



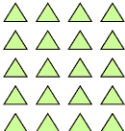
INDEPENDENT	IN
SHARE WITH AN ADULT	SA
SHARE ON GOOGLE CLASSROOM	GC



## PWPS Learning from Home Plan – Year 3

While at home, here are some activities to complete. Some activities require a device and these are optional to complete. We understand that every home is different, so please complete what you can. There is no expectation that every activity is complete.

### TERM 2 WEEK 3 - MONDAY & TUESDAY

English	Mathematics	Science & Technology	HSIE
<p><b>Each day</b> read on your own for 20 minutes. <b>(IN)</b></p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>○ After you have read, think about your favourite character in the book. Write a description of your character of how they look like, how they treat others, what do they like to do. <b>(IN)</b></li> <li>○ Write a spelling list that has 15 words:               <ul style="list-style-type: none"> <li>- 5 x words from a book</li> <li>- 5 x words that have the 'our' sound in them</li> <li>- 5 x words about</li> </ul> </li> </ul> <p>Check them with an adult to see that they are correct. <b>(SA)</b></p> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>○ Listen to the story <a href="#">We're All Wonders</a>. What is different about the boy? Is it ok to be different? Write it in your book <b>(IN)</b></li> <li>○ Write your spelling words in alphabetical order. <b>(IN)</b></li> </ul>	<p><b>Each day</b> complete the <a href="#">Daily 10 Mental Maths Challenge</a> or create ten questions of your own and answer them. Use a calculator to correct your work. <b>(IN)</b></p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>○ Watch this video about <a href="#">Skip Counting</a>. Use this interactive <a href="#">Maths is Fun 100's chart</a> to count by 2's, 5's and 10's. For a challenge, follow the 'suggestions' below the chart. <b>(IN)</b></li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>○ Watch this video about <a href="#">Array Multiplication</a>. Write the equation for the following three arrays and solve the problem <math>\_\_ \times \_\_ = \_\_</math> <b>(SA)</b></li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>○ List out what you know about night and day.               <ul style="list-style-type: none"> <li>○ How do you know it is night/day?</li> <li>○ What might you see if its night/day?</li> </ul> </li> <li>○ Visit <a href="#">this website</a> or <a href="#">this website</a> for help <b>(SA)</b></li> </ul>	<p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>○ Watch the video <a href="#">Choose Your Own Explorer</a> and your third and final explorer but <b>NOT Captain Cook</b>. Write five things you learnt about your chosen explorer.</li> <li>○ If you are unable to access the internet you will find information about an explorer (Matthew Flinders) in your pack, which you can read and then write five facts about.</li> </ul>
		Creative Arts	PDHPE
		<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>○ Think about the different shapes dancers create with their bodies and have a go at creating the shapes yourself using your own body (e.g. square, circle, half a circle, clump, v shape). <b>(SA)</b></li> </ul>	<p><b>Tuesday (Miss Minikin)</b></p> <ul style="list-style-type: none"> <li>○ Learn what a '<a href="#">growth mindset</a>' is.</li> <li>○ Read the book: <a href="#">Green Eggs and Ham by Dr Seuss</a>. Does the main character have a fixed mindset or a growth mindset? Look at 'Change your words, change your mindset' poster.</li> <li>○ Complete the table to change the negative comment into a positive thought. You can use the phrases from the poster or think of your own. <b>(GC)</b></li> </ul>







