



AT HOME LEARNING


Year 3

Week 1

Year 3 Learning Timetable

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and/or siblings.

Resources needed: Activity resources found at the end of this document.

<p>Week One</p>  <p>Week One Tasks</p>	<p>Day 1</p>	<p>Day 2</p>	<p>Day 3</p>	<p>Day 4</p>	<p>Day 5</p>																				
<p>Morning</p> <table border="1" data-bbox="667 1917 836 2163"> <tr> <td>calendar</td> <td>author</td> </tr> <tr> <td>dollar</td> <td>motor</td> </tr> <tr> <td>artist</td> <td>visitor</td> </tr> <tr> <td>garden</td> <td>actor</td> </tr> <tr> <td>doctor</td> <td>sailor</td> </tr> </table> <table border="1" data-bbox="890 1917 1059 2163"> <tr> <td>father</td> <td>mother</td> </tr> <tr> <td>discover</td> <td>sister</td> </tr> <tr> <td>weather</td> <td>parent</td> </tr> <tr> <td>other</td> <td>party</td> </tr> <tr> <td>answer</td> <td>solar</td> </tr> </table>	calendar	author	dollar	motor	artist	visitor	garden	actor	doctor	sailor	father	mother	discover	sister	weather	parent	other	party	answer	solar	<p>Have a go at tying up your shoes.</p> <p>English Look, Say, Cover, Write and Check your spelling words for the week.</p> <p>Text Seuss, Dr. 1971, <i>The Lorax</i>, Random House, New York. (Or use an internet search engine to find a read-aloud version of the story.)</p> <p>Discuss purposes for writing</p> <ol style="list-style-type: none"> 1. Look at the title and cover of <i>The Lorax</i> and read the name of the author/illustrator. 2. Discuss the following questions with another person. <ol style="list-style-type: none"> a. What other books did Dr. Seuss write? b. What is special or different about the books that Dr. Seuss wrote? 	<p>Can you help make dinner tonight?</p> <p>English Write out your spelling words Practise your spelling words by writing a sentence for each one.</p> <p>Text Seuss, Dr. 1971, <i>The Lorax</i>, Random House, New York. (Or use an internet search engine to find a read-aloud version of the story.)</p> <div data-bbox="1029 1198 1157 1422" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p>Nonsense or made-up words are an interesting language feature of <i>The Lorax</i>. Dr. Seuss was an expert at using nonsense words in his stories. It is enjoyable to listen to nonsense words and fun to make them up too.</p> </div> <p>Turn to page 4 of <i>The Lorax</i>, which begins with 'You won't ...</p> <ol style="list-style-type: none"> a. What is the first nonsense word on this page (not 	<p>Have you cleaned your teeth in the morning and night?</p> <p>English Practise writing your spelling words in alphabetical order.</p> <p>Text Seuss, Dr. 1971, <i>The Lorax</i>, Random House, New York. (Or use an internet search engine to find a read-aloud version of the story.)</p> <p><small>In writing, different types of sentences have different functions. This means they are used for different purposes. The types of sentences and their functions are:</small></p> <ul style="list-style-type: none"> • exclamation — a sentence that shows excitement or surprise using an exclamation mark (!) • question — a sentence that asks about something using a question mark (?) • statement — a sentence that gives information • command — a sentence that tells somebody to do something <p>Turn to the last page of <i>The Lorax</i> and read the text carefully. What types of sentences can you find?</p> <p>What type of sentence occurs most often on this page?</p>	<p>Could you help bring in the clothes?</p> <p>English. Make a matching pairs game using your spelling words. Play with a family member.</p> <p>Text Seuss, Dr. 1971, <i>The Lorax</i>, Random House, New York. (Or use an internet search engine to find a read-aloud version of the story.)</p> <p>Write two or three sentences giving your opinion of the story, <i>The Lorax</i>. Explain whether you liked or did not like the story. Include at least two reasons for your opinion.</p> <p>Complete the parts of speech colour by code</p> <p>Remember: Adjectives are describing words</p>	<p>Are you able to help fold the clothes?</p> <p>English Play fly swat with your spelling words. Write your words on pieces of paper. Then when an adult says a word, you find the word and splat it with your hand.</p> <p>Time how long it takes to write out your spelling words. Try again. See if you can beat your first time.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together. How does the title describe the content of the book? Was the title a good one for this book? Why or why not?</p>
calendar	author																								
dollar	motor																								
artist	visitor																								
garden	actor																								
doctor	sailor																								
father	mother																								
discover	sister																								
weather	parent																								
other	party																								
answer	solar																								

