

Remote learning Grid – Week 5 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 9.8.21	Tuesday 10.8.21	Wednesday 11.8.21	Thursday 12.8.21	Friday 13.8.21
Morning	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> Log into Wushka, read text and complete quiz Identify the purpose of your text, whether it is fiction or nonfiction and the main idea Silent read for 15 minutes <p>Mercury and Venus - Shaping the Earth (read to Chapter 3 today) Earth - Our Changing Earth (Read to chapter 3 today and use the narration feature)</p>	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> Silent read for 15 minutes Log into Wushka, and finish reading yesterday's text Connect the theme of your Wushka text to a newspaper article <p>Spelling:</p> <ul style="list-style-type: none"> Choose 5 words from Soundwaves Unit 21 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"> Silent read for 15 minutes Complete the fact or opinion activity <p>Spelling:</p> <ul style="list-style-type: none"> Choose 5 words from Soundwaves Unit 21 and put them in alphabetical order. Choose another 5 words and make up rhyming words. <p>Writing:</p>	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> Silent read for 15 minutes. Find examples of suffixes in the texts you are reading. Then use one of these examples in a sentence of your own. <p>Spelling:</p> <ul style="list-style-type: none"> Rewrite the sentences with the correct spelling. <p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Writing about 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> Silent read for 15 minutes. Find one or two examples to prove your theory about who the audience is for your Wushka text <p>Spelling:</p> <ul style="list-style-type: none"> Highlight words with the phoneme Make the words plural Finish the sentences <p>Writing:</p>

	<p>Mars - Our Changing Earth (<i>only to p19 and use the narration feature</i>)</p> <p>Spelling:</p> <ul style="list-style-type: none"> Choose 10 words from Soundwaves Unit 21. Brainstorm 15 words with the phoneme. Segment using Soundwaves online. <p>Writing:</p> <ul style="list-style-type: none"> Journal Writing. Writing about how you are feeling today. Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home. 	<p>conjunctions.</p> <p>Underline the word that you used from your spelling list.</p> <p>Writing:</p> <ul style="list-style-type: none"> BTN: Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story. 	<ul style="list-style-type: none"> Writing a narrative. Writing about setting and characters. 	<p>complications and series of events in a story.</p>	<ul style="list-style-type: none"> Writing a narrative. Writing about the resolution of a story.
<p>Wellbeing break</p>	<p>Listen to some relaxing music or put on Headphones to block out sound.</p>	<p>Mindfulness breathing</p> <p>Repeat the process of- Breath in-Breath out-Hold for at least 5 minutes</p>	<p>I Am Grateful for...</p> <p>Think of five things that you are grateful for today and complete the statement</p>	<p>Mindfulness Activity</p> <p>Sit in a comfy spot and hug a cushion.</p>	<p>Physical Wellbeing</p> <p>Hold this strong pose as long as you can.</p>
<p>Break</p>					

Middle	<p>Mathematics</p> <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook • Number Ninja <p>Topic: Multiplication</p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> • Login to Mathletics and complete 2 of the tasks assigned 	<p>Mathematics</p> <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook. • Number Ninja <p>Topic: Multiplication</p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> • Login to Mathletics and complete 2 of the tasks assigned. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook. • Number Ninja <p>Topic: Multiplication</p> <ul style="list-style-type: none"> • Complete the activities assigned in your daily workbook. • Mathletics: Login to Mathletics and complete 2 of the tasks assigned. <p>Class Zoom Session</p> <ul style="list-style-type: none"> • 1pm: 4M, 3/4B, 3W • 1:30pm: 4J, 3I 	<p>Mathematics</p> <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook • Number Ninja. Topic: Multiplication • Complete the activities assigned in your daily workbook. • Mathletics: Login to Mathletics and complete 2 of the tasks assigned. <p>PDHPE:</p> <ul style="list-style-type: none"> • How does it feel to be treated <u>without</u> respect? <p>Class Zoom Session</p> <ul style="list-style-type: none"> • 1pm: 4M, 3/4B, 3W • 1:30pm: 4J, 3I 	<p>Mathematics</p> <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook. • Number Ninja <p>Topic: Multiplication</p> <ul style="list-style-type: none"> • Complete the capacity activity. • Mathletics: Login to Mathletics and go on to Live Mathletics. <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> <ul style="list-style-type: none"> • Practising your note taking skills 	<p>KLA PE with Mr Ellis</p> <ul style="list-style-type: none"> • Explore your fitness with Mr Ellis' at home challenges 	<p>KLA- Science & Technology</p> <ul style="list-style-type: none"> • Earth & Space • Exploring Geology • Complete the task assigned 	<p>KLA- HSIE: Geography</p> <p>Places are similar and different</p> <p>MAPPING- We can use a compass to help us find places. A compass shows north, east, south and west</p>	<p>KLA Creative arts</p> <ul style="list-style-type: none"> • Finish the pictures using your imagination

