

# Remote learning Grid – Week 8 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 30.8.21	Tuesday 31.8.21	Wednesday 1.9.21	Thursday 2.9.21	Friday 3.9.21
Morning	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Log into Wushka, read text and complete quiz</li> <li>Record any words or phrases that you didn't understand. How can you find out what they mean? Pick one and explain the meaning.</li> <li>Silent read for 15 minutes.</li> </ul> <p>Mercury - The eruption of Mt Pelee Venus - Go buggy Earth - Hunting Dragons Mars - Wind power</p> <p><b>Spelling:</b></p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes</li> <li>Describe what happened to the main character in your wushka text</li> <li>Would you have behaved differently if you were in their situation?</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Choose 5 words from Soundwaves Unit 24 and write an interesting sentence for each word that includes</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes</li> <li>Read or listen to the story My Mum's best Friend is an Alien and come up with reasons for and against whether she actually is an alien!</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Write a conversation using list words. Choose 5 spelling words and make up rhyming words.</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes.</li> <li>Read the end of yesterday's story and answer the question</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Edit paragraph with the correct spelling and punctuation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing a narrative. Writing using similes and metaphors</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes.</li> <li>Listen/read along to the BFG and then answer the questions.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Highlight words that contain the phoneme</li> <li>Rewrite the underlined words as a contraction</li> </ul> <p><b>Writing:</b></p>

	<ul style="list-style-type: none"> <li>Choose 10 words from Soundwaves Unit 24. Brainstorm 15 words with the phoneme. Segment using Soundwaves online.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Journal Writing. Writing about how you are feeling today.</li> <li>Sentence of the day. Write 3 sentences</li> </ul>	<p>adjectives and conjunctions. Underline the word that you used from your spelling list.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><b>BTN:</b> Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story.</li> </ul>	<p><b>Writing:</b></p> <p>Writing narratives: writing using simile and metaphor</p>		<ul style="list-style-type: none"> <li>Writing a narrative.</li> <li>Writing an orientation using simile and metaphor.</li> </ul>
Wellbeing break	Flower Power	Glitter shaker	Draw your dream house	How many things you can find around your house that are blue?	Play musical statues
Break					

Middle	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b></li> </ul> <p>Complete Number of the Day activity described in your daily workbook</p> <p><b>Topic: Addition &amp; Subtraction</b></p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> <li>• Login to Mathletics and complete 2 of the tasks assigned</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Ninja</b></li> </ul> <p><b>Topic: Addition &amp; Subtraction</b></p> <p>Year 3 - Complete the activities assigned in your daily workbook.</p> <ul style="list-style-type: none"> <li>• Login to Mathletics and complete 2 of the tasks assigned.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day:</b></li> </ul> <p>Complete Number of the Day activity described in your daily workbook.</p> <p><b>Topic: Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• Complete the activities assigned in your daily workbook.</li> <li>• <b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> </ul> <p><b>Class Zoom Session</b></p> <ul style="list-style-type: none"> <li>• 1pm: 4M, 3/4B, 3W</li> <li>• 1:30pm: 4J, 3I</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Ninja.</b></li> </ul> <p><b>Topic: Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• Complete the activities assigned in your daily workbook.</li> <li>• <b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> </ul> <p><b>PDHPE:</b></p> <ul style="list-style-type: none"> <li>• Write an acrostic poem for the word INCLUSION</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number of the day</b></li> </ul> <p>Complete Number of the Day activity described in your daily workbook.</p> <p><b>Topic: Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• Complete the activities assigned in your daily workbook.</li> <li>• <b>Mathletics:</b> Login to Mathletics and go on to Live Mathletics.</li> </ul> <p><b>Class Zoom Session -</b></p> <ul style="list-style-type: none"> <li>• 1pm: 4M, 3/4B, 3W</li> <li>• 1:30pm: 4J, 3I</li> </ul>
Break	Break	Break	Break	Break	Break
Afternoon	<p><b>Library</b></p> <ul style="list-style-type: none"> <li>• Practising your note taking skills</li> </ul>	<p><b>KLA PE with Mr Ellis</b></p> <ul style="list-style-type: none"> <li>• Explore your fitness with Mr Ellis' at home challenges</li> </ul>	<p><b>KLA- Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Earth &amp; Space</li> <li>• Exploring Geology</li> <li>• Complete the task assigned</li> </ul>	<p><b>KLA- HSIE: Geography Climate and Weather</b></p> <p>What is the difference between <b>weather and climate?</b></p>	<p><b>KLA Creative arts</b></p> <ul style="list-style-type: none"> <li>• Follow along with the dance lesson</li> <li>• OR, complete the sketching activity</li> </ul>

# MONDAY WEEK 8 TO DO: YEAR 3

## Reading

- Log into Wushka, read text and complete quiz
- Record any words or phrases that you didn't understand. How can you find out what they mean? Pick one and explain the meaning.
- Silent read for 15 minutes. Record your book here.
  - Book read:
  - Pages read:

## Spelling

- Log on to Soundwaves Unit 24
- 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 - Flower Power

## **TAKE A BREAK**

## Maths

- Number of the day
- Addition & Subtraction - Inverse operation
- Complete 2 mathematics/study ladder 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 monitor our understanding as we read.

