St Johns Park Public School Year 3 (Week 1 -2021)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Fitness** ● 10 squats ● 15 lunges ● 10 push ups ● 15 star jumps Repeat these steps 2 times. **English** **Read** to yourself for 15 minutes. **Reading** Read **'Species Snapshot Naked Mole Rat'** and answer the questions using full sentences.	**Fitness** ● 10 sit ups ● 30 seconds of jogging ● 10 jump squats ● 30 second plank Repeat these steps 2 times. **English** **Read** to a family member for 15 minutes. **Reading** Read **'Max's One-Man Band'** and answer the questions using full sentences.	**Fitness** ● 10 squats ● 15 lunges ● 10 push ups ● 15 star jumps Repeat these steps 2 times. **English** **Read** aloud for 15 minutes. **Reading** Read **'Recess Rules: The More the Merrier'** and answer the questions using full sentences. .	**Fitness** ● 10 sit ups ● 30 seconds of jogging ● 10 jump squats ● 30 second plank Repeat these steps 2 times. **English** **Read** to yourself for 15 minutes. **Reading** Read **'How to Build a Worm Farm'** and answer the questions using full sentences.	**Fitness** ● 10 squats ● 15 lunges ● 10 push ups ● 15 star jumps Repeat these steps 2 times. **English** **Read** to your favourite toy for 15 minutes. **Reading** Read **'To the Editor'** and answer the questions using full sentences.

Writing	Writing	Writing	Writing	Writing
Day 1: Plan & Organise	**Day 2: Write**	**Day 3: Edit**	**Day 4: Revise**	**Day 5: Publish**
Read the writing prompt ' **'What a Mess!'.** Use the **Narrative Planning Template** to plan your ideas. *LI: To plan ideas before writing.* *SC: -Plan for all parts of the narrative.* *-Uses keywords.* *-Ideas are sequenced.*	Use your plan and write your narrative *LI: I can write a well-structured narrative.* *SC: -Use ideas from the plan.* *- Have all the parts of a narrative.* *-Organise and sequence ideas using paragraphs.*	Edit your work to check for mistakes *LI: I can edit my work using the acronym CUPS.* *SC:* *C*apital letters *U*nderstanding (check for meaning) *P*unctuation	Revise your work to improve writing. *LI: I can revise my work using the acronym ARMS.* *SC:* *A*dd words (e.g. adjectives, conjunctions) *R*emove unnecessary words *M*ove words around *S*ubstitute boring words (e.g. replace 'run' with 'dash')*	Publish your edited and revised writing. You can either type your work or write it in your workbook. *LI: can publish my writing.* *SC:* *-Type/write each sentence carefully.* *-Include all changes you have made.* *-Make sure your work is presentable.*
Journal entry – video or voice record how you're feeling today and why	**Spelling** Define 10 spelling list words.	**Journal writing** – write and draw how you're feeling today and why.	**Handwriting** – Complete handwriting worksheet.	**Spelling** Ask someone to test you on your spelling list words.
Break	Break	Break	Break	Break	Break

Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Mentals Complete Maths Mentals (15 questions). Time yourself and record your time. Times tables Complete your x2, x3 and x4 times tables in your workbook in mixed order. 2 x 7 = 2 x 11 = 2 x 3 = Whole Numbers Today's number is **576** Brainstorm anything you know about this number. Complete the "Number of the day" worksheet.	Mentals Complete Maths Mentals (15 questions). Time yourself and record your time. Times tables Complete your x5 and x6 times tables in your workbook starting from halfway. 5 x 7 = 5 x 8 = 5 x 9 = Whole Numbers **Even number:** can be divided into two equal groups. Even numbers end in 2, 4, 6, 8 and 0. **Odd number:** cannot be divided into two equal. Odd numbers end in 1, 3, 5, 7, 9. Complete the "Identifying Even and Odd Numbers" worksheets. .	Mentals Complete Maths Mentals (15 questions). Time yourself and record your time. Times tables Complete your x7 and x8 times tables in reverse order in your workbook. 7 x 12 = 7 x 11 = 7 x 10 = Problem Solving Complete the "Bobby's Board Games – Math Design Pitch" activity. Answer Problem Solving Questions 5-8 in your workbook.	Mentals Complete Maths Mentals (15 questions). Time yourself and record your time. Times tables Complete your x9 and x10 times tables in your workbook in mixed order 9 x 5 = 9 x 10 = 9 x 8 = 3D Space Using your constructed 3D objects from last week, fill in the provided table for the following shapes: ● Cube ● Rectangular prism ● Triangular pyramid ● Cone ● Cylinder ● Square based pyramid .	Mentals Complete Maths Mentals (15 questions). Time yourself and record your time. Times tables Complete your x11 and x12 times tables in your workbook. 11 x 1 = 11 x 2 = 11 x 3 = 3D Space Vertex, edge and face. A vertex is a corner. An edge is a line segment between faces. A face is a single flat surface. Complete the "3D Objects" worksheets.
Break	Break	Break	Break	Break	Break

| Afternoon | Science and technology Topic: 'SMOOTH MOVES'

Find an open space. Run over a distance and stop suddenly and walk over a distance and stop suddenly. Answer the following questions in your workbook. **1. What did you feel when you were walking? 2. What did you find out from the task? 3. Why did you think that was**?

You will need 2 cans and a safe floor area. Use different sized Pushes and Pulls to roll the cans. Compare how easy they are to stop. What was the difference in the push used to move each can?

Look at the example and create your story board that includes a title, drawings, force arrows and descriptive captions on the **sheet provided.** | **BTN**

Watch 'Behind the News' on ABC Me. Choose your favourite story. Write a summary of the story. | **Geography Topic: 'Australia & its Neighbours'**

Features of Places Watch the video: Australia's Neighbours – Charlotte's Story https://online.clickview.c om.au/share?sharecode =163f53e3

Complete the worksheet **'What would it be like to live in a different place?'** | **Creative Arts Music Activity**

Experiment with homemade instruments, found sound and body percussion to create music for an image.

Make any three homemade instruments.

Choose an image to add music to. Complete activity sheet one.

Activity

Compose a melody using any three homemade instruments. | **PDHPE Topic: What are medicines and who gives them to me?**

Record responses in your workbook. Write down what medicines look like? *Brainstorm* types of medicines Who gives me medicines?

