Year 3

Term 4   Week 1

Year 3 Home Learning Grid Term 4 Week 1

Please note that answers are provided at the back of the booklet. Students are to check in to Google Classroom daily, watch the teacher video and answer the question.

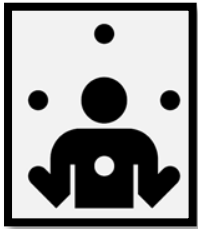|	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENGLISH	**PUBLIC** **HOLIDAY**	**Reading** • Lexia and EPIC 20 minutes each **Comprehension** Reading Quiz – Eddie Wing Complete the Quiz in Google Classroom or on a hardcopy and send it to your teacher. Next read through the Super 6 Reading Strategies. **Writing** Information Report 1.Read the page on, 'What is an Information Report', and look at the example on 'Turtles'. 2.Read the informative text on 'The Great Wise Owl'. Then complete the worksheet 'The Great Wise Owl'. **Grammar /Sentence A Day** Subject-Verb-Object Play the Subject Game https://au.ixl.com/english/year-3/identify-the-complete-subject-of-a-sentence Next complete the Subject-Verb-Object Revision Sheet **Spelling** Look at your new spelling words for the next 2 weeks (level 1, 2 or 3). Look, cover, write and check all of your spelling words. **Speech** Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.	**Reading** • Lexia and EPIC 20 minutes each **Comprehension** Select a PM levelled reader from the Reading Box. Write the title of the book then read the text and complete Wednesday's tasks: Make a Connection and Prediction. **Writing** Information Report The purpose of an information report is to provide information about a particular topic using facts. Watch the *Fact or Opinion for Kids* video on YouTube then complete the worksheet. Fact or Opinion for Kids - YouTube **Grammar /Sentence A Day** The Subject and Verb in sentences must agree in our sentences. Play the Subject Verb Agreement Game to test your understanding then complete the worksheet: https://www.abcya.com/games/later_gator **Spelling** Write your words in colour. Use a red pencil for any vowels and a blue pencil for any cons **Speech** Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.	**Reading** • Lexia and EPIC 20 minutes each **Comprehension** Using the PM Reader from yesterday read the text then complete Thursday's tasks: Question and Monitor. **Writing** Information Report - Structure Watch the video 'Information writing for kids' on YouTube. Informational Writing for Kids- Episode 1: What Is It? - YouTube Complete the sequencing activity worksheet on 'T- Rex'. **Grammar /Sentence A Day** Subject Pronouns -Using pronouns correctly can make our sentences more interesting to read. Watch the clip about Subject Pronouns then complete the worksheet https://video.link/w/ENN8c **Spelling** Write your spelling words one letter at a time, so that they look like a staircase. You can make patterns with colours if you like. e.g. s st sta star **Speech** Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.	**Reading** • Lexia and EPIC 20 minutes each **Comprehension** Using the PM Reader from yesterday, read the text then complete Friday's tasks: Visualise and Summarise. **Handwriting** Complete the worksheet. **Writing** Information Report - Language features of an information report. 1. Read sheet on Information Report- Language Features and Examples. 2. Next complete the 'Informative Language on Cactus' paragraph sheet. **Grammar /Sentence A Day** Object Pronouns Play the Pronoun Game https://www.softschools.com/language_arts/grammar/pronoun/balloon_game/ Next complete the Pronouns-Object Activity Sheet **Spelling** Write three sentences with as many of your spelling words as you can. Try to write one simple, one compound and one complex sentence with correct punctuation! **Speech** Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.

MATHS - Year 3		**Place Value** Complete the place value questions for Tuesday. **Times Tables Practice** Write out your times tables from 1x and 2x. Check it against the Times Tables answer sheet. **Mentals** Complete Tuesday's Mentals questions **General** Complete 20 mins on Prodigy	**Addition** Choose your level and complete the 2 addition questions for Wednesday. Make sure you show your working out using jump and split strategies. **Mentals** Complete Wednesday's Mentals questions **General** Complete 20 mins on Prodigy	**Subtraction** Choose your level and complete the 2 subtraction questions for Thursday. Make sure you show your working out using jump and split strategies. **Mentals** Complete Thursday's Mentals questions **General** Complete 20 mins on Prodigy	**Times Tables Practice** Write out your times tables from 1x and 2x. Check it against the Times Tables answer sheet. **Multiplication & Division** Revision Multiply and divide by 2 using distributive property **Mentals** Complete Friday's Mentals questions **General** Complete 20 mins on Prodigy
OTHER KLA' S		**History** Read and complete - 'What was the impact of the early British colony on the Aboriginal Eora People?' worksheet. **PE** JUGGLING -Try Juggling – this is best done outside. WHAT YOU NEED: tennis / ping pong balls with similar size and weight WHAT TO DO: tossing one ball up and catch it. If this is too easy, try two by tossing one with each hand. Once you can consistently do this, try with 3 balls. Watch the balls closely with your eyes. Can you throw a ball up and turn around before catching it? **Bounce Back** Watch the video and then complete the 'Tuesday Worksheet'.	**Visual Arts** Doodling on Tin Foil - See the attached sheet for instructions. **PE** JUGGLING – this is best done outside Continue to practise your juggling skills from yesterday. Try to work your way up to using 3 balls. **Well-Being - Mindfulness** Complete the 'Wednesday Well Being Task'.	**PD** This term we will be investigating Personal Health Choices. Today we are looking at 'healthy habits'. There are lots of different things we need to do to look after ourselves. How do you look after yourself with healthy habits? Create a poster which demonstrates all the healthy habits you can do. Make sure you include a minimum of 5 healthy habits in your poster. If you need inspiration, watch this video: https://www.youtube.com/watch?v=dhpCdqOtuj0 **PE** JUGGLING – this is best done outside. Continue to practise your juggling skills. Try adding another ball or use scarves. **Bounce Back** Watch the video and then complete the 'Thursday Worksheet'.	**PE** JUGGLING - this is best done outside. Continue to practise your juggling skills. You should be getting pretty good by now. Try using different things to juggle with – **nothing breakable** – use stuffed toys, oranges, socks rolled up into balls **Music** Body percussion is when you use your body to make music. Scan the QR code below (or visit https://www.youtube.com/watch?v=kqof84_WR1s). Can you keep up with the body percussion moves? **Well-Being - Mindfulness** Complete the 'Friday Well Being Task'.

