3S

ALL 3S Students

If you haven't already done so, please join our class **Edmodo** with the code **t6uebd.** I will be posting **teaching videos on Edmodo** to assist you with your learning packs.

Don't forget that each week, I am available on Zoom every **Tuesday and Thursday from 12pm**. This is an opportunity for you to check in and ask any questions you have about the learning packs. Please do not hesitate to join and ask for help after you've given the work a go; I am here to help so don't be shy!

If you have any further questions, please contact me via Edmodo or via email on missnguyen2021@gmail.com

- Miss Nguyen

3Y

ALL 3Y Students

If you haven't already done so, please join our class **Edmodo** with the code **v7srn3.** I will be posting **teaching videos on Edmodo** to assist you with your learning packs.

Don't forget that each week, I am available on Zoom every **Tuesday and Thursday from 12pm.** I will post a meeting link on Edmodo which you will need to click on to join the zoom. The zoom session will be for **20 minutes only** and is an opportunity for me to discuss learning with students. **IMPORTANT: You will not be able to join the Zoom meeting if you have not downloaded/installed the app onto your device before the meeting time. Please open the link to join the meeting 15 minutes early to avoid technical difficulties. I have posted instructions on how to do this via Edmodo.**

If you have further questions, you may contact me via Edmodo or email: miss.younan@outlook.com

- Miss Younan

3M

ALL 3M Students

If you haven't already done so, please join our class **Edmodo** with the code **2ay328** I will be posting **teaching videos on Edmodo** to assist you with your learning packs.

Don't forget that each week, I am available on Zoom every **Tuesday and Thursday from 12pm.** Each session will run for 20 minutes. I will share the Zoom link on our Edmodo on Tuesday and Thursday morning. Keep checking Edmodo for more information. Please download the Zoom App onto your device so you are ready and try and join about 10 minutes before our session, this will help avoid any technical difficulties.

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

- Miss Mourad

3K

ALL 3K Students

If you haven't already done so, please join our class **Edmodo** with the code **7qm82x** I will be posting **teaching videos on Edmodo** to assist you with your learning packs.

Don't forget that each week, I am available on Zoom every **Tuesday and Thursday from 12pm.** I will post a meeting link on Edmodo on these days which you will need to click on to join the zoom. The zoom session will go for **20 minutes only** and is an opportunity for us to catch up and discuss learning tasks. **Please download and install the app onto your device before the meeting time. Please open the link to join the meeting 10 minutes early to avoid technical difficulties.**

If you have any further questions, I will be available via Edmodo or email on misskiranbsps@hotmail.com

- Miss Kiran

3D

Dear wonderful 3D students and parents,

If you haven't already done so, please join our class **Edmodo** with the code **s5r4eb**
I will be posting **teaching videos on Edmodo** to assist you with your learning packs.

Don't forget that each week, I am available on Zoom every **Tuesday and Thursday from 12pm.** I will post a meeting link on Edmodo on these days which you will need to click on to join the zoom. The zoom session will go for **20 minutes only** and is an opportunity for us to catch up and discuss learning tasks. **Please download and install the app onto your device before the meeting time. Please open the link to join the meeting 10 minutes early to avoid technical difficulties.**

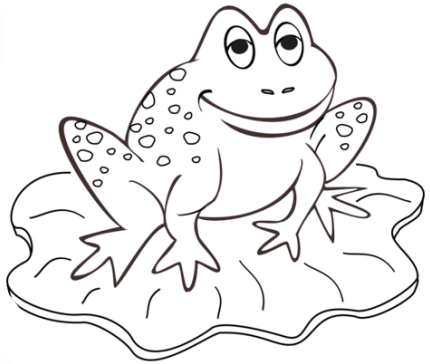
If you have any further questions, please contact me via Edmodo or via email on missdandashli3d@hotmail.com

- Miss Dandashli

Life cycle of a frog - Fact Cards
Review DAILY :)

Lily Pad Pond of Big Facts!

Many eggs are laid at once, to increase the chance of survival.



Frogs are amphibians which means they are cold-blooded.

Frogs have webbed feet, so they can swim faster.

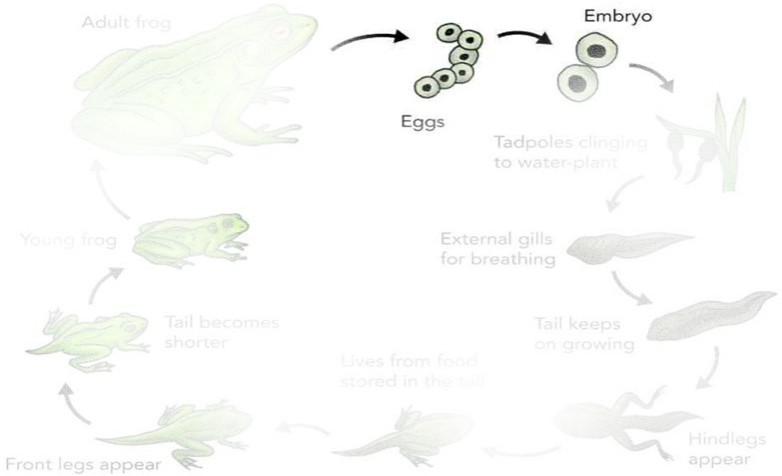
Frogs don't drink water with their mouths; they 'drink' by absorbing water through their skin.

As frogs are cold-blooded, when temperatures drop, some frogs dig burrows underground or in the mud at the bottom of ponds.

Female adult frogs can lay up to 4,000 eggs at once.

Stage 1: egg (frogspawn)

Life cycle of a frog
- Fact Cards
Review DAILY :)



The female adult frog lays a cluster of eggs which is called frogspawn.

The first stage in the life of a frog is when the female adult frog lays thousands of eggs in water.

The embryo is surrounded by a clear jelly which protects it from predators.

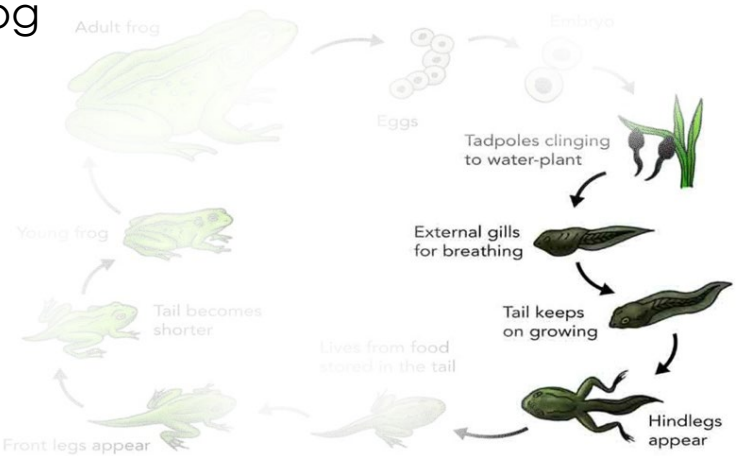
Within one to three weeks, the egg is ready to hatch, and a tiny tadpole breaks free.

Frogspawn have many predators including fish, beetles, newts, dragonfly larvae, rats and ducks.

The eggs slowly start to develop, but only some of them survive.

Stage 2: tadpole (polliwog)

Life cycle of a frog
- Fact Cards
Review DAILY :)



Tadpoles have rudimentary (basic) gills, a mouth, and a long tail.

During this time, the tadpole absorbs the remaining yolk left over from the egg, which provides much-needed nourishment. After absorbing the yolk, the tadpole is strong enough to swim on its own.

Most tadpoles feed on algae and other vegetation, so they are considered herbivores.

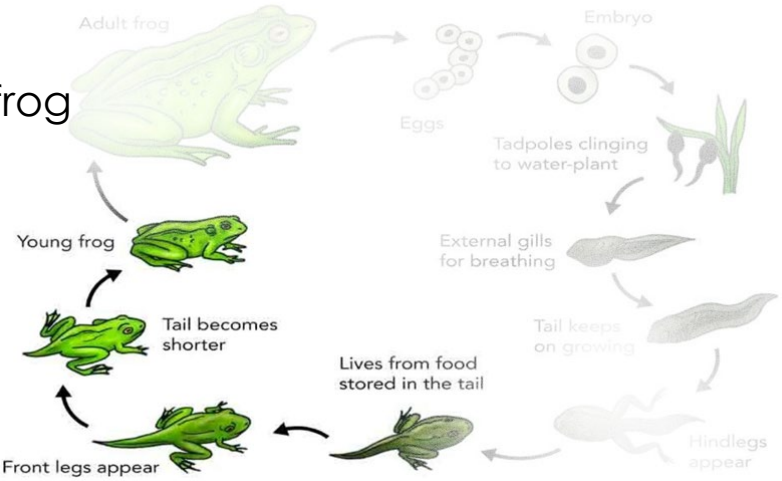
The tadpole develops gills, so it can breathe underwater. As the tadpole continues to grow, it begins to develop hind legs.

Tadpoles cling onto water plants, so they don't sink to the bottom of the pond.

The eggs slowly start to develop, but only some of them survive.

Stage 3: young frog (froglet)

Life cycle of a frog
- Fact Cards
Review DAILY :)



The scientific name of a froglet is Crinia signifera.

The tadpole uses the nutrients stored in its tail as food, so until its tail is completely gone, it doesn't need anything else to eat!

The tadpole grows two front legs and its long tail becomes shorter and shorter.

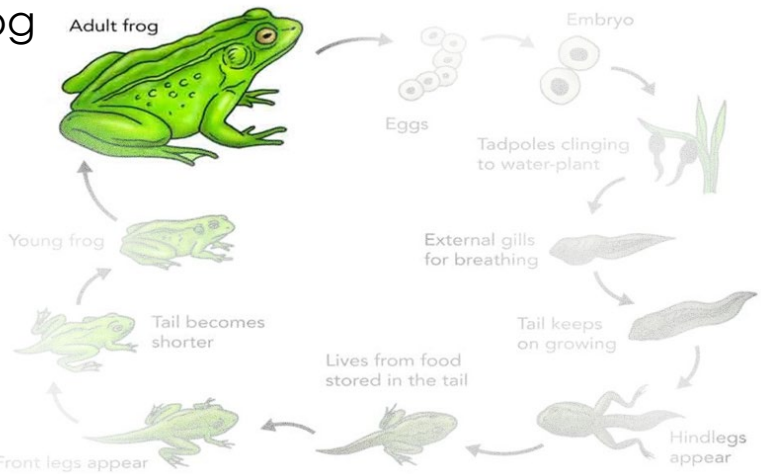
The froglet hops right out of the water and onto dry land for the first time! The frog is still very small.

Then just a little stub of its tail is left, and the tadpole is a young frog.

The froglet develops lungs and is able to breathe on land.

Stage 4: adult frog

Life cycle of a frog
- Fact Cards
Review DAILY :)



The adult frogs then lay their eggs and more tadpoles hatch and begin the cycle again!

At approximately 12 weeks of age, the froglet's gills and tail have been fully absorbed into the body

Once the metamorphosis is complete the adult frog is now ready to venture out onto dry land and, in time, repeat the life cycle.

The life cycle repeats once a female adult frog lays eggs.

The frog will most likely live on land and fed of insects, worms and snails.

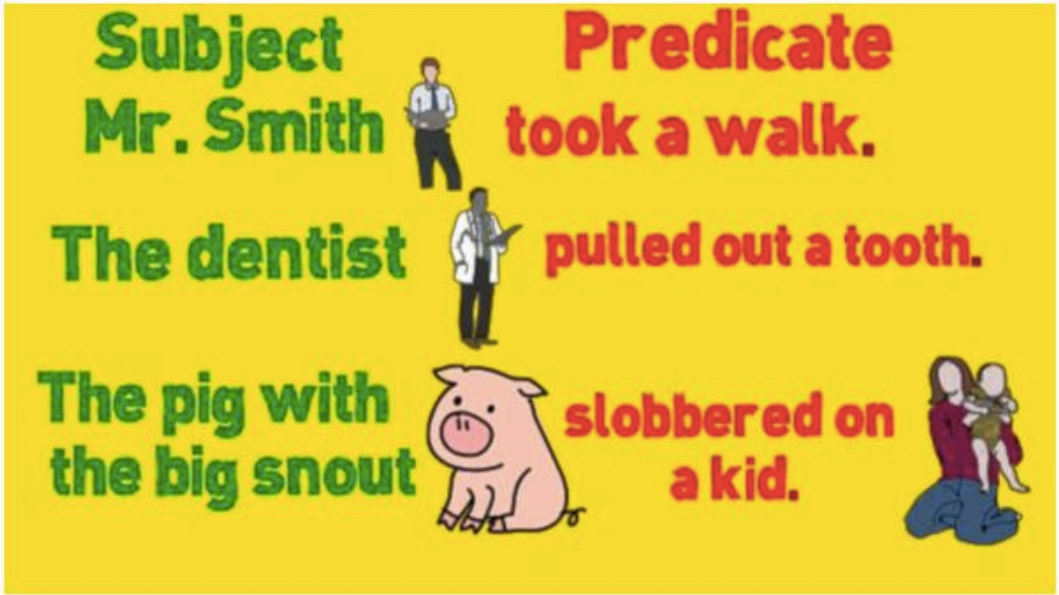
A vertebrate that starts its life in water and grows up to develop lungs and legs for its life on land is called an amphibian.

Read me each day before completing writing activities.

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



A predicate always contains a verb.

A verb is an action word

Week 7 Sentence of the Day (SOTD)

We are learning to:

- ✓ Write **compound sentences** using the coordinating conjunction, **'so'**
- ✓ We are learning to write **complex sentences** using the subordinating conjunction, '**because**'
- ✓ Understand what 'cause' and 'effect' means

THIS IS A COMPOUND SENTENCE.

THIS IS A COMPLEX SENTENCE.

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

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

A subordinate clause is not a complete thought. It adds more information about the main clause (which is a complete thought).

The coordinating conjunctions are:

for
and
nor
but
or
yet
so

A SUBORDINATING CONJUNCTION INTRODUCES A SUBORDINATING CLAUSE.

