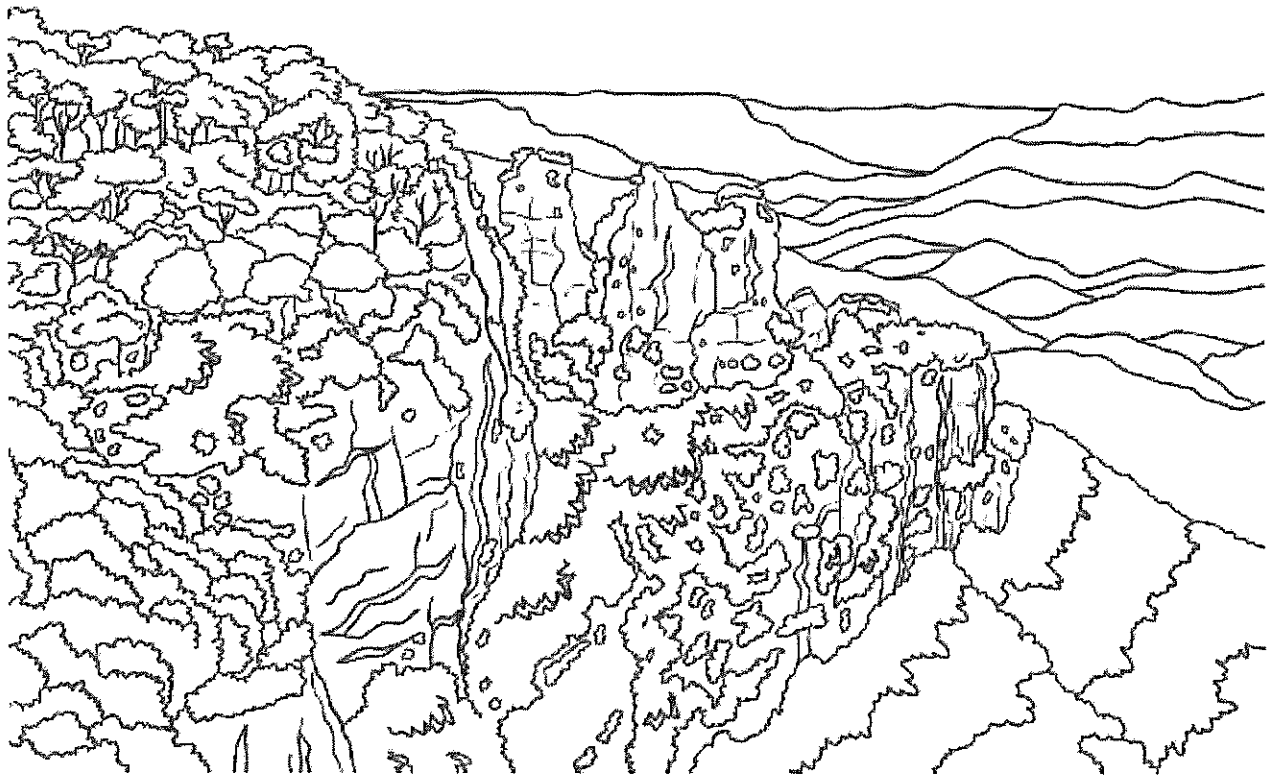


# Year 3

# Workbook

Week 9, Term 3



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

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



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## Year Three

### Continuity of Learning - Learning at Home Program, Term 3 – Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p>Task: Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)  <b>Task 2: 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.  <b>Task 3: Reading</b>            Read a book from your home library or log in to Get Epic.</p>	<p>Task: Help hang out the washing.</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>            Rainbow words- Write your list out in rainbow colours.  <b>Task 3: Reading</b>            Read a book from your home library or watch a book reading from Storyline Online.</p>	<p>Task: Set the table for breakfast.</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>            Rhyming Words- write as many words as you can that rhyme with each of your spelling words.  <b>Task 3: Reading</b>            Watch 'The Day the Crayons Quit' read aloud on YouTube and then answer the questions in the booklet.  <b>Task 4: Complete Reading Eggs</b></p>	<p>Task: Wash up the dishes after breakfast.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)  <b>Task 2: Complete Activity-</b>            Sentence writing. Put each of your words in a sentence. Use a dictionary if needed.  <b>Task 3: Reading</b>            Read a book from your home library or watch a book reading from Storyline Online.</p>	<p>Task: Help with some gardening.</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>            Tongue Twisters- Write a tongue twister for each of your spelling words.  <b>Task 3: Reading</b>            Read a book from your home library or log in to Get Epic.</p>
<b>Click on the picture to go to the website</b>	<p><b>epic!</b></p> <p>Task 4: Reading</p>	<p><b>Storyline Online</b></p> <p>Task 4: Reading</p>	<p><b>Storyline Online</b></p> <p>Task 4: Reading</p>	<p><b>epic!</b></p> <p>Task 4: Reading            Complete the comprehension in the workbook.</p>	



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	<p>Complete the comprehension in the workbook.</p> <p><b>Task 5: Complete Reading Eggs</b></p>  <p><b>Task 6: Writing</b> Read through the information report on Japan. The information is all jumbled up. Use different coloured pencils/highlighters to find information on the following: Location, The People, Food, Products, Other Interesting Facts. Use this information to complete the graphic organiser.</p>	<p>Complete the comprehension in the workbook.</p> <p><b>Task 5: Complete Reading Eggs</b></p>  <p><b>Task 6: Writing</b> Using your graphic organiser you completed yesterday, write your information report using the following subheadings: <b>Location</b> <b>The People</b> Remember to write in full sentences and use correct sentence punctuation.</p>	<p>Complete the comprehension in the workbook.</p> <p><b>Task 5: Writing</b> Using your graphic organiser you completed, continue writing your information report using the following subheadings: <b>Food</b> <b>Products</b> Remember to write in full sentences and use correct sentence punctuation.</p>	<p>Complete the comprehension in the workbook.</p>  <p><b>Task 5: Writing</b> Using your graphic organiser you completed, continue writing your information report using the following subheading: <b>Other Interesting Facts</b> Remember to write in full sentences and use correct sentence punctuation.</p>	<p><b>Task 6: Writing</b> Have one of your parents or older siblings to check your work. Did you have any spelling mistakes? Did you miss some punctuation? Can you use more descriptive words? Once your work has been checked, <b>edit and improve your information report</b>. Can you draw a picture to go with each of your paragraphs?</p>
<p><b>Break</b></p>	<p><b>Movement and Fruit Break</b> Game of catch</p>	<p><b>Movement and Fruit Break</b> Bounce a tennis ball on a tennis racquet.</p>	<p><b>Movement and Fruit Break</b> Use a Hula Hoop.</p>	<p><b>Movement and Fruit Break</b> Put out some buckets as markers and run around them. Time yourself.</p>	<p><b>Movement and Fruit Break</b> Complete laps around your backyard. Time yourself.</p>
<p><b>Middle</b></p>	<p><b>Task 7: Journal Writing</b></p>	<p><b>Task 7: Journal Writing</b></p>	<p><b>Task 6: Grammar</b> Exclamation marks</p>	<p><b>Task 7: Journal Writing</b></p>	<p><b>Task 7: Journal Writing</b></p>



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Click on the picture to go to the website

Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE: Character, **what they are doing** what is around them.  
EXAMPLE: The tiny chef **scooped the chocolate** as she sat on the bench.

**Mathematics**

**Task 1 – Addition Activity sheet**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

**Task 2 - Length**

If you can, watch the video by clicking the link below.



Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE: Character, **what they are doing** what is around them.  
EXAMPLE: The lion **snuck up quietly** on his stilts.

**Mathematics**

**Task 1 - Subtraction Activity sheet**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

**Task 2 – Area**

If you can, watch the video by clicking the link below.

[https://www.youtube.com/watch?v=x5VQWIk3Q\\_o](https://www.youtube.com/watch?v=x5VQWIk3Q_o)

**Area Activity Sheet**

Watch, **Exclamation Mark** song from **Grammaropolis - "Exclaim!"**

An exclamation mark indicates strong emotions such as anger, fear, love etc.

**Examples:**

Arghhh! There's a spider!  
Help! Help!

I'm so excited about the party!

Watch out!

**Task 1 - Write** what the characters in the pictures are saying. Make sure you use a sentence that needs an exclamation mark.

The first one's done for you.

**Task 2 – Draw** someone who has won a prize. Write what they are saying. Don't forget to use exclamation marks!

**Mathematics**

**Task 1 – Multiplication activity sheet**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

**Task 2 – Patterns**



Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE: Character, **want they are doing** what is around them.

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

EXAMPLE: The babysitter **welcomed the strange visitor** into the house.

**Mathematics**  
**Task 1 – Division**  
**Division Activity sheet**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

**Task 2- Chance**



Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE: Character, **what they are doing** what is around them.

