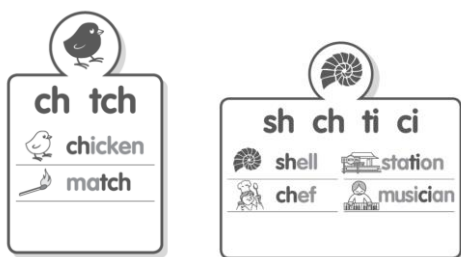


# Wilton Public School

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



Phoneme of the week:

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

**Spelling words:** check, such, each, which, child, children, catch, match, watch, change, rush, shelf, wash, sure, should, finish, shine, shade, shrink, shouldn't

**Extension words:** adventure, approach, bachelor, butcher, cheque, chief, childhood, chocolate, choose, exchange, brochure, competition, connection, evaporation, harshly, information, insurance, machinery, population, profession

**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 3- 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

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| <p><b>Morning</b></p> | <p><b>Welcome back to Week 3 from</b><br/> <a href="https://www.youtube.com/embed/PyZ3q5lpGI0">https://www.youtube.com/embed/PyZ3q5lpGI0</a></p> <p><b>English Journal</b> Complete a journal entry using the following prompt:</p> <p>I remember feeling happiest 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.<br/> <i>If offline: read your own book or novel for 20 minutes and answer the following questions.</i></p> <p><b>Predicting</b><br/> Prior to reading, write a short description or draw a picture showing your prediction about what this story will be about. Once you have read, were your predictions correct?</p> <p><b>Writing-</b><br/> This week our writing focus is reviews. A review is used to assess the appeal of a text by providing a</p> | <p><b>English Journal</b> Complete a journal entry using the following prompt:</p> <p>The funniest thing I ever saw 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.<br/> <i>If offline: read your own book or novel for 20 minutes and answer the following questions.</i></p> <p><b>Questioning</b><br/> Is the title of this book the best option? Rename the book and explain your new title.</p> <p><b>Writing-</b><br/> A fun video for Tuesday!<br/> <a href="https://www.youtube.com/embed/m5kGVV8AA0I">https://www.youtube.com/embed/m5kGVV8AA0I</a><br/> No offline access.</p> <p>Watch:<br/> <a href="https://www.youtube.com/embed/yZAqrO2kNks">https://www.youtube.com/embed/yZAqrO2kNks</a><br/> <i>If cannot view the clip above go to the - Offline writing instructions attachment and look under</i></p> | <p><b>English Journal</b> Complete a journal entry using the following prompt:</p> <p>One day I'd like to try....</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.<br/> <i>If offline: read your own book or novel for 20 minutes and answer the following questions.</i></p> <p><b>Visualising</b><br/> So far in this story you have been introduced to a few characters. Draw or write a description of your favourite character so far.</p> |  |  |
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|  | <p>summary and an analysis of its features.<br/>         Watch:<br/> <a href="https://www.youtube.com/embed/jP4VBNZYqv4">https://www.youtube.com/embed/jP4VBNZYqv4</a><br/> <i>If cannot view the clip above go to the - Offline writing instructions attachment and look under Monday.</i><br/>         After watching the video, in your own words write a definition of what a review is and where you might review things in your everyday life.<br/>         Watch:<br/> <a href="https://www.youtube.com/embed/g_yr6wa6Ne4">https://www.youtube.com/embed/g_yr6wa6Ne4</a><br/> <i>If cannot view the clip above go to the - Offline writing instructions attachment and look under Monday.</i></p> <p><u>Optional</u><br/>         Review your breakfast or a meal you have had today.</p> <p><b>Spelling</b><br/>         Watch the video of Miss Sole introducing the sound of the week. Use this video to complete the activities.<br/> <a href="https://www.youtube.com/embed/gWGDfjydzPE">https://www.youtube.com/embed/gWGDfjydzPE</a></p> <p>1.Complete the look-cover-</p> | <p><i>Tuesday.</i></p> <p>For an example of what a book review watch:<br/> <a href="https://www.youtube.com/embed/aXBizNePHlo">https://www.youtube.com/embed/aXBizNePHlo</a></p> <p>After watching the video, log onto Epic Reader and review a book of your choice, fiction or nonfiction. If working offline, review a book you have access to at home.<br/>         Access resource <i>Book Review- Template</i> and complete a review. Post your reviews to the google classroom.</p> <p><u>Optional</u><br/>         Access resource Chatterbox Book Review. Create a chatterbox and complete the activity.</p> <p><b>Spelling</b><br/>         1.Complete the look-cover-write check.<br/>         2. Colour the words that follow a pattern (see <i>Spelling Tuesday Week 3 Year 3</i>).</p> <p><b>Fast finisher:</b> Complete the online games.</p> | <p><b>Writing- Short Burst Writing: 'The Troll'</b></p>  <p><b>Sentence Starter</b></p> <p><b>(You can use this sentence starter or one of your own)</b><br/>         'Thump!' He slammed his enormous, grass covered foot into the middle of the road, sending shockwaves of dust in all directions. Some thinking points before you start writing:-<br/>         What was the troll thinking?<br/>         Do you think he is a mean or kind troll? Why?<br/>         What are the people doing when they have seen the troll?<br/>         Where do you think the troll has come from?</p> <p><b>Spelling</b><br/>         1.Complete the look-cover-write check.</p> |  |  |
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|  | <p>write check.<br/> 2. Draw a stroke for each sound in your list words to segment your words. E.g: Horse would be h/or/se<br/> 3. Brainstorm other words with the 'ch" and 'sh' sounds. (see <i>Spelling Monday Week 3 Year 3</i>)</p> <p><b>Fast finisher:</b> Complete the online games.<br/> Access Code: toss288<br/> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p><b>Grammar</b><br/> Watch the instructional video and complete the questions about conjunctions.<br/> <a href="https://www.youtube.com/embed/OJuwshBnziw">https://www.youtube.com/embed/OJuwshBnziw</a></p> <p>(see <i>Grammar Activities Week 3 Year 3</i>)</p> | <p>Access Code: toss288<br/> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> | <p>2. Add 's' or 'es' to each word and write it in the correct column (see <i>Spelling Wednesday Week 3 Year 3</i>).</p> <p><b>Fast finisher:</b> Complete the online games.<br/> Access Code: toss288<br/> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> |  |  |
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| <b>Middle</b> | <p><b>Mathematics</b><br/><b>Number of the Day:</b><br/><i>See worksheet in maths resources for Monday's number of the day.</i></p> <p><b>Multiplication:</b><br/><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><br/><u>WALT: Use trading to solve subtraction.</u></p> <p>Watch the following video or read through the instructions on the resource.</p> <p><a href="https://www.youtube.com/embed/Y6M89-6106I">https://www.youtube.com/embed/Y6M89-6106I</a></p> | <p><b>Mathematics</b><br/><b>Number of the Day:</b><br/><i>See worksheet in maths resources for Tuesday's number of the day.</i></p> <p><b>Multiplication:</b><br/><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><br/><u>WALT: Use trading to solve addition.</u></p> <p>Watch the following video of Mrs Osgood or read through the instructions on the resource.</p> <p><a href="https://www.youtube.com/embed/6v1xJ8fh0Y8">https://www.youtube.com/embed/6v1xJ8fh0Y8</a></p> <p>Use the resource <i>Maths - Tuesday - Maths - Week 3</i></p> | <p><b>Mathematics</b><br/><b>Number of the Day:</b><br/><i>See worksheet in maths resources for Wednesday's number of the day.</i></p> <p><b>Multiplication:</b><br/><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><br/><u>WALT: Solve word problems by selecting the appropriate mental and written strategies.</u></p> <p>Watch the following video of Mrs Clearly explaining the CUBES strategy or read through the instructions on the resource.</p> |       |       |

