

# Remote learning Grid – Week 2 Term 3 – Year 3

This grid covers both online and offline options. Activities that are highlighted yellow will receive explicit feedback from teachers. Feedback for activities highlighted in green is optional. If the learning is completed offline, please submit the work via one of the 2 options. Option 1: submit work via Google Classroom. Option 2: hand in completed work to the teacher at the end of each week via the front office. Make sure you answer the attendance question on Google Classroom by 9am each morning. Students working online with Google Classroom will also be monitored every second day to ensure that work is being completed. If work is not completed parents will be contacted via Class Dojo. For those working on the home package progress will be checked by Class Dojo with parents on Thursday mornings. Feedback on activities will be provided in school hours only.

	Monday 19.7.21	Tuesday 20.7.21	Wednesday 21.7.21	Thursday 22.7.21	Friday 23.7.21
Morning	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Login to Wushka and read the text assigned to your group.</li> </ul> <p><b>Mars:</b> Dragon</p> <p><b>Earth:</b> The best birthday</p> <p><b>Venus:</b> Travelling to Titan</p> <p><b>Mercury:</b> Lost</p> <p>*Identify who, when, where, what and why/how:</p> <p>* Use this information to write a short</p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Login to Wushka and re-read the text assigned to your group.</li> </ul> <p>*Identify a text to text and text to self connection for your Wushka text</p> <ul style="list-style-type: none"> <li><b>Spelling:</b> Log in to Soundwaves Unit 19</li> <li>Choose 5 words from your spelling list and write an interesting sentence for each word that includes adjectives and conjunctions.</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li><b>Spelling:</b> Choose 5 words from your spelling list and put them in alphabetical order. Choose another 5 words and make up rhyming words.</li> <li><b>Writing:</b> Writing a narrative. Writing about setting and characters.</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Based on your wushka text, identify an interesting or unknown word and look up the meaning.</li> <li><b>Spelling:</b> Rewrite the sentences with the correct spelling.</li> <li><b>Writing:</b> Writing a narrative. Writing about complications and series of events in a story.</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Based on your wushka text for the week, ask two inferential (or deep) questions about the story. Use the prompts in the slides to help you. Then answer your own questions.</li> <li><b>Spelling:</b> Log in to Soundwaves Unit 19. Highlight the words that contain the grapheme. Use the clues to finish the word. Record other ways of writing the grapheme.</li> <li><b>Writing:</b> Writing a narrative. Writing about the</li> </ul>

	<p>summary of what your text was about.</p> <p><b>Spelling:</b> Choose 10 words from Soundwaves Unit 19. Brainstorm 15 words with the grapheme. Segment the words from your spelling list.</p> <p><b>Writing:</b> Journal Writing. Writing about how you are feeling today.</p> <p>Sentence of the day. Write 3 sentences about someone in your family.</p>	<p>Underline the word that you used from your spelling list.</p> <ul style="list-style-type: none"> <li>• <b>BTN:</b> Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story.</li> </ul>			<p>resolution of a story.</p>
<b>Wellbeing break</b>	<p><b>Physical Wellbeing</b></p> <p>Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out).</p>	<p><b>Emotional wellbeing</b></p> <p>Participate in a self-care activity</p>	<p><b>Social Wellbeing-</b></p> <p>Play a board game with your family members</p>	<p><b>Spiritual Wellbeing:</b></p> <p>Planting seeds</p>	<p><b>Emotional wellbeing</b></p> <p>Turn off all devices for at least 5 hours (after school!)</p>
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b></li> </ul> <p>Complete Number of the Day activity described in your</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b></li> </ul> <p>Complete Number of the Day activity described in your daily workbook.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b></li> </ul> <p>Complete Number of the Day activity described in your daily workbook.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day</b></li> </ul> <p>Complete Number of the Day activity described in your daily workbook.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day</b></li> </ul> <p>Complete Number of the Day activity described in your daily workbook.</p>

	<p>daily workbook</p> <ul style="list-style-type: none"> <li>● <b>Number Ninja</b></li> <li>● <b>Topic: Fractions &amp; Decimals</b></li> <li>Year 3 - Complete the activities assigned in your daily workbook.</li> <li>● Login to Mathletics and complete 2 of the tasks assigned</li> <li>..</li> <li>● <b>PE: Sport</b></li> <li>Get Active @home</li> <li>.</li> <li>● Lesson 1- Catching</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Number Ninja</b></li> <li>● <b>Topic: Fractions &amp; Decimals</b></li> <li>Year 3 - Complete the activities assigned in your daily workbook.</li> <li>● Login to Mathletics and complete 2 of the tasks assigned.</li> <li>● <b>PE: Sport</b></li> <li>Get Active @home</li> <li>● Lesson 2- Underarm Throw</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Number Ninja</b></li> <li>● <b>Topic: Fractions &amp; Decimals</b></li> <li>● Complete the activities assigned in your daily workbook.</li> <li>● <b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> <li>● <b>PE: Sport</b></li> <li>Get Active @home</li> <li>● Lesson 3-</li> <li>● <b>Overarm Throw</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Number Ninja</b></li> <li>● <b>Topic: Fractions &amp; Decimals</b></li> <li>● Complete the activities assigned in your daily workbook.</li> <li>● <b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> <li>● <b>PDHPE:</b></li> <li>● Building Positive Relationships</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Number Ninja</b></li> <li>● <b>Mini Project Activity:</b> Complete the budget activity in the blank table.</li> <li>● <b>Mathletics:</b> Login to Mathletics and go on to Live Mathletics.</li> <li>● <b>PE:</b></li> </ul>
<b>Wellbeing break</b>	<b>Spiritual Wellbeing</b> Think about someone you admire - what values do you share?	<b>Social Wellbeing</b> Write a thank you note to someone and post it/email it	<b>Cognitive wellbeing</b> Complete a jigsaw puzzle, Sudoku or crossword puzzle	<b>Emotional wellbeing</b> Continuation of PDHPE lesson	<b>Physical wellbeing</b> Create your own game to play with your family members. Be creative with your objects e.g.wrap up some socks to make a ball.
<b>Break</b>	Break	Break	Break	Break	Break

