



Gunnedah South Public School



Home Learning Booklet

Week 3

Name: _____

Class: _____

Year 3





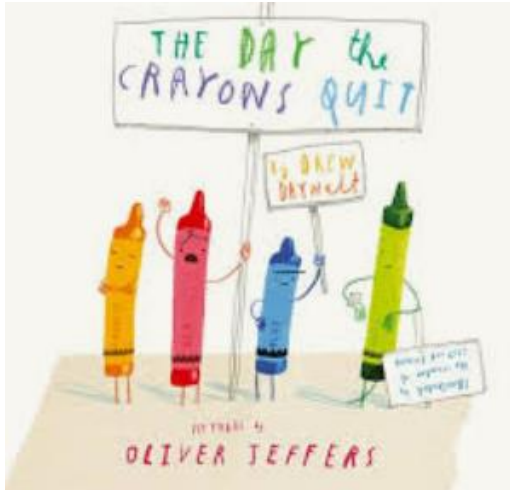
Monday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Author Study Book Prediction: The Day the Crayons Quit	Page 1
	Reading Eggs		
9.30 to 10	Writing	Purpose and identifying persuasive texts	Page 2
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	a, c - entry and exit flicks	Page 3
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/maths lesson: compare and model halves and quarters	Page 4
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 3	PBL PDH Wellbeing	PBL – Kindness PDH – Places to be Safe	Page 5, 6 & 7

The Day the Crayons Quit - Pre-reading Prediction

We are learning to use our imagination to predict the outcome stories.



Look closely at Duncan's crayons - some broken, some stubby, some whole, and some with the wrappers taken off. Can you comment on why you think the crayons look like this?

Next, look at the front and back covers of the book. Look closely at the illustrations and the written text (the title and the crayon's banners). What do you think the crayons are protesting about?

Task: Brainstorm and make a list of all of the persuasive texts you were exposed to during the school holidays.

- Challenge yourself and categorise them into texts types
Eg: advertisements, discussions.

Television advertisements - Hungry Jacks, K-Mart and KFC

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Name:

Date:

a a a c c c

a

c

ca

cats

ac

ace

lace

o

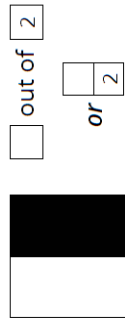
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WALT: compare and model halves and quarters

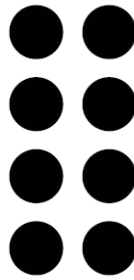
Fractions - Halves and Quarters (A)

① Halves

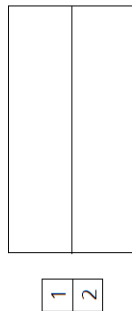
a) Represent the shaded part.



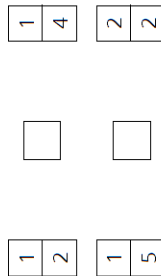
c) Circle one-half of the group.



b) Shade the shape to match the fraction.

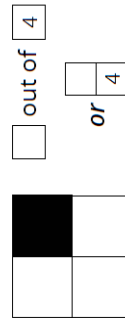


d) Use less than (<) or greater than (>) to make these sentences true.

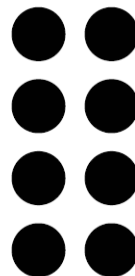


② Quarters

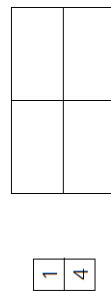
a) Represent the shaded part.



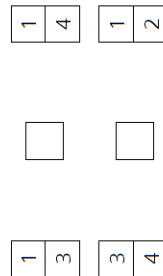
c) Circle one-quarter of the group.



b) Shade the shape to match the fraction.



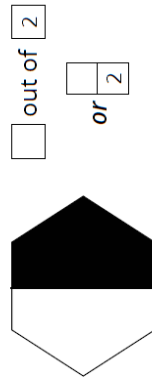
d) Use less than (<) or greater than (>) to make these sentences true.



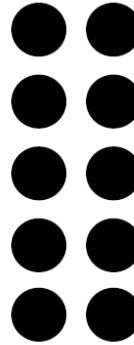
Fractions - Halves and Quarters (B)

① Halves

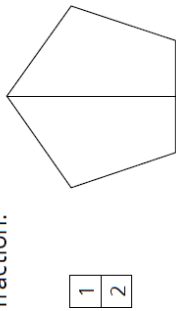
a) Represent the shaded part.



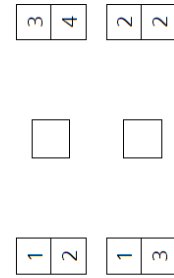
c) Circle one-half of the group.



b) Shade the shape to match the fraction.

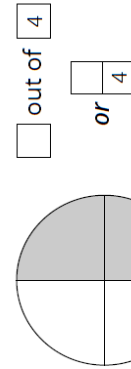


d) Use less than (<) or greater than (>) to make these sentences true.

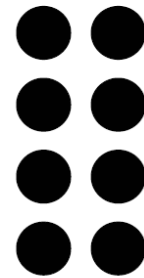


② Quarters

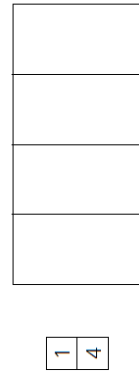
a) Represent the shaded part.



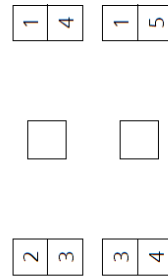
c) Circle one-quarter of the group.



b) Shade the shape to match the fraction.



d) Use less than (<) or greater than (>) to make these sentences true.



We are learning to participate in acts of kindness.

TASK ONE – Make a kindness poster to display to your street by placing it in a window in your house.

TASK TWO – Southey loves students that participate in acts of kindness. He has created an acts of kindness chart for you. How many acts can you complete this week? Mark them off here



SOUTHEY'S ACTS OF KINDNESS CHART

Smile at someone	Give someone a compliment	Thank someone for something they have done	Play a game or read a book with your sibling/s or parents
Write a letter to someone - grandparent, friend, neighbour. You could post your letter or send a photo of it.	Kindness Cards - make cards that tell the people in your family your favourite thing about them.	Do something at home this week to help. Something you haven't been asked to do	Send someone a hug - Trace your arms on joined pieces of paper. Write kind things in your arms and send to someone you love
Help someone do something in your house.	Make a kindness poster to display in your window	Write a classmate a compliment in your TEAMS playground	Make thank you cards for people in your family

Personal Development & Health - Term 2 Week 3

We are learning to identify areas where we need to be safe.

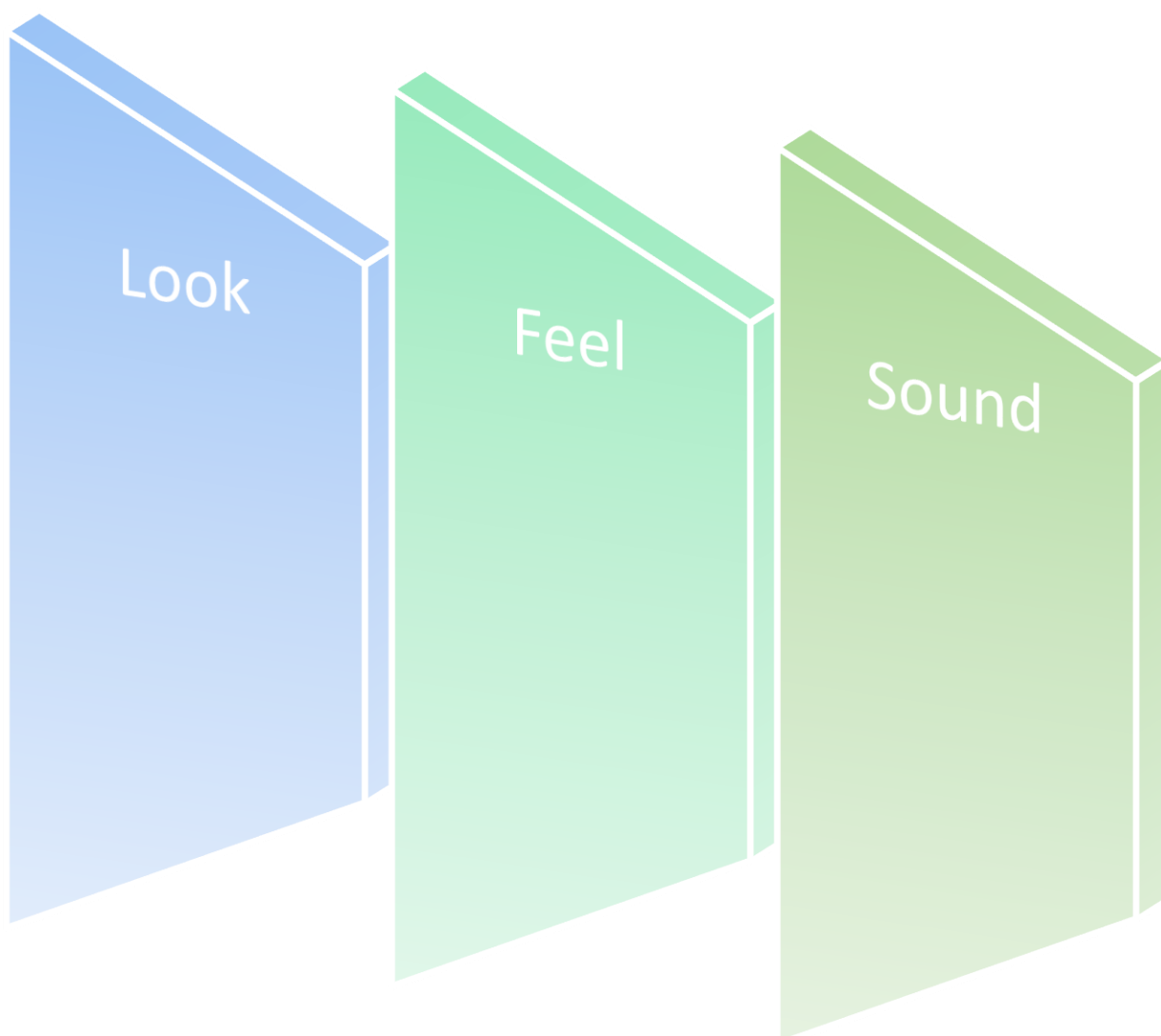
Success Criteria: I can

★ *identify what being safe looks, feels and sounds like*

★ *identify areas where we need to be safe*

★ ★ *record actions to keep myself and others safe in these areas*

Activity 1. Record what it looks, feels and sounds like when you are safe.



Activity 2. Can you recall a time you were not safe? e.g. went swimming in water that was too deep
What would you do differently?

Activity 3 - List all the people that can help you to feel safe.

Home

School

Other Areas

Activity 4 - Brainstorm areas where you need to be safe and the actions you should take to be safe in these areas. How many areas can you think of?

***Places
to be
Safe***



Tuesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Orientation to The Day the Crayons Quit Author study cont.	Page 1 & 2
	Reading Eggs		
9.30 to 10	Writing	Structure of a persuasive text	Page 3 & 4
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	a,o exit & entry flicks/ joining	Page 5
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole Number	Page 6 & 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Geography	Natural Features of Australia: Rivers	Page 8
2.30 to 3			

Oliver Jeffers - Author Study Worksheet

When Oliver Jeffers and his wife brought home their newborn son from hospital, they paused at the door to their apartment in Brooklyn, New York. The three of them stood on the threshold of family life. It was Jeffers who broke the silence. “Here we are,” he said. “It’s sort of a Northern Irish thing to say when you arrive somewhere or there’s a group of people and a moment’s silence,” he says now. Nearly two years later, the words would become the title of his new book.

Jeffers was born in Australia, but he and his wife grew up in Belfast, where a portion of their families still live. As a child, Jeffers was more interested in “playing in the streets and getting dirty and climbing trees and digging holes” than books. But he always loved to draw. While the family was watching TV, “I was drawing pictures”, he says.

Children’s author Oliver Jeffers on explaining the world to his son - one room at a time

The author and illustrator of some of today’s most treasured children’s classics says having his first child shed new light on the world - from saucepans and trees to lunch and shoes - giving him a new sense of wonder



▲ “I was completely focused on this tiny child - but more aware of the vastness of everything” - Oliver Jeffers and

On all his books, Jeffers’s author photograph shows him as a child. In the past, he has described himself as his “own target audience”. But on *Here We Are*, the cover photograph shows Jeffers holding Harland. In spirit, at least, they are co-authors. No wonder Jeffers found it “surreal” to read his latest title to Harland for the first time. If he wrote all his other books thinking of the child he was, he has written this one thinking of the child he has.

Click on the link on your lesson slide to find the entire article...

What did you find interesting in this reading, about Oliver Jeffers?_____

What moment in Oliver's life did the book 'Here we Are" come from?_____

What did Oliver like to do as a child and how do you think this has led to him becoming an author/illustrator?_____

Why do you think Oliver uses a photo of himself as a child in his books as the author photograph?_____

Task: Choose a topic and state your point of view whether you agree or disagree.

- Remember to follow the OREO structure to help you write an effective persuasive text.

1. Cats are better than dogs.
2. Students work harder than teachers.
3. Chocolate should be eaten at breakfast.

[illegible]

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name:

Date:



a

a

oa

boat

oats

road

toad

6



Number of the Day

Today's number is:

99

1

Write it in words

2

Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3

Write it in tally marks

10 more is...

7

4

What is the place value?

hundreds	tens	units

10 less is...

8

5

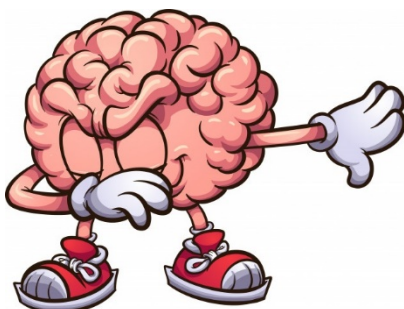
What is the number before?

100 more is...

9

Make it in money

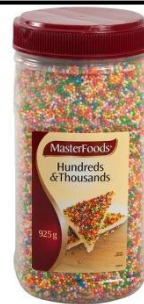
10



We are learning to: count by tens and hundreds

I can:

- Count by tens and hundreds on and off the decade
- Count by tens or hundreds to complete a number sequence
- Skip count forward and backwards



1 Count forward by tens or hundreds to complete the sequences.

a 100 110 120

e 230 330 430

b 120 220 320

f 301 401 501

c 205 305 405

g 99 199 299

d 440 450 460

h 58 158 258

2 Supply the missing numbers to complete the sequences.

a 100 200 500 600

b 85 105 115 145

c 3800 3810 3820 3850

d 3127 3227 3427 3627



3 Count backwards by tens or hundreds to complete the sequences.

a 800 790 780

e 550 450 350

b 920 820 720

f 999 899 799

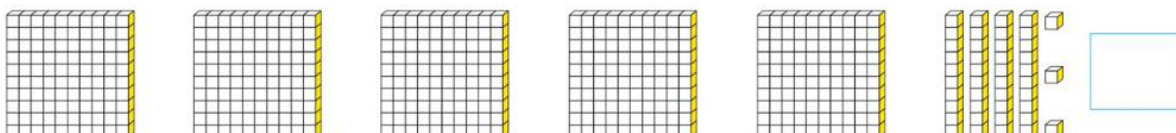
c 850 750 650

g 4801 4701 4601

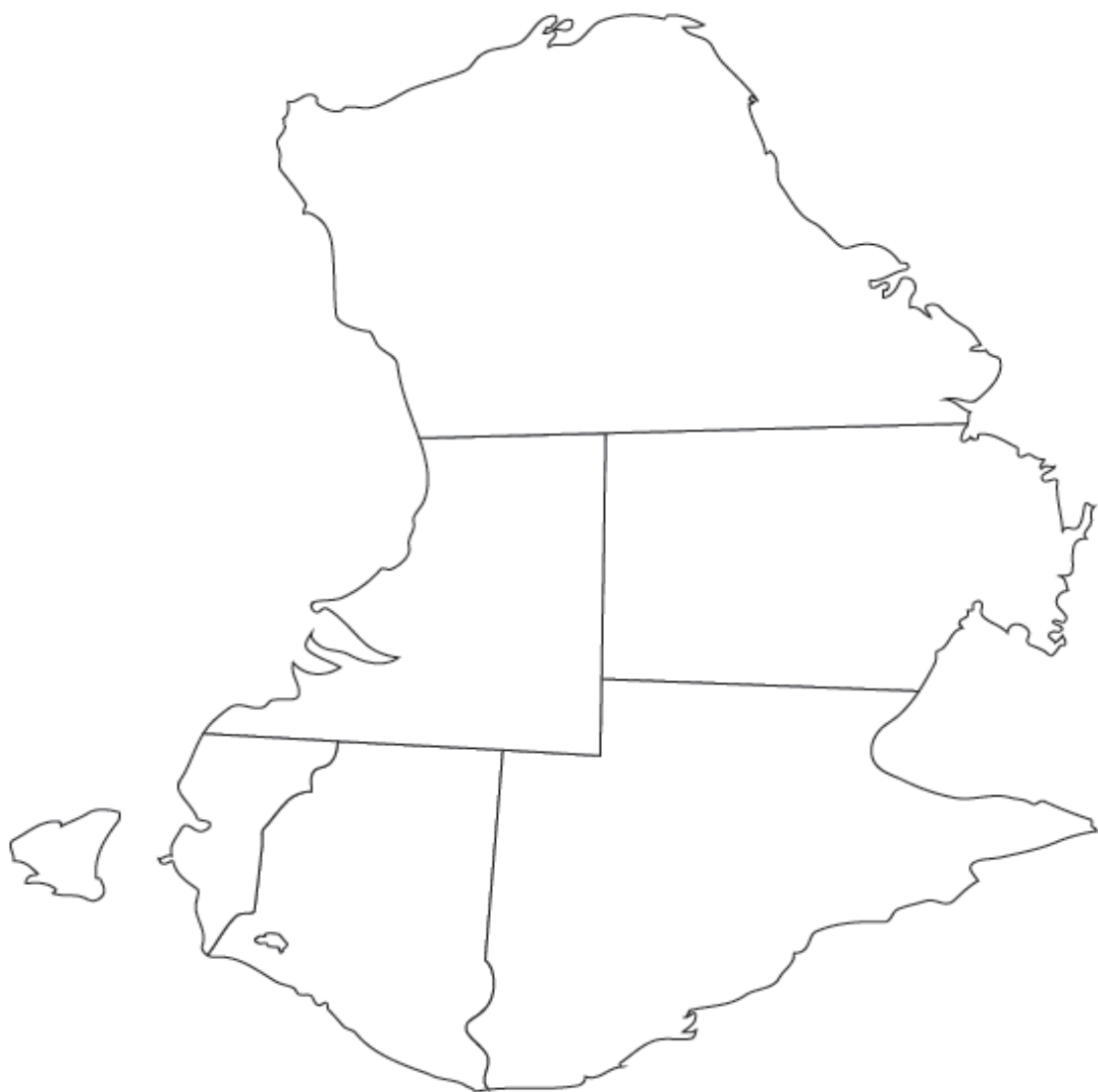
d 799 789 779

h 3635 3535 3435

4 Use your counting skills to quickly count the Base 10 materials.



5 Think of a number between 1 and 30, then count on by 100 each time.





Wednesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Closer analysis of book The Day the Crayons Quit: persuasive language using sympathy	Page 1
	Reading Eggs		
9.30 to 10	Writing	Structure of persuasive texts	Page 2
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	d,g,o,a entry/exit flicks - joining	Page 3
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole Number	Page 4 & 5
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Colourful Foot Art Mrs Merlehan	See slides
2.30 to 3		Drama with Mrs Christie	See slides

Developing Sympathy for Characters

Author Drew Daywalt builds the persuasive nature of this book by making us feel sorry for the crayons - this is called having sympathy for the character. The crayons each display a 'human-like' emotion that develops the complication of the story - Duncan needs to meet the needs of each of his crayons.



Match the crayon to the emotion it displays in the letters:

Red:

Tired

Purple:

Exhausted

Beige:

Angry

Grey:

Frustrated

White:

Worn out

Black:

Empty

Green:

Determined

Yellow:

Disappointed

Orange:

Embarrassed

Blue:

Pleased

Pink:

Bossy

Peach:

Neglected

Task: Read the following persuasive paragraph. Using blue, green and yellow coloured pencils, colour the thinking and feeling verbs, emotive words and connecting words and phrases.

I believe cooking is extremely valuable for children to learn.

Firstly, cooking is a skill for life. If you have a basic understanding of cooking, you can make all sorts of delicious things to eat.

Also, cooking allows you to express your creativity. I love using lots of different colours and textures in the foods I make!

Finally, cooking teaches you how to follow instructions. If you can understand a recipe, you can follow directions to make all sorts of amazing things!

Name:

Date:

d d d g g g

d g

o o

dog

oa

goat

good

date

g

d d d d d d d d d d d d d d d

Number of the Day

Today's number is:

57

1

Write it in words

2

Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3

Write it in tally marks

10 more is...

7

4

What is the place value?

hundreds	tens	units

10 less is...

8

5

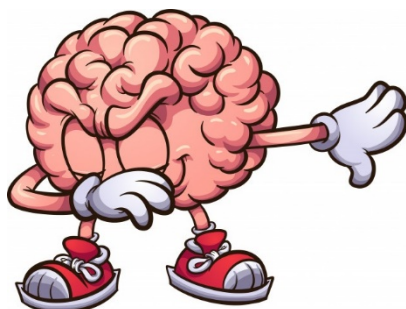
What is the number before?

100 more is...

9

Make it in money

10



We are learning to: understand and use the symbols < and > to mean less than and greater than

I can:

- Recognise and remember the meaning of each symbol
- Use the < and > symbols to make a statement correct or true

< LESS THAN

> GREATER THAN

= means is equal to.

> means is greater than.

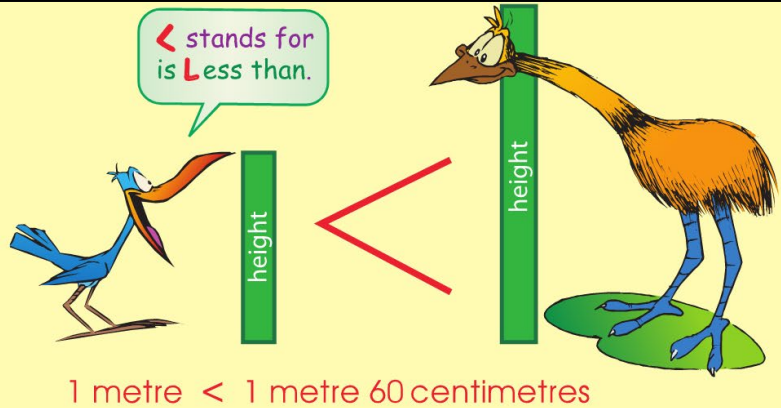
$$9 > 6$$

9 is greater than 6.

< means is less than.

$$6 < 9$$

6 is less than 9.



1 Read the examples and write one on your own.

is greater than

a $7 > 1$

is greater than

$27 > 8$

$119 > 117$

>

is less than

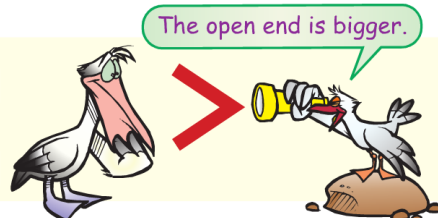
b $9 < 19$

is less than

$57 < 97$

$306 < 852$

<



2 Put a number in the space to make each example true.

a $21 > \underline{\quad}$ $402 > \underline{\quad}$ $90 > \underline{\quad}$ $117 > \underline{\quad}$ $647 > \underline{\quad}$

b $86 < \underline{\quad}$ $231 < \underline{\quad}$ $577 < \underline{\quad}$ $94 < \underline{\quad}$ $29 < \underline{\quad}$

3 Circle the examples that are true. Underline the examples that are false.

$137 < 371$

$421 > 420$

$963 < 649$

$217 > 271$

$654 > 456$

$5 \text{ tens} < 5 \text{ ones}$

$500 + 200 + 6 > 369$

$9 + 8 < 39 - 10$

4 Write true (T) or false (F) for:

a $\$3.94 < \4 **b** $85c > 50c$ **c** $\$0.08 < \1

d $35 \text{ cm} > 1 \text{ m}$ **e** $3 \text{ m} < 100 \text{ cm}$ **f** $120 \text{ cm} > 1 \text{ m}$

g $\$1.99 < \2.01 **h** $\$0.05 > \0.20 **i** $\$15 < \1.55

5 Make these true by using <, > or =.

a $4 \div 2$ 3×2 **b** 3×10 6×5 **c** 3×3 5×2

d 7×4 3×5 **e** 10×3 9×4 **f** 4×4 3×3



Thursday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading with expression, comprehension and developing sympathy	Page 1, 2, 3, 4 , 5 & 6
	Reading Eggs		
9.30 to 10	Writing	Structure of persuasive texts	Page 7
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	e,g entry and exit flicks/joining	Page 8
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole Number	Page 9 & 10
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper’s science lesson: Representing a lifecycle	Page 11, 12 & 13
2.30 to 3			

Developing Sympathy – How do the Crayons feel?

Look at the illustrations of each crayon in the book – what is it about the face and the body of each crayon that puts across the emotion? The drawings are quite simple, and yet we can still tell how each crayon is feeling. For



instance, see how the beige crayon is bent over, with its arms drooped downwards and a frown on its face. What emotion does this body position and facial expression convey?

To build the skill of empathy, write about your feelings towards each individual crayon:

* Which crayon do they feel most sorry for, and why? _____

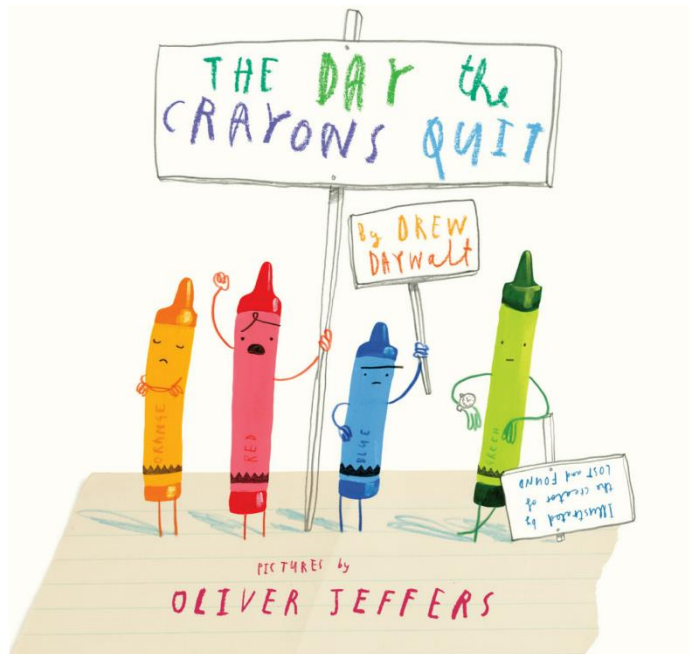
* Which crayon seems to be the happiest, and why do they say this? _____

* Which crayon would they most like to cheer up? _____

* What could they do to make one of the crayons feel happier? _____

* Which crayon is the angriest one and why?_____

* What could Duncan do to calm this crayon down?_____



One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.



Hey DUNCAN,
It's me, RED Crayon. WE NEED to talk.
You make me work harder than
any of your other crayons.
All year long I wear myself out
colouring FIRE ENGINES, APPLES,
strawberries and EVERYTHING
ELSE that's RED.
I even work on Holidays!
I have to colour all the SANTAS
at CHRISTMAS and ALL the day!
HEARTS on VALENTINE'S day!
I NEED A REST!
Your overworked friend,
RED Crayon



Dear Duncan,
 All right, LISTEN.
 I love that I'm your favourite crayon
 for grapes, dragons and wizards' hats,
 but it makes me crazy that so much
 of my gorgeous colour goes outside
 the lines. If you DON'T START
 COLOURING INSIDE the lines
 soon... I'm going to
 COMPLETELY LOSE IT.

Your very neat Friend,
Purple Crayon



Dear Duncan,
 I'm tired of being called
 "light brown" or "dark tan"
 because I am neither.
 I am BEIGE and I am proud.
 I'm also tired of being second
 place to Mr Brown Crayon.
 It is not fair that Brown gets
 all the bears, ponies and puppies
 while the only things I get
 are turkey dinners (if I'm lucky)
 and wheat, and let's be honest -
 when was the last time you
 saw a kid excited about
 colouring wheat?

Your BEIGE Friend,
 Beige Crayon



Duncan,
 GREY CRAYON here. You're KILLING ME!
 I know you love Elephants. And I
 know that elephants are grey...
 but that's a LOT of space to colour
 in all by myself.
 And don't even get me started on
 your rhinos, hippos and
 HUMPBACK WHALES...
 you know how tired I am after
 handling one of those things?
 Such BIG animals...
 Easy penguins are grey, you know.
 so are very tiny chicks, pebbles. How about
 one of those once in a while to give
 me a break?

Your very tired Friend,
 Grey Crayon



Dear Duncan,
 You colour with me, but why?
 Most of the time I'm the
 same colour as the page you
 are using me on - WHITE.
 If I didn't have a black
 outline, you wouldn't even
 know I was THERE!
 I'm not even in the rainbow.
 I'm only used to colour
 SNOW or to fill in empty
 space between other things.
 And it leaves me feeling...
 ...well... empty. We need
 to talk.
 Your empty friend,
 White Crayon



White cat
 in the snow
 by
 Duncan





Hi, Duncan,
 I HATE being used to draw
 the outline of things...
 ... things that are coloured in
 by other colours, all of which
 think they're brighter than me!
 It's NOT FAIR when you use
 me to draw a nice beach ball
 and then fill in the colours of
 the ball with ALL THE OTHER
 CRAYONS. How about a
 BLACK beach ball sometime?
 Is that too much to ask?

Your friend,
 Black Crayon



Dear Duncan,
 As Green crayon, I am
 writing for TWO reasons. One is
 to say that I like my work -
 loads of crocodiles, trees,
 dinosaurs and Frogs. I have
 no problems and wish to
 congratulate you on a very
 successful "colouring things
 GREEN" career so far.
 The second reason I write is
 for my friends, Yellow Crayon and
 Orange Crayon, who are no
 longer speaking to each other.
 Both crayons feel THEY should
 be the colour of the sun.
 Please settle this soon because
 they're driving the rest of us
 CRAZY!
 Your happy friend, Green Crayon



Persuasive Writing Plan	
Topic	
 Opinion - Opening Statement	
 Reason	
 Example	
 Opinion re-stated - Closing statement	

Name: _____

Date:

e e e g g g

e

9

egg

peg

ee

greed

eagle

6 9 0

0000000000000000

Number of the Day

Today's number is:

44

1

Write it in words

2

Is it odd or even?
(Circle one)

odd even

What is the number after?

6

3

Write it in tally marks

10 more is...

7

4

What is the place value?

hundreds	tens	units

10 less is...

8

5

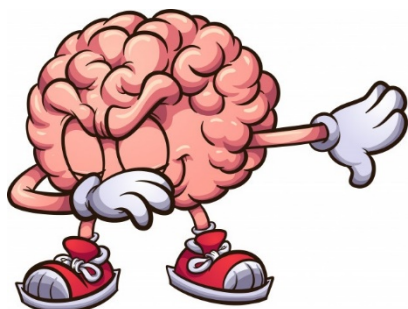
What is the number before?

100 more is...

9

Make it in money

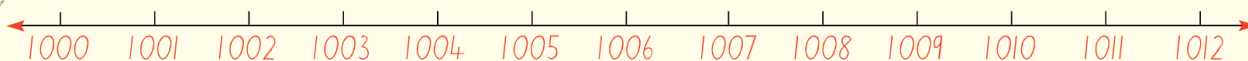
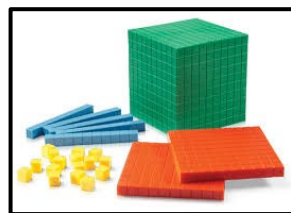
10



We are learning to: recognise, represent and order 4-digit numbers

I can:

- Identify the number before and after a given 4-digit number
- Use MAB blocks to represent a given 4-digit number
- Use a number line to help me complete a number sequence



- 1 a What number comes after the last one named on this number line?
- b What number comes before the first one shown on this number line?

2 Complete this number line.



3 Write the number one before or one after the given number.

- a 4014 b 4020 c 4009 d 4013

e Order these numbers from smallest to largest.

4009, 4019, 4003, 4011



Three thousand two hundred and thirteen

4 Complete these number lines.



5 Complete the card and write the number.

a

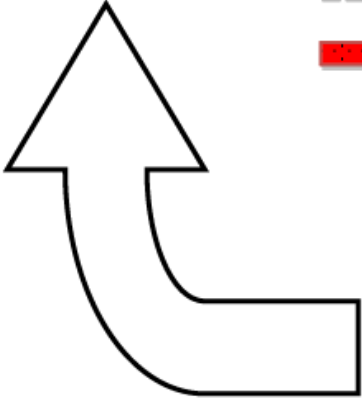
thousands	hundreds	tens	ones
<input type="text"/>			

b

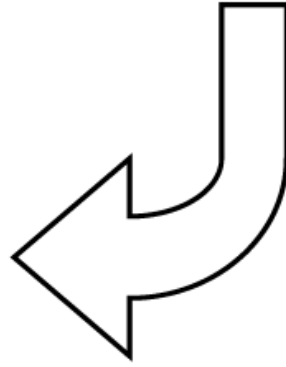
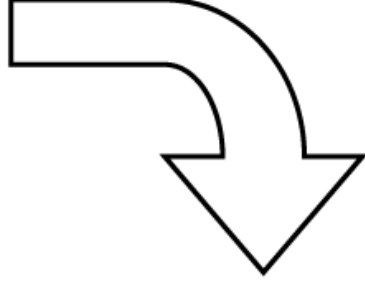
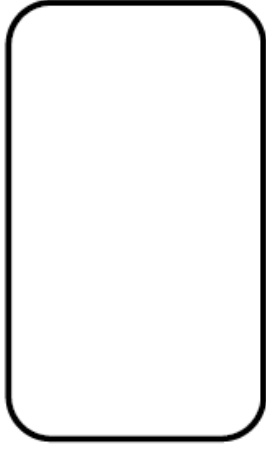
thousands	hundreds	tens	ones
<input type="text"/>			

