

**Year 3**

**Remote**

**Teaching**

**Booklet 1**

# Dressing Up a Sentence

Write the original sentence: \_\_\_\_\_

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence: \_\_\_\_\_

The plane flew.

Tom rode his bike.

The rat ate.

The children were playing.

The lady closed the door.

The rabbit hopped.

The flower smelt.

The elephant stomped.

The chef ate.

# Persuasive Planning

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

*Introduction - State your position*



*Argument 1*

*Argument 2*

*Argument 3*



*Reasons, facts and evidence*

*Reasons, facts and evidence*

*Reasons, facts and evidence*



*Conclusion*



# It is important for children to play outside.

## Think:

Do you agree or disagree? Can you think of ideas for both sides of this topic?

## Plan:

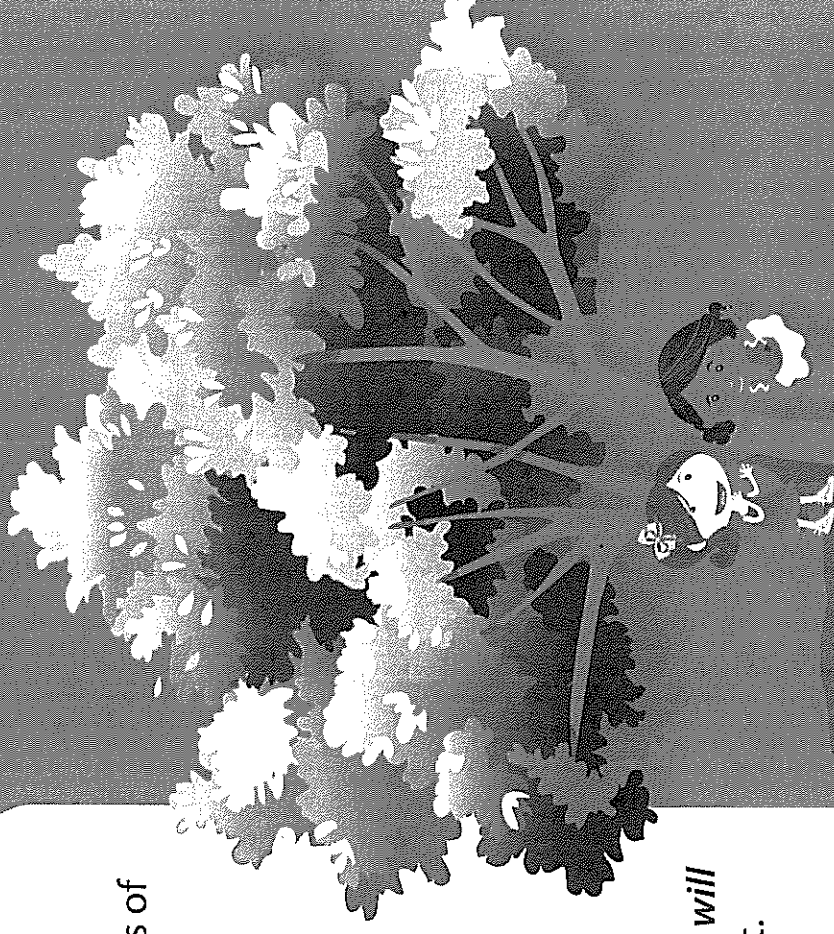
Plan your writing before you begin and decide what your arguments are going to be.

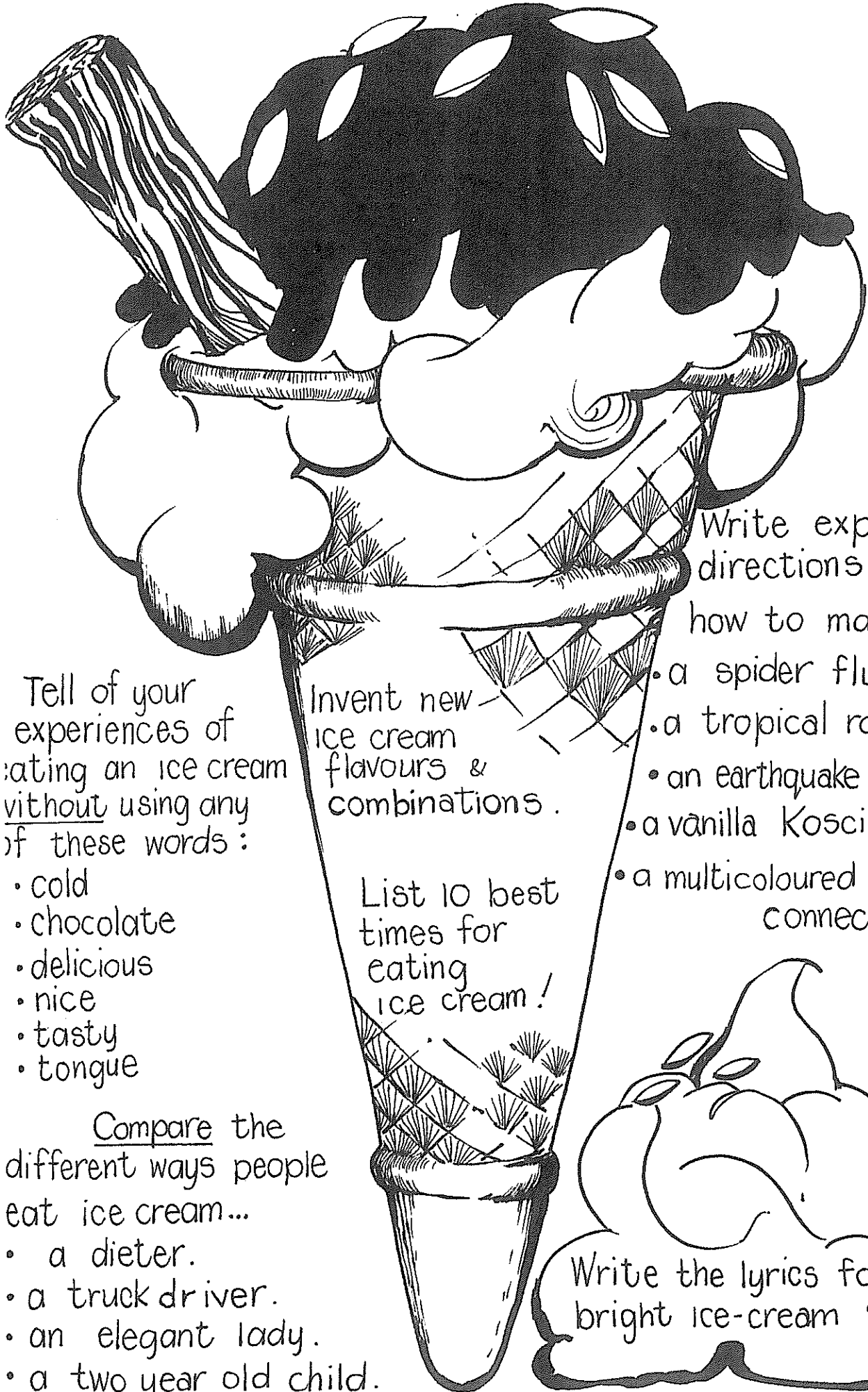
## Remember to include:

- an introduction – clearly state your choice
- your arguments with reasons or examples to explain them
- a conclusion summarising your main points
- strong language that will persuade your reader – **definitely, will**
- paragraphs – start a new paragraph for each new argument.

## Remember to check:

- that your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.





Tell of your experiences of eating an ice cream without using any of these words:

- cold
- chocolate
- delicious
- nice
- tasty
- tongue

Compare the different ways people eat ice cream...

- a dieter.
- a truck driver.
- an elegant lady.
- a two year old child.
- a burglar.

Invent new ice cream flavours & combinations.

List 10 best times for eating ice cream!

Write explicit directions for how to make:

- a spider fluff.
- a tropical rainbow.
- an earthquake parfait.
- a vanilla Kosciusko.
- a multicoloured connection.



Write the lyrics for a bright ice-cream song.



# HAIKU

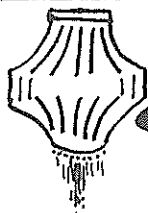
THE TRADITIONAL FORM OF JAPANESE POETRY.

THE FORM IS 3 LINES TOTALLING 17 SYLLABLES.

LINE 1: 5 SYLLABLES

LINE 2: 7 SYLLABLES

LINE 3: 5 SYLLABLES



# LANTERN

## POEMS.

THESE POEMS CONSIST OF SIMPLE SYLLABIC PLANS WITH THE WORDS ARRANGED SO THAT THEY FORM THE SHAPE OF A LANTERN.

Fire  
 Crackling  
 Searing heat  
 Destroying life  
 Death!

LINE 1 - One syllable  
 LINE 2 - Two syllables  
 LINE 3 - Three syllables  
 LINE 4 - Four syllables  
 LINE 5 - One syllable.

# ONOMATOPOEIC

## POEMS are

simply lists of words that describe the sounds of a place or of an event. eg.

## Supermarket

clattering  
 clashing  
 bustling  
 shoving  
 crashing  
 kerrthump  
 kerrthump kerrthump  
 goes my  
 trolley wheel!!

# Captain Ahab's Hunting for a Celebration

activity by Captain Ahab

Captain Ahab just loves to celebrate! Birthdays are his all-time favourite (particularly his own). And travelling onboard the SS *Webweaver* helps him to visit great celebrations all over the world. Can you find these words related to celebrations? They could be dancing upwards, cheering downwards, grooving backwards, jiving forwards and feasting in all four diagonal directions.