MONDAY WEEK 5 TO DO: YEAR 3

Reading

- Log into Wushka, read text and complete quiz
- Identify the purpose of your text, whether it is fiction or nonfiction and the main idea
- Silent read for 15 minutes

Spelling

- Log on to Soundwaves Unit 21
- 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 of the day
- Multiplication (repeated addition)
- 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. Was your book this week: (you can highlight your answer!)
 - Fiction (made up)
 - Non-fiction? (factual)

2. What is the purpose of your text? (you can highlight your answer!)
 - To entertain
 - To inform
 - To persuade

3. What was the main idea in your Wushka book? Summarise below.

1. 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 21



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 21. Type them in below.

Brainstorm 15 words that have the "ar" 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 your ideal holiday.

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

Listen to some relaxing music or put on Headphones to block out sound.

Listen to some relaxing music or put on headphones to block out sound.



MATHS NUMBER OF THE DAY

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

My number is: PICK YOUR OWN 4 (or 5) digit number.

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 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 - REPEATED ADDITION

Repeated addition is when we add the multiplicand (the first number in a multiplication problem) as many times as the multiplier (the second number) tells us.

For example: 4×6 is the same as $4 + 4 + 4 + 4 + 4 + 4$

BUT you probably know that it is also the same as $6 + 6 + 6 + 6$

They both equal 24

Use (and show!) repeated addition to solve these multiplication problems. Show the repeated addition AND the actual answer.

$$3 \times 9 =$$

$$7 \times 4 =$$

$$10 \times 5 =$$

$$8 \times 2 =$$

$$9 \times 9 =$$

$$5 \times 4 =$$

LIBRARY RESEARCH SKILLS - NOTE TAKING

Research a natural wonder of Australia. You may choose one below or find your own.

- Great Barrier Reef
- Shark Bay
- The Twelve Apostles
- The Pinnacles
- Uluru

Fill in the note taking template below about what you've learned about the natural wonder.

Main Idea
-
Key Vocabulary
- - -
Important Information
- - - - -
Source
- - -

TUESDAY WEEK 5 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Log into Wushka, read text
- Connect the theme of your Wushka text to a newspaper article

Spelling

- Write a sentence for five of your spelling words

Writing

- BTN - summarise one story

Wellbeing Break

TAKE A BREAK

Maths

- Number Ninja
- Multiplication (place value concepts)
- 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

CONNECT TO YOUR WUSHKA TEXT

Find a news article that represents similar topics or events to the text you are reading. Try looking on ABC.net.au (or in a newspaper). Use the search function to put in the topic from your Wushka text yesterday. For example, if your Wushka text was about storms, you would type storm in the search box. Compare your wushka text to the news article.

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

Reading Learning intention

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

Success criteria:

- I can connect something in my Wushka text to a newspaper article.

SPELLING - SOUNDWAVES UNIT 21



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.

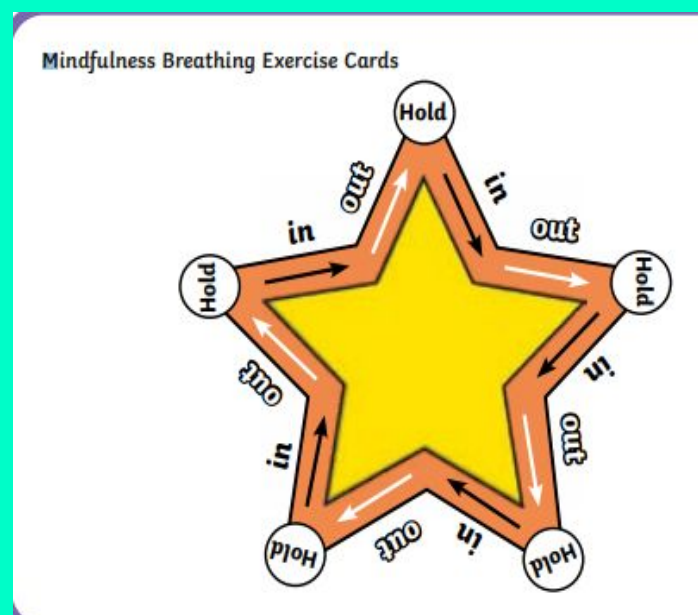
Write a summary of your favourite story below. Use at least 3 sentences.

