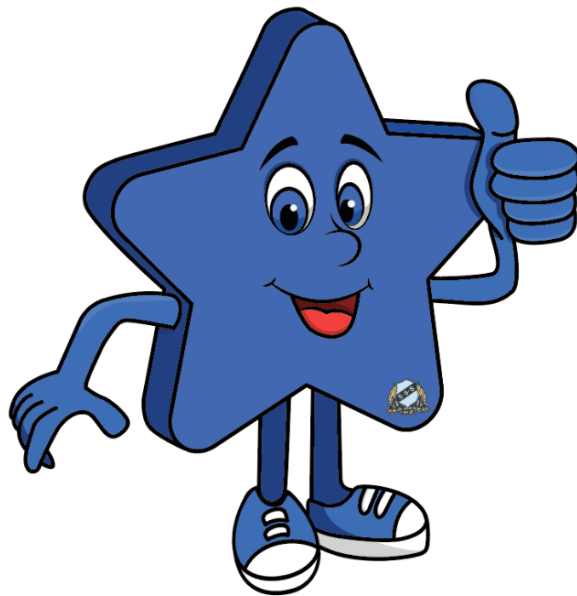




Year 3

At Home Learning



Term 3 **Week 4**

Tuesday 3 – Friday 6 August 2021



Silkstone State School

Grade 3 @Home Learning Timetable


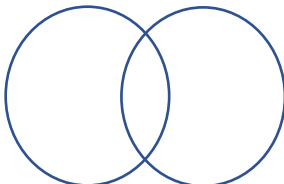


You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and/or siblings. Resources included Timetable, Handwriting book, Resources (found at the end of this document), exercise book, blank paper and stationery.

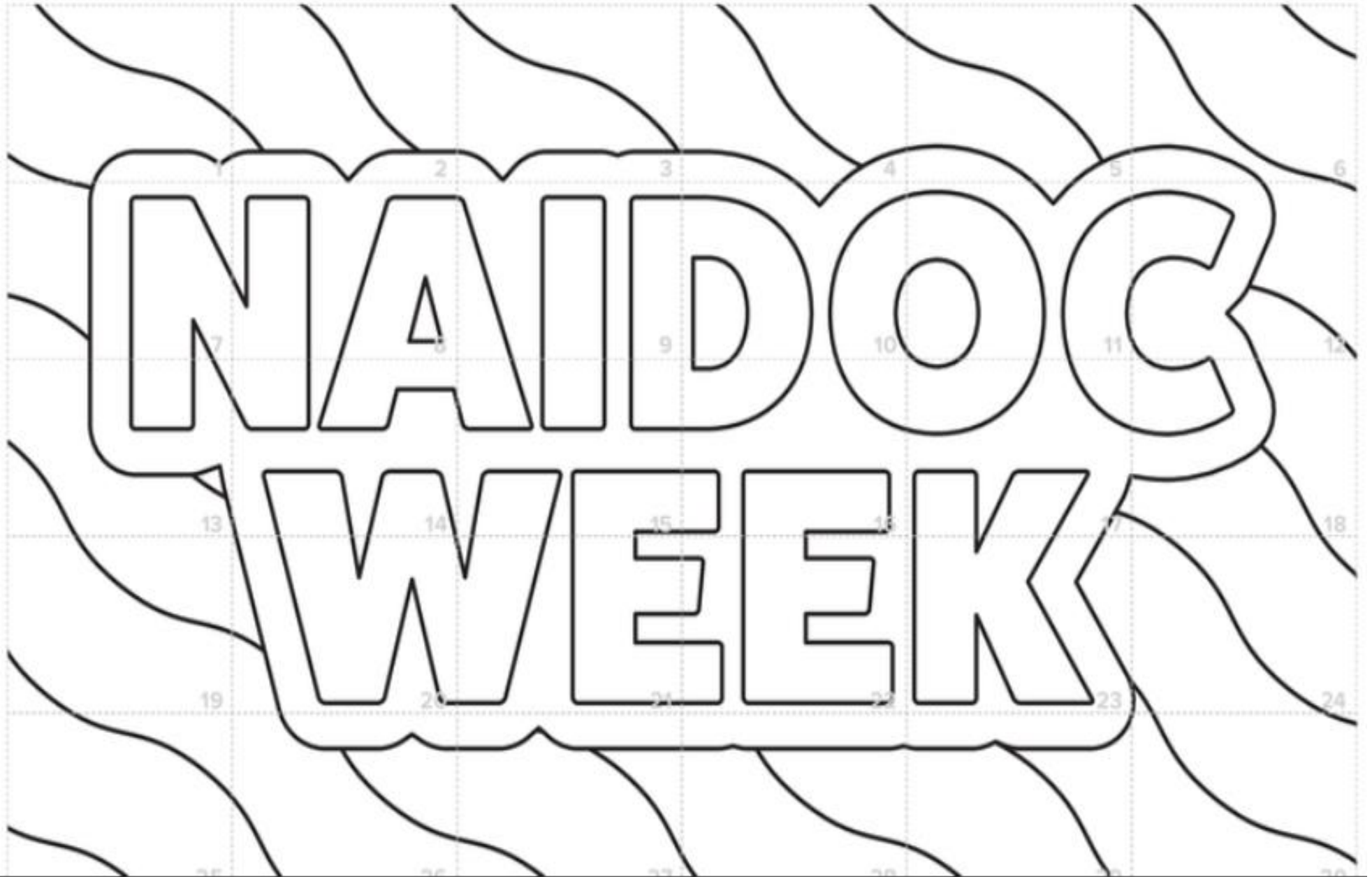
Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug																																																								
Task		Can you help cook dinner tonight?	Have you cleaned your teeth in the morning and night?	Could you help bring in the clothes?	Are you able to help fold the clothes?																																																								
<p>Morning</p> <p><u>Spelling Words:</u></p> <p>Word endings- er, ar, or</p> <p>father discover weather other answer mother sister parent party solar</p> <p>calendar dollar artist garden doctor author motor visitor actor sailor</p>		<p>English</p> <p>Write out your vocabulary words. Practise your words by writing a sentence for each one: <i>expensive, unfortunately, fiery, slammed, fierce/fiercest, magnificent, whispered</i></p> <p>Read Chapter 1 of the book Charlotte's Web.</p> <p>https://www.youtube.com/watch?v=TgsD-xdJdoM</p> <p>Before reading the book, talk about what you think is going to happen by looking at the cover page?</p> <ul style="list-style-type: none"> • What do you think will happen at the end of the story? • What do you think is 	<p>English</p> <p>Practise writing your spelling words in alphabetical order: <i>father, discover, weather, other, answer, mother, sister, parent, party, solar</i></p> <p>Complete the Crack the code activity using the resource at the bottom of this document. Use your spelling words (resource)</p> <p>It looks like this:</p> <p><small>Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.</small></p> <table border="1"> <tr> <td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td><td>i</td><td>j</td><td>k</td><td>l</td><td>m</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td>n</td><td>o</td><td>p</td><td>q</td><td>r</td><td>s</td><td>t</td><td>u</td><td>v</td><td>w</td><td>x</td><td>y</td><td>z</td> </tr> <tr> <td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td> </tr> </table> <table border="1"> <thead> <tr> <th>Code</th> <th>Spelling Word</th> </tr> </thead> <tbody> <tr> <td>12, 9, 20, 20, 12, 5</td> <td>little</td> </tr> </tbody> </table> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> • What was this book about? 	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	Code	Spelling Word	12, 9, 20, 20, 12, 5	little	<p>English</p> <p>Break all of your spelling words into their syllables:</p> <ul style="list-style-type: none"> • Re- Read Chapter 1 of the book Charlotte's Web • Read it aloud together. • Does it have a good beginning and ending? • Are the characters interesting? What makes them interesting? <p>Writing – Use the procedure you wrote at the beginning of the week and now write it out as if you a telling someone how to do the task by speaking.</p> <p>LOG IN TO READING EGGS AND COMPLETE SOME TASKS</p>	<p>English</p> <p>Play fly swat with your handwriting sight 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>Time how long it takes you to write your first word</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.</p> <ul style="list-style-type: none"> • How does the title describe the content of the book? • Was the title a good one for this book? Why or why not?
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																																																	
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Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug
		<p>going to happen next in the story based on what you already know?</p> <p>Writing – Write a procedure on how to do something eg. Make a sandwich, fold a shirt, draw a picture</p> <p>Remember to use the format of:</p> <ul style="list-style-type: none"> • Title • Materials • Equipment <p>Steps/Method</p>	<ul style="list-style-type: none"> • What are three facts you have learnt from reading it? <p>Complete verb activity number 1 (resources)</p> <p>Verbs resource</p>	<p>Handwriting – complete the task (resources)</p>	<p>Writing - Write a list of 5 places you would like to go. Write down two things you would do at these places</p> <p>LOG IN TO MATHEMATICS AND COMPLETE SOME TASKS</p>
Break		Break	Break	Break	Break
Middle		<p>Mathematics</p> <p>Complete Tuesday Maths 5-minute challenge (resources)</p> <p>Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. Draw the different shapes you found in your book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!</p> <p>Fractions of amounts.</p>	<p>Mathematics</p> <p>Complete Wednesday Maths 5-minute challenge (resources)</p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order your containers from the most to the least. 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</p>	<p>Mathematics</p> <p>Complete Thursday Maths 5-minute challenge (resources)</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book. Ask someone to help you describe your favourite pattern.</p> <p>Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book.</p> <p>Ask your parents if you can borrow some coins Can you</p>	<p>Mathematics</p> <p>Play the following game with someone in your house.</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p> <p>Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your notebook. Take 2 new cards from the pile. If</p>

Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug
		<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.</p> <p>Draw a rectangle, split into 2 to find halves and into 4 to find quarters.</p> <p>LOG IN TO MATHLETICS AND COMPLETE SOME TASKS</p>	<p>that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?</p>	<p>identify all the coins?</p> <p>Can you make \$1? Can you find a different way to make \$1, using different coins? Try this for different amounts.</p> <p>LOG IN TO MATHLETICS AND COMPLETE SOME TASKS</p>	<p>unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</p>
Break		Break	Break	Break	Break

Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug
Afternoon		<p data-bbox="577 177 741 204">Creative arts</p>  <p data-bbox="577 472 875 560">Go to resources section at end for your copy to colour</p>	<p data-bbox="920 177 1227 204">Science and technology</p> <p data-bbox="920 225 1279 440">Set up two plastic cups with the same number of ice cubes and place them in different places to see what happens. Tell a family member your prediction (what you think will happen).</p> <p data-bbox="920 504 1267 655">What can you see (observe) happening? How long do the ice cubes take to change? Why do you think this change happened?</p> <p data-bbox="920 719 1279 871">Perform another investigation. Try to stop the ice cubes changing by covering them with something such as a cloth or book.</p> <p data-bbox="920 935 1279 1086">Write a report of your investigation. Use the guide in your resource pack, include labelled diagrams to record your observations.</p>	<p data-bbox="1314 177 1413 204">History</p> <p data-bbox="1314 225 1673 376">Technology has changed a lot over time. Choose one example of technology that has changed (phone, cars, trains, planes, computers etc)</p> <p data-bbox="1314 392 1650 512">Talk to your parents/grandparents about what the technology was like when they were children.</p> <p data-bbox="1314 536 1639 624">Identify similarities and differences between the old and the new technology.</p> <p data-bbox="1314 639 1682 727">Show this by using a Venn diagram. for your classmates if you would like to share it.</p> 	<p data-bbox="1709 177 1874 204">Mathematics</p> <p data-bbox="1709 225 2067 376">Ask each member of your family what their favourite food is show their answers in a bar graph. Use a table to tally your responses.</p> <p data-bbox="1709 392 2067 584">Make a spinner using a paper clip and a piece of paper. Measure how long you can spin the paper clip. Try a new design to see if you can beat that distance.</p> <p data-bbox="1709 600 1874 627">Creative arts</p> <p data-bbox="1709 647 2067 983">Create a role play or improvisation to show a character from a favourite book telling another character to do something. Firstly, plan what your role-play or improvisation might look like. Will you have costumes, a set or a script? What form will it take? For example, it might be an interview or a silent movie.</p> <p data-bbox="1709 999 2045 1126">Why not ask your family to have roles in your play? Perform this with them or for your family.</p>

Week Four: Tuesday – Creative Arts



Week Four: 5-minute Challenge: Maths



Tuesday

Order these numbers from smallest to biggest:
 1387 3178 8731 3187

S B



Write the value of 5 for each of these numbers:
 25 _____ 159 _____
 1521 _____ 5621 _____

How much?






How much more to make \$20?

Which coins will you need to buy:





How has this shape moved? (Circle)

Flip Side Turn

Divide the group into quarters, colour



Wednesday


April 2018						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Lucy's birthday is on the 3rd of April, what day will it be?

Her party the following Saturday, what date is her party?

She was born in 2011, how old is she turning?

Complete these subtraction number sentences:
 81 - 20 = _____ 54 - 50 = _____
 62 - 30 = _____ 29 - 10 = _____



How many cookies?
 _____ X _____ = _____
 _____ ÷ _____ = _____

Continue this pattern
 4, 8, 12, _____, _____, _____, _____


6	5	9	1
---	---	---	---

What is the largest number you can make with these digits? _____
 What is the smallest? _____

Thursday

Write + or - to complete these sums
 17 _____ 5 = 12 22 _____ 8 = 30
 81 _____ 10 = 71 54 _____ 6 = 48

Amy had 16 pears, she gave half away. How many did she have left?




Write the sum: _____


Match these number sentences to their value

5 X 4	30 + 12	12 ÷ 3	50 - 8
(32)	(4)	(42)	(20)


Colour the 3D shapes



Write the name of these 3D shapes



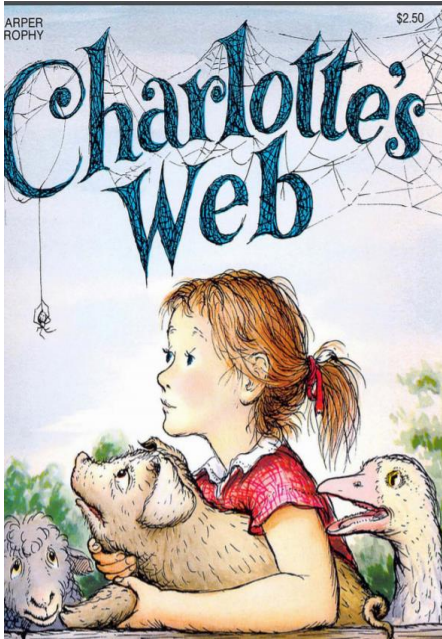
24 ÷ 3 = _____ use the circles below to help



Parent/Carer information Handwriting – Letter Formation

	Down, up, around, down, up, around, down		Down, lift, down up, down		Cross, down, cross		Cross, down, cross
	Down		Down, cross		Down, around, up, down slide		Down, up, lift, down
	Down, up, around, down		Down, lift, down, down		Down, lift, down		Down, lift, down
	Down, slide, lift, dot		Down, slide, lift, cross		Down, up, down, up, kick		Down, up, down, up
	Down, lift, dot		Down, lift, cross, lift, cross		Down, up, kick		Down, up
	Down, up, around, down		Down, lift, down, lift cross		Down, around, up, down		Down, around, up, down
	Around, up, down, slide		Around, up, down		Down, lift, cross		Down, lift, cross
	Slide, down, lift, cross		Down, lift, cross, lift, cross		Around, around		Around, around
	Up, around		Down, cross, lift, cross, lift, cross		Down, up, around		Down, lift, around, down
	Around, up, down, kick		Down, lift, around		Around, up, down, kick		Around, lift, cross
	Slide, around		Slide, around		Down, up, around		Down, lift, around
	Down, up, around		Down, lift, around, around		Around		Around
	Down, up, around, down		Down, lift, down, lift, cross		Down, lift, down, up		Down, lift, down, up

Week Four: Charlotte's Web – Chapter 1



"Please don't kill it!" she sobbed. "It's unfair."

Mr. Arable stopped walking.

"Fern," he said gently, "you will have to learn to control yourself."

"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about *controlling* myself."

Before Breakfast

WHERE'S Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do *away* with it?" shrieked Fern. "You mean *kill* it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

Before Breakfast

3

Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If *I* had been very small at birth, would you have killed *me*?"

Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."

A queer look came over John Arable's face. He seemed almost ready to cry himself.

"All right," he said. "You go back to the house and I will bring the runt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be."

When Mr. Arable returned to the house half an hour later, he carried a carton under his arm. Fern was upstairs changing her sneakers. The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove.

"Put it on her chair!" said Mrs. Arable. Mr. Arable set the carton down at Fern's place. Then he walked

to the sink and washed his hands and dried them on the roller towel.

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

"He's yours," said Mr. Arable. "Saved from an untimely death. And may the good Lord forgive me for this foolishness."

Fern couldn't take her eyes off the tiny pig. "Oh," she whispered. "Oh, look at him! He's absolutely perfect."

She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek. At this moment her brother Avery came into the room. Avery was ten. He was heavily armed—an air rifle in one hand, a wooden dagger in the other.

"What's that?" he demanded. "What's Fern got?"

"She's got a guest for breakfast," said Mrs. Arable. "Wash your hands and face, Avery!"

"Let's see it!" said Avery, setting his gun down. "You call that miserable thing a pig? That's a *fine*



fitted the nipple over the top, and handed it to Fern. "Give him his breakfast!" she said.

A minute later, Fern was seated on the floor in the corner of the kitchen with her infant between her



specimen of a pig—it's no bigger than a white rat."

"Wash up and eat your breakfast, Avery!" said his mother. "The school bus will be along in half an hour."

"Can I have a pig, too, Pop?" asked Avery.

"No, I only distribute pigs to early risers," said Mr. Arable. "Fern was up at daylight, trying to rid the world of injustice. As a result, she now has a pig. A small one, to be sure, but nevertheless a pig. It just shows what can happen if a person gets out of bed promptly. Let's eat!"

But Fern couldn't eat until her pig had had a drink of milk. Mrs. Arable found a baby's nursing bottle and a rubber nipple. She poured warm milk into the bottle,

Before Breakfast

knees, teaching it to suck from the bottle. The pig, although tiny, had a good appetite and caught on quickly.

The school bus honked from the road.

"Run!" commanded Mrs. Arable, taking the pig from Fern and slipping a doughnut into her hand. Avery grabbed his gun and another doughnut.

The children ran out to the road and climbed into the bus. Fern took no notice of the others in the bus. She just sat and stared out of the window, thinking what a blissful world it was and how lucky she was to have entire charge of a pig. By the time the bus reached school, Fern had named her pet, selecting the most beautiful name she could think of.

"Its name is Wilbur," she whispered to herself.

She was still thinking about the pig when the teacher said: "Fern, what is the capital of Pennsylvania?"

"Wilbur," replied Fern, dreamily. The pupils giggled. Fern blushed.

Week Four: Wednesday Crack the Code

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

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

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Week Four: Thursday Handwriting

the

that

not

look

put

and

with

then

don't

could

Charlotte's Web: Characterisation (Verb Groups to Create)

The verbs below are used to build Fern's character. Classify the verbs below according to their meaning:

[Back to original content here](#)

push shriek take sob run take
 pull close kiss open lift hold



Doing	Thinking/Feeling	Saying	Relating

These verbs show that Fern is caring nasty scared mean loving
kind worried

The verbs below are used to build Wilbur's character. Classify the verbs below according to their meaning:

feel guess step walk want play
 chew cry take know stand suck



Doing	Thinking/Feeling	Saying	Relating

These verbs show that Wilbur is lonely afraid scared confident mean
happy worried

