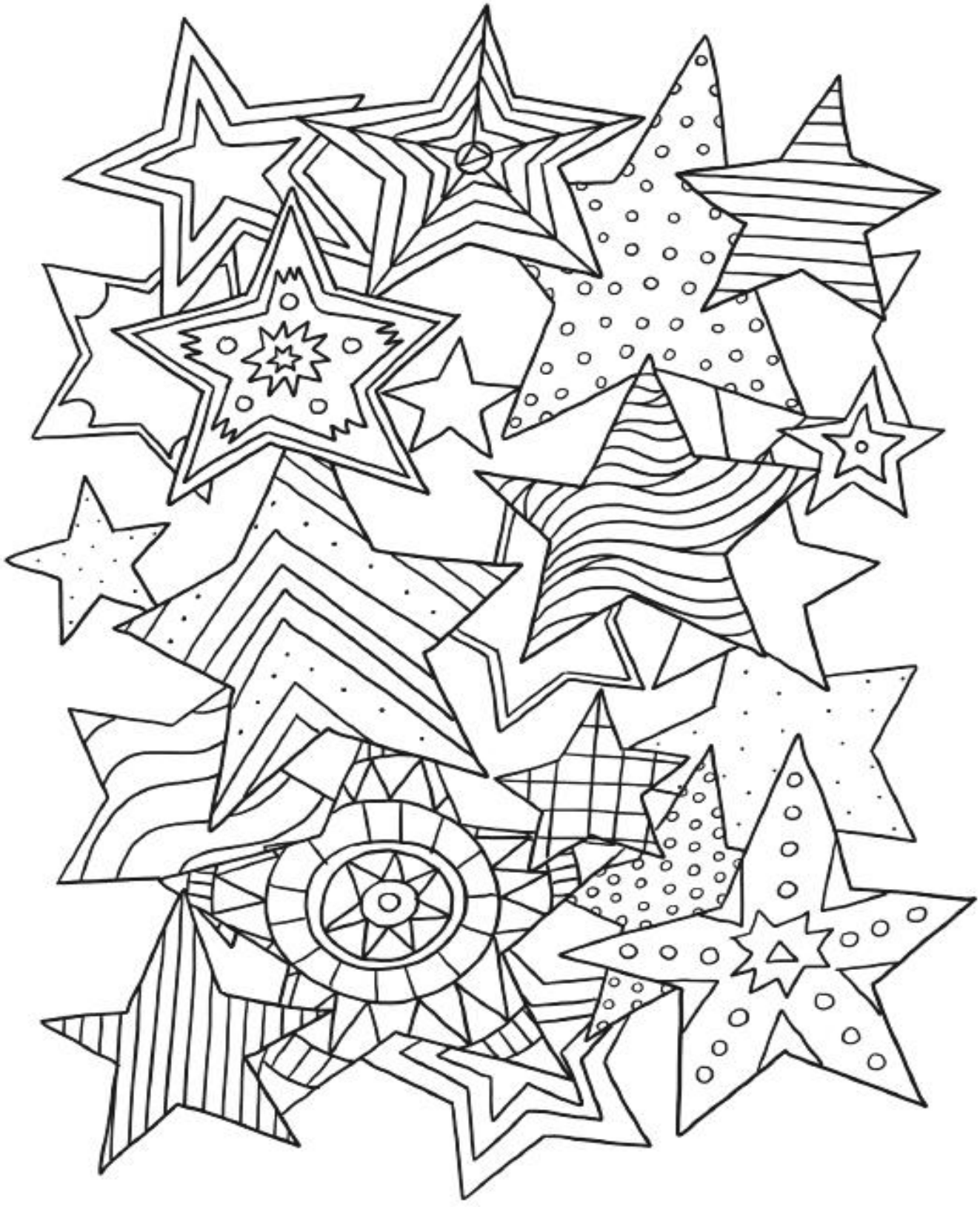
Year 3



Term 4 Week 2

Year 3 Home Learning Grid Term 4 Week 2

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	WELL-BEING WEDNESDAY	THURSDAY	FRIDAY
ENGLISH	**Reading** • Lexia 20 minutes **Comprehension** Select a PM levelled reader from the Reading Box. Read the book then complete the Make Connections sheet. **Writing** Information Report 1.Read the informative text on 'Kookaburra'. Then complete the worksheet 'Find the Main Idea - Kookaburra'. **Grammar/ Sentence A Day** Making Our Writing Interesting Watch the video below to see the 3 types of sentences we will be learning to identify and write this term. https://www.turtlediary.com/video/simple-compound-and-complex-sentences.html Next, read and complete the '3 Types of Sentences to Learn' sheet using the examples given to help you. **Spelling** Using your chosen list from last week, arrange your words in alphabetical order. **Speech** Presenting speeches in Zoom.	**Reading** • Lexia 20 minutes **Comprehension** Using the PM Reader from yesterday complete Wednesday's task: Questioning. **Writing** Information Report – Constructing a paragraph Watch the https://www.youtube.com/watch?v=MPGhEJicbC4 video on YouTube then complete the worksheet 'Informative Paragraph Planning Template'. Use the 'Kookaburra' informative text from Monday as a guide. **Grammar/ Sentence A Day** Nouns, Verbs and Adjectives Revise your understanding of Nouns (naming words), Verbs (action words) and Adjectives (describing words) by playing this short game http://www.bigbrownbear.co.uk/nouns/ Next complete the Nouns, Verbs and Adjectives Revision Sort **Spelling** Use your finger to practise writing your words in shaving cream/ shampoo/sugar etc. on a tray. **Speech** Presenting speeches in Zoom.	 Here are some ideas for your family's Well-Being Wednesday: • SLEEP IN! • Enjoy a special breakfast with your family • have a picnic lunch in the back yard • go for a walk (wearing a mask) • listen to your favourite music • have a dance off with your family • play a board game or ball game together • watch a movie and eat popcorn • do some baking and make a yummy cake	**Reading** • Lexia 20 minutes **Comprehension** Using the PM Reader from Tuesday complete Thursday's task: Monitoring & Fix Up Strategies. **Writing** Information Report – Independent Write an information report on kookaburras using Tuesday's 'Paragraph Planning Template' as a guide. Write in full sentences. **Grammar/ Sentence A Day** Compound Sentences Complete the Compound Sentence worksheet. Check your understanding of simple and compound sentences using this game: https://au.ixl.com/english/year-3/is-the-sentence-simple-or-compound **Spelling** Use Scrabble letters to spell your spelling words. Can you add up the scores of each word? Which word is worth the most points? **Speech** Presenting speeches in Zoom.	**Reading** • Lexia 20 minutes **Comprehension** Using the PM Reader from yesterday complete Friday's task: Summarising 3-2-1. **Handwriting** Complete the Handwriting Sheet **Writing** Information Report - Proofreading and editing Proofread and edit your writing. Use this checklist when proofreading and editing your information report. The checklist covers informative structure, language and features. **Grammar/ Sentence A Day** Adverbs - Play the verb + adverb games at: https://www.englishclub.com/esl-games/grammar/adverbs-verbs-1-1.htm Then complete the Adverb Activity Sheet **Spelling** Spelling test! After 2 weeks of working with your spelling words, have someone at home test you on them. **Speech** Presenting speeches in Zoom.

MATHS - Year 3	**Place Value** Complete the 3 place value questions at your level. **Money** Read the bottom half of the maths worksheet which introduces money and decimals, watch the video and explain how our money system is based on place value. **Addition Word Problem** Read the 'Word Problem Strategy Sheet' then choose your level and complete the addition word problem using 2 strategies. **Problems** Complete Monday's Problem Solving questions. **General** Complete 20 mins on Prodigy	**Measurement & Geometry 37** Look at the grid. It has numbers on the side and across the bottom. Look across the bottom to find the number 2. The number to the left is 0. The coordinates for the letter star are (2,0). Look on the stencil. See if you can write the coordinates for each picture. The next activity has the coordinates there. Which letter is at each coordinate? **Statistics & Probability 11** Probability is all about chance. What is the chance of something happening. If there are 15 candies and 4 of them are lemon, what is the chance you will pick a lemon candy? The chance you will pick a lemon candy is 4 out of 15. Look at the box of candy and answer the questions. **Problems** Complete Tuesday's Problem Solving questions **General** Complete 20 mins on Prodigy	• have an afternoon nap • play with your favourite toy • do some drawing or colouring in • play with the dog and teach it a new trick • make a bowling alley - set up a bowling "lane" with some chalk or tape and use plastic bottles or cups for pins. Use any type of ball to bowl, attempting to knock down as many pins as possible. Keep track of the score, or simply aim to knock them all down in one turn. • play a card game or build a card tower • play with Lego or other construction blocks/materials 	**Measurement & Geometry** This term we will be focusing on Measurement of Mass. Complete the 'Hefting at Home' worksheet. While you're completing the worksheet think about how you know if one object is heavier than another. **Patterns and Algebra** Complete the worksheet '*Ordering 3 Digit Numbers'.* Writing the numbers on paper or cards can help you order the 3 digit numbers from smallest to largest. If you are having some trouble ordering 3 Digit numbers, try watching the video below. Click the URL or scan the QR code. URL: https://video.link/w/zX9Cc **Mentals** Complete Thursday's Mentals questions **General** Complete 20 mins on Prodigy	**Times Tables Practice 4x** Write out and practice your 4 x tables. Check your answers with the Times Tables Answers from Week 1. **Multiplication & Division** Divide by 4 **Equivalent Number Sentences** Watch the teaching video about Equivalent Number Sentences: https://vimeo.com/574688125/e91abd5b8a Next, use strategies to work out your answers to both sides of the number sentence. Then explain if Gerry is right or not. **Mentals** Complete Friday's Mentals questions **General** Complete 20 mins on Prodigy

OTHER KLA' S	**History** Complete 'What was the nature of contact between Bennelong and the early British colonists?' worksheet. **PE -** Yoga This session runs for about 15 mins. It will be repeated on Tuesday and Thursday so you can split it over the week or repeat each day. https://video.link/w/P2vCc **Bounce Back** Circle Time: Watch the story 'Gleam and Glow' with a family member. https://www.youtube.com/watch?v=3prYTdIoPm0 Discuss with a family member the following questions: What was the bad time or bad thing in the story? How did the character feel about this? Did it take a long time for things to get better? What might happen if you only focus on the bad time?	**Visual Arts** Still life Fruit Plate Please see the attached sheet for details. **PE -** Yoga This session runs for about 15 mins. Continue watching from where you stopped yesterday or repeat the whole session. https://video.link/w/P2vCc **Bounce Back** Complete the Tuesday Bounce Back Worksheet	• play 'Keep it Up!' with your family – in this game keep a balloon, beach ball or other ball from hitting the ground without holding onto it. See how long you can keep the balloon/ball up. Make sure you have plenty of room to move around • have a warm shower or bubble bath and snuggle under a blanket in your pj's and sip hot chocolate	**PD** Complete "Lesson 2: Body Organs" worksheet. If you would like more information about the Body's Organs, scan the QR code to find out more. URL: https://video.link/w/OGk9c **PE -** Yoga This session runs for about 15 mins. Finish the session today or repeat the whole session. https://video.link/w/P2vCc **Well-Being** Complete the Thursday Well Being Task	**Science** Year 3 – Read the introduction to the 'Day and Night' unit which looks deeper into the Earth, Sun and Moon and complete the True or False questions. **Music** Body percussion is an easy way to make music. Do you like "Happy" by Pharrell Williams? Try following along with this body percussion song. URL: https://video.link/w/SHk9c **Well-Being** Complete the Thursday Well Being Task

I can **Make Connections** to better understand the text I'm reading.

Directions: List all of the connections you made to the text you are reading.

Text to Self

Text to Text

Text to World

Text to Media

Writing

KOOKABURRA

The *kookaburra* is a bird that lives in the woodlands of Australia and New Guinea. The kookaburra is a type of kingfisher.

Kookaburras are a symbol of Australian culture and are famous for their laugh which is often used in films to depict an Australian bush setting.

Kookaburras have large heads and long bills. They have brown, black, or white feathers. The bird reaches about 17 inches (43 centimeters) in length. It weighs about 1 pound (0.5 kilogram).

Kookaburras are mostly carnivorous, meaning they eat meat. They hunt for caterpillars, worms, insects, lizards, snakes, and even small birds. They pound their catch against a rock to make the meat tender before eating it.

Kookaburras live in habitats like eucalypt trees. They build their nests in holes in trees. The female lays two to four white eggs. The eggs hatch in 24 to 26 days.

Kookaburras are famous for their noisy, unusual call. It sounds somewhat like a person laughing. Kookaburras call to each other early in the morning and again when they return to their nests at night. They can use their laugh to mark their territory.

Kookaburras are not under threat from extinction as they have adapted well to human development.

Find the Main Idea

Name: _____

Kookaburra

1. What is the main idea of this text?

   _____

   _____

   _____

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

   Detail 1: _____

   _____

   Detail 2: _____

   _____

   Detail 3: _____

   _____

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

   _____

   _____

   _____

   _____

Week 2 Monday

SENTENCE A DAY – Making Our Writing Interesting

3 Types of Sentences to Learn

Simple Sentences: have one independent clause. (An independent clause contains a subject and verb and expresses a complete thought.)

Examples:

- *I like coffee.*
- *Mary likes tea.*
- *The earth goes round the sun.*
- *Mary did not go to the party.*

Write your own simple sentence here:

_____

Compound Sentences: are two (or more) independent clauses joined by a conjunction or semicolon. Each of these clauses could form a sentence alone.

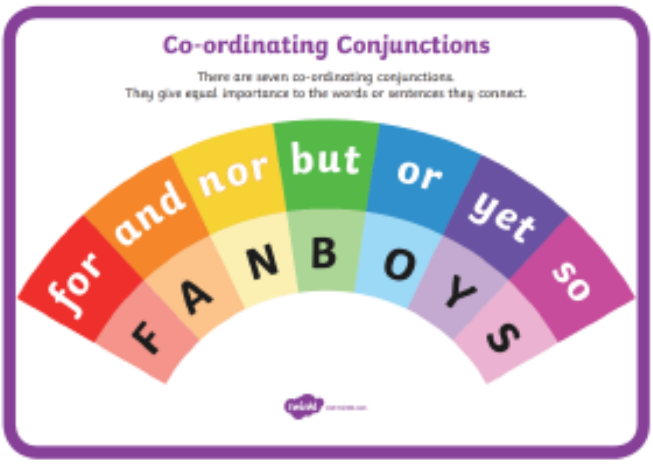
Examples:

- *I like coffee and Mary likes tea.*
- *Mary went to work but John went to the party.*
- *Our car broke down; we came last.*

Write your own compound sentence here:

_____

There are seven coordinating conjunctions that can be used to write a compound sentence:



Complex Sentences: have an independent clause plus a dependent clause. (A dependent clause starts with a subordinating conjunction or a relative pronoun, and contains a subject and verb, but does not express a complete thought.)

INDEPENDENT CLAUSE **SUBORDINATING CONJUNCTION** **DEPENDENT CLAUSE**

Examples:

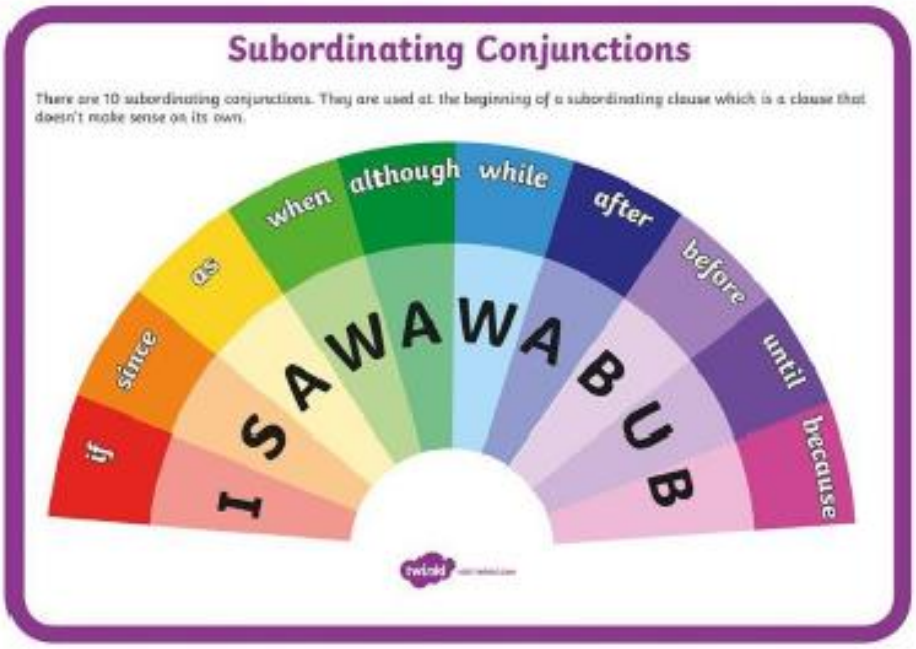
- *We missed our plane because we were late.*
- *Our dog barks when she hears a noise.*
- *He left in a hurry after he got a phone call.*
- *Do you know the man who is talking to Mary?*

Write your own complex sentence here:

_____

_____

Here are some common subordinating conjunctions:



Here are the five basic relative pronouns:

- That, which, who, whom, whose

Keep these sheets handy as a guide for work you will be completing in the next few weeks.

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

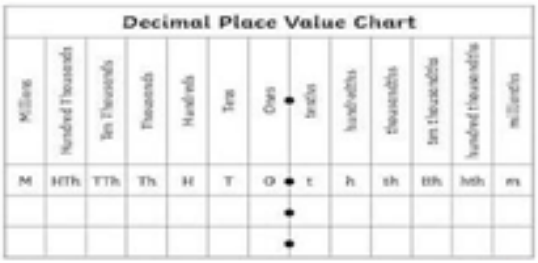
Term 4, Week 2 Year 3 Maths

Place Value

Choose a level (one column) and answer the place value questions.

Write 28 in a place value chart	Write 336 in a place value chart	Write 2876 in a place value chart	Write 12617 in a place value chart
Partition 28 using Standard Place Value	Partition 336 using Standard Place Value	Partition 2876 using Standard Place Value	Partition 12617 using Standard Place Value
Partition 28 using Non-Standard Place Value	Partition 336 using Non-Standard Place Value	Partition 2876 using Non-Standard Place Value	Partition 12617 using Non-Standard Place Value

Addit



Money can also be partitioned into a place value chart, understanding that numbers smaller than 1 or smaller than $1 (which is 100 cents) need a decimal point. A decimal number consists of the following parts:

The whole part—For example, **5** is the whole number in **5**. 80
The decimal part— For example the **45** in 20.**45**

The decimal point separates the whole number part on the left side and decimal part or fractional part on the right. The places on the left side or whole number part begin with ones, followed by tens, then hundreds, followed by thousands. The places on the right or fractional part begin with ten**ths**, followed by hundred**ths**, then thousand**ths**.
We say the numbers above as five point eight zero and twenty point four five. If we add a dollar sign to the beginning of each of these numbers ($5.80) we would say it is five dollars and eighty cents and ($20.45) Twenty dollars and forty five cents.

Go to MF 11 PV 22 FD 16 – MONEY AS DECIMAL, CENTS AS A FRACTION OF A DOLLAR · A Learning Place A Teaching Place relationalmathematics.com.au

OR
Scan the QR code to watch the video 'Decimal Money' which explains how cents are decimal fractions of one dollar ($1)

Examples of Money as Fractions and decimals

$0.52 = 5 /10 dollar + 2 /100 dollar and $0.52 = 0.52 dollars.
$3.52 = 3 ones dollars + 5 /10 dollar + 2 /100 dollar and $3.52 = 3.52 dollars.

Explain how our money system is based on place value?