## Success criteria:

- I can monitor for meaning using phonic knowledge and contextual

knowledge and selecting strategies such as re-reading and reading on

1. Log in to [Wushka](#), read your text and complete the quiz.
2. Today we are focussing on self monitoring as we read - using the table below, copy in any words or phrases that you do not understand from your wushka text.. How can you find out what these words or phrases mean?

Words or phrases I didn't understand	How can I find out what they mean?

Pick one word or phrase from above and explain what it means using your own words.

# SPELLING - SOUNDWAVES UNIT 24



t tt

 tiger

 button

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 24. Type them in below.

Brainstorm 15 words that have the 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 what the house looks like!



This house 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

**Flower Power** – Take a magnifying glass outside and lie on your front, on the grass. Use the magnifying glass to focus your attention on something small on the ground: a leaf, a flower, a blade of grass or an insect. Take your time to really notice the details of your chosen object.



# MATHS NUMBER OF THE DAY

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

My number is: 7079

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	



# MATHS

## Learning Intention

We are learning to recognise and explain the connection between addition and subtraction.

## Success Criteria

- I can show how addition and subtraction are the opposite of each other (inverse operation)
- I can explain and check solutions to problems, including by using the inverse operation

## ADDITION & SUBTRACTION - NUMBER FACTS

Solve the following addition and subtraction problems MENTALLY. That means no fingers, no paper, no calculators, just good old fashioned brain power.

$3 + 7 =$

$10 - 7 =$

$4 + 11 =$

$15 - 11 =$

$2 + 19 =$

$21 - 19 =$

$15 + 6 =$

$21 - 6 =$

$11 + 9 =$

$20 - 11 =$

$23 + 17 =$

$40 - 17 =$

$40 + 21 =$

$61 - 21 =$

$18 + 13 =$

$31 - 13 =$

$70 + 32 =$

$102 + 70 =$

$102 + 50 =$

$152 - 50 =$

Did you notice anything particularly interesting about these addition and subtraction facts? What did you notice?

# ADDITION & SUBTRACTION - INVERSE OPERATION

*inverse = the opposite*

*operation = one of the four ways we solve maths problems  
(addition, subtraction, multiplication, division)*

As I'm sure most of you know, when we perform an addition operation, we can reverse it by using subtraction. This is because they are the opposite operation of each other. They are INVERSE OPERATIONS.

## EXAMPLE:

$$3 + 2 = 5$$

$$5 - 2 = 3$$

$$5 - 3 = 2$$

This is what you should have noticed about the addition and subtraction tasks from the previous slide.

Complete the inverse operation of the following problems (when turning addition into subtraction, you only need to give me one answer, not both).

Eg:  $12 + 7 = 19$       **SO**       $9 - 12 = 7$

1.  $21 + 9 =$       **SO**

2.  $42 + 42 =$       **SO**

3.  $6 + 17 =$       **SO**

4.  $29 - 11 =$       **SO**

5.  $101 - 99 =$       **SO**

6.  $63 - 17 =$       **SO**

7.  $31 + 19 =$       **SO**

# LIBRARY RESEARCH SKILLS - NOTE TAKING

Research a famous scientist or inventor of your choice. You can choose a scientist or inventor below or come up with your own.

- Albert Einstein
- Marie Curie
- Isaac Newton
- Charles Darwin
- Ada Lovelace

Fill in the note taking template below about what you've learned about the author

<b>Main Idea</b>
-
<b>Key Vocabulary</b>
- - -
<b>Important Information</b>
- - - - -
<b>Source</b>
- - -

# TUESDAY WEEK 8 TO DO: YEAR 3

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Describe what happened to the main character in your wushka text
- Would you have behaved differently if you were in their situation?

## Spelling

- Write a sentence for five of your spelling words

## Writing

- BTN - summarise one story

## Wellbeing Break - Glitter shaker

**TAKE A BREAK**

## Maths

- Number ninja
- Addition & Subtraction - Word problems with inverse operation
- 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 pose and answer inferential questions

## Success criteria

- I can *infer* why a character behaved the way they did
1. Describe what happens to the main character in the wushka text, in a few sentences.
  2. Put yourself in the position of the main character. How would you respond to the situation that the character is dealing with? Explain your thoughts!

# SPELLING - SOUNDWAVES UNIT 24



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 - Glitter Shaker

Make your own glitter shaker by filling an empty jar with water almost to the top. Add a few drops of food colouring (in a colour of your choice) and stir with a spoon. Add a large spoonful of biodegradable glitter, then stir in a small tube of glitter glue. Seal the jar with a lid and secure with tape. Shake the jar and watch the glitter settle.



# NUMBER NINJA

Click on the timer ----->



Q1	47		+	9	=			
Q2	44		-	19	=			
Q3	7		x	10	=			
Q4	32		+	34	=			
Q5	64		-	19	=			
Q6	3		x	5	=			
Q7	100		x	8	=			
Q8	Round to nearest 10			55	=			
Q9	Double the number			49	=			
Q10	Halve the number			10	=			
Q11	Smallest:		0	1	6	3	2	=
Q12	Biggest:		6	3	2	3	7	=
Q13			77	+	42	=		
Q14			75	-	30	=		
Q15			10	÷	5	=		



## Learning Intention

We are learning to recognise and explain the connection between addition and subtraction.

