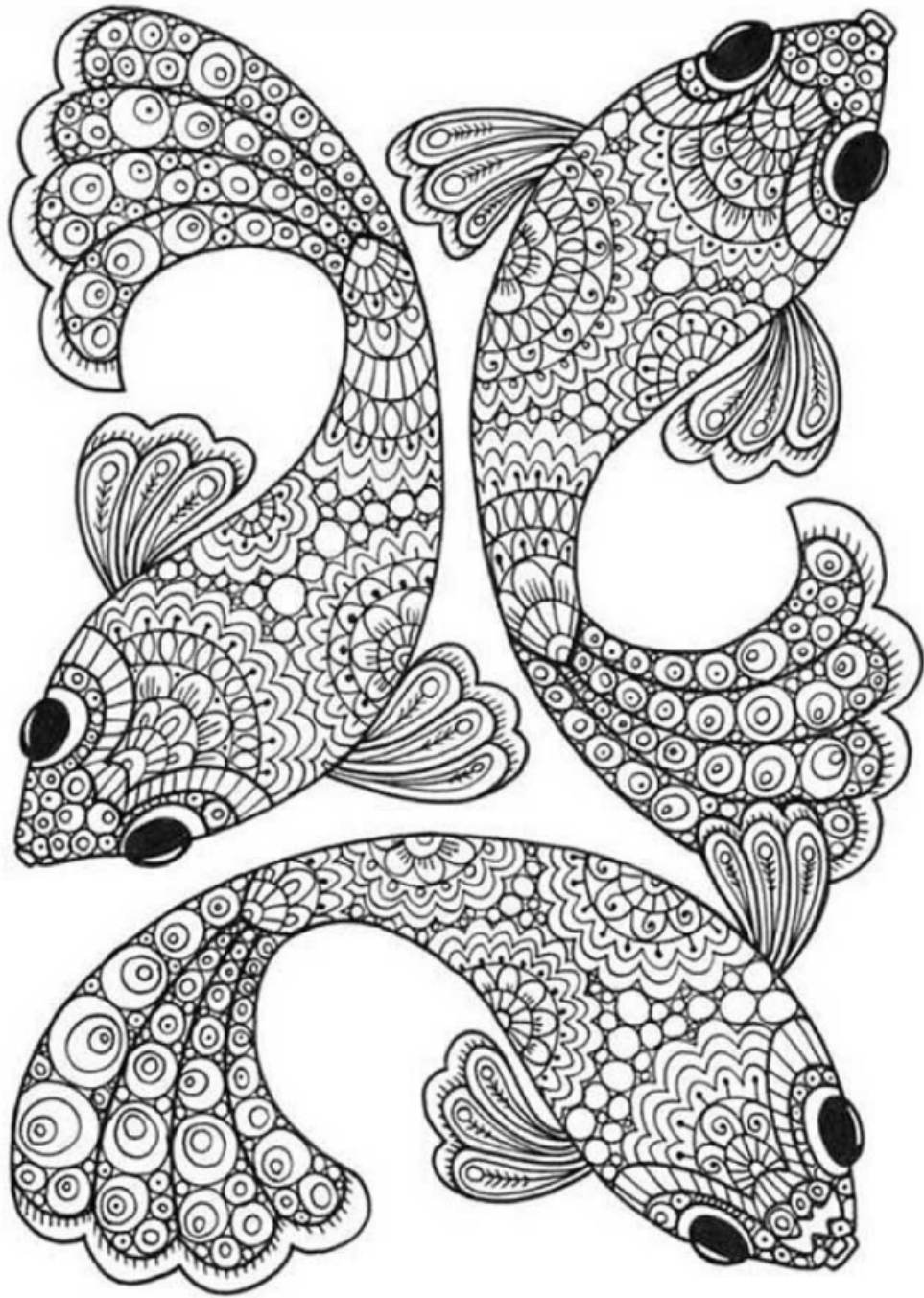


The Last Week of Home Learning

Year 3



We are so excited to see you!

YEAR 3 SPELLING - TERM 4 WEEK 3

Focus: oo/ew/ue/u_e/u

	BASE LIST	EXTENSION LIST	FURTHER EXTENSION
1	new	beautiful	suitcase
2	dew	through	influence
3	few	cartoon	pollution
4	knew	Tuesday	rescue
5	chew	supermarket	rescuing
6	drew	flute	rescued
7	threw	argue	queue
8	ruler	screw	supervisor
9	cube	fortune	toothache
10	whose	juicy	unusually
11	who's	loose	university
12	use	canoe	nuisance
13	move	canoeing	eucalyptus
14	blue	choose	fortunately
15	true	superhuman	fortuitous

YEAR 4 SPELLING, TERM 4 WEEK 3

Focus: oo/ew/ue/u_e/u

	BASE LIST	EXTENSION LIST	FURTHER EXTENSION
1	new	suit	arguable
2	soon	cruel	bandicoot
3	flew	beautiful	bruise
4	crew	through	continuation
5	drew	Tuesday	eucalyptus
6	true	balloon	honeydew
7	truth	computer	influence
8	used	rescue	solution
9	shoe	pollute	souvenir
10	roof	amusement	supervisor
11	broom	baboon	unique
12	June	jewel	university
13	rule	juicy	usable
14	useful	junior	pneumonia
15	fruit	loose	euphonium
16	juice	neutral	euphemism

Monday Spelling

Look at the list of spelling words and choose your column.

BLUE

Now, put your blue words into sentences. Can you make them descriptive?

Blue word:	Sentence:

YELLOW


Now, read your yellow words out loud. How many syllables are there?

Yellow word:	How many syllables are there?

PURPLE

On a piece of paper, draw your purple words. If you want to, you can go to **Insert** at the top and press **Drawing**, and try to draw them on the computer.

Read the poem 'Daycare Disasters' out loud. Think about what you have learnt about rhythm and rhyme.



DAYCARE

DISASTERS

My mother runs a daycare,
She's so wonderful with kids.
And every day, when I get home,
She tells me what they did.

"Scott put play dough in his ears,
Then ate a huge mud pie.
Mitch smeared lunch all down the walls,
Then rubbed some in his eye!

Cassie took some scissors,
Then cut off her teddy's ears.
And when they wouldn't go back on,
She collapsed in floods of tears!

Jill wrecked Kelly's artwork,
Holly washed her hands with glue.
Nathan poured his glass of milk
Into Jemima's shoe!

Bob bit Harry on the hand,
Ali kicked her toe.
Julie cried for hours and hours,
What for? I'll never know!"

My mother runs a daycare,
And she says it's really cool.
But secretly, I'm quite relieved,
That I can go to school!

Stephanie Mulrooney

2. What is the poem about?

0 points

Mark only one oval.

- ☐ A teddy bear
- ☐ A lovely day at daycare
- ☐ A crazy day at daycare
- ☐ The authors mother

3. Who is the author?

1 point

Mark only one oval.

- ☐ My mother
- ☐ The child
- ☐ The teddy bear
- ☐ Stephanie Mulrooney

4. What is the purpose of this poem?

1 point

Mark only one oval.

