YEAR 3- WEEK 10- LEARNING FROM HOME CHECKLIST

MONDAY (13.9.21)	TUESDAY (14.9.21)	WEDNESDAY (15.9.21) Well-being Day	THURSDAY (16.9.21)	FRIDAY (17.9.21)
Sentence of the Day (SOTD) ☐ Review simple, compound, complex sentences and subordinating conjunctions ☐ Complete 'SOTD: My Weekend Overview Worksheet 1 and 2' ☐ Complete 'SOTD: Smart Bees Worksheet 2' **Reading** ☐ Read text, 'Amphibians' and complete comprehension questions **Writing** ☐ Watch videos from Edmodo to refresh your memory ☐ Read 'The lifecycle of a fabulous frog' and highlight the block planner parts ☐ Read 'The Lifecyle of a buzzing bee' and highlight the block planner parts **Mathematics** ☐ Maths Mentals ☐ Problem solving ☐ Guess my number worksheet ☐ 2, 4, 10-times tables	**Sentence of the Day (SOTD)** ☐ Review simple, compound, complex sentences and subordinating conjunctions ☐ Complete SOTD: Revision Worksheet 3 **Reading** ☐ Read text, 'Jupiter Appoints a Frog King' and complete comprehension questions **Writing** ☐ Watch videos from Edmodo to refresh your memory ☐ Use the diagram provided to write a PLAN to explain the lifecycle of a butterfly ☐ Complete handwriting worksheet **Mathematics** ☐ Maths Mentals ☐ Problem solving ☐ Addition and Subtraction worksheet ☐ 3-times tables	**Sentence of the Day (SOTD)** ☐ Review simple, compound, complex sentences and subordinating conjunctions ☐ Complete SOTD: Revision Worksheet 4 **Reading** ☐ Read text, 'Reptiles' and complete comprehension questions **Writing** ☐ Continue planning and drafting your explanation, using your block planner, in the spaces provided. ☐ Use your block planner to write an explanation about the lifecycle of a butterfly ☐ Edit and check your writing **Mathematics** ☐ Maths Mentals ☐ Problem solving ☐ Multiplication and Division Investigation at level ☐ 2-times tables **HSIE** ☐ Read Aboriginal symbols ☐ Complete, 'connection to country' ☐ Word search **Enjoy the wellbeing activities provided in your learning pack.**	**Sentence of the Day (SOTD)** ☐ Review simple, compound, complex sentences and subordinating conjunctions ☐ Complete SOTD: Revision Worksheet 5 **Reading** ☐ Read text, 'Mrs Crank's House' and complete comprehension questions ☐ Complete 'A book review' worksheet **Writing** ☐ Edit and check your writing from yesterday again ☐ Write your **final** copy on the lines. **Mathematics** ☐ Maths Mentals ☐ Problem solving ☐ 3D objects hunt ☐ 4-times tables **Science** ☐ Complete 'Living Things are Different' by cutting the living things and sorting them based on their features ☐ Complete, 'Living, Once Living and Non-Living'	**Sentence of the Day (SOTD)** ☐ Complete SOTD Worksheet 5: Independently write your own sentences and use the feedback squares to check your writing. **Reading** ☐ Read a book from home or on Literacy Pro. **Writing** ☐ In the space provided, create a poster to inform the audience about the lifecycle of a butterfly. Use words and diagrams. **Mathematics** ☐ Maths Mentals ☐ Problem solving ☐ Bottle Flip Graphing Activity ☐ 10-times tables colouring **Creative Arts** ✂ Complete Frog Origami ✂ Complete Paper Flower bouquet **Congratulations! You've made it through your third term of Year 3. Here are some FUN ACTIVITIES for you to celebrate:** ☺ Guess the Teacher ☺ Kindness Challenge ☺ My Sky Diary ☺ Spot the Difference ☺ A-Z Thinking Skills

Simple Sentence

This is a simple sentence.

It has a subject and a predicate.

S	P

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.

V

Compound Sentence

This is a compound sentence.

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

The **coordinating conjunctions** are:

for
and
nor
but
or
yet
so

Complex Sentence

This is a complex sentence.

A complex sentence is made up of a **main clause** and a **subordinate clause**.

A **subordinating conjunction** introduces a **subordinating clause**.

SUBORDINATING CONJUNCTIONS

Concession
Though
Although
Even though

Condition
If
Only if
Unless
Provided that
Assuming that

Manner
How
As though
As if

Time
After
As soon as
Until
Whenever
Now that

Reason
Because
Since
So that
In order (to)
As

Relative Adjectives
That
Whatever
Which
Whichever

Comparison
Than
Rather than
Whether
As much as
Whereas

Relative Pronouns
Who
Whoever
Whom
Whomever
Whose

Place
Where
Wherever

SOTD: My Weekend Overview Worksheet 1

Writing compound and complex sentences: Instructions:
Using the conjunctions 'so' and 'because,' write a sentence in each box to explain your weekend.
E.g., I went to a huge park <u>because</u> I needed to exercise with my family. (complex sentence)
E.g., I worked on my puzzle, <u>so</u> I could keep myself busy. (compound sentence)

My Weekend Snapshots

Who I saw...

Where I went...

Games I played...

Our Sunday...

Things I ate...

SOTD: Smart Bees Worksheet 2

Instructions: The bees below need your help! They all want to fly around with interesting facts about themselves. Think about what you already know about bees and help them be more informative. They have already started the wonder questions for you. Your job is to complete them with interesting facts. It can be about the physical features of bees, about their lifecycle, or other interesting facts you may know.
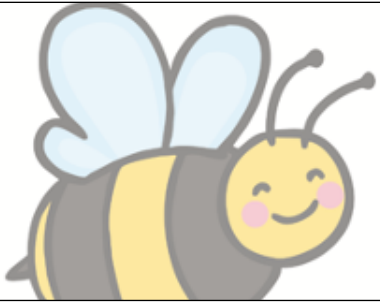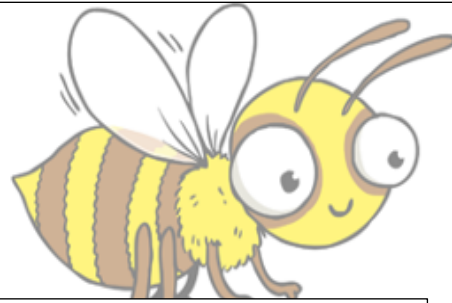
Have you ever wondered

Did you know

Have you ever wondered

Did you know

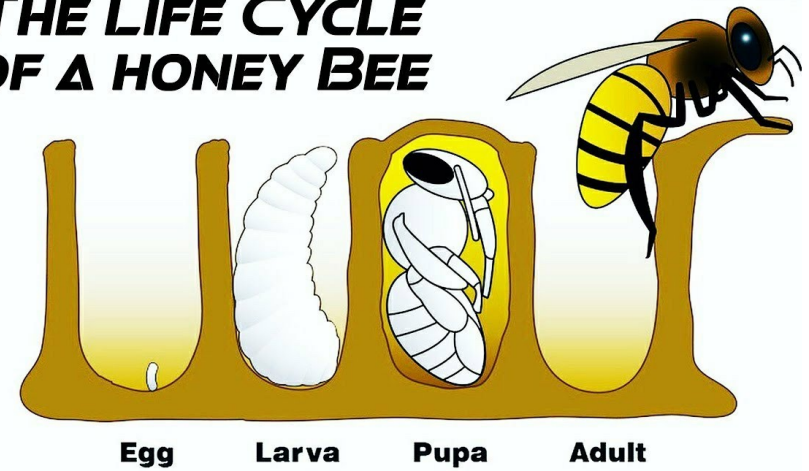Have you ever wondered

Did you know

THE LIFE CYCLE OF A HONEY BEE

Egg   Larva   Pupa   Adult

SOTD: Revision Worksheet 3

Activity 1: Use the word bank below to fill in the blanks about sentences.

punctuation	subject	capital letter	main clause
compound	group of words	predicate	predicate
coordinating	for	and	nor
but	or	yet	so
who	what		

A sentence is a _____that expresses a complete thought. Every sentence must

begin with a _____and end with_____.

A main clause has a _____ and a _____. A subject is _____ or _____ the

sentence is about (noun). A _____ contains the verb.

A _____sentence has two main clauses joined together by a _____ conjunction.

There are 7 coordinating conjunctions: ____, _____, _____, _____, _____, _____, _____. We remember them

by using: FANBOYS.

Activity 2: Underline the coordinating conjunctions in the sentences below.
1. It was hot this morning, and it was humid in the afternoon.
2. My dad said I can play football, or I can play basketball.
3. My brother wanted to have a vanilla ice-cream, but there was none left.
4. I packed my umbrella, for it was predicted to rain.
5. I don't like running, nor do I like jumping.
6. It was getting dark, yet the children were still playing outside.
7. I ate chocolate, but I did not gain weight.

Activity 3: Write your own compound sentences using each of the coordinating conjunctions. Colour the main clauses green and the coordinating conjunction yellow. Circle the verb/s.

for: _____

and: _____

nor: _____

but: _____

or: _____

yet: _____

so: _____

SOTD: Revision Worksheet 4

Activity 1: Complete the Sentences. Circle if it is a simple, compound or complex sentence.
Extension (optional): Colour the subject in green and the predicate in blue. Circle the verb.

1. _____ is my best friend. (simple/compound/complex)

2. _____ packed his suitcase for a holiday, and _____.
   (simple/compound/complex)

3. _____, and _____ washed their parents' car.
   (simple/compound/complex)

4. I went to the doctors, because _____. (simple/compound/complex)

5. _____ , but it did not stop them from running. (simple, compound, complex)

Activity 2: Write the rest of these sentences by writing the <u>predicate</u> for each. Circle the verb in your
sentences. You may choose to write a simple, compound or complex sentence or a mix of all.
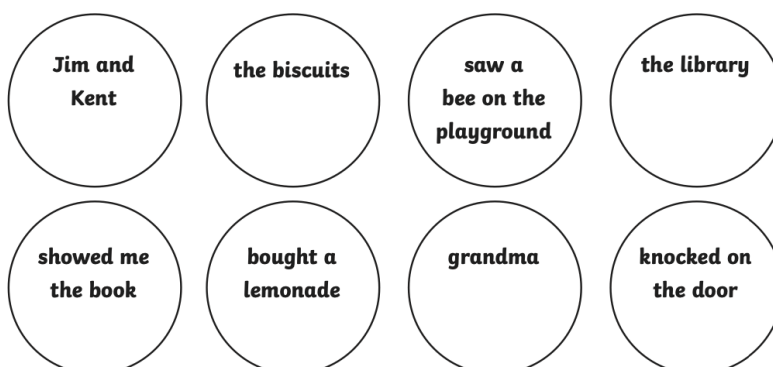
1. The clown
   _____
   _____

2. Peter and Sam
   _____
   _____

3. Our class
   _____
   _____

4. Alice and her mum
   _____
   _____

Activity 3:
Read the phrases in the circles.
If it is a subject, colour it in red. If
it is a predicate, colour it in blue.

Jim and Kent

the biscuits

saw a bee on the playground

the library

showed me the book

bought a lemonade

grandma

knocked on the door

SOTD: Revision Worksheet 5

Activity 1: Are they sentences or phrases? Read the group of words below. Write 's' in the box if it is a sentence or 'p' in the box if it is a phrase.

1. Jon played football last year. ☐
2. Skipped through the forest ☐
3. Put her backpack in the locker ☐
4. Katey found her missing pencil box. ☐
5. Ran over to the neighbor's house ☐
6. The dog ran to his owner. ☐
7. It was time for her to go home. ☐
8. Showed her mom the book she wrote ☐
9. Ryan and Xavier went to the movies. ☐
10. Dropped her art project ☐

Activity 2: Turn 2 phrases from above into compound or complex sentences on the lines below.

_____

_____

_____

_____

Activity 3: A complex sentence is made up of a main clause and a subordinate clause. A main clause has a subject and a predicate. A subordinate clause begins with a subordinating conjunction and also has a subject and predicate. However, a subordinate clause does not make sense if it was by itself. For example,

| Jim walked to the park, | because his car broke down. |

Read the sentences below. Identify if they are complex sentences and explain why or why not.

Fish have gills, because they need to breathe underwater.

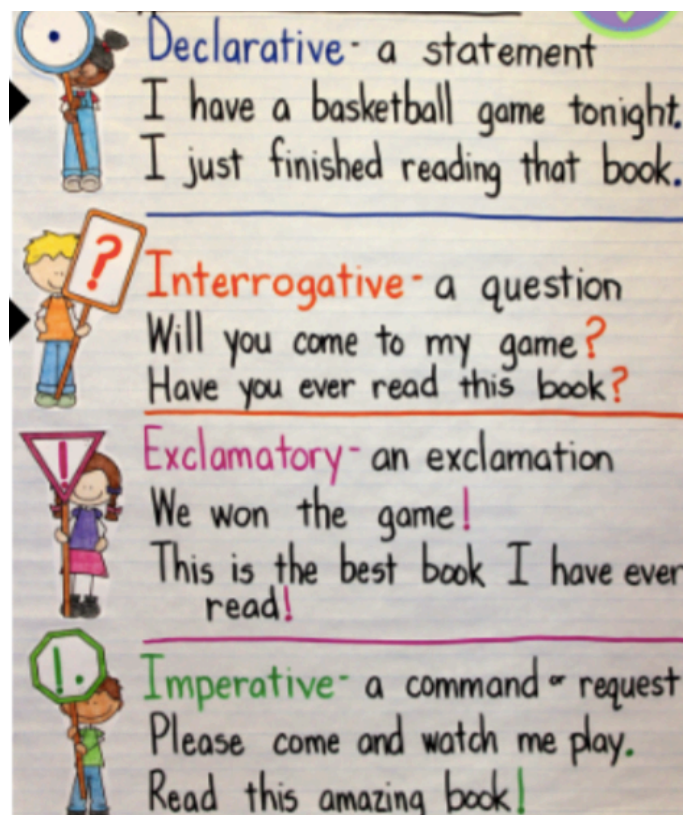Is this a complex sentence? (yes/no)
Explain_____

Fish have gills, so they can breathe underwater.

