

Remote learning Grid – Week 10 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 13.9.21	Tuesday 14.9.21	Wednesday 15.9.21	Thursday 16.9.21	Friday 17.9.21
Morning	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Silent read for 15 minutes. Record. <input type="checkbox"/> Watch the video for today's reading lesson about retells and read this week's story - Flossy and the Fiend <input type="checkbox"/> Read an example of a Character and setting summary, and, mark the example using the rubric. Improve the example <input type="checkbox"/> Complete your own Character and setting summary for this week's reading. 	<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. Record. <input type="checkbox"/> Read an example of a Problem, Event and Resolution from Toy Story, <input type="checkbox"/> Complete your own Problem, Events and Resolution for this week's reading. <p>Spelling:</p> <ul style="list-style-type: none"> • Choose 5 words from Soundwaves Unit 26 and write 	<p>WELLBEING WEDNESDAY ACTIVITIES THROUGHOUT THE DAY</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. • Use the planning page provided to plan your retell for Flossy and Fiend. • Record yourself doing a retell. • Complete the How am I going survey so your class teacher can see if your confidence is improving! <p>Spelling:</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. • Listen/read along to the BFG and then answer the questions. <p>Spelling:</p> <ul style="list-style-type: none"> • Finish the word with the correct ending • Reverse the contraction

	<p>THERE IS NO WUSHKA THIS WEEK</p> <p>Spelling:</p> <ul style="list-style-type: none"> Choose 10 words from Soundwaves Unit 26. Brainstorm 15 words with the phoneme. Segment using Soundwaves online. <p>Writing:</p> <ul style="list-style-type: none"> Planning our final story for the term. 	<p>an interesting sentence for each word that includes adjectives and conjunctions. Underline the word that you used from your spelling list.</p> <p>Writing:</p> <p><input type="checkbox"/> BTN: Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story.</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 the first draft of our story. 	<p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Writing the last draft of our story, use the checklist.
Wellbeing break	Using construction toys (building blocks, connecting toys, wooden toys) what is the tallest tower you can make before it falls over? Is it taller than you?	Draw a robot and label all of the parts. What can your robot do?	Share and talk about one of the wellbeing activity you have done from Wellbeing Wednesday grid.	Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?	Make a model of your favourite pizza. Use bits you find around the house. What toppings will you include? Bottle top pepperoni perhaps?
Break					

Middle	Mathematics <input type="checkbox"/> Design your dream home Live ZOOM Disco <ul style="list-style-type: none"> 1:20pm- 2:00pm 	Mathematics <input type="checkbox"/> Design your dream home	Class Zoom Session <ul style="list-style-type: none"> 1pm: 4M, 3/4B, 3W 1:30pm: 4J, 3I 	Mathematics <input type="checkbox"/> Design your dream home PDHPE: <input type="checkbox"/> Write a recipe for making a good friend.	Mathematics <input type="checkbox"/> Design your dream home Class Zoom Session - <ul style="list-style-type: none"> 1pm: 4M, 3/4B, 3W 1:30pm: 4J, 3I
Break	Break	Break	Break	Break	Break
Afternoon	Library Watch the video about internet safety and take the quiz.	KLA PE with Mr Ellis <ul style="list-style-type: none"> Explore your fitness with Mr Ellis' at home challenges 		KLA- HSIE: Geography Climate and Weather Climate of Places- World Climate	KLA Creative arts <input type="checkbox"/> Create a Where's Wally image to hide somewhere in the local community.!



MONDAY WEEK 10 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 and read this week's story - Flossy and the Fiend
- Read an example of a Character and setting summary, and, mark the example using the rubric. Improve the example
- Complete your own Character and setting summary for this week's reading.

Spelling

- Log on to Soundwaves Unit 26
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

Writing

Start planning your last narrative for this term!

- WELLBEING BREAK

TAKE A BREAK

Maths

- Design your own house Project
- Complete 2 mathematics/study ladder set tasks

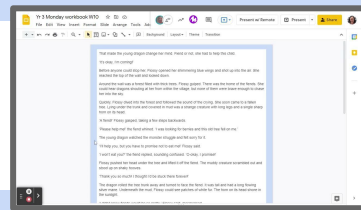
TAKE A BREAK

Library Cyberbullying

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

FLOSSY AND THE FIEND

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



EONS AGO, there lived a village of dragons. Their home was filled with enough delicious vegetation to feed the hungriest of beasts.

Thanks to the rule of the wise elders, they all lived together in harmony for many years. There was only one thing that worried even the bravest of dragons. Etched onto an old mossy stone in the middle of the town was a warning:

If you leave the village, you will meet fiends.

'What's a fiend?' a young dragon named Flossy asked one day, running a black claw along the ancient stone.

'A fiend is a monster,' her mother replied, inspecting a turnip in her basket. 'A nasty creature with pointy horns and long legs.'

'Is that why the wall is so high?'

Flossy's mother nodded and rose onto her back legs. 'My Grandpapa and his friends built the wall to protect us from the fiends.'

Flossy hopped over to the stone wall and placed a paw onto it. She gazed up and nearly fell over her own tail. The wall was so high she could not see the top of it.

'I'm going home to get dinner ready,' Flossy's mother said. 'You can play for a while, but be back before nightfall.'

The young dragon stared at the wall. The idea of fiends with pointy horns and long legs sent a chill down her scales.

Just as she was about to turn and run away, she heard a small, muffled voice. Flossy froze, her tail going stiff. The voice was coming from behind the wall.

Shivering, Flossy pressed the side of her head against the cold stone.

'Help!'

The voice was tiny and frightened. Is that what a fiend sounded like?

'Help!' the voice cried again. 'I'm stuck!'

Flossy did not know what to do. She always helped anyone if they were in trouble, but this was a fiend! Maybe it was trying to trick her.

'I want to go home! I want my Mama!' came the voice.

That made the young dragon change her mind. Fiend or not, she had to help this child.

‘It’s okay, I’m coming!’

Before anyone could stop her, Flossy opened her shimmering blue wings and shot up into the air. She reached the top of the wall and looked down.

Around the wall was a forest filled with thick trees. Flossy gulped. There was the home of the fiends. She could hear dragons shouting at her from within the village, but none of them were brave enough to chase her into the sky.

Quickly, Flossy dived into the forest and followed the sound of the crying. She soon came to a fallen tree. Lying under the trunk and covered in mud was a strange creature with long legs and a single sharp horn on its head.

‘A fiend!’ Flossy gasped, taking a few steps backwards.

‘Please help me!’ the fiend whined. ‘I was looking for berries and this old tree fell on me.’

The young dragon watched the monster struggle and felt sorry for it.

‘I’ll help you, but you have to promise not to eat me!’ Flossy said.

‘I won’t eat you?’ the fiend replied, sounding confused. ‘O-okay, I promise!’

Flossy pushed her head under the tree and lifted it off the fiend. The muddy creature scrambled out and stood up on shaky hooves.

‘Thank you so much! I thought I’d be stuck there forever!’

The dragon rolled the tree trunk away and turned to face the fiend. It was tall and had a long flowing silver mane. Underneath the mud, Flossy could see patches of white fur. The horn on its head shone in the sunlight.

‘I didn’t know fiends would be so pretty,’ Flossy said, mesmerised.

The fiend frowned. ‘Why do you keep calling me a fiend? I’m a unicorn, and my name is Luna!’

‘The old moss-covered rock in my village! It says if we leave, we will meet fiends!’

Luna paused before she began to laugh.

‘Is that why the dragons built the wall? How silly! My grandparents thought you were mad at us.’

‘What are you talking about?’

‘Come with me!’

Luna led Flossy deep into the forest. Soon, they were in another village. Unicorns of all ages and sizes froze in shock as the young dragon was led into the centre of the town.

'We have an old stone too,' Luna explained. 'It's the exact same as yours, but we clean it every day. Your stone must have been so mossy the actual message was covered up!'

'Actual message?'

The unicorn pointed a hoof at the stone. 'Read it!'

Flossy stepped up to the rock and read it, a smile growing on her face. It said:

If you leave the village, you will meet friends.

'There never *were* any fiends!' Flossy cried, taking Luna's hooves and dancing with her.

The young dragon glanced up at the darkening sky and remembered her mother's words.

'Oh, I need to go home! Do you want to come with me?' she asked Luna.

An older unicorn stepped forward. 'I think we might all come with you. Us unicorns and dragons have a lot of catching up to do.'

Flossy beamed as she led the unicorns towards the wall of her village. Waiting for them was a group of stunned dragons.

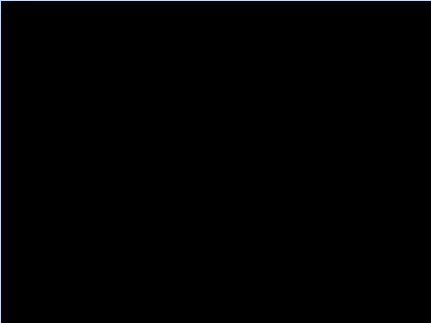
The unicorns and dragons spent the night knocking down the wall and trading food and stories. Amongst it all, Flossy and Luna cleaned the old mossy rock. The new friends wanted to make sure a mistake like this never happened again.





READING - THE CHARACTERS

Watch this video to see today's lesson explained!



