

Remote learning Grid – Week 9 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 6.9.21	Tuesday 7.9.21	Wednesday 8.9.21	Thursday 9.9.21	Friday 10.9.21
Morning	<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. • Summarise the characters and setting for your text this week - 126 Scoops • Post your work on Padlet <p>THERE IS NO WUSHKA THIS WEEK</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Choose 10 words from Soundwaves Unit 25. • Brainstorm 15 	<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 ☐ Drag the rubric markers to where YOU THINK they belong on the rubric ☐ Rewrite a character summary for Bluey <p>Spelling:</p> <ul style="list-style-type: none"> • Choose 5 words from Soundwaves Unit 25 and write an interesting sentence for each 	<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 • Identify the problem, events and resolution for 126 scoops. • Pick your best example and paste it on the class padlet. 'Like' one of your classmates' examples that you think is great. <p>Spelling:</p> <ul style="list-style-type: none"> • Write a conversation 	<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. • Record your retell for 126 scoops using mote or another recording device. • How confident are you feeling with each of the parts of the retell? Complete the form so your teacher can see where you still need help <p>Spelling:</p> <ul style="list-style-type: none"> • Highlight words that contain the phoneme • Write the verb in past tense 	<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. • Listen/read along to the BFG and then answer the questions. <p>Spelling:</p> <ul style="list-style-type: none"> • Highlight words that contain the phoneme • Write the verb in past tense

	<p>words with the phoneme. Segment using Soundwaves online.</p> <p>Writing:</p> <ul style="list-style-type: none"> Finishing story from last week, using our plans. 	<p>word that includes adjectives and conjunctions. 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. 	<p>using list words. Choose 5 spelling words and make up rhyming words.</p> <p>Writing:</p> <p>Writing narratives: Writing a new story using picture prompt.</p>	<ul style="list-style-type: none"> Edit paragraph with the correct spelling and punctuation <p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Planning our narrative. 	<p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Writing the story using our plan.
Wellbeing break	<p>Write or draw the perfect menu-</p> <ul style="list-style-type: none"> Starter Main dessert 	<p>Can you think of a name for each letter of the alphabet?</p>	<p>Guess and count how many soft toys, cars books, dolls do you have?</p>	<p>How many different animal noises can you make in five minutes.</p>	<p>Draw a strange creature.</p>
Break					

Middle	<p>Mathematics</p> <ul style="list-style-type: none"> ● Number Ninja <p>Topic: Angles</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>Live ZOOM Disco</p> <ul style="list-style-type: none"> ● 1:20pm- 2:00pm 	<p>Mathematics</p> <ul style="list-style-type: none"> ● Number of the day <p>Topic: Angles</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 Ninja <p>Topic: Angles</p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> ● 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. <p>Topic: Angles</p> <ul style="list-style-type: none"> ● Year 3 - Complete the activities assigned in your daily workbook. <ul style="list-style-type: none"> ● Mathletics: Login to Mathletics and complete 2 of the tasks assigned. <p>PDHPE:</p> <ul style="list-style-type: none"> ● Write a recipe for making a good friend. 	<p>Mathematics</p> <ul style="list-style-type: none"> ● Number Ninja <p>Topic: Angles</p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> ● 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> <p>Watch the video about internet safety and take the quiz.</p>	<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 Climate and Weather</p> <p>What is the difference between weather and climate?</p>	<p>KLA Creative arts</p> <ul style="list-style-type: none"> ● Create a shadow art face and share your work on the Google Classroom stream!



MONDAY WEEK 9 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here.
 - Book read:
 - Pages read:
- Watch the video for today's reading lesson about retells
- Summarise the characters and setting for your text this week - 126 scoops
- Post your work from today onto the class Padlet under the correct heading. Read the work your classmates have posted and choose a high quality example to 'like'.

Spelling

- Log on to Soundwaves Unit 25
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

Writing

- Finish writing your story from last week.
- WELLBEING BREAK

TAKE A BREAK

Maths

- Number Ninja
- Angles
- Complete 2 mathematics/study ladder set tasks

Live Zoom Disco

1:20pm - 2:00pm

TAKE A BREAK

Library Internet Safety

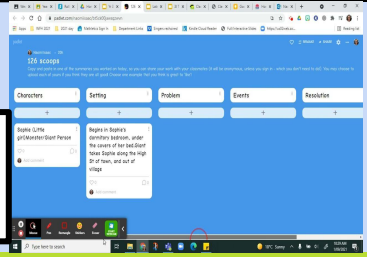
Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

READING

Watch this video first!

Watch this video second!



Success criteria for a retell

What do you think the success criteria should be for a retell? Use 'I can' statements

Anonymous 6d
I can retell my story in the shortest summary

Gabriel Salameh 6d
I can summarise my text using the 5 fingers.

Anonymous 6d
I can summarise a text with out giving too little or too much and making sure the important points are included.

Anonymous 7d
I can tell the most important parts of the story in my own way.

Anonymous 6d
I can retell the story with a beginning, middle and ending.

Anonymous 7d
I can retell my story in start, middle or end without too many words

Anonymous 7d
I can summarise a story by using the beginning middle and end strategy

Anonymous 7d
I can remember important parts of a story

Anonymous 7d
I can have big ideas

Anonymous 7d
I can tell the most important part of the story

Anonymous 7d
I can write a few sentences that provide lots of detail.

Anonymous 7d
I can put a picture in someone's head.

Alexander So 7d
I can memorise the story and think of the pictures

Anonymous 7d
I can remember the key parts of the text.

Anonymous 7d
I can summarize a long story and abbreviate it into a shorter version of the story

Anonymous 7d
I can retell the important points in a story.

Anonymous 7d
I can remember an important detail from the beginning, middle and end

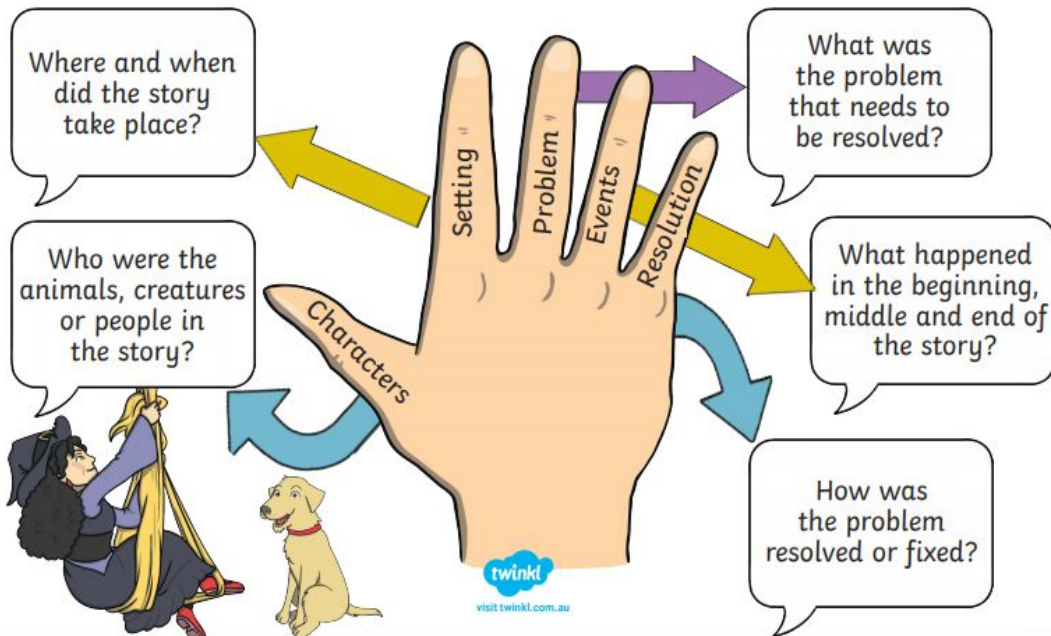
Anonymous 7d
I can summarise any text

Anonymous 7d
I now how to put my sentences in paragraphs.

