

Remote learning Grid – Week 7 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 23.8.21	Tuesday 24.8.21	Wednesday 25.8.21	Thursday 26.8.21	Friday 27.8.21
Morning	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> • Watch the video explaining how to do a quality retell • Click on the link to your class padlet and post what you think one of the success criteria should be for 'learning to give a retell' • Log into Wushka, read text and complete quiz • Record one point from the beginning, middle and end of the wushka text. • Silent read for 15 minutes. 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> ☐ Silent read for 15 minutes ☐ Log into Wushka, re-read text ☐ Watch video explaining five finger retell ☐ Complete five finger retell slide based on your wushka tex <p>Spelling:</p> <ul style="list-style-type: none"> • Choose 5 words from Soundwaves Unit 23 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 • Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's Wushka text • Use the rubric to self assess your retell <p>Spelling:</p> <ul style="list-style-type: none"> • Write a conversation using list words. Choose 5 spelling words and make up 	<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. • Answer the questions based on the reading about England and Wales <p>Spelling:</p> <ul style="list-style-type: none"> • Edit paragraph with the correct spelling and punctuation 	<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 first two chapters of The BFG by Roal Dahl, using the video • Complete a detailed illustration representing something from the first chapter. Take a photo of your picture and upload it <p>Spelling:</p>

	<p>Mercury - Velociraptor Venus - Badlands Earth - The big race Mars - Dinosaur detectives Jupiter: A good idea</p> <p>Spelling:</p> <ul style="list-style-type: none"> Choose 10 words from Soundwaves Unit 23. Brainstorm 15 words with the phoneme. Segment using Soundwaves online. <p>Writing:</p> <ul style="list-style-type: none"> Journal Writing. Writing about how you are feeling today. Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home. 	<p>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>rhyming words.</p> <p>Writing:</p> <p>Writing a narrative. Writing about setting and characters.</p>	<p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Writing about complications and series of events in a story. 	<ul style="list-style-type: none"> Read the clues and finish the words Change the endings of each word <p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Writing about the resolution of a story.
<p>Wellbeing break</p>	<p>Listen to Ms Hoang read. Write the next chapter for the book.</p>	<p>Listen to Ms Hoang read. Write about your ideal world. Include an illustration of your ideal world</p>	<p>Listen to Ms Hoang read. Redesign the front cover of your favourite book.</p>	<p>Listen to Ms Hoang read. Write a book review.</p>	<p>Listen to Ms Hoang read. Upload an image of you in costume or an image of your favourite book.</p>

Break					
Middle	Mathematics <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook • Number Ninja Topic: Mass Year 3 - Complete the activities assigned in your daily workbook. <ul style="list-style-type: none"> • Login to Mathletics and complete 2 of the tasks assigned 	Mathematics <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook. • Number Ninja Topic: Mass Year 3 - Complete the activities assigned in your daily workbook. <ul style="list-style-type: none"> • Login to Mathletics and complete 2 of the tasks assigned. 	Mathematics <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook. • Number Ninja Topic: Mass <ul style="list-style-type: none"> • Complete the activities assigned in your daily workbook. • Mathletics: Login to Mathletics and complete 2 of the tasks assigned. Class Zoom Session Share your favourite book with the class. <ul style="list-style-type: none"> • 1pm: 4M, 3/4B, 3W • 1:30pm: 4J, 3I 	Mathematics <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook • Number Ninja. Topic: Mass <ul style="list-style-type: none"> • Complete the activities assigned in your daily workbook. • Mathletics: Login to Mathletics and complete 2 of the tasks assigned. PDHPE: <ul style="list-style-type: none"> • How can you be kind to yourself? 	Mathematics <ul style="list-style-type: none"> • Number of the day: Complete Number of the Day activity described in your daily workbook. • Number Ninja Topic: Mass • Complete the capacity activity. • Mathletics: Login to Mathletics and go on to Live Mathletics. Class Zoom Session - Book Week Parade <ul style="list-style-type: none"> • 1pm: 4M, 3/4B, 3W • 1:30pm: 4J, 3I
Break	Break	Break	Break	Break	Break
Afternoon	Library <ul style="list-style-type: none"> • Practising your note taking skills 	KLA PE with Mr Ellis <ul style="list-style-type: none"> • Explore your fitness with Mr Ellis' at home challenges 	KLA- Science & Technology <ul style="list-style-type: none"> • Earth & Space • Exploring Geology • Complete the task assigned 	KLA- HSIE: Geography MAPPING- Students learn to interpret and construct maps using the geographical convention of scale. The geographical tools included in this unit are mapping and visual representation	KLA Creative arts <ul style="list-style-type: none"> • Complete the dance lesson with Got Game • Daffodil day art activity

MONDAY WEEK 7 TO DO: YEAR 3

Reading

- Watch the video explaining how to do a quality retell
- Click on the link to your class padlet and post what you think one of the success criteria should be for 'learning to give a retell'
- Log into Wushka, read text and complete quiz
- Record one point from the beginning, middle and end of the wushka text.
- Silent read for 15 minutes. Record your book here.
 - Book read:
 - Pages read:

Spelling

- Log on to Soundwaves Unit 23
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

Writing

- Complete sentence a day
- Complete journal task
- WELLBEING BREAK - Listen to Ms. Hoang read. Write the next chapter for the book

TAKE A BREAK

Maths

- Number of the day
- Measurement - Estimating mass
- Complete 2 mathematics set tasks

TAKE A BREAK

Library Book Week Activity

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

READING

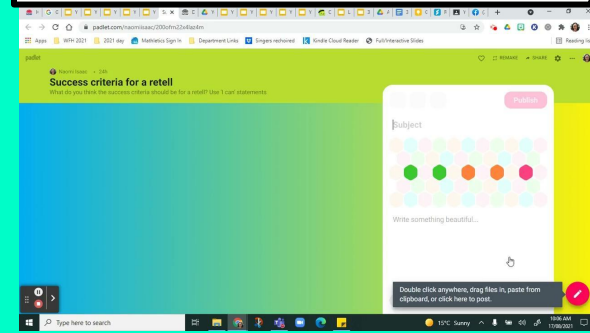
Watch this video to see today's lesson explained!

Reading Learning intention

We are learning to retell a text

Success criteria:

We are going to create our success criteria together!



1. Watch this video about retelling



The Lion and the Mouse

A lion lay asleep in a forest. A little mouse ran across the lion's nose. The lion woke up from his nap. He was angry with the mouse.

"Leave me," said the poor mouse. "Please let me go, and someday, I will surely help you."

The lion smiled to think that a small mouse could ever help him! But he was kind and finally let the mouse go.

Some days later, the lion was caught in a net. He roared, asking someone to set him free. The mouse heard the lion's voice and quickly found the lion. She gnawed the rope until it broke. The lion was free.

"Now you see that even a small mouse can help a big lion!" said the mouse.



1. What should our success criteria be when we are learning to retell a text? Visit your class padlet and put up your suggestion. Click on your class name below to visit your padlet and share your thoughts.

- [3I](#)
- [3W](#)
- [3/4B](#)





RETELLING YOUR WUSHKA TEXT

1. Log in to Wushka and read your text. Complete the quiz..
2. Record one fact from the beginning, one from the middle and one from the end of the story you read.

Beginning	Middle	End

SPELLING - SOUNDWAVES UNIT 23



ir		ur		or		er	
	bird		world				
	nurse		fern				

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 23. Type them in below.

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

Brainstorm

List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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

Practice segmenting your words using soundwaves online

WRITING ACTIVITIES

Do your sentences have:

- capital letters at the beginning of a sentence and for proper nouns
- correct punctuation
- makes sense

Did you:

- spell most words correctly
- write using neat, joined letters

Sentence a Day. This week you will finish this sentence, but you can't write anything about walking on the moon!



The astronaut is _____

Journal

Write about how you are feeling today. After you have written how you're feeling you could draw a picture to go with it. If you can, upload your picture so your teacher can see it, otherwise share it with someone you live with.

Success criteria

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

WELLBEING BREAK

Listen to Ms Hoang read.

Write the next chapter for the book.

MATHS NUMBER OF THE DAY

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

My number is: 9109.

My number is:	9109
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

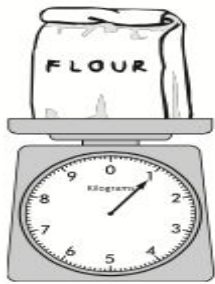
Learning Intention

We are learning to measure, order and compare objects using kilograms.

Success Criteria

- I can use the abbreviation kg for kilograms.
- I can use a balance or digital scale to measure mass.
- I know that objects with the same mass can be various shapes and sizes.
- I can compare masses and estimate whether one object has more or less mass than another object of 1kg.
- I can compare and order two or more objects according to mass.
- I can estimate the total mass of several objects to approximately 1kg.

Mass – kilograms



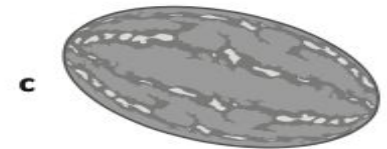
When we measure how heavy something is, we are looking at the mass of an object. We measure mass in kilograms. We say kilo for short and write it as kg.

Flour is something that is sometimes sold in 1 kg bags.

This scale is one that most people use when they are cooking. You might have one in your kitchen at home.

This is a bit old. You probably have a digital scale at home.

