

Framework for Learning from Home Year 3: Week 3

三年级在家学习大纲第三学期第三周

Education Week 26-30 July 2021 Theme: Lifelong Learners

教育周（七月 26-30 2021）主题：学无止境

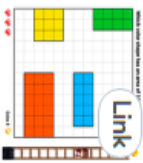

下面的练习题你可能需要父母亲的帮忙才能完成，完成练习题后请父母帮你校正一下。

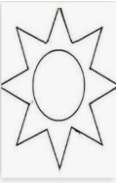
For some of the below activities you may need your parents help. Show each completed activity to your parents to check.

| | Monday 星期一 26 th July | Tuesday 星期二 27 th July | Wednesday 星期三 28 th July | Thursday 星期四 29 th July | Friday 星期五 30 th July |
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| Session 1 | English 英语 Reading and responding to text: 阅读理解 Sleep over: A sleep over is when you spend the night sleeping over at your friend's | English 英语 Reading: What is your daily Reading Routine? 你每天的阅读惯例是什么? Talk to your family about the reading routine you | English 英语 Reading and responding to text: 阅读理解 读出你写给 Reed 先生的说服信，必须带表情来读。 Read with expression, the persuasive | English 英语 Reading: One page Reading Fluency 流利地阅读：从书里选读一两页给家人听。并通过 | English 英语 Reading: 阅读 Choose a book to read just for fun. If it's fine and sunny find a great spot to read outside. 选择一本书只 |


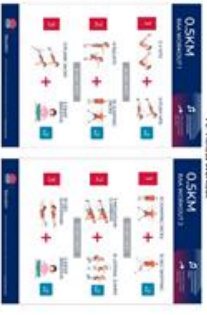
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| <p>Monday 星期一 26th July</p> | <p>Tuesday 星期二 27th July</p> | <p>Wednesday 星期三 28th July</p> | <p>Thursday 星期四 29th July</p> | <p>Friday 星期五 30th July</p> |
| <p>house. You have lots of fun with your friend or friends. For example, you stay up late, watch movies, eat snacks, play games and chat. You need to ask permission from your parents first. Read the dialogue in the worksheet (Activity 1) between a child and her parents. She is persuading them to have a sleep over. Is she successful?</p>  <p>过夜就是你到朋友家睡一个晚上的意思。在朋友家过夜是很有趣和兴奋的经验，比方说，你会很晚才睡觉，玩游戏，吃零食，看电影，玩游戏，聊天，等等。但你必须先经过你父母的同意才可以去。现在请先读一读练习</p> | <p>want to follow every day and then write the answers to these questions in your workbook. 跟家人讨论一下你每天的阅读惯例，然后把答案写在练习本上</p> <p>- When is the best time for you to read? 哪个时间最适合你阅读?</p> <p>- What are some of the books you would like to read at home? 你最喜欢读那些书?</p> <p>- What ideas do you have for making reading fun at home?你有什么好主意能使阅读更感兴趣?</p> <p>Writing: Think about the dialogue you read yesterday between the child and her parents. 写作：想一想你昨天读到的有关那个小女孩和她父母的对话。现在请你写一段对话，内容是怎样说服你的父母让他们答应你想要做的</p> | <p>letter written to Mr Steed. If using Seesaw you will record yourself reading the letter for your teacher. 你必须把自己录在 Seesaw 上给你的老师看，然后回答下列问题</p> <p>Then answer the following questions:</p> <ol style="list-style-type: none"> 1. Who wrote the letter? 2. Who is the letter written to? 3. Why was the letter written? <p>1 这封信是谁写的？ 2 写给谁？ 3 为什么写这封信？</p> <p>Spelling: 拼字练习</p> <p>Graphemes 元音 p, pp and r, rr, wr *Look at yourself in the mirror and practise saying each grapheme. This will help you to say them clearly. 请照着镜子学</p> | <p>Seesaw 传送给老师看。 Read one or more pages of a book to a member of your family. Read with lots of precision and use the punctuation. If using Seesaw you will record 1 minute of reading for your teacher. 向家人阅读一本或多页的书。阅读时需要大量的按压，并使用标点符号。如果使用跷跷板，您将记录 1 分钟的阅读时间传给老师。</p> <p>Writing: Write your own persuasive letter to Mr Steed. You can choose from the following: 写一封说服的信给校长 Steed 说学生不需要穿制服</p> <p>*We should not have a school dress code. 学生可以带宠物来学校。 *Pets should be allowed in school. 学生的休息时间应该长点。</p> | <p>是为了好玩而读。如果天气晴朗，可以在外面找个好地方看书。</p> <p>Writing: 写作 Write a sizzling start to a persuasive text. It only needs to be a paragraph of writing. 以强劲有力的文字为开头写一篇说服力强的文章。只需要一段文字。</p> <p>Your topic is: “Computers Should Replace Books” 你的主题是：“计算机应该取代书籍”</p> <p>You can start with dialogue, a question, rule of three or onomatopoeia. 你可以从对话、问题、三条规则开始。</p> |

