



**Gunnedah South Public School**



# Home Learning Booklet

Week 4

Name: \_\_\_\_\_

Class: \_\_\_\_\_



# Year 3



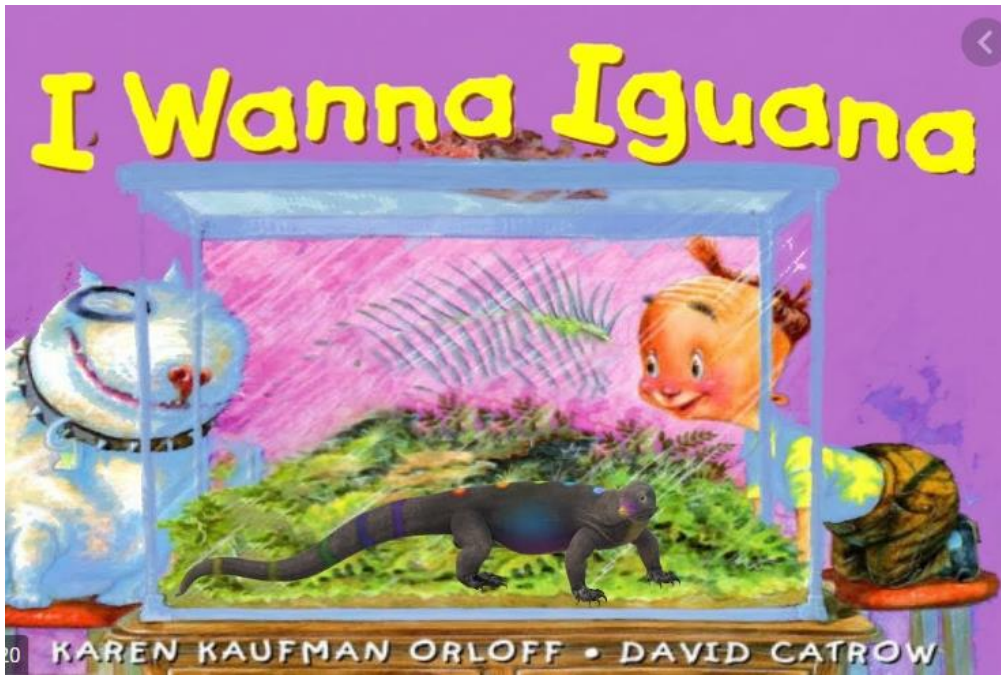


# Monday

**Week 4**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Orientation to Book: I Wanna Iguana: vocabulary focus	Page 1 & 2
		Reading Eggs	
9.30 to 10	Writing	Writing an effective opening statement	Page 3 & 4
10 to 10.30		Readiwriter spelling	
10.30 to 11	Handwriting	l, t entry and exit flicks/ joining	Page 5
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Kitchen/maths lesson: capacity of containers	Page 6
12 to 12.30		Mathletics	
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 3	PBL PDH Wellbeing	PBL – Staying Motivated PDH – Passenger Safety	Page 7 Page 8 & 9

# Vocabulary - I Wanna Iguana



## 1. Match the words from the text to their meaning

sensitive

To test something out.

compassionate

Displaying that something or someone has fully developed or grown .

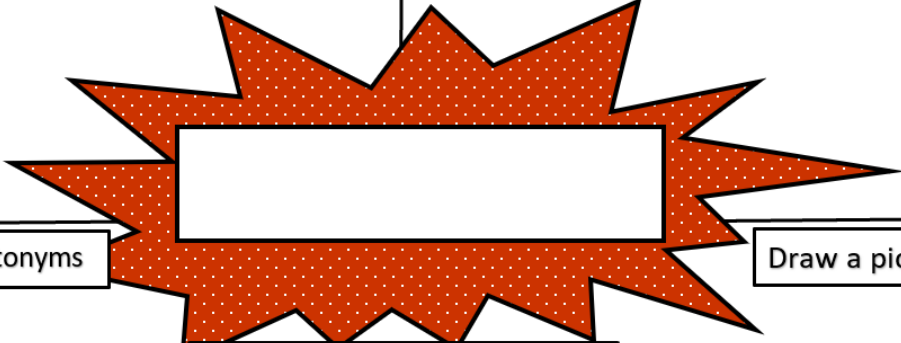
mature

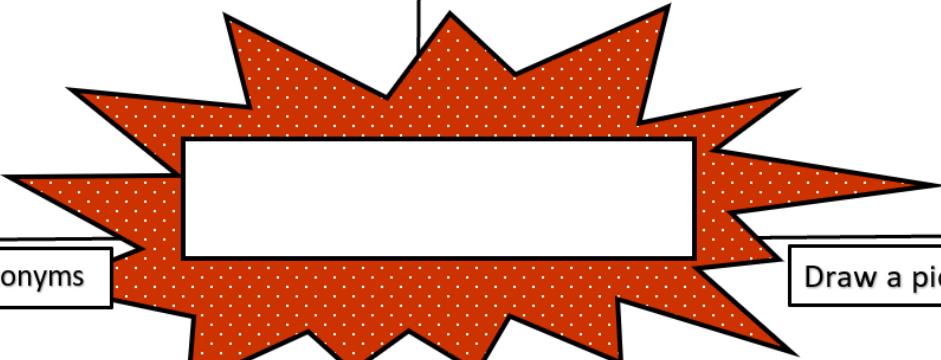
Quick to pick up on changes to how someone is feeling.

trial

Showing other people kindness and being willing to help others.

