

Stage 2




Work Booklet

Term 3 Week 3

Year 3

Name: _____

Class: - _____

Week 3, Term 3	Day 1	Day 2	Day 3	Day 4	At School Day
<p>Morning 1</p> <p>If you are finding Spelling difficult, Use soundwaves login's which are located on the School Dojo Page. You can use the grade below.</p>	<p><u>Reading 1:</u> Read a book from home or online (such as Storyline Online). Take a photo of your yellow card and put it in your Dojo portfolio.</p> <p><u>Reading 2:</u> Inferring What's in my teacher's bag? Make inferences about what is in their bag based on what you know about your teacher.</p> <p><u>Spelling:</u> Each day, choose TWO activities from the grid to practice your spelling words.</p>	<p><u>Reading 1:</u> Read a book from home or online (such as Storyline Online). Take a photo of your yellow card and put it in your Dojo portfolio.</p> <p><u>Reading 2:</u> Characters Choose two characters and compare. How are they different? How are they the same? Use a Venn Diagram.</p>  <p><u>Spelling:</u> Each day, choose TWO activities from the grid to practice your spelling words.</p>	<p><u>Reading 1:</u> Read a book from home or online (such as Storyline Online). Take a photo of your yellow card and put it in your Dojo portfolio.</p> <p><u>Reading 2:</u> Tricky Words Write down any tricky words you come across while reading. Find them in a dictionary and write the meaning down.</p> <p><u>Spelling:</u> Each day, choose TWO activities from the grid to practice your spelling words.</p>	<p><u>Reading 1:</u> Read a book from home or online (such as Storyline Online). Take a photo of your yellow card and put it in your Dojo portfolio.</p> <p><u>Reading 2:</u> Retell After reading the story, retell it to a family member using first, next, lastly.</p> <p><u>Spelling:</u> Each day, choose TWO activities from the grid to practice your spelling words.</p>	<p><u>Reading 1:</u> Read a book from home or online (such as Storyline Online). Take a photo of your yellow card and put it in your Dojo portfolio.</p> <p><u>Reading 2:</u> Character Map Draw a picture of a character in your text. Label your character.</p> <p><u>Spelling:</u> Each day, choose TWO activities from the grid to practice your spelling words.</p>

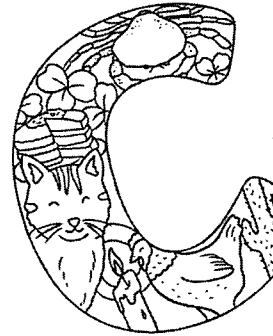
<p>Break 1</p>	<p><u>Writing</u> Vocabulary</p> <p>Pick 5 of these WOW words and write 5 sentences using them</p> <p>Outstandingly, dine, container, nervously, echoing, transport, beautiful, progress, create, adore.</p> <p>Handwriting/Typing:</p> <p>Complete a page of the handwriting booklet and complete 15 minutes of http://www.typingclub.com/</p>	<p><u>Writing</u> Punctuations</p> <p>Write a sentence using at least 3 pieces of punctuation from the list below</p> <p>“ ” , … ? ! () .</p> <p>Handwriting/Typing:</p> <p>Complete a page of the handwriting booklet and complete 15 minutes of http://www.typingclub.com/</p>	<p><u>Writing</u> Vocabulary</p> <p>Think of at least 5 WOW words to describe a Quokka</p> <p>Remember to use your senses</p> <p><i>Do you know what this animal is?</i></p> <p>Handwriting/Typing:</p> <p>Complete a page of the handwriting booklet and complete 15 minutes of http://www.typingclub.com/</p>	<p><u>Writing</u> Story Time!</p> <p>Write an information report on an Australian Animal</p> <p><i>Make sure you have lots of interesting facts</i></p> <p>Handwriting/Typing:</p> <p>Complete a page of the handwriting booklet and complete 15 minutes of http://www.typingclub.com/</p>	<p><u>Writing</u> Vocabulary</p> <p>List as many Adjectives that you can think of and write a short story using these.</p> <p><i>Remember an adjective describes the noun</i></p> <p>Handwriting/Typing:</p> <p>Complete a page of the handwriting booklet and complete 15 minutes of http://www.typingclub.com/</p>
<p>Middle</p> <p><i>Mathletics Login and Password will be uploaded on Class Stories.</i></p>	<p><u>Maths</u> Patterns and Algebra</p> <p>Log onto www.Mathletics.com and complete 15 minutes of activities</p>	<p><u>Maths</u> Patterns and Algebra</p> <p>Log onto www.Mathletics.com and complete 15 minutes of activities</p>	<p><u>Maths</u> Patterns and Algebra</p> <p>Log onto www.Mathletics.com and complete 15 minutes of activities.</p>	<p><u>Maths</u> Patterns and Algebra</p> <p>Log onto www.Mathletics.com and complete 15 minutes of activities.</p>	<p><u>Maths</u> Patterns and Algebra</p> <p>Log onto www.Mathletics.com and complete 15 minutes of activities.</p>

	Complete 1 page of in your workbook	Complete 1 pages of Addition in your workbook	Complete 1 pages of Addition in your workbook	Complete 1 pages of Addition in your workbook	Complete 1 pages of Addition in your workbook
	Write out your 2,5 and 10 timetables.	Write out your 4 and 11 timetables.	Write out your 3 and 6 timetables.	Write out your 7, 8 and 9 timetables.	Write out your 6 and 12 timetables.
Afternoon					
<i>All tasks are in your booklet to be completed.</i>	Writing Complete the set Writing task for the week.	PDHPE Complete the set PDHPE task for the week.	Science Complete the set Science task for the week.	Geography Complete the set task for Geography for the week.	Creative Arts Complete the set task for Creative Arts for the week.

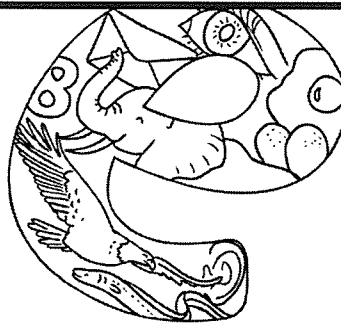
Questions and Answers

1. Where is my Mathletics Login – Your class teacher will upload this on their Class Story on Class Dojo.
If you do not have Class Dojo, you will need to download the app and contact your child's teacher to connect you.
2. What is Soundwaves? – Soundwaves is our School Spelling Program, Mr Curran uploaded the login details on the schools Class Dojo. Please check this. Any issues contact your child's teacher.
3. Do I need to submit my child's work? – Yes, all work needs to be uploaded and submitted on your child's class dojo portfolio.
4. Are we doing videos? – We will be uploading Videos on a Monday according to what is needed for the topics being taught.
5. Can we Zoom as a Class? – Unfortunately we are unable to have a class zoom.

Spelling



Name: _____



Wk3

Spelling

Each day, choose ONE activity to complete using your list of spelling words.

Teach **THIS**

Verbal Linguistic

Alphabet Soup

Write each of your spelling words out in alphabetical order.

Mathematical/Logical

Line Them Up

Write all your spelling words out in one long row and circle any other words you can find.

Naturalistic

Noisy Animals

Can you think of any animals in nature that make a noise found in any of your spelling words?
EG: hoop - an owl says "Hoo!"

Body/Kinaesthetic

Syllable Salute

Clap out the syllables of your spelling words.

Visual/Spatial

Puzzling Times

Create word puzzles, cut each puzzle up and see how quickly you can put all the pieces back together.

Interpersonal

Yes, I'm miming!

Mime your spelling words for a friend. Can they guess which word you are miming?

Intrapersonal

A long list

List all the subjects you do at school. Where do you rank spelling?

Musical/Rhythmic

To the Beat

Write a rap song to help learn your spelling words.

Unit 19



oa o_e ow o boat rose window comb

List Words

- cold _____
- sold _____
- over _____
- low _____
- slow _____
- grow _____
- nose _____
- bone _____
- closing _____
- rode _____
- road _____
- load _____
- float _____
- throw _____
- own _____
- toe _____
- only _____
- broke _____
- hole _____
- window _____
- clothes _____
- tomato _____
- October _____
- although _____
- overboard _____

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Colour the letter o if it represents in the word.

only cost boot tomato more both money October

5 Read the clues. Finish the words. Write the words you have made on the line.

- __ o __ e on your face
- __ o __ e went on a bike
- __ __ o __ e did break
- __ o __ e Dogs love to chew a ____.
- __ o __ e Dogs love to dig a ____.
- __ __ o __ e opposite of open

6 Read the clues. Finish the words. Write the words you have made on the line.

- __ __ oa __ opposite of sink
- __ oa __ keeps you warm
- __ oa __ drive on this
- __ oa __ wash with this
- __ oa __ like a frog
- __ oa __ a ____ of bread

7 Rearrange the letters of each word to make an word.

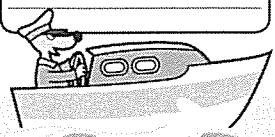
owl worth lows now fowl

8 Colour parts with words blue. Colour parts with words red.

low	know	window	yellow	show
		cow	slow	flow
snow	owl	now	how	row
grow	town	brown	known	

Grapheme Chart

letters	words



9 Write the words from the box in the correct columns.

✚ We sometimes add s to words ending in o. Sometimes we add es.

goes	pianos
photos	potatoes
tomatoes	heroes
videos	radios

words that add s

words that add es

_____	_____
_____	_____
_____	_____
_____	_____

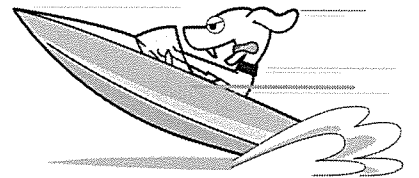
10 Rewrite these words adding ed and ing. 🐉 Go to Helpful Hint (2b).

✚ If a word ends with e, to add ed, we usually just add d.

add ed

add ing

close	_____	_____
load	_____	_____
joke	_____	_____



11 Write a word from the box to match each meaning.

✚ The prefix over can mean above, beyond or too much. For example, overhead means above the head.

overcoat
overboard
overseas
overdo
overdue

_____	beyond the due date
_____	over the sea
_____	to do too much
_____	coat worn over clothes
_____	over the side of a boat

12 Finish these words with oa, o_e, ow, o, ough or oe to represent (oa o_e ow o).

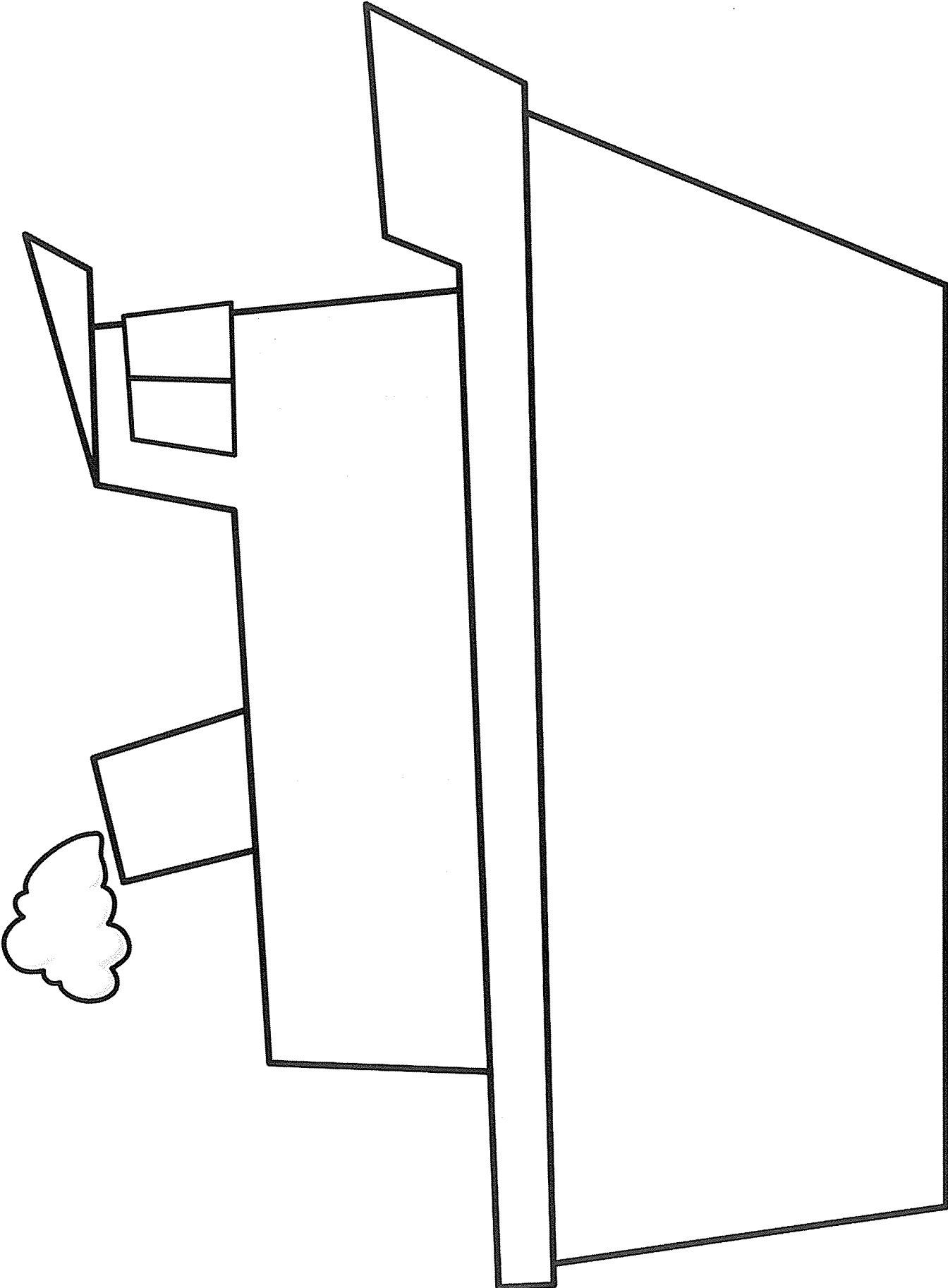
Write the words you have made on the lines.

