

To the sweet sun rays of 3D,

Welcome to Term 4! I hope you had a wonderfully fun holiday (even though it was still in lockdown). I can't wait to hear about all the fun and exciting things you did. I'm super excited to teach you so many incredible new things this Term!

If you haven't, please join our class Edmodo with the code **s5r4eb**

<https://nsweducation.zoom.us/j/4506887593?pwd=VVhEdkNURlJHaXo5MFNSb1RmV2J5dz09>

Meeting ID: 450 688 7593

Passcode: 7Pn5Uq

If you have any further questions, please contact me via Edmodo or via email on missdandashli3d@hotmail.com and I will get back to you as soon as I can.

- Miss Dandashli 😊

To the wonderful students of 3K,

Welcome to Term 4 'Learning from Home'! I hope you all had a safe and eventful break! I can't wait to see you all on our first zoom call of the term and you can tell me all about your holidays! This term we will be learning some new and exciting content! 😊

If you haven't, please join our class Edmodo with the code **7qm82x**

We will continue to have our **Zoom** sessions on **Tuesdays and Thursdays at 12pm**. I will be sending our zoom link and information on Edmodo on these days.

If you have any further questions, please contact me via Edmodo or via email on misskiranbps@hotmail.com and I will get back to you as soon as I can.

- Miss Kiran 😊

To the marvellous students of 3M,

I hope you enjoyed your school holidays the best you can while being safe and happy! Welcome back to another Term of Online Learning. This Term we will be enjoying new content and helping our minds grow! I miss your sweet smiles and will be seeing you on **Zoom every Tuesday and Thursday at 12pm**.

This Term we will continue to communicate on Edmodo. If you haven't joined our Edmodo class, you can use this code to join: **2ay328**

You can also contact me through email on missmourad@outlook.com

To the awesome 3Y team,

We made it to Term 4! You've survived a WHOLE TERM of learning at home, and you have continued to see the 'bright side' of things despite how challenging it has been. I have loved seeing photos of your work, as well as all the fun things you've been up to whilst at home. I hope you had an enjoyable break and got plenty of rest. I'm super excited to go on another learning journey with you this term.

If you have not already done so, please connect with me and your peers via Edmodo. Our class code is: v7srn3

Join our Zoom Meeting: Tuesday's and Thursday's at 12pm

<https://nsweducation.zoom.us/j/3233491085?pwd=L2xXSHo0T1ZGWkFiZFfKRUtZSUFyQT09>

Meeting ID: 323 349 1085

Passcode: 461610

My email is: miss.younan@outlook.com

If you have any questions or require any assistance along the way, please reach out to me via Edmodo or email. I will get back to you as soon as I can. See you all soon!

Miss Younan

To the amazing students of 3S,

Welcome to Term 4! I'm so proud of all the hard work you did last term and am looking forward to seeing how hard you will work again this term. I know that each of you will do your best and that is all I could ever ask from you. I know it is a tough time and learning from home might be tricky, so I will be available on Edmodo or via email to answer any questions or to have a chat if you need. Don't be shy! - I'm here for you when you need me.

If you have not, please join our **Edmodo** class so you don't miss out on important announcements. The code to join is: **t6uebd**.

You can also contact me via email on **missnguyen2021@gmail.com**

Most importantly, we will still have **Zoom** meetings twice a week - **every Tuesday and Thursday at 12pm**. Please join if you can, because I miss seeing each and every one of you.

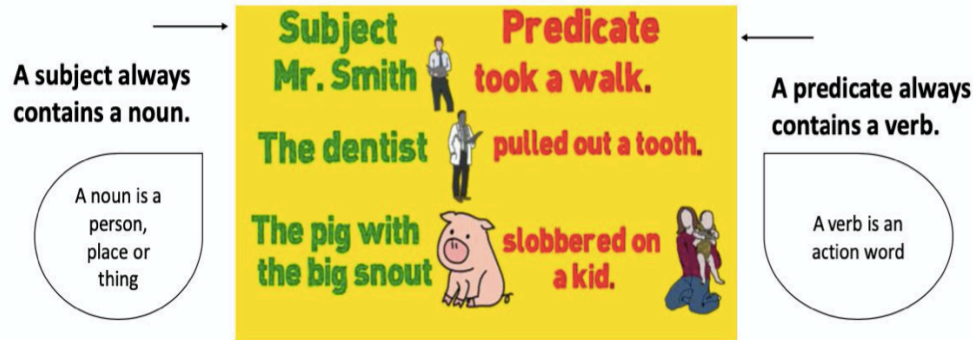
Hope to see all of you soon!

Miss Nguyen

Term 4, Week 1 - Year 3 Learning From Home Overview, 2021

MONDAY PUBLIC HOLIDAY	TUESDAY	WEDNESDAY <u>Well-being Day</u>	THURSDAY	FRIDAY
<u>Morning Routine/Sentence of the Day</u> <input type="checkbox"/> <u>Reading</u> <input type="checkbox"/> <u>Writing</u> <input type="checkbox"/> <u>Mathematics</u>	<u>Morning Routine/Sentence of the Day</u> > Review Sentence Structures > Review 'Nouns, Pronouns, Verbs' > Read facts about Egypt and highlight interesting facts/vocabulary > Do 'facts that stuck with me' > Do 'Simple Sentences about Egypt' <u>Reading</u> <input type="checkbox"/> Life in Ancient Egypt Comprehension <u>Writing</u> <input type="checkbox"/> Watch the video explaining the Block planner <input type="checkbox"/> Draw the block planner twice <input type="checkbox"/> Handwriting <u>Mathematics</u> <input type="checkbox"/> Math Mentals <input type="checkbox"/> Watch the video explaining Adding and Subtracting money. <input type="checkbox"/> Complete Tuesday's Adding and Subtracting money worksheet.	<u>Morning Routine/Sentence of the Day</u> <u>Day</u> > Review Sentence Structures > Review 'Nouns, Pronouns, Verbs' > Read facts about Egypt and highlight interesting facts/vocabulary > Do 'facts that stuck with me' > Do 'Compound Sentences' <u>Reading</u> <input type="checkbox"/> Howard Carter Comprehension <u>Writing</u> <input type="checkbox"/> Rewatch video 1 <input type="checkbox"/> Draw the block planner <input type="checkbox"/> Watch video 2 and complete the labelling activity <u>Mathematics</u> <input type="checkbox"/> Math Mentals <input type="checkbox"/> Watch the video explaining solving missing and equivalent number sentences. <input type="checkbox"/> Complete the equivalent number sentences worksheet. <u>HSIE</u> <input type="checkbox"/> Australian Celebrations and Commemorations worksheet - What do we remember and how do we remember it? <u>Enjoy the wellbeing activities provided in your learning pack.</u>	<u>Morning Routine/Sentence of the Day</u> > Review Sentence Structures > Review 'Nouns, Pronouns, Verbs' > Read facts about Egypt and highlight interesting facts/vocabulary > Do 'facts that stuck with me' > Do 'Spot the Pronouns and Nouns' <u>Reading</u> <input type="checkbox"/> Ancient Egypt Comprehension <u>Writing</u> <input type="checkbox"/> Rewatch video 1 & 2 <input type="checkbox"/> Draw the block planner <input type="checkbox"/> Complete the incomplete titles by writing in adjectives <u>Mathematics</u> <input type="checkbox"/> Math Mentals <input type="checkbox"/> Watch the video explaining solving missing and equivalent number sentences. <input type="checkbox"/> Complete the missing number sentences worksheet. <u>PDH</u> <input type="checkbox"/> Complete the 'rights and responsibilities' worksheets <u>Science</u> <input type="checkbox"/> Run, run, runny project	<u>Morning Routine/Sentence of the Day</u> > Read facts about Egypt and highlight interesting facts/vocabulary > Do 'facts that stuck with me' > Independent sentence writing <u>Reading</u> <input type="checkbox"/> Tutankhamen's Tomb Comprehension <u>Writing</u> <input type="checkbox"/> Rewatch video 1 & 2 <input type="checkbox"/> Draw the block planner <input type="checkbox"/> Independently write titles include the Wow Pow word and country of your choice <u>Mathematics</u> <input type="checkbox"/> Math Mentals <input type="checkbox"/> Watch the video explaining the multiplication and division levels. <input type="checkbox"/> Complete the multiplication and division worksheet. Investigate at your multiplication and division level. <u>Creative Arts</u> <input type="checkbox"/> King Tutankhamen Drawing <u>PE</u> <input type="checkbox"/> Fitness Fridays

There are 3 kinds of sentences (simple, compound and complex). Every complete sentence contains two parts: a subject and a predicate. The subject is what (or whom) the sentence is about, while the predicate tells something about the subject.



This is a compound sentence.



A compound sentence glues two simple sentences together. It is made up of two main clauses joined by a coordinating conjunction.

This is a simple sentence.

It has a subject and a predicate.



A simple sentence is made up of one **main clause**.

The subject is who or what the sentence is about. It will be a noun or a pronoun.

The predicate gives us more information about the subject, and contains *at least* one verb.



Coordinating conjunctions

for – this happened because of this

and – this plus this

nor – not this –not this

but – this negates this

or – means a choice

yet – this happened even though this happened!

so – this happened because of this

Nouns

A noun is a word that names a person, place, object or idea.



Person:
Grandpa



Idea:
excitement



Object:
football



Place:
London

Pronouns

A pronoun is a word that replaces a noun.



us



me



his ice-cream

Verbs

A verb is a word that conveys ACTION, OCCURRENCE, or STATE OF BEING. Verbs are needed to form complete sentences or questions. In a sentence, a verb works as the main component of the predicate, the part of a sentence that indicates what the subject (person or thing) is or does.

action verbs:

woke
took
saw
feel
went
look
jump
ran
want

linking verbs:

are
were
has
have
had
is
seem
been

helping verbs:

could
would
might
may
should

Egypt



Egypt is a major country in north Africa.

It is of course most famous for the Ancient Egyptian civilization that flourished there for thousands of years. Today, many monuments from those days remain including the Great Pyramid of Giza, one of the Seven Wonders of the Ancient World.

Egypt is one of the few countries that sits on two continents. Most of Egypt is in Africa and a small part is in Asia.

Egypt shares a border with Libya, Sudan, Israel and the Gaza Strip.

X



The Ancient Egyptians used a picture-based writing system called hieroglyphics!

Did You Know?



Great Pyramid of Giza

Egypt

Climate ☀️

Egypt is the sunniest and driest country on Earth. It experiences very low rainfall, so it relies on the Nile River to satisfy the country's water needs. Nonetheless, it can snow high in the mountains and it even snowed on the pyramids in 2013!