Read Activity sheet 1, Marly; a scenario about taking medicines. List all the people to whom Marly could go for help. Complete Worksheet 2, Support Network, identify people from whom you could get help. *Identify five people, two whom are readily accessible.* |
|---|---|---|---|---|---|

SPECIES SNAPSHOT
Naked Mole Rat

Mammals give birth to live young, produce milk for their babies, have hair and are warm-blooded – right? Well... while most mammals have these features, there are some exceptions. Introducing... the naked mole rat! It may not be the most attractive critter you've ever seen, but it has some unique characteristics.
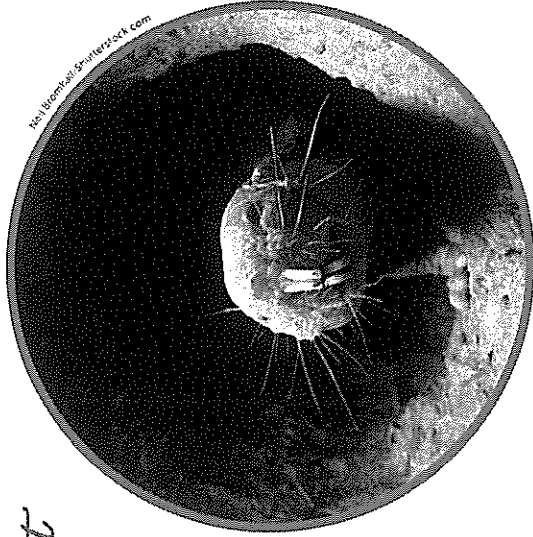
DESCRIPTION

An adult naked mole rat is about 7–13 centimetres long and weighs 35 grams (about the same as a teaspoon of yoghurt). It has extremely wrinkly, pinkish skin with very little hair. The few hairs it has do not keep the mole rat warm. Instead, the hairs act like whiskers, helping the mole rat sense its environment.

Naked mole rats find it hard to maintain a steady body temperature. This means they are not true warm-blooded animals. They often rest together in piles to keep warm.

Perhaps the mole rat's most noticeable feature is its long front teeth, which resemble mini chopsticks. Not only do the teeth look like chopsticks, but each tooth can also be moved separately – in the same way chopsticks move! The teeth are actually *outside* the mole rat's mouth. Because these amazing animals

use their teeth to dig tunnels, their lips close behind the teeth so they don't end up with a mouthful of dirt when digging.

Most rodents of this size live for around 4–6 years. Naked mole rats can live for more than 30 years!

HABITAT

Naked mole rats spend their lives underground in semi-arid areas of Kenya, Ethiopia and Somalia.

Their burrows are complicated but well-organised. Special chambers, like rooms in a house, are connected by tunnels. The chambers include the feeding chamber where food is stored, the nesting chamber where the pups (babies) are cared for, and a toilet chamber – we can all guess what happens there!

Litter size varies greatly in mammals. The average litter of naked mole rats is about 15 pups, but some mothers can have a whopping 30 pups in one litter! Among mammals, that is one of the largest litters of all.
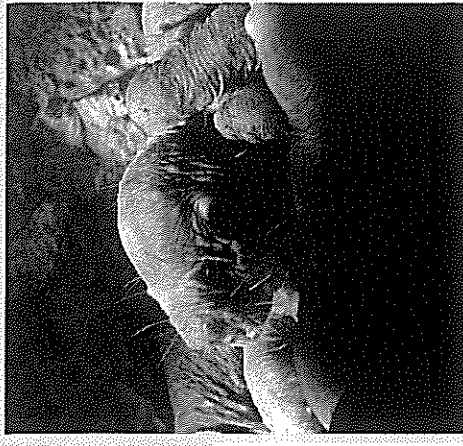
DIET

Naked mole rats eat tubers, which are the underground parts of plants. Sometimes, these tubers are as big as pumpkins. As well as being a food source, the tubers 'hydrate' the mole rats, which means they provide the rats with water.
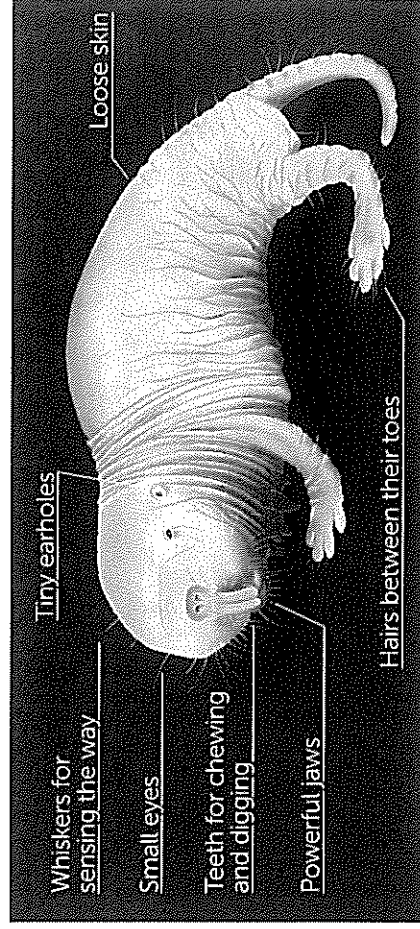
BEHAVIOUR

One unusual aspect of naked mole rat behaviour is that they live in colonies – in much the same way as bees and ants. The average colony has about 75 members (although there can be as many as 300) and is ruled by a queen.

Naked mole rats are experts at working cooperatively. Together, they dig tunnels, find food, help look after the pups, and groom and feed the queen.

DON'T JUDGE A BOOK BY ITS COVER!

While the naked mole rat is not a cute animal, it is fascinating to study. Many aspects of its life are not what we would expect to see in a mammal. Scientists are interested in studying why these incredible creatures rarely get cancer, why they live so long, and why they show few signs of getting old. Perhaps we will still have much to learn from these crinkly, funny looking little bundles!

- Tiny earholes
- Loose skin
- Whiskers for sensing the way
- Small eyes
- Teeth for chewing and digging
- Powerful jaws
- Hairs between their toes

Name: _____   Date: _____

Naked Mole Rat

Questions

1. List 3 facts that you were amazed to learn about the naked mole rat.

_____

_____

_____

_____

_____

2. The naked mole rat is a rodent. Name four other rodents.

_____

_____

3. Are naked mole rats herbivores or carnivores?

_____

4. What features of this animal make it well suited to living underground?

_____

_____

_____

5. Naked mole rats have one of the largest litter sizes of any mammal. Research the average number of offspring born at one time to each of the following mammals:

• grizzly bear: _____

• dog: _____

• pig: _____

• humpback whale: _____

COMPREHENSION

teachstarter

'What a mess!'

Today you are going to write a narrative (a story).
The idea for your story is 'What a mess!'

Your story might be about a messy person, an untidy place or a complicated or tricky situation.

It might be a mix-up between people, or it might be about a plan gone wrong.

It could be about a broken promise or friendship, or an unexpected event that causes confusion.

Think about:
- the characters in your story
- when and where your story takes place
- the complication or problem and how it is solved
- how the story ends.