__n	r__d	gr__	h__l__	wind__	tomat__
t__	l__d	c__ld	cl__th__s	alth__	Oct__ber

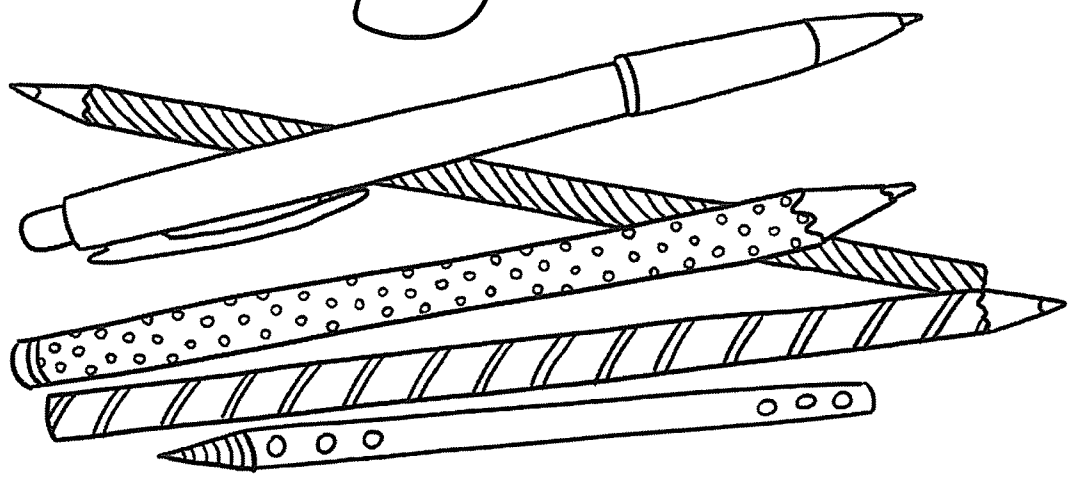
Challenge

Unjumble the letters to make pairs of words. Some are homophones and some are rhyming words.

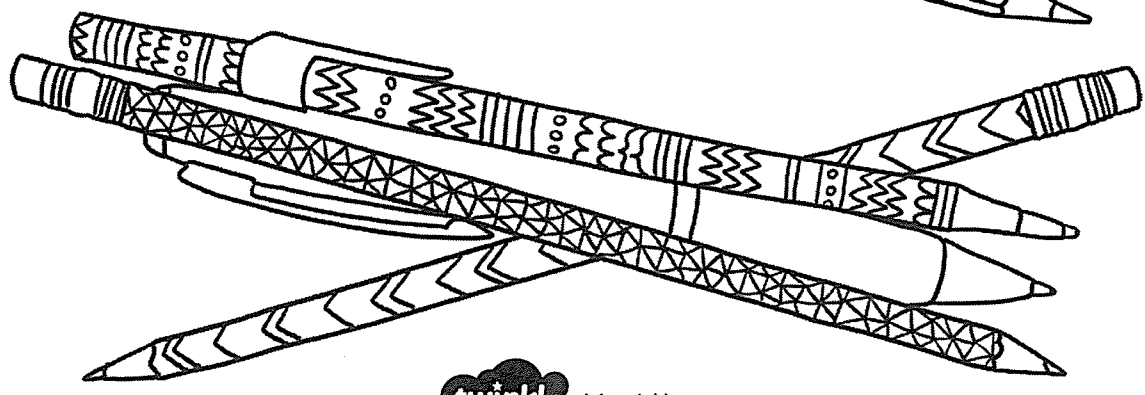
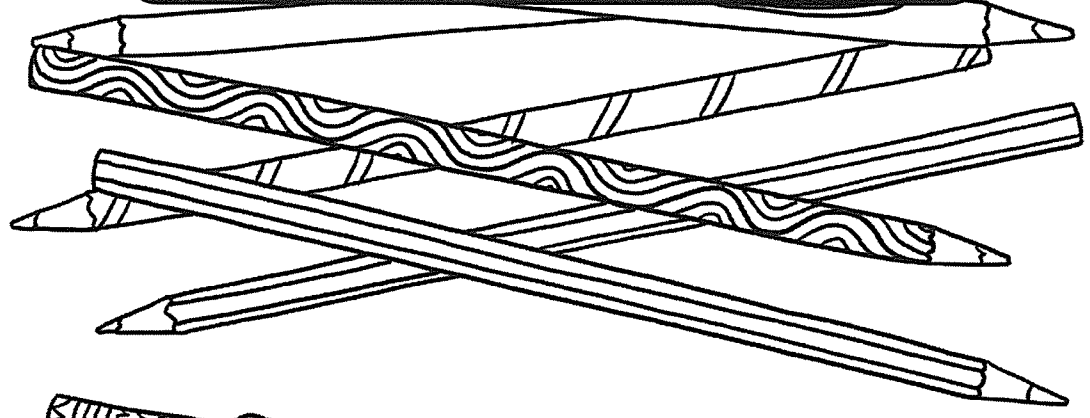
ored	on	loeh	seon	dloc	worg	otab	keoj
doar	wonk	wleho	swonk	olds	owls	oatlf	erbko



English



Name: _____



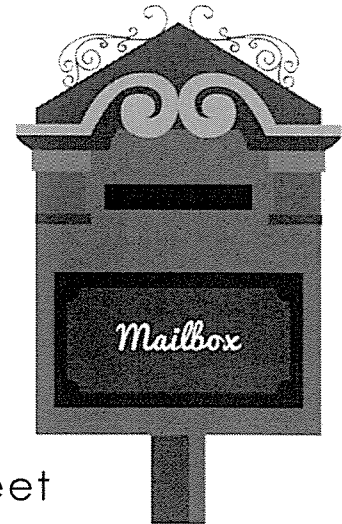
mailbox envelope Post Office
mailman sidewalk policeman

Mikey Mails It

“Mikey, I have some letters for you to mail,” Mom called.

“Coming, Mom!” Mikey put down his book and went downstairs.

“Make sure these all go inside the mailbox,” Mom reminded him. Their street had a blue mailbox on the corner just two blocks away.



“I will, Mom.” He headed down the street. It was a little windy. When he got to Evan’s driveway, he saw his friend bouncing a basketball. Mikey put down the mail and started playing with his friend.

Suddenly three envelopes flew by, caught by the wind.

“Yikes!” Mikey and Evan scrambled to catch the letters. Mikey counted to make sure he had them all. Then he ran down to the mailbox and mailed them before he forgot again.

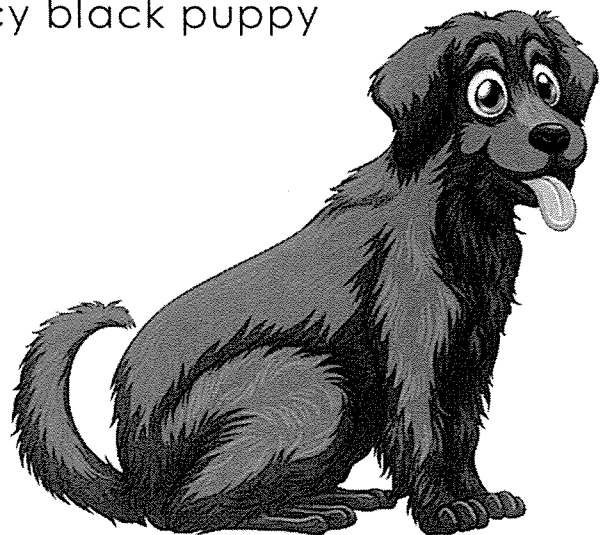
The next day, Mom came into Mikey’s bedroom.

“Would you take this to Mrs. Smith’s house?” she asked, holding up a big yellow envelope. “It’s the money from the bake sale. I need you to go straight there and make sure you give it to Mrs. Smith.”

Mikey felt grown-up as he marched down the sidewalk with the envelope under his arm.

At the end of the block, his friend Emily came around the corner. She had a bouncy black puppy on a leash.

“We have a new dog!” Emily exclaimed. The cute little puppy jumped up against Mikey’s legs.

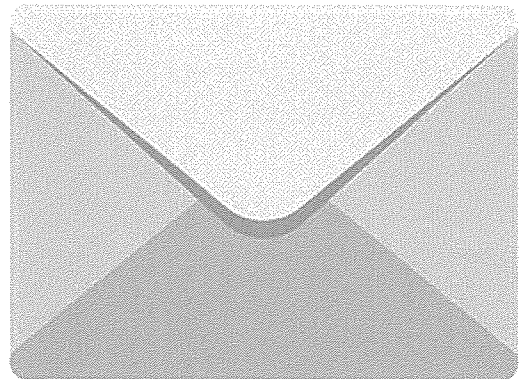


“Wow!” Mikey giggled as the furry little dog nudged him with its nose. “I think he likes me.”

“Yes, he does,” Emily agreed. “Do you want to walk him?”

“Sure! Mikey was about to take the leash, when he saw the mailbox ahead. “Oh, wait. First, I have to mail this for my mom.”

Mikey ran up to the mailbox, opened it, and tossed the yellow envelope inside.



Just as he heard the envelope drop down inside, he remembered that the yellow envelope wasn't mail. It was the money from the bake sale. He had thrown the money in the mailbox!

Mikey tried to see into the mailbox, but it was completely dark.

“What's the matter?” Emily ran up, the puppy barking at the excitement.

He told her his mistake, and her eyes opened wide.

“Maybe you can reach it,” Emily suggested. Emily held the mailbox door open while Mikey stood on his tiptoes and tried to reach into the mailbox as far as his arm would go.

“What’s going on, kids?”

Mikey and Emily both turned around. Two kids and an excited puppy stared up at a very tall policeman. The policeman looked very serious. Mikey couldn’t help it. He started to cry.

“I mailed the money,” he sobbed. “It was an accident!”

After Mikey had sniffled out the whole story, the officer walked Mikey home. Mom was surprised to see a policeman at the door.



Once Mom called the Post Office, things turned out well. A mailman came, found the yellow envelope and gave it back to Mikey's mom.

"Next time," Mikey promised, "I'll finish my job before I stop to play!"



Mikey Mails It (exercises)

1. True or False?

_____ Mikey went right to Josh's house with the yellow envelope.

_____ Emily had a new brown and white puppy.

_____ The policeman took Mikey to jail.

_____ Money from the bake sale was in the yellow envelope.

2. Circle the correct answers.

When his mom gave Mikey the three envelopes:

- a. Mikey took them straight to the mailbox.
- b. Emily's new puppy ate them.
- c. Mikey put the envelopes down to play basketball.

Why did the policeman come?

- a. The puppy was barking too loud.
- b. The kids were trying to reach into the mailbox.
- c. He had a letter to mail.

Mikey promised:

- a. He would clean his room.
- b. He would finish his job before he stopped to play.
- c. He would never mail another letter.

