


# Framework for Teaching – Year 3, Week 4 OFFLINE

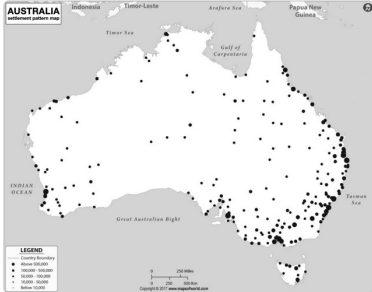
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1<sup>st</sup> Session</b>	<p><u>Reading</u> Choose a book to read.</p> <p><b>Task 1</b> Find a word in the text that can be replaced by another word (synonym).</p> <p>Write the word and a list of synonyms.</p> <p><b>Task 2</b> Find some words in the text that have an opposite (antonym).</p> <p>Write all the words and their opposites.</p> <p><u>Writing</u> <b>Task 1</b> Choose an Olympic athlete who is competing in Tokyo and complete an Athlete Profile for them.</p> <p>Include: - Name - Main sport competing in - Country they are representing - Personal best - Medals so far</p>	<p><u>Reading</u> <b>Task 1</b> Imagine you are an Aboriginal man or woman. You have just seen Captain Cook and his men arrive on your land.</p> <p>Write a diary entry sharing your thoughts and feelings about how this makes you feel and what you think they might be here for.</p> <p><u>Writing</u> Read through the information and example of a Haiku poem:</p> <p>PURPOSE Haiku poems describe a particular topic. STRUCTURE Haiku poems have three lines. The first and third lines have five syllables, and the second line has seven syllables.</p> <p>EXAMPLE: THE ROSE <i>Petals red as blood</i> <i>Fragrant perfume fills the air</i> <i>A delicate rose</i></p>	<p><u>Reading</u> <b>Task 1</b> In 1770, James Cook and his men made first contact with the Aboriginal and Torres Strait Islander peoples of Australia.</p> <p>Write a role play script outlining what might have happened at this encounter.</p> <p>Note: The British explorers and the first inhabitants were unable to understand each other. The Australians were very wary of their new visitors.</p> <p><u>Writing</u> Read through the information and example of a Cinquain poetry:</p> <p>PURPOSE Cinquain poems describe a particular topic. STRUCTURE Cinquain poems have five lines. Each line uses descriptive words and phrases to create images of the topic.</p>	<p><u>Reading</u> Read the information below about Terra Nullius:</p> <p>Terra Nullius' was a phrase used to describe a land that was empty of people.</p> <p>When James Cook and his men explored the coastline of Australia in 1770, they made some contact with the Aboriginal and Torres Strait Islander peoples (even though this was not overly successful).</p> <p>Even though Cook had drawings and other detailed information about encounters he had with the first inhabitants of Australia, he told the British government on his return to England that Australia was a Terra Nullius.</p> <p>Using the information presented from Cook, the British government decided that Australia would be a suitable place for England to send their convicts. They decided to establish a penal colony in a place which they believed was 'nobody's</p>	<p><b>ZOOM MEETINGS</b> - S2L: 10:30 am - S2G: 11:00 am</p> <p><u>Reading</u> Homophones are words that sound the same as another word but have a different meaning.</p> <p><b>Task 1</b> Circle the correct homophone in the following sentences:</p> <ol style="list-style-type: none"> <li>Freddie is not allowed/aloud to come to my birthday party next week.</li> <li>The polar bare/bear has many adaptations which help it to survive.</li> <li>My cousin served a magnificent five coarse/course dinner at her wedding.</li> <li>The luxury suite/sweet at the Hilton was often occupied by celebrities.</li> <li>Jessica loved her class novel so much that she red/read it in one night.</li> <li>Our new/knew car looked</li> </ol>

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<p>- List any interesting facts about them.</p>	<p><b>Task 1</b> Write two of your own Haiku poems about two topics of your choice.</p> <p>Here are some topic examples: Ocean, the sky, favourite animal, forest, favourite character, someone you love.</p>	<p>EXAMPLE: SNOWFLAKES <i>Snowflakes</i> <i>Graceful, intricate</i> <i>Floating, dancing, falling</i> <i>Perfect in their uniqueness</i> <i>Flawless</i></p> <p><b>Task 1</b> Write your own Cinquain poem about a topic of your choice.</p> <p>Here are some example topics: The sun, the moon, a leaf, a tree, a seed, tears, a fruit.</p>	<p>land'.</p> <p><b>Task 1</b> Make a list of reasons why you think Captain James Cook made the British government believe that Australia was Terra Nullius.</p> <hr/> <p><u>Writing</u> <b>Task 1</b> Choose a book that you have read recently and complete a Book Review for it.</p> <p>Include in your review:</p> <ul style="list-style-type: none"> <li>- Title and author of the book.</li> <li>- A brief summary of what happens in the book (two to three sentences summing up the storyline, without giving away the ending).</li> <li>- What you liked / disliked most about this book and why (two to three sentences).</li> <li>- Would you recommend this book? Why / why not?</li> <li>- How many stars out of five would you rate this book?</li> </ul>	<p>very impressive when compared to our old one.</p> <ol style="list-style-type: none"> <li>7. Unfortunately, the whether/weather is going to be awful for sports day.</li> <li>8. I have never been inside a prison sell/cell, nor do I ever want to be!</li> <li>9. Elijah waited in the rain/reign to be picked up from school.</li> <li>10. I have always thought that you're/your the most caring person I know.</li> </ol> <p><b>Task 2</b> Use a dictionary to find the definitions of the following homophones:</p> <ol style="list-style-type: none"> <li>1. Counsel</li> <li>2. Council</li> <li>3. Current</li> <li>4. Currant</li> <li>5. Cygnet</li> <li>6. Signet</li> <li>7. Draft</li> <li>8. Draught</li> </ol> <hr/> <p><u>Writing</u> Read the information and example of a shape poem.</p> <p><b>PURPOSE</b> Shape poems describe a particular object.</p> <p><b>STRUCTURE</b> Shape poems are written in the shape of the object they describe. They have no other formal structure.</p>

Monday		Tuesday		Wednesday		Thursday		Friday	
								<p>EXAMPLE: RAINDROPS</p> <p>A raindrop slips down my silent face. It falls so gently off my cheek. Now gone.</p> <p><b>Task 1</b> Write your own shape poem about an object of your choice and present it in the shape of the object you have chosen.</p> <p>Here are some example objects: tree, rainbow, sun, chocolate, lollipop, trampoline, car.</p>	
<b>Break</b>	Break	Break	Break	Break	Break	Break	Break	Break	Break
<b>2<sup>nd</sup> Session</b>	<p><u>Mathematics</u> <b>Warm-up</b> Write out your 3 times tables.</p> <p>Get out your fraction wall from last week to complete.</p> <p><b>Task 1</b> Continue working on your fraction wall:</p> <ul style="list-style-type: none"> <li>• Create equal strips of paper by ruling rows 1 ruler width.</li> <li>• Divide one strip into twelfths by: <ul style="list-style-type: none"> <li>○ Halving a sixth</li> <li>○ Sixthing a half</li> <li>○ Quartering a third</li> <li>○ Thirding a quarter</li> </ul> </li> </ul>	<p><u>Mathematics</u> <b>Warm-up</b> Number busting: 1325.</p> <p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>• Have identical shapes of paper, for example, squares or circles.</li> <li>• Divide the shapes into halves, quarters, eighths, thirds, sixths, twelfths, fifths and tenths.</li> <li>• Explain how you have created each fraction.</li> </ul> <p><b>Task 2</b> Complete these problem-solving questions:</p>	<p><u>Mathematics</u> <b>Warm-up</b> Write out your 4 times tables.</p> <p>Read the information below about the numerator:</p> <p>The top number in a fraction is called the numerator. It shows how many parts we have.</p>  <p><b>Task 1</b></p>	<p><u>Mathematics</u> <b>Warm-up</b> Number busting: 9999.</p> <p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>• Have a group of counters, or anything you have around the house of similar size.</li> <li>• Divide the counters into: <ul style="list-style-type: none"> <li>○ Halves</li> <li>○ Quarters</li> <li>○ Eighths</li> <li>○ Fifths</li> <li>○ Tenths</li> <li>○ Thirds</li> <li>○ Sixths</li> <li>○ Twelfths</li> </ul> </li> <li>• Record the fraction, for</li> </ul>	<p><u>Mathematics</u> <b>Warm-up</b> Number busting: 423.</p> <p><b>Task 1</b> Create your own dream restaurant! What food and drinks will you serve?</p> <ul style="list-style-type: none"> <li>• Design a simple menu, listing the food and drinks for sale and include prices.</li> <li>• How much will it cost if a customer orders the cheapest drink and food item from your menu?</li> <li>• How much will it cost if a customer order the most expensive drink and food</li> </ul>				

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<ul style="list-style-type: none"> <li>Place the twelfths under the sixths from the previous lesson to continue the fraction wall. (TWELFTHS)</li> </ul> <p><b>Task 2</b> Complete these problem-solving questions:</p> <ol style="list-style-type: none"> <li>Carol divided her paper into 2 equal parts. What fraction did Carol create?</li> <li>Carol divided her paper in half, then in half again. What fraction did Carol create?</li> <li>Carol divided her paper in half, then in half again, then in half again. What fraction did Carol create?</li> </ol> <p>Remember to show all working out.</p>	<ol style="list-style-type: none"> <li>Mark wanted to divide his shape into tenths. He divided his shape in half. What could Mark do to create tenths from his half?</li> <li>Mark wanted to divide his shape into tenths. He divided his shape in fifths. What could Mark do to create tenths from his fifths?</li> <li>Mark wanted to divide his shape into twelfths. He divided his shape in quarters. What could Mark do to create twelfths from his quarters?</li> </ol> <p>Remember to show all working out.</p>	<ul style="list-style-type: none"> <li>Select fractions from your fraction wall.</li> <li>Pick six or more of the fractions, for example <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>Record the fraction.</li> <li>Highlight the numerator.</li> <li>What does it tell you?</li> <li>Complete this for all six (or more) fractions.</li> </ul> <p><b>Task 2</b> Complete these problem-solving questions:</p> <ol style="list-style-type: none"> <li>Betty divided a shape into 5 parts and kept 3 parts. What fraction did she keep?</li> <li>Betty divided a shape into 10 parts and kept 4 parts. What fraction did she keep?</li> <li>Betty divided a shape into 6 parts and gave away 2 parts. What fraction did she keep?</li> <li>Betty had 12 pencils. She divided her pencils into 3 groups. She kept 2 of the groups. What fraction did she keep?</li> <li>Betty had 10 pencils. She divided her pencils into 5 groups. She kept 3 of the groups. What fraction did she keep?</li> <li>Betty had 10 pencils. She divided her pencils into 5 groups. She gave away 2 of the groups. What fraction did she keep?</li> </ol> <p>Remember to show all working</p>	<p>example <math>\frac{1}{2}</math>.</p> <ul style="list-style-type: none"> <li>Highlight the numerator.</li> <li>What does it tell you?</li> </ul> <p><b>Task 2</b> Complete these problem-solving questions:</p> <ol style="list-style-type: none"> <li>Will coloured <math>\frac{4}{10}</math> of his shape blue. What would the shape look like?</li> <li>Will coloured <math>\frac{5}{6}</math> of his shape blue. What would the shape look like?</li> <li><math>\frac{2}{12}</math>'s of Will's shape was NOT coloured blue. What could his shape look like?</li> <li><math>\frac{2}{5}</math>'s of Harry's pencils were blue. What could his group of pencils look like?</li> <li><math>\frac{5}{6}</math>'s of Harry's pencils were blue. What could his group of pencils look like?</li> <li><math>\frac{2}{5}</math>'s of Harry's pencils were NOT blue. What could his group of pencils look like?</li> </ol> <p>Remember to show all working out.</p>	<p>item from your menu?</p> <ul style="list-style-type: none"> <li>How much would it cost for a customer to order your entire menu?</li> </ul> <p>Remember to show all working out.</p>

