

YEAR 3 - WEEK 9 LEARNING FROM HOME CHECKLIST

MONDAY (6.9.21)	TUESDAY (7.9.21) Year 3's Virtual Reward Day!	WEDNESDAY (8.9.21) Well-being Day	THURSDAY (9.9.21) Year 3's Virtual Reward Day!	FRIDAY (10.9.21)
<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Learning Intention Review 'What are the four sentence types?' Review simple, compound, complex sentences Complete Sentence of the Day: Sentence Structures Worksheet 1 <p><u>Reading</u></p> <ul style="list-style-type: none"> Read, 'From Egg to Frog' then answer questions 1-5 on the same page. <p><u>Writing</u></p> <ul style="list-style-type: none"> Watch Week 9 Writing Video on Edmodo Draw block planner Read 'The Life Cycle of a Fabulous Frog,' then highlight and label block planner parts. Circle cause and effect words. Highlight and label each part of the conclusions provided <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Maths Mentals Problem solving Complete 'Number and Place Value' worksheet Complete multiplication facts 	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Learning Intention Review 'What are the four sentence types?' Review simple, compound, complex sentences Complete Sentence of the Day: Worksheet 2 <p><u>Reading</u></p> <ul style="list-style-type: none"> Read 'Life cycles of Frogs: Reading Comprehension,' then label the paragraphs in order from 1-8 Answer comprehension questions 1-8 on the next page <p><u>Writing</u></p> <ul style="list-style-type: none"> Watch Week 9 Writing Video on Edmodo Draw block planner Write your own conclusion worksheet <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Maths Mentals Problem solving Complete 'addition missing numbers' and 'subtraction missing numbers' worksheets Complete the multiplication circles 	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Learning Intention Review 'What are the four sentence types?' Review simple, compound, complex sentences Complete Sentence of the Day: Sentence Structures Worksheet 3 <p><u>Reading</u></p> <ul style="list-style-type: none"> Read 'Life Cycle of a Frog Explained' and 'Life Cycle of a Bee Explained' and then complete 'Venn diagram' <p><u>Writing</u></p> <ul style="list-style-type: none"> View Edmodo writing video/ draw block planner Create your own 'Did you know...?' questions <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Maths Mentals Problem solving Work on your place value level Complete 2 times tables test <p><u>HSIE</u></p> <ul style="list-style-type: none"> Read 'Importance of country and place' and fact cards provided Complete 'Sacred Indigenous Sites around Australia' and 'Aboriginal Totems' <p>Enjoy the wellbeing activities provided in your learning pack.</p>	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Complete Sentence of the Day: Sentence Structures Worksheet 5 <p><u>Reading</u></p> <ul style="list-style-type: none"> Read 'Text Two' and answer the inferencing questions Read 'text three' and answer the inferencing questions <p><u>Writing</u></p> <ul style="list-style-type: none"> Plan your own explanation in the space provided (block planner) Write your own explanation about the lifecycle of a frog on the lines <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Maths Mentals Problem solving Complete 'Collecting and Presenting' worksheet Complete '3 times tables' worksheet <p><u>Creative Arts</u></p> <ul style="list-style-type: none"> Mindfulness colouring Parrot Paper Model 	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Complete Sentence of the Day: Sentence Structures Worksheet 5 <p><u>Reading</u></p> <ul style="list-style-type: none"> Read 'Text Two' and answer the inferencing questions Read 'text three' and answer the inferencing questions <p><u>Writing</u></p> <ul style="list-style-type: none"> Plan your own explanation in the space provided (block planner) Write your own explanation about the lifecycle of a frog on the lines <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Maths Mentals Problem solving Complete 'Collecting and Presenting' worksheet Complete '3 times tables' worksheet <p><u>Creative Arts</u></p> <ul style="list-style-type: none"> Mindfulness colouring Parrot Paper Model

◆ CONGRATULATIONS!
YOU'RE INVITED TO

Year 3's Virtual Reward Time

Tuesday September 7th @ 12pm on Zoom

For this Zoom wear your favourite sports
team colours OR dress up as your favourite
book character

Thursday September 9th @ 12pm on Zoom

For this Zoom it's going to be CRAZY HAIR
ZOOM! Come on with your craziest hair! Be
ready for some fun games and show and tell.
You can show anything you like (pets, toys
etc)

WE ARE EXCITED TO HAVE FUN AND CREATE
MEMORIES! FROM YOUR YR 3 TEACHERS

REVIEW DAILY

Week 9 Sentence of the Day

Learning Intention: We are learning to...

- ❑ Identify the difference between a simple, compound and complex sentence
- ❑ Explain the difference between a declarative (.) and an interrogative sentence (?)

Success Criteria: I understand that...

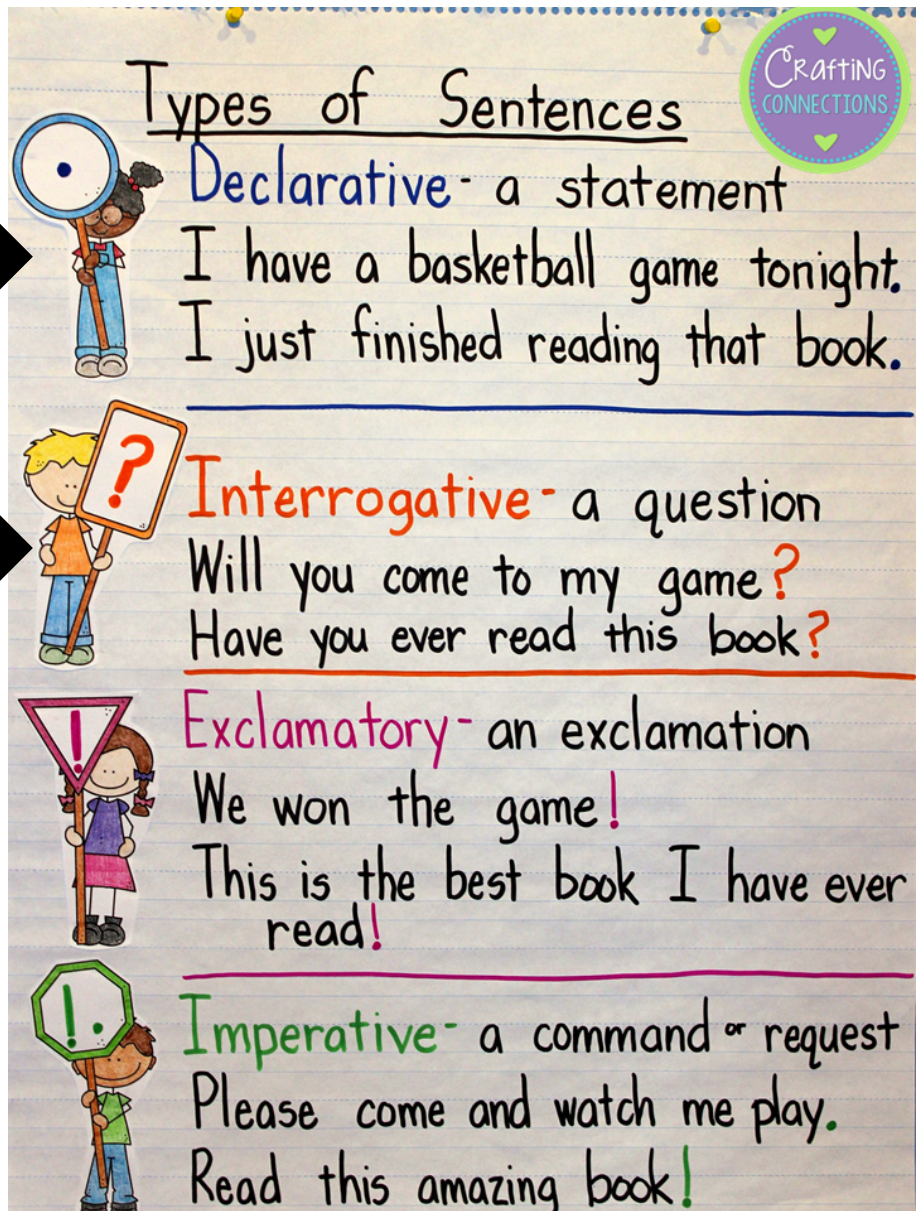
- ✓ A 'declarative' sentence is a statement ending with a full stop (.)
- ✓ An 'interrogative' sentence is a question ending with a question mark (?)

What are the four sentence types?

This week we are only focusing on declarative (statements) and interrogative (questions). However, there are four types of sentences.

FOCUS FOR THIS
WEEK

FOCUS FOR THIS
WEEK



Types of Sentences

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

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

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

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

This is a simple sentence.

It has a subject and a predicate.

[Green bar] .

[S] [P] .

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

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

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

[] [V] .

This is a compound sentence.

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

[Green bar] , [Yellow bar] [Green bar]

The **coordinating conjunctions** are:

for
and
nor
but
or
yet
so

This is a complex sentence.




[Green bar] [Red bar] .

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

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

[Green bar] [Red bar] .

SUBORDINATING CONJUNCTIONS

Concession	Though Although Even though 	Condition	If Only if Unless Provided that Assuming that	Manner	How As though As if 
Time	After As soon as Until Whenever Now that	Reason	Because Since So that In order (to) As	Relative Adjectives	That Whatever Which Whichever
Comparison	Than Rather than Whether As much as Whereas	Relative Pronouns	Who Whoever Whom Whomever Whose	Place	Where Wherever 

Sentence of the Day: Sentence Structures (Worksheet 1)



Activity 1- Reviewing Simple Sentences

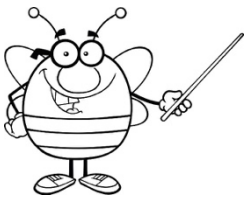
Draw a simple sentence in the box below using coloured boxes.

In your own words, explain what a simple sentence is made up of:

Write two simple sentences (facts) about frogs or bees. Label the structure of your sentence.

Activity 2 - Reviewing Compound Sentences

Draw a compound sentence in the box below using coloured boxes.



In your own words, explain what a compound sentence is made up of:

Write two compound sentences (facts) about frogs or bees. Label the structure of your sentence.

Give yourself a tick in each box after checking that ALL of your sentences have the following things

All of my sentences:

- ☐ Begin with a capital letter
- ☐ End in punctuation
- ☐ Comma after the main clause (compound sentences)
- ☐ They make sense out loud (subject, predicate)
- ☐ They are real facts about bees or frogs



Activity 3: Reviewing Complex Sentence

Draw a complex sentence using coloured boxes in the box below.

In your own words, explain what a complex sentence is made up of:

Write two complex sentences about frogs or bees using 'because' as your subordinating conjunction to show cause and effect. Label the structure of your sentence.

Give yourself a tick in each box after checking that ALL of your sentences have the following things

All of my sentences:

- ☐ Begin with a capital letter
- ☐ End in punctuation
- ☐ Comma after the main clause
- ☐ They make sense out loud (subject, predicate)
- ☐ My subordinate clause begins with 'because' as my conjunction



Activity 4: Are the sentences below simple, compound or complex? Circle the answer.

- Frogs do not drink water from their mouth, because they absorb it through their skin.
(simple/compound/complex)
- Frogs are amphibians. (simple/compound/complex)
- Tadpoles (polliwogs) develop a tail, so they can store food. (simple/compound/complex)
- There are over five thousand species of frog. (simple/compound/complex)
- The female frog lays hundreds of eggs (frogspawn) in the water, because not all of them will hatch. (simple/compound/complex)
- An adult frog has a stout body, and it also has large eyes. (simple/compound/complex)
- The lifecycle of a frog is completed when they metamorphose into adults.
(simple/compound/ complex)

Sentence of the Day (Worksheet 2)

Activity 1: Underline the conjunction in each sentence. Circle if it is compound or complex.

- 1. Frogs lay many eggs at once, because there is a high chance that predators will attack them. (compound/complex)
- 2. Did you know that frogs are amphibians and they absorb water through their skin? (compound/complex)
- 3. Did you know that frogs have webbed feet, so they can swim faster? (compound/complex)
- 4. Frogs don't drink water with their mouths, because they 'drink' by absorbing it through their skin. (compound/complex)
- 5. The embryo is surrounded by a clear jelly, so it is protected from predators. (compound/complex)
- 6. Did you know the eggs slowly start to develop, but only some of them survive? (compound/complex)
- 7. Most tadpoles feed on algae, so they are considered herbivores. (compound/complex)
- 8. Tadpoles cling onto water plants, so they don't sink to the bottom of the pond. (compound/complex)

Activity 2: Turn the facts above into 'Did you know... ?' questions. Remember, these questions are used to engage our readers when we write to inform.



Did you know _____



Did you know _____



Did you know _____



Did you know _____



Sentence of the Day (Worksheet 3)



Activity 1: In the table below, there are statements and questions. Complete the table by filling in the missing statement/question about frogs.

Declarative Sentences (Statement)	Interrogative Sentences (Questions)
Frogs are amphibians, and they can absorb water through their skin.	Did you know that frogs are amphibians and they can absorb water through their skin?
Frogs have webbed feet, because they require support to swim.	Did you know that frogs have webbed feet, because they require support to swim?
Frogs are known for their ability to jump high.	
	Did you know that a tadpole is also known as a polliwog?
Most frogs like to live in or near water or in damp areas.	
	Did you know that frogs have long tongues with sticky ends so they can flick it out to catch their prey?
A frog's lifecycle begins when an adult female frog lays hundreds of eggs.	
Frogs eat a variety of food including spiders, insects, and worms.	

Activity 2: Write your own interrogative sentences (questions) about an animal of your choice. Begin each sentence with 'Did you know...?'

Sentence of the Day (Worksheet 4)

Review: A declarative sentence is a group of words that states something and ends in a full stop. An interrogative sentence is a sentence that requires a response/answer from someone else. Interrogative sentences must end with a question mark.

Activity 1: Are the sentences below declarative or interrogative? Finish the sentences below by using the correct punctuation.

1. Did you know that a froglet develops a long tail
2. Frogs are known for the croaking sounds they make
3. The lifecycle of a frog begins with a fertilised egg
4. The eggs are often laid in still water like a puddle or a pond, so they are kept safe
5. Have you ever wondered how a tadpole develops into a mature adult frog
6. Did you know when an immature frog changes into an adult frog, it is called metamorphosis
7. Adult frogs are carnivores and predators
8. Did you know that frogs receive 50% of their oxygen through their skin
9. The complete metamorphosis occurs through four stages: egg (frogspawn), tadpole, young frog (froglet) and adult frog
10. During the froglet stage, the tadpole grows legs and toes and their gills grow smaller



Activity 2: Explain the difference between a declarative (statement) and an interrogative (question) sentence using your own words. Use examples.

Check box:

- ☐ I understand the difference between a declarative sentence and an interrogative sentence
- ☐ I have used a full stop and question mark correctly
- ☐ I have asked my teacher questions on Edmodo if I am unsure

Sentence of the Day (Worksheet 5)

Activity 1: It's your turn to write your sentences. Try to write both sentence types: declarative (statements) and interrogative (questions). Use the feedback squares to check your work. You may write a simple, compound or complex sentence. Challenge yourself!