EXAMPLE: The fox **pointed the camera** at the humans.

**Mathematics**

**Task 1 – Times Tables**

Complete the times tables grid.

**Task 2 – 3D objects**

If you can, watch the video by clicking the link below.

[Nets of Shapes | Geometry 1](#)  
[Year 3 Maths](#)

Complete the worksheet on 3D objects about nets.

**Task 3**



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**Length: Measuring in Millimetres - YouTube**  
Complete the estimation and measuring in millimetres sheet.

**Task 3**  
Complete your Mathematics activities for today.



**Task 4- Optional**  
Complete the Number of the Day.  
Today's number is **42**.

Complete the area activity sheet.  
**Task 3**  
Complete your Mathematics activities for today.



**Task 4- Optional**  
Complete the Number of the Day.  
Today's number is **76**.

**PE- Dodging**  
Watch this video and have a go at practising your dodging skills. [FMS- DODGING](#)

**Warm Up:**  
10 x side gallops  
10 x squats  
10 x vertical jumps  
10 x star jumps

**Activity:** Create a maze in your backyard using at least 10 objects from around your backyard. Practise dodging the objects in the maze by

If you can, watch the video by clicking the link below.

[Practice finding patterns in numbers | 3rd grade | Khan Academy](#)

**Patterns Activity Sheet**  
Complete the patterns activity sheet.

**Task 3**  
Complete your Mathematics activities for today.



**Task 4- Optional**  
Complete the Number of the Day.  
Today's number is **135**.

If you can, watch the video by clicking the link below.

[3rd Grade - Math - Probability - Topic Overview](#)

**Chance Activity Sheet**  
Complete the chance activity sheet.

**Task 3**  
Complete your Mathematics activities for today.



**Task 4- Optional**  
Complete the Number Sense activity.  
Today's number is **333**.

Complete your Mathematics activities for today.



**Task 4- Optional**  
Complete the Number Sense activity.  
Today's number is **89**.



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<p><b>Break</b></p>	<p><b>Lunch</b> Teach yourself to juggle in the backyard.</p>	<p>travelling at different speeds; running, walking. <b>Cool Down:</b> Jog around your backyard gradually slowing down from a jog to a walk to a slow walk to standing. Stretch your arms up high, bring them down and reach forward, bring them down and reach for the floor.</p>	<p><b>Lunch</b> Kick a soccer ball against a wall. Count by 4's for each bounce.</p>	<p><b>Lunch</b> Jump on a trampoline or skip using a rope.</p>	<p><b>Lunch</b> Eat outside in the fresh air and look up at the clouds.</p>
<p><b>Afternoon</b>  Click on the picture to go to the website</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>Geography</p> <p>Significance of Environment</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>Science Marshmallow Challenge</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>PD/Health- Road Safety Activity 1 If you can watch the video using the link below and think</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>Visual Arts Recycle Art <b>Materials:</b> can be.....string, fishing line,</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>PE- Dodging Warm Up 10 x side gallops 10 x squats 10 x vertical jumps</p>



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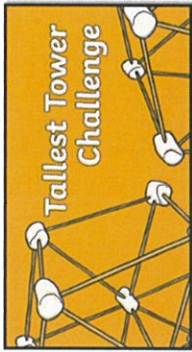
SUCCESS

## How do people rely on the environment to survive?

Plants are important for the planet and for all living things. Plants absorb carbon dioxide and release oxygen from their leaves, which humans and other animals need to breathe. Living things need plants to live – the eat and live in them. Plants help to clean water too.



**Mining** – people mine the earth for natural resources to support them in everyday life. Coal, natural gas and oil are resources that are mined from the ground to give us fuel and electricity.



### You will need:

20 dried spaghetti pieces

25 mini marshmallows

roll of tape to hold the base down on the table.

Using your materials, create the tallest structure you can. Remember gravity will try to pull it down as it gets higher.

Take a picture or draw a picture of your tower.

If you don't have any marshmallows, you can use dough (flour and water) or playdough to hold the

about how this bike safety applies to riding a scooter or skateboard.

[Bicycle Safer Journey - Bing video](#)

### Activity 2

Why is it dangerous for children to ride, skate or scoot on the road?

### Activity 3

If you can complete Select S2, 'safety on wheels' activity.

[Activities | Safety Town](#)

### Activity 4

Complete the attached to show what you can remember about road safety.



normal glue, wood glue, recycle materials

### Create:

Find things from your recycling bin that you think you can create with. Give everything a wash first and put in the sun to dry. Have a plan and then begin creating.

**Warning: If you need to do any cutting, ask for an adults help or supervision first.**

[Recycle Craft for Kids, Cereal Box Cardboard Dog, Art Project for Kids, Little Woods Art](#)

10 x star jumps

### Activity

**Dodge Relay:** Using object around your backyard set up the following stations:

**Station 1-** Place objects in a straight line

**Station 2-** Place objects in a zig zag formation

**Station 3-** Place objects in a large circle

Start at station 1 and run through the relay using the skill of dodging. Time yourself or ask an adult to help you. Write down your fastest time.

### Cool Down

Jog around your backyard gradually slowing down from a jog to a walk to a slow walk to standing. Stretch your arms up high, bring them down and reach forward, bring them down and reach for the floor.



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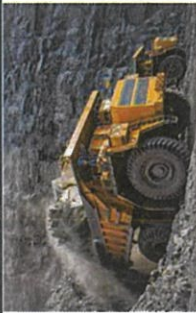
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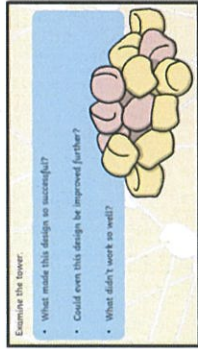
SUCCESS



In this lesson, you will be learning about plants and how they are important for survival. You will also look at how natural resources are mined and look at what these resources are used for.

Please complete the worksheets.

spaghetti together. Just be careful as dough is heavier than marshmallows.





# Spelling List Week 9 Term 3

cream  
dream  
gleam  
stream  
scream

5

rough  
valley  
locate  
monkey  
litre

10

absent  
confident  
different  
patient  
independent

15

diving  
luggage  
convince  
surfboard  
excellent

20

absence  
confidence  
difference  
patience  
independence

25

production  
minerals  
livestock  
exportation  
importation

30

quizzical  
qualification  
quarantine  
questionnaire  
quotient

35



ate  
code  
pipe  
mate  
rode  
pine  
mane  
cube  
hate  
note  
fine  
slope

slide  
tape  
cute  
bite  
made  
hope  
cane  
rough  
valley  
locate  
monkey  
litre

Spelling Rule: Words ending in 'ent' are adjectives, whereas words ending in 'ence' are nouns.

Unit 19

# Using an encyclopedia

When you are looking for information from encyclopedias on the shelves of your library or on a computer program, you need to know which word to look up or type in.

For example, if your teacher asked you to find out 'How do flies walk upside down?' you would type the word 'flies' into your computer program.

*Flies* is the word that the question is about.

*Flies* is the *key word* in this question.

1 Write the key words next to these five questions.

a Are bats really blind? Key word \_\_\_\_\_

b Who invented the telephone? Key word \_\_\_\_\_

c Where in Australia do sealions live?

Key word \_\_\_\_\_

d Why do whales send a jet of water into the air?

Key word \_\_\_\_\_

e How many islands make up the country of Japan?