Is this a complex sentence? (yes/no)
Explain_____

Activity 3: Review the <u>four different types</u> of sentences.

Declarative - a statement
I have a basketball game tonight.
I just finished reading that book.

Interrogative - a question
Will you come to my game?
Have you ever read this book?

Exclamatory - an exclamation
We won the game!
This is the best book I have ever read!

Imperative - a command or request
Please come and watch me play.
Read this amazing book!

Draw a line to match each sentence to the correct sentence type.

Sentence	Type
Get me a puppy, please. •	• Exclamatory
I went to the mall. •	• Imperative
Do you have a dog? •	• Interrogative
The mall is amazing! •	• Declarative
Kylie likes milkshakes. •	• Imperative
Have you been to the mall? •	• Interrogative
Milkshakes are delicious! •	• Declarative
Take me to the mall, please. •	• Exclamatory
Puppies are young dogs. •	• Imperative
Would you like a milkshake? •	• Interrogative
Puppies are so cute! •	• Declarative
Make me a milkshake, please. •	• Exclamatory

SOTD: WORKSHEET 5

Independent Writing Day: It's your turn. On the lines below, independently write your own sentences.
Check your sentences using the feedback squares. Go on a scavenger hunt in your house to find interesting objects to write about.

Simple:

_____
_____
_____
_____
_____

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

Compound:

_____
_____
_____
_____
_____
_____
_____

Week	Learning intention	We are learning to write a compound sentence.
	Success Criteria I have used:	C main clause , fanboys main clause .!?

Complex:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Week	Learning intention	We are learning to write a complex sentence.
	Success Criteria I have used:	C main clause subordinate clause .!?

Reading Comprehension
AMPHIBIANS

Amphibians are animals that have the following features: a backbone (vertebrates), cold-blooded, live in both water and on land, and at various stages in their lives breathe with both gills and lungs.

Amphibious animals include frogs, toads, salamanders, newts and caecilians. Most lay soft eggs in water, with their young turning into land-dwelling animals through a process called metamorphosis. During this transition, most develop lungs to replace breathing through gills. Adult amphibians can also breathe through their skin.

Amphibians have special skin that needs to stay moist, and are particularly susceptible to environmental changes. As such, more than half of all frog species are in danger of extinction.

Some frogs protect themselves from predators by having toxic skin, such as the poison dart frog. Others are great camouflagers.

Amphibians are found all over the world, except in very cold places, and remote areas.

1 What is metamorphosis? _____

_____

2 List two other examples of species that go through metamorphosis:

⊙ _____

⊙ _____

3 List two ways amphibians protect themselves from predators:

⊙ _____ ⊙ _____

4 Why are frogs species in danger of extinction? _____

_____

_____

5 Why are amphibians not generally found in very cold places? _____

_____

Jupiter appoints a frog king

1. A group of frogs lived happily in a boggy swamp. Theirs was a peaceful existence—croaking to each other, catching insects, swimming in the swamp and hopping along the bank. They did not bother anybody and no-one bothered them. This lifestyle seemed to suit most of them perfectly and for a long time they were content.

2. However, some of them began to think that their lives could be improved. They believed they needed a king to rule them and a set of laws to follow. The frogs sent a request to Jupiter, the god of the heavens, asking him to send a king to rule over them and keep them in order.

3. Jupiter was surprised and amused by their strange croaking request, so he good-naturedly threw down a huge log from heaven which landed in the swamp where the frogs lived.

4. The frogs were extremely frightened by the noise the log made when it splashed into the swamp. They fled to the bank and surveyed the new inhabitant with great alarm from a safe vantage point. But the ugly monster did not move, so, after a while, two heroic frogs ventured out to the log. They approached cautiously and touched the log, which still did not budge. One frog bravely jumped on top of the log and danced up and down. There appeared to be nothing to be frightened of, so all the frogs swam to the log and jumped on top.

5. Soon all the frogs were back in the swamp continuing to live as they had before. They croaked to each other, caught insects, swam in the swamp and hopped along the bank. They did not bother anybody and no-one bothered them. Nothing had changed, except now the frogs had a huge log lying in the middle of the swamp.

6. Eventually, the frogs became discontented again. They sent another request to Jupiter asking for a new king to rule over them and a set of laws to follow.

7. This time the frogs' request made Jupiter very annoyed. Infuriated by their lack of good sense, he sent a large stork, which landed in the swamp and began eating all the frogs.

8. The frogs realised too late that it was better to have no ruler at all than a cruel one.

The word *ventured* in Paragraph 4 means:

(a) swam.

(b) dared to go.

(c) watched.

Which paragraph tells the problem some frogs had with their lives?

(a) Paragraph 1

(b) Paragraph 2

(c) Paragraph 3

Which meaning best fits the word *surveyed* in Paragraph 4?

(a) measured

(b) served

(c) observed

When the log first landed in the swamp, the frogs immediately:

(a) fled to safety.

(b) swam over to investigate.

(c) applauded.

The first two frogs who approached the log were heroic because they:

(a) wanted to be the centre of attention.

(b) were scared but still went to investigate.

(c) knew the object in the river was harmless.

The frogs probably thought the log was a king because it:

(a) looked like a large frog.

(b) had a crown and robes like a king.

(c) came down from the heavens where Jupiter lived.

The word *it* in Paragraph 4 is used instead of the:

(a) swamp.

(b) log.

(c) noise.

You can conclude that after the frogs got used to the log, their life was:

(a) better.

(b) worse.

(c) the same.

Jupiter sent a log instead of a frog king because he thought the frogs:

(a) were too silly to know the difference.

(b) needed a change to their habitat.

(c) would find the log a good king.

The frogs' second request caused Jupiter to feel:

(a) extremely angry.

(b) very happy.

(c) disappointed.

Which paragraph gives the moral of this fable?

(a) Paragraph 6

(b) Paragraph 7

(c) Paragraph 8

After one frog danced on the log, they all:

(a) jumped on it.

(b) studied it.

(c) touched it.

Something extra

★ Draw and label the life cycle of a frog.

Mrs Crank's house

1 Just down the road from my place was an untidy, rundown house. The weeds out the front were waist-high and some of the windows were broken. I didn't think anyone lived there until Mum told me it was home to an old lady known as Mrs Crank.

2 For some reason, most of the kids around were scared of that old place. Even I walked on the other side of the road, rather than get too close. There was just something about it that made me shiver.

3 One cold, dark afternoon in winter, my friends and I were bored. We had played every game we knew and had run out of ideas. 'Let's play "dare" again', suggested Tom. 'It's my turn. I dare Maya to knock on Mrs Crank's door!'

4 'Me?' I said. 'No way! That's not fair!'

5 'Maya is a chicken, Maya is a chicken …' my friends chanted. It looked like I had no choice. I got my coat and we went outside.

6 They hid behind bushes while I crept slowly up to the front door of Mrs Crank's house. My heart was thumping and my hands were shaking. I was so scared. My hand reached up slowly to knock on the door. Just as I was about to knock … the door swung open! 'Aaaargh!' I screamed. 'Aaaargh!' my friends screamed, and ran away.

7 'Hello, dear', said a smiling old lady. 'My, it's cold out here. Would you like to come in for a cup of hot chocolate?' I stopped screaming.

8 'Ah … I guess so. Thanks.'

9 In the end, I enjoyed that cold afternoon, cosy in Mrs Crank's kitchen. We talked, ate cakes and drank hot chocolate. She's a nice lady. I'm really glad I took that dare!

Questions

Read Mrs Crank's House and answer the comprehension questions and complete the Book Review

1. What does the word *rundown* in Paragraph 1 mean?

(a) old and broken

(b) tired and lazy

(c) to run downhill

2. Asking someone to do something scary is called a:

(a) chicken.   (b) dare.   (c) game.

3. While Maya walked up to Mrs Crank's house, her friends were:

(a) scared.   (b) hiding.   (c) screaming.

4. What happened just before Maya screamed?

(a) The door opened.

(b) She saw an old lady.

(c) Her friends dared her.

5. How does Maya feel about Mrs Crank after meeting her? Maya:

(a) likes her.   (b) is scared of her.   (c) dares her.

6. How are Mrs Crank and Maya similar?

(a) They are the same height.

(b) They have the same colour eyes.

(c) They live in the same town.

7. Which words best describe Mrs Crank?

(a) old and friendly

(b) old and cranky

(c) clever and nice

In Paragraph 6, *they* means:

(a) the writer.

(b) Maya's friends.

(c) Mrs Crank and Maya.

Something extra

★ Write what you think Maya's mum said when Maya told her what happened.

★ Write down some ideas to help Mrs Crank make her house look better.

★ Complete the Book Review

A BOOK REVIEW

Book Title and Author

SUMMARY
OF THE BOOK

WHAT DO YOU LIKE MOST
ABOUT THE STORY?

WILL YOU RECOMMEND THIS
BOOK TO YOUR FRIENDS?

WHAT DO YOU LIKE LEAST
ABOUT THE STORY?

We are learning to write an explanation

Writing Week 10 – to be completed on Monday

Watch the videos to refresh your memory.
Your job is to highlight and label each part of the block planner. Circle the cause and effect words.

Title – yellow   Sum up – brown. Did you know question- purple. diagram – just label it
caption – circle it
Big fact- pink
Hook (have you ever wondered question) – brown
Response – green
Topic sentence – red
Elaboration – blue
Link – orange

The life cycle of a fabulous frog

A group of eggs is called an army. Have you ever wondered how a frog transforms from an egg to an adult frog? There are four interesting stages in a frog's life cycle.

The first stage of a frog's life cycle is the egg. The eggs are protected by a transparent jelly, so predators don't eat them. After some time, the egg will morph into a wiggly tadpole (polliwog).

Next, the tadpole develops external gills, so it can breathe under water. The tadpole clings onto algae, so it doesn't float away. The hind legs appear then the front legs, and soon it will evolve into a froglet (young frog).

After some time, the froglet will develop lungs, so it can breathe on land. While the froglet matures, it eats the food stored in its tail, and the tail shrinks. Finally, the froglet will transform into an adult frog.

The process of metamorphosis is now complete, and the frog is a fully developed adult. Did you know that a frog absorbs water through its skin, so they don't have to drink it?

This is the life cycle of a frog.

We are learning to write an explanation

The life cycle of a buzzing bee

There are three types of buzzing bees that live in a hive. They are drones, workers, and the queen. Have you ever wondered how bees undergo their changes from an egg to an adult bee? A bee's life cycle occurs in five stages.

Bee's start out as an egg. A queen bee can lay up to 2500 eggs a day because not all of them will survive. After a few days the egg begins to turn into a larva.

After some time of growing, the pupa stage begins. During this stage, the pupa starts to rearrange itself. Once this is complete, the pupa stays in a capped cell covered in wax.

After 12 days have passed the now adult bee chews its way out of the capped cell. The bee is fully developed with eyes, legs, wings and thin hairs. The bee is now a complete adult.

Now the bee is fully grown. During its time as an adult it will search for a mate then the life cycle will begin all over again. Did you know that bees produce honey from nectar, because honey helps them to grow?
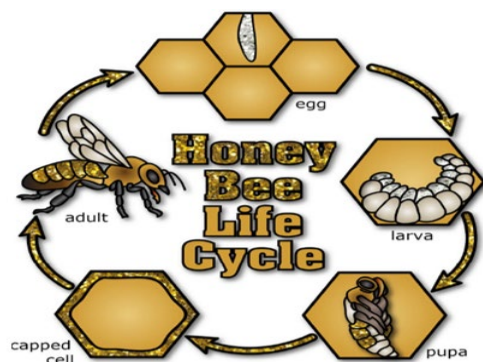
This is the life cycle of a bee.

We are learning to write an explanation

Writing Week 10 – to be completed on Tuesday
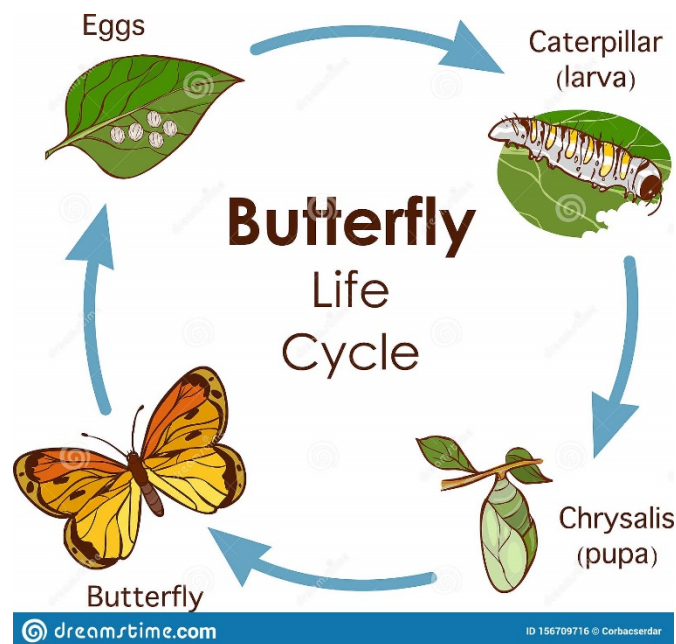
This is the life cycle of a butterfly. Using your knowledge of how to write an explanation, your job is to write an explanation on the life cycle of a butterfly. Use the block planner to help you.

