Resources

Year 3

Maths Term 3, Week 5 – Lesson 1 Challenge

Worded Division Problems

1) Nancy went fishing with Tim and they caught 48 trout. They divided the fish equally. How many did each person get?

2) Tracey went bushwalking and caught 50 lizards. She shared them evenly with Sarah. How many lizards did each person have?

3) Steve bought 24 lollies from the lolly shop at Sovereign Hill. He shared them between himself and 3 other friends. How many lollies did each person get?

4) The dentist had 36 stickers to divide between the kids who needed fillings that day. Four children had fillings. How many stickers did each child receive?

5) Last week the canteen sold 30 muffins. How many cakes did they sell on each school day?

6) Melanie had $45, all in $5 notes. She put each $5 note into an envelope. How many envelopes did she need?

7) Jev had 36 wheels altogether on his radio controlled cars. How many cars did Jev have?

8) Glen had 42 watches in his collection. He decided to give them away to seven of his friends. How many watches did each person get?

9) Dave was a hard worker. Last week he worked 49 hours in one week because he worked all 7 days of the week. He worked the same number of hours each day. How many hours did he work each day?

10) Jane helped her mum at work for 10 days in the school holidays, so her mum paid her $100. How much money did her mum pay her for each day?

11) Tom sold 54 apples to 9 customers at his fruit stand. They each bought the same number of apples. How many apples did each customer buy?

12) John had 64 counters, to divide evenly between eight tables in his classroom. How many counters did he put on each table?

Maths Term 3, Week 5 – Lesson 1

Worded Division Problems

Underneath each question, use the strategy of drawing equal-sized groups to work out the answer. Also remember to write the answer as a division problem. Help yourself by highlighting or circling key / important parts of the question that will give you clues. Look at the example below:

Example problem:

Phil bought 8 dog toys to share equally between his 4 puppies. How many toys did each puppy get?

$8 \div 4 = 2$

a) Nancy went fishing with Tim. They caught eighteen trout altogether. They divided the fish equally between them. How many fish did each person get?

b) Tracey went bushwalking and caught 30 lizards. She had to divide them equally into two containers. How many lizards did she put into each container?

c) Steve bought 12 lollies from the lolly shop at Sovereign Hill. He shared them between himself and 3 other friends. How many lollies did each person get?

d) The dentist had 30 stickers to divide between the kids who needed fillings that day. 6 children had fillings. How many stickers did each child receive?

e) Michelle had $15 for her kids' pocket money. She paid each of her 3 children the same amount. How much did each child get paid?

f) Jev had 20 wheels altogether for all of his radio controlled cars. How many cars did Jev have?

g) Dave was a hard worker. He worked 10 hours every day and worked on Monday, Tuesday, Wednesday, Thursday and Friday. How many hours did he work altogether?

h) John had 35 counters, to share evenly between five tables in his classroom. How many counters did he put on each table?

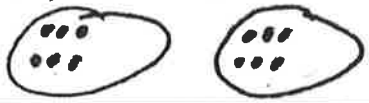
i) Glen had 27 watches in his collection. He decided to give them away to Michelle, Beth and Tracey. How many watches did each person get?

j) Tom sold 30 apples to 3 customers at his fruit stand. They each bought the same number of apples. How many apples did each customer buy?

Maths Term 3, Week 5 – Lesson 2

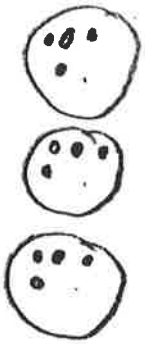
Skip-counting strategy

Underneath each question, show your working out using the skip-counting strategy. If it helps you, you can draw equal-sized groups too. Remember to read each problem twice.

Example problem demo) 12 ÷ 2 = 6 2, 4, 6, 8, 10, 12 1 2 3 4 5 6 	e) 30 ÷ 5 =
a) 18 ÷ 2 =	f) 24 ÷ 4 =
b) 20 ÷ 5 =	g) 30 ÷ 10 =
c) 12 ÷ 3 =	h) 80 ÷ 10 =
d) 16 ÷ 4 =	i) 28 ÷ 4 =

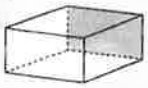
Maths Term 3, Week 5 – Lesson 3

Repeated subtraction strategy

Demo) 12 ÷ 3 = 4 ✓ 12 − 3 = 9 1 9 − 3 = 6 2 6 − 3 = 3 3 3 − 3 = 0 4 	**d)** 18 ÷ 6 =
a) 12 ÷ 4 =	**e)** 24 ÷ 8 =
b) 18 ÷ 3 =	**f)** 35 ÷ 5 =
c) 20 ÷ 4 =	**g)** 90 ÷ 10 =

Optional Mental Maths - Term 3, Week 5

MONDAY

1. The time is *five past* 
2. If you cut 4 whole apples into halves, how many apple pieces will there be?
3. $5^2 = 5 \times 5 =$
4. Name this 3-D shape. 

   rec

   p m
5. How many days are in October?
6. If 21 ÷ 3 = , then 3 x = 21.
7. There were 30 golf balls in a bucket. Five golfers wanted to share the golf balls. How many do they each get?
8. If you swim 8 laps of a 50-m pool, how many metres have you swum?
9. Does sunset occur in the am or pm?
10. Is 4 pm in the morning or afternoon?
11. Write a number sentence for Question 7.

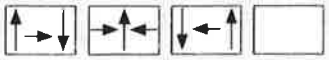
    ÷ =
12. If you have 9 apple halves, this equals:
    - ☐ $4\frac{1}{2}$
    - ☐ $3\frac{1}{2}$
    - ☐ $5\frac{1}{2}$
    - ☐ 4
13. 4 + 8 =
14. 28 + 10 =
15. *(Roman numeral)* VII =
16. 25, 45, 65,
17. A quadrilateral has sides.
18. A pentagon has corners.
19. Round 143 to the nearest ten.
20. If you cut 5 apples into halves and eat 3 halves, how many whole apples are left?
    - ☐ $4\frac{1}{2}$
    - ☐ $3\frac{1}{2}$
    - ☐ $6\frac{1}{2}$
    - ☐ $7\frac{1}{2}$

TUESDAY

1. The time is *five past* 
2. Share 12 pieces of chocolate among 6 smiling children.

   pieces each
3. 120 – 21 =
4. Jakob watched three hours of TV on Monday and six hours on Wednesday. How many hours did he watch altogether?
5. If you received $1.50 change from $5, what did you spend?
6. Draw a 3 cm-long line.
7. 2000 + 800 + 9 =
8. In | w | x | x | x | / | w | x | y | y | is **ww** a row or column?
9. 1000 – 300 =
10. *(Roman numeral)* IX =
11. 1500 – 100 =
12. If 1 m = 100 cm, then

    2 m = cm.
13. How long is $\overline{AB}$? cm

    A B
14. 4 x 200 =
15. Name this 2-D shape. 
16. How many days are in one fortnight?
17. How many weeks are in one year?
18. In 395, what is the value of the 5?
    - ☐ 500
    - ☐ 50
    - ☐ 5
19. Is this book vertical or horizontal? 
20. Finish the pattern. 

Optional Mental Maths - Term 3, Week 5

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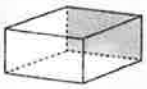
4. Name this 3-D shape. 

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8. In | w | x | x | x |
   | --- | --- | --- | --- |
   | w | x | y | y |

   is **ww** a row or column?
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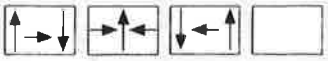
20. Finish the pattern. 

Optional Mental Maths - Term 3, Week 5
Monday Answers

MONDAY

1. 6
2. 8
3. 25
4. rectangular prism
5. 31
6. 7, 7
7. 6
8. 400 m
9. pm
10. afternoon
11. $30 \div 5 = 6$
12. $4^1/_2$
13. 12
14. 38
15. 7
16. 85
17. 4
18. 5
19. 140
20. $3^1/_2$

Optional Mental Maths - Term 3, Week 5
Tuesday Answers

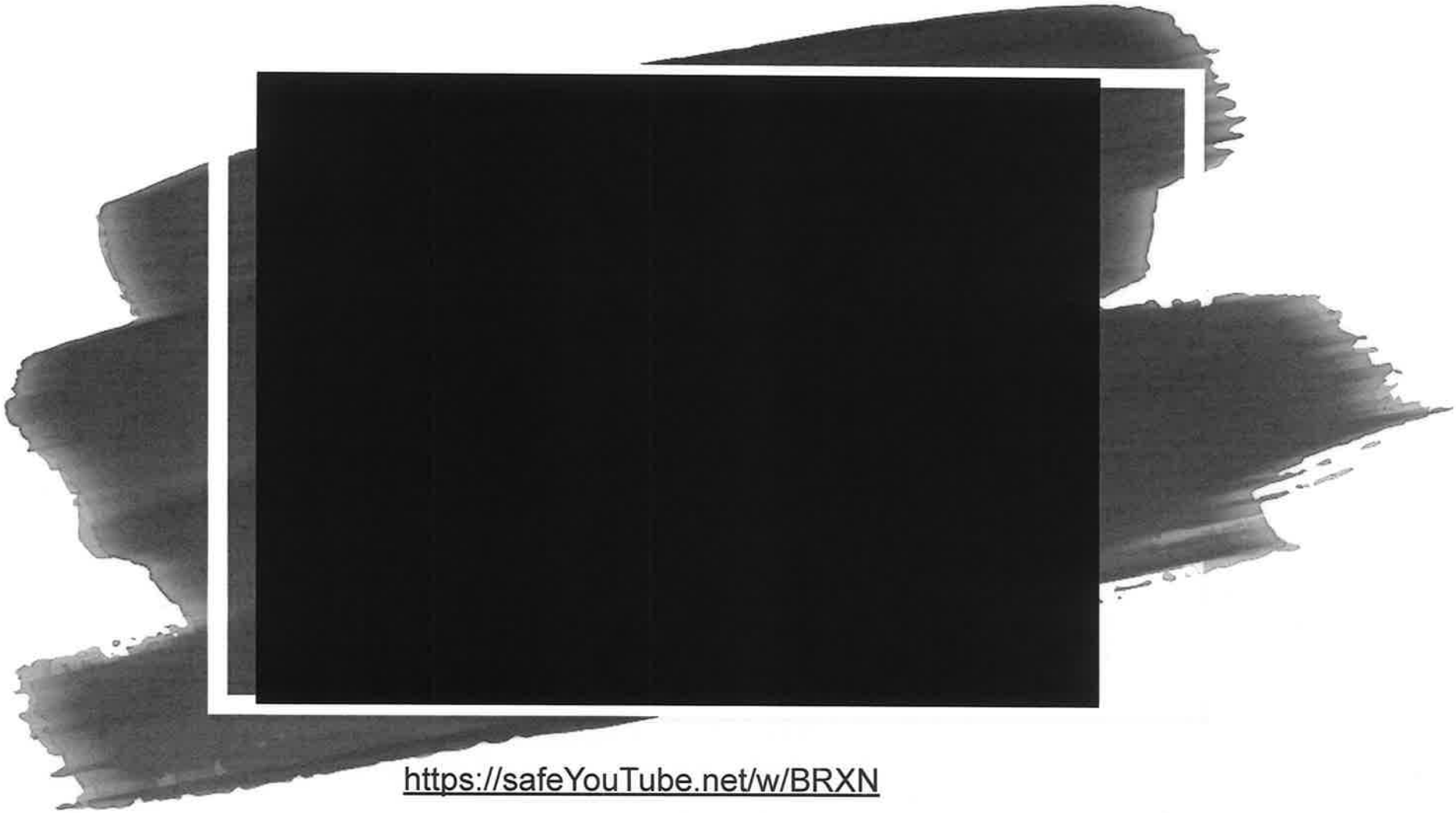
TUESDAY

1. 8
2. 2
3. 99
4. 9 hours
5. $3.50
6. Teacher check
7. 2809
8. column
9. 700
10. 9
11. 1400
12. 200
13. 4 cm
14. 800
15. ellipse
16. 14
17. 52
18. 5
19. horizontal


Poetry

Hi! We are starting our unit on Poetry. Poetry is lots of fun. You may not be sure what poetry is or what it means. So...I'm going to start by getting you to watch some poetry being 'recited' (this just means spoken).

