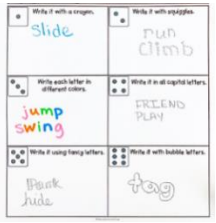
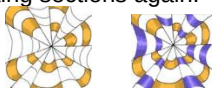
Year 3

Week 9

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENGLISH	**Reading** • Lexia and Silent Reading 20 minutes each **Comprehension** Select <u>one PM levelled reader from your Reading Box to use for the activities this week.</u> Look at the cover and make your first <u>prediction</u> - write it into the Prediction Flowchart sheet. As you read your text revise your predictions and update the flowchart. **Writing - Haiku Poetry** Haiku poems describe a particular topic. Watch the YouTube clip explaining Haiku poems and complete the worksheet. https://www.youtube.com/watch?v=-bHxSMXU560 **Spelling** Using your list words from last week, use the computer keyboard to practice typing your spelling words. Can you put your fingers on the correct keys? If you don't have a computer, write your words in your neatest writing. **Speech** How is your fluency? Think about the phrasing of your delivery. Ask yourself; 'Do I speak like I am talking?' You should not sound choppy... don't speak in two- or three-word phrases. If you are speaking word-by-word you will sound like a robot and your voice will be monotone. Try not to do this as it will make it harder for you to engage your audience.	**Reading** • Lexia and Silent Reading 20 minutes each **Comprehension** Read your PM text and complete the Questions Before, During and After chart. Spend some time thinking of your <u>questions</u> and writing them down. **Writing - Write It** **TOPIC**: Why you should brush your teeth. This is a 10 min writing challenge. Write up to two paragraphs (4-5 sentences in each) in 10 minutes. Set your timer, do some brainstorming and see how much you can do. We believe in you! **Spelling** Use your spelling level (1, 2, or 3) Roll the dice to see which way you are going to practice your spelling words. Roll 1 = write in crayon or texta. Roll 2 = write it in squiggle writing Roll 3 = write each letter in different colours Roll 4 = write it in capital letters Roll 5 = write it using fancy letters Roll 6 = write it in bubble letters  **Speech** How is your time? Time yourself each time you practice. Remember Stage 2 speeches should be 2 minutes long (10 seconds either way) is allowable. NB: 1 point is deducted for every 10 seconds, or part thereof, outside this time.	**Reading** • Lexia and Silent Reading 20 minutes each **Comprehension** <u>Visualising</u> - Read your PM text and think about how a character in your story looks. Create a model of the character from playdough or using whatever materials you have (you could use Lego, paper cut outs or paint your character on a rock and place it in your garden). **Writing - Cinquain Poetry** Cinquain poems describe a particular topic. Watch the YouTube clip explaining Cinquain poems and complete the worksheet. https://www.youtube.com/watch?v=nbtw5Ldj-00 **Spelling - Word Memory** There are a couple of ways to do this. You can make two sets of flashcards with the spelling words—it's a good idea to write each set in a different colour—or you can make one set with the words and one with the definition. After that, it's played just like any other Memory game. **Speech** Check: • appropriate body language • eye contact • dramatic skills (within context) • stance • audience engagement You should stand upright and comfortably in front of your audience. Don't hunch or rock from side to side.	**Reading** • Lexia and Silent Reading 20 minutes each **Comprehension** Read your PM text and follow the instructions to complete the Story Pyramid sheet to <u>summarise</u> your story. **Writing - Write It** **TOPIC**: All the kids are at school but not one teacher. This is a 10 min writing challenge. Write up to two paragraphs (4-5 sentences in each) in 10 minutes. Set your timer, do some brainstorming and see how much you can do. We believe in you! **Spelling – Hangman** This is a great game when it comes to spelling words. You must guess letters in the word while your partner draws the hangman. Don't forget to write the letters down so you know which ones you have said. You can always use the definition as a clue! **Speech** How is your performance and presentation? ★ Are you loud enough? (Remember a microphone is NOT used) ★ Do you speak around room? (Good use of eye contact) ★ Have you used intonation and variation in your voice? (Great use of expression, volume and pause) Try to be clear, confident and expressive. You want the audience to be looking and listening to you from the beginning until the end of your speech. Use appropriate hand and head moves. You must not prowl (walk around) the stage.	**Reading** • Lexia and Silent Reading 20 minutes each **Comprehension** Find 4 words in your PM text that are interesting – they can be words you may not know the meaning of or how to say them. Complete the Word Investigation grid with these 4 words. Remember to use a dictionary to find the meaning of the words. **Handwriting** Complete the handwriting page. Trace then copy. **Writing - Similes Poetry** Simile poems describe a person through comparisons. Watch this YouTube clip explaining Simile poems. Complete the worksheet. https://www.youtube.com/watch?v=BYLqEo5BHTA **Spelling - Spelling test!** After 2 weeks of working with these spelling words, have someone at home test you on them. **Speech** How is your fluency? ❑ ACCURACY – I say the words correctly. ❑ RATE – I say the words not too fast and not too slow. ❑ EXPRESSION – I speak with feeling and I don't sound like a robot. ❑ PUNCTUATION – I follow most or all the punctuation marks as I deliver my speech.

MATHS - Year 3	**Place Value** See Year 3 sheets for Monday's levelled tasks. **Measurement & Geometry** Watch the video 'Liquid Units' https://vimeo.com/576601407/634e69d993 **Activity**: Use a measuring jug to measure the capacities of small containers (less than 1 litre) in millilitres. Fill the container to capacity with water, then measure the volume of water. Label the container's capacity in millilitres. Write your answer in a book/paper. **Reflection**: How can we measure volume and capacity in millilitres? **Mentals** Complete Monday's Mentals questions. **TENS** Play Mrs Hancock's TENS card game. You will find the link in Google Classroom. **General** Complete 20 mins on Prodigy	**Addition** See Year 3 sheets for Tuesday's levelled tasks **Measurement & Geometry** Watch the video 'Litres, Millilitres' https://vimeo.com/582311866/a14134eca5 **Activity**: Use a measuring jug to measure the capacities of large containers (more than 1 litre) in litres and millilitres. Measure the volume of water, by pouring the water into the measuring jug to 1 litre, emptying the measuring jug, then pouring the remaining water from the container into the measuring jug. Adding the volumes of water together. Write your answer in a book/paper. **Reflection**: How can we measure volume and capacity in litres and millilitres? **Mentals** Complete Tuesday's Mentals questions **TENS** Play Mrs Hancock's TENS card game. You will find the link in Google Classroom. **General** Complete 20 mins on Prodigy	**Subtraction** See Year 3 sheets for Wednesday's levelled tasks **Measurement & Geometry** Complete worksheet 'Units of Measurement Capacity (B)'. **Mentals** Complete Wednesday's Mentals questions **TENS** Play Mrs Hancock's TENS card game. You will find the link in Google Classroom. **General** Complete 20 mins on Prodigy	**Multiplication** See Year 3 sheets for Thursday's levelled tasks Optional: Watch this video to practice your 2 times table. https://www.youtube.com/watch?v=9C4EN7mFHCk **Statistics & Probability** Complete Representing Data (B) worksheet **Mentals** Complete Thursday's Mentals questions **TENS** Play Mrs Hancock's TENS card game. You will find the link in Google Classroom. **General** Complete 20 mins on Prodigy	**Division** See Year 3 sheets for Friday's levelled tasks **Statistics & Probability** Complete Interpreting Data (A) worksheet **Mentals** Complete Friday's Mentals questions **TENS** Play Mrs Hancock's TENS card game. You will find the link in Google Classroom. **General** Complete 20 mins on Prodigy