Plan your work below

We are learning to write an explanation

plan using the block planner continued

We are learning to write an explanation

Writing Week 10 – to be completed on Wednesday

Write your **draft** in the space below. Make sure you edit your work, check punctuation, grammar, spelling and check that it makes sense.

_____

_____

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We are learning to write an explanation

Writing Week 10 – to be completed on Thursday

Write your **final copy** in the space below. Make sure you edit your work, check punctuation, grammar, spelling and check that it makes sense.

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_____

We are learning to write an explanation

Writing Week 10– to be completed on Friday
Create a poster to inform a reader about the life cycle of a butterfly.

Tuesday, 14th September 2021

Tom jumped on the orange couch.

The lead pencil was blunt, so the boy had to sharpen it.

The girl hurt her leg when she was playing on the oval with her friends.

The Fives

Recall the related x5 multiplication fact.

Complete 1 maths mentals column per day.
Challenge yourself by trying to complete this in 20 minutes.
GOODLUCK !

$$20 \div 5$$

1 Recall the related multiplication fact.

$$4 \times 5 = 20$$

so $20 \div 5 = 4$

Other Examples

$$35 \div 5$$

$$7 \times 5 = 35$$

so $35 \div 5 = 7$

$$50 \div 5$$

$$10 \times 5 = 50$$

so $50 \div 5 = 10$

Day 1

1 $\boxed{1}$ x 5 = 5   so   5 ÷ 5 = $\boxed{}$

2 $\boxed{3}$ x 5 = 15   so   15 ÷ 5 = $\boxed{}$

3 $\boxed{}$ x 5 = 25   so   25 ÷ 5 = $\boxed{}$

4 $\boxed{}$ x 5 = 50   so   50 ÷ 5 = $\boxed{}$

5 $\boxed{}$ x 5 = 30   so   30 ÷ 5 = $\boxed{}$

6 $\boxed{}$ x 5 = 40   so   40 ÷ 5 = $\boxed{}$

7 $\boxed{}$ x 5 = 45   so   45 ÷ 5 = $\boxed{}$

8 $\boxed{}$ x 5 = 20   so   20 ÷ 5 = $\boxed{}$

9 $10 ÷ 5$ $\boxed{}$

10 35 days ÷ 5 $\boxed{}$

11 15 min ÷ 5 $\boxed{}$

12 25 cm ÷ 5 $\boxed{}$

13 30 L ÷ 5 $\boxed{}$

14 20 kg ÷ 5 $\boxed{}$

15 30 students are seated in groups of 5. How many groups are there? $\boxed{}$

1 $10 \div 5$ ☐

2 $20 \div 5$ ☐

3 $40 \div 5$ ☐

4 $25 \div 5$ ☐

5 $35 \div 5$ ☐

6 4×3 ☐

7 8×3 ☐

8 10×3 ☐

9 6×3 ☐

10 How much does it cost for 3 drinks at $3 each? ☐

11 Circle groups of 2.
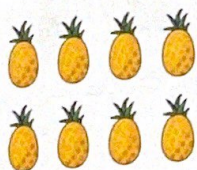
$8 \div 2 =$ ☐

12 Colour $\frac{1}{2}$ of this shape.

13 $30 + 50 =$ ☐ $40 + 20 =$ ☐

$20 + 70 =$ ☐

14 $\frac{1}{2}$ of 6 ➔ $6 \div 2 =$ ☐

15 How many white cars? ☐

---

1 $5 \div 5$ ☐

2 $15 \div 5$ ☐

3 $30 \div 5$ ☐

4 $45 \div 5$ ☐

5 $50 \div 5$ ☐

6 3×2 ☐

7 3×5 ☐

8 3×3 ☐

9 9×3 ☐

10 How much does it cost for 3 rides at $8 each? ☐

11 Circle groups of 4.
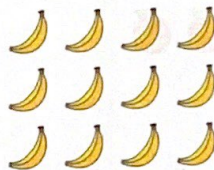
$12 \div 4 =$ ☐

12 Colour $\frac{1}{4}$ of this shape.
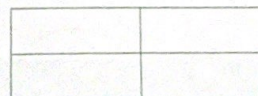
13 $50 + 50 =$ ☐ $60 + 60 =$ ☐

$70 + 70 =$ ☐

14 $\frac{1}{3}$ of 6 ➔ $6 \div 3 =$ ☐

15 Which car colour is the most popular?

☐

Car Colours	
Colour	Tally
🚗	IIII III
🚙	IIII
🚗	IIII IIII
🚙	III
🚗	IIII IIII

Left column

1 35 ÷ 5

2 55 ÷ 5

3 45 ÷ 5

4 $500 ÷ 5

5 60 min ÷ 5

6 8 hours x 3

7 $5 x 3

8 12 months x 3

9 7 days x 3

10 How many minutes in 3 hours?

11 Write a division fact about these apples.

$$\boxed{} ÷ \boxed{} = \boxed{}$$
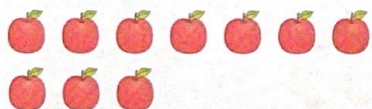
12 Colour $\frac{5}{8}$ of this shape.
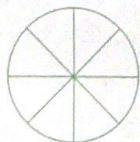
13 800 + 500 =

300 + 900 =

500 + 500 =

14 $\frac{1}{4}$ of 12 ➜ 12 ÷ 4 =

15 What is the total number of cars?

Right column

1 10 ÷ 5

2 35 ÷ 5

3 20 ÷ 5

4 45 ÷ 5

5 5 ÷ 5

6 $15 ÷ 5

7 40 cm ÷ 5

8 $50 ÷ 5

9 30 kg ÷ 5

10 $25 in prize money is shared by 5 students. How much each?

11 Circle groups of 6.
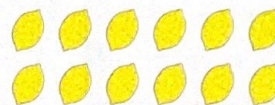
12 ÷ 6 =

12 Colour $\frac{3}{4}$ of this shape.
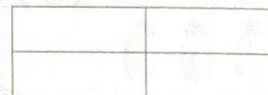
13 30 + 60 =

80 + 70 =

200 + 200 =

14 $\frac{1}{2}$ of 10 ➜ 10 ÷ 2 =

15 Which car colour is the least popular?

Car Colours	
Colour	Tally
🚗	IIII III II
🚗	IIII
🚗	IIII IIII
🚗	III
🚗	IIII IIII

Q1–10: /10 Q11–15: /5 My time:

Q1–10: /10 Q11–15: /5 My time:

Problem Solving

Monday

PV 17 PA 16 (9a) There are 1324 fruit bats in two groups of trees.

How many fruit bats might be in each group?

Place Value of Four-digit Numbers

PV 17 PA 16 (9b) There are 5324 fruit bats in three groups of trees.

How many fruit bats might be in each group?

Place Value of Four-digit Numbers

PV 17 PA 16 (9c) 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?

Place Value of Four-digit Numbers

Tuesday

NAPLAN Worded Problems Challenge Cards

There are 137 people swimming in the sea. 21 people came out. How many people are still swimming in the sea?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

NAPLAN Worded Problems Challenge Cards

There are 2 teams playing a game of football. One team has 248 supporters watching and the other team has 326. How many people are watching the game altogether?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

Wednesday

Year 3 NAPLAN Multiplication Worded Challenge

Challenge 1:
3 girls had found 4 purple flowers.

How many flowers is that altogether?

Year 3 NAPLAN Multiplication Worded Challenge

Challenge 7:
How many pancakes were made if 3 chefs cooked 2 pancakes each?
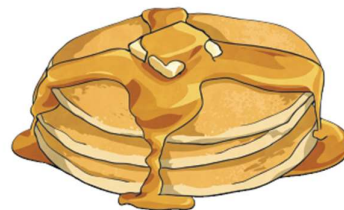
Thursday

I am thinking of a 3D shape. It has 5 faces and 8 edges. What shape is it?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

Friday

Statistics

Nice and Spicy!

Pictogram

How many children chose yellow and pink?

_____

How many more children chose red as their favourite colour as compared with those who chose green?

_____

Red   Blue   Green   Yellow   Pink
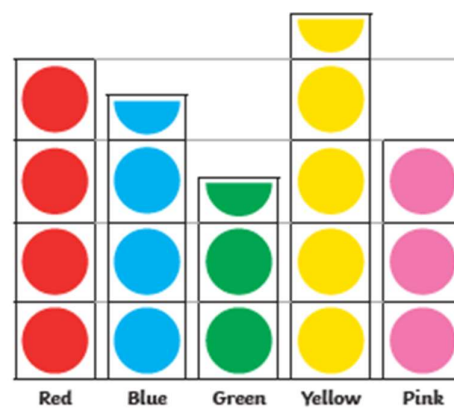
◯ = 2 people

Complete on Monday

Guess My Number Puzzle

2-digit Numbers

Can you follow the clues and discover the secret numbers on the hundreds chart?

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Clues

1. I am less than 50.
2. If you skip count by 5s from 0 you will say me.
3. I have a 5 in the one's column.
4. I am more than the first 2-digit number you see.
5. I have a 2 in the tens column.

The secret number is

1. I am more than 20 and less than 70.
2. If you skip count by 2s from 21 you will say me.
3. I have a 9 in the ones column.
4. If you add 10 to 39 you will find me.
5. I have a 4 in the tens column.

The secret number is

1. I am less than 30.
2. If you skip count by 2s starting at 14 you will not say me.
3. If you skip count backwards by 2 starting at 14 you will say me.
4. I am less than the first 2-digit number you can see.
5. I am less than 9 and more than 7.

The secret number is

1. I am more than 19 and less than 63.
2. If you skip count by 10s starting at 19 you will say me.
3. If you added two to my number I would have a 4 in the ten's column.
4. I am 10 less than secret number #2.

The secret number is

Write your 2-, 4-, and 10-times tables below

2 times tables	4 times tables	10 times tables

Complete on Tuesday

1. 25 + 48 =	2. 61 + 33 =
3. 56 + 22 =	4. 23 + 29 =
5. 52 + 65 =	6. 36 + 82 =

7. 77 - 25 = _____	8. 39 - 21= _____
9. 97 - 55 = _____	10. 82 - 61 = _____
11. 79 - 58 = _____	12. 63 - 51 = _____

Complete the following 3-times tables facts

3 x 5 = _____	3 x 6 = _____	3 x 5 = _____
3 x 9 = _____	3 x 5 = _____	3 x 1 = _____
3 x12 = _____	3 x 8 = _____	3 x 7 = _____
3 x 2 = _____	3 x 4 = _____	3 x12 = _____
3 x 1 = _____	3 x 9 = _____	3 x 4 = _____

3 x10 = _____	3 x 2 = _____	3 x10 = _____
3 x 8 = _____	3 x 1 = _____	3 x11 = _____
3 x 7 = _____	3 x10 = _____	3 x 9 = _____
3 x 3 = _____	3 x 7 = _____	3 x10 = _____
3 x11 = _____	3 x 8 = _____	3 x 6 = _____

3 x 6 = _____	3 x 5 = _____	3 x 7 = _____
3 x 4 = _____	3 x12 = _____	3 x 8 = _____
3 x 7 = _____	3 x 4 = _____	3 x12 = _____
3 x10 = _____	3 x11 = _____	3 x 2 = _____
3 x 3 = _____	3 x 3 = _____	3 x 1 = _____

3 x 9 = _____	3 x 6 = _____	3 x11 = _____
3 x 2 = _____	3 x 6 = _____	3 x 9 = _____
3 x11 = _____	3 x 2 = _____	3 x 5 = _____
3 x 1 = _____	3 x 8 = _____	3 x 3 = _____
3 x12 = _____	3 x 3 = _____	3 x 4 = _____

Complete on Wednesday

Investigate at your multiplication and division level.

Groups of 2

2 equal groups

$12 \div 6 = 2$

$12 \div 2 = 6$

$2 \times 6 = 12$

$6 \times 2 = 12$

Groups of 2

$8 \div 2 = 4$

2 equal groups

$8 \div 2 = 4$

$2 \times 7 = 14$

$5 + 2$

$2 \times 5 = 10$

$2 \times 2 = 4$

$10 + 4 = 14$

$15 \div 2 = 7\ r1$

$10 + 5$

$4 + 1$

$10 \div 2 = 5$

$4 \div 2 = 2$

$\frac{1}{2}$ of $15 = 7\ r1$

$10 + 5$

$4 + 1$

$\frac{1}{2}$ of $10 = 5$

$\frac{1}{2}$ of $4 = 2$

$5 + 2 = 7$

$4 \times 7 = 28$

$5 + 2$

$4 \times 5 = 20$

$4 \times 2 = 8$

$20 + 8 = 28$

$37 \div 4 = $ **9r1**

$20 + 17$

$16 + 1$

$20 \div 4 = 5$

$16 \div 4 = 4$

$\frac{1}{4}$ of $37 = $ **9r1**

$20 + 17$

$16 + 1$

$\frac{1}{4}$ of $20 = 5$

$\frac{1}{4}$ of $16 = 4$

$5 + 4 = 9$

$3 \times 7 = 21$

$5 + 2$

$3 \times 5 = 15$

$3 \times 2 = 6$

$15 + 6 = 21$

$16 \div 3 = 5\ r1$

$9 + 7$

$6 + 1$

$9 \div 3 = 3$

$6 \div 3 = 2$

$\frac{1}{3}$ of $16 = 5\ r1$

$9 + 7$

$6 + 1$

$\frac{1}{3}$ of $9 = 3$

$\frac{1}{3}$ of $6 = 2$

$3 + 2 = 5$

Complete the multiplication facts for the 2 times tables.

2 x 4 = _____	2 x12 = _____	2 x 7 = _____
2 x 1 = _____	2 x11 = _____	2 x 2 = _____
2 x11 = _____	2 x 4 = _____	2 x 6 = _____
2 x 8 = _____	2 x 2 = _____	2 x 5 = _____
2 x12 = _____	2 x 4 = _____	2 x11 = _____

2 x 6 = _____	2 x12 = _____	2 x 1 = _____
2 x 2 = _____	2 x 7 = _____	2 x 4 = _____
2 x 5 = _____	2 x 3 = _____	2 x10 = _____
2 x 9 = _____	2 x11 = _____	2 x 6 = _____
2 x 3 = _____	2 x10 = _____	2 x 8 = _____

2 x10 = _____	2 x 5 = _____	2 x11 = _____
2 x 7 = _____	2 x 2 = _____	2 x 4 = _____
2 x 9 = _____	2 x 8 = _____	2 x 7 = _____
2 x 6 = _____	2 x 9 = _____	2 x 9 = _____
2 x 5 = _____	2 x 6 = _____	2 x 2 = _____

2 x 7 = _____	2 x 1 = _____	2 x 5 = _____
2 x 3 = _____	2 x 8 = _____	2 x12 = _____
2 x10 = _____	2 x 3 = _____	2 x10 = _____
2 x 1 = _____	2 x 9 = _____	2 x 3 = _____
2 x 8 = _____	2 x12 = _____	2 x 1 = _____

Complete on Thursday

3D Shape Hunt

Draw and name any 3D shapes that you see in your local environment in the boxes below. Write down the number of faces, edges and vertices.
Here is one to get you started:

Tissue Box rectangular prism 6 faces 12 edges 8 vertices	faces edges vertices	faces edges vertices
faces edges vertices	faces edges vertices	faces edges vertices
faces edges vertices	faces edges vertices	faces edges vertices
faces edges vertices	faces edges vertices	faces edges vertices
faces edges vertices	faces edges vertices	faces edges vertices

4 times table worksheet

Complete each multiplication sentence with the correct answer.

- [ ] x 4 = 4
- [ ] x 4 = 44
- 9 x 4 = [ ]
- 1 x 4 = [ ]
- 6 x 4 = [ ]
- [ ] x 4 = 24
- 2 x 4 = [ ]
- [ ] x 4 = 32
- [ ] x 4 = 36
- 4 x 4 = [ ]
- 7 x 4 = [ ]
- [ ] x 4 = 28

- [ ] x 4 = 16
- [ ] x 4 = 48
- 3 x 4 = [ ]
- [ ] x 4 = 40
- 5 x 4 = [ ]
- [ ] x 4 = 8
- 12 x 4 = [ ]
- 8 x 4 = [ ]
- [ ] x 4 = 12
- 10 x 4 = [ ]
- 11 x 4 = [ ]
- [ ] x 4 = 20

Complete on Friday

Bottle Flip Graphing Activity
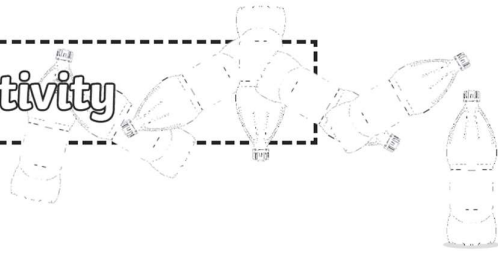
Compete with a partner in a bottle flipping competition and graph the results.

Trial 1

Players	Prediction – How many tries do you think it will take to win? 20 is the maximum.

Players	Tally – Count the number of bottle flips until you land one.

Trial 2

Players	Prediction – How many tries do you think it will take to win? 20 is the maximum.

Players	Tally – Count the number of bottle flips until you land one.

Trial 3

Players	Prediction – How many tries do you think it will take to win? 20 is the maximum.

Players	Tally – Count the number of bottle flips until you land one.

Graph the results from all three trials.

Number of Flips

Trial 1		Trial 2		Trial 3	
Player 1	Player 2	Player 1	Player 2	Player 1	Player 2
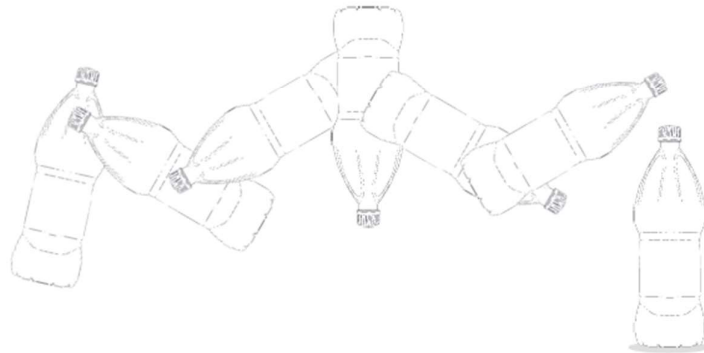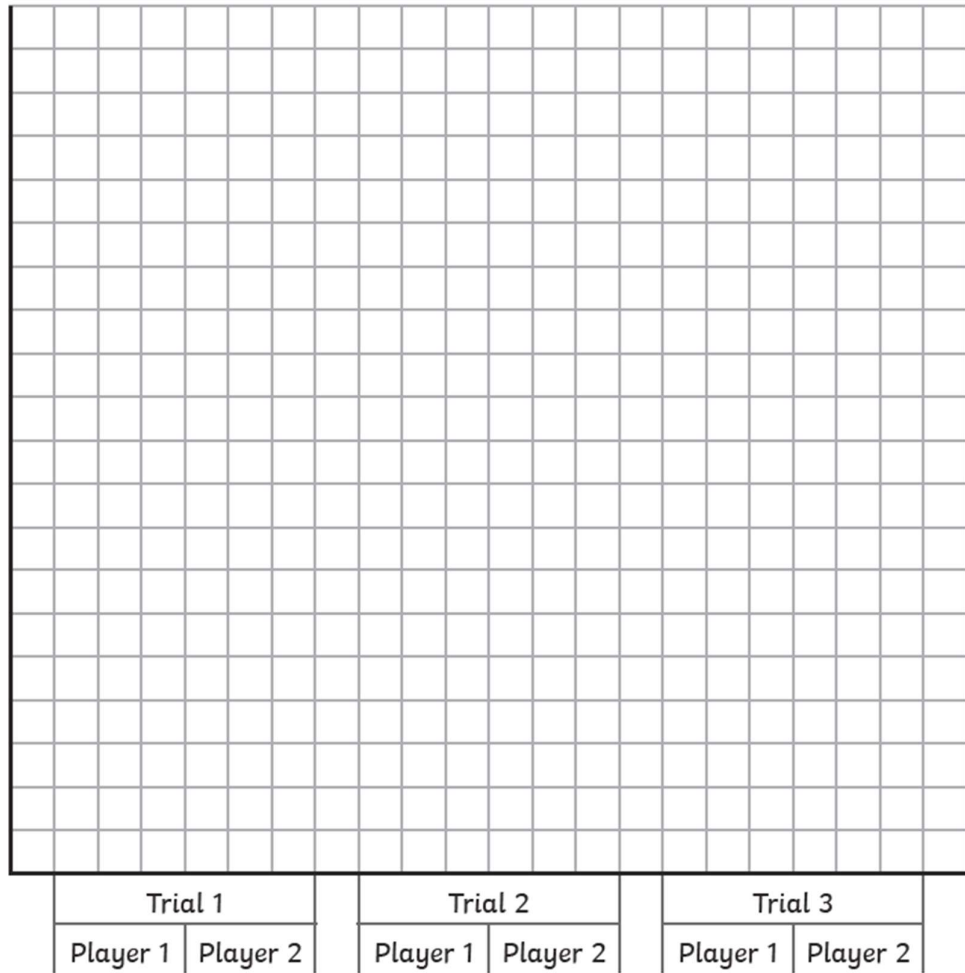
Work out the answers to the timetables and check the table for which colours to use.

20	white
30	brown
40	light brown
50	pink
60	light green
70	red
80	dark green
90	yellow
100	black
110	orange

x10

10×5
10×2
10×7
10×6
10×11
10×10
10×3
10×3
10×7
10×8
10×9
10×6
10×7
10×6
10×3
10×4
10×6
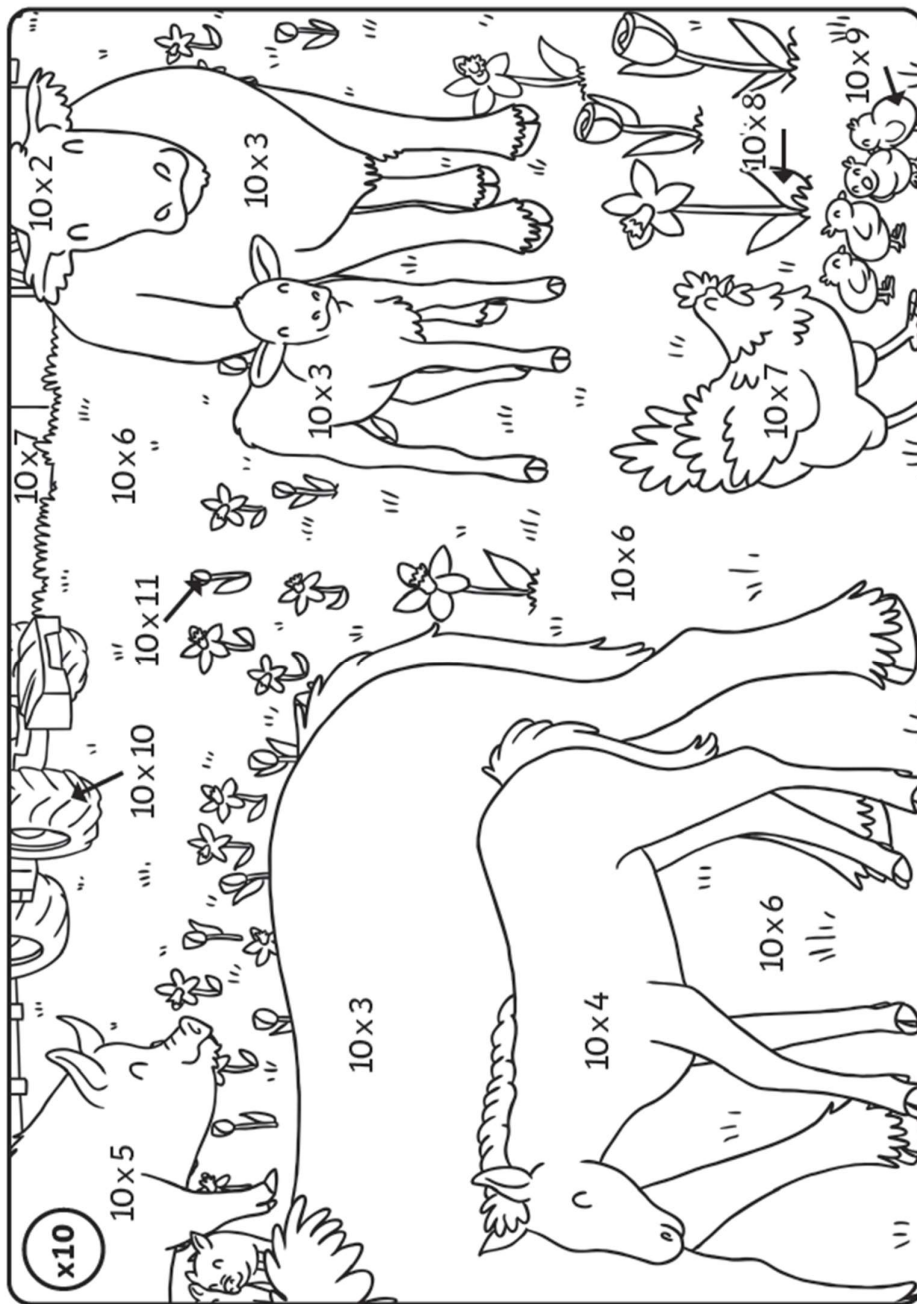
Aboriginal and Torres Strait Islander Peoples Symbols in Artwork Word Mat

boomerang

bush berry
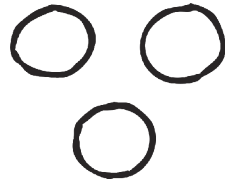
ants, fruits, flowers or eggs

campfire

digging or clapping sticks
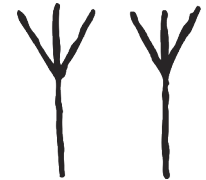
emu
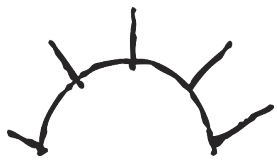
human tracks

hunting boomerang

kangaroo tracks
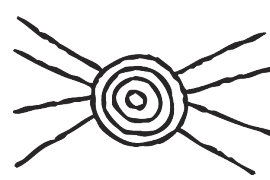
meeting place

moving kangaroo tracks
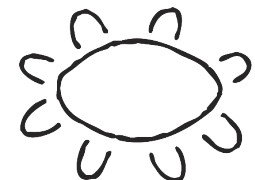
people sitting
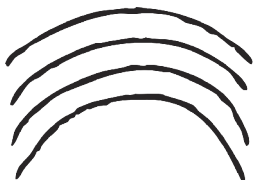
sandhill or cloud

snake
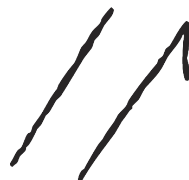
spear
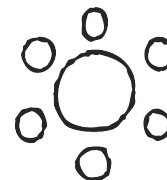
star
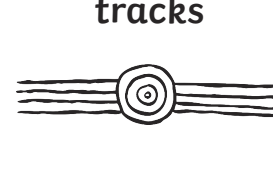
resting place

person

emu tracks
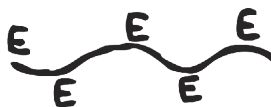
goanna tracks

animal tracks
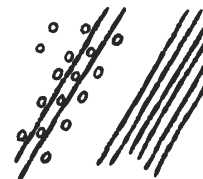
rain

witchetty grub

waterholes connected by running water

HSIE - Wednesday

Connection to Country

Use traditional Aboriginal art symbols to create a map of your local area or somewhere else that holds significance to you.
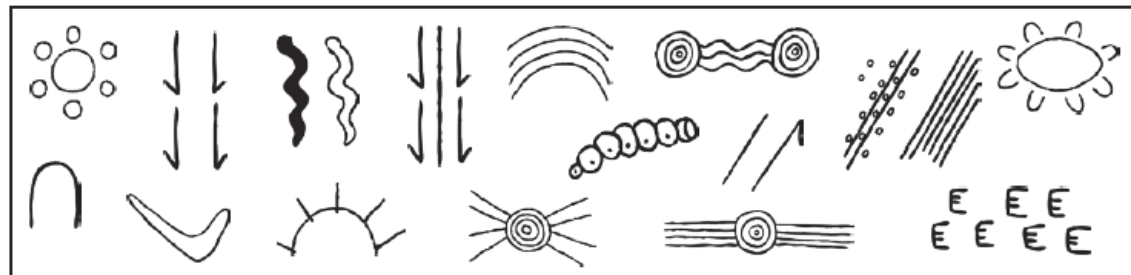
Explain the significance of the natural features you have drawn and what they mean to you.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Dharawal Aboriginal Language

a	b	a	r	r	a	g	n	u	w	k	y
m	g	n	a	r	a	g	a	d	a	b	a
y	g	a	b	c	l	u	y	n	u	g	n
k	l	u	n	o	p	q	r	s	t	m	a
n	x	y	w	a	b	i	d	e	f	u	d
a	j	k	u	i	n	a	w	q	r	l	a
r	v	w	m	y	y	a	r	u	d	a	f
o	h	i	b	n	l	a	n	u	r	q	r
g	t	u	a	w	i	y	n	a	g	a	d
n	f	g	t	i	j	y	l	g	n	a	w
a	r	s	t	u	v	w	d	y	z	a	m
b	d	e	f	g	n	a	g	u	n	a	g

yanada (moon)   ngunyul (feather)   dyin (woman)

ganugan (vegetable)   mula (man)   bangoran (koala)

magura (fish)   wumbat (wombat)   wungarra (boy)

guwiyang (fire)   badagarang (kangaroo)   waruwi (girl)

Well-being Wednesday

Keep calm and stay positive

I can & I will

I am brave

Wellness Calendar
Check in with the wellness calendar daily to help you keep calm.

I am calm

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

I am fun and friendly

Grateful Colouring
Colour the quote about being grateful (be sure to share with your class)

I am unique

I am proud
complete the 'I am proud' sheet by writing why you're proud of yourself and drawing a self portrait

I am a learner

YOGA stretches
Use the 'Yoga' instructions to guide you on your yoga journey. Best to do yoga in the sun (be sun safe) or in a quiet space.

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

Start each Day With a grateful Heart

My name is

_____
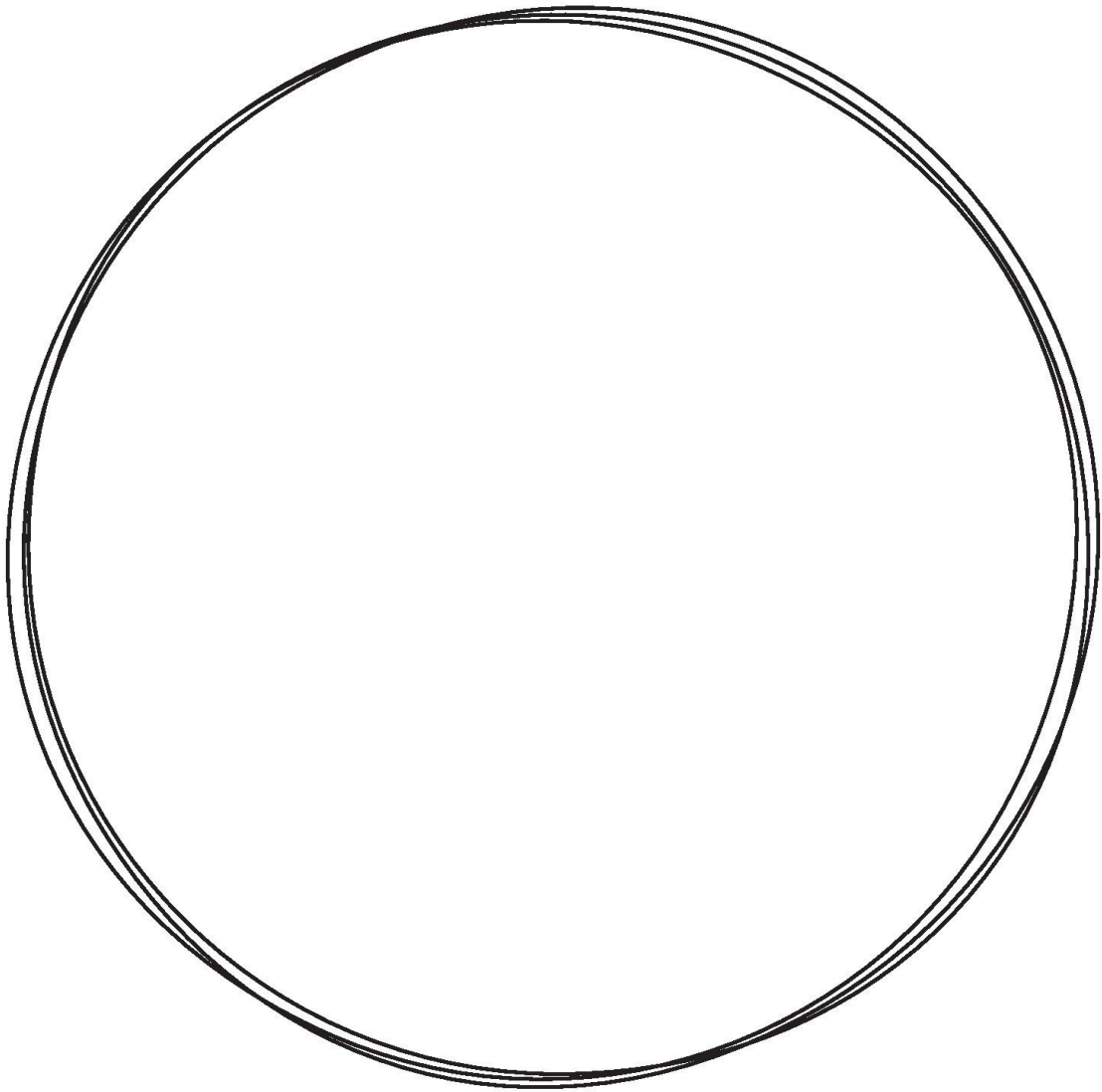
... and I am proud of myself!

CALM DOWN YOGA for kids

I am strong.
WARRIOR 2 POSE

I am kind.
TREE POSE
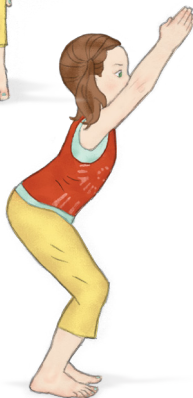
I am brave.
CHAIR POSE

I am friendly.
DOWNWARD-FACING DOG POSE

I am wise.
HERO POSE

OCEAN YOGA

I am a jellyfish.
STANDING FORWARD BEND

I am a shark.
LOCUST POSE
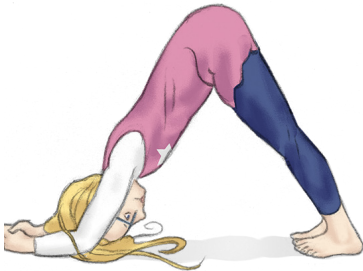
I am a dolphin.
DOLPHIN POSE
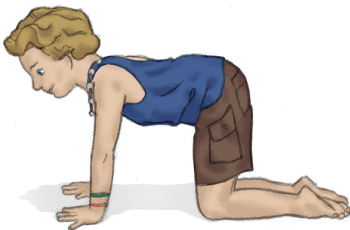
I am a crab.
TABLE TOP POSE

I am a turtle.
TORTOISE POSE

SUPERHERO YOGA

I am brave.
WARRIOR 1 POSE

I am strong.
WARRIOR 2 POSE

I am peaceful.
PEACEFUL WARRIOR POSE

I am kind.
WARRIOR 3 POSE

I am a superhero!
HALF MOON POSE

Living Things Are Different

Cut, sort and glue the animals into the correct column.

Skin	Feathers	Fur	Scales

Did You Know?
The echidna is covered with fur and large spikes.
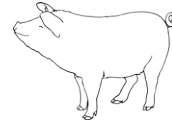
emu	goanna	pig
kookaburra	koala	fish
crocodile	dingo	human
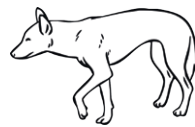
Living, Once Living and Non-living

Colour the living items in the picture green (e.g., animals, plants).

Colour the non-living items red (e.g., rock, sand, plastic).

Can you find any once living items in the picture? Add two once living items to the picture.

How do you know something is living?

_____

_____

_____

How do you know something was once living?

_____

_____

_____

How do you know something is non-living?

_____

_____

_____

CAPA - Friday Origami Frog
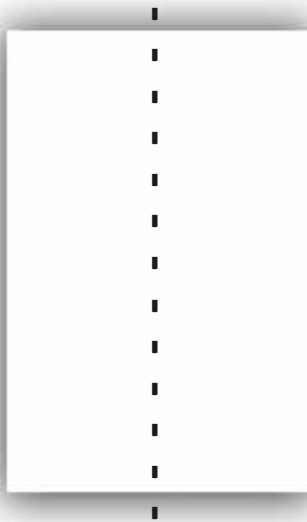
Fold a rectangular sheet of paper in half and open out again.
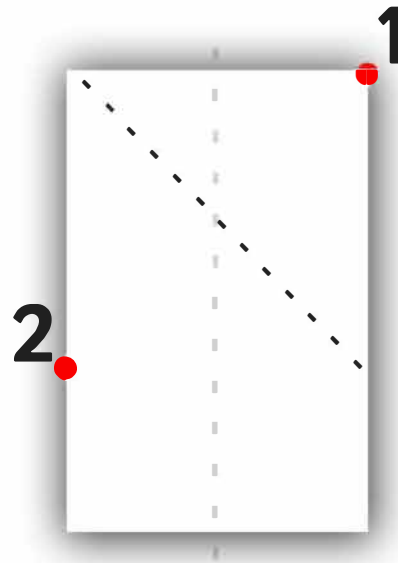
Fold point 1 to point 2.
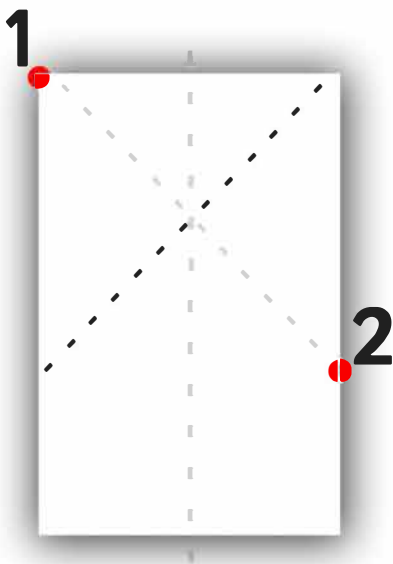
Fold point 1 to point 2.
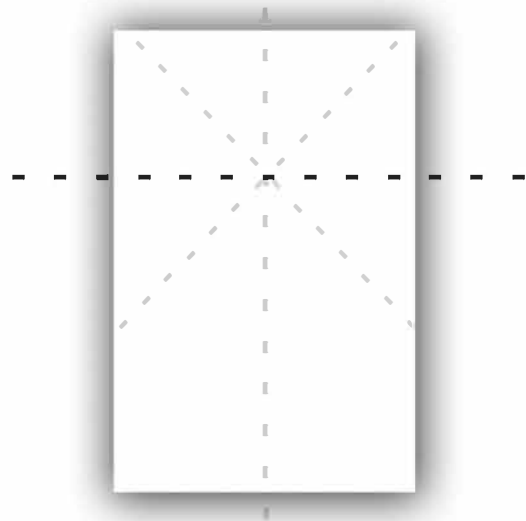
Fold the paper backwards where the diagonal creases meet in the middle. Crease well and open out again.