	<p>c. Why do you think Dr. Seuss might have written these books?</p> <p>d. What do you already know about the book <i>The Lorax</i>?</p> <p>Read the first three pages of <i>The Lorax</i> out loud and listen carefully for the rhyming words.</p> <p>3. Discuss the following questions with another person.</p> <p>a. What effect does the use of rhyming words have on the reader?</p> <p>b. Can you identify the rhyming patterns that have been used? Are they ABAB, ABCB or new patterns?</p> <p>c. Has the same rhyming pattern been used in each of the verses on the first three pages?</p> <p>What reasons do you think the author had for writing <i>The Lorax</i>?</p> <ul style="list-style-type: none"> -to scare children -to entertain children -to give children a message about the environment -to describe what life was like in the olden days -to encourage children to read <p>4. Discuss the following questions with another person and write the answers down.</p> <p>a. Find two examples of rhyming language that you found entertaining.</p>	<p>including 'Once-ler'?</p> <p>b. What do you think this word might mean? (Find context clues to help you.)</p> <p>Context clues are pieces of information on the page that help us to understand the story and the meaning of words. Context clues that might help us to work out the meaning of a word can be:</p> <ul style="list-style-type: none"> • illustrations • other words in the text • the way the word is used. <p>Write down 5 other nonsense words from the text and write what you think they mean.</p> <p>Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p> <p><i>Imagine you are in a different place i.e. outer space, on safari in a jungle or a place of your choice. Repeat the activity and describe what you can see out the window.</i></p>	<p>Which character is giving the commands?</p> <p>To whom are they giving commands and why?</p> <p><i>Write some of your own examples of each different type of sentence.</i></p> <p>Complete the Sydney Opera House editing worksheet.</p>	<p>Nouns are the names of objects and things Verbs are doing words</p> <p>Write about a character from a book that you would like to dress up as for book week.</p> <p>What do they look like?</p> <p>Describe their personality?</p> <p>Why did you chose this character?</p>	<p>Writing - Write a list of food you would like for a dinner. Think of a main dish and dessert.</p>
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	<p>b. What message do you think the author was trying to share?</p> <p>c. Which parts of the story will you always remember after you have finished reading this book?</p> <p>Handwriting</p> <p>Complete the handwriting activity on Uluru.</p>				
Break					
Middle	<p>Mathematics</p> <p>Get some counters (or sultanas or M&Ms or Tiny Teddies etc.)</p> <p>Take a handful of counters (or sultanas or M&Ms or Tiny Teddies etc.) and, without looking, estimate how many you have in your hand. Write down your estimates.</p> <p>Organise your counters.</p> <p>Draw your counter arrangement in your maths book. Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how many there are without having to count?</p>	<p>Mathematics</p> <p>Fractions of amounts</p> <p>Find eight things you can use to share out, to practise finding fractions of amounts. E.g. small pieces of paper, toothpicks, grapes, sweets etc....</p> <p>Share them out between 2 teddies to find $\frac{1}{2}$ and then between 4 teddies to find $\frac{1}{4}$ of them. Draw a picture representation of your fractions.</p> <p>Complete the addition and subtraction facts to 50 worksheet</p>	<p>Mathematics</p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation.</p> <p>Estimate which container will hold the most water?</p> <p>Order your containers from the most to the least.</p> <p>Draw the containers in order in your maths book.</p> <p>Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least.</p> <p>Draw your observations in your maths book. Was your estimate correct?</p>	<p>Mathematics</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book.</p> <p>Ask someone to help you describe your favourite pattern.</p> <p>Use ruler or tape measure to measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book.</p> <p>Complete the calculating change worksheet</p>	<p>Mathematics</p> <p>Complete the place value to four digits worksheet</p> <p>Using chalk or water and a paintbrush write your 10 times tables and 5 times tables out on the concrete.</p>

