
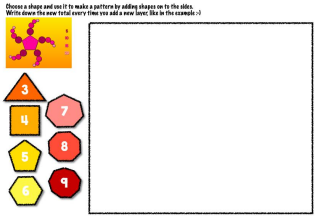





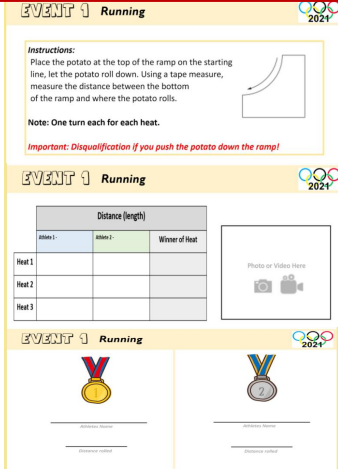
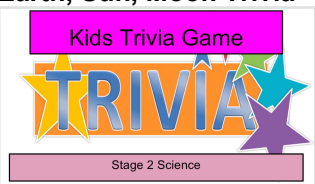
Framework for Learning from Home Week 10, Year 3

	Monday 13 th September	Tuesday 14 th September	Wednesday 15 th September	Thursday 16 th September	Friday 17 th September
9-9:20am	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview
	Zoom Guided Reading Times vary	Library Zoom Lesson Times vary	Zoom Guided Reading Times vary	Zoom Guided Reading Times vary	Zoom Guided Reading Times vary
Session 1	English	English	English	English	English
	<p>Spelling:</p> <p>Sound focus: oo, u, oul, o</p> <p>Draw two columns in your book. Write out your spelling words in one and then jumble them up in the second column. Cover the words in the first column and find someone to see if they can unscramble your words. Reveal the words if they are correct.</p> <p>Soundwaves: Play a game on a sound of your choosing for 15 minutes. Login: www.soundwaveskids.com.au</p> <p>Access code: moss583</p> <p>Public Speaking:</p> <p>Pretend that you are the</p>	<p>Reading:</p> <p>1. Read along with Mr Pratt http://www.viewpure.com/N3f3nxfWr-s?start=0&end=0</p> <p>2. Making Connections: See the worksheet attached</p> <p>TEXT TO TEXT: Think about a book you have read. For example, Norton and the Bear reminds me of another book that I've read called "Don't Copy Me" It was also about copying, but this time it wasn't about bear copying everything that Norton wore. The story was</p> <p>http://www.viewpure.com/hhpT3GLC1cl?start=0&end=0</p> <p>TEXT TO SELF: Norton and the Bear reminds me of a time when.....</p> <p>TEXT TO WORLD: In the real world people copy</p>	<p>Reading:</p> <p>1. Read along with Mr Pratt and take note of his special ending! http://www.viewpure.com/N3f3nxfWr-s?start=0&end=0</p> <p>2. Use "Note" to answer these questions in complete sentences or write them in your neatest handwriting in your workbook. Let's imagine that bear's name is Bear when answering the questions and use capital letters for Norton and Bear.</p> <ul style="list-style-type: none"> • Why does Norton like to dress differently? Norton likes to dress differently because... • Why does the bear like to copy Norton? Bear likes to copy Norton because..... • How does Norton feel after 	<p>Reading:</p> <p>Read the Dreaming story - How the Turtle got its shell. Once you've read the story answer the following questions in the note. There are 9 questions. 6 on comprehension and 3 on vocabulary. Click  to submit your answers. Remember to use full sentences where possible.</p> <ol style="list-style-type: none"> 1. Why did the echidna leave her baby and the turtle? 2. Why did the turtle eat the echidna's baby? 3. Why did the turtle 'sense that he would need to act rapidly'? 4. What did the stones on the turtle's back turn into? 5. At the end of the story, why did the echidna and the turtle separate from one another? 	<p>Reading:</p> <p>You have participated in so many reading activities this term and your teachers can see that you have improved in your reading. This-morning, read a book to yourself and feel proud of your achievements.</p> <ol style="list-style-type: none"> 1. What book did you read? 2. Did you feel proud of yourself and why? 3. What do you find challenging about reading? 4. What is your reading goal for next term? 5. How can you achieve this goal?