1 For each of these item, estimate whether you think they have a mass of MORE or LESS than 1kg.



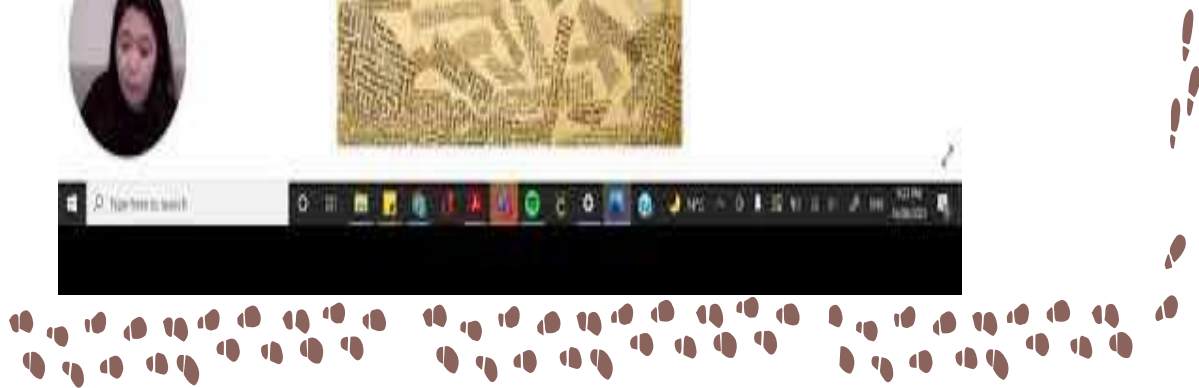
For this next task, you need at least a few of one particular object. For example, a few oranges, or a several shoes of the same size, or a few tennis balls. It doesn't matter what your object is, but DON'T use different objects (eg: don't use 3 oranges and one tea cup).

Once you have chosen your object, try to guess how many of them you will need to make 1kg. Then ask some of your other family members to guess as well and see who gets the closest. Obviously you will need some sort of scales for this. If you don't have scales, just do the estimate.

Object	Estimate how many of them make 1kg	Your family member's estimate	Your other family member's estimate	How many were really needed to make 1kg

BOOK WEEK 2021

Listen to Ms Hoang read the first chapter of 'The Book of Chance'.





Book Week Activity



Write the next chapter for the book you've just listened to.
Type your chapter here. Add additional slides if needed.



TUESDAY WEEK 7 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Log into Wushka, re-read text
- Watch video explaining five finger retell
- Complete five finger retell slide based on your wushka text

Spelling

- Write a sentence for five of your spelling words

Writing

- BTN - summarise one story

Wellbeing Break - Listen to Ms. Hoang read. Write about your ideal world.

TAKE A BREAK

Maths

- Number ninja
- Measurement - Mass: Using grams to make 1kg
- 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 text

Success criteria:

We are going to create our success criteria together!

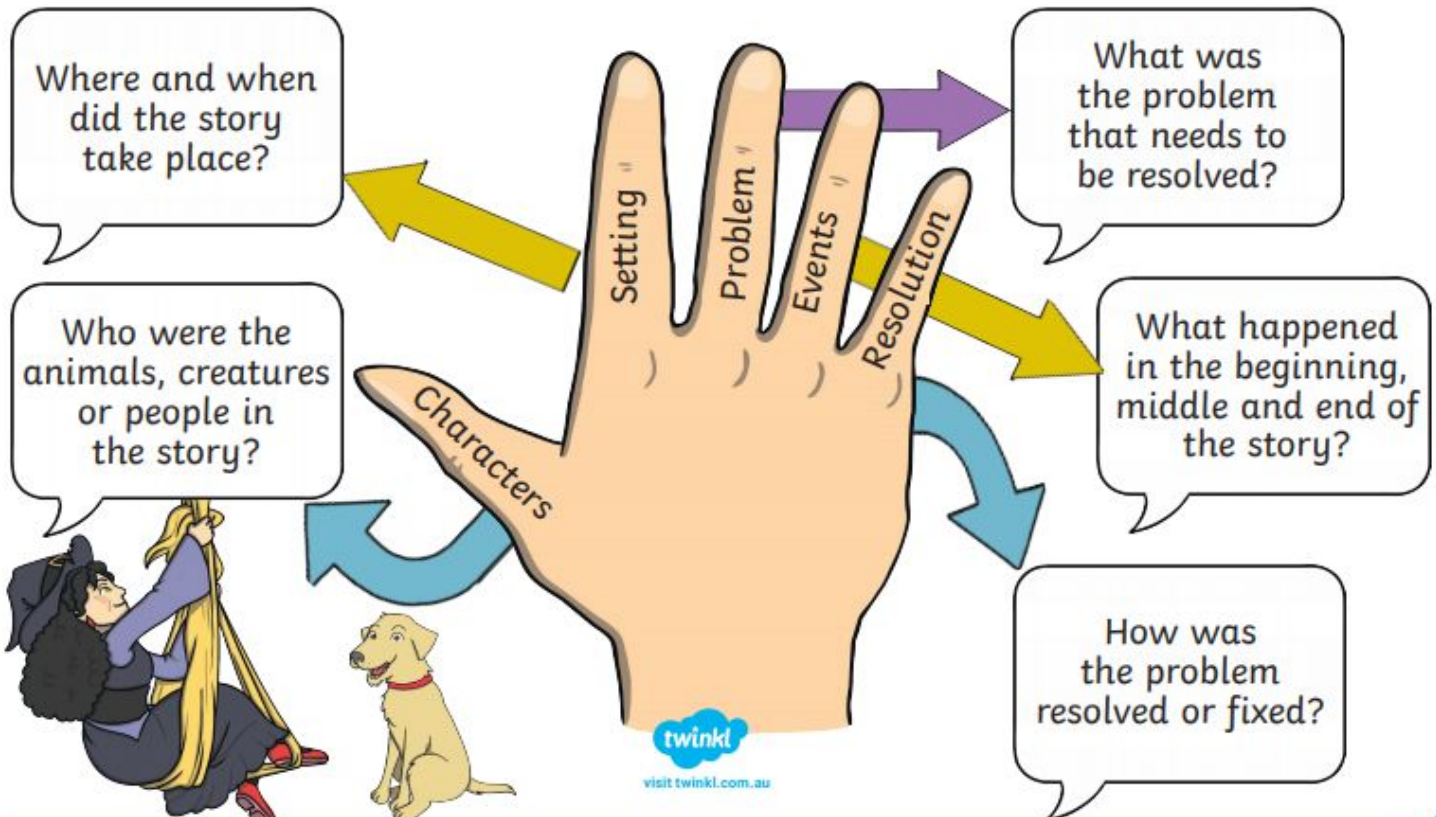
1. Revisit the padlet from yesterday and check out the contributions your classmates made Copy and paste the two suggestions that you think are the best success criteria below..
 -
 -

Padlet links

- [3I](#)
- [3W](#)
- [3/4B](#)

Five Finger Retell

I can remember and retell the different parts of a story



Title: Complete for your wushka text

Characters:

Type here

Problem:

Type here

Setting:

Type here

Events (beginning, middle, end):

Type here

Setting

Problem

Events

Resolution

Characters

Resolution:





Type here

FIVE FINGER RETELL



SPELLING - SOUNDWAVES UNIT 23



ir	ur	or	er
 bird	 world		
 nurse	 fern		

The soundwaves password is::

Year 3 - work212

Choose 5 words from your spelling list and write an interesting sentence for each word. Underline (ctrl+u) the word that you used from your spelling list. Include **adjectives** (describing words) and **conjunctions** (for, and, as, nor, because, so, yet).

1	
2	
3	
4	
5	

WRITING - BEHIND THE NEWS



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

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

My favourite story was ...

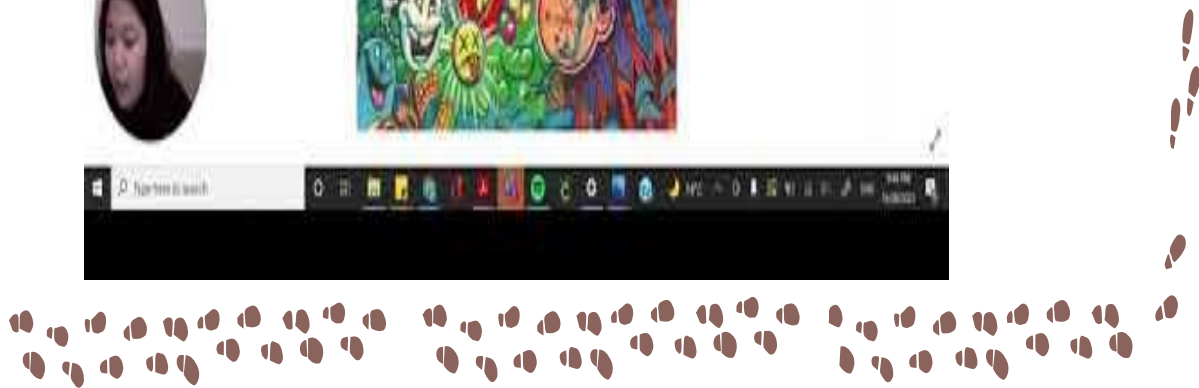
WELLBEING BREAK

Listen to Ms Hoang read on the next slide.