- ☐ To make the reader sad
- ☐ To make the reader laugh
- ☐ To make the reader think

5. Does this poem have a rhythm when you read it out loud?

1 point

Mark only one oval.

- ☐ Yes
- ☐ No

6. Does every beat of the rhythm need to have a word said on it?

1 point

Mark only one oval.

☐ Yes

☐ No

7. How many beats are in the rhythm for each line?

1 point

Mark only one oval.

☐ 4

☐ 3

☐ 6

8. Does this poem use rhyme?

1 point

Mark only one oval.

☐ Yes

☐ No

9. Tick all examples below that use rhyme

3 points

Check all that apply.

- ☐ My mother runs a daycare / She's so wonderful with kids
- ☐ Then cut off her teddy's ears / She collapsed in floods of tears
- ☐ Ali kicked her toe / What for? I'll never know!
- ☐ Kill wrecked Kelly's artwork / Nathan poured a glass of milk
- ☐ And she says it's really cool / That I can go to school!

10. Which lines in each verse rhyme?

1 point

Mark only one oval.

- ☐ The first and third line
- ☐ The second and fourth line

Writing
time!

Write another verse for this poem, or a short poem of your own. Use your knowledge on rhythm and rhyme to include these elements in your poem.

11. My poem *

This content is neither created nor endorsed by Google.

Google Forms

Monday Boggle

P	P	D	Y
F	I	R	F
Y	E	O	W
V	S	E	A

You can use each square once.

What words can you make?

Type your words here

What is the longest word you can make?

MULTIPLICATION AND DIVISION

Monday Week 3 Year 3

WE ARE LEARNING TO:

USE MENTAL AND INFORMAL WRITTEN STRATEGIES FOR
MULTIPLICATION AND DIVISION

SELECT AND USE APPROPRIATE MENTAL OR WRITTEN
STRATEGIES OR TECHNOLOGY TO SOLVE PROBLEMS.

Read through the steps required for problem solving

Steps to solve word problems in maths.

1. Read the problem.
2. Think about what the question is asking.
3. Identify the important information. You can circle or highlight the numbers and clue words that tell you what to do.
4. Decide what type of operation you will need to use i.e. addition, subtraction, multiplication or division.
5. Often drawing the problem can help simplify the problem. Estimate the answer before solving.
6. Decide on a strategy (there are many to choose from)
7. Give it a go
8. Go back and check your solution makes sense. Is it a reasonable?

Clue words for multiplication and division

Multiplication	Division
Times, multiply, product, twice as much, three times more, every, groups of, rows, of, by, at	Shared, equal pieces, divided equally, split, out of, average, each gets,

Here are some strategies you can choose from.

10 PROBLEM SOLVING STRATEGIES

1. Guess and check.



2. Make a table or a chart.



3. Draw a picture or a diagram.



$$3 + 2 = 5$$

4. Act out the problem.



5. Find a pattern or use a rule.



6. Check for relevant or irrelevant information.



7. Find smaller parts of a large problem.

$$3 + 2 - 1 = ?$$

8. Make an organised list.



9. Solve a simpler problem.

$$\begin{array}{r} 3 + 2 = 5 \\ 30 + 20 = 50 \end{array}$$

10. Work backwards.



How to solve multiplication and Division word problems. Watch the video for some tips.

Multiplication and Division Word Problems

Solve these multiplication word problems. Try to show your working out in the tables as well as the solution. You can highlight the important information. **Use the drawing and shape tools if required.**

Mona is having a party at her house to celebrate her birthday. She invited some friends and family.

1. Mona prepared rainbow-colored cupcakes for dessert. If she made one box of cupcakes for each of the 7 colors of the rainbow and each box has 6 cupcakes, how many cupcakes did Mona prepare in total?

Working out	Solution

2. He also made some juice from fresh oranges. If he used 2 oranges per glass of juice and he made 6 glasses of juice, how many oranges did he use?

Working out	Solution

3. Then he started to prepare the games for his 4 friends. If each game takes 5 minutes to prepare and he prepared a total of 5 games, how many minutes did it take for Andrew to prepare all the games?



Working out	Solution

4. Andrew's 4 friends decided to bring food as well. If each of them brought 4 slices of pizza and 3 bags of chips, how many slices of pizza do they have in total?

Working out	Solution

5. Lastly, Andrew tried to compute his expenses for the game night. If he spent \$9 for each game they played and they played a total of 5 games, write an equation for how much money he spends on games that night?

Working out	Solution

Try these challenge questions

Pedro's grandmother has made 32 cookies for Pedro to share equally with some friends.

How many friends could Pedro share his cookies with?

How many cookies would each friend receive?

List some possibilities.

Make sure every friend receives the same number of cookies.

Working out	Solution

Dog and Stork Disco



On the dance floor there are 24 legs.

The disco is full of dogs (each with 4 legs) and storks (each with 2 legs).

How many dogs and storks are there?

You must have at least one of each creature.

There are a few possible combinations.

How many can you find?

Working out	Solution

Stage 2 History - Community Builders

Historical personality: Mr James Beresford Grant

Week 3 Term 4

Who helped develop our community?





Warrawee Station before multiple train lines. In 1905



Warrawee Train Station in 2019



Warrawee Train Station Early 1900s
Source: Kuringai Historical Society

What do you notice about the amount of train lines in this primary source?



Warrawee Train Station
Current 2020

**What do you notice
about the train station as
it is today?**



James Beresford Grant bought lots of land around Warrawee Train Station in Warrawee Avenue and Heydon avenue. He had architects design and build houses, ones that are still standing today. House and land 7 and 5 were purchased by James Beresford Grant.

Use the primary source on the next slide to work out his occupation (job)



Rowardennan, 5 Warrawee Avenue
built in 1912

Primary Source

Leslie Wilkinson had previously designed another house for Beresford Grant, (confusingly also called "Maiala") in Heydon Avenue, Warrawee in 1934. Beresford Grant was reputed to have bought a number of properties in the vicinity of Warrawee railway station and built houses on them to forestall commercial development in Warrawee, preserving the purely residential character of the area and it has been suggested that this was the case with the Heydon Avenue house.

Secondary Source: North Shore Houses,
State Library of New South Wales



7 Warrawee Avenue, Warrawee in 2004 (source: CoreLogic)

MR. J. BERESFORD GRANT.

The death occurred at his home at Warrawee on Saturday of Mr. Joseph Beresford Grant.

Mr. Grant was born at Randwick on January 3, 1877, and was a son of the late Mr. Edward Henry Grant, who arrived in Australia in 1839 with his parents, the late Dr. and Mrs. James Grant, of Jedburgh, Scotland.

Mr. Grant, who was a member of the New South Wales board of the Union Trustee Company of Australia Limited, began his commercial career as a junior clerk with the Alliance Assurance Company, in 1893, transferring six years later to the Commercial Union Assurance Co., Ltd. From 1911 to 1915 he was manager for the Atlas Assurance Co., Ltd., but resigned that position to become a partner in the firm of Raine and Horne. When that firm was formed into a limited company in 1928, he was appointed managing director, a position he retained until 1933.