3. Write 1 to 4 to put the events in order.

_____ Mikey met Emily with her new puppy.

_____ Mom called the Post Office.

_____ Mikey started to cry.

_____ Evan and Mikey scrambled after the envelopes.

perfectly sketch quiet
beautiful night deer

The Night Artist

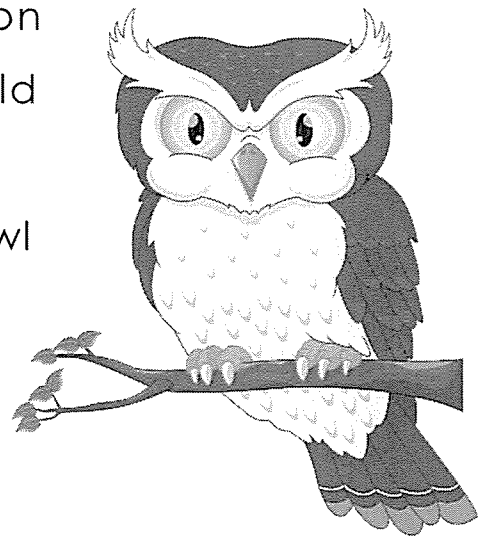
Macy tiptoed through the cabin, as quiet as a mouse. She did not want to wake anyone up. She silently got dressed, picked up her sketch pad and slipped outside.

It was cooler than she expected. And quieter. And darker. It was hard to see even the trees, which just looked like shadows in front of the cabin. Macy crept along the porch to the bench and sat down quietly.



Everything seemed a bit spooky, and Macy felt a little nervous. She wasn't used to being outside at night, alone in the dark. Macy thought about going back inside, but she decided not to. Her dad had told her that many wild animals only come out at night, and she wanted to see them. She wanted to see the animals and sketch them.

Macy waited in the quiet of the night. She could hear the wind softly rustling the leaves in the trees. An owl hooted in the distance. After a while, she could see better. Up in the sky, the full Moon shone down on her, and she could see thousands of stars. The owl hooted again. Macy liked the owl sound, and she started to relax more. She started to sketch the Moon.



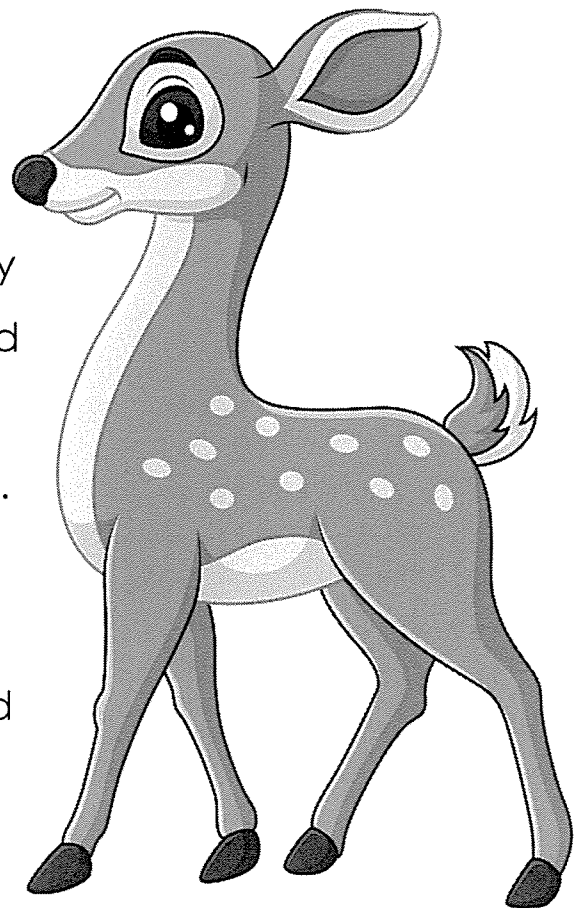
After a little while, Macy heard a rustling in the bushes. She could feel the excitement rising in her, as well as a little fear. She reminded herself to be calm and not run if it was a bear.

It wasn't a bear. A beautiful doe stepped out of shadows and into the light of the full Moon. The doe was only about 20 feet away. Macy gasped. She had never been this close to a wild animal before.

"You're so beautiful," she whispered.

The deer spun its head around and stared at Macy. The deer stood perfectly still. Macy sat perfectly still. The deer stared at Macy. Macy stared at the deer. Finally, the deer decided that Macy was not dangerous and started to eat the grass.

Macy very carefully and slowly picked up her pad and started to sketch the deer. She drew the deer's long neck and legs. She drew the spots on the doe's tan and white fur. She drew the deer's dark eyes and big ears.



A couple of times, the deer looked up at Macy. Each time, Macy stopped drawing and sat perfectly still. She did not want to scare the deer away. After a few seconds, the deer always went back to eating grass.

Just as Macy was finishing her sketch, the doe silently slipped away into the bushes.

Macy picked up her pad and went back inside the cabin. Everyone else was still sleeping. Macy knew she should go to sleep, but she was too excited. She looked at her sketch. She felt very special. She had truly connected with nature.



The Night Artist (exercises)

1. Vocabulary

To feel nervous is to feel:

- a. very happy
- b. really hungry
- c. a little scared

A doe is:

- a. a plant-eating dinosaur
- b. an angry bear
- c. a female deer

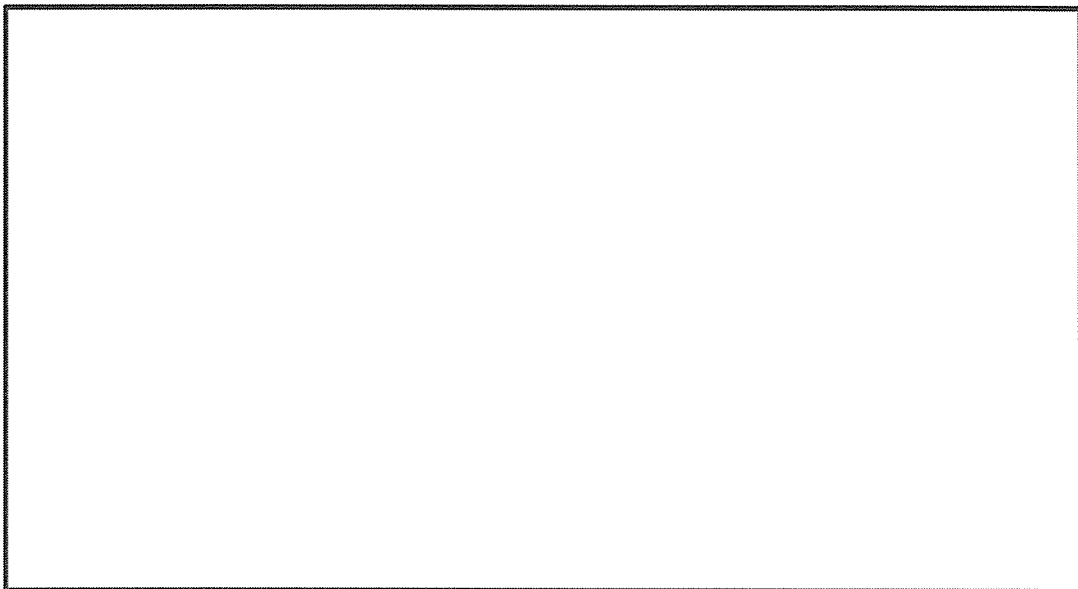
To sketch means:

- a. to draw
- b. to dig
- c. to destroy

2. Answer the questions.

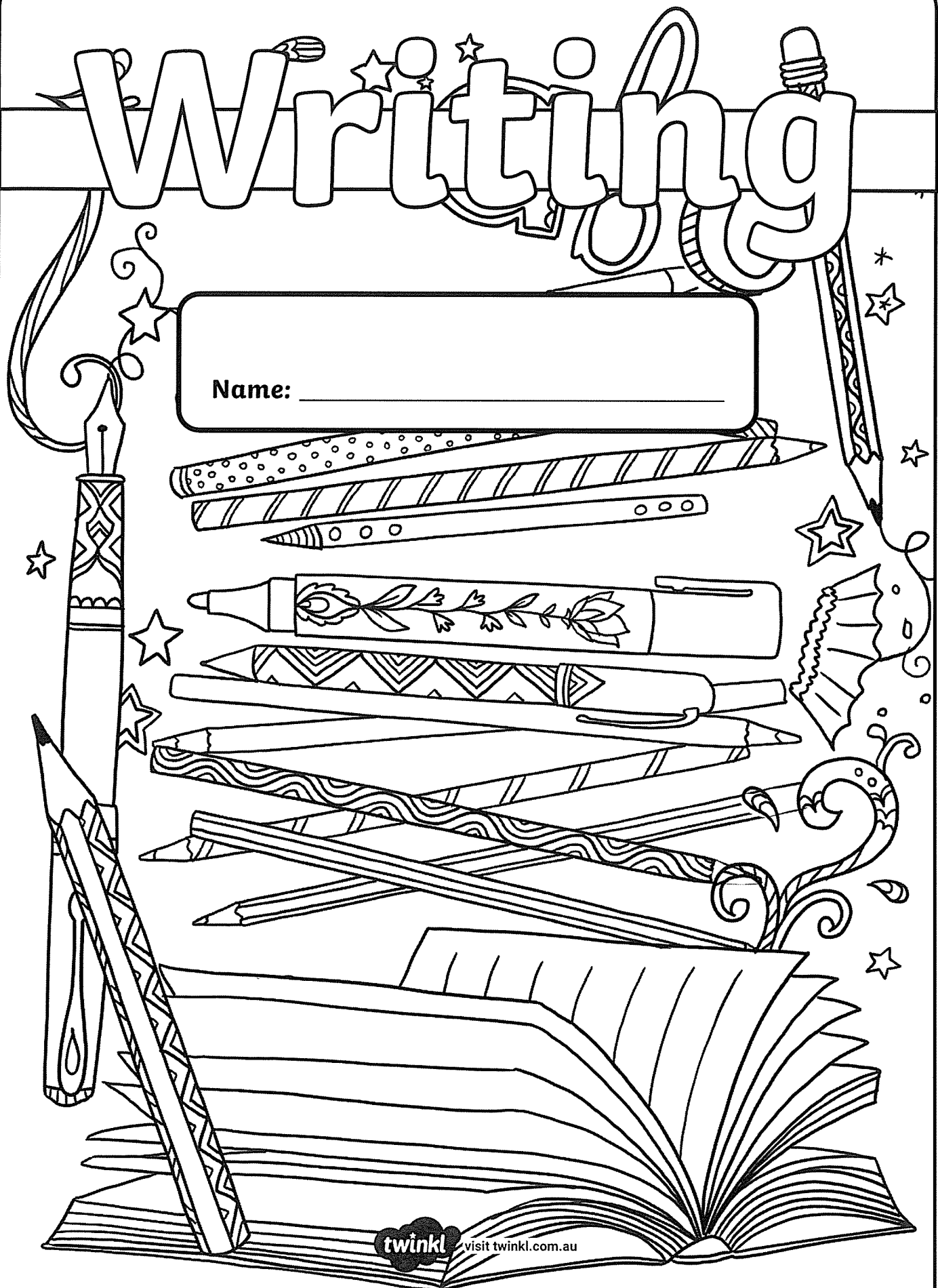
a. Did the full Moon help Macy draw? How?

b. Why do you think the deer stared at Macy?

3. Draw the doe and label her neck, legs, body, spots, eyes, ears and tail.

Writing

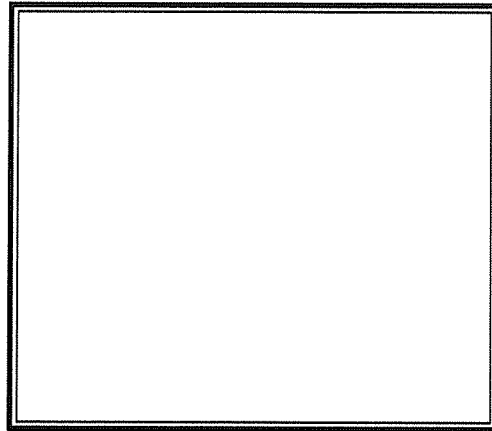
Name: _____



Name _____

Date _____

Athlete Profile



Athlete's name: _____

Main competing sport: _____

Country of origin: _____

Personal best: _____

Number of medals awarded to date:

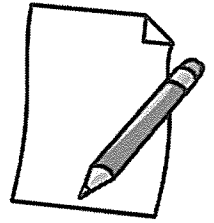
bronze

silver

gold

Interesting facts: _____

Athlete Research Report



Athlete's Name: _____

THIS PERSON IS FAMOUS FOR:

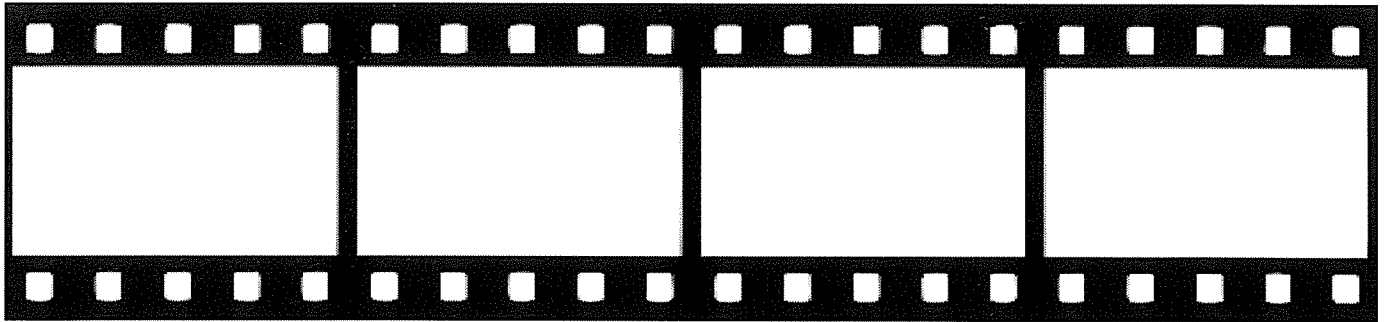


Read All About It!