2. Choose two of our focus words. Complete these Frayer Model diagrams to develop your understanding of the meaning of the word.

Definition	Sentence
 <input type="text"/>	
Prefixes/Suffixes <small>un, dis, mis s, ed, ing, ful, ly</small>	

Definition	Sentence
 <input type="text"/>	
Prefixes/Suffixes <small>un, dis, mis s, ed, ing, ful, ly</small>	

WALT: Write an effective opening statement

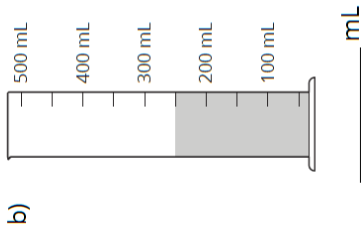
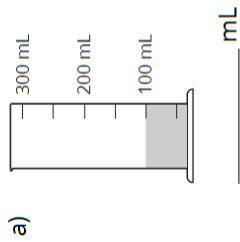
Lined writing area with a vertical red margin line on the left and horizontal black lines for writing.

A blank sheet of lined paper. On the left side, there is a vertical red line that serves as a margin. The rest of the page is filled with horizontal black lines, spaced evenly, providing a guide for writing. The lines are consistent in length and spacing throughout the page.

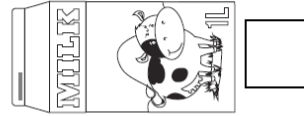
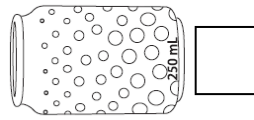
# WALT: compare and record the capacity of containers

## Capacity (A)

- ① Record the capacity of each jug.



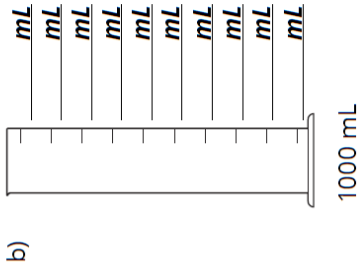
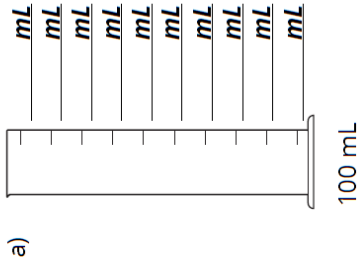
- ② Order these containers from the smallest capacity to the largest by numbering them 1 to 3.



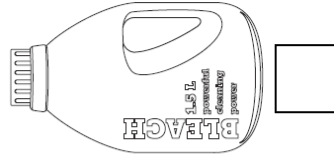
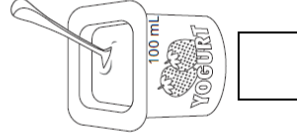
- ③ Kenny half-filled a 1 L jug with orange juice. How many millilitres of juice was in the jug?

## Capacity (B)

- ① Fill in the missing values on each jug to represent the capacity shown.



- ② Order these containers from the smallest capacity to the largest by numbering them 1 to 3.



- ③ Kenny half-filled a 3 L bucket with water. How many litres of water was in the bucket?

*We are learning to stay motivated*

*Three things I can do to stay motivated:*

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*People who can help me stay motivated:*

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*What can stop your motivation and how can you change it?*

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# Personal Development & Health – Term 2 Week 4

We are learning to understand passenger safety.

Success Criteria: I can

- ★ identify a cars safety features
- ★ display and explain the purpose and importance of a seatbelt
- ★ compare safe and unsafe situations in a car

1. List what safety features a car might have and what the purpose of that safety feature is.

Safety Feature	Purpose

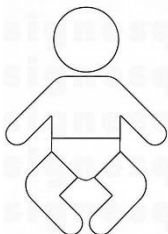
2. Answer the following questions.

What is the purpose of a seatbelt?

What would happen if you didn't wear a seat belt?

