

## Year 3: Term 2, Week 2 Learning Grid

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning</b>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Daily review and fact sheet</p> <p><b>Grammar</b></p> <p>Complete '<i>Finding Adjectives</i>' sheet 1</p> <p><b>Reading</b></p> <p>Prepare activity</p> <p><b>Writing</b></p> <p>Draw and explain the block planner for a warning tale (refer to video uploaded onto Google Classroom).</p> <p>Fill in a character description sheet for a praying mantis as the main character.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Daily review and fact sheet</p> <p><b>Grammar</b></p> <p>Complete '<i>Finding Adjectives</i>' sheet 2</p> <p><b>Reading</b></p> <p>Guided activity</p> <p><b>Writing</b></p> <p>Draw and explain block planner for a warning tale.</p> <p>To get a better understanding of your character fill in the character profile sheet. This will give more information about the character that you made previously.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Daily review and fact sheet</p> <p><b>Grammar</b></p> <p>Complete '<i>Finding Adjectives</i>' sheet 3</p> <p><b>Reading</b></p> <p>Vocabulary activity</p> <p><b>Writing</b></p> <p>Write an introductory paragraph on your warning tale that introduces your setting (the time and place) and your character. Make sure that the setting matches a praying mantis' environment.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Daily review and fact sheet</p> <p><b>Punctuation</b></p> <p>Complete '<i>Correct the Punctuation</i>' sheet 1</p> <p><b>Reading</b></p> <p>Follow Up activity</p> <p><b>Writing</b></p> <p>Write an introductory paragraph on your warning tale that introduces your setting (the time and place) and your character. This time use different adjectives to describe your character and the setting.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Daily review and fact sheet</p> <p><b>Punctuation</b></p> <p>Complete '<i>Correct the Punctuation</i>' sheet 2</p> <p><b>Reading</b></p> <p>Literacy Pro or attached independent reading sheet (<i>Cat Alarm</i>).</p> <p><b>Writing</b></p> <p>Proofreading and editing.</p> <p>Reread your paragraph. Have an older family member read it as well. Fix any spelling, punctuation or grammar errors. Rewrite your story if there were errors, then practice typing it on a computer.</p>

<b>Middle</b>	<b>Maths</b> <u>Geometry</u> Complete attached 'Prisms' sheet.	<b>Maths</b> <u>Addition and Subtraction</u> Practise 3 addition and 3 subtraction questions from your level . Attempt the addition/ subtraction problem solving questions attached.	<b>Maths</b> <u>Statistics and Probability</u> Complete attached 'Presenting Data' sheet.	<b>Maths</b> <u>Place Value</u> Practise place value questions from your level. Attempt the place value problem solving questions attached.	<b>Maths</b> <u>Place Value</u> Complete 'Place Value Challenge' sheets.
<b>Afternoon</b>	<b>HSIE</b> Log into Inquisitive: <a href="http://inq.co/class/hsb">http://inq.co/class/hsb</a> Class code: 6846  Lesson 2– Types of Climates Complete attached activities	<b>Science and Technology</b> Log into Inquisitive: <a href="http://inq.co/class/hsb">http://inq.co/class/hsb</a> Class code: 6846  Lesson 2– The Power of Sunlight Complete attached activities	<b>Handwriting</b> Complete handwriting sheet	<b>PDHPE</b> <b>Physical Activity</b> PE Activity 1: Throwing Golf AND/ OR Choose to complete physical activity of your choice such as a sports game or riding your bike with your family.	<b>CAPA</b> Lesson 2: Rhino Silhouette in Africa (Lesson description is attached)

Every day:

- Read for at least 20 minutes. Record the title of the text you read in the attached reading log.
- Do some physical activity at least 30 minutes each day.

## Reading Activities

Use the attached text 'The Little Red Riding Hood' text and complete following activities over the week.

### **Monday- Prepare**

Read 'The Little Red Riding Hood' and highlight text clues you can use to make inferences. Complete the prepare sheet titled 'Making Inferences'.

### **Tuesday - Guided**

Reread 'The Little Red Riding Hood' and answer the attached comprehension questions.

### **Wednesday- Vocabulary**

Complete vocabulary sheet by matching the pictures to the character traits. Next, write some sentences using 3 or more of the words.

### **Thursday- Follow Up**

Read Little Red Riding Hood again this time practicing your fluency and expression while reading. Now you need to make some inferences about the characters traits based on their actions. You can learn some new character traits from your vocabulary activity.

### **Friday-Literacy Pro or text titled 'Cat Alarm'**

Read text and answer the comprehension questions.

### Year 3 Google Classroom Codes

3D	6twr55w
3H	pvn6kds
3K	elh4slb
3M	zwxqrjq
3W	srrujaq



# How to log onto **Google Classroom** from the **Google Chrome browser** a **desktop computer** or **Android device**

#### Acknowledgement:

This document was adapted and extended from a document created and generously shared by Peter Brock from Lindfield Public School. Thank you Peter!  
Additional authors: Helen Thomas from Earlwood Public School and Sarah Kennedy from Oatley Public School

1. On a desktop computer or Android device (e.g. Samsung tablet), open the **Google Chrome** browser\*.
2. Navigate to the below website for the **NSW Department of Education Portal**



<https://education.nsw.gov.au/>

\*If you do not have Google Chrome installed as a browser, this can be easily installed by typing 'Google Chrome' into your search engine and follow the prompts to install. It is always preferable to use the Google Chrome browser when using Google tools.

<https://support.google.com/chrome/answer/95346?co=GENIE.Platform%3DDesktop&hl=en>

education.nsw.gov.au

Log into the Student portal by following the steps to the right:

1. Click

2. Student portal

NSW School Updates app

Receive operational status updates for NSW public schools in the palm of your hand.

Search public department content

Enter your search...

Log in

Staff

Students

Other users

All users

Forgot password

NSW DEPARTMENT OF EDUCATION

**A reminder:**  
the username you use to log onto the school's computers  
firstname.lastname and number if you have one  
eg **joe.blogs123**

**Login with your DoE account**

User ID For example:

Enter your user ID joe.blogs123

Example: jane.citizen1

Password

Enter your password .....

Log in

[Forgot your password](#)

Conditions of Use

When going online I agree to follow these rules.

- **No** to looking for, reading, sending or linking to anything rude, scary or unkind
- **Go** to a responsible adult if I see anything rude, scary or unkind
- **Tell** a responsible adult about anything I receive, send or read that makes me feel uncomfortable

[I Agree](#) [I Disagree](#)

Click 'I Agree'

Home - Kidspace - Department

portal.det.nsw.edu.au/group/kidspace

NSW Department of Education

Kidspace

Home

Email

Oliver Library

Help

Notifications

Change password

Change Colours

Google Search

Google

Enter your search words here. Search

Calendar

We need you to verify who you are to Google so that we can look at your calendars. Please select the Authorise button below.

Authorise

My bookmarks

List name

Name your custom bookmarks list here...

Create new list

BlogEd

My Posts

My Blogs

No posts found

See more BlogEd content

Learning

Premier's Reading Challenge

Watch - The Upstander

eSafety

Show more

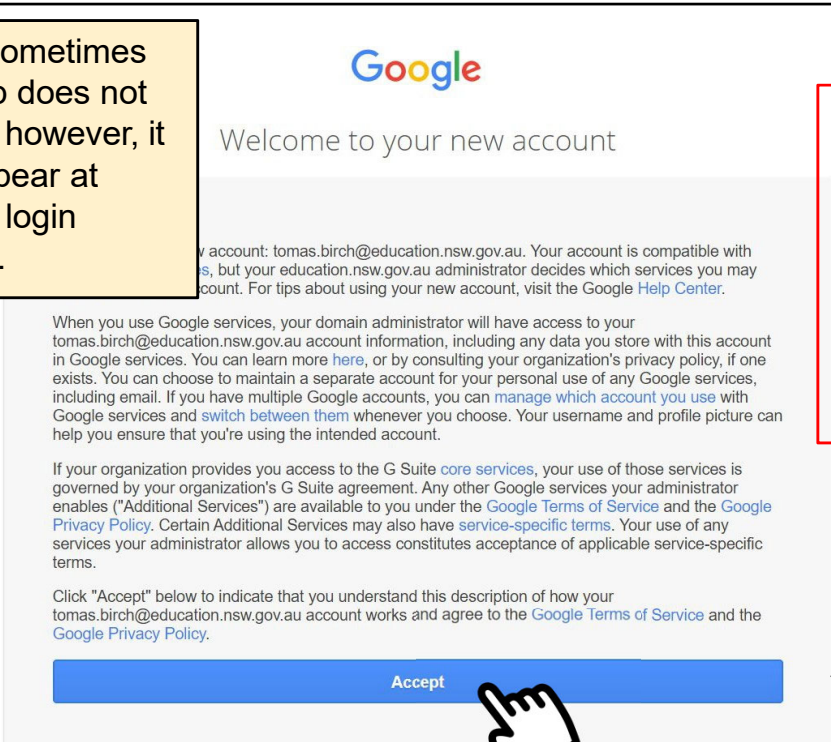
Click on 'Show more' in the Learning section

The screenshot shows the Kidspace portal in a web browser. On the left is a navigation menu with links for Home, Email, Oliver Library, Help, Notifications, Change password, and Change Colours. The main content area features a Google Search bar, a Calendar widget with a verification prompt and an 'Authorise' button, and a 'My bookmarks' section. Below the bookmarks is a 'BlogEd' section showing 'No posts found'. The 'Learning' section is visible at the bottom, containing links for 'G Suite (Google Apps for Education)', 'Microsoft Office 365', and 'Premier's Reading Challenge'. A red arrow points from the text 'Click Google Apps for Education' to the 'G Suite' link, which is also highlighted by a hand cursor icon.

The screenshot shows the Student Portal interface. The left navigation menu includes Home, Email, Oliver Library, Help, Notifications, Change password, Secret Questions, Change Colours, and Sign Out. The main content area has a Search bar, a Calendar widget with a verification prompt and an 'Authorise' button, and a 'Games' section with a 'Puzzlemaker' link. The 'Counselling and Support' section is also visible. The 'Learning' section at the bottom lists 'eSafety Kids', 'Microsoft Office 365', 'Digital Citizenship', 'Adobe DoE software download', 'ABC Learn Online', and 'G Suite (Google Apps for Education)'. A red arrow points from the text 'Click on G Suite (Google Apps for Education)' to the 'G Suite' link, which is highlighted by a hand cursor icon.



**Note:** Sometimes this step does not appear; however, it may appear at another login session.



Google

Welcome to your new account

Account: tomas.birch@education.nsw.gov.au. Your account is compatible with Google services, but your education.nsw.gov.au administrator decides which services you may use. For tips about using your new account, visit the [Google Help Center](#).

When you use Google services, your domain administrator will have access to your tomas.birch@education.nsw.gov.au account information, including any data you store with this account in Google services. You can learn more [here](#), or by consulting your organization's privacy policy, if one exists. You can choose to maintain a separate account for your personal use of any Google services, including email. If you have multiple Google accounts, you can [manage which account you use](#) with Google services and [switch between them](#) whenever you choose. Your username and profile picture can help you ensure that you're using the intended account.

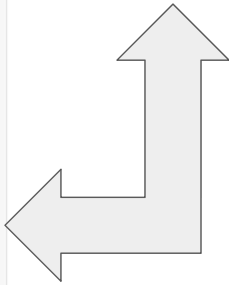
If your organization provides you access to the G Suite [core services](#), your use of those services is governed by your organization's G Suite agreement. Any other Google services your administrator enables ("Additional Services") are available to you under the [Google Terms of Service](#) and the [Google Privacy Policy](#). Certain Additional Services may also have [service-specific terms](#). Your use of any services your administrator allows you to access constitutes acceptance of applicable service-specific terms.

Click "Accept" below to indicate that you understand this description of how your tomas.birch@education.nsw.gov.au account works and agree to the [Google Terms of Service](#) and the [Google Privacy Policy](#).

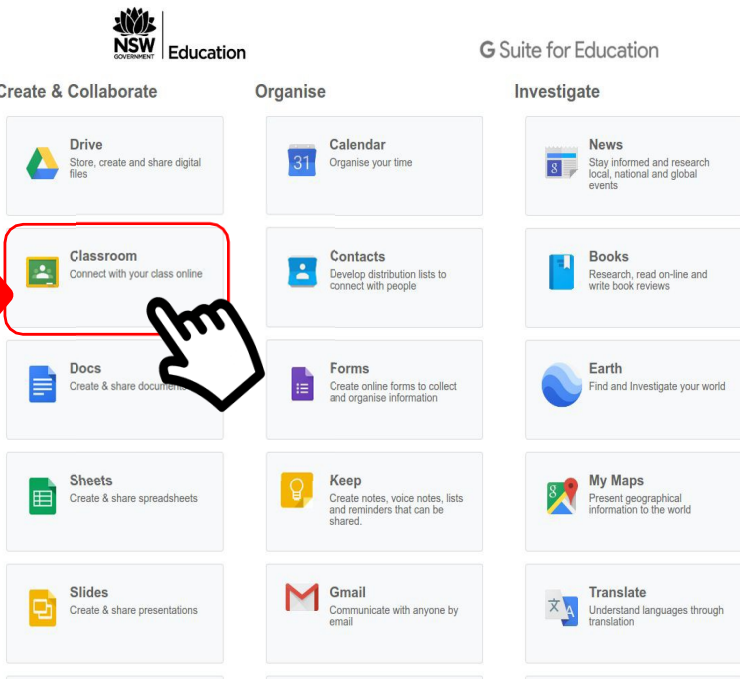
Accept

If this is the first time you have used a Google app with your school Google account, you will also see this page.

Click the **Accept** button to continue



Click on Classroom



NSW GOVERNMENT Education

G Suite for Education

Create & Collaborate	Organise	Investigate
<b>Drive</b> Store, create and share digital files	<b>Calendar</b> Organise your time	<b>News</b> Stay informed and research local, national and global events
<b>Classroom</b> Connect with your class online	<b>Contacts</b> Develop distribution lists to connect with people	<b>Books</b> Research, read on-line and write book reviews
<b>Docs</b> Create & share documents	<b>Forms</b> Create online forms to collect and organise information	<b>Earth</b> Find and Investigate your world
<b>Sheets</b> Create & share spreadsheets	<b>Keep</b> Create notes, voice notes, lists and reminders that can be shared.	<b>My Maps</b> Present geographical information to the world
<b>Slides</b> Create & share presentations	<b>Gmail</b> Communicate with anyone by email	<b>Translate</b> Understand languages through translation



Google Classroom

Classroom helps classes communicate, save time, and stay organized.  
Learn more

Join your first class!

If this is the first time you have used Google Classroom a prompt will display with your school email address  
(firstname.lastname@education.nsw.gov.au)

Click

Google Classroom

Classroom helps classes communicate, save time, and stay organized.  
Learn more

Choose an account

Use another account

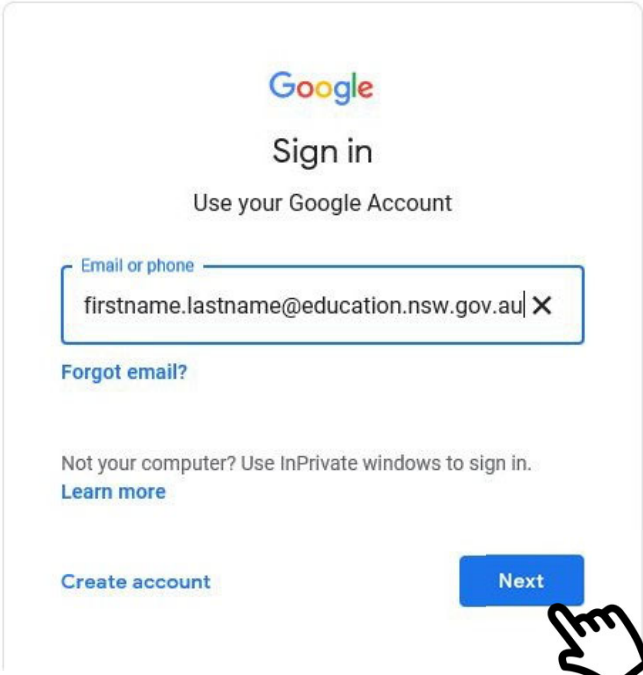
If you share your device with siblings that also have Google Classroom you may have to click the down arrow(1) to add another account(2) if the name displayed is not your username.

[firstname.lastname@education.nsw.gov.au](mailto:firstname.lastname@education.nsw.gov.au)

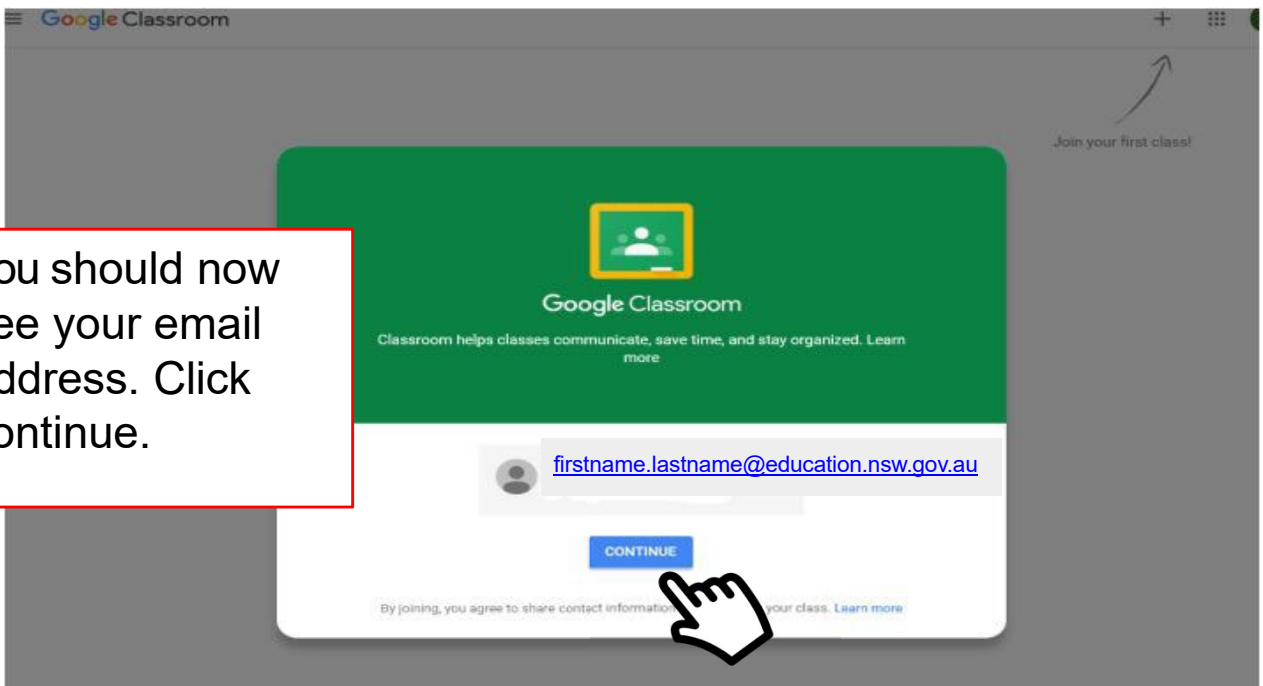
Skip to slide 14 if you see your email address.

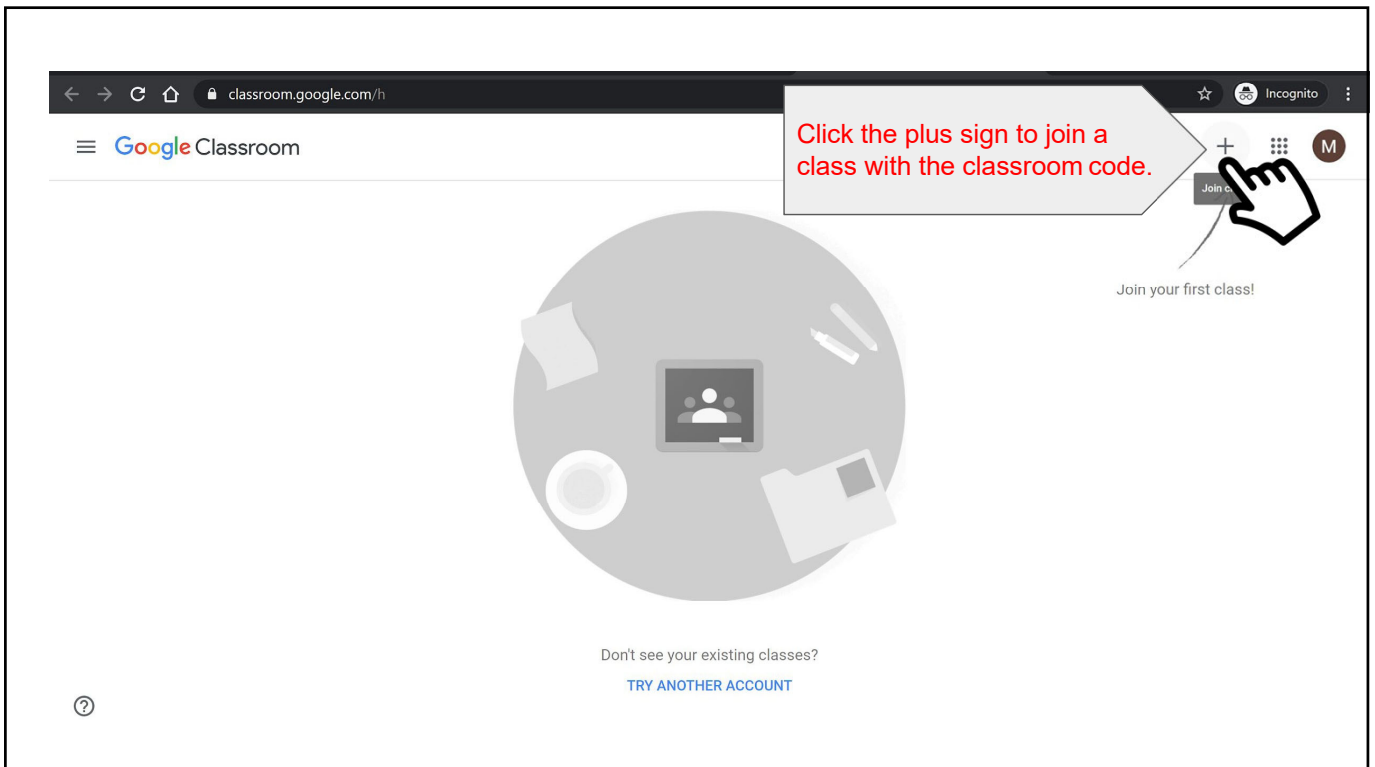
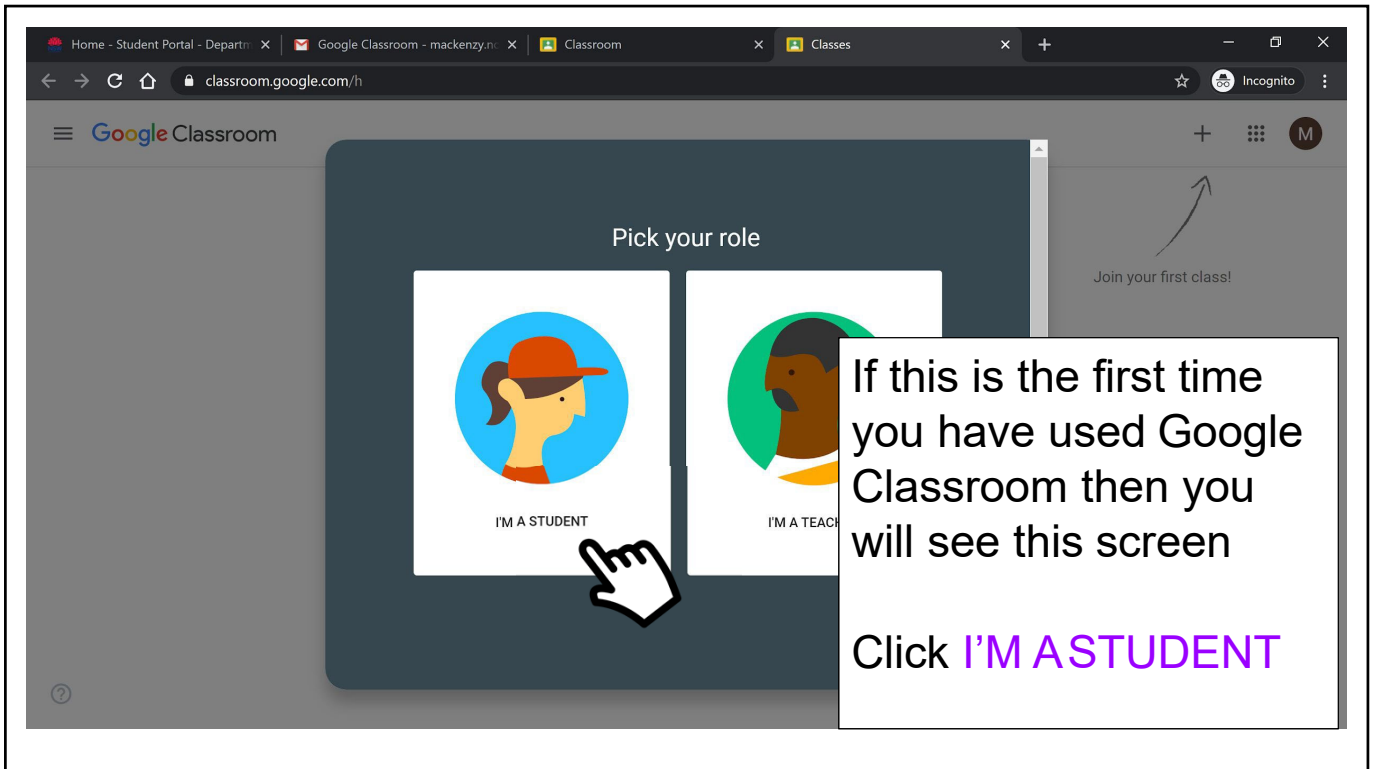
Type your email address and then click next.

