

# Remote learning Grid – Week 6 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 16.8.21   | Tuesday 17.8.21  | Wednesday 18.8.21   | Thursday 19.8.21   | Friday 20.8.21  |
|---------|--|--|---|--|---|
| Morning | <p><b>Admin:</b> Login to Google Classroom and answer the attendance question<br/><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Log into Wushka, read text and complete quiz</li> <li>Identify the purpose of your text, whether it is fiction or nonfiction and list some important points from the text</li> <li>Silent read for 15 minutes</li> </ul> <p>Mercury and Venus - Shaping the Earth (read to Chapter 3 today)</p> <p>Earth - Our Changing Earth (Read to chapter 3 today and use the narration feature)</p> | <p><b>Admin:</b> Login to Google Classroom and answer the attendance question<br/><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes</li> <li>Finish reading/listening to this week's Wushka text. Connect this week's Wushka text to last week's. Explain how they are different</li> <li>Connect the theme of your Wushka text to a newspaper article</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Choose 5 words from Soundwaves</li> </ul> | <p><b>Admin:</b> Login to Google Classroom and answer the attendance question<br/><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes</li> <li>Complete the fact or opinion activity</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Hunt for items that contain the phoneme. Choose 5 spelling words and make up rhyming words.</li> </ul> | <p><b>Admin:</b> Login to Google Classroom and answer the attendance question<br/><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes.</li> <li>Split the words up into their prefixes, root word and suffixes</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Rewrite the sentences with the correct spelling.</li> </ul> | <p><b>Admin:</b> Login to Google Classroom and answer the attendance question<br/><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes.</li> <li>Answer the questions based on the reading about sharks</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Highlight words with the phoneme</li> <li>Change the endings of each word</li> </ul> |

|                               |   |   |   |  |  |
|-------------------------------|---|---|---|--|--|
|                               | <p>Mars - Our Changing Earth (<i>only to p19 and use the narration feature</i>)</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Choose 10 words from Soundwaves Unit 22.</li> <li>Brainstorm 15 words with the phoneme.</li> <li>Segment using Soundwaves online.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Journal Writing. Writing about how you are feeling today.</li> <li>Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home.</li> </ul> | <p>Unit 22 and write an interesting sentence for each word that includes adjectives and conjunctions.</p> <p>Underline the word that you used from your spelling list.</p> <p><b>Writing:</b></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><b>Writing:</b></p> <p>Writing a narrative. Writing about setting and characters.</p>  | <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing a narrative. Writing about complications and series of events in a story.</li> </ul>         | <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing a narrative. Writing about the resolution of a story.</li> </ul> |
| <p><b>Wellbeing break</b></p> | <p><b>Balloon Bubble-</b> Blow up a balloon and tie a knot in the end. Spend some time batting the balloon gently into the air. Imagine it is a bubble that you mustn't pop. Focus on the movement it makes as it travels through the air.</p>  | <p><b>At the Beach-</b> Lie on the floor, in a position that is comfortable for you. Close your eyes and imagine you are lying on a beach on a warm day. As you breathe in, imagine the waves gently lapping your feet. As you breathe out, picture the waves retreating back to the sea.</p>   | <p><b>Using a camera,</b> take close up photos of things like the cushion on the sofa or the wallpaper pattern. Can someone in your house work out what those things are?</p> | <p><b>Cloud Clues</b></p> <p>Go outside and lie on your back, looking up at the sky. Watch the clouds carefully. What shapes can you see? How are they moving?</p> | <p><b>Musical Games</b></p> <p>Play musical statues. Put some music on and freeze when the music stops.</p>                            |
| <p><b>Break</b></p>           |   |   |   |  |  |

|           |  |  |   |  |  |
|-----------|--|--|---|--|--|
| Middle    | <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b><br/>Complete Number of the Day activity described in your daily workbook</li> <li>• <b>Number Ninja</b></li> </ul> <p><b>Topic: Multiplication</b><br/>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> <li>• Login to Mathletics and complete 2 of the tasks assigned</li> </ul> | <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b><br/>Complete Number of the Day activity described in your daily workbook.</li> <li>• <b>Number Ninja</b></li> </ul> <p><b>Topic: Multiplication</b><br/>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> <li>• Login to Mathletics and complete 2 of the tasks assigned.</li> </ul> | <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b><br/>Complete Number of the Day activity described in your daily workbook.</li> <li>• <b>Number Ninja</b></li> </ul> <p><b>Topic: Multiplication</b><br/>• Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> <li>• <b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> </ul> <p><b>Class Zoom Session</b></p> <ul style="list-style-type: none"> <li>• 1pm: 4M, 3/4B, 3W</li> <li>• 1:30pm: 4J, 3I</li> </ul> | <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b><br/>Complete Number of the Day activity described in your daily workbook</li> <li>• <b>Number Ninja.</b><br/><b>Topic: Multiplication</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> </ul> <p><b>PDHPE:</b></p> <ul style="list-style-type: none"> <li>• What do good friendships look, sound and feel like?</li> </ul> | <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b><br/>Complete Number of the Day activity described in your daily workbook.</li> <li>• <b>Number Ninja</b></li> </ul> <p><b>Topic: Multiplication</b><br/>• Complete the capacity activity.</p> <ul style="list-style-type: none"> <li>• <b>Mathletics:</b> Login to Mathletics and go on to Live Mathletics.</li> </ul> <p><b>Class Zoom Session</b></p> <ul style="list-style-type: none"> <li>• 1pm: 4M, 3/4B, 3W</li> <li>• 1:30pm: 4J, 3I</li> </ul> |
| Break     | Break  | Break  | Break   | Break  | Break  |
| Afternoon | <p><b>Library</b></p> <ul style="list-style-type: none"> <li>• Practising your note taking skills</li> </ul>   | <p><b>KLA PE with Mr Ellis</b></p> <ul style="list-style-type: none"> <li>• Explore your fitness with Mr Ellis' at home challenges</li> </ul>  | <p><b>KLA- Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Earth &amp; Space</li> <li>• Exploring Geology</li> <li>• Complete the task assigned</li> </ul>  | <p><b>KLA- HSIE: Geography MAPPING-</b> Students learn to interpret and construct maps using the geographical convention of scale. The geographical tools included in this unit are mapping and visual representation</p>  | <p><b>KLA Creative arts</b></p> <ul style="list-style-type: none"> <li>• Follow the steps to create a Shantell Martin inspired masterpiece!</li> </ul>   |

# MONDAY WEEK 6 TO DO: YEAR 3

## Reading

- Log into Wushka, read **HALF** of your text and complete quiz
- Identify the purpose of your text, whether it is fiction or nonfiction and list some important points from the text
- Silent read for 15 minutes

## Spelling

- Log on to Soundwaves Unit 22
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

## Writing

- Complete sentence a day
- Complete journal task
- Wellbeing Break

**TAKE A BREAK**

## Maths

- Number Ninja
- Multiplication (three times table; split strategy)
- Complete 2 mathematics set tasks

**TAKE A BREAK**

## Library

- Note taking activity

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# READING - LOG IN TO WUSHKA AND READ UP TO CHAPTER 3 IN YOUR TEXT

1. Was your book this week:
  - Fiction (made up)
  - Non-fiction? (factual)

Watch this video to learn more about the tasks for today

2. Why do you think the author decided to write this text?

*I think the author decided to write this text because he or she wanted to INFORM the reader about Earthquakes.*

3. Write a list of VIPs (Very Important Points) from the text below:
  - The Earth's crust and mantle are made up of about 20 tectonic plates
  - Faults are where most earthquakes occur
  - 
  - 
  -

4. Silent read your own choice novel for 15 minutes.

a. Book read:

b. Pages read:

## Reading Learning intention

We are learning to identify the purpose of texts and the main idea

### Success criteria:

- I can identify the purpose of a text
- I can identify whether a text is fiction or non-fiction
- I can describe the main idea in a text without giving too much detail

# SPELLING - SOUNDWAVES UNIT 22



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 22. Type them in below.