OTHER KLA' S	**History** Complete – Why was Australia considered Terra Nullius? Activity sheet. **PE** In Google Classroom go to the Games folder and you will find Mr Samuels' Netball YouTube clips. Watch Netball 1 then practise your netball skills. Or use the QR code **Dance Fever Multi Sport** See Google Classroom for the URL and password • Brain Breaks • Fitness Lessons • Well-being Lessons • Athletics Lessons **Well-Being** Nutrition: Our well-being can be impacted by the foods we eat. Some foods boost our moods eg: nuts, bananas, capsicum, dark chocolate or fish, while other foods, like fatty foods and sweetened soft drinks, can make us feel flat and less energetic. Today you will look at the food in the five food groups and complete the Food Group worksheet. Check your answers using this link: https://healthy-kids.com.au/food-nutrition/5-food-groups/ Or QR code:	**Visual Arts** Use line and colour to create the illusion of depth: 1. Use a ruler and texta to draw straight lines that intersect. Make sure you have an even number of triangle sections.  2. Inside the 'even' triangles, draw curved lines and colour in alternating sections, making a pattern.  3. Inside the 'odd' triangles, draw curved lines (in the opposite direction) and colour the alternating sections again.  4. Finish by lightly colouring the remaining white sections to create more depth.  **PE** In Google Classroom go to the Games folder and you will find Mr Samuels' Netball YouTube clips. Watch Netball 2 then practise your netball skills. Or use the QR code **Dance Fever Multi Sport** See Google Classroom for the URL and password • Brain Breaks • Fitness Lessons • Well-being Lessons • Athletics Lessons **Well-Being** Complete the Covid Time Capsule page "You are not stuck at home, you are safe at home!' and write down all the fun things you have been doing.	**Music** **Cushion Drumming** Join in with this YouTube video. It will help develop your coordination and rhythm skills. You will need a cushion and two sticks (wooden spoons, chopsticks or similar will be fine!) for this activity. In the first 12 minutes you will learn the basic drumming patterns and then play along in a pop song style. https://youtu.be/69wbWu6JYyQ Or use the QR code **Dance Fever Multi Sport** See Google Classroom for the URL and password • Brain Breaks • Fitness Lessons • Well-being Lessons • Athletics Lessons **Well-Being** Nutrition: Today we are going to look closer at what we eat. Use the 'My Food Diary' sheet to record the food you ate yesterday. Check out the Healthy Lunchbox Builder to see how you could make a better lunch. Click on the link: https://healthylunchbox.com.au/builder/ Or QR code:	**PD** Think about something that has been challenging you, it doesn't just have to be your learning. Write down a goal which can help you overcome your challenge. Make a list of a maximum of 3 actions you can do to achieve your goal. Over the next week, complete your actions to try and achieve your goal. Here is an example: Miss Vincent's challenge is that she cannot go over hills easily when she is bike riding as it leaves her very puffed out. Her actions over the next week will be to - Go for a bike ride every day for 45 minutes. - Walk at least 11000 steps so that her heart is racing throughout the day. - Sleep at least 8 hours a night. Miss Vincent will try and achieve her goal by completing the actions. After 1 week, she can think about if her goal has been achieved. **PE** In Google Classroom go to the Games folder and you will find Mr Samuels' Netball YouTube clips. Watch Netball 3 then practise your netball skills. Or use the QR code **Dance Fever Multi Sport** See Google Classroom for the URL and password • Brain Breaks • Fitness Lessons • Well-being Lessons • Athletics Lessons **Well-Being** Complete the Covid Time Capsule page "Our handprints'.	**Science** Year 3 – Read and complete the activity sheet "Catapult Capers". **PE** In Google Classroom go to the Games folder and you will find Mr Samuels' Netball YouTube clips. Watch Netball 4 then practise your netball skills. Or use the QR code **Music** Choose your favourite song. Listen to it carefully and work out some body percussion to go along with it. Practise and develop rhythm skills with *hand claps, toe taps, thigh slaps, chest thumps, finger clicks*. See what else you can come up with for yourself. **Well-Being** Nutrition: Today you are going to use your 'Food Diary' from Wednesday and the "Sorting My Food" worksheet to sort your food into the five food groups. View the clip about the Five Food Groups to check your answers by clicking on the link: https://www.youtube.com/watch?v=7rgI5q-XnKg Or the QR code:

MONDAY

Monday Comprehension

Prediction flowchart for . . .

PM6

Text ..... Your name .....

To help you make your first prediction, look at some or all of the following:

- title
- front and back covers
- blurb
- pictures or diagrams
- table of contents

Think about the:

- topic
- author
- text form (for example narrative, newspaper report, recount)

My first prediction . . .

pg Revised or new prediction . . .

Read

Was your prediction confirmed? Why or why not?

pg Revised or new prediction . . .

Read

Was your prediction confirmed? Why or why not?

pg Revised or new prediction . . .

Read

What will happen now the story is finished?

Name _____ Date _____

Haiku Poems

Purpose
Haiku poems describe a particular topic. Traditionally, they are written about nature; however, you can write a haiku about any topic you like.

Structure
Haiku poems have three lines. The first and third lines have five syllables and the second line has seven syllables.

Rhythm
Haiku have rhythm, created by the number of syllables in each line.

Rhyming Pattern
Haiku poems do not usually rhyme.

Example
Here is an example haiku poem about roses.

Petals red as blood (five syllables)
Fragrant perfume fills the air (seven syllables)
A delicate rose (five syllables)

Name _____ Date _____

Writing a Haiku

Step 1

Choose a topic for your haiku poem. Here are some ideas:

- *fire*
- *raindrops*
- *wind.*

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

Step 3

Write your haiku. Remember to create the correct rhythm by counting the number of syllables in each line.

_____

(five syllables)

_____

(seven syllables)

_____

(five syllables)

Monday Place Value

Monday - Place Value **Year 3 Mathematics– Term 3, Week 9**

Choose a level (one column) from the boxes below and answer the Place Value questions.

Write 83 in a place value chart	Write 876 in a place value chart	Write 5664 in a place value chart	Write 98888 in a place value chart
Partition 83 using Standard Place Value	Partition 876 using Standard Place Value	Partition 5664 using Standard Place Value	Partition 98888 using Standard Place Value
Partition 83 using Non-Standard Place Value	Partition 876 using Non-Standard Place Value	Partition 5664 using Non-Standard Place Value	Partition 98888 using Non-Standard Place Value

Monday and Tuesday Mentals

Week 9 – Questions

Monday

1. 69 – 7 = ____

2. 17 + 77 = ____

3. 21 + 57 = ____

4. 6 ÷ 3 = _____

5. 48 ÷ 2 = _____

6. Write the number showing 2 tens and 8 ones. _____

7. Complete this counting pattern:
62, 72, 82, 92, _____, _____, _____

8. Adalyn has 85 crayons. Wyatt has 93 crayons. How many more crayons does Wyatt have? ____

9. Share 60 apricots between 5 children. _____

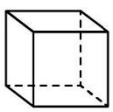
10. 10 cents + $2.00 = _____

11. Colour in a third of these stars.

12. Colour in an eighth of these triangles.

13. 1 hour = _____ minutes

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



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

Tuesday

1. 56 + 95 = ____

2. 47 – 2 = ____

3. 62 – 1 = ____

4. 20 ÷ 10 = _____

5. 30 ÷ 5 = _____

6. Write these numbers in order from largest to smallest:
223, 5689, 8232, 952. _____

7. Complete this counting pattern:
76, 81, 86, 91, _____, _____, _____

8. Subtract 26 from 48: ____

9. Divide 9 by 3. _____

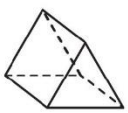
10. 5 cents + 10 cents = _____

11. Colour in a third of these stars.

12. Colour in an eighth of these circles.

13. How many minutes in an hour? _____

14. A triangular–based prism has _____ corners.



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

Why was Australia considered Terra Nullius?

