

Plattsburg Public School

Learning from
Home - Blue
Stage 3



Term 4 Week 3

This booklet belongs to:

Stage 3 suggested timetable

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>English I don't want a pet snake Word investigation EN3-3A, EN3-6B Modality EN3-3A, EN3-6B Our Solar System Cloze Passage</p>	<p>English I don't want a pet snake Reasons why EN3-3A, EN3-6B, EN3-2A, EN3-7C Ideal pet EN3-2A, EN3-7C Soccer Cloze Passage</p>	<p>English School recycling campaign EN3-2A, EN3-3A, EN3-5B Alternative uses EN3-5B, EN3-7C What are Bushfires? Cloze Passage</p>	<p>English 1957 drink advertisement EN3-3A, EN3-5B, EN3-7C Sell it! EN3-2A, EN3-7C What is Dreaming? Cloze passage</p>	<p>English Cadbury chocolate advertisement Advertising analysis Lindt chocolate advertisement EN3-5B, EN3-7C Creating your own advertisement EN3-2A, EN3-5B, EN3-7C Skeleton Cloze Passage</p>
<p>Mathematics Place value</p>	<p>Mathematics Addition</p>	<p>Mathematics Subtraction</p>	<p>Mathematics Multiplication</p>	<p>Mathematics Division</p>
<p>STEM Choose a Space Week activity from the matrix.</p>	<p>STEM Choose a Space Week activity from the matrix.</p>	<p>STEM Choose a Space Week activity from the matrix.</p>	<p>STEM Choose a Space Week activity from the matrix.</p>	<p>STEM Choose a Space Week activity from the matrix.</p>

Monday

English – Activity 1 – Reading and viewing: word investigation

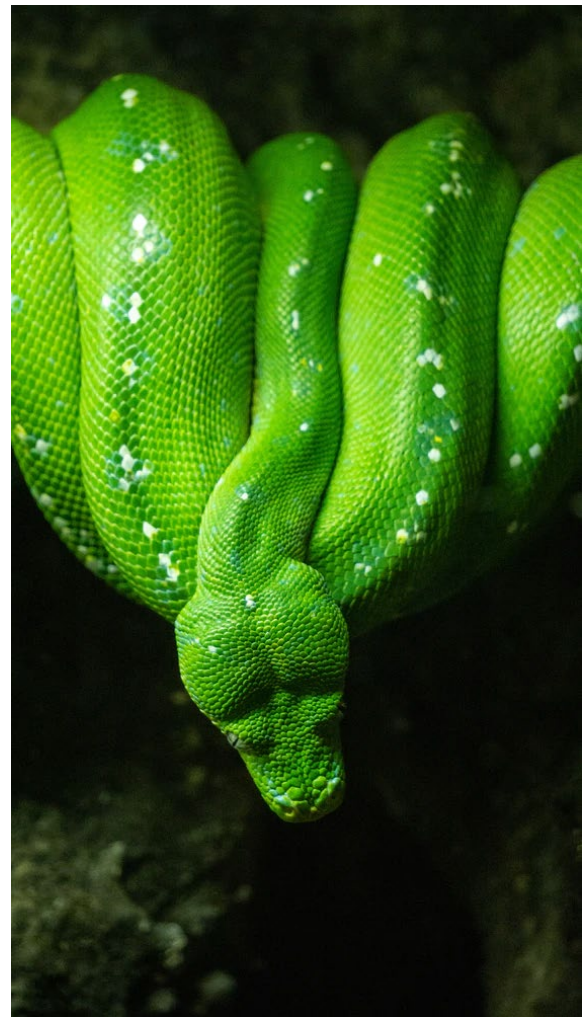


To listen to the poem, 'I Don't Want a Pet Snake', scan the QR code or go to the website: <https://edu.nsw.link/VCQHF4>. It is also written below for you. You will use this poem over the next few days.

I Don't Want a Pet Snake

Poem by Kathryn Apel

Snakes slither and make me shiver.
They squeeze too tight,
have a dangerous bite,
and sleep in winter, day ... and night.
If there's one thing I would NEVER do
it's keep a snake as a pet—would you?
Snakes aren't cosy like a kitty,
curled and furry-purry pretty.
They twist and tie you up in turns
then squeeze you tight—like Chinese burns.
In winter, snakes are always ssssnoozing. (Yawn)
They're much too cool to be amusing!
I want a pet that likes to run.
A pouncing pup is much more fun!
What if my pet snake bit ME?
I'm sure that you would all agree
that it would be a tragedy,
if a snake should spell 'The End' for me.
It's true, that experts milk some snakes;
the thought of which gives me the shakes.
The serum they mix might be WOW—
but I'd much rather milk a cow!
In conclusion, I will never buy
a snake to pet, and this is why:
They squeeze too tight,
have a dangerous bite,
and sleep all winter
day and night.
I most definitely am not ssssmitten,
have certainly never—won't ever be bitten
by the pet snake bug!



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The words below come from the text 'I don't want a pet snake'. Have you seen these words before? What do you think each word means? Complete the table below.

	Have you seen this word before?	What do you think it means?	Definition from a dictionary
e.g. slither	Yes	Wiggle along	To move along by sliding or gliding
quiver			
cozy			
amusing			
pouncing			
tragedy			
expert			
serum			

English – Activity 2 – Writing: Modality



If you would like to watch this lesson online, scan the QR code or go to the link: <https://edu.nsw.link/gnViZN>.

Look at the poem 'I don't want a pet snake'. The author is trying to convince us that she doesn't want a snake. She gives us lots of reasons why. She uses 'persuasive words'. Some of the words she uses are: most definitely, never and won't ever.



Can you record any other persuasive words or phrases from the poem?

When writing persuasive texts, we can use low and high modality words to convince our readers. Low modality words are words which show less certainty or less probability of something happening, for example might not or unsure. High modality words show a high degree of possibility or a high certainty of something happening, for example, absolutely.