Geography Topography

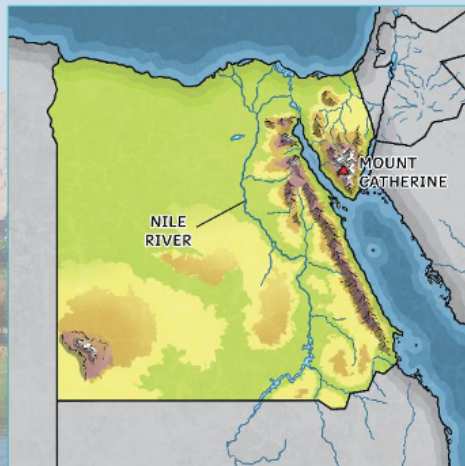


Nile River

The Nile River, traditionally considered to be the longest river in the world, runs the length of Egypt. It flows through the narrow Nile Valley to the Delta where the river empties into the Mediterranean Sea. The banks of the Nile are rich farmland and home to almost all Egyptian people.

Did You Know?

98% of Egyptians live on the banks of the Nile River.



Did you know?

Mt. Catherine is the highest mountain in Egypt. It stands 2629 metres high.

Egypt

READ AND REVIEW DAILY

Instructions: Highlight interesting facts and vocabulary

The eagle represents strength and power.



Red represents the sacrifices and blood of the Egyptian martyrs.

White symbolises peace.

Black stands for the dark period of occupation.

Egypt's national...

language: العربية
Arabic

river:



flower:



lotus

Bird:



golden eagle

FAST FACTS

- OFFICIAL NAME: Arab Republic of Egypt
- FORM OF GOVERNMENT: Republic
- CAPITAL: Cairo
- POPULATION: 99,413,317
- OFFICIAL LANGUAGE: Arabic
- MONEY: Egyptian pound
- AREA: 386,662 square miles (1,001,449 square kilometers)
- MAJOR MOUNTAIN RANGES: Eastern Highlands
- MAJOR RIVER: Nile



People and Culture

About 90 percent of Egyptians are Muslim, which means they are followers of the Islamic religion. About 10 percent of Egyptians are Copts, one of the oldest branches of the Christian religion.

Ancient Egypt

Pharaohs

The kings and queens of Egypt were called Pharaohs. They were the most powerful people in Egypt and were considered to be gods. The word 'pharaoh' means 'great house'.

Society

The Egyptians had a structured society. The diagram shows the most important person at the top - the Pharaoh.



Pyramids



These were built using huge stones, each one weighed tonnes and all moved by men!

Hieroglyphs

The ancient Egyptians used a form of writing called hieroglyphs. These were letters represented with a picture.



Sphinx

Body of a lion
and human head.



FACTS THAT 'STUCK' WITH ME

Write 2 new facts about Egypt every day on the notes below

Tuesday

Tuesday

Wednesday

Wednesday

Thursday

Thursday

Friday

Friday

Simple Sentences about Egypt

Review





Activity 1: Draw a simple sentence in the space below.

Activity 2: Fill in the blanks below about what a simple sentence contains.

A sentence is _____ that expresses a complete _____. Every sentence must begin with a _____ and end with _____.

A main clause must contain a _____ and a _____. A subject is _____ or _____ the sentence is about. The predicate must contain at least one _____.

Activity 3: Use the following 'Egypt Vocabulary' to write a simple sentence. Remember, a simple sentence has one main clause (subject and predicate). We have provided a picture for each word. Draw a box around the subject of your sentence, circle the predicate and highlight the verb/s.

Vocabulary	Picture	My Simple Sentence
desert		
ancient		
pyramid		
pharaoh		

Compound Sentences

Review

Activity 1: Finish the sentence below

A simple sentence has one main clause. A main clause has a subject (noun) telling us who or what the sentence is about. A compound sentence is different to a simple sentence because

Activity 2: Read the sentences below and circle if they are simple or compound sentences.

1. Egypt's national language is Arabic. (simple/compound)
2. The main river in Egypt is called the Nile river, and it runs through the whole country.
(simple/compound)
3. Cairo is Egypt's capital city, and is one of the most populated cities in the world. (simple/compound)
4. Egypt is located in north Africa, but many Egyptians speak Arabic. (simple/compound)
5. Egypt is a remarkable nation, for it has historical landmarks and a scrumptious cuisine.
(simple/compound)
6. There are numerous landmarks to visit in Egypt. (simple/compound)
7. The Valley of the Kings is a burial ground for the pharaohs, and Tuthmosis was the first pharaoh to be buried there. (simple/compound)
8. Kushari is a traditional Egyptian dish, and it contains macaroni, spaghetti, chick peas and lentils.
(simple/compound)
9. Egyptians like to eat Fattah, sahlab, falafel and knafeh. (simple/compound)
10. Ancient Egyptians believed in thousands of gods, and they worshipped local animals
(simple/compound)

Activity 3: Write your own compound sentences using the facts about Egypt. Use a variety of coordinating conjunctions: for, and, nor, but, or, yet, so

for: _____

and: _____

but: _____

or: _____

yet: _____

so: _____



Spot the Pronouns and Nouns

Thursday, 7th October 2021
Sentence of the Day

A noun is a word that names a person, place, object or idea. For example: grandpa (person), excitement (idea), football (object), Egypt (place). A pronoun is a word that replaces a noun. For example: us, them, they, he, it.

1. Put a circle around all of the pronouns in this box. Underline all of the nouns.

fish	me	railway	dog
us	them	group	it
she	homework	golf	you
hers	mine	tablecloth	ours

The subject of the sentences below are missing. Use the word bank below to fill in the blanks and identify if the word used is a pronoun or noun.

kings	it	queens
Egyptians	Egypt	Koshary
they		


- _____ is a major nation located in North Africa. (noun/pronoun)
- _____ is a traditional Egyptian dish and is loved by many people from around the world. (noun/pronoun)
- The Egyptian flag is red, white and black, and _____ has many symbols and meanings. (noun/pronoun)
- About 90% of _____ are Muslim, and _____ worship in beautiful mosques. (noun/pronoun)
- The _____ and _____ of Egypt were called Pharaohs. (noun/pronoun)


Complete the sentences by adding a subject. Then, put a box around the verb in each sentence.

- _____ is my best friend.
- _____ packed his suitcase for holiday.
- _____ and _____ washed their parents' car.
- _____ told me about the school project.
- _____, _____, and _____ played football on the playground.
- _____ saw a cat run across the park.

Independent Sentence Writing

Write your own simple and compound sentences below about our topic (Egypt). Use the feedback squares below to check and edit your sentences.

Week	Learning intention	We are learning to write a simple sentence.
	Success Criteria I have used:	<div>C</div> Main clause (subject and predicate) <div>!?</div>
		

Week	Learning intention	We are learning to write a compound sentence.
	Success Criteria I have used:	<div>C</div> main clause <div>,</div> <div>!?</div> <div>f a n b o y s</div> main clause
		

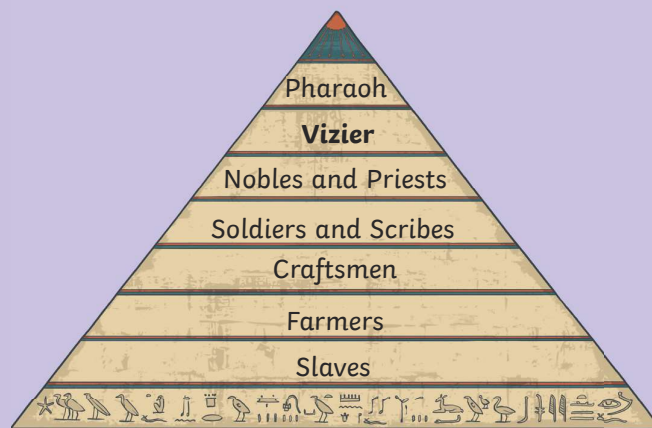
Life in Ancient Egypt

The ancient Egyptian period began over 5,000 years ago and lasted for around 3,000 years. During this time, ancient Egyptian life saw many changes.

Society

Ancient Egyptians were skilled farmers and strong believers in religion. They made one of the first solar calendars as well as a language called **hieroglyphics**. The ancient Egyptians were great inventors, and some of the things they invented are still in use today.

People of ancient Egypt were put into different classes. This was shown as a pyramid with the pharaoh at the top.



Markets and Merchants

Markets were important to life in ancient Egypt. The people grew lots of grain and used a 'barter system'. Stones named 'debens' were used to value items. Trading with other countries made sure people got the food and other items they needed.

Some of the most popular items included linen, papyrus, grain and precious metals and stones.

Transport and the Nile

Due to the hot **climate**, ancient Egyptian life grew around the river Nile. For transport, trade and day-to-day activities, the Nile was key.

Towns and cities sprung up all along the river's banks. During the summer, wet weather would cause the Nile to flood, which made the ground perfect for growing crops.

Did You Know...?

- There were over 2,000 gods and goddesses.
- The people believed that they would live forever in an afterlife when they died.
- When someone died, their body was **mummified**.



Glossary

climate – Weather conditions in a place over a period of time.

hieroglyphics – Language using symbols and pictures.

mummified – Wrapped in cloth to keep safe and dry.

vizier – An important person below the pharaoh.

Questions

1. Which of the following are items used for trade? Tick **two**.

- ☐ flags
- ☐ linen
- ☐ weapons
- ☐ papyrus

2. How many gods did the ancient Egyptians believe in? Tick **one**.

- ☐ 500-1,000
- ☐ 1,000-1,500
- ☐ 1,500-2,000
- ☐ over 2,000

3. Number the sections from 1-4 to show the order in which they appear in the text.

- ☐ Did You Know...?
- ☐ Transport and the Nile
- ☐ Society
- ☐ Markets and Merchants

4. Draw 3 lines to match the word to its meaning.

mummified

Language using symbols and pictures.

vizier

Wrapped in cloth to keep safe and dry.

hieroglyphics

An important person below the pharaoh.

5. What were 'debens'?

6. Fill in the missing words.

Ancient Egyptians were skilled _____ and strong believers in _____. They made one of the first solar calendars as well as a language called _____.

7. Why was the river Nile so important to life in ancient Egypt?

Complete Wednesday

Howard Carter

Howard Carter was a famous **Egyptologist** and **archaeologist**. He is most famous for discovering the tomb of Tutankhamun.

Early Life

Howard Carter was born in London on 9th May 1874. His father was an artist and taught Howard how to paint and draw. Howard's family lived near a big mansion which had a large collection of **artefacts** from ancient Egypt. Howard enjoyed looking at the artefacts so much that he decided to become an archaeologist.



Discovering Tutankhamun's Tomb

Howard was employed by a rich man called Lord Carnarvon who wanted Howard to search in the Valley of the Kings. He believed that there were undiscovered tombs of Egyptian pharaohs buried there.

Did You Know...?

For a long time, Howard didn't find anything in the Valley of the Kings. Lord Carnarvon told him that he would stop all funding if Howard didn't find anything within the next year.



Timeline of Events

4th November 1922: Howard's water boy finds a large stone. Howard believes that this stone is the top of some stairs. Howard's team begins to dig.

26th November 1922: Lord Carnarvon arrives in Egypt and Howard makes a small hole in the wall they had found. He can see gold everywhere! He has discovered the **antechamber** of Tutankhamun.

