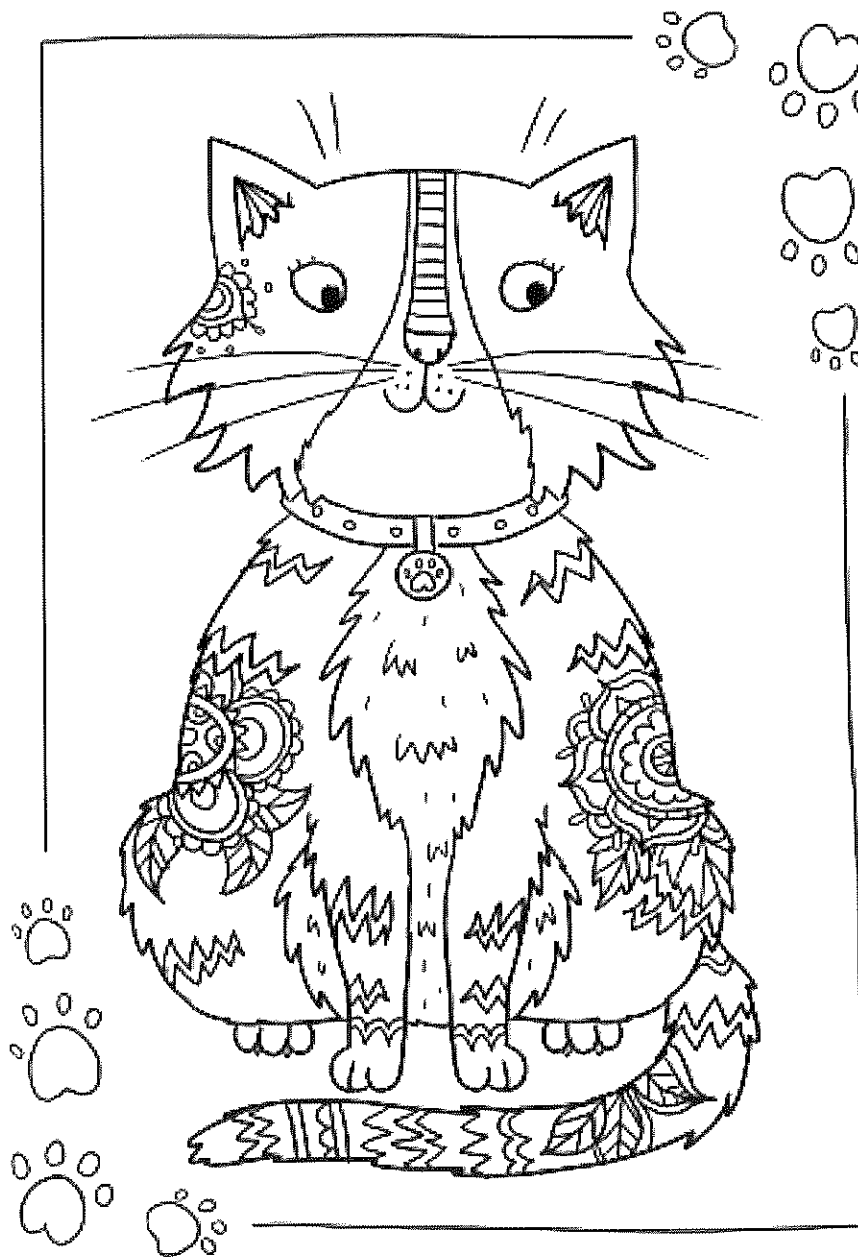


# Year 3

# Workbook

Week 2, Term 4



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

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



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## Year Three

### Continuity of Learning – Working at Home Program, Term 4 – Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<b>Task:</b> Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)	<b>Task:</b> Help hang out the washing.	<b>Task:</b> Set the table for breakfast.	<b>Task:</b> Wash up the dishes after breakfast.	<b>Task:</b> Help with some gardening.



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<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check) <b>Task 2: Complete Activity-</b> Write 10 of your tricky spelling words in sentences. <b>Task 3: Reading</b> Complete the comprehension in the workbook. <b>Task 4: Writing - Fractured Fairy Tales</b> - list settings found in well-known fairy tales. - use the table to list what the setting prompt picture (take from Hansel and Grettle) looks like, sounds like, feels like and smells like. - use this table to write a setting description of the prompt picture and attempt to use vocab adjective words (dingy, obscure, illuminated, incandescent, tranquil). <b>Task 5: Complete Reading Eggs</b></p>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check) <b>Task 2: Complete Activity-</b> Bubble writing- Write your list out in bubble writing.  <b>Task 3: Reading</b> Complete the comprehension in the workbook. <b>Task 4: Writing - Fractured Fairy Tales</b> - use the table to list what the setting prompt picture (take from Jack and the Beanstalk) looks like, sounds like and feels like. - use this table to write a setting description of the prompt picture and attempt to use vocab</p>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check) <b>Task 2: Complete Activity-</b> Write your list words in alphabetical order. A to Z <b>Task 3: Reading</b> Read a book from your home library or watch a book reading from Storyline Online.  <b>Task 4: Reading</b> Complete the comprehension in the workbook. <b>Task 5: Grammar</b> <b>Synonyms and antonyms</b> A synonym is a word whose meaning is the same or nearly the same as another word. An antonym is a word that means the opposite of another word. Complete the antonym and synonym activities in your workbook.</p>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check) <b>Task 2: Complete Activity-</b> Make your own find-a- word for 15 (or more) of your spelling words. Ask a sibling or grown up to find the words. Mark their work! <b>Task 3: Writing - Fractured Fairy Tales</b> - choose a setting from one of the pictures or choose your own setting from a fairy tale. Use the table to list what the setting prompt picture looks like, sounds like, feels like and smells like. - use this table to write a setting description of the prompt picture and attempt to use vocab adjective words (dingy, obscure, illuminated, incandescent, tranquil).</p>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check) <b>Task 2: Complete Activity-</b> Choose your two favourite colours. Write out your spelling words with the two colours- one for vowels (a, e, i, o, u) and one for consonants. E.g. <b>crow</b> <b>Task 3: Reading</b> Read a book from your home library or log in to Get Epic.  <b>Task 4: Journal Writing</b> Use the sentence recipe to write some sentences or a short story based on the prompt picture. </p>	<p><b>English</b> <b>Task 1: Spelling</b> Write your weekly spelling list (look, cover, write, check) <b>Task 2: Complete Activity-</b> Choose your two favourite colours. Write out your spelling words with the two colours- one for vowels (a, e, i, o, u) and one for consonants. E.g. <b>crow</b> <b>Task 3: Reading</b> Read a book from your home library or log in to Get Epic. <b>Task 4: Journal Writing</b> Use the sentence recipe to write some sentences or a short story based on the prompt picture. <b>SENTENCE RECIPE:</b></p>
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		<p>adjective words (dingy, obscure, illuminated, incandescent, tranquil).</p> <p>Task 5: Complete Reading Eggs</p> 	<p>Task 6: Complete Reading Eggs</p> 	<p>Complete the comprehension in the workbook.</p> <p>Task 5: Complete Reading Eggs</p> 	<p><b>Character, what they are doing</b> what is around them.  <b>EXAMPLE:</b> The curious girl danced towards the tree home as a magical butterfly came to say hello.</p> <p>Task 5: Reading        Complete the comprehension in the workbook.</p> 
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Break	Movement and Fruit Break	Movement and Fruit Break	Movement and Fruit Break	Movement and Fruit Break	Movement and Fruit Break	Movement and Fruit Break						
<b>Middle</b>	<p><b>Game of catch</b></p> <p><b>Speaking and Listening</b> Listen to the podcast of the latest News Time presentation. Retell the news item to someone in your family.</p> 	<p><b>Bounce a tennis ball on a tennis racket.</b></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>Use a Hula Hoop.</b></p> <p><b>Speaking and Listening</b> Listen to the weekly podcast of Noisy By Nature. Retell the news items to someone in your family.</p>  <p><b>NOISY BY NATURE</b></p>	<p><b>Put out some buckets as markers and run around them. Time yourself.</b></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>THE SQUIZ KIDS</b></p>	<p><b>Complete laps around your backyard. Time yourself.</b></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>Mathematics</b> <b>Task 1 - Data</b> <b>Picture Graphs</b> If you can, watch the video by clicking the link below. <a href="#">Picture graphs   Measurement and data   Early Math   Khan Academy - YouTube</a> Complete the activity sheets on picture graphs. Collect your own data and create a picture graph. You can choose anything you</p>	<p><b>Mathematics</b> <b>Task 1 - Data</b> <b>Picture Graphs</b> If you can, watch the video by clicking the link below. <a href="#">Picture graphs   Measurement and data   Early Math   Khan Academy - YouTube</a> Complete the activity sheets on picture graphs. Collect your own data and create a picture graph. You can choose anything you</p>	<p><b>Mathematics</b> <b>Task 1 - Data</b> <b>Picture Graphs</b> If you can, watch the video by clicking the link below. <a href="#">Picture graphs   Measurement and data   Early Math   Khan Academy - YouTube</a> Record some mini-beast data in your workbook using tally marks. There are many different ways we can represent data. One way is in a picture graph. Create a picture graph using the data</p>	<p><b>Mathematics</b> <b>Task 1 - Data</b> <b>Picture Graphs</b> If you can, watch the video by clicking the link below. <a href="#">Picture graphs   Measurement and data   Early Math   Khan Academy - YouTube</a> Record some mini-beast data in your workbook using tally marks. There are many different ways we can represent data. One way is in a picture graph. Create a picture graph using the data</p>	<p><b>Mathematics</b> <b>Task 1 - Data</b> <b>Picture Graphs</b> If you can, watch the video by clicking the link below. <a href="#">Picture graphs   Measurement and data   Early Math   Khan Academy - YouTube</a> Record some mini-beast data in your workbook using tally marks. There are many different ways we can represent data. One way is in a picture graph. Create a picture graph using the data</p>	<p><b>Mathematics</b> <b>Task 1 - Data</b> <b>Picture Graphs</b> If you can, watch the video by clicking the link below. <a href="#">Picture graphs   Measurement and data   Early Math   Khan Academy - YouTube</a> Record some mini-beast data in your workbook using tally marks. There are many different ways we can represent data. One way is in a picture graph. Create a picture graph using the data</p>	<p><b>Mathematics</b> <b>Task 1 - Data</b> <b>Picture Graphs</b> If you can, watch the video by clicking the link below. <a href="#">Picture graphs   Measurement and data   Early Math   Khan Academy - YouTube</a> Record some mini-beast data in your workbook using tally marks. There are many different ways we can represent data. One way is in a picture graph. Create a picture graph using the data</p>



