bananalearn

LEARN IT. UNDERSTAND IT. TRY IT.

Help your child remember and use what they learn

Practice worksheet - Maths, English and Science · Parent guide · School-age learners

Name: _____ Date: _____

Show your working. Answers and explanations follow on a separate page.

Try each question before opening its explanation. Show the calculation, evidence or reasoning that supports your answer.

Write an answer and your reason before opening the explanation. Check the reasoning as well as the final answer.

1. Replace "revise Maths" with one checkable task.

2. How can 48 ÷ 6 = 8 be checked?

3. Twenty-eight counters form groups of four. What does seven count?

4. A child copies a correct explanation. What remains to be checked?

5. Why ask for a clue from a passage when reviewing an inference?

6. Does dissolved salt cease to exist?

7. Must every idea use the same revisit interval?

8. What should a record say if a diagram was supplied?

9. Choose one idea and write where you will check the answer.

10. What is a useful response when very little is recalled?

Answers and explanations

Answer key - Maths, English and Science · Parent guide · School-age learners

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1. Example: explain why 35 ÷ 5 = 7 and show a multiplication check.

A small named task makes feedback possible.

2. 6 × 8 = 48.

Multiplication rebuilds the starting quantity.

3. Seven groups.

The unknown is the number of groups, not the counters in each group.

4. Whether they can explain or apply it independently later.

Copying can support review but does not establish independent recall.

5. To connect the answer to evidence in the text.

A plausible guess may not be supported by this passage.

6. No; it remains in the water.

The particles are too small to see individually in the solution.

7. No. Adjust to what the learner can explain and the time available.

The example schedule is a starting point, not a universal prescription.

8. Note that the response used a supplied diagram.

This distinguishes that support from drawing and explaining one independently.

9. Use the relevant lesson, textbook or teacher-provided explanation.

Feedback needs an accurate reference, not only confidence in an answer.

10. Shorten the task and explain the missing idea again.

Repeated unsupported guessing is not the aim.