[firstname.lastname@education.nsw.gov.au](mailto:firstname.lastname@education.nsw.gov.au)



You should now see your email address. Click continue.





Type the class code provided by your teacher or school.  
**Note:** Look closely at the classroom code as the letter o and the number 0 can look similar. If the code is entered incorrectly, you will need to try again and look more closely at the code.

Join class

Ask your teacher for the class code, then enter it here.

Class code

Cancel Join

TRY ANOTHER ACCOUNT

Type your classroom code and then click 'Join'.

5H 2020

Stream Classwork People

5H 2020

DT

If you joined your online classroom, you will be presented with the name of the classroom. It will also display your teacher's name.

Upcoming

Share something with your class...

Please note this classroom is for training purposes and does not appear for students who are not part of this classroom.

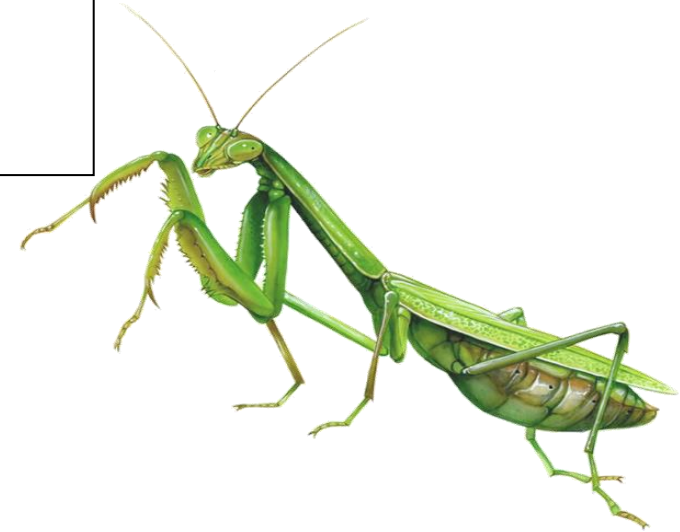
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You should now be in your **personal Google Classroom** and see all of the separate Google Classroom sessions that you are a member of

**Morning Routine Daily Fact Sheet – Read the information about the praying mantis from your ‘100 Days of Learning’ morning routine sheet and write at least 1 new fact every day.**



**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

See how much you remember!

On Friday, use a blank piece of paper to record everything you know and learnt about praying mantises over the week. Remember to try your best not to look at this fact sheet when you do this.

## Morning Routine Daily Review

We are learning:

Facts about Minibeasts

To get ideas for writing

New vocabulary

To write and punctuate sentences

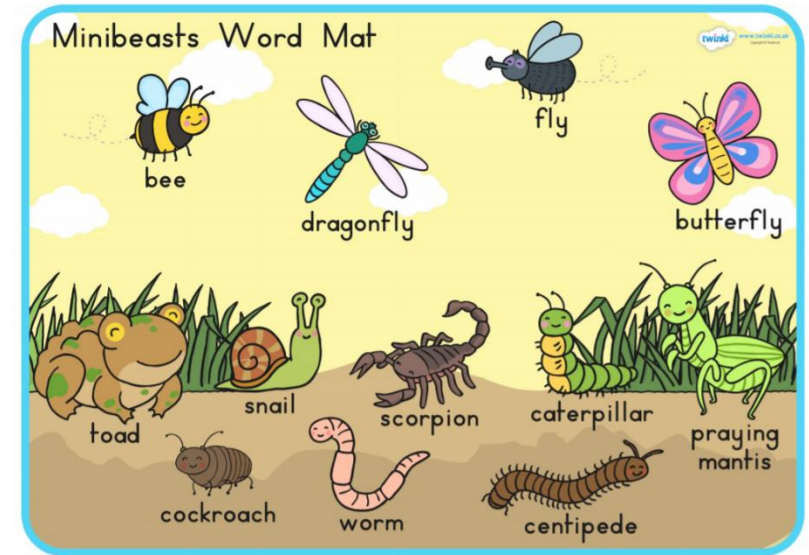
**For Morning Routine you should do the following every day:**

Write the short date

Write the long date

Write what the date will be next week, next fortnight and next month.

Look up the weather and climate





2020 MAY						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2020 APRIL						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

# Weather Vocabulary



## SUN

- Bright
- Blazing
- Sunlight
- Sunshine



## RAIN

- Drizzling
- Pouring
- Raining
- Lashing



## CLOUDS

- Cloudy
- Gloomy
- Foggy
- Overcast



## FOG

- Mist
- Haze
- Dense fog
- Patchy fog



## SNOW

- Snowfall
- Snowstorm
- Snowflake
- Blizzard



## WIND

- Breeze
- Blustery
- Windstorm
- Hurricane



## TEMPERATURE

- Hot
- Warm
- Cool
- Cold
- Freezing



## NATURAL DISASTERS

- Landslide
- Avalanche
- Storm
- Drought
- Earthquake



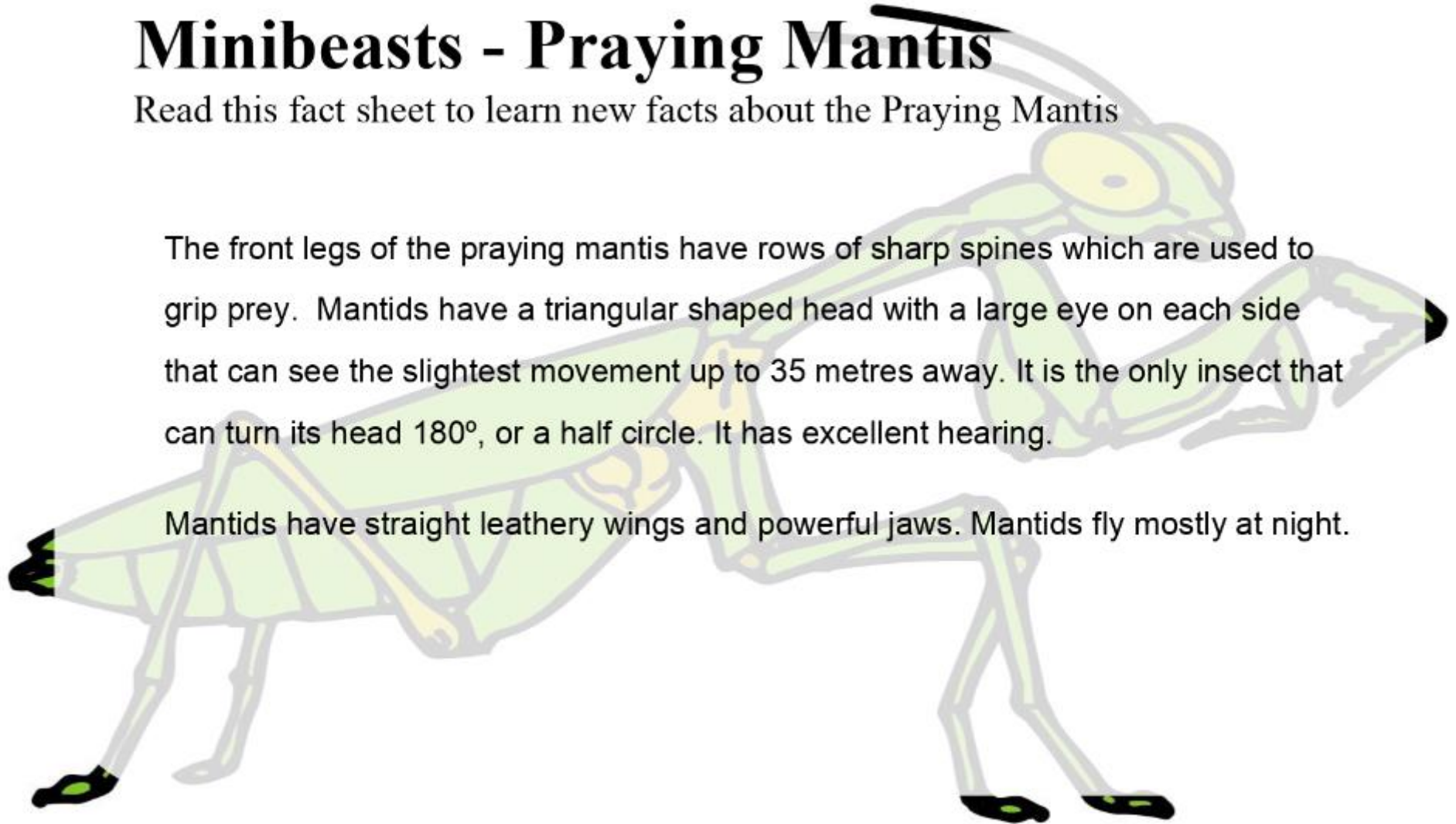
100 Days of Learning Morning Routine Information sheet

# Minibeasts - Praying Mantis

Read this fact sheet to learn new facts about the Praying Mantis

The front legs of the praying mantis have rows of sharp spines which are used to grip prey. Mantids have a triangular shaped head with a large eye on each side that can see the slightest movement up to 35 metres away. It is the only insect that can turn its head 180°, or a half circle. It has excellent hearing.

Mantids have straight leathery wings and powerful jaws. Mantids fly mostly at night.





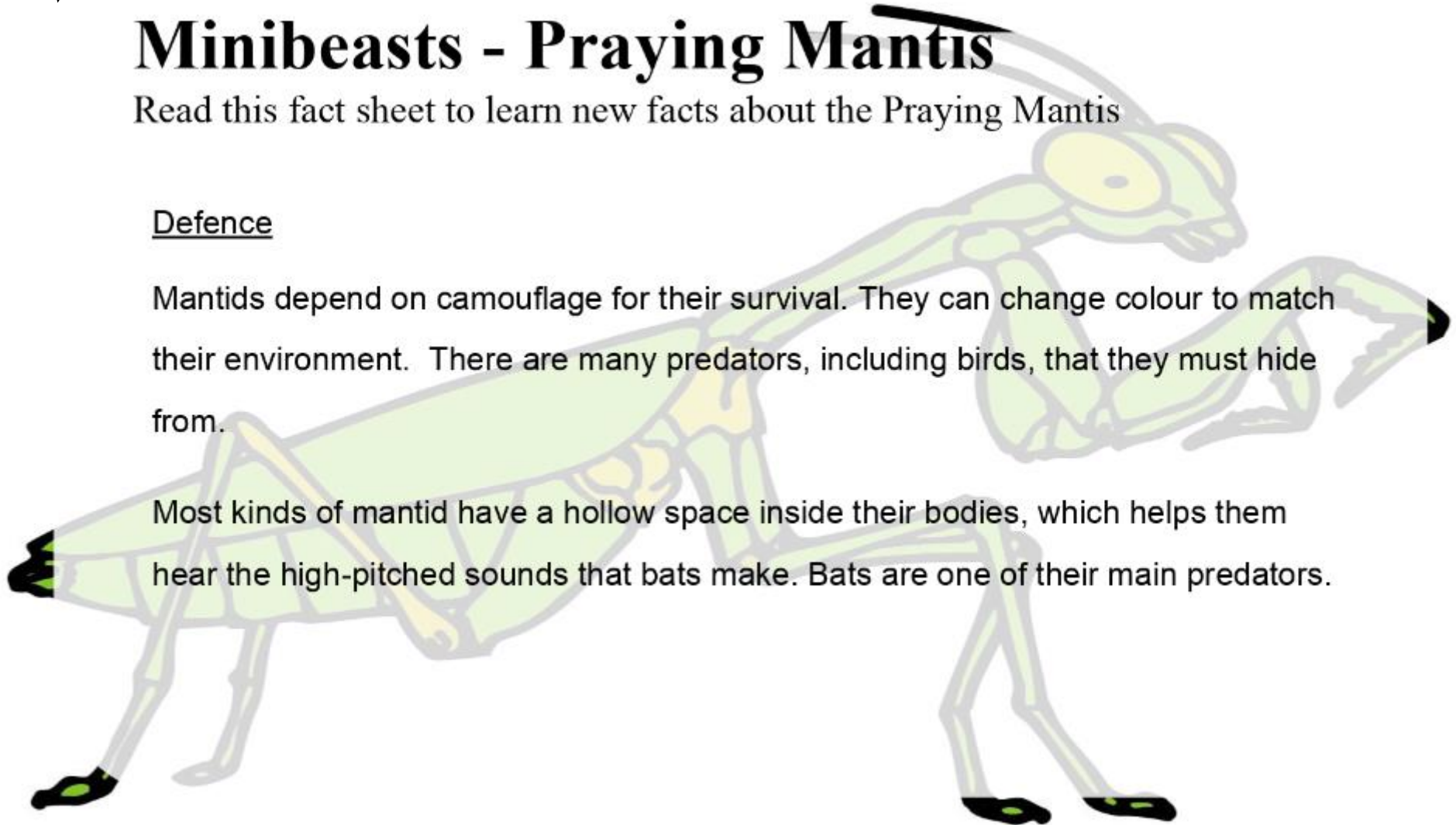
# Minibeasts - Praying Mantis

Read this fact sheet to learn new facts about the Praying Mantis

## Defence

Mantids depend on camouflage for their survival. They can change colour to match their environment. There are many predators, including birds, that they must hide from.

Most kinds of mantid have a hollow space inside their bodies, which helps them hear the high-pitched sounds that bats make. Bats are one of their main predators.



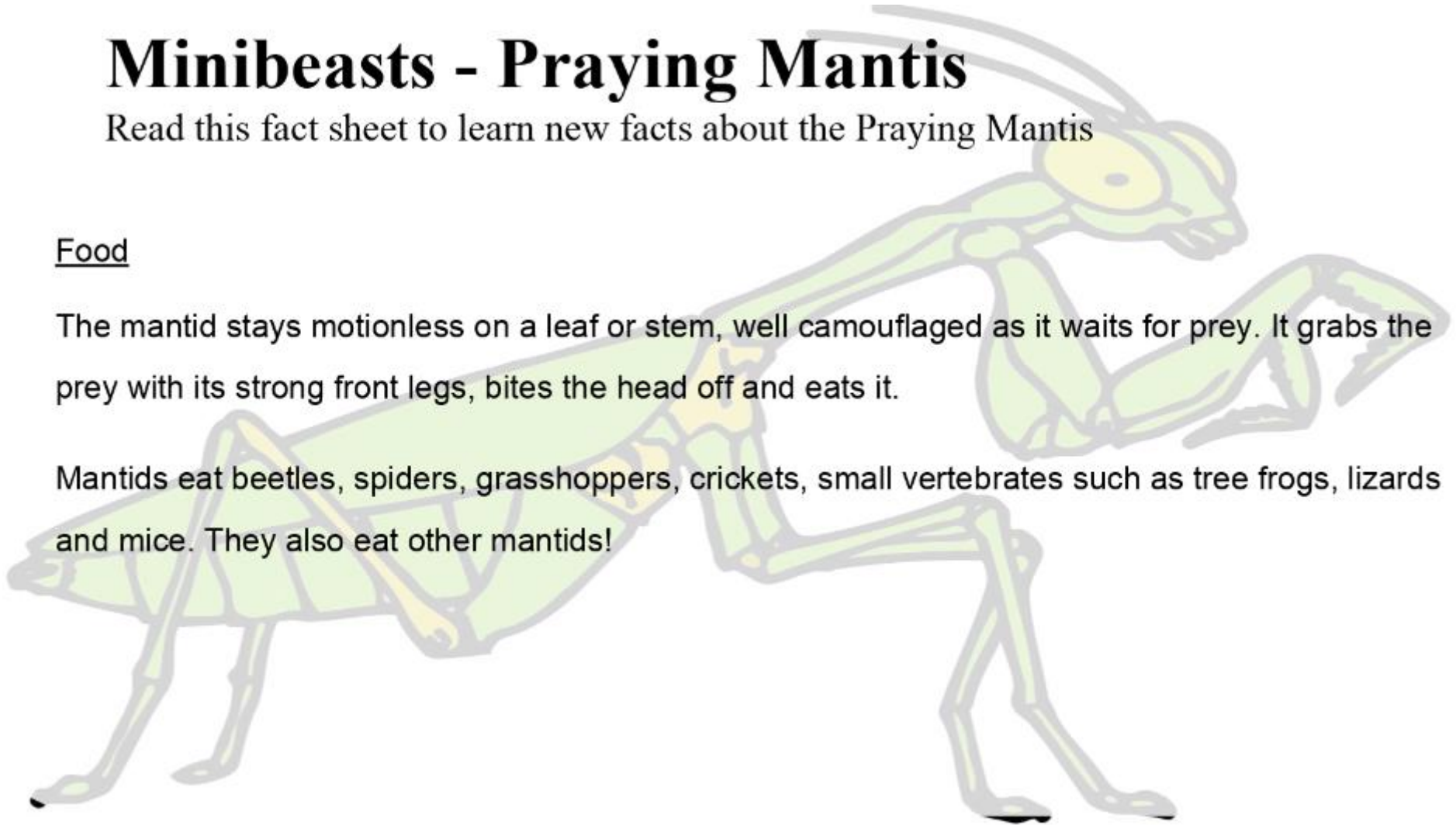
# Minibeasts - Praying Mantis

Read this fact sheet to learn new facts about the Praying Mantis

## Food

The mantid stays motionless on a leaf or stem, well camouflaged as it waits for prey. It grabs the prey with its strong front legs, bites the head off and eats it.

Mantids eat beetles, spiders, grasshoppers, crickets, small vertebrates such as tree frogs, lizards and mice. They also eat other mantids!





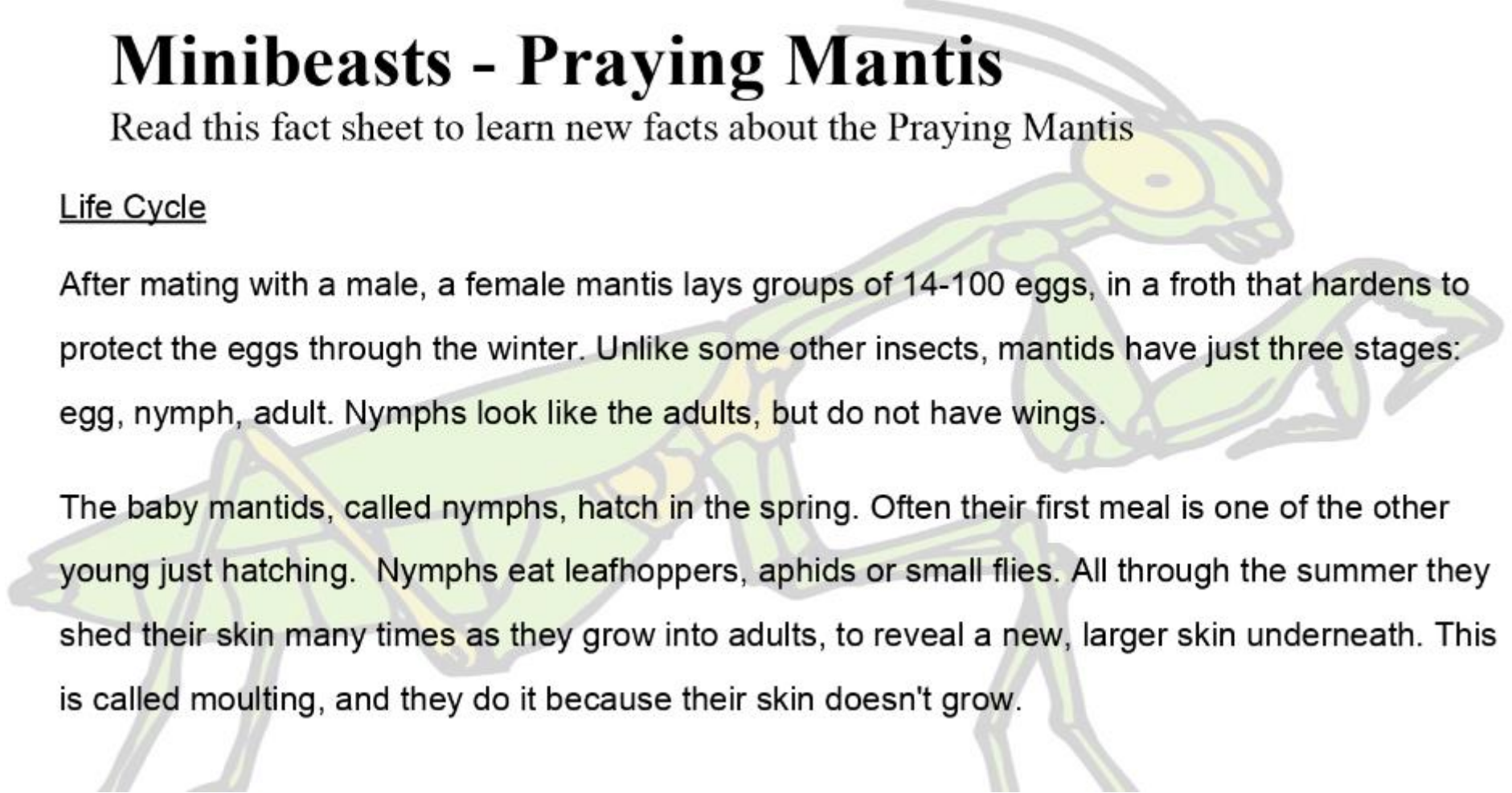
# Minibeasts - Praying Mantis

Read this fact sheet to learn new facts about the Praying Mantis

## Life Cycle

After mating with a male, a female mantis lays groups of 14-100 eggs, in a froth that hardens to protect the eggs through the winter. Unlike some other insects, mantids have just three stages: egg, nymph, adult. Nymphs look like the adults, but do not have wings.

The baby mantids, called nymphs, hatch in the spring. Often their first meal is one of the other young just hatching. Nymphs eat leafhoppers, aphids or small flies. All through the summer they shed their skin many times as they grow into adults, to reveal a new, larger skin underneath. This is called moulting, and they do it because their skin doesn't grow.



# Finding Adjectives

1. The cat is pretty.
2. I have long legs.
3. She found a shiny shell.
4. The happy penguin looked up.
5. The big elephant drank water.
6. The dog had fluffy fur.

Read the sentences and circle the adjective in each of them.



Now, choose three of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

*Example: The cat is beautiful.*

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# Finding Adjectives

Read the sentences and circle the adjectives in each of them.

1. The cat had pretty eyes.
2. Mark has long legs.
3. She cut her hand on the rough log.
4. The shiny diamond sparkled in the bright sun.
5. The calm penguin looked around the pebbly beach.
6. The huge elephant drank from the murky waterhole.
7. The small dog has fluffy, brown fur.



Now, choose five of the sentences above and rewrite them below, changing the adjectives to make them more exciting.

*Example: The cat had attractive eyes.*

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**Prepare** – Read text and highlight text clues you can use to make inferences and complete the prepare making inferences worksheet.

# Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother in a village near a forest. One day, Little Red Riding Hood wanted to visit her grandmother. Her mother warned her not to talk to any strangers.



On her way, Little Red Riding Hood met a wolf who asked where she was going. "I'm going to visit my grandmother who lives in the forest," said Little Red Riding Hood. The wolf ran to her grandmother's house and locked Granny in the wardrobe! He put on her nightgown and got into her bed.



When Little Red Riding Hood came to the house she said, "Oh Granny, what big ears you have."

"All the better to hear you with," answered the wolf.

"Oh Granny, what big eyes you have," said Little Red Riding Hood.

"All the better to see you with," replied the wolf.

"Oh Granny, what big teeth you have," gasped Little Red Riding Hood.

"All the better to eat you with!" replied the wolf.

Little Red Riding Hood saw it was a wolf and shouted, "Help!"



A nearby woodcutter heard Little Red Riding Hood's scream and ran to the house. The woodcutter hit the wolf and let Granny out of the wardrobe. The wolf ran away and they never saw him again.



**Prepare** – After reading Little Red Riding Hood, use the text clues and background knowledge to make inferences about what is happening in the story with the characters. Think about their actions!

## Making Inferences

Text Clues + Background Knowledge = Inference

Learning Intention: I am learning to use text clues and my background knowledge to make an inference.

<b>Text Clues</b> Important words	<b>Background Knowledge</b> What I know	<b>Inference</b> I can infer...

**Follow up** - Read Little Red Riding Hood again. Now you need to make some inferences about the characters traits based on their actions. You can learn some new character traits from your vocabulary activity.

# Making Inferences

Name: \_\_\_\_\_

## *about* **character traits!**

Character	Action	Inferred Character Trait

**Vocabulary** - match the pictures to the character traits and write a sentence using 3 of the words

Foolish



Curious



Cheeky



Risk taker



Selfish



Smug



Confident



Boastful





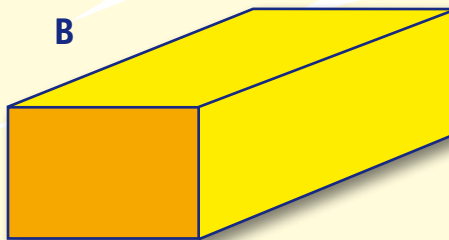
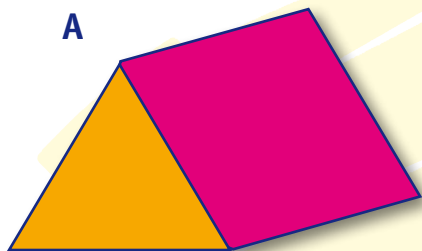
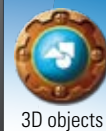
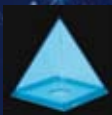
# Character Profile

My character looks like...

My character's actions are...

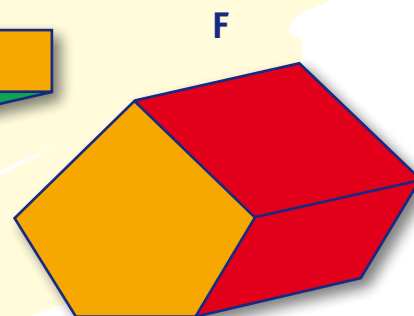
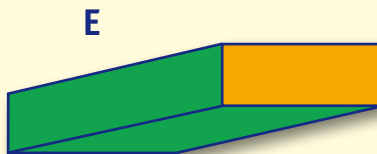
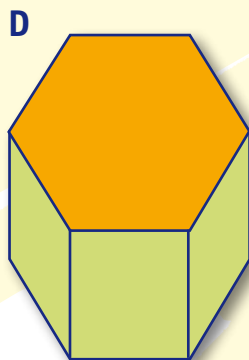
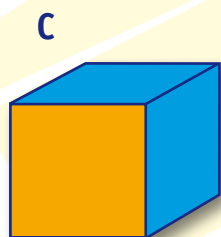
My character's personality is...

My character changes because...



**Prisms:**

- have two matching ends
- all other faces are rectangles
- are named by the shape of the matching ends.



1 Name the shape of each orange face.

A \_\_\_\_\_  
 C \_\_\_\_\_  
 E \_\_\_\_\_

B \_\_\_\_\_  
 D \_\_\_\_\_  
 F \_\_\_\_\_

2 Use the face name to name each prism.

A Triangular prism  
 C \_\_\_\_\_  
 E \_\_\_\_\_

B \_\_\_\_\_  
 D \_\_\_\_\_  
 F \_\_\_\_\_

3 How many faces has each prism? Remember that you can't see them all.

A \_\_\_\_\_  
 D \_\_\_\_\_

B \_\_\_\_\_  
 E \_\_\_\_\_

C \_\_\_\_\_  
 F \_\_\_\_\_

4 What shape are all the faces that aren't ends? \_\_\_\_\_

5 What is a prism? \_\_\_\_\_



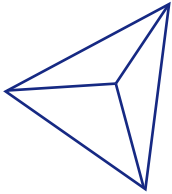
# Pyramids



3D objects

1 Name these pyramids.

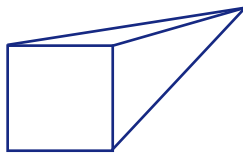
a



\_\_\_\_\_

\_\_\_\_\_

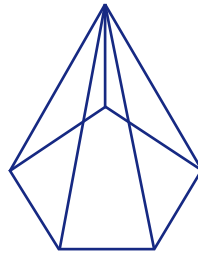
b



\_\_\_\_\_

\_\_\_\_\_

c



\_\_\_\_\_

\_\_\_\_\_

## Pyramids:

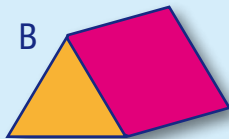
- have one base
- all other faces are triangles
- are named by the shape of the base.

2 Circle the pyramids. Draw a square around the prisms.

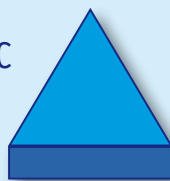
A



B



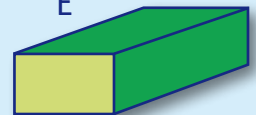
C



D



E



- a How many faces has shape D? \_\_\_\_\_ b shape A? \_\_\_\_\_
- c Which picture shows a square pyramid? \_\_\_\_\_
- d Which picture shows a rectangular prism? \_\_\_\_\_

3 Draw each face.

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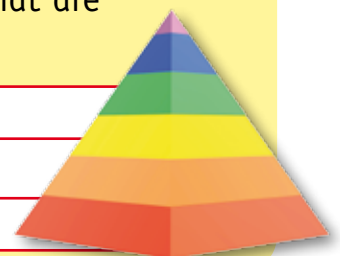


**Challenge!** How many everyday items can you name that are pyramid-shaped or triangular prisms?

\_\_\_\_\_

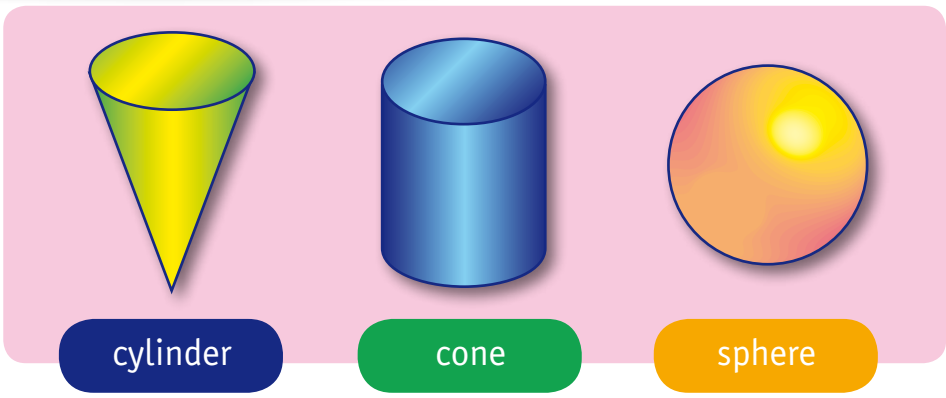
\_\_\_\_\_

\_\_\_\_\_

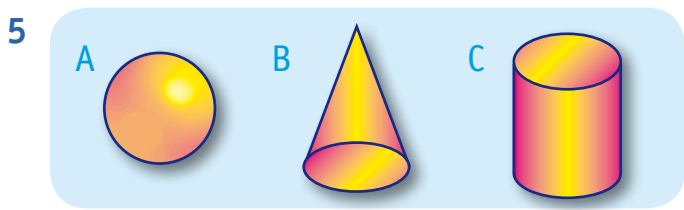




# Cones, cylinders and spheres



- Name three things that are cylinders.  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_
- Name three things that are cones.  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_
- Name three things that are spheres.  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_
- Which object above can be most easily stacked? \_\_\_\_\_  
Why? \_\_\_\_\_



- Am I A, B or C?
- I have one curved surface and 1 flat surface. \_\_\_\_\_
  - I have only one surface. \_\_\_\_\_
  - I have 2 flat surfaces and 1 curved surface. \_\_\_\_\_
- How many surfaces has A? \_\_\_\_\_ B? \_\_\_\_\_ C? \_\_\_\_\_
  - Draw the view from the:

Top			Side		
A	B	C	A	B	C



# Problem solving

## How can you make prisms?

- 1 Write the time when you start this page, using 'to' or 'past'. \_\_\_\_\_
- 2 Make a prism. Choose from the following ways.  
Use pattern blocks.  
Use paper.  
Use clay or another solid material.
- 3 Describe what you did and how you did it. Draw it.

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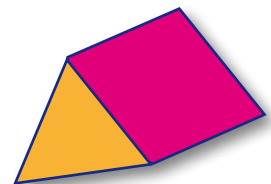
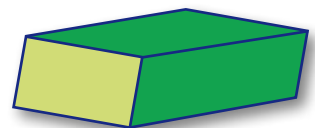
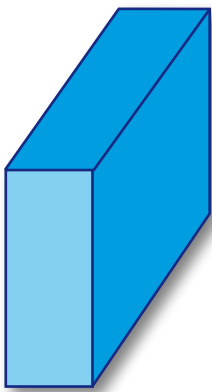
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- 4 Draw your prism from a different view.



- 5 What did you find out about prisms?

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- 6 Write the time when you finished working on this page. \_\_\_\_\_  
How long were you working on this page? \_\_\_\_\_






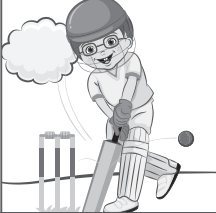




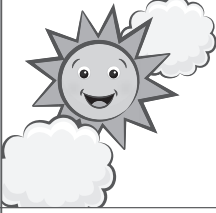





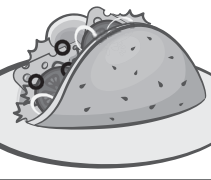
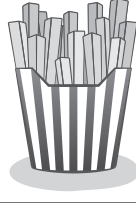



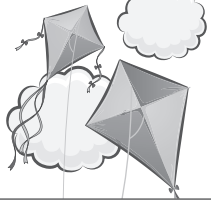



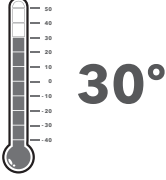
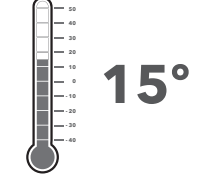
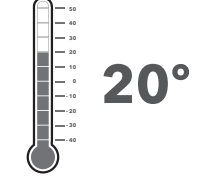
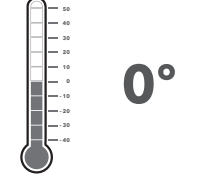
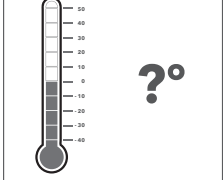


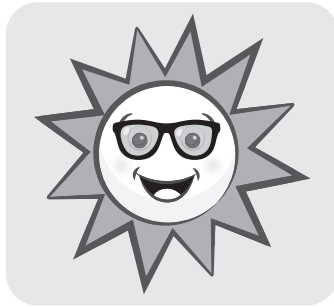
# Are all climate types the same?

Did you know that the weather can affect how you feel? Rainy days can make some people feel grumpy because they like it to be sunny. Some people like rainy days and don't like it when it's hot.

## 1 What climate type are you?

To discover your weather personality, colour the picture you like best in each row. Write the letter in the answer box. Then check the answers and see if you agree.

	A	B	C	D	E	ANSWERS
CLOTHES					 <i>whatever mum says</i>	
FUN						
WEATHER					 <i>don't care</i>	
FOOD					 <i>whatever someone cooks</i>	
SPORT					 <i>anything goes!</i>	
TEMPERATURE	 <b>30°</b>	 <b>15°</b>	 <b>20°</b>	 <b>0°</b>	 <b>?°</b>	

**Answers****Mostly A**

Warm, sunny weather brings out the best in you. You feel happy and less angry on days with more sunshine and heat. Rainy days dampen your spirits.

**Mostly B**

You get grouchy when it turns warm and sunny. A dull day makes you feel upbeat. A little rain gives your mood a boost.

**Mostly C**

You love the sound of the rain on the roof. Rain makes you feel cosy inside. You like to snuggle up and read a book. When it stops raining you like to splash in the puddles. You love the fresh smell of the earth after it rains.

**Mostly D**

Cold weather is relaxing for you. A blanket or hot drink always makes you feel good. You enjoy cuddles. The weather will never stop you from playing outside.

**Mostly E**

Weather doesn't bother you. Rain, shine, hot or cold – you calmly keep going. You least like cool, cloudy days but you never let the weather stop you from doing anything.

Now you know your weather type, you might like to know which place has the best climate for you to live.

A **Temperate climate** is warm in summer and cold in winter. It rains on and off all year. There are no extremes of weather.

A **Tropical climate** is hot and humid. It is warm all year and has a lot of rain.

A **Desert climate** does not get much rain. It is very hot in the day and cold at night.

**2**  Look at your climate zone map of Australia.

- a** Which climate zone would be the hottest? \_\_\_\_\_
- b** Which climate zone would be the wettest? \_\_\_\_\_
- c** Which climate zone would be the most mild (not very hot or cold or wet)?  
\_\_\_\_\_
- d** Which climate zone would have snow? \_\_\_\_\_

**3** Each state can have more than one climate zone.


- a** Which states have a Temperate Zone?  
\_\_\_\_\_  
\_\_\_\_\_
- b** Which states have a Desert Zone? \_\_\_\_\_  
\_\_\_\_\_
- c** Which states have a Tropical Zone?  
\_\_\_\_\_

**4**  
**a** The Temperate Zone has four seasons. Can you name them? \_\_\_\_\_  
\_\_\_\_\_

**b** How long would each season last? \_\_\_\_\_

**5**  
**a** The Tropical Zone has two seasons. Can you name them?  
\_\_\_\_\_

**b** How long would each season last? \_\_\_\_\_


**6**  Go to the website created by the Australian Government to find out more information about the weather. Look at the Climate Averages Map.

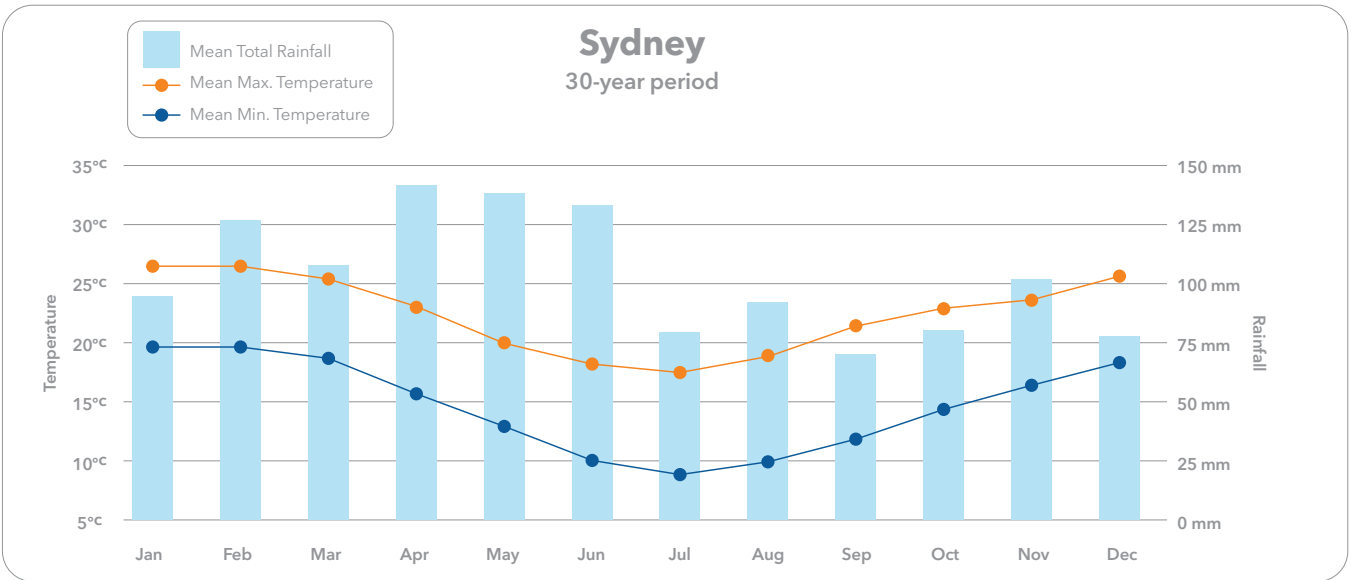
- a** Find your town or city \_\_\_\_\_
- b** What is the highest temperature? \_\_\_\_\_
- c** What is the lowest temperature? \_\_\_\_\_

**7** Find a place in a climate zone where you would like to live. \_\_\_\_\_

- a** Talk to your partner, group or class about the weather there.

Facts about weather and climate are often given in a graph. A Climate Graph shows the high and low temperature, and the rainfall over a long time.

**8**  Look at the Climate Graph for Sydney. The columns are the rainfall. The lines are the temperature.



- a** Which month had the most rain? \_\_\_\_\_
- b** Which month had the least rain? \_\_\_\_\_
- c** What are the two hottest months? \_\_\_\_\_
- d** What are the two coldest months? \_\_\_\_\_

Check your answers are correct.

**9** What is the largest desert in the world? It's not the Sahara. The answer may surprise you. Why is it considered a desert?

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Climate Zone Map of Australia (use for question 2)



L.I. to add and subtract three and four-digit numbers using place value.

## PROBLEM SOLVING

Choose your level (a, b or c), remember to follow the problem solving steps and show your working out.

a) In a school choir there were 164 boys and 278 girls.

How many children?

b) In a school choir there were 686 boys and 878 girls.

How many children?

c) In a school choir there were 586 boys and 766 girls.

237 more children joined.

How many children?

a) Adela added 2 three-digit numbers together and got 815.

What might the numbers be?

b) Adela added 2 three-digit numbers together and got 1156.

What might the numbers be?

c) Adela added 2 three-digit numbers together, then subtracted a three-digit number and got 1153.

What might the numbers be?

**Read** the part of the problem that is asking you to find something out.

**Understand** the information you need to find it out.

**Choose a strategy** that you could use to find it out.

**Use a strategy** to find it out

**Check** that you have found out.



L.I. to add and subtract three and four-digit numbers using place value.

a) Altogether Mahmoud and Jill collected 384 cans. Jill collected 136 more cans than Mahmoud. How many cans did Mahmoud collect?

b) Altogether Mahmoud and Jill collected 786 cans. Jill collected 248 cans.  
How many cans did Mahmoud collect?

c) Altogether Mahmoud and Jill collected 1274 cans. Jill collected 3168 cans.  
How many cans did Mahmoud collect?

a) The fruit shop has 145 fewer apples than oranges. The fruit shop has 312 oranges.  
How many apples does the fruit shop have?

b) The fruit shop has 876 fewer apples than oranges. The fruit shop has 1423 oranges.  
How many apples does the fruit shop have?

c) The fruit shop has 687 fewer apples than oranges, and 358 more bananas than apples. The fruit shop has 1336 oranges.  
How many apples does the fruit shop have?

How many bananas does the fruit shop have?

# How does the power of the Sun affect us on Earth?

1



Look at the colour picture.  
What do you **see**, **think** and **wonder**?

I see



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I think



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I wonder



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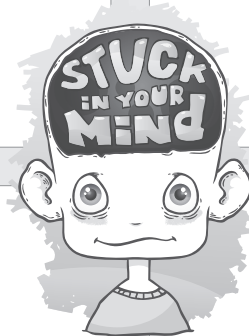
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2  Read the eBook *The Power of Sunlight*.

3 What are some facts that stuck in your mind about the power of sunlight?  
Write them below and share with a buddy.

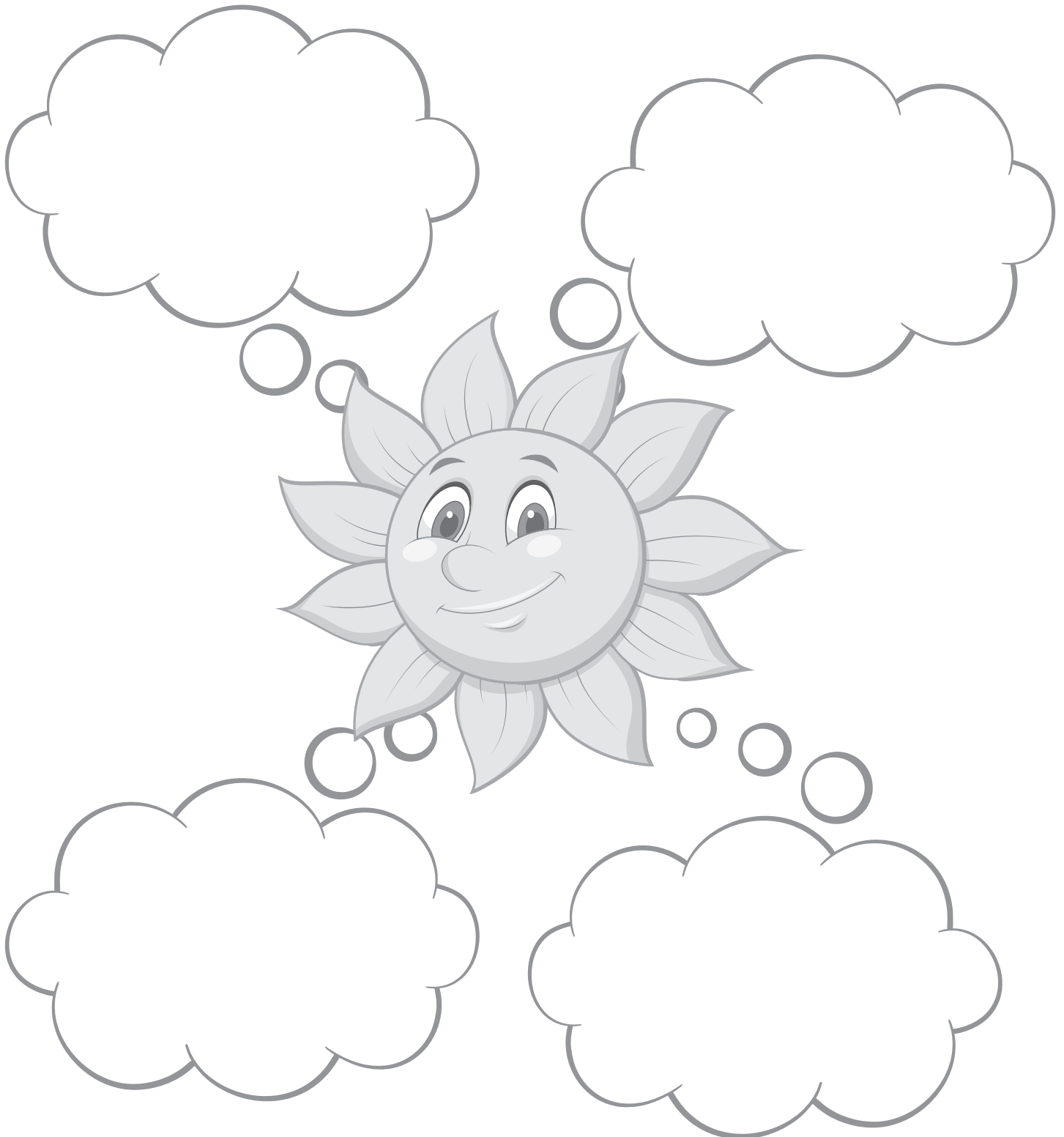
Sunlight takes  
\_\_\_\_\_ minutes  
to reach Earth.



**4** How can we see and feel the Sun's energy on Earth?

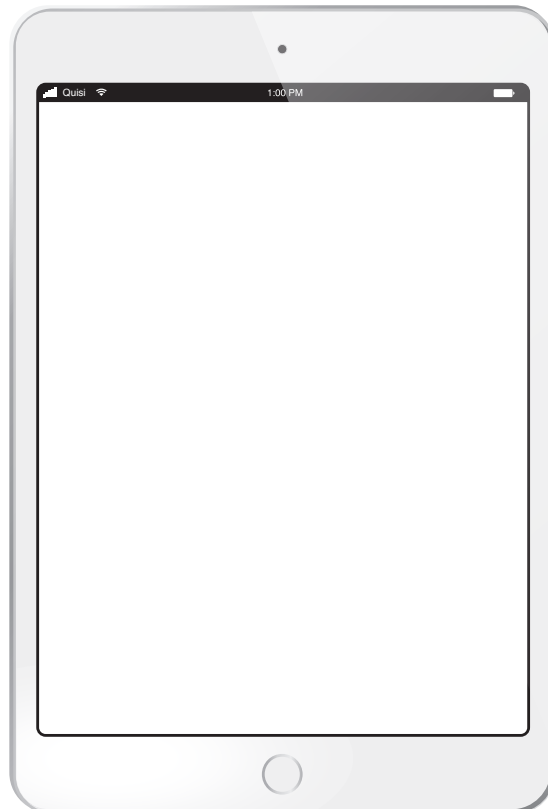
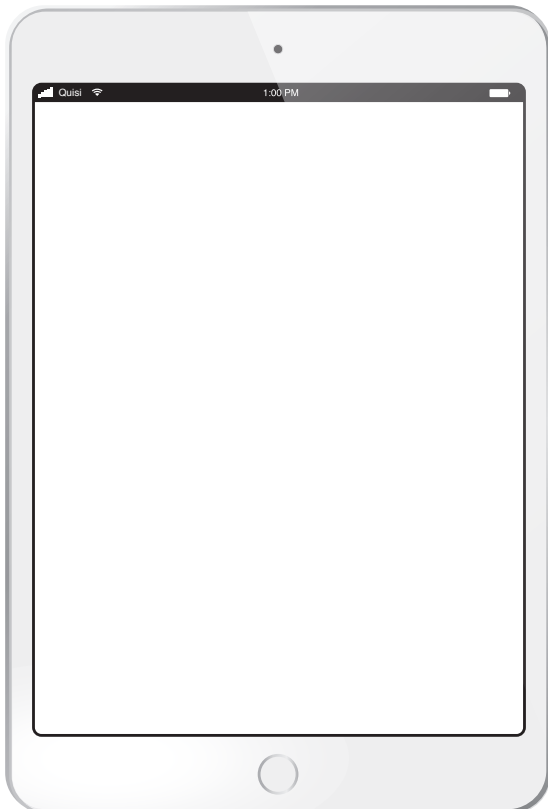
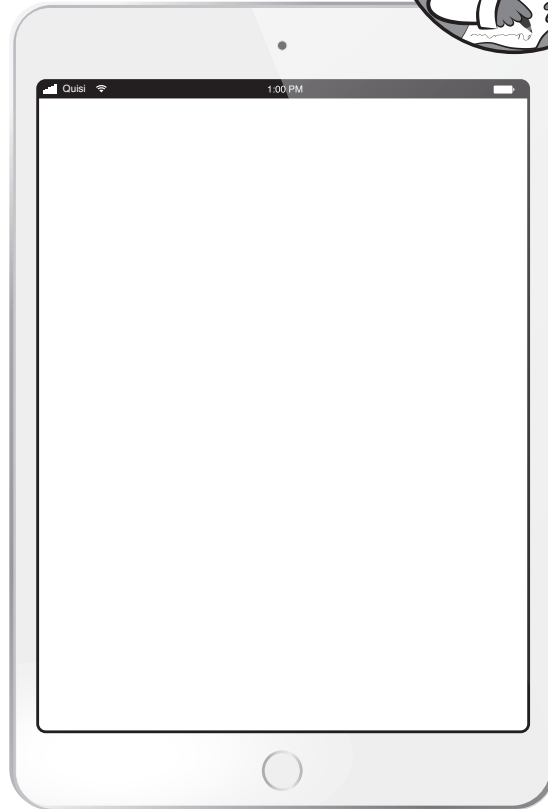
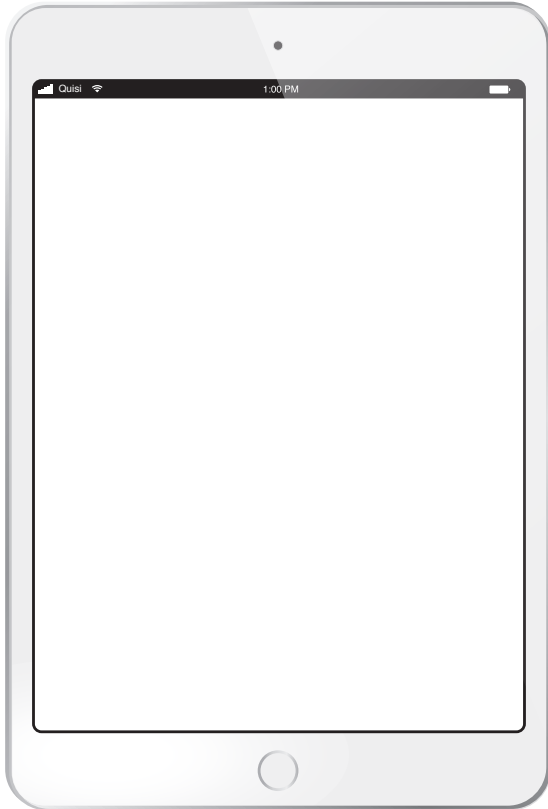
 With a buddy, look at the pictures and chat about the questions.

Buddy Brainstorm some more ways we can see and feel the Sun's power.  
Write them below.



- 5 Take a walk around the playground to draw or photograph more evidence (proof) of the Sun's power.

Record them below.

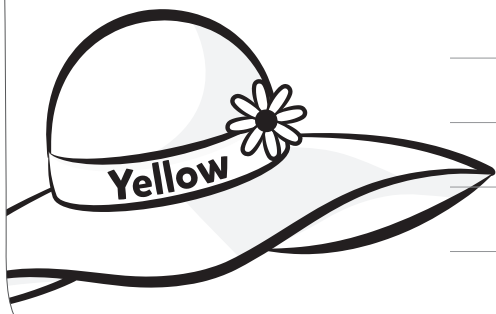


**6** What does sunlight do to our bodies?

 Visit these websites for some information.

Use the thinking hats to organise your thoughts.

What **good** things does the Sun do to our bodies?



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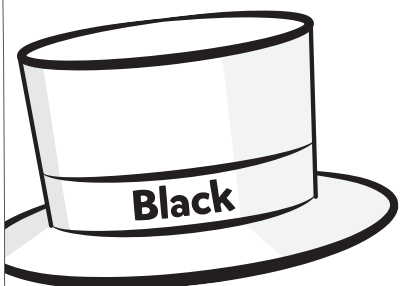
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What **bad** things does the Sun do to our bodies?



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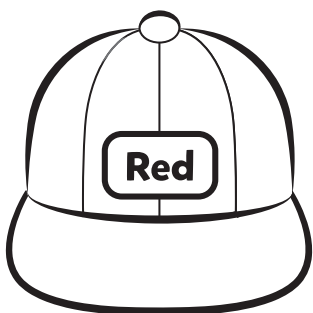
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How does sunlight make you **feel**?



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**7**  Watch the video *SunSmart*.

What did the song encourage us to do?

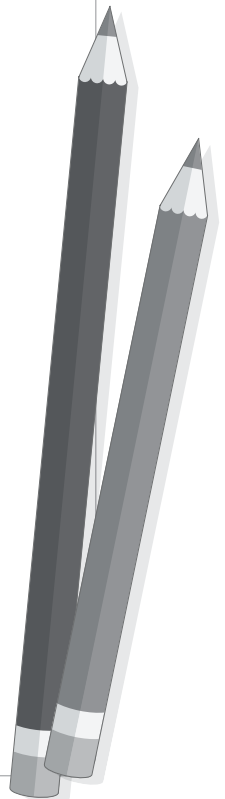
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**8** Think of some interesting ways you could encourage others to be Sun smart. Draw and write your ideas below.



9

It's a fact! The Sun's light creates heat.

Why is it then, on Earth, when you get closer to the Sun, it gets colder? Write an explanation.



A large speech bubble shape containing ten horizontal lines for writing an explanation.

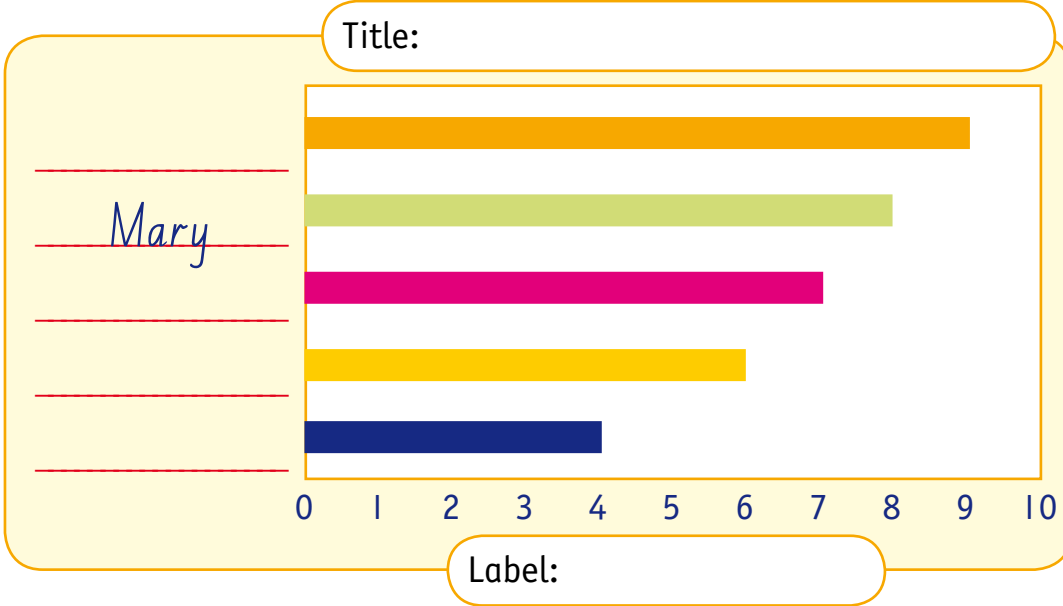


- 1 Some friends drew a picture graph of the fish they caught.
  - a How many people went fishing? \_\_\_\_\_
  - b How many fish did Julio catch? \_\_\_\_\_
  - c Who caught the most fish?  
\_\_\_\_\_
  - d Who caught twice as many fish as Arthur? \_\_\_\_\_
  - e How many fish were caught altogether? \_\_\_\_\_
  - f Who said this? "I caught more fish than Julio, but fewer than Mary." \_\_\_\_\_



Key  = 2 fish

- 2 Mary decided to show the information as a column graph. She drew this.



- a Complete the column graph by writing the name of each person.
  - b Write a title on the graph.
  - c Write the missing label.
- 3 Conn said he would write a table for the information.
    - a Complete the table for Conn.
    - b In which order did he write the names of the people who went fishing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name	Number of fish caught
Arthur	
Julio	
Conn	7
Mary	
Tessie	





## Handwriting Sheet - Wednesday

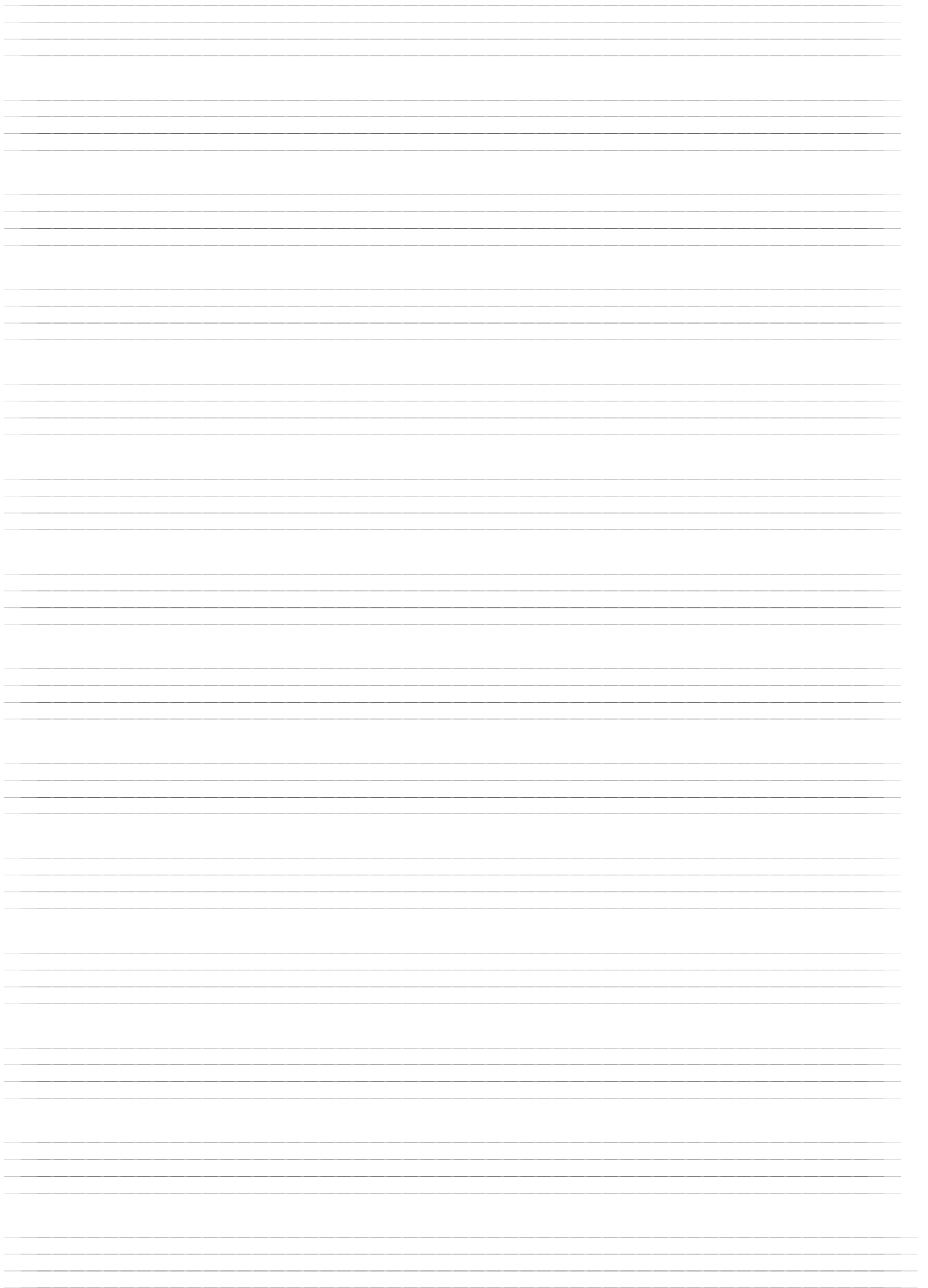
Anzac Day is a day of remembrance that takes place on 25th April in Australia and New Zealand. It honours members of the Australian and New Zealand Army Corps (Anzacs), who have lost their lives in conflict.

The Australian and New Zealand Army Corps landed at Gallipoli in Turkey on 25th April 1915. This was the first major combat of the First World War for these two countries. Its aim was to defeat Turkey, an ally of Germany, as quickly as possible; however, this proved to be very difficult as the Battle of Gallipoli was a long, brutal eight-month battle.

There were many casualties during the Battle of Gallipoli. Over 8000 Australia soldiers and more than 2500 New Zealander soldiers lost their lives. Even though the mission was not successful, the bravery and determination shown by the Anzacs has made the Battle of Gallipoli a significant event in Australian history.

Now write these paragraphs on the next page in your best handwriting.





# Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

---

2. on sunday she went to the park

---

3. the titanic sank in 1912

---

4. toby and mark are going to spain in march

---

5. martha took her children to the zoo yesterday

---

6. when i go to the shop, i will get some crisps

---

7. sameera and i are going to town on friday

---

8. did you sell buns at the fair

---

9. my mum has a cat he is called tom

---

10. have you got a dress for the prom

---

# Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

---

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2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

---

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3. do we have any money to buy more food asked jessica

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4. lilly replied no now we dont have anything for lunch

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5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

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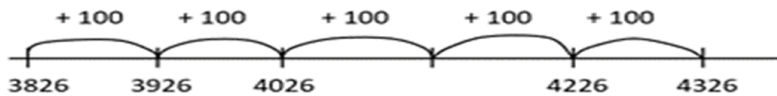
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L.I. to investigate place value of four-digit numbers.

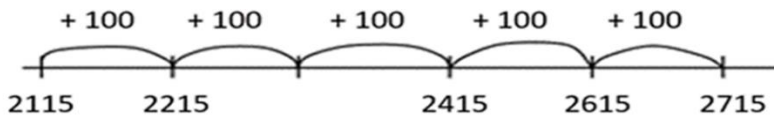
### PROBLEM SOLVING

Choose your level (a, b or c), remember to follow the problem solving steps and show your working out.

a) What number is missing from this number line?



b) What number is missing from this number line?



c) Brandon drew a number line starting at 6987. After adding some hundreds, he landed at 7487.  
How many hundreds did he add?

**Read** the part of the problem that is asking you to find something out.

**Understand** the information you need to find it out.

**Choose a strategy** that you could use to find it out.

**Use a strategy** to find it out

**Check** that you have found out.

a) Aisha partitioned 324 into parts. What might the parts look like?

b) Jade partitioned 1265 into parts. What might the parts look like?

c) Isabel partitioned 5984 into 2 parts. One part had 466 more than the other part.  
What will the parts look like?



L.I. to investigate place value of four-digit numbers.

- a) Jordan showed this number on his calculator. 862  
He changed it so it became this number. 622  
What did Jordan do to change 862 to 622?
- b) Katrina showed this number on her calculator. 2303  
She changed it so it became this number. 2543  
What did Katrina do to change 2303 to 2543?
- c) Brittany showed this number on her calculator. 8536  
She changed it so it became this number. 8836  
Then she changed it so 8836 became this number. 8816  
What did Brittany do to change 8536 to 8836, then to 8816?
- a) There are 324 fruit bats in two groups of trees.  
How many fruit bats might be in each group?
- b) There are 1324 fruit bats in three groups of trees.  
How many fruit bats might be in each group?
- c) There are 8324 fruit bats in two groups of trees.  
One tree had 466 more than the other tree.  
How many fruit bats are in each group?

Learning Intention: I am learning to predict the effectiveness of a range of throwing techniques by testing alternatives to solve a movement challenge

## PE Activity 1 – Throwing golf



1. Create 3 targets that you can safely throw a soft object towards. Choose a 'starting point' where you will throw the object from. Place each target at different distances from the 'starting point'.



2. Discuss the following predictive questions before beginning each attempt:



- a. Which throwing style do you think will be most effective? Why?

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- b. Which target will be the easiest to hit? Why?

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3. Throw the object towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.

**Throwing golf examples**

Sport Australia 2019, Playing for life



4. Record how many throws it took to hit the target.

How many throws did you it take to hit the target?	Attempt 1 Underarm throw	Attempt 2 Overarm throw	Attempt 3 2-hand overhead throw	Attempt 4 2-hand underhand throw	Attempt 5 Your own throwing style
Target 1					
Target 2					

How many throws did you it take to hit the target?	Attempt 1 Underarm throw	Attempt 2 Overarm throw	Attempt 3 2-hand overhead throw	Attempt 4 2-hand underhand throw	Attempt 5 Your own throwing style
Target 3					



5. Repeat the challenge 5 times for each of the 3 targets



### Resources

A soft object to throw (for example, soft ball, pair of socks, soft toy, crumpled-up paper).

- 3 objects or landmarks to create a target for the object to hit (for example, bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree).

# PE Activity 2 – Obstacle golf



1. Create 3 targets that you can safely throw a soft object towards. Choose a 'starting point' where you will throw the object from. Place each target at different distances from the 'starting point'.



2. Choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the 'starting point' and the target.



3. Discuss the following predictive questions with your teacher or parent/caregiver before beginning each attempt. Record your answers below.



- a. Which throwing styles will you use in these challenges? Explain when each throwing style would be most suitable?

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- b. How can you adjust your throwing style to change the amount of effort you use to throw the object? Why will this be important?

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- c. How can you adjust your throwing style to throw your object accurately and avoid the obstacle? Why will this be important? Explain how you plan to throw your object, for example, over, under, through the obstacle.

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4. Throw the object towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.

**Obstacle golf examples**

Sport Australia 2019, Playing for life



5. Record how many throws it took to hit the target. Repeat the challenge 5 times for each of the 3 targets

How many throws did you it take to hit the target?	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Target 1					

How many throws did you it take to hit the target?	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Target 2					
Target 3					



Resources

A soft object to throw (for example, soft ball, pair of socks, soft toy, crumpled-up paper).

- An object or landmark to create a target for the object to hit (for example, bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree).



## Cat alarm

- 1 Once upon a time, the mice had a meeting to think up some ways to outsmart their enemy—the cat. Many different ideas were suggested and discussed.
- 2 Finally, one young mouse said, 'Listen everyone, I have the perfect answer to our problem'. All the mice pricked up their ears to listen.
- 3 'Our main worry is that the cat sneaks up on us quietly. We can't hear her coming', he said. 'If we could work out a signal to let us know when she is coming, we could run away and hide.'
- 4 'If we get a small bell and place it on a piece of ribbon, we could hang it around her neck. This will tell us when she is coming and we could easily hide until she goes away', he explained.
- 5 All the mice thought this was a wonderful idea. They clapped very loudly.
- 6 Finally, a wise old mouse spoke. 'That sounds like a clever idea,' he said, 'but who is going to put the bell on the ribbon around the cat's neck?'
- 7 All the mice looked at each other but no-one spoke. No-one raised a paw to volunteer, either.
- 8 No-one suggested the bell alarm for the cat again.



# Questions

1. The word **outsmart** in Paragraph 1 means:

- (a) *trick.*
- (b) *outside.*
- (c) *hurt.*

2. Who suggested putting a bell on the cat?

- (a) *a wise old mouse*
- (b) *a young mouse*
- (c) *the dogs*

3. The cat is:

- (a) *male.*
- (b) *female.*
- (c) *can't tell.*

4. Which paragraph tells how the cat alarm would work?

- (a) *Paragraph 1*
- (b) *Paragraph 2*
- (c) *Paragraph 4*

5. No-one wanted to put the bell on the cat because:

- (a) *it would be dangerous.*
- (b) *the young mouse was going to do it.*
- (c) *the wise old mouse was going to do it.*

6. The mice didn't know the cat was coming because:

- (a) *they didn't listen.*
- (b) *she crept up quietly.*
- (c) *they weren't looking.*



## Something extra

- ★ Design a simple alarm for your pet.
- ★ Draw a picture of your favourite cat from a story or cartoon.

# Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 169:

**6, 1, 7**

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H      T      O

4. Between 134 and 189:

**5, 4, 1**

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H      T      O

7. Between 986 and 1000:

**8, 8, 9**

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H      T      O

2. Between 295 and 311:

**9, 2, 9**

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H      T      O

5. Between 576 and 601:

**9, 5, 7**

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H      T      O

8. Between 784 and 876:

**8, 4, 7**

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H      T      O

3. Between 392 and 397:

**5, 3, 9**

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H      T      O

6. Between 784 and 812:

**8, 5, 7**

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H      T      O

9. Between 578 and 811:

**8, 6, 7**

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H      T      O

# Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 182:

**6, 1, 7**

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H      T      O

2. Between 295 and 311:

**9, 2, 8**

--	--	--

H      T      O

3. Between 373 and 397:

**8, 3, 9**

--	--	--

H      T      O

4. Between 352 and 401:

**2, 6, 3**

--	--	--

H      T      O

5. Between 573 and 601:

**6, 5, 7**

--	--	--

H      T      O

6. Between 784 and 811:

**8, 9, 7**

--	--	--

H      T      O

7. Between 2850 and 2870:

**9, 5, 2, 8**

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TH      H      T      O

8. Between 1900 and 1930:

**2, 1, 8, 9**

--	--	--	--

TH      H      T      O

9. Between 1000 and 1050:

**0, 1, 2, 4**

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TH      H      T      O

# Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 1234 and 2000:

**2, 1, 8, 9**

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TH      H      T      O

2. Between 1306 and 1345:

**0, 1, 4, 3**

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TH      H      T      O

3. Between 1278 and 1299:

**2, 1, 8, 6**

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TH      H      T      O

4. Between 2300 and 2456:

**3, 1, 8, 2**

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TH      H      T      O

5. Between 3000 and 3500:

**2, 9, 3, 4**

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TH      H      T      O

6. Between 8764 and 9000:

**2, 1, 8, 8**

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TH      H      T      O

7. Between 5600 and 5700:

**6, 4, 5, 9**

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TH      H      T      O

8. Between 5426 and 9843:

**2, 6, 8, 9**

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TH      H      T      O

9. Between 1234 and 1239:

**2, 1, 3, 8**

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TH      H      T      O

# Place Value Challenge Answers



1. 167
2. 299
3. 395
4. 145 / 154
5. 579 / 597
6. 785
7. 988
8. 847 / 874
9. 678 / 687 / 768 / 786



1. 167 / 176
2. 298
3. 389
4. 362
5. 576
6. 789 / 798
7. 2859
8. 1928
9. 1024 / 1042

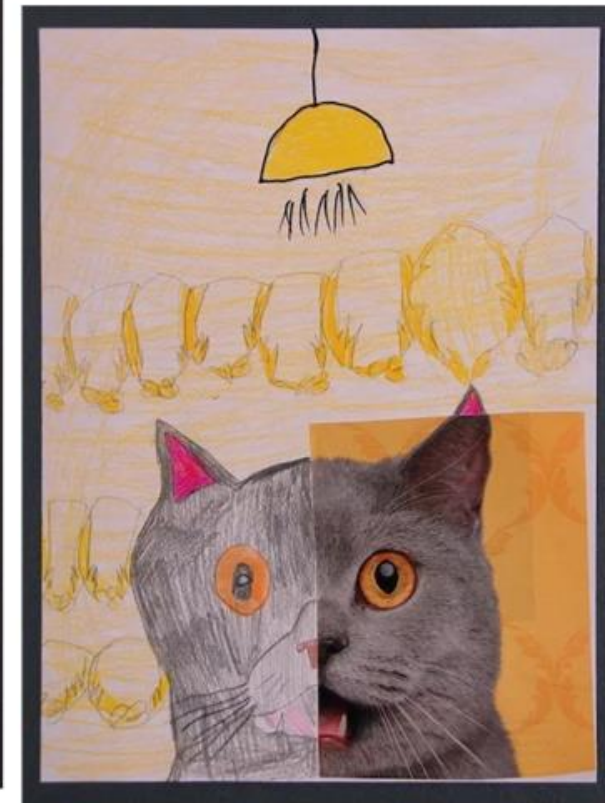


1. 1289 / 1298 / 1829 /  
1892 / 1928 / 1982
2. 1304 / 1340
3. 1286
4. 2318 / 2381
5. 3249 / 3294 / 3429 / 3492
6. 8812 / 8821
7. 5649 / 5694
8. 6289 / 6298 / 6829 / 6892 /  
6982 / 8269 / 8296 / 8629 /  
8692 / 8926 / 8962 / 9268 /  
9286 / 9628 / 9682 / 9826
9. 1238

## Lesson 1

# FINISH THE DRAWING !!

L.I: We are learning to use different techniques to create art works.



Use these images or search online, magazines, catalogues and old photos.



## Equipment Required

- A4 white paper
- Pencils
- A picture
- Scissors
- Glue

## Lesson 2

# Rhino silhouette in Africa

**L.I: We are learning to use different techniques to create art works.**

1. Paint or draw a sunset on the A4 white card/paper.
2. Draw the silhouette of a rhino on the back side of black side paper then cut it out.
3. Glue your rhino silhouette onto your sunset painting



### Equipment Required

- Black paper
- A4 white card/paper
- Water paint – yellow, orange, red or pencils
- Scissors
- Glue



# Rhino silhouette in Africa