Naomi Isaac 13d
I can summarise a text without giving too much detail

Five Finger Retell

I can remember and retell the different parts of a story



The BFG

School magazine text

Characters:

Sophie (Little girl)

Monster / Giant Person

Who were the animals, creatures or people in the story?

Characters:

Setting:

Begins in Sophie's dormitory bedroom, under the covers of her bed.

Giant takes Sophie along the High St of town, and out of village

Where and when did the story take place?

Setting:

Post your work from today onto the class Padlet under the correct heading. Read the work your classmates have posted and choose a high quality example to 'like'.

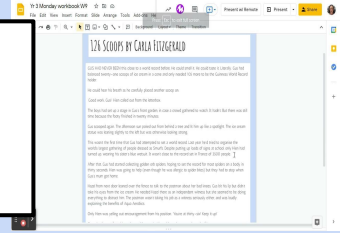
3i

3W

3B

126 SCOOPS BY CARLA FITZGERALD

If you'd like to hear the story read aloud, watch this video!



GUS HAD NEVER BEEN this close to a world record before. He could smell it. He could taste it. Literally. Gus had balanced twenty-one scoops of ice cream in a cone and only needed 105 more to be the Guinness World Record holder.

He could hear his breath as he carefully placed another scoop on.

'Good work, Gus!' Hien called out from the letterbox.

The boys had set up a stage in Gus's front garden, in case a crowd gathered to watch. It hadn't. But there was still time because the footy finished in twenty minutes.

Gus scooped again. The afternoon sun poked out from behind a tree and lit him up like a spotlight. The ice cream statue was leaning slightly to the left but was otherwise looking strong.

This wasn't the first time that Gus had attempted to set a world record. Last year he'd tried to organise the world's largest gathering of people dressed as Smurfs. Despite putting up loads of signs at school, only Hien had turned up, wearing his sister's blue wetsuit. It wasn't close to the record set in France of 3500 people.

After that, Gus had started collecting golden orb spiders, hoping to set the record for most spiders on a body in thirty seconds. Hien was going to help (even though he was allergic to spider bites) but they had to stop when Gus's mum got home.

Hazel from next door leaned over the fence to talk to the postman about her bad knees. Gus bit his lip but didn't take his eyes from the ice cream. He needed Hazel there as an independent witness but she seemed to be doing everything to distract him. The postman wasn't taking his job as a witness seriously either, and was loudly explaining the benefits of Aqua Aerobics.

Only Hien was yelling out encouragement from his position. 'You're at thirty-six! Keep it up!'

Gus wiped sweat from his eyebrows. Hien ran inside and brought out another tub of ice cream.

As Hien walked back to the letterbox, Gus noticed something on the back of his friend's t-shirt. Something huge, with eight legs.

'Hien!' Gus spluttered.

'Yeah?' Hien yelled back.

'Spider!'

'Huh?'

Gus kept scooping. His arm was aching but he was up to forty-seven scoops! This was his best chance yet. Mum wasn't going to let him buy five litres of ice cream again anytime soon. And it was melting quicker than he'd thought.

'Spider!'

Hien started clapping and yelling more encouragement. 'That's it. Faster, faster!'

Gus sighed and wondered if the current world record holder from Italy had to compete with thirty degree heat and a crowd that didn't listen to him.

Hien was now leading Hazel and the postman in a loud clap.

Gus looked over at his best friend. His gut started to churn. How much would he risk to become a world record holder?

The clapping matched the thud of his heart.

He dropped the scooper. The ice cream tower wobbled as he stepped off the stage. As he got closer, he saw the spider move up and perch itself on Hien's shoulder.

'What are you doing?' Hien's eyebrows jumped.

'Don't move!' Gus instructed and flicked the spider off with his free hand.

As he did, he felt the weight from his other hand vanish, as the ice cream splatted on the grass.

Nooooooooo!

Everyone stared at the ice cream puddle in silence.

Eventually Gus heard the postman's bell, as he cycled away.

'Better luck next time, mate.'

Gus's shoulders slumped. He turned to his friend. 'Should we look up some other records?'

'Yeah. I'll go get the book.'

SPELLING - SOUNDWAVES UNIT 25



or ore a aw au



horse



paw



core



sauce



ball

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 25. Type them in below.

List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Brainstorm

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

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

Practice segmenting your words using soundwaves online

WRITING

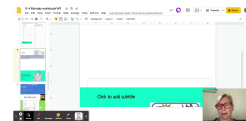
Do your sentences have:

- 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

Last week you wrote a plan for a story, and wrote about your settings and characters. Today you are going to finish that story. Make sure that your story has a problem in it, and the problem gets resolved. Also, try to make your language descriptive, using adjectives, similes and metaphors. Be sure to go back and READ YOUR PLAN.



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

Write or draw the perfect menu -

- Starter
- Main
- dessert



TITLE OF STORY

Remember to check your story **MAKES SENSE** before you hand it in. Read it aloud to an adult or a brother or sister. If it doesn't sound right, keep working on it. Use the checklist.

Checklist

My story (highlight when complete)

Makes sense.

I used paragraphs.

I used punctuation.

I used capital letters.

NUMBER NINJA

Click on the timer ----->



Q1	23		+	11	=			
Q2	47		-	18	=			
Q3	4		x	8	=			
Q4	40		+	24	=			
Q5	35		-	15	=			
Q6	3		x	3	=			
Q7	100		x	50	=			
Q8	Round to nearest 10			85	=			
Q9	Double the number			46	=			
Q10	Halve the number			50	=			
Q11	Smallest:		1	0	0	2	5	=
Q12	Biggest:		3	7	5	5	5	=
Q13			72	+	46	=		
Q14			100	-	23	=		
Q15			60	÷	5	=		

MATHS

Learning Intention

We are learning to describe what an angle is and to compare angle sizes in everyday objects.

Success Criteria

- I can describe what an angle is.
- I can use the term 'right angle' correctly.
- I can point out an angle in real life situations.
- I can identify the 'arms' and the 'vertex' of an angle.
- I can show what 'perpendicular' and 'parallel lines' are.

ANGLES

An angle is the amount of turn between two straight lines. You can find angles in everyday objects and situations. For example, look at the amount of turn between the two arms of this analogue clock. That's an angle!






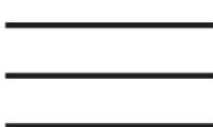


Watch this video to 4:06 and answer the questions on the next slide.

A video frame showing a man in a white t-shirt with 'math Antics' written on it. He is standing next to a screen that displays two diagrams. The top diagram is labeled 'Complementary' and shows a right angle divided into two smaller angles, A and B, with the equation $\angle A + \angle B = \text{Right Angle}$. The bottom diagram is labeled 'Supplementary' and shows a straight line divided into two adjacent angles, A and B, with the equation $\angle A + \angle B = \text{Straight Angle}$.







ANGLES

1. What are parallel lines?
-
2. What are perpendicular lines?
-
3. What is a right angle?
-

1 Write Y for 'yes' if the lines are parallel, or N for 'no' if they are not parallel.

a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
d  <input type="checkbox"/>	e  <input type="checkbox"/>	f  <input type="checkbox"/>

2 Write Y for 'yes' if the lines are perpendicular, or N for 'no' if they are not perpendicular.

a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
d  <input type="checkbox"/>	e  <input type="checkbox"/>	f  <input type="checkbox"/>

3 List the first 10 letters of the alphabet in capitals. Circle the letters that have either parallel or perpendicular lines. *or highlight*

NUMBER NINJA ANSWERS

A1	34					
A2	29					
A3	32					
A4	64					
A5	20					
A6	9					
A7	5000					
A8	90					
A9	92					
A10	25					
A11	0	0	1	2	5	
A12	7	5	5	5	3	
A13	118					
A14	77					
A15	12					

LIBRARY RESEARCH SKILLS - INTERNET SAFETY

Go to the website by clicking on the image below:



Watch the video about Internet safety and click on either EASY QUIZ or HARD QUIZ.