He has left a widow and two sons—Flying-Officer George Beresford Grant and Leading-Aircraftman Elliot Beresford Grant, both of the R.A.A.F.

The private burial was at Randwick yesterday.

Primary source: The Sydney Morning Herald Monday 28 October 1940

This is James Beresford Grant's obituary (death notice in newspaper)



Beresford Grant is said to have 'gazumped' every purchaser of land who planned to build a shop in the vicinity of the station.



Ku-ring-gai Historical Society

verb

past tense: **gazumped**; past participle: **gazumped**

1. INFORMAL • BRITISH

make a higher offer for a house than (someone whose offer has already been accepted by the seller) and thus succeed in acquiring the property.

"the trio are fuming after they were gazumped by a property speculator"



His contribution to Warrawee's lifestyle was to ensure that there are no shops at the station's entrance.



Ku-ring-gai Historical Society

What would Warrawee Train Station surrounds have looked like if it wasn't for James Beresford Grant?



Pymble Train Station



Turramurra Train Station



Wahroonga

Chatswood Train Station

How is Warrawee Train Station different to these other stations nearby?



Hornsby

Author's purpose

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

Watch the video about author's purpose



[v=Sr9MU0xuW5M](http://youtube.com/watch?v=Sr9MU0xuW5M)

[http://youtube.com/watch?](http://youtube.com/watch?v=Sr9MU0xuW5M)

2. What is the author's purpose? *

1 point

a commercial for a brand-new toy

What is the author's purpose?



Mark only one oval.

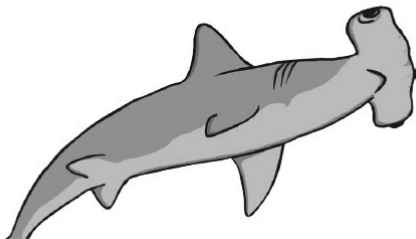
- ☐ Persuade
☐ Inform
☐ Entertain

3. What is the author's purpose? *

1 point

a non-fiction book about sharks

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

4. What is the author's purpose? *

1 point

a book about a magical school
for witches and wizards

What is the author's purpose?



Mark only one oval.

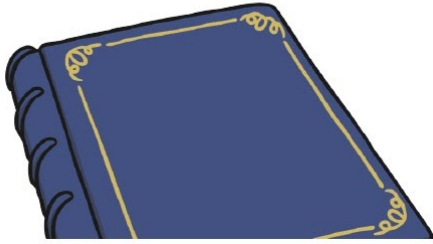
- ☐ Persuade
☐ Inform
☐ Entertain

5. What is the author's purpose? *

1 point

an encyclopedia

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

6. What is the author's purpose? *

1 point

a billboard for a fast food restaurant

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

7. What is the author's purpose? *

1 point

a book of facts about George Washington

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

8. What is the author's purpose? *

1 point

a book about a talking caterpillar

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

9. What is the author's purpose? *

1 point

a joke book

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

10. What is the author's purpose? *

1 point

a brochure for an amusement park

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

11. What is the author's purpose? *

1 point

a script for a television show

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

12. What is the author's purpose? *

1 point

a politician's campaign speech

What is the author's purpose?



Mark only one oval.

- ☐ Persuade
☐ Inform
☐ Entertain

13. What is the author's purpose? *

1 point

a science fair project
What is the author's purpose?



Mark only one oval.

- ☐ Persuade
- ☐ Inform
- ☐ Entertain

14. What is the author's purpose? *

1 point

a non-fiction book about the Great Wall of China
What is the author's purpose?



Mark only one oval.

- ☐ Persuade
- ☐ Inform
- ☐ Entertain

15. What is the author's purpose? *

1 point

a story about a spooky Halloween night
What is the author's purpose?



Mark only one oval.

- ☐ Persuade
- ☐ Inform
- ☐ Entertain

16. What is the author's purpose? *

1 point

a newspaper article about a new school opening.
What is the author's purpose?



Mark only one oval.

- ☐ Persuade
- ☐ Inform
- ☐ Entertain

Name: _____ Date: _____

0	1
---	---

2	3
---	---

4	5
---	---

6	7
---	---

8	9
---	---

10	12
----	----

14	16
----	----

20	30
----	----

40	50
----	----

60	70
----	----

80	90
----	----

100	276
-----	-----

413	694
-----	-----

704	829
-----	-----

MULTIPLICATION AND DIVISION

Tuesday Week 3 Year 3

WE ARE LEARNING TO:

USE MENTAL AND INFORMAL WRITTEN STRATEGIES FOR
MULTIPLICATION AND DIVISION

SELECT AND USE APPROPRIATE MENTAL OR WRITTEN STRATEGIES
OR TECHNOLOGY TO SOLVE PROBLEMS.

Revise the steps required for problem solving

Steps to solve word problems in maths.

1. Read the problem.
2. Think about what the question is asking.
3. Identify the important information. You can circle or highlight the numbers and clue words that tell you what to do.
4. Decide what type of operation you will need to use i.e. addition, subtraction, multiplication or division.
5. Often drawing the problem can help simplify the problem. Estimate the answer before solving.
6. Decide on a strategy (there are many to choose from)
7. Give it a go
8. Go back and check your solution makes sense. Is it a reasonable?

Remember the clue words for multiplication and division

Multiplication	Division
Times, multiply, product, twice as much, three times more, every, groups of, rows, of, by, at	Shared, equal pieces, divided equally, split, out of, average, each gets,

Here are some strategies you can choose from.

10 PROBLEM SOLVING STRATEGIES

1. Guess and check.



2. Make a table or a chart.



3. Draw a picture or a diagram.

$$3 + 2 = 5$$

4. Act out the problem.



5. Find a pattern or use a rule.



6. Check for relevant or irrelevant information.



7. Find smaller parts of a large problem.

$$3 + 2 - 1 = ?$$

8. Make an organised list.



9. Solve a simpler problem.

$$3 + 2 = 5$$

$$30 + 20 = 50$$

10. Work backwards.



Teach Starter.com

Solve these division word problems. Try to show your working out in the tables as well as the solution. You can highlight the important information. Use the drawing and shape tools if required.

Lexie has a lot of art materials. She needs to organize all these materials into containers.

1. She counted her crayons and found out that she has 80 crayons which she will place in crayon boxes. Every crayon box can contain 8 crayons. How many crayon boxes does she need?

Working out	Solution

2. 3 piles of clean white papers were stacked in the corner of her room. She decided to place these papers in paper envelopes which can hold 10 papers each. How many paper envelopes does she need if she has 120 clean white papers?

Working out	Solution

3. Besides the piles of white paper was a stack of 700 sheets of used paper. She wants to place it in boxes for recycling. If every box can contain 100 sheets, how many boxes does she need?

Working out	Solution

4. Lexie's spent 2 hours gathering all of her watercolor paintings. She thought of placing an equal number of paintings in four of the rooms in the house. If Lexie has 32 watercolor paintings, how many paintings will be placed in each of the four rooms?

Working out	Solution

5. Lexie's younger brother helped pick up all the paper clips in Lexie's room. He was able to collect 81 paper clips. If he wants to distribute the paper clips in 9 boxes, write an equation showing how many paper clips each box will contain.

Working out	Solution

Try these challenge questions. Use the drawing tools to show your working if required.

The answer to a division sum is 5.

What could the division sum be?

List some possibilities.

Draw pictures to represent each of these sums.


Working out	Solution

1.

Open-Ended Multiplication and Division

Jackie has 35 lollies that are separated into equal bags.

How many could be in each packet?



Working out

Solution

11.

Open-Ended Multiplication and Division

A chocolate machine makes 120 chocolates in a day. They are sold in equal packs.

How could they be packed?



Working out

Solution

Tuesday Library Quiz

Name and class:

The respondent's email (**null**) was recorded on submission of this form.

*** Required**

1. Email *

2. Why did Wilbur call Charlotte 'blood thirsty'? *

1 point

<https://mote.fyi/t5bydka>

Mark only one oval.

- ☐ She likes watching scary movies
- ☐ She sucks the blood from the creatures she catches
- ☐ She had a bleeding leg

3. What type of animal is Templeton? *

1 point

<https://mote.fyi/6cyku3t>

Mark only one oval.

- ☐ a rat
- ☐ a pig
- ☐ a goose

4. What did Templeton do with the egg that did not hatch? *

1 point

<https://mote.fyi/pbrf3a2>

Mark only one oval.

- ☐ smashed it into pieces
- ☐ ate it
- ☐ took it to his home to add to his collection

5. How many geese eggs hatched successfully? *

1 point

<https://mote.fyi/d2f6xud>

Mark only one oval.

- ☐ 7
- ☐ 2
- ☐ 8

6. Who is your favourite character so far and why? *

2 points

<https://mote.fyi/rznwphg>

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Google Forms

Mrs Millar was being verry noghty and Mrs Robertson didn't now what too do she kept hidding under the tables insted of teaching her students

"Mrs Millar, you need to come out and teach you're students!" Mrs robertson sed.

"I don't wont to!" said Mrs Millar she stayed under the table.

It was a verry stranj day and Mrs Robertson had to take care of the class instead.

The next day mrs Millar came back to schol and was back to normel thank goodness

Print out and fix the mistakes, OR fix it up above.

Mr Fox and his class where playing sport out side when thay sore a littel plant it was a bit brown and a bit drooppie

They desided they wear going to fix it.

the students in Mr Foxs class put they're hands up to give suggestions about how they coud fix the plant.

"I think we should water it," said won student

"I think it needs more sun," said another student.

Mr Fox said that they where all rong.

"It needs a hair cut," said Mr Fox he got some sisers and startted too give the plant a haircut.

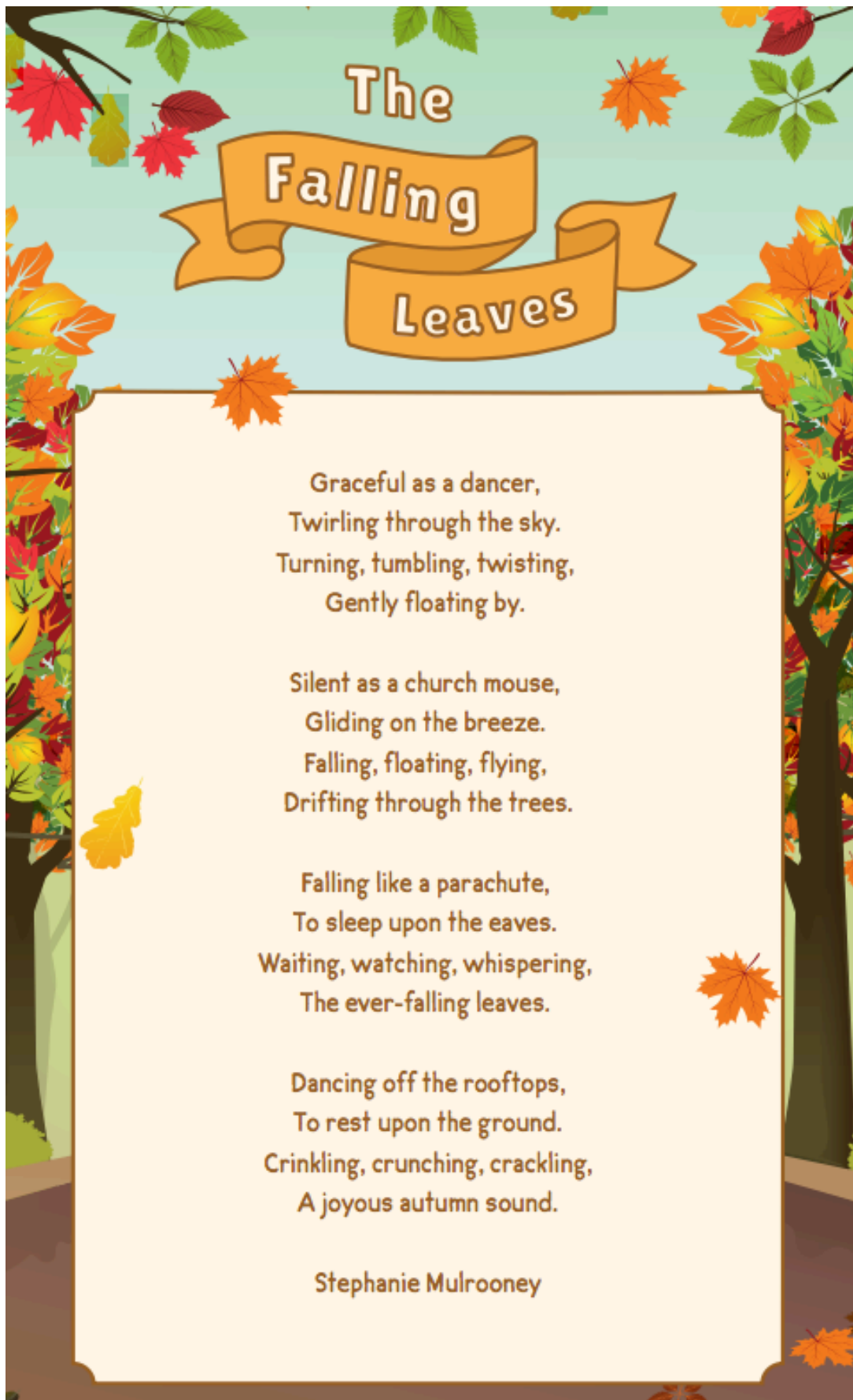
"There! Perfect! The plant is all beter know!" he said hapily.

Mr Foxs class didn't think it lokked much better.

Print out and fix the mistakes, OR fix it up above.

WRITING – Sound play

Read the poem 'The Falling Leaves'



Graceful as a dancer,
Twirling through the sky.
Turning, tumbling, twisting,
Gently floating by.

Silent as a church mouse,
Gliding on the breeze.
Falling, floating, flying,
Drifting through the trees.

Falling like a parachute,
To sleep upon the eaves.
Waiting, watching, whispering,
The ever-falling leaves.

Dancing off the rooftops,
To rest upon the ground.
Crinkling, crunching, crackling,
A joyous autumn sound.

Stephanie Mulrooney

Exploring Alliteration

1. There is an example of alliteration in each verse of *The Falling Leaves*. Write each example of alliteration below.

Verse 1: _____

Verse 2: _____

Verse 3: _____

Verse 4: _____

2. Write 1-2 verses of a poem about summer using alliteration.

Example:

Walking down to the beach

What is that I hear?

Splish, splosh, splashing sounds

I know there's water near

Your turn!

Exploring Onomatopoeia

The Noisy House

Bang! Clonk! Not again!
My dad's out in the shed.
He thumps and hammers all day long,
It really hurts my head!

Smash! Crash! Not him as well!
My brother's on his drums.
He'll bash and clang for hours on end,
How noisy it becomes!

Fa-la-la! Please, not her too!
Mum's singing in the shower.
And once she starts, she doesn't stop,
For at least a half an hour.

Tic-tock! Meow! Woof, woof! Ding-dong!
Tweet-tweet! Beep-beep! A-choo!
With all this noise, I think it's time,
For me to make noise, too!

Stephanie Mulrooney

1. List all the words you can find that use onomatopoeia in *The Noisy House*.

2. Think of something simple that makes a noise that can be expressed using onomatopoeia. For example: a buzzing bee, a noisy washing machine, birds outside your window. In the box below, write 1-2 verses of a poem about this using onomatopoeia.

MEASUREMENT

LENGTH

CM AND MM

Wednesday Week 3 Year 3

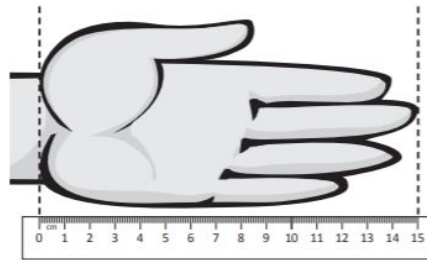
WE ARE LEARNING TO:

MEASURE, RECORD, COMPARE AND ESTIMATE LENGTH, DISTANCE AND PERIMETER
IN METRES, CENTIMETRES AND MILLIMETRES.

Units of length – centimetres

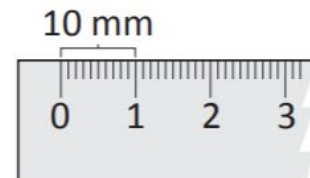
We use centimetres to measure smaller units of length.

There are 100 centimetres in a metre.
100 cm = 1 m



Units of length – millimetres

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



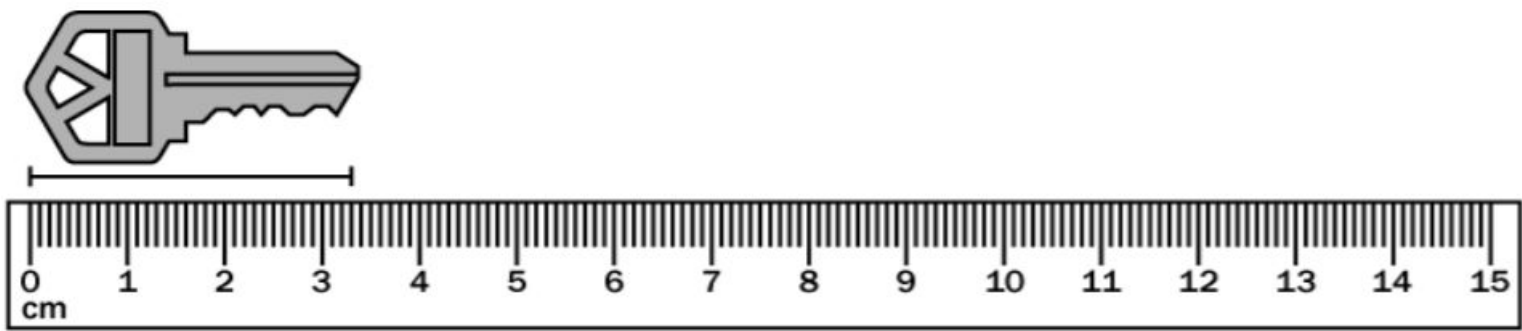
Measuring in cm.

Use a cm ruler to measure and record the length of 8 objects at your house (less than 1 metre) to the nearest cm. Then order the objects from 1-8 with the shortest 1 and the longest 6.

[illegible]

Measuring in Millimetres

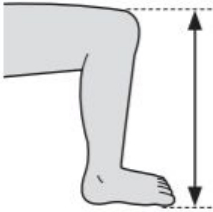
This ruler shows measurements in centimetres and millimeters.
There are 10 millimetres in 1 centimetre. Count the small lines between each cm.



This key shows a reading of 3cm and 3mm. So this can be written as 3.3cm or 33mm

Measure these body parts with a piece of string. Lay the string beside the ruler and write the length in into each box in cm and mm. E.g. 21cm 4mm

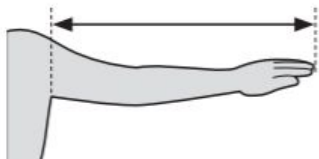
a



cm mm

cm

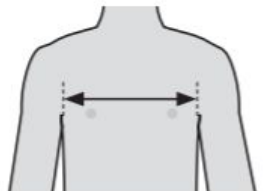
b



cm mm

cm

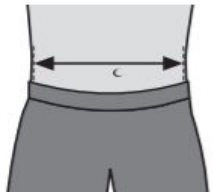
c



cm mm

cm

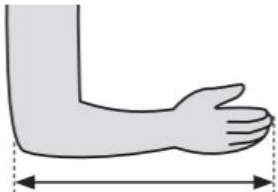
d



cm mm

cm


e



cm mm

cm

f



cm mm

cm

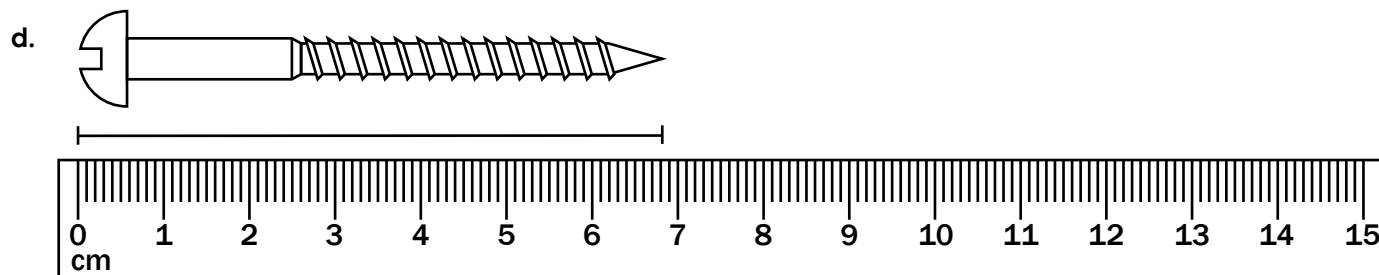
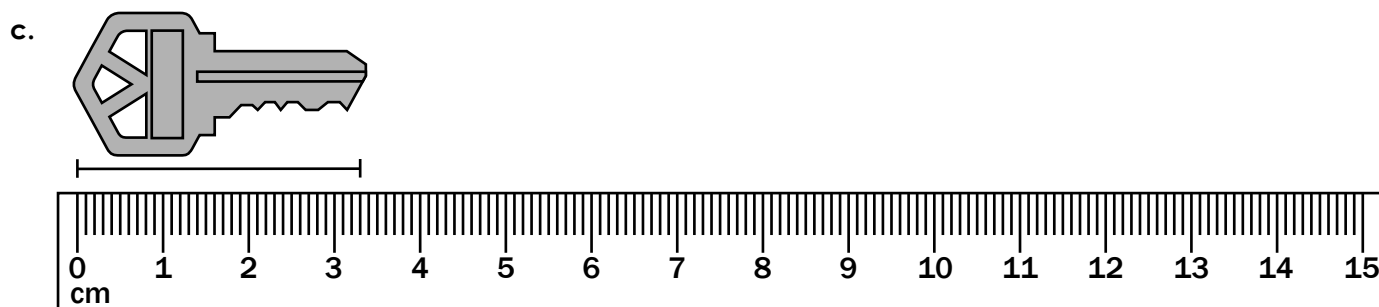
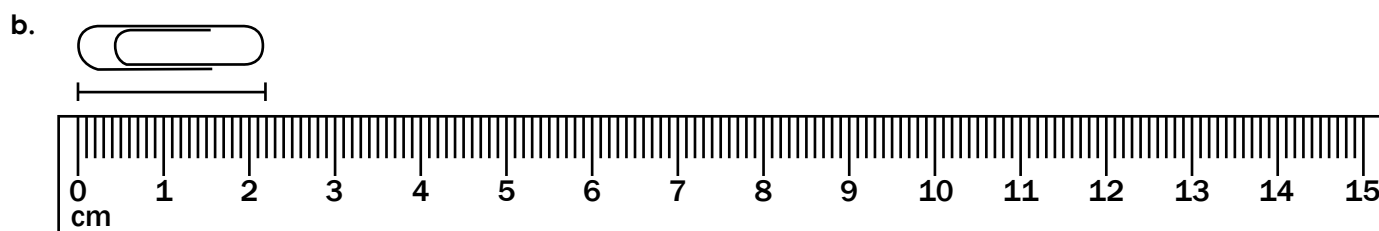
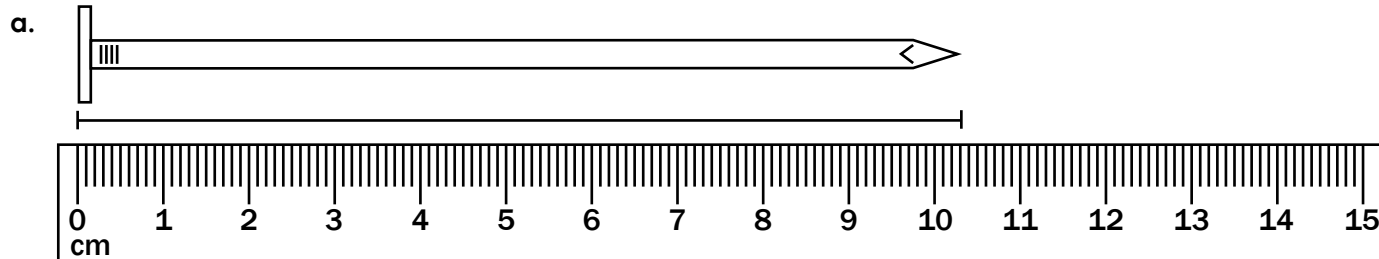
Convert your measurements on page 6 into centimetres and millimetres.

Object	Measurement in cm From previous page	Measurement in cm	Measurement in mm
example	21 cm 4mm	21.4cm	214mm
leg			
arm			
chest			
waist			
forearm			
foot			

Name: _____

Measuring Millimeters

Measure each object to the nearest millimeter with the ruler shown.

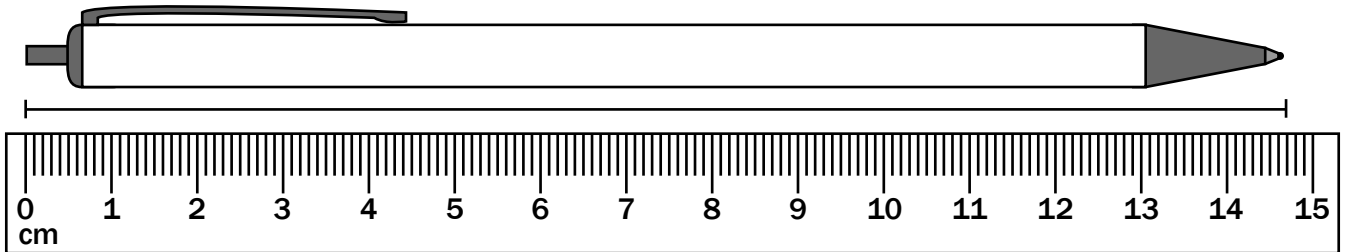


Name: _____

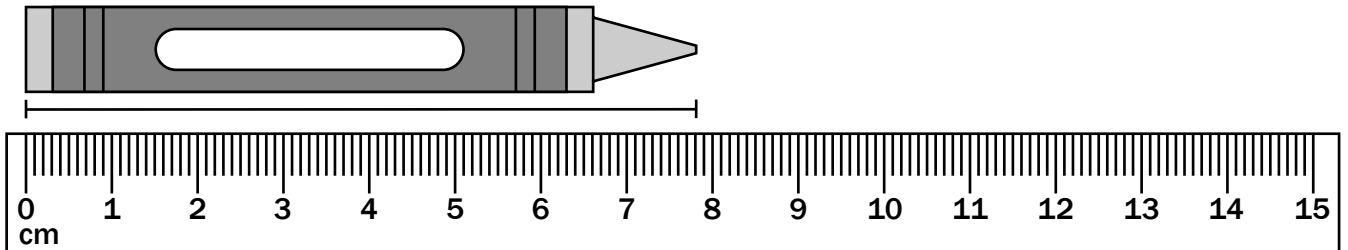
Measuring Millimeters

Measure each object to the nearest millimeter with the ruler shown.

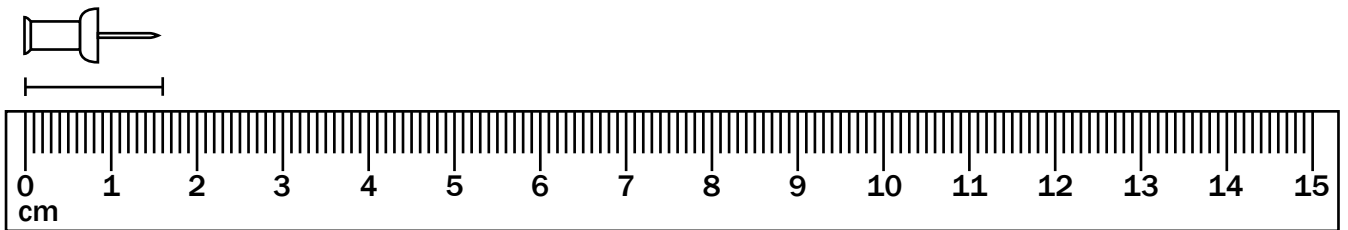
a.



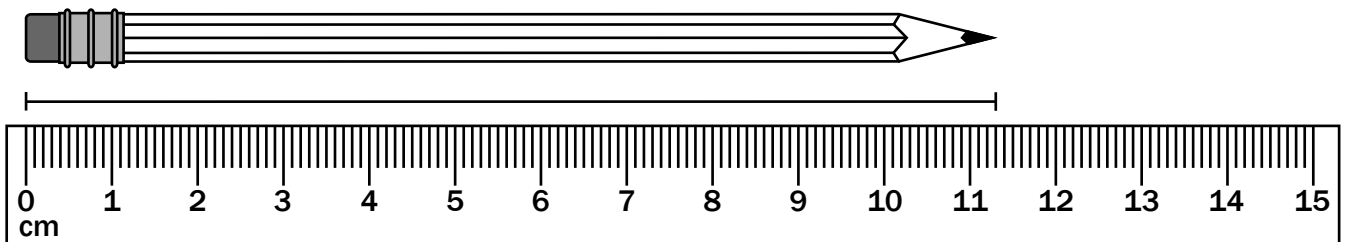
b.



c.



d.



Music – Rap Music

Rap is a type of music in which the words are not sung but are spoken in a rapid, rhythmic way.

Rubbish Rap was written to highlight our environmental problems associated with rubbish.



Rubbish Rap

Ooo, Ahhh, Rubbish Rap
Take that wrap and toss that scrap,
Flip that lid right on the bin,
Check, recycle, throw it in.
Be proactive, make a change,
Rethink your ways,
It's not so strange.
Ooo, Ahhh, Rubbish Rap,
Ooo, Ahhh, Rubbish Rap,

- ★ Spend some time reading the lyrics of Rubbish Rap.
- ★ Try to say the lyrics in the style of Rap Music. It will help if you tap a slow steady beat so that you can get the words in time.
- ★ Put on your sunnies and a baseball cap (backwards) and have fun performing your version of Rubbish Rap for your family.
- ★ Teach your version of Rubbish Rap to a family member.
- ★ Try to tap a steady beat and rap Rubbish Rap with your family.

WRITING - Imagery in poetry

TIGER

Majestic and proud,
He elegantly stalks through the jungle.
Fur as orange as the blazing sun,
Striped like a prison cell.

Silent and alone,
He dutifully guards his territory.
Eyes like tiny balls of gold,
Piercing through darkness.

Muscular and powerful,
He effortlessly captures his prey.
Teeth bared like daggers,
A warning to others.

Strong and lean,
He spreads himself on a silent rock.
Sleep embracing him like a blanket,
His hunger quenched.

Stephanie Mulrooney



Exploring imagery

1. An adjective describes a noun. An Adverb provides more information about a verb. Look at the list below of words used in the poem to describe the tiger. Decide if each is an adjective or adverb and sort into the table.

majestic
elegantly
silent

lean
strong
muscular

effortlessly
powerful
alone

dutifully
proud

Adjectives	Adverbs

2. How do the adjectives and adverbs in the poem help the reader visualise the tiger? Match the correct answers.

Adjectives

Provide the reader with details about how the tiger moves and behaves

Adverbs

Provide the reader with details about the tiger's physical appearance and temperament.

3. Look at the image of this eagle. Write one verse (4 lines) of a poem describing what you see. Use the *Tiger* poem to help you, including adjectives and adverbs to create an image in your readers mind.



The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and began dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

Moral: If you try hard enough, you may soon find the answer to your problem.

Read the text and then answer the questions below.

Questions about the text	My answers
Explain the moral of the story in your own words.	
Do you agree that the author's purpose was to persuade the reader about something? Give a reason for your answer.	Yes / No Reason:
The author uses the words <i>thirsty</i> , <i>disappointed</i> , <i>sad</i> and <i>happy</i> in the passage. Why do you think they used those words?	
What could have happened to the author to make them decide to write this passage?	

MEASUREMENT

LENGTH

CM AND M

Thursday Week 3 Year 3

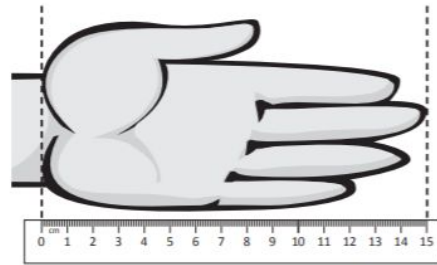
WE ARE LEARNING TO:

MEASURE, RECORD, COMPARE AND ESTIMATE LENGTH, DISTANCE AND PERIMETER
IN METRES, CENTIMETRES AND MILLIMETRES.

Units of length – centimetres

We use centimetres to measure smaller units of length.

There are 100 centimetres in a metre.
 $100 \text{ cm} = 1 \text{ m}$

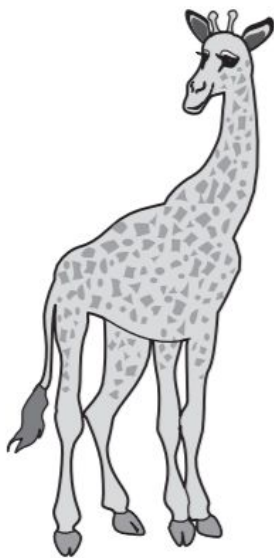


Units of length – metres and centimetres

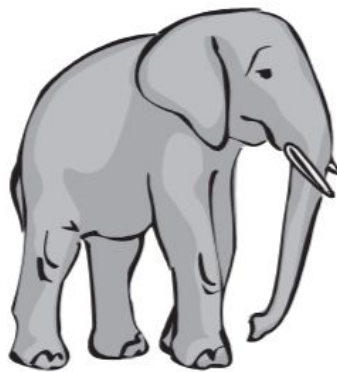
Often we will use both metres and centimetres when measuring length.
This length of ribbon is 146 cm. This is 1 metre and 46 centimetres.



Task 1: Research or estimate what the average height of these animals are to the nearest metre (at its tallest). Example: Emu stands 1m 75 cm or 2m



a m



b m



c m

Task 2: Changing length from metres into centimetres.

Write these lengths in cm. Example: 1m 45cm = 145cm

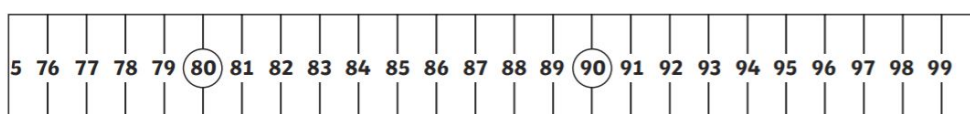
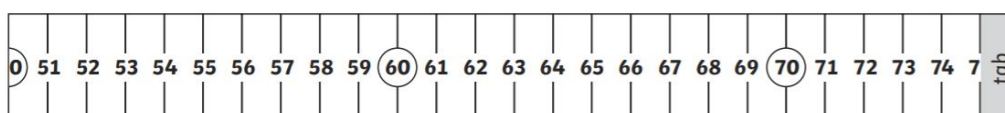
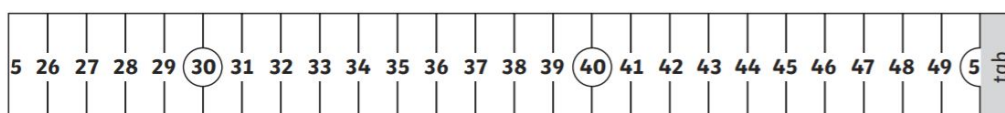
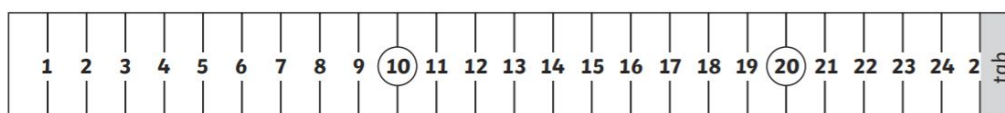
- a 1 m 38 cm cm b 1 m 67 cm cm c 2 m 82 cm cm
d 5 m 45 cm cm e 4 m 59 cm cm f 2 m 90 cm cm

Write these lengths as m and cm. Example: 384cm = 3m 84cm

- a 217 cm m cm b 391 cm m cm
c 462 cm m cm d 113 cm m cm
e 835 cm m cm f 194 cm m cm

Measuring in metres.

Task 3: If you don't have a metre ruler or measuring tape (from dad's garage) at home print off the worksheet in the assignment and make a metre strip.



Task 4:
Now go around the house and find 8 items that are longer than 1 metre. Use your metre strip to measure it's length or width. Examples: wardrobe door length, dining room table, coffee table.

Object	cm	m	Object	cm	m
Example: Coffee table	126cm	1.26m			
1			5		
2			6		
3			7		
4			8		



FUN WRITING

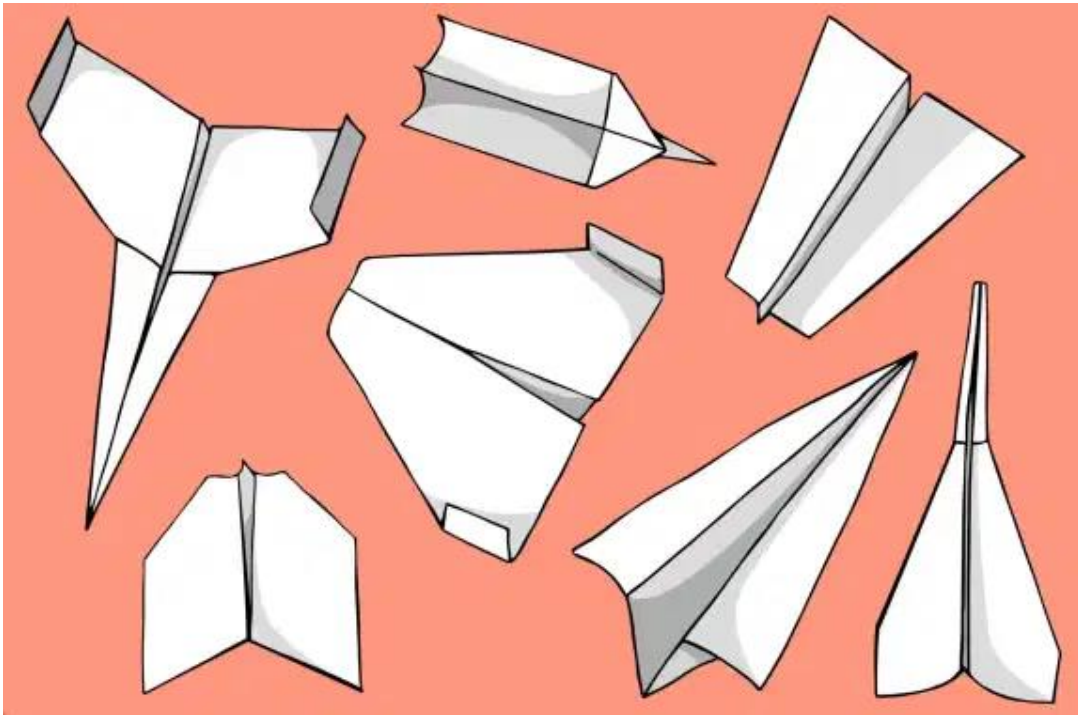
Think about everything you have learnt about poetry this week.

Choose a poetic device to focus on (you can use more than one if you would like!)

- Rhyme
- Rhythm
- Alliteration
- Onomatopoeia
- Imagery

Write a funny poem titled 'The strangest day' with 4 lines in each verse.

Which plane flies best?



You are entering a paper plane competition and need to develop a good design to have a chance of winning.

Task: Design and make 3 different paper planes. Test and record the distances each plane travels and use that to decide which is the best plane to enter the competition.

Here is an online website for making origami paper planes for some suggestions.
<https://www.origamiway.com/paper-airplanes.shtml>

Conditions:

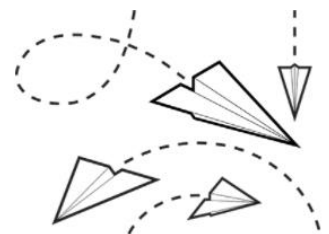
Each plane must be made from only one piece of paper

You can decorate the outside with pencils

Attachments are not permitted

No tape, glue or other adhesives can be used

Rips can be made in the paper by hand, but no scissors are permitted.



Materials you will need:

A measuring tape or ruler. You can use your metre tape you made in your lessons this week

3 pieces of A4 paper

A good space to fly your planes

Steps

1. Make your models.
2. Draw or take a photo of each plane.
3. Make a prediction about which will fly the furthest.
4. As you fly each plane measure the distance each one flies and record it in the table.
5. Conduct the test 3 times for each plane.
6. Add the 3 distances together to get a total for each.
7. Write you final measurements in metres to the closest cm.
8. Decide which plane will be entered into the competition.

Draw or place a photo in the boxes below. Give your planes an interesting name.

Drawings/Photos

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Record your data in this table.

Plane name	Test Flight 1	Test Flight 2	Test Flight 3	Total distance eg 4.35m

Share your results with a friend. Show your planes in zoom. Post a picture of your winning plane or a video flying it in your class stream.

Mindfulness

Mindfulness is -

What are the benefits of mindfulness? List your answers below.

How can mindfulness help me at school? List as many examples as you can come up with below.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



Online Learning Term 4 Week 1

This activity may be done inside or outside. Sit quietly and pay attention to what is going on around you right now. Use your 5 senses. If your mind wanders, slowly bring it back to the present. Reflect on what you experience below.

• Right now I see -

• Right now I hear -

• Right now I am touching -

• Right now I smell -

• Right now I feel -
