

# Wilton Public School

## Year 3 At Home Learning Term 4 – Week 2



Phoneme of the week:

Reading resource: [www.getepic.com/students](http://www.getepic.com/students) Classcode: gaj6409

**Spelling words:** how, now, town, down, house, about, round, ground, around, flower, brown, hour, outside, count, loud, mouth, south, thousand, mouse, frown

**Extension words:** allowance, allowed, aloud, announce, boundary, doubtful, drought, drown, flour, fountain, frowned, mountain, plough, powder, powerful, proud, sour, surround, towel, trousers

**Additional resources:** To support learning from home, there are additional resources for different activities. You will see these listed in the matrix in italics for your reference. As an example: *Year 3 - Week 2- Spelling*. These resources can be printed or used as a guide. They have been attached to the school website.

**Tips to be safe when participating in sport or fitness activities:**

- find a clear safe space
- wear your sport clothes and don't forget to check your laces are tied
- remember to be sun safe and stay hydrated
- ensure an adult is present and they have checked your area and you are safe and ready to start
- have fun

**Created by Mrs Osgood, Mrs Cleary, Miss Sole, Miss Ford, Miss Bertolla, Mr Humphery, Miss Mayo & Mrs Hamson**


Monday

Tuesday

Wednesday

Thursday

Friday






<p><b>Morning</b></p>	<p><b>Welcome back to Week 2 from Mrs Cleary.</b>  <a href="https://www.youtube.com/embed/WfHhUMTUM2U">https://www.youtube.com/embed/WfHhUMTUM2U</a></p> <p><b>English Journal</b> Complete a journal entry using the following prompt:</p> <p>To me the following things are really important to me...</p> <p><b>Read -</b> Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set.  <b>If offline:</b> read your own book or novel for 20 minutes and answer the following questions.</p> <p><b>Predicting</b>  Prior to reading, write a short description predicting what this story will be about. Once you have read, were your predictions correct?</p> <p><b>Writing-</b>  Watch:  <a href="https://www.youtube.com/embed/zk2j-AM5M8k">https://www.youtube.com/embed/zk2j-AM5M8k</a>  If cannot view the clip above go to the - Offline writing instructions</p>	<p><b>English Journal</b> Complete a journal entry using the following prompt:</p> <p>An older person once told me...</p> <p><b>Read -</b> Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set.  <b>If offline:</b> read your own book or novel for 20 minutes and answer the following questions.</p> <p><b>Questioning</b>  What was the author's intention when writing this book? Was it to inform or entertain? How do you know?</p> <p><b>Writing-</b>  Watch:  <a href="https://www.youtube.com/embed/KJG_DTqOL_g">https://www.youtube.com/embed/KJG_DTqOL_g</a>  If cannot view the clip above go to the - Offline writing instructions attachment and look under Tuesday.  In the video below, the presenter refers to procedure writing as instructional writing- this means the same thing, so don't get too confused.</p>	<p><b>English Journal</b> Complete a journal entry using the following prompt:</p> <p>The best I've ever done in sport was...</p> <p><b>Read -</b> Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set.  <b>If offline:</b> read your own book or novel for 20 minutes and answer the following questions.</p> <p><b>Visualising</b>  Draw a picture or write a detailed description representing what you read today.</p> <p><b>Writing- Short Burst Writing:</b>  '<i>When the rain came</i>'</p> 	<p><b>English Journal</b> Complete a journal entry using the following prompt:</p> <p>The worst pain I have ever felt was when...</p> <p><b>Read -</b> Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set.  <b>If offline:</b> read your own book or novel for 20 minutes and answer the following questions.</p> <p><b>Summarising</b>  Summarise this story in three sections beginning, middle and end. What rating would you give it out of 5 Wiltonites?</p> <p><b>Writing-</b>  Watch:  <a href="https://www.youtube.com/embed/ps7Dx8WYbM8">https://www.youtube.com/embed/ps7Dx8WYbM8</a>  If cannot view the clip above go to the - Offline writing instructions attachment and look under Thursday.  Brainstorm and make a list of action words that could be found in a procedure.  Access resource: How to make spaghetti. Highlight or underline some action verbs found in the resource.</p>	
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	<p><i>attachment and look under Monday.</i></p> <p>After watching the video, brainstorm a list of procedure texts as a mind map e.g. recipe, directions. Have you ever made a paper aeroplane? Did it fly well? Were there any improvements you had to make? Think about these questions before moving on to the next part of the lesson.</p> <p>You will be following a step by step tutorial on constructing the 'Dart' paper aeroplane. <b>You will need a piece of paper to complete this task.</b> Access the video below and follow the tutorial. You may need to watch the video a few times.</p> <p>Watch:  <a href="https://www.youtube.com/embed/V-rBmbBSGIA">https://www.youtube.com/embed/V-rBmbBSGIA</a>  <i>If cannot view the clip above go to the - Offline writing instructions attachment and look under Monday.</i></p> <p>Did you find the procedure easy to follow?</p> <p>Write a procedure on how to fly or make a paper</p>	<p>Watch:  <a href="https://www.youtube.com/embed/KYTAAMe9oTo">https://www.youtube.com/embed/KYTAAMe9oTo</a>  <i>No offline access. Refer to Monday's clip by Miss Mayo for further clarification of procedural texts. <b>With an adult's permission</b> follow the steps from the video and make (or you can just think about all the steps if you were to make) a delicious hot chocolate or you can make something else using ingredients you have at home e.g. fairy bread, toast, pancakes, fruit salad, cereal.</i></p> <p>Once you have made your hot chocolate or whatever else you have chosen to make, write a procedure using all of the tips from today's video. Make sure to include; ingredients, equipment, steps/method and lots of factual details. Share your procedure onto the google classroom.</p> <p>Optional: Review your procedure from Monday's lesson. How could you have improved your procedure? Did you use enough detail? Did you include ingredients,</p>	<p>Use the ideas below to help you get your story started or come up with ideas of your own.</p> <ul style="list-style-type: none"> <li>● How do you think Jack feels?</li> <li>● Where have these umbrellas come from?</li> <li>● How will Jack use these umbrellas to escape?</li> <li>● How long do you think it has been raining for?</li> <li>● How are other people escaping the flood?</li> </ul> <p><b>Challenge:</b> Try and use 2 adjectives before a noun to make your short burst writing more descriptive and engaging for the reader.</p> <p>E.g: The large, dark clouds opened and the rain poured down over the strong, sturdy umbrella.</p>	<p>Brainstorm and make a list of action words that could be found in a procedure. Access resource <i>Understanding Sequencing</i> and complete the task.</p> <p><b>Spelling</b>  1. Complete the look-cover-write check.  2. Count the sounds in each word and write them in the boxes (see <i>Spelling Thursday Week 2 Year 3</i>).</p> <p><b>Fast finisher:</b> Complete the online games.  Access Code: toss288  <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p>	
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	<p>aeroplane. Have a family member follow your steps.</p> <p><b>Spelling</b> Watch the video of Miss Sole introducing the sound of the week. Use this video to complete the activities. <a href="https://www.youtube.com/embed/gktwUUsP77Q">https://www.youtube.com/embed/gktwUUsP77Q</a></p> <p>1. Complete the look-cover-write check. 2. Draw a stroke for each sound in your list words to segment your words. E.g: Horse would be h/or/se 3. Brainstorm other words with the 'ou' sound. (see <i>Spelling Monday Week 2 Year 3</i>)</p> <p><b>Fast finisher:</b> Complete the online games. Access Code: toss288 <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p><b>Grammar</b> Watch the instructional video and complete the questions about providing opinions <a href="https://www.youtube.com/embed/YCqjiOsZkc0">https://www.youtube.com/embed/YCqjiOsZkc0</a></p> <p>(see <i>Grammar Activities Week 2 Year 3</i>)</p>	<p>equipment, sequential steps to follow? Edit your writing.</p> <p><b>Spelling</b> 1. Complete the look-cover-write check. 2. Unjumble the letters to make words that match the clues (see <i>Spelling Tuesday Week 2 Year 3</i>).</p> <p><b>Fast finisher:</b> Complete the online games. Access Code: toss288 <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p>	<p><b>Spelling</b> 1. Complete the look-cover-write check. 2. Write as many rhyming words as you can (see <i>Spelling Wednesday Week 2 Year 3</i>).</p> <p><b>Fast finisher:</b> Complete the online games. Access Code: toss288 <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p>		
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Break	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b> <b>Number of the Day:</b> <i>See worksheet in maths resources for Monday's number of the day.</i></p> <p><b>Multiplication:</b> <b>Multiplication Spirals</b></p> <ul style="list-style-type: none"> <li>Choose <u>5</u> spirals and use a timer to time yourself.</li> <li>Write your time above each spiral each day and try to beat that time the following day.</li> <li>You should choose the times table you are the least confident with to improve.</li> </ul> <p><b>Maths Mentals:</b> Complete your maths mentals for Monday on the resource '<i>Monday Maths</i>'.</p> <p><b>Activity:</b> <u>WALT: Identify and describe rules for number patterns.</u></p> <p>Watch the following video of Miss Ford or read through the instructions on the resource. <a href="https://www.youtube.com/embed/o4RBN-WrzyE">https://www.youtube.com/embed/o4RBN-WrzyE</a></p>	<p><b>Mathematics</b> <b>Number of the Day:</b> <i>See worksheet in maths resources for Tuesday's number of the day.</i></p> <p><b>Multiplication:</b> <b>Multiplication Spirals</b></p> <ul style="list-style-type: none"> <li>Choose <u>5</u> spirals and use a timer to time yourself.</li> <li>Write your time above each spiral each day and try to beat that time the following day.</li> <li>You should choose the times table you are the least confident with to improve.</li> </ul> <p><b>Maths Mentals:</b> Complete your maths mentals for Tuesday on the resource '<i>Tuesday Maths</i>'</p> <p><b>Activity:</b> <u>WALT: Record and Compare objects using familiar metric units of volume.</u></p> <p>Watch the following video of Miss Sole or read through the instructions on the resource.</p>	<p><b>Mathematics</b> <b>Number of the Day:</b> <i>See worksheet in maths resources for Wednesday's number of the day.</i></p> <p><b>Multiplication:</b> <b>Multiplication Spirals</b></p> <ul style="list-style-type: none"> <li>Choose <u>5</u> spirals and use a timer to time yourself.</li> <li>Write your time above each spiral each day and try to beat that time the following day.</li> <li>You should choose the times table you are the least confident with to improve.</li> </ul> <p><b>Maths Mentals:</b> Complete your maths mentals for today on the resource '<i>Wednesday Maths</i>'.</p> <p><b>Activity:</b> <u>WALT: Solve word problems by selecting the appropriate mental and written strategies for subtraction.</u></p> <p>Watch the following video of Mrs Clearly explaining the CUBES strategy or read through the</p>	<p><b>Mathematics</b> <b>Number of the Day:</b> <i>See worksheet in maths resources for Thursday's number of the day.</i></p> <p><b>Multiplication:</b> <b>Multiplication Spirals</b></p> <ul style="list-style-type: none"> <li>Choose <u>5</u> spirals and use a timer to time yourself.</li> <li>Write your time above each spiral each day and try to beat that time the following day.</li> <li>You should choose the times table you are the least confident with to improve.</li> </ul> <p><b>Maths Mentals:</b> Complete your maths mentals for today on the resource '<i>Thursday Maths</i>'</p> <p><b>Activity:</b> <u>WALT: Use scaled instruments to measure and compare in millilitres.</u></p> <p>Watch the following video of Mrs Cleary or read through the instructions on the resource. <a href="https://www.youtube.com/embed/IsI2gfsgApc">https://www.youtube.com/embed/IsI2gfsgApc</a></p> <p>Use the resource <i>Maths</i> -</p>	

	<p>Use the resource <i>Maths - Monday - Week 2 - Year 3</i> to complete today's lesson.</p> <p><b>Extension:</b> Choose one of the following maths games.</p> <p><u>Prodigy Maths</u> With a supervising adult's permission, create a free account. <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p> <p><u>Top Marks</u> <b>Note:</b> There are different levels in each game, please choose the level that is appropriate for you. - Rounding numbers <a href="https://www.topmarks.co.uk/maths-games/rocket-rounding">https://www.topmarks.co.uk/maths-games/rocket-rounding</a> - Hit the Button <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> - Ordering Numbers <a href="https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering">https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering</a></p>	<p><a href="https://www.youtube.com/embd/zRWYuNog-NI">https://www.youtube.com/embd/zRWYuNog-NI</a></p> <p>Use the resource <i>Maths - Tuesday - Week 2 - Year 3</i> to complete today's lesson.</p> <p><b>Extension:</b> Choose one of the following maths games.</p> <p><u>Prodigy Maths</u> With a supervising adult's permission, create a free account. <a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p> <p><u>Top Marks</u> <b>Note:</b> There are different levels in each game, please choose the level that is appropriate for you. - Rounding numbers <a href="https://www.topmarks.co.uk/maths-games/rocket-rounding">https://www.topmarks.co.uk/maths-games/rocket-rounding</a> - Hit the Button <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> - Ordering Numbers <a href="https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering">https://www.topmarks.co.uk/ordering-and-</a></p>	<p>instructions on the resource. <a href="https://www.youtube.com/embed/0bSJzYLbrFY">https://www.youtube.com/embed/0bSJzYLbrFY</a></p> <p>Use the resource <i>Maths - Wednesday - Week 2 - Year 3</i> to complete today's lesson.</p> <p><b>Extension:</b> Watch the video demonstration below and use your mathematical thinking to work out which one doesn't belong.</p> <p><a href="https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/targeted-teaching/which-one-doesnt-belong">https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/targeted-teaching/which-one-doesnt-belong</a></p> <p><u>Reflection questions to answer.</u> Which one doesn't belong? What's your initial thinking? Can you make a case for why each domino doesn't belong?</p>	<p><i>Thursday - Week 2 - Year 3</i> to complete today's lesson.</p> <p><b>Extension:</b> With a supervising adult's permission, access a range of extension activities through the following websites. <a href="https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths">https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</a>  <a href="https://www.topmarks.co.uk/imes-tables/coconut-multiples">https://www.topmarks.co.uk/imes-tables/coconut-multiples</a></p>	
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		<a href="#">sequencing/coconut-ordering</a>			
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Theme Unit:</b> Science Forces</p> <p><b>Lesson Objective:</b> To know what forces are and how push and pull affects objects.</p> <p><b>Materials needed:</b> A balloon, a rock, a feather, a pencil and paper for recording your ideas. If you do not have these things you can just imagine or try to hypothesise/predict</p> <p><b>Lesson outline:</b> Please watch the Youtube link below for step-by-step tasks for today's lesson: <a href="https://www.youtube.com/embed/9A8cJhiMcOM">https://www.youtube.com/embed/9A8cJhiMcOM</a></p> <p><b>Tasks for the lesson:</b> 1. Watch <a href="https://drive.google.com/file/d/1SPFHzzlOvvUHOLD5avg20vP38GQy2Yao/view?usp=sharing">https://drive.google.com/file/d/1SPFHzzlOvvUHOLD5avg20vP38GQy2Yao/view?usp=sharing</a> and discussing forces at work in basketball 2. Balloon investigation – A closer look at forces needed to make a balloon move, change</p>	<p><b>Fitness:</b> Mr Humphrey Fitness challenge</p> <p><a href="https://www.youtube.com/embed/nxPv9LNHBPC">https://www.youtube.com/embed/nxPv9LNHBPC</a></p> <p><i>(Please find template attached as Fitness - Tuesday on the website)</i></p> <p><b>Dance:</b> 1. Create your own dance move based on these prompts.</p> <p>Clap Slap Click Rhythm Beat Sequence Tap Stomp</p> <p>2. Create a simple rhythm (8-16 counts) using these dance moves you have created with the sound prompts.</p> <p>You can count out loud and add in double beats and pauses if you like.</p>	<p><b>Bounce Back: Challenge Yourself</b></p> <p><b>Listen to the text:</b> The Princess and the Packet of Frozen Peas using the link below <a href="https://www.youtube.com/embed/ISSsK3EhEbk">https://www.youtube.com/embed/ISSsK3EhEbk</a></p> <p>Think about these questions 1) What is a goal? 2) What is a dream? 3) Why is it good to have goals?</p> <p><b>A goal</b> is something you want to achieve or have happen e.g: to improve your swimming and win a race at your swimming carnival or get better at solving fraction problems.</p> <p><b>A dream</b> is usually a bigger goal that takes more time and more steps to achieve than a short-term goal, e.g: to represent your country in the Olympics or go to university.</p> <p><b>Why is it good to have goals?</b> Because goals help you to work out what you want to do and can help you to get what you want. You feel successful and more confident when we achieve them.</p> <p><b>Answer the following questions</b> in your workbook or on a google doc after reading the information</p>	<p><b>Music:</b> Using musical symbols to represent sounds Refresh your memory on body percussion and watch:<a href="https://www.youtube.com/embed/IVsDoCN8ELO">https://www.youtube.com/embed/IVsDoCN8ELO</a> <i>Offline: Body percussion is creating musical sounds using your body.</i> Create a body percussion song using these 4 movements:</p> <ul style="list-style-type: none"> <li>● Clapping</li> <li>● Clicking</li> <li>● Stomping</li> <li>● Tapping</li> </ul> <p>After creating the song you will need to represent each action using symbols, which we call graphic notation. Examples of some symbols you could use for each sound:</p> <p>Clapping  Clicking  Stomping  Tapping </p> <p>An example of how to represent a short song using symbols:</p> <p></p>	

	<p>speed/direction and change shape.</p> <p>3. A carry-on from the balloon investigation, involving using a rock and feather. How are the results different to the results of the balloon?</p> <p>4. View video: Sporting Champions  <a href="https://www.inquisitive.com/video/1420-sporting-champions">https://www.inquisitive.com/video/1420-sporting-champions</a> and choose 3 scenes from the video to draw and label the forces you saw happening in each scene.</p> <p><b>Extension:</b> Website – exploring more about forces  Visit  <a href="https://www.dkfindout.com/us/science/forces-and-motion/what-is-force/">https://www.dkfindout.com/us/science/forces-and-motion/what-is-force/</a> to explore the website, learn more about forces, and click on the interactive pictures to learn more.</p>	<p>3. Video yourself completing your dance and upload to google classroom if that is available to you!</p> <p><u>Extension</u>  Watch and perform 'The Happy Dance' by DJ Raphi</p> <p><a href="https://drive.google.com/file/d/1sPKI9hMhLiX91swydTSpVA1xzFkPUdEB/view?usp=sharing">https://drive.google.com/file/d/1sPKI9hMhLiX91swydTSpVA1xzFkPUdEB/view?usp=sharing</a></p>	<p>above.</p> <ol style="list-style-type: none"> <li>1) What was the Princess's goal in the story you listened to today?</li> <li>2) What is a goal of yours?</li> <li>3) What is a dream of yours?</li> </ol> <p>Your goals could be sporting goals, social goals, academic goals etc.</p> <p><i>Remember - It is always good to challenge yourself!</i></p> <p><b>Optional Extra/Extension</b>  <b>Internet Safety with Mrs Payne - Lesson 6</b>  Watch the clip below and complete the activities in your workbook or on a google doc.  <i>A copy of the powerpoint is in the paper copies for offline use.</i></p> <p><a href="https://drive.google.com/file/d/1cpGPt_Ju1xd5uCC11XmOJgqYVa2EXRgs/view?usp=sharing">https://drive.google.com/file/d/1cpGPt_Ju1xd5uCC11XmOJgqYVa2EXRgs/view?usp=sharing</a></p>	<p>Use the template <i>Graphic Notation</i> and complete the task.</p>	
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Please find attached on Monday's attachments as additional activities '*Fast Finishers*' you can complete if you wish.