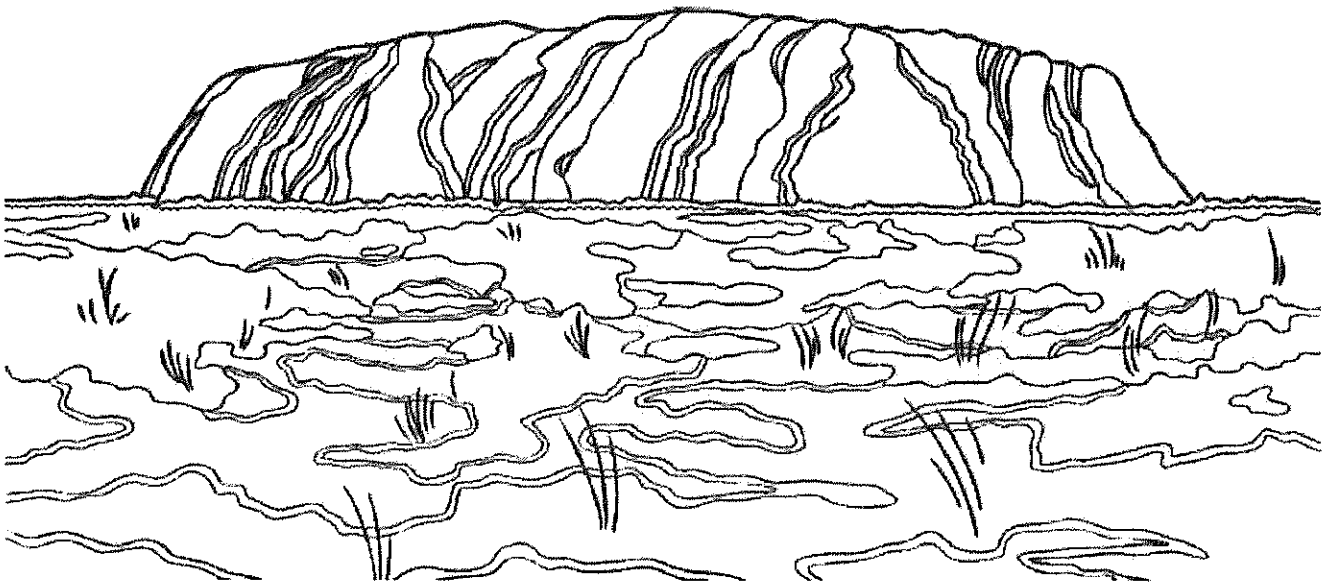


# Year 3

# Workbook

Week 7, Term 3



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

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



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## Year Three

### Continuity of Learning - Learning at Home Program, Term 3 – Week 7

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Morning</b></p> <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><b>Click on the picture to go to the website</b></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 4: Reading</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 <a href="#">I Need My Monster</a> read aloud on YouTube and then answer the questions.  <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>  <p>Task 4: Reading Complete</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 - Information Reports</b> Read through the information report on the Tasmanian Devil. The information is all jumbled up. Use different coloured pencils/highlighters to find information on the following: Classification, Habitat, Diet, Reproduction Use this information to complete the graphic organiser.</p>	<p>Complete the comprehension in the workbook.</p> <p><b>Task 5: Complete Reading Eggs</b></p>  <p><b>Task 6: Writing - Information Reports</b> Using your graphic organiser you completed yesterday, write your information report using the following subheadings: <b>Classification</b> <b>Habitat</b> Remember to write in full sentences and use correct sentence punctuation. You will continue to write your information report tomorrow.</p>	 <p><b>Task 5: Writing - Information Reports</b> Using your graphic organiser you completed, continue writing your information report using the following subheadings: <b>Diet</b> <b>Reproduction</b> Remember to write in full sentences and use correct sentence punctuation You will continue to write your information report tomorrow.</p>	<p>Complete the comprehension in the workbook.</p> <p><b>Task 5: Complete Reading Eggs</b></p>  <p><b>Task 6: Writing - Information Reports</b> Using the picture of a platypus, create a brainstorm of a Tasmanian Devil's appearance (eg. Sharp, pointed teeth). Using this brainstorm, write a paragraph on <b>Appearance</b> of the Tasmanian Devil. Remember to write in full sentences and use correct sentence punctuation.</p>	<p>the comprehension in the workbook.</p> <p><b>Task 5: Complete Reading Eggs</b></p>  <p><b>Task 6: Writing - Information Reports</b> Have one of your parents or older siblings to check your work. Did you have any spelling mistakes? Did you miss some punctuation? Can you use more descriptive words? Once your work has been checked, <b>edit and improve your information report</b>. Can you draw a picture to go with each of your paragraphs?</p>
<p><b>Break</b></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: Grammar Indirect Speech</b></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 as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

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

**EXAMPLE: The siblings wondered how they would get away with sliding down the muddy hill as they walked back home through the park.**

### Mathematics

#### Task 1 - Multiplication

Complete a grid showing all the timetables from 0 to 12



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

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

**EXAMPLE: The young scientist photographed his strange pet on the beach.**

### Mathematics

#### Task 1- 3D objects

When drawing 3D objects, we consider the front view first, followed by the side and top view. By putting the three views together we can draw a reasonable representation of the 3D object.

Not all speech is direct speech, written in speech marks. Sometimes the author reports what someone else has said. This is called indirect speech and it does not use speech marks.  
Look at the example in your workbook of how to change direct speech into indirect speech. Read through the remaining sentences and change the direct speech to indirect speech.

### Mathematics

#### Task 1 – Number of the Week

Using the number 457, describe it in several different ways. Write it in word form. Is it odd or even? Break it up into hundreds, tens, and ones. Create a number sentence and show it in money form. Show numbers that are greater and less than 457.

#### Task 2 - Angles



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

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

**EXAMPLE: The tubby cat thought maybe he was the one that should be scared as he fell further into the cold water.**

### Mathematics

#### Task 1 – Number Sense

Use the number 206 to create a poster showing as much information about the number as possible. How is the number made? What combinations of smaller numbers can create the



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

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

**EXAMPLE: The energetic pair practiced their dance routine for everyone at the zoo to see.**

### Mathematics

#### Task 1 - Area

On a piece of grid paper, draw yourself as a Minecraft character. You can only use whole squares. Calculate the area of your Minecraft portrait by adding up the squares. You can also calculate what amount of





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10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93
94	95	96	97	98	99	100														

## Task 2 – Addition and Subtraction

Choose an addition and subtraction strategy that you are familiar with to solve the problems set out in the workbook. You might use a number line, split strategy, or compensation. Choose a level that you are comfortable with.



Complete the task in the workbook to draw the different views of the three objects. Then, using an object from the room you are in, try to draw it by drawing each side separately, then draw with all the sides together.

## Task 2 – Length

10 millimetres (mm) = 1 centimetre (cm)  
100 centimetres = 1 metre (m)  
1000 metres = 1 kilometre (km)  
What is the best unit of measurement to measure the following:

- The distance between two towns.
- height of a tree
- length of a pencil
- width of a paper clip
- length of a driveway
- distance from Sydney to Canberra

An angle measurement is the size between the two arms of an angle and is measured at the point where the two arms meet. Some angles can be labelled as Right angle; Obtuse (larger than a right angle); and Acute (smaller than a right angle).

Using a sheet of paper or a book as a right angle guide, find objects around your house that have right angles, acute angles, and obtuse angles. Classify and draw them in a table.



larger number? Can you represent it with pictures? Is it odd or even? Is it a prime number?

## Task 2 - Probability Experiment

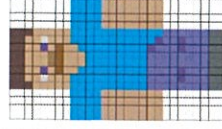
For this experiment, you will need two coins - a dollar and a ten-cent coin

Each time you toss these coins, there are four outcomes:

- both heads
- dollar head & ten cent tail
- dollar tail & ten cent head
- Both tails.

Predict how many times each combination will occur. Now carry out the tossing of the coins 20 times and record in a table. Were you correct?

both heads	dollar head & ten cent tail	dollar tail & ten cent head	both tails



area is taken up by each of the different colours you use.

## Task 2 - Patterns

Look at the number pattern  
**15, 26, 37, 48 ...**  
What rule does this pattern follow?

Write the next three numbers in the pattern.  
If the pattern continues, what will the 10<sup>th</sup> number in the sequence be?

## Extension Question

Look at the number pattern below:

**1, 1, 2, 3, 5, 8...**

Write the next number in the pattern.

What rule does it follow?

