
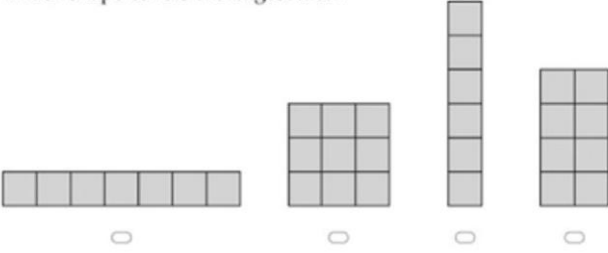
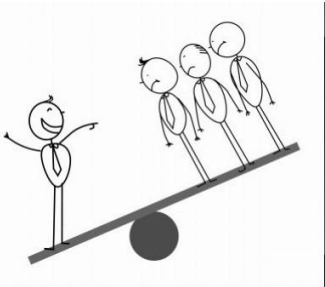


Year 3 Home Booklet 6



Monday

<p>Spelling</p>	<p>Discuss the meaning of each of your spelling words with someone then write your words out <i>three times</i>.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Graph /y/ making the sound "ee" as in pony.</i> <i>Plural rule: Words ending in y: If the y is a graph- drop the y and add ies.</i> <i>If the y is part of a digraph- just add s.</i></p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p>Red pony ponies baby babies key</p> </td> <td style="width: 33%; padding: 5px;"> <p>Orange lady ladies lolly lollies journey</p> </td> <td style="width: 33%; padding: 5px;"> <p>Green library libraries property properties memory memories donkey</p> </td> </tr> </table>	<p>Red pony ponies baby babies key</p>	<p>Orange lady ladies lolly lollies journey</p>	<p>Green library libraries property properties memory memories donkey</p>
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<p>Sentence of the day</p>	<p>Verbs are words that tell what is happening or what is. For example: The dog <u>barked</u> at the postman. Phillip <u>was</u> happy.</p> <p>Write a statement using each verb:</p> <ul style="list-style-type: none"> • built • noticed 			
<p>Writing</p>	<p>Write a sizzling start and backfill based on the following picture: A sizzling start should be 1-2 sentences long and hook your reader in straight away it may be a:</p> <ul style="list-style-type: none"> • sound hook • rhetorical question • action hook <p>Backfill is where we 'go back' and orientate our reader. It includes the:</p> <p>who when where what</p> 			
<p>Reading</p>	<p>Read for 20 minutes.</p>			
<p>Comprehension</p>	<p>Choose a story book you have read or have at home. Read it again and then write a summary.</p> <p>A summary is when you explain what happens in a story to someone else. A good summary will include the main idea, characters, setting, problem and how it ends.</p>			


<p>Maths activity</p>	<p>Play: Red or black? You will need a pack of playing cards.</p> <p>How to play: Red card = subtraction, black card = addition, J=11, Q=12, K=13, A=1.</p> <p>Students begin at 50 and flip over a card. If you flip over a red 4, you subtract 4 from 50. Your new number is 36. If your next card was a black king, you</p>
	<p>would add 13 to 46 getting a new number of 59. Keep going until you either get to 0 or 100.</p>
<p>Maths Problem Solving</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p>Which shape covers the largest area?</p>  <p>(Hint: Area is the space inside a shape.)</p> </div> <div style="width: 25%; border: 1px solid black; padding: 5px;"> <p>Read the question twice Write down <u>what you know</u>. Decide which operation you will use (add, subtract, multiply, divide). Solve the problem! Write a <u>worded answer</u>.</p> </div> </div> <p>A game lasts an hour. Harry plays fifteen minutes in the first half and all of the second half. How long does Harry play for altogether? _____ (Hint: There are 60 min in an hour)</p>
<p>Other</p>	<p>Choose 1 Do some cooking with an adult at home. Or Help with the washing and folding.</p>
<p>Weekly Science Project</p>	<p>Design and make a balance arm and investigate the weight of items. What did you learn? What items were the heaviest? How did you make it balance? Record your observations in your book.</p> 

Tuesday

<p>Spelling</p>	<p>Write your spelling words and record the syllables and sounds in each of your words.</p>
<p>Sentence of the day</p>	<p>Verbs are words that tell what is happening or what is. For example: The dog <u>barked</u> at the postman. Phillip <u>was</u> happy.</p> <p>Write a statement using each verb:</p> <ul style="list-style-type: none"> • strolled • laughed

Writing	<p>Reread your sizzling start and backfill from yesterday. Today we are going to add the problems in your story. To make your problems interesting for a reader we are going to add <i>three problems that get bigger and bigger and bigger</i>. Can you brainstorm ideas for your pebble, rock and boulder? Once you've picked your problems add them to your writing from yesterday.</p> 
Reading	Read for 20 minutes
Comprehension	Think about the book you read today. Write down three things you found out about the main character? (If you read a factual text, write down three facts you read).
Maths activity	<p>Play: Red or black? You will need a pack of playing cards.</p> <p>How to play: Red card = subtraction, black card = addition, J=11, Q=12, K=13, A=1. Students begin at 50 and flip over a card. If you flip over a red 4, you subtract 4 from 50. Your new number is 36. If your next card was a black king, you would add 13 to 46 getting a new number of 59. Keep going until you either get to 0 or 100.</p>
Maths Problem Solving	<p>(Hint: Draw a diagram.)</p> <p>Peta's book cost half as much as Matthew's book. Peta and Matthew paid \$27 altogether for the two books. How much was Peta's book? ____</p> <div data-bbox="391 1366 774 1702" data-label="Complex-Block"> <p>Dave put these cakes into rows of 7.</p>  <p>Kate put the same number of cakes into rows of 6 and had some left over. How many cakes were left over?</p> <p>5 4 3 2</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> </div> <div data-bbox="1204 1153 1492 1400" data-label="Text"> <p>Read the question twice Write down what you know. Decide which operation you will use (add, subtract, multiply, divide). Solve the problem! Write a worded answer.</p> </div>
	(Hint: Trial and error would be a good strategy to use.)
Other	<p>Choose 1 Tallest tower competition. How tall can you build a tower at home? Be creative in what you use, make sure you do it safely. Take a photo and send it into your teacher. Or Help in the yard by pulling out some weeds and tidying around the house.</p>


Wednesday

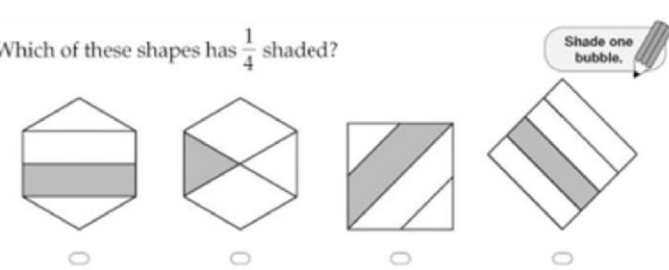
Spelling	Write all of your words in sentences .																																				
Sentence of the day	<p>Verbs are words that tell what is happening or what is. For example: The dog <u>barked</u> at the postman. Phillip <u>was</u> happy.</p> <p>Write a statement using each verb:</p> <ul style="list-style-type: none"> • slept • wrote 																																				
Writing	<p>Write an exciting ending for your story from this week. An ending should wrap up your story with an action ending and a character resolution.</p> 																																				
Reading	Read for 20 minutes.																																				
Comprehension	Be the illustrator! Pick your favourite part of the story and draw a picture to illustrate it.																																				
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Maths Problem Solving	<table border="1" data-bbox="383 1697 933 1937"> <thead> <tr> <th colspan="6">Swimming Timetable</th> </tr> <tr> <th></th> <th>11:00</th> <th>12:00</th> <th>1:00</th> <th>2:00</th> <th>3:00</th> </tr> </thead> <tbody> <tr> <th>Class 3</th> <td>playtime</td> <td>bus to pool</td> <td>lunch</td> <td>swimming lessons</td> <td>bus back to school</td> </tr> <tr> <th>Class 4</th> <td>bus to pool</td> <td>lunch</td> <td>swimming lessons</td> <td>playtime</td> <td>bus back to school</td> </tr> <tr> <th>Class 5</th> <td>bus to pool</td> <td>swimming lessons</td> <td>bus back to school</td> <td>lunch</td> <td>playtime</td> </tr> <tr> <th>Class 6</th> <td>lunch</td> <td>bus to pool</td> <td>swimming lessons</td> <td>bus back to school</td> <td>playtime</td> </tr> </tbody> </table> <p>Which class has swimming lessons first?</p> <p>Class 3 Class 4 Class 5 Class 6</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	Swimming Timetable							11:00	12:00	1:00	2:00	3:00	Class 3	playtime	bus to pool	lunch	swimming lessons	bus back to school	Class 4	bus to pool	lunch	swimming lessons	playtime	bus back to school	Class 5	bus to pool	swimming lessons	bus back to school	lunch	playtime	Class 6	lunch	bus to pool	swimming lessons	bus back to school	playtime
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Read the question twice
Write down what you know.
Decide which operation you will use (add, subtract, multiply, divide).
Solve the problem!
Write a worded answer.


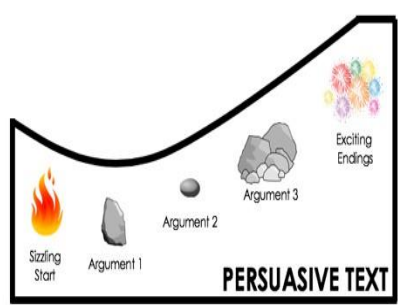
	There are five numbers in the pattern. Fill in the missing number. 56, 66, __, 86, 96
Other	Choose 1 Design, draft in your book, and build a home for a small toy. You could use, Lego, Duplo, or recycled materials. Or Tidy your room and vacuum the floor.



Thursday

Spelling	Rainbow write your spelling words (write each word in different colours of the rainbow.)
Sentence of the day	Verbs are words that tell what is happening or what is. For example: The dog <u>barked</u> at the postman. Phillip <u>was</u> happy. Write a statement using each verb: <ul style="list-style-type: none"> • watched • listened
Writing	Write a descriptive paragraph based on this picture, remember to include your five senses (see, hear, taste, touch, feel) to make your writing paint a picture. 
Reading	Read for 20 minutes.
Comprehension	Be the teacher! Every week your teacher asks you questions about the books you are reading. Can you think of three of your own questions to ask about a story you have read (or watched)?
Maths activity	Play: Red or black? You will need a pack of playing cards. How to play: Red card = subtraction, black card = addition, J=11, Q=12, K=13, A=1. Students begin at 50 and flip over a card. If you flip over a red 4, you subtract 4 from 50. Your new number is 36. If your next card was a black king, you would add 13 to 46 getting a new number of 59. Keep going until you either get to 0 or 100.

<p>Maths Problem Solving</p>	<p>Which of these shapes has $\frac{1}{4}$ shaded?</p>  <p>(Hint: Shade one bubble.)</p> <p>Quarters is when a shape has been broken up into 4 EQUAL parts.)</p> <p>Simone is making a fruit drink. She needs 3 litres of orange juice. She is using a jug that can measure $\frac{1}{2}$ a litre. How many times will she need to fill the jug to measure 3 litres? _____</p> <p>(Hint: Draw some pictures.)</p>	<p>Read the question twice Write down what you know. Decide which operation you will use (add, subtract, multiply, divide). Solve the problem! Write a worded answer.</p>
<p>Other</p>	<p>Listen to some music and relax Or Draw a portrait picture of someone in your home. It could be Mum, Dad or even your dog.</p>	

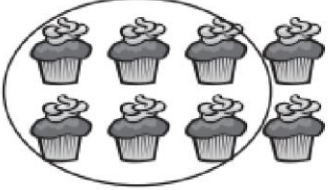
Friday

<p>Spelling</p>	<p>Get someone to test you on your spelling words or do a look cover write check with them.</p>	
<p>Sentence of the day</p>	<p>Verbs are words that tell what is happening or what is. For example: The dog <u>barked</u> at the postman. Phillip <u>was</u> happy.</p> <p>Write a statement using each verb:</p> <ul style="list-style-type: none"> • played • ate 	
<p>Writing</p>	<p>Do you think kids should be allowed to have drivers licenses and drive cars? Why or why not?</p> 	
<p>Reading</p>	<p>Read for 20 minutes</p>	
<p>Topic Talk</p>	<p>Write a short speech or topic talk. If you can- video yourself saying your speech and send it to your teacher.</p> <p>Your topic:</p> <p>When I grow up I would like to be...</p>	

<p>Maths activity</p>	<p>Play: Red or black? You will need a pack of playing cards.</p> <p>How to play: Red card = subtraction, black card = addition, J=11, Q=12, K=13, A=1. Students begin at 50 and flip over a card. If you flip over a red 4, you subtract 4 from 50. Your new number is 36. If your next card was a black king, you would add 13 to 46 getting a new number of 59. Keep going until you either get to 0 or 100.</p>	
<p>Maths Problem Solving</p>	<p>Mandy wrote this correct number sentence.</p> $27 + 13 = 40$ <p>Which of these number sentences is also correct?</p> <p><input type="radio"/> $40 - 13 = 27$</p> <p><input type="radio"/> $40 + 27 = 13$</p> <p><input type="radio"/> $27 - 40 = 13$</p> <p><input type="radio"/> $13 + 40 = 27$</p> <p>each get? _____</p>	<p>Read the question twice Write down what you know. Decide which operation you will use (add, subtract, multiply, divide). Solve the problem! Write a worded answer.</p> <p><i>(Hint: Think about the inverse relationship between addition and subtraction.)</i></p> <p>Maria shares \$150 among her 3 grandchildren. How much will they</p>
<p>Other</p>	<p>Choose 1 Go outside and kick or throw a ball. Play on the trampoline Or go for a walk with a grown up.</p>	
	<p>Practise your throwing and catching with someone outside. How many times can you clap while the ball is in the air?</p> <p>PDHPE: Play a game of Hopscotch or "FLY" at home in the yard.</p> <div style="display: flex; justify-content: space-around;">   </div>	

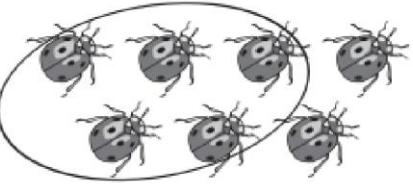
c

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



d

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



2 Circle the fraction shown:

a


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



6
8

b


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



4
6

c


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



3
9

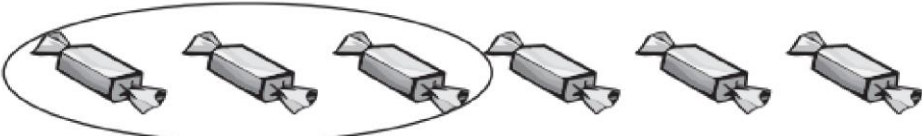
d

4	out of	12
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4
12

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

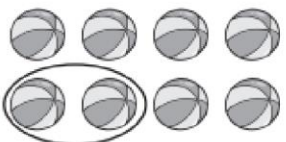


3
6

1 What fraction of each group is circled?


a

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

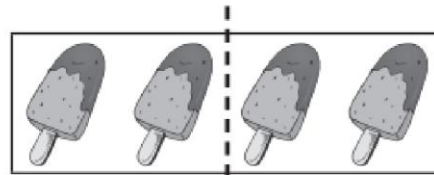


b

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



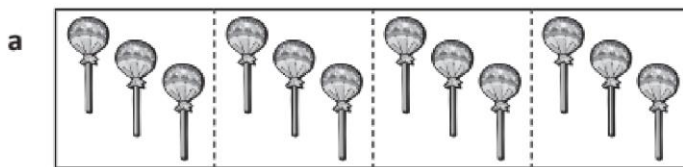
Finding a fraction of different amounts is like division. Look at this tray of 4 ice creams. We can see that $\frac{1}{2}$ of this group is 2. This is the same as dividing 4 by 2.



$$4 \div 2 = 2$$

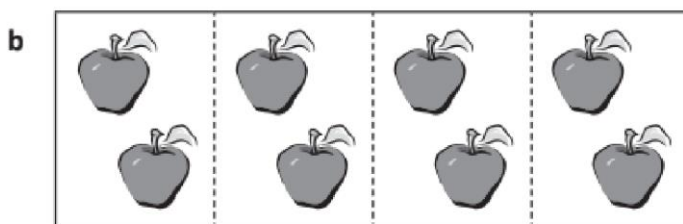
$$\frac{1}{2} \text{ of } 4 = 2$$

3 Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.



$$\boxed{12} \div \boxed{4} = \boxed{3}$$

$$\frac{\boxed{1}}{\boxed{4}} \text{ of } \boxed{12} = \boxed{3}$$



$$\boxed{} \div \boxed{4} = \boxed{}$$

$$\frac{\boxed{1}}{\boxed{4}} \text{ of } \boxed{} = \boxed{}$$



$$\boxed{} \div \boxed{8} = \boxed{}$$

$$\frac{\boxed{1}}{\boxed{8}} \text{ of } \boxed{} = \boxed{}$$

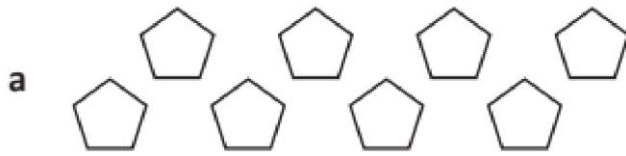
4 Find $\frac{1}{4}$ of these amounts:



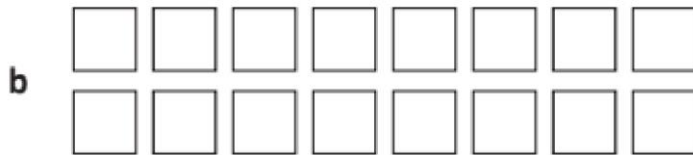
$$\frac{1}{4} \text{ of } 24 = \boxed{}$$



5 Shade the fraction of these amounts:



$$\frac{\boxed{1}}{\boxed{4}} \text{ of } \boxed{8} = \boxed{2}$$



$$\frac{\boxed{1}}{\boxed{2}} \text{ of } \boxed{16} = \boxed{8}$$

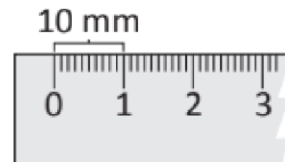
3 Write these measurements in centimetres:

a 40 mm = cm

b 70 mm = cm

c 30 mm = cm

When we need a unit of length that is smaller than a centimetre, we use millimetres. There are 10 millimetres in 1 centimetre. 10 mm = 1 cm



1 Estimate and measure these objects in millimetres:

	Object	Estimate	Millimetres
a	Width of your thumb		
b	Length of your hand		
c	Length of a cornflake		

2 How many millimetres in:

a 4 cm = mm

b 9 cm = mm

c 2 cm = mm

4 Record the length of each piece of string in millimetres:

