

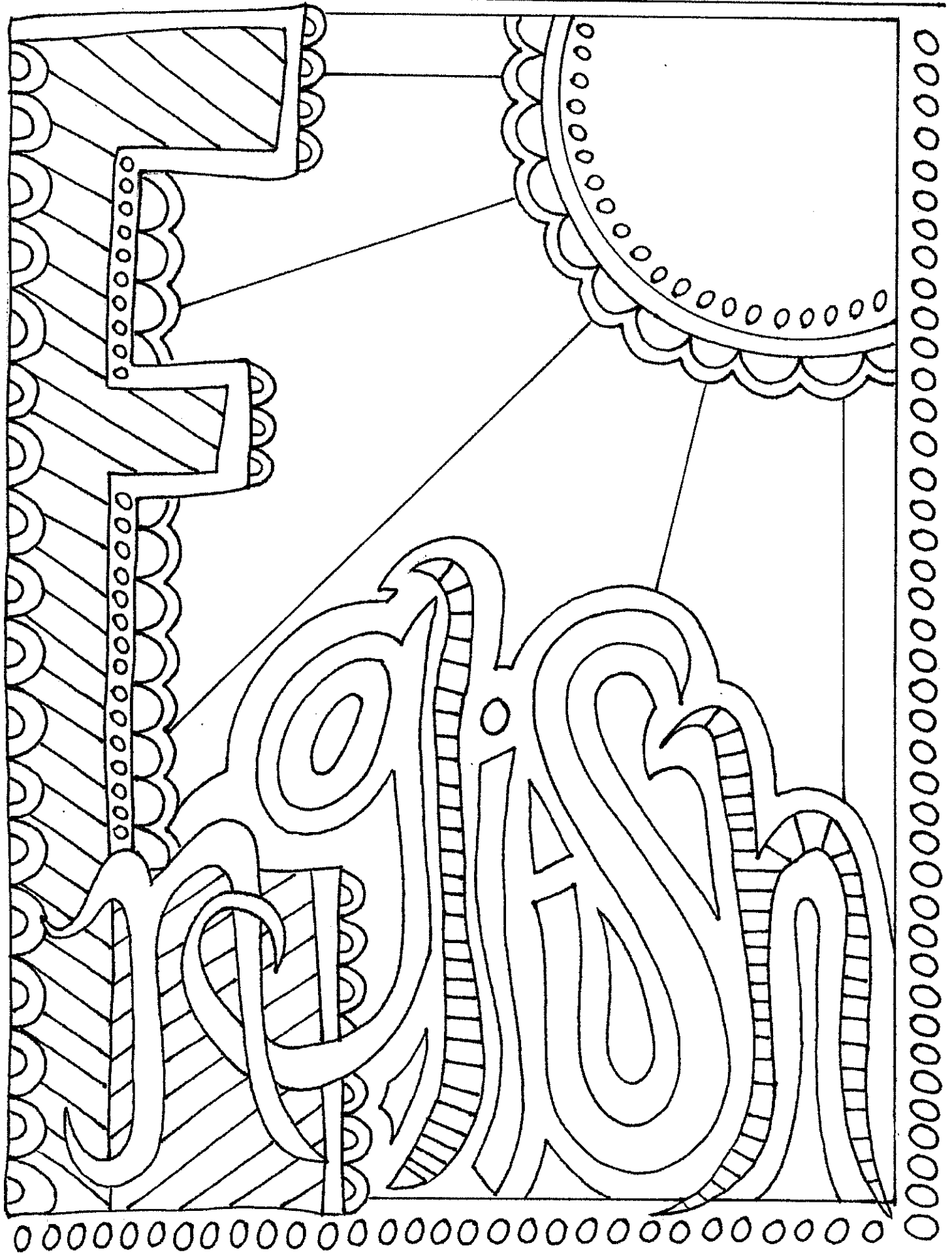


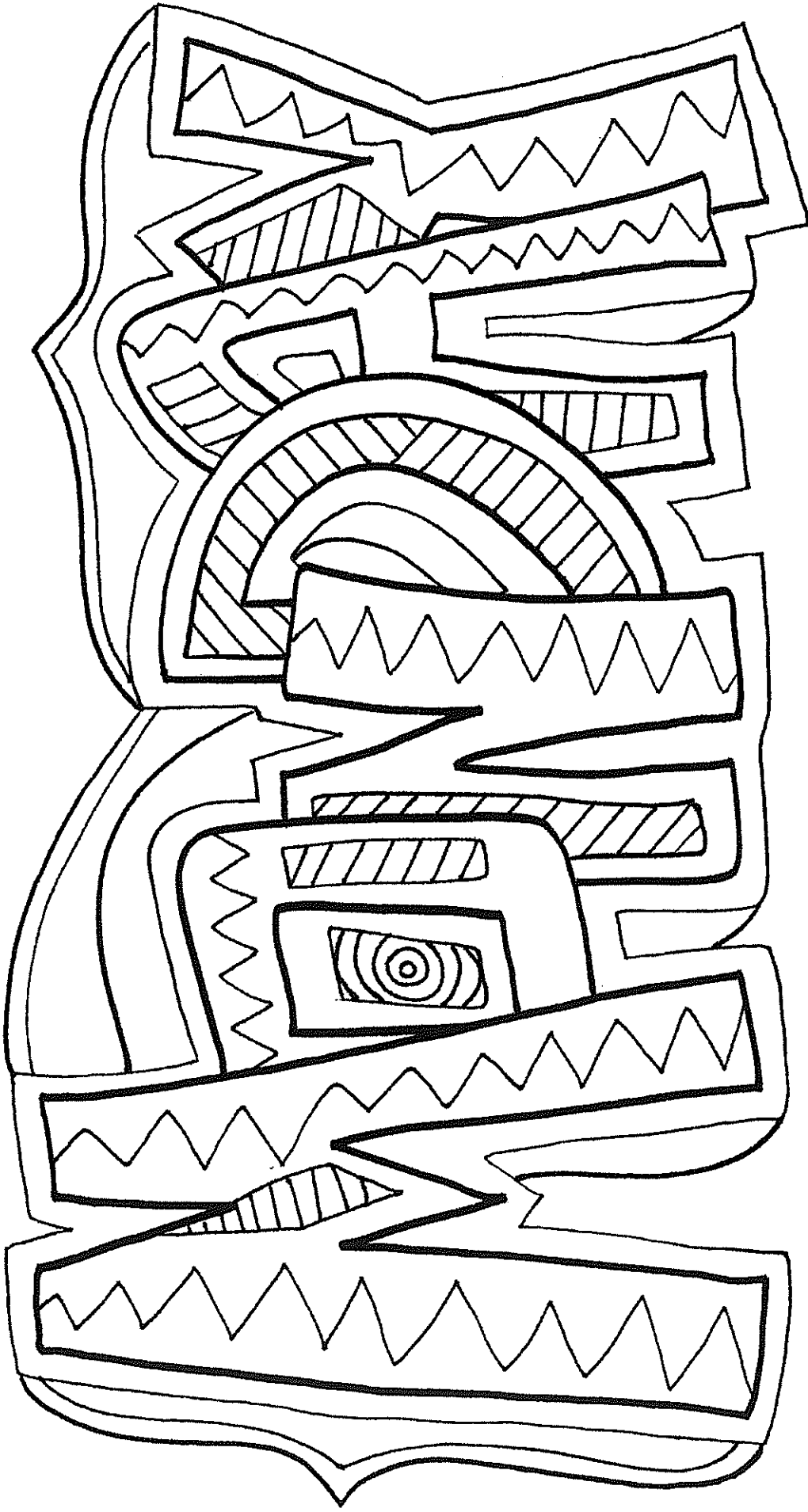
Stage 2  
Learning From Home  
Term 3 Week 8  
Year 3

# Stage 2 Home Learning Term 3, Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>English Reading</b> Spend some time reading a book.</p> <p><u>Writing- Limericks</u> A limerick is a short, nonsense poem that aims to entertain people. Write a limerick on the template in your booklet.</p> <p><u>Punctuation - Colons</u> Complete the worksheets about colons.</p>	<p><b>English Reading</b> Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the reading comprehension about fidget spinners</p> <p><u>Spelling</u> Brainstorm and record some words containing the t and tt graphemes.</p>	<p><b>English Reading</b> Spend some time reading a book.</p> <p><u>Spelling</u> Complete the first page of your spelling sheet.</p> <p><u>Handwriting</u> Complete the handwriting sheets</p>	<p><b>English Reading</b> Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the reading comprehension, 'Keep Australia Beautiful'.</p> <p><u>Spelling</u> Complete the second page of your spelling sheet</p>	<p><b>English Reading</b> Spend some time reading a book.</p> <p><u>Editing</u> Edit the passages for spelling and punctuation. Make sure you correct the mistakes.</p> <p><u>Writing - Haiku</u> Follow the instructions in your booklet to write a haiku.</p>
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics Data</b> Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Data</b> Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Data</b> Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Data</b> Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Data</b> Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>
<b>Break Afternoon</b>	<p><b>Father's Day</b> Complete an activity for a significant male in your life.</p>	<p><b>Science</b> Interactive Zoo</p>	<p><b>PD/H/PE</b> <u>Healthy Lifestyle Advertising Challenge</u></p>	<p><b>Geography</b> Complete the worksheets on features of places.</p>	<p><b>Zones of Regulation Lesson via Zoom</b> <b>Creative Arts</b></p>

		<p>Complete the activity in the booklet.</p> <p>You are working at an advertising agency and a client has asked you to design a magazine ad for a new healthy cooking school opening in the city. Design your ad on a blank sheet of paper.</p>			
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Name \_\_\_\_\_

Date \_\_\_\_\_

# Limericks

## Purpose

Limericks are nonsense poems that are meant to make people laugh.

## Structure

Limericks have five lines. The first, second and fifth lines have the same number of syllables, as do the third and fourth lines.

## Rhythm

Limericks have rhythm, created by the number of syllables in each line. The first, second and fifth lines should have eight or nine syllables, while the third and fourth lines should have five or six.

## Rhyming Pattern

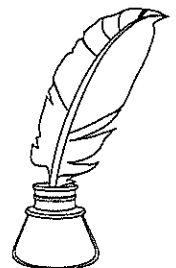
Limericks also follow an aabba rhyming pattern.

## Example

Here is an example limerick about an old lady from Rome.

*There was an old lady from Rome,  
Who never could find her way home.  
She would walk down the street,  
Getting very sore feet,  
That silly old lady from Rome!*

(introduce the character)  
(describe the character)  
(describe a funny event)  
(describe a funny event)  
(summary of the poem)



Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing a Limerick

### Step 1

Choose a character for your limerick. Here are some ideas:

- *a teacher from France*
- *a horrible child*
- *a man with no hair.*

### Step 2

Brainstorm what your character might look like and what might happen to them. Remember, a limerick should be funny!

### Step 3

Write your limerick. Remember to create the correct rhythm and to follow the aabba rhyming pattern. Some hints for each line have been provided; however, you do not need to follow these exactly.

---

(introduce the character)

---

(describe the character)

---

(describe a funny event)

---

(describe a funny event)

---

(summary of the poem)



# Using the Colon



## When to Use the Colon:

The colon (:) is a sophisticated punctuation device, which is used to introduce information. Most commonly colons are used before a list or further explanation.

The colon separates a sentence with 2 independent clauses whereby the second clause provides additional meaning to the first:

1. *Swimming is something my whole family loves: we are all very good swimmers.*
2. *I have everything I need to go swimming: now I'm just waiting on my instructor to take me.*

## Use a colon in time expressions and Ratios:

1. *It is 2:30*
2. *It is 12:00*
3. *4:1 (Ratio of wins to losses or girls to boys etc.)*

## Use a colon at the beginning of a list or title or quotation:

1. *Dennis only has one friend: Doug.*
2. *There are four seasons: Summer, Autumn, Winter and Spring.*
3. *She referred to Ghandi's quote: "The future depends on what we do in the present."*

## After salutations or in business letters:

1. *To:*
2. *Subject:*



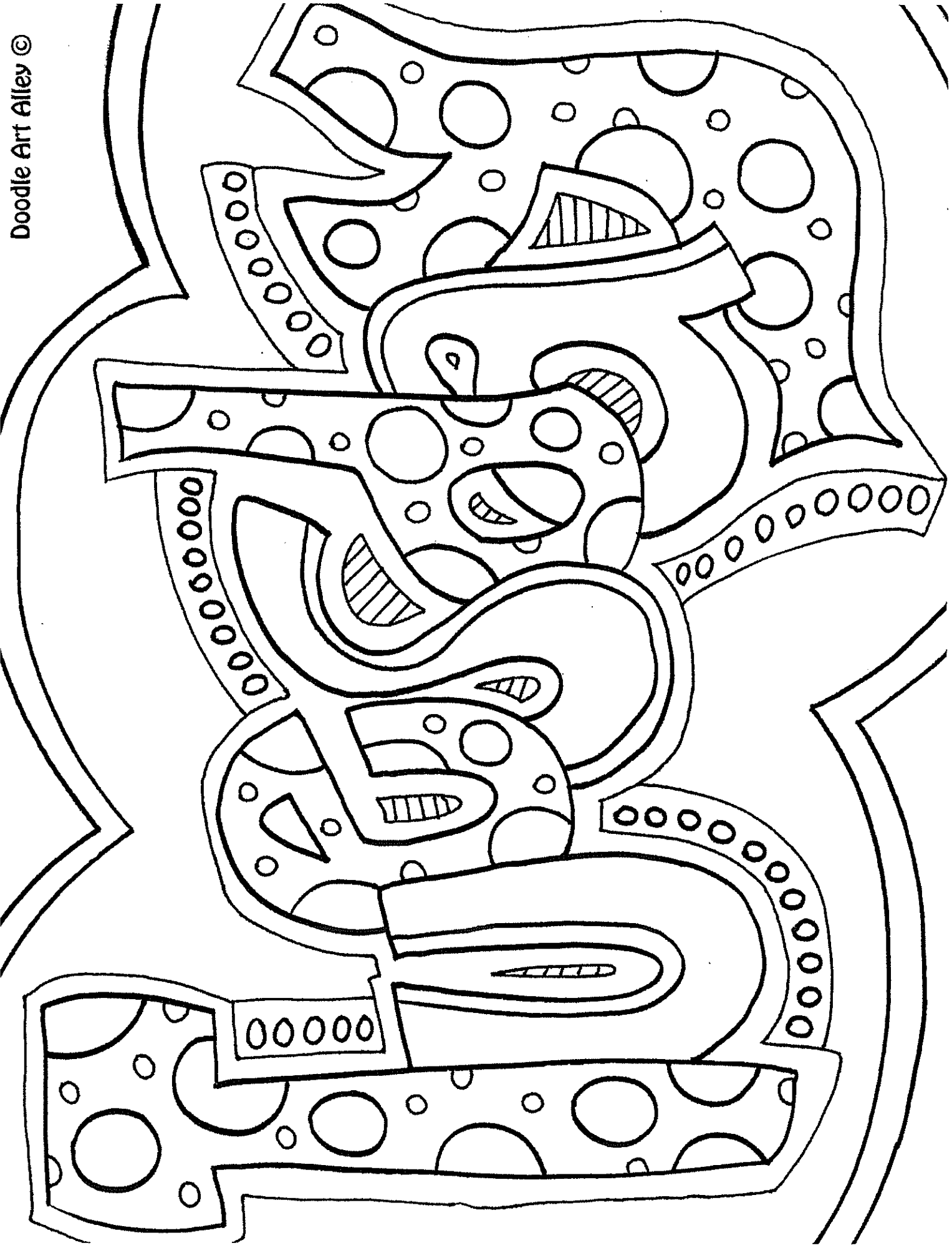
Name: \_\_\_\_\_

## Punctuation: Using the Colon



Circle the area where there should be a colon and insert the colon in the correct spot.