Write about your ideal world. Include an illustration of your ideal world

TUESDAY

Listen to Ms Hoang read the first chapter of 'Worse Things'












My Ideal World



If you could live anywhere in the world, where would it be? Tell us about your ideal world. What would it be like to live in your ideal world?

Write about your ideal world here. Add additional slides if needed.



NUMBER NINJA

Click on the timer ----->



Q1	11		+	49	=			
Q2	23		-	2	=			
Q3	7		x	6	=			
Q4	58		+	24	=			
Q5	49		-	15	=			
Q6	8		x	4	=			
Q7	10		x	39	=			
Q8	Round to nearest 10			41	=			
Q9	Double the number			16	=			
Q10	Halve the number			38	=			
Q11	Smallest:		1	9	8	3	5	=
Q12	Biggest:		6	1	5	6	2	=
Q13			70	+	70	=		
Q14			74	-	39	=		
Q15			5	÷	5	=		

MATHS

Learning Intention

We are learning to measure, order and compare objects using kilograms.

Success Criteria

- I can use the abbreviation kg for kilograms.
- I can use a balance or digital scale to measure mass.
- I know that objects with the same mass can be various shapes and sizes.
- I can compare masses and estimate whether one object has more or less mass than another object of 1kg.
- I can compare and order two or more objects according to mass.
- I can estimate the total mass of several objects to approximately 1kg.

One kilogram (1kg) is 1000 grams (1000g). So half a kg equals 500g.

Mass – kilograms

3 How much less than 1 kg are the following weights?

a 500 g

b 750 g

c 600 g

d 150 g

e 250 g

f 400 g

4 Only one of these correctly adds up to 1kg. Which one?

a 300 g 400 g 100 g 500 g = 1 kg

b 200 g 150 g 600 g 200 g = 1 kg

c 220 g 480 g 550 g 300 g = 1 kg

Answer:

5 When we buy fruit and vegetables, we usually pay by the kilogram. Can you think why this is?

6 Do some research and find out approximately how much these items cost per kilogram.

a



per kg

b



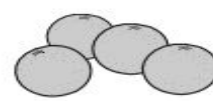
per kg

c



per kg

d



per kg

7 Based on the price per kilogram in question 6, work out the total cost of my shopping if I bought the following:

2 kg of apples = _____

1 kg of carrots = _____

3 kg of oranges = _____

Total cost = _____

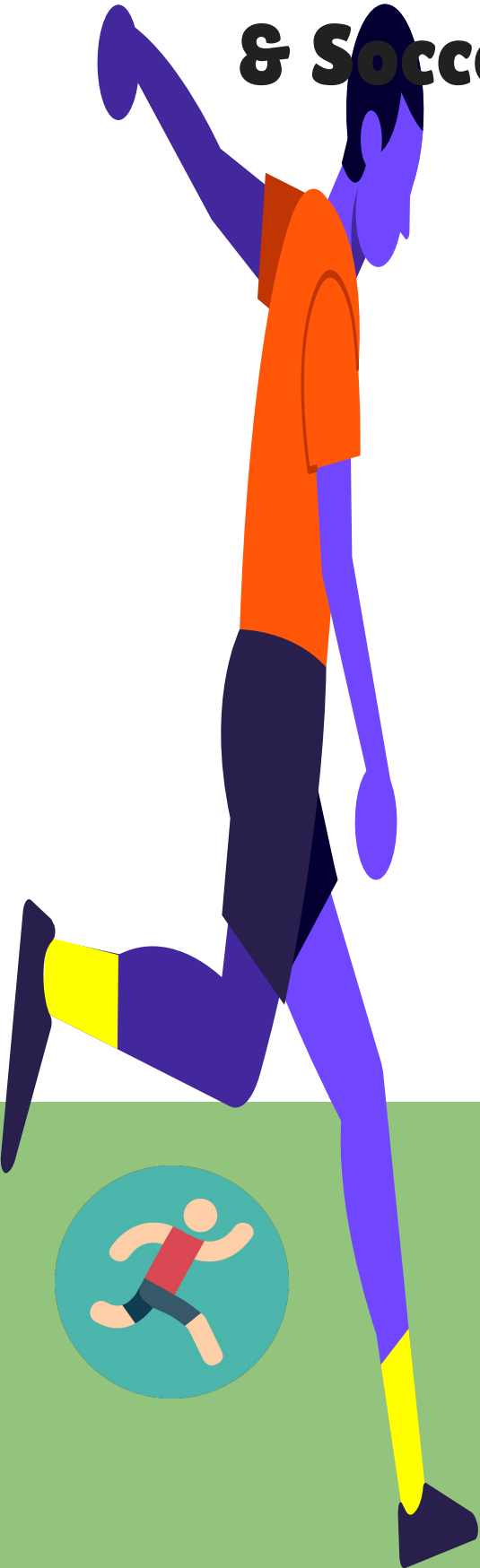


CHECK

NUMBER NINJA ANSWERS

A1	60					
A2	21					
A3	42					
A4	82					
A5	34					
A6	32					
A7	390					
A8	40					
A9	32					
A10	19					
A11	1	3	5	8	9	
A12	6	6	5	2	1	
A13	140					
A14	35					
A15	1					

Skills for Sports – Basketball & Soccer



Hey there team,
We have another fun and active video for you all this week that will definitely get your heart pumping. Rob, Wes and I will be running you through the activities in the video. Enjoy!
Mr Ellis

<https://loom.com/share/42f5bba921144052a9d5ded693573b3a>

Click on the links below to access more videos that will help you further practise your basketball and soccer skills as well as a Kahoot to test your knowledge!



[Basketball shooting challenge with Michelle](#)
[Basketball dribbling with Michelle](#)
[Basketball passing with Michelle](#)
[Soccer ball control with Emily](#)

Kahoot:

https://kahoot.it/challenge/07552240?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629246581186

WEDNESDAY WEEK 7 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's Wushka text
- Use the rubric to self assess your retell

Spelling

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

Writing

Rewrite a paragraph to create plot tension

Wellbeing Break - Listen to Ms. Hoang read. Redesign the front cover of your favourite book

TAKE A BREAK

Maths

- Number of the day
- Measurement - Mass: Using and estimating grams
- Complete 2 mathletics set tasks

Class Zoom Session

- 8pm: 4M, 3/4B, 3W
- 1:30pm: 4J, 3I

TAKE A BREAK

Science

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

READING - RECORDING A RETELL

Reading Learning intention

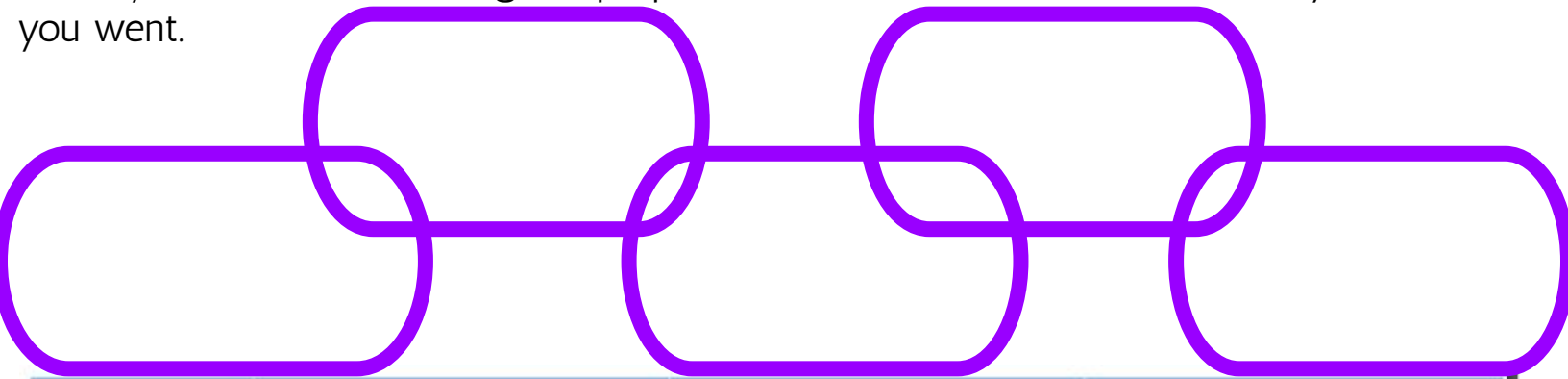
We are learning to retell a text

Success criteria:

Watch this video to see today's lesson explained!

Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's Wushka 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!





When you have finished, drag the purple ovals over the rubric to show how you think you went.



	Proficient—3	Adequate—2	Needs Attention—1
Main Ideas	Main ideas are identified. Examples are given to illustrate these ideas.	Most main ideas identified. Examples are less descriptive.	Main ideas essential to the text are overlooked. Few or no examples or descriptions of main ideas offered.
Supporting Details	Supporting details are clearly connected to the main ideas.	Supporting details are identified but are not told in association with main ideas.	Few or no supporting details offered.
Sequence	Sequence of retelling is accurate and reflects the order used by the author.	Sequence is similar to order in book, with some instances of "doubling back" during retelling.	Sequence is difficult to discern.
Accuracy	Facts are relayed accurately.	Retelling is mostly accurate, with few errors.	Retelling is inaccurate.
Inferences	Student makes connections within text (e.g., meaning of title, usefulness of information).	Student makes few associations between pieces of information in text.	Student makes no associations within text.