**TERM 2 WEEK 3 - WEDNESDAY, THURSDAY & FRIDAY**

English	Mathematics	Science & Technology	HSIE
<p><b>Each day</b> read on your own for 20 minutes. <i>(IN)</i></p> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Think about <a href="#">We're All Wonders</a>. Rephrase these sentences to make them more empathetic and understanding. <i>(IN)</i> <ul style="list-style-type: none"> <li><i>Your're being a baby</i></li> <li><i>Get over it!</i></li> <li><i>Shut up!</i></li> </ul> </li> <li>Watch <a href="#">BTN</a> and tell a family member something you learnt. You could also watch the news instead. <i>(SA)</i></li> </ul> <p><b>Thursday (School Task)</b></p> <ul style="list-style-type: none"> <li>Spend 20 mins working on your Speaking and Listening assessment. Try and complete the brainstorming section in that time.</li> <li>Write a sizzling start for 'Saving Water is Important'. Use the 'paint a picture' technique. Remember you don't state your reasons in a sizzling start! Hint: Start with- 'If only they had known what Australia would be like....'</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Ask an adult to test you on your spelling words. <i>(SA)</i></li> <li>Write a sizzling start for 'Junk food should be sold in Canteens'. Use a rhetorical question to end the paragraph. Remember you don't state your reasons in a sizzling start! Share your response on Google Classroom <i>(GC)</i></li> </ul>	<p><b>Each day</b> complete the <a href="#">Daily 10 Mental Maths Challenge</a> or create ten questions of your own and answer them. Use a calculator to correct your work. <i>(IN)</i></p> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Solve these problems. Use arrays to show your understanding <i>(GC)</i> <ul style="list-style-type: none"> <li>Tony is paid for washing cars. He gets paid \$3 per car. If he washed 10 cars, how much money would he be paid?</li> <li>I count 20 legs in the paddock. How many ducks and how many sheep in the paddock? How many solutions can you find?</li> </ul> </li> </ul> <p><b>Thursday (School Task)</b></p> <ul style="list-style-type: none"> <li>Create arrays for the following equations and solve the problem:  <math>6 \times 9 = \underline{\quad}</math> <math>3 \times 7 = \underline{\quad}</math> <math>5 \times 5 = \underline{\quad}</math> <math>8 \times 3 = \underline{\quad}</math></li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Watch this video about <a href="#">Beginning Division: using arrays</a>. Complete the questions below and draw arrays to help solve your problem. <i>(SA)</i>  <math>12 \div 2 = \underline{\quad}</math> <math>20 \div 4 = \underline{\quad}</math> <math>35 \div 7 = \underline{\quad}</math></li> </ul>	<p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Research 'What happens when the Earth revolves around the sun?' Share 3 facts with a family member. <i>(SA)</i></li> <li>Draw and label a diagram of Earth's orbit and rotation. Upload your picture onto Google Classroom if you can. <i>(GC)</i></li> </ul>	<p><b>Thursday (School Task)</b></p> <ul style="list-style-type: none"> <li>Watch the video about <a href="#">Captain Cook</a> List 10 facts using bullet points that you have learnt from the video. If you are unable to access the internet you will find information about an explorer (Captain Cook) in your pack, which you can read and then write ten facts about.</li> </ul>
		Creative Arts	PDHPE
		<p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Create and combine 7 different dance shapes with your body. Present it to your family and let them guess what shapes you are creating. <i>(SA)</i></li> </ul>	<p><b>Every Day</b></p> <ul style="list-style-type: none"> <li>Make your own obstacle course through your house. Stop at points and complete exercises. If you want, teach a sibling or mum and dad. <i>(SA)</i></li> </ul>

If you require support, please contact the school's email addressed as follows Attention – CLASS NAME - TEACHER NAME : [parramattw-p.school@det.nsw.edu.au](mailto:parramattw-p.school@det.nsw.edu.au)






## The Perfect Park!

Over the next 3 weeks you will be preparing your Speaking and Listening Assessment Task. You will be given time in your **Learning From Home Plans** to complete it. On your scheduled days at school ensure you are able to share with your teacher where you are up to. You are to create 1-2 minutes talk convincing your classmates to visit the park you have created.

<p><b>Brainstorm</b> the perfect park. What should it include? Get creative (e.g. water slide, lion enclosure, bike track etc.)</p> 	<p>Create a <b>visual support</b> for your park. Design, draw or make your park!</p> 	<p>Write a <b>sizzling start</b> to hook the listeners into your coming to your park.</p> 	<p>Write <b>3 boulders</b> (strong reasons) to convince someone to come. Think about forming paragraphs with reasons and evidence to support you.</p> 
<p>Write an <b>exciting ending</b> to call all the students to come to your park.</p> 	<p>Practise the delivery of your speech. Think about <b>palm cards</b>.</p> 	<p>Get some <b>feedback</b> from your peers or an adult.</p> 	<p><b>Practise</b>, practise practise! Think about voice changes, eye contact &amp; prop usage.</p> 

See success criteria for how you can be creating the best talk!

## The Perfect Park - How can I write and deliver a successful presentation?

	0 marks	1 mark	2 marks
<b>Hook the audience!</b> 	I forgot to spark the interest of the audience.	I sparked the interest of the audience.	I sparked the interest of the audience and everyone wanted to hear more.
<b>Organisation</b> 	I did not include any of the elements that I needed to.	I included some of the thinking I needed to include.	I included a sizzling start, 3 reasons for coming to the park and an exciting ending.
<b>Timing</b> 	My speech was under 30 seconds.	My speech was between 30 seconds and 1 min.	My speech was between 1 min and 2 mins.
<b>Delivery</b> 	I did not give any eye contact or use a clear voice during my presentation.	I used some eye contact and attempted to change my voice as I was presenting.	I used a clear expressive voice with eye contact and palm cards when I was presenting.
<b>Visual support</b> 	I did not use a visual support in my presentation (e.g. poster, images or model).	I used a visual support but it did not make my presentation more effective.	I effectively used a visual support to support my presentation (e.g. poster, images or model).
		<b>Total</b>	