Origami Frog
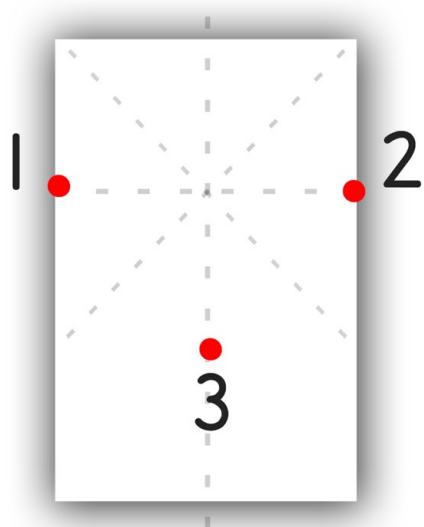
Hold the paper at points 1 and 2 and bring them down to point 3.
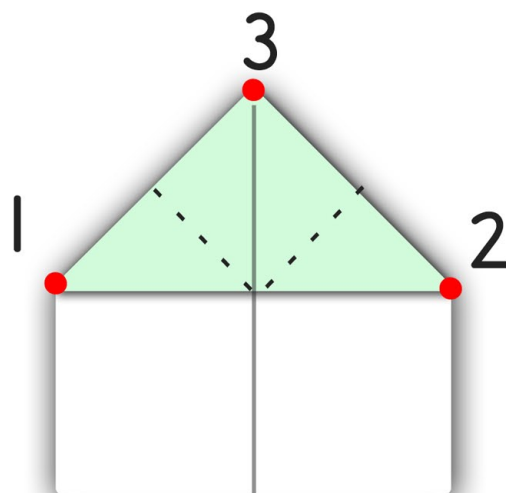
Fold the uppermost corners at point 1 and 2 to point 3.
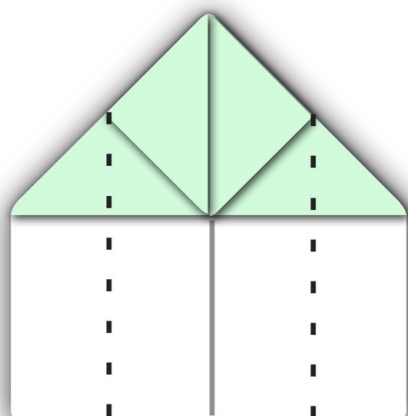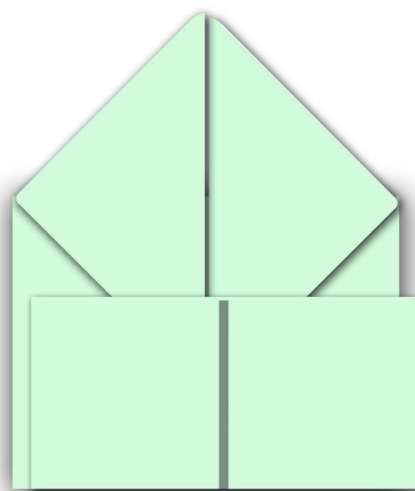
Fold the sides in to the centre line.
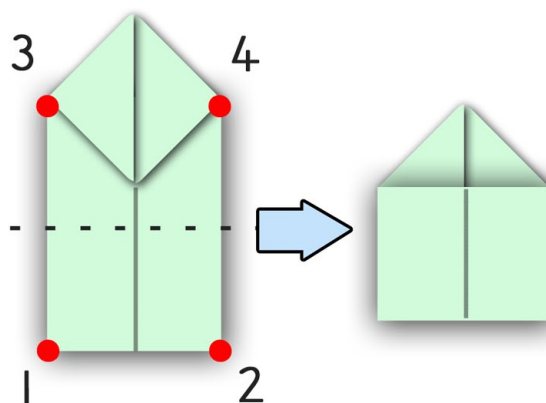
Fold the bottom of the model from points 1 and 2 to point 3 and 4.

1 **2**

3 **4**
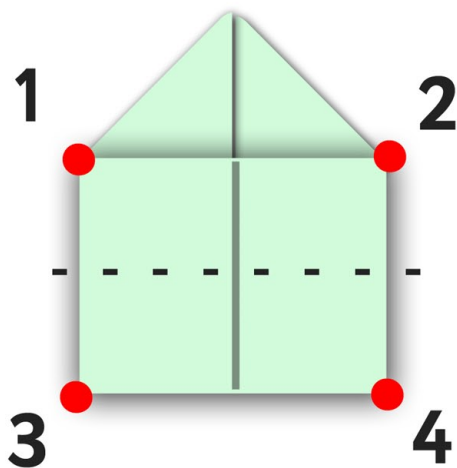
Fold the uppermost corners from points 1 and 2 to points 3 and 4
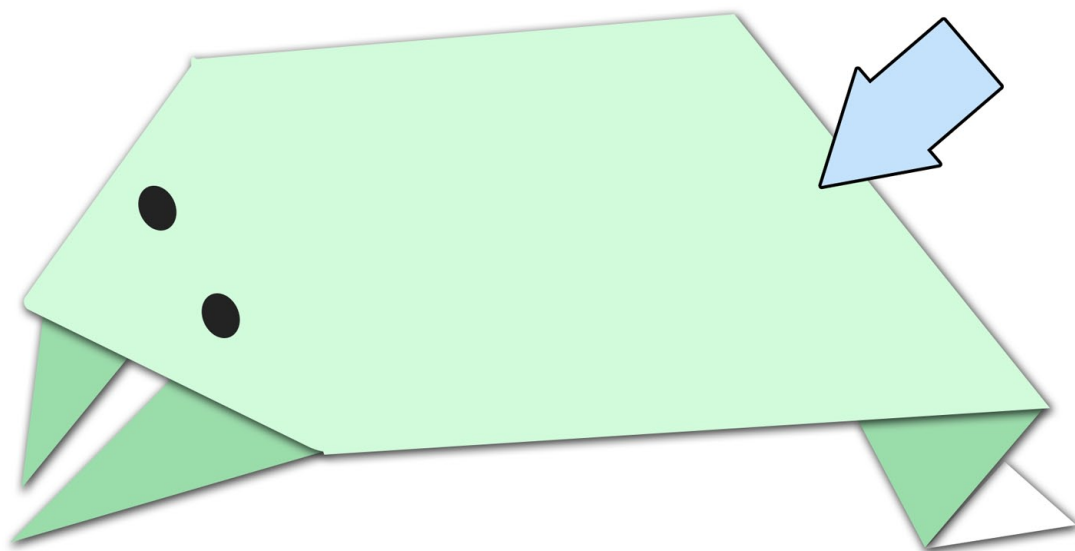
Give your paper frog some eyes and make him jump! Press down on your frog's back as shown.
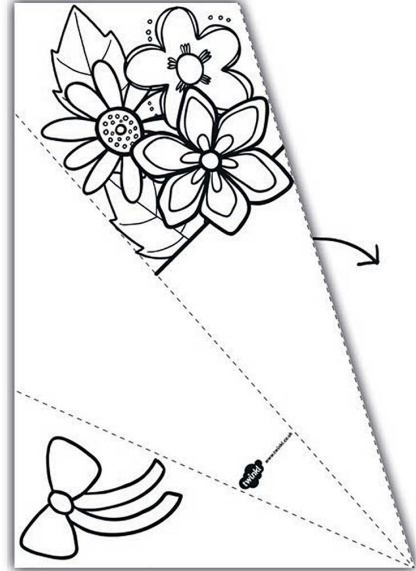
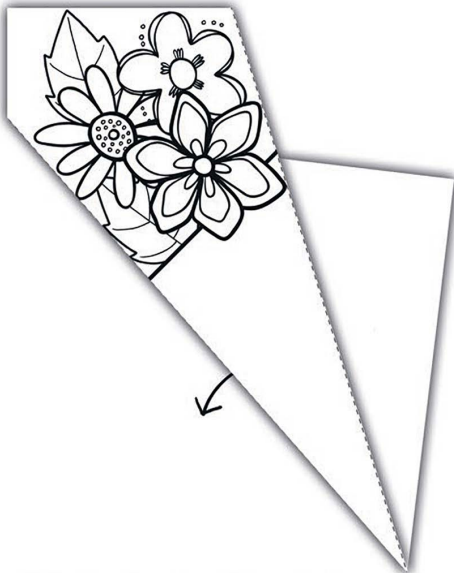# Paper Flower Bouquet Instructions

Flower Bouquet is on the next page

1.
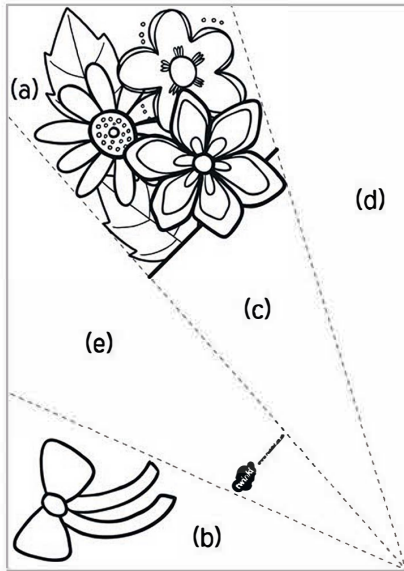
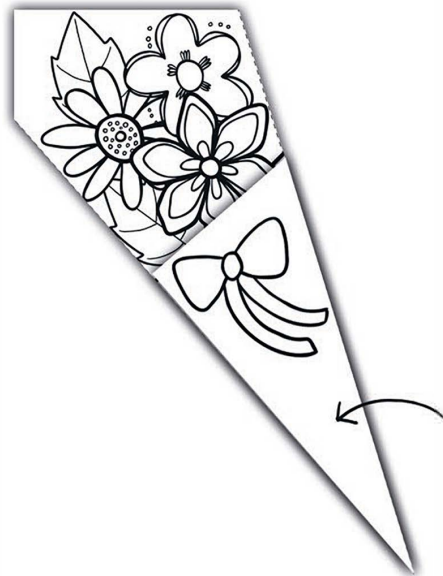Colour in the flowers and the bow section labelled (a) and (b). You don't need to colour section (c).

2.

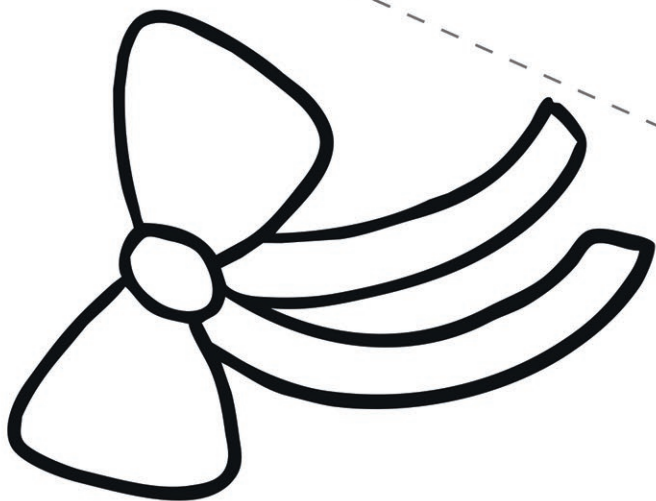Fold back section d along the dotted line.

3.

Fold Section (e) behind section (c) so that you can see the back of section (b) on the right hand side.

4.

Finally fold section (b) over so that the bow is at the front of the bouquet.

How Do You Feel?

Draw a face for each emotion.

I'm sad.

I'm angry.

I'm unwell.

I'm afraid.
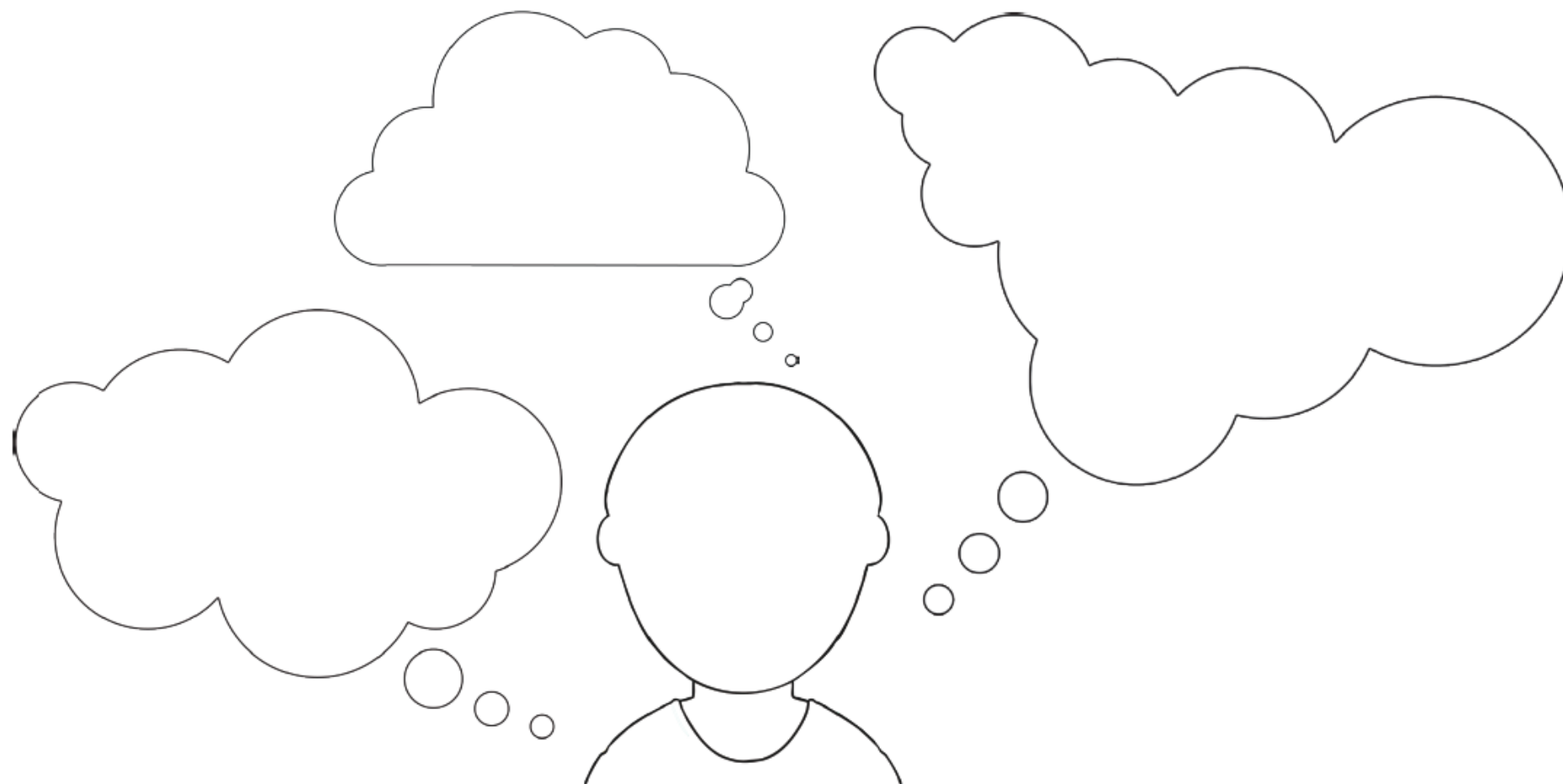
I'm happy.