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

## List Words

|    |  |
|----|--|
| 1  |  |
| 2  |  |
| 3  |  |
| 4  |  |
| 5  |  |
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |

## Brainstorm

|    |  |
|----|--|
| 1  |  |
| 2  |  |
| 3  |  |
| 4  |  |
| 5  |  |
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |

Practice segmenting your words using soundwaves online

# 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 3 sentences about what annoys you..*

## 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.*

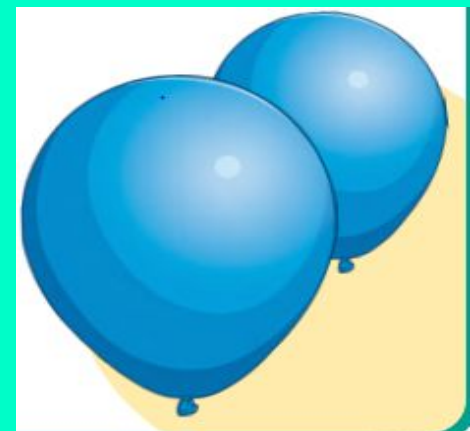
## Success criteria

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

# WELLBEING BREAK

Balloon Bubble- Blow up a balloon and tie a knot in the end. Spend some time batting the balloon gently into the air.

Imagine it is a bubble that you mustn't pop. Focus on the movement it makes as it travels through the air.



# NUMBER NINJA

Click on the timer ----->



|     |                     |  |    |    |    |   |     |
|-----|---------------------|--|----|----|----|---|-----|
| Q1  | 18                  |  | +  | 28 | =  |   |     |
| Q2  | 46                  |  | -  | 16 | =  |   |     |
| Q3  | 7                   |  | x  | 7  | =  |   |     |
| Q4  | 16                  |  | +  | 12 | =  |   |     |
| Q5  | 55                  |  | -  | 29 | =  |   |     |
| Q6  | 12                  |  | x  | 8  | =  |   |     |
| Q7  | 10                  |  | x  | 43 | =  |   |     |
| Q8  | Round to nearest 10 |  |    | 72 | =  |   |     |
| Q9  | Double the number   |  |    | 41 | =  |   |     |
| Q10 | Halve the number    |  |    | 42 | =  |   |     |
| Q11 | Smallest:           |  | 3  | 1  | 4  | 4 | 1 = |
| Q12 | Biggest:            |  | 3  | 9  | 2  | 7 | 3 = |
| Q13 |                     |  | 69 | +  | 79 | = |     |
| Q14 |                     |  | 55 | -  | 18 | = |     |
| Q15 |                     |  | 15 | ÷  | 5  | = |     |



## Learning Intention

We are learning to use efficient mental and written strategies to show and solve multiplication and division problems.

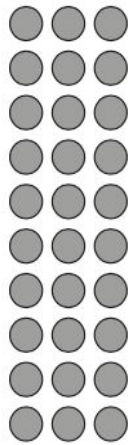
## Success Criteria

- I can use repeated addition so solve multiplication problems.
- I can split place values to solve multiplication problems (eg:  $13 \times 6 = [10 \times 6] + [3 \times 6] = 60 + 18 = 78$ )
- I can choose the most efficient (fastest and easiest) strategy to solve multiplication problems.

## MULTIPLICATION - MULTIPLICATION FACTS PRACTICE

Practise your 3 times table.

- 1** Use this array to complete the 3 times table:



- $1 \times 3 = \square$   
 $2 \times 3 = \square$   
 $3 \times 3 = \square$   
 $4 \times 3 = \square$   
 $5 \times 3 = \square$   
 $6 \times 3 = \square$   
 $7 \times 3 = \square$   
 $8 \times 3 = \square$   
 $9 \times 3 = \square$   
 $10 \times 3 = \square$

- 2** Now try them mixed up:

- a**  $3 \times 3 = \square$       **b**  $8 \times 3 = \square$   
**c**  $7 \times 3 = \square$       **d**  $10 \times 3 = \square$   
**e**  $2 \times 3 = \square$       **f**  $4 \times 3 = \square$   
**g**  $5 \times 3 = \square$       **h**  $6 \times 3 = \square$   
**i**  $9 \times 3 = \square$       **j**  $1 \times 3 = \square$

- 3** Alfred is an alien from the Planet Trampolon. The surface of Planet Trampolon is like walking on a trampoline. That's why Alfred and all his race of aliens need 3 legs for extra balance. They also have 3 fingers on each hand and 3 eyes.

- a** How many legs for:

6 aliens?

$$6 \times \square = \square$$

4 aliens?

$$4 \times \square = \square$$

- b** How many eyes for:

3 aliens?

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

10 aliens?

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

- c** How many fingers on one hand for:

9 aliens?

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

5 aliens?

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



# MULTIPLICATION - SPLIT STRATEGY

You're all very familiar with the split strategy for addition. Well now we're going to look at the split strategy for multiplication. The concept is the same, but instead of adding each place value, we're multiplying them. Look at the explanation below and complete the questions. Text boxes are already there for you.

## Mental multiplication strategies – split strategy

The split strategy is when we multiply numbers in 2 parts.

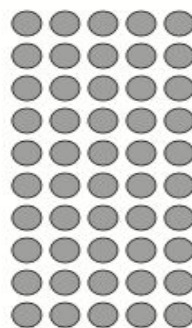
Let's use the split strategy for  $12 \times 5$ .

