

# Year 3

# Workbook

Week 5, Term 3



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

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



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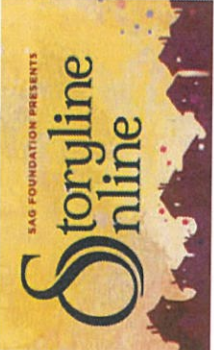



CARING

LEARNING

SUCCESS

## Year Three

### Continuity of Learning - Learning at Home Program, Term 3 – Week 5

|   | Monday  | Tuesday  | Wednesday   | Thursday   | Friday  |
|---|---|--|---|--|---|
| <p><b>Morning</b></p> <p><b>Click on the picture to go to the website</b></p> | <p><b>Task:</b> Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <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><br/>           Read a book from your home library or log in to Get Epic.</p>  <p>Write down your favourite part of the story.</p> | <p><b>Task:</b> Help hang out the washing.</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <b>Complete Activity-</b> Rainbow words- Write your list out in rainbow colours.</p> <p><b>Task 2: Reading</b><br/>           Read a book from your home library or watch a book reading from Storyline Online.</p>  <p>Write a character analysis of your favourite character.</p> | <p><b>Task:</b> Set the table for breakfast.</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <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><br/>           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><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <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><br/>           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><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <b>Complete Activity-</b> Tongue Twisters- Write a tongue twister for each of your spelling words.</p> <p><b>Task 2: Reading</b><br/>           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>Task 3: Writing</b><br/>Rewrite a familiar Fairy Tale that you know. Remember to include an orientation, complication and resolution. Challenge: add a twist to the ending.</p>   |  <p><b>Task 3: Writing</b><br/>You are a reporter for a television show. You are going to interview the Prime Minister. Write questions that you would ask him.</p>   |  <p><b>Task 3: Writing</b><br/>Describe someone that is a hero to you. Why are they a hero to you? Explain what they do and how that affects you.</p>                | <p>Retell the story to your family member using first, next, lastly.</p>  <p><b>Task 3: Writing</b><br/>Which character from a book would you most like to meet and why? What would you ask them?<br/>Describe your favourite character.</p> |  <p><b>Task 3: Writing</b><br/>If you had \$10,000, how would you spend it? What would you buy? Would you give any to charity? What charity would you give some to and why?</p>             |
| <p><b>Break</b></p>  | <p><b>Movement and Fruit Break</b><br/>Game of catch</p>  | <p><b>Movement and Fruit Break</b><br/>Bounce a tennis ball on a tennis racket.</p>  | <p><b>Movement and Fruit Break</b><br/>Use a Hula Hoop.</p>  | <p><b>Movement and Fruit Break</b><br/>Put out some buckets as markers and run around them. Time yourself.</p>  | <p><b>Movement and Fruit Break</b><br/>Complete laps around your backyard. Time yourself.</p>  |
| <p><b>Middle</b></p> | <p><b>Mathematics</b><br/><b>Task 1 - Multiplication and Division</b><br/>Draw pictures in an array to represent <math>3 \times 3</math>, <math>4 \times 6</math> and <math>6 \times 8</math>. Write a number sentence to explain each drawing. Select 3 more multiplication questions of your own and draw pictures to represent them.</p> | <p><b>Mathematics</b><br/><b>Task 1 - Area</b><br/>Draw a basic map of your bedroom. Pace out the length and width of the room. Work out how many paces square your floor is (multiply the length by the width). Get someone else to pace out your room. Compare the measurements. Why are</p> | <p><b>Mathematics</b><br/><b>Task 1 - Number</b><br/>Choose a number between 100 and 500. Use words and pictures to create a poster showing as much information about the number as possible. How is the number made? What combinations of smaller</p> | <p><b>Mathematics</b><br/><b>Task 1 - Number</b><br/>Create a number sequence that increases by 2, 3 and 4. Make sure there are at least 10 numbers in each sequence. Start each sequence with the number 20.<br/><b>Task 2 - 2D Shapes</b></p>   | <p><b>Mathematics</b><br/><b>Task 1 - Number</b><br/>How many ways can you represent the fraction <math>1/2</math>? Use words and pictures to create a poster showing as much information about this fraction as possible<br/><b>Task 2 - Statistics and Probability</b></p> |



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|                         |   |   |  |  |  |
|-------------------------|---|---|--|--|--|
|                         | <p><b>Task 2 - Statistics and Probability</b><br/>Create a table with the following headings: Certain, Likely, Unlikely, Impossible. List at least 5 events that would belong under each heading.</p> <p><b>Task 3- Mathematics</b><br/>Complete the designated task on Mathematics.</p>  | <p>there differences? What type of measurement could we use instead to make it accurate?</p> <p><b>Task 2 - Addition and Subtraction</b><br/>What happens when you add an odd number to an even number? Eg <math>3 + 4 =</math><br/>Do this 5 times using different numbers, then explain what the rule might be.</p> <p><b>Task 3- Mathematics</b><br/>Complete the designated task on Mathematics.</p>  | <p>numbers can create the larger number?</p> <p><b>Task 2 – Measurement</b><br/>Find 5 items around the house and measure the length of them in cm. Next, order the measurements from smallest to largest. Draw pictures of the items and label their length in cm.</p> <p><b>Task 3- Mathematics</b><br/>Complete the designated task on Mathematics.</p>  | <p>Draw a symmetrical picture or pattern of your own choice. Colour your picture or pattern, making sure that the colours maintain the symmetry.</p> <p><b>Task 3- Mathematics</b><br/>Complete the designated task on Mathematics.</p>  | <p>Using pegs or Lego or colourful objects, sort them into colours and write a tally table of the colour sort. Draw a column graph, write 5 questions to ask about the results and answer these questions.</p> <p><b>Task 3- Mathematics</b><br/>Complete the designated task on Mathematics.</p>  |
| <p><b>Break</b></p>     | <p><b>Lunch</b><br/>Teach yourself to juggle in the backyard.</p>   | <p><b>Lunch</b><br/>Kick a soccer ball against a wall. Count by 4's for each bounce.</p>  | <p><b>Lunch</b><br/>Jump on a trampoline or skip using a rope.</p>   | <p><b>Lunch</b><br/>Play a game of handball against a wall.</p>  | <p><b>Lunch</b><br/>Eat outside in the fresh air and look up at the clouds.</p>  |
| <p><b>Afternoon</b></p> | <p><b>Speaking and Listening</b><br/>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</p>   | <p><b>Speaking and Listening</b><br/>Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>   | <p><b>Speaking and Listening</b><br/>Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  | <p><b>Speaking and Listening</b><br/>Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  | <p><b>Speaking and Listening</b><br/>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</p>  |



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## KIDSNEWS

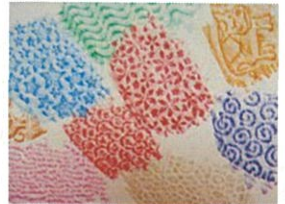
### Visual Arts (Texture Rubbings)

#### Materials:

A piece of paper  
A lead pencil or crayon  
Take yourself around your house and backyard and find different surfaces.

Use the side of the lead or crayon and make rubbings of the surfaces. These can be about 4sq cms.

When complete cut them out and make a collage on another piece of paper.



## THE SQUIZ KIDS

### Science (Forces)

#### Experiment

Will paper or stone fall to earth faster?

#### Method:

- 1 You will need a sheet of newspaper and a small stone.
- 2 Scrunch the newspaper into a tight ball.
- 3 Kneel on the ground and drop both objects from the exact same height. Then do the same from a standing position. Then, with assistance, safely stand on a chair and drop both objects from eye level.
- 4 Record your answers. Try it with a basketball and a tennis ball. Will the answer be the same?



## THE SQUIZ KIDS

PD/H/PE

Complete the following Cosmic Kids yoga lesson.



OR

The following circuit- 10 running laps of your backyard- 10 skipping laps- 10 hopping laps- 10 jumps and 10 dodges from one side of the fence to the other.

## THE SQUIZ KIDS

### Geography (Significance of the Environment)

The environment is important for all species of animals however, many animals are experiencing threat of extinction. What types of animals live in Australia and what can be done to protect them?

In this lesson, you will be reading about endangered animals, and in particular, the Tasmanian Devil. You will discover why their number are decreasing and offer suggestions on how humans can protect and save them

**Complete the worksheet provided.**

your family.



## KIDSNEWS

PD/H/PE

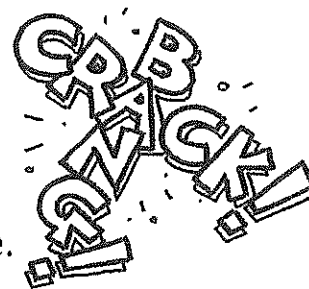
Complete the following Cosmic Kids yoga lesson.



