WEEK 4 | Learning at Home in Year 3 | WEEK 4
Monday 25th October – Friday 29th October
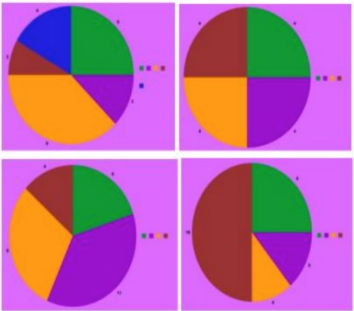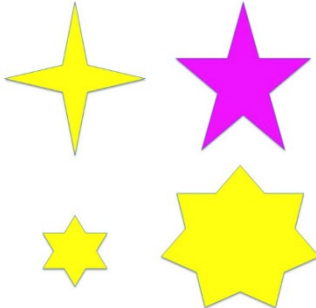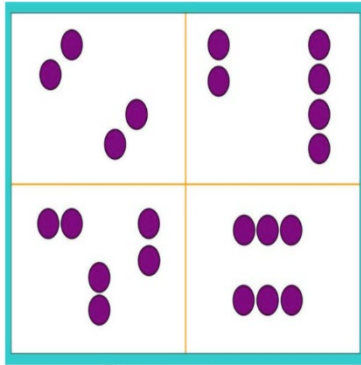
Monday	Tuesday	Wednesday	Thursday	Friday
Reading Read the text on Seesaw or below. Record yourself reading the first page OR read to someone in your family. *I can* read aloud with expression and taking note of punctuation.	**Reading** Read the text on Seesaw, applying the feedback your teacher or family member gave you. Record yourself reading the first page. *I can* read aloud with expression and taking note of punctuation.	**Reading** Answer the comprehension questions on Seesaw or the questions at the end of your story below. *I can* find specific information in texts to answer questions.	**Reading** Record yourself retelling the story. Who are the characters? Where is the story set? How does the story start? What is the problem and events? How does the story end? *I can* accurately retell a text, including most relevant details.	**Reading** Complete the vocabulary worksheet. Choose the word from the text you are reading: Mother Tiger and her cubs: cubs Pop's Old Car: spokes Bringing the Cows in: dairy Snowmachines: plough Costumes for the School Play: fabric Charlie's Great Race: released
Spelling This week, we are learning the phoneme: wr- Write your spelling words in your book or type them on Seesaw. Then segment the first 5 words into phonemes. *I can* write and segment my spelling words into phonemes.	**Spelling** Highlight all the words in the story that make the wr- sound. *I can* find words that make the wr- sound. 	**Spelling** Pick 5 of your spelling words and put them into compound sentences. *I can* write compound sentences using conjunctions - and - so - but - because	**Spelling** Complete the worksheet about the wr- phoneme below or on Seesaw. 	**Spelling/Handwriting** In a lined book or on the paper below, copy Tuesday's sound story in your best handwriting. Upload a photo on Seesaw. *I can* write the sound story in my neatest handwriting. *I can* form my letters correctly.

Grammar/Writing	Grammar/Writing	Grammar/Writing	Grammar/Writing	Grammar/Writing
Marvellous Monsters Read the text and respond by answer the questions.	**Marvellous Monsters** Design your own marvellous pet monster. Write a paragraph describing it.	**Marvellous Monsters** Create your monster's favourite dinner. a birthday trea.	**Marvellous Monsters** Write a description for the pink marvellous monster.	**Marvellous Monsters** Write a story about the purple marvellous monster.
Success Criteria I can use the correct punctuation. I can write compound sentences. I can use adjectives. I can use noun groups.	**Success Criteria** I can use the correct punctuation. I can write compound sentences. I can use adjectives. I can use noun groups.	**Success Criteria** I can use the correct punctuation. I can write compound sentences. I can use adjectives. I can use noun groups.	**Success Criteria** I can use the correct punctuation. I can write compound sentences. I can use adjectives. I can use noun groups.	**Success Criteria** I can use the correct punctuation. I can write compound sentences. I can use adjectives. I can use noun groups.