I'm excited.

I'm tired.

I'm sleepy.

Things That Make Me Happy

What makes you happy? Have a think and talk about your ideas with a grown-up and your friends. Draw an idea into each thought bubble – you can draw a smiley, happy picture of you too!

feelings nervous proud
excited scared   angry

Feelings

How do you feel?

Matt wins a big game.

He feels proud!

Sarah's little toy breaks.

She feels angry.

Joe's friends come to play.

He feels happy!

Jenna is going to a new school.

She feels nervous.

Kara knows how to tie her shoes.

She feels excited!

Your feelings are important!

Your feelings are different each day.

How do you feel today?

Guess who the Year 3 teacher is

1) Who am I ? _____
I was born in the month of December
My favourite place is the beach
My favourite colour is purple
My favourite food is pizza (with pineapple)
My favourite snack is chips
My favourite animal is a sloth
My favourite season is spring
My favourite sport to play is boxing
My favourite sport team is none
I love to: collect shells
I have no pets

2) Who am I ? _____
I was born in the month of August
My favourite place is the great outdoors
My favourite colour is mint
My favourite food is noodles
My favourite snack is crackers and dip
My favourite animal is a panda
My favourite season is spring
My favourite sport to play is badminton
My favourite sport team is none
I love to: collect candles
I have no pets

3) Who am I ?_____
I was born in the month of April
My favourite place is my classroom
My favourite colour is orange
My favourite food is sushi
My favourite snack is chocolate
My favourite animal is a cat
My favourite season is winter
My favourite sport to play is netball
My favourite sport team is bulldogs
I love to: play with my niece
I have no pets

4) Who am I ? _____
I was born in the month of June
My favourite place is Istanbul
My favourite colour is black
My favourite food is burgers/sushi
My favourite snack is chips
My favourite animal is a cat
My favourite season is summer
My favourite sport to play is volleyball
My favourite sport team is bulldogs
I love to: spend time with family
I have no pets

5) Who am I ? _____
I was born in the month of January
My favourite place is the beach
My favourite colour is pink
My favourite food is chicken
My favourite snack is Lotus biscuits
My favourite animal is a dog
My favourite season is Spring
My favourite sports to play are basketball & footy
My favourite sport team is Parramatta Eels
I love to: exercise and make jokes

1) Miss Dandashli
2) Miss Nguyen
3) Miss Mourad
4) Miss Kiran
5) Miss Younan

KINDNESS *challenge*
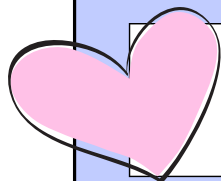
Challenge yourself to four random acts of kindness this week.
Write them below:

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____

4. _____
   _____
   _____
   _____

Reflection

_____

_____

_____

_____
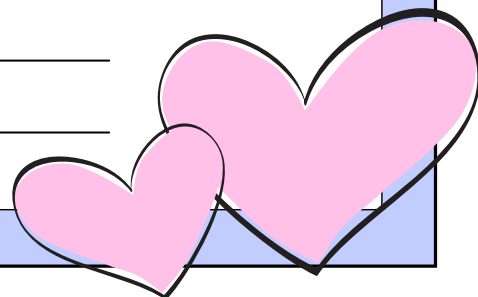
Name _____ **Date** _____ **Year** _____ **Teacher** _____

MY SKY DIARY

Pick a spot around the house where you can see outside. Sit here during the day time, then draw what you see. Come back to the same spot at night and draw what you see. Compare your drawings, then list down what things are the same and what things are different.
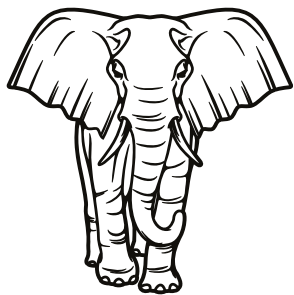
DAY

NIGHT

SIMILARITIES

_____
_____
_____
_____
_____

DIFFERENCES

_____
_____
_____
_____
_____

NAME: _____

SPOT THE DIFFERENCE
COLORING SHEET

1.

$1 + 1 = 2$ $5 - 2 = 3$

$2 + 4 = 6$ $7 + 2 = 9$

2.

$1 + 1 = 2$ $5 + 3 = 8$

$2 + 4 = 6$ $7 + 2 = 9$

Complete on Friday
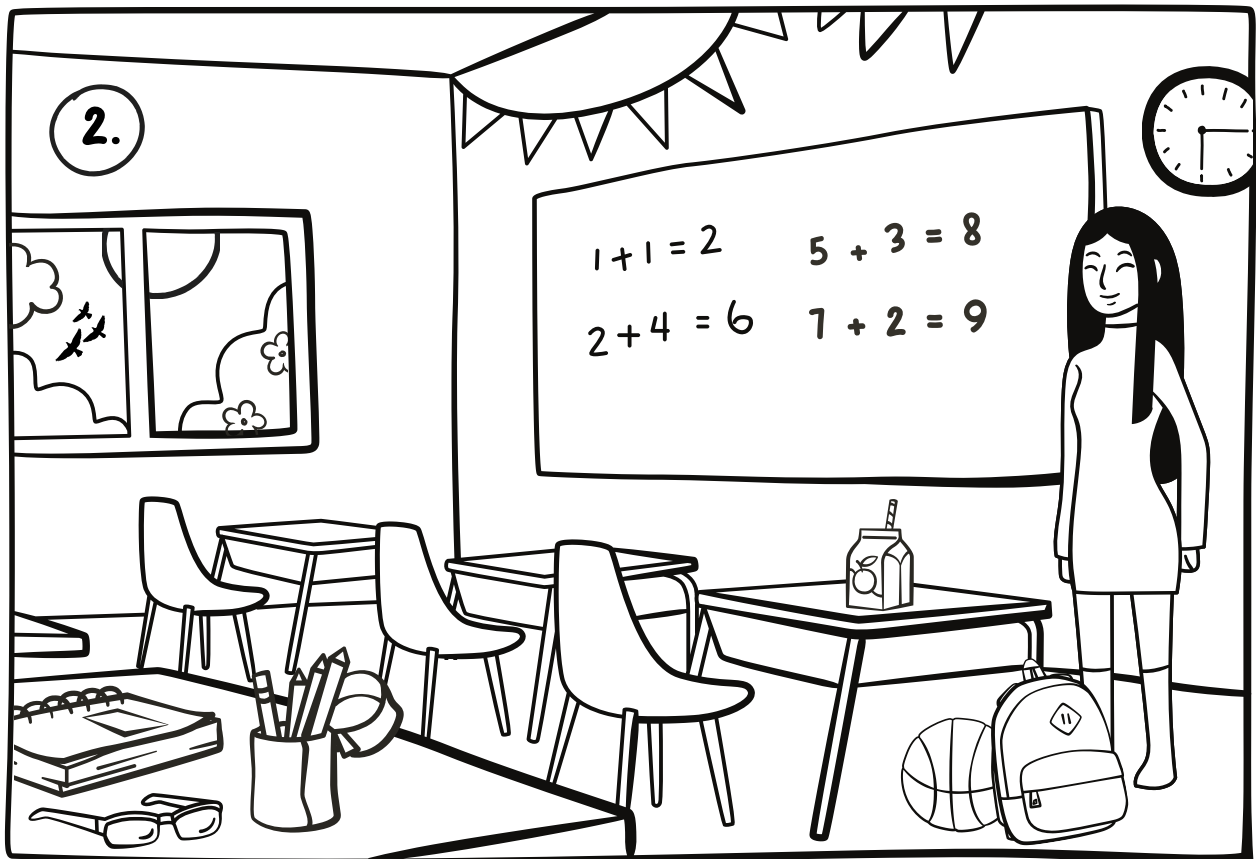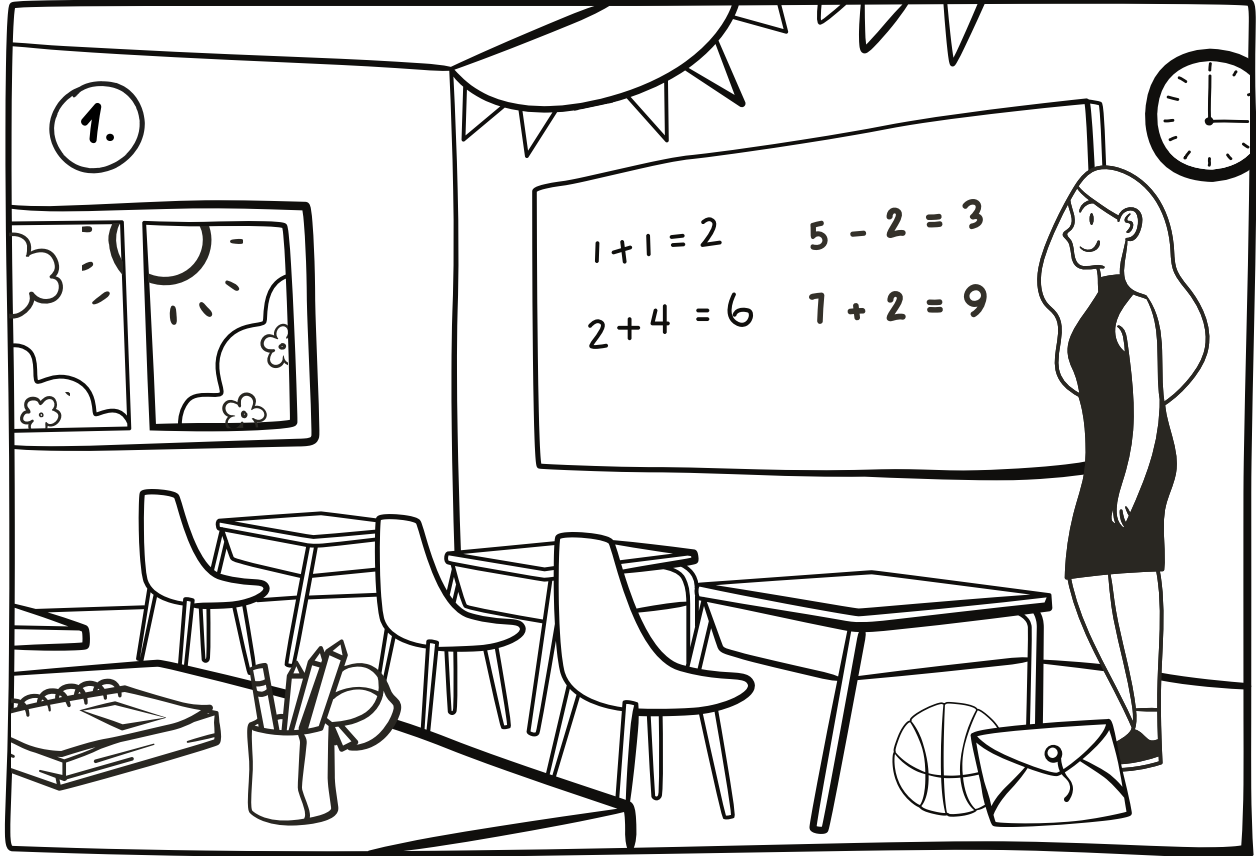
A-Z Thinking Skills

CAN YOU THINK OF AN ANIMAL THAT STARTS WITH

EACH LETTER OF THE ALPHABET?

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U
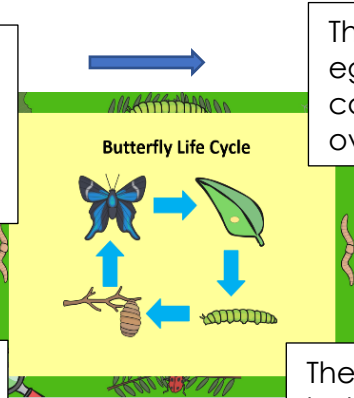
V

W

X

Y

Z

Year 3 Specialised Learning - Writing

Day 1: **Life cycle of a butterfly – Read the lifecycle** ☺

The fully formed butterfly emerges, dries its wings then flies off to seek out a mate.

The butterfly lays her eggs on a leaf. These can be round or oval.

Butterfly Life Cycle

The caterpillar undergoes a process called metamorphosis inside its chrysalis (or pupa) where it is rapidly changing.

The larva (caterpillar) hatches and works on eating the plant it was born on, to grow. It will shed its skin several times.

Task: On a piece of paper draw the life cycle of a butterfly. Label all the part of the life cycle.
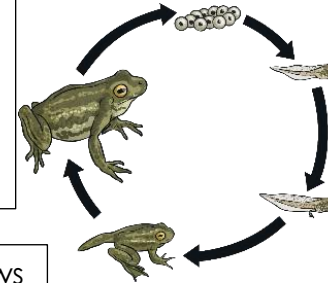
Day 2: **Life cycle of a frog - Read the lifecycle** ☺

The tail disappears and it starts to eat insects instead of plants. It takes 2-4 years to become an adult, when it can lay eggs.

Frogs lay a group of eggs in the water.

After 2-25 days the tadpole hatches from the egg.

The tadpole grows fins and a stronger tail. Then it develops lungs and legs.

The tadpole grows front legs and its tail shortens.

Task: On a piece of paper draw the life cycle of a frog. Label all the parts of the life cycle.

Big facts about frogs

- Tadpoles are small creatures that grow and develop into frogs or toads.
- Frogs are amphibians. This means they live in water and on land.
- A group of frogs is called an army!
- Frogs live in many places around the world. Many colourful frogs live in rainforests – they are known as tree frogs.
- Tree frogs have sticky pads on their toes to help them climb.
- Frogs are very good at jumping and swimming.

Big facts about butterflies

- Caterpillars are small **insects** that **develop** into butterflies or moths.
- A group of caterpillars are often called an army.
- Caterpillars will shed their skin a few times before creating a chrysalis. **Then it transforms** into a butterfly.
- The life cycle of a butterfly has 4 main stages: an egg, a caterpillar, a chrysalis and a butterfly.
- A group of butterflies are called a kaleidoscope or a flutter!

Task: Write one simple sentence about butterflies or frogs.

For example: Butterflies are colourful insects that were developed from caterpillars.
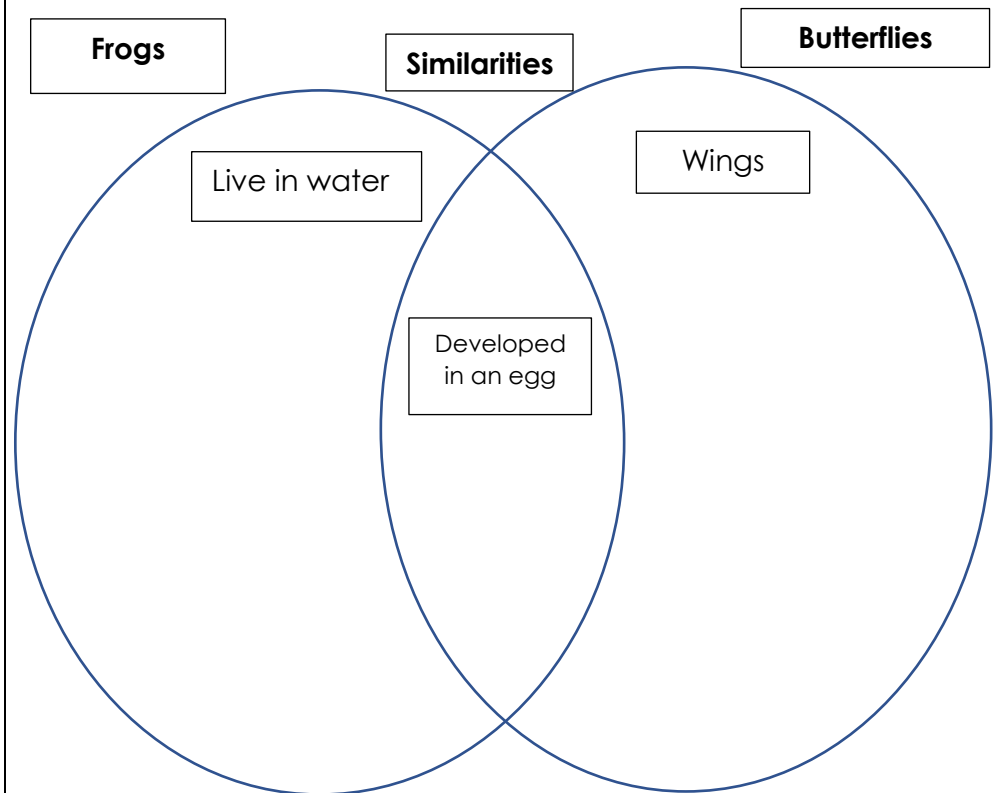
_____

_____

A Venn diagram shows the **relationship between a group of different things.**

Task: We are using a Venn diagram to show the **differences** and **similarities** between butterflies and frogs. Write down key facts and descriptions in the Venn diagram.

There are 3 examples already done for you.

Frogs

Similarities

Butterflies

Live in water

Wings

Developed in an egg

Block Planner

I BF W ? R

1 TOPS E
   ↻ L

2 TOPS E
   ↻ L

3 TOPS E
   ↻ L

C ↑ DYK ?

Diagram

Cap

Task: Write an **informative paragraph** about **butterflies** and **frogs**. Discuss the **similarities** and **differences** between the two creatures. Include:
- **1 big fact** about **frogs** and **1 big fact about butterflies**,
- **1 wonder question** and
- **1 to 2 responses**.

Use the **"Big Facts"** cards on the next page and the **block planner** on the left to guide you. Write at least 4-5 sentences. Don't forget your punctuation and capital letters.

Big Facts

Frogs and Tadpoles

Tadpoles have long wiggly tails and a large head. They have gills to help them breathe underwater. They are usually dark brown, black or grey. They eat algae and water plants.

Photo courtesy of r/s/bal/on/ (@flickr.com) - granted under creative commons license - attribution

Frogs and Tadpoles

Many frogs are also good at swimming. They have webbed feet that help them to pull themselves through the water.

Photo courtesy of CharlesLam (@flickr.com) - granted under creative commons licence - attribution

Frogs and Tadpoles

Although frogs spend some of their time on land, they need to be near water to keep their skin moist.

Photo courtesy of AndyRobertsPhotos (@flickr.com) - granted under creative commons licence - attribution

Caterpillars

Caterpillars are usually very hungry! They need to eat lots and lots of leaves to give them enough energy to turn into a butterfly. They have strong mouths and jaws so they can eat lots!

Life Cycle

The life cycle of a butterfly has 4 main stages: an egg, a caterpillar, a chrysalis and a butterfly.

Life Cycle

Butterflies grow from caterpillars. First, a butterfly lays an egg, which hatches into a baby caterpillar. Once the caterpillar has grown, it spins a chrysalis around itself. When it comes out of the chrysalis, the caterpillar has turned into a butterfly!

Year 3 Week 10 Specialised Learning - Reading

Day 1: Read the first part of Frog Vs Toads below.
There are **80 words.** Time how long it takes to read.
Underline all the **nouns** you can find.

Time:

What's the difference between a frog and a toad? While they are both amphibians, all toads are frogs, but not all frogs are toads. While many frogs and toads look similar, there are differences. Frogs are longer and athletic-looking, whereas toads are shorter and chubby. Frogs typically have long, strong back legs that help them leap, while toads have shorter, back legs more suitable for walking than hopping. If toads do jump away, their jumps are shorter than frogs.

Which would be easier to catch, a frog or a toad? Why?

Day 2: Read the 2nd part below.
There are **80 words.** Time yourself. Compare your time with yesterday's time.
Underline all the **adjectives** you can find.

Time:

Frogs and toads also have skin differences. While frogs have smooth or slimy skin that is moist, toads have thicker, bumpy skin that is usually dry. Frogs spend more time in the water or very close to water while on land, so their skin needs to stay moist. Toads spend more time on land and travel further away from water. Frogs have webbed feet to help them swim. Toads spend more time on land, so they don't need webbed feet.

Which would be more adaptable to dry habitats, frogs or toads? Why?

Day 3: Read the 3rd part below.
There are **80 words.** Time yourself. Which day is your fastest?
Circle all the **possessive apostrophes (')**
exclamation marks (!) and **commas (,)**

Time:

Their faces are different too; frogs have a pointed nose while toad noses are much broader. Another difference is their eyes. Frogs have big, bulging eyes, while toad's eyes are less prominent and have less range of vision. Most frogs have short, pointed teeth for gripping prey, but toads have no teeth at all. Both eat insects, worms and slugs but some large toads eat almost anything they can fit in their mouths, including mice, birds, reptiles and other toads!

Are frogs and toads carnivores?

Day 4: Read the final paragraph below.
There are **80 words**. Time yourself. Which day has been your fastest?
Colour or highlight all the **verbs**.

Time:

Toads have parotoid glands behind their eyes that secrete toxins. All toads have these poisonous sacs, while frogs do not. These sacs protect toads from predators. Both frogs and toads lay their eggs in water, but their spawn looks different. Frog's eggs are usually in one gooey clump or cluster, while toad eggs are arranged in a line, like a chain. Frog tadpoles are slimmer and covered in gold flecks, whereas toad tadpoles are chunky and plain black in colour.

Why do toads have parotoid glands but frogs do not? Think about their mobility.

Day 5: Match the **words** in the left side boxes with their **meanings** in the right side boxes.	
- similar	• right or appropriate
- chubby	• a poison that exists naturally in a plant or animal
- typically	• wide
- suitable	• to leak, ooze, let out
- moist	• usually, normally, in most cases
- broad	• like bags or pouches
- prominent	• close but not the same likeness in appearance, character or quantity
- parotoid gland	• soft and sticky, like glue
- secrete	• easy to notice, sticking out
- gooey	• someone or something that is plump, rounded, a bit overweight
- toxin	• slightly wet, damp, not dry
- sacs	• a sac on a toad's neck or shoulders filled with toxins to deter predators

Every day - Use the **anchor charts** below and playing cards or your own numbers to solve the following:

3 Place Value problems

Place Value

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

tens	ones
1	4
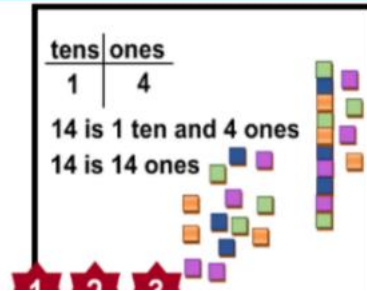
14 is 1 ten and 4 ones
14 is 14 ones

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

tens	ones
2	4

24 is 2 tens and 4 ones

24 is 1 ten and 14 ones
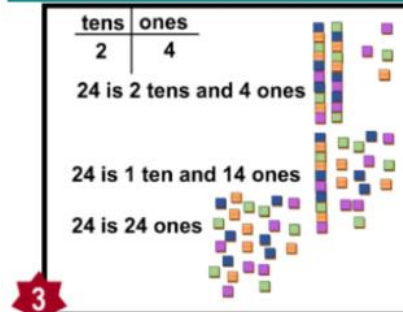
24 is 24 ones

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

1)

Hundred	Ten	Ones

2)
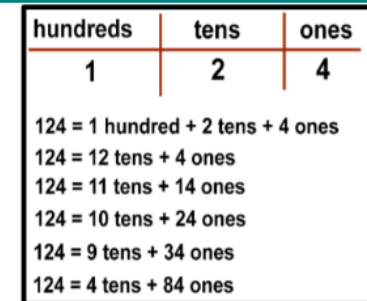
Hundred	Tens	Ones

3)

Hundred	Tens	Ones

Every day - Use the **anchor charts** below and playing cards or your own numbers to solve the following:
3 multiplication and 3 **division questions**

Multiplication and Division

MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'

Groups of 2   2 equal groups

MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences

$12 \div 6 = 2$

$12 \div 2 = 6$

$2 \times 6 = 12$

$6 \times 2 = 12$

MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'

Groups of 2   2 equal groups

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

Multiplication

1)

2)

3)

Division

1)

2)

3)

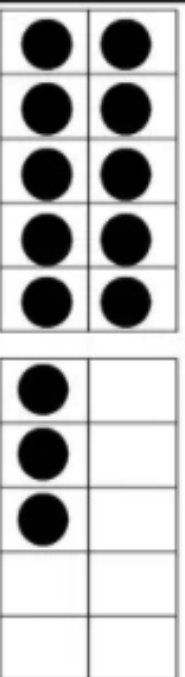| Day 1 – **Place Value**	Day 2 - **Counting Backwards and Forwards**	Day 3 - **Friends of 10 & 20**	Day 4 - **Counting**	Day 5 – **Problem solving**
Place the following numbers on the place value chart below. **32, 764, 87, 23, 171, 839** Hundreds Ten Ones 1. 2. 3. 4. 5. 6.	Count forwards to 100. Count backwards from 50 to 0. What number comes before and after? ___,46,___ ___,99,___ ___,86,___ ___,64,___ ___,4,___	Write down all your friends of 10: Write down all your friends of 20: Complete the activity on the next page.	**Count by 2s.** Can you count by 2s. Start from any number. Eg. 2, 4, 6, … **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.	**Please show your working out.** **1.** There are 54 ice blocks outside. 24 of those ice blocks melted. How many ice blocks did not melt? **2.** Sam wanted to share his marbles with his friends. He gave 2 marbles each to 20 of his friends. How many marbles did he give altogether? **3.** Jim had 26 counters. He placed 10 counters on one of the 10 frames. How many counters did Jim place on the other 10 frames?
Extension: Choose **3 numbers** of your own to place in the place value chart. Hundreds Tens Ones	**Extension:** Can you come up with 3 of your own? 1. ___,___,___ 2. ___,___,___ 3. ___,___,___	**Extension:** Can you write your friends of 50?	**Extension:** Can you count by 10s starting from 50?	**Extension:** Create your own problem solving questions and answer them?

Write the correct
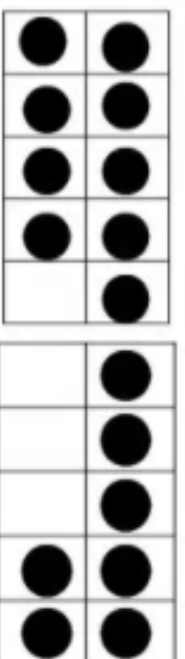number sentences for the ten frames