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you collected and answer the 4 questions below the graph.

### Task 2

Complete your Mathematics activities for today.



### Task 3 - Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **14**.

want, the decision is yours.

Some possibilities include favourite colours, types of plants in your yard, or cars in your street.

### Task 2

Complete your Mathematics activities for today.



### Task 3 - Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **77**.

### PE- Hopping

Practise hopping by following the pictures.



Choose 4-6 options for people to choose from and tally your results before you graph your results.

Complete the activity on two-way tables.

### Task 3

Complete your Mathematics activities for today.



### Task 4 - Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **175**.



### Task 3 - Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **208**.



### Task 3 - Optional

Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **61**.

### CAPA - Music

1. Read the information about percussion instruments in your workbook.

2. Watch the video about the percussion family if you can!

[https://www.youtube-nocookie.com/embed/F2kTeUxIQsA?autoplay=1&iv\\_load\\_policy=3&loop=1&modestbranding=1&playlist=F2kTeUxIQsA](https://www.youtube-nocookie.com/embed/F2kTeUxIQsA?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=F2kTeUxIQsA)



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		<p><b>Activity: Traffic lights (Hopping):</b></p> <ol style="list-style-type: none"> <li>1. Make 15 coloured posters: 5 x Green, 5 x Red, 5 x Yellow.</li> <li>2. Lay the posters flat in any order, on a large area in your backyard or inside your house.</li> <li>3. Line up along a starting line and practise hopping to the other end of the space. If you land on any of the colours, you have to follow the new hopping rule:  <u>Green light:</u> Hop on dominant foot towards the traffic light  <u>Yellow light:</u> Hop on non-dominant foot to the next colour  <u>Red light:</u> Double speed hop to the next colour</li> </ol> <p>Time how quickly you can get to the other end of your space after stepping on all the colours.</p>			<p>The <b>Percussion</b> family</p> <p>3. Can you create a percussion instrument from recycled materials at home? Here is a video that might give you some ideas!  <a href="https://www.youtube-nocookie.com/embed/Zjk1h7uUAv0?autoplay=1&amp;iv_load_policy=3&amp;loop=1&amp;modestbranding=1&amp;playlist=Zjk1h7uUAv0">https://www.youtube-nocookie.com/embed/Zjk1h7uUAv0?autoplay=1&amp;iv_load_policy=3&amp;loop=1&amp;modestbranding=1&amp;playlist=Zjk1h7uUAv0</a></p> <p>4. Complete the musical instruments find-a-word!</p>
<b>Break</b>	<b>Lunch</b> Teach yourself to juggle in the backyard.	<b>Lunch</b> Kick a soccer ball against a wall. Count by 4's for each bounce.	<b>Lunch</b> Jump on a trampoline or skip using a rope.	<b>Lunch</b> Play a game of handball against a wall.	<b>Lunch</b> Eat outside in the fresh air and look up at the clouds.



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<p><b>Afternoon</b></p>	<p><b>Geography:</b></p> <p><b>Lesson 1: My Home is My Castle</b></p> <p><b>Focus Question:</b> How do people feel about their environment?</p>  <p>This lesson investigates the Mataranka Springs environment in the Northern Territory and The Hunter Valley region in NSW.</p>  <p>You will explore the different views of local people in these places and develop understanding of how people feel about their local</p>	<p><b>Science:</b></p> <p><b>Lesson 2: Natural Materials</b></p> <p><b>Focus Question: How do people use natural materials?</b></p> <p>In this lesson you will be focusing on natural materials and their purpose.</p> <p>You will explore the evolution of natural materials and how they are used. You will identify and describe the different ways human use natural materials.</p>  <p>Read and complete the worksheets provided.</p>	<p><b>PD/Health - Water Safety</b></p> <p><b>Task 1:</b> If you can, watch the video below about pool safety.</p> <p><a href="#">Kids Alive Cartoon - Pool Safety Adventure - Bing video</a></p> <p>Q1. Why do you think we have rules when swimming in a pool?</p> <p>Q2. Why is it important to learn CPR? (We will learn more about this next week)</p> <p><b>Task 2:</b> Look at the picture below and write down as many of the pool safety rules that you can see.</p> <p><b>Task 3:</b> Complete the spot the difference pool safety activity.</p> <p><b>Task 4:</b> Create a pool safety sign that could be used to ensure the safety of all swimmers. See the example below.</p>	<p><b>Visual Arts - Pinwheels</b></p>  <p>These look great hanging in a window, on a branch of a tree or off a veranda, as they will spin in the breeze.</p>  <p>Plain paper Make up a wash with paint or food colouring</p>	<p><b>PE- Dance</b></p> <p>Dancing follows a beat of 8 counts. 1, 2, 3, 4, 5, 6, 7, 8. You can change the style of your dance by including low movements, medium levels movements and high movements.</p>  <p><b>Task 1:</b> Add another 32 counts to your dance from last week. Or make a new dance with 32 counts. Add low, medium and high level movements to your dance. You can perform your dance to your family if you like.</p> <p><b>Task 2:</b> Complete the dance worksheet in your work booklet.</p>
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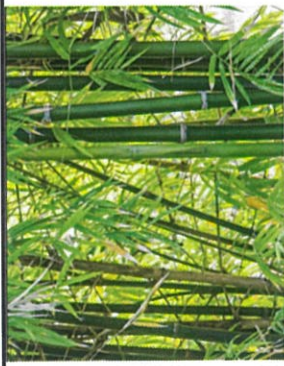
CARING

LEARNING

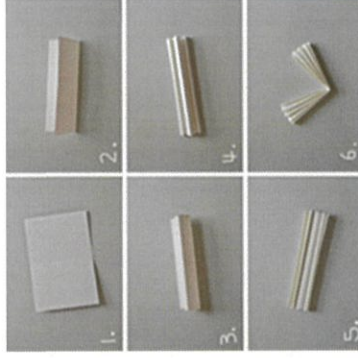
SUCCESS

environment. You will identify how these people can have differing views and reasons for these views.

Read and complete the worksheets provided.



Coloured paper, aifoil or pencils to draw patterns on white paper  
Paper glue  
String  
**To do:**  
Decorate your paper with pencils.  
Use a wash over the top of your design.  
Allow to dry.  
Fold your paper. Make sure you fold evenly with small folds.



Glue the side to join the circle.


Attach string and hang in a special place.

# Spelling List Week 2 Term 4

bridge surface sabotage  
ridge complete subsequent  
edge enough succinct  
hedge believe surgeon  
lodge question surveillance

5  20  35 

break quadruplets  
brake quadrilateral  
voice quadriplegic  
scared quadriceps  
focus quadraphonic

10  25 

quadrant natural  
quadratic processed  
quadrangle manufacture  
quadruple effective  
quadgraph purpose

15  30 



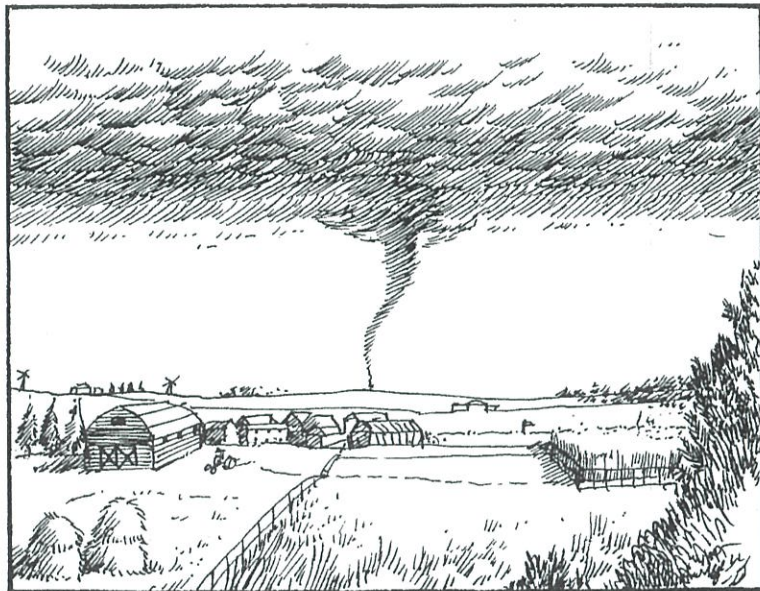
her break  
herd brake  
fern voice  
stern scared  
term focus  
herb  
verb  
nerve  
serve  
verse  
berth

**Spelling Rule:** The prefix “quad” means four of something.

# Monday

## Terrifying tornadoes

A tornado is a violent, twisting column of air. It can be seen as a dark, funnel-shaped cloud, wide at the top and narrow at the bottom. This funnel hangs down from a storm cloud. Tornadoes only do damage when the bottom of the funnel touches the ground. If they touch down where people live, they can wreck houses and toss cars — sometimes even trains — right into the air.