Do you know what this famous pattern is called? You



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		 <p><b>PE- Throwing and Catching</b> You will need a ball for this lesson. Watch this video on catching and have a go practising your catching skills. <a href="https://www.youtube.com/watch?v=EPi7KFwwiJl">https://www.youtube.com/watch?v=EPi7KFwwiJl</a></p> <p><b>Warm Up</b> -Run around your backyard 3 times. Do 10 x vertical jumps, 10 x squats, and 10 x star jumps.</p> <p><b>Activity- Rebound:</b> You will need to work outside and will need a ball and a wall. Take 3 steps away from the wall. Throw the ball against the wall and catching it on the rebound. Do this 5 times.</p> <p><b>Throw, Catch and Spin:</b> Challenge yourself by adding a spinning action in the between throwing and catching the ball.</p> <p><b>Throw, Catch and Clap:</b> Throw the ball vertically in</p>			<p>can research it on the internet.</p> 
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<p><b>Break</b></p>	<p><b>Lunch</b> Teach yourself to juggle in the backyard.</p>	<p>the air and clap as many times as you can before catching it. Record how many claps you could fit before catching the ball. <b>Cool Down</b> - Jog around your backyard and have a stretch.</p>	<p><b>Lunch</b> Jump on a trampoline or skip using a rope.</p>	<p><b>Lunch</b> Play a game of handball against a wall.</p>	<p><b>Lunch</b> Eat outside in the fresh air and look up at the clouds.</p>
<p><b>Afternoon</b></p> <p>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>Speaking and Listening</b> Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  <p>Science Magnets</p> <p>What do you know about magnets? We know that strong magnets use a repelling force or an attracting force when brought together. This</p> 	<p><b>Speaking and Listening</b> Speaking and Listening Watch this week's episode of BTN. Retell the news items to someone in your family.</p>  <p>PD/Health - Bus Safety Read the Bus safety page. Why is it important to have bus safety rules? <b>Play - Safety Town</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>Visual Arts Foil Sculpture Use foil to create people in different poses.</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>PE-Throwing and Catching You will need a ball for this lesson. <b>Warm Up</b> Same as Tuesday Activity</p>





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The koala is an animal that is unique to Australia. They are a great example of something that needs to live in a very specific environment.

In this lesson, you will be studying the koala and the way it relies on the natural environment to survive and how it is facing threat of extinction.



Please complete the worksheet.

depends on their negative or positive properties.

Using weak magnets (fridge or advertising magnets) Find 5 small items in your home and see if your weak magnet can attract those items. Write a report on what the magnets attracted and what they didn't. Draw a diagram of one of the items and the magnet you used. Explain what would happen if you used a stronger magnet on the 5 items. Would it make a difference?

<https://www.safetytown.com.au/town/student/stage-2/#list>

Select 'what happens when I get off the bus'.

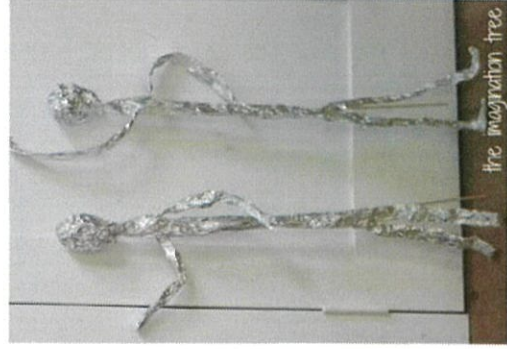
**Activity** Bus Facts and opinions- Write an F or an O beside each scenario.

You could make a whole family of sculptures, even include your pets.

All you need is some foil and a bit of imagination.

You can support them on bamboo sticks.

<https://www.youtube.com/watch?v=kYDayHvcjY4>



To master your skills of catching and throwing you have 5 challenges.

**1) Throw and Catch:** Throw ball straight into the air and catch with two hands.

**2) Same Hand Catch and Throw:** Throw ball with right hand and catch with right hand. Repeat activity with your left hand.

**3) Opposite Throw and Catch:** Throw ball into the air using your right hand and catch with your left hand.

**4) Throw, Catch and Clap:** Throw ball into the air and clap as many times as you can before catching it with 2 hands.

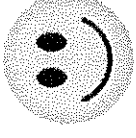
**5) Overhead Challenge:** Throw ball over your head and catch it with your hands behind your back.

**Cool Down**

Take a nice walk or jog around your backyard. Choose a nice spot to stretch your arms, legs, neck and hands.



# Spelling List Week 7 Term 2



more	predator	obsolete
chore	forecast	obstinate
store	wrapped	ominous
before	recovery	optimism
explore	decision	outrageous
5	20	35
ready	dependable	
instead	extendable	
between	enjoyable	
which	comfortable	
busy	affordable	
10	25	
edible	desert	
mandible	rainforest	
incredible	mountain	
horrible	landscape	
flexible	ocean	
15	30	

not	hop
note	hope
con	ton
cone	tone
mop	hop
mope	hope
slop	cod
slope	code
rob	ready
robe	instead
pop	between
pope	which
	busy

**Spelling Rule:** The suffix 'able' is attached to a word that is already complete, while 'ible' is connected to a word that requires the suffix to make sense.



**Unit 11**

# What's on in Brisbane?

## Cuddle a koala

Come aboard a cruiser to take you to the Lone Pine Koala Sanctuary, 19 km up the Brisbane River.

You can feed the kangaroos, watch the wombats, take photos of the Tasmanian devils and, of course, cuddle a koala.

Cruisers depart daily from North Quay.



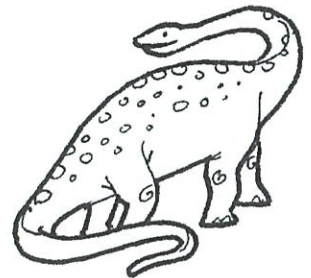
**\$15 Adults**  
**\$8 Children**

## Terrorsaurus!

The dinosaurs are back!

Come and see eight half-sized dinosaur robots blasted back from 220 million years ago.

This exhibition cost one and a half million dollars to put on.



It's open daily at the Queensland Museum from 9 am to 5 pm.

**Admission free.**

## Sciencentre

110 George Street  
Hi-tech family fun!

170 hands-on exhibits.

Use special effects to see yourself flying or even change your appearance.

Open daily 10 am–5 pm

**Admission \$7 Adults**

**\$5 children over five**

**\$24 for a family ticket.**



## Whale watching

Catch a ferry from Redcliffe to Tangalooma, on exciting Moreton Island resort.

Join the whale watchers during the day. At night feed the dolphins when they come in close to the beach.

Telephone 3268 6333 for more information and bookings.





Amy and Danielle are visiting Brisbane with their parents.

What will they do and where will they go?

If they read this page from the *What's On* magazine it will help them.

You read it to see what's on in Brisbane. Then answer the questions below.

1 Where, in Brisbane, can Amy and Danielle cuddle a koala?

\_\_\_\_\_

2 Where do they go to board the cruiser which takes them there?

\_\_\_\_\_

3 How far up the Brisbane River is the koala sanctuary? \_\_\_\_\_

4 What fun things could the children do at the Sciencentre?

\_\_\_\_\_

5 a Where is the dinosaur exhibition? \_\_\_\_\_

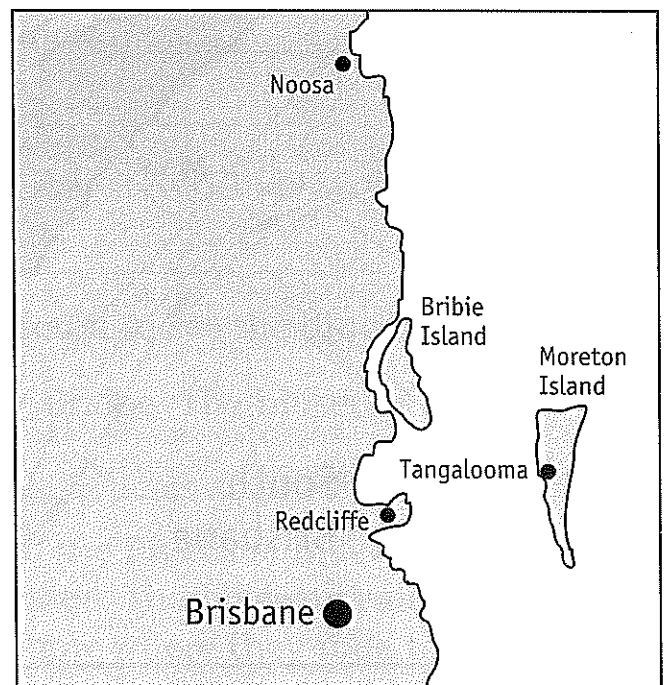
b How much will it cost the children to see it? \_\_\_\_\_

6 Do you think these dinosaurs move? \_\_\_\_\_ Why do you think that? \_\_\_\_\_

7 Amy and Danielle haven't seen a whale. So their parents are taking them to Tangalooma for a few days to join the whale watchers. How will they book a place to stay at the resort?

\_\_\_\_\_

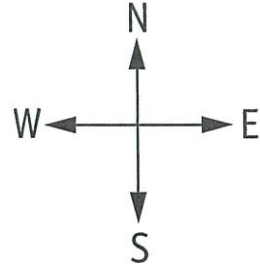
8 On this map draw a coloured line to show which way the ferry goes. Then colour the land brown and the water blue.