## Success Criteria

- I can show how addition and subtraction are the opposite of each other (inverse operation)
- I can explain and check solutions to problems, including by using the inverse operation

## ADDITION & SUBTRACTION - WORD PROBLEMS USING INVERSE OPERATION

Ok, let's do something a bit different. Read the following word problems and write them as both addition AND subtraction problems, using numerals (not words). Follow the example below and write your answers in exactly this way.

**Example question:** A school has 125 kids in it, but 99 are away because of COVID restrictions. How many kids are at school?

**Your answer:**

$$125 - 99 = 26$$

$$125 - 26 = 99$$

$$99 + 26 = 125$$

1. A netball team has a squad of 13 players but only 7 players take the court at any time. How many players are on the bench?
2. A group of 33 hikers go walking in the woods but 14 of them get lost. How many are not lost?
3. In a class of 27 students, 9 of them are left handed. How many right handed students are there?
4. A packet of M&Ms has 80 M&Ms in it. My 4 year old son has eaten half of them and I've only eaten 10 of them. How many M&Ms are left?
5. My birthday is in 47 days, but your birthday is in 12 days. How many days after your birthday is my birthday?

## Subtraction mental strategies – related facts

Knowing one addition fact means you also know two related subtraction facts.  
Because  $7 + 3 = 10$  you also know that  $10 - 7 = 3$  and  $10 - 3 = 7$

- 1 Show the related addition and subtraction facts for each set of digits. The first one is partially completed for you.

a

8	4	12	
8	+	4	=
4	+	8	=
12	-	4	=
12	-	8	=

b

7	9	16	
33	+		=
	+		=
	-		=
	-		=

c

13	7	20	
	+		=
	+		=
	-		=
	-		=

d

10	8	18	
	+		=
	+		=
	-		=
	-		=

- 2 Ring a section of the dots in each box and write a related number sentence for each. The first one is partially done for you.

a

$$8 + \square = 19$$

b

$$\square + \square = 18$$

c

$$\square + \square = 16$$

# NUMBER NINJA ANSWERS

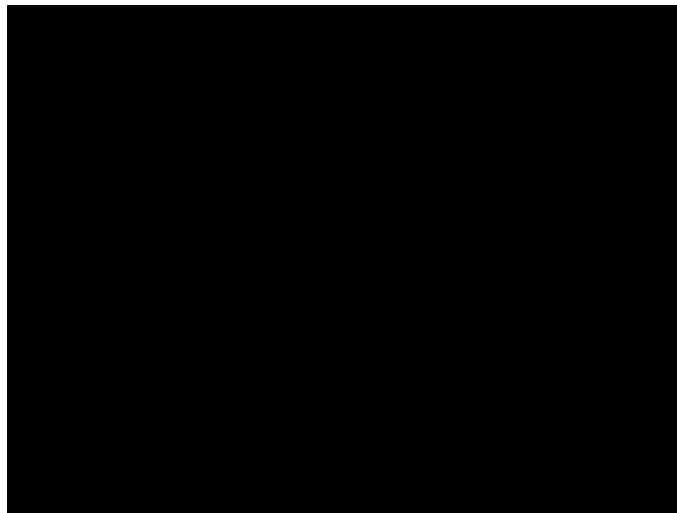
A1	56				
A2	25				
A3	70				
A4	66				
A5	45				
A6	15				
A7	800				
A8	60				
A9	98				
A10	5				
A11	0	1	2	3	6
A12	7	6	3	3	2
A13	119				
A14	45				
A15	2				

# P.E CRICKET AND RUGBY LEAGUE SKILLS

Ahoy there Team! I hope you enjoyed last week's lesson on Soccer and Basketball and the Fundamental Movement Skills used in those particular sports. This week we move on to Rugby League and Cricket.

Rob, Wes and I had a lot of fun and laughs creating the active video for this week and we hope you do too! Click on the link below to access it.

Mr Ellis



Extra activities

[Cricket bowling with Michelle](#)

[Cricket batting with Michelle](#)

[Cricket fielding with Michelle](#)

[Rugby footwork with Emily](#)

[Rugby passing with Emily](#)

[Rugby kicking with Emily](#)

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

[https://kahoot.it/challenge/07736239?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1629847855170](https://kahoot.it/challenge/07736239?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847855170)

[https://kahoot.it/challenge/09607627?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1629847918576](https://kahoot.it/challenge/09607627?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847918576)

[https://kahoot.it/challenge/08038155?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1629847950517](https://kahoot.it/challenge/08038155?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847950517)

[https://kahoot.it/challenge/02722534?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1629847981150](https://kahoot.it/challenge/02722534?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629847981150)

# WEDNESDAY WEEK 8 TO DO: YEAR 3

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read: \_\_\_\_\_ Pages read: \_\_\_\_\_
- Read or listen to the story My Mum's best Friend is an Alien and come up with reasons for and against whether she actually is an alien!

## Spelling

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

## Writing

Writing a narrative: metaphors and similies

Wellbeing Break - Draw your dream house

**TAKE A BREAK**

## Maths

- Number of the day
- Addition & Subtraction - Inverse operation to check answers
- Complete 2 mathletics set tasks

**TAKE A BREAK**

### Class Zoom Session

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

## Science

- The water cycle

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

Green highlighter - task you may receive feedback on

# MY MUM'S BEST FRIEND IS AN ALIEN



MANDY NOVA APPEARED out of nowhere and parked her purple and green rickety old house-bus in Mr Matheson's lower paddock, not far from our house. The next week, Mum invited Mandy over for dinner to make her feel welcome, and they really hit it off. They're both into yoga, and they both don't eat meat.

But from the first moment I met Mandy, I knew there was something very odd about her.

\* \* \*

Five reasons why I think Mum's best friend is an alien:

Reason 1. Rizzo, my best mate, works at the only garage in town. He says Mandy's never been in with her bus to fill up. We reckon it must use special space fuel, like stardust or liquid asteroid.

Reason 2. Two weeks ago, Rizzo and I were passing the paddock where Mandy's bus was parked. Mandy was standing outside in the moonlight, arms lifted up to the stars, chanting. We both reckon she was talking to an alien spaceship, giving them her latest report on life among humans.

Reason 3. Last week, Mum and I went round to Mandy's for dinner. I noticed a notebook lying open on the table. There were strange markings scribbled inside. An alien language!

Reason 4. On Monday, I overheard Mandy talking on her phone. She wasn't speaking English. She must have been talking to another alien who is also hiding on Earth.

Reason 5. Yesterday, Rizzo saw Mandy Nova outside her bus. She had masses of tentacles sprouting from her head! If that's not proof she's an alien, I don't know what is!

\* \* \*



Five reasons why Mum reckons I'm mad and her friend isn't an alien:

Reason 1. When I told her about Mandy's bus, she said, 'Don't be silly. Her bus runs on biofuel made from pig poo. It's the fuel of the future.' So much for my first reason ...

Reason 2. Mum says that when Rizzo and I saw Mandy standing in the moonlight, chanting, she was just meditating. Mum said that Mandy is a hippy just like her, and that Rizzo and I should stop spying on her friend.

Reason 3. Mum laughed when I mentioned the strange markings in Mandy's notebook. 'Have you ever heard of shorthand?' she asked. 'It's a way of writing really fast. It looks just like squiggles.' Mum says Mandy's writing a book. It's called *Eco-friendly Living: The Way of the Future*.

Reason 4. Mum laughed harder when I mentioned the alien language I heard her best friend using on the phone. She said Mandy is from a country where English isn't the first language, and Mandy uses the other language when she's on the phone to her relatives.

Reason 5. When I told Mum about Mandy's tentacles, she cracked up and couldn't stop laughing for a whole minute. 'Rizzo's crazy!' she gasped. 'I helped Mandy braid her hair into dreadlocks yesterday morning.'



So much for tentacles.

But I still reckon Mandy is an alien, no matter what Mum says.

\* \* \*

Tonight, Mum asked me to go to the alien's spaceship ... I mean, Mandy's bus.

'Please take her some of this vegie pie I've made,' Mum commanded.

'Do you reckon aliens eat pie?' I asked.

'If Mandy's an alien, I'll eat my hat,' snapped Mum. Mum has a huge straw hat with dozens of feathers and twigs and stuff attached.

It was nearly dark when I reached the bus.

'Come inside for a moment,' said Mandy, taking the vegie pie out of my hands. Her eyes twinkled like stars.

'Um ... no, thanks,' I said. 'I'd better get back.'

'Okay, dear,' she said. 'But before you go, could you do me a favour? Can you give your mum this?' She handed me her notebook. 'I've finished my book. I'd like her to try to get it published, so everyone can enjoy eco-friendly living.'

'Sure,' I said. 'But why do you need Mum to do it?'

'I have to go away, dear,' she said sadly. 'I might come back one day, though, to see if the book has been a success. And to eat some more of your mum's excellent vegie pie.'

The first stars appeared as I walked across the paddock. When I reached the gate, I looked back over my shoulder. Mandy's bus coughed to life. Smoke billowed out of it. What a rust bucket! Constable Morris would probably give her a ticket if he caught her.

But then I realised Constable Morris wouldn't be able to catch her. I also wondered if Mum would like a bowl of custard to help her hat go down a bit better.

*To be continued....*



# READING

*Watch this video to see today's lesson explained!*

## Learning intention

We are learning answer literal and inferential questions

## Success criteria

- I can locate the answers to literal questions within a text
- I can give evidence from the text to support inferences

I have removed the last paragraph of the story. Sorry! You will get to read it tomorrow. Today you will be text detectives and look for clues in the story to make an informed decision about whether Mandy is an alien or not. Use the chart below to record 'reasons for' Mandy being an alien, and 'reasons against' Mandy being an alien.

Reasons for	Reasons against
Mandy has never filled up her bus at the garage.	Her bus runs on bio-fuel so she doesn't need to fill up at the garage.

**So what do you think? Is Mandy an alien or not? Give your opinion below and back it up with evidence!**

*I think...*



# SPELLING - SOUNDWAVES UNIT 24



† †



tiger



button

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

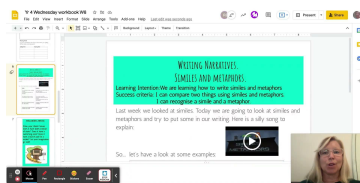
Log on to Soundwaves and choose 5 words from your spelling list then make up rhyming words.

Spelling Word	Rhyming Word

# WRITING NARRATIVES. SIMILES AND METAPHORS.

**Learning Intention:** We are learning how to write similes and metaphors  
**Success criteria:** I can compare two things using similes and metaphors.  
 I can recognise a simile and a metaphor.

Last week we looked at similes. Today we are going to look at similes and metaphors and try to put some in our writing. Here is a silly song to explain:



So... let's have a look at some examples:

Similes	Metaphors
His moustache was like a creeping caterpillar. (comparing the moustache to a caterpillar)	My grandma, a wise old owl, tells me many good stories. (comparing grandma to an owl)
The dog was as big as a horse. (comparing the dog to a horse)	The princess was a fluffy marshmallow, billowing around her shoulders. (comparing the princess' dress to a marshmallow)
Now you try! Compare a cat to a lion. Use a simile.	Compare a house to a castle. Use a metaphor
Compare a the sound of the wind to a flute. Use a simile.	Compare a dog's fur to a carpet. Use a metaphor.

# WELLBEING BREAK

Draw your dream house. Does it have slides instead of stairs? Does it have a swimming pool? Does it have a launch pad for a rocket? Let your imagination go wild!

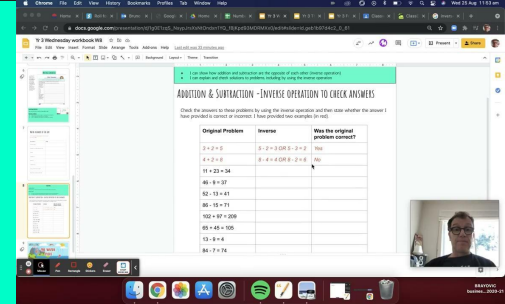


# MATHS NUMBER OF THE DAY

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

My number is: 9199.

My number is:	9199
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 recognise and explain the connection between addition and subtraction.

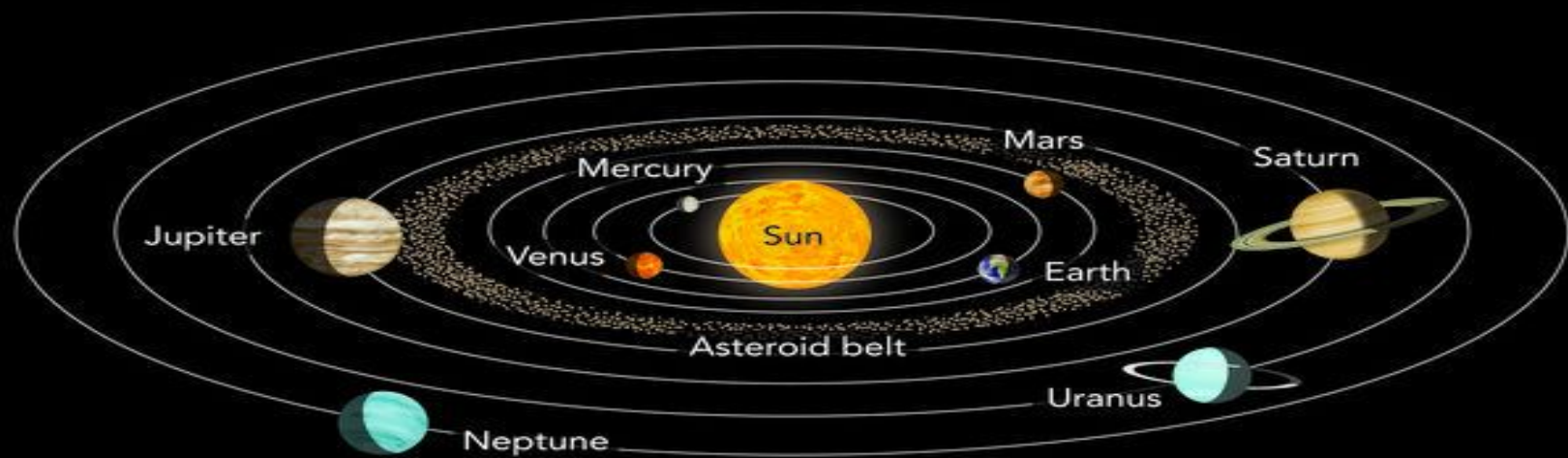
## Success Criteria

- I can show how addition and subtraction are the opposite of each other (inverse operation)
- I can explain and check solutions to problems, including by using the inverse operation

# ADDITION & SUBTRACTION - INVERSE OPERATION TO CHECK ANSWERS

Check the answers to these problems by using the inverse operation and then state whether the answer I have provided is correct or incorrect. I have provided two examples (in red).

Original Problem	Inverse	Was the original problem correct?
$3 + 2 = 5$	$5 - 2 = 3$ OR $5 - 3 = 2$	Yes
$4 + 2 = 8$	$8 - 4 = 4$ OR $8 - 2 = 6$	No
$11 + 23 = 34$		
$46 - 9 = 37$		
$52 - 13 = 41$		
$86 - 15 = 71$		
$102 + 97 = 209$		
$65 + 45 = 105$		
$13 - 9 = 4$		
$84 - 7 = 74$		
$52 - 6 = 46$		
$230 + 41 = 271$		
$55 + 45 = 100$		



## THE SOLAR SYSTEM

Our science unit is technically finished. We have covered the formation of different types of rock here on earth and how they are affected by weathering and erosion. We have also looked at how the Earth's orbit around the Sun causes the seasons as well as how the Sun plays a major role in the Earth's water cycle.

For this lesson, we'll do something that will hopefully be fun. You will need to make a little model of the solar system. Look at the picture above - we need something like that.

You will then take a photo of your model and upload it to your work. **If you can't make a model, then draw a diagram and upload that.**

**You will need to have something that represents:**

- The sun
- The 8 planets in their correct order from the sun (you can line them up in a row or have them orbiting at different points, like the picture above).
- The moon.
- Anything else you feel is important.

**Please try to have the sizes in proportion.** The Sun is the largest thing in our solar system, followed by Jupiter. The smallest planet is Mercury, which is only a little bit bigger than our moon. Earth and Mars are roughly the same size. This will probably be the hardest thing about the activity. It doesn't need to be perfect.

You don't need to make a huge, permanent model. Just place objects on the floor using things like:

- rocks/stones
- different fruit
- balls
- Marbles
- anything else

Once you have taken the photo you can disassemble it.

Good luck!

# THURSDAY WEEK 8 TO DO: YEAR 3

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read: \_\_\_\_\_ Pages read: \_\_\_\_\_
- Read the end of yesterday's story and answer the questions

## Spelling

- Annotate the paragraph with the correct spelling and punctuation

## Writing

Finish the metaphors and similes..

## Wellbeing Break - TAKE A BREAK

## Maths

- Number ninja
- Addition & Subtraction - Matching
- Complete 2 mathematics set tasks

## PDHPE:

- Write an acrostic poem for the word INCLUSION
- 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!*

## Reading Learning intention

We are learning to identify the purpose and audience of texts and the main idea

## Success criteria:

- I can identify the purpose of a text
- I can identify whether a text is fiction or non-fiction
- I can describe the main idea in a text without giving too much detail

## Here's the end of the story from yesterday!

Because right then Mandy's bus took off. Not out of the paddock and down the road, but up, straight up, into the sky, heading for the Milky Way!

'Do we have any custard?' I asked Mum smugly when I got home.

'Yes, I think so,' she replied. Then she said, 'Why are you carrying my hat?'

1. So, was Mandy an alien? How does this last paragraph let you know you?

○

2. Is 'My mum's best friend is an alien' real or make-believe?

List two pieces of evidence to support your answer.

- 
- 

3. What audience do you think the author wrote 'My mum's best friend is an alien' for?

Give two pieces of evidence that support your view.

- 
- 

4. If you were to tell another person about 'My mum's best friend is an alien' in a few sentences, what would you tell them? You can type, or use mote.



# SPELLING - SOUNDWAVES UNIT 24



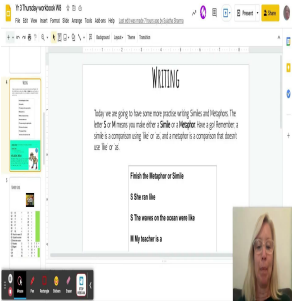
This paragraph contains 11 errors. Can you fix it? Annotate around the paragraph by drawing an arrow and text box with the correction.

The

the worried little ant had lost his way along the rocky streat. the other black ants were insted too busy singing as they marched safely home. the little ant found a shortcut across a long brown twig. He was confidend that he could catch up to them. He tryed to head east on the streat but it was blocked. Thats when he has the idea to hop on a rolling glass botle to get him back with his friends quicker. It worked!

# WRITING

Today we are going to have some more practise writing Similes and Metaphors. The letter **S** or **M** means you make either a **Simile** or a **Metaphor**. Have a go! Remember; a simile is a comparison using 'like' or 'as', and a metaphor is a comparison that doesn't use 'like' or 'as'.



## Finish the Metaphor or Simile

**S** She ran like

**S** The waves on the ocean were like

**M** My teacher is a

**M** When she danced she was

**S** He was as brave as a

**S** The moon hung in the night sky like

**M** The ice on the road was

**S** The young child was

**S** The trees in the storm were like

**Learning intention:** We are learning to write similes and metaphors.

### **Success criteria:**

- I can write a simile using like or as.
- I can write a metaphor to compare two things.

## WELLBEING BREAK

How many things can you find around your house or garden that are blue?  
Can you draw a picture to keep track of how many you find?

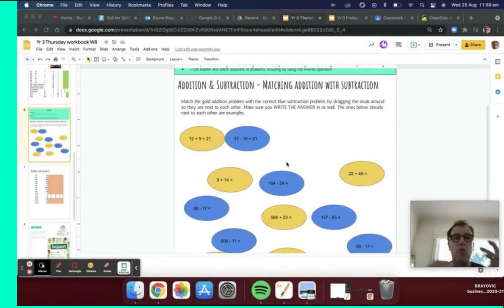


# NUMBER NINJA



Q1	44		+	31	=		
Q2	36		-	6	=		
Q3	6		x	10	=		
Q4	51		+	28	=		
Q5	47		-	32	=		
Q6	3		x	4	=		
Q7	100		x	6	=		
Q8	Round to nearest 10			20	=		
Q9	Double the number			46	=		
Q10	Halve the number			14	=		
Q11	Smallest:		5	7	5	7	5 =
Q12	Biggest:		4	6	9	0	8 =
Q13			76	+	43	=	
Q14			75	-	34	=	
Q15			60	÷	5	=	

# MATHS



## Learning Intention

We are learning to recognise and explain the connection between addition and subtraction.

## Success Criteria

- I can show how addition and subtraction are the opposite of each other (inverse operation)
- I can explain and check solutions to problems, including by using the inverse operation

## ADDITION & SUBTRACTION - MATCHING ADDITION WITH SUBTRACTION

Match the gold addition problem with the correct blue subtraction problem, by dragging the ovals around so they are next to each other.. Make sure you WRITE THE ANSWER in as well.. The ones below already next to each other are examples.

$12 + 9 = 21$

$31 - 10 = 21$

$22 + 49 =$

$9 + 14 =$

$104 - 24 =$

$88 - 17 =$

$566 + 23 =$

$137 - 65 =$

$600 - 11 =$

$50 - 17 =$

$7 + 55 =$

$55 + 25 =$

# NUMBER NINJA ANSWERS

A1	75					
A2	30					
A3	60					
A4	79					
A5	15					
A6	12					
A7	600					
A8	20					
A9	92					
A10	7					
A11	5	5	5	7	7	
A12	9	8	6	4	0	
A13	119					
A14	41					
A15	12					

# PDHPE - INCLUSION

Write an acrostic poem for the word inclusion. In an acrostic poem, the first letters of each line spell out the subject of the poem.

For example, check out the Inclusion acrostic on this slide, and the SPACE acrostic at the top of the page. Then have a go at your own below!

I  
N  
C  
L  
U  
S  
I  
O  
N



What's Out There?

Somewhere out there  
Past the stars  
Aliens are watching  
Counting the seconds before  
Entering our world!

© teachstarter

# Inclusion

- I**nclusion is for **ALL**
- N**ever leaving people out
- C**elebrating each other's strengths
- L**earning to live together
- U**sing our hearts
- S**howing others that we care
- I**nviting others to join in
- O**pening our minds to differences
- N**oticing when someone needs a friend

© 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.



What is the difference between **weather** and **climate**?

Watch the video Weather Report-

<https://www.inquisitive.com/video/61-weather-report>

List all of the words in the video that tell us about the weather.

List any more words you can think of which tell us about the weather.

Make a weather chart for a week by filling in each day's weather. You can use symbols (drawings) instead of words.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
weather	weather	weather	weather	weather	weather	weather

← Climate →

If you add up each day's weather for 30 years, and check how many days it rained and how hot or cold it was, you would know the weather pattern of a place. It may be mostly hot and dry or hot and wet or cold and wet.

The weather pattern of a place over many years is called its climate.

What weather do you think you would see in these climates? Write or draw your answers in the boxes below.

Desert

Tropical

Polar



# FRIDAY WEEK 8 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 words underlined using contractions

## Writing

- Writing a plan and orientation for your story, and use a simile and metaphor.

## WELLBEING BREAK

## TAKE A BREAK

## Maths

- Number of the day
- Addition & Subtraction - Inverse operation

- Complete 2 mathematics set tasks
- TAKE A BREAK**

### Class Zoom Session

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

## CAPA -

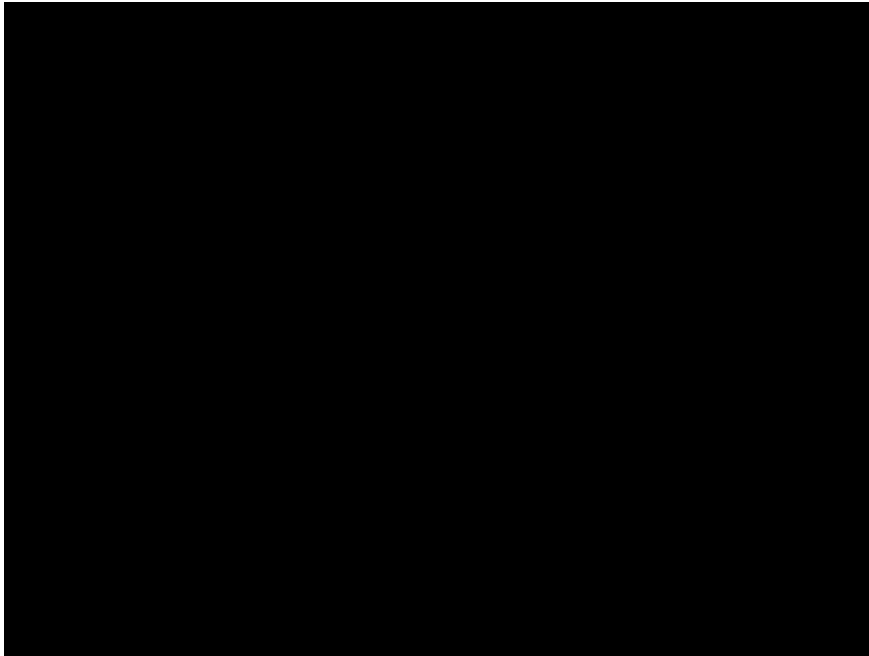
- Follow along with the dance lesson
- OR, make a card for someone you love**

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. What did the giant do to the blanket Sophie was in?
2. Look through the chapter and find as many words or phrases for fast movement as you can. List them here.
3. What happened as soon as the giant had rearranged the blanket and picked up his suitcase?

Challenge: Imagine you are Sophie. Name 3 questions that might be in your head.

- 1.
- 2.
- 3.

# SPELLING YEAR 3 - SOUNDWAVES UNIT 24



† ††

 tiger

 button

The soundwaves password is::

Year 3 - work212

1. Highlight the word that contains the phoneme.

Tried      Watch      Picture      Letter      Street      Question  
Story      Thirty      Write      Station      Catch      Soften

2. Rewrite the underlined word as a contraction.

A contraction is a shortened form of a word (or group of words) that omits certain letters or sounds. In most contractions, an apostrophe represents the missing letters. E.g Would not = Wouldn't

1. Most children do not know how to play the guitar.

1.

2. We have not sent out our Easter cards yet.

2.

3. They said that the movie was not very long. I wonder if that is true.

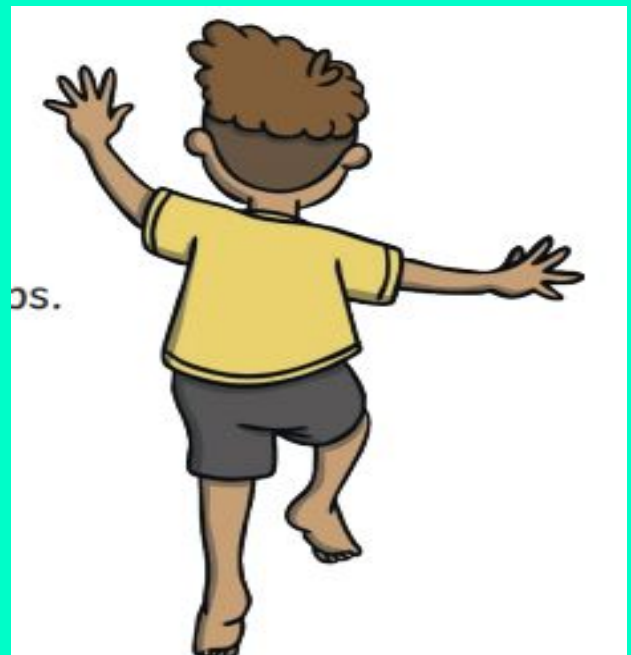
3.

4. We could not have more than one scoop of ice-cream.

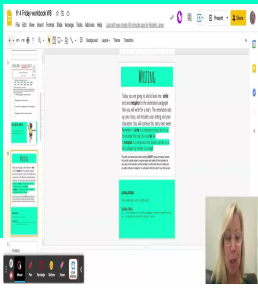
4.

## WELLBEING BREAK

Play musical statues. Put some music on and freeze when the music stops.



# WRITING



Today you are going to add at least one **simile** and one **metaphor** to the orientation paragraph that you will write for a story. The orientation sets up your story,, and includes your setting and your characters. You will continue this story next week.

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

A **metaphor** is a comparison that doesn't use like or as.  
For example; My mother is an angel.

This week, your stories can be about anything **EXCEPT** princes, princesses, animals that can talk, natural disasters, computer games and castles! Do the orientation for your story on the next slide. Just the orientation, not the whole story. And make sure you add a simile and a metaphor. You will need to think of a plan for your story as well.

## 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 .

# YOUR NARRATIVE:

Story Plan

Setting:

Characters:

Problem(s):

Resolution:

Orientation (First paragraph of your story, introduce your characters and your setting)

# MATHS NUMBER OF THE DAY

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

My number is: 5555

My number is:	5555
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 recognise and explain the connection between addition and subtraction.

## Success Criteria

- I can show how addition and subtraction are the opposite of each other (inverse operation)
- I can explain and check solutions to problems, including by using the inverse operation

## ADDITION & SUBTRACTION - INVERSE OPERATION

Complete the following number sentences.

a)  $56 - 7 = \underline{\quad}$  so,

$7 + \underline{\quad} = 56$

b)  $64 - 8 = \underline{\quad}$  so,

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

c)  $30 - 13 = \underline{\quad}$  so,

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

d)  $54 - 32 = \underline{\quad}$  so,

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

1. Using words and numerals, explain how the below problem could be solved much more efficiently using the inverse operation.

$2374 - 2368 =$

2. I have a \$10 note and I am buying something that costs \$6.95. Explain in words or numerals how much change I would get, using both addition AND subtraction. DO NOT USE AN ALGORITHM.

# SHORT HIP HOP DANCE





It's Father's Day on Sunday. Use the template below to create your own Newspaper front page. It's not just for Dads either - you might choose to copy this template to create a Newspaper front page for another important person in your life who cares for you.

# Dad Times

Special Edition

## Dad Checklist

- funny
- caring
- brave
- cool
- crafty
- happy
- smiley
- brilliant
- wise
- trustworthy
- considerate
- loving
- cuddly
- kind
- silly
- thoughtful
- smart
- awesome

## World's Best Dad



The winning dad and his family (Draw a picture of you and your dad)

When asked about this prize, his child said:

"My dad is amazing! He is \_\_\_\_\_.

When he \_\_\_\_\_, it makes me so happy.

I love spending time with him, especially

doing \_\_\_\_\_.

He is brilliant at \_\_\_\_\_.

He really is the best dad ever!