My favourite story was ...

WELLBEING BREAK

Mindfulness breathing

Repeat the process of-
Breath in-Breath out- Hold
for atleast 5 minutes



NUMBER NINJA

Click on the timer ----->



Q1	49		+	44	=			
Q2	39		-	9	=			
Q3	9		x	8	=			
Q4	23		+	11	=			
Q5	52		-	18	=			
Q6	10		x	5	=			
Q7	100		x	40	=			
Q8	Round to nearest 10			14	=			
Q9	Double the number			12	=			
Q10	Halve the number			14	=			
Q11	Smallest:		8	5	7	3	1	=
Q12	Biggest:		4	2	1	5	9	=
Q13			52	+	52	=		
Q14			74	-	43	=		
Q15			30	÷	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 - PLACE VALUE CONCEPTS

Using your knowledge of place value, you can solve more complicated multiplication problems. For example:

3 x 20 is the same as 3 x 2 tens (because there are two tens in 20 and zero ones). We know that $3 \times 2 = 6$ but the answer is not 6 because we were not multiplying by 2, we were multiplying by **2 TENS**. So our answer is 6 tens, which is 60. Let's do a couple more before you do your own.

$3 \times 30 =$ is the same as 3×3 tens.

3×3 tens = 9 tens = 90

Now a harder one.

4 x 32 is the same as 4 x 3 tens PLUS 4 x 2 ones. So this one is a little more complicated. Let's take a look.

4 x 3 tens = 12 tens. So that's 120 AND 4 x 2 ones = 8. So our final answer is $120 + 8 = 128$

Your turn: Do them like I've done the first one

- 1) $2 \times 40 = 2 \times 4$ tens = 8 tens = 80
- 2) $4 \times 20 =$
- 3) $3 \times 40 =$
- 4) $2 \times 90 =$
- 5) $5 \times 20 =$
- 6) $3 \times 50 =$
- 7) $20 \times 6 =$
- 8) $80 \times 3 =$
- 9) $3 \times 50 =$
- 10) $70 \times 8 =$

Some much harder ones: Try them!

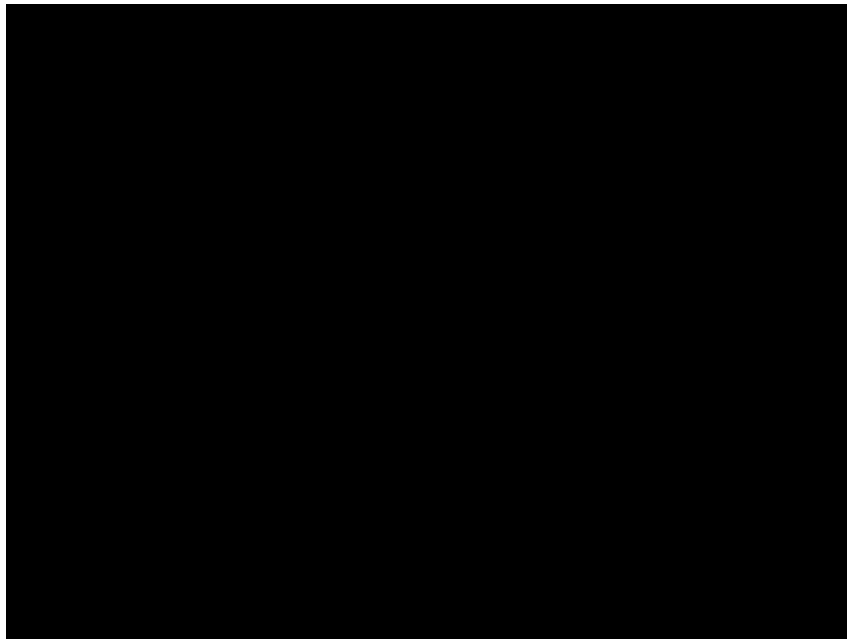
- 1) $3 \times 56 = 3 \times 5$ tens PLUS 3×6 ones
= 15 tens + 18 ones = $150 + 18 = 168$
- 2) $3 \times 42 =$
- 3) $4 \times 65 =$
- 4) $9 \times 37 =$
- 5) $7 \times 238 =$

NUMBER NINJA ANSWERS

A1	93					
A2	30					
A3	72					
A4	34					
A5	34					
A6	50					
A7	4000					
A8	10					
A9	24					
A10	7					
A11	1	3	5	7	8	
A12	9	5	4	2	1	
A13	104					
A14	31					
A15	6					

PE

This week you will be learning how to train like an athlete as well as putting the spotlight on some of the Australian athletes who are competing at the Games. The Aussies are doing so well in the medal tally!