Afternoon	<p>Library</p> <p>Research Skills</p> <p>Note Taking</p>	<p>KLA</p> <p>Creative arts</p> <p>Connotation, Imagery and symbols in Visual Arts</p>	<p>KLA-</p> <p>Science &amp; Technology</p> <ul style="list-style-type: none"> <li>• Earth &amp; Space <ul style="list-style-type: none"> <li>- Exploring Geology</li> <li>- Complete the task assigned</li> </ul> </li> </ul>	<p>KLA- HSIE: geography</p> <p>Places are similar and different</p> <p>Map of Australia lesson</p>	<p>KLA</p> <p>Creative arts</p> <ul style="list-style-type: none"> <li>• Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Post a photo of your sketch in Google Classroom..</li> </ul>

MONDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# READING LEARNING INTENTION

We are learning to recount or describe the most relevant details from a  
text

## SUCCESS CRITERIA:

- I can explain what the main idea is in a text without giving too much detail
- I will include details on who, where, when and what, whenever possible

# READING - LOG IN TO WUSHKA AND READ YOUR TEXT

Then complete the quiz!

Summarise the book you read using these prompts:

1. Identify who, when, where, what and why /how
  - Who:
  - When:
  - Where:
  - What:
  - Why /how:
2. Use this information to write a short summary of what your text was about:



# SPELLING - SOUNDWAVES UNIT 19



The soundwaves password is:

Year 3 - work212

Log in to Soundwaves and choose 10 words to form your spelling list for the week from unit 19. Type them in below.

Brainstorm 15 words that have the phoneme at the beginning, middle and at the end of the word.

## Brainstorm

### List Words

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15	



# WRITING

# LEARNING INTENTION

We are learning to write an informative text containing key information and supporting details

## SUCCESS CRITERIA:

- I can write meaningful sentences with correct punctuation
- I can include four or more simply stated and clearly connected ideas
- I can write ideas appropriate to a task or topic in sequenced sentences

# WRITING ACTIVITIES

Do your sentences have:

- capital letters at the beginning of a sentence and for proper nouns
- correct punctuation
- makes sense

Did you:

- spell most words correctly
- write using neat, joined letters

## Sentence a Day

Write three sentences about someone in your family.

## Journal

Write about how you are feeling today. After you have written how you're feeling you could draw a picture to go with it. If you can, upload your picture so your teacher can see it, otherwise share it with someone you live with.

## PHYSICAL WELLBEING

Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out).

RECESS

YEAR 3 MATHS  
ACTIVITY

# MATHS NUMBER OF THE DAY

Use the [interactive online version](#), or complete below.

My number is: 9089

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	



# NUMBER NINJA!



Click on the timer - - - - >

Q1	19	+	39	=			
Q2	26	-	19	=			
Q3	3	x	5	=			
Q4	100	+	113	=			
Q5	168	-	54	=			
Q6	5	x	6	=			
Q7	Make the smallest no.		8	2	1	8	=
Q8	Make the largest no.		9	5	8	0	=
Q9	Double the number		35	=			
Q10	Halve the number		44	=			

# YEAR 3 - MATHS

## LEARNING INTENTION

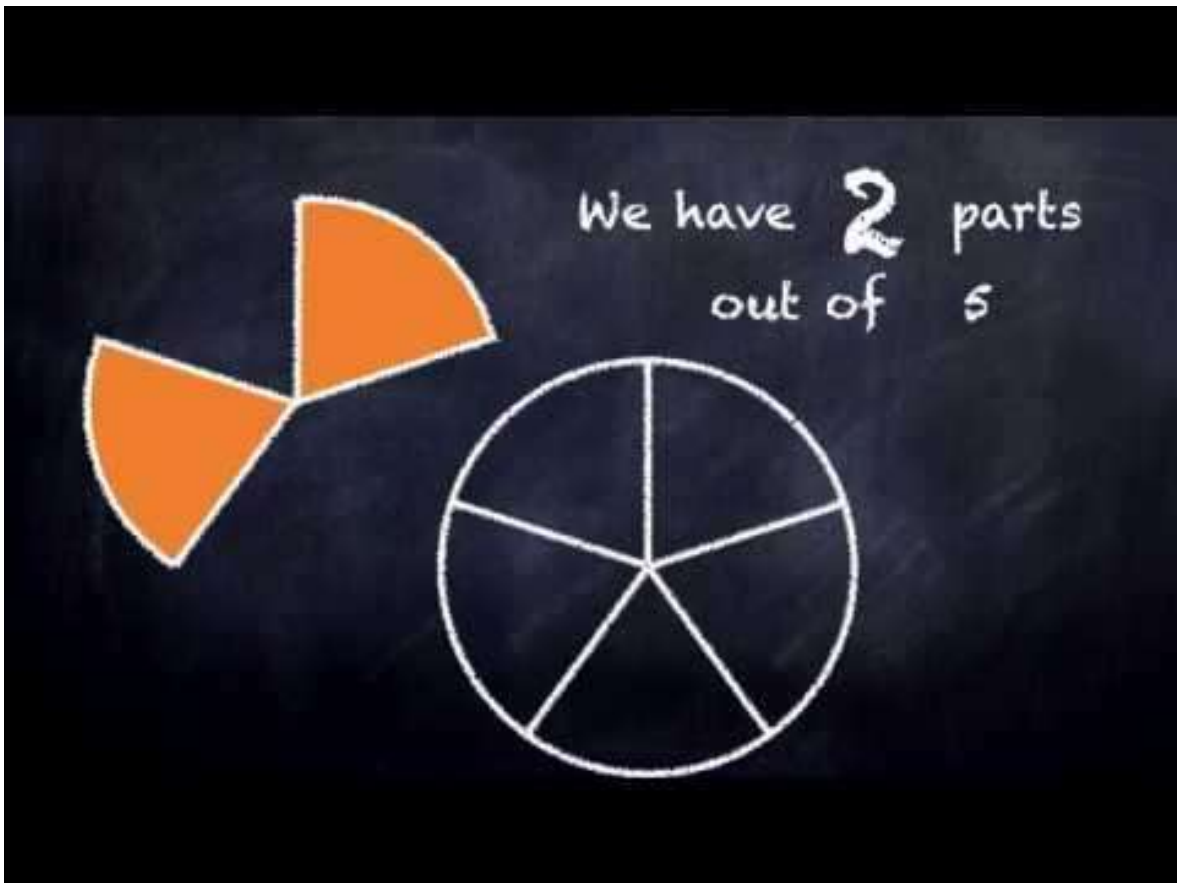
We are learning to count by quarters, halves and thirds and find and show these fractions on a number line.

