# Year 3 Offline Booklet

Week 3 Term 4

Name: _____

Class: _____

# Term 4 – Week 3 Year 3 OFFLINE VERSION

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **9:00** | **Soundwaves Spelling:** Soundwaves complete the first page of unit 32 of your soundwaves book. | **Georges River Zoom** Students will be participating in a history zoom with the educators from Georges River Educational center. | **Reading Eggspress:** Login and complete assigned activity Reading Eggspress: 94 | **DEAR** Find a quiet place in your house and sit back and relax and read a book. | **Throughout the day:** <br> **Edit Your Work** <br>- Go through your slides and find any mistakes. Change these with the colour red. <br>- **ZOOM** <br>- **Games:** Play board games and/or puzzles. e.g. Uno, dominos, jenga (boggle, solitaire online) |
| **9:30** | **English** Students begin by collecting similes for 'big', then create sentences using the similes. Next they work through a sentence building activity using a picture prompt. | **Writing** Students will be writing a description of a rainforest. | **Finding the main idea** Students will be learning how to find the main idea of a text | **Summarising** Students will be using the skills learnt from Wednesday's session to provide a summary of a text. | |
| **10.30-10.45** | | | | | |
| | **Physical Activity -Hopscotch** Get out the sidewalk chalk and set up hopscotch on your patio or driveway and hop along with each other. | **History:** Students investigate what we remember and how we remember. | **PDHPE water safety** Students will complete the water safety worksheets. | **Soundwaves Spelling:** Soundwaves complete the second page of unit 32 of your soundwaves book. | **Wellbeing Activity** <br> **Physical Activity** <br>- Spell your name circuit- Spell your name and complete each exercise with your letters. |
| **11.30-12.25** | | | | | |
| | **Maths Students complete the quick maths warm up.** Students create their own chance investigation. | **Maths: Students complete quick maths warm up.** Students learn about appropriate survey questions to collect data. Students make their own. | **Maths: Students complete quick maths warm up.** Students use their skills to conduct their own survey investigation. | **Maths:** Matharoo | - Change the words to a famous song to create a funny parody. Create your own music using your cups and sticks to dum on. |
| **1.25-1.45** | | | | | - Create a quiz for your family. Your Trivia quiz can be about your family or real life facts Your quiz should be at least 10 questions, no more than 12. Example questions which you can use a |
| **1:45-3:00** | **Science** Today you will describe the Earth's surface and compare it to other planets and the moon. | **Science** Experiment time - you will be making your own folded mountain range. | **Physical Activity - Zoom @2pm** Body Combat with Mrs Muntz | **Creative Art:** Zoom with Ms Edwards @ 2pm | |

are below:
- How many bones are there in the human body?

ch tch    chicken   match

## List Words

check _____
such _____
each _____
which _____
child _____
children _____
catch _____
match _____
watch _____
change _____
teacher _____
picture _____
champion _____
_____
_____
_____

**1** Circle the letters that represent ch tch in the List Words.

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

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

### Grapheme Chart

| letters | words |
|---------|-------|
|         |       |
|         |       |
|         |       |

**4** Colour the words that follow a pattern in each row.

| check | child | chunk | each | chick | chant | change |
| much | which | chair | such | rich | teach | sandwich |
| beach | match | watch | witch | catch | ditch | stretch |
| chin | children | lunch | picture | chicken | teacher | champion |
| witch | chicken | chef | peach | picture | school | which |

**5** Add **s** or **es** to each word and write it in the correct column.
   Go to Helpful Hints 3 , 4 and 5 .

| check | key | teach | champion | hurry | story | fox | half | finish | cherry | knife | shelf |

| add s | add es | change y to i and add es | change f or fe into ve and add s |
|-------|--------|--------------------------|----------------------------------|
|       |        |                          |                                  |
|       |        |                          |                                  |
|       |        |                          |                                  |

**6** Write the meaning for each prefix.
   Go to Activity 6 on page 44, Activity 6 on page 45 and Activity 10 on page 63.

**pre** can mean _____

**up** can mean _____

**re** can mean _____

**super** can mean _____

**7** Write words with the prefixes in Activity 6 to match the meanings.

pay beforehand _____

up the stairs _____

check again _____

star above usual size _____

above what is natural _____

## sh ch ti ci    shell  chef  station  musician

### List Words

rush _____
shelf _____
wash _____
sure _____
should _____
finish _____
shine _____
shade _____
shrink _____
shouldn't _____
chef _____
machine _____

_____
_____
_____

**1** **Circle** the letters that represent 🐚 sh ch ti ci in the List Words.

**2** **Write** any other letters that can represent 🐚 sh ch ti ci on the Grapheme Chart.
**Write** one word example for each.

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

**Grapheme Chart**

| letters | words |
|---------|-------|
|         |       |

**4** **Colour** the words that follow a pattern in each row.

| shelf | should | shine | shade | rush | shrink |
|-------|--------|-------|-------|------|--------|
| sure | wash | finish | shell | shall | shouldn't |
| ache | echo | chef | school | chemist | Christmas |

**5** **Write** the meaning for each suffix.
↪ Go to Activity 10 page 21, Activity 10 page 33 and Activity 5 page 40.

**ful** can mean _____
**less** can mean _____
**ling** can mean _____
**let** can mean _____
**en** can mean _____

**6** **Write** words with the suffixes in Activity 5 to match the meanings.

full of care _____
without hope _____
a small drop _____
made of gold _____
a small goose _____

## Challenge

**Unjumble** the letters to make a List Word. **Find** words from the box to match the clues below.

hsur _____     hecf _____     hulsdo _____
resu _____     heads _____    usohdnlt' _____
sawh _____     shifin _____   ahenmic _____

end _____                a robot is one _____        to hurry _____
should not _____         a cook _____               positive _____
rhymes with *paid* _____      rhymes with *good* _____

ch tch     chicken   match

**1** Circle the letters that represent ch tch in the List Words.

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

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

**Grapheme Chart**

| letters | words |
|---------|---------|
| t | picture |

**4** Colour the words that follow a pattern in each row.

| check | child | chunk | each | chick | chant | change |
| much | which | chair | such | rich | teach | sandwich |
| beach | match | watch | witch | catch | ditch | stretch |
| chin | children | lunch | picture | chicken | teacher | champion |
| witch | chicken | chef | peach | picture | school | which |

**5** Add **s** or **es** to each word and write it in the correct column.
Turn to 3, 4 and 5 page 78.

| check | key | teach | champion | hurry | story | fox | half | finish | cherry | knife | shelf |

| add **s** | add **es** | change **y** to **i** and add **es** | change **f** or **fe** into **ve** and add **s** |
|---------|---------|---------|---------|
| checks | teaches | hurries | halves |
| keys | foxes | stories | knives |
| champions | finishes | cherries | shelves |

**6** Write the meaning for each prefix.
Turn to Activity 6 on page 44, Activity 6 on page 45 and Activity 10 on page 63.

**pre** can mean ___before___

**up** can mean ___up or upwards___

**re** can mean ___back or again___

**super** can mean ___over or above___

**7** Write words with the prefixes in Activity 6 to match the meanings.

pay beforehand ___prepay___

up the stairs ___upstairs___

check again ___recheck___

star above usual size ___superstar___

above what is natural ___supernatural___

For the Extra Challenge turn to page 83.

## List Words

| | |
|---|---|
| rush | 3 |
| shelf | 4 |
| wash | 3 |
| sure | 2 |
| should | 3 |
| finish | 5 |
| shine | 3 |
| shade | 3 |
| shrink | 5 |
| shouldn't* | 6 |
| chef | 3 |
| machine | 5 |

**1** Circle the letters that represent **sh ch ti ci** in the List Words.

**2** Write any other letters that can represent **sh ch ti ci** on the Grapheme Chart.
Write one word example for each.

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

### Grapheme Chart

| letters | words |
|---|---|
| s | sure |
| | |
| | |

**4** Colour the words that follow a pattern in each row.

| shelf | should | shine | shade | rush | shrink |
|---|---|---|---|---|---|
| sure | wash | finish | shell | shall | shouldn't |
| ache | echo | chef | school | chemist | Christmas |

**5** Write the meaning for each suffix.
↳ Turn to Activity 10 page 21, Activity 10 page 33 and Activity 5 page 40.

**ful** can mean _____ full of
**less** can mean _____ without
**ling** can mean _____ small
**let** can mean _____ small
**en** can mean _____ made of

**6** Write words with the suffixes in Activity 5 to match the meanings.

full of care _____ careful
without hope _____ hopeless
a small drop _____ droplet
made of gold _____ golden
a small goose _____ gosling

## Challenge

Unjumble the letters to make a List Word. **Find** words from the box to match the clues below.

| | | | | | |
|---|---|---|---|---|---|
| hsur | rush | hecf | chef | hulsdo | should |
| resu | sure | heads | shade | usohdnlt' | shouldn't |
| sawh | wash | shifin | finish | ahenmic | machine |

end _____ finish
should not _____ shouldn't
rhymes with *paid* _____ shade

a robot is one _____ machine
a cook _____ chef
rhymes with *good* _____ should

to hurry _____ rush
positive _____ sure

# Vocabulary

WALT utilise interesting words in our sentences

*Think of as many similes as you for the word 'big' in one minute. Use the timer to help you*

BIG

01:00

*Type your words here…*

# HOW MANY WORDS DID YOU THINK OF?

roomy
spacious
strapping
stuffed
super colossal
thundering
voluminous
walloping
whopper
whopping

humongous
husky
jumbo
mammoth
mondo
monster
oversize
packed
ponderous
prodigious

burly
capacious
chock-full
commodious
copious
crowded
extensive
heavy-duty
heavyweight
hulking

sizable
substantial
tremendous
vast
a whale of a
ample
awash
brimming
bulky
bull

colossal
considerable
enormous
fat
full
gigantic
hefty
huge
immense
massive

Choose your favourite simile to use in our sentence building today.