Reading Learning intention

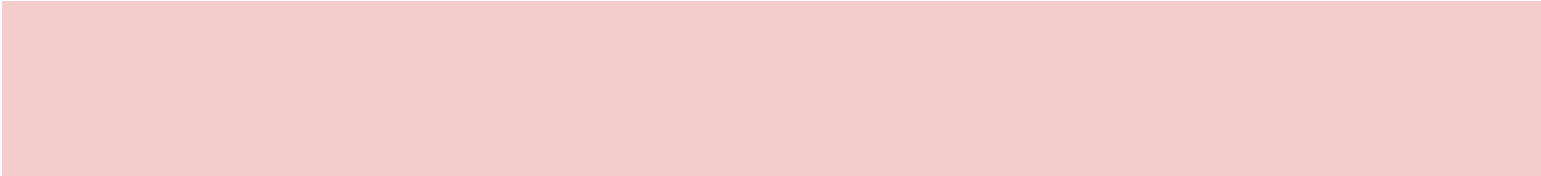
We are learning to retell a story

Success criteria

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



1. Look at this character description for Buzz Lightyear:
"He is a toy. He is a space man.."
2. Is this a good example? Which rubric box would it belong in? Draw a circle over the correct box.
3. Rewrite the character summary to make it better in the red box below:



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.	Most main and supporting characters are identified. Less descriptive.	Characters that are important to the story are overlooked. Few or no examples or descriptions of characters

Summarise the characters in the <u>BFG</u>	Summarise the characters in Flossy and the Fiend
<p>Sophie - young girl who lives in an orphanage.</p> <p>BFG - giant person who steals Sophie from her room.</p>	



READING - THE SETTING



1. Look at this setting description:

"The water was shimmering and blue. There were some birds flying in the air."
2. Is this a good example? Which rubric box would it belong in? Draw a circle over the correct box.
3. Rewrite the setting summary to make it better in the red box below:



Narrative retell rubric	Doing great! 3	On your way 2	Needs more work 1
Setting (Where and when did the story take place?)	Setting is identified and described in detail using vivid vocabulary	Setting is identified and description is accurate. Some detail is included	Setting is not identified or identified incorrectly

Setting in <u>BFG</u>	Setting in Flossy and the Fiend
Craggy, dark blue mountain Side of the mountain covered by a giant rock, inside a vast black hole Huge shelves lined with glass jars	

SPELLING - SOUNDWAVES UNIT 26

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 26. Type them in below.

List Words

1	
2	
3	
4	
5	
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7	
8	
9	
10	

Practice segmenting your words using soundwaves online



Brainstorm

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

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15	

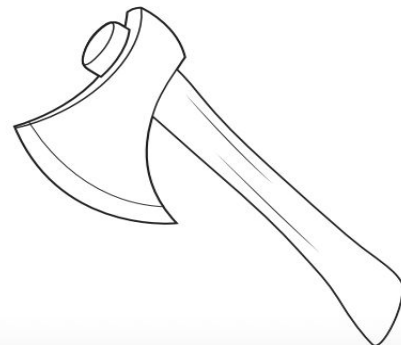
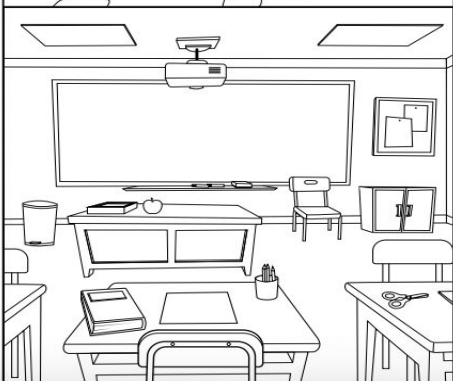
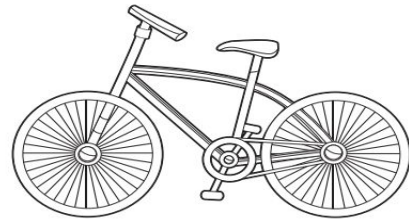
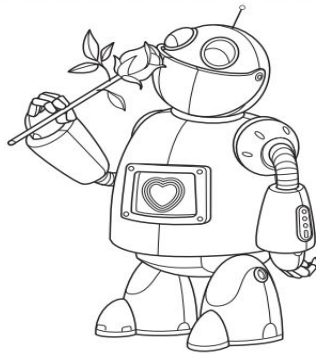
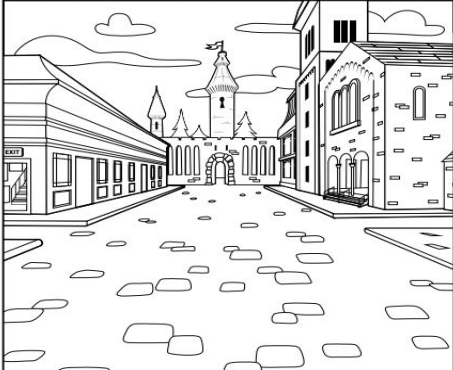
WRITING

Learning Intention: We are learning to write a narrative.

Success criteria

- I can plan a setting and characters for a narrative.
- I can plan problems and events for a narrative.
- I can plan solutions for a narrative.

This is your last narrative of the term! Pick 1 picture from each column and begin planning your story.



WELLBEING BREAK

Using construction toys (building blocks, connecting toys, wooden toys) what is the tallest tower you can make before it falls over? Is it taller than you?



Name: _____

Date: _____

Title

Orientation

Complication

Series of Events

Resolution

Design your dream home

This week in maths, you will be given the opportunity to put your maths skills to good use in order to design and draw your own dream house. You will need to use the four operations - addition, subtraction, multiplication & division - in order to work out the following aspects of the house's design:

- perimeter (of the whole house and each individual room)
- area (of the whole house and each individual room)
- cost (what will it cost to build this house?)

Floor Plan

Today, we are just going to look at the floor plan. That means we need to ask how long and wide the house will be as well as how long and wide each room will be.

The average area for a house in Australia is about 180 square metres. The area is the amount of space inside a flat surface - the floor of our house! This means if you multiply the length by the width of the house, you should get something like 180 (because if you recall, to find the area of a square or rectangle, you multiply the length by the width).

Of course, your house can be bigger or smaller, but you need to be logical and reasonable. Your house isn't going to be tiny or humungous.

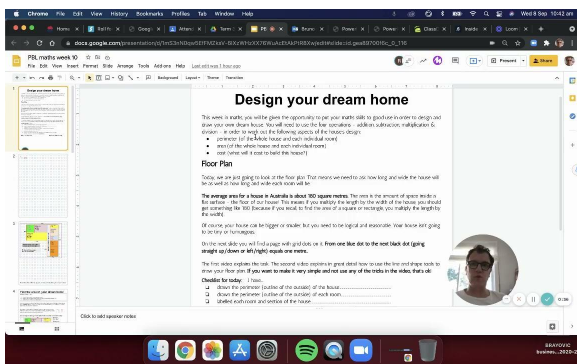
On the next slide you will find a page with grid dots on it. **From one blue dot to the next black dot (going straight up/down or left/right) equals one metre.**

The first video explains the task. The second video explains in great detail how to use the line and shape tools to draw your floor plan. **If you want to make it very simple and not use any of the tricks in the video, that's ok!**

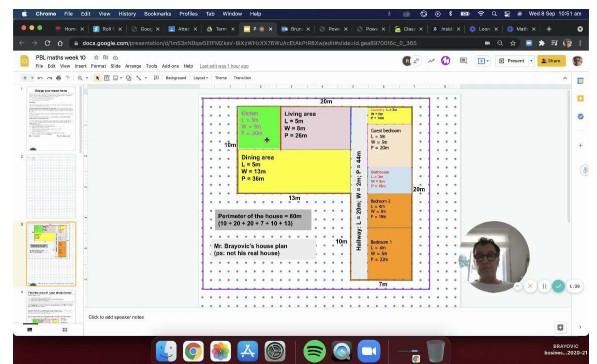
Checklist for today: I have....

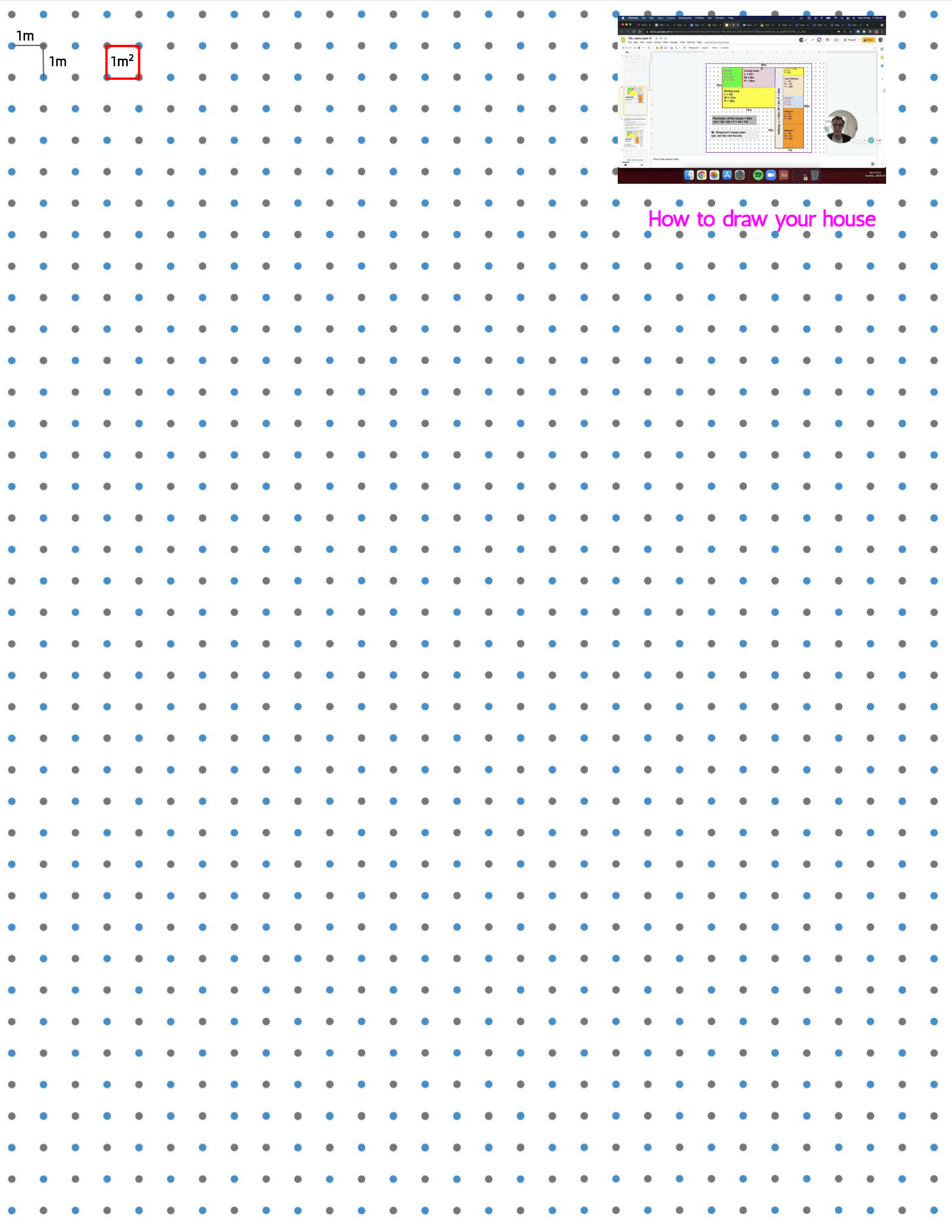
- drawn the perimeter (outline of the outside) of the house.....
- drawn the perimeter (outline of the outside) of each room.....
- labelled each room and section of the house.....
- labelled all the dimensions (lengths and widths) of each section of the house.....
- included the perimeter of the entire house.....
- included the perimeter of each room.....
- drawn a fence around the house with space for a front and back yard or a driveway
- created a 3D model of my dream home (**extension!**)

