If you haven't already, please join your class online on Edmodo

ALL 3D Students

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 and I will get back to you as soon as I can.

ALL 3K Students

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

ALL 3M Students

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

ALL 3S Students

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 and I will try my best to get back to you as soon as I can.

ALL 3Y Students

If you have further questions, you may contact me via Edmodo or email: 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**

Morning Routine

Monday

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Tuesday

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Wednesday

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Thursday

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Friday

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Write about something fun you did on the weekend

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
Mr. Smith

Predicate
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.

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.

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

It has a subject and a predicate.

S	P

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

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

	V

This is a compound sentence.

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

The **coordinating conjunctions** are:

for
and
nor
but
or
yet
so

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:

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

Adjectives

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

Complete on the day of your choosing

Colour by Word Classes

LO: I can recognise and name verbs, nouns and adjectives.

thought

library

naughty

consider

length

particular

possession

strength

regular

describe

women

appear

grammar

medicine

position

caught

arrive

peculiar

pressure

purpose

continue

potatoes

natural

interest

decide

ordinary

knowledge

weight

recent

special

build

material

island

breathe

popular

heard

occasion
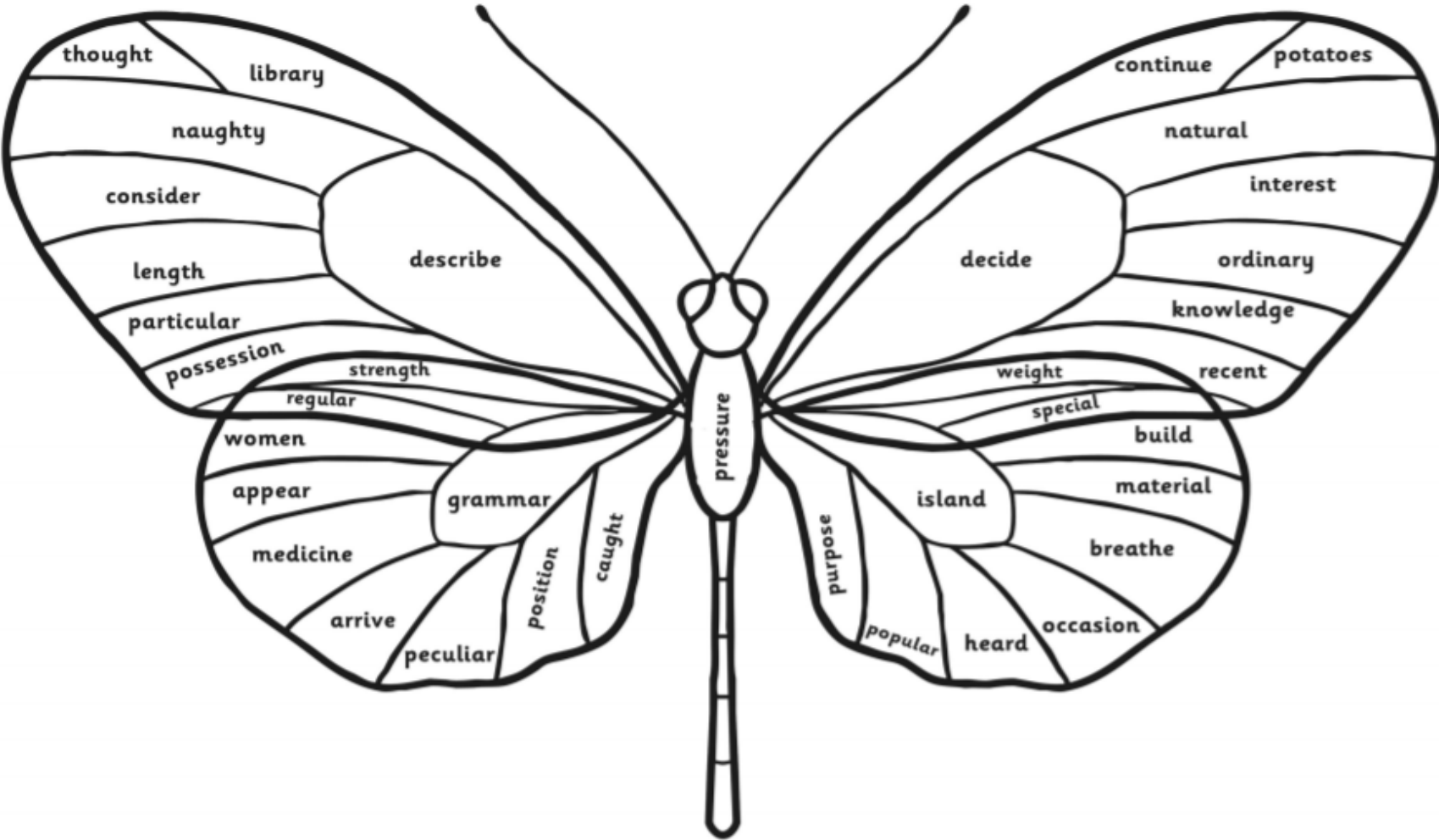
verbs = **yellow**   nouns = **blue**   adjectives = **purple**

<u>Monday</u>

Subject or Predicate?

1. Read each phrase. If it is a subject, colour it in blue. If it is a predicate, colour it in green.

Jim and Kent	the biscuits	saw a bee on the playground	the library
showed me the book	bought a lemonade	grandma	knocked on the door

2. Read each sentence. Colour the subjects blue. Colour the predicates green.

Henry and Luise ate a piece of cake.

The bananas fell on the floor.

The old suitcase was too small.

Irene baked a cake for Tina's birthday.

The shiny red car sped down the motorway.

Tomorrow is Friday.

My mum and dad built a new table and cleaned the kitchen.

Bananas, oranges and grapes are delicious and healthy.

Julia wished for a new bike for her birthday.

Tuesday

Join the following sentences together to make compound sentences. Choose a suitable conjunction.

1. I enjoy reading. I don't enjoy cooking.

2. Ben is thoughtful. He always plays with me when I'm lonely.

3. Kate walked home from school slowly. She was tired.

4. Babies cry all the time. They can get some attention from their mum.

5. Year Five is a hardworking class. All of the children want to do well at school.

6. I can use simple sentences in my writing. I can use compound ones to make it more interesting.

Write the compound sentences below

_____

_____

_____

_____

_____

_____

_____

_____

_____

Wednesday

Tell whether or not each sentence is a compound sentence. Write compound or not compound next to the sentence.

1. Mr. Dubois is fixing the roof on his house.

2. Chloe and her friends went to the cinema but they didn't buy any popcorn.

3. Brandon went to the football game last night but his favourite team lost.

4. Dr. Brown said I could come to his office on Wednesday or I could come on Thursday of next week.

5. I'm going to buy a new tablet computer or I might buy a new mobile phone.

6. Grandma is a terrific cook and we love staying at her house.

7. I'm going to pick up cheese, crackers and juice at the shop.

8. Would you like some hot chocolate or orange juice?

Your turn! Write 3 compound sentences below

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thursday

'Before' and 'Because' Conjunctions

1. I washed my hands _____ I sat down for dinner.

2. I washed my hands _____ they were still dirty.

3. I got sent to my room _____ I was mean to my brother.

4. Dad took us for a milkshake _____ we were well behaved.

5. Dad took us for a milkshake _____ we went home.

6. I painted a picture for Granny _____ it was her birthday.

7. I wrapped up the picture _____ I gave it to her.

8. I cleaned my room _____ my friend arrived.

9. We played in the garden _____ my room was messy.

10. The princess had to kiss the frog _____ it turned into a prince.

11. I put my wellies on _____ I went outside.

12. I put my wellies on _____ the garden was muddy.

13. I read my book _____ I went to bed.

14. You should butter the toast _____ it goes cold.

15. I like my toast buttered _____ it tastes better.

Your turn! Write 3 compound sentences below

_____

_____

_____

_____

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 I have used:	**C** main clause , **fanboys** main clause .!?

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

_____

_____

_____

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_____

Extension sentence work

Write a sentence to go with each picture.

_____

_____

_____

_____

_____

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_____

Extension sentence work

On the Farm
Read the piece of writing below. Think about when a sentence ends and when a new one begins. Write the sentences out yourself, adding in any full stops and capital letters that are needed.

i will soon visit my nan at her farm nell and her sister may join me she will let us feed the hens she has goats and cows as well as hens it is fun on the farm

_____

_____

_____

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

1. my brother's dog is called tess

_____

2. on sunday she went to the park

_____

3. the titanic sank in 1912

_____

At the River
Read the piece of writing below. Think about when a sentence ends and when a new one begins. Write the sentences out yourself, adding in any full stops and capital letters that are needed. Can you add your own sentences about something else that is happening at the river?

max and vikram sail a wooden boat jeff chucks bits of bun in the river for the ducks yasmin sits on a rock and looks for fish bill and bob see an eel ken the dog sits down in the mud and gets in a mess

_____

_____

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.

	Books I read…	How many words I have read so far…	
Monday		Before I read:	After I read:
Tuesday		Before I read:	After I read:
Wednesday		Before I read:	After I read:
Thursday		Before I read:	After I read:
Friday		Before I read:	After I read:

The amazing Amazon River Basin

1. 'Amazing' is only one of many words to describe the Amazon River Basin. Also known as 'Amazonia', it consists of the mighty Amazon River, the second longest river in the world, and the magnificent Amazon Rainforest, the largest rainforest on the planet.

2. Located in the northern central part of South America, Amazonia covers an area the size of the continent of Australia or most of the United States of America! Now that is enormous! The majority of it is located in Brazil and the remainder is found in parts of eight other countries.

3. The Amazon River has the highest volume of water flowing at any one time anywhere in the world; a greater volume of water than the Earth's next ten largest rivers combined. It is responsible for one-fifth of the fresh water that flows into the Earth's oceans. The Amazon River has more than 1000 tributaries (smaller rivers that flow into it), of which 17 are more than 1600 kilometres in length. The river is so deep that large ocean liners can easily travel 1600 kilometres upstream.

4. The first European to discover the Amazon River did so in a most unusual way. He was 80 kilometres out at sea when he realised his ship was in fresh water. Following the fresh water outflow, he reached the shore and found the mouth of the Amazon. Today, ships anchor in the outflow to clean barnacles off their hulls. (These creatures can not live in fresh water.)

5. The Amazon Rainforest is home to an astounding number of plant and animal species. It is estimated that 500 species of mammals, 400 species of reptiles, a third of all bird species, 3000 fish species, 30 million insect species and 40 thousand plant species can be found in the Amazon Rainforest! New species of wildlife are being discovered every day.

6. Another amazing fact is that Amazonia produces about 20 per cent of the world's oxygen (from plants taking in carbon dioxide and giving off oxygen), leading the area to be described as 'the lungs of the Earth'.

7. It is easy to understand then that the conservation and careful management of Amazonia is of major world importance.
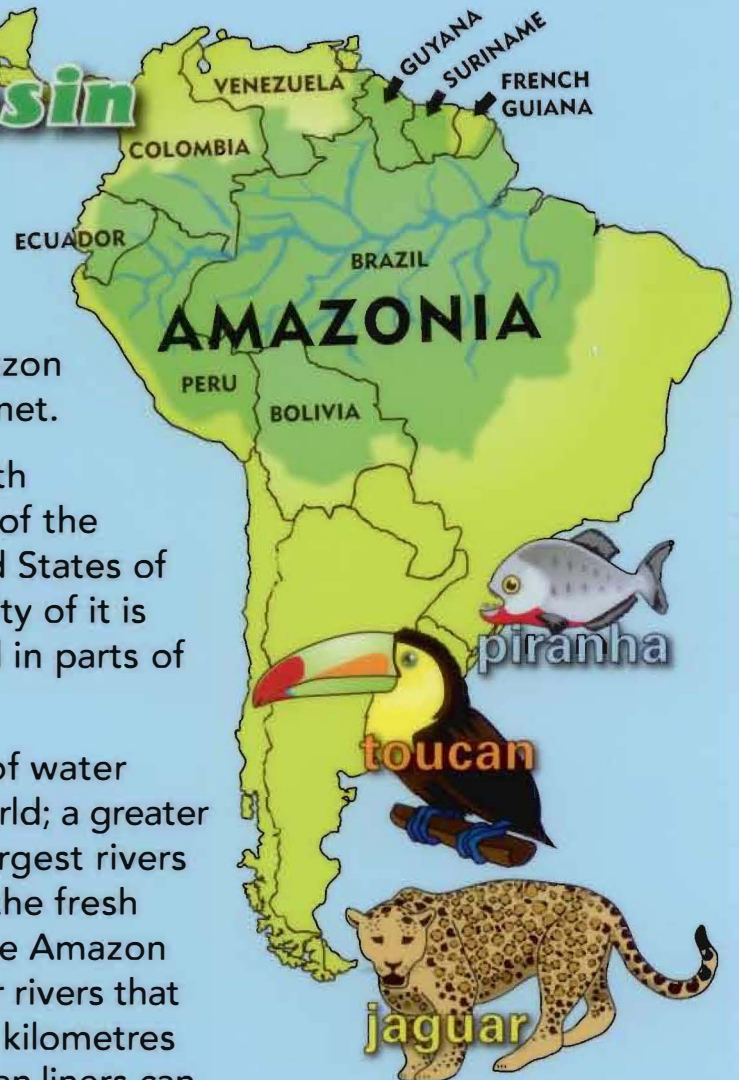
Questions

Complete on Monday 2nd August 2021
Read the text *The amazing Amazon River Basin*
before answering the questions

1. **Where is Amazonia located?**
   (a) Australia   (b) South America   (c) USA

2. **How many countries contain a part of Amazonia?**
   (a) seven   (b) eight   (c) nine

3. **The word *astounding* in Paragraph 5 could be replaced with:**
   (a) surprising.   (b) colourful.   (c) magnificent.

4. **Paragraph 3 is mainly about the Amazon River's:**
   (a) location.   (b) volume.   (c) depth.

5. **Which statement is false?**
   (a) Ocean liners can travel up the Amazon River.
   (b) Salt water flows out of the Amazon River.
   (c) The Amazon Rainforest is home to thirty million insect species.

6. **Ships anchoring off the coast from the Amazon are most probably:**
   (a) looking for the river's mouth.
   (b) waiting for their hulls to be cleaned.
   (c) catching barnacles.

7. **Which statement is an opinion, not a fact?**
   (a) The Amazon River is the second longest in the world.
   (b) The Amazon Rainforest is the largest in the world.
   (c) The Amazon River Basin is an amazing place.

8. **You can conclude that the Amazon River is _____ the whole world.**
   (a) neglected by   (b) ignored by   (c) important to

9. **Much of the Amazon River is useful for transport because it is:**
   (a) narrow.   (b) deep.   (c) fast flowing.
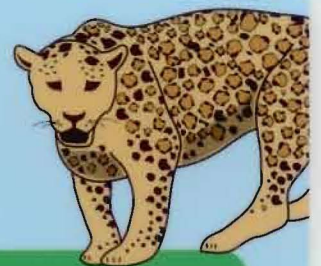
10. **The word *it* in Paragraph 2 is used instead of:**
    (a) Amazonia.   (b) Brazil.   (c) South America.

11. **The important role of plants in Amazonia is the main idea in:**
    (a) Paragraph 5.   (b) Paragraph 6.   (c) Paragraph 7.

12. **This text is written:**
    (a) to give information.
    (b) for enjoyment.
    (c) to tell a story.

Something extra

★ The piranha is a meat-eating fish found only in Amazonia. Research to find out some fascinating facts about it.

The Race

It was the final lap of the race. The sixty-sixth lap of hair-raising, one hundred miles per hour madness. John was all set for the victory. Around the final bend he came, then bang...

Everything stopped. John could see the flashes of red, green and blue flying past and on to the finish line. He placed his head in his hands and sighed.

How is John feeling at the end of this story?

Why would he be feeling that way?

The Trip

I can't believe I'm actually here. The towns below look so small and I can see for miles in every direction. The engine is whirring and there's a man in the aisle next to me eating crisps.

"Don't be afraid. It's natural to be a bit nervous." Mum said before we got on board. I'm definitely not nervous now. It's brilliant!

Who is speaking?

Where are they?

How were they feeling before getting on board?

Tuesday 3rd August 2021 – Read each card and answer the questions

My Favourite Subject

I love science because we do great experiments, like launching parachutes and making electrical circuits. When I get home I'm going to have another go at making a space rocket powered by balloons. I hate running out of time in experiments, but if I have tea early, it should be fine.

Has the child run out of time in experiments before?
Is the child worried about something?

Hiding Place

"10-9-8-7"…

Chelsea dived in. The material was all soft and warm but she could tell that she was very easy to spot.
"I know", she said to herself, and climbed out of the bed to hide underneath it.

What game is Chelsea playing?
Describe Chelsea's first hiding place.

Fireworks

Whistle, bang, clap, whizz!

The fireworks flew up into the cold November sky. Zainab was standing at the lounge window watching in amazement, when Robbie, her pet dog, came dashing past. "Oh no!" Zainab exclaimed and ran after Robbie to see if he was ok.

What is wrong with Robbie?

How do we know something is wrong?

Haunted

Everyone at school was talking about it. They were convinced that there was something in there, something... Awful.

I didn't believe them and I was going to prove them all wrong, there had not been anyone living there for years. I knocked on the door. Three loud knocks.

My heart froze at what happened next...

Where is the child in the story?

What do you think happened next?

It's not Fair

"But I didn't even do anything" Alex muttered as he stomped up the stairs.

Alex got the blame for lots of things because he was the oldest and should know better. There was food all over the dining room and as he walked up the stairs, his younger brothers ran into the lounge to watch television.

Why do you think Alex is upset?
How do you know this?

The Exam

It was the day after my maths test and we were just sitting down at the table in my favourite restaurant, The Royal Dragon.

"Choose whatever you like Danny," Dad said, "You deserve it."

Why do you think Danny has gone out for a meal?

The rock in the road

1. Once upon a time, a wealthy old man lived in a magnificent mansion built beside a road that led to a village. The mansion's gardens were filled with rows of sweet-smelling blossoms and huge leafy trees.

2. Every day, the man would sit under the shade of the trees and watch the people wandering slowly to and from the village. If they looked hot and bothered, he would invite them to rest in the shade with him. His servants brought them delicious cakes, slices of mouth-watering fruit and refreshing cool water.

3. The old man received a great deal of pleasure doing these kind deeds, but he began to feel concerned about how idle the people seemed. 'How can there be so many people who can't be bothered doing anything?' he wondered.

4. He thought about this for some time and came up with an idea. He asked his servants to find him a large rock, which he placed in the middle of the road. Then he went into his house and peered out the window.

5. After a short while a man came down the road leading a cow he was taking to market. 'Why is that rock in the middle of the road?' he muttered. He was too lazy to move it, so he led his cow around it and went on his way.

6. The next person who came upon the rock was a farmer carting corn to the mill. He frowned when he saw the rock. 'Why should that rock be in my way?' he grumbled. And off he went, driving his cart around it.

7. The same thing happened all day long—people came upon the rock, looked at it and complained, but didn't bother to move it.

8. Just as night was about to fall, the miller's boy came down the road. He was longing to get home after a hard day at the mill. He saw the rock and stopped. 'It's getting dark', he thought to himself. 'Someone will surely trip over this great rock and be hurt.'

9. So, bit by bit, he tugged and pushed the rock until he had dragged it off the road. Then he looked down where the rock had been. To his surprise, he saw a pot filled with gold pieces with a note attached. It read, 'This pot of gold belongs to the person who rolls away the rock'.

10. Overjoyed, the miller's boy lifted the heavy pot on his shoulder and made his way home. The old man smiled to himself from his window, glad he had rewarded someone who was not lazy.

Questions

1. The word *idle* in Paragraph 3 means:
   (a) hungry.   (b) lazy.   (c) interesting.

2. Which word best describes the old man?
   (a) thirsty   (b) cheerful   (c) caring

3. Who placed the rock on the village road?
   (a) the old man   (b) the old man's servant   (c) the farmer

4. What was the first event that happened?
   (a) The old man had a good idea.
   (b) Servants brought the people food and drinks.
   (c) The old man peered out the window.

5. The first two people who saw the rock are similar because they both:
   (a) were farmers.
   (b) tripped over the rock.
   (c) left the rock where it was.

6. Which paragraph summarises what most people thought about the rock?
   (a) Paragraph 5   (b) Paragraph 6   (c) Paragraph 7

7. What happened after the miller's boy saw the note on the pot?
   (a) He dragged the rock off the road.
   (b) He lifted the pot.
   (c) He looked down where the rock had been.

8. Which word best describes the miller's boy?
   (a) idle   (b) foolish   (c) thoughtful

9. The word *they* in Paragraph 2 is used instead of the:
   (a) servants.   (b) village people.   (c) trees.

10. The main idea of Paragraph 9 is:
    (a) the boy read a note.
    (b) the boy was rewarded for moving the rock.
    (c) there was gold under the rock.
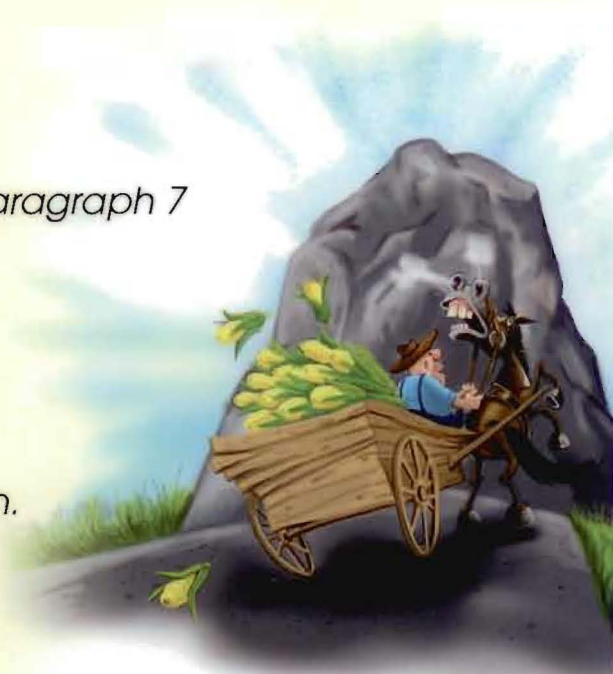
Something extra

★ Write a conversation between the old man and the miller's boy or the old man and the farmer.