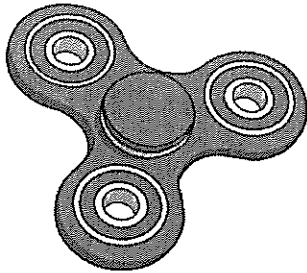
1. Please bring the following fruits apples, plums, oranges and bananas.
2. I don't go to bed until 10 00 pm.
3. I have 3 hobbies I collect coins, I read and I knit.
4. Recess begins at 1 25pm
5. To Whom It May Concern
6. You will need the following back to school items pencils, a ruler, and scissors.
7. The places I like to visit are as follows Italy, France and Canada.
8. Here are the classroom rules
  - a. Raise your hand before speaking.
  - b. Respect each other.
  - c. Listen to one another.



# Fidget Spinners

Fidget spinners are toys that are made with a ball in the middle and three 'branches' coming from the centre. The branches spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The different materials change the vibration and the length of time that the toys spin.



## How to Spin a Fidget Spinner

- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.
- Flick one of the outside branches with your middle finger and watch it spin.

## How the Fidget Spinner Began

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still trying to look after her own eight-year-old daughter. Catherine began inventing toys for her daughter and the two of them went on to create the fidget spinner.

## Uses of the Fidget Spinner

- It has been discovered that some children with special educational needs can use fidget spinners to help them to concentrate or calm down.
- They have been found to help people lower their stress levels by helping the user to 'zone out' and clear their mind.

## Fidget Spinners in School

Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also be a danger to others.

# Questions

1. What materials might fidget spinners be made from? Tick two.

- brass
- wood
- stainless steel
- wool

2. What does using different materials change? Tick two.

- the size of the spinner
- the vibration of the spinner
- the length of time that the toy spins
- the type of person using the spinner

3. The paragraph titled 'How to Spin a Fidget Spinner is a type of what text?' 'Instructions' 'Poem' 'Recipe' 'Story'.

- Poem
- Recipe
- Instructions
- Story

4. Complete this sentence:

To make it spin, flick...

# Questions

5. Which word most closely matches the meaning of 'created'? Tick one.

- found
- invented
- sewed
- fixed

6. Why did Catherine Hettinger make the fidget spinner?

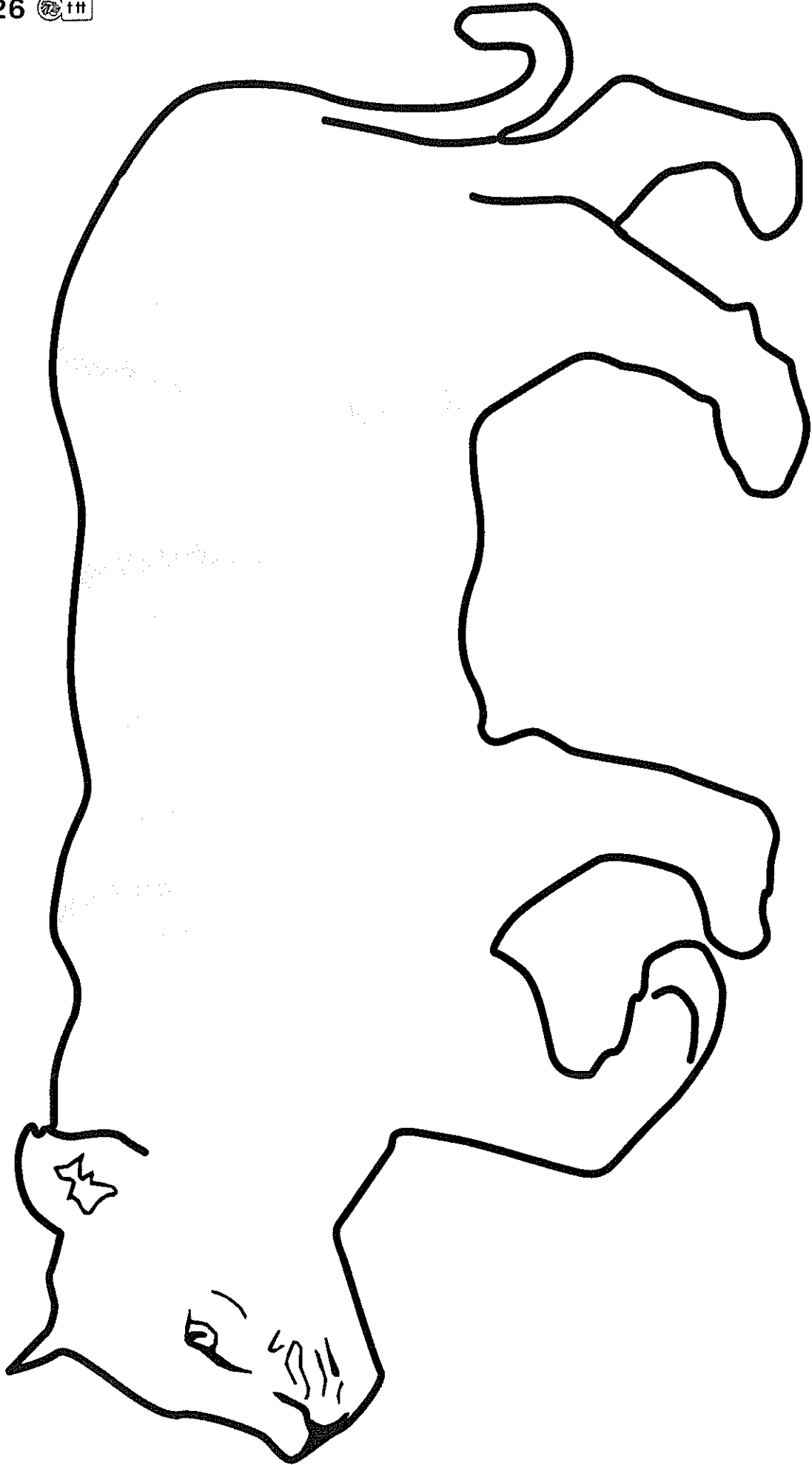
7. What does the fidget spinner help some children with? Tick one.

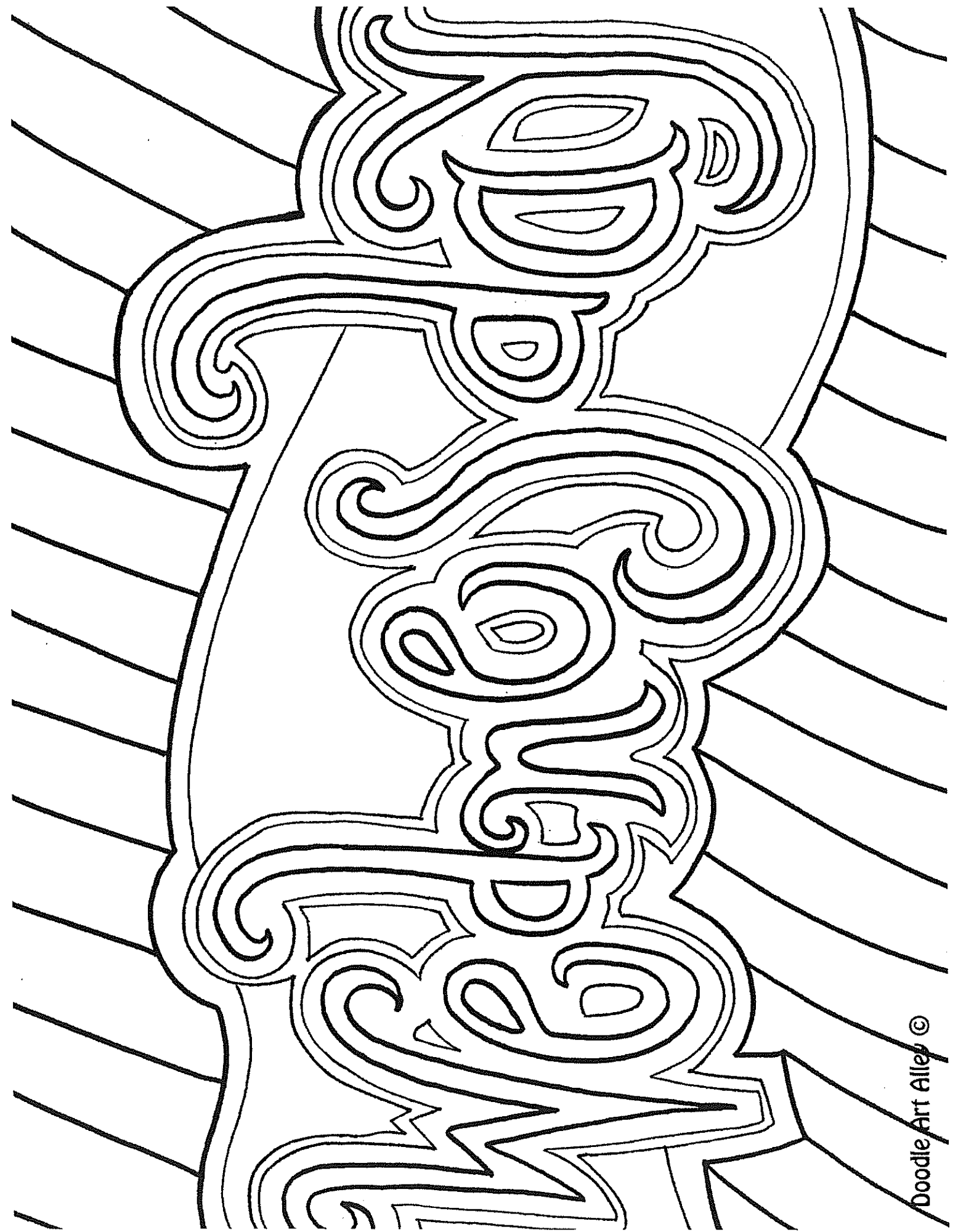
- their maths
- their spellings
- their concentration
- their spinning

8. Why have some schools banned fidget spinners? Tick one.

- They are too much fun.
- They are too big.
- They are too expensive.
- They are too distracting.

Brainstorm some words containing the t and tt graphemes





# Unit 24



t tt tiger button

## List Words

- soft \_\_\_\_\_
- sent \_\_\_\_\_
- don't \_\_\_\_\_
- tried \_\_\_\_\_
- write \_\_\_\_\_
- street \_\_\_\_\_
- twenty \_\_\_\_\_
- ninety \_\_\_\_\_
- fifty \_\_\_\_\_
- kitten \_\_\_\_\_
- haven't \_\_\_\_\_
- that's \_\_\_\_\_
- letter \_\_\_\_\_
- wait \_\_\_\_\_
- seat \_\_\_\_\_
- east \_\_\_\_\_
- Easter \_\_\_\_\_
- teeth \_\_\_\_\_
- toe \_\_\_\_\_
- tidy \_\_\_\_\_
- tiny \_\_\_\_\_
- story \_\_\_\_\_
- bottle \_\_\_\_\_
- artist \_\_\_\_\_
- Australia \_\_\_\_\_

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 letters t or tt if they represent in the word.

tried watch picture letter street question story  
catch bottle station ninety thirty write soften

5 Finish the List Words with the following letter patterns.

st \_\_\_\_\_    \_\_\_\_\_ st    \_\_\_\_\_ st \_\_\_\_\_    \_\_\_\_\_ st  
tr \_\_\_\_\_    tw \_\_\_\_\_    str \_\_\_\_\_    \_\_\_\_\_ str \_\_\_\_\_  
\_\_\_\_\_ ft    \_\_\_\_\_ nt    \_\_\_\_\_ ty    \_\_\_\_\_ ety

6 Write ff, gg, ll, nn, pp, rr, ss, tt or zz to finish the words.

a    ea    i    oa    uo

tra\_\_\_\_ed    le\_\_\_\_er    li\_\_\_\_le    bo\_\_\_\_le    cu\_\_\_\_y  
ca\_\_\_\_ot    ye\_\_\_\_ow    ki\_\_\_\_en    sto\_\_\_\_er    stru\_\_\_\_le  
ja\_\_\_\_y    te\_\_\_\_is    sti\_\_\_\_en    to\_\_\_\_es    pu\_\_\_\_et

7 Finish the sentences by adding **ing** to the words in the box.

Go to Helpful Hints (1), (2) and (3).

write    tidy    try  
stop    wait

I am \_\_\_\_\_ letters to my friends in Australia.

The teacher is \_\_\_\_\_ the classroom for the party.

We got tired of \_\_\_\_\_ for the late train.

It was hard \_\_\_\_\_ to count the rolling bottles.

The little boy kept \_\_\_\_\_ to look for Easter eggs.

## Grapheme Chart

letters	words



Name: \_\_\_\_\_ Date: \_\_\_\_\_

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

oe oe re re ve we xe oe re ve we xe oe re ve we xe

Name: \_\_\_\_\_ Date: \_\_\_\_\_

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo

oa oc od og oo os rc rd rg rq rs va wa wo xa xo



# Keep Australia Beautiful

Keep Australia Beautiful Week is a week to build awareness about the importance of reducing litter and ensuring we look after the environment by everyone encouraging each other to place their litter in the bin.

Litter is any waste, such as paper, cans and plastics, left on the ground. Litter varies in size from small items, such as lolly wrappers, to larger items, such as food packaging. This type of litter does not belong in any natural environment.

## Here are the most common pieces of litter to be thrown away:

1. Cigarette butts
2. Glass bottles
3. Plastic bottles
4. Aluminium cans
5. Plastic bags
6. Plastic chip and lolly bags
7. Plastic bottle tops
8. Metal bottle tops
9. Small pieces of paper
10. Foil lolly wrapper

Litter can be extremely harmful to the environment. When litter is left on roads, animals often stray from their habitats to reach pieces of food. This can result in them being killed or severely injured. Most discarded waste that is found on beaches comes from urbanised areas. Litter is a hazard to organisms in the ocean as well. Aquatic animals can choke on litter as they may think it is another sea creature and try to eat it. They can also become entangled in plastic bags in their habitat. Litter can also pollute our seas as chemicals are released into the water, reducing its quality. As a result, it is really important to reduce the amount of litter that is thrown away.

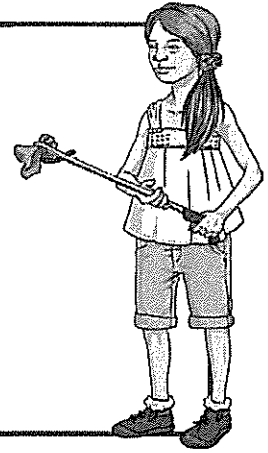
One of the aims of Keep Australia Beautiful Week is to reduce the amount of rubbish people throw away. Another aim is to teach people about the simple ways they can look after the environment. Often, schools and community groups work together to clean up neighbourhoods, parks and beaches to improve communal areas.

