

# Year 3






# Unit 3

Name: \_\_\_\_\_






Class: \_\_\_\_\_




# Year 3 Weekly Learning Plan Unit 3 – 28/7/2021-3/8/2021

	Wednesday – 28/7	Thursday – 29/7	Friday – 30/7	Monday – 2/8	Tuesday – 3/8
<b>Morning</b>	<p><b>English</b></p> <p><b>Spelling</b> </p> <p>This week's focus is 'o'.</p> <ul style="list-style-type: none"> <li>- Write your spelling list.</li> <li>- Complete 2 parts of your spelling sheet <a href="#">Google Classroom Demonstration Available Online</a></li> </ul> <p><b>Jolly Grammar</b> </p> <p>This week's focus is 'Nouns acting as Adjectives' <a href="#">Google Classroom Demonstration Available Online</a></p> <ul style="list-style-type: none"> <li>- Complete your Jolly Grammar sheet</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Complete acrostic poetry activity</li> </ul>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>- Complete the remainder of your spelling sheet</li> </ul> <p><b>Reading</b></p> <p>Read aloud 2 chapters from a book you have at home.</p> <ul style="list-style-type: none"> <li>- Focus on volume and smooth reading.</li> </ul> <p><b>Viewing</b></p> <p>Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. Use the surface and deep questions strategy for</p>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>- Write 5 words and draw a picture or diagram of each word</li> </ul> <p><b>Reading - Stage Novel Ch2</b> </p> <p>The Lion, The Witch and the Wardrobe <a href="#">Google Classroom Reading Available Online</a></p> <p><b>Comprehension Strategy</b> </p> <p>Surface and Deep questioning <a href="#">Google Classroom Demonstration Available Online</a></p> <ul style="list-style-type: none"> <li>-Use this strategy to think of 3 surface and 3 deep questions that you could ask someone</li> </ul>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>- Find 10 mini-words (words in words) within your spelling list</li> </ul> <p><b>Reading</b></p> <p>Choose one option from the below reading activities</p> <ol style="list-style-type: none"> <li>1. Login to Reading Eggspress complete the assigned reading task.</li> <li>2. Read 2 chapters from a book you have at home</li> </ol> <ul style="list-style-type: none"> <li>- Think of 3 surface and 3 deep questions that you could ask someone about what you read today.</li> <li>- If needed, review the <a href="#">Google Classroom Demonstration</a> on Surface and Deep questions. </li> </ul>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-Have a family member test you. If this isn't possible write your list doing look, cover, write, check.</li> </ul> <p><b>Reading</b></p> <p>Read 2 chapters from a book you have at home</p> <ul style="list-style-type: none"> <li>- Read these chapters of your book out loud to a family member.</li> <li>-Think about volume and smooth reading.</li> </ul> <p><b>Journal Writing</b></p> <p>Write a journal entry about your experiences in the last week.</p> <ul style="list-style-type: none"> <li>-You must write a minimum of 2 paragraphs.</li> </ul>






	<p><b>Reading - Stage Novel Ch1</b> </p> <p>The Lion, The Witch and the Wardrobe <a href="#">Google Classroom Reading Available Online</a></p> <p></p> <p><b>Comprehension Strategy</b> Surface and Deep questioning <a href="#">Google Classroom Demonstration Available Online</a></p> <p>-Use this strategy to think of 3 surface and 3 deep questions that you could ask someone based on the Stage Novel reading from today</p>	<p>one story. Present your summary to your family.</p> <p><b>Writing</b> </p> <p>Revise procedure writing. <a href="#">Google Classroom Demonstration Available Online</a></p> <p>- Complete the procedure labelling activities.</p>	<p>based on the Stage Novel reading from today</p> <p><b>Writing</b> </p> <p>Review the video on procedure writing from yesterday. <a href="#">Google Classroom Demonstration Available Online</a></p> <p>- Complete the procedure writing language features activity.</p>	<p><b>Handwriting</b> </p> <p>Watch the 'exit flicks' video. <a href="#">Google Classroom Demonstration Available Online</a></p> <p>- Complete the handwriting activity</p> <p><b>Writing</b></p> <p>Complete the free writing activity. You may choose to write about any topic in any style you like (e.g. an information piece, poetry, song, procedure, story, persuasive writing piece, speech, etc.)</p>	
<b>Break</b>					



<b>Middle</b>	<p><b><u>Mathematics</u></b></p> <p><b><i>Number of the Day</i></b></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><b><i>Timetables Practice</i></b></p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p> <p><b><i>Problem a Day</i></b> </p> <p><a href="#">Newman's Prompts</a> <a href="#">Google Classroom Video Available</a></p> <p>Complete today's PAD.</p> <p><b><i>Mathletics</i></b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b><i>Number and Algebra- Odd and Even Numbers</i></b></p>	<p><b><u>Mathematics</u></b></p> <p><b><i>Number of the Day</i></b></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><b><i>Mathletics</i></b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b><i>Timetables Practice</i></b></p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p> <p><b><i>Problem a Day</i></b></p> <p>Complete today's PAD.</p> <p><b><i>Number and Algebra- Place Value of Whole Numbers</i></b></p> <p>- Complete the set activity on place value up to 4 digits.</p>	<p><b><u>Mathematics</u></b></p> <p><b><i>Number of the Day</i></b></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><b><i>Mathletics</i></b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b><i>Timetables Practice</i></b></p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p> <p><b><i>Problem a Day</i></b></p> <p>Complete today's PAD.</p> <p><b><i>Measurement and Geometry - Time</i></b></p> <p>Complete the time activity.</p>	<p><b><u>Mathematics</u></b></p> <p><b><i>Number of the Day</i></b></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><b><i>Mathletics</i></b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b><i>Timetables Practice</i></b></p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p> <p><b><i>Problem a Day</i></b></p> <p>Complete today's PAD.</p> <p><b><i>Number and Algebra - Time</i></b></p> <p>Complete the time activity.</p> <p><b><i>*Optional Challenge Activity*</i></b></p>	<p><b><u>Mathematics</u></b></p> <p><b><i>Number of the Day</i></b></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><b><i>Mathletics</i></b></p> <p>complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b><i>Timetables Practice</i></b></p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p> <p><b><i>Problem a Day</i></b></p> <p>Complete today's PAD.</p> <p><b><i>Statistics and Probability- Data - Picture Graphs</i></b></p> <p>Complete the data activity on picture graphs</p>
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	Complete the set activity on odd and even numbers.				
<b>Break</b>					
<b>Afternoon</b>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>HSIE- Geography</b></p> <p>Research and compare 3 countries competing in this year’s Olympics Games.</p> <p><i>*Optional Extension Activity*</i></p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Creative Arts – Visual Arts</b></p> <p>Create a natural environment sketch artwork from a plant, tree or garden from your front or back yard.</p> <p><i>Take a photo of your artwork and upload it onto the Year 3 Google Classroom page to share with everyone</i></p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Science</b></p> <p>Watch the YouTube video on ‘States of Matter’ </p> <p>Complete the States of Matter sorting activity</p> <p><b>FITNESS CHALLENGE</b></p> <p>Complete the balancing fitness activity</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>PDH</b> </p> <p>Watch the League Stars Inspire ‘inclusion and diversity’ YouTube video and complete the activities.</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Sport</b> </p> <p>Watch Mr Hunter’s physical activity and fitness video.</p> <p><a href="#">Google Classroom Demonstration Available Online</a></p> <p>- Complete as many activities and rotations shown in Mr Hunter’s video as you can in 30 minutes</p> <p><b>Dance Fitness</b></p> <p>Just Dance – Complete 4 Just Dance activities from Youtube.</p>





## Learning environment checklist

### In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
  - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
  - The chair backrest should support the lower back and allow your child to sit upright.
  - The chair should move freely and not be restricted by hazards such as mats and power cords.
  - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
  - The screen should be positioned directly in front of your child.
  - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
  - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?