Key word \_\_\_\_\_

2 When you are using a set of encyclopedias, you'll notice all the entries are in alphabetical order.

a Why is this so? \_\_\_\_\_

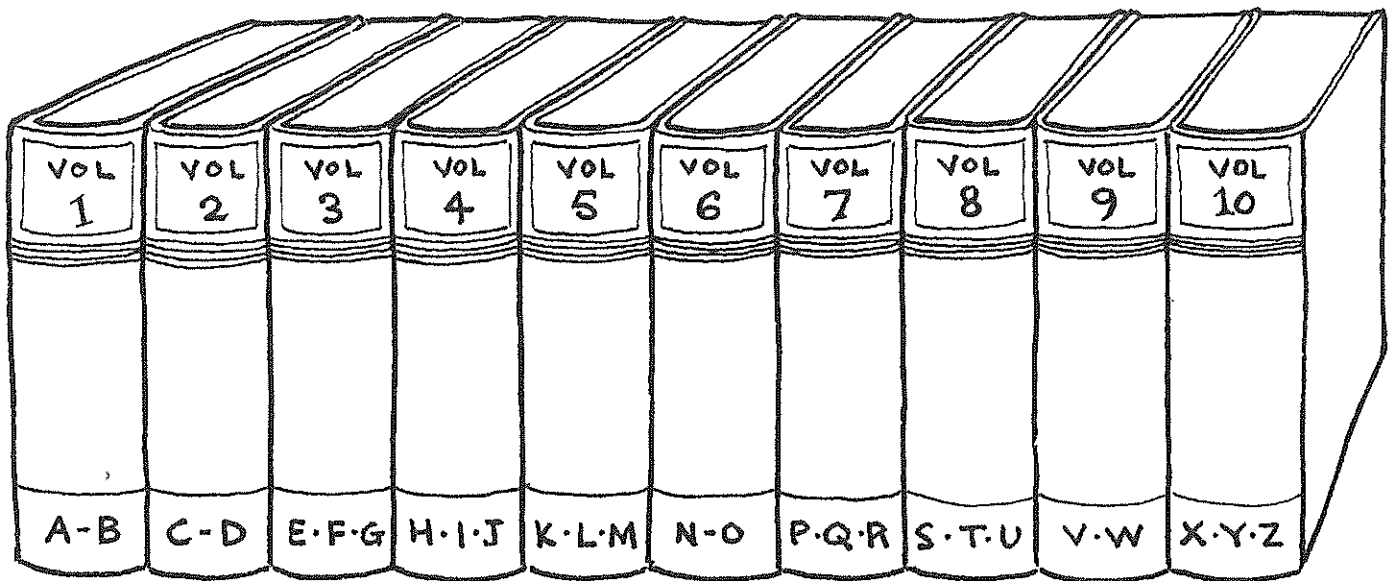
\_\_\_\_\_

b What other kinds of books are written in alphabetical order?

\_\_\_\_\_

\_\_\_\_\_

If you are using a set of encyclopedias to look up your information, you'll need to know which volume to choose.



On the spine of each volume is a number (Vol. 1, Vol. 2, etc). On the bottom of the spine of each volume are some letters. These are the first letters of the subjects you can look up in that volume. For example, information about pigs would be found in Vol. 7 (P • Q • R).

3 Choose the key word in each of these questions. Then write down which volume in this set of encyclopedias you would find your information.

a How far away is Mars from the Earth? Key word \_\_\_\_\_

You would look up Volume \_\_\_\_\_

b Why do cyclones do so much damage in northern Queensland?

Key word \_\_\_\_\_ You would look up Volume \_\_\_\_\_

c Does lightning ever strike twice in the same place?

Key word \_\_\_\_\_ You would look up Volume \_\_\_\_\_

d What sport is Don Bradman so famous for?

Key word \_\_\_\_\_ You would look up Volume \_\_\_\_\_

e Did Matthew Flinders' cat, Trim, sail around Australia with him?

Key word \_\_\_\_\_ You would look up Volume \_\_\_\_\_

# Understanding diagrams

## Mouthguards

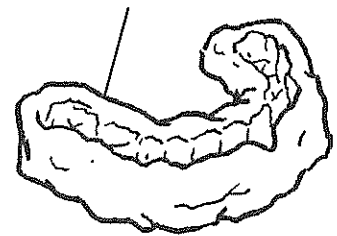
Mouthguards protect your teeth and gums when you are playing contact sport.

You can buy a mouthguard from a pharmacy but better still you can have your dentist make one specially for you.

Dr Bruce, from his dental clinic, Better Bite, has drawn these diagrams to help you understand how mouthguards are made.

- 1 Dr Bruce uses a mixture a bit like chewing gum, called *alginate*. It is made from ground seaweed mixed with other special ingredients. He presses this around your top teeth and gums and leaves it to set for about three minutes. When he takes it off you can see the mould where your teeth have been.

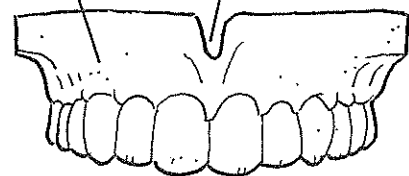
Dr Bruce calls this mould an impression



- 2 He pours *Plaster of Paris* into the mould to form a hard cast. This hard cast dips down above your two front teeth because of the muscle there. Feel the muscle in your mouth with your tongue.

hard cast

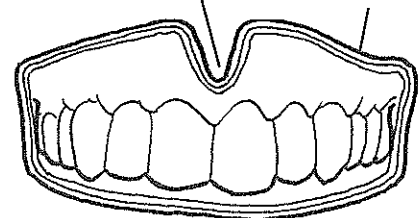
the proper name for this muscle is a frena



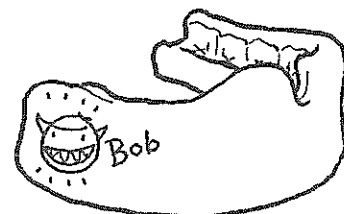
- 3 Using special machines, layers of spongy material are pressed onto the cast. This is what your mouthguard would look like if it were clear and you could still see your teeth.

frena

layers of spongy material



- 4 You can put your name inside your mouthguard.



When you've read the previous page and discussed it with your teacher, answer the questions below.

1 When should you wear a mouthguard? \_\_\_\_\_

\_\_\_\_\_

2 Why should you wear one? \_\_\_\_\_

\_\_\_\_\_

3 Explain what a contact sport is. \_\_\_\_\_

\_\_\_\_\_

4 Another name for the mould Dr Bruce makes is a \_\_\_\_\_

\_\_\_\_\_.

5 Dr Bruce makes his hard cast out of \_\_\_\_\_.

6 What goes over the hard cast to complete the mouthguard?

\_\_\_\_\_

7 Imagine what it would look like and how it would feel if you were wearing a mouthguard. Why do you think mouthguards aren't used on the bottom teeth as well?

\_\_\_\_\_

8 Dr Bruce says that children will probably need a new mouthguard every year. Why do you think that would be?

\_\_\_\_\_

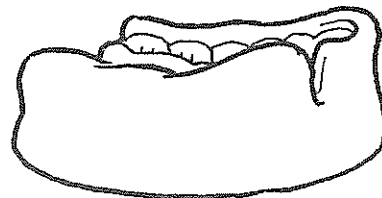
9 He says if you don't wear a mouthguard, you could end up wearing one of these.



What is it? \_\_\_\_\_

\_\_\_\_\_

10 Colour this mouthguard in your favourite sporting club colours and put your name on it.



Wednesday

## Read Aloud Comprehension

### *The Day the Crayons Quit*

Listen to and watch 'The Day the Crayons Quit' read aloud on YouTube.



**Answer the following questions:**

If Blue Crayon keeps being the most used crayon, what might happen to him?

---

---

---

Which crayon do you feel particularly sorry for? Why?

---

---

---

What is one question you would like to ask Duncan about his crayons?

---

---

Write a brief character profile of one of the crayons.

---

---

---

---

What do you imagine Duncan looks like? You can draw a picture as well.

---

---

---

Unit 21

# Book review – 'Tashi and the Baba Yaga'

What would you do if you found a strange looking house standing on scaly yellow chicken legs in the middle of the forest?

Would you creep closer and peep inside?

Jack's friend, Tashi, did.

Tashi didn't know the house belonged to the bad witch, Baba Yaga, an ugly old woman with a monstrous nose and teeth made of iron.

When Baba Yaga invited him in for tea, Tashi accepted.

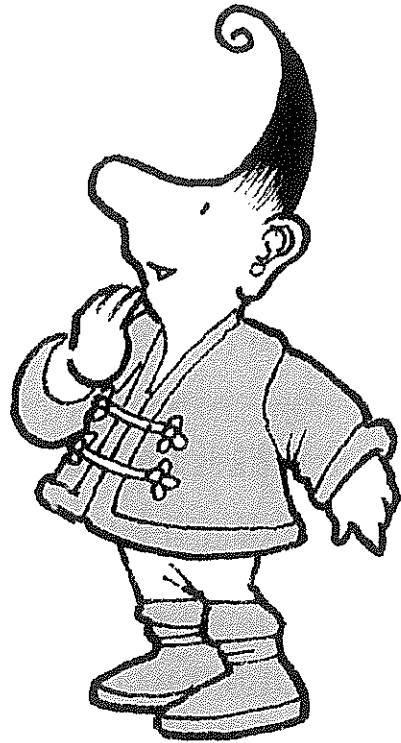
But he found himself in deep trouble for Baba Yaga felt like baked boy for dinner!

I had to keep reading this story to see what clever plan Tashi thought up to escape from this bad witch.

And I wasn't disappointed. The plan really worked (with a little help from Tashi's friend, the raven).

I especially like the illustrations in this book. They make the story come alive.

I've read all the Tashi stories but this one's my favourite.



*by Madeline*

*Tashi and the Baba Yaga* is written by Anna Fienberg and Barbara Fienberg (that's Anna's Mum) and illustrated by Kim Gamble.