Tell us three things you've learnt about Internet safety

Internet Safety
- - -



TUESDAY WEEK 9 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Drag the rubric markers to where YOU THINK they belong on the rubric
- Rewrite a character summary for Bluey.

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
- Angles
- 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

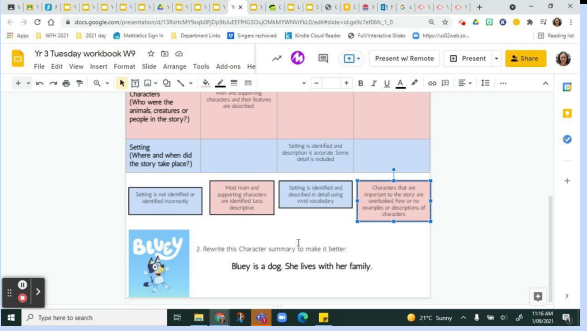
Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on



READING

Watch this video to see today's lesson explained!



Reading Learning intention

We are learning to retell a story

Success criteria

I can use the five finger retell strategy to help me retell the story without forgetting any details!

1. Drag the rubric markers to where YOU THINK they belong on the rubric.

Narrative retell rubric	Doing great! 3	On your way 2	Needs more work 1
Characters (Who were the animals, creatures or people in the story?)	Main and supporting characters and their features are described.		
Setting (Where and when did the story take place?)		Setting is identified and description is accurate. Some detail is included	

Setting is not identified or identified incorrectly

Most main and supporting characters are identified. Less descriptive.

Setting is identified and described in detail using vivid vocabulary

Characters that are important to the story are overlooked. Few or no examples or descriptions of characters



2. Rewrite this Character summary to make it better:





Bluey is a dog. She lives with her family.

SPELLING - SOUNDWAVES UNIT 25



The soundwaves password is:
Year 3 - work212

or ore a aw au

 horse	 paw
 core	 sauce
 ball	

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.

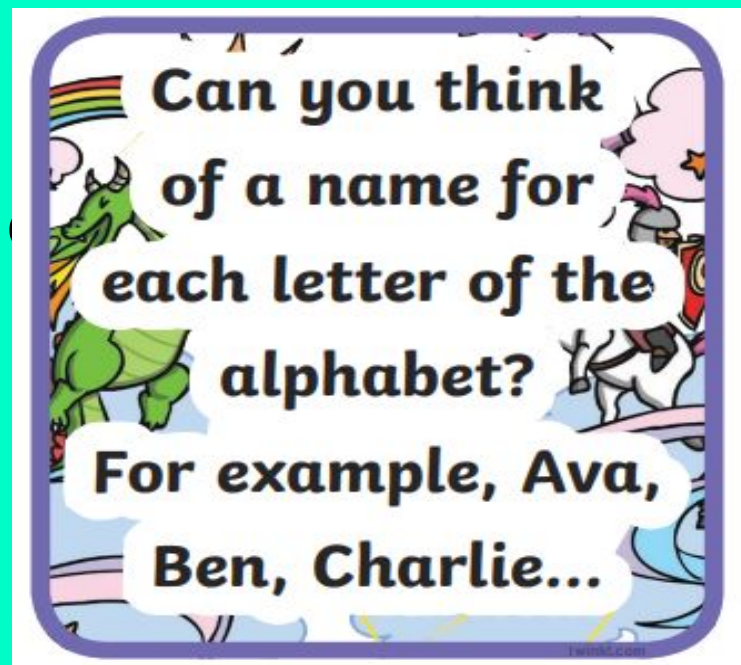
Record a summary of your favourite story using mote or audio recording.
You may choose to write your summary if you would prefer.

WELLBEING BREAK

Can you think of a name for
alphabet?

For example,

Ava, Ben, Charlie, Duke.....



MATHS NUMBER OF THE DAY

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

My number is: 9876

My number is:	9876
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 describe what an angle is and to compare angle sizes in everyday objects.

Success Criteria

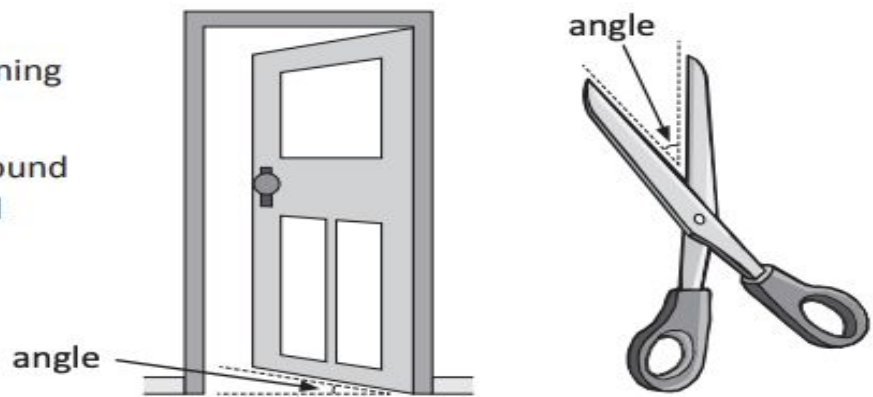
- I can describe what an angle is.
- I can use the term 'right angle' correctly.
- I can point out an angle in real life situations.
- I can identify the 'arms' and the 'vertex' of an angle.
- I can show what 'perpendicular' and 'parallel lines' are.

Lines and angles – angles

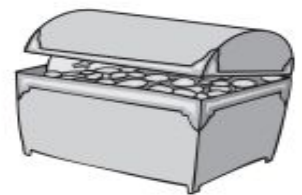
An angle is the amount of turning between two lines that meet.

There are lots of angles all around us. You have probably noticed many already.

Here are two examples of angles in your classroom:



- 1** Look at the angle on each open chest lid. Trace the angle and then order the treasure chests' lids from the smallest to largest angle.



- 2** Follow the directions about angles.

- a** Highlight in yellow the pair of scissors with the largest angle.



- b** Highlight in blue the pair of scissors with the smallest angle.

P.E MUSCULAR STRENGTH & ENDURANCE

Our Got Game lesson this week is all about Muscular Strength and Endurance. You will learn what each one is and what exercises/activities you can do to increase your strength and endurance in your body. You will be working hard in this video with Rob and I so get your water bottle ready and make sure you've got plenty of energy and enthusiasm! Click on the link below to get stuck into it.

Good luck, Mr Ellis

<https://loom.com/share/Oe6e1f2283f7443f9ad63cd3876220f3>

Extra activities

[Skipping combinations with Michelle](#)

[Speed skipping with Michelle](#)

[Side swing crossover skipping with Michelle](#)

[Boxing muscular strength and endurance with Emily](#)

[Muscular endurance activity with Emily](#)

[Roll the dice activity with Emily](#)

Kahoot (If one link has too many players, try the next)

https://kahoot.it/challenge/08132235?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452015453

https://kahoot.it/challenge/03046507?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452059266

https://kahoot.it/challenge/06345366?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452118440

https://kahoot.it/challenge/02124285?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452201967



WEDNESDAY WEEK 9 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Identify the problem, events and resolution for 126 scoops.
- Pick your best example and paste it on the class padlet. 'Like' one of your classmates' examples that you think is great.

Spelling

- Write a conversation using at least 5 list words
- Choose 5 spelling words and think of words that rhyme

Writing

Writing a narrative: . Planning setting and characters.