# Wednesday



# Daily Spelling

Monday	Tuesday	Wednesday	Thursday	Friday





# Remember to check your spelling list daily 😊

## Spelling -

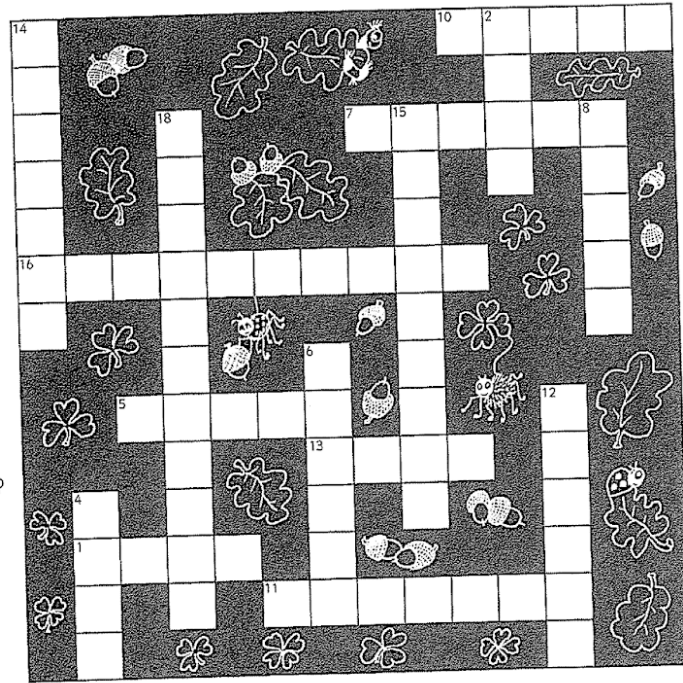
This week's focus is 'o'.

1. Write your spelling list.

2. Watch the video on [Google Classroom Online](#), and complete 2 parts of your spelling sheet.

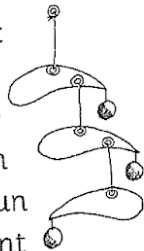
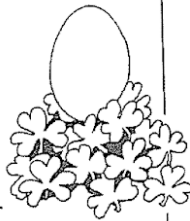


Put the words from the Spelling List into the crossword.



### Spelling List 22

1. open
2. oval
3. only
4. poem
5. total
6. clover
7. mosaic
8. cocoa
9. mobile
10. Roman
11. pronoun
12. moment



13. ogre
14. anchovy
15. overboard
16. vocabulary
17. macaroni
18. steamroller



Look up these words in the dictionary. Write the page number in the box.

over

ocean

comb

ghost

oboe

crocus

Split these words into syllables.

robot    okay    overboard    coconut    October

Parse these sentences.

1. They uncovered a Roman mosaic in the villa.
2. The oboe is a musical instrument.





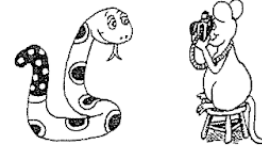
# Jolly Grammar -

This week's focus is - Nouns acting as Adjectives


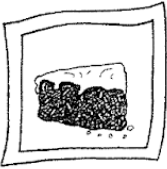
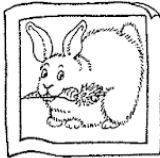
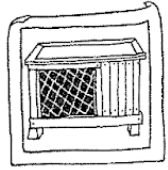

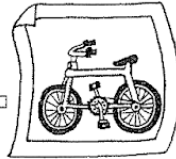
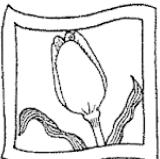
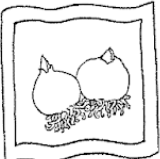
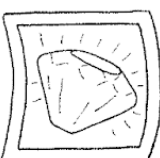

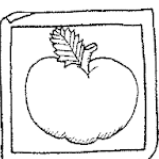

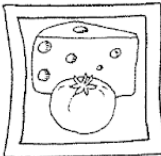
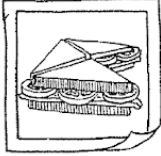


Watch the video on [Google Classroom Online](#), and complete the sheet below.

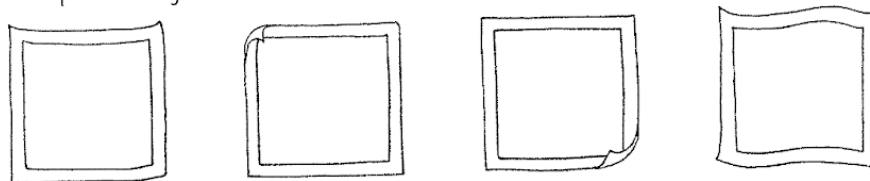
 *Black*       *Blue*  
**Nouns Acting as Adjectives**



Look at the photos for each sentence and fill in the missing words. Underline the noun acting as an adjective in blue and the main noun in black.

- The   \_\_\_\_\_ tasted lovely.
- She cleaned out the   \_\_\_\_\_.
- Sam has a new   \_\_\_\_\_.
- I planted   \_\_\_\_\_ in a pot.
- She wore a   \_\_\_\_\_.
- We cut down the old   \_\_\_\_\_.
- I like  \_\_\_\_\_ and  \_\_\_\_\_.

Draw some pictures of other nouns that could be used to describe a sandwich.



## Parsing a Sentence

- *nouns* - naming words (black)
- *adjectives* - describe nouns or pronouns (blue)
- *verbs* - doing words (red)
- *adverbs* - describe verbs (orange)
- *conjunctions* - joining words (purple)
- *prepositions* - explain the position of an object (green)
- *pronouns* - the little words that replace nouns eg I, he, she, it, you, we, they (pink)
- *articles* - the, a, an (light blue)

### Writing - Poetry

Write an acrostic poem of your name. You can choose to do just your first name, last name, or both. Describe yourself in each line of the poem.

Mr Kristof's Example -

**M**isses Class Kenning a lot

**R**eally looking forward to be able to come back to school

**K**eeps saying he is better than Batman

**R**eads lots of 'Funny Kid' books to his class

**I**s hoping the Panthers win the grand final this year

**S**eriously super scared of snakes

**T**ells his students to always try their best

**O**lympics are what he enjoys watching right now

**F**unny...in a "haha" way, not a "weird" way.....he hopes





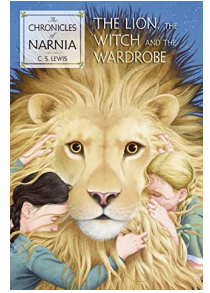
# Reading

## Stage Novel Ch 1

Watch a reading of The Lion, The Witch and The Wardrobe by CS Lewis.



Google Classroom reading available online.



## Comprehension Strategy

Surface and Deep questioning [Google Classroom Demonstration Available Online](#)



- Use this strategy to think of 3 surface and 3 deep questions that you could ask someone based on the Stage Novel - The Lion, The Witch and The Wardrobe reading from today



Success Criteria (student to complete):	Teacher Recognition (English)
<ul style="list-style-type: none"><li><input type="radio"/> I have completed my spelling activities.</li> <li><input type="radio"/> I have completed my grammar activities.</li> <li><input type="radio"/> I have created an acrostic poem of my describing myself on each line.</li> <li><input type="radio"/> I have listened to the novel and completed the comprehension activity, making sure to use deep and surface level questions.</li></ul>	<p><input type="radio"/></p>



## Mathematics - Number of the Day

Today's numbers of the day are 12 and 621.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: \_\_\_\_\_ (write which number you have chosen from the previous page)

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	

### Timetables practice -

Practise your times tables below. Say them out loud as you go.

x3	x4	x5






## Problem A Day -

Newman's Prompts [Google Classroom Demonstration Available Online](#)



*(Please note: This video is a demonstration of how to use Newman's Prompts. The problem used in the demonstration video is not the same problem that you are answering today.)*

Complete today's problem.



Which sum is equal in value to  $19 - 2$ ?

- $8 + 1$
- $30 + 11$
- $10 + 7$
- $5 + 7$

Working out - Transformation step

Cambridge Gardens Public School3

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



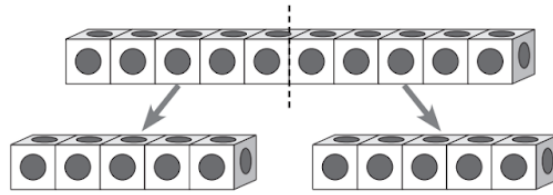
# Number and Algebra - Odd and Even Numbers

- Complete the set activity on odd and even numbers

## Looking at whole numbers – odd and even numbers

Even numbers can be divided equally into 2 groups.

Odd numbers cannot.



- 1 Colour the even number squares orange and the odd number squares green:

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29

- 2 Complete these statements:

- a Even numbers have a \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ or \_\_\_\_ in the units place.  
 b Odd numbers have a \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_ or \_\_\_\_ in the units place.

- 3 Place any even numbers in the boxes and add:

a


+ \_\_\_\_\_

\_\_\_\_\_

b


+ \_\_\_\_\_

\_\_\_\_\_

How should I share an odd number of lollies?



THINK

- 4 Place any odd numbers in the boxes and add:

a


+ \_\_\_\_\_

\_\_\_\_\_

b


+ \_\_\_\_\_

\_\_\_\_\_

- 5 Place even numbers in the top row of boxes and odd numbers in the bottom rows of boxes and add:

a


+ \_\_\_\_\_

\_\_\_\_\_

b


+ \_\_\_\_\_

\_\_\_\_\_

c


+ \_\_\_\_\_

\_\_\_\_\_

Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have practised my timetables.
- I have completed my Problem A Day.
- I have completed two Mathematics tasks.
- I have completed the odd and even numbers activity.

Teacher Recognition (Mathematics):



## HSIE - Geography

The Olympic Games were due to be held in Japan in 2020 but due to COVID-19, they were postponed until 2021. Research some of the countries competing in this year's Olympic Games and fill out the table below (Choose your own Country 3):

	Country 1: Australia	Country 2: Japan	Country 3:
Area in km <sup>2</sup>			
Population How many people live there			
Capital City			
National flower			
Language(s) Spoken			
Colours on the national flag			
Capital City's average temperature in August in °C			
Capital City's average rainfall in August in mm			

The largest country I researched is \_\_\_\_\_. It has an area of \_\_\_\_\_ km<sup>2</sup>.

The country with the largest population is \_\_\_\_\_ with \_\_\_\_\_ people.



In August, it is usually warmest in \_\_\_\_\_ whose average temperature is \_\_\_\_\_ °C.

Approximately \_\_\_\_\_ mm of rain usually falls in \_\_\_\_\_. It has the driest August on average.

*\*Optional Extension Activity\**

*Research the design features of the flag of each country you investigated above and write a paragraph explaining what you have learned.*

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed research about different countries around the world competing in the Olympic Games.</p> <p><input type="radio"/> I have compared statistics between different countries around the world.</p>	<p>Teacher Recognition (Geography &amp; Smiling Mind):</p> <p><input type="radio"/></p>
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I have completed today's work to the best of my ability.

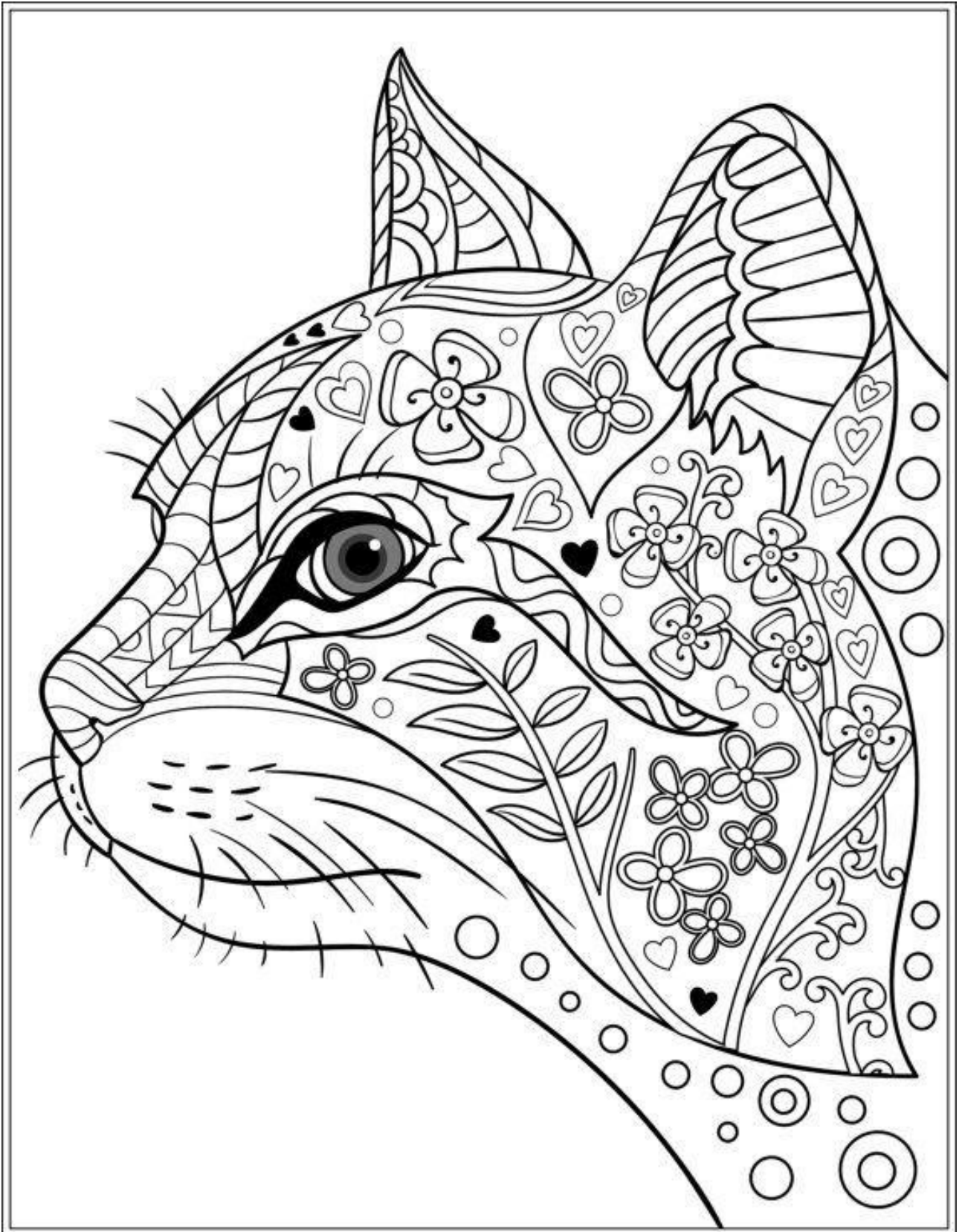
Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_



# Thursday



## **English**

### Spelling -

- Write your spelling list
- Complete the remainder of your spelling sheet

### 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.

### Viewing

Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. **For one of the stories in this episode, create 3 surface level questions and 3 deep level questions that you can ask a member of your family or a peer.** Present your summary to your family.





## Writing - Procedures



Procedure revision - read the below information and watch the [Google Classroom demonstration video on Procedures](#).

What is a procedure?

- A procedure is an informative text that explains **HOW** to do something. It is a set of very clear instructions.

What are the parts that make up a procedure?

- A procedure is made up of 5 parts -
  - Title
  - Goal/Aim
  - Ingredients/Equipment/Things you need
  - Method/Steps
  - Conclusion/Recommendation

What are the language features for procedures?

- Use **verbs** that give a command or instruction. For example, a cooking procedure would use verbs like "cut", "pour", "slice", "spread", "stir", etc.
- Use **adverbs** to describe how the verbs above should be performed. For example, cut "carefully", pour "slowly", cut "diagonally", spread "smoothly", stir "gently", etc.
- Use **adjectives** to describe the ingredients/materials/equipment being used. For example, "place the **chopped** spinach leaves into the **small** mixing bowl".
- Use **time connectives or numbers** to explain when to do something or in what order. For example, "Firstly", "then", "next", "after that", "finally", etc.
- Use **present tense**. Tell someone what to do now, not what they should have already done or what they will do in a few steps' time. For example -
  - You should have already peeled the potatoes. Past = bad





- Next, peel the potatoes carefully with the peeler. Present = good
- You're going to peel the potatoes soon, just a heads up. Future = bad
- Use **specific vocabulary** words that are to do with the topic of your procedure. For example, in a cooking procedure you use 'knife' instead of 'something to cut with', etc.

What are some examples of procedures?

- Recipes
- Rules of a game
- A science experiment
- Instruction manuals
- Safety procedures
- Craft or DIY instructions
- Directions that tell you how to get from place to place

Activity - Add the labels of each part of the structure of a procedure in the correct spot in the following procedure examples.

**Labels to include: Materials, Conclusion, Title, Steps, Goal**

### How to Make a Chocolate Milkshake

Follow these instructions to make a delicious chocolate milkshake.

- 1 cup of milk
- 1 scoop of ice cream
- 2 big squirts of chocolate topping
- 1 big drinking glass
- Blender



1. Plug the blender into the power point and switch the power point on.
2. Add the ice cream, milk and topping to the blender.
3. Put the lid on the blender, make sure it's on nice and tight.
4. Turn the blender on and blend the ingredients, on high speed, for 30 seconds.
5. Remove the blender lid and carefully pour the milkshake into the big drinking glass.

You can now enjoy a delicious chocolate milkshake.



Labels to include: Materials, Conclusion, Title, Steps, Goal

### How to Build a Sandcastle

Follow these instructions to build a sandcastle.

- Bucket
- Spade
- Sand (not too dry, needs to be a little bit wet)
- Shells
- Seaweed



1. Fill your bucket to the top with sand.
2. Pack down the sand so that the bucket is nice and full and smooth on top.
3. Quickly flip the bucket upside down, try not to spill any sand out of the bucket as you do this.
4. Gently tap the bucket before carefully pulling it upwards, off the sandcastle.
5. Use the seaweed and shells to decorate the sandcastle however you like.

You now have an awesome sandcastle to play with.

Success Criteria (student to complete):	Teacher Recognition (English)
<p><input type="radio"/> I have completed my spelling list and the rest of my spelling sheet.</p> <p><input type="radio"/> I have completed the reading activities.</p> <p><input type="radio"/> I have watched a BTN episode and written 3 VIP's per story and completed surface and deep questions for one story.</p> <p><input type="radio"/> I have viewed and read the introduction material for procedure writing and completed the labelling activity on the example procedures.</p>	<p><input type="radio"/></p>



## Mathematics - Number of the Day

Today's numbers of the day are 36 and 482.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: \_\_\_\_\_ (write which number you have chosen from the previous page)

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	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

[www.mathsstarters.net/numoftheday/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



# Timetables practice -

Practise your x3, x4 and x5 tables. Say them out loud as you go.

x3	x4	x5

# Problem A Day -

Complete today's problem.

**TUESDAY**

Which sum is equal in value to  $21 - 8$ ?

- $8 + 21$
- $20 + 9$
- $11 + 8$
- $2 + 11$

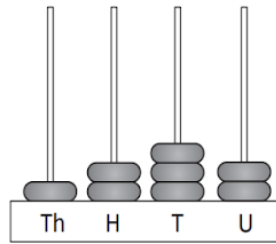
Working out - Transformation step

Cambridge Gardens Public School 4



## Place value of whole numbers – place value to 4 digits

We can show the value of a 4 digit number on an abacus and also with base ten blocks.



1 is worth 1 000 or one thousand.  
 2 is worth 200 or two hundreds.  
 3 is worth 30 or three tens.  
 2 is worth 2 or two units.

- 1** Below are 4 different numbers written in 3 different ways. Find the 3 that match and colour them the same:

Thousands	Hundreds	Tens	Units
5	4	3	2
5	3	4	3
4	5	2	4
4	3	8	8

Five thousand, four hundred and thirty two

Four thousand, five hundred and twenty four

Five thousand, three hundred and forty three

Four thousand, three hundred and eighty eight

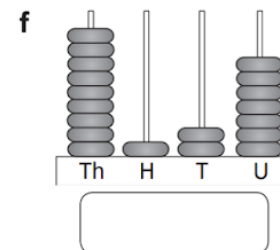
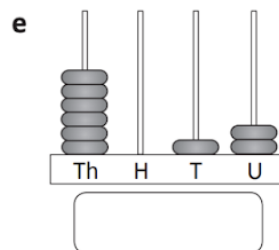
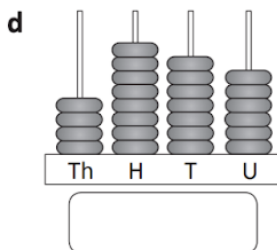
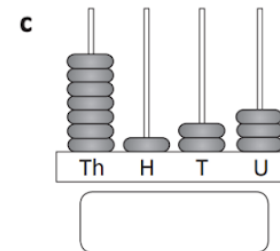
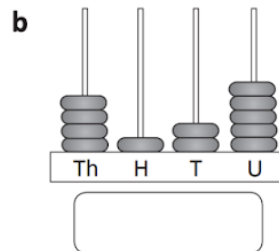
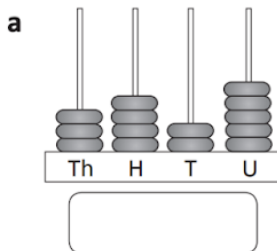
4 524

5 432

4 388

5 343

- 2** Write the number shown on each abacus:



Success Criteria (student to complete):	Teacher Recognition (Mathematics):
<input type="radio"/> I have completed the Number of the Day activities.	<input type="radio"/>
<input type="radio"/> I have practised my timetables.	
<input type="radio"/> I have completed my Problem A Day.	
<input type="radio"/> I have completed two Mathematics tasks.	
<input type="radio"/> I have completed the place value activity.	

## Drop Everything And Read (DEAR):

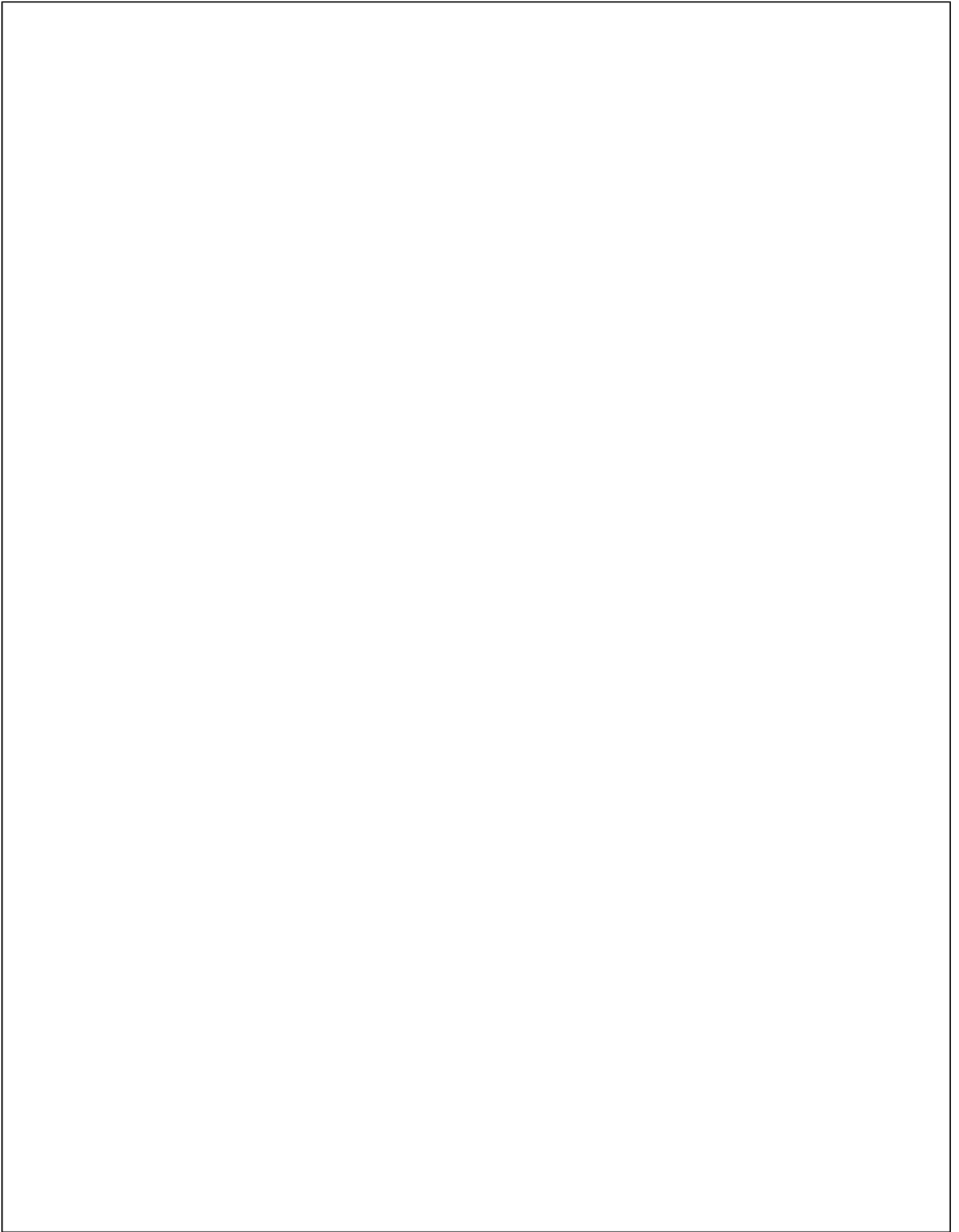
Read for 15 minutes. What did you Read? \_\_\_\_\_

## Creative Arts - Visual Arts

Natural Environment Sketch- Use the space provided to sketch a tree, plant or garden from your front or back yard. *Take a photo of your artwork and upload it onto the Year 3 Google Classroom page to share with everyone.*



## Natural Environment - Artwork





<p>Success Criteria (Student to complete)</p> <p><input type="radio"/> I have completed a natural environment artwork.</p>	<p>Teacher Recognition (Visual Arts)</p> <p><input type="radio"/></p>
--	---

I have completed today's work to the best of my ability.

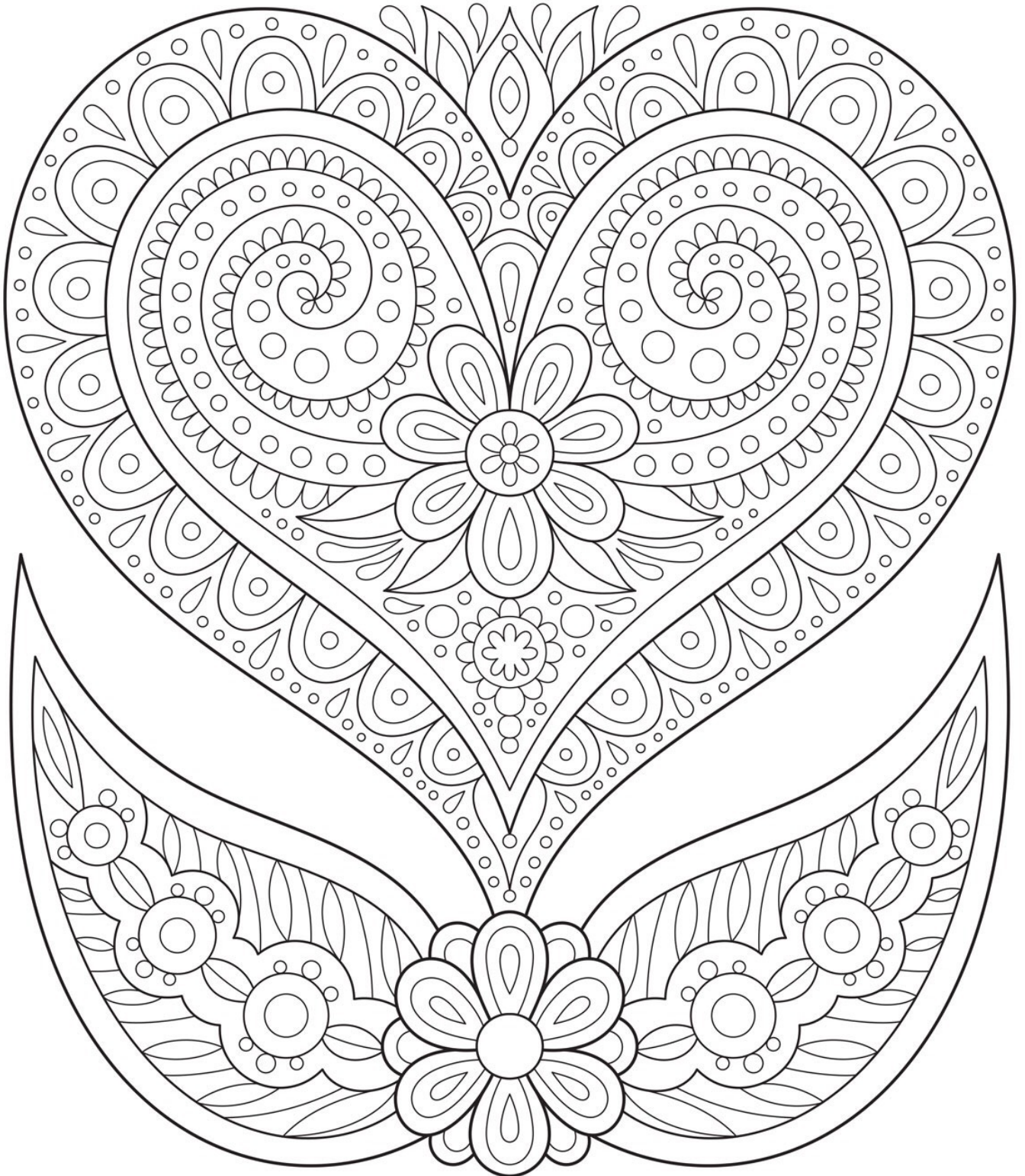
Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_



# Friday



# English

## Spelling -

-Write your spelling list

-Use the box below to write 5 of your spelling words and draw a picture or diagram of each word.

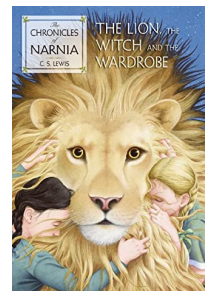
## Reading -

### Stage Novel Ch 2

Watch a reading of The Lion, The Witch and The Wardrobe by CS Lewis.



Google Classroom reading available online.



# Comprehension Strategy



Surface and Deep questioning [\*Google Classroom Demonstration Available Online\*](#)

- Use this strategy to think of 3 surface and 3 deep questions that you could ask someone based on the Stage Novel - The Lion, The Witch and The Wardrobe reading from today




# Writing - Procedures



Review yesterday's lesson on procedures by rereading the revision or rewatching the [Google Classroom demonstration video on Procedures](#)

**Activity - Rewrite the following procedure example using -**

- Black pencil/pen for the nouns
- Red pencil/pen for the verbs
- Orange pencil/pen for the adverbs
- Blue pencil/pen for the adjectives
- Green pencil/pen for the time connectives

**Challenge - Add your own title and conclusion for this procedure**



Goal To make a cheese and tomato sandwich

Ingredients

- 2 slices of bread
- 1 slice of cheese
- 1 tomato
- Knife
- Chopping board
- Small plate

Steps

1. Firstly, place one slice of fresh bread onto the chopping board.
2. Put a large slice of cheese on top of the bread.
3. Use a sharp knife to carefully cut the tomato into thin slices.
4. Place the thin slices of tomato on top of the slice of cheese.
5. Put the second slice of bread on top of the tomato.
6. Finally, cut the sandwich in half and place it onto a small plate.





Success Criteria (student to complete):	Teacher Recognition (English)
<p><input type="radio"/> I have written my spelling words and completed the spelling activity.</p> <p><input type="radio"/> I have viewed chapter 2 of the Stage 2 novel and created surface and deep level questions.</p> <p><input type="radio"/> I have rewatched the procedure video and rewritten the example procedure, parsing the different language features.</p>	<p><input type="radio"/></p>



## Mathematics - Number of the Day

Today's numbers of the day are 87 and 926.

Choose one of these numbers. Draw and write everything you know about that number.





Answer these questions focusing on your chosen number from the previous page:

My number is: \_\_\_\_\_ (write which number you have chosen from the previous page)

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	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

[www.mathsstarters.net/numoftheday/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_




## Timetables practice -

Practise your x3, x4 and x5 tables. Say them out loud as you go.

x3	x4	x5

## Problem A Day -

Complete today's problem.



Which sum is equal in value to  $56 - 15$ ?

- $20 + 21$
- $31 + 9$
- $11 + 20$
- $30 + 31$

Working out - Transformation step

Cambridge Gardens Public School

5



# Measurement and Geometry - Time

Complete the time activity

## Telling time – quarter to and quarter past

When the minute hand is on 9, it is 15 minutes to the hour or it has a quarter of the way to go before it reaches the hour.



A quarter to 8



A quarter past 7

When the minute hand is on 3, it is 15 minutes past the hour or it has gone a quarter of the way around the clock face.

1 Write either 'past' or 'to' in the blanks:

a



A quarter

\_\_\_\_\_ 5.

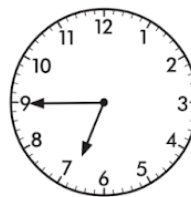
b



A quarter

\_\_\_\_\_ 6.

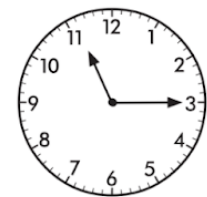
c



A quarter

\_\_\_\_\_ 7.

d



A quarter

\_\_\_\_\_ 11.

2 Draw a line to connect each clock to its time label. Each clock has more than one label.



15 minutes past 9

a quarter to 3

a quarter past 8

15 minutes past 4

15 minutes past 8

15 minutes to 11

a quarter past 4

15 minutes to 3

a quarter to 11

a quarter past 9

Remember that a quarter of an hour is 15 minutes. That is why we say a quarter past and a quarter to.



**REMEMBER**

2



SERIES



TOPIC

Time

Copyright © 3P Learning



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the Number of the Day activities.</p> <p><input type="radio"/> I have practised my timetables.</p> <p><input type="radio"/> I have completed my Problem A Day.</p> <p><input type="radio"/> I have completed two Mathematics tasks.</p> <p><input type="radio"/> I have completed the time activity.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
---	--

## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_

## Science -

Learning Intention: For students to establish an understanding that matter can be classified as solid, liquid or gas.

Watch the following link



<https://www.youtube.com/watch?v=JQ4WduVp9k4>

(States of matter for kids – youtube)

Matter makes up our planet and the whole universe. On Earth, all matter exists in one of three main states: solid, liquid or gas.

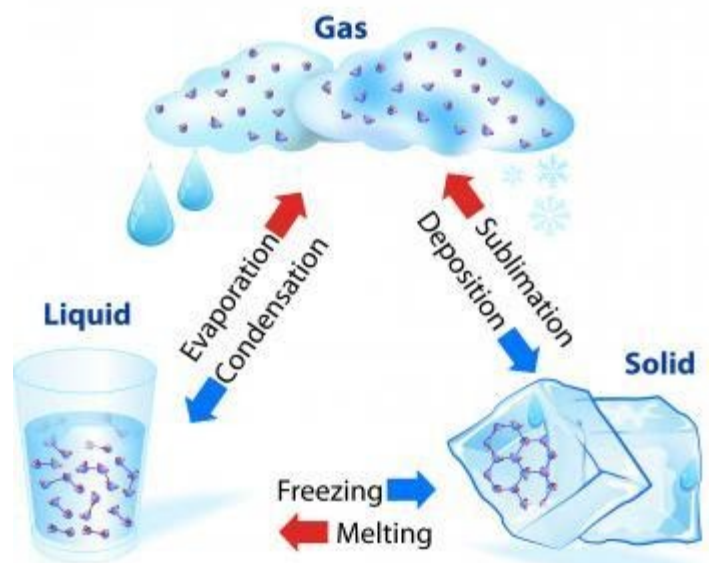
A **solid** can hold its shape (for example, water in solid form is ice).

A **liquid** like water forms a pool: it flows or runs but it can't be stretched or squeezed.

A **gas** can flow, expand and be squeezed; if it is in an unsealed container it escapes (water in gas form is steam).

Depending on its temperature, matter can change state; heating, cooling, evaporating and condensation are ways in which a material changes state.

## STATE OF MATTER



Look at and cut out the pictures on the following page. Try to see if you can sort them into their states of matter and paste them into this table.

**Solids:** Solids hold their shape.

**Liquids:** Liquids flow and take the shape of the container they are in.

**GASES:** Gases move freely around the space they are in.

### Optional Game

*Play a game of 'Corners' to review the content of the lesson. (All children in the house could play.)*

*Label the four corners of a room as solid, liquid, gas or not sure. Call out the names of various substances, then ask your child to move the corner that corresponds with the substance's state of matter. Eg water = liquid. Try to include a few challenging substances that may promote discussion, eg toothpaste, slime, honey, mud, yogurt. This game could be played at any time of the day.*



 ice cubes	 orange juice	 car exhaust fumes	 mountains	 cooking oil
 steam	 fruit	 tomato sauce	 buildings	 wind
 toothpaste	 soft drink bubbles	 dishwashing soap	 wood	 soup
 smoke	 the ocean			

**Optional Extension:** Using the three blank squares draw and label your own example for each of the three states of matter. Paste on the table.

**NB:** If my table is not big enough you could create your own table on a spare piece of A4 paper. You can always Blu tack it up next to your title page!

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have watched the video about states of matter.</p> <p><input type="radio"/> I have cut out, sorted and pasted the labelled pictures into groups (solid, liquid or gas)</p> <p><input type="radio"/> I have played the States of Matter Corners game.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
--	--



# FITNESS CHALLENGE

## Balancing Act

Use different body parts to balance 5 objects, such as the palm or back of their hand, or their knee, foot, elbow or chin. Try and beat your best time on each object. Complete this game for 15 minutes.



Object 1: \_\_\_\_\_ Time: \_\_\_\_\_

Object 2: \_\_\_\_\_ Time: \_\_\_\_\_

Object 3: \_\_\_\_\_ Time: \_\_\_\_\_

Object 4: \_\_\_\_\_ Time: \_\_\_\_\_

Object 5: \_\_\_\_\_ Time: \_\_\_\_\_

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed 15 minutes of Balancing Act.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--

I have completed today's work to the best of my ability.

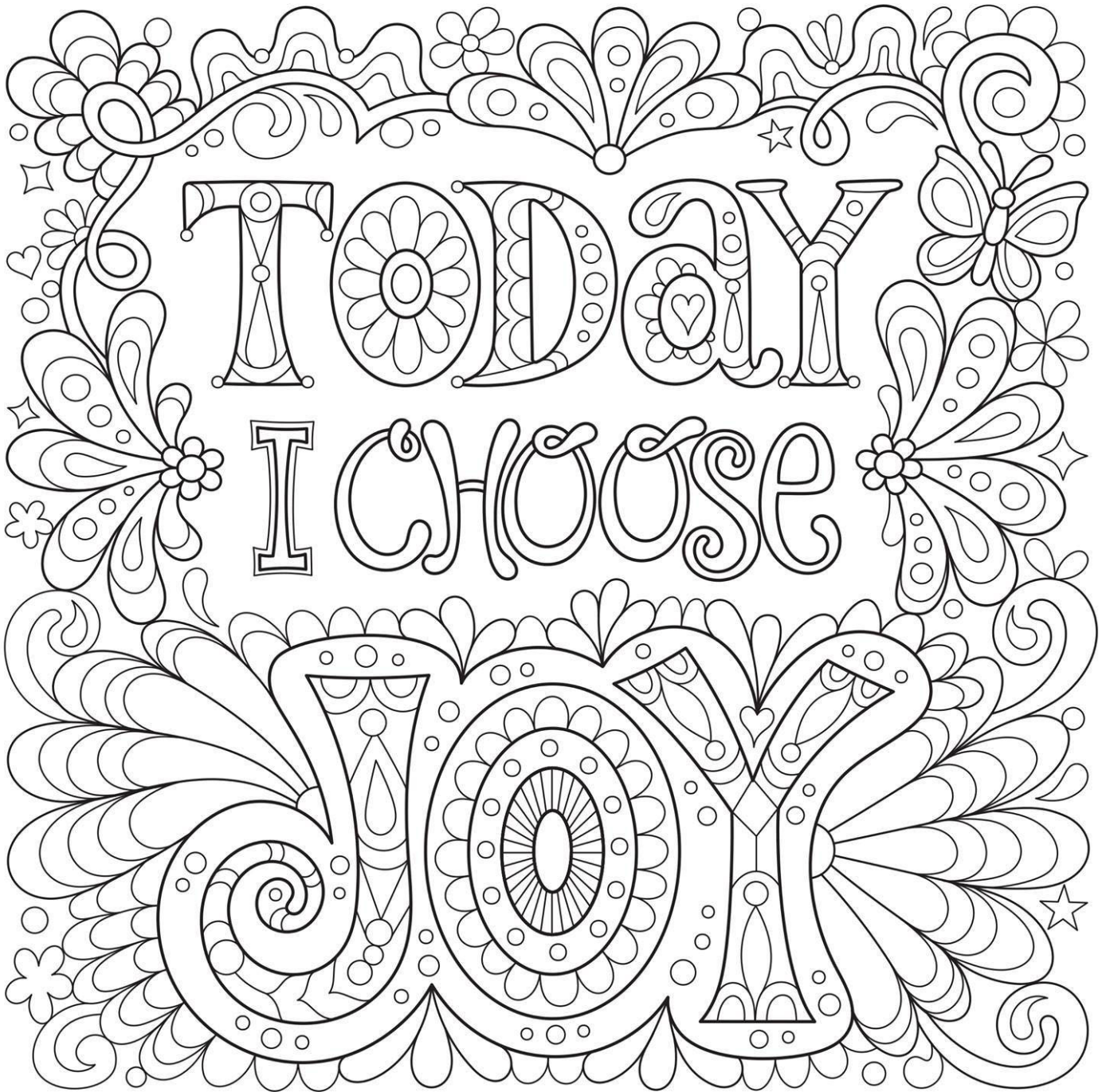
Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_



# Monday





# English

## Spelling -

- Write your spelling list

- Write 10 mini-words (words in words) that you can see within your spelling list




# Reading -



Choose one option from the below reading activities

1. Login to Reading Eggspress and complete the assigned reading task.
2. Read 2 chapters from a book you have at home
  - Think of 3 surface and 3 deep questions that you could ask someone about what you read today.
  - If needed, review the [Google Classroom Demonstration](#) on Surface and Deep questions




# Unit 3 - Handwriting

- Watch the video demonstrating exit flicks for handwriting. [Google Classroom Demonstration Available Online](#)



- Complete the handwriting work by copying the text inside the box - Part 1 of the poem "I Hypnotised the Teacher" by Kenn Nesbitt.

Practise your exit flicks and diagonal joins. Rewrite as much as you can of the poem below. Add the exit flicks only to the letters that need them.

I hypnotised the teacher in our classroom yesterday. I think it worked! He's started doing everything I say. I said he was a chicken. He began to crow and cluck. And then he started quacking when I said he was a duck.

Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.



Handwriting practice sheet with 10 sets of horizontal lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line.








<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed my spelling activities, and checked that my words are spelt correctly.</li><li><input type="radio"/> I have completed my reading activities.</li><li><input type="radio"/> I have completed my handwriting activity, paying attention to exit flicks.</li><li><input type="radio"/> I have completed my free writing activity using neat handwriting, adding description and using an interesting vocabulary.</li></ul>	<p>Teacher Recognition (English):</p> <p><input type="radio"/></p>
---	--

## Mathematics - Number of the Day

Today's numbers of the day are 45 and 463.

Choose one of these numbers. Draw and write everything you know about that number.

Answer these questions focusing on your chosen number from the previous page:

My number is: \_\_\_\_\_ (write which number you have chosen from the previous page)

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	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

[www.mathsstarters.net/numoftheday/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_





## Timetables practice -

Practise your x3, x4 and x5 tables. Say them out loud as you go.

x3	x4	x5

## Problem A Day -

Complete today's problem.

THURSDAY

Which sum is equal in value to  $43 - 25$ ?

- $18 + 20$
- $22 + 6$
- $11 + 37$
- $12 + 26$

Working out - Transformation step

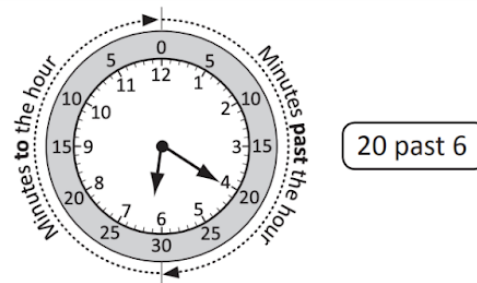


# Number and Algebra - Time

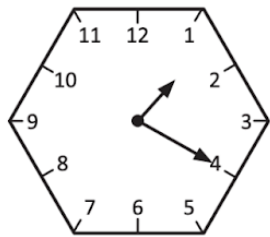
Complete the following time activity.

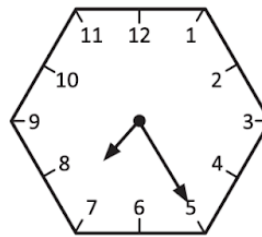
## Telling time – five minute intervals past the hour

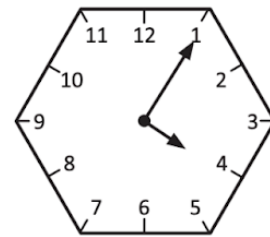
It takes 5 minutes for the minute hand to move from one number to the next. The time shown on this clock is 20 minutes past 6.

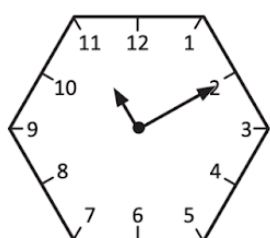


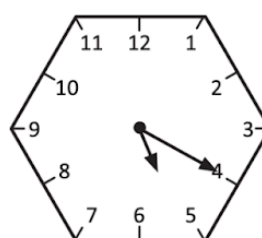
1 Complete these labels of the clock hands:

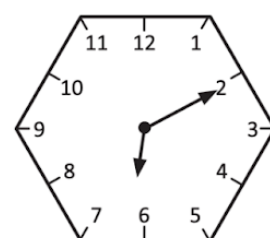
a   
 \_\_\_\_\_ past \_\_\_\_\_

b   
 \_\_\_\_\_ past \_\_\_\_\_

c   
 \_\_\_\_\_ past \_\_\_\_\_

d   
 \_\_\_\_\_ past \_\_\_\_\_

e   
 \_\_\_\_\_ past \_\_\_\_\_

f   
 \_\_\_\_\_ past \_\_\_\_\_

2 Draw the minute hand on each watch according to the label:

a   
 5 past 3

b   
 25 past 3

c   
 10 past 3



### Puzzle 3: How many squares can you count?



Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have practised my timetables.
- I have completed my Problem A Day.
- I have completed two Mathematics tasks.
- I have completed the time activity.

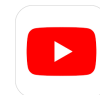
Teacher Recognition (Mathematics):



## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_

## PDH -



Watch the League Stars Inspire YouTube video about 'inclusion and diversity' and then complete the following activities (the answers will be in the video).

<https://www.youtube.com/watch?v=miuKvibG5iU>

What values or actions do you think make a **successful and healthy team**?



What is teamwork to you and how does it encourage belonging?

Corey Oates: W \_\_\_\_\_ T \_\_\_\_\_

Michael Morgan: S \_\_\_\_\_ R \_\_\_\_\_  
D \_\_\_\_\_ J \_\_\_\_\_

Iosia Soliola: B \_\_\_\_\_

R \_\_\_\_\_



Josh Mansour: A \_ \_ \_ \_ \_ G \_ \_ \_ \_

Kezie Apps: B \_ \_ \_ \_ P \_ \_ \_ \_ T \_ \_ \_ \_ \_

James Tedesco: C \_ \_ \_ T \_ \_ \_ \_ \_

Charnze Nicoll -Klokstad : W \_ \_ \_ \_ \_

### What is TEAMWORK?

1. People with \_\_\_\_\_ skills and abilities \_\_\_\_\_  
\_\_\_\_\_.

2. A team where everyone \_\_\_\_\_.

3. Working together to achieve \_\_\_\_\_  
\_\_\_\_\_.

4. T ogether  
\_\_\_\_\_

A chieves  
\_\_\_\_\_



## What is BELONGING?

1. Feeling \_\_\_\_\_ and \_\_\_\_\_ for.
2. A \_\_\_\_\_ and \_\_\_\_\_ for who I am.
3. Feeling \_\_\_\_\_ to a community, team or group.
4. Knowing my role in the team and how I can \_\_\_\_\_.



J	U	C	O	H	I	G	H	S	L	A	J	S	K	F
V	G	L	E	A	G	U	E	S	T	A	R	S	K	R
E	P	C	H	T	E	L	S	S	E	C	C	U	S	I
X	I	W	S	U	P	P	O	R	T	E	I	N	O	E
G	R	A	T	I	T	U	D	E	H	C	E	F	A	N
F	T	M	U	C	O	M	E	B	A	C	K	I	I	D
C	E	H	I	M	N	K	E	P	H	A	W	V	B	S
H	Y	I	L	O	W	S	V	D	B	E	P	W	H	T
A	O	L	N	N	Q	T	B	W	T	H	A	N	E	E
L	V	A	I	S	Q	R	V	U	Z	P	S	L	W	A
L	C	L	U	M	P	L	Z	S	M	S	S	M	T	C
E	A	I	B	Y	A	I	J	L	X	G	I	R	O	H
N	D	L	P	F	Z	F	R	F	J	P	N	J	E	E
G	A	H	W	E	L	L	B	E	I	N	G	W	O	R
E	E	G	N	I	H	C	T	A	C	T	W	U	C	S

Inspire  
Health  
Wellbeing  
Highs  
Lows  
Setback

### League Stars

Comeback  
Challenge  
Success  
Support  
Gratitude  
Football

Friends  
Family  
Teachers  
Passing  
Catching  
Positive



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have watched the League Stars Inspire 'inclusion and diversity' video.</p> <p><input type="radio"/> I have completed the League Stars activities.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
---	--

I have completed today's work to the best of my ability.

