

## **A message from your Year 3 teachers**

To my amazing students in 3D,

I miss you, and I hope your first week learning from home was successful. I trust you are all doing your best to get through what you can in the learning packs. I know this is not how we expected the term to start, but it will all be okay and this won't last forever. Remember to have fun when you can, and make sure to get outdoors and stay active. I'm thinking of you, and I can't wait to see all your smiling faces hopefully soon! Stay positive, stay safe and never give up!

- Miss Dandashli

To the 3M Stars!

I hope you have had an enjoyable and productive Week 1 of Learning from Home. I'm sure once we are back in class you might need to show me what great teachers you can be! I want you to know that I am so proud of all your efforts, and I trust you are making valuable learning choices. Keep up the hard work and remember to aim for the stars. Be confident in yourselves and continue to strive. You are so missed!

- Miss Mourad

To the wonderful students of 3K,

I hope week 1 of home learning went well! I am so proud that you are putting in your best efforts to complete your learning tasks even during this difficult time. It is ok to make mistakes, as long as you are trying your best! I am thinking of all of you and hoping that we will see each other soon. Remember to make positive choices, be active and safe. *"You don't have to be great to start, but you have to start to be great."* - Zig Ziglar

- Miss Kiran

Dear 3Y,

Congratulations! You made it through Week 1 of Term 3 during lockdown. I miss you all so much. How are you showing acts of kindness at home? You might even create a list of these things, and we can discuss our experiences when we return to the classroom. Remember, tough times don't last forever! I will see you all soon. Please stay positive...

"If you have good thoughts, they will shine out of your face like sunbeams, and you will always look lovely..."

- Miss Younan

P.S. I hope poor Toby is okay... he is still stuck in our classroom!



To the super students of 3S,

Congratulations on completing week 1 of learning from home! I'm so proud of all of you, especially in this tough situation. I hope you're all staying safe at home. If you get bored at home, I have a challenge for you! I've been trying my best to do as many push-ups as I can, so I challenge you to try it! See how many you can do, and I look forward to hearing about it when we meet again!  
=)

- Miss Nguyen

# Morning Routine

**MONDAY**

**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**Write all the synonyms for  
warned**

**Write all the synonyms for  
appear**

**Write all the synonyms for  
save**

**Choose 1 word from above and write a sentence**

---

---

TUESDAY

# Morning Routine

Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Write all the synonyms for  
warned

Write all the synonyms for  
appear

Write all the synonyms for save

Choose 1 word from above and write a sentence

---

---



# Morning Routine

**WEDNESDAY**

**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**Write all the adverbs of manner you can remember**

**Choose 1 word from above and write a sentence**

---

---

# Morning Routine

THURSDAY

Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Character traits

happy

- cheerful
- joyful
- pleased
- glad
- delighted

smart

- intelligent
- brilliant
- clever
- bright
- brainy
- wise

nice

- helpful
- friendly
- kindhearted
- compassionate
- pleasant
- thoughtful
- courteous

Choose 1 word from above and write a sentence

---

---

FRIDAY

# Morning Routine

Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Character traits

happy

- cheerful
- joyful
- pleased
- glad
- delighted

smart

- intelligent
- brilliant
- clever
- bright
- brainy
- wise

nice

- helpful
- friendly
- kindhearted
- compassionate
- pleasant
- thoughtful
- courteous

Choose 1 word from above and write a sentence

---

---

A sentence is a group of words that expresses a complete thought.

Sentence of the day to be reviewed and completed everyday straight after Morning Routine

Every sentence begins with a capital letter and ends in punctuation.

C

.!?

There are 3 main structures:

Simple 

Compound 

*and* Complex 

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.



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**.



The **coordinating conjunctions** are:

**for**  
**and**  
**nor**  
**but**  
**or**  
**yet**  
**so**

—

# 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

**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 –**  
because,  
although, after,  
now, if, since,  
even though,  
where, whereve  
r, whereas,  
though, as,  
until.



# Adverbs of manner

Fiercely

Happily

Finally

Gracefully

Joyously

Powerfully

Quickly

Boldly

Bravely

Calmly

Daringly

Carefully

Cheerfully

Eagerly

## 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.

<b>Action verbs –</b>	woke	took	saw	feel	went	look	jump	run	want
<b>Linking verbs –</b>	are	were	has	have	had	is	seem	been	
<b>Helping verb –</b>	could	would	might	may	should				

Monday-

Verbs activity - fill the blanks with the correct verb

Betty \_\_\_\_\_ flying through the forest.

Sarah \_\_\_\_\_ a cheeky, sly mantis.

Barry \_\_\_\_\_ be careful in the haunted forest.

# Tuesday-

## Verbs activity - fill the blanks with the correct verb

One fine morning, in the flower field, lived a young girl named \_\_\_\_\_ .

Macy \_\_\_\_\_ in the flower field.

But being the courageous mantis he \_\_\_\_\_ he went against his mother's warning.

Without warning, Webby the spider \_\_\_\_\_ at Sarah.

The coordinating conjunctions are:

for  
and  
nor  
but  
or  
yet  
so

# Wednesday-

## Coordinating conjunctions activity- fill the blanks

But being the intelligent, arrogant mantis Macy was she scuttled through the spikey grass, \_\_\_\_\_ she was curious and adventurous.

Without warning, the sneaky snake slithered towards Sarah, \_\_\_\_\_ she could attack her!

The **coordinating conjunctions** are:

**f**or  
**a**nd  
**n**or  
**b**ut  
**o**r  
**y**et  
**s**o

# Thursday-

## Coordinating conjunctions activity- fill the blanks


Betty was flying through the forest, \_\_\_\_\_ she saw a sly snake appear.


Sarah was a cheeky, sly mantis, \_\_\_\_\_ she rarely followed the rules.

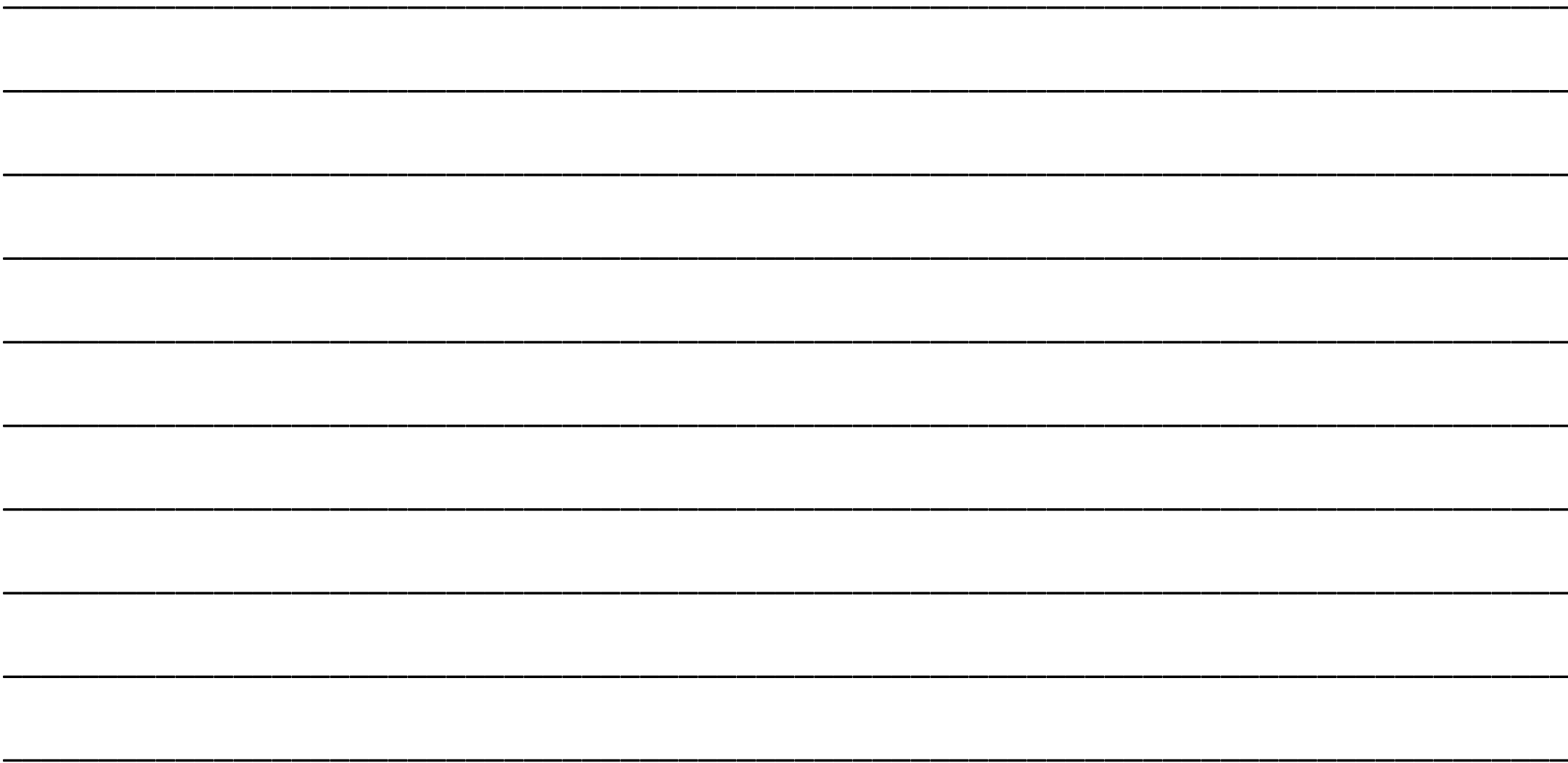
Barry must be careful in the haunted forest, \_\_\_\_\_ he is a cheeky, risk-taker.

# YOUR TURN

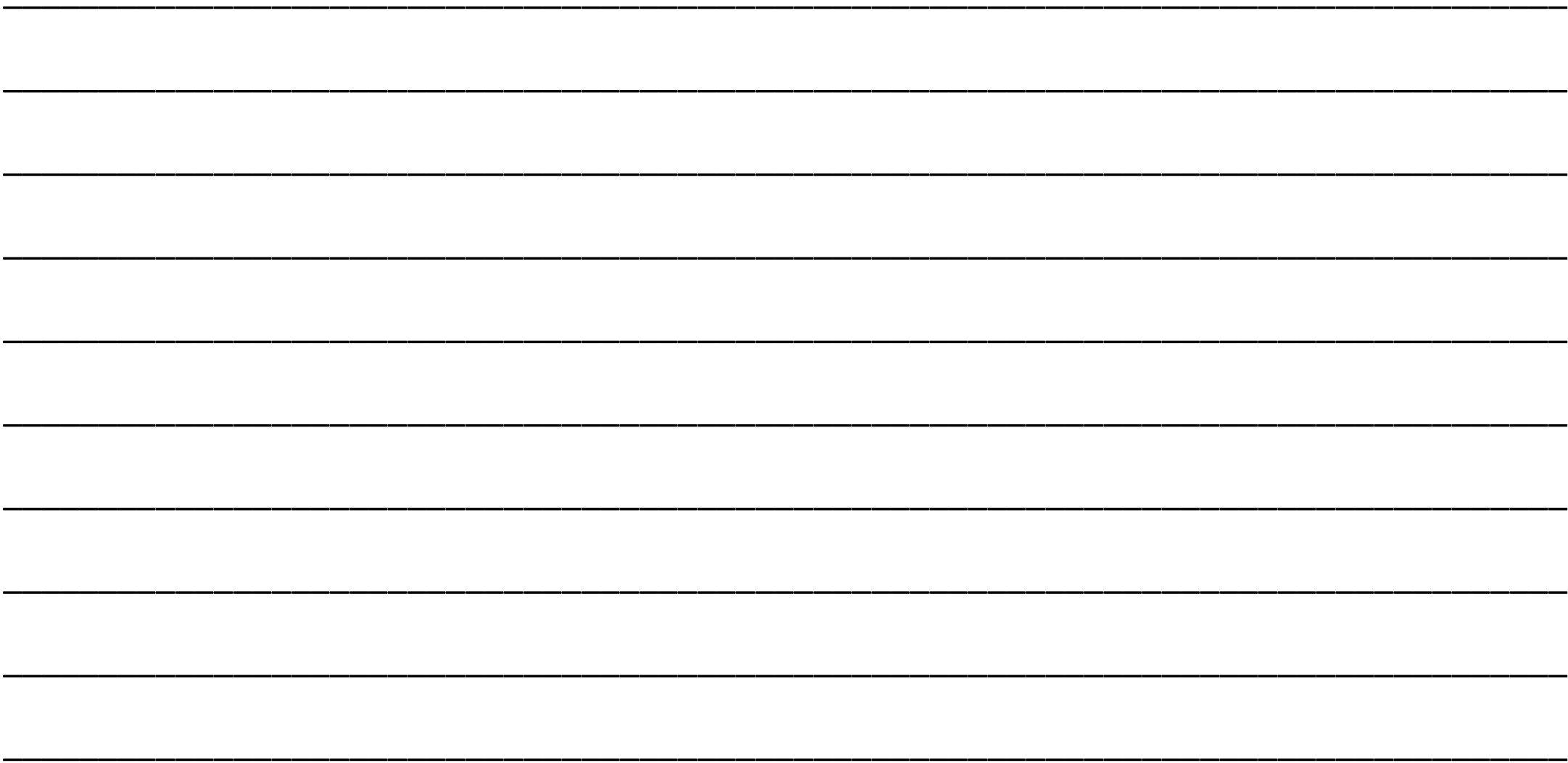
Practice writing a simple and compound sentence everyday

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

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









Tuesday

# Correct the Sentence Punctuation

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

1. my brother's dog is called tess

---

2. on sunday she went to the park

---

3. the titanic sank in 1912

---

4. toby and mark are going to spain in march

---

5. martha took her children to the zoo yesterday

---

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

---

7. sameera and i are going to town on friday

---

8. did you sell buns at the fair

---

9. my mum has a cat he is called tom

---

10. have you got a dress for the prom

---

# Correct the Sentence Punctuation

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

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

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

---

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

---

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

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

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## Monday – Friday



Read.

As much as possible.

Mostly new stuff.

- Mark Seidenburg

### My Reading Log



My aim is to read \_\_\_\_\_ books this week.

By the end of the week I aim to have read \_\_\_\_\_ words.

I know this because I read on Literacy Pro.

The screenshot shows the Literacy Pro interface. At the top, there's a navigation bar with 'HOME', 'BOOKS', and 'COLLECTIONS'. Below that, a dropdown menu shows '2021-2021 School Year'. The main area features a progress bar for 'My Time Reading' with 'hrs' and 'mins' indicators. Other sections include 'MY LEXILE', 'BOOKS FROM MY TEACHER', 'BOOKS I HAVE READ', and 'WORDS I HAVE READ'.

	<i>Books I read...</i>	<i>How many words I have read so far...</i>	
<b>Monday</b>		Before I read:	After I read:
<b>Tuesday</b>		Before I read:	After I read:
<b>Wednesday</b>		Before I read:	After I read:
<b>Thursday</b>		Before I read:	After I read:
<b>Friday</b>		Before I read:	After I read:

Complete on Monday 19th of July 2021.

# Creepy Spiders

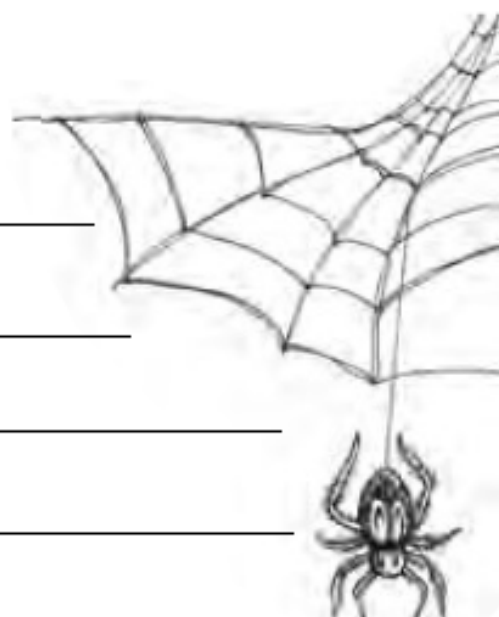
Prediciting - before you read the text **Creepy Spiders**, make a prediction of what you think the text will be about. Use the illustratuons (pictures) to help you.

Circle the correct answer: I think this text is...

A) fiction

B) non-fiction

I predict this text is about...



Name \_\_\_\_\_ Date \_\_\_\_\_

**Passage 11 Drawing Conclusions**

# Creepy Spiders

Many people are a little afraid of spiders. This makes sense because some spiders can hurt people. But most spiders are safe. It is important to know that.

Ann Blaine was not just a little afraid of spiders. Every time she saw a spider, Ann screamed. She cried. She fell down. She was that scared!

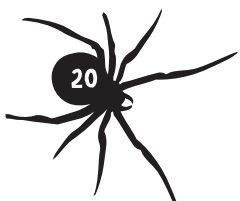
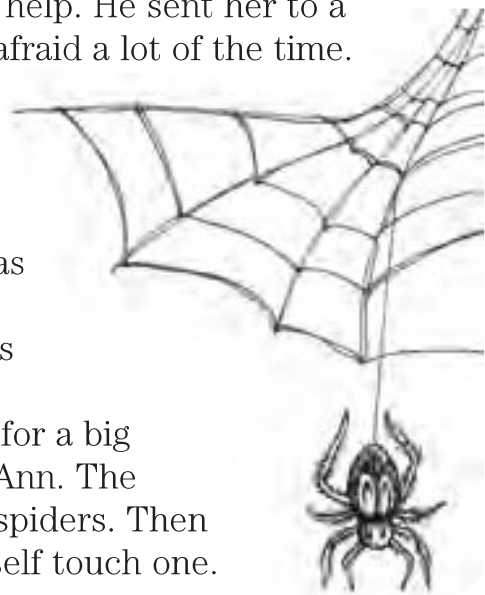
If the spider was in her house, she had to leave. She would stay at a friend's house until her family caught the spider! Once she did not come home for a month!

Ann went to a doctor. Ann's doctor told her that lots of people are afraid of things. He said she could get help. He sent her to a special doctor who helps people who are afraid a lot of the time.

First, Ann had to look at pictures of spiders. To her surprise, she slowly got used to them. Next, Ann had to look at videos of spiders. Then, the doctor gave Ann's family a big, toy spider. Their job was to hide it in the house. Poor Ann! Coming across the toy spider in strange places was not fun!

Finally, the doctor said Ann was ready for a big test. He put some real spiders in front of Ann. The spiders were in jars. They were very tiny spiders. Then the spiders were let loose. Ann made herself touch one. She even let one run on her hand.

Ann is still a little afraid of spiders. But if she finds one at home, she does not have to move away for a month. She can catch the spider in a jar and put it outside—all by herself.



- 1. Why do you think Ann Blaine went to a special doctor?**

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- 2. Why do you think the doctor made Ann look at pictures of spiders?**

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- 3. Why do you think Ann was ready for the big test at the end of the story?**

- ☐ (A) She could put spiders in jars.  
☐ (B) She could hide toy spiders in her house.  
☐ (C) She could let spiders run on her hand.  
☐ (D) She wasn't afraid of toy spiders anymore.

- 4. Do you think the special doctor helped Ann? Tell why or why not.**

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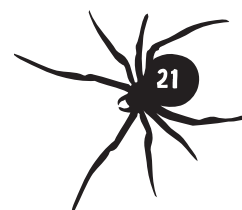
- 5. Think of something else a person might be afraid of.  
How would you help this person if you were a doctor?  
How would you get the person used to the thing so it did  
not seem so scary?**

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Complete on Wednesday 21st July 2021 after reading **Creepy Spiders** .

Read the text **Creepy Spiders**. Choose 4 difficult words and find its definition, write a sentence and search some synonyms.

Definition	Synonym
<div>Word</div>	
<div>Sentence</div>	

Definition	Synonym
<div>Word</div>	
<div>Sentence</div>	

Definition	Synonym
<div>Word</div>	
<div>Sentence</div>	

Definition	Synonym
<div>Word</div>	
<div>Sentence</div>	

# The Moon

Do you ever look up in the sky at night and see the Moon shining down and lighting up the night-time town? Do you sometimes wonder what it would be like to visit the Moon or wonder why it shines so bright? Well here's some information that might interest you...

## **Moon and Sun:**

The Moon shines very brightly, but is only reflecting the light of the Sun it can't make its own light. When the Sun comes back up for our day time we think that the Moon goes away but it doesn't, it's just harder to see because it is so bright. Sometimes, if you look carefully, you can see the Moon in the sky during the day time.



## **Did you know?**

**Average temperature in the day: 107°C**

**Average temperature at night: -153°C**

**Distance from Earth: 238,857 miles**

**Diameter: 2,160 miles**

**Length of Day: 708 hours**

**Selenophobia is fear of The Moon**

## **Orbit:**

The Moon is the Earth's only satellite (that means something that orbits a larger object). It takes the Moon about 28 days to orbit the Earth once, we call this a lunar month. During this time we only ever see the same side of the Moon as it rotates slowly whilst it moves around us.

During its orbit the Moon is sometimes covered by a shadow of the Earth, this is what gives us the phases of the moon, when it is waxing (growing bigger) and waning (getting smaller) with shapes including crescent and gibbous.

## **Moonwalking:**

Only 12 people have ever walked on the Moon! The first person to do this was Neil Armstrong on 20th July 1969. There were two other men on the mission: Buzz Aldrin and Michael Collins and they all travelled on the Apollo 11 shuttle.

You may have seen a film of people walking on the Moon and it isn't quite the same as walking on the Earth...walking on the Moon looks bouncy because the Moon's gravity is not as strong as the Earth's, so people take longer to fall back down when they are up in the air.

# Questions About The Moon

1. How many people were on the first moon landing mission?

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2. How does the moon look like it lights up when it doesn't?

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3. What is a satellite?

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4. How much colder is the Moon at night than in the daytime?

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5. What causes the shadow on the Moon?

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6. Why is the Moon colder than Earth at night?

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7. Where does the Moon go in the daytime?

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8. How long does it take the Moon to orbit the Earth?

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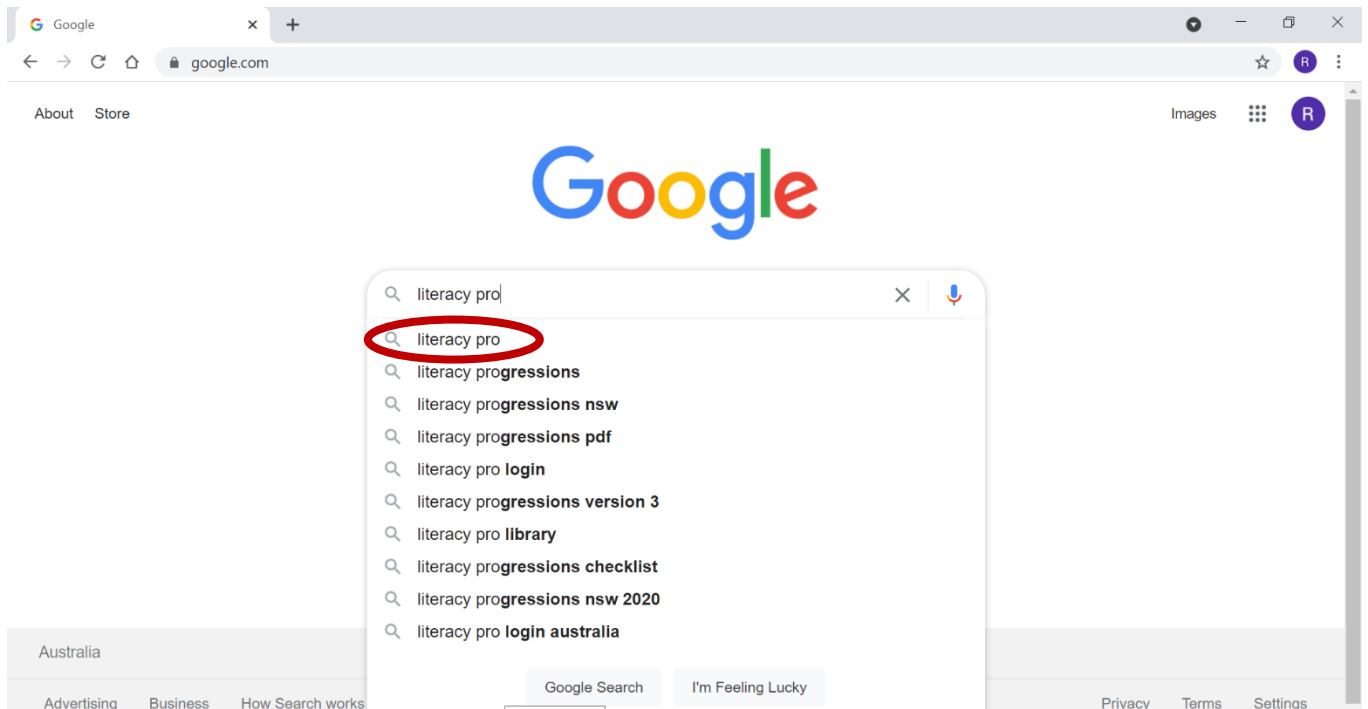
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# Logging in to Literacy Pro

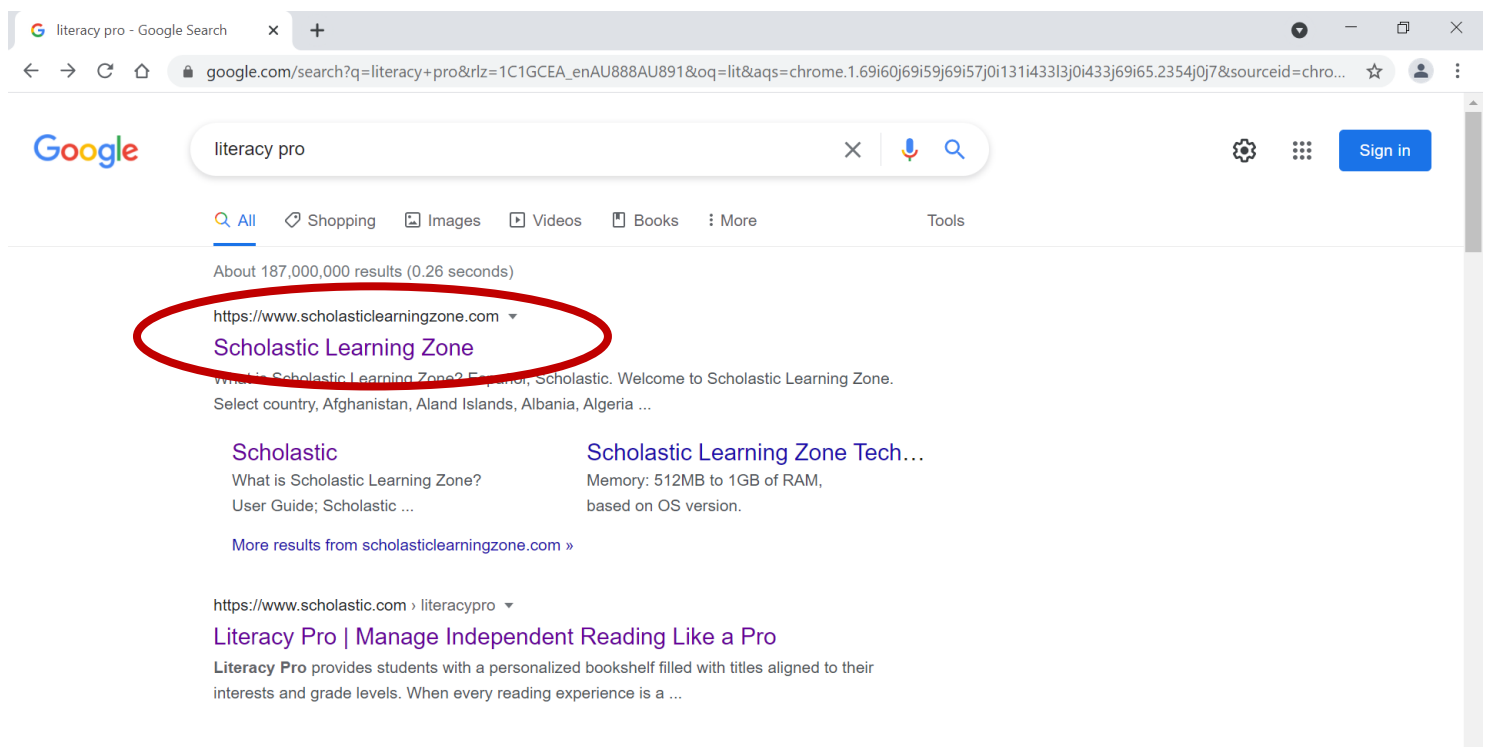
Important note is on final page! Please read.

Launch Google Chrome browser.

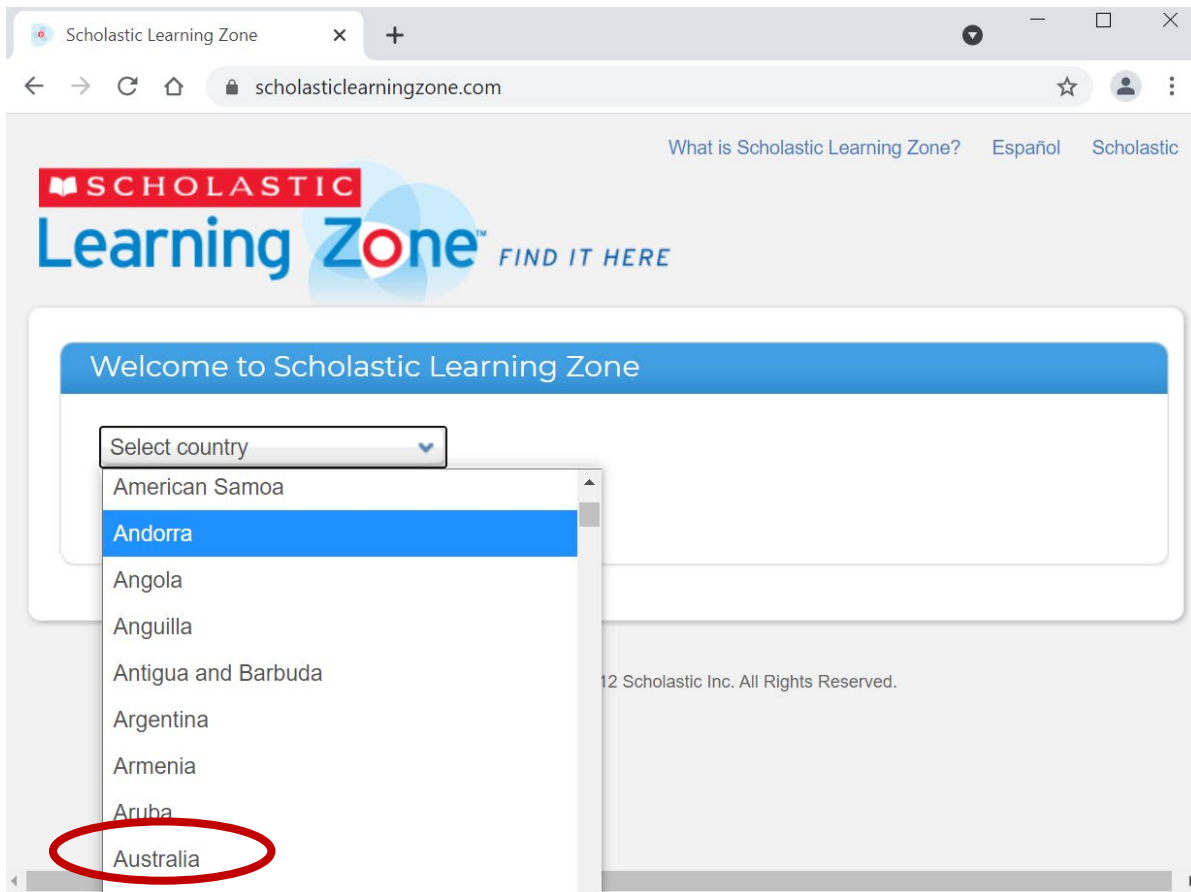
1. Search *literacy pro*. Select *literacy pro*.



2. Select the link <https://www.scholasticlearningzone.com>

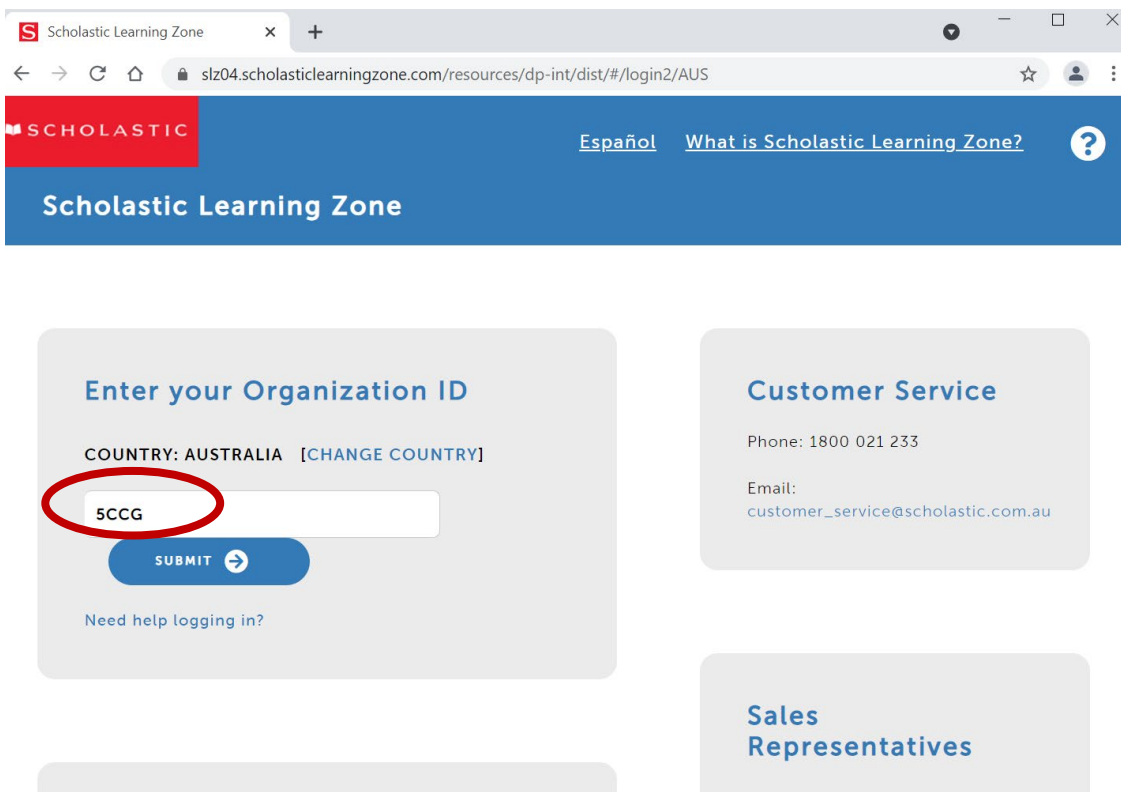


### 3. Select *Australia* from the drop-down list



The screenshot shows the Scholastic Learning Zone homepage. A blue banner at the top reads "Welcome to Scholastic Learning Zone". Below it, a "Select country" dropdown menu is open, displaying a list of countries. "Australia" is circled in red at the bottom of the list. Other visible countries include American Samoa, Andorra, Angola, Anguilla, Antigua and Barbuda, Argentina, Armenia, and Aruba. The website's logo and navigation links are visible at the top.

### 4. Enter the code 5CCG and *submit*.



The screenshot shows the Scholastic Learning Zone login page. The URL in the browser is slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login2/AUS. The page has a blue header with the Scholastic logo and navigation links. Below the header, there is a section titled "Enter your Organization ID". In this section, the text "COUNTRY: AUSTRALIA [CHANGE COUNTRY]" is displayed. Below this, a text input field contains the code "5CCG", which is circled in red. A blue "SUBMIT" button with a right arrow is positioned below the input field. At the bottom of the section, there is a link that says "Need help logging in?". To the right of the login section, there are two boxes: "Customer Service" with phone and email contact information, and "Sales Representatives".

5. Make sure you see the school name: Blaxcell Street Public School 103442

Enter your username and password to login.

Scholastic Learning Zone

[Español](#) [What is Scholastic Learning Zone?](#)

### Enter Username and Password

SCHOOL: BLAXCELL STREET PRIMARY SCHOOL - 103442 [\[CHANGE SCHOOL\]](#)

By clicking Login I agree to and accept the [Privacy Policy](#)

USERNAME:

PASSWORD:

[LOGIN](#)

[Forgot Username or Password?](#)

### Customer Service

Phone: 1800 021 233

Email: [customer\\_service@scholastic.com.au](mailto:customer_service@scholastic.com.au)

### Sales Representatives

**Australia**

Phone: 1800 021 233

6. Select literacy pro library to read eBooks.

Scholastic Learning Zone

[Español](#) [?](#) [User](#) [Logout](#)

Hello, [\[Redacted\]](#)

BLAXCELL STREET PRIMARY SCHOOL - 103442

### My Zone

LITERACY PRO LIBRARY

LITERACY PRO

## 7. Select the heading **books**

Scholastic Learning Zone x Literacy Pro Library x +

lplibrary04.scholasticlearningzone.com/#1/\_student-home

**LIBRARY**

HOME BOOKS COLLECTIONS

2021-2021 School Year ▼

Change

MY LEXILE BOOKS FROM MY TEACHER BOOKS I HAVE READ WORDS I HAVE READ My Time Reading

**BOOKS FROM MY TEACHER**

There are no assignments from your teacher.

8. Read books in your lexile range. Once you have read a book at least twice and feel confident you understand the book. You can take the quiz!

Scholastic Learning Zone x Literacy Pro Library x +

lplibrary04.scholasticlearningzone.com/#1/student-books

**LIBRARY**

HOME BOOKS COLLECTIONS

**Books**

Search Books

Show 40 ▼

**FILTER** Clear

**My Books**

- ☐ Books I Have Not Read
- ☐ Books From My Teacher
- ☐ Books I Am Reading
- ☐ Books I Have Read

**Reading Level**

Books In My Lexile Range

Lexile Level

From to

Colour Wheel

- ☐ Magenta
- ☐ Red
- ☐ Yellow

**Addition Annie** Quiz

**A New Roof** Quiz

**Catch That Cat!** Quiz

**I Can, We Can** Quiz

**Kittens**

**LUNCH**

## Warning Tale Writing Plan

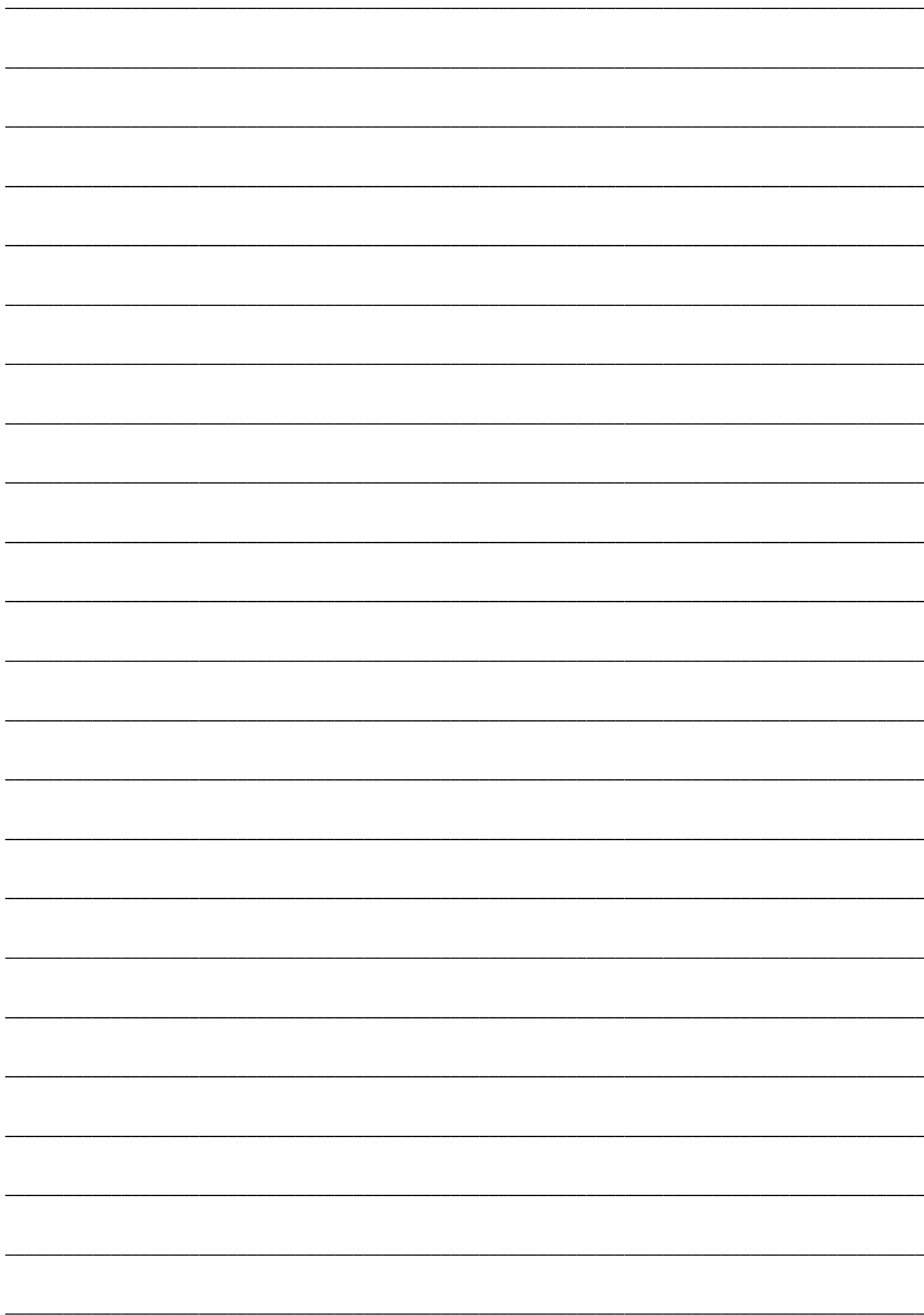
<b>Title</b>  - Character learns a lesson	
<b>Introductory paragraph</b>  - Introduce character - Time/Weather	
<b>Warning paragraph</b>  - Character is warned not to do something	
<b>'But being' paragraph</b>  - The character does it	
<b>'Without warning paragraph</b>  - something bad happens	
<b>Character is rescued paragraph</b>  - The character is rescued	
<b>Concluding paragraph</b>  - The character learns a lesson	



**Friday** - Edit your work

L.I. We are learning to write to entertain

[illegible]





# Introducing diagonal joins

A diagonal join goes from one letter's exit flick UP to meet the next letter.



Most letters join at the top body line.



an

a<sup>exit</sup> n → a n → a n → a n

Trace and copy these letter pairs using diagonal joins.

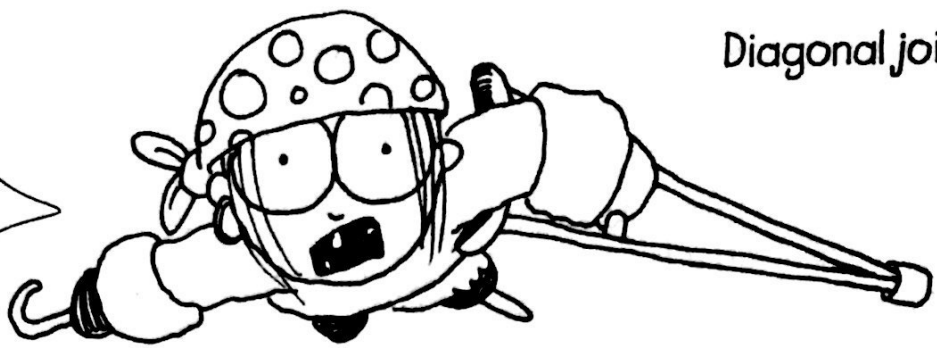
ae ai aj am an ap ar au

ce ci cr cu cy

de di dp dr du dy

ee ei ej em en ep er eu ev ew

You don't need to use entry flicks at the beginnings of words.



Trace and copy these letter pairs with diagonal joins.

he he hi hi hu hu hy hy ie

im im in in ir ir ke ki kn

kr ku ky ky le le li li lm

lu ly ly me mi mm mn mp

my ne ni nn nr nu nv ny



Circle your three best pairs of joining letters.

## IMPORTANT NOTE!

Make sure you DO NOT take the LitPro Test while you are at home. This must be supervised by teachers. Please do not take any test. You can only take quizzes after reading your lexile books. Thank you 😊

Scholastic Learning Zone x Scholastic Literacy Pro x +

litpro04.scholasticlearningzone.com/#/readingList

Welcome, [Redacted] Blaxcell Street Primary School - 103442

Toolkit ? Logout

Home Search My Results LitPro Test

My Lexile Certificate Level Quizzes Passed Words Read Average Quiz Score

My Reading Interests:

Action & Adventure Funny Stories Nature & the Earth

Edit Reading Interests →

# Week 2 – Term 3

Warm Ups – Learning From Home

Monday

Maths warm up

Shade the correct place value

Thousands	Hundreds	Tens	Ones
1	4	7	9

1 thousand + 2  
hundreds + 27 tens +  
9 ones

1 thousand + 2  
hundreds + 17 tens +  
21 ones

1 thousand + 1  
hundred + 379 ones

1 thousand + 27  
hundreds + 2 tens +  
7 ones

14 hundreds + 7 tens  
+ 9 ones

1 thousand + 4  
hundreds + 7 tens +  
9 ones

Monday

Maths warm up

Thousands	Hundreds	Tens	Ones
1	0	0	0

Standard 1000 =

Monday

Maths warm up

$$139 + 156 =$$



Monday

Maths warm up

What's the time?



Tuesday

Maths warm up

What is the number?

10 tens =	
15 tens =	
1 hundred + 36 ones =	



Wednesday

Maths warm up

Thousands	Hundreds	Tens	Ones
2	3	5	8

Standard 2358 =	
-----------------	--

Wednesday

Maths warm up

$$52 + 24 =$$



Tuesday

Maths warm up

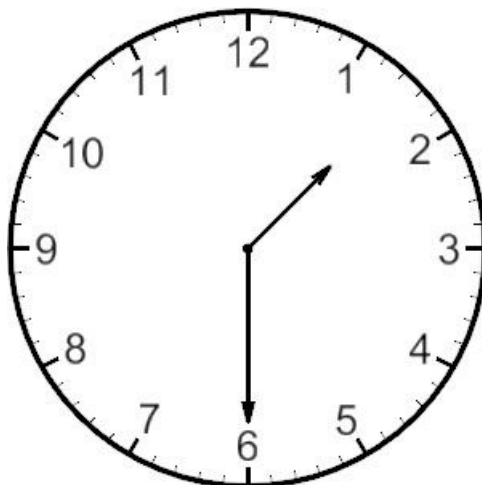
$$346 - 123 =$$

How do we  
compensate?

Tuesday

Maths warm up

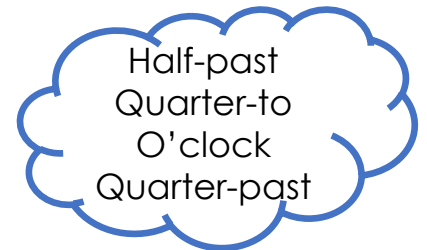
Describe how each hand on the clock moves.



Wednesday

Maths warm up

How can you read the time using different vocabulary.



Thursday

Maths warm up

What is the number?

Thousands	Hundreds	Tens	Ones

$$8000 + 200 + 10 + 7$$

Thursday

Maths warm up

$$132 - 71 =$$

How do we  
compensate?

Thursday

Maths warm up

How can you read the time using different vocabulary.



Half-past  
Quarter-to  
O'clock  
Quarter-past

Friday

Maths warm up

Count forwards by 100s

Thousands	Hundreds	Tens	Ones
2	3	1	6

Friday

Maths warm up

Tim had 189 apples. He ate 56 apples. How many apples are left?



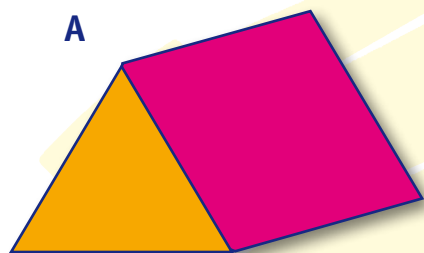
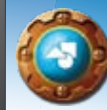
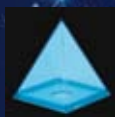
Friday

Maths warm up

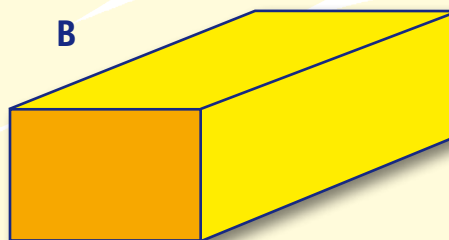
How long does it take to?



- ☐ Brush your teeth
- ☐ Walk around the block
- ☐ write your name
- ☐ count to 60



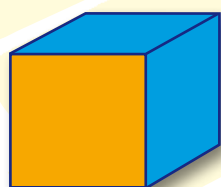
A



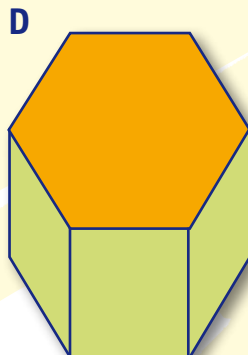
B

**Prisms:**

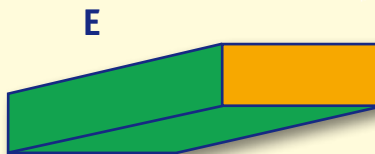
- have two matching ends
- all other faces are rectangles
- are named by the shape of the matching ends.



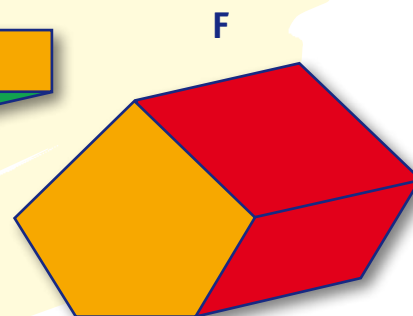
C



D



E



F

1 Name the shape of each orange face.

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

2 Use the face name to name each prism.

A Triangular prism

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

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

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

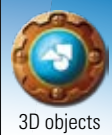
F \_\_\_\_\_

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

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

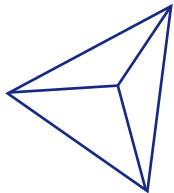


# Pyramids

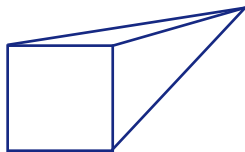


1 Name these pyramids.

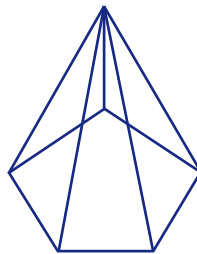
a



b



c



## Pyramids:

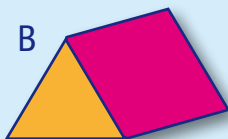
- have one base
- all other faces are triangles
- are named by the shape of the base.

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

A



B



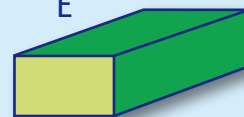
C



D

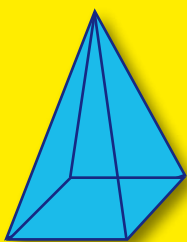


E



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

3 Draw each face.



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

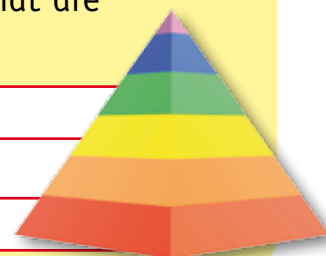
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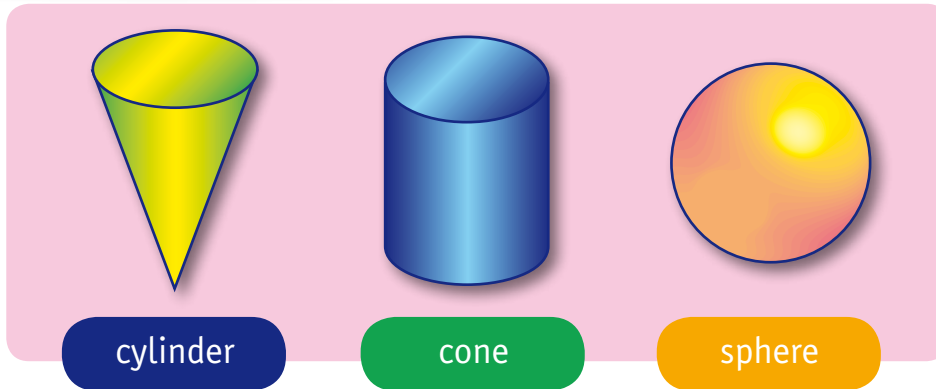
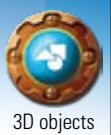


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# Cones, cylinders and spheres



1 Name three things that are cylinders.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

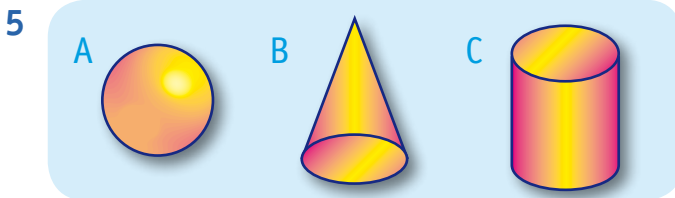
2 Name three things that are cones.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

3 Name three things that are spheres.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

4 Which object above can be most easily stacked? \_\_\_\_\_  
Why? \_\_\_\_\_



Am I A, B or C?

a I have one curved surface and 1 flat surface. \_\_\_\_\_

b I have only one surface. \_\_\_\_\_

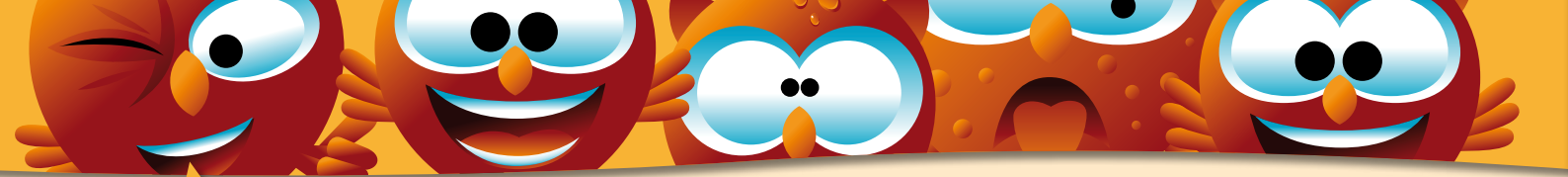
c I have 2 flat surfaces and 1 curved surface. \_\_\_\_\_

6 How many surfaces has A? \_\_\_\_\_ B? \_\_\_\_\_ C? \_\_\_\_\_

7 Draw the view from the:

Top			Side		
A	B	C	A	B	C





## Problem solving

### How can you make prisms?

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

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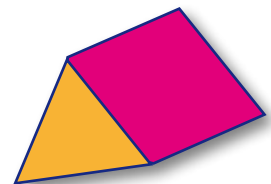
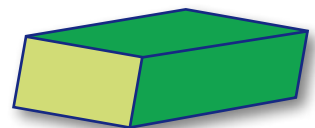
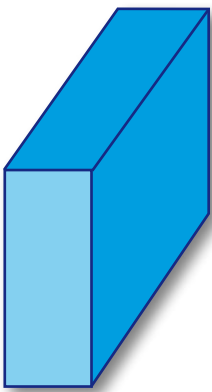
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- 4 Draw your prism from a different view.



- 5 What did you find out about prisms?

---

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



## Number Chart

Starting at 5, skip-count by 5, and fill in the missing numbers.

_____	_____	_____	20,	25,
_____	_____	_____	45,	50,
_____	_____	_____	_____	_____
_____	_____	90,	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	150

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Number Chart

Starting at 2, skip-count by 2, and fill in the missing numbers.

_____	_____	6,	_____	_____	_____
_____	_____	_____	_____	_____	24,
_____	_____	_____	32,	_____	_____
_____	40,	_____	44,	_____	_____
_____	52,	_____	_____	_____	_____

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

Starting at 4, skip-count by 4, and fill in the missing numbers.

_____	8,	_____	16,	_____
_____	28,	32,	_____	_____
_____	_____	_____	56,	_____
64,	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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

## PROBLEM SOLVING

*Monday*

- a) In a school choir there were 164 boys and 278 girls.  
How many children?

- b) In a school choir there were 686 boys and 878 girls.  
How many children?

- c) In a school choir there were 586 boys and 766 girls.  
237 more children joined.  
How many children?

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

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

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

**Use a strategy** to find it out

**Check** that you have found out.

*Tuesday*

- a) Adela added 2 three-digit numbers together and got 815.  
What might the numbers be?

- b) Adela added 2 three-digit numbers together and got 1156.  
What might the numbers be?

- c) Adela added 2 three-digit numbers together, then subtracted a three-digit number and got 1153.  
What might the numbers be?

Wednesday

# Place Value Challenge

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

1. Between 161 and 169:

**6, 1, 7**

--	--	--

H      T      O

4. Between 134 and 189:

**5, 4, 1**

--	--	--

H      T      O

7. Between 986 and 1000:

**8, 8, 9**

--	--	--

H      T      O

2. Between 295 and 311:

**9, 2, 9**

--	--	--

H      T      O

5. Between 576 and 601:

**9, 5, 7**

--	--	--

H      T      O

8. Between 784 and 876:

**8, 4, 7**

--	--	--

H      T      O

3. Between 392 and 397:

**5, 3, 9**

--	--	--

H      T      O

6. Between 784 and 812:

**8, 5, 7**

--	--	--

H      T      O

9. Between 578 and 811:

**8, 6, 7**

--	--	--

H      T      O



# Place Value Challenge

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

1. Between 161 and 182:

**6, 1, 7**

H	T	O

4. Between 352 and 401:

**2, 6, 3**

H	T	O

7. Between 2850 and 2870:

**9, 5, 2, 8**

TH	H	T	O

2. Between 295 and 311:

**9, 2, 8**

H	T	O

5. Between 573 and 601:

**6, 5, 7**

H	T	O

8. Between 1900 and 1930:

**2, 1, 8, 9**

TH	H	T	O

3. Between 373 and 397:

**8, 3, 9**

H	T	O

6. Between 784 and 811:

**8, 9, 7**

H	T	O

9. Between 1000 and 1050:

**0, 1, 2, 4**

TH	H	T	O

# Place Value Challenge

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

1. Between 1234 and 2000:

**2, 1, 8, 9**

--	--	--	--

TH      H      T      O

2. Between 1306 and 1345:

**0, 1, 4, 3**

--	--	--	--

TH      H      T      O

3. Between 1278 and 1299:

**2, 1, 8, 6**

--	--	--	--

TH      H      T      O

4. Between 2300 and 2456:

**3, 1, 8, 2**

--	--	--	--

TH      H      T      O

5. Between 3000 and 3500:

**2, 9, 3, 4**

--	--	--	--

TH      H      T      O

6. Between 8764 and 9000:

**2, 1, 8, 8**

--	--	--	--

TH      H      T      O

7. Between 5600 and 5700:

**6, 4, 5, 9**

--	--	--	--

TH      H      T      O

8. Between 5426 and 9843:

**2, 6, 8, 9**

--	--	--	--

TH      H      T      O

9. Between 1234 and 1239:

**2, 1, 3, 8**

--	--	--	--

TH      H      T      O

# Place Value

2



2

3



3

4



4

5



5

6



9

7



L

8

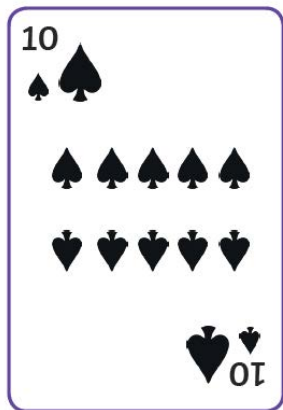
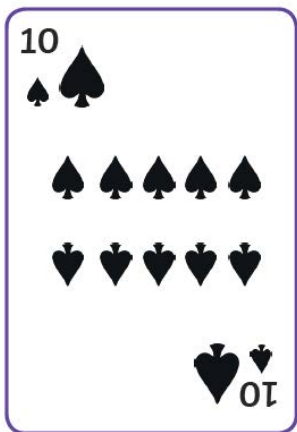
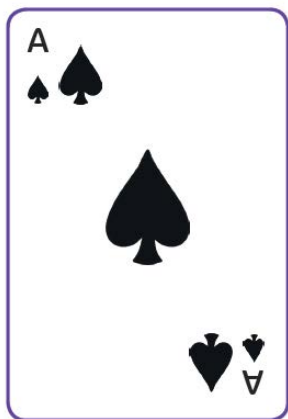
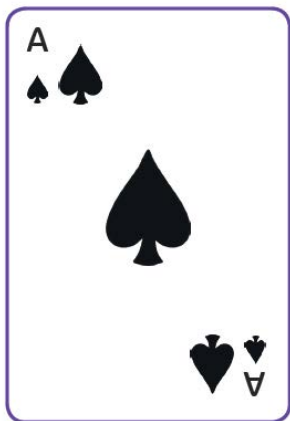


8

9



6



# Missing Numbers

Fill in the missing numbers from these sections of hundred squares.

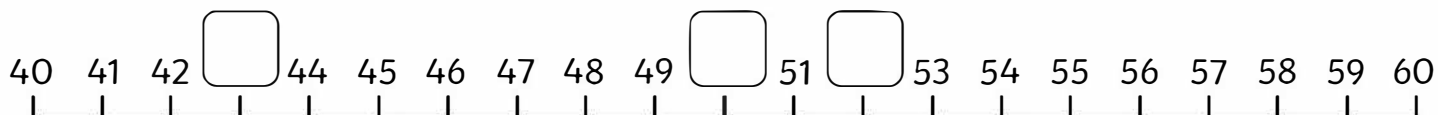
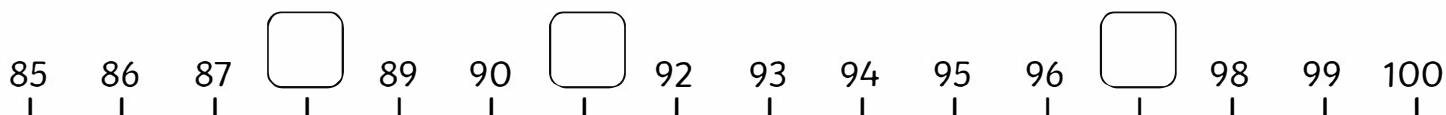
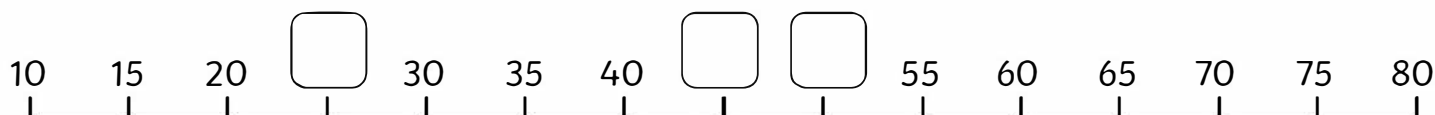
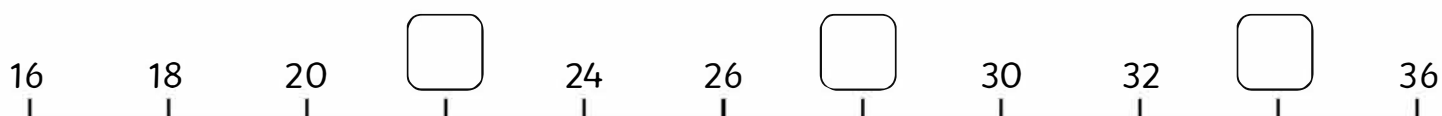
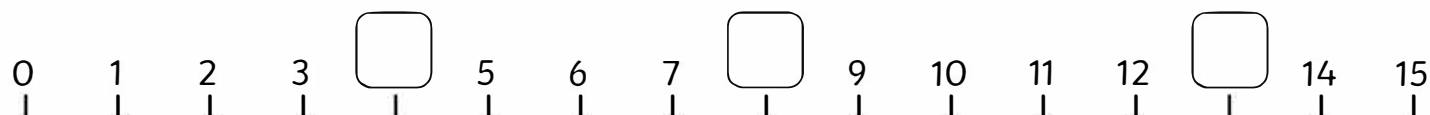
14	15		17
	25	26	

83		85	86
93			96

36	37	
		48
56	57	58

		10
18	19	20
28	29	

Fill in the missing numbers in these number lines.



# Missing Numbers - Answers

Fill in the missing numbers from these sections of hundred squares.

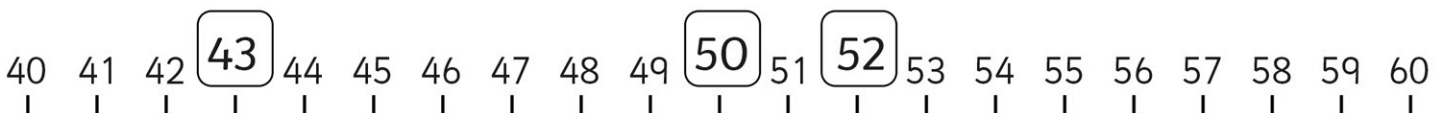
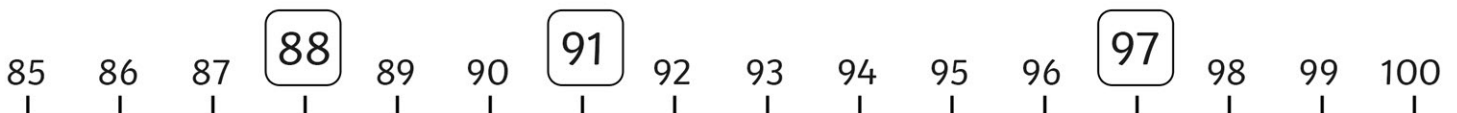
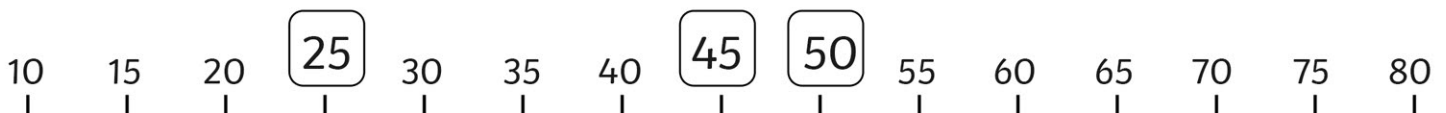
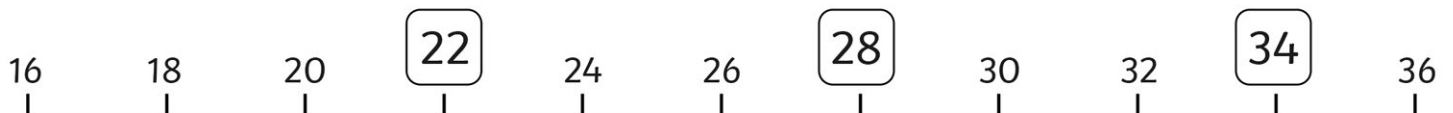
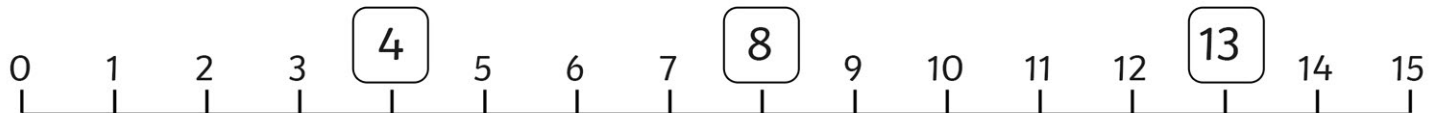
14	15	16	17
24	25	26	27

83	84	85	86
93	94	95	96

36	37	38
46	47	48
56	57	58

8	9	10
18	19	20
28	29	30

Fill in the missing numbers in these number lines.





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

*Wednesday*

- a) Altogether Mahmoud and Jill collected 384 cans. Jill collected 136 more cans than Mahmoud. How many cans did Mahmoud collect?
- b) Altogether Mahmoud and Jill collected 786 cans. Jill collected 248 cans.  
How many cans did Mahmoud collect?
- c) Altogether Mahmoud and Jill collected 1274 cans. Jill collected 3168 cans.  
How many cans did Mahmoud collect?

*Thursday*

- a) The fruit shop has 145 fewer apples than oranges. The fruit shop has 312 oranges.  
How many apples does the fruit shop have?
- b) The fruit shop has 876 fewer apples than oranges. The fruit shop has 1423 oranges.  
How many apples does the fruit shop have?
- c) The fruit shop has 687 fewer apples than oranges, and 358 more bananas than apples. The fruit shop has 1336 oranges.  
How many apples does the fruit shop have?
- How many bananas does the fruit shop have?

*Friday*

April wrote this correct number sentence.  $148 + 276 = 424$ .

Which of these number sentences is also correct?

- a.  $148 + 424 = 276$       b.  $276 + 148 = 424$       c.  $276 + 424 = 148$

**Thursday** – choose your place value level and work on it using the cards provided

**PV 7 Standard Place Value of teen**





ten	ones
1	4

14 is 1 ten and 4 ones

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

tens	ones
1	4

14 is 1 ten and 4 ones  
14 is 14 ones



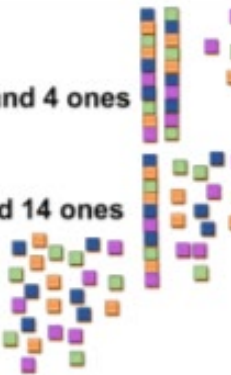
**PV 11 Standard and non-standard Place Value of two-digit**

tens	ones
2	4

24 is 2 tens and 4 ones

24 is 1 ten and 14 ones

24 is 24 ones



**PV 11 Standard and non-standard Place Value of 20s**

tens	ones
6	3

63 is 3 tens and 3 ones  
63 is 4 tens and 23 ones  
63 is 2 tens and 43 ones  
63 is 63 ones

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

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

**PV 17 Standard and non-standard Place Value of four-digit numbers**

thousands	hundreds	tens	ones
5	8	9	7

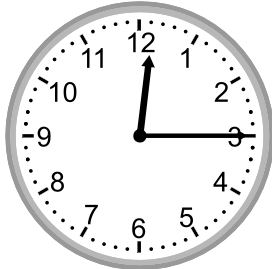
5897 = 5 thousands + 8 hundreds + 9 tens + 7 ones  
5897 = 58 hundreds + 97 ones  
5897 = 4 thousands + 18 hundreds + 6 tens + 37 ones  
5897 = 36 hundreds + 229 tens + 7 ones

## FRIDAY -- Telling time - 5 minute intervals

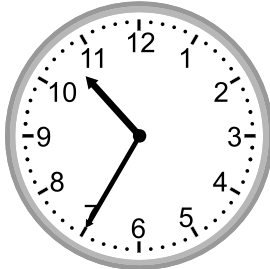
### Grade 3 Time Worksheet

Write the time below each clock.

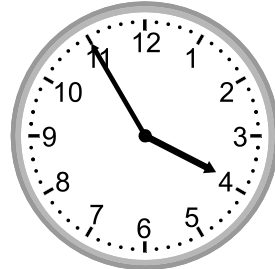
1.



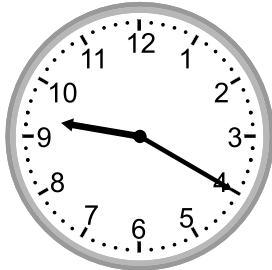
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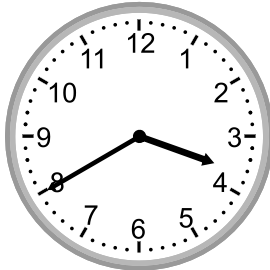
3.



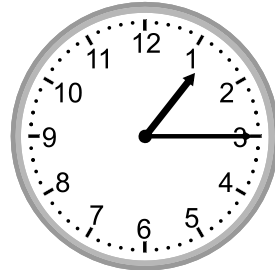
4.



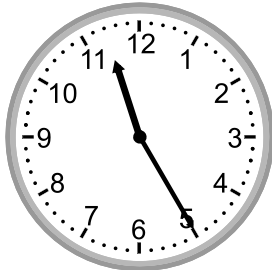
5.



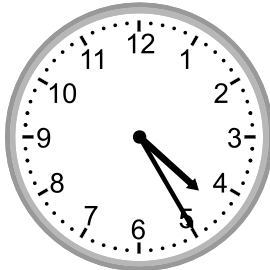
6.



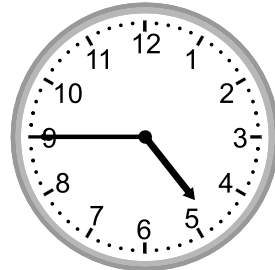
7.



8.

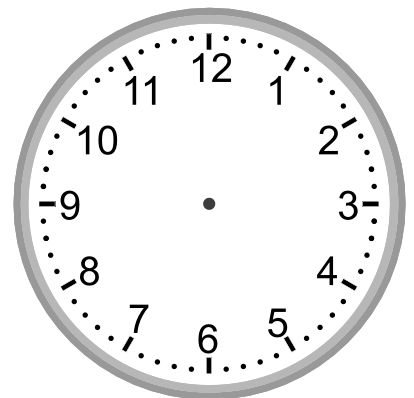
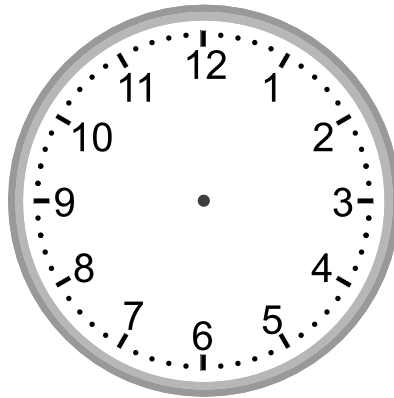
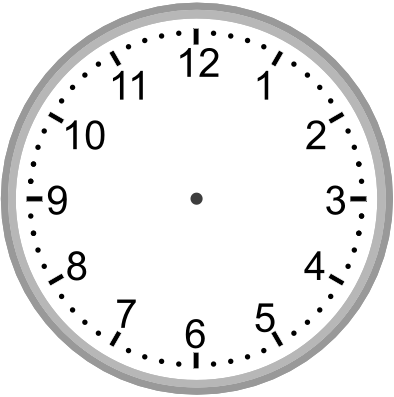
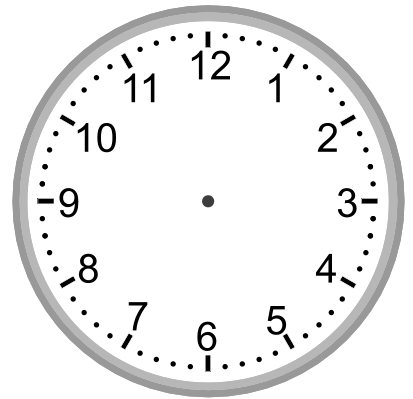
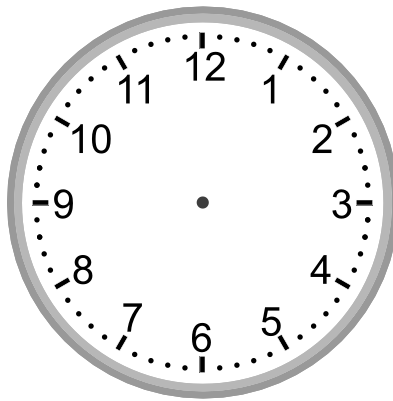
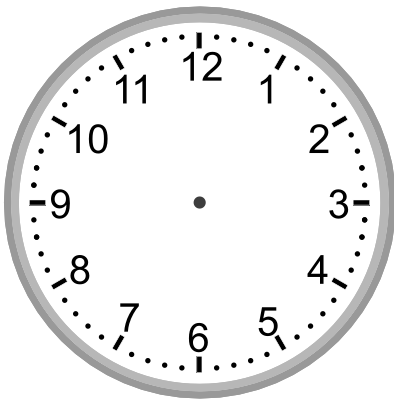


9.



## Telling time - 5 minute intervals

Grade 3 Time Worksheet practice drawing a clock showing the time of 5 minute intervals





# Do the features of places affect where people choose to live?



# Do the features of places affect where people choose to live?

People choose to live in places for many reasons. Do you know why you live where you do?

- 1 Discuss with your class, group or partner where you live and why you live there.

The features of places help people to decide where to live. These features can be visible or invisible. Visible features are roads, buildings, trees, rivers and mountains. Invisible features are weather, culture and communities. People choose to live in places for both their visible and invisible features.

- 2 Write two visible features that you think people **must** have to live in a place.

- 3 Write two invisible features that you think people would **like** to have to live in a place.

- 4 List three human or natural features (visible or invisible) you would like to live near.

- 5 How could you find out what the most popular features were for the people in your class? Discuss this with your class or group.

- 6  
a List the five most popular features in the table below.

Name of feature	Number of people who liked this feature

- b Discuss with your group or class- "Places with the most popular features will usually have the most people living nearby."



The spaces in Australia can be arranged in many different ways, for example – states and territories, climate zones, Aboriginal Language Groups. This map shows Australia arranged in settlement patterns. A settlement is a place where people choose to build and live.

This settlement pattern map shows where people live in Australia. The more dots there are the more people live there.

**7**

Look at the settlement pattern map for Australia. Write three questions that you think could be answered by this settlement pattern map.

**a**

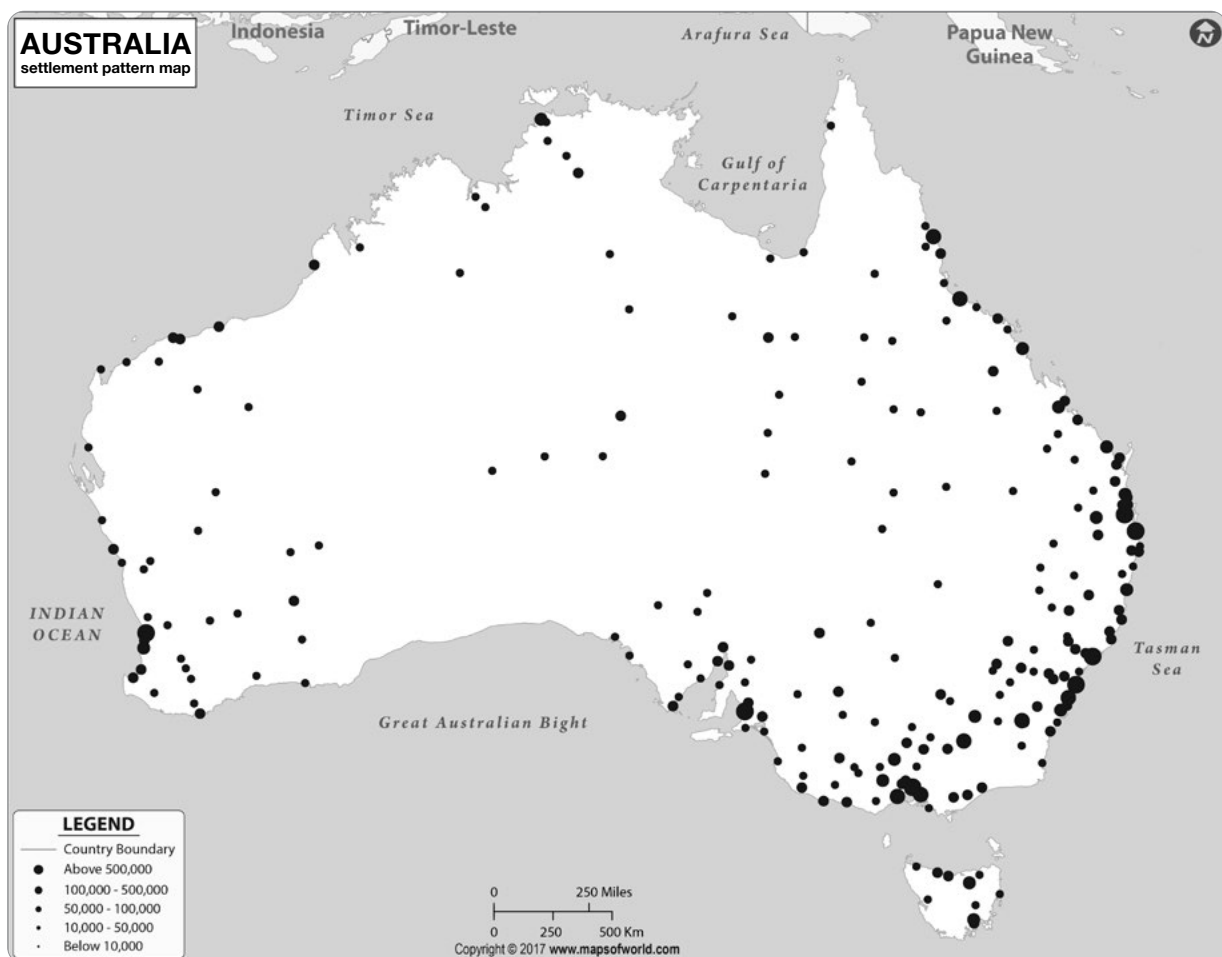
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**b**

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**c**

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**8**

What features would you expect to find in the most populated places?  
Discuss with your partner, group or class.

There are many types of settlements, for example – towns, cities, villages and farms.

9

a

Use an atlas or Google Earth to find these places and then write them in the table.



You can add some more places if you would like to.

Type of settlement			
Remote	Small Town	Large Town	City

b What type of settlement would you like to live in and why would you live there?




If you look at the settlement map of Australia you will see that the top point of Queensland (Cape York Peninsula) does not have many people living in it. Yet there was once a land bridge between Cape York and Papua New Guinea. This is one of the ways that the first indigenous people came to Australia.

**10**

If the first people came here over 40,000 years ago why is Cape York still so isolated?

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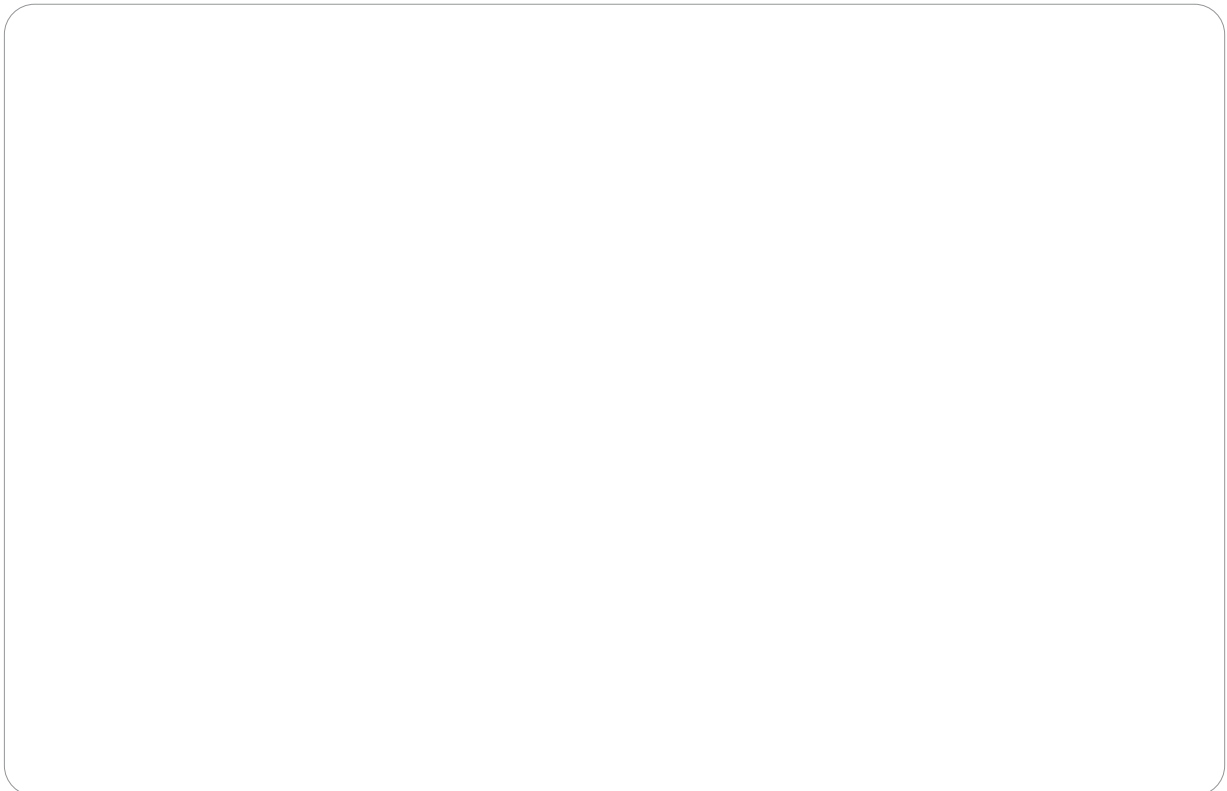
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**11**

Antarctica is one of the most remote places in the world. The only people who live there are those that work in research stations. Think about its climate and natural features and design a settlement for families.

**a**

Go to the website provided by your teacher to see the real settlements in Antarctica.



# The Power of Sunlight

inquisitive

## Contents

Travelling sunlight .....	Page 2
Why is Earth so special? .....	Page 3
Sun light, Sun bright! .....	Page 4
The source of life .....	Page 5
Powering the weather .....	Page 6
Warming our oceans .....	Page 7
Powering your world .....	Page 8



## TRAVELLING SUNLIGHT

Sunlight travels at the speed of light. Travelling at nearly 300 000 kilometres per second, the Sun's light energy takes eight minutes and twenty seconds to reach the Earth's atmosphere.

Scientific name for sunlight  
= Electromagnetic radiation

## WHY IS EARTH SO SPECIAL?

Earth is the third planet from the Sun. It lies in the 'Goldilocks' zone.

That means we get just enough of the Sun's light and heat for living things to grow. Without the Sun's energy, Earth would be a lifeless icy rock.



What is energy?

Energy is the power to change and make things happen.





SUN LIGHT, SUN BRIGHT!



For billions of years, the Sun has shone on our world. Scientists calculate it will keep on shining for billions more.

Never look directly at the Sun!  
Although the Sun is 150 million kilometres away, the Sun's light can be extremely dangerous and damage your eyes.



# THE SOURCE OF LIFE



The Sun's light gives energy to growing plants. Plants provide the food and oxygen for all life on earth.


Photosynthesis is when plants turn light energy to food.  
Photo = Light

# POWERING THE WEATHER

Sunbeams power the water cycle and produce wind, creating our weather and climate.



## WARMING OUR OCEANS




The Sun's light creates heat. Sunlight's energy warms our oceans and seas, keeping the Earth cool and feeding tiny plankton which breathe out oxygen into our atmosphere.


Think of all the  
different ways  
sunlight powers  
**your** world.








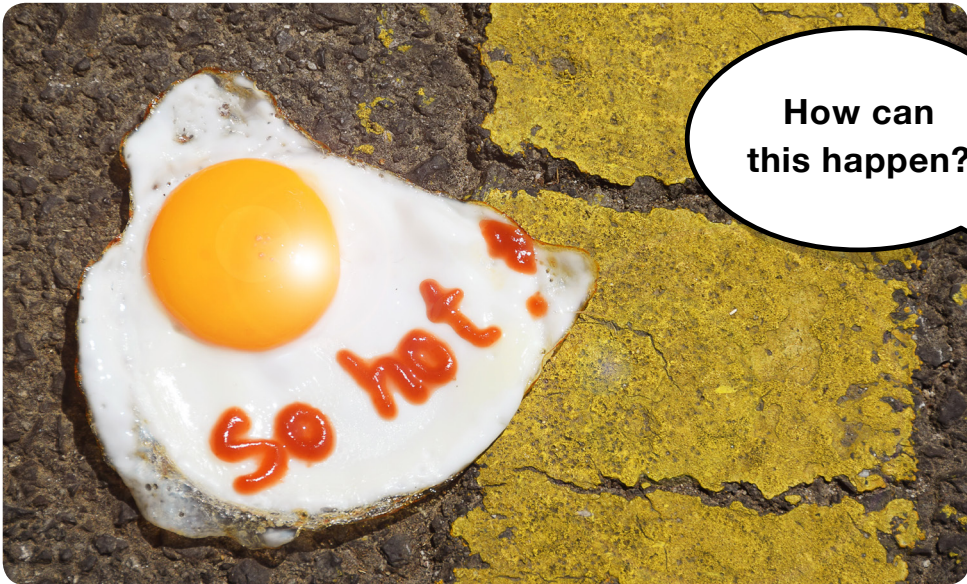
Would you go down a metal slide on a hot, sunny day?



How does the Sun's light and heat affect our skin?



When the sun shines through rain, what do you see?



How can this happen?

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

1



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

I see




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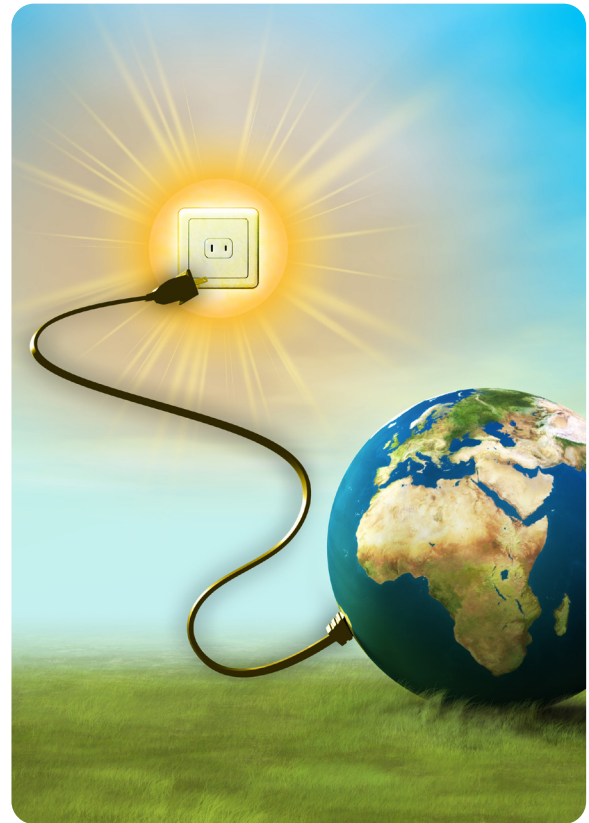
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I think




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I wonder




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2



Read the eBook *The Power of Sunlight*.

3

What are some facts that stuck in your mind about the power of sunlight? Write them below.

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

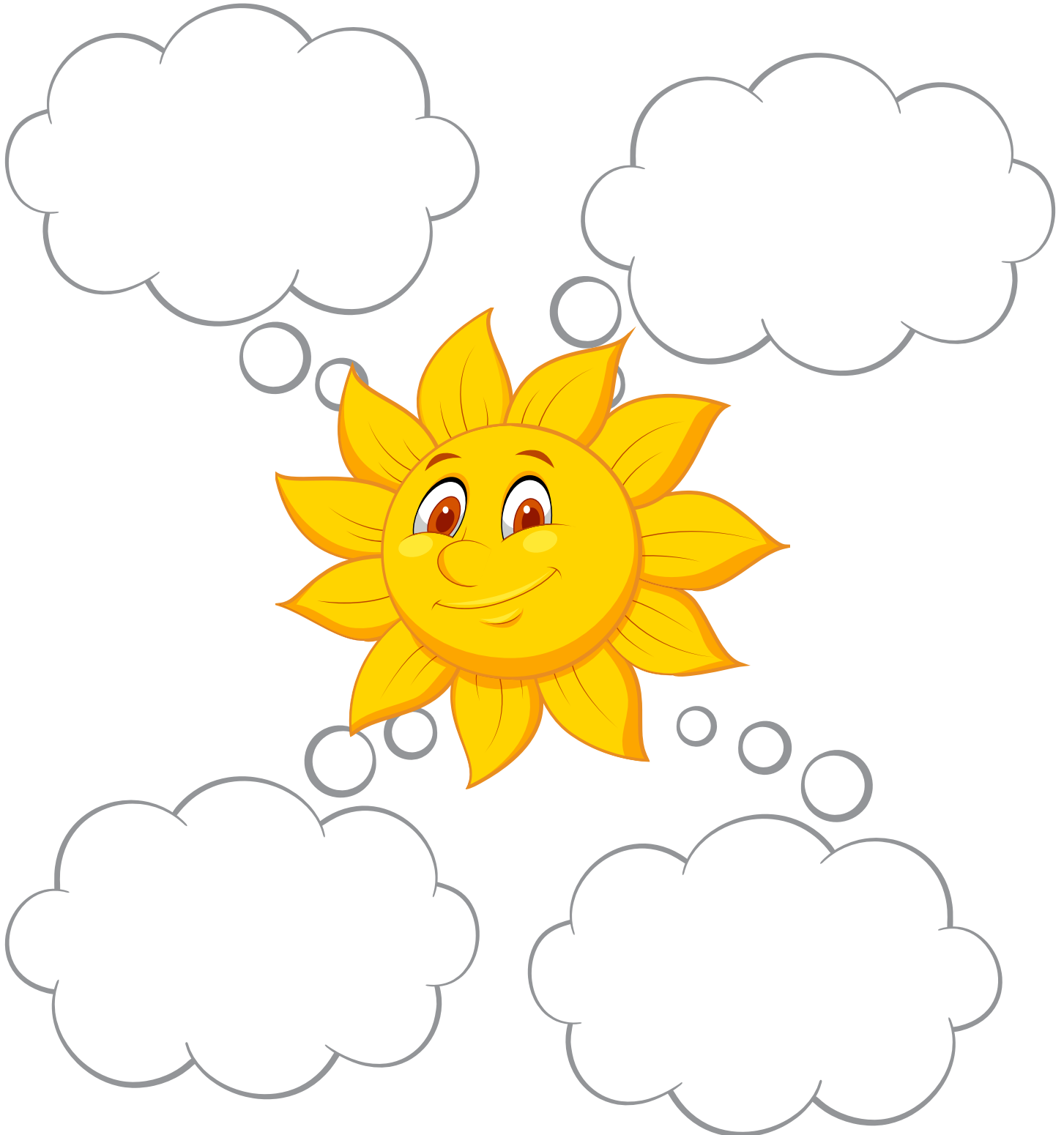


4 How can we see and feel the Sun's energy on Earth?



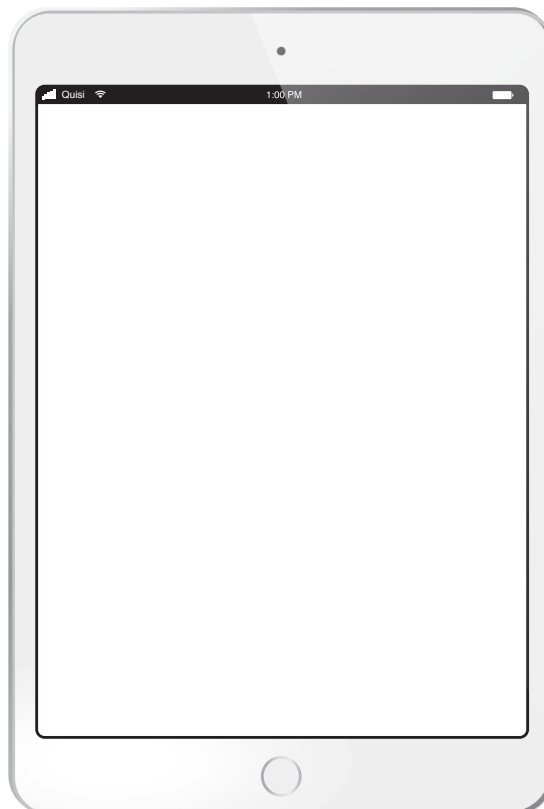
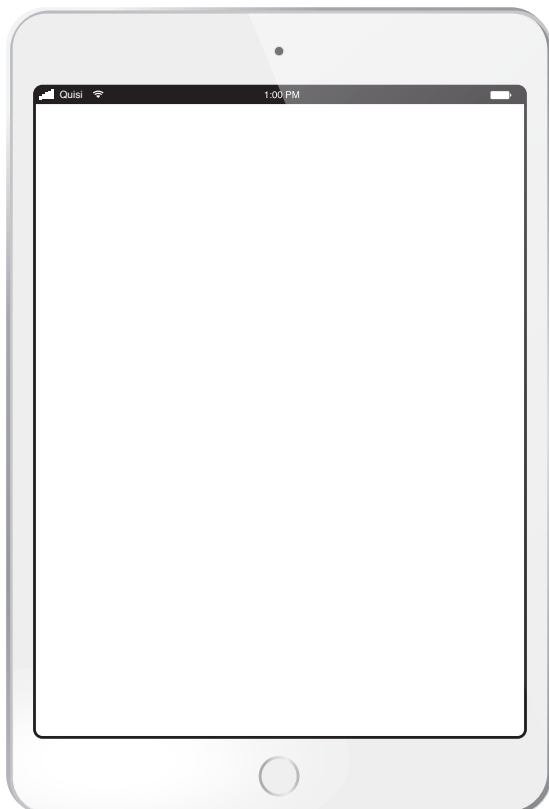
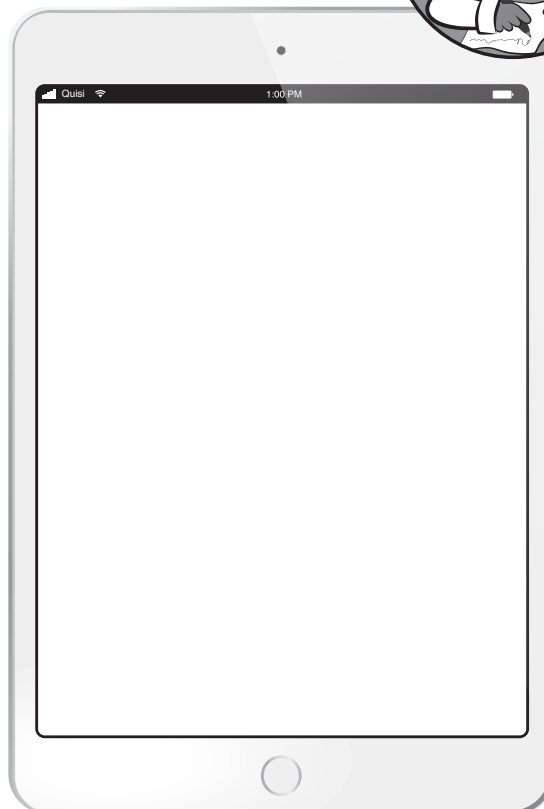
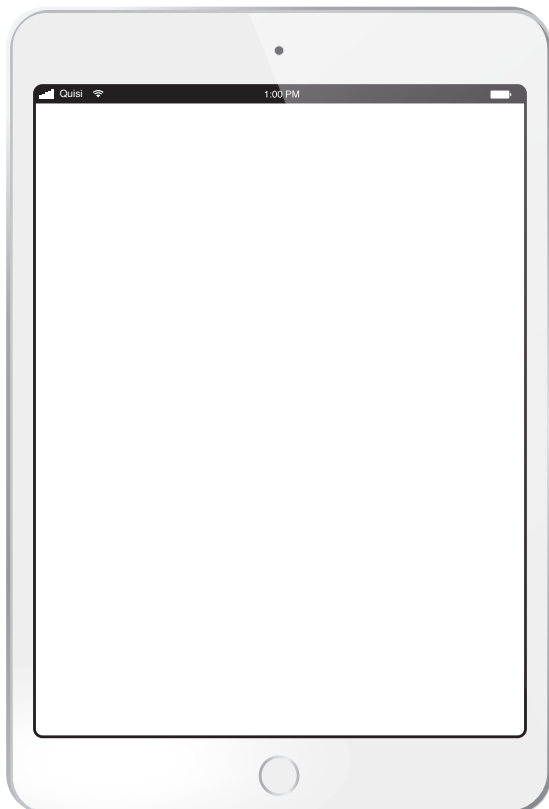
Look at the pictures (see attached sheet) and chat about the questions with someone in your home.

