

CAMS[®] Plus STAMS[®] Plus & SOLVE[®]



BUILD FUNDAMENTAL MATHS SKILLS

with this powerful integrated program of assessment, instruction and practice

Designed specifically to give teachers confidence teaching mathematics, our **CAMS[®]**, **STAMS[®]** and **Solve** Series include easy-to-use Teacher Guides that empower practitioners to be more effective at assessing and teaching maths to all students.



includes Interactive Whiteboard Lessons



How it Works

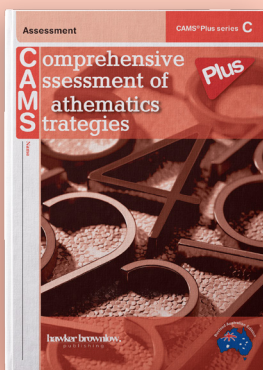
CAMS® Plus, STAMS® Plus and Solve® is a powerful, integrated program that focuses specifically on the fundamental maths skills students must master. Each level of the program across each series is structured around 16 lesson topics identified as essential for mathematical learning at that level, so **CAMS® Plus, STAMS® Plus and Solve®** books work together effectively to ensure that students gain a solid understanding of key maths concepts – ultimately helping them succeed and become independent problem solvers.

- Reflects the focus and coherence of modern mathematics curricula
- Teaches mathematical vocabulary, terms and definitions
- Ideal for students who need extra support to meet year-level maths requirements
- Perfectly complements any other mathematical series
- Levels C–H include Interactive Whiteboard (IWB) lessons, allowing you to preview or review lessons and use manipulable models to enhance instruction

Zero in on the most important skills to teach

- All 16 skills and concepts that unite each year level of CAMS® Plus, STAMS® Plus and Solve® have been identified as the most important maths skills students need to master to move on to the next year level. Five-part lessons provide focus and depth on each topic. Lesson topics have been carefully sequenced so students move from basic skills to more complex content.

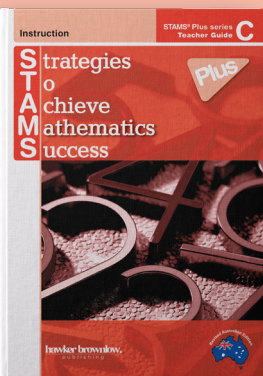
Assessment with CAMS® Plus Series



Quickly identify which of the 16 fundamental maths concepts and skills your students find most difficult and use the results to monitor progress.

- A pretest diagnoses students' strengths and weaknesses and guides their placement in the **STAMS® Plus** Instruction Series.
- Four benchmarks assess class progress throughout the year.
- A post test assesses students' mastery of concepts and skills following instruction with the **STAMS® Plus** Series.
- Tracking charts facilitate data collection and student self-assessment encourages reflection.

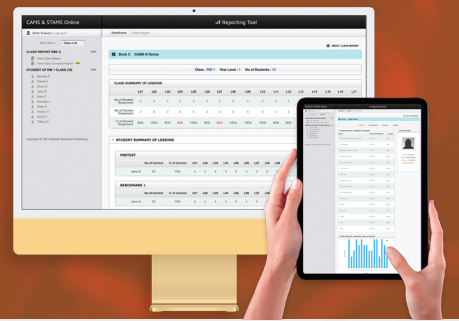
Assessment with STAMS® Plus Series



Provide struggling students with explicit instruction of the 16 fundamental maths concepts and skills – those topics identified as the most important instructional goals for each year level.

- Five-part **STAMS® Plus** lessons are highly visual, engaging and clearly presented.
- Step-by-step support helps teachers easily differentiate instruction and minimise planning time.
- Modelling helps teachers introduce each skill simply and confidently.
- Useful tips and embedded professional development guide instruction.

CAMS® & STAMS® ((ONLINE))



Practice and application with Solve® Series

Give students the practice they need to master the 16 fundamental maths concepts and skills. The **Solve®** Practice Series focuses on both conceptual understanding and computational fluency.

- Multiple-choice, short-response and extended-response problems require increasing levels of higher-order thinking.
- Cumulative reviews tie related concepts together.
- Supportive teacher guides include answer analysis and make it easy to assign, correct and review.

16 fundamental skills and concepts: Levels A–H

Level A (Years 1–2)

- Understand addition and subtraction
- Fact families
- Makes ten to add and subtract
- Solve word problems
- Add three numbers
- Count to 100
- Place value
- Compare numbers
- Add and subtract ten
- Add 2-digit numbers
- Subtract tens
- Shapes
- Equal parts
- Length
- Time
- Data

Level B (Years 2–3)

- Counting patterns
- Place value
- Compare numbers
- Mental maths
- Additional strategies
- Subtraction strategies
- Solve word problems
- Add and subtract to 1000
- Arrays
- Equal parts of shapes
- Length
- Add and subtract length
- Time
- Money
- Data and dot plots
- Graphs

Level C (Years 3–4)

- Place value
- Add and subtract
- Multiplication concepts
- Fact strategies
- More fact strategies
- Division concepts
- Fact families
- Fraction concepts
- Model equivalent fractions
- Benchmark fractions
- Compare fractions
- Fractions greater than 1
- Plane figures
- Length
- Perimeter
- Picture graphs and column graphs

Level D (Years 4–5)

- Multiplication properties
- Multiply mentally
- Multiply by 1-digit numbers
- Multiply by 2-digit numbers
- Relate division to multiplication
- Divide without regrouping
- Divide with regrouping
- Equivalent fractions
- Simplify fractions
- Decimal place value
- Compare and order decimals
- Relate decimals to fractions
- Angles
- Understand area
- Area of rectangles
- Dot plots

Level E (Years 5–6)