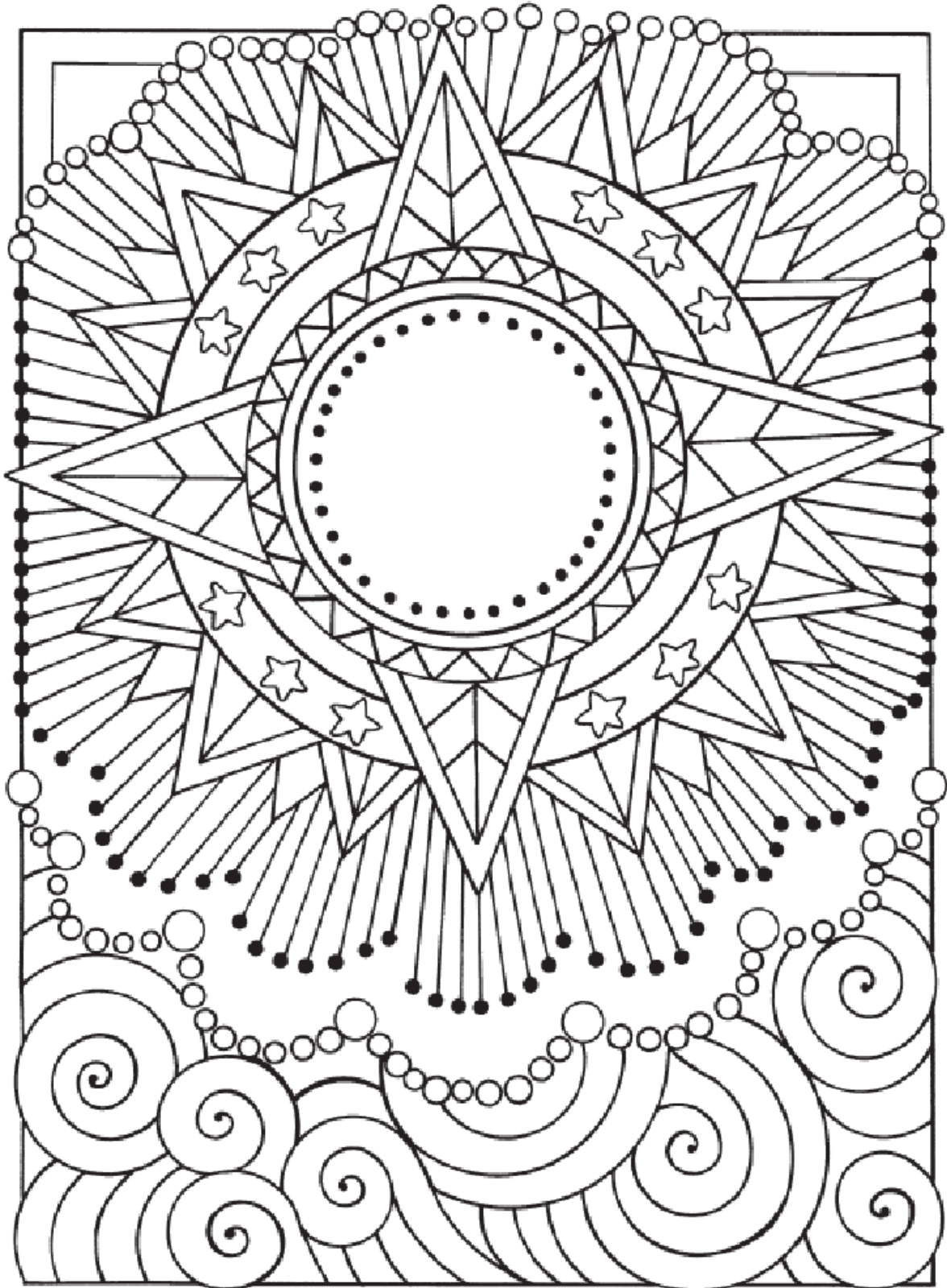
Signed: \_\_\_\_\_

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.

1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

## 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.



## Journal Writing -

Write a journal entry about your week. Write about your favourite parts, least favourite parts and some new things you have learnt. You must write a minimum of 2 paragraphs.





<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed all of my spelling activities and checked that my words are spelt correctly.</li><li><input type="radio"/> I have read 2 chapters of my book out loud to a family member or peer.</li><li><input type="radio"/> I have completed my journal writing with at least 2 paragraphs and I have paid attention to spelling and punctuation.</li></ul>	<p>Teacher Recognition (English):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
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## Mathematics - Number of the Day

Today's numbers of the day are 58 and 349.

Choose one of these numbers. Draw and write everything you know about that number.

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Answer these questions focusing on your chosen number from the previous page:

My number is: \_\_\_\_\_ (write which number you have chosen from the previous page)

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	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

[www.mathsstarters.net/numoftheday/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



## Timetables practice -

Practise your x3, x4 and x5 tables. Say them out loud as you go.

x3	x4	x5

## Problem A Day -

Complete today's problem.

FRIDAY

Which sum is equal in value to  $31 - 18$ ?

- $10 + 13$
- $18 + 5$
- $8 + 6$
- $9 + 4$

Working out - Transformation step





Success Criteria (student to complete):  <input type="radio"/> I have completed the Number of the Day activities.  <input type="radio"/> I have practised my timetables.  <input type="radio"/> I have completed my Problem A Day.  <input type="radio"/> I have completed two Mathematics tasks.  <input type="radio"/> I have completed the data - picture graphs activity.	Teacher Recognition (Mathematics):  <input type="radio"/>
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### Drop Everything And Read (DEAR):

Read for 15 minutes What did you Read? \_\_\_\_\_

### SPORT - PE -

Watch Mr Hunter's physical activity and fitness video. [Google Classroom](#)  
[Demonstration Available Online.](#)



- Complete as many activities and rotations shown in Mr Hunter's video as you can in 30 minutes.

#### Physical Activity and Fitness Record

Which activities did you do? Which activities did you like best? How many rotations did you do?



# DANCE FITNESS -

Just Dance - Complete 4 Just Dance activities from YouTube.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed 30 minutes of physical activity and fitness rotations</p> <p><input type="radio"/> I have completed 4 Just Dance dances.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></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: \_\_\_\_\_





# Fast Finishers Activities

## The Scarecrow Festival at the Secret Garden

You may remember our scarecrow entry from last year, the Grinch and Max. This year we are entering a mermaid and sea creature scarecrow into the scarecrow festival competition.

And... we need your help!

The scarecrow is going to be a mermaid; however, many things have not been decided.

Will be male or female? What will its hair look like and what colour? What will it wear? Does our mermaid have any sea creature friends sitting alongside it? What will it be made from?

Keep in mind scarecrows are outdoors, so it will need to be made from materials that don't mind getting wet and can withstand the elements.

Help us design our entry! Draw and annotate a picture of what you think our mermaid and friend should look like.



What should we name our entry?

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# How To Make A Stunt Plane

## "Loopidy Loop Plane"

**Step 1.** Rotate your paper so it is wide, not tall.

(Landscape)

**Step 2.** Fold it in half and unfold to get a center crease.

**Step 3.** Here's a tricky step! Fold the left top corner down so it touches the centre line. At the same time, make sure the crease goes through the bottom left corner.

**Step 4.** Now, fold the right top corner down so it touches the centre line. At the same time, make sure the crease goes through the bottom right corner.

**Step 5.** Fold the top edge over, about a centimetre down.

**Step 6.** Fold the top edge over a second time.

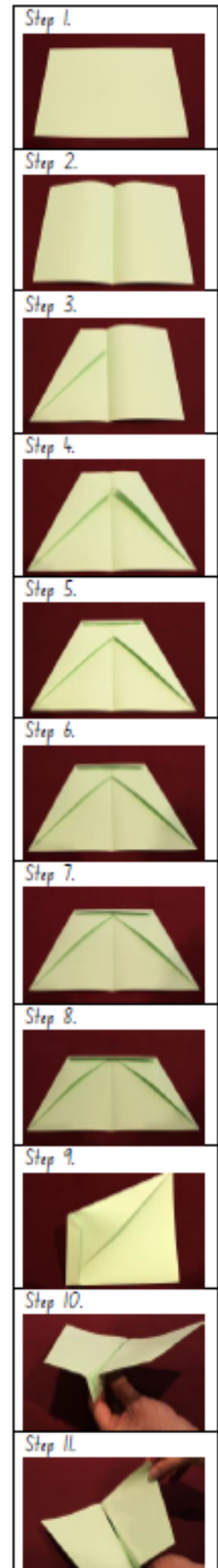
**Step 7.** And a third time.

**Step 8.** And a fourth time.

**Step 9.** Fold the plane in half down the centre line.

**Step 10.** Fold the wings down, then out. In the plane we photographed, the wings are folded with creases about two centimetres from the centre line on each side. This will make the wings quite big. Try adjusting the wings to be bigger or smaller to work out which flies or loops the best!

**Step 11.** Bend up the back edge of the wings to get some lift.



## Bonus Olympics Activity

### Olympic medal count directions:

- Choose 3 countries of your choice (Australia already given).
- Colour the columns as the countries win medals.
- Bronze, silver and gold all count as **one** medal.
- Print the pages all at once, or print as you go.
- If you want to get fancy, add the name of who won the medal and whether it was gold, silver or bronze.
- Put it on the fridge and get everyone in the house involved.







# OLYMPIC



## MEDAL COUNT



COUNTRY	AUSTRALIA			
1				
2				
3				
4				

5				
6				
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12				
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