Break

Mathematics: Warm up	Mathematics: Warm up	Mathematics: Warm up	Mathematics: Warm up	Mathematics: Warm up
Which one doesn't belong	**Which one doesn't belong**	**Which one doesn't belong**	**Which one doesn't belong**	**Which one doesn't belong**
Complete on Seesaw/below	Complete on Seesaw/below	Complete on Seesaw/below	Complete on Seesaw/below	Complete on Seesaw/below

Mathematics: Addition	Mathematics: Addition	Mathematics: Subtraction	Mathematics: Subtraction	Mathematics: Addition and Subtraction
Learning Intention: We are learning to use mental and written strategies for addition and subtraction, involving 2,3,4 and 5 digit numbers. **Success Criteria:** *I can use my knowledge of partitioning to solve addition problems* *I can show working out* Choose either level 1 or level 2 for Monday and complete the worksheet below or as.a Seesaw activity.	**Learning Intention:** We are learning to use mental and written strategies for addition and subtraction, involving 2,3,4 and 5 digit numbers. **Success Criteria:** *I can use my knowledge of partitioning to solve addition problems* *I can show working out* Choose either level 1 or level 2 for Tuesday and complete the worksheet below or as.a Seesaw activity.	**Learning Intention:** We are learning to use mental and written strategies for addition and subtraction, involving 2,3,4 and 5 digit numbers. **Success Criteria:** *I can use my knowledge of partitioning to solve subtraction problems* *I can show working out* Choose either level 1 or level 2 for Wednesday and complete the worksheet below or as.a Seesaw activity.	**Learning Intention:** We are learning to use mental and written strategies for addition and subtraction, involving 2,3,4 and 5 digit numbers. **Success Criteria:** *I can use my knowledge of partitioning to solve subtraction problems* *I can show working out* Choose either level 1 or level 2 for Thursday and complete the worksheet below or as.a Seesaw activity.	**Learning Intention:** We are learning to use mental and written strategies for addition and subtraction, involving 2,3,4 and 5 digit numbers. **Success Criteria:** *I can use my knowledge of partitioning to solve addition and subtraction problems* *I can show working out* Choose either level 1 or level 2 for Friday and complete the worksheet below or as.a Seesaw activity.
Mathletics task Complete set task on Mathletics.	**Mathletics task** Complete set task on Mathletics.	**Mathletics task** Complete set task on Mathletics.	**Mathletics task** Complete set task on Mathletics.	**Mathletics task** Complete set task on Mathletics.

Break				
Art	**Health**	**Wellbeing Wednesdays**	**Science**	**STEM Challenge**
Digital Photography I can use different techniques: Framing and Background Today we will practice taking photos that are centred and off centred. Choose an object and have it in the centre of your frame, then to the left and right of the frame. By moving the object, you can tell a different story. Upload to seesaw.	Your job is to explore healthy eating and the benefits of participation in physical activity. You are to explore the way health messages are communicated and how you can apply this to your own lives. **Questions** • What skills and strategies do we need to be healthy, safe and empowered? • How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? • How can I contribute to promote healthy, safe and active communities?		Digital Technologies **I can use simple simples and explicit instruction to create algorithms.** An algorithm is the list of instructions and r ules that a computer or digital system needs to complete a task. Algorithms are in everything that we do – to explain step by step how to do something useful or solve a problem *Like making a cake or creating an animation or video.* Activity 1 – Complete the sequence solver worksheet	

Monday Spelling	Tuesday Spelling

Monday Spelling

Write your spelling words in your book or type them on Seesaw. Only write the words for the spelling group you belong to in class.

For example, if I am in Group 1 in class, then I only write Group 1's words.

Group 1	Group 2	Group 3
wrap	wreck	wrapper
write	wrinkle	wrinkly
wrist	wrote	wriggle
wrong	writer	wrestle
wreck	unwrap	wristwatch

After you finish writing your spelling words, segment the first 5 words into phonemes.
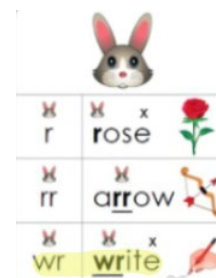
wrap　**wrote**　**wriggle**

Tuesday Spelling

Highlight all the words in the story that make the /r/ sound.

Our focus this week is wr-. These letter combinations make the /r/ sound

r	rose
rr	arrow
wr	write

I wrote a story about a merry rhino and a rat. They had a great race down a ramp, riding on barrels. They had to wait for 'One, two, three!' and then roll. The rat went right across the yard. The rhino wrecked the ramp and ended up wrapped around a tree. The rat was the winner, so got a gold ribbon and a carrot.