Keep Australia Beautiful Week is an important time to promote the importance of maintaining a clean, safe environment for animals and people alike.



What can you do to keep Australia beautiful?

- Make sure you put your rubbish in the bin;
- Say no to plastic bags;
- Have a rubbish-free lunch as often as possible;
- Reuse and recycle things you no longer need;
- Pick up rubbish if it is safe to do so.



# Questions

1. What is Keep Australia Beautiful Week?

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---

2. What items in 'the most common pieces of litter to be thrown away' could be recycled?

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3. How can litter in the water be hazardous to an animal like the sea turtle?

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---

---

4. 'Litter can be extremely harmful to the environment'. Why has the author chosen to use the word 'extremely'? Can you think of a synonym and an antonym?

---

---

---

5. How do you imagine that litter from the urbanised areas ends up on our beaches and in the ocean?

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---

6. List two ways all Australians can keep Australian beautiful.

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---

---

7. Why do you think people litter?

---

---

---

8 Write the contractions for the underlined words next to each sentence.

➤ Go to Helpful Hint **9**.

Most little children do not know how to write their names. \_\_\_\_\_

We have not sent our Easter cards and letters yet. \_\_\_\_\_

I wonder if that is a kitten for me for my birthday. \_\_\_\_\_

9 Underline two words that can form a contraction in each sentence. Write the contraction.

The story about Australian artists was not very long. \_\_\_\_\_

There were not enough seats for everyone at the concert. \_\_\_\_\_

We could not find a house with number twenty on it. \_\_\_\_\_

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

✚ The suffixes *ant*, *ent* and *ist* can mean *one who*. For example, *attendant* means *one who attends*, *student* means *one who studies* and *artist* means *one who creates art*.

servant
assistant
typist
cyclist
opponent
specialist

one who opposes \_\_\_\_\_

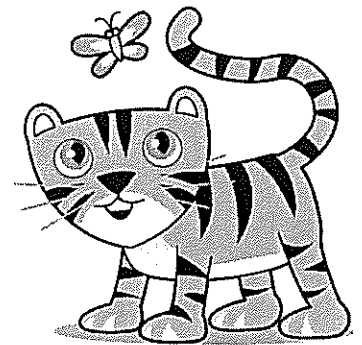
one who specialises \_\_\_\_\_

one who assists \_\_\_\_\_

one who types \_\_\_\_\_

one who cycles \_\_\_\_\_

one who serves \_\_\_\_\_



11 Write the plural words below these singular words.

✚ Singular means *one*, for example *one cat*. Plural means *more than one*, for example *several cats*.

Singular (one)	seat	toe	tooth	foot	man	child
Plural (more than one)						

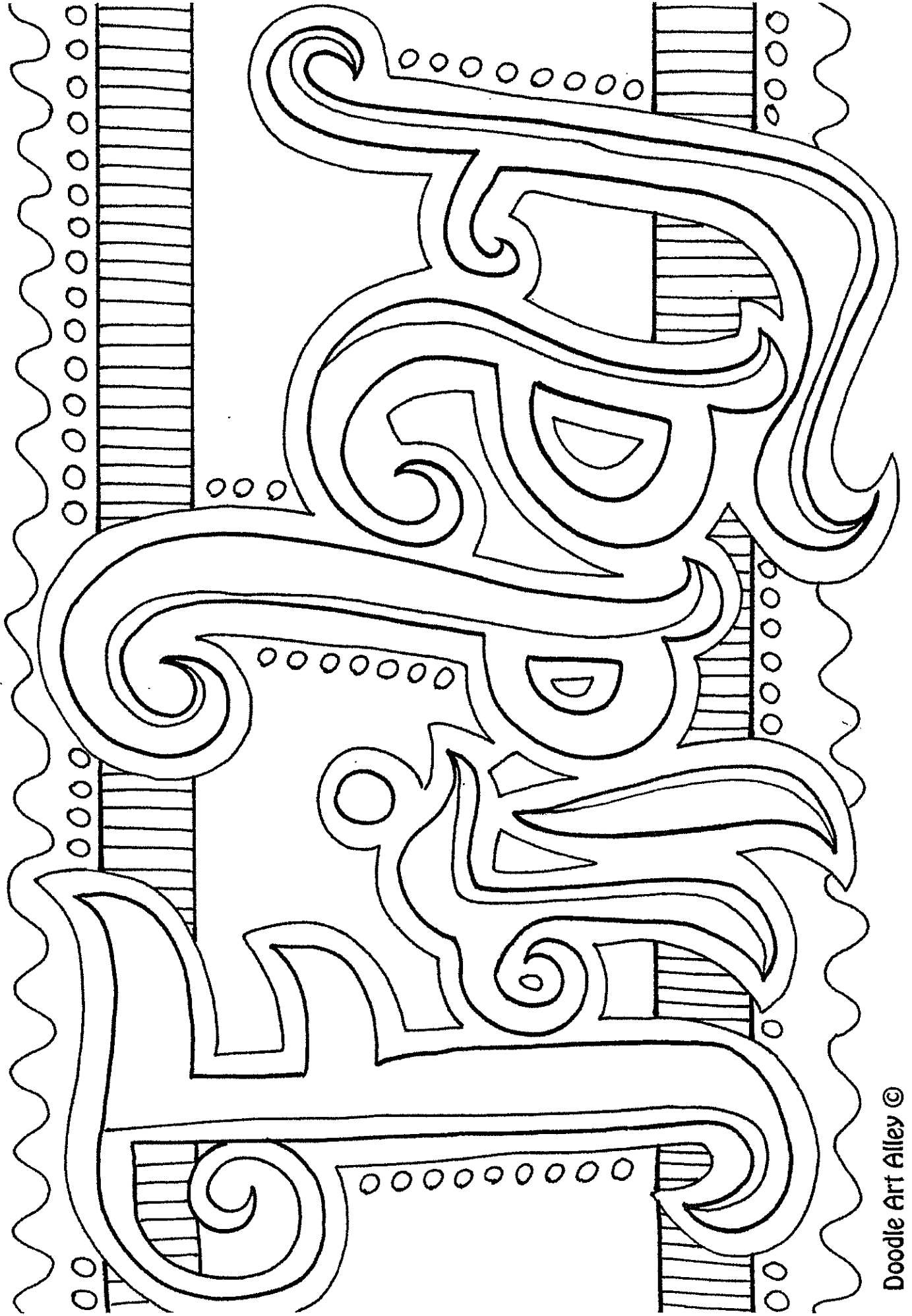
## Challenge

Colour the blocks with plural words to find a path to the river.



streets	artists	bottles	sent	tooth	bottle	woman
seats	tidy	stories	cent	tiny	town	child
teeth	write	toes	bottle	story	tea	artist
toe	wait	kittens	letters	Easter	light	seat
tried	soft	that's	women	letter	kitten	men
east	don't	haven't	children	feet	geese	mice



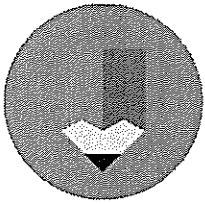




13

## Recycling

my little brother loves to recicol he  
sorts threw all of our rubbish and puts  
the paper cardbord plastic bottles and  
glass into a special bin these materials  
can then be used again to make new  
products



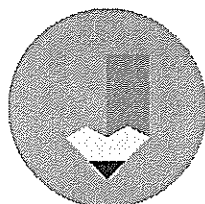
Find 3 spelling mistakes.  
Add 3 capital letters, 3 full stops and 2 commas.

 teachstarter

14

## Solids and Liquids

i can turn solid butter into a liquid by  
puttin it into a pan and adding heat i  
can then turn the liqwid butter back  
into a solid by putting it in the frige  
overnight temperature can change  
the state of solids and liquids



Find 3 spelling mistakes.  
Add 3 capital letters and 3 full stops.

 teachstarter

Name \_\_\_\_\_

Date \_\_\_\_\_

## Haiku Poems

### Purpose

Haiku poems describe a particular topic. Traditionally, they are written about nature; however, you can write a haiku about any topic you like.

### Structure

Haiku poems have three lines. The first and third lines have five syllables and the second line has seven syllables.

### Rhythm

Haiku have rhythm, created by the number of syllables in each line.

### Rhyming Pattern

Haiku poems do not usually rhyme.

### Example

Here is an example haiku poem about roses.

*Petals red as blood*

(five syllables)

*Fragrant perfume fills the air*

(seven syllables)

*A delicate rose*

(five syllables)



Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing a Haiku

### Step 1

Choose a topic for your haiku poem. Here are some ideas:

- *fire*
- *raindrops*
- *wind.*

### Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

### Step 3

Write your haiku. Remember to create the correct rhythm by counting the number of syllables in each line.

---

(five syllables)

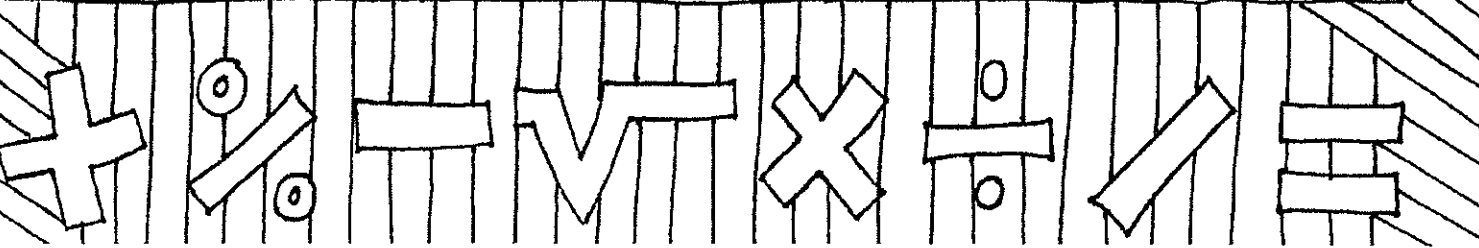
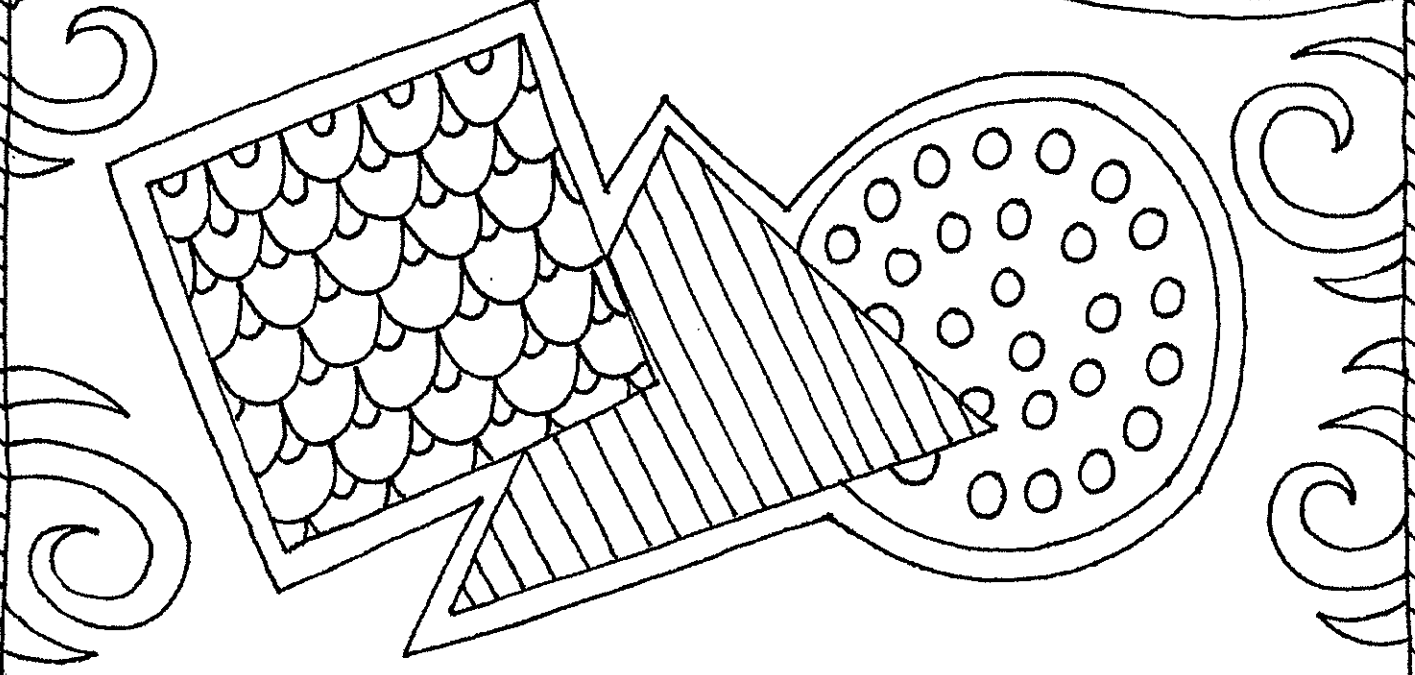
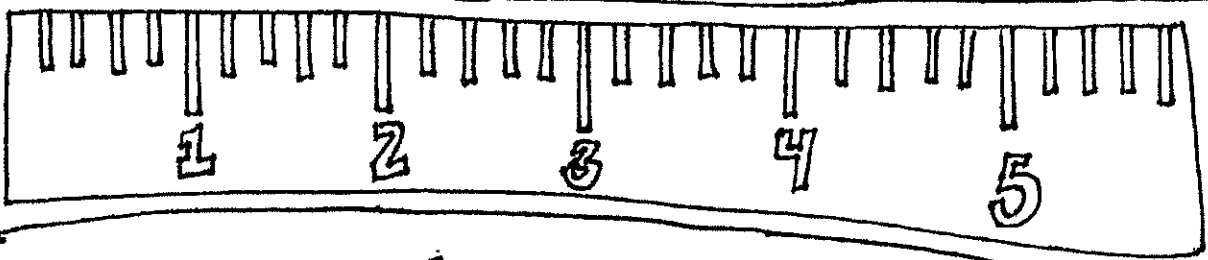
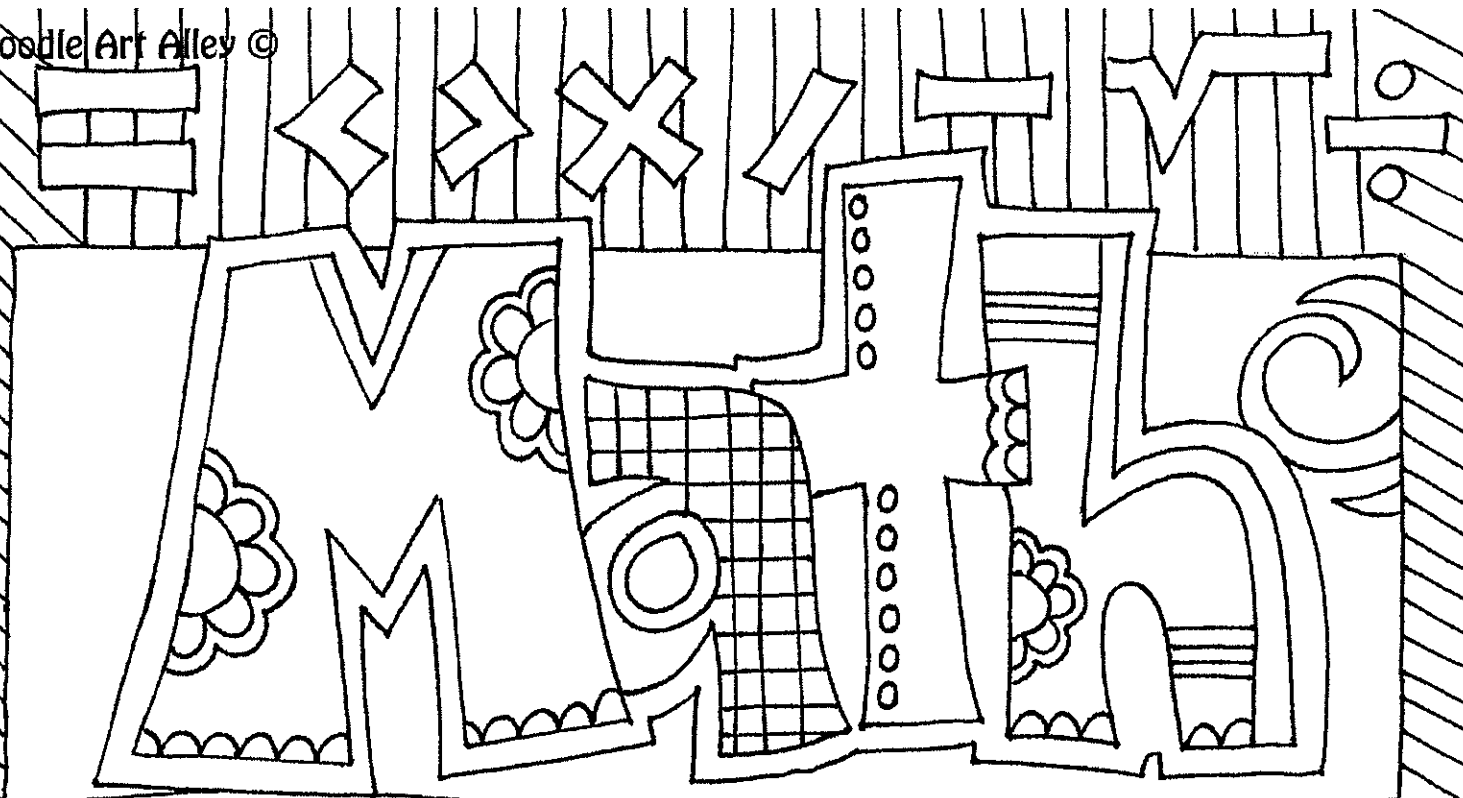
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(seven syllables)