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	<p>Prime Minister of Australia and that you have to send a message to all of the schoolchildren in New South Wales to wish them happy holidays. Write a short speech congratulating them on their hard work this term and try to make them feel better about Learning from Home.</p> <p>Record your speech and upload it to Seesaw. Bonus points will be given for dressing up as a politician!</p>	<p>others without even thinking about it. E.g. Laughing or yawning</p> <p>YOU MIGHT EVEN DESIGN YOUR OWN T-SHIRT OR READ YOUR OWN BOOK AND MAKE CONNECTIONS</p>	<p>he shares his feelings with Bear? Explain. Norton feels after sharing his feelings because..... He is relieved.... He was becoming increasingly.....</p> <ul style="list-style-type: none"> • After Norton yells at Bear, Bear does something kind for him. Why do you think Bear did this? What does this tell you about Bear? After Norton yells at Bear, Bear Bear because... This shows me that Bear.... • Do you think this story has a good ending? How else could this story have ended? I think the story has a good ending because ... If I was going to end the story differently, I would • What is the main message of this book and would you recommend it? I would recommend... The story is all about.. The main message is.... 	<p>6. What is the moral of this Dreaming story?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Replace the word 'awfully' with a word that means the same thing in the sentence, "I am awfully sorry, but I ate your baby." - Find and copy a verb in the fourth paragraph which means to think.- - 'He became so ravenous that he began to behave in a strange manner...'. In this sentence, what does the word ravenous mean? 	

	Monday 13 th September	Tuesday 14 th September	Wednesday 15 th September	Thursday 16 th September	Friday 17 th September
	<p>Writing:</p> <p>Ending with Impact Topic: "Riding Your Bike To School". Can you write an exciting ending full of impact? Include the following vocabulary in your paragraph. You do not need to write a whole text, just the ending. The word 'awesome' Enjoy exercise and fresh air ... The adverb: carefully A rhetorical question End your writing paragraph with: Ask Mum or Dad to leave the car at home and ..." See attached pages. Click on this link for a quiz. https://docs.google.com/forms/d/e/1FAIpQLSe-JEdDczs-5bCT8B07PVj9wir2DzPUGXrbpFaQQg5gkzvbpq/vie/wform?usp=sf_link</p>	<p>Writing:</p> <p>A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. A metaphor <u>does not</u> use the comparison words "like" or "as". For example, Her cheeks <u>were</u> on fire. Her heart <u>is</u> gold.</p> <p>In these examples, her cheeks were not actually on fire, they were just feeling very hot. Her heart isn't actually made of gold. It means that she has a kind heart.</p> <p>Complete the following sentences using the metaphors provided</p> <ol style="list-style-type: none"> 1. Her tears were raindrops 2. The fireworks were lightening..... 3. The soft lawn was a green carpet..... 4. The classroom was a zoo because..... 5. The stars are sparkling diamonds.... <p>CHALLENGE: Write 2 sentences of your own</p>	<p>Writing:</p> <p>Independent Writing Task Write a persuasive text titled: "<i>Playing outside is healthier than screen time inside</i>".</p> <p>Use the Wordwall spinner game link to be reminded of how to structure your writing. https://wordwall.net/resource/20409268</p> <p>Look at the title that you are going to write about. Click on "Spin". You should have at least 5 spins. Click on "Resume" to get ready for the. Next spin. Never click on "Eliminate" or you will delete parts of the game. You can have more if you wish. Write down each spin instruction. Plan your persuasive writing in the correct order. Write your persuasive text about playing outside. Draw a picture to go with your writing. Upload your finished work to Seesaw please. See attached pages.</p>	<p>Writing:</p> <p>Prepositions connect words to more information about the place, time, or direction. For example, before, after, under, toward, in, near etc. are all common examples. Complete the following sentences by writing a preposition of where or when.</p> <ol style="list-style-type: none"> 1. There was another big tree..... (where) 2. My teacher keeps a lot of books... (where) 3. I found my keys..... (where) 4. My brother is going to Germany... (when) 5. My dog ran inside the house..... (when) <p>CHALLENGE: Write 2 interesting sentences of your own using prepositions.</p>	<p>Writing</p> <p>A contraction is shorter way to say two words, eg. is not = isn't An apostrophe is always placed where a letter or letters have been removed.</p> <ol style="list-style-type: none"> A. Write the contraction for the following words. B. Write a sentence for each of the contractions made <ol style="list-style-type: none"> 1. he is = 2. could not= 3. did not = 4. I am = 5. you are = <p>CHALLENGE: write a list of 5 other contractions and the two words they are short for.</p>