1 a The title of the book which Madeline is reviewing is

\_\_\_\_\_

b The authors are \_\_\_\_\_

c The illustrator is \_\_\_\_\_

2 Who are the main characters in this book? \_\_\_\_\_

\_\_\_\_\_

3 Where does the story take place? \_\_\_\_\_

\_\_\_\_\_

4 Describe Baba Yaga. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 Madeline doesn't tell you how Tashi escapes. Why do you think she has left this bit of the story out? \_\_\_\_\_

\_\_\_\_\_

6 What does Madeline say about Kim Gamble's illustrations?

\_\_\_\_\_

7 After reading this book review would you borrow the book from the library if you hadn't read it before? \_\_\_\_\_

Why/why not? \_\_\_\_\_

8 Which section of the library do you think it would be in — fact or fiction? \_\_\_\_\_

9 Which shelves would you look at to find it? \_\_\_\_\_

\_\_\_\_\_

10 This book is a *fantasy*. What does that mean? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Understanding programs

Arcadia Public School is a small four-teacher school so its program for its Athletics Carnival could be very different from yours. When you have studied the school's program opposite, answer the questions below.

- 1 What time should the children be assembled at the oval for the Athletics Carnival? \_\_\_\_\_
- 2 The first running event is \_\_\_\_\_
- 3 If Haley is seven years old now but will turn eight on Christmas Day, what age race should she go in? \_\_\_\_\_  
\_\_\_\_\_
- 4 How far does she have to run? \_\_\_\_\_
- 5 If Haley comes fourth in her age race, does she go into the age race finals? \_\_\_\_\_ Why/why not? \_\_\_\_\_  
\_\_\_\_\_
- 6 Haley's little sister is six in October. How far does she run in her age race? \_\_\_\_\_
- 7 When the sub-junior championships are held, how old are the children who could compete? \_\_\_\_\_
- 8 Haley isn't in the 200 metres, shot put or 800 metres. What else could she do at the Carnival? \_\_\_\_\_
- 9 What exciting announcements would you want to hear at the Assembly at the end of the Carnival? \_\_\_\_\_  
\_\_\_\_\_



# ARCADIA PUBLIC SCHOOL



Annual Athletics Carnival – Thursday 13th August

<b>PROGRAM</b>	Assemble at Galston Oval	9:30am
	March past	9:45am

<b>1. AGE RACE HEATS</b> <i>Children are to race in the age group they will be in at the end of the year.</i>	<b>5 yrs to 12 yrs boys and girls</b> (5, 6, 7 yrs Sub-Junior – 70 metres) (8, 9, 10 yrs Junior – 100 metres) (11 yrs – 100 metres) (12, 13 yrs Senior – 100 metres)
--	--

<b>2. AGE RACE FINALS</b>	<b>The first 3 place getters</b> from each heat go in the finals
---------------------------	--

<b>3. CHAMPIONS</b>	<b>Sub-junior</b> boys and girls <b>Junior</b> boys and girls <b>Senior</b> boys and girls
---------------------	--

**4. PRE-SCHOOL RACE**

<b>5. 200 METRES</b>	<b>Junior</b> boys and girls
----------------------	------------------------------

<b>6. SHOT PUT</b>	<b>Senior</b> boys and girls <b>Junior</b> boys and girls
--------------------	--

<b>7. 800 METRES</b>	<b>Senior</b> boys and girls
----------------------	------------------------------

**NOVELTY EVENTS —  
for children not included  
in events 5, 6 and 7**  
egg/spoon  
skipping  
three-legged race  
balloon  
orange race  
sack race

<b>LUNCH</b>	12:30–1pm
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<b>8. RELAYS</b>	<b>Sub-junior relay</b> (shuttle) <b>Junior relay</b> (circular) <b>Senior relay</b> (circular)
------------------	---

<b>9. BALL GAMES</b>	<b>Sub-junior</b> – Over and under <b>Junior</b> – Over and under <b>Junior</b> – Tunnel Ball <b>Senior</b> – Tunnel Ball <b>Senior</b> – Captain Ball
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<b>10. ASSEMBLY AND CLEAN UP</b>	2:30pm
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## When to use an Exclamation Mark!

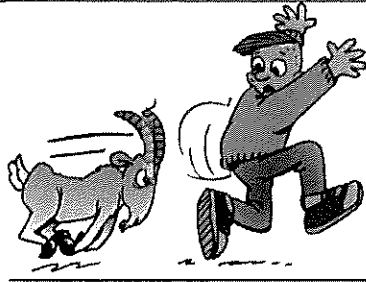
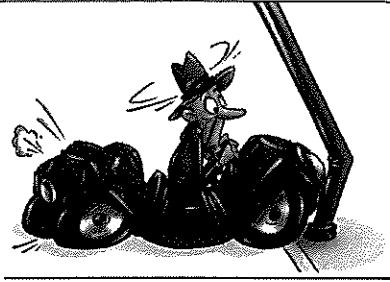

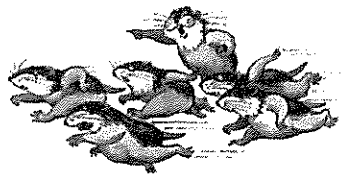
An exclamation mark indicates strong emotion such as anger, fear, love etc.

**Examples:**

Arghhh! There's a spider!  
Help! Help!  
I'm so excited for the party!  
Watch out!

- something loud	- a surprise or fright
	Oh! Aaagh! Eek!
- being pleased	- something funny
	
How lovely!	How can you tell when an elephant is in your bed? Look for the 'E' on his pyjamas!

Write what the characters in the pictures are saying. Make sure you use a sentence that needs an exclamation mark. The first one's done for you.

 <p>Nooo! You've goat to be kidding me!</p>	
	

## When to use an Exclamation Mark!

Now! Draw someone who has won a prize. Write what they are saying. Don't forget to use exclamation marks!

## WRITING – MONDAY

This week we are going to be writing an information report on a country instead of an animal. The country we will be writing our information report on is Japan. We will still be following the same steps, gathering our information, putting it in a graphic organiser and then using this information to write our paragraphs.

Read through the information report on Japan below. The information is all jumbled up, without subheadings. Use different coloured pencils/highlighters to find information on the following: **location, the people, food, products and other interesting facts.**

Here is the type of information you should be looking for under each category:

<b>Location:</b>	Which continent is Japan in? What is the capital city? What are the major landmarks? (mountains, rivers and lakes)
<b>The People:</b>	What is the population? What language do they speak? What sports do they play?
<b>Food:</b>	What are the popular foods called? Give a brief description of each.
<b>Products:</b>	What things are made in Japan that are sold around the world?
<b>Other interesting facts:</b>	Other information that doesn't fit under the other categories

## Japan

Japan is located in South-East Asia.

Japan is an island country meaning it is surrounded by the sea. It is made up of four main islands many more smaller islands. Japan could fit into Australia twenty times.

There are 125 million people in Japan which is nearly five times the population of Australia. The main language spoken by the people of Japan is Japanese. "Konnichiwa" means hello in Japanese.

The highest mountain in Japan is Mount Fuji and it is actually a dormant volcano meaning it has not erupted for a very long time. It stands at 3776 metres tall.

Popular sports played by the people of Japan include sumo wrestling and soccer, however the national sport is baseball.

Tokyo is the capital city of Japan.

Japan is famous for its food which is enjoyed around the world. Sushi is the most well-known Japanese food and is made from rice, vegetables, seaweed and seafood or meat.

Many products from Japan sold around the world. There are also many famous companies started in Japan. The main products from Japan are motor vehicles, electronics and computer games.

There are lots of other interesting facts about Japan. Vending machines are very popular in Japan. In Tokyo you never have to walk more than twelve metres to find a vending machine and these vending machines sell a wide range of products including hot food and even underpants.

Ramen is another popular Japanese dish, made from thin egg noodles served in soup. In Japan farmers grow cube shaped watermelons that are easier to stack.

Japan also hosted the Olympics in 2021.

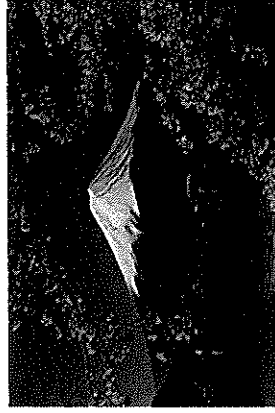
Popular companies include Toyota and Honda. Japan is also popular for their animated television shows, called anime. Popular anime shows include Pokémon and Beyblades.

There are wild bears in Japan.

Location

**GRAPHIC ORGANISER:**

Japan



Products (famous products and companies)

The People

Food

Other interesting Facts





## WRITING – WEDNESDAY

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

**Food**

**Products**

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

**Food**

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**Products**

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## **WRITING - FRIDAY**

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

Did you have any spelling mistakes?

Did you miss some punctuation?

Can you use more descriptive words?

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

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

## MATHS – MONDAY

# ADDITION

Make sure you complete the first two columns.

Feel up for a challenge? Give the third column a go.

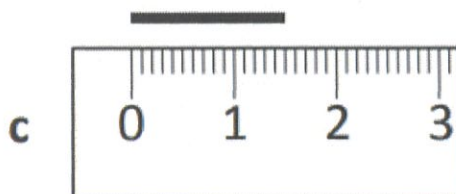
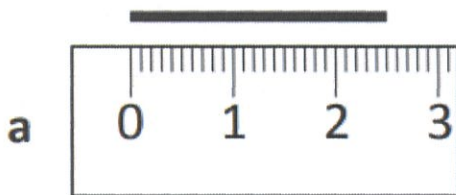
Everyone	Mini Challenge	Super Challenge
$156 + 8 =$	$63 + 17 =$	$\begin{array}{r} 132 \\ + 356 \\ \hline \end{array}$
$7 + 8 =$	$22 + 34 =$	$\begin{array}{r} 101 \\ + 678 \\ \hline \end{array}$
$13 + 9 =$	$17 + 23 + 9 =$	$\begin{array}{r} 3453 \\ + 971 \\ \hline \end{array}$
$6 + 6 + 4 + 5 =$	$59 + 23 =$	$\begin{array}{r} 6502 \\ + 4371 \\ \hline \end{array}$
$7 + 8 + 5 + 3 =$	$45 + 23 + 12 =$	$\begin{array}{r} 7239 \\ 2532 \\ + 4846 \\ \hline \end{array}$

# LENGTH

1. Find some of these household item and measure them in centimetres (cm) and millimetres (mm).

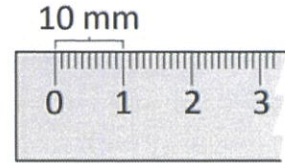
ITEM	CM	MM
Fridge magnet		
TV remote		
Playing card (or any card)		
Photo frame		

2. Record the lengths of string in millimetres (mm):



3. Covert these lengths from cm to mm and mm to cm

When we need a unit of length that is smaller than a centimetre, we use millimetres. There are 10 millimetres in 1 centimetre.  $10 \text{ mm} = 1 \text{ cm}$



cm	mm
1cm 5mm	
3cm 5mm	
6cm 4mm	
7cm 9 mm	

mm	cm
20mm	
80mm	
95mm	___ cm and ___ mm
125mm	___ cm and ___ mm



# Number of the Day

Today's number is 42

Word form

Odd or Even

Hundreds	Tens	Ones

Number sentence

Round to the nearest  
hundred

10 less

15 more

Greater than  $\blacktriangleright$

Less than  $\blacktriangleleft$

MATHS – TUESDAY

# SUBTRACTION

Make sure you complete the first two columns.  
Feel up for a challenge? Give the third column a go.

Everyone	Mini Challenge	Super Challenge
$15 - 7 =$	$73 - 12 =$	$764 - 37 - 112 =$
$18 - 9 =$	$56 - 16 =$	$\begin{array}{r} 856 \\ - 732 \\ \hline \end{array}$
$24 - 8 =$	$97 - 56 =$	$\begin{array}{r} 583 \\ - 305 \\ \hline \end{array}$
$27 - 9 =$	$235 - 37 =$	$\begin{array}{r} 5697 \\ - 2748 \\ \hline \end{array}$
$15 - 11 =$	$252 - 55 =$	$\begin{array}{r} 84548 \\ - 45419 \\ \hline \end{array}$



# AREA

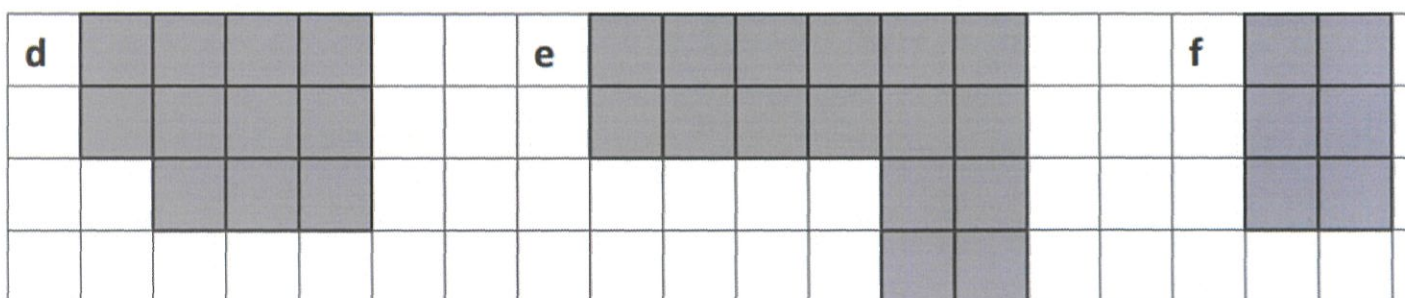
Calculate the area of each of the following shapes by counting the square centimetres.\*



a  cm<sup>2</sup>

b  cm<sup>2</sup>

c  cm<sup>2</sup>

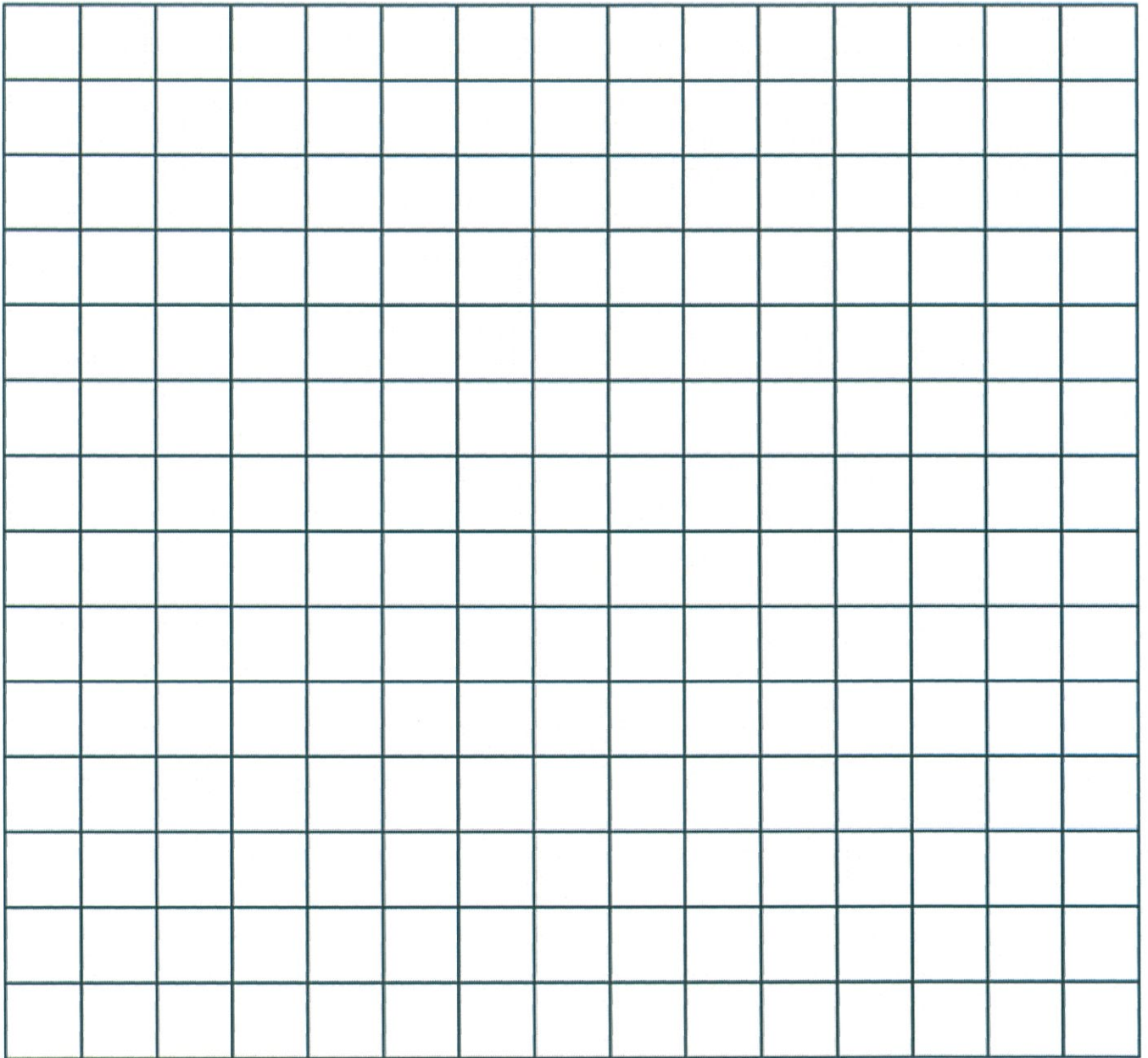


d  cm<sup>2</sup>

e  cm<sup>2</sup>

f  cm<sup>2</sup>

How many different shapes can you draw with an area of  $15\text{cm}^2$ .



# NUMBER OF THE DAY



## Number of the Day

Today's number is

76

Word form

--

Odd or Even

--

Hundreds

Tens

Ones

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--

## MATHS – WEDNESDAY

# MULTIPLICATION

Make sure you complete the first two columns.

Feel up for a challenge? Give the third column a go.

Everyone	Mini Challenge	Super Challenge
$7 \times 3 =$	$3 \times 4 =$ $4 \times 3 =$	$6 \times 2 \times 2 =$
$3 \times 5 =$	$6 \times 4 =$ $4 \times 6 =$	$3 \times 4 \times 5 =$
$6 \times 3 =$	$3 \times 10 =$ $10 \times 3 =$	$5 \times 5 \times 4 =$
$3 \times 2 =$	$5 \times 10 =$ $10 \times 5 =$	$2 \times 7 \times 3 =$
$0 \times 3 =$	$8 \times 0 =$ $0 \times 8 =$	$9 \times 1 \times 0 =$

# PATTERNS

Find the rule to each of these patterns. The first one has been done for you.

a)

4	8	12	16	20	24	<b>RULE:</b> add 4 each time
---	---	----	----	----	----	------------------------------

b)

65	70	75	80	85	90	<b>RULE:</b> <span style="background-color: green; color: black;">          </span>
----	----	----	----	----	----	---

c)

29	32	35	38	41	44	<b>RULE:</b> <span style="background-color: green; color: black;">          </span>
----	----	----	----	----	----	---

d)


72	70	68	66	64	62	<b>RULE:</b> <span style="background-color: green; color: black;">          </span>
----	----	----	----	----	----	---

e)


81	76	71	66	61	56	<b>RULE:</b> <span style="background-color: green; color: black;">          </span>
----	----	----	----	----	----	---

Continue these number patterns and state the rule for each pattern.

a)

34	37	40					<b>RULE:</b> 
----	----	----	--	--	--	--	--


b)

7	14	21					<b>RULE:</b> 
---	----	----	--	--	--	--	--

c)

				84	82	80	<b>RULE:</b> 
--	--	--	--	----	----	----	--


d)

				80	70	60	<b>RULE:</b> 
--	--	--	--	----	----	----	--

e)

				120	115	110	<b>RULE:</b> 
--	--	--	--	-----	-----	-----	--

Make your own pattern and state the rule.

							<b>RULE:</b> 
--	--	--	--	--	--	--	--



# Number of the Day

Today's number is

135

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--

## MATHS – THURSDAY

# DIVISION

Make sure you complete the first two columns.

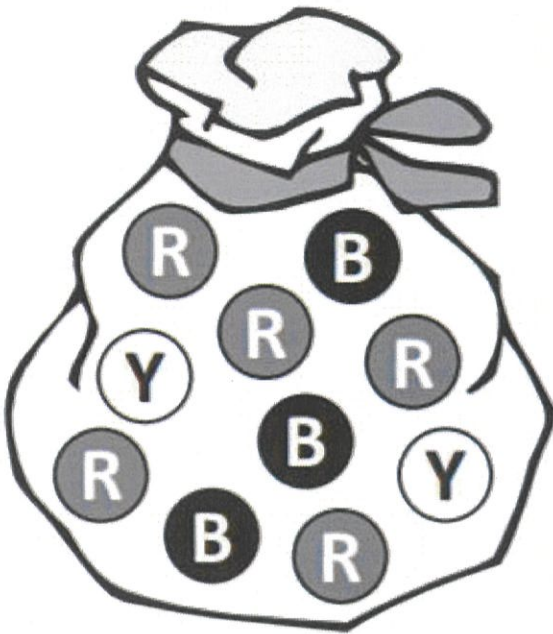
Feel up for a challenge? Give the third column a go.

Everyone	Mini Challenge	Super Challenge
$20 \div 2 =$	$24 \div 3 =$ $3 \times 8 =$	$121 \div 11 =$
$20 \div 5 =$	$36 \div 6 =$ $6 \times 6 =$	$117 \div 13 =$
$18 \div 2 =$	$48 \div 4 =$ $4 \times 12 =$	$96 \div 8 =$
$50 \div 10 =$	$34 \div 0 =$ $0 \times 34 =$	$84 \div 12 =$
$50 \div 5 =$	$28 \div 7 =$ $4 \times \underline{\quad} =$	$89 \div 8 =$



# CHANCE

Answer these questions based on the picture of a bag filled with coloured marbles.



R = red  
B = blue  
Y = yellow

- 
1. If you pulled out a marble from the bag without looking, which colour are you **most likely** to pull out?
  2. If you pulled out a marble from the bag without looking, which colour are you **least likely** to pull out?
  3. **If three red marbles were removed** from the bag, what would now be the **most likely** coloured marble to be pulled out?
  4. **Three more yellow marbles have been added to the bag.**  
What colour marble is now the **least likely** to be removed from the bag?

Circle the chance of the event happening.

Event	Chance
It will rain sometime this month.	impossible / unlikely / likely / certain
Thursday will come after Wednesday.	impossible / unlikely / likely / certain
A tiger will be serving at the canteen.	impossible / unlikely / likely / certain
Every student in our class likes broccoli.	impossible / unlikely / likely / certain

Draw something that is impossible, unlikely, likely, and certain:

<b>Impossible</b>	<b>Unlikely</b>
<b>Likely</b>	<b>Certain</b>



# Number Sense

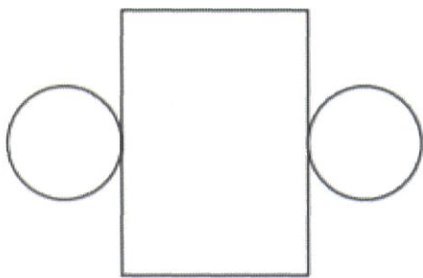
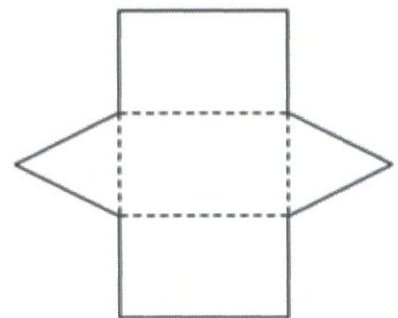
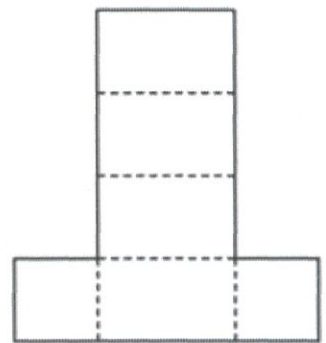
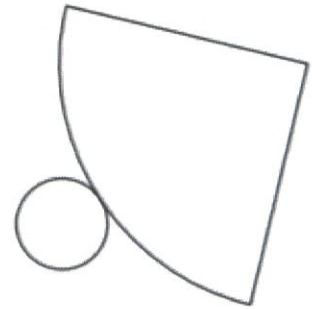
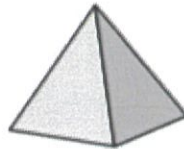
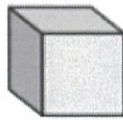
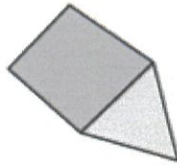
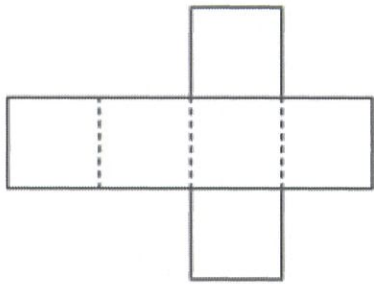
How many ways can you represent the number in the star?

A central star contains the number 333. Surrounding the star are 15 empty rectangular boxes of various sizes and orientations, intended for representing the number 333 in different ways.

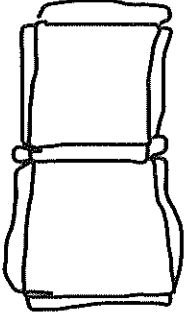


# 3D SPACE

Draw lines to match the 3D object with their net.



Find some packaging in your house, you may like to look in the recycling for items such as empty tissue boxes or empty cereal boxes. See if you can carefully unfold the item to make a net of the 3D object. Draw the net of the objects below, name them and their 3D object name.

<p>Object: Pizza box Name: Rectangular prism Net:</p> 	

To DO:

# Number of the Day

Today's number is

89

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest  
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

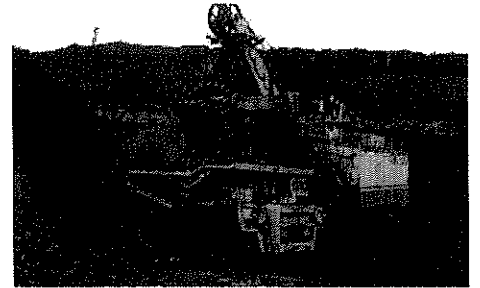
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# How do people use the natural environment in everyday life?

## FOSSIL FUELS

Fossil fuels are **oil, coal and natural gas**. They are a non-renewable source of energy. Many homes are heated with fossil fuels. Many methods of transportation uses fossil fuels.

1. Look at the image. Write down what you see, think and wonder.



 What do you see?	 What do you think?	 What do you wonder?

2. People mine the earth for natural resources to support them in everyday life. Match the mined natural resource to its use.

gold

gas

copper

aluminium

electricity

coins & wires

fuel

cans, foil & planes

jewellery

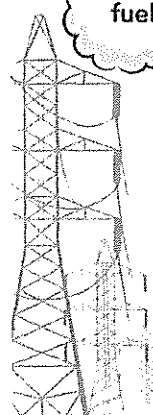
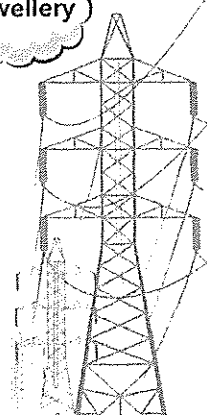
cooking, heating & electricity

iron ore

coal

oil

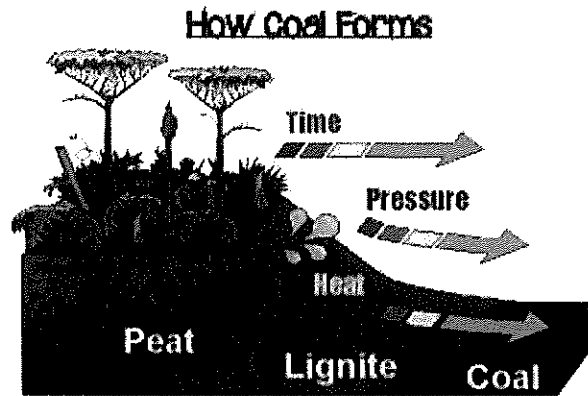
diamonds



# What Are Fossil Fuels?

Diagrams can show the sequence in a process. The diagram below shows how coal is formed.



1. Millions of years ago, swamps covered large parts of Earth's land. When swamp plants died, they sank to the bottom.

2. Layers of decayed plants formed a soft material called peat. Over time the peat was buried under mud and sand.

3. The mud and sand turned to rock. Slowly the peat changed into coal.

Answer these questions about the stages above.

1. What happened to the swamp plants when they died?

-----  
-----

2. What material formed from the layers of decayed plants?

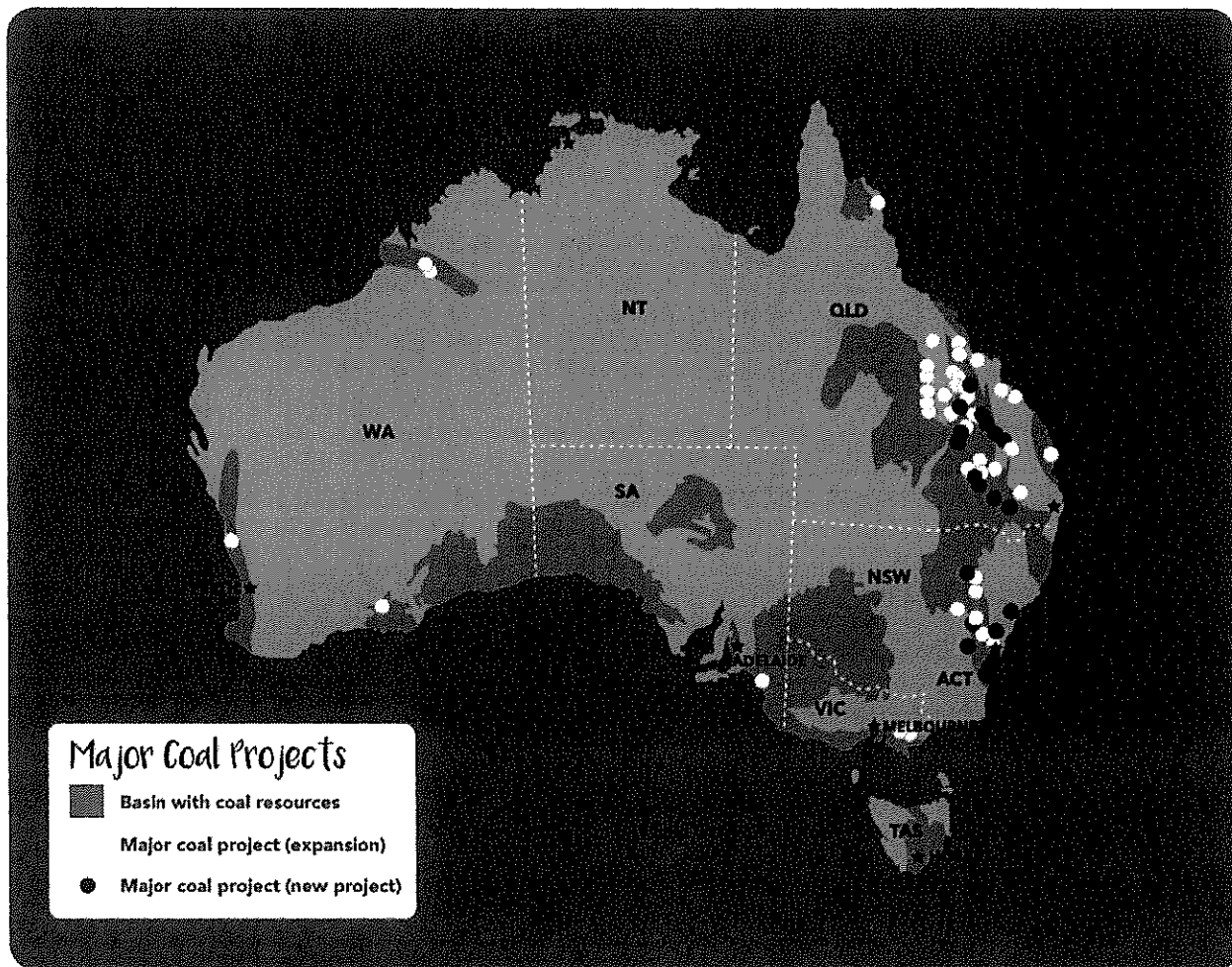
-----  
-----

3. Look at the third stage above. How was coal formed?

-----  
-----

# COAL

**7** Look at this map of Australia's major coal projects.



**a** In which states is coal found in Australia?

---

---

**b** Which state has the most coal and the most coal projects?

---

---

**c** Are there more new coal projects or ones being expanded?

---

---

**8** How would people in Darwin get their electricity?

---

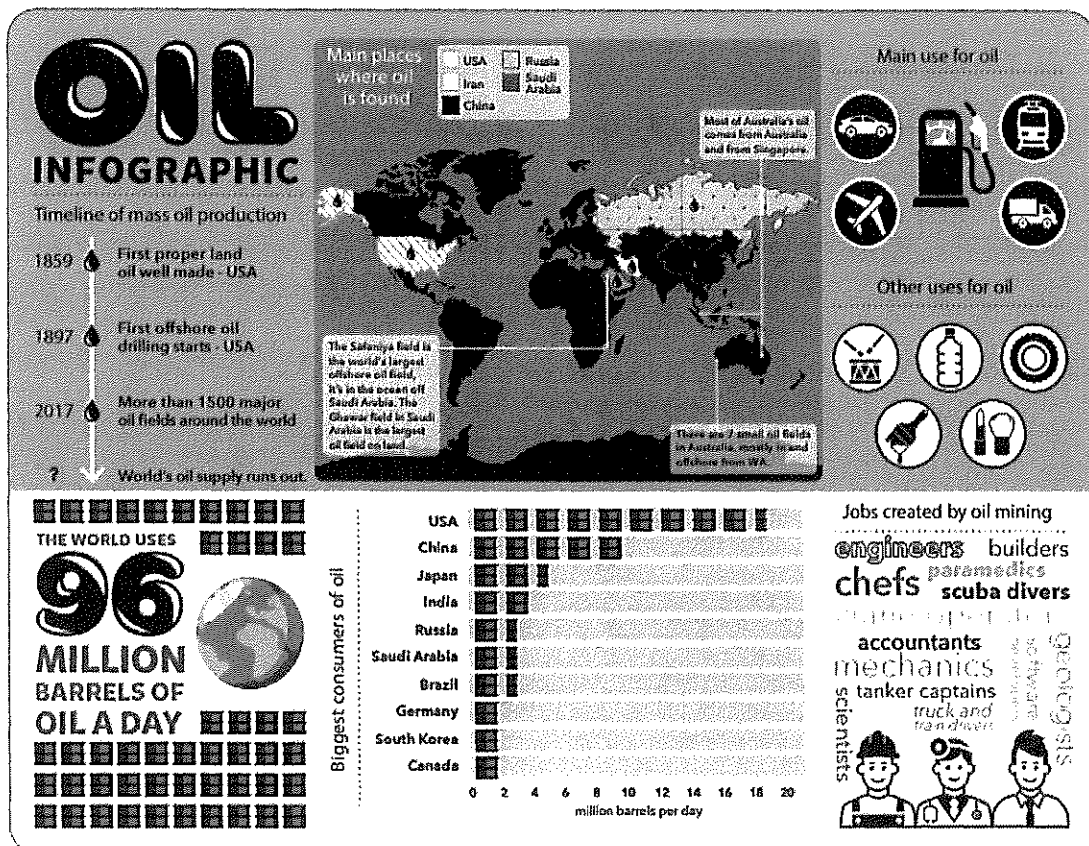
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# OIL

Oil is a natural resource that is found deep under the earth's surface. Oil is used to make many things. Circle the things you have used that are made from oil.

petrol- for cars, boats, trains and planes, chewing gum, shampoo, soccer ball, toothpaste, paint, plastic toys, computer, perfume, lipstick, basketball, bike tyre, headache tablet, socks, drink bottle.

Look at this infographic about oil production.



Use the information in the infographic to write your own report about oil production:

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Science – Tuesday, Week 9  
**Marshmallow Challenge**



**You will need:**

20 dried spaghetti pieces

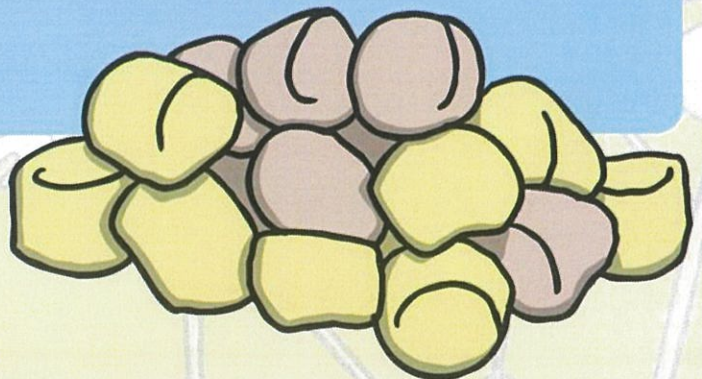
25 mini marshmallows

roll of tape to hold the base down on the table.

Using your materials, create the tallest structure you can. Remember gravity will try to pull it down as it gets higher.

Examine the tower.

- What made this design so successful?
- Could even this design be improved further?
- What didn't work so well?



Science – Tuesday, Week 9

Take a picture and upload to your Notebook or draw your design. If you don't have any marshmallows, you can use dough (flour and water) or playdough to hold the spaghetti together. Just be careful as dough is heavier than marshmallows.

What made this design so successful?

---

---

---

How could you improve this design?

---

---

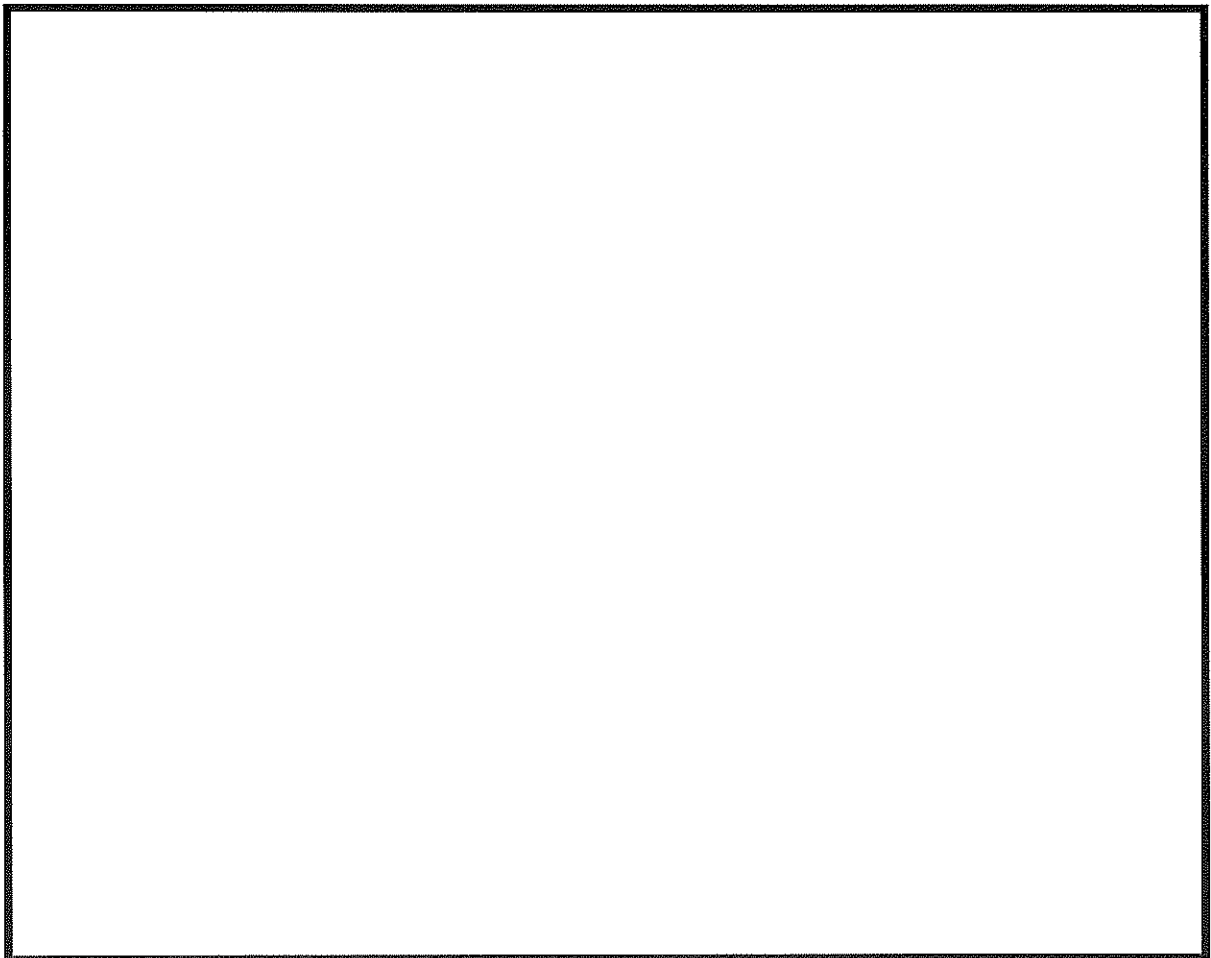
---

What didn't work very well?

---

---

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PD/ Health Wednesday

## How can I keep myself safe and in the community? (6)

...

Hi Lizelle, when you submit this form, the owner will be able to see your name and email address.

\* Required

1. Class \*

- 3K
- 3A
- 3Q
- 3M
- 4H
- 4G
- 4R

2. Where is the safest place to cross the road? \*  
(1 Point)

- On the corner
- Between cars
- Behind a bus
- At a pedestrian crossing

3. What can you say to yourself so you cross the road safely? \*  
(1 Point)

- Stop, Look, Listen, Think
- Stop, Think, Run
- Look and Walk
- Don't look and walk

4. Why is it important to cross the road at a safe place? \*  
(2 Points)

Enter your answer

5. Select two choices to show how to be safe on a bus. \*  
(1 Point)

- Wait until the bus stops before moving to get off the bus at your designated stop
- Remain in your seat - do not move around the bus unnecessarily
- Get on the bus before it comes to a complete stop
- Move around the bus while its moving and stand at the edge of the bus when it pulls up

6. Is the following statement a fact or opinion?  
Always buckle up. Many accidents happen close to home. \*  
(1 Point)

- Fact
- Opinion

7. Is the following statement a fact or opinion?

Buses are more fun than cars. \*

(1 Point)

Fact

Opinion

8. Is the following statement a fact or opinion?

Wearing a seatbelt protects your body from injury in a car crash. \*

(1 Point)

Fact

Opinion

9. Why is it important not to play ball games and run around while waiting for a bus? \*

(2 Points)

Enter your answer

10. True or False. It is mandatory for drivers and passengers to wear a seatbelt. \*

(1 Point)

True

False

11. Why is it so important to wear a seatbelt every time you get in a car? List at least 2 reasons. \*

(2 Points)

Enter your answer



12. Do you have to wear a helmet every time you ride a bike? Yes/No- Explain your answer. \*  
(2 Points)

Enter your answer

13. When should you replace your helmet? \*  
(1 Point)

- If it has been dropped on a hard surface or been involved in crash
- If the foam is cracked
- If the straps are worn
- All of the above

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