal family stories are needed.

What is included

Choose from vocabulary and word study, an original read aloud, comprehension, sentences, narrative writing and a real note. Maths covers counting, joining and taking away, patterns, shapes, informal length and picture data. Two games, four counting scenes and three different crafts offer practical choices.

Supported, core and stretch routes

Read prompts aloud. Children can point, say, draw, move cards or dictate before writing. Begin with picture words and quantities within ten. Model the first example, then check together.

For Year 1/2 stretch, ask children to explain a pattern, compare the data, write a longer ending or revise their message. Extend the reasoning rather than requiring more independent reading from every child.

Using the pack

The contents page gives exact page ranges. Keep paired source, response and component sheets together. Use the measuring paths and strips at the same 100% A4 scale. Choose activities across several short sessions; the pack is not a timed test. Answers and useful checks are on pages 46–49.

Teacher guide – games and making

Ordinary materials

Use pencils, crayons, paper or thin card, scissors and tape. Games need two counters, such as plain classroom counting pieces. Adults read instructions and help with cutting, especially the puppet holes and lantern slits.

Two complete games

Lantern trail, pages 25–28: use the board, both rules pages and six problem cards. A correct answer moves one space, not the answer number. Recycle cards under the pile. Card answers are on page 48.

Picture-word match, pages 29–31: cut twelve cards into six picture-word pairs. Use opaque card if pictures show through. Both rules pages explain turns, finish, ties and cooperation. Offer free-play and adult reading.

Three different paper products

Paper lantern, pages 32–35: fold at the middle, cut from the fold to the guide ends, open and trim the short edges. Tape the handle inside opposite top slits. Paper decoration only; no light or flame.

Bat finger puppet, pages 39–40: keep the outside shape joined. An adult cuts both holes. Use firm paper or thin card; if widening a hole, keep a bridge of paper between the holes.

Standing garden, pages 41–42: keep all three panels joined. Fold one line forward and the other back. Put all bottom edges on a flat desk and adjust the zigzag until steady.

Creative choices

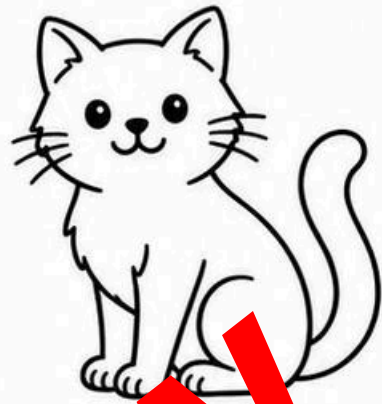
Colour: pages 32–35. Display: 43. Choose: 45. Sharing is optional.

Night garden words

Say the words. Point to each picture.



bat



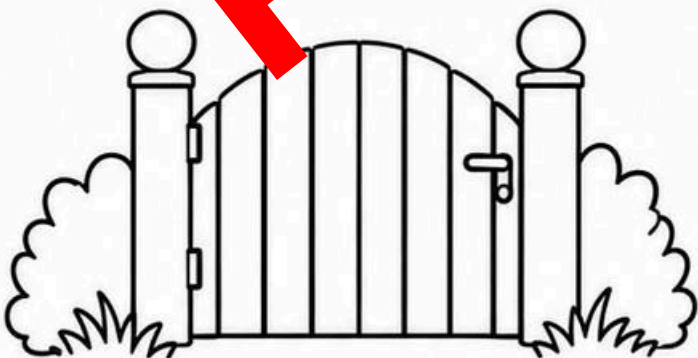
cat



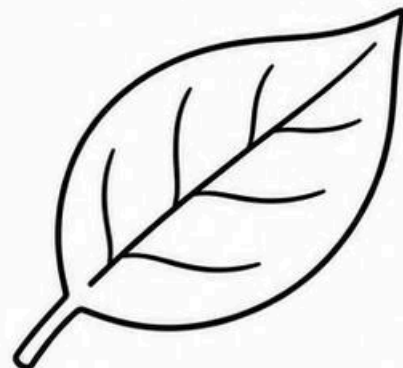
moon



lantern



gate

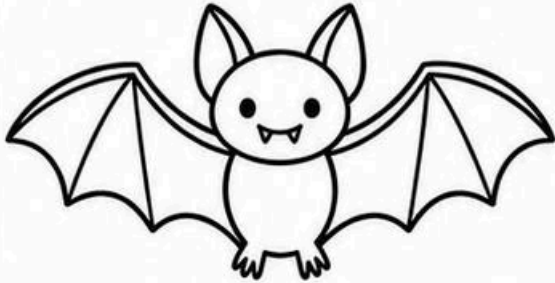


leaf

Tell a partner about two pictures.

First sounds

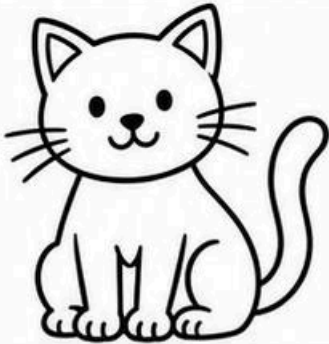
Say it. Circle its first sound.



b

c

m



l

c

g



m

b

l



g

l

c

Try: /b/ ... bat.

Say another word with /b/.

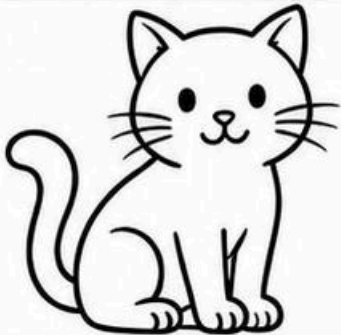


Clap the word

Say it. Clap its parts. Circle the number.



bat 1 2 3



cat 1 2 3



lantern 1 2 3



garden 1 2 3

Try your own word. Say it and clap.

The lost lantern

Part 1

Mia made a paper lantern.

She hung it near the garden gate.

A breeze lifted it off the hook.

The lantern rolled under the bench.



The lost lantern

Part 2

Mia asked her friend Sam to help.

Sam saw a small cat by the bench.

'Here it is!' said Sam.

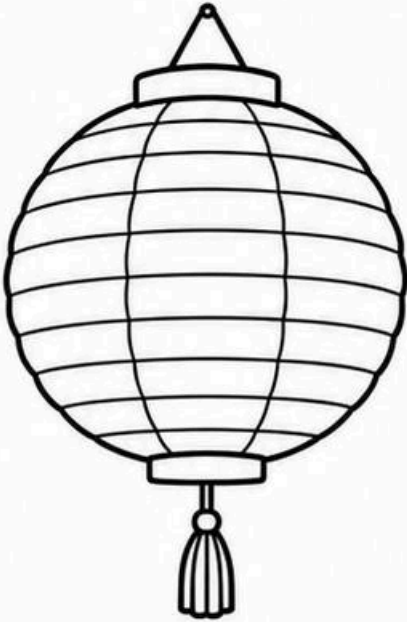
They hung the lantern back on the hook.



Talk about the story

Listen again. Point, say or write.

1. What did Mia make?



2. Where did the lantern roll?

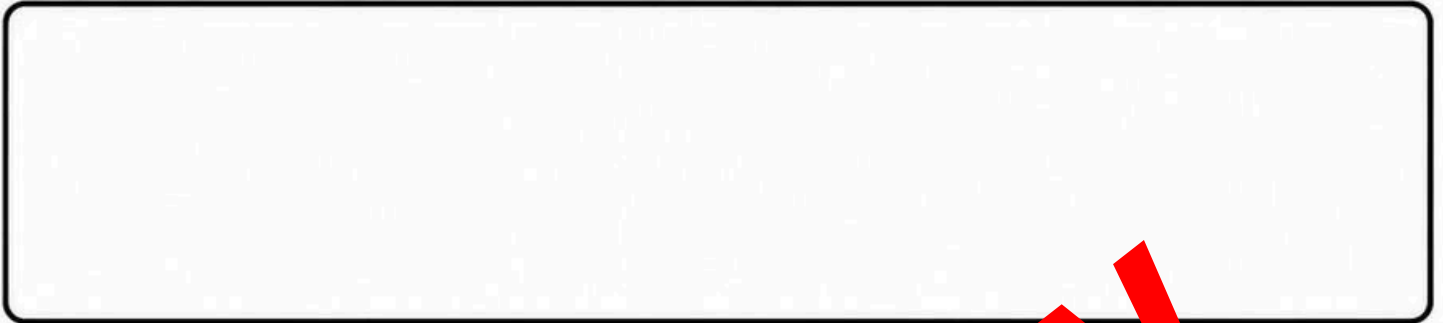
PREVIEW

Look at Parts 1 and 2.

Tell it in order

Draw or tell what happened.

First



Next



Last



Tell a partner your three parts.



Build a sentence

Cut the words. Make each sentence. Read it.

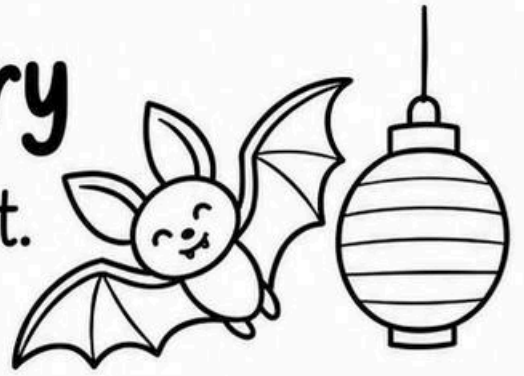
The	cat	sat	.
-----	-----	-----	---

The	bat	flew	.
-----	-----	------	---

Say a new sentence with cat or bat.

My night garden story

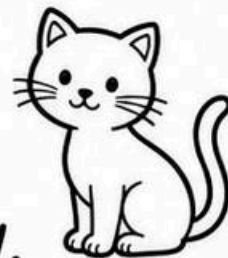
Draw your idea. Tell it or write it.



bat lantern gate night

At night I saw...

My story continues



Tell the next part. Write or draw.

A large rectangular box with rounded corners, intended for drawing or writing the next part of the story.

Then...

Five horizontal lines for writing the continuation of the story.

Read or tell it. Does it make sense?



A note for a friend

Invite a friend to your paper garden.



Who is your note for?

What will you make or show?

What can your friend do?

Use the next page for your note.

Write your note

Use your plan. Write, draw or tell an adult.

Dear _____.

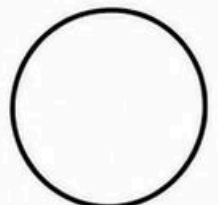
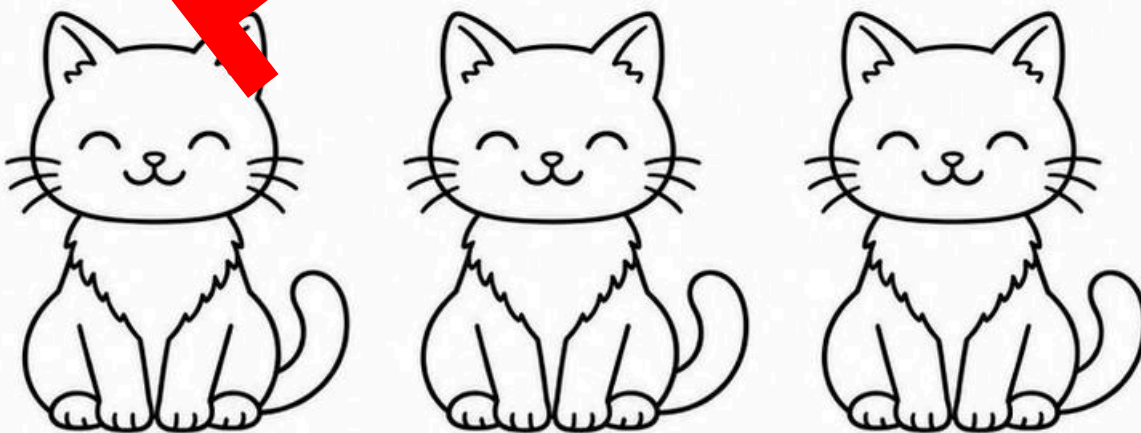
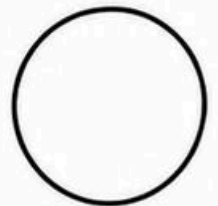
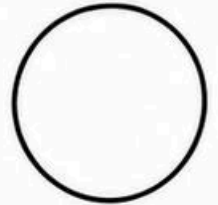
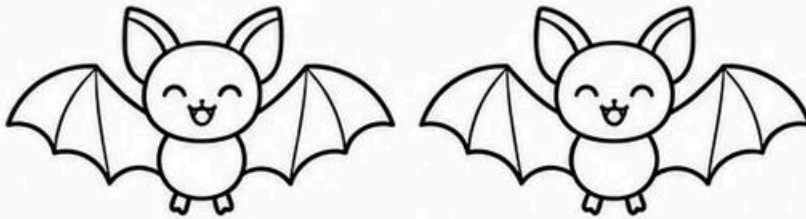


Please come and see...

From _____.

Count the night garden

Touch each picture. Say the number. Write it.

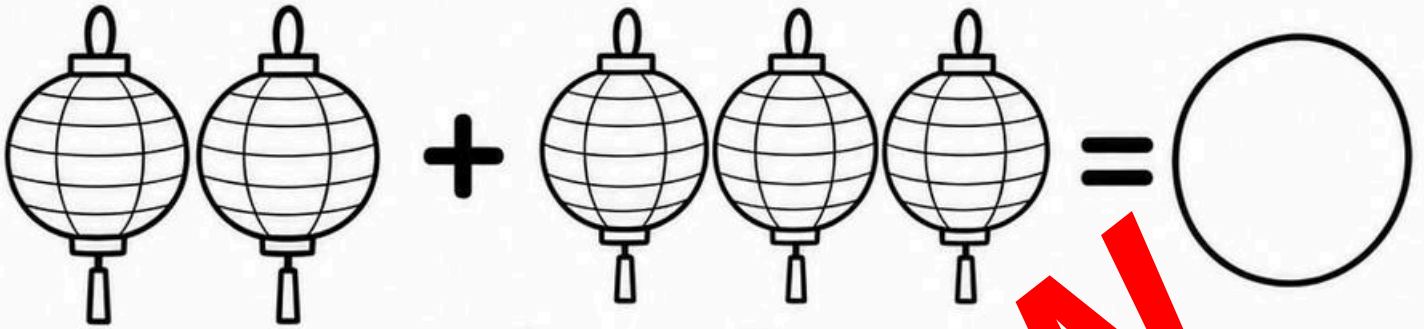


Try 3 pictures first.

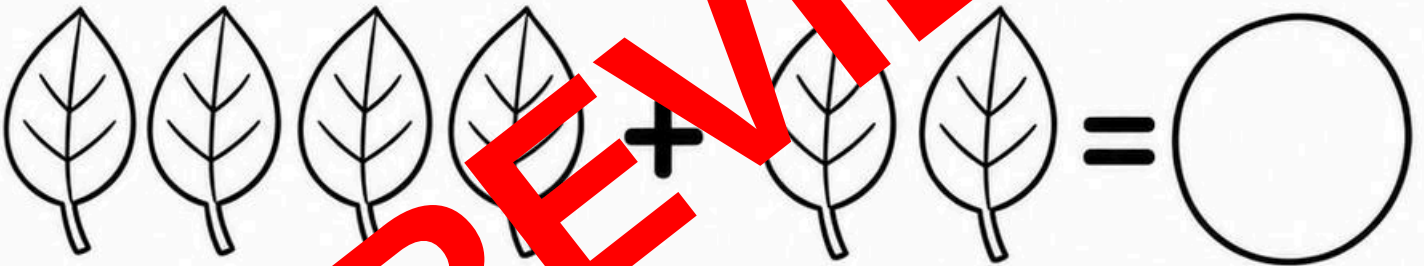
Which group has the most? _____

Join the groups

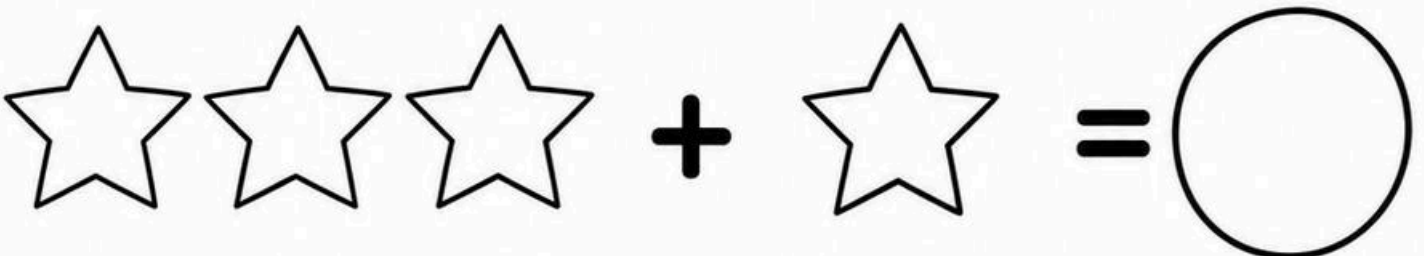
Count both groups. Write the total.



$$2 + 3 =$$



$$4 + 2 =$$

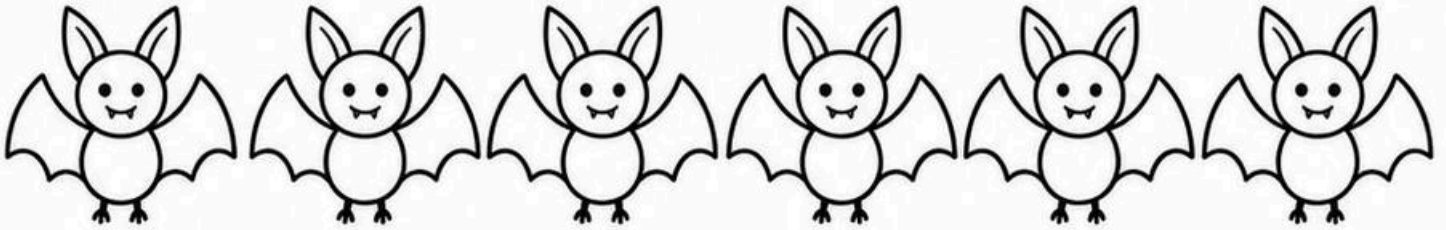


$$3 + 1 =$$

Use counters to help.

Some go away

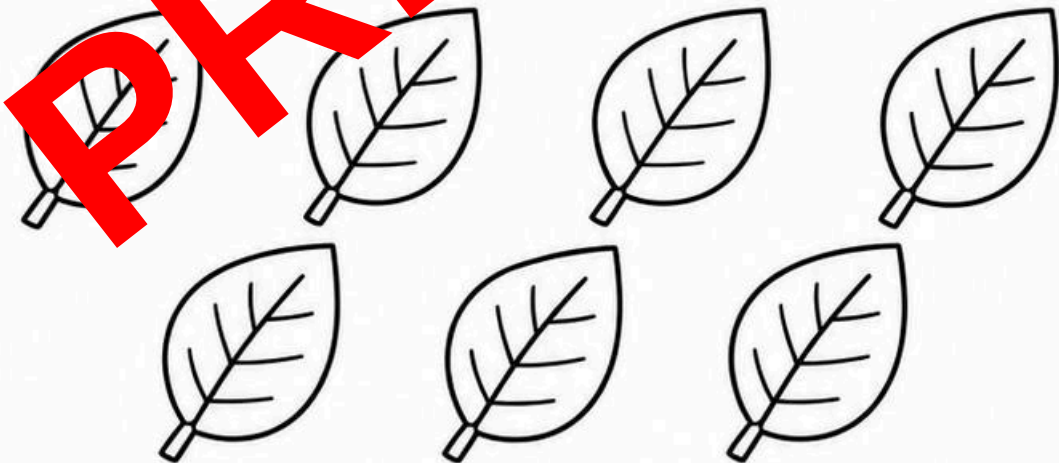
Cross out. Count what is left.



$$6 - 2 = \bigcirc$$



$$5 - 1 = \bigcirc$$

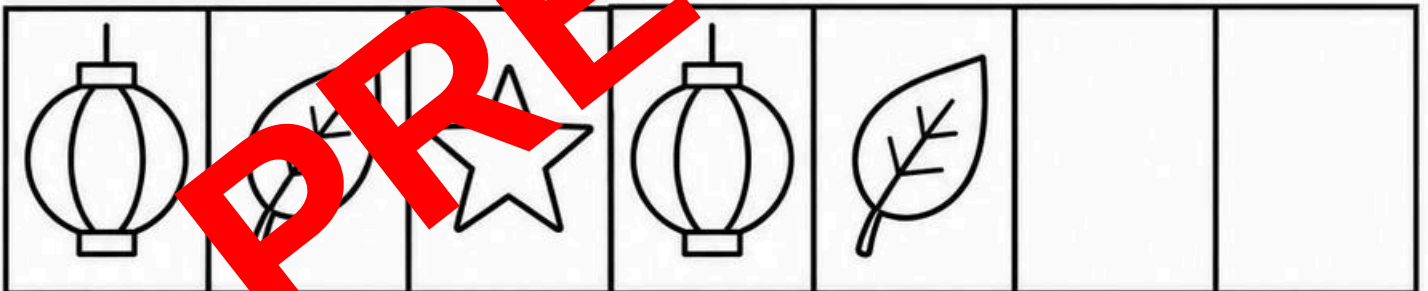
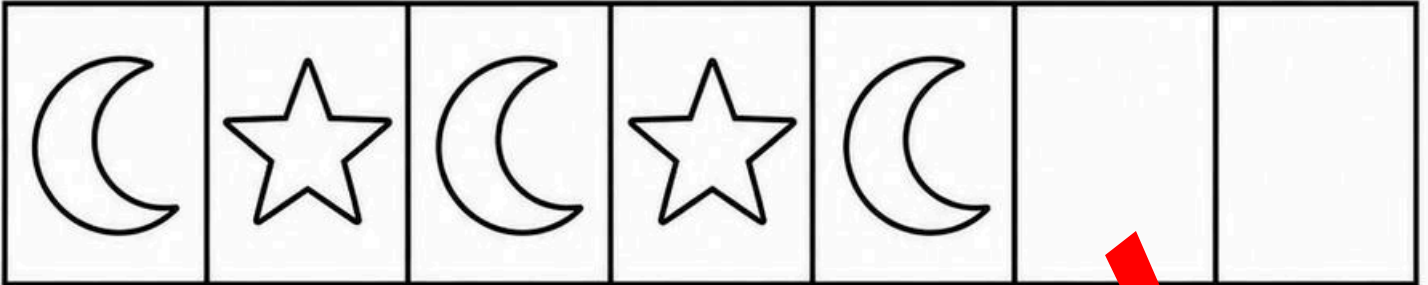


$$7 - 3 = \bigcirc$$

Say what you did.

What comes next?

Draw the next two.

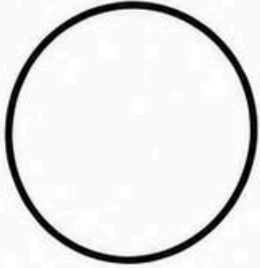


Make a repeating pattern.

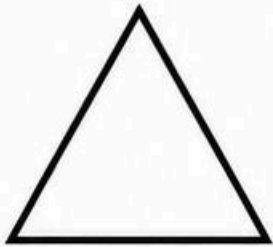
--	--	--	--	--	--	--	--	--	--

Shape garden

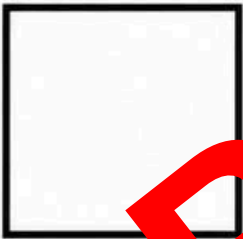
Point. Say the shape. Draw one more.



circle



triangle



square



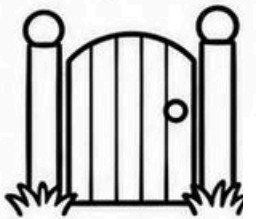
rectangle

Which shape has 3 sides?

Measure the paths

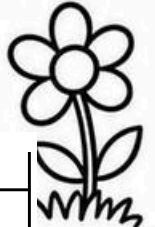
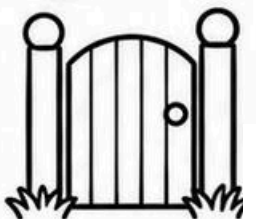
Use a paper strip. Start at the mark.

A



Path A is strips long.

B



Path B is strips long.

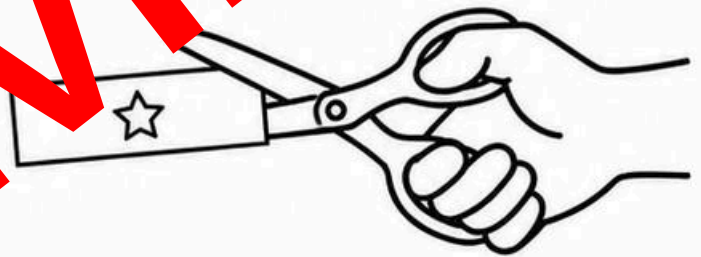
Which path is longer?

Paper measuring strips

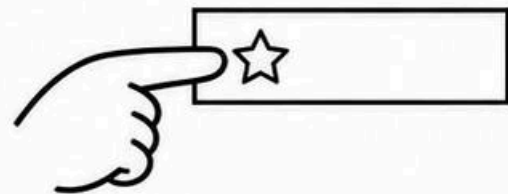
Cut on the outlines. Keep the strips equal.