Remember to:
- plan your story before you start
- choose your words carefully
- write in sentences
- pay attention to your spelling, punctuation and paragraphs
- check and edit your writing.
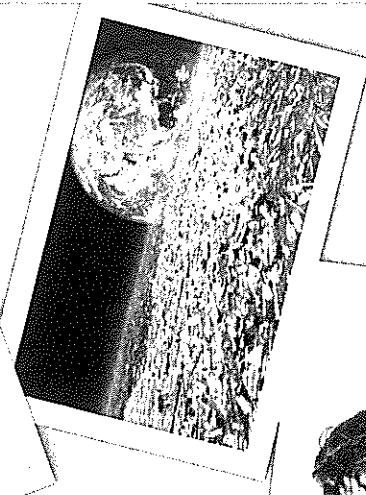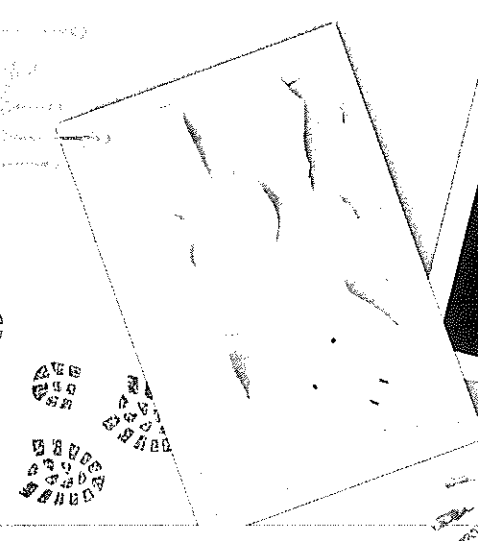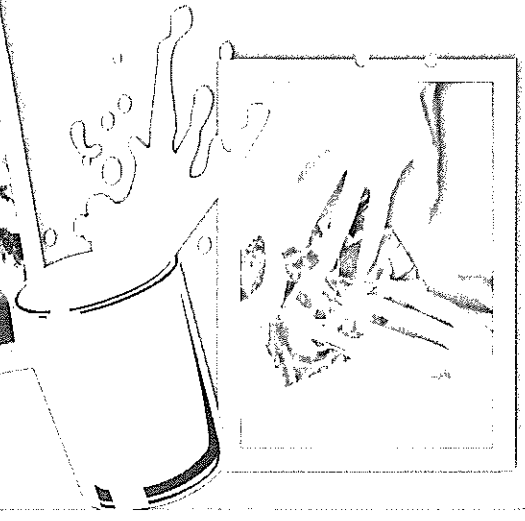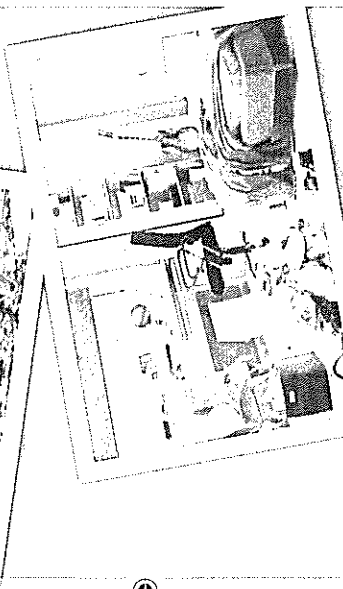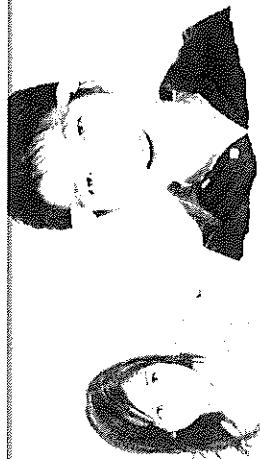
Narrative Planning Template

Title _____

Orientation

Setting	Characters	Mood

Complication

Events and Climax

Resolution

Monday

1. 62 – 1 = _____

2. 71 + 99 = _____

3. 69 – 2 = _____

4. 25 ÷ 5 = _____

5. 40 ÷ 5 = _____

6. 2021 is an odd number. True or false? _____

7. Complete this counting pattern:
43, 48, 53, 58, _____, _____, _____

8. I have 84 marbles. Cole has some marbles too. Together we have 156 marbles. How many marbles does Cole have? _____

9. Share $62 between 2 children. _____

10. 10 cents + 20 cents + 50 cents = _____

11. Colour in a third of these stars.

12. Colour in a quarter of this shape:
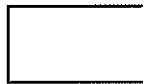
13. What digital time does the clock show? _____

14. A square-based pyramid has _____ corners.

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

Name _____   Date _____

Number of the Day

Odd or even?		Sum of the digits:
_____		

Word form:

_____

Make the number using coins and notes:

Tally marks:

10 more: _____

10 less: _____

100 more: _____

100 less: _____

1000 more: _____

1000 less: _____

Write a sum that equals your number:

=

Greater than and less than:

_____ > _____ > _____

Thousands	**Hundreds**	**Tens**	**Ones**

Smooth Moves

Creating a story board

Example of a story board
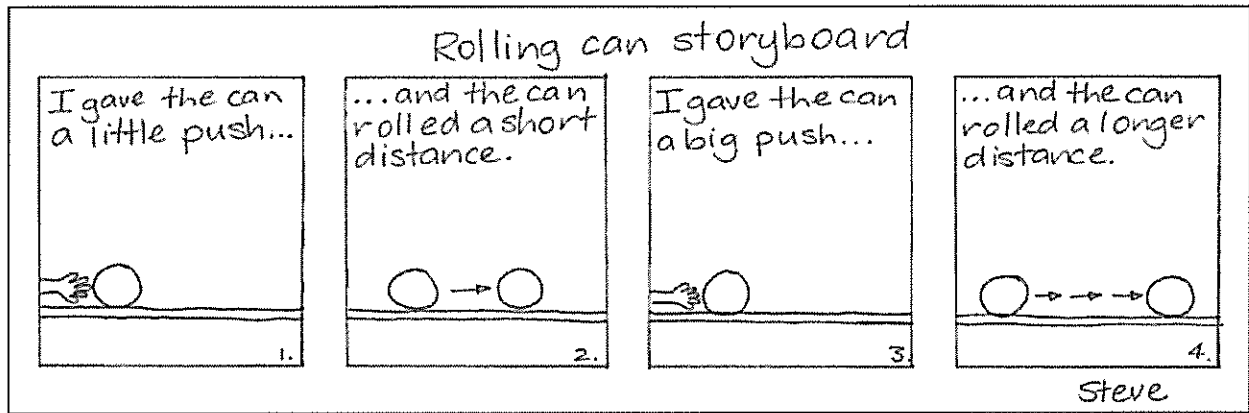
Now create your own story board including a title, drawings, force arrows and descriptive captions.

MAX'S ONE-MAN BAND

Max let the wind slam the front door shut behind him as he carelessly dropped his schoolbag in the hallway. Like a flash of lightning, he shot up the stairs to his bedroom. It had been a disastrous day at school! Max only got three out of ten in his spelling test and had felt totally confused in maths. He had tripped and fallen flat on his face during sport. To make it worse, the caterpillar he had captured for his science investigation had escaped.