Thursday Spelling	Friday Spelling/Handwriting

wr-

1. Copy the words in the list.

wrist _____

wreck _____

write _____

wrap _____

wrong _____

wrinkle _____

wriggle _____

wristle _____

wristwatch _____

unwrap _____

wrapper _____

writer _____

wrote _____

2. Word Clues. Which list word matches?

hand _____

smash _____

pencil _____

present _____

incorrect _____

old _____

author _____

3. Complete each sentence with a list word.

We bought my dad a _____ for his birthday because he broke his at work.

I couldn't wait to _____ my Christmas gift.

I was upset when I realised, I had gotten all the answers on the test _____.

Tom _____ a letter to Santa asking for a brand-new iPad.

4. Label the pictures using the correct list words.

_____   _____   _____   _____

Copy Tuesday's sound story in your best handwriting.

Friday Reading - Vocabulary Writing

Say it

Chop it into phonemes:

Break it apart into syllables:

Write the definition

word

Find the word in your story – copy it. Highlight it.

Is it a noun, verb or adjective?

Use the word in a sentence.

Marvellous Monsters

For hundreds of years, people all over the world have feared monsters and told tales of how terrible we are. Well, I'm here to tell you that we are not really that bad. In fact, we're marvellous! I'm going to tell you all about us and inspire you to write about your own marvellous monster. Read on and find out more or listen to a recording here:

https://soundcloud.com/talkforwriting/marvellous-monsters/s-C35T3UjlRZC

Monsters

What is a monster?

A monster is a colossal creature that usually scares people.

Appearance

Most monsters are enormous and can reach a height of 12 metres. However, some can be the size of an average human and grow to approximately 1.67 metres (five and a half feet tall). All monsters look different. Many are hairy, whereas some have scales. Additionally, monsters can come in many different colours. They range from a simple brown colour to being multicoloured, like the rainbow monster. Amazingly, some monsters have six eyes, eight legs and two sets of arms.

Habitat

Monsters are found across the world. They live in all sorts of different environments and can thrive in extreme heat or cold. The North Pole Monster loves to live under the snow, in icy crevices. However, most monsters prefer living under beds, inside cupboards or up in cosy attics.

Diet

All monsters are omnivores, which means they will eat anything. Furthermore, monsters love 'fast food' and will often raid McDonalds or KFC to grab burgers or chicken buckets. A small minority of monsters are super healthy and always ensure they eat their '5-a-day' and keep sugary items to a minimum. Surprisingly, monsters love tea and have been known to drink gallons of it, especially in the mornings.

What do they do?

Monsters are best known for scaring people and wreaking havoc. However, this is a popular misconception. Monsters are actually gentle creatures who love to read, take walks and play board games. They are also skilled bakers and make amazing bread and cupcakes. Unfortunately, because monsters look so scary, people often overreact when they see them and want to fight them off. In addition to this, monsters speak a language made up of roars, growls and howls which simply sounds scary to humans. Finally, monsters are extremely clumsy and, as they try to get away from people, they tend to knock things down or crush things under their feet by accident. All of these unfortunate things make monsters seem very hostile when, in fact, they are not.

Fast facts
* The oldest monster lived to be 1003 years old.
* Monsters have tiny thorns on their tongues which help them to groom.
* Monsters have amazing hearing and can hear the slightest noise five miles away.
* Monsters become adults at the age of eight.

Monster advice

If you happen to meet a monster or find one under your bed, do not fret! Simply smile at them, give them a little wave and offer them a cup of tea. They really are lovely creatures and you'll soon be friends for life!

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Monday Writing	Tuesday Writing

Monday Writing

Respond to the text ...

1. Now you have found out more about monsters, what are your thoughts about them? Fill in the table below:

| I was really interested in …	I would like to know more about …
My top facts were …	Questions I would like to ask about monsters …

Tuesday Writing

A monster of your own! How about having a monster of your own? What fun you'd have! If you could have a monster, what would it be like?