Here are some words which are high and low modality. Put them into the table below in the correct column. Two examples of each type of word have been done for you.

- possibly
- could
- certainly
- sometimes
- must not
- I think
- couldn't
- may
- must
- might not
- never
- definitely
- undoubtedly
- perhaps

Low modality

- unsure
- potentially

High modality

- absolutely
- always

Challenge

Can you list any other low or high modality words?

Name _____

Date _____

Our Solar System

Milky Way	terrestrial planets	Neptune	ecliptic plane
Uranus	Sun	Venus	Earth
solar system	gas giants	Mercury	Mars
	Jupiter	Saturn	

Our _____ is made up of eight planets and many smaller objects that orbit around the _____.

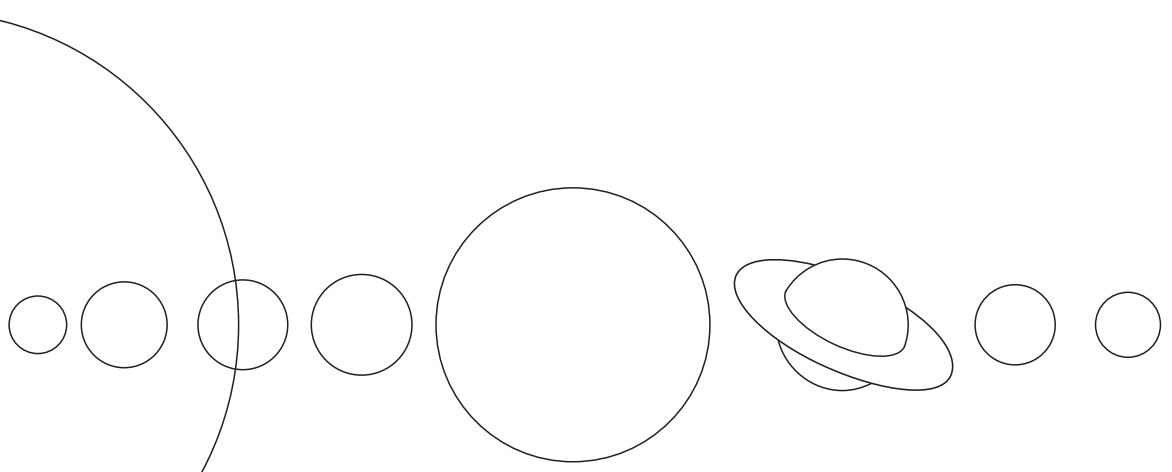
The Sun is a star at the centre of the solar system. It weighs approximately 330 000 times the mass of _____.

The eight planets are the largest objects that orbit the Sun. The four smaller planets closest to the Sun are _____, _____, Earth and _____. These four _____ are primarily made up of rock and metal.

The four outer planets, called the _____, are substantially larger than the terrestrials. The two largest are _____ and _____, composed mainly of hydrogen and helium. The two outermost are _____ and _____, composed largely of ice, including frozen water, ammonia and methane.

All planets have almost circular orbits around the Sun, within a nearly flat disc called the _____.

Our solar system is located within one of the outer arms of the _____ galaxy, which contains about 200 billion stars.



Place Value to 6 Digits

Fill in the missing information in the table below. The first row has been done for you.

Number	Expanded Form	Tth	Th	H	T	O	Words
15 789	<u>10,000</u> + <u>5,000</u> + <u>700</u> + <u>80</u> + <u>9</u>	1	5	7	8	9	<u>1</u> Ten Thousands <u>5</u> Thousands <u>7</u> Hundreds <u>8</u> Tens <u>9</u> Ones
_____	<u>30,000</u> + <u>7,000</u> + <u>40</u> + <u>7</u>	—	—	—	—	—	_____ Ten Thousands _____ Thousands _____ Hundreds _____ Tens _____ Ones
50 278	_____ + _____ + _____ + _____	—	—	—	—	—	_____ Ten Thousands _____ Thousands _____ Hundreds _____ Tens _____ Ones
_____	_____ + _____ + _____ + _____	7	9	4	0	6	_____ Ten Thousands _____ Thousands _____ Hundreds _____ Tens _____ Ones

Number	Expanded Form	Tth	Th	H	T	O	Words
_____	_____ + _____ + _____ +	—	—	—	—	—	<u>2</u> Ten Thousands <u>1</u> Thousands <u>7</u> Hundreds <u>0</u> Tens <u>0</u> Ones
_____	<u>60,000</u> + <u>3,000</u> + <u>100</u> + <u>80</u> + <u>3</u>	—	—	—	—	—	_____ Ten Thousands _____ Thousands _____ Hundreds _____ Tens _____ Ones
<u>83 938</u>	_____ + _____ + _____ + _____ + _____	—	—	—	—	—	_____ Ten Thousands _____ Thousands _____ Hundreds _____ Tens _____ Ones

Challenge:

What will each number above become when you add on 100?

$15\ 789 + 100 = \underline{15\ 889}$

$37\ 047 + 100 = \underline{\hspace{2cm}}$

$50\ 278 + 100 = \underline{\hspace{2cm}}$

$79\ 406 + 100 = \underline{\hspace{2cm}}$

$21\ 700 + 100 = \underline{\hspace{2cm}}$

$63\ 183 + 100 = \underline{\hspace{2cm}}$

$83\ 938 + 100 = \underline{\hspace{2cm}}$

Order and Compare Numbers

Aim: I can order and compare numbers.