OR

The following circuit- 10 running laps of your backyard- 10 skipping laps- 10 hopping laps- 10 jumps and 10 dodges from one side of the fence to the other.

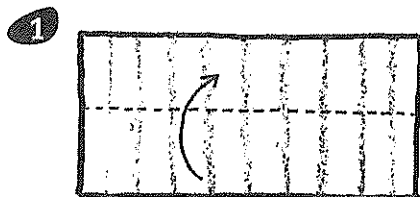
# Paper magic



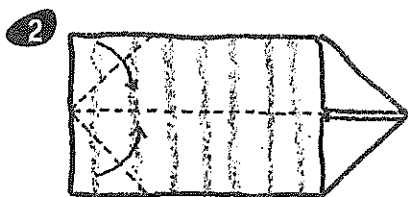
To make a noisy banger you will need:

- one partly deaf teacher
- one large rectangle of thin paper

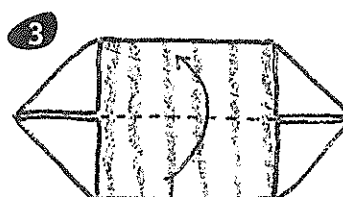
Newspaper or brown paper makes a great noise.



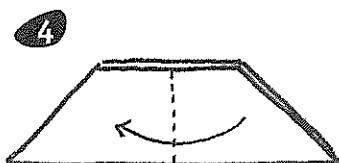
Fold the longest sides of the paper together. Then unfold them.



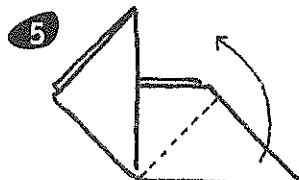
Fold down each corner so that one side matches with the middle crease.



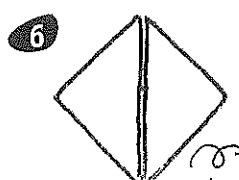
Fold the paper in half along the middle crease.



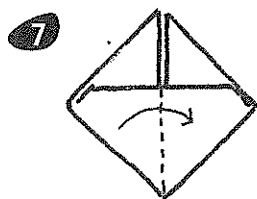
Fold the paper in half again from side to side. Then unfold it.



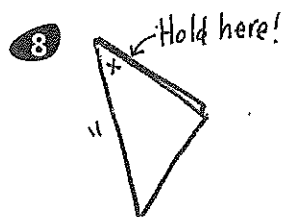
Fold up the bottom corners so that the bottom edge meets the middle crease.



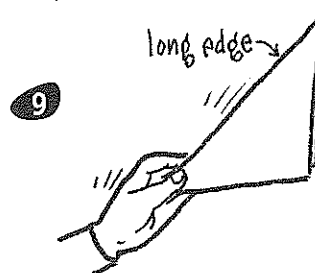
With your paper looking like this, turn it over.



Now it should look like this. Fold it in half from side to side.



Tricky bit! Hold the banger at the open end.



Hold the long edge towards you. Then put your hand up in the air and bring it down sharply. The paper will open with a bang.

Try making bigger or smaller bangers. Each one will make a different sound.

# 'The Witching Hour'

## COMPREHENSION

This is the beginning of a great book, *The BFG*, by Roald Dahl. Read how Sophie, an orphan, is about to embark on a wonderful adventure. Then answer the questions on the next page.

Sophie couldn't sleep.

A brilliant moonbeam was slanting through a gap in the curtains. It was shining right on to her pillow.

The other children in the dormitory had been asleep for hours.

Sophie closed her eyes and lay quite still. She tried very hard to doze off.

It was no good. The moonbeam was like a silver blade slicing through the room on to her face.

The house was absolutely silent. No voices came up from downstairs. There were no footsteps on the floor either.

The window behind the curtain was wide open, but nobody was walking on the pavement outside. No cars went by on the street. Not the tiniest sound could be heard anywhere. Sophie had never known such a silence.

Perhaps, she told herself, this was what they called the witching hour.

The witching hour, somebody had once whispered to her, was a special moment in the middle of the night when every child and every grown-up was in a deep deep sleep, and all the dark things came out from hiding and had the world to themselves.

The moonbeam was brighter than ever on Sophie's pillow. She decided to get out of bed and close the gap in the curtains.

You got punished if you were caught out of bed after lights-out. Even if you said you had to go to the lavatory, that was not accepted as an excuse and they punished you just the same. But there was no one about now, Sophie was sure of that.

She reached out for her glasses that lay on the chair beside her bed. They had steel rims and very thick lenses, and she could hardly see a thing without them. She put them on, then she slipped out of bed and tip-toed over to the window.

*by Roald Dahl*

1 Why couldn't Sophie sleep? \_\_\_\_\_

\_\_\_\_\_

2 Sophie's bed was in a *dormitory*. How is that different from your bedroom? Your dictionary could help. \_\_\_\_\_

\_\_\_\_\_

3 What were the other children in the dormitory doing?

\_\_\_\_\_

Read the first half of the story again.

4 What word is used to describe Sophie's house and the street outside? \_\_\_\_\_

5 Sophie decided it was the witching hour. When does that happen? \_\_\_\_\_

6 What happens during the witching hour? \_\_\_\_\_

\_\_\_\_\_

7 Why did Sophie get out of bed? Circle the right answer.

a to go to the lavatory

b to close the curtains

c to look out the window

8 Which of Sophie's five senses wasn't as good as the others?

\_\_\_\_\_

9 How many floors do you know for sure were in Sophie's house?

\_\_\_\_\_ What words tell you this? \_\_\_\_\_

\_\_\_\_\_

10 What sort of things keep you awake at night? \_\_\_\_\_

\_\_\_\_\_



## 'The Witching Hour'

## CLOZE

You already know what this story is about, because it follows on from Unit 7. Read that part of the story again, then read on to learn what happens next. Fill in the spaces with the words below.

When she reached the curtains, Sophie hesitated. She longed to \_\_\_\_\_ underneath them and lean out of the \_\_\_\_\_ to see what the world looked like now that the \_\_\_\_\_ hour was at hand.

She listened again. Everywhere it was deathly still.

The longing to look out became so strong she couldn't resist it. Quickly, she ducked under the \_\_\_\_\_ and leaned out of the window.

In the silvery \_\_\_\_\_, the village street she knew so well seemed completely \_\_\_\_\_. The houses looked bent and crooked, like \_\_\_\_\_ in a \_\_\_\_\_ tale. Everything was pale and ghostly and milky-white.

Across the road, she could see Mrs Rance's \_\_\_\_\_, where you bought buttons and wool and bits of elastic. It didn't look \_\_\_\_\_. There was something dim and misty about that too.

Sophie allowed her eye to travel further and further down the \_\_\_\_\_.

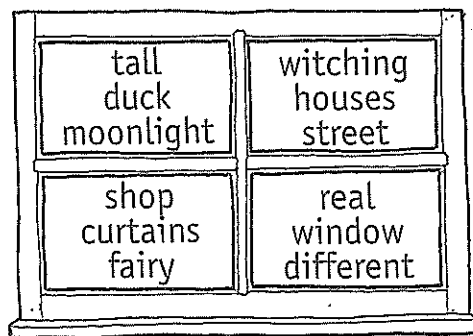
Suddenly she froze. *There was something coming up the street on the opposite side.*

*It was something black ...*

*Something \_\_\_\_\_ and black ...*

*Something very tall and very black  
and very thin.*

*by Roald Dahl*

**After you've finished**

Read the story again to make sure all your words make sense. Check that you have spelt the words correctly.

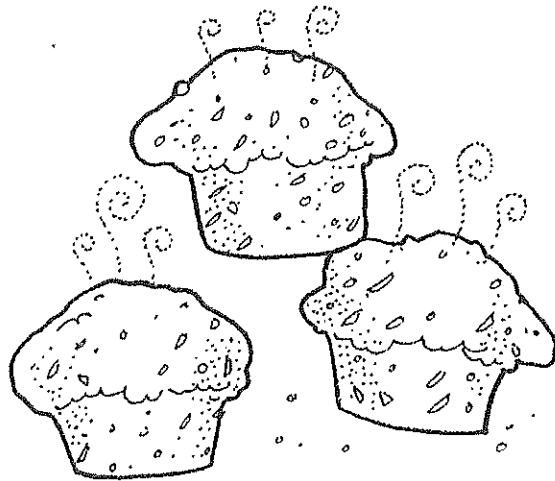
# Muffin time

## Unit 9

These carrot and zucchini muffins taste delicious even if you don't like zucchini. Read through the list of ingredients. Then look at the instructions for making the muffins. These instructions are *all out of order*. See if you can place them in correct order. Place a number, from 1 to 10, beside each step.