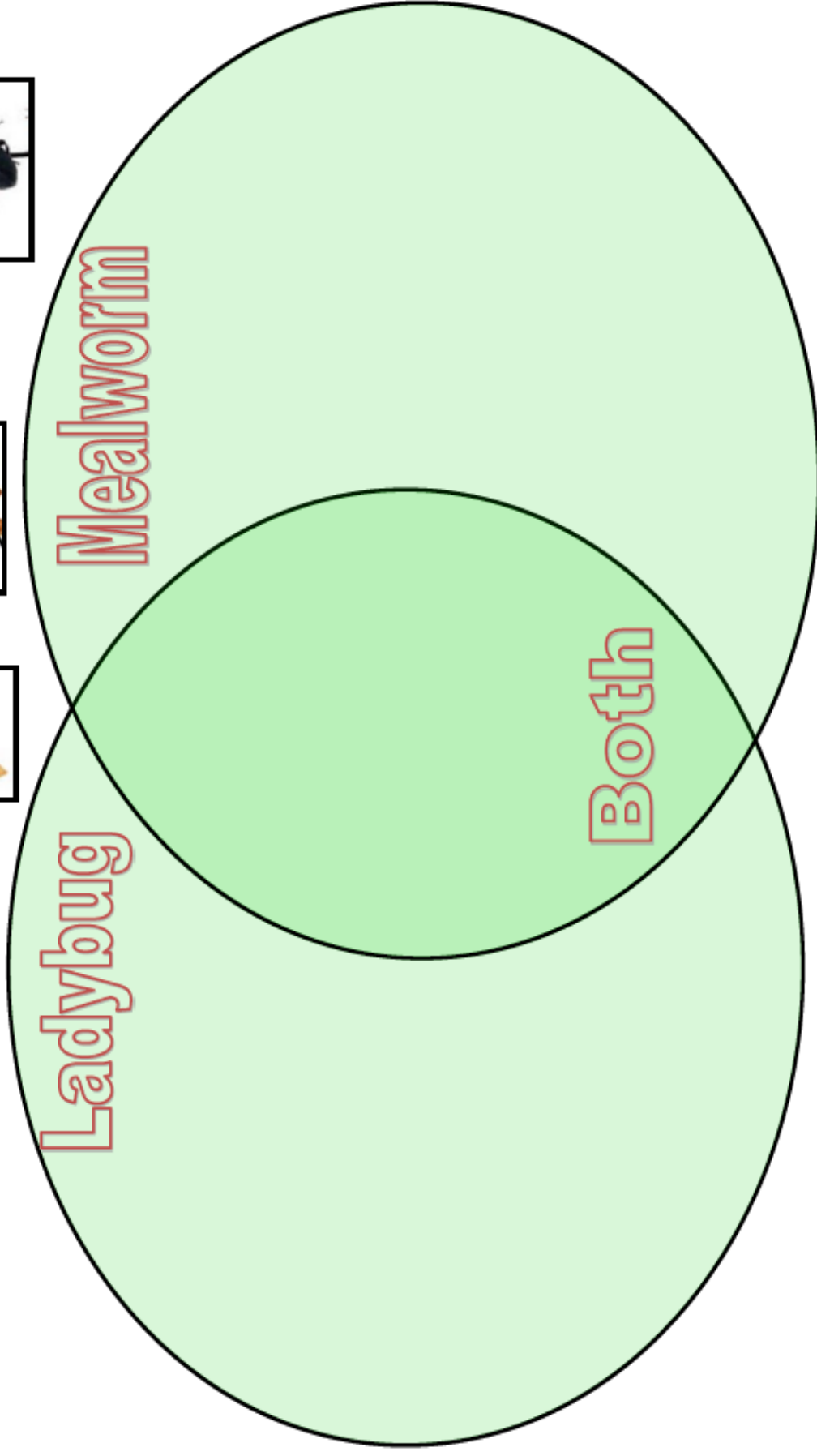
6 Colour the bigger number of each pair of calculator displays. Discuss your choice.

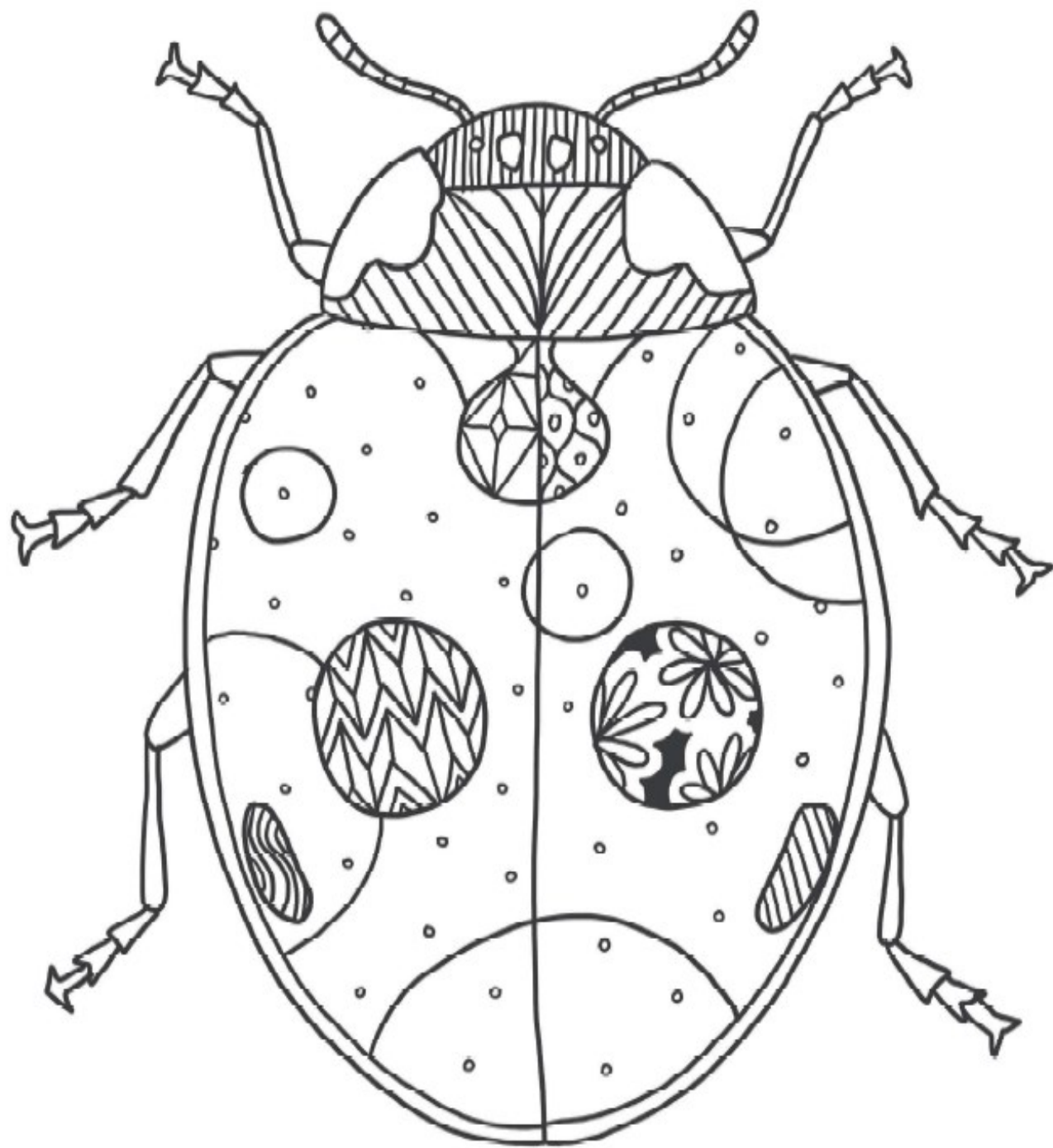
- a 1324 423 b 5709 5790 c 4465 4564 d 3989 8399



Lifecycle of a Ladybug









Friday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Read Aloud: The Book Eating Boy. The role of an illustrator	
	Reading Eggs		
9.30 to 10	Writing	Poetry-Haiku Poems with Mrs Christie	Page 1 & 2
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	qu, dr exit and entry flicks/ joining	Page 3
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Whole Number	Page 4 & 5
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	The purpose of Aboriginal tools & artefacts.	Page 6
2.30 to 3	Virtual Assembly		

Poetry Writing - HAIKU

The magic formula for writing a Japanese Haiku is a poem of 3 lines.

There are 17 syllables only. That's it!

The poem DOES NOT RHYME.

They are usually about nature.



Example:

Lonely Billabong (5 syllables)

Frog leaps into still water (7 syllables)

Splash! Silence follows. (5 syllables)

Your turn to have a try... Ask if you can go through your student portal and google videos of a waterfall so you can look at waterfalls and listen to the sounds to help you write one.

Here is a Starter.... Then you complete the the Haiku

Gentle Waterfall (5 syllables)

.....(7)

.....(5)



Here is another Starter....
Now you complete the
the Haiku



White Clouds float above (5 syllables)

.....(7)

.....(5)

Here is the last one. Your Starter....
Now complete the
the Haiku, be creative.



Ripened Golden Wheat (5 syllables)

.....(7)

.....(5)

Choose your own topic and write a Haiku... remember it has to be about **nature**.

_____ (5 SYLLABLES)

_____ (7 SYLLABLES)

_____ (5 SYLLABLES)

Name:

Date:

q q q d d d

q

d

qu

queen

dr

draw

The queen draws quickly.



Number of the Day

Today's number is:

101

1

Write it in words

2

Is it odd or even?
(Circle one)

odd even

3

Write it in tally marks

4

What is the place value?

hundreds	tens	units

5

What is the number before?

What is the number after?

6

10 more is...

7

10 less is...

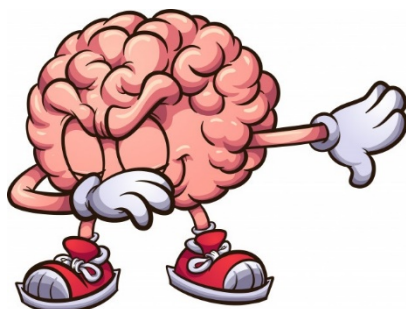
8

100 more is...

9

Make it in money

10



We are learning to: recognise, represent and order 4-digit numbers

I can:

- Identify the number before and after a given 4-digit number
- Understand and recognise ascending and descending number sequences
- Understand and use less than < and greater than > symbols

Ascending means
going up



Descending means
going down



1 Write the number before and the number after.

a , 7094, **b** , 6101,

c , 3799, **d** , 1999,

e , 8000, **f** , 7900,

2 Make the smallest and the largest numbers possible using the four digits.

a 7, 2, 5, 3 , **b** 1, 9, 3, 8 ,

c 5, 1, 5, 1 , **d** 3, 1, 3, 5 ,

e 0, 6, 1, 4 , **f** 5, 0, 1, 0 ,

3 Write these numbers in both ascending and descending order.

5037, 5108, 6007, 5099

Ascending: , , ,

Descending: , , ,



4 Write the number on the numeral expander.

a 4 572 thousands hundreds tens ones

b 7 901 thousands hundreds tens ones

5 Write true (T) or false (F).

a $999 < 1000$ ☐ **b** $806 < 8005$ ☐ **c** $2586 > 1990$ ☐ **d** $8416 > 8399$ ☐

e $3726 < 3688$ ☐ **f** $2009 > 2010$ ☐ **g** $9346 = 9436$ ☐ **h** $3705 > 3577$ ☐






i $2 \times 5\,000 = 10\,000$ ☐ **j** $\frac{1}{2}$ of $10\,000 = 5\,000$ ☐

Aboriginal Artefacts and Tools - Week 3

We are learning to understand the purpose of Aboriginal artefacts and tools

Task: Fill in the table using the names and write a sentence about the purpose/use of each artefact or tool.

Coolamon	Clap Sticks	Emu Caller
Bullroarer	Killer Boomerang	Bundi

Picture	Name	Purpose/Use
		
		
		
		
A flat, oval-shaped wooden Bundi (spear-thrower) with a smooth, slightly curved surface.		
		

****Note - Each Aboriginal tribal group may have different names or uses for artefacts or tools. Four of these were made by Ngemba Elder, Eugene Biles.***