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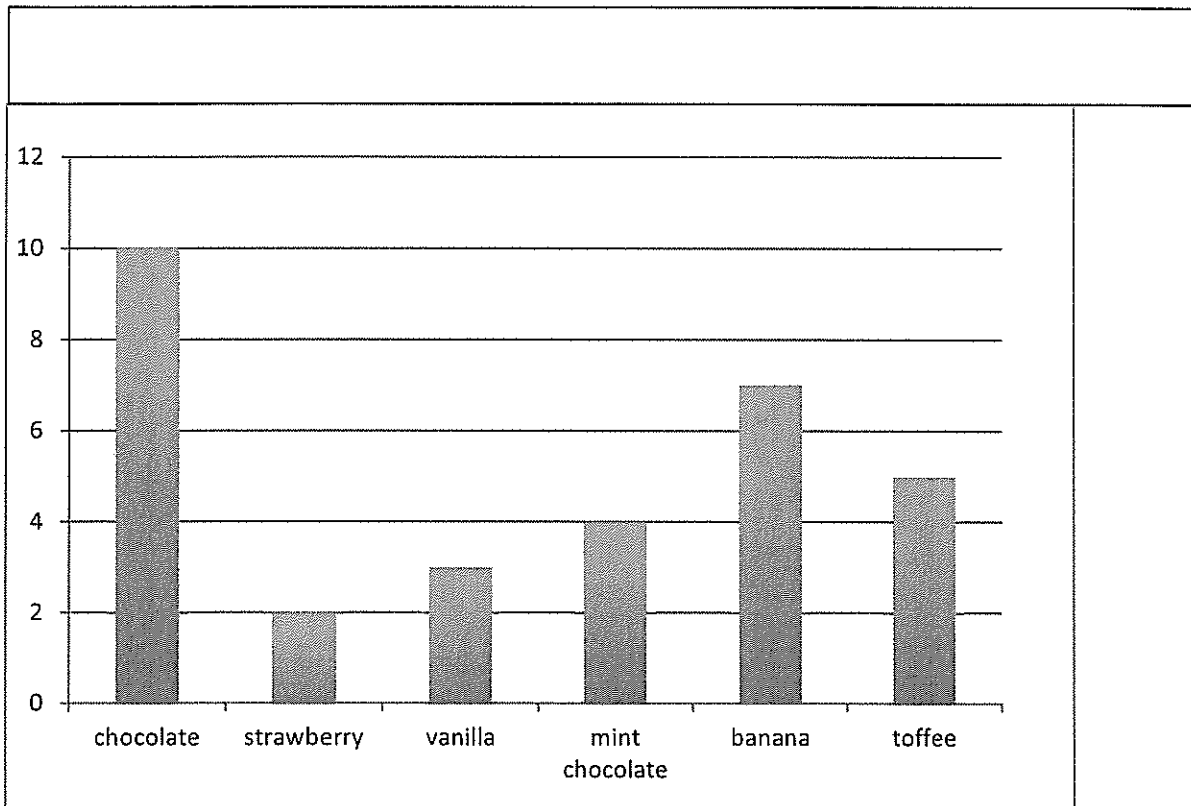
(five syllables)



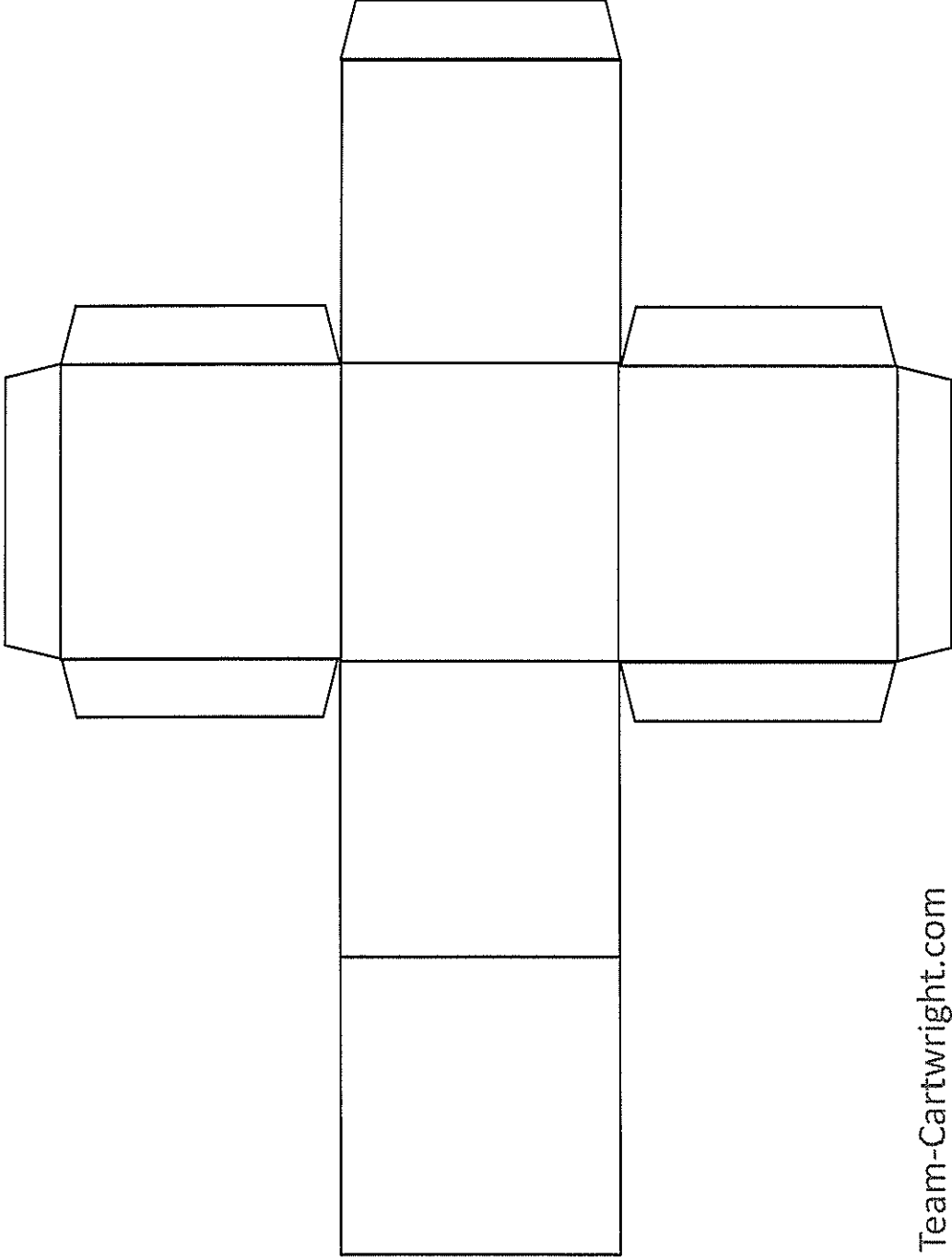


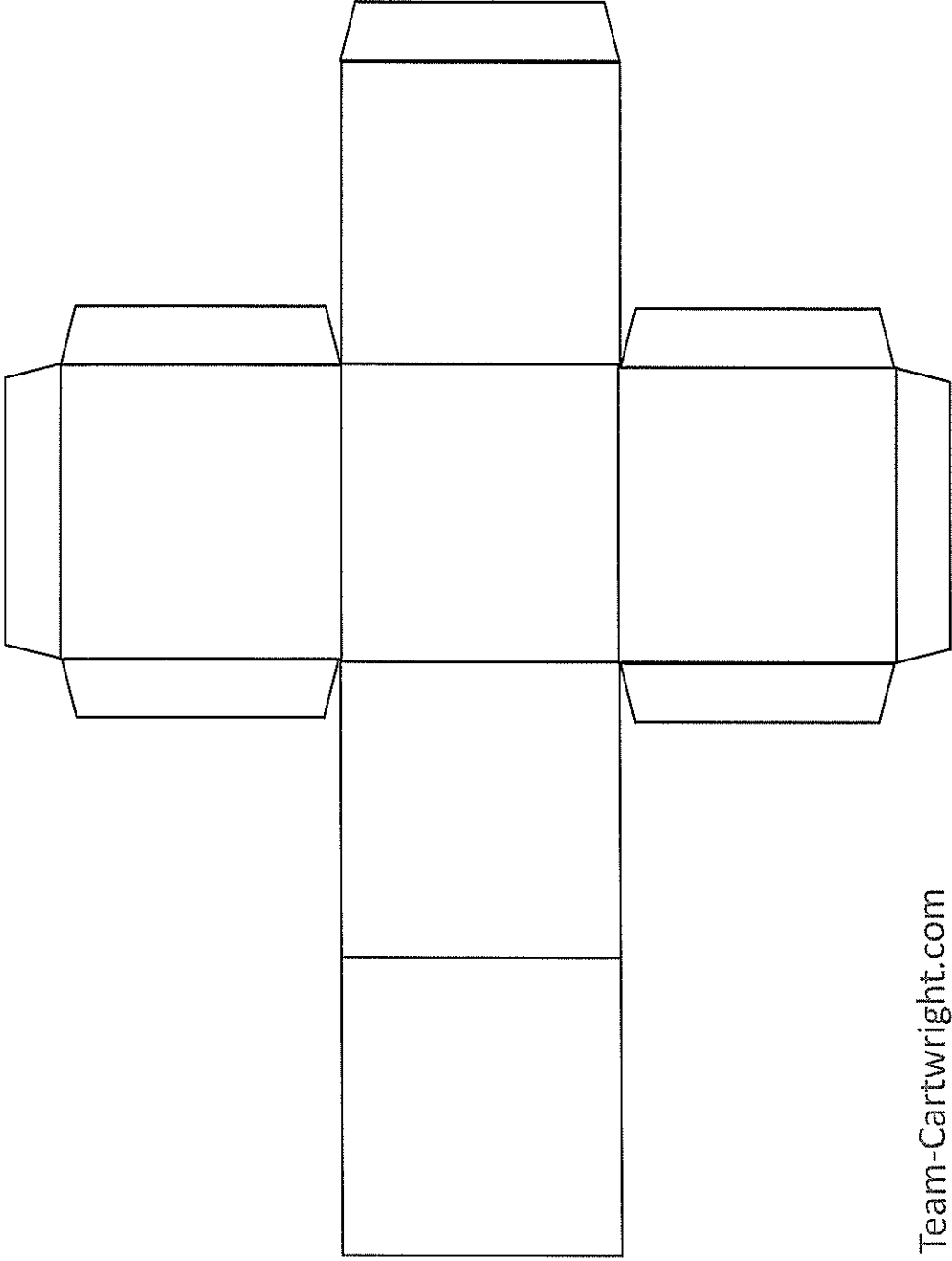
LO: To be able to identify key features of a bar chart.

To understand what a bar chart shows us.



1. Label the chart above with a title and axis labels.
2. How many children like strawberry flavoured ice cream?
3. How many children like vanilla ice cream?
4. What is the most common flavour of ice cream?
5. What is the least common flavour ice cream?
6. What flavour is liked by one more child than strawberry?





1. What was the most common number the dice landed on?
  
2. What was the least common number the dice landed on?
  
3. How many more 3's were rolled than 6's?
  
4. Were there any numbers landed on the same amount of times?
  
5. What was the second most common number the dice landed on?
6. How many less was the second common number than the first?
  
7. Were there more of the numbers below 3 rolled or above 3 rolled?
  
8. Can you write the amount of times the dice landed on an 8 as a fraction?
  
9. What fraction of the rolls landed on 1?
  
10. If you rolled ten more times what numbers do you think the dice are more likely to land on? Why?
  
11. Why did you never roll a one (1)?

Now come up with three questions for your partner to answer.



1. What was the most common number the dice landed on?
  
2. What was the least common number the dice landed on?
  
3. How many more 3's were rolled than 6's?
  
4. Were there any numbers landed on the same amount of times?
  
5. What was the second most common number the dice landed on?
  
6. How many less was the second common number than the first?

Now come up with three questions for your partner to answer.

Number the dice landed on	Tally the number of times the dice land on the numbers.	Total amount of times the dice landed on number.
One (1)		
Two (2)		
Three (3)		
Four (4)		
Five (5)		
Six (6)		

Number the dice landed on	Tally the number of times the dice land on the numbers.	Total amount of times the dice landed on number.
One (1)		
Two (2)		
Three (3)		
Four (4)		
Five (5)		
Six (6)		
Seven (7)		
Eight (8)		
Nine (9)		
Ten (10)		
Eleven (11)		
Twelve (12)		

# Data – collecting data

Data is information. Data can be numbers or words.

Many different people use data in some way.

Teachers use data about their students, such as test scores, to help them improve. Your dentist keeps data about you, such as when you last had a checkup and which tooth might need filling. If you are planning your birthday party, you might collect data about your friends such as what they like to eat and drink.

## 1 Meet Harley. Here is some data about him:

- Harley's birthday is on the 9th of June.
- His lucky number is 3.
- His favourite colour is blue.

What questions was Harley asked to get this data?

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---

---



## 2 Sometimes collecting data is to do with finding out peoples' preferences. For example, an ice cream shop might want data on which ice cream flavour their customers like the best so they can sell more ice cream. They might ask their customers some questions to find out about flavours. This is called a survey.

a Put a ring around the question that will give the ice cream shop data that can help them sell more:

'Do you prefer chocolate or caramel flavoured ice cream?'

or

'Do you like ice cream?'

b Explain why:

## Data – collecting data

- 3 3H are talking about getting a classroom pet. Their teacher asked them ‘Which pet would you like to have in the classroom?’ This is the list they came up with:

turtle	cat	elephant	spider
guinea pig	chimpanzee	dog	snake

They discussed that they need to consider the suitability of these animals. For instance, the pet must be easy to care for and happy to live in the classroom during the week. Someone would have to care for it during the school holidays. Also, the pet must be harmless.

- a Can you see which animals suggested in the list above may not be suitable? Cross them out.
- b Write a new question for the class to decide on which pet they should have:

Question: \_\_\_\_\_  
 \_\_\_\_\_

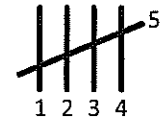
- c How should this data on 3H’s classroom pet be collected? Pretend it is your class getting a pet. Survey 6 people in your class with the question you thought of in part b. Use this table to collect data:

1		
2		
3		
4		
5		
6		



# Data – collecting data

The tally method is where we count in 5s. We put a stroke for each number and the fifth stroke is a line that goes diagonally through the set of 4.



However, we don't write down the numbers, we just use strokes like this:



**4** Count these tallies and write the total in the box at the end:

a

b

**5** Josie collected some data on favourite colours in her class.

a Show Josie how to represent this data using tallies:

Favourite colours in 4B	
Red	
Blue	
Green	
Yellow	

Favourite colours in 4B	
Red	
Blue	
Green	
Yellow	

b How many children are in 4B?

c Why do you think tallies are a good way of collecting data?

# Data – column graphs

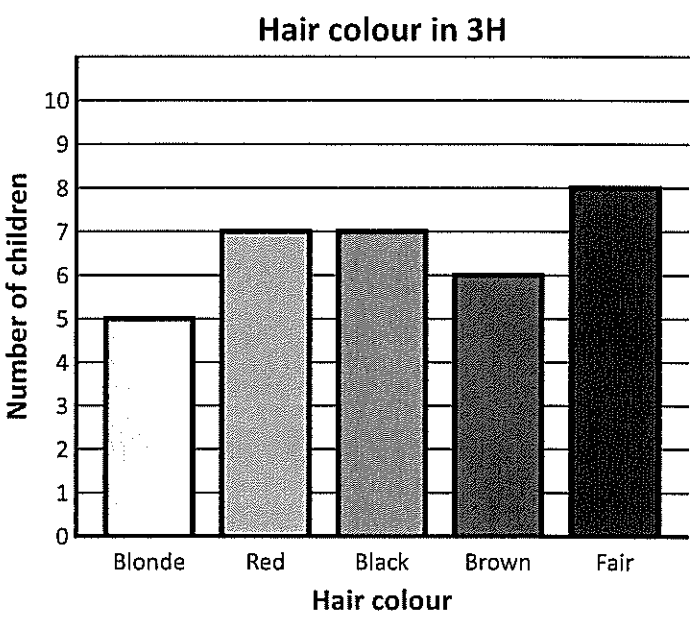
Column graphs are a clear way of showing data. There is a vertical line that has numbers, and is called the scale. The horizontal line has the different categories that are being counted. There should always be a heading at the top so it's easy to see what the data is about.

**1** Answer the questions about the data shown on this column graph.

a How many children have brown hair?

b Which colour hair do the smallest group of children have?  
\_\_\_\_\_

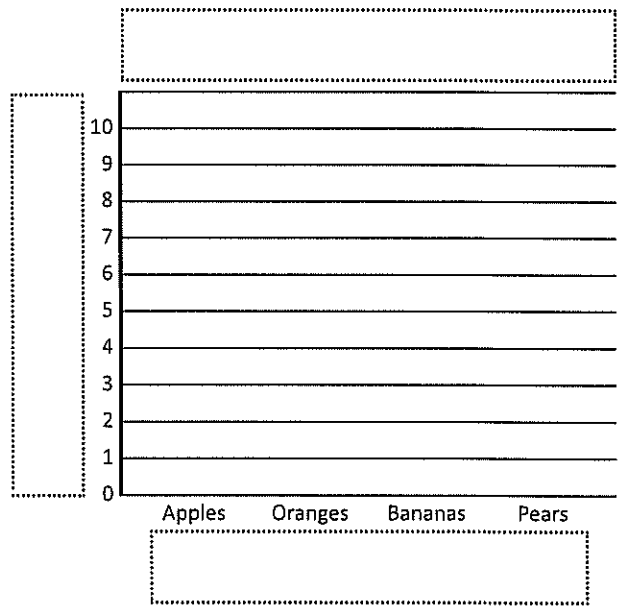
c Which colour hair do most children have?  
\_\_\_\_\_



d What do you notice about the number of children who have either red or black hair?

**2** A group of people were surveyed about their favourite fruit. Make a column graph from the data collected in the table. First write the number of tallies in the table:

Favourite fruit		
Apples		
Oranges		
Bananas		
Pears		



# Data – column graphs

3 3L were planning a healthy breakfast morning. They conducted a survey to find out the most popular option. The data they collected is shown in the table below:

Breakfast options	Votes	Number of votes
Pancakes and fruit		
Cereal with bananas and honey		
Toast with boiled eggs		
Fruit salad and yogurt		

a What question did they ask?

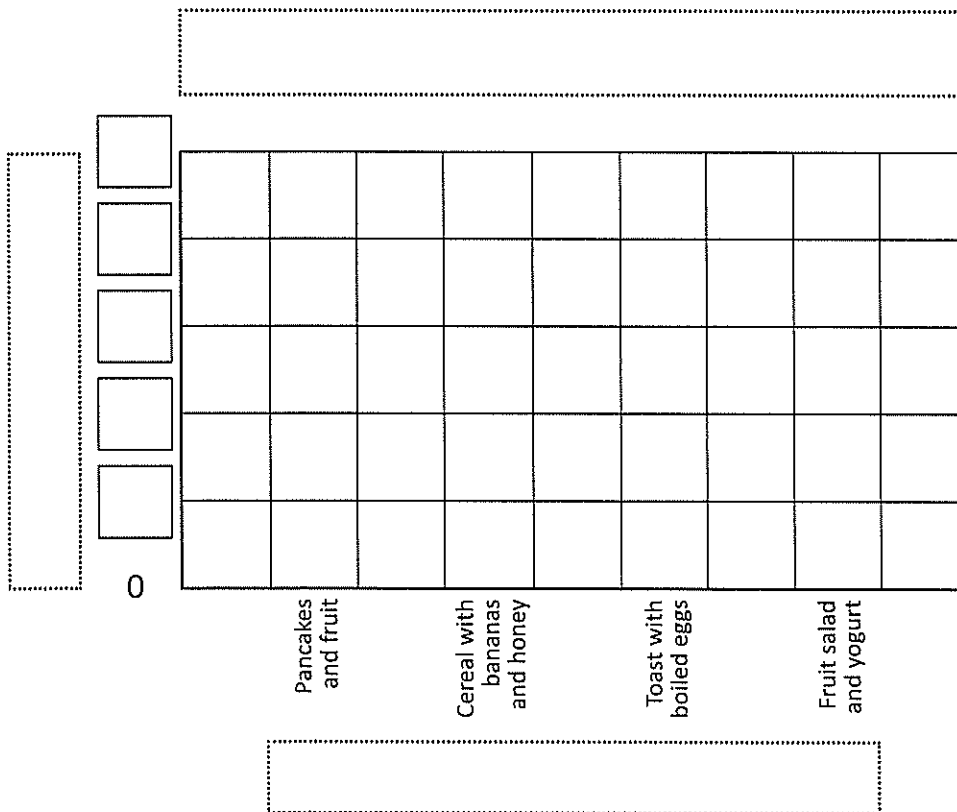
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b Work out the number of students from the tallies. Write this number in the last column in the table above.

c Show this data on the column graph below:



Make sure that your graph has a heading and is labelled correctly. You need to complete the scale.

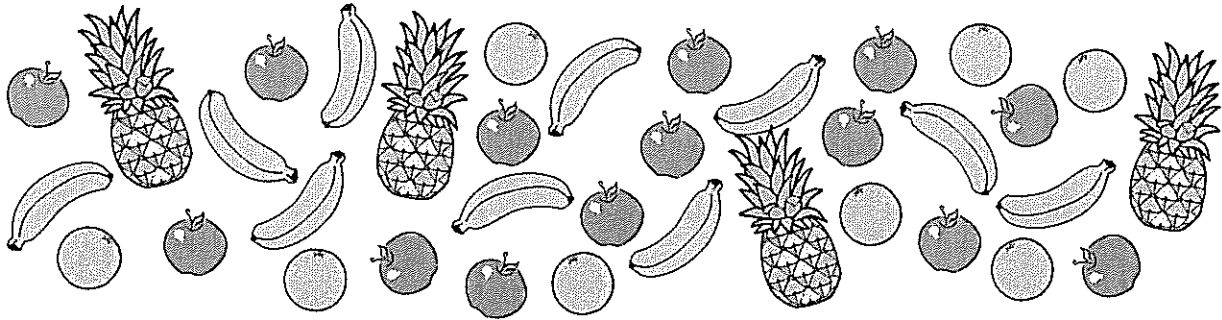






# Data – picture graphs

3 Josie runs a juice bar and has just received a fruit delivery. Help Josie create a picture graph of what she has for her records.



Heading:	
Bananas	
Apples	
Oranges	
Pineapples	

Key: ✓ = 2

4 This picture graph shows the birthdays in grade 3 for the first 4 months of the year. Complete the graph using all the clues below. What is the key?

Heading:	
January	
February	
March	
April	

Clues:

- 16 birthdays in January
- 8 birthdays in February
- 12 birthdays in March
- 20 birthdays in April

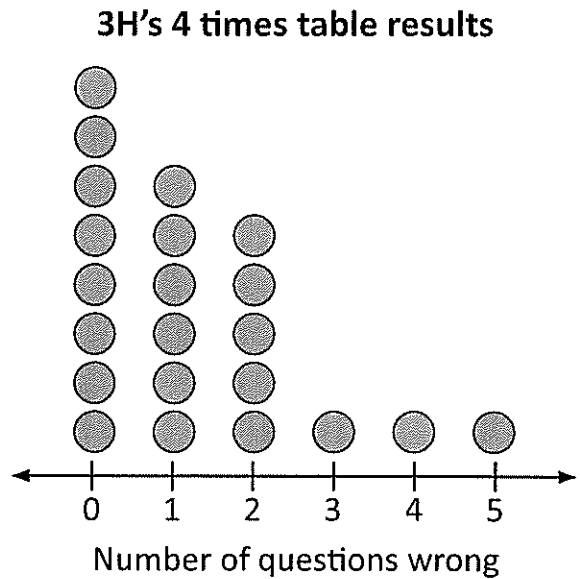
Key: =

# Data – dot plots

A dot plot uses a number line where the numbers are the categories.  
The dots show the amount in each category.

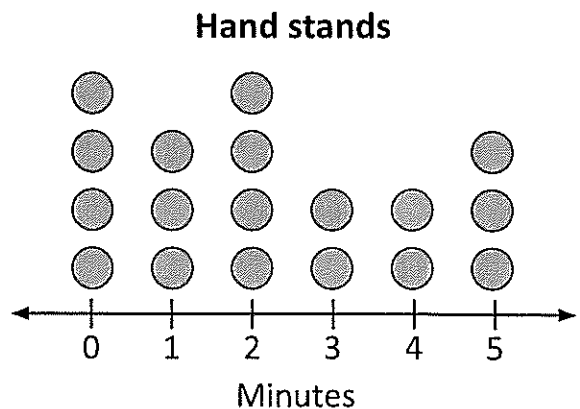
1 Answer the questions about this dot plot:

- a How many students got two questions wrong?
- b How many students got only one question wrong?
- c How many students got all the questions correct?
- d What could you say about how well 3H know the 4 times table?



2 This dot plot shows the length of time a group of gymnasts can hold a hand stand. Answer these questions:

- a How many gymnasts can hold a hand stand for 1–3 minutes?
- b How many gymnasts can't do a hand stand yet?
- c How many gymnasts can hold a hand stand for more than 4 minutes?

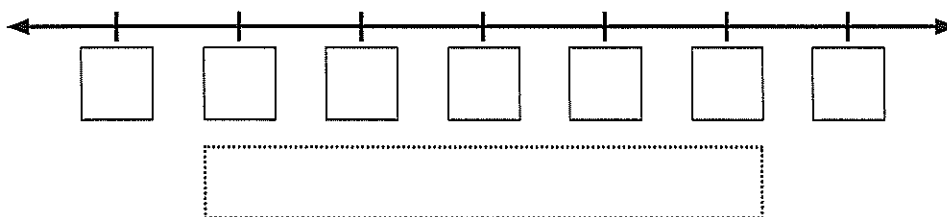


## Data – dot plots

- 3 3H is looking at healthy eating habits. Each student kept a record of how many pieces of fruit they ate over 1 week. Here are the results:

Fruit eaten by 3H in 1 week	
Pieces of fruit	Number of students
1	2
2	3
3	4
4	5
5	5
6	9

Show these results in a dot plot below. You will need to draw the dots, label the number line and provide a heading.

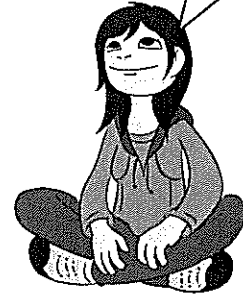


# Data – two-way tables

A two-way table can show a lot of information in a small space. Look at this two-way table about pets:

	Has a cat	Doesn't have a cat
Has a dog	Cam      Ellie	Zoe
Doesn't have a dog	Tim	Sara      Nick

Cam and Ellie both have a dog and a cat.



1 Answer questions about the two-way table above.

- a How many kids have a cat? \_\_\_\_\_
- b Name 2 kids who have neither a cat or a dog. \_\_\_\_\_
- c What pet does Tim have? \_\_\_\_\_

2 Lee had a fancy dress party where her guests had to wear a hat, glasses or both. Sort this data by writing the names into the two-way table below:

- Yvette found a hat in her dressing-up box.
- Simon wore his brother's hat and glasses.
- Ben bought a pair of fake glasses.
- Lee wore her beach hat and sunglasses.
- Arki just wore a large floppy hat.
- Mel lost her cowboy hat and sunglasses on the way to the party so ended up with neither.

	Glasses	No glasses
Hat		
No hat		

# Data – two-way tables

3 Put these numbers into the two-way table:

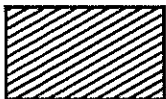

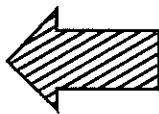
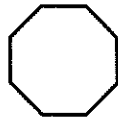
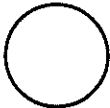


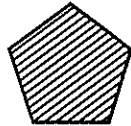
a 21 6 9 16 19 20

	Even	Not even
Less than 10		
Not less than 10		

b 12 20 32 15 40 18 35 34 25 45 28

	Divisible by 5	Not divisible by 5
Greater than 30		
Not greater than 30		

4 Mel sorted some shapes into a two-way table but made some mistakes. Where did she go wrong? Ring the shapes that are in the wrong space and draw an arrow to the correct space it should be:

	Quadrilateral	Not quadrilateral
Striped	 	 
Not striped	 	 



# Father's Day

## Coupon Paper Chatterbox



1 Play a game of your choice

2 A dinner cooked together

3 Breakfast in bed

4 A weekend of sleeping in

5 Sporting event outing

6 FREE choice

7 A week of taking out the garbage

8 Help finishing a project of your choice

G

D

B

A

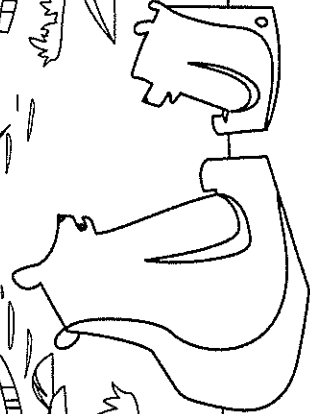




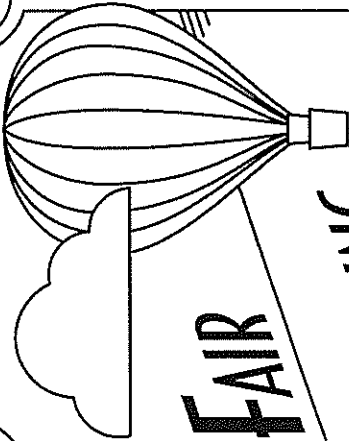
# DAD

FOR ALL YOU ARE,  
FOR ALL YOU DO,  
I'D JUST LIKE TO SAY:

THANK YOU!



# WORLD'S BEST DAD



FAIR

AMUSING

TRUSTWORTHY

HELPFUL

ENCOURAGING

RELIABLE



I'M

SO

GLAD

THAT

YOU'RE

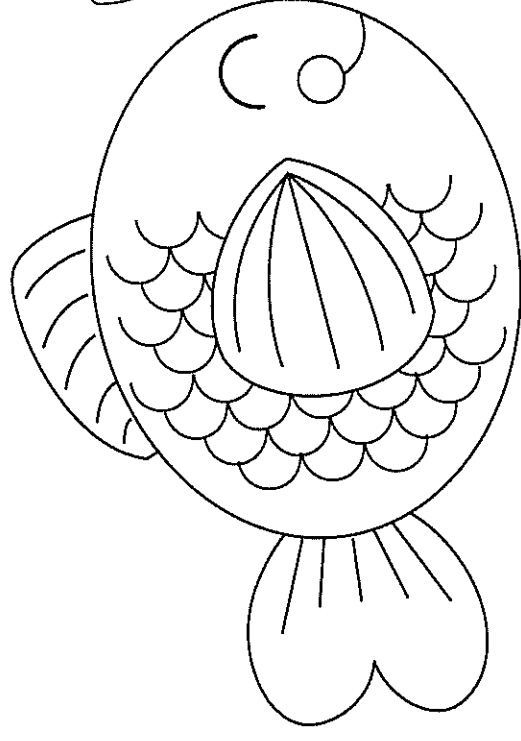
MY

DADDY!



You're

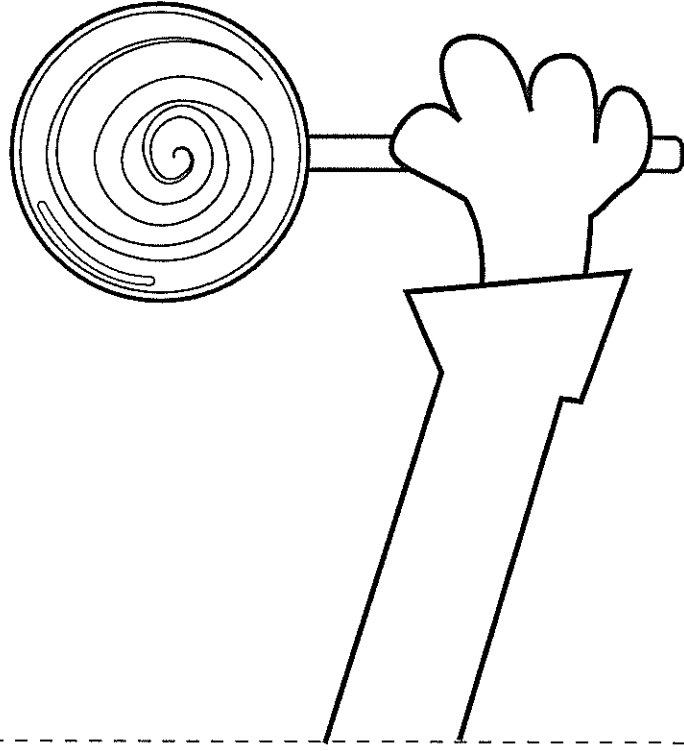
Fintastic



You've got me hooked!

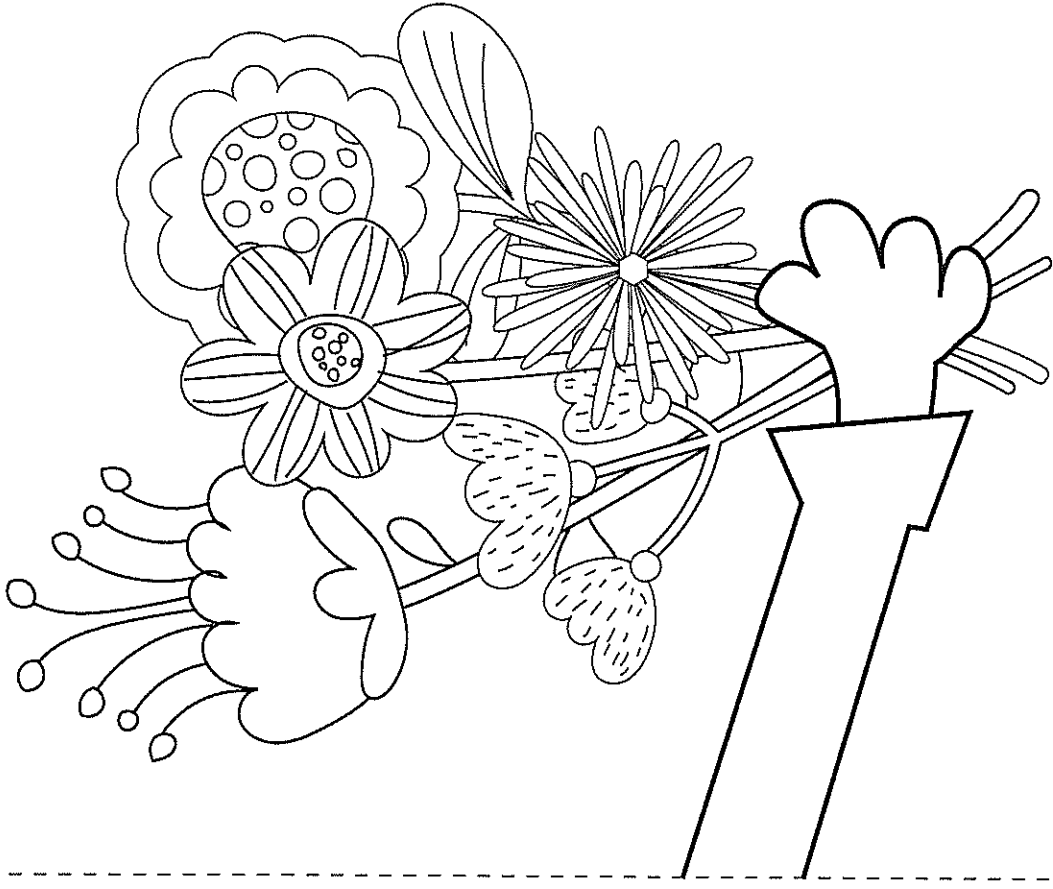


Pop,  
you're the  
sweetest.



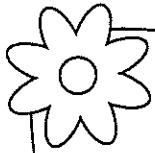


Thanks a bunch!









# *You Are Special*



*Dear* \_\_\_\_\_ ,

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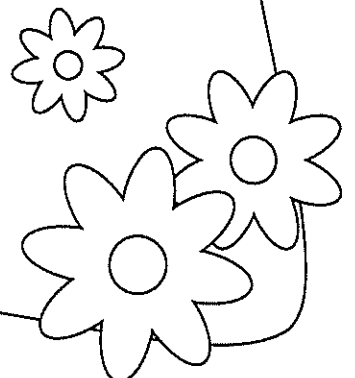
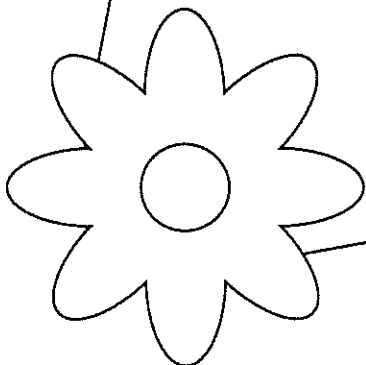
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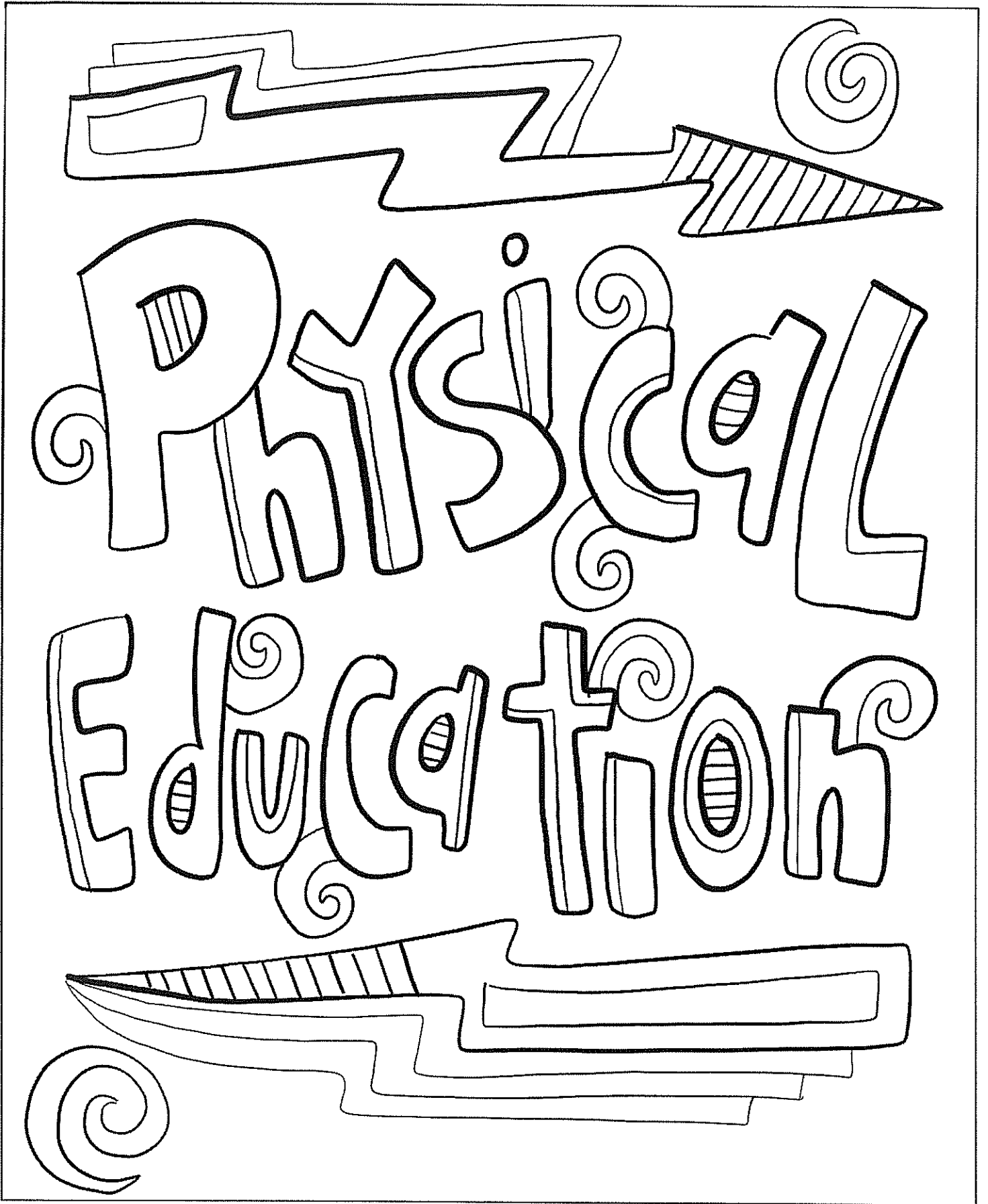
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*Love*







# ADVERTISING STRATEGIES

## **Celebrity Endorsements**

Consider the admirable qualities of a particular celebrity and encourage the audience to transfer their admiration for the particular actor, musician or sports star to the product.

## **Funny**

Make the audience laugh so that when they remember the ad, they associate positive feelings with the product.

## **Individuality**

Encourage the audience to celebrate their own style or rebel against what others are doing. This strategy is useful when you want to persuade the audience that the product is cool, stylish or unique.

## **Band Wagon**

Pick words that persuade the audience to buy the product because everybody else does. The audience might buy the product because they want to fit in.

## **Comparison**

Compare your product to an inferior option.

## **Emotions**

Use words that make the audience feel certain emotions, such as excitement, sadness or fear.

## **Glitter**

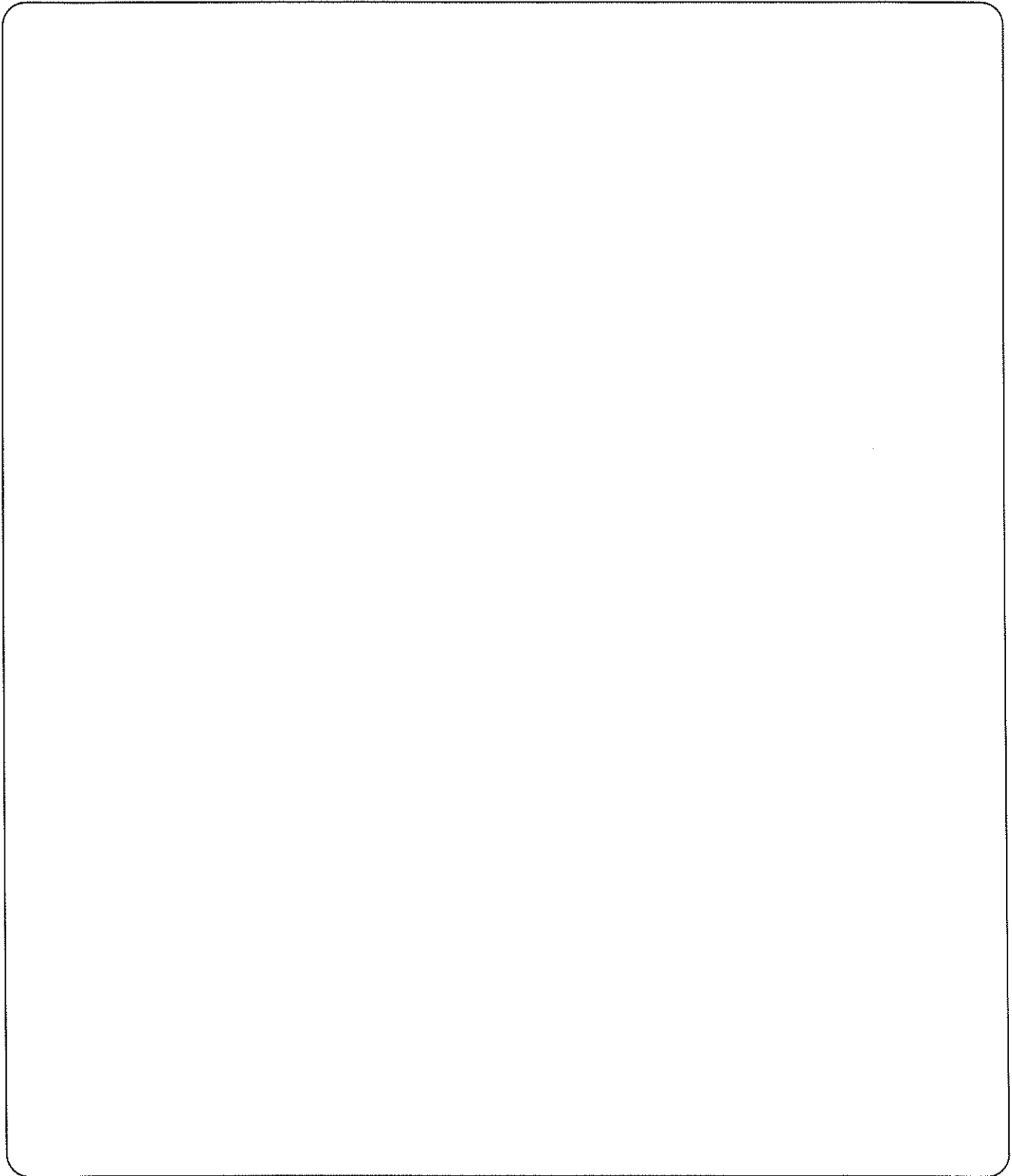
Use words that have a positive meaning for the audience. They may associate the words with the product.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Poster Challenge

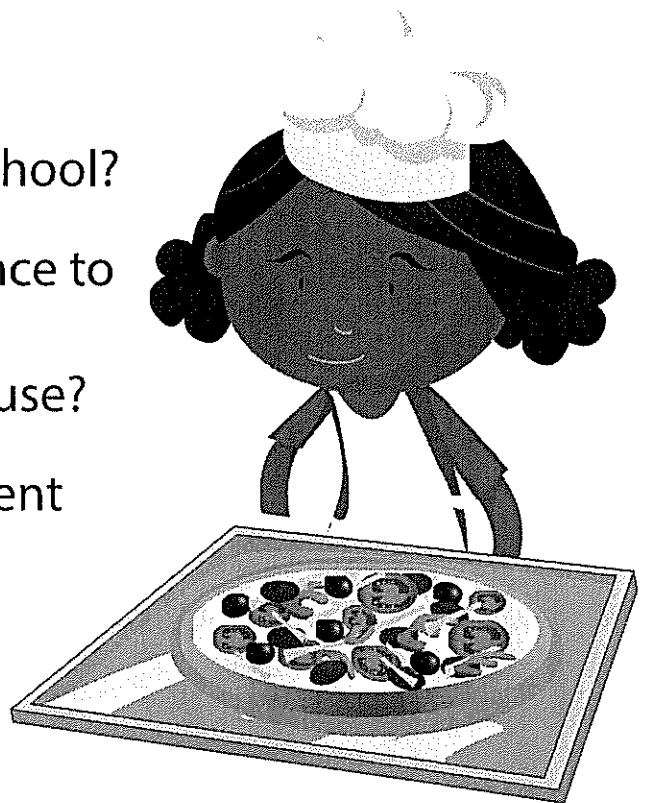
Regular physical activity is an important part of getting healthy and staying healthy. Design a poster to encourage your fellow classmates to exercise every day.



# Advertising Challenge

You are working at an advertising agency and a client has asked you to design a magazine ad for a new healthy cooking school opening in the city. Design your ad on a blank sheet of paper.

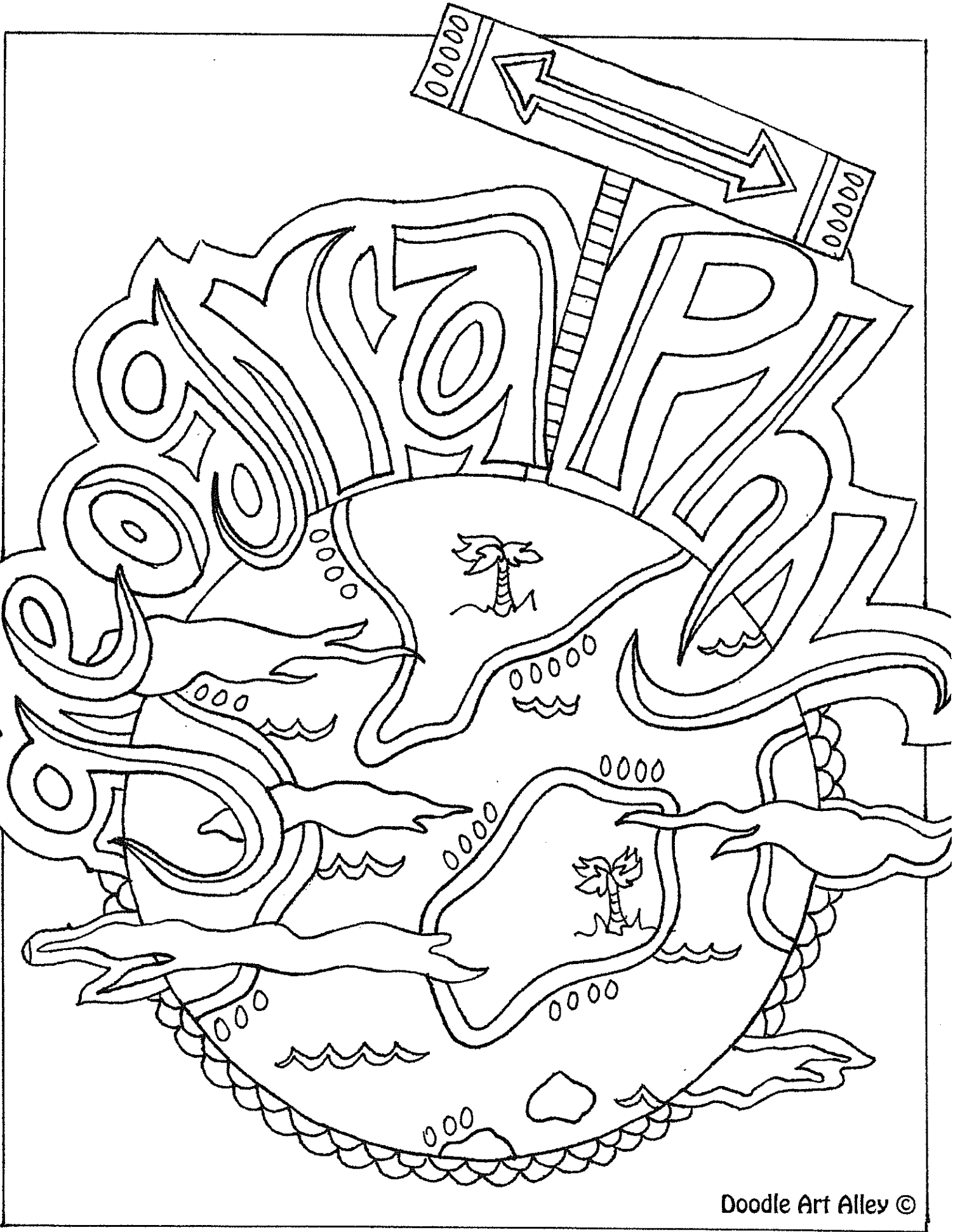
- Who will the audience be?
- What is the name of the cooking school?
- How will you persuade your audience to attend the cooking school?  
What advertising strategy will you use?
- How will you make the advertisement eye catching?
- Remember to check your spelling and grammar.



## EVALUATION

Now it's time for you to present your advertisement to the client. This is called a pitch. In a pitch, you have to convince the client that your ad is the best way for them to spend their advertising budget.

- Who is the audience that your advertisement is aimed at?
- What advertising strategies did you use?
- Why did you choose that advertising strategy?
- Which magazine would you put the advertisement in? Why?



# Do the features of places affect where people choose to live?

People choose to live in places for many reasons. Do you know why you live where you do?

Discuss with your family where you live and why you live there.

The features of places help people to decide where to live. These features can be visible or invisible. Visible features are roads, buildings, trees, rivers and mountains. Invisible features are weather, culture and communities. People choose to live in places for both their visible and invisible features.

Write two visible features that you think people **must** have to live in a place.

---

Write two invisible features that you think people would **like** to have to live in a place.

---

List three human or natural features (visible or invisible) you would like to live near.

---

---


---

Draw a picture showing some of the features of where you live

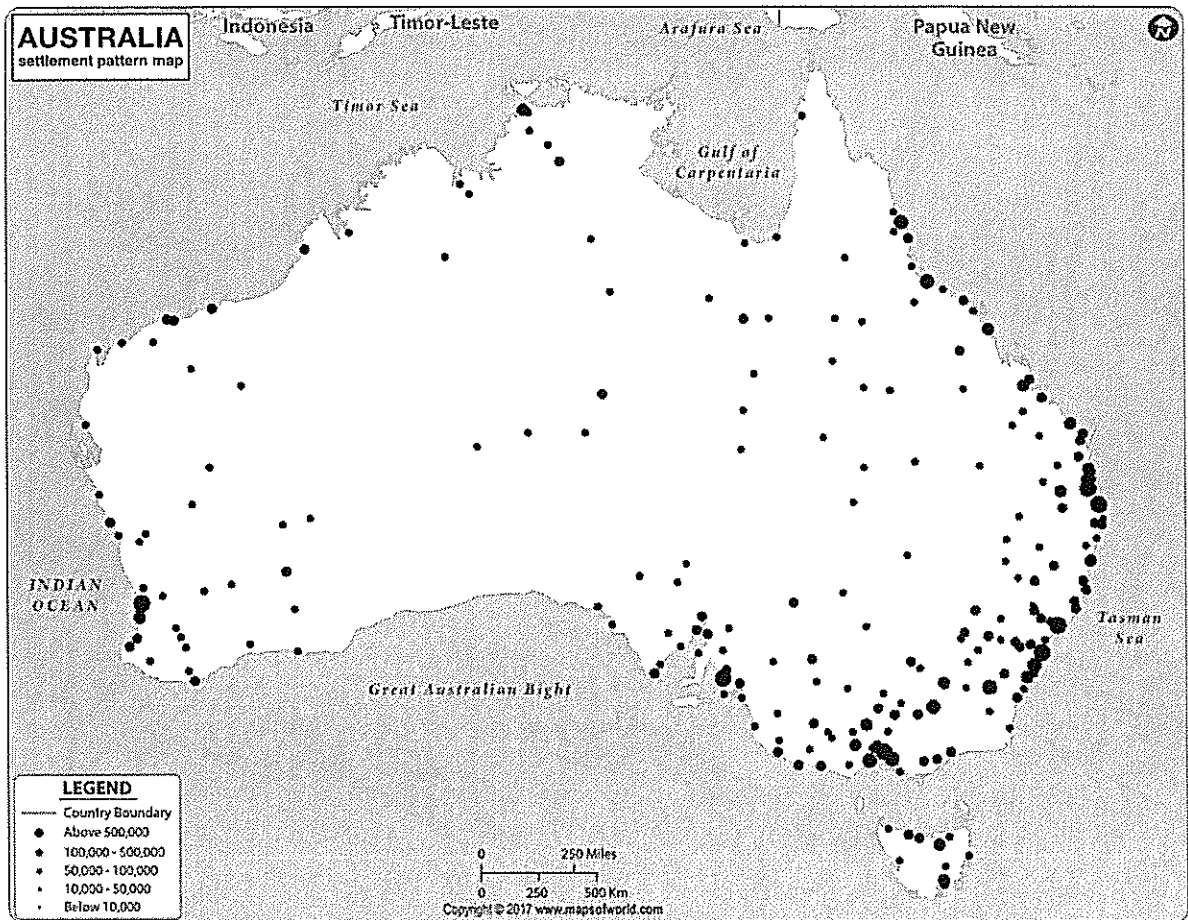


The spaces in Australia can be arranged in many different ways, for example - states and territories, climate zones, Aboriginal Language Groups. This map shows Australia arranged in settlement patterns. A settlement is a place where people choose to build and live.

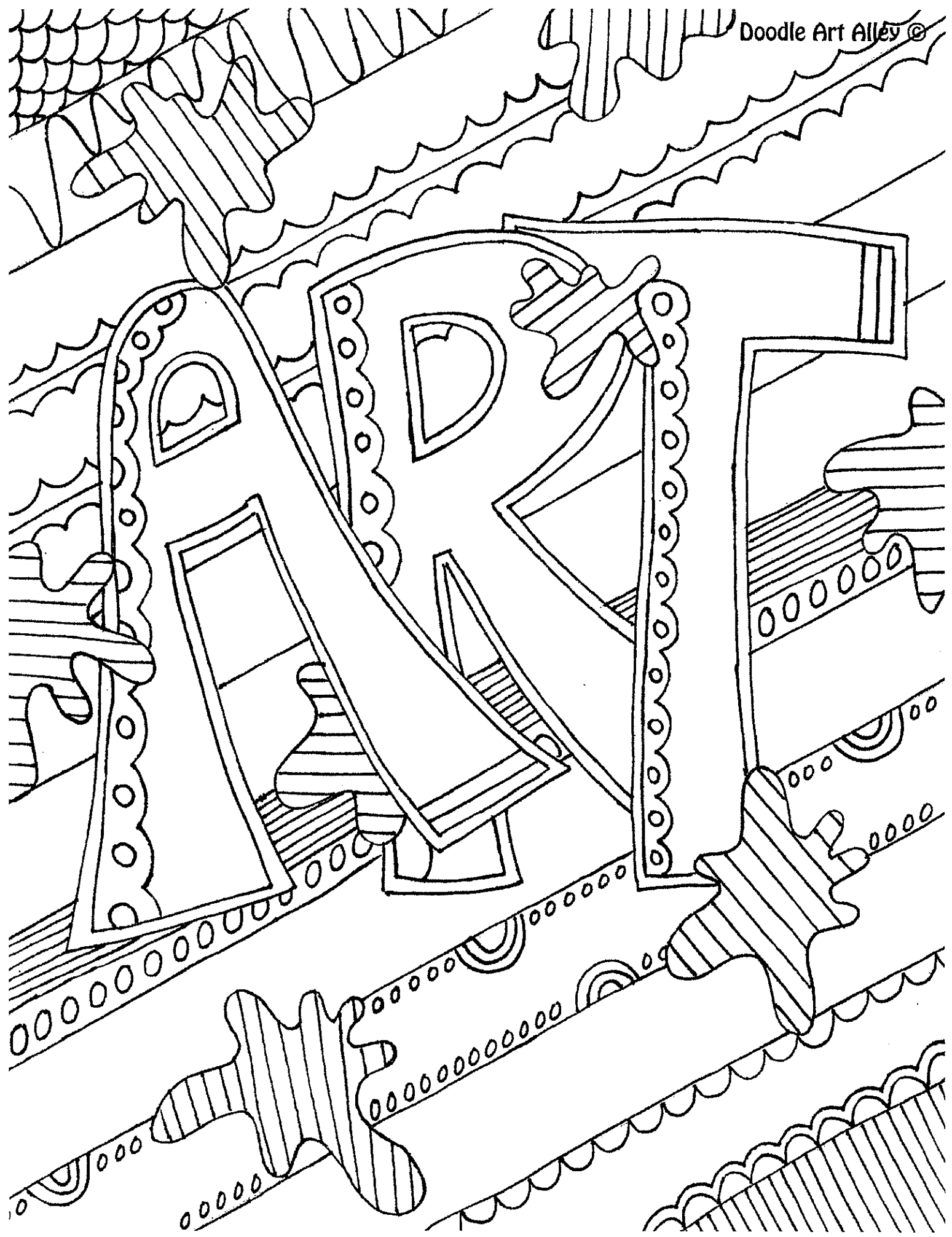
This settlement pattern map shows where people live in Australia. The more dots there are the more people live there.

 Look at the settlement pattern map for Australia. Write three things you learnt by this settlement pattern map.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_



What features would you expect to find in the most populated places? Discuss with your family.



# Package 1 - Year 3 & 4 Subject - Creative arts - Action figures

In this lesson your child will create a sculpture based on a poem.

Things your child will need

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

Ideal

- 'Shadow party' poem (see below) by Sioban Timmer, illustrated by Christopher Nielsen: Copyright: The School Magazine, Blast Off, Issue 2, 2020
- Chalk
- Paper and pencil, crayon or texta
- Aluminium foil
- Black texta, pencil or paint
- [Action figure drawing footage](#)[External link](#)

Back up

- Charcoal, paper and pencil
- Blutak or playdough
- Dark lead pencil such as 2B

Before your child starts

Think about:

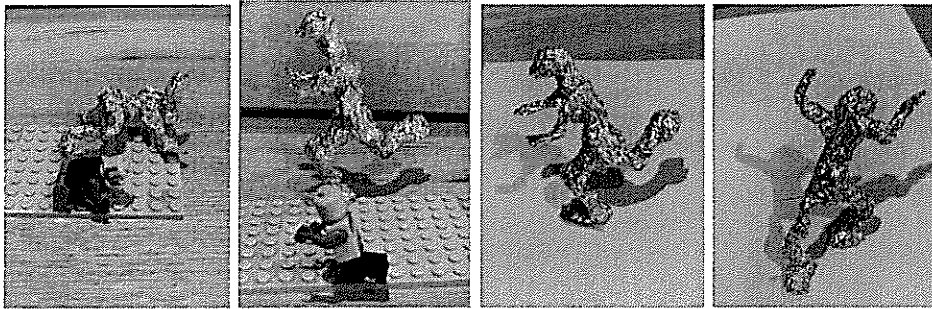
- What is a sculpture and what is figurative art?
- How are shadows made?
- Do I have some materials to make figurative sculptures such as aluminium foil, blutak or playdough?

What your child needs to do

1. Read the 'Shadow party' poem with your child (see below).
2. Discuss with your child what the poem means. What do they know about shadows?
3. On a sunny day or in a dark room with a torch, explore the shadows they can create.
4. Ask your child to create a pose for you to copy which represents some sort of movement. Ask them to trace the shadow with chalk on the ground. If indoors, use an action figure of Lego character and trace with paper and pencil.

What your child can do next

1. Using either Lego characters, a doll or any other figure item available (such as an action figure), ask your child to model the body shape created earlier as exactly as possible.
2. Your child should then recreate this movement pose using aluminium foil to create a 3D sculpture.



1. After creating this sculpture, your child should explore its shadow. They can then draw or trace the shadow of their sculpture and fill it in using black texta, pencil or paint so it looks like a permanent shadow or shadows. It is a good idea to sticky tape or blutak the figure prior to this tracing process.

Options for your child

Activity too hard?

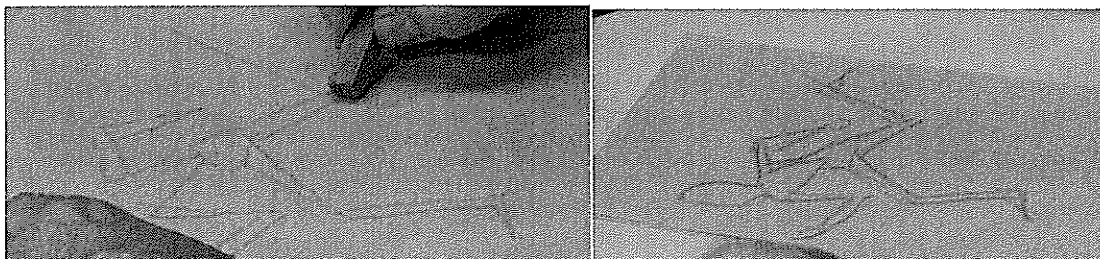
Watch shadows throughout the day. Use figurines to explore body shapes and shadows.

Activity too easy?

Create larger sculptures or a family of sculptures and explore their shadows.

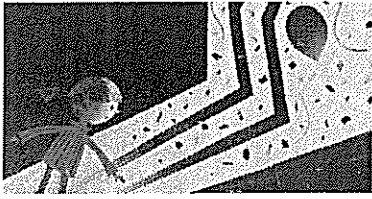
Extension/additional activity

Using [this draw and print figurative footage](#)<sup>External link</sup> (select the link) of action figurative drawing to take this activity further and draw action figures. The focus here is the body or figure drawing not on the face.

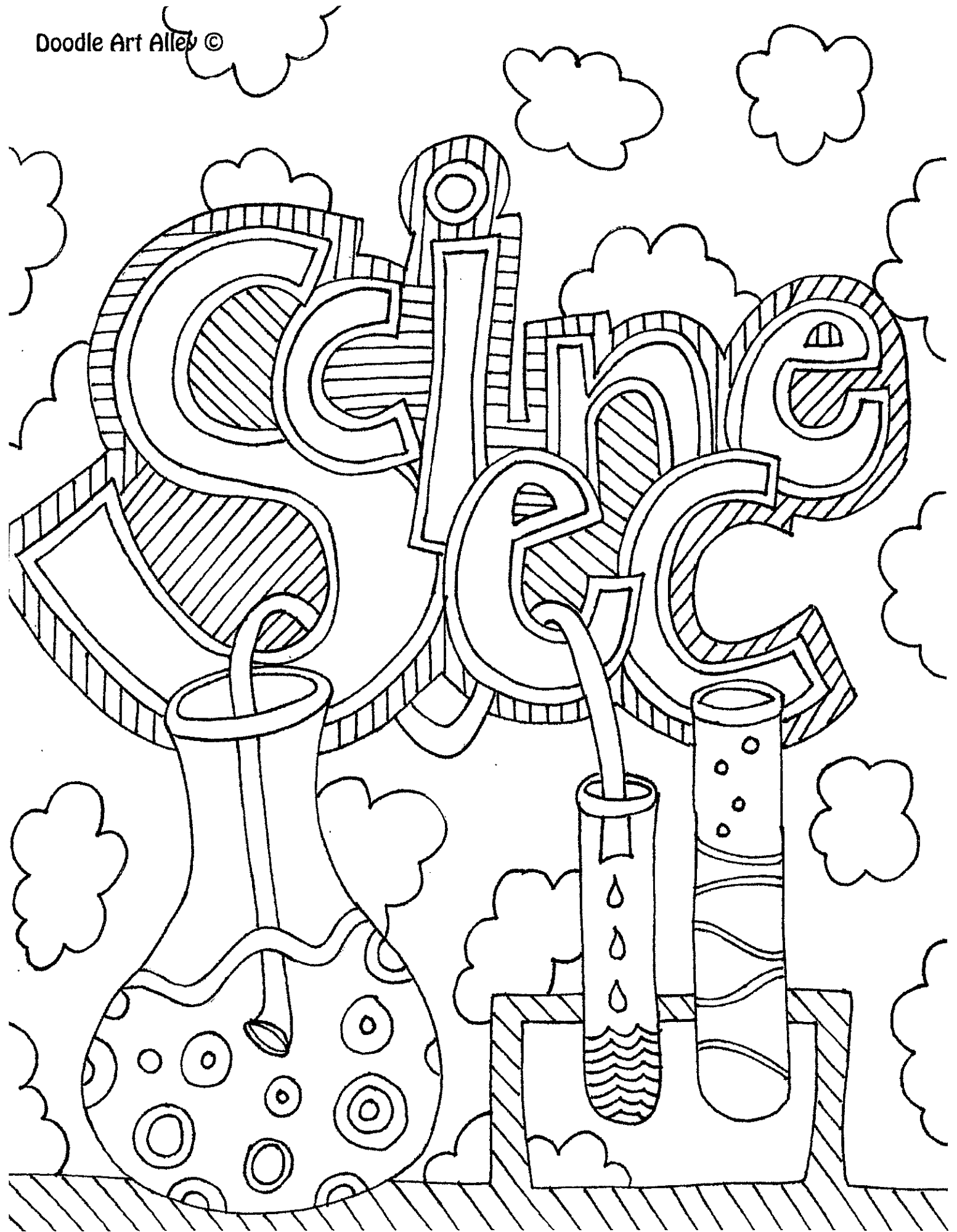


'Shadow party' Poem by Sioban Timmer, illustrated by Christopher Nielsen

Copyright: The School Magazine, Blast Off, Issue 2, 2020



'People think that shadows go  
Each time we lose the light  
But that's when shadows party—  
When the daytime turns to night  
We just assume our silhouette  
Is waiting for our call  
But when we close our eyes at night  
Well, they're not there at all  
In sunshine they just copy (Which can really be a bore)  
But free to roam within the dark  
They dance and fly and soar  
The darkness makes it possible  
For them to leave your side  
And when our shadows get the chance  
They wander far and wide  
So every night while you're in bed  
And sleep is close to hand  
You can dream about your shadow  
Dancing free across the land.'

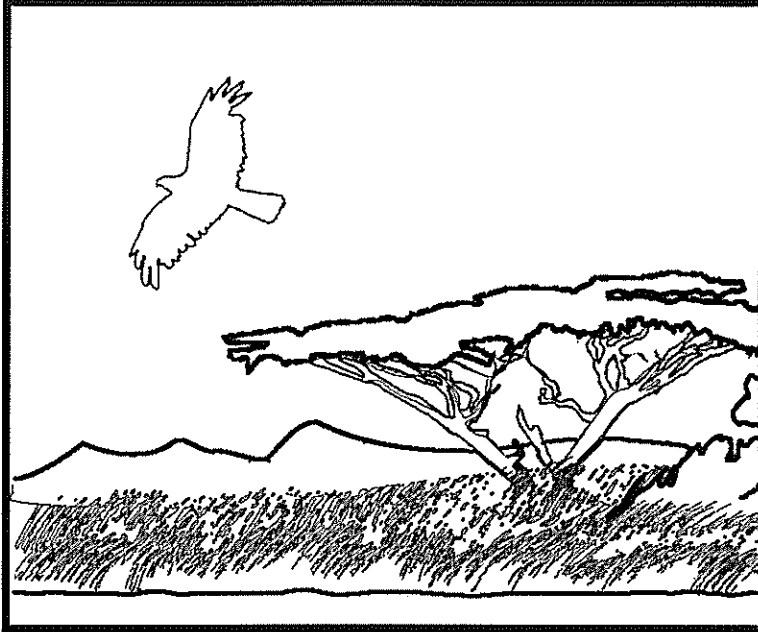


**Task:**

# Design an Animal

That would survive in a...

## Grassland



### **Rainfall:**

Grasslands have a wet season and a dry season. There is not enough rain for trees to grow in great numbers. Grasslands are covered in grass and grass-like plants, with trees scattered about.

### **Climate:**

Grasslands are warm most of the year round.

### **Animals:**

Many grazing animals and their predators live in grasslands.

### **Think:**

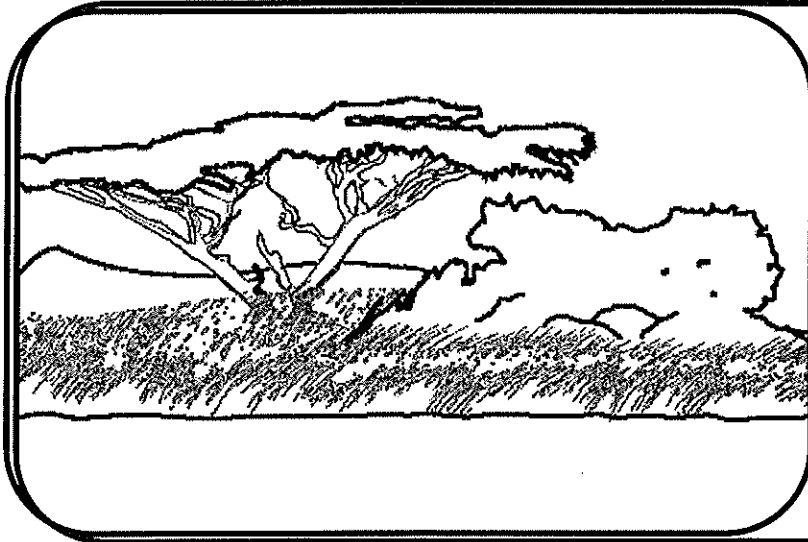
What food or plants will your animal eat?

What predators does your animal have?

What features will your animal need?

Draw your animal. Label its features, explaining how they would help it survive.

Habitat: \_\_\_\_\_



Description of Habitat  
(temperature, rainfall, plants, animals)

Choose one animal that lives in this habitat.

\_\_\_\_\_

Draw. Label the features it has that help it survive in this habitat.

How does this habitat help the animal survive?