Interesting facts about my athlete:



Mini-Movie - Here are four important scenes from _____'s life:



PORTRAIT

QUOTABLE QUOTE Something they said...	SPORTS ACHIEVEMENTS They have achieved...
IN FIVE WORDS Five words to describe them...	FINAL FACT One last fact...

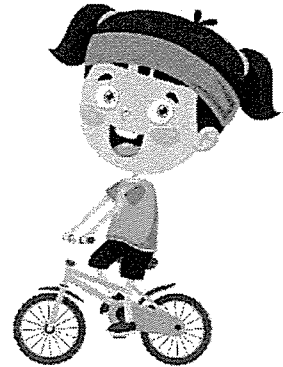
Adverbs and verbs

Grade 3 Adverbs Worksheet

Circle the adverbs and underline the verb they describe.

Hint:
Adverbs usually describe
or modify verbs.

1. The waiter patiently took our order.
2. The cat swiftly caught the mouse under his paws.
3. Jenna rides her bicycle well.
4. It is snowing outside, so we need to dress warmly.
5. Michael completed his homework carefully.
6. The phone rings constantly at the office.
7. Pet the kitten softly if you want it to purr.
8. Maria practices her piano regularly.
9. The painter delicately adds the final touch to his art.
10. Gina nervously twirls her hair.
11. The cook gracefully spun the pizza dough in the air.
12. The referee sternly looked at the players before blowing the whistle.



Using adverbs

Grade 3 Adverbs Worksheet

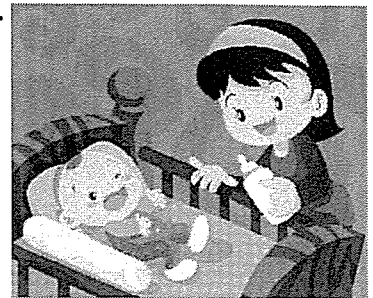
Circle the adverbs.

Word bank:

drink	<u>equally</u>	finally	gallon	gently
here	ignore	later	legally	locally
monster	nervously	party	telepathically	telephone
thoroughly	today	union	vision	yesterday

Complete the sentences using the adverbs from above.

1. The report on pollution comes out today.
2. _____, we are doing everything by the book.
3. The twins communicate _____ with one another.
4. Our favorite team won the championship _____.
5. Leave your shoes _____. You don't need to wear them in the house.
6. Grandma _____ finished the quilt she promised me.
7. The skaters were _____ awaiting the results of the competition.
8. The pie was shared _____ among the children.
9. The teacher explained the problem _____.
10. Your parents will arrive _____ this afternoon.
11. The woman placed her infant _____ in his crib.
12. These vegetables are grown _____.



Writing adverbs

Grade 3 Adverbs Worksheet

Complete the story with the adverbs below.

Word bank:

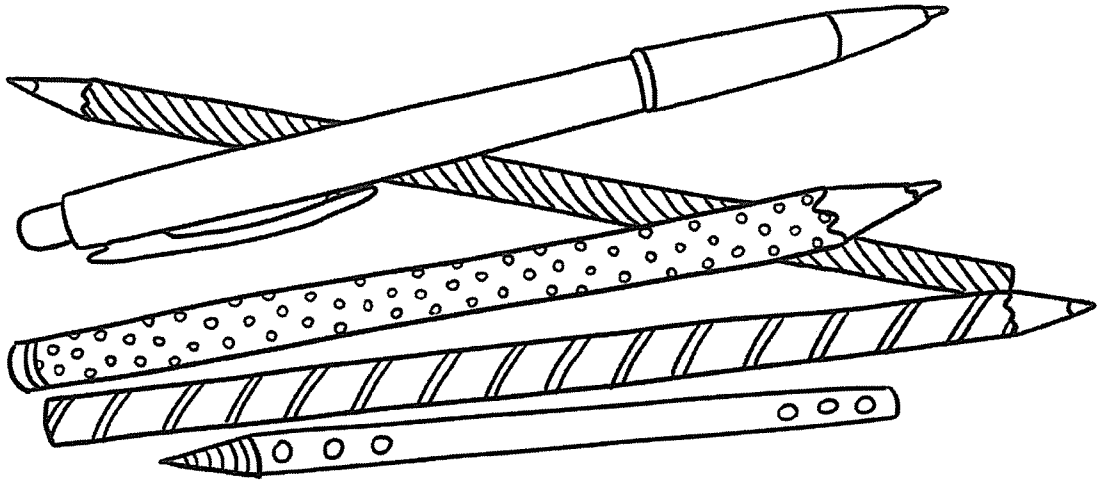
carefully	eagerly	gently	joyfully	late
laughingly	lazily	loudly	slowly	timidly

A drive to the country

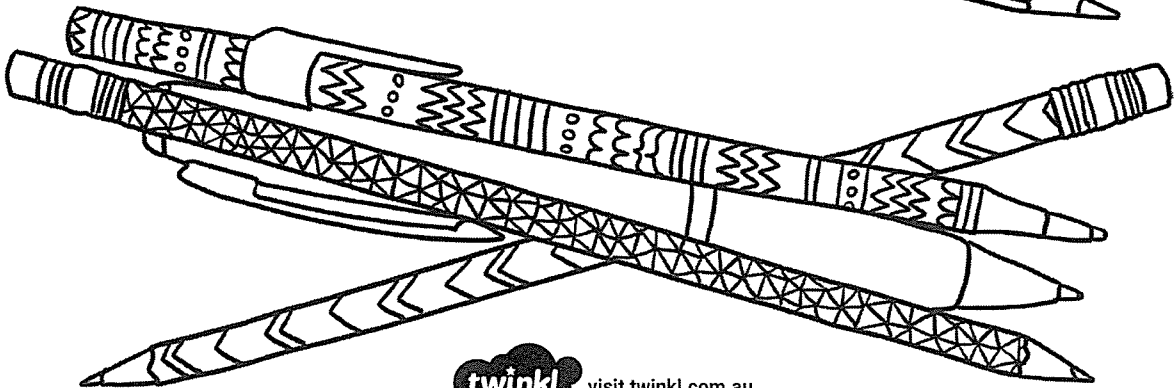
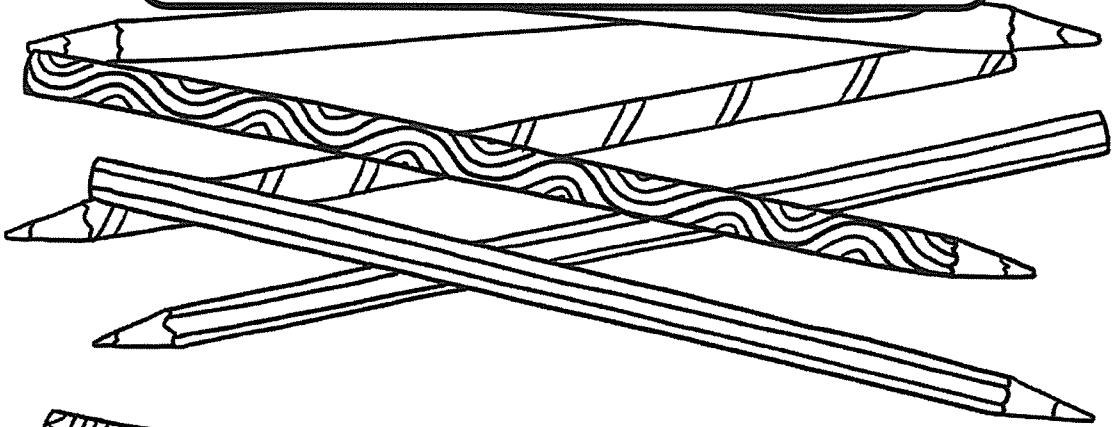
On a peaceful Sunday afternoon, Noah's family headed for the country. They eagerly climbed in the car right after lunch. As dad drove _____ down the road, the kids looked through the windows at the passing landscape. Soon, rows of houses gave way to larger fields of hay. There were even horses walking _____ in the fields. Cara asked if they could stop to pet them. Dad _____ said "No!", but mom knew the farmer and told dad to stop. The children _____ got out of the car and followed their mother. The farmer gave them permission to go see the horses. The children _____ walked toward the beautiful animals, mindful not to scare them away. An older horse approach _____ and smelled the top on Noah's head. Mom offered him a carrot and the horse neighed _____. It started chewing on the carrot, allowing the children to pet it _____. Their country adventure made them _____ for dinner that day.



Handwriting



Name: _____



Capitals and entries

Trace the titles of these books about mermaids. Add the entry flicks to the letters that need them.



Capital letters don't have entry flicks because they don't join up to other letters.

"The Little Mermaid" by Hans Christian Andersen

"The Merman" by Dick King-Smith

"Aquamarine" by Alice Hoffman

"Deep Trouble", Goosebumps No. 19 by R. L. Stine

"A Treasury of Mermaids: Mermaid Tales from Around the World" by Shirley Climo

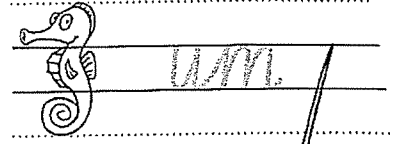


Introducing diagonal joins

A diagonal join goes from one letter's exit flick UP to meet the next letter.



Most letters join at the top body line.



an

a^{exit}n → an → an → an

Trace and copy these letter pairs using diagonal joins.

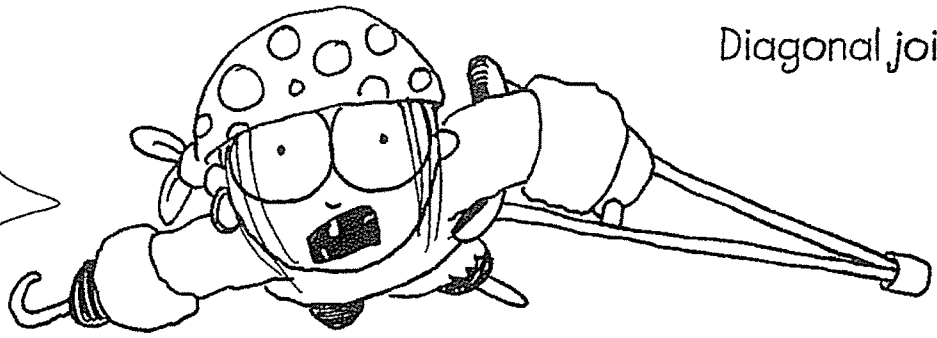
ae ai aj am an ap ar au

ce ci cr cu cy

de di dp dr du dy

ee ei ej em en ep er eu ev ew

You don't need to use entry flicks at the beginnings of words.



Trace and copy these letter pairs with diagonal joins.