Create a sentence about this picture using a simile for big.
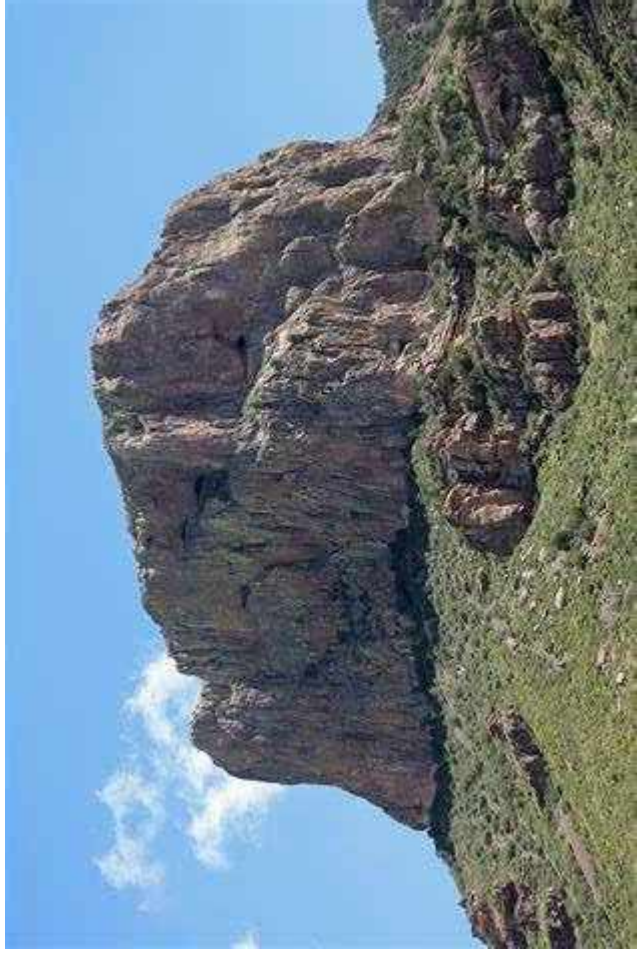
Create a sentence about this picture using a simile for big.

# SENTENCE BUILDING

How do we create a successful descriptive sentence?

- ❑ It makes sense on its own (we haven't written a dependent clause as a whole sentence)
- ❑ It has information readers can build upon in their mind (as we read we collect information in our mind to help us make sense of what we're reading)
- ❑ We include appropriate punctuation (full stops, capital letters)

Does your sentence MIA?



Just stay quiet. I think it's blind.

But get ready to run.

Tell this story

# SENTENCE BUILDING



Just stay quiet. I think it's blind.

But get ready to run.

In our sentence building activity, we are going to be building upon a simple sentence and making it more complex as we work through the slides. We are going to write from the perspective of the people. We are going to start with a simple sentence and add more information to it as we build it.
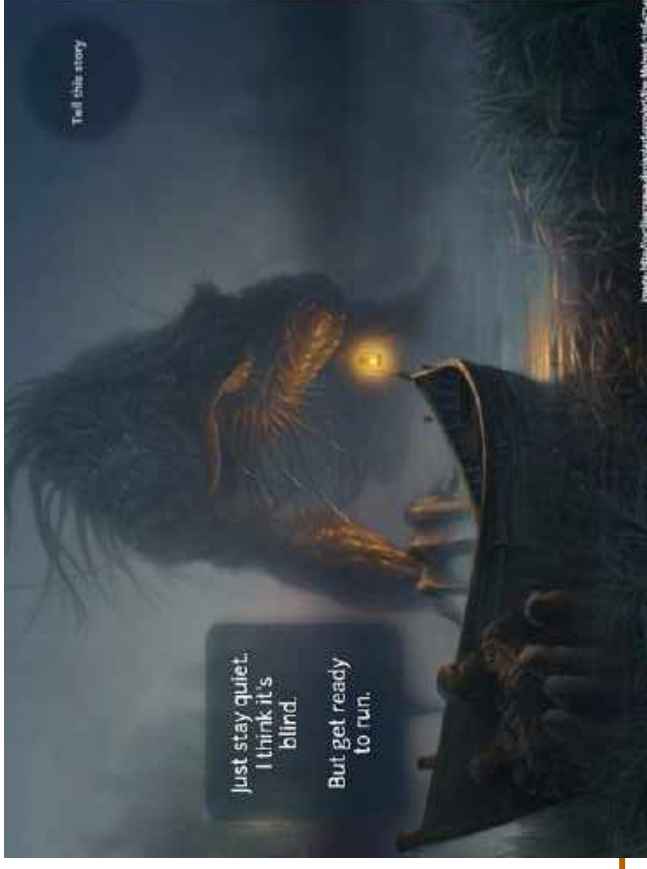
*What are they looking at?*

☐ It **makes sense on its own** (we haven't written a dependent clause as a whole sentence)

☐ It has **information** readers can build upon in their mind (as we read we collect information in our mind to help us make sense of what we're reading)

☐ We include **appropriate** punctuation (full stops, capital letters)

## Teacher example:
The enormous monster came toward them.

*Notice that my sentence is MIA (it makes sense on its own, holds important information for our reading and has appropriate information.*

## Your example:

# SENTENCE BUILDING

In our sentence building activity, we are going to be building upon a simple sentence and making it more complex as we work through the slides. We are going to write from the perspective of the people. We are going to start with a simple sentence and add more information to it as we build it.
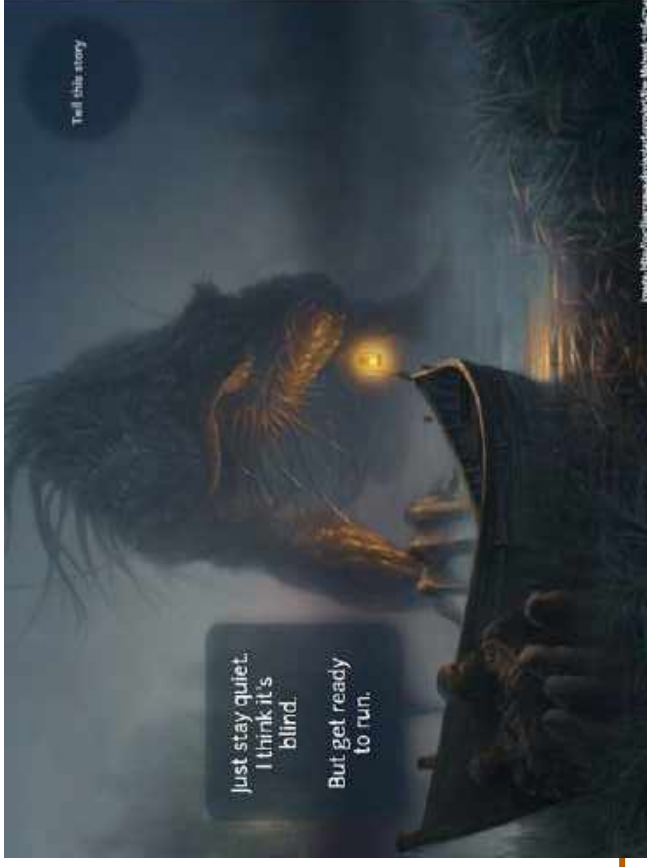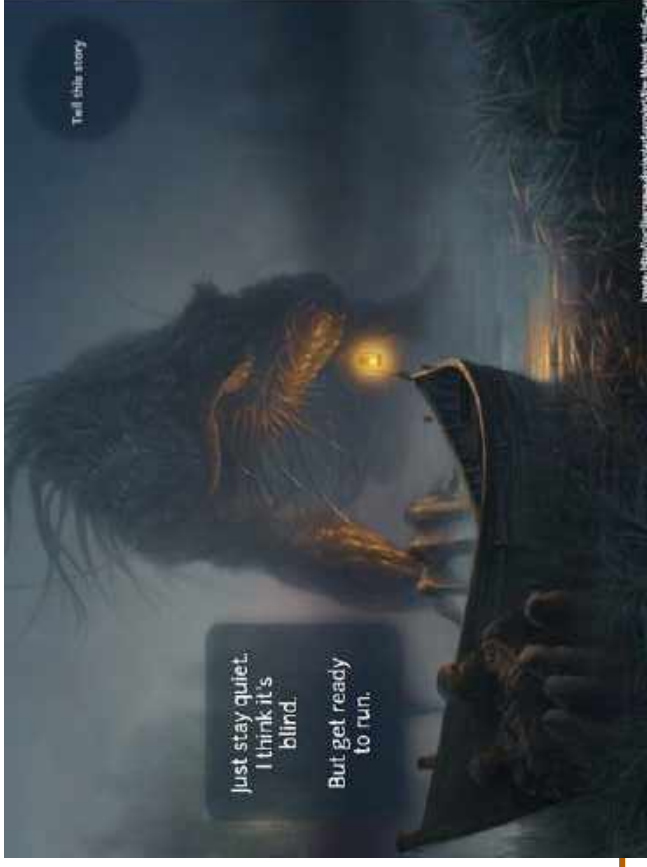
*Who are they?*

## Teacher example:
The enormous monster came toward the siblings Claire and Robert.

*We can continue to add information, even though we're only writing one sentence. Make sure you re-read to check that it makes sense!*

## Your example:

- ☐ It **makes** sense on its own (we haven't written a dependent clause as a whole sentence)
- ☐ It has **i**nformation readers can build upon in their mind (as we read we collect information in our mind to help us make sense of what we're reading)
- ☐ We include **a**ppropriate punctuation (full stops, capital letters)



Just stay quiet.
I think it's blind.

But get ready to run.

Tell this story

image: http://pixiline-music.deviantart.com/art/the-Midwet-unfranse

# SENTENCE BUILDING



- It makes sense on its own (we haven't written a dependent clause as a whole sentence)
- It has information readers can build upon in their mind (as we read we collect information in our mind to help us make sense of what we're reading)
- We include appropriate punctuation (full stops, capital letters)

In our sentence building activity, we are going to be building upon a simple sentence and making it more complex as we work through the slides. We are going to write from the perspective of the people. We are going to start with a simple sentence and add more information to it as we build it.

*Where are they?*

## Teacher example:
The enormous monster as it emerged from the depths of the dark lake, toward the siblings Claire and Robert.

*Does my sentence still make sense? Make sure you're building your sentence as you get to each slide.*

Your example:

# SENTENCE BUILDING



In our sentence building activity, we are going to be building upon a simple sentence and making it more complex as we work through the slides. We are going to write from the perspective of the people. We are going to start with a simple sentence and add more information to it as we build it.

*Why are they hiding?*

☐ It makes sense on its own (we haven't written a dependent clause as a whole sentence)

☐ It has information readers can build upon in their mind (as we read we collect information in our mind to help us make sense of what we're reading)

☐ We include appropriate punctuation (full stops, capital letters)

## Teacher example:

They ducked behind the boat to hide from the enormous monster as it emerged from the depths of the dark lake, toward the siblings Claire and Robert.