- ▼ Tornadoes have the fastest winds on Earth — perhaps up to 400 km/h.
- ▼ Most tornadoes only touch down for about 10 to 15 minutes.
- ▼ Tornadoes usually travel about 10 km before disappearing.
- ▼ The path of the usual tornado is only about 130 m wide.
- ▼ Tornadoes make a deafening roar as they come close, like a jet plane taking off.
- ▼ The United States has more tornadoes than any other country — about 700 a year. Most are in 'Tornado Alley' which runs up the middle of the US. Canada has about 50 tornadoes a year. They are most common in southern Manitoba and Ontario, at the end of 'Tornado Alley'.

Tornadoes are truly terrifying. Remember, though, that even in North America, nearly everybody goes through life without ever seeing a tornado, much less being hurt by one.

*by David Suzuki*

You have just read a scientific explanation about tornadoes by the famous scientist, Dr David Suzuki. Your answers to the following questions should be just as scientific by stating the facts correctly.

1 What is a tornado? \_\_\_\_\_

\_\_\_\_\_

2 If you saw a tornado, what would it look like? \_\_\_\_\_

\_\_\_\_\_

3 When is the only time a tornado does any damage? \_\_\_\_\_

\_\_\_\_\_

4 What sort of damage can it do if it touches down where people live? \_\_\_\_\_

5 Are these statements true or false? Tick the correct box.

True False

a Tornadoes sound like a jet plane taking off.

b The width of a tornado is only about 130 of your big strides.

c Tornadoes disappear after travelling for about 100 km.

d Cyclones have faster winds than tornadoes.

6 Which country has the most tornadoes? \_\_\_\_\_

7 Why do you think tornadoes cause so much damage? \_\_\_\_\_

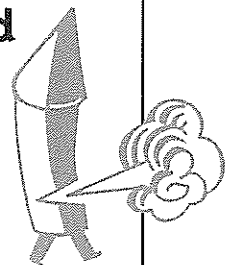
\_\_\_\_\_

\_\_\_\_\_

8 Are *your* chances of seeing a tornado:  
very high   high   low   extremely low  
Circle your answer.

**After you've finished**

Who were the famous pair sucked up in their house by a tornado while they slept?



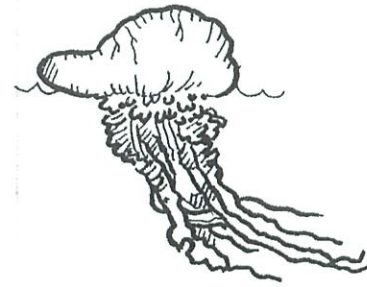
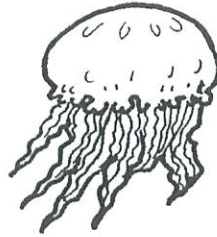
Tuesday

# Reading to save a life

What would you do if you were stung by a jellyfish or bluebottle when you were at the beach?

Could you help someone else who had been stung?

The information below tells you how the patient could look or feel after being stung and how you could help.



## Signs and symptoms

- weals, whip marks or goose pimples around the stung area
- pain in the stung area
- pain in the chest and abdomen
- backache
- nausea and/or vomiting
- weakness in the limbs
- breathing difficulty, 10 to 40 minutes after stinging

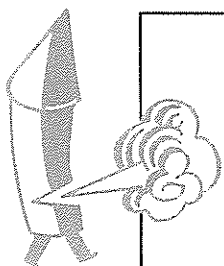
## The first aider should:

- 1 Make sure the patient is away from any further danger.
- 2 Talk calmly to the patient.
- 3 If any tentacles remain, gently pick them off with tweezers or your fingers, or wash them off with water.
- 4 Apply cold packs or crushed ice wrapped in a thin towel cloth to the stung area. Continue until the pain stops.
- 5 Do not rub the area.
- 6 Restrain the patient's hands.
- 7 Seek medical aid.

After you have read this information, answer the following questions.

David was stung on his leg by a jellyfish or bluebottle while swimming at the beach.

- 1 What would you expect to see around the part of his leg that was stung? \_\_\_\_\_
- 2 List three symptoms that David could feel after the sting.  
\_\_\_\_\_
- 3 Explain with the help of a dictionary the meanings of these words.
  - a weals \_\_\_\_\_
  - b abdomen \_\_\_\_\_
  - c nausea \_\_\_\_\_
- 4 What could happen to David 10 to 40 minutes after being stung?  
\_\_\_\_\_
- 5 If you were the first aider, what would you say to David to calm him down? \_\_\_\_\_
- 6 People used to pour vinegar on jellyfish or bluebottle stings. What would you use now to stop the pain? \_\_\_\_\_
- 7 Where do you think you could find 'crushed ice' on the beach?  
\_\_\_\_\_
- 8 Why do you think that one of the things a first aider should do is to 'restrain (or hold back) the patient's hands'? \_\_\_\_\_
- 9 Where could you go to seek medical aid on the beach?  
\_\_\_\_\_

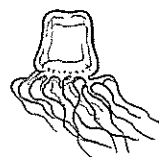


**After you've finished**

Name these dangerous sea creatures.

b \_ \_ jel \_ \_ f \_ \_ \_

st \_ \_ \_ f \_ \_ h      s \_ i \_ \_ r \_ y



# Working model – downhill skier

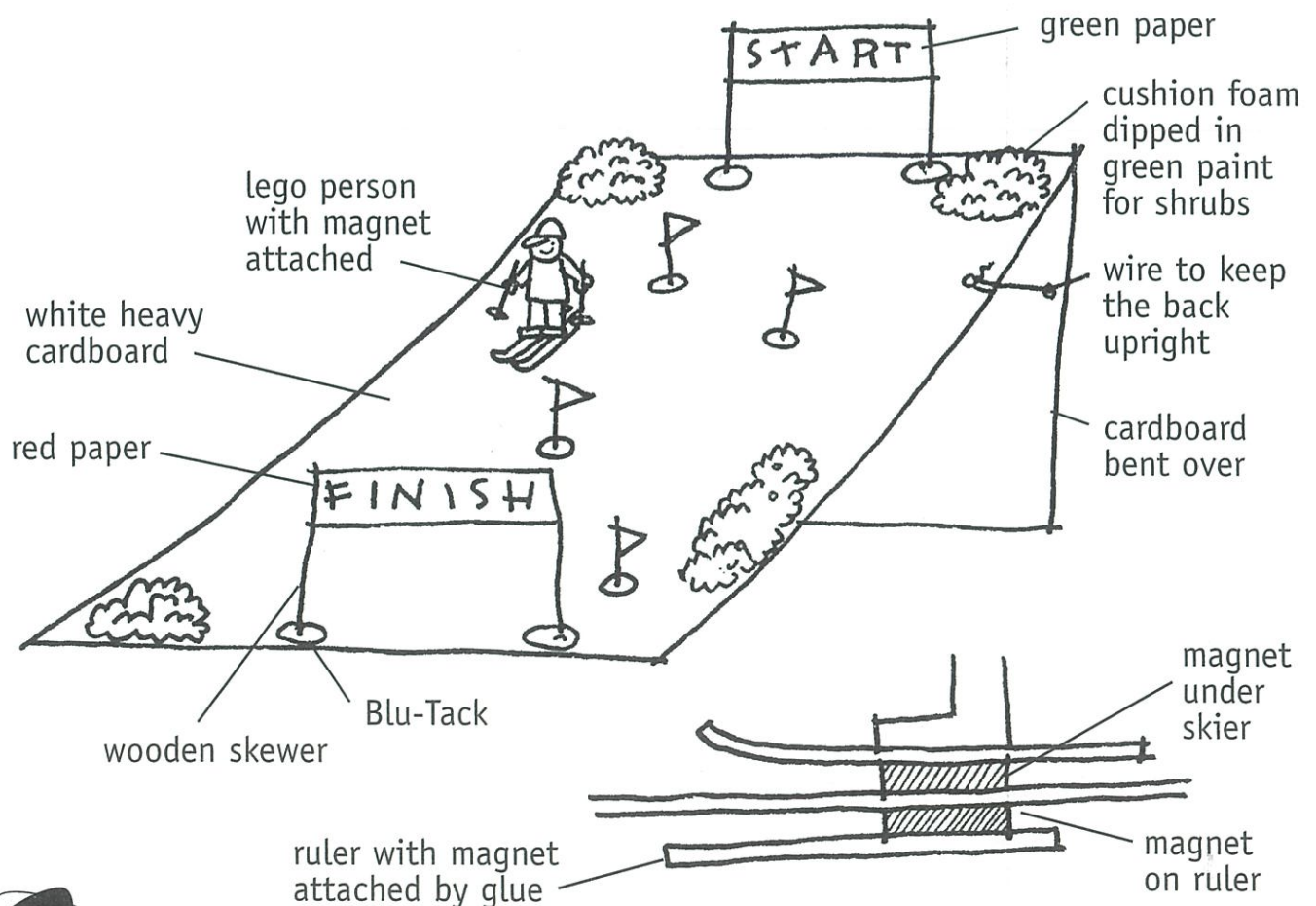
Lauren Reid, Class 3E, made the working model and entered it in the Science Day competition at her school.