- Multiply whole numbers by fractions
- Multiply fractions
- Divide whole numbers by fractions
- Divide fractions by fractions
- Multiply and divide by powers of ten
- Multiply decimals
- Divide decimals by whole numbers
- Divide by decimals
- Understand ratios
- Understand percentage
- Unit rates
- Ratios in tables of data
- Solve equations using number sense
- Solve equations using inverse operations
- Use operations
- Volume

Level F (Years 6–7)

- Multiply whole numbers by fractions
- Multiply fractions
- Divide whole numbers by fractions
- Divide fractions by fractions
- Multiply and divide by powers of ten
- Multiply decimals
- Divide decimals by whole numbers
- Divide by decimals
- Understand ratios
- Understand percentage
- Unit rates
- Ratios in tables of data
- Solve equations using number sense
- Solve equations using inverse operations
- Use formulas
- Volume

Level G (Years 7–8)

- Understand integers
- Add and subtract integers
- Multiply and divide integers
- Evaluate expressions
- Solve linear equations
- Equations with rational numbers
- Proportional relationships
- Solve proportions
- Rate problems
- Percentage as a ratio
- Percentage problems
- Similarity
- Circles
- Cylinders
- Pie charts
- Theoretical probability

Level H (Years 8–9)

- Exponents
- Square roots
- Solve two-step equations
- Two-step equations with rational numbers
- Linear and nonlinear equations
- Gradient
- Graph linear equations
- Solve sets of simultaneous equations graphically
- Solve sets of simultaneous equations algebraically
- Special pairs of angles
- Angle sums
- Triangle similarity
- Pythagorean theorem
- Distance formula
- Mean, median, range
- Scatter plots

Why it Works

Assessment + instruction + practice = maths success!

This proven-effective program works seamlessly to help you pinpoint each student's unique needs and then utilise that information to better plan instruction. Here's how **CAMS® Plus**, **STAMS® Plus** and **Solve®** gets results.

Assessment



Instruction



Practice



Get the data you need to drive instruction

The all-new, research-based **CAMS® Plus** Series helps you diagnose student difficulties in the key curriculum-based skills that are crucial for student success in mathematics. Use the **CAMS® Plus** pretest to determine which **STAMS® Plus** lessons are most appropriate for a particular student or class.

Teach the skills that matter most

Using the results of the **CAMS® Plus** pretest, target your instruction on essential maths skills with the highly scaffolded lessons in **STAMS® Plus**. Each five-part lesson provides both explicit instruction and practice in a carefully structured format.

Assign targeted practice

Have students apply their knowledge and extend their grasp of the 16 fundamental skills and concepts at each year level by assigning targeted practice and review exercises from the **Solve® Series**.

Check your students' progress

Use **CAMS® Plus** benchmarks several times during the **STAMS® Plus** instruction to see how students are mastering the important skills and assess whether or not they need additional instruction.

Confirm your students have learned what they need to know

Finally, administer the **CAMS® Plus** post test after you've completed the **STAMS® Plus** instruction to evaluate how well students have mastered the key concepts and skills.

Big Results. Small Prices.

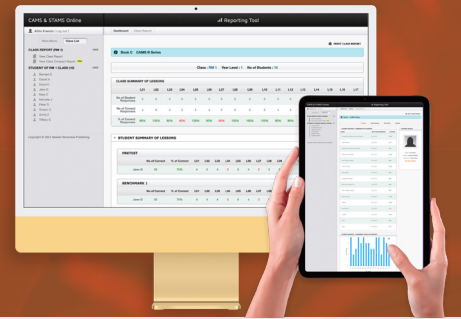
Struggling students' average scores jumped **36-46%** in just 18 weeks

Scan QR code to view "A Study of the Instructional Effectiveness of CAMS & STAMS" at:

<https://www.hawkerbrownlow.com/collections/cams-stams-collection>



CAMS® & STAMS® ((ONLINE))



Scaffolding supports students every step of the way

For many students, maths is not only challenging – it can also be intimidating. That's why the **CAMS Plus®**, **STAMS® Plus** and **Solve®** Series use an exclusive instructional approach that offers three distinct levels of scaffolding to make sure your students fully understand critical maths skills. This unparalleled level of support builds students' confidence and conceptual understanding while preparing them for key assessments.

1

Scaffolded student support

As students move through each five-part lesson in the program, **support is gradually removed to build student independence**. In part one and part two, the teacher provides direct instruction – modelling and guiding students as they acquire new skills. In part three and part four, as students apply their new learning to practice problems, the teacher continues to model and guide student learning. In part five, students work independently.

2

Scaffolded student accountability

At each stage of the lesson, **students become more accountable for their learning**. In part one and part two, students learn the steps and thinking process to answer skill-specific questions. Part three and part four then require students to explain and justify their answers. Finally, in part five, students are fully accountable as they demonstrate their understanding in a test-taking format.

3

Scaffolded problem-solving experience

Students solve increasingly challenging problems, ranging from filling in the blank in part one and part two to multiple choice and extended response in part three and part four. This gradual increase in difficulty builds proficiency and confidence so students are ready to handle the test-taking simulation in part five and are well prepared on test day.

CAMS[®] **Plus** Series

Get the data you need to drive instruction!

Use **CAMS[®] Plus Series** tests to identify student needs, monitor progress and assess mastery.

Pretests establish levels of student mastery in 16 essential skills and concepts

- Measures student knowledge of maths concepts prior to **STAMS[®] Plus** instruction.
- Helps teachers take a data-driven approach to planning lessons by pinpointing which of the 16 **STAMS[®] Plus** lesson topics require most classroom attention.