3. For the following people draw where the seatbelt should sit and write where should sit in the car. (front/back/either)

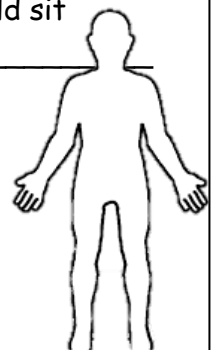
A baby should sit



A child should sit



An Adult should sit



4. Look at the following scenarios and then list them as safe or unsafe.

Laughing and talking loudly in the back seat	Buckling up your seatbelt for the whole journey	Putting any part of your body out of the window	Travelling with four passengers in the back seat
Putting the dog on the back seat for a drive	Throwing rubbish out of the window	Using a booster seat	Travelling in the front passenger seat
Getting out of the car on the footpath side	Waiting for an adult to let you out	Taking your seatbelt off to go to sleep	Having a break every two hours on a long trip
Running across the road before the car has driven away	Opening the car door before the car has stopped	Packing your school or shopping bag in the boot	Reading or listening to an ipod on a long journey

SAFE	UNSAFE

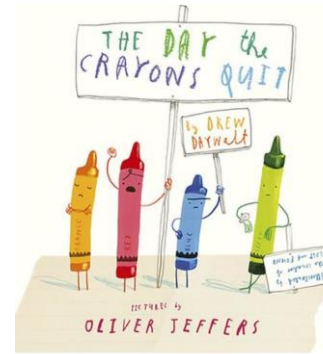
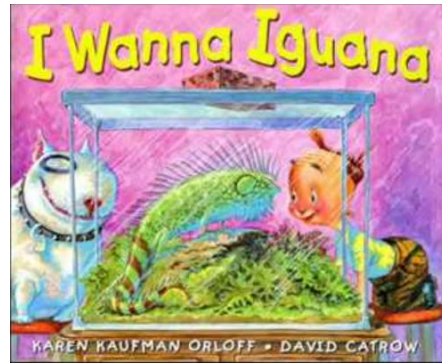


# Tuesday

**Week 4**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Comparing two persuasive texts: The Day the Crayons Quit and I Wanna Iguana	Page 1
	Reading Eggs		
9.30 to 10	Writing	Providing effective reasons	Page 2 & 3
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	i, f no entry/exit flick for f and joining i using exit flicks	Page 4
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Whole addition and subtraction	Page 5 & 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Geography	Natural Features of Australia: Mountains	Page 7
2.30 to 3			

# Comparing 2 Texts



Similarities between the 2 books

Differences between the 2 books

WALT: Write an effective opening statement

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Name:

Date:

i i i f f f

i

f

if

fit

fill

find

felt

7

↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑  
↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

# Number of the Day

Today's number is:

49

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

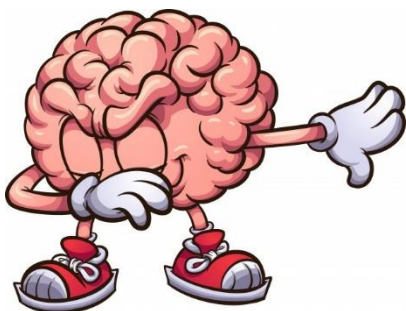
5 What is the number before?

100 more is...

9

Make it in money

10





We are learning to: use mental strategies to solve addition questions

I can:

- Use my knowledge of number patterns to help me add two numbers
- Count on from a given number to help me add two numbers



Adding the same single-digit numbers results in the same digit in the ones position. You can use this knowledge to add larger numbers, e.g.

$$6 + 3 = 9 \rightarrow 16 + 3 = 19 \rightarrow 26 + 3 = 29 \rightarrow 36 + 3 = 39 \rightarrow 46 + 3 = 49$$

1 Complete these addition grids to see the addition patterns.

**a**

	+ 4
3 + 4 =	
13 + 4 =	
23 + 4 =	
33 + 4 =	
43 + 4 =	
53 + 4 =	

**b**

	+ 3
5 + 3 =	
15 + 3 =	
25 + 3 =	
35 + 3 =	
45 + 3 =	
55 + 3 =	

**c**

	+ 5
7 + 5 =	
17 + 5 =	
27 + 5 =	
37 + 5 =	
47 + 5 =	
57 + 5 =	

**d**

	+ 6
93 + 6 =	
83 + 6 =	
73 + 6 =	
63 + 6 =	
53 + 6 =	

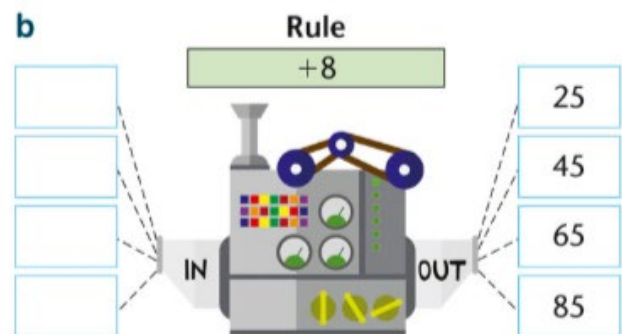
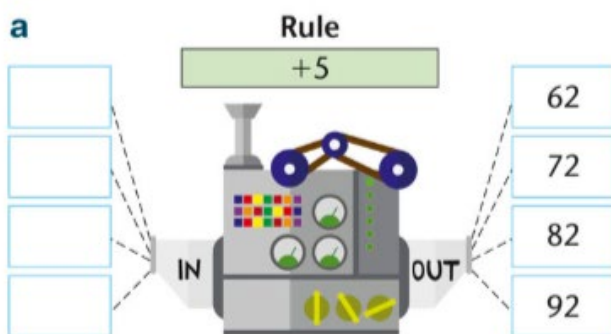
**e**

