

Remote learning Grid – Week 4 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 2.8.21	Tuesday 3.8.21	Wednesday 4.8.21	Thursday 5.8.21	Friday 6.8.21
Morning	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log into Wushka, read text and complete quiz <input type="checkbox"/> Identify the beginning, middle and end of the story <input type="checkbox"/> Silent read for 15 minutes <p>Mercury - The break in Venus - Beating the frost Earth - The Time capsule Mars - Rainforest adventure</p> <p>Spelling:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose 10 words from Soundwaves 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Silent read for 15 minutes <input type="checkbox"/> Log into Wushka, read text <input type="checkbox"/> Connect to your Wushka text, and identify the genre of your text <p>Spelling:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose 5 words from Soundwaves Unit 20 "R" and write an interesting sentence for each word that includes adjectives and 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Silent read for 15 minutes <p>Spelling:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose 5 words from Soundwaves Unit 20 "R" and put them in alphabetical order. Choose another 5 words and make up rhyming words. <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a narrative. Writing about setting and characters. 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Silent read for 15 minutes. <input type="checkbox"/> Select the right prefix and change the root word <input type="checkbox"/> Find an example of a prefix in a text and use it in your own sentence <p>Spelling:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rewrite the sentences with the correct spelling. 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Silent read for 15 minutes. <input type="checkbox"/> Match three descriptions with character emotions <input type="checkbox"/> Can you find an example of when an author has shown you how the character in one of your texts feels?

	<p>Unit 20 "R". Brainstorm 15 words with the phoneme. Segment using Soundwaves online.</p> <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journal Writing. Writing about how you are feeling today. <input type="checkbox"/> Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home. 	<p>conjunctions. Underline the word that you used from your spelling list.</p> <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BTN: Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story. 		<p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a narrative. Writing about complications and series of events in a story. 	<p>Spelling:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log in to Soundwaves Unit 20 "R". Use these words to create 3 tongue twisters. <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a narrative. Writing about the resolution of a story.
Wellbeing break	<p>Emotional Wellbeing Think about times when you have been brave. How did you overcome your fears?</p>	<p>Emotional wellbeing You were having a party but could only invite six people. You don't want to upset anyone, so how do you choose?</p>	<p>Wellbeing task Sing or hum your favorite song</p>	<p>Physical Wellbeing Sit on the ground, stretch out your legs and lift your arms up to the sky.</p>	<p>Wellbeing Lie down with a teddy on your tummy. Breathe in and out. How does teddy move.?</p>
Break					

Middle	<p>Mathematics</p> <p><input type="checkbox"/> Number of the day:</p> <p>Complete Number of the Day activity described in your daily workbook</p> <p><input type="checkbox"/> Number Ninja</p> <p>Topic: Capacity</p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <p><input type="checkbox"/> Login to Mathletics and complete 2 of the tasks assigned</p>	<p>Mathematics</p> <p><input type="checkbox"/> Number of the day:</p> <p>Complete Number of the Day activity described in your daily workbook.</p> <p><input type="checkbox"/> Number Ninja</p> <p>Topic: Capacity</p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <p><input type="checkbox"/> Login to Mathletics and complete 2 of the tasks assigned.</p>	<p>Mathematics</p> <p><input type="checkbox"/> Number of the day:</p> <p>Complete Number of the Day activity described in your daily workbook.</p> <p><input type="checkbox"/> Number Ninja</p> <p>Topic: Capacity</p> <p><input type="checkbox"/> Complete the activities assigned in your daily workbook.</p> <p><input type="checkbox"/> Mathletics: Login to Mathletics and complete 2 of the tasks assigned.</p> <p>Class Zoom Session</p> <ul style="list-style-type: none"> • 1pm: 4M, 3/4B, 3W • 1:30pm: 4J, 3I 	<p>Mathematics</p> <p><input type="checkbox"/> Number of the day</p> <p>Complete Number of the Day activity described in your daily workbook</p> <p><input type="checkbox"/> Number Ninja.</p> <p>Topic: Capacity</p> <p><input type="checkbox"/> Complete the activities assigned in your daily workbook.</p> <p><input type="checkbox"/> Mathletics: Login to Mathletics and complete 2 of the tasks assigned.</p> <p>PDHPE:</p> <p><input type="checkbox"/> How does it feel to be treated with respect?</p>	<p>Mathematics</p> <p><input type="checkbox"/> Number of the day</p> <p>Complete Number of the Day activity described in your daily workbook.</p> <p><input type="checkbox"/> Number Ninja</p> <p>Topic: Capacity</p> <p><input type="checkbox"/> Complete the capacity activity.</p> <p><input type="checkbox"/> Mathletics: Login to Mathletics and go on to Live Mathletics.</p> <p>Class Zoom Session</p> <ul style="list-style-type: none"> • 1pm: 4M, 3/4B, 3W • 1:30pm: 4J, 3I
Break	Break	Break	Break	Break	Break
Afternoon	<p>Library</p> <p><input type="checkbox"/> Practising your note taking skills</p>	<p>KLA PE with Mr Ellis</p> <p><input type="checkbox"/> Explore your fitness with Mr Ellis' at home challenges</p>	<p>KLA- Science & Technology</p> <p><input type="checkbox"/> Earth & Space</p> <p><input type="checkbox"/> Exploring Geology</p> <p><input type="checkbox"/> Complete the task assigned</p>	<p>KLA- HSIE: geography</p> <p>Places are similar and different</p> <p>Natural Features</p> <p>What are the features of places?</p>	<p>KLA Creative arts</p> <p><input type="checkbox"/> Draw athletes competing in the Olympics. You may use your own ideas or the videos attached to the slides from Kids Art Hub.</p>