1. Use the following symbols to compare the following numbers: $<$, $=$ or $>$

676 767 677 767

100 010 10 100

782 391 782 481

2. Order the following sets of numbers from smallest to largest:

320 023, 302 023, 323 230, 302 203, 323 203

--	--	--	--	--

110 011, 101 101, 10 101, 10 011, 101 001

--	--	--	--	--

785 392, 857 392, 587 392, 578 392, 758 392

--	--	--	--	--

3. Explain why $382\ 562 > 380\ 652$.

4. Explain how to order the following numbers from smallest to greatest: 656 566, 665 656, 665 565, 655 556, 565 665.

Tuesday

English – Activity 1 – Reading and viewing: Reasons why



We will be using the poem we used yesterday, 'I don't want a pet snake' from The School Magazine. If you want to watch today's lesson online, scan the QR code or go to the link: <https://edu.nsw.link/ZjnKhA>.

In the poem, the author presented her reasons why she DIDN'T want a pet snake. She used persuasive language and high modality to present her point of view.



Record at least 3 reasons why the author will never buy a pet snake. You can draw, write or tell someone your answer.



You are now going to be creative and imaginative. Try to record at least 3 reasons why you think having a pet snake might be beneficial or good.



["photo"](#) by webherper is licensed under [CC BY 4.0](#)

Challenge

Research facts about a particular snake. What breed of snake would make the best pet?

English – Activity 2 – Writing: Ideal pet



To view this lesson online, scan the QR code or go to the link <https://edu.nsw.link/7ICp29>.



Think of an animal that you would love to have as a pet. Try to choose an animal that is not a common pet. Here are some examples you may like to choose from.



Write three persuasive reasons why you should have this pet. You need to convince your reader, so you need to use persuasive language and words high in modality, for example must, should, definitely. Try and be imaginative and creative.

For example:

“Fred, come and help me open this tin of tomatoes for our dinner,” called Dad. I signalled to my pet toucan who swiftly flew into the kitchen, expertly using his beak to open the tin. Everyone definitely needs a pet toucan to help with such useful jobs.

Challenge

Justify and elaborate on your reasons for wanting your pet. You may wish to include evidence.

Name _____

Date _____

Soccer

football

balance

eleven

object

touch

popular

fields

exercise

goal

head

competitive

The sport of soccer (called _____ in most of the world) is considered to be the world's most popular sport. In soccer, there are two teams of _____ players. Soccer is played on a large grass field, with a _____ at each end.

The _____ of the game is to get the soccer ball into the opposing team's goal. The key to soccer is that, with the exception of the goalie, players cannot _____ the ball with their hands, they can only kick, knee or _____ the ball to advance it or score a goal.

One of the reasons soccer is so _____ is that it really only takes a ball and a flat open area to play. Kids throughout the world will make up _____ and goals just about anywhere and start playing the game. The game is also fun and _____.

Soccer is a great form of _____ as there is lots of running over good distances. The sport is also a good test of dexterity and a great way to learn _____.



Adding 4-Digit Numbers with Regrouping

LO: I can add 4-digit numbers with regrouping.

$$\begin{array}{r} 1 \quad 4078 \\ + 7806 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 3020 \\ + 7033 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 8389 \\ + 2094 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 1938 \\ + 8398 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 8784 \\ + 9969 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 8580 \\ + 1887 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 9771 \\ + 8489 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 5602 \\ + 9250 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 2851 \\ + 2330 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 8976 \\ + 7249 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 6942 \\ + 3220 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 7238 \\ + 5733 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 4265 \\ + 8270 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 8811 \\ + 2787 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 1899 \\ + 8179 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 6073 \\ + 6379 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 2_32 \\ + 31_2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 96_ \\ + 6_80 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 25_7 \\ + _39_ \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 8_2_ \\ + _060 \\ \hline \\ \hline \end{array}$$

Addition With 5 Digit Numbers

$$\begin{array}{r} 1. \quad 56833 \\ + 44105 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 68640 \\ + 28360 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 92195 \\ + 17742 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 28446 \\ + 55824 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 68586 \\ + 75019 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 94929 \\ + 68567 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 84658 \\ + 85858 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 71778 \\ + 88411 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 34522 \\ + 45861 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 99394 \\ + 46453 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 98584 \\ + 52426 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 16373 \\ + 26611 \\ \hline \end{array}$$

Money Problems

1. I buy a pen for \$1.70 and a notepad for \$3.20. How much have I spent altogether?

\$_____

2. I buy three cakes for \$1.86 each. How much have I spent altogether?

\$_____

3. I bought one bike for \$39.98 and one scooter for \$9.78. How much have I spent altogether?

\$_____

4. I bought two pairs of socks at \$2.21 each and 3 bunches of flowers priced \$4.70 each. How much have I spent altogether?

\$_____

5. I bought two jumpers priced \$15.60 each and four lollipops for 30c each. How much have I spent altogether?

\$_____

6. Sam and 3 of his friends bought a drink each for \$1.75. How much did they spend in total?

\$_____

7. I bought one jumper for \$13.00, one pair of shoes for \$24.39 and a bag for \$12.50. How much did I spend altogether?

\$_____

Wednesday

English – Activity 1 – Convince Me!



Today's lesson includes a BTN (ABC) story called 'School recycling campaign'. To view the lesson, scan the QR code or go to the link:

<https://edu.nsw.link/PFw0av>

If you can't view the story, here is an overview:

Up till recently, Kangaroo Inn Area School didn't have a recycling program. Because they were so far away from the nearest town, they weren't on the council recycling route.

The students did an audit to find out how much they were throwing out each day. They discovered that each day they threw out 17.6kg of paper and cardboard which meant that over 100kg of cardboard and paper was going to landfill each week. They decided to write a letter to their council and ask for recycling services to be made available.

It took two years, but they finally got a recycling bin. Students were relieved that their concerns were heard and that they had made a change.

They also set up a centre for the locals to drop off 10c recyclable items. This will go towards the cost of the new bin and school excursions. To help students sort their rubbish correctly, they also set up a traffic light bin system in the school and gave points to students who are recycling correctly.

They hope that they have inspired the younger students to speak up for things they believe in.



Image of bins from the story



Thinking about the letter the students wrote to the council, what reasons do you think they used to convince the council to get them a recycling bin for the school?



Give 3 reasons why recycling at home and school is important. You may need to complete research to explain why and give evidence and justify your answer. For example:

Single use plastic is bad for the environment because globally, more than eight million tonnes of plastic ends up in our oceans every year.

Challenge

What are some things you could persuade your family, class or school to do to be better at recycling?

English – Activity 2 – Alternative Uses



If you would like to view this lesson online, scan the QR code or go to the link:
<https://edu.nsw.link/Y01oPc>



We know that plastic bags can be used to hold things, but can they be used for anything else? We are going to think creatively and imaginatively and record some of the other things plastic bags can be used for. For example, you could use one to slip an umbrella into, you could use a plastic bag in your bin, you could use two as rubber gloves or you could even tie plastic bags together to make a rope.



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Set a timer for five minutes and record your ideas in your workbook.

Now think about the 'other side'. Can you think of 5 reasons why we should not have plastic bags?



You will now repeat the process for plastic straws. Set a timer for five minutes and record all the uses for plastic straws. Think imaginatively and creatively.



"straws" by FLY:D is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

Now think about the 'other side'. Can you think of 5 reasons why we should not have plastic straws?

Challenge

Can you think of alternative uses for a rubber band?

Name _____

Date _____

What are Bushfires

A bushfire is an example of a natural disaster which has both natural and _____ causes.

Bushfires are _____ blazes that usually start in areas of bushland or wilderness. They can be caused by lightning, agricultural clearing, campfires and dropped cigarettes. Some bushfires are _____ lit.

Bushfires are very destructive, extremely _____ and threaten life, homes and the wider community. They are large, fast-moving and difficult to bring under control. Bushfires can even _____ over gaps that are in their path, such as rivers and roads.

Fuel for a bushfire comes from anything that burns. This includes grass, sticks, twigs, leaf litter and trees. Property and other structures such as sheds and stables are also considered _____ for a bushfire.

Bushfires are more _____ during the hottest and driest months of the year. While every continent (except Antarctica) experiences bushfires, they occur most commonly in Australia.

In Australia, bushfires have accounted for over 800 deaths since 1851. Australia's worst ever recorded bushfire was the Victorian Black Saturday Bushfire in 2009, where 173 people lost their lives.

Even though bushfires cause _____ damage, they play an _____ role in nature. Bushfires burn plants and trees which may be old and _____, making way for new plants and trees to grow in their place.

There are two main categories of bushfires: _____ (fires on hilly areas) and _____ (fires on flat areas).

dangerous

extensive

deliberately

human

uncontrollable

diseased

fuel

mountainous

grassland

jump

important

frequent

Subtracting 4-Digit Numbers With Exchanging

LO: I can subtract with 4-digit numbers

$$\begin{array}{r} 1 \quad 7894 \\ - 3918 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 7425 \\ - 6773 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 9882 \\ - 6443 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 6746 \\ - 5816 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6873 \\ - 5175 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 7043 \\ - 5878 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 7861 \\ - 7200 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 9803 \\ - 1985 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 7327 \\ - 5309 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 7178 \\ - 2906 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 5637 \\ - 4447 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 2877 \\ - 2498 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7450 \\ - 3219 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 7723 \\ - 6962 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 6527 \\ - 4450 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 5568 \\ - 2319 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 9_45 \\ - _5_6 \\ \hline 171_ \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 26_5 \\ - 1_6_ \\ \hline _368 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad _5_7 \\ - 2_2_ \\ \hline 4971 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 2_8 \\ - _63_ \\ \hline 1075 \\ \hline \end{array}$$

Name : _____

Score : _____

Subtraction

6-digit & 5-digit: S1

$$\begin{array}{r} 1) \quad 429,418 \\ - \quad 57,306 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 594,840 \\ - \quad 10,253 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 210,294 \\ - \quad 41,620 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 963,152 \\ - \quad 78,470 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 657,089 \\ - \quad 27,926 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 837,956 \\ - \quad 63,043 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 382,385 \\ - \quad 32,239 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 973,501 \\ - \quad 46,817 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 152,667 \\ - \quad 85,465 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 813,970 \\ - \quad 99,068 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 227,438 \\ - \quad 31,709 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 748,349 \\ - \quad 14,382 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 682,096 \\ - \quad 83,849 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 768,662 \\ - \quad 54,545 \\ \hline \end{array}$$

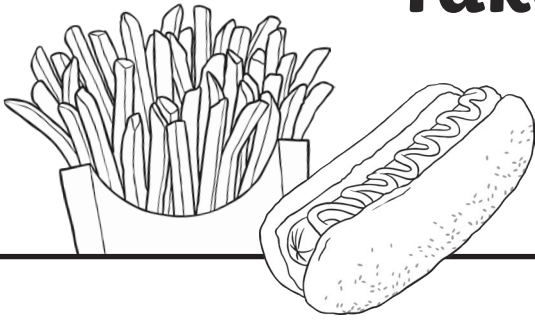
$$\begin{array}{r} 15) \quad 500,823 \\ - \quad 92,957 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 173,537 \\ - \quad 65,784 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 434,275 \\ - \quad 78,698 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 309,708 \\ - \quad 26,174 \\ \hline \end{array}$$

Takeaway Time!



Menu

Hamburger	\$5.00	Slice of cake	\$2.80
Hot Dog	\$4.50	Potato chips	\$1.60
Hot Chips	\$3.00	Bag of lollies	\$2.50
Crumbed fish	\$4.00	Milkshake	\$3.90
Pineapple fritter	\$1.20	Soft Drink	\$1.00
Pizza	\$6.00	Coffee	\$2.00

1. Frank ordered 2 hot dogs and a pizza. How much change did he get from \$20.00?

2. Sarah bought a pineapple fritter, a soft drink and slice of cake. How much did it cost?

3. Timothy bought a hamburger, hot chips and a milkshake. How much did it cost?

4. Genevieve ordered a coffee, 2 slices of cake and some crumbed fish.

How much change did she get from \$30.00?