Wellbeing Break

TAKE A BREAK

Maths

- Number Ninja
- Angles
- Complete 2 mathematics set tasks

TAKE A BREAK

Science

- Phases of the moon

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

Watch this video to see today's lesson explained!



Reading Learning intention

We are learning to retell a story

Success criteria

I can use the five finger retell strategy to help me retell the story without forgetting any details!

- ☐ Identify the problem, events and resolution for 126 scoops.

Problem: (What is the problem that needs to be solved?)

Events
(What happened in the beginning, middle and end of the story!)

Beginning

Middle

End

Resolution: (How was the problem resolved or fixed?)

Pick your best example from above and post it on your class Padlet under the correct heading. Read the work your classmates have posted and choose the best example to 'like'..

3i

3W

3B

SPELLING - SOUNDWAVES UNIT 25



or ore a aw au



horse



paw



core



sauce



ball

The soundwaves password is::

Year 3 - work212

Write a conversation between two people that includes at least 5 of your list words and underline them. Remember to use speech marks when someone is talking.

Example: Paul: "Incoming ball Saul". "Watch out!"

Saul: "Thanks for looking out for me Paul. If I got hit by the ball, boy I would be sore"

Rhyming Words

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

Spelling Word	Rhyming Word

LEARNING INTENTION: WE ARE LEARNING TO WRITE NARRATIVES

SUCCESS CRITERIA: I CAN PLAN MY ORIENTATION.

I CAN USE MY SENSES TO DESCRIBE THE SETTING AND MOOD


I CAN DESCRIBE THE CHARACTERS USING ADJECTIVES, ADVERBS AND THE STEAL TECHNIQUE.

I CAN ADD SOME SIMILES AND METAPHORS TO ENHANCE MY WRITING.

Narrative Planning Template

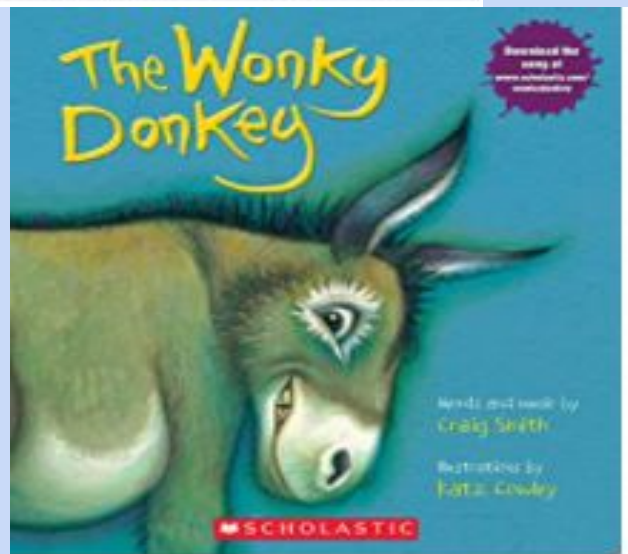
Title _____

Orientation		
Setting Where does the story take place? When?	Characters Who are the main characters? Describe them.	Mood Is this a mystery, a fantasy story, a love story? Is it scary or funny or a drama?



WELLBEING BREAK

How many soft toys / cars
books, dolls do you have?
Have a guess then count them -
were you close?



NUMBER NINJA

Click on the timer ----->



Q1	3		+	44	=			
Q2	21		-	11	=			
Q3	11		x	4	=			
Q4	44		+	26	=			
Q5	73		-	4	=			
Q6	12		x	7	=			
Q7	100		x	24	=			
Q8	Round to nearest 10			64	=			
Q9	Double the number			21	=			
Q10	Halve the number			6	=			
Q11	Smallest:	3		0	5	0	0	=
Q12	Biggest:	8		6	8	0	8	=
Q13		62		+	42	=		
Q14		71		-	49	=		
Q15		45		÷	5	=		

MATHS

Learning Intention

We are learning to describe what an angle is and to compare angle sizes in everyday objects.

Success Criteria

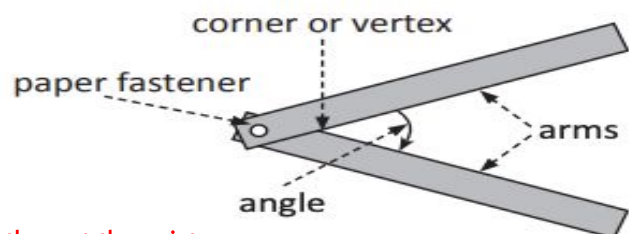
- I can describe what an angle is.
- I can use the term 'right angle' correctly.
- I can point out an angle in real life situations.
- I can identify the 'arms' and the 'vertex' of an angle.
- I can show what 'perpendicular' and 'parallel lines' are.

Lines and angles – angles

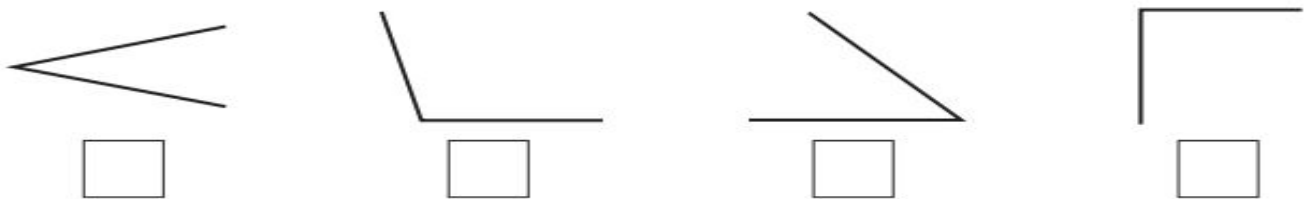
An angle is the amount of turning between two lines that meet.

Make an angle tester with two straight pieces of cardboard joined with a paper fastener.

You might have to use a paper clip or a pin or even just hold them at the point.



3 Use your angle tester to measure and compare these angles. Order them smallest to largest by writing 1 to 4 under each one.