Benchmark tests assess class progress throughout the year

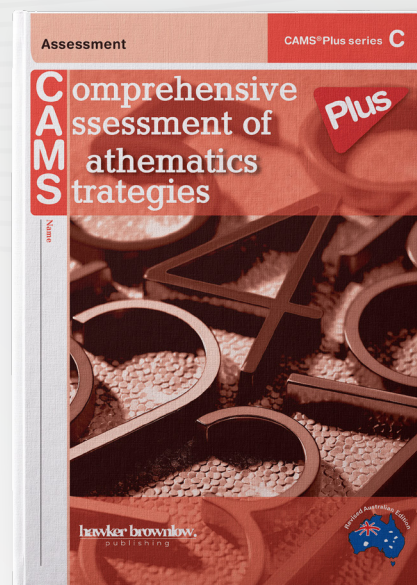
- Four benchmarks each test the same 16 **STAMS[®] Plus** lesson topics as the pretests.
- Allows individual and whole-class progress to be tracked and charted over the course of the school year.

Post tests demonstrate student mastery of essential topics following **STAMS[®] Plus** instruction and **SOLVE[®]** practice

- Demonstrates for teachers the effectiveness of the **CAMS[®] Plus**, **STAMS[®] Plus** and **Solve[®]** Series in building student knowledge of the 16 key skills and concepts.
- Identifies areas of mathematical learning requiring extension or remediation.

Teacher Guide includes valuable assessment charts and resources

- Individual record sheets and performance graphs allow educators to use data to track the progress of each student, while class record sheets give a more general overview.
- Provides a chart of relevant Australian Curriculum content descriptions and breaks down their applicability lesson by lesson.






STAMS[®] **Plus** Series

The STAMS[®] Plus five-part lesson plan at a glance

Week at Glance

Suggested Lesson Pacing

	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Modelled and Guided Instruction</i>		<i>Modelled and Guided Practice</i>		<i>Independent Practice</i>
	<i>Part One</i>	<i>Part Two</i>	<i>Part Three</i>	<i>Part Four</i>	<i>Part Five</i>
<i>Direct Instruction</i>	Introduce new skill with student book pages 20 Minutes	Introduce new skill with student book pages. 20 Minutes	Model multiple-choice problem; analyse answers. 10 Minutes	Model extended response problem. 10 Minutes	
<i>Interactive White Board (Optional)</i> 	Use IWB lesson in place of part one in student book.	Use IWB lesson in place of part two in student book.	Review parts one and two as necessary.	Review parts one and two as necessary.	
<i>Independent work</i>  Your Turn	Practise New Skill 10 Minutes	Practise New Skill 10 Minutes	Practise solving multiple-choice problems. 20 Minutes	Practise solving extended-response problems. 20 Minutes	Solve problems in test-prep format. 20 Minutes
<i>Assesment</i> 	Check Your Turn answer.	Check Your Turn answer.	Check Your Turn answer.	Check Your Turn answer.	Check Your Turn answer. Use Assessment and Remediation 15 Minutes
<i>Additional Activity (Optional)</i>	Hands-on Activity 15 Minutes	Reteaching Activity 15 Minutes	Vocabulary Activity 15 Minutes	Real-World Connection plus School-Home Connection 15 Minutes	Challenge Activity 15 Minutes


STAMS[®] Plus Student Book


Exciting lesson design engages learners


Let's take a look at a sample lesson from **STAMS[®] Plus Student Book C. Part one** of each lesson begins with a question that gives meaning to the topic. The teacher guides the students step by step to apply each skill immediately after it's modelled, so understanding how to solve a problem is still fresh in students' minds.


Modelled Instruction

Lesson 3 MULTIPLICATION CONCEPTS
PART ONE: Learn about equal groups

1 Explore How can you find the total of equal groups?
Addition is used to find the total number of items in several groups.
 $1 + 2 + 3 = 6$
What if all the groups have the same number of items?

2 Think Multiplication is a quick way to find the total of equal groups.

How many groups of hearts are shown? 3
How many hearts are in each group? 2
You have 3 equal groups. Each has 2 hearts.

3 Connect Repeated addition helps you understand multiplication.
 3 groups of 2
Add 2 three times. $2 + 2 + 2 = 6$ OR Multiply 3 times 2. $3 \times 2 = 6$

4 Let's Talk Can you use multiplication to find the total number of diamonds?
Why or why not?


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- 1 Explore** activates students' prior knowledge and introduces the skill
- 2 Think** provides leading questions or statements that get students thinking about the skill
- 3 Connect** ties the ideas together and answers the introductory question

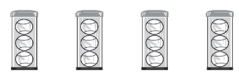
Guided Instruction

Multiplication concepts

Think It Through

Fill in the blanks. Solve the problem.

Isabella has 4 cans of tennis balls. Each can has 3 tennis balls.



What is the total number of tennis balls?

■ How many cans are there? _____
How many tennis balls are in each can? _____

■ You can use repeated addition to find the total.
There are _____ items in each of the 4 groups.
Add 3 four times. _____ + _____ + _____ + _____ = _____


■ You can also use multiplication to find the total.
There are 4 groups of _____.
Multiply 4 times 3. _____ \times _____ = _____

Solution: There are _____ tennis balls in all.

5 The numbers you multiply are the **factors**.
 $3 \times 2 = 6$
The total is the **product**.

6 Your Turn Now, use what you know to solve this problem.

1. Which two number sentences can you use to find the total?



Ⓐ $6 + 6 + 6 = \square$ and $6 \times 6 = \square$
Ⓑ $6 + 6 + 6 = \square$ and $3 \times 6 = \square$
Ⓒ $3 + 6 = \square$ and $3 \times 6 = \square$
Ⓓ $3 + 3 + 3 = \square$ and $3 \times 3 = \square$

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Lessons balance conceptual understanding and procedural fluency

- 4 Explore** activates students' prior knowledge and introduces the skill
- 5 Think** provides leading questions or statements that get students thinking about the skill
- 6 Connect** ties the ideas together and answers the introductory question

STAMS[®] Plus Student Book

Part two follows the same predictable structure as **part one** and addresses a closely related skill. These two parts work together to solidify student understanding.

Modelled Instruction

Guided Instruction

Multiplication concepts

Think It Through

Fill in the blanks. Solve the problem.

Manny bought a sheet of stamps. The sheet has 5 rows of stamps. Each row has 4 stamps. How many stamps did Manny buy in all?

■ You have to find the total of 5 groups of 4 stamps. You can draw an array to show the equal groups. How many rows should the array have? _____ How many items should be in each row? _____

■ 5 rows of 4 is the same as _____ \times _____. Multiply to find the total number of stamps. _____ \times _____ = _____

Solution: Manny bought _____ stamps in all.

The multiplication sign \times can be read as "groups of".

Your Turn ▶ Now, use what you know to solve this problem.

2. Draw an array to find the product of 2×6 . Use the grid to help you line up items in the rows.

$2 \times 6 = \underline{\hspace{2cm}}$

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Part 1 & 2
for each lesson
are also
available
as whiteboard
lessons

PART TWO: Learn about arrays

How can you use an array to help you multiply?

Explore

You can use multiplication to find the total of equal groups. The rows of an **array** show equal groups. Each **row** has the same number of items.

row →

Think

How many rows are in the array above? 3
How many items are in each row? 4
The array has 3 rows of 4 hearts.

Connect

Multiply 3×4 to find the total number of hearts.

Array
4 in each row

3 rows →

3 groups of 4 = 12

Multiplication
number of rows

number of hearts in each row

number of hearts in all

$3 \times 4 = 12$

Tell how this array is like the array above and how it is different.

What do you notice about the total number of hearts in each array?

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STAMS[®] **plus** Student Book

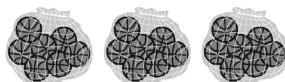
Once students have developed a firm understanding of the lesson topic, **part three** introduces them to multiple-choice questions like the ones they might see on school assessments.

Modelled Practice

PART THREE: Choose the right answer

Solve the problem. Then read why each answer choice is correct or not correct.

A PE teacher stores basketballs in 3 bags. Each bag holds 7 basketballs.



Which number sentence shows the total number of basketballs?

- A $3 + 3 + 3 = 9$
- B $3 \times 8 = 24$
- C $3 + 7 = 10$
- D $3 \times 7 = 21$

Check to see if you chose the correct answer.

There are 3 groups of 7 basketballs.
3 groups of 7 is the same as 3×7 .
 $3 \times 7 = 21$

So, the correct answer is D.

Why are the other answer choices not correct?

A $3 + 3 + 3 = 9$	The number of basketballs in each group should be added, not the number of groups.
B $3 \times 8 = 24$	There are 7 basketballs, not 8.
C $3 + 7 = 10$	The two factors should be multiplied, not added.

28

1

Solve poses a multiple-choice problem that student answer independently.

2

Think explains why the answer is correct or incorrect to reinforce the student's understanding of a particular concept and develop metacognitive skills.

Guided Practice

Multiplication concepts

Your Turn Solve each problem. Use the hints to avoid mistakes.



- Identify the number of groups and the number of items in each one.
- Count the groups and items carefully.
- Use \times to multiply numbers.

3. Shaun works in a party shop. He is blowing up 2 bunches of balloons. Each bunch has 6 balloons.



Which number sentence can be used to find the total number of balloons?

- A $6 + 6 + 6 = \square$
- B $6 \times 6 = \square$
- C $2 \times 6 = \square$
- D $2 + 6 = \square$

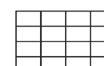
4. A triangle is a shape with 3 sides.



How many sides do 5 triangles have?

- A 15
- B 12
- C 10
- D 8

5. Sofia keeps beads in the plastic case shown below.



Which multiplication sentence is shown by this array?

- A $6 \times 6 = 36$
- B $4 \times 3 = 12$
- C $4 \times 4 = 16$
- D $5 \times 4 = 20$

6. Which two number sentences have the same answer?

- A $4 \times 9 = \square$
 $9 + 9 + 9 + 9 = \square$
- B $4 \times 9 = \square$
 $4 + 9 = \square$
- C $4 \times 9 = \square$
 $4 + 4 + 4 + 4 = \square$
- D $9 \times 9 = \square$
 $9 + 9 = \square$

29

STAMS[®] Plus Student Book

In **part four**, students are shown step by step how to answer an extended response problem and then follow the model to independently solve a problem.

1 **Student models** demonstrate to students what an exemplary answer to an extended response problem looks like

2 **Show** lays out the workings of each calculation made by the exemplary student when finding their answer

3 **Explain** uses maths vocabulary to explain the student's problem-solving process in further detail

Guided Practice

5 Your Turn
Multiplication concepts

Solve the problem. Use what you learned from the model.

7. The town's school buses are parked in a lot when they are not being used. The buses are parked in 3 rows. Each row has 8 buses. How many buses are parked in the lot each day?
Use pictures, words or numbers to show your work.

CHECKLIST

Did you ...

☐ show each step?

☐ answer the question asked?

☐ give important details?

☐ use maths words?

6

Solution: _____ buses
Explain how you got your answer.

31

Modelled Practice

PART FOUR: Write the best answer

Study the model. It is a good example of a written answer.

1 Student model

Stephanie's uncle gave her 6 packs of football cards. Each pack has 5 cards in it. How many football cards does Stephanie have in all?
Use pictures, words or numbers to show your work.

6 groups of 5

$6 \times 5 = ?$

$5 + 5 + 5 + 5 + 5 + 5 = 30$

2 Show

3 Explain

There are 6 equal groups of cards. Each group has 5 cards.

6 groups of 5 is 6×5 . I drew an array to help me find the product of 6×5 . I drew 6 rows for the 6 groups and 5 rectangles in each row for the 5 cards. I saw there are 30 cards in all. I checked my answer by adding 5 six times.

4

☒ The student shows each step.

☒ The student correctly answers the question.

☒ The student gives important details about the total.

☒ The student uses the maths words equal groups, array, product and row.

Solution: 30 football cards

30

4 **Notes** gives the reasons why the exemplary student deserves top marks for their work

5 **Your Turn** asks students to explain how they solved a problem, encouraging higher-order thinking and communication skills

6 **Checklist** provides a list of key considerations that students can use as a guide when writing their own answers

STAMS[®] Plus

Because of the scaffolding and the gradual release of responsibility throughout the lesson, when students reach part five they will be prepared to successfully answer questions on their own – helping them become confident test takers and independent problem solvers.

Independent Practice


PART FIVE: Prepare for a test

As you solve multiplication problems, you may want to:

- draw pictures or an array to show equal groups.
- use repeated addition to check your work.

1 Solve each problem.


8. Which number sentence can be used to find the total number of pens?



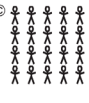
A $5 + 5 =$
 B $3 + 3 + 3 + 3 =$
 C $3 \times 5 =$
 D $3 + 5 =$

9. Which array shows 6×4 ?


A



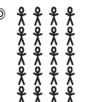
C




B



D



10. Nia helped set up for a meeting after school. She set up 4 rows of chairs. There were 7 chairs in each row.



Which multiplication sentence is shown by the array of chairs?

A $7 \times 3 = 21$
 B $4 \times 7 = 28$
 C $5 \times 7 = 35$
 D $4 \times 8 = 32$

11. Peter filled 9 pages of a photo album. Each page of the album holds 2 photos. How many photos in all did Peter put in the album?

A 18
 B 16
 C 11
 D 9

- 1** Solve each problem asks students to practise with multiple-choice, short response and extended-response questions to strengthen understanding and get them ready for tests

Independent Practice

Multiplication concepts

12. A shop assistant set up a display of melons. The display has 5 rows. Each row has 5 melons. What is the total number of melons?

A 10
 B 20
 C 25
 D 30

13. Laura served 4 bowls of berries for dessert. She put 8 berries in each bowl. How many berries did Laura serve in all?

A 12
 B 16
 C 24
 D 32

15. Caleb baked 4 trays of muffins. Each tray has 6 muffins. How many muffins did Caleb bake in all?

Use pictures, words or numbers to show your work.

Solution: _____ muffins

Explain how you found your answer.

14. Jeff is a woodworker. He is carving legs for 6 new stools. Each stool will have 3 legs. How many legs will Jeff carve in all?

Write an addition sentence and a multiplication sentence to show the total.

Addition sentence: _____

Multiplication sentence: _____

STAMS[®] Plus Teacher Guide

Complete resource helps you effectively teach lessons

Now let's focus on one of the best features of the program – the **STAMS[®] Plus** Teacher Guide. This easy-to-use resource is filled with useful tips and professional development opportunities to help you provide the best instruction possible. A sample lesson from the **STAMS[®] Plus** Book C Teacher Guide is explored below.

- 1 Lesson Objectives** quickly identifies goals for student
- 2 Related Australian Curriculum Standards** identifies the content descriptions touched on in the lesson
- 3 Prerequisites** lists the skills students should have already mastered to be successful in this lesson
- 4 Related STAMS[®] Plus Lessons** help you differentiate instruction by listing precursor lessons students might need
- 5 Vocabulary** lists key maths terms from the lesson, with definitions
- 6 Maths Background** helps teachers understand why the content of a particular lesson is important for students to learn
- 7 Interactive Whiteboard** makes every lesson a powerful and engaging visual experience for students and teachers alike

Lesson 3

MULTIPLICATION CONCEPTS

Multiplication

1 LESSON OBJECTIVES

Students will:

- Understand multiplication as an operation equivalent to repeated addition.
- Visualise multiplication using arrays.

2 RELATED AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

See page 26 to cross-reference this lesson with aligned Australian Curriculum content descriptions.

3 PREREQUISITES

Students should be able to:

- Add three or more 1-digit numbers.
- Identify and create equal groups.

4 RELATED STAMS[®] PLUS LESSON

- Book C – Lesson 2

Add and subtract introduces using place value to add and subtract 3-digit numbers.

5 VOCABULARY

PAGE 24

- multiplication:** an operation used to find the total number of items in equal-sized groups
- equal groups:** groups that have the same amount
- repeated addition:** addition of the same number a certain number of times
- multiply:** to perform multiplication

PAGE 25

- factors:** numbers that are multiplied together to find a product
- product:** the result of multiplying numbers together

6 MATHS BACKGROUND

In order for students to succeed with more complex mathematical procedures later on, they must have command of multiplication facts. First, students must understand what multiplication is – an operation that joins groups of equal size to get a total. Multiplication is related to repeated addition and the counting of items in arrays. With repeated addition, you add the same amount multiple times. With multiplication, you multiply just two numbers: the number of groups and the number of items in each group. Arrays provide a visual model for multiplication by showing equal rows of items.

7

Interactive Whiteboard

Visualise multiplication concepts

Go to the *IWB lessons* to bring parts one and two to life. Use features such as clonable art to deepen students' understanding of multiplication concepts.

Download

<https://iwb.camsandstams.com.au>

47

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13

STAMS[®] Plus Teacher Guide

Each lesson is designed to support students and teachers through the learning process. Master teachers helped develop the Teacher Guides to make sure you can anticipate any problems and confusions that students might have. The **STAMS[®] Plus** Teacher Guide gives you the structure you need to teach a lesson most effectively – using best practices such as wait time, collaborative learning and informed progress monitoring.

Part One

Modelled Instruction

Lesson 3 MULTIPLICATION CONCEPTS
FOCUS: Equal groups about equal groups

Explore How can you find the total of equal groups?
Addition is used to find the total number of items in equal groups.
 $1 + 2 + 3 = 6$
What if all the groups have the same number of items?
 $1 + 2 + 3 = 6$

Think Multiplication is a quick way to find the total of equal groups.
How many groups of hearts are there? 3
How many hearts are in each group? 2
You have $3 \times 2 = 6$ equal groups. Each has 2 hearts.

Connect Repeated addition is another way to find multiplication.
Add 2 three times: $2 + 2 + 2 = 6$ or Multiply 2 times 3: $2 \times 3 = 6$
Can you use multiplication to find the total number of items?
Why or why not?

Let's Talk Can you use multiplication to find the total number of items?
Why or why not?

Guided Instruction

Think It Through
Fill in the blanks. Solve the problem.
There are 3 rows of 4 items each. Each row has 3 items.
What is the total number of items?
How many items are in each row? 3
How many rows are there? 3
Add 3 four times: $3 + 3 + 3 + 3 = 12$
You can also use multiplication to find the total.
How many groups of 3 ? 3
Multiply 3 times 3: $3 \times 3 = 9$
Solve: There are 9 items in all.

Your Turn How can you use what you know to solve this problem?
6. Which two number sentences can you use to find the total?
a. $3 + 3 + 3 = 9$ and $3 \times 3 = 9$
b. $3 + 3 + 3 = 9$ and $2 \times 3 = 6$
c. $3 \times 3 = 9$ and $3 \times 3 = 9$
d. $3 \times 3 = 9$ and $2 \times 3 = 6$

AT A GLANCE
Students activate their background knowledge about repeated addition and then learn that multiplication is a faster way to find the total of equal groups.

STEP BY STEP
Page 24
• Introduce the Question shown at the top of the page.
• Have students study the groups shown in Explore and connect the images to the number sentence.
• Read Think with students. Emphasise that the groups all have the same number of hearts. Pause so students can say aloud the shaded numbers.
• Discuss Connect with students. Help students see the connection between the three 2s added on the left and the 3 multiplied by 2 on the right.
Tip: Draw other equal groups on the board. Have students write an addition and a multiplication sentence for each set.

Additional Activity
See Hands-on Activity (page 54).

1 Reduced student pages help you follow exactly where your students are in a lesson

2 At a glance provides busy teachers with a snapshot of important lesson elements

3 Tips provide thoughtful ways to help students understand a concept

Part Two

Modelled Instruction

FOCUS TWO: Learn about arrays

Explore How can you use an array to help you multiply?
You can use multiplication to find the total of equal groups.
The array has 4 rows and 3 columns.
Each row has 3 items.
How many items are in the array? 12
How many rows are in the array? 4
The array has $4 \times 3 = 12$ items.

Think Multiply 4 by 3 to find the total number of items.
How many items are in the array? 12
How many rows are in the array? 4
The array has $4 \times 3 = 12$ items.

Connect Multiply 4 by 3 to find the total number of items.
How many items are in the array? 12
How many rows are in the array? 4
The array has $4 \times 3 = 12$ items.

Let's Talk Tell your friend how to find the total number of items in the array. How many items are in the array? 12
What do you notice about the total number of items in each array?

Guided Instruction

Think It Through
Fill in the blanks. Solve the problem.
There are 4 rows of 3 items each. The array has 4 rows and 3 columns.
How many items are in the array? 12
How many rows are in the array? 4
The array has $4 \times 3 = 12$ items.

Connect Multiply 4 by 3 to find the total number of items.
How many items are in the array? 12
How many rows are in the array? 4
The array has $4 \times 3 = 12$ items.

Your Turn How can you use what you know to solve this problem?
2. Draw an array to find the product of 4×3 . Use the grid to help you find the product (on the grid).

AT A GLANCE
Students learn that an array is a visual model for multiplication.

STEP BY STEP
Page 26
• Introduce the Question at the top of the page.
• Read Explore with students. Reinforce that an array shows equal groups by having students circle each row of 4 hearts.
EAL/D Support: The word *row* has many meanings. Make sure students understand that in this lesson, a row is a line of items that goes across.
• Read Think with students. Pause so students can read aloud the numbers.
• Tell students to study the array and multiplication sentence in Connect. Test their understanding.

Additional Activity
See Reteaching Activity (page 54).

4 EAL/D (ESL) Support alerts you to words that might be making it harder for English as an additional language or dialect (EAL/D) students to learn a skill

5 Error Alert points out common errors students make that can lead them to an incorrect answer

4 **AT A GLANCE**
Students learn that an array is a visual model for multiplication.

STEP BY STEP
Page 26
• Introduce the Question at the top of the page.
• Read Explore with students. Reinforce that an array shows equal groups by having students circle each row of 4 hearts.
EAL/D Support: The word *row* has many meanings. Make sure students understand that in this lesson, a row is a line of items that goes across.
• Read Think with students. Pause so students can read aloud the numbers.
• Tell students to study the array and multiplication sentence in Connect. Test their understanding.

5 **Additional Activity**
See Reteaching Activity (page 54).

- 1 **Additional Activity** references a specific activity that supports each lesson part
- 2 **Answer Analysis** explains why an answer is correct and also shows the types of errors students make that can lead them to choose an incorrect answer

Multiplication concepts

Modelled Practice

FOUR THREE Choose the right answer

Solve the problem. Then read only each answer distinctly and not correct.

A PE teacher orders basketballs in 3 bags. Each bag holds 7 basketballs.

Solve

What number sentence shows the total number of basketballs?

- ☐ A $3 \times 3 = 9$
- ☐ B $3 \times 7 = 21$
- ☐ C $3 \times 7 = 35$
- ☐ D $3 \times 7 = 21$

Check to see if you chose the correct answer.

There are 3 groups of basketballs.
3 groups of 7 is the same as 3×7 .

So, the correct answer is D.

Why are the other answer choices not correct?

Check

The number of basketballs in each group should be added, not the number of groups.

- ☐ A $3 \times 3 = 24$ There are 3 basketballs, not 3 groups.
- ☐ B $3 \times 7 = 10$ The same factors should be multiplied, not added.

Guided Practice

Your Turn

Solve each problem. Use the hints to assist estimation.

Estimate the product by multiplying the number of tens in one factor by the number of tens in the other factor. Use 1 ten to multiply numbers.

1. Solve each problem.

5. Elmer wrote in 4 partly full. He is thinking of numbers of baskets. Each basket has 6 baskets.

What number sentence can be used to find the number of baskets?

- ☐ A $4 \times 6 = 24$
- ☐ B $4 \times 6 = 12$
- ☐ C $4 \times 6 = 18$
- ☐ D $4 \times 6 = 36$

6. What two number sentences show the same product?

- ☐ A $4 \times 3 = 12$
- ☐ B $3 \times 4 = 12$
- ☐ C $4 \times 3 = 12$
- ☐ D $3 \times 4 = 12$

7. A triangle is a shape with 3 sides.

How many sides do 5 triangles have?

- ☐ A $5 \times 3 = 15$
- ☐ B $5 \times 3 = 15$
- ☐ C $5 \times 3 = 15$
- ☐ D $5 \times 3 = 15$

AT A GLANCE

Students reinforce their understanding of multiplication concepts through solving a multiple-choice problem and analysing correct and incorrect answer choices.

STEP BY STEP

PAGE 28

- Tell students that this page models finding the correct answer to a multiple-choice problem.
- Have students read the problem in **Solve** and choose the best answer. Remind students to check their maths.
- Examine Check with students. Discuss the correct and incorrect choices.

PAGE 29

- Monitor students as they complete **Your Turn**.
- Organise students in pairs or small groups and have them discuss why each answer choice is correct or not correct and what errors may have been made.
- Review the answers with the class.

ADDITIONAL ACTIVITY

See Vocabulary Activity (page 54).

2

Answer Key

3. A Added the wrong number of groups.
4. B Multiplied instead of added each group.
5. D The picture shows 2 groups of 6.
6. A Added instead of multiplied.
7. B 5 triangles with 3 sides each is 5×3 and $5 \times 3 = 15$.
8. A Added the wrong number of groups.
9. B Multiplied by the incorrect number of items.
10. A Added instead of multiplied.
11. A Guessed.
12. C Miscounted the number of items per row.
13. C 4 rows of 4 are shown, which total 16.
14. D Miscounted the number of rows.
15. A 4×9 is 4 groups of 9 or 9 or 4 nines.
16. B Confused multiplication and addition.
17. C Added only the number of groups.
18. D Confused multiplication and addition.

1

50

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Multiplication concepts

Modelled Practice

PART FOUR: Write the best answer

Read the model. It is a good example of a written answer.

Student model

Stephanie's uncle gave her 5 packs of football cards. Each pack had 8 cards in it. How many football cards does Stephanie have in all? Write your answer.

Answer

5 packs of 8

8 5 = 7

5 = 5 + 5 + 5 + 5 + 5 = 25

Stephanie has 40 football cards

Explain how you got your answer.

There are 5 equal groups of cards. Each group has 5 cards.

5 groups of 8 is 5 × 8. I know how to solve this problem.

So, I multiplied 5 by 8. I got 40. So, Stephanie has 40 cards in all.

5 groups of 8 is 40. I added 5 ones by 8.

5 × 8 = 40.

5 × 8 = 40.

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5 × 8 = 40.

Guided Practice

Your Turn

Solve the problem. Use what you learned from the model.

Checklist

Did you...
☐ read the problem?
☐ draw a picture or model?
☐ write your answer?
☐ explain your answer?

7. The sports equipment store put equal-size ball sets into 4 boxes. Each box had 8 balls in it. How many balls were put into the 4 boxes?
 Use arrows, words or numbers to show your work.

8 groups of 8
 $8 \times 8 = 7$
 $8 \times 8 = 64$

Student Model

Explain how you got your answer.

There are 4 equal groups of balls. Each group has 8 balls. I know that

4 groups of 8 is 4 × 8. I know how to solve this problem.

So, I multiplied 4 by 8. I got 32. So, there are 32 balls in all.

4 groups of 8 is 32. I added 4 ones by 8.

4 × 8 = 32.

4 × 8 = 32.

4 × 8 = 32.

4 × 8 = 32.

4 × 8 = 32.

4 × 8 = 32.

4 Lesson specific instruction points out important places for students to interact with the text to reinforce key vocabulary

Part Five

- 1 Reduced student pages** provide valuable models of strong student responses
- 2 Answer and Explanation** helps you quickly and easily explain to students why an answer is correct
- 3 Assessment and Remediation** chart identifies specific errors and misconceptions and then provides targeted remediation strategies

Part Five *(continued)*

16

STAMS[®] Plus Teacher Guide

Take advantage of the **Additional Activities** at the end of each lesson. These fun, experiential activities reinforce conceptual understanding of key maths skills.

- 1 Hands-on Activity**
provides concrete experiences with maths concepts and skills
- 2 Reteaching Activity**
offers another way to teach students who are still struggling
- 3 Vocabulary Activity**
gives students additional practice with the lesson vocabulary
- 4 Real-World Connection**
helps students relate the concepts/skills they are learning to their world
- 5 School-Home Connection**
family letter encourages the family to become active participants in their child's learning
- 6 Challenge Activity**
provides enrichment for those students who are ready to move to the next level

Multiplication concepts

ADDITIONAL ACTIVITIES

- 1 Hands-on Activity**
Use equal groups of counters to model multiplication.
Materials: 30 counters and 5 small cups per group
Organise students in small groups and distribute cups and counters. Have students create equal groups one at a time by placing 4 counters in 3 cups, 5 counters in 4 cups, 6 counters in 3 cups and so on.
For each set of equal groups, write the phrase "___ groups of ___" on the board. Then ask students, "What numbers are missing? What addition sentence shows the total of the equal groups? What multiplication sentence shows the total?"
Write both number sentences on the board side-by-side and compare them.
- 2 Reteaching Activity**
Use various grids to model multiplication.
Materials: grid paper with large squares; red, blue and green crayons
Distribute paper and crayons to each student. Have students to colour 3 rows of 6 squares red, 4 rows of 5 squares blue and 2 rows of 8 squares green.
Ask students, "What is the multiplication sentence for the blue array?" (4×5) "What is the product of 4×5 ?" (20) "How can you find the product?" (Count all the squares or add 5 four times.)
Ask students similar questions for the 3×6 and 2×8 arrays.
- 3 Vocabulary Activity**
Play "Bingo" to reinforce terms.
Materials: blank sheets of paper, counters
Have each student create a grid by folding a sheet of paper in thirds horizontally and then in thirds vertically. Display the vocabulary words. Then tell students to write BINGO in the centre box on the grid and the vocabulary words in the other boxes.
- 4 Real-World Connection**
Identify everyday examples of arrays.
Read a definition and have students cover the corresponding word on their grid with a counter. The winner for each round is the first student to cover 3 spaces vertically, horizontally or diagonally.
Display everyday examples of arrays, such as eggs in cartons, desks in classrooms and ice cubes in trays. Then have students name other real-life arrays and, if reasonable, write a multiplication sentence that describes each array.
- 5 School-Home Connection**
Inform families about multiplication.
Give each student a copy of the School-Home Connection activity sheet from Lesson 3 (page 161) to share with the family. The activity included in the letter has the family create arrays using coins.
- 6 Challenge Activity**
Write multiplication word problems.
Have students write a multiplication word problem. Remind students that the problem should involve finding the total of groups of the same size. Students should use one-digit numbers for the number of groups and the number of items in each group. After students have written their problem, have them exchange it with a partner to solve.

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Teacher Guide provides comprehensive support

- Guidance on potential student misconceptions helps teachers anticipate student errors.
- Pacing guides outline flexible implementation models.
- Student tracking charts support data-driven instruction and remediation.



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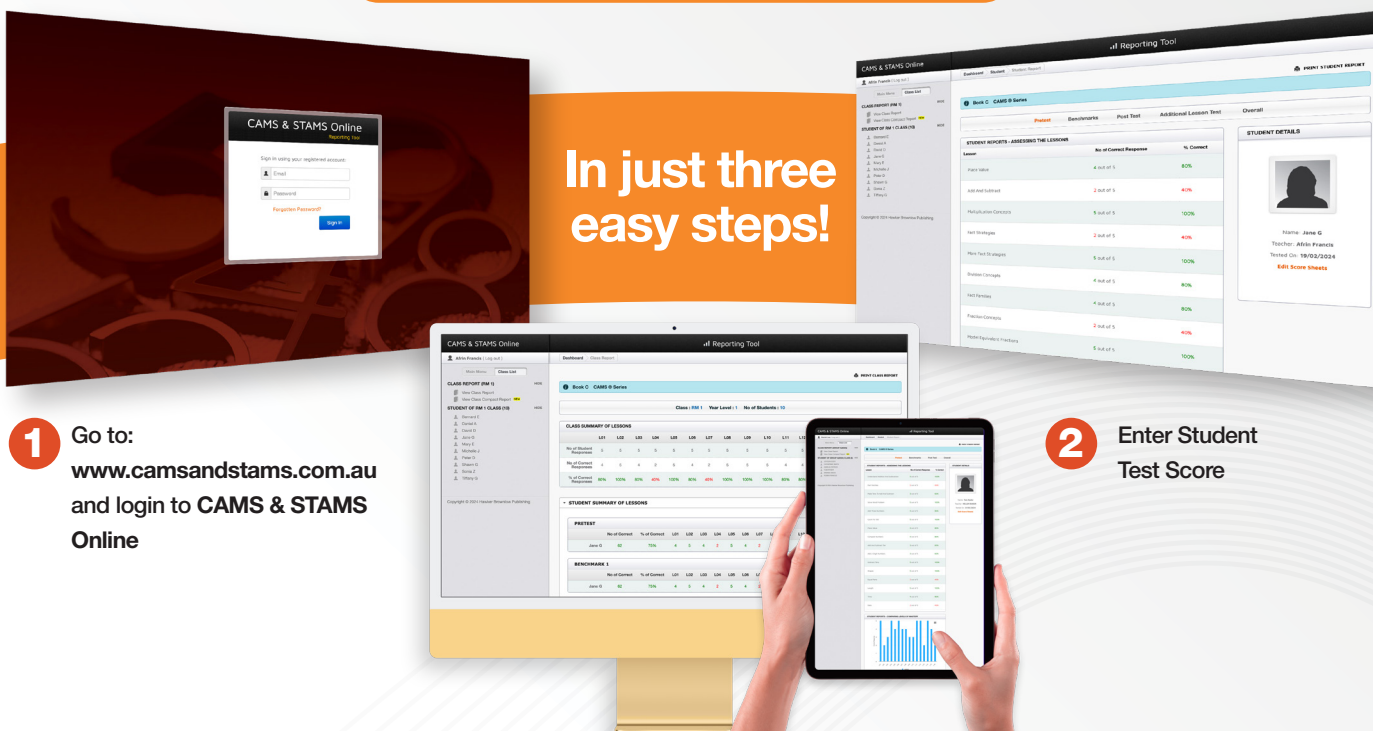
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