Design your own pet monster. How many eyes will it have? How many legs? What colour will its skin or fur be? What other features will it have?
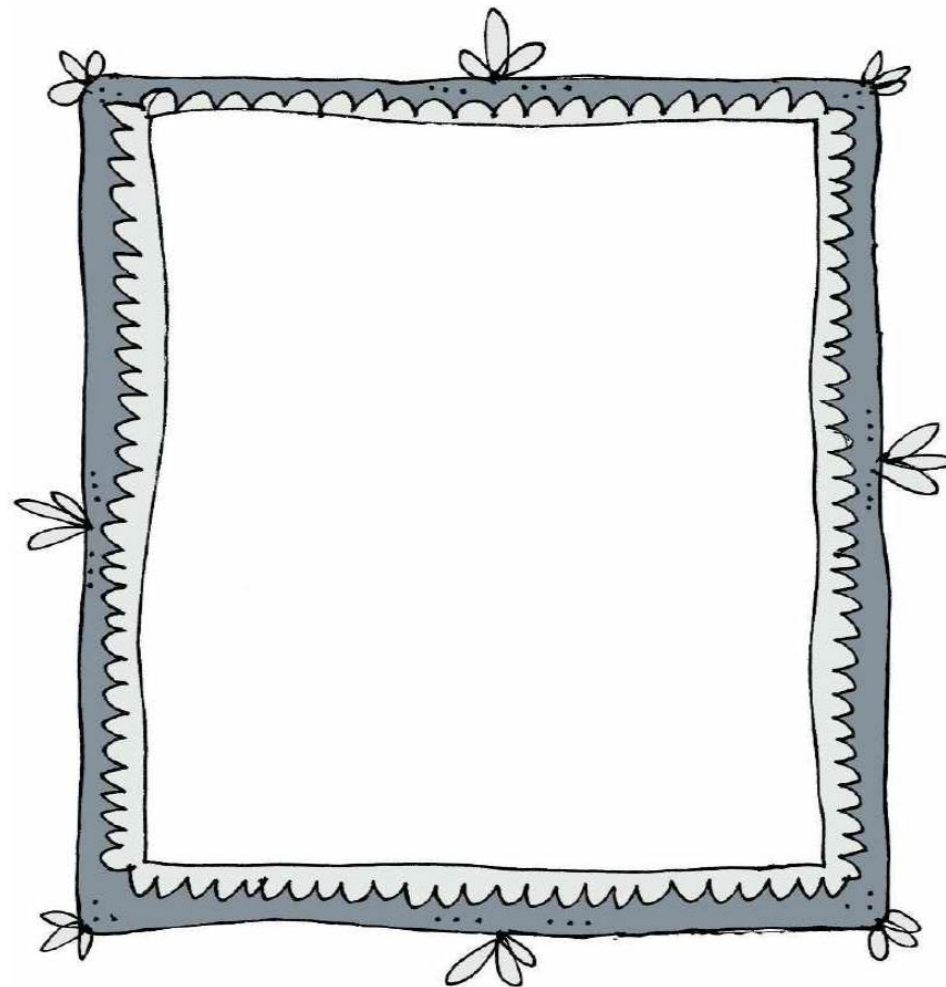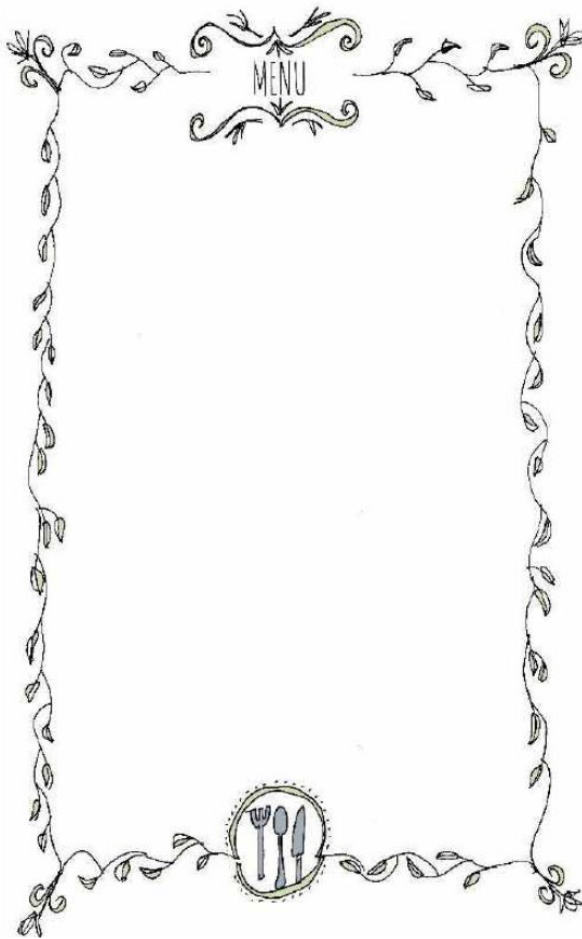
Wednesday Writing	Thursday Writing

Your monster's favourite dinner!

What would your monster order if it was taken out for a birthday dinner? Use the ingredients below to create your monster's birthday treat! You can add in some of your ingredients too.

peas
ice cream
turnips
potatoes
Battenburg cake
tomatoes
lettuce
cheeseburgers
ham
melon
chocolate biscuits
butter
grass
sausages
baked beans
oranges
spaghetti and meatballs
crisps
rice
fish fingers
leaves
onions
mars bar
chicken nuggets
nettles
dandelion leaves
carrots
watercress
spinach
tomato soup
trifle
bacon
French fries

MENU

Monday Maths- Level 1	Monday Maths- Level 2

Monday Maths- Level 1

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. 57 + 31 =
2. 65 + 41 =
3. 72 + 65 =
4. 58 + 29 =
5. 69 + 39 =
6. 76 + 45 =

Monday Maths- Level 2

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

7. 427 + 351 =
8. 365 + 531 =
9. 572 + 475 =
10. 628 + 429 =
11. 539 + 239 =
12. 678 + 430 =

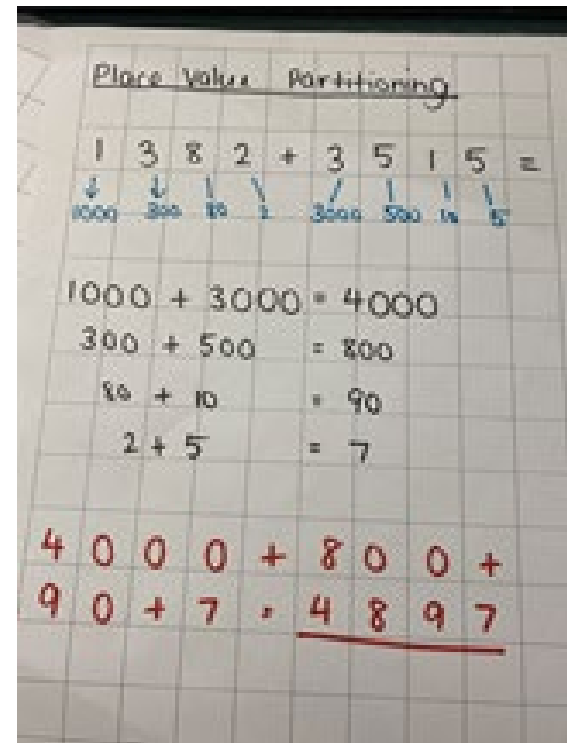| Tuesday Maths - Level 1	Tuesday Maths – Level 2
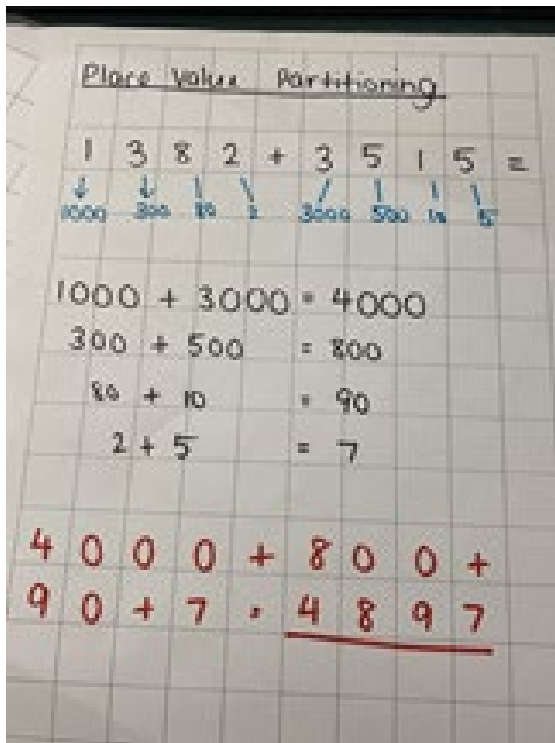
Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. 69 + 45 =
2. 55 + 48 =
3. 67 + 58 =
4. 89 + 49 =
5. 128 + 45 =
6. 167 + 56 =
7. 238 + 59
8. 341 + 36

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. 564 + 389 =
2. 683 + 439 =
3. 780 + 688 =
4. 875 + 693 =
5. 973 + 779 =
6. 1238 + 546 =
7. 2367 + 743 =
8. 2543 + 993 =

Wednesday Maths - Level 1	Wednesday Maths – Level 2
Place Value Partioning With Subtraction	Place Value Partioning With Subtraction

Use your knowledge of place value to partition the second number.