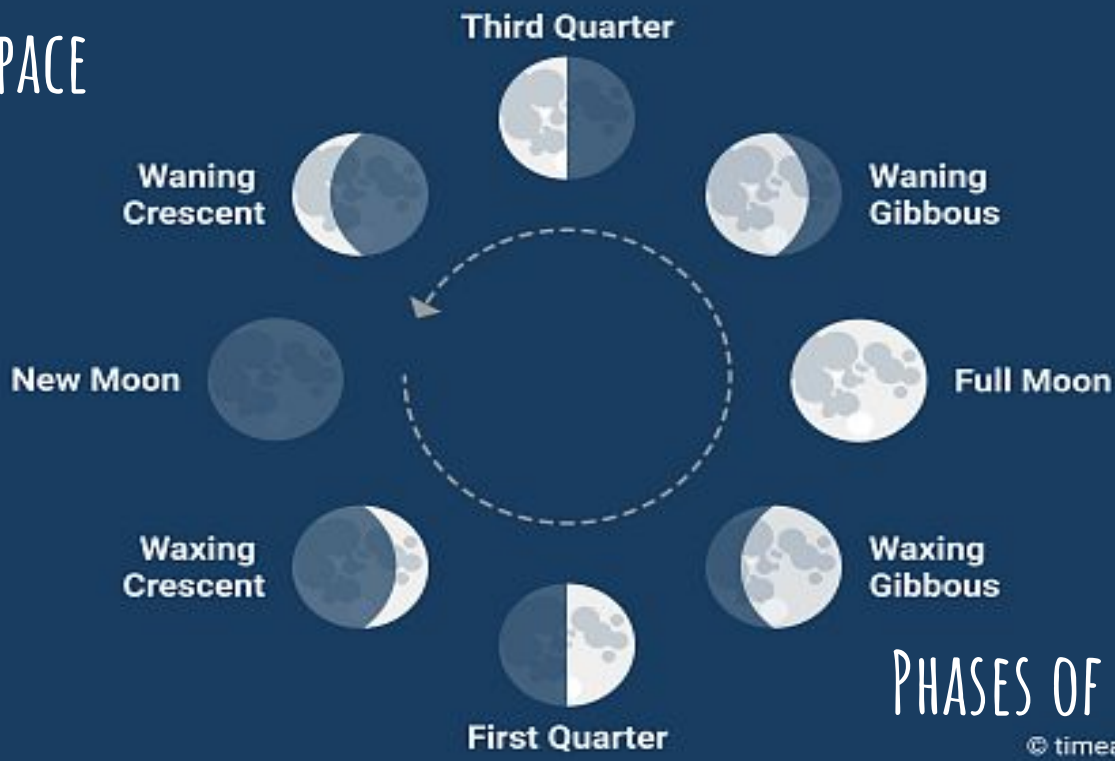


4 Use the 'line' function to draw the angles in this activity.

		Copy the angle	Draw a smaller angle	Draw a larger angle
a				
b				
c				

NUMBER NINJA ANSWERS

A1	47					
A2	10					
A3	44					
A4	70					
A5	69					
A6	84					
A7	2400					
A8	60					
A9	42					
A10	3					
A11	0	0	0	3	5	
A12	8	8	8	6	0	
A13	104					
A14	22					
A15	9					



PHASES OF THE MOON

© timeanddate.com

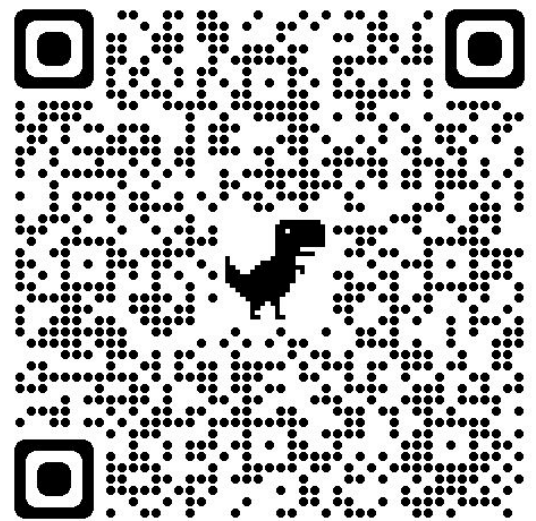
Phases of the Moon

As I mentioned last week, we have finished our science unit for this term. So for these last few weeks I'm just providing you with some related activities that are hopefully fun and also enable you to learn a couple of things.

Watch the video about the phases of the moon and then write five facts you learnt. If you have access to a smartphone or tablet (with your parents' permission) scan the QR code for a great little GIF on why we always see the same side of the moon. If you are at school, ask the teacher to put it up on the screen.



- 1.
- 2.
- 3.
- 4.
- 5.



If you have access to a smartphone or tablet (with your parents' permission) scan the QR code for a great little GIF on why we always see the same side of the moon. If you are at school, ask the teacher to put it up on the screen.



THURSDAY WEEK 9 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Record your retell for 126 scoops using mote or another recording device.
- How confident are you feeling with each of the parts of the retell? Complete the form so your teacher can see where you still need help!

Spelling

- Annotate the paragraph with the correct spelling and punctuation

Writing

Writing a narrative: planning the problems and events in your story.

Wellbeing Break - TAKE A BREAK

Maths

- Number of the day
- Angles
- Complete 2 mathematics set tasks

PDHPE: - Create a recipe for making a good friend

- TAKE A BREAK**
- Geography: Climate and Weather**

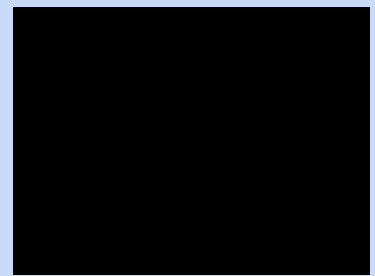
Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on



READING

Watch this video to see today's lesson explained!



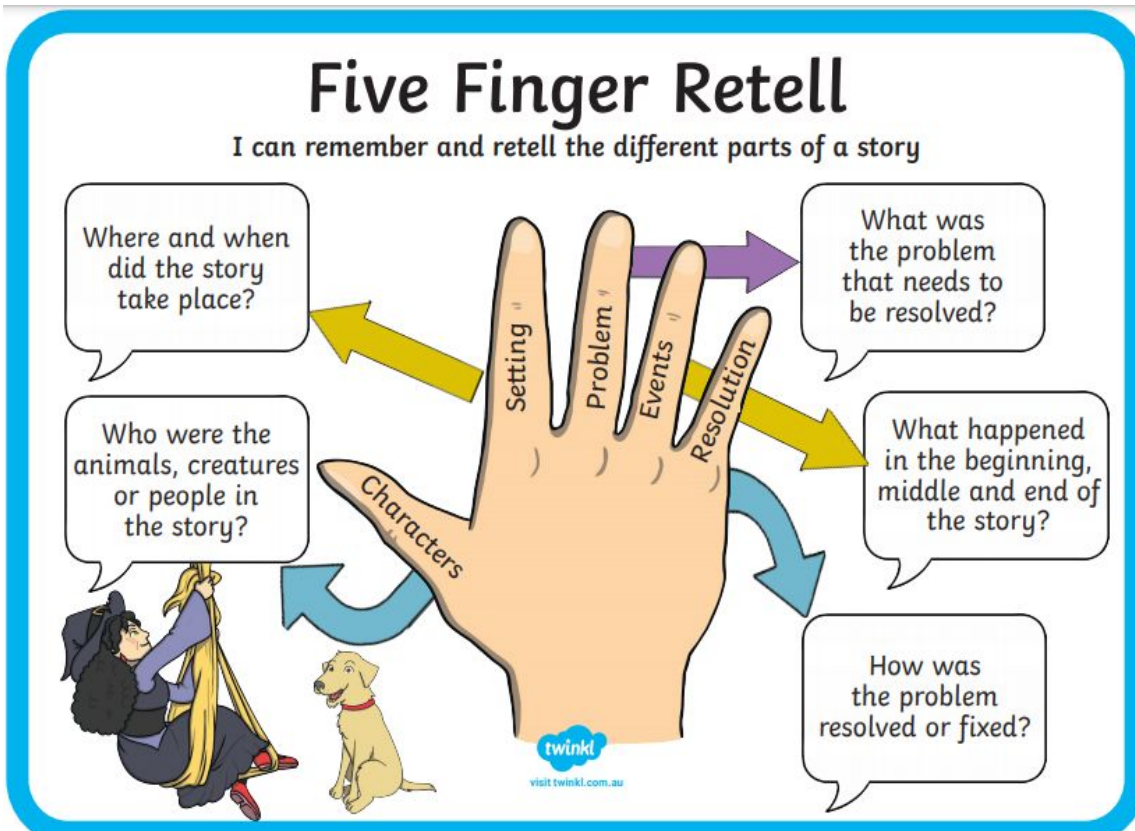
Learning intention

We are learning answer literal and inferential questions

Success criteria

I can use the five finger retell strategy to help me retell the story without forgetting any details!

Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's School Magazine text. Use the five finger method to ensure you cover everything. If you are using mote you only have a minute and a half. This is all you should need. If you are taking longer than this, you are including too many details! Talk through the five finger retell steps in order - it will help organise your retell.



Paste your retell here:

.....

Once you have recorded your retell, fill out this form to show how well you feel you did! Click on your class name to view the form!

3I

3W

3/4B

SPELLING - SOUNDWAVES UNIT 25



or ore a aw au



horse



paw



core



sauce



ball

This paragraph contains 9 spelling and 2 punctuation errors.. Can you fix it? Annotate around the paragraph by drawing an arrow and text box with the correction.