Extra Olympic activities:

[Canoe, Slalom and Rowing with Laura](#)

[Sports Climbing with Laura](#)

[Workout like Owen Wright with Mitchell](#)

[Workout like Brandon Starc with Mitchell](#)

[Workout like Sam Kerr with Michelle](#)

[Workout like Patty Mills with Michelle](#)

WEDNESDAY WEEK 5 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

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

Writing

- Describing characters

Wellbeing Break

TAKE A BREAK

Maths

- Number of the day
- Multiplication (doubling)
- 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 - LOG IN TO WUSHKA AND READ YOUR TEXT

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?
Dogs are the perfect pet for all families.	
Caterpillars turn into butterflies and moths	
Pizza is the most delicious food	
The beach is the best place to be in summer	
The stage 2 teachers really miss their classes.	
Ice melts when left out of the freezer.	

Write one fact about cats:

Write one opinion about cats:

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 21



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 - CHARACTERS.

Characterisation

The main characters are the focus of a narrative. They can be people, animals, imaginary beings or magical objects.

It is important to make characters seem 'real' by describing their appearance, personality and emotions.

The process of describing the characters of a narrative is called 'characterisation'.



teachstarter

Who are your favourite characters from stories you have read? Write 3 sentences **describing** the **personality** and **appearance** of a favourite character from a book or movie. For example, Mrs Trunchbowl, Harry Potter, the list goes on.

Learning intention

We are learning to write a narrative text

Success criteria:

- I can create a character..
- I can use my the STEAL technique to help me describe a character..
- I can use adjectives and adverbs to enhance my writing. .

Now let's use the STEAL technique to help us develop a character.

Look at this picture of a woman.



Speech: What would the character say?	Thoughts What would the character think?	Effects What effect would the character have on others?	Actions What kinds of things does the character do?	Looks What do they look like?

WELLBEING BREAK

I Am Grateful for...

Each and every day, things happen that we don't always pay attention to. Sometimes, these are the most important things that we should be grateful for. Think of five things that you are grateful for today and complete the statement

I am grateful for _____



MATHS NUMBER OF THE DAY

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

My number is: 9108

My number is:	9108
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	

Mental multiplication strategies – doubling strategy

There are many double facts that you should know.

This includes numbers outside the times tables that we have been working on.

Here are 2 double facts that are handy to know:

double 20 is 40

double 15 is 30

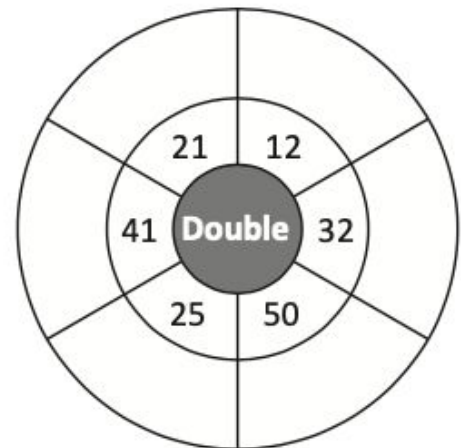
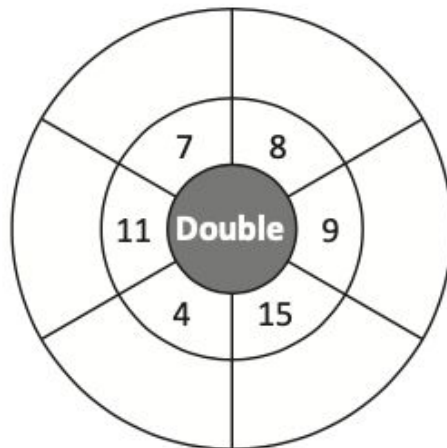
Can you think of more?

- 1** List all the double facts outside of the 2 times table that you know in the space below. Here are two to start you off:

double 12 is 24

double 50 is 100

- 2** Complete these doubling wheels:



- 3** Doubling 2 digit numbers is easy if you split the digits and double each part. Complete this doubling grid. The first one has been done for you.

