

Scone Public School

Year 3



Week 9

Mon 6/9/21- Fri 10/9/21

Stage 2 – Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>English</p> <p>Spelling Work for 15 mins on Sound Waves Unit 26. Copy your words, neatly, in your best handwriting.</p> <p>Reading Choose an activity from "What's Buzzing?" – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to</p>	<p>English</p> <p>Spelling Work for 15 mins on Sound Waves Unit 26 Show you know the meaning of each spelling word by using each one in a sentence that you say to an adult or older sibling.</p> <p>Reading Choose an activity from "What's Buzzing?" – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to discuss with a partner,</p>	<p>English</p> <p>Spelling Work for 15 mins on Sound Waves Unit 26 Copy your words, neatly, in your best handwriting.</p> <p>Reading Choose an activity from "What's Buzzing?" – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to</p>	<p>English</p> <p>Spelling Work for 15 mins on Sound Waves Unit 26 Select ten words from your list. Copy them down and write another word that rhymes with it next to each one.</p> <p>Reading Choose an activity from "What's Buzzing?" – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to</p>	<p>English</p> <p>Spelling Work for 15 mins on Sound Waves Unit 26. Ask an adult or older sibling to test you on your words.</p> <p>Reading Choose an activity from "What's Buzzing?" – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>discuss with a partner, you may talk to someone at home or choose to write your thoughts down in your red workbook.</p>	<p>you may talk to someone at home or choose to write your thoughts down in your red workbook.</p>	<p>discuss with a partner, you may talk to someone at home or choose to write your thoughts down in your red workbook.</p>	<p>discuss with a partner, you may talk to someone at home or choose to write your thoughts down in your red workbook.</p>	<p>discuss with a partner, you may talk to someone at home or choose to write your thoughts down in your red workbook.</p>
<p>Writing Read an information text about any person/people (eg astronauts, bakers, sports people or teams, your parent, Roald Dahl) you are familiar with. You may like to use the following site for REDeLEARN which is also listed under Oliver Library in your portal. Alternatively you may, with parental permission, research an animal on the internet.</p>	<p>Writing Re-read the information you read yesterday and write notes on the "Fact File - People" worksheet included in your pack. Please write at least three dot points of information for each of the 4 headings listed on the worksheet. Remember, the notes you collect will not be in full sentences, you only need to write the key ideas.</p>	<p>Writing Use the "Informative Text - Scaffold" included in your pack to write the information you collected yesterday in full sentences. This is where you will need to elaborate on the information you have collected. Eg. if your note says children's author you may write Roald Dahl is a famous author of children's books. He is well known for such stories as Matilda, The Witches and The BFG, all of which are now movies.</p>	<p>Writing Edit your informative text for accurate spelling and correct punctuation. You may also like to refer to the "Informative Text Checklist" included in your pack to improve your writing.</p>	<p>Writing Publish your informative text in any way you wish to do so. Some suggestions are Write your text out very neatly on a piece of paper or in your workbook Create a powerpoint presentation Write your informative text on palm cards to present as a speech. You might like to get someone to film you and email your speech to your teacher. Write your informative text onto large cardboard, if you have</p>

Monday		Tuesday		Wednesday		Thursday		Friday	
	<p>Student Login Details https://site.redelearn.com.au/ Username: soneps Password: learn</p>								some at home.
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
	<p>Mathematics <u>Number busting</u> Our number for today is 510. Draw and write everything you know about 510 and how to make it (you can use addition, subtraction, multiplication or division). You might like to also think about factors and multiples of the number.</p>	<p>Mathematics <u>Times tables practice</u> Choose an app or use paper to practice your times tables. <u>Angle hunt</u> Analyse the angles in your home. Find all of the acute, obtuse, and right angles.</p>	<p>Mathematics <u>Word problems</u> If the answer is 96, what could the question be? Write at least three different word problems that have an answer of 96. <u>Arrays</u> Click the link to see the game - https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-</p>	<p>Mathematics <u>Maths stack</u> Find a pack of cards and remove the picture cards (J, Q and K). With the rest of the cards, make two piles. Flip over the top card in each pile and multiply the numbers together. You could also play against a partner. <u>Sorting distances</u> Research the distance between your</p>	<p>Mathematics Play a board game with a family member, or another game from this week. <u>Active maths</u> Practice skip counting by 2s, 3s, 4s, 5s, 6s, 7s, 8s, and 9s! While you are counting, do some star jumps, squats and push-ups. How high can you skip count with each number?</p>				

Monday

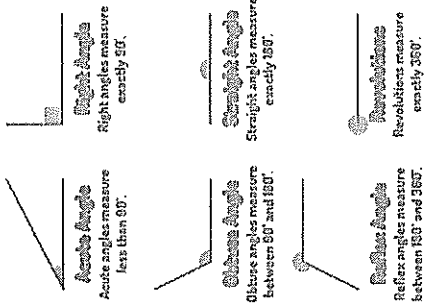
Number flip

Using a piece of paper, make number cards 1–15. Turn the cards face down. Flip 3 cards over. Can you make 21 using all three numbers? Try again.

HINT: Try using any combination of the 4 operations.

Tuesday

Angles



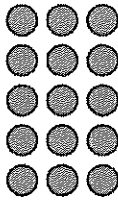
Be sure to look everywhere! Which type of angle do you have more of? Create a bar graph to represent the data.

Wednesday

practise/two-handfuls-part-2

You will need pencils, your workbook and 36 counters (dried pasta, marbles or dried beans also work well).

Form the counters into a rectangular structure so that you have equal rows and columns with no pieces left over.



We call this an array.

Draw and describe your array using words and symbols.

Re-organise your pasta pieces so it forms a different rectangle. Draw and describe your array using words and symbols.

Thursday

country's capital city and 5 other capital cities around the world. Write the numbers in words and in digits. Order the distances from the shortest to the longest

Friday

Monday		Tuesday		Wednesday		Thursday		Friday																							
			<p>Our Chart</p> <table border="1"> <caption>Data for 'Our Chart'</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>4</td></tr> <tr><td>3</td><td>6</td></tr> <tr><td>4</td><td>8</td></tr> <tr><td>5</td><td>10</td></tr> <tr><td>6</td><td>8</td></tr> <tr><td>7</td><td>6</td></tr> <tr><td>8</td><td>4</td></tr> <tr><td>9</td><td>2</td></tr> <tr><td>10</td><td>1</td></tr> </tbody> </table>	Category	Value	1	2	2	4	3	6	4	8	5	10	6	8	7	6	8	4	9	2	10	1	<p>Keep re-organising your pasta pieces until there are no more arrays you can make. Draw and record all of your arrays. How many can you find?</p> <p>Pick your favourite array and describe it using multiplication and division. Record your thinking in your notebook.</p>					
Category	Value																														
1	2																														
2	4																														
3	6																														
4	8																														
5	10																														
6	8																														
7	6																														
8	4																														
9	2																														
10	1																														
Break	Break	Break	<p>Science and Technology</p> <p>Using Red e learn, investigate how a sundial works. Make a sundial and complete the observation worksheet.</p>	Break	Break	Break	Break	Break																							
	<p>Creative Arts</p> <p>Visual Arts</p> <p>Sketch a drawing of one of the signs of Spring you see in the garden; for example, daffodils, plum blossom trees etc. If you wish, colour with crayons, pastels, paints or pencils</p>	<p>Geography</p> <p>Complete Ms Mateer's Geography activity.</p>	<p>STEM</p> <p>Choose one or more activities from the STEM ED Bingo grid.</p>	Break	Break	Break	<p>PDHPE</p> <p>Complete Ms Mateer's Safety activity.</p>																								

Other Activities

AR – if you have read an AR book don't forget to log on and take the quiz in your portal

Year 4 – don't forget to keep practising your musical instrument

STEM Grid – complete more of the fun STEM challenges

Mathletics – log on and complete some of your Mathletics activities

BTN – Watch Behind The News online

Instructions on how to access the Student Portal

Please use the following link to access the student portal, where they can view their emails.

<https://education.nsw.gov.au/>

When they get to this page;

- 1) Go to the top right-hand side where it says 'Log in'
- 2) Press the down arrow
- 3) Click on Student portal

4) They will then type their username and password they use to get onto the computer at school e.g john.smith

Week 9

Year 4 Extension
v as in vase w as in web
adventure
advisable
available
beverage
devastation
adequate
awkward
backwards
consequence
overwhelmed
environment
evacuation
evaporate
inevitable
invasion

Year 3 v as in vase w as in web
loving
even
we've
river
move
drive
arrive
drove
leave
video
believe
favourite
November
wish
which
while
walk
white
window
quit
quiz
swish
twist
wonderful
Wednesday
conversation
versatile
vicious
consequence
aquarium

Fact File - People

Who are they?

What equipment do they use?

Topic

What do they do?

What skills do they have?



Name _____

Date _____

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

Paragraph 1 (Describe one detail about the subject of the text).

Paragraph 2 (Describe one detail about the subject of the text).

Informative Texts - Worksheet

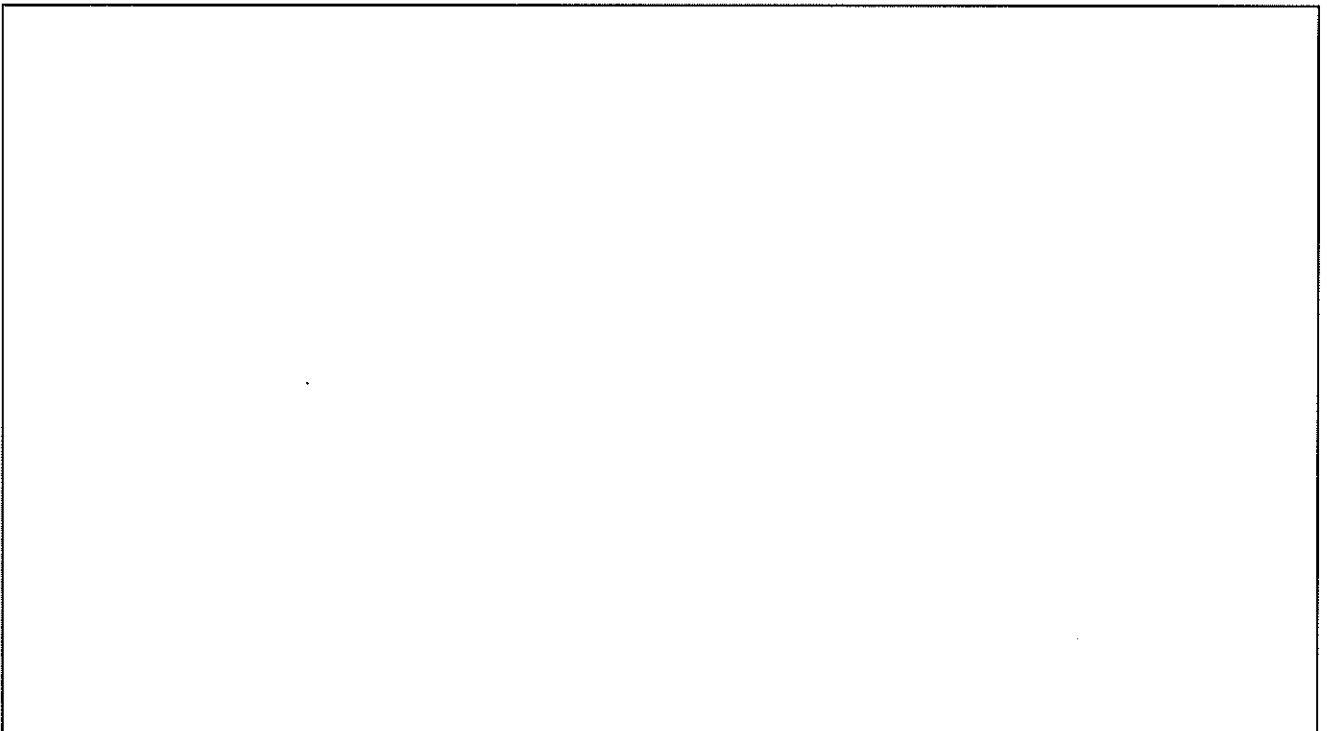
Name _____

Date _____

Paragraph 3 (Describe one detail about the subject of the text).

Conclusion (This is a concluding statement about the subject of the text).

Illustration



Unit 26



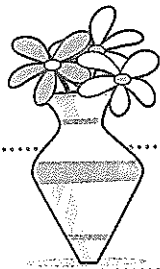
v ve vase sleeve

List Words

- loving _____
- even _____
- we've _____
- river _____
- move _____
- drive _____
- arrive _____
- drove _____
- leave _____
- video _____
- believe _____
- favourite _____
- November _____

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.



Grapheme Chart

letters	words

3 Write one stroke for every sound in each List Word.

4 Colour the rhyming words in each row.

- | | | | | | |
|-------|--------|--------|--------|---------|---------|
| love | above | glove | move | shove | dove |
| hive | drive | arrive | thrive | give | dive |
| cove | drove | prove | stove | rove | grove |
| leave | brave | weave | we've | receive | believe |
| river | shiver | driver | liver | quiver | sliver |

5 Write contractions for these pairs of words.

Turn to **9** page 79.

we have _____ you have _____ they have _____

6 Underline two pairs of words that could be made into contractions in the sentence. Rewrite the sentence changing the underlined words to contractions.

We have invited visitors and they have just arrived.

7 Rewrite these words adding s.

We often change f or fe on the end of a word to ve and add s.

wife knife half shelf loaf scarf

8 Write all the List Words starting with letters from a to n in alphabetical order.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____



w wh u web whale queen



List Words

- wish _____
- which _____
- while _____
- walk _____
- white _____
- window _____
- quit _____
- quiz _____
- swish _____
- twist _____
- wonderful _____
- Wednesday _____

1 Circle the letters that represent **w wh u** in the List Words.

2 Write any other letters that can represent **w wh u** on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Read the clues. Finish the words.
★ Your dictionary will help you.

qu _____ no noise

qu _____ to argue

qu _____ a test

qu _____ cover for a bed

qu _____ to stop

squ _____ 4-sided plane shape

squ _____ scrunch up

squ _____ spray water

squ _____ mice noise

squ _____ creature with tentacles

5 Write letters **wh**, **sw** or **tw** to finish these words.
★ Your dictionary will help you.

_____ite _____elve _____enty _____ile _____ist _____itch _____ich _____ag

_____ept _____ung _____inkle _____ift _____ice _____itch _____ish _____ap

6 Match words from the box with the prefixes to make new words. Use each word once only.

fix	ward
wind	head
winter	market
understand	write

un _____

mid _____

up _____

mis _____

over _____

pre _____

super _____

re _____

Challenge

Crack the code to read the riddle.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Question Jung unf rvtug yrtf ba n pbzchgre? ?

Answer N fcvqre ybbxvat sbe n arj jro fvgr

How to Make a Sundial

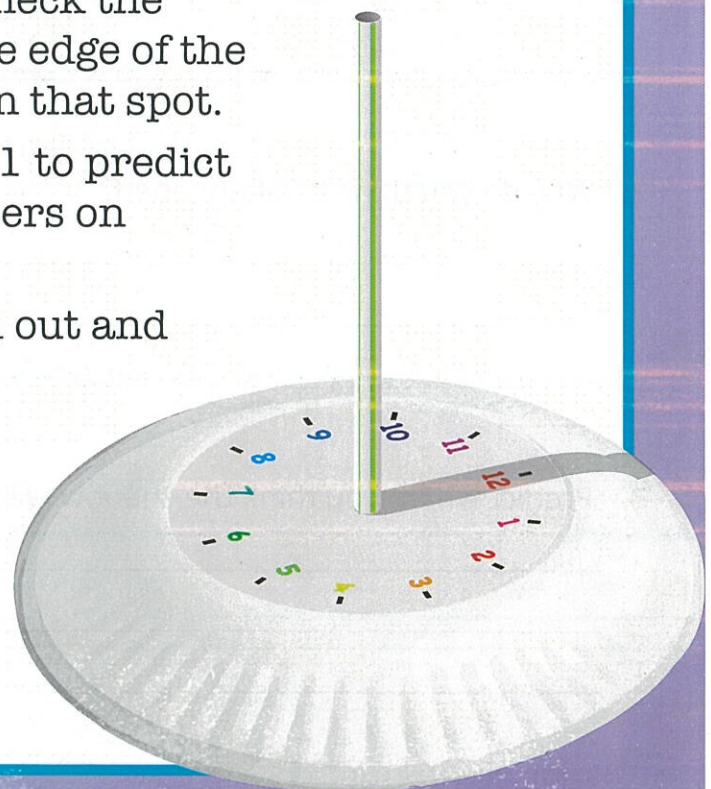
What you need:

- crayons
- sharp pencil
- ruler
- paper plate
- thumb tacks
- plastic straw

What to do:

1. Use the sharp pencil to poke a hole through the very centre of the plate.
2. Put the plate upside down.
3. Write the number 12 on the edge of the plate with a crayon.
4. Using the ruler as a guide, draw a straight line from the number 12 to the hole in the centre of the plate.
5. On a sunny day, take the plate outside at noon (12:00 pm).
6. Put the plate on the ground and poke the straw through the hole.
7. Turn the plate so that the shadow of the straw falls along the line to the number 12.
8. Using your thumb tacks, fasten the plate to the ground.
9. One hour later, at one o'clock, check the position of the shadow along the edge of the plate and write the number 1 on that spot.
10. Use the positions of the 12 and 1 to predict the positions of the other numbers on the sundial.
11. The next day, take your sundial out and you will be able to tell the time without a clock.

Note: Sundials operate clockwise in the northern hemisphere and anticlockwise in the southern hemisphere.

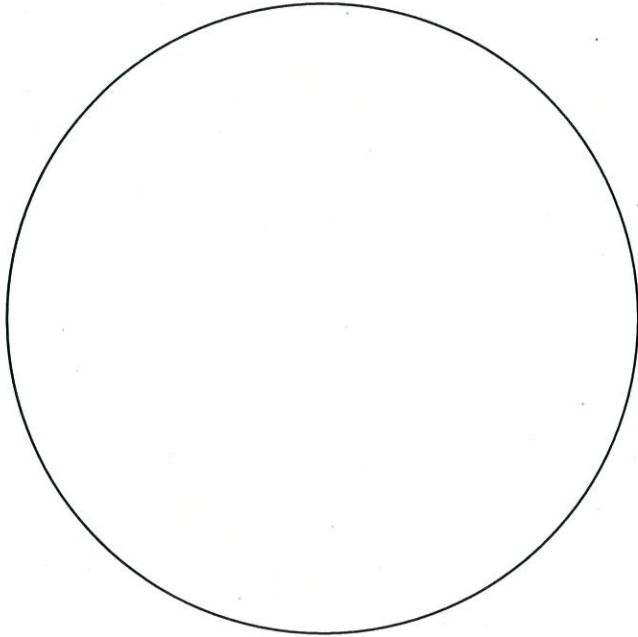


Name _____

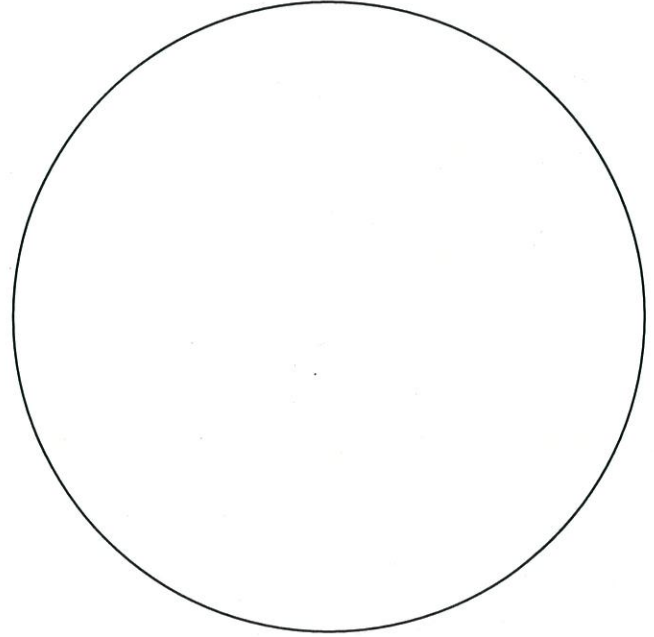
Date _____

Sundial Observation Sheet

Draw a picture of your sundial and the shadow it creates at 12 pm and again at 1 pm.



Noon (12 pm)



1 pm

1. What happened to the shadow of the straw?

2. Why do you think this happened?

3. Predict where you think the shadow will be at 2 pm.



Health with Ms Mateer

1. Name 5 foods you should eat Most of the time:

2. Name 5 foods you should eat SOME of the time:

3. Pick a food out of your cupboard or fridge that is in a package and answer the following questions:

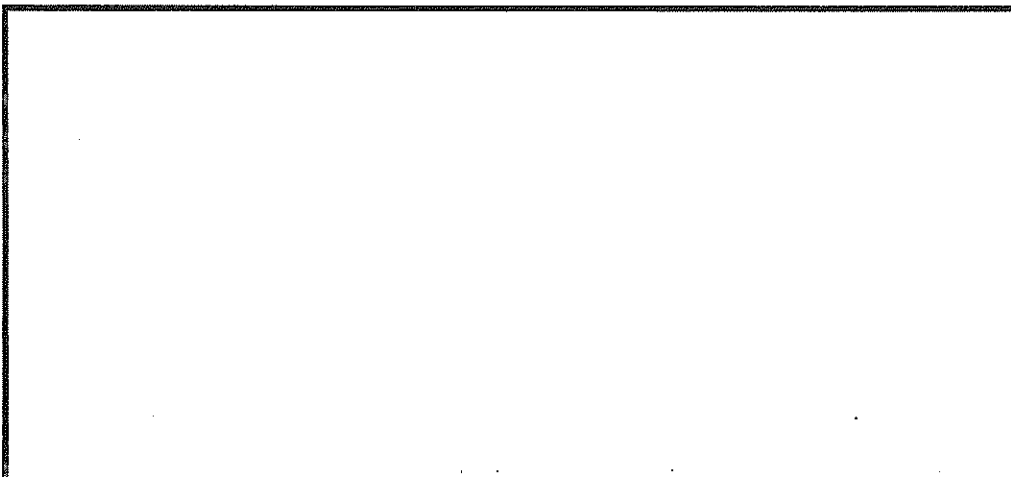
a. Name of food

b. Manufactures or packers name and address

c. Use-by-date

d. Ingredients list

e. Draw a picture of your food



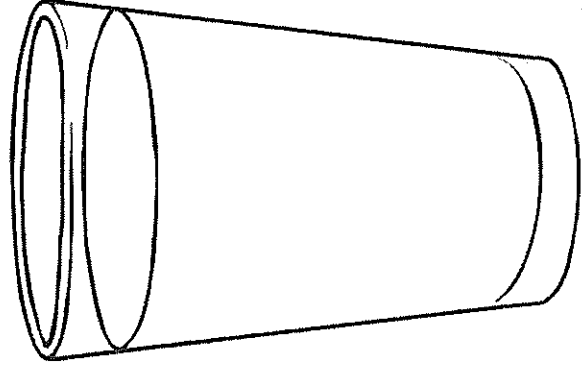
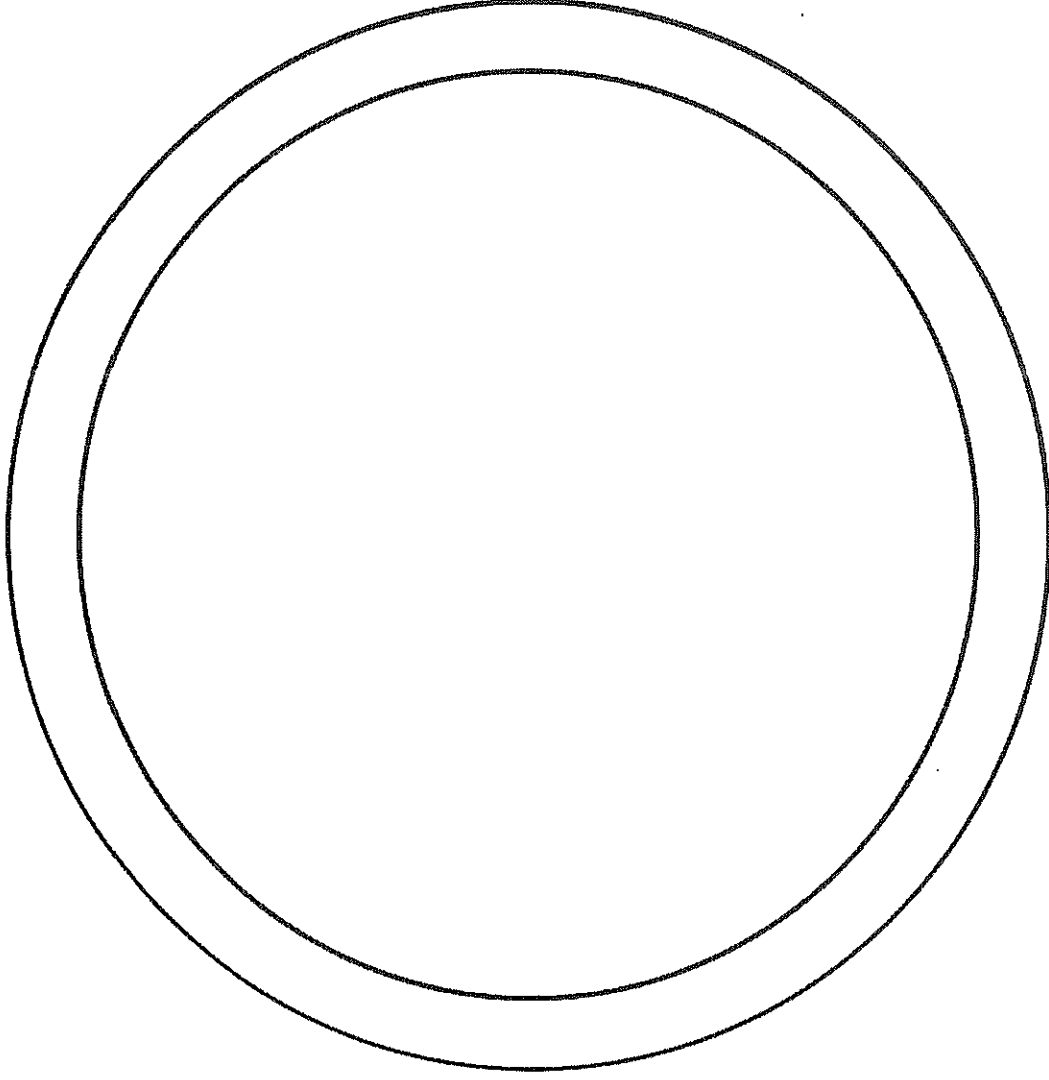
Plan a Healthy Meal

Using your knowledge of the Eatwell Guide, plan a healthy meal that includes all 5 food groups. Use the checklist to ensure you include everything you need.

Success Criteria:

Use this checklist to ensure you have included all 5 groups in your meal.

<input type="checkbox"/>	Fruit and Vegetables
<input type="checkbox"/>	Carbohydrates
<input type="checkbox"/>	Protein
<input type="checkbox"/>	Dairy
<input type="checkbox"/>	Fats



Geography with Ms Mateer

- Uluru
- The Blue Mountains
- The Great Barrier Reef
- The Great Victorian Dessert
- The Twelve Apostles
- Kakadu
- The Daintree Rainforest

We have been looking at each of the above places in Australia. Pretend that we are only allowed to protect 1 of these places from being destroyed. Which one should we protect and why?

Name of place	Why should we protect it?

Write a song about your chosen place and why we should protect it.

Design a poster advertising your chosen place and why we should protect it.