Simple:

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

Compound:

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

Complex:

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

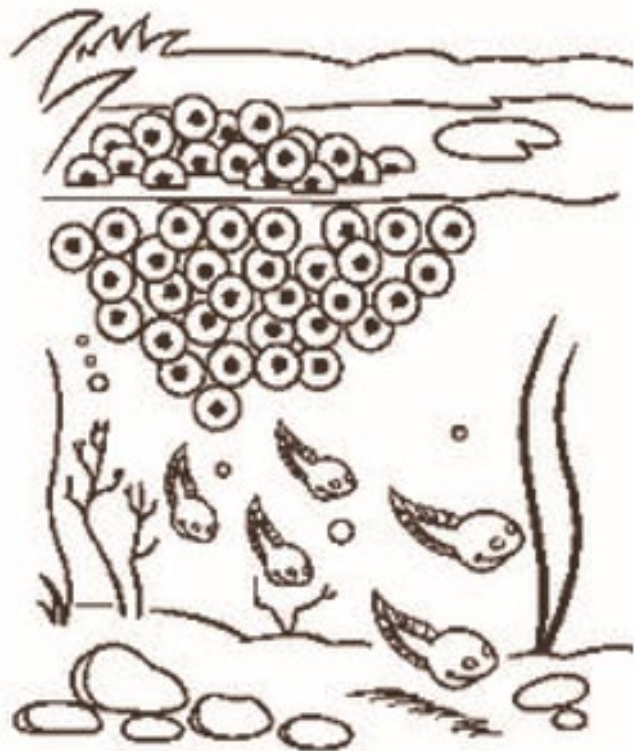
Monday – Reading Task

Read the text *From Egg to Frog* and answer the comprehension questions.

From Egg to Frog

Read.

What looks like a clear blob with a black spot? A frog egg does! Frog eggs feel like jelly. They do not have hard shells. Baby frogs, called tadpoles, hatch from the eggs. A tadpole does not look like an adult frog. It has a tiny head and a long tail. A tadpole changes as it grows. It grows legs and its tail gets smaller. Its tail gets shorter and shorter until it is gone. After that happens, it is an adult frog!



Write.

1. What does a frog egg **look** like? _____

2. What does a frog egg **feel** like? _____

3. When frogs hatch, they are called _____.

4. Write two ways a tadpole looks different from a frog.

5. When a tadpole grows, what happens to its tail? _____

Tuesday - Reading Task

Read the paragraphs below and label them in the correct order from 1 to 8.



Life Cycle of Frogs: Reading Comprehension

Read the paragraphs below and label the paragraphs 1-8: The first one (1) has been done for you.

_____ As tadpoles grow, the gills become covered with skin. The tadpoles

use their pointed mouth to stick to plants and rocks. They eat algae. Camouflage is their only protection.

_____ With its tail completely reabsorbed, an adult frog can now live on land but usually stays near water because it needs to keep its skin moist. Adult frogs also return to the water to lay eggs.

1 Tadpoles come from eggs. The eggs need to be kept moist so the adult frogs usually lay them in water. The eggs are grouped together in egg masses called *egg sacks* or *frogspawn*. The tadpoles wiggle inside the eggs until they can break out.

_____ The front legs develop and the tadpole looks more and more like a frog every day. At this stage, it is called a 'froglet'.

_____ The back legs begin to sprout first. The tadpole starts to swim occasionally, but mostly stays attached to plants and rocks. The mouth also begins to widen.

_____ As the back legs and tail become larger and stronger, the tadpole can now swim around and catch food. It can also start to swim to the surface to catch a breath of air as its lungs begin to develop.

_____ When tadpoles hatch from the eggs, they breathe through gills. At first, the gills are on the outside of their body.

_____ The tail shrinks as the frog reabsorbs it. The nutrients in the tail help the frog to grow. The frog is now breathing air and eating insects.

Tuesday - Reading Task

Use the paragraphs you ordered to answer the following questions.



Life Cycle of Frogs: Reading Comprehension

Answer the following questions using the paragraphs above.

1. Where are the gills when the tadpole first hatches?
2. What do tadpoles eat?
3. How do tadpoles protect themselves?
4. What are groups of frog eggs called?
5. Which develops first? The front legs or the back legs?
6. What happens to the tail before the froglet becomes an adult?
7. Why do adult frogs stay near water?
8. What does a young tadpole's mouth look like?

Wednesday – Reading Task Read the text about the life cycle of a bee and read the text about the life cycle of a frog. Once you have read both texts, complete the Venn Diagram about making connections. The similarities between the bee and frog go in the middle, and the differences go on each side.

Life Cycle of a Frog Explained

Metamorphosis is another word for the changes an animal makes during its life cycle. During a frog's metamorphosis, an egg will hatch into a tadpole, which will then develop back legs first, then front legs, and become a full-grown adult frog! Check out the process below about how a frog develops during its life.

Stage 1: Egg

Frogs lay fertilized **eggs**. That's where new frogs come from. A female frog can lay up to 4,000 eggs at a time! The eggs float on water in a jelly mass or cluster. The eggs hatch in one to three weeks into tadpoles!

Stage 2: Tadpole

Then a **tadpole** hatches from an egg. When the tadpole hatches, it looks more like a fish than a frog. A tadpole lives in water. It uses gills to breathe and it has no legs. The tadpole swims, eats plants and algae from the water, and grows for several weeks.

Stage 3: Froglet

During this time, the tadpole starts to develop lungs so it will be able to breathe out of the water when it becomes a frog. The tadpole also starts to grow two hind legs. At this point, the tadpole can now be considered a **froglet**. The froglet can leap around instead of only swim. Although the froglet is starting to look a little more like a frog, it still has a very long tail! The froglet grows two front legs and its long tail becomes shorter and shorter. 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! Then just a little stub of its tail is left. It hops right out of the water and onto dry land for the first time! The frog is still very small.

Stage 4: Adult Frog

The frog's tail will eventually disappear completely and it will start to eat insects instead of plants from the water. The young frog will grow for about 2-4 years to become an adult. The adult frogs then lay their eggs and more tadpoles hatch and begin the cycle again!

Wednesday – Reading Task Read the text about the life cycle of a bee and read the text about the life cycle of a frog. Once you have read both texts, complete the Venn Diagram about making connections. The similarities between the bee and frog go in the middle, and the differences go on each side.

Life Cycle of a Bee Explained

Honey bees develop in four distinct life cycle phases: egg, larva, pupa, and adult. The total development time varies a bit among the three castes of bees, but the basic miraculous process is the same: 24 days for drones, 21 days for worker bees, and 16 days for queens.

Honey bees as egg

The honey bee metamorphosis begins when the queen lays an egg. You should know how to spot eggs, because that is one of the most basic and important skills you need to develop as a beekeeper. It isn't an easy task, because the eggs are mighty tiny (only about 1.7 millimetres long). But finding eggs is one of the surest ways to confirm that your queen is alive and well. It's a skill you'll use just about every time you visit your hive.

The queen lays a single egg in each cell that has been cleaned and prepared by the workers to raise new brood. The cell must be spotless, or she moves on to another one.

Note the rice-like shape of the eggs and how the queen has positioned them "standing up" in the cell.

If she chooses a standard worker-size cell, she releases a fertilized egg into the cell. That egg develops into a worker bee (female). But if she chooses a wider drone-size cell, the queen releases a nonfertilized egg. That egg develops into a drone bee (male). The workers that build the cells are the ones that regulate the ratio of female worker bees to male drone bees. They do this by building smaller cells for female worker bees, and larger cells for male drone bees.

The queen positions the egg in an upright position (standing on end) at the bottom of a cell. That's why they're so hard to see. When you look straight down into the cell, you're looking at the miniscule diameter of the egg, which is only 0.4 of a millimetre wide.

Eggs are much easier to spot on a bright sunny day. Hold the comb at a slight angle, and with the sun behind you and shining over your shoulder, illuminate the deep recesses of the cell. The eggs are translucent white, and resemble a miniature grain of rice.

Larva stage of a honey bee's life

Three days after the queen lays the egg, it hatches into a *larva* (the plural is *larvae*). Healthy larvae are snowy white and resemble small grubs curled up in the cells (see the image below). Tiny at first, the larvae grow quickly, shedding their skin five times.

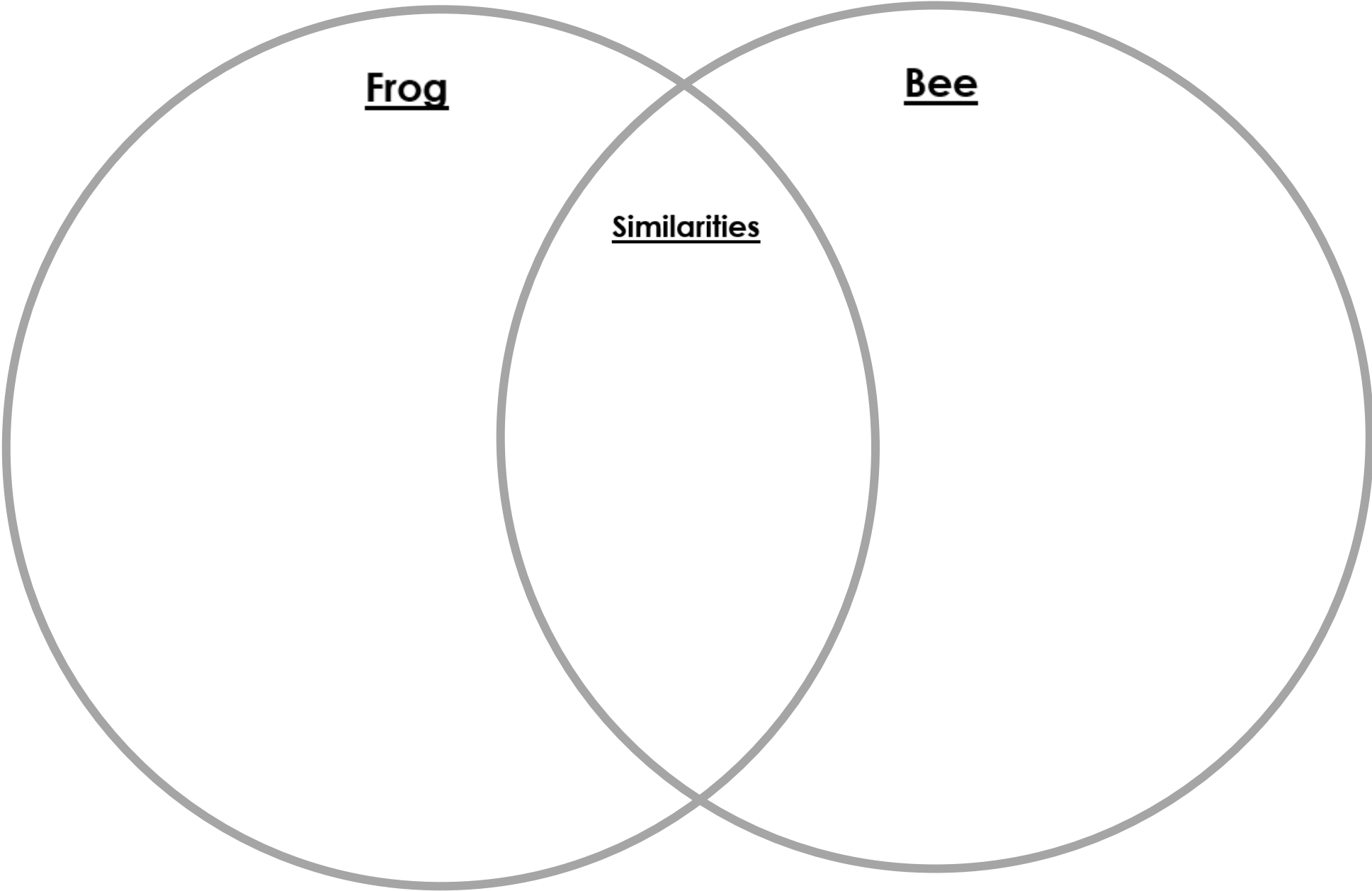
These helpless little creatures have voracious appetites, consuming 1,300 meals a day. The nurse bees first feed the larvae royal jelly, and later they're weaned to a mixture of honey and pollen (sometimes referred to as *bee bread*). Within just five days, they are 1,570 times larger than their original size. At this time the worker bees seal the larvae in the cell with a porous capping of tan beeswax. Once sealed in, the larvae spin a cocoon around their bodies.

The bee as a pupa

The larva is now officially a *pupa* (the plural is *pupae*). Here's where things really begin to happen. Of course, the transformations now taking place are hidden from sight under the wax capping. But if you could, you'd see that this little creature is beginning to take on the familiar features of an adult bee. The eyes, legs, and wings take shape. Coloration begins with the eyes: first pink, then purple, then black. Finally, the fine hairs that cover the bee's body develop. After 12 days, the now *adult* bee chews her way through the wax capping to join her sisters and brothers.

Wednesday - Reading Task

Read the text about the life cycle of a bee and read the text about the life cycle of a frog. Once you have read both texts, complete the Venn Diagram about making connections. The similarities between the bee and frog go in the middle, and the differences go on each side.



Thursday - Reading Task



Vocabulary challenge

_____ : A group of people who care for each other.

_____ : Ready to take on a dangerous situation even if they are frightened.

_____ : Being friendly to others.

_____ : Using your imagination.

_____ : Thinking about other people and their feelings.

Creative

Kind

Thoughtful

Community

Brave

Thursday – Reading Task

An acrostic poem: KIND

Task: Write an acrostic poem using the word: KIND

Think about words that begin with each of the letters that make you think of showing kindness and being thoughtful to others.

Know your neighbour's favourite food and leave it on their doorstep

I always share my toys with others

Next time I am walking with an adult, I will smile at others who pass by

Drop off little thank you notes on my daily outings

K _____

I _____

N _____

D _____

It is important to write longer sentences that have more than one idea in them.

You can do this by using a conjunction.

Conjunctions you could use: **when, if, that, but, because, and**

Read the sentences below and add a conjunction from the list. Make sure the sentence makes sense once you have added the conjunction by reading it out loud.

Sprinkling a little kindness

- Most people are staying at home _____ there are others who have to still go to work to care for people in need.
- Lots of people are leaving thank you notes _____ signs out for people who are looking after others _____ they want to spread kindness.
- _____ a nurse or postal worker sees these signs, it makes them feel happy _____ they are doing a good job for others.
- _____ you were going to make a thank you flag, what colours would you choose?

You could have a go at writing your own sentences explaining why people are spreading kindness.

Don't forget to use the conjunctions from the list.

Friday – Reading Task

Inference First Level

Text Two

All around Gerry there was chatting and laughing. There was music adding to the noise and beautiful smells kept wafting past him. Staff in white shirts and black trousers or skirts were zooming around, looking very busy and important. He looked at his menu and tried to make a decision. Across the table from him, Joyce had a puzzled look on her face. It was clear she was having the same problem he was.

1. Where are Gerry and Joyce?

- a) a restaurant ☐
- b) a cinema ☐
- c) a shopping centre ☐



What were the clues in the text?

2. Do you think this was a popular place?

- a) no ☐
- b) yes ☐
- c) can't tell ☐

What were the clues in the text?

Inference First Level

Text Three

"Yeeeeesssss! Goooaalll!" screamed Alfie as he jumped up and down celebrating. All around him supporters were doing the same thing and the noise was deafening. Alfie whirled his scarf around his head. The players kicked the ball back and forth between them.

Minutes later, Alfie was sitting with his head in his hands and the ball was back on its way to the centre spot to restart. The disappointment on Alfie's side of the ground was very clear. The supporters were silent.

1. What is Alfie watching?

- a) a basketball game ☐
- b) a hockey game ☐
- c) a football match ☐



What were the clues in the text?

2. What do you think happens that makes Alfie feel disappointed?

- a) his team scored again ☐
- b) someone was sent off ☐
- c) the other team scored ☐

What were the clues in the text?

We are learning to write an explanation

Writing Week 9 – to be completed on Monday

Watch the updated video and draw the block planner in your workbook every day.

(revision) Your job is to highlight and label each part of the block planner that we have learnt so far (title, introduction and sequence paragraphs). Circle the cause and effect words.

