






St Johns Park Public School Year 3 (Term 3 Week 8 - 2021)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • 10 tricep dips • 15 star jumps • 10 toe touches • 30 second plank <p>Repeat these steps 2 times.</p> <p><u>English</u></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><u>Reading</u> Read 'Let's Go For a Swim!' and answer the questions using full sentences.</p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • 10 crunches • 10 lunges • 15 mountain climbers • 30 second arm circles <p>Repeat these steps 2 times.</p> <p><u>English</u></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><u>Reading - Poetry</u> Read <u>aloud</u> the poem 'Christmas Gifts'. <u>Record and post it to Seesaw.</u> Then, answer the questions.</p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • 10 tricep dips • 15 star jumps • 10 toe touches • 30 second plank <p>Repeat these steps 2 times.</p> <p><u>English</u></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><u>Reading</u> Read 'Paul the Policeman' and answer the questions using full sentences.</p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • 10 crunches • 10 lunges • 15 mountain climbers • 30 second arm circles <p>Repeat these steps 2 times.</p> <p><u>English</u></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><u>Reading - Poetry</u> Read <u>aloud</u> the poem 'Falling Leaves'. Watch the video posted to Seesaw to help you answer the questions.</p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • 10 tricep dips • 15 star jumps • 10 toe touches • 30 second plank <p>Repeat these steps 2 times.</p> <p><u>English</u></p>  <p>Sign in to Reading Eggs. Go to Reading Eggspress and complete an activity of your choice.</p> <p><u>Reading</u> Read 'The Little Seed' and answer the questions using full sentences.</p>

Writing
Day 1: Plan & Organise

**INDEPENDENT
PERSUASIVE WRITING
TASK:**

*'Learning at Home is Better
than Learning at School'*

Use the **Persuasive Text -
OREO Planning Template** to
plan your ideas.

Spelling

Write your spelling words in
alphabetical order and their
parts of speech. **Example:**
Amazing = Adjective

Poetry

Watch another video about
Similes and Metaphors:
<https://www.youtube.com/watch?v=yDOf299VYdU>



Tell someone in your
household something you
learnt.

Writing
Day 2: Write

Use your plan and the
**Persuasive Text -
Scaffold** to write your
persuasive text.

Spelling

Using a dictionary, find the
meaning of 5 of your
spelling words. Write them
down and use them in
sentences.

Speaking & Listening
Poetry

Watch the video about
Haikus:
<https://www.youtube.com/watch?v=qnXY5-DJdd0>



Make a list of subjects and
things in the environment
you could write about.
Include at least 10 things.
For example: Spring,
Summer or the park.

Writing
Day 3: Edit & Revise

Edit using '**CUPS**' and revise
using '**ARMS**'.

<i>Capital letters</i>	<i>Add words</i>
<i>Understanding</i>	<i>Remove unnecessary words</i>
<i>Punctuation</i>	<i>Move words around</i>
<i>Spelling</i>	<i>Substitute boring words</i>

Spelling

Rule of the Week: When
followed by 'e' 'i' or 'y' the
consonant 'c' has the sound
of an 's'. In many other words
'c' has the sound of a 'k'. For
example the 'c' in 'certain'
and 'decide' sounds different
to the 'c' in 'cuddle' and
'cloth'. **Write 5 more words
where the 'c' sounds like
an 's'.**

Grammar

Complete the '**Dreaming -
Editing**' worksheet.

Writing
Day 4: Publish

Publish your edited and
revised writing. You can
either type your work or
write it in your workbook.

Spelling/Poetry

Choose some of your
spelling words to write a
short poem that rhymes.
Your rhyming poem can be
about anything of your
choice. Example:

*'I flew a **kite** in the starry
night under a **light** that
shone so **bright**.'*

Handwriting

Copy the passage about
'**Haikus**' on the
handwriting sheet. Use
your neatest handwriting.
Then, read the text out
loud.

Writing - Simile Poems

Rewatch last week's
'**Writing a Simile Poem**'
video posted to Seesaw.

Use the '**My Simile Poem
Planning**' sheet again to
plan a new poem and the
'**My Simile Poem**' to
publish your work.

Spelling










Ask someone at home to
test you on your spelling
list words.





Speaking & Listening
Poetry:

Watch the video clip *How
to Write a Haiku Poem*:
<https://www.youtube.com/watch?v=dmmok3ShMXI>



Have a go at writing a
haiku about something in
your backyard.
Voice or video record your
poem. Share this on
Seesaw.

Break	Break	Break	Break	Break	Break
Middle	<p align="center">Mathematics</p> <p>Mentals Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p>Number Bust Write 10 number sentences that equal to 45. For example: $30 + 15 = 45$ $5 \times 9 = 45$ $67 - 22 = 45$</p> <p>Fractions and Decimals Watch the video on <i>Improper Fractions and Mixed Numerals</i> https://www.youtube.com/watch?v=KEmCZGbd4R8</p>  <p>Complete the 'Mixed Numerals 1' worksheet.</p> 	<p align="center">Mathematics</p> <p>Mentals Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p>Number Bust Write 10 number sentences that equal to 144.</p> <p>Fractions and Decimals Watch the video on <i>Mixed Numbers</i>. https://www.youtube.com/watch?v=bBAvhFIq-c</p>  <p>Complete the 'Mixed Numerals 2' worksheet.</p> 	<p align="center">Mathematics</p> <p>Mentals Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p>Number Bust Write 10 number sentences that equal to 300.</p> <p>Word Problems</p> <ol style="list-style-type: none"> Daisy the dog took a nap at 3:15 PM and woke up half an hour later. What time did she wake up? Thelma the Unicorn made 24 cupcakes and ate a third ($\frac{1}{3}$) of them. How many cupcakes does she have left? A measuring jug contained 750 mL of water. After some water was poured, there was 520 mL left. How much water was poured out? My Pop-It Toy has 8 rows with 6 bubbles in each row. How many bubbles are there on my Pop-It Toy? 	<p align="center">Mathematics</p> <p>Mentals Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p>Number Bust Write 10 number sentences that equal to 93.</p> <p>Data Watch the video on <i>3rd Grade- Interpret Data</i> https://www.youtube.com/watch?v=AOW7I3_a7-Q</p>  <p>Complete the 'Interpreting Two-Way Tables' worksheet.</p> 	<p align="center">Mathematics</p> <p>Mentals Complete Maths Mentals (15 questions). Time yourself and record your time.</p> <p>Number Bust Write 10 number sentences that equal to 1000.</p> <p>Data Watch the video on <i>How to Interpret Tables</i> https://www.youtube.com/watch?v=hWht03mVO0A</p>  <p>Complete the 'Interpreting Tables' worksheet.</p> 

Break	Break	Break	Break	Break	Break
Afternoon	<p><u>Science and Technology</u></p> <p>Topic: 'Forces Near and Far: 'Static Electricity' (ST2-9PW)</p> <p>Watch the pre-recorded lesson on '<i>Static Electricity</i>' by clicking on the link or scanning the QR code:</p> <p>https://youtu.be/bT47trjTPyW</p>  <p>SCAN ME</p> <p>Complete the quiz on the worksheet 'Static Electricity' as you are watching the lesson.</p>	<p><u>Dance</u></p> <p>Watch and follow the 'Who Let the Dogs Out' video by clicking on the 'Footsteps' link below or scanning the QR code:</p> <p>https://vimeo.com/575220104/9bc3189fbf</p>  <p>SCAN ME</p> <p><u>BTN</u></p> <p>Watch 'Behind the News' on ABC Me.</p> <p>Select your favourite news story and write a summary about it.</p>	<p><u>Geography</u></p> <p>Topic: 'Significance of Environments' (GE2-1)</p> <p>Watch '<i>Animal Habitats</i>' video by clicking on the link or scanning the QR code:</p> <p>https://www.youtube.com/watch?v=Xj1ASC-TIsI</p>  <p>SCAN ME</p> <p>Complete the worksheet 'Animals Rely on the Natural Environment to Survive'.</p>	<p><u>PDHPE</u></p> <p>Topic: 'Cybersmart Forever'</p> <p>Watch the video posted on Seesaw.</p> <p>Complete the 'Share, Post, Delete' worksheet and answer the reflection question in your workbook. Post them on Seesaw.</p>	<p><u>Visual Arts</u></p> <p>Go to the following website to observe the artworks of Margaret Preston.</p> <p>https://www.artgallery.nsw.gov.au/collection/works/?artist_id=preston-margaret</p>  <p>SCAN ME</p> <p>Turn to the page 'Works by Margaret Preston' in your learning booklet and complete the learning experience.</p>

Let's Go for a Swim!

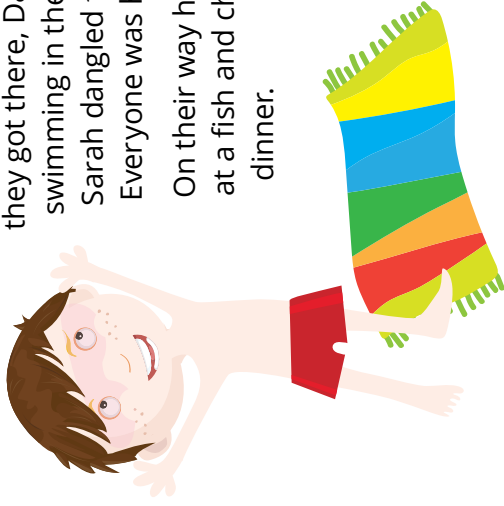
One hot day, the Jones family decided to go for a swim to cool down. Dad and Mitch wanted to go to the beach, but Gran and Sarah wanted to go to the pool.

Dad and Mitch argued that the beach was better. "You can lay on the sand and build sandcastles at the beach," they said. "You can also body surf in the waves and eat fish and chips."

Gran and Sarah argued that the pool was better. "You don't get sand in your swimsuit in the pool," they explained. "You also don't get knocked over in the surf by big waves and there are no jellyfish that might sting you."

In the end, the family remembered that there was a swimming pool at the beach. When they got there, Dad and Mitch went swimming in the surf, whilst Gran and Sarah dangled their legs in the pool. Everyone was happy and cool.

On their way home, they stopped in at a fish and chip shop for a delicious dinner.



Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?
2. Why do Gran and Sarah like the pool more than the beach?
3. What are two positive comments that you could say about the beach that you could also say about the pool?
4. Which would you prefer, the beach or the pool? Explain why.

CRAZY CREATIVE CHALLENGE

It is important to be safe around water when you are at the beach or in a pool.

Design and make a poster to remind people of water safety.

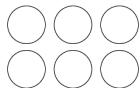
Week 8 Spelling

High Frequency	Phonics	Rule	Theme	Extension
ahead interest yesterday explore you're	while white whip whether whistle	certain cloth decide cuddle cypher	medicine mining oxygen renewable rescue	predators professor punctual quay relationships

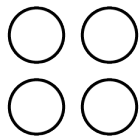
Monday

1. $23 - 4 =$ _____
2. $98 + 90 =$ _____
3. $16 + 14 =$ _____
4. $15 \div 5 =$ _____
5. $6 \div 2 =$ _____
6. Write the number showing 3 tens and 7 ones. _____
7. Complete this counting pattern:
65, 70, 75, 80, _____, _____, _____
8. Holly has 1 orange. If Holly buys 9 more oranges, how many oranges does she have altogether? _____
9. Share 60 peaches between 10 children. _____
10. 50 cents + 5 cents + 10 cents = _____

11. Colour in a third of these circles.



12. Colour in a quarter of these circles.



13. 1 hour = _____ minutes

14. How many faces does a square-based pyramid have? _____



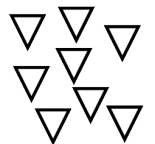
15. Which star has the highest chance of being selected? Black or white? _____



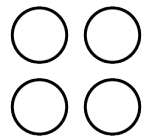
Tuesday

1. $51 + 62 =$ _____
2. $44 - 3 =$ _____
3. $81 - 2 =$ _____
4. $21 \div 3 =$ _____
5. $52 \div 2 =$ _____
6. Write the numeral for eight thousand, one hundred and eighty-six: _____
7. Complete this counting pattern:
98, 101, 104, 107, _____, _____, _____
8. What is the sum of 58 and 98? _____
9. Share \$3 between 3 children. _____
10. \$1.00 + 5 cents = _____

11. Colour in an eighth of these triangles.

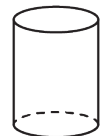


12. Colour in a quarter of these circles.



13. How many days in a year? _____

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

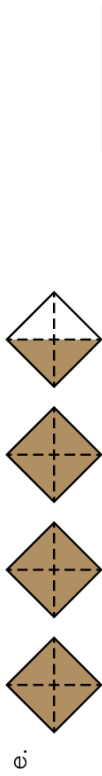
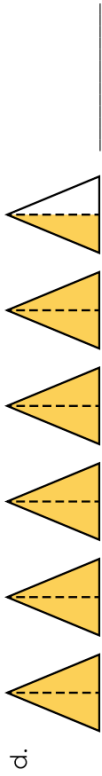
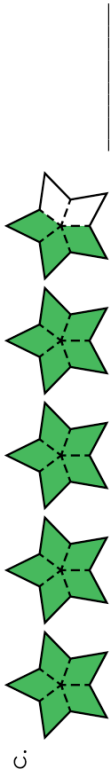
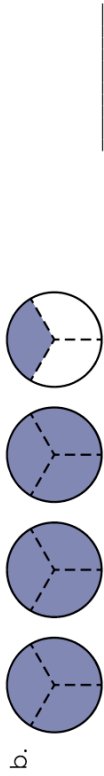
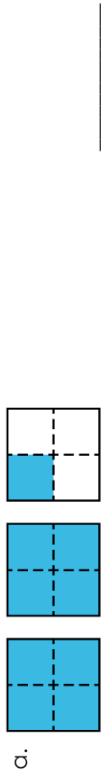


15. Which star has the lowest chance of being selected? Black or white? _____



Mixed numerals

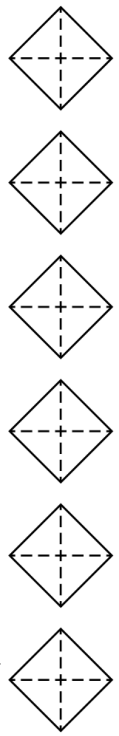
1. Write a mixed number to show what part of each illustration is shaded.



2. a. Color $3\frac{2}{5}$.

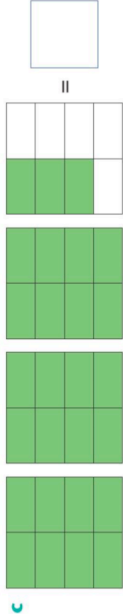
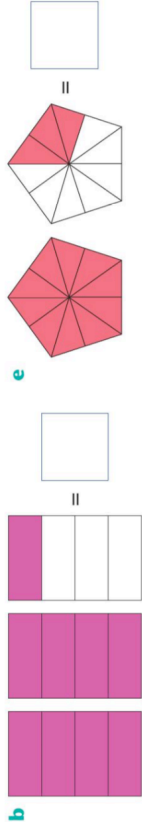
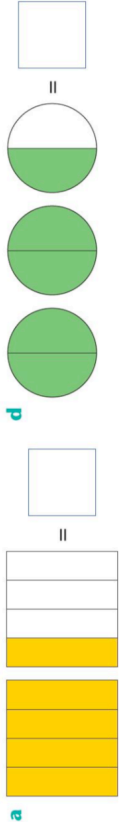


b. Color $1\frac{3}{4}$.

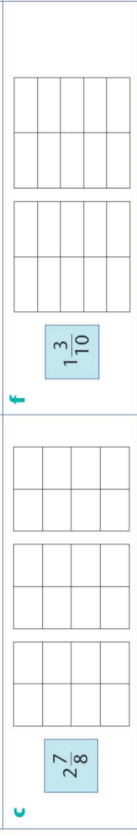
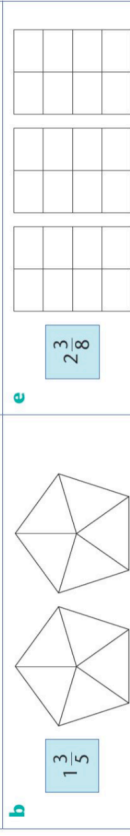
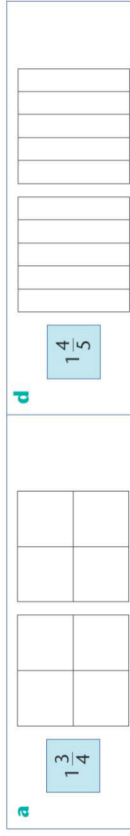


Mixed numerals

1. Write the mixed numerals displayed by the shaded shapes below.



2. Shade the shapes to display the mixed numerals.



3. Write a mixed numeral to match each diagram.



Static Electricity Quiz

You will hear the multiple choice questions at the end of the lesson video. Write down A, B, C or D, depending on what you think correct answer is.



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Total /10

Christmas Gifts

Ten Christmas presents standing in a line;
Robert took the bicycle, then there were nine.
Nine Christmas presents arranged in order straight;
Bob took the steam engine, then there were eight.
Eight Christmas presents and one came from
Devon;
Robbie took the jack-knife, then there were seven.
Seven Christmas presents direct from St. Nick's;
Bobby took the candy box, then there were six.
Six Christmas presents, one of them alive;
Rob took the puppy dog, then there were five.
Five Christmas presents, still on the floor;
Bobbin took the soldier cap, then there were four.
Four Christmas presents underneath the tree;
Bobbet took the writing desk, then there were three.
Three Christmas presents still in full view;
Robin took the chess board, then there were two.
Two Christmas presents, promising fun,
Bobbles took the picture book, then there was one.
One Christmas present and now the list is done;
Bobbinet took the sled, and then there were none.
And the same happy child received every toy,
So many nicknames had one little boy.

1. How many children receive presents in this poem? Find evidence from the text to support your answer.

2. Discuss the main point of this poem in 10 words or less.

3. 'Seven Christmas presents direct from St. Nick's...'

What does this line of the poem mean?

4. What do you notice about the different names of children in the poem?

Persuasive Text – Scaffold

Title _____

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

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

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

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

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

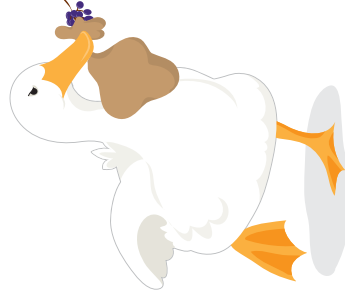
Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit*... the city was safe, at last!



Paul the Policeman

- Which of these statements **could not** really happen?
 - a duck eating grapes
 - a duck stealing grapes
 - a duck being arrested for stealing grapes
- Which of these statements **could not** really happen?
 - a policeman eating lunch
 - a policeman chasing a duck
 - a policeman arresting a duck
- Which of these statements **could** really happen?
 - a duck being a criminal
 - a policeman given a reward for arresting a duck
 - a policeman calling for backup on the radio
- Is this story real or make-believe?





List three pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE


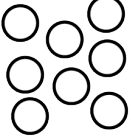
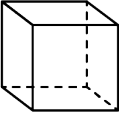

Design a wanted poster for the *Fruit Shop Bandit*.

- 🕒 What will the bandit look like?
- 🕒 What will the reward be for its capture?

Wednesday

1. $65 - 2 =$ _____
2. $94 + 25 =$ _____
3. $41 + 39 =$ _____
4. $55 \div 5 =$ _____
5. $24 \div 3 =$ _____
6. Write these numbers in order from smallest to largest:
859, 3144, 1851, 444. _____
7. Complete this counting pattern:
71, 73, 75, 77, _____, _____, _____
8. Add 26 and 77 together: _____
9. Divide 50 by 5. _____
10. 10 cents + \$2.00 + 5 cents = _____
11. Colour in a quarter of this shape: 
12. Colour in a quarter of these stars. 
13. How many days in a year? _____
14. How many faces does a triangle-based pyramid have? _____ 
15. Which circle has the highest chance of being selected? Black or white? _____ 

Thursday

1. $85 + 10 =$ _____
2. $43 - 5 =$ _____
3. $94 - 9 =$ _____
4. $6 \div 2 =$ _____
5. $0 \div 10 =$ _____
6. Write 1596 in words: _____
7. Complete this counting pattern:
34, 44, 54, 64, _____, _____, _____
8. What does 8 plus 59 equal? _____
9. Divide 21 by 3. _____
10. 20 cents + 10 cents + 5 cents = _____
11. Colour in a quarter of these stars. 
12. Colour in an eighth of these circles. 
13. 1 day = _____ hours
14. How many faces does a cube have?
_____ 
15. Which star has the highest chance of being selected? Black or white? _____ 



Animals Rely on the Natural Environment to survive

1. Complete the sentences about Australian animals and their habitats. Use the word bank below.

Quokka's live on _____ in WA where they are not hunted and they can eat plenty of rich grasses and plants.

Sugar gliders live in groups, in the trunks of _____ where they can eat the sap, bark and flowers.

_____ live in anemones on the Great Barrier Reef where they are protected from bigger fish and can eat the algae that lives there.

_____ live in burrows where they can escape the heat of the day in the cool dirt.

Termites use their own saliva to build giant mounds in the _____.

Hermit crabs live in _____ to protect their soft bodies.

wombats

Rottneest Island

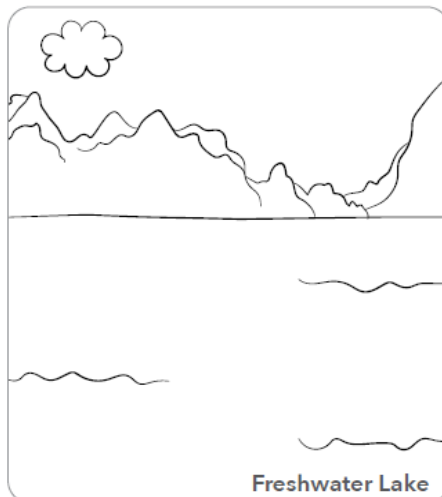
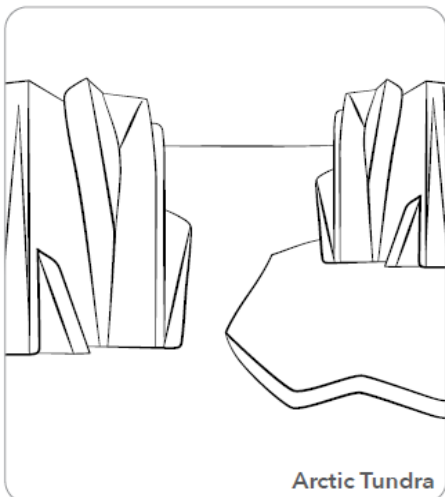
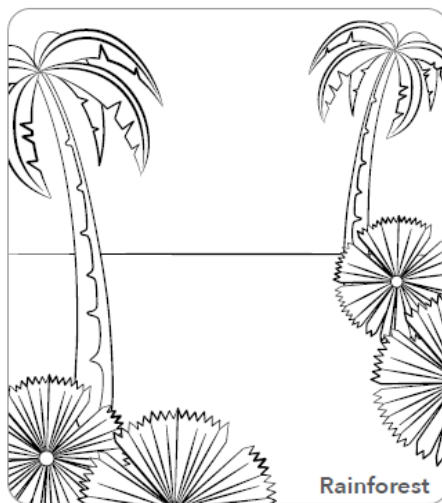
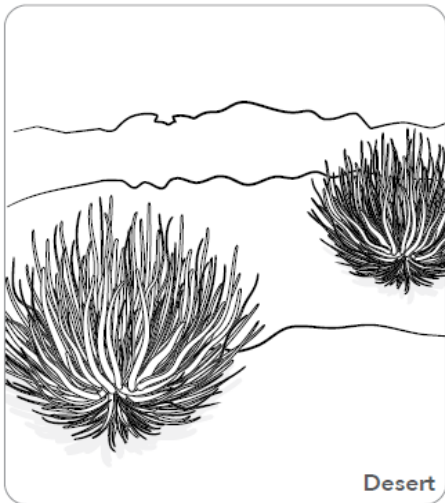
trees

shells

desert

Clownfish

2. Many animals can share the same habitat. Look at the vegetation zones below and draw or label the listed animals in their correct habitat.



Group A

Polar bear
Arctic fox
Seal
whale

Group B

Pelican
Turtle
Pond snail
Red kangaroo

Group C

Tree frog
Kingfisher
Butterfly
Green tree python

Group D

Dingo
Bilby
Thorny devil
Red kangaroo

Name: _____

Date: _____

Falling Leaves

Graceful as a dancer,
Twirling through the sky.
Turning, tumbling, twisting,
Gently floating by.

Silent as a church mouse,
Gliding on the breeze.
Falling, floating, flying,
Drifting through the trees.

Falling like a parachute,
To sleep upon the eaves.
Waiting, watching, whispering,
The ever-falling leaves.



Name: _____ Date: _____

Interpreting Figurative Language

Figurative language does not have an everyday, literal meaning.

It is used by writers to make a comparison, or for dramatic effect.

Some examples of figurative language are:

Alliteration – the repetition of the same sound at the start of a word.

Simile – uses 'like' or 'as' to compare one object to another.

Personification – giving non-living things human characteristics.

1. Read the poem about falling leaves.

Using pencils and a ruler:

a) Underline examples of alliteration in red.

b) Underline examples of similes in green.

c) Underline examples of personification in blue.

2. Write these examples into the correct column of the table below.

Alliteration	Simile	Personification

Name: _____ Date: _____

Interpreting Figurative Language

3. Add one more appropriate word to these alliterations.

a) Turning, tumbling, twisting, _____

b) Falling, floating, flying, _____

c) Waiting, watching, whispering, _____

4. Make up your own alliteration about falling leaves.

5. Finish these similes using different words from the poem.

a) Graceful as a _____

b) Silent as a _____

c) Falling like a _____

6. Make up your own simile about falling leaves.

7. *Waiting, watching, whispering.* This is personification.

Make a list of some of the other human characteristics you could give to falling leaves. Share your list with your classmates.

Haikus

A haiku is a type of poem that comes from Japan. It is usually three lines and seventeen syllables. Line 1 is five syllables. Line 2 is seven syllables. Line 3 is five

syllables. Haikus are mainly written about the natural environment. This might include features like rivers, lakes, trees and leaves, mountains, hills of even the wind.

Have a go at writing your own! Think of something from your backyard.

Interpreting Two-way Tables

1. Mr Anastasi's class did a survey to find their class' favourite drinks. Record this data using a tally on the two-way table.

Drink	Boys	Girls
Juice		
Milk		
Soft drink		
Water		

Juice	Milk	Soft drink	Water
Tom	Ken	Jack	Melissa
Jason	Soula	Jill	Don
Lisa	Lenny	Ralph	Hayden
Kelly	Sue	Con	Mark
Maria	Jessica	Harry	Mahomed
	Mary	Lauren	Maria
		Kate	

	Gold	Green	Blue	Red
Class 1	8	7	7	8
Class 2	9	8	6	7



2. Mrs Poulos wanted to know whether there were equal numbers of children in each sporting house in her grade and another grade. She made a table to represent the sports houses and their classes.

- Were the sports houses equal?
- Which house had the most?
- Which house had the least?
- How could the sports houses be made equal?

Score card

Hole	Tim	Crystal	Alex
1	2	3	2
2	3	4	2
3	6	4	5
4	2	1	6
5	3	4	6
6	4	4	4
7	3	2	7
8	7	2	1
9	4	6	7
Total			

3. Interpret the putt score card to find out who won (remember, the best player has the lowest score):

- the 2nd hole _____
- the 4th hole _____
- the 8th hole _____
- the 5th hole _____

4. Total all scores to find out who:

- was the best player _____
- was the worst player _____
- was second _____


Interpreting Tables


Capital City	Country	Population <small>(data from 2006-2011)</small>	Continent
Tokyo	Japan	13,185,502	Asia
Seoul	South Korea	10,464,051	Asia
Tehran	Iran	9,110,347	Asia
Mexico City	Mexico	8,841,916	North America
Jakarta	Indonesia	8,489,910	Asia
Bogotá	Colombia	7,866,160	South America
Beijing	China	7,741,274	Asia
Cairo	Egypt	7,438,376	Africa
London	United Kingdom	7,287,555	Europe
Lima	Peru	7,220,971	South America
Baghdad	Iraq	7,216,040	Asia
Bangkok	Thailand	6,542,751	Asia
Dhaka	Bangladesh	6,080,671	Asia
Riyadh	Saudi Arabia	5,318,636	Asia


- How many capital cities are in this table? _____
- Which capital cities have over ten million people? _____
- The biggest capital city is in which country? _____
- How many people live in Lima, Peru? _____
- What is the most populous capital city in North America? _____
- What is the most populous capital city in South America? _____
- What is the most populous capital city in Africa? _____
- What is the most populous capital city in Europe? _____
- Of the 14 biggest world capitals, how many are in Asia? _____
- The population of New York City is 8,244,900. Why isn't it on this table? _____

Share/Post/Delete? Worksheet

Read the following scenarios and decide what to do with the image. Answer what best describes the action you should apply to the image 'Post, Share or Delete'.

 **POST** – This is a photo you would be happy for anyone to see

 **SHARE** – This is someone else's photo that you could share

 **DELETE** – This is a photo that should go straight in the trash

1



 **POST**
 **SHARE**
 **DELETE**

A classmate took this photo of one of your friends. He's looking grumpy!

2



 **POST**
 **SHARE**
 **DELETE**

Your mum took this pic of you and your horse and sent it to you. You want to share it with your close friends.

3



 **POST**
 **SHARE**
 **DELETE**

You took this selfie of you and your friend. It's so cute but her parents don't let her post pictures online.

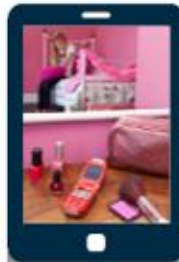
4



 **POST**
 **SHARE**
 **DELETE**

You took this pic of your mum running. It looks pretty artistic and posted it on her picstagram. She said it's ok to share.

5



 **POST**
 **SHARE**
 **DELETE**

You took this sneaky pic of your sister crying. You're having a fight and want to share it with your best friend.

6



 **POST**
 **SHARE**
 **DELETE**

You took this picture of your friend when you were hanging out. He said you could post it and tag him.

7



 **POST**
 **SHARE**
 **DELETE**

Your mum took this picture when you were having a great time. You've checked with her and she agrees it's cute.

8



 **POST**
 **SHARE**
 **DELETE**

Your Dad took this picture of your family on holiday. You've been asked by your teacher to share holiday pictures with the class.

9



 **POST**
 **SHARE**
 **DELETE**

You took this picture of your friend. You ask him to share it and he agrees but looks really worried.

The Little Seed

One hot day, Grace was eating a big piece of juicy watermelon. As she slurped and munched on her final piece, she wondered if she could grow her own watermelon.

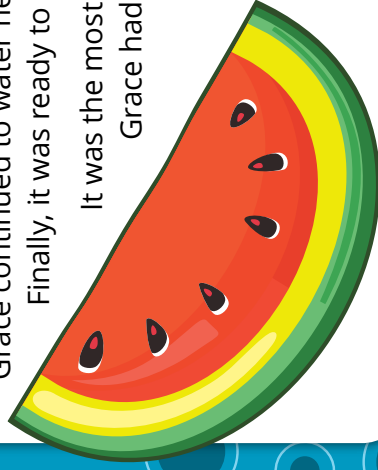
Grace went back to the kitchen. She took some of the little seeds from what was left of the giant watermelon. She put the seeds into a pot full of soil and added some water. Grace then placed the pot on the back porch and waited for her watermelon to grow.

Every day, Grace went out to the pot and watered her little watermelon seeds. She could not believe how long it was taking for a watermelon to grow! She quickly forgot about them.

A few months later, Grace was playing outside when she noticed something growing out of the pot. It was a little watermelon! She was so excited!

Grace continued to water her little watermelon each day. Finally, it was ready to eat.

It was the most delicious watermelon that Grace had ever had!



The Little Seed

- Grace wanted to know how to grow a watermelon, so
 - she asked her grandfather for help.
 - she watched one grow.
 - she planted some watermelon seeds.
- What caused Grace to forget about her watermelon seeds?
- One day, Grace saw a little watermelon growing, so
 - she watered it each day.
 - she ate it straight away.
 - she left it alone.
- What did Grace need to do to help the watermelon seed to grow?

CRAZY CREATIVE CHALLENGE

Draw and label the lifecycle of a watermelon.

My Simile Poem Planning Sheet

Before you begin writing your simile poem, you should start by writing down different ideas that you have about your particular topic or object. Use the following template to help you with your ideas.

Choose a topic or object for your poem: _____

Write down six similes to describe your topic or object:

Write an explanation of the six similes you used above to describe your topic or object:

List ideas about your topic or object that will sum up your poem:

My Simile Poem

Friday

1. $74 + 84 =$ _____

2. $48 - 1 =$ _____

3. $26 - 4 =$ _____

4. $100 \div 10 =$ _____

5. $66 \div 2 =$ _____

6. Write these numbers in order from largest to smallest:
4675, 5117, 7756, 1305. _____

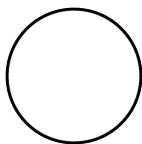
7. Complete this counting pattern:
25, 30, 35, 40, _____, _____, _____

8. What is the sum of 63 and 27? _____

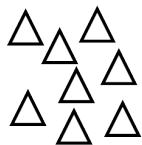
9. Share \$22 between 2 children. _____

10. 50 cents + 20 cents = _____

11. Colour in a quarter of this shape:



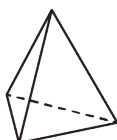
12. Colour in a quarter of these triangles.



13. What digital time does the clock show?



14. How many faces does a triangle-based pyramid have? _____



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



Works by Margaret Preston

Title or subject matter: Flowers

Artmaking practices or concepts:

- drawing
- shape and form
- colour
- proportion
-

Resources or materials

- selection of flowers and vases or flowering pot plants,
- coloured table cloth or similar,
- pastels, lead pencils, art paper, felt tip pens and/or textas (sharpies),
- selection of Margaret Preston still life images featuring flowers in vases/pots.



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 artmaking.
2. Study and discuss, with a family member, a variety of still life images by Margaret Preston. Post your favourite Margaret Preston image on Seesaw.
3. Discuss, with a family member, the boldness the black outline gives the overall images as well as the individual colours contrasting against the background. Voice record and post your ideas about a Margaret Preston image on Seesaw.
4. Arrange flowers on a central table (with cloth) in a room to provide views to all young artists from different angles.
5. Draw lightly in lead pencil. This will require young artists to practice so as to obtain a light touch on paper.
6. A still life is an image of something that does not move and can be used to celebrate the joy an object brings, in this case, flowers. Construct a drawing of the still life setting. Young artists are to use informal units of measurement to gain the correct proportions of flowers, stem and vase. For example, seeing that a stem is the same height as a vase and transferring that same proportion to your drawing.
7. Outline your drawing using felt pens and textas. Leave spaces for colour, so as to create a strong, solid black base to the image.
8. Use coloured pastels to introduce colour to the still life. Experiment with different pressures to produce a variety of effects and also blending colours to create new colours.
9. Select a soft colour pastel to fill in the background with the aim of eliminating any white from the image.
10. Post your magnificent “work of art”, on Seesaw.