Max was a kid just like you. Every morning, he got out of bed, did all the things a schoolkid needs to do to get ready, and trudged to school. Max tried his best every day, but he was starting to think he was not good at anything. He wasn't a fast runner or a good speller. What's more, he found most subjects difficult or boring.

When people asked Max what he liked to do, he stared at the ground, searching for an answer. The only activities he really enjoyed were making things and making music. But what use was that?

Still, after his disastrous day, the first thing Max had done was race home to continue planning, designing and building his very own one-man band.

It had all started when Mrs McCreedy asked the class to design a musical instrument. Since then, Max had collected old instruments, wire, string and cardboard boxes. Finally, his creation was complete.

Max heaved the large bass drum (made from a cardboard box) onto his back. He adjusted the wires so that his harmonica was just below his mouth, and he picked up his guitar. Max was ready to take his one-man band for a test run. There was just one thing left to do...

"Mum, could you please help me attach these balloons?" he asked.

Max took his first step. The drum beater, connected to the foot pedal, beat the drum loudly! Max took a slow, deep breath. He blew softly into his harmonica. Next, he strummed his guitar. Before long, all parts of the one-man band were working together in perfect harmony.

Max's one-man band filled the streets with cheerful music. The neighbours whistled and clapped as he passed by. His bright balloons swayed in the breeze, and Max felt like a superhero.

The next day at school, all the kids had heard about Max's one-man band. Mrs McCreedy gave Max a certificate for being a curious and creative learner.

From that time on, when anyone asked Max what he enjoyed doing, he replied confidently, "I like making things and making music."
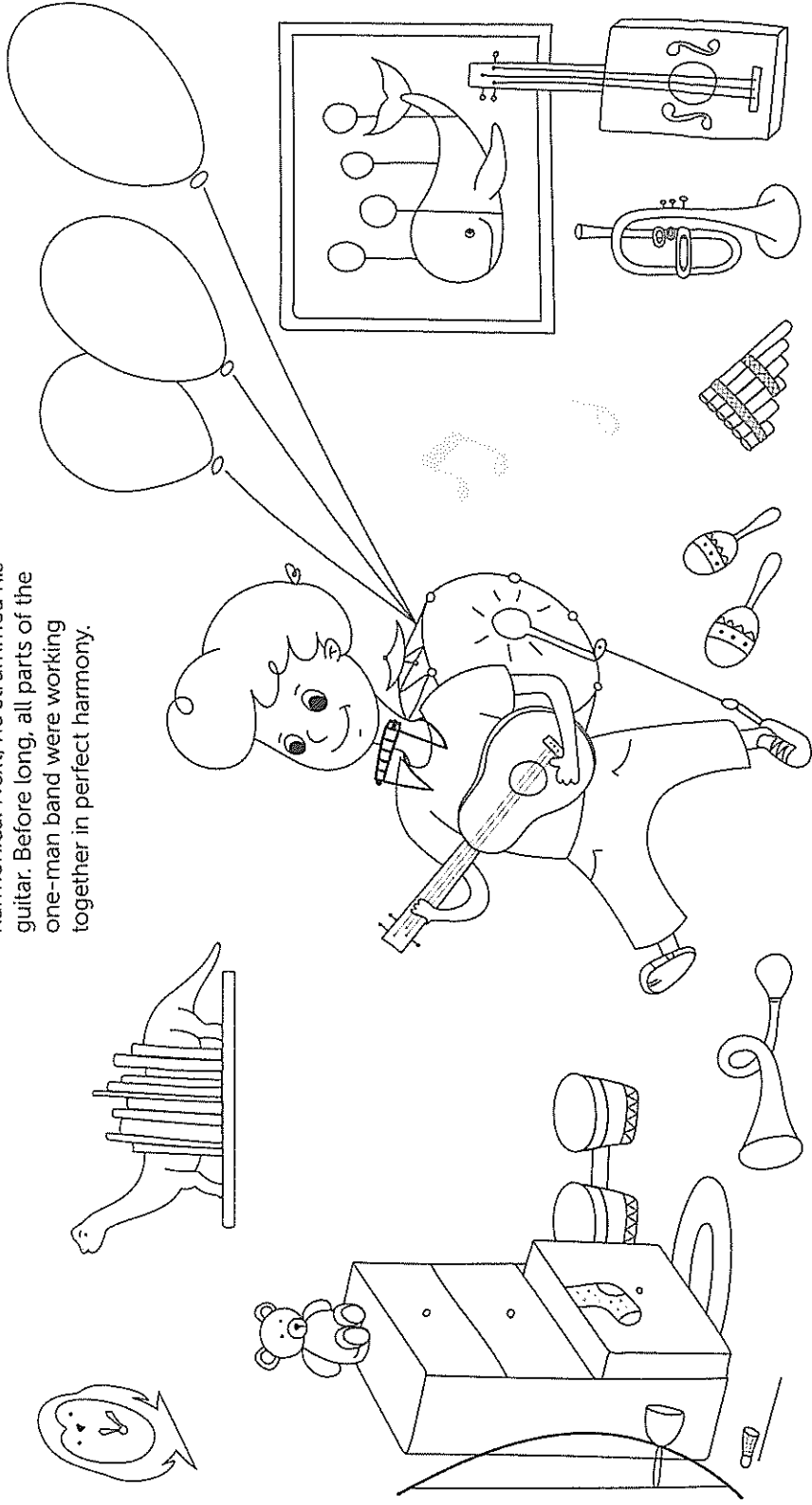
Max's One-Man Band

Literal Comprehension

1. At the beginning of the story, what did Max do when people asked what he liked to do?

2. What two things did Max discover he really enjoyed?

3. What three instruments are included in Max's one-man band?

Inferential Comprehension

4. Who is Mrs McCreedy? How do you know this?

5. Why do you think Max tied balloons on to his creation?

Evaluative Comprehension

6. The most exciting part of a narrative is called the 'climax'. What do you think is the climax of this narrative? Why do you think this?

Tuesday

1. 94 – 8 = _____

2. 86 + 6 = _____

3. 62 + 57 = _____

4. 100 ÷ 10 = _____

5. 80 ÷ 10 = _____

6. Write 6416 in words: _____

7. Complete this counting pattern:
22, 24, 26, 28, _____, _____, _____

8. Take 1 away from 2: _____

9. Share 40 apples between 2 children. _____

10. 5 cents + $1.00 + 50 cents = _____

11. Colour in an eighth of these triangles.
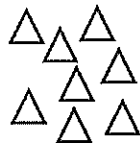
12. Colour in a quarter of this shape:

13. How many days in a fortnight? _____

14. A rectangular prism has _____ corners.

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

Name _____   **Date** _____

Identifying Odd Numbers

Help Milly the Mouse find her way to the cheese by shading all the odd numbers. Milly can move horizontally, vertically and diagonally.
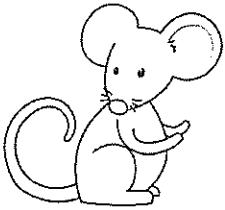
Start

1	62	690	8	51	46	705	43
53	306	355	56	22	609	6	91
24	129	6	7	370	56	2	670
66	48	220	65	82	484	505	60
4	108	12	430	21	5	34	3
27	3	88	816	50	902	704	77
603	55	5	444	28	682	60	91
17	547	81	59	58	9	356	707

Finish
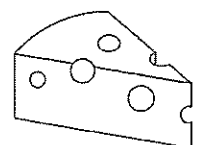
Name _____   **Date** _____

Identifying Even Numbers

Help Marvin the Monkey find his way to the bananas by shading all the even numbers.

Marvin can move horizontally, vertically and diagonally.

Start

88	89	2	99	13	44	666	802
606	7	57	26	904	309	22	4
1	40	119	8	735	69	33	555
33	302	9	43	617	600	201	43
807	65	56	970	84	903	22	809
6	79	283	805	5	13	6	37
15	689	77	3	23	78	753	907
48	101	62	88	481	61	280	700

Finish

NUMBER

teach starter
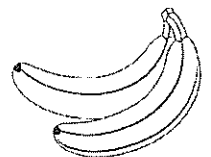
RECESS RULES:
The More the Merrier

KAT CASPER

Hey, should we go and play in the sandpit for recess?
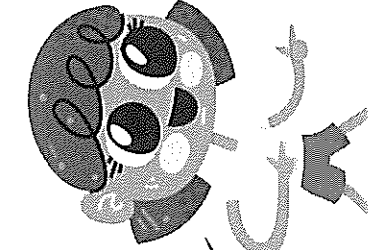
You read my mind. Let's just wait for Aroha.
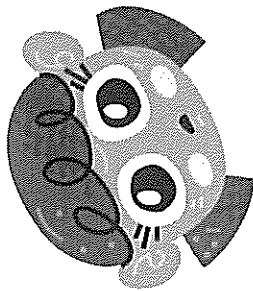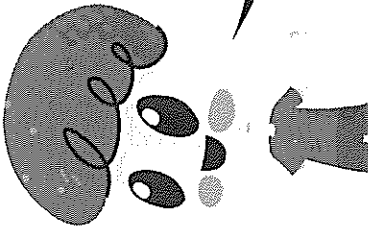
Oh, do we have to? I hoped it would be just us today. I don't even know Aroha that well.
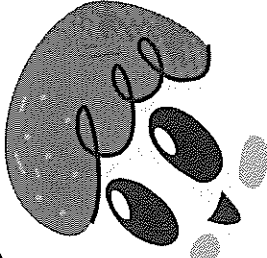
But I only like to play with you. You're my best friend.
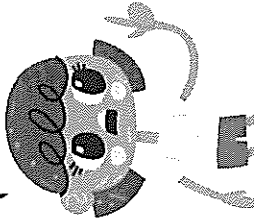
Yeah, Aroha is cool, and she loves playing the same games we do.
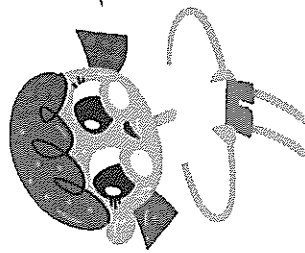
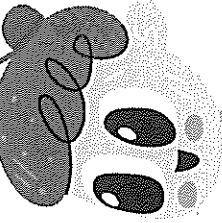**You're my best friend too, but Aroha is my other best friend.**

That's ridiculous! How can you have more than one best friend? That is not possible.
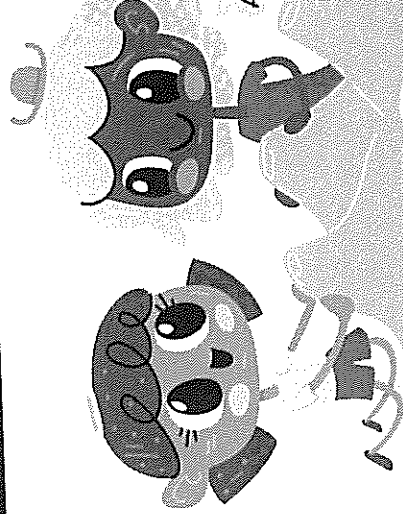
It's simple. I love spending time with you, and I love spending time with Aroha. You are both very different, but I love that.

The more friends you surround yourself with, the more people you have to play with.

I love playing with you too, but what if I'm away one day? Who would you play with then? Trust me, it is much better to make lots of friends.
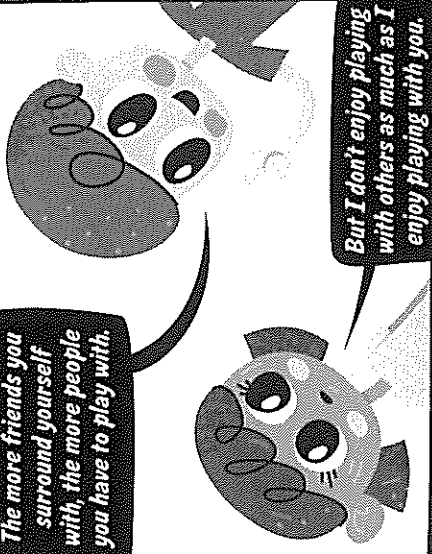
But I don't enjoy playing with others as much as I enjoy playing with you.

See! Give Aroha a go. You might just make another best friend, too.
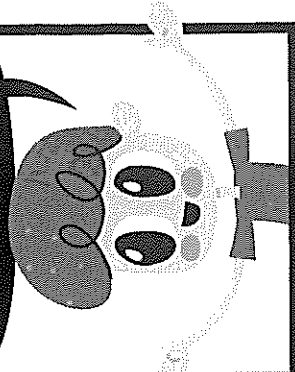
I would probably have to play with someone else or I would be all alone.

Hmm, that is a good point.

Yippy dippy!

AROHA

End.

Recess Rules:
The More the Merrier

Literal Comprehension

1. What do Kat and Casper want to do at recess?

2. Why did Kat not want Aroha to play with her and Casper?

3. What silly phrase did Casper use right at the end of the story to show he was happy.
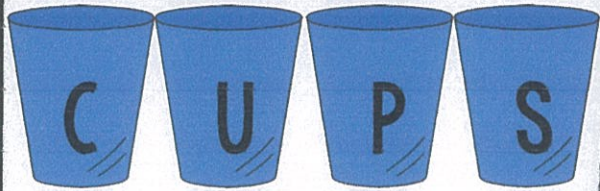
Inferential Comprehension

4. Why do you think Kat was worried about letting Aroha join their friend group?

5. Why do you think Kat thought having more than one best friend was ridiculous?

Evaluative Comprehension

6. What do you think would happen if Kat did not let Aroha play with them at recess? How do you think Aroha would feel?

| Revise	Edit
ARMS	C U P S
A **A**dd sentences and words	**C** **C**apitals: sentences, names, places, months, titles, I
R **R**emove unneeded words or sentences	**U** **U**sage: match nouns and verbs correctly
M **M**ove a sentence or word placement	**P** **P**unctuation: . ? ! , " "
S **S**ubstitute words or sentences for others	**S** **S**pelling: Check all words, use your resources

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Name _____

I CAN REVISE & EDIT!