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



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

Record them below.





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



Visit these websites for some information.

<https://kidshealth.org/en/kids/summer-safety.html>

<https://familydoctor.org/effects-early-sun-exposure/>

Use the thinking hats to organise your thoughts.

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




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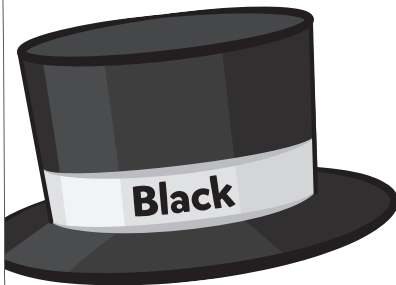
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What **bad** things does the Sun do to our bodies?




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How does sunlight make you **feel**?




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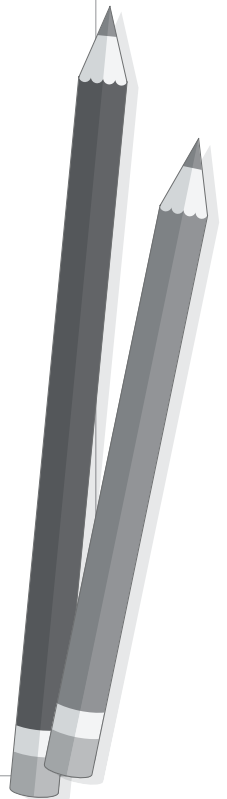
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<https://www.youtube.com/watch?v=Fwa49vPr-3I>

[illegible]

9

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

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



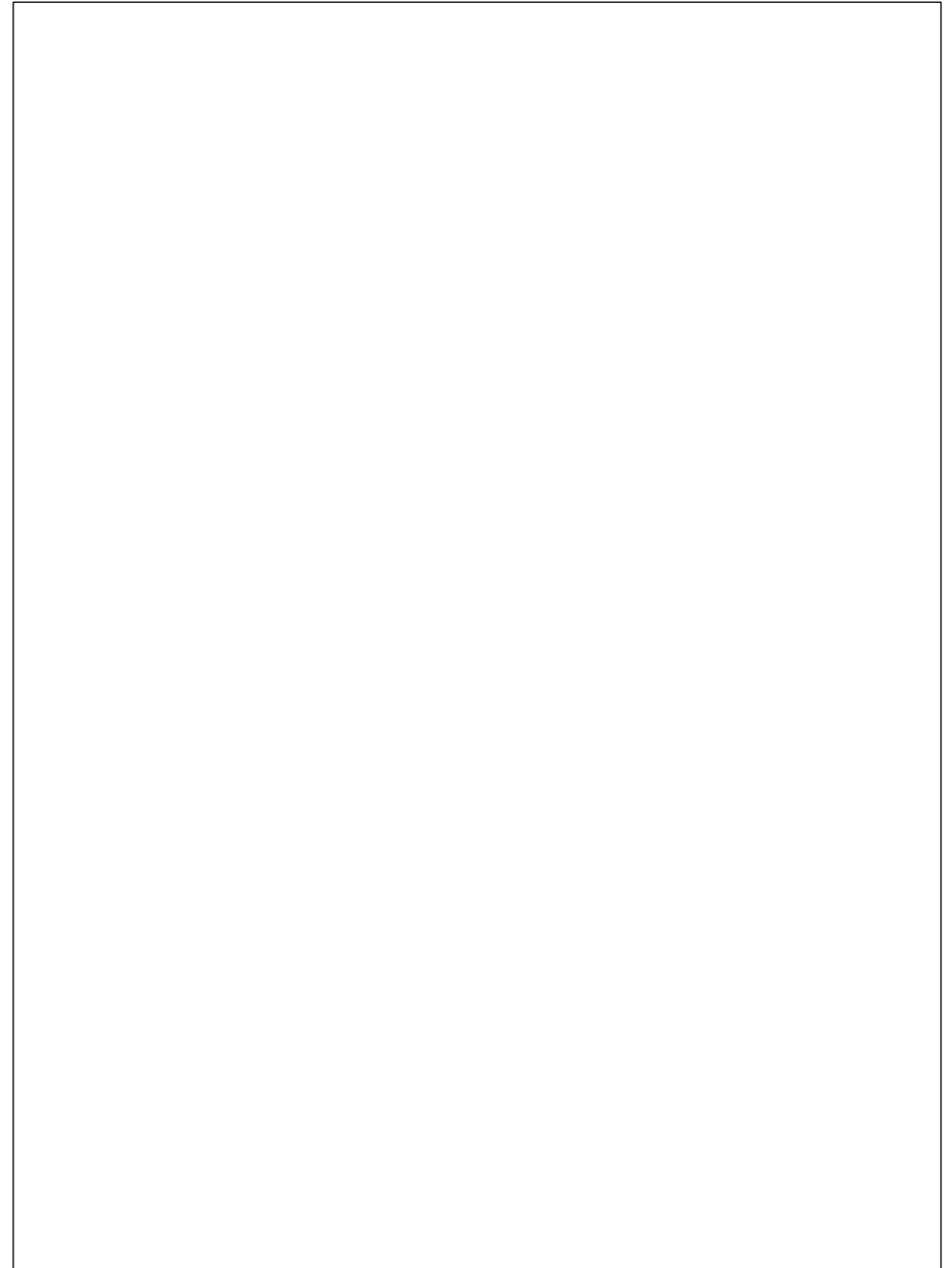
A large, stylized speech bubble shape containing ten horizontal lines for writing an explanation.

COMPLETE THIS FRIDAY

## Japanese Cherry Blossom Tree



Sketch and colour your own  
Japanese Chery Blossom Tree



# Experiencing Art



Vincent van Gogh, *The Starry Night* 1889

This is an artist's representation of his favourite place under the sky at night.

**Why would someone want to visit this place?**

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**If you could walk in this place, where would you go?**

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**Who might live/work/play here?**

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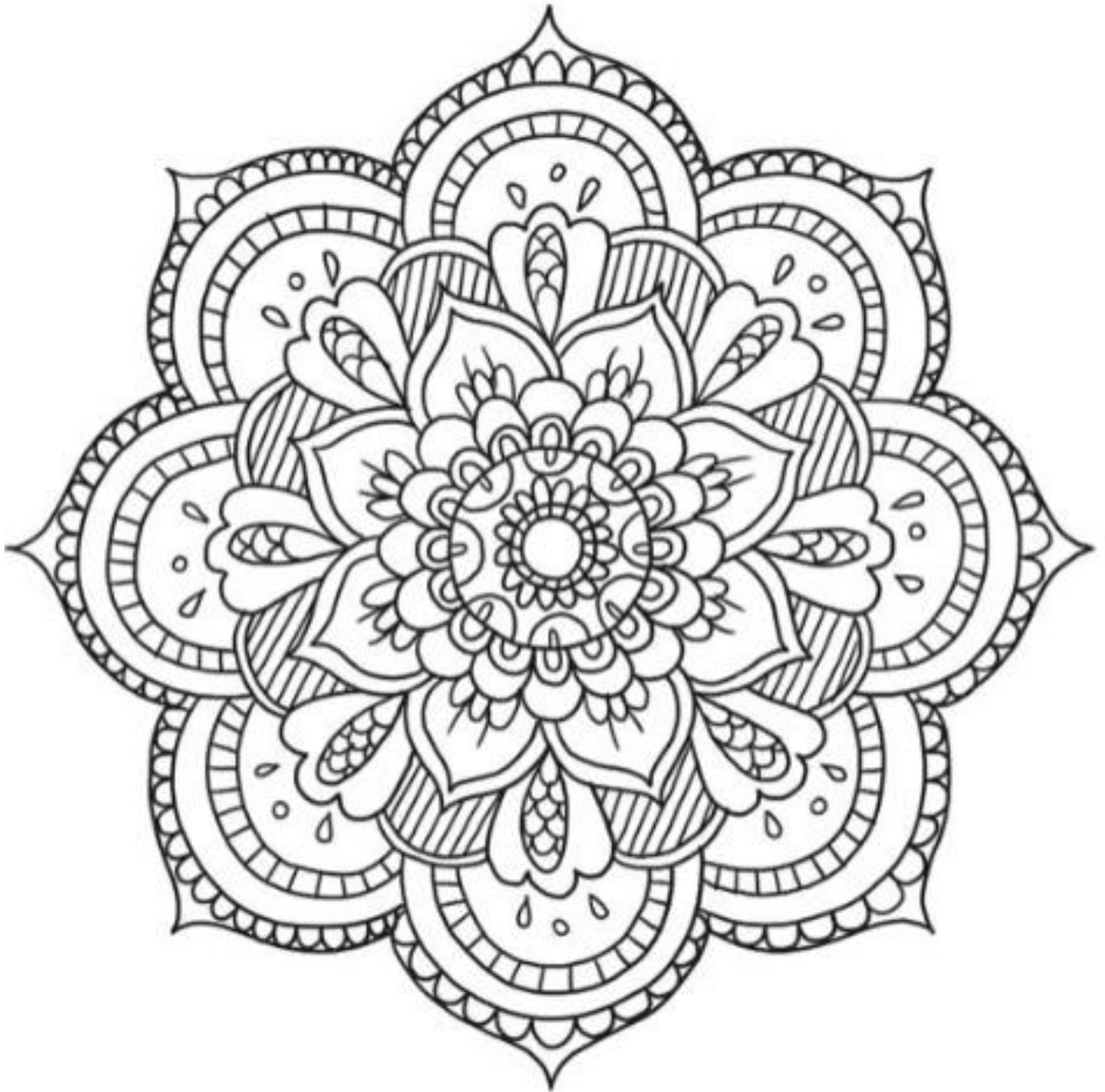
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Think about your ideal place and draw a picture of what it looks like.



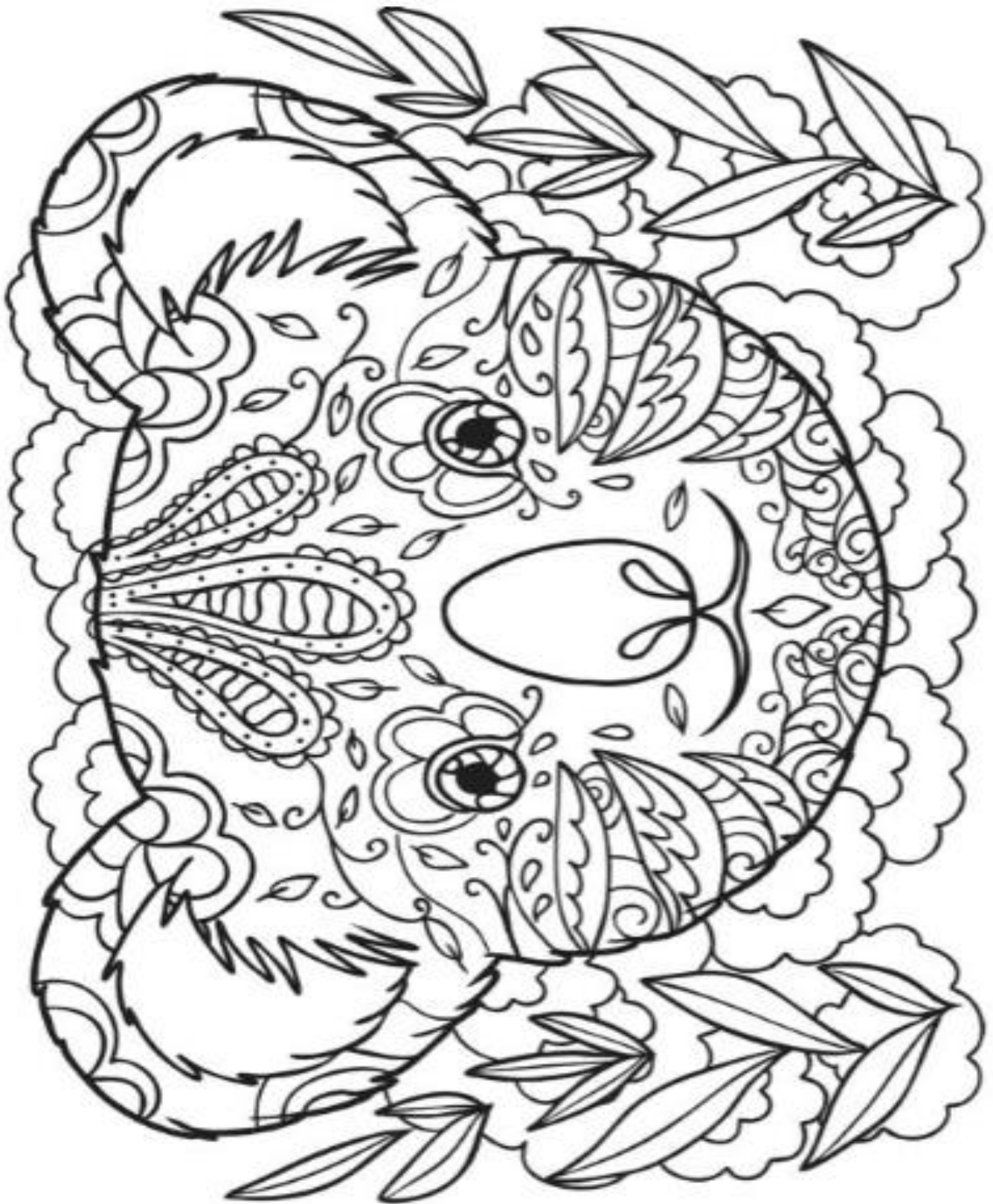


# Friday Mindfulness Colouring



# Friday

## Mindfulness Colouring



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

## PE Activity 1 – Throwing golf



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



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



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

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

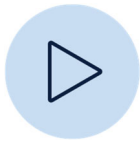
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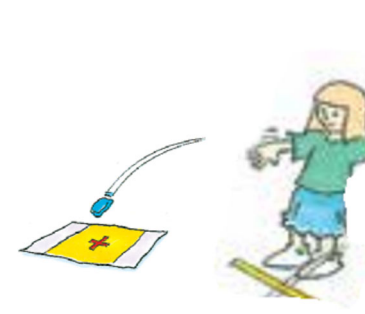


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3. Throw the object towards the target. You should aim to hit the target. Pick up the object from where it landed and throw the object again until the target has been hit.

**Throwing golf examples**

Sport Australia 2019, Playing for life



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

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



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



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



## Resources

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

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