MONDAY WEEK 4 TO DO: YEAR 3

Reading

- Log into Wushka, read text and complete quiz
- Identify the beginning, middle and end of the story
- Silent read for 15 minutes

Spelling

- Log on to Soundwaves Unit 20 "R"
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

Writing

- Complete sentence a day
- Complete journal task

TAKE A BREAK

Maths

- Number ninja
- Capacity task (home containers)
- 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 YOUR TEXT

Then complete the quiz!

1. What happened in the beginning, middle and end of the story?

Beginning	
Middle	
End	

2. **Do the events happen in time order? If not, why not?** (For example does the story start in the morning, then follow through to the afternoon and then the next day, or does it start with the ending and then go back and explain what happened?)

3. **Silent read your own choice novel for 15 minutes.**
 - a. Book read:
 - b. Pages read:

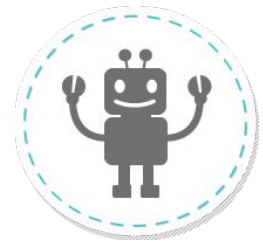
Reading Learning intention

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

SPELLING - SOUNDWAVES UNIT 20 (R)



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 20 (r). Type them in below.

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

Brainstorm

List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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 an animal you love.

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

Emotional Wellbeing

Think about times when you have been brave. How did you overcome your fears?



NUMBER NINJA!



Click on the timer - - - - >

Q1	5		+		57	=		
Q2	92		-		28	=		
Q3	12		x		2	=		
Q4	48		+		91	=		
Q5	101		-		10	=		
Q6	9		x		12	=		
Q7	1000		x		26	=		
Q8	Round to nearest 100 and 1000				82129	=		=
Q9	Double the number				751	=		
Q10	Halve the number				308	=		
Q11	Smallest:		2		8	5	3	7 =
Q12	Biggest:		8		1	8	7	1 =
Q13			1879		+	1103	=	
Q14			6237		-	3940	=	
Q15			27		÷	9	=	

MATHS

Learning Intention

We are learning to use familiar units of measurement to measure, order and compare objects

Success Criteria

- I can use the "litre" as a formal unit of measurement of capacity.
- I can use the abbreviation "L" for litre.
- I can put two or more containers in order according to their capacity in litres.
- I can estimate the capacity of a container in litres and then check my estimate by measuring..

VOLUME & CAPACITY

Volume is how much space an object takes up. For example, a bottle of milk will take up space in a fridge. It doesn't matter if that bottle has any milk in it or not - it still uses up space in the fridge because of the **VOLUME** of that bottle.

Capacity is how much an object can hold. We usually measure this in litres. For example, the capacity of the same bottle of milk I mentioned above could be two litres. That's how much milk it can hold.. You could put water in it instead of milk and its **CAPACITY** would still be two litres. **There are 1000 millilitres (ml) in one litre (L). So if something is 1.5L it means it's one litre and 500 millilitres. If it is 1.3L it means one litre and 300 millilitres. If it is 1.75L it means one litre and 750 millilitres.**

Your task

In the table below name five containers in your house **from smallest capacity to largest capacity**. You must say how many litres it is or how many litres you **estimate** that it is. For example, your bathtub will likely hold about 200L of water. You would have to estimate that. But your bottle of milk says 2L on it, so you know that it is two litres in capacity.

Ideas for containers to mention:

Bottles
Jars
Water tank
Bath tub
Sink
Food containers

CONTAINER	CAPACITY	
Example: water bottle	1L	
		Smallest
		Largest

*Remember - you are using containers from home and putting them **IN ORDER** from smallest to largest.*

NUMBER NINJA ANSWERS

A1	62					
A2	64					
A3	24					
A4	139					
A5	91					
A6	108					
A7	26000					
A8	82100	and	82000			
A9	1502					
A10	154					
A11	2	3	5	7	8	
A12	8	8	7	1	1	
A13	2982					
A14	2297					
A15	3					

LIBRARY RESEARCH SKILLS - NOTE TAKING

Read each paragraph from the text about smartphones.

- Look for keywords and information 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.

Smartphones are a type of telephone. They are a mode of communication. Smartphones are available in a variety of different models.

Type your notes here

-
-

Smartphones are made from plastic, metal and scratch-resistant glass. They are usually small enough to fit inside a person's pocket. Smartphones have a touchscreen which covers most of the front surface of the device.

Type your notes here

-
-

Smartphones are used for making and receiving telephone calls and text messages. They are equipped with cameras and can capture photos and videos. Smartphones have wi-fi capabilities and can access the internet from most areas.

Type your notes here

-
-

Smartphones are quite expensive and can cost several hundred dollars. The price of the device usually depends on the features it has. Like most technological devices, the value of older smartphones usually goes down as newer models are created.

Type your notes here

-
-

TUESDAY WEEK 4 TO DO: YEAR 3

Reading

- Silent read for 15 minutes
- Log into Wushka, read text
- Connect to your Wushka text, and identify the genre of your text

Spelling

- Write a sentence for five of your spelling words

Writing

- BTN - summarise one story

Wellbeing task - Social Wellbeing

TAKE A BREAK

Maths

- Number of the day
- Capacity riddle
- Complete 2 mathematics set tasks

TAKE A BREAK

PE with Mr Ellis

- Welcome to the Olympics! 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

YEAR 4: CONNECT TO YOUR WUSHKA TEXT

1. Text to SELF

Describe a time when you been in a similar situation/felt the same as one of the characters in the book. Please be detailed and explain your connection.

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

- a. Book read:
- b. Pages read:

2. Text to TEXT

What is the genre of the story? (underline)

- *Fantasy*
- *Science fiction*
- *Biography*
- *Mystery*
- *Horror*
- *Comedy*
- *Action*
- *Other: (please describe!)*

How do you know which genre your story is? (what clues are there in the text, or in other similar texts you have read/seen)

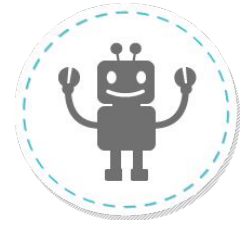
Reading Learning intention

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) y

SPELLING - SOUNDWAVES UNIT 20 (R)



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

Social Wellbeing

You were having a party but could only invite six people. You don't want to upset anyone, so how do you choose?



MATHS NUMBER OF THE DAY

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

My number is: 10,010

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	

MATHS

Learning Intention

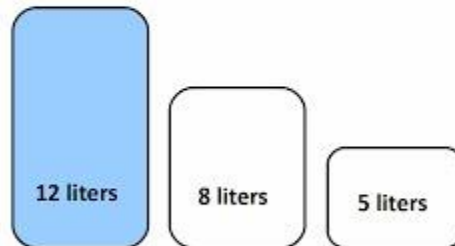
We are learning to use familiar units of measurement to measure, order and compare objects

Success Criteria

- I can use the "litre" as a formal unit of measurement of capacity.
- I can use the abbreviation "L" for litre.
- I can put two or more containers in order according to their capacity in litres.
- I can estimate the capacity of a container in litres and then check my estimate by measuring..

VOLUME & CAPACITY

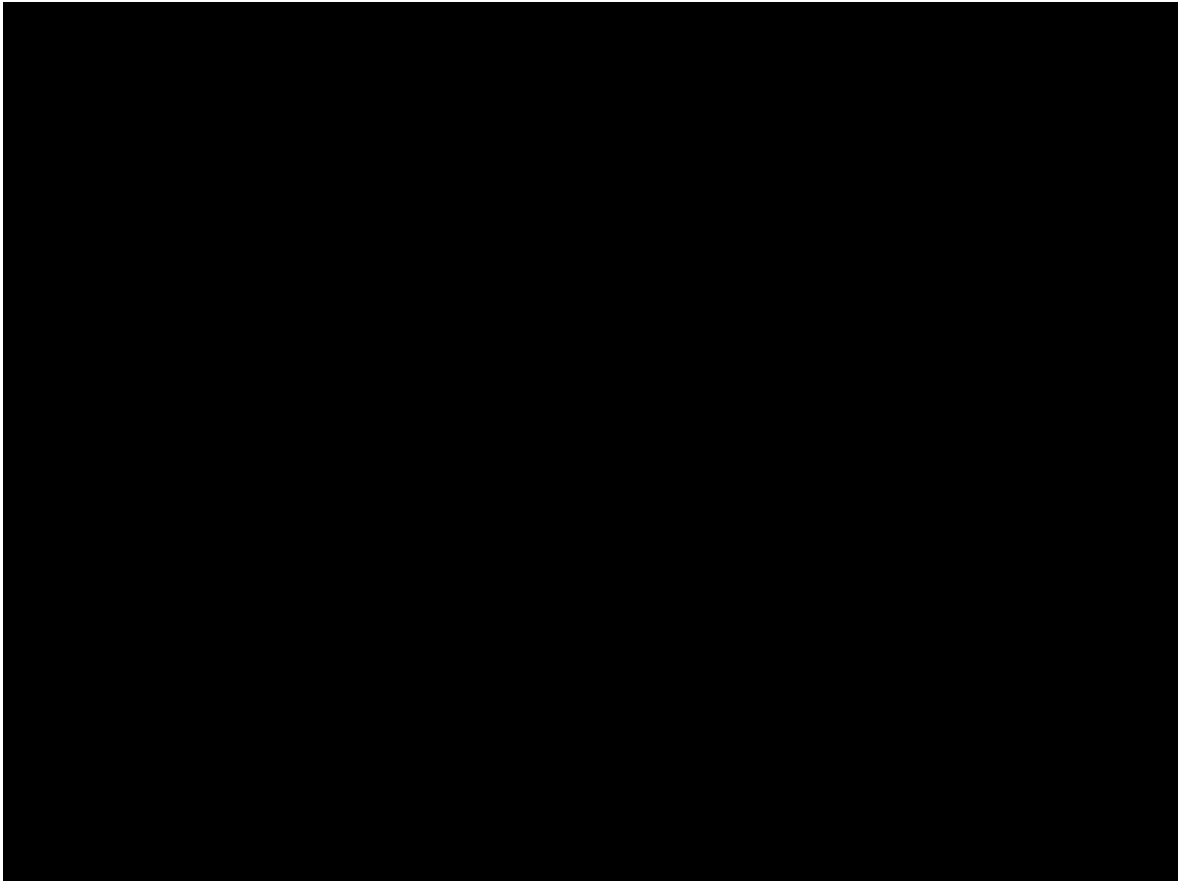
Can you measure EXACTLY 6 liters
from jugs of 12, 8, and 5 liters?



Your task: To solve this problem, you will have to write and/or draw lots of things. You will likely make lots of mistakes before solving it. You must either insert a new slide and write down all your working out there (right click on slide 6 and click New Slide - OR - choose Slide from the top menu and click new Slide) OR you must upload photos of your drawings and working out. PLEASE NOTE: In the USA, litres is spelt "liters"

PE

Watch this week's Got Game lesson based on the Olympics. Come on Aussie!



Extra Olympic activities:

[Javelin with Laura](#)

[Handball with Emily](#)

[Water Polo with Emily](#)

[Hockey with Ben](#)

[Boxing with Ben](#)

[Rugby 7's with Michelle](#)

[Softball with Mitchell](#)

WEDNESDAY WEEK 4 TO DO: YEAR 3

Reading

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

Spelling

- Choose 5 spelling words and put them in alphabetical order
- Choose 5 spelling words and think of words that rhyme

Writing

- Describing setting

Wellbeing task - Sing or hum your favorite song

TAKE A BREAK

Maths

- Number ninja
- Capacity - estimate and order the containers
- Complete 2 mathematics set tasks

TAKE A BREAK

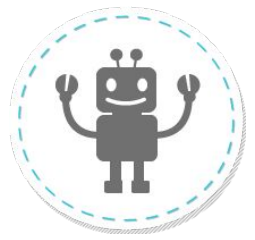
Science

- Weathering and erosion experiment

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

Green highlighter - task you may receive feedback on

SPELLING - SOUNDWAVES UNIT 20 (R)



The soundwaves password is::

Year 3 - work212

Choose 5 spelling words and put them in alphabetical order.
Underline (ctrl+u) the phoneme 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 NARRATIVES - SETTINGS.

Stories can be set anywhere! They can have one setting, or many.
Settings are very important and make a big difference to what the story is actually about.
A story set in a modern city will be different to a story set in a medieval castle.



Use your senses to help you describe the second picture of the castle

See The buildings looked like tall rockets	Hear The sound of beeping horns filled my ears.	Touch The buildings were cold cement.	Smell The acid smell of rain ran off the streets.
Type here	Type here	Type here	Type here

Learning intention

We are learning to write a narrative text

Success criteria:

- I can create a setting.
- I can use my five senses to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing .

Now try one more picture. Describe the setting thinking of those four senses. You can also add taste if you wish.



See	Hear	Smell	Touch	Taste

WELLBEING BREAK
Sing or hum your favorite song



NUMBER NINJA

Click on the timer ----->



Q1	33		+	23	=				
Q2	56		-	29	=				
Q3	9		x	12	=				
Q4	118		+	113	=				
Q5	140		-	6	=				
Q6	10		x	8	=				
Q7	100		x	90	=				
Q8	Round to nearest 100 and 1000			98476	=			=	
Q9	Double the number			9	=				
Q10	Halve the number			958	=				
Q11	Smallest:		2	4	5	1	6	=	
Q12	Biggest:		6	7	5	2	7	=	
Q13			1911	+	1061	=			
Q14			8393	-	4676	=			
Q15			9	÷	9	=			

MATHS

Learning Intention

We are learning to use familiar units of measurement to measure, order and compare objects

Success Criteria

- I can use the "litre" as a formal unit of measurement of capacity.
- I can use the abbreviation "L" for litre.
- I can put two or more containers in order according to their capacity in litres.
- I can estimate the capacity of a container in litres and then check my estimate by measuring..

VOLUME & CAPACITY

Estimate the capacity of the following "containers". I have put the word *containers* in inverted commas because not all these will be standard containers. Anything can be a container as long as it can hold stuff inside it.

Use your logic. Here are a couple of containers you can use to help guide your estimates.

- Average-sized home water tank = 5000L
- Bottle of milk = 2L
- Small pencil case = 500ml (that's millilitres... 500ml equals half of one litre)
- Bath tub = 200L-500L

Once you have entered your estimates, place them in ascending order (smallest to largest).

CONTAINER	ESTIMATE	NUMBER IN ORDER (1 to 10)
Bathroom sink		
Can of drink		
Medium size jar of biscuits		
Your bedroom		
Tea cup		
Your pencil case		
Your body (imagine it is totally hollow! Ouch!)		
Olympic swimming pool		
Kettle		

NUMBER NINJA ANSWERS

A1	56					
A2	27					
A3	108					
A4	231					
A5	134					
A6	80					
A7	9000					
A8	98500	and	98000			
A9	18					
A10	479					
A11	1	2	4	5	6	
A12	7	7	6	5	2	
A13	2972					
A14	3717					
A15	1					

SCIENCE - EARTH & SPACE

Let's simulate weathering and erosion!

You will need to [watch the short video here](#). That is your activity. However, I am aware that sand might be difficult to get. If this is the case, use soil or dirt. Be creative - you don't have to do this in exactly the same way as the video.

Upload a video of yourself pouring the water at the top of your river (this part MUST be the same, in order to recreate real life weathering and erosion) OR take photos of what it looked like before and after you poured the river.

Write one paragraph explaining what happened and which part of it was weathering and which part was erosion.

THURSDAY WEEK 4 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Select the right prefix and change the root word and Find an example of a prefix in a text and use it in your own sentence

Spelling

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

Writing

- Describing setting

Wellbeing Break - Physical Wellbeing **TAKE A BREAK**

Maths

- Number of the day
- Capacity worksheets
- Complete 2 mathematics set tasks

PDHPE:

- How does it feel to be treated with respect?
- TAKE A BREAK**

Geography: Natural Features - What are the features of places?

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

READING - ADDING THE PREFIXES 'PRE-' 'DE-' AND 'RE-' TO ROOT WORDS

1. Drag the tick to the box that would be the correct prefix for the underlined word. The first one has been done for you.

sentence	pre-	de-	re-	Write the correct word using the prefix
My tea's gone cold, I will have to <u>heat</u> it.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	reheat
I needed a drink soon because I was feeling <u>hydrated</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the train went too fast around a corner, it could <u>rail</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There would need to be a <u>play</u> , as the game ended in a draw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tom saw the <u>view</u> of the film a week before it was released.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I need to <u>heat</u> the oven before I begin baking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you break the vase, it will <u>value</u> the antique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



2. Find an example of a prefix in your wushka text or own choice novel and use it in your own sentence below:

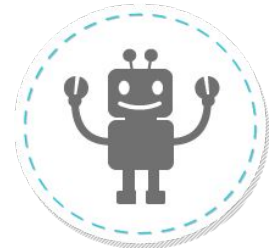
Learning intention

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
- I can use my knowledge of prefixes to read and interpret unfamiliar words

SPELLING - SOUNDWAVES UNIT 20



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

1. My free time was intarupted by the announcement.
2. We were so excited to go on the roller coaster ryde that we were first in line.
3. I reseaved a prize for participating in the runing race.
4. When I scrap my knee I creyed.