5. Aaron bought one of everything on the menu! How much did it cost him?

Thursday

English – Activity 1 – Reading and viewing: 1957 Advertisement



If you would like to view this lesson online, scan the QR code or go to the link:
<https://edu.nsw.link/xwm70X>



Look at this drink advertisement from 1957. Think about whether you like or dislike the advertisement. The text in the advertisement has been recorded for you.

You're sure to "have a ball" with this
real thirst-quencher !

Copyright 1957 by The Seven-Up Company

• Biggest wing-ding of the semester—or just Saturday night in the rumpus room—a party is fun! And where there's fun, 7-Up is right in step. It's so lively and sparkling! Happens to be the best thirst-quencher there is, too. When you finish a bottle of 7-Up, there's no come-back thirst . . . no sticky taste in your mouth to bother you. Ask 7-Up to your party! Everybody will be glad you did!

Nothing does it like Seven-Up!

7up "Fresh up" with Seven-Up!

You're sure to "have a ball" with this real thirst-quencher!

Biggest wing-ding of the semester – or just Saturday night in the rumpus room – a party is fun! And where there's fun, 7-up is right in step. It's so lively and sparkling!

Happens to be the best thirst-quencher there is, too. When you finish a bottle of 7-Up, there's no come-back thirst... no sticky taste in your mouth to bother you.

Ask 7-Up to your party! Everybody will be glad you did!

Nothing does it like Seven-Up!



Do you like this advertisement?
Write, draw or record 3 reasons why you

like or dislike this advertisement.

What language has been used to convince the audience that they need this drink? Record this language.

What colours have been used in the advertisement? Why have they used these colours?

English – Activity 2 – Writing: Sell it!



If you would like to view the online lesson, scan the QR code or follow this link:
<https://edu.nsw.link/l3RI2p>.



Look at the image of this old ruined house. Your job is to persuade someone to buy this house.



["ruined house"](#) by pxhere is licensed under [CC BY 4.0](#)



Think about the positive features of this house. In your workbook, write a list of 8-10 of these things. For example, it is large and it has a spacious front yard.



You will use these positive features to create an advertisement to sell this house! Your advertisement could be written, spoken (for example a speech), visual (like a poster), a digital presentation or multimodal (when you use two or more communication methods).

Challenge

Select a funny item to advertise, for example, a bike, a bean bag or a bag of rocks.

Name _____

Date _____

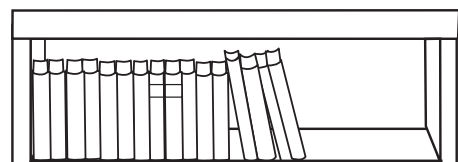
What is Dreaming?

night	experts	read	stress
thoughts	Researchers	quickly	sense
special	REM	animals	achieve

Dreams are stories and pictures our brains create when we are asleep. _____ have been trying to discover the truth about dreams for centuries. Most dreams happen during the time in the _____ when we are the most deeply asleep and our eyes begin to move around _____ under our eyelids. This is called Rapid Eye Movement, or _____. Researchers originally thought the only time we had dreams was during our night. However, most _____ agree that we can dream at just about any time of the _____. Maybe REM dreams are just our most realistic dreams.

It is believed that some dreams are just your mind playing with _____ and images from your life, or things you may have _____ or seen on TV. Other dreams are a special opportunity for you to make _____ of your life, especially things that you want to _____, or things that cause you trouble or _____. Dream experts also agree that recurring dreams (dreams that you keep having over and over) probably have some sort of _____ meaning.

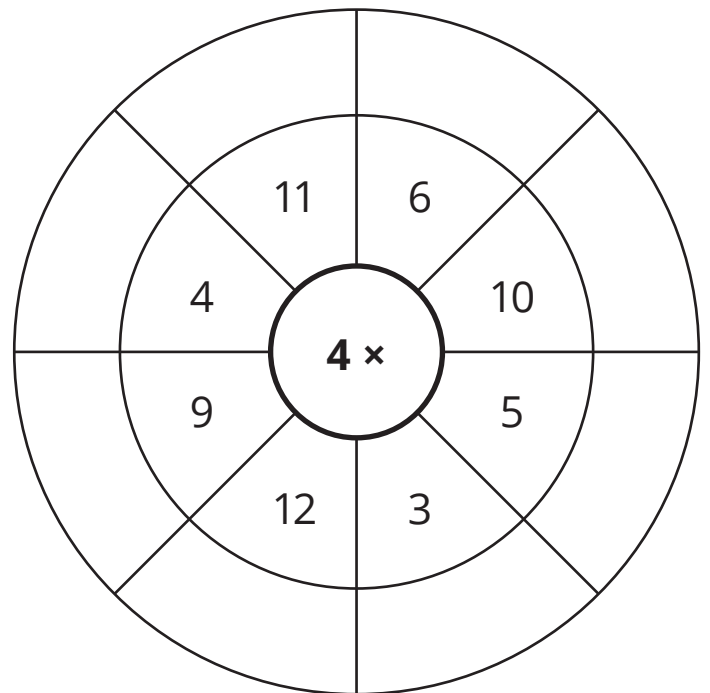
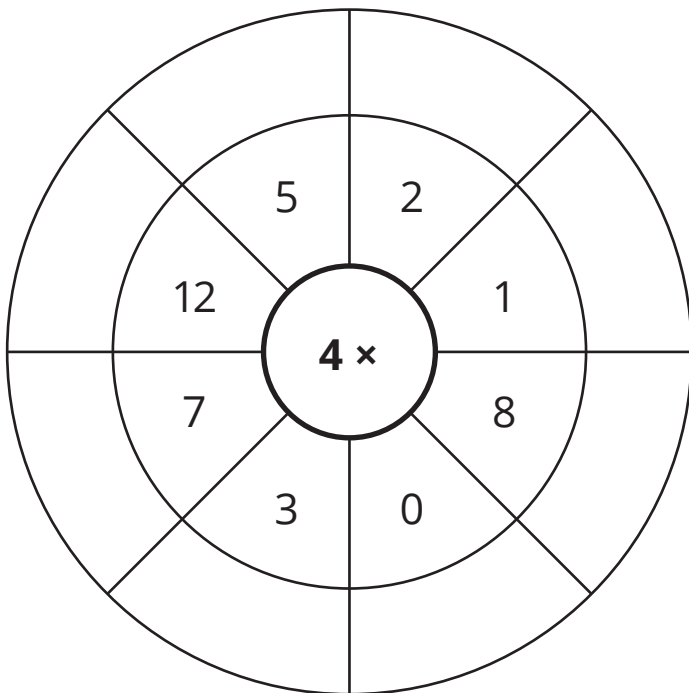
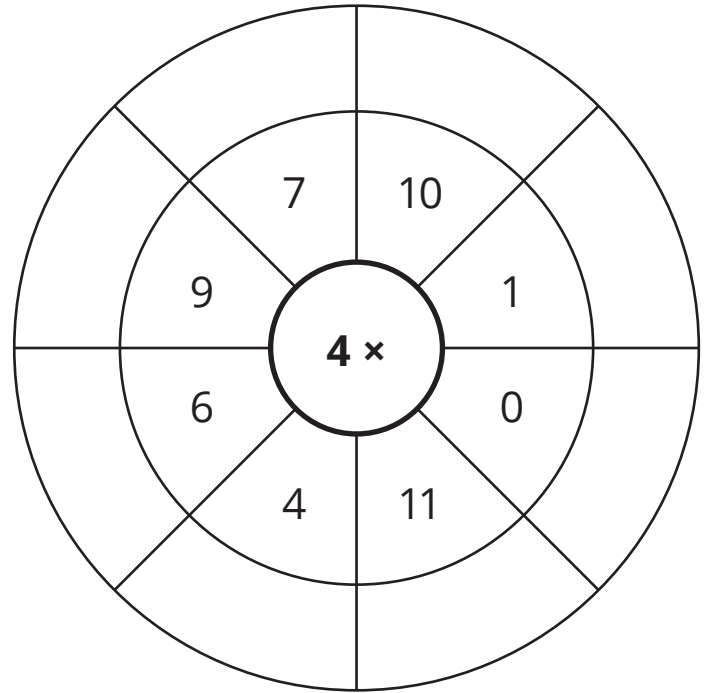
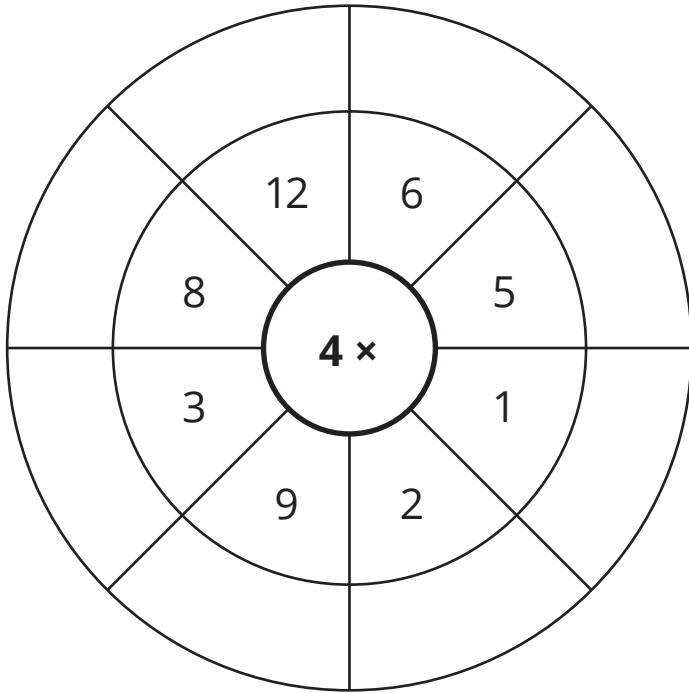
Although everybody dreams (including _____), we will forget 90% of them. This is a shame, as we spend roughly six years of our lifetime dreaming.