She used a thick piece of white cardboard about 50 cm long and 25 cm wide which she bent over 10 cm from one end. This formed the back of the ski run.

She dotted some green shrubs around on the edges and made flags and signs out of skewers and paper, all stuck down with Blu-Tack.

Lauren made her little Lego person (with magnet attached) ski smoothly down the hill by moving the ruler (with magnet attached) under the cardboard.

This was a most popular working model and all the other children were keen to have a turn.



Lauren wrote this report about her working model.

Magnets can make things move with an invisible force. They were first discovered by Ancient Greeks, who found some rocks which had the power to attract, or pull, pieces of iron to themselves.

Today magnets are made out of steel or a mixture of metals and minerals.

Every magnet has a north-seeking and south-seeking pole. If you put the same pole of two magnets together, they will repel each other and push apart. If you put the opposite pole of two magnets together, they will attract and pull together. Like poles repel. Unlike poles attract.

Show how well you understood Lauren's report by answering the questions below:

1 Who did Lauren say were the first people to discover magnets?

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2 What are magnets made from today? \_\_\_\_\_

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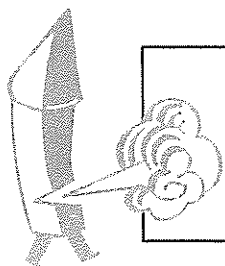
3 What happens if you put two north poles of magnets together?

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---

4 What happens if you put a north and south pole of two magnets together? \_\_\_\_\_

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### **After you've finished**

Do you have a magnet on your fridge? Why is it there? Think of some other everyday uses for magnets.



If you can answer the following questions correctly, you'll be able to make a downhill skier for yourself.

5 List the materials you would need to make your working model. (You should be able to list about eleven of them.)

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6 Explain how you would make the 'start' and 'finish' signs.

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7 How did Lauren make the shrubs? \_\_\_\_\_

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8 Lauren used round magnets about 2 cm wide. One side of the magnet had a north seeking pole and the other side was a south seeking pole.

What would she have to be very careful about when gluing the magnets onto the ruler and the skier? \_\_\_\_\_

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# Settings

## WRITING MONDAY

The setting of the story is where all the action is taking place and that it is important that the audience understands what the setting looks, sounds and feels like. It sets the scene and sometimes gives the readers clues on what may happen in the story.



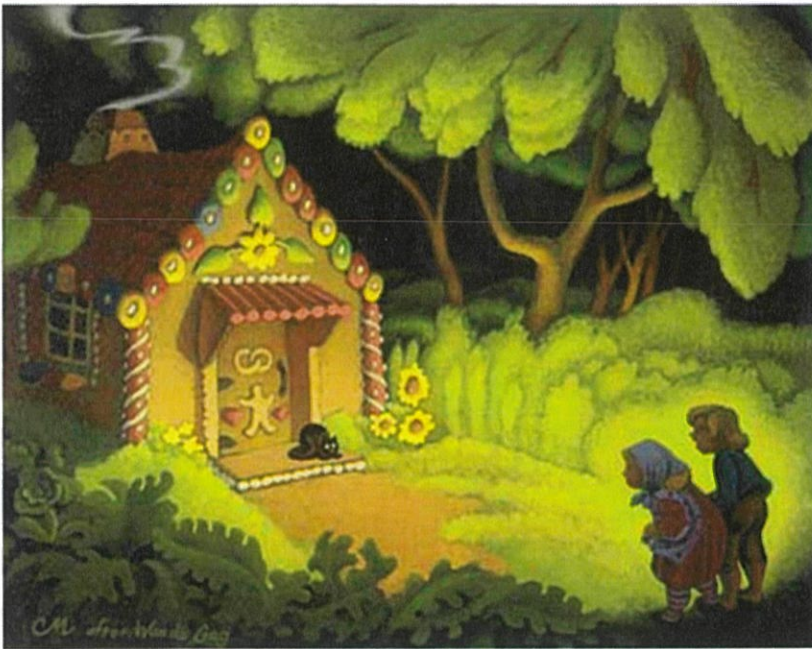
**Task 1: Think of some well-known fairy tales. Where do they take place? List some settings below.**

**For example: a palace, the enchanted woods.**


Here are some great adjectives that you may wish to include in your writing. Read the meaning of these words and an example of how to use the word in a sentence.

WORD	MEANING	USED IN A SENTNCE
dingy	dark, gloomy and unattractive	<i>The boy stepped into the <u>dingy</u> room.</i>
obscure		

	Concealed, kept from being seen or discovered	<i>As the troll entered the castle, he saw an <b>obscure</b> door in the corridor.</i>
illuminated	Lit with bright light	<i>The meadow became <b>illuminated</b> from the sun.</i>
Incandescent	Very bright	<i>The mountain's snow-white peak was <b>incandescent</b> against the blue sky.</i>
tranquil	Free from disturbance, calm	<i>As Sally stepped into the <b>tranquil</b> forest, she felt at home.</i>



Task 2: Complete this chart to discuss what this setting (taken from Hansel and Gretel) looks like, feels like, sounds like, smells like, describing the candy house and the surrounding woods. Use lots of ADJECTIVES (describing words).

LOOKS LIKE	FEELS LIKE	SOUNDS LIKE	SMELLS LIKE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



# Settings

## WRITING TUESDAY

Remember these words from our last lesson? Can you use these adjectives when describing a setting? Read the meaning of these words and an example of how to use the word in a sentence.

WORD	MEANING	USED IN A SENTNCE
dingy	dark, gloomy and unattractive	<i>The boy stepped into the <b><u>dingy</u></b> room.</i>
obscure	Concealed, kept from being seen or discovered	<i>As the troll entered the castle, he saw an <b><u>obscure</u></b> door in the corridor.</i>
illuminated	Lit with bright light	<i>The meadow became <b><u>illuminated</u></b> from the sun.</i>
incandescent	Very bright	<i>The mountain's snow-white peak was <b><u>incandescent</u></b> against the blue sky.</i>
tranquil	Free from disturbance, calm	<i>As Sally stepped into the <b><u>tranquil</u></b> forest, she felt at home.</i>



Task 1: Complete this chart to discuss what this setting (taken from Jack and the Beanstalk) looks like, feels like, sounds like, describing the castle at the top of the beanstalk. Use lots of ADJECTIVES (describing words).

LOOKS LIKE	FEELS LIKE	SOUNDS LIKE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Settings

## WRITNG THURSDAY



Remember these words from our last lesson? Can you use these adjectives when describing a setting? Read the meaning of these words and an example of how to use the word in a sentence.

WORD	MEANING	USED IN A SENTNCE
dingy	dark, gloomy and unattractive	<i>The boy stepped into the <b>dingy</b> room.</i>
obscure	Concealed, kept from being seen or discovered	<i>As the troll entered the castle, he saw an <b>obscure</b> door in the corridor.</i>
illuminated	Lit with bright light	<i>The meadow became <b>illuminated</b> from the sun.</i>
incandescent	Very bright	<i>The mountain's snow-white peak was <b>incandescent</b> against the blue sky.</i>
tranquil	Free from disturbance, calm	<i>As Sally stepped into the <b>tranquil</b> forest, she felt at home.</i>





Task 2: Now use your ideas from this chart to write a paragraph describing this setting. Remember to use full sentences, correct sentence punctuation and lots of adjectives (describing words) such as dingy, obscure, illuminated, incandescent and tranquil.

A large rectangular box containing 18 horizontal lines for writing.

## FRIDAY – JOURNAL WRITING

Using this sentence recipe, write some sentences about the picture. You may like to write a short story about the picture.

### SENTENCE RECIPE:

Character, **what they are doing** what is around them.

EXAMPLE: The curious girl **danced towards the tree home** as a magical butterfly came to say hello.



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Wednesday

## Grammar – Synonyms and Antonyms

### Synonyms

Name \_\_\_\_\_ Grammar BLM **86**

**A synonym is a word that has the same or similar meaning to another word.**

1. Write the word from the box that has a similar meaning to the underlined word.

truck    reply    pester    discovered    sound    certain

The first one is done for you.

- |                                                            |              |
|------------------------------------------------------------|--------------|
| a. What was Kyle's <u>answer</u> ?                         | <u>Reply</u> |
| b. A large <u>lorry</u> carried the furniture away.        | _____        |
| c. I am <u>sure</u> she will arrive on time.               | _____        |
| d. I heard a strange <u>noise</u> .                        | _____        |
| e. What did he say when he <u>found</u> the money missing? | _____        |
| f. Dad told me not to <u>annoy</u> him any longer.         | _____        |

2. Think of synonyms of your own for each of the following words. Compare your answers with those of a friend.

- |            |       |
|------------|-------|
| a. Cure    | _____ |
| b. Fix     | _____ |
| c. Clever  | _____ |
| d. Strange | _____ |
| e. Present | _____ |
| f. Tiny    | _____ |

# Antonyms

Name \_\_\_\_\_ Grammar BLM **85**

**An antonym is a word that has the opposite meaning to another word.**

1. Write the word from the box that has the opposite meaning to the underlined word.

thin      cruel      dead      glad      sharp      shallow

The first one is done for you.

- a. We swam in the deep end of the pool.      Shallow
- b. I am sorry I was late.      \_\_\_\_\_
- c. The pig is very fat.      \_\_\_\_\_
- d. This knife is quite blunt.      \_\_\_\_\_
- e. I am sure it is alive.      \_\_\_\_\_
- f. Sam is very kind to animals.      \_\_\_\_\_

2. Think of a word of your own that has the opposite meaning to the underlined word.

- a. We began to walk inside the room.      \_\_\_\_\_
- b. The nuts on this wheel are quite loose.      \_\_\_\_\_
- c. This animal is dangerous to touch.      \_\_\_\_\_
- d. That line is very straight.      \_\_\_\_\_
- e. This rock is rough.      \_\_\_\_\_
- f. Kylie got all her sums right.      \_\_\_\_\_

Name: Friday Spelling

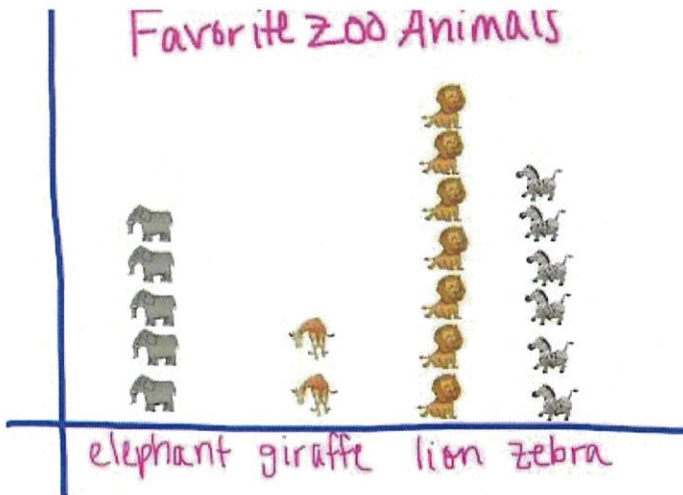
Term 4, Week 2

1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	Score ____ / ____
17.	
18.	
19.	
20.	



Let's now record our data into a picture graph.

Picture graphs use pictures to show how many items are in each category. Here's an example:



Now, interpret the data you recorded in your table.

1. What mini-beast was the most common in your garden? \_\_\_\_\_
2. What beast was the least common? \_\_\_\_\_
3. How many more insects did you find than molluscs (slugs and snails)? \_\_\_\_\_
4. How many more creatures had wings than didn't have wings? \_\_\_\_\_





# Number of the Day

Today's number is

14

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--


Tuesday



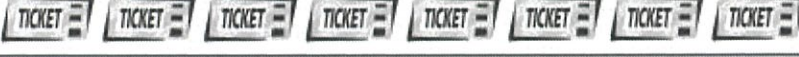
## Data – Picture Graphs

This picture graph shows the number of tickets sold each day in the week leading up to the Friday night school concert.

Answer the questions that follow:

**Tickets sold**

Key:  = 10 tickets

Monday	
Tuesday	
Wednesday	
Thursday	

- How many tickets were sold on Monday night? \_\_\_\_\_
- How many fewer tickets were sold on Tuesday night compared to Wednesday night? \_\_\_\_\_
- 65 tickets were sold Thursday night, add this to the graph.

Alexis and Xavier went to the zoo and counted the different animals that they saw.

They saw 20 penguins, 16 chimpanzees, 24 flamingoes and 6 lions.

Show this data in the picture graph below.

Create a symbol that will represent 4 animals and represent the data in the table below.

Add a heading.

Add title here:

Add Key Here:

<b>Penguins</b>	
<b>Chimpanzees</b>	
<b>Flamingoes</b>	
<b>Lions</b>	

## Collect your own data and create a picture graph

Choose a subject to collect data on.

I am going to \_\_\_\_\_.

Make a prediction about your data.

I think \_\_\_\_\_.

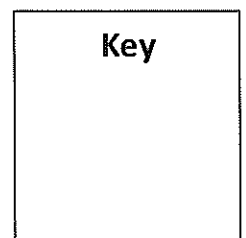
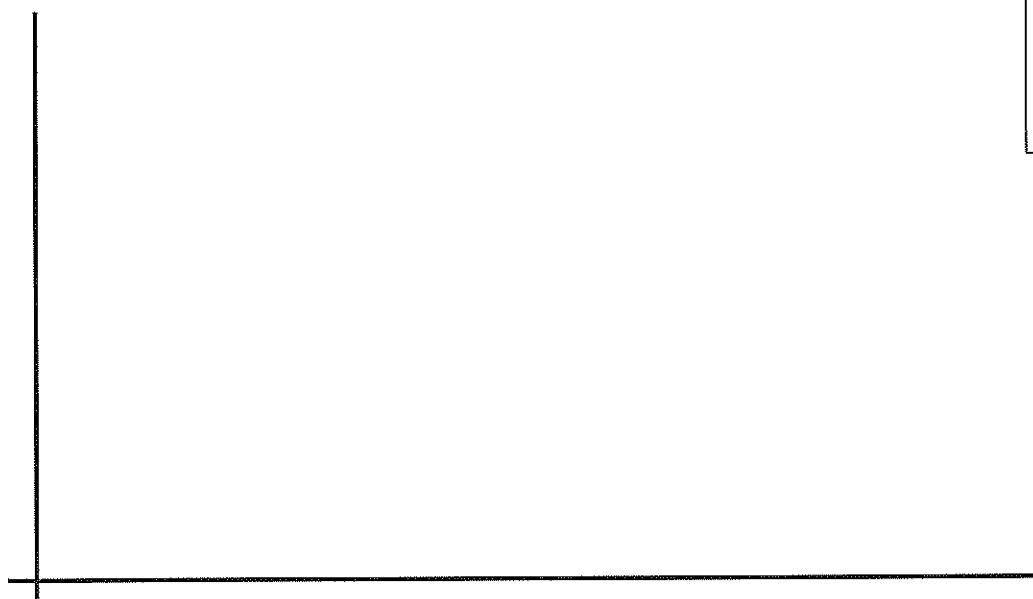
Record your data in a table.

Title:

Category	Tally	Total

Create a picture graph.

Title:



How did your prediction compare to your data? \_\_\_\_\_  
\_\_\_\_\_.

To DO:

# Number of the Day

Today's number is

77

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

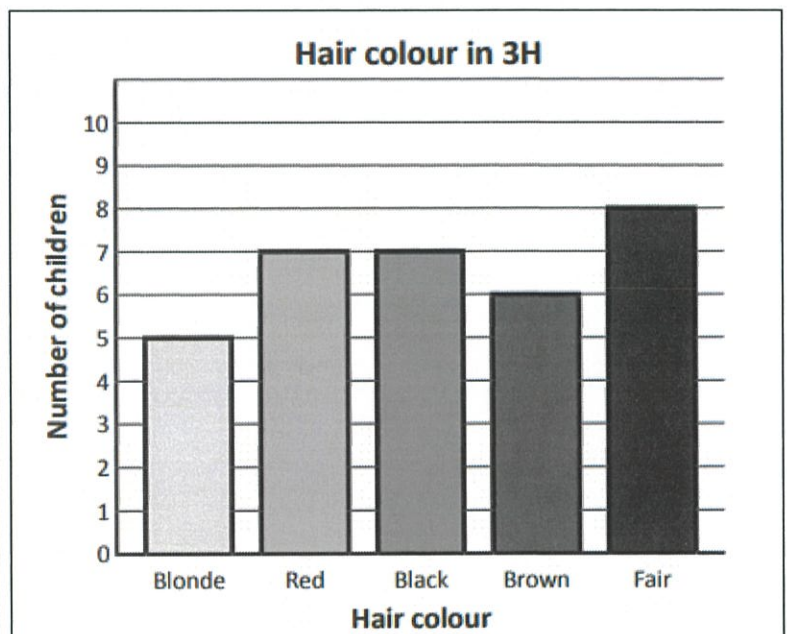
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## Data – column Graphs

Column graphs are a clear way of showing data. There is a vertical line that has numbers, and is called the scale. The horizontal line has the different categories that are being counted. There should always be a heading at the top so it's easy to see what the data is about.