Check each box after you
have completed the task.

A
R
M
S

☐ <u>A</u>dd
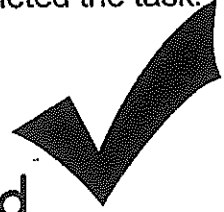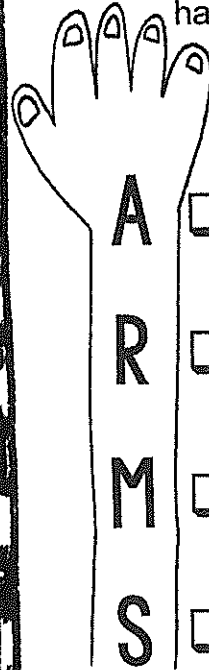
☐ <u>R</u>emove

☐ <u>M</u>ove

☐ <u>S</u>ubstitute
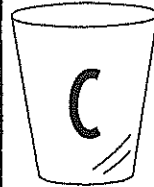
C ☐ <u>C</u>apitals
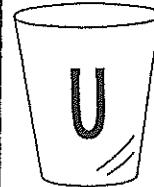
U ☐ <u>U</u>sage
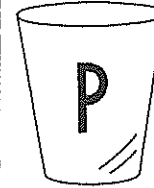
P ☐ <u>P</u>unctuation

S ☐ <u>S</u>pelling

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Wednesday

1. $12 + 41 =$ ____

2. $60 - 5 =$ ____

3. $14 + 83 =$ ____

4. $40 \div 5 =$ ____

5. $15 \div 3 =$ ____

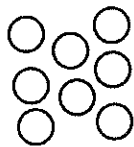6. Write the number showing 9 tens and 2 ones.

____

7. Complete this counting pattern:
19, 21, 23, 25, ____, ____, ____

8. I have 71 buttons. Olivia has some buttons too. Together we have 87 buttons. How many buttons does Olivia have? ____

9. Share 45 pears between 5 children. ____

10. 50 cents + 20 cents = ____

11. Colour in a quarter of these circles.

12. Colour in an eighth of these triangles.

13. How many hours from 4 am to 2 pm? ____

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

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

Bobby's Board Games – Math Design Pitch

My name is Bobby Board, and I am the Managing Director of board game manufacturer, Bobby's Board Games. I am hiring you to design and make a maths board game. In my time as a board game manufacturer I have noticed that, at times, children can find certain maths concepts difficult. Sometimes they need some extra help through the use of a board game. Your job is to identify a maths concept for students your own age or younger, and make a board game to help them understand this concept.

Your game may include:
- a game board
- rules or information on how to play your game
- any questions or game pieces that are necessary to play your game
- answer sheets for any questions in your game.

I don't like when my designers submit board games that are really similar to games that are already on the market, so use your imagination and try to think of something original. Remember board games should be fun... I only make and sell games that I think children will not only learn from, but also have lots of fun playing!!

I am looking forward to seeing your board game and using it to help children with their maths skills.

Bobby Board

Bobby Board
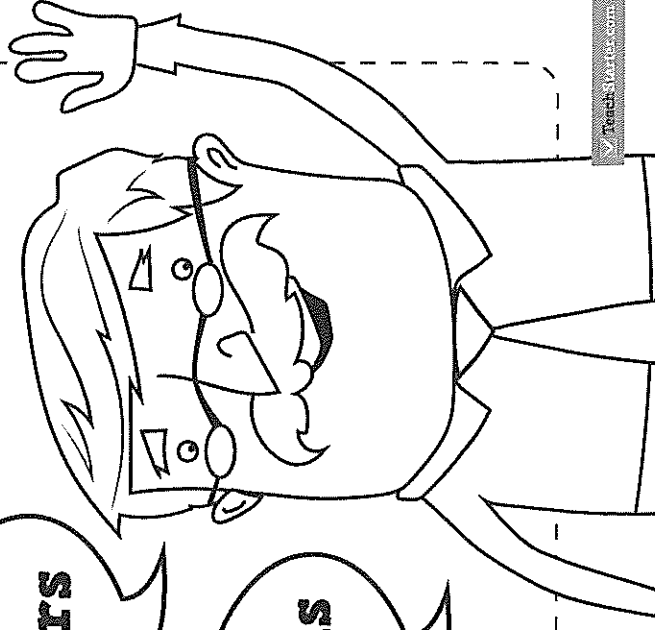Managing Director, Bobby's Board Games

large numbers

fractions

operations (addition, subtraction, multiplication and division)

place value

decimals

percentages

5

Pedro's grandmother has made 32 cookies for Pedro to share equally with some friends.

How many friends could Pedro share his cookies with?

How many cookies would each friend receive?

List some possibilities.

Make sure every friend receives the same number of cookies.

6

Jordan and Jessica were having a conversation during the lunch break.

Jessica said to Jordan, "I hope Miss Smiley lets us go home early today."

Jordan replied, "That would never happen! It's impossible!"

Do you think that this is an impossible event? Why or why not?

Make a list of some other events that could be called 'impossible'.

7

Choose three digits between 1 and 9.

Create as many numbers involving decimals as you can, using these three digits.

Write your numbers in ascending and descending order.

Place your numbers on a number line.

Draw a picture which represents each decimal.

8

Henry is at the toy store. He has $10 to spend on a gift for his little brother.

Toy trains cost $5.00. Balls cost $2.50. Building blocks cost $4.50.

List some different gift combinations that Henry could buy.

Calculate the total amount Henry would pay for each combination, as well as any change he might receive.

Australia's Neighbours

What would it be like to live in a different place?

1. The video Australia's Neighbours - Charlotte's Story

2. **Think about where Charlotte lives. How is it different to where you live?**

_____

_____

_____

_____

3. Write the natural and human features Charlotte talks about in the table below.

Natural Features	Human Features

4. What are the natural and human features where you live? List them below.

Natural Features	Human Features

5. a. Name some features which are the same for where you live and Charlotte lives.

_____

_____

_____

b. Name some features which are different.

_____

_____

_____

How to Build a WORM FARM

Why Use a Worm Farm?

