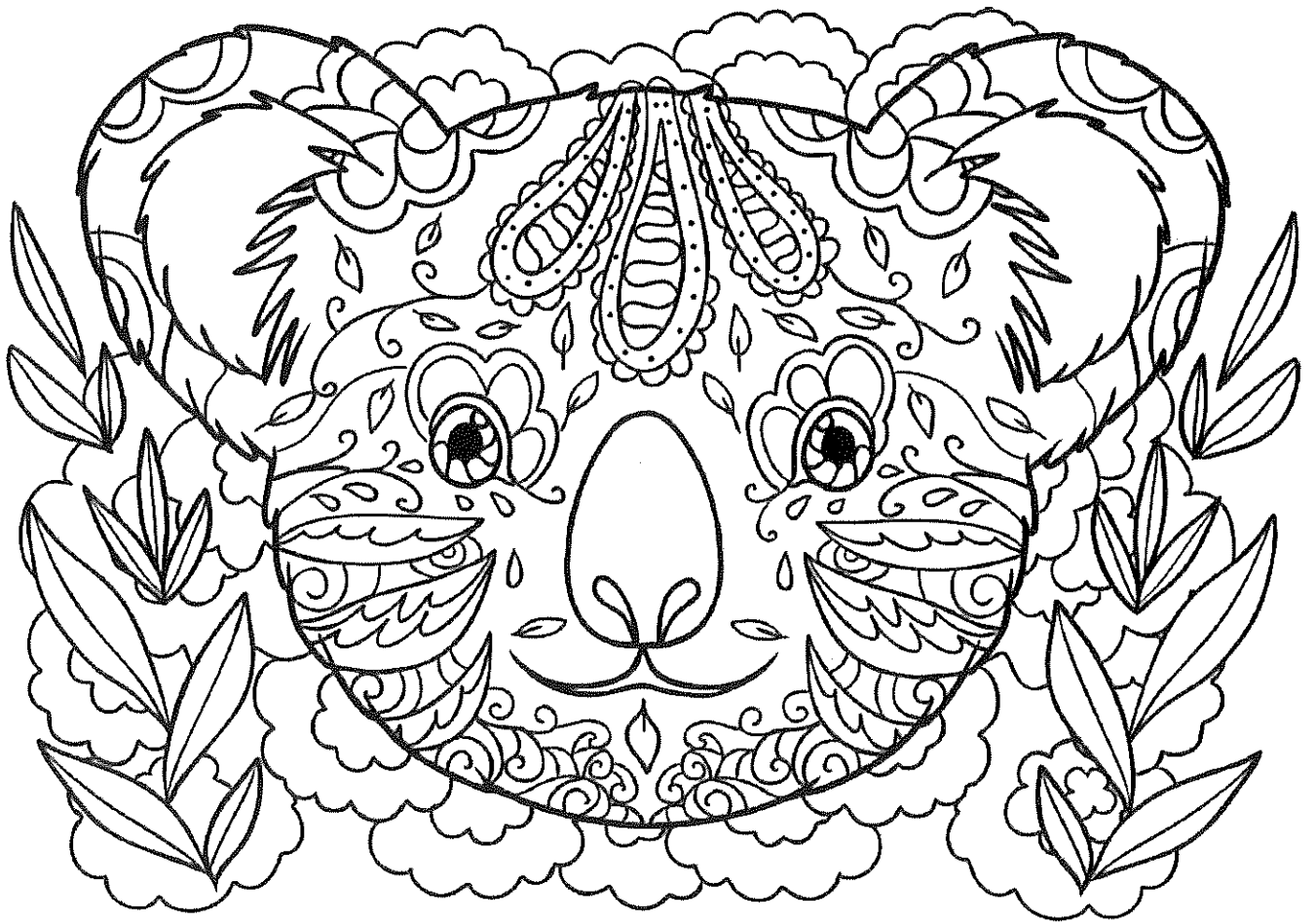


# Year 3

# Workbook

Week 6, Term 3



Name : \_\_\_\_\_

Class: \_\_\_\_\_



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## Year Three

### Continuity of Learning - Learning at Home Program, Term 3 – Week 6

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>Task:</b> Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)</p> <p><b>Complete Activity-</b>            Magazine Words - use a magazine or newspaper to cut out the letters for spelling your words. Stick them into a book or on a piece of paper.</p> <p><b>Task 2: Reading</b>            Read a book from your home library or log in to Get Epic.</p>	<p><b>Task:</b> Help hang out the washing.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)</p> <p><b>Complete Activity-</b> Rainbow words- write your list out in rainbow colours.</p> <p><b>Task 2: Reading</b>            Read a book from your home library or watch a book reading from Storyline Online.</p> 	<p><b>Task:</b> Set the table for breakfast.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)</p> <p><b>Complete Activity-</b> Rhyming Words- write as many words as you can that rhyme with each of your spelling words.</p> <p><b>Task 2: Reading</b>            Read a book from your home library or log in to Get Epic.</p>  <p>Write about the setting of the story.</p>	<p><b>Task:</b> Wash up the dishes after breakfast.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)</p> <p><b>Complete Activity-</b> Pyramids- use your words to make spelling pyramids by adding one letter each time.</p> <p><b>Task 2: Reading</b>            Read a book from your home library or watch a book reading from Storyline Online.</p> 	<p><b>Task:</b> Help with some gardening.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)</p> <p><b>Complete Activity-</b> Tongue Twisters- write a tongue twister for each of your spelling words.</p> <p><b>Task 2: Reading</b>            Read a book from your home library or log in to Get Epic.</p>  <p>Write and draw about something you have learned from your book.</p>



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<p><b>epic!</b> Write down your favourite part of the story.</p>  <p><b>Task 3: Writing - Information Reports</b> Read through the information report on platypuses. The information is all jumbled up. Use different coloured pencils/highlighters to find information on the following: <b>Classification, Habitat, Diet, Reproduction</b> Use this information to complete the graphic organiser.</p>	<p>Write a character analysis of your favourite character.</p>  <p><b>Task 3: Writing - Information Reports</b> Using your graphic organiser you completed yesterday, write your information report using the following subheadings: <b>Classification</b> <b>Habitat</b> Remember to write in full sentences and use correct sentence punctuation. You will continue to write your information report tomorrow.</p>	<p>Using your graphic organiser you completed, continue writing your information report using the following subheadings: <b>Diet</b> <b>Reproduction</b> Remember to write in full sentences and use correct sentence punctuation. You will continue to write your information report tomorrow.</p>	<p>Retell the story to your family member using first, next, lastly.</p>  <p><b>Task 3: Writing - Information Reports</b> Using the picture of a platypus, create a brainstorm of a platypus' appearance (eg. Webbed feet). Using this brainstorm, write a paragraph on <b>Appearance</b> of the platypus. Remember to write in full sentences and use correct sentence punctuation.</p>	 <p><b>Task 3: Writing - Information Reports</b> Have one of your parents or older siblings to check your work. Did you have any spelling mistakes? Did you miss some punctuation? Can you use more descriptive words? Once your work has been checked, <b>edit and improve your information report</b>. Can you draw a picture to go with each of your paragraphs?</p>
<p><b>Break</b> Game of catch</p>	<p><b>Movement and Fruit Break</b></p>	<p><b>Movement and Fruit Break</b></p>	<p><b>Movement and Fruit Break</b> Use a Hula Hoop.</p>	<p><b>Movement and Fruit Break</b></p>



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<p>Middle</p>	<p>Journal Writing</p>  <p>Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.</p> <p>SENTENCE RECIPE:  <b>Character, want they are doing</b> what is around them.  <b>EXAMPLE: The brave explorer stumbled across an ice cave in the mountains.</b></p> <p>Mathematics</p>	<p>Bounce a tennis ball on a tennis racket.</p> <p>Journal Writing</p>  <p>Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.</p> <p>SENTENCE RECIPE:  <b>Character, want they are doing</b> what is around them.  <b>EXAMPLE: The last person on Earth returned to their unique home in the jungle.</b></p> <p>Mathematics  <b>Task 1- Multiplication and Division Houses</b>          Complete the multiplication and division equations to show the family relationships. (see below)</p>	<p>Grammar          Direct Speech</p>  <p>Watch a video about how to use speech marks in your writing. <a href="#">How to write direct speech - Bing video</a></p> <p>Look at the example sentence in the story, <u>The Mouse and the Lion</u>.</p> <p><b>"Got you!" Roared the lion.</b>  <b>"Now I'm going to eat you up."</b></p> <p>Read through the remaining sentences and place speech marks around the direct speech. Add your own ending to the story using speech marks where your characters are talking to each other.</p> <p>Mathematics  <b>Task 1 – Number of the Day</b>          Use the number 125</p>	<p>Put out some buckets as markers and run around them. Time yourself.</p> <p>Journal Writing</p>  <p>Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.</p> <p>SENTENCE RECIPE:  <b>Character, want they are doing</b> what is around them.  <b>EXAMPLE: The young girl wondered how she might escape the mouse's tiny home.</b></p> <p>Mathematics  <b>Task 1 - Number</b></p>	<p>Complete laps around your backyard. Time yourself.</p> <p>Journal Writing</p>  <p>Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.</p> <p>SENTENCE RECIPE:  <b>Character, want they are doing</b> what is around them.  <b>EXAMPLE: Madeleine peered upwards as she stepped towards the mysterious case of stairs.</b></p> <p>Mathematics  <b>Task 1 - Fractions</b></p>
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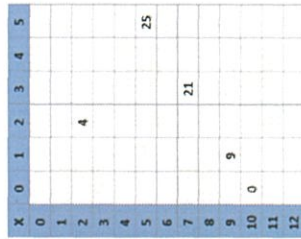
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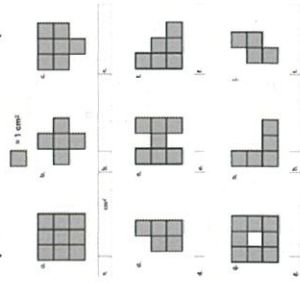
## Task 1 - Multiplication

Complete a grid showing all the timetables from 0 to 5



## Task 2 - Area

Find the area of each shape by counting the square centimetres (cm<sup>2</sup>)



Task 3 - complete the assigned Mathematics task

to create a poster showing as much information about the number as possible. How is the number made? What combinations of smaller numbers can create the larger number?

## Task 2 - Measurement

Create a ruler by using a tape measure to work out the spaces between the centimetres. Use your ruler to measure a paper clip, a pencil, a nail and a screw (or items of a similar size)

Task 3 - complete the assigned Mathematics tasks



Create a number sequence 10 numbers long with odd numbers starting with 7. Explain how you know what number comes next. Create a number sequence starting with 52. What will be the gap between your numbers?

## Task 2 - 2D Shapes

Draw the following shapes and record their special facts. A triangle, square, rectangle, pentagon, octagon and hexagon.

Task 3 - complete the assigned Mathematics tasks



Draw pictures to show the following fractions:  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{4}{4}$ ,  $\frac{3}{5}$ ,  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{4}{8}$ .

## Task 2 - Statistics and Probability

Use the following table to draw a column graph to show how many students liked each subject and identify the most popular subject in school.

SUBJECT	COUNT
Math	###
Reading	###
Writing	
Science	###
Geography	###

Can you create a table of tally marks for the students in your class? Which subject do you think they like the most?

Task 3 - complete the assigned Mathematics tasks



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		 <p><b>PE- Vertical Jump Warm Up</b> Play "Card Suits". Use the numbers and suits in a deck of playing cards and do the correct exercise for each suit. The number on the card tells you how many times. If you do not have a deck of cards, do 10 of each of the actions below in order. Diamonds- Lunges, Hearts- Skip, Clubs- Star jumps, Spades- Crab Walk.</p> <p><b>Activity</b> To practice your new skill, grab a skipping rope and use your knowledge of vertical jumps to skip. Remember to jump over the rope and land on the ball of your feet. If you do not have a skipping rope, play some music in your backyard, and practice vertical jumps</p>			
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<p><b>Break</b></p>	<p><b>Lunch</b> Teach yourself to juggle in the backyard.</p> <p><b>Speaking and Listening</b> Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.</p>  <p><b>KIDSNEWS</b></p> <p><b>Visual Arts - Artist Study - Picasso</b> Google the artist Pablo Picasso. Picasso painted</p>	<p>against a fence or the house. Measure and record your best five jumps. <b>Cool Down</b> Take a nice walk or jog around your backyard. Choose a nice spot to stretch your arms, legs, neck, and hands.</p> <p><b>Lunch</b> Kick a soccer ball against a wall. Count by 4's for each bounce.</p> <p><b>Speaking and Listening</b> Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  <p><b>Science</b> Compare the effect of Friction on different surfaces. <b>Materials:</b> Tissue box, book, ping pong ball or something similar, beach towel, grass,</p>	<p><b>Lunch</b> Jump on a trampoline or skip using a rope.</p> <p><b>Speaking and Listening</b> Watch this week's episode of BTN. Retell the news items to someone in your family.</p>  <p><b>VERTICAL JUMP</b> <b>Warm Up</b> Play "Card Suits" Use the numbers and suits in a deck of playing cards and do the correct exercise for each suit. The number on the card tells you how many</p>	<p><b>Lunch</b> Play a game of handball against a wall.</p> <p><b>Speaking and Listening</b> Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  <p><b>Geography</b> <b>Significance of the Environment</b> A habitat is a place where something lives. It is also the place that has the specific</p>	<p><b>Lunch</b> Eat outside in the fresh air and look up at the clouds.</p> <p><b>Speaking and Listening</b> Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.</p>  <p><b>KIDSNEWS</b></p> <p><b>PD/Health</b> Pedestrian Safety Why is it important to cross the road safely?</p>
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things in new and interesting ways. He was not worried about making things look exactly like they are "suppose" to, but he was able to emote a lot of feelings in his artwork. Watch: <https://www.youtube.com/watch?v=1BdaC PwCO>  
To make your own unique Picasso do a self-portrait or a portrait of someone in your family. When complete, cut the portrait out and glue to a background piece of paper or card.



driveway, kitchen floor (smooth surface)  
**Method:**  
1. Place the tissue box on the smooth surface and lean the book on it to make a ramp.  
2. Roll the small ball down the ramp without pushing and wait for the ball to come to a complete stop.  
3. Use the tape measure to measure the distance the ball rolled. Record your results.  
4. Repeat steps 1-4 using the carpet, grass, beach towel and driveway in place of the smooth surface. What does the distance travelled by the ball tell you about the friction of each surface?

times. If you do not have a deck of cards, do 10 of each of the actions below in order.  
Diamonds- Lunges  
**Hearts- Skip , Clubs- Star jumps, Spades- Crab Walk**  
**Activity- Obstacle Course**  
To master your skill of vertical jumps your challenge today is to create an obstacle course. You are to use different objects with different sizes and heights to practice vertical jumping. You will need to find a location where you have enough space and it is safe to jump around. Your backyard would be a great space to do this.  
**Cool Down**  
Take a nice walk or jog around your backyard.  
Choose a nice spot to stretch your arms, legs, neck, and hands.

things there that they need to survive. Animals need food, water, oxygen and a safe home to live in. The habitat they live in provides all of these. Most animals also have other specific needs that only their particular habitat will provide.  
This week you will be learning about different animals and how they rely on their habitat.  
Complete the worksheet provided.