Watch this video first



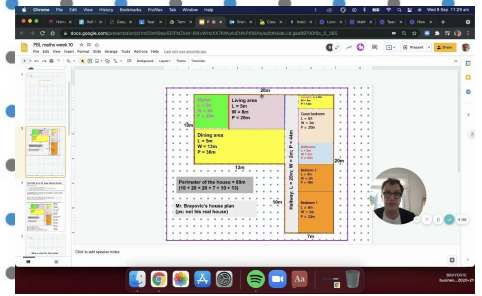
Watch this video second



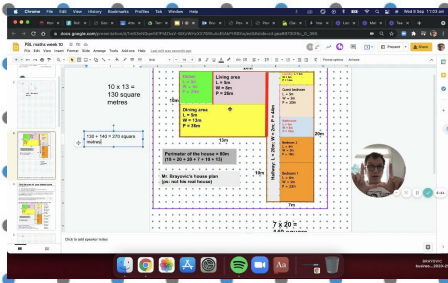
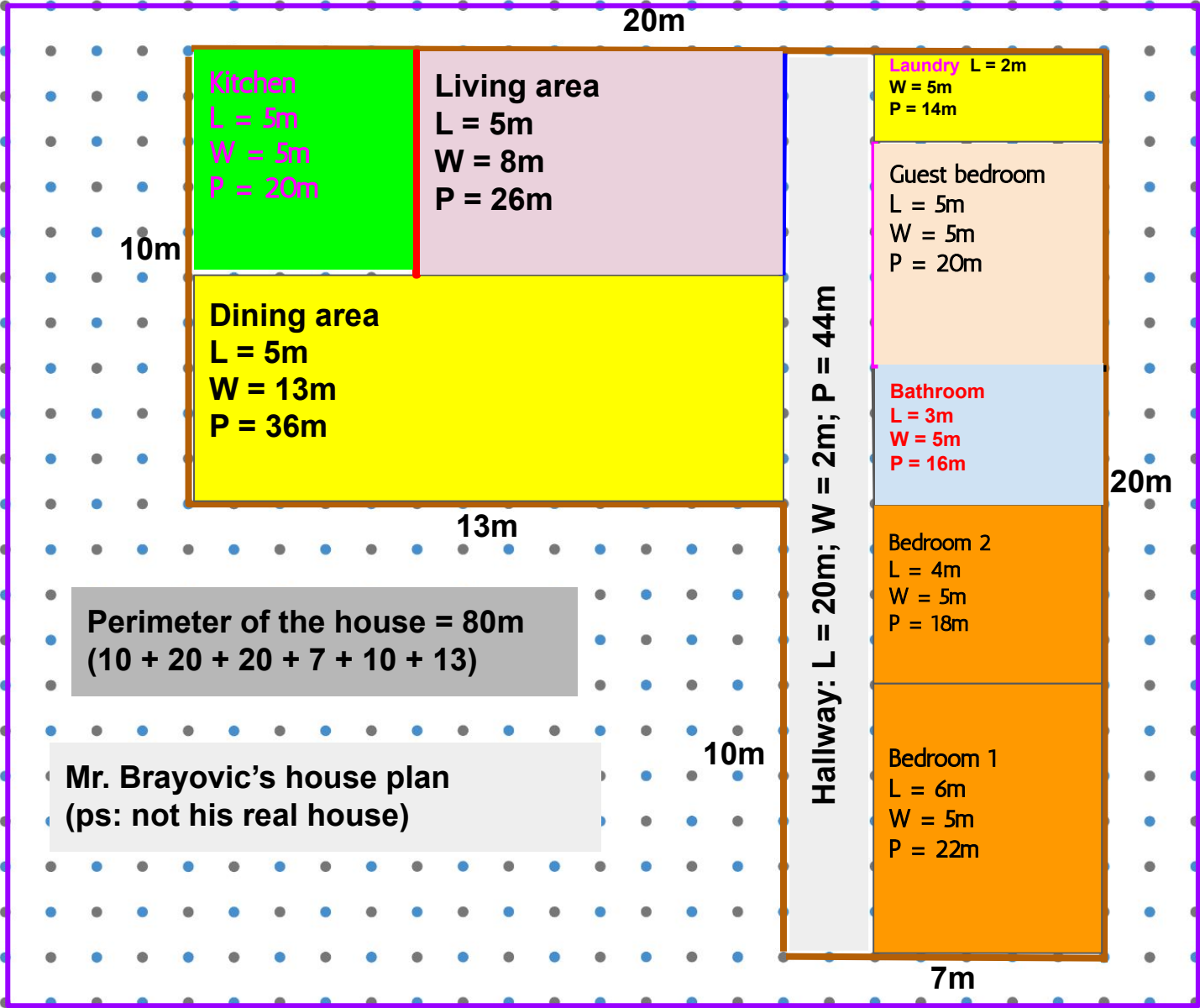


1m
1m

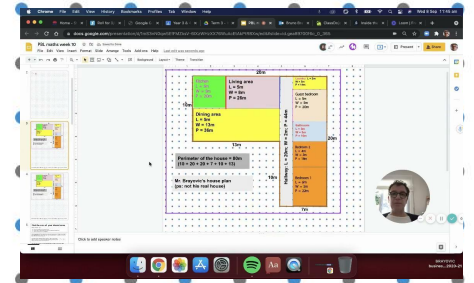
1m²



How to draw your house



How to measure area & perimeter



How to copy and move slides

Extension: Use tinkercad ([link](#)) to create a 3D model of your dream house!

(you will need to create a free account to do this optional task)

LIBRARY RESEARCH SKILLS - CYBERBULLYING

Go to the website by clicking on the image below:



Play your way to Internet Awesome.

[EXPLORE INTERLAND](#) →

Explore Kind Kingdom and learn about cyberbullying.

Tell us three things you've learnt about cyberbullying.

Cyberbullying
- - -



TUESDAY WEEK 10 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Read an example of a Problem, Event and Resolution from Toy Story.
- Complete your own Problem, Events and Resolution for this week's reading.

Spelling

- Write a sentence for five of your spelling words

Writing

- BTN - summarise one story.

Wellbeing Break

TAKE A BREAK

Maths

- Design your own house Project
- 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 - THE PROBLEM

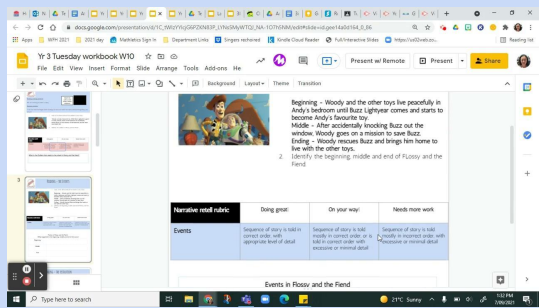
Reading Learning intention

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!

Watch this video to see today's lesson explained!



1. Look at this description of the problem in toy story::



"Woody is Andy's favourite toy. When Buzz Lightyear is given to Andy, Woody starts to feel replaced. He accidentally knocks Buzz out the window of the bedroom, and the other toys blame him."

2. Identify the problem in Flossy and the Fiend.

Narrative retell rubric	Doing great!	On your way!	Needs more work
Problem	Central problem of the story is identified. Character motivations or potential solutions are included.	Central problem of the story is identified. Character motivations or potential solutions are not included.	Central problem is not identified or identified incorrectly

What is the Problem that needs to be solved in Flossy and the Fiend?



READING - THE EVENTS

1. Look at this description of the events in toy story::



Beginning - Woody and the other toys live peacefully in Andy's bedroom until Buzz Lightyear comes and starts to become Andy's favourite toy.
Middle - After accidentally knocking Buzz out the window, Woody goes on a mission to save Buzz.
Ending - Woody rescues Buzz and brings him home to live with the other toys..

2. Identify the beginning, middle and end of Flossy and the Fiend.

Narrative retell rubric	Doing great!	On your way!	Needs more work
Events	Sequence of story is told in correct order, with appropriate level of detail	Sequence of story is told mostly in correct order, or is told in correct order with excessive or minimal detail	Sequence of story is told mostly in incorrect order, with excessive or minimal detail

Events in Flossy and the Fiend (What happened in the beginning, middle and end of the story!)	
Beginning	
Middle	
End	



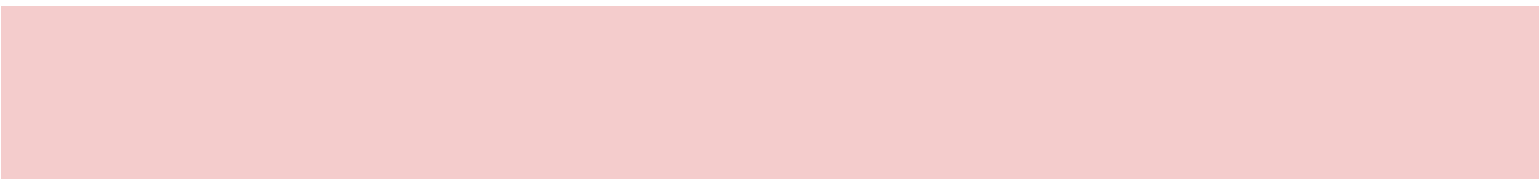
READING - THE RESOLUTION

1. Look at this description of the resolution in toy story::

"Woody rescues Buzz.

2. Rewrite the resolution summary to make it better in the red box below or justify why you think it doesn't need improving :

3. Then summarise the resolution for Flossy and the Fiend.



Narrative retell rubric	Doing great!	On your way!	Needs more work
Resolution	Solution to the problem is identified, featuring connections to characters AND the moral or theme of the text.	Solution to the problem is identified but features no or very little connections to characters and the moral or theme of the text.	Solution to the problem is not identified or identified incorrectly

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

SPELLING - SOUNDWAVES UNIT 26



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



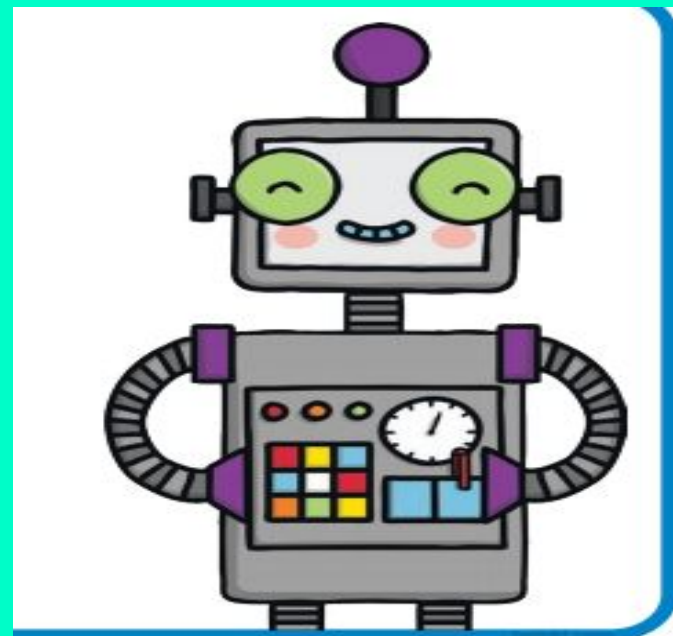
Watch ['Behind the News'](#) at 10am on ABC Me.

Record a summary of your **least favourite story** using mote or audio recording. You may choose to write your summary if you would prefer. Remember your summary should be 3 or more sentences.

WELLBEING BREAK

Draw a robot and label all of the parts.

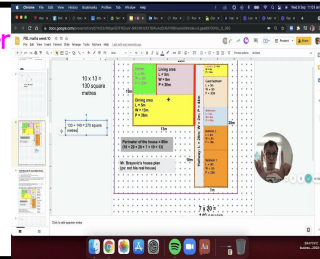
What can your robot do?



Find the area of your dream home

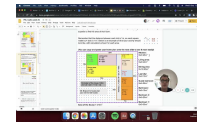
Checklist for today: I have...

How to measure area & perimeter



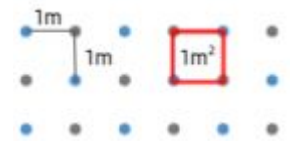
- found the area of each room in my dream house
- found the total area of your dream house, and the area of my front and back yard
- created my back and front yard (**Extension!**)

You can calculate the area of any square or rectangular space by multiplying the length by the width (**$L \times W = \text{Area}$**). If a room in your house has an unusual shape, you could even count the squares to find the area of that room.

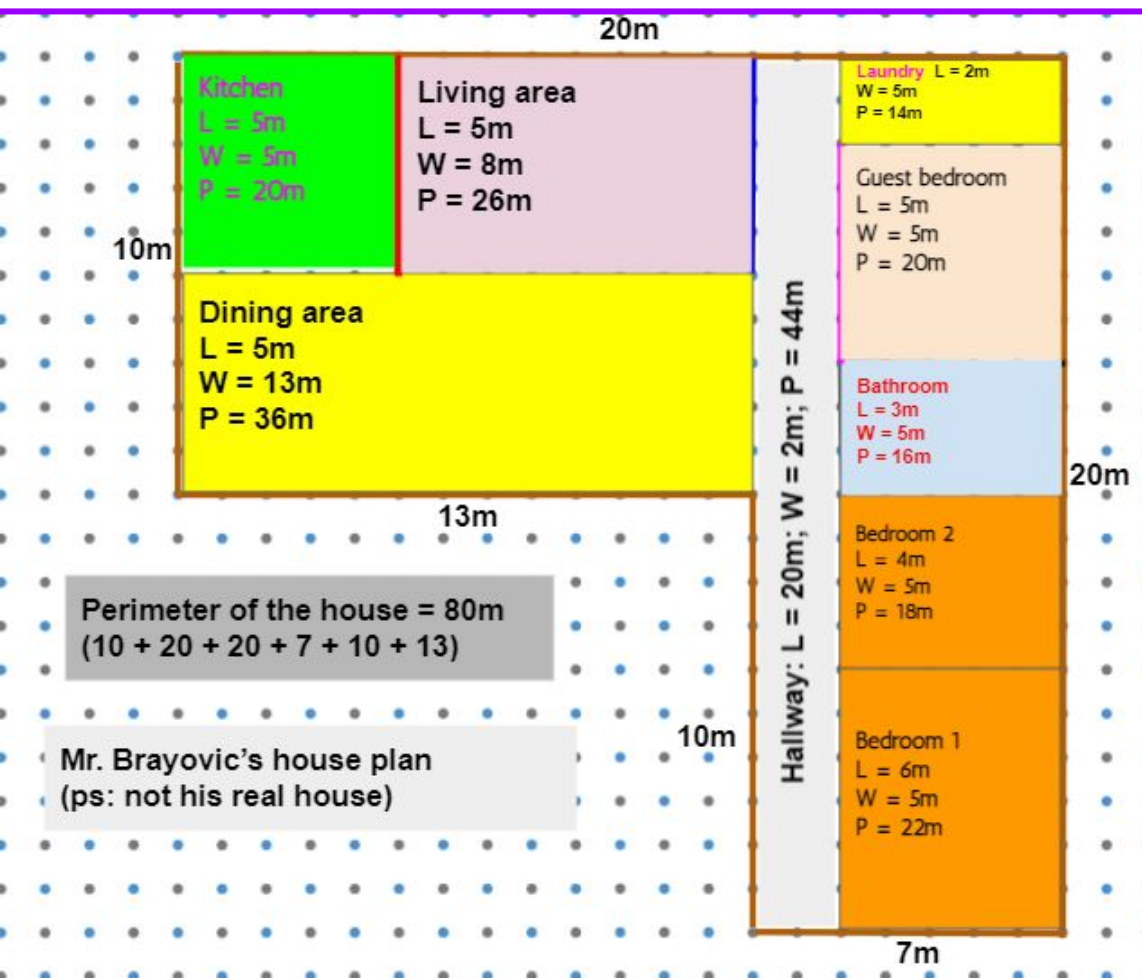


Today's maths explained

Remember that the distance between each dot is 1m, so each square made by 4 dots is 1m^2 . Below is an example of what your activity should look like, with calculations shown for each area.



(You can copy and paste your home plan onto the next slide to see it more easily)



Kitchen:
 $5 \times 5 = 25\text{m}^2$

Living area:
 $5 \times 8 = 40\text{m}^2$

Dining area:
 $5 \times 13 = 65\text{m}^2$

Laundry:
 $2 \times 5 = 10\text{m}^2$

Guest bedroom:
 $5 \times 5 = 25\text{m}^2$

Bathroom:
 $3 \times 5 = 15\text{m}^2$

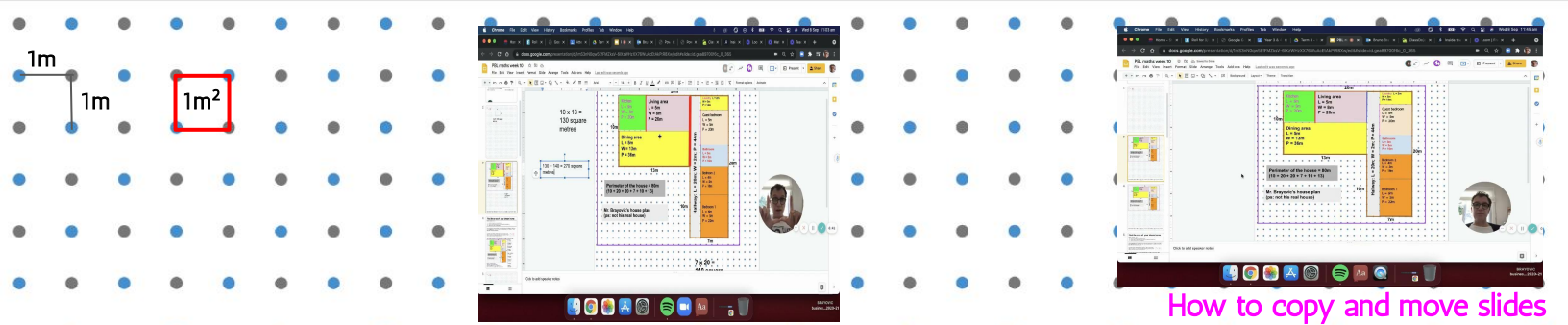
Bedroom 2:
 $4 \times 5 = 20\text{m}^2$

Bedroom 1:
 $6 \times 5 = 30\text{m}^2$

Hallway:
 $20 \times 2 = 40\text{m}^2$

Area of the house = 270m²
(25+40+65+10+25+15+20+30+40)

Area of the yard (shown by the purple line) →
 $26 \times 22 = 572\text{m}^2 - 270\text{m}^2$ (area of the house) = 302m^2

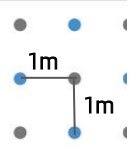


How to measure area & perimeter

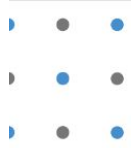
How to copy and move slides

Blank slide for floor plan

Calculate the area of your home in this space here, or create another slide for your calculations below.