SPELLING - SOUNDWAVES UNIT 23



ir	ur	or	er
 bird	 world		
 nurse	 fern		

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: Peter: "Hey Jeffere, I heard your birthday is on Thursday, is that true?"
Jeffere: "Yes, it's on Thursday the third."

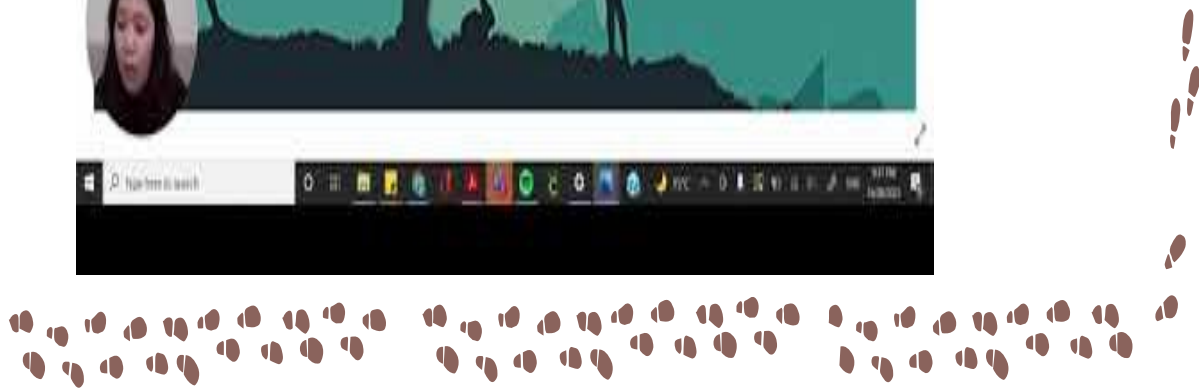
Rhyming Words

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

Spelling Word	Rhyming Word

WEDNESDAY

Listen to Ms Hoang read the first chapter of 'Aster's Good, Right Things'



Book Cover Art

Redesign the front cover of a book. Take an image of your design and upload it to the next slide.

To upload an image, click insert and then image. Find the location of your image and add it to the slide.

MATHS NUMBER OF THE DAY

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

My number is: 5454.

My number is:	5454
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 measure, order and compare objects using kilograms.

Success Criteria

- I can use the abbreviation kg for kilograms.
- I can use a balance or digital scale to measure mass.
- I know that objects with the same mass can be various shapes and sizes.
- I can compare masses and estimate whether one object has more or less mass than another object of 1kg.
- I can compare and order two or more objects according to mass.
- I can estimate the total mass of several objects to approximately 1kg.

Mass – grams

We use grams to measure items that are less than 1 kilogram. We use g for grams.

1 kilogram = 1 000 grams

$\frac{1}{2}$ kilogram = 500 grams

1 Write each mass in grams:

a seventy five grams

b eighty two grams

c five hundred grams

d one thousand grams


e Which one is the same as 1kg?

f Which one is the same as half a kilogram?

2 Which unit of mass would you use for each item – kilogram (kg) or gram (g)?

a 


b 

c 

d 

3 Estimate then measure the mass of each item:

a  Estimate _____
Measure _____

b  Estimate _____
Measure _____

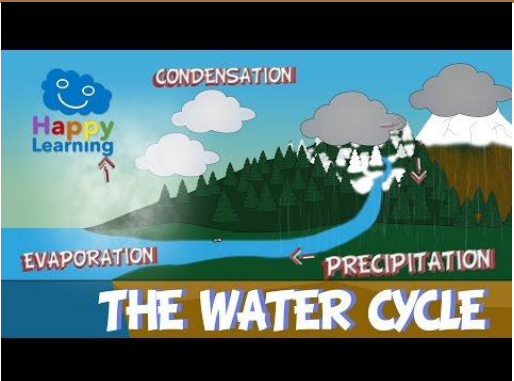
c  Estimate _____
Measure _____

4 Find items around your home that fit into each category. Try and get them as close as possible to the mass in each column.

Item	About 100 g	About 200 g	More than a kg
a			
b			
c			



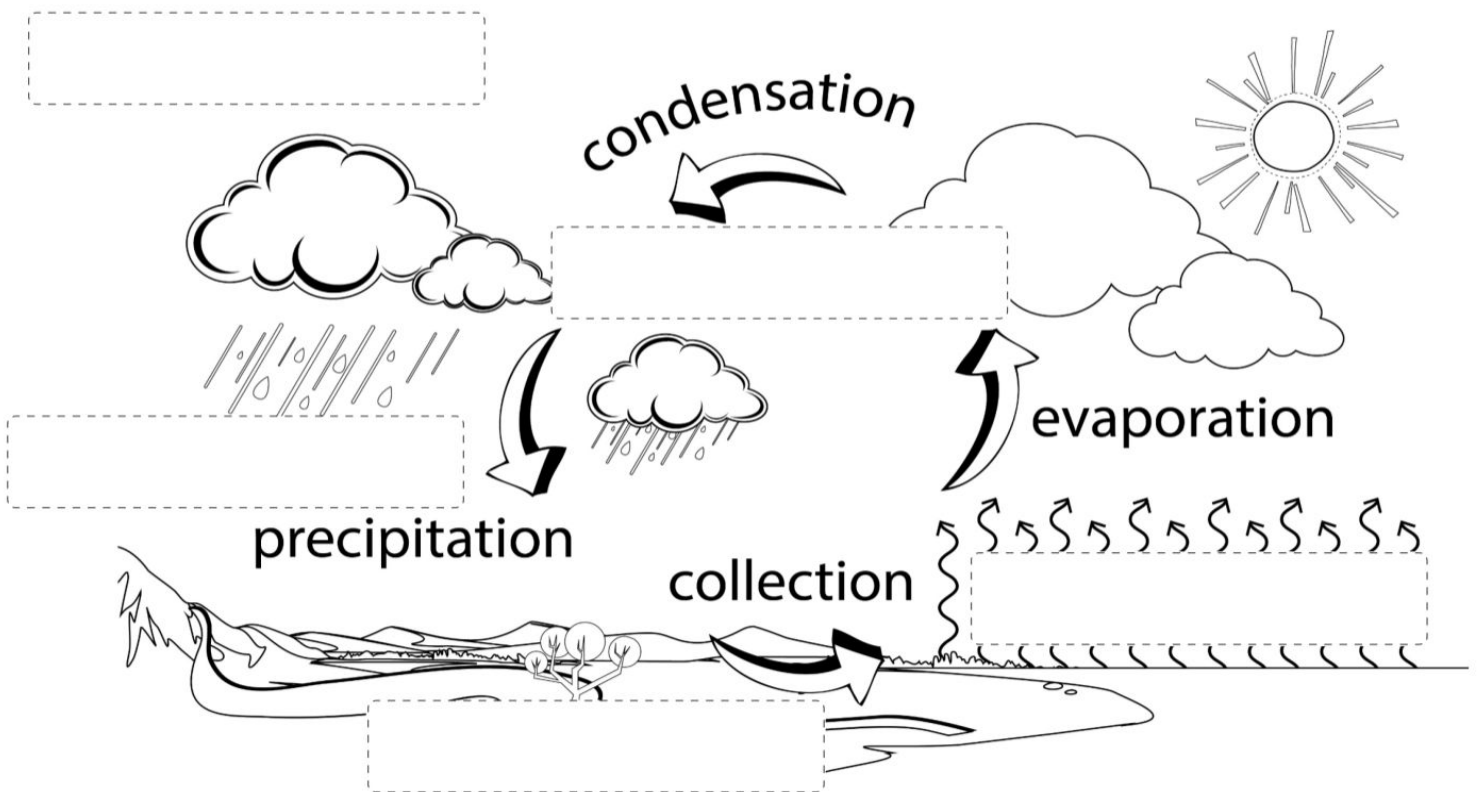
THE WATER CYCLE



Last week quite a few of you got a bit confused about which video to watch to learn about the water cycle (sorry, it was probably my fault).

Here is the video (on the left). Once you've watched the video, fill in the text boxes explaining what happens at every point in the water cycle.

The Water Cycle



THURSDAY WEEK 7 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Read the text and answer the questions..

Spelling

- Annotate the paragraph with the correct spelling and punctuation

Writing

- Rewrite the paragraph to create plot tension.

Wellbeing Break- Listen to Ms. Hoang read. Write a book review.

TAKE A BREAK

Maths

- Number ninja
- Measurement - Mass: Ordering and comparing
- Complete 2 mathematics set tasks

PDHPE:

- How can you be kind to yourself?
- TAKE A BREAK**

Geography: Mapping

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

Green highlighter - task you may receive feedback on

COMPREHENSION - COMPARE AND CONTRAST

Learning intention

We are learning answer literal and inferential questions

Success criter

- I can locate the answers to literal questions within a text

England and Wales

Compare
and
Contrast



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

England and Wales are two countries out of four that make up the United Kingdom and have their colours in the Union Jack flag. The other two countries are Scotland (with which England shares a border) and Northern Ireland. England and Wales share a border and also include parts of the UK's longest river, the River Severn. English is spoken in both countries, but in addition to this, many people in Wales speak Welsh.

There is plenty of traditional music and dance in both countries, including clog dancing as well as traditional industries such as coal mining. In addition to this, Wales has a big tradition of male voice choir singing whilst morris dancing and sword dancing are more specific to England. Wales, however, does have a large tradition of Eisteddfods which are festivals of literature, song and dance and include some serious competition.