Go to the Safety Town website link below. Select 'board game' option and follow the prompts to answer questions about road crossing and safe and unsafe pedestrian behaviours.  
<https://www.safetytown.com.au/town/student/stage-2/#list>  
Complete the activity sheet- Safe Places to Cross the Road Worksheet.  
Complete the scenarios and record what you would do.



# Spelling List Week 5 Term 3



wrong

wreck

wrist

write

wrap

5

half

flew

music

young

explain

10

portray

display

annoy

obey

convey

15

because

arrival

urgent

crevice

straight

20

portrayed

displaying

annoys

obeyed

conveying

25

hemisphere

northern

southern

continent

country

30

at

ate

hat

hate

fat

fate

mat

mate

rat

rate

mad

made

can

cane

man

mane

nap

nape

cap

cape

tap

tape

scrap

scrape

half

flew

music

young

explain

**Spelling Rule:** When a word ends in a vowel and y (ay, ey, oy) just add the ending (-s, -ing, -ed)

# Don't forget your toothbrush!

It's Allison's birthday in eleven days' time. She's made her own invitations on her computer.

**GOOD NEWS**

I'm eight on Friday  
So Mum says I'm allowed  
to have a sleep over.

**Where?**  
5 Banksia Close  
Turrumurra

**When?**  
4pm - Friday 5th March  
till 10am Saturday

**Bring** your sleeping bag, pyjamas and swimmers  
And Mum says don't forget your toothbrush.

**BAD NEWS**  
Mark is allowed to invite a  
friend over to keep him company.  
Let's hope they leave us alone  
and play the computer all night.

**R.S.V.P.**  
1st March  
Ph. 9653 1573

P.S. I've ordered pizzas for  
dinner and a funny video for  
after dinner.

1 Whose birthday is it? \_\_\_\_\_

2 What sort of party is she having?  
\_\_\_\_\_

3 Where will the party be held? \_\_\_\_\_  
\_\_\_\_\_

4 a When will the party start? \_\_\_\_\_

b When will it finish? \_\_\_\_\_

5 What four things should the children bring with them?

1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_ 4 \_\_\_\_\_

6 How will they let Allison know if they are able to come?  
\_\_\_\_\_

7 Draw what you think the children will be doing before dinner  
(check the list of things the children have to bring).

8 Who do you think Mark is?  
\_\_\_\_\_

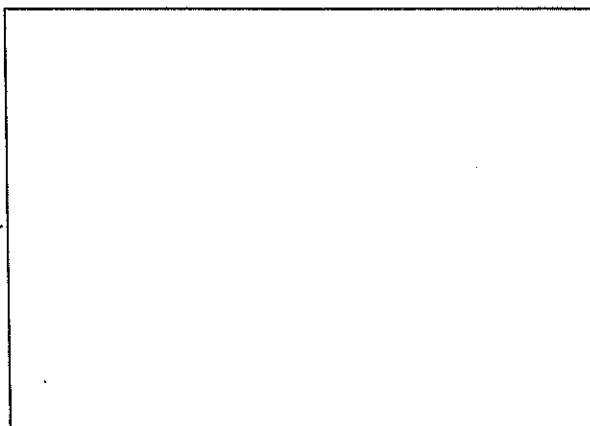
10 Draw yourself in pyjamas at  
a sleep over.

9 What do you think these  
letters mean? Your dictionary  
might help.

RSVP \_\_\_\_\_

\_\_\_\_\_

PS \_\_\_\_\_



# A holiday diary

Mitchell went to Broome for a holiday with his parents. His teacher asked him to keep a diary. Now Mitchell doesn't like writing, but he loves drawing. So he decided to keep a picture diary.

This is Broome



## Mitchell's picture diary

Date	Morning	Afternoon
Sunday 24 March		
Monday 25 March		
Tuesday 26 March		
Wednesday 27 March		
Thursday 28 March		
Friday 29 March		
Saturday 30 March		

### Key

- Flying  
 Surfing  
 Cycling  
 Fishing  
 Exploring rockpools  
 Playing cards  
 Sunny  
 Cloudy  
 Stormy

Look at the key. Look at the picture diary. Discuss Mitchell's holiday with your teacher. Now answer these questions.

1 What day did Mitchell arrive at Broome?

\_\_\_\_\_

2 Did Mitchell travel to Broome by

car  bus  plane

3 Which days were sunny all day?

\_\_\_\_\_

4 Which morning did Mitchell go fishing?

\_\_\_\_\_

5 What did Mitchell do while there was a thunderstorm?

\_\_\_\_\_

6 How many times did Mitchell go cycling? \_\_\_\_\_

7 What day did Mitchell leave Broome? \_\_\_\_\_

8 What else did Mitchell do in the mornings other than surf and fish? \_\_\_\_\_

9 What sort of weather do you think Broome has in March?

\_\_\_\_\_

10 Mitchell took his diary to school on the next Monday. What date was that? \_\_\_\_\_



### For the Quiz Kids

The highest temperature at Broome while Mitchell was there was 38°C.

Is that very hot

warm to hot

cool to cold

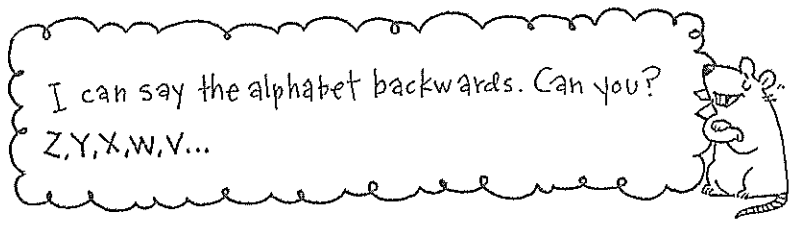


A long time ago Broome was famous all over the world for the beautiful pearls the divers found.

# Do you know your ABC?

Imagine if the words in your dictionary weren't in alphabetical order! How would you ever find the word you were asking for? Of course, you need to know your alphabet to be able to use a dictionary. Fill in the missing letters below.

a b c \_ \_ \_ \_ h i j \_ \_ \_ n \_ \_ q \_ \_ t \_ \_ \_ x \_ z  
d e f \_ \_ \_ \_  
l m \_ o p \_  
s \_ \_ v w \_ y \_



What word comes first in your dictionary? Draw and write your answer.

- 1 houseboat or jellyfish
- 2 nose or mouth
- 3 witch or vampire

--	--	--

Put these words into alphabetical order — that is, the order they would be in a dictionary.

- 1 croak, neigh, grunt, moo, roar  
\_\_\_\_\_
- 2 quack, trumpet, bleat, purr, snore  
\_\_\_\_\_
- 3 laugh, yodel, drone, whisper, hum  
\_\_\_\_\_

## Word games

1 Look up the word *sky* in your dictionary. Read on and find the compound words starting with *sky*. Now match the correct *sky* word to the meanings below.

a a very tall building \_\_\_\_\_

b the sport of falling from a plane for a while before opening your parachute \_\_\_\_\_

c a flat window in a roof \_\_\_\_\_

2 The next game is played at first without the help of your dictionary. Read the three meanings under each word and tick which meaning you think is correct. When you've finished use your dictionary to mark your work with your teacher.

### bottleneck

Is it:

a a person with a very thin neck?

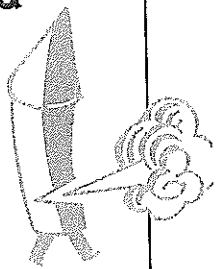
b a narrow part of the road where traffic becomes very slow?

c a special kind of bluebottle which stings with its neck?

### After you've finished

It would be fun to choose another word from your dictionary.

Write its meaning plus two other meanings of your own. Try and trick your classmates.



### whelk

Is it:

a a shell fish?

b a whack with a whip?

c a baby whale?

### coolamon

Is it:

a an old fashioned refrigerator?

b a gum tree with short twisted branches?

c a wooden dish used by Australian Aborigines?

# 'The Glass Eye'



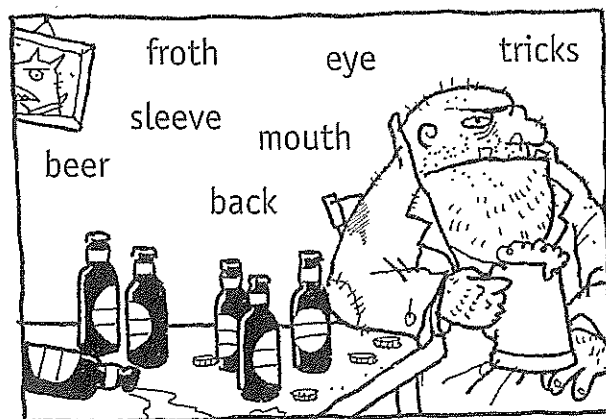
Read this story from Roald Dahl's *The Twits* carefully. Then choose the correct words for the spaces from the list below.

You can play a lot of tricks with a glass eye because you can take it out and pop it back in again any time you like. You can bet your life Mrs Twit knew all the \_\_\_\_\_.

One morning she took out her glass \_\_\_\_\_ and dropped it into Mr Twit's mug of beer when he wasn't looking.

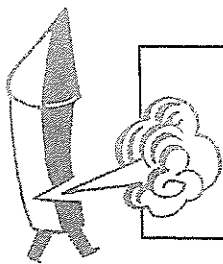
Mr Twit sat there drinking the \_\_\_\_\_ slowly. The froth made a white ring on the hairs around his \_\_\_\_\_. He wiped the white \_\_\_\_\_ on to his \_\_\_\_\_ and wiped his sleeve on his trousers.

'You're plotting something,' Mrs Twit said, keeping her \_\_\_\_\_ turned so he wouldn't see that she had taken out her glass eye. 'Whenever you go all quiet like that I know very well you're plotting something.'



## After you've finished

Read the story through again making sure all your words make sense.





Now try the second part of the story in just the same way.

Mrs Twit was right. Mr Twit was \_\_\_\_\_ away like mad. He was trying to think up a really nasty \_\_\_\_\_ he could play on his wife that day.

'You'd better be careful,' Mrs Twit said, 'because when I see you starting to \_\_\_\_\_ I \_\_\_\_\_ you like a wombat.'

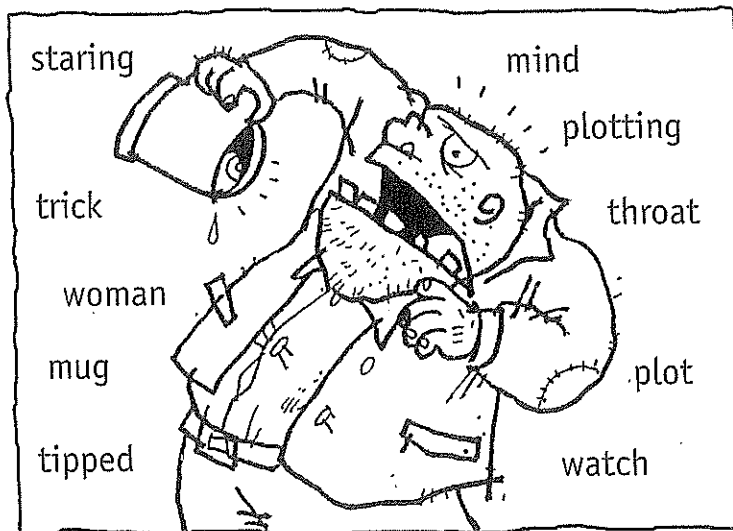
'Oh, do shut up, you old hag,' Mr Twit said. He went on drinking his beer, and his evil \_\_\_\_\_ kept working away on the latest horrid trick he was going to play on the old \_\_\_\_\_.

Suddenly, as Mr Twit \_\_\_\_\_ the last drop of beer down his \_\_\_\_\_, he caught sight of Mrs Twit's awful glass eye \_\_\_\_\_ up at him from the bottom of the \_\_\_\_\_.

It made him jump.

'I told you I was watching you,' cackled Mrs Twit. 'I've got eyes everywhere so you'd better be careful.'

*by Roald Dahl*



Do you think Mrs Twit can see out of her glass eye?

\_\_\_\_\_

Why do you think that? \_\_\_\_\_

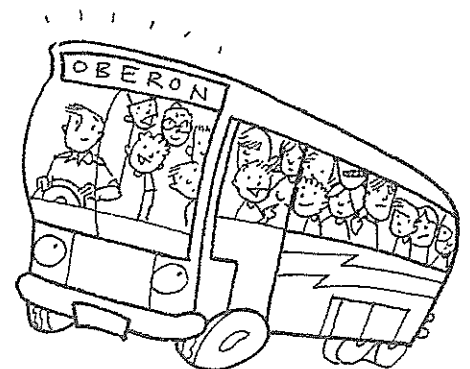
\_\_\_\_\_

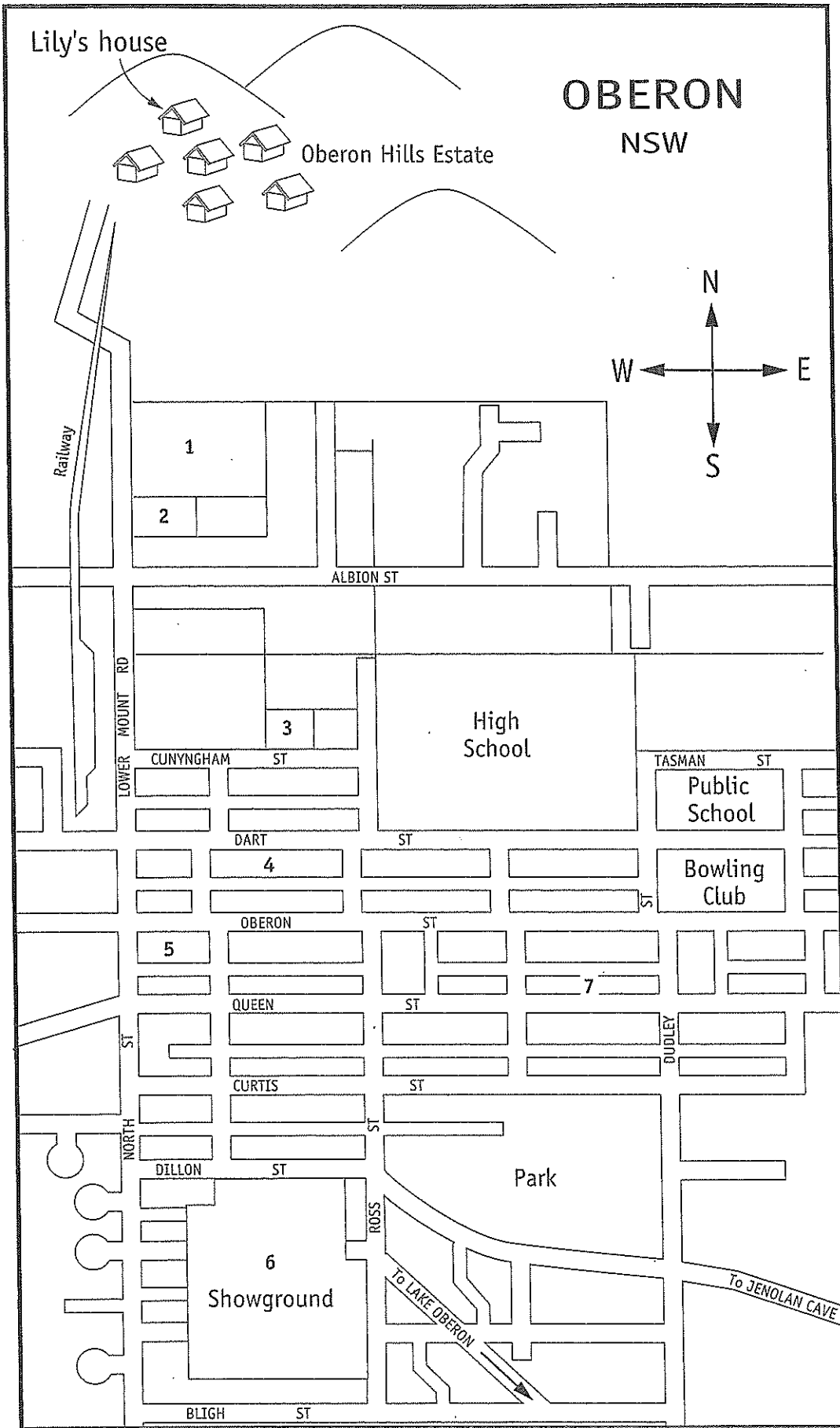
\_\_\_\_\_

# Living in Oberon

On the opposite page is a map of the town of Oberon.

- 1 Find where Lily lives in Oberon Hills Estate. Colour it. She travels by bus to the Oberon Public School. Colour that too.
- 2 By following the six instructions below, draw the route the bus takes like this  $\rightarrow \rightarrow \rightarrow$  in coloured pen or pencil.
  - a The bus leaves Oberon Hills Estate and travels down Lower Mount Road into North Street.
  - b It turns left into Bligh Street and then left again into Ross Street.
  - c It continues up Ross Street and turns right into Curtis Street.
  - d When it reaches Dudley Street it turns left again.
  - e It continues picking passengers up along Dudley Street until it reaches Dart Street. Then it turns right.
  - f It drops Lily and her friends in front of the school in Dart Street.
- 3 Lily's older brother, Adam, rides his bike to the Oberon High School. Colour the High School. Mark in the route he would take if he rides down Lower Mount Road and turns left into Cunyngham Street. Mark it like this, ● — ● — ● — using a different coloured pencil.
- 4 Colour or highlight on the map these places that Lily's family visits during the week. The numbers show us where they are on the map.
  - a Football grounds — 1
  - b Netball court — 2
  - c Swimming pool — 3
  - d Library — 4
  - e Service station — 5
  - f Showground (where Mum works) — 6
  - g Police Station (where Dad works) — 7

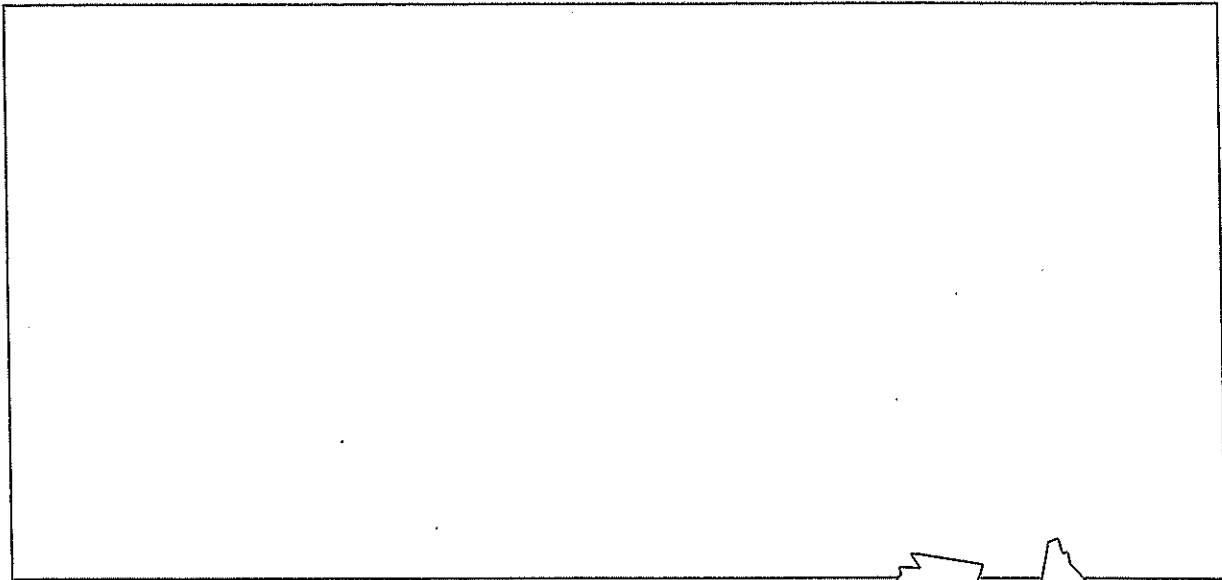




5 Now answer these questions:

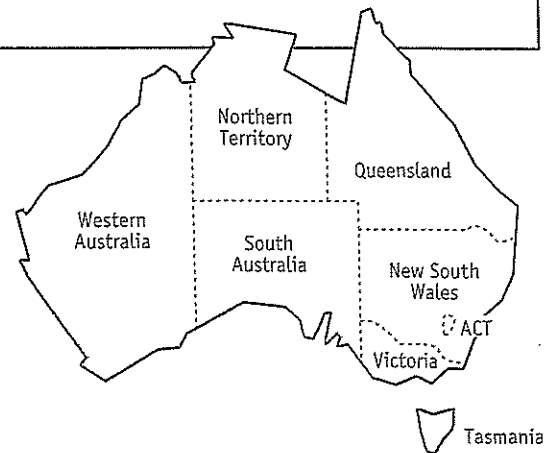
- a Why do you think Lily's bus makes such a long trip before it reaches the school? \_\_\_\_\_  
\_\_\_\_\_
- b Who works closer to Lily's school, her Mum or her Dad? \_\_\_\_\_  
\_\_\_\_\_
- c What building is opposite the Public School? \_\_\_\_\_
- d Name two sports the family enjoys. \_\_\_\_\_
- e If Lily and Mark's family want to leave Oberon and go away for the weekend, where could they go? \_\_\_\_\_

6 Draw a picture map of how you get from your home to school every day. Draw some things you see along the way.

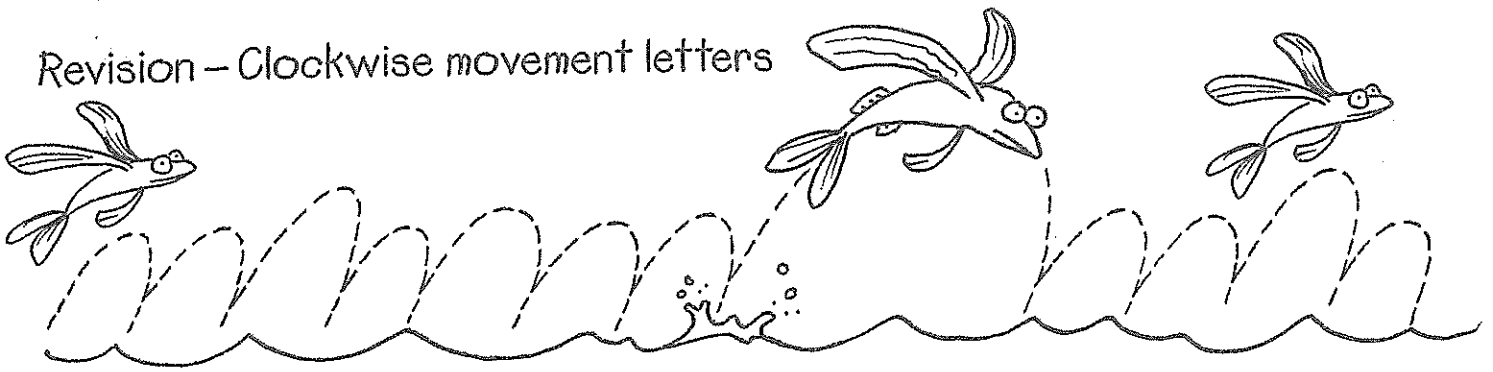


### For the Quiz Kids

Find Oberon in your atlas on a map of New South Wales. Put a X where you think Oberon is on this map of Australia. Mark where you live with a circle.



# Revision – Clockwise movement letters



Find the clockwise movement letters in these patterns.



Trace. Colour the wedges. Copy.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Write each clockwise movement letter in the correct column. Write its capital next to it.

head and body letters

body only letters

body and tail letters

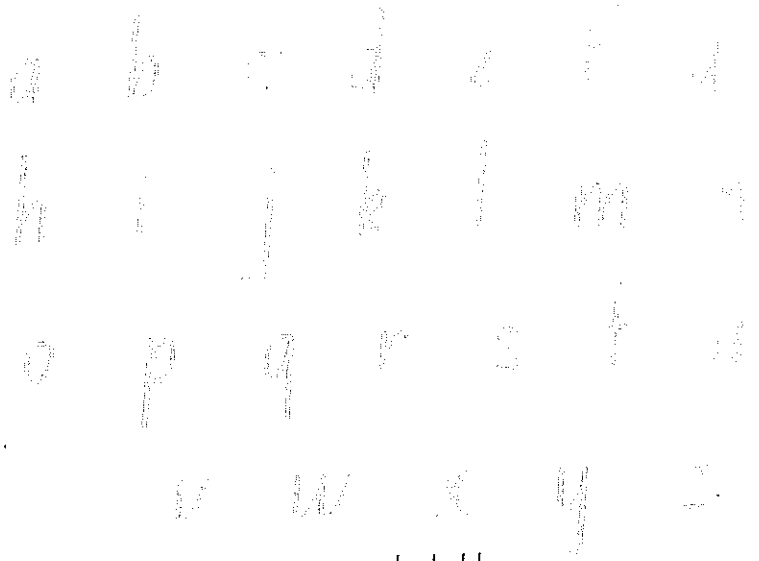
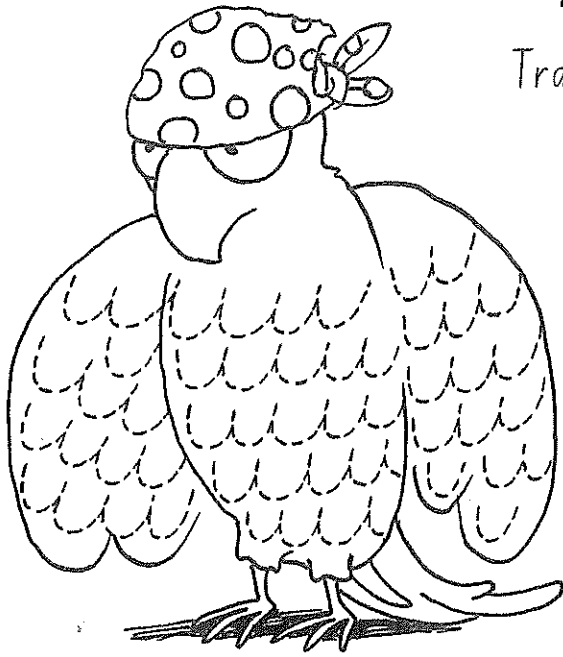
Three columns of handwriting practice lines for categorizing letters.

Mark the starting point in orange. Trace, then copy.

Handwriting practice lines with dashed letters 'm' and 'n' for tracing and copying.

# Revision – Anti-clockwise movement letters

Trace. Circle the anti-clockwise movement letters.



Write the capitals that match the anti-clockwise movement letters.

.....

\_\_\_\_\_

.....

\_\_\_\_\_

.....

Write the anti-clockwise movement letters that have a body only.

.....

\_\_\_\_\_

.....

Write the anti-clockwise movement letters that have a body and tail.

.....

\_\_\_\_\_

.....

Mark the starting point in purple. Trace, then copy.

.....

.....

.....

.....

.....



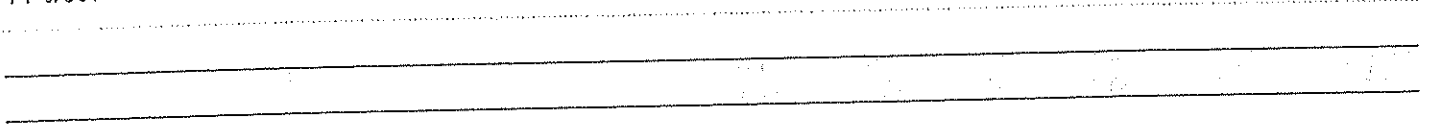
## Introducing exits

Exit flicks will help you get from one letter to the next when you start to join letters.

Letters that finish at a line can be given a little exit flick.



Trace.



Track these letters with exits.

