









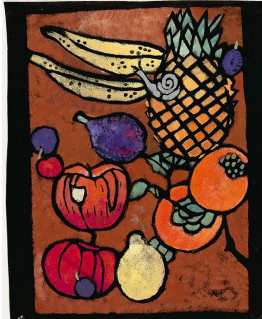


# St Johns Park Public School Year 3 (Term 3 Week 9 - 2021)

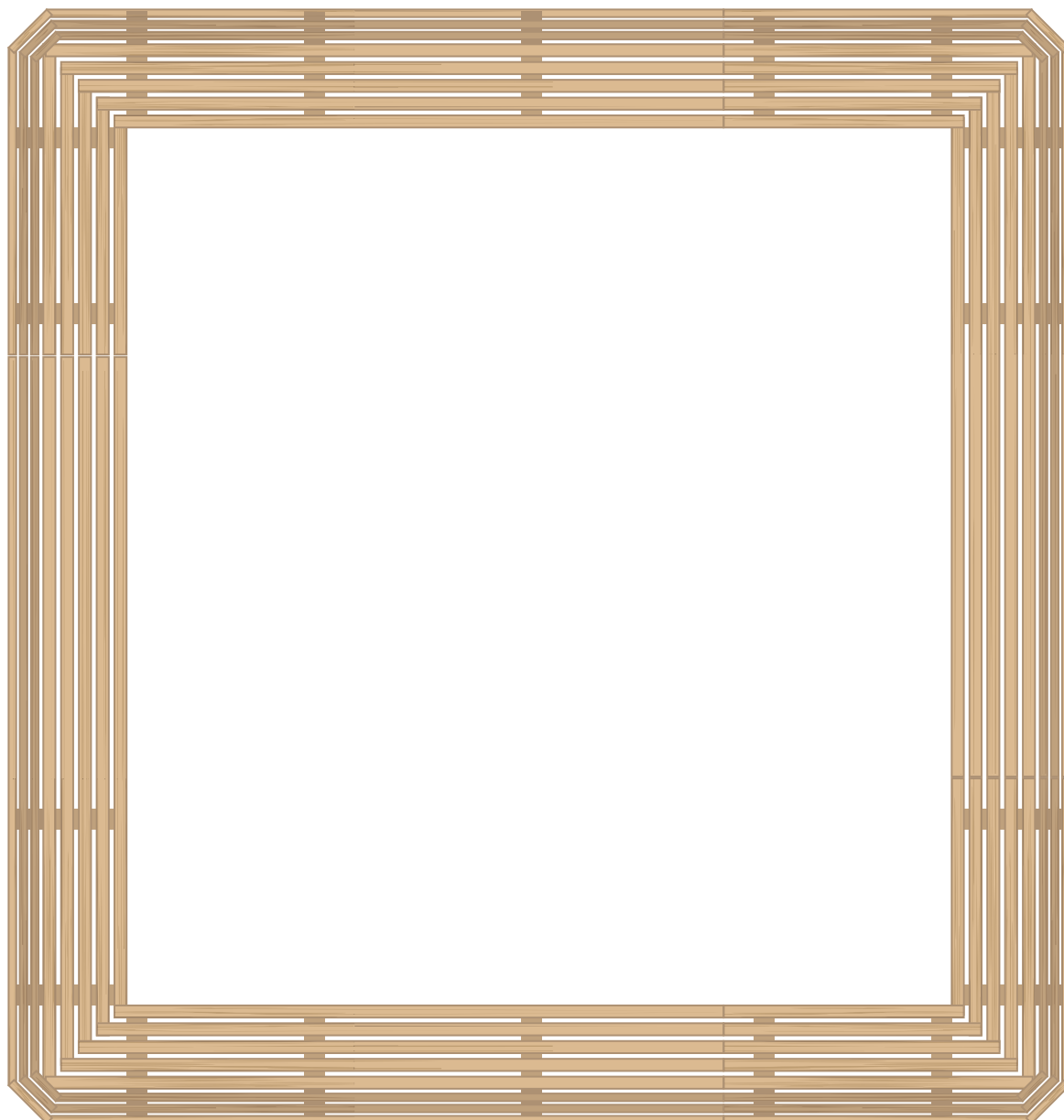
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• 20 bicycle crunches</li> <li>• 10 pencil jumps</li> <li>• 15 squats</li> <li>• 30 second plank</li> </ul> <p>Repeat these steps 2 times.</p> <p><b><u>English</u></b></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><b><u>Fruit &amp; Veg Month</u></b> Watch the video 'Fantastic Fruit and Veg' posted to Seesaw and complete the 'My healthy vegetable patch!' sheet. Voice or video record yourself to share your vegetable patch. Talk about why you chose each fruit or vegetable.</p>	<p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• 10 toe touches</li> <li>• 10 forward lunges</li> <li>• 15 mountain climbers</li> <li>• 30 second arm circles</li> </ul> <p>Repeat these steps 2 times.</p> <p><b><u>English</u></b></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><b><u>Reading - Poetry</u></b> Read <u>aloud</u> the poem 'Tiger'. Underline any words you don't know the meaning of and use a dictionary to help you clarify them. Then, answer the questions.</p>	<p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• 20 bicycle crunches</li> <li>• 10 pencil jumps</li> <li>• 15 squats</li> <li>• 30 second plank</li> </ul> <p>Repeat these steps 2 times.</p> <p><b><u>English</u></b></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><b><u>Reading</u></b> Read 'Mr. and Mrs. Jones' and answer the questions using full sentences.</p>	<p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• 10 toe touches</li> <li>• 10 forward lunges</li> <li>• 15 mountain climbers</li> <li>• 30 second arm circles</li> </ul> <p>Repeat these steps 2 times.</p> <p><b><u>English</u></b></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><b><u>Reading - Poetry</u></b> Read <u>aloud</u> the poem 'A Family of Dinosaurs' and post a voice recording to Seesaw. Use expression and a clear voice. Then, highlight or underline the words that rhyme with each other.</p>	<p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• 20 bicycle crunches</li> <li>• 10 pencil jumps</li> <li>• 15 squats</li> <li>• 30 second plank</li> </ul> <p>Repeat these steps 2 times.</p> <p><b><u>English</u></b></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><b><u>Reading</u></b> Read 'Making Inferences' and answer the questions using full sentences.</p>