After the Discovery

In the antechamber, Howard noticed a large door. On the 16th February 1923, he opened the door and discovered the famous burial chamber of Tutankhamun. Inside this room, there were even more gold objects, including the golden **sarcophagus** of the pharaoh, Tutankhamun. Howard Carter spent the next nine years drawing pictures of the two rooms and all of the objects inside.

Afterwards, the objects were moved to a museum in Cairo and many of the objects can still be seen in the museum today.

When Lord Carnarvon asked Howard Carter what he could see in the tomb, Howard replied, "Wonderful things."



Did You Know...?

The chisel that Howard used to make the first hole in the wall of the antechamber was a 17th birthday present from his grandmother!

Glossary

antechamber: A small room leading to a main room.

archaeologist: A person who studies human history by uncovering sites and looking at artefacts.

artefacts: Objects made by a human being that are usually of historical interest.

Egyptologist: A person who studies the language, history and culture of ancient Egypt.

sarcophagus: A decorated coffin.

Questions

1. Number the events below to show they order that they happened. The first one has been done for you.

- ☐ Howard Carter discovers the antechamber.
- ☐ Howard Carter's water boy finds a large stone.
- ☐ Howard Carter discovers the burial chamber.
- ☒ 1 Howard Carter learns to paint and draw.

2. Which word did Howard Carter use to describe what he could see in the tomb? Tick one.

- ☐ excellent
- ☐ wonderful
- ☐ magnificent
- ☐ horrifying

3. What famous object was inside the burial chamber that Howard Carter opened? Tick one.

- ☐ Howard Carter's drawings
- ☐ a large stone
- ☐ a golden goblet
- ☐ Tutankhamun's sarcophagus

4. Draw lines to match each person with their action.

Howard Carter	discovered a large stone
Lord Carnarvon	opened the door to the burial chamber
Howard's water boy	paid Howard to search for a tomb

5. Where can you still see objects from the tomb today?

6. Fill in the missing words.

Howard Carter was born in _____ but spent a lot of time with his family near a big _____.

7. How do you think that Howard Carter felt when he first saw the tomb?

Complete Thursday

Ancient Egypt

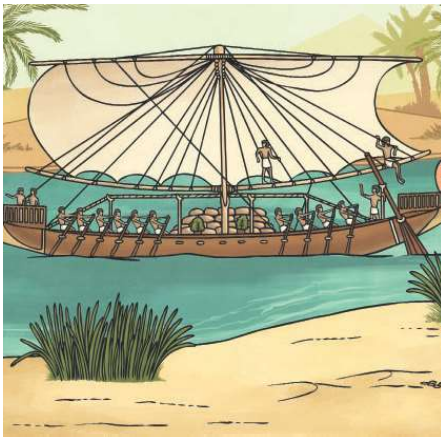
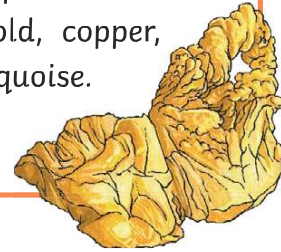
The River Nile was important in ancient Egypt. It is 6,853km long and the longest river in the world. It starts in the mountains of Tanzania.

'Black Land'

In ancient Egypt the soil was good for growing crops (plants). Some of the food grown was swapped for other goods that could not be found or made in Egypt. The land flooded every year, which made it very good for growing plants. Then it was known as 'black land'.

'Red Land'

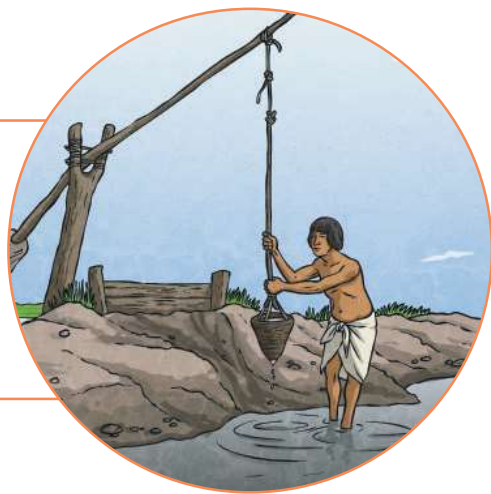
Egyptians also had 'red land', which was the red, dry desert where nothing could grow. The 'red land' was also rich in precious metals and gems like gold, copper, amethyst and turquoise.



Egyptian people needed the water of the River Nile for drinking and washing. They used papyrus reeds for paper and fishermen caught fish in the river. Sailors used boats on the water to move materials like the stones that were used to build pyramids.



Pharaohs enjoyed sailing up and down the river. Meanwhile, ordinary Egyptians used an object called a shaduf (which scooped up water from the river) to help them with growing their crops.



Questions

1. How long was the River Nile?

2. Where does the river start?

3. Which colour was the desert land?

4. Who moved stones on the water?

5. Why do you think rivers are so important?

6. Name two precious metals found in Egypt:

7. What is a shaduf?

Complete Friday Tutankhamun's Tomb

Who

Found His Tomb?

The tomb was found by a group of researchers lead by Howard Carter.



It was discovered in 1922, which means that all of the treasures and the body inside had been left in very good condition.

Howard worked out from other important finds that the tomb would be in the Valley of the Kings. A man named Theodore Davis found a cup with Tutankhamun and his wife on it. This was a clue that helped Howard to find the tomb.



The burial chamber with the body was a very unusual resting place for a king because it was the only decorated room in the tomb.

Normally, all of the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. The images on the walls were from a ritual called the 'opening of the mouth'.

What

They Found Inside

Inside the tomb, they found over 3,000 treasures meant for Tutankhamun to take with him into the afterlife.

Many of the items were made from, or covered in, gold which was perfect for a king. The tomb was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held a decorated stone coffin called a sarcophagus.

The Curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers and some people believe that they can curse anyone who disturbs them. It started when Lord Carnarvon, the man who paid for the dig of King Tut's tomb, died soon after it was opened. It is said that all of the lights in Cairo mysteriously went out as soon as he died.

Other stories are that Howard Carter's pet canary was killed by a cobra and Lord Carnarvon's dog died that same night. Some people believe that an unusual germ was released when the tomb was opened and that this caused Lord Carnarvon to become ill. Other people believe that it was magic.

Questions

1. Which year was Tutankhamun's tomb discovered? Tick **one**.

- ☐ 1992
☐ 1922
☐ 1912
☐ 1299

2. Where did Howard Carter find the tomb?

3. What is the name of the room that had the sarcophagus in? Tick one.

- ☐ tomb
☐ burial chamber
☐ sarcophagus area
☐ Tutankhamun

4. Draw **three** lines and match each person to their role in the discovery.

Lord Carnarvon

Paid all the workers who discovered the tomb.

Howard Carter

Found a cup that led to the discovery.

Theodore Davies

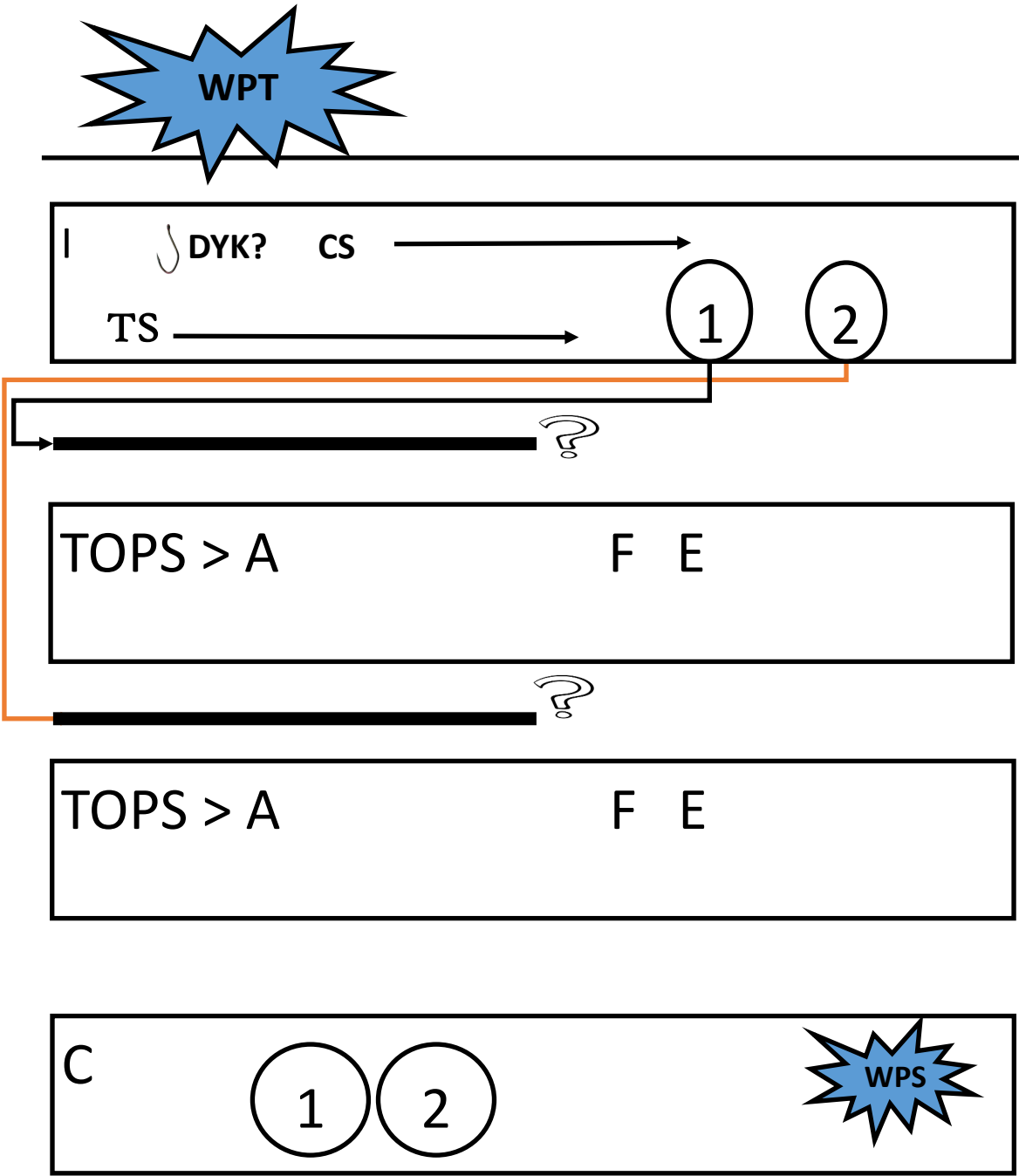
Discovered the tomb.

5. Tick the boxes to say whether the sentences are true or false.

Sentence	True	False
Some people think mummies can curse people who find them.		
Lord Carnarvon's cat died the same night as the canary.		
When Lord Carnarvon died, the lights went out in Egypt.		
Some people say Lord Carnarvon died from a germ.		

6. What is the name of the ritual that can be seen in the paintings in the burial chamber?

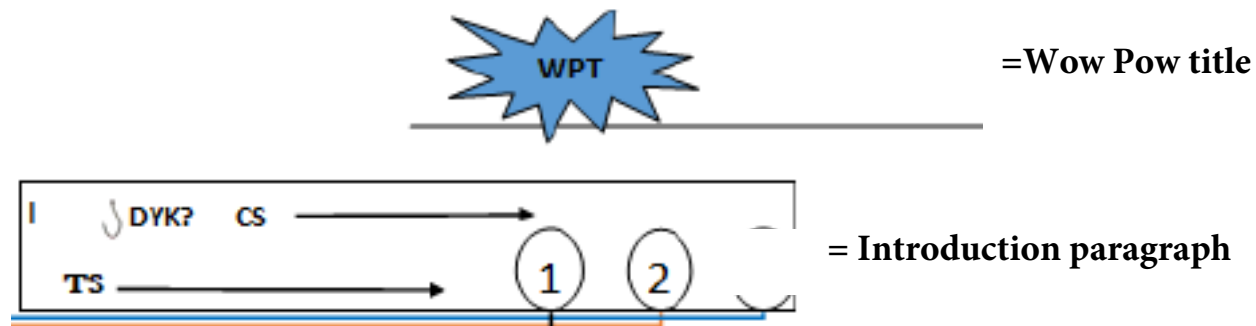
7. Do you believe the mummy's curse? Use the text to support your answer.




Image


Caption

Writing - Block Planner explained

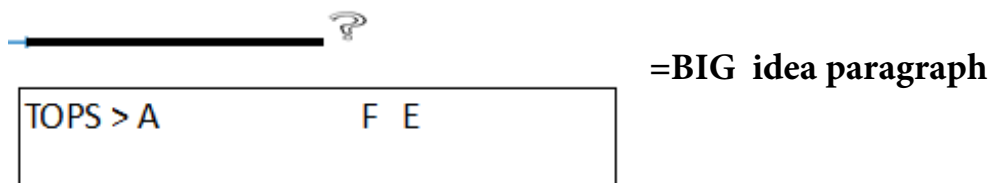


 **DYK?** = Hook the reader with a 'Did you know' rhetorical question

TS  = Thesis statement

CS  = classification statement

1 **2** = BIG ideas



 = Sub-heading question

TOPS > A = Topic sentence that answers the subheading question

F E = F: Fact
E: Elaborate (give more information)



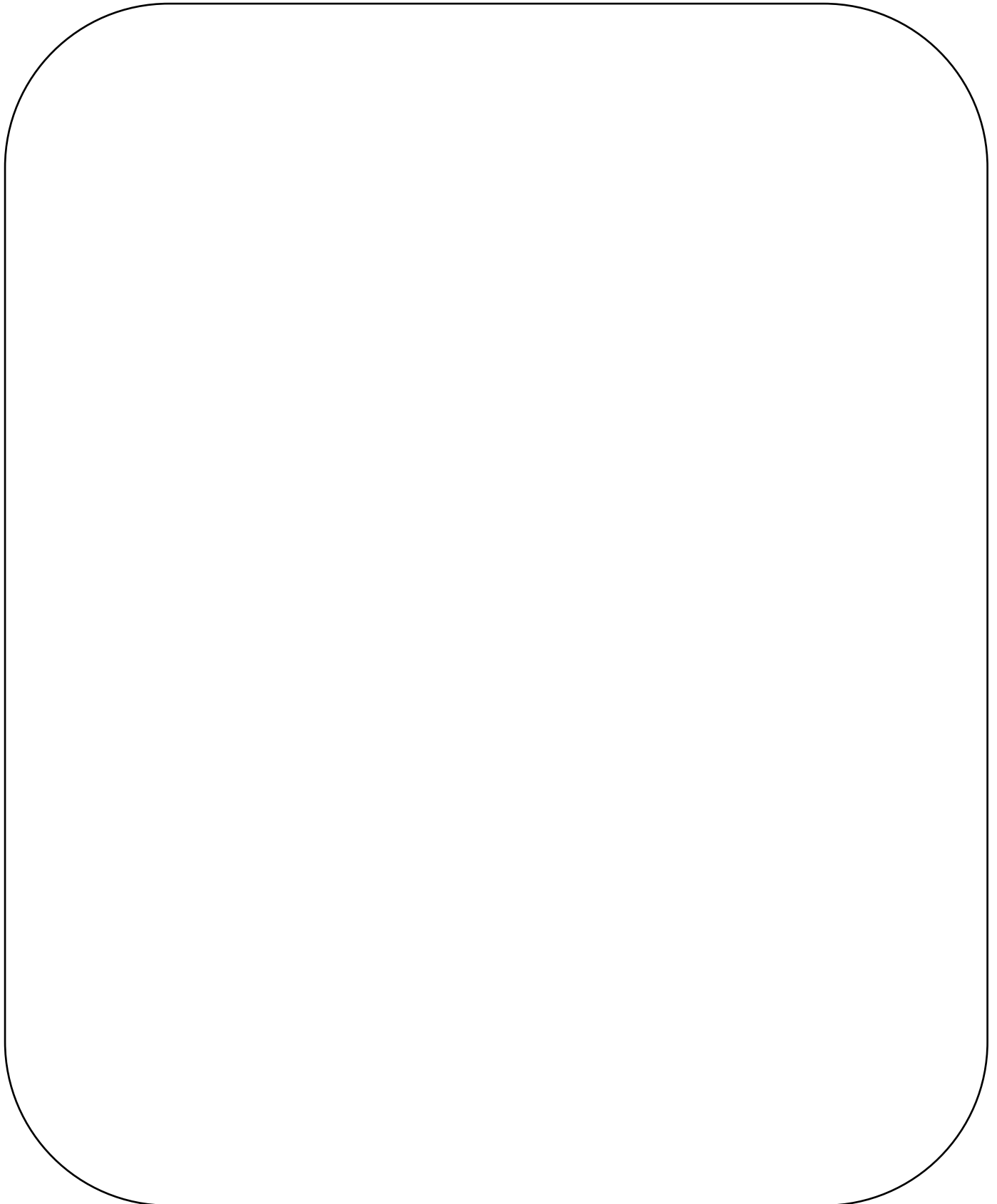
1 **2** = Restate your BIG ideas

 **WPS** = Wow Pow Statement

We are learning to write an explanation

Writing Week 1 – to be completed on Tuesday (Lesson 1 in the video)

Draw the block planner below (and in your book) after watching the Video. Say it out loud while you write it.

A large, empty rounded rectangle with a black outline, intended for drawing a block planner. The rectangle has rounded corners and is positioned centrally on the page, below the instructional text. It is currently blank, providing space for the student to draw their planner.

We are learning to write an explanation

Writing Week 1 – to be completed on Wednesday (Lesson 2 in the video)

Re-watch Video 1 and draw the block planner.

Your job is to label the Wow Pow word (adjective) and country on the titles below.

Incredible Egypt

Fantastic Australia

Explorable Lebanon

Remarkable New Zealand

Wonderful China

Amazing Sweden

Extraordinary Afghanistan

Fascinating Turkey

Sensational Thailand

Marvellous Japan

Magnificent Norway

We are learning to write an explanation

Writing Week 1 – to be completed on Thursday

Re-watch Video 1 & 2 and draw the block planner.

These titles are incomplete and NEED YOUR HELP! Complete the titles below by writing in WOW POW words (adjectives) to describe the countries below.

_____ Denmark

_____ Indonesia

_____ Germany

_____ Canada

_____ Australia

_____ Egypt

_____ Lebanon

_____ Switzerland

_____ Singapore

_____ Mexico

We are learning to write an explanation

Writing Week 1 – to be completed on Friday

Re-watch Video 1 & 2 and draw the block planner.

YOUR TURN – independently write 10 titles for an information report (countries of your choice)

[illegible]

Week 1 Tuesday - Handwriting

Tuesday 12th October 2021

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

abcdefghijklmnopqrstuvwxyz



Division
Strategy

The Tens

To divide by 10, the number moves down to the next place value.



1 Remove a zero.

2 Move the number down one place value.

$$\begin{array}{c|c|c} \text{H} & \text{t} & \text{o} \\ \hline 6 & 4 & 0 \end{array} \div 10$$

move
down

$$= \begin{array}{c|c|c} \text{H} & \text{t} & \text{o} \\ \hline & 6 & 4 \end{array}$$

Other Examples

$$\begin{array}{c} 70 \\ \downarrow \\ 7 \end{array} \div 10 = 7$$

$$\begin{array}{c} 900 \\ \downarrow \\ 90 \end{array} \div 10 = 90$$

Day 1

1 $10 \div 10$

2 $30 \div 10$

3 $20 \div 10$

4 $50 \div 10$

5 $100 \div 10$

6 $80 \div 10$

7 $90 \div 10$

8 $120 \div 10$

9 $230 \div 10$

10 $460 \div 10$

11 $550 \div 10$

12 $880 \div 10$

13 $200 \div 10$

14 $700 \div 10$

15 Sixty coins are placed in stacks of 10.
How many stacks?

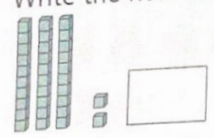
Practice

- 1 $20 \div 10$
- 2 $70 \div 10$
- 3 $50 \div 10$
- 4 $80 \div 10$
- 5 $310 \div 10$

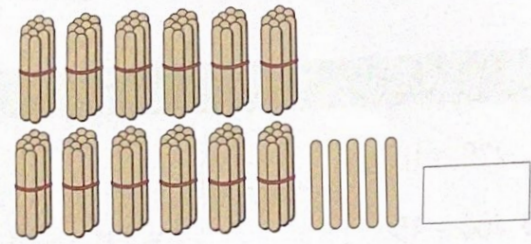
- 6 3×5
- 7 10×5
- 8 5×5
- 9 8×5

10 The classroom has 5 rows with 6 desks in each row. How many desks?

11 Write the numeral.



12 How many popsticks?



- 13 $5 + 2 =$ $3 + 6 =$
 $7 + 4 =$

14 How much more to make this \$1?



15 Which 3D object am I? I have six square faces, all the same size.

Practice

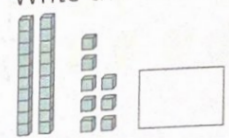
Revision

- 1 $40 \div 10$
- 2 $90 \div 10$
- 3 $60 \div 10$
- 4 $30 \div 10$
- 5 $780 \div 10$

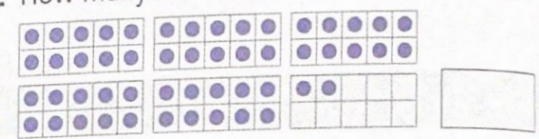
- 6 6×5
- 7 4×5
- 8 7×5
- 9 9×5

10 5 bags with 5 passionfruit in each. How many passionfruit?

11 Write the numeral.



12 How many counters are in these ten frames?



- 13 $7 + 7 =$ $8 + 6 =$
 $9 + 5 =$

14 How much more to make this \$1?



15 Which 3D object am I? I have a circular base and one curved surface.

- 1 $620 \div 10$
- 2 $350 \div 10$
- 3 $500 \div 10$
- 4 $930 \div 10$
- 5 $\$1000 \div 10$

Practice

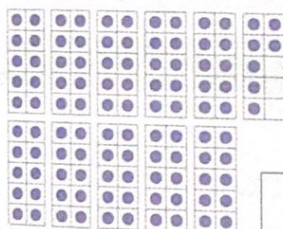
- 6 $\$5 \times 5$
- 7 $\$5 \times 9$
- 8 $\$5 \times 6$
- 9 $\$5 \times 11$

Revision

- 10 Julia has eight $\$5$ notes.
How much is that?

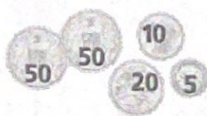
- 11 Draw blocks to show 76.

- 12 How many counters are in these ten frames?



- 13 $9 + 4 =$ $5 + 7 =$
 $4 + 8 =$

- 14 How much more to make this $\$2$?



- 15 Which 3D object am I? I have only one surface, no straight edges and no corners.
☐ cone ☐ cylinder ☐ sphere

- 1 $60 \div 10$

- 2 $40 \div 10$

- 3 $370 \div 10$

- 4 $\$150 \div 10$

- 5 $610 \div 10$

- 6 $240 \text{ h} \div 10$

- 7 $300 \text{ cm} \div 10$

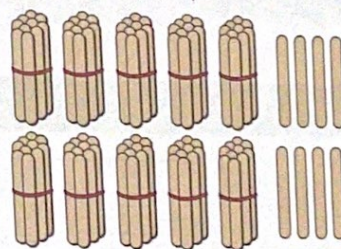
- 8 $600 \text{ min} \div 10$

- 9 $440 \text{ g} \div 10$

- 10 How many $\$10$ notes equal $\$450$?

- 11 Draw blocks to show 43.

- 12 How many popsticks?



- 13 $6 + 2 =$ $8 + 5 =$
 $9 + 9 =$

- 14 Colour enough coins to make $\$1$.



- 15 Which 3D object am I? I have two circular faces and one curved surface.
☐ cone ☐ cylinder ☐ sphere

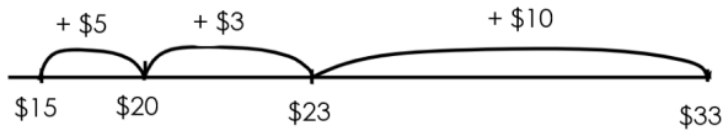
Tuesday – Mathematics: Adding and Subtracting Money

Watch the video on your class Edmodo explaining how to add and subtract money. Complete the worksheet and remember to show your working out.

Adding money

$$\$15.00 + \$18.00 = \$33.00$$

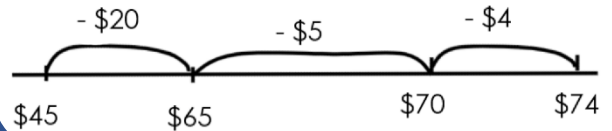
$$\$5 + \$3 + \$10$$



Subtracting money

$$\$74.00 - \$29.00 = \$45.00$$

$$\$4 - \$5 - \$20$$



1) $\$19 + \$47 =$

$\$93 - \$56 =$

2) $\$42 + \$49 =$

$\$51 - \$13 =$

3) $\$35 + \$51 =$

$\$82 - \$45 =$

4) $\$58 + \$23 =$

$\$47 - \$28 =$

5) $\$33 + \$19 =$

$\$66 - \$21 =$

Wednesday and Thursday – Mathematics: Solving missing and equivalent number sentences

Watch the video on your class Edmodo explaining how to solve missing and equivalent number sentences. Complete the worksheet for each day.



This is an equal's symbol. The equal symbol means **equality** which means that both sides are the same.

Equivalent number sentences: when both number sentences are equal (the same).

$$\begin{array}{ccc} 27 + 17 = 50 - 6 & 27 + 17 = 44 \text{ and } 56 - 6 = 44. \text{ These are equivalent} & \\ 44 & 44 & \text{number sentences.} \end{array}$$

Missing number sentences: finding the missing number to make the number sentence equal.

For example, Remember: addition and subtraction are inverse operations (they undo each other)

$$\begin{array}{ccc} 24 + 17 = 45 - \underline{4} & & \\ 24 + 17 = 45 - ? & & \\ 41 & & \end{array}$$

If $24 + 17 = 41$, then $45 - \underline{\quad}$ must equal 41. To find the missing number we will need to figure out what number to minus from 45, so we can get 41. We can use inverse operations (they undo each other).

$45 - 41 = 4$. Is the missing number 4? Does $45 - 4 = 41$.

$$\begin{array}{ccc} 24 + \underline{20} = 45 - 1 & & \\ 24 + ? = 45 - 1 & & \\ & 44 & \end{array}$$

If $45 - 1 = 44$, then $24 + \underline{\quad}$ must equal 44. To find the missing number we will need to figure out what number to add to 24, so we can get 44. We can use inverse operations (they undo each other).

$44 - 24 = 20$. Is the missing number 20? Does $24 + 20 = 44$.

Matching Equivalent Addition and Subtraction Number Sentences

I can correctly match equivalent addition and subtraction number sentences. (ACMNA054)



Draw a line to correctly connect the equivalent addition and subtraction number sentences.

$105 - 73$

$76 - 25$

$67 - 12$

$65 - 45$

$72 - 12$

$87 - 37$

$69 - 18$

$61 - 2$

$96 - 39$

$81 - 32$

$13 + 7$

$17 + 32$

$20 + 39$

$27 + 23$

$12 + 20$

$25 + 26$

$21 + 34$

$21 + 39$

$38 + 13$

$27 + 30$

Thursday – Mathematics: Solving missing and equivalent number sentences

Solving missing number sentences

I can solve balancing equations by working out what the missing number is.

1. $8 + \square = 17 + 3$

7. $62 - 42 = 78 - \square$

2. $42 + \square = 99 - 13$

8. $100 + 22 = 86 + \square$

3. $87 - \square = 22 + 45$

9. $56 + \square = 82 + 27$

4. $72 - \square = 100 - 56$

10. $42 + 15 = 88 - \square$

5. $63 - 47 = 72 - \square$

11. $23 + 87 = 200 - \square$

6. $49 + 72 = 100 + \square$

12. $75 - 28 = 46 + \square$

Friday – Mathematics: Investigating multiplication and division levels

Watch some videos your teacher has shared on Edmodo 😊

Remember to investigate AT YOUR LEVEL 😊

Groups of 2 2 equal groups

Groups of 2 2 equal groups

$8 \div 4 = 2$ $8 \div 2 = 4$

$12 \div 6 = 2$
 $12 \div 2 = 6$
 $2 \times 6 = 12$
 $6 \times 2 = 12$

$2 \times 7 = 14$
 $5 + 2$
 $2 \times 5 = 10$
 $2 \times 2 = 4$
 $10 + 4 = 14$

$16 \div 2 = 8$
 $10 + 6$
 $10 \div 2 = 5$
 $6 \div 2 = 3$
 $5 + 3 = 8$

$\frac{1}{2}$ of 16 = 8
 $10 + 6$
 $\frac{1}{2}$ of 10 = 5
 $\frac{1}{2}$ of 6 = 3
 $5 + 3 = 8$

$2 \times 47 = 94$
 $40 + 7$
 $2 \times 40 = 80$
 $2 \times 7 = 14$

$36 \div 2 = 18$ $\frac{1}{2}$ of 36 = 18
 $30 + 6$ $30 + 6$
 $30 \div 2 = 15$ $\frac{1}{2}$ of 30 = 15
 $6 \div 2 = 3$ $\frac{1}{2}$ of 6 = 3
 $15 + 3 = 18$

$15 \div 2 = 7r1$
 $10 + 5$
 $4 + 1$
 $10 \div 2 = 5$
 $4 \div 2 = 2$
 $5 + 2 = 7$

$\frac{1}{2}$ of 15 = 7r1
 $10 + 5$
 $4 + 1$
 $\frac{1}{2}$ of 10 = 5
 $\frac{1}{2}$ of 4 = 2
 $5 + 2 = 7$

$80 + 14 = 94$
 $2 \times 40 = 2 \times 4 \times 10 = 8 \times 10 = 80$

$37 \div 2 = 18r1$ $\frac{1}{2}$ of 37 = 18r1
 $30 + 7$ $30 + 7$
 $6 + 1$ $6 + 1$
 $30 \div 2 = 15$ $\frac{1}{2}$ of 30 = 15
 $6 \div 2 = 3$ $\frac{1}{2}$ of 6 = 3
 $15 + 3 = 18$

$4 \times 7 = 28$
 $5 + 2$
 $4 \times 5 = 20$
 $4 \times 2 = 8$
 $20 + 8 = 28$

$16 \div 4 = 4$ $\frac{1}{4}$ of 16 = 4
 $12 + 4$ $12 + 4$
 $12 \div 4 = 3$ $\frac{1}{4}$ of 12 = 3
 $4 \div 4 = 1$ $\frac{1}{4}$ of 4 = 1
 $3 + 1 = 4$

$15 \div 4 = 3r3$ $\frac{1}{4}$ of 15 = 3r3
 $12 + 3$ $12 + 3$
 $12 \div 4 = 3$ $\frac{1}{4}$ of 12 = 3

$4 \times 47 = 188$
 $40 + 7$

$4 \times 40 = 160$
 $4 \times 7 = 28$

$160 + 28 = 188$

$4 \times 40 = 4 \times 4 \times 10 = 16 \times 10 = 160$

$36 \div 4 = 9$ $\frac{1}{4}$ of 36 = 9
 $20 + 16$ $20 + 16$
 $20 \div 4 = 5$ $\frac{1}{4}$ of 20 = 5
 $16 \div 4 = 4$ $\frac{1}{4}$ of 16 = 4
 $5 + 4 = 9$

$37 \div 4 = 9r1$ $\frac{1}{4}$ of 37 = 9r1
 $20 + 17$ $20 + 17$
 $16 + 1$ $16 + 1$
 $20 \div 4 = 5$ $\frac{1}{4}$ of 20 = 5
 $16 \div 4 = 4$ $\frac{1}{4}$ of 16 = 4
 $5 + 4 = 9$

$3 \times 7 =$
 $5 + 2$
 $3 \times 5 = 15$
 $3 \times 2 = 6$
 $15 + 6 = 21$
 $3 \times 7 = 21$

$16 \div 3 = 5r1$ $\frac{1}{3}$ of 16 = 5r1
 $9 + 7$ $9 + 7$
 $6 + 1$ $6 + 1$
 $9 \div 3 = 3$ $\frac{1}{3}$ of 9 = 3
 $6 \div 3 = 2$ $\frac{1}{3}$ of 6 = 2
 $3 + 2 = 5$

$15 \div 3 = 5$ $\frac{1}{3}$ of 15 = 5
 $9 + 6$ $9 + 6$
 $9 \div 3 = 3$ $\frac{1}{3}$ of 9 = 3
 $6 \div 3 = 2$ $\frac{1}{3}$ of 6 = 2
 $3 + 2 = 5$

$3 \times 37 = 111$
 $30 + 7$
 $3 \times 30 = 90$
 $3 \times 7 = 21$
 $90 + 21 = 111$

$45 \div 3 = 15$ $\frac{1}{3}$ of 45 = 15
 $30 + 15$ $30 + 15$
 $30 \div 3 = 10$ $\frac{1}{3}$ of 30 = 10
 $15 \div 3 = 5$ $\frac{1}{3}$ of 15 = 5
 $10 + 5 = 15$

$47 \div 3 = 15r2$ $\frac{1}{3}$ of 47 = 15r2
 $30 + 17$ $30 + 17$
 $15 + 2$ $15 + 2$
 $30 \div 3 = 10$ $\frac{1}{3}$ of 30 = 10
 $15 \div 3 = 5$ $\frac{1}{3}$ of 15 = 5
 $10 + 5 = 15$

Friday – Mathematics: Investigating multiplication and division levels
Remember to always show your working out using distributive property.

Watch some videos your teacher has shared on Edmodo 😊

$$2 \times 19 =$$

$$28 \div 2 =$$

$$\frac{1}{2} \text{ of } 28 =$$

$$2 \times 43 =$$

$$86 \div 2 =$$

$$\frac{1}{2} \text{ of } 86 =$$

$$4 \times 14 =$$

$$88 \div 4 =$$

$$\frac{1}{4} \text{ of } 88 =$$

$$4 \times 28 =$$

$$92 \div 4 =$$

$$\frac{1}{4} \text{ of } 92 =$$

$$3 \times 12 =$$

$$36 \div 3 =$$

$$\frac{1}{3} \text{ of } 36 =$$

$$3 \times 25 =$$

$$39 \div 3 =$$

$$\frac{1}{3} \text{ of } 39 =$$

HSIE – Wednesday

Australian Celebrations and Commemorations - What do we remember and how do we remember it?

Use website, QR code and access code for resources.

2819

<http://inq.co/class/hse>



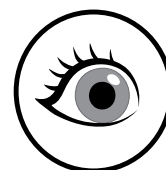
What do we remember and how do we remember it?

In this unit, you will learn about important Australian celebrations and commemorations and the symbols that represent them.

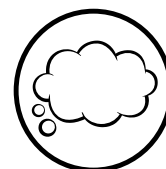
1

Watch the video *Anzac Day March* and complete the see, think and wonder, activity below.

What do you see?



What do you think?



What do you wonder?



2

What do the words celebration and commemoration mean?

	Celebration	Commemoration
Write I think it is a ...		
Draw Here is what one looks like ...		
Example In Australia, we ...		

- 3** Celebrations and commemorations both mark important events or people. Think, pair and share your answers to these questions.

a What is the difference between a celebration and a commemoration?

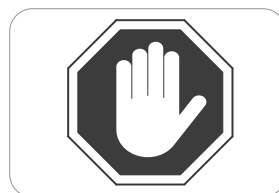
b Can an event be both? If so, can you think of an example?

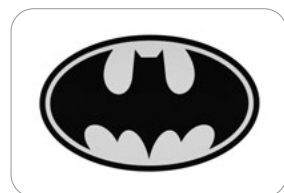
We use symbols to represent (stand for) an action or a thing. When we see them, we think of it.

- 4** What do these symbols represent or remind you to do?













Symbols can also hold special meanings. This means they can represent ideas as well as the thing or action.

- 5** What do these symbols represent? What do they help us think about?

This symbol...	represents	and helps us think about
	a dove	peace
		
		
		

We often use symbols to represent events, ideas or people that are important to us.

- 6** What is a symbol that is important to you? Draw it and explain what it means to you.



Memorials also remind us of events, ideas or people.

- 7** Let's investigate memorials.

a Where does the word memorial come from? What does it mean?

b Do we usually use memorials to celebrate or commemorate?

celebrate

commemorate

Well-being Wednesday

Keep calm and stay positive

*I can
&
I will*

I am brave

Gratitude Jar

Write what you are thankful for and place them in your Gratitude jar from last week

I am calm

Journal

Complete the journal sheets for this week as a reflection.

I am fun and friendly

Calm Colouring

Colour the quote about believing in yourself (be sure to share with your class)



I am unique

I am amazing

complete the 'I am amazing' sheet by filling in the balloons

I am a learner

MINDFULNESS

complete the challenges on the mindfulness challenge cards

Today is all about you! This afternoon, take the time to complete all the activities from the grid. Most importantly...make sure you have FUN!

Please share some pictures of your work on Edmodo... we would LOVE to see them!

We hope you enjoy the mindful activities we have planned for you today

Wednesday

Date: _____

Today I Want To:

Draw or write the things you'd like to do today.

1.

2.

3.

Quote of the Day

'It always seems impossible until it is done.'

Nelson
Mandela



My Favourite Songs

What are your three favourite songs?

1. _____
2. _____
3. _____

How do they make you feel?



Thinking Time

I feel calm when...

I feel this way because...

I can help myself stay calm by...

Good Things

Write or draw the things that are good in your life.

1.

2.

3.

The Best Thing That Happened Today

Draw a picture to show this at the end of the day!

Rate the Day



THINK

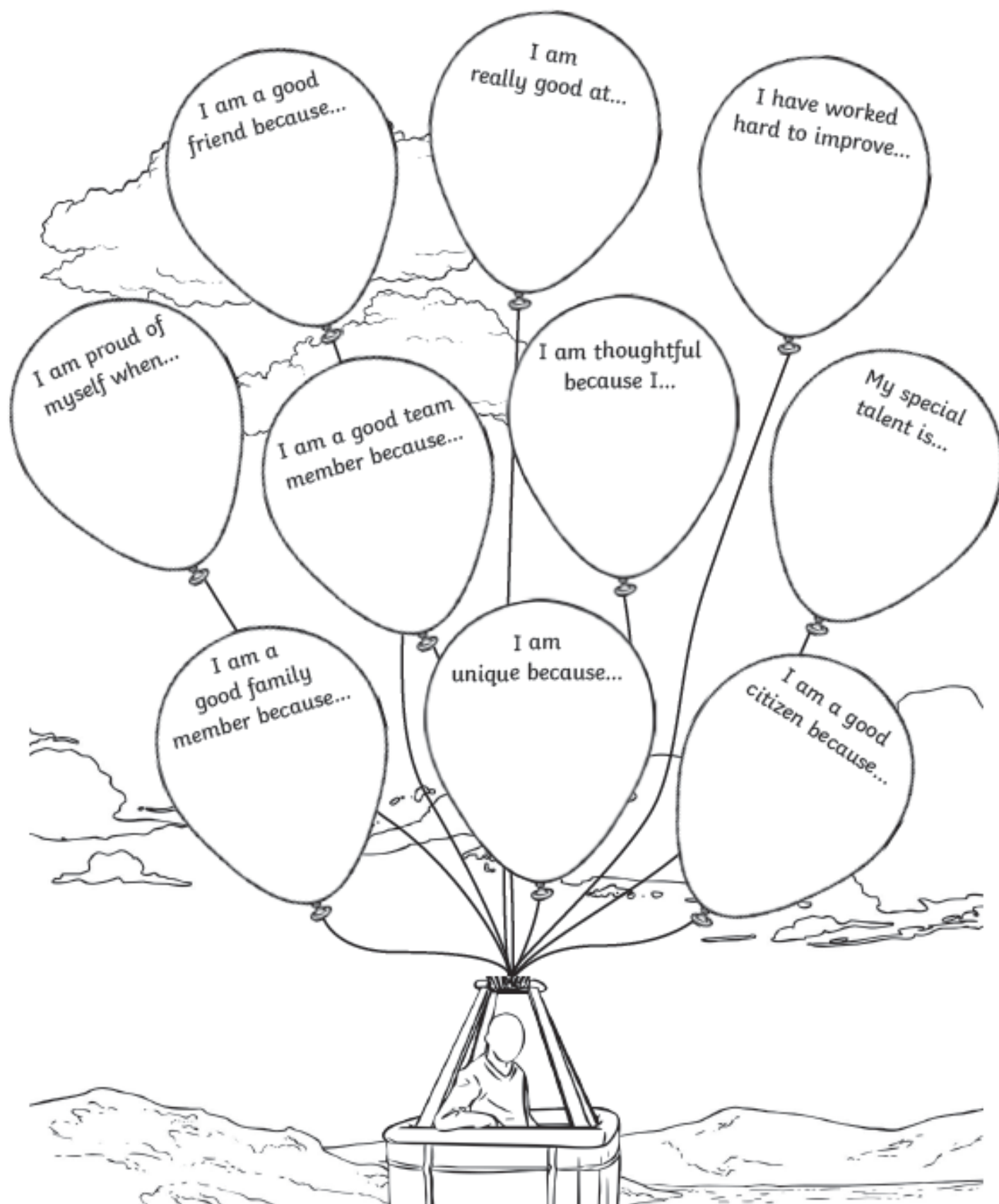
Believe

DREAM

and DARE

I Am an Amazing Person!

Read and finish the sentences in the balloons below.



Mindfulness Challenge Cards

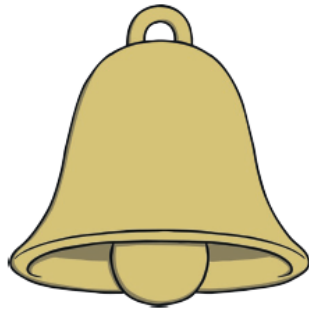


Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



Ring a bell or make a lasting noise with another instrument or method.

Listen very carefully to the fading sound until you are sure you can no longer hear it.



Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.



Close your eyes and ask a partner to pass you an object that you can hold in your hands.

Touch and turn the object, describing each aspect in detail to your partner and then swap places.



Lie on your back outside and close your eyes so you can use all of your senses except for sight.

Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.



Lie with your back on the floor and place a soft toy on your tummy.

Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.



Find something with a strong and pleasant scent e.g. lavender or orange peel and place it close to your nose.

Try to concentrate just on the smell for a whole minute.



Name: _____ Date: _____

'Run, run, runny' project

This term our class is studying how a change of state between solid and liquid can be caused by adding or removing heat.

As part of the science unit *Melting moments*, we would like students to think about when melting is commonly seen in the home.

Tasks to do

Each student will have a 'Run, run, runny' sheet to record information. Students are asked to record what melted and the reasons why it melted, such as:

What melted?	Why did it melt?
butter	The pan was hot when we cooked the eggs.
butter	My toast was warm when I put the butter on it.
ice blocks	My drink was warm.
candle	It melted when we lit it. The flame was hot.

Students are encouraged to take photographs if possible.

Students will be asked to share their observations with their classmates on Edmodo.

Class teacher _____



Run, run, runny

Name: _____ **Date:** _____

What melted?	Why did it melt?

What Are Your Rights and Responsibilities?

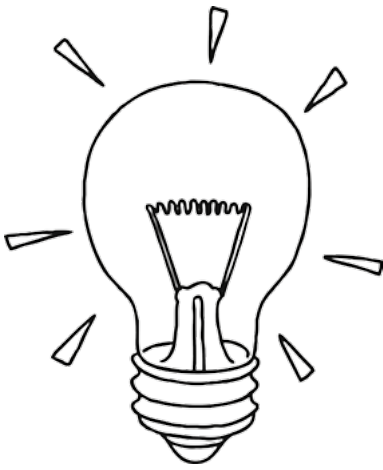


We are all people living together in one world. As human beings, we have a number of rights and responsibilities to **ourselves** and **each other**.

- Can you think of **all** the rights you have?
- Can you think of the responsibilities you have to **yourself and others**?

My Rights	My Responsibilities
<p>I have the right to a safe place to live.</p>	<p>I have a responsibility to not hurt others.</p>

Affirmations



Once you have thought about your rights and responsibilities, think about one right that you have listed above that you feel is the **most important** to you. When you have done this, write it down in the sentence below. Do the same for your chosen responsibility.

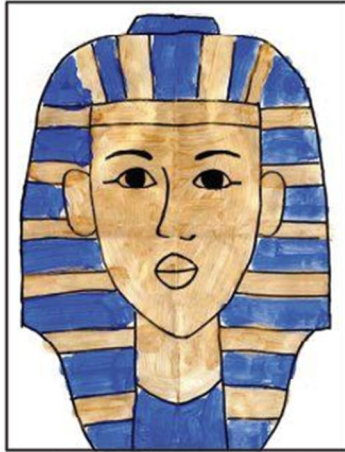
Complete the sentences and place them somewhere that you will see them every day. Try saying these things out loud or spend a few moments thinking about them each day so that you will start to remember them.

I have the right to:

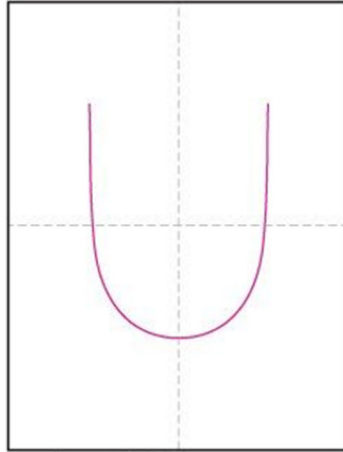
I have a responsibility to:

Complete on Friday (15/10)

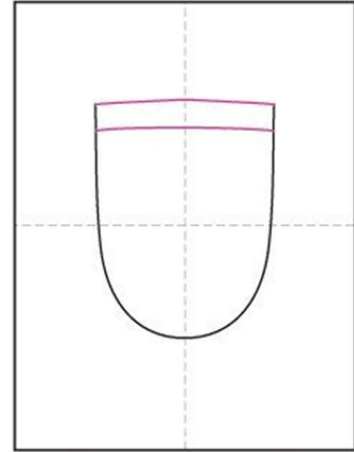
Follow the step-by-step instructions to complete your own drawing of King Tutankhamen.



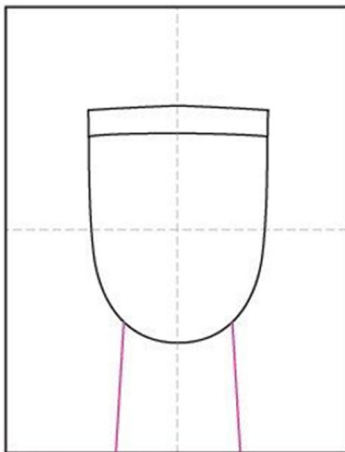
Supplies: Black marker, tempera.



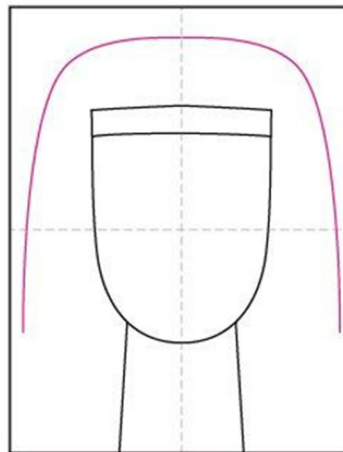
1. Make guide lines. Draw a U.



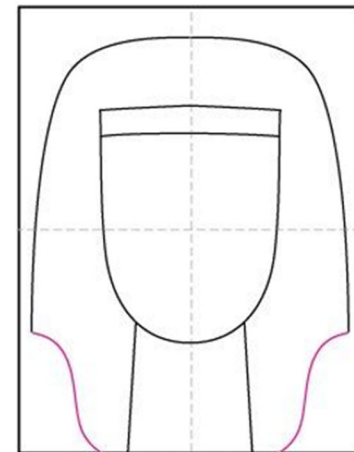
2. Close the top with two lines.



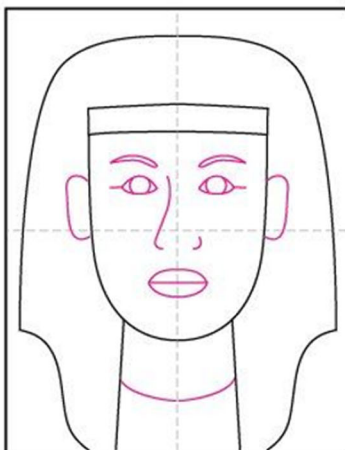
3. Draw a neck.



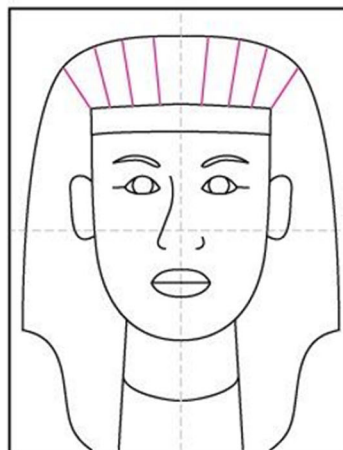
4. Draw the top head dress.



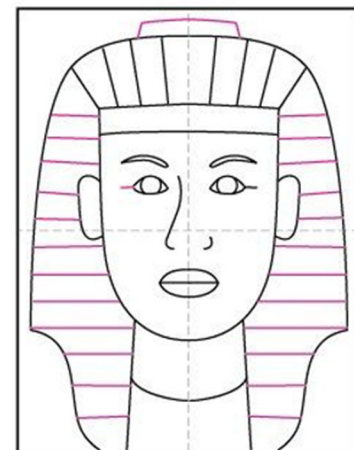
5. Finish the bottom head dress.



6. Add facial features and neck line.



7. Start the top dressing with stripes.



8. Finish the bottom stripes.

Year 3 Specialised Learning - Writing

Remember: You don't need to finish everything in 1 day. You can do this at your own pace throughout the week.

Once you have finished each square, colour in the 😊

Day 1:

WOW words



Task: Write 4 simple sentences for the WOW words below. Remember to use capital letters and the correct punctuation in your sentences.

For example: The girl had a **cute** cat in her bag.

WOW word Bank

awesome awful beautiful best bizarre bouncy bright
calm careful cautious cheerful cloudy cool crazy
cute ambitious adorable blue dangerous dusty

1. _____
2. _____
3. _____
4. _____

Day 2:

Vocabulary



Task: Complete the word search below with a coloured pencil or highlighter.

Ancient Egypt Vocabulary

W	D	Q	L	M	N	P	Z	X	J	R	D	A	T	P	X	S
S	B	Z	S	E	A	S	P	H	I	N	X	R	U	H	A	I
A	I	U	F	D	M	G	C	D	B	N	K	M	T	A	S	B
H	Y	C	V	I	B	W	U	V	P	R	E	Z	A	R	W	Y
A	B	S	E	T	H	F	R	N	H	E	G	C	N	A	H	O
R	A	W	L	E	T	E	M	P	L	E	Y	A	K	O	B	Z
A	Z	D	A	R	Z	T	M	L	J	U	P	I	H	H	I	K
D	Q	X	X	R	T	A	V	K	B	O	T	R	A	V	T	C
E	L	I	T	A	O	U	H	N	Z	V	I	O	M	N	E	Z
S	K	M	A	N	M	J	X	A	U	V	A	F	U	Y	C	Z
E	Z	R	L	E	B	M	U	M	M	Y	N	A	N	Z	A	T
R	L	E	N	A	N	I	L	E	R	I	V	E	R	X	Y	F
T	C	D	G	N	A	N	C	I	E	N	T	E	G	Y	P	T
J	H	S	I	S	X	P	Y	R	A	M	I	D	V	A	H	B
X	K	E	F	E	O	G	X	W	Z	L	I	Q	A	U	S	I
C	G	A	X	A	K	W	A	J	L	D	M	I	Y	X	T	B
P	N	G	R	E	A	T	P	Y	R	A	M	I	D	K	R	R

MEDITERRANEAN SEA
ANCIENT EGYPT
EGYPTIAN
TEMPLE
CAIRO

GREAT PYRAMID
TUTANKHAMUN
PYRAMID
RED SEA
MUMMY

SAHARA DESERT
NILE RIVER
PHARAOH
SPHINX
TOMB

Day 3:

Compound sentence



Task: Write 3 compound sentences about your learning from home experience. You need to include at least 1 WOW word in each sentence.

Remember that a compound sentence must have 2 main clauses and a coordinating conjunction. FANBOYS is a mnemonic device, which stands for the coordinating conjunction:

fanboys: for, and, nor, but, or, yet, so

For example: I like to play with my bouncy ball **and** my football.

WOW word Bank

awesome	awful	beautiful	best	bizarre
bouncy	bright	calm	careful	cautious
cheerful	cloudy	cool	crazy	

1. _____

2. _____

3. _____

Day 4:

Complex sentence



Task: Write 2 complex sentences about the activities you participated in during the school holidays. You need to include at least 1 WOW word in each sentence.

Remember that a complex sentence must have a main clause and a subordinate clause. You need to include a subordinate conjunction to make the sentence a complex sentence. Below is an example of some subordinate conjunctions.

because, if, where, finally, meanwhile, until, even though,
after, while

For example: I went to the **best** park **because** my friends were there.