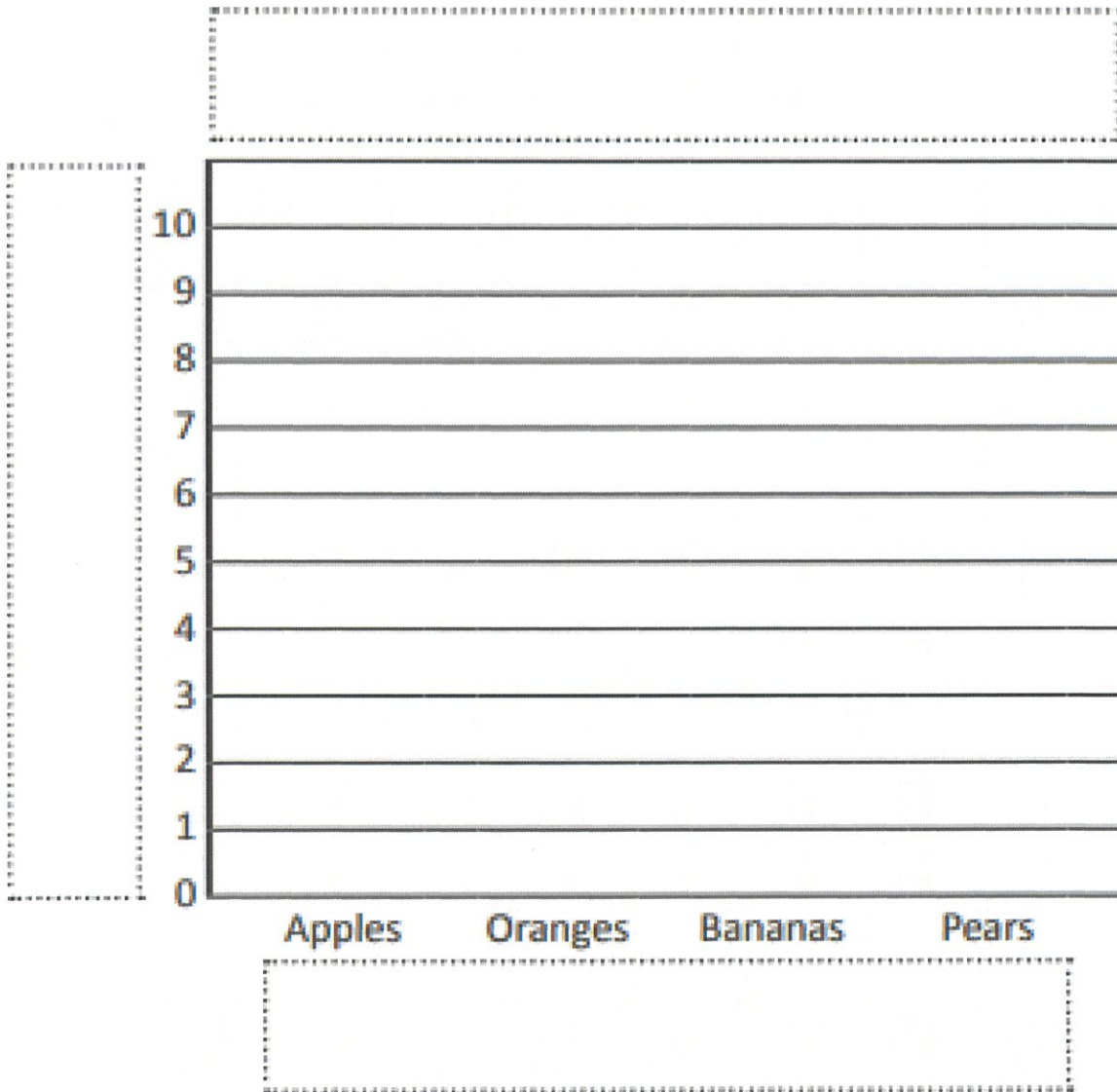
**1** Answer the questions about the data shown on this column graph.

- a. How many children have brown hair?
- b. Which colour have do the smallest group of children have?
- c. Which colour hair do most children have?
- d. What do you notice about the number of children who have either red or black hair?



- 2 A group of people were surveyed about their favourite fruit. Make a column graph from the data collected in the table. First write the number of tallies in the table:

Favourite fruit		
Apples		
Oranges		
Bananas		
Pears		





# Number of the Day

Today's number is 208

Word form

Odd or Even

Hundreds	Tens	Ones

Number sentence

Round to the nearest  
hundred

10 less

15 more

Greater than >

Less than <

Thursday

# Data – column Graphs

## Activity 1: Create your own graph

Survey as many family members and friends as you can about a topic of your choice and represent the information in a graph of your choice.

### You might like to do a graph on (there are so many options):

What is your favourite food?

What is your favourite animal?

What is your favourite sport?

Choose 4-6 options for people to choose from and tally your results before you graph your results.

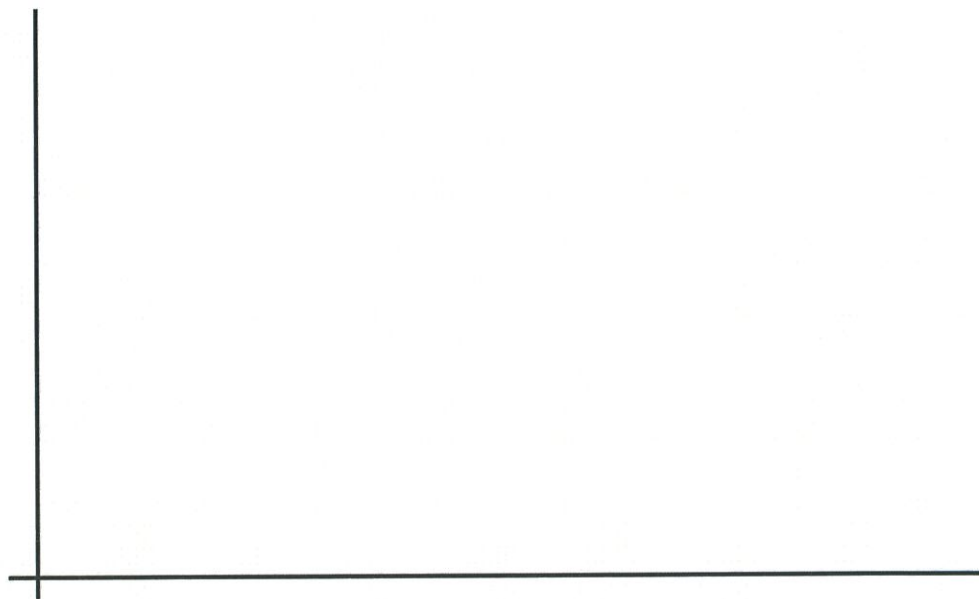
Title: What is your favourite \_\_\_\_\_?

Category	Tally	Total

Draw a column graph for your data

Title:

Number



Categories



## Data – two way tables

A two-way table can show a lot of information in a small space. Look at this two-way table about pets:

	Has a cat		Doesn't have a cat	
Has a dog	Cam	Ellie	Zoe	
Doesn't have a dog	Tim		Sara	Nick

Cam and Ellie both have a dog and a cat.



- How many kids have a cat?
- Name two kids who have neither a cat nor dog?
- What pet does Tim have?

Lee had a fancy dress party where her guests had to wear a hat, glasses or both. Sort this data by writing the names into the two-way table below:

- Yvette found a hat in her dressing-up box.
- Simon wore his brother's hat and glasses.
- Ben bought a pair of fake glasses.
- Lee wore her beach hat and sunglasses.
- Arki just wore a large floppy hat.
- Mel lost her cowboy hat and sunglasses on the way to the party so ended up with neither.

	Glasses			No glasses		
Hat						
No hat						



# Number of the Day

Today's number is

175

Word form

Odd or Even

Hundreds	Tens	Ones

Number sentence

Round to the nearest  
hundred

10 less

15 more

Greater than >

Less than <

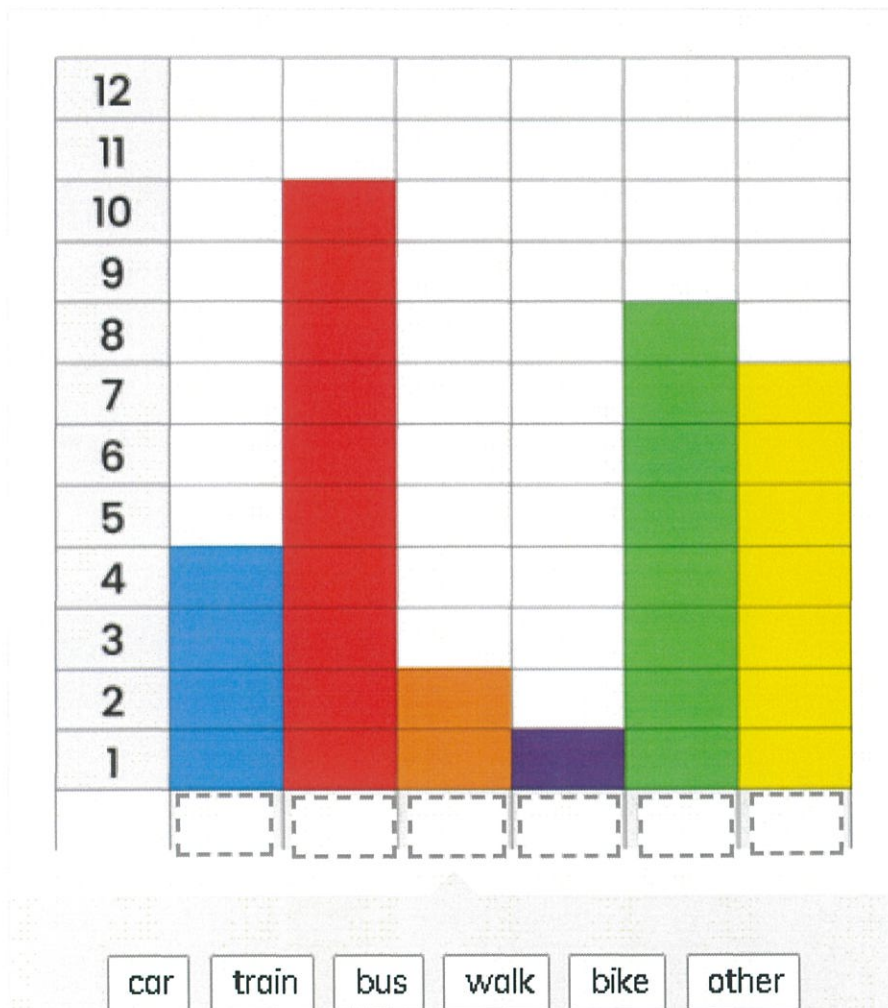
Friday

## Data – Problem Solving

### Activity 1:

Class 3 collected information about what transport students used to get to school. They have not put labels under the columns on the horizontal axis.

Use the clues to decide which transport matches each column in the graph.



### Clues

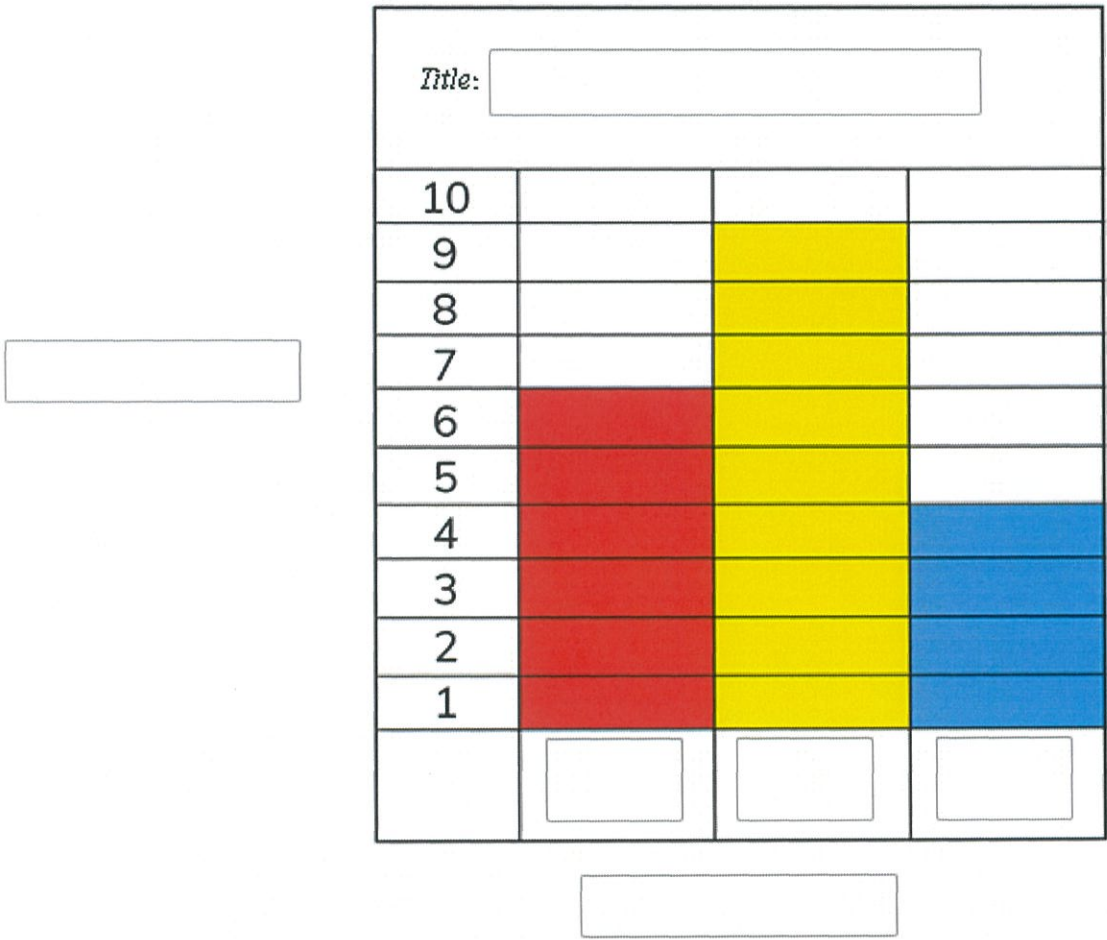
- Twice as many people caught a bus as walked.
- One less person caught a train than caught a bus.
- The number of people who arrived by bike and bus together is equal to the number that arrived by car.
- Half the number who rode bikes used a type of transport not listed.

**Activity 2:**

This graph is missing some important information.

You need to decide what data this graph could be representing.

Give your graph a title, label the horizontal axis and the vertical axis and decide what the first, second and third columns are representing.

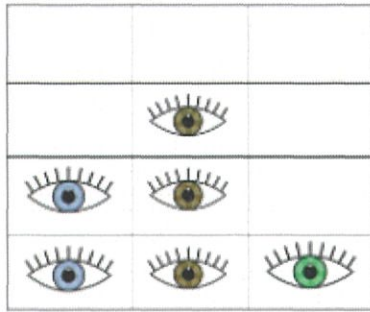


**Write 3 statements about the data in your graph.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Activity 3:**

There are 24 children in Room 10, and they have made this graph to show information about themselves. All the children are represented in the graph.



**Blue    Brown    Green**

Using the information in the graph, enter answers into the box to complete the sentences.

How many children are there in Room 10 with blue eyes? \_\_\_\_\_

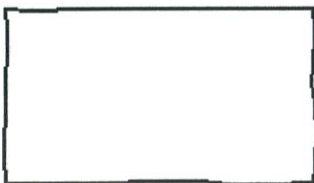
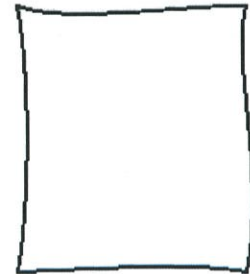
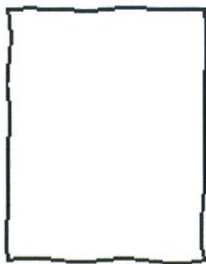
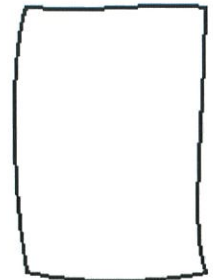
How many more children in Room 10 have brown eyes than green eyes? \_\_\_\_\_

Thursday



# Number Sense

How many ways can you represent the number in the star?



# How do people feel about their environment?

1

Read the information about Mataranka Springs and answer the questions.



Visit the small pastoral town of Mataranka, made famous by the novel *We of the Never Never* and renowned for its sandy-bottomed thermal pool.

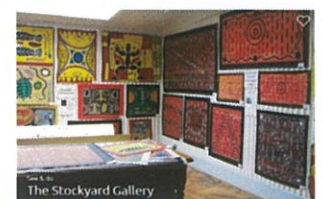
The small town of Mataranka, south of Katherine, is renowned for its sandy-bottomed thermal pool, pastoral history and as a welcomed stop with tourers. The area was made famous by the novel *We of the Never Never* – a book written about nearby Elsey Station by Jeannie Gunn.

Spend some time looking around the Mataranka township. Browse the Stockyard Gallery's exhibit of local Aboriginal art from the Mataranka and Roper River areas. Pick up a didgeridoo, postcard, whip or spear and enjoy a homemade iced coffee and a scone in the cafe's garden.

See the fish being fed, witness the spectacle of enormous barramundi being plucked from a billabong, and learn how the fish live, change sex and breed on the twice-daily tours at Territory Manor.

## Local histories

Wander through the Never Never Museum to learn about this country's traditional Aboriginal custodians, the Mangarayi and Yangman people. There are also displays about the region and the North Australian Railway, the Overland Telegraph Line construction and World War II.



At the Elsey Homestead Replica you'll start to understand that life was isolated and hard for early settlers. The building is a reconstruction of the original homestead and was built for the 1980s film adaptation of the novel *We of the Never Never*. Every detail of the homestead was faithfully replicated, down to the hand-hewn local cypress pine.

Learn about the region's WWII history at Larrimah, south of Mataranka. The historic outpost was established in 1940 to service the nearby Gorrie Airfield during the war. Look through photographs and interpretive signage at the Military Transport Museum.



**What are some of the things that the locals and visitors would like about the environment of Mataranka Springs?**

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People value their environments for different reasons. Some examples of these are agricultural, commercial, recreational or cultural.

**2** Match these words with their definitions:

- Recreational**
- Cultural**
- Commercial**
- Agricultural**

Four book icons arranged horizontally. Each book has a definition written on its cover. From left to right: 1. 'to do with farming crops or animals.' 2. 'business that makes money.' 3. 'activities that people do for fun or relaxation.' 4. 'relates to the customs or beliefs of a place.'



3

Ask someone at home about what they value about their environment.