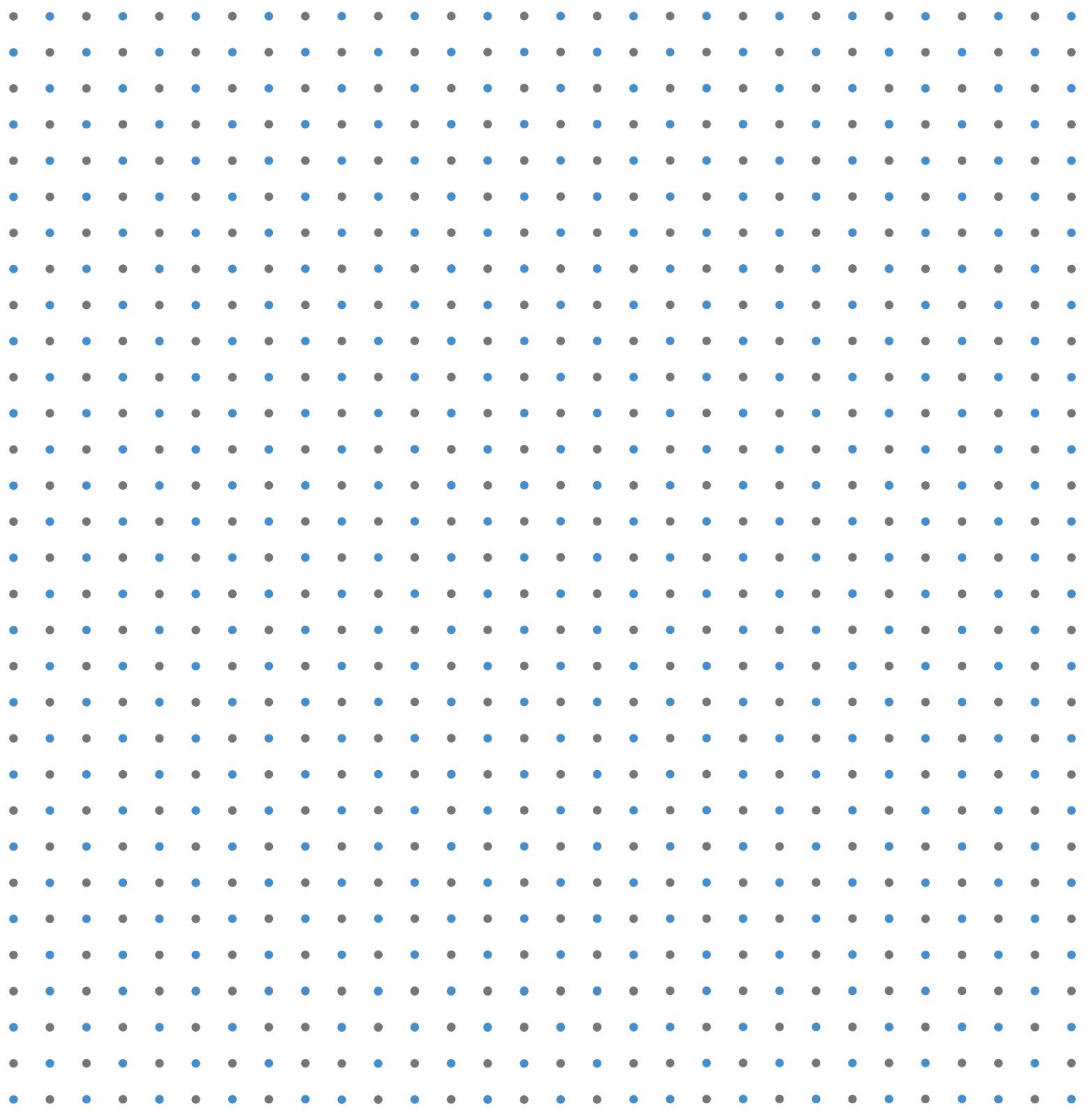
Extension - design your yard



Design the front yard and backyard of your house in the space below. You can add to your floor plan from yesterday (by copying it and pasting it below), or if you prefer you can draw pictures of what it would look like from the front or back door from your own perspective on a new slide.

Your yard might include:

gardens, trees, a pool, sheds, volleyball courts, fountains or anything else you would like.



P.E AGILITY AND BALANCE

Hi there everyone and welcome to your last week of Got Game lessons for this term. Today you are working on your agility and balance skills, which are both really important for many everyday activities as well as a range of sports.

don't forget about our competition where you can send in a video of you participating in our lessons and be in the running to win an awesome prize pack!

Have a safe and enjoyable break. You have all earned it!

[Week 10 - Agility and Balance \(Primary\)](#)

Additional videos

[Balance workout with Michelle](#)

[Balance ball handling with Michelle](#)

[Balance pillow path with Michelle](#)

[Agility with Emily](#)

[Agility colour box with Emily](#)

[Agility course with Emily](#)

Kahoots:

https://kahoot.it/challenge/07038562?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050444795

https://kahoot.it/challenge/07692146?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050500764

https://kahoot.it/challenge/05199307?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050543869

https://kahoot.it/challenge/03334765?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050585325



CROYDON PARK PUBLIC SCHOOL

WELLBEING WEDNESDAY

WEEK 10: YEAR 3

Pick some tasks from the wellbeing grid to enjoy today. You may complete as many or as few as you choose.

You may bring something you have completed today to your class zoom session to share with your classmates.

Class Zoom Session

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



WELLBEING GRID

Choose any number of fun activities from the grid below.

Pick one of the activities you have completed to bring to your zoom this afternoon to share with your classmates!

<p>Get doodling! Grab some paper and pens and doodle anything you like! Animals, aliens or something else.</p>	<p>Create your own animal. Could you combine two of your favourites? What will you call it?</p>	<p>Design and draw a new musical instrument. How would you play it and what will it sound like?</p>	<p>Make up your own 5 minute exercise routine. What will you include?</p>	<p>Can you make up your own jokes? Tell them to someone to make them laugh!</p>
<p>Play a game of i Spy</p>	<p>Learn how to say hello in 5 different languages</p>	<p>Make up a dance routine with your favourite song</p>	<p>Go on a bug scavenger hunt and take photos of any bugs you see</p>	<p>See who can build the largest structure using a deck of cards</p>
<p>Make some jewellery. Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!</p>	<p>Paper aeroplane challenge! Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?</p>	<p>Fingerprint art! Use only your fingertips and paint to create a picture.</p>	<p>Make a bookmark to use when you're reading.</p>	<p>Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.</p>
<p>Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON. Now think of your own words and write some more!</p>	<p>Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story</p>	<p>Guess the character! Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.</p>	<p>Create a family kindness jar. Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!</p>	<p>Create a comic strip about an animal who turns into a superhero. Which animal will you choose?</p>



THURSDAY WEEK 10 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Use the planning page provided to plan your retell for Flossy and Fiend.
- Record yourself doing a retell.
- Complete the How am I going survey so your class teacher can see if your confidence is improving!

Spelling

- Annotate the paragraph with the correct spelling and punctuation

Writing

Write the first draft of your story.

Wellbeing Break - **TAKE A BREAK**

Maths

- Design your open house Project
- Complete 2 mathematics set tasks

PDHPE:

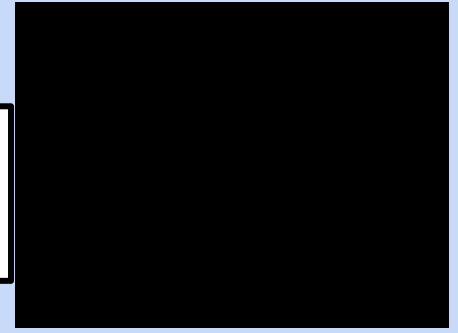
- Read the scenario and match the problem, consequence and correct action
- TAKE A BREAK**

Geography: Climate of Places - World Climate

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 to retell a story

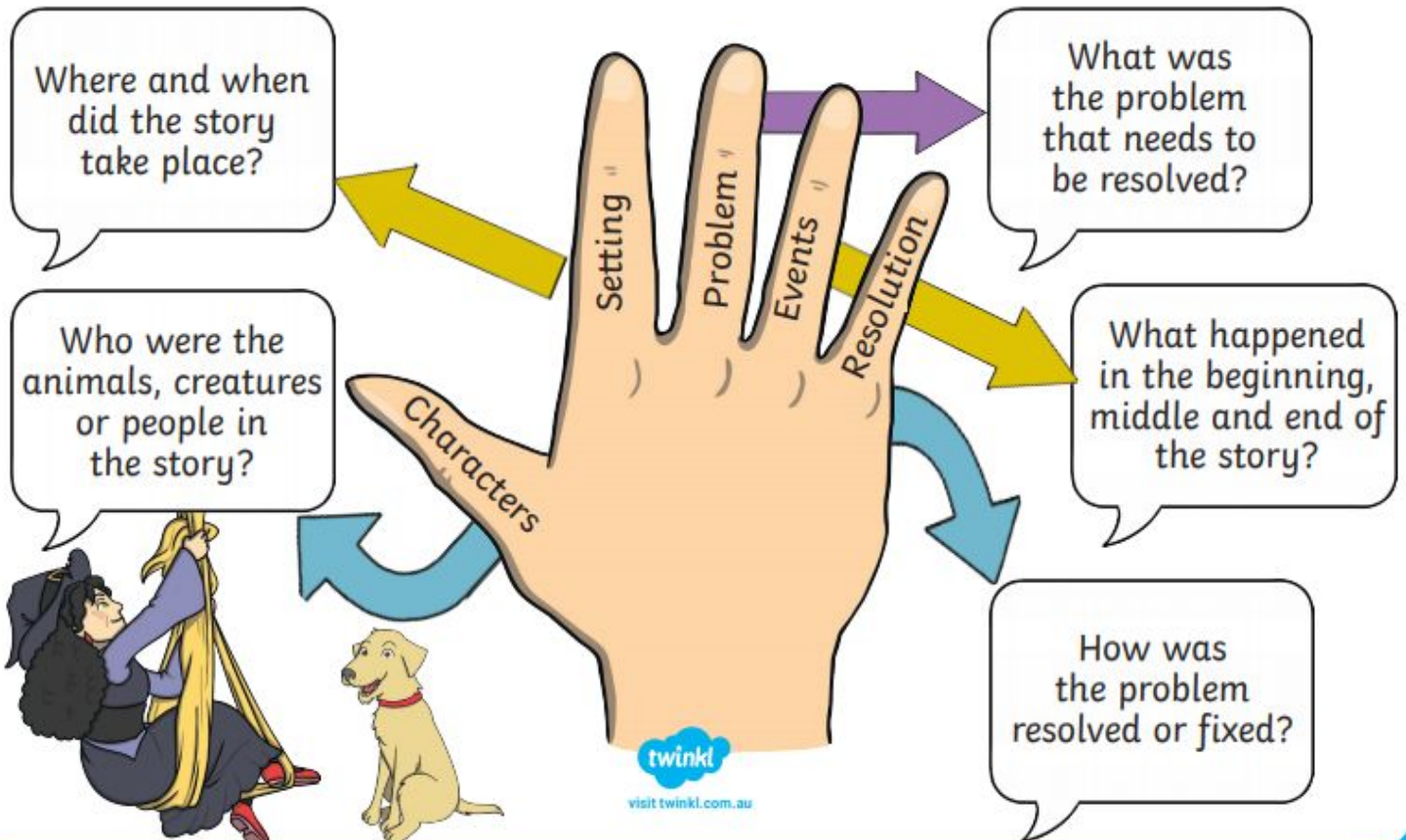
Success criteria

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

Today you will be recording yourself doing a retell of Gold!
Use the next page to plan your retell, but talk from memory if you can when you are recording. You could visit your workbook from Monday and Tuesday and copy across your work into the correct boxes to help refresh your memory!

Five Finger Retell

I can remember and retell the different parts of a story





READING RETELL- PLANNING PAGE

Title:

Characters:

Setting:

Problem:

Events (beginning, middle, end):

Resolution:

FIVE FINGER RETELL

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 26

This paragraph contains 10 spelling and 1 punctuation error. Can you fix it? Annotate around the paragraph by drawing an arrow and text box with the correction.



“

You are not going to beleeeve this! Said Ariana excitedly. “What is it?” I replied. “The queen herself invitted us to dinner on the sevenntenth of the illeventh”. Neva in a million years did I think the queen would want to meet Ariana for some science project she did at school. Ariana had designed an enviromentally friendly vehical that uses renewable energy. This made headlines around the world and the queen was obviously impressed.

I can't wait to travol to United Kingdom for a lovly evening with the queen however I'm not sure how Ariana is going to carry her science project because it is quite heavi.

WRITING

Learning Intention: We are learning to write narratives.
Success Criteria: I can write a first draft of my story.
I can use a plan to help me write

Today we are going to write the first draft of your story. Go back to your writing plan on Monday and use your ideas you have planned. You can copy it to this workbook if you wish. Tomorrow you will write your final draft of your story. Start here and then add another slide.

WELLBEING BREAK-

Do something kind for someone.
Can you pay them a compliment,
make them something or help
them with a task?



Purchasing furniture for your home

Checklist for today: I have...

Today's maths explained

- Found furniture, appliances and decorations online to put in my dream home
- Completed the table to find the cost of my items
- Complete the extension table to estimate and find costs for items in my house (**Extension!**)

Using the links below, or any other online store, create a list of the items you wish to purchase for your dream home in the table on the following slide. This includes all furniture, appliances and decorations (it can also include outdoor furniture). Remember to include items that every home needs, even if they aren't exciting (like a fridge, or a washing machine).

<https://www.ikea.com/au/en/>

<https://www.fantasticfurniture.com.au/>

<https://www.binglee.com.au/>

<https://www.appliancesonline.com.au/>

<https://www.jbhifi.com.au/>

<https://www.thegoodguys.com.au/>

<https://www.bunnings.com.au/>

An example has been provided below. There is an explanation of each column.

Item name: What is the name of the item as listed in the store?

Description: What type of furniture or item is it? (e.g. is it a tv, a couch or a fridge)

Price: How much does the item cost?

Quantity: How many of this item are you buying?

Sub-total: Multiply price by quantity to find the sub-total for this item.

Grand total: Add up all of the sub-total costs, then write the total cost altogether.

If you do not have online access, try to list the generic types of items you would like to buy and estimate a price for each.

Item name	Description	Price	Quantity	Sub-total
Lisabo	table and 4 chairs	\$475	1	\$475
LG GT515SDC	478L fridge	\$997	1	\$997

Extension (optional) - use slide 9 for your table instead of slide 8 and add the following information

Estimated budget: Make a reasonable guess as to how much you will spend to furnish a single room.

Room: List the room which this item will go in. Group your items which belong in the same rooms in the house together.

House items table

Item name	Description	Price	Quantity	Sub-total
			Grand total	

Extension: House items table

Estimated budget	Room	Item name	Description	Price	Quantity	Sub-total
E.g. \$2500	Dining room & Kitchen	Lisabo	table and 4 chairs	\$475	1	\$475
		LG GT515SD C	478L fridge	\$997	1	\$997

Grand total	
--------------------	--

PDHPE - SCENARIO

Read the scenario and decide the problems, consequences and correct actions. Match them by dragging two to each column.

You notice a classmate is not playing with anyone at recess. You tell your friends that you want to ask him to play, but they tell you no because he is "weird".

Problem	Consequence	Correct Action

If you listen to your friends, you will be letting them decide how you should treat other people.

© teachstarter

If you do not invite the student to play, you might feel guilty.

© teachstarter

If you do not invite the student to play, they might feel sad.

© teachstarter

Your friends may be mad at you.

© teachstarter

It is not nice to leave people out, so you ask the student to play with you without your friends.

© teachstarter

You introduce the student to your friends and start a game you can all play together.

© teachstarter

GEOGRAPHY - CLIMATE OF PLACES - WORLD CLIMATES

Learning Intention:

- Research and collect information about the weather in Australia and neighbouring countries.

Key Concepts, Skills and Understandings- Students use their knowledge of weather and climate to analyse climate zones of the world. They identify the three main climate zones of the world – Tropical, Temperate and Polar.

Do other places have the same climate as Australia?



Do other places have the same climate as Australia?

Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun. Places which are closest to the Equator are Tropical. Places further away from the Equator are Temperate. Places furthest from the Equator are Polar (very cold)

The Equator is an imaginary circle around the Earth.

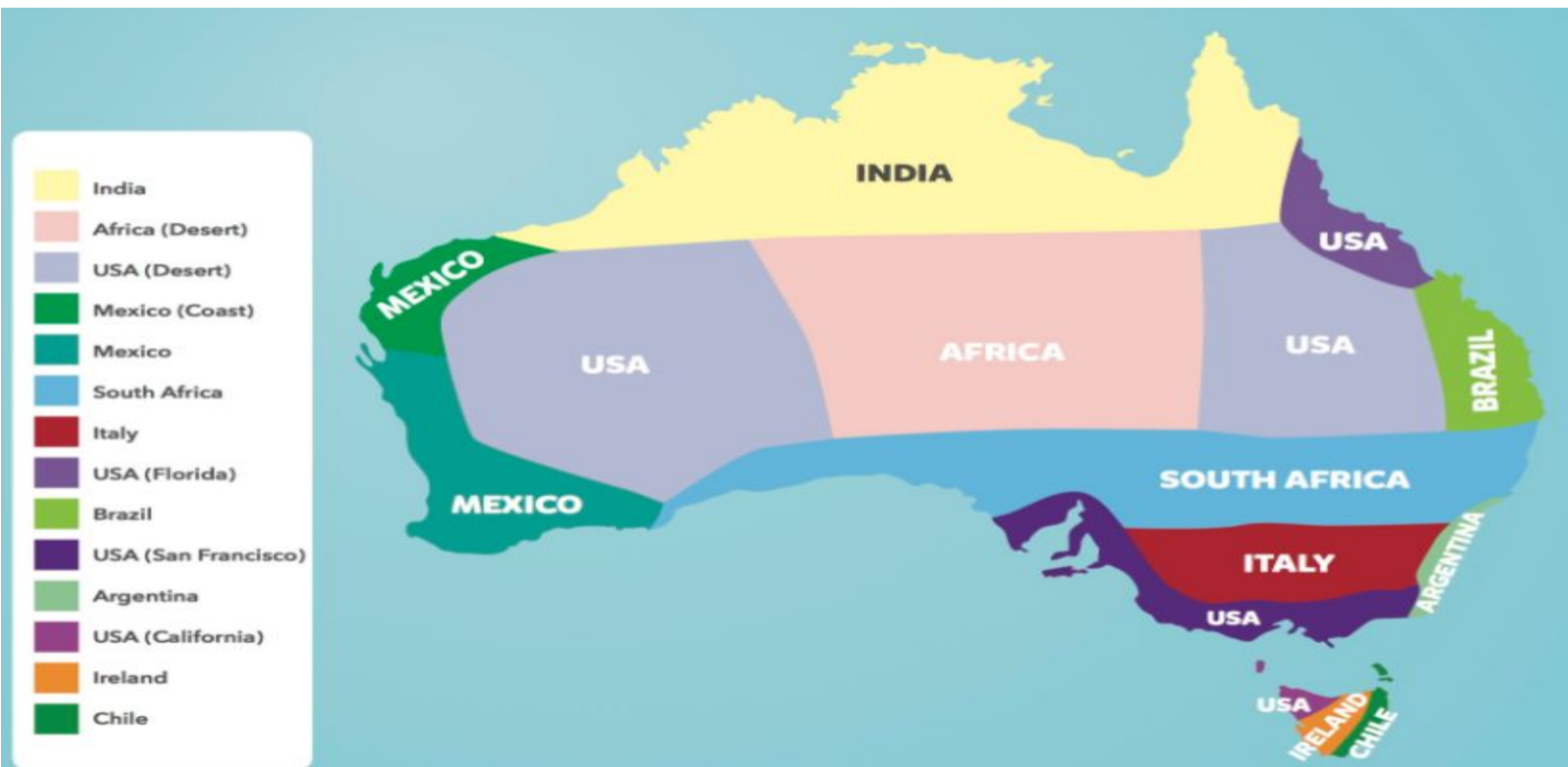


All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert.

What natural features do you think could have caused a desert?

The temperature and rainfall of a place are recorded over a long period of time to find its climate. This information can then be used to find places with the same climate.

Look at this map which shows places in the world which have the same climate as places in Australia.



What other country has the same climate as the place where you live?

What countries have climates like these places?
Sydney _____ Brisbane _____
Melbourne _____ Perth _____



FRIDAY WEEK 10 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

- Rewrite the words with the correct ending
- Reverse the contraction

Writing

Writing a final draft of your story, using your plan.

WELLBEING BREAK

TAKE A BREAK

Maths

- Design your own house Project

- TAKE A BREAK*

CAPA -

- Where's Wally art

Class Zoom Session

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

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

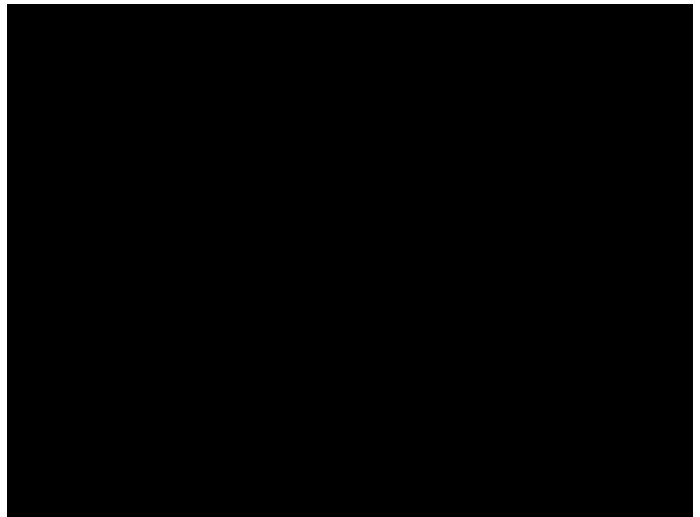
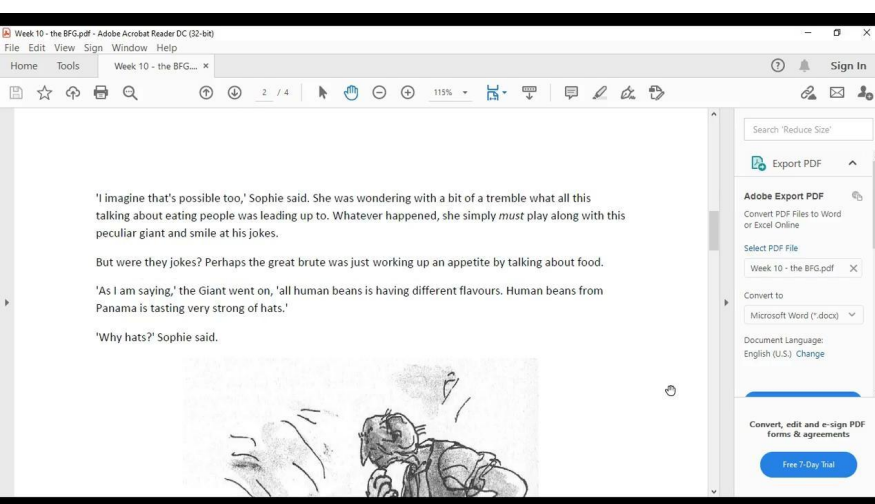
Green highlighter - task you may receive feedback on



CLASS NOVEL STUDY

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

Click on the videos to listen to the next chapter of the BFG - part 1 and part 2.



What is the purpose of the giant speaking in such a strange way?

2. The BFG shouts at Sophie to stop 'gobblefunking'. What is Sophie doing and how do you think the BFG feels about it?

3. Why did the author choose to wait until the end of the chapter to share the good news?

Challenge: Make a list of all the things you like about the BFG.

SPELLING YEAR 3 - SOUNDWAVES UNIT 26

The soundwaves password is::

Year 3 - work212

Rewrite these words adding s.

✚ We often change **f** or **fe** on the end of word to **ve** and add **s**.

wife

knife

half

shelf

loaf

scarf

Follow the pattern to finish the columns. **Finish** the sentences with your words.

✚ If a word ends with a consonant and **v**, we usually change **v** to **i** before we add **er** or **est**.

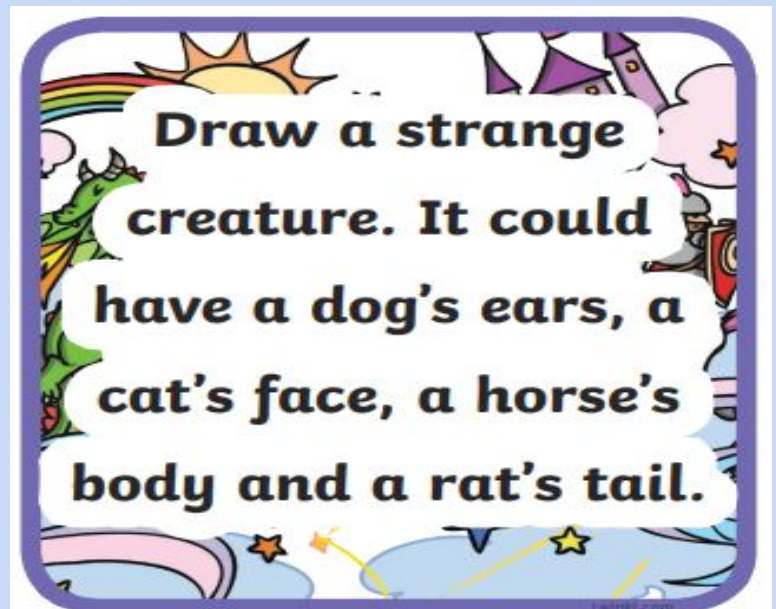
Describing 1	Comparing 2	Comparing 3 or more
funny	funnier	funniest
lovely		
heavy		

2. Write 2 words for these contractions e.g would've = would have

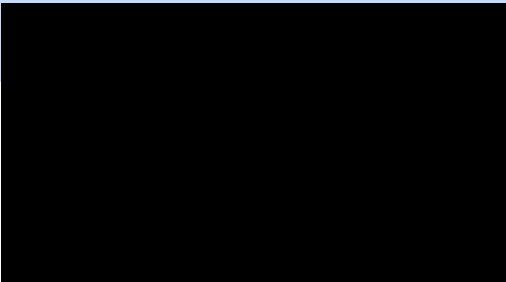
I've _____ we've _____ you've _____

you're _____ they've _____ haven't _____

WELLBEING BREAK



WRITING



Learning Intention:

I am learning to write a narrative.

Success criteria

- I can write a narrative that has an orientation, problems and resolutions.
- I can use descriptive language.
- I can use correct grammar, paragraphs and punctuation

Today is when you write your final draft of your story, look at what you wrote yesterday, and check it carefully. Change things to make it sound better. Try to read it aloud so it makes sense. Remember to use your checklist to work out how you went.

Check that you have done these things.	Highlight the box or write 'yes'.
I have introduced characters at the beginning of my story.	
I have a setting or settings for my story.	
I have described the setting and characters of my story using adjectives and adverbs.	
I have used a simile in my story.	
I have used a metaphor in my story.	
I have a problem in my story.	
I have a solution to the problem in my story.	
I have used capital letters and full stops in my story.	
I have used full sentences that make sense.	
I have used paragraphs in my story.	

FINAL DRAFT OF STORY:

Remember to use the checklist and make sure your story is the best it can be!

WELLBEING BREAK -
Make a model of your favourite pizza. Use bits you find around the house. What toppings will you include? Bottle top pepperoni



Decorating your dream home!

Today's maths explained

Checklist for today: I have...

- Copy and paste your floor plan from earlier this week on the next slide
- Decorated my home with furniture I purchased on Thursday
- Draw some 'photos' from inside your dream house (**Extension!**)

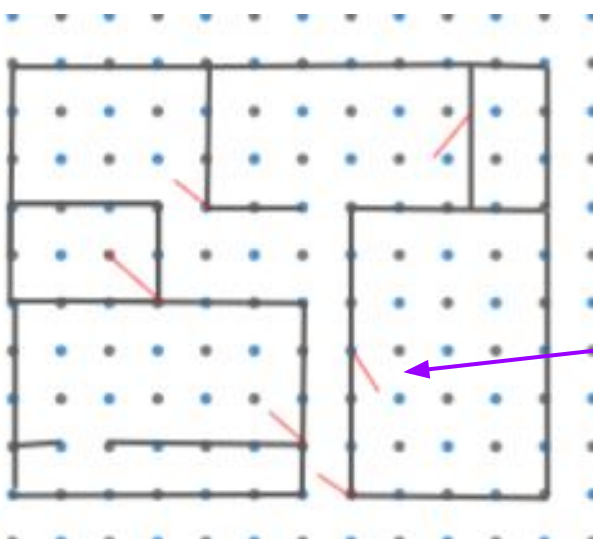
Today you need to copy and paste your floor plan slide from Tuesday's lesson below this slide. Then you will need to decorate your home with all of the things you purchased in yesterday's lesson.

To do this, open Tuesday's workbook in the classwork tab and select the slide which includes your floor plan. Press control+C to copy (or right click on the slide on the left of the page and select copy). Then click back onto this slide. Press control+V to paste (or right click the slide on the left of the page and click paste).

You will need to think about how much space each item takes up and draw them neatly into your floor plan where you would like them to go. Remember that each square on the grid is equal to 1m^2 , so try to make your furniture approximately the right size on your plan.

Double check that you have included all of the items on your list from yesterday's lesson. If you realise you forgot an item which you need (a fridge for example) then you can add it into the list (you will need to fill out each column just like yesterday).

Once you have completed your plan and have a complete and decorated house, you can colour in your house. **Make sure that your plan is still easy to understand and you can see each item clearly.**

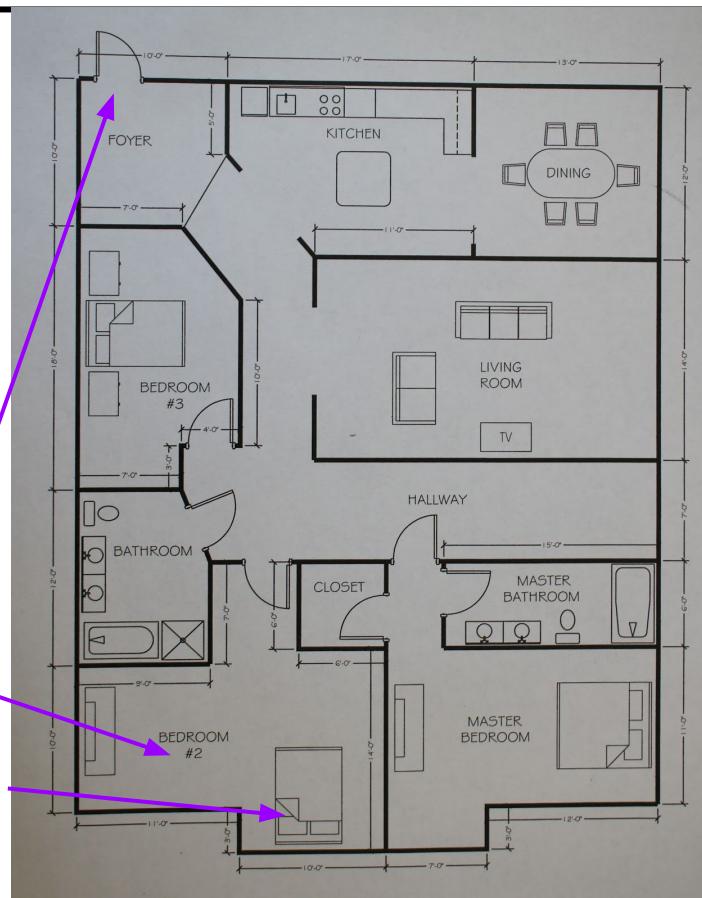


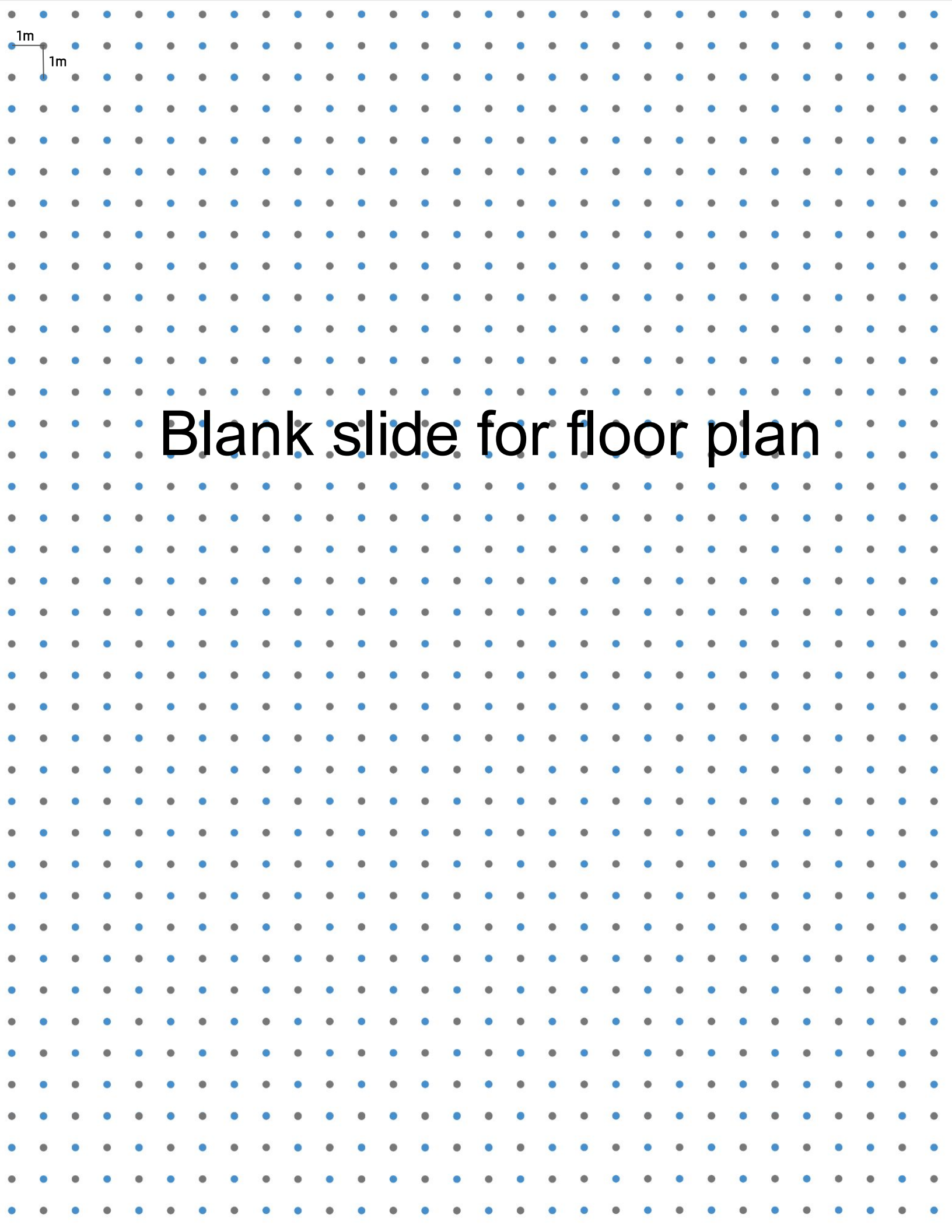
Show your doorways or windows in a different colour, as shown here.

Or with a symbol, as shown here.

Your rooms should be labelled from Monday's activity, but if not label each room as shown here.

Show your furniture like the drawings shown here.

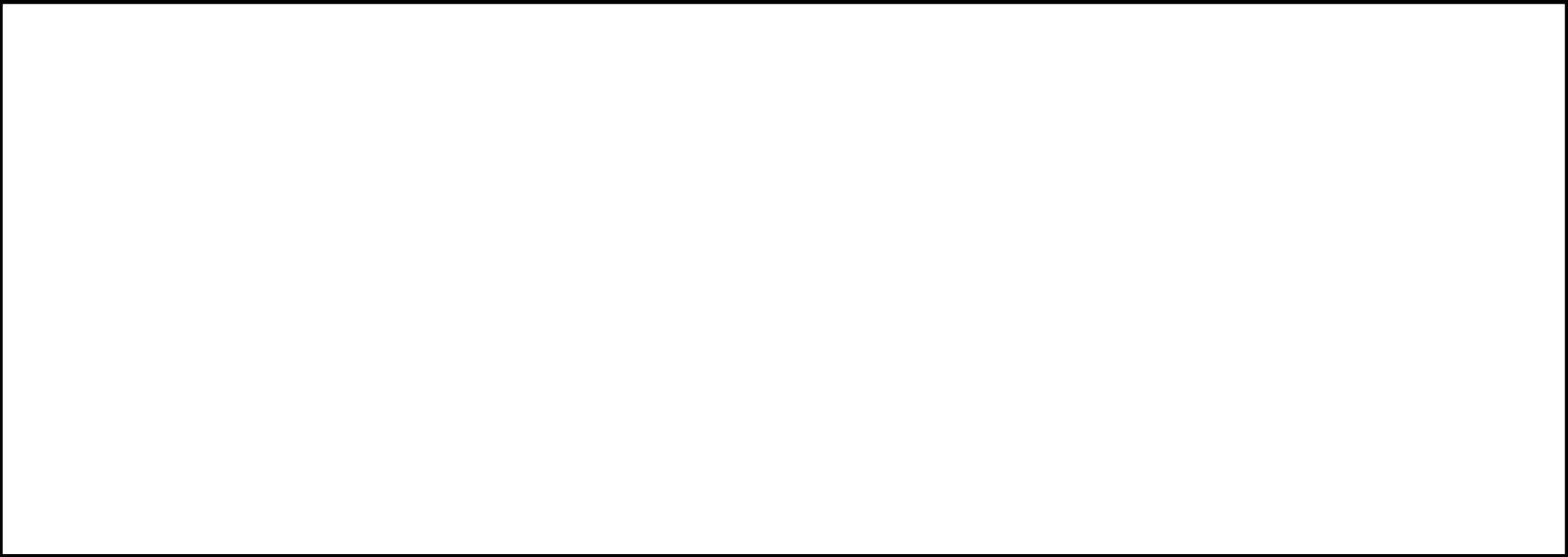
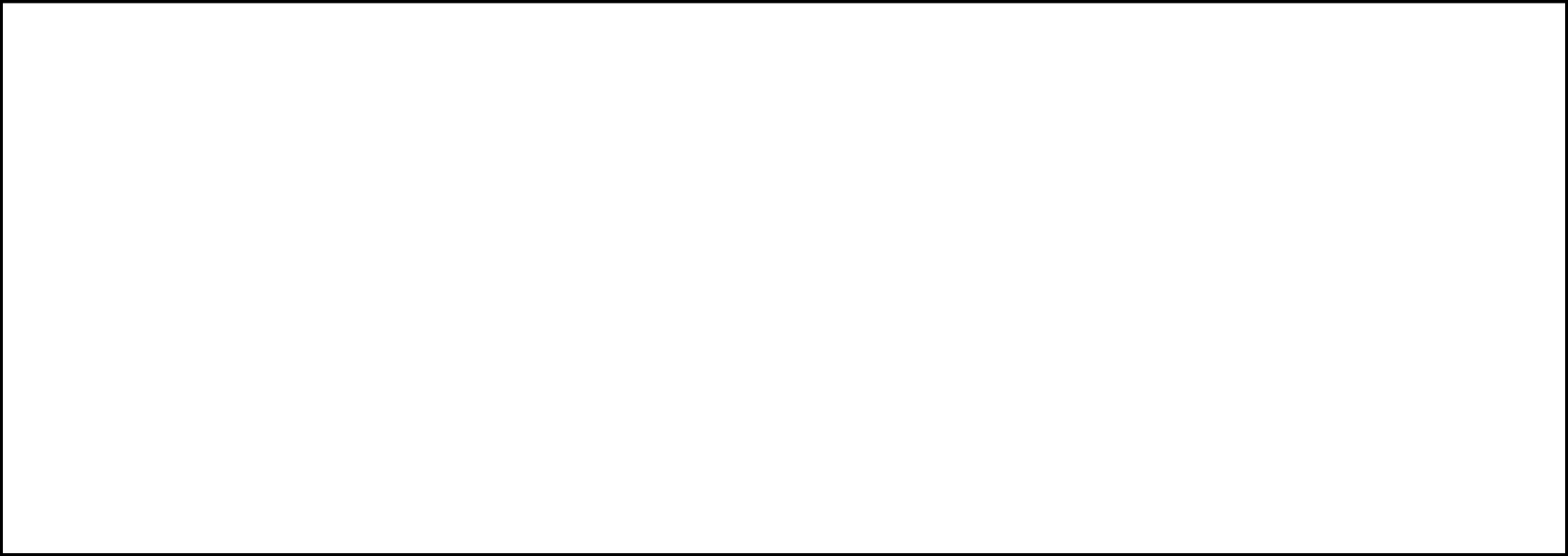




Blank slide for floor plan

Extension: Dream house photos

Imagine that you are walking through your dream house taking photos of your new home to show your friends and family. Choose 3 rooms from your new dream house and draw a picture of what it looks like when you walk in the door, from your own perspective (like your eyes are a camera taking a picture of the room).



WHERE'S WALLY?



Join many other kids in the Inner West in making a Wally for other kids to find!

Be as creative as you like - you can print a picture of Wally, use stickers or draw/paint him on a rock and leave it near a footpath.

Then when you go out on your family walks keep your eyes peeled for Wally wherever you may be!

Take a photo of your Wally and post it below for your teacher to enjoy!