Friday 6th August 2021 – use the picture 'The Monastery' to help you make inferences, connections and sensory imaging to answer the questions and complete the task

The monastery was his home. It had been for most of his life.

As he drew back the shutter and gazed out, as he did every morning when the sun rose in the East, the view astounded him. He thought to himself that this must surely be the most beautiful place on earth…

- **Continue the description of what he saw.**

Question time

- What is the building in the picture?

- What is it used for?

- Who lives there/who is the man in the text?

- What could you see if you looked out from the building?

- Why does the man think this is such a beautiful place? Do you agree?

- Where in the world might this be?

- What do you think is the most beautiful place in the world?

- If you could live anywhere, where would it be?

Warning Tale Writing Plan

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

Tuesday - Independent writing
Wednesday - Edit your work

Writing
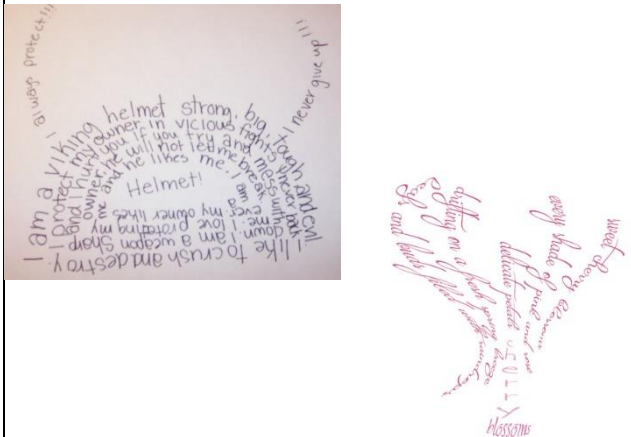
L.I. We are learning to write to entertain
S.C. We will be successful when we can write a warning tale

_____

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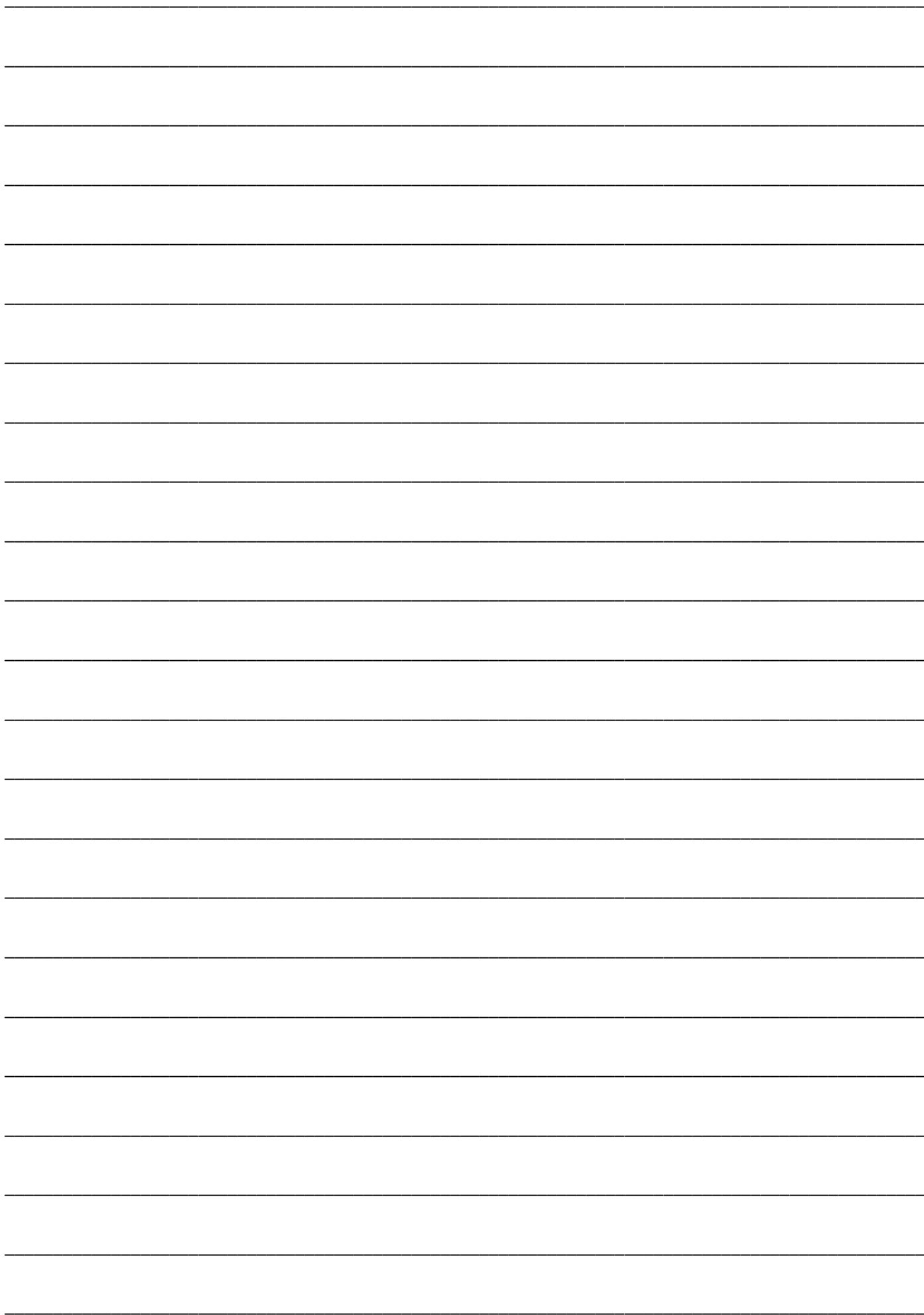
Writing – Poem examples

Topics – Vikings, Samurais, Sumo Wrestlers, Cherry Blossoms

Poems	Examples
Kenning 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.	**Viking** Sword-wielder Shield-breaker Vicious-fighter **Sumo Wrestler** Big-striker Body-pusher Opponent-forcer
Haiku Written in three lines - five syllables in the first line, seven syllables in the second line, and five syllables in the third line.	**Samurai** Excellent fighters, Drawing blood only for peace, Wielding his long sword **Cherry Blossom** Beautiful blossom Japan national flower Yoshino cherry
Cinquain Line 1: One word (a noun, the subject of the poem) Line 2: Two words (adjectives that describe the subject in line 1) Line 3: Three words (-ing action verbs–participles–that relate to the subject in line 1) Line 4: Four words (a phrase or sentence that relates feelings about the subject in line 1) Line 5: One word (a synonym for the subject in line 1 or a word that sums it up)	**Sumo wrestler** Sumo Strong fighter Hitting, moving, pushing Fighting for a feeling of purpose Wrestler **Samurai** Samurai Japanese fighter Wielding, drawing, defending High prestige, special privileges Noble
Shape Poem that is shaped like the thing it describes. The shape adds to the meaning of the poem.	

Thursday

Writing – Poems – Your turn!

Topics – Vikings, Samurais, Sumo Wrestlers, Cherry Blossoms

Poems	Choose topics (any) from above for your poems.
Kenning 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.	
Haiku Written in three lines - five syllables in the first line, seven syllables in the second line, and five syllables in the third line.	
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Shape Poem that is shaped like the thing it describes. The shape adds to the meaning of the poem.	

Friday

Writing – Poems – Your turn!

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Poems	Choose topics (any) from above for your poems.
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Shape Poem that is shaped like the thing it describes. The shape adds to the meaning of the poem.	

Complete 1 maths mentals page per day.

Challenge yourself by trying to complete this in 20 minutes.

GOODLUCK !

1 33 − 9 [ ]

2 55 − 9 [ ]

3 24 − 9 [ ]

4 86 − 9 [ ]

5 47 − 9 [ ]

6 183 + 10 [ ]

7 525 + 10 [ ]

8 619 + 10 [ ]

9 400 + 100 [ ]

10 Zac is 178 cm tall. Luke is 10 cm taller. How tall is Luke? [ ]

11 Circle groups of 2.

How many groups of 2 are there?

$10 \div 2 =$ [ ]

12 Colour $\frac{1}{4}$ of this circle.

13 $50 + 20 =$ [ ] $30 + 40 =$ [ ]

$20 + 60 =$ [ ]

14 Which fraction is shown?
   ○ $\frac{1}{3}$ of 6
   ○ $\frac{1}{2}$ of 6
   ○ $\frac{1}{2}$ of 3

15 Circle the months that have 30 days.

   January   February   March   April

| Q1–10: | /10 | Q11–15: | /5 | My time: |

1 62 − 9 ☐

2 127 − 9 ☐

3 83 − 19 ☐

4 44 − 29 ☐

5 75 − 39 ☐

6 57 − 29 ☐

7 78 − 29 ☐

8 87 − 39 ☐

9 196 − 19 ☐

10 In a leap year, there is a total of 91 days in January, February and March. February has 29 days. How many days in January and March? ☐

11 Circle groups of 5.

How many groups of 5 are there?

20 ÷ 5 = ☐

12 Colour $\frac{7}{8}$ of this rectangle.
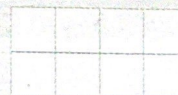
13 30 + 20 = ☐   80 + 80 = ☐

300 + 300 = ☐

14 Which fraction is shown?   ◯ $\frac{1}{4}$ of 12

◯ $\frac{1}{2}$ of 12

◯ $\frac{1}{2}$ of 3

15 Circle the months that have 30 days.

September   October

November   December

| Q1–10: | /10 | Q11–15: | /5 | My time: |

1 98 − 91 ☐

2 89 − 50 ☐

3 66 − 25 ☐

4 73 − 13 ☐

5 47 − 15 ☐

6 172 + 19 ☐

7 254 + 29 ☐

8 733 + 39 ☐

9 925 + 49 ☐

10 A computer is $845, a saving of $49. What was the old price? ☐

11 Draw blocks to show the numeral 60.

☐

12 How many counters are in these ten frames?

☐
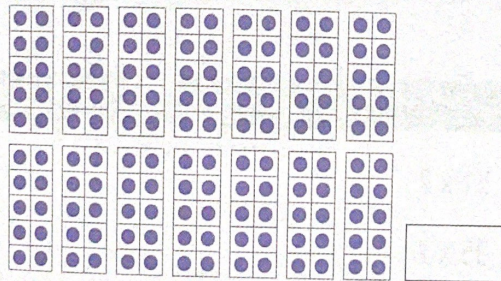
13 9 + 9 = ☐   6 + 7 = ☐

9 + 3 = ☐

14 Colour enough coins to make $1.

15 Which letter has the best chance of the spinning arrow landing on it? ☐

Q1–10:   /10   Q11–15:   /5   My time:

Multiplication Strategy

Doubles

Double the number for x2.
To double a number, add the number to itself.

1 Double the number.

$$4 \times 2$$

2 Calculate.

$$= 4 + 4$$

$$= 8$$

Other Examples

$$13 \times 2$$

$$= 13 + 13$$

$$= 26$$

$$25 \times 2$$

$$= 25 + 25$$

$$= 50$$

Day 1

1 2 x 2

2 3 x 2

3 6 x 2

4 8 x 2

5 21 x 2

6 32 x 2

7 43 x 2

8 44 x 2

9 51 x 2

10 35 x 2

11 55 x 2

12 62 x 2

13 73 x 2

14 26 x 2

15 Jill is 12 years old. Kate is double Jill's age. How old is Kate?

Q1–15:   /15   My time:

Addition Strategy

Add 10, Add 100

To add 10, change the digit in the tens place. To add 100, change the digit in the hundreds place.

1 **Find the place.**
If adding 10, find the tens place. If adding 100, find the hundreds place.

H	t	O	
3	5	2	+ 10

add one ten

2 **Change the digit.**

	H	t	O
=	3	6	2

Other Examples

1244 + 10

add one ten

= 1254

719 + 100

add one hundred

= 819

BUSTER

Day 1

1 747 + 10

2 638 + 10

3 519 + 10

4 426 + 10

5 300 + 100

6 805 + 100

7 125 + 100

8 371 + 100

9 260 + 100

10 280 + 100

11 1360 + 10

12 5750 + 10

13 3270 + 100

14 5480 + 100

15 Kade has saved $145. If he saves another $10, how much will he have?

Practice

DAILY MATHS: PROBLEM SOLVING

Monday – Addition and Subtraction

1. Lisa collected 186 stickers. Tom collected 257. How many stickers did Lisa and Tom collect altogether?

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

3. Zac added 2 three-digit numbers together and got 921. What might the numbers be?

4. Omer thought of a number. He added 147. The answer was 336. What number did Matt first think of? See the hint below.

336
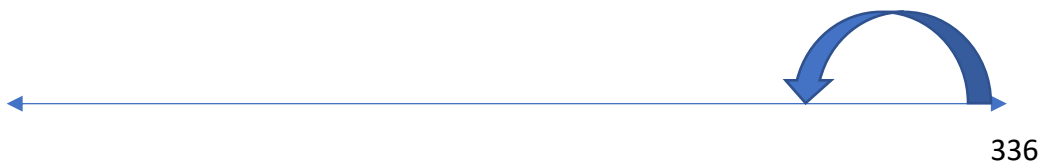
Tuesday – Place Value

1. Mohamad partitioned 324 into parts. What might the parts look like?

2. Jayden partitioned 3265 into parts. What might that look like?

3. Olivia partitioned 5984 into 2 parts. What will the parts look like?

4. Khaled collected 11 bags of 100 marbles, 2 bags of 10 marbles and 5 single marbles. How many does he have?

Wednesday – Measurement and Geometry

1. I drew a regular triangle with 3 lines of symmetry. What might the triangle look like?

2. I drew an irregular triangle with no equal sides and no lines of symmetry. What might the triangle look like?

3. Steven drew a triangle.
    None of the sides were equal length.
    What could my triangle look like?
    How many lines of symmetry did Steven's triangle have?

4. Wendy drew a triangle.
    2 sides were equal length.
    What could Wendy's triangle look like?
    How many lines of symmetry did Wendy's triangle have?

Thursday – Multiplication and Division

Hints/clues

1. 50 children are divided into 2 teams.
    How many in each team?

2. 28 children are divided into 4 teams.
    How many in each team?

3. The teacher made 4 teams of 8 children.
    How many children altogether?

4. The teacher made 4 teams of 11 children.
    How many children altogether?

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

$37 \div 4 = 9r1$
$20 + 17$
$16 + 1$
$20 \div 4 = 5$
$16 \div 4 = 4$
$5 + 4 = 9$

5. The school had 2 classes of 24 children. How many children altogether?

Friday – Statistics and Probability

Favourite Fruits

Ali asked his friends to choose a fruit that they liked. He made a list using tally marks to record their answers, but the fruits were torn off.

﹋ IIII IIII II
﹋ IIII IIII
﹋ IIII I
﹋ IIII IIII III

1. Ali remembered that **pineapples** were the **least liked** fruit. How many of his friends liked pineapples?

2. Ali remembered that **pineapples** were the **least liked** fruit and **apricots** were the **most liked** fruit. How many of his friends liked pineapples and apricots?

3. Ali remembered that pineapples were the least liked fruit. Apricots were the most liked fruit. Oranges were liked more than apples. How many of his friends liked apples?

Addition

Jump

MONDAY:
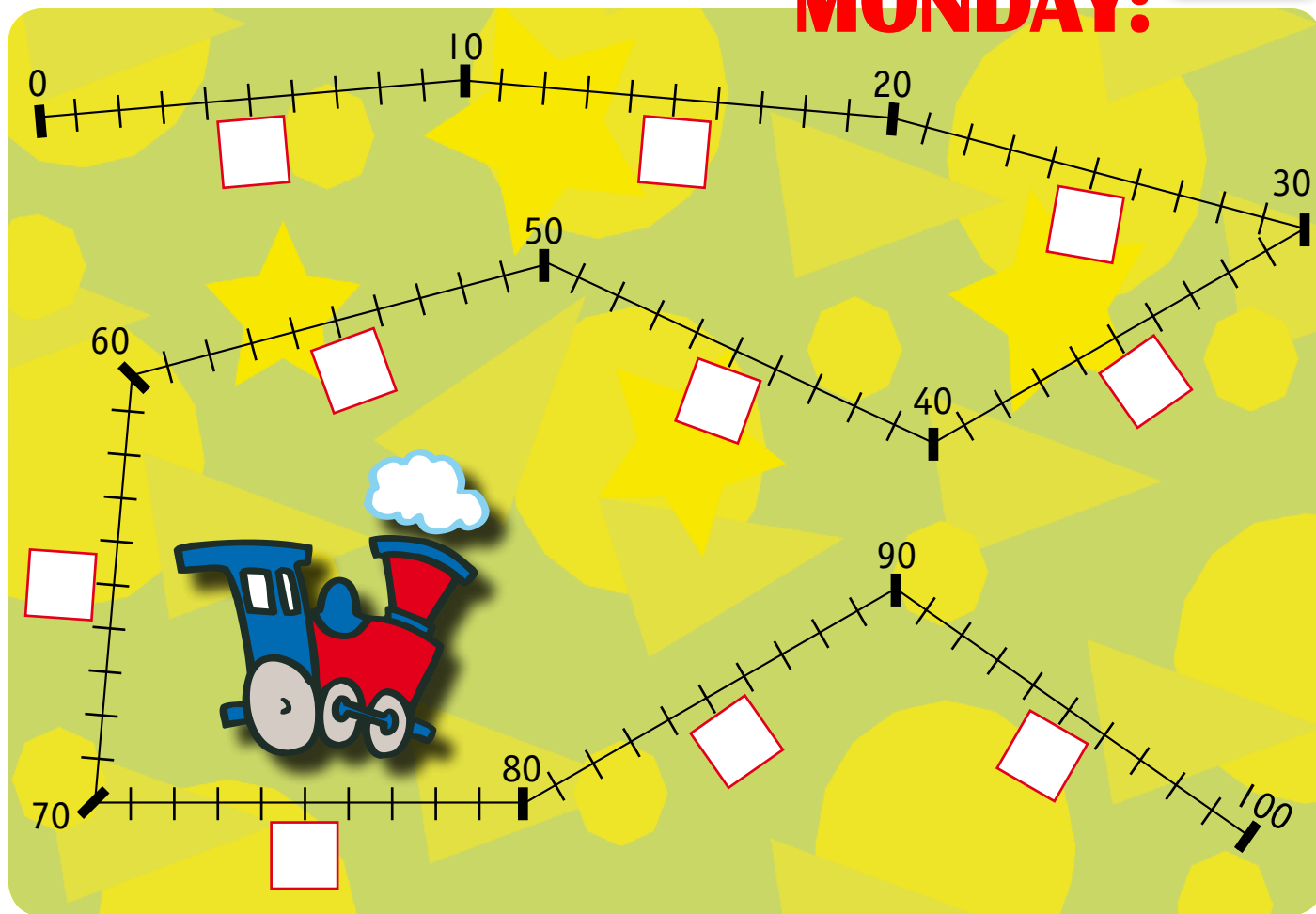
1 Fill in the boxes.

2 Start at:

a 46 and go forward 8. ____   b 46 and go back 15. ____   c 46 and go forward 23. ____

3 Start at:

a 57 and go back 6. ____   b 57 and go forward 15. ____ c 57 and go forward 29. ____

4 Start at:

a 28 and go forward 2. ____   b 28 and go back 18. ____   c 28 and go forward 26. ____

5 This time keep hopping. Start at 81 and

a go back 5, ____   b now go forward 1, ____   c now go forward 9. ____

6 Start at 6 and

a go forward 14, ____   b now go back 6, ____   c now go forward 20. ____
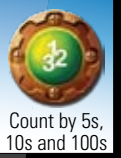
1 Five more than:

a 20 _____   b 40 _____   c 75 _____   d 25 _____   e 10 _____

f 15 _____   g 35 _____   h 50 _____   i 11 _____   j 79 _____

k 17 _____   l 93 _____   m 44 _____   n 58 _____   o 86 _____

2 Ten less than:

a 60 _____   b 85 _____   c 30 _____   d 45 _____   e 95 _____

f 39 _____   g 91 _____   h 63 _____   i 13 _____   j 27 _____

3 Fill in the blanks and write a number sentence.

eg I start at 37, go _____forward_____ _30_ and stop at 67. | 37 | + | 30 | = 67

a   I start at 48, go _____ _____ and stop at 88. | | | | = 88

b   I start at 64, go _____ _____ and stop at 94. | | | | = 55

c   I start at 22, go _____ _____ and stop at 72. | | | | = 22

4 Fill in the missing numbers.

Rule

a 14 | | 24 | 29 | | 39 | 44 | | **+ 5**

b 68 | | 88 | | 118 | | |

c 65 | | 55 | 50 | | | 35 | |

d 32 | 37 | | 47 | | 57 | | |

e 129 | | | 114 | | | 99 | |

Challenge! A springbok can leap 5 m.

If it travels 50 m, how many leaps does it make? [ ]

A cougar can jump 10 m. If it jumps 7 times, how far does it travel? [ ]

ACMNA055 Number and place value **MA2-5NA** Addition and Subtraction 1 • Apply the jump strategy on the number line to add two-digit numbers.

7

Subtraction

$ change

50c

75c

65c

45c

90c

25c

15c

80c

35c
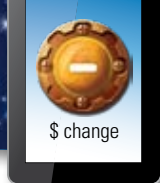
John has $1 to spend at the fair.

1 How much change will he get if he buys:

a the teddy bear? _____   b the goggle eyes? _____

c the duck? _____   d the star cookie? _____

e the wand? _____   f the doll? _____

g the fake nose and the toy windmill? _____

h the top and the duck? _____

2 a Choose three items you would buy.

_____

b How much change would you get from $2?

_____

$1

Add to 20
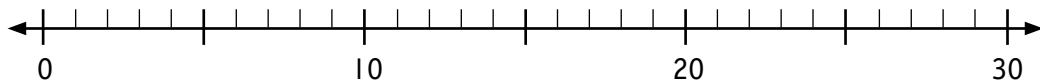
– is the take away sign. It means take away, subtract, difference between, minus or less.

```
+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
0                   10                  20                  30
```

1 Use the number line to find the difference.

a 17 – 9 = _____　　b 12 – 4 = _____　　c 10 – 3 = _____　　d 16 – 7 = _____

e 15 – 8 = _____　　f 26 – 9 = _____　　g 18 – 12 = _____　　h 23 – 5 = _____

i 19 – 7 = _____　　j 29 – 17 = _____　　k 15 – 9 = _____　　l 21 – 7 = _____

2 a 15 pencils, 3 broke. How many not broken?　　☐ – ☐ = ☐

b 29 jellybeans, 8 eaten. How many left?　　☐ – ☐ = ☐

c 36 books, 5 torn. How many not torn?　　☐ – ☐ = ☐

d 22 keys, 0 lost. How many keys?　　☐ – ☐ = ☐

e 17 cakes, all eaten. How many left?　　☐ – ☐ = ☐

f $48, $12 spent. How much left?　　☐ – ☐ = ☐

3 Write a story for each. Then write a number sentence.

a
_____
_____
_____
☐ – ☐ = ☐

b
_____
_____
_____
☐ – ☐ = ☐
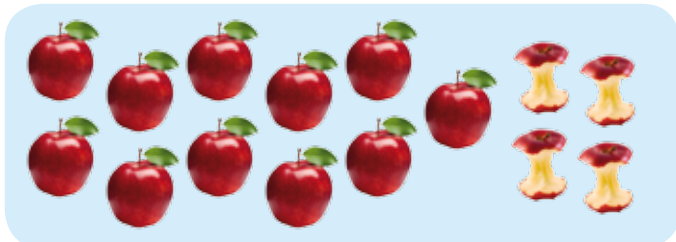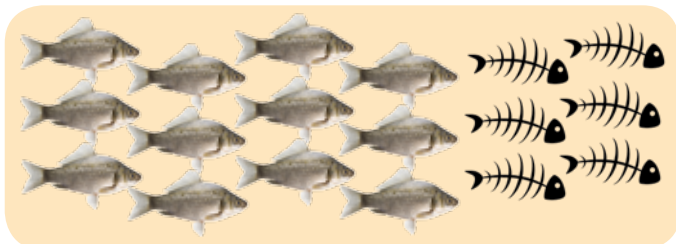
Challenge! You have 36 lollies.

If you eat 3 every afternoon, how many days will they last? ☐

What if you ate 4 each night? ☐　Or 6 each night? ☐

ACMNA055 Number and place value **MA2-5NA** Addition and Subtraction 1 • Apply the jump strategy on the number line to subtract. • Use mental and written strategies to solve subtraction problems.

11

1
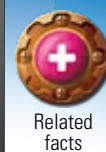
a
9 – 4	=	_5_
90 – _40_	=	_50_
900 – _400_	=	_500_

b
7 – 3	=	___
_70_ – _30_	=	___
_700_ – _300_	=	___

Can you see the pattern?

c
5 – 2	=	___
____ – ____	=	____
____ – ____	=	____

d
8 – 6	=	___
____ – ____	=	____
____ – ____	=	____

e
9 – 8	=	___
____ – ____	=	____
____ – ____	=	____

f
6 – 1	=	___
____ – ____	=	____
____ – ____	=	____

2 One addition fact tells us 4 things.

eg 5 + 3 = _8_   3 + 5 = _8_   8 – 5 = _3_   8 – 3 = _5_

a 7 + 2 = ____ , ____ + ____ = ____ , ____ – ____ = ____ , ____ – ____ = ____

b 5 + 6 = ____ , ____ + ____ = ____ , ____ – ____ = ____ , ____ – ____ = ____

c 8 + 5 = ____ , ____ + ____ = ____ , ____ – ____ = ____ , ____ – ____ = ____

d 9 + 7 = ____ , ____ + ____ = ____ , ____ – ____ = ____ , ____ – ____ = ____

e 6 + 7 = ____ , ____ + ____ = ____ , ____ – ____ = ____ , ____ – ____ = ____

f 4 + 9 = ____ , ____ + ____ = ____ , ____ – ____ = ____ , ____ – ____ = ____

3 a Cross out some dolls. Write a number story and a number sentence.

____ – ____ = ____

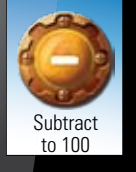b   Write the 3 other number facts.

_____   _____   _____
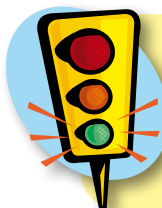
Challenge! Zac had 14 marbles. He gave 2 away and had 16 left.

What is wrong with Zac's story?
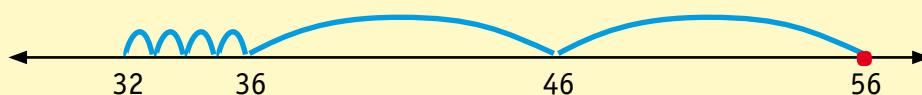
How many did Zac give away if he had 2 left?

1 Use a number line.

eg 56 – 24 = 32

32   36   46   56

a 75 – 31 = _____ _____

b 89 – 47 = _____ _____

c 38 – 23 = _____ _____

d 64 – 42 = _____ _____

e 98 – 65 = _____ _____

f 46 – 15 = _____ _____

g 57 – 23 = _____ _____

h 79 – 34 = _____ _____

2 a   48 – 21 = _____

$$\begin{array}{r} 4\ 8 \\ -\ 2\ 1 \\ \hline \end{array}$$

b   66 – 36 = _____

$$\begin{array}{r} 6\ 6 \\ -\ 3\ 6 \\ \hline \end{array}$$

c   75 – 32 = _____

$$\begin{array}{r} 7\ 5 \\ -\ 3\ 2 \\ \hline \end{array}$$

d   99 – 61 = _____

$$\begin{array}{r} 9\ 9 \\ -\ 6\ 1 \\ \hline \end{array}$$

e   57 – 14 = _____

$$\begin{array}{r} 5\ 7 \\ -\ 1\ 4 \\ \hline \end{array}$$

f   83 – 70 = _____

$$\begin{array}{r} 8\ 3 \\ -\ 7\ 0 \\ \hline \end{array}$$

3 Jo had 38 baby mice. She sold 15. How many did she have left? _____

4 Ali picked 49 apples. He gave 23 to his friend. How many did he keep? _____

Trial and error

Look at page 10. If you had $3, what toys would you buy?
How much change would you get? [____]

ACMNA055 Number and place value **MA2-5NA** Addition and Subtraction 1 • Apply the jump strategy on the number line to subtract.
• Subtract two numbers and record the method (algorithm).

13

Problem solving

What's in a name?

Choose two friends and compare your names.

First name	Number of letters	Last name	Number of letters	Total

What is the total for: The longest name? The shortest? The difference between them?

_____

Now score each name if you made them with Scrabble tiles.

A_1 B_3 C_3 D_2 E_1 F_4

G_2 H_4 I_1 J_8 K_5 L_1

M_3 N_1 O_1 P_3 Q_{10} R_1

S_1 T_1 U_1 V_4 W_4 X_8 Y_4 Z_{10}

First name	Score	Last name	Score	Total

What is the total for: the longest name? the shortest? the difference between them?

_____

Compare your results with other groups. Are their results the same as yours? _____

_____

Can you find someone whose name is double or half of yours? _____

Week 4 Tuesday – Maths Place Value

1) At your place value level, use cards to create **5** numbers and partition them using standard and non-standard place value:

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) Order your numbers on a number line
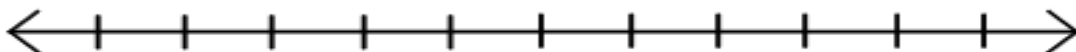
3) Choose or create a new number and count forwards and backwards by 1s/10s/100s/1000s (depending on what level you are working at

Week 4 Wednesday – Maths Triangles

1) Use a ruler to measure the length of each side and write how many equal sides each triangle has

2) Identify which triangles are **regular** and which are **irregular** (remember: regular triangles have **all equal sides**)

3) Draw the lines of symmetry for each triangle

4) Write the number of lines of symmetry for each triangle

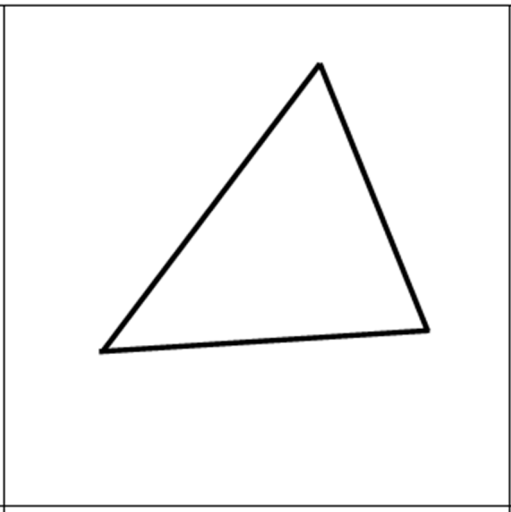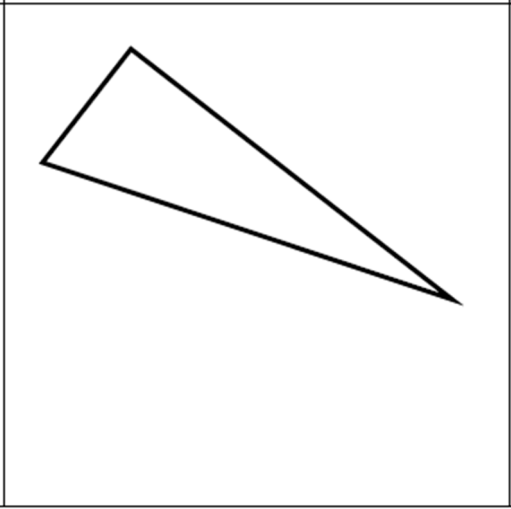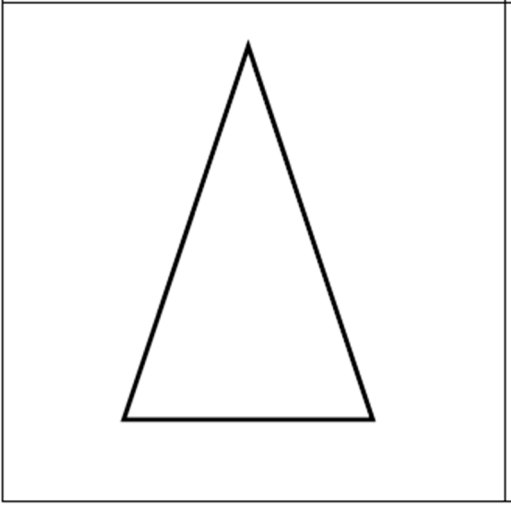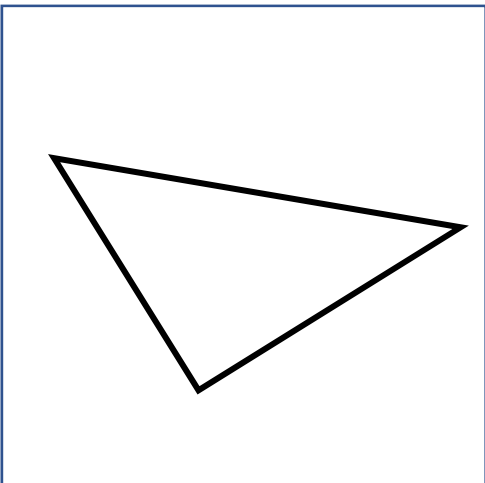**Example:**

5cm   5cm

5cm
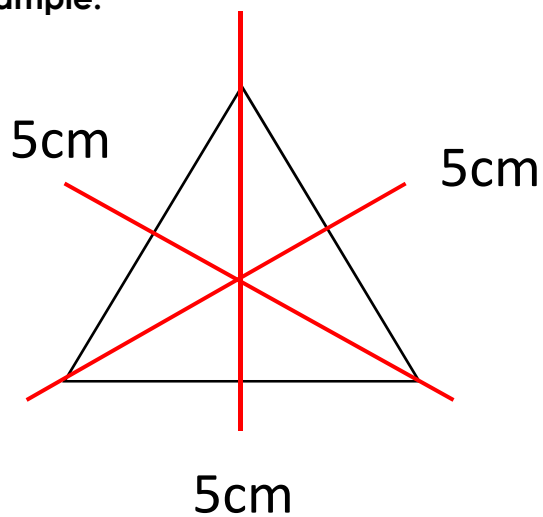
3 equal sides

Regular triangle

3 lines of symmetry

Investigate:

![K5 Learning]
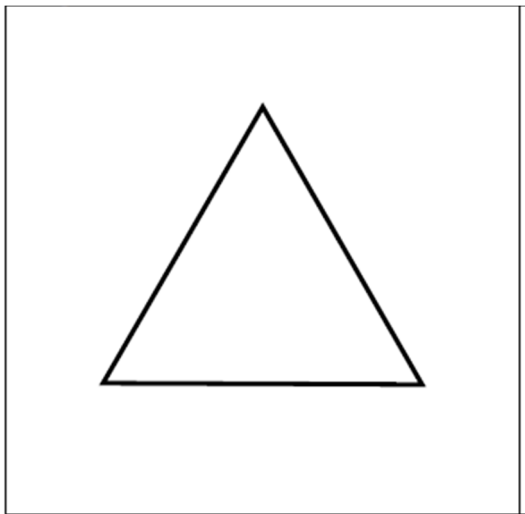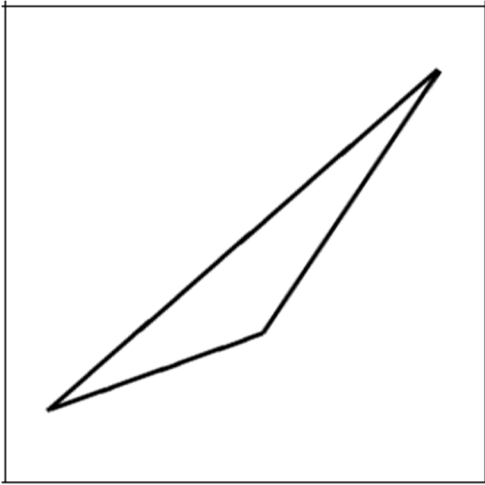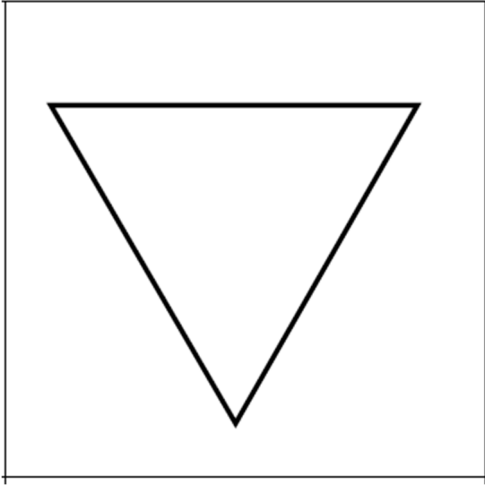
Multiplication Tables - 2 to 10 practice

Grade 3 Multiplication Worksheet

Find the product.

1. $7 \times 2 =$ _____

2. $9 \times 5 =$ _____

3. $7 \times 7 =$ _____

4. $8 \times 6 =$ _____

5. $4 \times 9 =$ _____

6. $2 \times 7 =$ _____

7. $5 \times 9 =$ _____

8. $10 \times 5 =$ _____

9. $6 \times 1 =$ _____

10. $3 \times 1 =$ _____

11. $4 \times 1 =$ _____

12. $10 \times 2 =$ _____

13. $2 \times 8 =$ _____

14. $9 \times 8 =$ _____

15. $5 \times 10 =$ _____

16. $3 \times 9 =$ _____

17. $3 \times 6 =$ _____

18. $7 \times 1 =$ _____

19. $5 \times 6 =$ _____

20. $3 \times 2 =$ _____
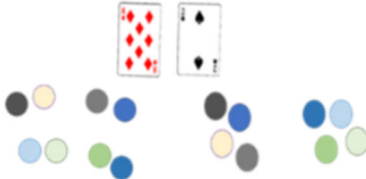
21. $6 \times 4 =$ _____

22. $5 \times 1 =$ _____

23. $5 \times 4 =$ _____

24. $9 \times 3 =$ _____

25. $9 \times 7 =$ _____

26. $6 \times 8 =$ _____

27. $7 \times 6 =$ _____

Week 4 Thursday – Maths Multiplication and Division

Choose your multiplication and division level and continue to work on that

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

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

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

MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'
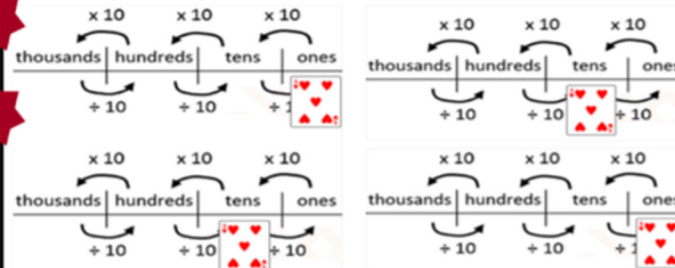
Groups of 2
$8 \div 2 = 4$

2 equal groups
$8 \div 2 = 4$

MD 9 Multiply and Divide by 10 using Multiplicative Place Value

$5 \times 10 = 50$

$50 \div 10 = 5$

MD 10 Multiply by 2 Distributive property

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

MD 10 PA 17 Divide by 2 Related to halving

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

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

$5 + 2 = 7$

MD 11 Multiply by 4 Distributive property

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

MD 10 Divide by 4 Related to quartering

$37 \div 4 = 9r1$
$20 + 17$
$16 + 1$
$20 \div 4 = 5$
$16 \div 4 = 4$

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

$5 + 4 = 9$

Friday – Multiplication Facts

Write out your times tables below

2 times tables	4 times tables	10 times tables

Sue   Min   Ruby   John   Amy

Books

10
9
8
7
6
5
4
3
2
1
0

Number

Sue   Min

People

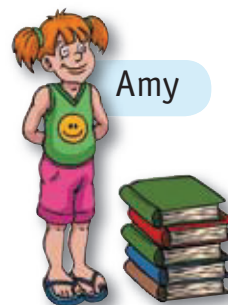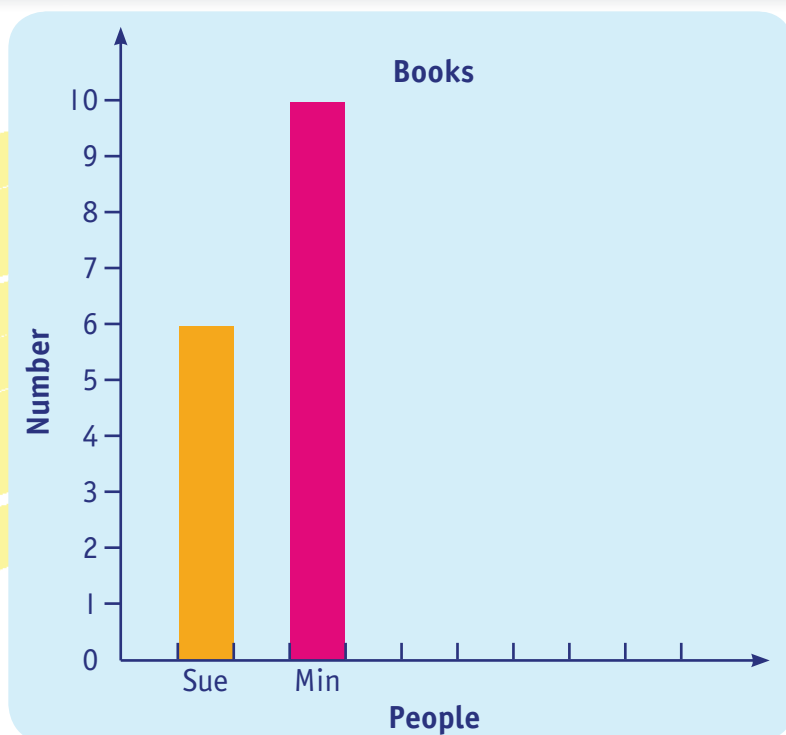**1** Complete the column graph. Write the children's names under the columns.

2 What is this graph telling us? _____

3 Who has: a the most books? _____ b the least books? _____

4 Who has two less books than Amy? _____

5 Which two children together have 9 books? _____

6 How many books do the children have altogether? _____

7 If John gives half his books to Min, how many will he now have? _____

8 Does the graph tell us who likes reading most? Why or why not?

_____

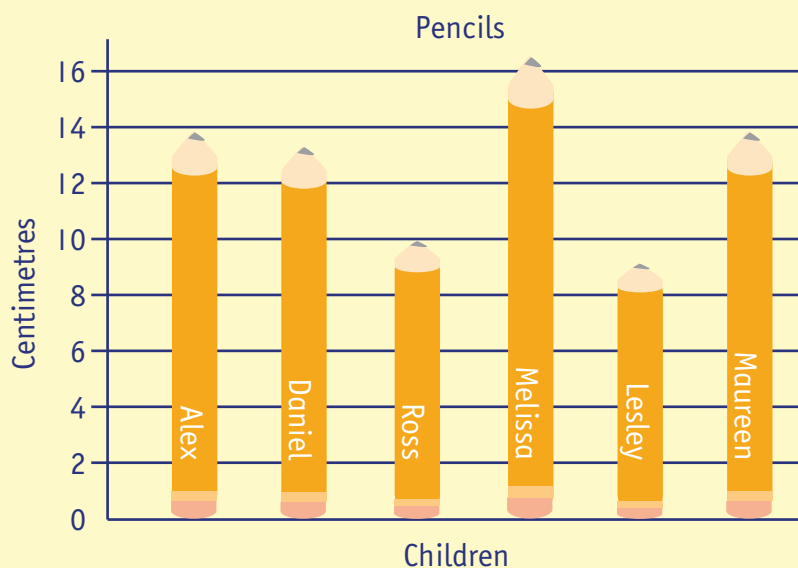_____

_____

Column graph
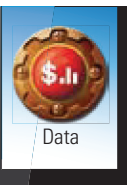
At the beginning of the year Mr Wright gave the students in his class new pencils.

centimetres

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
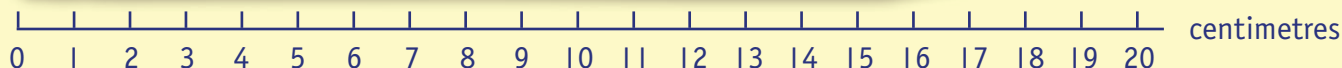
1 How long were the pencils? _____

One month later Mr Wright asked some students how long their pencils were now. He graphed the results.

Pencils

Centimetres

Alex Daniel Ross Melissa Lesley Maureen

Children

2 How long is Alex's pencil? _____   **3** How long is Daniel's pencil? _____

4 Who has the longest pencil? _____   **5** Whose pencil is the shortest? _____

6 a How long is Lesley's pencil? _____

b How much shorter is it now than when she got it? _____

7 How much shorter is Ross's pencil now than when Mr Wright gave it to him? _____

8 Give one reason why Lesley's pencil is so short.

_____

9 Why do you think Melissa's pencil is so long?

_____

10 Why did Mr Wright measure pencils? _____

Draw a diagram

Show this information in a different way. Make sure you label your work clearly.

ACMSP070 Data **MA2-18SP** Data 1 • Interpret data presented in a simple column graph. • Represent the same data set using more than one type of display.

Certain, likely, unlikely, impossible
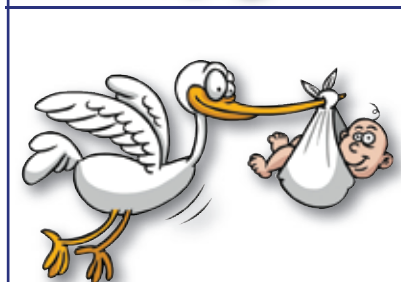
1 Write *certain*, *likely*, *unlikely* or *impossible*.

a The sky will be green tomorrow. _____

b The sun will rise in the morning. _____

c I may not be able to go to the party. _____

d I will grow taller than a giraffe. _____

e It might rain tonight. _____

f We will have a holiday this year. _____

2
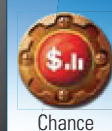
	Why is this impossible?	How can the picture change to make it possible?

ACMSP092 Chance MA2-19SP Chance 2 • Compare familiar events and describe them as being equally, more or less likely to occur.

Chance outcomes

The different ways a thing can happen are called outcomes.

1 A coin is tossed.

a What two ways can it fall? _____ _____

b How many outcomes can there be? _____

2 a What colours show on traffic lights? _____

b How many are there? _____

c How many possible outcomes are there? _____

3 a How many faces are on this die? _____

b If you toss the die what are the possible outcomes?

_____ _____ _____ _____ _____ _____

c How many possible outcomes are there? _____

4 This basket contains two apples and two oranges.
Without looking, you pick out one piece of fruit.

a What could it be? _____

b How many possible outcomes are there? _____

5 Write something where:

a the outcome is certain. _____

_____

b the outcome is impossible. _____

_____

c the outcome is likely. _____

_____

d the outcome is unlikely. _____

_____

Challenge! Work with a partner. Throw a die 10 times.
Record the outcomes. There are 6 possible outcomes.
Does each outcome occur the same number of times? Why or why not?

43

Colour the pictures below and answer the questions provided

What do you know about the Japanese Samurai?

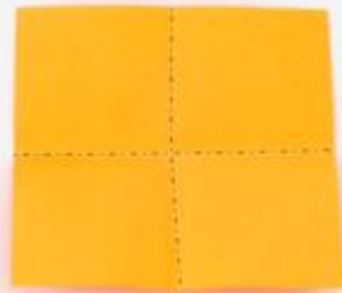What do you know about traditional Japanese clothing? Can you name any?

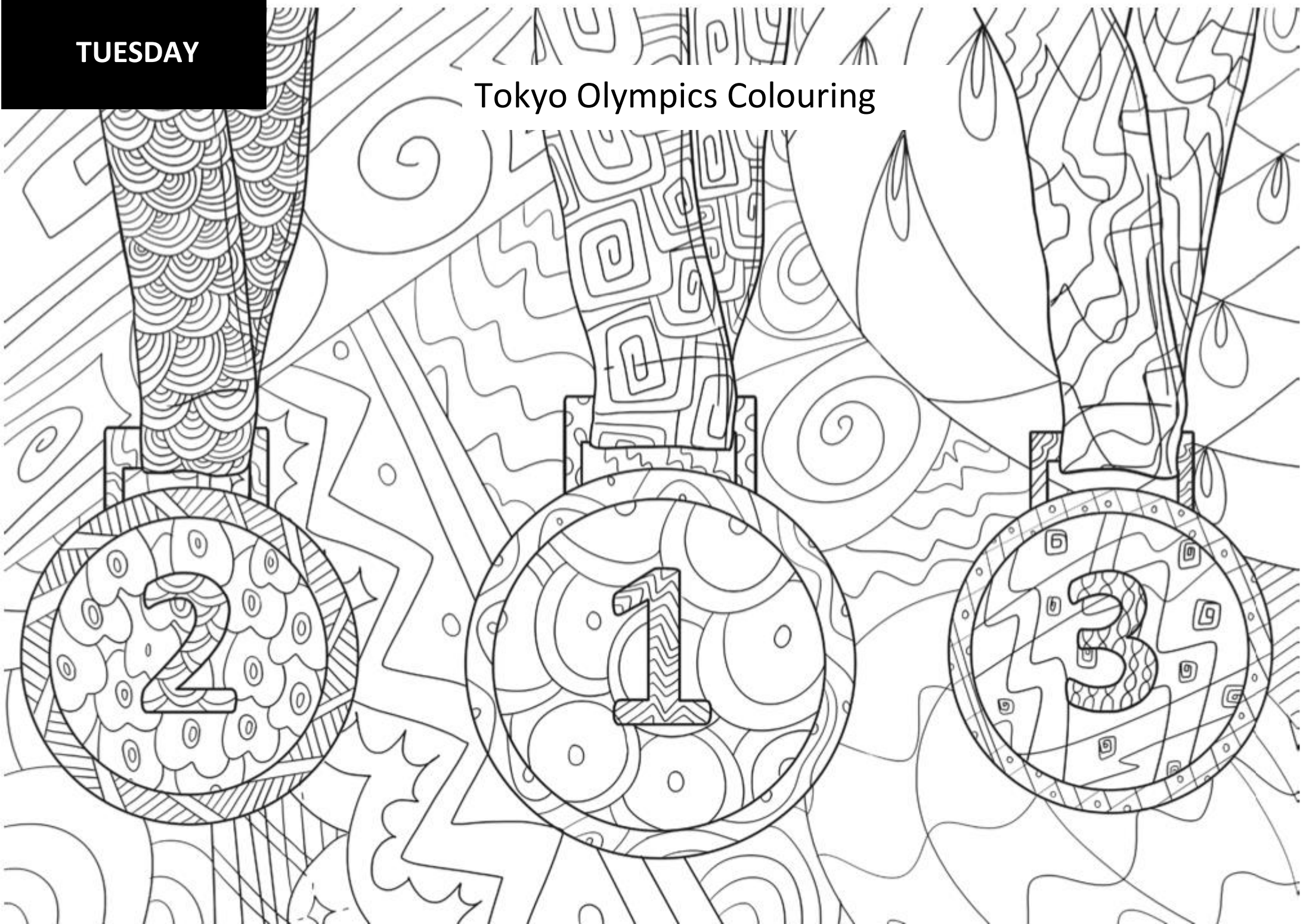# Origami Butterfly

①

②

③

④

⑤

⑥ Flip over

⑦

⑧

⑨ Flip over

⑩

Tokyo Olympics Colouring

Map of Australia Lesson

1 Australia is an island continent. What does this mean?

_____

2 Find and circle the seas and oceans that surround Australia. List them here:

1. _____   2. _____

3. _____   4. _____

5. _____   6. _____

3 Find the Great Barrier Reef. In which state is it located?

_____

4 Find Uluru. In which state is it located?

_____

5 Find the Great Victoria Desert. In which two states is it located?

1. _____   2. _____

6 Locate each of the states and territories, then find the capital city. Write the capital city names below.

Queensland _____

New South Wales _____

Australian Capital Territory _____

Victoria _____
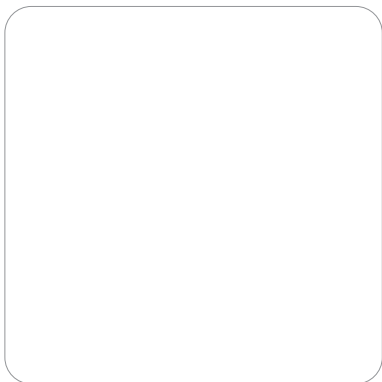
Tasmania _____

South Australia _____

Western Australia _____

Northern Territory _____

7 On the map, locate the state or territory that you live in. Look closely at the images you find in your state. Draw three more that you think are important places and list them below.

8 Find these places on the map and describe their location.

a Arnhem Land _____

b Tasmania _____

c Shark Bay _____

d Broken Hill _____

e Gold Coast _____

Helpful vocabulary

| place | space | environment | natural | ocean | coast |
| north | south | east | west | near | inland |

Unit 1 The Sun, Earth and Moon

Sundials

Materials needed

QUESTION 5 **PAGE 5**

Design and produce a working sundial

Variety of equipment to make sundials, for example:

- Sticks
- Straws
- Pebbles
- Sand
- Pencils
- Paper plates
- Chalk

Thursday – Science

How can the sun help us tell the time?

Use website, QR code and access code for resources needed for science worksheets.

Class To Do

inquisitive

QR Code

My Class Link

http://inq.co/class/hse

Access Code

| 2 | 8 | 1 | 9 |

Science - Thursday

How can the Sun help us tell the time?

1 This little boy has been out playing with his friends. He needs to be back home by six o'clock, dinner time. He has no watch or phone.

How does he know it's time to go home?

Turn and talk about your thoughts.

> Bye! It's dinner time!

> Throughout human history, people have looked to the skies to guide their daily lives. Following the regular movement of the Sun, the Moon and the stars helped people to tell the time.

2 ▶ Look at the video *Dancing Trees*.

Think, pair and share the questions below.

> What is the large shadow that appears at the end of the video?

> What can the shadows tell us?

> Why do you think the shadows are moving?

> As the Earth spins, the position of the sun in the sky moves, it causes shadows that we can follow.
>
> In the middle of the day, the sun is high in the sky and the shadows cast are short; as the sun moves lower, by the afternoon, the shadows become longer. This pattern is repeated every day.

> Over 2000 years ago, people realised they needed an accurate way to tell the time. Time needed to be measured. Until mechanical clocks were invented 500 years ago, the most common measurement of time was the sundial.

3 🔗 Look at the animation to see how a sundial works, then complete the labels on the diagram below.

A sundial is _____

A gnomon is _____

_____

gnomon

dial

A dial is a _____

_____

> The animation shows a sundial in the Northern Hemisphere, at midday the sun is directly south. In the Southern Hemisphere (including Australia), at midday, the sun is directly north.

4 🖼 Study carefully the picture of the giant sundial in Sydney.

Think, pair and share the questions below.

> What is the gnomon (pointer) on this sundial?

> What time is the sundial showing?

> In what direction is the Sun's shadow moving?

> Why is a sundial not a full circle?

Science - Thursday

5 **Design and produce** your own working sundial by following these steps.

Step 1: (Q) **Research** information about making sundials by using these reliable websites and library books.

Step 2: **Investigate** and source the materials and equipment you will need to create your sundial.

Materials needed:

Step 3: **Plan and design** your sundial.

Think about:

- how your sundial will work
- where you will locate your sundial.

My design:

Science - Thursday

Step 4: Illustrate or photograph, and then label the steps you took to produce your sundial.

Step 5: Test and evaluate your sundial.

a   How well did your sundial work?

b   What challenges did you have?

c   Illustrate and describe what you would change in your design and why.

d   How do you feel about your sundial project?

e   Test your sundial by sharing it with others.

PDH Activity 1 – Identifying emotions

During this activity you will recognise your emotional responses and those of others and describe strategies to manage them. Students:

1. Discuss with your parent/carer the following questions:

   - What are emotions?

   - How can emotions be shown?

2. Read the scenario.

"You have spent 10 weeks making a model for your school project. On the day that it is due, you argue with your brother and the model is smashed to pieces. You don't want to go to school but Mum and Dad send you anyway. At school your teacher asks for you to hand your project in and you say you haven't done it."

3. Discuss with your parent/caregiver how the following people would react to the scenario. What emotion would they show?
   - You
   - Parents/caregivers
   - Teacher
   - Best friend
   - Brother
   - Anyone else you can think of

4. Read each scenario.

5. Draw a line from each scenario to the behavioural strategy you think is best. You can add your own behavioural strategies in the blank boxes. You may use a behavioural strategy more than once.

Scenario	Draw an arrow	Strategy for dealing with it
You are very worried about a friend who is being bullied and they are very upset.		
You get angry because your teacher says you must stay in at recess because you didn't do your homework, even though you did.		Tell an adult
You are very excited because you have just been told that you are school captain for next year but aren't allowed to tell anyone.		Walk away from the situation
You are feeling a little scared because your friends want to play 'tackle footy' instead of touch.		Calm down before responding - count to 10, take 5 deep breaths
You are panicking because you can't find your blue socks for soccer training and you are running late.		Think about alternatives
You are confused about what to do for a school project. It is due tomorrow and you don't know what to do.		

6. Read the scenarios and

7. write how you would respond.

Scenario	What would I do?
Your best friend has been selected for the school netball team, but you didn't. They keep talking to you about how great a netballer they are now and how awesome the team is. It makes you upset, angry and frustrated. What do you do?	
Your birthday is coming up and you have invited everyone from your class to the party. No one has responded and you are feeling really upset. You don't understand why your friends aren't coming.	
You have been working very hard during Maths class at school. You receive your test marks and you haven't scored as well as you thought you would. You feel disappointed.	

Week 4 Friday – PE

Use the picture below to spell out your name and complete the exercise for each letter. Please remember to be safe when exercising!

Extra challenges:

- Use your full name
- Choose your favourite food
- Anything else you can think of if you want to do more!

A jump up & down 10 times

B spin around in a circle 5 times

C hop on one foot 5 times

D run to the nearest door and run back

E walk like a bear for a count of 5

F do 3 cartwheels

G do 10 jumping jacks

H hop like a frog 8 times

I balance on your left foot for a count of 10

J balance on your right foot for a count of 10

K march like a toy soldier for a count of 12

L pretend to jump rope for a count of 20

M do 3 somersaults

N pick up a ball without using your hands

O walk backwards 50 steps and skip back

P walk sideways 20 steps and hop back

Q crawl like a crab for a count of 10

R walk like a bear for a count of 5

S bend down and touch your toes 20 times

T pretend to pedal a bike with your hands for a count of 17

U roll a ball using only your head

V flap your arms like a bird 25 times

W pretend to ride a horse for a count of 15

X try and touch the clouds for a count of 15

Y walk on your knees for a count of 10

Z do 10 push-ups

Year 3 Week 4 Specialised Learning - Reading

Day 1: Read the first part of the warning tale below.
- **There are100 words. Time how long it takes to read.**
- **Circle all the *full stops, question marks, speech marks.***

A few hot summers ago, in a bushy backyard, a lively young blue tongue lizard was born. Her parents named her Indigo because she had a beautiful tongue of the deepest blue. Indigo hated her blue tongue and wished she could have a pink tongue like other lizards. "Why can't my tongue be pink like the garden skinks? Why do I have to look like a freak?" she grumbled. "Oh, Indy. Your tongue is so lovely and did you know it can protect you from danger? One day you might be thankful that your tongue is blue" said her Dad.

Day 2: Read the 2nd part below.
- **There are100 words. Time yourself. Compare your time with yesterday's time.**
- **Underline all the _adjectives_ you can find.**

Indigo had been warned by her parents not to bask in the sun on the big rock in the yard. It was just too close to the house next door. There lived Brutus the unfriendly old cat who would bully all the native animals that came near. "I know how comfortable it is to snooze on the big rock" declared Indigo's mother. "But that horrible cat will pounce on you when you are half asleep Indy. It's much safer to lie on the path near the back door. The humans will just gaze but they won't hurt you" she added.

Day 3: Read the 3rd part below.
- **There are100 words. Time yourself. Which of the 3 days was your fastest?**
- **Underline all the _nouns_ you can find.**

But being a lovely, sunny morning after a few days of rain, Indigo forgot her parent's advice. She slowly lay down on the big rock and felt its warmth run through her body. Soon she was falling asleep. Indigo had a feeling she was being watched. She stuck out her deep blue tongue to sniff the air. She smelled an awful mix of canned tuna and milk. Without warning she felt sharp claws latch onto her tail. In that instant, Indigo swung around, opened her jaws wide, stuck out her deep blue tongue and hissed as loudly as she could.

Day 4: Read the final paragraphs of the warning tale below.

Luckily, her tongue had done its job. She saw the terror in Brutus' eyes before he turned and ran away as fast as his old legs could carry him.
From that day on, Brutus never left his yard and never went anywhere near the big rock. Indigo started to love her special, deep blue tongue which had saved her life.

- **Practise retelling the whole warning tale aloud in your own words. Try to remember as many details as you can.**

- **When you are confident, retell the story to a family member.**

Day 5: Match the words in the left box with their synonyms (same or similar meaning) in the right box.

hot	beautiful		stare	glad	
freak	grumbled		very warm	fear	
bask	snooze		attractive	weirdo	
thankful	pounce		complained	relax	
gaze	awful	terror	disgusting	jump on	sleep

Year 3 Week 4 Specialised Learning – Writing

Remember: You don't need to finish everything in 1 day. You can do this at your own pace throughout the week.
Once you have finished each square, colour in the 🙂

Day 1: Phonics.

The words below have the **'ea'** digraphs in the middle of the word.
Using the words in the list, write the correct words in the boxes.

1. bead
2. seat
3. team
4. clean
5. meat
6. beat

a

d

b

e

c

f

Answers: A. beat. B. seat C. clean. D. bead. E. team. F. meat

Day 2: Simple sentences/Phonics.

Choose three (3)'ea' words from the list below, create a simple sentence for each word.
Remember: Your simple sentence must have a **subject** and a **predicate**. The subject contains a **noun** and the predicate contains a **verb**. **For example:** The cat went to sleep.

1. meat	4. leaf
2. speak	5. bead
3. read	6. seal

1._____

2._____

3.

Day 3: Compound sentences.

Add 'but' or 'so' to the correct sentences to make compound sentences.

1. I want to watch TV_____I am too tired.
2. It rained_____we stayed in the house.
3. My friend was upset_____I gave her a hug.
4. I love playing football_____I don't like sports.

Day 4: Complex sentences.

Turn these simple sentences into complex sentences, using subordinate conjunctions.
For example: My mum is the best because she plays with me.
These include: because, although, as, even if, when, whenever, after and while.

1. My cat is cute.

2. I love staying at home.

3. My teacher is the best.

4. I went to the shops.

Day 5: Sentence starters.

Choose one of the sentence starters and write an interesting paragraph using **adjectives, nouns and verbs.** Write at least, **3-4 sentences** that flow and makes sense to the audience. The paragraph needs to have the same theme. Don't forget your **capital letters and punctuations**.

1. **Everything was happening so slowly…**

2. **I was finally holding the map…**

3. **I couldn't believe what I was seeing…**

Year 3 Week 4 Specialised Learning – Mathematics

Every day - Use the **anchor charts** (below) and playing cards or your own numbers to solve 3 addition and 3 subtraction problems throughout the week.

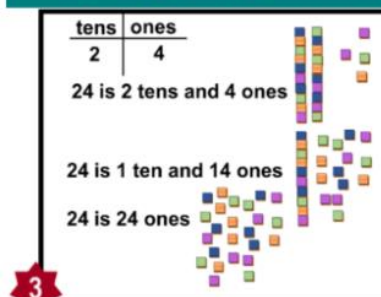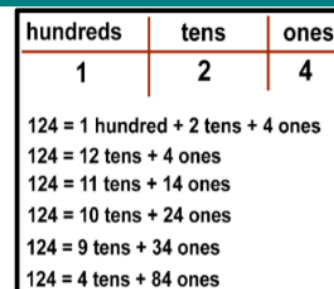| Day 1 - **Numeral ID**	Day 2 - **Counting Backwards and Forwards**	Day 3 - **Friends of 10 and 20**	Day 4 - **Counting**	Day 5 – **Problem solving**
Ask someone at home to write down 5 numbers for you to read. Once you have read the numbers, without looking write it down on a piece of paper in the correct place value columns.	Get a piece of paper, write 5 numbers down and then find the number before and after.	Write down all your friends of 10 and 20.	Count by 2s, 3s, 5s and 10s. Start from any number.	**1.** A room has 6 chairs. 10 people came in to sit down. How many more chairs are needed? **2.** Rose has 16 cars. She partitioned them equally in 2 boxes. How many cars are in each box? **3.** Sam collected 7 cans. Bob collected 6 cans. How many cans did they have altogether?

Place Value

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

tens | ones
1 | 4

14 is 1 ten and 4 ones
14 is 14 ones
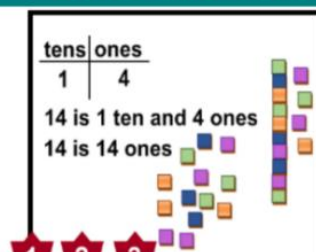
PV 11 Standard and non-standard Place Value of two-digit numbers

tens | ones
2 | 4

24 is 2 tens and 4 ones

24 is 1 ten and 14 ones

24 is 24 ones

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

hundreds | tens | ones
1 | 2 | 4

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

Addition and Subtraction

AS 6 Add single-digit numbers bridging 10

$7 + 5 =$
$3 + 2$
$+3$ $+2$
7 10 12
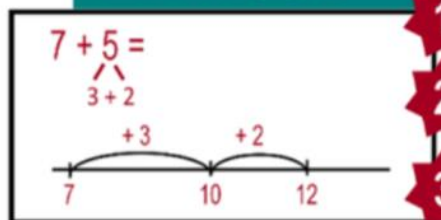
AS 7 Subtract single-digit numbers bridging 10

$12 - 5 =$
$2 + 3$
-3 -2
8 10 12
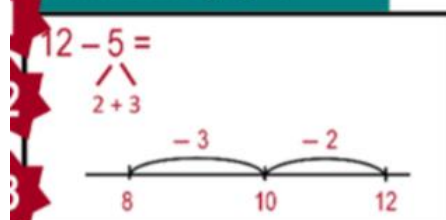
AS 8 Add single-digit numbers bridging 20

$17 + 5 =$
$3 + 2$
$+3$ $+2$
17 20 22

AS 8 Subtract single-digit numbers bridging 20

$22 - 5 =$
$2 + 3$
-3 -2
18 20 22