	<p>Are there more or less counters than you estimated? How many more or less?</p> <p>Complete the odd and even number rules worksheet.</p>		<p>Complete the number patterns worksheet</p>		
<p>Break</p> <p>Afternoon</p>	<p>Health</p> <p>Have you been watching the Olympic games?</p> <p>Match the sports to the descriptions.</p> <p>Find an Olympic athlete and complete the athlete profile.</p>	<p>Science</p> <p>Please see Science Booklet</p>	<p>Arts</p> <p>Make a musical instrument. Think about the variety of instruments you could create using a wide variety of materials. Try to choose recycled materials to create your instrument.</p> <p>Think about ways in which you could put your instrument to use in an ensemble or class composition. Consider creating something with the people in your home.</p> <p>Create a composition using only the materials you have created and perhaps some furniture or other things in your house they have unique sounds. Let your imagination go wild. Record your piece of music to share with the class or play your</p>	<p>HPE</p> <p>Ball skills</p> <p>With any size ball that is available practice: - toss and catch (one hand, two hand, add in clapping patters and left and right hands) -throw at a target (underarm and overarm from an increasing distance) - bounce and catch (one hand or two hand, add clapping patterns) -kick at a target (from the ground kick, from hands, from increasing distances)</p>	<p>Chinese</p> <p>Trace and copy the characters.</p>

				composition to your family.		
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一只手	一只手	一只手	一只手		
一双手	一双手	一双手	一双手		
上课	上课	上课	上课		
下课	下课	下课	下课		



Uluru

Read the following paragraph:

Uluru is one of Australia's most iconic landmarks. It is located in the Red Centre in the Northern Territory, Australia. Uluru is located in the Uluru-Kata-Tjuta National Park, in the middle of a typical Australian landscape of red dirt, plants and animals.

Trace the following paragraph:

Uluru is one of Australia's most iconic landmarks. It is located in the Red Centre in the Northern Territory, Australia. Uluru is located in the Uluru-Kata-Tjuta National Park, in the middle of a typical Australian landscape of red dirt, plants and animals.

Copy the paragraph:

Uluru is one of Australia's most iconic landmarks. It is located in the Red Centre in the Northern Territory, Australia. Uluru is located in the Uluru-Kata-Tjuta National Park, in the middle of a typical Australian landscape of red dirt, plants and animals.

The Sydney Opera House – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks

Capital Letter |||

Lower case letter /

Add end marks (.) (?) (!)

Spelling mistake (oval)

Add a word (^)

Doesn't make sense (—)

New paragraph []

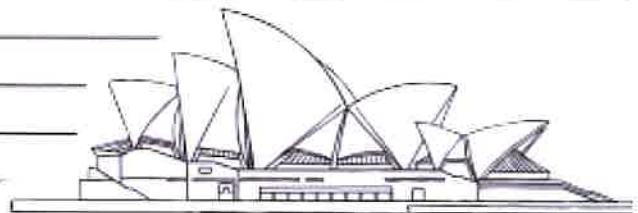
Add a space #

The sydney opera house is a multi-venue performing arts centre in Sydney, Australia. Its one of the 20th century's most famos and distinctive buildings?

it was designed by danish arkiteekt Jorn utzon and opened on 20th of October 1973 authorised work began to construct the Sydney opera house in 1958

the opera House is one of the most popular vistor attractions in Australia with more than ate million people visiting the site annually. Also, Approximately 350,000 visitors take guided tours of the building each year. On 28th of June 2007, the Sydney Opera House becam a UNESCO World Heritage site.

After you have edited the paragraph, rewrite the text correctly on the lines below.