	+ 9
37 + 9 =	
47 + 9 =	
57 + 9 =	
67 + 9 =	
77 + 9 =	

**f**

	+ 7
54 + 7 =	
44 + 7 =	
34 + 7 =	
24 + 7 =	
14 + 7 =	

2 Work backwards to find the input numbers on each function machine.







# Wednesday

**Week 4**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Introduce Book: A Pig Parade is a Bad Idea. Identify reasons/argument	Page 1
	Reading Eggs		
9.30 to 10	Writing	Writing an effective closing statement	Page 2 & 3
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	joining i with exit flicks and entry flicks not joining j	Page 4
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	addition and subtraction	Page 5 & 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	CAPA	Leaf Rubbing- Mrs Merlehan	See slides
2.30 to 3		Drama with Mrs Christie	See slides

# A Pig Parade is a Bad Idea

List below the reasons given in the book as to why a Pig Parade is a Bad Idea.


A blank sheet of lined paper. On the left side, there is a vertical red line that serves as a margin. The rest of the page is filled with horizontal black lines, spaced evenly, providing a guide for writing. The lines are consistent in length and spacing throughout the page.

A blank sheet of lined paper with a vertical red margin line on the left and horizontal black lines for writing. The lines are evenly spaced and extend across the width of the page.

Name:

Date:

i i i j j j

i

in

is

j

jug

juice

injure

4

Handwriting practice row consisting of a continuous series of dashed letters 'i' and 'j' for tracing.

# Number of the Day

Today's number is:

**110**

1 Write it in words

1

2 Is it odd or even?  
(Circle one)

2

odd even

3 Write it in tally marks

3

4 What is the place value?

4

hundreds	tens	units

5 What is the number before?

5

6 What is the number after?

6

7 10 more is...

7

8 10 less is...

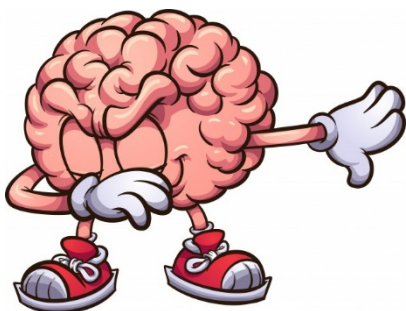
8

9 100 more is...

9

10 Make it in money

10

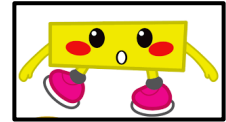




We are learning to: use mental strategies to solve subtraction questions

I can:

- Use my knowledge of number patterns to help me subtract
- Count on or back from a given number to help me subtract



We know that  $7 - 4 = 3$ , so  $70 - 40$  must equal 30.

1 Complete these examples to extend the basic number facts. The first one has been done for you.

a	8	-	5	=	3	80	-	50	=	30
b	9	-	3	=		90	-	30	=	
c	8	-	6	=		80	-	60	=	
d	9	-	6	=		90	-	60	=	
e	9	-	7	=		90	-	70	=	
f	12	-	4	=		120	-	40	=	
g	13	-	4	=		130	-	40	=	
h	14	-	6	=		140	-	60	=	
i	15	-	7	=		150	-	70	=	

$7 - 3 = 4$   
 $70 - 30 = 40$   
Cool!



If  $6 - 4 = 2$  and  $60 - 40 = 20$ , then  $600 - 400$  must equal 200.

2 Answer these subtraction facts.

a	800	-	300	=		e	900	-	500	=	
b	700	-	400	=		f	900	-	400	=	
c	500	-	200	=		g	800	-	500	=	
d	600	-	500	=		h	800	-	400	=	



# Thursday

**Week 4**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Independently: A Pig Parade is a Bad Idea. Using reading strategies	Page 1
	Reading Eggs		
9.30 to 10	Writing	Write a persuasive text	Page 2 & 3
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	p, b entry/ flicks and joining	Page 4
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	addition and subtraction	Page 5 & 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Science	Mrs Pepper's science lesson: Representing a lifecycle	Page 7, 8 & 9
2.30 to 3			

## Using Reading Strategies

Practice using the reading strategies explained to you in my video. Look for and highlight base words in words you don't know how to read.

Read each of these passages from the book to an adult.

Like most children, you have probably thought to yourself at one time or another, *I bet a pig parade would be a lot of fun*. And yes, a pig parade certainly *sounds* like fun. It's even fun to say. Go ahead—say "pig parade" a couple times.

Fun, right?

After all, what could be more fun than gathering a few hundred pigs together for a grand parade, and then watching them proudly march together in perfect formation down the finest boulevard of your hometown?

For one thing, pigs *hate* to march. They prefer to snuffle, which is kind of like walking with your nose. Snuffling is fine when trying to find leftover apple skins and acorns around the barnyard. But snuffling is simply an inappropriate way to conduct yourself along a parade route.

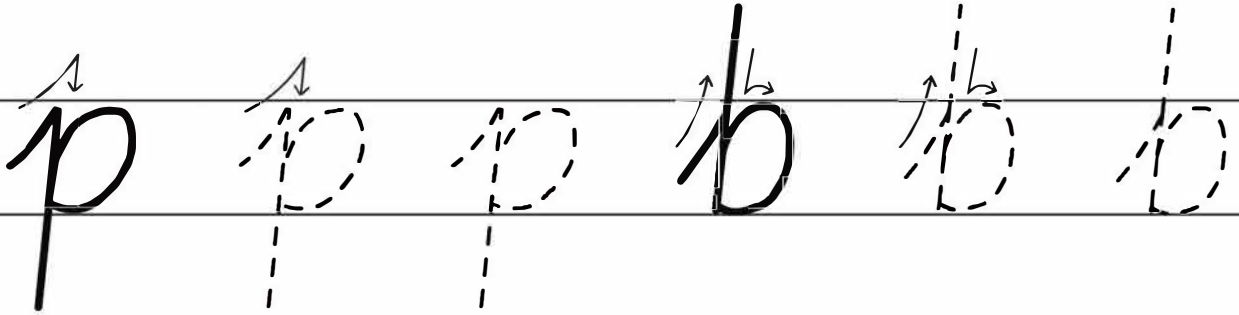
Also, pigs *absolutely refuse* to wear majorette uniforms. Even if you are able to find enough majorette uniforms for all of your pigs (which is a very difficult job in and of itself), just try getting those hundreds of pigs to put them on.

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Name:

Date:



p

pat

b

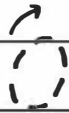
bat

beep

pebble

public

3



# Number of the Day

Today's number is:

71

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

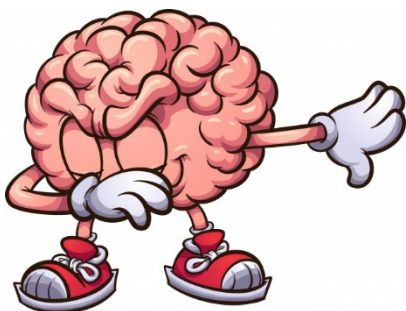
5 What is the number before?

100 more is...

9

Make it in money

10

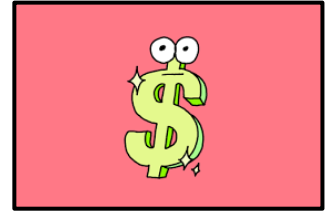




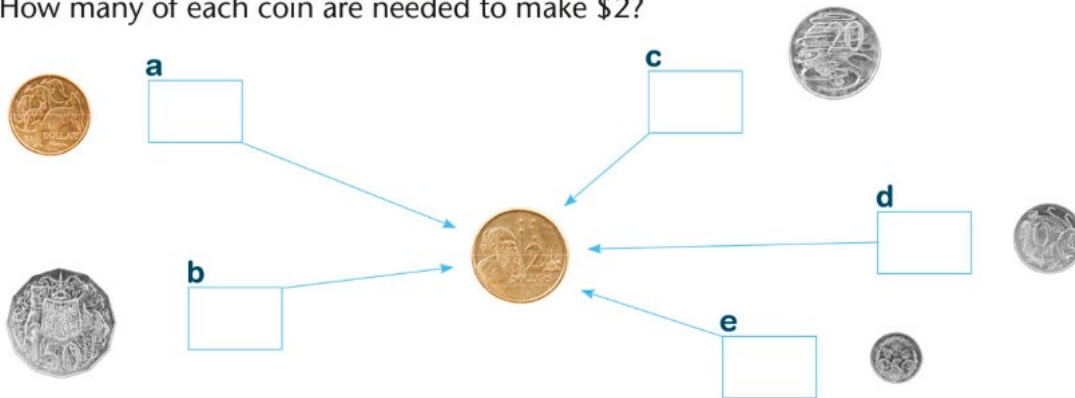
We are learning to: represent money values in different ways and calculate change

I can:

- Use different combinations of coins and notes to make a given amount
- Use addition and subtraction to calculate change



1 How many of each coin are needed to make \$2?



2 Tick the smallest number of coins needed to purchase these items.

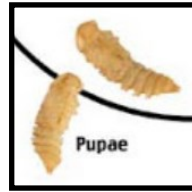
<p>a</p>  <p>Juice box \$1.65</p>	
<p>b</p>  <p>Glue stick \$1.45</p>	
<p>c</p>  <p>Banana \$0.95</p>	

3 Four children each bought a set of coloured pencils and paid for them using different sets of coins. Show how you think they may have paid for them by drawing strokes on the grid.

 <p>\$4.65</p>							
	Noor						
	Sam						
	Alice						
	Rami						

4 Do some research to find a country that does not use dollars and cents.



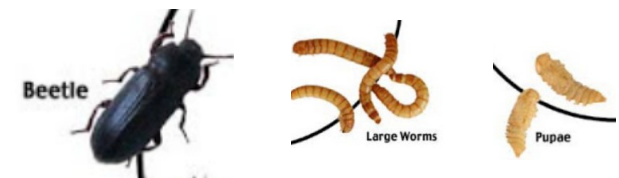
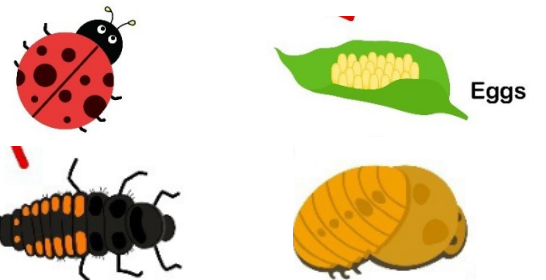
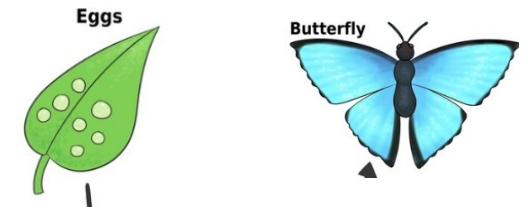
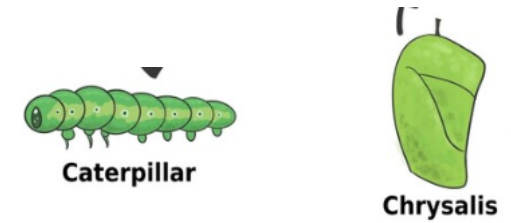


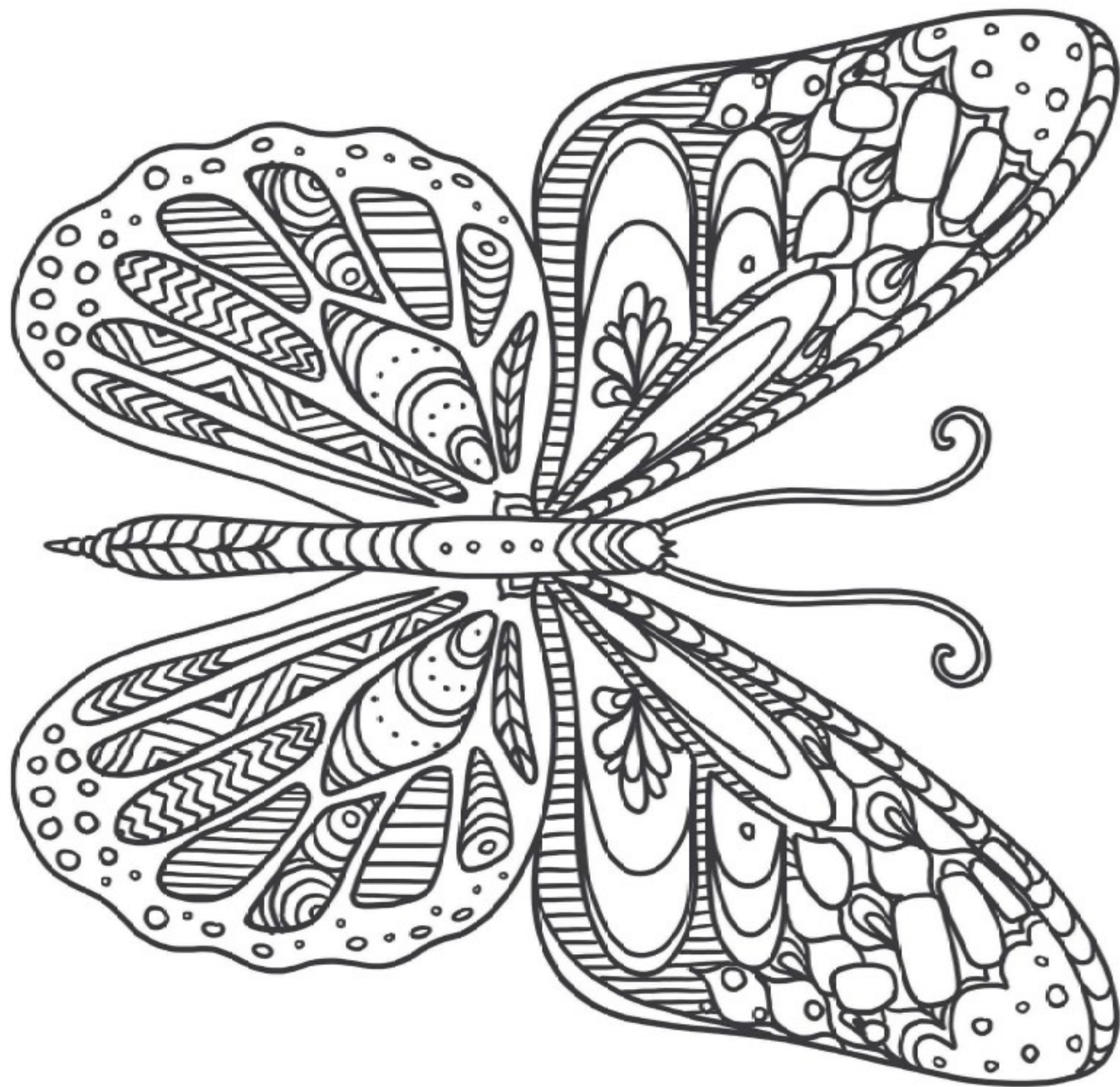
Butterfly

Mealworm

Both

	Butterfly	Ladybug	Mealworm
Eggs			
Larva			
Pupa			
Adult			
Other stages			







# Friday

**Week 4**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Summary and providing feedback regarding reading lessons	Page 1 & 2
	Reading Eggs		
9.30 to 10	Writing	Senryu Poetry with Mrs Christie	Page 3 & 4
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	r, n entry/exit flicks and joining	Page 5
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	addition and subtraction	Page 6 & 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE activities with Mrs Mitchell	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Aboriginal Language and Culture	Recognising the importance of reconciliation	Page 8
2.30 to 3	Virtual Assembly		

**Feedback about Mrs Heath's Reading Lessons**  
**Week 3 and 4**

<b>Question</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>
I have found the lessons interesting and have enjoyed completing the work.			
The lessons and worksheets have suited my ability.			
I completed all of the worksheets.			
I was able to understand the learning.			

List some of the things that you have learnt from your Week 3 and 4 reading lessons?

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Do you have any suggestions on how these lessons could be improved? \_\_\_\_\_

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What did you enjoy learning about most? \_\_\_\_\_

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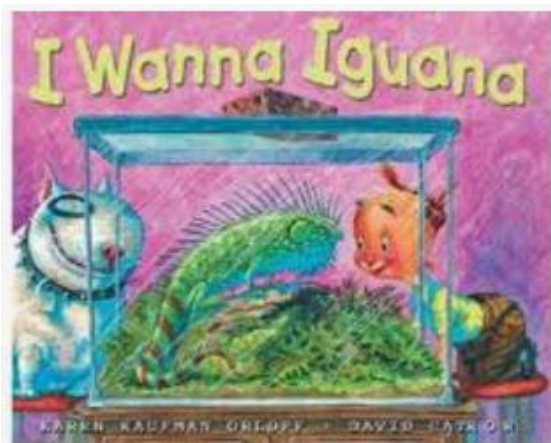
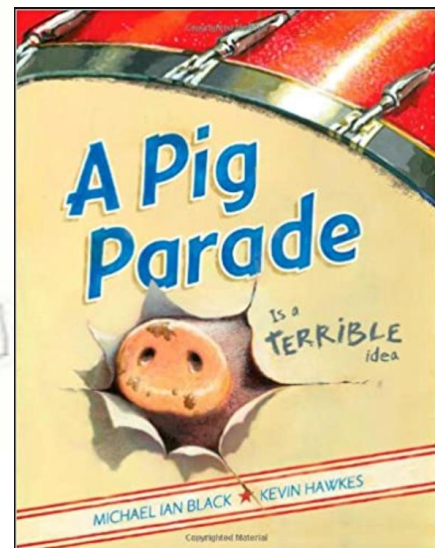
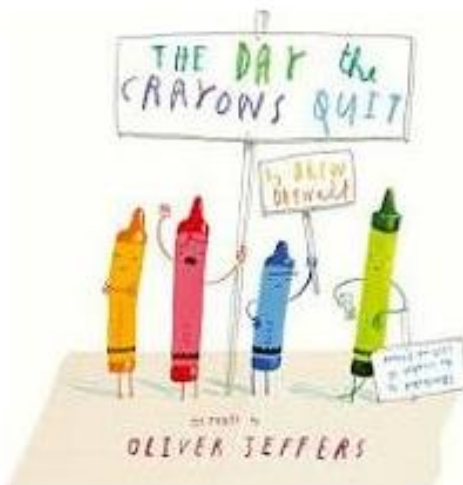
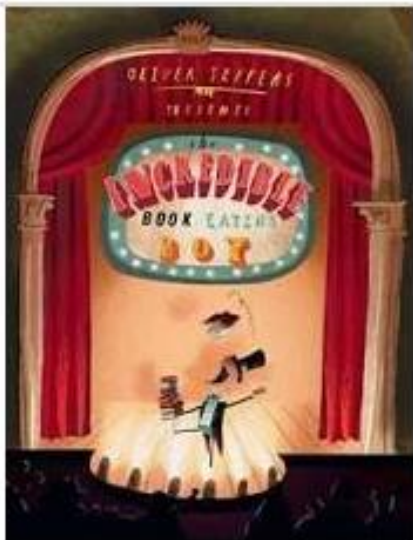
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Thank you for completing this feedback sheet.



## Poetry Writing - Senryu

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

There are 17 syllables only. Just like the Haiku.

The poem also DOES NOT RHYME.

The subject matter is the main difference. Senryu poems are NOT about nature. They tend to be about human activities. They can be humorous.

An example of a Japanese Senryu Poem:

A folded napkin	( 5 syllables)
Is not intended to be	(7 Syllables)
A permanent thing	(5 Syllables)



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

Leap and take a ball (5 syllables)  
.....(7)  
.....(5)



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



Hot and tasty Chips (5 syllables)

.....(7)

.....(5)

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



Gifts under the Tree (5 syllables)

.....(7)

.....(5)

Your turn to choose a topic and write your own Senryu poem.

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Name:

Date:

Tracing practice for the cursive letter 'n'. It shows six examples: a solid 'n' with stroke direction arrows, a dashed 'n' with arrows, a dashed 'n' without arrows, a solid 'n' without arrows, a dashed 'n' with arrows, and a dashed 'n' without arrows.

n

n

run

ran

newer

running

narrow

5

Handwriting practice lines consisting of a series of vertical dashed lines for tracing.

# Number of the Day

Today's number is:

64

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

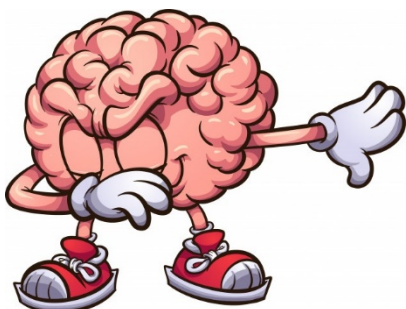
5 What is the number before?

100 more is...

9

Make it in money

10



We are learning to: represent money values in different ways and calculate change

I can:

- Use different combinations of coins and notes to make a given amount
- Use addition and subtraction to calculate change



1 Match each box to the correct amount of money.



\$5.55



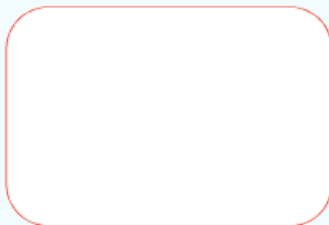
\$2.40



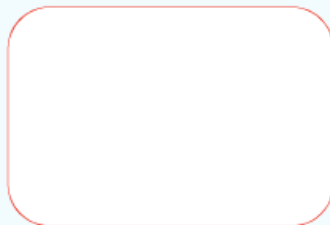
\$6.25



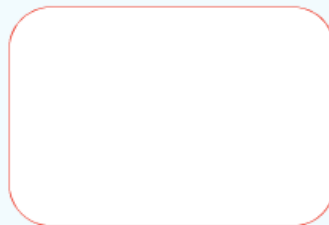
2 Make each amount in another way.



\$5.55



\$2.40



\$6.25

3 Draw different ways to show \$10.40.



4 Find the change from \$2 if you spend:

a \$1.70

b \$0.85

c \$1.35

Find the change from \$10 if you spend:

d \$9.50

e \$1.75

f \$5.55

## Reconciliation Week - Week 4

*We are learning to understand the importance of reconciliation*

**Task:** Design a tile (the square below) for the Schools Reconciliation Challenge including the 2020 theme 'Caring for Country'.

**Extension:** Primary students may like to write an explanation on the back of their tile design to explain what reconciliation means to them and the importance of the theme 'Caring for Country'.



Your tile must be returned to school to be included in the GSPS Schools Reconciliation Challenge. You can return this to school by taking a photo or scan and send it via:

- Email: [gunnedahs-p.school@det.nsw.edu.au](mailto:gunnedahs-p.school@det.nsw.edu.au)
  - Text: 0498 346 377
  - Booklet: postage to school