It was **for** in the morning when I got woken up by my distraught younger sister. She was **shore** that she had heard a ghost outside of her window. I got out of my **walm** bed to investigate. I asked her "Milly, did you see the ghost!". "No, but I **seen** the bedroom **dore** shaking" Milly replied. "Can you hear it? Can you hear the ghost!" Milly whispered as she **brang** my attention to the loud noise coming from outside her bedroom window. "**Pour** Milly" I chuckled. "That's not a ghost, it's the **Autum** wind blowing against your window". After that, Milly wasn't scared **anymoor**.

WRITING

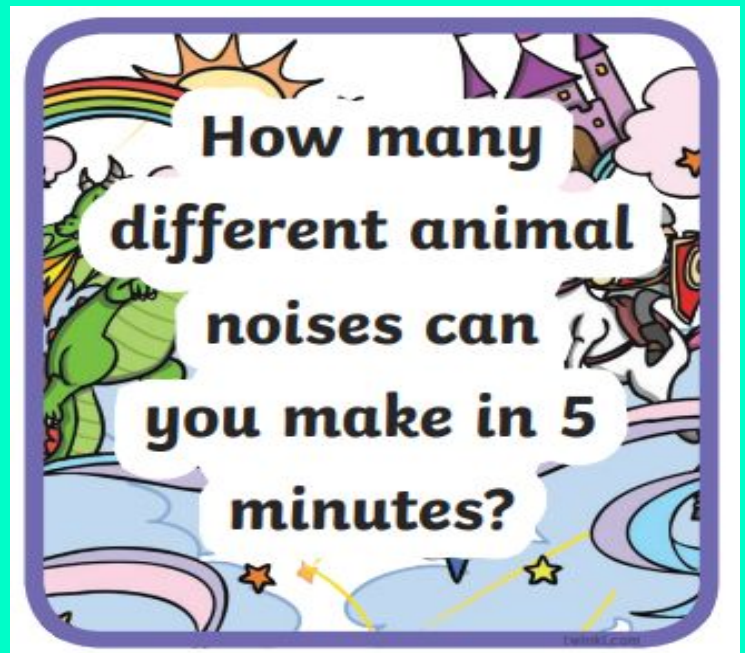
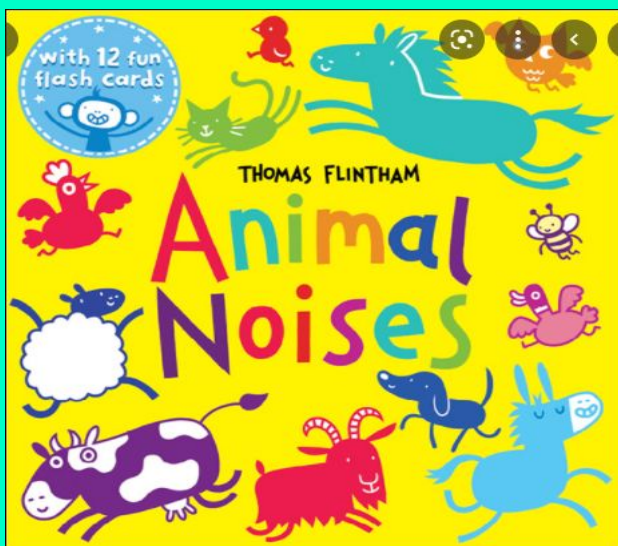
Learning Intention: We are learning to write narratives.

Success Criteria: I can plan a problem into my story.

I can plan more than one problem into my story.

Today we are going to continue planning our story that we started yesterday. Go back and have a look at your **Orientation**. Copy and paste it into this template if you like. Now you need to think about adding the complication of the story. Is the complication something that stops the characters doing something? Is it an argument? Is it the actions of another character? Remember, a good story usually has more than one complication. Now try to think of your **Events** (what happens) and **Problems**. It's easier to think of these together. Remember this is a plan, you aren't writing your story, so you can just use bullet points if you want to.

WELLBEING BREAK-



Orientation

Setting

Characters

Problems in the story

Events What happens in the story.

MATHS NUMBER OF THE DAY

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

My number is: 19,999

My number is:	19,999 (yes, it's a five-digit number - give it a go)
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 describe what an angle is and to compare angle sizes in everyday objects.

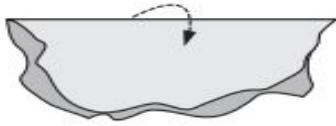
Success Criteria

- I can describe what an angle is.
- I can use the term 'right angle' correctly.
- I can point out an angle in real life situations.
- I can identify the 'arms' and the 'vertex' of an angle.
- I can show what 'perpendicular' and 'parallel lines' are.

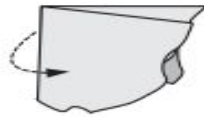
Lines and angles – angles

A right angle is an angle where two lines meet at a square corner.

Make a right angle tester by folding a piece of paper like this:



Step 1: Fold a piece of paper in half.

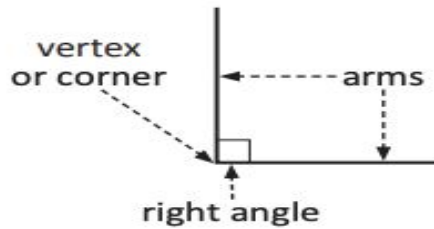


Step 2: Fold the same piece of paper in half again.



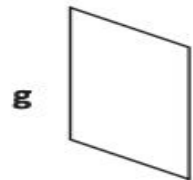
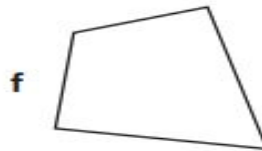
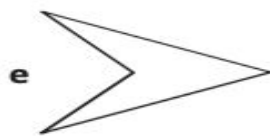
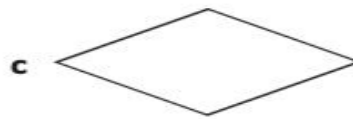
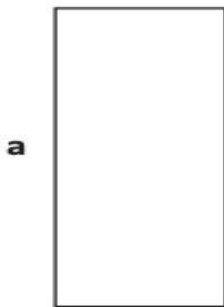
Step 3: Make sure that the creases are pressed down firmly.

You have made the corner of a square which is a right angle. A right angle is 90 degrees (90°).



5 Drag the red letter Rs and place them on every right angle you see in the shapes below.

R
R
R
R
R



R R R

R
R
R

6 Find some right angles in your classroom and list them here:

PDHPE - FRIENDSHIP



GOOD FRIENDS...

- support each other
- trust each other
- respect each other
- make each other laugh
- are fun to be around
- listen to each other
- care about each other.



What makes a good friend? Create a recipe for friendship. Think about respect, consideration and inclusion.

A large black and white line drawing of a chef's head and shoulders, wearing a tall chef's hat and a white apron, positioned on the left side of the worksheet.

A smaller version of the "Recipe For Friendship" logo seen in the top graphic, featuring the text and the chef hat/spoons icon inside an oval.

Ingredients

A spoonful of _____

A pinch of _____

A dash of _____

A sprinkle of _____

Instructions

teachstarter

GEOGRAPHY - CLIMATE AND WEATHER

Learning Intention:

- Identify the main climate types in Australia.
- Examine how weather contributes to climate.

Key Concepts, Skills and Understandings-Students record and interpret information about weather patterns and draw conclusions about how weather contributes to climate.

Climate is like the personality of a place. A person's personality usually stays the same. There are many ways to describe a personality e.g. quiet, friendly, funny, clever.

How would you describe your personality?

Just like there are different types of personality. There are different types of climate. The climate (personality) of Australia is split into zones.

-  Tropical (hot and wet)
-  Desert (hot and dry)
-  Temperate (long warm summer and short, cool winter)

The climate of a place doesn't change but the weather can change daily.