<p>a Double 36</p> $= 30 \times 2 + 6 \times 2$ $= 60 + 12$ $= 72$	<p>b Double 23</p>
<p>c Double 19</p>	<p>d Double 41</p>

Mental multiplication strategies – doubling strategy

- 4** The double-double strategy is when you multiply by 4. Look at double-double 2: double 2 once is 4 and double 2 twice is 8. Practise using the double-double strategy with these tables. The first one is done for you.

a

$7 \times 4 =$ <input type="text" value="28"/>	
Double 7 once	14
Double 7 twice	28

b

$15 \times 4 =$ <input type="text"/>	
Double 15 once	<input type="text"/>
Double 15 twice	<input type="text"/>

c

$21 \times 4 =$ <input type="text"/>	
Double 21 once	<input type="text"/>
Double 21 twice	<input type="text"/>

d

$12 \times 4 =$ <input type="text"/>	
Double 12 once	<input type="text"/>
Double 12 twice	<input type="text"/>

e

$11 \times 4 =$ <input type="text"/>	
Double 11 once	<input type="text"/>
Double 11 twice	<input type="text"/>

f

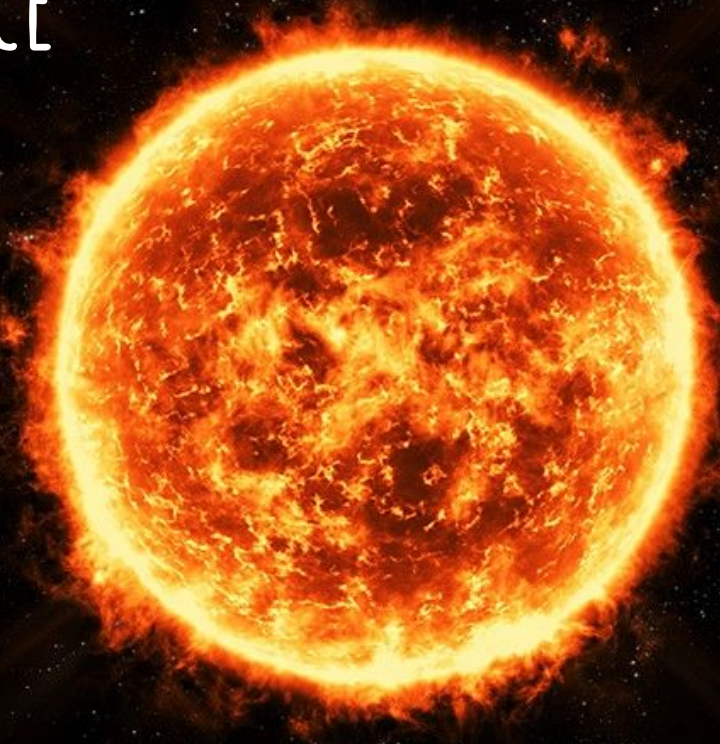
$14 \times 4 =$ <input type="text"/>	
Double 14 once	<input type="text"/>
Double 14 twice	<input type="text"/>

- 5** Play this game with a partner. You will need this page each and a die to share. The aim is to be the first to place a tick above all the numbers. Double or double-double the number rolled on the die, then tick the answer on the grid.

For example, Player 1 rolls a 4. They can either double it in order to tick 8 OR double-double it to tick 16. You must apply one of the strategies to the number rolled. If you can't tick a box, you miss a turn!

2	4	6	8	10	12	16	20	24

EARTH & SPACE



THE SUN

Here are a few facts about the sun.

- It's a star.
- It's the closest star to Earth (150 million km, from Earth).
- It is made of mostly hydrogen and helium (the first person to discover this, was a woman named Cecilia Payne-Gaposchkin in 1925, but silly male astronomers didn't believe her because she was a woman! Can you believe it? On behalf of men, I apologise to you, ladies).
- It's actually not that big compared to other stars. It's smallish/medium sized.
- It is the centre of our solar system, which has 8 planets and all the planets revolve around the sun.
- It's been around for about 4 and a half BILLION years and has another 5 BILLION years of energy left..

Watch the video below.



After watching that video, watch [this video](#) and draw a picture of how the sun helps the water cycle on Earth. **AND write a short paragraph about it.** Make sure you label the diagram. Upload it to your workbook.

What's your favourite song about the sun? Mine is probably Here Comes the Sun by The Beatles.

THURSDAY WEEK 5 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Find examples of suffixes in the texts you are reading. Then use one of these examples in a sentence of your own.

Spelling

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

Writing

- Describing characters.

Wellbeing Break ***TAKE A BREAK***

Maths

- Number Ninja
- Multiplication (factors & multiples)
- Complete 2 mathematics set tasks

PDHPE:

- How does it feel to be treated without respect?
- 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

Suffixes go at the end of the word and change the meaning of the word. Find examples of each suffix in your Wushka text or own choice novel. You might not find one for each suffix.