1. Read the information sheet - 'Why was Australia considered Terra Nullius?' then in your own words describe what Terra Nullius is.

During his voyage along the East coast of Australia in 1770, Captain Cook saw and even met Aboriginal and Torres Strait Islander Peoples. In his journal, he commented that they seemed '*far more happier than we Europeans*'.

2. Complete the **step in, step out, step back** thinking routine.

Step in... Imagine you are a British person. Even though you had seen people living on the land, why do you think the term Terra Nullius was used?

Step Out... Was Australia really a land belonging to no one? Explain your answer.

Step Back... Consider the point of view of an Aboriginal person seeing the British arrive and claim the land. How do you think they would feel?

At the very tip of Australia lies a small island. Its European name is Possession Island. Its Indigenous name is Bedanug.

3 Read the words below; they are found on a monument erected on the island.

Who and what do the words remember?

What do you think the words 'took possession' mean?

Who did Captain Cook speak for?

Historians now believe that Captain Cook wrongly thought that Aboriginal People did not grow crops, fish inland rivers or build permanent dwellings.

Information Sheet - Why was Australia considered Terra Nullius?

Terra Nullius Meaning - Land belonging to no one.

- Aboriginal and Torres Strait Islanders were the first Australians.
- There were approximately **between 750 000 to 1.25 million Aboriginal Australians living in Australia in 1788** when the British arrived. The ancestors of the Aboriginal Australians had arrived in Australia over 50 000 years ago.
- They lived all over the country as different groups of people with their own languages, ways of life and dreaming stories.
- They took what they needed and made sure the areas where they lived, and hunted were allowed to regenerate and survive. They cared for the land and respected it.

A map of Indigenous Australia.

- The first British explorers to land in Australia did not find many people there. **They found a few small dwellings, but they did not see visible towns** or **evidence that farming was taking place** (they did not see fields where crops were grown, or animals were grazed, like they would see on farms back home in England).
- Aboriginal Australians did not use the land the same way the British did. Aboriginal Australians were nomadic and travelled from place to place within their tribal lands. This difference **allowed the British to claim that the land was unoccupied and that it was available to them.**

- During settlement in 1788, the British employed **'Terra Nullius', which meant that nobody essentially lived in Australia when the British arrived**, which we know today is untrue.
- Historians now believe that Captain Cook wrongly thought that Aboriginal people did not grow crops, fish inland rivers or build permanent dwellings.

A picture of James Cook claiming a large part of Australia for Great Britain in 1770. At the time, he thought that the land was terra nullius, meaning that it belonged to no one.

What are the 5 food groups?

In the space below, write down the 5 food groups. **Add an example for each one.**

1.

2.

3.

4.

5.

TUESDAY

Before, during and after (BDA) chart

PM9

Topic ..... Your name/s ..... Date .....

?s before reading	?s during reading	?s after reading

Tuesday Addition

Tuesday – Addition **Year 3 Mathematics– Term 3, Week 9**

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

Addition:

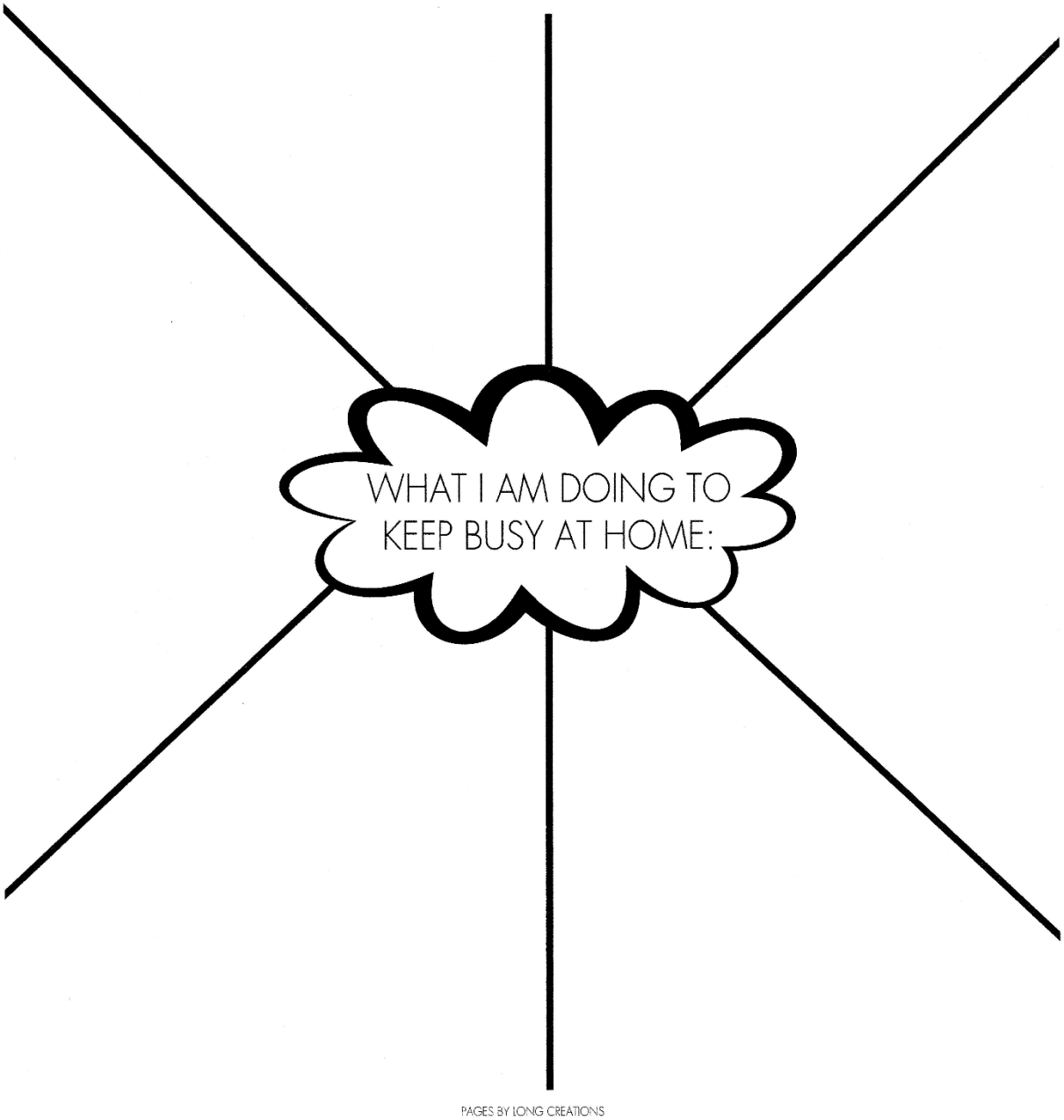
89 + 56 =	884 + 145 =	7634 + 3465 =	51439 + 30421 =

Addition:

58 + 47 =	705 + 387 =	5263 + 1095 =	81450 + 32193=

Well being Tuesday

YOU ARE NOT STUCK AT HOME. YOU ARE SAFE AT HOME!



PAGES BY LONG CREATIONS

WEDNESDAY

Name _____ Date _____

Cinquain Poems

Purpose
Cinquain poems describe a particular topic.

Structure
Cinquain poems have five lines. Each line uses descriptive words and phrases to create images of the topic.

Rhythm
Cinquain poems have a simple rhythm, created by the number of syllables in each line. The number of syllables in each line begins with two and increases by two syllables per line as the poem progresses (except for the last line which has only two syllables).

Rhyming Pattern
Cinquain poems do not usually rhyme.

Example
Here is an example cinquain poem about snowflakes.

Snowflakes	(topic)
Graceful, fragile	(two descriptive words)
Floating, dancing, falling	(three action words)
Perfect in their unique patterns	(a feeling about the topic)
Flawless	(a synonym for the topic)

Name _____ Date _____

Writing a Cinquain Poem

Step 1

Choose a topic for your cinquain poem. Here are some ideas:

- *stars*
- *snakes*
- *summer.*

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

Step 3

Write your cinquain. Remember to create the correct rhythm by counting the number of syllables in each line.

_____

(one word title - 2 syllables)

_____, _____

(two descriptive words - 4 syllables)

_____, _____, _____

(three action words - 6 syllables)

_____

(four words describing a feeling - 8 syllables)

_____

(one word synonym - 2 syllables)

Wednesday Subtraction

Wednesday– Subtraction **Year 3 Mathematics– Term 3, Week 9**

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

Subtraction:

83 - 28 =	970 - 291 =	8092 - 5670 =	27153 - 17514 =

Subtraction:

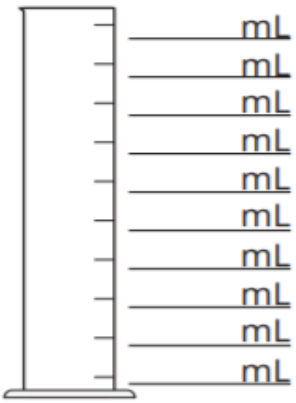
70 - 17 =	833 - 425 =	9818 - 3058 =	92359 - 52776=

Name _____ Date _____

Capacity (B)

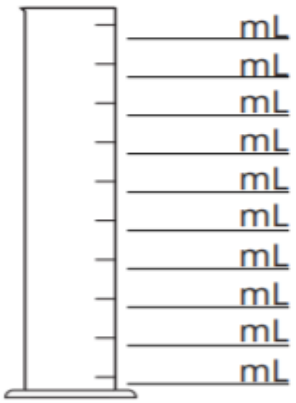
1. Fill in the missing values on each jug to represent the capacity shown.

a)



100 mL

b)



1000 mL

2. Order these containers from the **smallest** capacity to the **largest** by numbering them 1 to 3.

3. Kenny half-filled a 3 L bucket with water.
How many litres of water was in the bucket?

Wednesday & Thursday Mentals

Week 9 – Questions

Wednesday

1. 89 + 51 = ____

2. 84 – 9 = ____

3. 8 + 66 = ____

4. 12 ÷ 3 = _____

5. 30 ÷ 10 = _____

6. Write 5201 in words: _____

7. Complete this counting pattern:
45, 48, 51, 54, _____, _____, _____

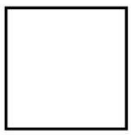
8. If there were 106 fans at a volleyball game, 19 were wearing orange and the rest were wearing silver, how many were wearing silver? ____

9. Share 35 strawberries between 5 children. _____

10. 10 cents + $2.00 + $1.00 = _____

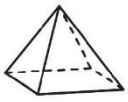
11. Colour in an eighth of these triangles.

12. Colour in a quarter of this shape:



13. How many minutes in an hour? _____

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



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

Thursday

1. 48 – 7 = ____

2. 84 + 53 = ____

3. 25 + 6 = ____

4. 30 ÷ 10 = _____

5. 10 ÷ 5 = _____

6. 953 = _____ hundreds, _____ tens, _____ ones.

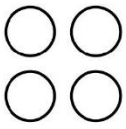
7. Complete this counting pattern:
42, 47, 52, 57, _____, _____, _____

8. I have 50 match sticks. Julian has some match sticks too. Together we have 85 match sticks. How many match sticks does Julian have? ____

9. Share $25 between 5 children. _____

10. $1.00 + 10 cents + 50 cents = _____

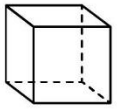
11. Colour in a quarter of these circles.



12. Colour in an eighth of these triangles.

13. How many days in a year? _____

14. A cube has _____ corners.



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

Stage 2 - Identifying Food Groups

My Food Diary

In the table below, write down all of the foods that you consumed yesterday.

Breakfast	
Lunch	
Dinner	
Snacks	
Drinks	

THURSDAY

Story pyramid

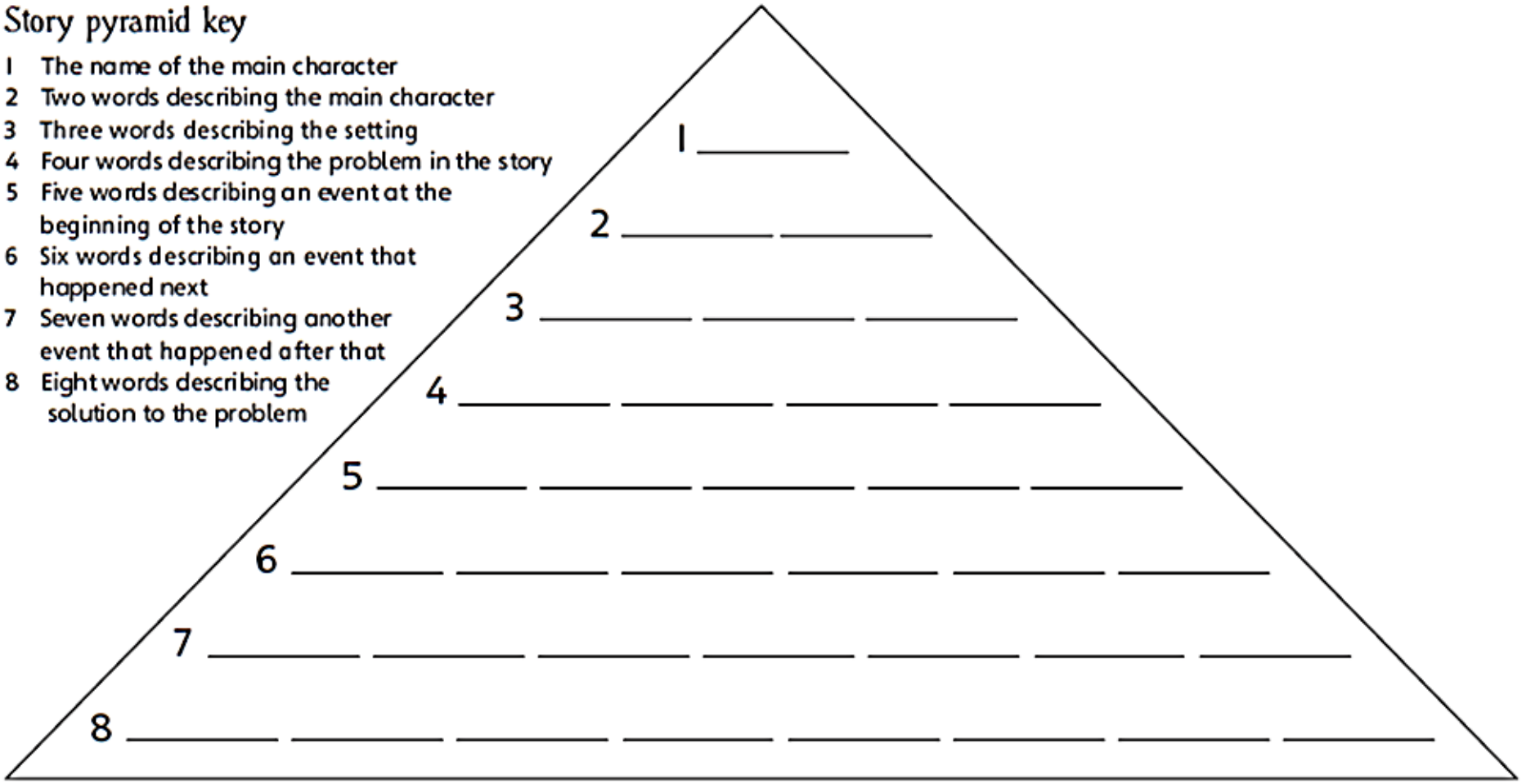
PM36

Story pyramid for .....

Your name/s ..... Date .....

Story pyramid key

1 The name of the main character
2 Two words describing the main character
3 Three words describing the setting
4 Four words describing the problem in the story
5 Five words describing an event at the beginning of the story
6 Six words describing an event that happened next
7 Seven words describing another event that happened after that
8 Eight words describing the solution to the problem



Week 9 Thursday - Year 3 Maths Multiple by 2 using Distributive Property

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

2 x 4 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	2 x 9 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	2 x 19 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	**Challenge - Set it out the same way** 2 x 448 =
2 x 21 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	2 x 18 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	2 x 24 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	2 x 496 =
2 x 48 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	2 x 200 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	2 x 248 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	

Name _____ Date _____

Representing Data (B)

1 A class carried out a survey of the hair colour of the boys and girls in Year 3.

Year 3 Boys' Hair Colour			
Brown	Black	Blonde	Red
5	4	3	2

Year 3 Girls' Hair Colour			
Brown	Black	Blonde	Red
6	2	4	3

Record the results of all the students in the table. Answer the questions below.

Hair Colour in Year 3

12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Brown	Black	Blonde	Red

a) How many students are there altogether? _____

b) What is the most popular hair colour in Year 3? _____

c) How many students in Year 3 have blonde hair? _____

d) How many more students have brown hair than red? _____

e) Three new students with black hair join Year 3.
Has the most popular hair colour changed? _____

Well being Thursday

OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

FRIDAY

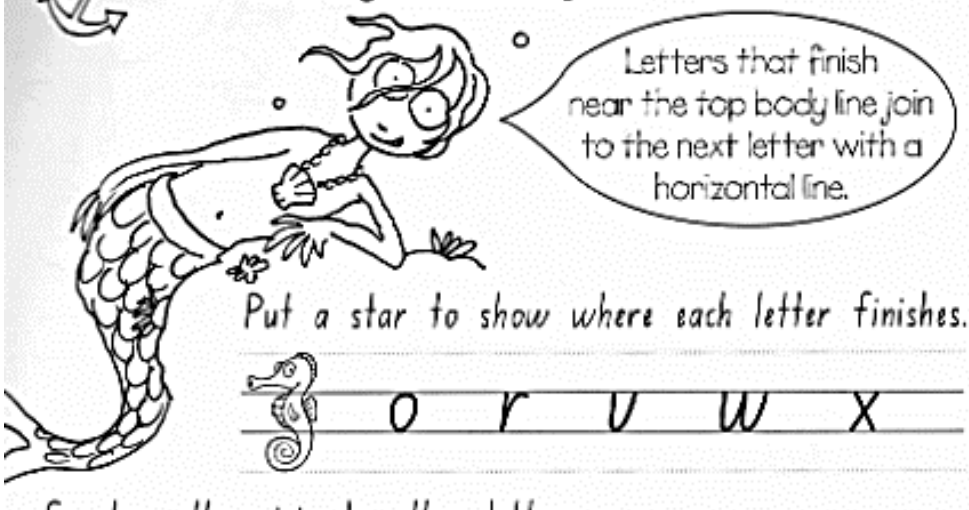
Word investigation chart

PM47

Topic ..... Your name/s ..... Date .....

word	I have never seen this word before	I have seen this word before	I think it means . . . because . . .	Expert definition

Introducing horizontal joins



Put a star to show where each letter finishes.

o r v w x

See how they join to other letters.

on rn vi wn xi

Trace and copy.

oi om ou on op or ov oy

ow ox oi on oz or ou oy

om on op ri rm rn ry rv

rw ru rr rp rn rm ri ry

The horizontal join from o. r. v. w and x has a little _____ .

Name _____ Date _____

Simile Poems

Purpose
Simile poems describe a person through comparisons. Some comparisons might include objects, animals, events or other people.

Structure
Simile poems contain several lines. Each line is a simile which compares the person to something else and explains the comparison.

Rhythm
Simile poems do not usually follow a rhythm pattern.

Rhyming Pattern
Simile poems do not usually rhyme.

Example
Here is an example simile poem about a big brother.

He is like a surf lifesaver, continually watching over me.
He is as strong as an ox, lifting me high on his shoulders.
He is like a rainbow, making rainy days seem sunny and bright.
He is as funny as a clown, always making me laugh out loud.
He is like a suit of armour, protecting me from life's troubles.
He is as precious as gold, my one and only sibling.
He is my big brother.

Name _____ Date _____

Writing a Simile Poem

Step 1

Choose a person you know well to describe in your simile poem.

Step 2

Brainstorm the things that remind you of your person. Try to include a variety of comparisons e.g. objects, animals, people.

Step 3

Write your simile poem using the example structure provided.

He/She is like a _____

He/She is as _____

He/She is like a _____

He/She is as _____

He/She is like a _____

He/She is as _____

He/She is _____

Week 9 Friday – Year 3 Maths Multiple by 2 using Distributive Property

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

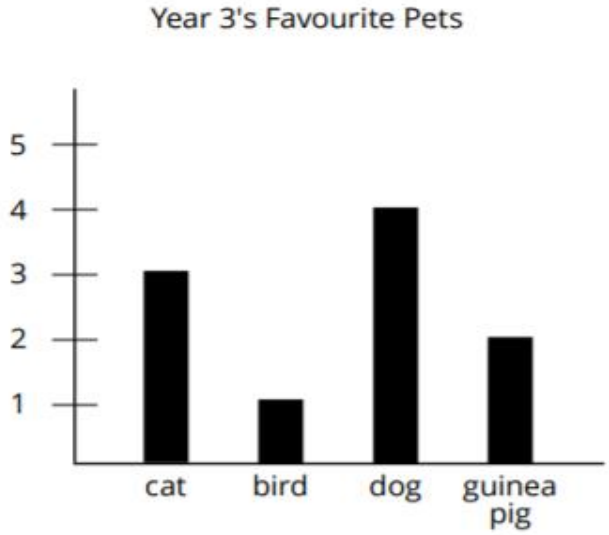
12 ÷ 2 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	24 ÷ 2 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	½ of 20 = ____ of ____ = ____ ____ of ____ = ____ ____ + ____ = ____	**Challenge – Set it out the same way** 344 ÷ 2 =
48 ÷ 2 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	40 ÷ 2 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	½ of 80 = ____ of ____ = ____ ____ of ____ = ____ ____ + ____ = ____	424 ÷ 2 =
160 ÷ 2 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	184 ÷ 2 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	½ of 240 ____ of ____ = ____ ____ of ____ = ____ ____ + ____ = ____	

Thursday Division

Name _____ Date _____

Interpreting Data (A)

1. A Year 3 class carried out a survey on favourite pets.
   Carefully look at the column graph showing favourite pets in Year 3.
   Answer the questions below.



a) What is the most popular pet? _____

b) How many students like cats more than guinea pigs? ☐

c) How many students like dogs more than birds? ☐

d) How many students like the two most popular pets? ☐

e) Do as many students like cats, as students who like birds and guinea pigs combined? ☐

Friday Mentals

Week 9 – Questions

Friday

1. 85 – 1 = ____

2. 45 + 80 = ____

3. 9 + 60 = ____

4. 42 ÷ 2 = _____

5. 88 ÷ 2 = _____

6. Write these numbers in order from largest to smallest:
426, 4521, 8647, 7985. _____

7. Complete this counting pattern:
15, 17, 19, 21, _____, _____, _____

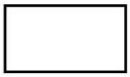
8. 43 minus 4 equals: ____

9. Divide 80 by 10. _____

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

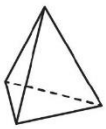
11. Colour in a quarter of these triangles.

12. Colour in a quarter of this shape:

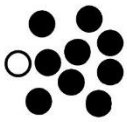


13. 1 minute = _____ seconds

14. How many faces does a triangle-based pyramid have? _____



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



Week 9, Year 3 Science

Catapult capers

Learning Intentions:

- understand how a catapults works
- discuss the importance of conducting fair experiments/ investigations

Background Information:

A **catapult** is a lever, a stick or beam propped up by a fulcrum (a pivoting point). A lever will magnify the force you put on it if the fulcrum (the pivoting point) is closer to your force than it is to the load. The catapult magnifies (increases) your force to throw an object.

Science experiment scenario:

Some students conducted an investigation of the effect of different-sized forces on the movement of an object by using a matchbox and elastic band to devise the most effective ways to move the matchbox the furthest distance. The students discussed how they could use the elastic band to change the size of the force on the matchbox, for example, by pulling the elastic band back further or less. The students further discussed what things (variables) might affect the movement of the matchbox, such as the size of the push from the elastic band, the surface of the table, the surface of the matchbox and the weight of the matchbox. The students decided to pull the elastic band back to three different positions (distances from the matchbox) to create three different-sized forces on the matchbox. While investigating the students used lengths of streamers to measure the distance the matchbox moved and then measured the length with a ruler and transferred the distance to the table/graph (bottom of page) to display the data.

After the experiment, the students looked at the graph and discussed what happened to the distance the matchbox moved when they changed the size of the force acting on it. They also discussed the variables (things that can be changed, measured or kept the same in an investigation). When a variable is kept the same it is said to be 'controlled'. The students shared what they thought was important to keep the same and what changes they tested:

• **change**: how far the elastic band is pulled back (the size of the force);

• **measure/observe**: the distance the matchbox moves;

• **keep the same**: the matchbox, the number of paperclips in the matchbox, slope of the table, the surface of the table.

Think about what conclusions they would have come to after looking at their graph below and complete the activities.

Activities:

Using the information was the scenario and data provided below answer the following questions:

1. When did the matchbox move the longest/shortest distance? Why do you think that?

2. Using the data from the graph, what can you tell us about the relationship between the size of force and the effect on the matchbox?

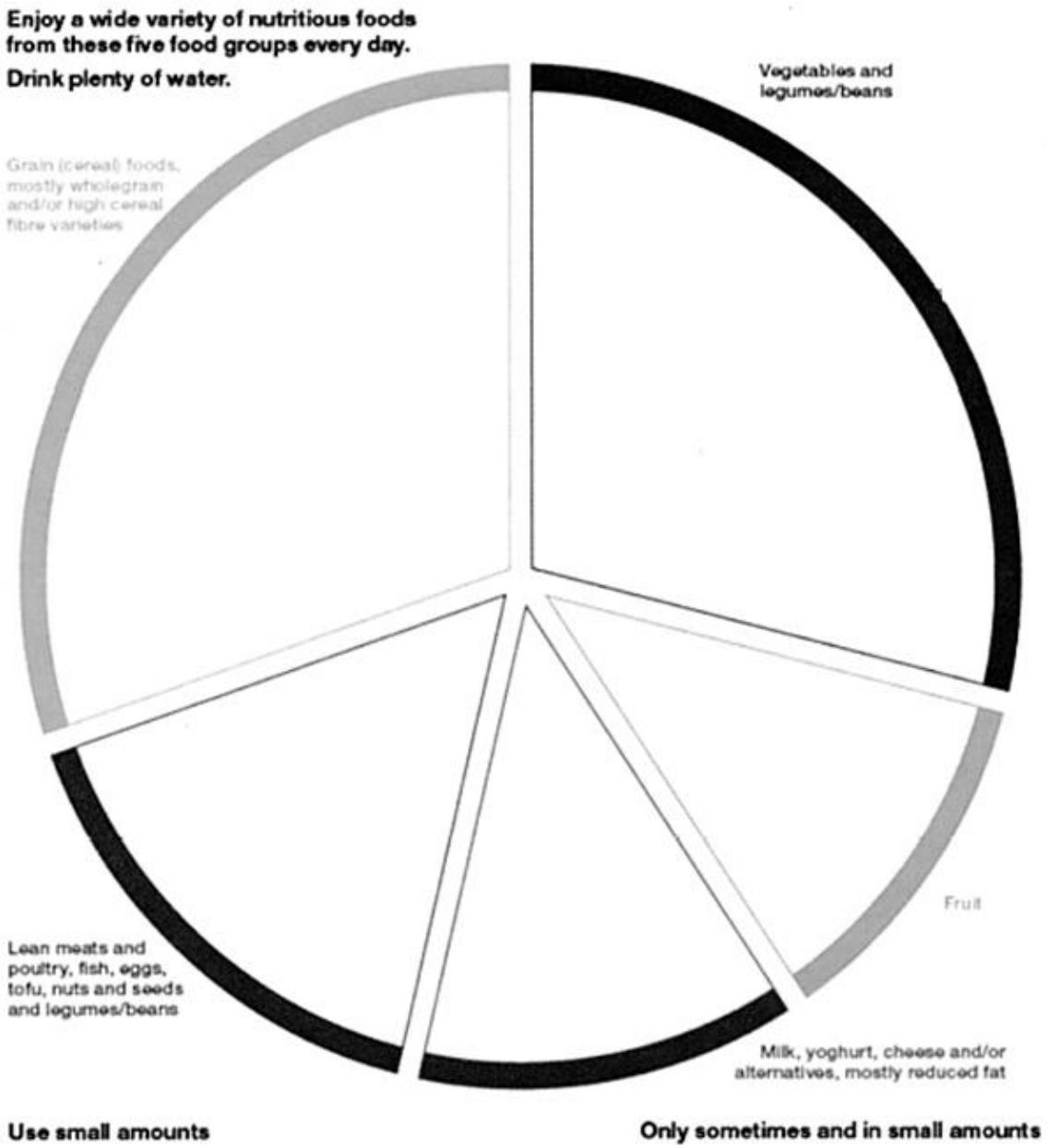
3. Based on the science experiment scenario above describe the ways they kept the investigation fair. What would happen if each team had match boxes of different weight and used different-sized forces to move it? What if each team tested their matchbox on a different surface?

Well Being Friday

Stage 2 - Identifying Food Groups

Sorting My Food

In the pie-chart below, sort the foods that you consumed yesterday.
Make sure you place your 'sometimes foods' in the space at the bottom.



MONDAY ANSWERS

History Answers

Why was Australia considered Terra Nullius?

1. Read the information sheet - 'Why was Australia considered Terra Nullius?' then in your own words describe what Terra Nullius is.

Answers will vary. Example: Terra Nullius meant that nobody was living on the land and it belonged to no one.

During his voyage along the East coast of Australia in 1770, Captain Cook saw and even met Aboriginal and Torres Strait Islander Peoples. In his journal, he commented that they seemed '*far more happier than we Europeans*'.

2. Complete the **step in, step out, step back** thinking routine.

Step in... Imagine you are a British person. Even though you had seen people living on the land, why do you think the term Terra Nullius was used?

Answers will vary. Example: There were no visible towns and / or fields where crops were grown and animals were grazed.

Step Out... Was Australia really a land belonging to no one? Explain your answer.

Example: No, the land was home to the Aboriginal and Torres Strait Islander Peoples. Their ancestors had arrived here over 50 000 years ago.

Step Back... Consider the point of view of an Aboriginal person seeing the British arrive and claim the land. How do you think they would feel?

Example: They may feel scared, angry, unsure.

MONDAY ANSWERS

History Answers

At the very tip of Australia lies a small island. Its European name is Possession Island. Its Indigenous name is Bedanug.

3 Read the words below; they are found on a monument erected on the island.

Who and what do the words remember?

Captain Cook taking possession of the whole eastern coast of Australia in 1770.

What do you think the words 'took possession' mean?

Example: Possession means to take and keep.

Who did Captain Cook speak for?

Captain Cook claimed the land in the name of King George III of England.

Historians now believe that Captain Cook wrongly thought that Aboriginal People did not grow crops, fish inland rivers or build permanent dwellings.

MONDAY ANSWERS

Monday Place Value

Write 83 in a place value chart	Write 876 in a place value chart	Write 5664 in a place value chart	Write 98888 in a place value chart
Tens: 8, Ones: 3	Hundreds: 8, Tens: 7, Ones: 6	Thousands: 5, Hundreds: 6, Tens: 6, Ones: 4	Ten Thousands: 9, Thousands: 8, Hundreds: 8, Tens: 8, Ones: 8
Partition 83 using Standard Place Value 8 tens and 3 ones	**Partition 876 using Standard Place Value** 8 hundred, 7 tens and 6 ones	**Partition 5664 using Standard Place Value** 5 thousands, 6 hundreds, 6 tens and 4 ones	**Partition 98888 using Standard Place Value** 9 ten thousands, 8 thousands, 8 hundreds, 8 tens and 8 ones
Partition 83 using Non-Standard Place Value ➢ 83 ones ➢ 1 ten and 73 ones	**Partition 876 using Non-Standard Place Value** ➢ 876 ones ➢ 87 tens and 6 ones ➢ 8 hundred and 76 ones	**Partition 5664 using Non-Standard Place Value** ➢ 5664 ones ➢ 566 tens and 4 ones ➢ 56 hundreds and 64 ones ➢ 56 hundreds, 6 tens and 4 ones ➢ 5 thousands and 664 ones ➢ 5 thousands and 66 tens and 4 ones	**Partition 98888 using Non-Standard Place Value** ➢ 98888 ones ➢ 9888 tens and 8 ones ➢ 988 hundreds and 88 ones ➢ 988 hundreds, 8 tens and 8 ones ➢ 98 thousands and 888 ones ➢ 98 thousands, 88 tens and 8 ones ➢ 98 thousands, 8 hundreds, 88 ones ➢ 9 ten thousands and 8888 ones

Monday Mentals

1. 62
2. 94
3. 78
4. 2
5. 24
6. 28
7. 62, 72, 82, 92, 102, 112, 122
8. Wyatt has 8 crayons
9. 12 apricots each.
10. $2.10
11. A third of the stars are coloured in.
12. An eighth of the triangles are coloured in.
13. 60 minutes
14. Cube
15. White

TUESDAY ANSWERS

Tuesday Addition

89 + 56 = 145	884 + 145 = 1029	7634 + 3465 = 11099	51439 + 30421 = 81860
58 + 47 = 105	705 + 387 = 1092	5263 + 1095 = 6358	81450 + 32193= 113643

Tuesday Mentals

1. 151
2. 45
3. 61
4. 2
5. 6
6. 8232, 5689, 952, 223
7. 76, 81, 86, 91, 96, 101, 106
8. 22
9. 3
10. 15 cents
11. A third of the stars are coloured in.
12. An eighth of the circles are coloured in.
13. 60 minutes
14. 6 corners
15. Black

WEDNESDAY ANSWERS

Wednesday Subtraction

83 - 28 = 55	970 - 291 = 679	8092 - 5670 = 2422	27153 - 17514 = 9639
70 - 17 = 53	833 - 425 = 408	9818 - 3058 = 6760	92359 - 52776= 39583

Wednesday Mentals

1. 140
2. 75
3. 74
4. 4
5. 3
6. Five thousand, two hundred and one
7. 45, 48, 51, 54, 57, 60, 63
8. 87 fans were silver.
9. 7 strawberries each.
10. $3.10
11. An eighth of the triangles are coloured in.
12. A quarter of the square should be coloured in.
13. 60 minutes
14. Square-based pyramid
15. White

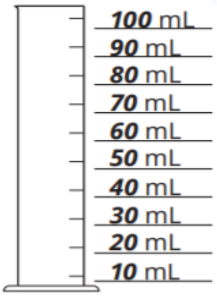
Wednesday Capacity

Year 3 - Using Units of Measurement – Answers

Capacity (B) – Answers

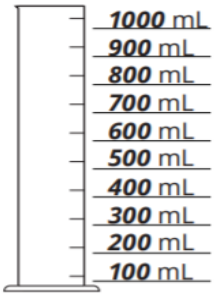
① Fill in the missing values on each jug to represent the capacity shown.

a)



100 mL

b)



1000 mL

② Order these containers from the **smallest** capacity to the **largest** by numbering them 1 to 3.

2

1

3

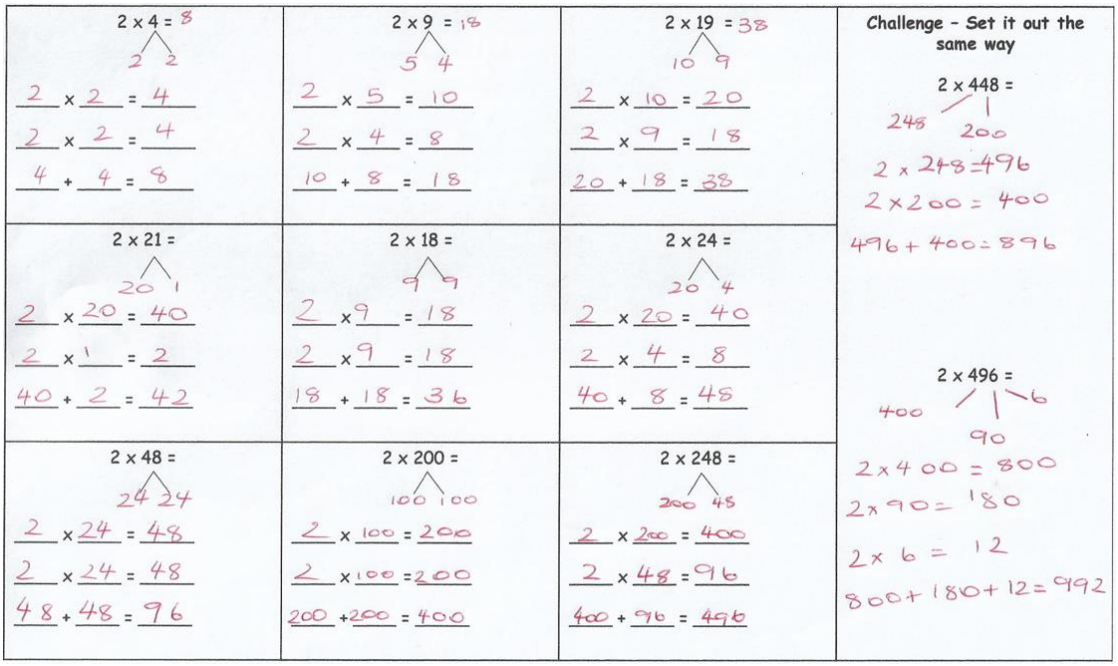
③ Kenny half-filled a 3 L bucket with water.
How many litres of water was in the bucket?
1.5 L

MEASUREMENT AND GEOMETRY

teachstarter

THURSDAY ANSWERS

Thursday Multiplication



Thursday Mentals

1. 41

2. 137

3. 31

4. 3

5. 2

6. 9 hundreds, 5 tens, 3 ones.

7. 42, 47, 52, 57, 62, 67, 72

8. Julian has 35 match sticks

9. $5 each.

10. $1.60

11. A quarter of the circles are coloured in.

12. An eighth of the triangles are coloured in.

13. 365 days (366 in leap year)

14. 8 corners

15. Black

Statistics and Probability - Data

Data Representation and Interpretation - Answers

Representing Data (B) - Answers

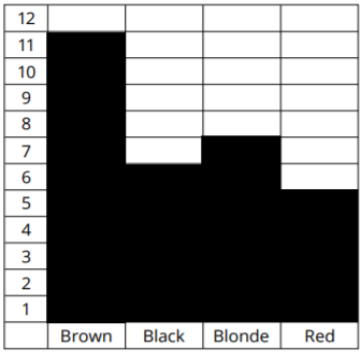
① A class carried out a survey of the hair colour of the boys and girls in Year 3.

Year 3 Boys' Hair Colour			
Brown	Black	Blonde	Red
5	4	3	2

Year 3 Girls' Hair Colour			
Brown	Black	Blonde	Red
6	2	4	3

Record the results of all the students in the table. Answer the questions below.

Hair Colour in Year 3



a) How many students are there altogether? ***29***

b) What is the most popular hair colour in Year 3? ***brown***

c) How many students in Year 3 have blonde hair? ***7***

d) How many more students have brown hair than red? ***6***

e) Three new students with black hair join Year 3.
Has the most popular hair colour changed? ***no***

FRIDAY ANSWERS

Friday Division

12 ÷ 2 = 6 6 6 6 ÷ 2 = 3 6 ÷ 2 = 3 3 + 3 = 6	24 ÷ 2 = 12 12 12 12 ÷ 2 = 6 12 ÷ 2 = 6 6 + 6 = 12	½ of 20 = 10 10 10 ½ of 10 = 5 ½ of 10 = 5 5 + 5 = 10	Challenge - Set it out the same way 344 ÷ 2 = 172 184 160 184 ÷ 2 = 92 160 ÷ 2 = 80 92 + 80 = 172 424 ÷ 2 = 212 400 24 400 ÷ 2 = 200 24 ÷ 2 = 12 200 + 12 = 212
48 ÷ 2 = 24 24 24 24 ÷ 2 = 12 24 ÷ 2 = 12 12 + 12 = 24	40 ÷ 2 = 20 20 20 20 ÷ 2 = 10 20 ÷ 2 = 10 10 + 10 = 20	½ of 80 = 40 40 40 ½ of 40 = 20 ½ of 40 = 20 20 + 20 = 40	
160 ÷ 2 = 80 80 80 80 ÷ 2 = 40 80 ÷ 2 = 40 40 + 40 = 80	184 ÷ 2 = 92 160 24 160 ÷ 2 = 80 24 ÷ 2 = 12 80 + 12 = 92	½ of 240 = 120 200 40 ½ of 200 = 100 ½ of 40 = 20 100 + 20 = 120	

Friday Mentals

1. 84

2. 125

3. 69

4. 21

5. 44

6. 8647, 7985, 4521, 426

7. 15, 17, 19, 21, 23, 25, 27

8. 39

9. 8

10. $4.20

11. A quarter of the triangles are coloured in.

12. A quarter of the rectangle should be coloured in.

13. 60 seconds

14. 4 faces

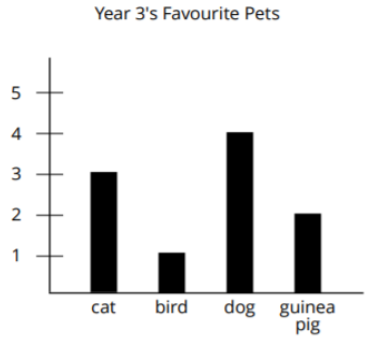
15. Black

Statistics and Probability - Data

Data Representation and Interpretation - Answers

Interpreting Data (A) - Answers

(1) A Year 3 class carried out a survey on favourite pets.
Carefully look at the column graph showing favourite pets in Year 3.
Answer the questions below.



a) What is the most popular pet? ***dog***

b) How many students like cats more than guinea pigs? **1**

c) How many students like dogs more than birds? **3**

d) How many students like the two most popular pets? **7**

e) Do as many students like cats as, students who like birds and guinea pigs combined? ***yes***