Look at the Climate zone map

- a. Which climate zone do you live in?
- b. What is the weather like today?

Name two cities in each climate zone.

Climate Zone	City	City
Desert		
Temperate		
Tropical		

Name one natural feature you would expect to find in each climate type.

Tropical

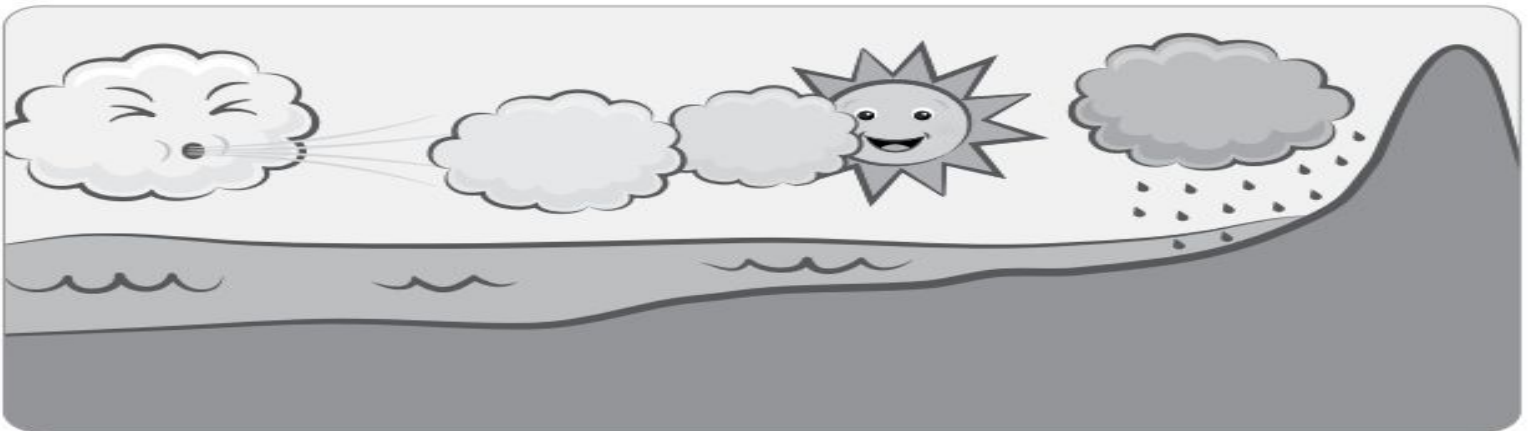
Desert

Temperate

Weather is like a person's mood. Your mood can be happy, sad, angry or excited. Your mood can change at any time. Some things that could change your mood are if you are feeling sick or tired or have had some good or bad news.

How would you describe your mood today?

Just like our mood can be changed by things that happen around us, the weather can change its mood because of what is happening around the earth.



What is happening in this picture that could change the weather? You can add a new slide to write your response.



FRIDAY WEEK 9 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Listen/read along to the BFG and then answer the questions.

Spelling

- Highlight the words which contain the phoneme
- Rewrite the verbs in past tense

Writing

Writing your story, using your plan.

WELLBEING BREAK

TAKE A BREAK

Maths

- Number Ninja
- Angles
- Complete 2 mathematics set tasks
- TAKE A BREAK**

CAPA -

- Create a shadow artwork

Class Zoom Session

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

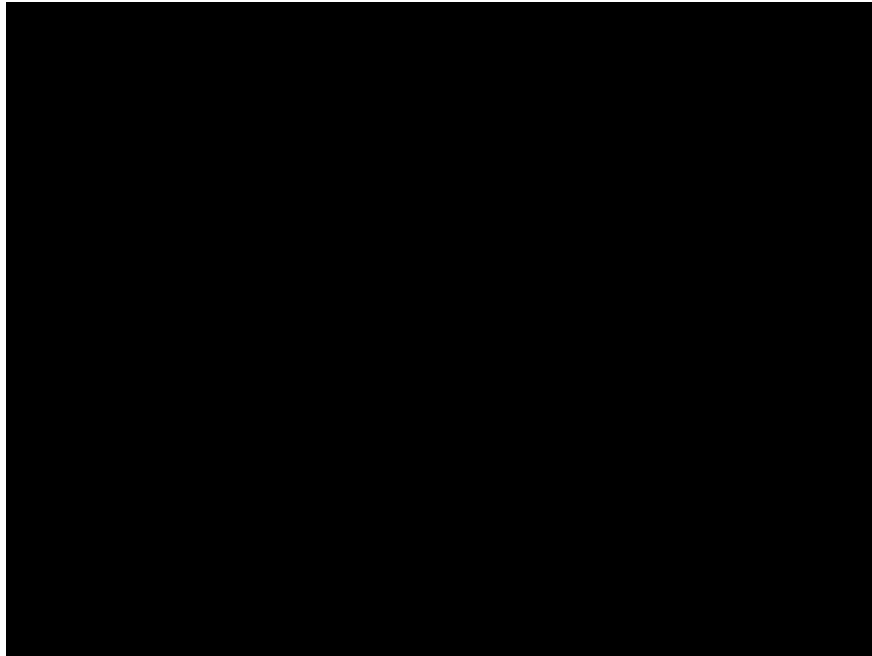
Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on



CLASS NOVEL STUDY

- Listen/read along to the BFG by Roal Dahl using the video below. If you prefer, mute the audio and read to yourself.
- Answer the questions below!



1. Which words and phrases are used to describe Sophie? What do these tell you about how she is feeling?
2. Look at page 16. What impressions do you get of the giant's clothing?
3. Challenge: Write a postcard home to a child at the orphanage Sophie comes from.

SPELLING YEAR 3 - SOUNDWAVES UNIT 25

The soundwaves password is::

Year 3 - work212

1. Highlight the word that contains the phoneme.

Story Statue Small Sport August Finger
Morning Sure Water Fashion Talk Water

2. Change the tense of the verb (doing word) to past tense.

Example: Stand = Stood; Bring = brought

Today I can see a rainbow. Yesterday Jordan _____ one.

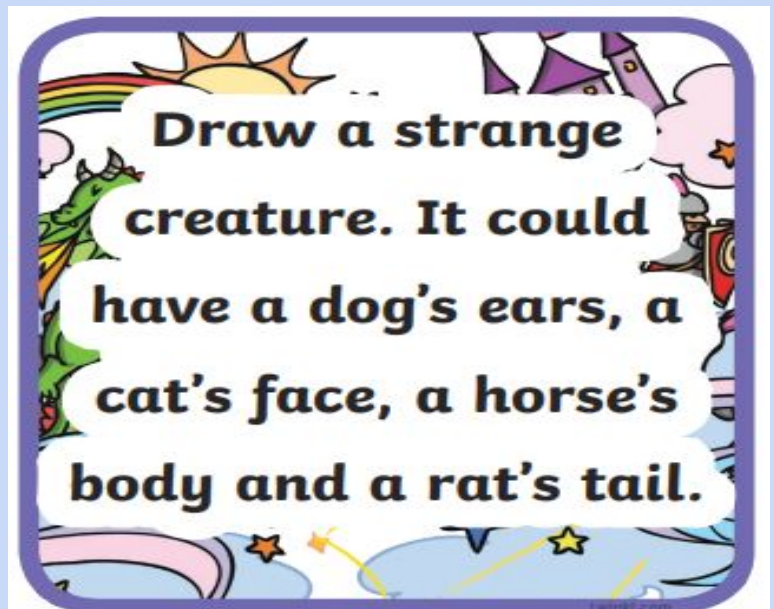
Today I will catch the ball. Yesterday Laura _____ it.

Today I will _____ a picture. Yesterday Paul drew one.

Today I will not _____ over. Yesterday I fell on the cement.

Today I will buy lunch. Yesterday Rory _____ it.

WELLBEING BREAK



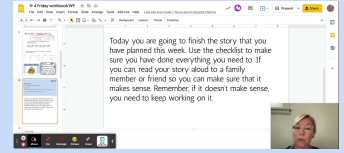
WRITING

Learning intention:

We are learning to write a narrative text.

Success criteria:

- I can use techniques such as similes and metaphors to enhance my imaginative writing..
- I can use adjectives and adverbs to enhance my writing. .



Today you are going to finish the story that you have planned this week. Use the checklist to make sure you have done everything you need to. If you can, read your story aloud to a family member or friend so you can make sure that it makes sense. Remember, if it doesn't make sense, you need to keep working on it.

TITLE OF YOUR STORY:

Remember to check your story **MAKES SENSE** before you hand it in. Read it aloud to an adult or a brother or sister. If it doesn't sound right, keep working on it. Use the **checklist**.

Checklist

My story (highlight when complete)

It makes sense.

I used a simile

I used a metaphor

I used adjectives

I used paragraphs

I used punctuation

I used capital letters

NUMBER NINJA

Click on the timer ----->



Q1	12		+	37	=			
Q2	24		-	14	=			
Q3	6		x	2	=			
Q4	45		+	27	=			
Q5	67		-	21	=			
Q6	9		x	3	=			
Q7	100		x	7	=			
Q8	Round to nearest 10			11	=			
Q9	Double the number			20	=			
Q10	Halve the number			24	=			
Q11	Smallest:	8		2	9	7	7	=
Q12	Biggest:	7		5	7	6	5	=
Q13		82		+	54	=		
Q14		87		-	38	=		
Q15		20		÷	5	=		

MATHS

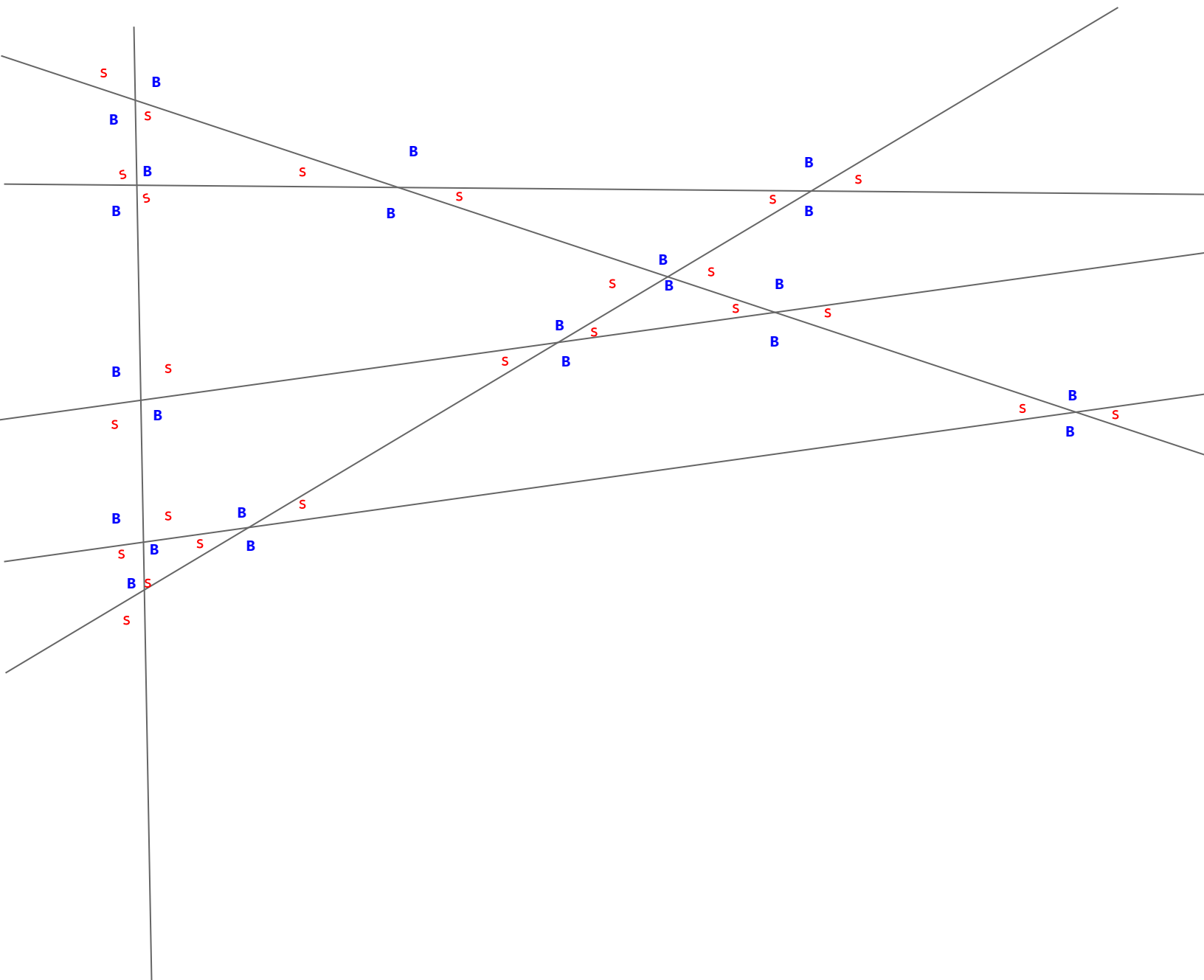
Learning Intention

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Success Criteria

- I can describe what an angle is.
- I can use the term 'right angle' correctly.
- I can point out an angle in real life situations.
- I can identify the 'arms' and the 'vertex' of an angle.
- I can show what 'perpendicular' and 'parallel lines' are.

Look at my example below. On the next slide,, randomly draw (using the line tool) parallel and perpendicular lines across the page (using the full width and height of the page). Then look at the angles created. Mark the angles **smaller** than a right angle, using a red letter **S**. Mark the angles **bigger** than a right angle, using a blue letter **B**. Mark the **right angles** with a pink **R**. Watch the video to show you how to do all this.



DRAW YOUR LINES ON THIS PAGE, THEN MARK THE ANGLES

NUMBER NINJA ANSWERS

A1	49					
A2	10					
A3	12					
A4	72					
A5	46					
A6	27					
A7	700					
A8	10					
A9	40					
A10	12					
A11	2	7	7	8	9	
A12	7	7	6	5	5	
A13	136					
A14	49					
A15	4					

SHADOW ART

What you will need:

Small rocks and pebbles

A small pouch to keep your pebbles in

Leaves, sticks and other nature items

Acrylic paints or permanent markers

Paintbrush

Sunshine!

What you need to do:

1. First you will need to collect your rocks and pebbles. Smooth ones are the easiest to work with
2. When you are at home, clean your rocks with water and while you wait for them to dry, you can gather your painting supplies. Acrylic paints work really well for painting on rocks. You can also use permanent pens such as sharpies if you prefer or to add details to your painted rocks.
3. Next, paint or decorate your rocks! These will be used as facial features on your shadows so paint eyes, noses, mouths, eyebrows, moustaches, ears, horns or whatever takes your fancy. You could do both sides of some of your flatter rocks to have more options to choose from when creating shadow art.
4. Go outside to create your shadow art! The ideal time is when the sun isn't directly overhead - depending on the sun's location and time of day, the shadows may be bigger or smaller, so you might find it interesting to experiment with the time of day.
5. Gather some leaves, sticks, petals, grass or any other nature items that you can find.
6. Create your shadow art! It's easiest if one person casts the shadow and another person can then add features to the shadow using the painted rocks and the nature items. Adults should definitely join in too!
7. Once you've finished creating your shadow art, you can pop your rocks back in your pouch to use another day. Take a photo and share in your google classroom stream!

