

Years 3 and 4: Wednesday, April 15

TASK 1: LITERACY

Approx: 45 mins

Book Review

Note to Parents/Guardians:

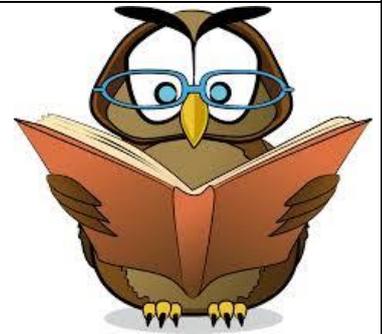
The book review can be on the book they are currently reading (if a fair way through the book) or on a novel they've read recently.

Activity:

Find somewhere comfortable in your house to sit and read for a sustained period of 20-30 minutes. This allows you to get immersed in the story and get a good chunk of reading done.

Then you are going to write a review of the book you are currently reading, or a novel you have recently read. Complete the book review pro-forma in the appendix reviewing your book.

(See Appendix for book review proforma from <http://www.readwritethink.org/files/resources/printouts/BookReview.pdf>)



Curriculum Links:

English – Literature – Responding to literature

Year 3: Draw connections between personal experiences and the worlds of texts, and share responses with others.

Year 4: Discuss literary experiences with others, sharing responses and expressing a point of view.

TASK 2: LITERACY

Approx: 45 mins

Easter Recount

Note to Parents/Guardians:

Discuss with your child the events over Easter and help your child put them in order for their recount writing of your family's Easter.

Activity:

You are going to write a recount of how your family celebrated the Easter weekend. See the example and structure below to follow for your recount.

Start with what you and your family did on Good Friday, then Saturday, Easter Sunday (including information about a special bunny visiting) and then Easter Monday.

A recount needs to be ordered in time.

Make your recount more interesting by including only the important details, using descriptive language and making it sound fun and interesting, even if it was a bit quieter than your usual Easter time activities.



WRITING A RECOUNT

Recounts retell past events and experiences.

Eg. diaries, newspaper articles, biographies, autobiographies

ORIENTATION

- WHO** was involved?
- WHAT** happened?
- WHERE** did this event take place?
- WHEN** and **HOW** did it happen?

SEQUENCE OF EVENTS

- Important events in the **ORDER** they happened
- Use **PAST TENSE** eg. had, ate
- Use **FIRST PERSON** e.g. I or We, if you are involved or **THIRD PERSON** if you are not involved

RE-ORIENTATION

- Briefly summarise what happened

Last holidays our family went to Ayers Rock.

We stayed in a lovely hotel.

On the first day we caught a bus out to see a huge rock. I took lots of photos at sunset.

We went to bed early that night because we had to wake up really early to see Ayers Rock at sunrise. We were on the bus before 6.00am. I was so tired but it was worth it. The colours we saw on the rock were amazing.

When we arrived home, we chose the best photos we had taken and put them in a large frame in the hallway.

Our trip to Ayers Rock was a great holiday.

Curriculum Links:

English – Literacy – Creating texts

Year 3: Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose.

Year 4: Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 45 mins

Mental Addition and Subtraction

Note to Parents/Guardians:

Your child will need access to a device to play this mental addition and subtraction game from Education Services Australia.

Activity:

You are going to practise some mental addition and subtraction strategies to help you add and subtract larger numbers in your head. Play the following game to help you learn these strategies. Click on 'hint' tab to go through the suggested strategies for the first couple of sums until you get the hang of it.

Go to the following website to practise for 20 minutes;
<http://www.scottle.edu.au/ec/viewing/L92/index.html>

Now complete the worksheet below (you can also find it in the Appendix) to

Mental Math



practise some of these mental addition and subtraction strategies you've learnt.

<https://www.k5learning.com/worksheets/math/grade-3-adding-one-2-digit-and-two-1-digit-numbers-a.pdf>

Extension:

Times tables: Students to listen, read or write out times tables for 10 minutes.

Curriculum Links:

Mathematics – Number and Algebra – Number and place value

Year 3: Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.

Year 4: Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems.

TASK 4: DIGITAL TECHNOLOGIES

Approx: 30 mins

Girls4Tech – Design Engineer

Note to Parents/Guardians:

This activity uses a free resource from Mastercard to encourage girls into the STEM professions. The task today focuses on the job of a Mastercard Design Engineer.

Your child will need to view, or print for them the pdf from the following website https://5b852b19-e502-4212-b59a-7034e1332176.filesusr.com/ugd/305f44_ed4b9f1408e5440486ca1df6dbaf6672.pdf

Activity:

Although this resource is titled 'Girls4Tech', it's not only for girls. It's about learning real-life challenges to do with the virtual world we live in.

Digital convergence is simplifying life with the ongoing transition from the physical to the digital. At Mastercard, digital innovations have progressed from cards to biometric payment authentication to... what's next?