This first one is by one of my favourite poets, Michael Rosen.



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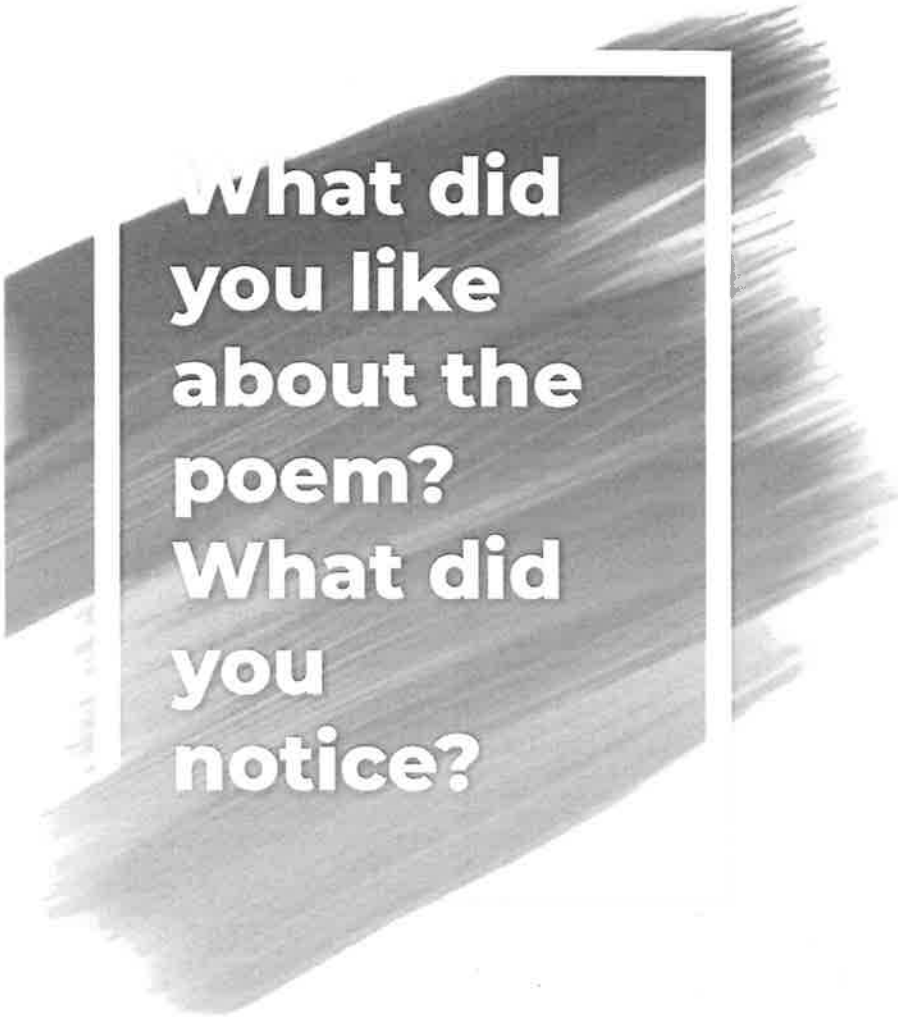
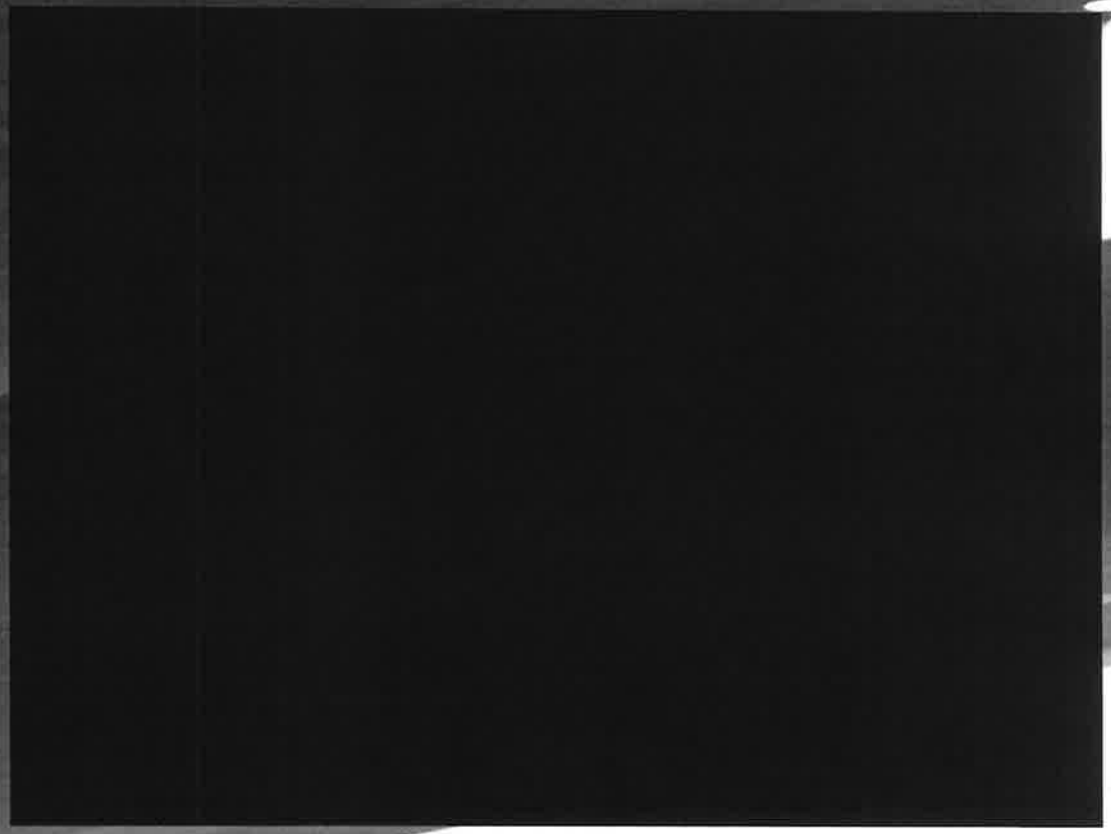


Michael Rosen says his poem like a story. He gets you more and more interested in what is going to happen (like a good story should).

Here is another example of a poem. This one is different to the one about 'Chocolate cake'. How do you think it is different?



https://safeYouTube.net/w/aSXN

Have a listen to some children talking about poetry.

(once it comes up, you can make it whole screen by clicking the icon in the bottom right corner)

https://safeYouTube.net/w/HSXN

All the following are different types of poems.

CINQUAIN

Dragon
Strong, Fierce,
Fly, Walk, Eat
A dragon is fierce
Creature

Fiona

HAIKU

The tree shape I blew
From a little drop of paint
Looks like a dancer

-Kim

DIAMANTE


spring
lovely, bright
living, breathing, flowering
crocus blooms, tulips, raindrops, sun
breezing, warming, blooming
vibrant, colorful
season

Deer

An eye
Then an ear
I think I see a deer.
Hiding behind that big tree.
A stomp
Then a flash
And he's gone in a dash.
I think the deer just saw me.

LIMERICK

There was a young lady whose bonnet,
Came untied when the birds sat upon it.
But she said, 'I don't care!
All the birds in the air
Are welcome to sit on my bonnet.

So, what is Poetry?

Poetry is a form of writing using your imagination. Poetry lets people express their thoughts and feelings about something in a creative way.

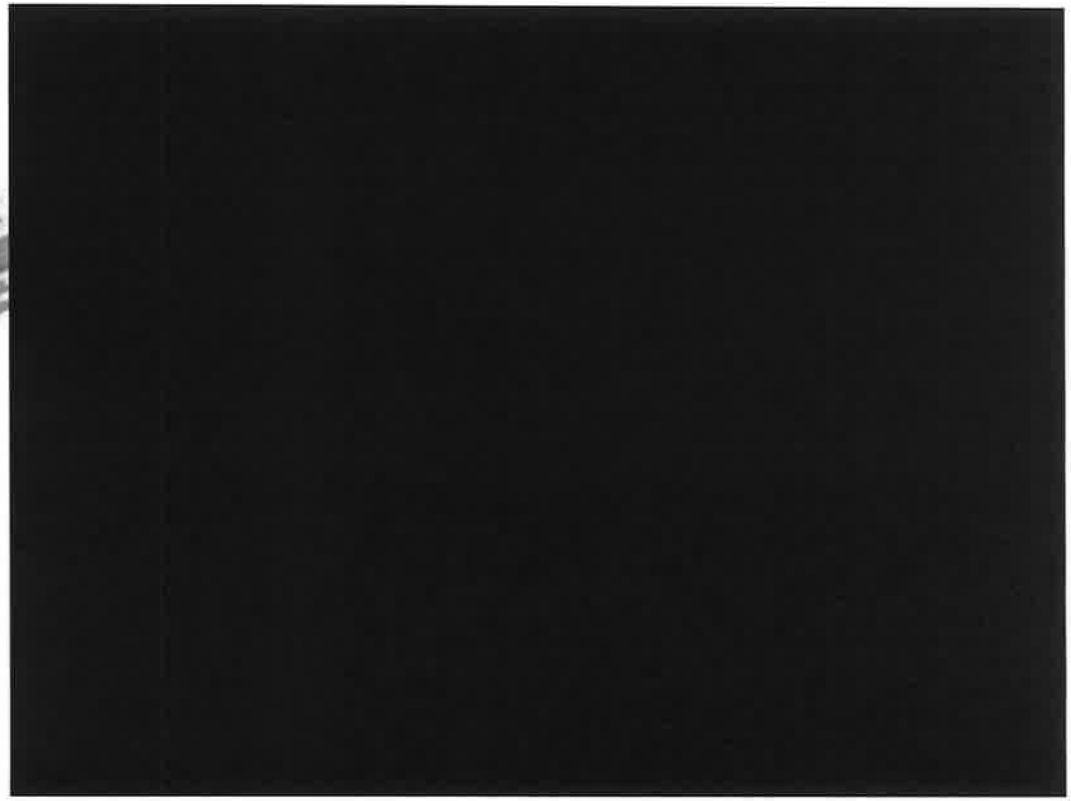
Poetry is meant to make the reader feel something... whether it is amused, sad, angry or excited. In many people it makes them stop and think about a topic.

Poetry can be long or short, funny or sad, rhyming or non-rhyming. It is up to the poet to decide!

Your task today is to have a go at writing your own poem.... don't panic!... we're going to work together to compose (or write) it.

syllables

Syllables are the 'beats' you can hear inside a word. Watch this video to understand what syllables are.



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RHYTHM

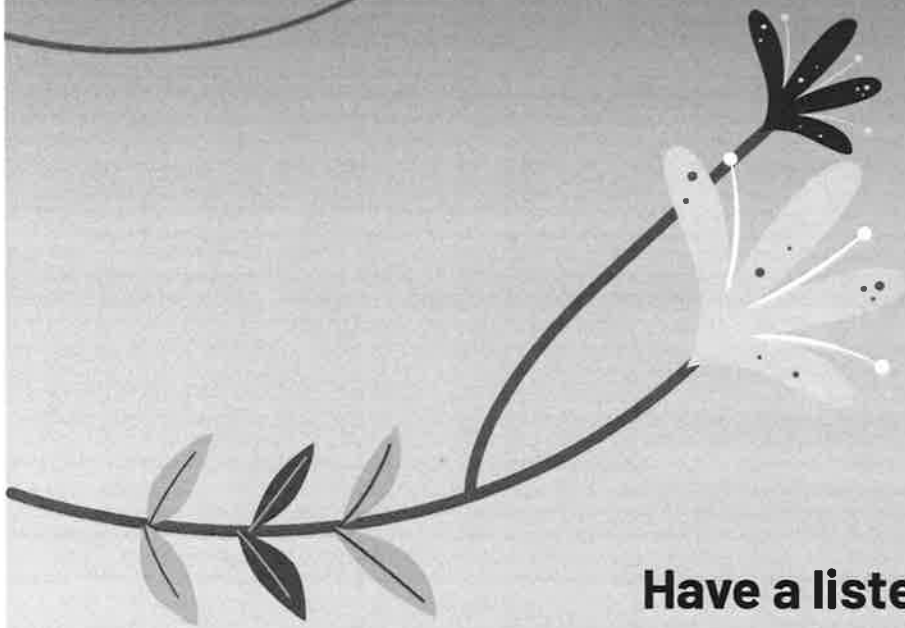
Most poems are supposed to be read aloud. Because of this, many poems have a regular rhythm.

In music, another word for rhythm is 'beat'. In poetry, another word for rhythm is 'meter'.

When writing a poem, poets carefully choose words that create a regular rhythm when the poem is read aloud.

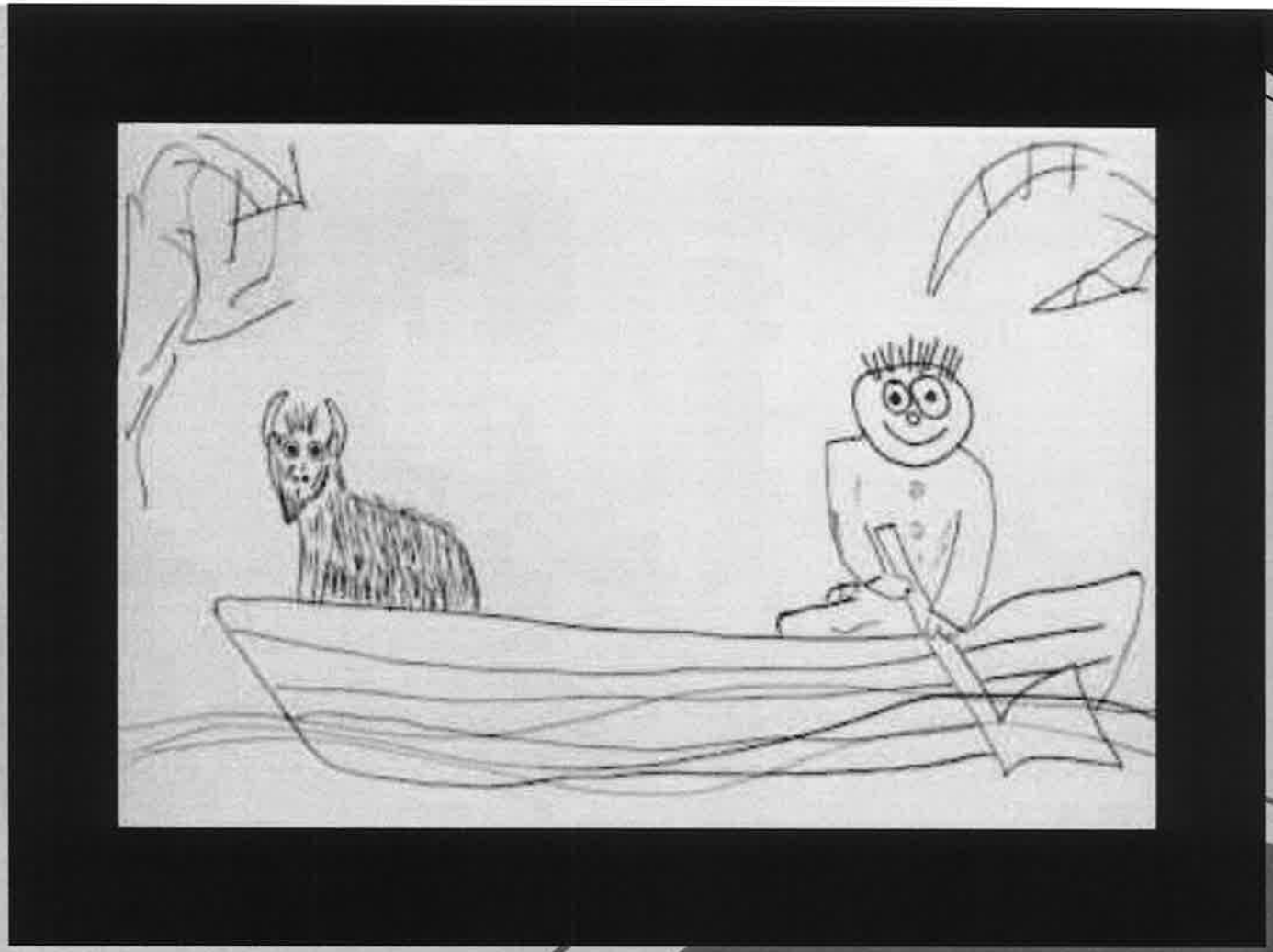
Words create rhythm by the way they are pronounced. Some
syllables are pronounced more strongly than others, or 'stressed'. This creates a beat-like rhythm within the poem.

Another type of poem that is famous for its RHYTHM is the Limerick.



Limericks are fun not just because they are silly, which they are, but because they have a nice beat (rhythm) and they rhyme (we'll learn about that in a minute).

Have a listen to some limericks and at the end the end, record in your remote learning book what you notice about them.



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In your remote learning book write down 3 things you noticed when listening to or looking at the limericks ...

LIMERICKS

1.

2.

3.

LIMERICKS

We're going to take a closer look at what limericks are and how to write them.

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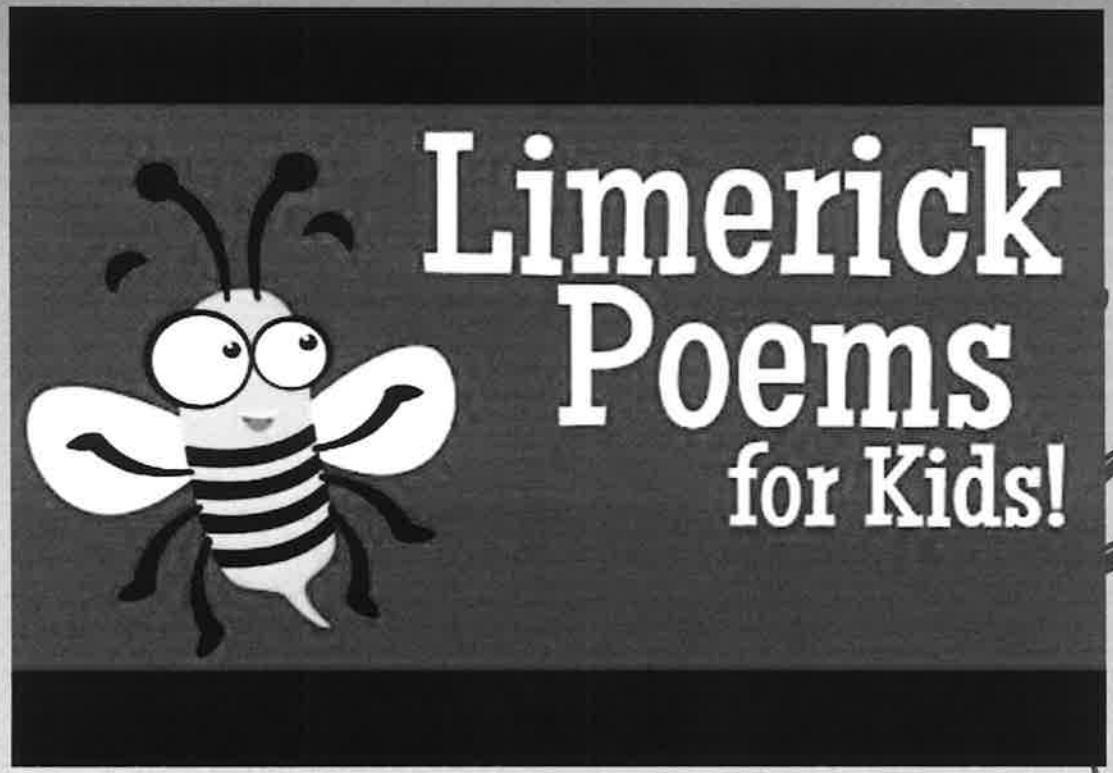
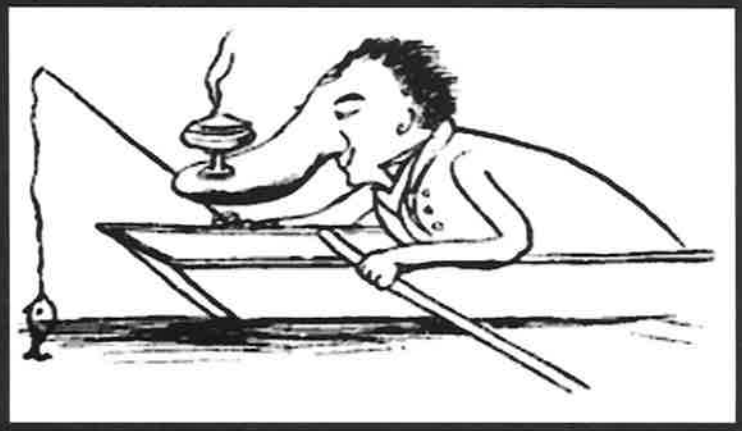
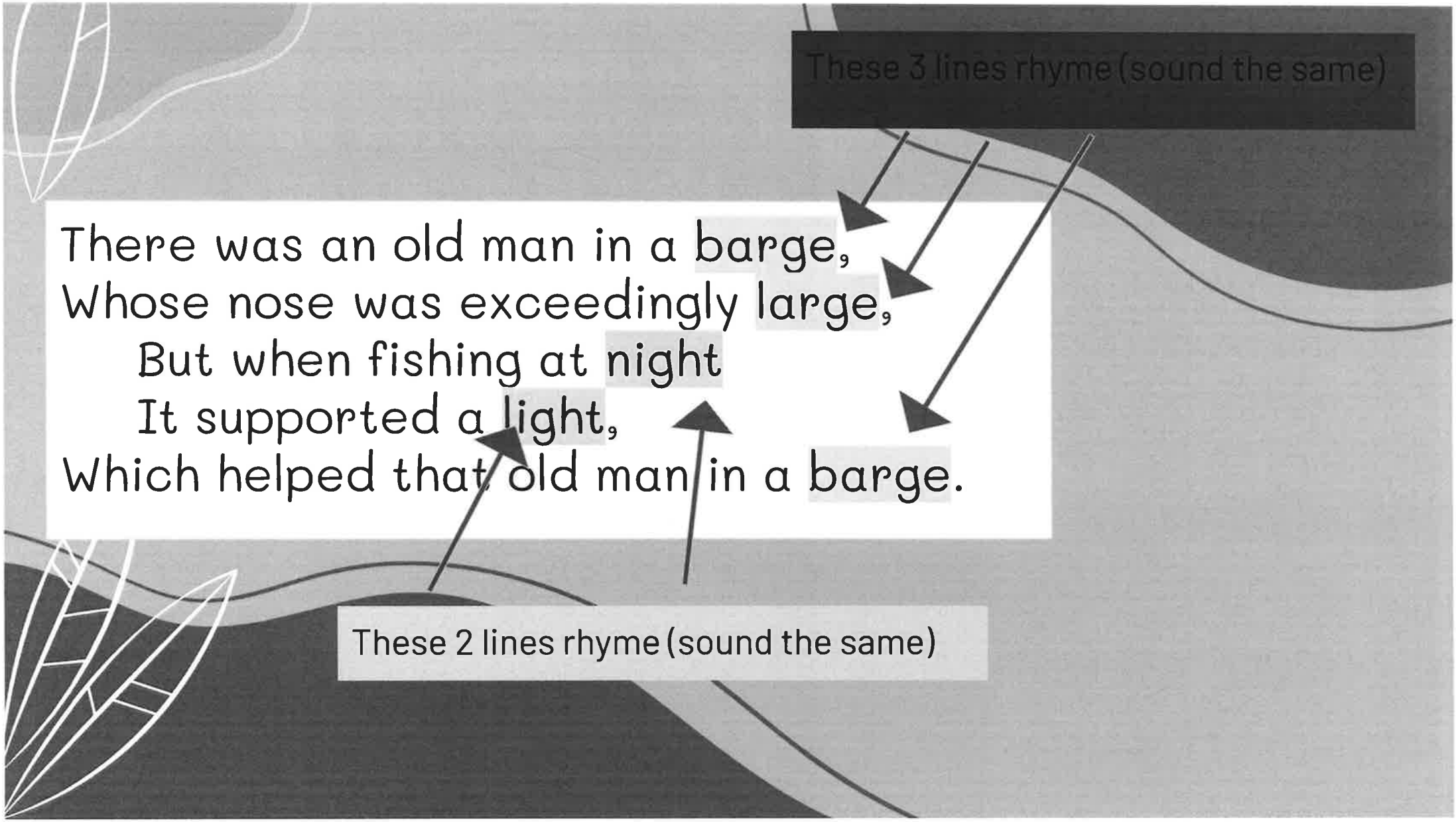


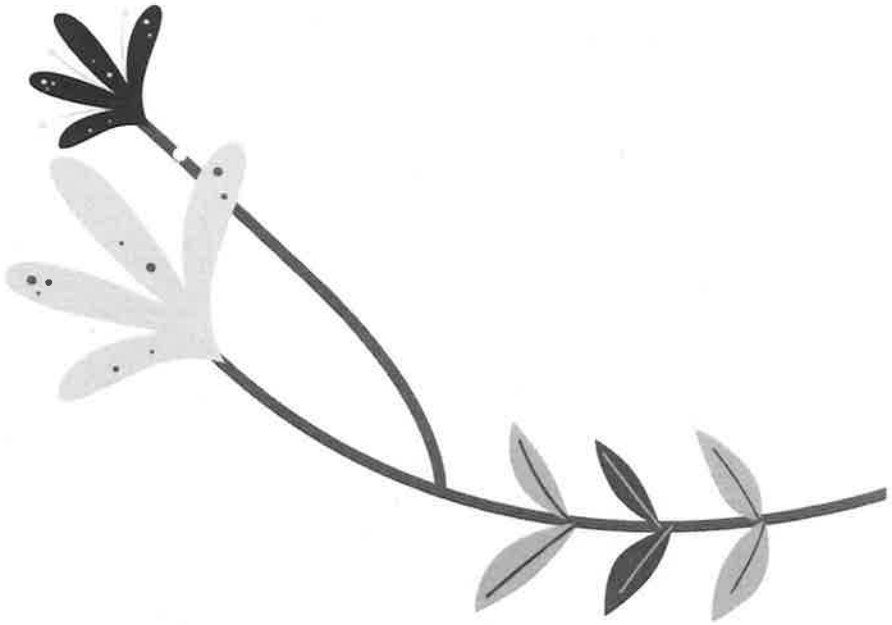
You have learnt that a limerick has a particular pattern of rhyming words. Read the poem below and see which lines rhyme.

There was an old man in a barge,
Whose nose was exceedingly large,
    But when fishing at night
    It supported a light,
Which helped that old man in a barge.




These 3 lines rhyme (sound the same)
There was an old man in a barge,
Whose nose was exceedingly large,
But when fishing at night
It supported a light,
Which helped that old man in a barge.
These 2 lines rhyme (sound the same)

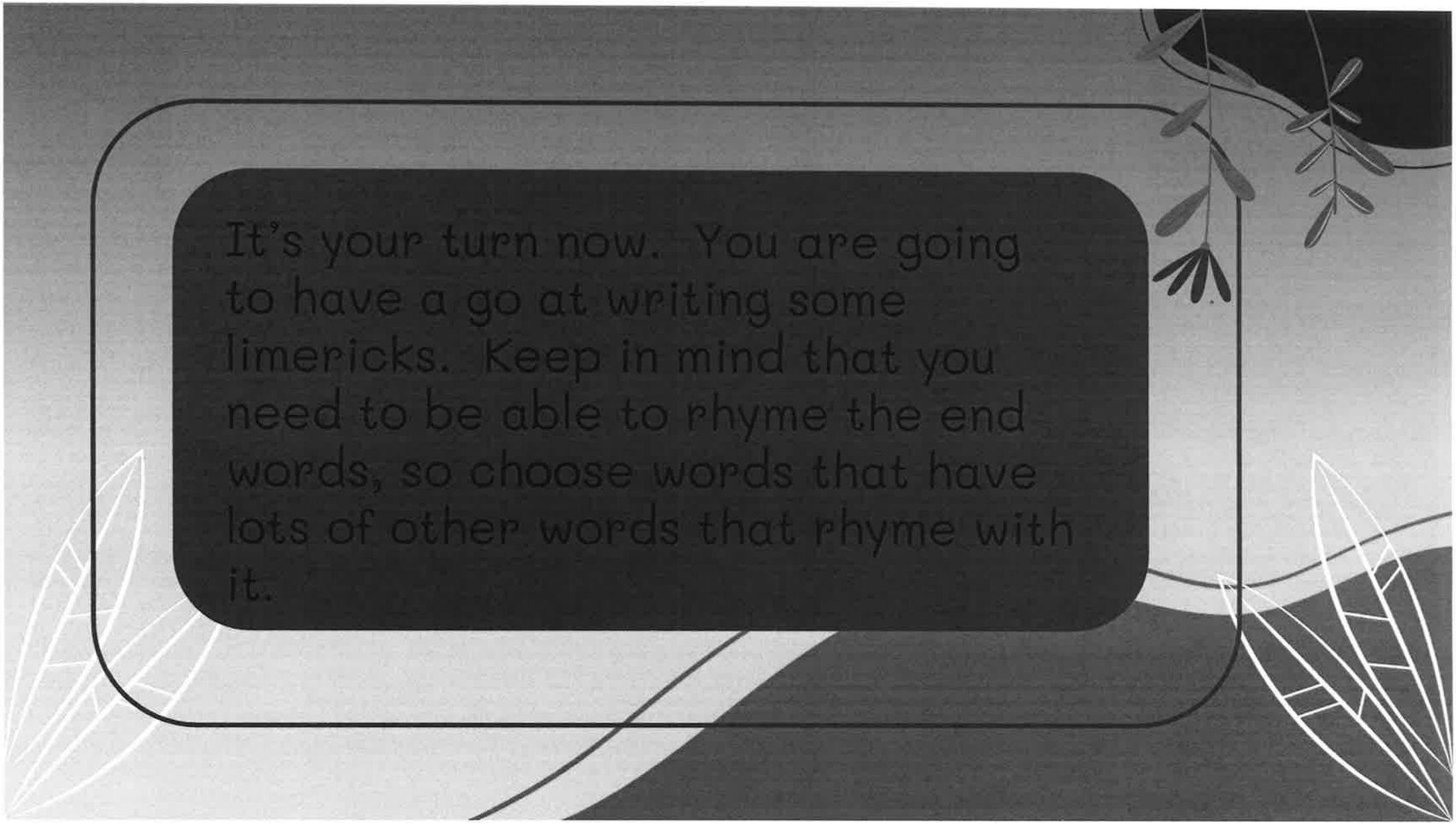
Rhyming words also give the poem rhythm or beat. When you say the limerick out loud, you can hear that it sounds a certain way.

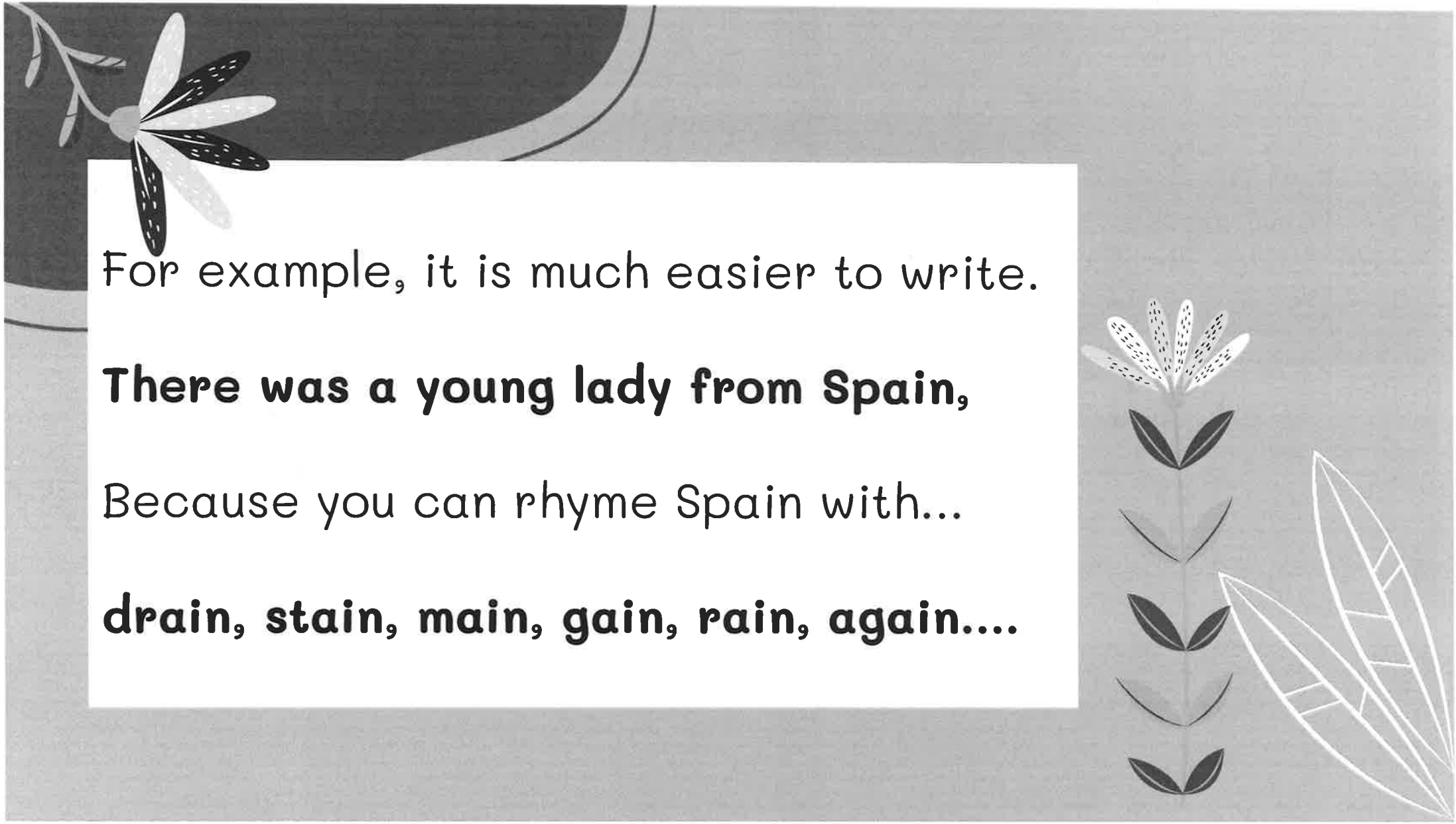


Read the limericks below out loud and identify the 2 different rhyming patterns in the limerick.

There once was a loony old goat,
Who wanted to sail on a boat.
Across the seven seas,
With a crew of trained fleas,
While wearing a long captain's coat.

A black widow spider named Kim,
Was always so proper and prim,
But her new husband Bob,
Was too much of a slob,
So she made a meal out of him.


It's your turn now. You are going to have a go at writing some limericks. Keep in mind that you need to be able to rhyme the end words, so choose words that have lots of other words that rhyme with it.

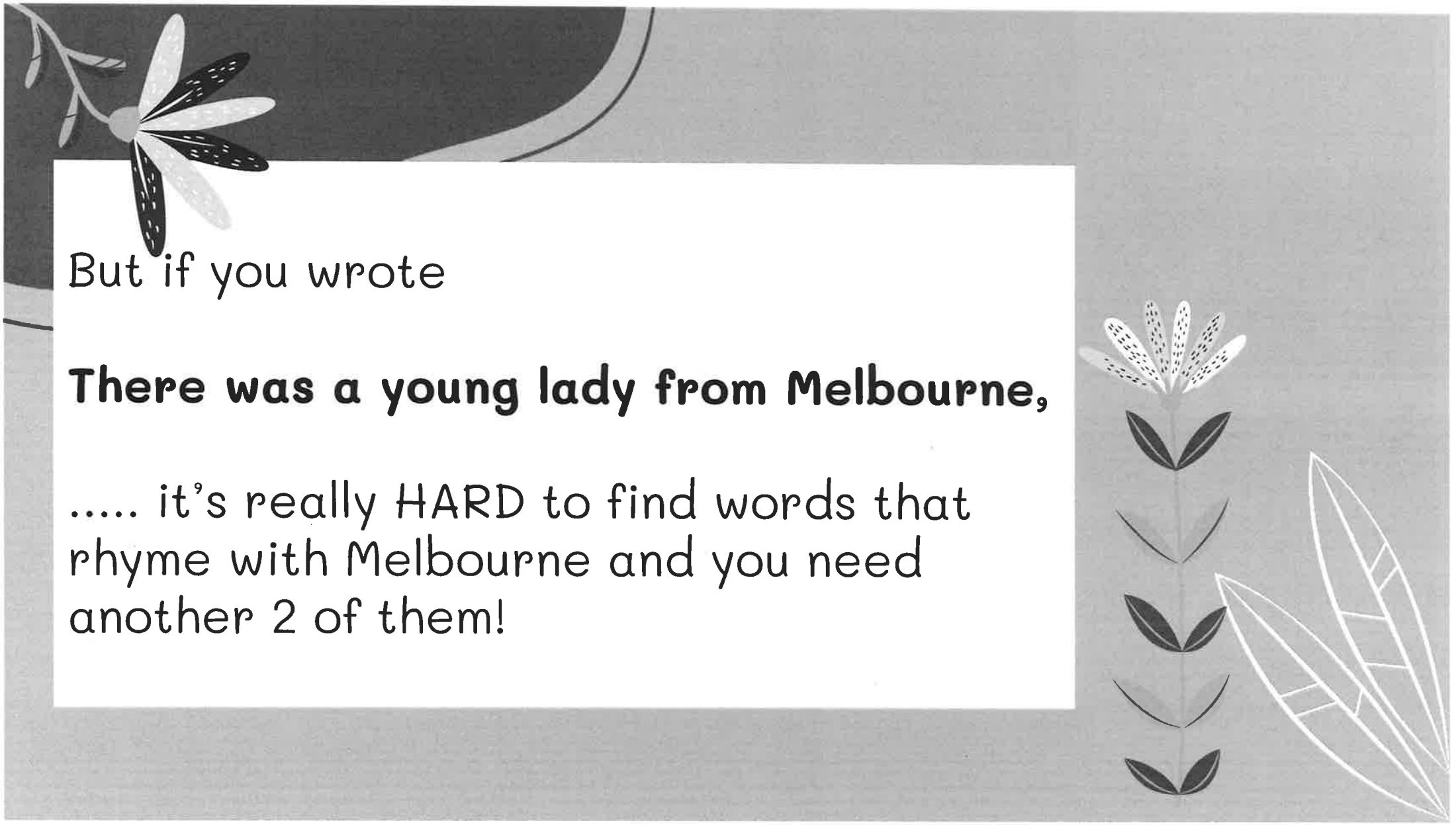


For example, it is much easier to write.

There was a young lady from Spain,

Because you can rhyme Spain with...

drain, stain, main, gain, rain, again....



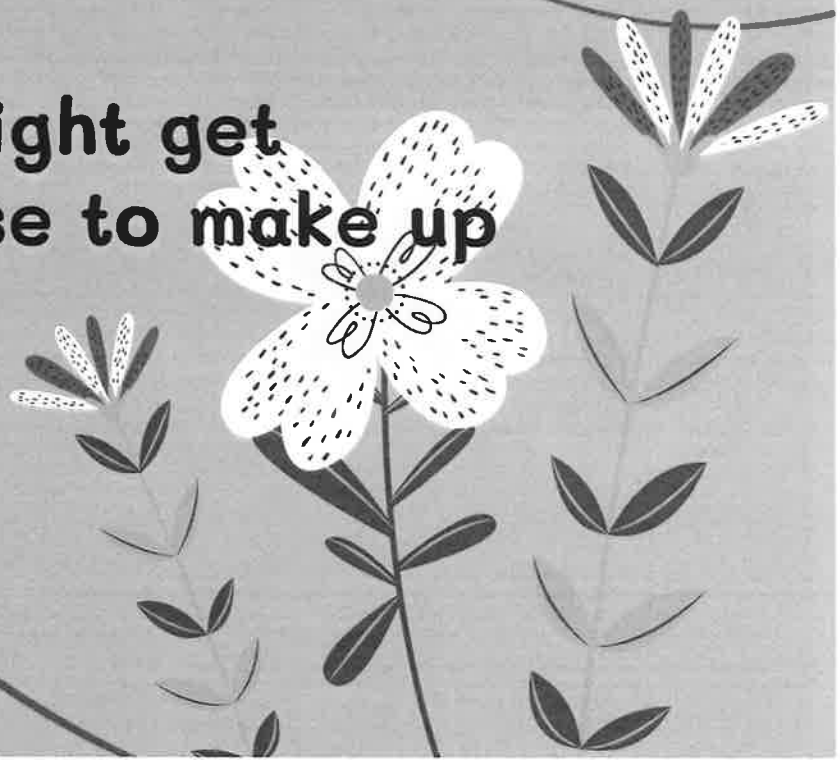
But if you wrote

There was a young lady from Melbourne,

..... it's really HARD to find words that rhyme with Melbourne and you need another 2 of them!

In your remote learning book, write down 3 of your own limericks.

Here are some lines that might get you started, or you can choose to make up your own.



A pretty young girl from Seville,
There once was a puppy named Ted,
A small silly monkey named Bob,
There once was a boy named O'Toole,
There was an old lady from France,

..... see there's lots! Have a go.

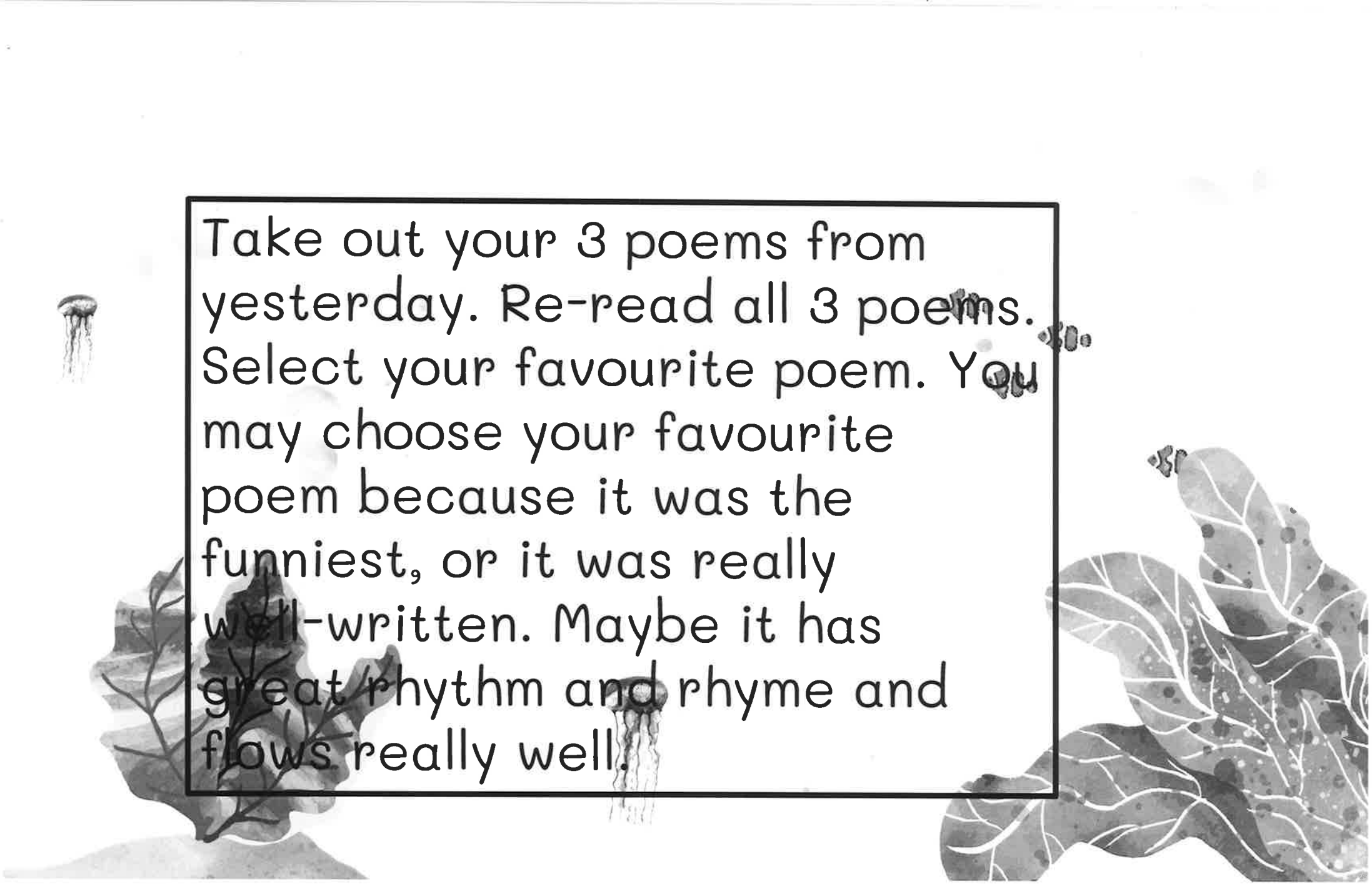
THAT'S IT FOR TODAY. I HOPE YOU ENJOYED YOUR INTRODUCTION TO POETRY.

POETRY LESSON 2

Yesterday you had a go at drafting your own Limerick poems.

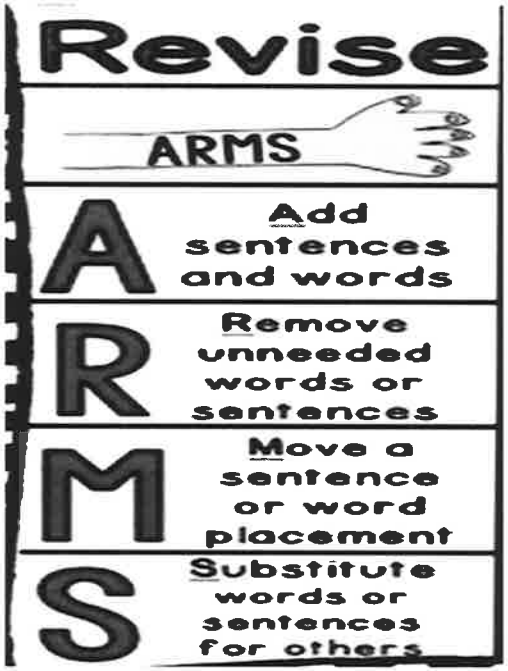
Today we are going to go through the editing and revising process to get these poems to the published stage.

Take out your 3 poems from yesterday. Re-read all 3 poems. Select your favourite poem. You may choose your favourite poem because it was the funniest, or it was really well-written. Maybe it has great rhythm and rhyme and flows really well.



REVISING

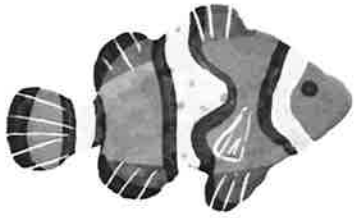
Use the ARMS picture below to revise your Limerick poem. Remember, a Limerick has a specific sequence you MUST follow.

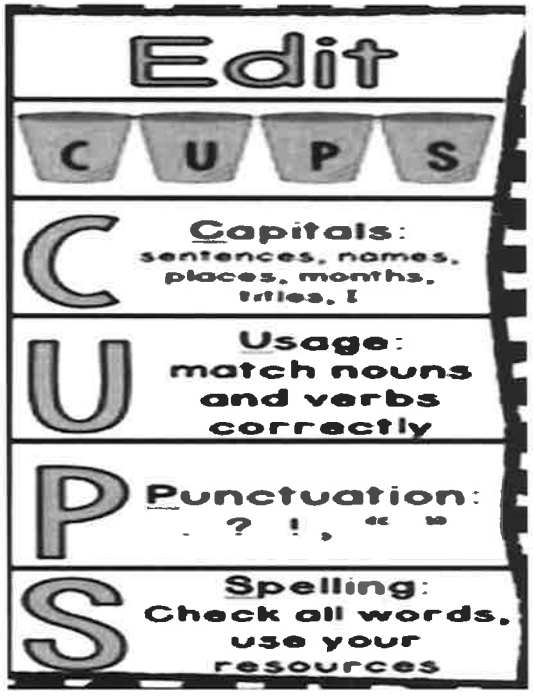


- A limerick is a five-line poem with a strict meter.
- The rhyme scheme is usually A-A-B-B-A
- What does that mean?
- Lines 1&2 end with the same rhyme, lines 3&4 end with the same rhyme and the last line ends with the same rhyme as the first line.

EDITING

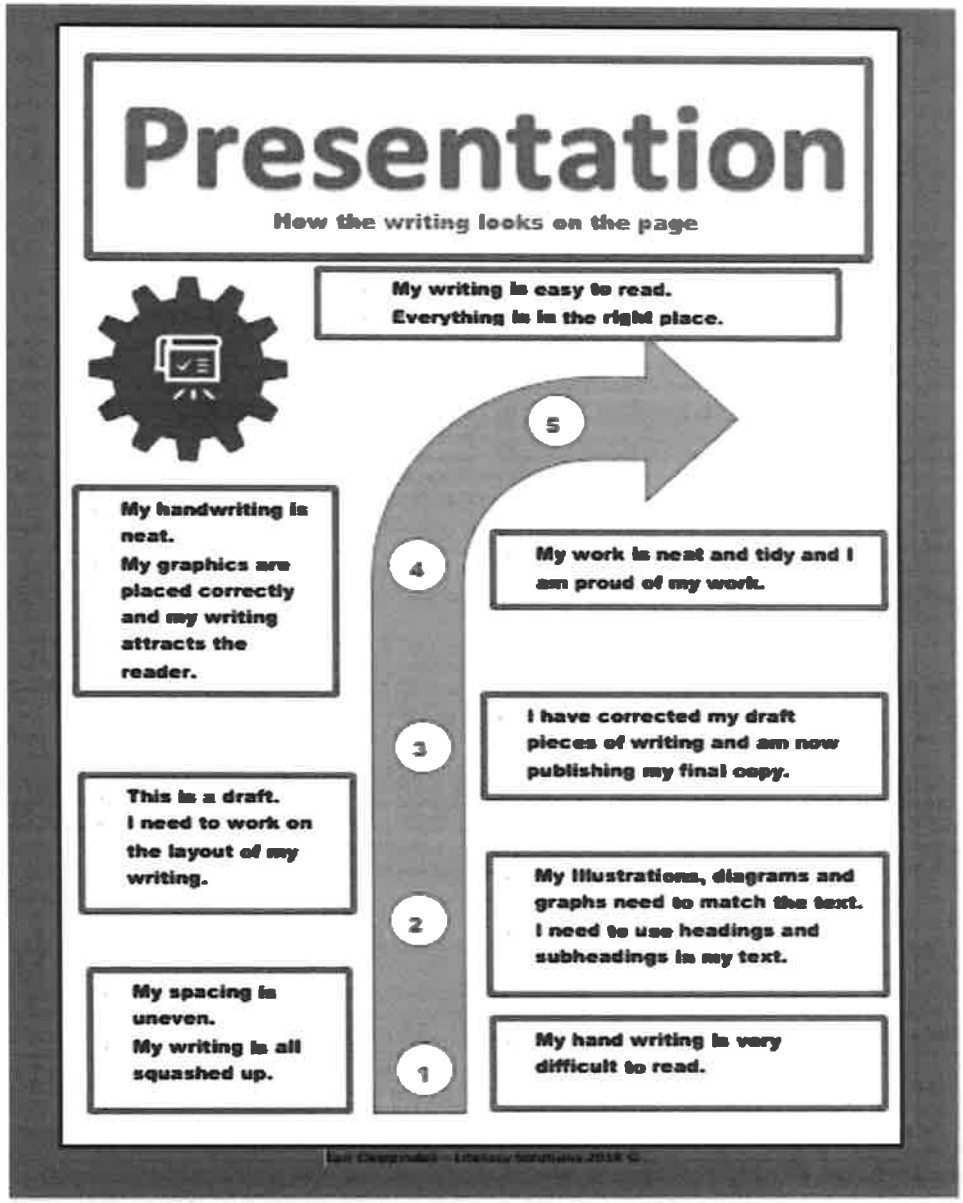
Use the CUPS picture below to revise your Limerick poem.





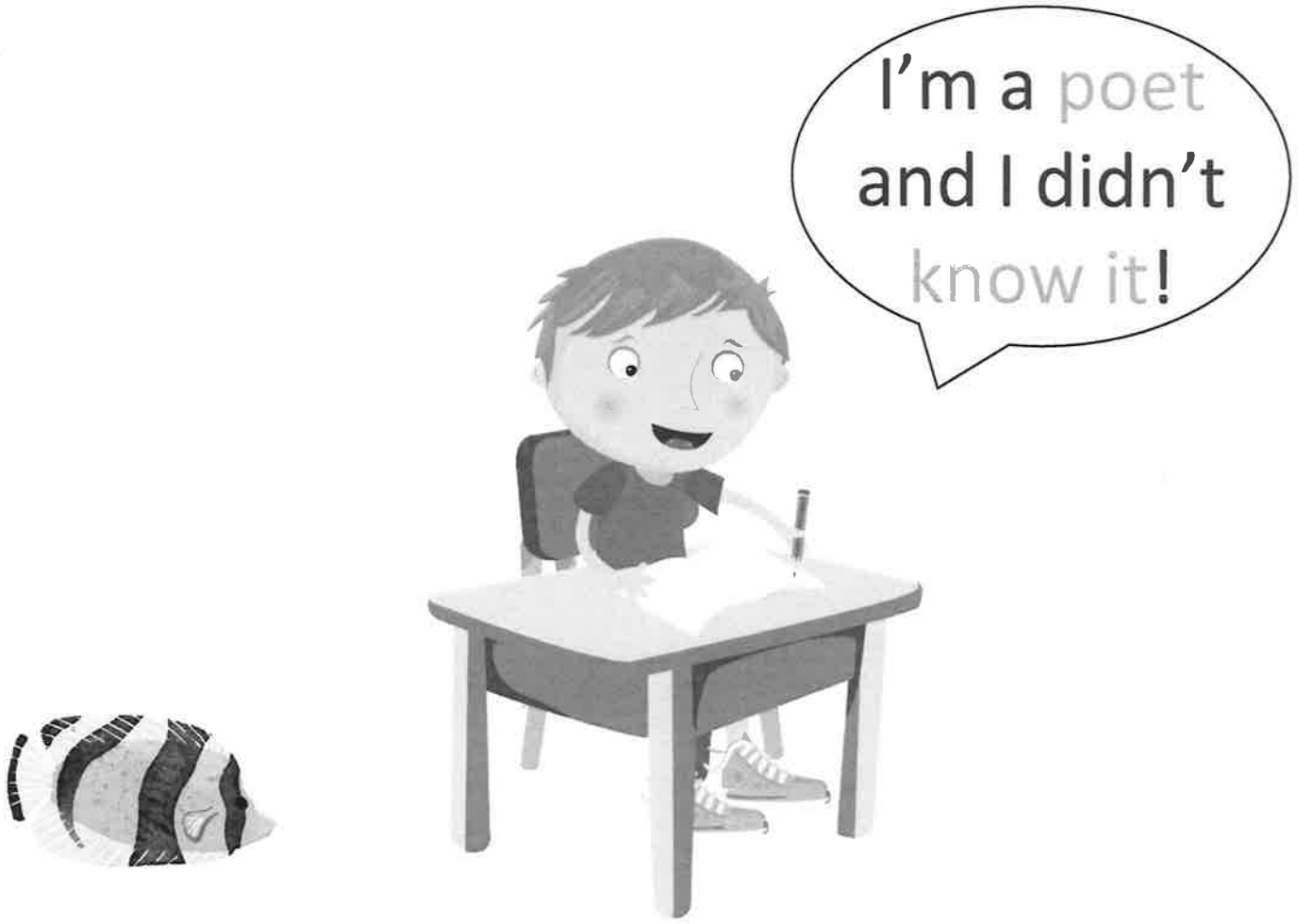
PUBLISHING

You are now ready to publish your Limerick!!! Before you start publishing please think about all the things that make a great published piece. Remember, you are aiming for a 5 on the presentation scale.



You can choose to publish this on the computer and insert pictures to match, or you may want to present it on paper and illustrate your work.

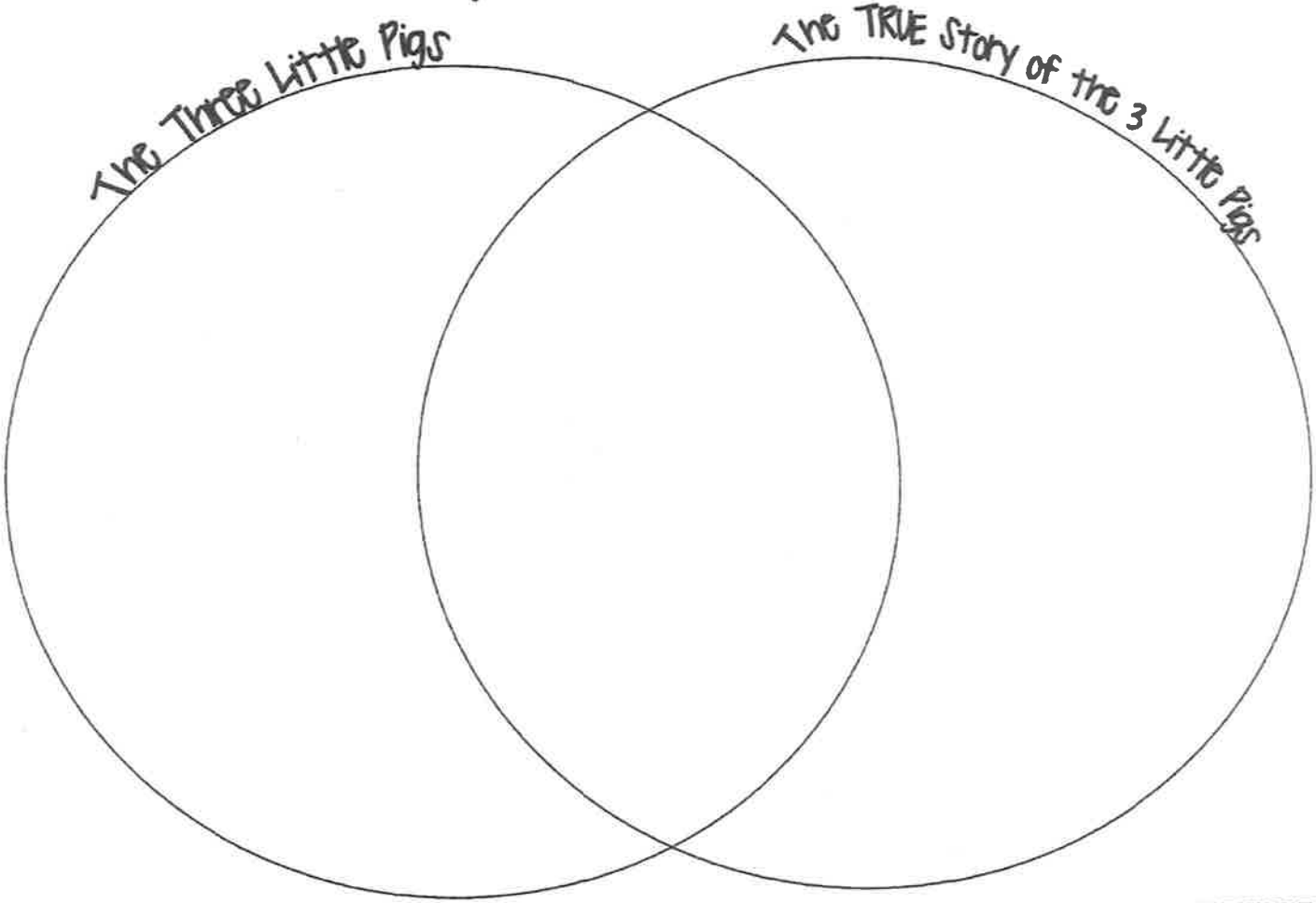
Feedback Task:
This published piece of writing is a feedback task. There will be an assignment set on Google Classroom for you to return this work to your teacher. Your teacher will provide you with some feedback on your poem.


I'm a poet
and I didn't
know it!

THAT'S ALL FOR TODAY

Name:

Compare and Contrast



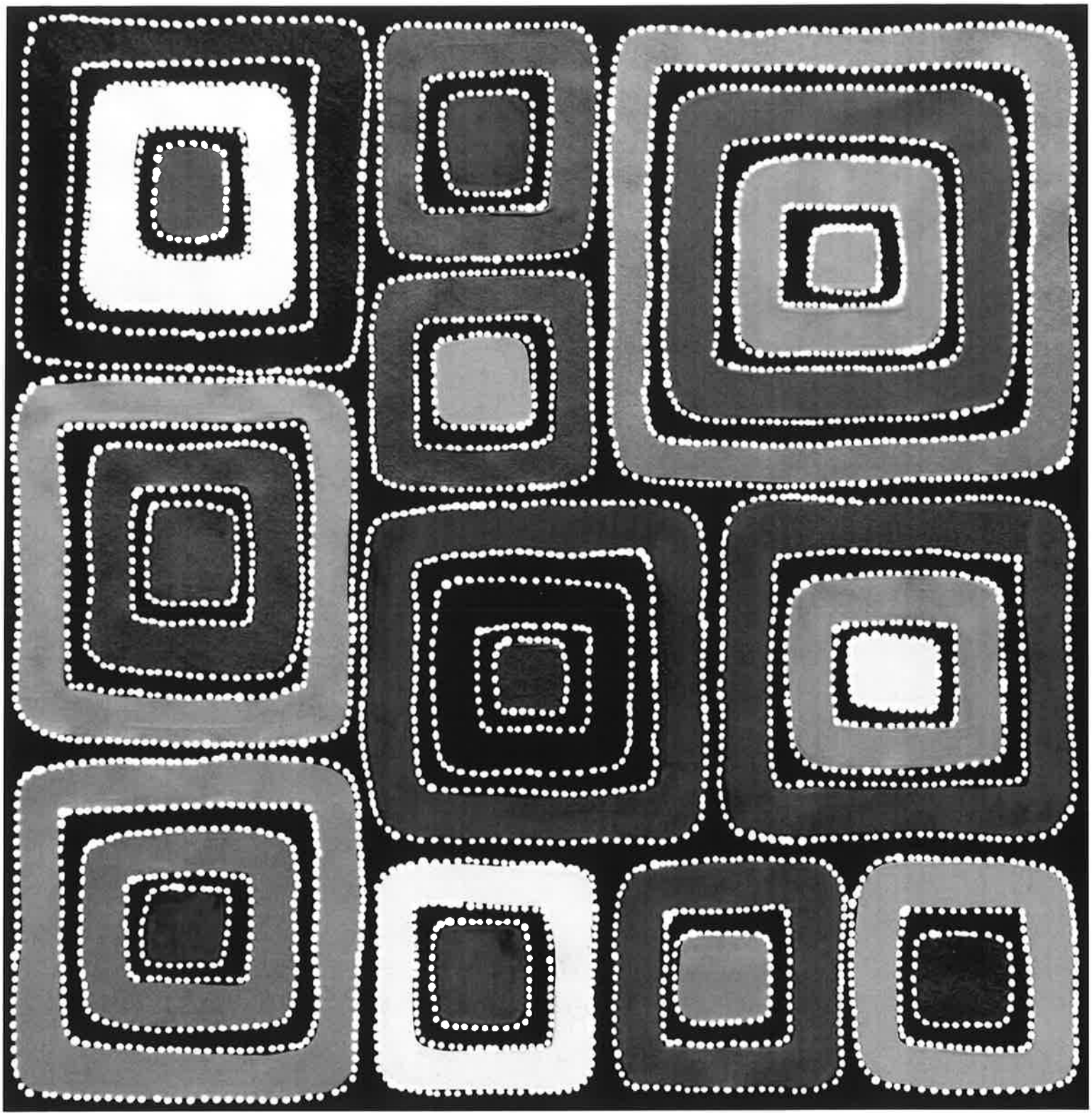
Wolf goes to jail	Houses fell down	Wolf needed sugar	Houses made of bricks, straw, and sticks
Big Bad Wolf	Nice, Kind Wolf	Wolf fell into hot water	Wolf wanted to eat pigs

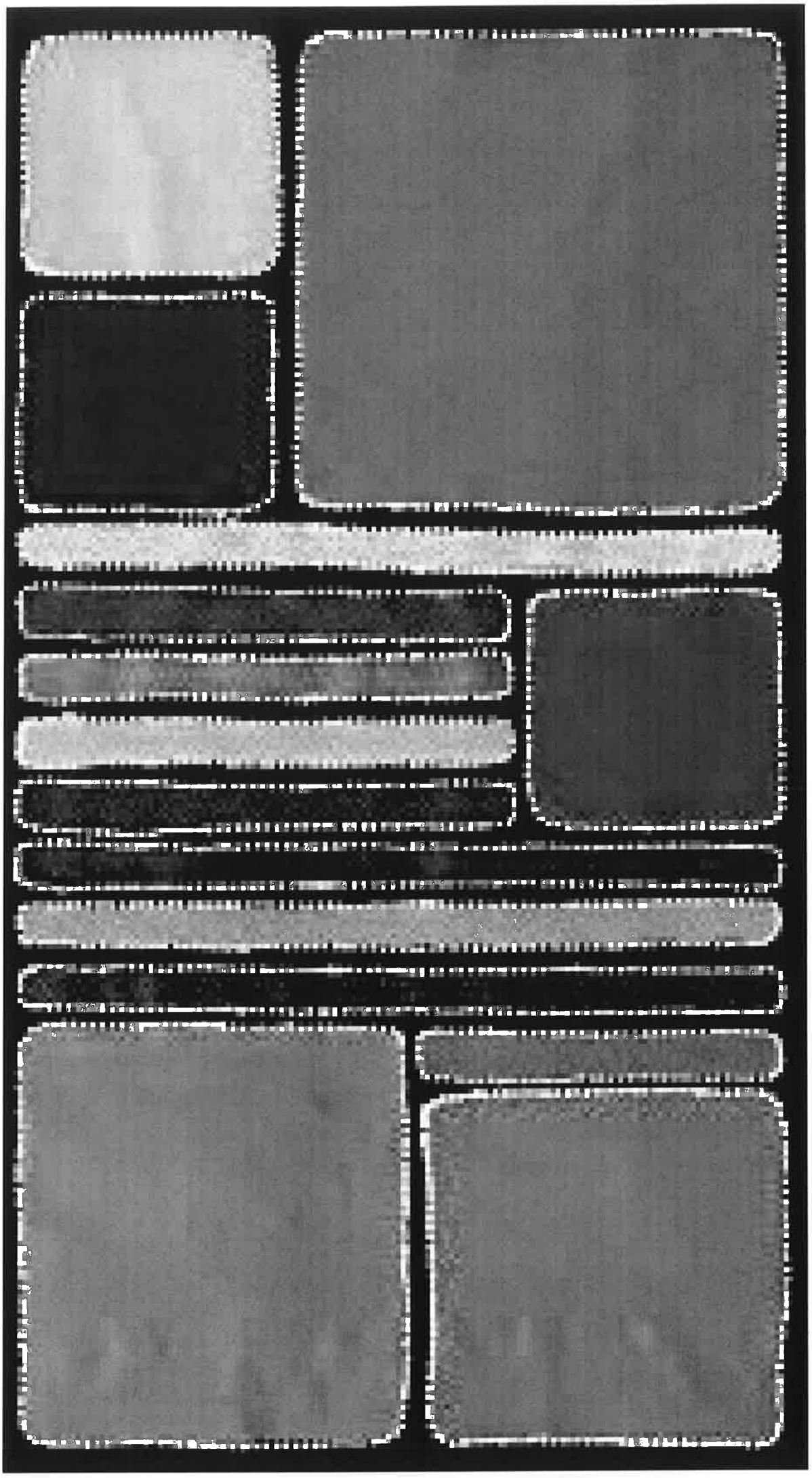
YEAR THREE STEM RUBRIC

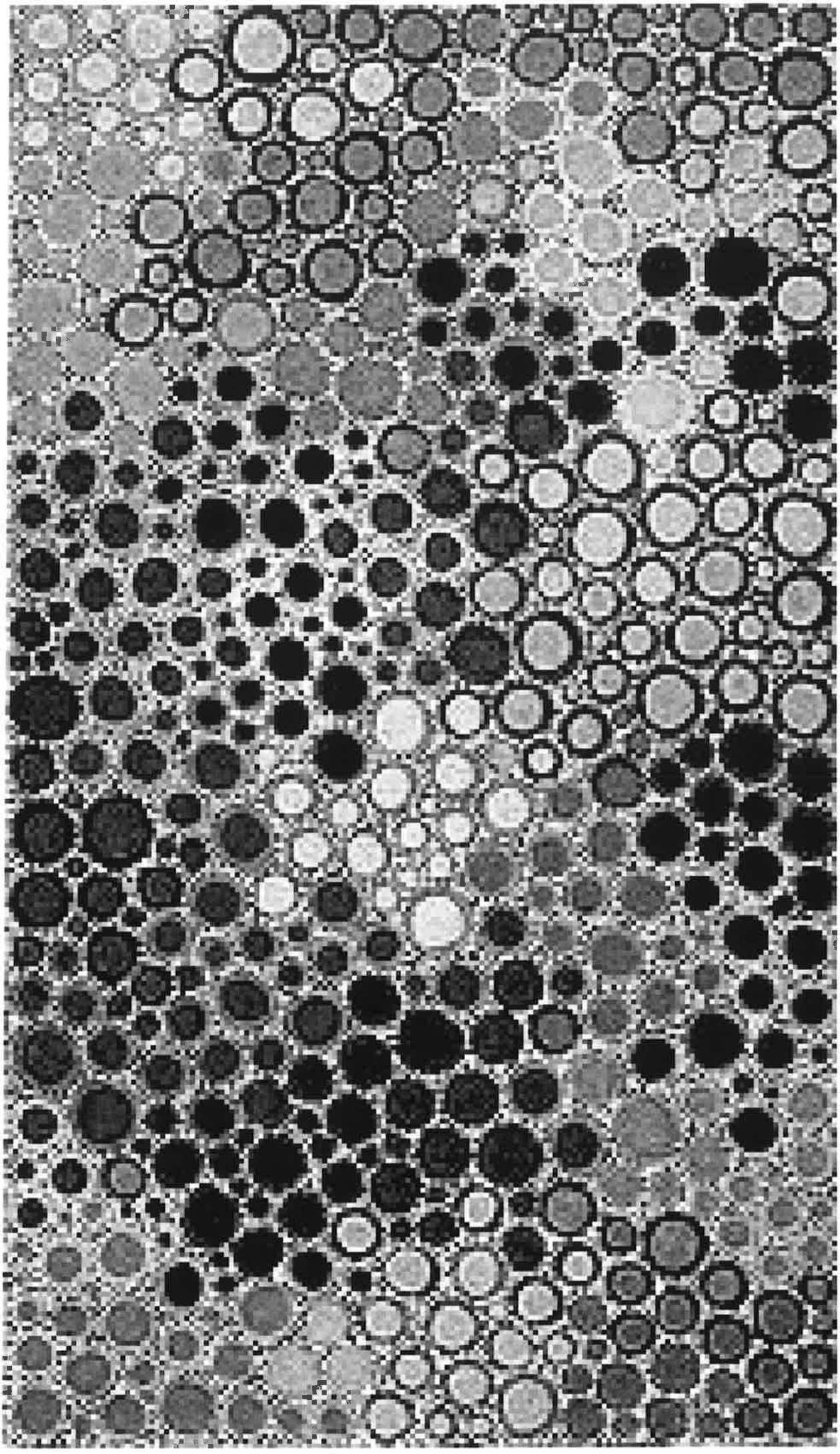
POPSICLE STICK CATAPULT SUPPLIES: • 10 Icey pole Sticks. • Rubber Bands • Firing Power (marshmallows, pompoms, pencil top erasers) • Bottle Cap Using these supplies create a catapult that can make objects fly across the room. In your remote learning book draw a design of your catapult and predict what item will go the furthest. Now for the fun create your catapult, test it, redesign and retest. Now writing into your remote learning book which design worked the best and why.	**MRS GUNTHER SCIENCE EXPERIMENT.** Join Mrs Gunther and her helpers for a science session in the comfort of her own home. We might make some density towers, see how food colouring reacts in different temperature water. The options are endless. You can either complete the science experiment alongside Mrs Gunther, or watch to observe what happens.	**EGG DROP CHALLENGE!** Supplies • Packaging materials. • Tissue • Old t-shirts or rags • Recycling container goodies • Styrofoam • String • Bags • And so anything you can find to make a soft landing. Draw your design using the materials you have collected into your remote learning book. Now following your design, create your protector. Now for the fun part, DROP THAT EGG FROM A GREAT HEIGHT! If your egg survives then well done, if not go back into the redesign process, but try not to go through too many eggs.	**BUILD A CAR THAT MOVES.** Supplies. • Lego • Rubber band • Balloons. Using Lego follow the design process (define the problem, Imagine and design, create and make, test and reflect and then redesign a car that can be propelled by a balloon.
MAKE A PAPER FORT. Supplies • Newspaper • Tape	**HOW MUCH CARGO CAN A PAPER AIRPLANE CARRY?** Supplies	**HOW STRONG IS SPAGHETTI?** SUPPLIES • A packet of spaghetti.	Balloon Pinwheel. Supplies • Pencil with a good eraser on the end. • A pin. • Duct tape

rolling it from one corner. The tighter the roll the more support you'll have. Secure the end with a small piece of tape. Now make as many rolls as your kids will allow. An ideal amount would be around 48. Create as many triangles as you can with your newspaper rolls. Finally, you'll secure each triangle to each other creating whatever size structure you want!	tape! • Handfuls of coins • Doorway. First, draw a line on the floor about 3mts in front of your doorway. Use tape to make a "target" in the upper third of the doorway. To prove their cargo plane can fly, kids need to glide their plane through that "target" successfully. Draw your paper airplane design into your remote learning book. Remember that your paper plane has to carry coins. Create and make your plane. Test, reflect and redesign. Extension – you get to keep the money the plane flies!!!	blocks. • Books. First test is to see how strong spaghetti is vertically. Stick the spaghetti sticks into the cardboard so it is standing up, test see how strong it is by resting books on top of the spaghetti. In your remote learning book predict how many books your spaghetti will be able to hold. Now for the second experiment lay the spaghetti down horizontally on two building blocks. Place some blocks onto to secure. Now use more blocks to see how strong spaghetti is horizontal. Write your results down in your remote learning book.	create a nice tight seal. Then attach the straw to the pencil with the straight pin. The instructions we read said to attach it at the balance point. Find the balance point by balancing the straw with the balloon attached on the end of your finger. Write your predictions into your remote learning book about what will happen to the balloon. Blow up the balloon by blowing through the straw. This make take some time. Then let go, and watch the balloon spin! Write down what actually happened. Research Newton's third law of motion and write it in your own words.

Use the rubric below and complete any of the activities at your own pace.







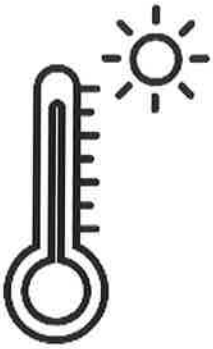
Bagaimana cuaca?

How's the weather?

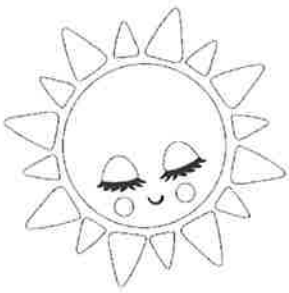
Cuaca hari ini _____.

The weather today is _____.

Panas- hot

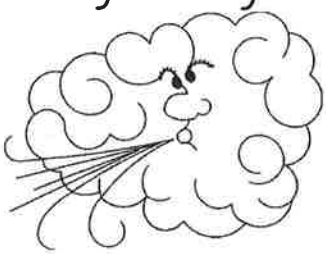


Cerah- fine



Lembab- humid

Berangin keras- really windy

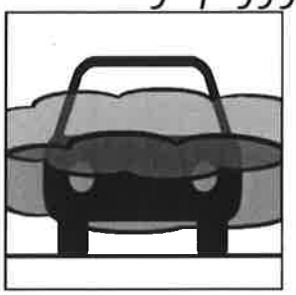


Berawan- cloudy

Hujan- rainy

Berkilat- stormy

Mendung-foggy



Salju- snowy

Berangin- windy

Dingin- cold