<p><b>Writing</b> Day 1: Plan &amp; Organise</p> <p style="text-align: center;"><b>INDEPENDENT PERSUASIVE WRITING TASK 2:</b> <i>'English is Better than Mathematics'</i></p> <p>Use the <b>Persuasive Text - OREO Planning Template</b> to plan your ideas.</p> <p><b>Spelling</b> Write your spelling words in alphabetical order and their parts of speech. <b>Example: Happily = Adverb</b></p> <p><b>Poetry</b> Watch the following videos about <i>Haikus</i>: <a href="https://www.youtube.com/watch?v=nqVZuf5_5aU">https://www.youtube.com/watch?v=nqVZuf5_5aU</a> <a href="https://www.youtube.com/watch?v=ZQQmv38Xgt0">https://www.youtube.com/watch?v=ZQQmv38Xgt0</a></p> <p>Tell someone in your household something you learnt.</p>	<p><b>Writing</b> Day 2: Write</p> <p>Use your plan and the <b>Persuasive Text - Scaffold</b> to write your persuasive text.</p> <p><b>Spelling</b> Using a thesaurus, find synonyms or words with similar meanings for 5 of your spelling words. Think of at least three examples for each word.</p> <p><b>Speaking &amp; Listening</b> <b>Poetry</b> Watch the video about <i>Limericks</i>: <a href="https://www.youtube.com/watch?v=Wy65TkCadfU">https://www.youtube.com/watch?v=Wy65TkCadfU</a></p> <p>Write down 3 - 5 main ideas in point form to summarise what you have learned about Limericks.</p> <p><b>To help you, think about:</b> -What is a limerick? -How many lines do they have? -Who invented Limericks? -Which lines rhyme with each other in a limerick? -Any other interesting facts.</p>	<p><b>Writing</b> Day 3: Edit &amp; Revise</p> <p>Edit using '<b>CUPS</b>' and revise using '<b>ARMS</b>'.</p> <table border="1" data-bbox="1016 339 1370 691"> <tr> <td><i>Capital letters</i></td> <td><i>Add words</i></td> </tr> <tr> <td><i>Understanding Punctuation</i></td> <td><i>Remove unnecessary words</i></td> </tr> <tr> <td><i>Spelling</i></td> <td><i>Move words around</i></td> </tr> <tr> <td></td> <td><i>Substitute boring words</i></td> </tr> </table> <p><b>Spelling</b> <b>Rule of the Week:</b> Most base words remain unchanged when adding the suffixes <b>-er</b> or <b>-est</b>. If a word ends in <b>e</b>, just add <b>-r</b> or <b>-st</b>. Example: <b>'Wise'</b> becomes <b>'Wiser'</b> and <b>'Wisest'</b>.</p> <p><b>Add -r and -st to the following words:</b> <b>Bright, Smooth, Clever, Smart.</b></p> <p><b>Grammar</b> Complete the <b>'Why Our Bodies Need Water - Editing'</b> worksheet.</p>	<i>Capital letters</i>	<i>Add words</i>	<i>Understanding Punctuation</i>	<i>Remove unnecessary words</i>	<i>Spelling</i>	<i>Move words around</i>		<i>Substitute boring words</i>	<p><b>Writing</b> Day 4: Publish</p> <p>Publish your edited and revised writing. You can either type your work or write it in your workbook. Post your published work to Seesaw.</p> <p><b>Spelling/Poetry</b> Choose 5 of your spelling words. List as many words that you can think of that rhyme with each word. Example: <b>Bought - fought, caught, sort, tort, taught, brought.</b></p> <p><b>Handwriting</b> Copy the passage about <b>'Limericks'</b> on the handwriting sheet. This is a chance for you to practise cursive writing. Read the text out loud.</p>	<p><b>Writing - Haiku Poems</b> Choose one of the videos below to remind you how to write a Haiku: <a href="https://www.youtube.com/watch?v=zdo-QYvR8Uk">https://www.youtube.com/watch?v=zdo-QYvR8Uk</a> OR <a href="https://www.youtube.com/watch?v=q2NE4a3NxUw">https://www.youtube.com/watch?v=q2NE4a3NxUw</a></p> <p><b>INDEPENDENT POETRY WRITING TASK: Write a Haiku Poem about ONE of the Four Seasons - Summer, Autumn, Winter or Spring.</b></p> <p><b>Spelling</b> Ask someone at home to test you on your spelling list words.</p> <p><b>Speaking &amp; Listening</b> <b>Poetry</b> Watch the video clip <i>Limerick Poems &amp; How to Write Them</i>: <a href="https://www.youtube.com/watch?v=PSIOkHuj0FU">https://www.youtube.com/watch?v=PSIOkHuj0FU</a></p> <p>Have a go at writing a limerick about an imaginary person. Example: <i>There once was a boy in a tree Who wanted to fly and be free He jumped in the air And to his despair Had broken his elbow and knee.</i> Voice or video record your poem. Share this on Seesaw.</p>
<i>Capital letters</i>	<i>Add words</i>											
<i>Understanding Punctuation</i>	<i>Remove unnecessary words</i>											
<i>Spelling</i>	<i>Move words around</i>											
	<i>Substitute boring words</i>											

