

Year 3
Remote
Teaching
Booklet 2

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 mouse ran.

The king yelled.

The car is fast.

The dog barked.

The pig rolled.

The owl flew.

The hairdresser cut.

The cat slept.

The boy jumped.

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

Children should do chores around the house.

Think:

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

Plan:

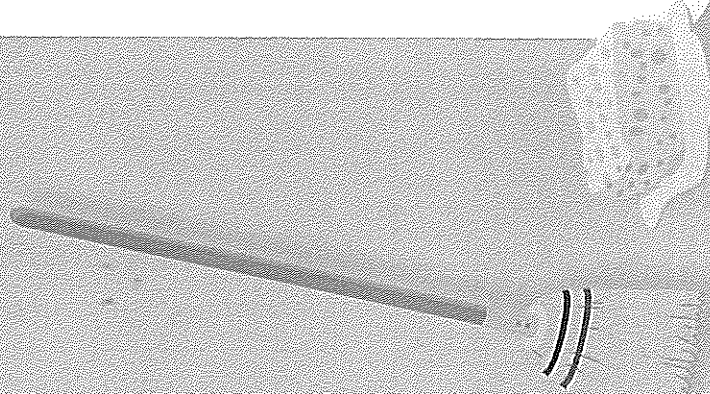
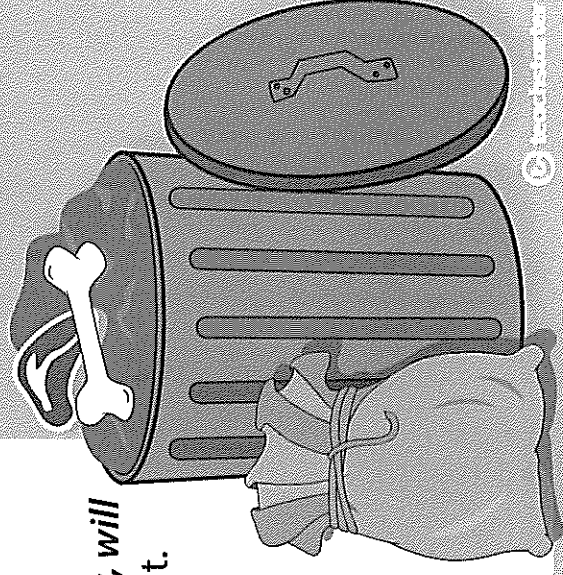
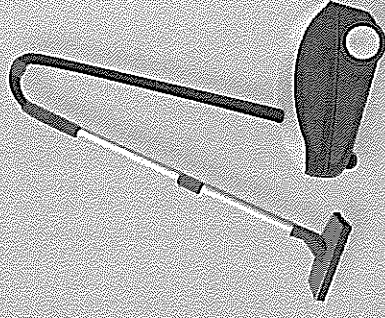
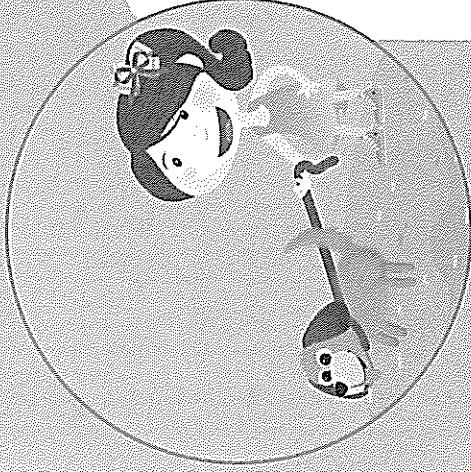
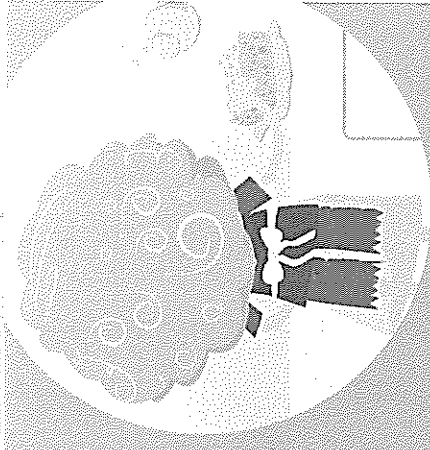
Plan your writing before you begin and decide what your arguments are going to be.

Remember to include:

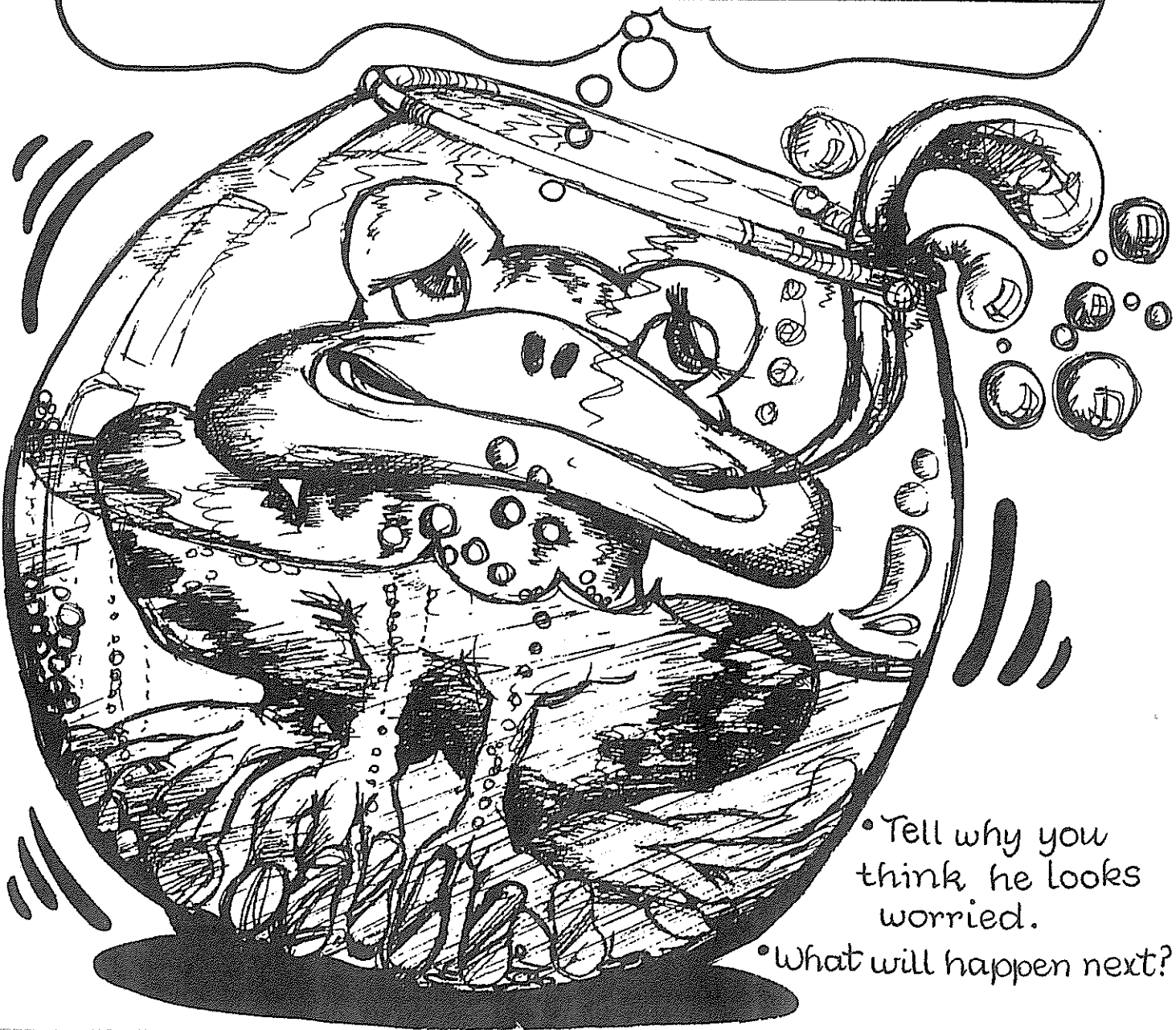
- an introduction – clearly state your choice
- your arguments with reasons or examples to explain them
- a conclusion summarising your main points
- strong language that will persuade your reader – **definitely, will**
- paragraphs – start a new paragraph for each new argument.

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.



A large, rounded rectangular area with horizontal lines, intended for writing a response.



- Tell why you think he looks worried.
- What will happen next?

Shasta's Find a Sunny Word

activity by Shasta



Summer is just about to come galloping in! I can't wait for those light, bright days. In fact, I decided to give you a sunny search to help get ready for my favourite season. This puzzle is full of things you see when the sun shines, and things that enjoy the sunlight. They could be brightening upwards, warming downwards, sizzling forwards or backwards, and lighting in four diagonal directions.

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

- APPLES
- BEACH
- BEES
- BEAM
- CROCODILE
- DAWN
- FRECKLES
- HATS
- HOOD
- LIZARDS
- OZONE
- RAINBOW
- SEEDS
- SHADE
- SNAKES
- SUGARCANE
- SUNBURN
- SUNDIAL
- SUNFLOWERS
- SUNGLASSES
- SUNTAN
- VEGETABLE
- VINES
- WHEAT

Draw a ring around each word as you find it, and the leftover letters will spell out the names of four ancient sun gods.

A: _____ (Roman);
 _____ (Greek);
 32 _____ (Egyptian); _____ (Roman again)



Answer on page

31

Great Barrier Reef - Editing

Add editing marks to text. There are 20 errors.

The great barrier reef is the worlds lagest coral reef It is close too the coast of queensland australia. it is made up of nerly 3000 coral reefs and over 600 islands, streching over 2600 km long. It is so big, it can be scene from space!

The Great Barrier Reef is the largest structure maid by living things. because of it's enviromental significance, its has been listed as a important World Heritage Site by UNESCO.

Editing Marks:	
Capital letter	≡
End punctuation	⊖ ⊕ ?
Insert a word	∧
Change to lower case	/l.c.
Take something out	⊘
Check spelling	^{SP} ○
New paragraph	¶

Re-write the text correctly:



Applying Reading Strategies

All about Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.

Name: _____

Date: _____

Applying Reading Strategies

All about Thunderstorms

Before you read – making connections

Write down what you already know about thunderstorms in the first column of the table below.

Discuss your ideas with your teacher and classmates.

What do I already know?	What did the text teach me?

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.

Name: _____

Date: _____

As you read – visualising

List the some of the sights, sounds and smells described in the text.

Sights	Sounds	Smells

As you read – questioning

Discuss these questions with your teacher and classmates.

- When do thunderstorms usually happen?
- What causes thunderstorms to form?
- Why does the sound of thunder last for a few seconds?

Are thunderstorms dangerous? Write a sentence explaining what you think.

Name: _____

Date: _____

After you read – summarising

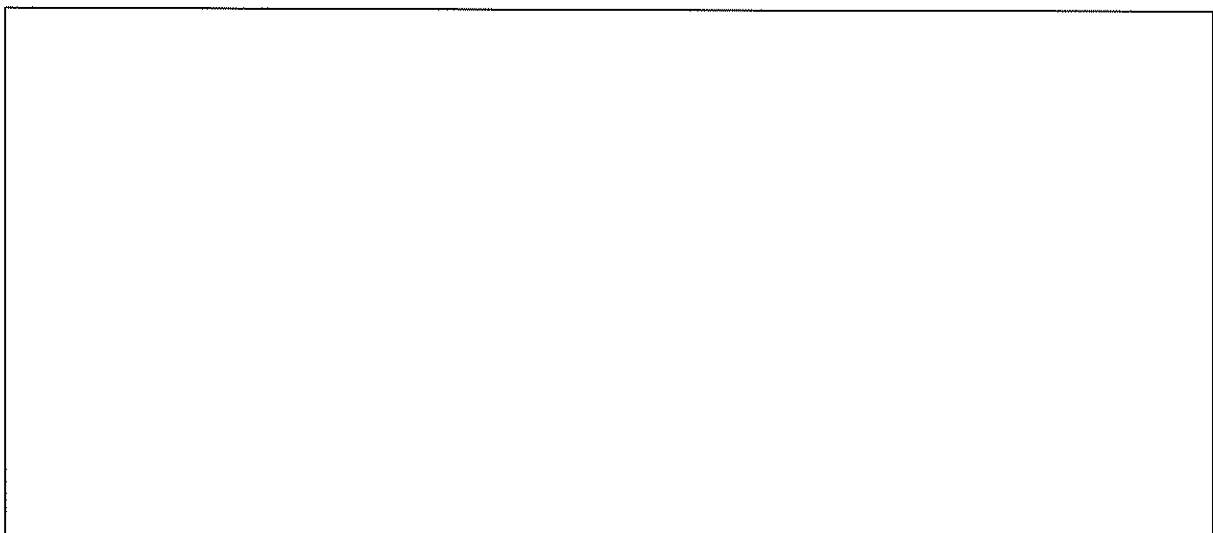
The main idea of a text can be described as the idea that a text is mostly about.

What is the main idea of the text, *All about Thunderstorms*?

Now that you have read the text, go back and fill in the second column of the table on page 6.


Creative activity

Using the sights, sounds and smells from both texts, draw your own colourful picture of a thunderstorm in the box below.



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution

“Be careful, this robot is...”

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

The topic you have been given for your narrative is “Be careful, this robot is...”

Think:

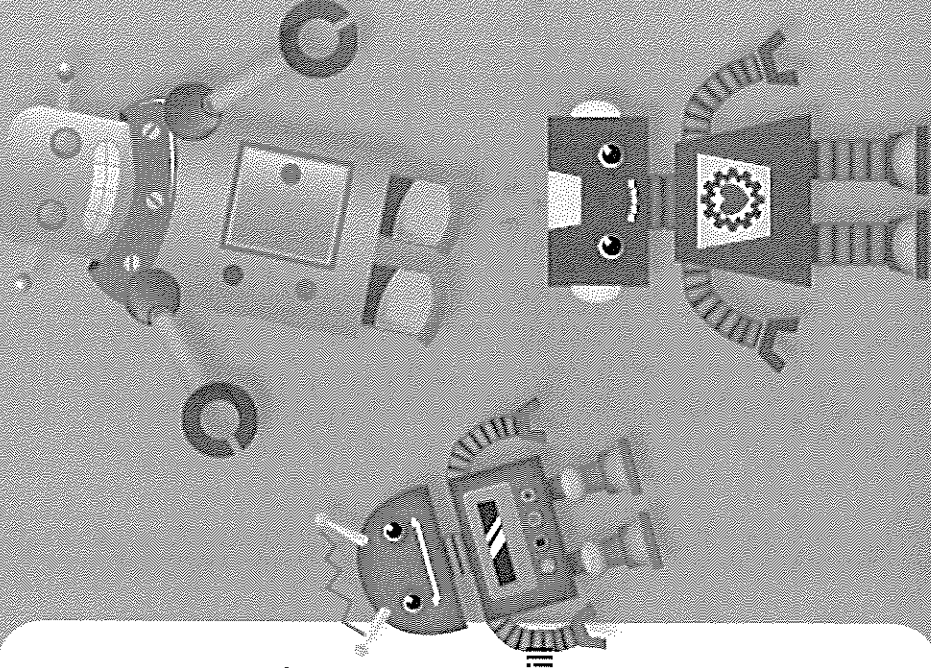
What do you want your story to be about? Your story might be about a robot that is causing destruction, a problem that occurs with a robot or even an unexpected event that happened between a robot and humans.

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.



Name _____

Date _____

What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping
around the yard

around the horse track.

The bunch of red roses

in their bee hives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was
waiting patiently

in the cage.

The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

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 dog sat.

My hair smells.

Our tree fell.

The boys were singing.

That kangaroo jumped.

That battery is flat.

100 POINTS of family fun

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

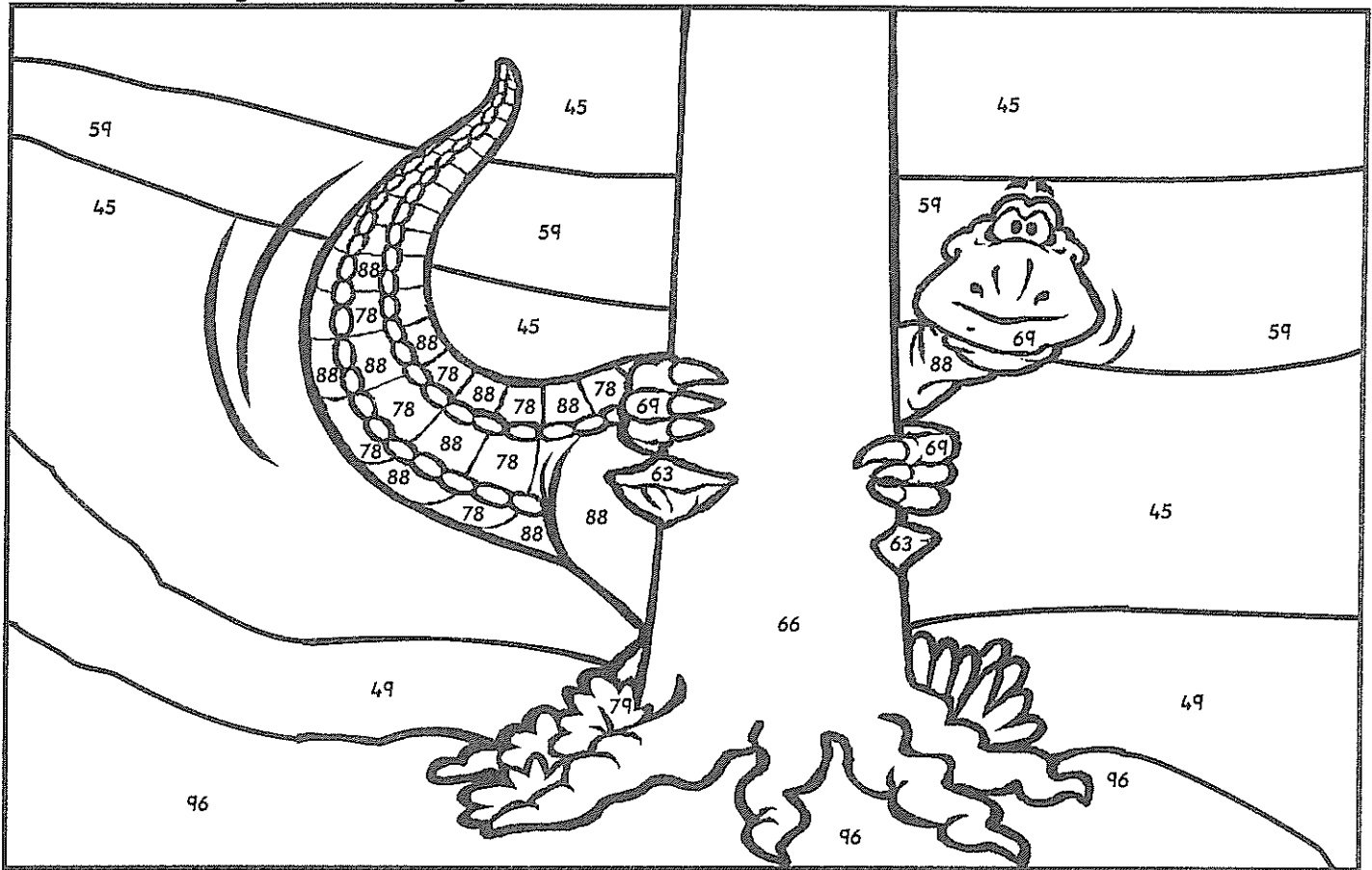
5 POINTS	5 POINTS	10 POINTS	10 POINTS	20 POINTS	20 POINTS	30 POINTS
Help clean up the kitchen after dinner.	Help prepare a family meal.	Read for 15 mins on your own.	Have a paper airplane contest.	Play a family board game.	Read a chapter book with an adult for half an hour	Create a quiz game for your 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.

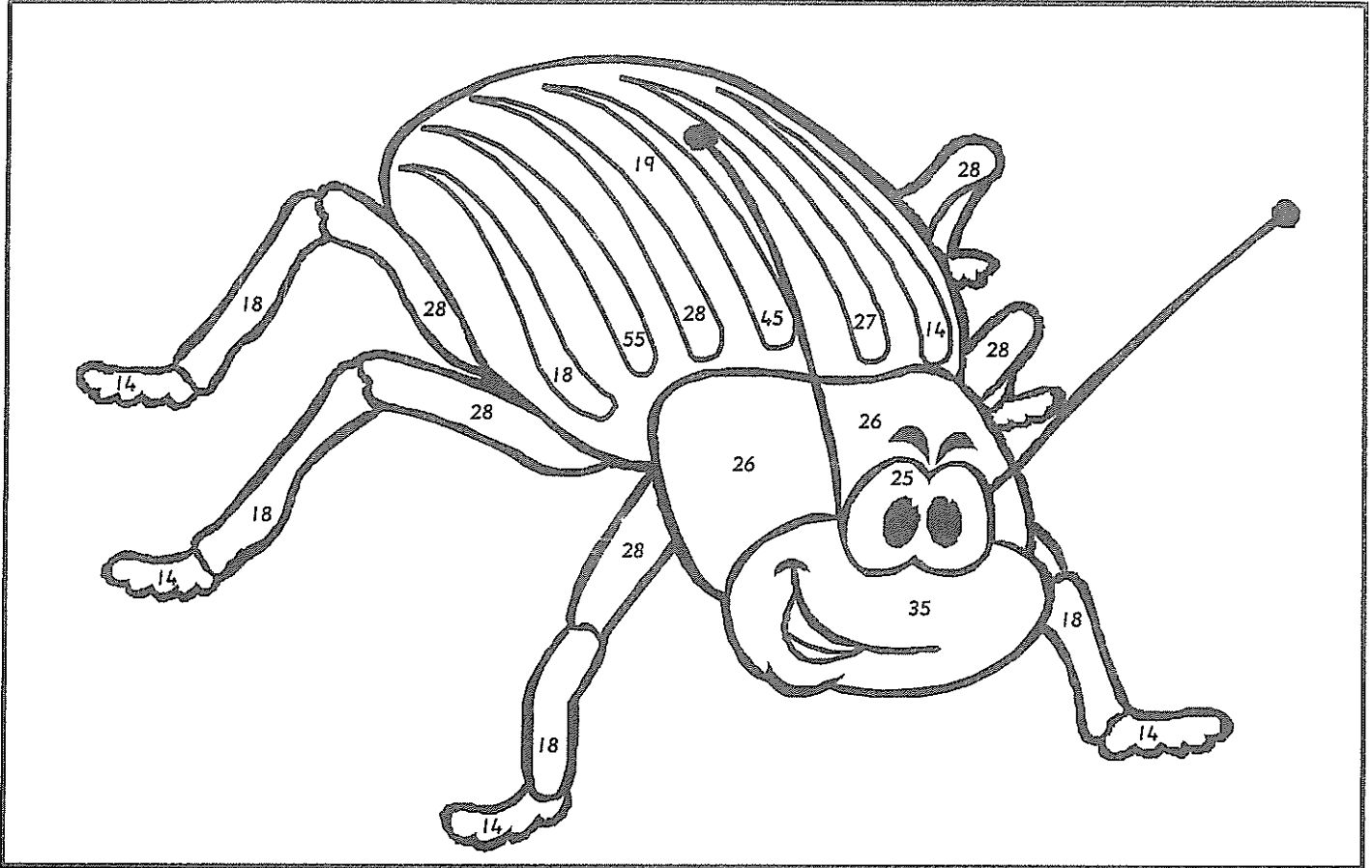
<p>blue</p> $\begin{array}{r} 23 \\ + 22 \\ \hline \\ \hline \end{array}$	<p>green</p> $\begin{array}{r} 48 \\ + 31 \\ \hline \\ \hline \end{array}$	<p>red</p> $\begin{array}{r} 52 \\ + 44 \\ \hline \\ \hline \end{array}$	<p>yellow</p> $\begin{array}{r} 62 \\ + 26 \\ \hline \\ \hline \end{array}$	<p>purple</p> $\begin{array}{r} 53 \\ + 25 \\ \hline \\ \hline \end{array}$
<p>pink</p> $\begin{array}{r} 47 \\ + 22 \\ \hline \\ \hline \end{array}$	<p>orange</p> $\begin{array}{r} 30 \\ + 33 \\ \hline \\ \hline \end{array}$	<p>black</p> $\begin{array}{r} 18 \\ + 31 \\ \hline \\ \hline \end{array}$	<p>brown</p> $\begin{array}{r} 12 \\ + 54 \\ \hline \\ \hline \end{array}$	<p>rainbow</p> $\begin{array}{r} 23 \\ + 36 \\ \hline \\ \hline \end{array}$

Name: _____

Write 6 sums
of your own
for your friend.

ON THE
BACK

Subtraction ~ 2 digits ~ Trading



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

<p>blue</p> $\begin{array}{r} 64 \\ - 46 \\ \hline \\ \hline \end{array}$	<p>green</p> $\begin{array}{r} 32 \\ - 18 \\ \hline \\ \hline \end{array}$	<p>red</p> $\begin{array}{r} 62 \\ - 35 \\ \hline \\ \hline \end{array}$	<p>yellow</p> $\begin{array}{r} 70 \\ - 25 \\ \hline \\ \hline \end{array}$	<p>purple</p> $\begin{array}{r} 91 \\ - 36 \\ \hline \\ \hline \end{array}$
<p>pink</p> $\begin{array}{r} 62 \\ - 37 \\ \hline \\ \hline \end{array}$	<p>orange</p> $\begin{array}{r} 47 \\ - 28 \\ \hline \\ \hline \end{array}$	<p>black</p> $\begin{array}{r} 54 \\ - 28 \\ \hline \\ \hline \end{array}$	<p>brown</p> $\begin{array}{r} 45 \\ - 17 \\ \hline \\ \hline \end{array}$	<p>rainbow</p> $\begin{array}{r} 63 \\ - 28 \\ \hline \\ \hline \end{array}$

Name: _____

Date: _____

Skip Counting

1. Continue counting in 2s

- a) 2, _____, _____, _____, 10, _____, _____, _____, _____, 20, 22
 b) 10, 12, 14, _____, _____, _____, 22, _____, _____, _____, 30
 c) 30, 32, _____, _____, _____, _____, 42, _____, _____, _____, 50

2. Continue counting in 5s

- a) 5, _____, _____, _____, 25, _____, _____, _____, _____, 50, _____,
 b) 20, _____, _____, _____, _____, 45, _____, _____, _____, _____, 70
 c) 40, _____, _____, _____, _____, _____, 70, _____, _____, _____, 90

3. Continue counting in 10s

- a) 10, _____, _____, _____, _____, _____, 70, _____, _____, 100
 b) 80, _____, _____, 110, _____, _____, _____, _____, _____, 170
 c) 110, _____, _____, _____, _____, _____, 170, _____, _____, _____

4. Colour all of the numbers skip counting in 2 red.

5. Colour all of the numbers skip counting in 5 green.

6. Colour all of the numbers skip counting in 10 yellow.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Written methods – addition to 99, no regrouping

2 Add these using the written method. Add the units, then the tens. Write your answer neatly in line with the place value columns.

a

	tens	units
	4	3
+	3	2

b

	tens	units
	1	0
+	4	9

c

	tens	units
	3	6
+	5	2

d

	tens	units
	6	4
+		5

e

	tens	units
	3	3
+	1	4

f

	tens	units
	9	2
+		6

3 Now try adding three 2 digit numbers using the written method:

a

	tens	units
	3	0
	2	1
+	2	6

b

	tens	units
	3	4
	4	1
+	2	3

c

	tens	units
	2	3
	3	5
+	3	0

4 Write the missing digits in these problems:

a

	tens	units
	2	<input type="text"/>
	<input type="text"/>	2
+	4	1
	9	6

b

	tens	units
	<input type="text"/>	3
	2	<input type="text"/>
+	1	2
	7	8

c

	tens	units
	2	<input type="text"/>
	3	2
+	<input type="text"/>	5
	9	8

Multiplication facts – 4 times table

3 Here is a half of a hundred grid:

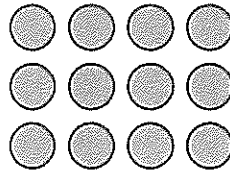
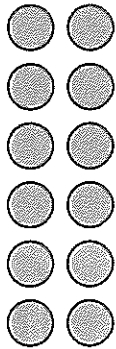
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

a Circle the counting pattern of 2s. Cross the counting pattern of 4s.

b What do you notice?

4 Complete the matching $\times 2$ and $\times 4$ facts:

a $6 \times 2 = 12$ and $3 \times 4 = 12$



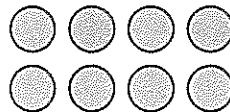
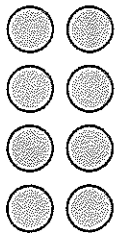
So, $\square \times 2 = \square \times 4$

Can you see that the $\times 4$ arrays have half the rows and double the columns of the $\times 2$? This means there is the same total, but the array is arranged differently.



THINK

b $\square \times 2 = \square$ and $\square \times 4 = \square$



So, $\square \times 2 = \square \times 4$

c $8 \times 2 = \square \times 4$

d $10 \times 2 = \square \times 4$