Challenge Questions

5. The wrestler was wherering a stawberri coloured spandex outfit.
6. I was delighted to rediscova my passion for science, it was ritten all over my face.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

WRITING



Yesterday we used our senses to describe different settings. Today we are going to write at least 4 sentences (a paragraph) about this desert oasis setting. Remember to use your senses to help you bring this image to life for the reader. Use adjectives and adverbs to add to your description.

Type Here:

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

Success criteria:

- I can create a setting.
- I can use my five senses to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing.

WELLBEING BREAK

Physical Wellbeing

Sit on the ground, stretch out your legs and lift your arms up to the sky.



MATHS NUMBER OF THE DAY

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

My number is: 667

My number is:	667
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	

Learning Intention

We are learning to use familiar units of measurement to measure, order and compare objects

Success Criteria

- I can use the "litre" as a formal unit of measurement of capacity.
- I can use the abbreviation "L" for litre.
- I can put two or more containers in order according to their capacity in litres.
- I can estimate the capacity of a container in litres and then check my estimate by measuring.

Volume and capacity – litres

Capacity refers to how much liquid a container can hold. Capacity can be measured in litres. We use the symbol L. Next time you go to the supermarket, look out for all the different items that have L for litres on the label. For example, milk cartons are often sold in litres.



1 Here is a selection of containers. Work out how many times each container can be filled from a 1 litre carton, such as a milk carton.



a



b



c



d



e



f



g



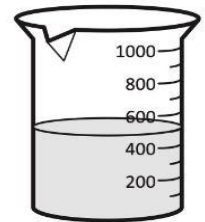
h

2 Use a 1 litre carton to estimate and measure the capacity of these containers in litres.





	a waste bin	b saucepan	c watering can	d bucket
Container				
Estimate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
How many litres?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Volume and capacity – millilitres

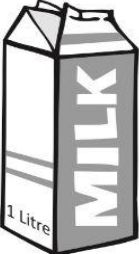




To measure the capacity of smaller containers we use millilitres. The symbol for millilitres is mL. There are 1 000 mL in 1 litre. This litre jug is filled half way so it contains 500 mL of liquid.



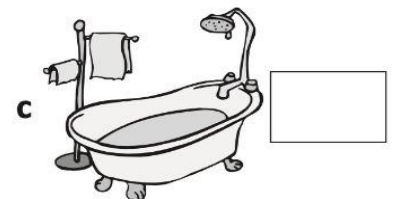
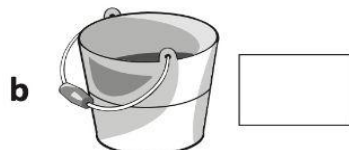
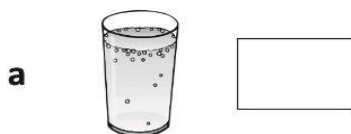
1 How many of each container is needed to fill a 1 litre jug?

Container size	a mug 250 mL 	b glass 200 mL 	c egg cup 50 mL 	d a raindrop 1 mL 
Number needed to fill a 1 litre jug				