### SUCCESS CRITERIA:

- I can describe what a quarter, half and third are.
- I know how many halves, quarters and thirds there are in a whole.
- I can count up to one whole using halves, quarters and thirds.

# FRACTIONS & DECIMALS - HALVES, QUARTERS & THIRDS

Let's remind ourselves of what the following terms mean: half; quarter; third.



# FRACTIONS & DECIMALS - HALVES, QUARTERS & THIRDS

1. A pizza is cut up into three equal pieces, however two thirds of the pizza have been eaten. How many thirds do I have left?
2. A chocolate bar with four pieces has only two pieces left.
  - a. How many quarters are left?
  - b. How many halves are left?
3. A packet of M&Ms has 120 M&Ms in it. If I've eaten half of the pack, how many M&Ms are left?
4. I have **two** pizzas and they are each cut up into three pieces. I have eaten two pieces of one pizza. How many thirds are left all together? Draw a picture if you need to.
5. **Write your own question about halves, quarters or thirds here. You must include your answer.**

# NUMBER NINJA ANSWERS

A1	58				
A2	7				
A3	15				
A4	213				
A5	114				
A6	30				
A7	1	2	8	8	
A8	9	8	5	0	
A9	70				
A10	22				

COMPLETE TWO  
TASKS FROM  
MATHLETICS

# DAY 1

## Catching

Follow the link below to watch the episode and join in the catching fun with Adam and Elissa.

[GetActive@Home - Episode](#)



# CATCHING CHALLENGES

## GetActive@Home

### Episode 1 - Catching

Stage 2

#### Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

#### Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

#### Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD2-4** performs and refines movement skills in a variety of sequences and situations.

**PD2-11** combines movement skills and concepts to effectively create and perform movement sequences.

#### Sample questions

When catching a ball on the move, what should you look at? The ball? Your hands?

How do you move your body when catching a hard ball?

#### Teaching cues

Throw the ball - 'toss the egg'!

Eyes on the ball - 'eyes on the prize'!

Arms extended and hands together - 'make the nest'!

Bend the knees and slightly lower hands - 'soften the nest'!

#### Equipment

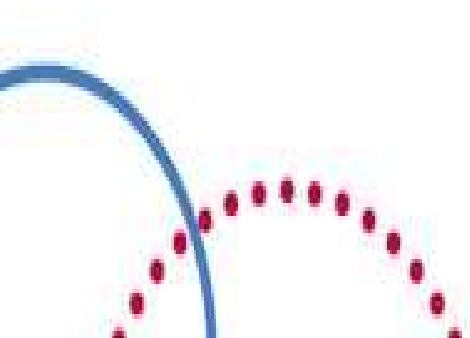
Ball, soft toy, pair of rolled up socks.



# WELLBEING BREAK

## Spiritual Wellbeing

THINK ABOUT SOMEONE YOU ADMIRE -  
WHAT VALUES DO YOU SHARE?



LUNCH

# LIBRARY - RESEARCH SKILLS - NOTE TAKING

Read each paragraph from the text about sharks.

- Highlight the key information in each paragraph.

Hint: Look for key words which inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot point notes should be a few words only, not full sentences.

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

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- 

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

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- 

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

- 
- 
- 

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

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- 
-

TUESDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# READING

## LEARNING INTENTION

We are learning to make connections between texts and our personal experiences and what we have read/seen/listened to previously.

### SUCCESS CRITERIA:

- I can connect something in the story to my own life
- I can connect something in the story to something in another text type (ie, news article, show, podcast)
- Year 4: I can compare this story to another text and describe how the authors have represented the same ideas differently

# YEAR 3: CONNECT TO YOUR WUSHKA TEXT

## Text to self

*Think about something in your life that is similar to the book you read this week for Wushka. Make sure you use the word because to describe your connection.*

This text reminds me of:

## Text to text

*Think about something from another book, show, movie, text that you have seen that is similar to the book you read this week for Wushka. Make sure you use the word because to describe your connection.*

This text remind me of:

# SPELLING - SOUNDWAVES UNIT 19



Choose 5 words from your spelling list and write an interesting sentence for each word. Underline (ctrl+u) the word that you used from your spelling list. Include **adjectives** (describing words) and **conjunctions** (for, and, as, nor, because, so, yet).

1	
2	
3	
4	
5	



# BEHIND THE NEWS



Watch ['Behind the News'](#) at 10am on ABC Me.

Write a summary of your favourite story below.

My favourite story was ...

## EMOTIONAL WELLBEING

PARTICIPATE IN A SELF-CARE  
ACTIVITY

E.G. GOING TO BED EARLY,  
PAINTING, DEEP BREATHING,  
WATCHING THE SUNSET OR  
HAVING A BATH.

RECESS

YEAR 3 MATHS  
ACTIVITY

# MATHS NUMBER OF THE DAY

Use the [interactive online version](#), or complete below.

My number is: 8035

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

# NUMBER NINJA

Click on the timer ----->



Q1	37	+		8	=			
Q2	50	-		24	=			
Q3	10	x		11	=			
Q4	33	+		96	=			
Q5	148	-		14	=			
Q6	7	x		6	=			
Q7	Make the smallest no.			5	5	7	8	=
Q8	Make the largest no.			7	8	7	1	=
Q9	Double the number			25	=			
Q10	Halve the number			64	=			

# YEAR 3 - MATHS

## LEARNING INTENTION

We are learning to count by quarters, halves and thirds and find and show these fractions on a number line.

### SUCCESS CRITERIA:

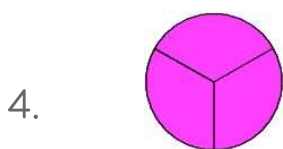
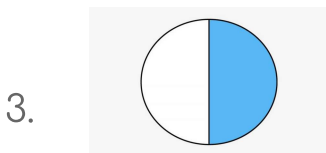
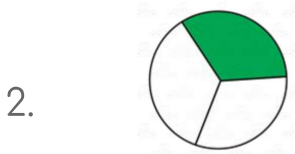
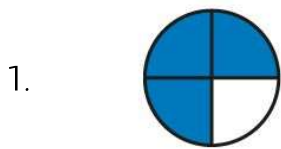
- I can describe what a quarter, half and third are.
- I know how many halves, quarters and thirds there are in a whole.
- I can count up to one whole using halves, quarters and thirds.

# FRACTIONS & DECIMALS - HALVES, QUARTERS & THIRDS

For the following diagrams of fractions, write what the fraction is in words and then write how much more is needed to make a whole. Below is an example. You can move the image around to make your writing visible.



This shows one quarter. We need three more quarters to make a whole.





# NUMBER NINJA ANSWERS

A1	45				
A2	26				
A3	110				
A4	129				
A5	134				
A6	42				
A7	5	5	7	8	
A8	8	7	7	1	
A9	50				
A10	32				

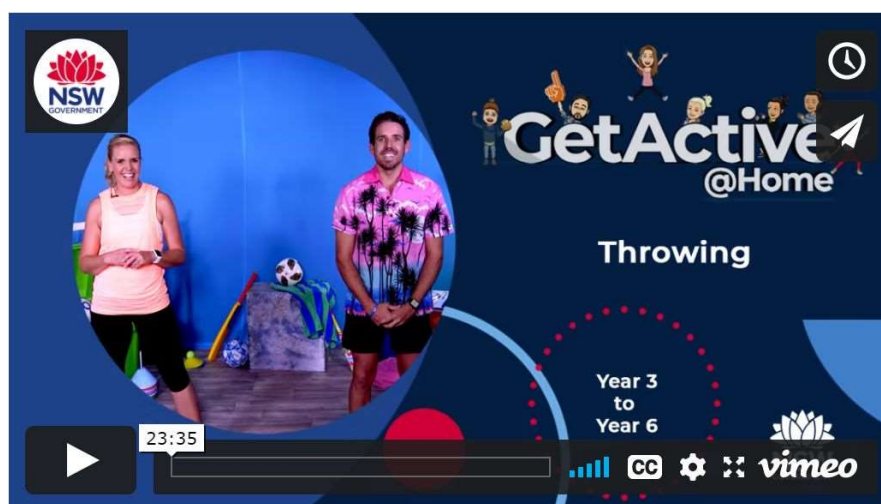
COMPLETE TWO  
TASKS FROM  
MATHLETICS

# SPORT DAY 2

## Throwing - underarm throw

Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa.

[GetActive@Home - Episode](#)



# GetActive@Home

## Episode 2 - Underarm throw

Stage 2

### Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

### Mega Challenges

- Set out a number of balls at varying distances from the target. Perform five 'ice skater' movements (step one foot to the side then bring the other foot in behind) before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.
- Creative challenge: Repeat the sequence and create varying throwing positions using dominant/non-dominant hand.

### Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target
- marking out a set distance for relay running in between throwing the ball at the target
- combining different fitness infusion activities for example, performing a set number tuck jumps before throwing.



### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD2-4** performs and refines movement skills in a variety of sequences and situations.

**PD2-11** combines movement skills and concepts to effectively create and perform movement sequences.

### Sample questions

How can you move your feet to create a new throwing position?

How can you use your eyes to create more awareness of your surroundings whilst throwing?

### Teaching cues

Eyes on the target (laser eyes).

Step forward (opposite leg to throwing arm).

Throwing arm back then forward (smiley arm).

Point at the target.

### Equipment

Ball, soft toy or rolled up pair of socks.

# SOCIAL WELLBEING

WRITE A THANKYOU NOTE TO SOMEONE AND POST IT/  
EMAIL IT.

LUNCH

# CREATIVE ARTS- CONNOTATION, IMAGERY AND SYMBOL IN VISUAL ARTS

- **Reflect and make symbolic art**

Go outside to a special place within your backyard or a balcony. Where possible take a plastic surface, some cardboard, a paver or alternatively find a concrete, tiled or paved area. Take some water in a container and a paintbrush.

Look around at the environment in silence. Find something important about the environment - either natural or man-made.

Create a quick symbol of something in this environment that is important to you. Take a photo for your teacher to look at. Once it has vanished, repeat with another symbol and take a photograph. Your teacher wants to check you can show a symbol through your artwork. You can put your photos on the page below.

## Reflect and make symbolic art

Here is an example to look at. It is a symbol (umbrella) of a wet area:





WEDNESDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
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Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# SPELLING - SOUNDWAVES UNIT 19



The soundwaves passwords are:

Year 3 - work212

Choose 5 spelling words and put them in alphabetical order.  
Underline (ctrl+u) the grapheme represented this week.

1	
2	
3	
4	
5	

## Rhyming Words

Choose another 5 words from your spelling list then make up rhyming words.

Spelling Word	Rhyming Word

# WRITING

# LEARNING INTENTION

We are learning to write a narrative text.

## SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

# WRITING ACTIVITY

LOOK AT THE PICTURE BELOW:



Some questions to think about. Write your answers if you like.

What do you think the girl is doing?

Why is she doing this?

Who is the girl?

Are the dogs her dogs?

Where are they?

What might she do with the dogs?

Let's write a story about that picture.

First we need to plan our ideas. Let's start with characters and setting. This is our **ORIENTATION**

Where does the story take place? This is the **setting**.

Write at least 3 sentences about the setting here:

Who are the **main characters** in the story?

Write at least 3 sentences about the setting here:

Tomorrow we will start working on our **complication!!**

# SOCIAL WELLBEING

PLAY A BOARD GAME WITH YOUR  
FAMILY MEMBERS

RECESS



YEAR 3 MATHS  
ACTIVITY

# MATHS NUMBER OF THE DAY

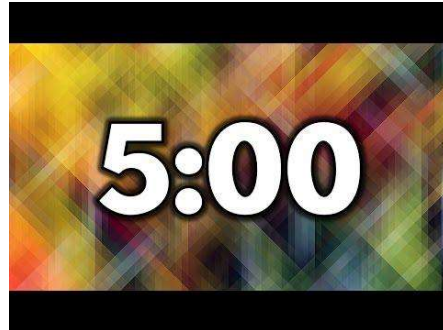
Use the [interactive online version](#), or complete below.

My number is: 9009

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

# NUMBER NINJA

Click on the timer ----->



Q1	43	+	37	=			
Q2	49	-	11	=			
Q3	9	x	3	=			
Q4	45	+	116	=			
Q5	119	-	1	=			
Q6	12	x	7	=			
Q7	Make the smallest no.		9	0	2	7	=
Q8	Make the largest no.		5	7	8	9	=
Q9	Double the number		3	=			
Q10	Halve the number		94	=			

# YEAR 3 - MATHS

## LEARNING INTENTION

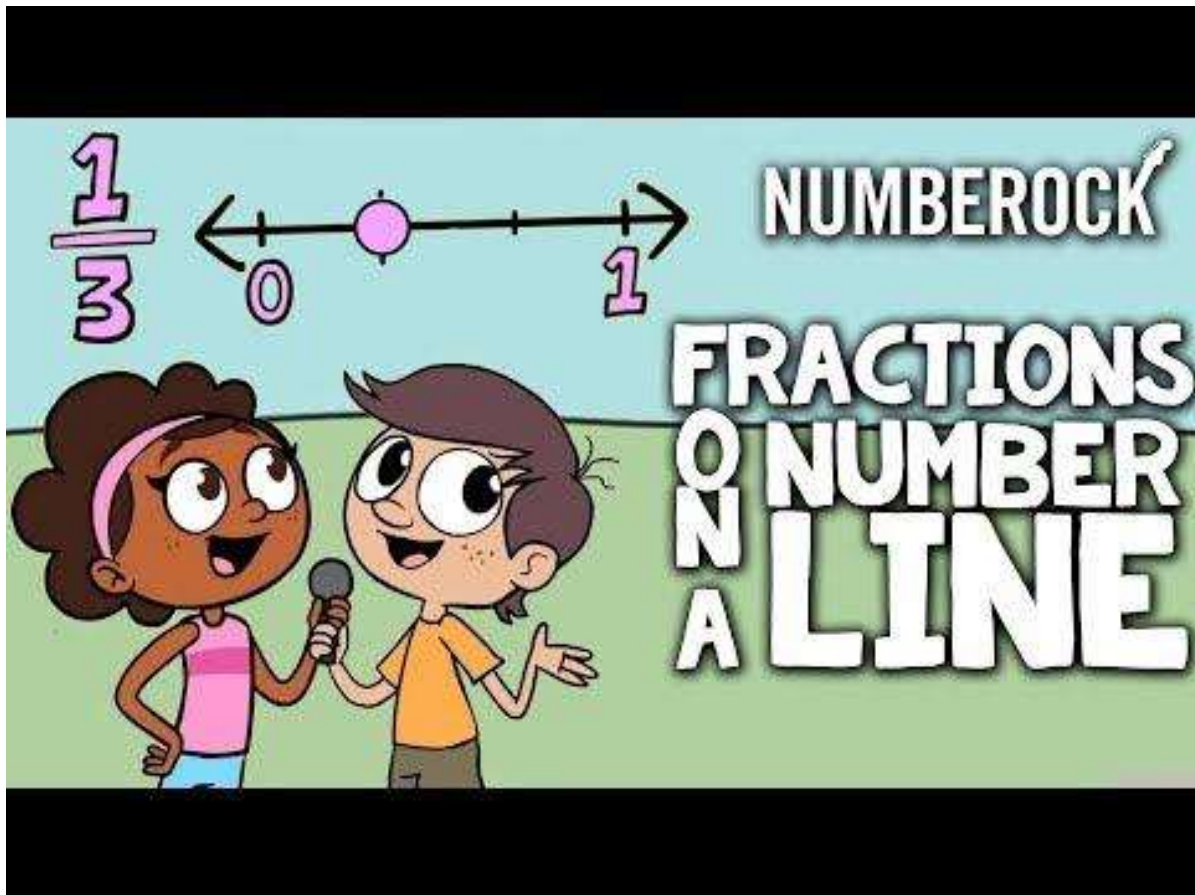
We are learning to count by quarters, halves and thirds and find and show these fractions on a number line.

### SUCCESS CRITERIA:

- I know how many halves, quarters and thirds there are in a whole.
- I can count up to one whole using halves, quarters and thirds.
- I can place halves, quarters and thirds on a number line.

# FRACTIONS & DECIMALS - HALVES, QUARTERS & THIRDS

Listen to this cheesy song about placing fractions on a number line!



# FRACTIONS & DECIMALS - HALVES, QUARTERS & THIRDS

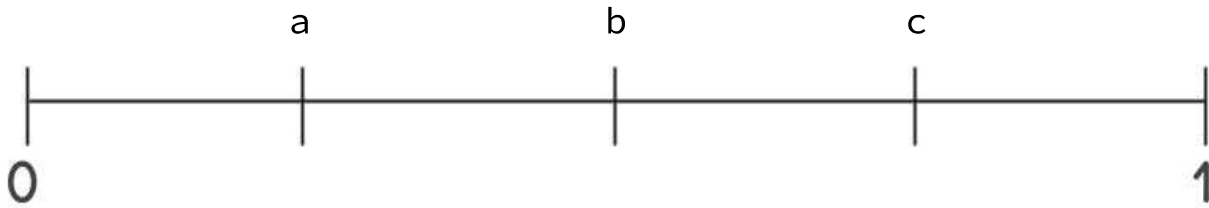
Look at the number line below.



1. What fraction would the first line (a) represent?
2. What fraction would the second line (b) represent?
3. How did you know what denominator (the bottom number) to use?

# FRACTIONS & DECIMALS - HALVES, QUARTERS & THIRDS

Look at the number line below.



1. From left to right, name the fractions a, b and c.
  - a.
  - b.
  - c.
2. How did you know what denominator (the bottom number) to use?

# NUMBER NINJA ANSWERS

A1	80			
A2	38			
A3	27			
A4	161			
A5	118			
A6	84			
A7	0	2	7	9
A8	9	8	7	5
A9	6			
A10	47			



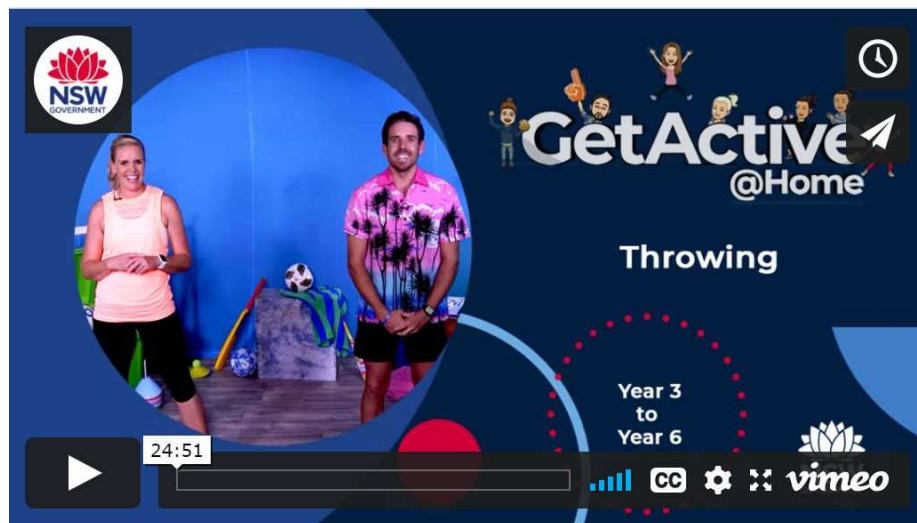
COMPLETE TWO  
TASKS FROM  
MATHLETICS

# SPORT- DAY 3

## Throwing - overarm throw

Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa.

[GetActive@Home - Episode](#)



# OVERARM THROW CHALLENGES

## GetActive@Home

### Episode 3 - Overarm throw

Stage 2

#### Challenges

Perform the following throwing activities using a bean bag, ball or similar.

- From a set distance, throw towards positioned targets.
- Play a game of throw, catch, return with a partner.

#### Mega Challenge

- Set targets at varying levels and distances to challenge throwing accuracy.
- Throw to a partner while they are moving.

#### Creative Challenge

- Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner.

#### Other variations

With a partner try:

- Choosing different starting positions for the ball before throwing it at the target.
- Marking out a set distance for running to receive a ball from your partner.
- Try combining different fitness infusion activities for example, performing a set number of burpees before throwing.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD2-4** performs and refines movement skills in a variety of sequences and situations.

**PD2-11** combines movement skills and concepts to effectively create and perform movement sequences.

#### Sample questions

How can we combine hand and foot movement to throw?

Why do we need to follow through when we throw?

How hard do we need to throw when our target is moving closer or further away?

#### Teaching cues

Stand side on to the target (warrior pose).

Throwing arm at side then up (thumb to thigh, ball to the sky).

Step opposite leg forward.

Throw the ball and follow through.

#### Equipment

3 bean bags, balls or similar.

3 small items or a wall to use as a target area.

# COGNITIVE WELLBEING

Complete a Jigsaw puzzle, sudoku or  
crossword puzzle

LUNCH

# SCIENCE - EARTH & SPACE

Last week's science lesson was supposed to have this slide at the end, but some of you didn't get it, so here it is.

Go to the [Rock Hound Kids](#) website and have a look at the different rock images. Then go to the [rock cycle](#) section to learn about the classification of rocks and the rock cycle. Please note the links on that site are not working, but read the information, look at the images and watch the video.

Once you've done that, answer the questions below.

1. What are the three types of rocks found on Earth?
2. Pick one type of rock and explain how it is formed.

# SCIENCE - EARTH & SPACE

Let's take a look at what we have learnt..

## Classification of Rocks

1. **Igneous rocks** form when molten rock (magma or lava) cools and solidifies.
2. **Sedimentary rocks** form when particles (tiny bits of rock) clump together out of water or air. They accumulate in layers.
3. **Metamorphic rocks** form when existing rocks are changed by intense heat or pressure.

The change of these rocks from one type to the other is called the *rock cycle*.

FIND SOME ROCKS!

Go outside (somewhere physically and COVID-safe and with your parents' permission) and find four rocks. Look at them carefully and complete the information on the following slides.

# SCIENCE - EARTH & SPACE

## Rock 1

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

What kind of rock do you think this is?

## Rock 2

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

What kind of rock do you think this is?



# SCIENCE - EARTH & SPACE

## Rock 3

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

What kind of rock do you think this is?

## Rock 4

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

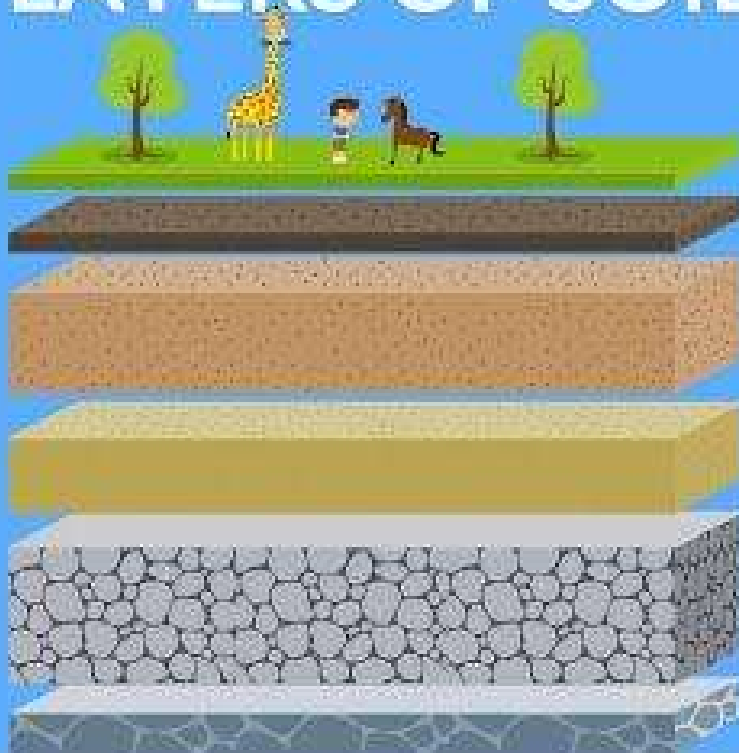
What kind of rock do you think this is?