TUESDAY WORK BEGINS HERE

Week 1 TUESDAY - Reading Quiz – Complete the Quiz in Google Classroom or on a hardcopy and send to your teacher
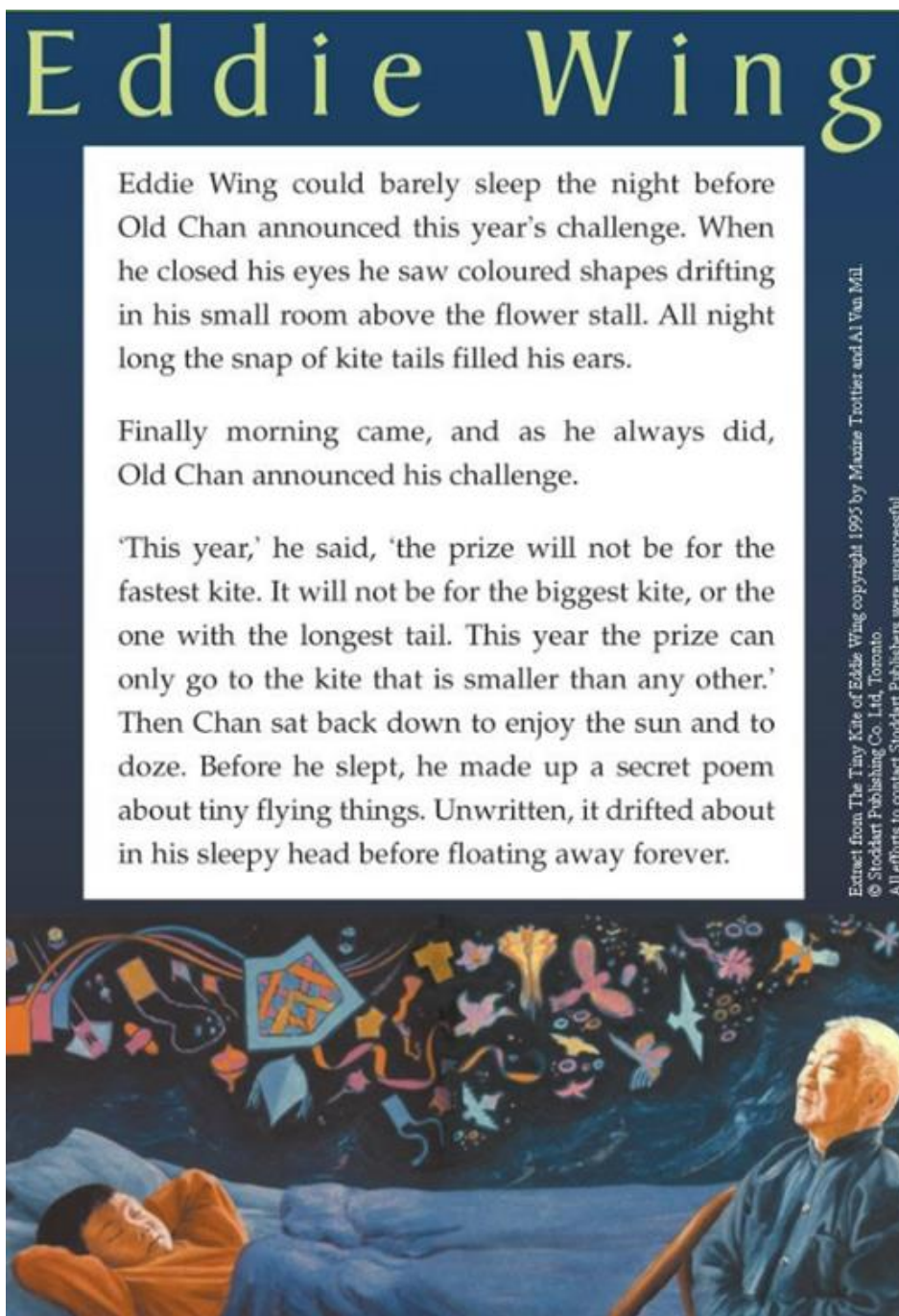
Quick quiz: Eddie Wing

This quiz contains questions about texts that you will need to read. The texts cover a range of topics and some will be easier to read than others. The questions will help show you and your teacher what strategies you are currently using when reading texts you have not read or studied before.

If completing the Quiz on hardcopy please make sure you send it to your teacher for marking.

Instructions

Read the text 'Eddie Wing' and then answer questions 1 to 6.

Eddie Wing could barely sleep the night before Old Chan announced this year's challenge. When he closed his eyes he saw coloured shapes drifting in his small room above the flower stall. All night long the snap of kite tails filled his ears.

Finally morning came, and as he always did, Old Chan announced his challenge.

'This year,' he said, 'the prize will not be for the fastest kite. It will not be for the biggest kite, or the one with the longest tail. This year the prize can only go to the kite that is smaller than any other.' Then Chan sat back down to enjoy the sun and to doze. Before he slept, he made up a secret poem about tiny flying things. Unwritten, it drifted about in his sleepy head before floating away forever.

Extract from The Tiny Kite of Eddie Wing copyright 1995 by Maxine Trottier and Al Van Mil.
© Stoddart Publishing Co. Ltd, Toronto.
All efforts to contact Stoddart Publishers were unsuccessful.

Q1: (1774) What did Eddie dream about?

A. ears

B. kites

C. rooms

D. poems

Q2: (1747) Chan's prize was going to be for...

A. the fastest kite

B. the biggest kite

C. the smallest kite

D. the longest kite tail

Q3: (1747) When did Chan make up a secret poem?

A. before he slept

B. while he slept

C. after he slept

Q4: (1767) What is this text mainly about?

A. Chan's dream

B. a secret poem

C. a kite challenge

D. coloured flowers

Q5: (1774) Eddie could barely sleep the night before the kite challenge because:

A. He wasn't feeling tired.

B. The kites were too noisy and keeping him up.

C. There were coloured shapes drifting in his bedroom.

D. He was excited about what was happening the next day.

Q6: (1774) What happened to Old Chan's secret poem?

A. It was forgotten.

B. It was written down.

C. Old Chan announced it.

D. Old Chan remembered it.

Super 6

Reading Strategies

Monitor & Clarify-

Monitor your reading so you know if things are making sense.

Make Connections-

Make connections to what you already know to better understand an article.

Visualize-

You visualize when you make pictures in your mind of what you are reading.

Ask Questions-

Ask questions to help you think about what you're reading or to clarify what you don't understand.

Infer & Predict-

Use clues to figure out something that the author doesn't directly tell you. Make "best guesses" about what will happen next based on what you read in the text.

Summarize-

You summarize an article so that you can better understand and remember the most important information.

Remember!!

What is an Information Report?

Information reports are generally used to organise and store factual information. This information describes an entire class of living or non-living things.

Informative Texts - Structure

Title	This is the **main idea** of the text.
Introduction	This is a **general statement** about the subject of the text. It may also classify the subject as a part of a particular group.
Description	This is a series of **factual paragraphs** about the subject. These should describe the subject's characteristics.
Conclusion	This is a **concluding statement** about the subject of the text. It may also summarise the key features of the subject.

Introduction

Turtles are reptiles. They are cold-blooded, so they need sunlight to keep them warm and active.

Description

Turtles have a hard shell on their back. This protects them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!

Turtles lay their eggs on land. Some turtles lay their eggs in sand, then leave the eggs to hatch on their own. When they hatch, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

Conclusion

Many species of turtles are endangered, which means they are at risk of extinction. Humans must work to protect these beautiful creatures.

The Great Wise Owl

Owls are known as the bird of prey. They are nocturnal, which means they sleep during the day and hunt for their prey at night.

Owls have forward-facing eyes and a hooded beak. As they do not have teeth, they use their sharp beak to help them tear apart their food. They also have powerful claws which help them to catch their prey. The colour of an owl's feathers can be brown, grey, white and black. The mix of colours provides a nice camouflage for the owl in their environment.

There are more than 200 species of owls that live in deserts, mountain areas, open grasslands and forests. Owls are carnivores, which means they eat meat. They hunt insects, small mammals and other small birds during the night.

Owls most commonly lay between three and four eggs. They are white and round. The eggs do not hatch at the same time. The life span of an owl is approximately twenty years.

Name _____   **Date** _____

The Great Wise Owl

1. What is the main idea of this text?

   _____

   _____

   _____

   _____

2. What are three details that support the main idea?

   Detail 1: _____

   _____

   Detail 2: _____

   _____

   Detail 3: _____

   _____

3. Carefully read the text.
   Underline any words which are repeated, or seem important. Write them down.

   _____

   _____

   _____

   _____

4. Another good title for this text could be

   a) My Pet Owl.

   b) All about the Owl.

   c) Oliver the Owl.

   d) The Story of the Very Wise Owl.

Grammar

SUBJECT-VERB-OBJECT REVISION

This year we have learned that sentences have subjects, verbs and objects (SVO).

Subjects and verbs must agree for sentences to make sense.

The **subject of a sentence** is the person or thing doing the action or being described.

The **object of a sentence** is the person or thing that receives the action of the verb. It is the who or what that the subject does something to.

Subject	Verb	Object
Sue	eats	fish.
Gill	plays	tennis.
Fred	drives	the car.

Find the subjects in these sentences and write them on the line next to the sentence:

subjects

The birds ate some seeds. _____

Sam likes basketball. _____

The man fell over. _____

The cat chased a mouse. _____

Sophie scored the winning goal. _____

The rancher lassoed the cow. _____

She sent me an email. _____

The vase is very old and valuable. _____

You will be visiting me in the holidays. _____

Spelling

2021 T4, W1-2	
YEAR 3 words Choose a level that is not too easy or too hard.	**YEAR 4 words** Choose a level that is not too easy or too hard.
Level 1 any only special always sure trim swim limit brim slim	**Level 1** there they're their recent buy going flying talking walking singing
Level 2 any only special always sure himself impress simple claim image	**Level 2** there they're their recent buy resting burying chanting limping mending
Level 3 himself impressive simplicity claimant imagery estimate criminal decimal imagination immaculate	**Level 3** haunting annoying reporting ravishing maddening sweetening christening considering engineering misunderstanding

Tuesday Week 1 Place Value

Write the following numbers in a place value chart:

25 =	137 =
651 =	**1**542 =

Write the following numbers using standard place value:

25 = _____

137 = _____

651 = _____

1542 = _____

Write the following numbers IN TWO OR THREE DIFFERENT ways using non-standard place value:

137 = _____

_____

_____

651 = _____

_____

_____

1542 = _____

_____

_____

Tuesday and Wednesday Mentals

Tuesday

1. $70 + 40 =$ ___

2. $44 - 4 =$ ___

3. $11 + 54 =$ ___

4. $18 \div 9 =$ ___

5. $1 \times 6 =$ ___

6. What is the value of the number in the hundreds place in 2101? ___

7. Complete this counting pattern:
81, 90, 99, 108, ___, ___, ___

8. What is the sum of 27 and 94? ___

9. Share 21 apricots between 7 children. ___

10. 5 cents + 20 cents + $1.00 =$ ___

11. 20 cents + $2.00 + 50 cents =$ ___

12. How many minutes is 180 seconds? ___

13. If it was 9:32 in the morning, would you write am or pm? ___

14. How many faces does a square-based pyramid have? ___

15. Which circle has the highest chance of being selected? Black or white? ___

Wednesday

1. $94 - 3 =$ ___

2. $46 + 56 =$ ___

3. $64 - 2 =$ ___

4. $5 \times 3 =$ ___

5. $60 \div 10 =$ ___

6. Write the numeral for seven thousand, three hundred and forty-nine: ___

7. Complete this counting pattern:
78, 80, 82, 84, ___, ___, ___

8. 14 minus 9 equals: ___

9. Share $55 between 5 children. ___

10. 50 cents + $2.00 + 20 cents =$ ___

11. 50 cents + 10 cents + 5 cents =$ ___

12. How many minutes from 8 am to 7 pm? ___

13. How many days are in January? ___

14. How many faces does a square-based pyramid have? ___

15. Which star has the lowest chance of being selected? Black or white? ___

What was the impact of the early British colony on the Aboriginal Eora People?

The arrival of the first colonists had a big impact on the Aboriginal Eora People. Loss of land (when the colonists cleared the land for buildings, roads, farms and dams to collect water) and contact with new diseases were two things which had significant effect on the lives of the Eora.

The Eora lived on the New South Wales coast, where Sydney is today. About twenty-nine clans made up the Eora nation, including the Gadigal, Bidjigal and Camergal clans. Descendants of the Eora still live in and around Sydney.

IMPACT

When the First Fleet arrived, the colonists brought with them many new things, including animals, tools and food. However, the deadliest thing they introduced was invisible. Many of the convicts, soldiers and settlers suffered from contagious (spreading) diseases, diseases that had never existed before in Eora Country. One disease that had a devastating effect was smallpox.

Diseases carried by the colonists included:

Measles

- skin rash
- fever
- contagious

Small pox

- red sores
- deadly
- contagious

Influenza (the flu)

- affects the airways
- contagious

Chicken pox

- red sores
- contagious

In the 1700s, there was no immunisation to stop people from catching diseases or good medicine to treat them.

The Eora had never been exposed to the new diseases from Europe. Unlike the colonists, their bodies could not protect them from the effects of the illnesses.

Deadly diseases spread quickly, with devastating effect.

Within a year of the First Fleet landing, it is believed that more than half of the Eora had died from one of these new diseases.

1 Using the information found on '*What was the impact of the early British colony on the Aboriginal Eora People*?' answer the following questions:

a. Which new diseases were the Eora exposed to when the colonists arrived?

_____

_____

_____

b. What **was** the same about all these diseases?

_____

_____

_____
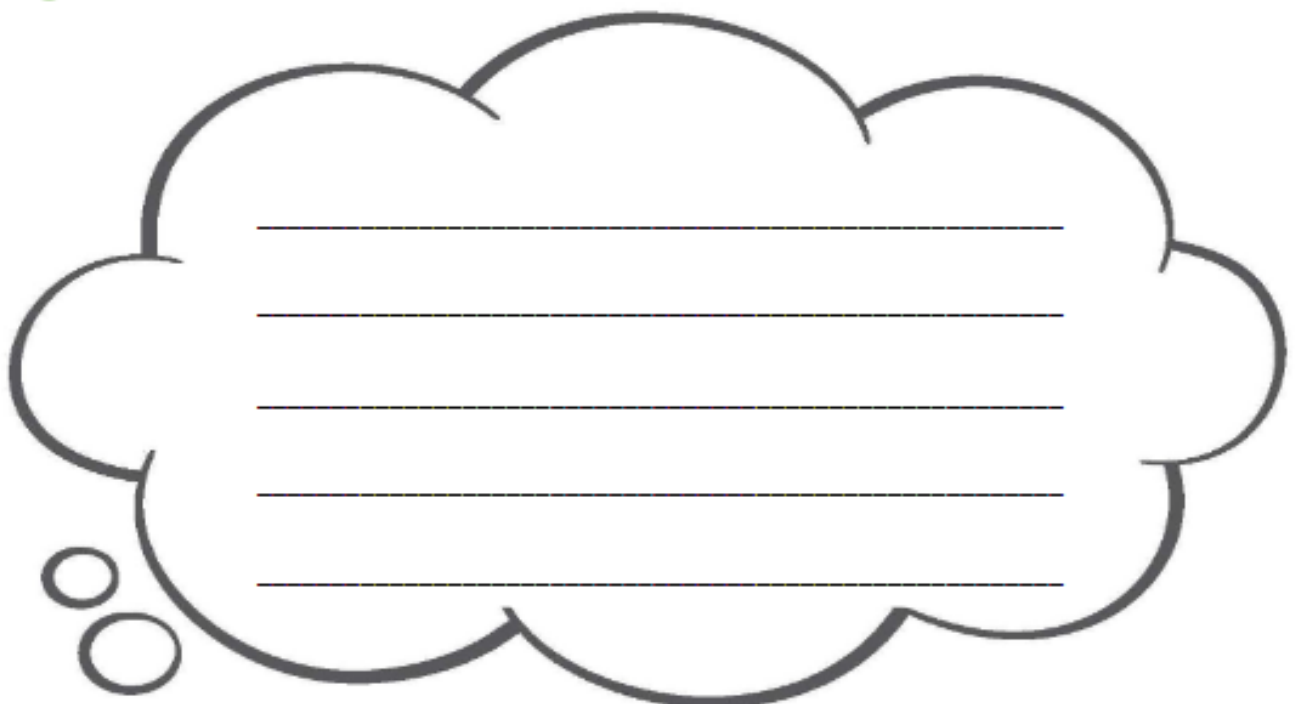
c. Why were the Eora so badly affected by these new diseases?

_____

_____

_____

2 How do you feel about the impact the colonists had on the Eora?

_____

_____

_____

_____

_____

Term 4, Week 1- TUESDAY Bounce Back Task

Watch the story 'Bounce Back' read by Mr Brown.

Then answer the following questions:

What does it mean to think about your problem in a new way? Tell about a time that you tried that?

....

....

....

....

What does it mean to find the good in what happens?

....

....

....

....

Draw a picture of a time when you 'bounced back'.

WEDNESDAY WORK BEGINS HERE

Comprehension

Week 1 WEDNESDAY

MAKE A CONNECTION: *After reading, draw a picture and write a sentence about a time when something similar happened to you...*

*Book Title:*_____

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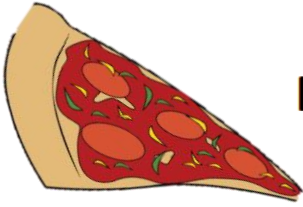
Me too!

</div>

PREDICTION: *After reading, draw a picture and write a sentence about the next adventure you think the main character might have...*

<div style="border:2px solid purple; border-radius:20px;">

What next?

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Fact and Opinion Table

Fact	Opinion

- -

Fact and Opinion Sort

Cut and paste the following facts and opinions under the correct headings.

A butterfly's lifecycle is made up of four parts; egg, larva, pupa and adult.	Swimming at the beach is the best.
Apples taste better than bananas.	Football is great exercise.
Pizzas come with many different toppings.	I like to play football with my friends.
Spiders are scary.	Butterflies are beautiful to look at.
Dogs make better pets than cats.	Spiders are arachnids, not insects.
It is important to drink lots of water to stay hydrated.	Ham and cheese pizza is the best kind of pizza.
Fruit and vegetables are important foods to eat.	The giraffe is the tallest mammal in the world.

Subject-Verb Agreement

The verb of a sentence must agree with the subject of a sentence in number.

(is the subject singular or plural?)

Instructions:

1. Read the sentence.
2. Choose the verb that best completes the sentences.
3. Write it on the line.

	Verbs
The teachers _____ the papers.	(marks / mark)
The dog _____ at the postwoman.	(growls / growl)
The clothes _____ wet.	(feels / feel)
My mom _____ a cake yesterday.	(bakes / baked)
The flower _____ to wilt.	(start / starts)
Our friends _____ a lot of pizza.	(eat / eats)
The children _____ a movie in the school.	(watch / watches)
The two friends _____ on the fort.	(plays / play)
Ben _____ footsteps on the stairs.	(hear / hears)
Mark _____ to a party tomorrow.	(go / will go)

Wednesday Week 1 Addition

Choose a level from the boxes below and use the jump strategy and split strategy to complete the questions. Show your working out clearly.

52 + 16 =	265 + 123 =	2457 + 1242 =	23256 + 12143 =

64 + 35 =	283 + 116 =	2562 + 1437 =	24530 + 13469 =

Doodling on Tin Foil

Abstract drawings using Sharpies or markers on tin foil (or white paper).

1. Pull out a sheet of tin foil (or paper)and carefully flatten it on to a piece of cardboard or matboard.

2. Tape the sheet on using tape along the edges or fold it carefully under the board. Use the side of your fingernail to carefully smooth any bumps and wrinkles. Try not to tear the foil.

3. Using a black marker, carefully doodle a loopy line around your paper, overlapping and swirling it around the page. Do not scribble but make a controlled wavy line. Move your marker slowly so you don't rip the foil. Feel free to add flowers or other doodle-y designs.

4. After the black marker dries, use colourful permanent markers to colour in sections.

5. At the very end, you can add puffy paint patterns and lines for a finishing touch. Use whatever you have at home to decorate the design - fabric paints, puffy paint, glitter glue, stick on jewels / diamantes / sequins etc.

Mindful eating

Eating is something that is rarely done mindfully by young people or adults. Mindful eating is a valuable task for children to slow down the mind and become more focused on the present.

> **Tip:** choose a food you love to eat! Maybe a piece of your favourite fruit or a muffin. Young children will need a parent to guide them while older children may do this independently.

1. Sit somewhere comfortable and quiet.
2. Close your eyes and hold the food you have chosen in your hand.
   a. What shape is the food?
   b. Is it heavy or light?
3. Slowly breathe in through your nose and count 1, 2, 3 in your head.
4. Hold the breath for 1, 2, 3.
5. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
6. Hold the food up to your nose and take a deep breath in and count 1, 2, 3 in your head.
   a. What does the food smell like?
   b. How does the food make you feel?
7. Take a small bite and keep the food on your tongue for a moment.
   a. What does the food feel like on your tongue?
   b. What can you taste?
8. Swallow the food.
   a. What did the food taste like? Was it sweet or salty or bitter?
   b. What did the food feel like as it went down your throat?
9. Try these steps again with bigger or smaller bites and ask the same questions.
10. Keep going until you finish the food.

THURSDAY WORK BEGINS HERE

Comprehension

Week 1 THURSDAY

QUESTION: *After reading, draw a picture and ask a question about something which still puzzles you...*

My question is...

MONITOR: *After reading, write down three new words which you learned how to read today. Draw a picture to go with each new word.*

My 3 new words today

TYRANNOSAURUS REX

Tyrannosaurus Rex (also known as T-Rex) was one of the largest dinosaurs that ever walked the earth. It lived around 66 million years ago in an area now known as North America.

Tyrannosaurus Rex was the size of a modern-day bus. It had a large head with strong, sharp teeth. It had a long tail which helped it to balance on its back legs. The arms of the T-Rex were quite small, ending in hands with only two fingers.

Tyrannosaurus Rex was a carnivore, which means it was a meat-eating dinosaur. T-Rex gripped its food with its giant, clawed feet. It also ripped flesh apart with its strong jaws. Scientists think that the tyrannosaurus rex may also have stolen food from smaller dinosaurs.

Tyrannosaurus Rex walked upright on its two back legs. Scientists can only guess how fast it moved, based on footprints and tracks which are millions and millions of years old. Their best estimate is somewhere between 17-40 km/h (11-43 m/h).

Tyrannosaurus Rex was one of the most dangerous and ferocious dinosaurs of all time. No wonder scientists are fascinated by these amazing creatures!
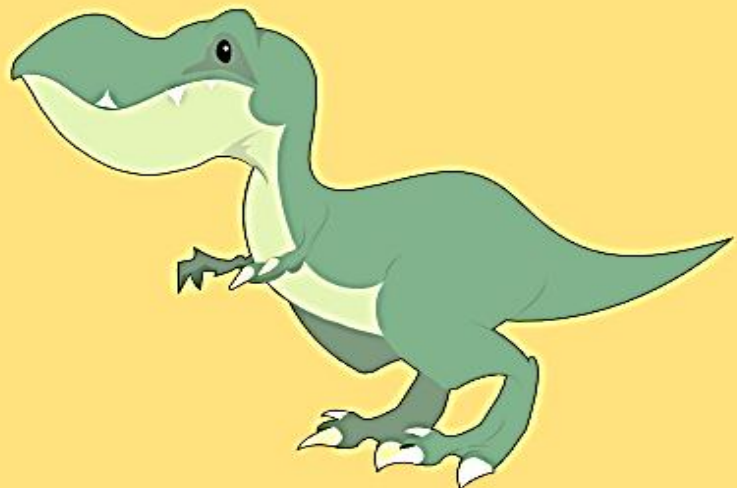
Name: _____   Date: _____

Tyrannosaurus Rex – Sequencing Task

Cut out the sentences from the table below.
Glue the text in the correct order on the next page.

It lived around 66 million years ago in North America.
Scientists continue to be fascinated by these amazing creatures.
Tyrannosaurus Rex was the size of a modern-day bus.
It gripped its food with its feet and ripped flesh apart with its jaws.
The T-Rex was one of the largest dinosaurs that ever walked the earth.
T-Rex was one of the most dangerous dinosaurs of all time.
Tyrannosaurus Rex walked upright on its two back legs.
Tyrannosaurus Rex was a meat-eating dinosaur.
It travelled at a speed somewhere between 17-40 km/h (11-43 m/h).
It had a large head, a long tail, strong back legs and small arms.

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Tyrannosaurus Rex – Sequencing Task

Classification (introduces the topic)	
Description (what it looks like)	
Description (what it eats)	
Description (how it moves)	
Conclusion (sums up the topic)	

PRONOUNS SUBJECT

When we are writing more than one sentence about a subject, we need to use pronouns so that our sentences are not repetitive or boring.

Eg: *Sue eats fish. Sue cleans her plate then Sue watches television.*

To make our sentences interesting we need to use subject and object pronouns.

Subject pronouns tell us who is performing the action in a sentence. They are the 'who' pronouns **I, you, he, she, we, it, they.**

In English grammar the subject comes before the verb in a sentence (except in questions).

Eg: I make cookies every Sunday for my co-workers.

In this sentence, "I" is the subject pronoun performing the action of making (verb).

Underline the subject pronouns in these simple sentences:

1. I like London.

2. You have eaten the pizza.

3. He plays football.

4. She hates mushrooms.

5. It was cold.

6. We are Australian.

7. They are going home.

Choose a level from the boxes below and use the jump strategy and split strategy to complete the questions. Show your working out clearly.

Subtraction:

$78 - 36 =$	$650 - 402 =$	$3072 - 2254 =$	$56941 - 41309 =$

Subtraction:

$46 - 27 =$	$810 - 395 =$	$7700 - 2433 =$	$66089 - 54163 =$

Thursday and Friday Mentals

Thursday

1. $80 - 9 =$ ___

2. $77 + 12 =$ ___

3. $21 - 8 =$ ___

4. $10 \div 5 =$ ___

5. $6 \times 9 =$ ___

6. Write these numbers in ascending order: 8162, 9290, 4748, 6515, 4279, 2634.

_____

7. Complete this counting pattern:
18, 25, 32, 39, ____, ____, ____

8. What is the sum of 28 and 89? ____

9. Divide 16 by 2. ____

10. $2.00 + 10 cents + 20 cents = ____

11. 5 cents + $1.00 + 20 cents = ____

12. How many minutes is 360 seconds? ____

13. 5 hours = ____ minutes

14. What is the name of this 3D object?

____

15. Which star has the highest chance of being selected? Black or white? ____

Friday

1. $47 - 7 =$ ___

2. $45 + 20 =$ ___

3. $85 + 7 =$ ___

4. $72 \div 6 =$ ___

5. $4 \times 3 =$ ___

6. 4370 is an odd number. True or false? ____

7. Complete this counting pattern:
94, 100, 106, 112, ____, ____, ____

8. If there were 134 fans at a badminton game, 53 were wearing yellow and the rest were wearing gold, how many were wearing gold? ____
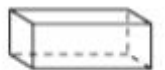
9. Share $42 between 6 children. ____

10. $2.00 + 20 cents + $1.00 = ____

11. $2.00 + $1.00 + 50 cents = ____

12. How many minutes is 180 seconds? ____

13. How many hours is 180 minutes? ____

14. What is the name of this 3D object?

____

15. Which star has the lowest chance of being selected? Black or white? ____

THURSDAY- BOUNCE BACK Task-

Bright Side Vs Down Side Thinking

Watch the video (or just read the passage below) and then answer the questions.

Jack is your age and started a new school this year. He was worried about making friends. By the end of first term, he still had no good friends. He thinks no one will ever like him so he glares at everyone. He won't play games or work with other kids in class. He says he did not want to leave his old school and he hates his new school. By term two Jack is sad and has no one to play with.

Ryan is your age and started a new school this year. He was worried about making friends at his new school. By the end of first term he has no good friends. He feels sad about not making new friends. He remembers his cousin found it hard to make friends when he started a new school. Ryan has made new friends in his street. He thinks about what he can do to make friends at school. So he takes his soccer ball to school one day and finds some boys to play with. He also smiles and talks to other kids. He works well with other kids in class. By term two Ryan has some new friends at school.

What could Jack have done differently in this situation?

....

....

What positive things did Ryan do in this situation?

....

....

FRIDAY WORK BEGINS HERE

Comprehension

Week 1 FRIDAY

VISUALISE: After reading, draw the most exciting scene from the story OR your favourite scene OR favourite character. Then write a sentence explaining their picture.

Take a look

SUMMARISE: After reading, draw a story map and write a sentence about what the story was about...

What's it all about?

Friday- Year 3- Handwriting

Drop-in joins

Now you can write words that are even more joined up! Try these.

Trace and copy.

neat meat deck neck hug mug

head dead nail tail note mole

Trace and copy. Change colour when you lift your pencil for a drop-in join.

aqua clam tuna octopus cay

tide manta lamprey nautilus

Self Assessment

How would you rate your drop-in joins?

41
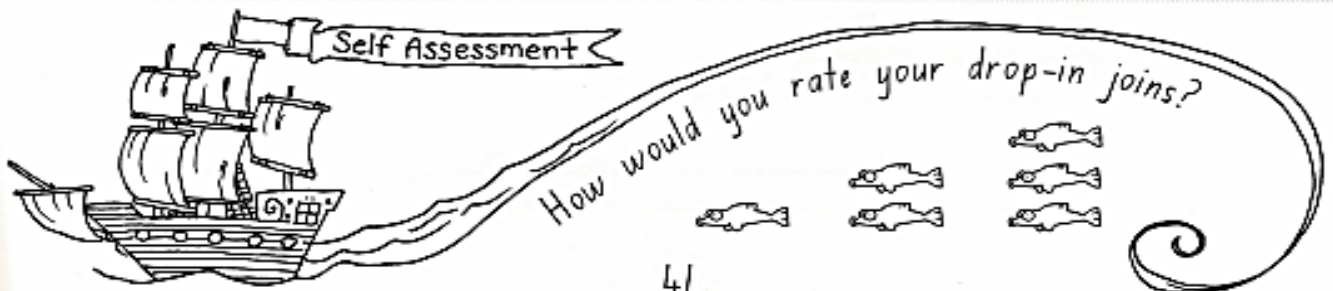
Informative Texts – Language

Informative texts use factual, subject-specific language.

Here are some examples of the language and grammatical features you might find in an informative text:

- subject-specific, technical vocabulary
- group and/or category words
- adjectives and adverbs
- connectives of time
- phrases showing cause and effect
- comparative language.

Informative Language – Examples

Subject-specific vocabulary
E.g. Polar bears are warm-blooded.

Groups and/or categories
E.g. Polar bears are mammals.

Adjectives and adverbs
E.g. Polar bears have strong paws.

Informative Language – Examples

Connectives of time
E.g. After the mother leaves her cubs, siblings sometimes stay together.

Cause and effect
E.g. Because of the cold climate they live in, polar bears are covered in fur.

Language of comparison
E.g. Polar bears are even larger than grizzly (brown) bears.

Informative Language – Review

Read this informative paragraph. In your workbook, make a list of the subject-specific vocabulary, adjectives and cause and effect phrases.

A cactus is an unusual plant called a succulent. Succulents are usually found in hot, dry climates. Because rain is so infrequent, cacti have a thick, fleshy body to store water. They also have sharp spines that collect moisture from the air. To make water collection easier, cacti have a widespread root system.

Subject- specific vocabulary –

_____

_____

_____

Adjectives –

_____

_____

_____

Cause and effect phrases –

_____

_____

_____

Week 1 Friday

PRONOUNS - OBJECT

Object pronouns are the pronouns that receive the action in a sentence. They are the 'whom' pronouns **me, you, him, her, us, them.**

Any noun receiving an action in the sentence, like these pronouns, is an object. In English grammar objects usually follow the verb in a sentence.

***Eg:** I <u>give</u> **them** cookies every week.*

In this sentence, "I" is the subject pronoun performing the action of making (<u>verb</u>). "Them" is the noun receiving the giving; it is the object. You wouldn't ever use a subject pronoun after "give" here. Eg: *I give she cookies every week.* – as this does not make sense.

Underline the <u>object pronouns</u> in these simple sentences:

1. John knows me.

2. Amanda kissed you.

3. The dog licked him.

4. David hugged her.

5. The children love us.

6. Luke helped them.

Week 1 Friday – Year 3 Maths Multiple by 2 using Distributive Property

Challenge – Set it out the same way

$2 \times 432 =$

$2 \times 378 =$

$2 \times 9 =$

____ x ____ = ____
____ x ____ = ____
____ + ____ = ____

$18 \div 2 =$

____ ÷ ____ = ____
____ ÷ ____ = ____
____ + ____ = ____

$\frac{1}{2}$ of 16 =

$\frac{1}{2}$ of ____ = ____
$\frac{1}{2}$ of ____ = ____
____ + ____ = ____

$2 \times 14 =$

____ x ____ = ____
____ x ____ = ____
____ + ____ = ____

$24 \div 2 =$

____ ÷ ____ = ____
____ ÷ ____ = ____
____ + ____ = ____

$\frac{1}{2}$ of 24 =

$\frac{1}{2}$ of ____ = ____
$\frac{1}{2}$ of ____ = ____
____ + ____ = ____

$2 \times 35 =$

____ x ____ = ____
____ x ____ = ____
____ + ____ = ____

$32 \div 2 =$

____ ÷ ____ = ____
____ ÷ ____ = ____
____ + ____ = ____

$\frac{1}{2}$ of 34 =

$\frac{1}{2}$ of ____ = ____
$\frac{1}{2}$ of ____ = ____
____ + ____ = ____

Mindful listening

Practicing mindful listening may help children to improve the way they interact with others by allowing them to actively listen to what they have to say.

> **Tip:** you can listen to sounds you find around the house or in the classroom, or play a recording of sounds that you might hear in nature or other calming music. Young children will need a parent to guide them while older children may do this independently.

1. Find a place where you will hear the chosen sound without too many other sounds getting in the way.
2. Sit somewhere comfortable.
3. Sit up straight.
4. Gently close your eyes.
5. Slowly breathe in through your nose and count 1, 2, 3 in your head.
6. Hold the breath for 1, 2, 3.
7. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
8. Focus on the sound that you have chosen.
9. If you feel like you start to think of other things, try to change your attention back to the sound.
10. Keep slowly breathing in and out and counting 1, 2, 3 in your head.
11. Keep your focus on the sound until it stops.
12. When the sound has finished consider the questions below.

Questions to think about

- How did your body feel while you were listening? Was it relaxed or tight?
- Was it easy or hard to focus on the sound?
- Did you hear any other sounds? What were they?
- How do you feel after this activity

Answers

TUESDAY COMPREHENSION/ READING QUIZ

Q1: (1774) What did Eddie dream about?

B. kites

Q2: (1747) Chan's prize was going to be for...

C. the smallest kite

Q3: (1747) When did Chan make up a secret poem?

A. before he slept

Q4: (1767) What is this text mainly about?

C. a kite challenge

Q5: (1774) Eddie could barely sleep the night before the kite challenge because:

D. He was excited about what was happening the next day.

Q6: (1774) What happened to Old Chan's secret poem?

A. It was forgotten.

TUESDAY - Writing

Find the Main Idea — Answers

The Great Wise Owl

1. The main idea of this text is owls; what they look like, where they live, what they eat and how they reproduce.

2. Three details may include:
   - the body features of an owl
   - the habitat of owls.
   - the reproduction of owls.

3. Important words include: owls, nocturnal, sharp beak, powerful claws, feathers, camouflage, different habitats, carnivore, lay eggs.

4. Another good title for this text could be

   b) All about the Owl.

TUESDAY Grammar/SAD

Subjects

The subjects are:

- The birds
- Sam
- The man
- The cat
- Sophie
- The rancher
- She
- The vase
- You

Tuesday Week 1 Place Value Answers

Write the following numbers in a place value chart:

25 =

Tens	Ones
2	5

137 =

Hundreds	Tens	Ones
1	3	7

651 =

Hundreds	Tens	Ones
6	5	1

1542 =

Thousands	Hundreds	Tens	Ones
1	5	4	2

Write the following numbers using standard place value:

25 = 2 tens and 5 ones

137 = 1 hundreds, 3 tens and 7 ones

651 = 6 hundreds, 5 tens and 1 one

1542 = 1 thousand, 5 hundreds, 4 tens and 2 ones

Write the following numbers <u>IN TWO OR THREE DIFFERENT</u> ways using non-standard place value:

137 =

1 hundred and 37 ones

13 tens and 7 ones

137 ones

651 =

6 hundreds and 51 ones

65 tens and 1 one

651 ones

1542 =

1 thousand and 542 ones

15 hundreds and 42 ones

154 tens and 2 ones

1542 ones

Tuesday and Friday Times Tables Answers

1 X	2 X	3 X	4 X	5 X
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44	5 x 11 = 55
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48	5 x 12 = 60

Tuesday Math Mentals

Tuesday

1. 110
2. 40
3. 65
4. 2
5. 6
6. 2101: The value of the number in the hundreds place is 100.
7. 81, 90, 99, 108, 117, 126, 135
8. 121
9. 3 apricots each.
10. $1.25
11. $2.70
12. 3 minutes.
13. Am
14. 5 faces
15. Black

Answer Sheet

1 Using the information found on '*What was the impact of the early British colony on the Aboriginal Eora People*?' answer the following questions:

a. Which new diseases were the Eora exposed to when the colonists arrived?

The Eora were exposed to measles, small pox, influenza and chicken pox.

b. What was the same about all these diseases?

All of the diseases (measles, small pox, influenza and chicken pox) were contagious.

c. Why were the Eora so badly affected by these new diseases?

The Eora had never been exposed to these new diseases from Europe. Their bodies could not protect them from the effects of the illnesses.

2 How do you feel about the impact the colonists had on the Eora?

Answers will vary.

TUESDAY Bounce Back

Answers may vary. Please discuss answers with your family.

WEDNESDAY Writing

Fact and Opinion Answers

Fact	Opinion
A butterfly's lifecycle is made up of four parts; egg, larva, pupa and adult.	Apples taste better than bananas.
Pizzas come with many different toppings.	Spiders are scary.
It is important to drink lots of water to stay hydrated.	Dogs make better pets than cats.
Fruit and vegetables are important foods to eat.	Swimming at the beach is the best.
Football is great exercise.	I like to play football with my friends.
Spiders are arachnids, not insects.	Butterflies are beautiful to look at.
The giraffe is the tallest mammal in the world.	Ham and cheese pizza is the best kind of pizza.

WEDNESDAY Grammar/SAD

Subject-Verb Agreement

1. Mark
2. Growls
3. Feel
4. Baked
5. Starts
6. Eat
7. Watch
8. Play
9. Hears
10. Will go

Wednesday Mentals

1. 91
2. 102
3. 62
4. 15
5. 6
6. 7349
7. 78, 80, 82, 84, 86, 88, 90
8. 5
9. $11 each.
10. $2.70
11. 65 cents
12. 660 minutes
13. 31 days
14. 5 faces
15. Black

Wednesday Week 1 Addition Answers

52 + 16 = 68	265 + 123 = 388	2457 + 1242 = 3699	23256 + 12143 = 35399
64 + 35 = 99	283 + 116 = 399	2562 + 1437 = 3999	24530 + 13469 = 37999

Handwritten worked solutions:

Tuesday — 2D + 2D

$52 + 16 = 68$
$50+2$ $10+6$
Split: $50 + 10 = 60$; $2 + 6 = 8$; 68
Jump: $52 \xrightarrow{+10} 62 \xrightarrow{+6} 68$

$64 + 35 = 99$
$60+4$ $30+5$
Split: $60 + 30 = 90$; $4 + 5 = 9$; 99
Jump: $64 \xrightarrow{+10} 74 \xrightarrow{+10} 84 \xrightarrow{+10} 94 \xrightarrow{+5} 99$

3D + 3D

$265 + 123 = 388$
$200+60+5$ $100+20+3$
Split: $200 + 100 = 300$; $60 + 20 = 80$; $5 + 3 = 8$; 388
Jump: $265 \xrightarrow{+100} 365 \xrightarrow{+20} 385 \xrightarrow{+3} 388$

$283 + 116 = 399$
$200+80+3$ $100+10+6$
Split: $200 + 100 = 300$; $80 + 10 = 90$; $3 + 6 = 9$; 399
Jump: $283 \xrightarrow{+100} 383 \xrightarrow{+10} 393 \xrightarrow{+6} 399$

4D + 4D

$2457 + 1242$
$2000+400+50+7$ $1000+200+40+2$
Split: $2000 + 1000 = 3000$; $400 + 200 = 600$; $50 + 40 = 90$; $7 + 2 = 9$; 3699
Jump: $2457 \xrightarrow{+1000} 3457 \xrightarrow{+200} 3657 \xrightarrow{+40} 3697 \xrightarrow{+2} 3699$

$2562 + 1437$
$2000+500+60+2$ $1000+400+30+7$
Split: $2000 + 1000 = 3000$; $500 + 400 = 900$; $60 + 30 = 90$; $2 + 7 = 9$; 3999
Jump: $2562 \xrightarrow{+1000} 3562 \xrightarrow{+400} 3962 \xrightarrow{+30} 3992 \xrightarrow{+7} 3999$

5D + 5D

$23256 + 12143$
$20000+3000+200+50+6$
$10000+2000+100+40+3$
Split: $20000 + 10000 = 30000$; $3000 + 2000 = 5000$; $200 + 100 = 300$; $50 + 40 = 90$; $6 + 3 = 9$; 35399
Jump: $23256 \xrightarrow{+10000} 33256 \xrightarrow{+2000} 35256 \xrightarrow{+100} 35356 \xrightarrow{+40} 35396 \xrightarrow{+3} 35399$

$24530 + 13469$
$20000+4000+500+30+0$
$10000+3000+400+60+9$
Split: $20000 + 10000 = 30000$; $4000 + 3000 = 7000$; $500 + 400 = 900$; $30 + 60 = 90$; $0 + 9 = 9$; 37999
Jump: $24530 \xrightarrow{+10000} 34530 \xrightarrow{+3000} 37530 \xrightarrow{+400} 37930 \xrightarrow{+60} 37990 \xrightarrow{+9} 37999$

THURSDAY Writing

Tyrannosaurus Rex – Answers

Classification (introduces the topic)	The T-Rex was one of the largest dinosaurs that ever walked the earth. It lived around 66 million years ago in North America.
Description (what it looks like)	Tyrannosaurus Rex was the size of a modern-day bus. It had a large head, a long tail, strong back legs and small arms.
Description (what it eats)	Tyrannosaurus Rex was a meat-eating dinosaur. It gripped its food with its feet and ripped flesh apart with its jaws.
Description (how it moves)	Tyrannosaurus Rex walked upright on its two back legs. It travelled at a speed somewhere between 17-40 km/h (11-43 m/h).
Conclusion (sums up the topic)	T-Rex was one of the most dangerous dinosaurs of all time. Scientists continue to be fascinated by these amazing creatures.

THURSDAY Grammar/SAD

Subject Pronouns

The <u>subject pronouns</u> are:

1. <u>I</u> like London.

2. <u>You</u> have eaten the pizza.

3. <u>He</u> plays football.

4. <u>She</u> hates mushrooms.

5. <u>It</u> was cold.

6. <u>We</u> are Australian.

7. <u>They</u> are going home.

THURSDAY Subtraction

Year 3 Mathematics– Term 4, Week 1   Name: _____

Choose a level from the boxes below and use the jump strategy and split strategy to complete the questions. Show your working clearly. Complete 1 subtraction question a day.

ANSWERS

Thursday - Subtraction:

78 – 36 = 42	650 – 402 = 248	3072 – 2254 = 818	56941 – 41309 = 15632
46 – 27 = 19	810 – 395 = 415	7700 – 2433 = 5267	66089 – 54163 = 11926

Thursday Math Mentals

Thursday

1. 71

2. 89

3. 13

4. 2

5. 54

6. 2634, 4279, 4748, 6515, 8162, 9290

7. 18, 25, 32, 39, 46, 53, 60

8. 117

9. 8

10. $2.30

11. $1.25

12. 6 minutes.

13. 300 minutes.

14. Triangle-based pyramid

15. White

THURSDAY Bounce Back

Answers may vary. Please discuss answers with your family.

FRIDAY Writing

Review – Suggested Answers

Did you manage to find the subject-specific vocabulary, adjectives and cause and effect phrases?

A cactus is an unusual plant called a succulent. Succulents are usually found in hot, dry climates. Because rain is so infrequent, cacti have a thick, fleshy body to store water. They also have sharp spines that collect moisture from the air. To make water collection easier, cacti have a widespread root system.
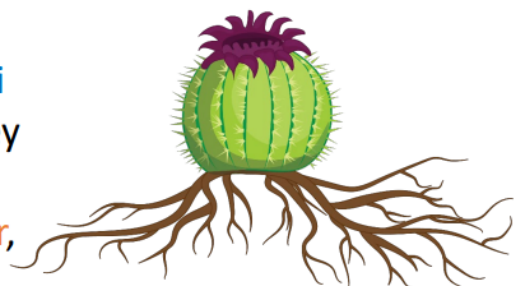
FRIDAY Grammar/SAD

Object Pronouns

The <u>object pronouns</u> are:

1. John knows <u>me</u>.

   1. Amanda kissed <u>you</u>
   2. The dog licked <u>him</u>.
   3. David hugged <u>her</u>.
   4. The children love <u>us</u>.
   5. Luke helped <u>them</u>.

Friday Math Mentals

1. 40

2. 65

3. 92

4. 12

5. 12

6. False

7. 94, 100, 106, 112, 118, 124, 130

8. 81 fans were gold.

9. $7 each.

10. $3.20

11. $3.50

12. 3 minutes.

13. 3 hours.

14. Rectangular prism

15. Black

Week 1 Friday – Year 3 Maths Multiple by 2 using Distributive Property
ANSWERS

If you are having trouble, try scanning this QR code or type in the link below:
https://vimeo.com/574700815/398baae888
https://vimeo.com/574700763/8448dc5e08

			Challenge – Set it out the same way
$2 \times 9 = 18$ 5 + 4 __2__ x _5___ = ___10__ __2__ x __4__ = __8___ __10__ + __8__ = __18___	$18 \div 2 = 9$ 10 + 8 __10__ ÷ __2__ = __5__ __8__ ÷ __2__ = __4__ __5__ + __4__ = __9___	$\frac{1}{2}$ of 16 = 8 8 + 8 __½__ of _8___ = _4____ __½__ of _8___ = __4__ __4__ + _4___ = ___8__	$2 \times 432 =$ 400+30+2 $2 \times 400 = 800$ $2 \times 30 = 60$ $2 \times 2 = 4$ $800 + 60 + 4 = 864$
$2 \times 14 = 28$ 6 + 8 __2__ x _6___ = __12___ __2__ x __8__ = __16__ __12__ + _16___ = ___28__	$24 \div 2 = 12$ 12 + 12 __12__ ÷ __2__ = __6___ __12__ ÷ __2__ = __6__ __6__ + _6___ = ___12__	$\frac{1}{2}$ of 24 = 12 10 + 14 __½__ of __10__ = ___5__ __½__ of __14__ = __7___ __5__ + __7__ = ___12__	$2 \times 378 =$ 300+ 70+8 $2 \times 300 = 600$ $2 \times 70 = 140$ $2 \times 8 = 16$ $600+140+16 = 756$
$2 \times 35 = 70$ 20 + 15 _2___ x __20__ = __40___ __2__ x _15___ = __30__ __40__ + _30___ = __70___	$32 \div 2 = 16$ 20 + 12 __20__ ÷ _2___ = __10___ _12___ ÷ __2__ = ___6__ _10___ + _6___ = __16___	$\frac{1}{2}$ of 34 = 17 14 + 20 __½__ of _14___ = ___7__ _½___ of __20__ = __10___ __7__ + __10__ = __17___	