Name: _____

Date: _____

Multiplication Facts of 4



Name: _____

Date: _____

2-Digit by 1-Digit Multiplication

1. Solve the following problems. Make sure to show your working.

a)
$$\begin{array}{r} 32 \\ \times 3 \\ \hline \\ \hline \end{array}$$

b)
$$\begin{array}{r} 24 \\ \times 2 \\ \hline \\ \hline \end{array}$$

c)
$$\begin{array}{r} 43 \\ \times 2 \\ \hline \\ \hline \end{array}$$

d)
$$\begin{array}{r} 22 \\ \times 4 \\ \hline \\ \hline \end{array}$$

e)
$$\begin{array}{r} 74 \\ \times 2 \\ \hline \\ \hline \end{array}$$

f)
$$\begin{array}{r} 85 \\ \times 6 \\ \hline \\ \hline \end{array}$$

g)
$$\begin{array}{r} 76 \\ \times 6 \\ \hline \\ \hline \end{array}$$

h)
$$\begin{array}{r} 36 \\ \times 2 \\ \hline \\ \hline \end{array}$$

i)
$$\begin{array}{r} 26 \\ \times 9 \\ \hline \\ \hline \end{array}$$

j)
$$\begin{array}{r} 96 \\ \times 8 \\ \hline \\ \hline \end{array}$$

k)
$$\begin{array}{r} 32 \\ \times 8 \\ \hline \\ \hline \end{array}$$

l)
$$\begin{array}{r} 45 \\ \times 3 \\ \hline \\ \hline \end{array}$$

m)
$$\begin{array}{r} 18 \\ \times 5 \\ \hline \\ \hline \end{array}$$

n)
$$\begin{array}{r} 24 \\ \times 4 \\ \hline \\ \hline \end{array}$$

o)
$$\begin{array}{r} 36 \\ \times 5 \\ \hline \\ \hline \end{array}$$

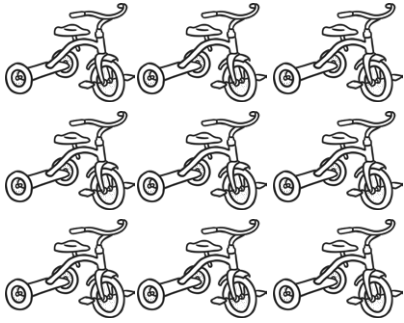
p)
$$\begin{array}{r} 39 \\ \times 7 \\ \hline \\ \hline \end{array}$$

2. Solve the following word problems. Make sure to show your working.

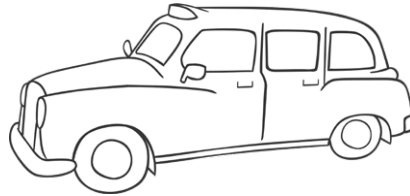
a) A school has 9 classes of 32 students.
How many students are there in total?b) What is the total cost of a bike that
requires 4 payments of \$89?

Year 3 Multiplication and Division Word Problems x3 x4 x8 Activity Sheet

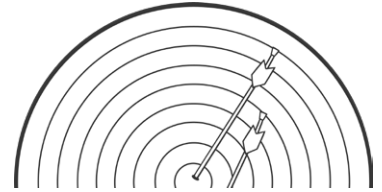
1. How many wheels would 9 tricycles have?



2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?



3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?



4. Three judges award 27 marks overall. They each give the same score. What score did they each give?



5. Cinema tickets are \$8. Six people go to see a film. How much will they pay altogether?



6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?

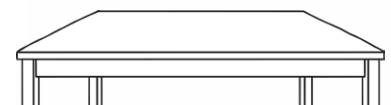


7. Trish, Karen and Layla share equally a packet of nuts. There are 21 nuts in the pack. How many nuts do each get?



8. A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?

9. A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?



Friday

English – Activity 1 – Chocolate advertisement



To complete this task, it would be great for you to view the Cadbury advertisement. Scan the QR code or visit the link: <https://edu.nsw.link/ERb2Uj>.

If you are unable to view this advertisement, watch a commercial on television (a food commercial is ideal) or think about an advertisement you have seen.



After watching the advertisement, complete the 'Advertising Analysis Template'

Reflection Questions	Answers
What product are they trying to sell?	
Who is trying to sell the product? What is the name of the company?	
Who is the target audience for this advertisement? Who are they trying to sell this product to?	
What advertising techniques have been used? List and explain these. For example, music, colour, animations.	
Do you think this is a good persuasive advertisement? Why do you think that?	



"Cadbury." by AppletonOnfoot is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



"Lindt" by Yves Scheuber is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



You are going to compare advertisements. Scan the QR code or visit the link <https://edu.nsw.link/OnsLXy> to view the Lindt advertisement.



If you are not able to view this clip, watch the television for another commercial which is selling a similar product to the first commercial.



After watching the advertisement, complete the 'Advertising Analysis Template'

Reflection Questions	Answers
What product are they trying to sell?	
Who is trying to sell the product? (What is the name of the company?)	
Who is the target audience for this advertisement? Who are they trying to sell this product to?	
What advertising techniques have been used? List and explain these. For example, music, colour, animations.	
Do you think this is a good persuasive advertisement? Why do you think that?	



Which advertisement did you like the most? Why did you like this advertisement the best?

Challenge

What persuasive language was used in both advertisements?

English – Activity 2 – Writing and representing: Creating your own advertisement



If you would like to view this lesson online, scan the QR code or go to the link: <https://edu.nsw.link/XOt0gZ>.



Think about current food advertisements you have seen or heard. What makes you want to listen to them? What do they do or say that makes you think about buying the product?



Today you are going to create your own advertisement for a food item. Your final product could be a visual text, for example a poster. You may like to produce a spoken text, for example a speech. You could do a short video using technology. Or it could be a combination of all of those ideas. Your advertisement just needs to convince your audience to buy your product.

What is your product?	Diagram/ Image of your product
Who would buy your product? Who is your audience?	
What words or phrases could you use to 'sell' your product?	What pictures, images, sounds, etc could you use in your advertisement?



What type of advertisement will you create (for example speech, poster, video)?



Once you have planned your ideas, create your advertisement.