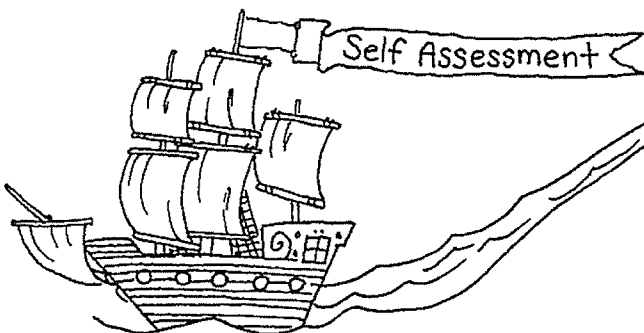
he he hi hi hu hu hy hy ie

im im in in ir ir ke ki km

kr ku ky ky le le li li lm

lu ly ly me mi mm mn mp

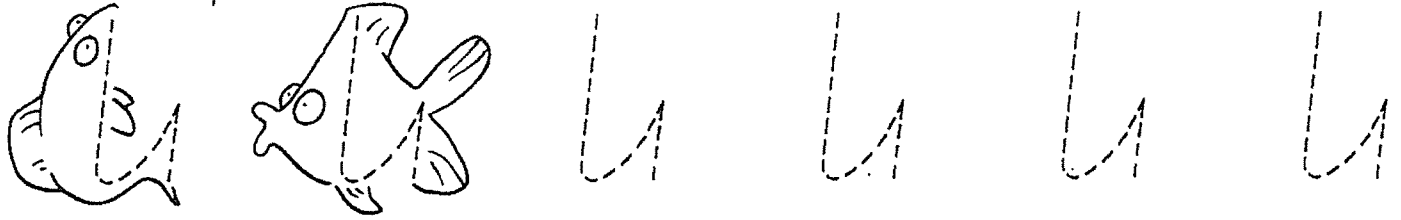
my ne ni nm nr nu ny



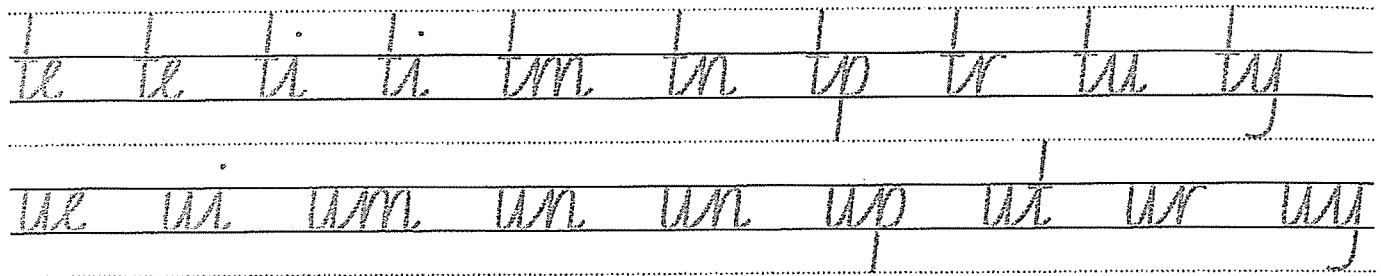
Circle your three best pairs of joining letters.

Diagonal joins

Trace the patterns. Turn them into fish.

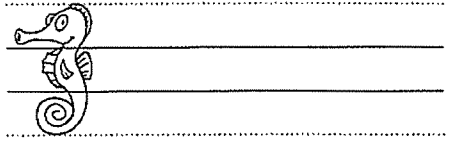


Trace these letter pairs with diagonal joins.

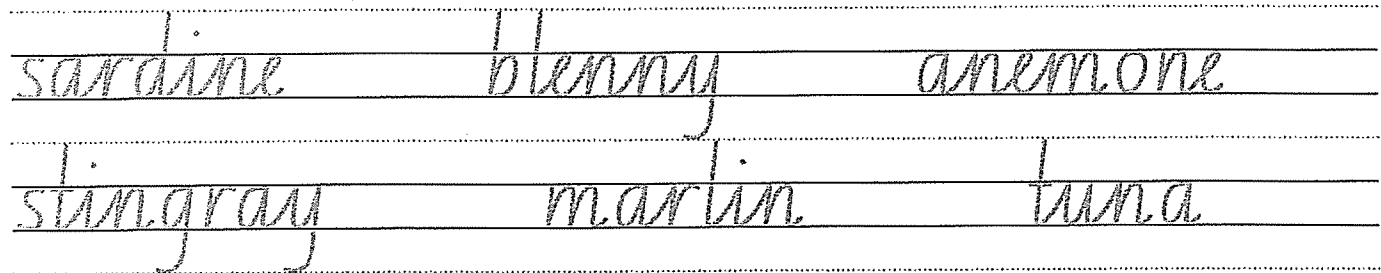


Most letters with diagonal joins meet at the top body line.

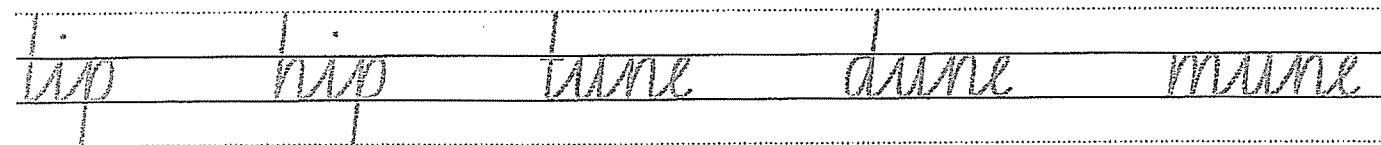
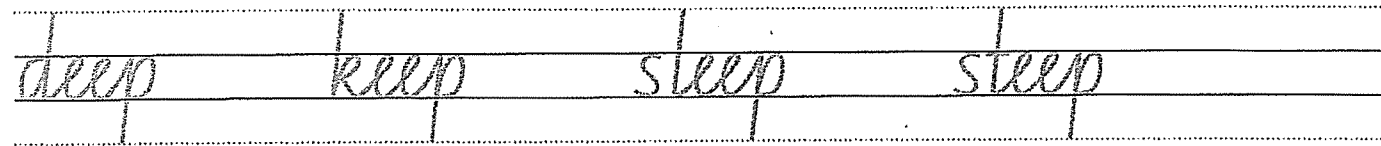
Put a dot to show the line where the letters meet.



Trace these words with diagonal joins.

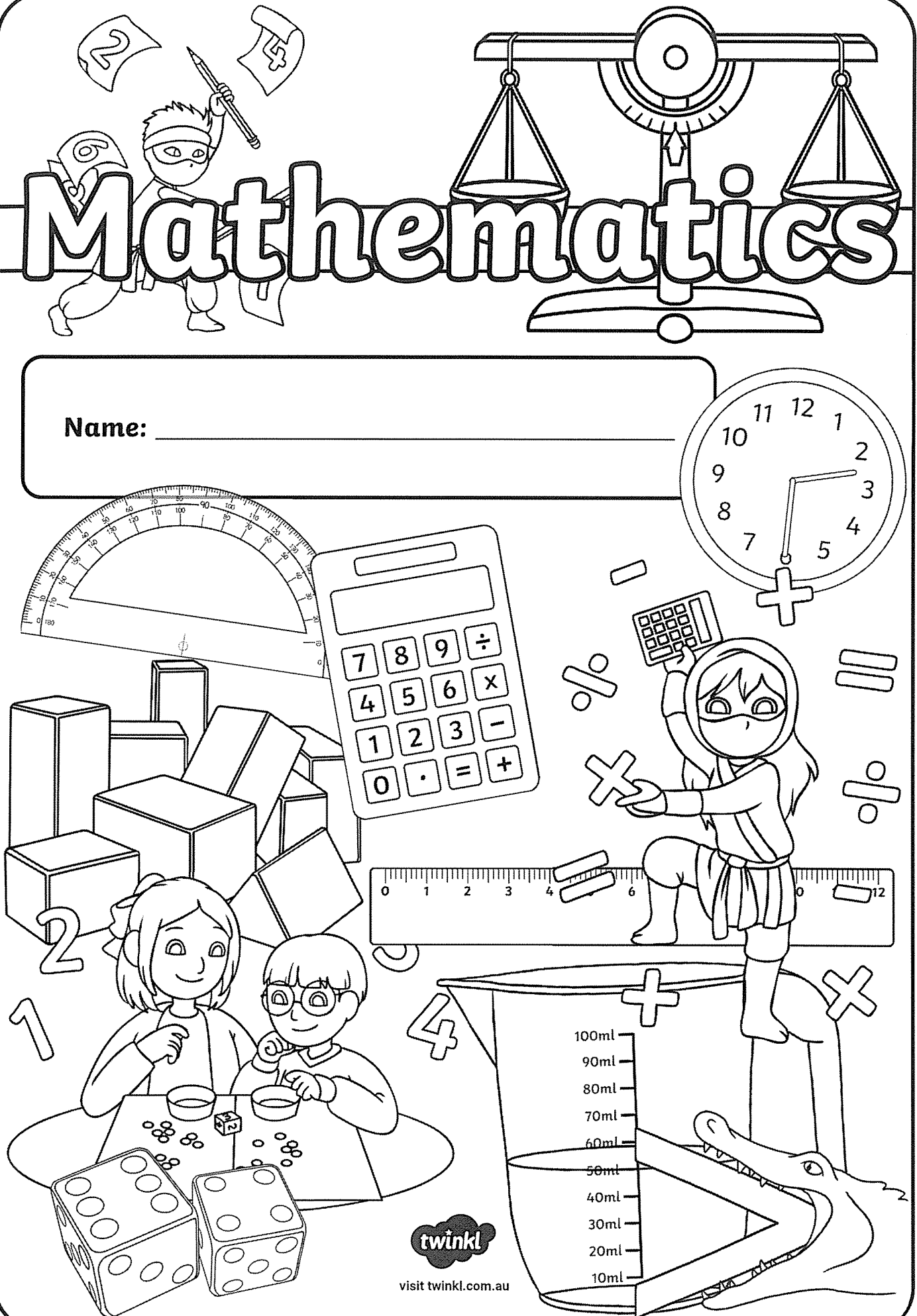


Trace and copy. Cross out the nonsense word.



Mathematics

Name: _____

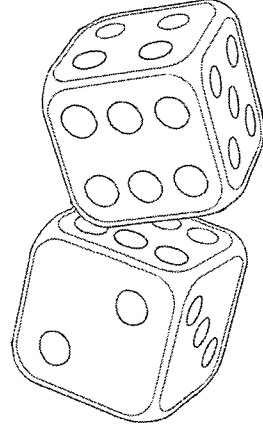


visit [twinkl.com.au](https://www.twinkl.com.au)

Even Numbers Dice Game

How to play:

1. Roll two dice.
2. Use the two numbers to make a two-digit number.
3. Repeat steps 1 and 2.
4. Add your 2 two-digit numbers together.
5. If the dice total is an even number, colour your answer in on the grid.
6. The first player to correctly colour in twelve even numbers wins!



98	23	47	36	69	81	76	29
41	37	88	66	39	58	84	44
22	77	33	75	27	47	83	94
56	99	46	20	49	28	67	21
71	100	30	65	91	60	74	31
64	65	51	73	89	87	59	49
78	50	90	45	53	34	24	80
93	82	26	38	62	70	52	97

Calculations

=	=	=	=	=	=	=	=	=	=	=	=	=	=
+	+	+	+	+	+	+	+	+	+	+	+	+	+

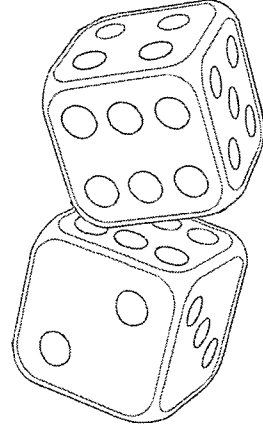
Calculations

=	=	=	=	=	=	=	=	=	=	=	=	=	=
+	+	+	+	+	+	+	+	+	+	+	+	+	+

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56	99	46	20	49	28	67	21
71	100	30	65	91	60	74	31
64	65	51	73	89	87	59	49
78	50	90	45	53	34	24	80
93	82	26	38	62	70	52	97

Calculations

=	=	=	=	=	=	=	=	=	=	=	=	=	=
+	+	+	+	+	+	+	+	+	+	+	+	+	+

Calculations

=	=	=	=	=	=	=	=	=	=	=	=	=	=
+	+	+	+	+	+	+	+	+	+	+	+	+	+

Even Numbers on the Farm Problem

I can group collections into even amounts (ACMNA051).

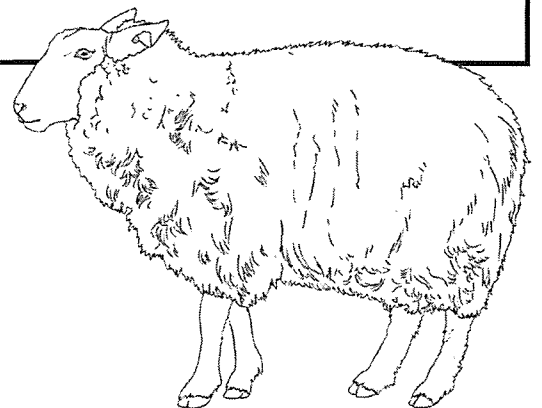
Farmer Toby has 24 sheep on his farm and wants to split them into even groups to be placed into multiple paddocks.

How many sheep could Farmer Toby have in each paddock if they are in even groups?

Show your workings out here.

Can you think of any other even number combinations for how the sheep could be sorted?

Show your workings out here.



Even Numbers on the Farm Problem

I can group collections into even amounts (ACMNA051).