Examples – Compound

I walked every day, so I can get fit.

David ran fast, so he could win the race.

I woke up early, so I was not late to school.

Examples – Complex

I did not continue running, because I had sore legs.

Emily asked the teacher for help, because she did not understand.

Ciara went to the shops, because she needed to buy clothes.

MONDAY 23RD AUGUST

Cause & Effect

When one event causes another to happen. The cause is WHY it happens, the effect is WHAT happens.

It was very cloudy,

so Fred the frog opened his umbrella.

I forgot to set my alarm, so I was late for work

cause effect

I ate too much chocolate, so now I have a tummy ache!

cause effect

I was late to school, because there was traffic.

cause effect

My dog barked, because a stranger was knocking on the door.

cause effect

Your turn! Read the sentences below. Colour the 'cause' in pink and the 'effect' in yellow.

1. The clouds turned black so we decided to go back inside.
2. I did not eat all of my dinner because I wasn't hungry.
3. I was very tired due to staying up late last night.
4. It snowed heavily in the night, therefore school is closed tomorrow.
5. We haven't sold many cars as they are too expensive.
6. I didn't do my homework and as a result, I had to finish it at break time.
7. The reason I don't like lemons is because they are very bitter.

TUESDAY 24TH AUGUST

Writing Compound Sentences using 'so'

SO

Cause and Effect

It started raining heavily,	SO →	I ran home to get my umbrella. _____
Cause Tadpoles grow external gills,	SO →	**Effect** they can breathe underwater.
Cause _____ _____ _____	SO →	**Effect** _____ _____ _____

TUESDAY 24TH AUGUST

Cause and Effect

Cause		Effect
	— SO →	
Cause		Effect
	— SO →	
Cause		Effect
	— SO →	

WEDNESDAY
25TH AUGUST

Writing Complex Sentences using 'because'

because

Cause and Effect

Cause		Effect
Tadpoles grow external gills	because →	they need to breathe underwater.
Frogs are classified as amphibians,	because →	they are cold blooded.
_____ _____ _____	because →	_____ _____ _____

because

Cause and Effect

Cause

because

Effect

Cause

because

Effect

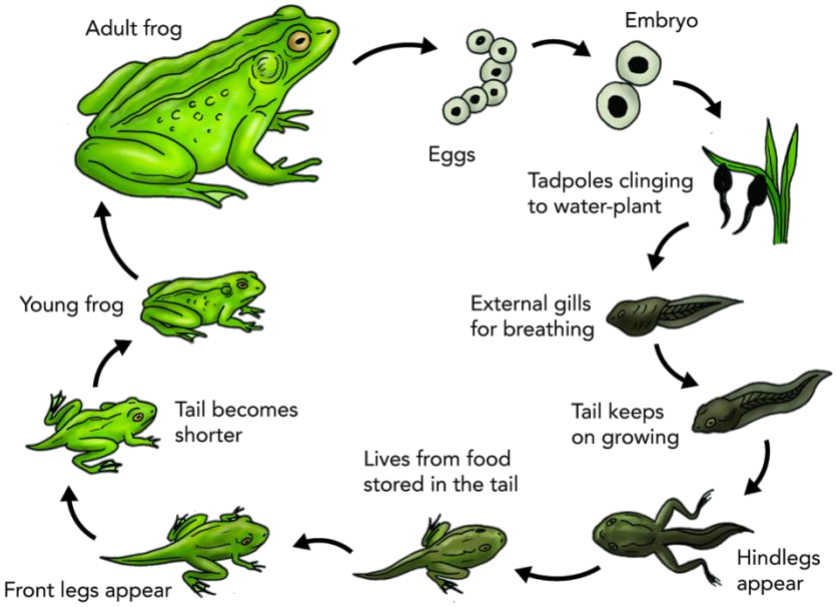
Cause

because

Effect

THURSDAY 26TH AUGUST

Challenge 1: Read the diagram below and explain the lifecycle to someone in your family.



<u>Challenge 2: Draw a line to match the 'cause' and 'effect' sentences below. Colour the coordinating conjunction in yellow and the subordinating conjunction in pink.</u>

CAUSE	EFFECT
The female frog lays hundreds of eggs,	so it can breathe underwater.
Tadpoles cling to water plants,	so it can be used to store its food.
Female frogs protect the embryo,	because they eat the insects lying in the plants.
First the tadpole (polliwog) grows external gills,	because not all of them will hatch.
The frogs tail continues to develop and grow,	so predators do not eat them.

FRIDAY 27TH AUGUST 2021

Independently write your own sentences using the 'cause' and 'effect' conjunctions: so, because

Use feedback squares below to check your sentence structure.

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

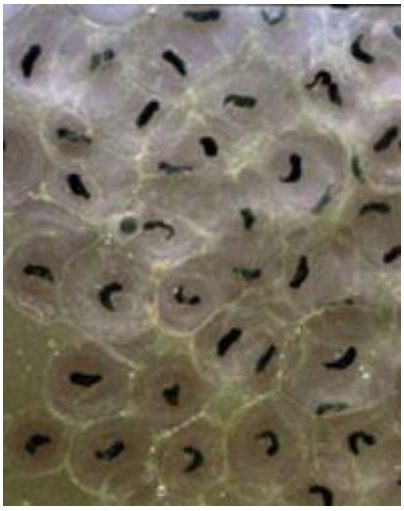
Week	Learning intention	We are learning to write a complex sentence.
	Success Criteria I have used:	C main clause subordinate clause .!?

Monday - Reading Task

Read the text and answer the questions on the following page.

Frog Life Cycle Comprehension

The life **cycle** of a frog is amazing. The complete metamorphosis occurs through four stages: egg (frogspawn), tadpole, young frog (froglet) and adult frog.



1. *Frogs begin life as tiny eggs (frogspawn).*

2. Tadpole with gills and tail.

3. A young frog (froglet)

4. A full-grown adult frog.

1. A frog begins life as a tiny egg, usually in or near water.

2. After about 10 days, a tadpole hatches from the egg. It breathes using **gills** and moves like a fish. After about five weeks, the tadpole's gills disappear, and it grows lungs.

3. At about 12 weeks, the young frog (called a froglet) grows legs, and its tail disappears. It leaves the water and can live on land.

4. In about one year, the frog is a full-grown adult. Soon, the **cycle** will begin again.

Monday - Reading Task

Read the text *Frog Life Cycle Comprehension* and answer the following questions.

Sequence Questions – Multiple choice. Choose 1 answer for each question.

1. Which comes first in the frog's life cycle?

A. frogs

B. tadpoles

C. eggs

D. fish

2. Before a tadpole grows lungs it

A. breathes through gills.

B. breathes through its skin.

C. breathes through its nose.

D. doesn't need to breathe.

3. After a frog grows legs

A. its tail disappears.

B. it can go onto land.

C. it is no longer a tadpole.

D. All of the above.

4. The full cycle is completed in

A. a year.

B. 12 weeks.

C. 5 weeks.

D. 10 days.

5. In the last sentence, the author says that soon the cycle will begin again.

How does the cycle begin again?

_____

_____

Tuesday – Reading Task

Read *The Life Cycle of a Frog by Lynda R. Williams* and answer the comprehension questions on the next page

The Life Cycle of a Frog

By Lynda R. Williams

Frogs are members of the *amphibian* class of animals. Frogs are known for their ability to jump, the croaking sounds they make, and for their life cycle.

The life cycle of a frog begins with a fertilized egg. The eggs are often laid in still water like a puddle or a pond.

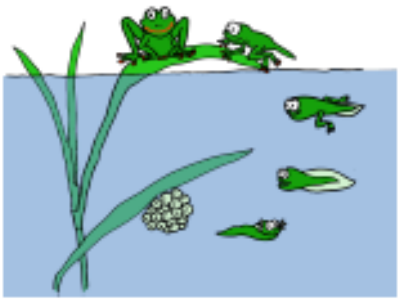
Frog Eggs

The next stage is the tadpole stage. The tiny tadpole forms inside the egg. Both the egg and the tadpole stage take place in the water.

Tadpole

Next the tadpole develops into an immature frog or froglet. This stage looks like a tadpole with legs. First the back legs will form and then the front legs.

Froglet



Adult Frog

As the immature frog changes into an adult frog through the process of *metamorphosis*. The tail is absorbed and lungs replace the external gills. The adult frog breathes air but also breathes through its skin. The frog receives 50% of its oxygen through its skin.

Most frogs like to live in or near water or in damp areas. However, frogs have adapted to live in a number of different habitats including streams, forests, meadows, rainforests, swamps, ponds, and lakes. Adult frogs will not stay out of water very long because they cannot let their skin dry out.

Adult frogs are *carnivores* and *predators*. They eat a variety of food including spiders, insects, and worms. They have long tongues with sticky ends that they flick out to catch their prey. The life cycle will begin again with the adult female frog laying eggs.

Tuesday – Reading Task

Read *The Life Cycle of a Frog by Lynda R. Williams* and answer these comprehension questions

Name_____

Thinking About The Reading

1. **What is the first stage of the lifecycle of a frog?**

2. **What type of animal is a frog?**

3. **What is metamorphosis?**

4. **What can adult frogs do with their skin?**

5. **What do frogs do with their sticky tongue?**

6. **How are tadpoles different from adult frogs?**

7. **Name three things that frogs eat.**

8. **What is one question you still have about frogs?**

Wednesday - Reading Task

Read the text and answer the questions on the following page.

From Egg to Frog

What would your life be like as a frog? You would have to know how to swim and hop. Frogs are amphibians (am-FI-bee-uhnz). Amphibians spend part of their lives in water and part on land. Most have smooth, wet skin. Most amphibians hatch from eggs.

Learn about the life **cycle** of a frog. A life **cycle** shows the **stages** in an animal's life.

(1) Egg

Most frogs come from tiny eggs. A mother frog lays eggs in or near water. A frog can lay thousands of eggs at once. The eggs are in large clumps. A jelly coating makes the eggs slippery. That **protects** them from being eaten by other animals.

(2) Tadpole

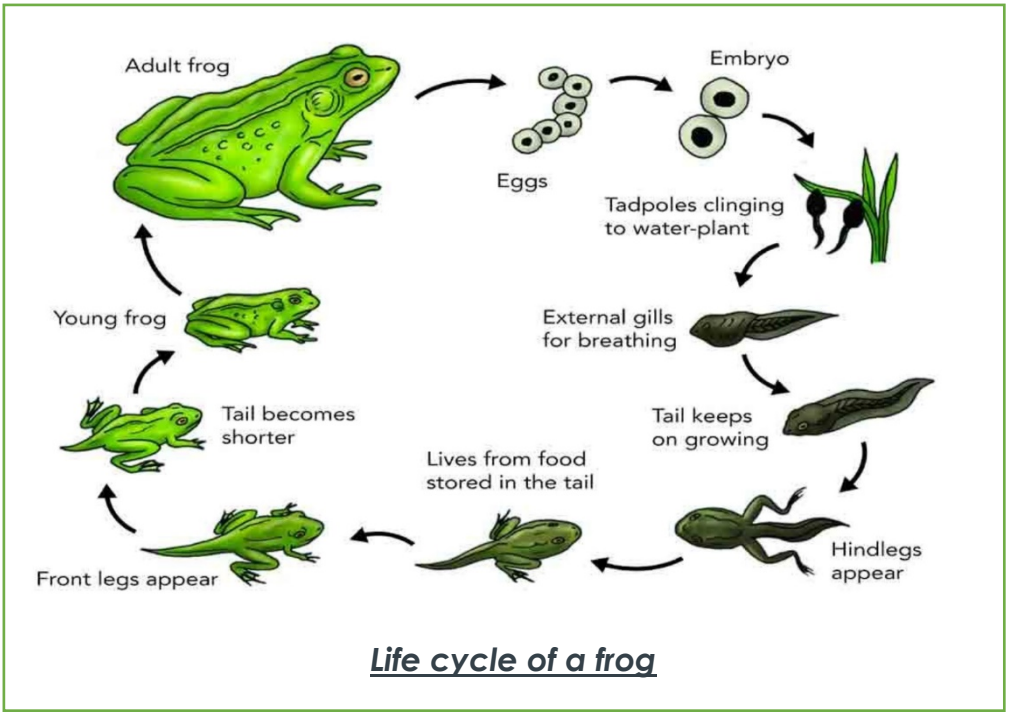
A tiny tadpole grows inside each egg. A few weeks later, the tadpole hatches. A tadpole lives in water. It breathes using gills. It uses its long tail to swim and moves like a fish. Tadpoles eat tiny water plants called algae (AL-jee).

(3) Froglet

During the next few weeks, the tadpole grows legs and toes. The tadpole's gills grow smaller, and the tadpole starts to grow lungs. It swims to the top of the water to breathe air. The tadpole starts to look more like a frog. It is called a froglet.

(4) Adult frog

The froglet's tail gets smaller and soon disappears. Now the frog is an adult. It leaves the water and lives mostly on land. It breathes using lungs. It eats insects, worms, and snails. Mother frogs return to the water to lay eggs. Then the life **cycle** begins again.



Life cycle of a frog

Wednesday - Reading Task After reading the text *From Egg to Frog* answer the following two pages of comprehension questions

Comprehension Questions - Page 1

1. **According to the text, what does a life cycle show?**

A. the eggs that amphibians hatch

B. the tadpole that grows inside each egg

C. the stages in an animal's life

D. the tiny egg that most frogs come from

2. **The text lists and describes the stages of the life cycle of a frog. Which of the following shows these stages in the correct order?**

A. egg, tadpole, frog, froglet

B. egg, tadpole, froglet, frog

C. egg, froglet, tadpole, frog

D. egg, froglet, frog, tadpole

3. **Frogs eat different kinds of food during different stages of their life cycles. What evidence from the text supports this conclusion?**

A. Tadpoles hatch from eggs. Adult frogs grow from froglets.

B. Tadpoles live in water. Adult frogs live mostly on land.

C. Tadpoles breathes using gills. Adult frogs breathe using lungs.

D. Tadpoles eat tiny water plants called algae. Adult frogs eat insects, worms, and snails.

4. **Read these sentences from the text.**
"A mother frog lays eggs in or near water.
"A tadpole lives in water.
"[An] adult [frog] leaves the water and lives mostly on land."

Based on this information, what can you conclude about where a frog lives during different stages of its life cycle?

A. At the beginning stages of its life cycle, a frog lives mostly on land. Towards the final stages of its life cycle, a frog lives in water.

B. Throughout all stages of its life cycle, a frog lives in water.

C. At the beginning stages of its life cycle, a frog lives in water. Towards the final stages of its life cycle, a frog lives mostly on land.

D. Throughout all stages of its life cycle, a frog lives mostly on land.

5. **What is the main idea of this passage?**

A. A life cycle of a frog has four main stages.

B. Tadpoles use their long tails to swim and move like fish.

C. A jelly coating protects frog eggs from being eaten by other animals.

D. Amphibians spend part of their lives in water and part on land.

Wednesday - Reading Task

After reading the text From Egg to Frog answer the following two pages of comprehension questions

Comprehension questions - Page 2

6. **Read these sentences from the text.**
"A jelly coating makes the eggs slippery. That protects them from being eaten by other animals."
What does the word "protects" mean here?

A. makes them easy to find
B. makes them hard to find
C. puts in danger or harm's way
D. keeps safe from danger or harm

7. **Choose the answer that best completes the sentence.**
Most frogs come from tiny eggs. A tiny tadpole grows inside each egg. _____, the tadpole hatches.

A. Meanwhile
B. Then
C. Before
D. Instead

8. Where do most frogs come from?
Support your answer with evidence from the text.

_____

_____

9. Explain how a tadpole becomes a froglet.
Support your answer with evidence from the text.

_____

_____

10. Explain how an egg becomes a frog.

_____

_____

_____

_____

Thursday - Reading Task

Read the text and answer the comprehension questions.

Life Cycle of a Frog

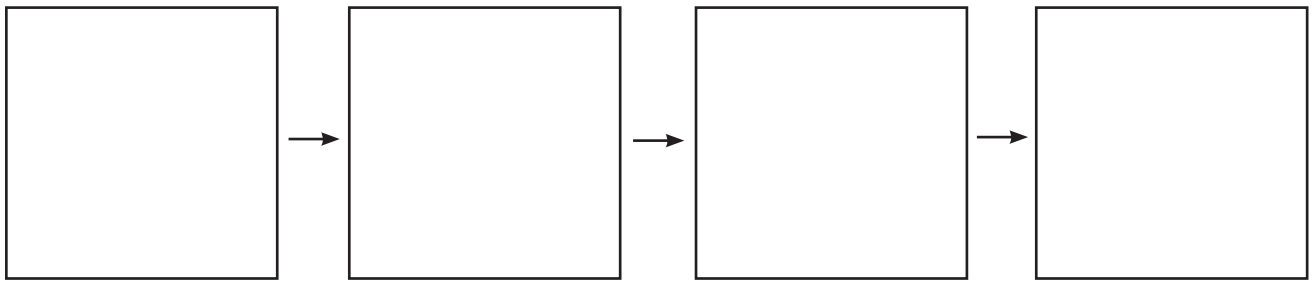
Female frogs lay hundreds or thousands of eggs in water or wet places. These eggs are called frog spawn and are like little balls of grey jelly, each with a black speck in the middle. These eggs slowly start to develop but only some of them will grow into adults. Not all the eggs will survive as fish, ducks, insects, and other creatures will eat the eggs.

After 21 days the embryo leaves its jelly shell and attaches itself to a weed or grasses in the water. It then becomes a tadpole and starts to swim around using its tail. As the tadpole grows it begins to develop lungs that replace the gills so that it can breathe air. The froglet, as it is now called, starts to grow and its tail shrinks. Front legs start to appear and its eyes and mouth grow larger. Once the tail has completely disappeared the froglet turns into a frog. It can then jump out of the water. This frog will mostly live on the land and feed on insects and worms. It will then find a mate and the whole process will begin again.

A vertebrate that starts its life in water and grows up to develop lungs and legs for its life on land is called an amphibian.

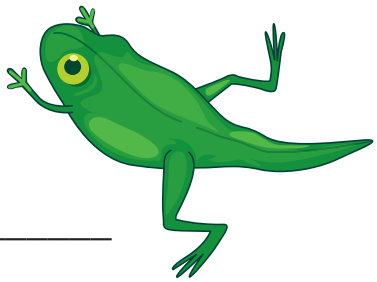
Questions:

1.Draw the life cycle of the frog in the boxes below:



2) Where does a female frog lay her eggs?

_____



3) What do the frog spawn hatch into?

_____

Thursday - Reading Task

Read the text *Life Cycle of a Frog* and answer the comprehension questions.

4) How do tadpoles breathe?

_____

5) Where are you most likely to find more frog eggs?

a) In a pond with lots of fish
b) In a pond with very few fish

Explain your answer.

_____

6) Are adult frogs omnivores, carnivores or herbivores? Explain your answer.

_____

7) Write down two **similarities** between an amphibian and a reptile.

_____

_____

8) Write down two **differences** between an amphibian and a reptile.

_____

_____

9) A ***herpetologist*** is someone who studies amphibians and reptiles.
Would you like to be a herpetologist? Do you think it would be an interesting job?

_____

_____

_____

Friday – Reading Task Read about the Life Cycle of an Amphibian. Try to synthesise the information by summarising into your own explanation of the life cycle using this template.

Life Cycle of an Amphibian

Amphibians are sometimes thought of as being closely related to reptiles, but there are several significant differences in their life cycles. Both lay eggs and are cold-blooded (ectotherms). Reptiles lay hard-shelled eggs whereas amphibian eggs are encased in jelly. Reptile young are born with lungs, yet amphibians are born with gills to breathe underwater. Reptiles live in a wide range of habitats, but amphibians live in or near water for their entire life.

Amphibians lay their eggs (spawn) in water, often near to the edge or in shallow areas. Frogspawn forms in clumps, while toadspawn is laid in long ribbons. Spawn appears in spring, usually in February or March.

Over the next 7 to 9 days, the embryos inside the eggs will start to develop. If you look closely, you can observe these changes each day.

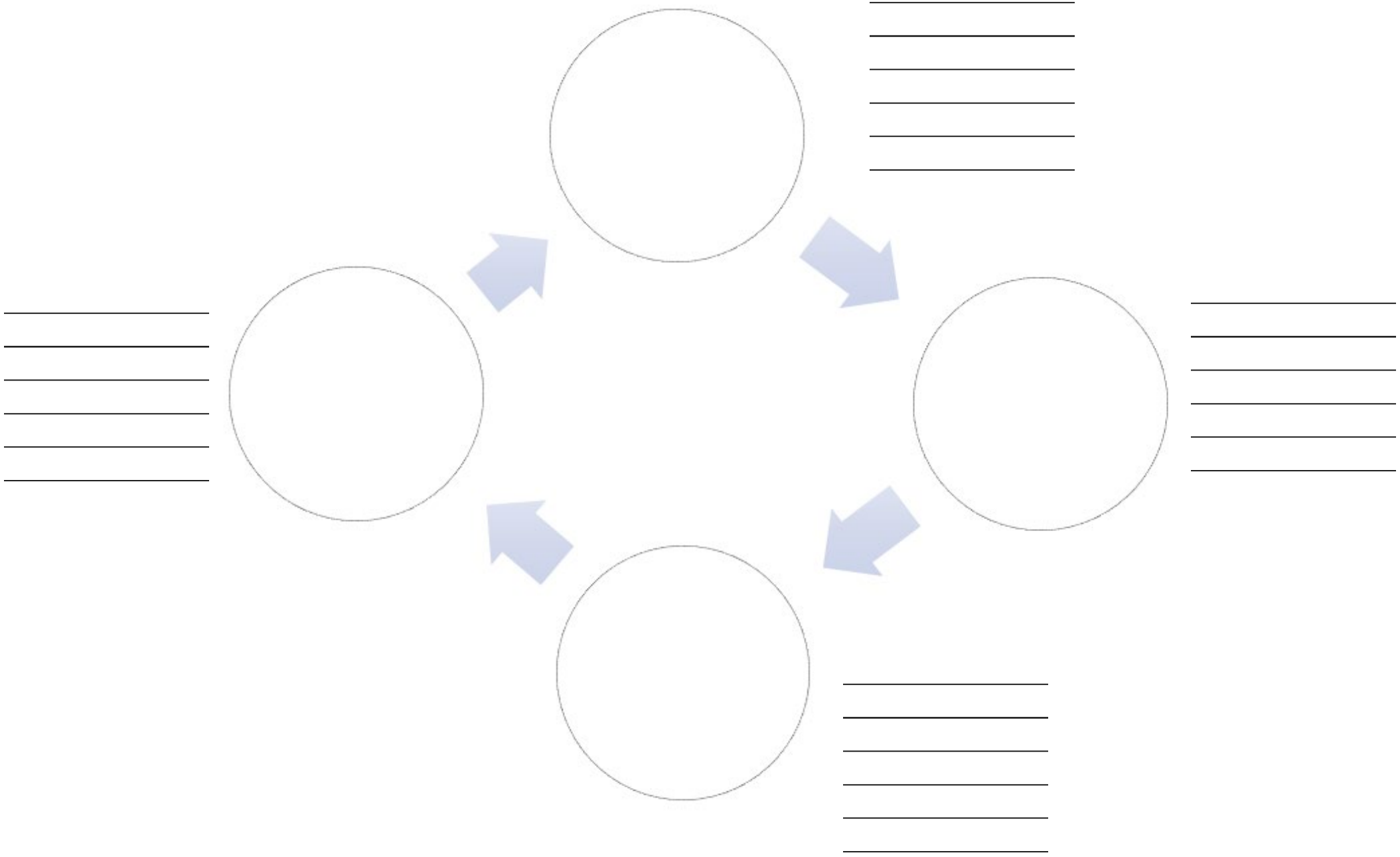
After this period, the embryos will hatch as tadpoles. Tadpoles have a head and a tail but no limbs at this point.

During the following 14 weeks, the tadpole will start to develop. This takes slightly longer in toads. It only eats plants at this time.

Once the amphibian has developed all four legs and started to take on its adult form, it stops eating vegetation. It uses nutrients stored in the tail to feed now. Eventually, the tail disappears.

As the tail disappears, frogs and toads move on to land for part of their time. Some adult amphibians spend most of their time in water, and some spend most of their time on land. It depends on the species.

Friday – Reading Task After reading about the Life Cycle of an Amphibian. Try to synthesise the information by summarising into your own explanation of the life cycle using this template.



Writing Block Planner - Draw your block planner everyday - Monday - Friday

I BF W ? R

1 TOPS E L

2 TOPS E L

3 TOPS E L

C DYK ?

Diagram

Cap

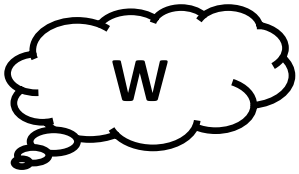
Writing Block Planner explained- Monday - Friday

_____ = title

I = Introductory paragraph

= Wow everyone with a big fact

= hook the reader by using a have you ever wondered question?



= A wonder question

R = respond to a wonder

1 = 1st explanation sequence paragraph

2 = 2nd explanation sequence paragraph

3 = 3rd explanation sequence paragraph

TOPS = topic sentence

= cause and effect

E = **elaborate** and **link** to the next

L explanation sequence paragraph using cause and effect

C = Conclusion

= conclude by summarising what you've written above

= conclude with a WOW—Did you know question?

We are learning to write an explanation

Writing Week 7 – to be completed on Monday

Draw the block planner below BEFORE watching any videos to challenge your memory! Make sure you are drawing the block planner in your workbook every day

We are learning to write an explanation

Writing Week 7 – to be completed on Monday

To write a sequence paragraph we must first learn *how to write cause and effect sentences.* Cause and effect sentences use the conjunctions 'so' or 'because'. It explains why something happened.

Using this picture as an example: My alarm did not go off on time, so I was late to work.

Please read then circle the cause and effect words. The first one has been done for you.

1. A frog's small eggs are protected by a clear jelly, so predators don't eat them.
2. The female adult frogs lays hundreds of eggs because not all of them will survive.
3. Tadpoles develop external gills, so they can breathe under water.
4. The tadpoles tail grows longer because it stores food inside it.
5. The tadpole clings onto water plants, so it doesn't float away.

YOUR TURN – write 5 cause and effect sentences and circle the conjunctions in the space below

_____

_____

_____

_____

_____

_____

_____

_____

We are learning to write an explanation

Writing Week 7 – to be completed on Tuesday (watch Lesson 3 in the video first)

<u>Your job is to highlight and label each part of the block planner that we have learnt this week (sequence paragraphs). I have highlighted the cause and effect words I have used (because, so).</u>

Topic sentence – red
Elaboration – blue
Link – orange

The female adult frog lays hundreds of eggs because not all of them will hatch. Some of them will be eaten by predators such as fish, ducks and dragonflies. After the eggs hatch safely, a young tadpole clings to a water plant (algae) for safety.

The tadpole (polliwog) develops external gills, so it can breathe under water. The tadpole's tail continues to grow then the hind legs appear. Next the front legs grow, and the tadpole evolves into a froglet.

As the froglet (small frog) grows its gills disappear and its lungs enlarge, so it can breathe on land. The froglet's tail becomes shorter because it eats the food stored in it. After some time, it will transform into an adult frog.

We are learning to write an explanation

Writing Week 7 – to be completed on Wednesday

Your job is to write the missing elaboration sentences from the sequence paragraphs and write the whole paragraph in the space below. Remember to make it a cause and effect sentence using either 'so' or 'because'.

The first stage of a frog's life cycle is the egg. _____

_____. Then

the egg will transform into a tadpole (polliwog).

_____

_____

_____

_____

The next stage of a frog's lifecycle is the tadpole (polliwog). _____

_____. After

that, the tadpole will evolve into a froglet (small frog).

_____

_____

_____

_____

We are learning to write an explanation

The next stage of **metamorphosis** is where the amphibian develops into a froglet (small frog)._____

_____. **After this,** the tadpole will morph into an adult frog.

_____

_____

_____

_____

Use the space below to practice writing your own 1st sequence paragraph about the life cycle of a frog

We are learning to write an explanation

Writing Week 7 – to be completed on Thursday

Let's look a little closer at a first sequence paragraph. Below are two different examples of a first sequence paragraph:

Example 1)

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

Circle the cause and effect word used

What is the Topic sentence in this paragraph?

_____

What is the Elaboration in this paragraph?

_____

_____

What is the Link in this paragraph?

_____

(Example 2)

The female adult frog lays hundreds of eggs because not all of them will hatch. Some of them will be eaten by predators such as fish, ducks and dragonflies. After the eggs hatch safely, a young tadpole clings to a water plant (algae) for safety.

Circle the cause and effect word used

We are learning to write an explanation

What is the Topic sentence in this paragraph?

_____

What is the Elaboration in this paragraph?

_____

_____

What is the Link in this paragraph?

_____

Use the space below to copy both of these examples

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

We are learning to write an explanation

Writing Week 7 – to be completed on Friday

YOUR TURN – independently write an explanation on the life cycle of a frog – only write the title, introduction and first sequence paragraph (if you feel confident to do all the sequence paragraphs then go for it!) You may use the work you've completed during the week to help you do this. Draw the parts of the block planner you are going to write in the box below first.

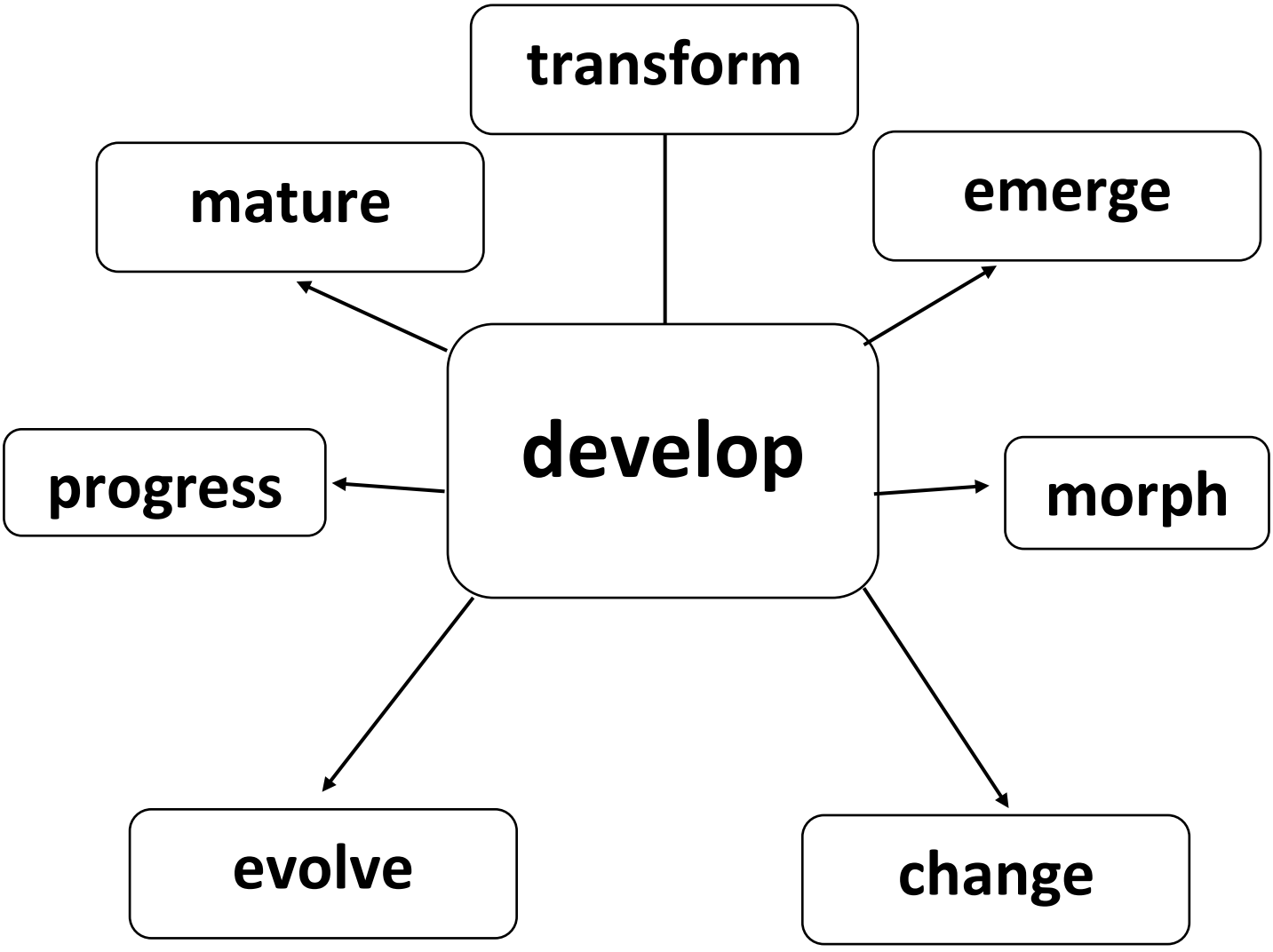
We are learning to write an explanation

Key vocabulary

Using a wide range of vocabulary makes your work more interesting! Make sure to use other words for **develop** in your writing. Some examples are provided below.

Metamorphosis - is **a process some animals go through to become adults**. It is a series of physical changes.

Frogspawn – is a group of frog's eggs



Complete 1 maths mentals column per day.

Challenge yourself by trying to complete this in 20 minutes.

GOODLUCK !

1 2 x 3 ☐

2 3 x 3 ☐

3 6 x 3 ☐

4 10 x 3 ☐

5 5 x 3 ☐

6 8 x 3 ☐

7 1 x 3 ☐

8 3 x 2 ☐

9 3 x 4 ☐

10 3 x 8 ☐

11 3 x 5 ☐

12 3 x 10 ☐

13 3 x 9 ☐

14 3 x 7 ☐

15 Nick has three $5 notes. How much money does he have? ☐

Practice

1 4 x 3 ☐

2 8 x 3 ☐

3 $2 x 3 ☐

4 6 x 3 ☐

5 5 x 3 ☐

Revision

6 25 – 6 ☐

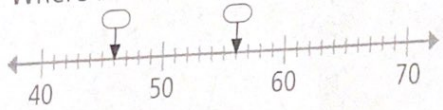
7 47 – 8 ☐

8 34 – 7 ☐

9 56 – 8 ☐

10 Tia had 24 coloured pencils. 7 are missing. How many are left? ☐

11 Where is 56 on this number line?



12 Write the numeral for 3 hundreds, 6 tens and 4 ones. ☐

13 5 + 3 = ☐ 9 + 2 = ☐

2 + 7 = ☐

14 Circle the coin with the greater value.

15 How many of the first bottle does it take to fill the second bottle? ☐

1 3 x 3 ☐

2 $1 x 3 ☐

3 9 x 3 ☐

4 $10 x 3 ☐

5 7 x 3 ☐

6 23 – 6 ☐

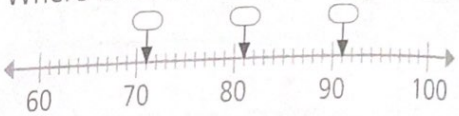
7 83 – 5 ☐

8 64 – 7 ☐

9 95 – 8 ☐

10 Tim scored 35 goals, 7 more than Lee. How many goals did Lee score? ☐

11 Where is 81 on this number line?



12 Write the numeral for 1 hundred, 0 tens and 9 ones. ☐

13 4 + 5 = ☐ 8 + 2 = ☐

3 + 6 = ☐

14 Circle the coin with the lesser value.

15 How many of the bottle does it take to fill the bucket? ☐

Practice

1 3 x 9 ☐

2 3 x 11 ☐

3 3 x 4 ☐

4 3 x 12 ☐

5 3 x 6 ☐

Revision

6 73 – 5 ☐

7 35 – 6 ☐

8 42 – 4 ☐

9 66 – 8 ☐

10 Tanya had $85. If she has $7 left, how much did she spend? ☐

11 Mark 315 on this number line.

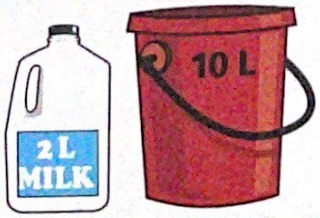
12 Write the numeral for 7 ones, 8 hundreds and 4 tens. ☐

13 7 + 9 = ☐ 4 + 7 = ☐

9 + 6 = ☐

14 Circle the coin with the greater value.

15 How many of the bottle does it take to fill the bucket? ☐



1 3 x 3 ☐

2 6 x 3 ☐

3 9 x 3 ☐

4 7 x 3 ☐

5 5 x 3 ☐

6 4 m x 3 ☐

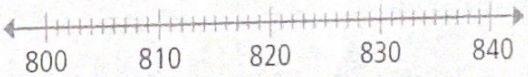
7 2 kg x 3 ☐

8 8 L x 3 ☐

9 10 cm x 3 ☐

10 How many days in 3 weeks? ☐

11 Mark 820 on this number line.



12 Write the numeral for 6 hundreds and 5 tens. ☐

13 3 + 5 = ☐ 7 + 6 = ☐

6 + 8 = ☐

14 Circle the coin with the lesser value.

15 How many of the first bottle does it take to fill the second bottle? ☐

Problem Solving – Monday

AS 21 (7a) Adela added 2 three-digit numbers together and got 815.

What might the numbers be?

Adding and Subtracting Three- and Four-digit Numbers using Place Value

AS 21 (7b) Adela added 2 three-digit numbers together and got 1156.

What might the numbers be?

Adding and Subtracting Three- and Four-digit Numbers using Place Value

AS 21 (7c) Adela added 2 three-digit numbers together, then subtracted a three-digit number and got 1153.

What might the numbers be?

Adding and Subtracting Three- and Four-digit Numbers using Place Value

Problem Solving – Tuesday

PV 17 PA 16 (17a) Mark created a pattern by repeatedly adding 100.

1200, 1300, 1400, 1500, …

What is the next number?

Place Value of Four-digit Numbers

PV 17 PA 16 (17b) Mark created a pattern by repeatedly adding 100.

2540, 2640, 2740, 2840, …

What is the next number?

Place Value of Four-digit Numbers

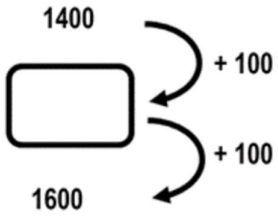
PV 17 PA 16 (17c) Mark created a pattern by repeatedly adding 100.

He started at 7546.

What would the first 4 terms be?

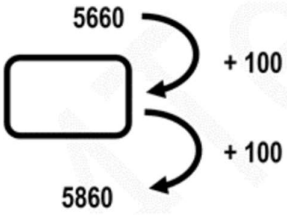
Problem Solving – Wednesday

PV 17 PA 16 (18a) What number is missing?



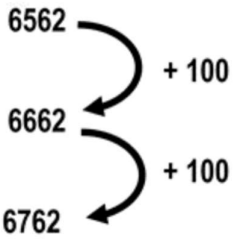
Place Value of Four-digit Numbers

PV 17 PA 16 (18a) What number is missing?



Place Value of Four-digit Numbers

PV 17 PA 16 (18c) What are the next 3 terms in this pattern?



Place Value of Four-digit Numbers

Problem Solving – Thursday

MD 12 PA 18 (1a) The teacher made 3 teams of 8 children.

How many children altogether?

Multiplication and Division by 3

MD 12 PA 18 (1b) The teacher made 3 teams of 11 children.

How many children altogether?

Multiplication and Division by 3

MD 12 PA 18 (1c) The teacher made 3 teams of 8 children and 1 team of 7 children.

How many children altogether?

Multiplication and Division by 3

Problem Solving – Friday

The school had 4 classes of 33 children.
How many children altogether?

The school had 4 classes of 28 children.
How many children altogether?

The school had 4 classes of 27 children.
1 child left the school.
How many children altogether?

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

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

27 children are divided into 4 teams.
Every child had to be in a team.
How many children in each team?

Addition and Subtraction - Monday

70 + 76 = _____

70 + 48 = _____

20 + 89 = _____

60 + 70 = _____

60 + 7 = _____

70 + 3 = _____

10 + 31 = _____

20 + 63 = _____

80 + 90 = _____

30 + 79 = _____

48 - 30 = _____

85 - 20 = _____

51 - 30 = _____

72 - 20 = _____

41 - 30 = _____

37 - 30 = _____

44 - 40 = _____

78 - 50 = _____

69 - 50 = _____

16 - 10 = _____

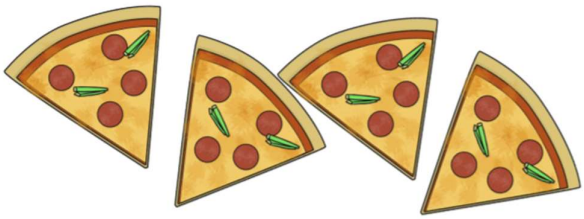
Addition and Subtraction – Tuesday

273 + 514 =	569 – 315 =
153 + 716 =	628 – 305 =
451 + 225 =	988 – 575 =
805 + 203 =	768 – 251 =
572 + 213 =	599 – 467 =

Addition and Subtraction – Wednesday

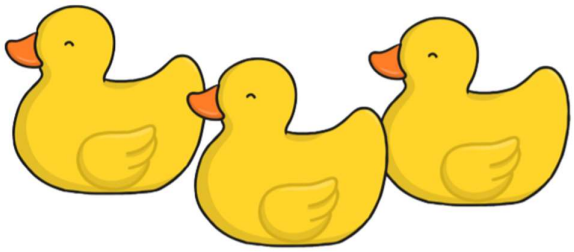
Addition and Subtraction to 100 Word Problems

1. If you have 67 slices of pizza and 15 slices are eaten, how many slices would you have left?



Addition and Subtraction to 100 Word Problems

2. If you have 72 rubber ducks and are given another 17, how many rubber ducks would you have?



Addition and Subtraction to 100 Word Problems

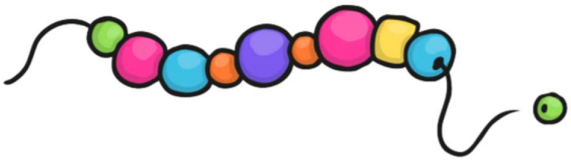
3. If you have 100 flowers and give 34 of them away, how many would you have left?

Addition and Subtraction to 100 Word Problems

4. If you invite 53 people to a party and 24 of them say they can't come, how many people will be at the party?

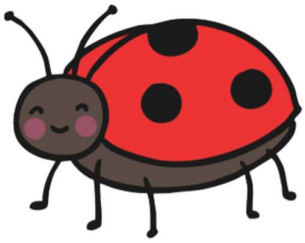
Addition and Subtraction to 100 Word Problems

5. If you find 49 wooden beads under the sofa and then find another 50 in a box, how many beads would you have?



Addition and Subtraction to 100 Word Problems

6. If you count 85 ladybirds in your garden and 21 fly away, how many ladybirds would be left?

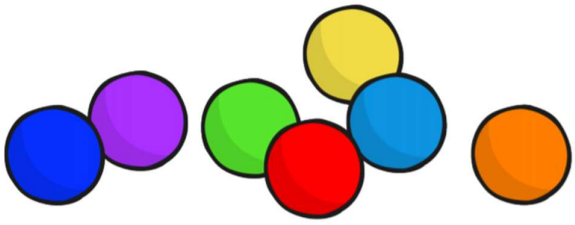


Addition and Subtraction to 100 Word Problems

7. If you have 47 dollars and you find another 13 in your pocket, how many dollars would you have?

Addition and Subtraction to 100 Word Problems

8. If you have 57 gobstoppers and eat 18 of them, how many would you have left?



Addition and Subtraction – Thursday

Checking 3 by 3-Digit Mixed Calculations - With Carrying and Exchanging

Calculate the answer to the following calculations and check by using the inverse (addition or subtraction). Choose the best method for you - column method, number line, near doubles etc.

34 23 57	16 59 75	92 45 137
____ + ____ = ____ ____ + ____ = ____ ____ − ____ = ____ ____ − ____ = ____	____ + ____ = ____ ____ + ____ = ____ ____ − ____ = ____ ____ − ____ = ____	____ + ____ = ____ ____ + ____ = ____ ____ − ____ = ____ ____ − ____ = ____
87 240 153	**393 240 153**	**616 240 153**
____ + ____ = ____ ____ + ____ = ____ ____ − ____ = ____ ____ − ____ = ____	____ + ____ = ____ ____ + ____ = ____ ____ − ____ = ____ ____ − ____ = ____	____ + ____ = ____ ____ + ____ = ____ ____ − ____ = ____ ____ − ____ = ____

Create two addition and two subtraction calculations from each set of three numbers, writing the full calculations in the given box.

26 97 123	86 134 48	364 213 151
652 589 63	**572 801 229**	**371 912 1283**

Addition and Subtraction – Friday

Estimated Answers

To answer the following questions decide which multiple of 10 each number is closest to and then add or subtract the numbers. Trying to answer quickly will help you to practise estimating rather than working the answer out.

Example

1. 32 + 59 =

My estimate: 30 + 60 = 90

Estimating Addition:

3. 51 + 53 =

My estimate: ☐ + ☐ = ☐

4. 81 + 33 =

My estimate: ☐ + ☐ = ☐

5. 89 + 27 =

My estimate: ☐ + ☐ = ☐

6. 59 + 92 =

My estimate: ☐ + ☐ = ☐

7. 132 + 19 =

My estimate: ☐ + ☐ = ☐

8. 88 + 109 =

My estimate: ☐ + ☐ = ☐

Estimating Subtraction:

1. 58 - 32 =

My estimate: ☐ - ☐ = ☐

2. 79 - 22 =

My estimate: ☐ - ☐ = ☐

3. 104 - 51 =

My estimate: ☐ - ☐ = ☐

4. 121 - 33 =

My estimate: ☐ - ☐ = ☐

5. 129 - 27 =

My estimate: ☐ - ☐ = ☐

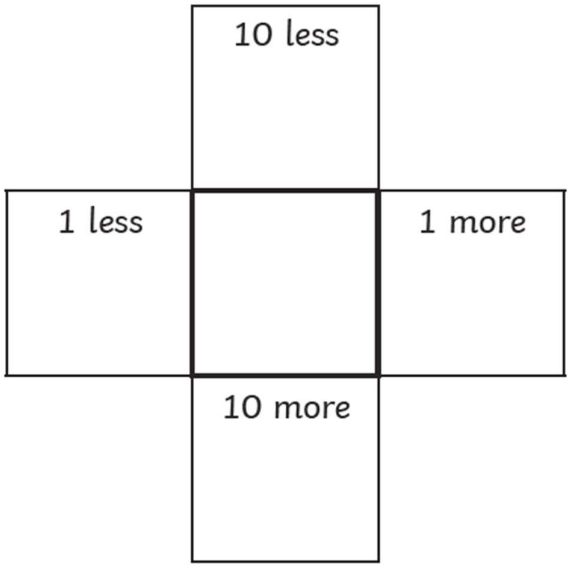
6. 229 - 92 =

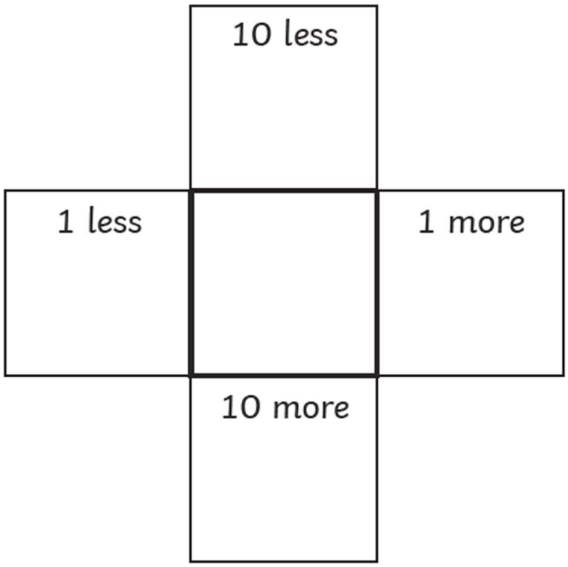
My estimate: ☐ - ☐ = ☐

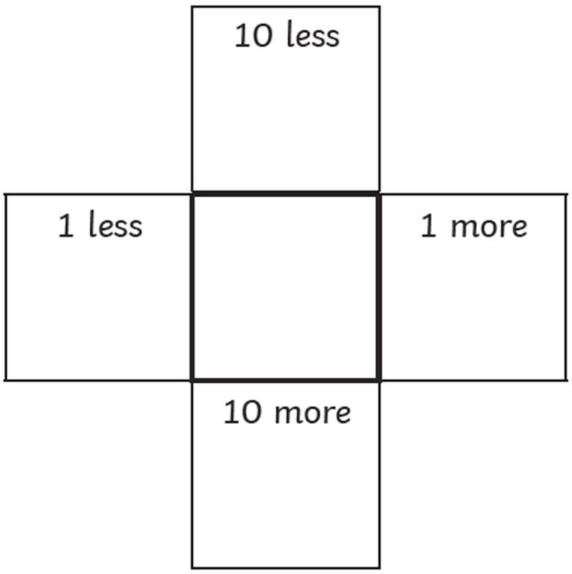
Place Value – Monday

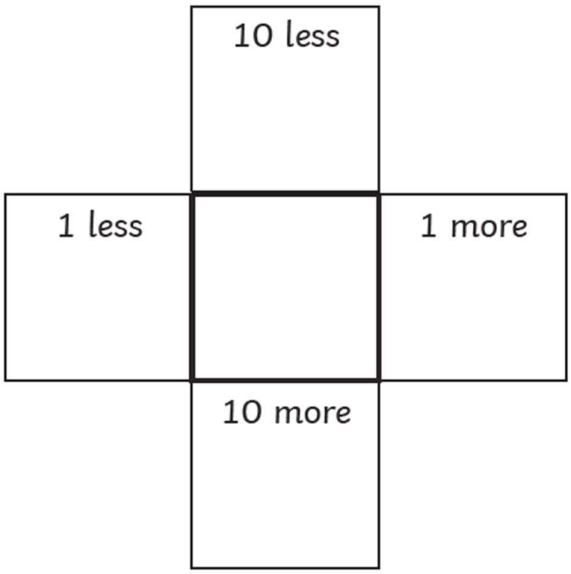
100 Square More and Less

Choose a number between 0 - 100 and write it in the middle square.
Use your number to work out what to write in the boxes around it.







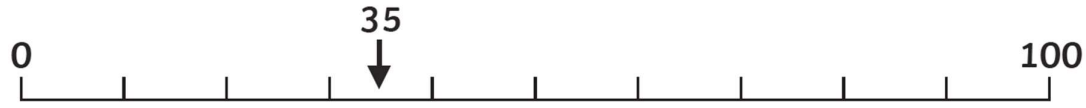


Place Value – Tuesday

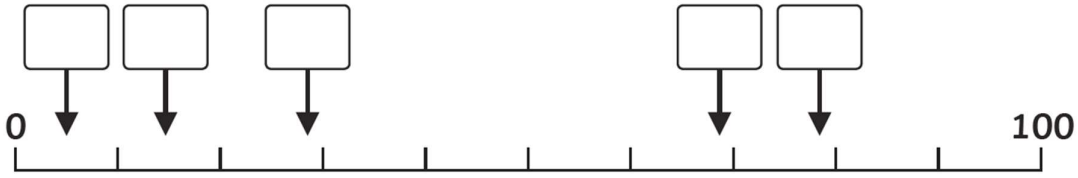
Using a Number Line

1. Draw arrows to show where the numbers belong on this number line.
   The first one has been done for you.

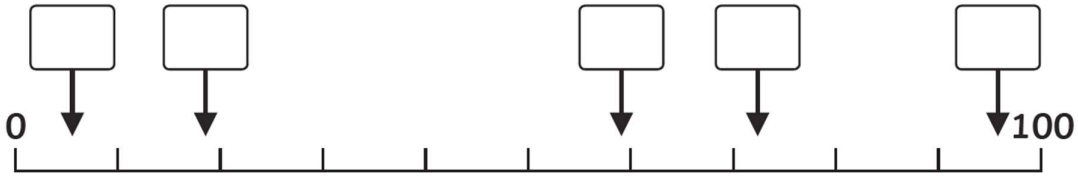
35, 62, 3, 95, 27



2. Where are the arrows pointing to on this line?
   Give an approximate answer.

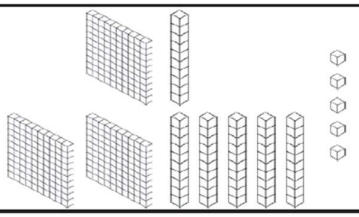


3. Where are the arrows pointing to on this line?
   Give an approximate answer.



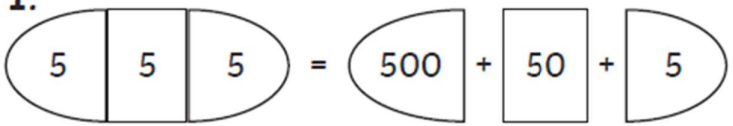
Place Value – Wednesday

Place Value to 3 Digits

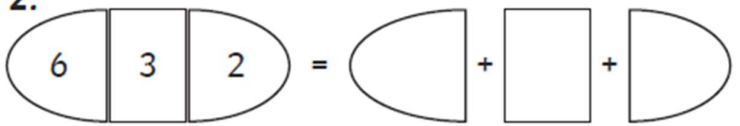
Number	Words	Expanded Form	Picture
_____	____ hundreds ____ tens ____ ones	500 + 40 + 1 = _____	
_____	2 hundreds 6 tens 1 ones	_____ + ____ + ___ = _____	
824	____ hundreds ____ tens ____ ones	_____ + ____ + ___ = _____	
_____	____ hundreds ____ tens ____ ones	_____ + ____ + ___ = _____	
156	____ hundreds ____ tens ____ ones	_____ + ____ + ___ = _____	
_____	____ hundreds ____ tens ____ ones	300 + 70 + 7 = _____	
_____	8 hundreds 9 tens 3 ones	_____ + ____ + ___ = _____	

Number Partitioning

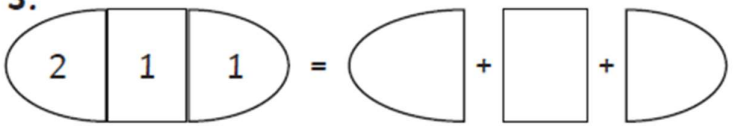
1.



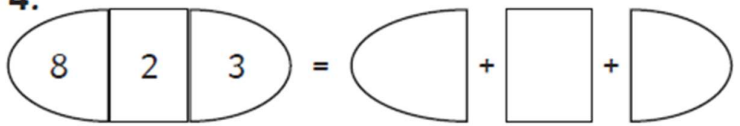
2.



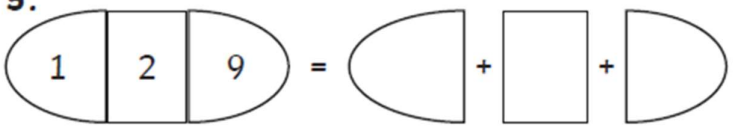
3.



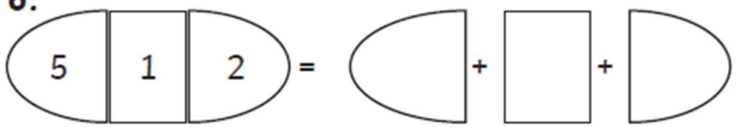
4.



5.



6.



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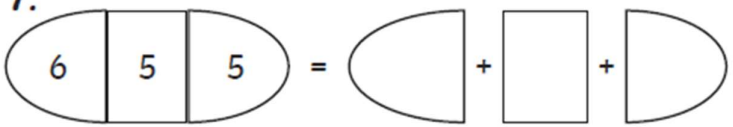

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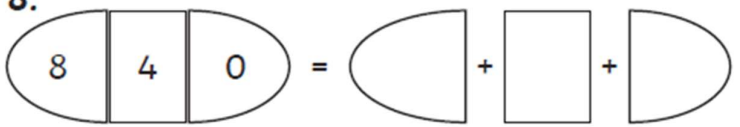

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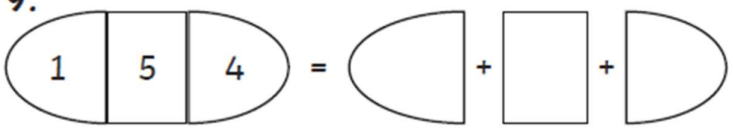

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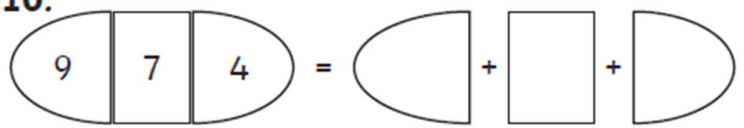

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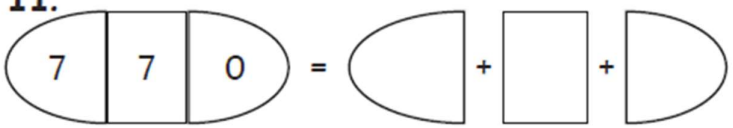

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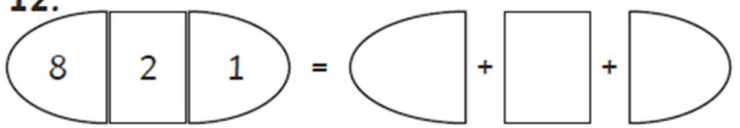
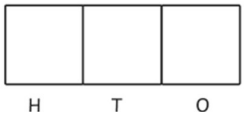


Place Value – Thursday

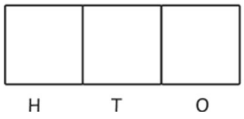
Place Value – Friday

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

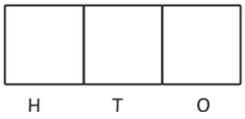
1. Between 161 and 182:
6, 1, 7



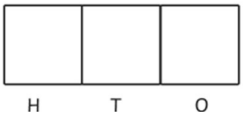
2. Between 295 and 311:
9, 2, 8



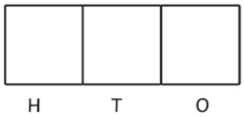
3. Between 373 and 397:
8, 3, 9



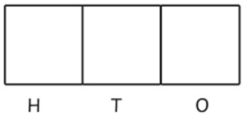
4. Between 352 and 401:
2, 6, 3



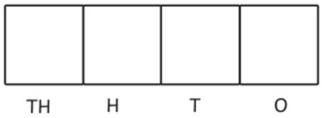
5. Between 573 and 601:
6, 5, 7



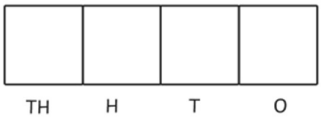
6. Between 784 and 811:
8, 9, 7



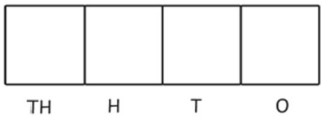
7. Between 2850 and 2870:
9, 5, 2, 8



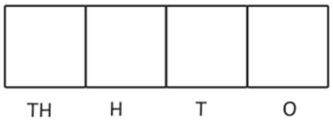
8. Between 1900 and 1930:
2, 1, 8, 9



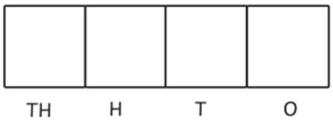
9. Between 1000 and 1050:
0, 1, 2, 4



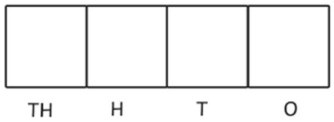
1. Between 1234 and 2000:
2, 1, 8, 9



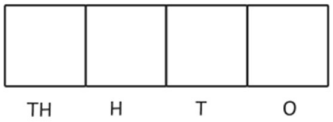
2. Between 1306 and 1345:
0, 1, 4, 3



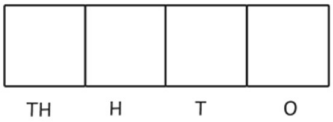
3. Between 1278 and 1299:
2, 1, 8, 6



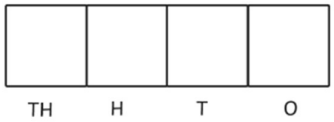
4. Between 2300 and 2456:
3, 1, 8, 2



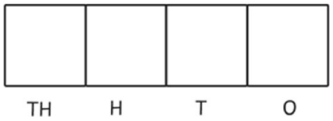
5. Between 3000 and 3500:
2, 9, 3, 4



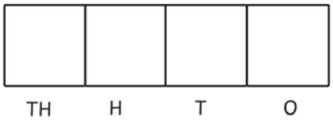
6. Between 8764 and 9000:
2, 1, 8, 8



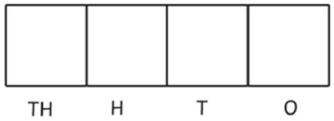
7. Between 5600 and 5700:
6, 4, 5, 9



8. Between 5426 and 9843:
2, 6, 8, 9



9. Between 1234 and 1239:
2, 1, 3, 8



Multiplication and Division by 3 – Monday

Use the distributive property to multiply single digits up to 10 by 3.

3 x 1 =

3 x 2 =

3 x 3 =

3 x 4 =

3 x 5 =

3 x 6 =

3 x 7 =

3 x 8 =

3 x 9 =

3 x 10 =

Multiplication and Division by 3 – Tuesday

Use the distributive property to divide numbers by 3.

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

$15 \div 3 =$ $\frac{1}{3}$ of $15 =$

$21 \div 3 =$ $\frac{1}{3}$ of $21 =$

$30 \div 3 =$ $\frac{1}{3}$ of $30 =$

Multiplication and Division by 3 - Wednesday

Use distributive property to multiply and divide 2-digits numbers by 3. Show your working out.

12 x 3 =	36 ÷ 3 =	$\frac{1}{3}$ of 36 =
14 x 3 =	20 ÷ 3 =	$\frac{1}{3}$ of 20 =
20 x 3 =	60 ÷ 3 =	$\frac{1}{3}$ of 60 =

Create 2 more questions of your own and complete.

Multiplication and Division by 4 - Thursday

If you need to, change the numbers to ones that are at your current level for multiplication and division.

12 x 4 =	48 ÷ 4 =	$\frac{1}{4}$ of 48 =
64 x 4 =	84 ÷ 4 =	$\frac{1}{4}$ of 84 =
75 x 4 =	75 ÷ 4 =	$\frac{1}{4}$ of 75 =
24 x 4 =	98 ÷ 4 =	$\frac{1}{4}$ of 98 =

Multiplication and Division by 2 - Friday

If you need to, change the numbers to ones that are at your current level for multiplication and division.

12 x 2 =	48 ÷ 2=	$\frac{1}{2}$ of 48 =
34 x 2 =	84 ÷ 2 =	$\frac{1}{2}$ of 84 =
84 x 2 =	75 ÷ 4 =	$\frac{1}{2}$ of 75 =
24 x 2 =	55 ÷ 2 =	$\frac{1}{2}$ of 55 =

Week 7 Tuesday – Handwriting

Tuesday 17th August 2021

oi

om

ou

on

op

Only Tom could open the broom cupboard.

Week 7 Tuesday – Handwriting

open

only

boil

torn

out

HSIE – Wednesday

Connections - How is language part of how Aboriginal and Torres Strait Islander Peoples' are connected with their land?

Use website, QR code and access code for resources.

2819

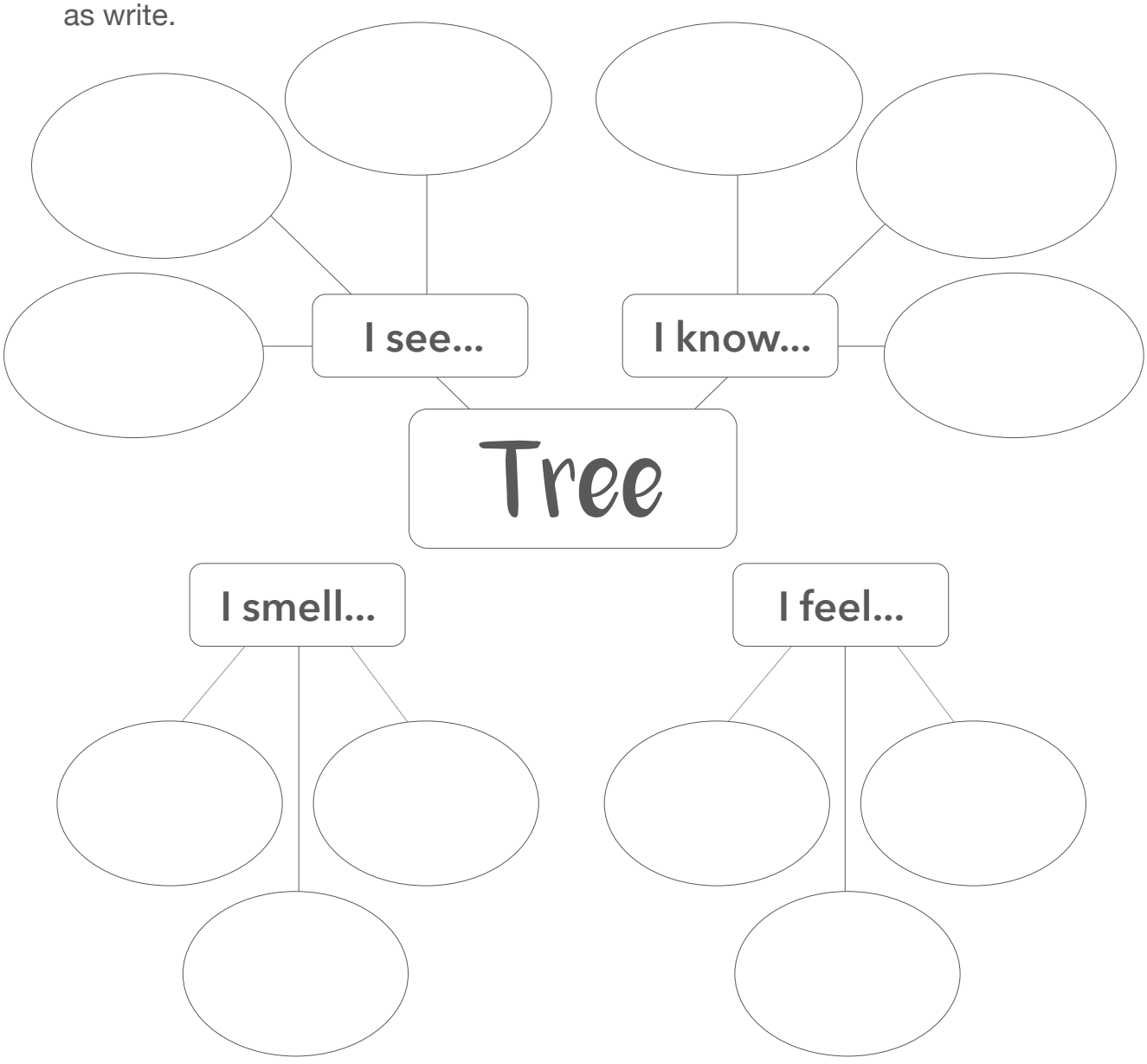
http://inq.co/class/hse

How is language part of Aboriginal and Torres Strait Islander Peoples' connection with their land?

We know that for Aboriginal and Torres Strait Islander Peoples, their Country is very important. They feel connected to the land, and to the other people, plants and animals that live there. Their language is part of this connection.

1 Close your eyes and think about the word 'tree'. What do you know? What do you see? How do you feel? What smells or sounds come to mind?

a Make a mind map showing these connections. You might like to draw as well as write.



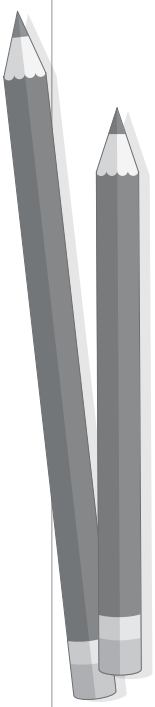
b People who live in the same place or who have the same experiences often make connections that match. Share mind maps with someone.

c How many of your meanings are the same or close? Put a star next to the ones that are.

d How many are very different? _____

e What is one reason they might be different?

3 Go to the website and watch the video Learn some of the Noongar language. Watch Larry talk about plants then draw some of the plants you saw and label the new words you discovered.



4 Watch the video: Lottie talks about how she loves her language.

Now, think pair and share about the following questions.

a How does Lottie feel about her language?

b Lottie says that her family were afraid to talk their language in town because they thought they might get locked up. Do you have any ideas on why they might have thought that? Why mightn't they have been allowed to speak their language?

5 Do you have any words or names that are very special to you and your family or your friends? If you are happy to share them, write them and their meanings down here.

Science – Thursday

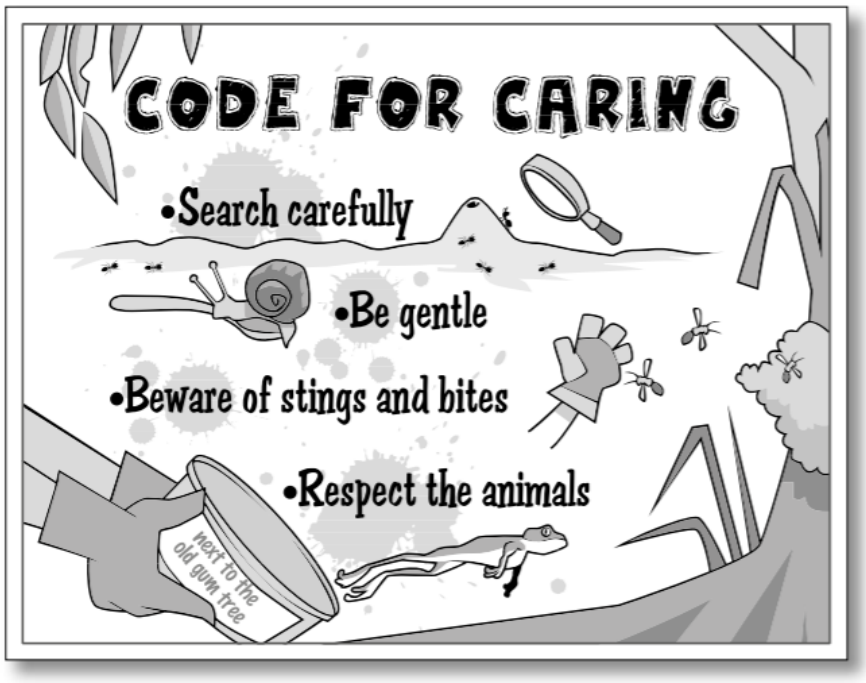
Classification of living things

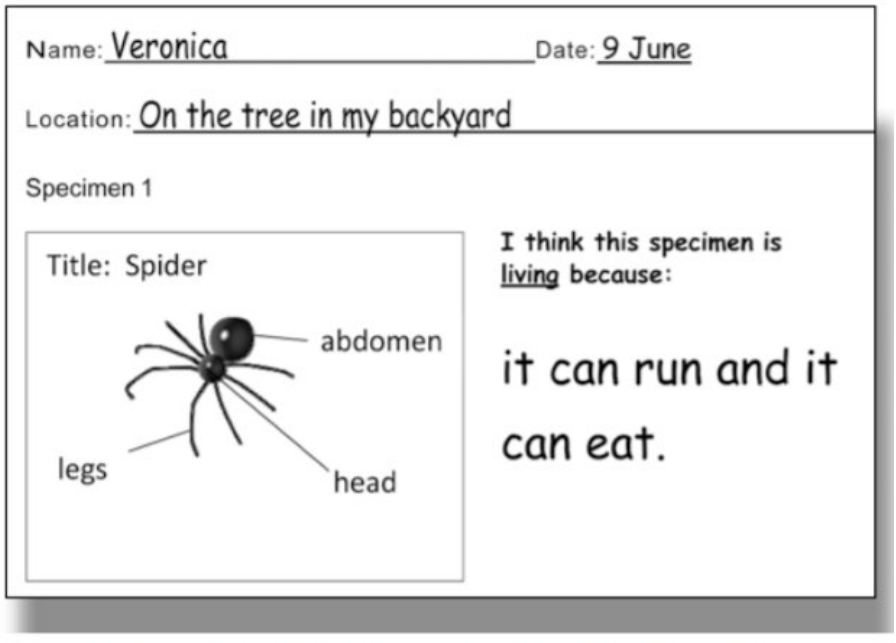
Students are going to explore their own home to look for interesting things to write a journal entry about them. Students are to look for at least **two things** to describe:

• something they think is **not living**

• something they think is **living**. If you find something that they are unsure of you might like to put that into your journal too.

Below you will find a 'Code for caring', 'Information note for families' and 'Home explorer's journal'.




Name: Veronica Date: 9 June

Location: On the tree in my backyard

Specimen 1

Title: Spider

abdomen

legs

head

I think this specimen is living because:

it can run and it can eat.

Work sample of 'Home explorer's journal'

Information note for families

Introducing the 'Home explorer's project'

This term, our class is studying how living things can be grouped on the basis of observable features and can be distinguished from non-living things. Students are asked to explore their home, garden and/or surrounds and choose:

- something that is non-living (eg, stone, plastic bag, toy car)
- something that is living (eg, goldfish, dog, caterpillar)

Students are asked to write a journal entry for each one on the provided 'Home explorer's journal' sheet.

Each entry should include:

- their name
- the date
- where they found it (location)
- a labelled diagram of the specimen
- whether it is living or non-living and why they think that.

Students are also invited to take a photo and it share with the class on Edmodo.

Code for caring

The class has established a 'Code for caring' to help students search carefully without disturbing the search area. This includes:

- Replace stones and logs after searching under them.
- Leave all plants and gardens undisturbed.
- Leave all dangerous animals alone.
- Wear gloves to avoid bites and stings.
- Use spoons and damp brushes when picking up small animals to avoid crushing them.
- When observing animals, keep them in a labelled container that has air holes, and after a short time return the animal to where it was found.

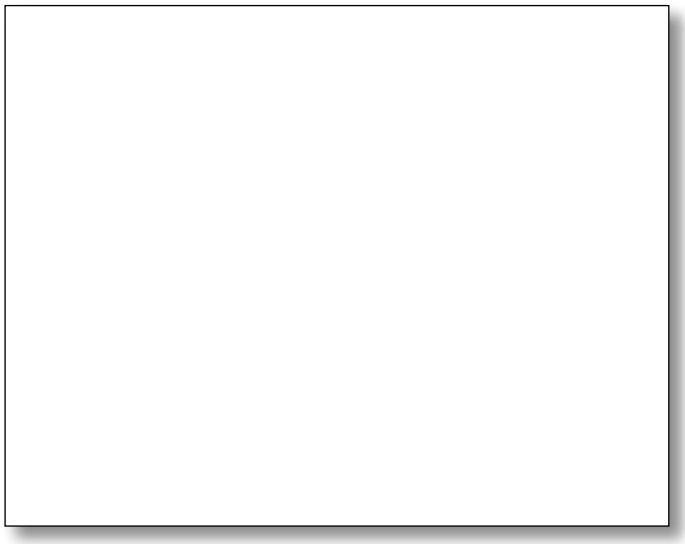
If students find something that they are unsure of, whether it is living or non-living, they are encouraged to complete a journal entry about it for discussion on Edmodo.

Home explorer's journal

Name: _____ **Date:** _____

Location: _____

Specimen 1



I think this specimen is <u>living</u> because:

Name: _____ **Date:** _____

Location: _____

Specimen 2

I think this specimen is <u>non-living</u> because:

Complete on Thursday

Positive Thinking

Positive Thoughts

Choose one of the quotes below and illustrate it.

“Every day may not be good, but there’s good in every day.” - Alice Morse Earle

“Having a positive attitude is asking how something can be done rather than saying it can’t be done.” - Bo Bennett

“We can complain because rose bushes have thorns, or rejoice because thorn bushes have roses.” - Abraham Lincoln

“A positive attitude will lead to positive outcomes.”

“Every cloud has a silver lining.” - John Milton

“A bad attitude is like a flat tyre; you can’t go anywhere until you change it.”

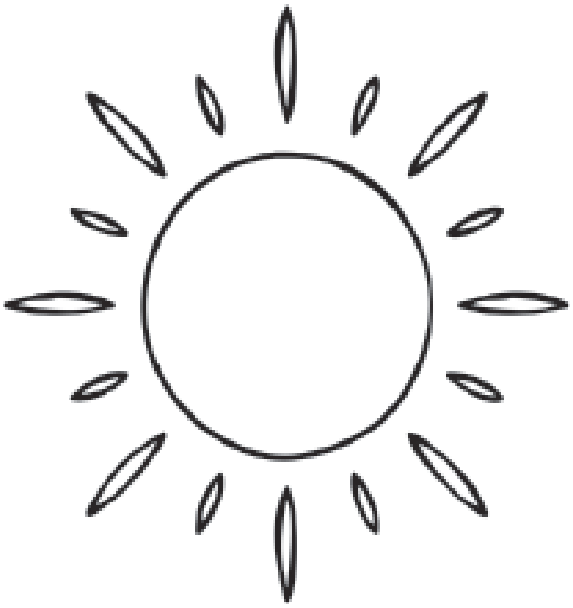
“Attitude is a little thing that can make a big difference.” - Winston Churchill

Complete on Thursday

Positive Thinking

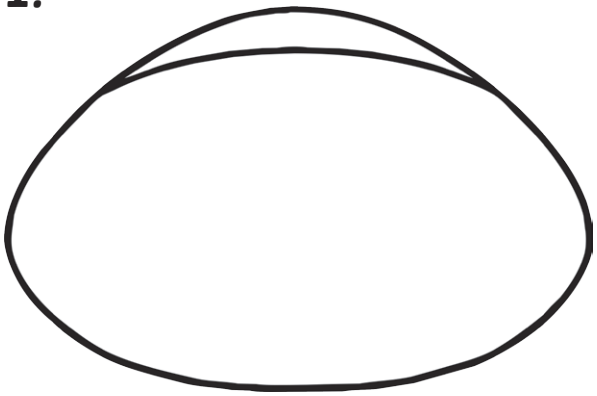
Look on the Bright Side

People with a positive attitude are said to 'look on the bright side'. Draw a picture of a happy you in the sunshine, using bright colours.



Learn to draw a Frog

1.



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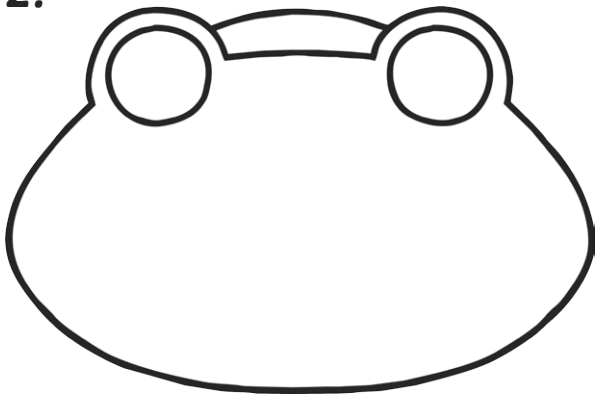
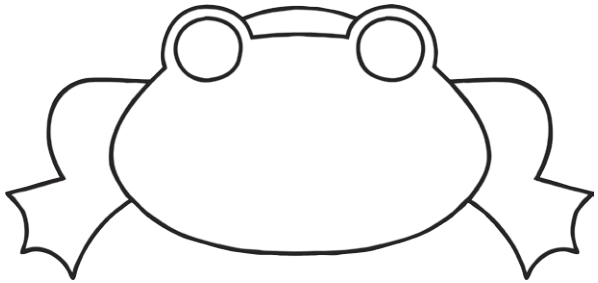
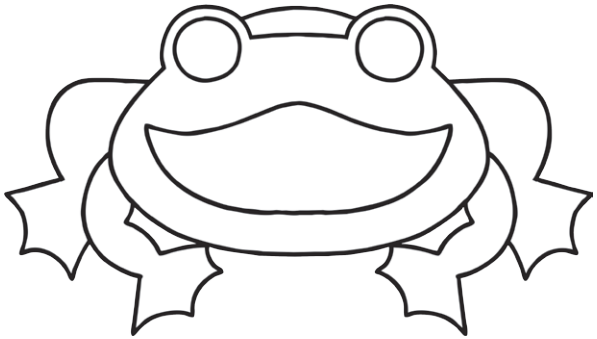


3.



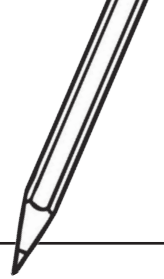
4.



5.

6.

Draw a Frog



1.	2.	3.
4.	5.	6.

Week 7 Friday – PE

Complete the following activities:

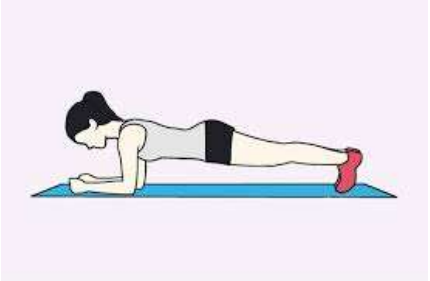
1) 15 star jumps

2) 15 squats

3) 10 pushups

4) 1 min fast running on the spot

5) 30 sec plank



6) 15 sit-ups

7) 15 arm circles

Extension:

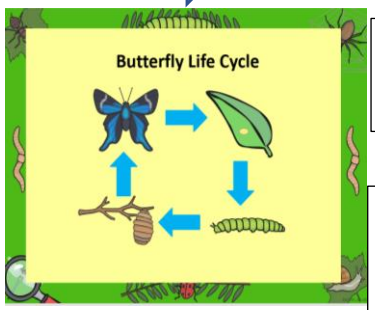
- Search 'Just Dance' on Youtube and follow one of the videos

Year 3 Week 7 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: **Life cycle of a butterfly: Read the lifecycle**

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



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

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

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

Day 2: **Big facts about butterflies**

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

Write down 2 of your **favourite big facts** about butterflies and caterpillars below.

1. _____

2. _____

Day 3: **Wonder Question**

A **wonder question** is when the writer **hooks** the reader by asking them a **wonder question** after a big fact. **For example,** "The queen bee lays thousands of eggs. Have you ever wondered how a bee undergoes changes during its life?"

Circle the **wonder question** in the short passage below.

Caterpillars are small animals that turn into butterflies or moths. Have you ever wondered how a caterpillar becomes a butterfly? A caterpillar becomes a butterfly after it forms a chrysalis around itself, which then develops into a butterfly.

Day 4: **Respond to wonder question**

Responding to wonder questions, means the writer answers the wonder questions in the same paragraph.
For example, have you ever wondered how a caterpillar becomes a butterfly? **A caterpillar becomes a butterfly after it forms a chrysalis around itself, which then develops into a beautiful butterfly.**

On the line below, write down a **wonder question** and the **response to the question**.

1. _____

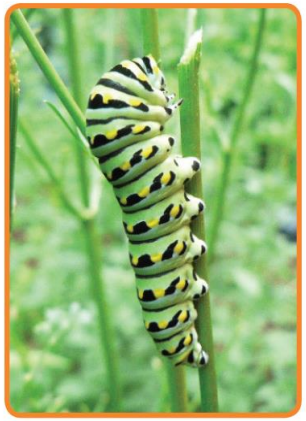
Day 5: **Informative paragraph about butterflies**

Write **an introduction** below about butterflies and caterpillars. You need to include **1 big fact** about butterflies and caterpillars, **1 wonder question** and **1 to 2 responses**. Use the **"Big Facts" cards** and **"Block Planner"** on the next page as a guide. Write 2 - 3 sentences. Don't forget your title, punctuations and capital letters.

_____

Big Facts

Caterpillars



Caterpillars are small animals that turn into butterflies or moths.

Caterpillars

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

Life Cycle

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

Caterpillars

A group of caterpillars is often called an army!

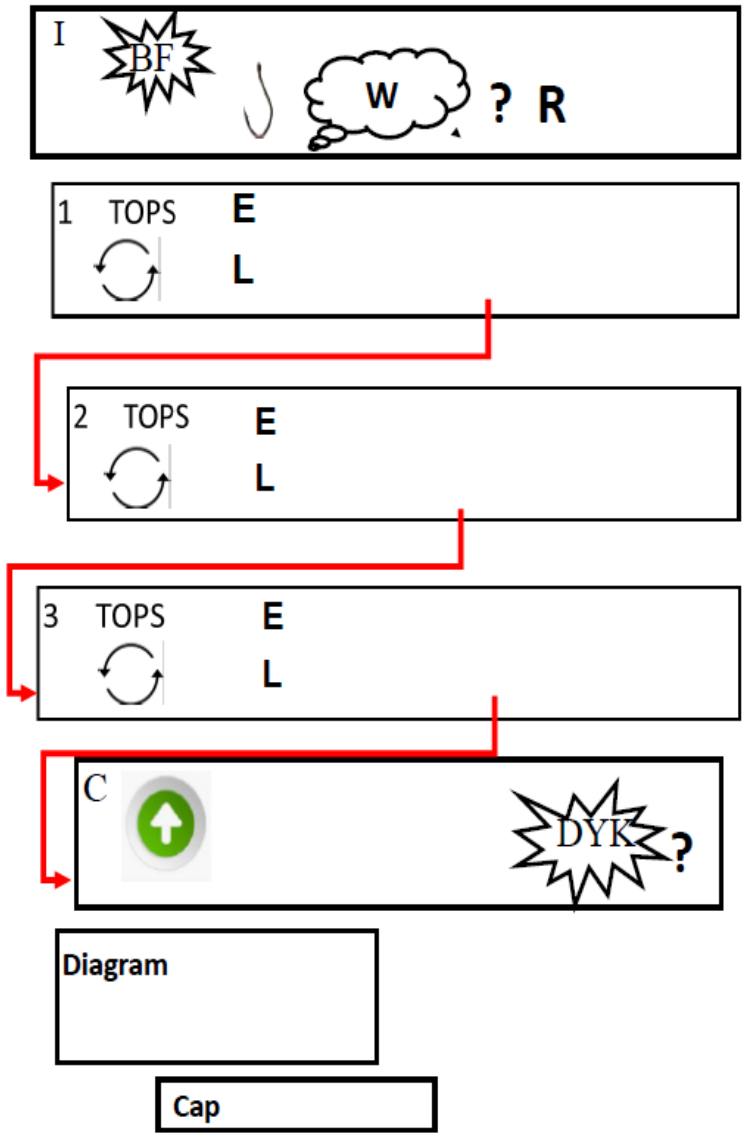
Life Cycle

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

Life Cycle

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

Block Planner



Year 3 Week 7 Specialised Learning - Reading

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

Day 1: Read the first part of the butterfly life cycle below.
There are **60 words.** Time how long it takes to read.
Underline all the **nouns** you can find.

Time:

We all love butterflies for the beautiful, brightly-coloured patterns on their wings and the gentle way they fly. But did you know these fabulous flyers begin life as something completely different? As they grow, they go through a terrific transformation – a process called "metamorphosis". To grow into an adult they go through four stages: egg, larva, pupa and adult.

How many stages are there in a butterfly's life?

Day 2: Read the 2nd part below. There are **60 words.**
Time yourself. Compare your time with yesterday's time.
Underline all the **adjectives** you can find.

Time:

Firstly, the female butterfly lays eggs on leaves or stems of plants. Inside these tiny eggs, caterpillars grow. Most butterfly eggs hatch within 3-6 days depending on the species and the temperature. Caterpillars hatch and begin eating the leaves of the host plant. During this larvae stage a caterpillar grows quickly and sheds its skin four or five times!

What do the caterpillars feed on?

Day 3: Read the 3rd part below.
There are **60 words**. Time yourself. Which day is your fastest?
Circle all the **full stops (.) commas (,)** and **exclamation marks (!)**

Time:

The fully grown caterpillar forms itself into a "pupa" or chrysalis. This chrysalis attaches to twigs or safe, hidden areas around the host plant. The pupa stage may last a few weeks or several months. A hardened case forms around the pupa to protect it from predators and extreme weather. Inside, the caterpillar is transforming into a wonderful, winged butterfly!

Day 4: Read the final paragraph below.
There are **60 words**. Time yourself. Which day has been your fastest? **Colour** or highlight all the **verbs**.

Time:

Once the butterfly is ready to emerge, the chrysalis shell splits open. The butterfly waits for its wings to dry and pumps a liquid like blood into them to get them working and flapping. When ready for flight, this brilliant bug then takes to the air in search of flowers to feed on and for other butterflies to mate with.

Can a butterfly fly as soon as it comes out of the chrysalis?

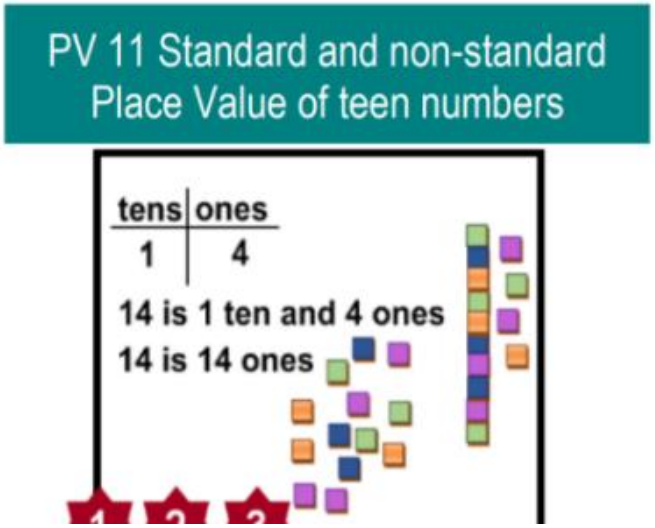
Day 5: Match the **words** in the left side boxes with their **meanings** in the right side boxes.

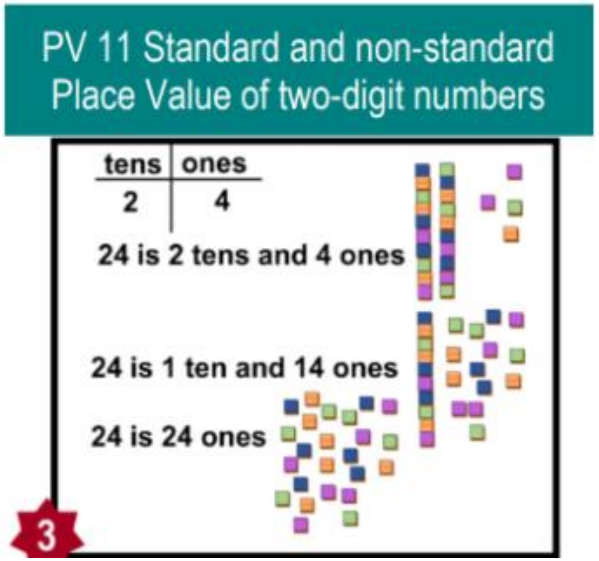
- metamorphosis - stem - species - host	- shed - attach - extreme - hardened	• a plant or animal that is lived on • to go beyond the normal limit • to become more solid or firm • a dramatic change of a plant or animal during its life cycle	• the main body or stalk of a plant • to lose a natural covering like skin or hair • a class of similar plants or animals that can breed with each other • to join onto and keep together

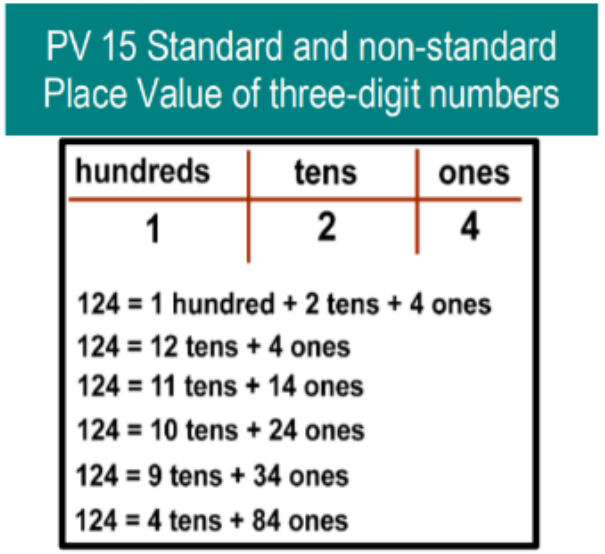
Year 3 Week 7 Specialised Learning – Mathematics

Every day - Use the **anchor charts** (below) and playing cards or your own numbers to solve **3 place value problems**, **3 Multiplication** and **3 Division problems** using 'groups of and arrays' throughout the week.

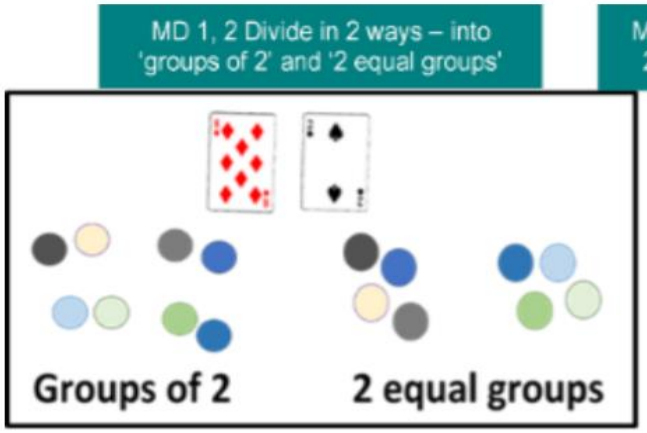
Place Value

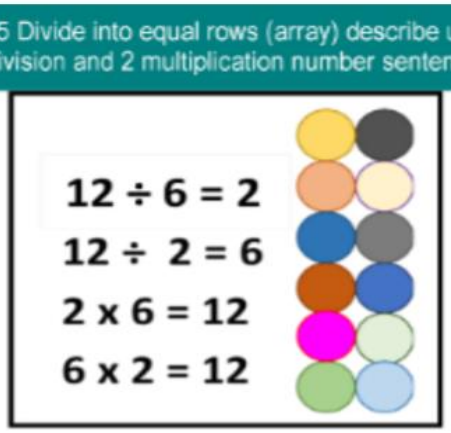


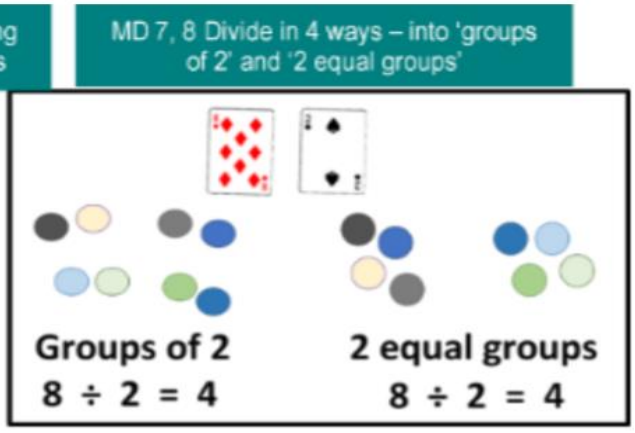


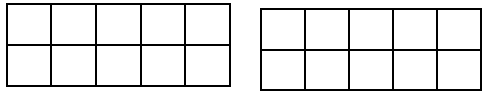


Multiplication and Division







Day 1 – **Place Value**	Day 2 - **Counting Backwards and Forwards**	Day 3 - **Friends of 10 & 20**	Day 4 - **Counting**	Day 5 – **Problem solving**
Place the following numbers on the place value chart below. **57, 121, 98, 76, 58, 167** **Hundreds** | **Ten** | **Ones** **1.** **2.** **3.** **4.** **5.** **6.**	Count forwards to 100. Count backwards from 50 to 0. What number comes before and after? ___,35,___ ___,11,___ ___,78,___ ___,9,___ ___,56,____	Write down all your friends of 10: Write down all your friends of 20:	**Count by 2s.** Can you count by 2s, start from any number. Eg. 2, 4, 6, … **Try these.** 1. Start from 2 and stop at 30. 2. Start from 24 and stop at 50 **Count by 5s.** Can you count by 5s, start from any number. Eg. 5, 10,15, … **Try these.** 1. Start from 5 and stop at 50. 2. Start from 25 and stop at 75.	**Please show your working out.** **1.** There are 25 balloons at a party. 8 of those balloons popped. How many balloons did not pop? **2.** Sam wanted to share his marbles with his friends. He gave 2 marbles each to 5 of his friends. How many marbles did he give altogether? **3.** Jim had 18 counters. He placed 8 counters on one of the 10 frames. How many counters did Jim place on the other 10 frame? 
Extension: Choose **3 numbers** of your own to place in the place value chart. **Hundreds** | **Tens** | **Ones** 1. 2. 3.	**Extension:** Can you come up with 3 of your own? 1. ____,____,____ 2. ____,____,____ 3. ____,____,____	**Extension:** Can you write your friends of 30?	**Extension:** Can you count by 10s starting from 10?	**Extension:** Create your own problem solving questions and answer them?