### Ingredients

- 2 cups self-raising flour
- 2 tablespoons brown sugar
- 1/2 teaspoon bicarbonate of soda
- 1 teaspoon cinnamon
- 1 cup grated carrot
- 1 cup grated zucchini
- 1/2 cup pecan nuts
- 2 eggs
- 3/4 cup buttermilk (or normal milk)
- 1/2 cup canola oil



### Instructions

- \_\_\_\_\_ Drop large tablespoons of mixture into non-stick muffin tins.
- \_\_\_\_\_ Before you begin, turn the oven onto 200°C.
- \_\_\_\_\_ Grate the carrot and zucchini, chop the nuts and add these to the sifted ingredients.
- \_\_\_\_\_ Bake in the oven for 20 minutes.
- \_\_\_\_\_ While the oven is heating, put flour, sugar, soda and cinnamon into a sifter and sift into a large bowl.
- \_\_\_\_\_ In a separate bowl, lightly beat the eggs with a fork.
- \_\_\_\_\_ Be careful not to mix all the ingredients too long or your muffins might be tough!
- \_\_\_\_\_ Make a well in the centre of the ingredients and add beaten eggs, milk and oil.
- \_\_\_\_\_ Mix with a fork until all the ingredients are combined.
- \_\_\_\_\_ Eat them while they're warm. Bon appetit!

# Using your dictionary

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**rostrum**


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**Word Use:** for definition 3 see **square root** and **cube root**

**Word Building:** **rootless** adjective

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**rope** *noun*

a strong thick cord made of twisted fibre or wire

**Word Building:** **rope** verb to tie up with a rope

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**ropeable** *adjective*

angry

**Word Use:** this is more suited to everyday language

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**rosary** *noun*

1 a string of beads used for counting a series of prayers, usually in the Roman Catholic Church 2 the series of prayers that are said

**Word Building:** the plural is **rosaries**

---

**rose** *noun*

1 a wild or garden shrub with attractive, usually sweet-smelling, flowers and thorny stems

**rose** *adjective*

2 deep pink

**rosella** *noun*

a parrot with bright red, green and blue feathers

**Word History:** from *Rosehill*, an early settlement in NSW

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**rosemary** *noun*

a bushy plant with strongly-scented leaves used as a herb

**Word History:** from a Latin word meaning "dew of the sea"

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**rosette** *noun*

a decoration made of ribbons tied so as to look like the petals of a rose

**rosin** (say *roz-an*) *noun*

resin made from the dried sap of pine trees, used for rubbing on violin bows

**roster** *noun*

a list of people's names and the times they are on duty: *a roster for the school tuckshop*

**rostrum** *noun*

a raised platform for a speaker or the conductor of an orchestra

**Word Building:** the plural is either **rostrums** or **rostra**

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**rosy**


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**rosy** *adjective*

1 pink and healthy-looking: *rosy cheeks*  
2 likely to turn out well: *a rosy future*

**Word Building:** other forms are **rosier**, **rosiest**

---

**rot** *verb*

1 to make or go bad: *Sweets rot your teeth.*  
1 *The garbage is rotting.*

**rot** *noun*

2 a type of disease that makes things decay or go bad: *This timber has dry rot.* 1 *The cow has foot rot.* 3 nonsense or rubbish: *He talks a lot of rot.*

**Word Use:** definition 3 is more suited to everyday language

**Word Building:** other verb forms are **it rotted**, **it has rotted**, **it is rotting**

---

**rotate** *verb*

1 to turn round like a wheel 2 to go, or cause to go, through a series of changes: *to rotate the crops each year*

**Word Building:** **rotary** adjective turning round and round: *a rotary clothes hoist* **rotation** *noun*

---

**rotisserie** (say *roh-tis-a-ree*) *noun*

a skewer which turns round and round in an oven, for cooking chickens and other food

**Word History:** from a French word meaning "roasting place"

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**rotten** *adjective*

1 gone bad or decaying: *a rotten apple*  
2 sick or unhappy: *to feel rotten*  
3 dishonest or bad: *a rotten liar*

**Word Use:** definitions 2 and 3 are more suited to everyday language

---

**rotund** (say *roh-tund*) *adjective*

plump and rounded: *a rotund belly*

**Word Building:** **rotundity** *noun* **rotundness** *noun*

---

**rouge** (say *roozh*) *noun*

pinkish-red make-up used to make your cheeks look rosy

**Word Use:** this word comes from French  
**Word Building:** **rouge** verb: *I rouged my cheeks.*

---

**rough** (say *ruf*) *adjective*

1 bumpy or uneven 2 wild or violent: *rough weather* 1 *a rough football match*  
3 not properly finished: *a rough sketch*  
4 rough on difficult for: *It was rough on the family when their dog died.*

From the  
*Macquarie Junior*  
Dictionary, p. 453

Now as you know your alphabet, you can use your dictionary to find the meanings of words. You can also use it to check the spelling of words and how to pronounce them.

Use your dictionary page to answer the questions below. The underlined words are the ones you will need to check.

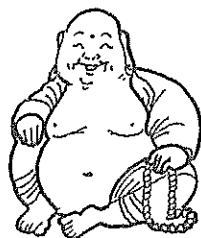
1 What would you buy to make a rosette? \_\_\_\_\_  
\_\_\_\_\_

2 Would a violinist put rosin on her bow or on the strings of her violin? \_\_\_\_\_

3 Write the missing word. The chef is adding r\_\_\_\_\_ to his lamb casserole.

4 Which word can mean either a thorny shrub with sweet smelling flowers or a colour? \_\_\_\_\_

5 Find the word that best describes Buddha's belly.  
*Hint: It has six letters.*



6 This conductor is standing on a \_\_\_\_\_



7 Why would a rosella be easily seen in the bush? \_\_\_\_\_  
\_\_\_\_\_

8 If an actor was making up his face, where would he put rouge? \_\_\_\_\_  
\_\_\_\_\_

9 Check the spelling of these words. Circle the correct ones.

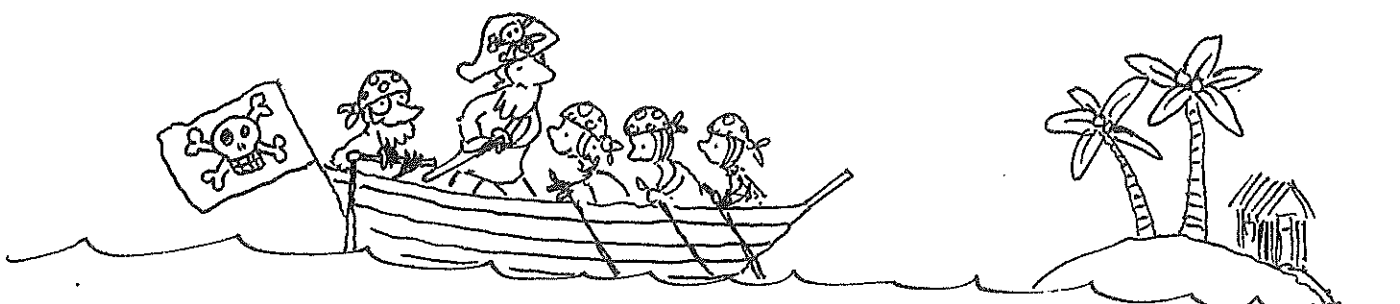
rosery rosary rotisserie rotiserrie rosy rosey rottan rotten

10 What language does the word rotisserie come from and what does it mean? \_\_\_\_\_  
\_\_\_\_\_

# Exits

Trace. Add exits to the letters that need them.

Handwriting practice lines with dotted lines for tracing. The text is mostly illegible due to blurring and fading.



List some foods the sailors might hope to find.

Blank handwriting practice lines for listing foods.



Trace, then do your own.

Handwriting practice lines for the word 'leapt'. Each line contains a dotted 'leapt' for tracing and a blank space for independent practice.

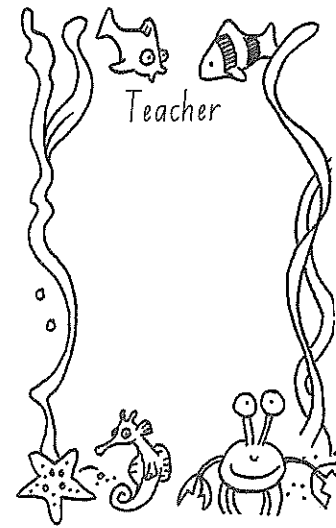
Trace, then do your own.

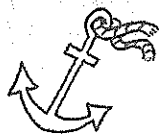
Handwriting practice lines for the word 'waved'. Each line contains a dotted 'waved' for tracing and a blank space for independent practice.

Rewrite the sentence. Add exit flicks to the letters that need them.

The minke whale leapt out of the water and waved its tail.

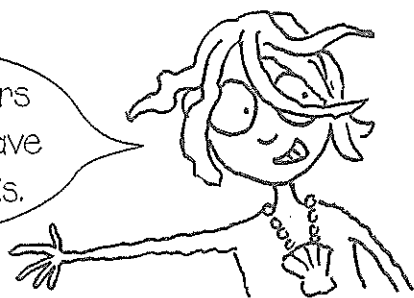
Blank handwriting lines for rewriting the sentence.





## Introducing entries

Some letters can also have entry flicks.



When you start joining, the entry flick will help you get from one letter into the next.

Trace.

Track these letters with entries.

i i i i i i i i i

j j j j j j j j j

m m m m m m m m

n n n n n n n n n

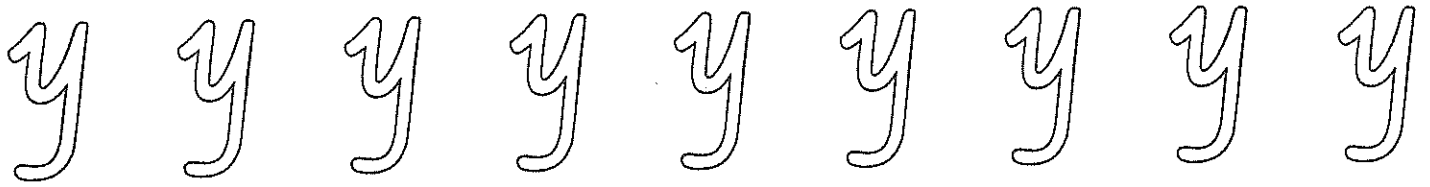
p p p p p p p p p

r r r r r r r r r

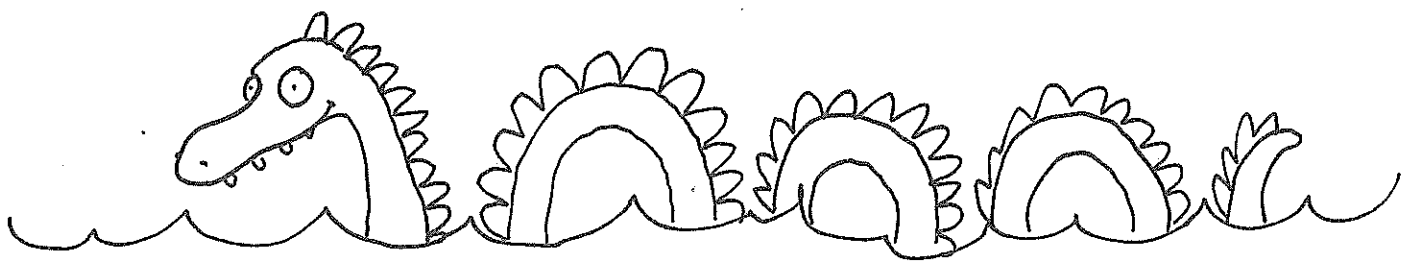
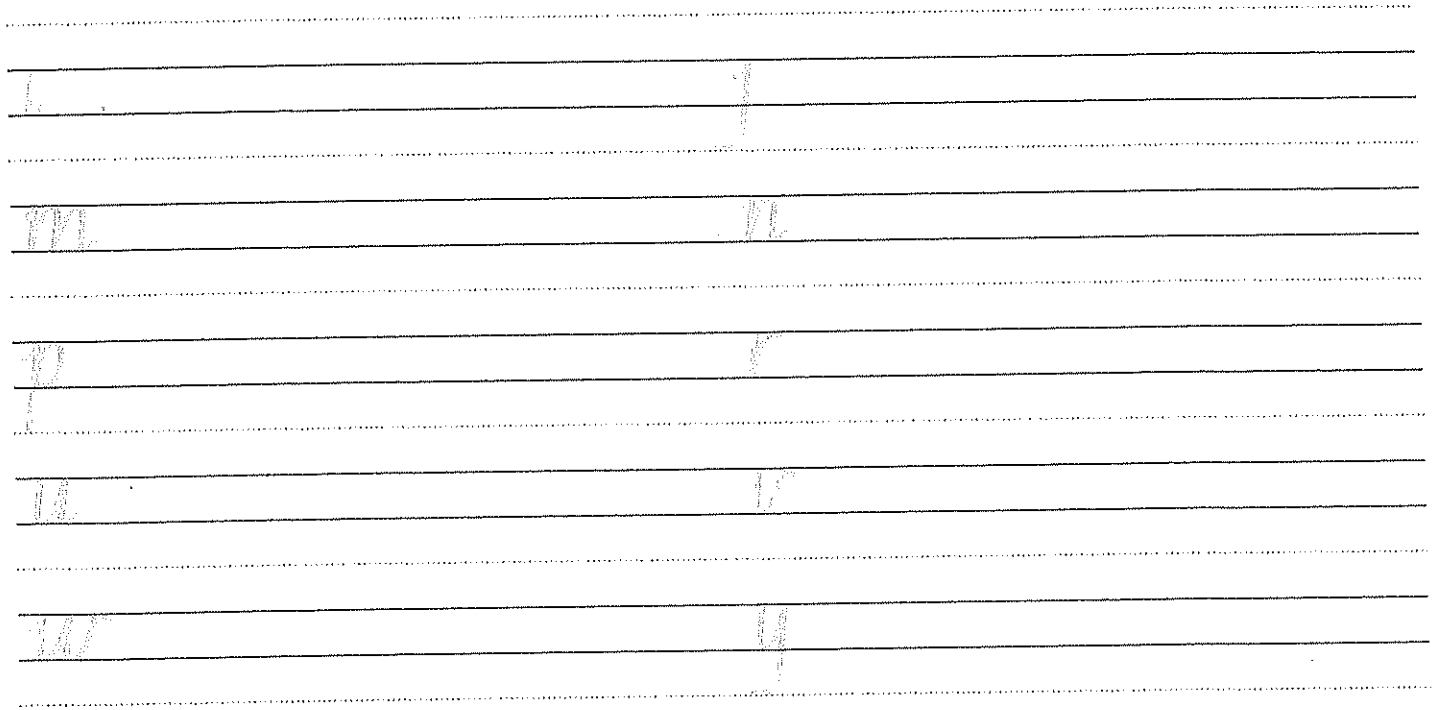
u u u u u u u u u

v v v v v v v v v

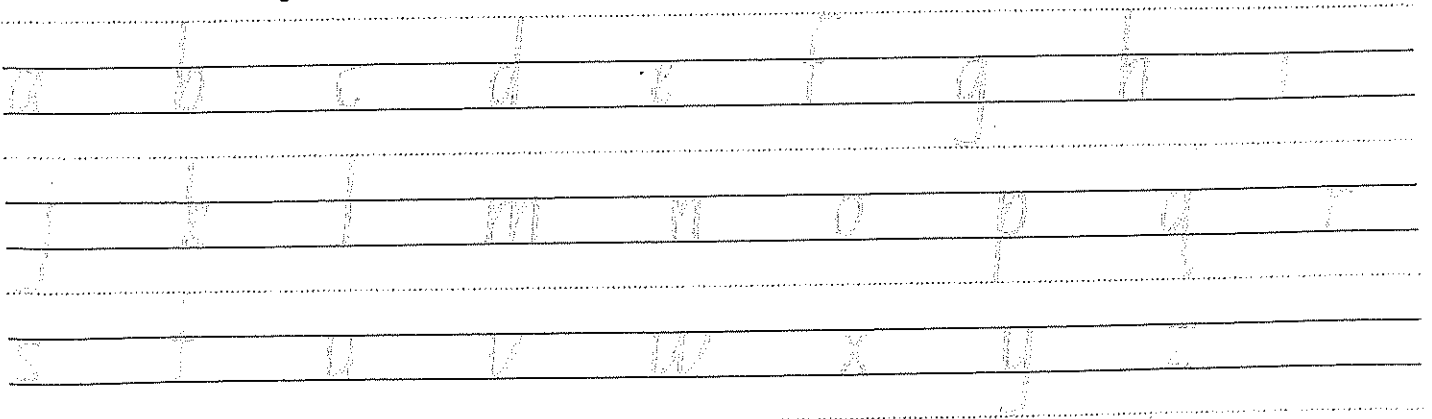
Track these letters with entry flicks.



Trace these letters with entry flicks. Then try your own.



Trace. Add entry and exit flicks to the letters that need them.





# Entries

Trace.

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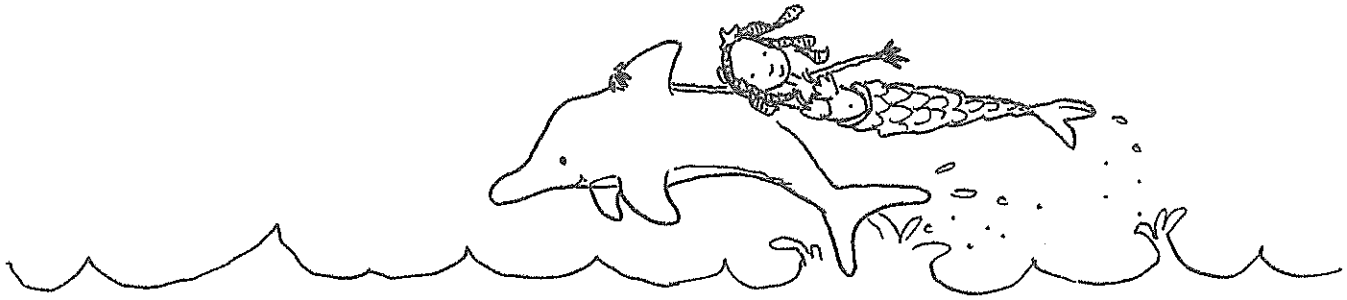
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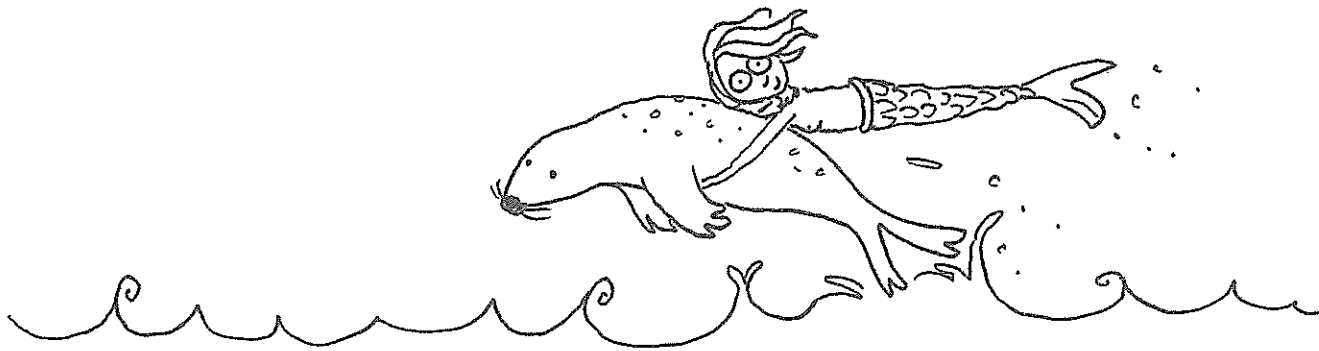
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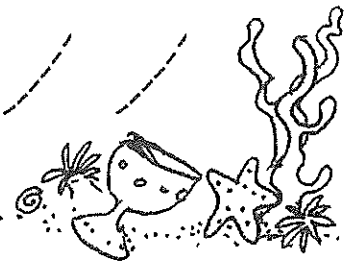
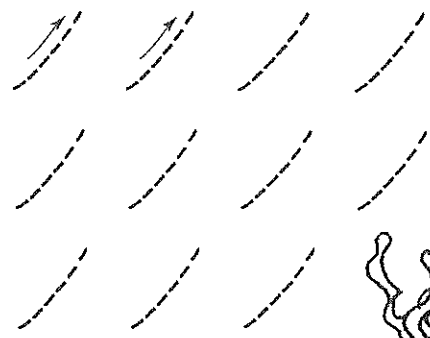
.....

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.....

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Entries curve up smoothly to a top point.



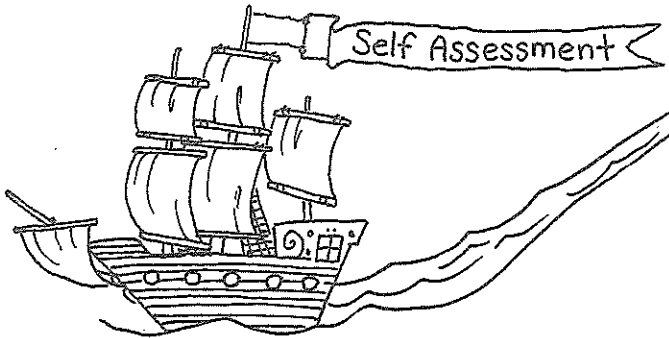
Trace, then copy.

bow ball job compass stern

row yellow crew's nest

canoe captured merchant

warden sails rigging mast



Circle your best word. Tick ✓ your best entry flick.

# Entries

Trace and copy.

THEY WERE BORN IN THE YEAR 1800

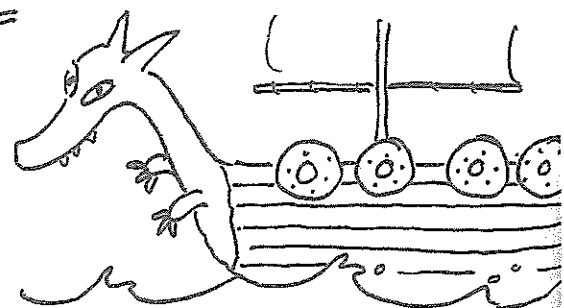
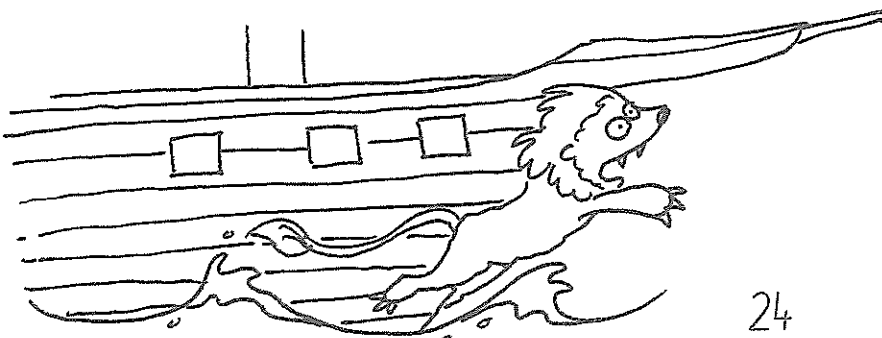
THEY WERE BORN IN THE YEAR 1800

THEY WERE BORN IN THE YEAR 1800

THEY WERE BORN IN THE YEAR 1800

THEY WERE BORN IN THE YEAR 1800

THEY WERE BORN IN THE YEAR 1800



Trace and copy.

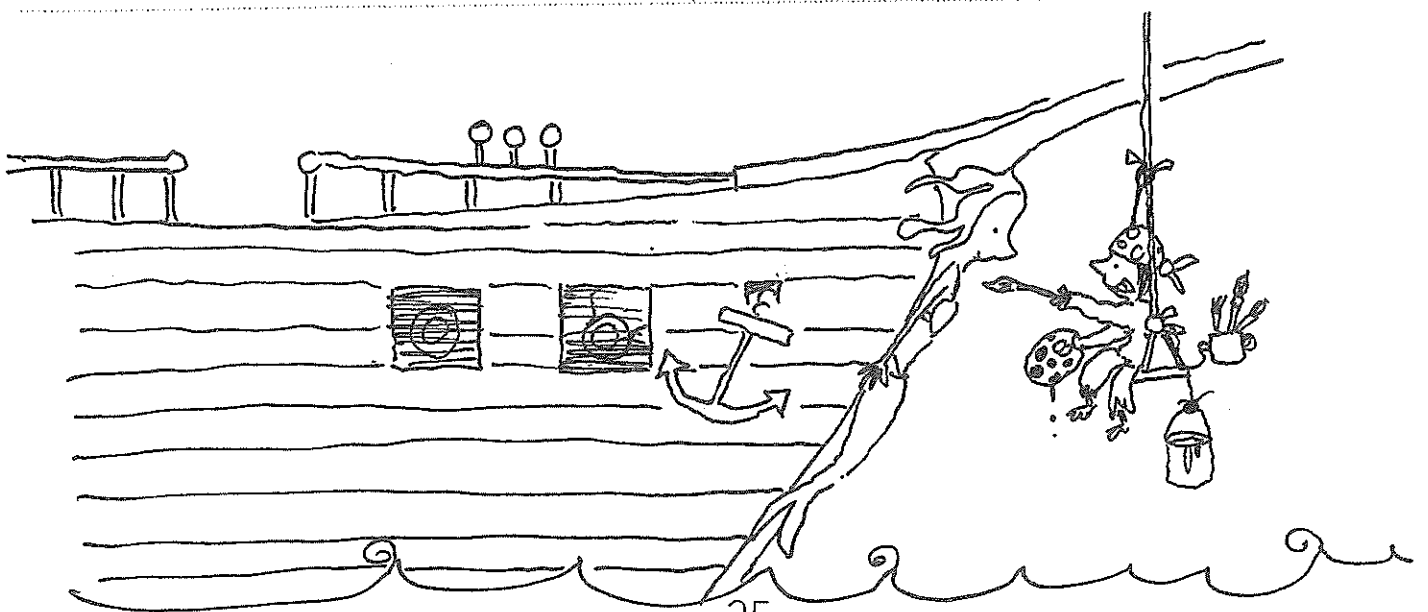
Figureheads were often carved

from wood, then painted.

Some even had gold on them.

They were thought to bring

good luck or ward off evil.



# Capitals and entries

Trace the titles of these books about mermaids. Add the entry flicks to the letters that need them.



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

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) with a dotted midline for letter height guidance.

Rewrite the information in the lines.

Add entry flicks to the letters that need them.

Francis Drake was an  
English sea captain.  
Queen Elizabeth I  
ordered him to attack  
Spanish ships. He brought her a lot of  
gold. She made him a knight in 1581.

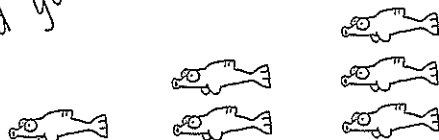
Remember – some letters need an exit flick as well as an entry flick!



Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) with a dashed midline.



How would you rate your entry flicks?

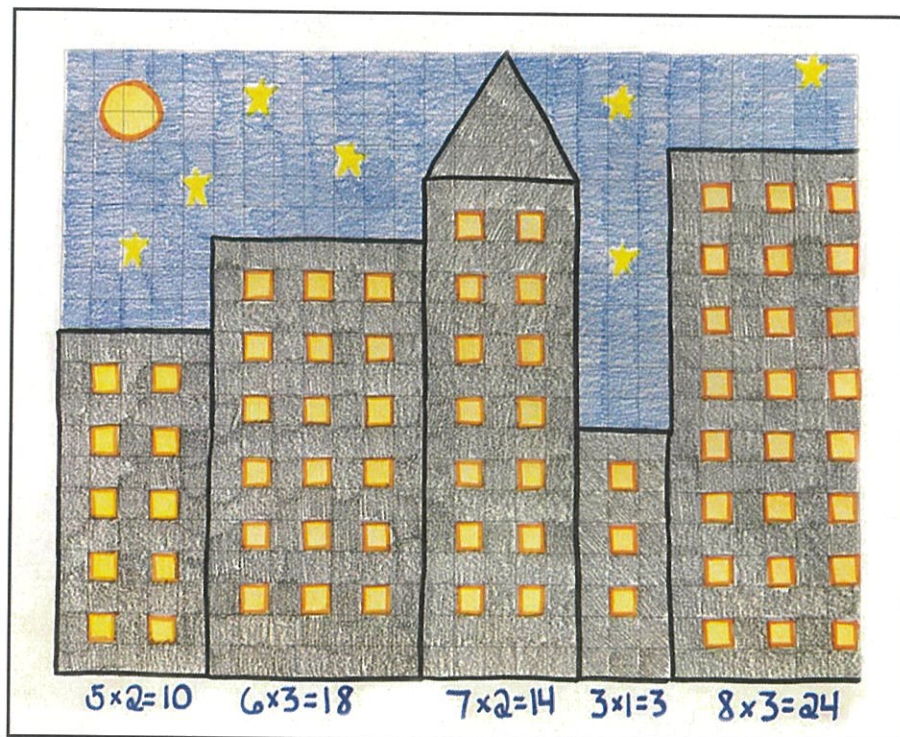


# City Skyline Arrays

**Objective:** Practice basic multiplication skills using arrays.

**Materials:** City Skyline Grid Paper (page 2 of this PDF file); markers or crayons

**Overview:** Kids will love designing their own skyscraper arrays! This is a fun math project that reinforces basic multiplication skills.

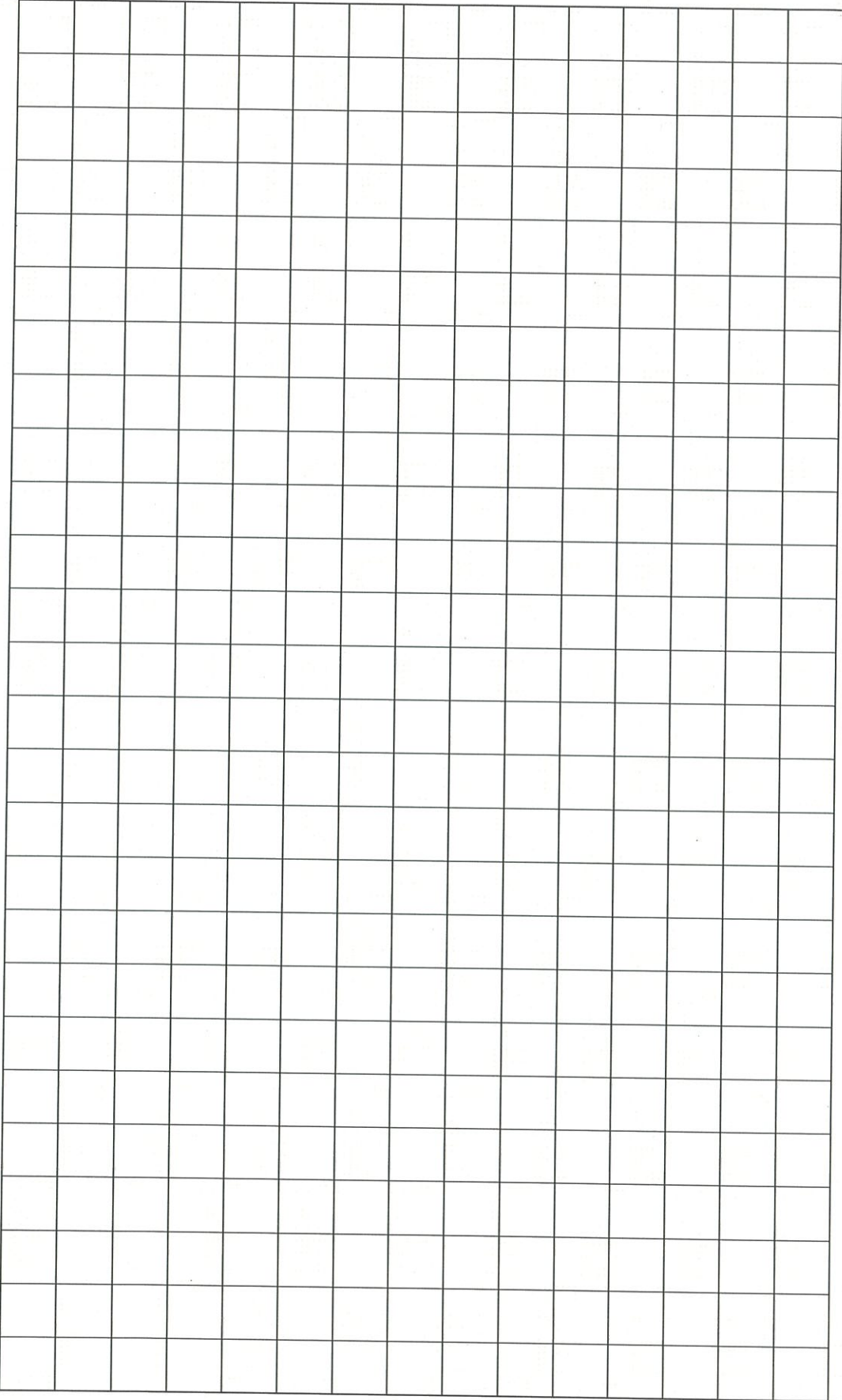


**Here's what to do in a few easy steps:**

- Draw vertical rectangles of various sizes.
- Fill in some of the individual squares inside the buildings to make windows.
- Color the skyscrapers. Add a background too!
- Write the multiplication fact shown inside each building.

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

# City Skyline Arrays

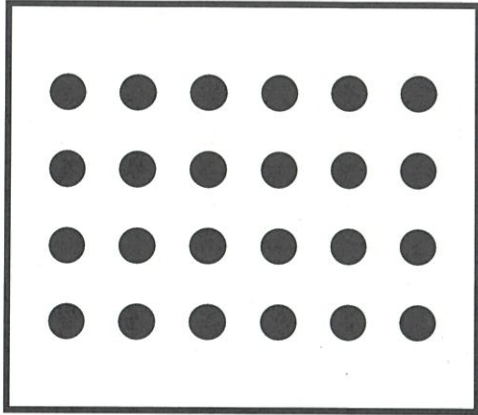


Multiplication Facts



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

## Using Arrays to Multiply



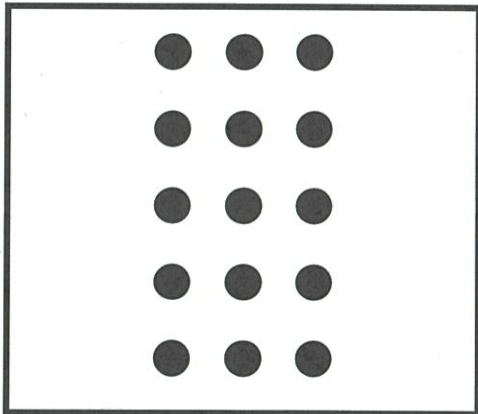
How many rows are in the array? \_\_\_\_\_

How many columns are in the array? \_\_\_\_\_

How many dots are in the array? \_\_\_\_\_

Write a multiplication fact that is shown by the array.

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_



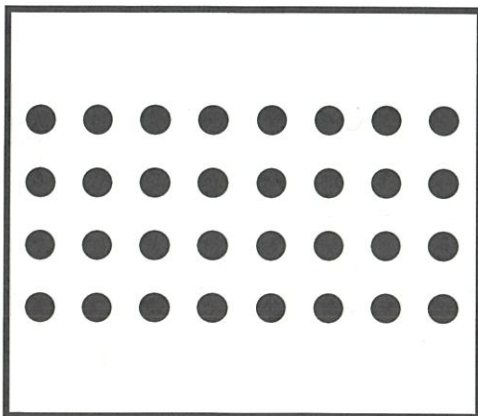
How many rows are in the array? \_\_\_\_\_

How many columns are in the array? \_\_\_\_\_

How many dots are in the array? \_\_\_\_\_

Write a multiplication fact that is shown by the array.

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_



How many rows are in the array? \_\_\_\_\_

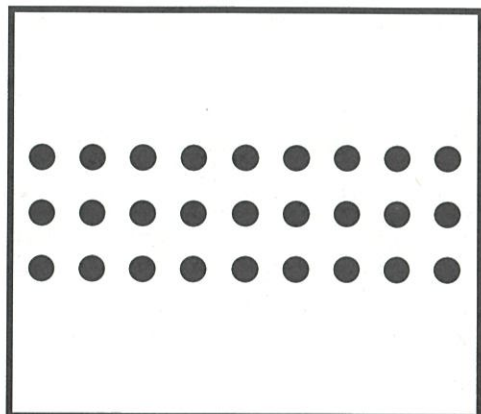
How many columns are in the array? \_\_\_\_\_

How many dots are in the array? \_\_\_\_\_

Write a multiplication fact that is shown by the array.

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

## Using Arrays to Multiply



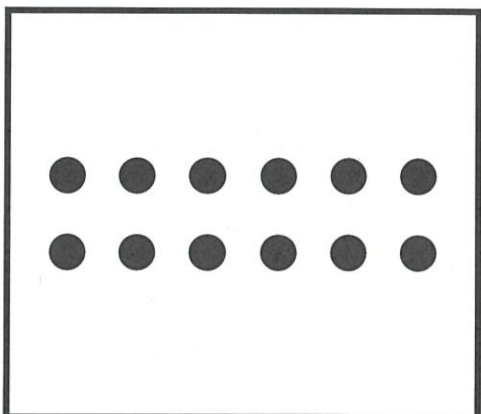
How many rows are in the array? \_\_\_\_\_

How many columns are in the array? \_\_\_\_\_

How many dots are in the array? \_\_\_\_\_

Write a multiplication fact that is shown by the array.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



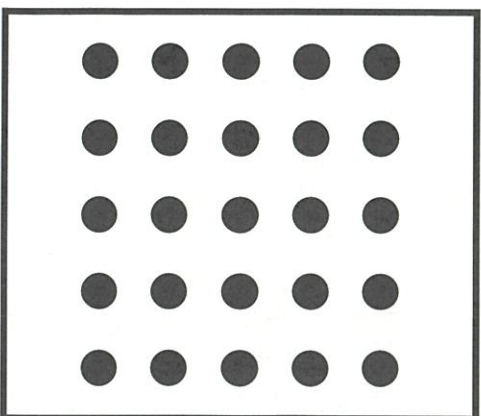
How many rows are in the array? \_\_\_\_\_

How many columns are in the array? \_\_\_\_\_

How many dots are in the array? \_\_\_\_\_

Write a multiplication fact that is shown by the array.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



How many rows are in the array? \_\_\_\_\_

How many columns are in the array? \_\_\_\_\_

How many dots are in the array? \_\_\_\_\_

Write a multiplication fact that is shown by the array.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

## Multiplication with Arrays

You can find the answer to basic multiplication facts by making a symbol picture called an array.

An array is a group of symbols arranged in straight rows and columns.

x x x x x x x

x x x x x x x

x x x x x x x

3 rows of 7 symbols equals 21 symbols.

$$3 \times 7 = 21$$

Draw an array to find the answer to each multiplication fact below.  
Be sure you draw your symbols in neat, straight rows and columns.

$4 \times 5 = \underline{\quad}$

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

$3 \times 8 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

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

$7 \times 4 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$

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

# Investigating Gravity, Speed and Force

## Experiment

Will paper or stone fall to earth faster?

### Method:

- 1 You will need a sheet of newspaper and a small stone.
- 2 Scrunch the newspaper into a tight ball.
- 3 Kneel on the ground and drop both objects from the exact same height. Then do the same from a standing position. Then, with assistance, safely stand on a chair and drop both objects from eye level.
- 4 Record your answers. Try it with a basketball and a tennis ball. Will the answer be the same?



### Predictions: (answer these before doing the experiment)

- 1 Which item is heavier? Paper or stone?
2. Which item will fall faster? paper, stone, or they fall at the same pace (circle one)
3. Do you think the results will be different when they are dropped at different heights?

**Observations:** Shade the box to show which hit the ground first.

| Kneeling on ground |      |      | Standing |      |      | Standing on chair |      |      |
|--------------------|------|------|----------|------|------|-------------------|------|------|
| paper              | rock | both | paper    | rock | both | paper             | rock | both |

Conclusion:

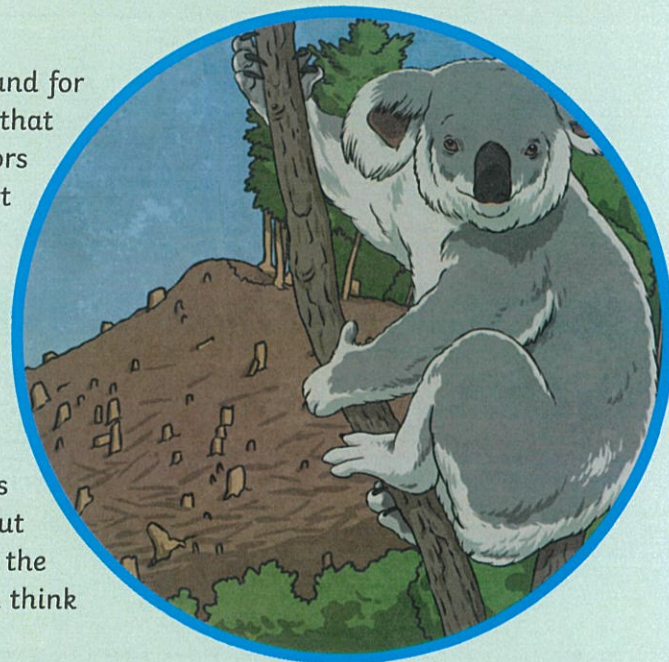
Does the weight of an object affect the speed at which it travels towards Earth?

# Endangered Animals

## What causes animals to become endangered?

### Habitat

People destroy natural habitats when they clear land for buildings, roads or farms. The trees, rocks or ground that gave animals shelter and protection from predators disappear. The other plants or animals that are part of their diet may also decrease as a result of clearing. The animals must move to another similar habitat or it becomes very difficult for them to survive.

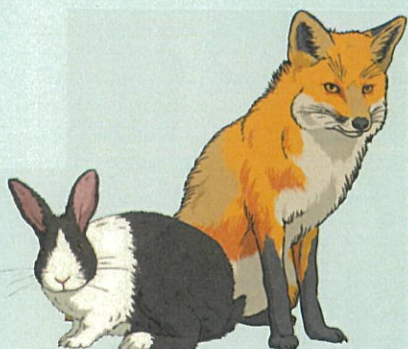


### Hunting

Animals are hunted because they are a source of food but they also provide fur, skins, teeth and bones. Some parts of animals are used for cosmetics or traditional medicines. Often, there are rules about fishing, such as the time of year you can fish, and the size and amount of fish you can catch. Why do you think these laws were made?

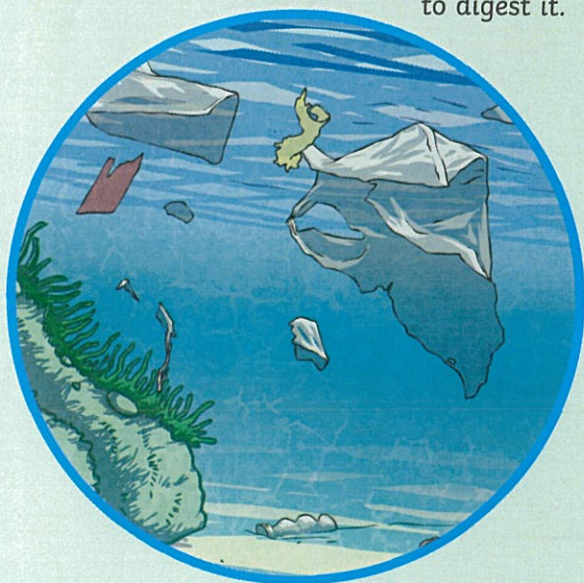
### Introduced animals

Introduced animals are animals that are not native to a habitat. These animals often thrive in their new location and then cause problems for the native animals. Introduced animals can prey on the native animals and take over their shelters and sources of food. Introduced animals like the cane toad can even be poisonous to other animals.



### Pollution

Humans pollute the water, air and soil that animals rely on. Chemicals from factories and farms can make animals very sick. Rubbish like plastic in the oceans can be eaten by sea creatures that are unable to digest it.

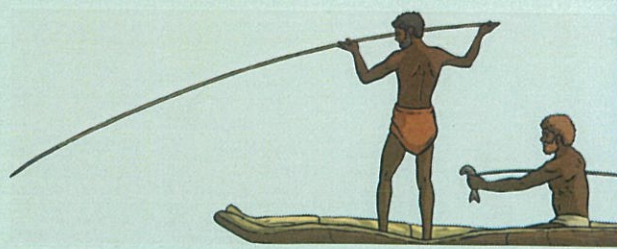


### Ask Yourself...

How can you help endangered animals?

### Did You Know?

Australian Aboriginals carefully watch the lifecycles of the animals they hunt. They know not to take too much from habitats. By only hunting the animals they need for food, and making sure that there are enough animals left to regenerate the population, they take care of the environment.



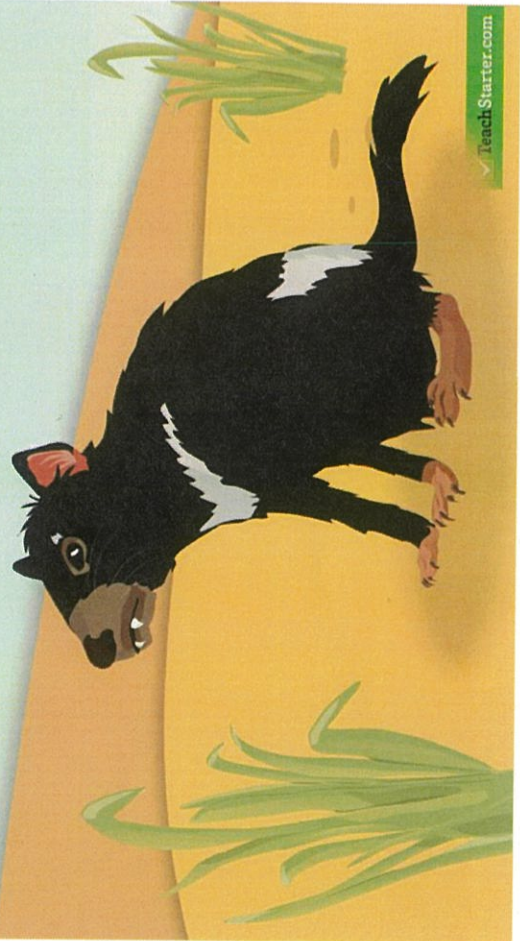
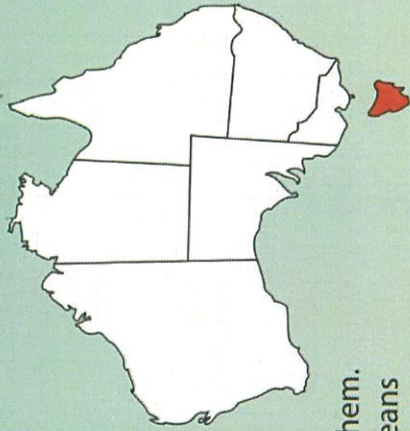
# TASMANIAN DEVIL

EN Endangered

**Where:** In all habitats around Tasmania.

**How many:** 10 000–15 000  
(As of 2008)

**Why:** Early farmers considered Tassie Devils a pest and hunted them. Increases in dingo population means increased competition for food and habitat. Smaller populations mean that Tasmanian Devils are more prone to disease. The most common is the Devil Facial Tumour Disease.



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twinkl.com

## Tasmanian Devil

The Wild Tasmanian devil can only be found in the wild in Tasmania, Australia. The Tasmanian devil is a marsupial.

Female marsupial animals have pouches in which they carry their young. The pouch helps the Tasmanian devil mother to feed and protect newly born babies. There are four teats in the pouch, so she can look after four little devils at one time.

Tasmanian devils are mostly black, but usually have white marking on their bottom or the chest. Tasmanian devils are carnivores which means they only eat meat. They are also known to be scavengers. They eat lizards, frogs, insects and any animal meat they can find.

The Tasmanian devil stores fat in its tail so that it has something to draw on when there isn't a lot of food to eat. Their eyesight is better when it's dark. They are good at spotting things that are moving, but if things are still they probably won't see it as clearly.

Adult male devils are usually bigger than females. They are about 30 centimetres tall and weigh up to 14kg.

### Did You Know...?

Devils can eat up to 40% of their body weight in a day.



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# Endangered Australian Animal

## The Tasmanian Devil

After reading the information about the Tasmanian Devil, complete the graphic organiser below.

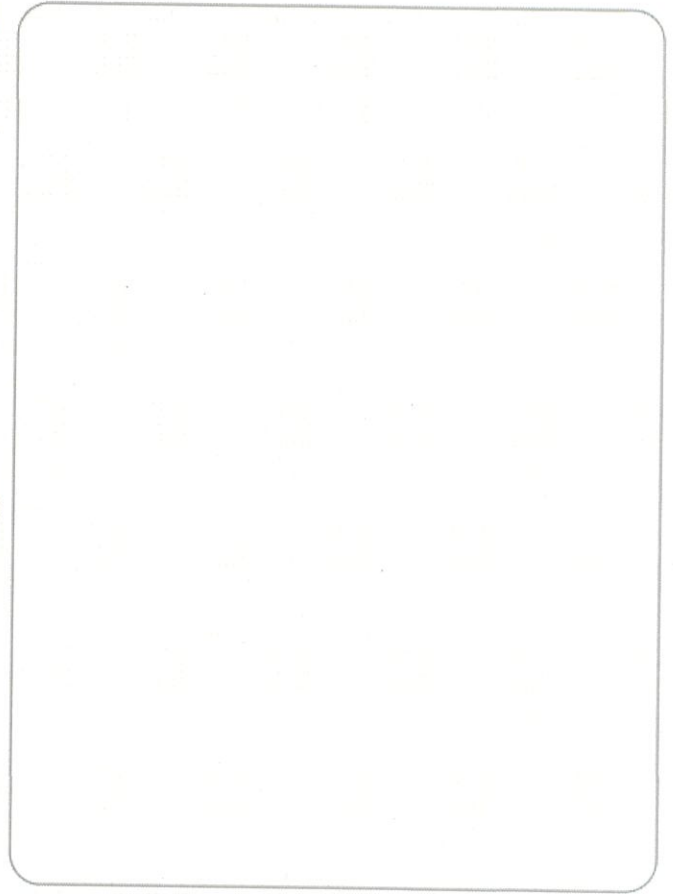
The graphic organizer consists of seven empty boxes for notes, arranged around a central box. The boxes are:

- Top-left: "What type of animal is it?"
- Top-right: "Where does it live?"
- Middle-left: "What does it eat?"
- Center: "Name of animal" (in a rounded rectangle)
- Middle-right: "What likes to eat it?"
- Bottom-left: "Why does the world need it?"
- Bottom-right: "Why is it in danger?"

Small paw print icons are scattered around the boxes.

4

Colour the places where your animal lives in Australia. Draw a picture of your animal in its natural environment.



Come up with at least three ideas that could be done to protect and save the Tasmanian Devil.

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