Name _____

Date _____

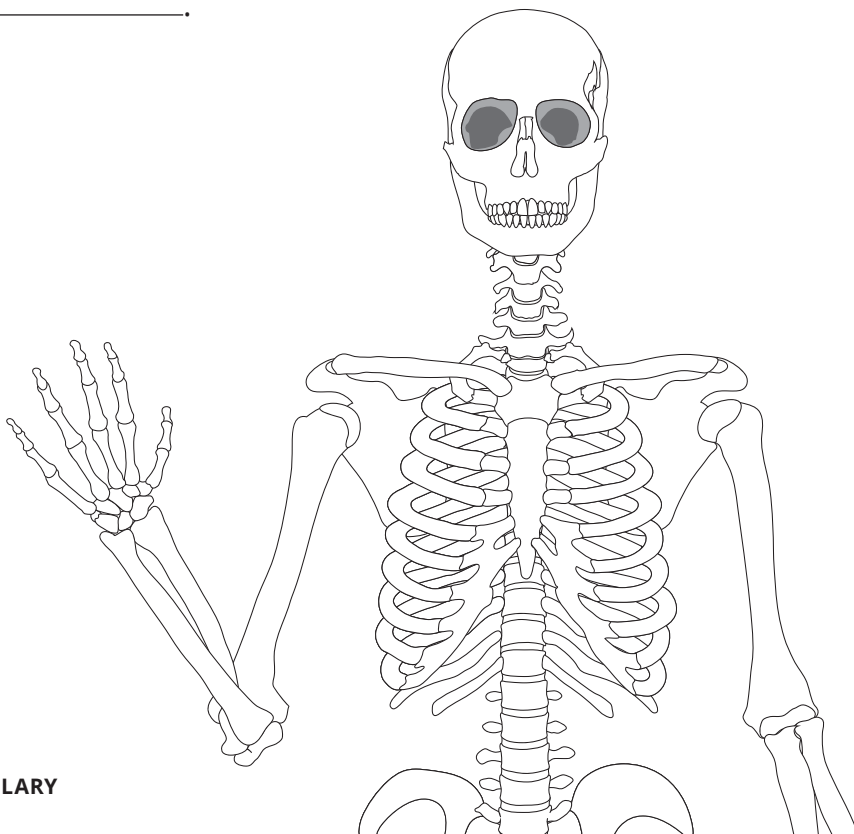
Skeleton

marrow	skeleton	protection	move
living	solid	lighter	blood
skull	calcium	bones	support

Your body has more than 200 _____. Put them together and they're called your _____.


Each bone has a function. Some bones offer _____ to softer, more fragile parts of the body. For example, the _____ protects the brain and the rib cage protects our heart and lungs. Other bones, like bones in our legs and arms, help us to _____ around by providing _____ for our muscles.

Around 70 percent of your bones are not _____ tissue, but hard minerals like _____. The outside of the bone is called the cortical bone. It's hard, smooth and _____. Inside the cortical bone is a porous, spongy bone material called the trabecular or cancellous bone. This bone is _____ allowing for the bone itself to be lighter and easier for us to move around. It also allows room for _____ vessels and makes our bones slightly bendable. This way our bones won't break so easily. At the centre of our bones is a softer substance called _____.




Division Detectives: 3x table


Can you use your 3x table facts to help Mike the Maths Detective track down the missing facts in these division number sentences?


1.  $\div 3 = 1$


3. $9 \div 3 =$ 


8. $21 \div 3 =$ 


2. $30 \div 3 =$ 


4. $18 \div 3 =$ 


9.  $\div 3 = 12$

5.  $\div 3 = 4$

10. $0 \div 3 =$ 

6.  $\div 3 = 2$

11.  $\div 3 = 5$

7. $24 \div 3 =$ 

12. $27 \div 3 =$ 



Short Division Without Remainders

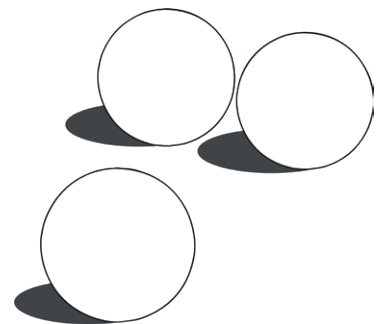
Complete the calculations below.

1.	7	7	7																	
2.	7	9	8																	
3.	4	6	4																	
4.	7	9	1																	
5.	7	1	5	4																
6.	3	2	0	4																

7. $138 \div 6 =$

8. $217 \div 7 =$

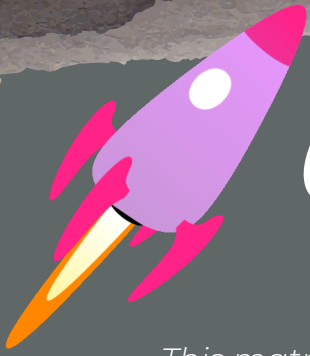
9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?



Short Division Without Remainders

10. A baker bakes 132 cupcakes. She sends them to 6 different supermarkets. How many cupcakes does each supermarket receive?





Space Week



This matrix can has been designed for classroom teachers and parents to use with students to support learning or investigations during Space Week.

<p>Imagine you have to move to another planet. Which planet would you choose and why? What would you pack and why? Write a persuasive piece to convince someone.</p>	<p>Read a book about Space in your favourite relaxing spot. Philip Bunting's "Give Me Some Space" being read on the International Space Station is a great place to start!</p>	<p>Use Scratch or ScratchJnr to create a space-themed Coding Project. Play with some tutorials first to get used to the platform!</p>	<p>Make a galaxy biscuit! Perhaps try creating a whole biscuit space scene with galaxies, stars and planets. What other space themed items can you make?</p>
<p>Make a Bottle Rocket to launch in your backyard!</p>	<p>Take part in the Mission X: Train like an astronaut challenge!</p>	<p>Using sheets and recycled materials found around the house create an International Space Station. Create a list of some must have items.</p>	<p>Design and make a rocket using cardboard and recycled materials. What special features does your rocket have?</p>
<p>Make a galaxy in a jar! What does a galaxy look like? What colours will you use to create your galaxy? Try making different ones.</p>	<p>Study the constellations and make your own using marshmallows and toothpicks, or playdough!</p>	<p>Learn about inspirational women astronauts, such as Dr. Mae Jemison. Share what you learn by creating a Book for friends and peers.</p>	<p>Make a diorama of our solar system. Learn about the order of the planets and make them using paper mache over small balloons!</p>
	<p>Create a song, rap or poem about your favourite planet. Include lots of facts; then perform it for a friend or family member!</p>	<p>Draw an environmentally friendly design for a new space vehicle. Maybe you have an idea for a solar powered ship or a new kind of rover for exploring planets?</p>	<p>Explore the moon phases using Oreo Cookies!</p>