*Don't be afraid to rearrange a little as you need to add more things. You can add information to the beginning of your sentence if you need. Using words like 'as' can help to link ideas, meaning that you can have more information in a sentence.*

Your example:
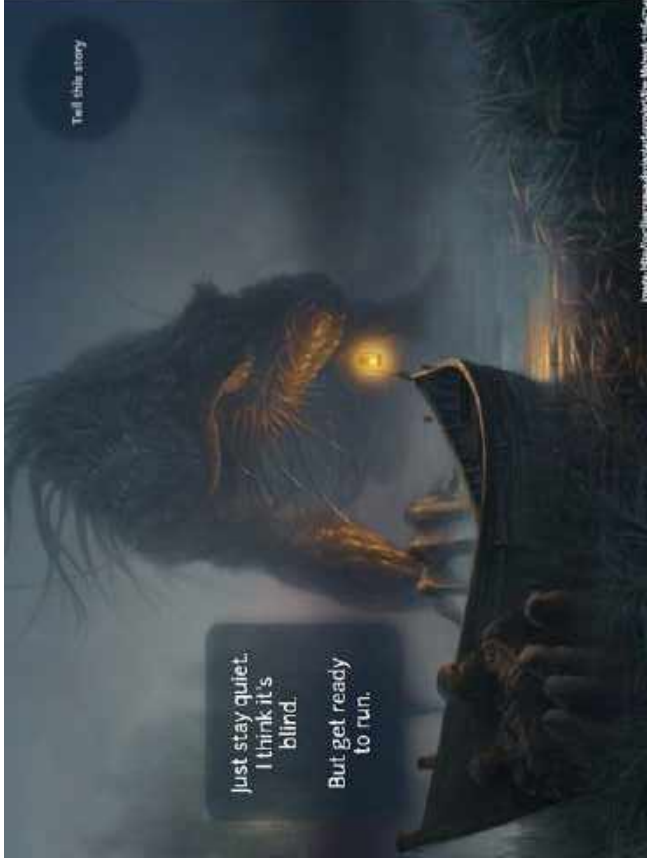
# SENTENCE BUILDING



In our sentence building activity, we are going to be building upon a simple sentence and making it more complex as we work through the slides. We are going to write from the perspective of the people. We are going to start with a simple sentence and add more information to it as we build it.

*How is the creature moving toward them?*

☐ It makes sense on its own (we haven't written a dependent clause as a whole sentence)

☐ It has [information readers can build upon in their mind (as we read we collect information in our mind to help us make sense of what we're reading)

☐ We include appropriate punctuation (full stops, capital letters)

## Teacher example:
They ducked behind the boat from the enormous monster as it slowly emerged from the depths of the dark lake, toward the siblings Claire and Robert.

*Does your sentence still make sense?*

## Your example:
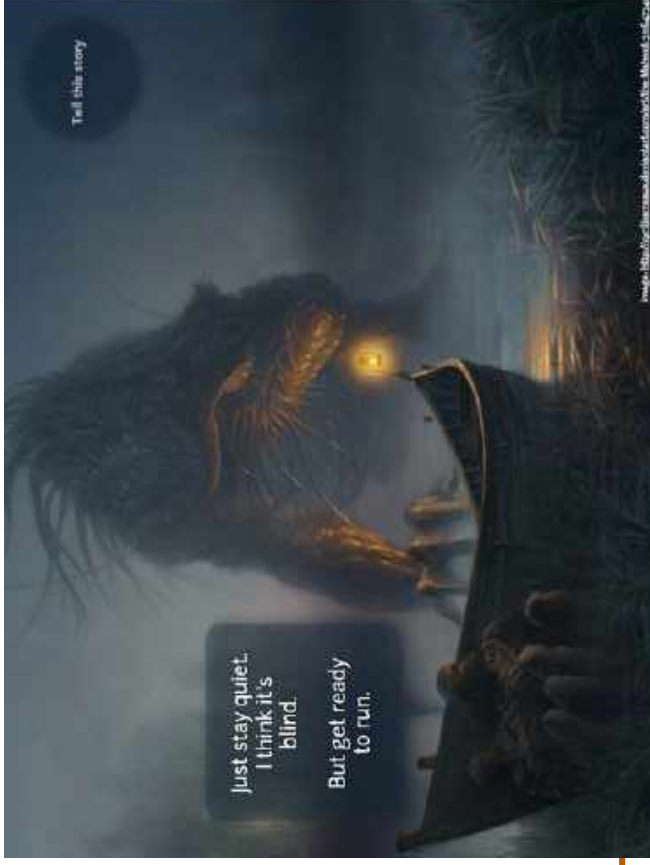
*Science*

*Term 4 Week 3*

*Lesson 1 - Earth and its surface*

# What is the Earth's surface and how does it change?

Write some keywords that you think of when you look at a picture of the Earth:

*                      *

*                      *

*                      *

*                      *

*                      *

*                      *

*                      *

*                      *

| | P<br>Plus | M<br>Minus | I<br>Interesting |
|---|---|---|---|
| **Pluto's** surface is made nearly entirely of ice. | | | |
| **Jupiter** is a ball of gas and has no actual firm surface. | | | |
| Sometimes it is said that the **Moon** looks like it is made of cheese. | | | |
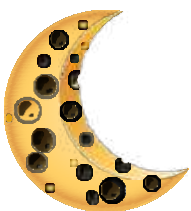
# Writing

WALT write a description

# How can we write a description?

*What are we trying to do?* We're trying to put our reader into the place we're writing about. This means we need to use lots of descriptive language.

*How can I do that?* Start with your senses...

What should your audience hear?

We can also think about...

What should your audience smell?

colours

Is a character eating something? Or does the air have a strange taste? What could your audience taste?

emotions

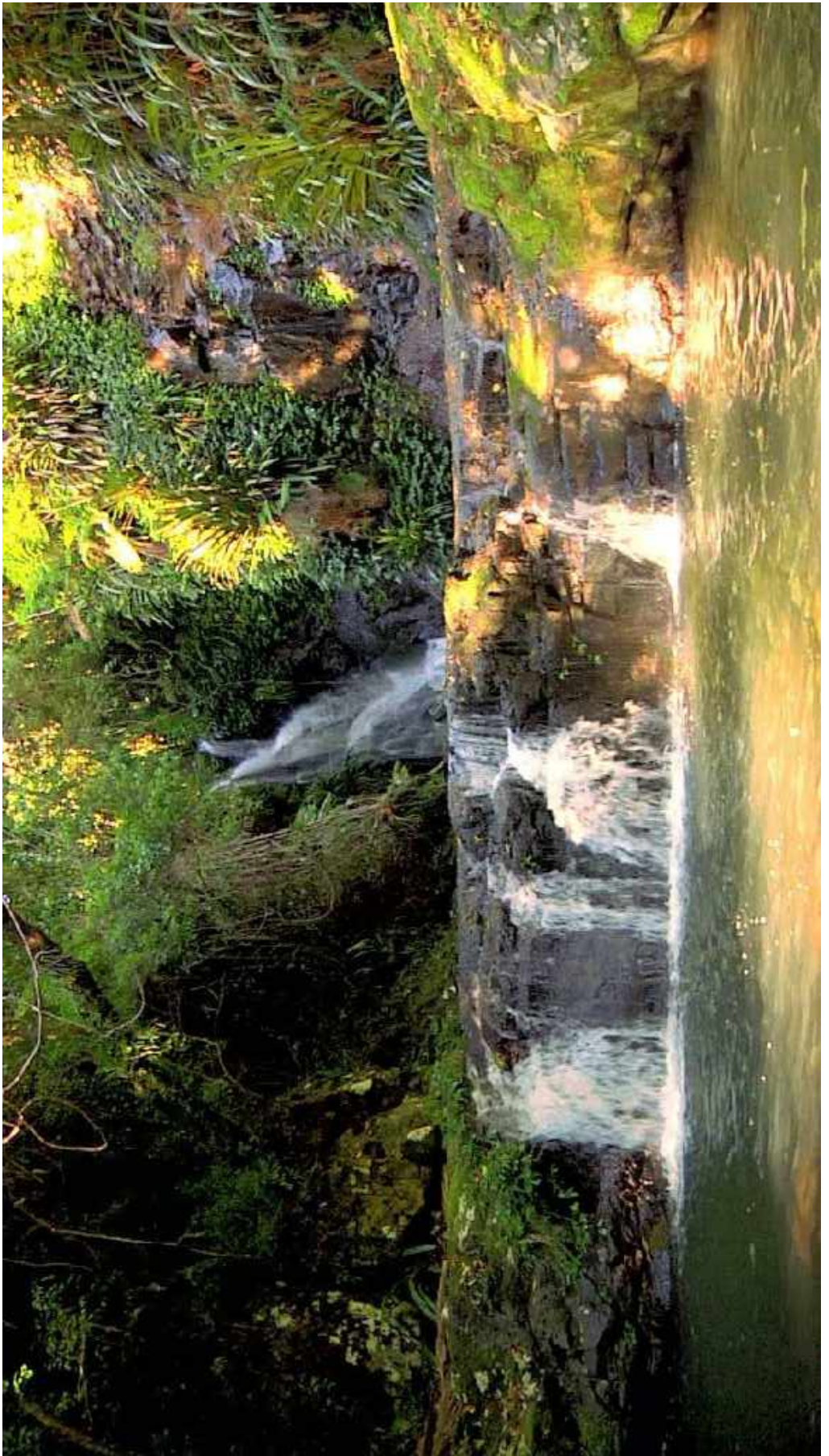What are all of the things the audience can see? What do you *want* the audience to see?

When is the audience there?

Size words we can use

Can the audience reach out and touch things? Is a character holding something important? What do you want the audience to feel?

Special things the audience need to know

# Backyard forest
*Teacher example*

Rays of early morning light filtered through the canopy, dotting the brown leaf litter with patches of warm sunshine. Birds called to one another, their songs carrying on the light breeze that tickled my skin. In every direction tall trees reached over my head, stretching toward the sky. The odd leaf fluttered gracefully to the ground like n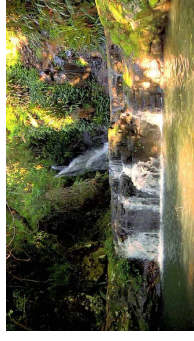atural ballerinas. I took in a deep breath, the faint smell of rain and fl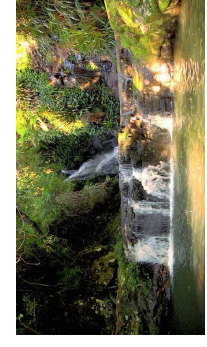owers were intoxicating. A pleasant feeling of relaxation slowly spread across my body, from the top of my head to the tips of my toes. I wish all of my birthdays started like this.

title

Give your mountain range a name …………………………………………

Draw pictures of what your mountain range looked like at:

The **beginning** with no pushing on the sides from the boxes

The **middle**, with some pushing on the sides from the boxes

The **end**, when you finished pushing on the sides with the boxes

# History of Significant Events

WALT: Understand how we remember significant events.