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<b>Break</b>	Break	Break	Break	Break	Break						
<b>3<sup>rd</sup> Session</b>	<p><u>History</u> <b>Task 1</b> Read the secret instructions given to Captain Cook for his 1768 voyage:</p> <p><i>Whereas the making Discoveries of Countries hitherto unknown, and the Attaining a knowledge of distant Parts which though formerly discover'd have yet been but imperfectly explored, will redound greatly to the Honour of this Nation as a Maritime Power, as well as to the Dignity of the Crown of Great Britain, and may tend greatly to the advancement of the Trade and Navigation thereof; and Whereas there is reason to imagine that a Continent or Land of great extent...</i></p> <p><i>If you discover the Continent mentioned above... You are to employ yourself diligently in exploring as great an Extent of the Coast as you can... and are also carefully to observe the Nature of the Soil, and the Products thereof; the Beasts and Fowls that inhabit or frequent it, the Fishes that are to be found in the Rivers or upon the Coast and in what Plenty and in Case you find any Mines, Minerals, or valuable Stones you are to bring home Specimens of each, as also such Specimens of</i></p>	<p><b>ZOOM MEETINGS</b> - S2L: 2:00 pm - S2G: 2:30 pm</p> <p><u>Science &amp; Technology</u> Topic - Material World</p> <p>Focus Question: What is everything made from? Part 2</p> <p>Everything is made of matter. Solids, liquids, and gases are the three main states of matter.</p> <p><b>Task 1</b> Read the claim about states of matter, then complete the Claim, Support, Question thinking routine.</p> <p>Claim: We can't survive without all three states of matter</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>Write at least three reasons to support this claim:</td> <td>- - -</td> </tr> <tr> <td>What question do you have about this claim?</td> <td></td> </tr> </tbody> </table>	Question	Answer	Write at least three reasons to support this claim:	- - -	What question do you have about this claim?		<p><u>Geography</u> Focus Question: Do the features of places affect where people choose to live?</p> <p><b>Task 1</b> Discuss with a family member where you live and why you live there.</p> <p><b>Task 2</b> Read the information below:</p> <p>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.</p> <p>Answer the questions:</p> <ul style="list-style-type: none"> <li>Write two visible features that you think people must have to live in a place.</li> <li>Write two invisible features that you think people would like to have to live in a place.</li> <li>List three natural or human features that you would like to live near.</li> </ul>	<p><u>PDH</u> Read through the following information about safe keeping and use of medicines in the home:</p> <ul style="list-style-type: none"> <li>Always store medicines in a cupboard that is out of reach of children and ideally locked.</li> <li>Never leave medicines laying around in reach of children.</li> <li>Always secure bottle lids of medicines.</li> <li>Only an adult that I trust can give me medicine.</li> <li>I only take my own medicine.</li> <li>I always take the correct dosage.</li> </ul> <p><b>Task 1</b> Using this information, create a poster that can be displayed in a First Aid area to educate about the safe use of medicine.</p> <p><u>Sport</u> <b>Task 1</b> Create a new Olympic event that can be part of the Olympic Games. It can be a new sport/track or field event where people will compete for the gold medal!</p> <p>Write down the instructions for your Olympic event.</p>	<p><u>Creative Arts</u> <b>Task 1</b> Make a class mascot to represent you at the Olympic Games.</p> <p>The requirements:</p> <ul style="list-style-type: none"> <li>Use recycled materials.</li> <li>Try to create it so that you can wear it.</li> </ul> <p><u>Wellbeing</u> <b>Task 1</b> Go outside and find a small area where you can walk in a line for five steps, then turn and walk back again, without interruption (you may like to take off your shoes and socks).</p> <p>Stand still and straight. Take three slow, deep breaths in and out.</p> <p>Take five steps in one direction, walking slowly and noticing how your body moves with each step.</p> <p>Listen to the sounds around you and the sound your feet make on the ground. Try not to change the way you walk, but instead just notice how your body naturally moves.</p>
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<p><i>the Seeds of the Trees, Fruits and Grains...</i></p> <p><i>You are likewise to observe the Genius, Temper, Disposition and Number of the Natives, if there be any and endeavour by all proper means to cultivate a Friendship and Alliance with them, making them presents of such Trifles as they may Value inviting them to Traffick, and Shewing them every kind of Civility and Regard; taking Care however not to suffer yourself to be surprised by them, but to be always upon your guard against any Accidents.</i></p> <p><i>You are also with the Consent of the Natives to take Possession of Convenient Situations in the Country in the Name of the King of Great Britain: Or: if you find the Country uninhabited take Possession for his Majesty by setting up Proper Marks and Inscriptions, as first discoverers and possessors.</i></p> <p>Answer:</p> <ul style="list-style-type: none"> <li>• Officially he was on a scientific trip, but there were other secret reasons for his journey. Can you find at least 3 reasons?</li> <li>• List some of the things Captain Cook was instructed to do on finding the unknown Great Southern Land.</li> </ul>	<p><b>Task 2</b></p> <p>Sometimes gases are given a smell. Think of at least two reasons why this might be useful?</p>	<p><b>Task 3</b></p> <p>Read the information below:</p> <p>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.</p> <p>Look at this settlement pattern map of Australia. The more dots there are, the more people live there.</p>  <ul style="list-style-type: none"> <li>• Write three questions that you think could be answered by this settlement pattern map.</li> <li>• What features would you expect to find in the most populated places?</li> </ul>		<p><b>Task 2</b></p> <p>Answer these questions:</p> <ul style="list-style-type: none"> <li>• What does the ground feel like under your feet?</li> <li>• When you take a step, which part of your foot touches the ground first?</li> <li>• Does your body feel heavy or light today?</li> <li>• Are you slouching when you walk or is your back up straight?</li> </ul>

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<ul style="list-style-type: none"> <li>If you had been alive in those days, why would you have wanted to travel?</li> </ul> <p><b>Task 2</b> Read the instructions given to explorer Christopher Columbus by the King and Queen of Spain:</p> <p><i>After you have discovered and acquired the said islands and mainland in the said ocean.... you shall be our Admiral of the said islands and mainland... and from that time forward entitle yourself Don [Lord] Cristobal Colon, and that your sons and successors may likewise entitle and call themselves Don, and Admiral and Viceroy and Governor....</i></p> <p>Answer:</p> <ul style="list-style-type: none"> <li>List the old English words in the letter that you don't know. Use a dictionary to find out what they mean.</li> <li>What did the King and Queen offer Columbus in return for his travels?</li> </ul>				