Title – yellow

Big fact- pink

Hook (have you ever wondered question) – brown

Response – green

Topic sentence – red

Elaboration – blue

Link – orange

The life cycle of a fabulous frog

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

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

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

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

We are learning to write an explanation

Writing Week 9 – to be completed on Monday – watch video Lesson 4 for this activity

(NEW) Your job is to highlight and label each part of the conclusion using the parts of the block planner that we have learnt this week on the examples below. Circle the question mark.

Sum up – yellow

Did you know question- blue

diagram – just label it

caption – red

Once the frog is fully grown, it will search for a mate, and the life cycle will begin all over again. Did you know that frogs have a long stick tongue, so they can catch their prey?



This is the life cycle of a frog.

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



This is the life cycle of a frog.

Copy these examples of a conclusion in the space below:

We are learning to write an explanation

Writing Week 9 – to be completed on Tuesday

Using the sum up sentence and Did you know questions in the table below write your conclusion for an explanation on the life cycle of a frog in the two spaces below.

Remember to have correct punctuation.

Sum up	Did you know?
Now the process of the metamorphosis is complete.	Did you know adult frogs can leap twenty times their own height?
Now the process of metamorphosis is complete, and the life cycle will begin again.	Did you know male frogs can croak?
Metamorphosis is now complete, and the frog is a fully developed adult.	Did you know frogs have large eyes, and they can see forwards, upwards and sideways at the same time?

(Sum up) _____

_____. Did you know _____

We are learning to write an explanation

Writing Week 9 – to be completed on Wednesday

Please read then circle the did you know questions

1. Did you know in Egypt the frog is the symbol of life and fertility?
2. Did you know frogs have sticky pads on their toes to help them climb?
3. Did you know a group of frogs is called an army?
4. Did you know frogs have large eyes, and they can see forwards, upwards and sideways at the same time?

YOUR TURN – write 3 ‘Did you know’ questions in the space below

Write a caption for this diagram:



We are learning to write an explanation

Writing Week 9 – to be completed on Thursday

Below are examples of a conclusion paragraph, diagram and caption. Your job is to answer the following questions

1)

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



This is the process of metamorphosis for a frog.

What is the sum up sentence?

What is the did you know question?

What is the caption?

Copy the conclusion paragraph below:

We are learning to write an explanation

2)

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



This is the life cycle of a frog.

What is the sum up sentence?

What is the did you know question?

What is the caption?

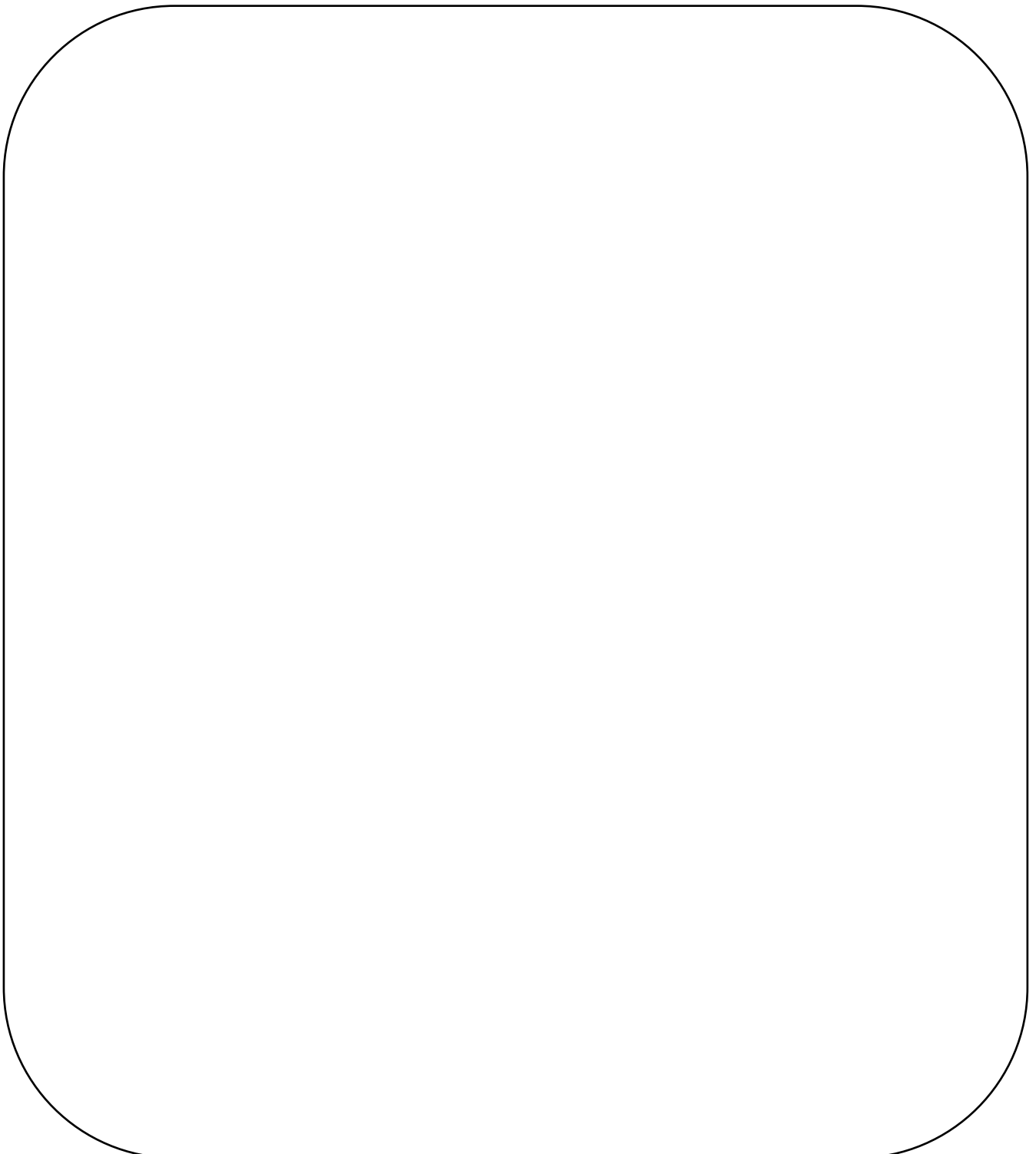
Copy the conclusion paragraph below:

We are learning to write an explanation

Writing Week 9 – to be completed on Friday

YOUR TURN – independently write an explanation on the life cycle of a frog.

You may use the work you've completed this term to help you do this. Plan your work, and draw the parts of the block planner you are going to write in the box below first to help you. We would LOVE to see your final work, so if you can – please send through a picture to your teacher on Edmodo!



[illegible]

[illegible]

Week 9 Tuesday – Handwriting

Tuesday, 7th August 2021

oz

ri

ry

ru

wi

right

very

cry

run

win

Abdul went for a very quick run.

The Threes

Recall the related x3 multiplication fact.

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

- Recall the related multiplication fact.

$$12 \div 3$$

$$4 \times 3 = 12$$

$$\text{so } 12 \div 3 = 4$$



Other Examples

$$15 \div 3$$

$$5 \times 3 = 15$$

$$\text{so } 15 \div 3 = 5$$

$$24 \div 3$$

$$8 \times 3 = 24$$

$$\text{so } 24 \div 3 = 8$$

Day 1

$$1 \quad \boxed{} \times 3 = 3 \quad \text{so } 3 \div 3 = \boxed{1}$$

$$2 \quad \boxed{} \times 3 = 6 \quad \text{so } 6 \div 3 = \boxed{2}$$

$$3 \quad \boxed{} \times 3 = 9 \quad \text{so } 9 \div 3 = \boxed{}$$

$$4 \quad \boxed{} \times 3 = 30 \quad \text{so } 30 \div 3 = \boxed{}$$

$$5 \quad \boxed{} \times 3 = 12 \quad \text{so } 12 \div 3 = \boxed{}$$

$$6 \quad \boxed{} \times 3 = 21 \quad \text{so } 21 \div 3 = \boxed{}$$

$$7 \quad \boxed{} \times 3 = 27 \quad \text{so } 27 \div 3 = \boxed{}$$

$$8 \quad \boxed{} \times 3 = 15 \quad \text{so } 15 \div 3 = \boxed{}$$

$$9 \quad \$6 \div 3$$

$$10 \quad 15 \text{ min} \div 3$$

$$11 \quad 24 \text{ cm} \div 3$$

$$12 \quad 12 \text{ h} \div 3$$

$$13 \quad 9 \text{ L} \div 3$$

$$14 \quad 18 \text{ months} \div 3$$

$$15 \quad 21 \text{ desks are in 3 equal rows. How many desks are in each row? } \boxed{}$$

1 $6 \div 3$

2 $12 \div 3$

3 $24 \div 3$

4 $9 \div 3$

5 $18 \div 3$

6 9×2

7 24×2

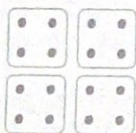
8 41×2

9 63×2

10 How many days in 2 weeks?

11 How much for three burgers at \$5 each?

12 Write a multiplication fact about these groups.



\times =

13 Circle $\frac{1}{2}$ of 8.



14 Group these stars in twos. Odd or even?
☐ odd ☐ even



15 What time is shown on this clock?

8 : 15



1 $3 \div 3$

2 $15 \div 3$

3 $30 \div 3$

4 $21 \div 3$

5 $27 \div 3$

6 30×2

7 61×2

8 82×2

9 74×2

10 Max bought 2 games for \$34 each. How much did he spend?

11 How much would 5 showbags at \$10 each cost?

12 Write a multiplication fact about these groups.



\times =

13 Circle $\frac{1}{3}$ of 9.



14 Group these stars in twos. Odd or even?
☐ odd ☐ even



15 What time is shown on this clock?

quarter past 4

:



- 1 $18 \div 3$
- 2 $27 \div 3$
- 3 $33 \div 3$
- 4 $30 \text{ min} \div 3$
- 5 $36 \div 3$

- 6 75×2
- 7 56×2
- 8 73×2
- 9 81×2

10 Autumn and winter have 92 days each. How many days is that?

11 How many people are riding on the Giant Wheel if there are 20 capsules with 6 people in each?

12 Draw groups of dots to show $3 \times 6 = 18$.

13 Circle $\frac{1}{4}$ of 12.



14 Write the odd number less than 30 that has the same digit in the tens and the ones.

15 Draw the hands on this clock.

quarter past 10

10 : 15



Practice

Revision

- 1 $12 \div 3$
- 2 $27 \div 3$
- 3 $\$15 \div 3$
- 4 $3 \div 3$
- 5 $\$30 \div 3$
- 6 $21 \text{ days} \div 3$
- 7 $6 \div 3$
- 8 $24 \text{ h} \div 3$
- 9 $18 \div 3$

10 Nine jelly beans are shared equally by 3 friends. How many each?

11 How much for three showbags at \$8 each?

12 Write a multiplication fact about these groups.



13 Circle $\frac{1}{5}$ of 10.



14 Group these stars in twos. Odd or even?

☐ odd ☐ even



15 What time is shown on this clock?

11 : 15



Problem Solving – Monday

PV 17 PA 16 (2a) Jon collected 11 bags of 100 marbles,
2 bags of 10 marbles and 5 single marbles.

How many marbles does he have?

Place Value of Four-digit Numbers

PV 17 PA 16 (2b) Jon collected 15 bags of 100 marbles,
5 bags of 10 marbles and 98 single marbles.

How many marbles does he have?

Place Value of Four-digit Numbers

PV 17 PA 16 (2c) Jon collected 22 bags of 100 marbles, 6 bags of 10 marbles
and 43 single marbles.

Mary gave him 3 bags of 100 marbles, 4 bags of 10 marbles
and 28 single marbles.

How many marbles does he have?

Place Value of Four-digit Numbers

Problem Solving – Tuesday

AS 21 (6a) In a choir there were 2164 boys and 1278 girls.

How many children?

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

AS 21 (6b) In a choir there were 7686 boys and 5878 girls.

How many children?

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

AS 21 (6c) In a choir there were 45 boys and 3766 girls.

37 more children joined.

How many children?

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

Problem Solving – Wednesday

MD 11 PA 18 (9a) Jenna makes 8 pizzas. She puts them on 4 tables.

What number sentence shows how Jenna could work out the number of pizzas on each table?

- a. $8 \div 4 = 2$ b. $8 \div 2 = 4$ c. $4 \div 2 = 8$ d. $4 \div 8 = 2$

Multiplication and Division by 4

MD 11 PA 18 (9b) Jenna makes 22 pizzas. She puts them on 4 tables.

What number sentence shows how Jenna could work out the number of pizzas on each table?

- a. $28 \div 7 = 4$ b. $28 \div 4 = 7$ c. $7 \div 4 = 28$ d. $4 \div 7 = 28$

Multiplication and Division by 4

MD 11 PA 18 (9c) Jenna makes some pizzas. She puts them on 4 tables.

The number sentence shows how Jenna could work out the number of pizzas on each table is $___ \div 4 = 8$.

How many pizzas did Jenna make?

Multiplication and Division by 4

Problem Solving – Thursday

MG 34 (4a) These shapes are the five faces of a three-dimensional object.



What is the object?

Prisms and Pyramids, including Angles, Lines, Symmetry and Nets...

MG 34 (4b) These shapes are the four faces of a three-dimensional object.



What is the object?

Prisms and Pyramids, including Angles, Lines, Symmetry and Nets.

MG 34 (4c) The shapes of the faces of a three-dimensional object are 4 triangles and a square.

What is the object?

Prisms and Pyramids, including Angles, Lines, Symmetry and Nets

Problem Solving – Friday

SP 8 (2a) In a table about the pets owned by children in a class, there is 1 more dog than cats. What might the table have looked like?

Construct Picture and Column Graphs

SP 8 (2b) In a table about the pets owned by children in a class, there are 2 more dogs than cats. What might the table have looked like?

Construct Picture and Column Graphs

SP 8 (2c) In a table about the pets owned by children in a class, there are 2 more dogs than cats, and 1 more dog than birds. What might the table have looked like?

Construct Picture and Column Graphs

a.	cats	3
	dogs	1
	birds	2
b.	cats	3
	dogs	4
	birds	5
c.	cats	3
	dogs	5
	birds	4

Complete on Monday

Grade 3
Maths
Number & Place Value

Place Value

Word Problems

1. What is the value of underlined digit?

a. 4,125 _____

b. 6,024 _____

c. 1,247 _____

d. 1,321 _____

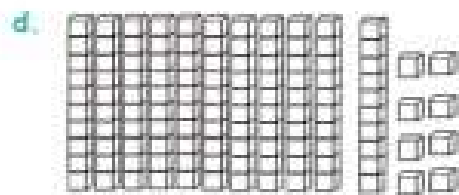
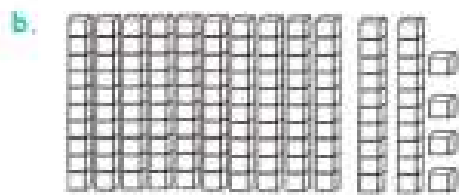
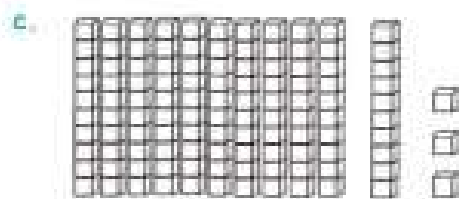
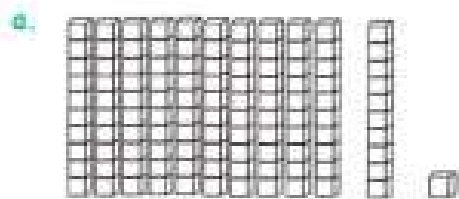
e. 3,333 _____

f. 526 _____

g. 1,478 _____

h. 6,427 _____

2. Write each number in standard form.



3. Write the word name for each number.

a. 25 _____

b. 36 _____

c. 102 _____

d. 327 _____

e. 89 _____

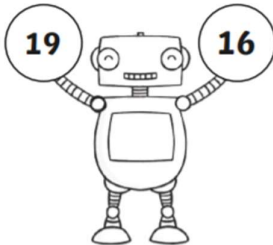
$1 \times 2 =$	$2 \times 2 =$	$3 \times 2 =$
$4 \times 2 =$	$5 \times 2 =$	$6 \times 2 =$
$7 \times 2 =$	$8 \times 2 =$	$9 \times 2 =$
$10 \times 2 =$	$11 \times 2 =$	$12 \times 2 =$
$5 \times 2 =$	$9 \times 2 =$	$4 \times 2 =$
$8 \times 2 =$	$2 \times 2 =$	$6 \times 2 =$
$12 \times 2 =$	$10 \times 2 =$	$1 \times 2 =$
$3 \times 2 =$	$11 \times 2 =$	$7 \times 2 =$

$1 \times 10 =$	$2 \times 10 =$	$3 \times 10 =$
$4 \times 10 =$	$5 \times 10 =$	$6 \times 10 =$
$7 \times 10 =$	$8 \times 10 =$	$9 \times 10 =$
$10 \times 10 =$	$11 \times 10 =$	$12 \times 10 =$
$7 \times 10 =$	$12 \times 10 =$	$4 \times 10 =$
$9 \times 10 =$	$5 \times 10 =$	$11 \times 10 =$
$2 \times 10 =$	$1 \times 10 =$	$6 \times 10 =$
$10 \times 10 =$	$3 \times 10 =$	$8 \times 10 =$

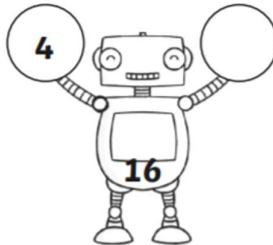
Complete on Tuesday

Addition Missing Numbers

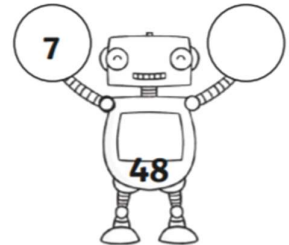
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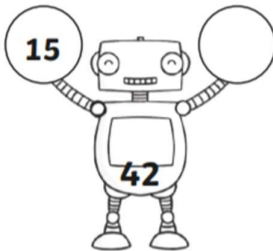
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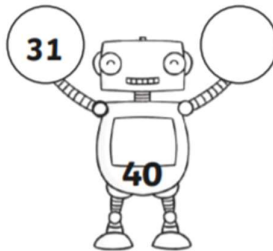
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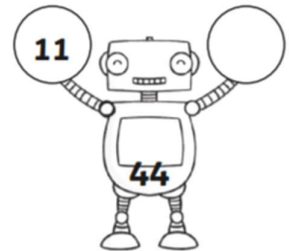
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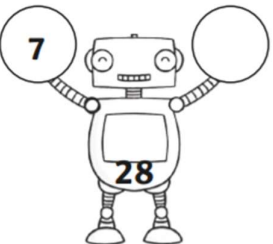
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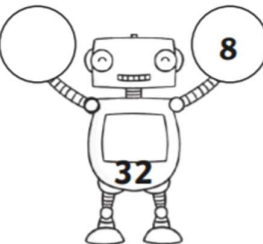
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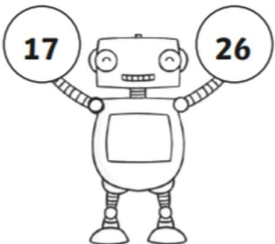
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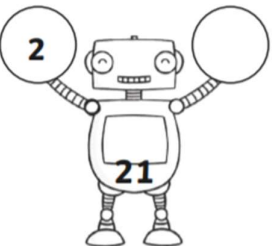
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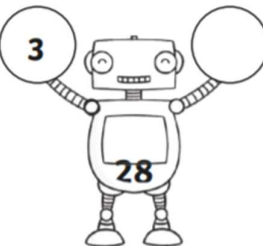
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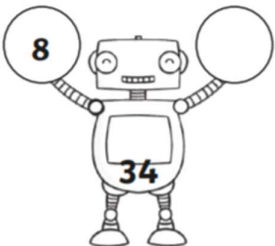
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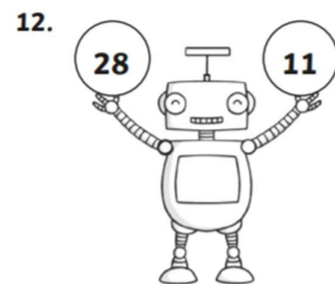
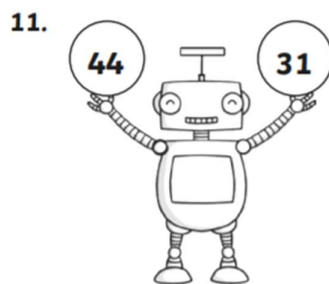
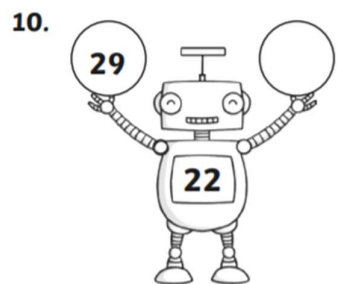
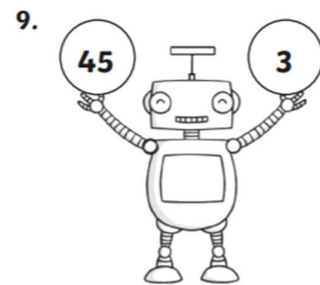
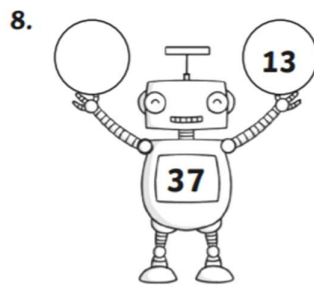
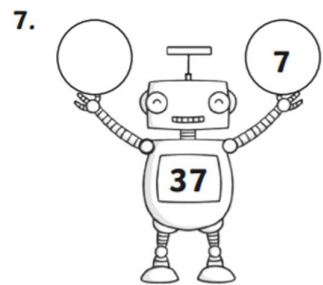
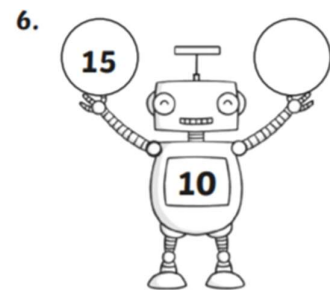
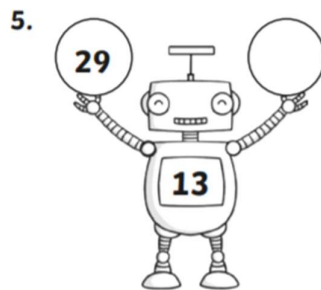
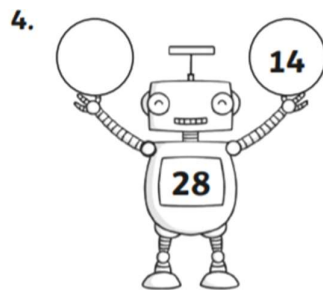
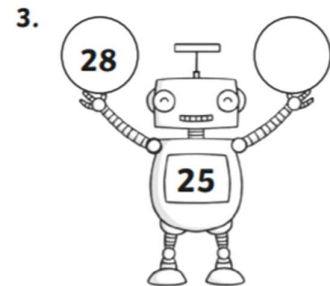
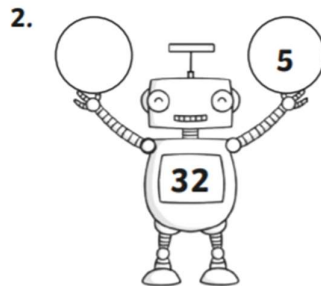
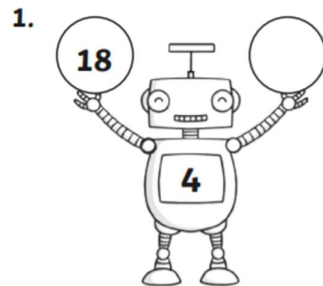
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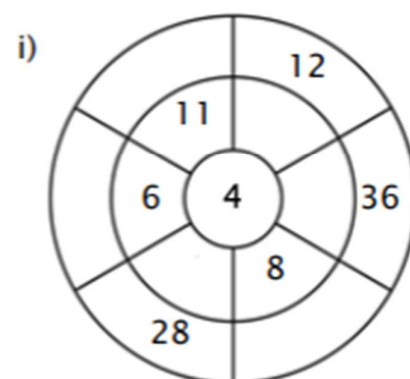
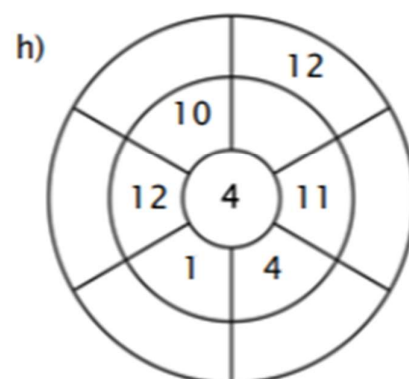
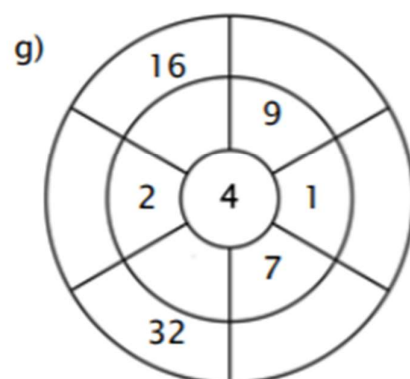
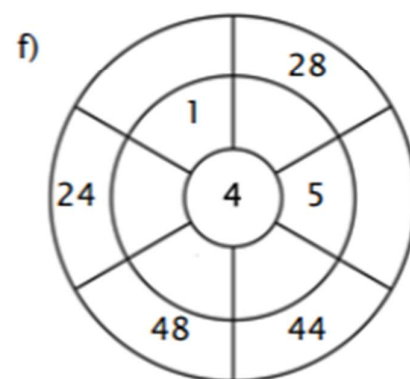
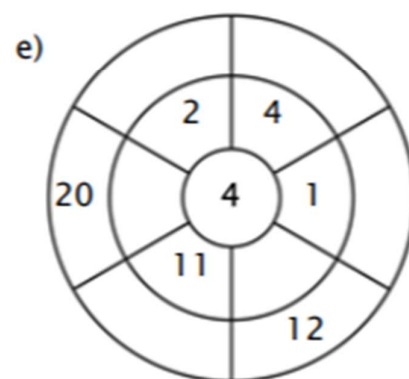
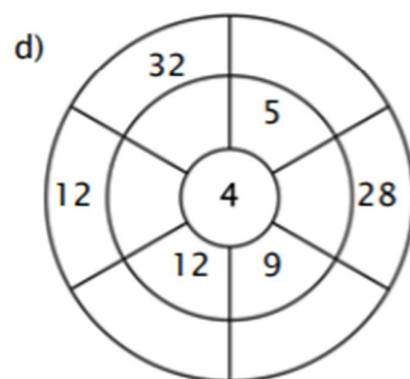
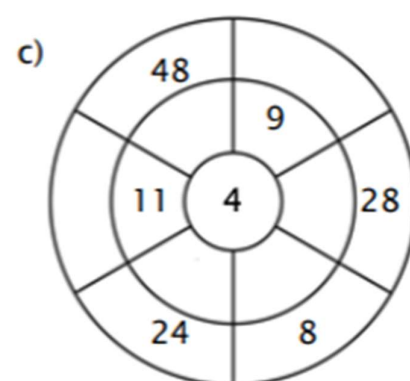
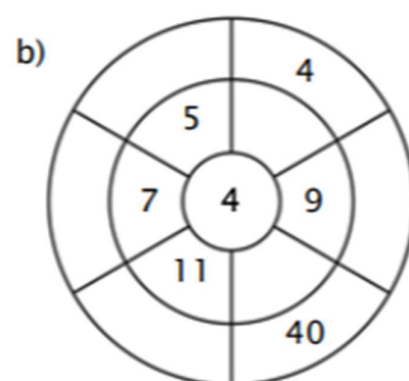
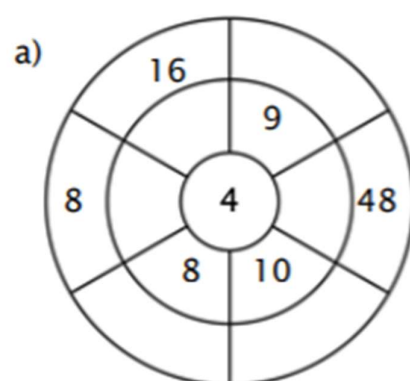
12.



Subtraction Missing Numbers



Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



Complete on Wednesday

Investigate at your multiplication and division level.

<p>MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'</p> <p>1</p> <p>Groups of 2 2 equal groups</p>	<p>MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences</p> <p>2</p> <p> $12 \div 6 = 2$ $12 \div 2 = 6$ $2 \times 6 = 12$ $6 \times 2 = 12$ </p>	<p>MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'</p> <p>1 3</p> <p>Groups of 2 2 equal groups</p> <p> $8 \div 2 = 4$ $8 \div 2 = 4$ </p>
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<p>MD 10 Multiply by 2 Distributive property</p> <p>1</p> <p> $2 \times 7 = 14$ $5 + 2$ $2 \times 5 = 10$ $2 \times 2 = 4$ $10 + 4 = 14$ </p>	<p>MD 10 PA 17 Divide by 2 Related to halving</p> <p> $15 \div 2 = 7 \text{ r}1$ $10 + 5$ $4 + 1$ $10 \div 2 = 5$ $4 \div 2 = 2$ $5 + 2 = 7$ </p> <p> $\frac{1}{2}$ of 15 = 7 r1 $\frac{1}{2}$ of 10 = 5 $\frac{1}{2}$ of 4 = 2 </p>
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<p>MD 11 Multiply by 4 Distributive property</p> <p>2</p> <p> $4 \times 7 = 28$ $5 + 2$ $4 \times 5 = 20$ $4 \times 2 = 8$ $20 + 8 = 28$ </p>	<p>MD 10 Divide by 4 Related to quartering</p> <p> $37 \div 4 = 9 \text{ r}1$ $20 + 17$ $16 + 1$ $20 \div 4 = 5$ $16 \div 4 = 4$ $5 + 4 = 9$ </p> <p> $\frac{1}{4}$ of 37 = 9 r1 $\frac{1}{4}$ of 20 = 5 $\frac{1}{4}$ of 16 = 4 </p>
--	--

<p>MD 12 Multiply by 3 Distributive property</p> <p>2 3</p> <p> $3 \times 7 = 21$ $5 + 2$ $3 \times 5 = 15$ $3 \times 2 = 6$ $15 + 6 = 21$ </p>	<p>MD 12 Divide by 3 Related to thirding</p> <p> $16 \div 3 = 5 \text{ r}1$ $9 + 7$ $6 + 1$ $9 \div 3 = 3$ $6 \div 3 = 2$ $3 + 2 = 5$ </p> <p> $\frac{1}{3}$ of 16 = 5 r1 $\frac{1}{3}$ of 9 = 3 $\frac{1}{3}$ of 6 = 2 </p>
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2 TIMES TABLE TEST 2

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

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

3) $6 \times 2 = \underline{\quad}$

4) $2 \times 1 = \underline{\quad}$

5) $8 \times 2 = \underline{\quad}$

6) $4 \times 2 = \underline{\quad}$

7) $2 \times 0 = \underline{\quad}$

8) $2 \times 7 = \underline{\quad}$

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

10) $3 \times 2 = \underline{\quad}$

11) $5 \times 2 = \underline{\quad}$

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

13) $2 \times 4 = \underline{\quad}$

14) $10 \times 2 = \underline{\quad}$

15) $2 \times 8 = \underline{\quad}$

16) $1 \times 2 = \underline{\quad}$

17) $2 \times 9 = \underline{\quad}$

18) $0 \times 2 = \underline{\quad}$

19) $2 \times 6 = \underline{\quad}$

20) $2 \times 10 = \underline{\quad}$

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

22) $2 \times \underline{\quad} = 12$

23) $2 \times \underline{\quad} = 0$

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

25) $\underline{\quad} \times 2 = 14$

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

27) $2 \times \underline{\quad} = 4$

28) $2 \times \underline{\quad} = 20$

29) $\underline{\quad} \times 2 = 16$

30) $2 \times \underline{\quad} = 10$

31) $\underline{\quad} \times 2 = 18$

32) $2 \times \underline{\quad} = 2$

33) $\underline{\quad} \times 2 = 14$

34) $2 \times \underline{\quad} = 8$

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

36) $2 \times \underline{\quad} = 6$

37) $\underline{\quad} \times 2 = 20$

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

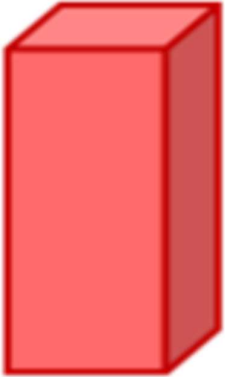

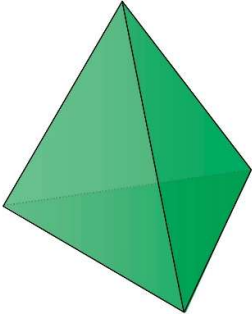
39) $2 \times \underline{\quad} = 18$

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

Complete on Thursday

Complete the table about features of 3D objects:

- **Lines:** do the edges run horizontal or vertical?
- **Angles:** what angles are at the vertices of the base/faces?
- **Symmetry:** how many planes of symmetry are there?

Object	Lines (edges)	Angles	Symmetry
Square prism 	Base: Faces:	Base: Faces:	
Square pyramid 	Base: Faces:	Base: Faces:	
Extension			
Triangular pyramid 	Base: Faces:	Base: Faces:	



Name: _____

Multiplication

Grade 3 Multiplication Worksheet 1

Solve the equation.

1. $5 \times 3 = \underline{\quad}$ 11. $5 \times 5 = \underline{\quad}$ 21. $5 \times 8 = \underline{\quad}$

2. $4 \times 4 = \underline{\quad}$ 12. $4 \times 12 = \underline{\quad}$ 22. $6 \times 6 = \underline{\quad}$

3. $6 \times 3 = \underline{\quad}$ 13. $6 \times 3 = \underline{\quad}$ 23. $4 \times 11 = \underline{\quad}$

4. $5 \times 10 = \underline{\quad}$ 14. $3 \times 3 = \underline{\quad}$ 24. $12 \times 3 = \underline{\quad}$

5. $8 \times 4 = \underline{\quad}$ 15. $5 \times 7 = \underline{\quad}$ 25. $5 \times 4 = \underline{\quad}$

6. $5 \times 11 = \underline{\quad}$ 16. $6 \times 7 = \underline{\quad}$ 26. $4 \times 9 = \underline{\quad}$

7. $6 \times 4 = \underline{\quad}$ 17. $5 \times 9 = \underline{\quad}$ 27. $5 \times 12 = \underline{\quad}$

8. $7 \times 3 = \underline{\quad}$ 18. $8 \times 4 = \underline{\quad}$ 28. $2 \times 11 = \underline{\quad}$

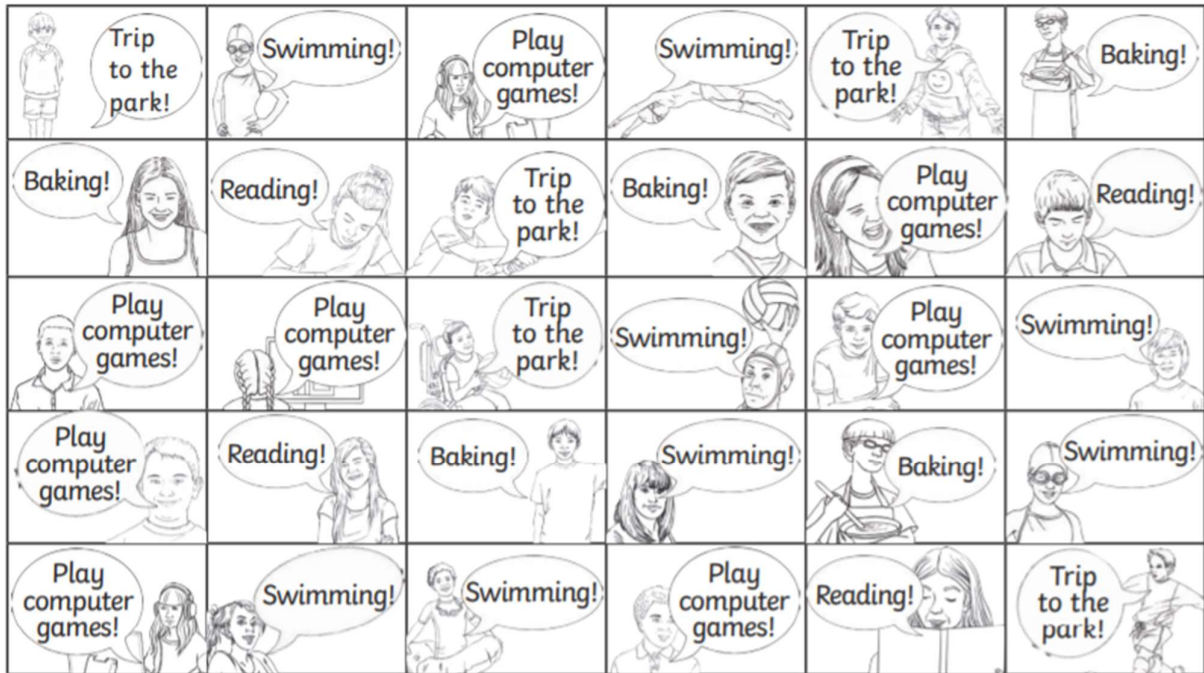
9. $9 \times 4 = \underline{\quad}$ 19. $12 \times 2 = \underline{\quad}$ 29. $6 \times 4 = \underline{\quad}$

10. $6 \times 5 = \underline{\quad}$ 20. $3 \times 9 = \underline{\quad}$ 30. $3 \times 6 = \underline{\quad}$

Complete on Friday

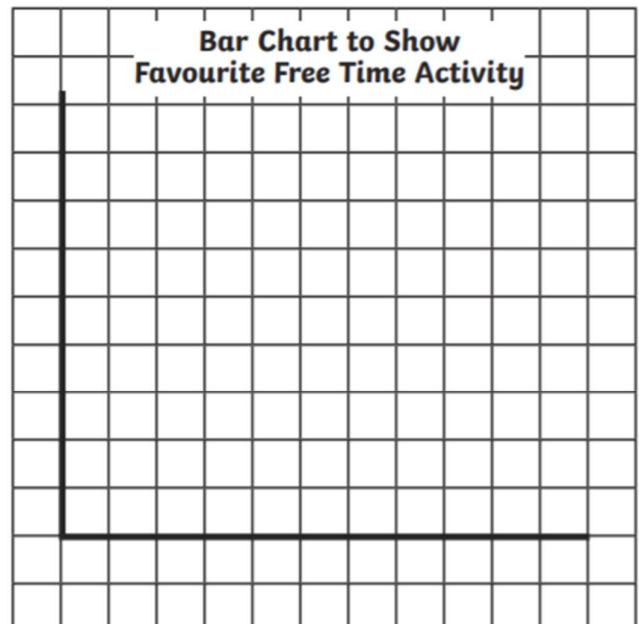
Collecting and Presenting Data

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



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

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



Name _____

Date _____

**3**

TIMES TABLE SHEET 1

- | | |
|---------------------------------------|---------------------------------------|
| 1) $3 \times 6 = \underline{\quad}$ | 21) $3 \times \underline{\quad} = 15$ |
| 2) $5 \times 3 = \underline{\quad}$ | 22) $\underline{\quad} \times 3 = 3$ |
| 3) $3 \times 0 = \underline{\quad}$ | 23) $\underline{\quad} \times 3 = 0$ |
| 4) $8 \times 3 = \underline{\quad}$ | 24) $3 \times \underline{\quad} = 24$ |
| 5) $3 \times 7 = \underline{\quad}$ | 25) $\underline{\quad} \times 3 = 21$ |
| 6) $3 \times 3 = \underline{\quad}$ | 26) $\underline{\quad} \times 3 = 12$ |
| 7) $4 \times 3 = \underline{\quad}$ | 27) $3 \times \underline{\quad} = 27$ |
| 8) $9 \times 3 = \underline{\quad}$ | 28) $3 \times \underline{\quad} = 9$ |
| 9) $3 \times 8 = \underline{\quad}$ | 29) $\underline{\quad} \times 3 = 33$ |
| 10) $12 \times 3 = \underline{\quad}$ | 30) $3 \times \underline{\quad} = 18$ |
| 11) $3 \times 8 = \underline{\quad}$ | 31) $\underline{\quad} \times 3 = 36$ |
| 12) $7 \times 3 = \underline{\quad}$ | 32) $3 \times \underline{\quad} = 21$ |
| 13) $3 \times 11 = \underline{\quad}$ | 33) $\underline{\quad} \times 3 = 27$ |
| 14) $6 \times 3 = \underline{\quad}$ | 34) $3 \times \underline{\quad} = 12$ |
| 15) $3 \times 9 = \underline{\quad}$ | 35) $\underline{\quad} \times 3 = 24$ |
| 16) $2 \times 3 = \underline{\quad}$ | 36) $\underline{\quad} \times 3 = 6$ |
| 17) $3 \times 12 = \underline{\quad}$ | 37) $3 \times \underline{\quad} = 30$ |
| 18) $3 \times 3 = \underline{\quad}$ | 38) $3 \times \underline{\quad} = 36$ |
| 19) $0 \times 3 = \underline{\quad}$ | 39) $\underline{\quad} \times 3 = 3$ |
| 20) $11 \times 3 = \underline{\quad}$ | 40) $3 \times \underline{\quad} = 33$ |

Key question: what do you notice about the total of the digits in the answers to the three times tables?



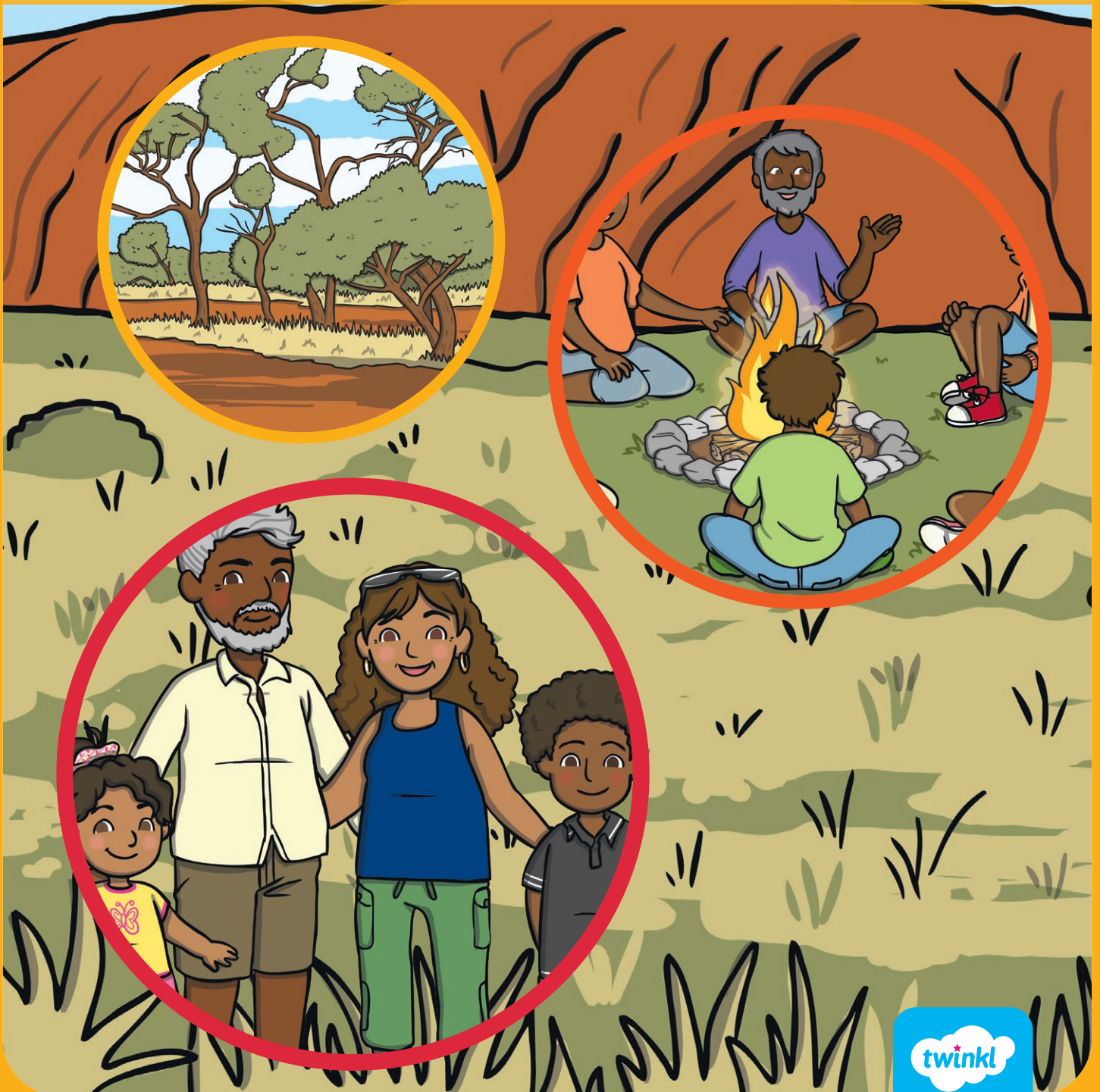
Importance of Country and Place

For Aboriginal people in Australia, land means many different things.

Aboriginal people are connected to the land spiritually,
physically, socially and culturally.

It is important for Aboriginal people to manage and care for
the land as it provides shelter, health and jobs.

Aboriginal artwork tells the story about the connection
that Aboriginal people have with the land.



HSIE - Wednesday

Aboriginal and Torres Strait Islander Peoples Sacred Sites

Australia's First Nations Peoples have occupied and cared for this land for 65 000 years, and have countless sacred sites all over Australia. These sacred sites are places that have special meaning and deep significance to the First Nations Peoples.



Sacred sites can include natural formations, such as mountains, rivers, waterfalls, rock formations and rock art. It also includes places where people have inhabited, such as campsites, rock shelters, burial sites and ceremonial grounds.



Artwork in this resource was created by Zachary Bennett-Brock in partnership with Twinkl. All rights reserved.

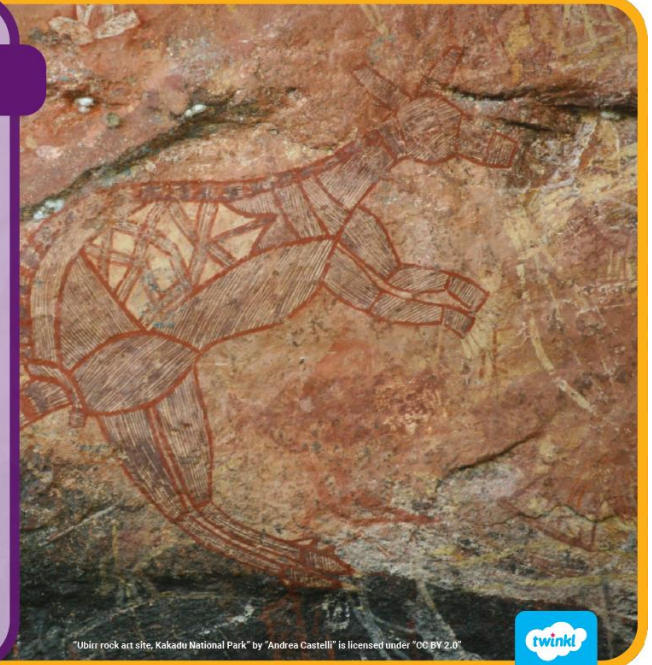
Uluru

Uluru (formerly known as Ayers Rock) is the most recognisable of all the sacred sites of Australia's First Peoples. It is located in the Northern Territory and is considered to be significant to all Indigenous Australians.



Ubirr

Ubirr is a set of rocky outcrops located in the Kakadu National Park in the Northern Territory. These rocks feature an amazing gallery of ancient Aboriginal art, created around 2000 years ago by people sheltering in the rocks.



"Ubirr rock art site, Kakadu National Park" by "Andrea Castelli" is licensed under "CC BY 2.0"



Ban Ban Springs

Ban Ban Springs in Queensland is an important and sacred site for the Wakka Wakka people of the area. It is not only a source of fresh water but a place where the Wakka Wakka people would meet, marry and trade.

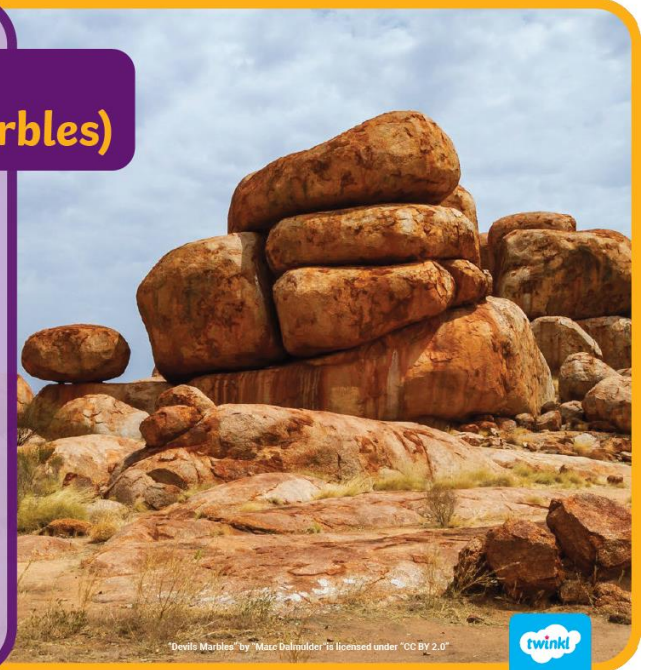


"BanBanSprings_20210117_018" by "Tuyen Allen" is licensed under "CC BY 2.0"



Karlu Karlu (The Devil's Marbles)

These rocks, known as 'Karlu Karlu' by the local Warumungu people, are located south of Tennant Creek in the Northern Territory. Although they look like they might fall off or collapse at any time, they have been that way for millions of years.

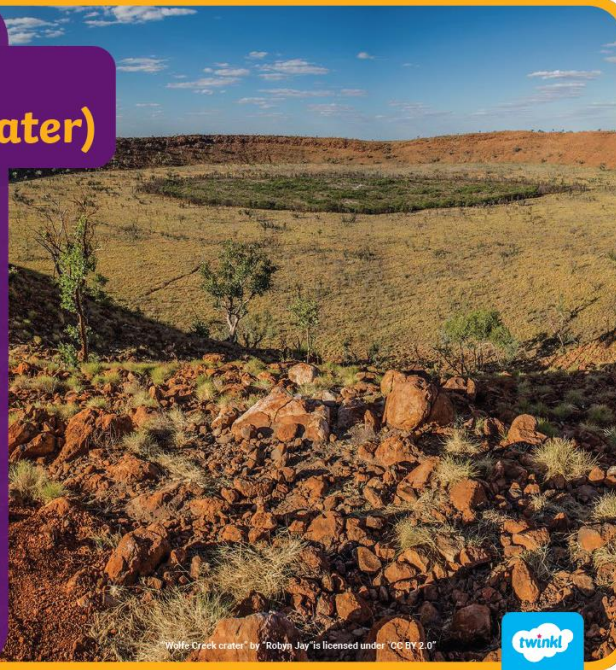


"Devils Marbles" by "Marc Dalmulder" is licensed under "CC BY 2.0"



Kandimalal (Wolfe Creek Crater)

Astronomers estimate that Kandimalal, in the Kimberley region of Western Australia, was formed by a meteorite crashing into the Earth 30 000 years ago. This site is sacred to the Jaru people of the area, and was known only to Indigenous Australians until 1947.

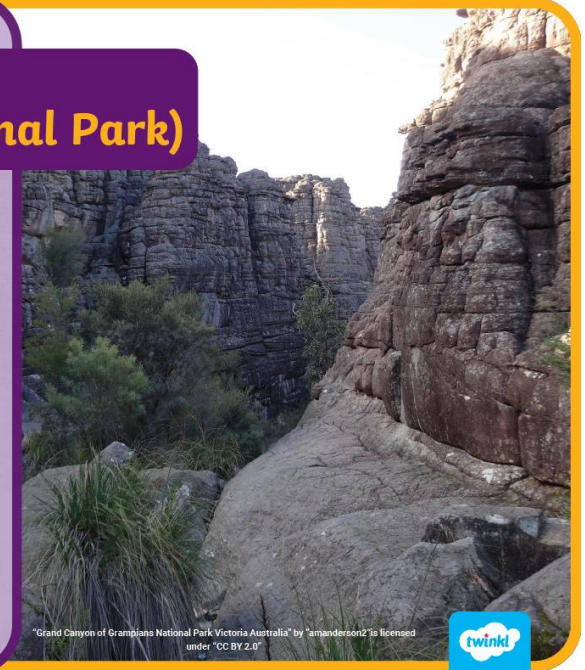


"Wolfe Creek crater" by "Robyn Jay" is licensed under "CC BY 2.0"



Gariwerd (Grampians National Park)

Gariwerd, a national park in South Western Victoria, is home to a range of Aboriginal artefacts including ancient oven mounds, tool making sites and rock art shelters. There are approximately 60 rock art sites in the area, the most in Southern Victoria. Gariwerd is a sacred place, particularly to the Djab Wurrung and Jardwadjali people.



"Grand Canyon of Grampians National Park Victoria Australia" by "amanderson2" is licensed under "CC BY 2.0"



HSIE - Wednesday

Sacred Indigenous Sites around Australia

Name of site

Location (region, state)

Type of sacred site (rock art, natural site of significance, midden, scarred trees, etc.)

Who sees this site as being significant or sacred (tribal groups)?

Why is this site so significant?

Interesting facts about this site

Aboriginal Totems

The Aboriginal people of Australia are totemic beings. This means that totems are a part of their belief system.

What is a totem?

A totem is often a natural object, plant or animal that reflects their identity. Many totems are the heroes in Dreamtime stories, which shows how important they are to Aboriginal culture.

Why have a totem?

Totems have many important roles in the lives of Aboriginal people. They represent their individual role in the family clan, their responsibilities to the environment and their relationships with others and with creation.

It is the responsibility of the person to protect their totem animal or plant in the environment. This care for the environment is called stewardship. In their stewardship of their totem, Aboriginal people make sure that the natural object is not over used - and they never kill their totem animal.

Everyone has a totem. What would yours be?

My totem would be _____

It is a:

☐

natural object

☐

plant

☐

animal

I chose this totem because _____

I can protect my totem by _____



Well-being Wednesday

Keep calm and stay positive

*I can
&
I will*

I am brave

Wellness Calendar

Be sure to check in with the wellness calendar daily to help you keep calm.

I am calm

Gratitude Jar

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

**I am fun and
friendly**

Courage Colouring

Colour the quote about courage (be sure to share with your class)



I am unique

Outdoor Scavenger Hunt

Use the Scavenger hunt sheet to complete your hunt

**I am a
learner**

YOGA stretches

Use the 'Yoga' instructions page to guide you on your yoga journey

Today is all about you! This afternoon, take the time to complete all the activities from the grid. Most importantly...make sure you have FUN!

Please share some pictures of your work on Edmodo... we would LOVE to see them!

We hope you enjoy the mindful activities we have planned for you today


My Daily Mindful Moments

Mindfulness can help us to feel calm, relaxed and content. It is all about paying attention to the present moment. It can help to settle our busy minds and racing thoughts, especially when we are feeling stressed, worried or anxious. Mindfulness can also help us to appreciate ourselves and the world around us. Making time each day to have a mindful moment can help our minds to feel and stay well.

Use this calendar to take a mindful moment each day of the month to help you look after your mental health.

1
Breathe in for three seconds and out for five seconds. Repeat this three times. Really notice your breath.

2
Look up at the sky. Take time to really notice what it is like.

3 
Take a pencil for a walk on a piece of paper. Let it go wherever it likes. Notice how it feels.

4
Think of three things that make you special. Notice how it feels.

5
Blow up an imaginary balloon — deep breath in and slow breath out. Really feel your breath.

6
Look around the space you are in. Slowly, name each thing you see.

7
Focus on the sounds you can hear — describe them in your mind.

8
Think of three things that make you feel happy. Notice how it feels.

9
Smell your snack. Describe what you smell.



10
Starting at your toes, notice how each part of your body feels until you reach your head.

11
Make a creation of your choice. Really notice and appreciate it.

12
Think of three things you are grateful for. Notice how it feels.

13
Listen to a piece of music which relaxes you and notice how you feel.



14
Think of three things you love about yourself. Notice how it feels.

15
Eat your lunch and notice how it feels in your mouth.

16
Go on a mindful walk, really noticing what you see, hear and feel.

17
Create a colour pattern to show how you are feeling.

18
Tense all the muscles in your body, hold the squeeze for three seconds. Then, flop and relax your muscles for five seconds. Repeat.

19
When you have a drink, really notice how it feels.



20
Look closely at your snack. Describe what you see.

21
Think of three things you are looking forward to today. Notice how it feels.

22
Feel the breeze on your face. Really notice how it feels.

23
Touch something soft and really notice how it feels.

24
Colour in a picture mindfully — really noticing the colours and shapes.

25
Learn something new about an animal of your choice. How does it feel?

26
Share kindness with someone else. Notice how it feels.

27
As you walk, run or play, really notice how your body feels.

28
Chat with a friend — really notice what they are saying with their words and body.

29
Trace your finger in a pattern on a flat surface. Notice how it feels.

30
Sit quietly for one minute. Focus on your breath and let your mind and body settle.

31
Take a mindful moment in any way you choose.



Well done for making time to be mindful each day this month!
How do you feel?



COURAGE DOES
NOT Always ROAR.

SOMETIMES it is The
Quiet Voice at The
END of The DAY saying

I WILL Try Again
TOMORROW.

Outdoor Mindfulness Scavenger Hunt

Go outside and use all of your senses to complete this scavenger hunt.



Find something that makes you happy.



Listen to a bird singing.



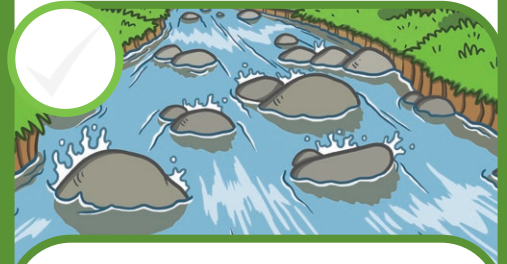
Find something that smells nice.



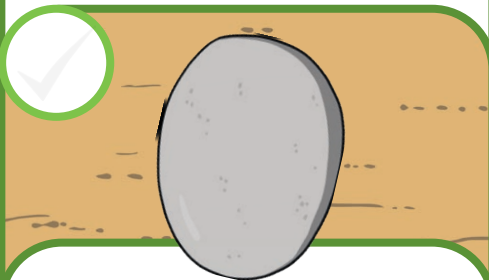
Listen to leaves rustling on a tree.



Find something that is your favourite colour.



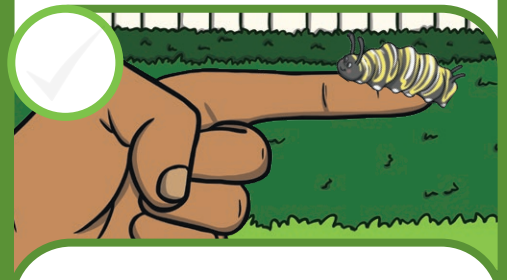
Find something that makes a noise.



Find something that is smooth.



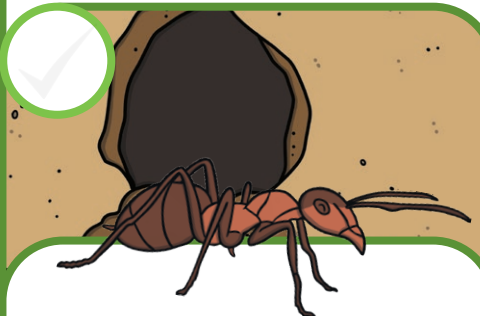
Find something the colour of the sky.



Find something as small as your fingernail.



Look for a cloud that is shaped like an animal. Watch it change shape.



Follow an insect. What it is doing?



Find something that is soft.


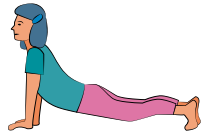








Yoga



Yoga is great for stretching and for relaxation. Younger children may only be able to try some of the poses and may need an adult to help them while older children may do this independently.

Caution – it is important to be very careful when trying yoga poses and to not put strain on your neck or back. Yoga should be avoided (or done with extreme caution and under supervision) if you have spinal pain or an injury or chronic condition. Children should be supervised by an adult

1. Ensure that you have enough space around you.
2. Take five minutes to jog on the spot, do arm circles, shoulder rolls and controlled punches.
3. If you have a yoga mat, bring it out and sit on it. If you do not, choose somewhere that is not a hard surface where you can comfortably lie down. Choose ten exercises from the list below (instructions on how to do each exercise can be found on pages 29 - 35):

				
Bridge Pose	Tree Pose	Cobra Pose	Cat Pose	Bow Pose
				
Frog Pose	Easy Pose	Butterfly Pose	Sleeping Pose	Chair pose
				
Hero Pose	Boat Pose	Mountain Pose	Happy Baby Pose	Lion Pose

4. Do each exercise for 60 seconds.

You may be able to find good yoga classes or ideas for poses online – do a search and see what you can find.



Characteristics of Living Things

Move

Animals have different ways of moving.
Plants turn towards the sun and some open and close their petals at different times of the day.



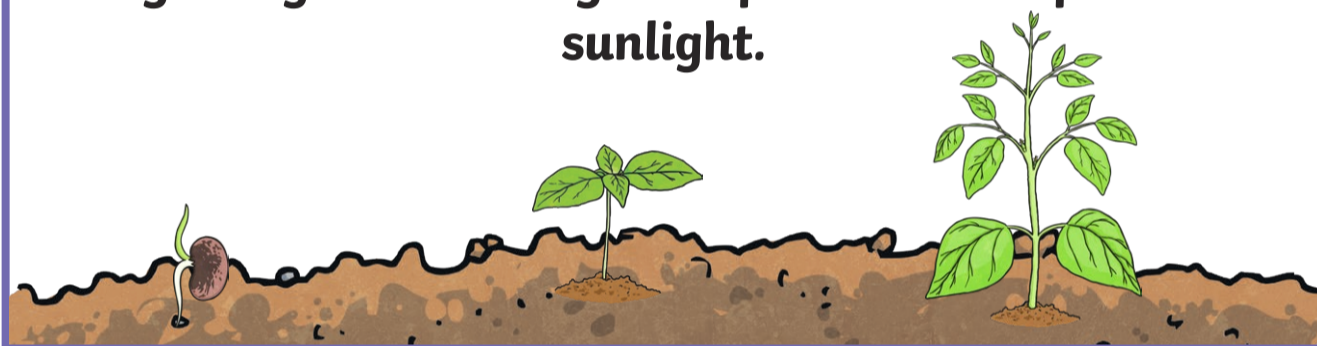
Reproduce

Animals lay eggs or have live babies.
Plants make seeds that can grow into new plants or grow new plants called plantlets.



Respond to Stimuli

Animals can escape from danger or find shelter.
Plants can repair themselves when they are damaged.
A plant's roots grow toward the ground in response to gravity and stems grow upwards in response to sunlight.



Take on Nutrients

Animals eat and digest foods.
Plants make their own food using the sun's light, carbon dioxide, water from the ground and the nutrients in soil.



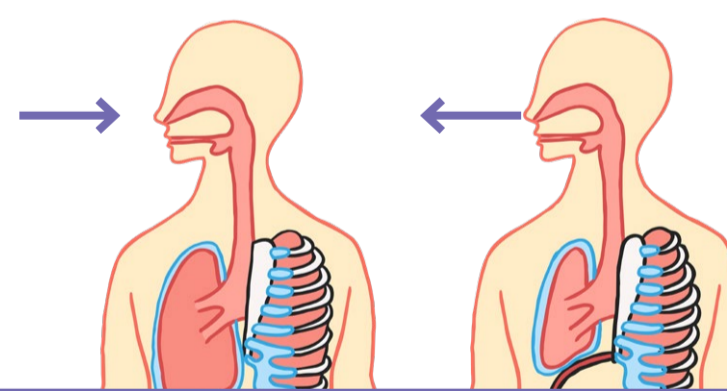
Excrete Waste

Plants and animals both get rid of excess gas and water.



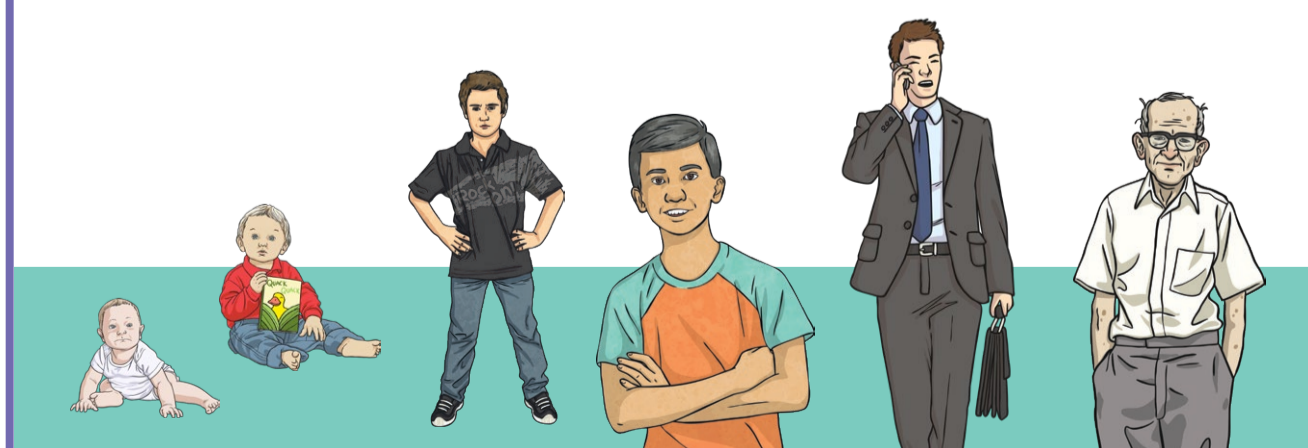
Respire

Animals use oxygen in the air which goes into their tissues and cells. Plants take in carbon dioxide from the air and release oxygen.



Grow

Animals grow from babies into adults. Seeds and plantlets grow into plants.



Sorting Living Things

Cut, sort and paste the things onto the table.



Did you know?

Plants breathe, eat, drink and grow but they cannot move like animals and people.



Think!

Can you think of some more living things that breathe? Add them to the table.

Living things that breathe	Things that do not breathe

Science - Thursday

Cut and paste onto table



chair



toaster



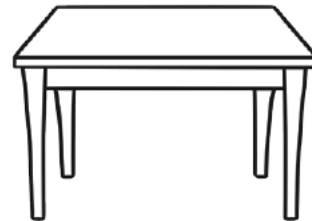
koala



dolphin



kangaroo



table



flower



human



computer

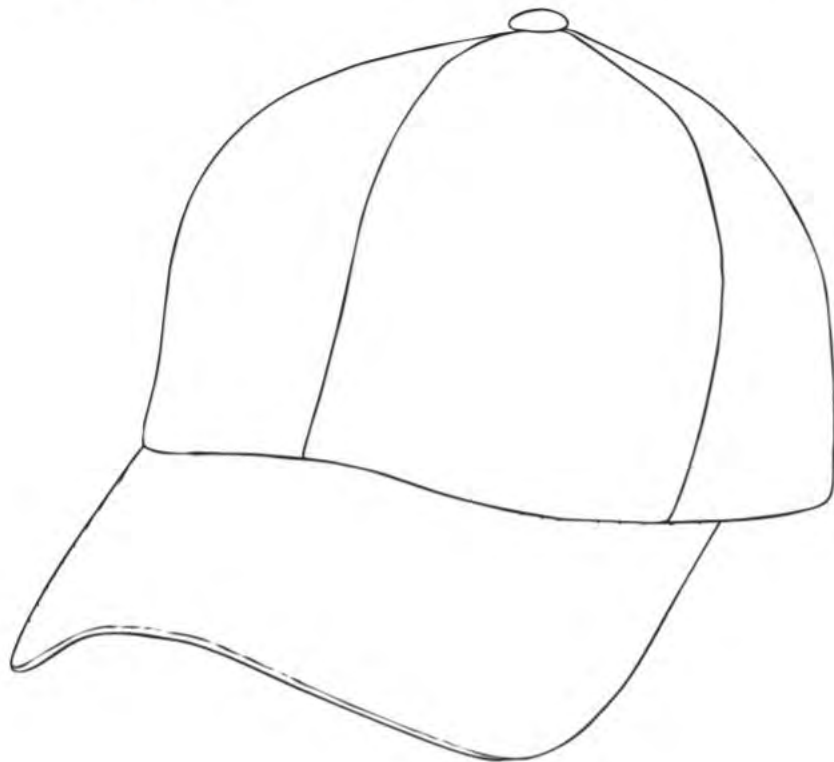
Positive Thinking

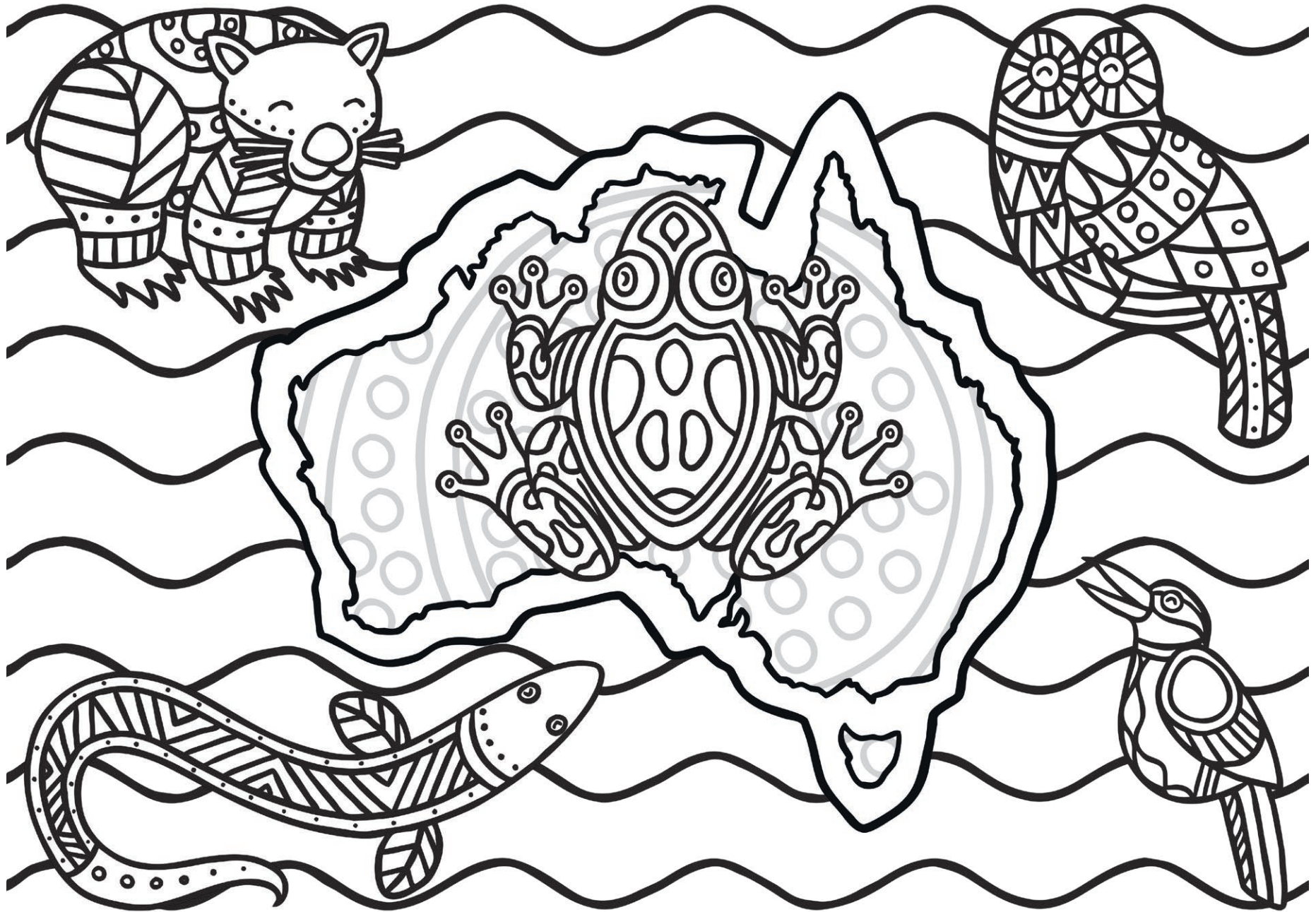
Design a Positive Thinking Cap

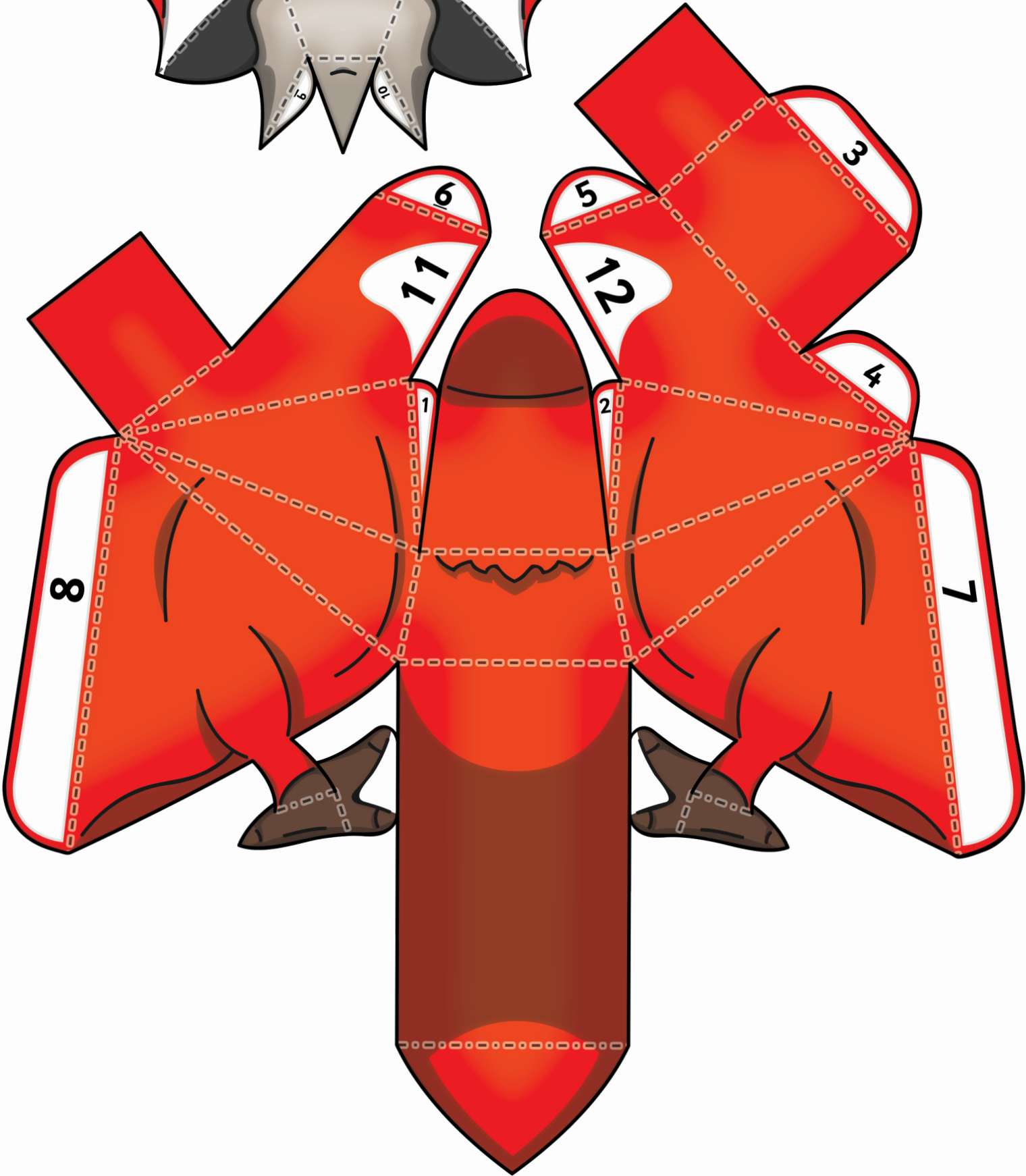
Using the outline below, design a cap with colourful messages about positive thinking. You might want to try different kinds of writing, or use symbols and illustrations. Just remember to keep it positive!

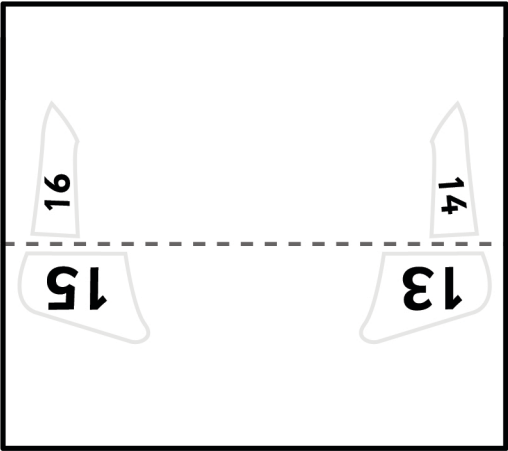
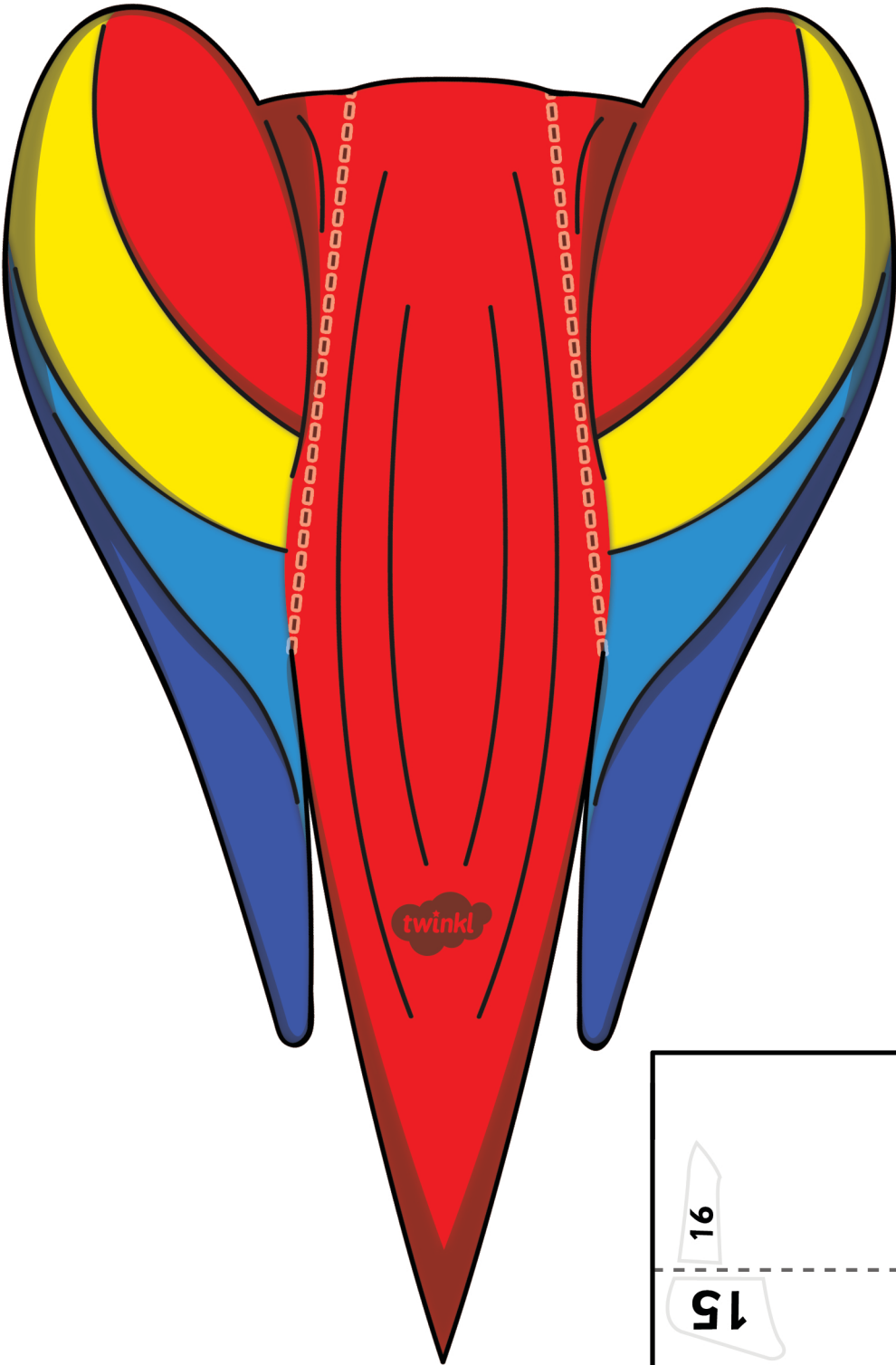
Helpful words and phrases:

- You can do it!
- Go for it!
- Keep going!
- I can do this!
- This is great!
- Challenge
- Perseverance
- Resilience
- Determined
- Goal
- Reach for the stars!
- Happy
- Stick at it!
- Super me!









Year 3 Week 9 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 Frog Facts listed below.

There are **80 words**. Time how long it takes to read.

Underline all the **nouns** you can find.

Time:

Frogs are amphibians that are known for their jumping abilities, croaking sounds, bulging eyes and slimy skin. There are more than 6,000 species and they live on every continent, except Antarctica. Frogs vary in size. The largest is the Goliath frog, which is 30 centimetres long and weighs 3 kilograms. The smallest is the gold frog, which is a tiny 1 cm long and only 200 grams. Frogs are fantastic jumpers. The African frog can jump up to 4.2 metres!



Where in the world do frogs not live?

Day 3: Read the 3rd part below.

There are **80 words**. Time yourself. Which day is your fastest?

Circle all the **full stops (.) exclamation marks (!) commas (,)**

Time:

Frogs have excellent night vision and are very sensitive to movement. Their bulging eyes allow them to see in front, to the sides, and partially behind them! Frogs eat bugs, spiders, worms, slugs, larvae and even small fish. They use their fast, sticky tongues to catch their prey. Frogs help keep the world's insect population under control. Most frogs have teeth, usually only on their upper jaw. The teeth grip their prey in place until the frog can swallow it.



Why are frogs such effective predators?

Day 2: Read the 2nd part below.

There are **80 words**. Time yourself. Compare your time with yesterday's time.

Underline all the **adjectives** you can find.

Time:

A frog completely sheds its skin about once a week. After it pulls off its old, dead skin, the frog usually eats it. It contains nutritious protein! Frogs do not need to drink water. They absorb it directly through their skin. Some frogs have toxic skin. Poison frogs have bright colours to warn predators that their skin is toxic. Camouflage is another method of survival. Many frogs have green or brown skin to help them blend in with their surroundings.



If frogs don't drink, how do they stay hydrated?

Day 4: Read the final paragraph below.

There are **80 words**. Time yourself. Which day has been your fastest? **Colour** or **highlight** all the **verbs**.

Time:

Frogs are social creatures that like to live in groups. A group of frogs is called an army. Groups of young frogs will even swim together in schools, much like fish. During the mating season in late Spring or early Summer, the male frogs in a group will croak loudly to attract females. When the female finds a male croak she likes, the male will grab her and she will release eggs for him to fertilise outside of her body.



What time of year is your best chance of seeing tadpoles or froglets?



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

- bulging
- goliath
- croak
- nutritious
- absorb
- camouflage
- surroundings
- sensitive
- partially
- fertilise

- nourishing, balanced, good for you
- hide, conceal, disguise
- an egg or seed joined with a male cell to develop new young animal or plant
- giant, mammoth, huge
- environment, location, setting
- only in part, some of, limited
- sticking out, swelling outwards
- soak up, consume
- a deep, rough sound made by a frog or a crow
- finely tuned, quick to detect or respond to

Year 3 Week 9 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:

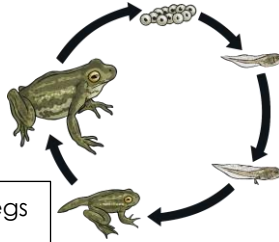
Life cycle of a frog: Read the lifecycle.



Frogs lay a group of eggs in the water.

The tail disappears and it starts to eat insects instead of plants. It takes 2-24 years to become an adult, when it can lay eggs.

The tadpole grows front legs and its tail shortens.



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

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

Day 2:

Key Vocabulary

Task: Use the words in the table below to write 2 interesting sentences about frogs. You can use as many of the words in your sentences.

For example: The green frog has two short legs and two long legs.



develop, eggs, tail, tadpole, legs, grows, insects, emerge, progress, transform.

1. _____

2. _____

Day 3:

Explanation: cause and effect.

Cause and effect sentences use the conjunctions 'so' or 'because'. It explains why something happened.

Task: read the 3 sentences below, then circle the conjunctions.



For example: We have to sleep because we need to recharge for the next day.

1. Adult frogs use camouflage, so it can hide from predators.
2. Frogs don't need to drink water because they absorb water through their skin.
3. Frogs have a long, sticky tongue, so they can hunt for their prey.

Day 4:

Write cause and effect sentences

Task: **Write 3 cause and effect** sentences and circle the conjunctions in the space below. Use the fact cards on the next page to help you write the sentences.



1. _____

2. _____

3. _____

Day 5:

Explanation paragraph about frogs

Task: **Write the 1st elaboration paragraph** using **cause and effect** sentences. It must include the conjunctions 'so' and 'because', to make it a cause-and-effect sentence.

The paragraph needs to include, **TOPS, elaborate** and **link the sentences together**, which allows the reader to understand the lifecycle. Use the **facts and the block planner** on the next page to help you write 1 elaboration paragraph.



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

Then the egg will develop into a tadpole (polliwog). _____

Big Facts

The first stage of a frog's life cycle is the egg. The female frog lays hundreds of eggs, because not all of them will survive. After some time, the egg will develop into a wiggly tadpole (polliwog).

Frogs and Tadpoles

Tadpoles are small creatures that grow and change into frogs or toads.



Photo courtesy of iStockphoto/Getty Images - granted under creative commons license - attribution

Frogs and Tadpoles

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



Photo courtesy of iStockphoto/Getty Images - granted under creative commons license - attribution

Frogs and Tadpoles

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



Photo courtesy of iStockphoto/Getty Images - granted under creative commons license - attribution

Frogs and Tadpoles

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



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Block Planner

I ? R

1 TOPS E
 L

2 TOPS E
 L

3 TOPS E
 L

C

Diagram

Cap

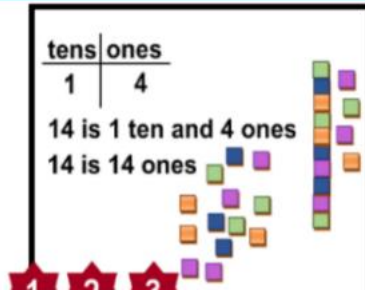
Year 3 Week 9 Specialised Learning - Mathematics

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

3 Place Value problems

Place Value

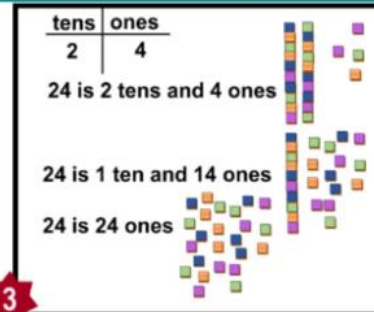
PV 11 Standard and non-standard
Place Value of teen numbers



1)

Hundred	Ten	Ones

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



2)

Hundred	Tens	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

3)

Hundred	Tens	Ones

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

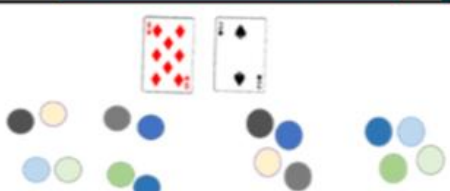
3 multiplication and 3 division questions

Multiplication and Division

Multiplication

Division

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




Groups of 2 2 equal groups

1)

1)

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




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

2)

2)

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



Groups of 2 2 equal groups

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

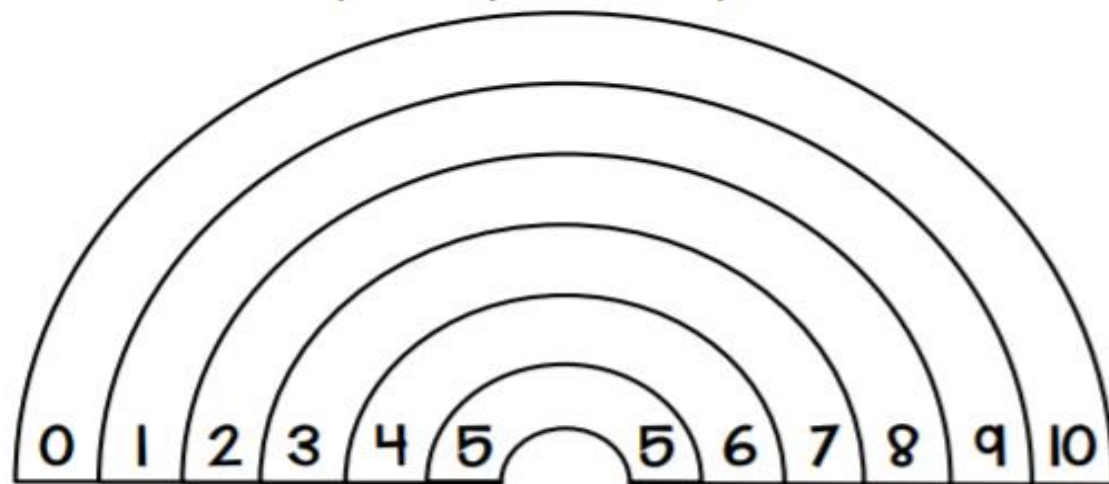
3)

3)

Day 1 – Place Value	Day 2 - Counting Backwards and Forwards	Day 3 - Friends of 10 & 20	Day 4 - Counting	Day 5 – Problem solving																																									
<p>Place the following numbers on the place value chart below. 54, 382, 34, 76, 498, 972</p> <table><tr><th>Hundreds</th><th>Ten</th><th>Ones</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td></tr><tr><td>6.</td><td></td><td></td></tr></table>	Hundreds	Ten	Ones	1.			2.			3.			4.			5.			6.			<p>Count forwards to 100. Count backwards from 50 to 0.</p> <p>What number comes before and after?</p> <p>____,65,____</p> <p>____,23,____</p> <p>____,49,____</p> <p>____,8,____</p> <p>____,29,____</p>	<p>Write down all your friends of 10:</p> <p>Write down all your friends of 20:</p> <p>Complete the activity on the next page.</p>	<p>Count by 2s. Can you count by 2s. Start from any number. Eg. 2, 4, 6, ...</p> <p>Try these.</p> <p>1. Start from 6 and stop at 58.</p> <p>2. Start from 48 and stop at 74</p> <p>Count by 5s. Can you count by 5s. Start from any number. Eg. 5, 10,15, ...</p> <p>Try these.</p> <p>1. Start from 20 and stop at 90.</p> <p>2. Start from 55 and stop at 95.</p>	<p>Please show your working out.</p> <p>1. There are 48 ice blocks outside. 18 of those ice blocks melted. How many ice blocks did not melt?</p> <p>2. Sam wanted to share his marbles with his friends. He gave 2 marbles each to 14 of his friends. How many marbles did he give altogether?</p> <p>3. Jim had 18 counters. He placed 10 counters on one of the 10 frames. How many counters did Jim place on the other 10 frame?</p> <div><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></div>																				
Hundreds	Ten	Ones																																											
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2.																																													
3.																																													
4.																																													
5.																																													
6.																																													
<p>Extension: Choose 3 numbers of your own to place in the place value chart.</p> <table><tr><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Hundreds	Tens	Ones										<p>Extension: Can you come up with 3 of your own?</p> <p>1. ____,'____,'____</p> <p>2. ____,'____,'____</p> <p>3. ____,'____,'____</p>	<p>Extension: Can you write your friends of 40?</p>	<p>Extension: Can you count by 10s starting from 10?</p>	<p>Extension: Create your own problem solving questions and answer them?</p>																													
Hundreds	Tens	Ones																																											

RAINBOW to 10

How many ways can you make 10?



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

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

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

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

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

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

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