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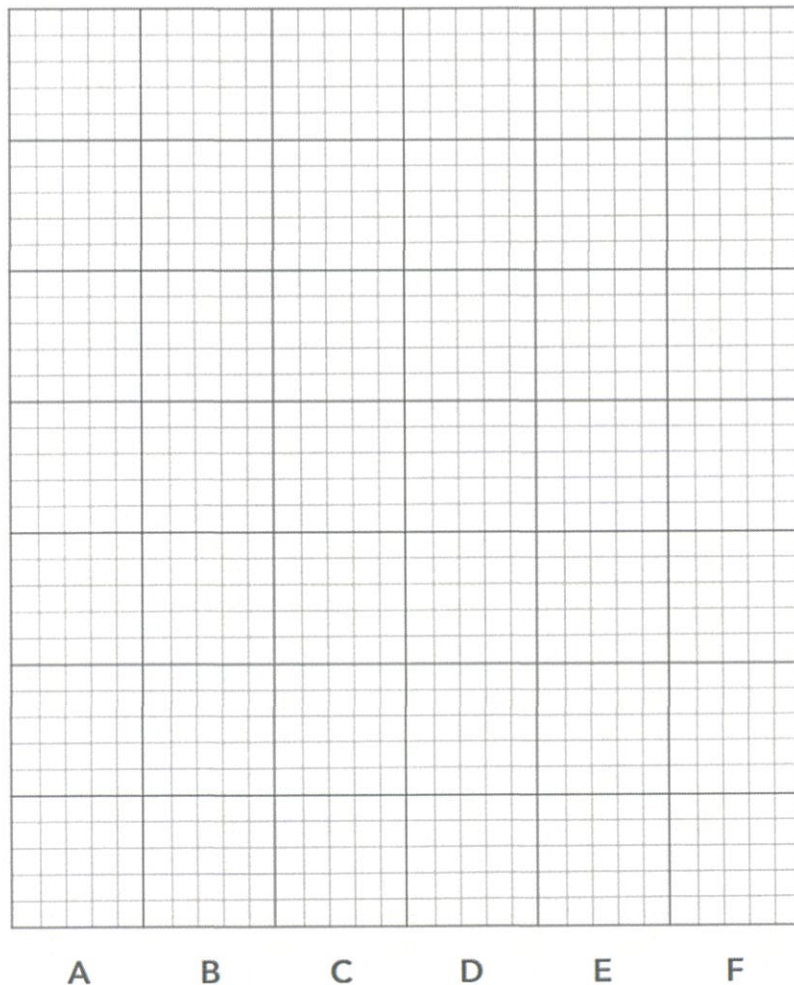
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4

Eighty-eight people were surveyed about what they like most about where they live. Construct a column graph using the survey results below.

- a Close to family/friends: ||||| ||
- b The natural environment (beach/mountains/country): ||||| |||
- c Recreational facilities nearby (pool/scout hall/skate park): ||||| |||||
- d Good sporting facilities: ||||| ||
- e Friendly/safe community: ||||| ||||| |||
- f Good shops/restaurants: ||

What people like most about where they live



**5** What is the thing you like most about where you live?

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Hunter Valley study: The Hunter Valley in NSW is a region with many industries and places. The people who live and work there value their environment for different reasons.

**6** Look at these pictures from the Hunter Valley. With a partner, group or class, discuss what each picture is about. Label them as agricultural, commercial recreational or cultural. (Some of them may have two values.)



## What are natural materials used for?

### Natural Materials

All materials are made of matter. Natural materials are made from matter which is naturally occurring. This means the matter has not been altered or changed by people in any way - it is exactly as it formed through natural processes. Some examples of natural materials: minerals, leather, rubber, metal and many more.

1. Name three items in your house that are made from natural materials.

Item 1:	Item 2:	Item 3:
Object:	Object:	Object:
Material used:	Material used:	Material used:

### Modern Use of Natural Materials

Today, we use natural materials our ancestors used. For example: wood from trees is still used for building and paper, animal skins are used in clothing and metals are still used into components and tools.

1. Why do you think clothes are made from animal skin rather than metals?

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2. What tools do we use today that are made from metal?

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3. Why do you think metal is used for tools rather than wood?

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### Our Current Situation

Our current use of natural materials is unsustainable. This means that we are using up natural materials faster than Earth can replenish, replace, or regrow them.

### Ecological Footprint

Humans place many demands on nature and the earth. To support the lifestyle of all humans, we all have something called an 'ecological footprint'. Complete the 'My Ecological Footprint' activity below.

## My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

**1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.**

1	2	3	4	5	6	7
Never			Once a day		Every meal	

**2. Which foods that you eat have no packaging?**

1	2	3	4	5	6	7
All of them			Vegetables and fruit		All of them have packaging	

**3. How many bedrooms and bathrooms does your house have all together?**

1	2	3	4	5	6	7
						If the number is greater than 7, pick 7

**4. What material is the outside of your house made from?**

1	2	3	4	5	6	7
Straw	Bamboo	Wood	Brick	Concrete	Adobe	Steel

**5. How many people live in your household?**

1	2	3	4	5	6	7
						If the number is greater than 7, pick 7

**6. How do you mostly get to and from school and other places you regularly visit?**

1	2	3	4	5	6	7
Always walk		Public transport			Always drive	

**7. How often do members of your family carpool?**

1	2	3	4	5	6	7
5 days a week			2 days a week		Never	

**8. How often does your family plant trees, vegetables or other plants?**

1	2	3	4	5	6	7
Everyday		Weekly			Never	

**9. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.**

**Ecological Footprint- Data Analysis**

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint.

<b>0-15</b>	<b>16-23</b>	<b>24-35</b>	<b>36-48</b>	<b>49-56</b>
<p>You have a very low ecological footprint.</p> <p>In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.</p>	<p>Your ecological footprint is small enough that it will reduce the growth of ecological destruction, but it will not provide a long-term solution to the problem.</p>	<p>You have an average ecological footprint. Remember that even though it is average, this number must be reduced.</p>	<p>Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.</p>	<p>A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now!!!</p>

**10. Using your results, list three ways you can reduce your ecological footprint.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

PD/Health - Wednesday

# Pool Safety

There are 8 differences in the pictures below. Can you find them? Circle them in red.



# SAFETY TIPS FOR YOUR LOCAL POOL

SWIMMING POOLS ARE COOL IF YOU KNOW THE RULES.

**NO DIVING  
NO RUNNING**

**OBEY SIGNS GIVING  
ADVICE TO SWIMMERS.**

**MAKE SURE THE WATER IS CLEAR OF SWIMMERS  
BEFORE YOU JUMP IN, SO REMEMBER YOU ARE NOT ALONE.**

**LIFEGUARDS WILL HELP  
YOU HAVE FUN SAFELY.**

**2m**

**CHECK THE DEPTH MARKINGS  
BEFORE DIVING.**

**PLAY SAFELY WITH THE  
POOL EQUIPMENT.**

**DON'T RUN!**

**CAREFUL - WET  
CONCRETE IS VERY  
SLIPPERY.  
IF YOU RUN AROUND  
THE POOL EDGE YOU  
COULD EASILY FALL  
AND HURT YOURSELF  
OR SOMEONE ELSE  
VERY BADLY.**

**ALWAYS SWIM WITH A FRIEND OR AN ADULT.**

**SLIP SLOP SLAP**

**SLIP ON A SHIRT, SLOP ON SUNSCREEN AND SLAP ON A HAT.  
THIS WILL LOWER YOUR CHANCES OF GETTING SKIN CANCER.**

**I HAVE HAD SWIMMING LESSONS.**

**STAY AWAY FROM THE DEEP  
END, UNLESS YOU ARE A  
GOOD SWIMMER.**

**IF SOMEONE IS  
IN TROUBLE GET  
HELP QUICKLY.**

**HELP!**

**ALWAYS PLAY SAFELY NEAR WATER.**

**HEY!**

**MUMS AND DADS, KEEP  
AN EYE ON THE  
LITTLE ONES!**



**PLEASE BIN YOUR  
RUBBISH, OR TAKE  
IT HOME.**

Music Friday

# Musical Instruments

s m a r a c a s f x y c  
m n g u i t a r y n j a  
u i p n u i s r b r y s  
r l r e c o r d e r n t  
d o r q e l n d e o t a  
i i n u o t p e o n r n  
v v a u e e l c y a i e  
t i t r u m p e t i a t  
l q o b h d u g e p n s  
t i c l e r e s t u g e  
c y m b a l s z g n l d  
t a m b o u r i n e e z

drums  
cymbals  
guitar  
triangle

recorder  
tambourine  
maracas  
violin

piano  
trumpet  
castanets  
viola



## What are Percussion Instruments?

Some percussion instruments are tuned and can sound different notes, like the xylophone or timpani. Some are untuned with no definite pitch, like the bass drum, cymbals or castanets. Percussion instruments keep the rhythm, make special sounds and add excitement and colour.



## What are Percussion Instruments?

Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped. It's not easy to be a percussionist because it takes a lot of practice to hit an instrument with the right amount of strength, in the right place and at the right time.





## Dance lesson - Friday

1. Identify and explain two ways that dance can be a beneficial part of exercise.

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2. By listening and counting to the beat of the music, we can identify the tempo of the music to keep our timing consistent. Explain below; what is tempo?

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\_\_\_\_\_

3. Using the table below, identify the three different levels we perform during a dance. Then, using the space provided underneath, draw a shape from your dance that is performed in that level.

<b>Level:</b>	<b>Level:</b>	<b>Level:</b>
<b>Shape:</b>	<b>Shape:</b>	<b>Shape:</b>