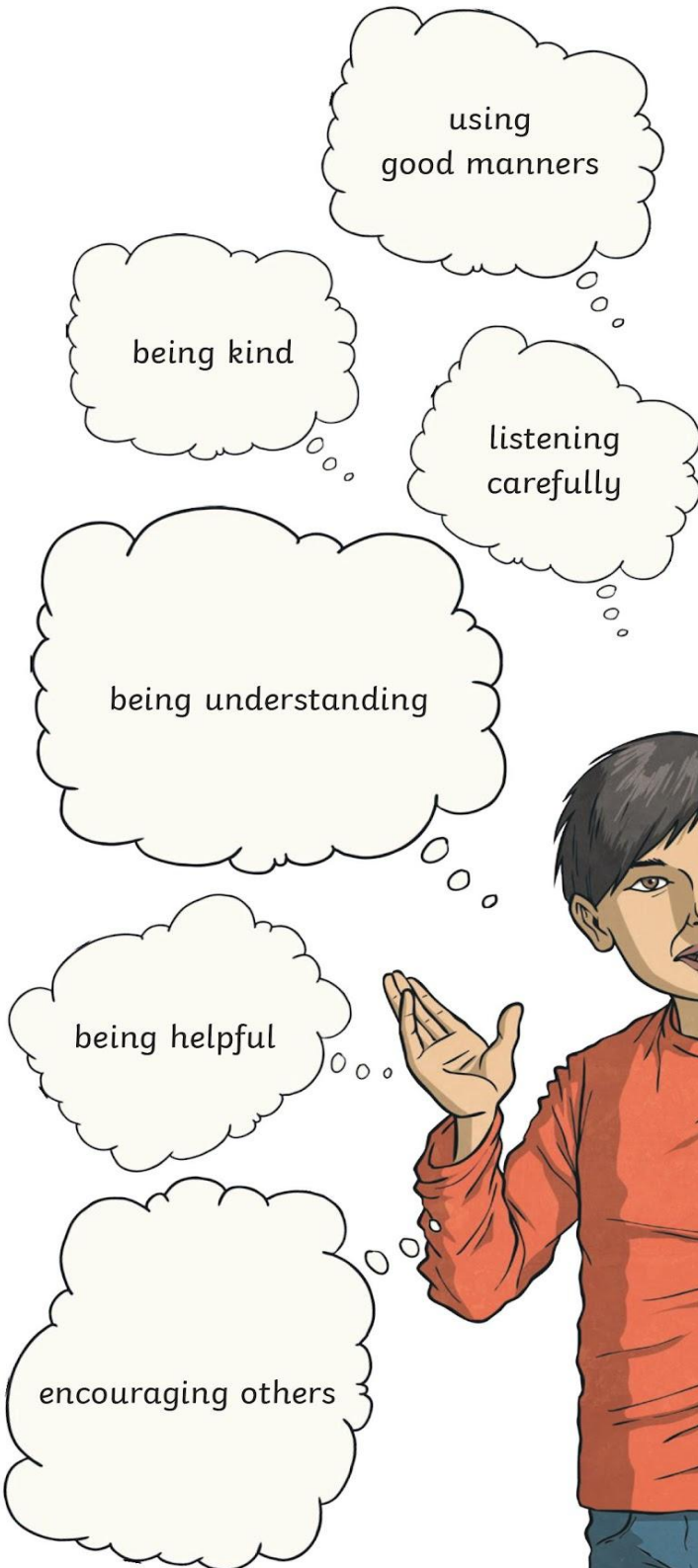
2 Order these containers from smallest to largest according to their capacity.

Container	a  1 Litre	b  PURE SPRING WATER 300 ml	c  250 mL	d  KETCHUP 100 mL	e  110 mL
Order					

3 What is the most appropriate unit of capacity for each of these objects – millilitres (mL) or litres (L)?



How Does It Feel to Be Treated with Respect?



Type here

Type here

Type here

Type here

Type here

Type here

Calm

GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

The Australian Continent

Natural Features

Learning Intention

- Represent Australia as states and territories. (rubric)
- Develop an understanding of the representation of Australia as Country / places of Aboriginal and Torres Strait Islander Peoples. (rubric)
- Identify major places in Australia, both natural and human.

What are the features of places?



What are the features of places?

Watch the video

<https://www.inquisitive.com/video/45-why-i-love-australia>

Write about what you liked about the book. This book is based on settings instead of characters. The settings are the landforms or natural features of Australia.

Can you match the natural feature to the word?



river



desert



beach



hill



mountain

FRIDAY WEEK 4 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Match three descriptions with character emotions
- Can you find an example of when an author has shown you how the character in one of your texts feels?

Spelling

- Log on to Soundwaves Unit 20 "R"
- Choose words to create 3 different tongue twisters

Writing

- Describing your own setting.

WELLBEING BREAK - Lie down with a teddy on your tummy. Breathe in and out. How does teddy move.?

TAKE A BREAK

Maths

- Number ninja
- Capacity worksheets
- Complete 2 mathematics set tasks
- TAKE A BREAK**

Class Zoom Session

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

Visual arts - Create an Olympic Collage using the videos attached

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

Green highlighter - task you may receive feedback on

ASKING INFERENTIAL QUESTIONS

Sometimes authors show how a character is feeling by describing what the character does. For example: When Brad threw the tea towel on the table it showed that he was angry and frustrated that his mum had asked him to dry the dishes.

1. Match the descriptions below to the feeling (drag the text boxes to the right position!)



Lucy started to shiver. She rubbed her hands together to keep warm.



Thenuka's eyes lit up as a huge smile appeared on his face.



Diego fought with every fibre in his body to keep his eyes from closing but the yawns just kept coming.

2. Can you find an example of when an author has shown you how the character in one of your texts feels? Copy it in below.

Learning intention

We are learning to pose and answer inferential questions

Success criter

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

WRITING

This week you have described a number of different settings. Today it is your turn to describe the setting of a story. It can be any type of setting that you wish. Try not to do one we have already done this week. You can use a picture to help you if you wish, but it can come straight from your imagination. Use your five senses to help get you started, and don't forget adjectives and adverbs to help paint a picture in your reader's mind.

Type here:

Learning intention:

We are learning to write a narrative text.

Success criteria:

- I can create a setting.
- I can use my five senses to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing.

SPELLING YEAR 3 - SOUNDWAVES UNIT 20

The soundwaves password is::

Year 3 - work212

Use your spelling words to come up with at least 3 tongue twisters.
You can use different colours and fonts for each

Example: Robyn Rafter ran readily round a rare rambling rose

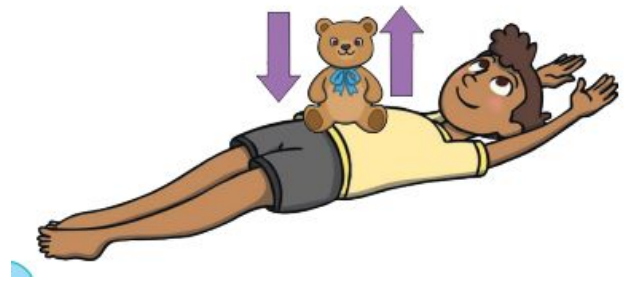
1. *Type here*

2. Type here

3. Type here

WELLBEING BREAK

Lie down with a teddy on your tummy.
Breathe in and out. How does teddy move.?



NUMBER NINJA

Click on the timer - - - - >



Q1	21	+	22	=				
Q2	78	-	24	=				
Q3	10	x	6	=				
Q4	74	+	91	=				
Q5	170	-	15	=				
Q6	8	x	5	=				
Q7	10	x	304	=				
Q8	Round to nearest 100 and 1000		3989	=			=	
Q9	Double the number		796	=				
Q10	Halve the number		304	=				
Q11	Smallest:	9	6	7	2	4	=	
Q12	Biggest:	7	8	4	4	2	=	
Q13		5357	+	1059	=			
Q14		6219	-	2295	=			
Q15		108	÷	9	=			

Learning Intention

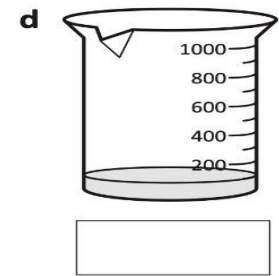
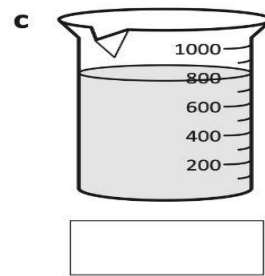
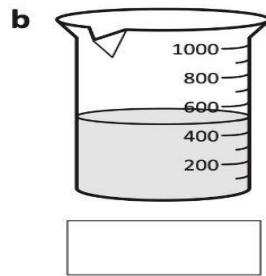
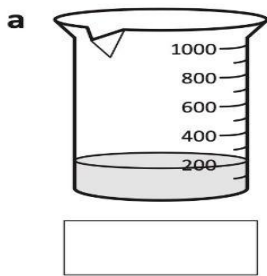
We are learning to use familiar units of measurement to measure, order and compare objects

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- I can estimate the capacity of a container in litres and then check my estimate by measuring.

Volume and capacity – millilitres

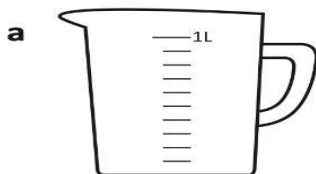
4 Label each of these containers with the amount of water in each:



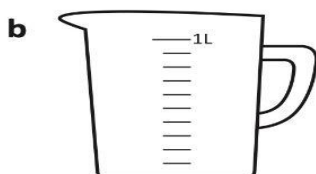
5 Answer the questions based on the amount of water in the containers above.

- a** Which container has the most liquid in it? _____
- b** Which container has the least liquid in it? _____
- c** How much more liquid is there in container **c** than in container **a**? _____
- d** Which three containers, when added together, would not overflow? _____

6 Mark the level of liquid in these jugs according to each problem.



Bec pours herself a glass of orange juice from this jug that was full to the 1 litre mark. If the glass she uses is 300 mL, how much is left in the jug?



Cam is mixing cordial for a party. He pours in 200 mL of cordial and then adds twice as much water. How much mixed cordial is now in the jug?

NUMBER NINJA ANSWERS

A1	43					
A2	54					
A3	60					
A4	165					
A5	155					
A6	40					
A7	3040					
A8	4000	and	4000			
A9	1592					
A10	152					
A11	2	4	6	7	9	
A12	8	7	4	4	2	
A13	6416					
A14	3924					
A15	12					

VISUAL ART - CREATE AN OLYMPIC COLLAGE

1. Pick a few of the videos below to watch and follow along. Put your athletes on one page to create an Olympic collage!

