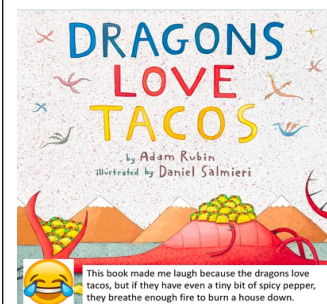




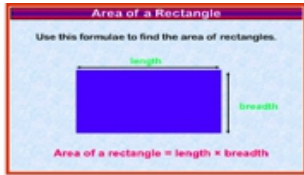




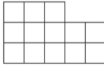

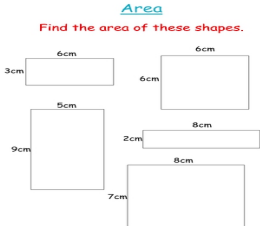
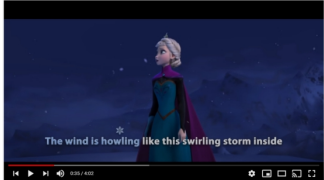
Framework for Learning from Home Year 3: Week 4

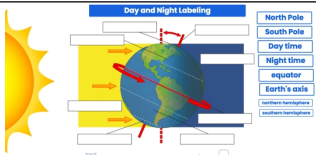
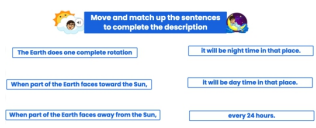
For some of the below activities you may need your parents help. Show each completed activity to your parents to check.

	Monday 2 nd August	Tuesday 3 rd August	Wednesday 4 th August	Thursday 5 th August	Friday 6 th August
Session 1	English Reading: Choose your own book or magazine article to review OR listen to the book being read on Seesaw. Complete the book review attached or write in your workbook. The book I am reading is _____ by _____. It is a fiction/ factual. You could talk about the genre. I would give it _____ stars out of 5 because _____. (it made me laugh) Tell us about the story (the main idea) e.g. The story is about a little boy who grows dragons in	English Reading: With Ms Wadley: Listen to chapter 1 of The Secrets of Magnolia Moon by Edwina Wyatt. You will need to play both links to hear the whole chapter. Link 1 - https://drive.google.com/file/d/1Lj5rSLq1QcmcdsPyRkksSoHoZsQ2L2wi/view?usp=sharing Link 2 - https://drive.google.com/file/d/1Lk2Oq_3qJO_EUzYphEL-rrhVO26QiXIE/view?usp=sharing	English Reading: Read one chapter of a book at home or read a text from your school magazine: https://theschoolmagazine.com.au/magazine/countdown Responding to Text: Visual map – Identify the main setting of the text you are reading. Draw and label a diagram which shows all of the key features of this setting. Make your diagram clear and colourful. Spelling: Unit 21	English Reading: With Ms Wadley Listen to chapter 2 (part 1) of The Secrets of Magnolia Moon by Edwina Wyatt. Click on the link below. https://drive.google.com/file/d/1Lo-WdZCXxVxJsc1vv9CnagByTitplcJR/view?usp=sharing Answer the following questions to show your understanding. 1. Why didn't	English: Reading: Emoji Book Opinion Draw a picture of the book cover you'd like to give your opinion about.  Choose one emoji that shows how you feel about the book. Write a complete sentence that says how

<p>his garden. The dragons get into lots of mischief.</p> <p>Spelling: Unit 21 Graphemes: ar, a, au, ear</p> <p>In your neatest writing, write each of your spelling words just like you do at school. Make sure to number each spelling word.</p>	<p>Answer the following questions to show your understanding.</p> <ol style="list-style-type: none">Where were Magnolia Moon and Imogen May sitting when Imogen May explained that she was leaving?What kinds of things do Imogen May and Magnolia Moon like to do together?Write a short passage explaining how you would feel if your best friend was leaving our school. <p>Writing: Last Friday you started your writing on the topic: ‘Computers Should Replace Books’</p> <p>You will continue from this piece of writing and write your 1st reason</p>	<p>Graphemes: ar, a, au, ear</p> <p>Create a find-a-word for your family member to complete. Make sure it is nice and neat so they can see the letters clearly.</p> <div><p>Sports Find-A-Word</p><table><tr><td>Y</td><td>T</td><td>N</td><td>T</td><td>J</td><td>Z</td><td>I</td><td>Z</td><td>R</td><td>F</td><td>N</td><td>I</td><td>O</td><td>L</td><td>H</td><td>L</td><td>K</td><td>L</td></tr><tr><td>F</td><td>L</td><td>A</td><td>B</td><td>T</td><td>E</td><td>K</td><td>S</td><td>A</td><td>B</td><td>G</td><td>G</td><td>U</td><td>V</td><td>B</td><td>W</td><td></td><td></td></tr><tr><td>F</td><td>S</td><td>E</td><td>I</td><td>Z</td><td>S</td><td>D</td><td>O</td><td>V</td><td>G</td><td>W</td><td>N</td><td>U</td><td>R</td><td>Z</td><td>X</td><td>N</td><td></td></tr><tr><td>C</td><td>O</td><td>N</td><td>S</td><td>U</td><td>A</td><td>V</td><td>I</td><td>G</td><td>Q</td><td>K</td><td>G</td><td>S</td><td>D</td><td>A</td><td>G</td><td>L</td><td></td></tr><tr><td>T</td><td>U</td><td>O</td><td>I</td><td>D</td><td>D</td><td>S</td><td>U</td><td>C</td><td>S</td><td>I</td><td>D</td><td>P</td><td>L</td><td>F</td><td>N</td><td>S</td><td></td></tr><tr><td>M</td><td>I</td><td>J</td><td>T</td><td>N</td><td>L</td><td>T</td><td>A</td><td>N</td><td>O</td><td>L</td><td>G</td><td>M</td><td>E</td><td>L</td><td>I</td><td>H</td><td></td></tr><tr><td>E</td><td>S</td><td>Z</td><td>K</td><td>B</td><td>N</td><td>Z</td><td>P</td><td>Y</td><td>R</td><td>Z</td><td>U</td><td>S</td><td>S</td><td>M</td><td>O</td><td></td><td></td></tr><tr><td>N</td><td>V</td><td>A</td><td>O</td><td>O</td><td>A</td><td>U</td><td>D</td><td>E</td><td>Q</td><td>M</td><td>M</td><td>J</td><td>V</td><td>T</td><td>M</td><td></td><td></td></tr><tr><td>E</td><td>P</td><td>I</td><td>Q</td><td>Q</td><td>W</td><td>L</td><td>R</td><td>U</td><td>S</td><td>V</td><td>Y</td><td>H</td><td>F</td><td>X</td><td>I</td><td>P</td><td></td></tr><tr><td>T</td><td>F</td><td>D</td><td>D</td><td>A</td><td>P</td><td>W</td><td>L</td><td>Q</td><td>Q</td><td>G</td><td>S</td><td>F</td><td>W</td><td>U</td><td></td><td></td><td></td></tr><tr><td>B</td><td>N</td><td>N</td><td>M</td><td>Y</td><td>E</td><td>D</td><td>R</td><td>Y</td><td>L</td><td>Y</td><td>S</td><td>I</td><td>U</td><td>E</td><td>S</td><td>T</td><td></td></tr><tr><td>A</td><td>Q</td><td>L</td><td>E</td><td>E</td><td>H</td><td>W</td><td>T</td><td>R</td><td>A</td><td>C</td><td>Q</td><td>H</td><td>C</td><td>I</td><td>E</td><td>N</td><td></td></tr><tr><td>L</td><td>F</td><td>S</td><td>P</td><td>Y</td><td>A</td><td>D</td><td>Y</td><td>N</td><td>F</td><td>S</td><td>X</td><td>H</td><td>I</td><td>B</td><td>X</td><td></td><td></td></tr><tr><td>L</td><td>E</td><td>I</td><td>Y</td><td>V</td><td>X</td><td>Z</td><td>U</td><td>B</td><td>R</td><td>H</td><td>Z</td><td>H</td><td>N</td><td>T</td><td>S</td><td></td><td></td></tr><tr><td>N</td><td>F</td><td>S</td><td>P</td><td>I</td><td>R</td><td>U</td><td>W</td><td>L</td><td>O</td><td>G</td><td>S</td><td>E</td><td>D</td><td>L</td><td>Y</td><td></td><td></td></tr><tr><td>V</td><td>V</td><td>L</td><td>J</td><td>I</td><td>D</td><td>J</td><td>B</td><td>F</td><td>M</td><td>I</td><td>I</td><td>F</td><td>P</td><td>V</td><td>D</td><td></td><td></td></tr><tr><td>D</td><td>Q</td><td>U</td><td>D</td><td>X</td><td>E</td><td>Z</td><td>X</td><td>H</td><td>S</td><td>O</td><td>C</td><td>C</td><td>E</td><td>R</td><td>F</td><td>I</td><td></td></tr></table><table><tr><td>AFL</td><td>basketball</td><td>corbush</td><td>disco</td></tr><tr><td>dive</td><td>football</td><td>gym</td><td>high jump</td></tr><tr><td>hurdles</td><td>netball</td><td>NBL</td><td>running</td></tr><tr><td>shotput</td><td>soccer</td><td>swimming</td><td></td></tr></table></div>	Y	T	N	T	J	Z	I	Z	R	F	N	I	O	L	H	L	K	L	F	L	A	B	T	E	K	S	A	B	G	G	U	V	B	W			F	S	E	I	Z	S	D	O	V	G	W	N	U	R	Z	X	N		C	O	N	S	U	A	V	I	G	Q	K	G	S	D	A	G	L		T	U	O	I	D	D	S	U	C	S	I	D	P	L	F	N	S		M	I	J	T	N	L	T	A	N	O	L	G	M	E	L	I	H		E	S	Z	K	B	N	Z	P	Y	R	Z	U	S	S	M	O			N	V	A	O	O	A	U	D	E	Q	M	M	J	V	T	M			E	P	I	Q	Q	W	L	R	U	S	V	Y	H	F	X	I	P		T	F	D	D	A	P	W	L	Q	Q	G	S	F	W	U				B	N	N	M	Y	E	D	R	Y	L	Y	S	I	U	E	S	T		A	Q	L	E	E	H	W	T	R	A	C	Q	H	C	I	E	N		L	F	S	P	Y	A	D	Y	N	F	S	X	H	I	B	X			L	E	I	Y	V	X	Z	U	B	R	H	Z	H	N	T	S			N	F	S	P	I	R	U	W	L	O	G	S	E	D	L	Y			V	V	L	J	I	D	J	B	F	M	I	I	F	P	V	D			D	Q	U	D	X	E	Z	X	H	S	O	C	C	E	R	F	I		AFL	basketball	corbush	disco	dive	football	gym	high jump	hurdles	netball	NBL	running	shotput	soccer	swimming		<p>Imogen May like being early to school?</p> <p>2. Mr Hawkins asks the students to write some goals. Can you list 2 or 3 personal goals that you hope to achieve by the end of this year.</p> <p>Writing: Use the "Writing Ideas" sheet to write your 2nd reason why ‘Computers Should Replace Books’</p> <p>This is ONLY 1 paragraph. This 2nd paragraph should include an opening sentence that can start with: Next, Furthermore, In addition, etc.</p> <p>Explain your second reason and provide some detail.</p>	<p>you feel about this book: "This book makes me _____ because _____."</p> <p>Writing: Use the "Writing Ideas" sheet to write your 3rd reason why Computers Should Replace Books</p> <p>This is ONLY 1 paragraph. This 3rd paragraph should include an opening sentence that can start with: Finally, Lastly, Last but not least etc.</p> <p>Explain your third reason and provide some detail.</p>
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		<p>only.</p> <p>This is ONLY 1 paragraph. This 1st paragraph should include an opening sentence that can start with: First, To begin with, Firstly etc.</p> <p>Explain your first reason and provide some detail. Refer to the "Writing Ideas" sheet included.</p>			
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	
Session 2	<p>Mathematics:</p> <p>Position</p> <p>Complete the Map Grid worksheet at the end of this booklet.</p> <p>You can identify squares by using a letter and a number. For example, the Luna Park sign is at coordinate A4 (the square that is in row A, column 4)</p>	<p>Mathematics:</p> <p>Position</p> <p>Draw a simple map of Hurstville. Include your house, the school, the train station and any places that are important to you.</p> <p>Add a grid to the map and explain where your favourite places are using coordinates, e.g. 'My house is in square B3'.</p>	<p>Mathematics:</p> <p>Addition & Subtraction</p> <p>Complete the +&- worksheet at the end of this booklet. Make sure to show your working out.</p> <p><i>Optional iMaths Activity-</i> Go to the games section and choose an activity. Login details: www.imathskids.com.au Access Code: nine026</p>	<p>Mathematics:</p> <p>Area</p> <p>Find the area of each shape by counting each square.</p> <p>Calculate the Area</p> <p>What is the area of these shapes in cm²?</p> <div> <div>1. </div> <div>2. </div> <div>3. </div> <div>4. </div> </div>	<p>Mathematics:</p> <p>Area</p>  <p>Use the formula Length x Breadth to calculate the area of each rectangle.</p>

	<p><i>Optional iMaths Activity-</i> Go to the games section and choose an activity. Login details: www.imathskids.com.au Access Code: nine026</p>	<p><i>Optional iMaths Activity-</i> Go to the games section and choose an activity. Login details: www.imathskids.com.au Access Code: nine026</p>		<div> <div> 5. </div> <div> 6. </div> </div> <div> <div> 7. </div> <div> 8. </div> </div> <p><i>Optional iMaths Activity-</i> Go to the games section and choose an activity. Click the link: www.imathskids.com.au Access Code: nine026</p>	<p>Area Find the area of these shapes.</p> 
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	Language Class	<p>Science Day and Night Watch the video, "Earth's Rotation & Revolution." https://www.youtube.com/watch?v=l64YwNI1wr0 Place the labels into the correct places to show how day and night happens.</p>	<p>Geography: Use the facts that you gathered last week about your chosen land mark and create a poster. Include a heading, (Use an interesting font e.g. bubble writing) images and text. You can download pictures or draw your own. Add captions in text boxes too. Write the information in full sentences that make sense. If you want to complete the</p>	<p>CAPA- Music: It is time to sing a song! Here is a favourite for many students- Frozen Let It Go.  Click on the link and sing along. https://www.youtube.com/</p>	<p>Creative Arts Looking at rhythm. Clap the beat to Twinkle, twinkle little star. E.g. 1,2,3, 4 Then you are going to look at the rhythm and use the words ta, ti ti and za (when there is a pause.) See the file below and learn one of the rhythms. Perform in front of your family. You might like to</p>

		 <p>Match up the sentences to complete the descriptions.</p>  <p>PE: What do you do to keep yourself safe when travelling to and from school? Share how you travel to school, starting at the beginning of your journey and recounting all the decisions you make to ensure you stay safe. This can be done using the audio feature, typing in note, or you can act out the steps on a video, e.g. holding hands when crossing the road, getting in the car using the Safety Door, buckling up safely, putting school bags on the floor, sitting quietly in the car, using the Safety Door to get out on the footpath side, using signalised or marked crossings, waiting for the bus away from the road, etc. When you have uploaded your work then you can click on the link to</p>	<p>poster on a different landmark that's O.K. too. If using Seesaw use the drawing too, Word, Powerpoint, Canva, Keynote etc to publish your work.</p> <p>See an example below. You could put your drawings in the middle. Be Creative!</p> <p>Sport</p> <p>https://www.youtube.com/watch?v=2X1p0Yd6WAo&t=521s</p> <p>8 minutes of body weight exercises, follow the pace of the video, or speed up/slow down repetitions and pace dependent on difficulty.</p> <p>35 seconds of work, followed by 25 seconds of rest for 8 minutes. Watch the and follow along with the exercises. Do your best but most importantly, have fun!</p> <p>Remember, if you want a tougher workout you can always repeat the video!</p>	<p>watch?v=L0MK7qz13bU&list=PLR2ugB3byeYTMIsa24hj0_A-GPsj0avFI&index=8</p> <p>PE: I Like Myself! - Building Positive Relationships with YOURSELF!</p> <p>Listen to the story "I Like Myself" by clicking on the link https://www.youtube.com/watch?v=HVp8DtaWUVo&t=2s</p> <p>Use the button and take a fun selfie of YOU and put it in the center box. If you don't want to take a selfie you can draw yourself using the tool. You can also do this in your work books.</p> <p>Using the tool, write out six things you like about yourself. See the example for ideas. Click to post it.</p> <p>Have fun and REMEMBER there is only</p>	<p>play a musical instrument at the same time.</p> <p>Yoga</p> <p>Click the following link: https://www.youtube.com/user/CosmicKidsYoga</p> <p>Choose a video and encourage your family members to join you!</p> <p>If you do not have access to the internet, complete some stretching activities.</p>
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		<p>visit the Safety Town website. https://www.safetytown.com.au/town/student/stage-2/#list Scroll down to find the board game. You can play on your own or choose to play with your family. Have fun!`</p>	<p>Exercises:</p> <ul style="list-style-type: none"> -Running on the spot -lunges -pushups -bicycle crunches -duck walks -toe/ knee touches -rope pulls -step and twists from plank. 	one of you.	
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Word Work Grid

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

<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Date: _____</p>	<p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

YEAR 3 Spelling List Unit 21

ar	a	al	au	ear
afterwards	rather	half	laugh	heart
argument	class	halves	laughs	hearts
charge	father	koala	laughter	
sharp	asked	calm	guardian	
March	pasta	calmer	aunty	

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

a	a	a	ar
aunty	koala	passed	charge
banana	laugh	pasta	garden
basket	mast	rather	guard
calf	master	staff	heart
calm		tomato	parcel
			partly



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	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	

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Book Review

Title: _____

Author: _____

Illustrator: _____



I gave this book ___ out of 5 stars because...

Main Character

Setting

Events

BUNGLE BUNGLE

What

Bungle Bungle is a series of beehive-shaped, sandstone rock formations.

History

The Kija Aboriginal people have lived in the Purnululu region for over 20 000 years. The word 'pernululu' is the Kija word for 'sandstone'.

Interesting Fact

The orange and black horizontal bands on the rocks, which give them a 'beehive' appearance, were created by deposits of black lichens and orange silica.

When

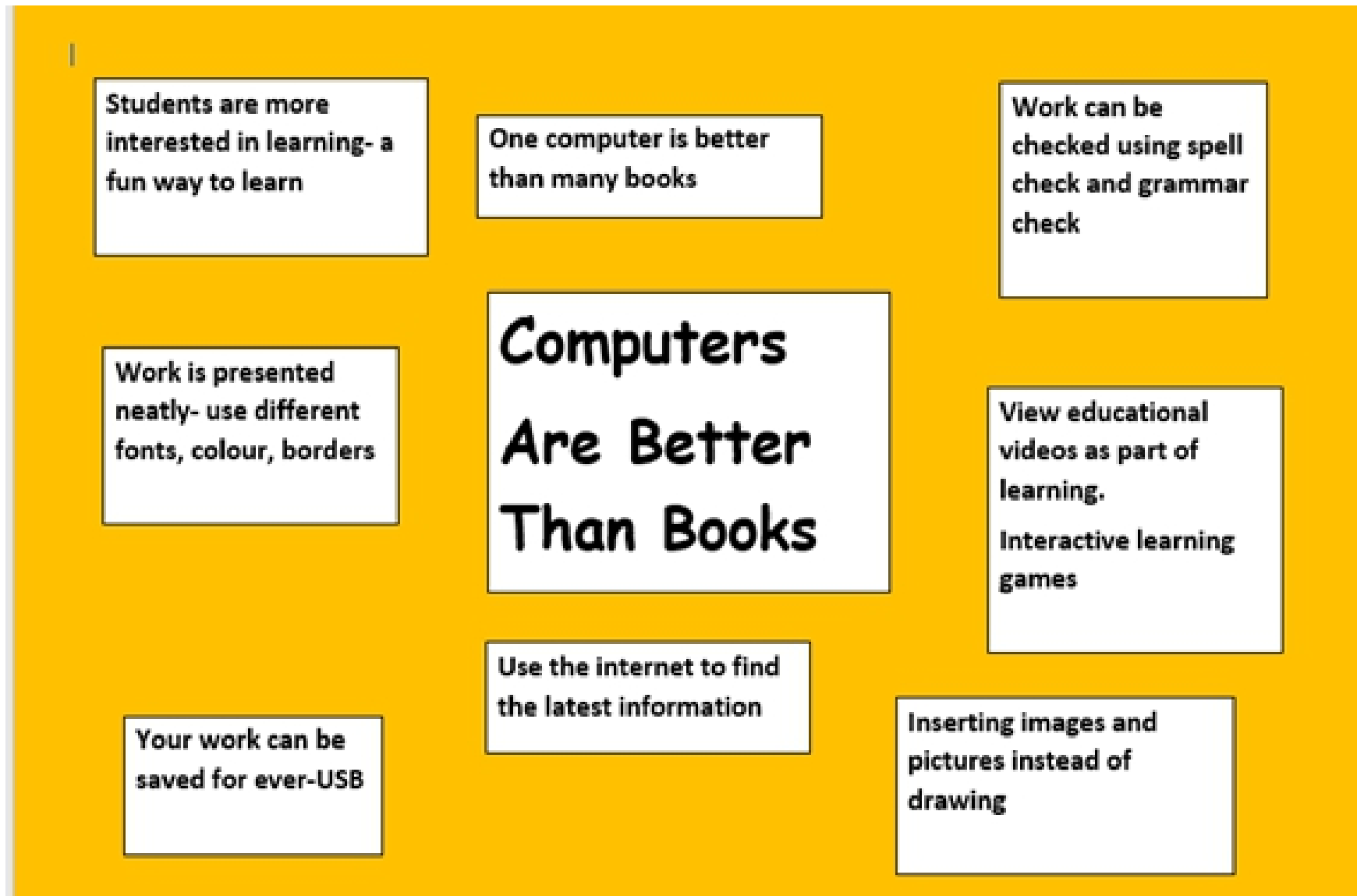
Bungle Bungle is an ancient formation. It is over 350 million years old.

Where

Bungle Bungle is part of the Purnululu National Park, in the Kimberly region of Western Australia. The park covers an area of 2300 square kilometres.



✓ Teach Starter.com



Rhythm Reading

Learn to read simple rhythms!

Music
Activities
Year 3-4

Materials: Pencil and paper

Time: 30 minutes

Find more resources at [artslive.com](https://www.artslive.com)

Learn

Today we are going to look at what the rhythm of the words of a song looks like when written as music notes.

We will use three different made-up notes for this activity. They are:

I say "ta"

□ say "ti-ti"

Z Don't say anything! You can say "za" in your head if that helps.

For example,

I I □ I is read as "ta ta ti-ti ta".

□ I I Z is read as "ti-ti ta ta (nothing)"

Sing

Here is a song that you will know. Sing along with someone in your family, using the regular words, then using the rhythm words ("ta" and "ti-ti"). For example, the first line will be "ta ta ta ta ta ta ta (nothing)"

Twinkle, twinkle Little Star	I I I I I I I Z
How I won-der what you are	I I I I I I I Z
Up a-bove the world so high	I I I I I I I Z
Like a dia-mond in the sky	I I I I I I I Z
Twinkle, twinkle little star	I I I I I I I Z
How I won-der what you are	I I I I I I I Z

What do you notice about the rhythm in the words of Twinkle Twinkle Little Star?

.....

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Sing

Here is another song. This time, **□** ("ti-ti") and **Z** (nothing) are used.

Again, sing the song with the regular words and then try with rhythm words.

This old man, he played one	I I I Z I I I Z
He played knick – knack on my drum with a	I I I I I I I □
Knick-knack pad-dy whack, give a dog a bone	I I □ I □ □ I Z
This old man came roll-ing home	I I I I I I I Z

See if you can work out which rhythms go in each box below!

Baa Baa black sheep have you a-ny wool	I I I I □ □ I Z
Yes Sir, Yes Sir three bags full	I I I I I I □ Z
One for the mas-ter and one for the dame	I □ I □ I □ I Z
One for the little boy who lives down the lane	I □ □ □ I □ I □

A



C

D

1

2

3

4

5

1. Where is the entrance?

2. Where are the ladies' toilets?

3. Which squares have WiFi hotspots?

4. Where is the picnic area?

5. Where are the emergency exits located?

6. Which squares have the most rides?

7. Where are the dodgem cars?

8. Which two squares could you go to to find the Ghost Train?

+&-

Look around your house or classroom and find objects to battle! Write one item in each box, then count how many there are of each item. Calculate the difference and write it in the score box at the bottom of the page. At the end of 5 rounds, the team with the most points wins!

Team A

Team B

Round 1

Round 2

Round 3

Round 4

Round 5

Points scored

Team ____ won by ____ points!

+&-

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