Suffix	meaning	example	My examples
ful	full of	joyful	
est	most	tallest	
ing	doing now	cycling	
less	without	fearless	
ly	how something is done	quickly	
er	more (adjective)	taller	
er	Someone's job	teacher	

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 find examples of suffixes in the texts I am reading

SPELLING - SOUNDWAVES UNIT 21



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

1. My mum filled up the barf with water halveway.
2. The fruit basquet was filled with delicious apples, bannanas and pears.
3. Sometimes I carnt help but sound like a whistling tea kettle when I laff.
4. The teacher enjoyed reading his student stories, but had to remind them to use paragrafs.

Challenge Questions

5. At the excursion, we took a photograf under the Harbar Bridge.
6. The garmet of clothing camoflajed with the green and brown background.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

WRITING: USE THE STEAL TECHNIQUE TO DESCRIBE ONE OF THESE CHARACTERS.



<p>Speak What would the character say or talk about?</p>	<p>Thought What would the character think about?</p>	<p>Effect What effect would the character have on other people?</p>	<p>Actions What kinds of things would the character do?</p>	<p>Look What does the character do?</p>

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

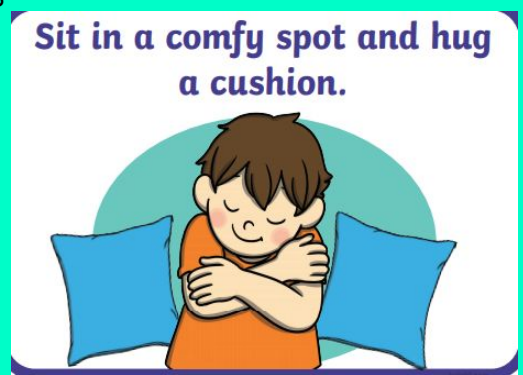
Success criteria:

- I can create a character.
- I can use the STEAL technique to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing.

WELLBEING BREAK

Mindfulness Activity

Sit in a comfy spot and hug a cushion.



NUMBER NINJA

Click on the timer ----->



Q1	5		+	35	=			
Q2	31		-	16	=			
Q3	9		x	3	=			
Q4	21		+	30	=			
Q5	35		-	4	=			
Q6	11		x	5	=			
Q7	10		x	16	=			
Q8	Round to nearest 10			98	=			
Q9	Double the number			10	=			
Q10	Halve the number			36	=			
Q11	Smallest:	4		4	3	5	2	=
Q12	Biggest:	6		0	7	9	0	=
Q13		69		+	99	=		
Q14		80		-	5	=		
Q15		30		÷	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 - FACTORS AND MULTIPLES

Firstly, let's take a look at the video to understand what a factor is. Some of it might seem a little confusing at first, so feel free to pause the video or watch it again.

The video frame shows a man in an orange shirt standing next to a 9x9 multiplication table. The table is a grid with numbers 1-9 in the top row and left column. The cell containing the number 24 (at the intersection of row 8 and column 3) is circled in red. Below the table, the text "factor 24" is written in purple.

	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

factor 24

Your turn: What are the factors of the following numbers? Don't forget ALL number will have the number 1 as a factor, as well as itself (the actual number).

12 -

15 -

13 -

20 -

Multiplication facts – multiples

When two numbers are multiplied together, the answer is called a multiple.
For example, the first 3 multiples of 5 are 5, 10, 15.

$1 \times 5 = 5$

$2 \times 5 = 10$

$3 \times 5 = 15$

1 Complete the list of multiples for each number in the circle:

a **6**

6	12								
---	----	--	--	--	--	--	--	--	--

b **4**

4	8								
---	---	--	--	--	--	--	--	--	--

c **8**

8	16								
---	----	--	--	--	--	--	--	--	--

d **3**

3	6								
---	---	--	--	--	--	--	--	--	--

2 In each group of multiples, cross out the number that does not belong. You will need to look carefully, because they are not in order. I have created a text box at the end of each group of numbers. Write the number that does not belong.

a Multiples of 5 10 20 35 40 12

b Multiples of 6 12 6 29 24 18

c Multiples of 8 25 16 32 40 8

3 Use the clues to work out the multiples:

a This number is a multiple of both 9 and 3 and is less than 20 but greater than 10.

b This number is a multiple of 5. It is greater than 15 but less than 25.

c This number is a multiple of both 4 and 8 and is the next squared number after 9.

NUMBER NINJA ANSWERS

A1	40					
A2	15					
A3	27					
A4	51					
A5	31					
A6	55					
A7	160					
A8	100					
A9	20					
A10	18					
A11	2	3	4	4	5	
A12	9	7	6	0	0	
A13	168					
A14	75					
A15	6					

How Does It Feel to Be Treated without Respect?

ignoring others

being unkind

using bad manners

not listening to someone's ideas

name-calling

being unhelpful

Type here

Type here

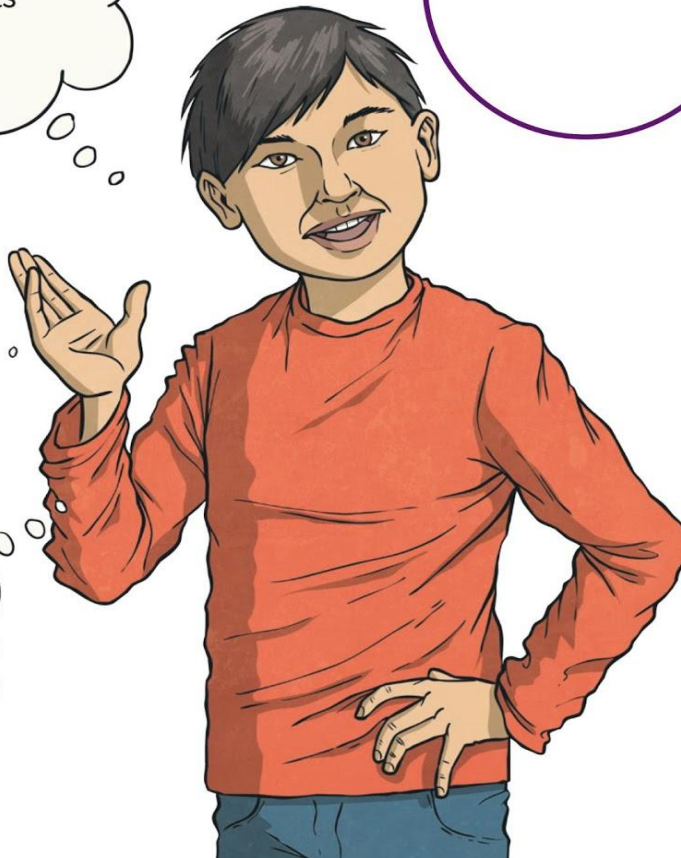
Type here

Type here

Type here

Type here

Angry



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.

Mapping - Compass - North Point

We can use a compass to help us find places. A compass shows north, east, south and west. Just the first letter is used on a compass. The moving pointer always points to North. The North Point is always marked on a map.

Add the other letters to the compass. Put the words in the correct spaces. North, East, South, West.

N _____

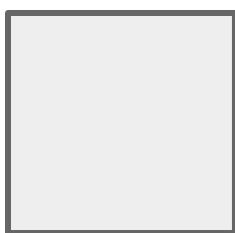
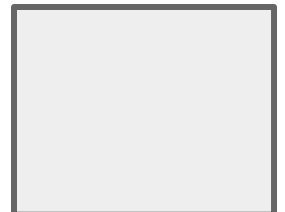
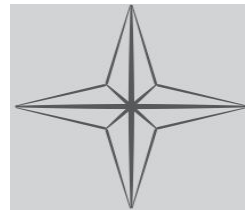
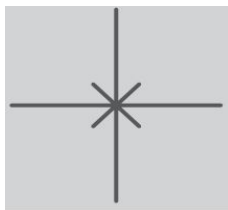
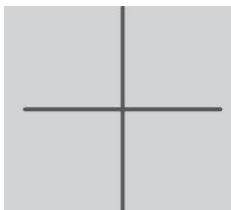


The sun sets in the _____

The sun rises in the _____

The _____ Pole is the most southern place.

How to draw a Compass star



Design your own compass



FRIDAY WEEK 5 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Find one or two examples to prove your theory about who the audience is for you Wushka text

Spelling

- Highlight the words that contain the phoneme
- Change the ending of words to make them plural
- Order the words alphabetically and place them correctly in the sentences.

Writing

- Describing your own characters

WELLBEING BREAK

TAKE A BREAK

Maths

- Number of the day
- Multiplication (factorising)
- Complete 2 mathematics set tasks
- TAKE A BREAK**

Class Zoom Session

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

Visual arts - Use your imagination to finish the drawings

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

Green highlighter - task you may receive feedback on

ASKING INFERENTIAL QUESTIONS

1. What audience do you think the author wrote this text for? Example, do you think it's for children, adults, older people, people who are interested in the topic, etc)
2. Give one or two pieces of evidence that support your view.

Example: I think the text 'The One and Only Ivan' was written for children in year 5 and 6 because:

1. *The characters do funny things to entertain the reader which makes me think kids would like it*
2. *The author has used a pretty wide vocabulary of hard words*
3. *The book isn't written in normal paragraphs, which makes it a bit harder to understand and read.*

Your turn:

I think the text _____ has been written for: _____
because:

- 1.
- 2.

Learning intention

We are learning to pose and answer inferential questions

Success criter

- I can *infer* the audience that the author wrote the text for

WRITING

This week we have described characters using the STEAL technique. Now it is your turn to describe TWO characters of your choice. You can use pictures of people or you can just use your imagination. Use the STEAL technique to help you describe them, but this time, write your ideas in a paragraph. You can also draw them if you wish.

Speak Think Effect Actions Looks

Character 1	Character 2

Learning intention:

We are learning to write a narrative text.

Success criteria:

- I can create a character..
- I can use the STEAL technique to help me describe a character.
- I can use adjectives and adverbs to enhance my writing. .

SPELLING YEAR 3 - SOUNDWAVES UNIT 21

The soundwaves password is::

Year 3 - work212

1. Read the sentence below and **highlight** words that contain the 'ar' phoneme

Father ate a banana and an apple while Grandad put a tomato and a potato in the basket.

2. Rewrite the following words by adding 'es' or 's' to each one.

Class _____

Start _____

Tomato _____

Father _____

Pass _____

Laughs _____

Write **are**, **ask**, **asked** and **after** in alphabetical order. **Finish** the sentences with these words.

1. _____ Type here _____ Type here your father if he has the basket.

2. _____ Type here _____ Type here the last race we went home.

3. _____ Type here _____ Type here these your large tomatoes?

4. _____ Type here Have you _____ Type here if you can go to the park?



WELLBEING BREAK

Physical Wellbeing

Hold this strong pose as long as you can.

Hold this strong pose as long as you can.



MATHS NUMBER OF THE DAY

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

My number is: 100,000 (that's one hundred thousand - Yes, it will be more difficult, but give it a go)

My number is:	100,000
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

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- 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 - FACTORISING

Yesterday you learnt what factors and multiples are. We will revisit that today. In this activity we are going to need to factorise **multiples of 10**. **What are multiples? They are numbers you get when you multiply two other numbers.** For example, the multiples of 10 are 10, 20, 30, 40, 50 and so on, forever. The multiples of 2 are 2, 4, 6, 8, 10, 12 and so on, forever.

Factors ALWAYS come in pairs because *you need two factors to make a multiple*.

For example, what are the factors of 30? Well, what numbers can you multiply to get 30?

1 x 30 OR 2 x 15 OR 3 x 10 OR 5 x 6

.So the factors of 30 are 1, 2, 3, 5, 6, 10, 15 and 30.

We are only going to factorise multiples of 10 so that means the number 10 will ALWAYS be involved. Look at the examples below..

$$3 \times 20 = 3 \times 2 \times 10 = 6 \times 10 = 60$$

The multiple of 10 in this problem, is 20.

$$4 \times 60 = 4 \times 6 \times 10 = 24 \times 10 = 240$$

The multiple of 10 in this problem, is 60.

Now you try the questions on the next slide.

MULTIPLICATION - FACTORS AND MULTIPLES

Your turn: Do them like I have done the first one.

1. $5 \times 20 = 5 \times 2 \times 10 = 10 \times 10 = 100$

2. $6 \times 40 =$

3. $7 \times 30 =$

4. $5 \times 80 =$

5. $4 \times 90 =$

6. $6 \times 50 =$

7. $2 \times 60 =$

8. $8 \times 70 =$

9. $9 \times 90 =$

10. $5 \times 110 =$

EXTENSION: Look at the example. I've never had to teach this stuff online before so I don't know if it will work! Be kind!

1. $5 \times 27 = 5 \times 2 \times 10$ **PLUS** 5×7

$= 10 \times 10 = 100 + 35 = 135$

This is the next step to $5 \times 2 \times 10$

That's the answer to 5×7

That's the answer to 10×10

You have to do 5×7 because the 7 is the number ones in 27

2. $3 \times 23 =$

4. $6 \times 24 =$

3. $4 \times 31 =$

5. $8 \times 64 =$

Name _____

CREATIVITY WARM-UP

Whoops! Someone forgot to finish these pictures. Use your imagination to draw the rest. You can use pencil, crayons, markers, or colored pencils to design.