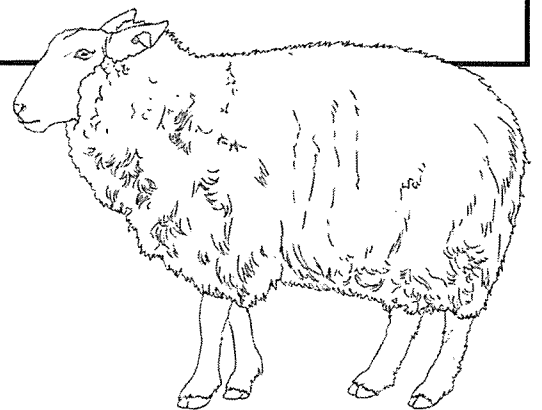
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How many sheep could Farmer Toby have in each paddock if they are in even groups?

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Can you think of any other even number combinations for how the sheep could be sorted?

Show your workings out here.



Identifying Even Numbers on a Number Board

I can identify odd and even numbers on a number board. (ACMNA051)

Can you figure out the missing even numbers on the number board?

Write in all the missing numbers on the number board and colour in all of the even numbers.

21		23	24	25	26	27			
31				35		37		39	40
41				45		47			
51				55	56	57	58	59	60

1. What have you noticed about all of the even numbers?

2. Is there a pattern?

3. How can we tell if a number is even?

4. If the number board continued on past 60, what would the next four even numbers be?

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Odd and Even Number Pencil Problem

I can identify if a two-digit number is odd or even.

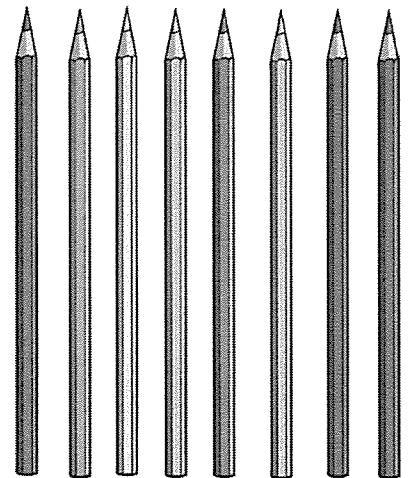
Steve has 21 coloured pencils in his pencil case. He has told Kim that he has an even amount of pencils because '2' is an even number. Kim disagrees and thinks that 21 is an odd number because '1' is an odd number.

Who is correct? Explain your answer.

Extension:

Kim lends Steve 7 more pencils. Steve now has 28 which has confused him even more! He isn't sure if 28 is odd or even. Steve understands that 28 can be divided into 4 groups however there are 7 in each group.

Is 28 odd or even? Explain your answer.



Answers

Steve has 21 coloured pencils in his pencil case. He has told Kim that he has an even amount of pencils because '2' is an even number. Kim disagrees and thinks that 21 is an odd number because '1' is an odd number.

Who is correct? Explain your answer.

Kim is correct - 21 is an odd number.

(Students depth of reasoning will vary which does not necessarily make them incorrect; however below is the general answer.)

Although 2 is an even number, 21 is a two-digit number and ends in 1.

1, 3, 5, 7, and 9 are all odd numbers and therefore numbers that end in these digits will also be odd numbers.

Kim lends Steve 7 more pencils. Steve now has 28 which has confused him even more! He isn't sure if 28 is odd or even. Steve understands that 28 can be divided into 4 groups however there are 7 in each group.

Is 28 odd or even? Explain your answer.

28 is an even number.

28 can be divided into 2, 4 or 7 equal groups.

Numbers that end in 0, 2, 4, 6 and 8 are all even numbers.

Odd and Even Number Pencil Problem

I can identify if a two-digit number is odd or even.

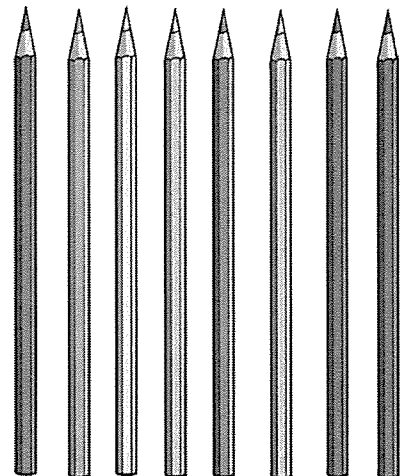
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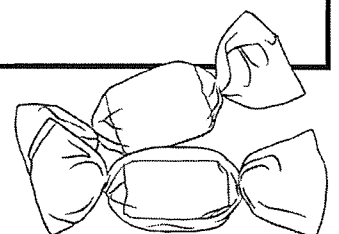
Odd and Even Numbers Sharing Open-Ended Problem

I can group collections into odd and even amounts (ACMNA051).

Bronte has a problem! She has an even amount of lollies and an odd amount of friends (which includes herself). Bronte wants to share the lollies evenly between herself and her friends.

How many lollies and children could there be? Show your working out.

Can you think of any other even lolly and odd children combinations? Show as many as you can!



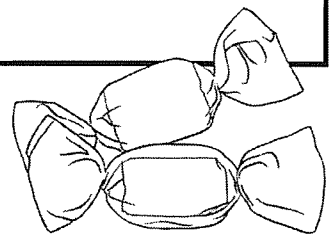
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Can you think of any other even lolly and odd children combinations? Show as many as you can!



Odd and Even Number Rules Activity

I can explain what odd and even numbers are.

Here is a collection of numbers. Decide whether they are odd or even and write them under the correct heading in the table.

4 9 7 12 33 54 16
28 15 41 36 20 11 21

Odd	Even

Is there a rule that you can think of for making it easier to identify if a larger number is odd or even? Explain your rule.

Odd and Even Number Rules Activity

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Here is a collection of numbers. Decide whether they are odd or even and write them under the correct heading in the table.

4 9 7 12 33 54 16
28 15 41 36 20 11 21

Odd	Even

Is there a rule that you can think of for making it easier to identify if a larger number is odd or even? Explain your rule.

Geography



Name: _____

Australia's Neighbours



Label the following countries on the map.

New Zealand

Indonesia

East Timor

Papua New Guinea

Samoa

New Caledonia

Vanuatu

Cook Islands

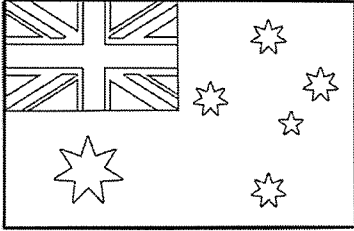
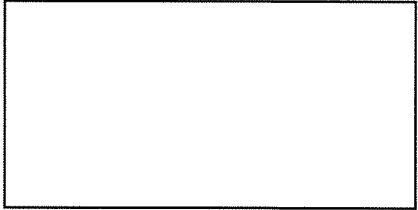
Solomon Islands

Tonga

Fiji

Australia's Neighbours

Compare and contrast Australia and a neighbouring country of your choice, using the headings in the table.

Topic	Australia 	<hr/> <hr/> 
Capital City		
Population		
Prime Minister		
Sports		
Famous Landmarks		
Currency		

Exports		
Famous People		
Plants and Animals		
Topography		
Natural Disasters		
Climate		
People and Culture		
Traditional Foods		

Write five similarities and differences between the two countries.

Similarities

1. _____

2. _____

3. _____

4. _____

5. _____

Differences

1. _____

2. _____

3. _____

4. _____

5. _____

The Olympic and Paralympic Values

The Olympic Games and Paralympic Games take place once every four years. During this time, the world turns its gaze upon the athletes who compete, representing over 200 countries from across the globe.

Only the very best athletes from each country have the opportunity to compete in the Olympic and Paralympic Games. People from all over the world tune in to follow their country's athletes, to cheer them on, celebrate their achievements and be inspired.

The Games are an opportunity for these athletes to demonstrate their athletic and sporting abilities, but are also an important time to showcase the values of the Games to inspire others.

The International Olympic Committee (IOC) are the leaders of the Olympic Movement. They make sure that the Olympic Games are run correctly and that the rules of the Olympic Charter are respected. The IOC also defines the core values of the Olympics. These values are excellence, friendship and respect.



All athletes who compete at the Olympic Games have demonstrated excellence in their chosen sport. However, excellence does not just mean being the best, finishing first or winning a medal. Excellence is also about beating your own personal best and performing to the very best of your abilities.

Friendship is a cornerstone of the Olympic Games. For the two weeks of the Olympic Games, athletes live in the Olympic Village and get to know other athletes from all over the world. Developing these friendships allows people to develop tolerance and understanding of others.

The value of respect is central to all participants in the Olympic Games, including athletes, coaches, officials and spectators. Respect for competitors, respect for judges and officials, respect for the rules and fair play, respect for the environment and respect for oneself are all key to this value.

The International Paralympic Committee (IPC) operates as the governing body for the Paralympics, similar to how the IOC operates for the Olympic Games. The Paralympic Values determined by the IPC are determination, inspiration, courage and equality.

Determination is making the decision to achieve something, then continuing to persevere until you reach that goal, despite the challenges that you may face. Many Paralympians have overcome great obstacles to reach their goals and they would not have been able to do so without determination. It is determination that drives people to do more than society expects of them, especially when they know in themselves that they are capable of more.

Sportspeople and sporting achievements have always inspired others to push themselves further. The Paralympic value of inspiration means to be a good role model and use achievements to inspire others to be their best. Paralympians prove that people with impairments are able to compete at an elite level.

Courage is a core value of the Paralympics because every step of a Paralympian's journey requires courage. From taking the first steps to learn a new sport to performing in front of the whole world, the journey requires courage at every turn.

Equality means that all people are recognised as having equal worth. The Paralympic Games provide an opportunity for athletes with impairments to showcase their skills and compete on a world stage, breaking down attitudes of discrimination and prejudice.



The Olympic and Paralympic Values Questions

1. How many Olympic values are there?

- two
- four
- seven
- three

2. Excellence is a Paralympic value. True or false?

- true
- false

3. The Paralympic values and Olympic values are the same. True or false?)

- true
- false

4. Which of the following are **not** Olympic or Paralympic values? Tick all that apply.

- equality
- fair play
- inspiration
- humility

5. What do the acronyms 'IOC' and 'IPC' stand for?

6. Describe the value of inspiration.

7. Why do you think that friendship is one of the Olympic values?

8. Write about a time when you or someone you know has shown one of the Olympic or Paralympic values.

Visual Arts

Name: _____

Week 3 - Package 1 - Year 3 & 4

Creative Arts- Where the Creatures Roam

Things your child will need

Have these things available so your child can complete this task.

Ideal

- Artwork previously created of a mythical creature
- Old, unused, clean and long sock, electrical, duct or masking tape, elastic bands
- Old paper such as newspaper or magazine pages
- Paints and paintbrushes

Back up

- Create an artwork of a mythical creature
- Unwanted fabric, sticky tape, hair ties
- Scrap paper
- Thick textas or additional fabrics

Before your child starts

Think about:

- What is sculpture?
- How can recycled materials be used to create a sculpture?
- What is figurative art?
- Do I have some materials that can be used to create a figurative sculpture of a mythical creature such as socks or other fabrics?

What your child needs to do

1. Replay the music of '[Where the Creatures Roam](#)'. Discuss the mythical creatures described in the song.
2. Examine the artwork created by your child and ask them to describe their mythical creature.
3. Listen to their composition about their mythical creature and discuss more of the creature's features.

What your child can do next

1. Sing through '[Where the Creatures Roam](#)' following the animated score. What musical notation tips have you learned through watching the score? For example, how many beats have you identified are in each bar?
2. Think about the characteristics of your mythical creature created earlier as an artwork.
3. [Watch this Introduction to Visual Arts video](#) to get some ideas for a 3D artwork. This will be a figurative sculpture, or a sculpture of a figure.
4. Create your mythical creature sculpture based upon your earlier creature or vary it if you would like to explore other options.
5. Decorate your sculpture and take a photo of it. Perhaps consider ways that you could explore filters and backgrounds within your photo to expand your creature's environment.

Options for your child

Activity too hard?

Create your mythical creature out of playdough or just by decorating the previously created artwork.

Activity too easy?

Create a habitat for the mythical creature perhaps as a diorama or a virtual background.

Extension/Additional activity

Use an app such as Stop Motion to create an environment and short film for the mythical creature. Create a storyboard or a narrative (story) for the creature first. This may include an adventure it goes on or a problem it must solve.

Health and Physical Education

Name: _____

Teacher Notes

This activity is designed to help your students understand the character strengths and values of an Olympic athlete. The information below is a set of suggestions for how the activity can be used and completed.

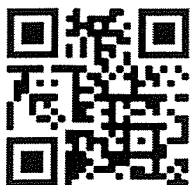
Before

Prepare the activity sheet 'What do Olympic athletes need to succeed?'

You may like to have a discussion with your students about what they have seen, heard and noticed when watching an Olympic sport or particular athletes. What skills or strengths did the athlete or athletes show?