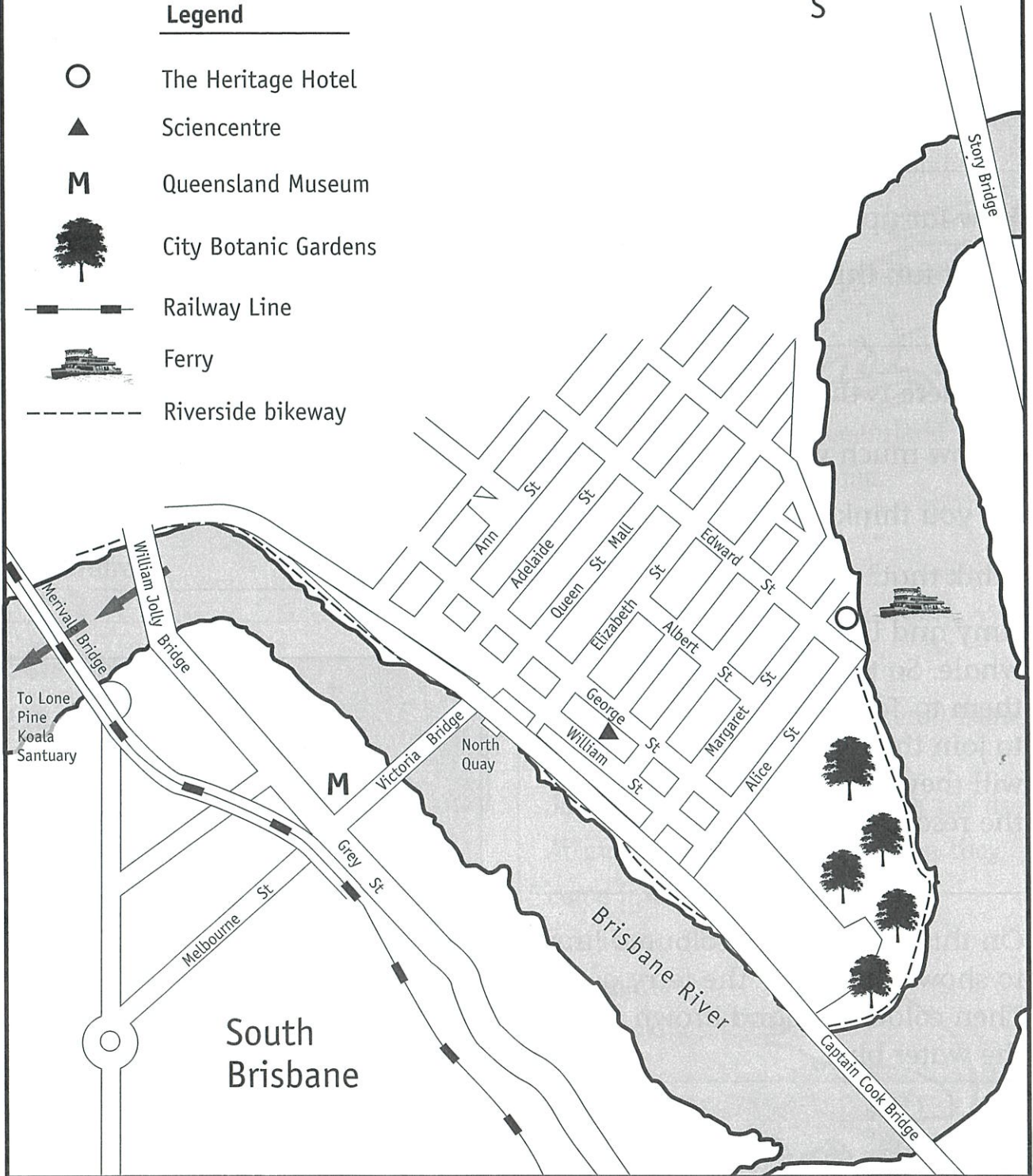
Tuesday

# BRISBANE



## Legend

-  The Heritage Hotel
-  Sciencentre
-  Queensland Museum
-  City Botanic Gardens
-  Railway Line
-  Ferry
-  Riverside bikeway



# Finding your way around Brisbane

Amy and Danielle used a map like the one opposite to find their way around Brisbane.

Study the map and talk about it with your teacher before you continue.

- 1 The children and their parents stayed at the Heritage Hotel.  
Colour it red.
- 2 Lightly shade the Brisbane River blue so you understand where it goes to.
- 3 Use a different colour to shade the bridges.
- 4 How many bridges are there over this section of the Brisbane River? \_\_\_\_\_
- 5 What sort of bridge is the Merivale Bridge? \_\_\_\_\_
- 6 The day the family visited Lone Pine Koala Sanctuary, they walked from their hotel to North Quay where they boarded a cruiser.  
Which streets would they have walked along? \_\_\_\_\_  
\_\_\_\_\_
- 7 What other way could they have travelled to North Quay without using any road transport? \_\_\_\_\_
- 8 When they visited the Queensland Museum to see the dinosaurs, the bus took them across \_\_\_\_\_ Bridge. The museum is on the corner of \_\_\_\_\_ Street and \_\_\_\_\_ Street.
- 9 The family hired bikes and rode around the Riverside Bikeway from their hotel to the William Jolly Bridge. The bikeway runs next to the river, all the way around. Show where they rode this way  $\longrightarrow$  in red. Don't forget to go under the bridges!



10 Colour the Botanic Gardens. Draw the cruiser taking the children to the koala sanctuary. Think carefully where the family boarded the cruiser and which way it's going before you draw it!

**For the Quiz Kids**



What do you notice about the names of the streets in Brisbane? The pictures on the right will give you a clue.

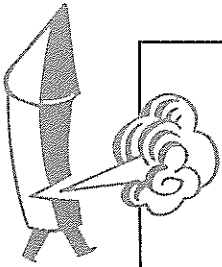
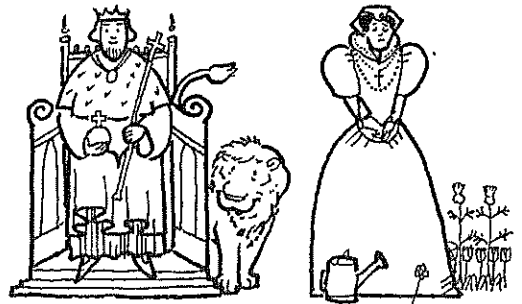
\_\_\_\_\_

\_\_\_\_\_

Why do you think they are named like that?

\_\_\_\_\_

\_\_\_\_\_



**After you've finished**

The ten streets of Brisbane named on your map are hidden in this puzzle. The names go across, down and diagonally. Write them down as you find them.

A	L	B	E	R	T	F	G	H
N	D	G	H	J	L	P	T	W
Q	U	E	E	N	S	E	R	I
U	K	M	L	O	B	S	T	L
M	A	R	G	A	R	E	T	L
S	V	Y	Z	K	I	G	X	I
A	L	I	C	E	N	D	E	A
D	L	F	H	N	J	W	E	M
E	D	W	A	R	D	A	D	E

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

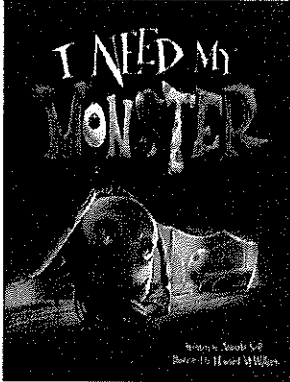
10 \_\_\_\_\_

# Wednesday

## Read aloud comprehension:

### I NEED MY MONSTER

Listen to and watch 'Hey That's My Monster' by Storyline Online, on YouTube



#### **Answer the following questions:**

What is the name of the boy's monster?

---

Why did the boy laugh at Mac, the fourth monster?

---

---

---

The boy says, "I need a monster who is menacing." What do you think menacing means?

---

---

How does the boy feel about his monster?

---

---

---



# 'Bush tucker'

On Tuesday after lunch we went to the library to see a man called Steve from Gibbergong. He first asked if anyone had eaten bush tucker, everyone had. Next he showed us some shell creatures and said that not only witchetty grubs and kangaroo meat is bush tucker. After that he showed us nuts and leaves. Some people even got to try some. Steve also told us that some Aboriginal foods are ice-cream, like macadamia ice-cream, and biscuits. He told us one important rule. To never just pick up a leaf and eat it because it could make you very sick. Another thing he told us was how the Aborigines prepared their food. Next we went into the weathershed where we tasted leaves and grinded nuts.

I tasted the tomato, peppermint and wattle seeds. The leaves I tasted were the lemon, aniseed and pepper. I didn't like the pepper!!!!!! We also got to taste some kangaroo meat and chutney on bread. He gave us some rosella jam on bread.

We then went back to the library and Steve showed us some artefacts. Lastly, some people got a go of the bullroarer. Then Danielle thanked Steve for coming. I thought it was fantastic!



by Samantha Galeano, Class 3D

1 Who visited Samantha's school? \_\_\_\_\_

2 Where did he come from? \_\_\_\_\_

3 Why was he visiting Samantha's school? \_\_\_\_\_

\_\_\_\_\_

4 What sort of ice-cream and biscuits are made from bush tucker? \_\_\_\_\_

\_\_\_\_\_

5 What was the important rule that Steve wanted the children to remember? \_\_\_\_\_

\_\_\_\_\_

6 When the children went into the weathershed, which leaves did Samantha taste? \_\_\_\_\_

\_\_\_\_\_

7 Steve gave the children slices of bread with two toppings to taste. The toppings were:

1 \_\_\_\_\_

2 \_\_\_\_\_



8 How would you explain what bush tucker is? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9 Have you ever eaten bush tucker? \_\_\_\_\_

Write about it. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10 What have you learnt that you didn't know before by reading Samantha's recount? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11 What word did Samantha use to show how good she thought Steve and his bush tucker was? \_\_\_\_\_

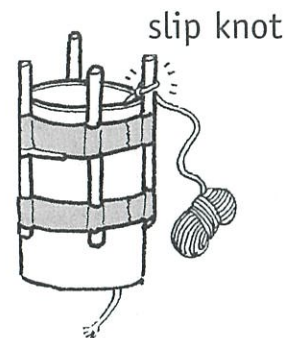
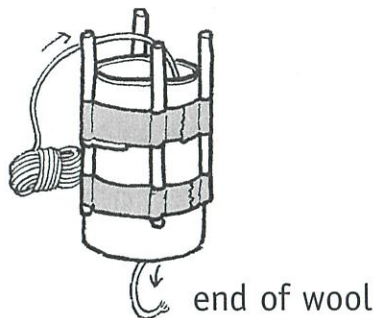
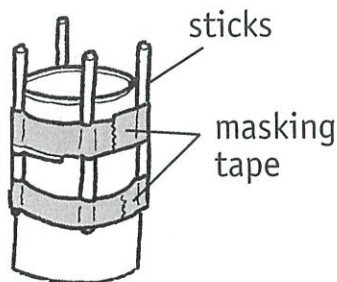
\_\_\_\_\_



# French Knitting

You will need:

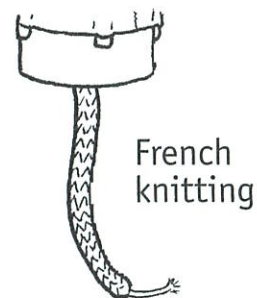
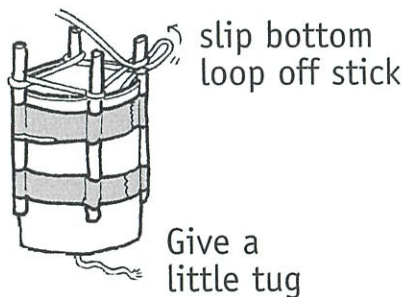
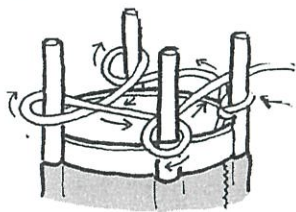
- one half of a cardboard cylinder from an empty Gladwrap or Alfoil pack
- four paddle pops sticks or four plastic chopsticks (the wool slides more easily over plastic)
- one ball of wool.



- 1** Attach the sticks onto the outside of your cylinder tightly with masking tape. Make the sticks equal distance apart.

- 2** Thread the end of the wool down the cylinder, till it comes out the bottom.

- 3** Tie the top of the wool around one of the sticks using a slip knot.



- 4** Take your wool over to the next stick. Go inside it and around it. Then onto the next stick — inside it and around it. Do the same with the next one.

- 5** When you are back to the first stick, go inside it and around it. Then bring the bottom loop up over the stick and off.

Give the tail of your wool a little tug. This keeps your tension even.

- 6** Keep going around like this:
- inside the next stick
  - around it
  - bottom loop off
  - give a little tug

## MONDAY

Watch this clip all about an Australian animal.

[https://www.youtube.com/watch?v=KQWeVJ\\_1fwE](https://www.youtube.com/watch?v=KQWeVJ_1fwE)

Then complete the graphic organiser below with all the information you have found out. You may need to stop the video a few times or even replay the video.

### Graphic Organiser

Use this table as a graphic organizer. When you come across information from the video, write it in the table under the correct heading.

Tasmanian Devil					
Classification (what kind of animal is it?)	Habitat (where does it live)	Diet (what does it eat)	Appearance (what does it look like)	Reproduction (all how it has babies)	Threats (predators)

Tomorrow we will begin writing our information report using this graphic organizer.





## TUESDAY

Yesterday you found out some interesting facts about the Tasmanian Devil and put it into a graphic organiser.

Here is some key information that you should have included in your graphic organizer. It is not written in full sentences. You need to use full sentences in your paragraphs.

<b>Classification (what kind of animal is it?)</b>	<b>Habitat (where does it live)</b>
Largest living marsupial. Tasmanian Tiger bigger but extinct	Tasmania. Extinct from mainland Australia
Carnivores	Live in open eucalypt forests where they scavenge food
Endangered	Solitary (live alone)
<b>Extension:</b> <i>Can you find the scientific name for Tasmanian devils?</i>	Burrows made from hollow logs or dig their own
	Some live in protection in NSW

Now we will begin writing our information report, starting with the first two paragraphs – **classification** and **habitat**. The title and subtitles have already been done for you. Remember to write in full sentences, use correct punctuation and use adjectives (descriptive words). Try to copy (ctrl c) and paste (ctrl p) a picture of a Tasmanian devil from the internet underneath your writing.

### Tasmanian Devil

#### **Classification**

#### **Habitat**

## WEDNESDAY

Today we will continue writing our information report on Tasmanian devils.

Here is some key information that you should have included in your graphic organiser. It is not written in full sentences. You need to use full sentences in your paragraphs.

Diet (what does it eat)	Appearance (what does it look like)
Carnivorous – eats kangaroos, wombats, koalas	Wet nose, good for smelling dead animals
Scavenger – eats dead animals instead of hunting	Sharp teeth and strong jaw for eating all parts of animals
Uses smell to find food and sharp teeth to crush through bones	Poor eyesight. Sensitive whiskers help them navigate at night
Nocturnal	Ears go bright red when they are too hot. Blood circulates through the ears to keep them cool
	Camouflage – white stripes on black fur – hard to see at night

Now you will continue writing our information report, with the next two paragraphs – **diet** and **appearance**. The title and subtitles have already been done for you. Remember to write in full sentences, use correct punctuation and use adjectives (descriptive words). Try to copy (ctrl c) and paste (ctrl p) a picture of a Tasmanian Devil from the internet underneath your writing.

### Diet

### Appearance



## THURSDAY

Today we will continue writing our information report on Tasmanian Devils.

Here is some key information that you should have included in your graphic organizer. It is not written in full sentences. You need to use full sentences in your paragraphs.

Reproduction (all about how it has babies)	Threats
Breed from February to March every year	Devil facial tumor disease – can't eat or drink
Females look for the strongest male to mate with	Decrease in population from 100,000 to 10,000 because of devil facial tumor diseases
Pregnant for 21 days	Cars can kill Tasmanian devils
Babies are called joeys	<b>Extension:</b> <i>can you find out if there are any predators of the Tasmanian devil?</i>
Joeys are the size of a grain of rice and pink when they are born	
They are born with no eyes nor ears	
By Christmas time the joeys are ready to live by themselves	

Now you will continue writing our information report, with the next two paragraphs – **reproduction** and **threats**. The title and subtitles have already been done for you. Remember to write in full sentences, use correct punctuation and use adjectives (descriptive words). Try to copy (ctrl c) and paste (ctrl p) a picture of a Tasmanian Devil from the internet underneath your writing.

### Reproduction

### Threats

## FRIDAY

Now that you have written your information report, you are into the final phase of writing – editing. Today you will spend time editing your work from Tuesday, Wednesday and Thursday.

I have provided feedback in **red**. For example, a spelling mistake will be in **red** and underlined. If you have not used a capital letter, the beginning letter will be in **red**. If you have missed punctuation there will be a **red underline**.

### Example:

platypuses lay eggs. **Thy** lay **tow** to three eggs at a **tim** \_\_ the baby platypus feeds on their **muther's** milk \_\_

Using the feedback I have provided, please edit your work. For any changes you make, please put them in **green** so I can assess your editing skills.



Wednesday  
Grammar

## Indirect Speech

Indirect speech reports a person's speech but does not necessarily quote the exact words used. The words are not enclosed in inverted commas.

Example:

Paul said, "I am coming to the park later." (Direct speech)

Paul said he was coming to the park later. (Indirect speech)

**Change the direct speech into indirect speech. Remember you don't need to use the exact words that the person said.**

a. "What time is it?" Asked Nancy

>> \_\_\_\_\_

b. "It is going to be a lovely day," remarked Sue.

>> \_\_\_\_\_

c. "Where are you going?" asked Paul.

>> \_\_\_\_\_

d. "I've read that book before," growled Tom.

>> \_\_\_\_\_



## Indirect Speech

e. "I've read that book before," growled Tom.

>> \_\_\_\_\_

e. "I am going to win the race," boasted Jack.

>> \_\_\_\_\_

f. "Where will you get it from?" asked Sue.

>> \_\_\_\_\_

g. Mum said, "It's too hot to go shopping."

>> \_\_\_\_\_

h. "We want more hamburgers!" yelled the boys.

>> \_\_\_\_\_



## Addition and Subtraction

Choose an addition and subtraction strategy that you are familiar with to solve the following problems. You might use a number line, split strategy, or compensation. Choose a level that you are comfortable with.

### Level One:

$12 + 14 =$

$18 + 11 =$

$26 - 13 =$

$23 + 21 =$

$42 - 22 =$

$16 + 4 + 5 =$

### Level Two:

$234 + 127 =$

$395 + 125 =$

$254 + 126 + 32 =$

$970 - 235 =$

$542 - 127 =$

$614 - 112 - 106 =$

### Extension:

$$\begin{array}{r} 3452 + \\ \underline{1423} \end{array}$$

$$\begin{array}{r} 2563 + \\ \underline{1623} \end{array}$$

$$\begin{array}{r} 34525 + \\ \underline{19042} \end{array}$$

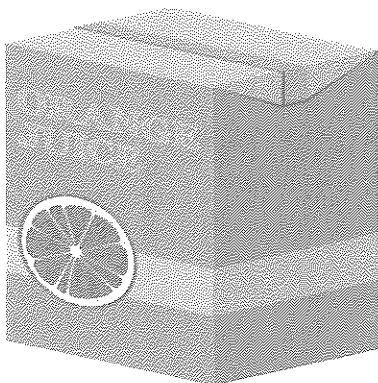
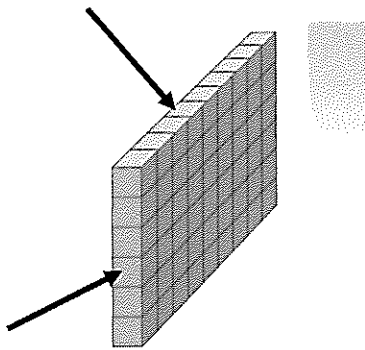
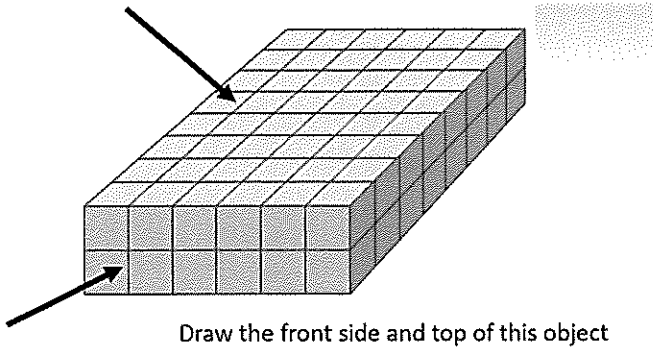
$$\begin{array}{r} 346712 + \\ 764231 \\ \underline{680212} \end{array}$$

$$\begin{array}{r} 9863 - \\ \underline{7241} \end{array}$$

$$\begin{array}{r} 6754 - \\ \underline{2841} \end{array}$$



# 3D Objects



Draw the front side and top of this object

Width = 6 cm Length = 8 cm Height = 12 cm

# Length

The table below is called a conversion table. It gives us information on the measurements we use everyday.

**10 millimetres (mm) = 1 centimetre (cm)**

**100 centimetres = 1 metre (m)**

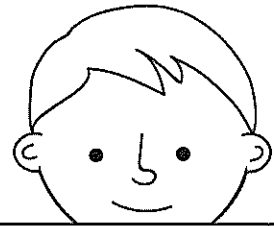
**100 metres = 1 kilometre (km)**

Using the above conversion table, answer the questions below by stating if we would use millimetres, centimetres, or kilometres.

What is the best unit of measurement to measure the following:

- a) Distance between two towns \_\_\_\_\_.
- b) The height of a tree \_\_\_\_\_.
- c) Length of a pencil \_\_\_\_\_.
- d) Thickness of a paperclip \_\_\_\_\_.
- e) Length of a driveway \_\_\_\_\_.
- f) Distance from Sydney to Canberra \_\_\_\_\_.

# Number of the Week



Word Form:

Numeral Form:

**457**

**ODD**

OR

**EVEN**

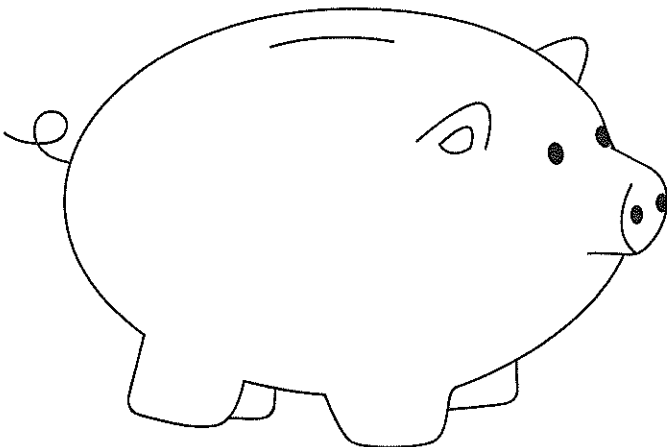
Hundreds

Tens

Ones

Number Sentence:

Show with money:



Greater than:

**>**

Less than:

**<**



# Angles

A **right angle** is an angle with a measurement of 90 degrees. The edges of a book meet at right angles.

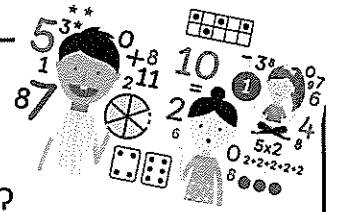
acute angle	* right angle
<p>less than <math>90^\circ</math></p>	<p><math>90^\circ</math></p>
obtuse angle	straight angle
<p>between <math>90^\circ</math> and <math>180^\circ</math></p>	<p><math>180^\circ</math></p>

If an angle is smaller than a right angle, it is called an acute angle. If an angle is larger than a right angle, it is called an obtuse angle.

Using a sheet of paper or a book as a right angle guide, find objects around your house that have right angles, acute angles, and obtuse angles. Classify and draw them in the table below.

Right angle	Obtuse angle	Acute angle

## Number Sense



How many ways can you represent the number 206?

300-94

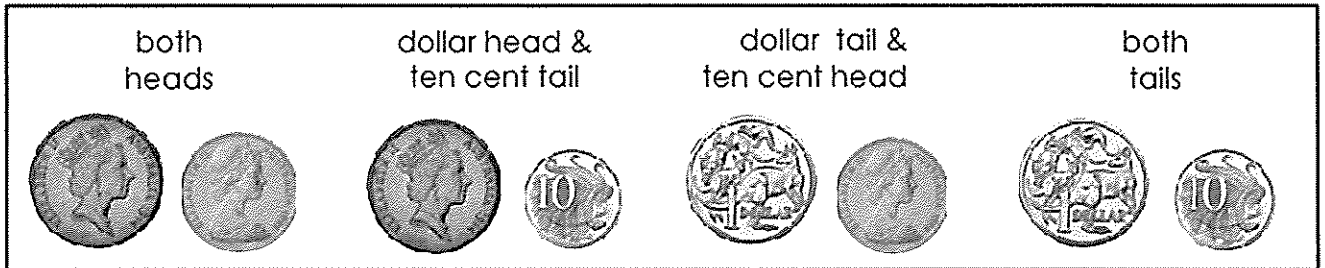
206

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

# Probability Experiment

For this experiment, you will need two coins - a dollar and a ten cent coin

Each time you toss these coins, there are four possible outcomes:



You will flip the pair of coins 20 times.

- Predict:** How many times do you think the coins will both land on tails? \_\_\_\_\_
- How many times do you think the coins will both land on heads? \_\_\_\_\_
- How many times do you think the dollar will land on heads, and the ten cent on tails? \_\_\_\_\_
- How many times do you think the ten cent will land on heads, and the dollar on tails? \_\_\_\_\_

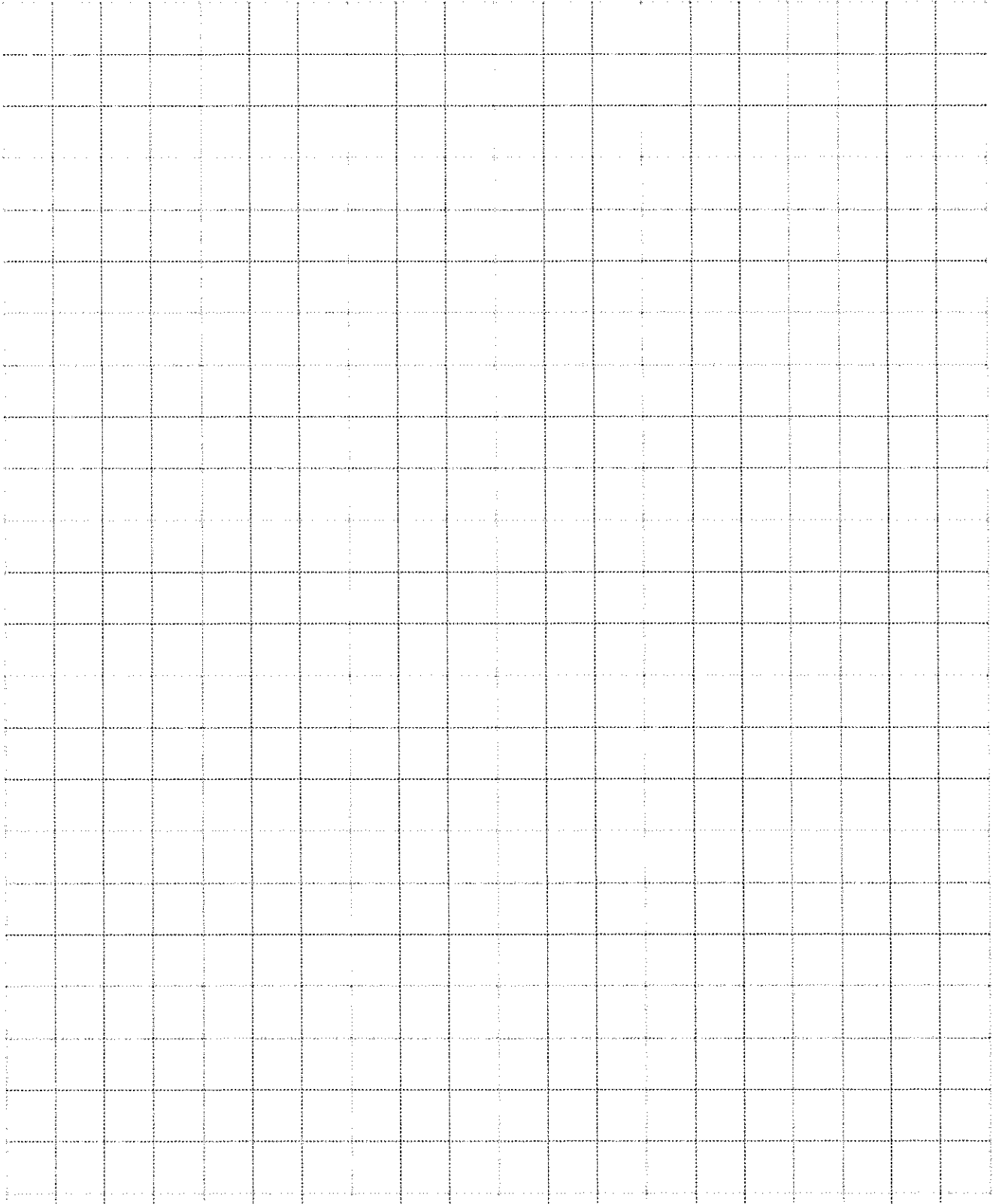
Toss both coins 20 times and tally your results in the table below.

both heads	dollar head & ten cent tail	dollar tail & ten cent head	both tails



# Area

On the grid below, draw yourself as a Minecraft character. You can only use whole squares. Calculate the area of your Minecraft portrait by adding up the squares.



# Patterns

Look at the number pattern below:

**15, 26, 37, 48 ...**

What rule does this pattern follow?

Write the next three numbers in the pattern.

If the pattern continues, what will the 10<sup>th</sup> number in the sequence be?

Now, write your own number pattern:

--	--	--	--	--

What rule does this pattern follow?

Write the next three numbers in the pattern.

If the pattern continues, what will the 10<sup>th</sup> number in the sequence be?

## Extension Question

Look at the number pattern below:

**1, 1, 2, 3, 5, 8...**

Write the next number in the pattern.

What rule does it follow?

# Australian Endangered Animals

Use the words below to fill in the missing information.  
You have been given the beginning letter of each of the missing words.

animals	plants	study	protect	survive
endangered	illegal	Australian	extinct	low

An endangered animal is a species that is in immediate danger of becoming extinct. This means that there will be no more of these a\_\_\_\_\_ alive on earth.

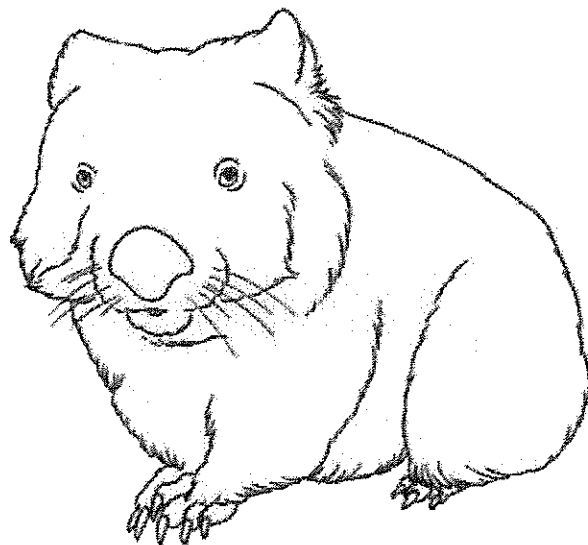
An animal is considered threatened when its numbers are usually very l\_\_\_\_\_ and it needs protection in order to s\_\_\_\_\_. Animals that are most at risk of becoming e\_\_\_\_\_ are categorised as 'critically endangered'.

There are thousands of animals all around the world that are e\_\_\_\_\_, including the Siberian tiger, the African elephant, and the giant panda. All of these animals are placed on a 'Red List' by the IUCN (International Union for Conservation of Nature).

Unfortunately, Australia also has many of its own endangered p\_\_\_\_\_ and animal species that are at risk of becoming extinct. Already, animals such as the Tasmanian tiger have been wiped out completely.

Some endangered A\_\_\_\_\_ animals include:

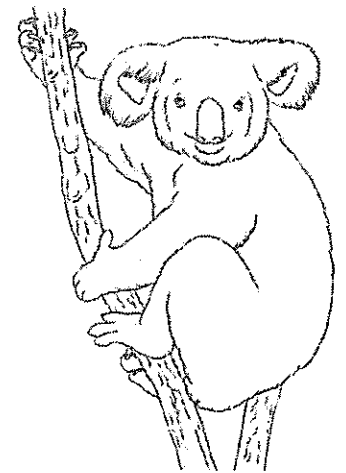
- hairy-nosed wombat
- bilby
- quoll
- dugong
- numbat
- Tasmanian devil
- Southern Corroboree frog
- cassowary
- grey nurse shark
- Loggerhead turtle
- black cockatoo
- koala



### Australian Endangered Animals

Many countries throughout the world have laws that p\_\_\_\_\_ endangered species. There are also wildlife or nature reserves where animals and their habitats are protected. Hunting is also limited or i\_\_\_\_\_. Critically endangered animals are often protected by keeping some of them captive and breeding them in captivity. This helps scientists to keep the species alive and also helps them s\_\_\_\_\_ the animals. Scientists also study the animals in the wild in order to understand what may be affecting their population.

## ENDANGERED ANIMAL FOCUS: The Koala



Read the information on the following page and complete these sentences about koalas by matching the facts:

Koalas are marsupials that can sleep...

...are the only food that koalas eat.

Koalas live in...

...drink water.

...eucalypt forests.

Gum leaves from eucalypt trees...

...eat and keep away from predators.

Loss of habitat from clearing of forests...

...for up to 20 hours a day.

...is the biggest threat to koalas.

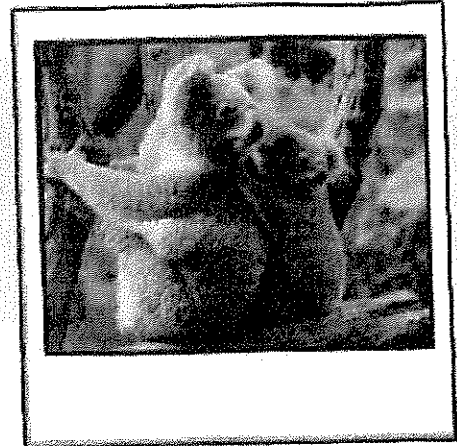
Koalas live in trees to sleep, ...

Most of the time, koalas don't need to...



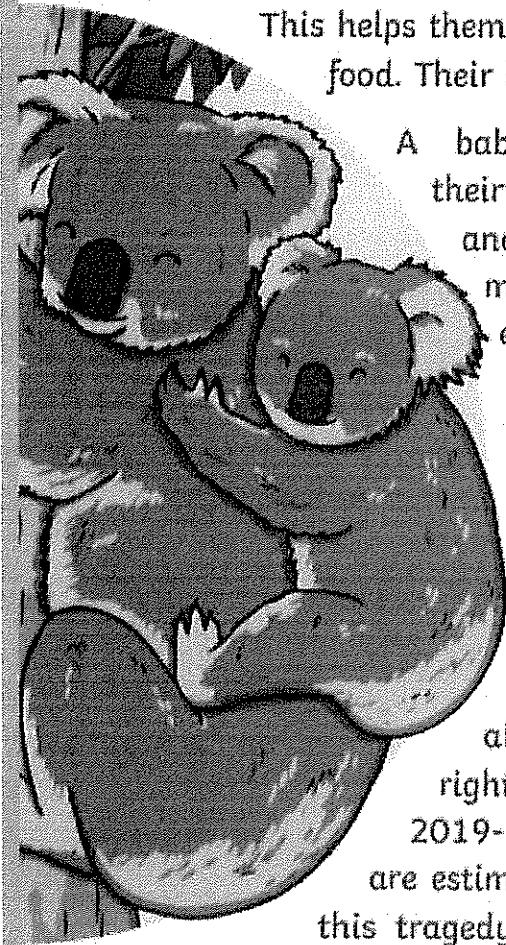
# Koala

Koalas are native to Australia. People still incorrectly refer to koalas as 'koala bears'. They are actually marsupials and are closely related to the wombat and kangaroo.



Koalas have sharp claws which they use to help them climb trees. They have five digits on each front paw, with two of them acting like thumbs.

This helps them to hold firmly onto the branches and to grip their food. Their back paws are used as grooming paws.



A baby koala is called a 'joey'. Joeys live in their mother's pouch for around six months and will remain with them for another six months or so afterwards. An adult koala can eat about half a kilogram to one kilogram of leaves each night. Koalas are mostly nocturnal, which means they are awake at night and asleep during the day. Koalas sleep a lot during the day because they require a lot of energy to digest the toxic, low-nutrient diet that they eat. Sleeping is the best way to conserve their energy.

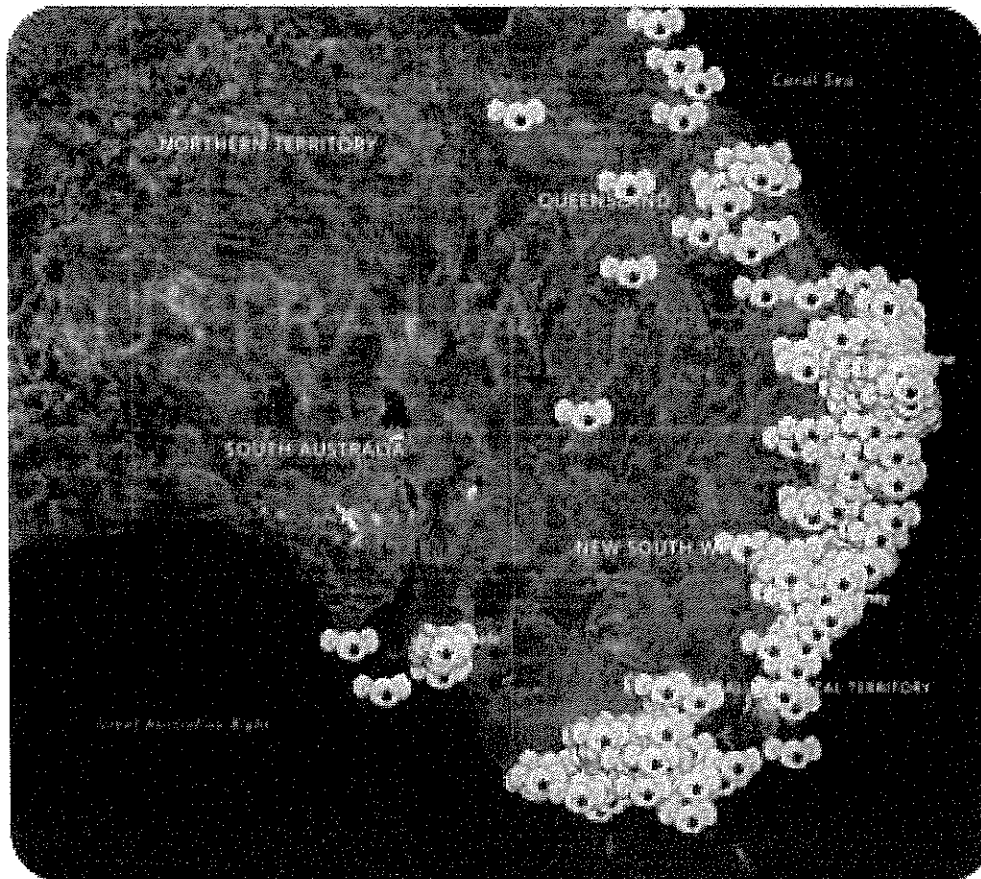
However, sleeping in the tops of tall eucalyptus trees all day isn't always safe. Koala population numbers, right across Australia, have been devastated due to the 2019-2020 Black Summer bushfires. Tens of thousands are estimated to have been lost in this tragedy, causing many wildlife conservation groups to call for koalas to be officially listed as an endangered species.



## Did you know...?

Koalas sleep for around 18-20 hours a day.

Look at the map below and answer the questions about koalas.



**a** Find where you live. Have there been any koala sightings near there?

---

---

**b** In which states have there been koala sightings?

---

---

**c** Why do you think there have been no sightings of koalas in the Northern Territory or Western Australia?

---

---

---

**Fast finisher activities:**

- Make a poster to protect your chosen animal. Illustrate your poster.
- Draw a picture of an endangered animal in its natural habitat. Colour it in.

Tuesday

Science

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

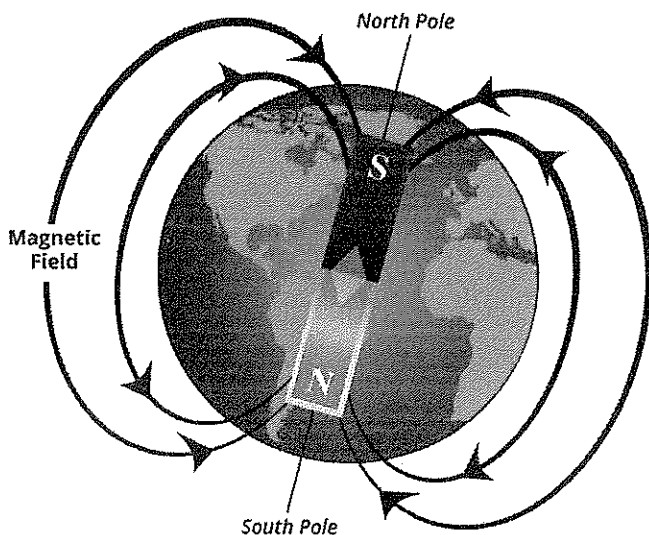
# The Force Be with You!

by Cindy Sherwood

After you draw a special picture, you might display it on your refrigerator so everyone can admire it. Chances are, you will place a magnet over the drawing to hang it up. But how does that work? Why does the magnet stick to the refrigerator and not just drop to the ground?

A magnet has special invisible powers that produce a magnetic field. You can feel the force from this field when you hold two magnets together. The magnets will either attract—meaning they will pull toward one another—or they will repel, meaning they will push away from one another. Although it may seem like magic, that force comes from tiny particles called electrons inside an atom. In certain types of metals, electrons spin around and pair off in different ways than they do for other types of materials. That activity is what creates the magnetic field.

You will not have any luck if you try to make a magnet out of plastic or rubber or wood or glass. Only certain kinds of metals are magnetic. The most common metals attracted to magnets are iron, nickel, and cobalt. Other metals, including gold, silver, and copper, are not attracted to magnets.



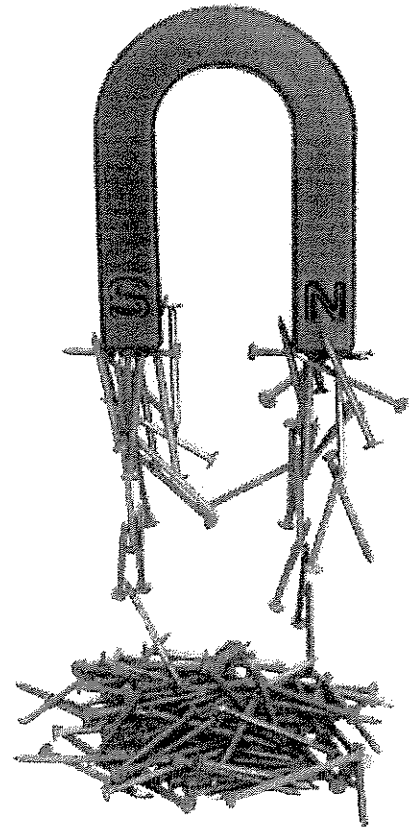
So what is the biggest magnet on Earth? If you guessed Earth itself, you would be right. Scientists believe that the deepest part of the Earth, its core, is made up of a mixture of iron and nickel. That gives Earth its own magnetic field which extends far into space. The magnetic field acts as a giant stop sign against solar wind, high-speed particles that blow from the sun.

# Science

Thanks to the earth's magnetic field, we are protected from danger from this solar wind.

Magnets help us in our daily lives, too. Just about anything with an electric motor uses magnets. So do computers and cell phones. When doctors need to find out why a patient is sick, they may order magnetic resonance imaging, or a MRI, to give them a peek inside the body without having to do surgery. And if you have ever used a compass while on a hike, you are actually using a small magnet that always points north.

What if you tried that magnet-refrigerator trick and your picture fell down right away? It probably means that your fridge is made of stainless steel, which contains a high amount of a nonmagnetic material. To hang up your picture, you will have to use old-fashioned scotch tape.

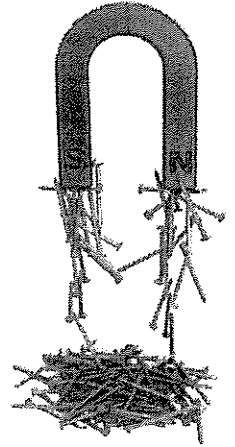




Name: \_\_\_\_\_

## The Force Be with You!

by Cindy Sherwood



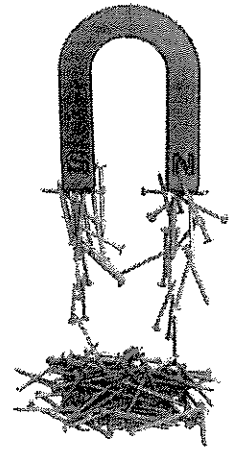
1. Where does the force that creates a magnetic field come from?
  - a. the activity of protons in atoms
  - b. the activity of neutrons in atoms
  - c. the pairing off of atoms in certain types of metals
  - d. the pairing off of electrons in certain types of metals
2. Describe what happens when magnets attract? What happens when magnets repel?  
\_\_\_\_\_  
\_\_\_\_\_
3. According to the information in the article, the Earth acts like a giant magnet. Which of the following is correct about the Earth's magnetism?
  - a. Earth's mantle is made up of silver and nickel, which gives it a magnetic sphere.
  - b. Earth's core is comprised of iron and nickel, which causes its magnetic field.
  - c. The core of the Earth is made up of iron and copper, giving it a magnetic field.
  - d. The mantle of the Earth is comprised of gold and cobalt, causing its magnetic sphere.
4. Magnets can be used in everyday life. What does MRI stand for? What does the magnetism in an MRI help accomplish?  
\_\_\_\_\_  
\_\_\_\_\_
5. A magnet will attract to many types of surfaces. Which of the following surfaces will a magnet not be attracted to?
  - a. iron
  - b. cobalt
  - c. stainless steel
  - d. nickel

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

## The Force Be with You!

by Cindy Sherwood

The following terms are vocabulary words from the article. Match the vocabulary word with its correct definition by writing the corresponding letter on the line.



1. \_\_\_\_\_ magnetic field                      a. charged particles that stream out from the Sun
2. \_\_\_\_\_ electrons                              b. the basic unit of all elements; a very small particle
3. \_\_\_\_\_ force                                      c. to push back from something; resist
4. \_\_\_\_\_ solar wind                              d. the area around a magnetic material in which a magnet will be close enough to react to that material
5. \_\_\_\_\_ magnet                                      e. materials that are often characterized as hard, shiny, and conductive; magnets are attracted to many types of these
6. \_\_\_\_\_ core                                      f. the strength or energy of something
7. \_\_\_\_\_ attract                                      g. negatively charged particles inside an atom
8. \_\_\_\_\_ atom                                      h. the deepest layer of the Earth
9. \_\_\_\_\_ metals                                      i. A piece of material whose atoms are arranged so that it attracts other materials with the same atomic pattern
10. \_\_\_\_\_ repel                                      j. to pull something closer; draw something in



A fact is something that is known or proved to be true.

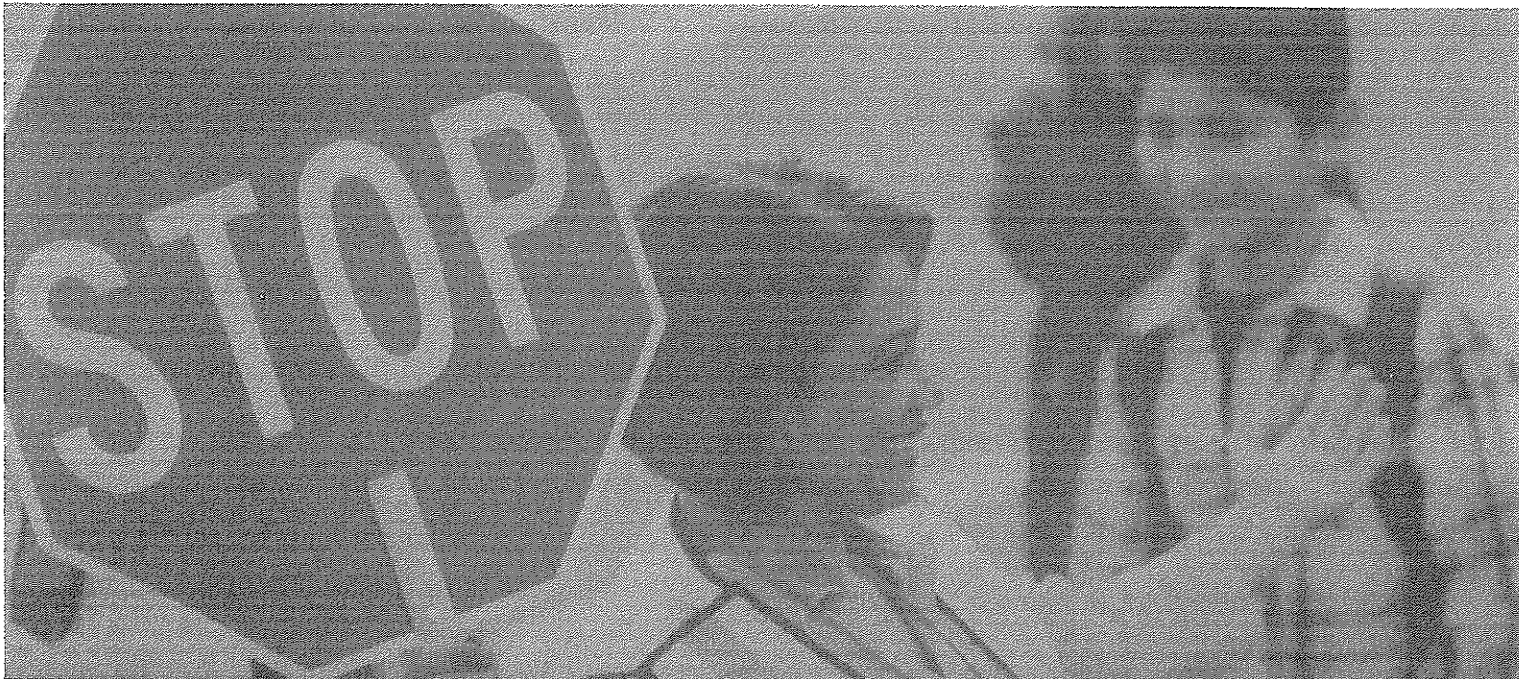
An opinion is a point of view not based on true facts.

**Worksheet 8**

**Fact or Opinion Card Game**

Buses are more fun than cars.	A bus stop can sometimes be a dangerous place for children.
There is no need to buckle up when you are not going far in the car.	Putting any part of your body outside the bus is dangerous.
All little kids love ice-cream.	I think babies look cute in a baby restraint.
To be safe, when you get off the bus you always have to wait until the bus has driven away before using the safest place to cross the road.	Always buckle up. Many accidents happen close to home.
Wearing a seatbelt protects your body from injury in a car crash.	It is dangerous to leave bags in the bus aisle.
All drivers of motor vehicles must wear a seatbelt.	School age children are old enough to cross the road alone.





## ROAD SAFETY INFORMATION

YOU ARE RESPONSIBLE FOR YOUR CHILDREN'S SAFETY WHEN THEY ARE TRAVELLING TO AND FROM SCHOOL.

# Safe bus travel

A child is most at risk of harm just after getting off the bus.

### To reduce risk:

- meet your children at the bus stop – never on the opposite side of the road
- hold your children's hands at the bus stop
- stand a few steps back from the edge of the road when waiting at the bus stop
- wait until the bus has gone, then choose a safe place to cross the road.

### Help your children to find a safe place to cross such as:

- at a pedestrian crossing or traffic lights, if available
- a clear section of road where they are visible to all traffic.

If you can't be with your children, organise for a trusted adult to meet them at the bus stop.



### For further support

Go to the department's Road Safety Education program at [education.nsw.gov.au/road-safety-education](http://education.nsw.gov.au/road-safety-education) or visit [education.nsw.gov.au](http://education.nsw.gov.au) and search for road safety education.