## Special times in your life

What special times do you remember most in your life?

_____

_____

What do you remember most about them?

_____

_____

Can you think of any special places or objects that might help you remember something or someone?

_____

_____

_____

# SPECIAL PLACES- MEMORIALS

## Memorials



The Australian War Memorial in Canberra is a special place to remember those who have lost their lives fighting for Australia. Each year, The Australian War Memorial holds Anzac Day services. Many people travel to the capital city to pay their respects.

There are also museums where you can find out more about the First and Second World Wars and other conflicts that Australian men and women have fought in.

Are memorials to celebrate or commemorate? What is the difference?

_____

_____

_____

_____

# SPECIAL PLACES- MEMORIALS

## Why do we have this Memorial?

Memorials:
Memorials honour a person who has died or serves as a reminder of an event in which many people died.

The history behind it:
Charles Bean travelled widely with the Australian soldiers serving overseas in this war, including on Gallipoli and the Western Front as a journalist.

Close Passage:
As he travelled with the Australian soldiers as a _____, Charles kept lots of notebooks and _____ of everything he saw. He wanted to build a national memorial back _____ so that Australians had somewhere to go to remember their _____ and family who had served in _____.

Words:
journalist, home, Wartime, friends, diaries





CHARLES E W BEAN

Your task:
Construct a memorial with found materials (This could even be a drawing for people who went to war)

# Science
# Term 4 Week 3
# Lesson 2
# Folded mountain range

## Materials needed

**INVESTIGATION** **QUESTION 7**

**Create your own folded mountain range**

You will need:

- 2 people
- A smooth surface
- Tablet to photograph  or draw your results
- 5-7 pieces of coloured paper/cardboard/ crepe paper (different colours work best)
- 2 sturdy boxes

Mountain ranges, like the Himalayas, are part of the Earth's surface. They are an example of how the Earth's surface changes over time. Most mountain ranges are formed when two pieces of the Earth's crust collide.
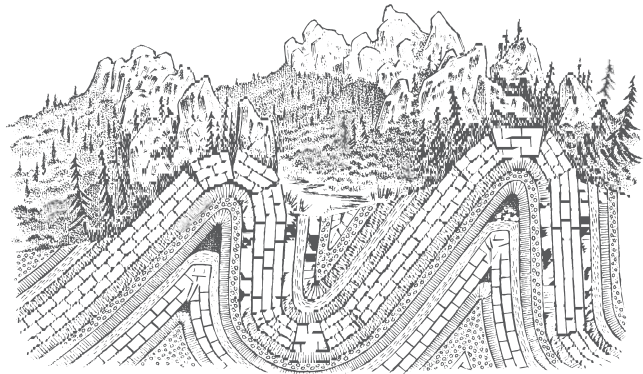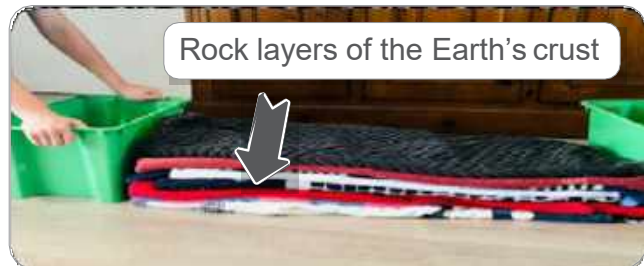


**7** Work in a small group to investigate how mountain ranges are formed.

## Create your own folded mountain range

### Step 1

Fold the towels in half, lay them on top of each other.



Rock layers of the Earth's crust

### Step 2

Gently, start pushing the two boxes together.



### Step 3

Observe and video/photograph your results with your tablet. Take a slow-motion video.



Tectonic plates

Repeat the procedure a few times.

Observe what happens and ask questions, e.g. where are the highest peaks?

The flat surface of the Earth **slowly** folds and lifts to create high ridges and low valleys. Mountains keep folding and rising over millions of years.

# Lesson 94 • Why Bear Has a Stumpy Tail

Name

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### Sequencing Events

To identify the sequence of events in a text, look at words that give clues to the order in which things happen.

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### Read the passage.

Underline the event that happened first.

Circle the word that shows that something should happen after Bear had cut a hole in the ice.

Highlight the first thing Fox said Bear should do.

Colour the action that should happen just before Bear gives his tail a strong tug.

Fox saw her friend, Bear. Fox had just stolen a string of fish.

"Can you share them with me?" asked Bear.

"No!" snapped Fox. "Catch your own."

"How can I?" asked Bear. "The lake is frozen."

"Cut a hole in the ice," said Fox. "Then, stick your tail in the lake and hold it there as long as you can. It will hurt when the fish grab it. When you think you have enough fish, give your tail a strong tug to pull out the fish."

**Colour the correct answer.**

**1**   Which event happened first?

○ Fox saw her friend bear.          ○ Fox stole some fish.

**2**   Number the actions to show the order in which they should happen.
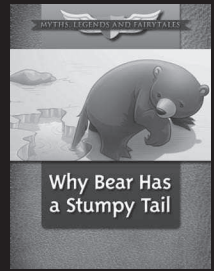
☐   Fox said that Bear should wait until his tail started to hurt.

☐   Fox said that Bear should cut a hole in the ice.

☐   Fox said that Bear should pull out the fish.

☐   Fox said that Bear should stick his tail in the water.

**ACELY1680** Use comprehension strategies to build literal and inferred meaning

# Lesson 94 • Why Bear Has a Stumpy Tail

Name

**Why Bear Has a Stumpy Tail**

## Read the passage.

Underline what Bear did while Fox watched on.

Highlight the words that show when Bear started pulling at his tail.

Fox watched as Bear put his tail in the water. Then she ran off laughing. Bear thought he felt some fish bite his tail. But what he was really feeling was water freezing around his tail. When the pain got too great, he pulled at his tail. Nothing happened. He pulled harder. He pulled so hard that his tail broke off. All that was left was a little stumpy tail, like bears have today.

Circle the time word in the second sentence.

Colour the sentence that shows what happened after Bear pulled his tail out of the water.

1 **When** did Fox leave? _____

_____

_____

2 **When** did the water start freezing around Bear's tail? _____

_____

_____

3 **When** did Bear start pulling at his tail? _____

_____

_____

4 What **finally** happened to Bear's tail? _____

_____

_____

**ACELY1680** Use comprehension strategies to build literal and inferred meaning

# Wednesday
# Finding the main idea

L.I. I can find the main idea of a text to create a summary using the key words.

**In this lesson we will be learning how to:**

- Find the main idea in a text
- Identify key words within the text
- Seeing Mrs Muntz model how to summarise a text
- Using the knowledge learnt throughout the lesson to write your own summary
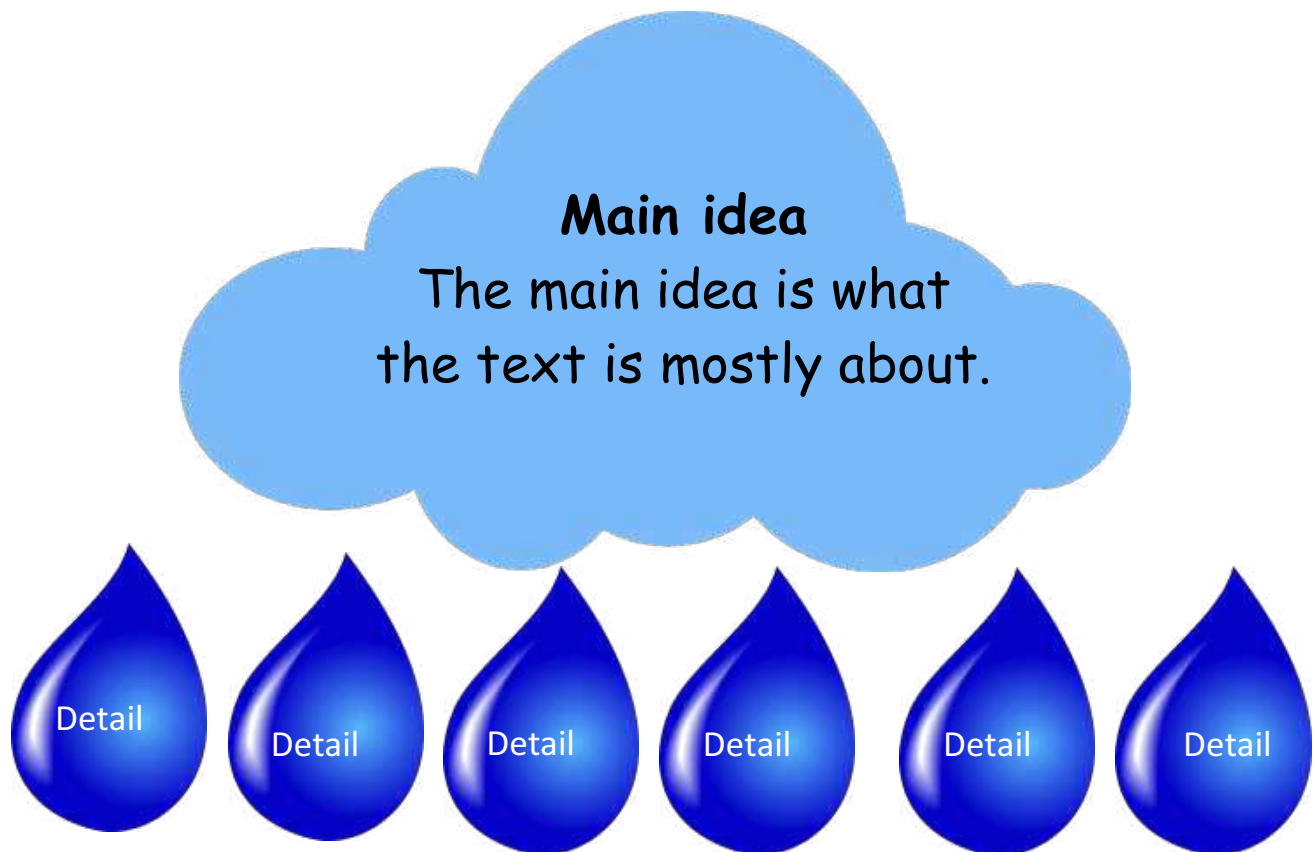
- TODAY A READER TOMORROW A LEADER

**Main idea and key words**

Before we can summarise we have to find the main idea and the key words. To be able to find this information the skill of not taking is very important.

Details are sentences that tell me more about, explain, or describe the main event.

# What is the main idea and details?

Main idea
The main idea is what the text is mostly about.

Detail

Detail

Detail

Detail

Detail

Detail

# To find the main idea ask:

- What is the text mostly about?
- What information is in the title?
- What do I learn from the pictures?
- Can I find the main idea in the first or last sentence?
- Are any words used repeatedly?

# Let's give it a go!

Jack loves animals. His favourite place to go is the pet store. He enjoys feeding the fish. He likes listening to the birds. He loves to pat the kittens. For his birthday, Jack is asking for a turtle. His birthday is May 5th.

**Main idea**
Jack loves animals

Detail
He loves to pat the kittens

Detail
Enjoys feeding the fish

Detail
He has asked

Detail
He likes listening to the birds

Detail
His favourite place is to go is the pet store

# OK IT'S TIME TO TRY THIS WITH A BOOK. WE'LL WORK TOGETHER.
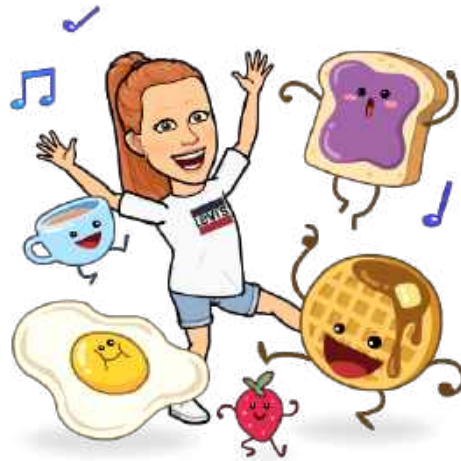


## Reuse

This is garbage.
It piles up.

We can help keep
Earth clean.

How?

Let's recycle!

We sort.
Paper. Glass. And more!
Into what?
Bins.

PAPER

GLASS

ALUMINUM

They are made into
new things.

This saves energy.

recycled
plastic

We reuse.
We use both sides of paper.
This saves trees

12

We save food scraps.
Why?
To make compost.

food scraps

14

We put it on soil.
It helps plants grow.

compost

15

Luke has a water bottle.

He reuses it.

This saves bottles.

water bottle

Mia uses a tote.

Where?

The library.

tote

And the store!

This saves bags.

Gia gives away her old toys.

She does not throw them away.

old tire

Can you reuse?

Yes!

How will you do it?

# **Main idea of the text reuse**

## What is the main idea?

## What three pieces of detail helped you to come to this conclusion?

1.

2.

3.

# What is the main idea?

When we recycle, we reuse things it helps save our Earth.

# What three pieces of detail helped you to come to this conclusion?

1. Reusing paper helps save trees

2. Reusing water bottles saves plastic bottles

3. Reusing food scraps helps the soil for plants to grow.

# Safety Tips Missing Words

Fill in the missing words to find out all the safety tips. Use the pictures underneath to help you find the missing words.

ROYAL LIFE SAVING
AUSTRALIA

If you get into trouble in the water, signal for _ _ _ _ .

Adults should _ _ _ _ _ _ _ _ _ children in the water.

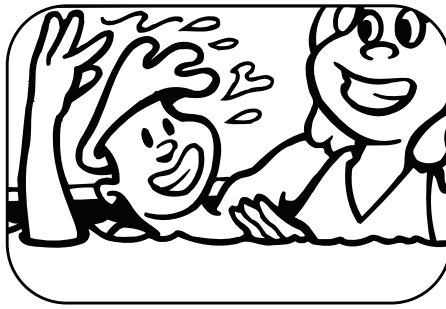Always wear a _ _ _ _ _ _ _ _ _ _ when you go boating.

_ _ _ _ _ objects can be hidden under the water surface.

A pool must have a _ _ _ _ _ around it to restrict access.

Learn to _ _ _ _ , it's fun.



**LIFEJACKET**



**SWIM**
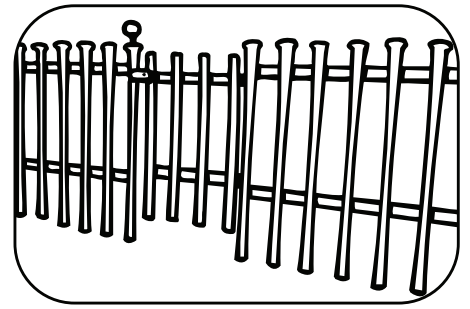


**FENCE**



**SHARP**
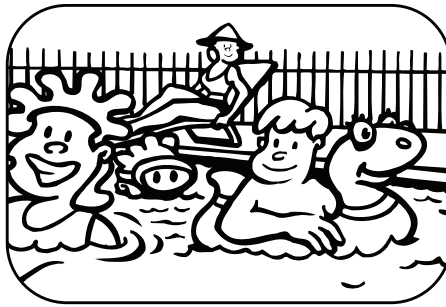


**SUPERVISE**
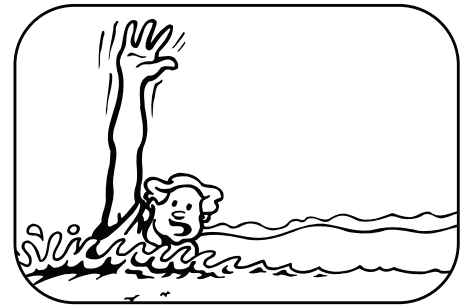


**HELP**

# Safety Tips for Rivers, Lakes and Dams

Fill in the missing words to make your own safety list.

ROYAL LIFE SAVING
AUSTRALIA

Use the pictures underneath to help you find the missing words.

Don't walk near the edge of a bank, you could _ _ _ _ in.

Watch out for _ _ _ _ _ objects.

Always _ _ _ _ with an adult.

Do not _ _ _ _ near boat ramps.

Always wear a PFD when you're in a _ _ _ _ .
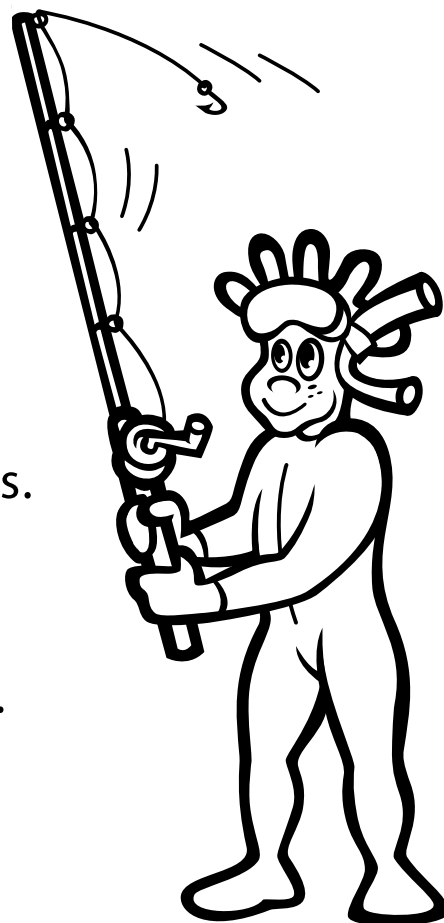
boat

fall

fish

swim

sharp
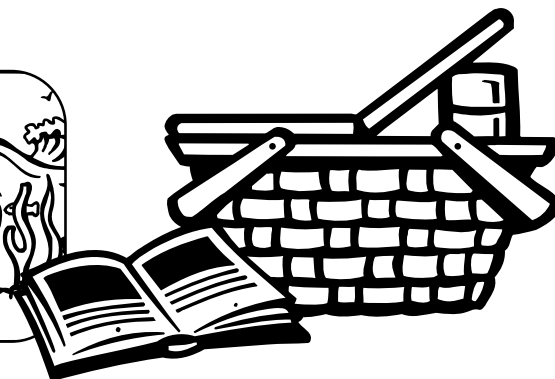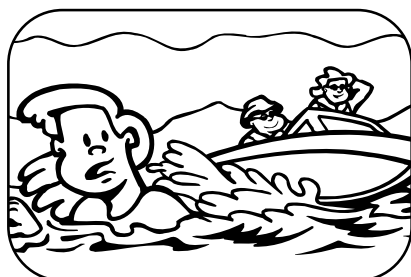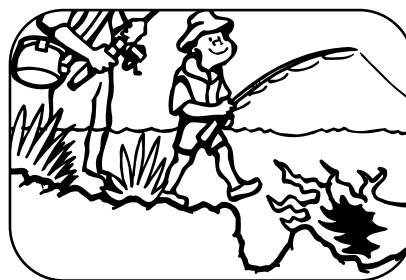
# Identify Rescue Aids

Circle the things that you could use to rescue someone in trouble in the water.

ROYAL LIFE SAVING
AUSTRALIA
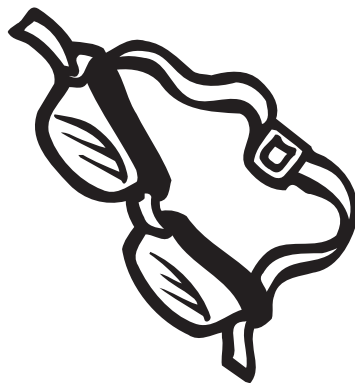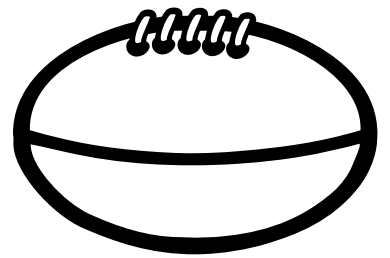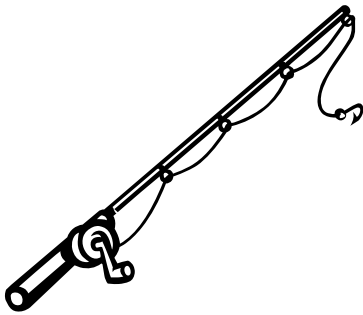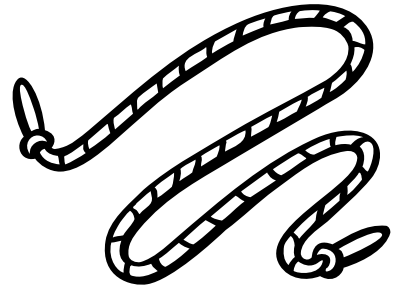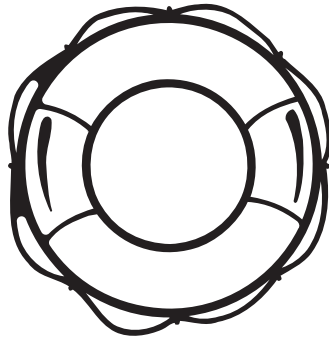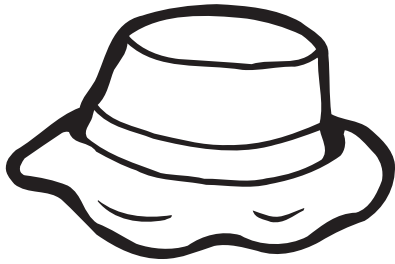
# Crack the Code

Using the letter/number code below, fill in the letters to read the secret message.

| A | B | C | D | E | F | G | H | I | J | K | L | M |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

19 23 9 13   1 14 4   19 21 18 22 9 22 5   20 5 1 3 8 5 19

S W I M   A N D   S U R V I V E   T E A C H E S

19 1 6 5 20 25   9 14   15 14   1 14 4   1 18 15 21 14 4

S A F E T Y   I N   O N ,   A N D   A R O U N D

20 8 5   23 1 20 5 18

T H E   W A T E R

# Summarise

Summarise means to retell the main ideas or events in a text in your own words.

**When you are summarising a text, it is important to:**
- pull out the main ideas
- use key words and phrases
- use your own words
- use connective words (then, and, furthermore)
- identify story elements (characters, plot, setting, problem and solution).

### The Three Little Pigs

Once upon a time there was an old sow with three little pigs, and as she had not enough to keep them, she sent them out to seek their fortune.

The first that went off met a man with a bundle of straw, and said to him, "Please sir, give me that straw so I can build a house"; which the man did, and the little pig built a house with it. Along came a wolf, and knocked at the door, and said, "Little pig, little pig, let me come in."

To which the pig answered, "No, no, not by the hair of my chinny chin chin."

"Then I'll huff and I'll puff, and I'll blow your house in!" said the wolf. So he huffed and he puffed, and he blew his house in, and the scared little pig ran away.

The second pig met a man with a bundle of wood, and said, "Please sir, give me that wood to build a house"; which the man did, and the pig built his house.

Then along came the wolf and said, "Little pig, little pig, let me come in."

"No, no, not by the hair of my chinny chin chin."

"Then I'll puff and I'll huff, and I'll blow your house in!" said the wolf. So he huffed and he puffed, and he puffed and he huffed, and at last he blew the house down, and the scared little pig ran away.

The third little pig met a man with a load of bricks, and said, "Please, sir, give me those bricks to build a house with"; so the man gave him the bricks, and he built his house with them. So the wolf came, as he did to the other little pigs, and said, "Little pig, little pig, let me come in."

"No, no, not by the hair of my chinny chin chin."

"Then I'll huff and I'll puff, and I'll blow your house in."

Well, he huffed and he puffed, and he huffed and he puffed, and he puffed and he huffed; but he could not blow the house down.

Then the wolf was very angry indeed, and declared he would eat up the little pig and his brothers, and that he would climb down the chimney after them.

When the little pig saw what he was about to do, he put on a pot full of water, and made up a blazing fire, and, just as the wolf was coming down the chimney, took off the cover of the pot, and the steam rose up the chimney and burnt the wolf. He ran away and the three little pigs lived happy ever after.

- Pig 1 built his house of straw.
- The wolf puffed and he blew down the house.
- Pig 2 built his house of sticks.
- The wolf blew down the house of sticks.
- The third pig built his house of bricks.
- The wolf tried, but he could not blow down the house of bricks.

**Name:** _____  **Date:** _____

# Reading Response: Summarising

**What is it?**

A summary is a brief explanation (in your own words) of the main ideas or key events of a text.

Brainstorm ten words that describe the main ideas in your text.

What is the author's main purpose for writing the text?

_____

_____

_____

_____

Using some or all of the vocabulary and ideas you have brainstormed, write a summary of the text.

_____

_____

_____

_____

_____

_____

_____

_____

# Non-Fiction Text – All About Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.
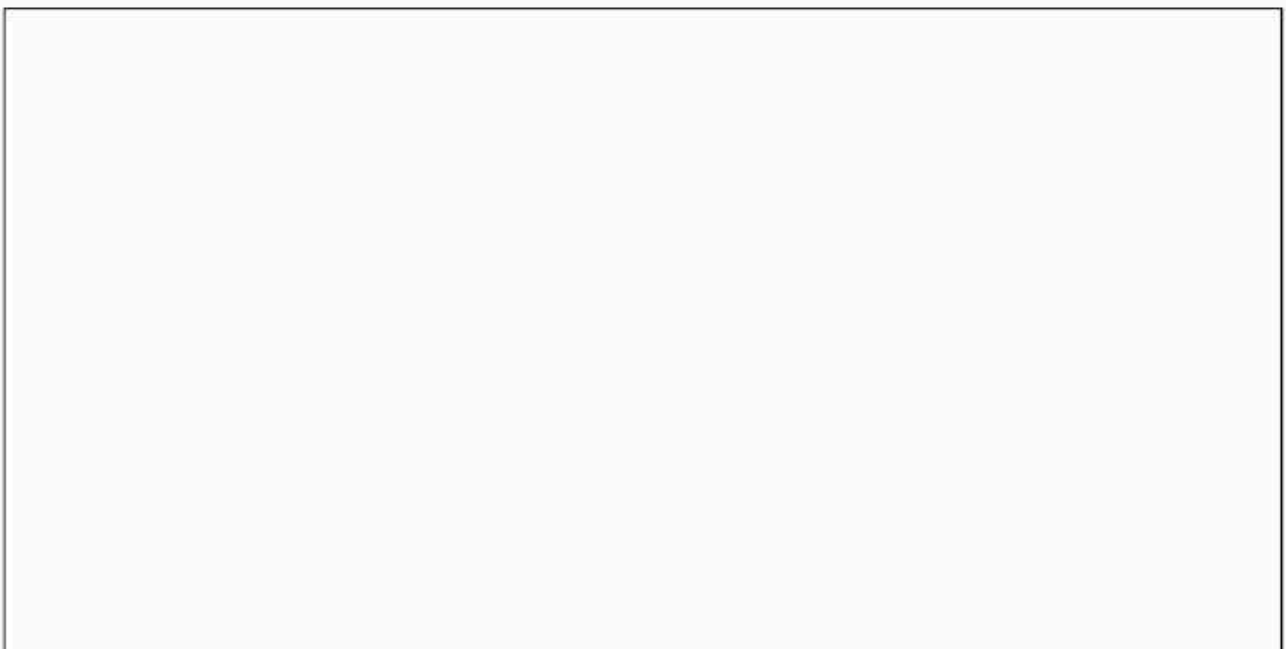
**After you read – Summarising**

The main idea of a text can be described as the topic that a text is mostly about. Write a paragraph to summarise the text, *All About Thunderstorms*.

_____

_____

_____

_____

_____

Now that you have read the text, go back and fill in the second column of the table on the previous page.

**Creative activity**

Using the sights, sounds and smells from both texts, draw your own colourful picture of a thunderstorm in the box below.

# Math Warm-ups

Name: _____

1. 85 + 63 =

2. Round these numbers to the nearest 10:

15: _____
32: _____
59: _____

3. Shannon started her homework at 3:30 p.m. If she worked for 1 hour And 20 minutes, what time did she finish?

4. 22 - 6 =

5. Write in standard form. 6,000 + 300 + 20 + 2

_____

5. Olivia baked 32 cookies. 18 were chocolate chip, and the rest were oatmeal. How many were oatmeal?

6. 82 + 56=

7. Complete this pattern:

3, 6, 9, 12, _____, _____, _____

8. 688- 290=

9. If Jana sold 23 candles and Lexi sold 56 candles, how many did they sell total?

10. Sarah wants to finish a story that is 325 pages. If she read 132 pages last week, and 109 pages this week, how many more pages does she need to read?

# Chance Experiment Open-Ended Task

I can perform repeated trials of a chance experiment. (ACMSP067)

My chance experiment is: _____

_____

Equipment I will need: _____

_____

I will complete my chance experiment by: _____

_____

My prediction is: _____

_____

Chance Experiment Results: (Hint: Create a table)




Was your prediction correct?      Yes    /    No

If you were to complete this chance experiment again, do you think the results would be the same? Why/why not?

_____

_____

_____
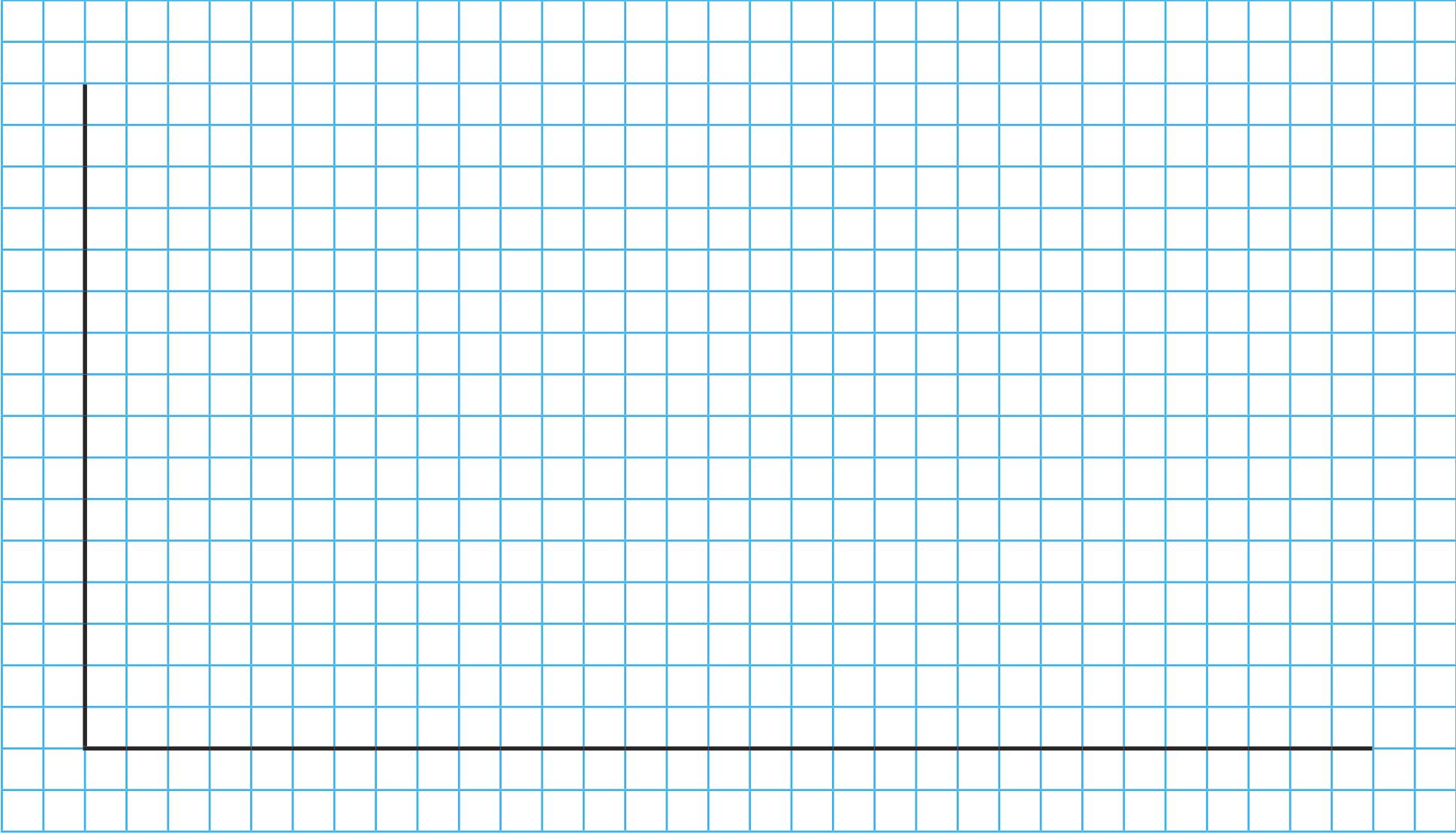
# Math Warm-ups

Name: _____

## Week 2

1. Alexis needs to be home by 6:30 p.m. If it takes her 32 minutes to get home, what time will she need to leave?

2. Write in expanded form.

8,296

_____

3. 823 - 299 =

4. Mrs. Smith's class has 6 birthdays in December, 4 in January, and 3 in February.  How many birthdays are in February or December?

5. Complete the chart.

| Add 22 | |
|---|---|
| 10 | 32 |
| 75 | |
| 16 | |

5. Finish the pattern:

985, 990, 995, _____, _____, _____

6. Round these numbers to the nearest 10:

82: _____
68: _____
91: _____

8. Tell if each number is even or odd.

86: _____
90:_____
101:_____

9. Which shape has 5 sides and 5 angles?

10. 10 x 12 =

# Maths Week 3 Tuesday

## DATA INVESTIGATION

Yesterday we discovered that you can find data through completing an observation.

- We found that you record data using tally marks, lists and tables.
- We found that we could record data in column graphs
- We found that we could interpret the data using chance language

Today we're going to investigate how we can decide on good questions to collect data using a survey.

Imagine we want to find out the class's favourite animal?

What questions could we ask?

If we ask 'What is your favourite animal?' we would get many different responses. So let's refine the question to 'What is you favourite Australian Animal?. Still we could get 15 responses. That would be hard to put in a column graph.

Or.. We could also list a few Australian animals to create categories which people could choose from.

# Maths Week 3 Tuesday

## DATA INVESTIGATION

| 3H | |
|---|---|
| Australian Animal | Number of Children |
| Koala | IIII I |
| Kangaroo | IIII II |
| Wombat | IIII |
| Echidna | IIII II |
| Emu | III |

Favourite Australian Animals - 3H



| 3V | |
|---|---|
| Australian Animal | Number of Children |
| Koala | IIII IIII I |
| Kangaroo | IIII I |
| Wombat | IIII |
| Echidna | I |
| Emu | IIII |

Favourite Australian Animals - 3V



| 3C | |
|---|---|
| Australian Animal | Number of Children |
| Koala | IIII II |
| Kangaroo | IIII IIII II |
| Wombat | III |
| Echidna | IIII |
| Emu | III |

Favourite Australian Animals - 3C



| 3K | |
|---|---|
| Australian Animal | Number of Children |
| Koala | IIII II |
| Kangaroo | IIII IIII II |
| Wombat | III |
| Echidna | IIII |
| Emu | III |

Favourite Australian Animals - 3K



Four classes at Newbridge answered a question about their favourite Australian Animals from some categories. **Answer the following questions**

# Maths Week 3 Tuesday

## DATA INVESTIGATION

## Use the Graphs and answer the questions

1) How are these column graphs similar and different? Explain why?

.............................................................................................................................

.............................................................................................................................

.............................................................................................................................

2) Are the labels the same? Provide evidence.

.............................................................................................................................

.............................................................................................................................

.............................................................................................................................

3) Was the same animal the most popular in every class, provide evidence?

.............................................................................................................................

.............................................................................................................................

.............................................................................................................................

## Maths Week 3 Tuesday

### DATA INVESTIGATION

## Use the Graphs and answer the questions

4) Was the same animal the least popular in every class, provide evidence?

.................................................................................................................................

.................................................................................................................................

5) Was the data from any class very different from the data from the other classes?

.................................................................................................................................

.................................................................................................................................

6) Do all the graphs have the same features?- Titles, vertical and horizontal axes, categories on the horizontal axis, numbers on the vertical axis?

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

# Maths Week 3 Tuesday

## DATA INVESTIGATION

## Survey Questions:

Create 3 survey questions you could ask different people. Make sure you focus on one category and have different options to choose from.

1) .................................................................................................................................

.................................................................................................................................

2) .................................................................................................................................

.................................................................................................................................

3) .................................................................................................................................

.................................................................................................................................

# Math Warm-ups

Name: _____

**1. What is another way to write half past 11 o'clock?**

**3. 891 - 316 =**

**4. Mrs. Smith gave two folders to each student. There were 12 pieces of paper in each folder. How many pieces of paper did she give each student?**

**5. Complete the chart.**

| Subtract 5 | |
|---|---|
| 15 | 10 |
| 82 | |
| 103 | |

**5. How many candles did Lee, Matt, and Amy sell all together?**

| Candles Sold | |
|---|---|
| Lee | 16 |
| Matt | 22 |
| Amy | 39 |

----------------------------------------

**6. Round these numbers to the nearest 10:**

92:      _____
107:     _____
1,283:   _____

**7. Write in word form: 869**

_____

**8. 486 + 128 =**

**9. 11 x 5 =**

**10. 6 x 8 =**

# Maths Week 3 Wednedsay

## DATA INVESTIGATION

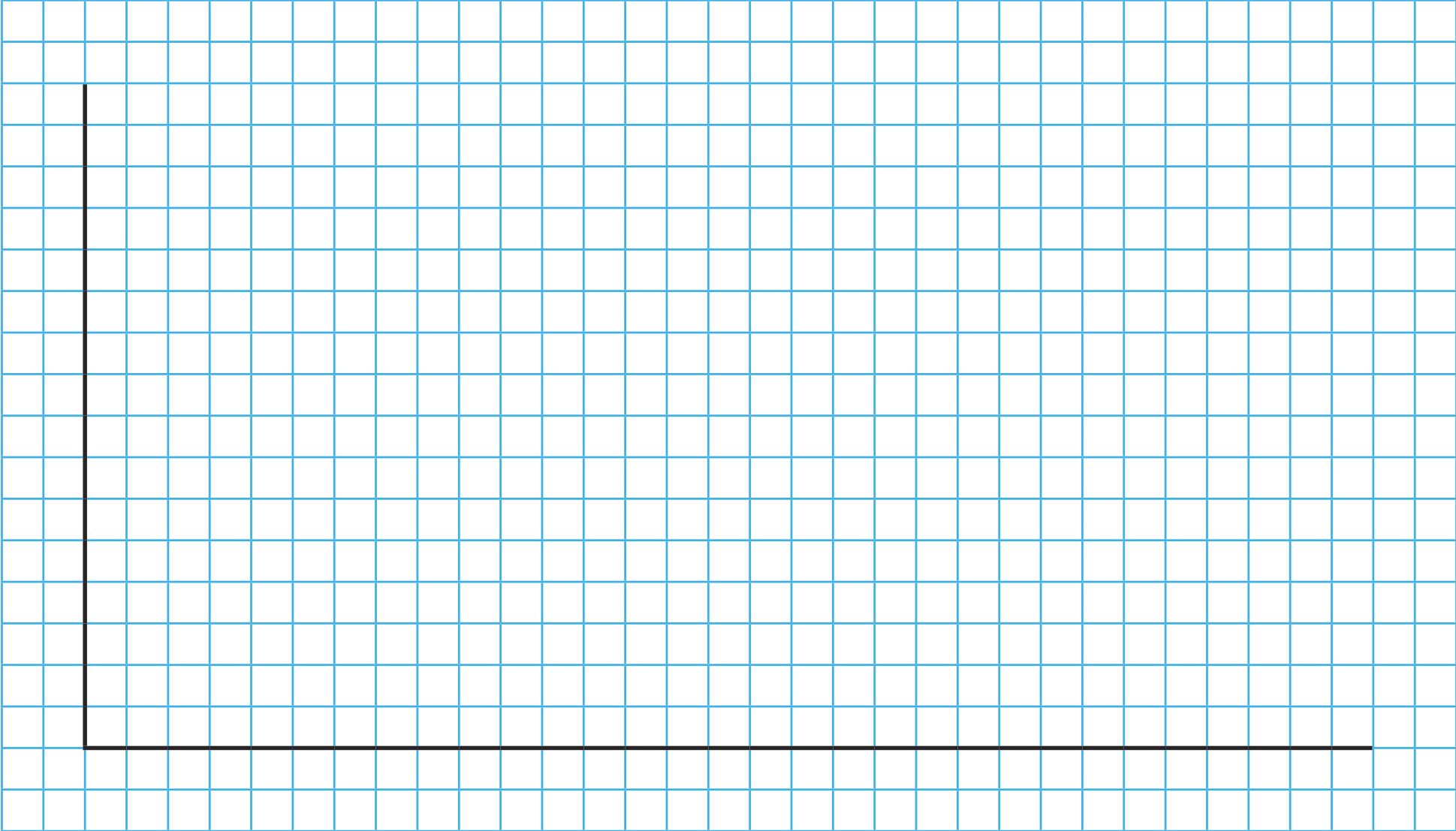Yesterday you created 3 survey questions you could ask people to get information.

Choose 1 question from yesterday  and ask as many people as you can. This could mean calling and messaging your family, friends or asking students on your google classroom page.  The *last option is If you are unable to do the suggestion make up your results.*

Collect all your responses, make a table and then create a column graph

Example:

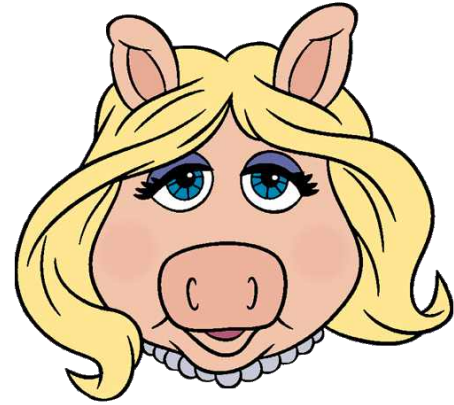| 3K | |
|---|---|
| Australian Animal | Number of Children |
| Koala | IIII II |
| Kangaroo | IIII IIII II |
| Wombat | III |
| Echidna | IIII |
| Emu | III |

Table:

# MATHAROO
### helping kids jump into maths

Student Name: _____

Grade:_____   Date:_____

1. A new muppet movie is on the way. It will include Miss Piggy and Kermit, the Frog. How many **MORE** letters are there in the frog's <u>full</u> name than in the pig's <u>full</u> name?

2. Write down all the **ODD** numbers between 18 and 30.

3. There are 40 different "BRICKS" sets in one supermarket promotion. Sarah wants to collect at least half of the full set. She already has 5 sets. How many more does she hope to collect?

4. There were 7 big kangaroos in a paddock on Matthew's farm. How many kangaroo legs and tails were there in that paddock?

5. Lucas's mum starts each day with a cup of strong coffee. How many cups of coffee would that be altogether in one fortnight, before breakfast? (It's her <u>only</u> coffee each day.)

6. There were 8 eggs in a nest in a tree close to Claire's house. Last week, half of the eggs hatched. How many eggs are left in that nest?
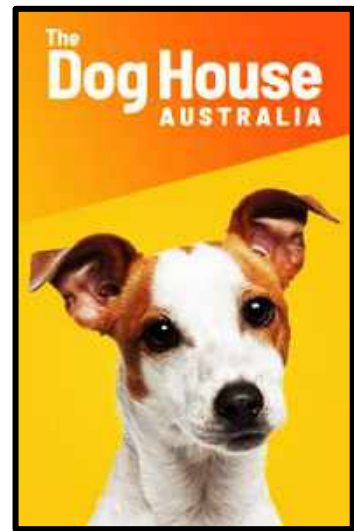
7. Jack and Jill went up the hill, hiking. They hiked for 1½ hours, had a picnic for ½ an hour, and took an hour to return. What was the <u>total</u> time the hike took them?

MATHAROO

helping kids jump into maths

The Dog House AUSTRALIA

1. A new TV show, "THE DOG HOUSE AUSTRALIA", begins this week. The first episode shows dog lovers trying to pair up a rescue dog with hopeful people wanting a dog. If it usually takes 5 tries before a good match happens, what FRACTION of meeting possible rescue dogs is often successful?

2. Bella has been practising for the hop-step-jump event at the school sports. Her best effort was for a hop of 72 cm, a step of 88 cm and a jump of 82 cm. What total distance did she cover in this "best effort"?

3. A litter of 10 puppies was born in Mildura recently. The whole litter will be kept together until they are 8 weeks old. How many DAYS are there in 8 weeks?

4. There were 17 chairs in the doctor's waiting room. How many chair legs were there in that room?

5. A Grand Final Trophy – a chopping board – is selling at the moment for $89.95. If postage for the board costs $9.95, what is the total cost of that souvenir, including postage and handling?

6. Frankie's mum bought 2 loaves of bread @ $2.90 each, 4 shell rolls @ 45 cents each, and 2 jam donuts @ $1.50 each. How much change did she get from a $20 note?

7. The ONLY words one actor had to say in a recent movie were the words "Oops! Sorry!", when she bumped into a lady with a pram. How many SYLLABLES were in there in those two words?

8. On rubbish day in Barry's street, the rubbish trucks collect rubbish from all 137 houses. If each house has 2 different bins, how many bins are emptied in that street altogether on rubbish day?

9. **Open-ended Question:** Jackson eats a stack of 4 small pancakes each morning for breakfast. If it takes the same number of minutes for him to eat each of those pancakes, how long **MIGHT** it take him to eat them all?

**Student Name:** _____

**Grade:_____    Date:_____**

1. Facebook and Instagram went offline on Wednesday of last week. Ted usually spends around 42 minutes per day on Instagram. But, because of the outage, he was only able to spend a third of his usual time on Instagram on that day. How many minutes did he miss out on?

2. Aussie marathon swimmer Chloe McCardle has just completed her 43rd crossing of the English Channel. It took her 10 hours and 54 minutes of continuous swimming. If her swim began at 5:43 am, at what time did her swim finish?

3. The 13th series of Masterchef returns to TV this week. If the first show in this series is scheduled to run for 90 minutes, but actually ran for 1 hour 54 minutes, by how many minutes would it over-run the scheduled time?

4. It takes Mabel 1½ seconds to tear open one of the supermarket plastic toys, 5¼ seconds to peel off the labels from the label sheet, and 3¾ seconds to mount the labels on the model correctly. If she has 5 of those models to open and label, and she did them one after the other with no time lost, how long did it take her in total?

5. Bananas at one supermarket are costing $2.80 per kilogram this week. If there are 4 of these (quite big) bananas in a kilogram, find the price of 30 bananas.
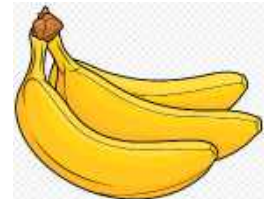
6. A Lego exhibition in Mt Gambier recently had around 45 exhibitors. Most of these "Lego lovers" said it took them 10 weeks to plan their display, and another 10 weeks to actually build their model for the Exhibition. The exhibition was held on October 3rd & 4th. On what date would planning of models have begun?

7. Any Australian households that didn't complete last month's Census are being fined up to $222 **PER DAY** as a penalty. If 2¾ dozen families in Joe's suburb are fined that amount, how much money do those fines add up to in total?

8. OPEN-ENDED QUESTION: Find 4 numbers BETWEEN 3 and 3.00264

**MATHAROO**

helping kids jump into maths

1. Dannii Minogue, a popular entertainer and singer, has recently SOLD a house in the Melbourne suburbs for a reported $2.56 million. If her estate agent charged a 1.5% commission, how much would that estate agent earn from that big sale?

2. Singer Kylie Minogue, Dannii's older sister, recently sold her house. It sold for a reported $1.715 million. If her estate agent charged her 2% commission, plus an extra $18,000 for advertising, how much money would she actually receive from that sale?

3. According to recent statistics, 51 percent of Australians feel satisfied with their lives. The current Australian population is 26 million people. At that rate, how many Australians do **NOT** feel satisfied with their lives?

4. An electric light pole in Paris fell down last week. When engineers checked it out, they found that its base had been weakened by dog wee. (Yes! It's TRUE!) If 65 dogs per week had a wee of 80 millilitres on that pole for the past 5 years, how many LITRES of wee would that be in total?

5. I am a FRACTION equivalent to $\frac{2}{5}$. My numerator is 21 less than my denominator. What fraction am I?

6. After recent grand finals, one club has been selling millions of dollars worth of club footy jumpers. Players have received up to $20,000 each as their part of the sale of footy jumpers. Footy jumpers cost $85 each RRP. What multiple of $85 is $20,400?

7. Evaluate   $3^3 + 4^3 - 5^2 =$ ___

8. Elijah's dad is driving their car at 70 kilometres per hour. His neighbour, Jonno, is driving another car. The average speed of the two cars is 82 kilometres per hour. How fast is Jonno driving, in kilometres per hour?

9. **Open-ended Question:** What **MAY** be the length of a farm rectangular paddock fence if the paddock has an area of 12,800 square metres? Give 3 possible sets of lengths and widths.

# Matharoo ANSWER SHEET

**for Matharoo sheets 31 21 for week beginning 11ᵗʰ October, 2021**

## ANSWERS – Matharoo Lower-Primary Worksheet LP 31 21

1. 4 more letters
2. 19, 21, 23, 25, 27, 29
3. 15 more sets
4. 21
5. 14 cups
6. 4 eggs
7. 3 hours

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

## ANSWERS – Matharoo Mid-Primary Worded Worksheet MP 31 21

1. 1/5
2. 242 cm = 2 metres 42 cm
3. 56 days
4. 68 legs
5. $99.90
6. $9.40 change
7. 3 syllables
8. 274 bins
9. Various answers

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

## ANSWERS – Matharoo Upper-Primary Worded Worksheet UP 31 21

1. 28 minutes
2. 4:37 pm
3. 24 minutes
4. 52.5 seconds
5. $21
6. May 16ᵗʰ, May 17ᵗʰ
7. $7,326
8. Various answers

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

## ANSWERS – Matharoo Extension Worded Worksheet EW 31 21

1. $38,400
2. $1,662,700
3. 12,740,000 people
4. 1,352 litres
5. 14/35
6. 240
7. 66
8. 94 kph
9. Various answers

# SPELL YOUR NAME
## Activity for KIDS

**A** Chomp your arms 10 TIMES like an ALLIGATOR

**B** Bounce up and down 15 times

**C** CLAP your hands above your head 10 times

**D** DANCE around like a Monkey for 2 minutes

**E** Pretend you are an ELEPHANT for 20 seconds

**F** FLAP your arms like a bird 20 times

**G** GALLOP like a horse for a minute

**H** HOP like a bunny 20 times

**I** 10 Jumping Jacks and high as possible

**J** JUMP on one foot for the count of 10 then switch feet and jump 10 more times

**K** 10 Side KICKS on each leg

**L** Squat down and JUMP up high 10 times

**M** Shake your HIPS side to side for the count of 15

**N** 10 TOE touches

**O** Pretend you are an OCTOPUS and swing your arms around for 5 seconds

**P** 15 AIR Punches

**Q** Stretch up high to the sky and then touch the floor 10 times

**R** Jump Like a FROG 10 times

**S** Skip for 20 seconds

**T** Go up on your tip toes and back down 10 times

**U** 20 Elbow to your Knee touches

**V** Put your hands on your hips and twist left to right 10 times

**W** WIGGLE all over for 10 seconds

**X** MARCH like a soldier for 30 Seconds

**Y** Kick back like a DONKEY 10 times on each leg

**Z** Jump with your feet together 10 jumps forward

# My VISION Board

A vision board is a sacred space to display what you want out of life and how you would like to feel. It can be created using magazine clippings, drawings, affirmations, print-outs, words and decorative items.

Create your own vision board in the space below.
Remember: It should represent what you want AND how you want to feel.