

Year 3 Unit 2

- Part B

Name: _____

Class: _____



Monday – 26/7		Tuesday – 27/7
Morning	<p>English</p> <p>Spelling</p> <p>For today and tomorrow you will still be using the spelling words with the focus 'i'.</p> <ul style="list-style-type: none"> - Write your spelling list. - Create a find-a-word for the words in your spelling list for a family member/peer to solve. 	<p>English</p> <p>Spelling</p> <p>-Have a family member test you. If this isn't possible write your list doing look, cover, write, check.</p>
	<p>Reading</p> <p>Read 2 chapters from a book you have at home.</p> <ul style="list-style-type: none"> - Write 1-2 paragraphs summarising what happened in those chapters. 	<p>Reading</p> <p>Read 2 chapters from a book you have at home</p> <ul style="list-style-type: none"> - Read these chapters of your book out loud to a family member. -Think about volume and smooth reading.
	<p>Writing</p> <ul style="list-style-type: none"> - Complete Stinky Sid punctuation activity 	<p>Writing</p> <ul style="list-style-type: none"> - Complete the narrative writing activity



	<ul style="list-style-type: none"> - Complete Stinky Sid reflection activity - Complete the visual stimulus activity 	
Break		
Middle	<p><u>Mathematics</u></p> <p><i>Number of the Day</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Timetables Practice</i></p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p><i>Problem a Day</i></p> <p>Complete today's PAD.</p> <p><i>Number and Algebra- Multiplication and Division</i></p> <ul style="list-style-type: none"> - Complete the set activity on Arrays 	<p><u>Mathematics</u></p> <p><i>Number of the Day</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><i>Timetables Practice</i></p> <p>Practice your x9, x11 and x12 tables. Try saying them out loud also.</p> <p><i>Problem a Day</i></p> <p>Complete today's PAD.</p>



	<p>Whole Number – Greater than and less than</p> <p>- Complete the set activity</p>	<p>Number and Algebra- Multiplication and Division</p> <p>- Complete the set activity on Arrays</p>
Break		
Afternoon	<p>DEAR – Drop everything and read (15minutes)</p> <p>Science</p> <p>Complete the activities on melting and freezing. Create a title page for the Science unit of work 'Melting Moments'</p> <p>PE</p> <p>Just Dance – Complete 4 Just Dance activities from Youtube.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts – Visual Arts</p> <p>Create a 'Moai Statues of Easter Island' artwork - follow the instructions on the following YouTube link to complete the activity</p> <p>https://www.youtube.com/watch?v=D5Kr-1JY3qE</p>



Monday



Writing -

- Punctuation in *Stinky Sid*

There are 19 exclamation marks used in *Stinky Sid*. That's way more than usual...Why did the author, Zoe Disher, use so many?

What do you think is the **purpose** of the exclamation marks in '*Stinky Sid*'?

- *Stinky Sid* Reflection

Consider how the choices the author made contribute to the mood and feeling of '*Stinky Sid*'.

Who is telling the story of *Stinky Sid*?

Could the story be told by the dog?

Who else could tell this story?

If they told the story, how might it change the mood or feeling of the narrative?



Writing - visual stimulus

Describe the image below to an adult in your house or a peer.

Remember to use great adjectives and imagery.

Try using a simile where you compare one thing to another.

- Example of a simile: The house was as dark as the night sky without any stars.



Share your description by writing it below.

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="checkbox"/> I have completed my spelling activities, and checked that my words are spelt correctly.<input type="checkbox"/> I have completed my reading activities.<input type="checkbox"/> I have completed the Stinky Sid punctuation and reflection activities.<input type="checkbox"/> I have completed the visual stimulus writing activity.	<p>Teacher Recognition (English):</p> <p><input type="checkbox"/></p>
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Mathematics - Number of the Day

Today's numbers of the day are 72 and 515.

My number is: _____

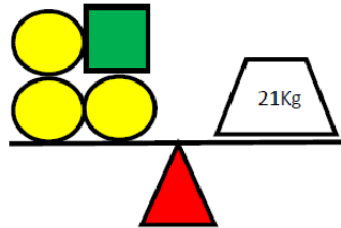
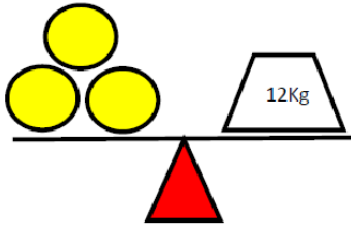
Draw and write everything you know about your chosen number. You must have a minimum of 10 facts.

Problem A Day -

Complete today's problem.

THURSDAY

Jim balances some scales.



What is the mass of the square? Explain below how you got your answer.

Working out - Transformation step

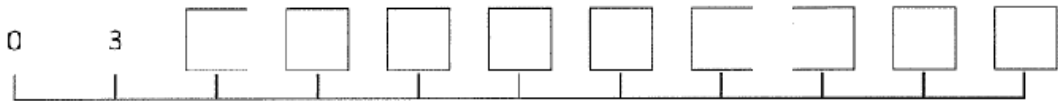


Number and Algebra- Multiplication and Division

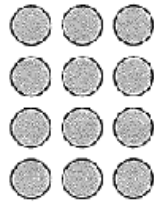
- Complete the set activity on arrays

Multiplication facts – 3 times table

4 Label the number line so it goes up in 3s:



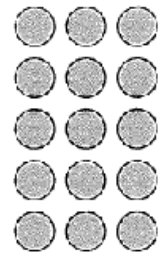
5 Write two turnaround facts for each array. The first one has been done for you.



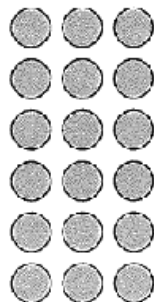
a $4 \times 3 = 12$
 $3 \times 4 = 12$



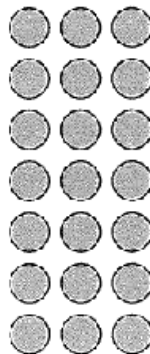
b $\square \times \square = \square$
 $\square \times \square = \square$



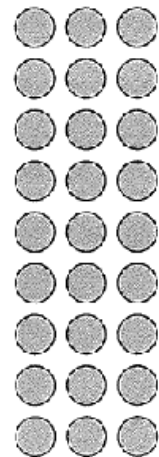
c $\square \times \square = \square$
 $\square \times \square = \square$



d $\square \times \square = \square$
 $\square \times \square = \square$



e $\square \times \square = \square$
 $\square \times \square = \square$



f $\square \times \square = \square$
 $\square \times \square = \square$



Whole Number - Less than (<) and Greater than (>)

Write the number that comes before and then after the numbers below.

_____ 342 _____ _____ 543 _____ _____ 213 _____

_____ 111 _____ _____ 710 _____ _____ 949 _____

Indicate with a < or > symbol whether the first number below is less than (<) or greater than (>) the second number.

e.g. 123 < 341

234 _____ 768

23 _____ 8

987 _____ 536

453 _____ 330

651 _____ 650

982 _____ 888

Success Criteria (student to complete):	Teacher Recognition (Mathematics):
<input type="checkbox"/> I have completed the Number of the Day activities.	<input type="checkbox"/>
<input type="checkbox"/> I have practised my timetables.	
<input type="checkbox"/> I have completed my Problem A Day.	
<input type="checkbox"/> I have completed the multiplication worksheet, focusing on arrays.	
<input type="checkbox"/> I have completed the whole number activity, focusing on ordering.	



Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Science -

Learning Intention: To engage students thinking about objects can change shape when heat is added or removed.

The 'Run, run, runny' project. This term our class is studying how a change of state between solid and liquid can be caused by adding or removing heat.

As part of the science unit Melting moments, we would like students to think about when melting is commonly seen in the home.

Tasks to do:

Each student will have a 'Run, run, runny' sheet to record information on. They can draw and write about when melting was observed in the home. Students are asked to record what melted and the reasons why it melted, for example,

What melted?	Why did it melt?
butter	My toast was warm when I put the butter on it.
ice cubes	My drink was warm.
cheese	The grill was hot when we made the cheese on toast.
candle	It melted when we lit it. The flame was hot

Over the next few days discuss and record these observations on the following sheet. See if you can think of some different examples.



Run, run, runny

Name: _____ Date: _____

What melted?	Why did it melt?



PE -

Just Dance - Complete 4 Just Dance activities from YouTube.

5. _____

6. _____

7. _____

8. _____



<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed the run, run, runny science activity.</p> <p><input type="checkbox"/> I have completed four 'just dance' routines.</p>	<p>Teacher Recognition:</p> <p><input type="checkbox"/></p>
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I have completed today's work to the best of my ability.

Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Tuesday



English

Spelling -

Have a family member test you. If this isn't possible write your list doing look, cover, write, check.

Reading -

Read 2 chapters from a book you have at home

- Read these next chapters of your book out loud to a family member.

- Think about volume and smooth reading.

Success Criteria (student to complete):	Teacher Recognition (English):
<input type="checkbox"/> I have completed all of my spelling activities.	<input type="checkbox"/>
<input type="checkbox"/> I have read 2 chapters of my book out loud to a family member or peer.	

Writing -

Show what you know about narrative. Write your own!

Remember to include:

- include an orientation, including characters, setting and time
- a complication
- a resolution
- use imagery to 'paint' a picture with words

Look carefully at the picture. Who might live there? Why? What problem might happen that effects them?

Once you have a plan, get writing and share the world of your story!

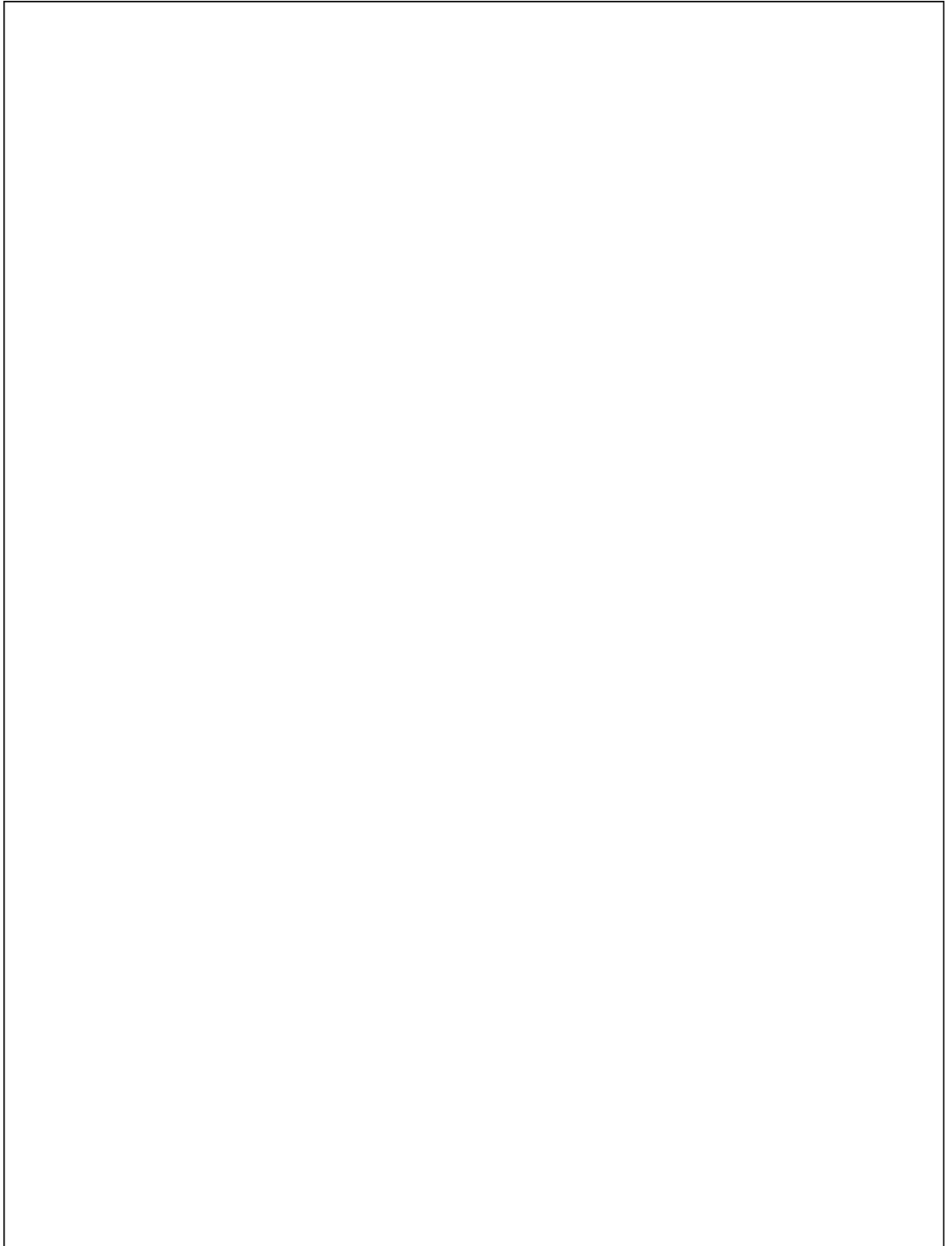


Mathematics - Number of the Day

Today's numbers of the day are 49 and 635.

