

### **ALL 3D Students**

Hi beautiful 3D, I hope you and your families are well and safe. Please join our class on Edmodo, and if you have any questions about your learning from home packs, please ask on Edmodo. I will be available from 9am-11am Monday-Friday.

Please join our class Edmodo with the code **s5r4eb**

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

### **ALL 3K Students**

Hi 3K! I hope you are doing well! I miss you all very much and hope to see you all soon! Please join our class on Edmodo so we can communicate through the platform. This will allow me to answer any questions or concerns you may have. I will be available from 9am-11am Monday–Friday.

Please join our class Edmodo with the code **7qm82x**

If you have any further questions, I will be available via Edmodo or email on [misskiranbsps@hotmail.com](mailto:misskiranbsps@hotmail.com)

Take care and be safe! 😊

### **ALL 3M Students**

Hello 3M! I hope you are all well and safe. As your teachers have missed you so much, we would love if you joined our Edmodo Class. 3M, on Edmodo I will be able to communicate with you about your learning from home packs. This will make it easy to give you the help you need while learning from home, I will try the best I can! Edmodo will help us stay in touch and help one another get through this! I will be on Edmodo *Monday – Friday* between *9am – 11am*.

Please join our Edmodo Class using the code: **2ay328**

If you have any questions, or need help getting on to Edmodo, please feel free contact me by email on [missmourad@outlook.com](mailto:missmourad@outlook.com)

### **ALL 3S Students**

Hello 3S,

I hope you and your families are all safe and well. I miss hearing from you all, so I ask that you please join our class Edmodo page. Here I'll be able to communicate with you all and provide any help or answer questions you may have about the learning packs. I will be available from 9am-11am Monday-Friday.

Please join our class Edmodo with the code: **t6uebd**

If you have any further questions, please contact me via Edmodo or via email on [missnguyen2021@gmail.com](mailto:missnguyen2021@gmail.com) and I will try my best to get back to you as soon as I can.

### **ALL 3Y Students**

Hi 3Y,

I miss you all and have been thinking about each and every one of you during this challenging time. I kindly ask you all to join our online classroom on Edmodo. Here, I will be able to communicate with the whole class and with individual students. You may use this online classroom to ask me questions about your learning from home packs.

If you have further questions, you may contact me via Edmodo or email: [miss.younan@outlook.com](mailto:miss.younan@outlook.com) I am going to do my absolute best to respond to you as soon as I can. I will be online from 9-11am, Monday to Friday.

Edmodo class code: **v7srn3**

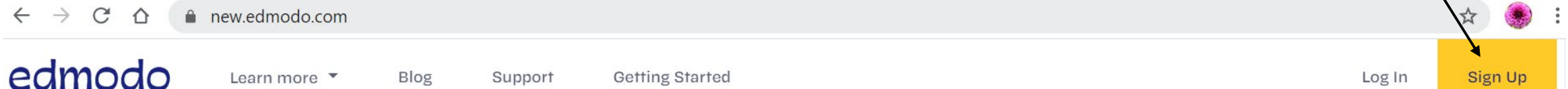
If you do not have access to the internet or to a device, please continue to work through the home learning packs independently. The only thing I expect during this time is your best effort!

Miss Younan

**Sign up to join your class on Edmodo (this can be done on a laptop, PC, or downloaded on via the Edmodo app on your phone or device.**

1. Visit Edmodo.com

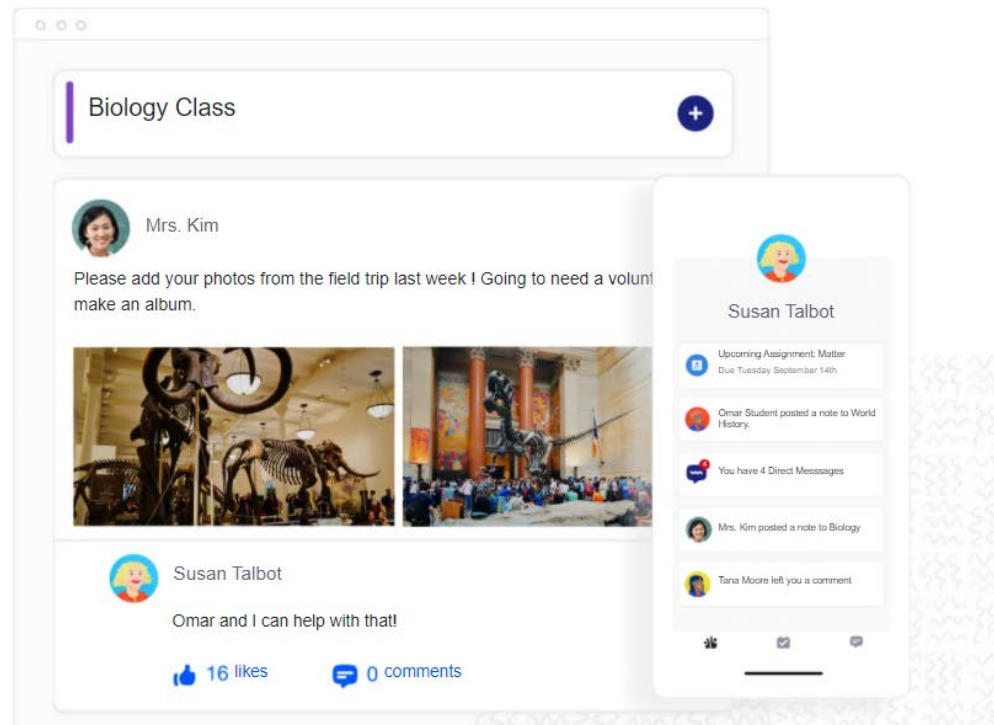
2. Click sign up



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### 3. Click student account

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## Choose an account



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For teachers, co-teachers, admins, coaches, club advisors, instructional tech



#### Student Account

For students, class participants, club members, etc



#### Parent Account

For parents or guardians

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edmodo


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 Australia

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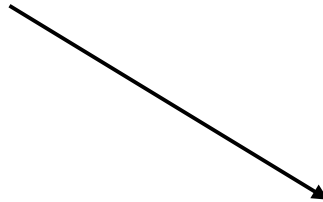
[Back](#)



## Create your student account

Join a Class with the code given to you by your teacher. After creating your account, you can connect to your parent or guardian.

5. Fill in your details



# edmodo

## Complete your profile

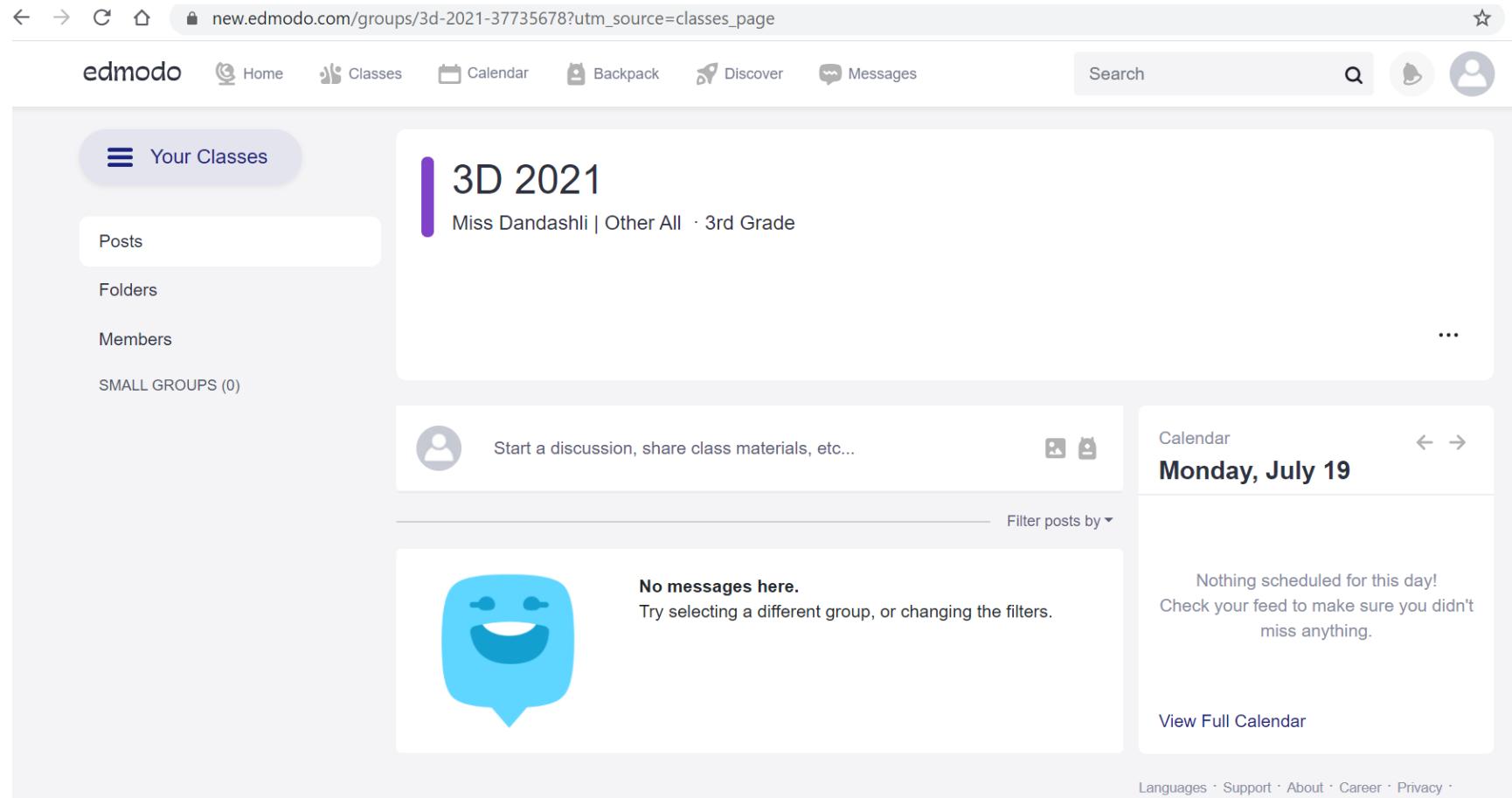
Done



6. Fill in your details



This is an example of what you should see once you have successfully joined. If you are having any difficulties please contact your child's teacher on the email they have provided.  
Thank you =)



# Morning Routine

## MONDAY

### Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

## TUESDAY

### Day/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

# Morning Routine

**WEDNESDAY**

**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**THURSDAY**

**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

# Morning Routine

**FRIDAY**

**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

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

A subject always contains a noun.

A noun is a person, place or thing

**Subject** **Predicate**

**Mr. Smith** **took a walk.**

**The dentist** **pulled out a tooth.**

**The pig with the big snout** **slobbered on a kid.**

A predicate always contains a verb.

A verb is an action word



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



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**.



## 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

## Subordinating conjunctions

because, although, after, now, if, since, even though,  
where, wherever, whereas, though, as, until.

# Adverbs of manner

Fiercely

Happily

Finally

Gracefully

Joyously

Powerfully

Quickly

Boldly

Bravely

Calmly

Daringly

Carefully

Cheerfully

Eagerly

## Verbs:

|                        |       |       |       |      |        |      |      |      |      |
|------------------------|-------|-------|-------|------|--------|------|------|------|------|
| <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 |      |      |      |      |

# Adjectives

| People   | Objects  | Comfortable feelings   | Uncomfortable feelings  | Size   | Time  |
|--|--|--|---|--|---|
| adorable<br>adventurous<br>aggressive<br>annoying<br>beautiful<br>caring<br>confident<br>clumsy<br>confident<br>considerate<br>excitable<br>glamorous<br>grumpy<br>happy<br>helpful<br>important<br>intimidating<br>obnoxious<br>odd<br>talented<br>thoughtless<br>timid<br>handsome | bright<br>clear<br>distinct<br>drab<br>elegant<br>filthy<br>gleaming<br>grotesque<br>long<br>magnificent<br>precious<br>sparkling<br>spotless<br>strange<br>unsightly<br>unusual<br>valuable | brave<br>calm<br>cheerful<br>comfortable<br>courageous<br>determined<br>eager<br>elated<br>encouraged<br>energetic<br>excited<br>exuberant<br>fantastic<br>fine<br>healthy<br>joyful<br>pleasant<br>relieved | angry<br>annoyed<br>anxious<br>ashamed<br>awful<br>bewildered<br>bored<br>confused<br>defeated<br>defiant<br>depressed<br>disgusted<br>disturbed<br>dizzy<br>embarrassed<br>envious<br>frightened<br>hungry<br>lonely<br>scared<br>terrified<br>worried | big<br>colossal<br>enormous<br>gigantic<br>great<br>huge<br>immense<br>large<br>little<br>long<br>mammoth<br>massive<br>meagre<br>mighty<br>miniature<br>minuscule<br>petite<br>puny<br>short<br>tall<br>teeny<br>tiny | ancient<br>brief<br>early<br>fast<br>late<br>modern<br>old<br>quick<br>rapid<br>short<br>slow<br>swift<br>young |



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# Monday

## Complete the Sentence

### Subject and Predicates

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

1. \_\_\_\_\_ is my best friend.
2. \_\_\_\_\_ packed his suitcase for holiday.
3. \_\_\_\_\_ and \_\_\_\_\_ washed their parents' car.
4. \_\_\_\_\_ told me about the school project.
5. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ played football on the playground.
6. \_\_\_\_\_ saw a cat run across the park.

Write the rest of these sentences, including a predicate. Then, put a box around the verb you wrote in each sentence.

1. The clown \_\_\_\_\_  
\_\_\_\_\_
2. Peter and Jamarion \_\_\_\_\_  
\_\_\_\_\_
3. The class \_\_\_\_\_  
\_\_\_\_\_
4. Alice and her mum \_\_\_\_\_  
\_\_\_\_\_
5. The backpack \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Expanding Sentences

Extend these simple three word sentences by adding adverbs, adjectives and further information to make them more interesting. The first one has been done for you.

1. An owl hooted.

An elegant, snow-white owl hooted loudly from high up in the trees.

2. A boy shouted.

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3. The witch laughed.

---

---

4. My uncle sneezed.

---

---

5. The teacher talked.

---

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6. A dog barked.

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7. A bat swooped.

---

---

8. The sun shone.

---

---

9. The snake slithered.

---

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# Tuesday

10. The bird landed.

---

---

11. The child cried.

---

---

12. The wind howled.

---

---

13. The rocket launched.

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14. The horse trotted.

---

---

15. The clock ticked.

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---

16. The car raced.

---

---

17. A parrot squawked.

---

---

18. The door creaked.

---

---

19. The cork popped.

---

---



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## 'But' and 'So' Conjunctions

1. My favourite TV show is on \_\_\_\_\_ I'm too tired to watch it.
2. I am tired \_\_\_\_\_ I will go to bed.
3. We were going to go to the park today \_\_\_\_\_ it rained.
4. It rained \_\_\_\_\_ we stayed inside.
5. The vase smashed \_\_\_\_\_ now we have to buy a new one.
6. I dropped the vase \_\_\_\_\_ it didn't smash.
7. I ordered a burger \_\_\_\_\_ it was burnt.
8. My burger was burnt \_\_\_\_\_ I sent it back.
9. My friend was upset \_\_\_\_\_ I gave her a hug.
10. I gave my friend a hug \_\_\_\_\_ she was still upset.
11. I love playing football \_\_\_\_\_ I don't like playing hockey.
12. I love playing football \_\_\_\_\_ I decided to join a team.
13. My favourite food is cake \_\_\_\_\_ I know it isn't very good for me.
14. I want to be healthy \_\_\_\_\_ I eat lots of fruit and vegetables.
15. Goldilocks was hungry \_\_\_\_\_ she decided to eat some porridge.
16. Goldilocks tried the porridge \_\_\_\_\_ it was too salty.

# Thursday

## Compound Sentence Jigsaws

Use your super sentence writing skills to create a compound sentence using different co-ordinating conjunctions and your own main/independent clauses. Read the clause in the first puzzle piece, circle an appropriate co-ordinating conjunction in the second, and then add your own clause in the final piece to create different compound sentences.

1.

|                                  |                              |             |
|----------------------------------|------------------------------|-------------|
| The sun shone down on the people | for and nor<br>but or yet so | <hr/> <hr/> |
|----------------------------------|------------------------------|-------------|

2.

|                          |                              |             |
|--------------------------|------------------------------|-------------|
| The anxious boy screamed | for and nor<br>but or yet so | <hr/> <hr/> |
|--------------------------|------------------------------|-------------|

3.

|                          |                              |             |
|--------------------------|------------------------------|-------------|
| Kaitlyn looked surprised | for and nor<br>but or yet so | <hr/> <hr/> |
|--------------------------|------------------------------|-------------|

4.

|                            |                              |             |
|----------------------------|------------------------------|-------------|
| I love to play video games | for and nor<br>but or yet so | <hr/> <hr/> |
|----------------------------|------------------------------|-------------|



5.



|   |                              |             |
|---|------------------------------|-------------|
| Justin dreams of becoming a professional footballer | for and nor<br>but or yet so | <hr/> <hr/> |
|---|------------------------------|-------------|



# Thursday

## Compound Sentence Jigsaws

**Challenge:** Now write three complete compound sentences of your own.

|       |   |       |   |       |
|-------|---|-------|---|-------|
| <hr/> |  | <hr/> |  | <hr/> |
| <hr/> |   | <hr/> |   | <hr/> |

|       |   |       |   |       |
|-------|---|-------|---|-------|
| <hr/> |  | <hr/> |  | <hr/> |
| <hr/> |   | <hr/> |   | <hr/> |

|       |   |       |   |       |
|-------|---|-------|---|-------|
| <hr/> |  | <hr/> |  | <hr/> |
| <hr/> |   | <hr/> |   | <hr/> |

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|----------------------------------|------------------------------|-------------|

2.

|                          |                              |             |
|--------------------------|------------------------------|-------------|
| The anxious boy screamed | for and nor<br>but or yet so | <hr/> <hr/> |
|--------------------------|------------------------------|-------------|

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|                          |                              |             |
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4.

|                            |                              |             |
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|----------------------------|------------------------------|-------------|



5.



|   |                              |             |
|---|------------------------------|-------------|
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|---|------------------------------|-------------|



# Thursday

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**Challenge:** Now write three complete compound sentences of your own.


|       |   |       |   |       |
|-------|---|-------|---|-------|
| <hr/> |  | <hr/> |  | <hr/> |
| <hr/> |   | <hr/> |   | <hr/> |


|       |   |       |   |       |
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|       |   |       |   |       |
|-------|---|-------|---|-------|
| <hr/> |  | <hr/> |  | <hr/> |
| <hr/> |   | <hr/> |   | <hr/> |

# FRIDAY - YOUR TURN

Write a compound and simple sentence independently.  
Use the feedback square to check your work.

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

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

# Friday

[illegible]



Friday

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# Extention work

## Compound Sentences

complete the compound sentence using a coordinating conjunction.

The puppy was feeling sad



It was Habib's birthday



Brenton loves to eat chocolate



My mum has curly hair



Kamar enjoys reading

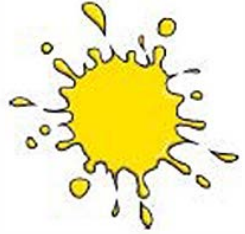


# Compound Sentences

I find maths tricky



My favourite colour is yellow



I love to fish with my dad



The drive was very long



Hazel was frightened

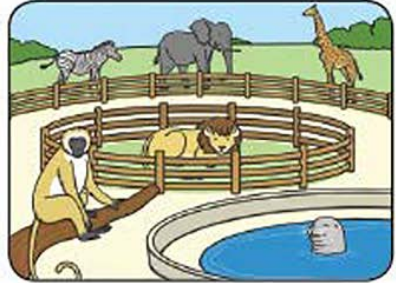


# Compound Sentences

My teacher is friendly



The excursion to the zoo was fun



I was feeling tired



I was late for school



I can tie my shoelaces



# Compound Sentences

The sun shines in summer



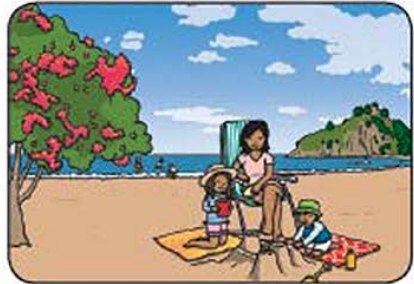
I love to play in puddles



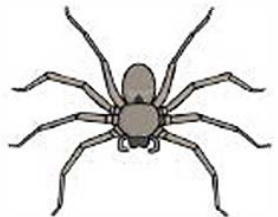
Caitlyn is good at dancing



We had fun at the beach



I am afraid of spiders



# Compound Sentences

Task: Add to these simple sentences to create a compound sentence.

Conjunctions to use: **for, and, nor, but, or, yet, so**

Trent likes to play football \_\_\_\_\_

The spelling test was easy \_\_\_\_\_

Pizza is my favourite food \_\_\_\_\_

Bananas are good for you \_\_\_\_\_

I fell over on the ground \_\_\_\_\_

It was cold outside \_\_\_\_\_

The kitten was hungry \_\_\_\_\_

It was Grandma's birthday \_\_\_\_\_

The movie was funny \_\_\_\_\_

I like to paint pictures \_\_\_\_\_

Now try and write your own compound sentences!



## 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 this, there's a section for '2021-2021 School Year'. The main dashboard area includes a 'Change' button, a 'MY LEXILE' section, a 'BOOKS FROM MY TEACHER' section, a 'BOOKS I HAVE READ' section, a 'WORDS I HAVE READ' section, and a 'My Time Reading' section with 'hrs' and 'mins' fields.

|                  | <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: |





Learning Intention - We are learning to read for understanding and highlight nouns and adjectives



## **Bumble Learns a Lesson**

Long ago, on the bright side of Stoney Creek, there lived a courageous, clever bee named Bumble. He loved adventures, yet his job was to guard the royal queen's bee hive. He had sturdy wings and a small, golden body.

One evening, the strong, tough leader of the guards urged Bumble, "Don't wander off into the forest while you're on duty!" Although Bumble had other plans, he promised he would stay to guard the royal, prestige hive.

But being the disobedient, unreliable bee he was, Bumble decided to go collect some sweet nectar while he was on duty. He completely ignored his leader's warning, and he began to fly around the tall, brown trees. "I bet I could find sweet, delicious nectar in the deep woods..." thought reckless Bumble.

Without warning, a wicked, daring dragonfly emerged from behind the tree and stared right at Bumble ready to attack! "Oh no! If I don't get back to the hive the queen bee will be in danger!" he thought as he became regretful.

Fortunately, a black, cruel bird was after the dragonfly and it quickly attacked it! "This is my chance to escape!" cried Bumble. Since he was freed, Bumble began to glide through the forest. Bumble quickly made his way back to the hive!

From then on, Bumble learnt to never go on adventures and leave his duty protecting the queen bee. He also learnt to be more responsible, for he must obey his leader.



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

Read **Bumble Learns a Lesson** again and complete the **Story Map** on Tuesday 27th July 2021



# Story Map A



Character

Setting

Problem

Solution



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Comprehension Task – To be completed on **Wednesday 28<sup>th</sup> July 2021**

1) **Fill in the blanks** using the words in the work bank

2) **Complete the text** on the lines – you need **the third argument** paragraph and **the conclusion**

### Pure Polar Bears

Do you want to be a \_\_\_\_\_ ? Polar bears need our \_\_\_\_\_ to be \_\_\_\_\_. We must protect these special mammals! The three \_\_\_\_\_ polar bears are \_\_\_\_\_ are: \_\_\_\_\_ , \_\_\_\_\_ of \_\_\_\_\_ and hunting.

It is certain that we must stop \_\_\_\_\_ the \_\_\_\_\_. Oil \_\_\_\_\_ can be harmful to the polar bears. We should save electricity and use less gas \_\_\_\_\_ .

It is \_\_\_\_\_ that the polar bear's habitat is \_\_\_\_\_. \_\_\_\_\_ changes causes the Arctic sea ice to \_\_\_\_\_. We must \_\_\_\_\_ the polar \_\_\_\_\_ habitat by recycling and saving water.

All the facts prove \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word bank: tick off the words once you use it.**

|           |            |        |        |           |         |
|-----------|------------|--------|--------|-----------|---------|
| clear     | bears      | spills | cars   | pollution | Climate |
| melting   | endangered | help   | Arctic | reasons   | melt    |
| polluting | habitat    | loss   | hero   | saved     | save    |

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

Complete on **Wednesday 28th July 2021**

Choose 3 adjectives you highlighted from *Bumble Learns a Lesson* and complete the worksheet.



# Adjectives

Find 3 adjectives in your story and use them in a sentence.



|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Complete on **Wednesday 28th July 2021**

# Nouns

Choose 3 nouns you highlighted from *Bumble Learns a Lesson* and complete the worksheet.



Choose 3 nouns from your book. Write them down and draw a picture.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

# The Very Hungry Kid



One morning a mother goat led her kids up a mountain. The mountain was tall. After walking for a while, the kids grew tired. They asked their mother to let them rest. But she told them to keep going. "I see grass just above us," she told them. "We'll be there before you know it."

Soon the goats reached the grass. "How good it tastes, Mother!" the kids said. They began to eat.

But before long, the biggest kid began to worry. "This grass is sweet," he said. "But the hard walk made us all very hungry. I am sure there is not enough grass here for all of us."

"That is silly," his mother laughed. "There is more than enough grass here."

The biggest kid did not listen to his mother. Instead he looked over at the next mountain. On it he saw a green patch. His mouth began to water. "I shall go down this mountain and up the next," said the biggest kid. "There I will have all the grass for myself."

**Page 2**

So he started off. The trip down the first mountain took a long time. The walk up the next mountain took even longer. At last the biggest kid reached the green patch he had seen from far away. But now his heart sank. Instead of grass, all he found were weeds. The weeds had a very bad taste.

The biggest goat had to go back to his family. As he made his way back, he cried. "By now my brothers and sisters have eaten every piece of grass. I am sure they have left nothing for me."

For the second time that day, the biggest kid was wrong. When he found his family again, they were sleeping in the warm sun. Most of the grass was chewed down to its roots. But there was still some grass for him. It was more than enough to fill the biggest kid's very empty belly.

**1. At what time of day does the story begin?**

---

**2. Where did the mother goat lead her kids?**

---

**3. Why did the biggest kid go down the first mountain and up the next?**

---

---

**4. What happened when the biggest kid went up the second mountain?**

---

---

**5. Which word best describes the biggest kid?**

Ⓐ brave

Ⓒ smart

Ⓑ scared

Ⓓ greedy

*Writing Prompt:* On a piece of paper, tell all the important things that happen in this story.

## Warning Tale Writing Plan

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

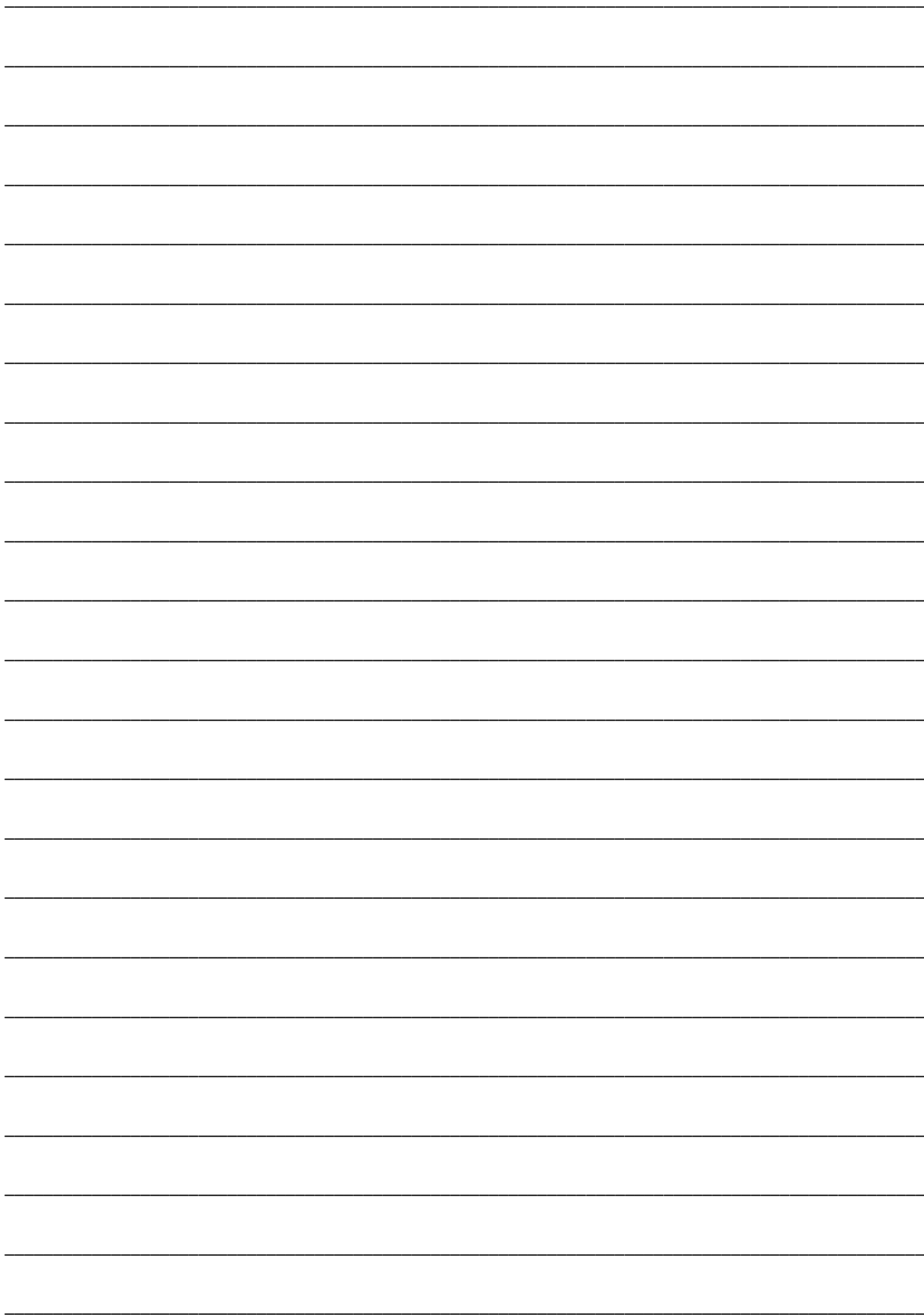
**Wednesday** - Edit your work

## Writing

L.I. We are learning to write to entertain

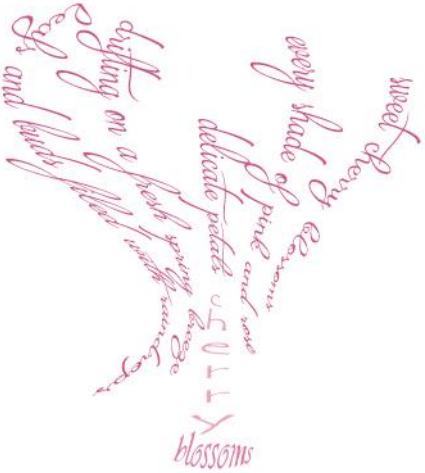
S.C. We will be successful when we can write a warning tale





Writing – Poem examples

Topics – Vikings, Samurais, Sumo Wrestlers, Cherry Blossoms

| Poems   | Examples  |
|---|---|
| <b>Kenning</b><br><br>Each line in a kenning poem has only two words, these words are joined using a hyphen. The two words are usually a noun and a verb, or two nouns.   | <b>Viking</b><br><br>Sword-wielder<br>Shield-breaker<br>Vicious-fighter   |
| <b>Haiku</b><br><br>Written in three lines - five syllables in the first line, seven syllables in the second line, and five syllables in the third line.  | <b>Samurai</b><br><br>Excellent fighters,<br>Drawing blood only for peace,<br>Wielding his long sword                           |
| <b>Cinquain</b><br><br>Line 1: One word (a noun, the subject of the poem)<br>Line 2: Two words (adjectives that describe the subject in line 1)<br>Line 3: Three words (-ing action verbs– participles–that relate to the subject in line 1)<br>Line 4: Four words (a phrase or sentence that relates feelings about the subject in line 1)<br>Line 5: One word (a synonym for the subject in line 1 or a word that sums it up) | <b>Sumo wrestler</b><br><br>Sumo<br>Strong fighter<br>Hitting, moving, pushing<br>Fighting for a feeling of purpose<br>Wrestler |
| <b>Shape</b><br><br>Poem that is shaped like the thing it describes. The shape adds to the meaning of the poem.   |   |

**Writing – Poems – Your turn!**

**Topics –** Vikings, Samurais, Sumo Wrestlers, Cherry Blossoms

| Poems   | Choose topics (any) from above for your poems. |
|---|--|
| <b>Kenning</b><br><br>Each line in a kenning poem has only two words, these words are joined using a hyphen. The two words are usually a noun and a verb, or two nouns.   |  |
| <b>Haiku</b><br><br>Written in three lines - five syllables in the first line, seven syllables in the second line, and five syllables in the third line.  |  |
| <b>Cinquain</b><br><br>Line 1: One word (a noun, the subject of the poem)<br>Line 2: Two words (adjectives that describe the subject in line 1)<br>Line 3: Three words (-ing action verbs– participles–that relate to the subject in line 1)<br>Line 4: Four words (a phrase or sentence that relates feelings about the subject in line 1)<br>Line 5: One word (a synonym for the subject in line 1 or a word that sums it up) |  |
| <b>Shape</b><br><br>Poem that is shaped like the thing it describes. The shape adds to the meaning of the poem.   |  |

**Writing – Poems – Your turn!**

**Topics –** Vikings, Samurais, Sumo Wrestlers, Cherry Blossoms

| Poems  | Choose topics (any) from above for your poems. |
|--|--|
| <p><b>Kenning</b></p> <p>Each line in a kenning poem has only two words, these words are joined using a hyphen. The two words are usually a noun and a verb, or two nouns.</p>   |  |
| <p><b>Haiku</b></p> <p>Written in three lines - five syllables in the first line, seven syllables in the second line, and five syllables in the third line.</p>  |  |
| <p><b>Cinquain</b></p> <p>Line 1: One word (a noun, the subject of the poem)</p> <p>Line 2: Two words (adjectives that describe the subject in line 1)</p> <p>Line 3: Three words (-ing action verbs– participles–that relate to the subject in line 1)</p> <p>Line 4: Four words (a phrase or sentence that relates feelings about the subject in line 1)</p> <p>Line 5: One word (a synonym for the subject in line 1 or a word that sums it up)</p> |  |
| <p><b>Shape</b></p> <p>Poem that is shaped like the thing it describes. The shape adds to the meaning of the poem.</p>   |  |

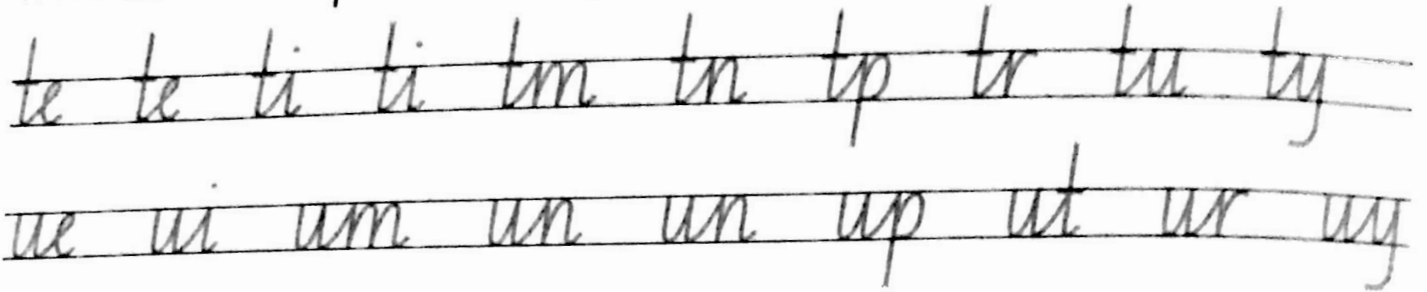
# Diagonal joins

Trace the patterns. Turn them into fish.

Complete on Tuesday



Trace these letter pairs with diagonal joins.

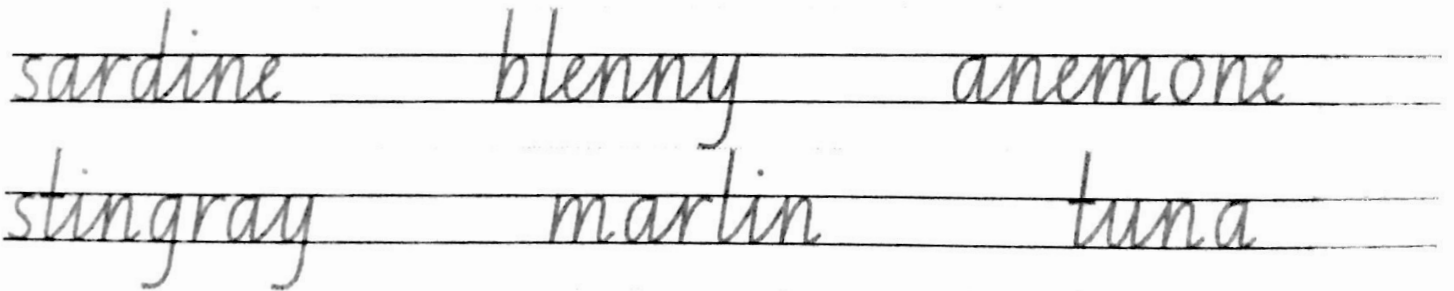


Most letters with diagonal joins meet at the top body line.

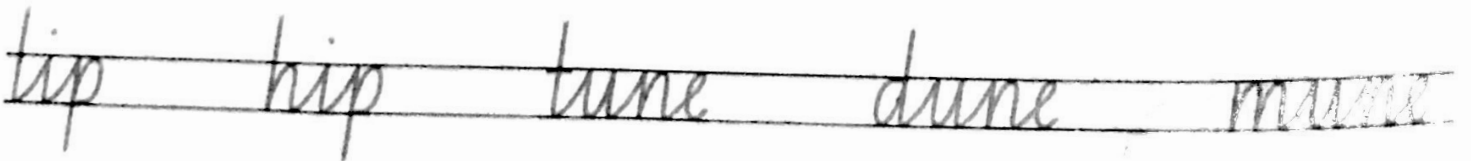
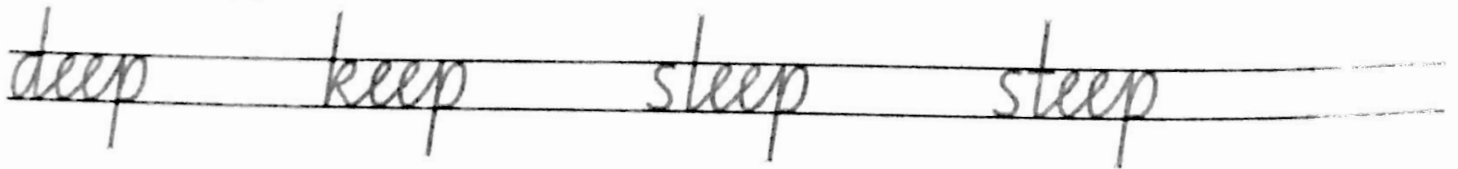
Put a dot to show the line where the letters meet.



Trace these words with diagonal joins.



Trace and copy. Cross out the nonsense word.



You can join a letter with an exit flick to a head and body letter using a diagonal join.

## Diagonal joins to head and body letters

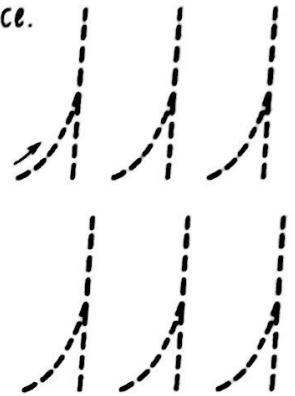


a → a<sup>a bit longer</sup> → a<sup>straighten up</sup> → a<sup>up</sup>l<sup>retrace</sup> → al



Don't lift that pencil!  
Just go from the exit flick right up to the top of the head and body letter. Then retrace a little on your way back down.

Trace.



Trace, then copy.

ab ah ak al at ahoy able

ch ch ck cl cl deck deat

nb nh nk nl nt nt plank

db dh dl dl hl hl hl hl

Complete 1 maths  
mentals page per day.

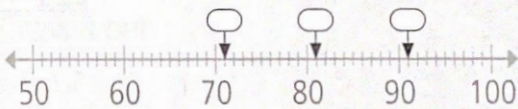
Challenge yourself by  
trying to complete this in  
20 minutes.

**GOODLUCK !**

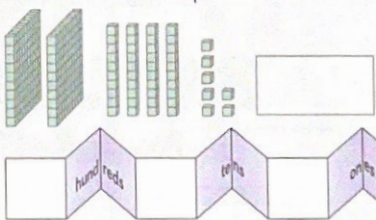
- 1  $333 + 10$
- 2  $580 + 10$
- 3  $646 + 100$
- 4  $321 + 100$
- 5  $860 + 100$
- 6  $507 + 10$
- 7  $800 + 100$
- 8  $4840 + 10$
- 9  $4840 + 100$

10 250 mL of water was in the jug.  
Another 100 mL was added. How much  
water is in the jug?

11 Where is 91 on this number line?

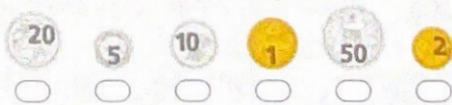


12 Write the numeral and complete  
the number expander.



- 13  $5 + 9 =$       $3 + 7 =$
- $6 + 8 =$

14 Which coin has the least value?



15 Measure the length of this paperclip  
to the nearest centimetre.





1  $22 + 36$

2  $45 + 53$

3  $61 + 20$

4  $74 + 22$

5  $38 + 21$

6  $88 + 11$

7  $52 + 35$

8  $15 + 62$



9  $64 + 65$

10 Year 2 has 47 boys and 51 girls.  
How many students are in  
Year 2?

11 Write the expanded notation.

$627 =$

12 Backtrack this number sentence.

  $40 + 2 = 42$     $-$    $=$

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

14 Write the missing number in  
this pattern and write the rule.

700, , 500, 400, 300  
(  )

15 What time is this?

past



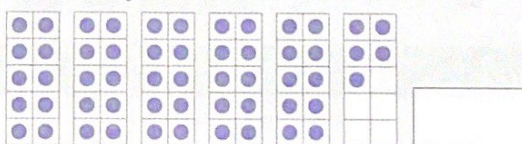


- 1  $58 - 27$
- 2  $96 - 44$
- 3  $75 - 11$
- 4  $65 - 13$
- 5  $88 - 22$
- 6  $39 - 20$
- 7  $78 - 68$
- 8  $42 - 21$
- 9  $94 - 61$


- 10 85 people were waiting for a ride on the Big Dipper. 52 of them had their ride. How many are still waiting for a ride?

- 11 Draw blocks to show the numeral 19.

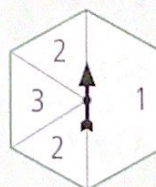
- 12 How many counters are in these ten frames?



- 13  $6 + 3 =$    $4 + 5 =$    
 $2 + 8 =$

- 14 Colour enough coins to make \$1. 

- 15 Which number has the best chance of the spinning arrow landing on it?



1  $76 + 9$

2  $48 + 9$

3  $29 + 29$

4  $113 + 9$

5  $824 + 19$

6  $28 - 9$

7  $41 - 9$

8  $24 - 9$

9  $53 - 9$

10 37 students catch the bus. 9 students get off. How many are left on the bus?

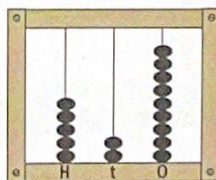
11 Which one does not equal the others?  
Cross it out.

17

1 ten 7 ones

$1 + 7$

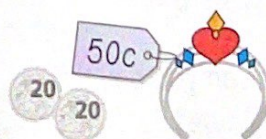
12 Write the number shown on this abacus.



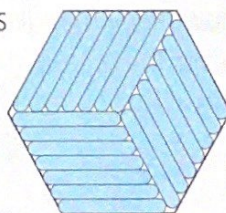
13  $9 - 7 =$    $10 - 4 =$

$12 - 3 =$

14 Can you buy this?  
☐ yes ☐ no



15 How many popsticks cover the area of this shape?



1  $7 + 2 + 3$

2  $5 + 7 + 5$

3  $3 + 6 + 4 + 7$

4  $8 + 9 + 1 + 2$

5  $4 + 5 + 9 + 5 + 6$

6  $95 - 10$

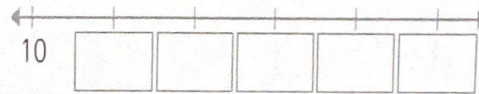
7  $49 - 10$

8  $26 - 10$

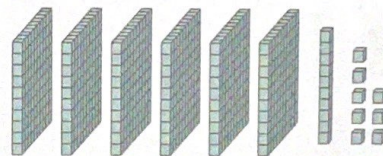
9  $31 - 10$

10 Oscar has 22 students in his class.  
10 are girls. How many boys?

11 Count on by 2s, starting from 10.



12



| Hundreds             | tens                 | Ones                 |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

13  $8 - 3 =$

$3 - 3 =$

$7 - 3 =$

14 How much money is this?



15 What time is this?

 : 




**Instructions: Solve the maths problems below. Read the question carefully, and remember to show working out.**

**MONDAY - Addition and Subtraction**

- a. Ali collected 186 cans. Jill collected 256 cans. How many cans did Lola and Jill collect altogether?
  
  
  
  
  
- b. In a school choir there were 164 boys and 278 girls. How many children altogether?
  
  
  
  
  
- c. In a school choir there were 686 boys and 878 girls. How many children altogether?
  
  
  
  
  
- d. In a school choir there were 586 boys and 766 girls. 237 more children joined. How many children altogether?

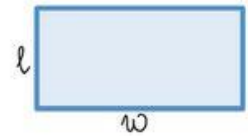
**TUESDAY – Place Value**

- a. Mohamad partitioned 1324 into parts. What might the parts look like?
  
  
  
  
  
- b. Lucy partitioned 3256 into parts. What might the parts look like?
  
  
  
  
  
- c. Zaynab partitioned 5984 into 2 parts. One part had 466 more than the other part. What will the parts look like?
  
  
  
  
  
- d. Where would 3143 go on this number line?



# Area

The inside measure of a 2D shape

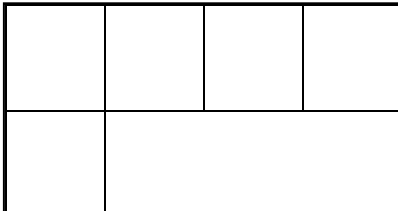


Remember: length x width

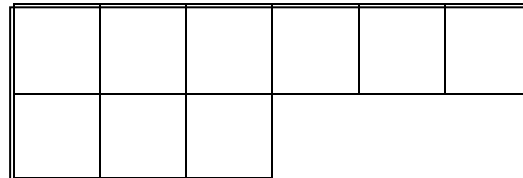
Wednesday – Area

**Zain measured the area of a shape. He found that the area was 8 square metres. Which shape is Zain's?**

a)



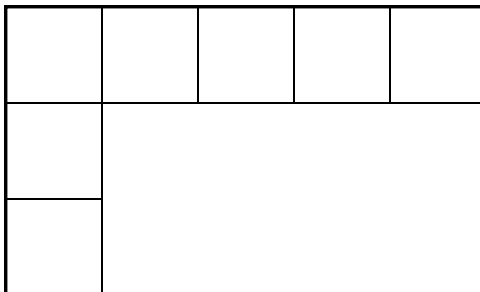
b)



= 1 square  
metre (not to  
scale)

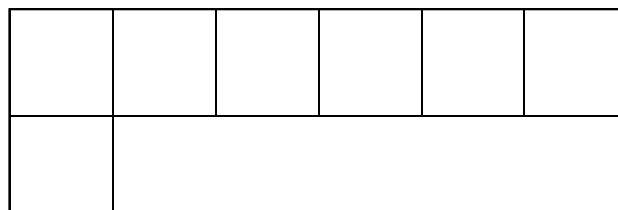
**Wesaam measured the area of a shape. He found that the area was 12 square metres. Which shape is Wesaam's?**

a)

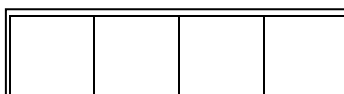


= 1 square  
metre (not to  
scale)

b)

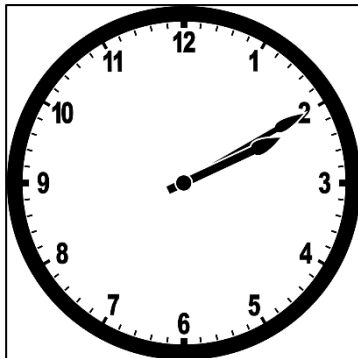


c)

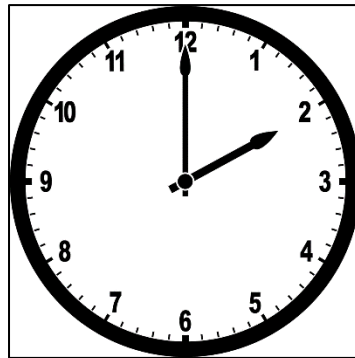


Thursday – Time and Multiplication

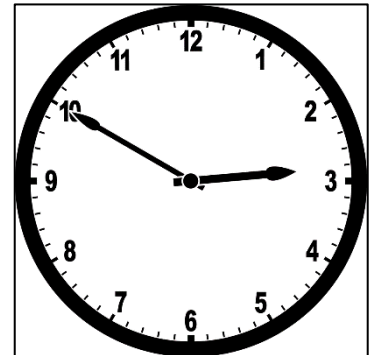
- a. Alana's photo was taken at 2:10. What time was this?



A

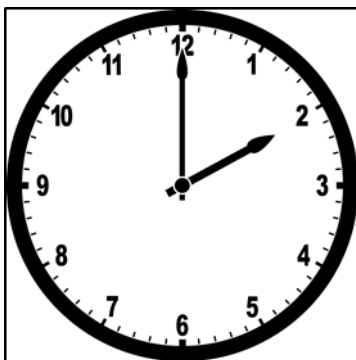


B

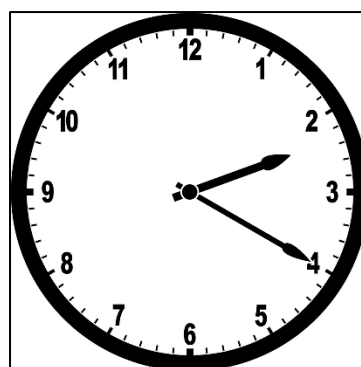


C

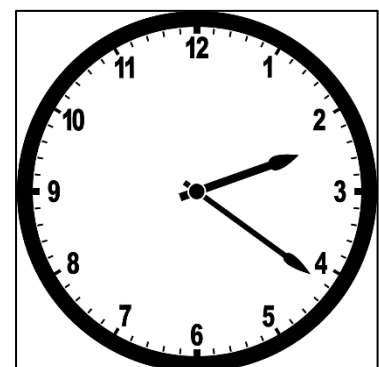
- b. Omar's photo was taken at 2:21. What time was this?



A



B



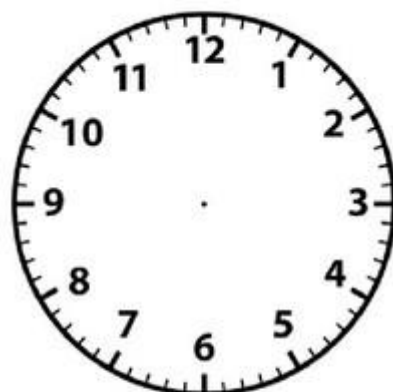
C

- c. Josephine's photo was due to be taken at 2:21. It was taken 8 minutes late. What time was this? Show your answer in words, on the analog and digital clocks below.

Words:

---

---



⋮

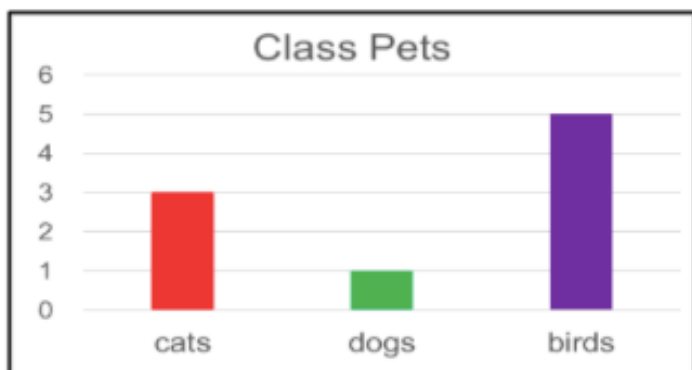
Thursday –

- a. The art school had 2 classes of 14 children. How many children altogether?
  
  
  
  
  
  
  
  
  
  
- b. The dance school had 2 classes of 36 children. How many children altogether?
  
  
  
  
  
  
  
  
  
  
- c. The sport school had 4 classes of 27 children. 1 child left the school. How many children altogether?
  
  
  
  
  
  
  
  
  
  
- d. A group of children paid \$4 each to see a show. There were 18 children. How much did they pay altogether, as a group?

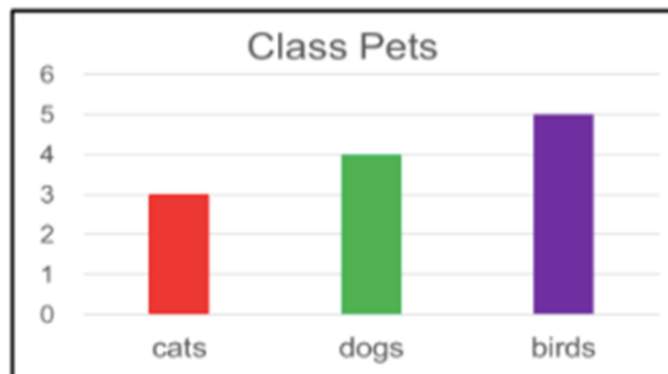
Friday – Data

- a. On a graph about pets owned by children in a class, there is 1 more dog than cats. What might the graph look like?

a.



b.



- b. In a table about the pets owned by children in a class, there are 2 more dogs than cats. What might the table have looked like?

a.

|       |   |
|-------|---|
| cats  | 3 |
| dogs  | 1 |
| birds | 2 |

b.

|       |   |
|-------|---|
| cats  | 3 |
| dogs  | 4 |
| birds | 5 |

c.

|       |   |
|-------|---|
| cats  | 3 |
| dogs  | 5 |
| birds | 4 |

- c. The table below tells you the distance (in metres) of Straw Javelin Throws from the Olympic games.

| Straw Javelin Throws |                    |
|----------------------|--------------------|
| Name                 | Distance in metres |
| Jo                   | 12                 |
| Tim                  | 14                 |
| Sam                  | 5                  |
| Cassie               | 12                 |
| April                | 8                  |
| Carol                | 4                  |



The name of the person who had the longest distance in metres is: \_\_\_\_\_

The name of the person who had the shortest throw is: \_\_\_\_\_

What is the difference between the longest and the shortest throws?



# MONDAY Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

**a)**  $56 - 33 =$

**$50 - 30 = 20$**

**$6 - 3 = 3$**

**$20 + 3 = 23$**

$56 - 33 = \mathbf{23}$

**b)**  $49 - 27 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$49 - 27 =$  \_\_\_\_

**c)**  $35 - 14 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$35 - 14 =$  \_\_\_\_

**d)**  $58 - 23 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$58 - 23 =$  \_\_\_\_

**e)**  $66 - 43 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$66 - 43 =$  \_\_\_\_

**f)**  $29 - 18 =$

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

$29 - 18 =$  \_\_\_\_

# Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

**a)**  $77 - 44 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$77 - 44 = \underline{\quad}$$

**b)**  $81 - 41 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$81 - 41 = \underline{\quad}$$

**c)**  $97 - 62 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$97 - 62 = \underline{\quad}$$

**d)**  $87 - 34 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$87 - 34 = \underline{\quad}$$

**e)**  $58 - 55 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$58 - 55 = \underline{\quad}$$

**f)**  $94 - 82 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$94 - 82 = \underline{\quad}$$

# Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

**a)**  $79 - 32 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$79 - 32 = \underline{\quad}$$

**b)**  $87 - 63 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$87 - 63 = \underline{\quad}$$

**c)**  $144 - 113 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$144 - 113 = \underline{\quad}$$

**d)**  $239 - 127 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$239 - 127 = \underline{\quad}$$

**e)**  $346 - 222 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$346 - 222 = \underline{\quad}$$

**f)**  $397 - 144 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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

$$397 - 144 = \underline{\quad}$$

# Compensation Strategy Addition

Show how you got your answer using the compensation strategy.

|                |                |
|----------------|----------------|
| a. $39 + 25 =$ | b. $29 + 13 =$ |
| c. $15 + 19 =$ | d. $9 + 23 =$  |
| e. $39 + 15 =$ | f. $29 + 26 =$ |
| g. $49 + 16 =$ | h. $19 + 33 =$ |
| i. $9 + 37 =$  | j. $29 + 24 =$ |
| k. $29 + 16 =$ | l. $9 + 37 =$  |

# Compensation Strategy Addition

Show how you got your answer using the compensation strategy.

|                |                |
|----------------|----------------|
| a. $59 + 35 =$ | b. $49 + 25 =$ |
| c. $64 + 29 =$ | d. $55 + 39 =$ |
| e. $69 + 35 =$ | f. $14 + 79 =$ |
| g. $89 + 13 =$ | h. $73 + 39 =$ |
| i. $99 + 25 =$ | j. $79 + 24 =$ |
| k. $47 + 59 =$ | l. $56 + 49 =$ |

# Compensation Strategy Addition

Show how you got your answer using the compensation strategy.

|                 |                 |
|-----------------|-----------------|
| a. $89 + 45 =$  | b. $129 + 45 =$ |
| c. $44 + 129 =$ | d. $45 + 149 =$ |
| e. $99 + 75 =$  | f. $13 + 179 =$ |
| g. $89 + 133 =$ | h. $109 + 56 =$ |
| i. $43 + 119 =$ | j. $89 + 74 =$  |
| k. $35 + 259 =$ | l. $279 + 66 =$ |

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

**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



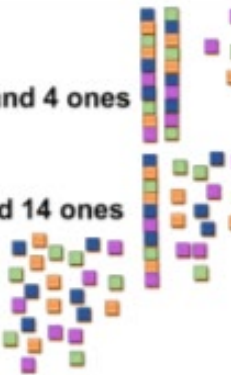
**PV 11 Standard and non-standard Place Value of two-digit**

| 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

# 2 times table

## WEDNESDAY

$2 \times 4 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

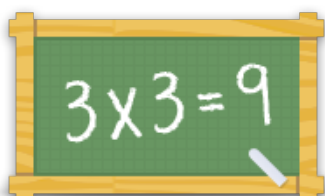
$2 \times 5 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$



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# 3 times table

## WEDNESDAY

$3 \times 5 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

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$3 \times 4 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

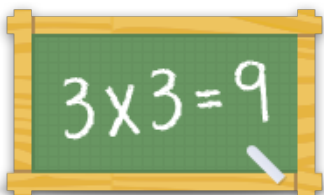
$3 \times 8 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$



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# 5 times table

## WEDNESDAY

$5 \times 5 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

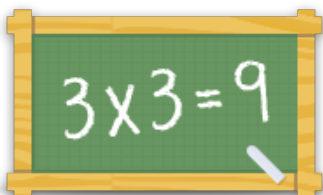
$5 \times 2 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$



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# 10 times table

## WEDNESDAY

$10 \times 1 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$10 \times 11 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

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$10 \times 3 = \underline{\quad}$

$10 \times 11 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$10 \times 11 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$10 \times 11 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

$10 \times 11 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

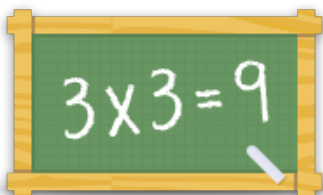
$10 \times 3 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$



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# Calculate and Compare the Area of Rectangles

Aim: I can calculate the area of rectangles.

Calculate the area of the following rectangles.

The shapes are not to scale.

1.

6cm



3cm

2.

7cm



4cm

3.

8cm



5cm

4.

10cm



3cm

5.

11cm



4cm

6.

12cm



7cm

7.

9cm



3cm

8.

6cm



6cm

9.

9cm



5cm

10.

8cm



7cm

11.

12cm



9cm

12.

11cm



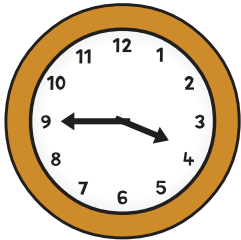
3cm



## A Matter of Time



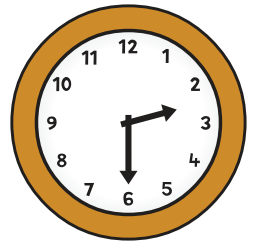
**Directions:** Answer the questions about time.



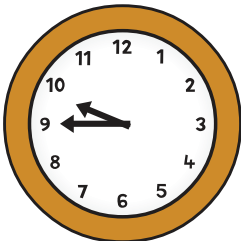
1. Katia went to the library at 3:45 p.m. and left at 7:45 p.m.  
How long was she at the library?

-----

2. Hae-Won went to a concert that started at 2:30 p.m.  
It ended at 4:00 p.m. How long was the concert?



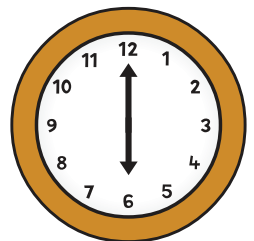
-----



3. Joji went to the park at 10:45 a.m. and left at 12:00 p.m.  
How long was he at the park?

-----

4. Marcello went to see a movie at the theater that was 1 hour  
and 45 minutes long. It started at 6:00 p.m. What time did it end?



-----



5. It started snowing outside at 5:30 p.m. It stopped snowing  
at 6:45 p.m. How long did it snow?

-----

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### Grade 3 Time Worksheet

Answer the questions according to the calendar.

**April**

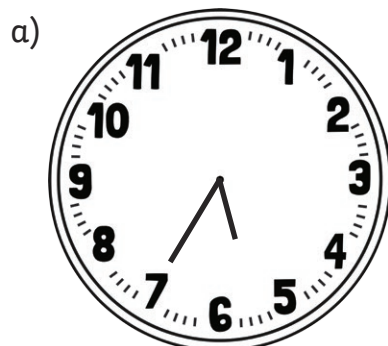
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 29  | 30  | 31  | 1   | 2   | 3   | 4   |
| 5   | 6   | 7   | 8   | 9   | 10  | 11  |
| 12  | 13  | 14  | 15  | 16  | 17  | 18  |
| 19  | 20  | 21  | 22  | 23  | 24  | 25  |
| 26  | 27  | 28  | 29  | 30  | 1   | 2   |

- Ashley circled the day for her field trip. What is the date of her field trip?  
\_\_\_\_\_
- Ashley needs to pay a fee the Friday before the field trip. What is the due date for the fee?  
\_\_\_\_\_
- Ashley has piano lessons every Wednesday. How many piano lessons is she going to have in March?  
\_\_\_\_\_
- What is the date of the first Friday of April?  
\_\_\_\_\_
- Which day of the week is April 27<sup>th</sup>?  
\_\_\_\_\_
- How many Saturdays are there in April?  
\_\_\_\_\_
- How many days are in April?  
\_\_\_\_\_

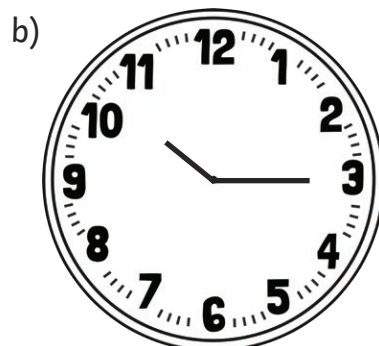
# Thursday Maths Practice Reasoning:

## Read, Write and Convert 12-Hour Times

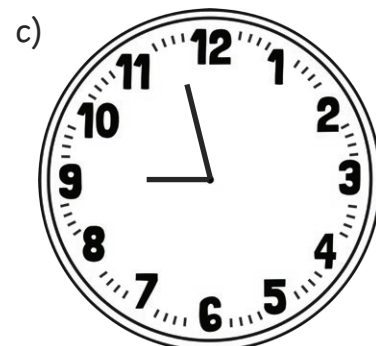
1. Convert the following times on these analogue clocks to digital time on a 12 hour clock.



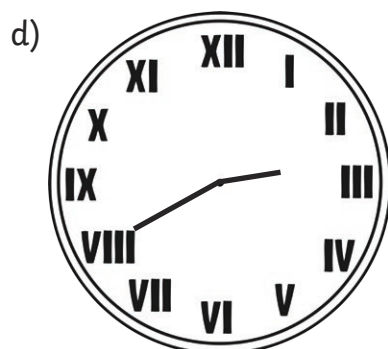
:



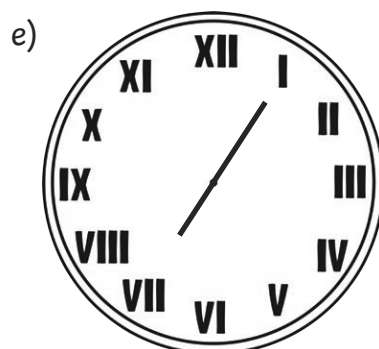
:



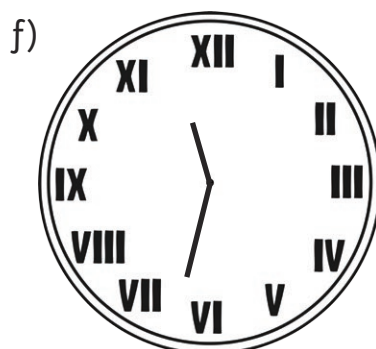
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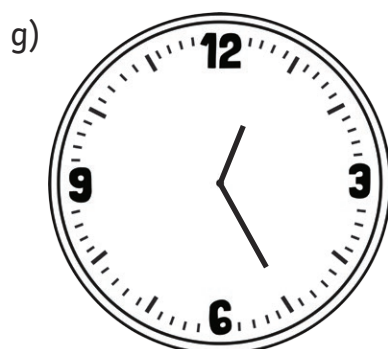
:



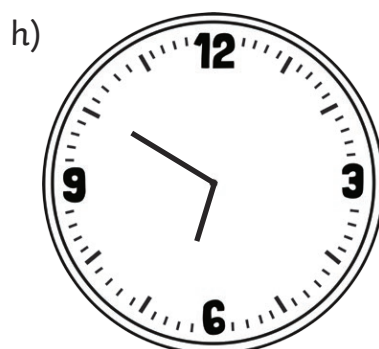
:



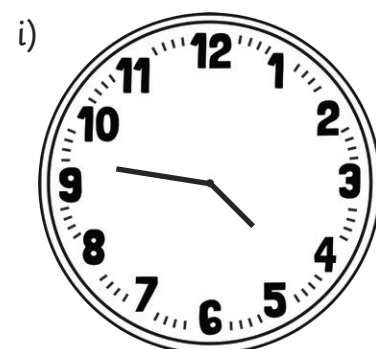
:



:



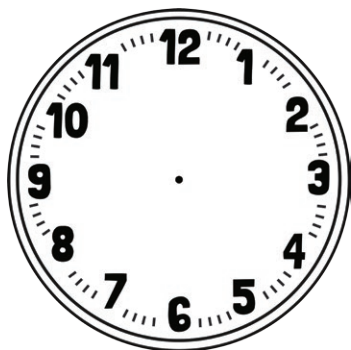
:



:

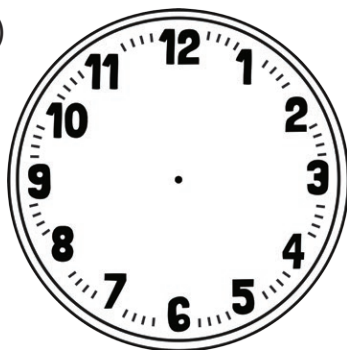
2. Draw the following times on these clock faces.

a)



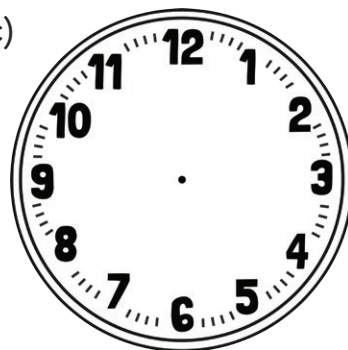
**03:25**

b)



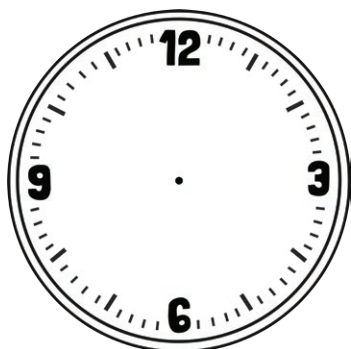
**07:55**

c)



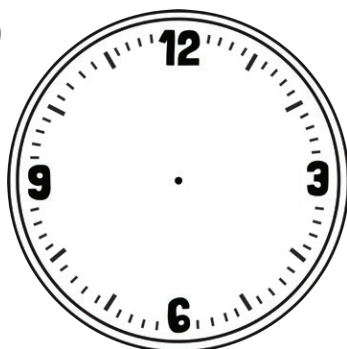
**12:38**

d)



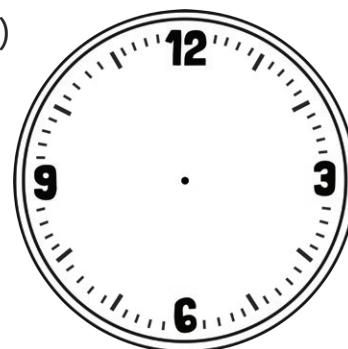
**05:20**

e)



**08:25**

f)



**11:13**



Write down the time each clock is showing on the line underneath.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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### Grade 3 Time Worksheet

Answer the questions according to the calendar.

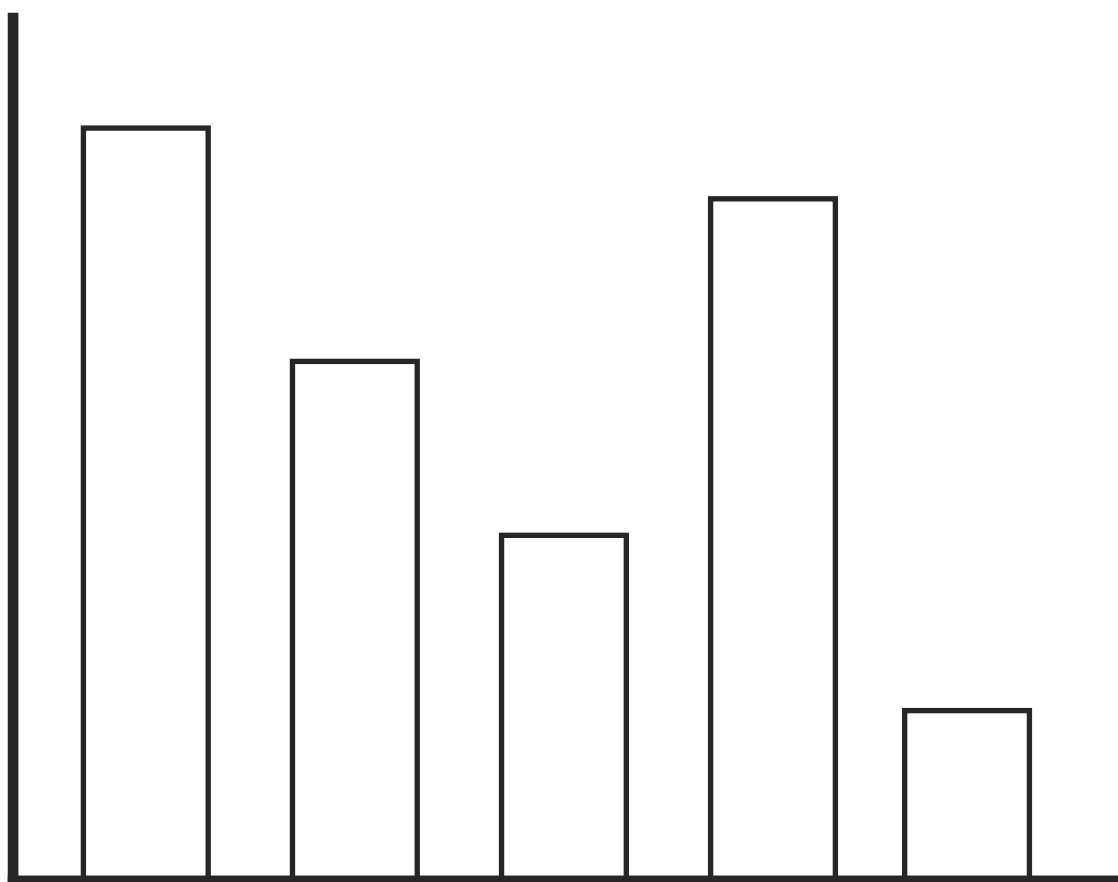
**April**

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 29  | 30  | 31  | 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  | 1   | 2   |

- Ashley circled the day for her field trip. What is the date of her field trip?  
\_\_\_\_\_
- Ashley needs to pay a fee the Friday before the field trip. What is the due date for the fee?  
\_\_\_\_\_
- Ashley has piano lessons every Wednesday. How many piano lessons is she going to have in March?  
\_\_\_\_\_
- What is the date of the first Friday of April?  
\_\_\_\_\_
- Which day of the week is April 27<sup>th</sup>?  
\_\_\_\_\_
- How many Saturdays are there in April?  
\_\_\_\_\_
- How many days are in April?  
\_\_\_\_\_

# Year 3 Statistics

## FRIDAY



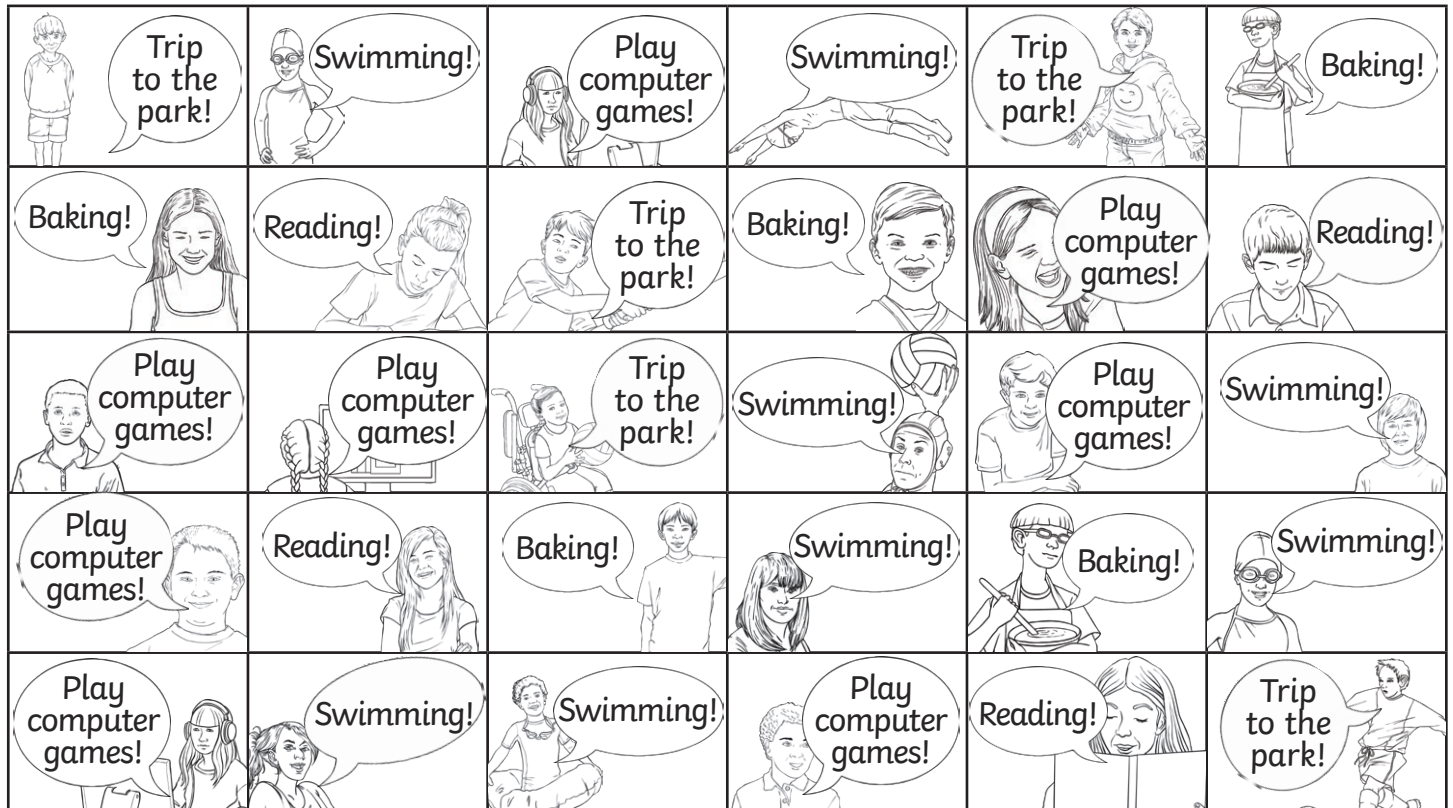
# Year 3 Statistics Learning from Home Maths Activity Booklet

## Year 3 Programme of Study – Statistics

| Statutory Requirements  | Activity Sheet                                      | Page Number | Notes |
|---|---|-------------|-------|
| Interpret and present data using bar charts, pictograms and tables.   | Collecting and Presenting Data                      | 1 - 2       |       |
|   | Favourite Colour Tally and Bar Chart Activity Sheet | 3 - 5       |       |
| Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. | Garden Birds Bar Graph                              | 6 - 8       |       |
|   | Reading Pictograms                                  | 9 - 11      |       |

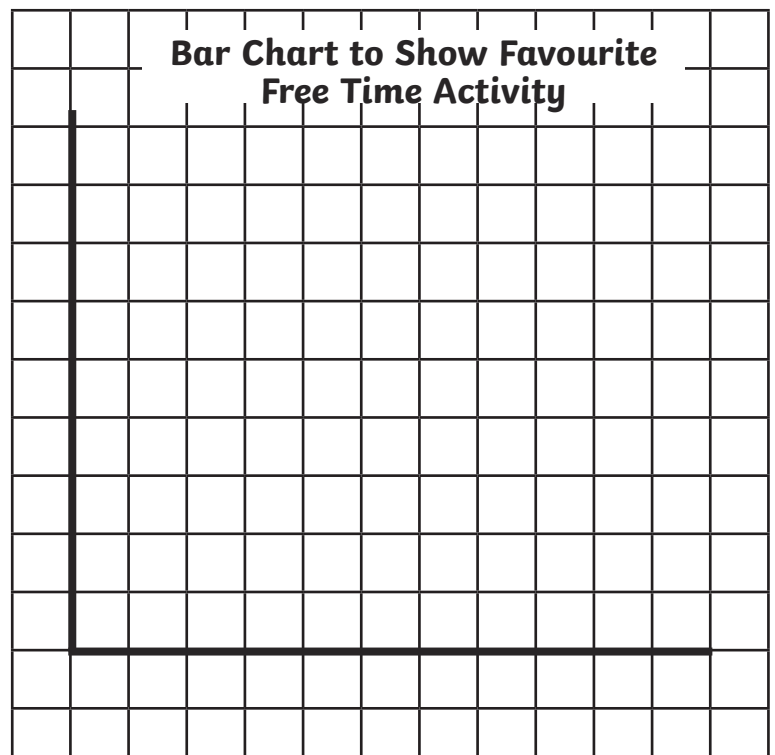
# Collecting and Presenting Data

30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.



1. Fill in the tally chart and then calculate the total of each response.
2. Draw a bar chart to present your data.

| Activity            | Tally | Total |
|---------------------|-------|-------|
| Swimming            |       |       |
| Trip to the park    |       |       |
| Play computer games |       |       |
| Baking              |       |       |
| Reading             |       |       |

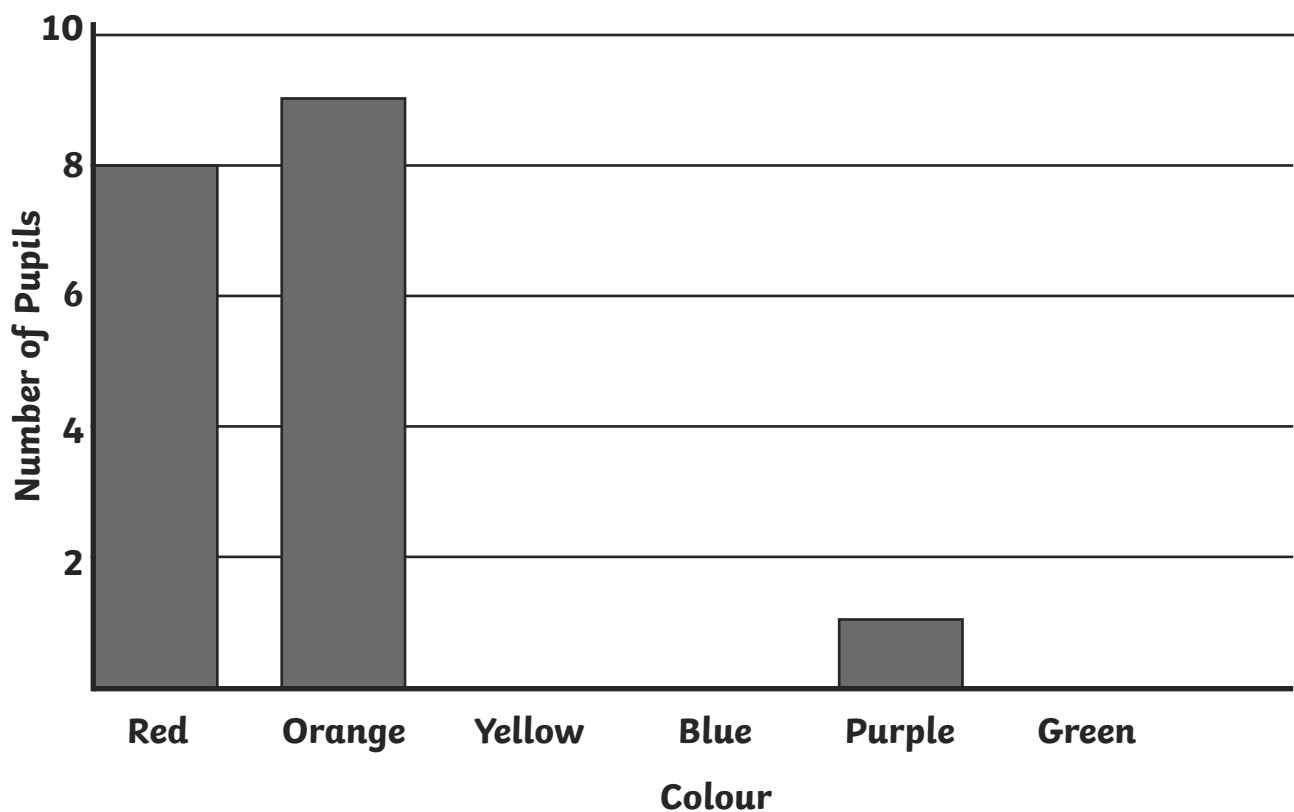


# Favourite Colour Bar Graph and Tallying

Here is a tally chart to show the favourite colour of a group of children.

| Colour | Number of Children |   |
|--------|--------------------|---|
|        | Red                | 8 |
|        | Orange             | 9 |
|        | Yellow             | 5 |
|        | Blue               | 2 |
|        | Purple             | 1 |
|        | Green              | 7 |

Complete the tally chart and bar charts.



# Favourite Colour Bar Graph and Tallying

1. Which colour was the second most favourite?

---

2. Which colours have a difference of 1 vote?

---

3. How many more children voted for red than they did blue?

---

4. How many children were asked about their favourite colour?

---

5. Write the colours in order from favourite to least favourite.

---

---

6. Which colours received over 5 votes?






---

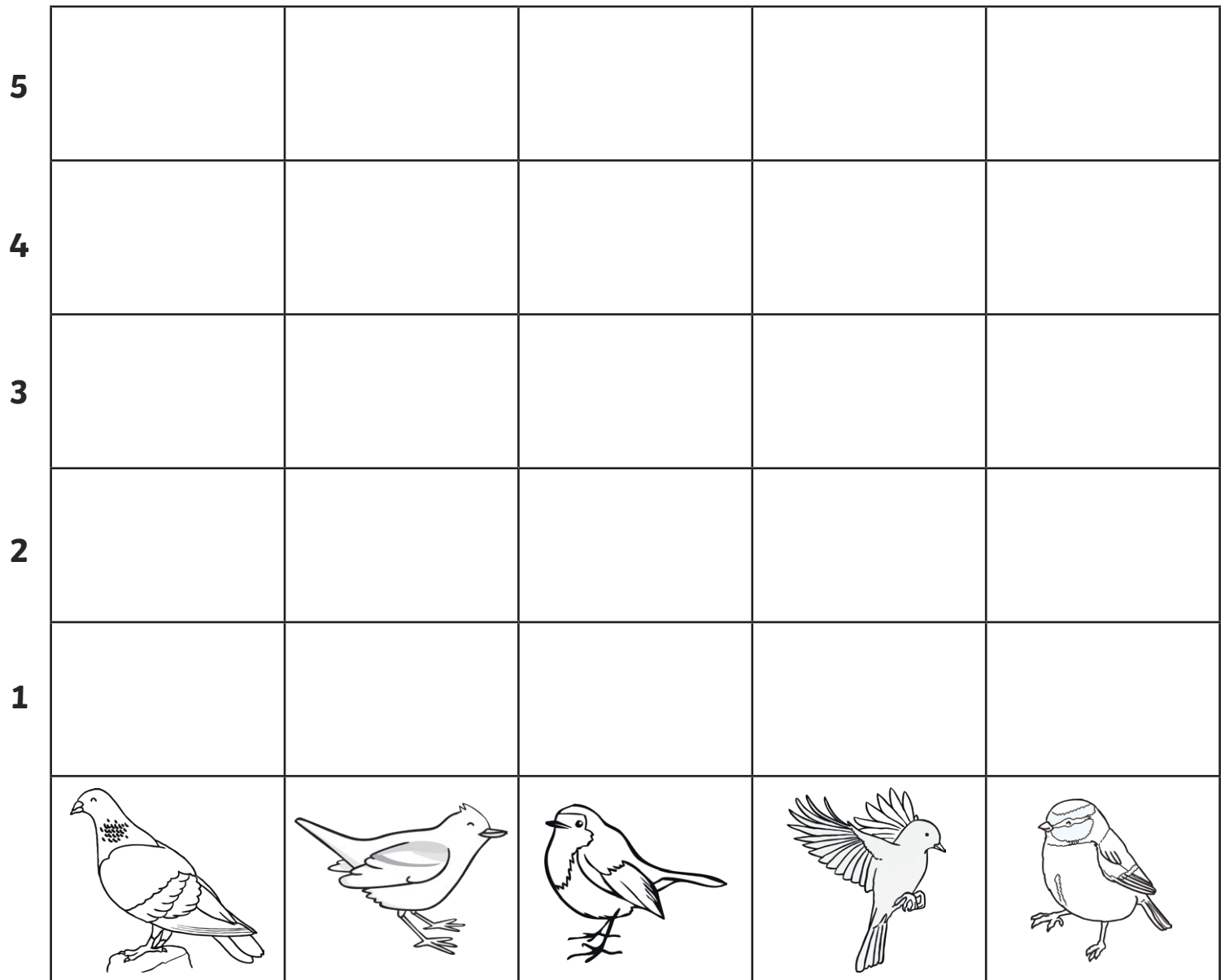
7. Which colour was least favourite?

---

# Garden Bird Graph

Complete the bar graph using the information below and then answer the questions about the graph.

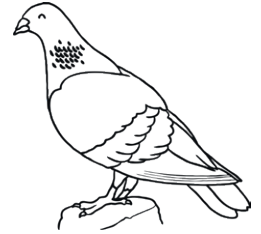
| Garden Bird   | Tally |
|---|-------|
| Robin      |       |
| Chaffinch  |       |
| Magpie     |       |
| Blue tit   |       |
| Pigeon     |       |



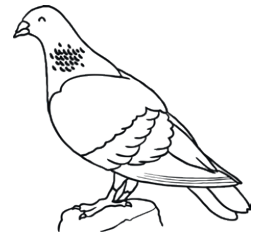


# Questions

1. Which garden bird was seen the most?



2. Which garden bird was seen the least?



3. How many were there altogether? \_\_\_\_\_

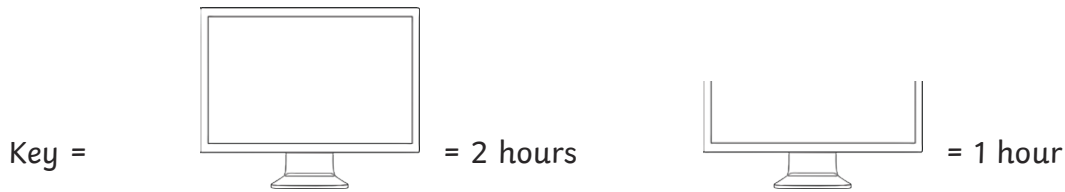
4. How many robins and chaffinches were seen? \_\_\_\_\_



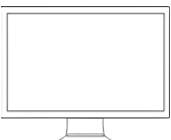


5. How many more robins than blue tits were seen? \_\_\_\_\_

6. How many fewer pigeons than magpies were seen? \_\_\_\_\_

# Reading Pictograms

The following pictogram shows the number of hours spent playing computer games by 6 children in one week. Can you answer the questions below?



|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   |   |   |    |   |   |
|   |   |   |    |   |   |
|  |   |   |   |   |   |
|  |   |   |  |  |   |
|  |  |  |  |  |   |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| <b>Dave</b>   | <b>Laura</b>  | <b>Delia</b>  | <b>Caleb</b>  | <b>Jenni</b>  | <b>Ali</b>  |

# Reading Pictograms

1. Who played computer games for the longest amount of time?

---

2. What is the difference in hours between the person who played the least and the person who played the most?

---

3. Who played the most? Dave, Laura and Delia, or Caleb, Jenni and Ali.

---

4. How many children spent **less than** 8 hours playing games?

---

5. What was the total number of hours played on computer games?

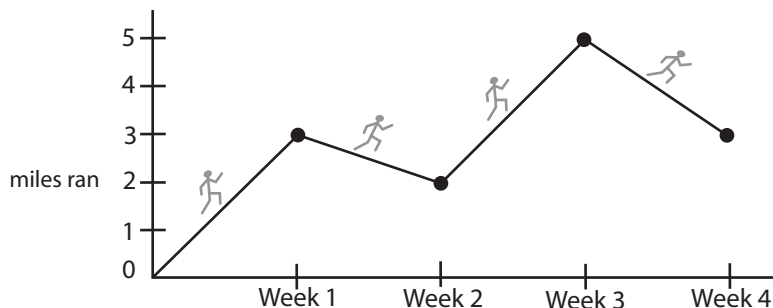
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# Line Graphs

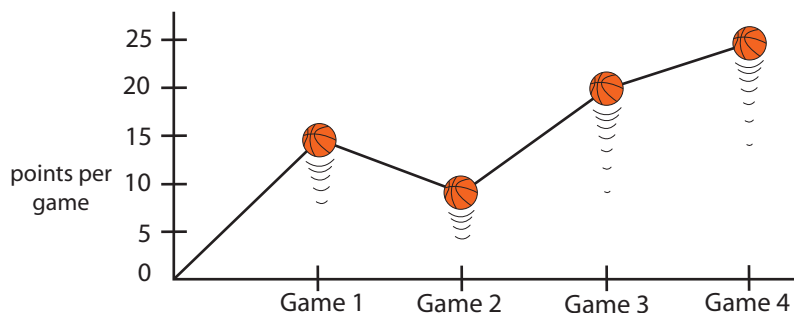
Line graphs shows changes in data.

The points on the graphs are connected to plot the changes.

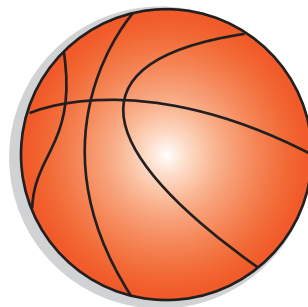
The graph on the right shows the number of miles John ran each week for four weeks.



In this graph, we see how many points James scored in four basketball games.



1. In what game did James score the most points? \_\_\_\_\_
2. In what game he did he score the least? \_\_\_\_\_
3. How many points did he score in Game 3? \_\_\_\_\_
4. What is the point difference between Game 2 and Game 4? \_\_\_\_\_
5. What is his point total in four games? \_\_\_\_\_



Make your own line graph!

Robert sells tickets to the basketball games.

Draw and plot a line graph to show the number of tickets he sold in four games.

- He sold 10 tickets for Game 1.
- He tripled his sale for Game 2.
- 20 tickets were sold for Game 3.
- For the final game, he sold 50 tickets.

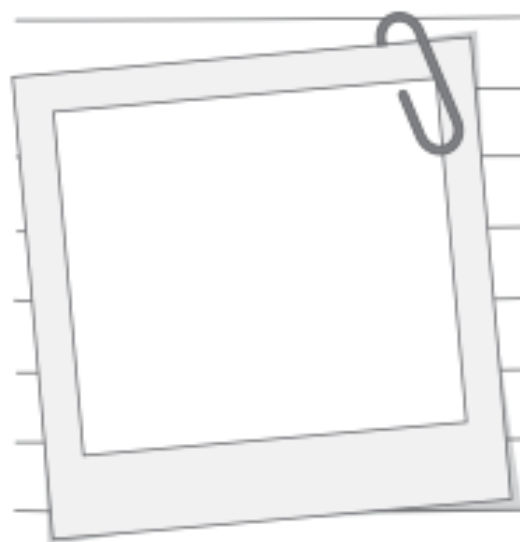
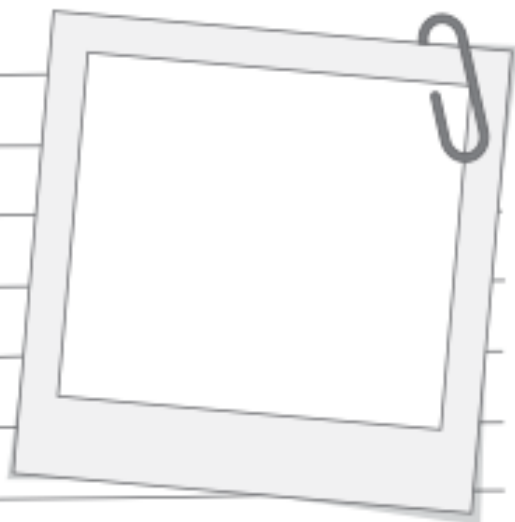


Imagine you lived in a different place. What would you do? Where would you go? Write about your day in the journal page below.

Journal of:

At:

Date:



A census is held in Australia every five years. The census tells us about our way of life and helps us plan for the future. The last census was in 2016. You can find out about the census from the website "QuickStats".

## 2016 Census QuickStats

Australia | New South Wales | State Suburbs

### Kellyville

Code SSC12088 (SSC)

[Search for a Community Profile](#)



#### People

**27,971**

Male

49.2%

Female

50.8%

Median age

35



#### Families

**7,675**

Average children per family

for families with children

2

for all families

1.3



#### All private dwellings

**8,714**

Average people per household

3.4

Median weekly household income

\$2,564

Median monthly mortgage repayments

\$2,600

Median weekly rent

\$630

Average motor vehicles per dwelling

2.2

Look at the census for Kellyville. Write three sentences about Kellyville.

|  |
|--|
|  |
|  |
|  |
|  |
|  |

## WORD SEARCH

## Australia's Neighbours

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

Cook Islands  
 Fiji  
 New Caledonia  
 Norfolk Island

Samoa  
 Solomon Islands  
 Tonga  
 Vanuatu

New Zealand  
 Papua New Guinea  
 Timor-Leste  
 Indonesia





# What's the Reason for the Seasons?

**inquisitive**



## Contents

|                                   |        |
|-----------------------------------|--------|
| Skiing in summer .....            | Page 2 |
| The hemispheres and equator ..... | Page 3 |
| The Earth's tilt .....            | Page 4 |
| The four seasons .....            | Page 5 |
| Tropical countries .....          | Page 6 |
| The pattern of the seasons .....  | Page 7 |



# Skiing in summer

January is in the middle of our summer season. Many of us visit the beach or rivers to try some water skiing or wake boarding.

However, many Australians fly to countries like Japan to go snow skiing.

How is this possible?



# The hemispheres and equator

It is possible to ski in Japan in January because it is the middle of their winter season.

The equator is an imaginary line circling the middle of the Earth.

Use a globe or atlas to locate other countries in each hemisphere.



All countries above the equator are in the Northern Hemisphere, like Japan.

All countries below the equator are in the Southern hemisphere, like Australia.





# The Earth's tilt

As it spins, the Earth tilts.

The Earth's tilt never changes.

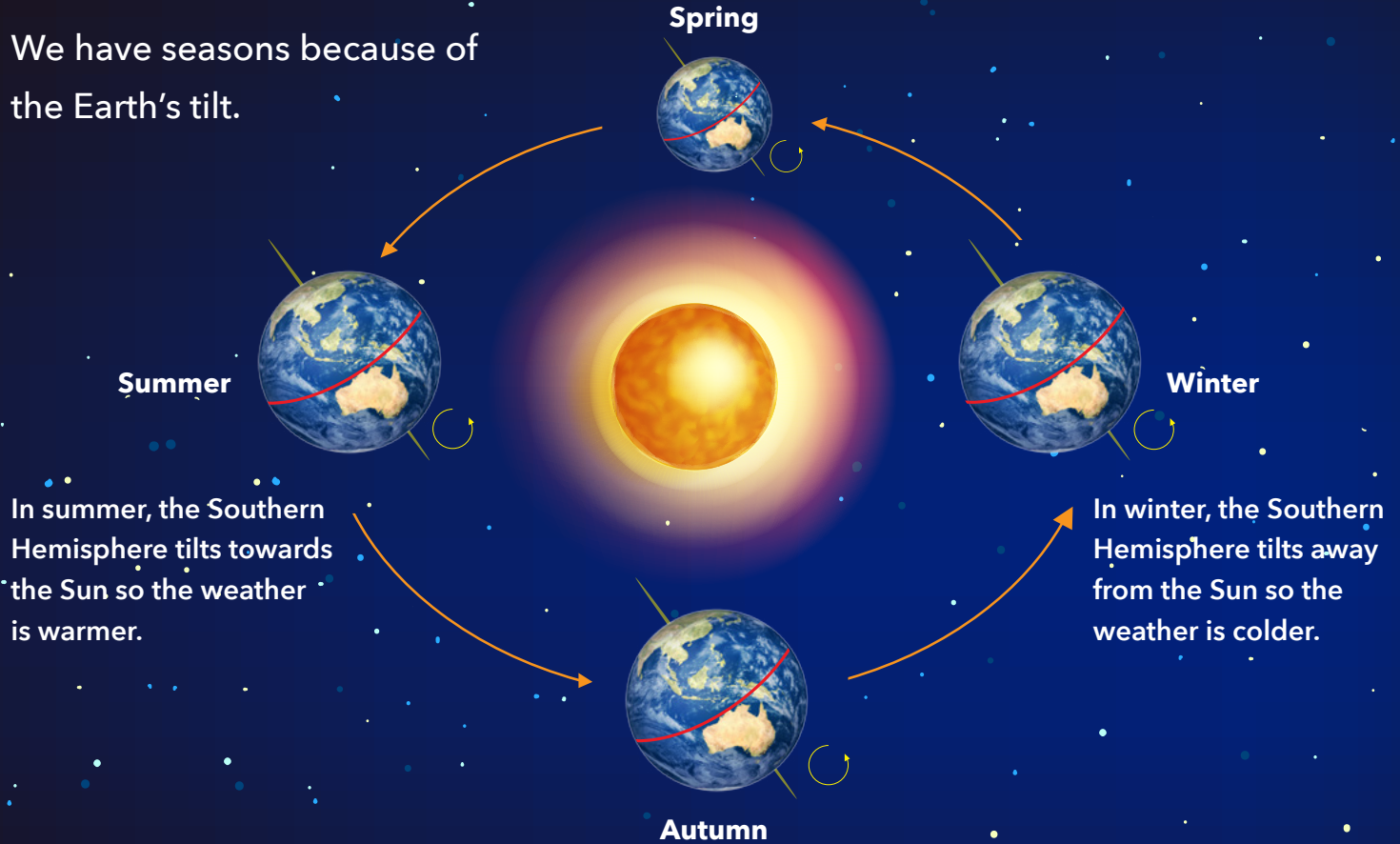
The Earth rotates on an imaginary line called an axis, which goes from the South Pole to the North Pole.

The Earth's axis



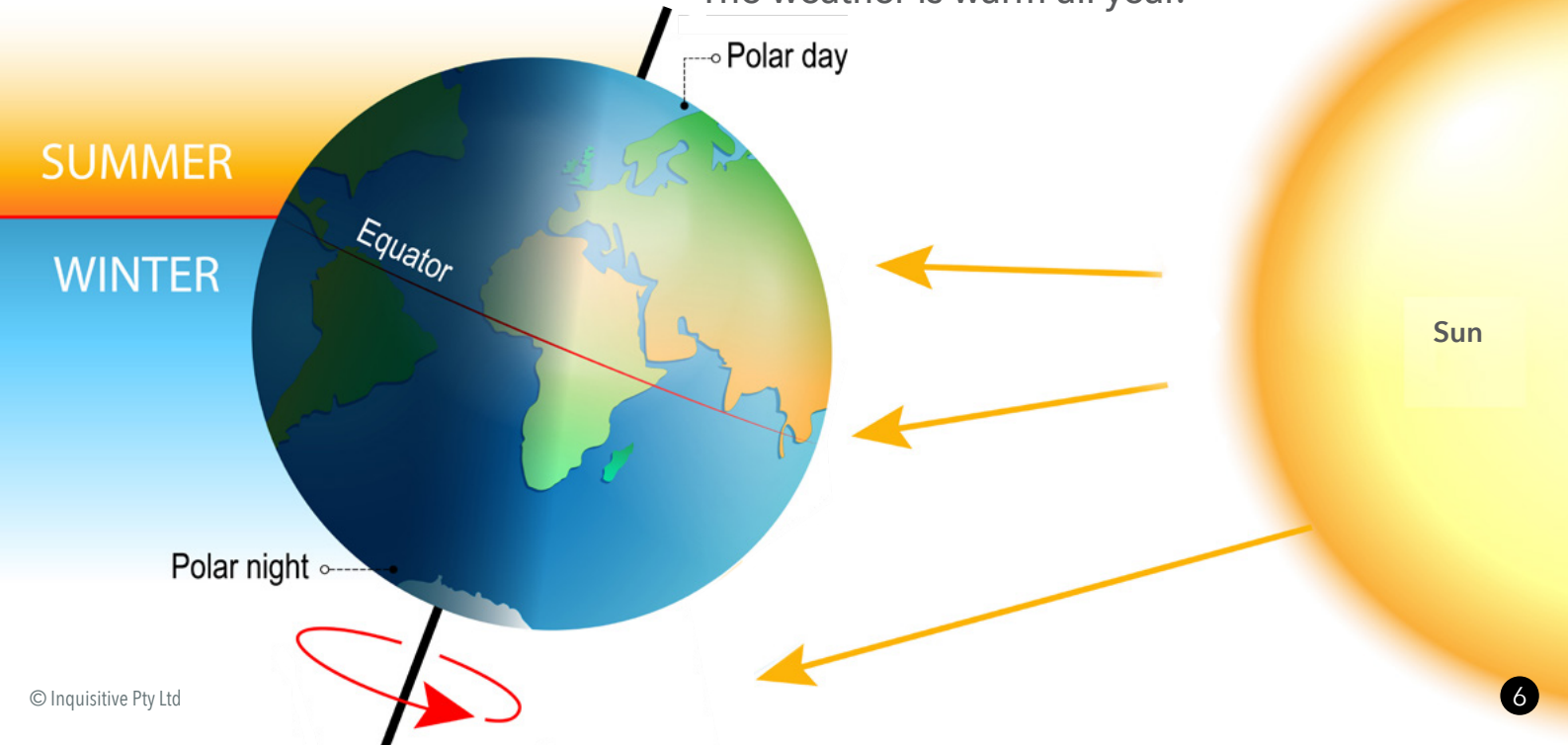
# The four seasons

We have seasons because of the Earth's tilt.



# Tropical countries

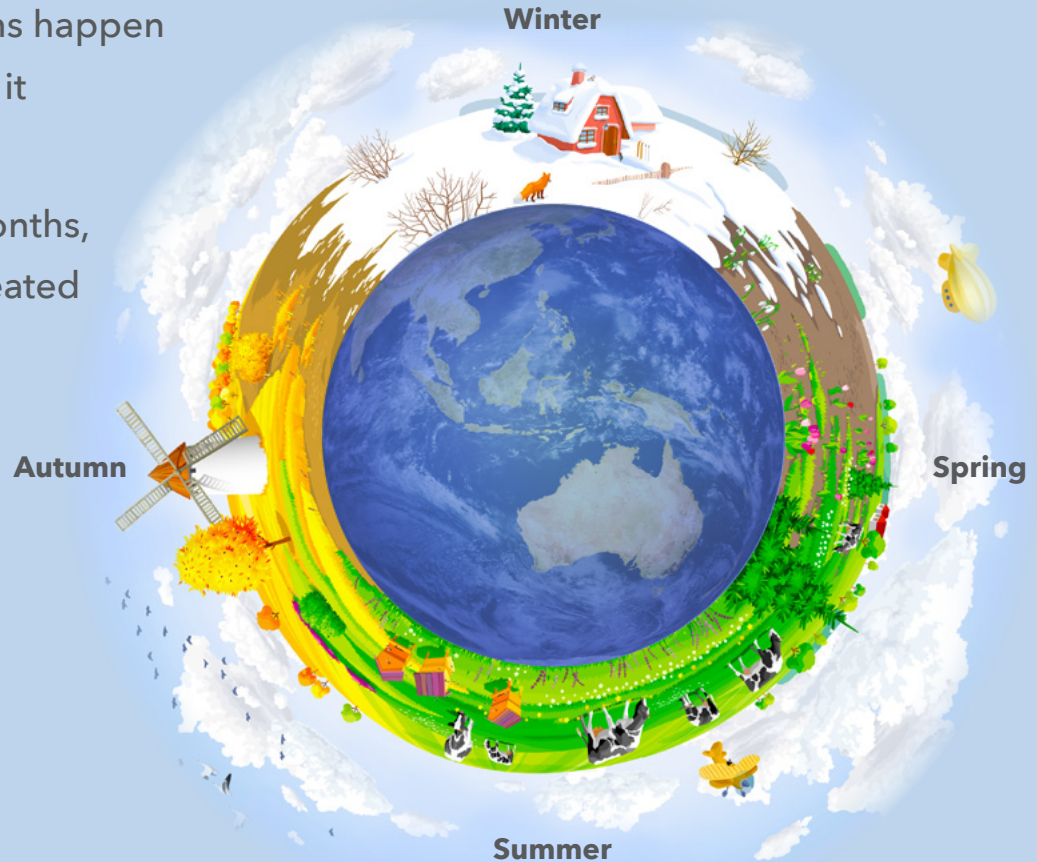
The Sun's rays shine directly on countries near the equator all year round. Places like Bali (Indonesia) and Darwin (Northern Australia) are tropical and do not have the four seasons. The weather is warm all year.



# The pattern of the seasons

The pattern of the seasons happen because the Earth tilts as it revolves around the Sun.

Changing every three months, the four seasons are repeated every year.



# What happens when the Earth revolves around the Sun?

- 1 Conduct a Vox Pop. Ask people you live with the question below. Write their answers in the table. Add your own answer.



**A Vox Pop**  
means getting  
to know what  
people think.

| Name | Answer |
|------|--------|
| Me   |        |
|      |        |
|      |        |
|      |        |

- 2 Watch the video to see what some other people think.  
How long does it take for the earth to go around the sun?  
<https://www.youtube.com/watch?v=cU2dZz18P0c>



3

Watch the video 'The Sun, Earth and Moon - Solar System for Kids'.

<https://www.youtube.com/watch?v=riMAITbLqZI>

Complete the conversation starters below and share your thoughts with others.

I think people in the past  
thought the Earth was flat because ...

I can tell others that the Sun ...

I now know that the Earth ...

I was surprised to learn that ...

4

Watch 'Sun, Earth, Moon animation' of the Earth's orbit around the Sun.  
[https://www.youtube.com/watch?v=\\_QcgDiF1a14](https://www.youtube.com/watch?v=_QcgDiF1a14)

5

Draw and label a diagram then write about how the Earth and Sun work together. The words below will help you.

rotate

orbit

revolve

Sun

Earth

year



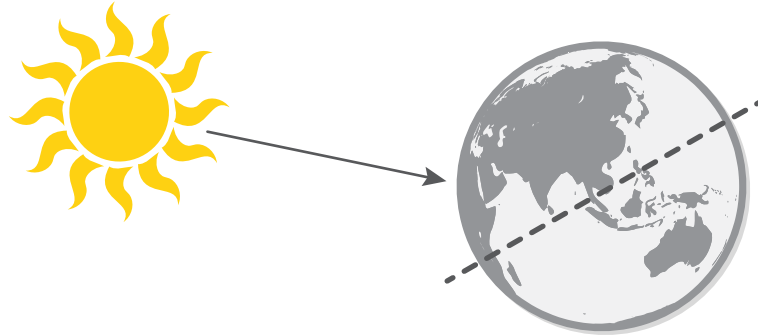
|  |  |
|--|--|
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|  |  |
|  |  |

6 Read the eBook *What's the Reason for the Seasons?*

7 Work out the season in each hemisphere. Colour each hemisphere.

Orange = Summer

Blue = Winter



8 Complete the quiz cards below.

1. How often does the Earth orbit the Sun?

- ☐ Every 24 hours
- ☐ Every 7 days
- ☐ Every 365 days

2. What is the main cause of the seasons?

- ☐ The tilt of the Earth
- ☐ The speed of the Earth spinning
- ☐ Sun spots and flares

3. When the North Pole tilts away from the Sun, what's the season in Australia?

- ☐ Winter
- ☐ Autumn
- ☐ Summer

4. If it's spring in Japan, it's \_\_\_\_\_ in Australia.

- ☐ Winter
- ☐ Autumn
- ☐ Summer

5. When are the nights longer?

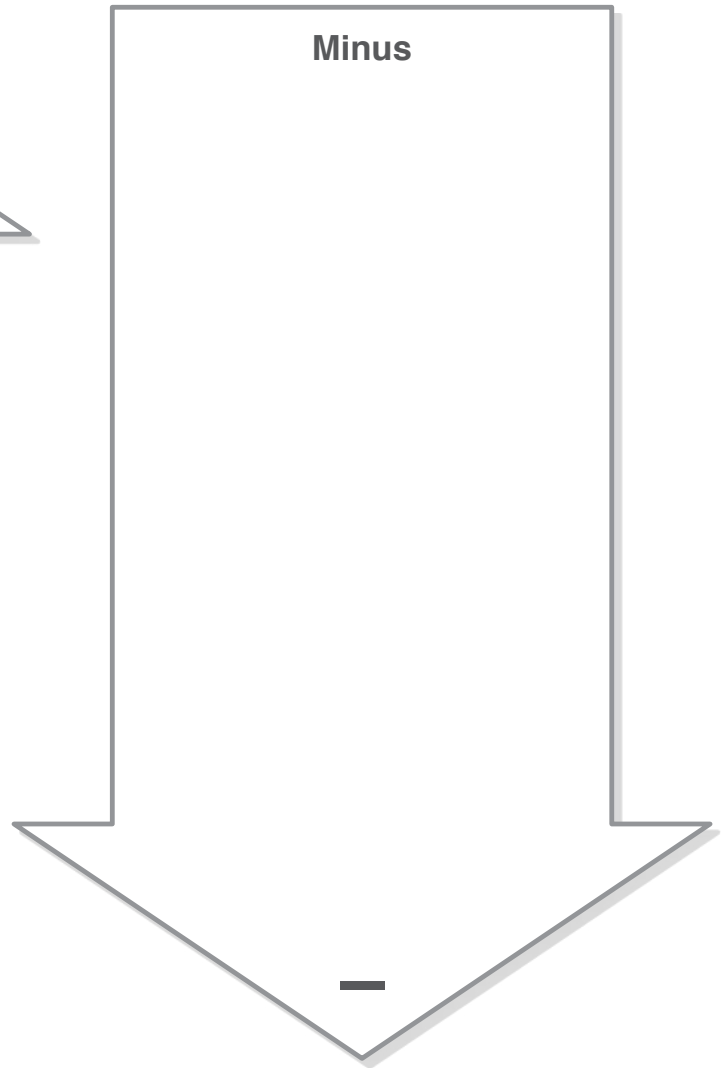
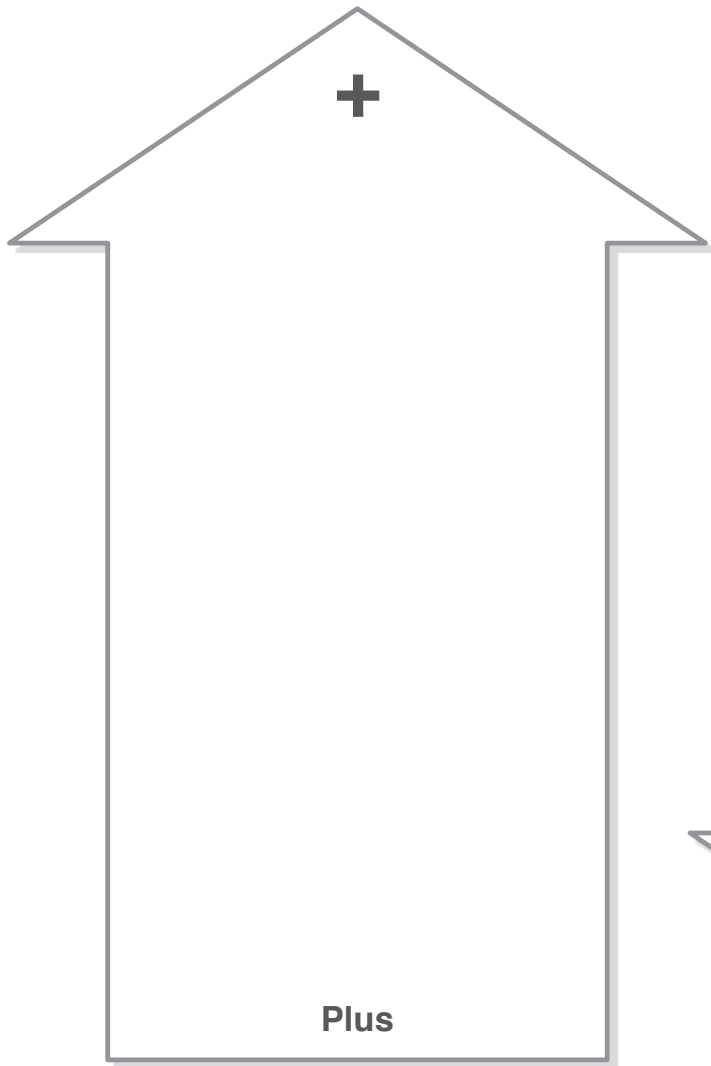
- ☐ In summer
- ☐ In winter
- ☐ The nights are the same during both seasons

9 Create your own seasons quiz cards to test someone at home.

10

Write plus, minus and interesting points about the question.

What if the Earth did not tilt and there were no seasons?



**!** Interesting



Scientists believe the Earth wobbles.  
Investigate and explain what you find.



## PDH Activity 2 – Challenges

During this activity you will propose ways to respond positively to challenges. Students:



1. Discuss with your teacher or parent/caregiver the following questions:
  - i) What is a challenge?
  - ii) Are challenges the same for everybody? Why?



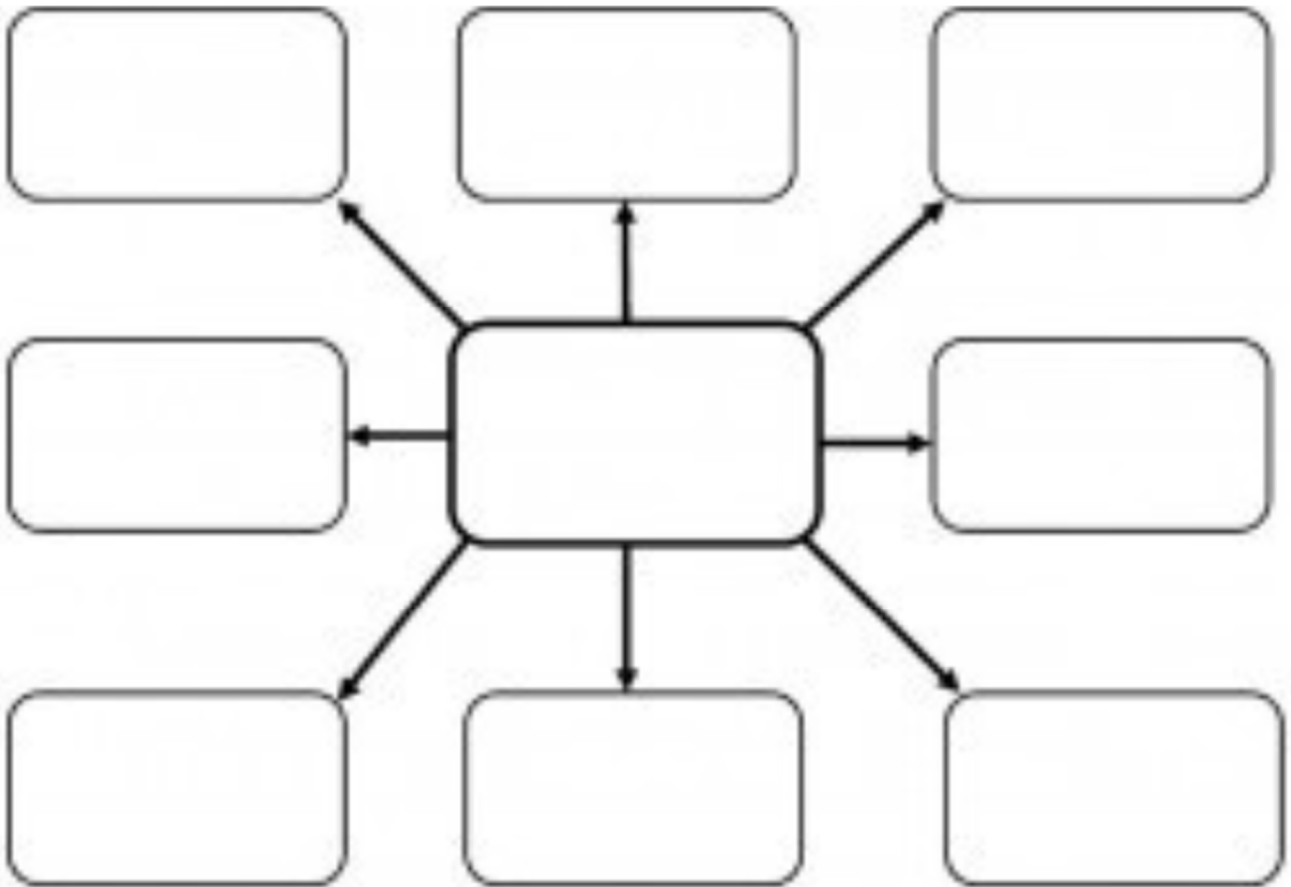
2. Discuss and list with your teacher or parent/caregiver strategies to overcome these challenges in a positive way.

| Challenges  | Possible emotions                  | List strategies that can help you overcome your challenge |
|---|------------------------------------|---|
| You were unsuccessful in being selected for the sporting team you trialled for.                                     | Angry<br>Disappointed<br>Upset/sad |   |
| You have been asked to help a non-English speaking child who has arrived at your school.                            | Worried<br>Frustrated<br>Scared    |   |
| You have broken your arm, the one you write with, but you want to keep up with your schoolwork and not fall behind. | Worried<br>Upset/Sad<br>Confused   |   |

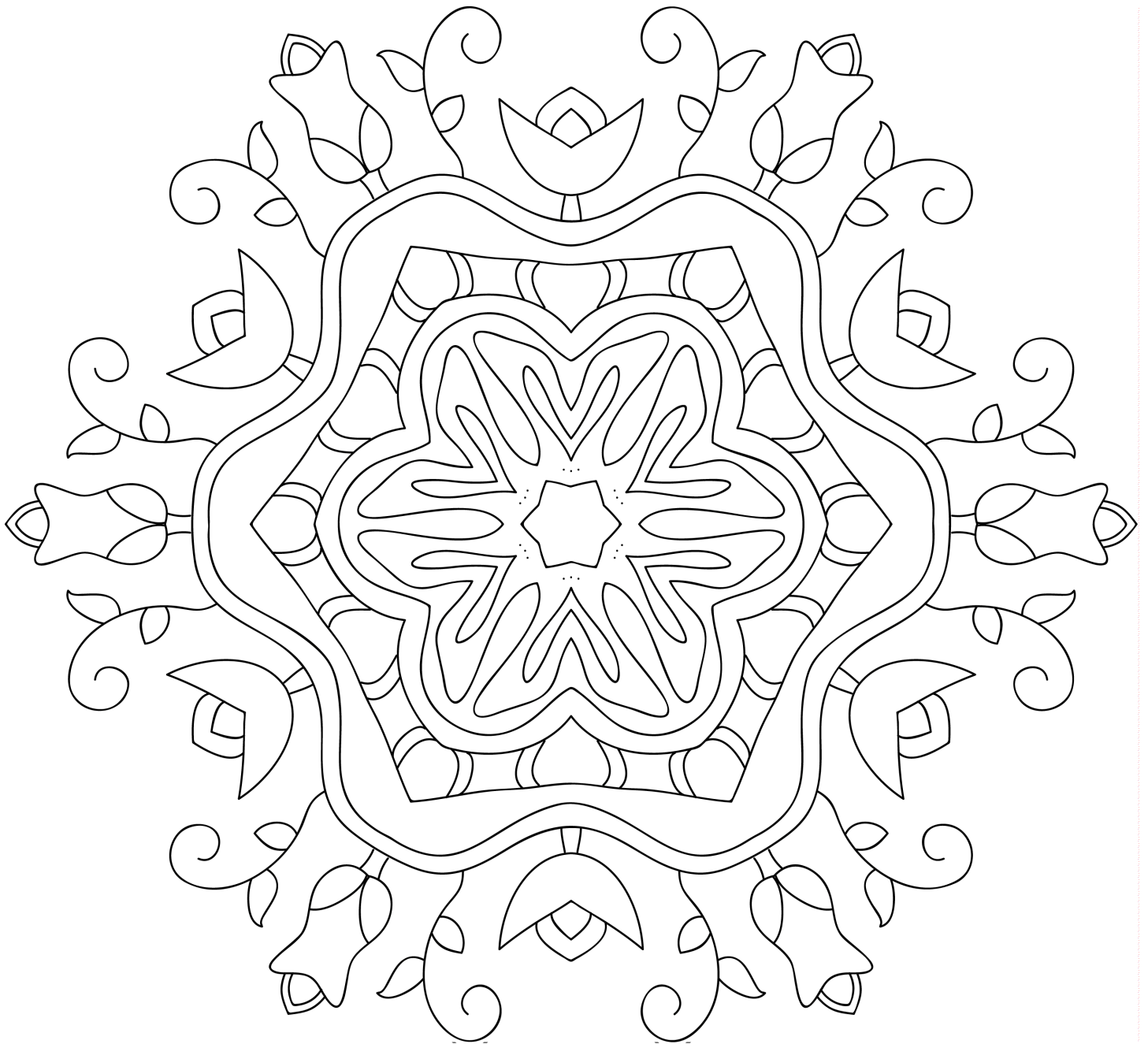


3. Write a:

- i) Challenge you have faced or are facing in the middle of the mind map
- ii) Strategies you have used or could use to help you face your challenge. (not every box has to be filled.)



Complete on the day of your choice

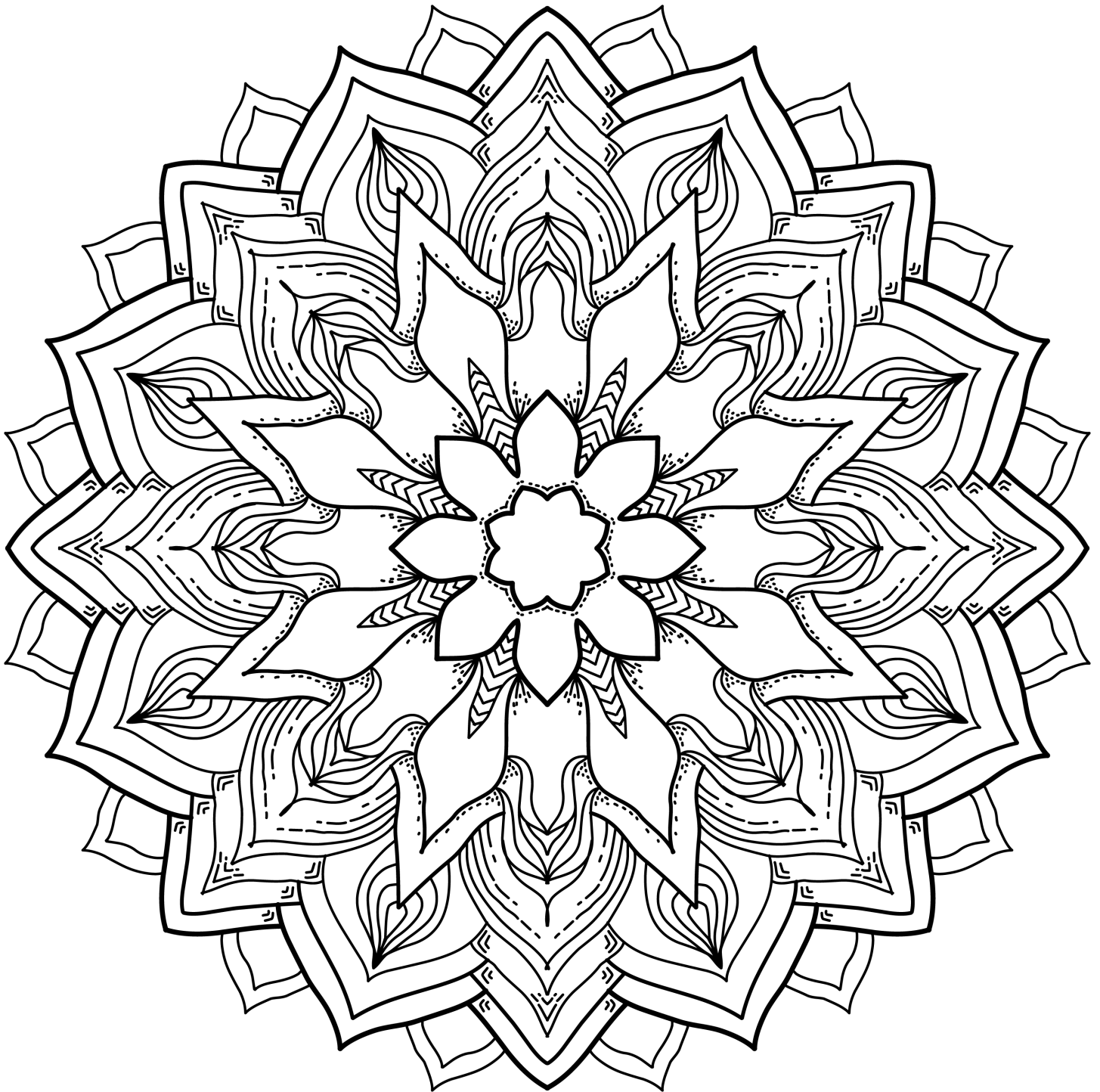


Calming Choices

More coloring pages at  
[mondaymandala.com](http://mondaymandala.com)

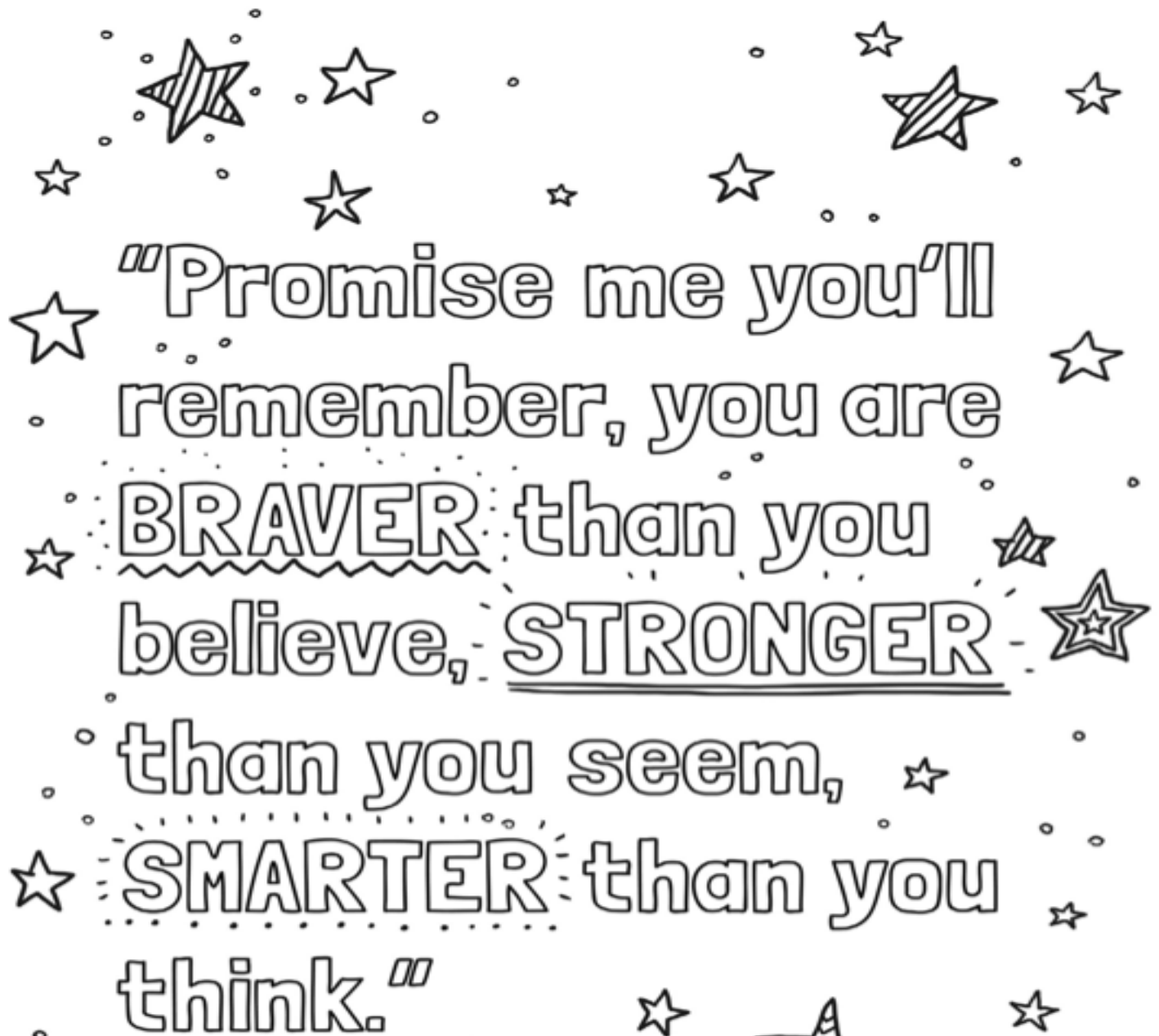


Complete on the day of your choice



Flower Power

More coloring pages at  
[mondaymandala.com](http://mondaymandala.com)

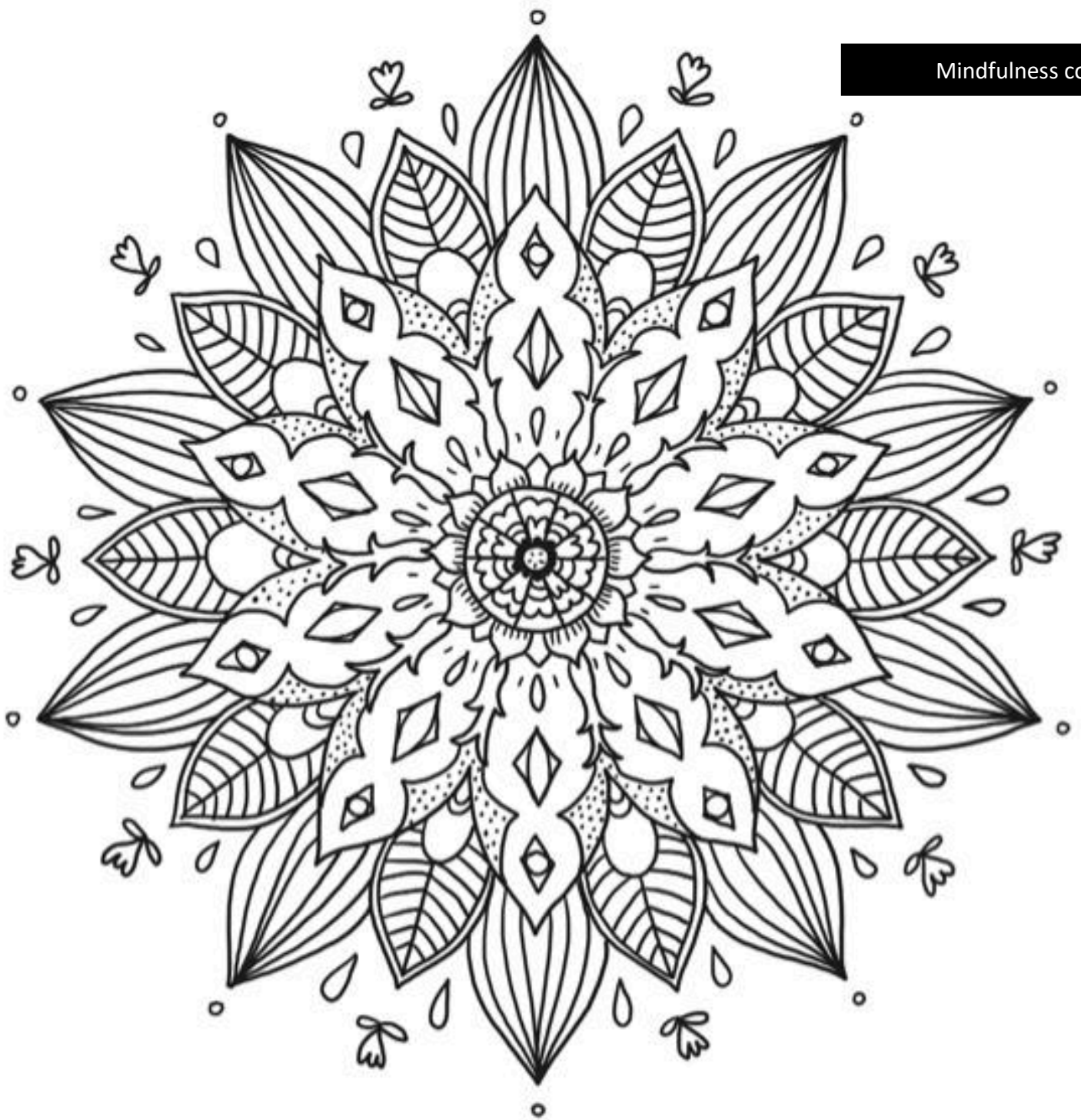


"Promise me you'll  
remember, you are  
**BRAVER** than you  
believe, **STRONGER**  
than you seem,  
**SMARTER** than you  
think."

-Christopher Robin

Complete on Tuesday

Mindfulness colouring



"A little magic can  
take you a long  
way"

- Roald Dahl

Complete on Tuesday

## Japan



### Challenge

Here are some Japanese symbols. Japanese writing is calligraphy, which means it is drawn with a brush and ink.

愛

love

友

friend

幸

happiness

竜

dragon

命

life

Choose one of these symbols and copy it below.  
Then write about why you have chosen that symbol.

**My symbol:**

I have chosen this symbol because...

---

---

---

---

---

Complete on Tuesday

# Vikings Portraits – Sketch/Draw

---



It's your turn to draw/colour  
your best Viking Portraits:



# **Stage 2 optional websites and activities to access at home**

The following websites may assist you during this time:

## **Literacy**

We strongly encourage students to read at home. It is expected for our students to read everyday (this can be done on Literacy Pro). You can support your child by listening to them or reading with them each and talking about the text. These texts may be fiction (e.g. stories, poems etc) or non-fiction (e.g. information books, magazines, newspapers etc). students may write a summary of what they read if they wish.

- <https://slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login2/AUS> (Literacy Pro)
- <https://storylineonline.net/>
- <https://www.funbrain.com/books>
- <https://www.pobble365.com/> (writing stimulus for stories)
- <https://www.getepic.com/> (online library)

## **Mathematics**

- <https://www.matific.com/au/en-au/home/>
- <https://www.coolmathgames.com/>
- <https://www.mathsisfun.com/>
- <https://www.scootle.edu.au/ec/viewing/L867/index.html> (Wish ball place value)
- <http://www.math-exercises-for-kids.com/>

## **Other Key Learning Areas**

- <https://www.kidsnews.com.au/>
- <https://www.abc.net.au/btn/>
- <https://www.abcya.com/>
- <https://www.typingclub.com/> (practice typing)
- <https://www.dancematttypingguide.com/> (practice typing)
- <https://family.gonoodle.com/>



# Stage 2 optional websites and activities to access at home

**INSTRUCTIONS:** Read a book from home or online (such as EPIC or Storyline Online) and complete an activity from the grid every day.  
Students can complete activities *on paper or an exercise book*

|  |  |   |  |  |  |
|--|--|---|--|--|--|
| <b>Favourite Part</b><br><br>What was your favourite part of the text? Why? Detail your reasons in full sentences.           | <b>Visualisation</b><br><br>Read a page or two of a story and draw a picture of what is happening from what you visualised in your head. | <b>Summarising</b><br><br>Jot down as many V.I.P's (Very Important Points) from the text as you can   | <b>Monitoring</b><br>Use the following Coding Strategy to help monitor your reading. Mark the codes on the page if you are allowed.<br><div> <input checked="" type="checkbox"/> I understand this<br/> <input type="checkbox"/> I don't understand this<br/> <input checked="" type="checkbox"/> Important information<br/> <input type="checkbox"/> Wow! That's interesting           </div> | <b>Predicting</b><br><br>Looking at the title and front cover, make a prediction about the text. Whilst reading, check your prediction and alter it if needed. | <b>Questioning</b><br>Before reading an information text, write 'I wonder' in the middle of the page. Next, write questions you have about the topic before reading. Once you read the text, write down the answers to your questions. |
| <b>Text-to-text Connections</b><br><br>List down how this text relates to something you have read or viewed in another text. | <b>Text-to-world Connection</b><br><br>List down how this text relates to something that has happened in the real world                  | <b>Text-to-self Connections</b><br><br>List down how this text relates to something in your own life.                                       | <b>Character Map</b><br><br>Draw a picture of a character in your text. Label your character.  | <b>Problem/Solution</b><br><br>Identify and write the problem and the solution of your story.  | <b>Inferring</b><br><br>What's in my teacher's bag or trash? Make inferences about what is in their bag based on what you know about your teacher.   |
| <b>Character Comparison</b><br><br>Choose two characters and compare. How are they different? How are they the same?         | <b>Setting</b><br><br>What is the setting of your story? Write about it in detail.   | <b>Non Fiction</b><br><br>Read non-fiction books and write or draw about something you learned.   | <b>Non Fiction</b><br><br>List 3 interesting facts you read in your book. Complete some extra research and add some more facts   | <b>Retell</b><br><br>After reading the story, retell it to a family member using first, next, lastly.  | <b>Inferring</b><br><br>Use your background knowledge + text clues to make an inference about your book.   |
| <b>B-M-E</b><br><br>Identify and summarise in paragraphs the Beginning, middle and end of your story.                        | <b>Different Ending</b><br><br>Change the ending of your story. Illustrate after you have written.                                       | <b>Tricky Words</b><br><br>Write down any tricky words you come across while reading. Find them in a dictionary and write the meaning down. | <b>Character Traits</b><br><br>Draw a picture of a character. Label the character with their traits.   | <b>Activating Prior Knowledge</b><br>Choose a topic and write what you already know, then research the topic and in a second column, write what you now know.  | <b>Scanning</b><br>Scan a newspaper and find the following: birth notice, weather forecast, advertisement, sports result, good news article and bad news article. Glue them under their headings if you wish.                          |

## Year 3: Week 3 Specialist Learning Pack

| <p style="text-align: center;"><u><b>Reading</b></u></p>   | <p style="text-align: center;"><u><b>Phonics / Writing</b></u></p>  | <p style="text-align: center;"><u><b>Mathematics</b></u></p>   |
|--|---|--|
| <p><b>Read the following Warning Tale and complete the daily activities.</b></p> <p>A few wet winters ago, in the woodlands near Wagga, lived a forgetful, young wombat named Wally. He had sharp, digging claws and a bottom as hard as granite. Wally was a ball of energy and loved doing zoomies near his burrow. Wally was warned by his mother not to do zoomies after dark. "Us wombats cannot see well. If you do zoomies at night, you might not see the hungry fox who would love to eat a young wombat like you for dinner" she warned. Wally promised he would only do his zoomies in the daylight. But being the forgetful wombat he was, Wally kept zooming even after the sun had gone down. Without warning, a hungry fox jumped out from behind a log and snapped its terrible teeth at Wally. Wally scurried away and dived headfirst into his burrow. He felt its jarring jaw lock onto his rear end. Luckily, his rock-hard bottom shattered the teeth of the hungry fox, and he ran away screeching in pain! From then on, Wally learnt only to do zoomies in the safety of broad daylight.</p> <p><b>Monday:</b> Read the above Warning Tale aloud and time how long it takes. Circle all the verbs you can find.</p> <p><b>Tuesday:</b> Reread this passage aloud, time yourself, and see if you can improve on yesterday's time. Underline all the nouns you can find, including proper nouns.</p> <p><b>Wednesday:</b> Reread aloud again and time yourself. Is your fluency improving? Use a highlighter or coloured pencil to highlight all the adjectives you can find.</p> <p><b>Thursday:</b> Reread aloud again and time yourself. How much has your fluency improved since Monday? Cover the text and write down as many key words as you can remember.</p> <p><b>Friday:</b> Cover the text and see if you can retell it in your own words. Using yesterday's list of key words see if you can rewrite this text in your own words or you could write your own Warning Tale</p> | <p>Each day, practise writing your <b>camera words</b>. Each day, <b>write 5 sentences</b> using a different camera word from the list attached.</p> <p><b>Monday:</b> Draw your warning tale block planner on a separate piece of paper and start planning your warning tale. Remember a warning tale is about a character being warned not to do something. A warning block planner includes an <b>Introduction, Warning, But Being, Without Warning, Luckily and Learnt Lesson</b>. An example of a block planner is attached.</p> <p><b>Tuesday:</b> Decide on your title for the warning tale and use your block planner to write your <b>Introduction</b> and <b>Warning</b> paragraphs. For your <b>introduction</b> you need to include the setting, description of how the character looks on the outside and a description of how the character is on the inside. <u>For example</u>, is the character curious, silly etc. For your <b>warning paragraph</b>, you need to include the character who is warning the main character and the warning. <u>For example</u>, is the mother of Sally the Bee warning her not to go to the forest? Why? Don't forget to include your describing words.</p> <p><b>Wednesday:</b> Use your block planner to write your <b>But Being</b> and <b>Without Warning</b> paragraph. For your <b>But Being</b> paragraph, you need to include why did your character go against the warning, and where did your character go? In <b>Without Warning</b> what problem happened? What happened to your character?</p> <p><b>Thursday:</b> Use your block planner to write your <b>Luckily</b> and <b>Learnt lesson</b> paragraph. For your <b>Luckily</b> paragraph, who saved the character from the without warning. This could include the characters mother or the character knew their way back home. In your <b>Learnt Lesson</b> paragraph, what did your character learn? How did they feel?</p> <p><b>Friday:</b> Edit your warning tale, check your spelling, grammar and punctuation.</p> | <p><b>Place Value</b> – Each day, select 5 different numbers to practise your place value skills using your level. <b>Refer to the attached anchor charts.</b></p> <p><b>Addition and Subtraction</b> – Each day, complete 3 addition and 3 subtraction problems from numbers you have selected. <b>Refer to the attached anchor charts.</b></p> <p><b>Monday</b><br/><b>Numeral ID</b> - Ask someone at home to write down 5 numbers for you to read. Once you have read the numbers, without looking write it down on a piece of paper in the correct place value columns.</p> <p><b>Tuesday</b><br/><b>Counting Backwards and Forwards</b> - Get a piece of paper, write 5 numbers down and then find the number before and after.</p> <p><b>Wednesday</b><br/><b>Friends of 10 and 20</b> - Write down all your friends of 10 and 20.</p> <p><b>Thursday</b><br/><b>Counting</b> - Count by 2s, 3s, 5s and 10s. Start from any number.</p> <p><b>Friday</b><br/><b>Pairs</b> - Count all your socks in the drawer. Match them in pairs. How many pairs of socks do you have?</p> |



## Camera Word List

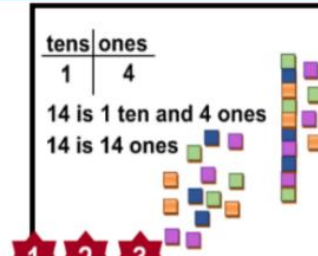
### Toolkit 2

| Unit 1 | Unit 2  | Unit 3 | Unit 4  | Unit 5 | Unit 6 |
|--------|---------|--------|---------|--------|--------|
| one    | people  | her    | because | friend | half   |
| some   | live    | out    | two     | their  | first  |
| want   | brother | there  | another | were   | good   |
| many   | sister  | about  | more    | your   | girl   |
| love   | house   | his    | here    | could  | saw    |
| has    | where   | down   | our     | four   | would  |

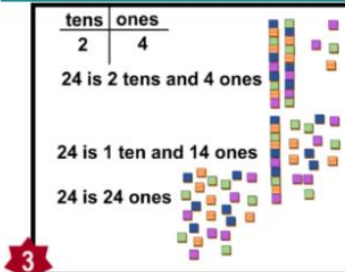
## Mathematics Anchor Charts

### Place Value

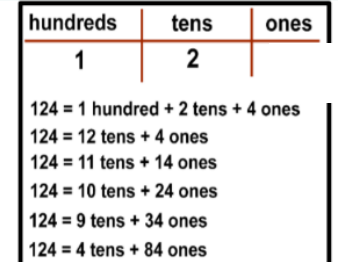
PV 11 Standard and non-standard  
Place Value of teen numbers



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

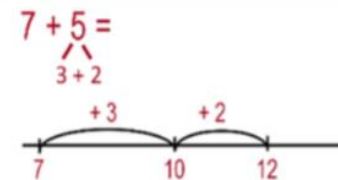


PV 15 Standard and non-standard  
Place Value of three-digit numbers

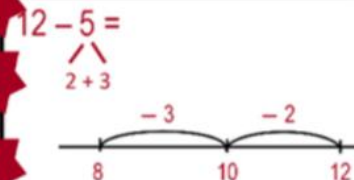


### Addition and Subtraction

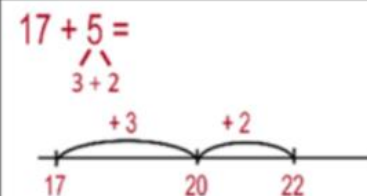
AS 6 Add single-digit  
numbers bridging 10



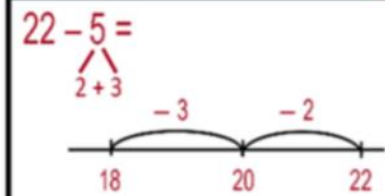
AS 7 Subtract single-digit  
numbers bridging 10



AS 8 Add single-digit  
numbers bridging 20



AS 8 Subtract single-digit  
numbers bridging 20



## Block Planner

| _____ (N) LL |                          |
|--------------|--------------------------|
|              | <br><br><br><br><br><br> |
|              |                          |
|              |                          |
|              |                          |
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|              |                          |