Split 12 into 10 and 2. Next multiply each part by 5, then add:

What is  $12 \times 5$ ?

$$10 \times 5 = 50$$

$$2 \times 5 = 10$$



$$50 + 10 = 60$$

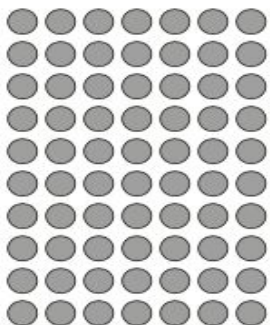
$$\text{So, } 12 \times 5 = 60$$

**1** Try the split strategy with these. Use the arrays if you get stuck.

**a** What is  $12 \times 7$ ?

$$10 \times \square = \square$$

$$2 \times \square = \square$$



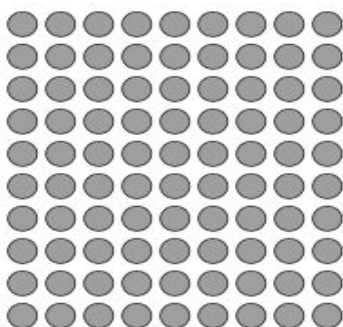
$$\square + \square = \square$$

$$\text{So, } 12 \times 7 = \square$$

**b** What is  $12 \times 9$ ?

$$10 \times \square = \square$$

$$2 \times \square = \square$$



$$\square + \square = \square$$

$$\text{So, } 12 \times 9 = \square$$

# NUMBER NINJA ANSWERS

|     |     |   |   |   |   |  |
|-----|-----|---|---|---|---|--|
| A1  | 46  |   |   |   |   |  |
| A2  | 30  |   |   |   |   |  |
| A3  | 49  |   |   |   |   |  |
| A4  | 28  |   |   |   |   |  |
| A5  | 26  |   |   |   |   |  |
| A6  | 96  |   |   |   |   |  |
| A7  | 430 |   |   |   |   |  |
| A8  | 70  |   |   |   |   |  |
| A9  | 82  |   |   |   |   |  |
| A10 | 21  |   |   |   |   |  |
| A11 | 1   | 1 | 3 | 4 | 4 |  |
| A12 | 9   | 7 | 3 | 3 | 2 |  |
| A13 | 148 |   |   |   |   |  |
| A14 | 37  |   |   |   |   |  |
| A15 | 3   |   |   |   |   |  |

# LIBRARY RESEARCH SKILLS - NOTE TAKING

Research an author of your choice. You can choose an author below or come up with your own.

- Roald Dahl
- J.K Rowling
- Anthony Horowitz
- Sally Murphy
- Anh Do

Fill in the note taking template below about what you've learned about the author

|                              |
|------------------------------|
| <b>Main Idea</b>             |
| -                            |
| <b>Key Vocabulary</b>        |
| -<br>-<br>-                  |
| <b>Important Information</b> |
| -<br>-<br>-<br>-<br>-        |
| <b>Source</b>                |
| -<br>-<br>-                  |

# TUESDAY WEEK 6 TO DO: YEAR 3

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Log into Wushka, read text
- Finish reading /listening to this week's Wushka text. Connect this week's Wushka text to last week's. Explain how they are different.

## Spelling

- Write a sentence for five of your spelling words

## Writing

- BTN - summarise one story

## Wellbeing Break

**TAKE A BREAK**

## Maths

- Number of the day
- Multiplication (nine times table; split strategy)
- Complete 2 mathematics set tasks

**TAKE A BREAK**

## PE with Mr Ellis

- Watch the video and see if you can keep up with Mr Ellis

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# CONNECT TO YOUR WUSHKA TEXT

Watch this video to learn more about the tasks for today

1. Finish reading/listening to your wushka text from yesterday. Do the quiz.
2. Compare your wushka text from this week to the one from last week. Use 'Y' for yes and 'N' for no.

|  | Wushka text this week | Wushka text last week |
|--|-----------------------|-----------------------|
| Is there a heading or title?   | Y                     |                       |
| Are subheadings used to break up information?  | Y                     |                       |
| Does the author use paragraphs to separate information?  | Y                     |                       |
| Does the text contain facts?   | Y                     |                       |
| Does the text contain some opinions?   | N                     |                       |
| Does the author refer to other sources of information like newspaper articles, websites, quoting people, etc | N                     |                       |
| Does the author use technical words?   | Y                     |                       |

## 2. How are the two texts different?

*The two texts are different because:*

### Reading Learning intention

We are learning to make connections between texts to compare the way information is presented

We are learning to compares and contrast texts on the same topic

### Success criteria:

- I can connect something in my Wushka text to another text.
- I can identify how authors represent the same ideas differently

# SPELLING - SOUNDWAVES UNIT 22



The soundwaves password is::

Year 3 - work212

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 |  |

# WRITING - BEHIND THE NEWS



Watch 'Behind the News' at 10am on ABC Me.

Write a summary of your favourite story below. Use at least 3 sentences.

My favourite story was ...

## WELLBEING BREAK

**At the Beach-** Lie on the floor, in a position that is comfortable for you. Close your eyes and imagine you are lying on a beach on a warm day. As you breathe in, imagine the waves gently lapping your feet. As you breathe out, picture the waves retreating back to the sea. Do this for five minutes.





# MATHS NUMBER OF THE DAY

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

My number is: 10,123

|                                     |        |
|-------------------------------------|--------|
| My number is:                       | 10,123 |
| 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     |        |

# MATHS

## Learning Intention

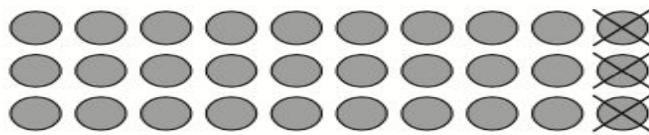
We are learning to use efficient mental and written strategies to show and solve multiplication and division problems.

## Success Criteria

- I can use repeated addition so solve multiplication problems.
- I can split place values to solve multiplication problems (eg:  $13 \times 6 = [10 \times 6] + [3 \times 6] = 60 + 18 = 78$ )
- I can choose the most efficient (fastest and easiest) strategy to solve multiplication problems.

## MULTIPLICATION - MULTIPLICATION FACTS PRACTICE

### Multiplication facts – 9 times table

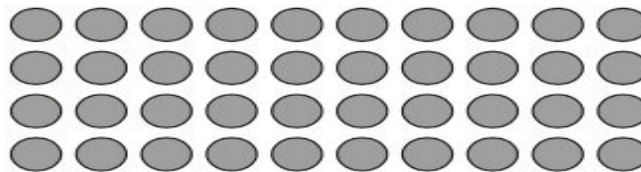


$$3 \times 9 = \boxed{?}$$

If you get stuck on a  $\times 9$ , remember the  $\times 10$  fact and build down.

$$3 \times 10 = 30 - 3 \longrightarrow 3 \times 9 = 27$$

**4** Change this  $\times 10$  array into a  $\times 9$  array:



$$4 \times 10 = \boxed{\phantom{00}} - 4 \longrightarrow 4 \times 9 = \boxed{\phantom{00}}$$

**5** Complete this table to show how to change a  $\times 10$  array to a  $\times 9$  array by taking 1 from each row.

| $\times 10$        | Build down by | $\times 9$        |
|--------------------|---------------|-------------------|
| $3 \times 10 = 30$ | 3             | $3 \times 9 = 27$ |
| $5 \times 10 = 50$ |               |                   |
| $9 \times 10 = 90$ |               |                   |
| $6 \times 10 = 60$ |               |                   |
| $4 \times 10 = 40$ |               |                   |
| $2 \times 10 = 20$ |               |                   |
| $8 \times 10 = 80$ |               |                   |
| $7 \times 10 = 70$ |               |                   |

# MULTIPLICATION - SPLIT STRATEGY PRACTICE

Yesterday you learnt the split strategy for multiplication. Use that strategy with the problems below.

## Mental multiplication strategies – split strategy

**2** Practise the split strategy again, this time without an array to look at.

**a** What is  $12 \times 3$ ?

$$10 \times \square = \square$$

$$2 \times \square = \square$$

$$\square + \square = \square$$

$$\text{So, } 12 \times 3 = \square$$

**b** What is  $12 \times 6$ ?

$$10 \times \square = \square$$

$$2 \times \square = \square$$

$$\square + \square = \square$$

$$\text{So, } 12 \times 6 = \square$$

**c** What is  $12 \times 8$ ?

$$10 \times \square = \square$$

$$2 \times \square = \square$$

$$\square + \square = \square$$

$$\text{So, } 12 \times 8 = \square$$

---

**3** Use the split strategy to multiply by 13.

13 is \_\_\_\_\_ + \_\_\_\_\_

**a**  $13 \times 8 = \square$

**b**  $13 \times 9 = \square$

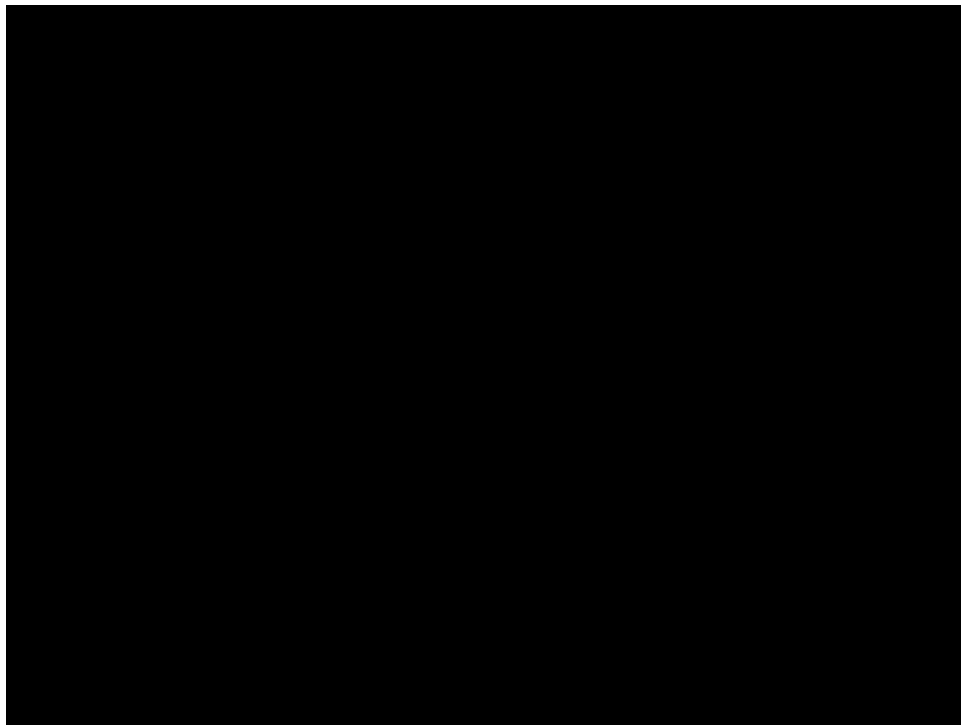
**c**  $13 \times 7 = \square$

**d**  $13 \times 5 = \square$

---

# PE

In this week's lesson you will be learning about the Fundamental Movement Skills (FMS) that we can perform with our bodies and recognising how we can apply them to a range of sports and activities



## Bonus

[Throwing with Michelle](#)

[Dodging with Michelle](#)

[Kicking with Michelle](#)

[Two handed strike with Emily](#)

[Skipping with Emily](#)

[Catching with Emily](#)

## Kahoot -

[https://kahoot.it/challenge/02698938?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1628643927976](https://kahoot.it/challenge/02698938?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1628643927976)

# WEDNESDAY WEEK 6 TO DO: YEAR 3

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read: \_\_\_\_\_ Pages read: \_\_\_\_\_
- Complete the fact or opinion activity

## Spelling

- Hunt for words with the sound of the week
- Choose 5 spelling words and think of words that rhyme

## Writing

- Choose a character and a plot and start to plan a story.

## Wellbeing Break

**TAKE A BREAK**

## Maths

- Number Ninja
- Multiplication (compensation strategy)
- Complete 2 mathematics set tasks

**TAKE A BREAK**

## Science

- The sun and the water cycle

### Class Zoom Session

- 1pm: 4M, 3 / 4B, 3W
- 1:30pm: 4J, 3I

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# READING - FACT AND OPINION

## Fact and Opinion

**Facts** tell us about things that have been proven to be true.

**Opinions** tell us what someone believes.

Read each sentence carefully to decide if it is a fact or an opinion. Write either, 'Fact' or 'Opinion' next to each sentence on the line provided.

| Statement                                   | Fact or Opinion? |
|---|------------------|
| Ms Cheryl works in the office at our school |                  |
| My favourite day is Monday.                 |                  |
| Skipping is a healthy way to keep fit.      |                  |
| Mr Brayovic loves science                   |                  |
| Lockdown seems to be going forever          |                  |
| Our lockdown started on 26th June 2021.     |                  |

Write one fact about bananas:

Write one opinion about bananas:

## Reading Learning intention

We are learning to identify to distinguish between fact and opinion in texts

### Success criteria:

- I can tell the facts apart from the opinions in a text
- I can write one fact about an animal
- I can write one opinion about an animal

# SPELLING - SOUNDWAVES UNIT 22



The soundwaves password is::

Year 3 - work212

Go on a hunt around the house and write down words that have the sound of the week either at the beginning, middle or end.

## Rhyming Words

Log on to Soundwaves and choose 5 words from your spelling list then make up rhyming words.

| Spelling Word | Rhyming Word |
|---------------|--------------|
|               |              |
|               |              |
|               |              |
|               |              |
|               |              |

# WRITING NARRATIVES

This week you are going to write another story. This time you can choose your **characters** and **plots** from these pictures. You can choose your own **setting**. Choose one picture from each category and use the template to first plan your story. We will work on it tomorrow and Friday you will do your final draft. Remember to use your senses, adjectives and descriptive writing to bring your stories to life!



Choose a character from here.



Choose a plot from here

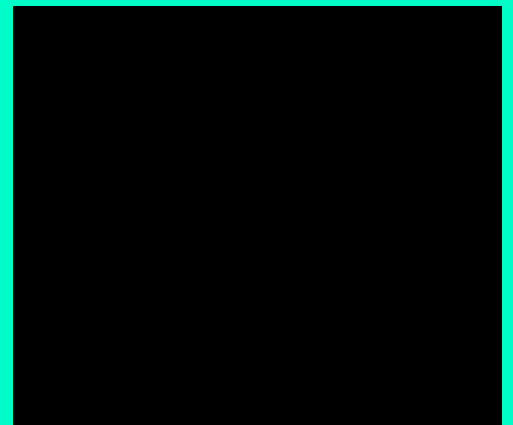


## Learning intention

We are learning to write a narrative text

## Success criteria:

- I can create a character and a plot.
- I can create a setting.
- I can use adjectives and adverbs to enhance my writing. .





## Writing a Narrative - Template

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

Date: \_\_\_\_\_

### Title

### Orientation

This is where you write about your setting and characters.

### Complication

This is where you write about the plot and problems in your story.

### Series of Events

This is where you write about what happens.

### Resolution



# NUMBER NINJA

Click on the timer ----->



|     |                     |    |   |    |    |   |   |   |
|-----|---------------------|----|---|----|----|---|---|---|
| Q1  | 43                  |    | + | 1  | =  |   |   |   |
| Q2  | 33                  |    | - | 10 | =  |   |   |   |
| Q3  | 10                  |    | x | 4  | =  |   |   |   |
| Q4  | 32                  |    | + | 13 | =  |   |   |   |
| Q5  | 68                  |    | - | 10 | =  |   |   |   |
| Q6  | 5                   |    | x | 8  | =  |   |   |   |
| Q7  | 100                 |    | x | 16 | =  |   |   |   |
| Q8  | Round to nearest 10 |    |   | 22 | =  |   |   |   |
| Q9  | Double the number   |    |   | 29 | =  |   |   |   |
| Q10 | Halve the number    |    |   | 44 | =  |   |   |   |
| Q11 | Smallest:           | 2  |   | 7  | 7  | 9 | 4 | = |
| Q12 | Biggest:            | 5  |   | 0  | 0  | 6 | 4 | = |
| Q13 |                     | 72 |   | +  | 79 | = |   |   |
| Q14 |                     | 83 |   | -  | 12 | = |   |   |
| Q15 |                     | 20 |   | ÷  | 5  | = |   |   |

# MATHS

## Learning Intention

We are learning to use efficient mental and written strategies to show and solve multiplication and division problems.

## Success Criteria

- I can use repeated addition so solve multiplication problems.
- I can split place values to solve multiplication problems (eg:  $13 \times 6 = [10 \times 6] + [3 \times 6] = 60 + 18 = 78$ )
- I can choose the most efficient (fastest and easiest) strategy to solve multiplication problems.

## MULTIPLICATION - COMPENSATION STRATEGY

### Mental multiplication strategies – compensation strategy

Remember how we learned the  $\times 9$  by building down from the  $\times 10$ ?

$$3 \times 10 = 30 - 3 \longrightarrow 3 \times 9 = 27$$

This is the compensation strategy.

Look at  $3 \times 19$ . 19 is close to 20, so we can multiply by the next multiple of ten which is 20. Then we build down because we have an extra group of 3.

$$3 \times 19 \longrightarrow 3 \times 20 = 60 - 3$$

So,  $3 \times 19 = 57$

- 1** When you are multiplying by a multiple of ten, look for a fact you know then put a zero on the end. These patterns show you how to do this:

**a**  $3 \times 2 =$

$3 \times 20 =$

**b**  $5 \times 3 =$

$5 \times 30 =$

**c**  $7 \times 2 =$

$7 \times 20 =$

**d**  $4 \times 4 =$

$4 \times 40 =$

- 2** The steps for the compensation strategy are set out for you here. Practise multiplying by the next multiple of ten and then build down.

**a**  $5 \times 29 \longrightarrow 5 \times 30 =$    $- 5$

So,  $5 \times 29 =$

**b**  $3 \times 19 \longrightarrow 3 \times 20 =$    $- 3$

So,  $3 \times 19 =$

**c**  $2 \times 39 \longrightarrow 2 \times 40 =$    $- 2$

So,  $2 \times 39 =$

## Mental multiplication strategies – compensation strategy

- 3** Use the compensation strategy. This time you have to think of the next multiple of ten and what you have to build down by. The first one has been done for you.

a  $3 \times 39 \longrightarrow 3 \times \boxed{40} = \boxed{120} - \boxed{3}$

So,  $3 \times 39 = \boxed{117}$

b  $4 \times 29 \longrightarrow 4 \times \boxed{\phantom{00}} = \boxed{\phantom{00}} - \boxed{\phantom{00}}$

So,  $4 \times 29 = \boxed{\phantom{00}}$

c  $6 \times 19 \longrightarrow 6 \times \boxed{\phantom{00}} = \boxed{\phantom{00}} - \boxed{\phantom{00}}$

So,  $6 \times 19 = \boxed{\phantom{00}}$

d  $5 \times 59 \longrightarrow 5 \times \boxed{\phantom{00}} = \boxed{\phantom{00}} - \boxed{\phantom{00}}$

So,  $5 \times 59 = \boxed{\phantom{00}}$

- 4** Roll a die to make your own multiplication questions. Choose the compensation strategy for one column and the split strategy for the other.



a  $\boxed{\phantom{00}} \times 29 = \boxed{\phantom{00}}$

b  $\boxed{\phantom{00}} \times 39 = \boxed{\phantom{00}}$

c  $\boxed{\phantom{00}} \times 19 = \boxed{\phantom{00}}$

Which strategy did you use and why?

a  $\boxed{\phantom{00}} \times 13 = \boxed{\phantom{00}}$

b  $\boxed{\phantom{00}} \times 12 = \boxed{\phantom{00}}$

c  $\boxed{\phantom{00}} \times 13 = \boxed{\phantom{00}}$

Which strategy did you use and why?