My number is: _____

Draw and write everything you know about your chosen number. You must have a minimum of 10 facts.



Answer these questions focusing on your chosen number:

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

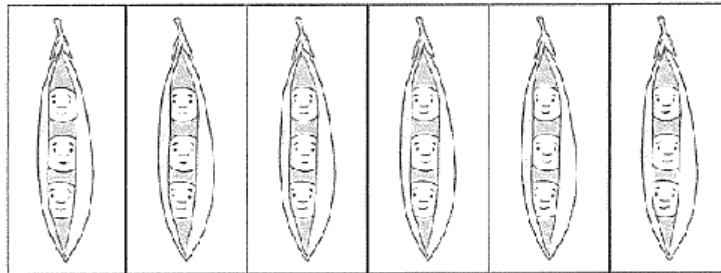




Grouping Peas in Threes

I can recall and use facts from the 3x table.

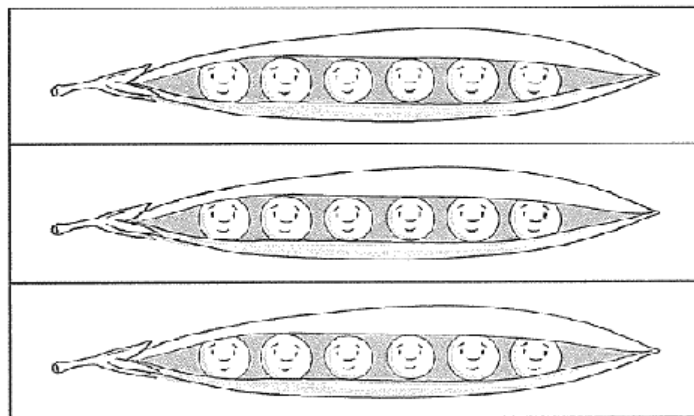
Count 18 counters. Put them in groups of 3 like this:



1. How many groups of 3 do you have?

2. $3 \times \square = 18$

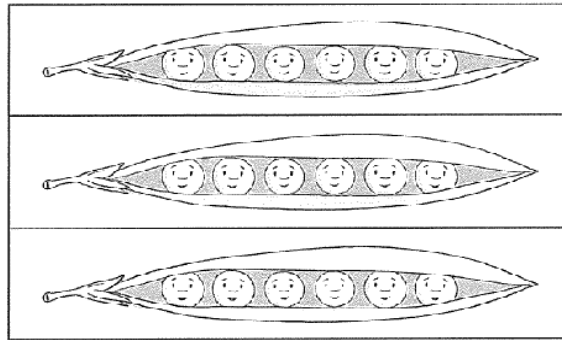
Now group them in groups of 6.



3. $\square \times 3 = 18$



Grouping Peas in Threes



Can you complete the 2 division sentences which go with this group of peas?

4. 18 shared into 3 pods. How many peas in each pod?

$$18 \div 3 = \square$$

5. How many pods would we need to split 18 peas into 3 equal groups?

$$18 \div \square = 3$$

6. Can you find 4 facts for each of these numbers? Sketch the rows of peas out if you need to.

a. 24	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. 33	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. 6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. 27	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. 36	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have completed two Mathematics tasks.
- I have practised my timetables.
- I have completed my Problem A Day.
- I have completed the multiplication worksheet, focusing on arrays.

Teacher Recognition (Mathematics):



Moai Statues of Easter Island - Artwork