_____

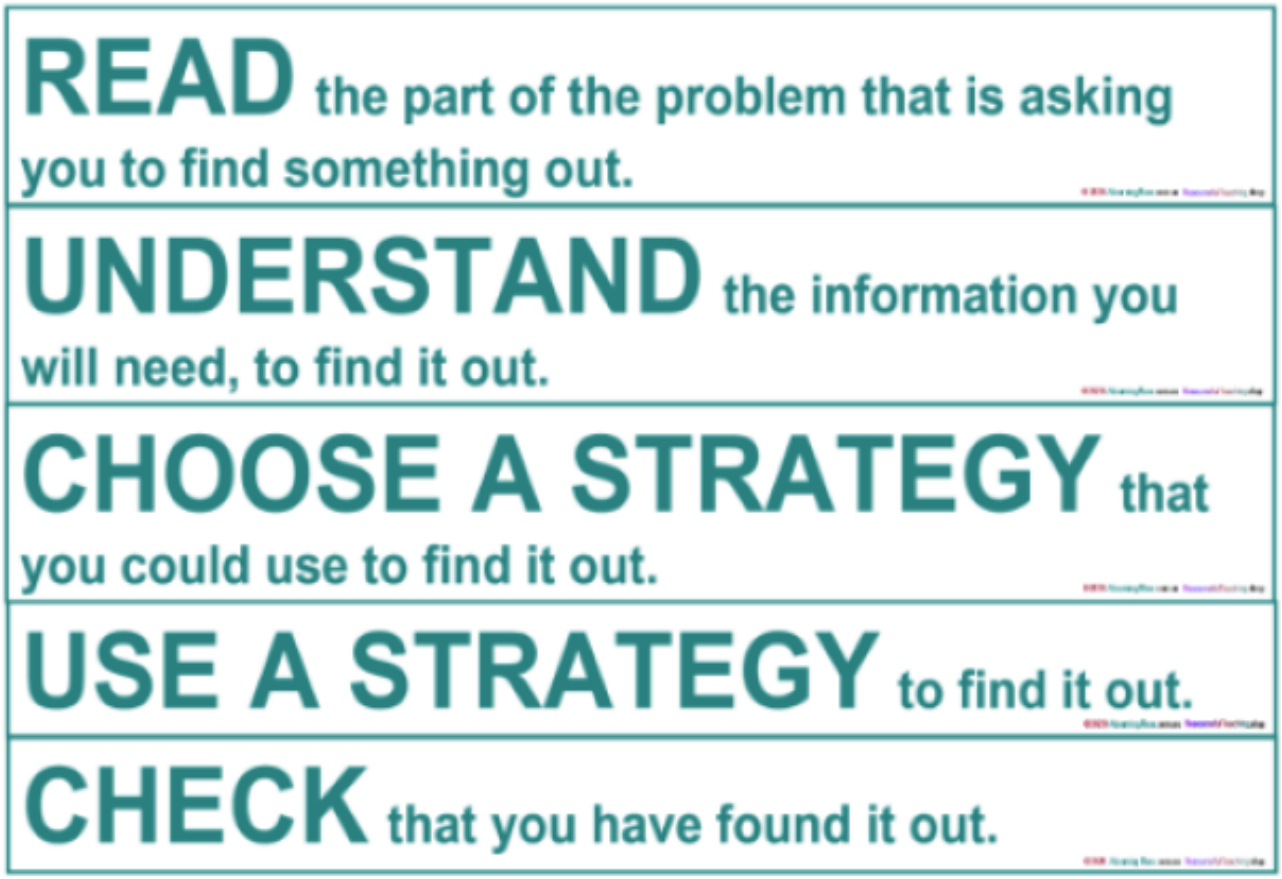
_____

Week 2

Monday Word Problem Strategy Sheet

When we are problem solving with worded problems we need to read the problems and ask ourselves questions so we know what the question is asking us to do.

These are some prompts to help you to solve word problems:



This term, we would like you to choose from either jump or split strategy to solve word problems. Then we would like you to check your working out with the strategy that you didn't use. We have also taught you to estimate to make sure that your answer is in the 'ball park' and is a reasonable answer.

Complete each word problem every Monday and Friday using these prompts and showing your working out with 2 strategies (1 for the calculation and 1 to check your answer).

Choose your level and solve the addition word problem using split and jump strategy.

2 digit	3 digit	4 digit	5 digit	PROMPTS
Lola collected 16 cans. Jill collected 25 cans. *How many cans did Lola and Jill collect altogether?*	Lola collected 186 cans. Jill collected 257 cans. *How many cans did Lola and Jill collect altogether?*	Lola collected 1586 cans. Jill collected 2857 cans. *How many cans did Lola and Jill collect altogether?*	Lola collected 16765 cans. Jill collected 7437 more cans than Lola. *How many cans did Lola and Jill collect altogether?*	**READ** the part of the problem that is asking you to find something out. **UNDERSTAND** the information you will need, to find it out. **CHOOSE A STRATEGY** that you could use to find it out. **USE A STRATEGY** to find it out. **CHECK** that you have found it out.

Monday and Tuesday Problem Solving

Week 2 – Questions

Monday

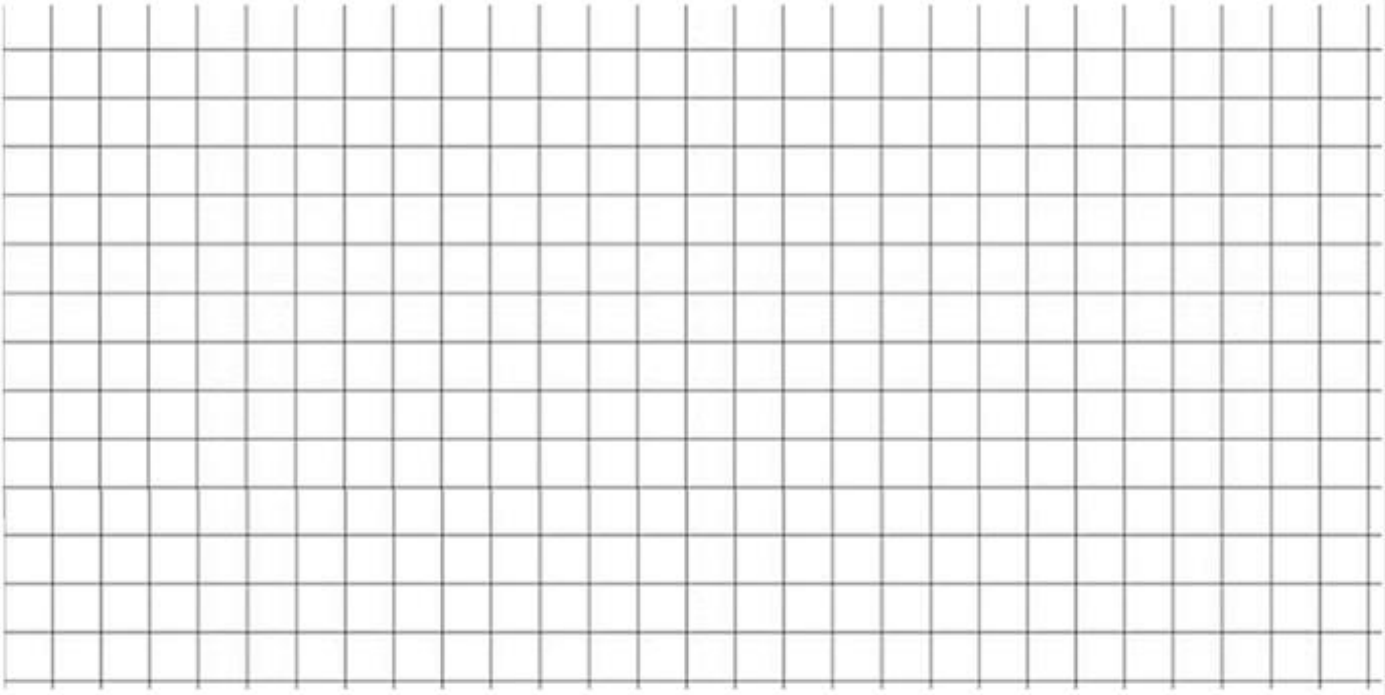
If the answer is 27, what could the number sentence be?

Write 5 number sentences. What is the most complicated number sentence you can come up with?

For example: 29-2=27

Tuesday

Write your name or a word of your choice in block letters on grid paper. Calculate the perimeter and area of your word. Remember that the perimeter is the measurement around the edge of a 2D shape and the area is the measurement of space taken up by a 2D shape, usually measured in square units, such as cm2.



Perimeter: _____ cm

Area: _____ cm2

Name: _____ / Class: _____ / Date: _____

What was the nature of contact between Bennelong and the early British colonists?

In an earlier lesson, we learned about what life was like in the new colony for the First Fleeters. But what was it like for the Aboriginal People – The Eora? Today we are going to look at the life of Eora man, **Woollarawarre Bennelong**.

Use the information sheet on Bennelong to help you answer the following questions:

When was Bennelong born? / When did he die? / What clan did he belong to?

_____

_____

Did Bennelong have a good relationship with Governor Phillip?

_____

_____

_____

Why was Bennelong kidnapped?

_____

_____

_____

Were all the Aboriginal people happy to see Bennelong return from England? Why?

_____

_____

_____

_____

_____

_____

How do you think Bennelong felt when he was kidnapped?

_____

_____

Why was Bennelong no longer welcome at the Sydney colony?

_____

_____

_____

How do you think Bennelong felt after returning to his clan?

_____

_____

_____

Name: _____ / Class: _____ / Date: _____

Information Sheet: Woollarawarre Bennelong

A picture of Woollarawarre Bennelong

Woollarawarre Bennelong was a young Eora Aboriginal man when the First Fleet arrived in 1788. He was the first Australian Aboriginal person to visit Europe and return to Australia.

When was Bennelong born? When did he die?

- Bennelong was born around 1764, close to the Parramatta River near present-day Sydney in New South Wales. He died on 3 January 1813.

What clan did Bennelong belong to?

- Bennelong belonged to the Wangal clan of the Eora people.

When and why was Bennelong kidnapped by Governor Arthur Phillip?

- In 1789, Governor Arthur Phillip kidnapped Bennelong and several other Aboriginal People to learn the language and customs of the local Aboriginal people - Bennelong was 25 years old at the time.

When did Bennelong escape? How was his relationship with Governor Phillip?

After 6 months Bennelong escaped and was able to return to his clan but eventually returned to Sydney to live in a house that was built for him. He and Governor Phillip developed a strong friendship, although it went through many challenges and changes over time.

When did Bennelong go to England?

- In December 1792, Bennelong sailed for England with Governor Arthur Phillip - They arrived in England in 1793. Bennelong met with King George III and toured London. Bennelong suffered poor health in the cold, damp climate.

When did Bennelong return to Australia?

- Bennelong returned to Australia on 7 September 1795.

What was his life like after returning to Australia?

- When he returned to his clan, he found his house burned down. His last years of life were hard - many Aboriginal people accused him of abandoning his people. They did not like that he spoke English and that he had picked up many European habits and customs. He was also no longer welcome at the colony around Sydney as relations between the colonists and Aboriginal people had worsened.

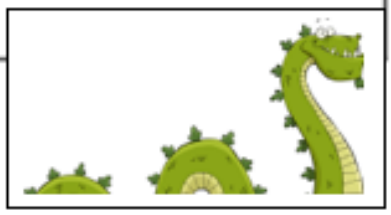
TUESDAY

Comprehension

Week 2 TUESDAY - Questioning

Asking Questions

	Question	Answer
Before Reading		
During Reading		
After Reading		



Name _____ **Date** _____

Informative Paragraph — Planning Template

Introductory sentence: Introduce the subject using a clear topic sentence.

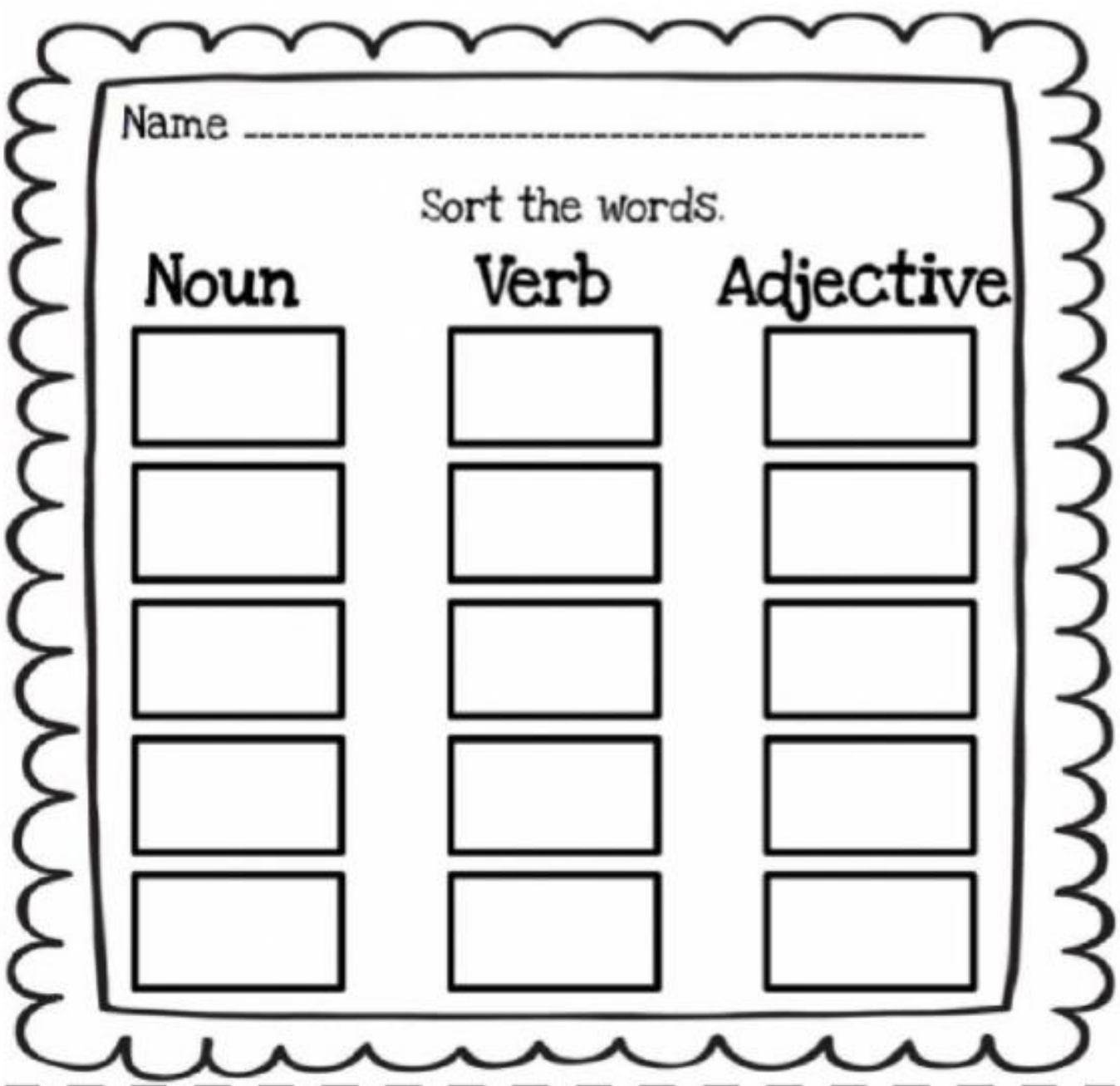
Description: State facts about the subject in a logical order.

Fact 1	Fact 2	Fact 3

Concluding sentence: Conclude with a statement about the subject.

Week 2 Tuesday

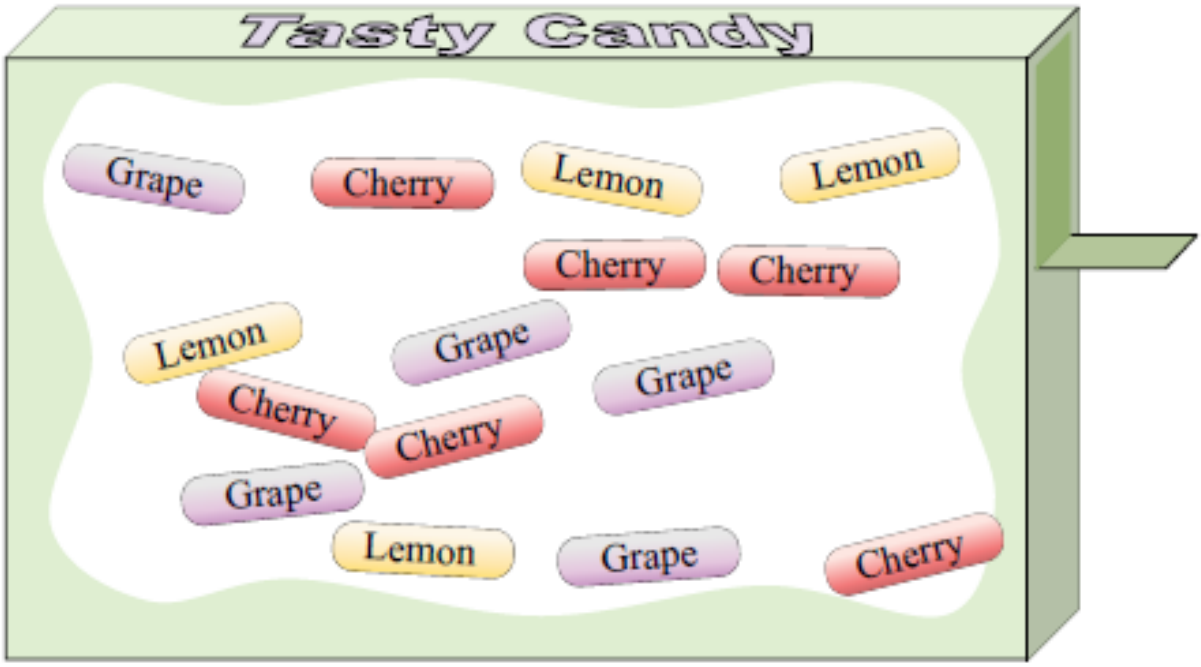
NOUNS, VERBS AND ADJECTIVES REVISION SORT



truck	yellow	home	quick	yell
run	huge	sleep	cat	plate
talk	snow	eat	little	slow

This page is left blank intentionally.

Use the candy box to solve each problem.



1) How many total pieces of candy are in the box? _____

2) What is the probability of selecting a cherry piece? _____

3) What is the probability of selecting a lemon piece? _____

4) What is the probability of selecting a grape piece? _____

5) If you picked 1 piece of candy out of the box which flavour would you have the highest probability of selecting? _____

6) Which flavour has the lowest probability of being selected? _____

7) If you picked a piece at random would you be more likely to select, a lemon piece or a cherry piece?_____

8) What is the probability of selecting either a cherry piece OR a grape piece? _____

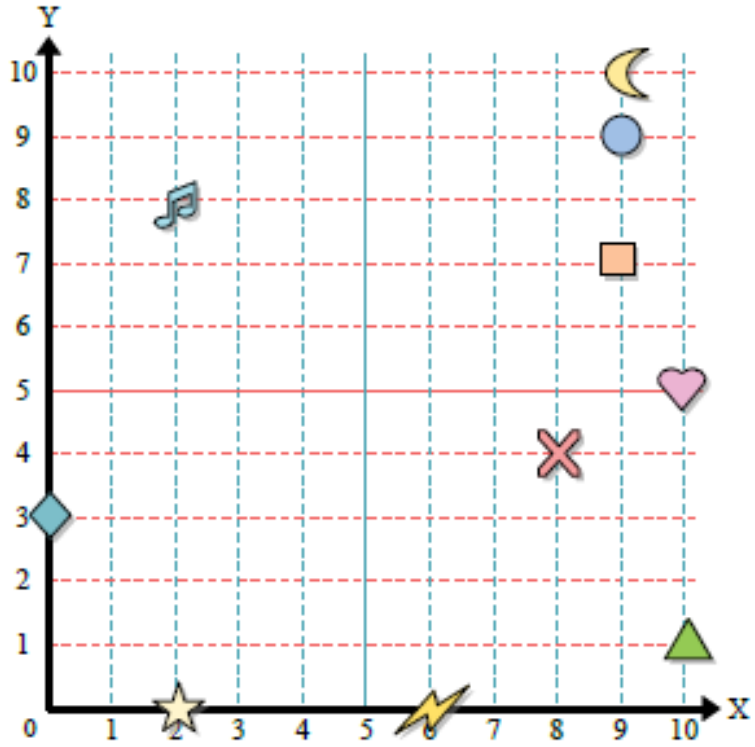
9) Your friend wants either a cherry piece or a grape piece. If you picked a piece out randomly, which one would you have the highest probability of selecting? _____

10) If you ate 2 lemon pieces, 3 cherry pieces and 5 grape pieces, which flavour would you have the highest probability of selecting next? _____

Determining Coordinates

Name:

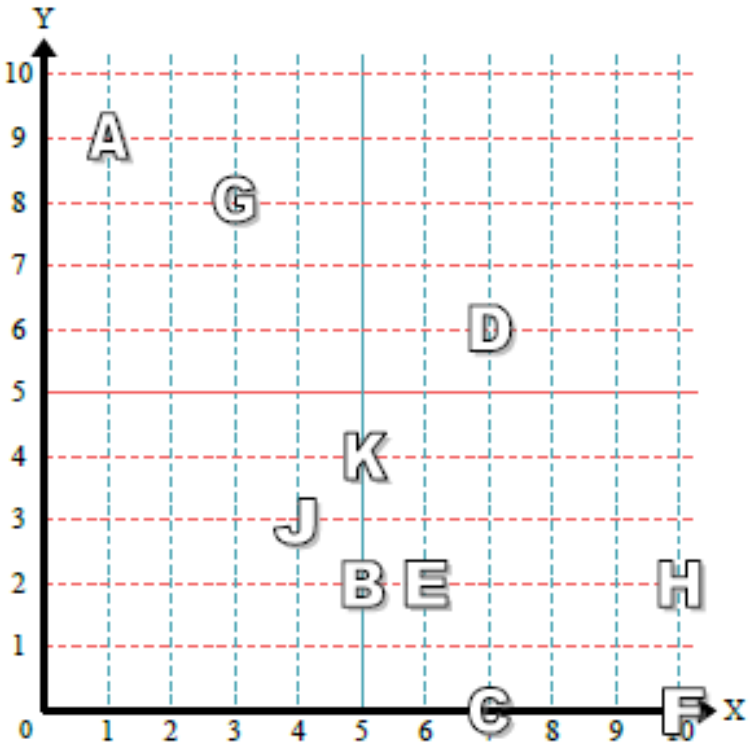
Use the grid below to determine the coordinates where each figure is located.



1) Star _____
2) Lightning _____
3) Circle _____
4) Heart _____
5) Cross _____
6) Triangle _____
7) Moon _____
8) Square _____
9) Diamond _____
10) Music Note _____

Determine which letter is at each coordinate using the grid below.

11) (3,8) _____
12) (7,0) _____
13) (4,3) _____
14) (7,6) _____
15) (5,4) _____
16) (10,2) _____
17) (6,2) _____
18) (5,2) _____
19) (10,0) _____
20) (1,9) _____



Fruit Plate Still Life

1. Put some fruit on a plate or in a bowl on the table.

2. Try to draw the fruit overlapping by starting with the closest fruit first. Reach out your hand and whatever fruit touches your finger first us the one to start with.

3. Then, when drawing the next fruit, the line would start on the first fruit even if they weren't really touching.

4. The plate would start on one fruit and end on another and you wouldn't see a big circle for a plate unless you were drawing the picture while hanging from the ceiling. Practice blending colours from dark to light.

5. If you can see a part on the fruit where it looks shiny from the light, draw a little oval where the "shiny" (reflection) is. Those are to be left white.

   Here are some examples.

TUESDAY- Bounce Back Task-

Bright Side Vs Down Side Thinking

Read the passage below and then answer the questions.

Emily is your age and goes to a camp for the school holidays. She is worried that she won't know anyone at the camp. She thinks no one will be her friend. On the first day of camp she glares at everyone and doesn't talk to anyone. Emily won't join in the games because she thinks she is fat and no one will want to play with her. By the middle of the week she thinks it's never going to get any better and she feels sad. She wants to go home.

Christie is your age and goes to a camp for the school holidays. She is worried that she won't know anyone at the camp. She thinks no one will be her friend. On the first day of camp she smiles and talks to the other children on her table at lunch time. Christie then plays a game with two girls. They have lots of fun. They become good friends. By the end of the week Christie loves camp. She wants to come again next year.

Which person chose the best solutions to solve their problem? What did they do?

.....

.....

Have you ever experienced a similar situation? How did you handle the problem?

.....

.....

WELL-BEING WEDNESDAY

THURSDAY

Comprehension

Week 2 THURSDAY - Monitoring

Monitoring and Fix-Up Strategies

This is what I do not understand	This is the fix-up strategy I used	I now understand that...
While reading my story, I did not understand what the word exhausted meant.	I used clues in the text to help me to understand the meaning. Words such as yawn, heavy eyes, and slowly walking helped me.	I now understand that the word exhausted means to be very tired.

Title: _____

Introduction/Classification (what is it)

Fact 1 (example Appearance)

Fact 2 (example Habitat)

Fact 3 (example Food/Diet)

Concluding Sentence

Week 2 Thursday

SENTENCE A DAY – Compound Sentences

Creating Compound Sentences

A **compound sentence** is a sentence that expresses two simple sentences. Use a *comma* and a *coordinating conjunction* between the two simple sentences to form a compound sentence.

Example: My birthday party is Saturday. It will be fun.
My birthday part is Saturday, **and** it will be fun.

A **coordinating conjunction** joins two simple sentences. Use FANBOYS as a reminder.

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

Directions: Combine the two sentences to make a compound sentence. Be sure to use a comma and coordinating conjunction. Write your new sentence on the line.

1. I earned a sticker. It went on my chart.

_____

2. I wanted a soda. I drank water instead.

_____

3. I wore sneakers to school. My sister wore sandals.

_____

4. Would you like to go to the park? Would you rather go to the show?

_____

5. I finished my homework early. I went outside to play.

_____

Hefting at Home

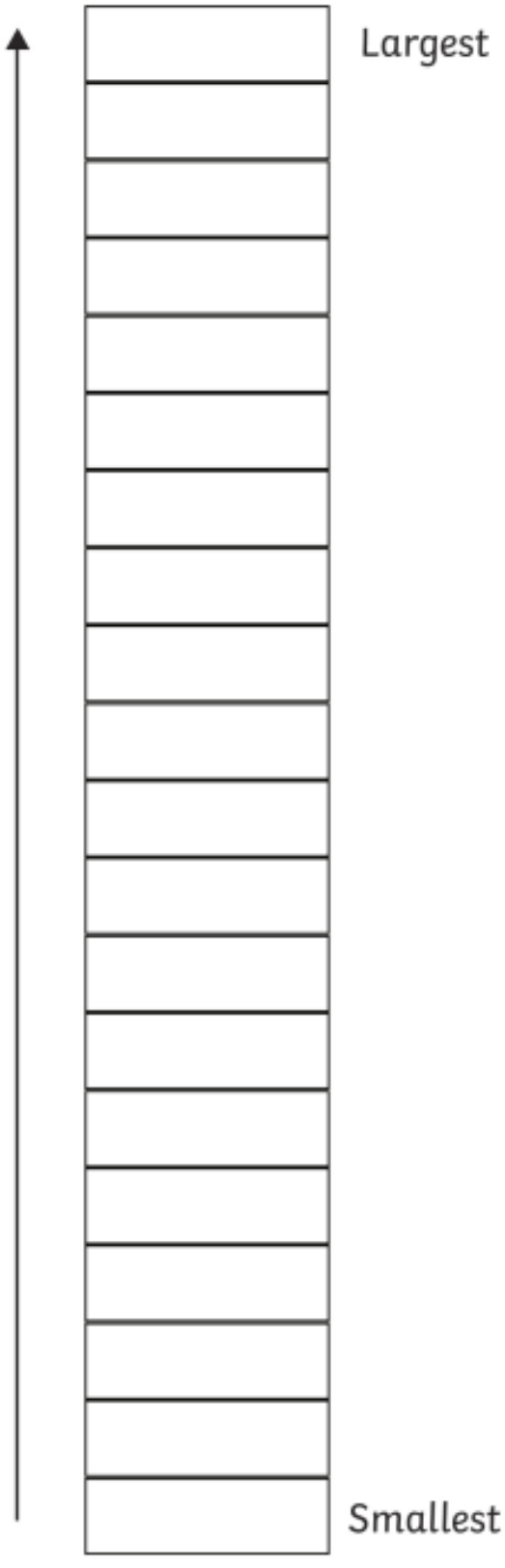
Find some items at home and hold them in your hands to compare their weight. In the table below, write a comparison sentence and draw a picture to show the weight of each of the items in your hands. An example has been done for you.

First Item	Second Item	Comparison Sentence	Drawing
plate	egg	The plate is heavier than the egg.	
			
			
			
			

Ordering 3-Digit Numbers

256	111	369	456	578	219	689	126	905	888
245	299	365	499	587	909	500	611	857	303

Compare and order the numbers above, from smallest to largest.



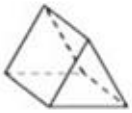
Week 2 – Questions

Date: _____
Thursday

1. 56 + 23 = ____
2. 30 – 7 = ____
3. 88 – 8 = ____
4. 35 ÷ 5 = _____
5. 60 ÷ 5 = _____
6. 9190 is an even number. True or false? _____
7. Complete this counting pattern:
   37, 40, 43, 46, _____, _____, _____
8. What is the difference between 28 and 16? ____
9. Divide 96 by 2. _____
10. $1.00 + 20 cents + 5 cents = _____
11. Colour in an eighth of these triangles.

12. Colour in a quarter of this shape:

13. 1 day = _____ hours
14. What is the name of this 3D object?
    _____



15. Which circle has the lowest chance of being selected? Black or white? _____

Time: _____

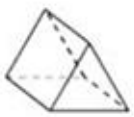
Score: _____/15

Date: _____
Friday

1. 93 + 81 = ____
2. 67 – 6 = ____
3. 54 – 8 = ____
4. 46 ÷ 2 = _____
5. 60 ÷ 10 = _____
6. 939 = _____ hundreds, _____ tens, _____ ones.
7. Complete this counting pattern:
   44, 49, 54, 59, _____, _____, _____
8. Cadence has 17 mangoes. Sadie has 14 pieces of watermelon. Max has 9 pears. How many pieces of fruit do they have altogether? ____
9. Share $96 between 2 children. _____
10. 5 cents + $2.00 + 5 cents = _____
11. Colour in a third of these stars.

12. Colour in a quarter of these circles.

13. 1 week = _____ days
14. A triangular-based prism has _____ corners.



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

Time: _____

Score: _____/15

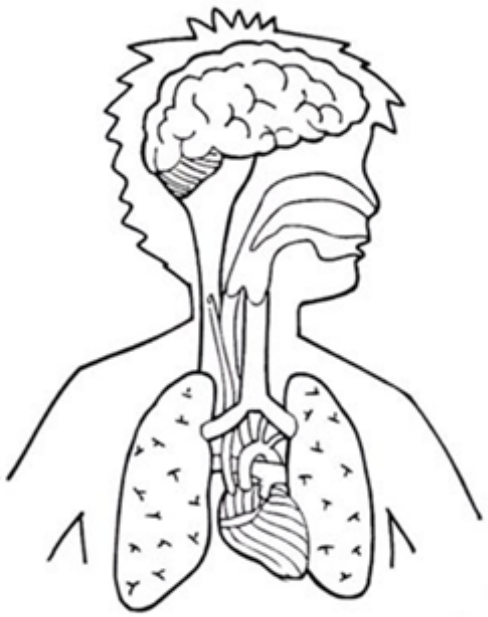
Lesson 2: Body Organs T4 Wk2 Stage 2 PDHPE

Inside your body are organs which work together to keep your body running. There are many organs inside your body but today we will focus on the; brain, heart and lungs.

The heart sits behind the sternum and the ribs. It is about the size of a pear and has four parts: the left and right the ventricles, and the left and right atria. The walls of the heart are made up of muscles which pump blood around the body. The left side gets oxygenated blood from the lungs and pushes it around the body. The right side returns the blood which carries carbon dioxide. This carbon dioxide gets breathed out through the lungs. So, fresh air goes into the lungs, the air from the lungs goes into the blood and stale air is breathed out.

The brain ensures the heart and lungs, and other parts of the body are working.

1. On the picture, label the brain, the heart and the lungs.



2. True or false?

(a) The brain keeps our heart beating.

True	False

(b) The heart is made of muscle.

True	False

(c) Stale air is breathed out of the lungs.

True	False

(d) The heart pumps water.

True	False

(e) Our brain helps us think.

True	False

(f) The air we breathe goes into our lungs.

True	False

3. Draw and label 2 ways you can keep your heart and lungs healthy.

Best belly buddies

Since breathing is something that we do all the time, it is one of the best tools you have to bring you into the present moment, and there is no better way to engage young children than by using their favourite soft toy.

> **Tip:** pick your favourite soft toy as your belly buddy. Young children will need a parent to guide them while older children may do this independently.

1. Lie on the ground on your back.
2. Place your soft toy on top of your belly.
3. Look at your toes.
4. Slowly breathe in through your nose and count 1, 2, 3 in your head.
5. Hold your breath and count 1, 2, 3 in your head.
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
7. Repeat these steps for at least 3 minutes.

Questions to think about

- Can you see the toy on your belly?
- What does it feel like having your toy on your belly?
- What did your toy do when you breathed in?
- What did your toy do when you breathed out?
- What does the air sound like when it comes in your nose?
- What does the air sound like when it comes out your mouth?
- What do you think it would feel like for your toy sitting on your belly?

FRIDAY

Comprehension

Week 2 FRIDAY - Summarising

3-2-1

TITLE & AUTHOR:

3 THINGS I LEARNED WHILE READING...

1. _____
2. _____
3. _____

2 INTERESTING FACTS...

1. _____
2. _____

1 QUESTION I STILL HAVE...

1. _____

Bottom line exit letters "c" and "x" with words

c c c c c c c c c

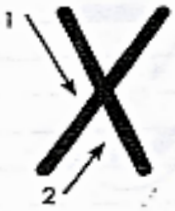
Copy c

Copy c

Copy c

X X X X X X X X X

Copy X



Copy X

Copy X

cat can came lick click

Copy

Copy

Copy

exit mix axe ant cut axle

Copy

Copy

Copy

Student Assessment

Comments

Informative Text Checklist

Structure

- ✓ My informative text begins with a general statement which introduces and classifies the subject.
- ✓ My informative text contains a series of factual paragraphs which describe the characteristics of the subject.
- ✓ My informative text ends with a concluding statement which sums up the information presented about the subject.

Language and Features

- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary.
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.

Week 2 Friday

ADVERBS

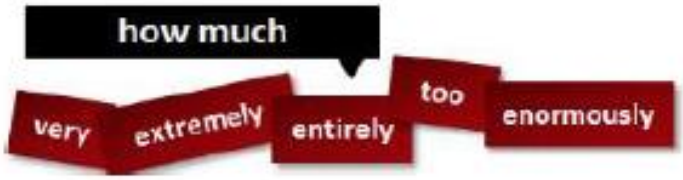
An adverb is a word that can add meaning to a verb. Lots of adverbs end in "-ly." When an adverb adds meaning to a verb, it tells us **how**, **when**, **where**, **why**, **how often**, or **how much** the action is performed. Here are some examples of adverbs adding meaning to verbs:

- Talk quietly.
- Sarah drove slowly.
- She examined the box carefully.

- Leave now.
- Post the parcel today.
- Tony left yesterday.

- Bring it here.
- I used to live there.
- The issues are happening overseas.

- You always complain.
- Check your work often.
- Toby sometimes lies.



- The rip is extremely noticeable.
- Don't work too hard.
- It is entirely inappropriate!

Complete these simple sentences with an adverb:

1. **How**: He ran _____.
2. **When**: He ran _____.
3. **Where**: He ran _____.
4. **How often**: He ran _____.
5. **How much**: He ran _____.

Week 2 Friday – Year 3 Maths Multiple by 4 using Distributive Property

If you are having trouble, try scanning this QR code or type in the link below:
https://vimeo.com/579257090/6c1a7839ce

8 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	16 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	$\frac{1}{4}$ Of 24 = ____ of ____ = ____ ____ of ____ = ____ ____ + ____ = ____	**Challenge – Set it out the same way** 148 ÷ 4 =
20 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	36 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	$\frac{1}{4}$ Of 32 = ____ of ____ = ____ ____ of ____ = ____ ____ + ____ = ____	224 ÷ 4 =
48 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	56 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	$\frac{1}{4}$ of 60 ____ of ____ = ____ ____ of ____ = ____ ____ + ____ = ____	

Friday

Equivalent Number Sentences

Watch the video about Equivalent Number Sentences.

To summarise, in equivalent number sentences addition and subtraction can be used to create sentences that are equal to each other. For example:

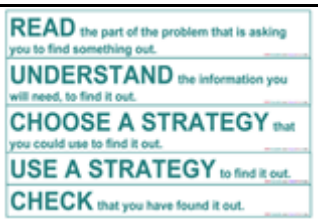
$$27 + 17 = 44 \quad \text{and} \quad 50 - 6 = 44$$

We can write that 27 + 17 equals the same as 50 – 6 and it would look like:

$$27 + 17 = 50 - 6$$

So, in an equivalent number sentence the right and the left side of the equal sign are the same.

Check your understanding by solving this equivalent number sentence problem. Use a strategy of your choice. You must show your working out.

Gerry said that this number sentence is true: 8 + 2 = 14 – 4. Is he right?	

Night and Day

Introduction to the Sun, Earth and Moon

The Sun, Earth and Moon belong to the Solar System, which includes all the planets, moons, comets and particles of dust that are in orbit around the Sun. Our Solar System is part of the Milky Way Galaxy, which contains tens of billions of stars. The universe comprises billions of galaxies. The Sun is the largest object in the Solar System, containing 99 per cent of the total mass of the system. The Sun and the whole Solar System are moving at great speed through the Galaxy. Beca use the Sun is so massive, everything else in the Solar System is attracted to it by the Sun's gravity and everything revolves in orbit around it. The Sun is a medium-sized star. The Earth is much closer to the Sun than it is to any other star. That is why the Sun seems much larger and brighter than other stars. Light from the Sun reaches the Earth in eight minutes, whereas the light from the next nearest star takes more than four years to reach us. The Earth is a planet in orbit around the Sun. This orbit takes slightly more than one year— 365¼ days—so we add an extra day to our calendar, 29 February, in every fourth year, which we call a leap year.

The Sun is always heating and lighting the Earth, but only the side of the Earth facing the Sun experiences daylight. The rest is in shadow. The reason we experience alternating night and day, or the apparent rising and setting of the Sun, is that the Earth is spinning on its axis, once every 24 hours.

The Moon is a satellite of the Earth (orbits around us) . It is held in orbit by the Earth's gravity and goes around the Earth relatively quickly because it is close to the Earth. The Moon's gravitational pull on the Earth is not nearly as strong as the Sun's, because the Moon is less massive, but it is enough to draw the Earth's oceans towards it and cause the tides. The tilt of the Earth's axis does not change as it goes around the Sun, that is, the north pole of the earth is always pointing towards the same place in space. This causes the seasons. We always see the same face of the Moon from Earth, because the Moon spins on its axis once each time it goes around the Earth. We see the Moon from the Earth because the Moon reflects light from the Sun. The Moon itself does not emit (give off) light.

Why is it dark at night? Circle True or false

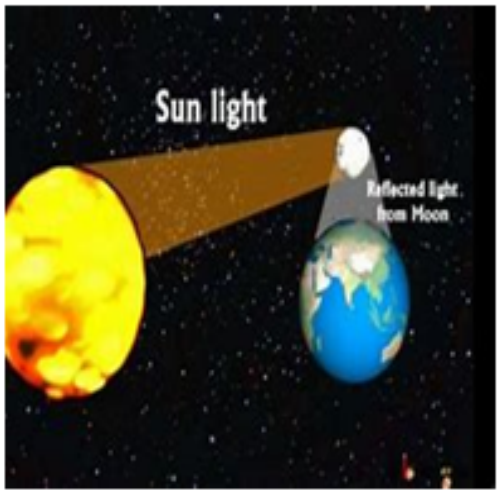
We need to sleep T or F

The Sun goes too far away at night T or F

The Sun goes behind a hill at night T or F

The Sun is still shining but we are on the shadow side of the Earth T or F

The Sun goes to the other side of the world T or F



Think about:

* How do we know it is day? What might we see if it is day?
* How do we know it is night? What might we see if it is night?

Gratitude moment

Tip: it may help to write down your gratitude moment and share it with the person it is about.

1. Sit somewhere comfortable.
2. Close your eyes.
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. Repeat this 2 more times.
7. Think of something that made you feel grateful today (ideas below)
8. Focus on how this thing affects your life or the life of the people around you.
9. Focus on how you feel about your gratitude moment.
10. Let the feeling grow in your body until you can feel it from your head to your toes.

Gratitude ideas

- Something someone did for you today
- A person who you love
- Something you like to do
- A talent you have
- A part of your body you are grateful for
- Something that made you laugh today
- A song you like
- A game you like to play
- A new skill you have learned
- A food you like to eat
- A pet that you love
- Something you have that you know other people don't have
- A memory of something you have done in the past

Grammar Cheat Sheet

Adjective – describes a noun to add extra meaning (e.g. Sally ate her *delicious* dinner.).

Adjectives, comparatives, superlatives (e.g. A cricket is *small*. An ant is *small**er***. A flea is the *small**est***.).

Adjectival phrase – add greater description to a noun or pronoun (e.g. Sally, who was hungry… The dog, that had lost his collar…, The snowman, with a carrot for a nose…).

Adverb – describes a verb to add extra meaning, often ends in -ly (e.g. Sally ate her dinner *quickly*.).

Adverbial phrase – add more meaning to a verb. They describe how, where, why or when (e.g. Sally ate her dinner… as fast as she could/in the kitchen/because she was hungry/when it was dark outside.).

Clause – part of a sentence that contains a single idea. A clause is made up of a subject (who/what the sentence is about, i.e. *Sally*) and a predicate (what happens in a sentence, i.e. *ate her dinner*).

Contraction – a shortened form of a word (or group of words) that omits certain letters or sounds. In most contractions, an apostrophe represents the missing letters (e.g. do not → don't, could have → should've).

Noun – a person, place, thing or idea.

Collective noun – refers to a group of people or things that are considered collectively (e.g. A *school* of fish).

Common noun – refers to general people, places and things (e.g. principal, school).

Pronoun – takes the place of a noun (e.g. Sally ran → *She* ran. The class cheered → *They* cheered.).

Proper noun – refers to the specific name of people, places and things (e.g. Mrs Hudswell, Blackwell PS).

Singular noun – refer to one person or thing (e.g. Sally, ant) or one group of things regarded as a single unit (e.g. rice).

Plural noun – refers to more than one person, thing or group. Plurals are often made by adding -s or -es (e.g. cat*s* → cats, fox → fox*es*). Sometimes there is a change in the final letters (e.g. famil*y* → famil*ies*). Sometimes they are irregular (e.g. child → children, mouse → mice).

Noun group – a group of words relating to (or building on) a noun to enhance descriptions. They consist of a pointer (the, a, those, your etc.) plus one or more adjectives and often use 'with' or 'that' (e.g. The green frog with yellow spots, the fluffy cat that ran away last week).

Object – refers to something or someone that is directly affected by the verb (e.g. Sally ate *her dinner*).

Preposition – a word or group of words that is used with a noun or pronoun to show direction, location, or time, or to introduce an object (e.g. Sally ate her dinner *in* the kitchen, Sally ate her dinner *at* 6 o'clock).

Subject – who (or what) a sentence is about (e.g. *Sally* ate her dinner). All sentences contain a subject.

Verb – describes what a person/thing does, or what happens (e.g. Sally *ate* her dinner). All sentences contain a verb.

Verb group – a combination of verbs (sometimes with an adverb or preposition) with a main verb and one or more verbs before it (e.g. Sally *will eat* her dinner, Sally *has eaten* her dinner, Sally *was eating* her dinner.).

Sentence Cheat Sheet

Subject – who (or what) a sentence is about (e.g. *Sally* ate her dinner). All sentences contain a subject.

Verb – describes what a person/thing does, or what happens (e.g. Sally *ate* her dinner). All sentences contain a verb.

Object – refers to something or someone that is directly affected by the verb (e.g. Sally ate *her dinner*).

Clause – part of a sentence that contains a single idea. A clause is made up of a subject (who/what the sentence is about, i.e. *Sally*) and a predicate (what happens in a sentence, i.e. *ate her dinner*).

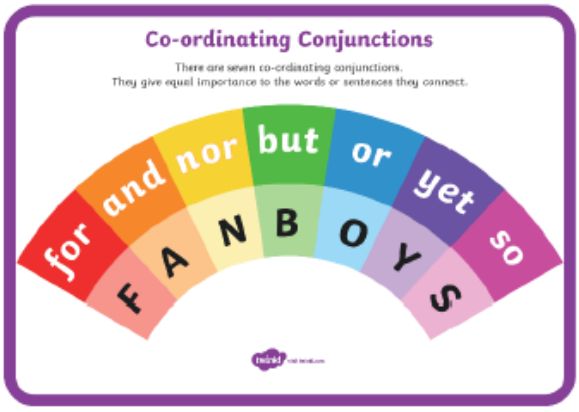
Independent clause – a clause which can form a complete sentence standing alone, having a subject and a predicate (e.g. *Sally ate her dinner.*).

Dependent (or subordinating) clause – a clause which is dependent on another part of the sentence, and which could not stand alone as a complete sentence (e.g. *After watching TV*, Sally ate her dinner.).

Simple sentence – a type of sentence that contains one independent clause (e.g. *I like apple pie.*).

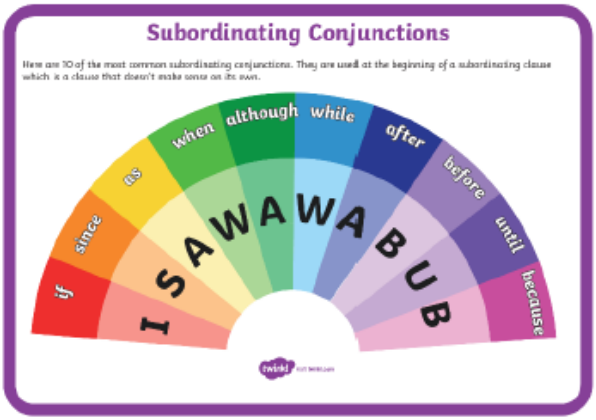
Compound sentence – a type of sentence that contains two independent clauses joined with a coordinating conjunction (e.g. *I like apple pie*, but *I think cherry pie is the best.*)

Coordinating conjunction – a joining word that gives equal importance to the words/sentences they connect.



Complex sentence – a type of sentence that contains a dependent (or subordinating) clause and an independent clause. They often include a subordinating conjunction.

Subordinating conjunction – a joining word used in a dependent clause which could not stand alone.



Answers

Monday Writing

Find the Main Idea - ANSWERS

Kookaburra

1. What is the main idea of this text?

   The main idea of this text is kookaburras – classification (what they are), where they live (habitat), what they eat (diet), what they look like (appearance)

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

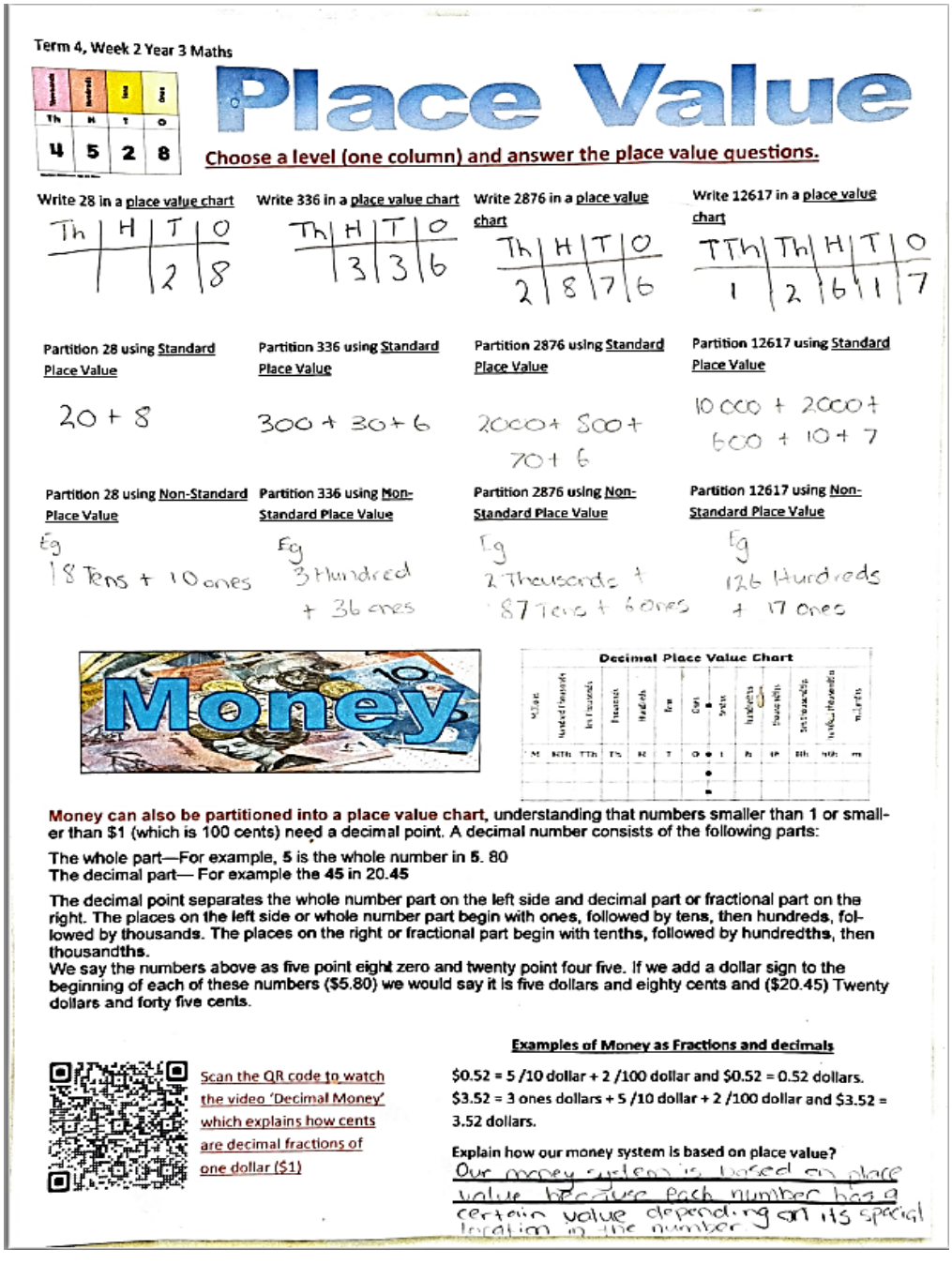
   The three details **may** include:

- The habitat of kookaburras
- The diet of kookaburras
- The unique trait of kookaburras (laugh)

3. Keywords / important words include: laugh, native, territory, Australian, eucalypt trees, suburbs, carnivorous, meat, extinction

Monday Grammar/SAD Answers will vary.

Monday Place Value and Money answers



Term 4, Week 2 Year 3 Maths

Place Value

Th	H	T	O
4	5	2	8

Choose a level (one column) and answer the place value questions.

Write 28 in a place value chart

Th	H	T	O
		2	8

Write 336 in a place value chart

Th	H	T	O
	3	3	6

Write 2876 in a place value chart

Th	H	T	O
2	8	7	6

Write 12617 in a place value chart

TTh	Th	H	T	O
1	2	6	1	7

Partition 28 using Standard Place Value: 20 + 8

Partition 336 using Standard Place Value: 300 + 30 + 6

Partition 2876 using Standard Place Value: 2000 + 800 + 70 + 6

Partition 12617 using Standard Place Value: 10 000 + 2000 + 600 + 10 + 7

Partition 28 using Non-Standard Place Value: Eg 18 Tens + 10 ones

Partition 336 using Non-Standard Place Value: Eg 3 Hundred + 36 ones

Partition 2876 using Non-Standard Place Value: Eg 2 Thousands + 87 Tens + 6 ones

Partition 12617 using Non-Standard Place Value: Eg 126 Hundreds + 17 ones

Money

Decimal Place Value Chart

Money can also be partitioned into a place value chart, understanding that numbers smaller than 1 or smaller than $1 (which is 100 cents) need a decimal point. A decimal number consists of the following parts:

The whole part—For example, **5** is the whole number in **5**. 80
The decimal part— For example the **45** in 20.**45**

The decimal point separates the whole number part on the left side and decimal part or fractional part on the right. The places on the left side or whole number part begin with **ones**, followed by **tens**, then **hundreds**, followed by **thousands**. The places on the right or fractional part begin with **tenths**, followed by **hundredths**, then **thousandths**.
We say the numbers above as five point eight zero and twenty point four five. If we add a dollar sign to the beginning of each of these numbers ($5.80) we would say it is five dollars and eighty cents and ($20.45) Twenty dollars and forty five cents.

Scan the QR code to watch the video 'Decimal Money' which explains how cents are decimal fractions of one dollar ($1)

Examples of Money as Fractions and decimals

$0.52 = 5 /10 dollar + 2 /100 dollar and $0.52 = 0.52 dollars.
$3.52 = 3 ones dollars + 5 /10 dollar + 2 /100 dollar and $3.52 = 3.52 dollars.

Explain how our money system is based on place value?
Our money system is based on place value because each number has a certain value depending on its special location in the number

Monday Levelled addition word problems.

2 digit	3 digit	4 digit	5 digit
16 + 25 =41 *Split Strategy* *10+20=30* *6+5=11* *41*	186 + 257= 443 *Split Strategy* *100 + 200 = 300* *80 + 50 = 130* *6 + 7 = 13* *443*	1586 + 2857 =4443 *Split Strategy* *1000+2000=3000* *500+800 =1300* *80+50= 130* *6+7= 13* *4443*	16765+7437= *Split Strategy* *16000+7000=23000* *700+400= 1100* *60+30= 90* *5+7= 12* *24202*

Monday Problem Solving Answers

Multiple answers, including:

- 20+7=27
- 3x9=27
- 17+10=27
- 88-61=27
- 28-1=27

Answer Sheet

Name: _____ / Class: _____ / Date: _____

What was the nature of contact between Bennelong and the early British colonists?

In an earlier lesson, we learned about what life was like in the new colony for the First Fleeters. But what was it like for the Aboriginal People – The Eora? Today we are going to look at the life of Eora man, **Woollarawarre Bennelong**.

Use the information sheet on Bennelong to help you answer the following questions:

When was Bennelong born? / When did he die? / What clan did he belong to?

Bennelong was born in 1764, he died on 3 January 1813 and belonged to the Wangal clan.

Did Bennelong have a good relationship with Governor Phillip?

Bennelong developed a strong friendship with Governor Phillip, although it went through many challenges and changes over time.

Why was Bennelong kidnapped?

Bennelong was kidnapped so Governor Phillip could learn the language and customs of the local Aboriginal people.

Were all the Aboriginal people happy to see Bennelong return from England? Why?

No. Many Aboriginal people felt that Bennelong had abandoned his people. They did not like that he spoke English and that he had picked up many European habits and customs.

How do you think Bennelong felt when he was kidnapped?

Answers will vary.

Why was Bennelong no longer welcome at the Sydney colony?

Bennelong was no longer welcome at the colony as the relationship between the colonists and Aboriginal people had worsened.

How do you think Bennelong felt after returning to his clan?

Answers will vary.

Monday– Bounce Back Answers

Answers may vary. Please discuss answers with your family.

Tuesday Grammar/SAD

Nouns, Verbs, Adjective Sort

Nouns: truck, snow, home, cat, plate

Verbs: run, talk, sleep, eat, yell

Adjectives: yellow, huge, quick, little, slow

Tuesday Writing

Answers may vary. Ask your parents/carers to check.

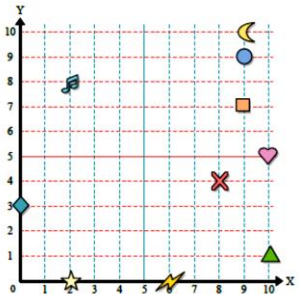
Tuesday Maths Probability

Answers

1. 15
2. 6 out of 15
3. 4 out of 15
4. 5 out of 15
5. cherry
6. lemon
7. cherry
8. 11 out of 15
9. cherry
10. cherry

Tuesday Maths Coordinates

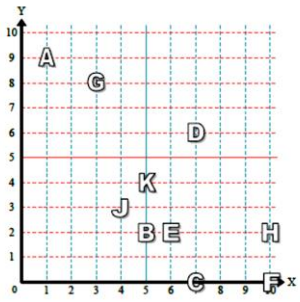
Use the grid below to determine the coordinates where each figure is located.



1) Star (2 , 0)
2) Lightning (6 , 0)
3) Circle (9 , 9)
4) Heart (10 , 5)
5) Cross (8 , 4)
6) Triangle (10 , 1)
7) Moon (9 , 10)
8) Square (9 , 7)
9) Diamond (0 , 3)
10) Music Note (2 , 8)

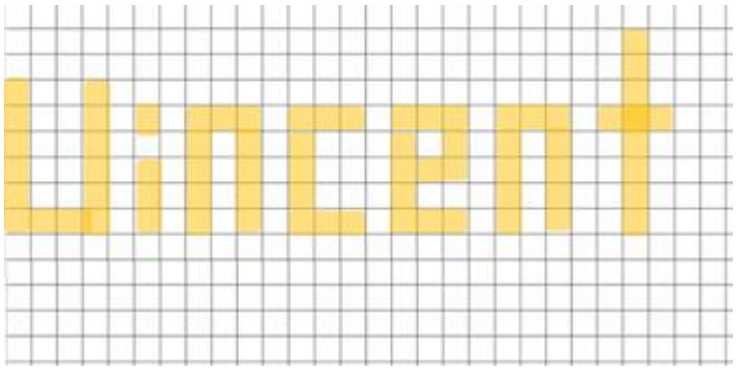
Determine which letter is at each coordinate using the grid below.

11) (3,8) G
12) (7,0) C
13) (4,3) J
14) (7,6) D
15) (5,4) K
16) (10,2) H
17) (6,2) E
18) (5,2) B
19) (10,0) F
20) (1,9) A



Tuesday Problem Solving Answers

Answers will vary. Example below:



Area: 72cm2

Perimeter: 153cm

Tuesday– Bounce Back Answers

Answers may vary. Please discuss answers with your family.

Thursday Grammar/ SAD

Creating Compound Sentences.

1. I earned a sticker and it went on my chart.
2. I wanted a soda but I drank water instead.
3. I wore sneakers to school but my sister wore sandals.
4. Would you like to go to the park or would you rother go to the show?
5. I finished my homework early so I went outside to play.

Thursday Writing

Answers may vary. Ask your parents/carers to check.

Thursday Measurement and Geometry

Answers may vary.

Thursday Patterns and Algebra

909	Largest
905	
888	
857	
689	
611	
587	
578	
500	
499	
456	
369	
365	
303	
299	
256	
245	
219	
126	
111	Smallest

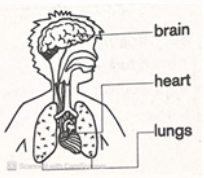
Thursday Math Mentals

Thursday Wk 2

1. 79
2. 23
3. 80
4. 7
5. 12
6. True
7. 49,52,55
8. 12
9. 48
10. $1.25
11. 
12. 
13. 24 hours
14. Triangular-based prism
15. White

Thursday PD: Body Organs

Question 1:



Question 2:
(a) true
(b) true
(c) true
(d) false
(e) true
(f) true

Question 3:
You can keep the heart and lungs healthy by
- Exercising regularly
- Eating a healthy diet
- Drinking lots of water
- Choosing not to smoke, abuse illegal drugs and drink too much alcohol

Friday Writing

Answers may vary. Ask your parents/carers to check.

Friday Grammar/ SAD

Adverbs

1. How: He ran **quickly**.
2. When: He ran **yesterday**.
3. Where: He ran **here**.
4. How often: He ran **daily**.
5. How much: He ran **fastest**.

Friday Multiplication and Division

Week 2 Friday ANSWERS – Year 3 Maths Multiple by 4 using Distributive Property

If you are having trouble, try scanning this QR code or type in the link below:
https://vimeo.com/579257090/6c1a7839ce

8 ÷ 4 = 2 4+4 __4__ ÷ __4__ = __1__ __4__ ÷ __4__ = __1__ __1__ + __1__ = __2__	16 ÷ 4 = 4 8+8 __8__ ÷ __4__ = __2__ __8__ ÷ __4__ = __2__ __2__ + __2__ = __4__	¼ of 24 = 6 20+4 __¼__ of __20__ = __5__ __¼__ of __4__ = __1__ __5__ + __1__ = __6__	**Challenge – Set it out the same way** 148 ÷ 4 = 37 100+40+8 100 ÷ 4 = 25 40 ÷ 4 = 10 8 ÷ 4 = 2 25 + 10 + 2 = 37
20 ÷ 4 = 5 12+8 __12__ ÷ __4__ = __3__ __8__ ÷ __4__ = __2__ __3__ + __2__ = __5__	36 ÷ 4 = 9 20+16 __20__ ÷ __4__ = __5__ __16__ ÷ __4__ = __4__ __5__ + __9__ = __9__	¼ of 32 = 8 16+16 __¼__ of __16__ = __4__ __¼__ of __16__ = __4__ __4__ + __4__ = __8__	224 ÷ 4 = 56 200+20+4 200 ÷ 4 = 50 20 ÷ 4 = 5 4 ÷ 4 = 1 50 + 5 + 1 = 56
48 ÷ 4 = 12 24+24 __24__ ÷ __4__ = __6__ __24__ ÷ __4__ = __6__ __6__ + __6__ = __12__	56 ÷ 4 = 14 40+16 __40__ ÷ __4__ = __10__ __16__ ÷ __4__ = __4__ __10__ + __4__ = __14__	¼ of 60= 15 40+20 __¼__ of __40__ = __10__ __¼__ of __20__ = __5__ __10__ + __5__ = __15__	

Friday Equivalent Number Sentences

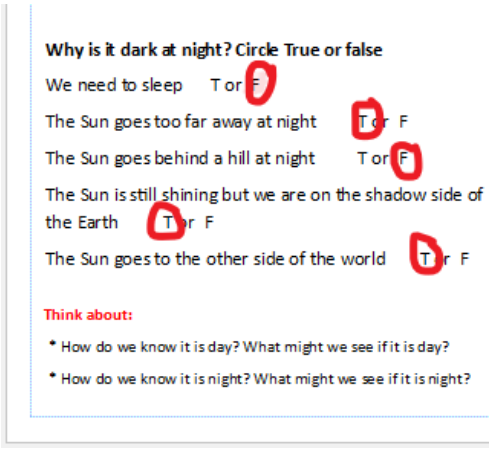
8 + 2 = 14 – 4 is true because both side equal each other.	Because 8 + 2= 10 and 14-4 = 10

Friday Math Mentals

Friday Wk 2

1. 174
2. 61
3. 46
4. 23
5. 6
6. 9 hundreds, 3 tens and 9 ones.
7. 64,69,74
8. 40 pieces of fruit
9. $48
10. $2.10
11. 
12. 
13. 7 days
14. 6 corners
15. White

Friday Science Answers



Why is it dark at night? Circle True or false

We need to sleep T or F

The Sun goes too far away at night T or F

The Sun goes behind a hill at night T or F

The Sun is still shining but we are on the shadow side of the Earth T or F

The Sun goes to the other side of the world T or F

Think about:

* How do we know it is day? What might we see if it is day?
* How do we know it is night? What might we see if it is night?