WOW word Bank

awesome	awful	beautiful	best	bizarre
bouncy	bright	calm	careful	cautious
cheerful	cloudy	cool	crazy	

1. _____

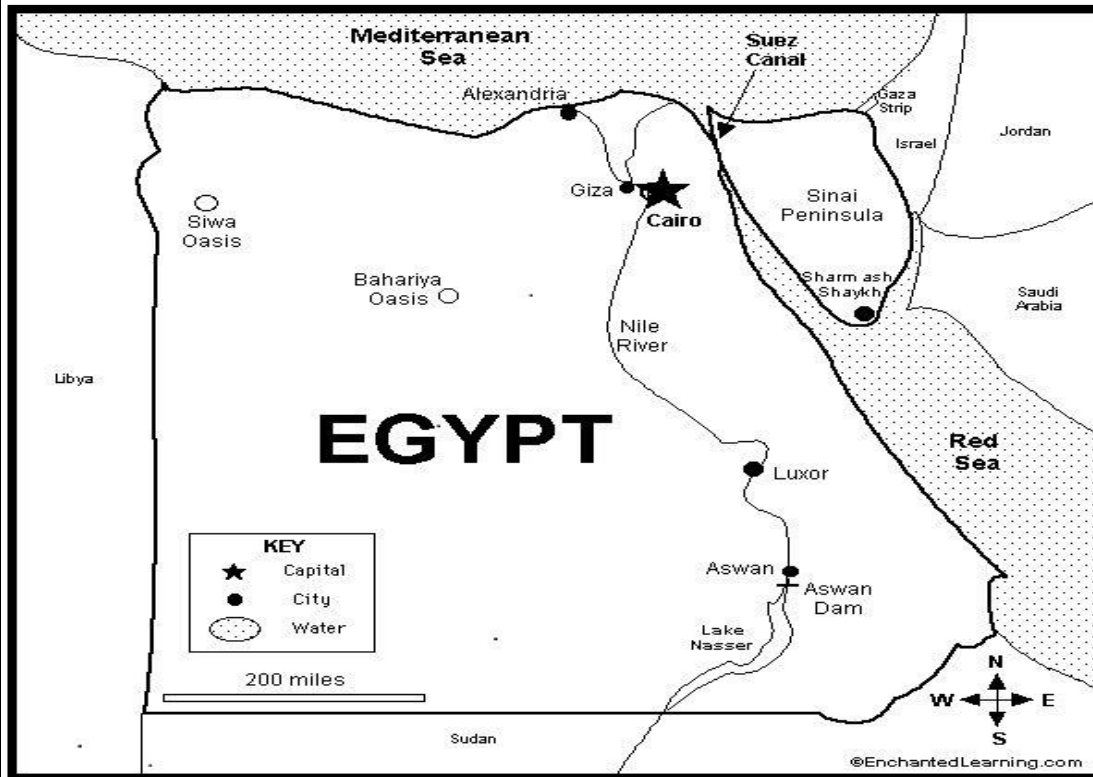
2. _____

Year 3 Week 1 Term 4 Specialised Learning - Reading

Remember: You do not need to finish everything in 1 day. You can do this at your own pace throughout the week.
Answer the questions and do the daily activities. Once you have finished each square, colour in the smiley face.



Map of Egypt



Day 1:

Read the 1st part of the information report on Egypt below.
There are **80 words**. Time how long it takes to read.

Time:

Colour or **highlight** all the **capital letters**,
exclamation marks (!) and
commas (,)



Egypt is a large, very arid country in northern Africa. It is most famous for the Nile River, its ancient history, its Pyramids and other monuments to the pharaohs. Egypt is a transcontinental country. This means that part of its landmass is located in two different continents! The Sinai peninsula forms a land bridge between the continents of Africa and Asia. 104 million people live in Egypt (2021). That is 4 times the number of people that live in Australia!

If Egypt's population is 4 times larger than Australia, approximately how many people live in Australia?

Day 2: Read the 2nd part below.

There are **80 words**. Time yourself. Try to beat yesterday's time.

Underline all the **nouns** you can find.

Time:



Egypt is the country with the most Arabic speaking people in the world. Most Egyptians live in the fertile valley along the world's longest river - the Nile. 99% of Egyptians live on 5% of the land area of the country! Egypt's landscape is mostly desert, with only small numbers of people living in oases there. Australians also like to live near water. 85% of Australians live within 50km of the coast, with vast, unpopulated areas of desert in the middle.

Fun fact – In Ancient Egypt, both men and women wore makeup! This helped to protect their skin from the burning sun.

Day 3: Read the final paragraph below.

There are **80 words**. Time yourself. Which day has been your fastest?

Time:



Colour or **highlight** all the **adjectives**.

Egypt's climate is mainly hot and dry. Rainfall occurs in the winter months when even snowfalls can be expected on the mountains of the Sinai Peninsula. The largest city is Cairo. It is huge! About 21 million people live there! About 90% of the population are Muslim with about 10% Christian. Its national symbols are the golden eagle which can be seen on the Egyptian flag, while its national flower is the white lotus, a water lily that represents rebirth.

What region in Egypt might you see snow in the winter?

Day 4: Match the **words** in the left side boxes with their **meanings** in the right side boxes.

- arid
- ancient
- pharaoh
- transcontinental
- peninsula
- fertile
- oases
- vast
- rebirth
- lotus

- extending or going across a continent
- plural of oasis. An area in the desert where there is water and plants.
- a period of new life or activity, revival.
- having little or no rain. Too dry to support vegetation.
- huge, gigantic, extensive.
- a piece of land sticking out and almost completely surrounded by water.
- belonging to the very distant past, no longer in existence.
- a beautiful water flower with symbolic meaning in many cultures.
- past Egyptian rulers, regarded as both kings or queens and religious leaders.
- soil or land capable of producing much vegetation or crops.

Year 3 Week 1 Specialised Learning - Mathematics

Use the **anchor charts** below and playing cards or your own numbers to solve the following **addition and subtraction problems**. Try and complete as many questions as you can each day.

AS 4 Add single-digit numbers counting by 1s

$7 + 5 =$

AS 4 Subtract using single-digit numbers counting by 1s

$12 - 5 =$

1

AS 6 Add single-digit numbers bridging 10

$7 + 5 =$

AS 7 Subtract single-digit numbers bridging 10

$12 - 5 =$

2

AS 8 Add single-digit numbers bridging 20

$17 + 5 =$

AS 8 Subtract single-digit numbers bridging 20

$22 - 5 =$

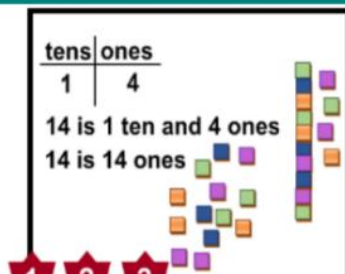
3

Tuesday		Wednesday	
$7 + 6 =$ $6 + 6 =$ $9 + 6 =$	$12 - 6 =$ $16 - 9 =$ $15 - 7 =$	$9 + 9 =$ $7 + 8 =$ $3 + 9 =$	$14 - 7 =$ $18 - 9 =$ $15 - 8 =$
$12 + 9 =$ $18 + 5 =$ $16 + 8 =$	$22 - 5 =$ $24 - 7 =$ $21 - 5 =$	$15 + 9 =$ $14 + 8 =$ $19 + 8 =$	$27 - 9 =$ $23 - 8 =$ $25 - 6 =$
Thursday		Friday	
$2 + 9 =$ $5 + 7 =$ $8 + 9 =$	$13 - 8 =$ $16 - 9 =$ $17 - 8 =$	$4 + 7 =$ $7 + 7 =$ $5 + 6 =$	$11 - 5 =$ $14 - 5 =$ $15 - 6 =$
$16 + 7 =$ $17 + 6 =$ $19 + 5 =$	$22 - 3 =$ $23 - 6 =$ $24 - 8 =$	$17 + 8 =$ $14 + 9 =$ $12 + 9 =$	$21 - 8 =$ $22 - 7 =$ $24 - 5 =$

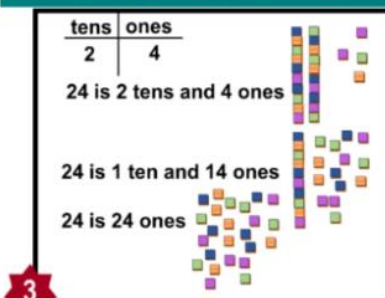
Place Value

Use the **anchor charts** below and playing cards or your own numbers to solve **3 Place Value problems every day**.

PV 11 Standard and non-standard Place Value of teen numbers



PV 11 Standard and non-standard Place Value of two-digit numbers



PV 15 Standard and non-standard Place Value of three-digit numbers

hundreds	tens	ones
1	2	4

124 = 1 hundred + 2 tens + 4 ones
124 = 12 tens + 4 ones
124 = 11 tens + 14 ones
124 = 10 tens + 24 ones
124 = 9 tens + 34 ones
124 = 4 tens + 84 ones

Tuesday

Hundred	Tens	Ones
1.		
2.		
3.		

Wednesday

Hundred	Tens	Ones
1.		
2.		
3.		

Thursday

Hundred	Tens	Ones
1.		
2.		
3.		

Friday

Hundred	Tens	Ones
1.		
2.		
3.		

Tuesday

Place Value - Place the following numbers on the place value chart below.
45, 781, 95, 23, 348, 878

Hundreds	Ten	Ones
1.		
2.		
3.		
4.		
5.		
6.		

Extension:

Choose **3 numbers** of your own to place in the place value chart.

Hundreds	Tens	Ones
1.		
2.		
3.		

Wednesday

Counting backwards and forwards –

Count forwards to 100.
Count backwards from 50 to 0.
What number comes before and after?

____, 3, ____

____, 100, ____

____, 83, ____

____, 39, ____

____, 55, ____

Extension:

Can you come up with 3 of your own?

1. ____ , ____ , ____

2. ____ , ____ , ____

3. ____ , ____ , ____

Complete the following place value activity.
The first one has been done for you.

Place Value Writing		
number	tens and ones	expanded form
19	<u>1</u> tens <u>9</u> ones	<u>10</u> + <u>9</u> = <u>19</u>
13	<u> </u> tens <u> </u> ones	<u> </u> + <u> </u> = <u> </u>
16	<u> </u> tens <u> </u> ones	<u> </u> + <u> </u> = <u> </u>
11	<u> </u> tens <u> </u> ones	<u> </u> + <u> </u> = <u> </u>
14	<u> </u> tens <u> </u> ones	<u> </u> + <u> </u> = <u> </u>
15	<u> </u> tens <u> </u> ones	<u> </u> + <u> </u> = <u> </u>

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Thursday

Friends of 10 - Write down all your friends of 10:

Extension:
Can you write your friends of 100?

Friends of 20 - Write down all your friends of 20:

Friday

Counting -
Count by 2s. Can you count by 2s? Start from any number. Eg. 2, 4, 6, ...

Extension:
Can you count by 10s starting from 50?

Try these.

1. Start from 12 and stop at 72.
2. Start from 68 and stop at 104.

Count by 5s. Can you count by 5s? Start from any number. Eg. 5, 10, 15, ...

Try these.

1. Start from 35 and stop at 110.
2. Start from 75 and stop at 120.