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|  | <p>Use the resource <i>Maths - Monday - Maths - Week 3 - Year 3</i> to complete today's lesson.</p> <p><b>Extension:</b><br/><u>Prodigy Maths</u><br/>With a supervising adult's permission, create a free account.<br/><a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p> <p><u>Top Marks</u><br/><b>Note:</b> There are different levels in each game, please choose the level that is appropriate for you.</p> <p>- Bead Numbers<br/><a href="https://www.topmarks.co.uk/place-value/bean-numbers">https://www.topmarks.co.uk/place-value/bean-numbers</a></p> <p>- Thinking of a Number<br/><a href="https://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumber3">https://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumber3</a></p> <p>- Maths Invaders<br/><a href="https://mathsframe.co.uk/en/resources/resource/289/KS2_Maths_Invaders">https://mathsframe.co.uk/en/resources/resource/289/KS2_Maths_Invaders</a></p> | <p>- Year 3 to complete today's lesson.</p> <p><b>Extension:</b><br/><u>Prodigy Maths</u><br/>With a supervising adult's permission, create a free account.<br/><a href="https://www.prodigygame.com/main-en/">https://www.prodigygame.com/main-en/</a></p> <p><u>Top Marks</u><br/><b>Note:</b> There are different levels in each game, please choose the level that is appropriate for you.</p> <p>- Bead Numbers<br/><a href="https://www.topmarks.co.uk/place-value/bean-numbers">https://www.topmarks.co.uk/place-value/bean-numbers</a></p> <p>- Thinking of a Number<br/><a href="https://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumber3">https://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumber3</a></p> <p>- Maths Invaders<br/><a href="https://mathsframe.co.uk/en/resources/resource/289/KS2_Maths_Invaders">https://mathsframe.co.uk/en/resources/resource/289/KS2_Maths_Invaders</a></p> | <p><a href="https://www.youtube.com/embed/0bSJzYLbrFY">https://www.youtube.com/embed/0bSJzYLbrFY</a></p> <p>Use the resource <i>Wednesday - Maths - Week 3 - Year 3</i> to complete today's lesson.</p> <p><b>Extension:</b><br/>Complete the Area vs Perimeter challenge below.</p> <p><a href="https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/targeted-teaching/area-vs-perimeter?authuser=0">https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/targeted-teaching/area-vs-perimeter?authuser=0</a></p> |  |  |
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| Break            | Break   | Break  | Break  | Break | Break |
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| <b>Afternoon</b> | <p><b>Theme Unit:</b> Science Forces</p> <p><b>Lesson Objective:</b> To understand how <b>force</b> can change the distances which objects move.</p> <p><b>Materials needed:</b> Paper, pencil, laptop or tablet to research, marble or ball or bat/ball</p> <p><b>Lesson outline:</b> Please watch the link below which runs through step-by-step tasks for the lesson today on forces.<br/> <a href="https://www.youtube.com/embd/zUO2nf_rvGA">https://www.youtube.com/embd/zUO2nf_rvGA</a></p> <p><b>Tasks for the lesson include:</b></p> <ol style="list-style-type: none"> <li>1. Label the forces pictures</li> <li>2. Explore the web link <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> and answer True/False Q's</li> <li>3. Use the link <a href="https://www.inquisitive.com/guided-research/1422-balanced-forces">https://www.inquisitive.com/guided-research/1422-balanced-forces</a> to investigate 'balanced forces' and record some examples</li> <li>4. Do an investigation on forces– Use a marble, ball, or bat/ball and observe how the strength of force</li> </ol> | <p><b>Fitness:</b> Mr Humphrey Fitness challenge</p> <p><a href="https://www.youtube.com/embd/10rrYo0hsR0">https://www.youtube.com/embd/10rrYo0hsR0</a></p> <p><i>(Please find template attached as Fitness - Tuesday on the website)</i></p> <p><b>Dance:</b></p> <ol style="list-style-type: none"> <li>1. Create a dance that incorporates an object. What type of object will you use? It might be a ball or a long ribbon or pillow. Experiment types of ways of moving the object and creating dance moves.</li> </ol> <p>Remember to use what we have learnt so far about timing, levels, beats, sounds, rhythm.</p> <ol style="list-style-type: none"> <li>2. Create a simple routine (8-16 counts) using the object as part of your dance moves.</li> </ol> <p>You can count out loud and add in double beats and pauses if you like.</p> <ol style="list-style-type: none"> <li>3. Video yourself completing your dance and</li> </ol> | <p><b>Bounce Back:</b></p> <p><b>Believe in Yourself</b></p> <p>Please listen to the story below 'Edward the Emu' and then answer the questions on a google doc or in your workbook.</p> <p><a href="https://www.youtube.com/embd/E96A0cEYtko">https://www.youtube.com/embd/E96A0cEYtko</a></p> <p>What made Edward think he wasn't good enough as he was? Was he right?</p> <p>Why is it silly and not helpful to want to be someone else and to think that others are better than you are?</p> <p><b>Activity:</b> Using the Edward the Emu <i>book review template attached</i> Complete a book review of Edward the Emu and explain how Edward 'had a go', 'took a risk' and 'believed in himself' within the book summary section of the template.</p> <p><b>Remember: You need to accept and believe that who you are is okay, even though we are all different in many ways.</b></p> <p><b>Optional Extra/Extension</b></p> |       |       |

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|  | <p>affects the distance an object moves.</p> <p><b>Extension:</b> 'How can forces make us feel?'</p>  <p>Draw and explain some examples of how different forces can make us feel. For example, the forces when riding a rollercoaster can make us feel terrified.</p> | <p>upload to google classroom if that is available to you!</p> <p><u>Extension</u><br/>Watch and perform "How to shuffle dance' by DJ Raphi</p> <p><a href="https://drive.google.com/file/d/1xetdAaN9f3unqGdKEG2R9NY1tNVx9Mg4/view?usp=sharing">https://drive.google.com/file/d/1xetdAaN9f3unqGdKEG2R9NY1tNVx9Mg4/view?usp=sharing</a></p> | <p><b>Internet Safety with Mrs Payne - Lesson 7</b></p> <p>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/15Yc40DDddXu0DNaIdqUB0-XkRfO0Vky2/view?usp=sharing">://drive.google.com/file/d/15Yc40DDddXu0DNaIdqUB0-XkRfO0Vky2/view?usp=sharing</a></p> |  |  |
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Please find attached on Monday's attachments as additional activities '*Fast Finishers*' you can complete if you wish.