ā a a a a a a a a

d d d d d d d d d

h h h h h h h h h

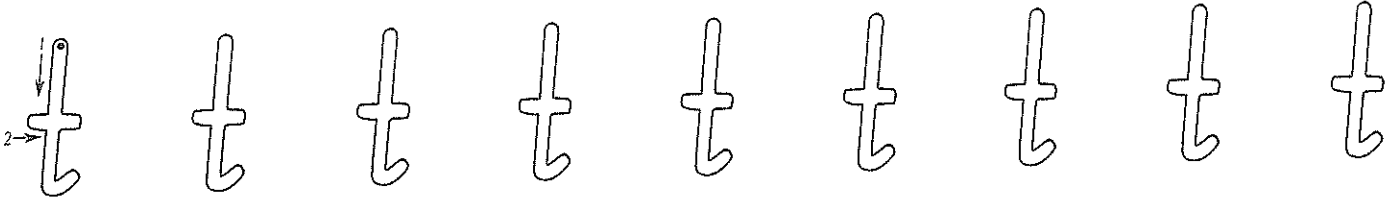
i i i i i i i i i

k k k k k k k k k

l l l l l l l l l

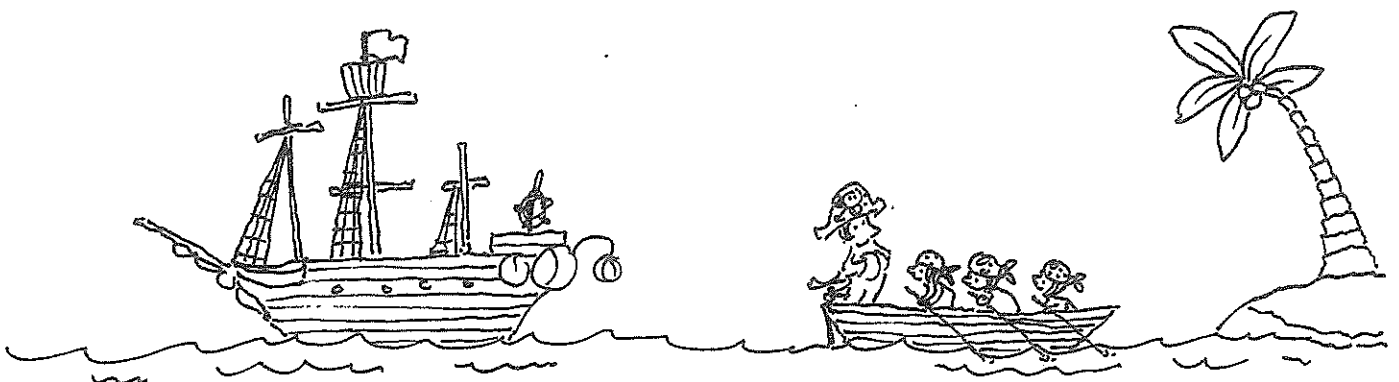
m m m m m m m m

Track these letters with exits.



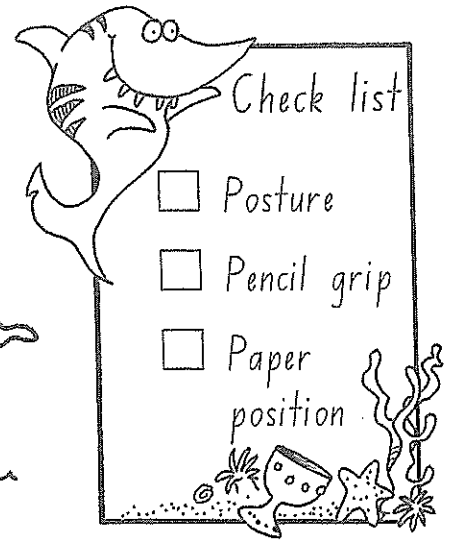
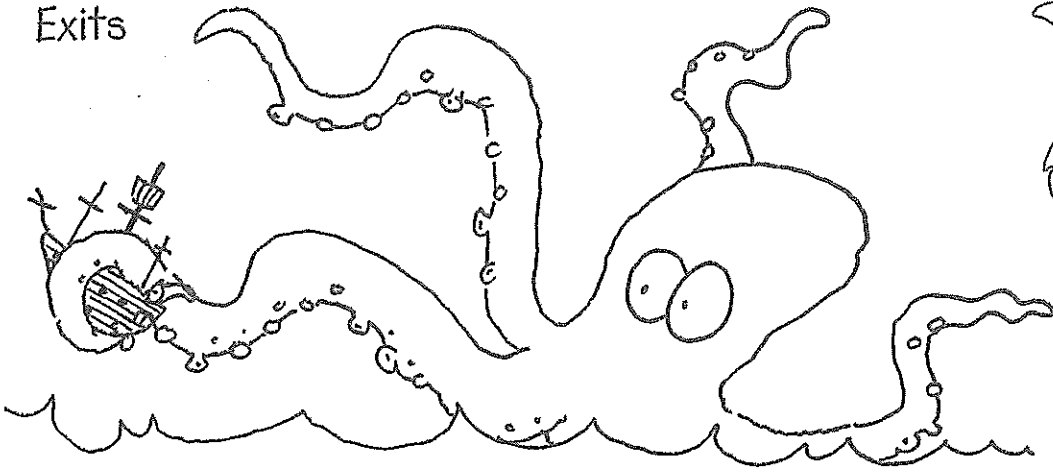
Trace these, then write your own.

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first two sets have faint 'n' characters for tracing, and the last two sets have faint 'w' characters for tracing.

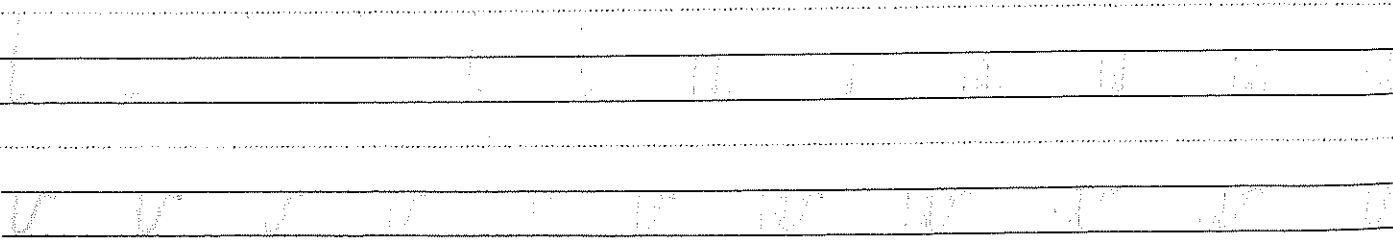
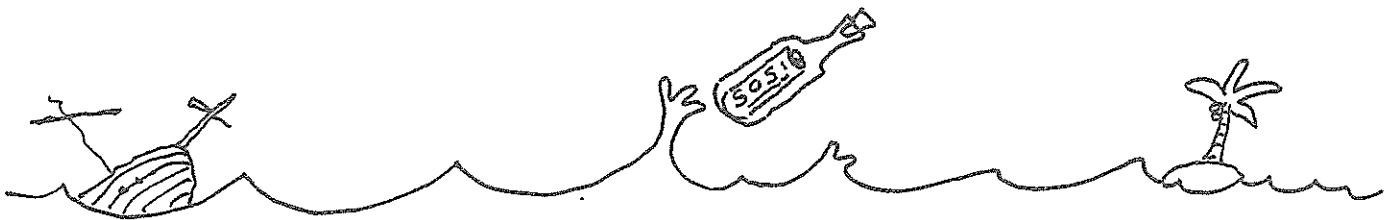
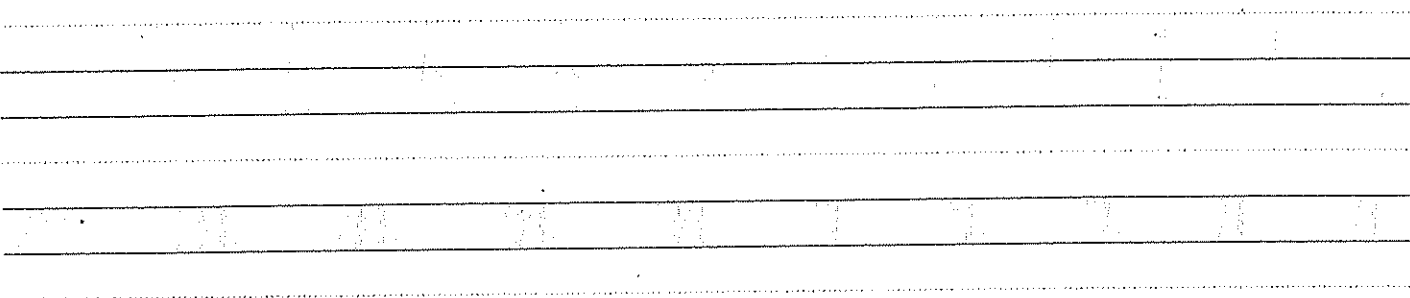
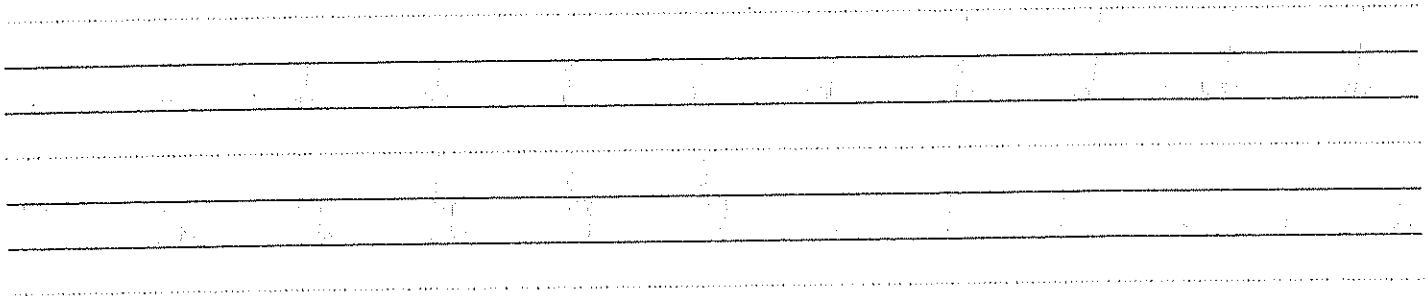




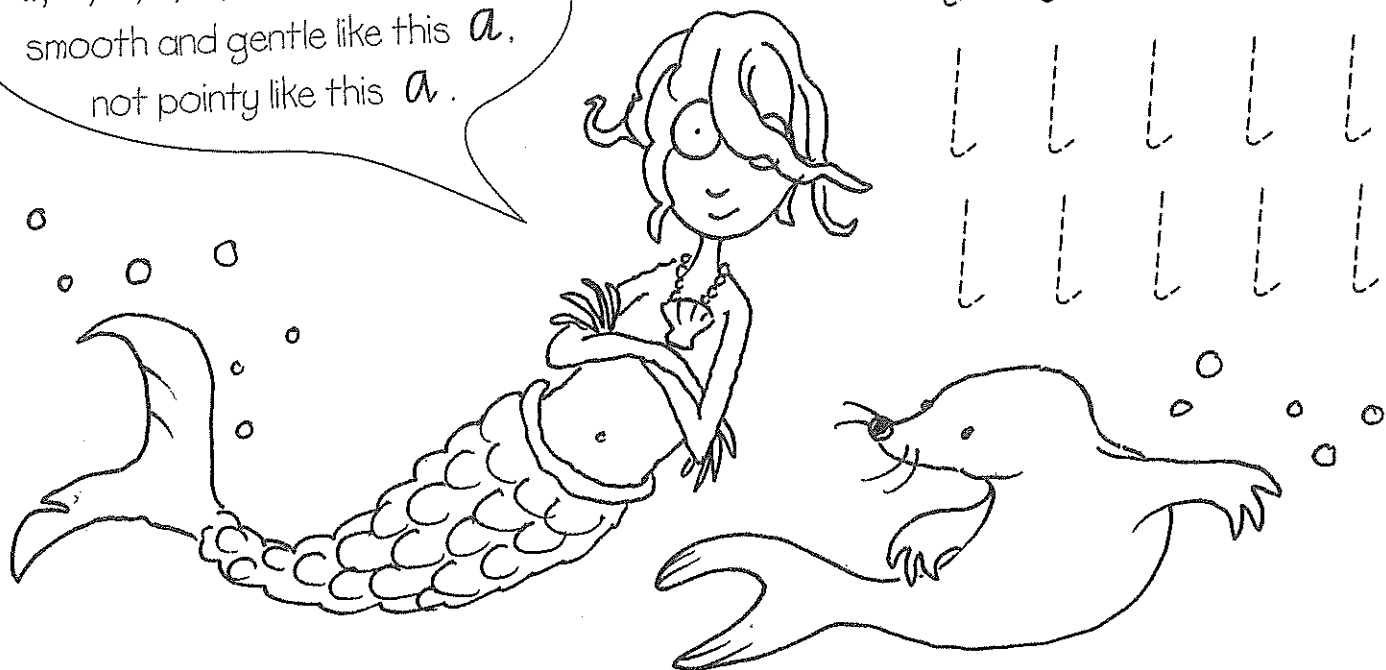
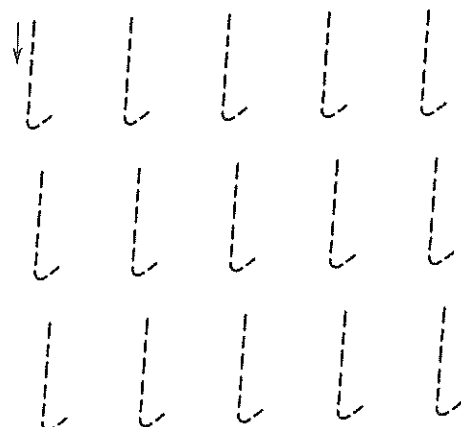
Exits



Trace these letters with exits.



Make the exit flicks on a, d, h, i, k, l, m, n, t and u smooth and gentle like this a. not pointy like this a.

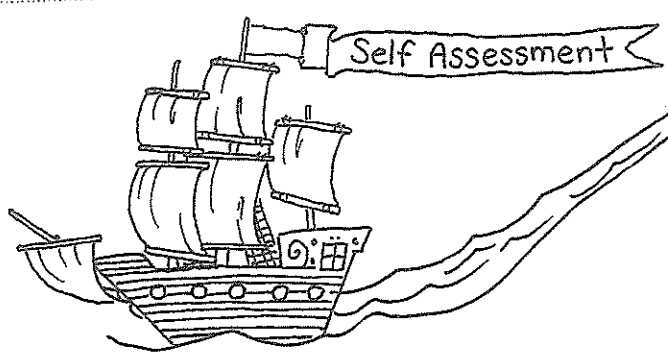


Here are some kinds of pirate treasures. Trace, then copy.

silver conch shells weapons gold

ivory velvet spices silk rubies

pieces of eight sapphires

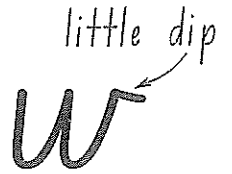


Tick the letters that have smooth exit flicks. Circle your best one.

# Exits



The exits on *v*'s and *w*'s are a bit different. They make a little dip from a top point.