During

Pose the question to your students 'What do Olympic athletes need to succeed?'. Before completing the attached activity, students watch the video either as a class or individually using the QR code provided. This will help students to understand what is involved in becoming an Olympic athlete.



It may be helpful for students to watch the video twice before recording their ideas on the 'What Do Olympic Athletes Need to Succeed' activity sheet.

After students have recorded their ideas, you may like to have a class discussion about what they noticed and what they feel are the key traits needed for an athlete to succeed. This could also be completed in pairs.

Possible responses may include:

- determination
- courage
- resilience
- hard work
- practice
- perseverance
- trust
- self-belief

After

Encourage your students to share the findings they recorded on the 'What Do Olympic Athletes Need to Succeed' activity sheet in a creative way, such as word cloud or a collage. They could then be added to a classroom display.

Here are some useful word cloud builder tools you may wish to use:

https://www.abcya.com/games/word_clouds

Simply type the preferred words into the text box provided and click 'Generate' when complete. Students are then able to alter the colour and layout of their design.

<https://worditout.com/word-cloud/create>

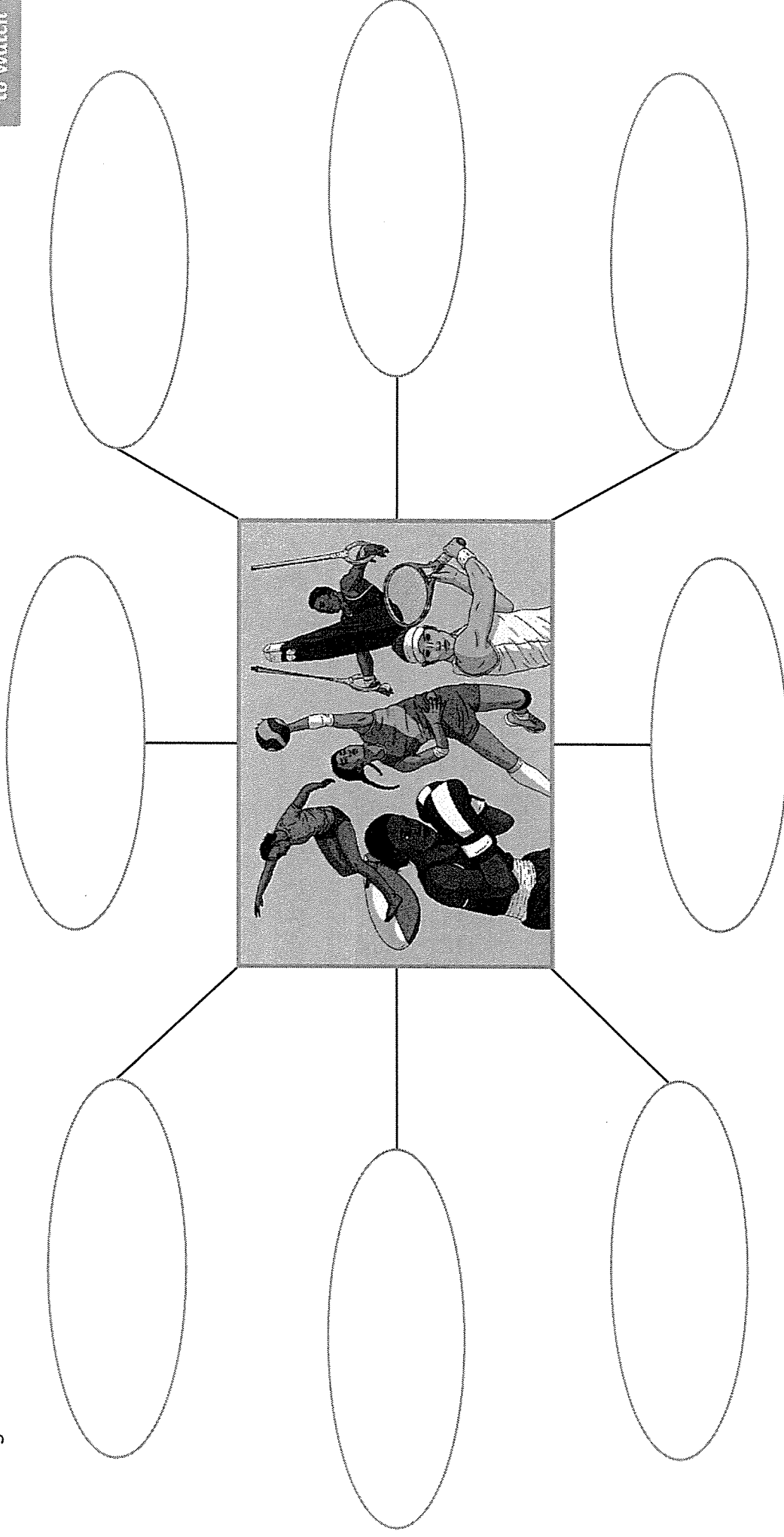
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What Do Olympic Athletes Need to Succeed?



Athletes
to Watch

Watch the 'Athletes to Watch' video. What strengths or characteristics do you think an Olympian would need to succeed?
Record your ideas in the bubbles below.



Science

Week 2 and 3

Over the next two weeks

Research one of the scientists who are in this booklet and write an information report about them.

Who are they? Where did they live? What type of Science did they research? What did they discover? What difference did they make to the world of science?

My Informative Prewriting Template

Fact

Fact

Topic

Fact

Fact

Game Changers and Change Makers



Carl Linnaeus

Carl Linnaeus is credited with organising and naming living things. He created the hierarchy for identifying, naming and classifying living organisms.

Game Changers and Change Makers



Isaac Newton

Sir Isaac Newton studied gravity and developed three laws of motion which now form the basis for physics studied today. He also discovered calculus which led into more powerful mathematical equations.

Game Changers and Change Makers



Indigenous Australians Nicolaus Copernicus Galileo Galilei

These people were all astronomers. Indigenous Australians were among the first astronomers. Copernicus thought that the Sun was the centre of the Solar System, not Earth. Galilei carefully watched moons through a telescope and proved that the Earth goes around the Sun.

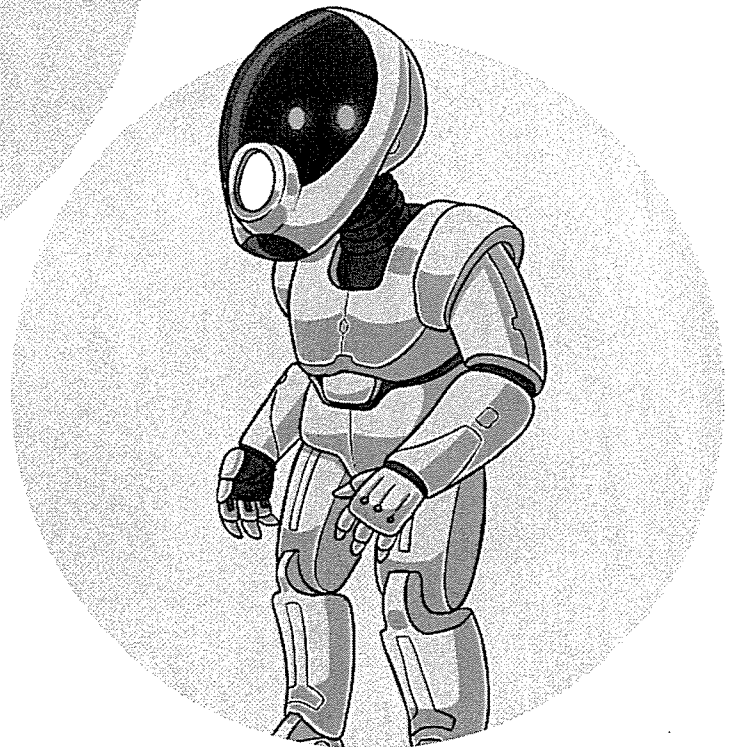
Game Changers and Change Makers



Stephen Hawking

Stephen Hawking made many scientific theories which revolutionized the way physicists think about the universe. He discovered a type of radiation that can escape black holes. This is now called Hawking radiation.

Game Changers and Change Makers



Mary Shelley

Mary Shelley wrote the story 'Frankenstein' in 1818. Her story inspired people to think about robots, combining humans with machines and artificial body parts.

Game Changers and Change Makers



Nicholas Appert

Nicholas Appert discovered new ways to preserve food.

Game Changers and Change Makers



Alexander Fleming

Alexander Fleming discovered penicillin. Penicillin is a drug used to treat bacterial disease and helped to save many lives, especially in the Second World War.

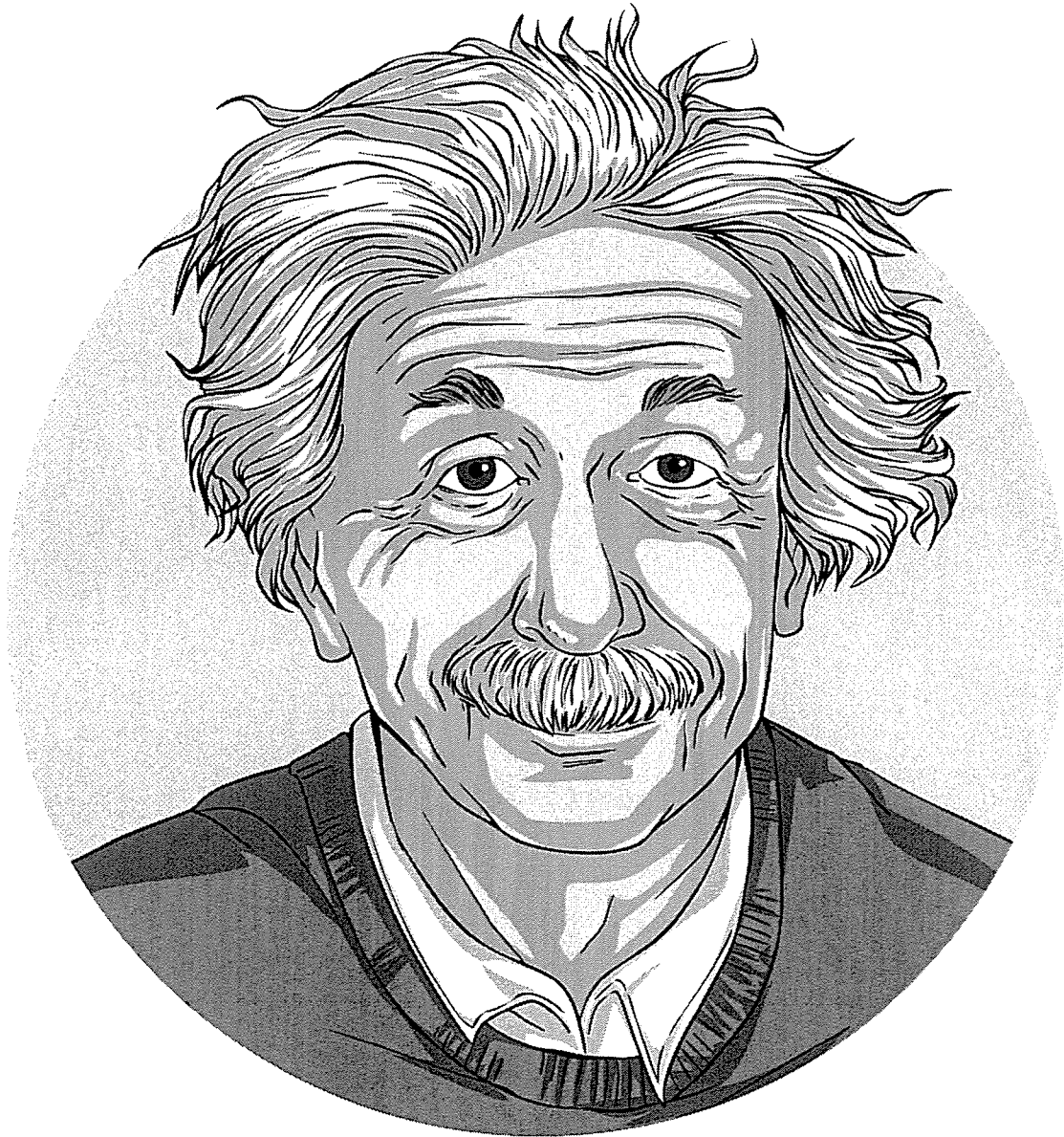
Game Changers and Change Makers



Marie Curie

Marie Curie discovered radioactivity which is used medically in x-rays, gamma rays, electron beams and to destroy cancer cells.

Game Changers and Change Makers



Albert Einstein

Albert Einstein made many discoveries but is most famous for his theory of relativity ($E = MC^2$).

