

At Home Learning Plan: Term 3 Week 6 and 7 Year 3

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided.

Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.

If there is too much work for your needs, just complete whatever activities you can. The activities on the timetable are a guide to help assist with learning from home. The English and Maths activities are the most important. However, it is OK if they don't all get completed every day. The added optional technology activities were included to give the students some added variety in their learning. If you don't have access to the internet to do this, that is OK they are optional only.

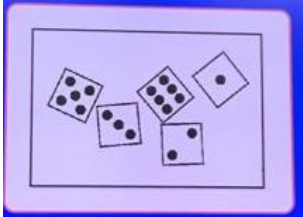
If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

Parents, this is a guide only. Remember to break the day up with breaks to allow your child to get outside and get active. Children need at least 60 minutes of physical activity daily. Get them to use their imaginations to play and build and get crafty. Get your student to complete as much of the work as they can and remember to “try your best but do not stress”.

Term 3 Week 6 Monday 16 August 2022

Time	Activities	Optional
Morning	Daily Wellbeing Activity Gratitude Photos- Find 10 things that make you happy and take a photo of them English <u>Writing-</u> Reflect on your own life and write a short paragraph about an event that has changed the way you think about something. <ul style="list-style-type: none"> • Have you told me where and when this occurred? • Have you told me who was there? • What happened? • How did this change the way you act or think about something? Brain break: Go Noodle/Just Dance on YouTube Fruit break	Daily Kindness Challenge Share a joke with the class or a family member
Morning	<u>Reading-</u> <ol style="list-style-type: none"> 1. Read or listen to an adult read the script of the narrative video included in the learning pack. As you read, think about these questions. 2. What is narrative? 3. Why is narrative useful? 4. How can understanding 'narrative' help me? <u>Spelling-</u> Focus: Graph /g/ making the "j" sound as in giant. Complete LSCWC spelling activity - Look at your spelling word, say the word, cover the word, write the word, check the word. Do this 4 times per word. See attached Week 6 LSCWC sheet.	Optional Technology Activity: Reading Eggspress
Lunch Break		
Middle	Mathematics Number Talk: Number of the day is 5432. Solve the following problems using this number: Write it in words, 10 more, 10 less, 100 more, 100 less, Odd or even?, Place value of each digit? Learning Focus: Using the split strategy When using the split strategy, follow this process: <ol style="list-style-type: none"> 1. Separate the numbers into their place value 2. Add the hundreds together. 3. Add the tens together. 4. Add the ones together. 5. Add the hundreds, tens and ones together to get the final answer. The steps will be shown in the examples in the attachments. Activities to choose from: In pairs, make 2 two or three-digit numbers and add them together. Make sure that your partner does not see the question and answer you got. Whoever gets the higher answer gets a point. First to 5 points wins. Solve the following questions using the split strategy: 43+56, 345+236, 432+66, 563+532, 765+340	Optional Technology Activity: Mathletics/Mat hs prodigy
Break		
Afternoon	Science and Technology Focus question: Can liquids turn into solids? Look around your kitchen and see what liquids you can find. Create a mind map of the different liquids you find. Add as many as you can find. With your parents' permission, select some liquids from around the house and put them into little cups or containers. (Ice cube trays are perfect if you have them). Fill them up a little bit. By keep the same amount in every container. Check on them every hour and see if they are still a solid or a liquid still. Use the attached table to record how they are going. Answer the following questions: <ul style="list-style-type: none"> • What took the longest to freeze? • What was the quickest to freeze? What do you think would happen if you now left them out of the freezer?	Optional Technology Activity Fun Science Games for Kids - Free Interactive Activities Online (sciencekids.co.nz)

Term 3 Week 6 Tuesday 17 August 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Play a board game or other game with a family member.</p> <p>English <u>Writing-</u> Choose 4 different pictures from different books and write 4 sentences for each. Remember your sentences need to contain a subject and a verb, make sense and have correct punctuation. Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Leave happy messages around the house for family members.</p>
Morning	<p><u>Reading-</u> Read <i>The Midnight Thunderstorm</i> at the end of the learning pack. Answer these questions about the text:</p> <ol style="list-style-type: none"> 1. Before you read have a look at the picture and the title of the story. What do you think the story will be about? 2. What do you already know about thunderstorms? 3. Does this remind you of a text you have read? How? 4. Is this story like real life? Why? <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Highlight the spelling rule in your spelling words. • Choose 1 spelling word and look up it's meaning in a dictionary. • Choose 4 spelling words and put them into 4 sentences. 	<p>Optional Technology Activity: Typing Club</p>
Lunch Break		
Middle	<p>Mathematics Number Talk:</p>  <p>Add these together. How would you find the total?</p> <p>Learning Focus: Subtract 2 and 3-digit numbers using the split Strategy</p> <ol style="list-style-type: none"> 1. Rewrite the larger number below 2. Break the smaller number in the place value parts 3. Subtract the hundreds – write the answer 4. Subtract the tens from the answer – write the new answer 5. Subtract the ones from the answer to get the final answer <p>List of activities you can do: Subtract from 100 or 1000: Roll a dice to make a 2 or 3-digit number. Subtract it from 100 or 1000 using the split strategy.</p> <p>Solve the following subtraction questions using the split strategy. Show your working out in your book. If you feel like subtracting 3-digit numbers are difficult, solve the problems with 2-digit numbers. 165-157, 74-59, 152-139, 62-38, 143-125, 51-29, 120-95, 60-34, 110-92, 50-24</p>	<p>Optional Technology Activity: Mathletics</p> <p>Maths prodigy</p> <p>Math Playground https://www.mathplayground.com/math-games.html</p>
Break		
Afternoon	<p>Geography</p> <p>Explore the concept of man-made versus natural features within the environment around your home. E.g play equipment is man-made, plants are natural. Create a list of each for inside and outside the home environment. Draw a picture of one man-made and one natural feature of the environment.</p>	<p>Optional Technology Activity: https://world-geography-games.com/</p>

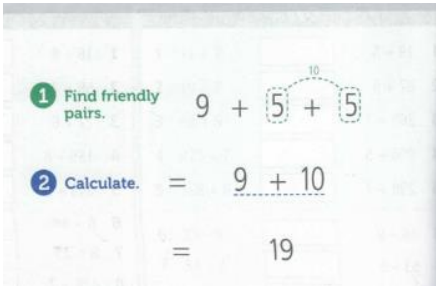
Term 3 Week 6 Wednesday 18 August 2021

Time	Activities	Optional																		
Morning	Daily Wellbeing Activity Eat a healthy snack today English <u>Writing-</u> Focusing on the imagery in <i>Stinky Sid</i> : ‘When Sid came into the house, flowers dropped their petals and the paint peeled off the walls. Bert’s feathers dropped out and fell in his birdseed.’ Discuss with an adult, the images created in your mind. What feelings does this imagery provoke? It’s your turn to have a go at writing imagery. You can describe an object, family member or pet. Brain break: Cosmic Kids Yoga on YouTube Fruit break	Daily Kindness Challenge Write a letter to a friend or family member																		
Morning	<u>Reading-</u> Read <i>Stinky Kid</i> at the end of the learning pack. Can you identify the orientation, complication, series of events and resolution? Use different colour highlighters to highlight the different sections. Using the initial description of the setting in the orientation, identify words and phrases throughout the text that elaborate on the description, and help you visualise the setting. <u>Spelling-</u> Syllable Sort: Sort your words into groups according to how many syllables each word has. Write these words in their syllable groups into your workbook, ie. tiptoe, homework =2 syllables.	Optional Technology Activity: Pobble365 https://www.pobble365.com/																		
Lunch Break																				
Middle	Mathematics Number Talk: 173 + 253 What are some ways to solve this question? Learning Focus: Use survey data to construct a picture graph Data is information that is collected and can be presented in different ways. We can use the information collected to create statements based on what the data shows. There are many different ways to present data e.g. Picture graphs, tally marks, column graphs, bar graphs, line graphs, and pie graph. The following image shows features of a picture graph. Pose and answer the questions about the data collected for the picture graphs attached below. Remind students to use a ruler, use equal spacing, as well as, label the axes and give it a heading. Activity: <table><tr><th colspan="6">Total Amount of Cars that Drove Past Year 3</th></tr><tr><th>White</th><th>Black</th><th>Red</th><th>Blue</th><th>Grey</th><th>Yellow</th></tr><tr><td>50</td><td>45</td><td>30</td><td>30</td><td>25</td><td>5</td></tr></table> Use data presented to you to create a picture graph. You need to double check that your tally and picture graph includes a title, key, categories, pictures, equal spacing Look at the examples of the picture graphs above to help you. Remember the pictures you draw can be used to represent more than 1 car at a time.	Total Amount of Cars that Drove Past Year 3						White	Black	Red	Blue	Grey	Yellow	50	45	30	30	25	5	Optional Technology – Watch video clip on Collecting Data: https://www.youtube.com/watch?v=6omMS4zPGJM Mathletics Maths Prodigy Math Playground https://www.mathplayground.com/math-games.html
Total Amount of Cars that Drove Past Year 3																				
White	Black	Red	Blue	Grey	Yellow															
50	45	30	30	25	5															
Break																				
Afternoon	PDH Read the slide attached below and think about how you can work towards being resilient. Write a list of strategies you could use when you are faced with challenging situations.	Kids and Resilience, in Their Own Words on the Sydney Morning Herald website https://www.smh.com.au/national/kids-and-resilience-in-their-own-words-20160311-4bvvyx.html																		

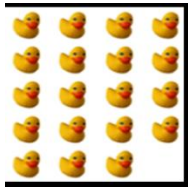
Term 3 Week 6 Thursday 19 August 2021

Time	Activities	Optional										
Morning	<p>Daily Wellbeing Activity Do some exercise inside or outside</p> <p>English <u>Writing-</u> Describe the image attached below to an adult in your house. Remember to use great adjectives and imagery. Try using a simile where you compare one thing to another. Example of a simile: The house was as dark as the night sky without any stars. Show what you know about narrative. Write your own! Remember to include:</p> <ul style="list-style-type: none">include an orientation, including characters, setting and timea complicationa resolutionuse imagery to 'paint' a picture with words <p>Look carefully at the picture. Who might live there? Why? What problem might happen that effects them? Once you have a plan, get writing and share the world of your story! Please do not rush your writing. You will be completing this activity of a number of days.</p> <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice</p> <p>Fruit break</p>	<p>Daily Kindness Challenge Pull some weeds out of the garden- be careful to check they aren't plants!</p>										
Morning	<p><u>Reading</u> Choose a new book or continue the text you have been reading at home. Tell an adult what the text was about. Was it fiction or non-fiction? How did you know? If it was fiction – who were the characters? What happened? Did anything interesting happen? If it was a non-fiction text, what was the topic? What new information have you learnt? Does knowing this change your thinking?</p> <p><u>Spelling-</u> Making Connections: For each of your spelling words, write as many words as you can that rhyme with your spelling word.</p>	<p>Optional Technology Activity: Story Jumper- Create your own book https://www.storyjumper.com/#</p>										
Lunch Break												
Middle	<p>Mathematics Number Talk: The answer is 45. What questions could it possibly be? Use + - x</p> <p>Learning Focus: Read Data from Column/bar graphs Column graphs are another way to show data. They are called column graphs because they have bars/columns to display information. Look at the example graph and answer the questions.</p> <div><table><caption>Animals on Hackberry Farm</caption><thead><tr><th>Type of Animal</th><th>Number of Animals</th></tr></thead><tbody><tr><td>Cows</td><td>14</td></tr><tr><td>Pigs</td><td>9</td></tr><tr><td>Chickens</td><td>17</td></tr><tr><td>Goats</td><td>6</td></tr></tbody></table></div> <p>Task: Complete questions 1-6 from the 'Interpreting a Horizontal Bar Graph' attached below (dinosaur picture on it).</p>	Type of Animal	Number of Animals	Cows	14	Pigs	9	Chickens	17	Goats	6	<p>Optional Technology Activity: Online Prodigy game</p> <p>Math Playground https://www.mathplayground.com/math-games.html</p> <p>Mathletics - Data</p>
Type of Animal	Number of Animals											
Cows	14											
Pigs	9											
Chickens	17											
Goats	6											
Break												
Afternoon	<p>PDHPE PE: Warmup Complete the following activities to warm up for the lesson.</p> <ul style="list-style-type: none">Star jumpsCalf stretchesSit upsJogging on the spot <p>Dance - Nutbush and Macarena This week we are learning to do the Nutbush and Macarena. If you are unsure how to do either of these, you can ask your parents for help.</p>	<p>Optional Technology Activity: PE with Jo</p> <p>Nutbush for Kids on YouTube</p> <p>Macarena for Kids on YouTube</p>										

Term 3 Week 6 Friday 20 August

Time	Activities	Optional
Morning	Daily Wellbeing Activity Do some Yoga or stretching to get you ready for the day. English <u>Writing-</u> Editing the passage titled <i>A Teacher's Lament...</i> Brain break: GoNoodle on YouTube Fruit break	Daily Kindness Challenge Read a book to a family member or pet.
Morning	<u>Reading-</u> Reread your narrative to someone else. Show them where you have included: <ol style="list-style-type: none"> 1. an orientation, including characters, setting and time 2. a complication 3. a resolution 4. Explain to them what imagery is and where you used it in your narrative. Why did you use it there? 5. How are you going to improve your narrative? <u>Spelling-</u> <ul style="list-style-type: none"> • Quiz: Have your parent/carer quiz you on your spelling words or do the weekly quiz in Teams. • Write out any words you spelt wrong 3 times correctly. 	Optional Technology Activity: PBS Kids Reading Games https://pbskids.org/games/reading/
Lunch Break		
Middle	Mathematics  <p>This is an example of how to group numbers together to make 'friendly pairs'.</p> <p>Use the strategy shown in the example when you answer the questions.</p> <p>8+6+4 5+7+3 6+8+2 4+9+1 8+5+5 7+4+6 9+3+7 8+6+2+4 3+9+1+7 2+5+5+8 1+2+9+8 9+5+2+8+1</p> <p>Make up your own questions where digits can be used as friendly pairs to solve problems.</p>	Optional Technology Activity: Cool Maths Games Mathletics https://www.mathplayground.com/math-games.html - Math Playground
Break		
Afternoon	Creative arts Ask someone at home if you can use some non-breakable objects from around the house to make a percussion instrument. Try to find something that makes an interesting sound. You could use kitchen utensils, a bucket from the laundry, an empty tin from the shed, a container filled with rice to use as a shaker, etc. Mrs Beech has written some different rhythms for you to use. See these rhythms and some extra activities that you may be able to complete at the end of the learning pack.	Optional Technology Activity: PBS Learning Media https://www.pbslearningmedia.org/subjects/the-arts/dance/appreciation-and-analysis-of-dance-works/dance-appreciation/


Term 3 Week 7 Monday 23 August 2021

Time	Activities	Optional
Morning	Daily Wellbeing Activity Eat 2 pieces of fruit today English <u>Writing</u> Students read "A Hairy Tank" and select an animal you would like to write about. Record its characteristics and compare it to a non-living object. For example, a snake can be compared to a garden hose, an elephant to a bus, a horse to a table, an owl like a computer, a Labrador like a doorstop, a cat like a mirror... The goal is to write a poem. Experiment with your poetry by including things like similes, metaphors, imagery and rhyme. Brain break: Just Dance on YouTube Fruit break	Daily Kindness Challenge Make a healthy snack for someone else in your home.
Morning	<u>Reading-</u> Reread "A Hairy Tank" by Jenny Blackford and as you read highlight examples of imagery you enjoy. <u>Spelling-</u> Focus: Digraph /ti/ making the sound "sh" as in station. Complete LSCWC spelling activity - Look at your spelling word, say the word, cover the word, write the word, check the word. Do this 4 times per word.	Optional Technology Activity: Education World-Reading Machine https://www.educationworld.com/a_tech/archives/readingmachine.shtml
Lunch Break		
Middle	Mathematics Number Talk:  <p>Without counting by ones, how many ducks are there? What possible ways could you work out the total? Write your strategies in your book.</p> <p>Learning Focus: Add 2 and 3-digit numbers using the jump strategy There are two price tags of \$543 and \$246. What is the total you will pay for these two items? How can we use an empty number line to work out the total? Example of how to add numbers using the jump strategy (Picture below)</p> <ol style="list-style-type: none"> 1. Write the bigger number on the left side of the number line. 2. Break the second number into its place value parts(hundreds, tens and ones). 3. Jump by hundreds. 4. Jump by tens. 5. Jump by ones and you will work out your final answer. <p>Task: Solve the following addition problems using the jump strategy. $345 + 564$ $46 + 68$ $432 + 564$ John bought 167 flowers on Wednesday. On Friday he bought 133 flowers. How many flowers did he buy on both days? A shop sold 167 cakes last week. This week the shop sold 289 cakes. How many cakes did the shop sell in all?</p>	Optional Technology Activity: Math Playground https://www.mathplayground.com/math-games.html
Break		
Afternoon	Science and Technology Focus question: Where can I find gases? Gases are an important part of matter. Create a list of what gases you can think of. Have a look at the picture below: Enter in the different identifying solids, liquids and gas. Here is a list of different types of gases. Draw a picture to represent the different types: Wind, Car exhaust, Helium balloons, Smoke	Optional Technology Activity: Research gases and create pictures in paint.

Term 3 Week 7 Tuesday 24 August 2021

Term 1 Week 6 Tuesday 21 August 2021																
Time	Activities	Optional														
Morning	Daily Wellbeing Activity Calming colouring or drawing English <u>Writing-</u> Today you are going to recreate your orientation from last Thursday's writing task, as a comic. You will need to consider the size and shape of your boxes, experiment with different styles of writing and include detailed illustrations Brain break: Cosmic Kids Yoga Fruit break	Daily Kindness Challenge Clean up an area of the house or backyard.														
Morning	<u>Reading-</u> Read <i>My New Scooter</i> at the end of this learning plan and answer these questions: 1. Before you read have a look at the picture and title of the story. What do you think the story will be about? 2. Make a list of all the words that helped you visualise the text. 3. Imagine you are one of the characters in the text. Visualise, in words, what you would see from their point of view. <u>Spelling-</u> <ul style="list-style-type: none">Highlight the spelling rule in your spelling words.Choose 1 spelling word and look up it's meaning in a dictionary.Choose 4 spelling words and put them into 4 sentences.	Optional Technology Activity: Turtle Diary Spelling https://www.turlediary.com/games/spelling.html														
Lunch Break																
Middle	Mathematics Number Talk: 12+13 = 14+10. True or false? Show your strategy to prove your answer. Learning Focus: Subtract 2 and 3-digit numbers using the jump strategy 1. Draw a number line and place the larger number at the end 2. Break the second number into its place value parts (Hundreds, tens and ones). 3. Jump backwards by hundreds 4. Jump backwards by tens 5. Jump backwards by ones to get your final answer. Billy Bob got \$120 for his birthday and he spent \$65 on toys. How much change did he receive back? How can we use an empty number line to work out how much change Billy Bob received? Complete the following subtraction questions using the jump strategy. If you are finding it difficult to subtract 3-digit numbers, do the questions that have 2-digit numbers only. <table><tr><td><u>3-Digit Number Questions</u></td><td><u>2-Digit Number</u></td></tr><tr><td><u>Questions</u></td><td></td></tr><tr><td>165 – 157</td><td>64 - 42</td></tr><tr><td>152 – 139</td><td>67- 27</td></tr><tr><td>445 – 428</td><td>97-53</td></tr><tr><td>420 – 378</td><td>254 - 39</td></tr><tr><td>430 - 376</td><td>364 – 42</td></tr></table>	<u>3-Digit Number Questions</u>	<u>2-Digit Number</u>	<u>Questions</u>		165 – 157	64 - 42	152 – 139	67- 27	445 – 428	97-53	420 – 378	254 - 39	430 - 376	364 – 42	Optional Technology Activity: Mathletics Maths Prodigy
<u>3-Digit Number Questions</u>	<u>2-Digit Number</u>															
<u>Questions</u>																
165 – 157	64 - 42															
152 – 139	67- 27															
445 – 428	97-53															
420 – 378	254 - 39															
430 - 376	364 – 42															
Break																
Afternoon	Geography Draw a map of your house and backyard. Create some instructions for someone to follow to find different items or places within the house and backyard area.	Optional Technology Activity: https://mrnussbaum.com/geography/australia														

Term 3 Week 7 Wednesday 25 August 2021

Time	Activities	Optional												
Morning	<p>Daily Wellbeing Activity Do some meditation using Smiling Mind or a song from YouTube.</p> <p>English Writing Today you are going to continue drafting your narrative on the old, run down house. Your goal is to reread and think about how you can uplevel what you have written so far. Try to think outside of the box when beginning and concluding your story. Remember to separate your writing into paragraphs and include a range of sentences.</p> <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice</p> <p>Fruit break</p>	<p>Daily Kindness Challenge Give a family member a compliment</p>												
Morning	<p>Reading- Read the text <i>How to Wash Your Dog</i> at the end of this learning plan.</p> <ol style="list-style-type: none">1. What information does this text give us?2. What do you think is the most important item you need to wash a dog?3. Why do you need to be careful with the shampoo?4. Do you brush your dog's hair when it is wet or dry?5. Is this text useful for all people? Why? <p>Spelling- Syllable Sort: Sort your words into groups according to how many syllables each word has. Write these words in their syllable groups into your workbook, ie. tiptoe, homework =2 syllables.</p>	<p>Optional Technology Activity: PBS Kids Spelling https://pbskids.org/games/spelling/</p>												
Lunch Break														
Middle	<p>Mathematics Number Talk</p> <div></div> <p>Which one does not belong? Why?</p> <p>Learning Focus: Use Data to create a column graph Explain the features on a column graph and find them in the following example attached below.</p> <p>Task:</p> <p>Total amount of Cars that drove past Year 3</p> <table><tr><th>White</th><th>Black</th><th>Red</th><th>Blue</th><th>Grey</th><th>Yellow</th></tr><tr><td>50</td><td>45</td><td>30</td><td>30</td><td>25</td><td>5</td></tr></table> <p>Use the data from the table above to create a column graph. Look at the example above if you need help. Your column graph needs to include the following: Title, Key, Vertical axis, Horizontal Axis, Categories, Scale/numbers</p>	White	Black	Red	Blue	Grey	Yellow	50	45	30	30	25	5	<p>Optional Technology Activity: Oxford Owl Activities https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/</p>
White	Black	Red	Blue	Grey	Yellow									
50	45	30	30	25	5									
Break														
Afternoon	<p>PDH: Think about bullying. What do you think it means? What do you think it looks like? Answer the following questions:</p> <ul style="list-style-type: none">• What do you think bullying is?• What strategies can you use to stand up to someone who is bullying you or someone else?• What character strengths does someone show when they stand up to a bully?	<p>Watch and listen to the video, Don't Be a Bully Billy on YouTube https://www.youtube.com/watch?v=t9qoU4rDrD8</p>												

Term 3 Week 7 Thursday 26 August 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some exercise indoors or outdoors.</p> <p>English Writing- Today's task is to publish your narrative. You may do this on the Big Write template found in your learning pack. Reread your narrative and ensure it is edited and up levelled prior to publishing on the Big Write template. Make sure you have used a range of sentence types, have used adjectives to create interest in your writing, checked your spelling and punctuation. Draw an illustration to go with your writing.</p> <p>Brain break: GoNoodle/Just Dance on YouTube Fruit break</p>	<p>Daily Kindness Challenge Make someone a nice card.</p>
Morning	<p>Reading- Choose a new book or continue the text you have been reading at home. Tell an adult what the text was about. Was it fiction or non-fiction? How did you know? If it was fiction – who were the characters? What happened? Did anything interesting happen? If it was a non-fiction text, what was the topic? What new information have you learnt? Does knowing this change your thinking?</p> <p>Spelling- Making Connections: For each of your spelling words, write as many words as you can that rhyme with your spelling word.</p>	<p>Optional Technology Activity: Room Recess https://www.roomrecess.com/pages/ReadingGames.html</p>
Lunch Break		
Middle	<p>Mathematics:</p> <p>Number Talk: $39 + 1 = \underline{\quad} + \underline{\quad}$ What could the missing numbers be?</p> <p>Learning Focus: Create questions from a Constructed Column Graph</p> <p>Create 5 questions from the column graph you created yesterday. It will show the collected data on what coloured cars drove past Year 3. When you have written down your questions, give them to a partner to answer.</p> <p>A list of question starters you may wish to use:</p> <ul style="list-style-type: none"> • How many... • How many more... • What was the most popular... • What was the least popular... 	<p>Optional Technology Activity:</p> <p>Mathletics</p> <p>Maths Prodigy</p>
Break		
Afternoon	<p>PDHPE PE: Create an obstacle course in your backyard. You might like to include obstacles you can jump or leap over or items you need to run around. Challenge someone in your family to have a go once you've completed it.</p>	<p>Optional Technology Activity: PE with Joe</p>

Term 3 Week 7 Friday 27 August 2021

Time	Activities	Optional
Morning	Daily Wellbeing Activity List 10 things you are grateful for. English <u>Writing</u> Complete your narrative writing. Once you have finished publishing your writing, you may choose to highlight your interesting vocabulary in Yellow, Openers in Blue, Connectives in Pink and Punctuation in Green. Brain break: Go for a run/walk in your backyard - Fruit break	Daily Kindness Challenge Read your favourite book to a family member
Morning	<u>Reading-</u> Read the poem <i>Falling Leaves</i> at the end of this learning plan. Answer the questions below. <div><div>1. This poem has the reader visualising three things falling leaves look like. What are they?</div><div>2. Write down some of the words from the text that describe the leaf as a dancer.</div><div>3. After reading this poem, describe what you might be able to see, smell and hear?</div></div> <u>Spelling-</u> <div><div>• Quiz: Have your parent/carer quiz you on your spelling words or do the weekly quiz in Teams.</div><div>• Write out any words you spelt wrong 3 times correctly.</div></div>	Optional Technology Activity: Typing Club
Lunch Break		
Middle	Mathematics Below is an example how to add 10 and add 100. You can use the strategies shown to help you solve the questions. <div><div><div><div>1 Find the place. If adding 10, find the tens place. If adding 100, find the hundreds place.</div><div>2 Change the digit.</div></div><div><div><div>H</div><div>t</div><div>0</div></div><div><div>3</div><div>5</div><div>2</div></div><div><div>+ 10</div></div></div><div><div><div>H</div><div>t</div><div>0</div></div><div><div>= 3</div><div>6</div><div>2</div></div></div></div><div><div><div>719 + 100</div><div><div>add one hundred</div></div><div><div>= 819</div></div></div></div> <div><div>Example: Adding 10</div><div><div>747+10</div><div>371+100</div><div>638+10</div><div>260+100</div><div>519+10</div><div>280+100</div><div>426+10</div><div>1360+10</div><div>300+100</div><div>5750+10</div><div>805+100</div><div>3270+100</div><div>125+100</div><div>5480+100</div></div></div><div><div>Example: Adding 100</div></div> <div><div>Kade has saved \$145. If he saves another \$10, how much will he have?</div><div>Make up own numbers and add 10 and 100. If you are confident with addition, subtract 10 and 100 from their own numbers or add 20 and 200.</div></div></div>	Optional Technology Activity: Mathletics Maths Prodigy
Break		
Afternoon	Creative Arts Whilst watching a dance performance, you might see dancers wearing specific costumes or using props. Think about what you might see and answer the following questions: <div><div>• Why do you think the performers use these?</div><div>• Do you think it makes the performance more exciting and interesting?</div><div>• What other ways could a dance performance be made exciting and interesting?</div></div>	Optional Technology Activity: Songs for Teaching Music Appreciation https://www.songsfor-teaching.com/diversitymulticulturalism.htm

Week 6

Learning

Resources

NARRATIVE VIDEO SCRIPT

INT. CLASSROOM – DAY

MR CRANNA is drawing in his sketchbook as STUDENT 1 runs in shocked and horrified, clutching their head.

STUDENT 1: Help! It's drawn blood!

Mr Cranna looks up from his sketch book.

MR CRANNA: What has?

STUDENT 1: Out there!

STUDENT 1 points O/S. MR CRANNA looks in the direction STUDENT 1 is pointing.

MR CRANNA: Where?

STUDENT 1: It flew down!

MR CRANNA: What flew down? From where? You're not making any sense.

STUDENT 1: Why not?

MR CRANNA: Because you haven't told me what's happened in a way I can understand. Your thoughts aren't organised and I can't make sense of them.

STUDENT 1: How do I make you understand?

MR CRANNA: Why don't you try telling me what happened in a narrative form?

SFX: record scratch. STUDENT 1 looks to camera, thoroughly confused.

STUDENT 1: Er, what's narrative?

CLOSE ON MR CRANNA as he addresses camera.

MR CRANNA: Narrative is the way we organise thoughts and make sense of things that happen to us or to other people.

WIDE ON MR CRANNA.

STUDENT 1: Can you help me make what happened to me into a narrative?

MR CRANNA: Sure. Why don't you start by telling me where you were when this happened?

STUDENT 1: I was in the park.

MR CRANNA: Okay, So the narrative takes place in the park.

Mr Cranna draws a picture of Student 1 in the park. He blue tacks it on the wall behind him.

MR CRANNA: Got it! What where you doing in the park?

STUDENT 1: I was skipping with the skipping rope under the big gum tree.

MR CRANNA: Okay...

Mr Cranna draws a picture of Student 1 skipping with a rope under a big gum tree. He blue tacks the picture on the wall.

MR CRANNA: Okay, what happened next?

STUDENT 1: Something hit me on the head. I was bleeding. It really hurt.

Mr Cranna draws a picture of Student 1 clutching their head and blue tacks it on the wall behind him.

MR CRANNA: How did you feel?

STUDENT 1: I was freaked out. It was such a shock. I didn't know what had hit me!

Mr Cranna draws a picture of Student 1 looking up at the tree in shock and blue tacks it on the wall behind him.

MR CRANNA: Hmm, did you hear anything before you were hit?

STUDENT 1: I heard a swooshing, whooshing, flapping sound. Then a squawk and smack! Something hit me on the skull!

MR CRANNA: Interesting...

Mr Cranna draws a picture of Student 1 hearing a swooshing flapping sound while skipping the rope. He blue tacks the picture on the wall behind him.

Mr Cranna looks at all the pictures on the wall and starts arranging them into order.

MR CRANNA: So you were in the park, skipping with a rope under the big gum tree. Then you...

He moves the picture of STUDENT 1 hearing the flapping sound to be third in the sequence.

MR CRANNA: ...heard a swooshing, wooshing flapping sound and smack, something hit you on the head but we don't know what. It hurt, so you clutched your head and then you felt shocked because you didn't know what had hit you.

STUDENT 1: That's right!

MR CRANNA: I wonder what it was... When did this happen?

STUDENT 1: Today. At lunchtime.

MR CRANNA: Today, at lunch... what's special about today? (thinks) Well, it's spring... you were under a tree... you heard a flapping sound... oh I know!

Mr Cranna draws a picture of a magpie dive bombing STUDENT 1. He blue tacks it on the wall in between the picture of STUDENT 1 hearing the swooshing, and STUDENT 1 clutching their head.

MR CRANNA: You must've been pecked by a magpie! It's spring, which means its nesting season for magpies. They often swoop unsuspecting humans who they think are a threat to their babies. There must have been a magpie nest in the tree you were skipping underneath!

STUDENT 1: Wow, it's all making sense now!

MR CRANNA: Because you've organised your thoughts in a narrative form. You've made a story.

Mr Cranna admires his drawings.

MR CRANNA: If it's spring, someone else might get swooped by a magpie. We should put this narrative in the magazine.

STUDENT 1: But don't narratives usually have a meaning? Or a moral?

MR CRANNA: Yes...

STUDENT 1:

So I guess the moral of my narrative is don't forget to wear your zip tie hat during magpie season!

STUDENT 1 puts on a helmet covered in zip ties.

MR CRANNA: Excellent!

Mr Cranna looks at his drawings again.

MR CRANNA: This is good inspiration for my next comic. If it hadn't been a magpie that hit you, I wonder what it could have been...

Mr Cranna takes down the drawing of the dive bombing magpie. They all start thinking...

Weekly Spelling Sheet

Week 6

Focus: Graph /g/ making the "j" sound as in giant.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
giant				
germ				
gem				
gym				
giraffe				
ginger				
Orange Spelling Words				
general				
agent				
danger				
register				
gymnast				
allergy				

Science Monday Afternoon 16/8/2021

Liquid used	Time	Liquid or Solid
<i>Milk</i>	<i>1hour</i>	<i>Liquid</i>

Monday 16/8/2021 Maths Examples Split Strategy - Addition

Handwritten example of adding 54 and 36 using the split strategy. The numbers are split into tens and ones: 54 is split into 50 and 4, and 36 is split into 30 and 6. The additions are performed in steps: 50 + 30 = 80, 4 + 6 = 10, and finally 80 + 10 = 90. The final result, 90, is circled.

$$\begin{array}{r} 54 + 36 = 90 \\ 50 + 30 = 80 \\ 4 + 6 = 10 \\ 80 + 10 = 90 \end{array}$$

Example:
Adding 2-digit numbers

Handwritten example of adding 432 and 345 using the split strategy. The numbers are split into hundreds, tens, and ones: 432 is split into 400, 30, and 2, and 345 is split into 300, 40, and 5. The additions are performed in steps: 400 + 300 = 700, 30 + 40 = 70, 2 + 5 = 7, and finally 700 + 70 + 7 = 777. The final result, 777, is circled.

$$\begin{array}{r} 432 + 345 = 777 \\ 400 + 300 = 700 \\ 30 + 40 = 70 \\ 2 + 5 = 7 \\ 700 + 70 + 7 = 777 \end{array}$$

Example:
Adding 3-digit numbers

Tuesday 17/8/2021 Maths Examples Split Strategy - Subtraction

Handwritten example of subtracting 321 from 552 using the split strategy. The subtraction is performed in steps: 552 - 300 = 252, 252 - 20 = 232, and finally 232 - 1 = 231. The final result, 231, is circled.

$$\begin{array}{r} 552 - 321 = 231 \\ 552 - 300 = 252 \\ 252 - 20 = 232 \\ 232 - 1 = 231 \end{array}$$

Example:
Subtracting a 3-digit number

Handwritten example of subtracting 54 from 100 using the split strategy. The subtraction is performed in steps: 100 - 50 = 50, and finally 50 - 4 = 46. The final result, 46, is circled.

$$\begin{array}{r} 100 - 54 = 46 \\ 100 - 50 = 50 \\ 50 - 4 = 46 \end{array}$$

Example:
Subtracting a 2-digit number

The Midnight Thunderstorm

CRASH!

“What was that?” Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister’s bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

“Julia? Are you awake? Julia?” Chrissy gently shook her big sister’s shoulders.

“No, I’m not,” Julia mumbled sleepily. “Go back to bed, Chrissy.”

“I can’t sleep,” Chrissy replied. “Please, can I lie with you for a while? Thunderstorms are so scary.”

Julia opened one eye and smiled. “They’re not scary,” she said. “Just noisy. Noise can’t hurt you, Chrissy. Now go back to bed.”

CRASH!

Chrissy shrieked and jumped into her sister’s arms. She laughed. “You really aren’t very brave, are you?”

Chrissy shook her head. “So can I stay?”

Julia nodded gently. “But no snoring. And no stealing all the blankets. Deal?”

“Deal,” Chrissy replied. She dove under the covers and closed her eyes. Julia’s hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.



Stinky Sid

story by Zoë Disher, illustrated by Anna Bron



WHEN SID CAME into the house, flowers dropped their petals and the paint peeled off the walls. Bert's feathers dropped out and fell in his birdseed.

'Sid stinks!' cried Mum, putting a

peg on her nose. 'I can't put up with that any longer.'

'It's not his fault,' said Ben, throwing his arms around Sid's neck. But it was true—Sid smelt worse than an old sock in the bottom of a rubbish bin. The trouble was that Sid loved fetching the sticks that Ben threw into the creek for him. Sid's fur picked up all the slime and muddy water from the creek. When his fur dried, the muddy smell wafted into the air. Today he smelt like dead fish and yabbies.

'I've had enough!' said Mum. She picked up Bert's cage and marched out of the house. 'I can't live with that smell any longer.' She slammed the car door and drove away.

Ben ran to Dad. 'Mum's left!' he said. 'She said she can't live with Sid's smell anymore and now she's gone!'

Dad turned white. Sid bounced up and licked his face. Dad turned green.

'Phew!' he gasped. 'I guess it's time to give you a bath, old mate.'

In the laundry, Dad found carpet shampoo and nit shampoo—but no dog shampoo.

'He can use my shampoo,' offered Ben.

'No,' said Dad, 'it's bad for his skin.'

Sid squeezed into the laundry. His stink hung in a dirty cloud all around them.

Dad staggered and fell over. 'I think this is a job for the professionals,' he wheezed. He looked up a dog grooming salon on his phone. 'Perfect!' he said. 'We'll catch the bus.'

'Sid can't catch a bus!' said Ben. Dad just winked.

At the bus stop, Sid whined. He didn't like hiding in a bag.

'Just some dirty washing!' Dad said to the driver when they bought their tickets. Ben and Dad dragged the bag to the back of the bus. Sid whined again. Dad slipped him a bone to chew on. The bag went *crunch!* And *slurp!* An old lady turned and stared. Then her nose twitched. Her eyes started to water. She pressed the bell to get off.

The stink rolled around the bus. It was like being in a big hot oven of pong. Dad and Ben stuck their heads as close as they could to the open window to get some fresh air.

'What's that stench?' coughed a man in a suit.

'We're being gassed!' groaned another man.

The stink hit the driver, and the bus began to wobble. He slammed on the brakes and veered off the road. He opened the doors and everyone ran out, gasping for breath.

'Let's get out of here,' said Ben, dragging the bag away.

Dad and Ben walked Sid the rest of the way. When they went into the dog salon, the dog groomer fainted and fell into the pot plants. Ben threw a glass of water on her.

'How could you let your dog get so smelly?' she spluttered.

'It's not his fault,' said Ben. 'Anyway, Sid likes the way he smells.'

'Just give him the works,' said Dad.

'I'll do my best,' said the dog groomer. She put on thick rubber gloves, safety goggles and a nose plug. Then she got to work.

When she finished, Sid didn't smell of creek water and slime anymore. He smelt of roses and flea powder. He looked different too. His fur was pink, and there were pompoms everywhere on his head, on his feet, on his hips, on his tail and even on the ends of his ears.

'Sid?' asked Dad. 'Is that you?'

The dog groomer charged double price. There was no money left for the bus so Dad and Ben walked Sid home. Dad kept shaking his head and saying, 'What has she done to you?'

Sid didn't seem too happy about his new smell. His tail lost its wag. It drooped down, dragging its pompom in the dust.

When Ben and Dad got home, the car was in the driveway.

'Mum's home!' cried Ben. Mum was in the driveway getting the birdcage out of the car. Bert was sitting back on his perch wearing a tiny jumper.

'Whose dog is that?' said Mum. She looked again, 'Is that Sid?' She was so surprised she dropped Bert's cage. It bounced down the hill to the creek. Bert swung wildly on his perch and chirped like mad as the cage splashed into the water.

'Oh no!' said Mum. 'Budgies can't swim!' The cage drifted down the creek and started to sink.

'Don't worry!' said Ben, 'Sid can help.' He unclipped Sid's lead. 'Go fetch, Sid!' Sid raced to the creek like a pink cloud. He splashed into the muddy water. He paddled over to Bert and grabbed his cage with his teeth. When Sid brought Bert back, he didn't look like a cloud any more. He looked like a dirty puddle. Mum checked that Bert was okay. Then she gave Sid a big hug. 'You're a hero, Sid,' she said.

'But now he stinks again!' cried Dad. 'Please don't leave us!

'Don't be silly; why would I leave you?' said Mum. 'I just took Bert to the vet—that's all. His feathers should grow back in a few weeks.'

'But you said you can't live with Sid's smell,' Ben pointed out.

'I can't,' said Mum, reaching into the car. 'That's why I picked up some dog shampoo at the vet's.'

'Come on,' she added, as Sid shook creek water all over her. 'You need a bath!'

Wednesday 18/8/2021 Maths Picture Graphs

Picture Graphs

This is a picture graph because it uses images to show the data.

All good picture graphs should contain:

- Title
- Key
- Vertical axis
- Horizontal axis
- Categories
- Equal spacing

Find these features on this graph



Picture Graphs

What sort of information does this graph tell us?

Look at the key. How many people does each cookie image represent?

How many people like chocolate cookies?

How many people like sugar cookies?



Wednesday 18/8/2021 PDH

Using Tools to Be Emotionally Resilient

Emotional resilience is:

- the ability to recover from difficulties
- never giving up
- showing strength
- bouncing back when things go wrong
- standing up for yourself
- finding solutions to problems
- saying to yourself, "Yes, I can".



teachstarter

Thursday 19/8/2021 – Writing stimulus



Friday 20/8/2021 CAPA – Music

- Ask someone at home if you can use some non-breakable objects from around the house to make an untuned percussion instrument. Try to find something that makes an interesting sound. You could use kitchen utensils, a bucket from the laundry, an empty tin from the shed, a container filled with rice to use as a shaker, etc. (Always ask permission first before using any objects ☺)
- I have written a rhythmic pattern in $\frac{4}{4}$ time using stick notation, count yourself in for 4 beats and see if you can play it.

$\frac{4}{4}$	1	2	3	4		1	2	3	4	
		┌	┌				┌	Z		
	Ta	Ti-ti	Ti-ti	Ta		Ta	Ti-ti	Sa	Ta	
		┌	┌	Z	Z				┌	
	Ti-ti	Ti-ti	Sa	Sa		Ta	Ta	Ti-ti	Ta	


- Have a go at writing your own 4-bar rhythmic pattern to play with your instrument. You can use the stick notation we know really well:

Ta: | Ti-ti: ┌ Sa: Z

Or you can have a go at using the formal notation we have started to learn:

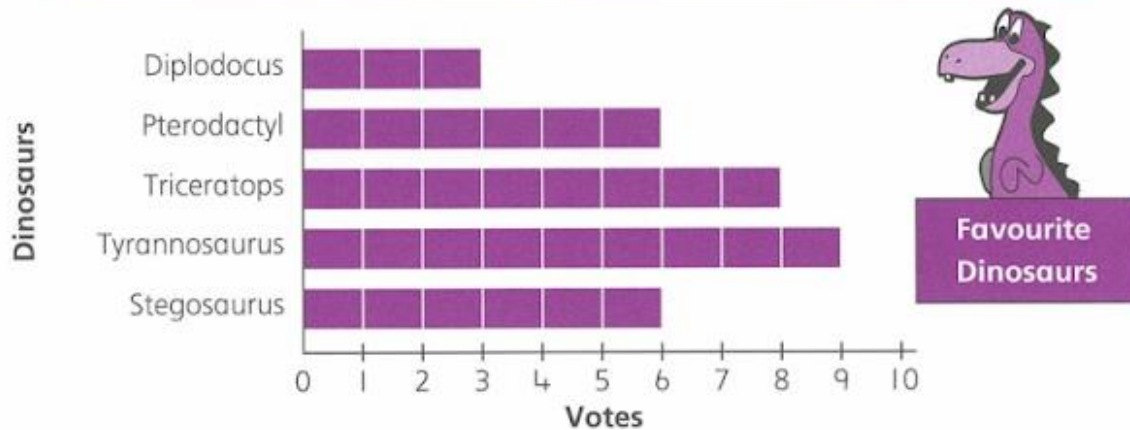
Crotchet  (same as 'Ta')

Joined Quavers  (Same as 'Ti-ti')

Crotchet rest  (Same as 'Sa') Can you remember how to draw a crotchet rest? Write a capital 'Z' with a loopy number 6 attached to the bottom.

- Don't forget to use the $\frac{4}{4}$ time signature at the beginning, bar lines between each bar and the special double bar line at the very end to show that your composition is finished. Each of our notes is only worth one Ta/crotchet, so only use a combination of 4 in each bar.

Interpreting a Horizontal Bar Graph



- Which dinosaur received
 - the most votes?
 - the fewest votes?
- Which dinosaurs received the same number of votes?
- How many more votes did the triceratops receive than these dinosaurs?
 - the pterodactyl
 - the diplodocus
- How many fewer votes than the tyrannosaurus did these dinosaurs receive?
 - the stegosaurus
 - the triceratops
- How many students voted for their favourite dinosaur?
 - What fraction of the total voted for the triceratops?
- Imagine you asked 100 students the same question.
How many votes do you predict these dinosaurs would receive?

1. A Teacher's Lament ... or a story about a run-in with a wombat

By Lorri Bev

a few short years ago, i was teeching in country nsw, not far from our nashinal capital, canberra My job envolved traveling between schools, supporting teachers to Deliver exiting English

lessons for studnets

Won clear chilli, winter moning, not long arfter daybrake, I was driving along a meandering country rode. i felt a sence of deep piece with my surroundings, like i was one with the enviroment.

i was almost hipnotized by shards of pail sunlight that glistened like jewels in the early morning lite. clearly, I shoud have been paying better attenshon to the road ahed...

Week 7

Learning

Resources

Weekly Spelling Sheet

Week 7

Focus: Digraph /ti/ making the sound "sh" as in station.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
station				
nation				
motion				
fraction				
direction				
section				
Orange Spelling Words				
information				
redirection				
preparation				
celebration				
initial				
initially				

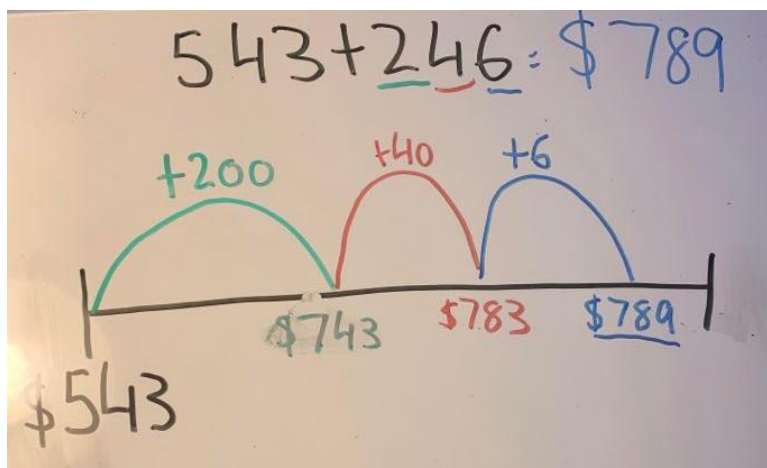
A Hairy Tank

poem by Jenny Blackford , illustrated by Heidi Cooper Smith



A wombat is a hairy tank
designed to bulldoze country gardens.
I'll devour your yellow roses,
belch, then beg a thousand pardons.
Bulbs are yummy in my tummy:
bluebells, lilies and the rest.
Jonquils make my insides tranquil;
tulip bulbs are far the best.
Human walls can't hold me back.
Wood is crunchy, bricks fall over.
Wire fencing's no defence.
Excuse me while I munch your clover!

Monday 23/8/2021 – Maths Jump Strategy Addition

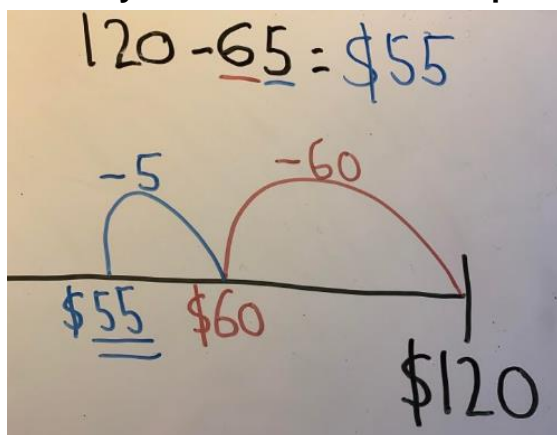


Science Monday 23/8/2021

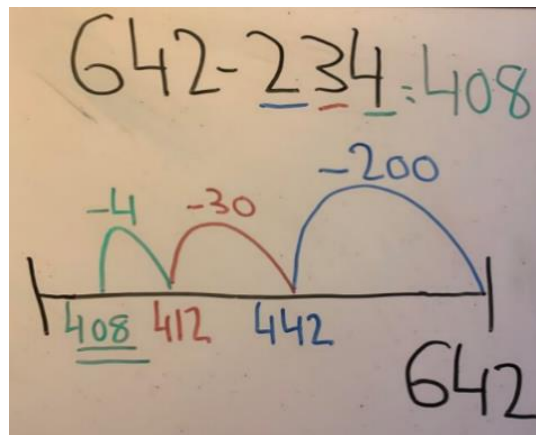
Look at the diagrams below. Write in each box whether the labelled part is a gas, a liquid or a solid.



Tuesday 24/8/2021 Maths – Jump Strategy Subtraction



Subtracting a 2-digit number



Subtracting a 3-digit number

My New Scooter

It was amazing. I couldn't keep my eyes off it. The way it shone in the light kept drawing my eye back to it. My dad noticed.

"Sophie, you have a scooter already, a really nice one!"

"I know, but look at this one! It's so shiny and new," I said.

"It is great, but we have to get going. Come on," said Dad.

We left the store, with me taking one last glance back at the new scooter. I knew my scooter was nice, and it still worked even though I'd gotten it for my birthday 3 years ago. I just couldn't stop thinking of that new scooter!

A few weeks later, Dad and I were back in the store. The scooter wasn't on display where it was before, but as we passed the toy section, I kept my eyes open for it. There it was, with a big sale sign on it! I couldn't help myself, I ran right over to it. Dad looked at the price.



"I know you've been thinking about this scooter a lot, Sophie, and you haven't asked for much from me or mom lately. You've been helpful around the house, too. The sale price is pretty good, though it's still a lot of money. I can't just buy this for you, but what if I pay for part of it, then lend you the money for the rest of the scooter, and you promise to pay me back?" Dad asked.

"Would you really?" I said excitedly. "I promise I will pay you back, I will!"

"Sure, let's get it," said Dad as he picked up the box. As we were walking toward the registers, Dad asked me if I knew what it meant to borrow money.

"Yes, it means that I have to give it back to you," I answered.

Dad responded, "You're right, but you can give it back to me a little at a time. Right now you get five dollars a week for your allowance. Instead of using it for a little treat, you could pay it back to me until you pay off your part of the scooter. It will take a couple of months for you to be done paying me back for it if you do that. Does that work for you?"



"Sure, Dad! Thank you so much, I can't wait to use my new scooter! I will pay you back with my allowance until I return all the money I'm borrowing from you today. You're the best!"



How to Wash your Dog

What you will need:

- a large basin
- dog shampoo
- a small bucket
- a large towel
- a dog brush
- a dog treat



What to do:

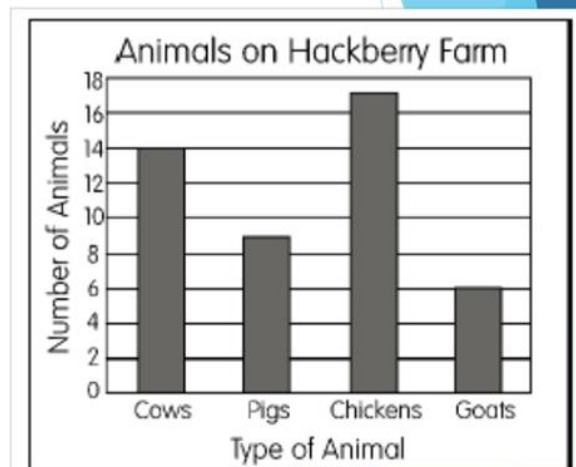
1. Gently take off your dog's collar and place it somewhere safe.
2. Fill up a large basin or sink with warm water.
3. Carefully place your dog into the water.
4. Scoop some water into the small bucket and pour it over your dog.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog.
8. When your dog is dry, carefully brush your dog's hair until it feels soft.
9. Give your dog a dog treat as a reward for having a bath.

Column Graphs

All good column graphs should contain:

- Title
- Scale or numbers to show how many
- Label on the vertical axis
- Label on the horizontal axis
- Categories
- Equal spacing

Find these features on this graph



Falling Leaves

Graceful as a dancer,
Twirling through the sky.
Turning, tumbling, twisting,
Gently floating by.



Silent as a church mouse,
Gliding on the breeze.
Falling, floating, flying,
Drifting through the trees.

Falling like a parachute,
To sleep upon the eaves.
Waiting, watching, whispering,
The ever-falling leaves.

BIG WRITE

[illegible]

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Muswellbrook South Public School Year 3 At Home Learning Program