# NUMBER NINJA ANSWERS

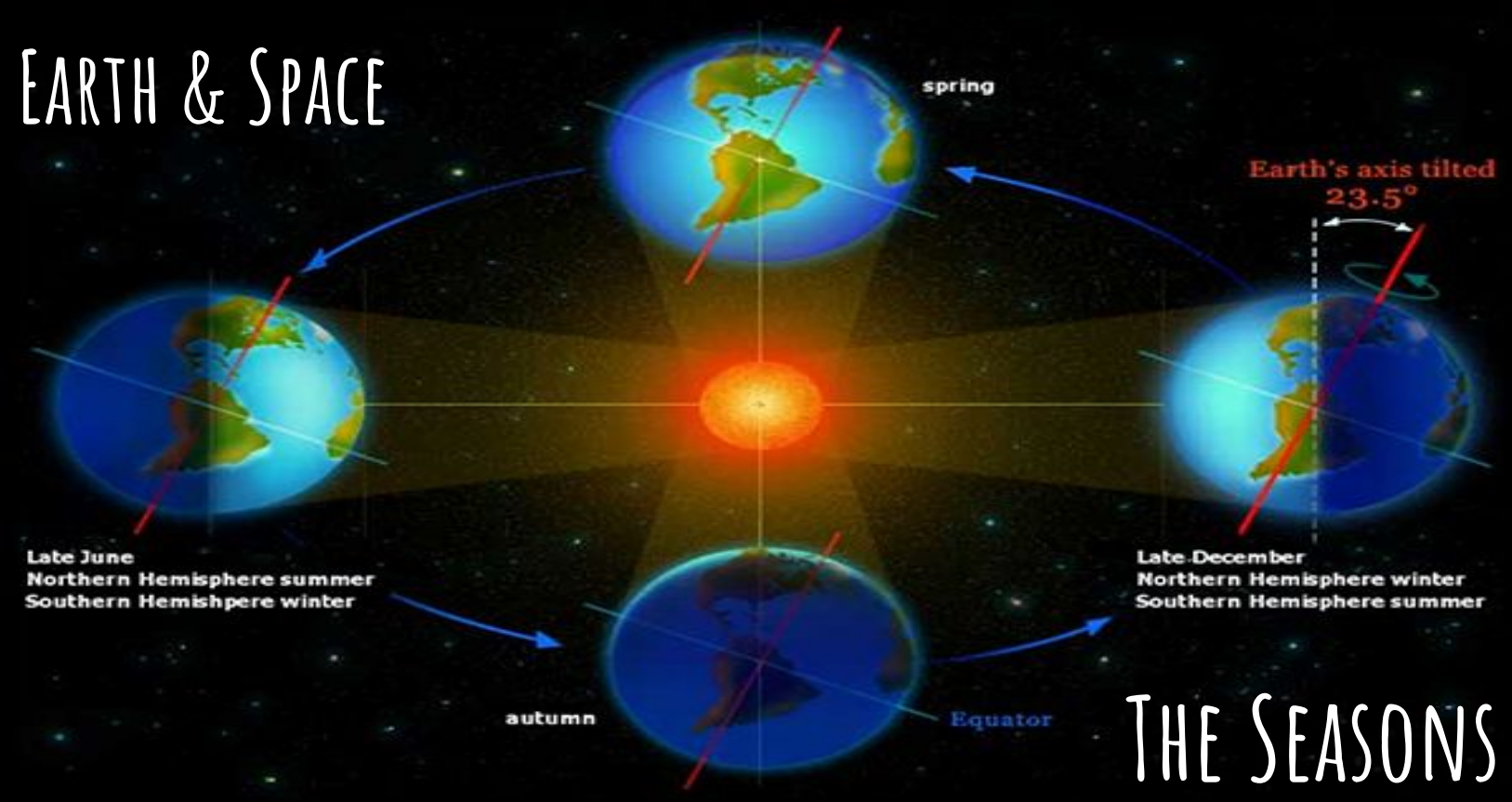
|     |      |   |   |   |   |  |
|-----|------|---|---|---|---|--|
| A1  | 44   |   |   |   |   |  |
| A2  | 23   |   |   |   |   |  |
| A3  | 40   |   |   |   |   |  |
| A4  | 45   |   |   |   |   |  |
| A5  | 58   |   |   |   |   |  |
| A6  | 40   |   |   |   |   |  |
| A7  | 1600 |   |   |   |   |  |
| A8  | 20   |   |   |   |   |  |
| A9  | 58   |   |   |   |   |  |
| A10 | 22   |   |   |   |   |  |
| A11 | 2    | 4 | 7 | 7 | 9 |  |
| A12 | 6    | 5 | 4 | 0 | 0 |  |
| A13 | 151  |   |   |   |   |  |
| A14 | 71   |   |   |   |   |  |
| A15 | 4    |   |   |   |   |  |

## WELLBEING BREAK

Using a camera, take close up photos of things like the cushion on the sofa or the wallpaper pattern. Can someone in your house work out what those things are?



# EARTH & SPACE



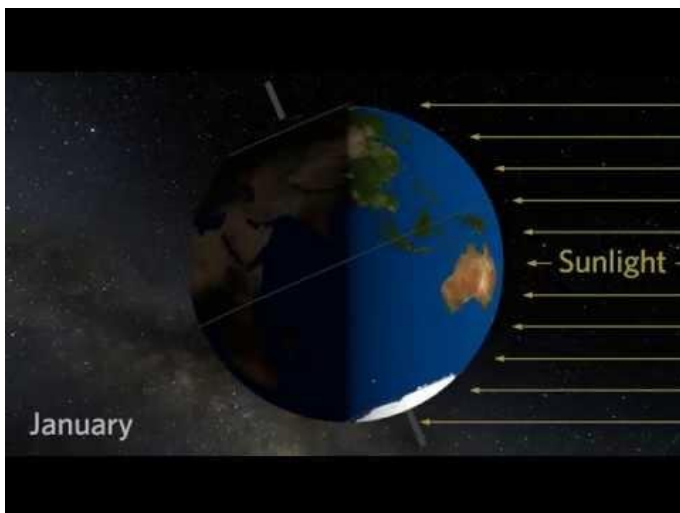
# THE SEASONS

## *How does the Earth's rotation around the Sun affect us?*

In this lesson, you will find out why and how we have seasons, due to the Earth's position in relation to the sun

- The Earth **spins (rotates)** on its axis once every 24 hours. This gives us night and day.
- It also **revolves (orbits)** around the Sun (due to the Sun's gravity holding it in orbit) once every 365 days (well, not exactly, which is why we have leap years, but close enough).
- The Earth's north and south poles aren't exactly 'upright'. They're on a 23.5 degree angle (hence why all globes are tilted on their stands).
- Our Earth is split between two imaginary halves called the northern and southern **hemisphere**.
- As the Earth travels around the Sun, the Earth's tilt means different parts (northern or southern hemispheres) are getting the majority of sunlight. This determines the seasons around the world.

Watch the video below.



*Write one paragraph explaining how the position of the Earth in relation to the sun creates the seasons.*

# THURSDAY WEEK 6 TO DO: YEAR 3

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read: \_\_\_\_\_ Pages read: \_\_\_\_\_
- Split the words up into their prefixes, root word and suffixes.

## Spelling

- Edit the sentence by rewriting them using the correct spelling.

## Writing

- Planning your story..

## Wellbeing Break

**TAKE A BREAK**

## Maths

- Number of the day
- Multiplication (most efficient strategy)
- Complete 2 mathematics set tasks

## PDHPE:

- What do good friendships look, sound and feel like?
- TAKE A BREAK**

## Geography: Mapping

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# READING - USING SUFFIXES, PREFIXES AND ROOT WORDS

Split the words listed below up into prefix, root word and suffix.

The first one is done for you.

Watch this video to learn more about the tasks for today

|                  | Prefix    | Root word   | Suffix     |
|------------------|-----------|-------------|------------|
| <i>unhelpful</i> | <i>un</i> | <i>help</i> | <i>ful</i> |
| undoing          |           |             |            |
| prepackaged      |           |             |            |
| misplaced        |           |             |            |
| deactivated      |           |             |            |
| disconnecting    |           |             |            |

## 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 identify the root word, prefix and suffix in words



# SPELLING - SOUNDWAVES UNIT 22



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

1. We ran around in sircals to get dizzy.
2. The seazon of spring starts in September.
3. The teacher read a story as part of the history leason.
4. She eksplained that scientists who explore space are called astronauts.

## Challenge Questions

5. It is essental to exercize during lockdown to keep fit and healthy.
6. My friend got me a sensational chocolate souvenere after coming back from Mexico.

|   |                      |
|---|----------------------|
| 1 |                      |
| 2 |                      |
| 3 |                      |
| 4 |                      |
|   | Challenge Sentences: |
| 5 |                      |
| 6 |                      |

# WRITING. CONTINUING OUR STORIES.



Yesterday we started to **plan our stories** using these pictures for our **characters** and our **plots**. Today we are going to **continue our plans**. Use the **template** over the page to continue planning your story. Today, think about the ending, how your story will finish and how the problem will be **resolved**.

**Learning intention:** We are learning to write a narrative text.

**Success criteria:**

- I can choose a character and a plot.
- I can create a setting and plan my story.
- I can use adjectives and adverbs to enhance my writing.

## WELLBEING BREAK Cloud Clues

Go outside and lie on your back, looking up at the sky. Watch the clouds carefully. What shapes can you see? How are they moving?



## Writing a Narrative - Template

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

Date: \_\_\_\_\_

**Title**

**Orientation**

**Complication**

**Series of Events**

**Resolution**



# MATHS NUMBER OF THE DAY

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

My number is: 101

|                                     |     |
|-------------------------------------|-----|
| My number is:                       | 101 |
| 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     |     |

# MATHS

## Learning Intention

We are learning to use efficient mental and written strategies to show and solve multiplication and division problems.

## Success Criteria

- I can use repeated addition so solve multiplication problems.
- I can split place values to solve multiplication problems (eg:  $13 \times 6 = [10 \times 6] + [3 \times 6] = 60 + 18 = 78$ )
- I can choose the most efficient (fastest and easiest) strategy to solve multiplication problems.

## MULTIPLICATION - USING THE BEST STRATEGY

These last two weeks we have been learning about the following multiplication strategies:

- repeated addition
- doubling
- split
- compensation

So how do we choose which one to use? The best and fastest strategy (the most efficient) is not always obvious. Furthermore, sometimes there could be two equally efficient strategies. Here below are some multiplication problems. Tell me which strategy you used and show your working out. Algorithm is NOT allowed right now.

| <b>Problem</b>   | <b>Working out</b> | <b>Strategy used</b>     |
|------------------|--------------------|--------------------------|
| $3 \times 3 = 9$ | $3 + 3 + 3 = 9$    | <i>Repeated addition</i> |
| $2 \times 19 =$  |                    |                          |
| $8 \times 4 =$   |                    |                          |
| $13 \times 8 =$  |                    |                          |
| $4 \times 3 =$   |                    |                          |
| $31 \times 6 =$  |                    |                          |
| $5 \times 7 =$   |                    |                          |
| $15 \times 2 =$  |                    |                          |
| $23 \times 3$    |                    |                          |
| $9 \times 24$    |                    |                          |

# PDHPE - WHAT DO GOOD FRIENDSHIPS LOOK, SOUND AND FEEL LIKE?

look like

- 
- 
- 
- 



- 
- 
- 
- 

- 
- 
- 
- 

sound like

feel like

# GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

## MAPPING

**Learning Intention:** Use mapping conventions of North Point, title and scale

Locate and collect information from different sources.

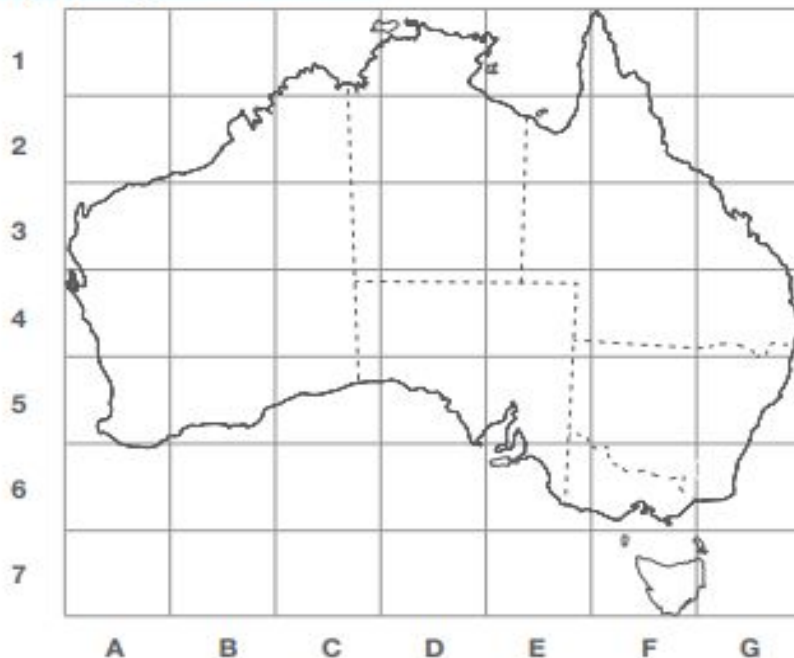
**Key Concepts, Skills and Understandings-**Students learn to interpret and construct maps using the geographical convention of scale. The geographical tools included in this unit are mapping and visual representation.

### How do you change the size of a map?



### Mapping- Scale

It is impossible to draw a map in its real size. Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map onto the bigger grid lines.



# It is impossible to draw a map in its real size.

Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map on the previous slide onto the bigger grid lines.

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |
|   | A | B | C | D | E | F | G |



# FRIDAY WEEK 6 TO DO: YEAR 3

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:

- Answer the questions based on the reading about sharks

## Spelling

- Highlight the words that contain the phoneme
- Change the ending of each word

## Writing

- Writing your story.

## WELLBEING BREAK

## TAKE A BREAK

## Maths

- Number Ninja
- Multiplication (assessment)
- Complete 2 mathematics set tasks
- TAKE A BREAK**

### Class Zoom Session

- 1pm: 4M, 3/4B, 3W
- 1:30pm: 4J, 3I

Visual arts - Follow the steps to create a Shantell Martin inspired masterpiece!

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# ASKING INFERENTIAL QUESTIONS

## Sharks

Purpose

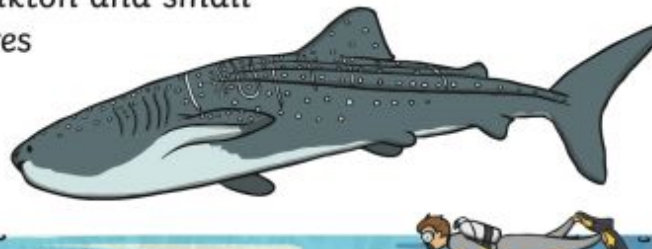


Click on the speaker if you'd like to hear this text read aloud!

Sharks are one of the sea's most famous predators, but there are some facts that might surprise you...

Sharks are the top carnivores (meat eaters) of the oceans and the top of the food chain eating other fish, dolphins, seals and would you believe it – seagulls! They have the most powerful jaws of any animal and hundreds of teeth that even replace themselves if they fall out!

Strangely enough, not all of them attack people. Often, it is the biggest ones that are the most harmless. The whale shark is the biggest of them all; it eats plankton and small fish and shrimps but it measures nearly 14m – that's about the length of one and a half doubledecker buses!



Why did the author finish the first sentence with 'there are some facts that might surprise you' and add this '...' afterwards?

Why has the author put (meat eaters) in brackets?

Why has the author used the phrase 'would you believe it' when talking about sharks eating seagulls?

## Learning intention

We are learning to pose and answer inferential questions

## Success criter

- I can *infer* why the author has made certain choices in this text

# SPELLING YEAR 3 - SOUNDWAVES UNIT 22

The soundwaves password is::

Year 3 - work212

1. Read the sentence below and highlight words that contain the 's, ks, ss, se, ce' phoneme

Sister    Bears    Sport    This    Seem  
Was       East     Pays    Asleep   Sent

2. Rewrite the sentences by adding 'es' or 's' to each underlined word

1. My sister will go to the dance on Saturday.

- 1.