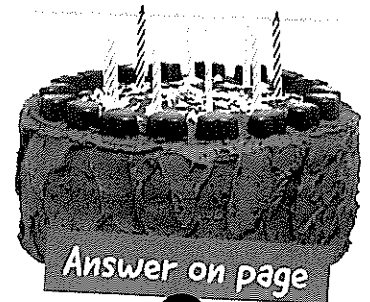
L	A	V	I	T	S	E	F	M	I	L	H
T	S	T	R	E	A	M	E	R	S	A	O
H	H	E	I	L	A	W	I	D	N	R	K
A	A	S	C	G	A	M	E	A	S	A	T
I	N	I	I	I	T	P	H	N	E	M	O
P	U	R	S	O	U	S	O	L	I	A	B
U	K	P	U	N	A	O	D	L	D	N	E
S	K	R	M	H	L	N	O	C	E	A	R
A	A	U	H	L	A	H	A	K	K	V	F
M	H	S	A	C	G	N	I	S	A	A	E
E	O	B	H	A	L	L	A	H	C	M	S
R	C	E	L	E	B	R	A	T	E	I	T

BALLOONS  
CAKE  
CANDLE  
CELEBRATE  
CHALLAH  
DIWALI  
GAME  
HANUKKAH  
HOLI  
LIM FESTIVAL  
MUSIC  
OKTOBERFEST  
RAMA NAVAMI  
ROSH HASHANAH  
SING  
STREAMERS  
SURPRISE  
THAIPUSAM

Draw a ring around each word as you find it, and the leftover letters will spell out the answer to the riddle below ...

Q: Why did the girl hit her birthday cake with a hammer?

A: \_\_\_\_\_ was a \_\_\_\_\_ !



Answer on page

34



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

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

# Applying Reading Strategies

## *The Midnight Thunderstorm*

CRASH!

“What was that?” Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place.

Nervously, she threw back the covers and tiptoed over to her big sister’s bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

“Julia? Are you awake? Julia?” Chrissy gently shook her big sister’s shoulders.

“No, I’m not,” Julia mumbled sleepily. “Go back to bed, Chrissy.”

“I can’t sleep,” Chrissy replied. “Please, can I lie with you for a while?”

Thunderstorms are so scary.”

Julia opened one eye and smiled. “They’re not scary,” she said. “Just noisy. Noise can’t hurt you, Chrissy. Now go back to bed.”

CRASH!

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

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

Chrissy shrieked and jumped into her sister's arms. She laughed. "You really aren't very brave, are you?"

Chrissy shook her head. "So can I stay?"

Julia nodded gently. "But no snoring. And no stealing all the blankets. Deal?"

"Deal," Chrissy replied. She dove under the covers and closed her eyes. Julia's hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.



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

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

# Applying Reading Strategies

## *The Midnight Thunderstorm*

### **Before you read – predicting**

Use the title and picture to predict what you think this text is going to be about.

Discuss your ideas with your teacher and classmates.

### **As you read – monitoring and clarifying**

Highlight any words or phrases that you do not understand in the text.

Discuss the possible meanings of these words with your teacher and classmates.

### **As you read – visualising**

List some of the sights, sounds and smells in Chrissy and Julia's bedroom during the thunderstorm.

Sights	Sounds	Smells



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

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

**As you read – inferring**

Discuss these statements with your teacher and classmates.

- How does Chrissy feel during the thunderstorm? How do you know?
- Do you think Julia is scared of thunderstorms? Why or why not?
- Do you think Chrissy and Julia have a good relationship? Why or why not?

Write a sentence explaining what you think might happen when Chrissy and Julia wake up in the morning.

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**After you read – summarising**

The main idea of a text can be described as the idea that a text is mostly about.

What is the main idea of the text, *The Midnight Thunderstorm*?


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# Narrative Planning Template

Title \_\_\_\_\_

<b>Orientation</b>		
Setting	Characters	Mood
		



<b>Complication</b>



<b>Events and Climax</b>



<b>Resolution</b>

# The rain was pouring down...

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is "The rain was pouring down...."

**Think:**

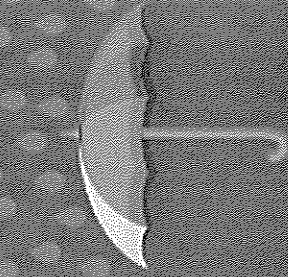
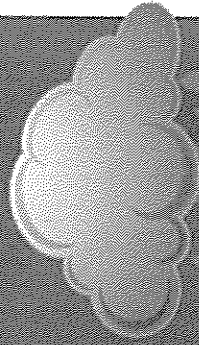
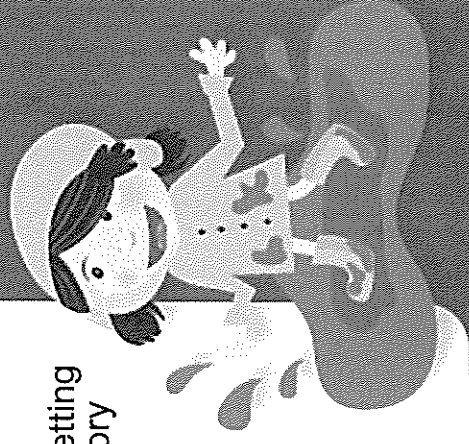
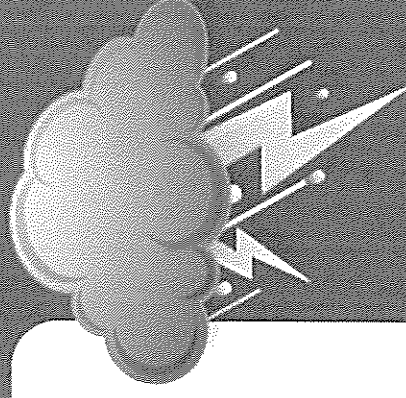
What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

**Plan:**

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

**Remember to check:**

- that your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing



# Dressing Up a Sentence

Write the original sentence: \_\_\_\_\_

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence: \_\_\_\_\_

My sister is sick.

The frog jumped.

The girl tripped.

The pig was flying.

My fish swam.

The baby smiled.



# 100 POINTS of family fun

YOUR CHALLENGE IS TO SCORE A TOTAL OF 100 OR MORE POINTS

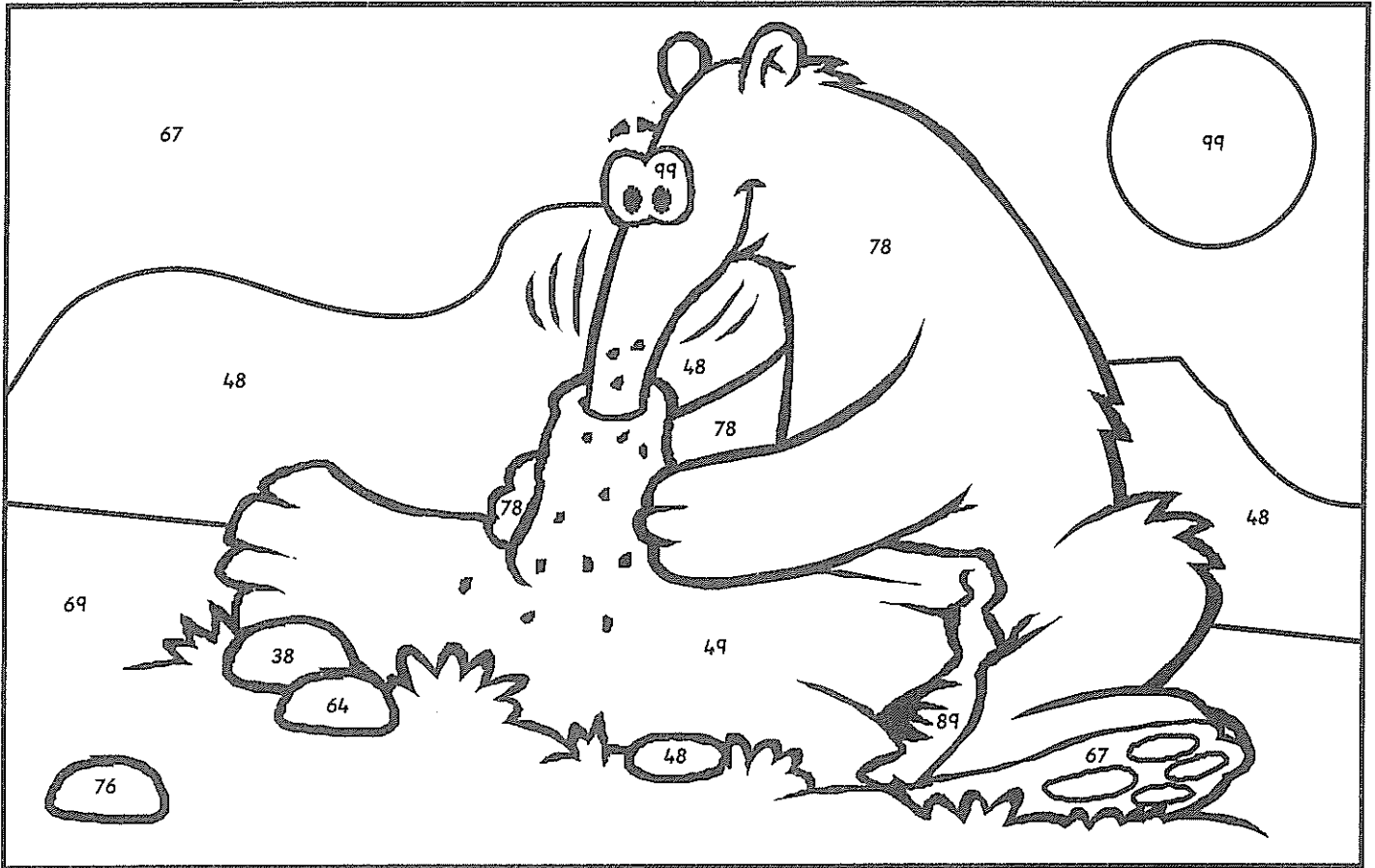
5 POINTS	5 POINTS	10 POINTS	10 POINTS	20 POINTS	20 POINTS	30 POINTS
Help clean up the kitchen after dinner.	Help prepare a family meal.	Read for 15 mins on your own.	Have a paper airplane contest.	Play a family board game.	Read a chapter book with an adult for half an hour	Create a quiz game for your family to play. Have an answer key.
Come up with 3 jokes to share with your family.	Offer to make a drink for someone in your family.	Teach someone in your family how to do something.	Go outside and watch the clouds for 15 minutes with an adult.	Cook a treat with an adult that you and your family can enjoy.	Write a letter or make a card for someone in a local nursing home.	Spend a whole day without any screens or technology.
Share memories of a favourite holiday or event over a meal.	Spend time with your family sharing 2 things you are grateful for.	Write a special note for someone in your family explaining why you love them (secretly leave it for them to find).	Capture 3 moments of family fun on a camera. Print them out and put them somewhere where you can see them.	Build a cubby house with an adult in your family.	Create a jar of compliments for someone in your family. Give it to them at a time you think they need it.	Create a gratitude tree on your fridge where each family member can record something they are grateful for on a sticky note each day.
Play hide and seek inside the house.	Put a family favourite song on really loud and dance together.	Plan a family picnic to have in your front or backyard.	Play a game of cards with someone in your family.	Help fold and put away the washing.	Read a book of your choice and write a book review.	Open a 'family restaurant' where kids decide on the menu, help cook the food and clean up!
Have a staring contest with someone who lives with you.	Watch a movie as a family.	Make up a secret handshake with someone who lives with you. Practise it so you get really good at it.	Build something with a family member: Use a cardboard box, LEGOs, blocks, craft materials etc.	Create a kindness flyer to pin up somewhere in your local community.	Make your bed 4 days in a row.	Clean out your cupboard and prepare a bag of clothes or toys to donate to charity.

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

Write 6 sums  
of your own  
for your friend.

ON THE  
BACK

Addition ~ 2 digits ~ No trading



Look for the numbers more than once and colour the picture.

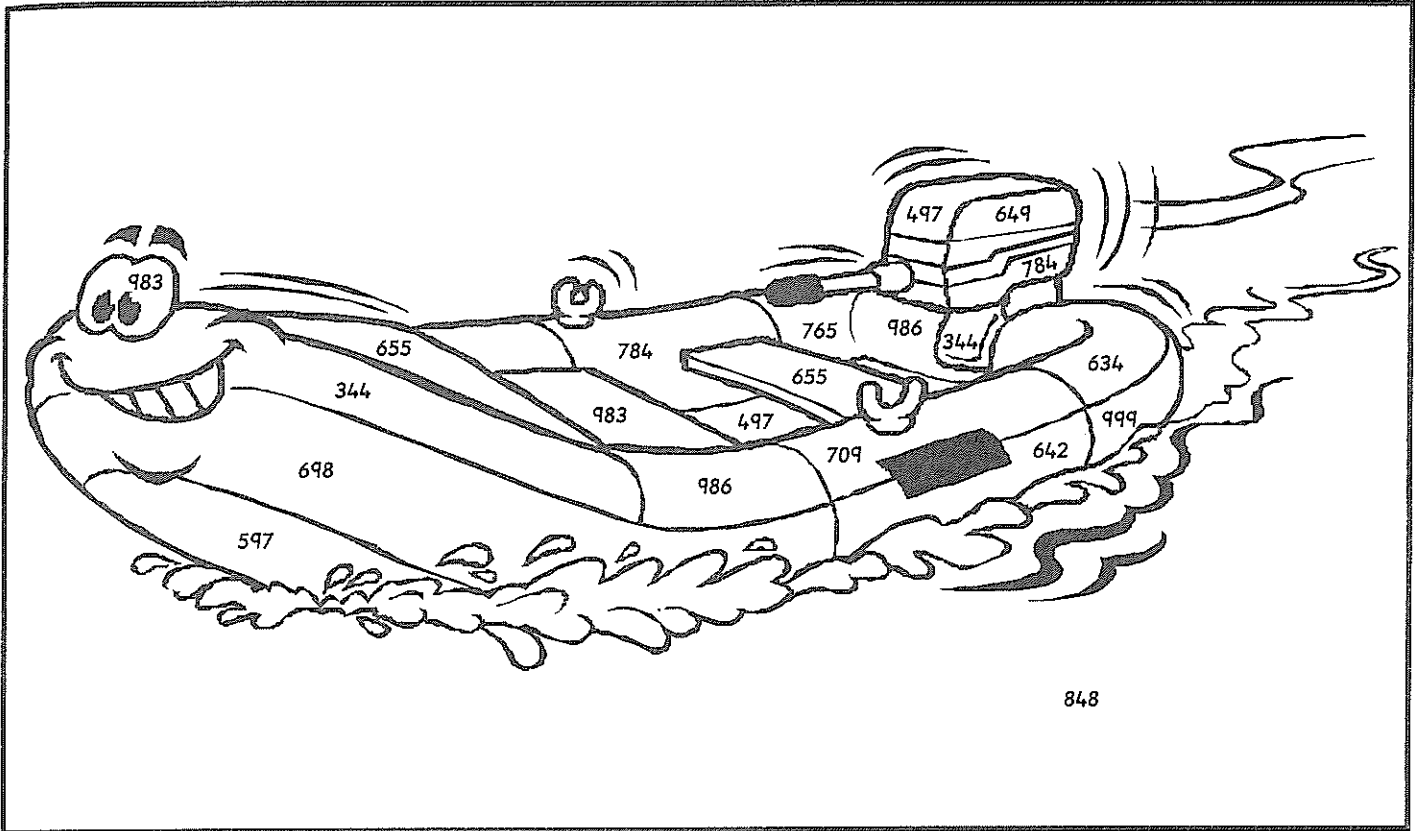
<p>blue</p> $\begin{array}{r} 43 \\ + 24 \\ \hline \end{array}$	<p>green</p> $\begin{array}{r} 32 \\ + 37 \\ \hline \end{array}$	<p>red</p> $\begin{array}{r} 50 \\ + 14 \\ \hline \end{array}$	<p>yellow</p> $\begin{array}{r} 75 \\ + 24 \\ \hline \end{array}$	<p>purple</p> $\begin{array}{r} 33 \\ + 45 \\ \hline \end{array}$
<p>pink</p> $\begin{array}{r} 13 \\ + 25 \\ \hline \end{array}$	<p>orange</p> $\begin{array}{r} 16 \\ + 32 \\ \hline \end{array}$	<p>black</p> $\begin{array}{r} 45 \\ + 44 \\ \hline \end{array}$	<p>brown</p> $\begin{array}{r} 16 \\ + 33 \\ \hline \end{array}$	<p>rainbow</p> $\begin{array}{r} 45 \\ + 31 \\ \hline \end{array}$

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

Write 6 sums of your own for your friend.



Addition ~ 3 digits ~ No trading



848

Look for the numbers more than once and colour the picture.

<p>blue</p> $\begin{array}{r} 444 \\ + 404 \\ \hline \end{array}$	<p>green</p> $\begin{array}{r} 402 \\ + 253 \\ \hline \end{array}$	<p>red</p> $\begin{array}{r} 447 \\ + 202 \\ \hline \end{array}$	<p>yellow</p> $\begin{array}{r} 851 \\ + 132 \\ \hline \end{array}$	<p>purple</p> $\begin{array}{r} 133 \\ + 211 \\ \hline \end{array}$
<p>pink</p> $\begin{array}{r} 282 \\ + 416 \\ \hline \end{array}$	<p>orange</p> $\begin{array}{r} 103 \\ + 494 \\ \hline \end{array}$	<p>black</p> $\begin{array}{r} 412 \\ + 574 \\ \hline \end{array}$	<p>brown</p> $\begin{array}{r} 404 \\ + 305 \\ \hline \end{array}$	<p>rainbow</p> $\begin{array}{r} 350 \\ + 434 \\ \hline \end{array}$
<p>red</p> $\begin{array}{r} 525 \\ + 240 \\ \hline \end{array}$	<p>yellow</p> $\begin{array}{r} 301 \\ + 333 \\ \hline \end{array}$	<p>blue</p> $\begin{array}{r} 801 \\ + 198 \\ \hline \end{array}$	<p>green</p> $\begin{array}{r} 222 \\ + 420 \\ \hline \end{array}$	<p>orange</p> $\begin{array}{r} 265 \\ + 232 \\ \hline \end{array}$



# BASIC FACTS - ADDITION AND SUBTRACTION

## LEVEL 1

A

1.  $8 + 3 = \underline{\quad}$
2.  $7 - 3 = \underline{\quad}$
3.  $5 + 8 = \underline{\quad}$
4.  $4 - 2 = \underline{\quad}$
5.  $7 + 4 = \underline{\quad}$
6.  $6 - 5 = \underline{\quad}$
7.  $9 + 3 = \underline{\quad}$
8.  $5 - 1 = \underline{\quad}$
9.  $7 + 4 = \underline{\quad}$
10.  $6 - 3 = \underline{\quad}$

B

1.  $5 + 6 = \underline{\quad}$
2.  $5 + 8 = \underline{\quad}$
3.  $4 + 3 = \underline{\quad}$
4.  $9 + 3 = \underline{\quad}$
5.  $7 + 7 = \underline{\quad}$
6.  $9 - 4 = \underline{\quad}$
7.  $8 - 4 = \underline{\quad}$
8.  $7 - 5 = \underline{\quad}$
9.  $8 - 2 = \underline{\quad}$
10.  $9 - 4 = \underline{\quad}$

C

1.  $7 - 1 = \underline{\quad}$
2.  $9 - 5 = \underline{\quad}$
3.  $5 - 3 = \underline{\quad}$
4.  $6 - 5 = \underline{\quad}$
5.  $7 - 3 = \underline{\quad}$
6.  $8 + 4 = \underline{\quad}$
7.  $3 + 7 = \underline{\quad}$
8.  $6 + 4 = \underline{\quad}$
9.  $4 + 3 = \underline{\quad}$
10.  $6 + 5 = \underline{\quad}$