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		using metaphors- remember you do not need to use the words “like” or “as”.			
Brain Break	Break (30 min) Eat and Play	Break (30 min) Eat and Play	Break (30 min) Eat and Play	Break (30 min) Eat and Play	Break (30 min) Eat and Play
Session 2	Mathematics	Mathematics	Wellbeing Wednesday	Mathematics	Mathematics
	<p>Patterns & Algebra:</p> <p>Watch the instructional video on Seesaw, then complete the worksheet at the end of this booklet. Draw 3 patterns and make sure to include the numbers.</p> <p><small>Choose a shape and use it to make a pattern by adding shapes on to the sides. Write down the new total every time you add a new layer. Use the example.</small></p>  <p>Optional games: www.imathskids.com.au Access Code: nine026</p>	<p>Patterns & Algebra:</p> <p>Visit the following website and explore the pages about patterns: https://www.mathsisfun.com/algebra/patterns.html#google_vignette</p> <p>Send a note to your teacher on Seesaw describing what you learned from your exploration.</p> <p>Optional games: www.imathskids.com.au Access Code: nine026</p>	<p>*Go for a walk with a family member.</p> <p>*Make paper aeroplanes and see how far they can fly. https://www.youtube.com/watch?v=54noZe-0B1c</p> <p>*Do something kind for someone. Can you pay them a compliment, make them something or help them with a task? </p>	<p>Length: Potato Olympics</p> <p>Find two potatoes or something else to roll. Name you potato. Make a slope. Roll you first potato down the slope. Measure the length using a tape measure or ruler. Record the length. Repeat the same with the second potato. There are 3 heats. After three heats- which potato/athlete received gold and silver gold medal.</p> 	<p>Length Using a Ruler</p> <p>Measure the different objects using a ruler. Penci, rubber, mobile phone, a chocolate bar, crayon. Record each to the nearest cm</p>  <p>www.imathskids.com.au Access Code: nine026</p>

	Monday 13 th September	Tuesday 14 th September	Wednesday 15 th September	Thursday 16 th September	Friday 17 th September												
				 <p>EVENT 1 Running</p> <p>Instructions: Place the potato at the top of the ramp on the starting line, let the potato roll down. Using a tape measure, measure the distance between the bottom of the ramp and where the potato rolls.</p> <p>Note: One turn each for each heat.</p> <p>Important: Disqualification if you push the potato down the ramp!</p> <p>EVENT 1 Running</p> <table border="1"> <thead> <tr> <th></th> <th>Distance (length)</th> <th>Winner of Heat</th> </tr> <tr> <th>Heat 1</th> <td>Heat 1: Heat 2:</td> <td></td> </tr> <tr> <th>Heat 2</th> <td></td> <td></td> </tr> <tr> <th>Heat 3</th> <td></td> <td></td> </tr> </thead> </table> <p>EVENT 1 Running</p> <p>www.imathskids.com.au</p>		Distance (length)	Winner of Heat	Heat 1	Heat 1: Heat 2:		Heat 2			Heat 3			
	Distance (length)	Winner of Heat															
Heat 1	Heat 1: Heat 2:																
Heat 2																	
Heat 3																	
Brain Break	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play												
Session 3	Science	Language		Geography	Creative Arts												
	<p>Earth, Sun, Moon Trivia</p>  <p>Complete the quiz to test your knowledge about the science topic you have been learning about this term.</p>			<p>Use the Geography files attached to complete this task (Animal Habitats and Worksheets)</p> <ol style="list-style-type: none"> Learn about Quokkas by clicking onto the link below: https://wildlife.rotnestisland.com/land/fauna/quokka Go to page 1 of the worksheets and use the clues in the photos to complete sentences about Australian animals and their habitats. Learn about the cassowary: https://environment.des.qld.gov.au/animals/cassowary 	<p>Holidays! Unfortunately have to stay at home during these holidays.</p> <p>Create an artwork showing what your holiday would be like out of lockdown. What would you do? Where would you go? What would you like to do?</p> <p>This can be a painting, drawing, collage, digital drawing, model.</p>												

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				<p>v.au/wildlife/threatened-species/featured-projects/cassowary2 2. Learn about the kingfisher: http://www.viewpure.com/vZCV8Q47TIM?start=0&end=0 https://a-z-animals.com/animals/kingfisher/</p> <p>4. Go to Worksheet 2 and place the listed animals in the correct habitats.</p> <p>5. Read file about animal habitats and complete Worksheet 3</p>	

For some of the activities you may need your parents help. Show each completed activity to your parents to check.

YEAR 2 Spelling List

- booklet
- brook
- bullet
- butcher
- crook

- footpath
- goodbye
- goodness
- hoof
- pudding

- pulled
- pushed
- pushy
- soot
- sugar

- wolf
- woman
- wooden
- woollen
- woolly

YEAR 3 Spelling List

<ul style="list-style-type: none">• ook• good• took• book• put• pull• full	<ul style="list-style-type: none">• foot• could• would• should• push• bush• putting	<ul style="list-style-type: none">• goodbye• woman• wood• hook• shook• stood	<ul style="list-style-type: none">• couldn't• wouldn't• shouldn't• unhook• wooden
<ul style="list-style-type: none">• brook• bullet• bulletin• bulldozer• bullock	<ul style="list-style-type: none">• butcher• childhood• cushion• driftwood• footpath	<ul style="list-style-type: none">• lambswool• likelihood• neighbourhood• pudding• pulley	<ul style="list-style-type: none">• kookaburra• sugar• understood• wolf• woollen

Animal habitats

Animals need food, water, oxygen and a safe home to live in. The habitat they live in provides all of these. Most animals also have other specific needs that only their particular habitat will provide.



Bower Birds

Bowerbirds are most known for their unique courtship behaviour, where males build a structure and decorate it with sticks and brightly coloured objects.

They need to live near humans so they can collect rubbish to decorate their nests.



OMMATOKOITA SHRIMP

The Ommatokoita shrimp is a 30 mm long pinkish-white parasite. It is often found permanently attached to the eyes of the Greenland shark and Pacific sleeper shark.

The parasites cause severe visual impairment, but it is thought that the sharks do not rely on eyesight for their survival.



Golden Jellyfish

The golden jellyfish live in a small lake called Jellyfish Lake which is found on an uninhabited rock island in the Pacific Ocean. They rely on a particular type of algae which grows in the lake. As the day begins, the jellyfish slowly move chasing the sun that shines on the lake. These jellyfish do not sting and you can actually swim with them.



Leaf Cutter ants

Leafcutter ants live in the Amazon rainforest and eat more rainforest vegetation than any other type of animal. Not only that, they actually grow their own food and live in colonies that can contain over eight million insects!

Leafcutter ants are often seen moving in lines, bringing pieces of leaves back to their nest. The leaves are used to feed fungus, which is grown by the ants in a special 'fungus garden'. This fungus provides food for the colony.



Bats Of Bracken in Texas

Every March or April, Mexican Free-tailed bats migrate to a cave in Bracken, Texas. Soon after they arrive, each mother gives birth to one pup. As many as 500 baby bats live crammed into one square foot of space, and all those bodies create nice warm temperatures to keep them cozy and comfortable. The cave teems with life all summer.

Each night, the adult bats leave the cave to eat tons of insects, including many pests that eat the farmer's crops. They get rid of mosquitoes too.

When the twenty million bats fly out the cave opening, they make a column so thick that it shows up on the radar at the nearby airport. It can take three hours for all of them to emerge.



Dung Beetles

Dung beetles do just what their name suggests: they use the manure, or dung, of other animals in some unique ways! These interesting insects fly around in search of manure deposits, or pats, from herbivores like cows and elephants. With specialized antennae, they can catch a whiff of dung from the air.

They eat the dung. They build their home and lay eggs in the animal dung.

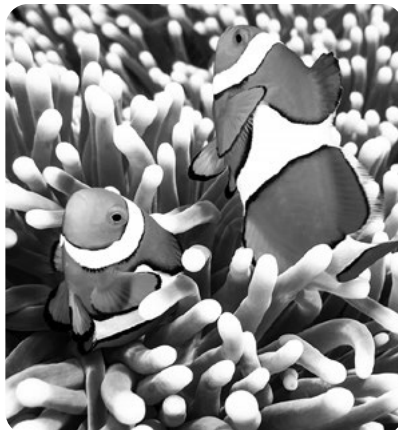


How do animals rely on the natural environment to survive?

A habitat is a place where something lives. It is also the place that has the specific things there that they need to survive.

1

Use the clues from the photos to complete the sentences about Australian animals and their habitats. The missing words are listed below.



Quokkas live on _____ in WA where they are not hunted and they can eat plenty of rich grasses and plants.

Sugar gliders live in groups, in the trunks of _____ where they can eat the sap, bark and flowers.

_____ live in anemones on the Great Barrier Reef where they are protected from bigger fish and can eat the algae that lives there.

_____ live in burrows where they can escape the heat of the day in the cool dirt.

Termites use their own saliva to build giant mounds in the _____.

Hermit crabs live in _____ to protect their soft bodies.

wombats

Rottnest Island

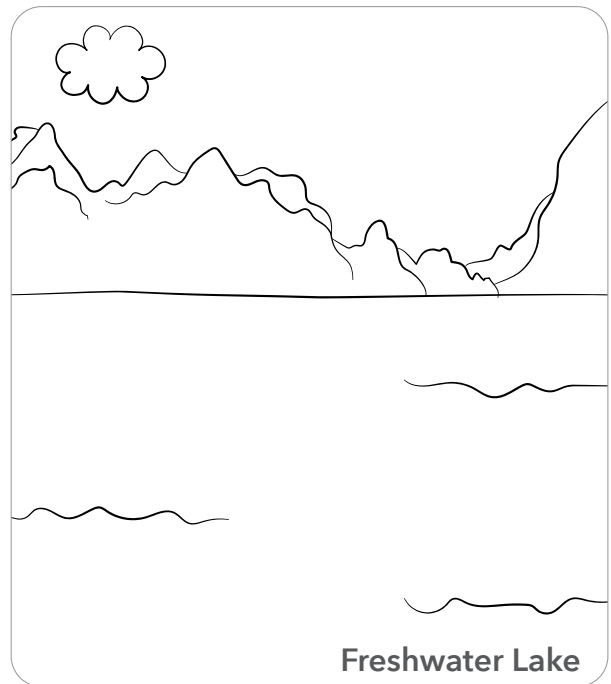
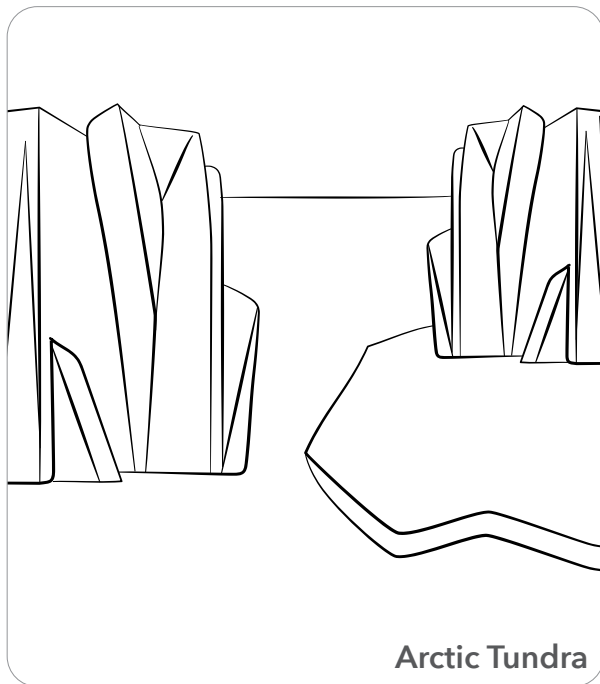
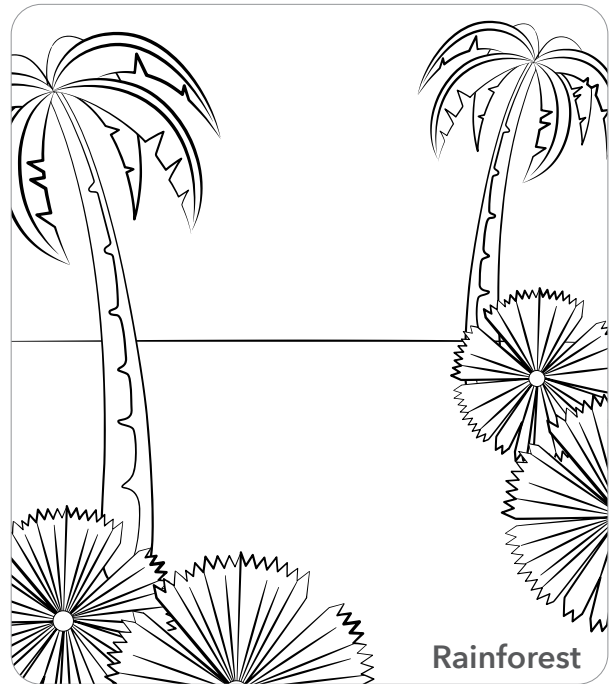
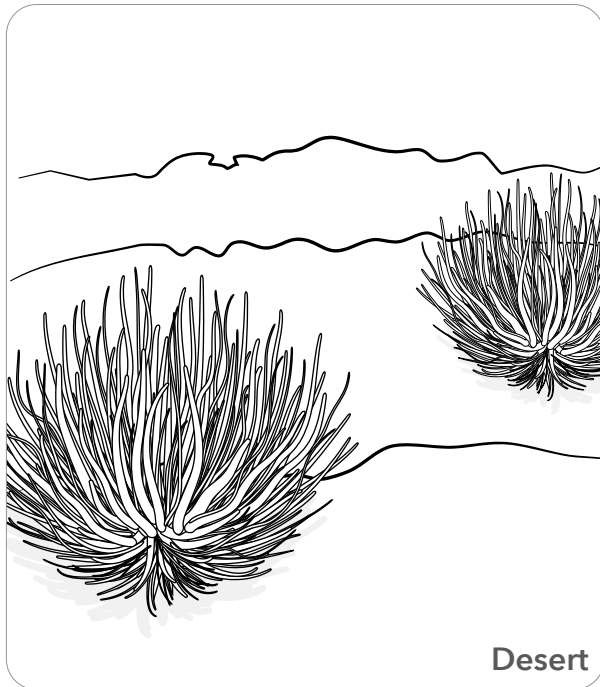
trees

shells

desert

Clownfish

2 Many animals can share the same habitat. Look at the vegetation zones below and draw or label the listed animals in their correct habitat.



- polar bear
- arctic fox
- seal
- whale

- pelican
- turtle
- pond snail
- red kangaroo

- tree frog
- kingfisher
- butterfly
- green tree python

- dingo
- bilby
- thorny devil
- red kangaroo

Animals need food, water, oxygen and a safe home to live in. The habitat they live in provides all of these. Most animals also have other specific needs that only their particular habitat will provide.

3 Work with a partner to match these animals with the unusual things that they need to survive. Use the research links below to check your answers and to learn more about these creatures and their unusual habitats.

Bower birds

Leaf cutter ants

Ommatokoita shrimp

Bats of Bracken in Texas

Golden jellyfish

Dung beetles

...need to live near humans so they can collect coloured rubbish to decorate their nests.

Bower birds

...need to live in the deep ocean where they can feed on Greenland shark's eyeballs.

Ommatokoita shrimp

...live in most habitats where animals are found because they eat, lay eggs, and build their homes in animal dung.

Golden jellyfish

...live in the Amazon where they can make a local tasty fungus grow on the leaves they collect.

Leaf cutter ants

...feed on the millions of insects that come out at night in this area.

Bats of Bracken in Texas

...live only in a lake on an island in the Pacific where they need to chase the sun that shines on the lake each day.

Dung beetles

EALD Writing Lesson 11 Ending With Impact

EALD 写作第 11 课以影响结束

Ending with IMPACT means writing something that really grabs your attention.

以影响结束意味着写一些真正吸引你注意力的东西。

Which is a more interesting ending? 哪个结局更有趣？

"it is best if you ride your bike to school." "最好骑自行车去学校。

OR 或

"Scientists have proven that we should do our bit to save the world by leaving the car at home and riding our bikes into good health."

"科学家已经证明，我们应该尽自己的一份，通过把车留在家里，骑自行车来拯救世界。"

Ending with Impact

Ingredients you need to put in your writing today: Just like making a cake!

The word 'awesome'

Enjoy exercise and fresh air ...

Your choice?

The adverb: carefully

A rhetorical question

End your writing with: Ask Mum or Dad to leave the car at home and ...

Lots of the sizzling start devices can be used for Ending with impact remember!

Topic:
"Riding Your
Bike To
School"

Can you write an exciting ending full of impact?
Write about
"Riding your bike to school."



以影响结束

您今天需要在写作中提出的成分
就像做蛋糕一样！

"真棒" 这个词

享受锻炼和新鲜空气...

你的选择？

副词: 小心

修辞问题

结束你的写作: 请妈妈或爸爸把车留在家里...

许多火热的启动设备可用于以冲击结束记住！

主题: "骑你的
自行车到学校"

你能写一个令人兴奋的结局吗？
充满冲击力？写它 骑自行车去学校。



https://docs.google.com/forms/d/e/1FAIpQLSe-JEdDczs-5bCT8B07PVj9wir2DzPUGXrbpFaQQg5qkzvbpq/viewform?usp=sf_link

Please click on this link to take you to a quiz. Have fun!

Independent Writing Task Wednesday 15 September

Evidence of Learning

Students will write a persuasive text titled: "Playing outside is healthier than screen time inside".

Students will use a Wordwall spinner game to help plan their writing.



Playing outside is healthier
than screen time inside

<https://wordwall.net/resource/20409268>

Instructions:

Click on the link.

Click on "Spin". You should have at least 5 spins.

Click on "Resume" to get ready for the next spin. Do not click on "Eliminate" or you will delete parts of the game.

Write down each spin instruction.

Plan your persuasive writing in the correct order.

Write your persuasive text about playing outside.

Draw a picture to go with your writing.

Upload your finished work to Seesaw please.

<https://wordwall.net/resource/20409268>

指示：

单击链接。

单击"旋转"。

你应该至少有5个旋转。

单击"简历"为下一次旋转做好准备。

不要点击"消除"，否则您将删除游戏的某些部分。

写下每个旋转指令。

按正确的顺序计划您的有说服力的写作。

写你关于在外面玩的有说服力的文本。

画一幅画，配合你的写作。

请将完成的工作上传到跷跷板。



Making Connections...

 ...  it reminds me of a book...

Text to Text

 ...  it reminds me of a time...

Text to Self


 ...  it reminds me of something in the world...

Text to World

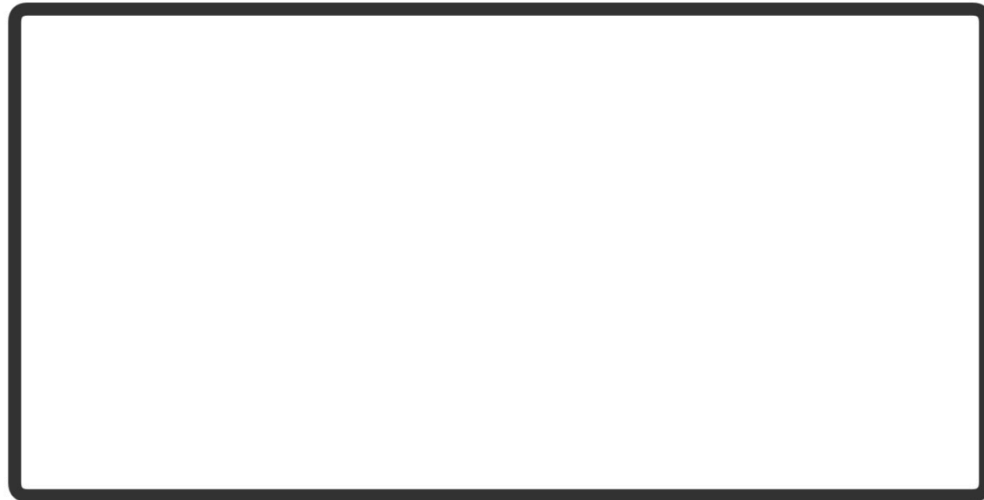


**TEXT TO TEXT
CONNECTION**

You are connecting the characters, setting, or events from one story to another.




- The character in this story is like the character in . . .
- The setting in this story is the same as the setting in . . .
- This event is like when . . .
- These two stories are alike . . .





TEXT TO SELF CONNECTION

You are connecting the story to your own life, experiences, and feelings.




- This reminds me of . . .
- I understand how the character feels because . . .
- The setting makes me think about another place . . .
- I experienced this myself . . .





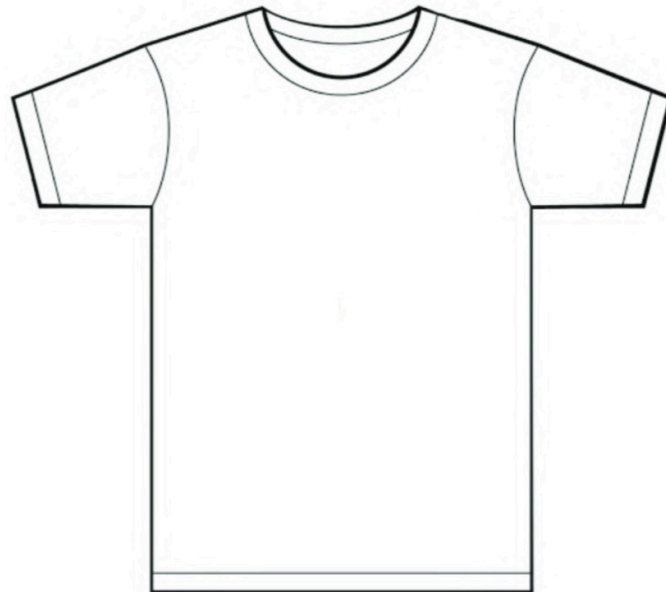
**TEXT TO WORLD
CONNECTION**

You are connecting the story to
world history and events.



- This happened in real life . . .
- This is like something I heard on the news . . .
- This happened when . . .
- This story is similar to . . .





Choose a shape and use it to make a pattern by adding shapes on to the sides.
Write down the new total every time you add a new layer, like in the example :-)