Complete the digital convergence, binary code and biometrics activity on the worksheet at

https://5b852b19-e502-4212-b59a-7034e1332176.filesusr.com/ugd/305f44_ed4b9f1408e5440486ca1df6dbaf6672.pdf

Would you like to work as an online design engineer? Why/why not?

Curriculum Links:

Digital Technologies – Digital Technologies Processes and Production skills

Year 3 and 4: Collect, access and present different types of data using simple software to create information and solve problems



The graphic features the 'girls4tech' logo at the top, which includes icons for a magnifying glass, Wi-Fi, a gear, and a plus sign. Below the logo is the text 'ALL THINGS DIGITAL Binary Code'. The main content area contains several paragraphs of text explaining digital convergence and binary code, accompanied by a vertical column of binary code (0s and 1s) on the right side.

But how do so many technologies fit inside one device?

Phones, tablets and computers all speak the same **digital language**.

This language lets them translate all kinds of signals—voice, video, music, text—into digits or numbers.

This language can be sent to other devices that reassemble the digits into the original signal.

This digital language is called **binary code**. Binary means involving two things.

Binary code uses two numbers—0 and 1.

At the most basic level, a computer sees everything as an electrical signal that is either **off** or **on**—0 or 1.

0100111010
1000100011
1101000011
0101110010
0101000101
1111010101
011 010011
1010100010
0011110100
0011010111
0010010100
0101111101
0101011 01

LUNCH: 60 minutes

TASK 5: THE ARTS – VISUAL ARTS

Approx: 30 mins

Family Plaster Mould

Note to Parents/Guardians:

To make this family plaster mould you will need the ingredients listed below and You will need to use the oven to set the plaster mould.

Activity:

You are going to make a plaster mould of your families handprints as a keepsake for this unique time of lockdown in 2020.

You will need:

- 500g plain flour
- 250g salt
- 250ml water
- Paint
- varnish

Method:

- Mix ingredients, apart from the paint and varnish, into a bowl and form a dough
- Roll out flat but still thick enough to do handprints
- Get all your family members to press their handprints into dough
- Bake in oven on lowest temp for 3-4 hours (get Mum or Dad to do this)
- Paint and then decorate with your family name or whatever you choose
- Varnish to seal



Find somewhere to display your new family artwork!

Curriculum Links:

The Arts – Visual Arts – Understand how Visual Arts works

Years 3 and 4: Use materials, techniques and processes to explore visual conventions when making artworks

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 25 mins

AFL Auskick at Home with Nick Riewoldt

Note to Parents/Guardians:

This video was released on Fox Footy Facebook page and can be viewed at

<https://www.facebook.com/FOXFOOTY/videos/224137152028762/>

Your child will need someone to do the football skills with (yourself or a sibling) and a football, also a device to follow along outside.

Activity:

Using a device such as a tablet or phone, look up the following video at <https://www.facebook.com/FOXFOOTY/videos/224137152028762/>

You will discover that Nick Riewoldt (retired AFL star) has filmed this video for Fox Footy for kids to practise their Auskick skills while stuck at home.

You will need a pumped up football and an adult or sibling to do the football drills with. Follow along with Nick and his son as they teach and practise some AFL skills.

Did you learn anything new? What would you like more practise doing?

**Curriculum Links:**

Health and Physical Education – Movement and Physical

Years 3 and 4: Practise and refine fundamental movement skills in a variety of movement sequences and situations.

SUGGESTED LUNCHTIME ACTIVITIES

- Go for a walk
- Use a digital device to video call a friend or group of friends
- Write a letter to someone in the street that you can deliver
- Read a newspaper or magazine

ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

NOTE FOR PARENTS/GUARDIANS

These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.

**TODAY'S STORIES**

1. 50 years since Apollo 13 -- NASA's most successful failure

2. Massive stringy clone colony filmed off Australian coast



Adding one 2-digit and two 1-digit numbers

Grade 3 Addition Worksheet

Find the sum:

1) $4 + 2 + 17 =$ _____

2) $4 + 7 + 13 =$ _____

3) $24 + 3 + 5 =$ _____

4) $42 + 6 + 4 =$ _____

5) $61 + 6 + 2 =$ _____

6) $6 + 2 + 58 =$ _____

7) $71 + 6 + 2 =$ _____

8) $30 + 2 + 5 =$ _____

9) $4 + 4 + 84 =$ _____

10) $91 + 3 + 6 =$ _____

11) $3 + 15 + 5 =$ _____

12) $92 + 2 + 8 =$ _____

13) $4 + 3 + 85 =$ _____

14) $61 + 2 + 6 =$ _____

15) $19 + 6 + 5 =$ _____

16) $7 + 68 + 8 =$ _____

Answers

1) 23

2) 24

3) 32

4) 52

5) 69

6) 66

7) 79

8) 37

9) 92

10) 100

11) 23

12) 102

13) 92

14) 69

15) 30

16) 83

Book Review Template

Introduce the book.

Tell about the book, but don't give away the ending!

Tell about your favorite part of the book or make a connection.

Give a recommendation (e.g., If you like..., you will love this book or I recommend this book to anyone who likes...).