D

1.  $8 + 6 = \underline{\quad}$
2.  $9 - 6 = \underline{\quad}$
3.  $5 + 5 = \underline{\quad}$
4.  $4 - 2 = \underline{\quad}$
5.  $6 + 7 = \underline{\quad}$
6.  $7 - 5 = \underline{\quad}$
7.  $3 + 7 = \underline{\quad}$
8.  $8 - 7 = \underline{\quad}$
9.  $2 + 5 = \underline{\quad}$
10.  $7 - 1 = \underline{\quad}$

E

1.  $8 + 5 = \underline{\quad}$
2.  $7 + 3 = \underline{\quad}$
3.  $6 + 9 = \underline{\quad}$
4.  $5 + 5 = \underline{\quad}$
5.  $4 + 7 = \underline{\quad}$
6.  $12 - 7 = \underline{\quad}$
7.  $14 - 4 = \underline{\quad}$
8.  $11 - 9 = \underline{\quad}$
9.  $10 - 7 = \underline{\quad}$
10.  $19 - 5 = \underline{\quad}$

F

1.  $8 + 8 = \underline{\quad}$
2.  $5 + 3 = \underline{\quad}$
3.  $9 + 1 = \underline{\quad}$
4.  $4 + 9 = \underline{\quad}$
5.  $6 + 5 = \underline{\quad}$
6.  $17 - 8 = \underline{\quad}$
7.  $14 - 4 = \underline{\quad}$
8.  $18 - 6 = \underline{\quad}$
9.  $12 - 5 = \underline{\quad}$
10.  $14 - 2 = \underline{\quad}$

G

1.  $6 + 3 = \underline{\quad}$
2.  $9 + 9 = \underline{\quad}$
3.  $2 + 5 = \underline{\quad}$
4.  $7 + 5 = \underline{\quad}$
5.  $2 + 9 = \underline{\quad}$
6.  $4 + 4 = \underline{\quad}$
7.  $9 + 7 = \underline{\quad}$
8.  $5 + 8 = \underline{\quad}$
9.  $1 + 7 = \underline{\quad}$
10.  $7 + 8 = \underline{\quad}$

H

1.  $15 - 7 = \underline{\quad}$
2.  $12 - 9 = \underline{\quad}$
3.  $11 - 4 = \underline{\quad}$
4.  $10 - 5 = \underline{\quad}$
5.  $19 - 4 = \underline{\quad}$
6.  $13 - 6 = \underline{\quad}$
7.  $10 - 7 = \underline{\quad}$
8.  $13 - 7 = \underline{\quad}$
9.  $17 - 5 = \underline{\quad}$
10.  $16 - 8 = \underline{\quad}$

## LEVEL 2

What two numbers add together to make :  
(Do not repeat any pairs)

9

- $$\begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} \end{array}$$

Subtract two numbers to form the number :  
(Do not repeat any pairs)

4

- $$\begin{array}{r} \underline{\quad} - \underline{\quad} \\ \underline{\quad} - \underline{\quad} \\ \underline{\quad} - \underline{\quad} \\ \underline{\quad} - \underline{\quad} \\ \underline{\quad} - \underline{\quad} \\ \underline{\quad} - \underline{\quad} \\ \underline{\quad} - \underline{\quad} \end{array}$$

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

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

## Linking Addition and Subtraction

Addition and subtraction are 'inverse operations'. For every addition number sentence, there is a related subtraction number sentence.

Addition

$$\boxed{20} + \textcircled{30} = \text{hexagon}(50)$$

$$\textcircled{30} + \boxed{20} = \text{hexagon}(50)$$

Subtraction

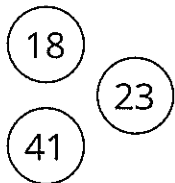
$$\text{hexagon}(50) - \textcircled{30} = \boxed{20}$$

$$\text{hexagon}(50) - \boxed{20} = \textcircled{30}$$

1. Find the addition and subtraction fact families for each group of numbers.

a)

$$\boxed{18} + \boxed{23} = \boxed{41}$$



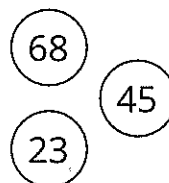
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

b)

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

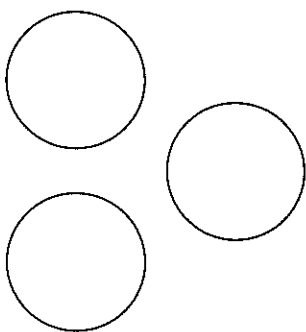


$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

2. Choose another three numbers to create your own fact family.



3. Explain the link between addition and subtraction.

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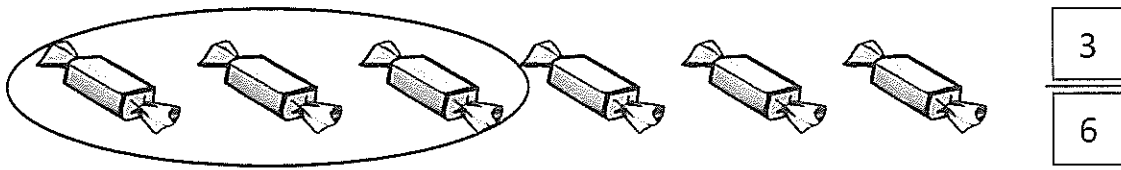
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# Introducing fractions – fractions of a collection

Fractions can show part of a collection. 3 out of 6 lollies are circled.



## 1 What fraction of each group is circled?

a

	out of	
--	--------	--


b

	out of	
--	--------	--


c

	out of	
--	--------	--


d

	out of	
--	--------	--


## 2 Circle the fraction shown:

a

6	out of	8
---	--------	---


b

4	out of	6
---	--------	---


c

3	out of	9
---	--------	---


d

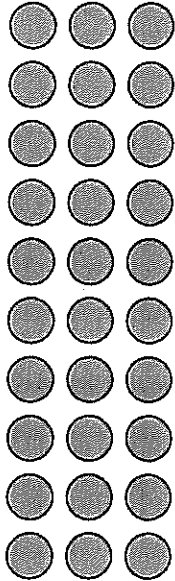
4	out of	12
---	--------	----




# Multiplication facts – 3 times table

Practise your 3 times table.

1 Use this array to complete the 3 times table:



- 1 × 3 =
- 2 × 3 =
- 3 × 3 =
- 4 × 3 =
- 5 × 3 =
- 6 × 3 =
- 7 × 3 =
- 8 × 3 =
- 9 × 3 =
- 10 × 3 =

2 Now try them mixed up:

- a 3 × 3 =
- b 8 × 3 =
- c 7 × 3 =
- d 10 × 3 =
- e 2 × 3 =
- f 4 × 3 =
- g 5 × 3 =
- h 6 × 3 =
- i 9 × 3 =
- j 1 × 3 =

3 Alfred is an alien from the Planet Trampoline. The surface of Planet Trampoline is like walking on a trampoline. That's why Alfred and all his race of aliens need 3 legs for extra balance. They also have 3 fingers on each hand and 3 eyes.

a How many legs for:

6 aliens?

$6 \times \square = \square$

4 aliens?

$4 \times \square = \square$

b How many eyes for:

3 aliens?

$\square \times \square = \square$

10 aliens?

$\square \times \square = \square$

c How many fingers on one hand for:

9 aliens?

$\square \times \square = \square$

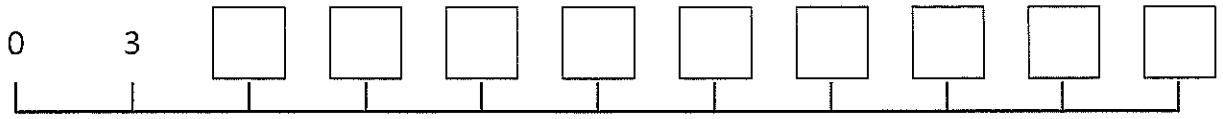
5 aliens?

$\square \times \square = \square$

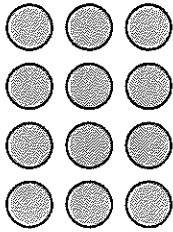


# Multiplication facts – 3 times table

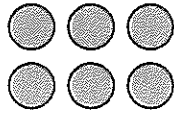
4 Label the number line so it goes up in 3s:



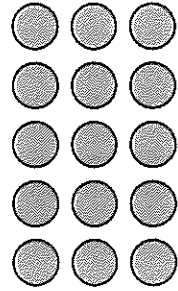
5 Write two turnaround facts for each array. The first one has been done for you.



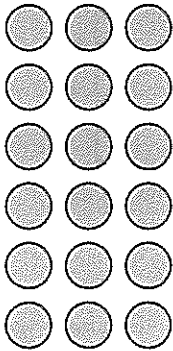
a  $4 \times 3 = 12$   
 $3 \times 4 = 12$



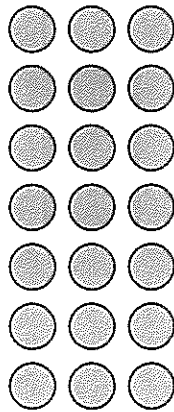
b  $\square \times \square = \square$   
 $\square \times \square = \square$



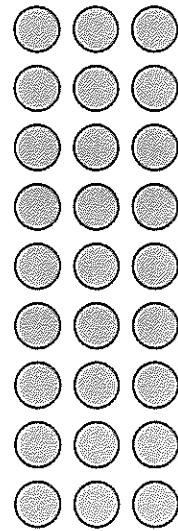
c  $\square \times \square = \square$   
 $\square \times \square = \square$



d  $\square \times \square = \square$   
 $\square \times \square = \square$



e  $\square \times \square = \square$   
 $\square \times \square = \square$



f  $\square \times \square = \square$   
 $\square \times \square = \square$