2. The class made the box for the sandwich.

- 2.

3. The nurse tied the sash around the dress.

- 3.

4. The lady told the story about the donkey.

## WELLBEING BREAK

Play musical statues.  
Put some music on and freeze  
when the music stops.



# WRITING

Today you are going to write your story! You have spent 2 lessons planning, so now you can put all of your ideas together. You may want to go back and look at the work you have done already.

## Learning intention:

We are learning to write a narrative text.

## Success criteria:

- I can choose a setting, character and a plot.
- I can plan and write a story.
- I can use adjectives and adverbs to enhance my writing.

STORY TITLE:

A large, empty rectangular box with a thin black border, intended for the user to write the title of their story. The box occupies most of the page below the 'STORY TITLE:' label.

# NUMBER NINJA

Click on the timer ----->



|     |                     |    |   |    |     |   |   |   |
|-----|---------------------|----|---|----|-----|---|---|---|
| Q1  | 29                  |    | + | 19 | =   |   |   |   |
| Q2  | 48                  |    | - | 9  | =   |   |   |   |
| Q3  | 9                   |    | x | 6  | =   |   |   |   |
| Q4  | 30                  |    | + | 44 | =   |   |   |   |
| Q5  | 71                  |    | - | 26 | =   |   |   |   |
| Q6  | 7                   |    | x | 6  | =   |   |   |   |
| Q7  | 10                  |    | x | 28 | =   |   |   |   |
| Q8  | Round to nearest 10 |    |   | 44 | =   |   |   |   |
| Q9  | Double the number   |    |   | 11 | =   |   |   |   |
| Q10 | Halve the number    |    |   | 20 | =   |   |   |   |
| Q11 | Smallest:           | 9  |   | 0  | 0   | 5 | 7 | = |
| Q12 | Biggest:            | 2  |   | 9  | 2   | 1 | 0 | = |
| Q13 |                     | 98 |   | +  | 100 | = |   |   |
| Q14 |                     | 81 |   | -  | 17  | = |   |   |
| Q15 |                     | 55 |   | ÷  | 5   | = |   |   |

## Stage 2 – Multiplication and division

### Question 4 – mental strategies for multiplication

Complete the following questions. Show your working out. Then use another strategy to check your answer.

a)  $7 \times 8 =$

Working out:

Show **another** strategy to check answer:

b)  $5 \times 30 =$

Working out:

Show **another** strategy to check answer:

c)  $4 \times 25 =$

Working out:

Show **another** strategy to check answer:

d)  $6 \times 27 =$

Working out:

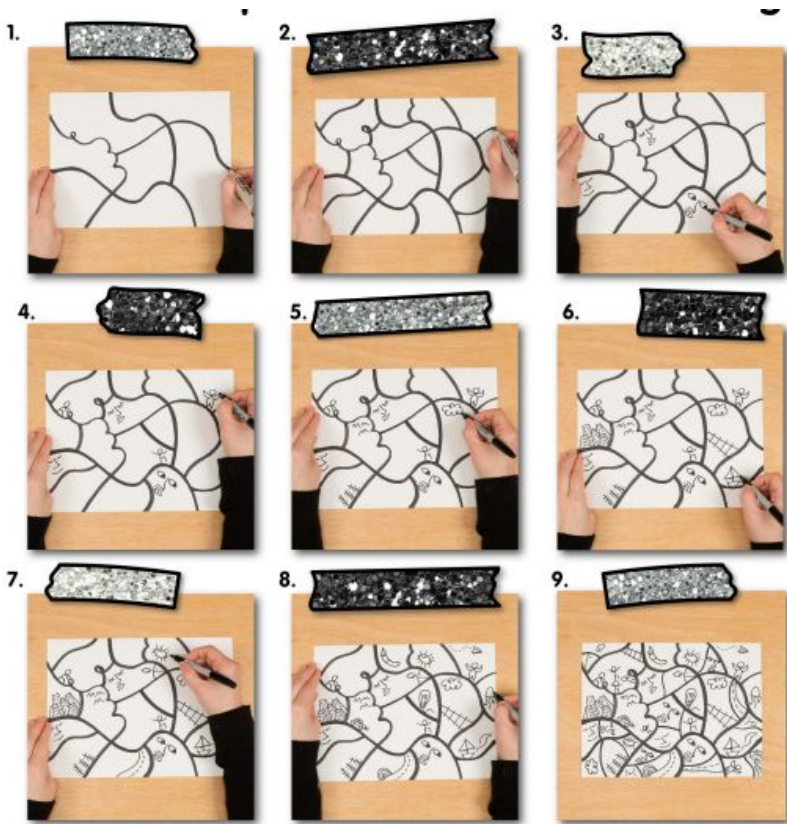
Show **another** strategy to check answer:



# NUMBER NINJA ANSWERS

|     |     |   |   |   |   |
|-----|-----|---|---|---|---|
| A1  | 48  |   |   |   |   |
| A2  | 39  |   |   |   |   |
| A3  | 54  |   |   |   |   |
| A4  | 74  |   |   |   |   |
| A5  | 45  |   |   |   |   |
| A6  | 42  |   |   |   |   |
| A7  | 280 |   |   |   |   |
| A8  | 40  |   |   |   |   |
| A9  | 22  |   |   |   |   |
| A10 | 10  |   |   |   |   |
| A11 | 0   | 0 | 5 | 7 | 9 |
| A12 | 9   | 2 | 2 | 1 | 0 |
| A13 | 198 |   |   |   |   |
| A14 | 64  |   |   |   |   |
| A15 | 11  |   |   |   |   |

# ROLL A SHANTELL MARTIN MASTERPIECE!



Shantell Martin is a London-born artist who lives in New York and creates playful and fun line drawings. She is best known for making very large black-and-white drawings on museum walls.

What's really unique about her artwork is that she usually creates it in front of a live audience. This type of art is called **performance art**. She doesn't plan her ideas out before she begins drawing. And because Martin draws this way, no one picture is ever the same.

To create a drawing, Martin starts with a solid line. Then, it turns it into squiggles and loops. And, eventually into faces, figures, buildings, and even floating eyeballs! Her works look like a creative web of doodles.

1. Draw three or four long, thick lines across your paper with black texta/crayon
2. You will now have several large empty spaces on the page. Break up these spaces by drawing lines that branch off from the four original lines.
3. Roll a die and pick a face from the first column and draw it in one of your 'boxes'. Roll two more times and pick two more faces and draw them in too.
4. Then roll three times to pick three figures, three nature items, three man made items and three random doodles.
5. If you need to draw more lines to create more spaces, then do it!
6. You can use your own doodles for the random doodle section.

|  | Rolls 1 - 3<br>Faces | Rolls 4 - 6<br>Figures | Rolls 7 - 9<br>Nature | Rolls 10 - 12<br>Man Made | Rolls 13 - 15<br>Random Doodles |
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