Break	Break	Break	Break	Break	Break
<b>Middle</b>	<p align="center"><b>Mathematics</b></p> <p><b>Mentals</b> Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p><b>Number Bust</b> Write 10 number sentences that equal to 98. For example: 56 + 40 = 98 110 - 12 = 98 2 x 49 = 98</p> <p><b>Patterns and Algebra</b> Watch the video on <i>Learning Odd and Even numbers for kids</i> <a href="https://www.youtube.com/watch?v=uuD5JlrMnAk">https://www.youtube.com/watch?v=uuD5JlrMnAk</a></p> <p>Complete the 'Even and Odd- Drawing Arrays' worksheet.</p> 	<p align="center"><b>Mathematics</b></p> <p><b>Mentals</b> Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p><b>Number Bust</b> Write 10 number sentences that equal to 250.</p> <p><b>Patterns and Algebra</b> Watch the video on <i>Even and Odd Numbers for kids</i> <a href="https://www.youtube.com/watch?v=5ilMfDtEroE">https://www.youtube.com/watch?v=5ilMfDtEroE</a></p> <p>Watch the video on 4 digit even and odd numbers <a href="https://www.youtube.com/watch?v=KPZo3xuRoqQ">https://www.youtube.com/watch?v=KPZo3xuRoqQ</a></p> <p>Complete the 'Odd and Even Numbers- Up to four digits' worksheet.</p> 	<p align="center"><b>Mathematics</b></p> <p><b>Mentals</b> Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p><b>Number Bust</b> Write 10 number sentences that equal to 16.</p> <p><b>Word Problems</b></p> <ol style="list-style-type: none"> <li>Frazer and Newton collect coins. Frazer has 326 coins and Newton has 448 coins. How many more coins does Newton have?</li> <li>A piece of paper measures 13 cm long. If you laid 4 pieces of that-sized paper end-to-end, what total length would they stretch?</li> <li>Bill took a nap at 6:25 PM and woke up half an hour later. What time did he wake up?</li> <li>Jane rides her bike to and from school each day. If it takes her 7 minutes each way, for how long does she ride her bike to school in one school week?</li> </ol> 	<p align="center"><b>Mathematics</b></p> <p><b>Mentals</b> Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p><b>Number Bust</b> Write 10 number sentences that equal to 556.</p> <p><b>Position</b> Watch the video on <i>Grid Locations</i> <a href="https://www.youtube.com/watch?v=1vfHkg-dVpl">https://www.youtube.com/watch?v=1vfHkg-dVpl</a></p> <p>Complete the 'Coordinates' worksheet.</p> 	<p align="center"><b>Mathematics</b></p> <p><b>Mentals</b> Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p><b>Number Bust</b> Write 10 number sentences that equal to 2600.</p> <p><b>Position</b> Watch the video on <i>Year 4 Position and Direction</i> <a href="https://www.youtube.com/watch?v=403ydVdMhAM">https://www.youtube.com/watch?v=403ydVdMhAM</a></p> <p>Complete the 'Position' worksheet.</p> 
<b>Break</b>	Break	Break	Break	Break	Break

<p><b>Afternoon</b></p>	<p><b><u>Science and Technology</u></b></p> <p><b>Topic: 'Forces Near and Far: 'STEM Project' (ST2-9PW)</b></p> <p>Watch the pre-recorded lesson 'Week 9 Science-STEM' uploaded to Seesaw or by clicking on the link:</p> <p><a href="https://youtu.be/eIZCEeuzS3c">https://youtu.be/eIZCEeuzS3c</a></p> <p>Complete the worksheet <b>'Week 9 Science- STEM'</b> and the investigation as you are watching the lesson.</p>	<p><b><u>Dance</u></b></p> <p>Watch and follow the <b>'Cup of Life'</b> dance video by <i>Footsteps</i>.</p> <p><a href="https://vimeo.com/580679217/6fe89c8486">https://vimeo.com/580679217/6fe89c8486</a></p> <p><b><u>BTN</u></b></p> <p>Watch <b>'Behind the News'</b> on ABC Me.</p> <p>Select your favourite news story and write a summary about it.</p>	<p><b><u>Geography</u></b></p> <p><b>Topic: 'Significance of Environments' (GE2-1)</b></p> <p>Watch the <b>'Survivor'</b> video.</p> <p><a href="https://www.inquisitive.com/video/67-survivor">https://www.inquisitive.com/video/67-survivor</a></p> <p>Complete the worksheet <b>'People Rely on the Natural Environment to Survive'</b></p>	<p><b><u>PDHPE</u></b></p> <p><b>Topic: 'Cybersmart Forever'</b></p> <p>Watch the video posted on Seesaw.</p> <p>Do Activity 1 and 2 in your notebook. Post them on Seesaw.</p>	<p><b><u>Visual Arts</u></b></p> <p><b>Topic: Fruit and Vegetables</b></p> <p><u>The snail (1949)</u></p> <p>Go to the following website to observe the artworks of Margaret Preston.</p> <p><a href="https://www.artgallery.nsw.gov.au/collection/works/8321/">https://www.artgallery.nsw.gov.au/collection/works/8321/</a></p> <p>Turn to the page 'Works by Margaret Preston' in your learning booklet and complete the learning experience.</p> 
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## *My healthy vegetable patch!*



### **Instructions:**

1. Plan your patch to include as many different colours and type of vegetables as you can.
2. Write the name of each vegetable in the colour that matches its colour family. You can draw the vegetable too if you like.
3. Next to each vegetable, write its type (e.g. bulb, leafy, fruit-type, tuber).

## INDEPENDENT PERSUASIVE WRITING TASK 2:

### *'English is Better than Mathematics'*

This week, you will be required to write your own persuasive text. First you must decide which side you will take. Do you **agree** or **disagree** with the statement above? Then you will need to write down your three strongest reasons For or Against.