582 – 356 = 226

Working Out

582 – 300 = 282
282 – 50 = 232
232 – 6 = 226

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. 57 - 31 =
2. 65 - 41 =
3. 72 - 65 =
4. 58 - 29 =
5. 69 - 39 =
6. 76 - 45 =
7. 91 - 12 =
8. 21 – 19 =
9. 99 – 34 =
10. 49 – 26 =

Use your knowledge of place value to partition the second number.

582 – 356 = 226

Working Out

582 – 300 = 282
282 – 50 = 232
232 – 6 = 226

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. 427 - 351 =
2. 365 - 531 =
3. 572 - 475 =
4. 628 - 429 =
5. 539 - 239 =
6. 674 – 321 =
7. 588 - 386 =
8. 988 – 455 =
9. 953 – 875 =
10. 1209 – 876 =

Thursday Maths - Level 1	Thursday Maths – Level 2
Place Value Partioning With Subtraction	Place Value Partioning With Subtraction

Place Value Partioning With Subtraction

Use your knowledge of place value to partition the second number.

582 – 356 = 226

Working Out

582 – 300 = 282
282 – 50 = 232
232 – 6 = 226

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. 69 - 45 =
2. 55 - 48 =
3. 67 - 58 =
4. 89 - 49 =
5. 128 - 45 =
6. 167 - 56 =
7. 238 – 59 =
8. 341 – 36 =
9. 428 – 88 =
10. 499 – 49 =

Place Value Partioning With Subtraction

Use your knowledge of place value to partition the second number.

582 – 356 = 226

Working Out

582 – 300 = 282
282 – 50 = 232
232 – 6 = 226

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. 564 - 389 =
2. 683 - 439 =
3. 780 - 688 =
4. 875 - 693 =
5. 973 - 779 =
6. 1238 - 546 =
7. 2367 - 743 =
8. 2543 - 993 =
9. 3764 – 1897 =
10. 4310 – 2340 =

Friday Maths - Level 1	Friday Maths – Level 2

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. There are 76 books in one classroom and 32 books in the other. How many books are there altogether in both classrooms?

2. Jay has a collection of 63 football cards and his brother has 18. How many more football cards does Jay have?

3. A family drive 24km from Melbourne to Werribee, and then 34km on to Sunshine. How far did they travel altogether?

4. A cricket team score 56 in the first innings and 43 in the second innings. How many runs did they score altogether?

5. Jenny has $5. She spends $2.80 on a present for her brother. How much money does she have left?

Use the place value partitioning strategy above to answer the questions below. Remember to show working out.

1. There are 167 books in one classroom and 392 books in the other. How many books are there altogether in both classrooms?

2. Jay has a collection of 263 football cards, his brother has 189. How many more football cards does Jay have?

3. A family drive 289km from Canberra to Sydney, and then 149km on to Newcastle. How far did they travel altogether?

4. A cricket team score 456 in the first innings and 249 in the second innings. How many runs did they score altogether?

5. Jenny has $5.60. She spends $2.80 on a present for her brother. How much money does she have left?

Monday Art	Tuesday Health
	Your job is to explore healthy eating and the benefits of participation in physical activity. You are to explore the way health messages are communicated and how you can apply this to your own lives.

Questions

- What skills and strategies do we need to be healthy, safe and empowered?

_____

_____

_____

- How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

_____

_____

_____

- How can I contribute to promote healthy, safe and active communities?

_____

_____

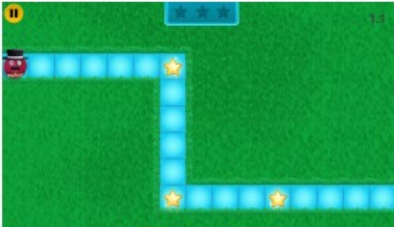sequence of events

Sequence Solver
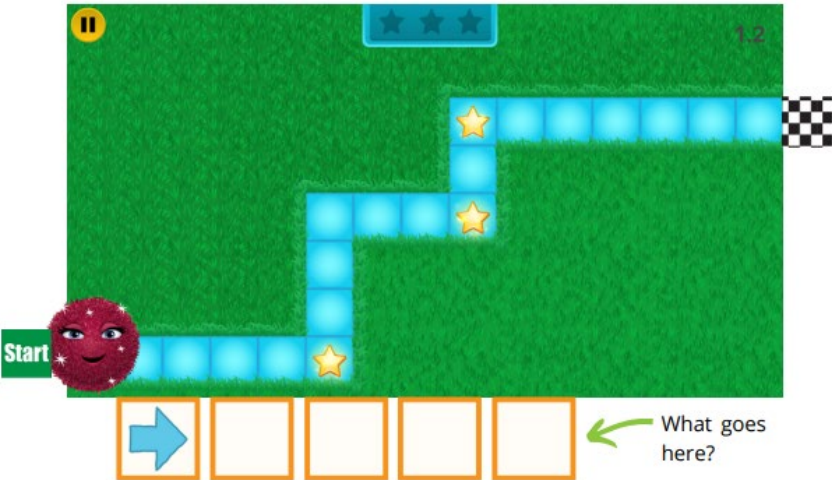
Name: _____ Date: _____

Example:

Directions:

Help the Fuzz get through the maze!

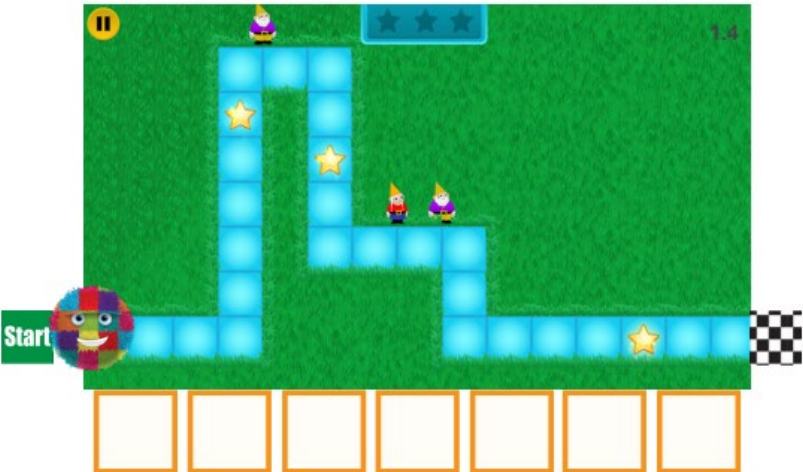Draw the missing arrows to tell the fuzz which way to roll to get to the end of the maze.
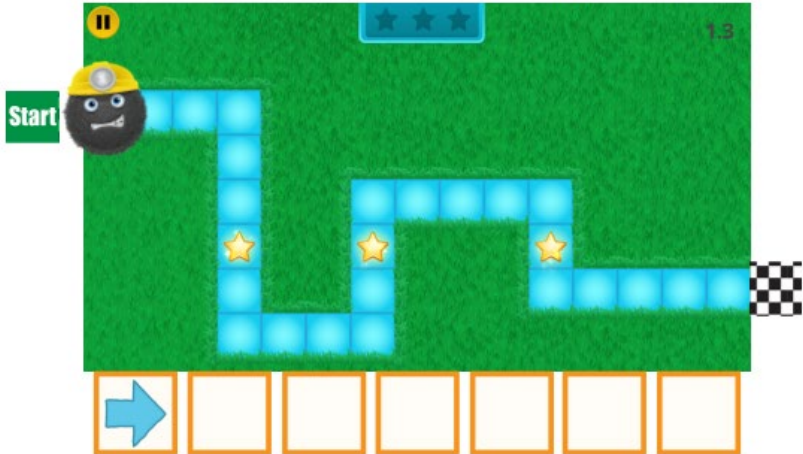
Now you try!

What goes here?

Draw the missing arrows to show the fuzz how to get through the maze

Wellbeing Wednesdays

Take the afternoon to do some of the fun things below. This is some time just for you!

Go to Smiling Mind and complete an activity
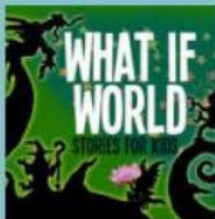
Do some sidewalk art using chalk

Build a Fort and have a nap inside

Play a board game with your family

Listen to the 'What If World' Podcast for some amazing stories

Build a Fairy Garden outside using leaves, sticks and rocks

Build a MUD Village outside by adding water to some dirt. Get dirty!

Start a passion project. What is something you really want to learn about? A musician, a type of art, outer space, a celebrity? Do some research......read, watch videos, investigate! How will you show your learning?