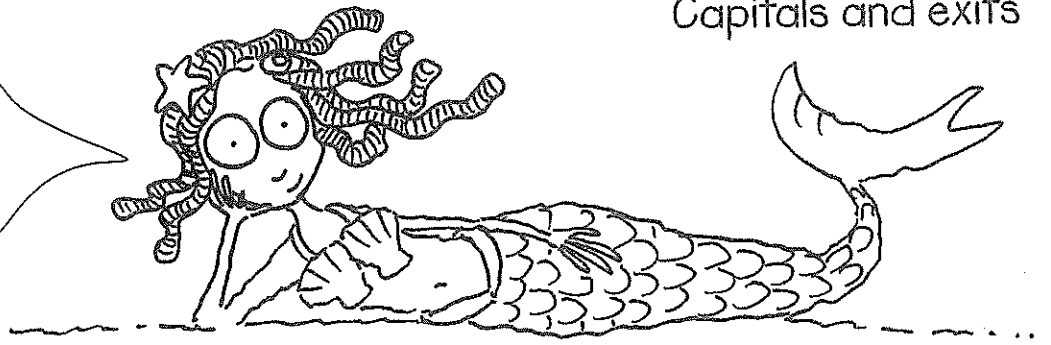


Rewrite the passage below. Add exit flicks to the letters that need them.

Pirates are thieves who sail the seas looking for vessels to steal from. They hold up the ship's crew using guns, knives and other weapons. They steal whatever treasures are on board.

Handwriting practice lines consisting of multiple sets of horizontal lines with a dashed midline for letter height guidance.

Capital letters  
don't have exit flicks  
because they don't  
join up to other  
letters.



Trace and copy the names of places pirates sailed to.

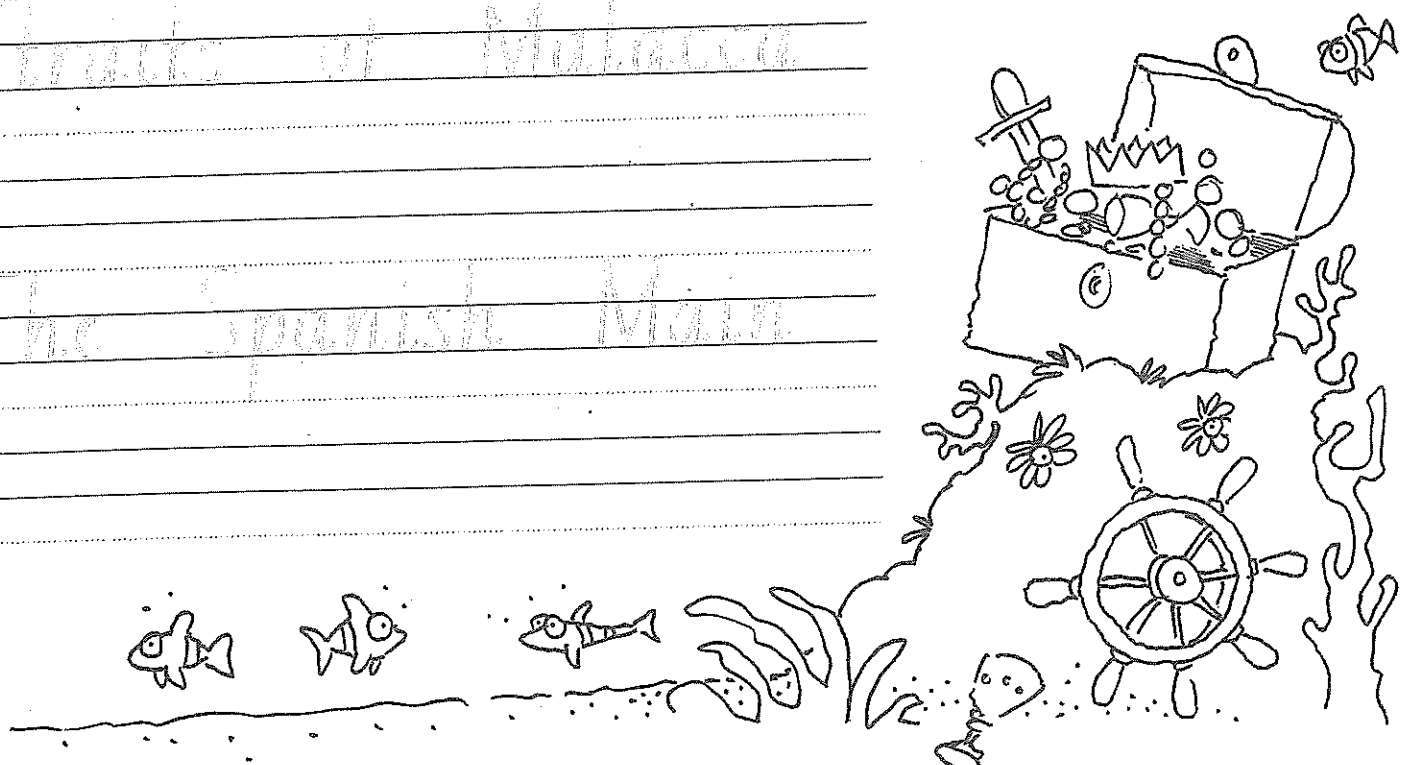
Indian Ocean Arabian Sea

Jamaica South China Sea

Cape of Good Hope India

Straits of Malacca

The Spanish Main



# Exits

Trace and copy.



They swam in the sea.

They swam in the sea.

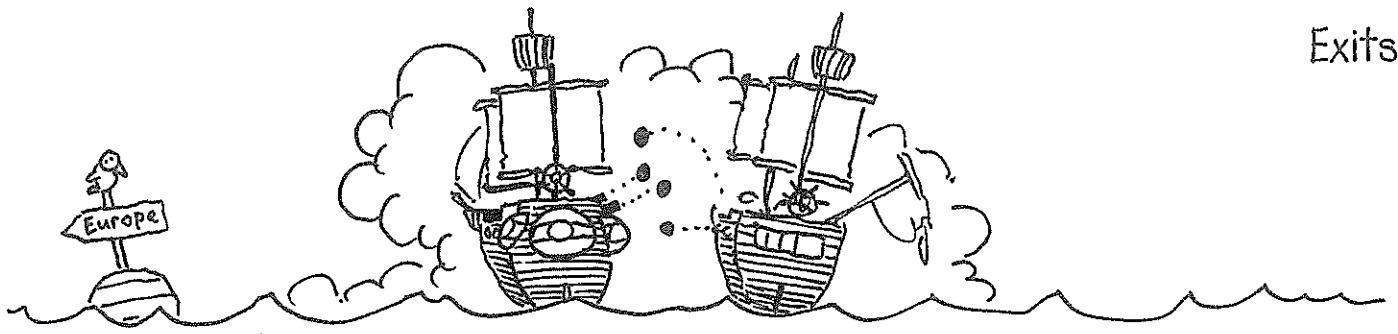
They swam in the sea.

They swam in the sea.

They swam in the sea.

They swam in the sea.

They swam in the sea.



Trace and copy.

The pirates raided the ships on

their way back to Europe, too.

But these ships usually carried

spices, silk, tea and coffee,

which were harder to sell.



Put a tick ✓ next  
to your best word.

## WRITING - MONDAY

Read through the information report on platypuses below. The information is all jumbled up. Use different coloured pencils/highlighters to find information on the following:

### **Classification, Habitat, Diet, Reproduction**

Use this information to complete the graphic organiser by placing information into the correct boxes. You will then use your graphic organiser over the next few days to write an information report on platypuses.

### PLATYPUSES

Platypuses are semi-aquatic animals that live both on land and in water. They swim in creeks and rivers and make burrows on the banks of the stream.

A baby platypus is called a puggle. They feed on their mother's milk. Female platypuses don't have nipples so the baby feeds on its mother's skin or fur to get the milk.

Platypuses are only live in Australia. They are found close to the east coast and in Tasmania.

They are carnivorous animals that eat insects, tadpoles and crustaceans.

Platypuses are a special kind of mammal called a monotreme. Monotremes are mammals that lay eggs.

The platypus hunts for food by diving into the water and using senses in its bill to find food. They turn over rocks with their bills and grind the food up in their mouths as they don't have any teeth.

The female platypus lays eggs in her burrow. She incubates the eggs for two weeks before they hatch.

## GRAPHIC ORGANISER:

Classification (what type of animal it is):



## PLATYPUSES

Habitat (where they live):

Diet (what they eat):

Reproduction (about their babies):







## **WRITING - WEDNESDAY**

Using your graphic organiser you completed, continue writing your information report using the following subheadings:

**Diet**

**Reproduction**

Remember to write in full sentences and use correct sentence punctuation You will continue to write your information report tomorrow.

**Diet**

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**Reproduction**

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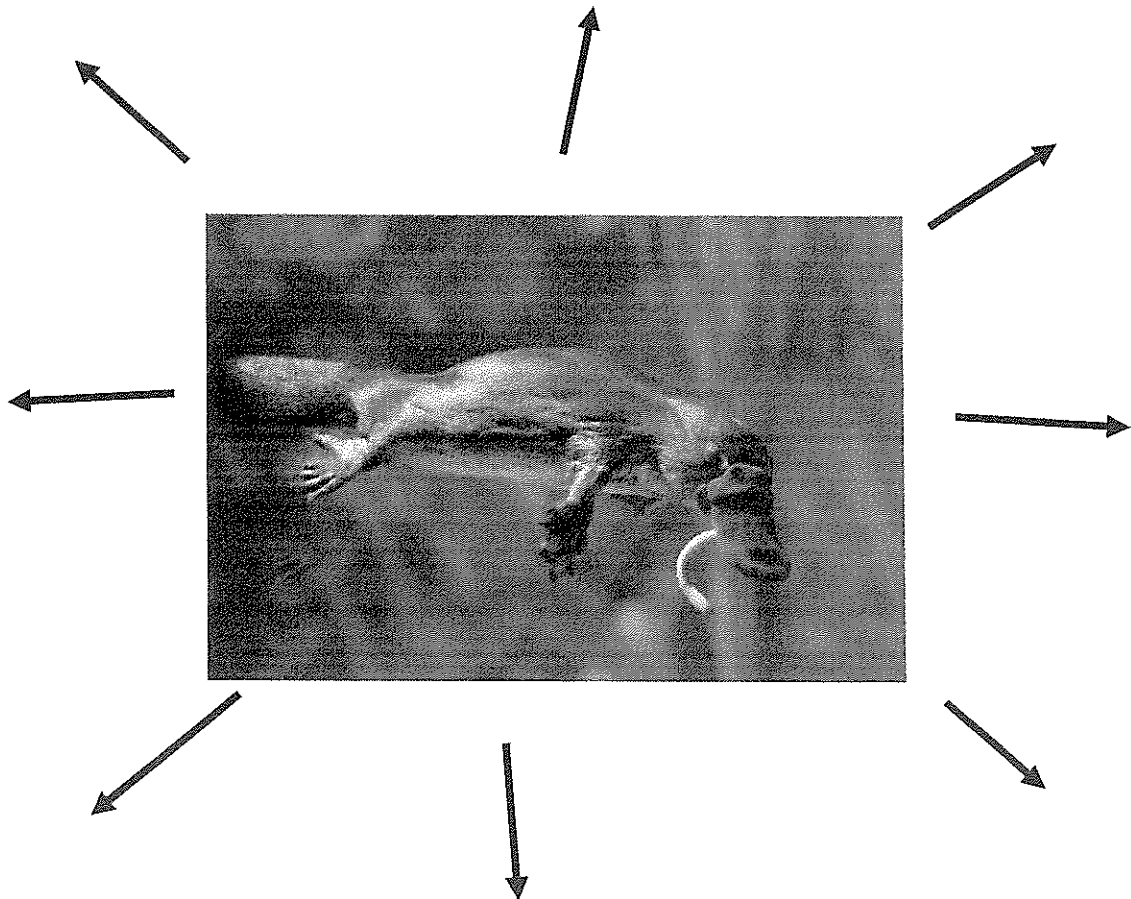
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## WRITING - THURSDAY

Using this picture of a platypus, create a brainstorm of a platypus' appearance (eg. Webbed feet). Then, using this brainstorm, write a paragraph on **Appearance** of the platypus. Remember to write in full sentences and use correct sentence punctuation.

(Here are some key words you may want to include: webbed feet, thick fur, rubbery duck-like bill, flat furry tail, small eyes)



## Appearance

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## **WRITING - FRIDAY**

Have one of your parents or older siblings to check your work.

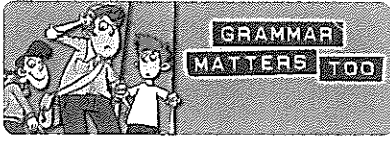
Did you have any spelling mistakes?

Did you miss some punctuation?

Can you use more descriptive words?

Once your work has been checked, edit using a different colour and try to improve your information report.

Can you draw a picture to go with each of your paragraphs?



## Direct Speech

To show direct speech, we use speech marks. They can also be called quotation marks. We use speech marks to show when someone is talking.

Remember to put speech marks around the words being said.

Start each piece of speech with a capital letter.

Punctuate the speech before you close the speech marks.

Start a new line for each speaker.

**Add speech marks to the following sentences (The first one is done for you):**

The Mouse and the Lion

*e.g. "Got you!" Roared the lion. "Now I'm going to eat you up."*

Please don't eat me, squeaked the mouse.

Why ever not? Demanded the lion.

You never know, I may be able to help you some day.

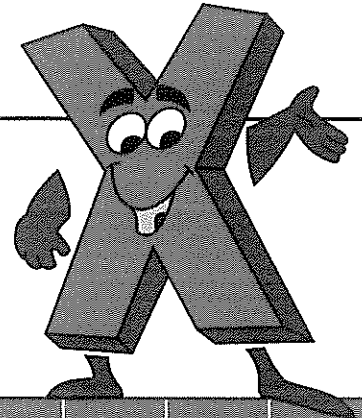
You, a tiny mouse? How could you help me? Queried the great beast.

Who can say when you may just need a friend? whispered the mouse.

Now that you've had some practice, finish the story adding some dialogue of your own:

Name: \_\_\_\_\_

## Multiplication Table



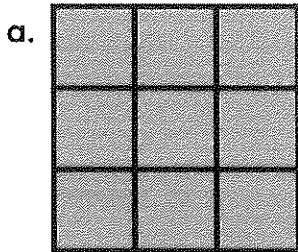
Help Multiplication MaX fill in the multiplication table below.