1. Cut the strips.



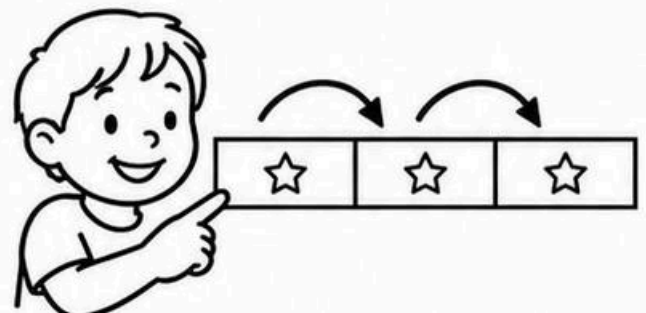
2. Start at the mark.



3. Put strips end to end.



4. Count. Leave no gaps.

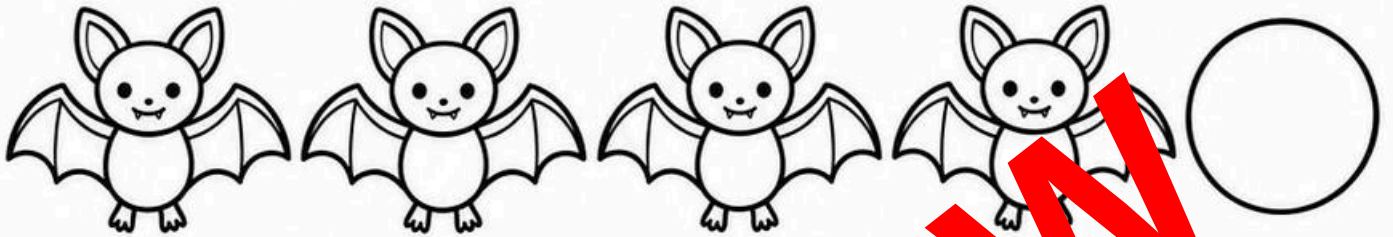


Use with Measure the paths.

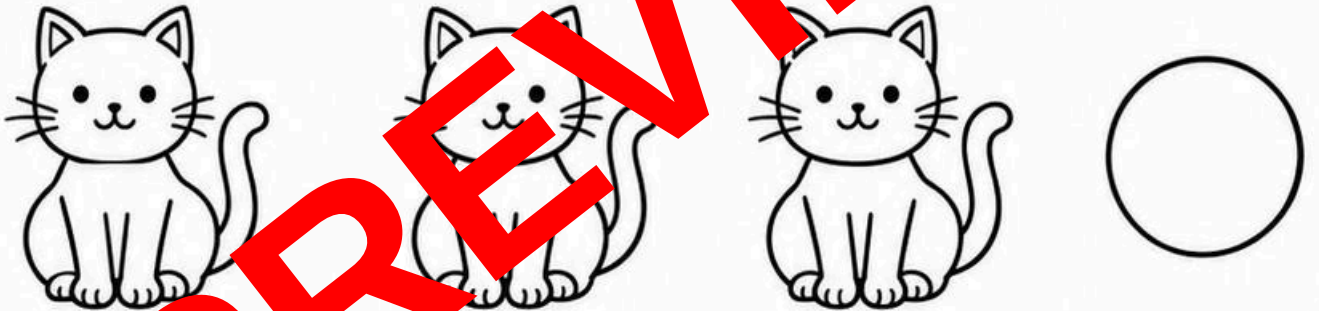
Our pretend garden

These are pretend choices. Count each row.

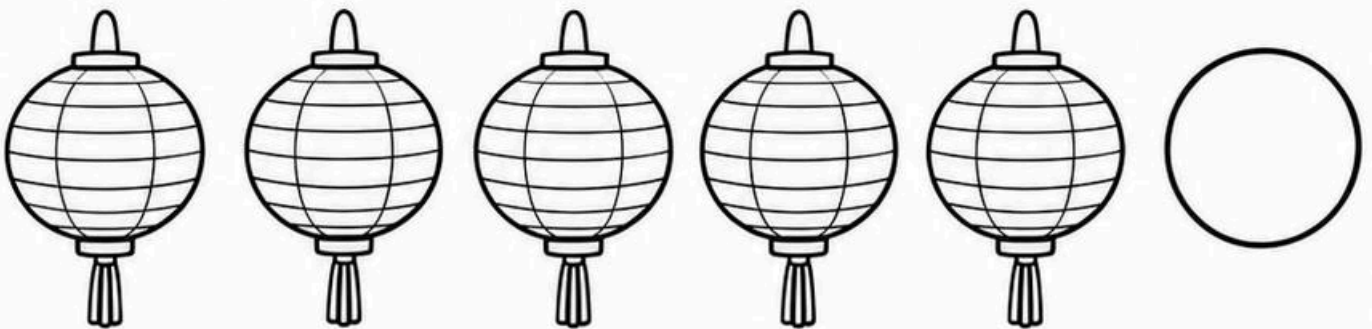
bat



cat



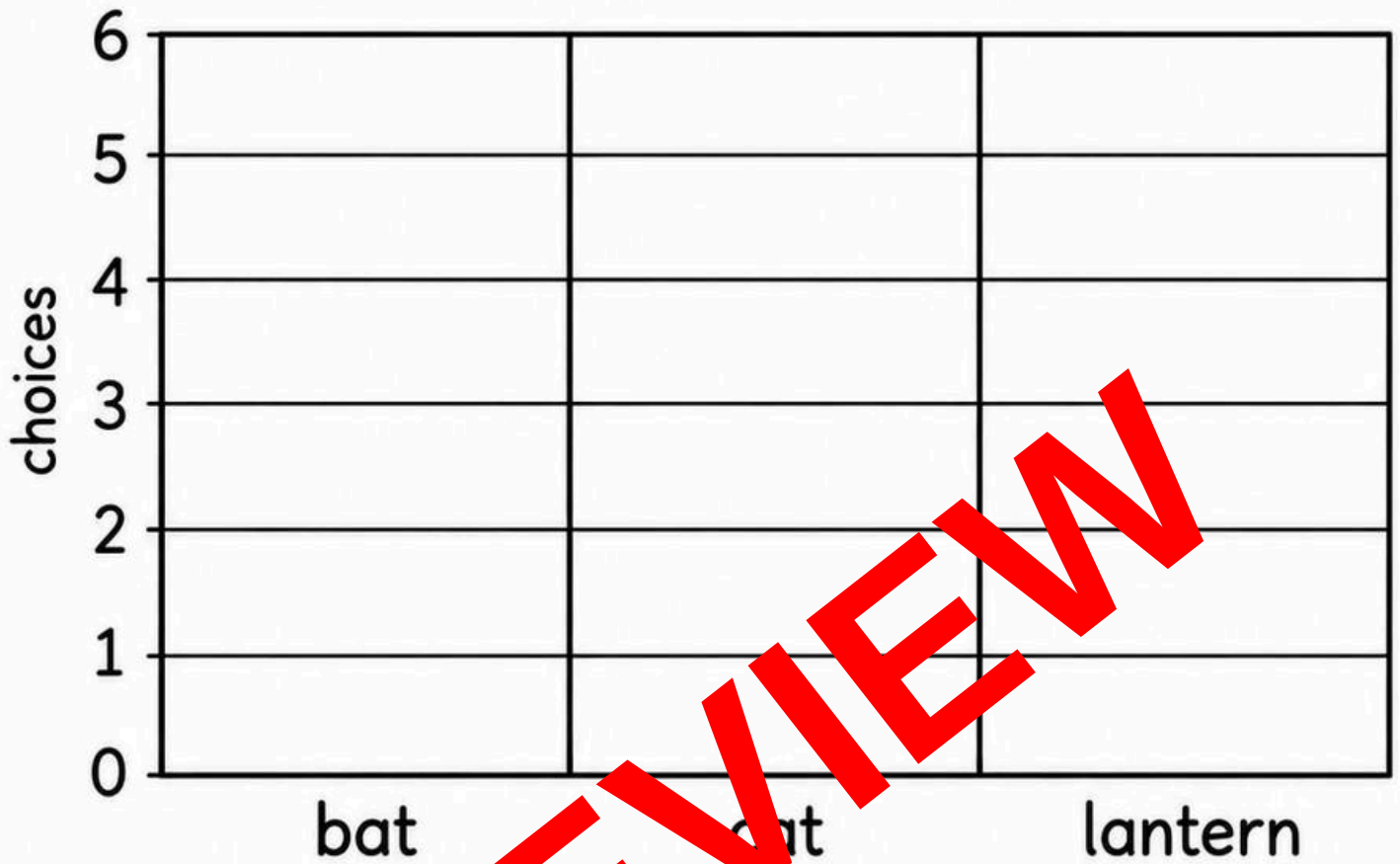
lantern



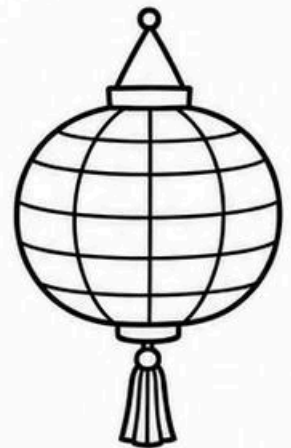
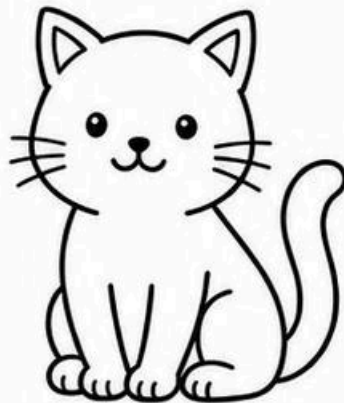
Use these counts on the next page.
A picture stands for one choice.

Show the choices

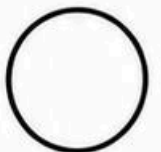
Use the counts from Our pretend garden.



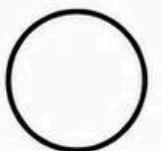
Draw each box. One box is one choice.



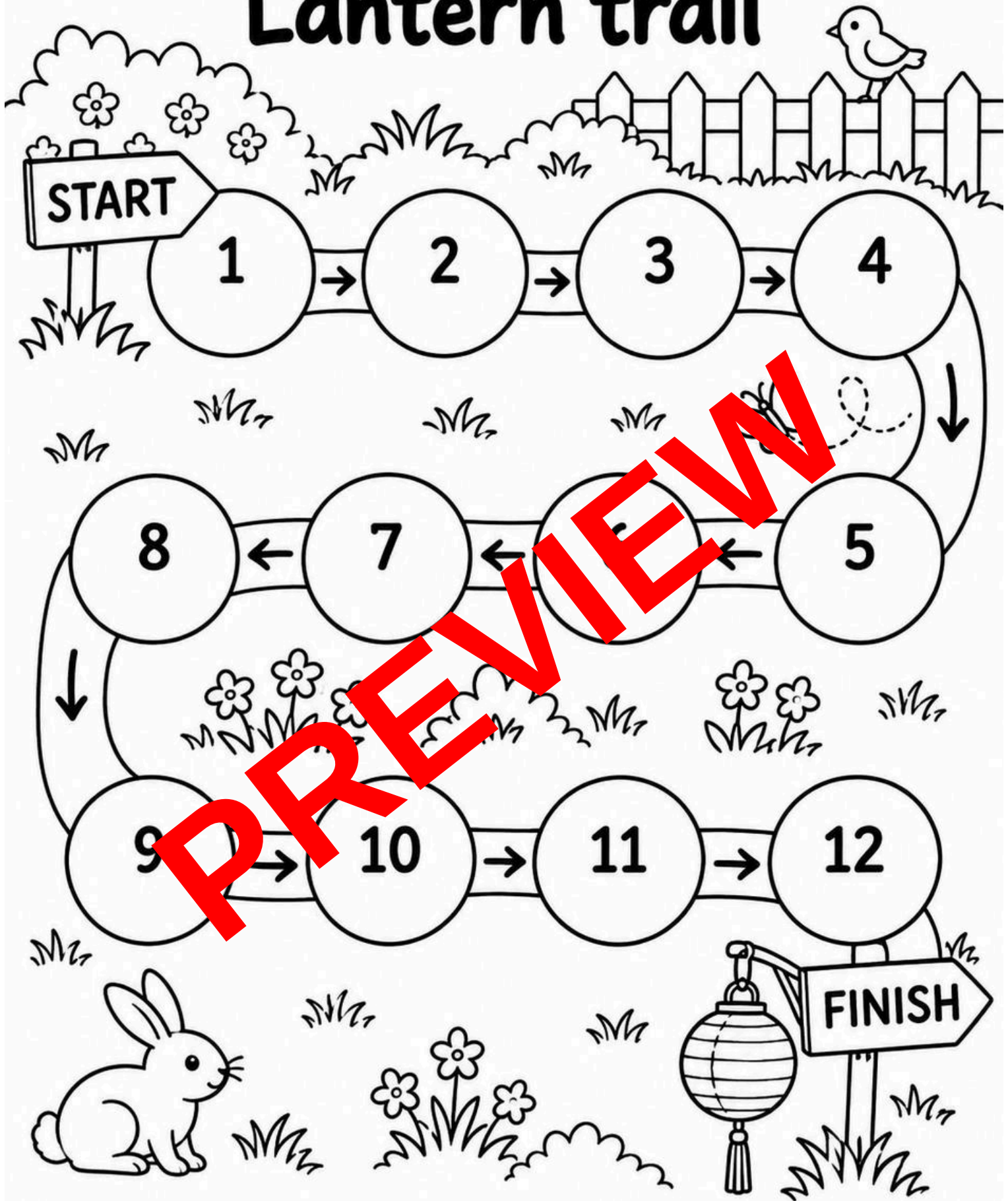
Which has the most?



How many more lanterns than cats?



Lantern trail



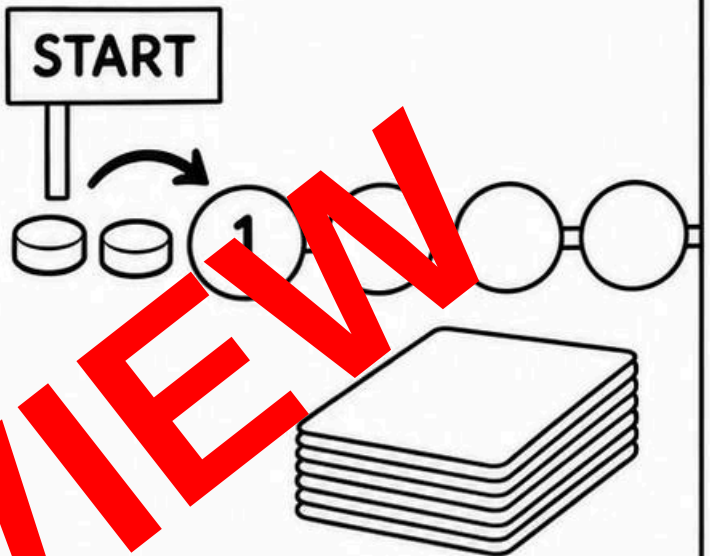
Use the rules and cards
on the next pages.

Lantern trail: start and play

You need: 2 players, one board, six cards and one counter each.



Start: Put both counters before 1. Mix the cards face down.



Your turn: Turn over one card. Say the answer. Check together.



Correct? Move 1 space.
Not yet? Stay and count together.

Correct!



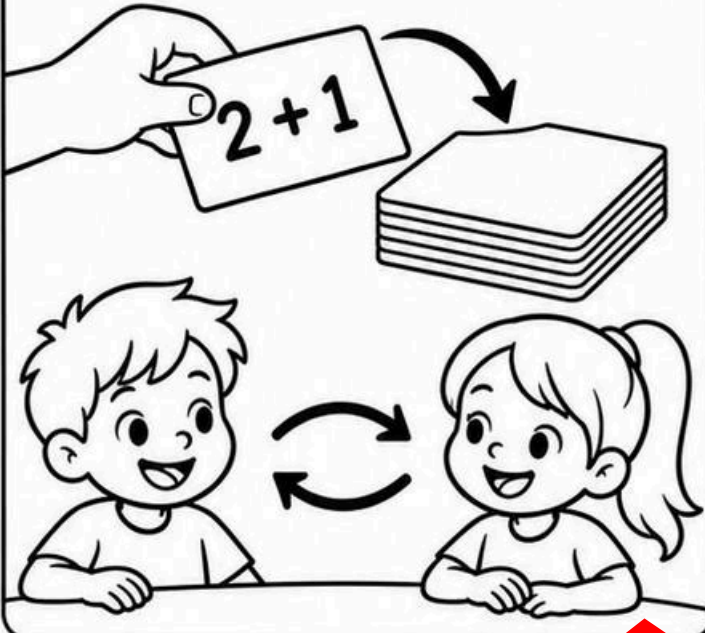
Not yet!



Continue with the next rules page.

Lantern trail: next turn and finish

Put the card under the pile. Take turns.



First to reach 12 wins.



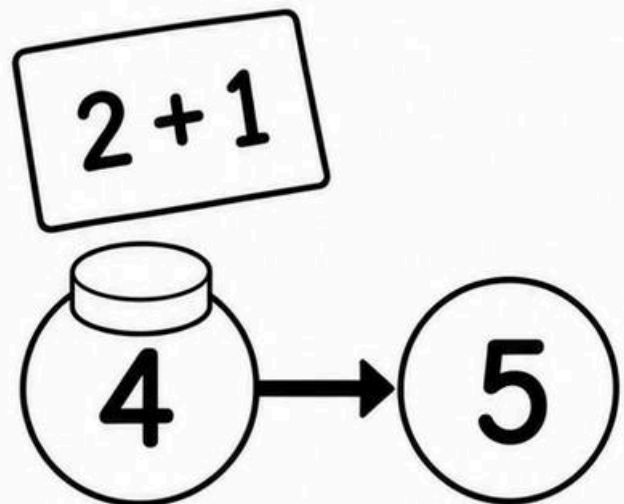
Try together:
Help both counters
reach 12.



Worked turn:

$$2 + 1 = 3.$$

Correct! Move from 4 to 5.



The card is the problem.
Move 1 space for a correct answer.

Lantern trail cards

Cut the six cards.

$$2 + 1$$



$$4 - 1$$



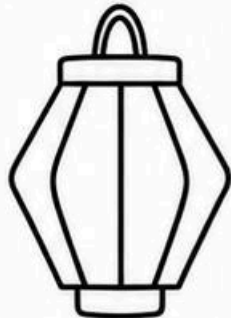
$$3 + 2$$



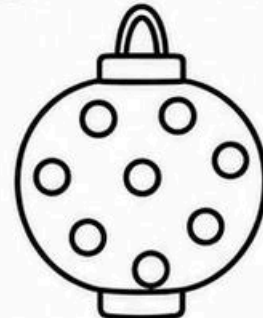
$$5 - 2$$



$$1 + 4$$



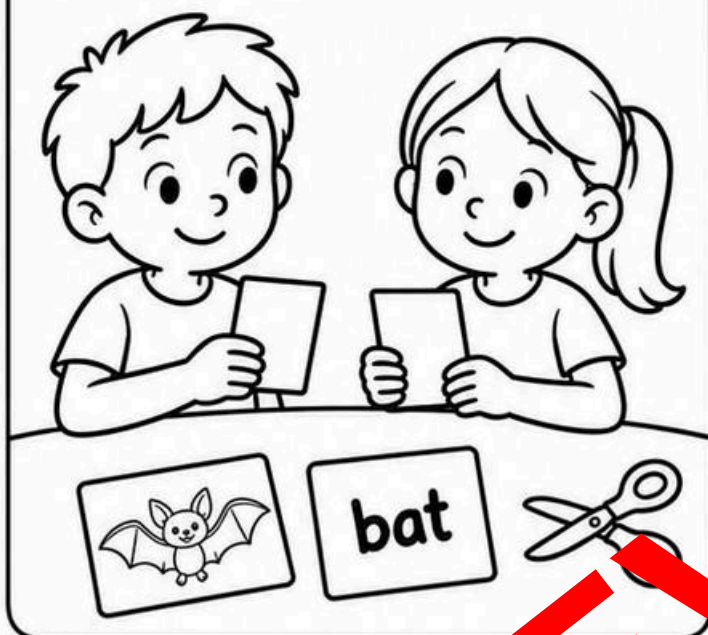
$$6 - 2$$



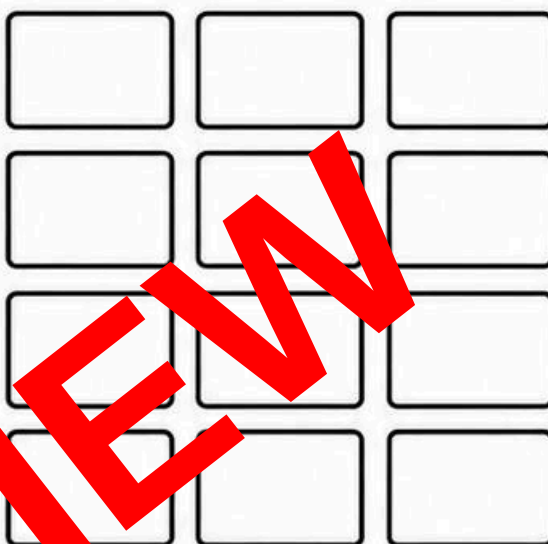
Keep all six cards for Lantern trail.

Picture-word match: start and play

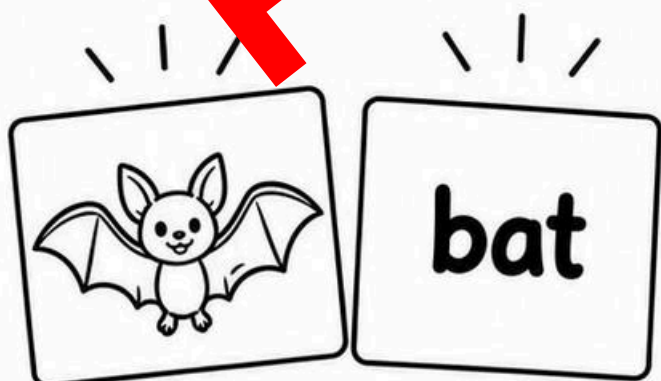
You need: 2 players and twelve cards. Ask an adult to cut them.



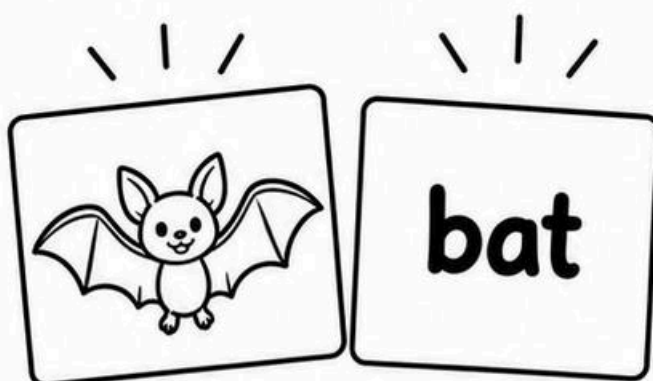
Start: Mix the cards. Put them face down in 4 rows of 3.



Your turn: Turn over 2 cards. Say the picture and read the word.



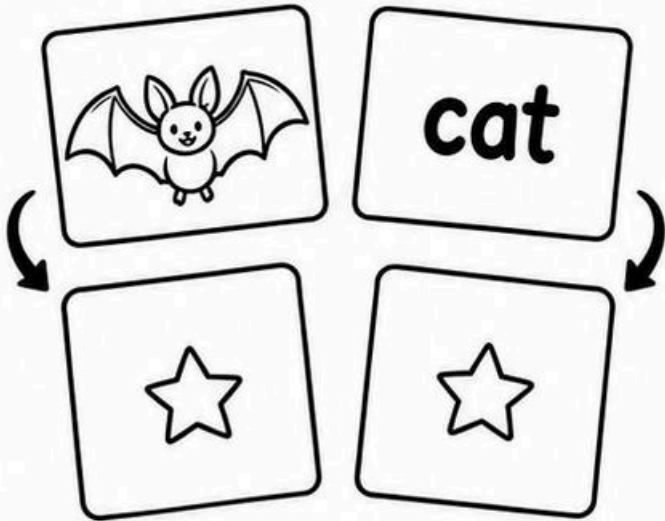
A picture and its word match? Keep the pair. Take another turn.



Continue with the next rules page.

Picture-word match: finish and help

No match? Turn both cards back. Let the next player try.



Stop when all six pairs are found. Count your pairs. Most pairs wins. A tie is fine.



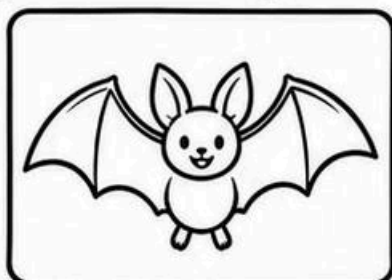
Try together: Find all six pairs as a team.



Need help? Play face up. Ask an adult to read the words.



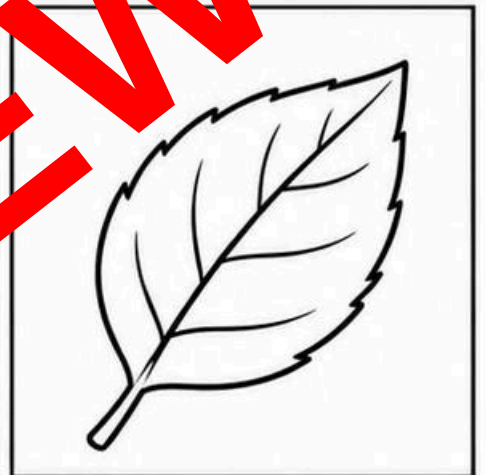
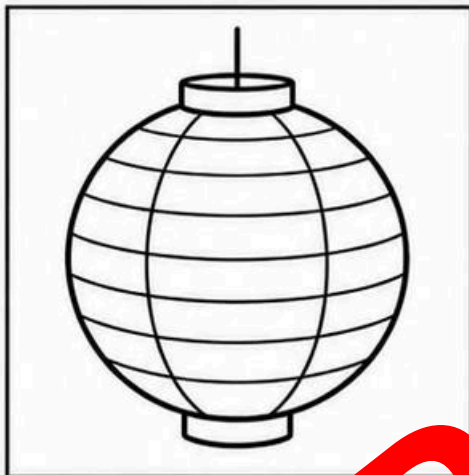
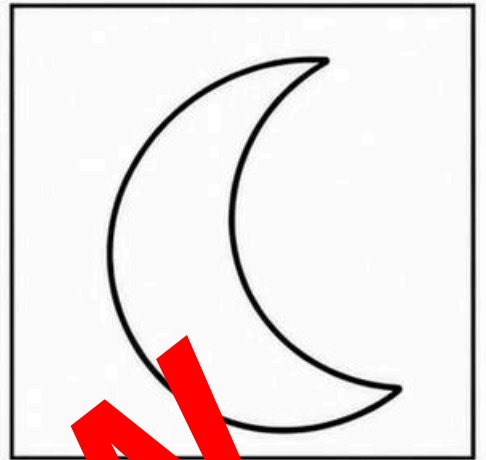
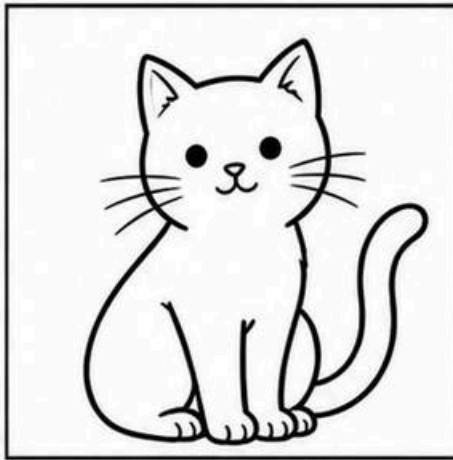
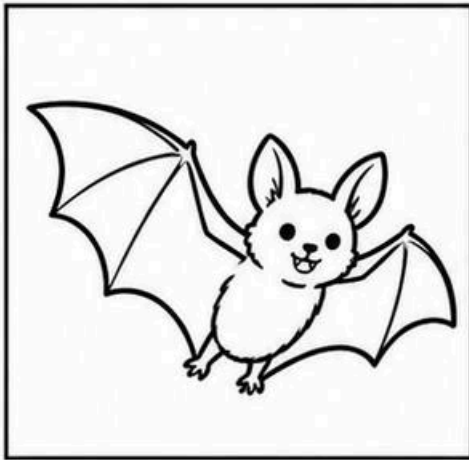
Worked pair: bat picture + bat word = a match.



bat

Night garden pairs: cards

Cut all twelve cards.



bat

cat

moon

lantern

gate

leaf







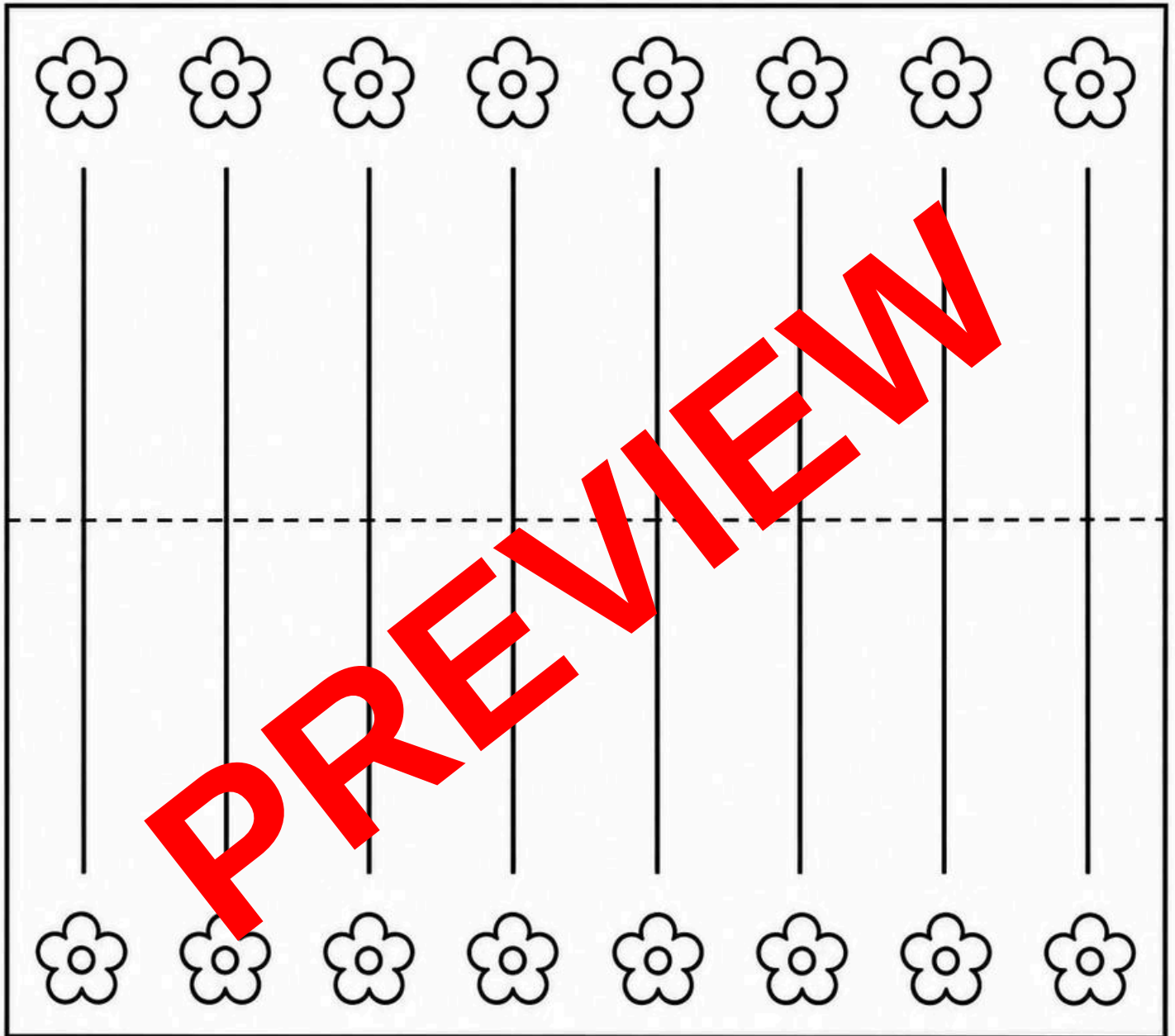
PREVIEW





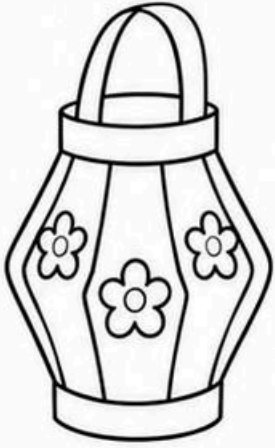
Paper lantern: body

Colour. Cut the outside. Fold the dotted line.



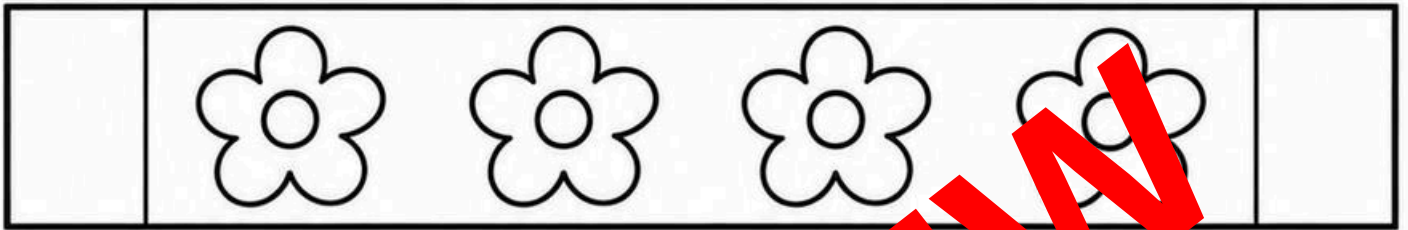
Cut the slits from the fold. Stop at each line end.

Use the handle and steps on the next two pages.



Paper lantern: handle

Colour the handle. Cut the outside.



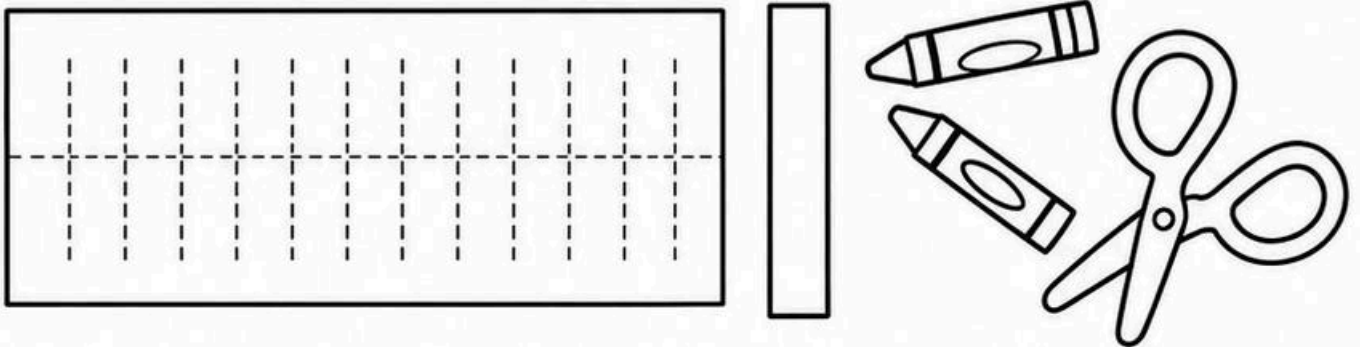
Draw a pattern for your lantern.

PREVIEW

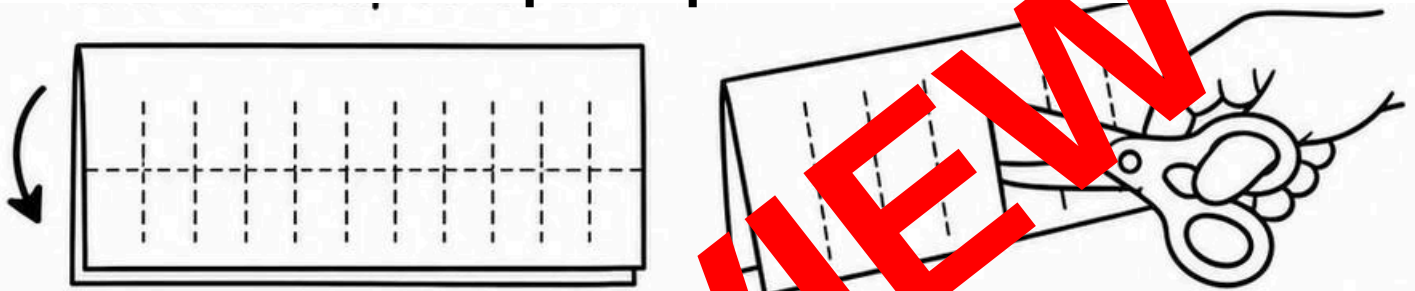
Use paper and tape. No light or flame.

Make your paper lantern

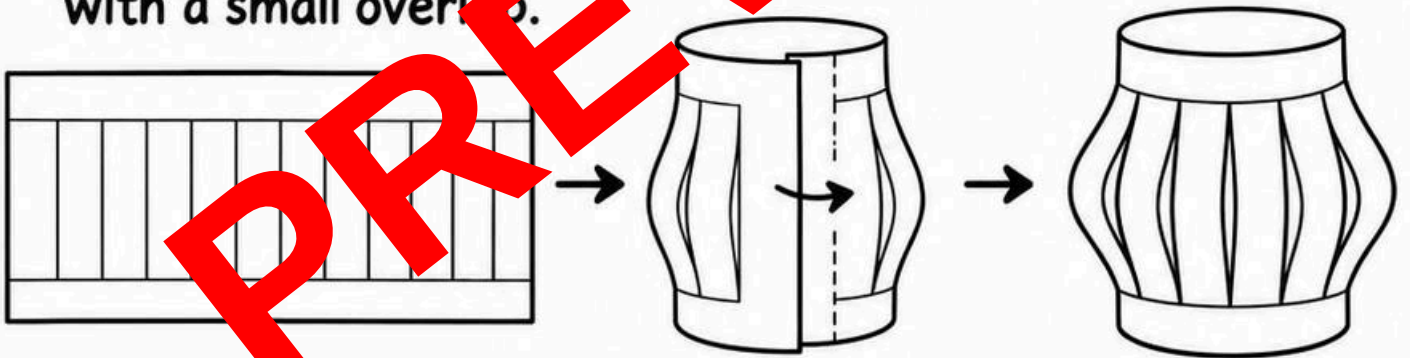
1. Colour the body and handle. Cut both outside lines.



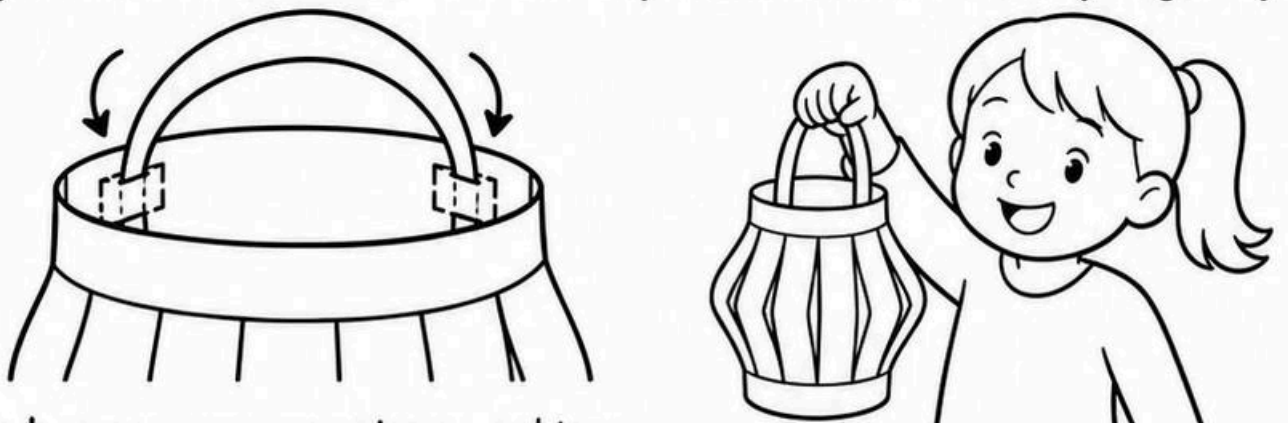
2. Fold the dotted line. Cut from the fold. Ask an adult to help. Stop at each line end.



3. Open the paper. Curl the body. Tape the short side edges with a small overlap.



4. Tape the handle inside the two top sides. Stand or carry it gently.



You need: paper, crayons, scissors and tape.
Paper decoration only. No light or flame.

Bat finger puppet

Colour. Cut the outside. Ask an adult to cut the holes.



Put two fingers through. Make the bat walk.

Make your bat puppet

1. Use firm paper or thin card.
Colour your bat.



2. Cut only the outside line.
Keep the wings joined.



3. Ask an adult to cut the two
round holes.



4. Put two fingers through from
behind. Let them walk.



☐ Too tight? Ask an adult to widen a hole a little. Keep paper between the holes.

Tell a kind adventure for your bat.

You need: paper or card, crayons and scissors.

Standing night garden



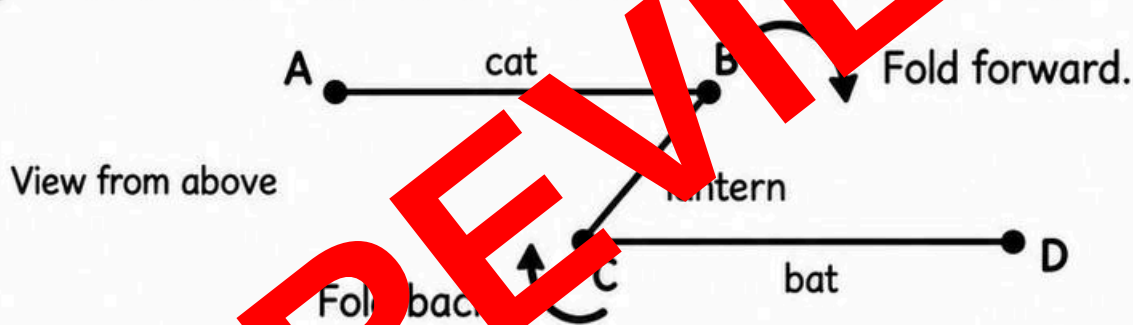
Colour. Cut the outside. Fold the two dotted lines.
Fold one line forward and one line back. The garden stands in a zigzag.

Make a standing garden

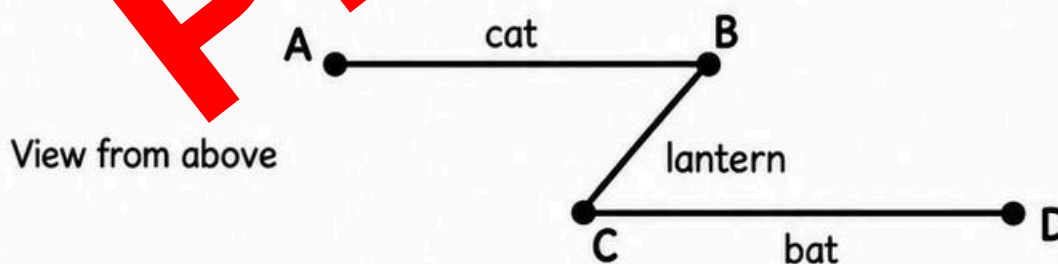
1. Colour the scene. Cut the outside rectangle.



2. Fold one dotted line forward. Fold the other back.



3. Open into a zigzag. Put all three bottom edges on a desk.



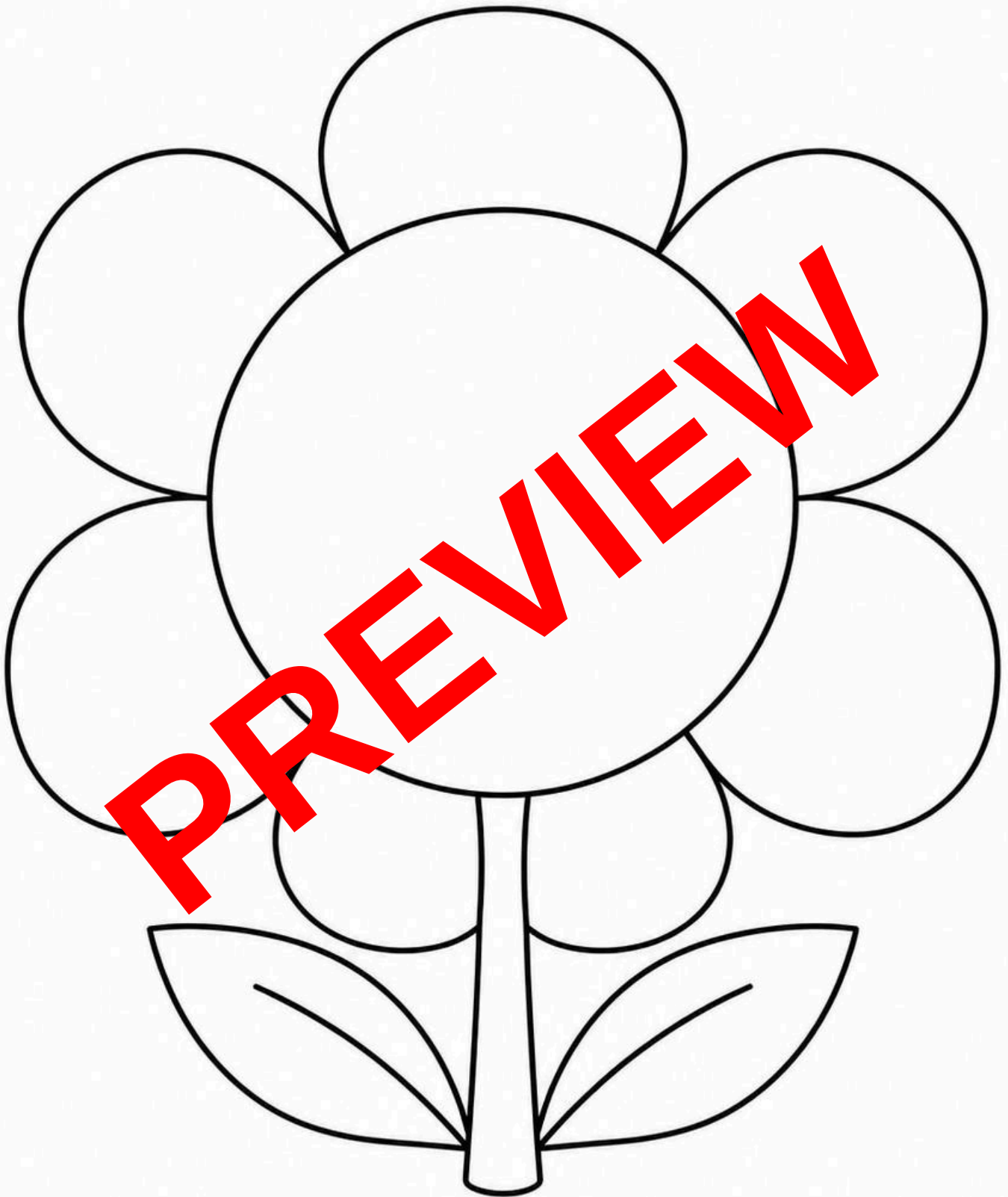
The three bottom edges touch the desk.

Test: Does it stand? Make the zigzag wider or narrower until it is steady.
Tell a story about your garden.

You need: firm paper or thin card, crayons and scissors. Adult cutting help.

Our class night garden

Draw or write one kind idea in the middle.

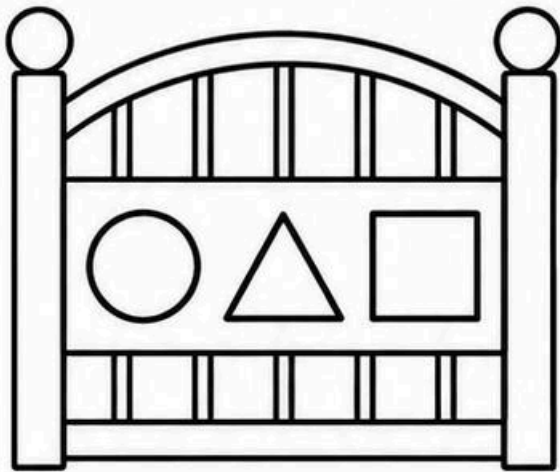


Colour. Ask for cutting help. Add your flower with tape.
You may add a picture, or choose not to display it.

Find the right gate

Find the gate with these middle symbols:
a circle, a triangle and a star.

A



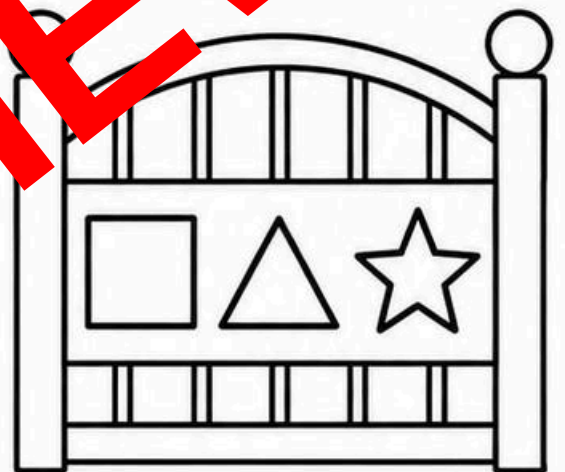
B



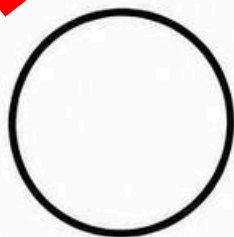
C



D



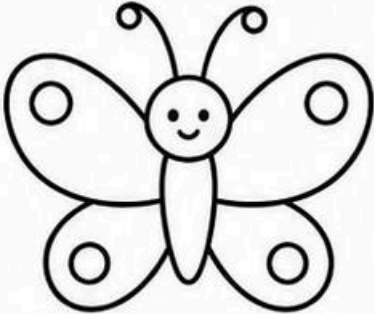
My gate is



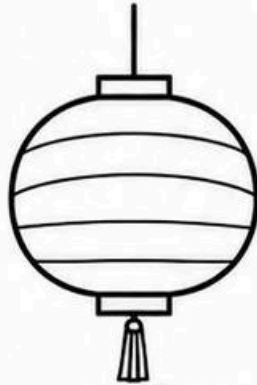
Tell why the other gates do not fit.

My quiet garden choice

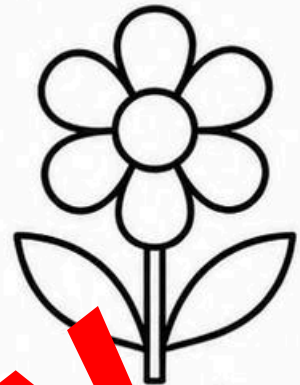
Choose. Draw, tell or write.



A friendly creature



A paper lantern



A garden flower

PREVIEW

I chose...

You can share, keep it private or pass.

Answers and checks – English

Words and sounds: pages 4–6

Page 4: bat, cat, moon, lantern, gate, leaf. Accept spoken descriptions using the matching picture.

Page 5: bat /b/ → b; cat /k/ → c; moon /m/ → m; leaf /l/ → l. Other-word responses vary.

Page 6: bat 1, cat 1, lantern 2, garden 2 spoken syllables. Check the child's own word by saying and clapping it together.

Original story: pages 7–10

Page 9: Mia made a paper lantern. It rolled under a bench. Accept a clear drawing, pointing or dictated answer.

Page 10: first Mia makes/hangs the lantern, next a breeze lifts it and it rolls under the bench; last Sam finds it and they return it to the hook. A three-part retell can combine related events.

Sentences: page 11

The cat sat. The cat found. Each needs the capital The, correct word order and one final full stop. Both sentences use only the supplied cards.

Writing and messages: pages 12–15

Pages 12–13: look for a connected night-garden idea, then an event or ending. A drawing or spoken story is a valid supported response. For writers, check understandable order and a capital/full stop for each sentence.

Pages 14–15: the note has a recipient, a clear invitation to see or make the paper garden, and a sender. Check that the final message carries the planned idea. Spelling attempts and adult transcription are appropriate.

Answers and checks – number and shape

Counting: page 16

Bats 5; paper lanterns 7; cats 3. Lanterns have the most. Touch each picture once while counting. The final spoken number gives the total.

Joining groups: page 17

$2 + 3 = 5$ lanterns. $4 + 2 = 6$ leaves. $3 + 1 = 4$ stars. Accept counting all, counting on or an explained number fact.

Taking away: page 18

$6 - 2 = 4$ bats. $5 - 1 = 4$ lanterns. $7 - 3 = 4$ leaves. Check that crossed-out pictures match the amount taken away and that only remaining pictures are counted.

Repeating patterns: page 19

Moon, star repeating: next star, moon. Cat, bat, leaf repeating: next leaf, bat. Lantern, leaf, star repeating: next star, lantern.

For the invented pattern, identify its repeating part and check that the sequence follows the verbal explanation or a moved-picture demonstration is suitable.

Shapes: page 20

Rows: circle, triangle, square, rectangle. Check each new drawing matches its row. The triangle is the shape with three sides. Accept typical imperfect child drawings when the defining features are clear.

Answers and checks – length, data and games

Informal length: pages 21–22

At 100% A4 scale, each supplied strip is 20 mm long. Path A is 100 mm: five strips. Path B is 140 mm: seven strips. Path B is longer by two strips.

Begin at the marked end, keep strips end to end without gaps or overlaps, and finish at the other mark. Counting strips rather than the gaps is essential.

Fictional picture data: pages 23–24

Page 23: bat 4, cat 3, paper lantern 5. One picture represents one pretend choice.

Page 24: bars rise from zero to 4, 3 and 5. Lanterns have the most. There are two more lantern choices than cat choices. These are invented choices, not real class results.

Lantern trail: pages 25–26

Card answers in running order: $2 + 1 = 3$; $4 - 1 = 3$; $3 + 2 = 5$; $5 - 2 = 3$; $1 + 4 = 5$; $6 - 2 = 4$.

A correct card moves exactly one space. The worked turn is $2 + 1 = 3$, so the counter moves from 4 to 5. Check answers together, recycle cards and use the stated finish or cooperative rule.

Picture-word match: pages 29–31

The six pairs are bat, cat, moon, lantern, gate and leaf: one picture and its same word. Two pictures or two word cards are not a pair.

With six pairs, a completed game shares six pairs between players. If each has three, the game is a tie. Cooperative or face-up play has no ranking requirement.

Answers and checks – making and choices

Paper lantern: pages 36–38

Both top and bottom bands stay joined after cutting. Slits begin at the fold and stop at their guide ends. Short side edges overlap and are taped; each handle end attaches inside an opposite top side. It is a paper decoration.

Bat puppet: pages 39–40

The body and wings stay one piece. Both holes have paper around them and between them. Adult cutting and firm paper help the puppet keep its shape. A story can be drawn, told or written.

Standing garden: pages 41–42

There are exactly two fold lines and three connected panels. One fold goes forward, the other back. All three bottom edges touch the desk; adjust the zigzag until the object stands steadily.

Gate puzzle: page 44

B is the only correct middle-symbol set: circle, triangle, star. A has a square instead of a star. C has a square instead of a triangle. D has a square instead of a circle. Gatepost circles are not part of the middle-symbol clue.

Open responses: pages 32–35, 43 and 45

Colouring has no fixed answer. Look for comfortable choices and care rather than a required colour scheme.

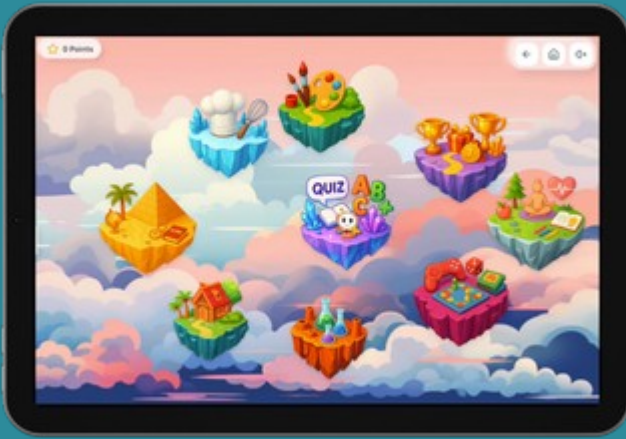
The display flower accepts one kind idea in a picture or words. The final choice accepts a creature, paper-lantern or flower idea, with optional telling/writing. Keeping it private or passing is a valid choice.

Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Halloween – Y3–4 Pack

Table of Contents
Teacher guide 2–3
Words and word study 4–5
The shadow on the wall 6–7
Comprehension and writing 8–11
Writing and speaking 12–17
Number, fractions and patterns 18–21
Shape, area, time and data 22–27
Build a row game 28–33
Clue-chain dominoes 34–36
Four colouring pages 37–40
Three paper crafts 41–47
Display, puzzle and choice 48–50
Answers and activity checks 51–55

PREVIEW



Teacher guide: Years 3–4

Choose how to take part

This friendly pack uses a fictional paper garden and a calm shadow mystery. Halloween participation is optional. Offer a night garden, imaginative creature or another calm theme. No costume, food, purchase or family disclosure is needed.

Ordinary materials

Use pencils, paper, a ruler, scissors, tape, firm card for the owl stand and ordinary counters in two colours. Give adult cutting help, especially for slots. Paper decorations need no flame or light.

Supported, core and stretch routes

Read the story together. Allow drawing, oral answers, a scribe or a partner. Model equal groups, unit fractions and counting around a boundary. Stretch with evidence, coherent paragraphs, inverse checks and explanations.

Use the space

Keep the poem, writing, data, game and craft pages together. Students may continue writing on the supplied second sheet. Select activities to suit your class rather than require every page.

Teacher guide: facilitation

Reading and communication

Pages 4–17 build word knowledge, story meaning, editing, narrative writing and a clear display notice. For inference, accept different feelings supported by story details. Oral explanations may be private, written or shared with an adult.

Maths and games

Pages 18–27 use equal groups, fractions, patterns, symmetry, area, perimeter, time and fictional votes. A grid unit is a diagonal unit, not a claim of physical centimetres. Keep the table with its graph. End a row needs the board, all 18 cards and 9 counters per player. Value-chain needs its START strip and all 6 tiles. Use the complete rules and worked turns.

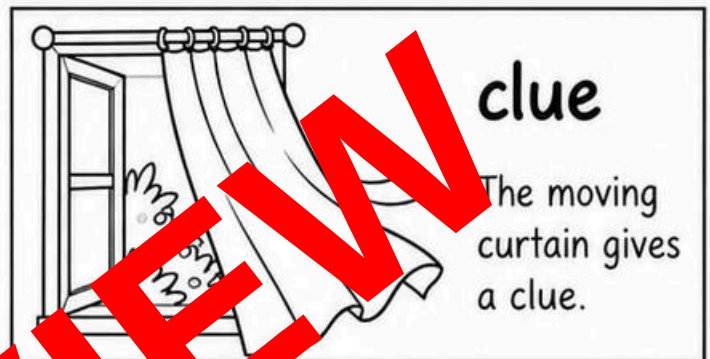
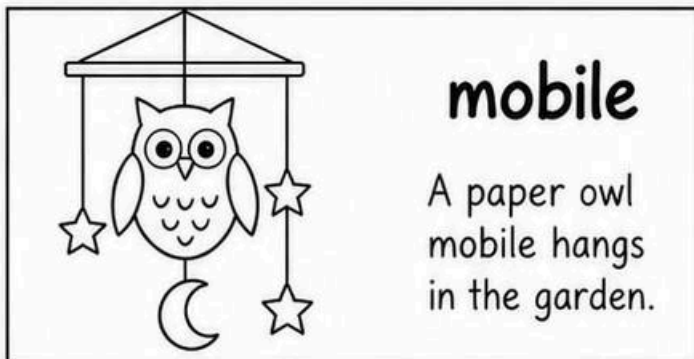
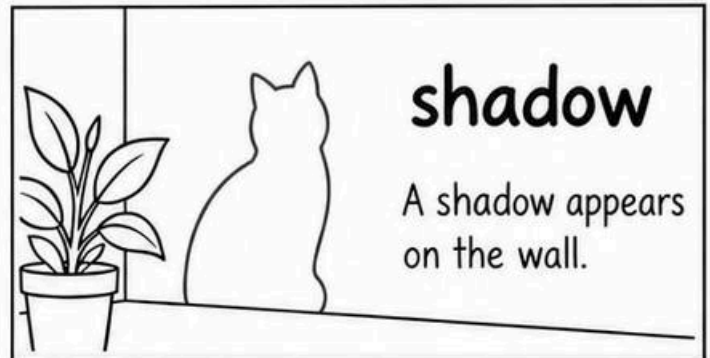
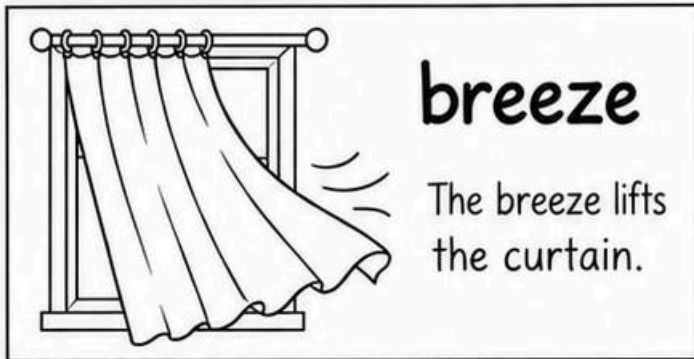
Making and display

Use firm card for both outer panels; an adult cuts the opposite slots. Keep both bases level and secure a loose centre join with tape. Fold the garden card once, then use a blank reverse inside. Chain links pass through the previous loop before their own ends are taped. Offer cutting support and keep walkways clear.

Check and choose

Use pages 51–55 for objective answers and design checks. Colouring, display and reflection are optional. Accept a private contribution or another calm activity.

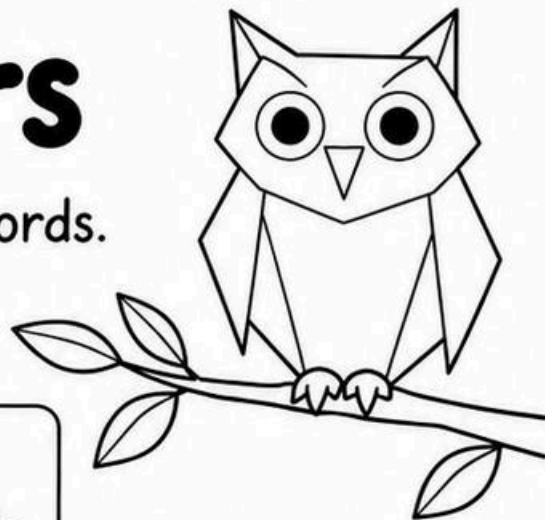
Words for a friendly mystery



Choose two words. Use each in a sentence about a paper garden.

Word builders

Use the word parts to make new words.
Then write the meaning.



Example:

help + ful = helpful

Meaning:

giving help

1. Make new words. Use the word parts.

a) care + ful = _____

b) hope + less = _____

c) re + read = _____

2. Choose the word that fits.

Lina kept her paper owl safe.

She was (careful / careless).

3. Write a sentence using reread.

A word part can change meaning.



The shadow on the wall

Part 1

Room 4 was making a paper night garden. Arlo hung an owl mobile near the window. Lina placed a card moon on the table. Ravi drew a path between the flowers.

A long shadow slid across their display. No one was touching the owl. Lina stopped with her pencil in the air.

“Did someone move it?” she asked.

Arlo looked beneath the table. No one was hiding there. Ravi noticed that the curtains lifted, then fell.

“Let’s watch before we decide,” he said.

The shadow moved again, just as the curtain lifted.



The shadow on the wall

Part 2

Ravi held the window nearly closed. The curtain became still. So did the owl and its shadow.

“The breeze was moving our mobile,” Lina said. She laughed and lowered her shoulders. Arlo moved the owl away from the window so it could hang safely.

Their teacher asked the group to add a sign. Lina wrote, “A friendly paper garden. You may make, look, tell a story or choose another activity.”

Arlo added a simple drawing beside the words. Ravi checked that the paper path was clear.

They had solved the mystery by watching closely and testing an idea. Now everyone could choose how to join in.



Find it in the story

Read both parts of The shadow on the wall.



1. Where did Arlo hang the owl?

2. What did Ravi notice about the curtain?

3. What happened when Ravi nearly closed the window?

Think with evidence



I think _____
because the story says _____.



1. How did Lina feel before and after the mystery was solved?
Use one detail for each feeling.

2. Why did Davi watch before deciding?
Use a clue from the story.

Join the ideas

Use a word from the word bank to complete each sentence.

and

but

because

1. The owl moved _____ a breeze came through the window.
2. Arlo looked under the table, _____ no one was there.
3. Lina wrote the words _____ Arlo added a drawing.

Write your own because sentence about the mystery.





Editing detective

Fix capitals, full stops
and the past-tense verb.



ravi watch the curtain

lina smiled when the owl stopped

Check your revised sentences.

☐

capital letter

☐

past tense

☐

full stop



Plan a friendly mystery

Choose a night garden or another calm setting.



Characters and setting

A small mystery

Two clues

A safe explanation

Write your friendly mystery

Use your plan. Write paragraphs and add clues.

setting • clues • safe solution

PREVIEW

Continue on the next page.

Continue your mystery

PREVIEW

Read your writing. Does each paragraph make sense?
Check capitals, speech marks and full stops.

Plan a garden notice

Your class has a paper-garden display.

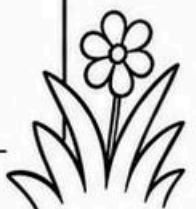


What can people see or do?

How can people choose another activity?

What will keep the walkway clear?

Choose a clear heading for your notice.





Make your notice

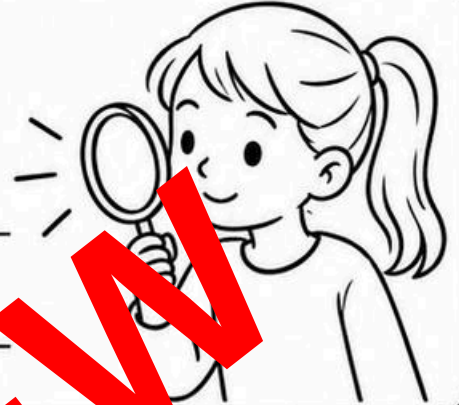
Write a clear notice for your paper-garden display. Include choices and a safe-walkway message.



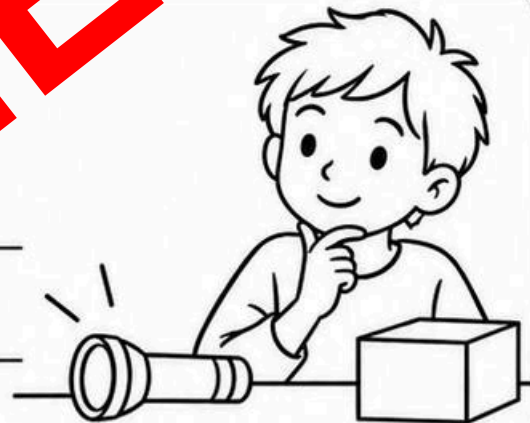
Explain the clue

Choose the shadow story or your own friendly mystery.

What did we notice?



What did we test?



What did we learn?



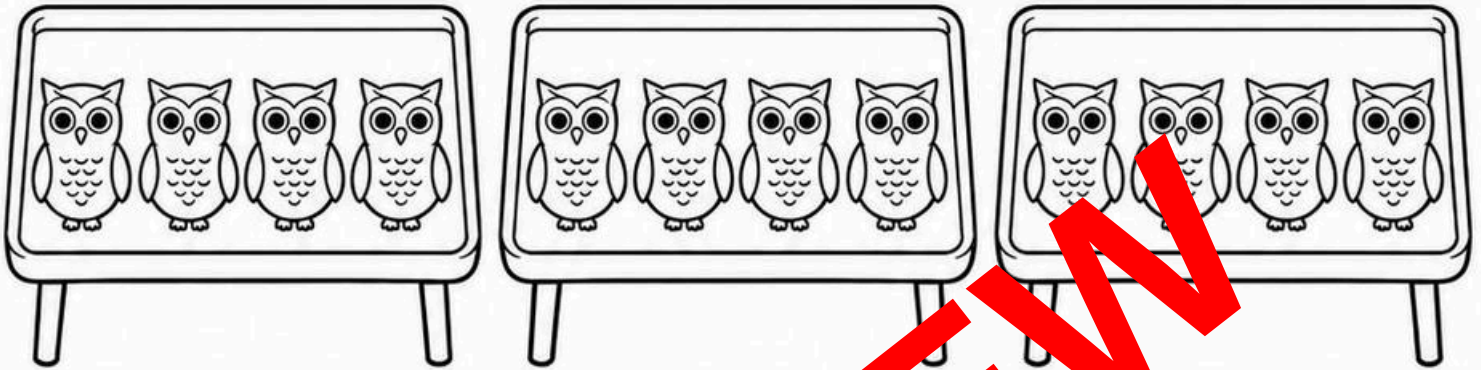
Practise with a partner: speaker explains; listener asks one helpful question. Swap roles.

You may tell an adult, record privately or write instead.



Garden groups

Each table needs 4 paper owls. There are 3 tables.



$$3 \times 4 = \underline{\quad}$$

There are paper owls.

Show an array or equal groups for 4×5 .

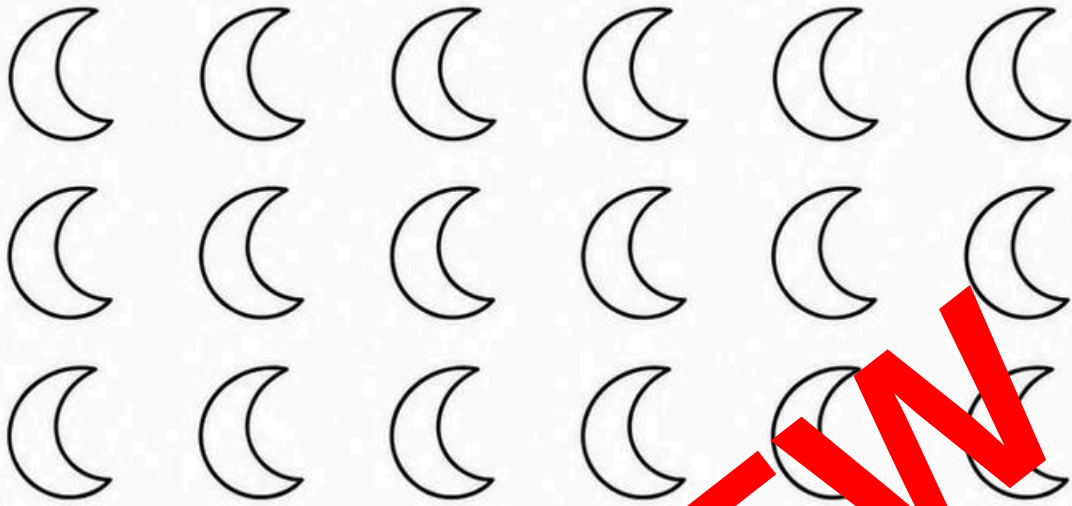


$$4 \times 5 = \underline{\quad}$$



Share the paper shapes

Share 18 paper moons equally between 3 groups.



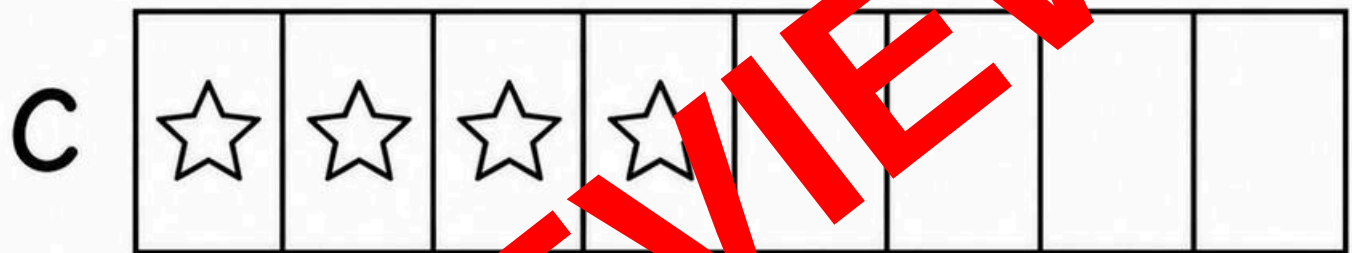
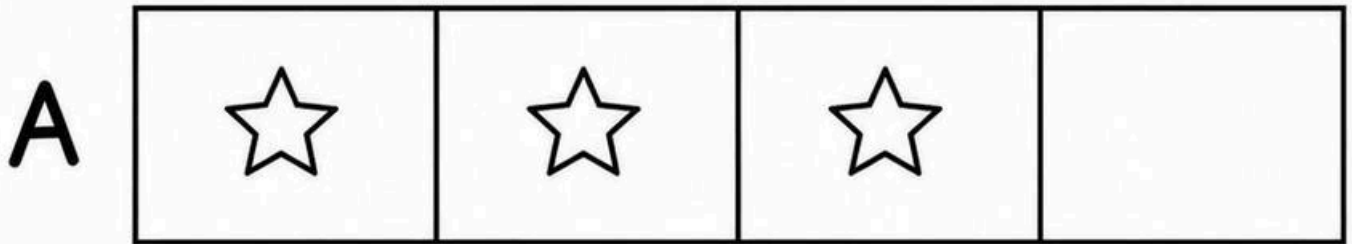
$$18 \div 3 = \underline{\quad}$$

Each group gets $\underline{\quad}$ moons.

Check with multiplication:

$$\underline{\quad} \times 3 = 18.$$

Equal parts



What fraction of each panel has a star?

A = $\frac{\quad}{\quad}$

B = $\frac{\quad}{\quad}$

C = $\frac{\quad}{\quad}$

Which panel shows one half? Explain.

Number routes

Numbers can follow a rule. Look at each number route. Work out the missing numbers and write the rule.



