



Learning at Home

Booklet 3

Term 3, Week 8

(30th August- 3rd September)

Year 3

Name: _____

Class: _____

Stage Two Online Resources

Mangahigh

<https://www.mangahigh.com>

Teachers have assigned work for students and once this is completed they can free play at their own level. A great, fun resource to practice key concepts.

Literacy Pro

<https://slz04.scholasticlearningzone.com/resources/dp-int/dist/#/login3/student/AUSXD8C>

All students have an online account set up for Literacy Pro. Teachers have assigned work for students to complete. They can read books of their choice and complete the quiz.

Other online leaning platforms will be communicated by the classroom teacher.

As part of the English learning experiences in Speaking & Listening, it is important that children are able to speak to different people on familiar and introduced topics, clearly and confidently.

This term we are using our Science and Geography Units to inspire reading, writing, talking and listening.

Children can record their tasks via video link and can upload into their class Teams/Google Classroom and/or SeeSaw/DoJo. Teachers will advise of which platform to upload your Speaking and Listening Task.

It is very important that they plan and practice BEFORE presenting. The talks should be no longer than 2 minutes each.

REMEMBER, a confident speaker is usually a well-prepared speaker.

Topic	Delivery type
Describe a town or city you've travelled to outside of the Hunter region. Explain why you went there, how you got there, what you saw and who you went with.	Draw a Mindmap answering the question words. Use the mind map during your speech
Tell the class all about a place you've visited in another state or territory. If you haven't been out of NSW, explain where you'd like to go and why.	Show this on a Map. This can be sent as a photo on SeeSaw, emailed, or added to the Google classroom
Free choice	Impromptu – just talk!
Australia has a lot of big things: the big banana, the big prawn, big ram, big pineapple. Talk to the class about 2 or 3 big things across Australia.	Google Slide / PowerPoint Add images to your research
If you could design a car for the future that could help us travel without using petrol, what would you create? Draw a picture and explain your design to the class.	Visual presentation. Be sure to use colour and labels on your drawing
Free choice	Impromptu – just talk!

Online learning Flexible Daily Timetable

9:00am – Begin your day of home learning
Literacy 60 minutes
Break time 60 minutes – outdoor/family time
Numeracy 60 minutes
Break time 60 minutes – outdoor/family time
Other activities (you choose): cooking, drawing, science experiments.






Literacy:

- Booklet related tasks
- Comprehension passage in booklet or online apps eg; Literacy pro, Lexia,
- Spelling
- Speaking and listening topics

Numeracy:

- Math mental in booklet
- Manga High

How to do LSCWC – Look, Say, Cover, Write, Check.

 <p>Look</p>	<p>Look at the word.</p> <p>How many letters are there?</p> <p>What are the tricky parts?</p> <p>Are there any spelling patterns?</p>
 <p>Say</p>	<p>Say the word to yourself.</p> <p>Break the word into syllables.</p> <p>How many parts are there?</p> <p>Listen carefully to the sounds.</p>
 <p>Cover</p>	<p>Cover the word so that you can not see it.</p> <p>(Use your hand or an item such as a book or paper)</p> <p>Visualise the word in your mind.</p>
 <p>Write</p>	<p>Write the word down in the right column.</p> <p>Try to remember what the word looked like.</p> <p>Try to remember the sounds you heard.</p>
 <p>Check</p>	<p>Check to see if your spelling is correct.</p> <p>Give it a little tick if it is.</p> <p>If you got the word incorrect, find a piece of paper to try the word again</p>

Spelling: Daily

Look, Cover, Write Check: Look at the word, Cover it, Write the word, Check it.

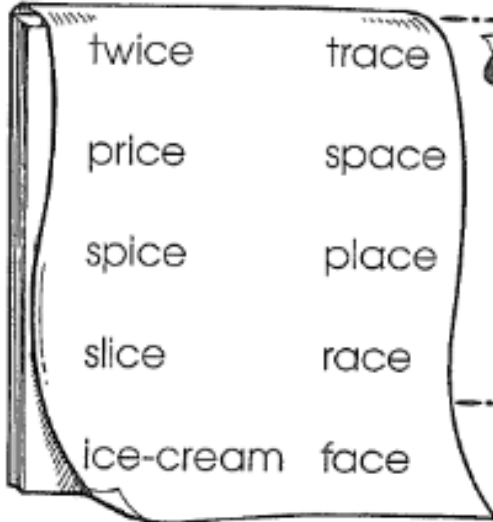
Spelling Words	Monday	Tuesday	Wednesday	Thursday	Friday
twice					
spice					
price					
slice					
ice-cream					
trace					
space					
place					
race					
face					

Monday: Spelling

Complete the spelling activities using your weekly list words.

List Thirteen

Spelling



Look at the words.
Say each word.
Underline the patterns.

The patterns are
and .

1. Complete these list words.

sp _____

_____ -cream

r _____

sl _____

f _____

pr _____

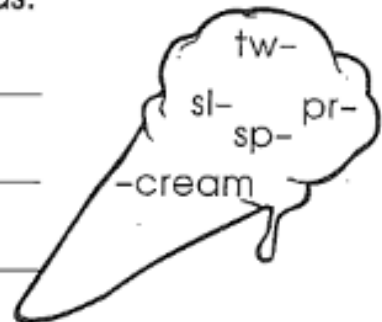
tr _____

sp _____

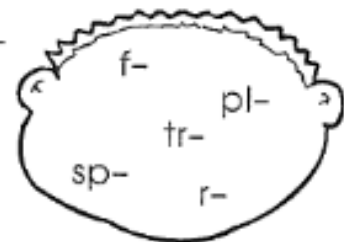
pl _____

tw _____

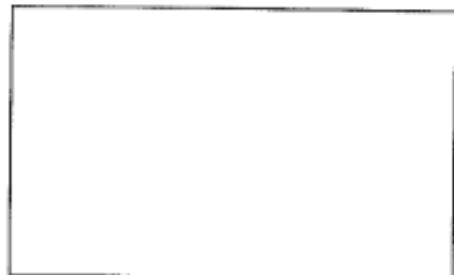
2. Use the letters in the ice-cream to make 'ice' words.



3. Use the letters in the face to make 'ace' words.



Draw your face.



Monday: Reading – Passage

Read the weekly passage and complete the daily activities. You will need to read this passage each day while learning from home to ensure a good understanding of the text.

The Forest Path

David and I stopped abruptly, staring at the forest path that forked in two directions in front of us.

"What now?" David asked, looking from one path to the other. He was clearly as confused as I was about our next move.

"I'm not sure," I replied, carefully examining the map in my hands. "The map only shows one path at this point. But there's no way of knowing if it's the left path we should follow, or the right one."

David sighed. He looked tired. "Perhaps we should stop for a while," he said wearily, sitting down on the cold forest floor. "Who knows? Maybe someone will send us a sign about which path is the right one to take."

At that exact moment, a beautiful, majestic eagle burst forth from the branches of a tree. I gasped in shock. I had thought that David and I were alone in this strange, lonely place. For what seemed like several minutes, we stared at the soaring eagle. It was circling around in the sky, directly above the left path. It almost seemed to be waiting for us.

"Maybe that's your sign?" I asked David, nervously. He nodded in silent agreement and stood up again. Hand in hand, we nervously walked towards the left path. The eagle finished its graceful circling and led us onward.

Monday – Reading – Text detectives activity

Good readers question what they are reading as they read. As you are reading this week's passage, highlight or underline 10 words that you are questioning the meaning of. Find the meaning of the 10 words you have highlighted and record the meaning on the lines below.

Words I am questioning, and the meaning I found are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____





10. _____

Monday – Imaginative Writing – Planning

Let's PLAN for writing a funny story this week.

This story is based on The Three Little Pigs, but it's your style with your characters.

VISUAL PLAN

Original Story	Draw your own version
	<p><i>What will your three main characters be? Not pigs.</i></p>
	<p><i>What will your three main characters build? What materials will they use to build?</i></p>
	<p><i>Who will your baddy be? What will your baddy do in your story?</i></p>
	<p><i>What will happen to your baddy in the end?</i></p>

Now use your drawings to help you PLAN your writing.

Monday- Math – Multiplication (5x)

Introducing multiplication – groups of 5

Use repeated addition to find the total number of fingers.

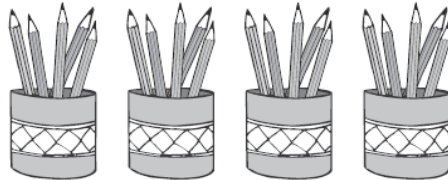


$$5 + 5 + 5 = 15$$

3 groups of 5 is equal to 15.

1 Find the total of each group by using repeated addition.

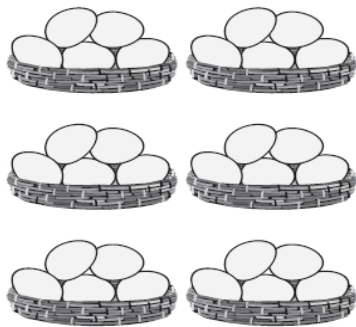
a How many pencils?



$$\square + \square + \square + \square = \square$$

\square groups of \square is equal to \square

b How many eggs?



$$\square + \square + \square + \square + \square + \square = \square$$

\square groups of \square is equal to \square

c How many beads?



$$\square + \square + \square + \square + \square = \square$$

\square groups of \square is equal to \square

Monday- Math – Multiplication cont. mixed facts

Mixed Multiplication Facts - Worksheet

Name: _____

Date: _____

Mixed Multiplication Facts

1) $7 \times 12 =$	21) $1 \times 4 =$	41) $7 \times 9 =$	61) $6 \times 5 =$
2) $2 \times 3 =$	22) $4 \times 5 =$	42) $8 \times 2 =$	62) $3 \times 12 =$
3) $9 \times 11 =$	23) $6 \times 9 =$	43) $5 \times 2 =$	63) $10 \times 7 =$
4) $7 \times 4 =$	24) $11 \times 2 =$	44) $3 \times 4 =$	64) $4 \times 6 =$
5) $3 \times 5 =$	25) $3 \times 7 =$	45) $6 \times 12 =$	65) $8 \times 3 =$
6) $1 \times 9 =$	26) $8 \times 8 =$	46) $11 \times 11 =$	66) $6 \times 6 =$
7) $11 \times 7 =$	27) $9 \times 5 =$	47) $12 \times 12 =$	67) $3 \times 9 =$
8) $2 \times 8 =$	28) $3 \times 11 =$	48) $2 \times 10 =$	68) $12 \times 11 =$
9) $8 \times 10 =$	29) $12 \times 10 =$	49) $6 \times 8 =$	69) $7 \times 9 =$
10) $10 \times 5 =$	30) $7 \times 7 =$	50) $7 \times 5 =$	70) $3 \times 10 =$
11) $6 \times 12 =$	31) $5 \times 6 =$	51) $1 \times 10 =$	71) $1 \times 3 =$
12) $3 \times 4 =$	32) $3 \times 8 =$	52) $12 \times 4 =$	72) $9 \times 6 =$
13) $4 \times 11 =$	33) $4 \times 4 =$	53) $5 \times 9 =$	73) $3 \times 9 =$
14) $12 \times 8 =$	34) $12 \times 5 =$	54) $3 \times 10 =$	74) $12 \times 6 =$
15) $2 \times 6 =$	35) $3 \times 6 =$	55) $8 \times 7 =$	75) $1 \times 1 =$
16) $7 \times 6 =$	36) $9 \times 12 =$	56) $4 \times 3 =$	76) $8 \times 4 =$
17) $5 \times 11 =$	37) $5 \times 5 =$	57) $5 \times 7 =$	77) $2 \times 6 =$
18) $3 \times 12 =$	38) $9 \times 10 =$	58) $10 \times 12 =$	78) $5 \times 9 =$
19) $10 \times 4 =$	39) $3 \times 3 =$	59) $11 \times 11 =$	79) $2 \times 3 =$
20) $10 \times 11 =$	40) $2 \times 12 =$	60) $7 \times 3 =$	80) $9 \times 1 =$

Time: Score: / 80

Minute 35



Name: Date:

1. Write the time shown on the clock.

Quarter to or 45



2. $20 + 25 = \dots\dots\dots$

3. Write the missing number. 35, 40,, 50, 55

4. Use + (add) or - (subtract) to make the number sentence true.

3 8 = 11

5. $\begin{array}{c} \blacktriangle \blacktriangle \\ \blacktriangle \end{array} + \begin{array}{c} \blacktriangle \blacktriangle \\ \blacktriangle \blacktriangle \end{array} + \begin{array}{c} \blacktriangle \blacktriangle \blacktriangle \\ \blacktriangle \blacktriangle \blacktriangle \end{array} = \dots\dots\dots$
 $3 + 4 + 6$

6. In the number 34, which digit is in the **tens** place?

7. Write the number of tens and ones. $78 = \dots\dots\dots$ tens $\dots\dots\dots$ ones

8. Frank has 8 marbles. Sasha has 9 marbles. How many marbles do they have altogether? marbles

9. $90 - 40 = \dots\dots\dots$

10. Write the number **seventy-eight**.

Monday: Maths Mentals

B = Harder

Minute 35



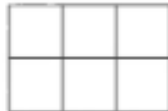
Name: Date:

1. Name the solid shape.



2. 92
 $- 54$
.....
.....

3. The area of the shape is 6 square units.



Circle: True or False

4. $6 \times 6 =$

5. $40 \div 5 =$

6. $15 -$ $= 5$

7. 36
 $+ 45$
.....
.....

Use $<$, $>$ or $=$ to complete Questions 8 to 10.

8. 580 579

9. 999 899

10. 624 524

Tuesday – Reading – Visualising

Read the weekly passage 'The forest path' found at the front of this booklet.
Complete the visualising task below.

What is it?

Visualising is when you can see the ideas you are thinking about inside your head. This often happens when you read, remember, think, or listen to someone talking to you about something they saw or did.

Choose a part of the text that was most important to you. Re-read that part again and focus on visualising what is happening.

Describe or quote it.

Draw your visualisation.



Tuesday: Spelling

Complete the following activities using your spelling list words at the front of the booklet.

S Did you know the 'fairy e' changes short vowel sounds to long vowel sounds? For example, tub - tube.

4. Think of two more.



S We add 'ing' to words to make them verbs - doing words. When we add 'ing', 'e' goes away on holiday. For example, make - making.

5. Add 'ing' to these list words.

race _____

slice _____

trace _____

space _____

spice _____

face _____

place _____

price _____

S Compound words are made when we join two words to make one. For example, seesaw.



6. Can you make four 'space' compound words? Write each one in a sentence in your pad.

woman port craft star

moon space

ship planet man



Ice-cream Book

1. Make a book with 16 pages in the shape of an ice-cream.
2. Write a spelling word on each ice-cream.
3. Colour each ice-cream a different flavour. Decorate the cover with your favourite flavour.



My List

Tuesday: Imaginative Writing – Planning language

Using your visual plan from Monday's writing task, plan language that will be used in your own imaginative text.

(adjective) (noun)

Once upon a time there were three _____ .
Not pigs. Think of your own characters.

(adjective) (adjective) (noun)

There was also a baddy in the story. The baddy was a _____ .
Not a big bad wolf. Think of your own baddy character.

(noun)

Your three main characters built three different _____ .
Not houses. Think of something else they could build.

In your story the baddy keeps trying to _____

What does the baddy keep trying to do? He can't blow houses down like the real story. Blow up with dynamite? Drive over with a monster truck? You need to think of what the baddy is trying to do throughout your story.

Think of an ending. It can't be the wolf falls into the fireplace and the third little pig lives happily ever after.

What happens to your baddy character?

What happens to the main character?

In the end, the _____

Tuesday – Maths – Multiplication (5x)

Introducing multiplication – groups of 5


This is a multiplication symbol \times and it means 'groups of'.

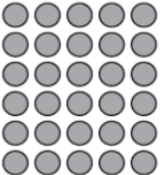
So instead of repeated addition, we can use a multiplication symbol.

$$5 + 5 + 5 + 5 + 5 = 25$$

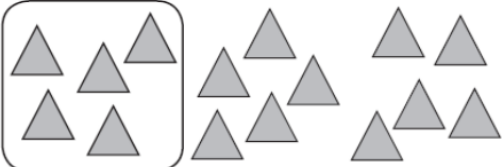
$$5 \times 5 = 25$$

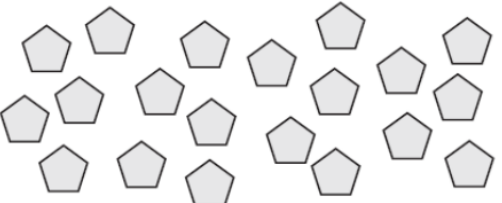
2 Find the total of each group by using repeated addition:

a  groups of is equal to
 \times =

b  rows of is equal to
 \times =

3 Ring the shapes in groups of 5. One group is ringed for you. Then complete the multiplication fact.

a  groups of is equal to
 \times 5 =

b  groups of is equal to
 \times 5 =

Maths – Tuesday – Multiplicationm (5x)

Multiplication Facts of 5 - Worksheet

Name: _____

Date: _____

Multiplication Facts of 5

1) $4 \times 5 =$	21) $5 \times 4 =$	41) $2 \times 5 =$	61) $3 \times 5 =$
2) $2 \times 5 =$	22) $7 \times 5 =$	42) $5 \times 7 =$	62) $4 \times 5 =$
3) $5 \times 4 =$	23) $6 \times 5 =$	43) $12 \times 5 =$	63) $10 \times 5 =$
4) $5 \times 5 =$	24) $4 \times 5 =$	44) $5 \times 3 =$	64) $5 \times 9 =$
5) $5 \times 1 =$	25) $5 \times 11 =$	45) $5 \times 8 =$	65) $5 \times 11 =$
6) $3 \times 5 =$	26) $5 \times 5 =$	46) $12 \times 5 =$	66) $5 \times 0 =$
7) $11 \times 5 =$	27) $5 \times 9 =$	47) $5 \times 5 =$	67) $5 \times 1 =$
8) $9 \times 5 =$	28) $3 \times 5 =$	48) $5 \times 1 =$	68) $0 \times 5 =$
9) $5 \times 10 =$	29) $5 \times 11 =$	49) $5 \times 11 =$	69) $2 \times 5 =$
10) $4 \times 5 =$	30) $9 \times 5 =$	50) $2 \times 5 =$	70) $5 \times 3 =$
11) $12 \times 5 =$	31) $5 \times 2 =$	51) $5 \times 1 =$	71) $5 \times 10 =$
12) $7 \times 5 =$	32) $0 \times 5 =$	52) $11 \times 5 =$	72) $6 \times 5 =$
13) $5 \times 4 =$	33) $6 \times 5 =$	53) $5 \times 12 =$	73) $7 \times 5 =$
14) $6 \times 5 =$	34) $12 \times 5 =$	54) $4 \times 5 =$	74) $4 \times 5 =$
15) $1 \times 5 =$	35) $2 \times 5 =$	55) $5 \times 0 =$	75) $1 \times 5 =$
16) $8 \times 5 =$	36) $5 \times 9 =$	56) $5 \times 5 =$	76) $5 \times 5 =$
17) $5 \times 3 =$	37) $2 \times 5 =$	57) $5 \times 10 =$	77) $10 \times 5 =$
18) $5 \times 11 =$	38) $4 \times 5 =$	58) $5 \times 6 =$	78) $5 \times 2 =$
19) $5 \times 5 =$	39) $8 \times 5 =$	59) $5 \times 3 =$	79) $4 \times 5 =$
20) $5 \times 0 =$	40) $5 \times 4 =$	60) $5 \times 4 =$	80) $6 \times 5 =$

Time: _____

Score: _____ / 80

Tuesday: Maths Mentals

A = Easier

Minute 36



Name: Date:

1. $40 + 20 = \dots\dots\dots$
2. Write the missing even number. $\dots\dots\dots, 4, 6, 8, 10$
3. Write how much money altogether. \$.....



For Questions 4 and 5, circle the name of the shape.

4.  triangle square circle

5.  circle rectangle square

6. Write the time shown on the clock.

Quarter past or15



7. $60 - 10 = \dots\dots\dots$
8. Write + (add) or - (subtract) to make the sentence true.

18 4 = 14

9. Draw a circle around 10 more than 39. 29 49 59
10. Draw a box around the digit in the tens place. 98

Minute 36



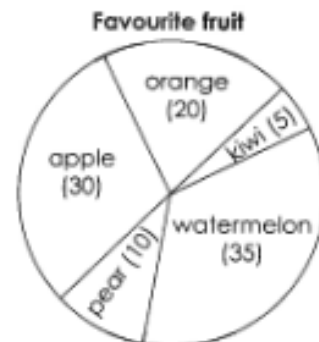
Name: Date:

- $9 \times 6 = \dots\dots\dots$
- 10 millimetres = 1 centimetre
 $80 \text{ mm} = \dots\dots\dots \text{ cm}$
- $30 \div 6 = \dots\dots\dots$
- $\$2.00 - 30\text{c} = \$ \dots\dots\dots$
- $$\begin{array}{r} 36 \\ + 55 \\ \hline \end{array}$$

.....
.....
- Write the missing numbers in the pattern.
25,, 35,, 45,, 55
- $$\begin{array}{r} 67 \\ - 18 \\ \hline \end{array}$$

.....
.....

Use the pie graph to complete Questions 8 to 10.



- Which fruit is the most popular?
.....
- Which fruit is the least popular?
.....
- The number of people who like apples the best is equal to the number of people who like pears and which other fruit?
.....

Wednesday – Reading – Making Connections

Read the weekly passage, The forest path at the beginning of this booklet. Complete the making connections task below by drawing pictures or record sentences that you connect with the short story.

I'm making connections with _____

Text-to-Self

How does it relate to something in your life?



Text-to-Text

How does it relate to something you've read in another book?



Text-to-World

How does it relate to something that has happened in the real world?



Wednesday: Spelling- secret code

Use the spelling code to record each of your spelling list words using pictures. Be sure to write the spelling word correctly too!



SECRET CODE SPELLING

Make a secret code by drawing the pictures for each letter next to your spelling word.

a	b	c	d	e	f	g	h	i	j	k	l	m
☆	♥	☞	🚤	🇺🇸	☀️	🍏	😊	←	⊙	→	💥	🚀
n	o	p	q	r	s	t	u	v	w	x	y	z
☺	👉	🗨️	✳️	🐟	🐞	🐝	🌸	◯	👁️	🌀	🔑	△

Example: 1. they = 🇺🇸 😊 🗨️ 🐟 2. did = 🚀 ← 🚀

Spelling word	Picture code
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Wednesday: Imaginative writing – Drafting

Use your PLANNED images and language from previous writing tasks to write a draft of your funny story. This story is based on The Three Little Pigs, **but it's your style with your characters.**

Introduction. Paragraph 1.

Once upon a time there were three _____.

Each _____ decided to build its own _____.

(Add sentences explaining what each character used to build).

The first..._____.

The second _____ and the
third _____.

Complication. Paragraph 2.

(The baddy came along and did what? Then, what did your first main character do?)

One day a _____ came along and tried to _____

_____.

The first _____

_____.

Paragraph 3.

(What does your baddy do to the next character?)

What did your second main character do?)

Next, the _____ went to the second _____.

_____.

Paragraph 4.

(What does your baddy do to the next character?)

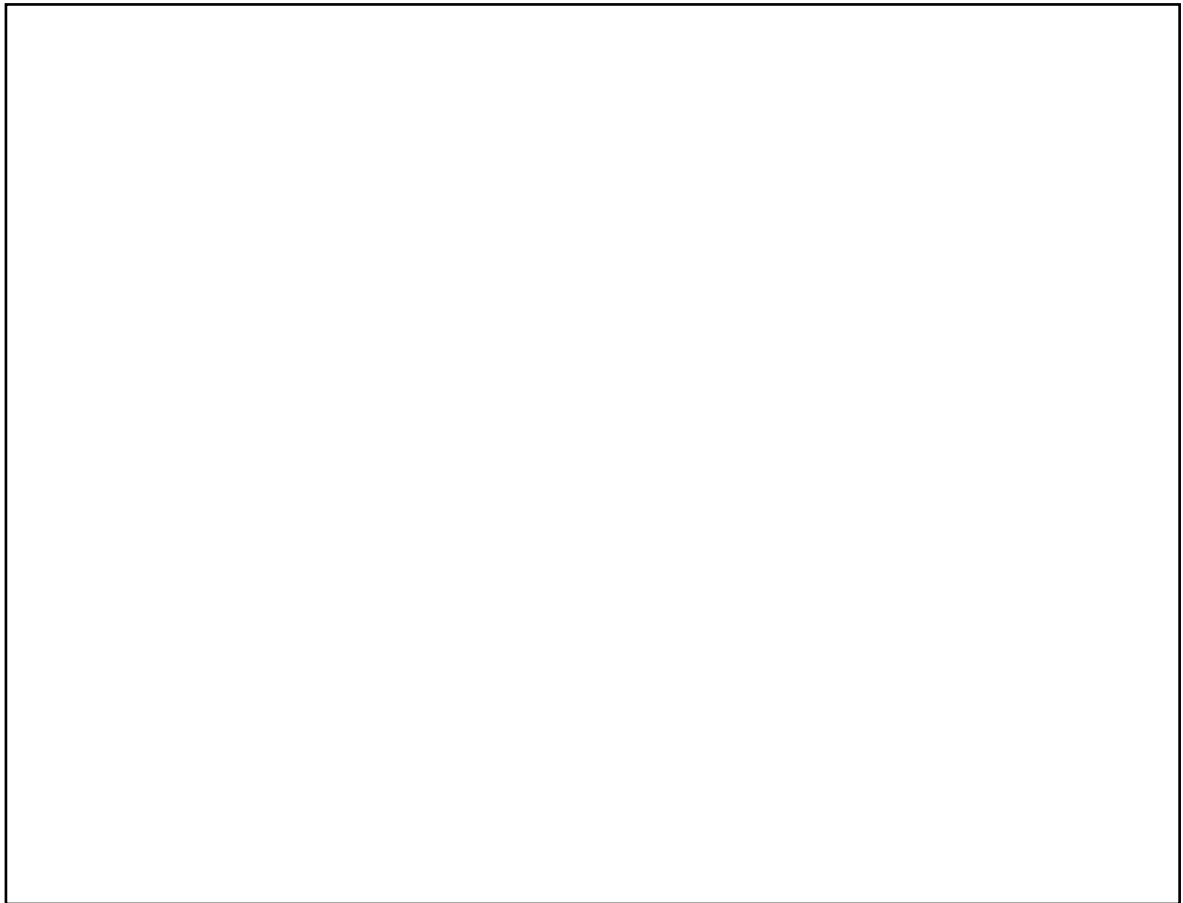
What did your third main character do?)

Next, the _____ went to the third _____.

Paragraph 5. Exciting Ending.

What happened to each character in the end?

Begin to illustrate your story, or design a book cover for your story in the box below.



Wednesday – Maths – Multiplication (3x)

Name: _____

Date: _____

Multiplication Facts of 3

1) $3 \times 2 =$	21) $3 \times 2 =$	41) $3 \times 2 =$	61) $12 \times 3 =$
2) $3 \times 12 =$	22) $7 \times 3 =$	42) $0 \times 3 =$	62) $3 \times 3 =$
3) $3 \times 2 =$	23) $6 \times 3 =$	43) $8 \times 3 =$	63) $2 \times 3 =$
4) $7 \times 3 =$	24) $4 \times 3 =$	44) $9 \times 3 =$	64) $3 \times 9 =$
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7) $1 \times 3 =$	27) $3 \times 9 =$	47) $3 \times 5 =$	67) $5 \times 3 =$
8) $9 \times 3 =$	28) $3 \times 2 =$	48) $5 \times 3 =$	68) $0 \times 3 =$
9) $3 \times 10 =$	29) $3 \times 3 =$	49) $3 \times 7 =$	69) $12 \times 3 =$
10) $3 \times 2 =$	30) $3 \times 5 =$	50) $8 \times 3 =$	70) $10 \times 3 =$
11) $12 \times 3 =$	31) $2 \times 3 =$	51) $3 \times 11 =$	71) $11 \times 3 =$
12) $3 \times 10 =$	32) $0 \times 3 =$	52) $10 \times 3 =$	72) $6 \times 3 =$
13) $2 \times 3 =$	33) $3 \times 1 =$	53) $0 \times 3 =$	73) $4 \times 3 =$
14) $6 \times 3 =$	34) $6 \times 3 =$	54) $8 \times 3 =$	74) $3 \times 5 =$
15) $8 \times 3 =$	35) $2 \times 3 =$	55) $3 \times 1 =$	75) $1 \times 3 =$
16) $5 \times 3 =$	36) $3 \times 9 =$	56) $3 \times 5 =$	76) $11 \times 3 =$
17) $0 \times 3 =$	37) $11 \times 3 =$	57) $11 \times 3 =$	77) $10 \times 3 =$
18) $3 \times 2 =$	38) $9 \times 3 =$	58) $3 \times 3 =$	78) $3 \times 12 =$
19) $7 \times 3 =$	39) $3 \times 3 =$	59) $8 \times 3 =$	79) $3 \times 1 =$
20) $9 \times 3 =$	40) $1 \times 3 =$	60) $0 \times 3 =$	80) $6 \times 3 =$

Time: _____

Score: _____ / 80

Wednesday – Maths – Multiplication (3x)

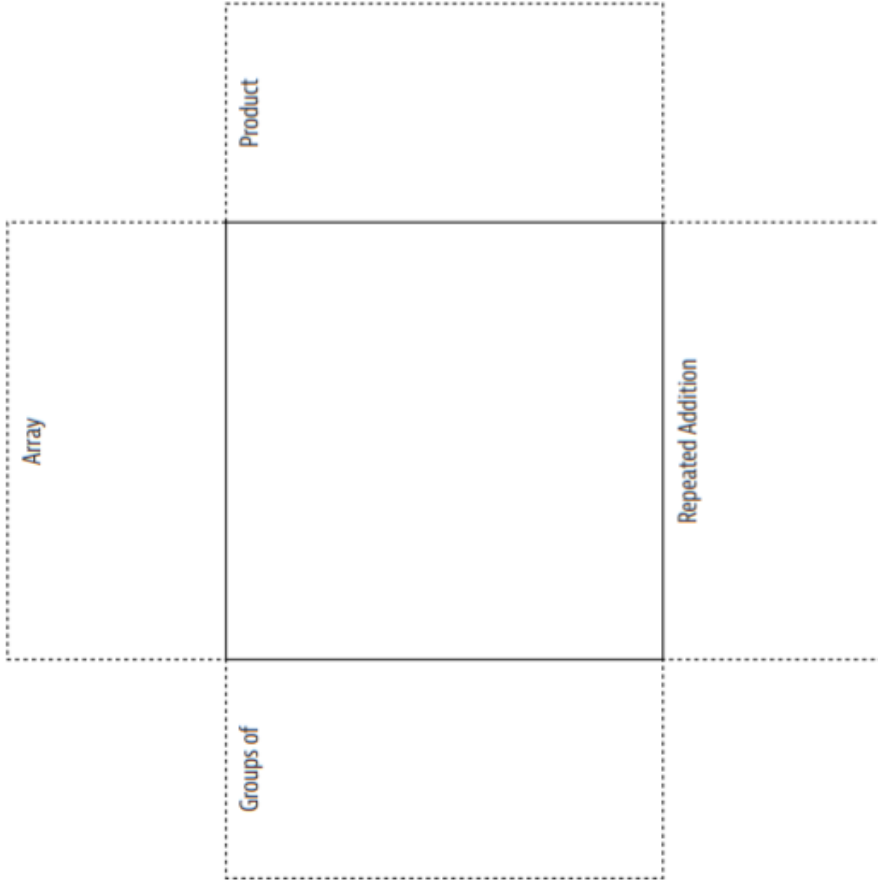
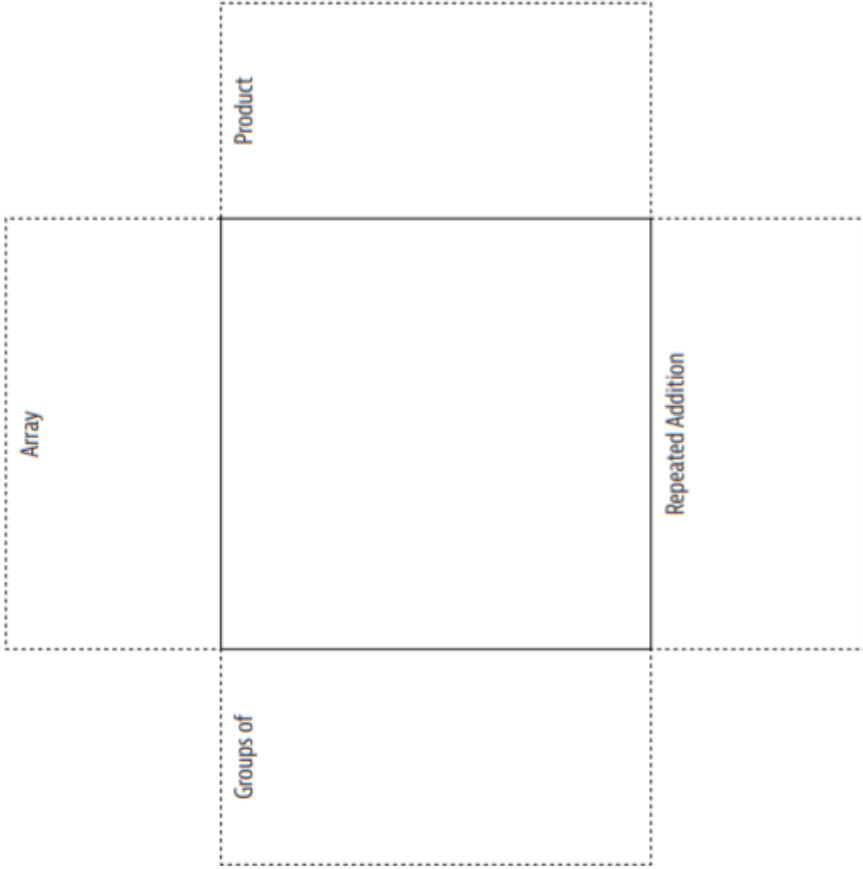
Can you use your 3 and 5 times tables knowledge to construct a fold out box? Use the template on the following page to create your box.

MULTIPLICATION FOLD-OUT BOX

INSTRUCTIONS

1. Think of a multiplication story and write it in the middle box.
2. Write the repeated addition number sentence that matches your story on the flap that says 'Repeated Addition'.
3. Draw an array to represent the repeated addition number sentence on the flap that says 'Array'. The pictures you draw in the array do not need to be the same as your story, e.g. if your story is about fruit, you could draw squares. Your goal is to match the array to the number sentence.
4. Draw a picture to represent groups of things on the flap that says 'Groups of'.
5. Work out the answer to your word problem and write it on the flap that says 'Product'.
6. Cut along the dotted lines.
7. Fold the solid lines towards the middle. Fold these flaps over and under each other as you would the top of a cardboard box. Everything you have created is now hidden inside the box.
8. Write the multiplication number sentence that matches your story four times (once on each of the folded flaps).





Wednesday: Maths Mentals

A = Easier

Minute 37



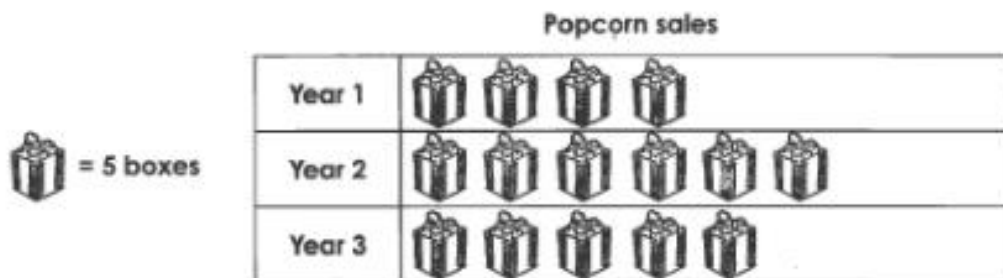
Name: Date:

Use the days of the week to complete Questions 1 to 3.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

1. What day comes **next** after Wednesday?
2. What is the **seventh** day of the week?
3. What is the **third** day of the week?
4. $85 + 10 = \dots\dots\dots$
5. $34 - 10 = \dots\dots\dots$
6. Circle the digit in the **ones** place. 35
7. Write the missing even number. 9,, 15, 18, 21

Use the pictograph to complete Questions 8 to 10.



8. One picture equals how many real boxes of popcorn?
..... boxes
9. How many boxes did the Year 2s sell? boxes
10. Which Year sold 20 boxes of popcorn? Circle: 1 2 3

Wednesday: Maths Mentals

B = Harder

Minute 37



Name: Date:

1. $9 \times 5 = \dots\dots\dots$

2. $1000 + 300 + 20 + 1 = \dots\dots\dots$

3. $\begin{array}{r} 36 \\ -27 \\ \hline \end{array}$
.....
.....

4. $\begin{array}{r} \square \\ 3 \overline{)15} \end{array}$

5.  +  = \$.....

6. Write 21, 12, 201 and 210 in order from **least** to **greatest**.

7. $\begin{array}{r} 43 \\ +55 \\ \hline \end{array}$
.....
.....

8. Joel races a radio-controlled car. He has 3 sets of 4 batteries. How many batteries does he have altogether?

..... batteries



In Questions 9 and 10, do the figures have symmetry? Circle yes or no. If yes, draw the line of symmetry.

9. yes no



10. yes no



Thursday – Reading – Summarising

Read the weekly passage, The forest path, at the beginning of this booklet. Summarise the text using the graphic organiser below to plan your ideas. Use this plan to record a short summary of the text on the lines below.

Summarising a Story

Title What is the title of the story?	Somebody Who is the main character?	Wanted What did the main character want?
But What was the problem?	So How did the character try to solve the problem?	Then What was the resolution to the problem?

My Summary

Thursday: Spelling

Choose **2** spelling activities from the grid below. Complete your chosen activity and upload a photo to your class SeeSaw/DoJo or Google Classroom.

35 HANDS-ON SPELLING ACTIVITIES

to use with any word list

Make each word with Scrabble tiles.	Make each word using short lengths of yarn.	Paint the words onto paper.	Write the words outdoors with chalk.	Make the letters of each word with your body as you spell the word aloud.
Build the words with Lego bricks.	Stamp the words onto paper with letter stamps.	Stamp the words into playdough with non-inking letter stamps.	Paint each word with a Q-tip/ cotton bud.	Make the words with letter stickers.
Spell the words aloud as you star jump - one jump for each letter.	Spell each word with letters made from chenille stems/ pipe cleaners.	Type your words on a computer.	Thread the words with letter beads.	Write each word with a stick in damp sand.
Write each word with your finger in a shallow tray of sand or salt.	Write the words on a window with a whiteboard marker.	Clap once for each letter as you spell aloud each word.	Make each word with alphabet stones.	Write your words onto paper plates and make up a jumping game.
Write your words in a fun way of your choice.	Draw a hopscotch grid, add your words. Spell each word as you play.	Spell each word aloud as you jump on the spot - one letter per bounce.	Make up a clue about each of your words and quiz a family member.	Write each letter of your words onto a craft stick. Mix them up and unjumble
Make each word with magnetic letters.	Play Hangman - choosing the words to guess from your spelling list.	Use a laser pointer or flashlight to 'write' each word on the wall.	Write each word and then make it into a picture that illustrates the word.	Spell each word aloud in a funny robot voice.
Play tic tac toe with spelling words instead of 'o' and 'x'.	Make each word from playdough or plasticene snakes.	Write your words onto two sets of cards. Play a memory game.	Write each word on your palm with the pointer finger of your writing hand.	Squeeze paint into a Ziploc bag. Seal. Write the words on the bag with your finger.







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Thursday: Imaginative Writing – Editing and Revising

Today you will be following the writing process to edit and revise your draft imaginative text about “Three little”.

Follow the editing code below to edit your writing.

Editing Code for Writing

	Spelling error
<p>was The wind ^ strong</p>	Missing word
	Capital (replace with capital)
	Check punctuation is correctly placed (Year 2 onwards)
?	Check it makes sense
[Suddenly....	New paragraph
	Removal of messy work or mistakes

Rutherford Public School

After you have edited your draft, read your funny story to someone in your family and ask them to help you improve (revise) it! Make these changes to your draft.

Thursday – Math- Volume

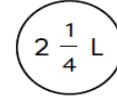
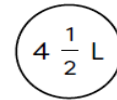
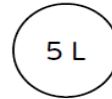
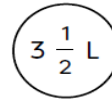
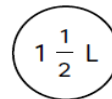
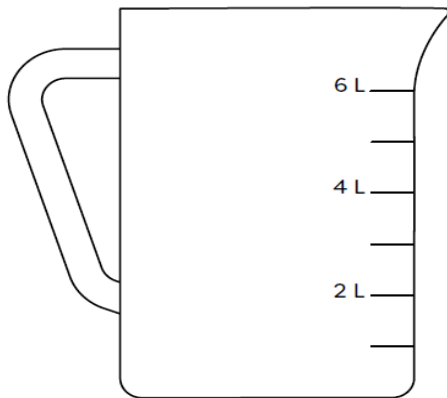
Measuring Capacity – Reading Scales – Worksheet

Name: _____

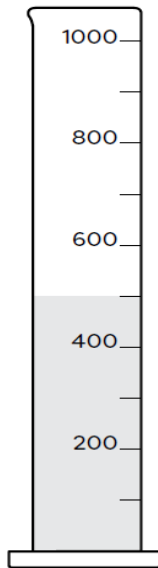
Date: _____

Measuring Capacity – Reading Scales

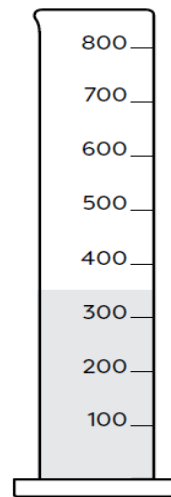
1. Draw lines to show the capacity on the jug.



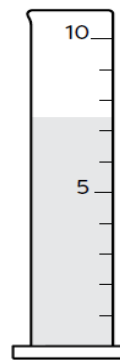
2. Write the amount of liquid in each container.



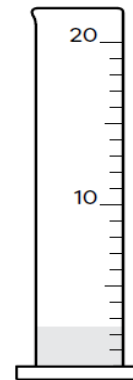
_____ mL



_____ mL



_____ mL



_____ mL



MEASUREMENT

Thursday – Math – Volume cont.

Volume and capacity – litres

Capacity refers to how much liquid a container can hold. Capacity can be measured in litres. We use the symbol L. Next time you go to the supermarket, look out for all the different items that have L for litres on the label. For example, milk cartons are often sold in litres.



1 Here is a selection of containers. Work out how many times each container can be filled from a 1 litre carton, such as a milk carton.



a



b



c



d



e



f



g



h

2 Use a 1 litre carton to estimate and measure the capacity of these containers in litres.

	a waste bin	b saucepan	c watering can	d bucket
Container				
Estimate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
How many litres?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Thursday: Maths Mentals

A = Easier

Minute 38



Name: Date:



1. A triangle has 3 sides and 3 corners. Circle: True or False
2. Circle the figure that is the same size and shape as the shaded figure.



3. Use + (add) or - (subtract) to make the number sentence true.

5 4 = 9

Use the pictures to complete Questions 4 and 5.

4.  +  =c

5.  +  =c

6. Circle the digit in the tens place. 67
7. $12 - 11 = \dots\dots\dots$
8. $30 + 11 = \dots\dots\dots$
9. Write the number of tens and ones. $48 = \dots\dots\dots$ tens $\dots\dots\dots$ ones
10. Write the number ninety-nine.

Minute 38



Name: Date:

1. Circle the name of the shape.

pentagon hexagon octagon

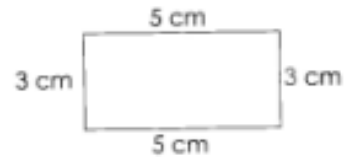


2. 1 dollar = cents

3. What does decade mean? years

4. $8 \times 8 =$

5. What is the perimeter of the shape? cm



6. $42 \div 6 =$

7. $21 \div 7 =$

8.
$$\begin{array}{r} 57 \\ + 42 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 84 \\ - 49 \\ \hline \end{array}$$

10. Mary plants 4 rows with 5 sunflowers in each row.

How many sunflowers does she plant in all? sunflowers

Friday – Reading – Here, Hidden and Head/Heart questions

Read the weekly passage 'The forest path' and answer the questions.

REMEMBER:

HERE questions can be found in the text. The answer is right there, the author said it.

HIDDEN questions have clues within the text, we have to read between the lines.

HEAD/HEART questions need to be answered using your background knowledge.

Question 1: What did the character use to help them find their way through the forest?

Question 2: Why did the characters 'stop abruptly'?

Question 3: Why was David confused?

Question 4: Why do you think the eagle was *circling around in the sky*?

Question 5: The author says the eagle *almost seemed to be waiting for us*. What do you think this means?

Question 6: What would you do if you were lost in the forest?

Friday - Spelling Test

Ask your parent/carer to read out your spelling words for you to write down. Check to see how many you got right. Take a photo of this page and send it to your teacher so they can see how you are going. Remember to be honest with yourself.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Did you Ace your spelling test?

Write yourself a spelling certificate.

You are AMAZING!



Friday – Grammar

Identifying Descriptive Language - Nouns and Adjectives

- Common nouns are the names of people, places or things.
Underline the common nouns in blue.
- Adjectives are words used to describe nouns.
Underline the adjectives describing the common nouns in green.
- Remember, not every noun will have an adjective connected to it.

The Cat and the Whale

Many years ago, some ferocious pirates sailed the seas. One of the pirates decided to bring his adventurous cat along for the journey.

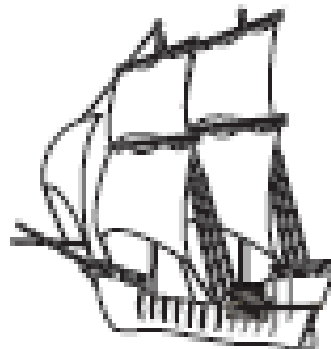
A terrible storm overturned the unlucky ship. The doomed pirates fell into the rocky ocean. The fearful cat thought that he would drown. A giant whale appeared and bravely rescued the cat.

The waterlogged cat and the heroic whale arrived at a tropical island. The cat jumped excitedly onto the golden sand. The curious whale asked the cat, "Do you know this island?" The confident cat replied, "Yes! The king of this beautiful island is my best friend, and I am a famous prince!"

The clever whale knew that this was a deserted island. He said to the cat, "You're a famous prince? How extraordinary! Well, now you can be king!"

The confused cat answered, "But how can I be king?"

The whale laughed. "Easy! There's no other living creature on this island. There is no one else who can be king!"



Friday – Handwriting practise

Letters with exits and entries

m → m

Some letters have both
an entry and an exit.



Circle the exits and entries.

i m n u v w

Complete the line, then trace and copy.

Handwriting practice lines. The first line shows a small figure of a person standing on a dashed line, followed by three lowercase 'm' characters, each with a dot above it. The second line shows the words 'mixture', 'mouse', 'mouthful', and 'mole' written in a cursive script. Below these are two more sets of empty handwriting lines for practice.

How many exits in this word?



camouflage

A rectangular box with a dashed top line and a solid bottom line, intended for writing the answer to the question.

Friday – Handwriting practise cont.

Self-assessment: Letters with exits and entries

Rewrite these sentences, adding entries and exits to the letters that need them.

Jellyfish live in ocean currents.

A large group is called a smack.

A jellyfish's body is mostly filled

with water. Long tentacles hang

from the edge of a jellyfish's body.



Self-assessment

Rate your entries and exits.



I need to keep practising.



They've improved.



They look good!

Friday – Maths – Length

Units of length – metres

We use metres to measure length.

There are 100 centimetres in a metre.

$$100 \text{ cm} = 1 \text{ m}$$

1 Convert these metres to centimetres:

a $6 \text{ m} = \boxed{} \text{ cm}$

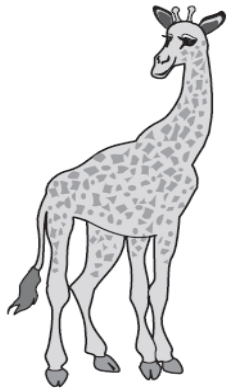
b $3 \text{ m} = \boxed{} \text{ cm}$

c $9 \text{ m} = \boxed{} \text{ cm}$

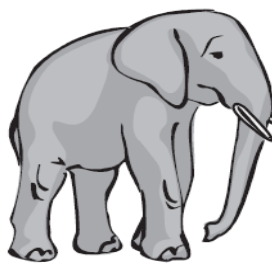
2 Estimate and then measure the length and width of these objects:

	Object		Estimate in metres	Measurement in metres
a	classroom	length	m	m
		width	m	m
b	whiteboard	length	m	m
		width	m	m
c	desk	length	m	m
		width	m	m

3 Find out how tall each animal is to nearest metre:



a $\boxed{} \text{ m}$



b $\boxed{} \text{ m}$



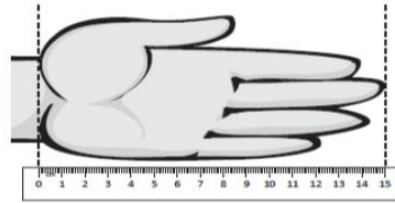
c $\boxed{} \text{ m}$

Friday – Maths – Length cont.

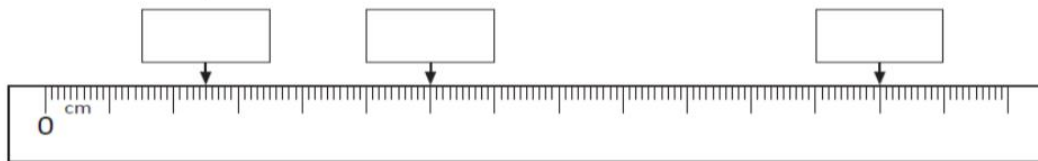
Units of length – centimetres

We use centimetres to measure smaller units of length.

There are 100 centimetres in a metre.
 $100 \text{ cm} = 1 \text{ m}$



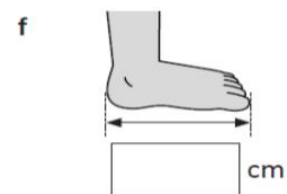
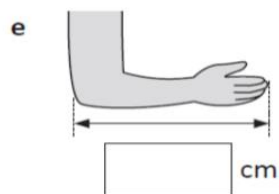
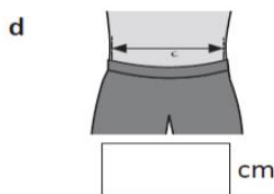
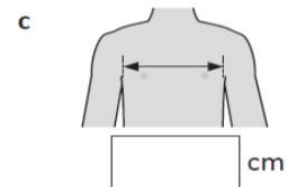
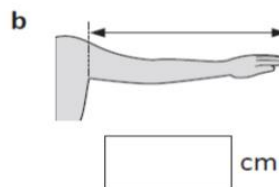
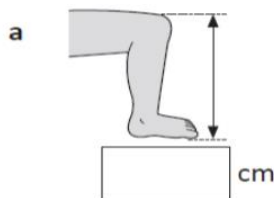
1 Record the lengths shown on this ruler in each box:



2 Use a ruler to draw the following lines. Start at the dot.

- a 7 cm •
- b 8 cm •
- c 11 cm •
- d 3 cm •

3 Measure these parts of your body with a piece of string. Lay the string beside a metre ruler to work out the correct measurement for each.



Friday: Maths Mentals

A = Easier

Minute 39

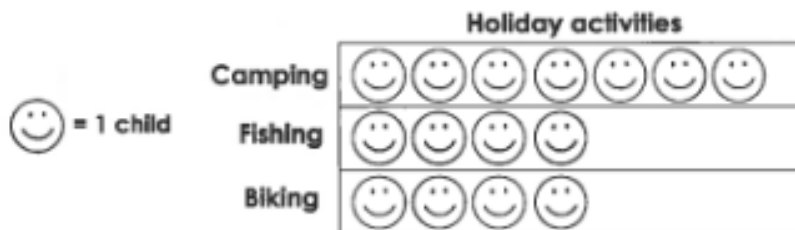


Name: Date:

1. Write the missing number. 101, 102, 103,, 105
2. $65 + 20 = \dots\dots\dots$
3. Write greater than (>), less than (<) or equals (=). $56 \square 56$
4. Circle the digit in the **ones** place. 49
5. A square has 4 sides and 2 corners. Circle: True or False
6. Write the time shown on the clock.
Quarter to or 45
7. $50 + 20 = \dots\dots\dots$
8. $65 - 10 = \dots\dots\dots$



Use the pictograph to complete Questions 9 to 10.



9. How many children went camping? children
10. Which two activities did an equal number of children do?
..... and.....

Minute 39



Name: Date:

1. $2 \times 9 = \dots\dots\dots$

2. This is an angle. Circle: True or False



3. $14 \div 7 = \dots\dots\dots$

4.
$$\begin{array}{r} 348 \\ + 41 \\ \hline \end{array}$$

5. $6 \times \dots\dots\dots = 24$

6. Write the times in order from **earliest** to **latest**.

6.45 pm 2.15 pm 4.15 pm

7.
$$\begin{array}{r} 85 \\ - 49 \\ \hline \end{array}$$

8. Write the number **three hundred and fifty-eight**.

For Questions 9 and 10, write how much time has passed.

9. 1.15 to 3.45 = 2 hours and minutes

10. 2.00 to 4.15 = 2 hours and minutes

Journal

Keep a reflective journal of your home learning. You could write about how your feeling, what you have done, or anything you want your teacher to know.

Monday:

Tuesday:

Wednesday:

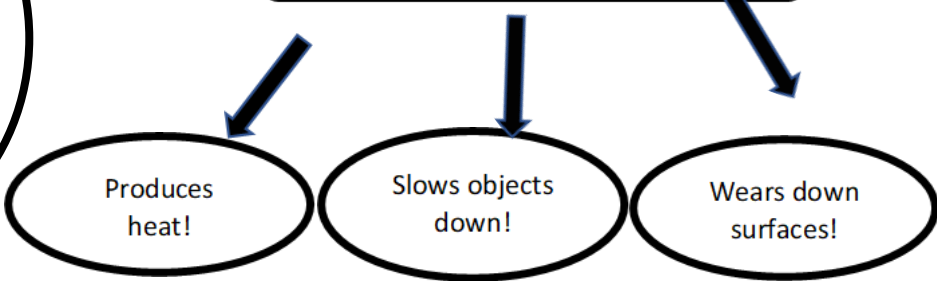
Thursday:

Friday:

Science – Forces - Friction

Friction is a force that happens when two surfaces are moving or trying to move past each other. It slows things down.

Friction ALWAYS causes 3 things to happen...



Record your scientific observations	See	Hear	Feel	Smell	Taste
Rub your hands together					X
Check the soles of your shoes					X
Look at the tip of a pencil that you have used a lot					X
Roll a ball (or marble) along a flat table					X
Roll a ball (or marble) along some carpet					X

Match the description to the friction. Read the description carefully as there are hidden clues! You will only use 2 of the answers provided.

Static Friction

Sliding Friction

Fluid Friction

Rolling Friction

This friction happens when an object moves across or through fluids. Like a swimmer in the water or oil on your bike chain to make it move more easily. This also includes things being slowed down by the particles in the air. Like a parachute.

This friction happens when one of the surfaces moving is round, like a wheel or a ball. For example, bike tires across the ground.

Think about how friction can be helpful or unhelpful? Write some examples in the grid below. Ask your family what they think and share your ideas and reasons.

Level of Friction	Helpful Friction	Unhelpful Friction
Little (low) friction	e.g - ice skates going across ice	e.g – car wheels slipping in mud
Little (low) friction		
Little (low) friction		
Strong (high) friction		
Strong (high) friction		
Strong (high) friction		

Label the kind of friction you see in each picture, using the words below. Write your answer next to or below the image,

Rolling

Sliding

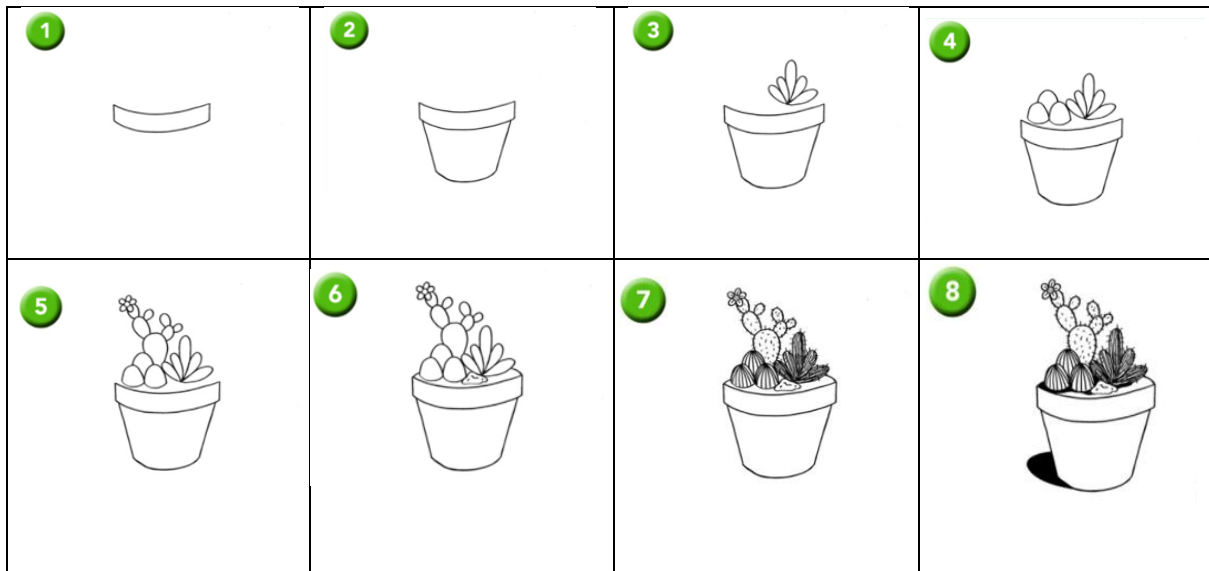
Static

Fluid



Creative Art – Easy Peasy Cactus Garden Art

Follow the steps to draw your own cactus garden. Colour it in, take a photo and send it to your class teacher on Google Classroom or SeeSaw/DoJo.

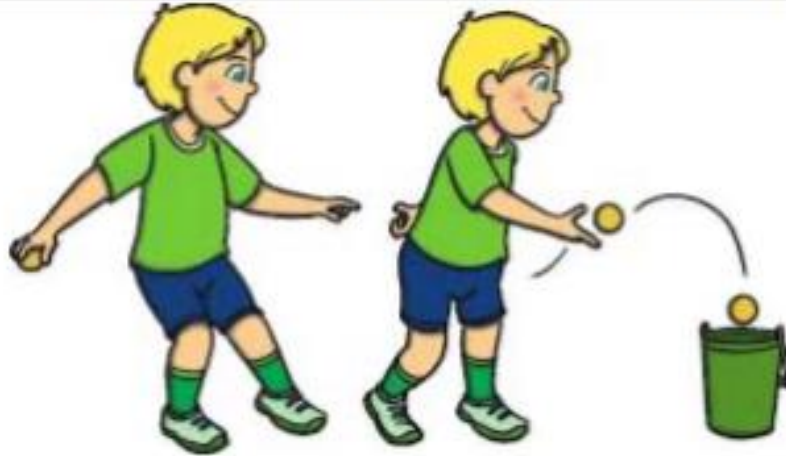


Do you grow cacti in your garden?

Explore your backyard and see if you can research and name the cacti you find.

PE- Home Learning

Underarm throw - Throwing golf



Underarm throw

Things to focus on:

- eyes focused on target
- body facing forwards
- step towards target with alternate foot to throwing hand
- release at the hip

Game:

Throwing Golf (Throlf)

Aim of the game:

Similar to golf the aim of the game is to try and get the lowest score possible.

Setup:

Set up 4-8 holes (buckets/pots/washing baskets) 5 big steps apart from one another to create your throlf course. Use a ball or a pair of socks as your throwing item.

Start at the beginning of your course and aim to underarm throw the ball or socks into the hole in as least amount of throws as possible. Remember you throw from where your ball or socks lands.

Write down your score with your dominant hand and try and beat it with your non-dominant hand.

Lastly, challenge family members and see who will win.

Have fun and good luck!

Mr Adams

A video link of the skill is also posted to your online classroom platform, such as Google Classroom, SeeSaw and/or DoJo for you to watch and practise the skill.

Mindfulness Activity – just for fun!

Create a
GLITTER JAR

- ★ Finding a jar or plastic bottle and allow your child to decorate it however they like.
- ★ Fill the bottle up 3/4 of the way with water. Next, add clear glue, food coloring, and glitter then shake.
- ★ Seal the lid and you are ready to go.



Other useful website that can be used during home learning

Scholastic Learn at Home
https://classroommagazines.scholastic.com/support/learnathome.html
Scholastic have put together packages which include books and videos designed to build knowledge of a subject.
Go Noodle: At Home
https://family.gonoodle.com/
Copy the routines from the clip for physical activity inside.
National Geographic: For Kids
https://www.natgeokids.com/au/category/kids-club/
Navigate your way around this website to find information.
Read Theory
https://readtheory.org/auth/login
Login to complete your reading and comprehension tasks
ABC Education
https://education.abc.net.au/home#!/resources/-/all/all/all
Select appropriate year level at the top and choose your area of learning.
Kids News
https://www.kidsnews.com.au
Great site for kid's news articles and learning about different animals and events.