	0	1	2	3	4	5	6	7	8	9	10	11	12
0											0		
1					4								
2													24
3							18						
4			8										
5									40				
6												66	
7	0												
8										72			
9		9											
10						50							
11								77					
12				36									

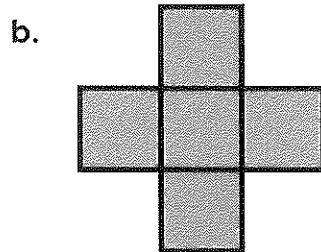
Name: \_\_\_\_\_

## Area of a Shape

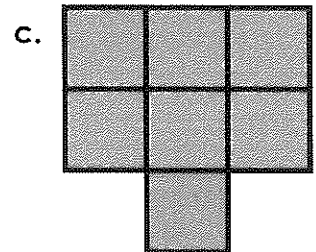
Find the area of each shape by counting the **square centimeters (cm<sup>2</sup>)**.



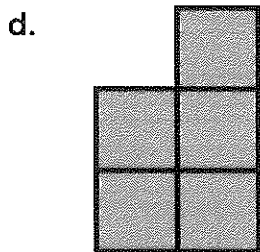
\_\_\_\_\_



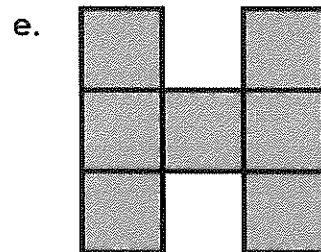
\_\_\_\_\_



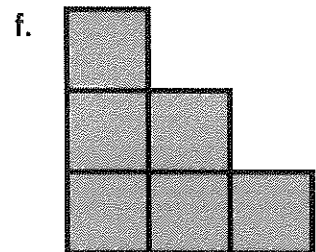
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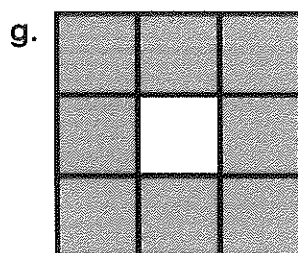
\_\_\_\_\_



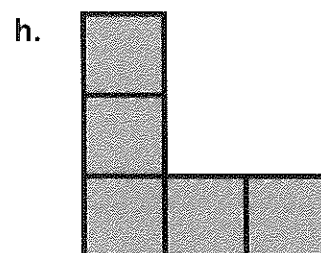
\_\_\_\_\_



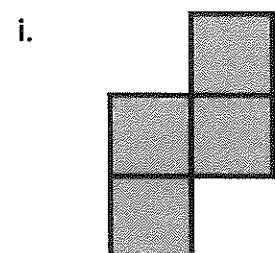
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# Area

## Objective:

In this lesson, students will draw the letters of their first name on graph paper. Then they will find the area of each letter.

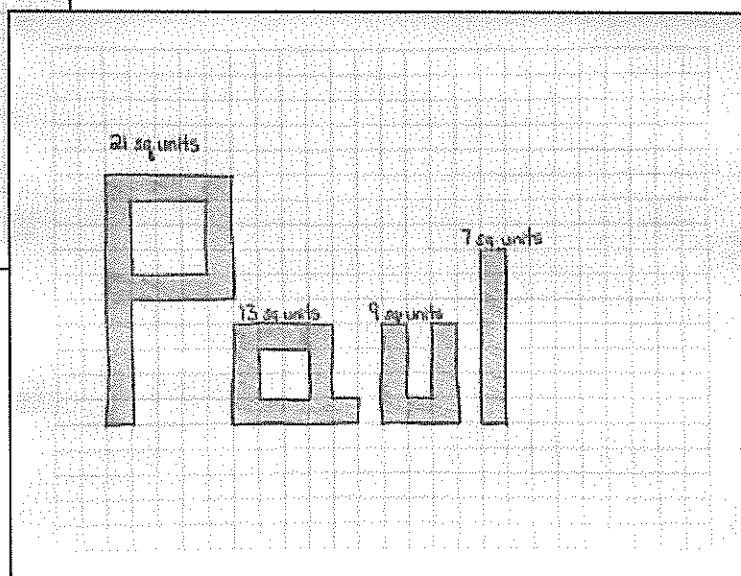
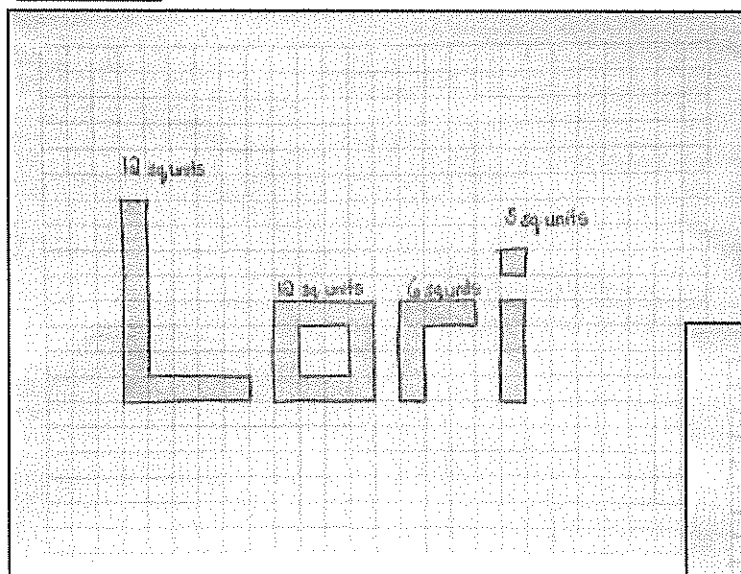
## Materials:

- 1 sheet of graph paper (page 2 of this file)
- crayons or markers
- pencil

## Procedure:

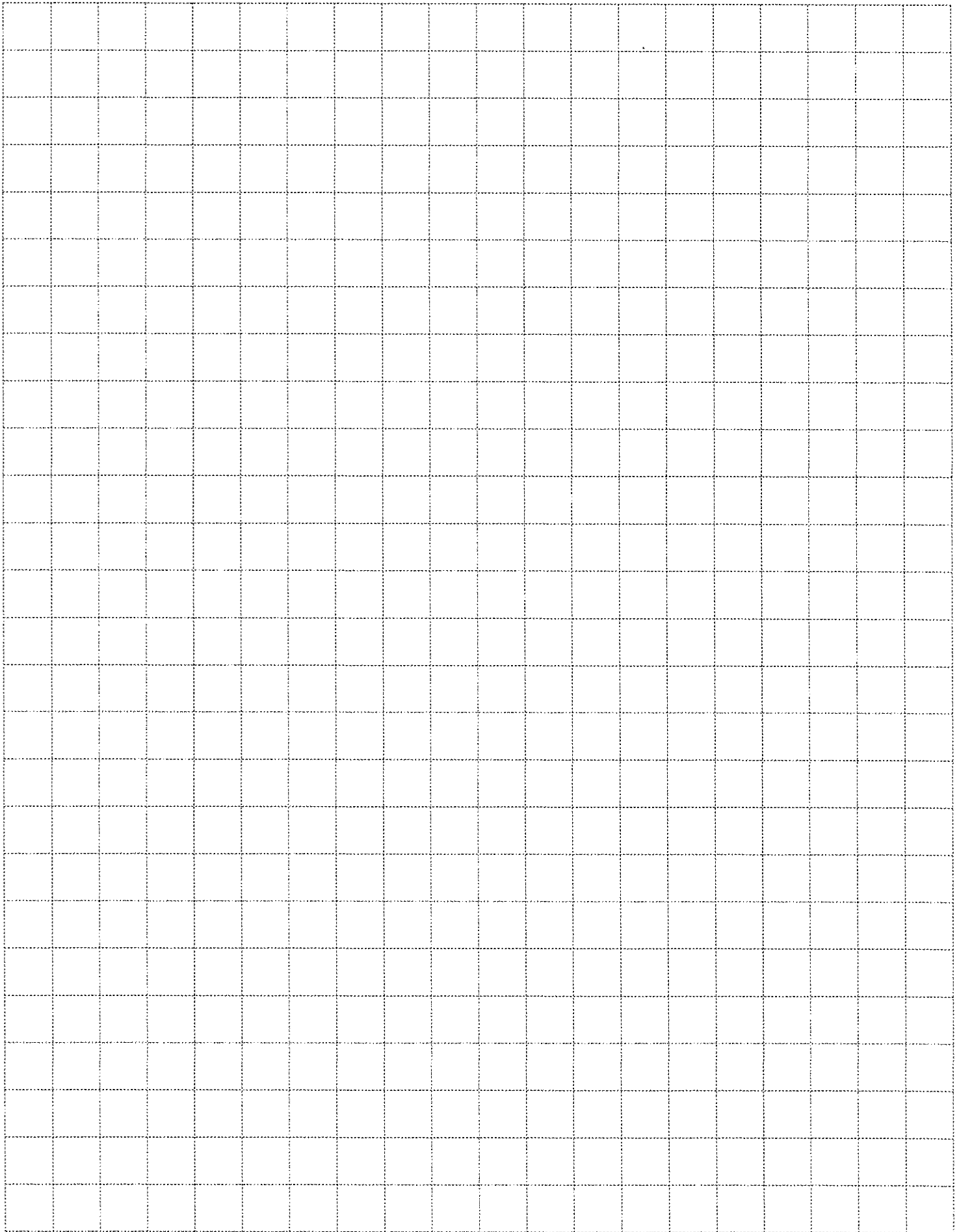
- Students draw their name on the graph paper and color the letters.
- Students then write the area of each letter. Be sure they include "sq. cm", "cm<sup>2</sup>", or "sq. units".

## Examples:



## Lesson Tips:

- You may want to have students cut out their "area names" to display around the classroom. Leave one blank square all the way around the letters.
- You may also have students write the perimeter of each letter if you have already taught or are teaching perimeter.



Name: \_\_\_\_\_

# Fact Family Street

Use addition and subtraction to fill in the fact family living in each house.

a.

13  
+, -  
8 5

8	+	5	=	13
5	+	8	=	13
13	-	8	=	5
13	-	5	=	8

b.

6  
+, -  
4 2

	+		=	
	+		=	
	-		=	
	-		=	

c.

16  
+, -  
9 7

	+		=	
	+		=	
	-		=	
	-		=	

d.

8  
+, -  
6 2

	+		=	
	+		=	
	-		=	
	-		=	

e.

4  
+, -  
4 0

	+		=	
	+		=	
	-		=	
	-		=	

f.

11  
+, -  
8 3

	+		=	
	+		=	
	-		=	
	-		=	

g.

12  
+, -  
9 3

	+		=	
	+		=	
	-		=	
	-		=	

h.

7  
+, -  
6 1

	+		=	
	+		=	
	-		=	
	-		=	

i.

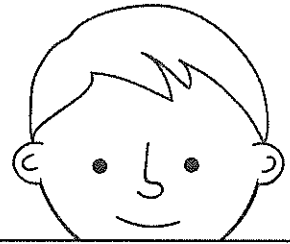
12  
+, -  
7 5

	+		=	
	+		=	
	-		=	
	-		=	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Number of the Day



Word Form:

Numeral Form:  
**125**

**ODD**

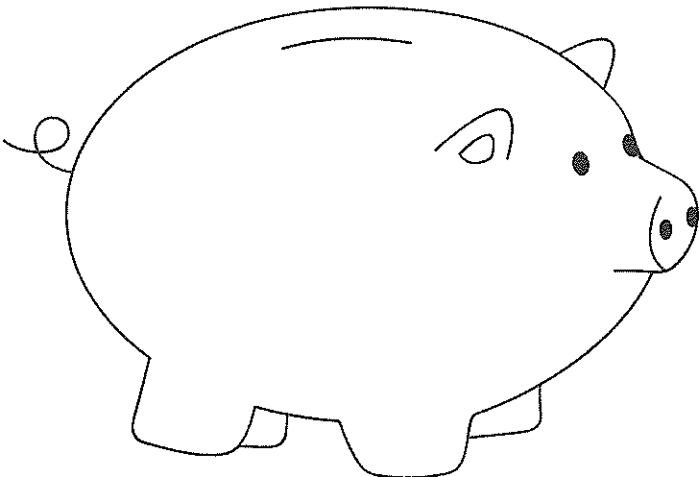
OR

**EVEN**

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:  
>

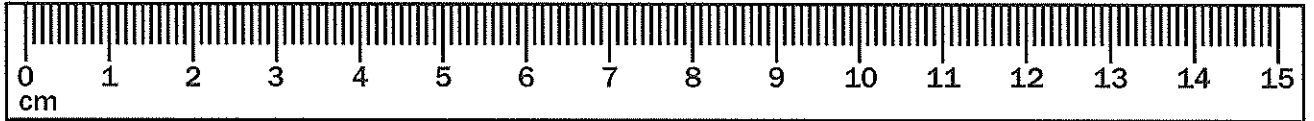
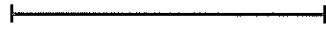
Less than:  
<

Name: \_\_\_\_\_

## Measuring Centimetres

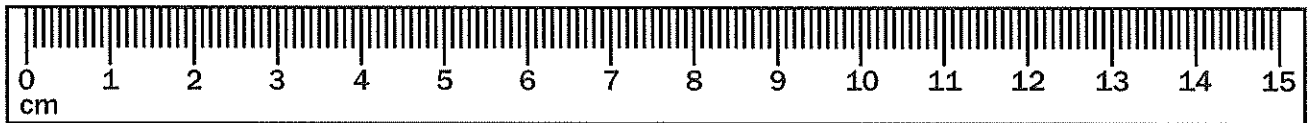
Measure each object with the ruler shown. Round to the nearest centimetre

a.



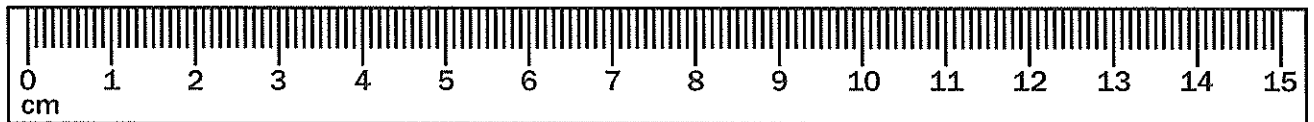
\_\_\_\_\_

b.



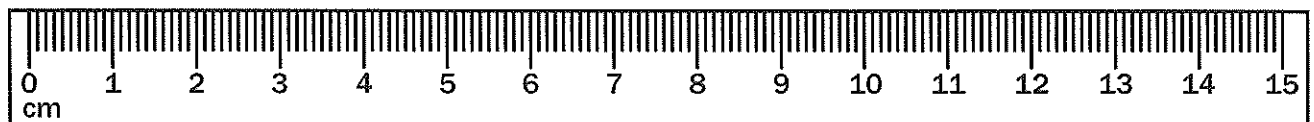
\_\_\_\_\_

c.



\_\_\_\_\_

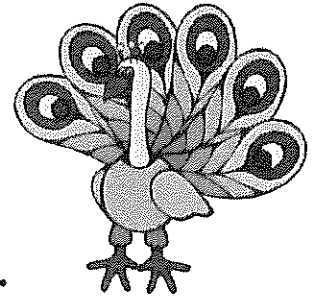
d.



\_\_\_\_\_

Name: \_\_\_\_\_

## Number Patterns



Write the numbers that come next.

1.

1, 3, 5, 7, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

2.

2, 4, 6, 8, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

3.

24, 34, 44, 54, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

4.

3, 6, 9, 12, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

5.

35, 40, 45, 50, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

6.

11, 22, 33, 44, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

7.

9, 19, 29, 39, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

Name: \_\_\_\_\_

## Number Patterns

1. Examine the number pattern below.

**104, 113, 122, 131, 140 ...**

Write the next three numbers in the pattern. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How do you know which numbers came next?

---

---

2. Examine the number pattern below.

**331, 316, 301, 286, 271 ...**

Write the next three numbers in the pattern. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How do you know which numbers came next?

---

---

3. Examine the number pattern below.

**890, 780, 670, 560, 450 ...**

Write the next three numbers in the pattern. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How do you know which numbers came next?

---

---

Name: \_\_\_\_\_

## Solids and Polygons

Write the name of each shape.

### Word Bank

(You will not use all of the words)

octagon

pentagon

hexagon

rectangle

parallelogram

triangle

square

trapezoid

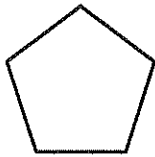
cylinder

rectangular prism

cube

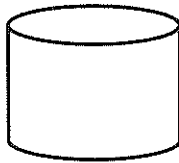
sphere

1.



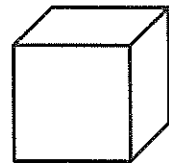
\_\_\_\_\_

2.



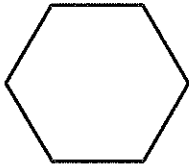
\_\_\_\_\_

3.



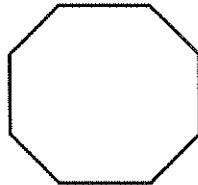
\_\_\_\_\_

4.



\_\_\_\_\_

5.



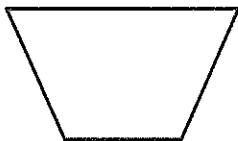
\_\_\_\_\_

6.



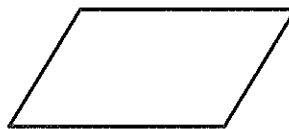
\_\_\_\_\_

7.



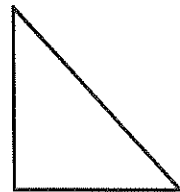
\_\_\_\_\_

8.



\_\_\_\_\_

9.



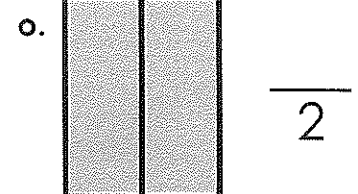
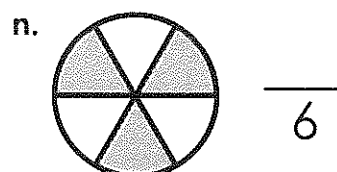
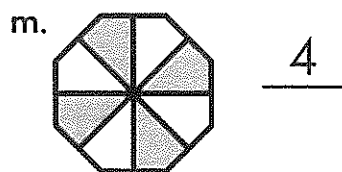
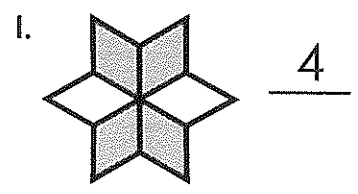
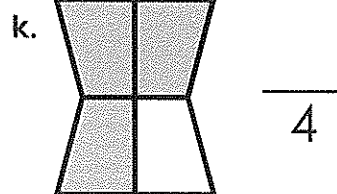
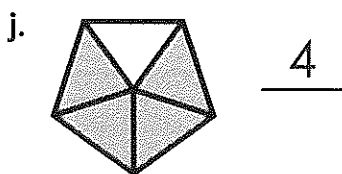
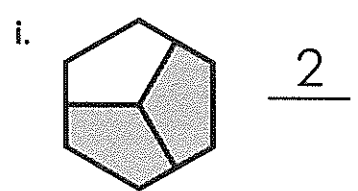
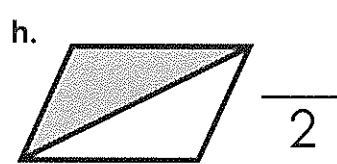
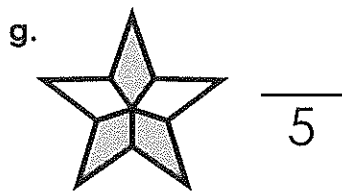
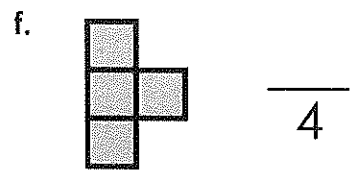
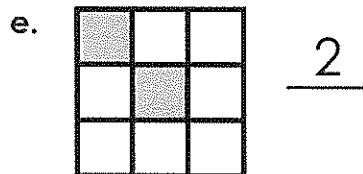
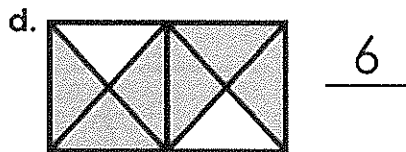
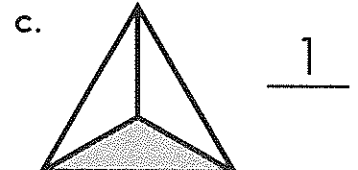
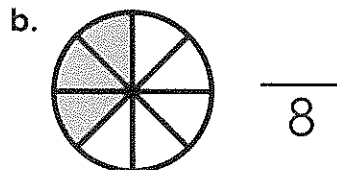
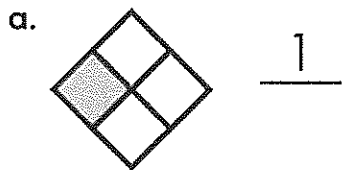
\_\_\_\_\_



Name: \_\_\_\_\_

# Fractions

What fraction of each shape is shaded?  
Write the missing numerator or denominator for each.



Name: \_\_\_\_\_

## Tally Chart

Christina surveyed her classmates to find out their favorite subjects in school. She made a tally chart to record the results.

SUBJECT	COUNT
Math	
Reading	
Writing	
Science	
Geography	



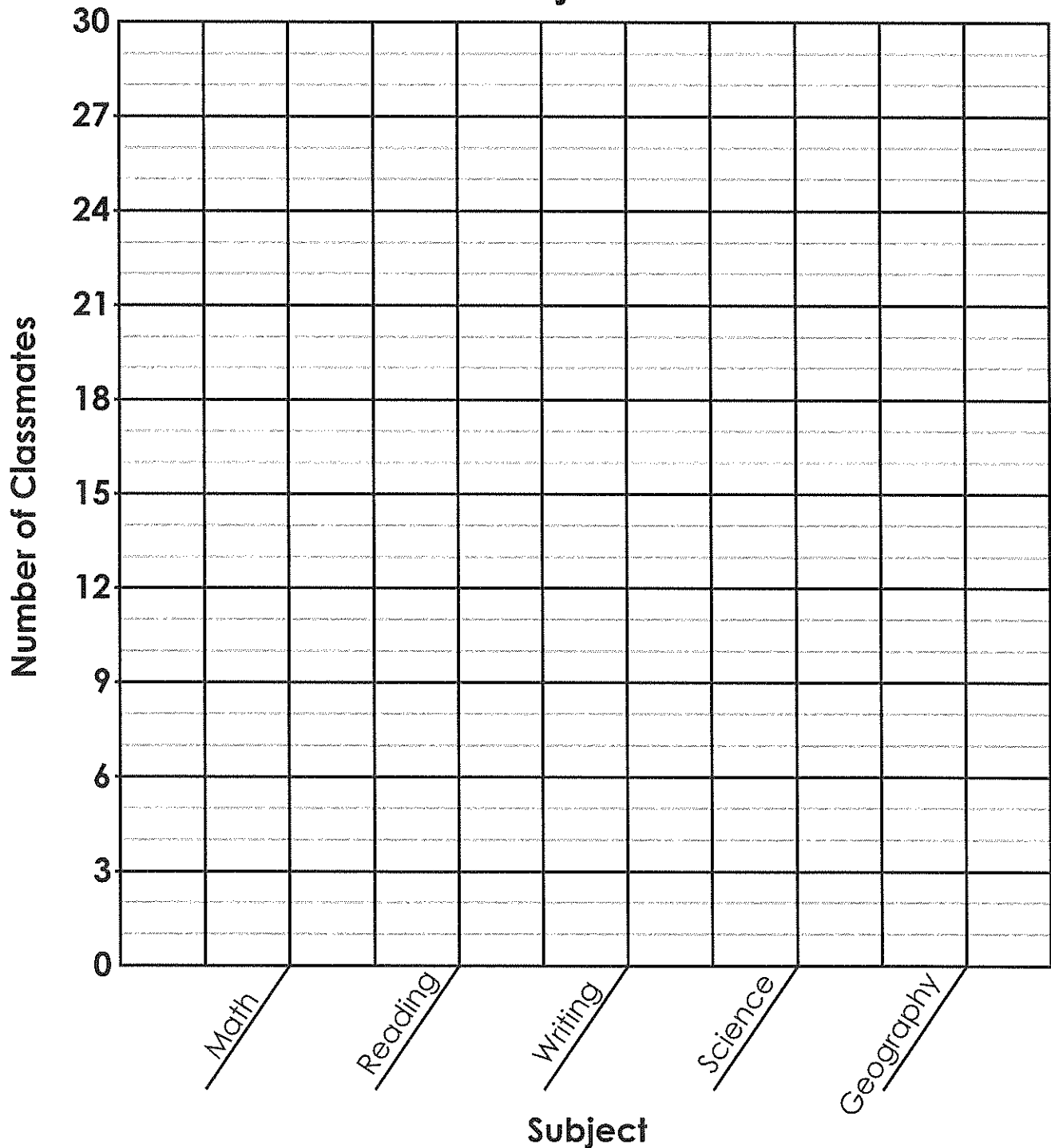
1. How many of Christina's classmates chose Geography as their favorite subject?  
\_\_\_\_\_
2. How many more students chose Reading than Writing?  
\_\_\_\_\_
3. Did more students choose Reading or Geography?  
\_\_\_\_\_
4. Which subject had the most votes?  
\_\_\_\_\_

Name: \_\_\_\_\_

# Bar Graph

Complete the bar graph to show the results of the "Favorite Subject" survey on the previous page. Use a different color for the bar for each subject. Imagine what your classmates would answer if you are not online.

## Favorite Subject in School



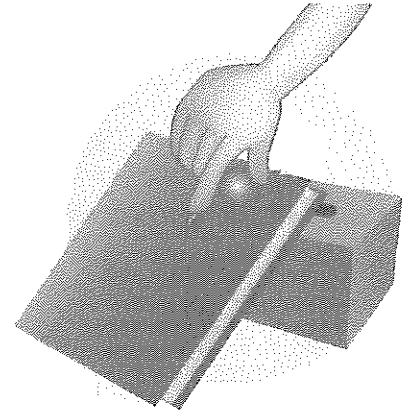
# Science

## The Effect of Friction on Different Surfaces

Answer predictions before conducting the experiment.

### Materials:

- tissue box
- rigid textbook
- a small ball
- smooth surface (kitchen or family room)
- carpeted surface
- large beach towel
- driveway surface
- grassed surface
- tape measure



### Method:

- 1 Place the tissue box on the smooth surface and lean the textbook on it to create a ramp. Leave a clear space ahead of the ramp.
- 2 Roll the ball down the ramp (without any force applied) and wait until it comes to a complete stop.
- 3 Use the tape measure to measure the distance the ball travelled.
- 4 Record your results.
- 5 Repeat steps 1–4 using the carpet, beach towel, driveway and grass in the place of the smooth surface.

### Predictions

- 1 On which surface will the ball travel the furthest?
2. On which surface will the ball travel the shortest distance?

### Observations

3. Fill in the table below.

Surface	Distance ball travelled
smooth surface	
carpet	
beach towel	
asphalt /driveway	
grass	

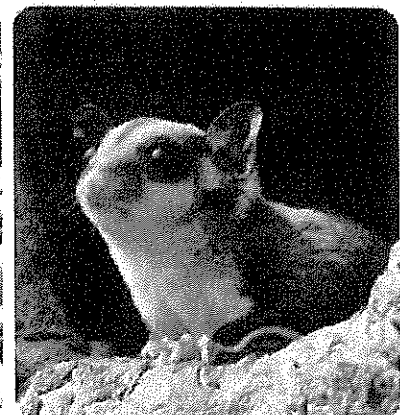
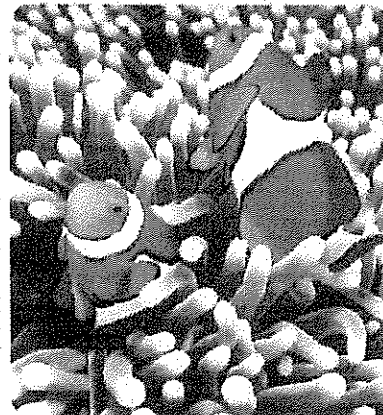
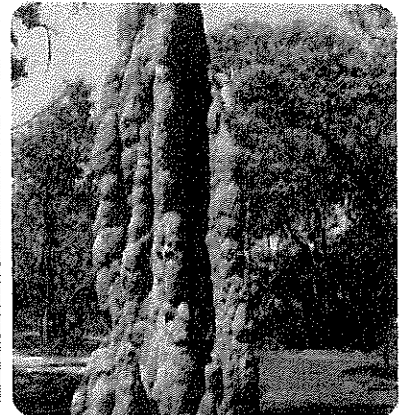
### Results:

4. The ball travelled the furthest on the \_\_\_\_\_ surface.
5. The ball travelled the least distance on the \_\_\_\_\_ surface.

# How do animals rely on the natural environment to survive?

A habitat is a place where something lives. It is also the place that has the specific things there that they need to survive.

1 Use the clues from the photos to complete the sentences about Australian animals and their habitats. The missing words are listed below.



Quokkas live on \_\_\_\_\_ in WA where they are not hunted and they can eat plenty of rich grasses and plants.

Sugar gliders live in groups, in the trunks of \_\_\_\_\_ where they can eat the sap, bark and flowers.

\_\_\_\_\_ live in anemones on the Great Barrier Reef where they are protected from bigger fish and can eat the algae that lives there.

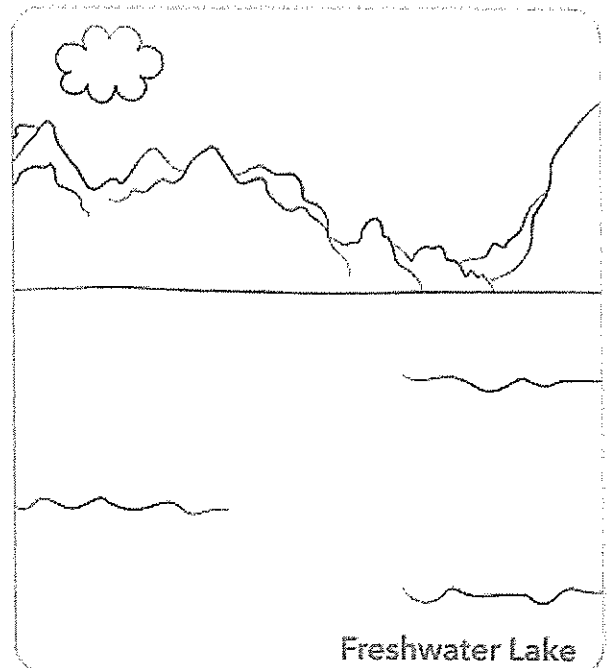
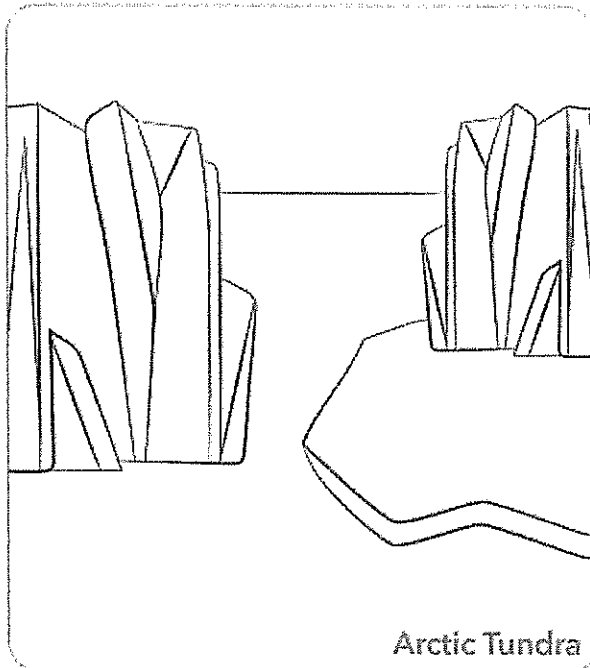
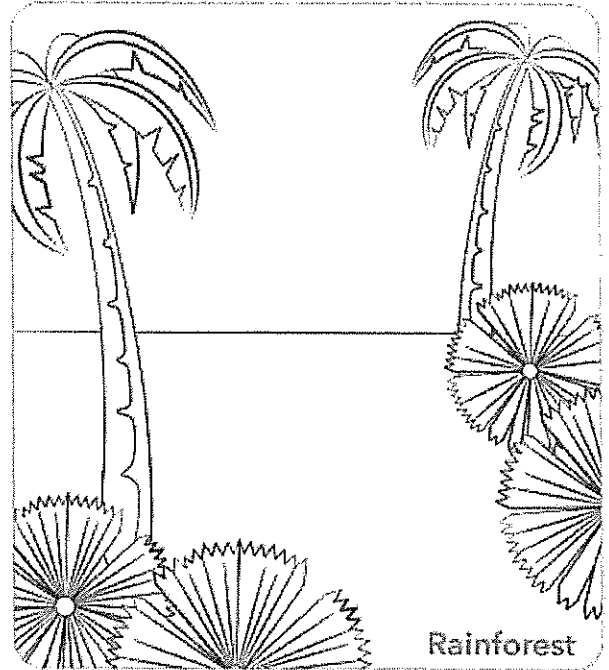
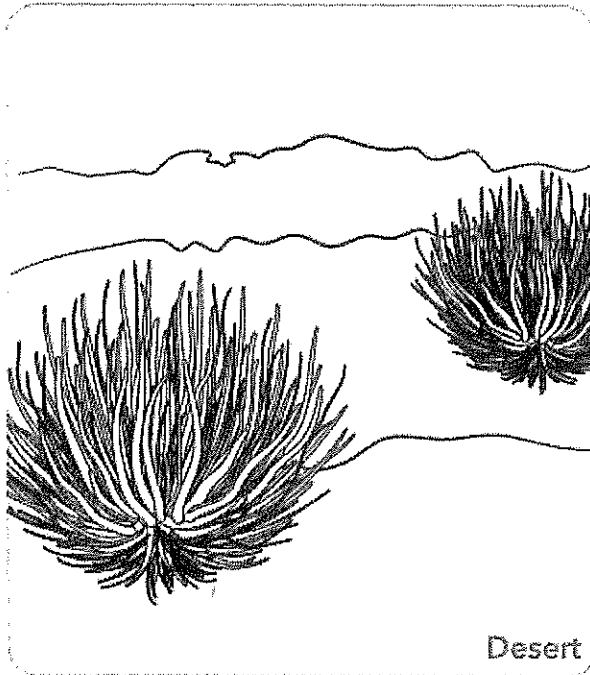
\_\_\_\_\_ live in burrows where they can escape the heat of the day in the cool dirt.

Termites use their own saliva to build giant mounds in the \_\_\_\_\_.

Hermit crabs live in \_\_\_\_\_ to protect their soft bodies.

- wombats
- Rottnest Island
- trees
- shells
- desert
- Clownfish

2 Many animals can share the same habitat. Look at the vegetation zones below and draw or label the listed animals in their correct habitat.



polar bear  
arctic fox  
seal  
whale

pelican  
turtle  
pond snail  
red kangaroo

tree frog  
kingfisher  
butterfly  
green tree python

dingo  
bilby  
thorny devil  
red kangaroo

Animals need food, water, oxygen and a safe home to live in. The habitat they live in provides all of these. Most animals also have other specific needs that only their particular habitat will provide.

3

Read the following pieces of information about some specific needs of animals and how their habitat provides it to them.

## Bowerbird facts for kids

Kids Encyclopedia Facts

**Bowerbirds** are the bird family **Ptilonorhynchidae**. The family has 20 species in eight genera. Bowerbirds are most known for their unique courtship behaviour, where males build a structure and decorate it with sticks and brightly coloured objects. The function of this courtship ritual is to attract a mate. The bowerbirds have a "female choice" mating system.

The bowerbirds have an Austro-Papuan distribution, with ten species endemic to New Guinea, eight endemic to Australia and two found in both. Their distribution is mainly in the tropical parts of New Guinea and northern Australia, though some species extend into central, western and southeastern Australia. They occupy a range of different habitats, including rainforest, eucalyptus and acacia forest, and shrublands.



*Ommatokoila elongata* is a **30 mm (1.2 in) long pinkish-white parasitic copepod**, frequently found permanently attached to the corneas of the Greenland shark and Pacific sleeper shark. The parasites cause severe visual impairment, but it is thought that the sharks do not rely on keen eyesight for their survival.

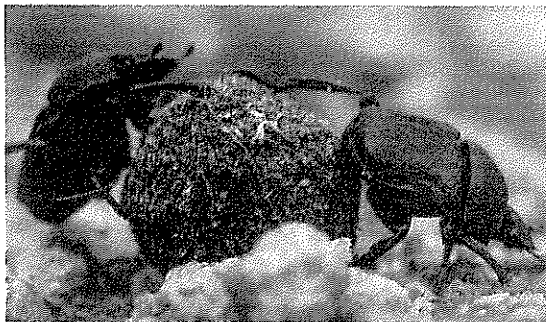




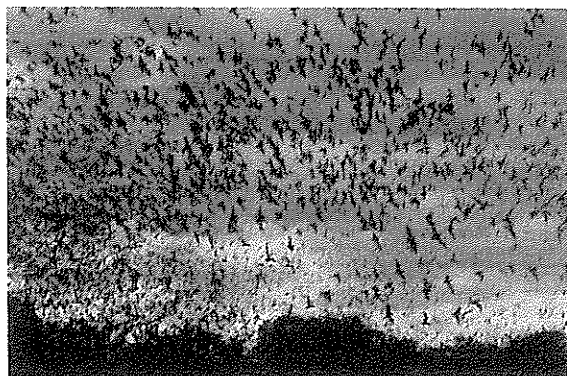
**Golden jellyfish** isolated in Jellyfish Lake have lost their sting. Jellyfish are known for drifting to and fro at the whim of ocean currents—but not all species are so passive. The millions of golden jellyfish that pack Palau's Jellyfish Lake spend much of their lives on the move during a daily migration that follows the sun's arc across the sky.



**Leafcutter ants** are often seen in lines, bringing pieces of leaves back to the nest. The leaves are used to feed fungus, which is grown by the ants in a special 'fungus garden' in the nest. This fungus provides food for the colony. The fungus can't survive without the ants, and the ants can't survive without the fungus. This is known as a 'symbiotic relationship'.



**Dung beetles** do just what their name suggests: they use the manure, or dung, of other animals in some unique ways! These interesting insects fly around in search of manure deposits, or pats, from herbivores like cows and elephants. Dung beetles come in a variety of colours, from dull and glossy black to



**Bats of Bracken** - A group of bats is called a colony. Every March or April, Mexican Free-tailed bats (*tadarida brasiliensis*) migrate up to 1,000 miles from their winter home in Mexico to this cave, where they raise their young. Soon after they arrive, each mother gives birth to one pup. As many as 500 baby bats live crammed into one square foot of space, and all those bodies create nice warm temperatures to keep them cozy and comfortable.

They use their sense of smell to tell which pup is theirs when it is time for the babies to nurse. The cave, a quiet place in winter, teems with life all summer—and not just with bat residents. Bat poop, called guano, soon covers the floor, providing food for tiny organisms like bacteria and fungi. When the adult bats leave the cave at night to feed, they are helping humans. They eat tons of insects in a single night, including many pests that eat farmer's crops. And they get rid of mosquitoes, too. metallic green and red.



4

Using the information that you have just read, match these animals with the unusual things that they need to survive.

...need to live near humans so they can collect coloured rubbish to decorate their nests.

Bower birds

...need to live in the deep ocean where they can feed on Greenland shark's eyeballs.

Ommatokoita shrimp

...live in most habitats where animals are found because they eat, lay eggs, and build their homes in animal dung.

Golden jellyfish

...live in the Amazon where they can make a local tasty fungus grow on the leaves they collect.

Leaf cutter ants

...feed on the millions of insects that come out at night in this area.

Bats of Bracken in Texas

...live only in a lake on an island in the Pacific where they need to chase the sun that shines on the lake each day.

Dung beetles

5

Do you know of an animal that relies on its habitat to survive? Write about it below.

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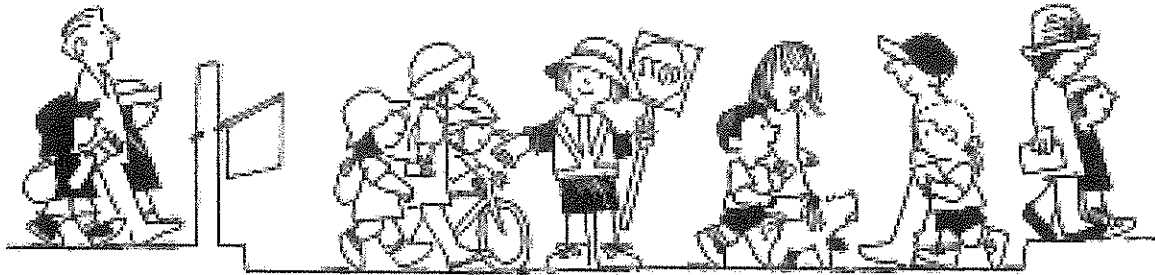
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# Safe Places to Cross the Road



1. Fill in the blank spaces using the words from below the box.

The safest place to cross the road is at any marked crossing. If there is no \_\_\_\_\_ crossing, the safest place will be any \_\_\_\_\_ where you can see cars and car drivers can see you clearly. The traffic \_\_\_\_\_ is constantly \_\_\_\_\_, therefore the safest place to \_\_\_\_\_ the road can \_\_\_\_\_. Never assume that \_\_\_\_\_ will stop because you are on a \_\_\_\_\_ crossing. Remember to take \_\_\_\_\_ because cars don't always \_\_\_\_\_.

- care
- change
- changing
- cross
- environment
- marked
- pedestrian
- stop
- place
- traffic

2. Describe two safe places to cross the road in your local area:

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3. What could change to make these two safe places unsafe?

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4. Describe two unsafe places to cross in your local area:

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5. I can make my pedestrian behaviour safe if I

STOP! What for? \_\_\_\_\_

LOOK! What for? \_\_\_\_\_

LISTEN! What for? \_\_\_\_\_

THINK! What about? \_\_\_\_\_

Worksheet 5

**Pedestrian Scenario Cards**

<p>A father and his three children (aged 3, 5 and 7) want to cross the road. How can they do this and still hold hands?</p>	<p>My baby brother's stroller is a bit hard to push so Mum can't let go of the handles. How do I make sure that I stay safe?</p>
<p>My Dad, sister and I have gone to pick up Auntie Marg from the railway station. Dad is carrying one of Auntie Marg's suitcases and Auntie Marg is carrying the other. Whose hand or what can I hold to stay safe?</p>	<p>On the way to the shops, my sister and I hold Mum's hands, but when Mum has her hands full of shopping bags this is not possible. What can I do to stay safe?</p>
<p>My Mum, Dad, sister Nina and I have cleaned out our cupboards. We have four bags full of old things that we have to carry from our car, through the car park, to the collection bin. How should we do this? What should we be looking out for?</p>	<p>Our school is a short walk from our house. My sister Adele and I hold hands with our older brother Aaron, all the way there. Last week Aaron had to carry a project to school. What do you think we did to keep safe when crossing the road?</p>
<p>My friends, Dannie, Sarah and Jen, have come to visit and we have decided to walk to the park with my mum. What should we do to cross the road safely?</p>	<p>My friends and I like to play tag in my backyard. What should they do to keep safe when they walk home?</p>
<p>My younger brother Ben sometimes refuses to hold our hands when we walk to school. What can I do to encourage him to do the safest thing?</p>	<p>My big sister and I take our dogs, Spike, Silky and Buster, for a walk every evening. How can we hold the dogs' leads and still cross the road safely?</p>