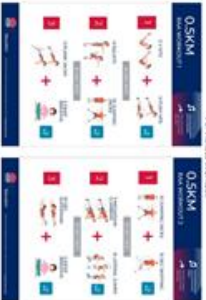
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| <p>一的对话，她想说服她的父母让她到朋友家过夜。她能成功吗？</p> <p>Spelling: 拼写练习</p> <p>Unit 20 Graphemes 元音 p, pp and r, rr, wr</p> <p>*Look at yourself in the mirror and practise saying each grapheme. This will help you to say them clearly. 请照着镜子试读每个元音，这能帮助你把它们说得正确。</p> <p>*Then write the spelling words neatly in your workbook and underline the main grapheme in each word. 然后把每个元音整齐地写在本子上，并把它们标出来。</p> <p>Soundwaves: Play a game on a sound of your choosing for 15 minutes. 声波：在您选择的声音上玩游戏 15 分钟</p> <p>Login: www.soundwaveskids.com.au</p> | <p>事。理由要充分有说服力。</p> <p><i>Write dialogue between you and your own parent or grandparent.</i> You want to convince them to do something you want. You need to think of good reasons to persuade your parents. Think about what they might say back. Choose one of these scenarios OR your own.</p> <p>You want to:</p> <p>*Play on your iPad instead of doing your school work</p> <p>*Stay up late instead of going to bed early</p> <p>*Have a Zoom party</p> <p>你可任选下列任一为话题：你要玩苹果平板电脑，不想做功课。</p> <p>你不想早睡，想要晚睡。</p> <p>你要跟朋友来一个 Zoom 聚会。</p> | <p>习读这些元音。</p> <p>*选择 10 个拼写单词，并为每个单词写一个有趣的句子。</p> <p>*记住你句子开头的大写字母，并在结尾完全停止。</p> <p>*Underline the spelling word used in your sentence. *强调句子中使用的拼写单词。</p> <p>Soundwaves: Play a game on a sound of your choosing for 15 minutes. Login: 声波：在您选择的声音上玩游戏 15 分</p> <p>www.soundwaveskids.com.au</p> <p>Access code: moss583</p> | <p>*School break times should be longer.</p> <p>学生的上课时间须短些。</p> <p>*The school day should be shorter.</p> <p>*Students should be able to use phones in school. 学生应该可以在学校用手机。</p> <p>Some persuasive modal verbs to include: would, would not, should, should not, absolutely, certain, certainly, undoubtedly, unquestionably.</p> <p>说服文章常用的动词如下：应该，不应该，毫无疑问地，绝对地。肯定地。</p> | |

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| | Access code: moss583 | | | | |
| Break | Break (30 min) Eat and Play 休息时间, 30 分钟, 喝水吃点心。 | Break (30 min) Eat and Play 休息 30 分 钟喝水, 吃点心 | Break (30 min) Eat and Play 休息 30 分 钟喝水吃点心 | Break (30 min) Eat and Play 休息 30 分 钟喝水吃点心 | Break (30 min) Eat and Play 休息 30 分 钟喝水吃点心 |
| Session 2 | <p>Mathematics: 数学</p> <p>Whole Number: 整数练习 Complete the 'Number of the Day' worksheet at the end of this booklet. Choose a 3-digit number and follow the example. 选择三位数来做。照着例子做。它在练习本的最后面。</p> <p>Optional iMaths Activity: Go to the games section and choose an activity. Login details: 可选的 iMaths 活动: 转到游戏部分并选择活动。登录详细信息: www.imathskids.com.au Access Code: nine026 方法, 捷径</p> | <p>Mathematics: 数学, 加减法:</p> <p>Addition & Subtraction: Complete the 'Mental Strategies' worksheet at the end of this booklet. Look at the examples and use the strategies to solve the problems. 它在练习本的最后面。照着例子来做并想出最好的方法来解决问题。</p> <p>Optional Activity: Go to the following website and practise mental addition - 可选活动: 转到以下网站并练习心算-加去 https://www.mathsisfun.com/numbers/math-trainer-addition.html</p> | <p>Mathematics: 数学, 加减法:</p> <p>Addition & Subtraction: Complete the 'Place Value Strategies' worksheet at the end of this booklet. Show your working out so that your teacher can see which strategy you have used to solve the problems. 加减: 在本手册末尾完成"放置价值策略"工作表。展示你的工作, 让你的老师看到你用来解决问题的策略。</p> <p>Optional Activity: Go to the following website and practise mental subtraction - 到以下网站练习心算-减法 https://www.mathsisfun.com/numbers/math-trainer-addition.html</p> | <p>Mathematics: Area 数学, 面积</p> <p>more about AREA Let's have fun and learn. 更多关于区域让我们玩得开心和学习。</p> <p>Watch the video An Introduction to Area. 观看视频 区域简介 https://www.youtube.com/watch?v=uKKk18R1xBM Play the Area Game https://toytheater.com/area-climber/</p> <p>Click on the shape to answer the area question and the explorer will move up the ladder if you get it</p>  | <p>Mathematics: Area 数学, 面积</p> <p>What's the area of my name? 我叫什么名字 On grid paper draw your name in block letters. Make sure to turn all the curly letters in your name into block letters with straight lines.</p>  <p>Count all the inside squares of each letter to find the area. Add all the areas together to find the total area of your block letter name. 在网格纸上用方块字母绘制您的名字。请务必将您姓名中的所有弯曲字母转换为直线块字母。计算每个字母的所有内部正方形以找到区域。将所有</p> |

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| | | | right. Get the question wrong and the explorer moves down the ladder and loses some of his heart-life points. Can you capture the gold coin? 单击形状以回答区域问题, 如果正确, 探险家将向上移动梯子。把问题搞错了, 探险家走下梯子, 失去了一些心命点。你能抓住金币吗 www.imathskids.com.au/Access Code: nine026 | 区域加在一起, 以查找块字母名称的总面积。 www.imathskids.com.au/Access Code: nine026 |
| Break | Break (1 hour) Eat and Play 休息 (1小时) 吃和玩 | Break (1 hour) Eat and Play 休息 (1小时) 吃和玩 | Break (1 hour) Eat and Play 休息 (1小时) 吃和玩 | Break (1 hour) Eat and Play 休息 (1小时) 吃和玩 |
| Session 3 | Language: 语言 PE Here is a short and fun video that will keep you moving. 请看一段短而有趣的视频, Remember to clear some space in your room to avoid bumping into anything! 请把一段短而有趣的视频, 请把屋里的障碍物移开使空间更 | Science 科学 Draw a picture of the sun in your book. Label it with everything that you already know about it. 在你的书里画一张太阳的照片。用你已经知道的一切来标记。  | Geography: 地理 Read the Ebook "Natural Features of Australia'. Choose 1 natural feature and gather information about it. You might choose The Great Barrier Reef, for example, plants, climate, vegetation, animals, aboriginal connection, interesting facts and other things that you would like to know. You can record your ideas in the attached | CAPA: Creative Arts: Visual Arts- 美术和劳作 Create a sketch of your favourite Australian landmark. Some examples include: Great Barrier Reef, Uluru, Sydney Harbour Bridge, or The Opera House. 创建您最喜欢的澳大利亚地标的草图。一些例子包括: 大堡礁、乌鲁鲁、悉尼海港大桥或歌剧院 |
| | | | CAPA- Performing Arts 表演艺术 Kitchen Band-Learning about the texture of music Watch the video: 厨房乐队 - 了解音乐的质地观看视频 http://www.viewpure.com/Ak4gezdv4ZU?start=0&end=0 Making music is about collaboration, listening and playing. Here's an easy | |

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| <p>大 Watch https://www.youtube.com/watch?v=6JpVKD_UT-Q</p>  | <p>Watch the lesson video. 观看课程视频 https://www.youtube.com/watch?v=N14Voc75dVA</p> <p>Listen to the fun Sun Song filled with tons of sun facts. 听有趣的太阳歌充满了吨的 太阳事实 https://www.youtube.com/watch?v=lcXsummdAKo</p> <p>Add new facts that you just learned on your picture of the sun. 添加您刚刚在太阳 图片上学到的新事实 PE Train like Thor, the superhero! 像托尔一样训练超级英雄! Use the following video for a great workout. Remember to clear some space in your room to avoid bumping into anything! 使用以下视频进行出色的锻炼。记得清理一些空间在你的房间，以避免</p> | <p>mind map. Save this for your next lesson. 阅读电子书“澳大利亚的自然特征”。选择 1 个自然功能并收集有关它的信息。你可以选择大堡礁，例如，植物，气候，植被，动物，原住民的联系，有趣的事实和其他你想知道的事情。您可以在附加的思维图中记录您的想法。保存此为您的下一节课。 PE Follow Mr Smith in the video to get your workout. 跟随 Smith 先生的视屏做运动。 https://youtu.be/dYw2dlznFW0 P.S We know it says Monday but we thought you'd enjoy it today. 我们知道它说星期一，但</p> | <p>院 Pay attention to shape, shading and tone of your sketch. Show your sketch to a family member for feedback. 注意草图的形状、阴影和色调。向家庭成员展示您的草图以获得反馈 PE Complete the 0.5km RRA Workout 1. The workout is attached to this document. 完成 0.5 公里 RRA 锻炼 1。锻炼是连接到这个文件上。 Remember to clear some space in your room to avoid bumping into anything! 记得清理一些空间在你的房间，以避免撞到任何东西！</p> | <p>way to start a family band and learn about the element of texture at the same time. 1. Gather items from the kitchen or toy box that you can tap, scrape or shake to create interesting sounds. 2. Make up a short rhythm. Ask each person to share their rhythm one at a time and then everyone to copies it together. This will make one layer of sound. 3. Put some of the different rhythms together at the same time. Does it sound good? This makes a thick texture because there are two or more layers of sound that are different. 4. Adapt and change your rhythms until you like the sound. This is jamming! If you want to perform as a band you can invite someone to listen to your jam. Work out the best combination of sounds for a performance. Record on Seesaw if you can. 製作音樂就是協作、聆聽和演奏。這裡有一個簡單的方法來啟動一個家庭樂隊，並瞭</p> |

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| | | <p>撞倒任何东西。</p> <p>https://www.youtube.com/embed/c3oeoVsM95s</p>  | <p>我们以为你今天会喜欢它。</p> |  | <p>解紋理元素的同時。1. 從齒房或玩具盒收集物品，您可以點擊、刮擦或搖動以創建有趣的聲音。2. 組成一個短節奏。要求每個人一次分享一個節奏，然後大家一起複製。這將發出一層聲音。3. 同時放一些不同的節奏。聽起來不錯吧？這使得一個厚厚的紋理，因為有兩個或兩個以上的聲音層是不同的。4. 適應和改變你的節奏，直到你喜歡的聲音。這是干擾！如果你想作為一個樂隊表演，你可以邀請別人聽你的果醬。為表演制定出聲音的最佳組合。如果可以，可在蹠蹠板上錄製</p> <p>See the notes below. 請參閱下面的說明。</p> <p>PE</p> <p>Complete the 0.5km RRA Workout 2. The workout is attached to this document.</p> <p>Remember to clear some</p> |

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| | | | | <p>space in your room to avoid bumping into anything!</p> <p>NOTE: the 15 second skipping activity can be done WITHOUT a skipping rope if you are working inside! 完成 0.5 公里 RRA 锻炼 2。锻炼附在本文档上。记得清理一些空间在你的房间，以避免撞到任何东西！注：如果您在里面工作，15 秒的跳跃活动无需跳绳即可完成！</p>  |

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

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| <p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date: _____</p> | <p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date: _____</p> | <p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date: _____</p> | <p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. Date: _____</p> | <p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words. Date: _____</p> |
| <p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date: _____</p> | <p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible. Date: _____</p> | <p>Sentence Smart Write a sentence for each of your spelling words. Date: _____</p> | <p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date: _____</p> | <p>Sort Them Out Sort the words on your spelling list into three different categories of your choice. Date: _____</p> |
| <p>Word Search Create your own word search using all the words on your spelling list. Date: _____</p> | <p>Handwriting Hero Write out your spelling words in your very best cursive hand writing. Date: _____</p> | <p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can. Date: _____</p> | <p>Words Within Words Make a list of as many smaller words as you can find from your spelling list. Date: _____</p> | <p>Code Breaker Use the code guide to make a code for each of your spelling words. Date: _____</p> |

Unit 20 Core Spelling List

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| <i>p</i> | <i>pp</i> | <i>r</i> | <i>rr</i> | <i>wr</i> |
| <p>keep</p> <p>kept</p> <p>probably</p> <p>explanation</p> <p>permanent</p> <p>population</p> | <p>stopping</p> <p>appearance</p> <p>opportunity</p> <p>opportunities</p> <p>opposite</p> <p>opposites</p> | <p>right</p> <p>rich</p> <p>rhyme</p> <p>receive</p> <p>rediscover</p> <p>rediscovered</p> | <p>hurry</p> <p>strawberry</p> <p>interrupt</p> <p>interrupted</p> <p>tomorrow</p> <p>terrible</p> | <p>wrestling</p> <p>wreck</p> <p>wrinkle</p> <p>write</p> <p>written</p> <p>rewrite</p> |

NOTE: 2/3M -YEAR 2 ONLY Spelling List

| <i>p</i> | <i>pp</i> | <i>r</i> | <i>rr</i> | <i>wr</i> |
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| explain parents picture police proud sprinkle sprint | tripping disappear opposite | around bridge during | arrive narrow married tomorrow | wrinkle written wrong |



Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle  Try some origami Create an obstacle course

Bake or cook something Learn a magic trick Paint or draw a picture 

Make a joke book Take photos of 10 living things  Build a blanket fort

Plan and hold a picnic Make your own kite Try a new board game 

Play indoor mini-golf  Play Limbo Write a letter to your future self

Potato sack race with pillow cases Hold a tea-party  Make a time capsule

Hold a Karaoke concert  Play hide and seek Open a pretend store

Blindfolded taste test Look at photo albums Have a paper plane contest 

Play Pictionary Play dress up  Play Restaurant Try Yoga

Make a shoebox diorama Learn a new card game  Put on a play

Make or play an instrument  Create a treasure hunt Write or recite poem

Have a talent show Make handmade presents Choreograph a dance 

Read a new book from the library Play water bottle bowling

Play life-size Noughts and Crosses Build the tallest tower 




PE- Fitness Workout

0.5KM RAA WORKOUT 1

Try this workout using
SmartScore the Feedback System
Click each image for exercise technique instruction


1

5 V SITS



+

5 PUSH UPS




x2

30 SEC REST


2

6 SQUATS



+

10 JUMPING JACKS




x2

30 SEC REST


3

5 PLANK JACKS



+

5 DEEP BREATHS




x2

0.5KM RAA WORKOUT 2

Try this workout using
SmartScore the Feedback System
Click each image for exercise technique instruction


1

10 JUMPING JACKS



+

15 SEC SKIPPING




x2

30 SEC REST


2

7 MOUNTAIN CLIMBERS



+

8 LATERAL JUMPS




x2

30 SEC REST


3

10 SEC SUPERMAN




+

5 DEEP BREATHS




x2



Education

Rise Around Australia is proudly brought to you by the [School Sport Unit](#).

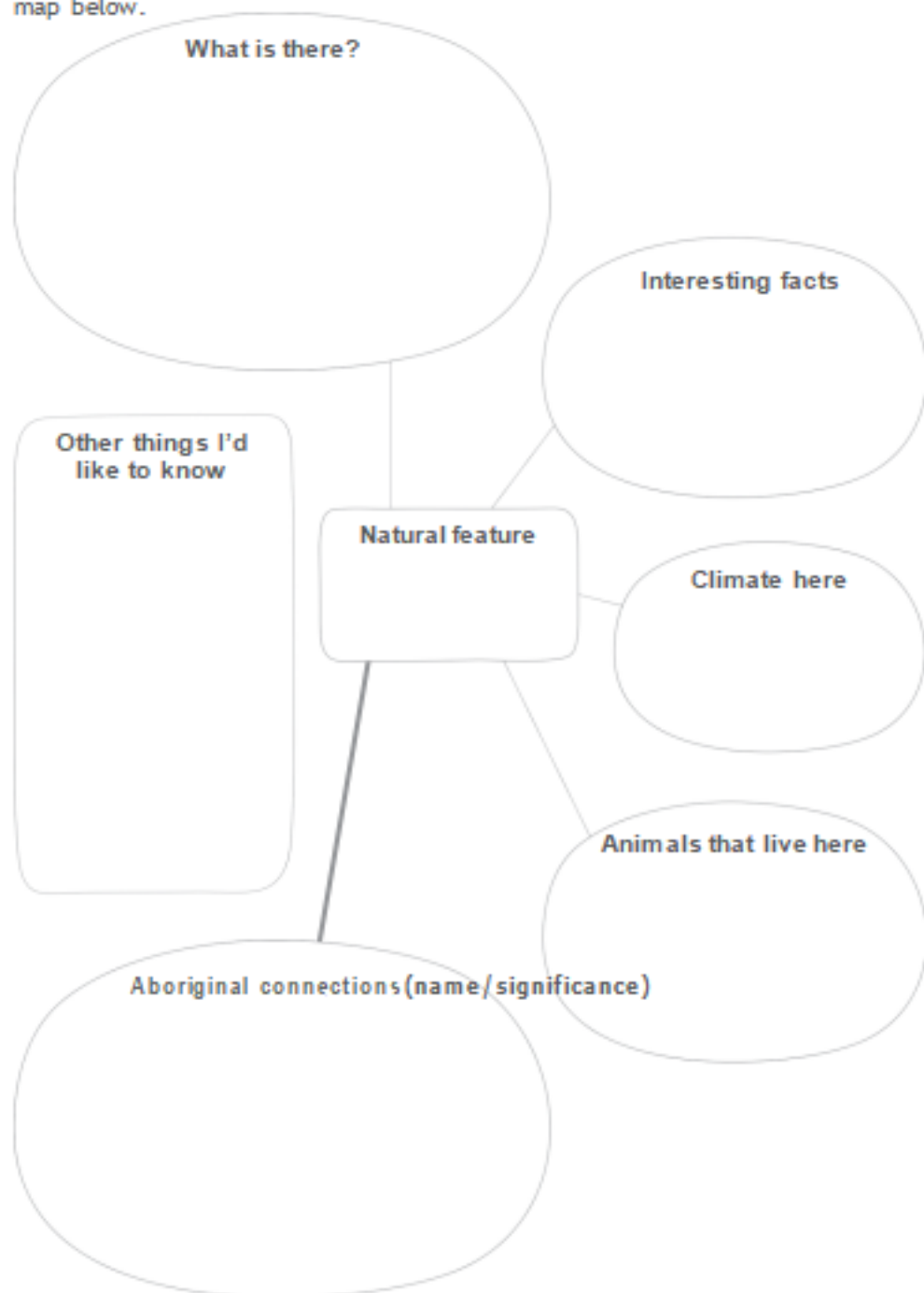


Education

Rise Around Australia is proudly brought to you by the [School Sport Unit](#).

6  Read the eBook: **Natural Features of Australia.**

Choose one of the natural features in the book and then complete the mind map below.





Kitchen Band

Making music is about collaboration, listening and play. Here's an easy way to start a family band started and learn about the element of texture at the same time.

How

1. Gather items from the kitchen that you can tap, scrape or shake to create interesting sounds. Test out the objects - which ones do you like the sound of? Which sound go well together?
2. Choose your object and make up a short rhythm. Ask each person to share their rhythm one at a time and then invite everyone to copy it together. This will make one layer of sound because everyone is playing the same thing.
3. Next, try putting some of the different rhythms together at the same time. Does it sound good? This makes a thick texture because there are two or more layers of sound that are different.
4. Adapt and change your rhythms until you like the sound. This is jamming! If you want to perform as a band you can invite someone to listen to your jam or work out the best combination of sounds and start rehearsing this for a performance.



Things You Need

Kitchen objects that you can shake, scrape, tap or strike to make sounds.

Optional Extras

Any musical instruments



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Kitchen Band

How many layers of sound there are depends on how many different rhythms or melodies the 'instruments' are making.



1. Find kitchen objects to make sound with.



2. One person can create a rhythm to copy.



3. Give everyone a turn.



4. Try putting the different rhythms together.

Things to Think About

Could you make a rhythm from a song that you already know?

Which object make the best instruments?

When you listen to music can you hear different rhythms or melodies being played by different instruments?

Can you find a recorded song with different instruments but just one layer sound?



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Tuesday - Writing Activity 1: Dialogue between child and parents.

Child: Mum can I please go and sleep over at Mia's?

Mum: Well I don't know if you can ...you won't get enough sleep and then you'll be cranky and won't do your homework or help about the house.

Not to mention the rubbish you will eat!

Child: We won't go to bed too late and I will do my homework NOW!

And any other work too! And I PROMISE to eat all my vegetables next week to make up for all the rubbish...

Mum: I think you should ask your father.

Child: Dad...

Dad: Yes

Child: Mum says I can go and sleep over at Mia's if I do my homework and housework, eat all my vegetables and not go to bed too late.

Can I? Please say yes!

Dad: Yes...I suppose so...if your mother says you can.

Child: Oh goody I'll tell Mum.

Questions:

1. What does the child want to do?

2. Does mum agree? What are her reasons?

3. How does the child convince her mum to let her have a sleep over?

4. How does the child convince her dad to have a sleep over?

5. Is the child successful? Why?

Wednesday Activity: Read the letter and respond to the questions

Hurstville Public School

Forest Road Hurstville 2220

21 June 2021

Dear Mr Steed,

We are writing to convince you to come to one of our Got Games sessions before the end of term.

We believe that you will be delighted by the skills we have learnt over the past few weeks and that it will be really exciting for you to spend time with students.

Also, you could get a break from all the hard work at the office. Being at Kempt Park, enjoying the warm sunshine will make you feel wonderful.

Mr Steed, we are very keen for you to come to the Got Games sessions to see us do athletics such as shot put and discuss and we are sure you would be terribly sad to miss this opportunity to see us.

Please consider this invitation. We look forward to your prompt response.

Yours sincerely,

Year 3 and 4 students

1. Who wrote the letter?
2. Who is the letter written to?
3. Why was the letter written?