Rule: _____



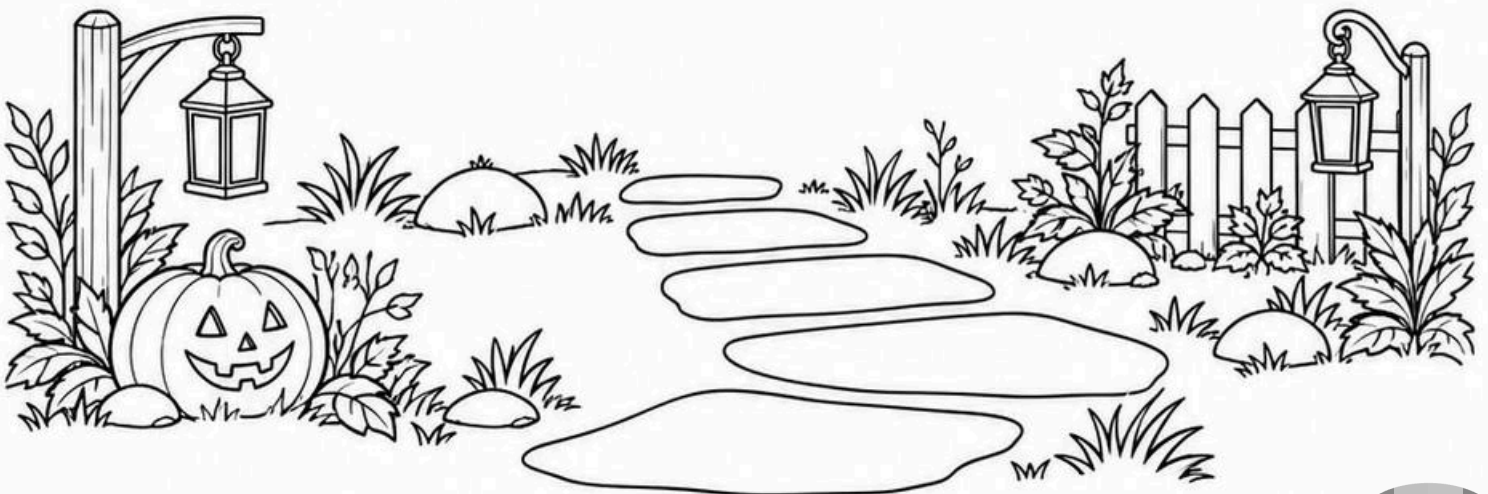
Rule: _____

Create a five-number route. Describe the repeated step.



Rule: _____

How do you know?



A matching half

Complete the other half. Reflect the shapes across the dashed line.



How does the line help you?

Garden area and perimeter

Each grid square is 1 square unit.



Area = _____
square units

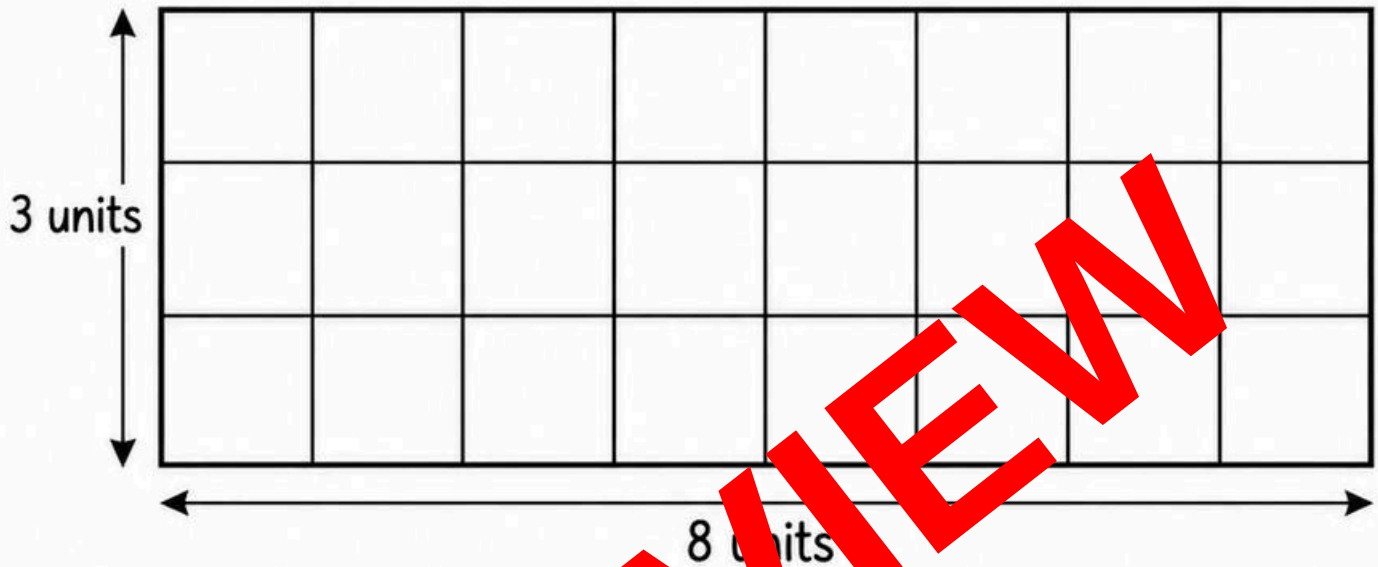
Perimeter = _____
units

Show how you found both answers.

A different garden



Each grid square is 1 square unit.



Area = _____ square units

Perimeter = _____ units

Compare this with the 6 by 4 garden. What stays the same?
What changes?

An afternoon plan

Fictional classroom schedule

2:10 pm	Set up
2:25 pm	Read the story
2:40 pm	Start making
3:05 pm	Pack away



How long from set-up to the story?

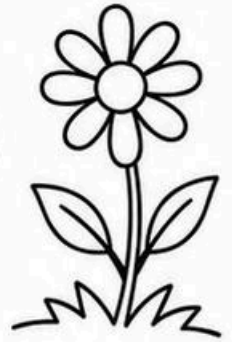
How long is the making time?

How long from set-up to pack-away?



Paper-garden choices

Fictional choices from one class



Design	Votes
Owl	8
Bat	1
Flower	14
Moon	4

1. How many votes altogether?

2. How many more chose flower than bat?

3. Which choice was least popular?

Use these data on the next page.

Graph the choices

Use the table on the previous page. Each row is 2 votes.



Write one fact the graph shows.

Build a row

Use the rules and fact cards on the next pages.



6	8	10
12	15	16
18	20	24

Build a row: start and play

2 players. Use the board, 18 fact cards and 9 counters each.
Choose two counter colours.

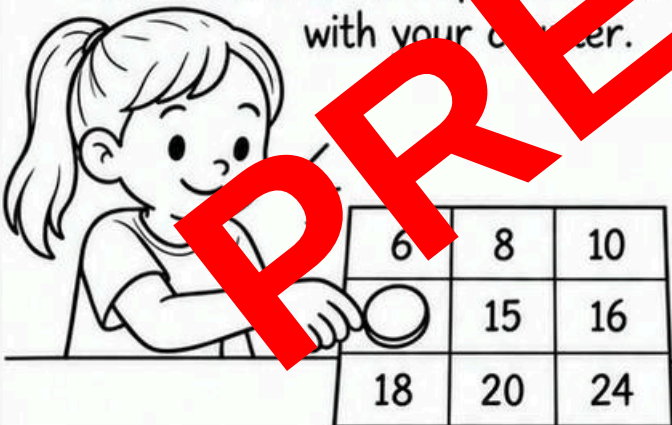
1. Shuffle the cards. Put them face down. Keep the answers nearby.



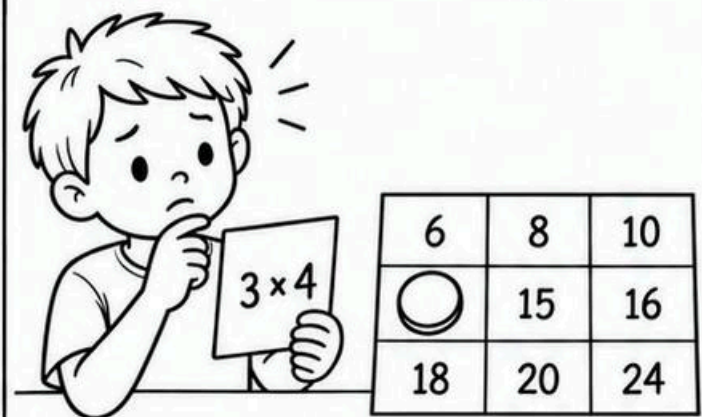
2. Take turns. Draw one card and say its answer.



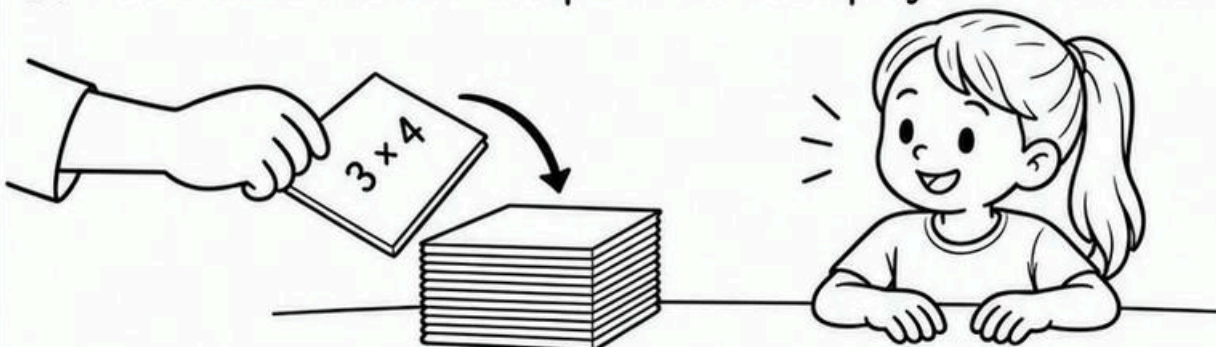
3. Check the answer. If correct and the number is empty, cover it with your counter.



4. If wrong or already covered, leave the board unchanged.

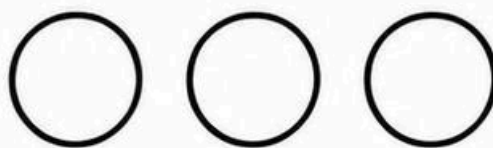


5. Put the card under the pile. The next player takes a turn.



Build a row: finish and check

Win: make a line of 3 of your counters across, down or diagonally.



If the board is full with no line, the game is a tie.

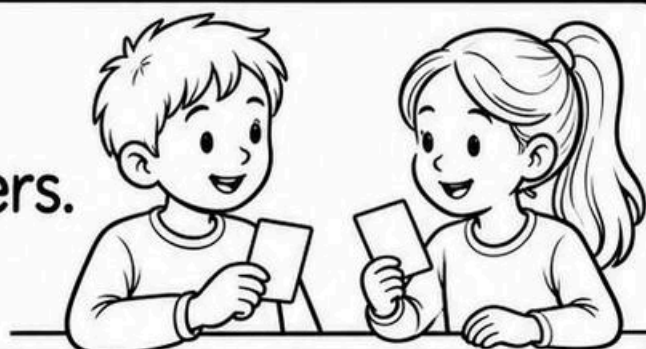
Worked turn: draw 3×4 .
Say 12. Check: $3 \times 4 = 12$.
If 12 is empty, cover it.
Put the card under the pic.



If 12 is already covered,
your turn ends with no change.

Support: use equal groups,
counters or an adult to help check.

Cooperate: take turns
together to fill all 9 numbers.



Build a row: fact cards

Cut the 6 cards. Ask an adult for cutting help.

$$2 \times 3$$



$$2 \times 4$$



$$2 \times 5$$



$$3 \times 4$$



$$3 \times 5$$



$$4 \times 4$$



Build a row: fact cards

Cut the 6 cards. Ask an adult for cutting help.

$$3 \times 6$$



$$4 \times 5$$



$$4 \times 6$$



$$18 \div 3$$



$$24 \div 3$$



$$30 \div 3$$



PREVIEW

Build a row: fact cards

Cut the 6 cards. Ask an adult for cutting help.

$$36 \div 3$$



$$45 \div 3$$



$$48 \div 3$$



$$54 \div 3$$



$$60 \div 3$$



$$72 \div 3$$



Clue-chain dominoes

2 players. Use the START strip and 6 tiles. Cut with adult help.



How to play:

1. Put START on the table with breeze at the open end.
2. Mix the tiles. Deal 3 to each player.
3. Take turns. Match the definition on a tile to the open word. Read the new word.
4. No match? Pass. A wrong match goes back into your hand and your turn ends.

Clue-chain: finish and start

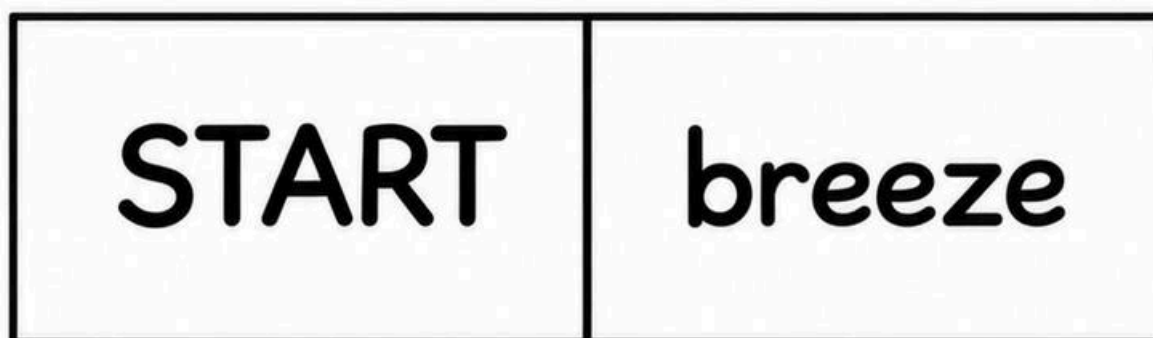
Win: the first player to use all 3 tiles wins. Then finish the chain together.

Worked turn: light wind matches breeze. Put that tile beside START. The new open word is shadow.

Support: spread the tiles face up. Read together and build one complete chain.



Cut this START strip



Clue-chain tiles

Cut the 6 tiles with adult help.

light wind	shadow	shape made when light is blocked	mobile
hanging decoration that can move	clue	detail that helps solve a question	inspect
look closely	sign	message for readers	END









Owl cross-stand: panel A

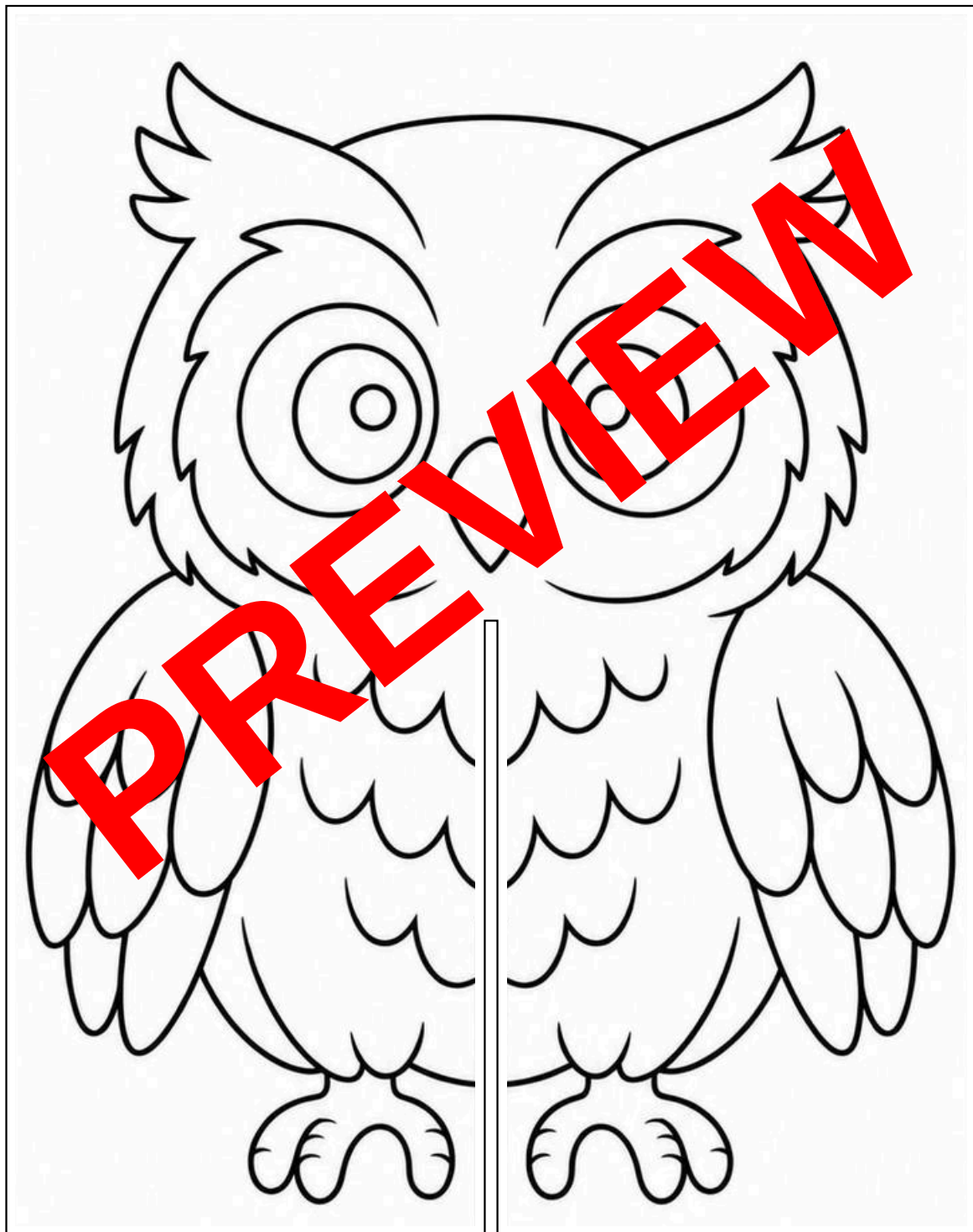
Cut the rectangle. Cut the top slot with adult help.



Owl cross-stand: panel B

Cut the rectangle. Cut the bottom slot with adult help.

Firm card

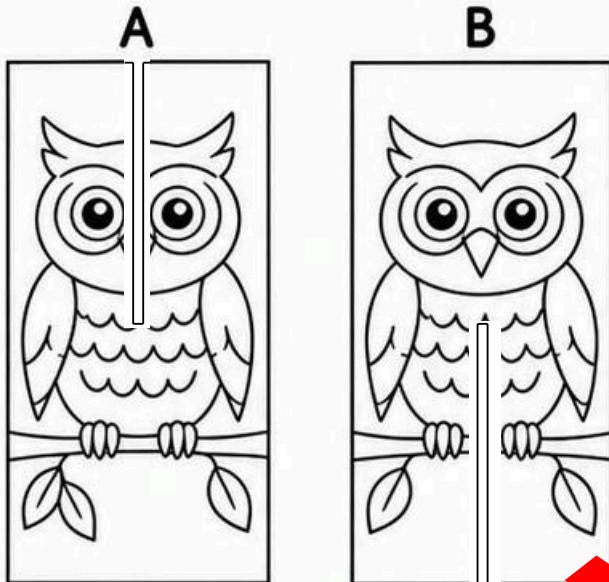


Bottom slot

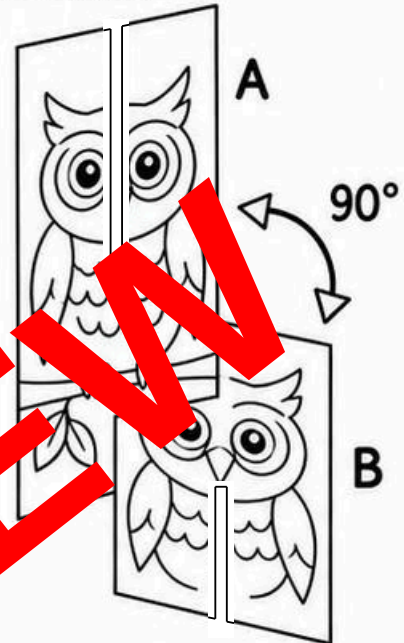
Make the owl cross-stand

You need: 2 firm-card panels, pencils, scissors and tape.
Ask an adult to cut the slots.

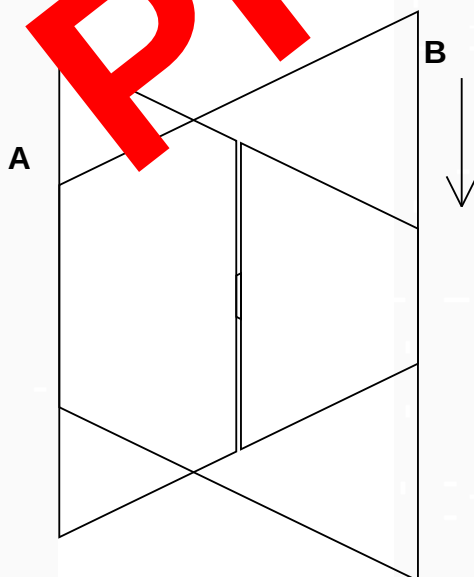
- 1.** Decorate. Cut both rectangles and their slots.



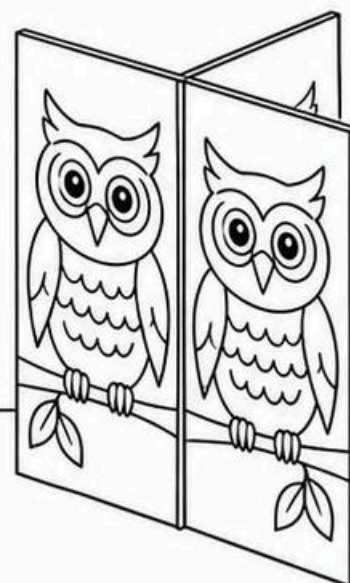
- 2.** Turn one panel a quarter-turn to the other.



- 3.** Slide the top slot and bottom slot together until the centres meet.



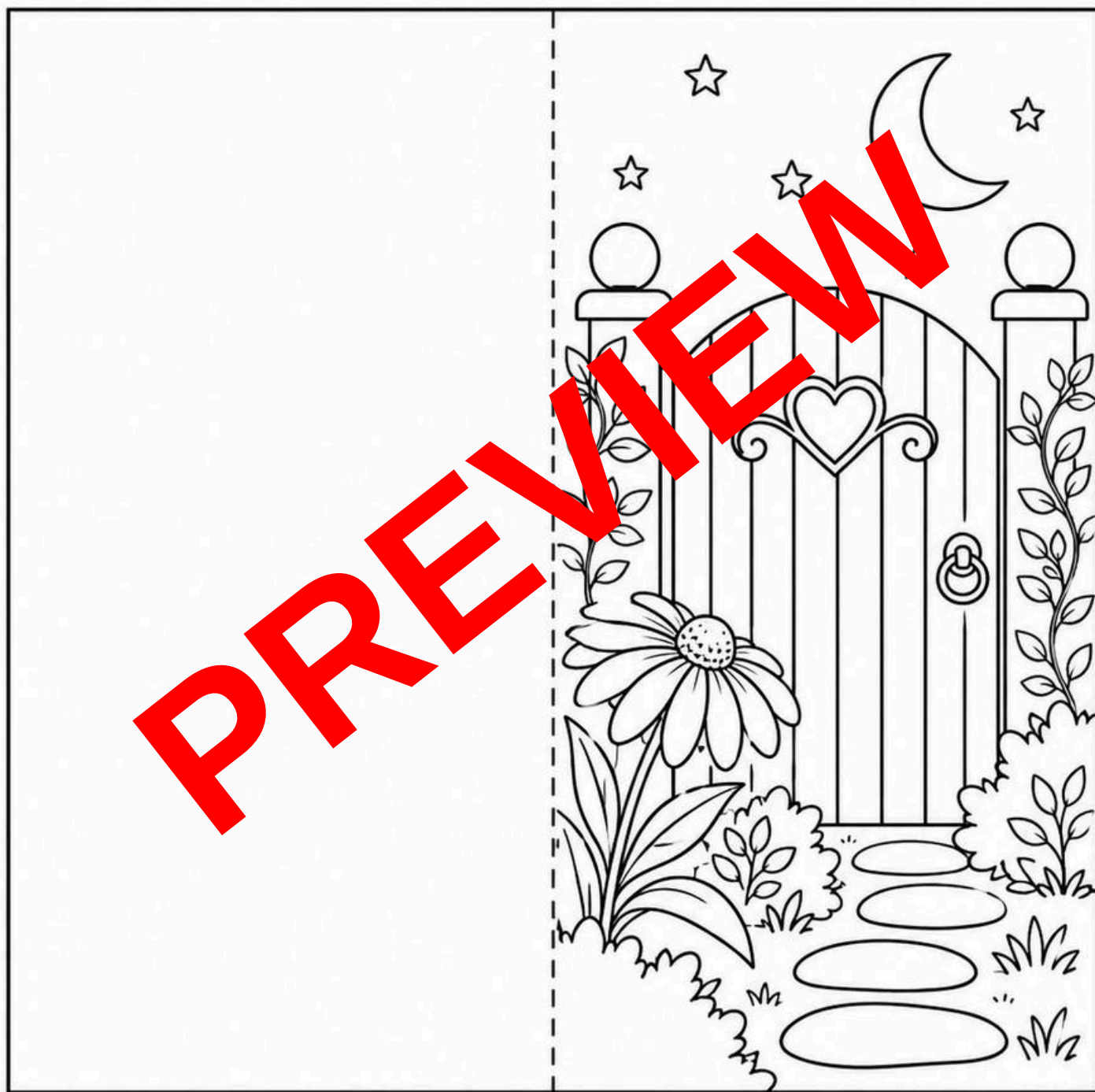
- 4.** Set both flat bases on the table. Add a small tape join at the centre if needed.



Check: both bases touch the table. If loose, ask an adult to secure the join.

Fold-and-reveal garden card

Cut the square. Fold on the dashed line.



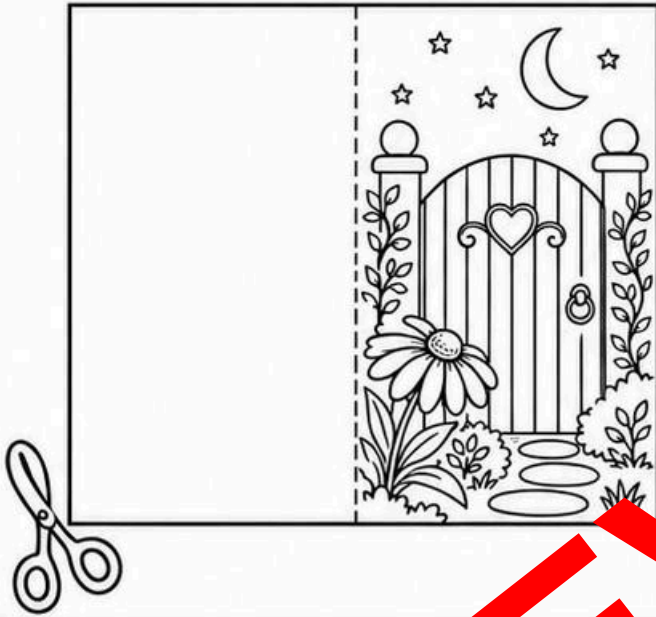
Back

Front

Make your garden card

You need: paper or thin card, pencils and scissors.
Ask an adult for cutting help.

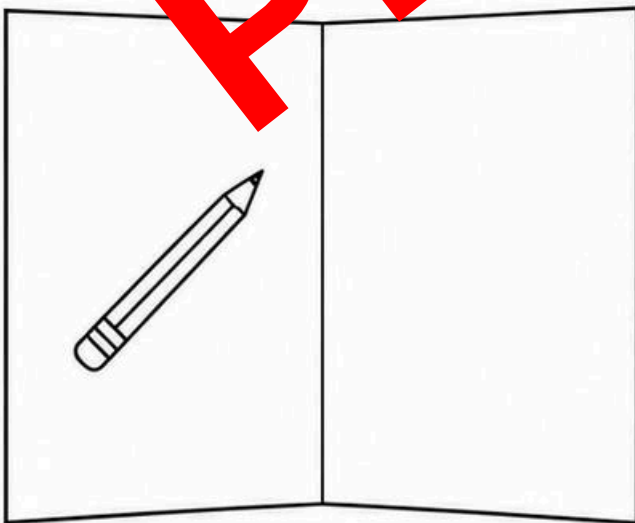
1. Decorate the front.
Cut the outside square.



2. Fold the blank back
behind the front on the
dashed line.



3. Open the card. Write or
draw on the blank reverse
inside.



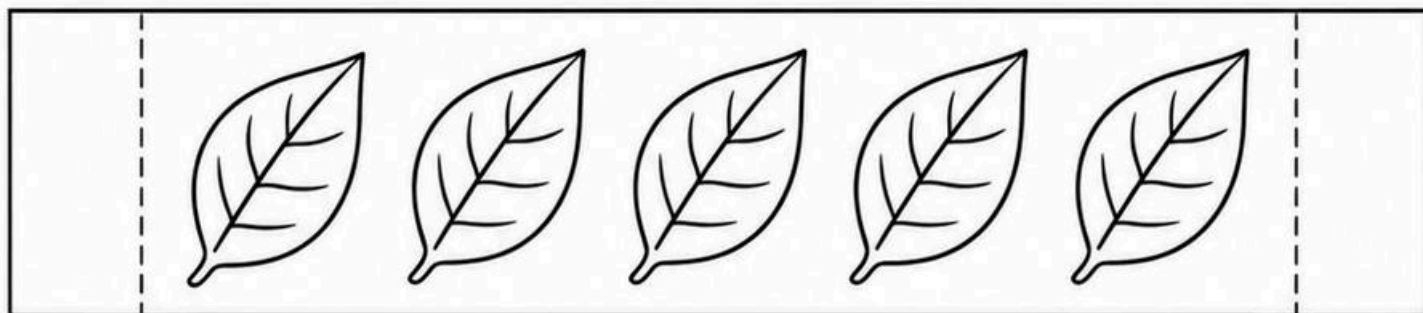
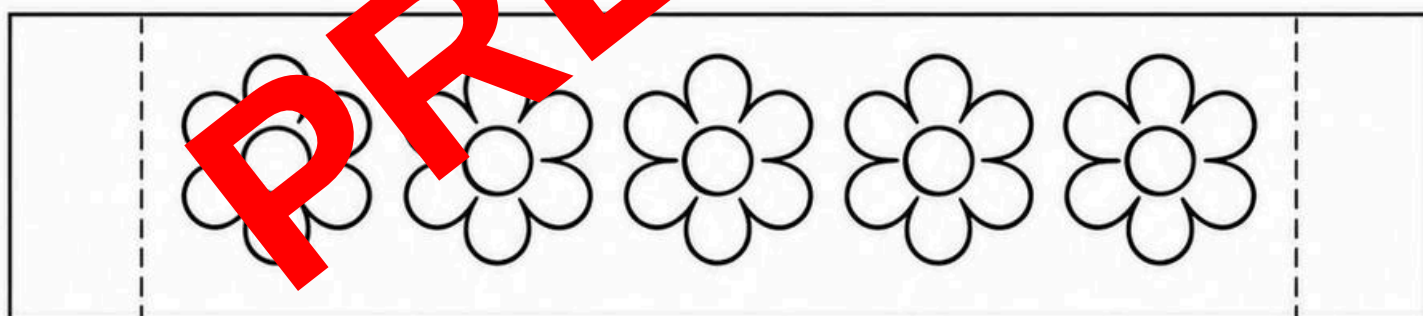
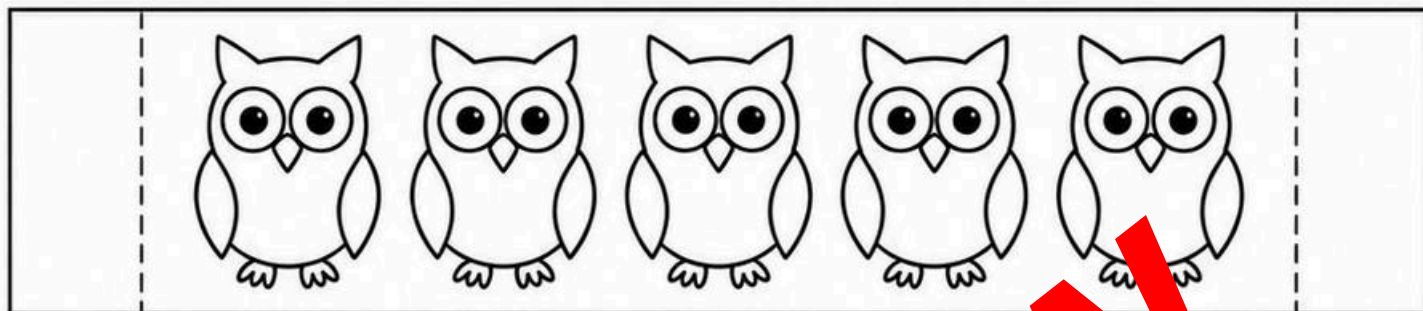
4. Close the card with the
garden on the front.



Choose a kind message, a tiny mystery or another calm design.

Garden-link chain

Decorate. Cut the 4 strips with adult help.

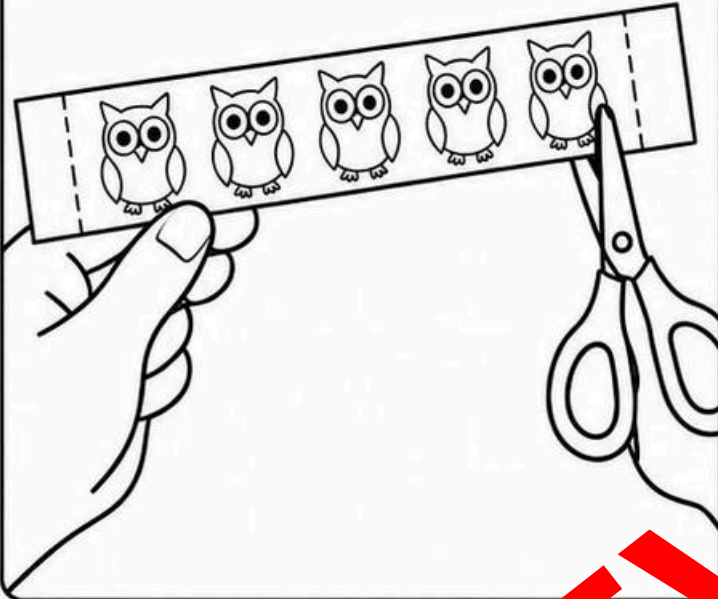


Keep both ends plain for tape.

Make a garden-link chain

You need: the 4 strips, pencils, scissors and tape.
Ask an adult for cutting help.

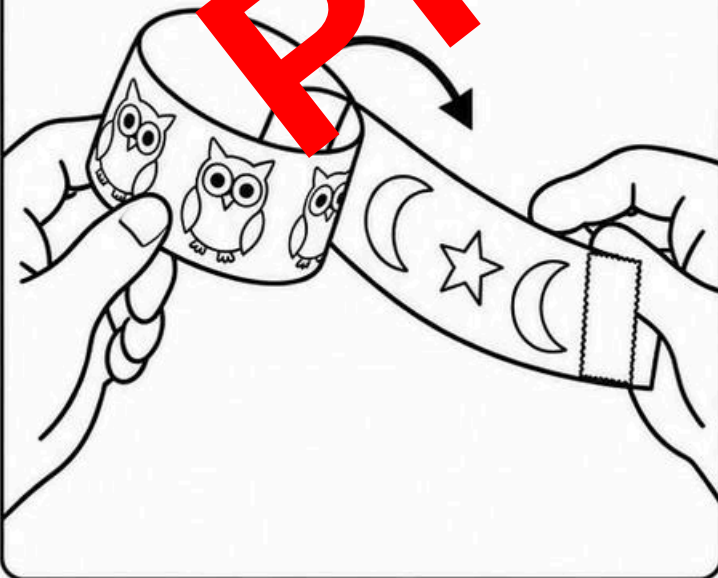
1. Decorate and cut all 4 strips.



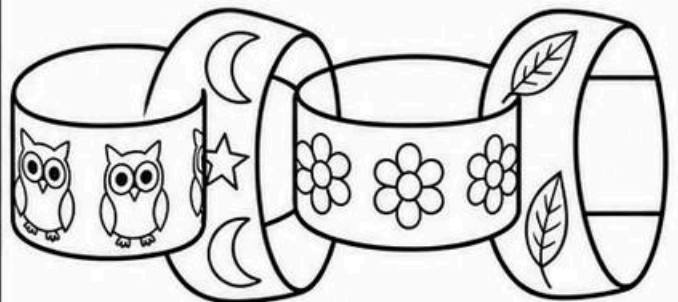
2. Curl the first strip. Overlap its plain ends and tape them.



3. Pass the next strip through the first loop. Curl it and tape its own ends.



4. Repeat with the last two strips to make 4 linked loops.



Check each join. Display with tape and adult help.

Our kind-ideas canopy

Write or draw one way to include someone.
You may choose another calm idea.

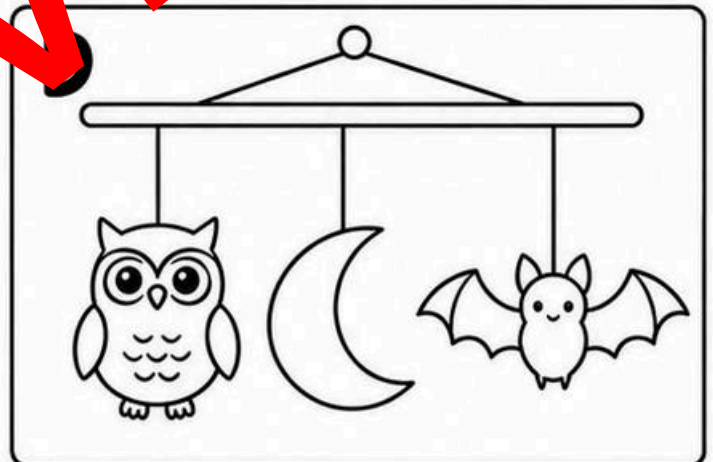
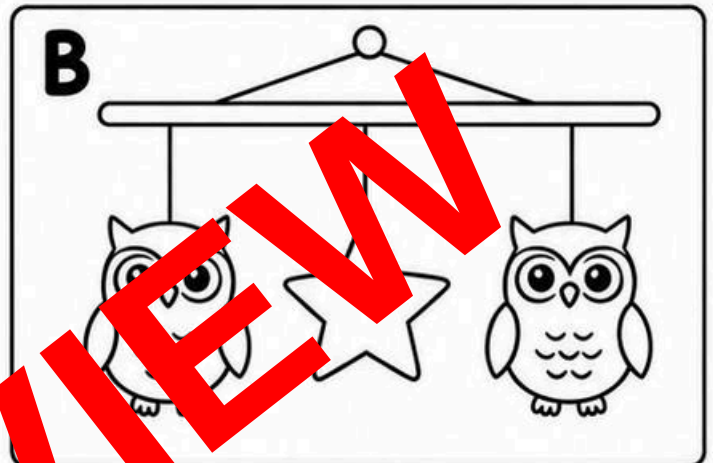
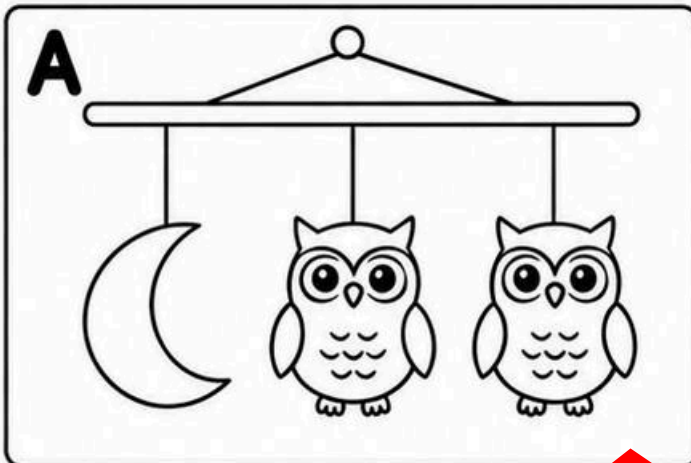


Cut with adult help. Add to a class display, or keep it private.

Which mobile fits?

Clues:

1. 2 owls and 1 moon
2. The moon is in the middle
3. No stars



Circle the matching letter. Explain two clues.

Choose and reflect

Design a friendly creature, paper garden or another calm idea.

PREVIEW

What detail did you choose, and why?

You may share, tell an adult, keep it private or pass.

Answers: words and reading

Page 4 — word meanings

Breeze: a light wind. Shadow: a shape made when light is blocked.

Mobile: a hanging decoration that can move. Clue: a detail that helps solve a question. Inspect: look closely. Sign: a message for readers. Sentences vary; check meaning.

Page 5 — word builders

careful: showing care; hopeless: without hope; reread: read again. The safe-handling sentence needs careful. Example: Please reread the sign. Accept other meaningful sentences.

Pages 6–8 — story details

Arlo hung the owl near the window. Ravi noticed that the curtains lifted, then fell. When the window was nearly closed, the curtain, owl and shadow became still.

Page 9 — evidence

Lina may feel surprised or uncertain at first: she stops with her pencil in the air and asks if someone moved the owl. Later she is relaxed or relieved: she laughs and lowers her shoulders. Accept other feelings with evidence.

Ravi watched to gather evidence before deciding. The shadow moved just as the curtain lifted. Closing the window tested the breeze idea.



Answers: sentences and writing

Page 10 — joining ideas

Expected choices: 1 because; 2 but; 3 and. Discuss any different grammatically meaningful choice and the meaning it creates. The original sentence should use because to give a clear reason.

Page 11 — editing

Ravi watched the curtain. Lina smiled when the owl stopped. Check capitals, watched as the past-tense verb, and both full stops.

Pages 12–14 — friendly mystery

Look for a setting, characters, a small mystery, two useful clues and a safe explanation. Paragraphs should develop events in a sensible order. Revision checks meaning, capitals and punctuation; speech marks are needed if dialogue is used. Ideas and wording vary.

Pages 15–17 — notice and explanation

A notice needs a clear meaning, what readers can see or do, an alternative activity and a clear walkway message. An explanation should connect what was noticed, what was tested and what was learned. Accept spoken, written, drawn or supported responses.



Answers: maths

Pages 18–19 — equal groups

$3 \times 4 = 12$ paper owls. An array or four equal groups of five shows $4 \times 5 = 20$. $18 \div 3 = 6$ moons per group; $6 \times 3 = 18$.

Page 20 — fractions

A: $\frac{3}{4}$. B: $\frac{1}{3}$. C: $\frac{4}{8}$, equivalent to $\frac{1}{2}$. C shows one half because four of its eight equal parts have a star.

Pages 21–22 — patterns and symmetry

First route: 20, 24; add 4 each time. Second: 16, 12; subtract 4 each time. Created routes need one consistent repeated step and explanation. Reflect each owl feature at the same distance on the other side of the dashed line.

Pages 23–24 — area and perimeter

$6 \times 4 = 24$ square units; $4 + 4 + 6 + 4 = 20$ units. $8 \times 3 = 24$ square units; $8 + 3 + 8 + 3 = 22$ units. The area stays the same. The second perimeter is 2 units greater.

Page 25 — elapsed time

Set-up to serve: 15 minutes. Making time: 25 minutes (20 to 3:00 pm, then 5). Set-up to pack-away: 55 minutes (50 to 3:00 pm, then 5).

Answers: data and games

Pages 26–27 — votes and graph

Total: $8 + 6 + 10 + 4 = 28$ votes. Flower has 4 more than bat. Moon is least popular with 4. Graph heights: Owl 8 (4 rows), Bat 6 (3), Flower 10 (5), Moon 4 (2). Each row represents 2 votes. Accept any accurate graph fact.

Pages 28–33 — Build a row

Page 31 answers, reading across rows: 6, 8, 10, 12, 15, 16. Page 32: 18, 20, 24, 6, 8, 10. Page 33: 12, 15, 16, 18, 20, 24. Each board target has two matching cards.

A correct card covers an empty matching number only. Wrong or covered means no change. Return every card under the pile. A line of three of one player's counters wins; a full board without a line is a tie.

Pages 34–36 — Clue-chain

The unique chain is: START / breeze; light wind / shadow; shape made when light is blocked / noble; hanging decoration that can move / clue; detail that helps solve a question / inspect; look closely / sign; message for reader / END. Passing allows the player with the matching tile to continue. After the first empty hand wins, finish the chain together.



Checks: making and choice

Pages 37–40 — colouring

Four optional, untitled colouring scenes. There is no fixed colour answer. Offer another calm creative choice.

Pages 41–43 — owl cross-stand

Both rectangular panels are the same size with flat bases. Panel A has a top slot; B has a bottom slot. Slide the opposite slots together at a quarter-turn until their centres meet. Both bases should touch the table. An adult can secure a loose centre join with tape.

Pages 44–47 — card and chain

The card has one centre fold, its garden outside and a blank reverse inside. The chain has four strips: close the first strip, thread the next through it, then tape that strip's own ends. Repeat until all four loops are linked. Check each taped join.

Page 49 — mobile puzzle

C is the only match: owl, moon, owl. A has its moon at the side; B has a star and no owl; D has a bat instead of a second owl. Accept two correctly explained ones.

Pages 48 and 50 — open responses

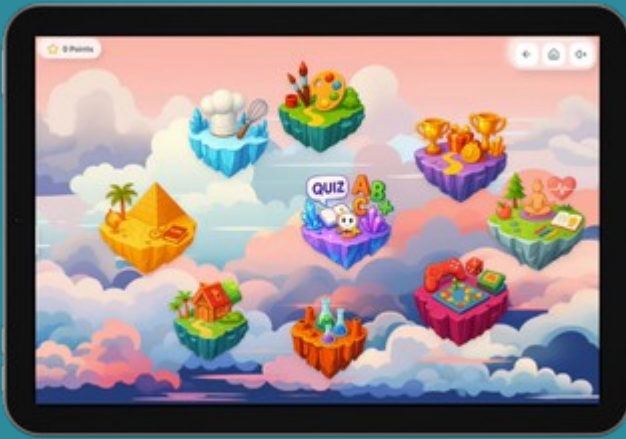
A display contribution should express a kind or calm idea. A reflection should connect a chosen design detail with a reason. Accept drawings, supported explanations, private responses or passing. No celebration or personal disclosure is required.

Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Halloween – Y5–6 Pack

Table of Contents
Teacher guide 2–3
Words and word study 4–5
Two viewpoint accounts 6–7
Evidence, sentence and editing 8–11
Mystery writing and revision 12–14
Proposal and oral pitch 15–18
Number, fractions and decimals 19–22
Scale, time and data 23–27
Two complete games 28–35
Four colouring pages 36–39
Three paper crafts 40–46
Display, logic and choice 47–49
Answers and checks 50–55

PREVIEW



Teacher guide: Years 5–6

Choose a calm theme

This optional pack uses a fictional paper night garden and an evidence mystery. Offer another imaginative or calm theme. No costume, food, purchase, scary activity or family disclosure is needed. Paper decorations require no flame or light.

Ordinary materials

Use pencils, paper, a ruler, scissors, glue or tape, and optional firm card. The dial can use a paper fastener or a loose pointer placed by hand. An adult handles small centre holes and supports cutting. Keep walkways clear.

Support and challenge

Read the accounts together. Allow oral answers, drawing, a scribe or a partner. Model equal parts and units before independent maths. Stretch through cautious inferences, comparisons, precise explanations and a justified proposal.

Flexible participation

Select useful pages rather than require the whole pack. Keep paired writing, game, game and craft pages together. Writing may continue on the supplied sheets. Accept a private response or another calm choice.

Teacher guide: facilitation

Words, evidence and writing

Pages 4–18 develop word meanings, morphology, two viewpoints, complex sentences, editing, mystery writing and a reasoned proposal. Distinguish a reported observation from a guess about its cause. Finding the label explains its location, but does not prove how it moved.

Maths and complete games

Pages 19–27 use fictional quantities, fractions, decimals, scale, time and paired data. The scale plan uses 0.5 m squares; it is not measured from the printed grid. Equivalent-set detective needs all 12 cards and both rule pages. Check a claim needs both mats and 6 cards, the accounts and its rule page.

Making and checking

Keep each net or dial with its illustrated instructions. Use the envelope's two supplied cards, fold only dashed guides and keep its pocket opening unglued. The prism has open ends and level lower edges. Align both dial holes or place the pointer by hand.

Answers and choices

Pages 50– give objective answers and flexible checks. Colouring, display and reflection are optional. Evaluate evidence and explanations, rather than a student's celebration choice.

Words for a careful thinker



Use the accounts on pages 6–7. Explain each word in this context.

Evidence: a detail we can check

Give an example from the display story.

Assumption: a guess not yet checked

Give an example from the display story.

Interpret: explain what a detail might mean

Give an example from the display story.

Constraint: a limit a design must meet

Give an example from the display story.

Build and interpret words



Break each word into its parts. Explain its meaning.

Word	Parts	Meaning
misread		
recheck		
disagreement		

Prefixes: mis-, re-, dis-. Suffix: -ment.

Choose one word. Write two connected sentences about checking a clue.



The missing message

Leah's account

Our class was preparing a paper night-garden display. I had written a label that offered visitors three choices: make, look or tell a story. Before lunch, I put the label beside a folded floor plan.

When we returned, the frame was empty. I thought someone had removed the label to change our idea. Oren said we should inspect the table before blaming anyone.

I remembered a breeze lifting the edge of the label. I had not actually seen anybody take the label.

We unfolded the plan. The label was underneath, with one corner caught in its fold. I felt embarrassed by my first guess. We put it back and made the walkway clear.

"I need evidence before I decide," I said.



The missing message

Oren's account

I was checking the display route when Leah noticed the empty frame. She sounded sure the label had been taken. I had seen a breeze lift the folded plan before lunch, but I had not seen the label move.

I suggested looking under the plan first. We found the label face down, caught in a fold. That explained where it was, but it did not prove exactly how it had moved. The breeze was one possible explanation.

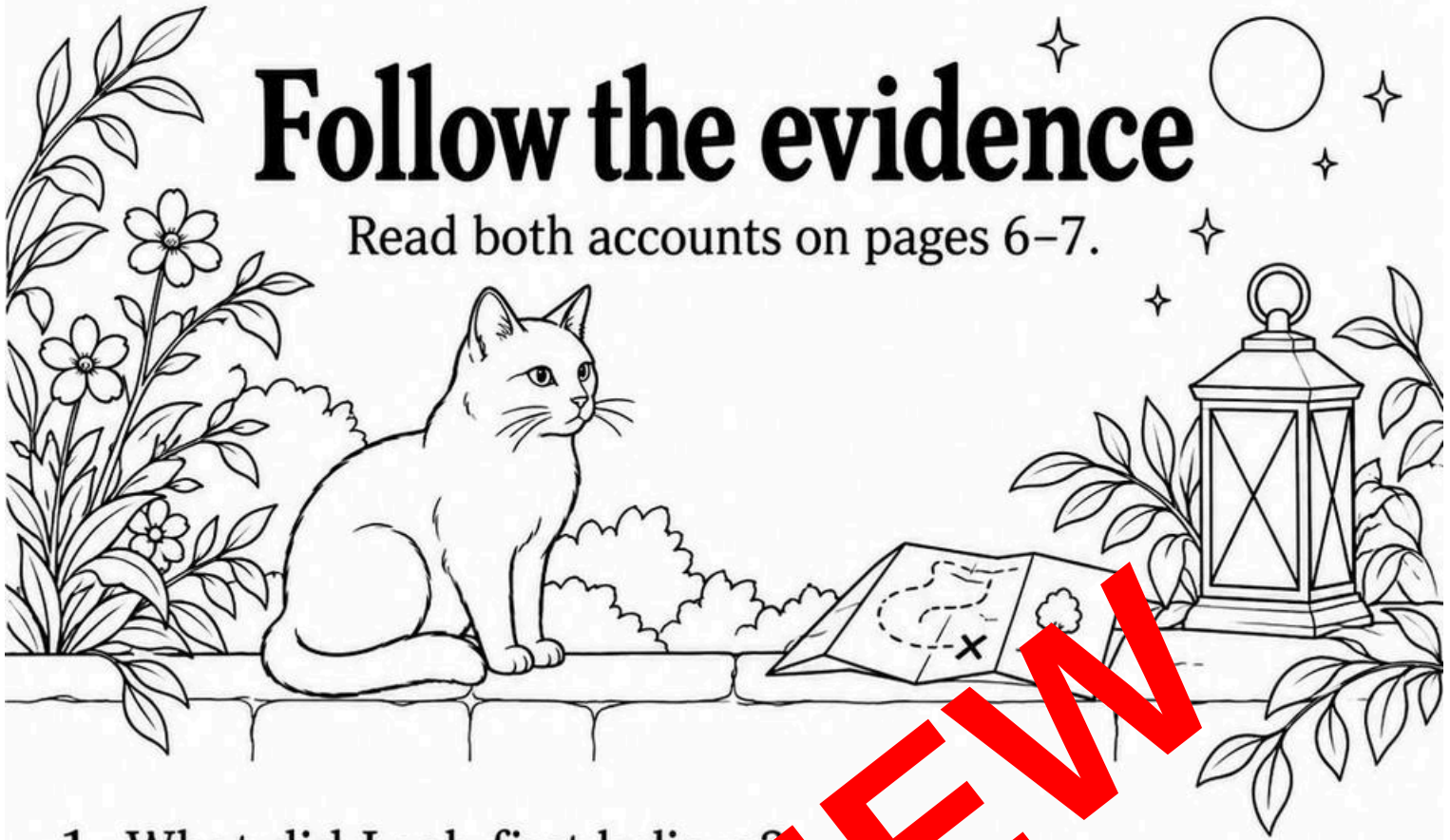
Leah changed her mind. We attached the label securely and left a wide path beside the display.

Different guesses can come from the same event. I wanted us to describe what we saw, test a simple idea and leave room for uncertainty. Visitors could still make, look or choose another calm activity.



Follow the evidence

Read both accounts on pages 6–7.



1. What did Leah first believe?

2. Which discovery changed her mind?

3. Why does Oren stay uncertain about the cause?

Two viewpoints, one event



Support your thinking with details from both accounts.

1. How do Leah's and Oren's first reactions differ? Use one detail from each account.

2. What can both accounts support? What remains uncertain? Explain.

Link ideas precisely



1. Use **because** to combine these ideas:

The frame was empty. Leah made a quick guess.

2. Use **although** to combine these ideas:

The label was round. Its exact movement was unknown.



Check that each new sentence keeps the original meaning.

Edit the exchange

Rewrite with capitals, sentence punctuation and speech marks.

leah looked at the empty frame she said the label is missing oren replied let's check the table first

PREVIEW

Check: capitals • full stops • speech marks • a new line for a new speaker.

Plan a mystery with evidence



Choose a calm setting. Build a reveal that explains the clues.

Characters and setting

An unconfirmed first guess

Two clues and a useful test

A safe reveal and a changed mind

Write your evidence mystery

Use paragraphs. Let the clues lead to a calm reveal.

viewpoint • clues • test • reveal

PREVIEW

Continue on the next page.

Continue and revise

PREVIEW

Check the viewpoint. Make each clue useful.
Explain the reveal. Revise one sentence for precision.

Plan a reasoned proposal

Fictional class trial. All materials are already available.

Wall gallery:

8 panels made in 15 minutes;
needs tape.

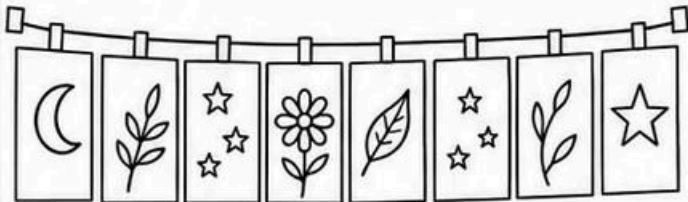


Table gallery:

8 panels made in 20 minutes;
uses stands.



Your design must keep the walkway clear and offer another calm activity.

My recommendation

A reason supported by the trial

A concern and my response

Write to your class council

Recommend a paper-gallery design. Explain your evidence, a concern and a safe choice.

PREVIEW

Continue on the next page.

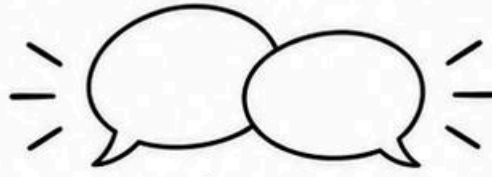
Finish and strengthen your proposal

PREVIEW

One trial is limited evidence. Avoid promising that every group will work at the same speed. Check reasons, choices and your closing request.



Pitch, listen and reconsider



Explain your proposal to a partner or an adult.

My recommendation and reason:

A limitation I will acknowledge:

A helpful question heard:

One change I would make:

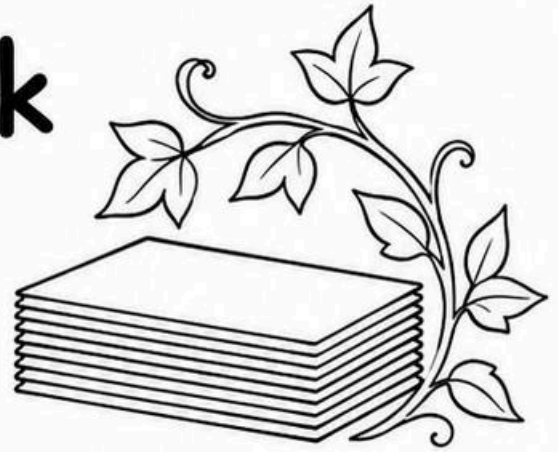
You may write or record privately instead. Swap speaker and listener roles if working with a partner.

Plan the paper stock

Fictional display problem.

6 displays need 8 panels each.

There are 4 packs of 15 panels.



1. How many panels are needed?

2. How many panels will remain?

3. Share the spare panels equally among 3 work areas.
How many does each area receive?

A black and white line drawing of an owl perched on a branch, with a crescent moon, stars, and a lantern in the background. The owl is facing forward, looking directly at the viewer. The branch it sits on has several leaves. To the left of the owl, there is a large crescent moon and three small stars. To the right of the owl, there is a hanging lantern with a decorative top and a chain. The entire scene is set against a plain white background.

--	--	--	--	--	--	--

--	--	--	--	--

Part: 48 shared into 8 equal groups is 6 in each

	Moons	Flowers
--	-------	---------

Moons

Flowers



Measure a paper border

Fictional lengths; no materials need to be bought.



0.85 m



1.20 m



0.95 m



1. Find the total length.

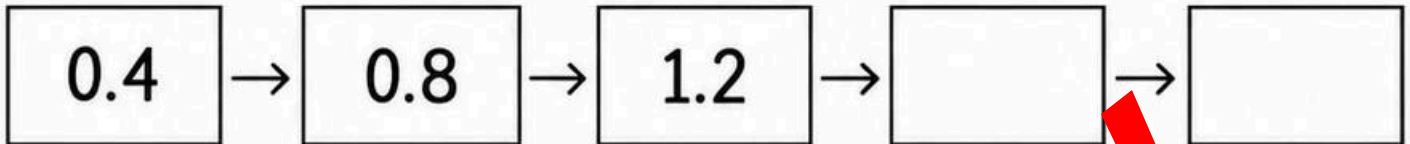
2. There are 4 available. Find the remaining length in metres and centimetres.

Explain why every length must use the same unit.





Describe a growing route



Describe the repeated step.

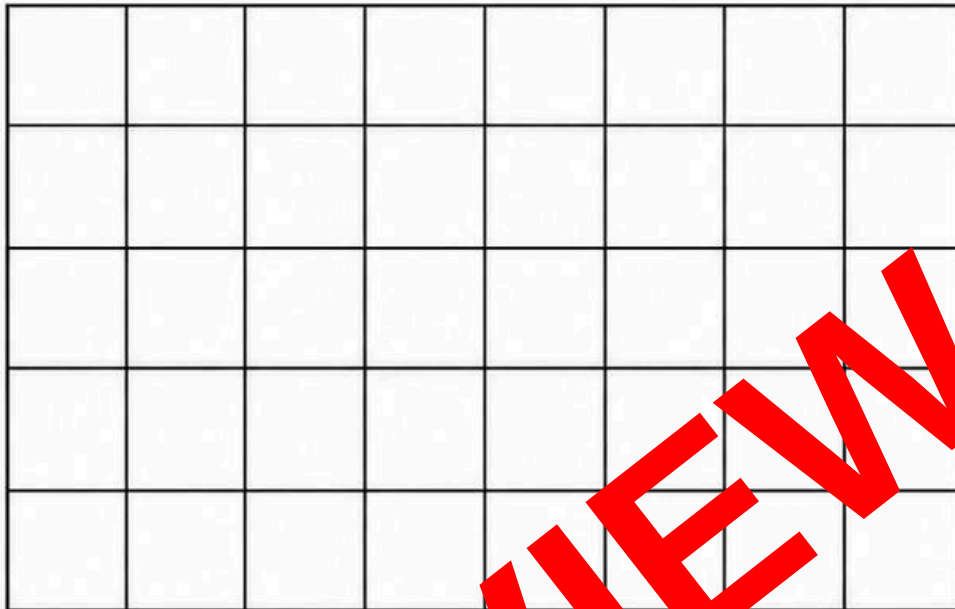


Create a route that adds 0.25 each time.

Explain how you checked your rule.

Read a scale plan

Each grid square represents 0.5 m by 0.5 m.



One square represents 0.25 m².

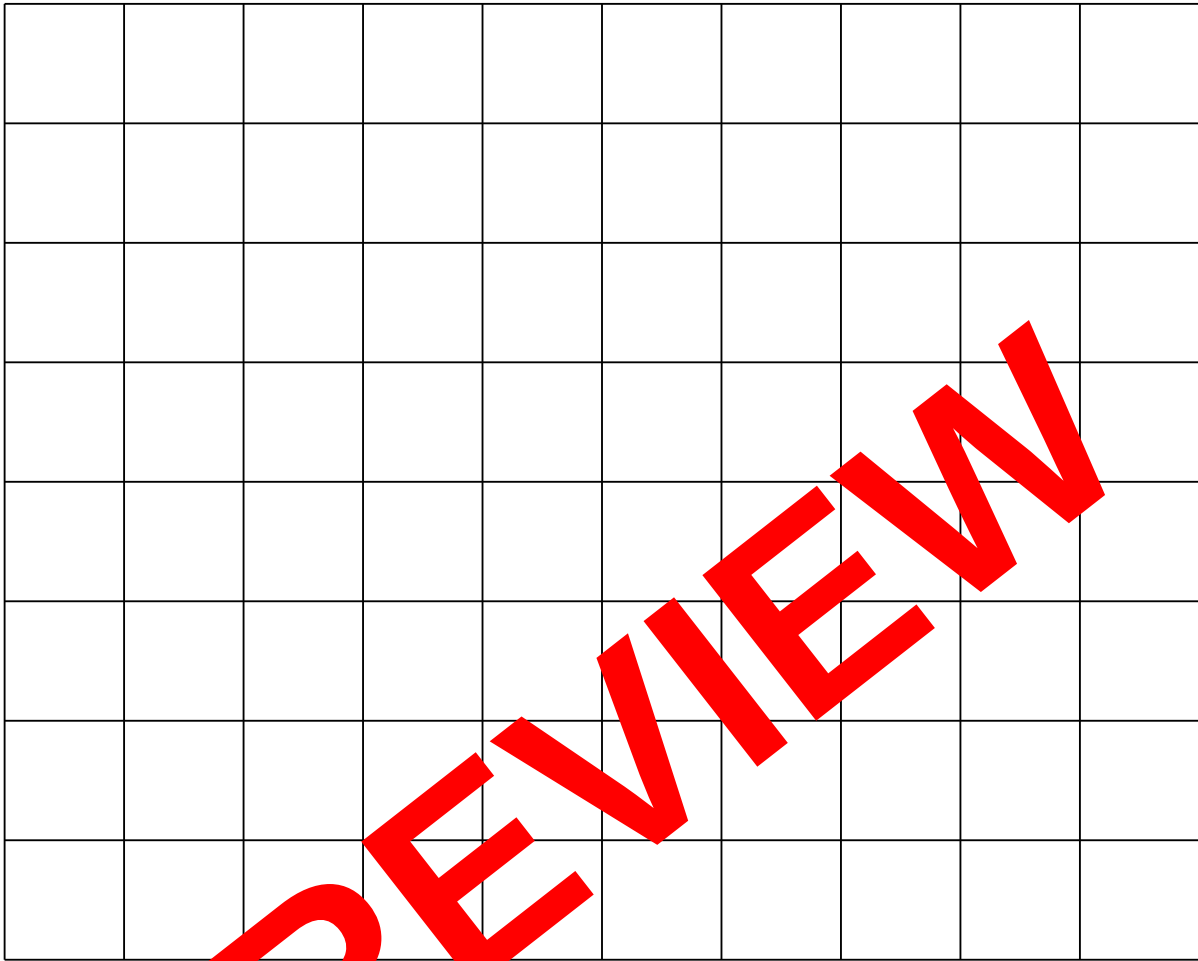
1. Find the real length and width.

2. Find the real area and perimeter.

3. Why does area need square units?

Design a six-square-metre gallery

Each grid square represents 0.5 m by 0.5 m.

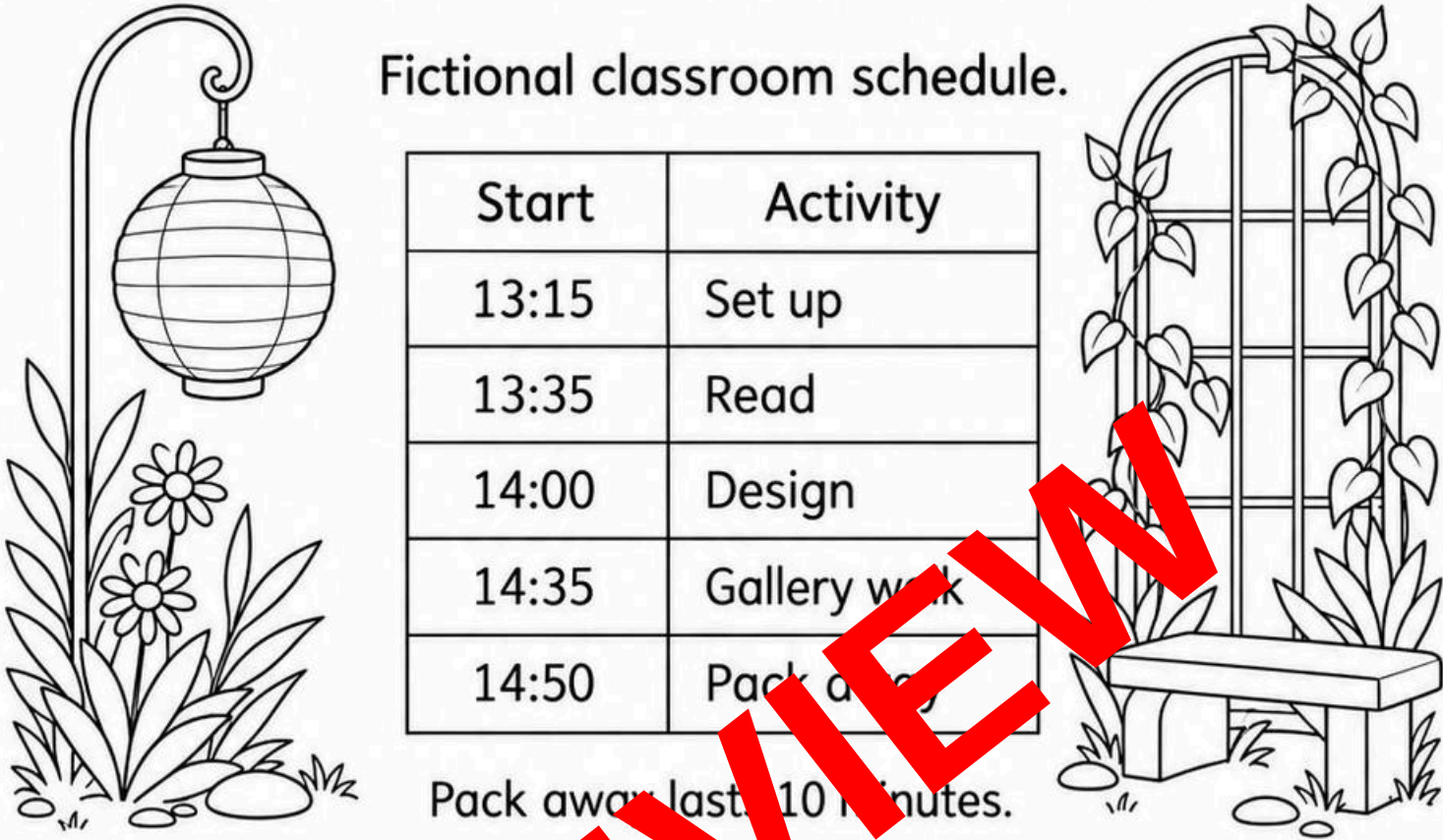


Draw one rectangle covering exactly 24 grid squares. Label its real length and width in metres.

Find its area and perimeter. Explain why it meets the brief.

Check the gallery timetable

Fictional classroom schedule.



Start	Activity
13:15	Set up
13:35	Read
14:00	Design
14:35	Gallery work
14:50	Pack away

Pack away last 10 minutes.

1. Write 14:35 in 12-hour time.

2. How long is the design session?

3. What time does the whole schedule finish?

Compare two class choices

Fictional data: one vote per child.



Design	Room 5	Room 6
Owl	8	12
Moon	6	8
Flower	10	4



1. How many children voted in each room.

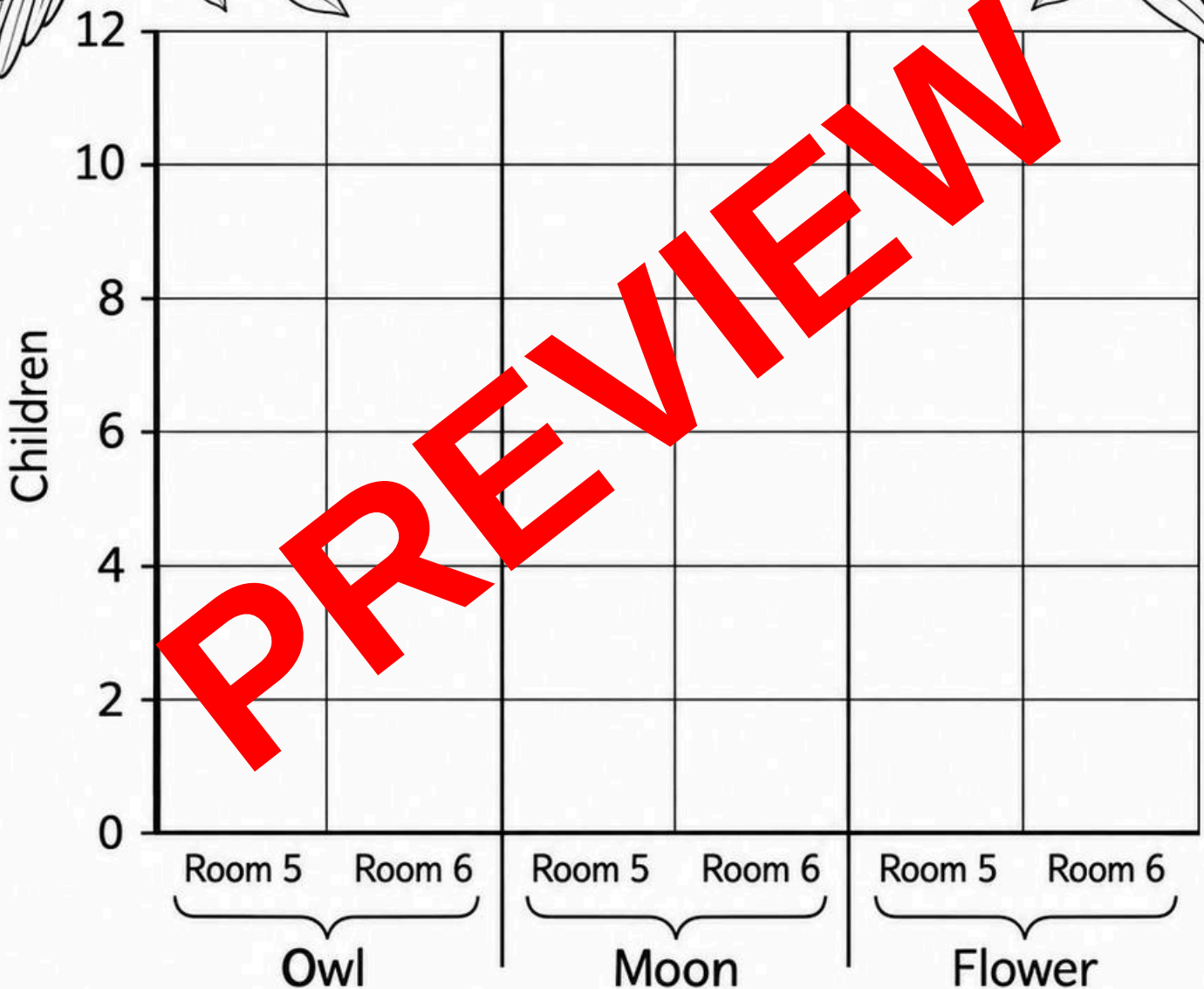
2. Which room has more flower votes? Give the difference.

3. A claim says: All children prefer owls. Do these data support it? Explain.

Use these data on the next page.

Graph and compare fairly

Use the table on page 26. Each row is 2 children.



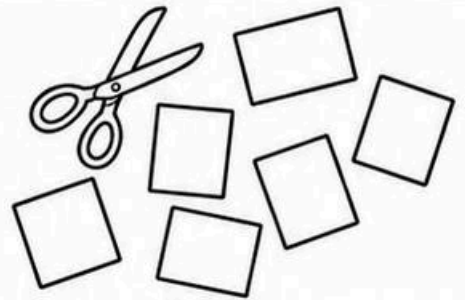
Why should both rooms use the same scale?

Equivalent-set detective

2–3 players. Use all 18 cards on pages 30–32 and the answers.

1. Cut with adult help.

Mix all 18 cards face up.



2. Take turns.

Choose one fraction, one decimal and one percentage that name the same amount.



3. Explain your choice.

Check the answer sets.



4. Correct?

Keep the three cards. Wrong? Return them face up; your turn ends.



These three cards name the same amount.

$$\frac{1}{4}$$

0.25

25%

Finish and explain a set

Finish:

stop when all six sets are collected. The player with the most sets wins.

Equal scores are a tie.

Worked turn:

choose $\frac{1}{4}$, 0.25 and 25%.

They name the same amount.

Check and keep the set.



Support:

draw equal parts or ask an adult to help check.

Cooperate:

build all six sets together and explain each match.



Equivalent-set cards

Cut the 6 cards with adult help.

$$\frac{1}{4}$$

$$\frac{1}{2}$$

$$\frac{3}{4}$$

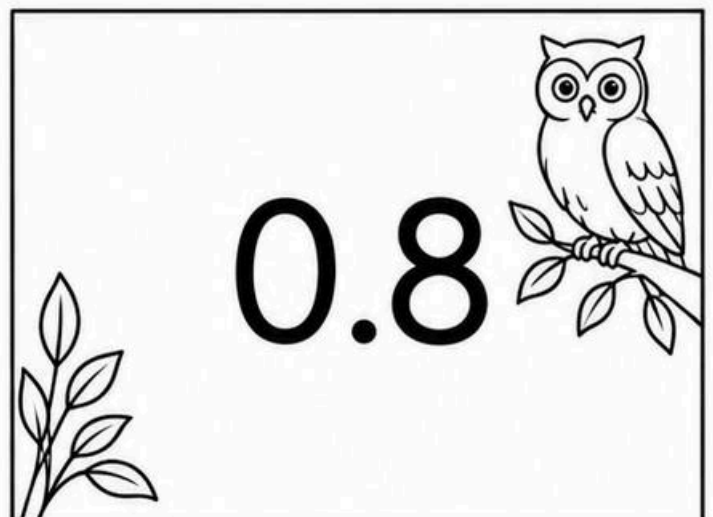
$$\frac{1}{5}$$

$$\frac{2}{5}$$

$$\frac{4}{5}$$

Equivalent-set cards

Cut the 6 cards with adult help.