# SCIENCE - EARTH & SPACE

## SOIL

Watch this whacky video about soil and we'll review this information and do some activities with soil in the next lesson.

### LAYERS OF SOIL



THURSDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional Feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative	Reading Spelling Writing a narrative	Reading Spelling Writing a narrative
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotionall wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# READING

## LEARNING INTENTION

We are learning to identify and explain the meaning of unknown words, and can show how it fits in the context of the sentence.

### SUCCESS CRITERIA:

- I can look up the meaning of an unknown word in the dictionary and then use the word in a sentence

# READING - LOG IN TO WUSHKA AND RE-READ YOUR TEXT

Which book did you read? \_\_\_\_\_

## Finding word meaning in context

1. Find a new word from the text.
2. Look the word up in the dictionary (you can use an online dictionary like [Britannica Kids](#))
3. Write it into a sentence to show its meaning.

New word	
Dictionary meaning	
Use it in a sentence	

# SPELLING - SOUNDWAVES UNIT 19



Read the sentences below. Rewrite the sentences with the correct spelling.

1. My alm was so itchi from the moskitoe bite.
2. I can't weight for my frends to come ova again.
3. There were lots of peepal riding their byke around the Cooks River.
4. When I kicked the AFL to my brother, it went too hi and broke the glass windoe.

## Challenge Questions

5. My kind smyle and friendly nachure makes me more approachable.
6. For dinner, I am in charg of peeling the pitatoes for the pitato bake.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

# WRITING

# LEARNING INTENTION

We are learning to write a narrative text.

## SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.



HERE IS OUR PICTURE FROM WEDNESDAY:



Yesterday you worked on characters in your narrative and the setting of your narrative, which is the **ORIENTATION** of the story. Today we will try and think of some ideas for our **COMPLICATION** which is the problem in the story. Every story has one! We will also work out what the **SERIES OF EVENTS** are in our story. These are the things that actually happen.. We are going to use a template to help us. Write your ideas in the template on the next page.

Use the template below to write your ideas.  
Don't worry about the ending yet!

**Title**

**Orientation**

Type here!

**Complication** This is the problem in the story.

Type here!

**Series of Events** This is what happens in the story.

Type here!

**Resolution**

Type here!

SPIRITUAL WELLBEING

UNDER ADULT SUPERVISION  
PLANT SOME SEEDS, LISTEN  
TO SOME BIRDSONG OR DO  
SOME WEEDING

RECESS

YEAR 3 MATHS  
ACTIVITY

# MATHS NUMBER OF THE DAY

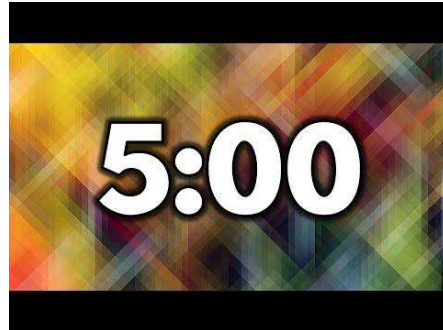
Use the [interactive online version](#), or complete below.

My number is: 7411

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

# NUMBER NINJA

Click on the timer ----->



Q1	26	+	43	=			
Q2	74	-	8	=			
Q3	11	x	11	=			
Q4	52	+	43	=			
Q5	146	-	20	=			
Q6	1	x	6	=			
Q7	Make the smallest no.		7	8	3	9	=
Q8	Make the largest no.		4	8	6	8	=
Q9	Double the number		30	=			
Q10	Halve the number		68	=			

# YEAR 3 - MATHS

## LEARNING INTENTION

We are learning to count by quarters, halves and thirds and find and show these fractions on a number line.

### SUCCESS CRITERIA:

- I know how many halves, quarters and thirds there are in a whole.
- I can count up to one whole using halves, quarters and thirds.
- I can place halves, quarters and thirds on a number line.



# FRACTIONS & DECIMALS

On the number line below, place the following fractions (you can click and drag them!) where you think they should go. You might not get it exactly, but be as accurate as you can.

$\frac{2}{3}$

$\frac{1}{3}$

$\frac{3}{4}$

$\frac{2}{4}$

$\frac{5}{5}$



# NUMBER NINJA ANSWERS

A1	69				
A2	66				
A3	121				
A4	95				
A5	126				
A6	6				
A7	3	7	8	9	
A8	8	8	6	4	
A9	60				
A10	34				

COMPLETE TWO  
TASKS FROM  
MATHLETICS

# PDHPE

## HOW CAN I BUILD POSITIVE RELATIONSHIPS WITH OTHERS?

IN THIS LESSON YOU WILL:

- RECOGNISE YOUR OWN EMOTIONAL RESPONSES AND HOW THEY MIGHT DIFFER TO OTHERS

## IDENTIFYING EMOTIONS

DISCUSS WITH YOUR YOUR PARENT/CARER THE FOLLOWING QUESTIONS:

- WHAT ARE EMOTIONS?
- HOW CAN EMOTIONS BE SHOWN?

# PDHPE

Read this scenario

"You have spent 10 weeks making a model for your school project. On the day that it is due, you argue with your brother and the model is smashed to pieces. You don't want to go to school but Mum and Dad send you anyway. At school your teacher asks for you to hand your project in and you say you haven't done it."

Discuss with your teacher or parent/caregiver how the following people would react to the scenario. What emotion would they show?

You

Parents/caregivers

Teacher

Best friend

Brother

Anyone else you can think of

EMOTIONAL WELLBEING

Continuation of  
PDHPE lesson

LUNCH

# GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

## What can we learn about the map of Australia?





## Map of Australia Lesson

**Australia is an island continent. What does this mean?**

Find and circle the seas and oceans that surround Australia. List them here:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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

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

Find the Great Barrier Reef. In which state is it located?

\_\_\_\_\_

Find Uluru. In which state is it located?

\_\_\_\_\_

Find the Great Victoria Desert. In which two states is it located?

\_\_\_\_\_

FRIDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative.	Reading Spelling Writing Writing a narrative	Reading Spelling Writing a narrative.
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# READING

## LEARNING INTENTION

We are learning to pose and answer inferential questions

### SUCCESS CRITERIA:

- I can *infer* a character's feelings from their actions
- I can draw an inference based on the text and give reasons.

# ASKING INFERENTIAL QUESTIONS

Ask two inferential questions based on your wushka text for the week. Then answer your questions by explaining what you think. Use the word because in your answer!

## Examples of inferential questions:

Why do you think the character did.....?

How do you think the character would have felt when.....?

What do you think might happen to the character next?

What do you think might have happened if the character had done this instead of that?

## My questions:

1.

2.

## My answers:

1.

2.

# WRITING

# LEARNING INTENTION

We are learning to write a narrative text.

## SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

HERE IS OUR PICTURE FROM THURSDAY:



Yesterday you worked on **Orientation, Complication** and **Series of Events**. Today you're going to think about your **RESOLUTION**. The resolution is how the problem in the story is solved, and how the story ends.

**H**ere is the template again. Use it to write your resolution and then get started on your story!

**Title**

**Orientation**

**Complication**

**Series of Events**

**Resolution**



WRITE YOUR STORY HERE.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for the user to write their story.

# SPELLING LEARNING INTENTION

SUCCESS CRITERIA

# SPELLING YEAR 3 - SOUNDWAVES UNIT 19



## Oa, o\_e, ow, o Boat, Rose, Window, Comb

Log in to soundaves.

1. Highlight the words that contain the grapheme.

Only      Cost      Boat      Tomato      More      Both

Money      October      Road      Nose      Four      Bone

2. Read the clues and finish the words

Clue	Word
On your face	N _ _ E
Went on a bike	_ O _ E
Dogs love to dig a	B _ _ E
Did break	B _ O _ E
Opposite of sink	_ _ O A _

3. Record other ways of writing the grapheme. Write one example for each word in the box below.

## SPIRITUAL WELLBEING

Just like in Week 1, create a weekly list of affirmations (e.g. I am capable of making it through this storm).

RECESS

YEAR 3 MATHS  
ACTIVITY

# MATHS NUMBER OF THE DAY

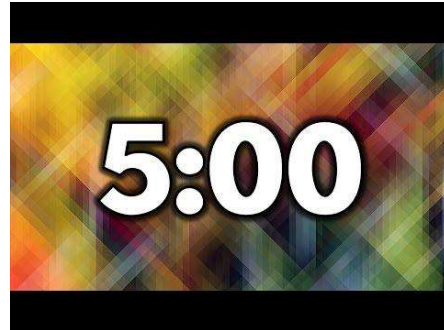
Use the [interactive online version](#), or complete below.

My number is: 1999

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

# NUMBER NINJA

Click on the timer ----->



Q1	9	+	36	=			
Q2	67	-	21	=			
Q3	3	x	5	=			
Q4	103	+	103	=			
Q5	123	-	41	=			
Q6	5	x	4	=			
Q7	Make the smallest no.		6	3	1	3	=
Q8	Make the largest no.		6	2	0	2	=
Q9	Double the number		36	=			
Q10	Halve the number		100	=			



# YEAR 3 - MATHS

## LEARNING INTENTION

We are learning to use money to stay within a budget.

### SUCCESS CRITERIA:

- I can use an amount of money to buy things I need for a specific purpose.

# SOMETHING DIFFERENT - LET'S SPEND SOME MONEY!

Congratulations! You've won \$7000!! And you've always wanted to have your own chocolate shop. How are you going to spend the money? Choose from the items below to include in your shop. You can choose as many or few of each item as you like. List them on the following slide.

Obviously you will run out of chocolates and drinks eventually, but you'll need enough to start off with.

Chocolates & sweets: \$100 per box (each box contains 100 chocolates)

Drinks: \$30 per box (each box contains 24 drinks)

Fridge: \$700 (large); \$450 (medium); \$250 (small)

Shelves: \$350 each (each shelf can hold up to 60 chocolates)

Cash register: \$350

Tap & go card machine: \$150

Signs: \$500 for hanging street sign; \$300 for wall street sign; \$250 each indoor sign

Air conditioning: \$1000 per unit (one unit is enough for a small shop)

Ceiling fans: \$400 each

Alarm and security camera \$1200

GO TO THE NEXT SLIDE AND ENTER YOUR ITEMS.



# NUMBER NINJA ANSWERS

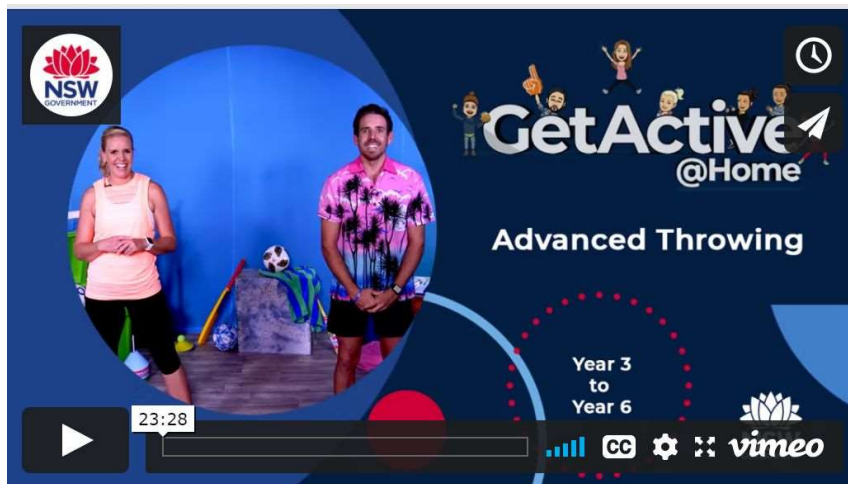
A1	45			
A2	46			
A3	15			
A4	206			
A5	82			
A6	20			
A7	1	3	3	6
A8	6	2	2	0
A9	72			
A10	50			

COMPLETE TWO  
TASKS FROM  
MATHLETICS

## Advanced throwing

Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa.

[GetActive@Home - Episode](#)



LUNCH

# ART

Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Post a photo of your sketch in Google Classroom.