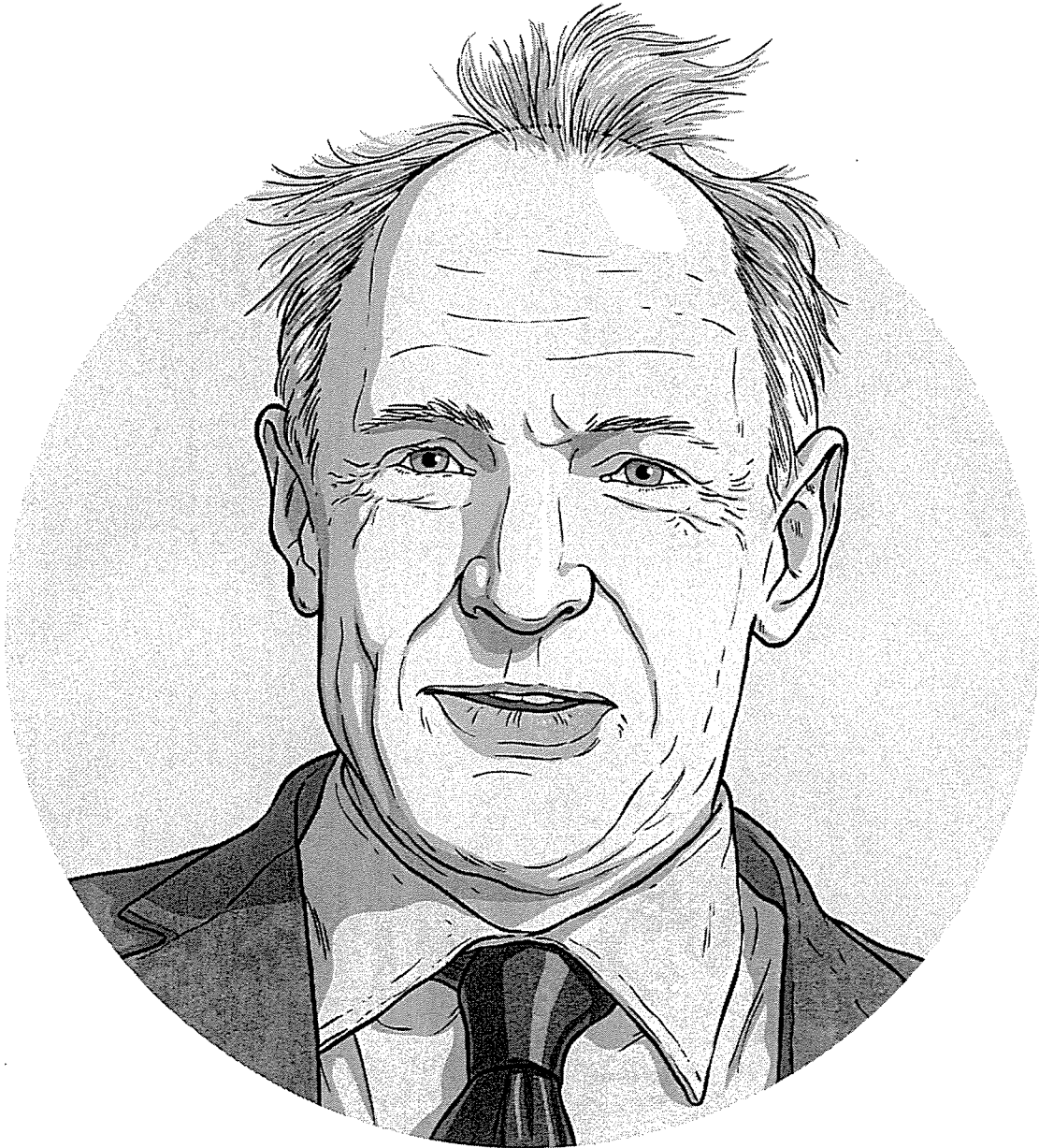
Game Changers and Change Makers



Orville and Wilbur Wright

Orville and Wilbur Wright were the first to build and fly a powered aircraft in controlled flights.

Game Changers and Change Makers



Timothy Berners-Lee

Sir Timothy Berners-Lee invented the World Wide Web and is still developing it today.

Game Changers and Change Makers



Jonas Salk

Jonas Salk developed the polio vaccine to fight polio, a crippling and infectious disease that was potentially deadly.

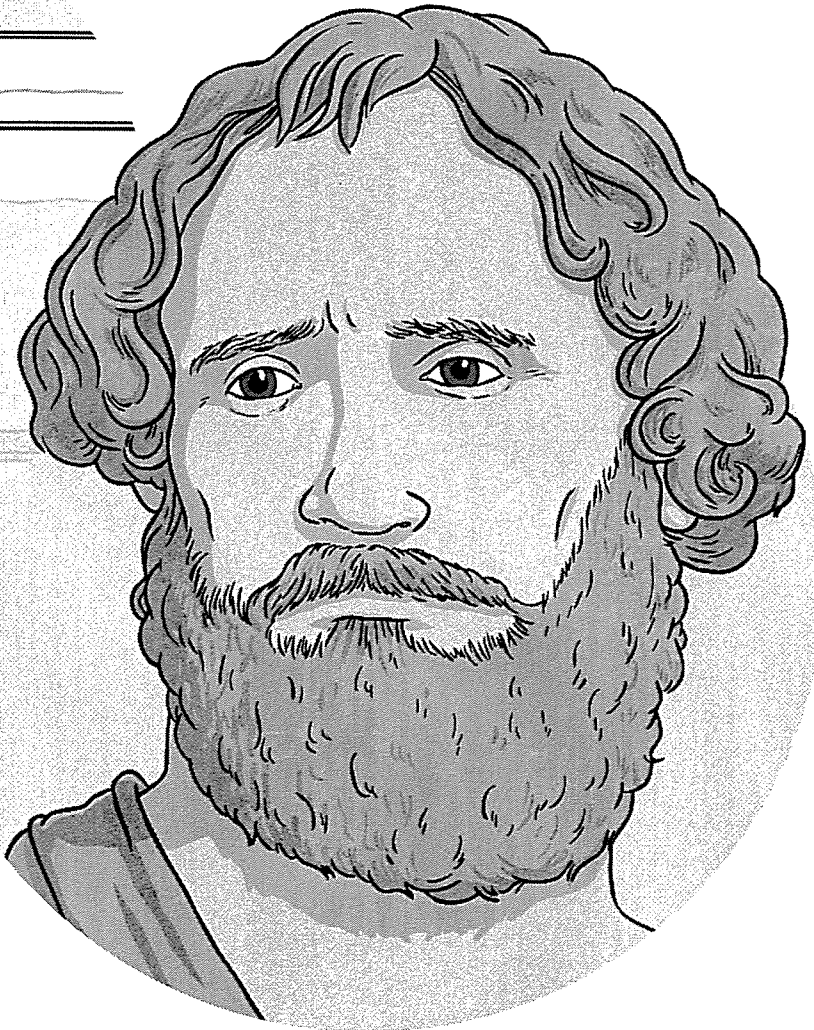
Game Changers and Change Makers



Ada Lovelace

Ada Lovelace was a mathematician and is considered the first computer programmer.

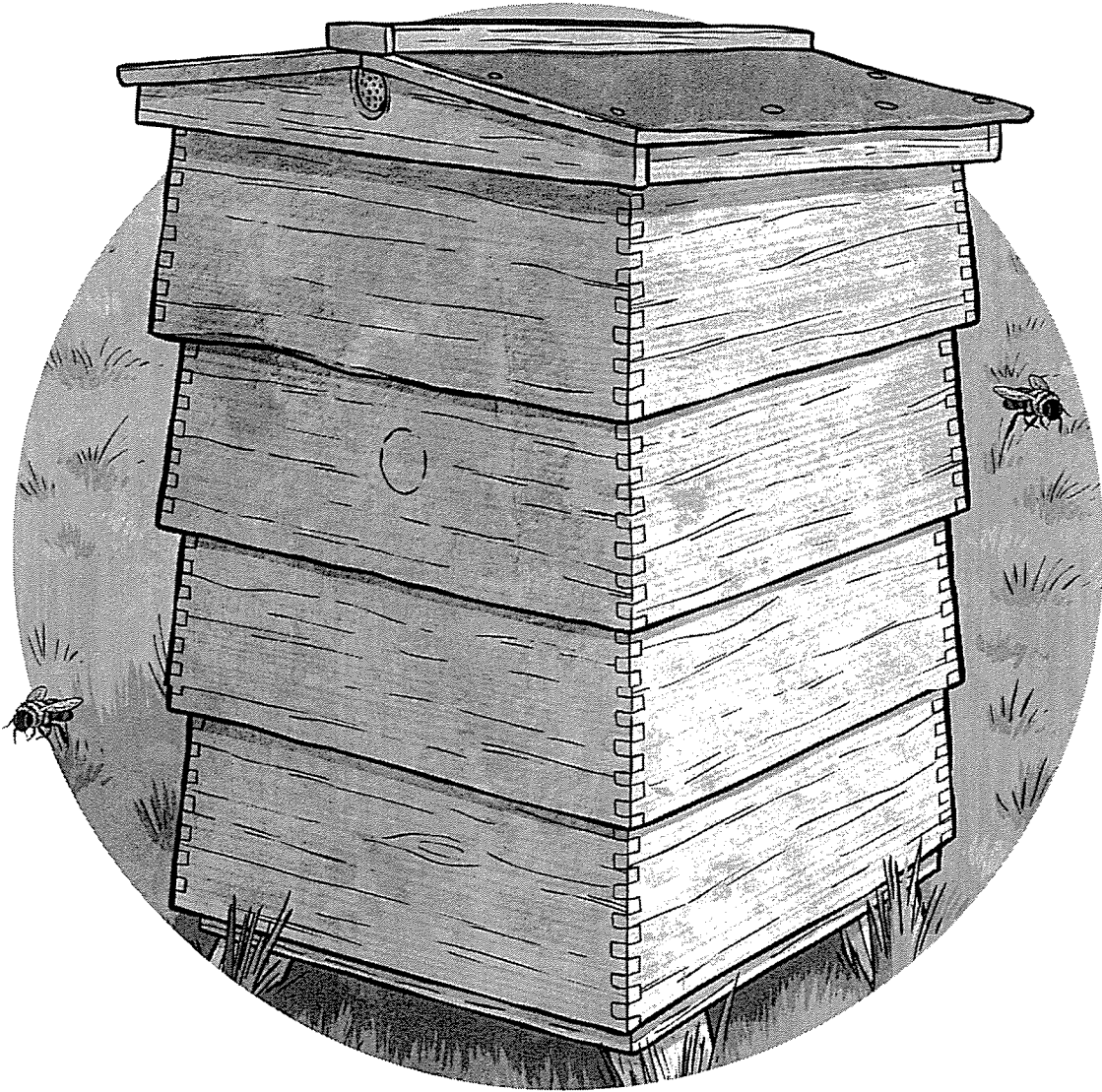
Game Changers and Change Makers



Archimedes

Archimedes discovered the answer to why things float or sink.

Game Changers and Change Makers



Lorenzo Langstroth

The beehive that we use today was invented in 1851 by Lorenzo Langstroth. He was an apiarist, clergyman and teacher. He is considered the father of American beekeeping.

Game Changers and Change Makers



Mary Anning

Mary Anning is one of the earliest fossil hunters and was the first person to uncover a full Ichthyosaurus skeleton. Anning discovered her first fossils while walking along the Dorset coast where she lived.

Game Changers and Change Makers



Rosalind Franklin

Rosalind Franklin is a British chemist who discovered the structure of DNA. She also did pioneering work on X-ray diffraction which is used to determine the structures of molecules such as DNA.

Game Changers and Change Makers



Katherine Johnson

Katherine Johnson was a mathematician who worked for NASA and calculated the flight paths of many spacecraft over the course of 30 years. Johnson was part of the team that calculated where and when to launch the rocket for the Apollo 11 mission in 1969 which sent the first three men to the moon.

Game Changers and Change Makers



George Washington Carver

George Washington Carver was an American scientist and teacher who is famous for many agricultural discoveries and inventions. Born into slavery, Carver went on to become a brilliant botanist and later devised more than 300 ways in which to use the peanut.

Game Changers and Change Makers



Mae Jemison

In 1992, Mae Jemison became the first African-American woman to travel to space. Jemison first trained as a doctor and worked as a medical officer for the Peace Corps. During her time in space, Jemison conducted lots of experiments, earning herself a number of awards such as the 1988 Essence Science and Technology Award.

Game Changers and Change Makers



Charles H. Turner

Charles H. Turner was a behavioural scientist whose research focused on animal behaviour. Turner is most famous for his discovery that insects can hear. Through his research, he also found that honeybees could recognise colours and patterns and have some idea of time.