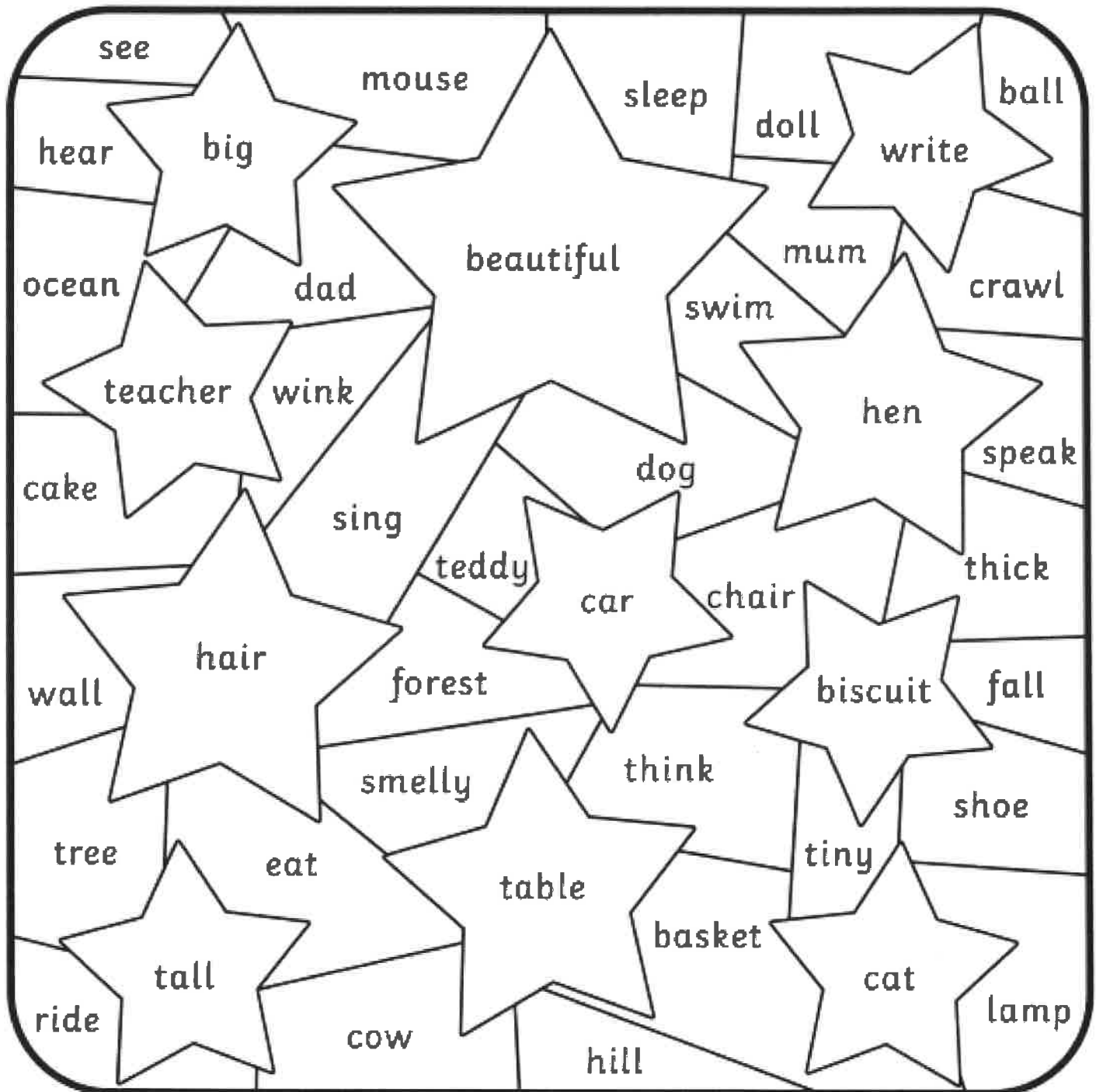
Parts of Speech

Colour picture using the key below...

Adjectives: red

Nouns: yellow

Verbs: green



Odd and Even Number Rules Activity

I can explain what odd and even numbers are.

Here is a collection of numbers. Decide whether they are odd or even and write them under the correct heading in the table.

4 9 7 12 33 54 16
28 15 41 36 20 11 21

Odd	Even

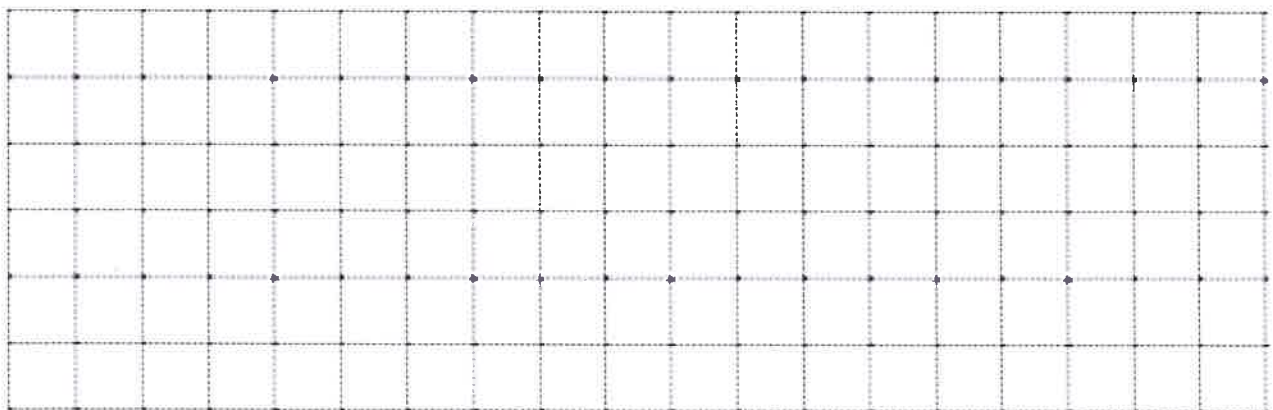
Is there a rule that you can think of for making it easier to identify if a larger number is odd or even? Explain your rule.

Addition and Subtraction Facts to 50

See how long it takes you to complete all of these or give yourself a set amount of time (say 5 mins) and see how many you can do.



$17 + 2 =$	$24 - 5 =$	$10 + 20 =$	$15 + 3 =$	$21 - 9 =$
$19 - 5 =$	$16 - 12 =$	$10 + 26 =$	$1 + 13 =$	$23 - 3 =$
$15 - 15 =$	$19 - 5 =$	$11 + 31 =$	$17 + 3 =$	$12 + 22 =$
$1 + 44 =$	$29 - 11 =$	$22 + 18 =$	$36 - 6 =$	$31 - 14 =$
$20 + 30 =$	$21 + 16 =$	$20 + 16 =$	$36 - 4 =$	$42 - 6 =$
$25 - 7 =$	$22 + 9 =$	$35 - 9 =$	$11 + 31 =$	$32 + 16 =$
$32 - 12 =$	$36 + 11 =$	$38 - 2 =$	$33 + 1 =$	$37 - 5 =$
$40 - 5 =$	$28 + 9 =$	$1 + 49 =$	$35 + 8 =$	$23 - 15 =$
$34 - 11 =$	$17 + 19 =$	$30 - 19 =$	$38 + 4 =$	$32 - 16 =$
$42 - 7 =$	$44 + 5 =$	$48 - 9 =$	$50 - 0 =$	$3 + 38 =$



Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

9	___	19	24	___	___
---	-----	----	----	-----	-----

Rule: _____

48	44	___	___	32	___
----	----	-----	-----	----	-----

Rule: _____

99	90	___	72	___	___
----	----	-----	----	-----	-----

Rule: _____

110	130	___	170	___	___
-----	-----	-----	-----	-----	-----

Rule: _____

107	97	___	___	67	___
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Rule: _____

36	42	___	54	___	___
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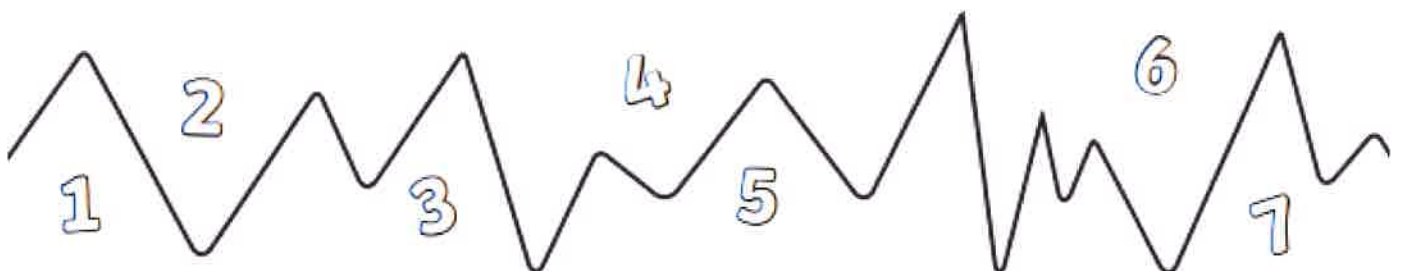
Rule: _____

24	36	48	___	___	___
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Rule: _____

235	233	___	229	___	___
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Rule: _____

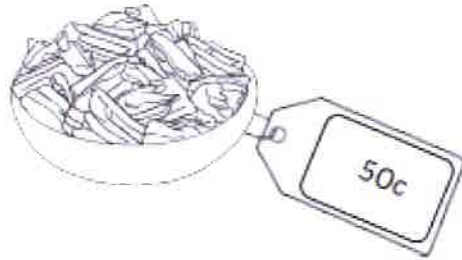


Calculating Change

1. Draw the coins and write the amount that you would receive as change if you bought these items with the money shown.



60c

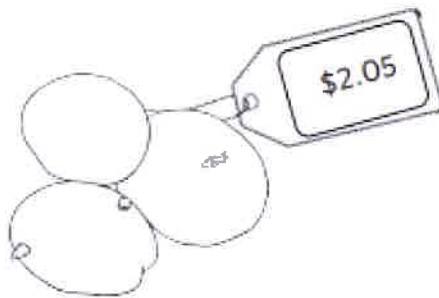


Change:

\$ _____



\$2.20



Change:

\$ _____



\$4

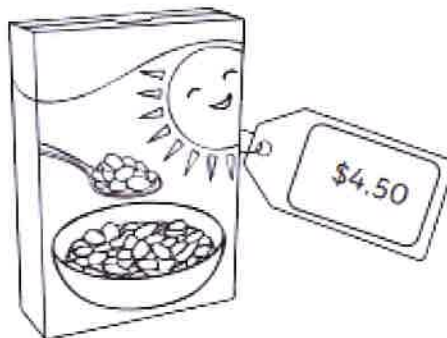


Change:

\$ _____



\$5



Change:

\$ _____

Place Value to 4 Digits

Number	Words	Expanded Form	Picture
_____	____ thousands ____ hundreds ____ tens ____ ones	$1000 + 500 + 90 + 7$ $=$ _____	
_____	2 thousands 5 hundreds 7 tens 3 ones	_____ + _____ + _____ + _____ $=$ _____	
1574	____ thousands ____ hundreds ____ tens ____ ones	_____ + _____ + _____ + _____ $=$ _____	
2635	____ thousands ____ hundreds ____ tens ____ ones	_____ + _____ + _____ + _____ $=$ _____	
7354	____ thousands ____ hundreds ____ tens ____ ones	_____ + _____ + _____ + _____ $=$ _____	
_____	____ thousands ____ hundreds ____ tens ____ ones	$2000 + 600 + 40 + 3$ $=$ _____	
_____	5 thousands 5 hundreds 5 tens 5 ones	_____ + _____ + _____ + _____ $=$ _____	

Olympic Sports

Did you know there are 33 different sports that are part of the Olympic Games this year? Write each sport from the box beside the corresponding description.

boxing	trampoline	weightlifting	skateboarding
gymnastics	tennis	yachting	cycling
shooting	swimming	track and field	archery

1. Shooting arrows from a bow: _____
2. Jumping and doing tricks on a bouncy surface: _____
3. Moving on a board that has four wheels: _____
4. Lifting heavy objects: _____
5. Sailing a boat: _____
6. Riding a bike: _____
7. Running, jumping and throwing: _____
8. Moving your body through water: _____
9. Hitting a ball over a net using a racquet: _____
10. Twisting, tumbling and flipping your body: _____
11. Hitting your opponent with your fists: _____
12. Firing a rifle, pistol or shotgun: _____



Athlete Profile

Team:
チーム:

Name:
なまえ:

Hobbies:
しゅみ:

Event:
しゅもく:

Birthday:
たんじょうび:

Age:
ねんれい:

Height:
しんちよう:

Family members:
かぞくたち:

Favourite things:
すきなもの:

Extra information:
その他:

Flag:
はた: