Year 3

Term 4 Week 3

Year 3 Home Learning Grid Term 4 Week 3

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 and EPIC 20 minutes each **Comprehension** Select a PM levelled reader from the Reading Box. Read the book then complete the Connections sheet. **Writing** Information Report Read the informative text on 'Echidna'. Then complete the worksheet 'Find the Main Idea - 'Echidna'. **Grammar/ Sentence A Day** Compound Sentences - Play a dice game to create compound sentences: Next practice using coordinating conjunctions using this link: https://au.ixl.com/english/year-3/use-coordinating-conjunctions **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 for your scheduled speech	**Reading** • Lexia and EPIC 20 minutes each **Comprehension** Using the PM Reader from yesterday complete Tuesday's task: Predicting and Inferring. **Writing** Information Report – Constructing a paragraph Complete the worksheet 'Informative Paragraph Planning Template'. Use the 'Echidna' informative text from Monday as a guide. You can also look at other sources about echidnas e.g. books, internet. **Grammar/ Sentence A Day** Nouns, Verbs and Adjectives Use the word bank for Nouns, verbs and adjectives and write at least 5 compound sentences. **Spelling** Use a container of water and a paintbrush to spell your words on a brick wall or footpath. **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 and EPIC 20 minutes each **Comprehension** Using the PM Reader from Tuesday complete Thursday's task: Questioning Vocabulary "I'm a Word Detective" **Writing** Information Report – Independent Write an information report on echidnas using Tuesday's 'Paragraph Planning Template' as a guide. Write in full sentences. **Grammar/ Sentence A Day** Complex Sentences - Connect the ovals on the Complex Sentences Worksheet 1 to create complex sentences that make sense. Next check your understanding of Simple, Compound and Complex Sentences by taking the **Quiz in Google Classroom** or filling out the quiz in a hardcopy of the Home Learning Package. **Spelling** Try to write all of your spelling words cross-word/Scrabble style. e.g. c o o l r w o r d s s s **Speech** Presenting speeches in Zoom.	**Reading** • Lexia and EPIC 20 minutes each **Comprehension** Using the PM Reader from yesterday complete Friday's task: Summarising Story Map **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** Singular v Plural Nouns - Read the Singular v Plural Nouns activity sheet to learn about plural rules. Then complete the activities. Next play the Singular/Plural Flippers Noun Game https://www.turtlediary.com/game/singular-plural-flippers.html **Spelling** Use a dictionary to find the meaning of five of your words. **Speech** Practice for your scheduled speech

MATHS - Year 3					
Place Value Complete the 3 Place Value questions at your level. **Money** Watch the videos about decimal place value and partition the money amounts using a decimal place value chart. **Subtraction Word Problem** Read the 'Word Problem Strategy Sheet' then choose your level and complete the subtraction word problem using 2 strategies. **Problems** Complete today's questions. **General** Complete 20 mins on Prodigy	**Measurement & Geometry 37** Grid 1: determine the coordinates for each picture. Grid 2: use the coordinates to work out which letter is in that position. Remember the first coordinate is along the bottom row and the second one is going up the side. **Statistics & Probability 11** Answer all questions carefully. 1. Spinner: Use the spinner picture to work out the answers. What are the chances of it landing on that colour e.g. 2 out of 7. 2. Dice: There are 6 sides to a dice so the chances of it landing on a 3 are 1 out of 6. 3. Array: Look at the array and the number of different shapes. What is the chance of selecting a heart shape? **Problems** Complete today's 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** Complete the 'Equal Arm Balance' worksheet. **Patterns and Algebra** Complete the 'Ordering 4 digit numbers' worksheet. Follow the directions and record the numbers on the number line. After, answer the true or false questions about the number line. **Mentals** Complete Thursday's questions **General** Complete 20 mins on Prodigy	**Times Tables Practice 3x** Write out and practice your 3 x tables. Check your answers with the Times Tables Answers from Week 1. **Multiplication & Division** Divide by 3 **Equivalent Number Sentences** Use strategies to work out your answers to the equivalent sentence problem. **Mentals** Complete Friday's questions **General** Complete 20 mins on Prodigy	

History
Complete 'What was the nature of contact between Pemulwuy and the early British colonists?' worksheet.

Dance
This clip will teach you a new dance. It takes about 23 mins so you can learn a little bit each day or learn the whole dance to practice each day.

Bounce Back
Carefully watch the story 'The Tenth Good Thing About Barney'.

https://www.youtube.com/watch?v=yxgU61g27V8&t=167s

Then discuss these questions with a family member:

What does positive mean to you?

How was the character in the story positive?

How have you been positive in the past?

Visual Arts
Finish the picture drawings. Look at the attached sheet for instructions and examples.

Dance
Continue watching this clip from yesterday. It takes about 23 mins so you can learn a little bit each day or if you learnt the whole dance yesterday, forward the clip to the 19 minute mark and dance away. Have a great dance session.

Bounce Back
Watch the video below with Mr Brown. Then complete the 'Positive Tracker Worksheet'. Discuss your answers with your family.

https://www.youtube.com/watch?v=eMTiVUc8pOA

- 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 the worksheet "Lesson 3: Personal Safety."

Dance
Continue watching this clip from Tuesday. It takes about 23 mins so you can learn a little bit each day or if you learnt the whole dance, forward the clip to the 19 minute mark and dance away. Have a great dance session

Well-Being
Complete the 'Worry Jar Activity' in your booklet.

Science
Year 3 – Read the information and complete the activities on the 'Shapes and sizes' worksheet to learn about how the size of something can be difficult to see and compare depending on the distance it is from us.

Music
Ready for a challenge?
Try out your body percussion skills with this song 'Better When I'm dancing'.

URL: https://video.link/w/FJ2Cc

Well-Being
Complete the 'Ways to feel Better Activity'' in your booklet.

TEXT CONNECTIONS

««« TEXT TO SELF »»»

THOUGHTS
EXPERIENCES
TRAVELS
FAMILY
FRIENDS
SCHOOL

_____
_____
reminds me of _____
_____
because _____
_____
_____

««« TEXT TO TEXT »»»

OTHER BOOKS
CHARACTERS
POEMS
ARTICLES
WEBSITES
BLOGS

_____
_____ is similar to
_____
because _____
_____

««« TEXT TO WORLD »»»

TELEVISION
MOVIES
CURRENT EVENTS
GAMES
NEWS
POP-CULTURE

_____
_____
makes me think of
_____
_____
because _____
_____

ECHIDNA

Echidna, is a type of mammal that has sharp spines and lays eggs. Along with the platypus, echidnas are the only surviving *monotremes.* Monotremes are mammals that lay eggs. All other mammals give birth to live young. There are four *species* (kinds) of echidna. Three species of long-beaked echidna live in New Guinea and the Indonesian island of Salawati. There is one species of short-beaked echidna. It lives in both New Guinea and Australia, including Tasmania and a number of offshore islands. Echidnas live in a wide range of habitats such as tropical forests, snowy alpine areas, and hot, dry deserts.

Echidnas have sharp spines on their back and sides that protect them from predators. They have light brown to black fur. Echidnas from cold areas have more fur and fewer spines than echidnas from warmer environments. Echidnas have exceptionally strong claws. They use their claws to bury themselves into the ground for protection against predators. Echidnas sometimes dig burrows to sleep in. They may also sleep in hollow logs or rocky crevices.

The echidna digs into the soil and termite mounds to find food. An echidna's nostrils and mouth are at the end of a long, thin snout. It has no teeth. It crushes its food with horny plates at the base of the tongue and on the roof of the mouth. The echidna has a long tongue and produces sticky saliva that it uses to lick up *invertebrates* (animals without backbones) such as ants and termites. The echidna measures over 12 inches (30 centimeters) long and weighs from 4 to 35 pounds (2 to 16 kilograms).

Female echidnas lay one egg a year. The egg has a tough, leathery shell. It hatches after about 10 days in a pouch that forms on the female's belly. The young echidna remains in the pouch for several weeks and feeds on the mother's milk. When the young begins to develop spines, the mother deposits it in a burrow until it is about six or seven months old, when it can feed on its own. Echidnas have a low body temperature and use little energy. During winter, echidnas enter hibernation. They become cold and remain inactive for days to months. They can also become inactive when their environment is disturbed and food is hard to find, such as after a bushfire. Echidnas may live up to 45 years in the wild and longer in captivity.

Find the Main Idea

Name: _____

Echidna

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.

   _____

   _____

   _____

   _____

SENTENCE A DAY – Compound Sentences

Using a dice, roll and write a compound sentence using a conjunction:

	Write a sentence with:
⚀	**because**
⚁	**and**
⚂	**with**
⚃	**so**
⚄	**if**
⚅	**when**

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Spelling

2021 T4, W3-4	
YEAR 3 words	**YEAR 4 words**
Choose a level that is not too easy or too hard.	Choose a level that is not too easy or too hard.
Level 1	**Level 1**
went	dessert
where	desert
early	know
late	friend
talk	whole
rest	doors
best	chairs
test	bricks
forest	trees
digest	parents
Level 2	**Level 2**
went	dessert
where	desert
early	know
late	friend
talk	whole
contest	teachers
harvest	students
question	parents
destroy	brothers
establish	sisters
Level 3	**Level 3**
contestant	teachers
harvester	students
questionable	grandparents
destroyed	cousins
establishment	stickers
intestines	envelopes
investment	antidotes
investigation	warehouses
restrictions	conditioners
restaurant	concreters

Place Value

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

Thousands	Hundreds	T	O
TH	H	T	O
4	5	2	8

Write 82 in a place value chart	Write 633 in a place value chart	Write 6782 in a place value chart	Write 16271 in a place value chart
Partition 82 using Standard Place Value	Partition 633 using Standard Place Value	Partition 6782 using Standard Place Value	Partition 16271 using Standard Place Value
Partition 82 using Non-Standard Place Value	Partition 633 using Non-Standard Place Value	Partition 6782 using Non-Standard Place Value	Partition 16271 using Non-Standard Place Value

Money

Video 1

https://vimeo.com/574275345/ec9dc43348

DECIMAL PLACE VALUE CHART
THOUSANDS TO THOUSANDTHS

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Video 2

https://vimeo.com/574274635/8e6a96d6e6

- Watch both videos, by either scanning or typing in the website, to learn about place value and decimals

- Partition these amounts of money using a place value chart below

1. $0.27   2. $1.55   3. $36.70   4. $148.39   5. $2591.95

Subtraction Word Problems

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

2 digit	3 digit	4 digit	5 digit	PROMPTS
Altogether Lola and Jill collected 27 cans. Jill collected 18 cans. *How many cans did Lola collect?*	Altogether Lola and Jill collected 274 cans. Jill collected 168 cans. *How many cans did Lola collect?*	Altogether Lola and Jill collected 8274 cans. Jill collected 3168 cans. *How many cans did Lola collect?*	Altogether Lola and Jill collected 17684 cans. Jill collected 4336 more cans than Lola. *How many cans did Lola collect?*	**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.

Week 3 – Questions

Monday

The school is holding a fundraising dinner. 4 families would like 12 tickets each. How many seats do they need to fit all their guests at a table?

Tuesday

A hardware shop has 9 ads each hour on one TV station. How many ads get shown every 4 hours?

Name: _____ / Class: _____ / Date: _____

What was the nature of contact between Pemulwuy 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, **Pemulwuy**.

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

When and where was Pemulwuy born? / What clan did he belong to?

_____

_____

_____

Was Pemulwuy interested in building relationships with the British?

_____

_____

_____

How did Pemulwuy retaliate?

_____

_____

_____

Why did Pemulwuy fight the British colonists?

_____

_____

_____

Who did Pemulwuy attack with a spear and when did it happen?

_____

_____

How and when did Pemulwuy die?

_____

_____

_____

_____

_____

How do you think Pemulwuy felt about his people's traditional lands being taken?

_____

_____

_____

Information Sheet: Pemulwuy

A statue of Pemulwuy

Pemulwuy was an Aboriginal warrior who fought against the European settlers in Australia. He was a middle-aged Aboriginal man when the First Fleet arrived in 1788. His name means 'earth: man of earth' in the Dhurag language.

When was Pemulwuy born?

- Pemulwuy was born in 1750. He was born near Botany Bay, on the northern side of the Georges River, New South Wales.

What clan did Pemulwuy belong to?

- Pemulwuy was a warrior who belonged to the Bidjigal clan of the Eora people.

Was Pemulwuy interested in building friendships with the British colonists?

- No, he saw the damage done to Aboriginal society by the colonists and did not want to befriend them like **Bennelong**, had done.

Why did Pemulwuy fight the British Colonists?

- Pemulwuy had become increasingly concerned about the new diseases that were killing many of his people and how the British were taking his people's tradition lands.

Who did Pemulwuy attack with a spear?

- On 10 December 1790, Pemulwuy attacked John McIntyre, Governor Phillip's gamekeeper with a spear. He later died of his wounds in January 1791.

How did Pemulwuy retaliate against the British?

- Pemulwuy retaliated against the British by spearing cattle, burning huts, destroying crops and attacking settlers.

What towns did Pemulwuy lead raids on?

- From 1792, Pemulwuy led raids on Prospect, Toongabbie, Georges River, Parramatta, Brickfield Hill and the Hawkesbury River.

When was Pemulwuy injured?

- During the battle of Parramatta in March 1797, Pemulwuy was severely wounded when he was shot and was taken to hospital with wounds to both his head and body. He later recovered from his wounds and escaped from the hospital wearing leg irons.

How and when did Pemulwuy die?

- The Governor offered a bounty for anyone who could kill or capture Pemulwuy. Chasing the reward, a British sailor named Henry Hacking shot and killed Pemulwuy on about 1 June 1802.

Predicting and Inferring

Directions: Before you read, look through the text at the text features. Look at:

Table of Contents
Titles / Subtitles
Charts / Graphs
Maps
Illustrations / Photographs
Special Print (**bold** /*Italics*, underlined words)
Captions / Labels

I predict I will learn about...

because...

Informative Writing — Worksheet

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.

NOUNS, VERBS, ADJECTIVES – Writing Compound Sentences

Use the word bank for nouns, verbs and adjectives and write at least 5 compound sentences.
Don't forget to look back at the F-A-N-B-O-Y-S resources.

Noun	Adjective	Noun	Verb
kitten	enormous	house	eating
koala	friendly	market	talking
echidna	creative	garden	walking
spider	large	shops	running
ant	small	zoo	swimming
fox	tiny	school	scurrying
mouse	happy	America	trotting
gorilla	cheerful	North Pole	falling
monkey	sad	boat	flying
horse	miserable	island	crawling
rat	hungry	sports field	tip-toeing
guinea pig	naughty	Op. shop	buying

1. Our tiny friendly kitten was eating in the garden while I was playing at school.
2.
3.
4.
5.

Maths

Use the grid below to determine the coordinates where each figure is located.
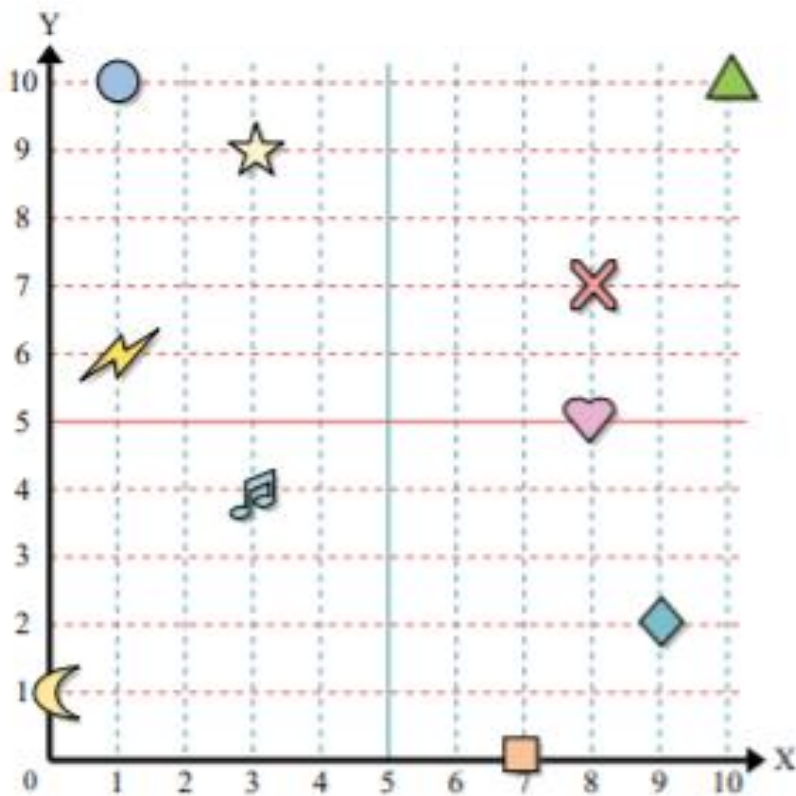
1)	Star	_____
2)	Lightning	_____
3)	Circle	_____
4)	Heart	_____
5)	Cross	_____
6)	Triangle	_____
7)	Moon	_____
8)	Square	_____
9)	Diamond	_____
10)	Music Note	_____

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

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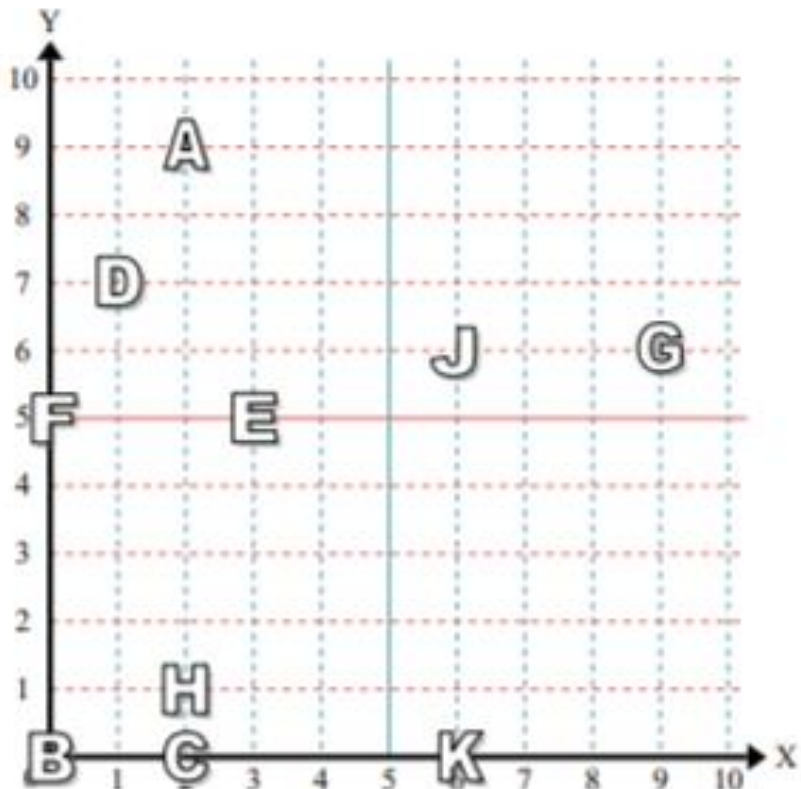
Probability

Use each diagram to solve the problems.

1) How many pieces are there total in the spinner?

2) If you spun the spinner 1 time, what is the probability it would land on a gray piece?

3) If you spun the spinner 1 time, what is the probability it would land on a black piece?

4) If you spun the spinner 1 time, what is the probability it would land on a white piece?

5) If you spun the spinner 1 time, what is the probability of landing on either a white piece or a black piece?
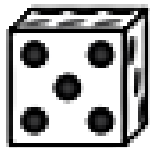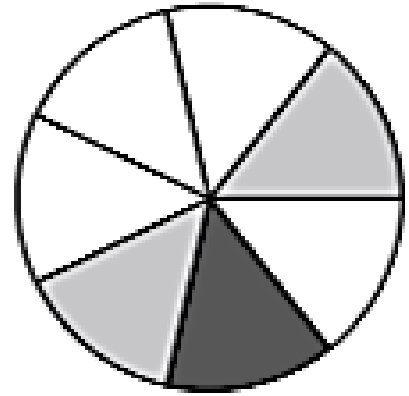
6) If you were to roll the dice one time what is the probability it will land on a 3?

7) If you were to roll the dice one time what is the probability it will NOT land on a 2?

8) If you were to roll the dice one time, what is the probability of it landing on an even number?

9) How many shapes are there total in the array?

10) If you were to select 1 shape at random from the array, what is the probability it will be a circle?

11) If you were to select 1 shape at random from the array, what shape do you have the greatest probability of selecting?

12) Which shape has a 32% chance (8 out of 25) of being selected?
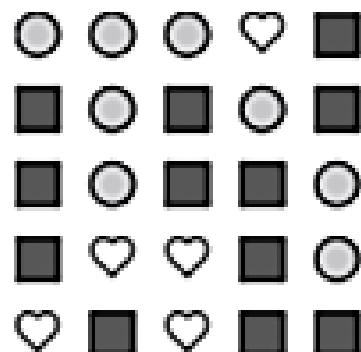
Finish the Picture Drawings

1. Look through magazines, newspapers or google images (with your parent's permission to use the internet) to find a picture that inspires you.

2. Cut or print it out.

3. Choose a section of the picture and cut it out.

4. Paste in on a piece of paper.

5. Your job is to finish the picture by adding an interesting background. You can look at the rest of the picture and try to copy it or create your own background to finish the picture.

Look at some of the examples to give you an idea and gain some inspiration.

What Would a Positive Tracker Think Here?

Name: _____

Write in the blank balloon what the children
would say to themselves if they were trying
to be more positive.

It's not fair!
Everyone else goes
away on holidays
except my family.

Gee, this isn't
what I wanted
for my birthday.

Mum's late.
She must have
forgotten to
pick me up!

I really want to
play too, but I
have to go to
the library 'cos I
forgot my hat.
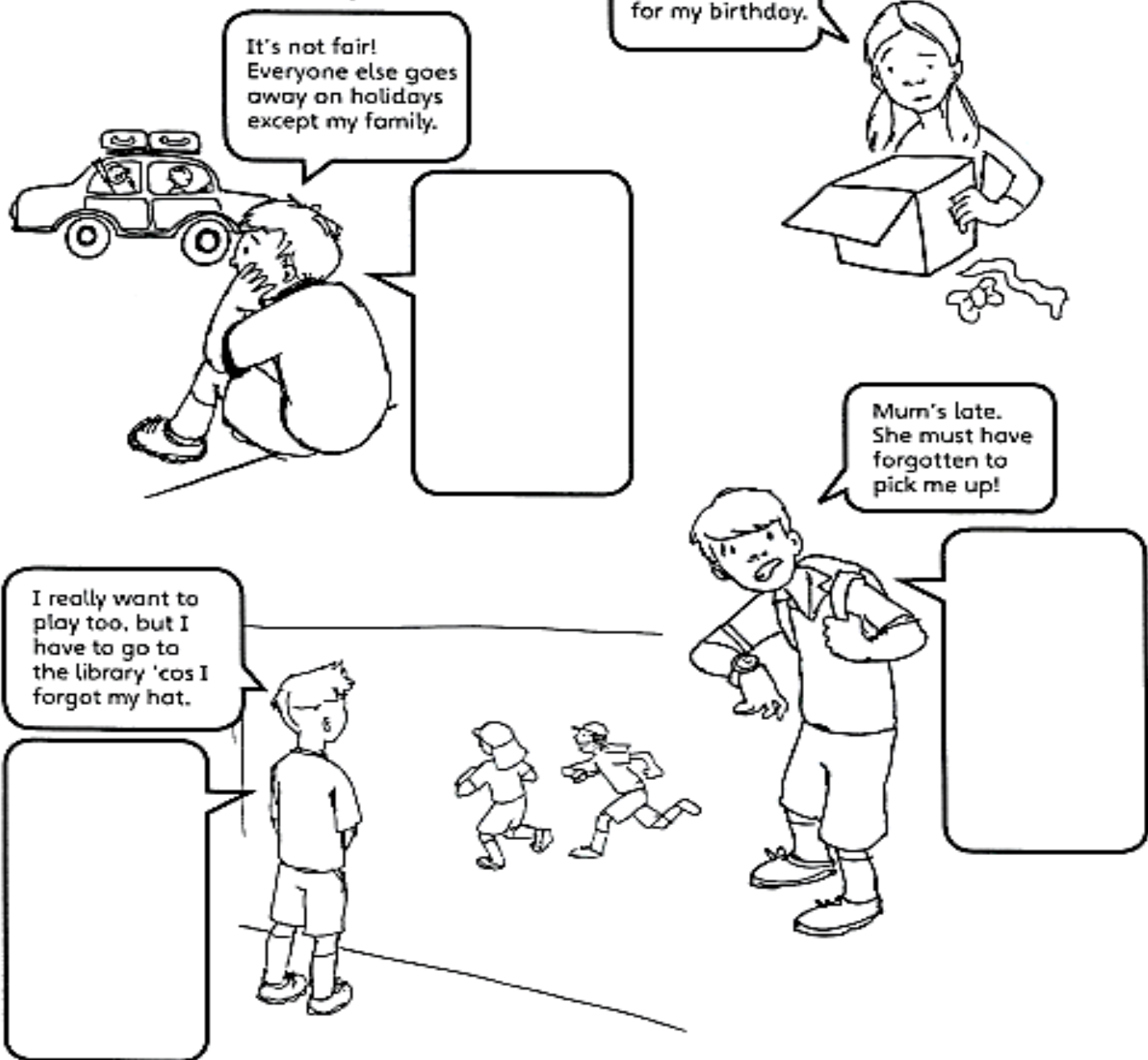
WELL-BEING WEDNESDAY

I'm a word detective!

Mystery Word	Inferred Meaning	Clue	My Sentence

Title: _____

Introduction/Classification (what is it)

_____

_____

_____

Fact 1 (example Appearance)

_____

_____

_____

Fact 2 (example Habitat)

_____

_____

_____

Fact 3 (example Food/Diet)

_____

_____

_____

Concluding Sentence

_____

_____

_____

SENTENCE A DAY – Complex Sentences 1

Directions: Connect three ovals to make complete complex sentences. The first one is done for you.

The student	with the red handle	fell, but did not break.
The guitar	who likes math	finished early.
The tree	that is barking	should be avoided.
The dog	where he lives	is getting ready for winter.
The house	with the yellow leaves	is the one with the large yard.
The book	with the definitions	is a dictionary.

Simple, Compound, and Complex

Compound ▶	Complex ▶
Tip: FANBOYS	Tip: AAAWWUBBIS words
For, and, nor, but, or, yet, so	As, Although, After, While, When, Unless, Because, Before, If, Since

---

Select simple, compound, or complex for each sentence below.

1. Do you want to go to the park?

2. While Max was at recess, he fell and hurt his knee.

3. Do you have a dog, or do you have a cat?

4. My mom packed me an apple for lunch.

5. My favorite subject is reading because I love good books.

6. Maria wanted to go to school, but she was sick.

7. I hope I do well on my test!

8. I feed my dog before I leave.

9. I woke up early, and I am dressed for school.

Equal Arm Balance
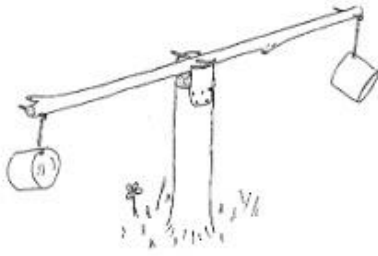
Today we will be creating an equal arm balance.
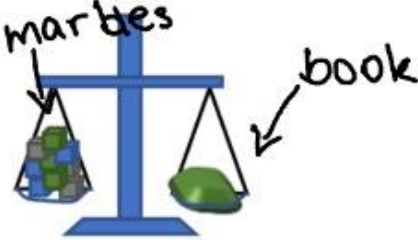
An equal arm balance is a way to compare the mass of 2 sides. Click on the link below or scan the QR code to access an example of how to make an equal arm balance.
URL: https://youtu.be/FRtbekqsuZ8

Find an object you have multiple of, for example: marbles, blocks, pebbles.

Measure the mass of an object, for example a book, with the above object. For example; the mass of 1 book equals 9 marbles.

Picture of Equal Arm Balance	The Object's mass using informal measurements
marbles book	A book equals 9 marbles.

Ordering 4 digit numbers

Yr3   T4 Wk3

Follow the directions to create an ordered number line on the empty number line below. While ordering the numbers, look at the place value to help you determine where the number goes on the number line. Then answer the questions below.

Step 1: Record and mark the number 1368 near the centre of the number line.

Step 2: Record and mark the number 1468.

Step 3: Record and mark the number 1268.

Step 4: Record and mark the number 1275.

Step 5: Record and mark the number 1618.

True or false? Shade the correct answer.

(Q1) 1368 is greater than 1618.   (true)   (false)

(Q2) 1275 is less than 1618.   (true)   (false)

(Q3) 1268 is less than 1275.   (true)   (false)

(Q4) 1468 is greater than 1268.   (true)   (false)

(Q5) 1368 is the smallest number.   (true)   (false)

(Q6) 1368 is less than 1618.   (true)   (false)

(Q7) 1618 is the greatest number.   (true)   (false)

(Q8) 1468 is greater than 1368.   (true)   (false)

Thursday and Friday Math Mentals

Week 3 – Questions

Date: _____
Thursday

1. 55 – 4 = ____

2. 85 + 12 = ____

3. 92 – 9 = ____

4. 27 ÷ 3 = ____

5. 50 ÷ 5 = ____

6. Write these numbers in order from smallest to largest:
1140, 4903, 6622, 8416. _____

7. Complete this counting pattern:
61, 64, 67, 70, ____, ____, ____

8. I bought 86 kites and was given 75 more kites. How many kites do I now have? ____

9. Share $36 between 3 children. ____

10. 20 cents + $1.00 = ____

11. Colour in a quarter of this shape:

12. Colour in a third of these circles.

13. I week = ____ days

14. How many faces does a cube have?
____

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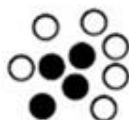
Date: _____
Friday

1. 64 – 5 = ____

2. 47 + 74 = ____

3. 82 – 7 = ____

4. 55 ÷ 5 = ____

5. 25 ÷ 5 = ____

6. 6456 is an even number. True or false? ____

7. Complete this counting pattern:
63, 65, 67, 69, ____, ____, ____

8. I have 76 balls. Blake has some balls too. Together we have 110 balls. How many balls does Blake have? ____

9. Share $6 between 3 children. ____

10. 50 cents + 10 cents + 20 cents = ____

11. Colour in an eighth of these triangles.

12. Colour in a third of these circles.

13. I fortnight = ____ days

14. How many faces does a cube have?
____

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

Time: _____

Score: _____/15

Time: _____

Score: _____/15

Lesson 3: Personal safety   T4 Wk3   Stage 2 PDHPE

Personal safety depends on the environment and the behaviour of yourself and others. Students need to take personal responsibility for their own safety and recongise situations where they need to follow rules. Accidents can happen but many are preventable.

1. Draw pictures to show the correct behaviour to make sure you are safe.

At school	Riding a bike	In the backyard
At the pool	In the car	At the park
In the classroom	At the shops	Near the road

2. Write three safety rules that your parents or guardians always tell you to follow.

_____

_____

_____

CHALLENGE: Think of an accident that happened to you (or someone else). On a separate paper:
- Describe what happened.
- Describe how the accident could have been prevented.

Worry Jar

You will need

Your child may be worrying about a lot of things right now. Health, school, friends, family and more. They might ask you about their worries.

A Worry Jar is a place for your child to put their worries so they don't have to think about them all the time.

Find a jar or any container, and decorate it if you like. If you haven't got a spare jar, you can write or draw on the picture on the following page.

Help your child write their worries on pieces of paper. Fold them up and put them in the jar, and close the jar.

Choose 10-15 minutes a day (but not right before bed) for 'Worry Time'. Children can open the Worry Jar, look inside and worry as much as they want. They can read all the worries or focus on one or two. Have a timer to show that Worry Time is over. Close the jar to put their worries away.

At some point, your child may tell you that they've stopped worrying about something they've put in the jar, and they can tear up that worry and throw it away. Enjoy these times together!

Remember to discuss coping strategies with your child for the worries using the Golden Rules. You can use the 'Ways to Feel Better' sheet for ideas.

Golden Rules for Choosing a Good Solution

It makes me feel better

It doesn't hurt me or anyone else

My Worry Jar

Don't fill your head with worries, fill the jar instead

Comprehension

Story Map

Characters

Setting

Beginning

Middle

End

Drop-in joins

Check list

☐ Posture

☐ Pencil grip

☐ Paper position

Trace these pirate words.

Then match the words to their correct meaning by rewriting them in the lines below.

booty   curved sword

cutlass   to steal from a ship

pieces of eight   stolen goods

buccaneer   gold coins

plunder   a pirate

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.

Grammar/ Sentence A Day

Week 3 Friday Singular vs Plural Nouns

A **singular noun** refers to one person, thing or group.
A **plural noun** refers to more than one person, thing or group.

Rules for plurals:

Add **s**:	Add **es**:	Add **ies**:	Add **ves**:
For most nouns simply add **s**.	For most nouns that end in ch, sh, s, ss, x, z, o add **es**.	For most nouns that end in a consonant + y drop the y and add **ies**.	For most nouns that end in f or fe add **ves**.
Examples: ball – ball**s**, cat – cat**s**.	Examples: fox – fox**es**, dish – dish**es**.	Examples: fly – fl**ies**, baby – bab**ies**.	Examples: knife – kni**ves**, leaf – lea**ves**.

Use different colours to match each singular noun to its plural.

See if you can work out which rule they are following. If they don't follow a rule, they are <u>irregular</u>.

mouse	box
wife	scissors
foot	handcuff
witch	lolly

scissors	witches
lollies	feet
wives	mice
boxes	handcuffs

Make this set of singular nouns plural.

Underline any irregular plurals you can find (Hint: there are 6).

person	_____	elf	_____
church	_____	tomato	_____
chair	_____	bed	_____
phone	_____	goose	_____
life	_____	daisy	_____
sheep	_____	boat	_____
tooth	_____	child	_____
candy	_____	toy	_____
fish	_____	garden	_____
domino	_____	class	_____

Friday Multiplication and Division

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

$9 \div 3 =$

___ ÷ ___ = ___

___ ÷ ___ = ___

___ + ___ = ___

$27 \div 3 =$

___ ÷ ___ = ___

___ ÷ ___ = ___

___ + ___ = ___

$1/3 \text{ of } 21 =$

___ of ___ = ___

___ of ___ = ___

___ + ___ = ___

$18 \div 3 =$

___ ÷ ___ = ___

___ ÷ ___ = ___

___ + ___ = ___

$45 \div 3 =$

___ ÷ ___ = ___

___ ÷ ___ = ___

___ + ___ = ___

$1/3 \text{ of } 39 =$

___ of ___ = ___

___ of ___ = ___

___ + ___ = ___

$33 \div 3 =$

___ ÷ ___ = ___

___ ÷ ___ = ___

___ + ___ = ___

$60 \div 3 =$

___ ÷ ___ = ___

___ ÷ ___ = ___

___ + ___ = ___

$1/3 \text{ of } 66 =$

___ of ___ = ___

___ of ___ = ___

___ + ___ = ___

Challenge – Set it out the same way

$87 \div 3 =$

$99 \div 3 =$

Solve the equivalent number sentence problem using a strategy of your choice. You must show your working out.

| Gerry said that this number sentence is true:

18 + 12 = 42 − 14.

Is he right? | 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. |

Friday

Shapes and sizes

The Sun, Earth and Moon are all spheres. The Sun is the largest object in the Solar System. It is gigantic compared with the Earth and the Earth is actually 4 times larger than the moon. Although the Moon is much smaller than the Sun, when viewed from the Earth, they appear to be about the same size in the sky because the Moon is much closer to the Earth than the Sun.

Extension Background Information: The distances between the major objects in the Solar System can be difficult to imagine because they are so large. Light, which is the fastest thing in the universe, takes about eight minutes to travel from the Sun to Earth, and just more than one second to travel between the Moon and Earth.

Activity

It is common to think that the Moon appears to be a similar (same size) to the Sun. However, this science activity will help you to find out more about the sizes and positions of the Sun, Earth and Moon.

Equipment: Large ball such as a basketball to represent the sun, a tennis ball or other small ball to represent the moon

Instructions:

Ask your family to do this with you — One of you will hold the tennis ball, while the other will hold the basketball. A third person will stand in front and be able to view both balls.

Imagine that the observing person is standing on the Earth and looking at the Sun and Moon. The person with the basketball will move backwards until the person viewing the balls observes that the basketball appears to be the same size as the tennis ball. Swap positions so that each person has a turn to be the observer. Discuss all of your observations and how this demonstrates the different sizes of the Sun and Moon in relation to Earth.

Learning Intention: This activity shows how two different-sized objects can appear to be the same size if they are at different distances from the observer (person looking at them).

Well-Being

Ways to feel better

Use this sheet to help your child to come up with ideas to feel better when they have difficult feelings.

Talk about a time when your child has had a difficult feeling – sad, angry, annoyed, jealous or scared. Discuss different things they do to help themselves feel better using the suggestions below as a prompt.

Ask children to choose their top three strategies, perhaps drawing or writing one we haven't thought of!

Keep this on display at home so when children have a difficult feeling they can help themselves to feel better.

Dance to your favourite song	Have a drink of water	Do some colouring	Smell your favourite smell	Hug a toy
Think of a happy memory of your friends/family	Think of the three best moments of the day	Do five star jumps	Ask for help	Take some deep breaths
Talk to a friend online	Write down how you are feeling	Think of a happy time	Watch television	Imagine your favourite place
Think of three solutions for your problem	Have a nap	Say you're sorry	Make a list of things you are good at	Do a full body stretch

Answers

Find the Main Idea - ANSWERS

Echidna

1. What is the main idea of this text?

   The main idea of this text is echidnas – 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 echidnas
- The diet of echidnas
- The appearance of echidnas

3. Keywords / important words include: monotreme, mammal, echidna, habitat, predator, food, invertebrates, hibernation, inactive, captivity

Monday Grammar/SAD

Answers will vary.

Monday Place Value and Money Answers

Monday Problem Solving Answers

Levelled subtraction word problems

2 digit	3 digit	4 digit	5 digit
27 - 8 = 19 Lola collected 19 cans. *Split Strategy* 20 – 0 = ~~20~~ 10 7 – 8 can't do so borrow 10 from above 17- 8 = 9 Then 10 + 9 = 19	274 - 168 = 106 Lola collected 106 cans. *Split Strategy* 200-100=100 70-60=~~10~~ 0 4-8 can't do so borrow 10 from above 14-8=6 Then 100 +0+6=106	8274 - 3168 = 5105 Lola collected 5106 cans. *Split Strategy* 8000 – 3000 = 5000 200 – 100 = 100 70 - 60= ~~10~~ 0 4 – 8 can't do so borrow 10 from above 14 – 8 = 6 Then 5000 + 100 + 0 + 6 = 5106	17684 - 4336 = 13348 Lola collected 13348 cans. *Split Strategy* 17000 – 4000 = 13000 600 – 300 = 300 80 – 30 = ~~50~~ 40 4 – 6 can't do so borrow 10 from above 14 – 6 = 8 Then 13000 + 300 + 40 + 8 = 13348

The school will need 48 seats to fit all of their guests at the table.

History Answers

Monday– Bounce Back Answers

Answers may vary. Please discuss answers with your family.

Tuesday Grammar/SAD

Answers will vary.

Tuesday Writing

Answers will vary. Please discuss answers with your parents/carers.

Tuesday Measurement answers   Tuesday Probability answers

Answers

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

Answers

1. 7
2. 2 out of 7
3. 1 out of 7
4. 4 out of 7
5. 5 out of 7
6. 1 out of 6
7. 5 out of 6
8. 3 out of 6
9. 25
10. 8 out of 25
11. square
12. circle

Tuesday Problem Solving Answers

The hardware shop has 36 ads shown every 4 hours.

Tuesday– Bounce Back Answers

Answers may vary. Please discuss answers with your family.

Thursday Grammar/ SAD

SENTENCE A DAY – Complex Sentences 1

Directions: Connect three ovals to make complete complex sentences. The first one is done for you.

The student | with the red handle | fell, but did not break.
The guitar | who likes math | finished early.
The tree | that is barking | should be avoided.
The dog | where he lives | is getting ready for winter.
The house | with the yellow leaves | is the one with the large yard.
The book | with the definitions | is a dictionary.
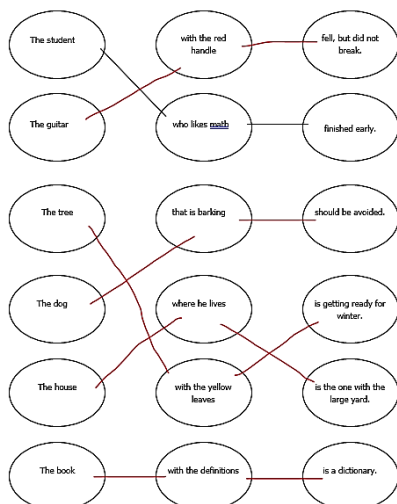
Thursday Grammar Quiz

1. Simple
2. Complex
3. Compound
4. Simple
5. Complex
6. Compound
7. Simple
8. Complex
9. Compound

Thursday Writing

Answers will vary. Please discuss answers with your parents/carers.

Thursday Patterns and Algebra

Number line after directions given.

True or false answers.

(Q1) 1368 is greater than 1618.   true   **false**

(Q2) 1275 is less than 1618.   **true**   false

(Q3) 1268 is less than 1275.   **true**   false

(Q4) 1468 is greater than 1268.   **true**   false

(Q5) 1368 is the smallest number.   true   **false**

(Q6) 1368 is less than 1618.   **true**   false

(Q7) 1618 is the greatest number.   **true**   false

(Q8) 1468 is greater than 1368.   **true**   false

Thursday Math Mentals

1. 51
2. 97
3. 83
4. 9
5. 10
6. 1140,4903,6622,8416
7. 73,76,79
8. 161 kites
9. $12
10. $1.20
11.

12.

13. 7 days
14. 6 faces
15. Black

Friday Writing

Answers will vary. Please discuss answers with your parents/carers.**Friday Grammar/ SAD**

FRIDAY

Use different colours to match each singular noun to its plural.

mouse → mice	box → boxes
wife → wives	scissors → scissors
foot → feet	handcuff → handcuffs
witch → witches	lolly → lollies

Make this set of singular nouns plural:

person	people	elf	elves
church	churches	tomato	tomatoes
chair	chairs	bed	beds
phone	phones	goose	geese
life	lives	daisy	daisies
sheep	sheep	boat	boats
tooth	teeth	child	children
candy	candies	toy	toys
fish	fish	garden	gardens
domino	dominoes	class	classes

			Challenge – Set it out the same way
9 ÷ 3 = 3 6 + 3 __6__ ÷ _3___ = ___2__ ___3_ ÷ _3___ = ___1__ __2__ + __1__ = ____3_	27 ÷ 3 = 9 24 + 3 _24___ ÷ __3__ = __8__ __3_ ÷ __3__ = __1__ __8__ + __1__ = __9__	1/3 of 21 = 7 18 + 3 _1/3__ of _18___ = __6___ __1/3__ of __3__ = ___1__ __6__ + _1__ = ___7__	87 ÷ 3 = 29 66 + 21 66 ÷ 3 = 22 21 ÷ 3 = 7 22 + 7 = 29
18 ÷ 3 = 6 12 + 6 _12___ ÷ __3___ = __4___ _6__ ÷ __3__ = ___2__ __4_ + __2__ = _6_____	45 ÷ 3 = 15 30 + 15 _30___ ÷ __3___ = __10___ _15__ ÷ _3___ = __5___ __10__ + __5__ = ___15__	1/3 of 39 = 13 36 + 3 __1/3__ of _36___ = __12_ __1/3__ of __3__ = __1___ _12__ + __1__ = __13____	99 ÷ 3 = 33 90 + 9
33 ÷ 3 = 11 21 + 12 __21__ ÷ ___3_ = __7____ __12__ ÷ __3__ = __4___ __7__ + _4___ = __11___	60 ÷ 3 = 20 33 + 27 __33__ ÷ __3__ = ___11__ __27__ ÷ _3___ = __9___ __11__ + _9___ = __20___	1/3 of 66= 22 39 + 27 __1/3__ of _39__ = __13___ __1/3__ of __27__ = __9___ __13__ + __9__ = _22____	90 ÷ 3 = 30 9 ÷ 3 = 3 30 + 3 = 3

Week 3 Friday

Equivalent Number Sentences

18 + 12 = 42 – 14. *ANSWER* This is not true because 30 does not equal 28.	18 +12 = Split Strategy 10+10 = 20 and 8+2=10 20+10=30 42 – 14 = Split Strategy 40 – 10 = 30 20 2 – 4 can't do so borrow 10 from above 12-4=8 Then 20+8=28

Friday Math Mentals

1. 59
2. 121
3. 75
4. 55
5. 5
6. True
7. 72,75,78
8. 34 balls
9. $2
10. 80 cents
11.

12.

13. 14 days.
14. 6 faces
15. White