Equivalent-set cards

Cut the 6 cards with adult help.

25%

50%

75%

20%

40%

80%

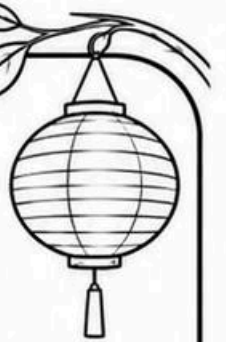


Observation or assumption?

Use the accounts on pages 6–7 and game rules on page 34.

Reported observation

A detail a narrator says they saw or found.



Unconfirmed assumption

A guess about what happened or why.

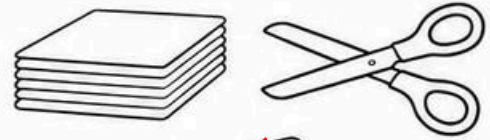




Check a claim

2 players. Use the two mats, six cards, both accounts and the answers.

1. Cut and shuffle the six cards.
Put them face down.



2. Take turns. Draw one card
and place it on a mat.



3. Explain which detail supports
your choice. Check the answers.



4. A correct placement and
explanation earns 1 point.
An error earns 0. Keep every
drawn card on its correct mat.



5. Stop after all six cards.
Most points wins; equal scores are a tie.



6. Cooperate or read with an adult
to sort all six without scores.



Worked turn: The frame was empty is a reported observation. Leah says she saw this. Place it there and score 1.

The frame
was empty.

Claim-check cards

Cut the six cards with adult help.

The frame was empty.

The label lay under the folded plan.

Oren saw a breeze lift the plan.

Someone removed the label to change the idea.

Someone hid the label on purpose.

The breeze definitely moved the label.









Make a clue envelope

Cut the outside. Fold the dashed lines.



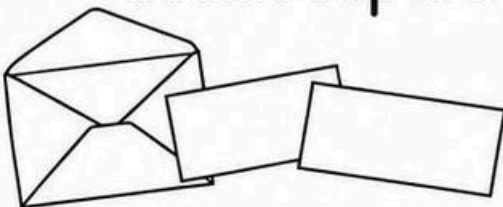
Cards for your clue envelope

Write or draw. Cut the two cards with adult help.

Observation

Possible explanation

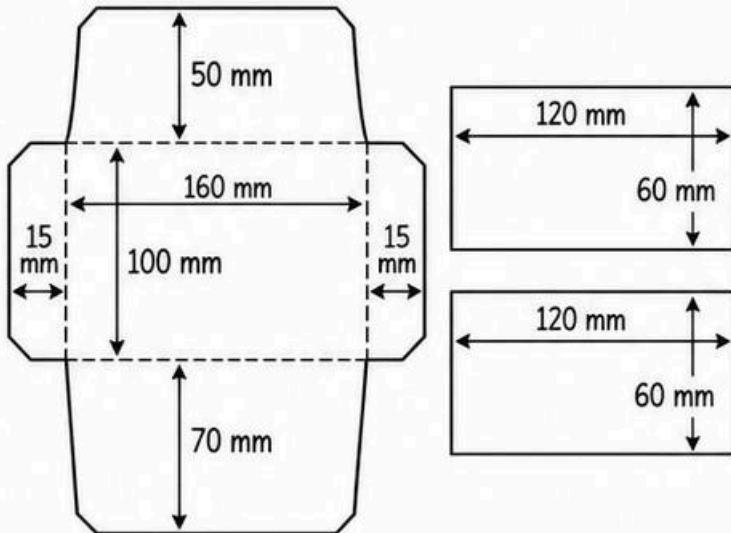
Use an imagined event. Keep a checked detail separate from a possible cause.



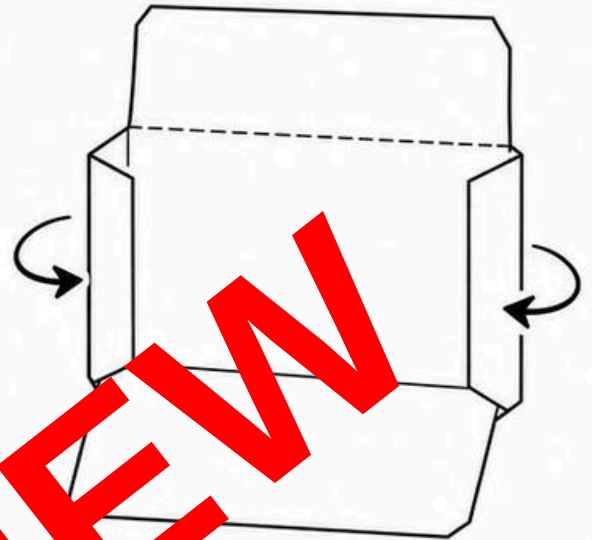
Build the clue envelope

You need the net, two cards, scissors and glue. Ask an adult for cutting help.

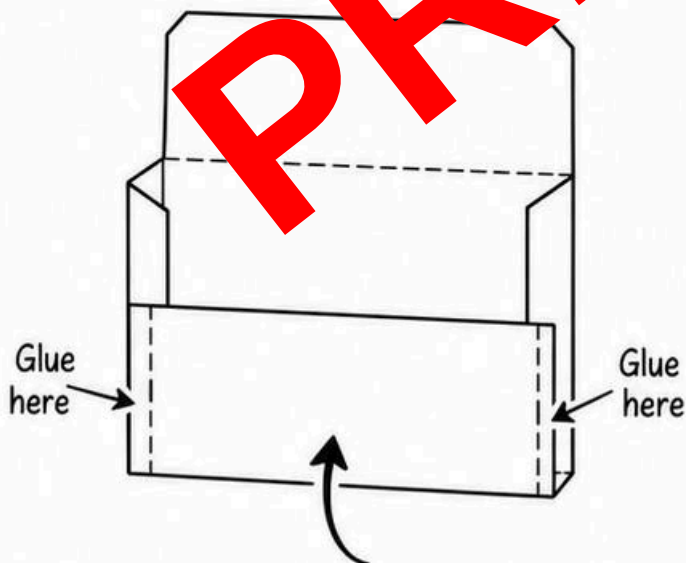
1. Cut the whole net and both cards.



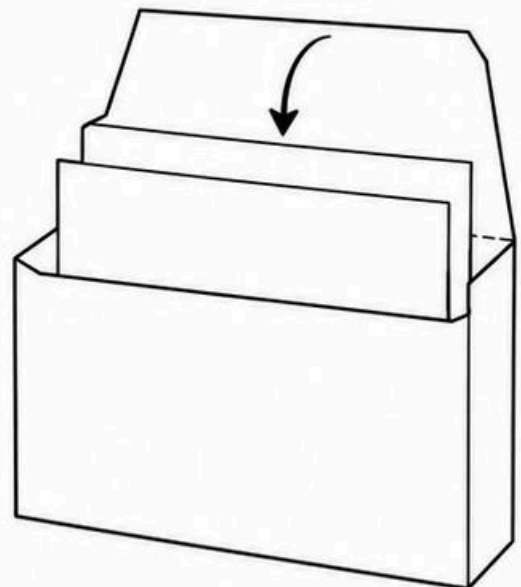
2. Fold both narrow side flaps inward.



3. Fold the bottom flap up. Glue only its edges to the side flaps. Leave the pocket open.



4. Slip in the cards. Fold the top flap down to close.



Check: the cards slide in and out. Keep glue away from the pocket opening.

Fold a three-sided story display

Cut the outside. Fold the dashed lines. Glue the tab below the first panel.

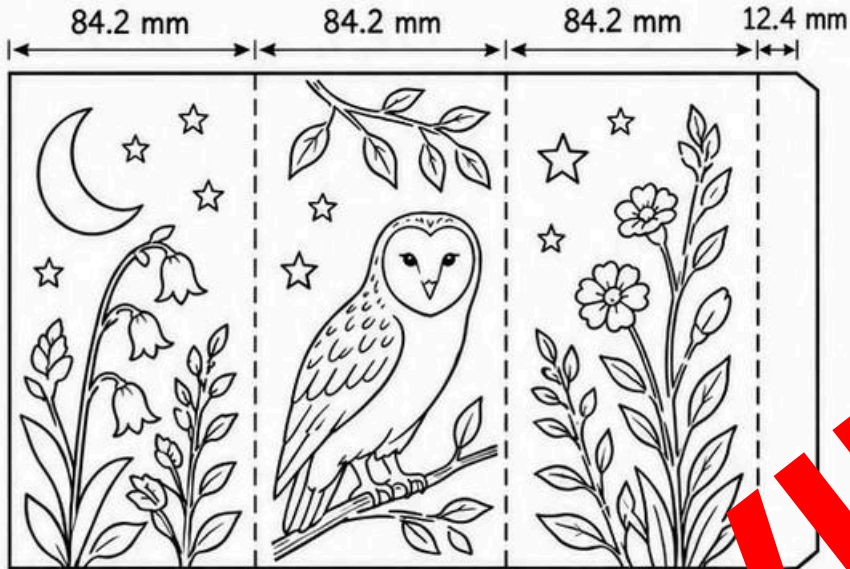


Stand your story display

Use the net, scissors and glue. Ask an adult for cutting help.

1. Decorate the three panels.
Cut the outer rectangle.

2. Fold the three dashed lines.



3. Bring the last panel around.
Glue its narrow edge to the back of the first panel.

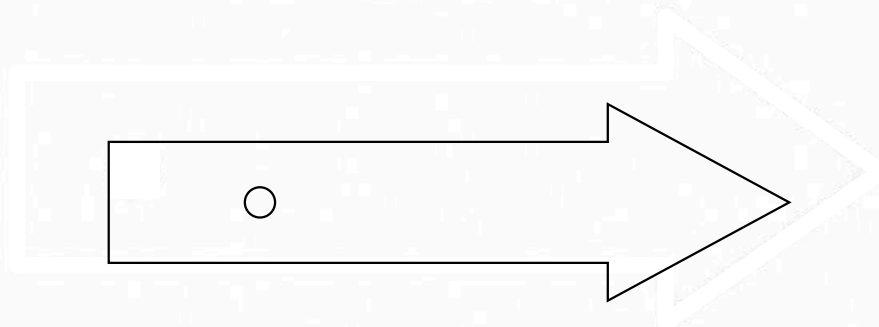
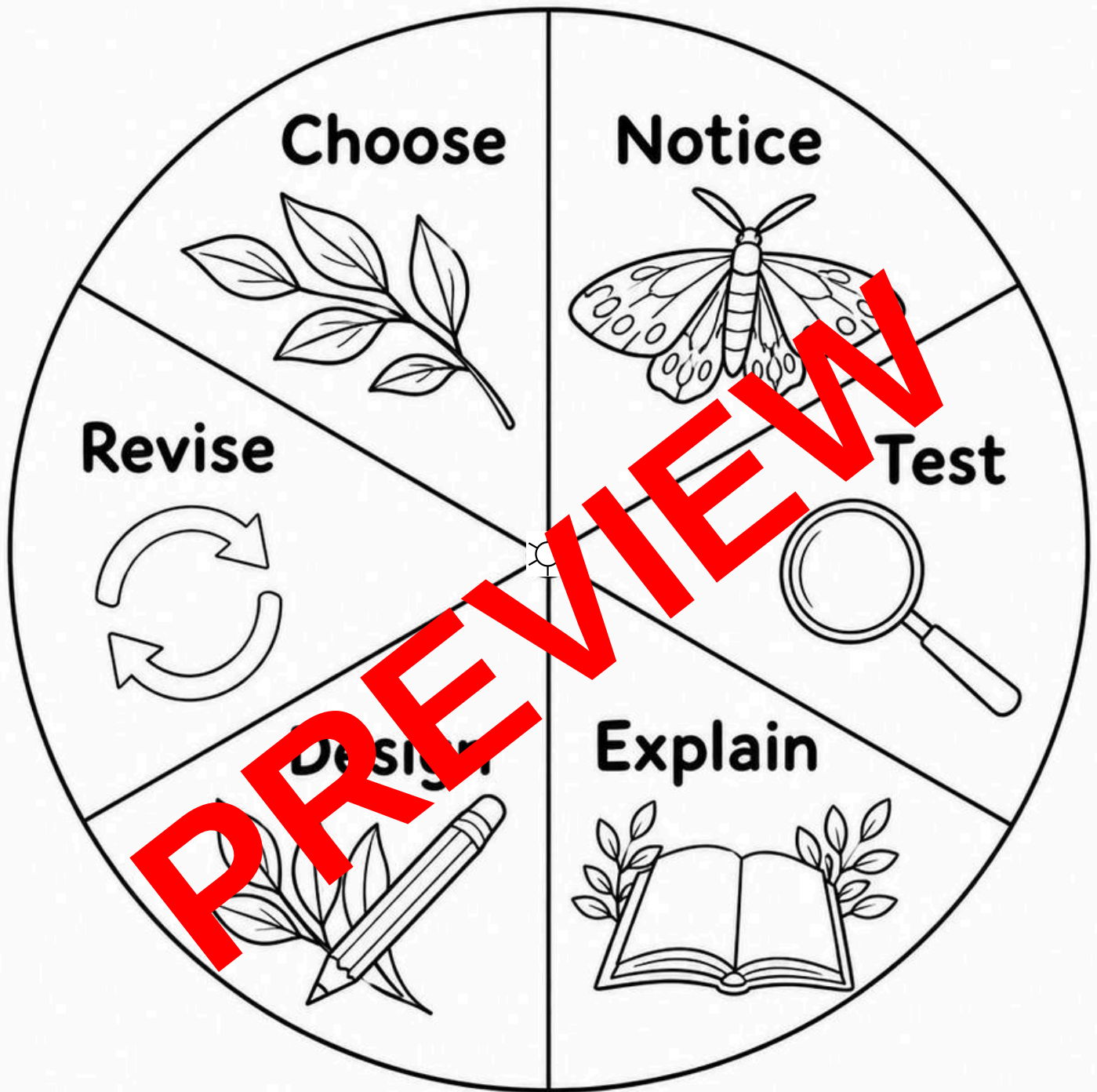
4. Stand the open triangular prism on its three flat lower edges.



Check: all three lower edges touch the table.
Let the glue dry before moving it.

Make an idea chooser

Cut the circle and arrow. An adult helps with the centre holes.

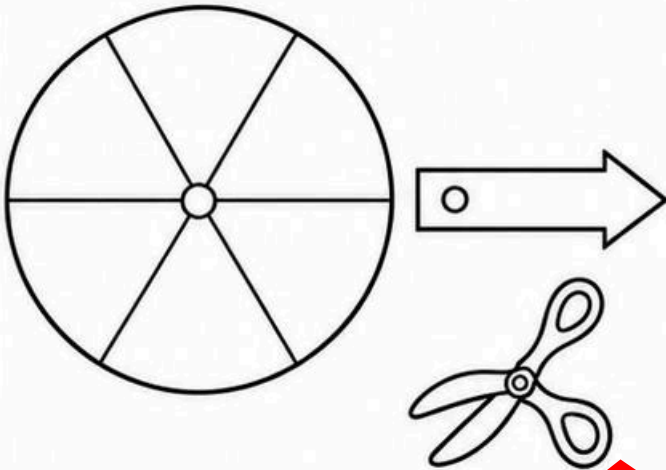


Use a paper fastener, or place the arrow by hand.

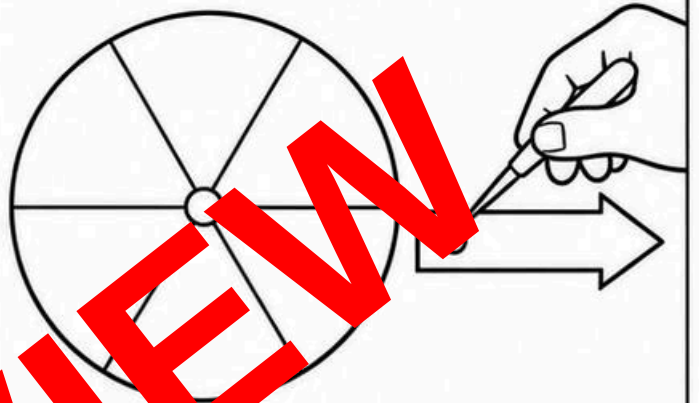
Choose, turn and create

You need the dial, arrow, scissors and an optional paper fastener.

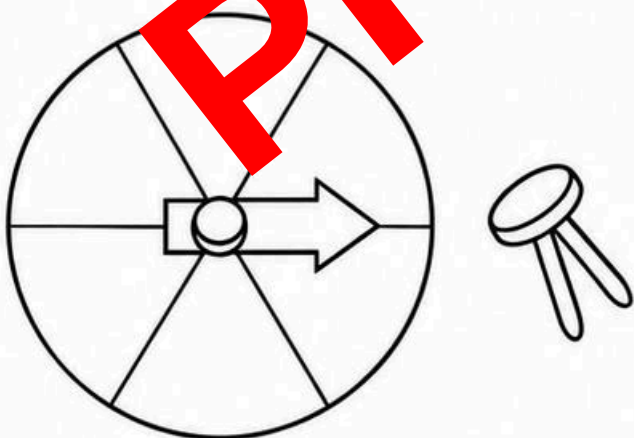
- 1.** Decorate lightly. Cut the circle and arrow.



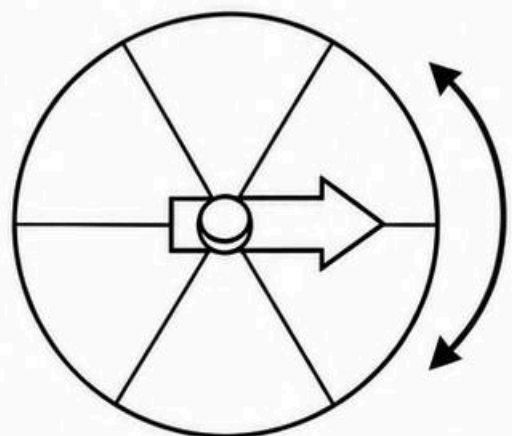
- 2.** An adult makes the two small centre holes.



- 3.** Align the holes. An adult fits a loose paper fastener through the arrow and dial.



- 4.** Turn or place the arrow. Choose a calm task from the dial.



No fastener? Place the arrow on the dial by hand. Check that the arrow points to one word. You may choose another task.



Our careful-thinking canopy

A detail I noticed:

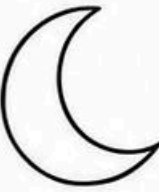
One way to check it:

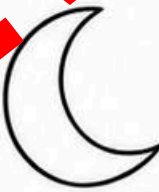
A kind way to disagree:

Use an imagined event. Cut with adult help. Share in a display or keep it private. You may pass.

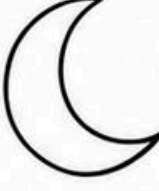
Which display meets the brief?

1. Exactly 3 owls, 2 moons and 1 flower.
2. The flower is at the left end.
3. The moons are not next to each other.

A      

B      

C      

D      

Circle one letter. Explain how it meets every clue.



Design, explain and choose

Imagine a quiet scene, a clue trail or another calm activity.

PREVIEW

Explain one design choice and how it helps someone join in.

You may share, write privately, tell an adult or pass.



Answers: words and accounts

Pages 4–5 — word knowledge

Evidence: information that supports a conclusion. Assumption: an idea accepted before it is checked. Interpret: explain what something may mean. Constraint: a limit or requirement. Accept accurate contextual examples.

misread = mis + read: read incorrectly; recheck = re + check: check again; disagreement = dis + agree + ment: a difference of opinion. Accept meaningful sentences.

Pages 6–8 — what happened

Leah first thought someone had removed the label to change the idea. The label was found under the folded print, with a corner caught in its fold. Oren remained uncertain because neither account reports seeing the label move. A breeze was possible, not proved.

Page 9 — comparing viewpoints

Leah sounds certain at first, then embarrassed and willing to revise. Oren suggests checking and separates evidence from explanation. Both support the empty frame and the found label. Their accounts support testing before a frame; the cause of movement remains uncertain. Accept other comparisons supported by details.



Answers: sentences and writing

Page 10 — complex sentences

Example: Leah made a quick guess because the frame was empty. Although they found the label, they did not know exactly how it had moved. Accept other grammatical sentences that preserve the evidence and uncertainty.

Page 11 — editing

Leah looked at the empty frame. She said, “The label is missing.”

Oren replied, “Let’s check the table first.” Start a new paragraph for Oren. Check capitals, sentence endings, speech marks and the apostrophe in Let’s.

Pages 12–14 — evidence mystery

Check a consistent viewpoint, ordered paragraphs, two useful clues, a test and a calm reveal. The reveal should follow the evidence. Revision should improve meaning, revision grammar and punctuation; dialogue is optional.

Pages 15–18 — suspense and pitch

Either display can be recommended with a reason from the fictional trial: 8 panels in 15 minutes with tape, or 8 in 20 minutes with stands. Address a clear walkway and another calm choice. A single trial does not guarantee every group’s speed. Accept a supported limitation, question and revision.

Answers: number and decimals

Page 19 — quantities

$6 \times 8 = 48$ panels needed. $4 \times 15 = 60$ available. $60 - 48 = 12$ spare. $12 \div 3 = 4$ spare panels per area. Check with $3 \times 4 = 12$.

Page 20 — fractions

$\frac{3}{8}$ of 48 = 18 owls. $\frac{1}{4}$ of 48 = 12 moons. $48 - 18 - 12 = 18$ flowers, or $\frac{3}{8}$. One eighth is 6 panels. An 8-part bar shows 3 owl parts, 2 moon parts and 3 flower parts.

Page 21 — metric lengths

$0.85 + 1.20 + 0.95 = 3.00$ m. From 4 m, 1 m remains; this is 100 cm. Compare quantities in the same unit. Diagrams are not to scale.

Page 22 — decimal patterns

0.4, 0.8, 1.2, 1.6, 2.0: add 0.4 each time. 1.5, 1.75, 2.0, 2.25, 2.5: add 0.25 each time. Check each difference, including across a whole number.



Answers: scale, time and data

Page 23 — scale plan

$8 \times 0.5 = 4$ m long; $5 \times 0.5 = 2.5$ m wide. Area = $4 \times 2.5 = 10$ m².
Perimeter = $4 + 2.5 + 4 + 2.5 = 13$ m. Each square has area 0.25 m².

Page 24 — equal area designs

A rectangle covering 24 small squares has area $24 \times 0.25 = 6$ m².
Example: 6 by 4 squares gives 3 m by 2 m and perimeter 10 m. An 8 by 3 rectangle gives 4 m by 1.5 m and perimeter 11 m. Accept any fitting 24-square rectangle and correct reasoning.

Page 25 — 24-hour time

14:35 = 2:35 pm. Design lasts 35 minutes, from 14:00 to 14:35. Packing starts at 14:50 and lasts 10 minutes, finishing at 15:00, or 3:00 pm.

Pages 26–27 — paired data

Each room has 24 votes. Room 5 has 6 more flower votes than Room 6.
“All children prefer owl” is unsupported: owls have 20 of 48 votes.
Graph paired heights: Owl 8/12, Moon 6/8, Flower 10/4. Use the labelled scale in steps of 2 and distinguish the rooms.



Answers: both games

Pages 28–32 — equivalent sets

The six complete sets are: $1/4$, 0.25, 25%; $1/2$, 0.5, 50%; $3/4$, 0.75, 75%; $1/5$, 0.2, 20%; $2/5$, 0.4, 40%; $4/5$, 0.8, 80%. Each represents one equal quantity.

A correct explained set earns those 3 cards. Return a wrong choice face up and end that turn. Stop when all 6 sets are collected. Most sets wins; equal totals tie. Cooperative play is also valid.

Pages 33–35 — checking claims

Reported observations: the frame was empty; the label lay under the folded plan; Oren saw a breeze lift the plan.

Unconfirmed assumptions: someone removed the label to change the idea; someone hid it on purpose; the breeze definitely moved it. The accounts do not establish those causes or intentions.

A correct placement with a supported explanation earns 1 point. An error earns 0; put the drawn card on its correct mat. Stop after all 6 cards. Most points wins; equal totals tie. Accept cooperative explanation without scoring.



Checks: making and choice

Pages 36–39 — colouring

Four optional untitled scenes have no fixed colour answers. Offer a different calm creative activity.

Pages 40–42 — clue envelope

Fold side flaps in, then the bottom up. Glue only its side edges; keep the top opening clear. The top flap overlaps the bottom. Both 120 by 60 mm cards fit inside the 130 by 70 mm pocket. Cards should slide freely.

Pages 43–46 — prism and dial

The three equal prism faces form an open triangular star. Glue its seam tab behind the first face; all lower edges should meet the table. For the dial, align centre holes, secure loosely and turn, or place the loose pointer by hand. Accept adult help.

Page 48 — constraint riddle

A is the only match: flower, owl, moon, owl, moon, owl. B has the flower away from the owl end. C has adjacent moons. D has two flowers and only two owls. All pieces must hold together.

Pages 47 and 49 — open responses

A display contribution can name evidence, a useful check or a kind disagreement. A reflection should connect a design choice and a reason. Accept drawings, oral or supported explanations, a private response or passing.