<i>'English is Better than Mathematics'</i>	
Reasons I Agree	Reasons I Disagree

### Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:          	Reason 2:          	Reason 3:          
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Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:          	Example 2:          	Example 3:          
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Week 9 Spelling Words

Week 9 Spelling

Extension	Theme	Rule	Phonics	High Frequency
relevant resources responsible schnitzel shoulder	resources shelter species survival unique	bright smooth wise clever smart	hair fair chair airport repair	though decimal design bought brought

Monday

1.  $71 + 13 = \underline{\quad}$

2.  $23 - 6 = \underline{\quad}$

3.  $53 + 66 = \underline{\quad}$

4.  $9 \div 3 = \underline{\quad}$

5.  $6 \div 3 = \underline{\quad}$

6. 3835 is an even number. True or false?         

7. Complete this counting pattern:  
40, 42, 44, 46,         ,         ,         

8. In a group of 113 students, 43 would like to play football and the rest want to play netball. How many want to play netball?         

9. Share \$30 between 10 children.         

10.  $5 \text{ cents} + \$1.00 = \underline{\quad}$

11. Colour in a quarter of this shape:

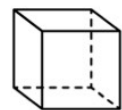


12. Colour in a third of these circles.



13. How many weeks in a fortnight?         

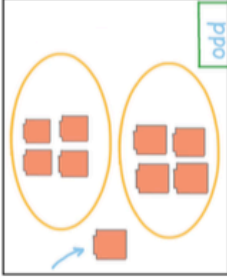
14. How many faces does a cube have?  
        



15. Which star has the lowest chance of being selected? Black or white?         



## Even and Odd- Drawing Arrays



1. Samantha has 17 cookies.  
Does she have an odd or even number of cookies?  
Draw an array and divide them into 2 groups or pairs to see if they are even or odd.

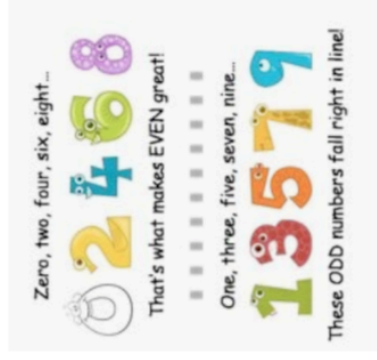
2. An apple tree has 42 apples on it.  
Are there an odd or even number of apples on the tree?  
Draw an array and divide them into 2 groups or pairs to see if they are even or odd.

3. Is the sum of  $17 + 8$  odd or even?  
Draw an array to help you find out.

## Odd and Even Numbers- Up to four digits

1. Circle the even number in each group.

- a. 4761 5732 8023 1827 8379
- b. 2195 9999 3249 8640 1425
- c. 3987 2319 8953 9324 3295
- d. 5438 1381 2753 6789 7355
- e. 2457 1466 9753 5031 2743
- f. 6741 6539 7020 1265 7475



2. Circle the odd number in each group.

- a. 8464 6634 3763 8476 3736 d. 1463 1616 3768 8076 3132
- b. 1432 2634 3760 5466 3711 e. 3660 4238 3768 5425 7732
- c. 2215 5738 3760 7672 3162 f. 5408 1631 2762 5470 9730

3. Write the smallest even number formed by the digits 4, 3, 1 and 6.

4. Write the greatest odd number formed by the digits 2, 8 and 5.

5. Write the smallest odd number formed by the digits 7, 2 and 9.

6. Write the greatest even number formed by the digits 5, 7, 6 and 1.



# Skydive into Forces

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

Date: \_\_\_\_\_

Student worksheet

**Directions:** Complete the steps below to prepare for the experiment.

1. Draw a falling skydiver.

**Falling without parachute**

**Checklist:**

- Draw the skydiver falling.
- Draw why the skydiver falls.  
(Hint: What causes the pull?)
- Draw how fast the skydiver moves.

# Skydive into Forces — Page 2

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

2. Draw and describe how and why you predict the parachute allows a skydiver to land softly.

**Falling with parachute**

**Checklist:**

- Draw the skydiver falling and the parachute.
- Draw why the skydiver falls.  
(Hint: What generates the pull?)
- Draw how fast the skydiver moves.

**Briefly explain why you think a parachute allows for a softer landing.**

# Skydive into Forces — Page 3

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

**Directions:** Watch the video and create and test a model parachute.

4. Record if your figure lands soft, hard, or in-between (medium) by circling the correct word in Table 1.

	Trial 1	Trial 2	Trial 3	Trial 4
Drop with parachute	Soft Medium Hard	Soft Medium Hard	Soft Medium Hard	Soft Medium Hard
Drop without parachute	Soft Medium Hard	Soft Medium Hard	Soft Medium Hard	Soft Medium Hard

5. Can you see a pattern in your data? What can you conclude?

6. Now that you have done the experiment, use the next page to draw and describe how and why you think the parachute allows a skydiver to land softly. Has your explanation changed?

# Skydive into Forces — Page 4

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

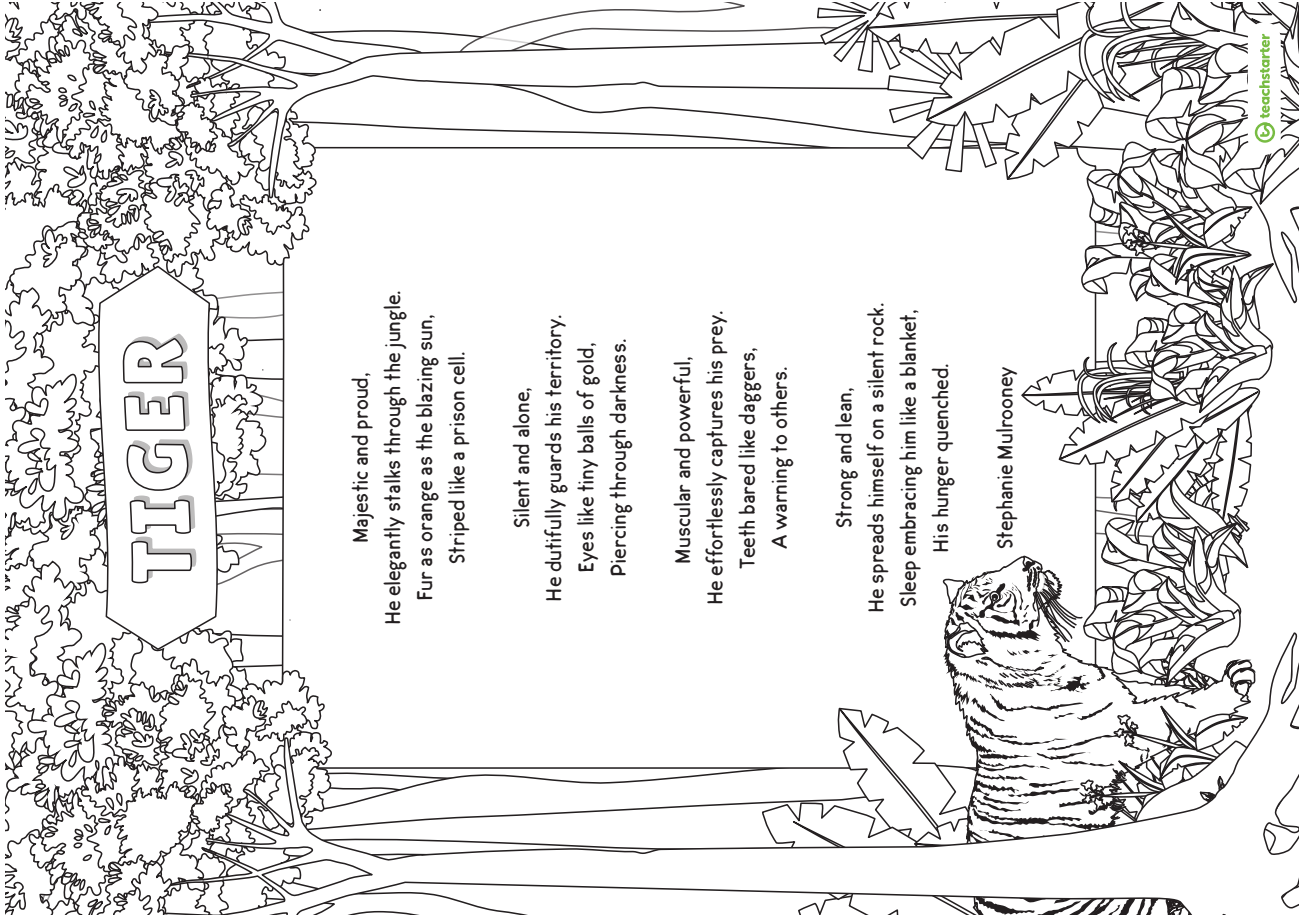
**Directions:** Complete the sections below about your experiment.

**Falling with parachute**

**Checklist:**

- Draw the skydiver falling and the parachute.
- Draw why the skydiver falls.
- Draw how fast the skydiver moves.
- Draw what slows down the fall.

**Briefly explain why you think a parachute slows a fall down and thus, allows for a safe landing.**



## Exploring Imagery

1. An adjective describes a noun. An adverb provides more information about a verb. List the adjectives and adverbs the poet uses in the poem to describe the tiger.

Adjectives	Adverbs

2. How do the adjectives and adverbs in the poem help the reader to visualise how the tiger looks and moves?

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3. Draw a picture in the box of what you visualised in your mind while reading the poem.

# Persuasive Text – Scaffold

Title \_\_\_\_\_

Opening statement (State your **opinion** about the topic of the text).

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Reason 1 (State your first **reason** and provide an **example** to support it).

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Reason 2 (State your second **reason** and provide an **example** to support it).

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Reason 3 (State your third **reason** and provide an **example** to support it).

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Concluding statement (Restate your **opinion** about the topic of the text).

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Tuesday

1.  $84 - 2 =$  \_\_\_\_\_

2.  $37 + 12 =$  \_\_\_\_\_

3.  $52 - 9 =$  \_\_\_\_\_

4.  $18 \div 3 =$  \_\_\_\_\_

5.  $8 \div 2 =$  \_\_\_\_\_

6. Write the smallest number you can using: 9, 5, 5.  
\_\_\_\_\_

7. Complete this counting pattern:

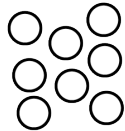
88, 93, 98, 103, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. What does 44 plus 58 equal? \_\_\_\_\_

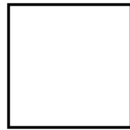
9. Divide 30 by 3. \_\_\_\_\_

10.  $\$1.00 + \$2.00 + 20 \text{ cents} =$  \_\_\_\_\_

11. Colour in a quarter of these circles.



12. Colour in a quarter of this shape:

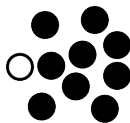


13. How many days in a fortnight? \_\_\_\_\_

14. What is the name of this 3D object?  
\_\_\_\_\_



15. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_



Wednesday

1.  $41 - 6 =$  \_\_\_\_\_

2.  $7 + 36 =$  \_\_\_\_\_

3.  $33 + 28 =$  \_\_\_\_\_

4.  $10 \div 10 =$  \_\_\_\_\_

5.  $62 \div 2 =$  \_\_\_\_\_

6. Write the largest number you can using: 2, 8, 3.  
\_\_\_\_\_

7. Complete this counting pattern:

72, 74, 76, 78, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. What is the sum of 98 and 40? \_\_\_\_\_

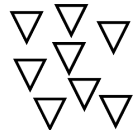
9. Divide 94 by 2. \_\_\_\_\_

10.  $\$1.00 + 20 \text{ cents} =$  \_\_\_\_\_

11. Colour in a quarter of these stars.

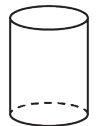


12. Colour in an eighth of these triangles.



13. 1 minute = \_\_\_\_\_ seconds

14. What is the name of this 3D object?  
\_\_\_\_\_



15. Which star has the highest chance of being selected? Black or white? \_\_\_\_\_



## Mr. and Mrs. Jones

Mr. and Mrs. Jones were moving house. They wanted a change of scenery. Mr. Jones wanted to move into the city, but Mrs. Jones wanted to move to the country.

Mr. Jones argued that the city would be a better place for them to live. He said that, in the city, they would make friends with lots of different people. There would be more technology available and lots of different restaurants to try something new to eat.

Mrs. Jones argued that the country would be better. She said that the city would be too noisy and the country would be nice and quiet. They would be able to live in a big house instead of a tiny apartment. They would be able to grow their own vegetables and eat fresh food.

Both the city and the country had their positives and negatives. In the end, Mr. and Mrs. Jones decided to buy a camper van. That way, they were able to move from one place to the other and enjoy the best of both worlds.



## Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?
2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?
3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?
4. Write a list of all the positive and negative characteristics of where you live.

### CRAZY CREATIVE CHALLENGE

Make a list of activities that you could do in both the city and the country.

Choose one of the activities and draw yourself doing your chosen activity.



# People Rely on the Natural Environment to survive

Watch the video: [Survivor](#).



1. Write down all the things the people playing the Survivor game collected for survival.

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2. One important thing that people need to survive was missing from the video. What was it? \_\_\_\_\_

3. What other things might the players be able to find on the island to help them in the game?

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4. Match the plants with their uses for the people.



apple tree



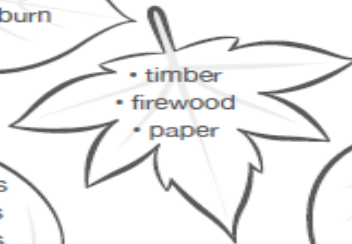
wheat



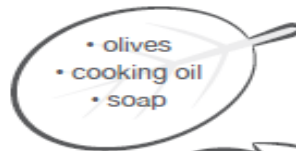
aloe vera



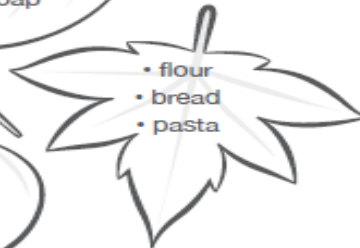
- gel for sunburn



- timber
- firewood
- paper



- olives
- cooking oil
- soap



- flour
- bread
- pasta



- clothes
- towels
- sheets



- fruit
- juice



cotton bush



olive tree



balsa trees





## A FAMILY OF

# DINOSAURS

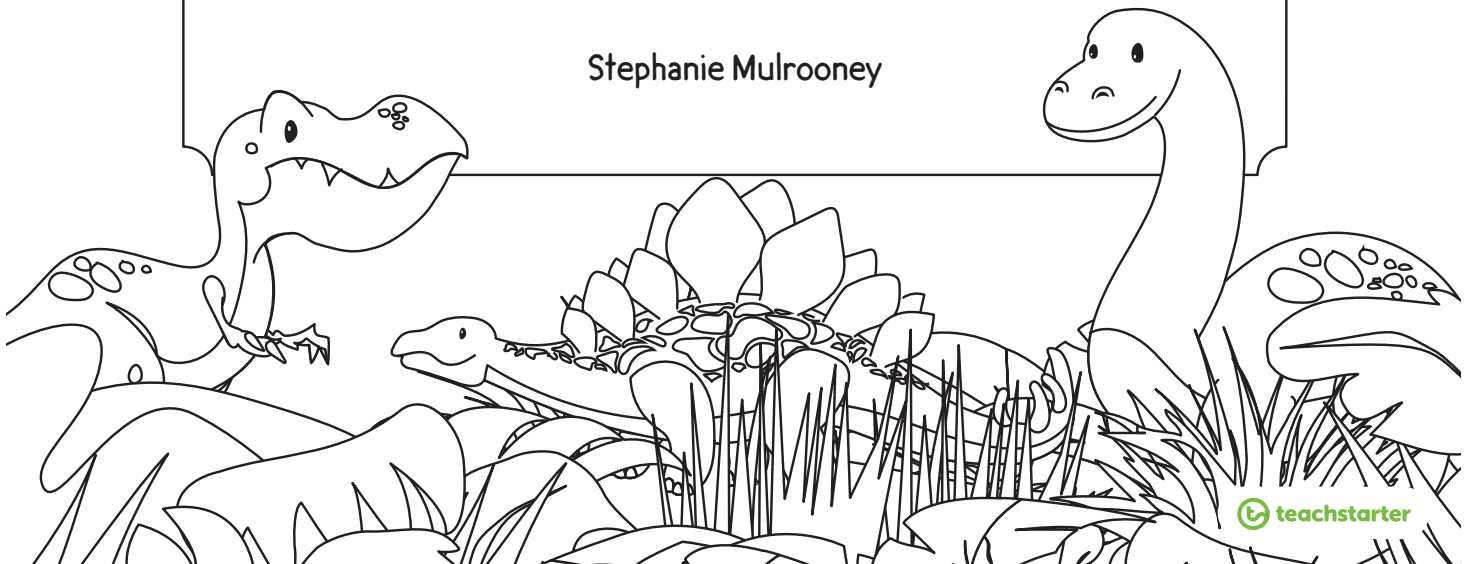
My family loves dinosaurs, we think they are best,  
We know everything about them, people say that we're obsessed!  
And often, when we're all at home, we play a little game,  
We like to call each other by our special 'dino name'.

Mum's a smooch-osaurus 'cause she likes to give us kisses,  
Dad's a splash-osaurus 'cause he's always washing dishes.  
Pop's a munch-osaurus 'cause he eats and eats and eats!  
Gran's a spoil-osaurus 'cause she always gives us treats.

Jack's a sprint-osaurus 'cause he's really fast at running,  
Tom's a stomp-osaurus 'cause we always hear him coming.  
Flo's a twirl-osaurus 'cause she loves to dance around,  
Nell's a squeak-osaurus 'cause she barely makes a sound.

Now I'm the youngest member of my crazy family,  
And so, you ask, which dino name has been assigned to me?  
Well I'm the luckiest one of all, my dino name's the best  
When I'm at home, I'm known by all as smile-osaurus rex!

Stephanie Mulrooney



## LIMERICKS

A Limerick is another type of poem that has five lines. Limericks are silly poems!

Limericks date back to the eighteenth century and are said to have started with a

famous British poet named Edward Lear. He wrote hundreds of limericks!

Thursday

1.  $78 + 15 =$  \_\_\_\_\_

2.  $31 - 7 =$  \_\_\_\_\_

3.  $81 + 8 =$  \_\_\_\_\_

4.  $35 \div 5 =$  \_\_\_\_\_

5.  $20 \div 10 =$  \_\_\_\_\_

6. Write the largest number you can using: 1, 2, 2. \_\_\_\_\_

7. Complete this counting pattern:

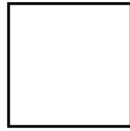
57, 62, 67, 72, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. What is the difference between 53 and 49? \_\_\_\_\_

9. Share \$6 between 3 children. \_\_\_\_\_

10.  $5 \text{ cents} + \$2.00 + 5 \text{ cents} =$  \_\_\_\_\_

11. Colour in a quarter of this shape:

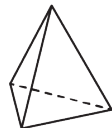


12. Colour in a third of these stars.

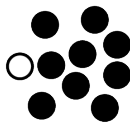


13. How many days in a year? \_\_\_\_\_

14. A triangle-based pyramid has \_\_\_\_\_ corners.



15. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_



Friday

1.  $81 + 20 =$  \_\_\_\_\_

2.  $72 - 8 =$  \_\_\_\_\_

3.  $38 - 5 =$  \_\_\_\_\_

4.  $25 \div 5 =$  \_\_\_\_\_

5.  $12 \div 3 =$  \_\_\_\_\_

6. 9973 is an even number. True or false? \_\_\_\_\_

7. Complete this counting pattern:

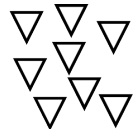
56, 66, 76, 86, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. Bella has 54 buttons. Isabella has 57 buttons. How many more buttons does Isabella have? \_\_\_\_\_

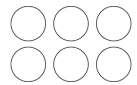
9. Divide 20 by 10. \_\_\_\_\_

10.  $5 \text{ cents} + 20 \text{ cents} + 50 \text{ cents} =$  \_\_\_\_\_

11. Colour in an eighth of these triangles.

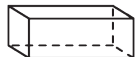


12. Colour in a third of these circles.



13. How many seconds in a minute? \_\_\_\_\_

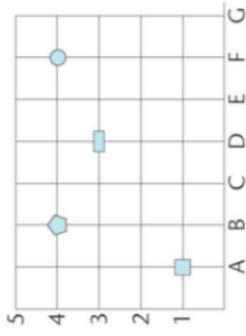
14. A rectangular prism has \_\_\_\_\_ corners.



15. Which circle has the highest chance of being selected? Black or white? \_\_\_\_\_

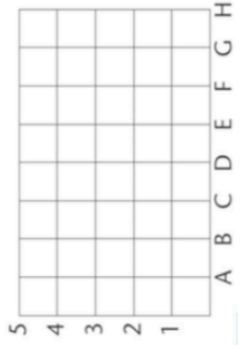


# Coordinates



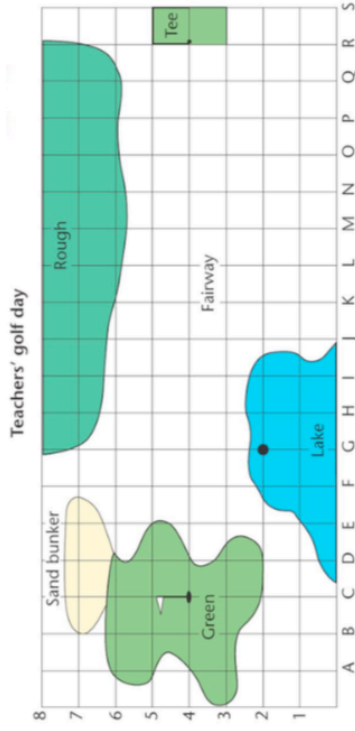
1. What shapes are found at these to form a coordinates?

- a A1
- b D3
- c B4
- d F4



2. Join these coordinates shape.

- Join B1 to F1
- F1 to F4
- F4 to B4
- B4 to B1



3. Use the coordinate points to draw the positions of the teachers' golf balls.

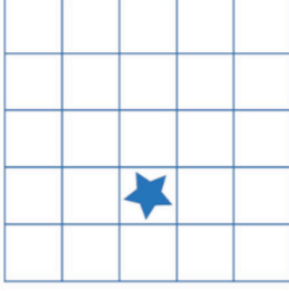
- a Mrs Murray G2 (done)
- b Ms Cooper J8
- c Mr Comerford E7
- d Ms Norman D5
- e Mr Irons F4
- f Ms Hill Q2
- g Mr Spears A8
- h Ms Salter L4

4. Tim's teacher, Mr Wilson, is a really awful golfer. He hit from the tee to N5, then into the rough at H7. From there he hit over the green to C1, then onto the green at B4. He then sunk his putt. Join up Mr Wilson's shots with a line to show how he played the hole.

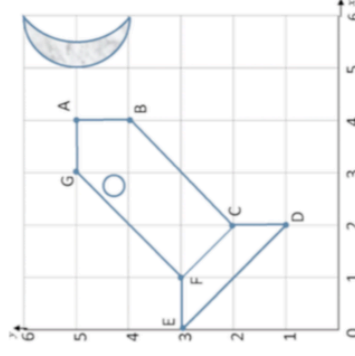
# Position

1. Showing Position.

- a Colour the square second from the left on the top line blue.
- b Colour the square third from the bottom and third from the left yellow.
- c Colour the square fourth from the top and fourth from the right red.
- d Put an X in the square fourth from the right on the bottom row.
- e Describe the position of the star.



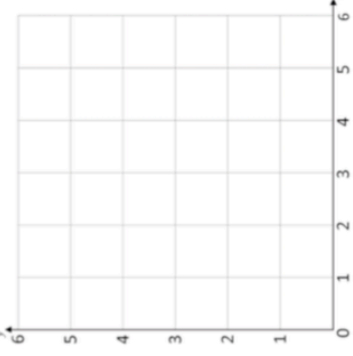
2.



1) Write down the coordinates of this rocket.

- A ( \_ ) ( \_ )
- B ( \_ ) ( \_ )
- C ( \_ ) ( \_ )
- D ( \_ ) ( \_ )
- E ( \_ ) ( \_ )
- F ( \_ ) ( \_ )
- G ( \_ ) ( \_ )

3.



2) Draw your own rocket in the grid below and write down the coordinates.

## Making Inferences

### Scenario 1

Dad was home from work and looking forward to sitting down and relaxing. As he came around the corner, he saw his wife's special vase shattered on the floor. Lying a short distance away was his son's football. "Hudson!" Dad yelled, but Hudson was nowhere to be seen.

### Scenario 2

'Closed Today' said the sign on the front gate. Sabrina's shoulders sagged and she tried not to let her tears show. She removed her swimming cap and goggles and walked back to the car with her parents.

### Scenario 3

Senith had just placed the lid back on the tin and finished packing up his equipment. He needed to wash out his brushes and try and get as much paint off his hands as he could. He would be back again tomorrow to finish the back of the house.



## Making Inferences

1. What happened to the vase?
2. Why do you think Hudson left?
3. Where do you think Sabrina was planning on going?  
How did Sabrina feel? How do you know?
4. What is Senith's job?

What clues in the text make you think that?

## CRAZY CREATIVE CHALLENGE

Create your own 'Who Am I?' clues.

- 🕒 Give the clues to a partner to see if they can guess who or what your clues are for.

## Visual Arts Learning From Home Week 9

Title

### **The snail**

(1949)

Artist

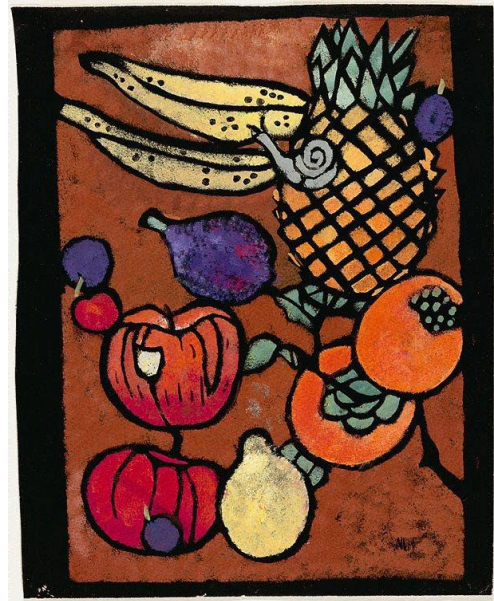
### **Margaret Preston**

Australia, England, France

29 Apr 1875 – 28 May 1963

#### **Resources or materials**

- selection of fruit or vegetables or a mixture of both
- a ready made paper mache snail made to scale
- floor, carpet, coloured table cloth or similar
- digital camera
- image of Margaret Preston still life art work featuring fruit and snail



#### **Sequence of learning experiences**

1. From the Art Gallery of NSW website, research Margaret Preston, as a prominent Australian and the ways she approached her art making.
2. Study and discuss, with family members, a variety of still life images by Margaret Preston. Post another of your favourite Margaret Preston image on Seesaw. Not the same image as your previous lesson.
3. Discuss, with family members, the boldness of the black border and how this gives the overall image a structure and focus.
4. Think about the individual colours contrasting against the background. Voice record and post your ideas about a Margaret Preston image on Seesaw.
5. Notice the "snail"? Voice record and post your feelings about Margaret Preston's image on Seesaw. Snails are natural. Should a snail be part of a still life on fruit or vegetables?
6. Does the snail look like it has been placed on top of the fruit?
7. Does the snail look like it has been placed amongst the fruit?
8. Arrange fruit or vegetables on a central place in a room to provide views to all invited family artists from different angles.
9. Young artists, are to arrange fruit or vegetables, on a flat surface. This will require young artists to practice, so as to obtain a still life, ready for a digital image to be taken. [Image One]
10. Make a paper mache snail. Make sure your paper mache snail is not bigger than the fruit or vegetables.
11. Take a separate photo of your paper mache snail. [Image Two]
12. Place your paper mache snail together with your fruit or vegetables.
13. Take a photo of your paper mache snail together with your fruit or vegetables. [Image Three]
14. A still life is an image of something that does not move and can be used to celebrate the joy objects bring, in this case, fruit, vegetables and a snail. Is your snail moving?
15. After constructing your digital image of the still life setting, compare your image with the artwork of Margaret Preston. Record audio and post on Seesaw your thoughts.
16. Young artists use informal units of measurement to gain the correct proportions of fruit, vegetables and snail. For example, seeing that a snail is the same height as a date or fig and transferring that same proportion to your digital image.
17. Post your magnificent digital photographs, "works of art", on Seesaw.