List the things that England and Wales have in common.	
List the things that England has that Wales does not.	
List the things that Wales has that England does not.	

SPELLING - SOUNDWAVES UNIT 23



This paragraph contains 10 spelling and 2 punctuation errors. Can you fix it? Annotate around the paragraph by drawing an arrow and text box with the correction.

Journal

I was getting ready for bed, writing in my gurnal about the ordinary day I had when all of a sudden, I hurd the wooden firniture screech against the glass tiles. Furst I thought it was a berglar that broke into the house but then there wur footsteps that sounded familiar. I heard words being mermured by a voice I recognised. Who could this be I wondered. I peeped out from my bedroom door and lurned that the person was my older brother who had reterned home urly from werk.

WRITING

Olive stood frozen at the edge of the forest, she was scared. Hank, beside her, also would not move. A wolf walked through the trees toward them.

Create Conflict

Write an argument between the two characters, Olive and Hank. What might they disagree on as they stare down the wolf?

Keep It Short and Sharp

Rewrite the passage using short, sharp sentences to add dramatic impact and shock the reader.

Leave It Out

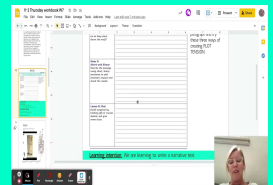
Build suspense by holding off on crucial details, but give some clues.

Today, you will use the same green paragraph and try these three ways of creating PLOT TENSION.

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

Success criteria:

- I can make my story more complex by adding other ideas.
- I can create tension in my story by using short, sharp sentences..
- I can use adjectives and adverbs to enhance my writing.



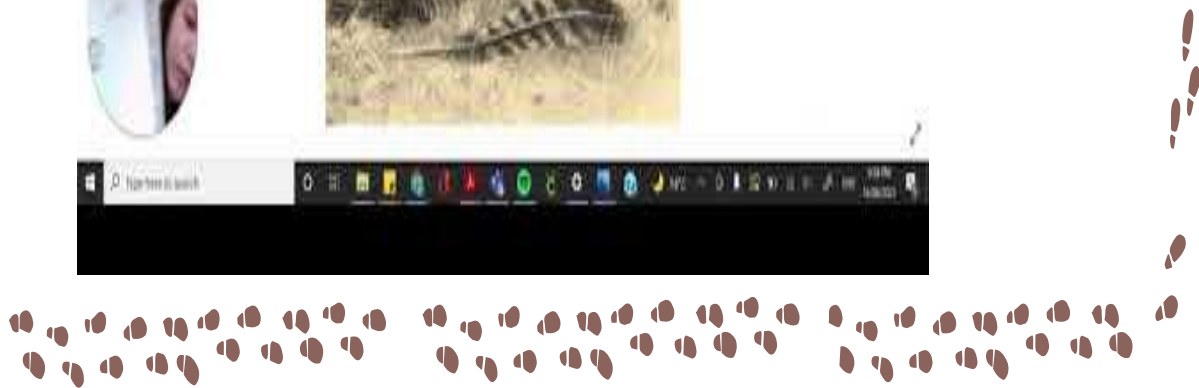
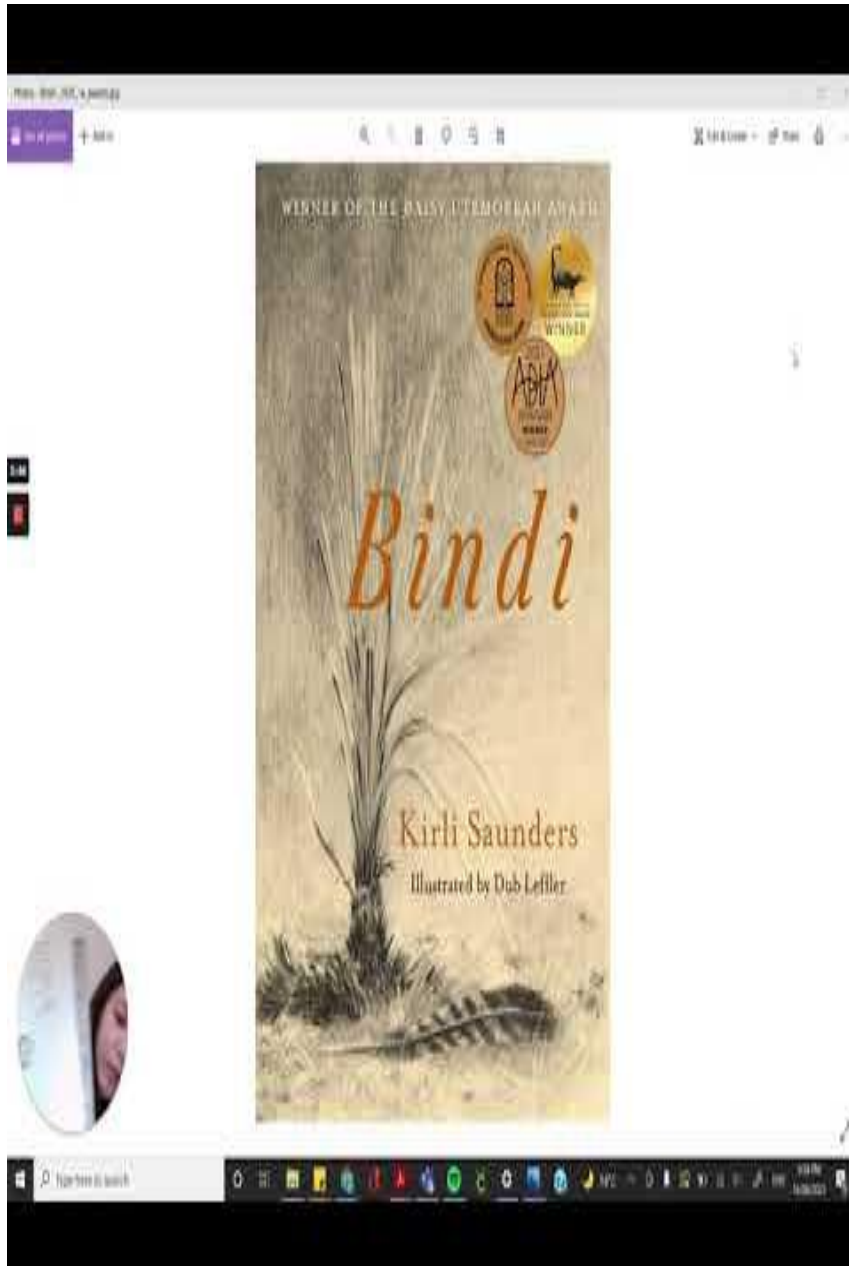
WELLBEING BREAK

Listen to Ms Hoang read.

Write a book review

THURSDAY

Listen to Ms Hoang read the first chapter of 'Bindi'



BOOK REVIEW

Write a book review. You can review one of the books you've listened to this week, or a book of your own choosing.

Book Title:		Author:	
Rating:		Illustrator:	
Plot: What happens? Are there any plot twists? Did you find the plot interesting?			
Characters: Who are the main characters? Who was your favourite character? Why?			
Your opinion: Did you like the book? What was your favourite part? Why?			
Recommend: Would you recommend this book to a friend?			

NUMBER NINJA



Q1	11		+	49	=			
Q1	25		+	32	=			
Q2	27		-	12	=			
Q3	5		x	5	=			
Q4	60		+	12	=			
Q5	38		-	24	=			
Q6	2		x	3	=			
Q7	10		x	24	=			
Q8	Round to nearest 10			82	=			
Q9	Double the number			27	=			
Q10	Halve the number			50	=			
Q11	Smallest:		1	9	4	2	5	=
Q12	Biggest:		8	8	6	1	0	=
Q13			62	+	82	=		
Q14			94	-	38	=		
Q15			25	÷	5	=		

MATHS

Learning Intention

We are learning to measure, order and compare objects using kilograms.

Success Criteria

- I can use the abbreviation kg for kilograms.
- I can use a balance or digital scale to measure mass.
- I know that objects with the same mass can be various shapes and sizes.
- I can compare masses and estimate whether one object has more or less mass than another object of 1kg.
- I can compare and order two or more objects according to mass.
- I can estimate the total mass of several objects to approximately 1kg.

Mass – grams

5 Research or estimate the mass of these items.

a Small can of tuna



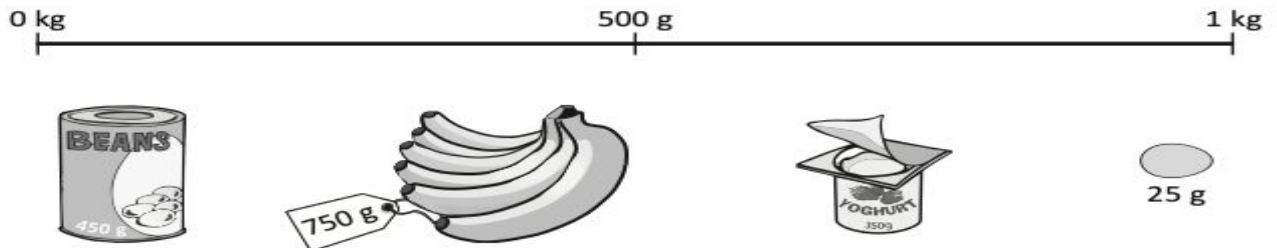
b Jar of pasta sauce



c Breakfast cereal



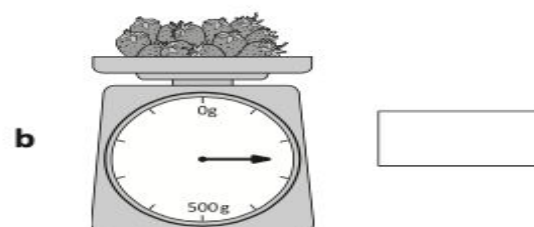
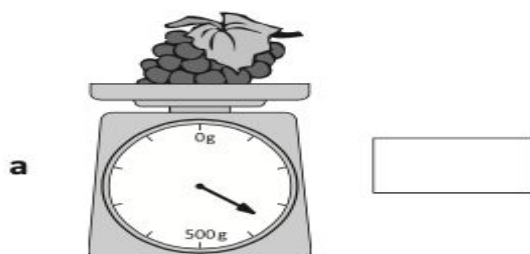
6 If the length of this line represents 1 kg and the marker in the middle is 500 g, where would these items go? Draw a line to connect them to the right place:



7 Decide whether the combined mass of the items pictured above weighs more or less than 1 kg.

- | | | | |
|---|---------------------------|--------------|--------------------------|
| a | baked beans and bananas | more or less | <input type="checkbox"/> |
| b | tub of yoghurt and an egg | more or less | <input type="checkbox"/> |
| c | bananas and the yoghurt | more or less | <input type="checkbox"/> |
| d | egg and bananas | more or less | <input type="checkbox"/> |

8 Write the mass of each type of fruit:

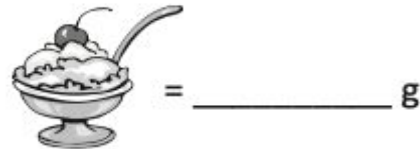
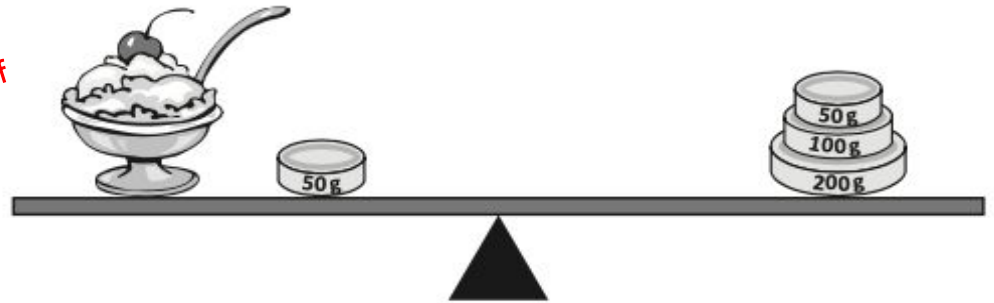




What to do

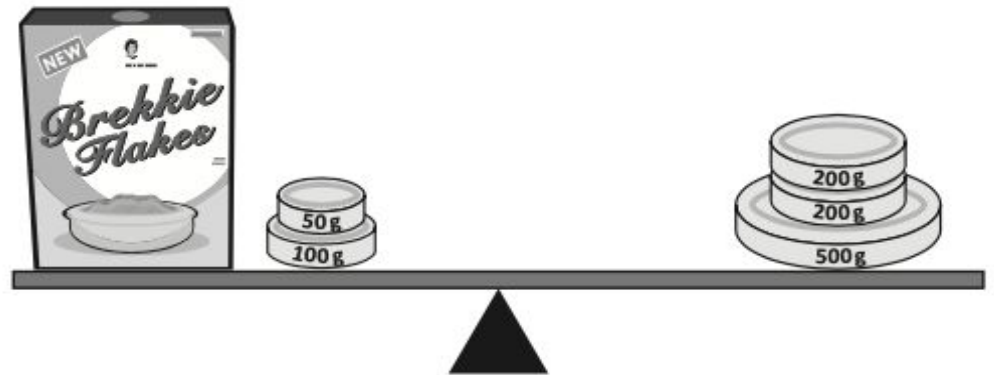
Find the mass of each of these items.

a

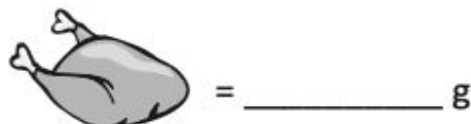
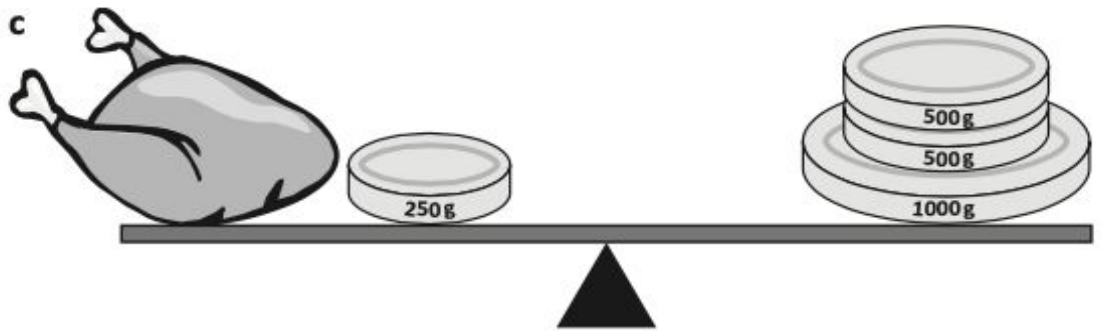


You're going to need to add up the total mass of the weights on the right hand side of each scale to calculate the mass. Of each item on the left.

b



c



NUMBER NINJA ANSWERS

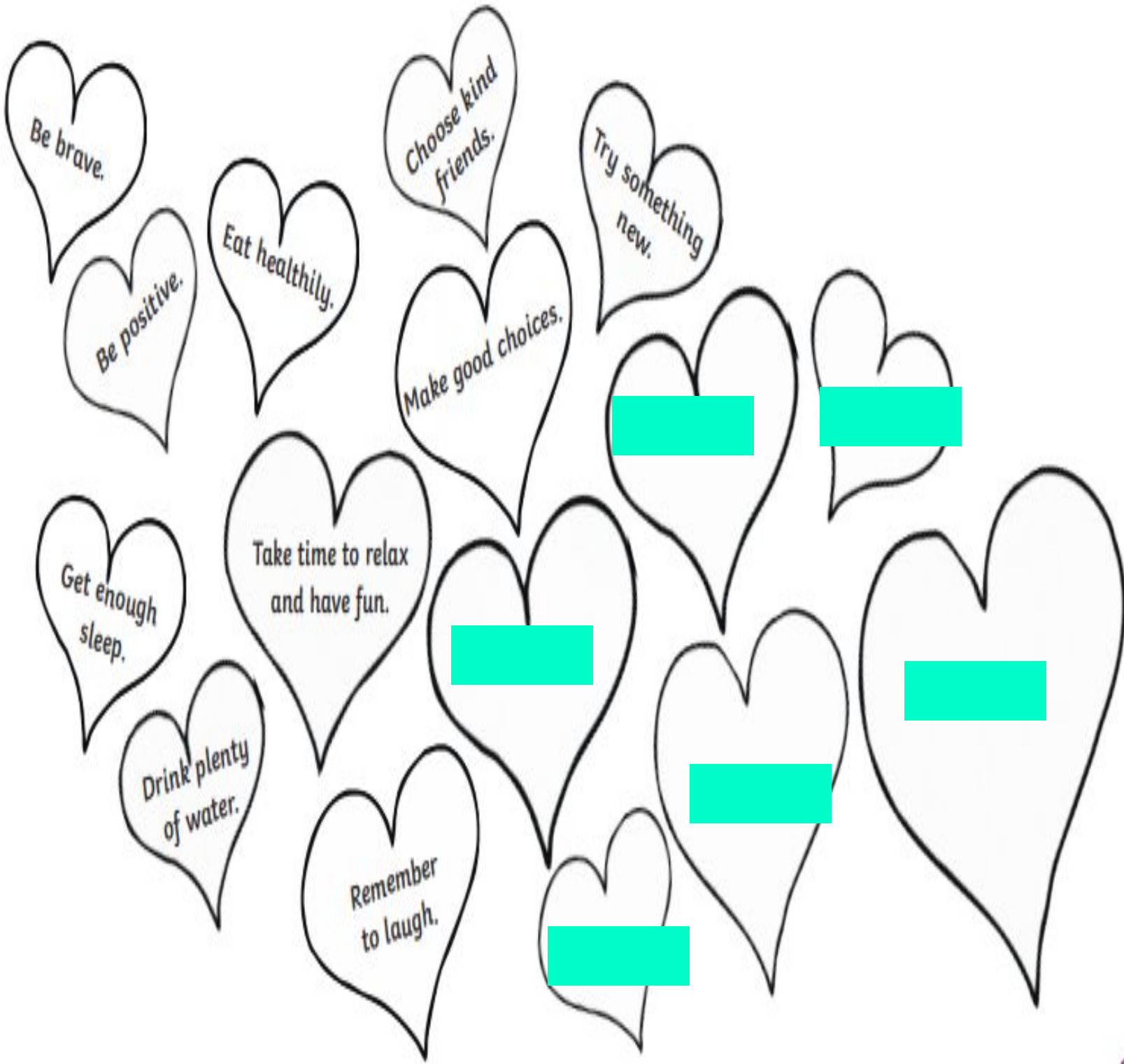
A1	57					
A2	15					
A3	25					
A4	72					
A5	14					
A6	6					
A7	240					
A8	80					
A9	54					
A10	25					
A11	1	2	4	5	9	
A12	8	8	6	1	0	
A13	144					
A14	56					
A15	5					

How Can You Be Kind to Yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.

Have you ever thought about how you can be kind to **yourself**? Using the hearts below, write your own ideas about how you can be kind to yourself. Some ideas have been given to start you off.

Once you have recorded these ideas, start to think about how you can carry out these ideas to be kind to yourself.



GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

Learning Intention: Students Learn to use Grid Maps and apply the skill to locate major natural Features in Australia

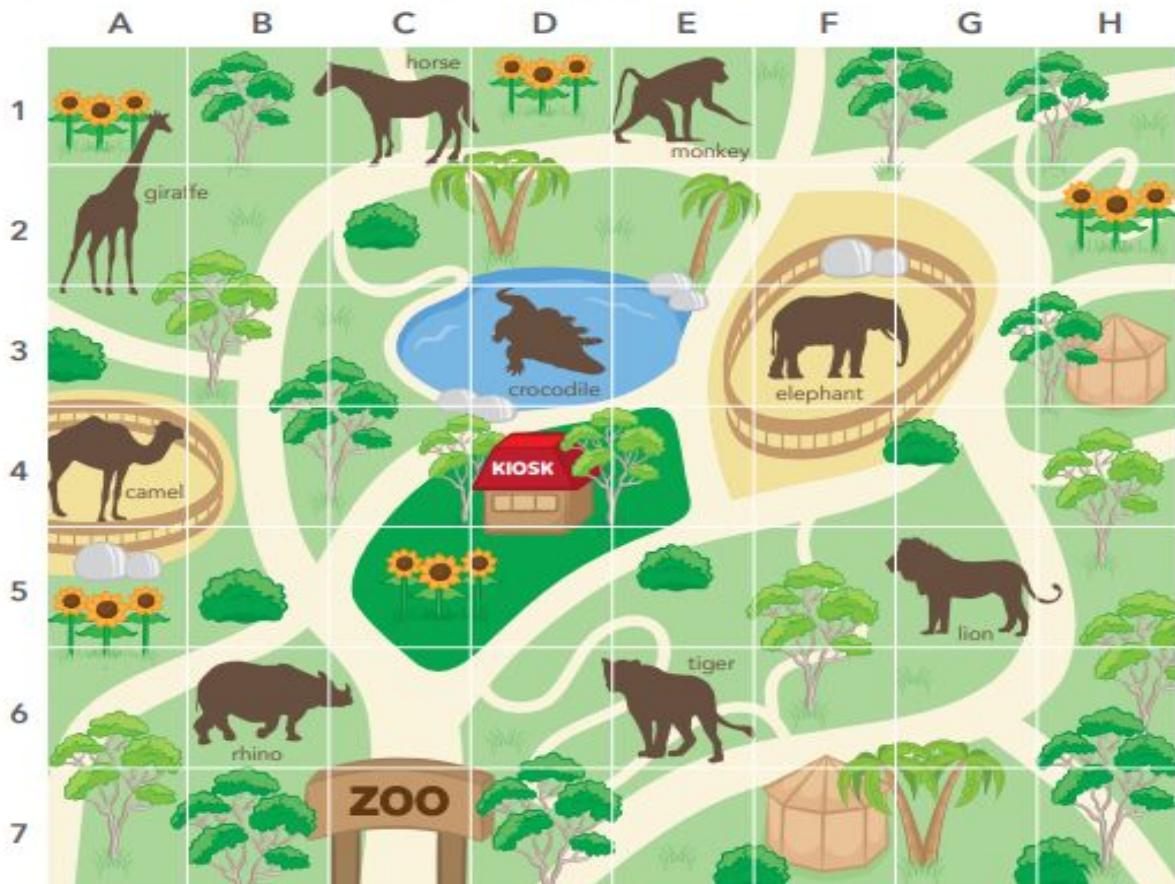
- Use standard cartographic conventions of symbols and naming conventions

Key Concepts, Skills and Understandings-Students learn to use Grid Maps and apply the skill to locate major natural features in Australia.

Why do we use maps?

- 1  Look at the coloured grid map.

A grid helps you to find places on a map. Always read across then down. For example, to find the crocodile on the map below, go across to D and then down to 3. The grid name is D3. Write the grid names for the other animals.



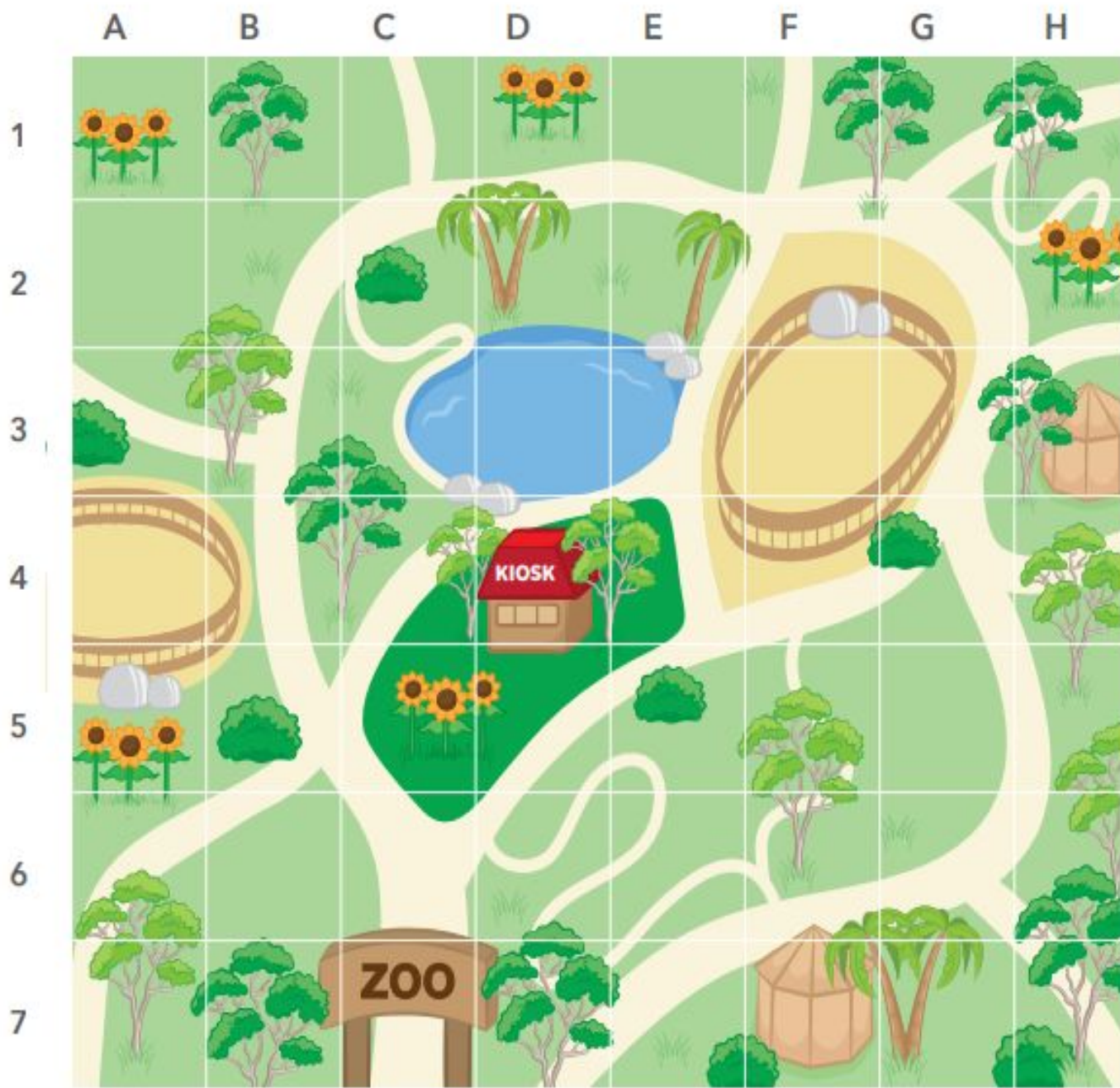
crocodile	D3	camel		rhino	
horse		giraffe		tiger	
monkey		elephant		lion	

2



Look at the coloured map.

Can you draw the animals in the correct grid squares?



kangaroo F1		emu E6		wombat F7	
echidna A2		platypus D3		lyrebird G5	
koala B6		camel F3		dingo A4	

FRIDAY WEEK 7 TO DO: YEAR 3

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Listen/read along to the first two chapters of The BFG by Roal Dahl, using the video
- Complete a detailed illustration representing something from the reading. Take a photo of your picture and upload it

Spelling

- Use the clues to finish the word
- Change the ending of each word

Writing

- Rewrite the paragraph using a simile.

WELLBEING BREAK - Listen to Ms. Hoang read. Upload an image of you in costume or image of your favourite book.

TAKE A BREAK

Maths

- Measurement - Mass: General questions
- Complete 2 mathematics set tasks
- TAKE A BREAK**

Class Zoom Session

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

Book Week Parade

Dance -

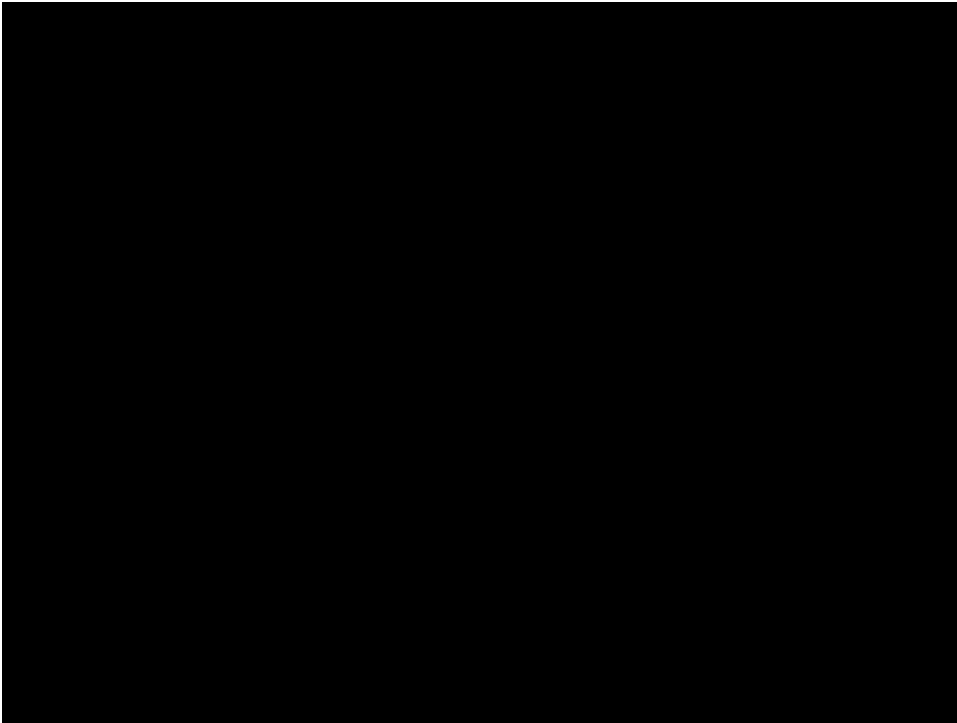
- Complete today's dance lesson and the Daffodil Day art activity

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

Green highlighter - task you may receive feedback on

CLASS NOVEL - 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.
- Then complete a detailed illustration representing something from the first chapter. Take a photo of your picture and upload it below.



SPELLING YEAR 3 - SOUNDWAVES UNIT 23

The soundwaves password is:

Year 3 - work212



1. Use the clues to finish the words.

1. Boy and: G_____

2. Not clean: D_____

3. After second: T_____

4. Before second: F_____

5. A round shape: C_____

6: Three tens: T_____

7. Three plus ten: T_____

8: Date of birth: B_____

2. Rewrite the word by adding 'es' or 's'.

1. Search

1.

2. Birthday

2.

3. Church

3.

4. Third

4.

WELLBEING BREAK

Listen to Ms Hoang read.

Upload an image of you in costume or
an image of your favourite book.



WRITING

Olive stood frozen at the edge of the forest, she was scared. Hank, beside her, also would not move. A wolf walked through the trees toward them.

Today you are going to add a **simile** to the green paragraph.

A **simile** is a comparison using 'like' or 'as'. For example; The dog's fur was **like** silk.

Or Tim's eyes were as green **as** grass.

Now your turn. Rewrite the paragraph and try to add a **simile**, or more than one if you can!

Learning intention:

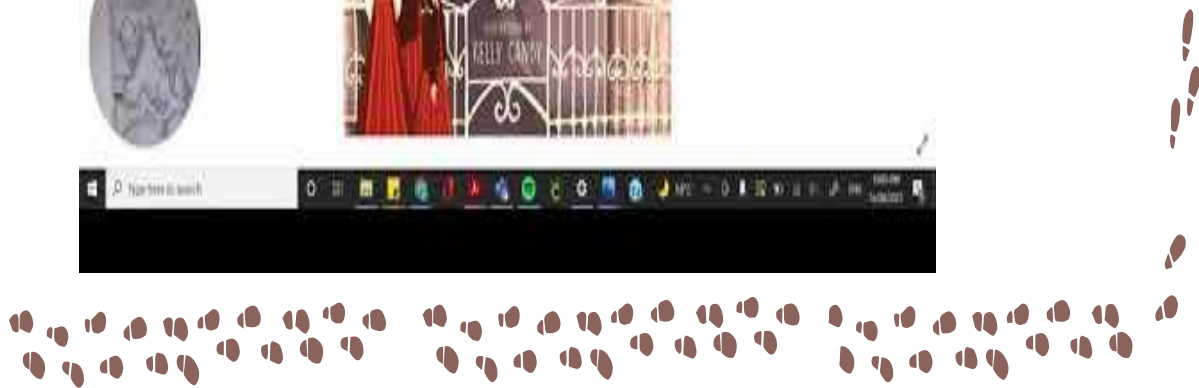
We are learning to write a narrative text.

Success criteria:

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

FRIDAY





Listen to Ms Hoang read the first chapter of 'The Stolen Prince of Cloudburst'.





FRIDAY ACTIVITY

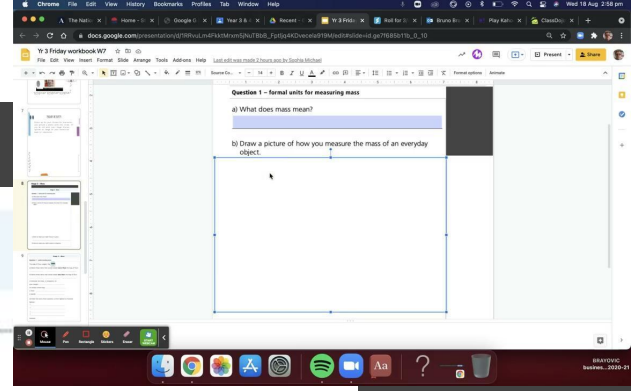
Dress up as your favourite character and upload a photo onto the slide. If you do not want your image shared, upload an image of your favourite book or character.



Stage 2 – Mass



Stage 2 – Mass



Question 1 – formal units for measuring mass

a) What does mass mean?

b) Draw a picture of how you measure the mass of an everyday object.

c) Name an object you might measure in grams.

d) Name an object you might measure in kilograms.

Question 2 – understanding mass

This bag of flour weighs 1kg.



a) Name three items that would weigh **more than** the bag of flour.

b) Name three items that would weigh **less than** the bag of flour.

c) Estimate the mass, in kilograms, of:

your weight: _____

an empty school bag: _____

a chair: _____

a laptop: _____

d) Order the items from question c) from lightest to heaviest.

lightest

1.

2.

3.

4.

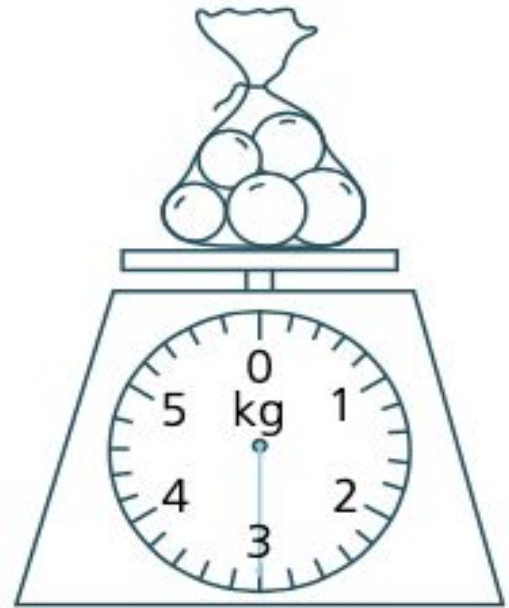
heaviest

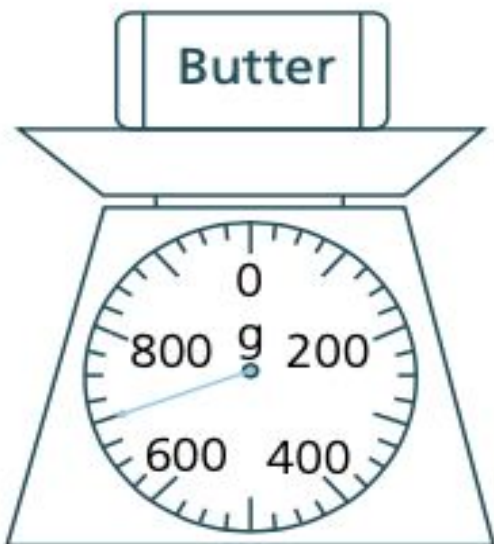
Question 3 – recording mass

Record the mass of the following objects in both kilograms and grams.

Use the top line to write your answer in kilograms and the bottom line for your answer in grams.







DANCE WITH GOT GAME



DAFFODIL DAY ART

Did you know today is Daffodil Day? Daffodil Day is held annually to raise funds for cancer research.

Fill the different sections with line patterns and then colour in.