Worm farming helps us to recycle our food scraps and to reduce the amount of waste we put in our bins. This reduces how much rubbish gets sent to landfill and, in turn, reduces the pollution that destroys our streams and oceans. Building a worm farm is also lots of fun!
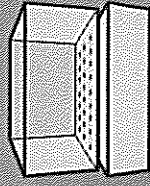
Materials

- Two boxes (one with a lid)
- Shredded paper
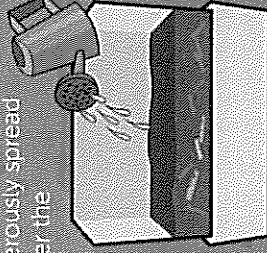- Compost
- Compost worms
- Watering can
- Water

Procedure

1 Gently place one of the boxes on the ground. Choose a shady location to prevent your worms from overheating.
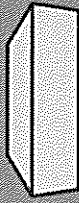
2 Carefully poke some small holes in the base of the second box. Place this box on top of the first box.
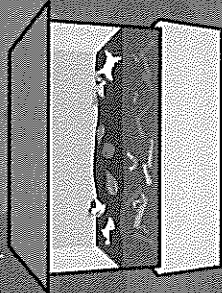
3 Mix the shredded paper with the compost. Generously spread this mixture over the base of the top box. Water the mixture until it is moist.
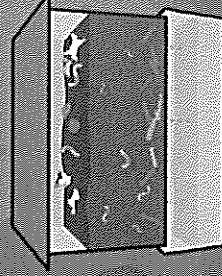
4 Delicately pour the worms over the top of the paper-and-compost mixture. Position the lid on the top box.
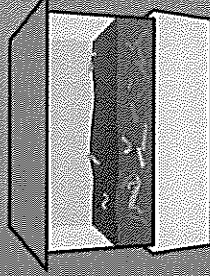
5 Once the worms are settled, feed them food scraps such as fruit and vegetable peels.

6 Every few weeks, collect the liquid in the bottom box. Add some water and then pour the liquid onto your plants.

How to Build a Worm Farm

Literal Comprehension

1. What items do you need to build a worm farm?

2. What sort of location should you choose for your worm farm?

3. What can you put in the worm farm to feed the worms?

Inferential Comprehension

4. Where do you think you could get compost worms from?

5. Why do you think it is important to *delicately* pour the worms into the worm farm?

6. Why do you think step 6 tells you to *pour the liquid onto your plants*?

Evaluative Comprehension

7. Why do you think worms are important for a healthy environment? What would happen if there were no worms?

teachstarter

Year 3 Handwriting

Trace and copy.

Turtles are reptiles. They are cold-blooded, so

they need sunlight to keep them warm and

active. Turtles have a hard shell on their back.

This protects them from their enemies. Some

turtles can even hide their heads inside their

shells if they are being attacked!

Thursday

1. 16 − 4 = _____

2. 21 + 94 = _____

3. 78 + 92 = _____

4. 15 ÷ 5 = _____

5. 14 ÷ 2 = _____

6. 562 = _____ hundreds, _____ tens, _____ ones.

7. Complete this counting pattern:
3, 8, 13, 18, _____, _____, _____

8. I bought 8 match sticks and was given 99 more match sticks. How many match sticks do I now have? _____

9. Share 96 bananas between 2 children. _____

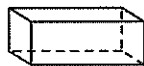10. 10 cents + $2.00 = _____

11. Colour in a quarter of these circles.
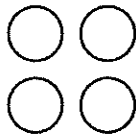
12. Colour in a third of these stars.
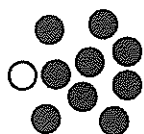
13. How many hours from 3 am to 5 pm? _____

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

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

3D Shapes

Shape	Bottom View	Top View	Side View

Activity — Experiment with instruments, found sound and body percussion to create music for an image.

Choose an image to add music to. Use an image from the end of this guide or one of your own.

Describe the image. *What action or character can you see in the image?*
What instrument, found sounds or body percussion have you chosen?
What is the tempo?
What dynamics will you use?
What expression will you use?
What rhythms will you use?
If using pitch, improvise a melody to match your image.

See other activities in this guide for help with composing a melody or composing a rhythmic accompaniment.

Check the following:

- The melody is easy to play on your chosen instrument.
- The melody and accompaniment fit together well.
- The dynamics, expression and tempo suit the chosen image.

SHEET 1.

To the Editor

Dear Editor,

I want to express my concerns about my town's plan to replace a local park with a shopping centre. In my opinion, this is a serious mistake. The town should consider that children enjoy exploring the park, many species of wildlife live there, and the park brings the community together. Protect the park!

Firstly, children need safe places to explore. Some children aren't lucky enough to have their own backyard, so removing the park would mean they have nowhere outdoors to play. The large open spaces in the park are perfect for playing sports with friends, which is a fun way to exercise.

Secondly, the park is home to many animals. Imagine going for a walk and not hearing any birds chirping in the trees up above. If the park is demolished, the birds won't have anywhere to nest, as all the large trees will be cut down. How would you feel if your house was destroyed and you could do nothing about it?

Finally, community activities are held in the park. Charities use the park to hold fundraisers and events for good causes. The removal of this space would make it extremely difficult for local organisations to raise money for those in need. Fun runs and movies under the stars will not be possible if the park is turned into a block of buildings.

Our town will suffer a terrible loss if the decision to replace the park goes ahead. Children need a safe place to play, animals need an area to call home, and the community needs a space to hold events. Our park needs as much help as it can get. Protect our park!

Kind regards,

Jesse Thompson

Letter to the Editor

Literal Comprehension

1. What does the author say the *large, open spaces* in the park are *perfect for*?

2. What are the three main reasons the author gives for keeping the park?

3. In the last paragraph, what does the author say will happen *if the decision to replace the park goes ahead*?

Inferential Comprehension

4. What types of animals (or species) do you think would suffer the most if the park is lost?

5. The author asks, *"How would you feel if your house was destroyed and you could do nothing about it?"* How do you think the author expects you might feel?

Evaluative Comprehension

6. Draw up a table with two columns that shows which of the author's points you agree with and which you disagree with?

Friday

1. $95 + 56 =$ _____

2. $23 - 6 =$ _____

3. $14 - 8 =$ _____

4. $6 \div 3 =$ _____

5. $15 \div 3 =$ _____

6. What is the value of the number in the hundreds place in 9349? _____

7. Complete this counting pattern:
16, 18, 20, 22, _____, _____, _____

8. Skyler has 9 pears. If Skyler buys 6 more pears, how many pears does she have altogether? _____

9. Share $15 between 3 children. _____

10. $2.00 + 10 cents + $1.00 = _____

11. Colour in an eighth of these circles.
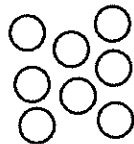
12. Colour in a quarter of this shape:

13. 1 fortnight = _____ days

14. A rectangular prism has _____ corners.

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

Name _____   Date _____

3D Objects (A)

① Draw a line to match the 3D object to its name.
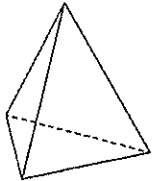
cube
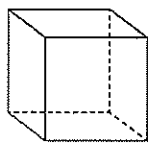
cylinder
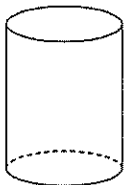
triangular pyramid

② What shape am I?

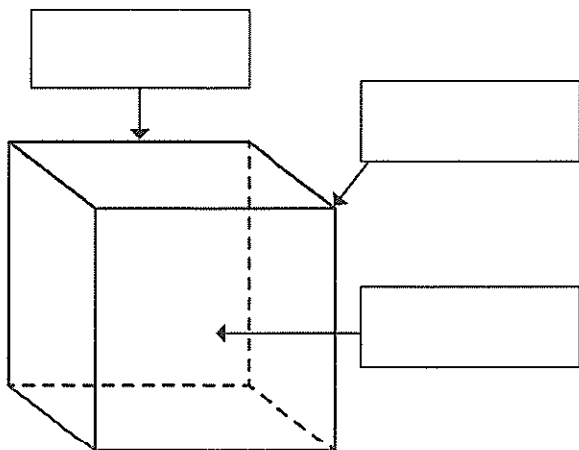a) I am a prism that has 2 triangles as faces and 3 other rectangular faces.

_____

b) I am a prism that has 6 rectangular faces.

_____

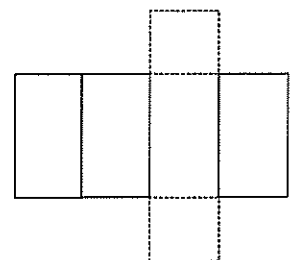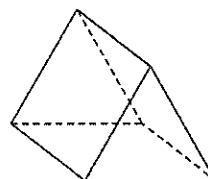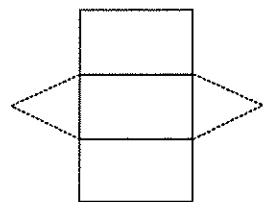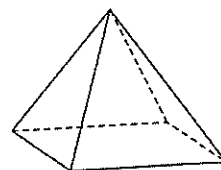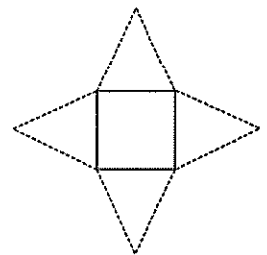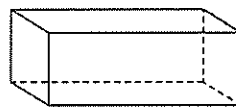c) I am a pyramid that has 4 triangular faces and a square base.

_____

③ Label the face, vertex and edge of this 3D object.

Name this object.

_____

④ Draw a line to match the 3D objects to their nets.

teachstarter

Marly

Marly has a bad cold and has been coughing. That night mum gives Marly some cough medicine and after a while she stops coughing.

The next day Marly comes home from school. Mum is at work.

She has a sore throat and she begins to cough. She knows where the cough medicine is kept.

1. Should Marly take the medicine?
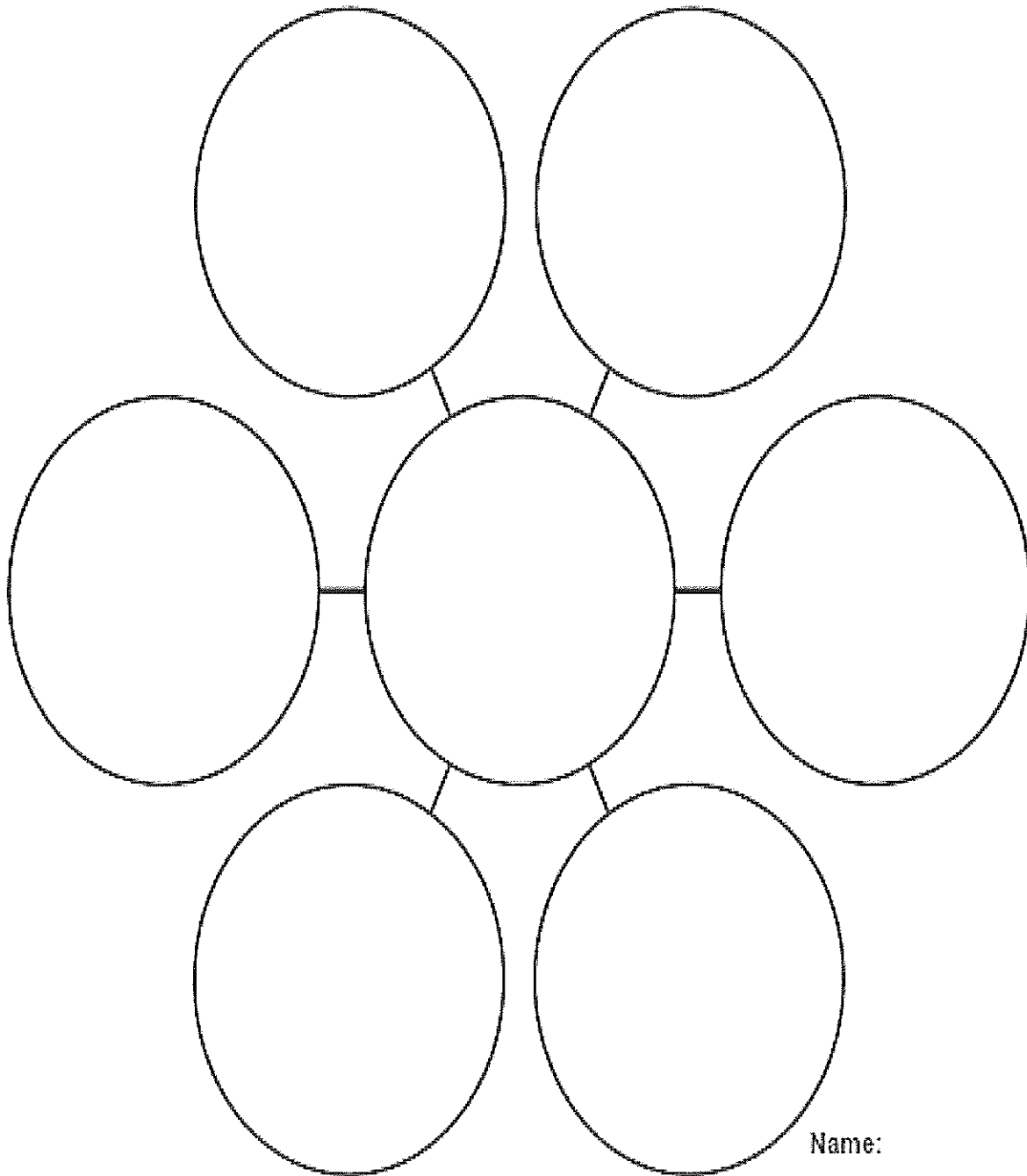
2. What else could Marly do?

Scenario continues......

Marly takes some cough medicine.

After a while she starts to feel sick and dizzy.

Support Network

Who can I go to for help? Draw a picture of each person in your network. Write the person's name.

Name: