ch tch sh ch ti ci

Term 4 Week 3 Spelling – Year 3

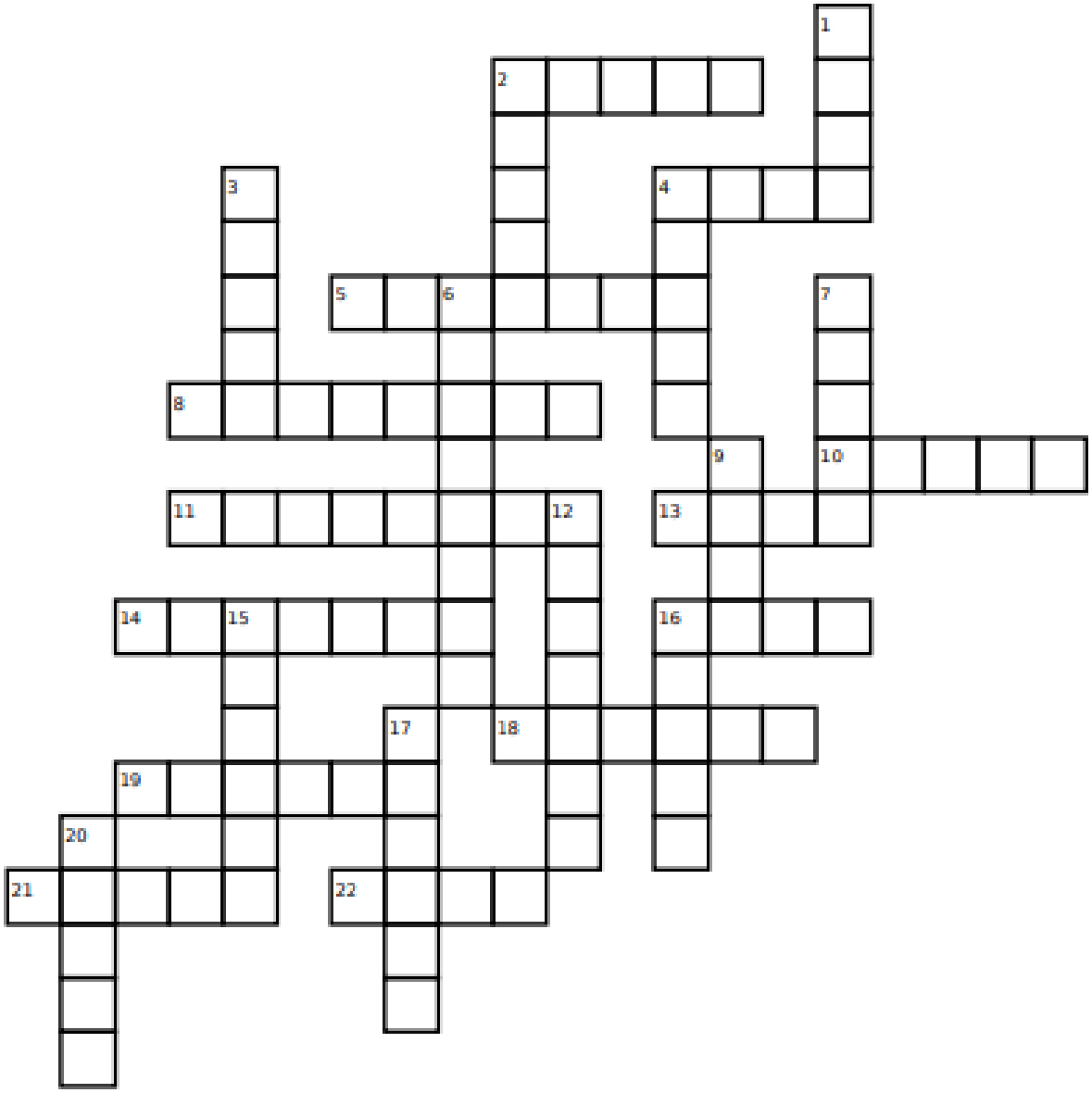
Word	Monday	Tuesday	Wednesday	Thursday
check				
such				
each				
which				
child				
children				
catch				
match				
watch				
change				
teacher				
picture				
champion				
rush				
shelf				
wash				
sure				
should				
finish				
shine				
shade				
shrink				
shouldn’t				
chef				
machine				

ch tch sh ch ti ci

Term 4 Week 3 Spelling – Year 3 Extension

Word	Monday	Tuesday	Wednesday	Thursday
adventure				
approach				
butcher				
chief				
chocolate				
exchange				
future				
kitchen				
moisture				
research				
brochure				
competition				
evaporation				
machinery				
population				
punishment				
shoulder				
special				
sugar				
tissue				

Spelling Crossword Standard List



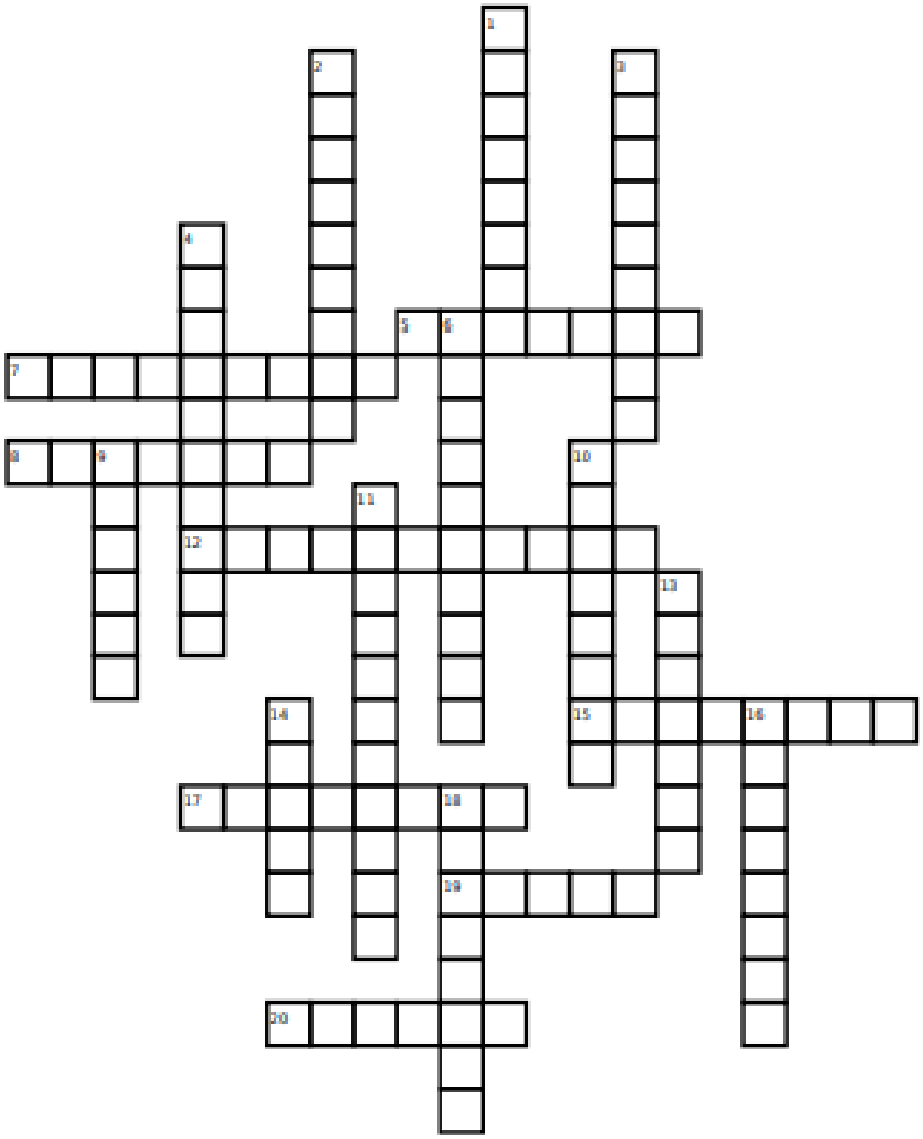
Across:

2. To choose between more than one. (5)
4. of the same type. (4)
5. A thing using power that performs a task. (7)
8. The winner of a competition. (8)
10. To inspect something to ensure its quality. (5)
11. Contracted form of should not. (7'1)
13. To clean. (4)
14. An image. (7)
16. A person who cooks fine food. (4)
18. To diminish. (6)
19. End. (6)
21. Sheltered from the sun. (5)
22. To be certain. (4)

Down:

1. To move quickly. (4)
2. A timepiece or to observe. (5)
3. A way of starting a fire or game played by 2 teams. (5)
4. A ledge to hold objects. (5)
6. A plural form for people who are young. (8)
7. To take something out of the air and hold it. (5)
9. Every. (4)
12. An instructor. (7)
15. to alter. (6)
16. A single person who is young. (5)
17. Ought to do something. (6)
20. To glow. (5)

Spelling Crossword Extension List



Across:

5. A description of something that is unusual. (7)
7. Equipment that performs a task. (9)
8. A place that is equipped to prepare food. (7)
12. The process of a liquid changing to a gas. (11)
15. To trade or swap. (8)
17. Dampness. (8)
19. An ingredient in food used to sweeten. (5)
20. A tense indicating time that has not yet happened. (6)

Down:

1. A pamphlet or flyer. (8)
2. An activity involving risk and is interesting. (9)
3. A food that is made from cocoa beans. (9)
4. A consequence imposed on someone as a penalty. (10)
6. All of the animals or people in a place. (10)
9. A thin piece of paper. (6)
10. A part of the body. (8)
11. When 2 or more people or teams play a game to win. (11)
13. A person who prepares or sells meat. (7)
14. A leader or ruler of people. (5)
16. To come near. (8)
18. To find out information. (8)

Grammar and Writing Monday

Your task today is to write at least 2 limericks. They should:

- Have 5 lines
- Have a rhyming pattern of AABBA
- Be funny.

Have your best one ready to share in the zoom or at school tomorrow.

Extension Work:
See if you can write a limerick about your mother or father..

Have some fun but remember your poetry has to use appropriate school language and content..

Grammar and Writing Thursday

Your task today is to write at least 2 cinquains that are not limericks.

One should have the pattern of a didactic quatrain. The other is your choice.

Have your best one ready to share in the zoom or at school tomorrow.

Have some fun but remember your poetry has to use appropriate school language and content.

Remember didactic cinquains:

Have 5 lines.

They don't rhyme.

They have a syllable pattern:

- The 1st line has 2 syllables
- The 2nd line has 4 syllables
- The 3rd line has 6 syllables
- The 4th line has 8 syllables
- The 5th line has 2 syllables.

Each Line has a purpose:

- The 1st line is a noun and the subject of the poem
- The 2nd line are adjectives that describe the noun
- The 3rd line has action words
- The 4th line contains a longer description
- The 5th line is a noun that relates to the 1st line.

Maths 5 Minute Frenzy Monday

Five Minute Multiplying Frenzy (R)

Name: _____ Date: _____

Multiply each row number by each column number.
(Range 1 to 10)

×	2	4	7	1	5	3	8	6	10	9
6										
4										
5										
3										
2										
8										
7										
1										
10										
9										

Time: _____ Score: _____ /100

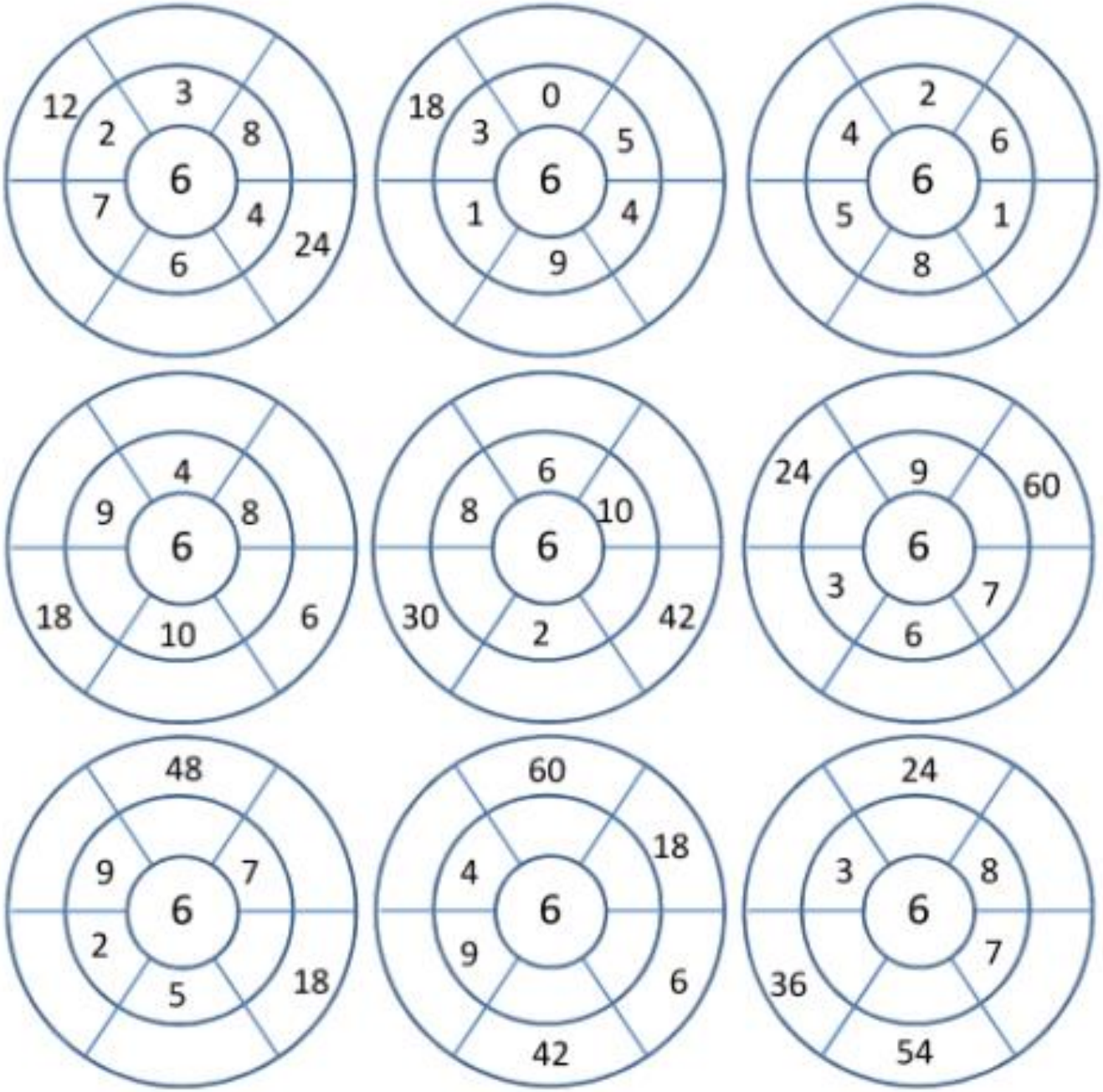
Maths 5 Minute Frenzy Tuesday

1 a.	$6 \times 4 =$ ____	**1 b.**	$3 \times 8 =$ ____
2 a.	$3 \times 6 =$ ____	**2 b.**	$5 \times 3 =$ ____
3 a.	$4 \times 1 =$ ____	**3 b.**	$1 \times 3 =$ ____
4 a.	$3 \times 4 =$ ____	**4 b.**	$4 \times 2 =$ ____
5 a.	$4 \times 4 =$ ____	**5 b.**	$11 \times 6 =$ ____
6 a.	$6 \times 10 =$ ____	**6 b.**	$12 \times 3 =$ ____
7 a.	$4 \times 6 =$ ____	**7 b.**	$6 \times 1 =$ ____
8 a.	$7 \times 4 =$ ____	**8 b.**	$4 \times 11 =$ ____
9 a.	$11 \times 3 =$ ____	**9 b.**	$9 \times 4 =$ ____
10 a.	$3 \times 12 =$ ____	**10 b.**	$6 \times 2 =$ ____

Maths 5 Minute Frenzy Wednesday

6 TIMES TABLE - TARGET CIRCLES

Multiply the middle number by the inner numbers together to get the outer numbers.



6 TIMES TABLE SHEET 1

1)	6 x 0	=	____	21)	6 x ____	=	18
2)	2 x 6	=	____	22)	____ x 6	=	6
3)	4 x 6	=	____	23)	6 x ____	=	30
4)	6 x 11	=	____	24)	____ x 6	=	66
5)	6 x 6	=	____	25)	____ x 6	=	24
6)	3 x 6	=	____	26)	6 x ____	=	54
7)	6 x 8	=	____	27)	6 x ____	=	36
8)	7 x 6	=	____	28)	____ x 6	=	48
9)	6 x 5	=	____	29)	____ x 6	=	72
10)	6 x 9	=	____	30)	6 x ____	=	42
11)	12 x 6	=	____	31)	____ x 6	=	0
12)	6 x 3	=	____	32)	6 x ____	=	60
13)	8 x 6	=	____	33)	____ x 6	=	36
14)	6 x 4	=	____	34)	6 x ____	=	48
15)	9 x 6	=	____	35)	____ x 6	=	54
16)	6 x 10	=	____	36)	6 x ____	=	12
17)	6 x 1	=	____	37)	6 x ____	=	72
18)	11 x 6	=	____	38)	____ x 6	=	18
19)	0 x 6	=	____	39)	6 x ____	=	66
20)	6 x 12	=	____	40)	____ x 6	=	60

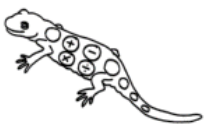
Did you know that the six times table is double the three times table?

Name Date

6 TIMES TABLE SHEET 2

1)	6 x ___	=	24	21)	___ x 6	=	60
2)	___ x 6	=	48	22)	9 x 6	=	___
3)	___ x 6	=	60	23)	6 x ___	=	0
4)	6 x 7	=	___	24)	___ x 6	=	66
5)	3 x 6	=	___	25)	8 x 6	=	___
6)	6 x ___	=	36	26)	4 x 6	=	___
7)	___ x 6	=	6	27)	6 x ___	=	42
8)	6 x ___	=	72	28)	___ x 6	=	30
9)	5 x 6	=	___	29)	6 x ___	=	24
10)	10 x 6	=	___	30)	10 x 6	=	___
11)	___ x 6	=	18	31)	6 x ___	=	18
12)	6 x ___	=	54	32)	___ x 6	=	54
13)	11 x 6	=	___	33)	6 x ___	=	6
14)	6 x ___	=	48	34)	0 x 6	=	___
15)	___ x 6	=	24	35)	___ x 6	=	48
16)	6 x 7	=	___	36)	6 x ___	=	36
17)	12 x 6	=	___	37)	___ x 6	=	18
18)	6 x ___	=	12	38)	6 x 12	=	___
19)	___ x 6	=	0	39)	6 x ___	=	66
20)	6 x ___	=	66	40)	___ x 6	=	12

Can you re-write some of these facts as division facts?



Measuring in ml

How much liquid is in each jug?

1. _____ ml

2. _____ ml

3. _____ ml

4. _____ ml

5. _____ ml

6. _____ ml

7. _____ ml

8. _____ ml

9. _____ ml

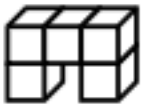
Maths Ongoing Practice Tuesday

Volume Cubes

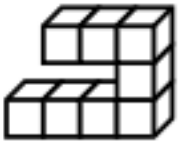
Volume is the measure of space inside a solid object, such as a cube or rectangular prism. Volume is measured in **cubic units**.

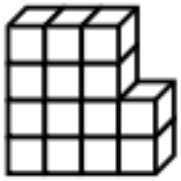
 = 1 cubic cm or 1cm^3  = 3cm^3

Find the volume of each shape. Use cubic centimeters (cm^3) for your units.

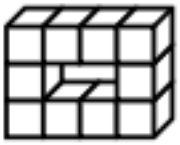
a. 

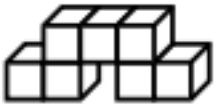
b. 

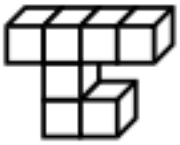
c. 

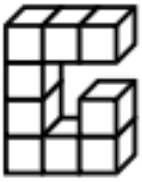
d. 

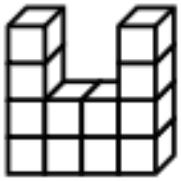
e. 

f. 

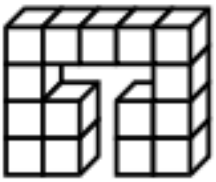
g. 

h. 

i. 

j. 

k. 

l. 

Build a 4-digit number from the parts

Grade 3 Place Value Worksheet

Example: 1,836 = 1,000 + 800 + 30 + 6

Write the 4-digit numbers

1. _____ 9,000 + 100 + 30 + 5
2. _____ 6,000 + 700 + 40 + 3
3. _____ 2,000 + 300 + 90
4. _____ 7,000 + 400 + 80 + 4
5. _____ 9,000 + 200 + 50 + 5
6. _____ 5,000 + 100 + 50 + 4
7. _____ 7,000 + 900 + 40 + 7
8. _____ 5,000 + 300 + 10 + 6
9. _____ 5,000 + 400 + 60
10. _____ 4,000 + 100 + 60 + 4
11. _____ 3,000 + 400 + 90 + 1
12. _____ 5,000 + 100 + 20 + 9
13. _____ 5,000 + 300 + 70 + 5
14. _____ 1,000 + 100 + 20 + 3
15. _____ 4,000 + 200 + 70
16. _____ 3,000 + 200 + 10 + 5
17. _____ 1,000 + 400 + 80 + 7
18. _____ 8,000 + 700 + 60 + 4

Name Date

ROUNDING TO THE NEAREST 10 SHEET 5 (UP TO 200)

Examples

127 is rounded **up** to 130 because the ones digit is 7.

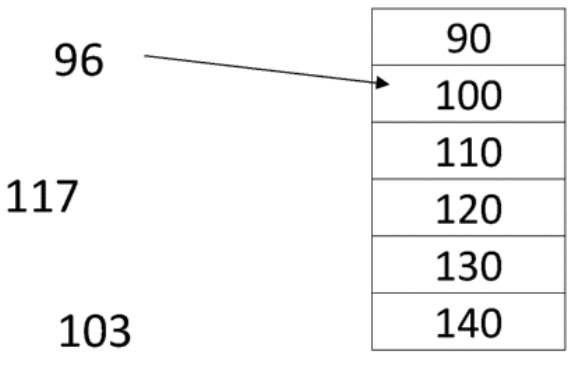
153 is rounded **down** to 150 because the ones digit is 3.

155 is rounded **up** to 160 because the ones digit is 5.

Round these numbers to the nearest 10

1) 132 → _____	2) 94 → _____	3) 156 → _____
4) 60 → _____	5) 139 → _____	6) 85 → _____
7) 144 → _____	8) 86 → _____	9) 168 → _____
10) 120 → _____	11) 135 → _____	12) 153 → _____
13) 145 → _____	14) 187 → _____	15) 108 → _____
16) 103 → _____	17) 77 → _____	18) 95 → _____
19) 116 → _____	20) 195 → _____	21) 33 → _____

Draw an arrow to match each number to its nearest 10.



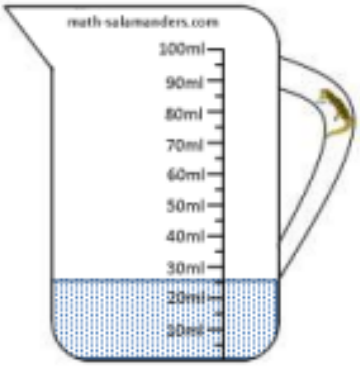
READING SCALES 3A

Use your knowledge of the number system to read these scales which are going up ones, fives and tens.

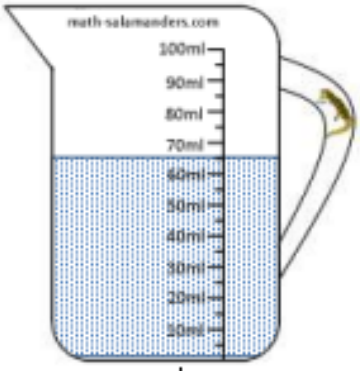
1) How long is the line? ____ mm

2) How long is the line? ____ mm

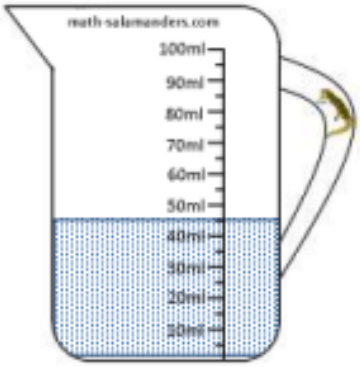
3) How many ml? ___



4) How many ml? ___

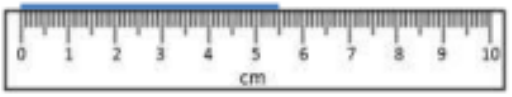


5) How many ml? ___

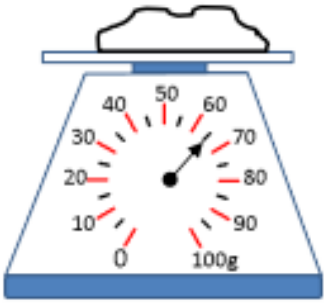


6) How long is the line? ____ cm

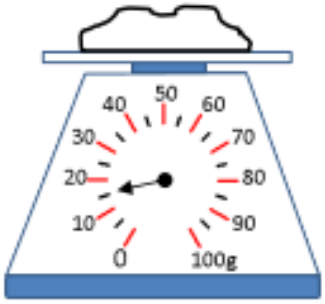
7) How long is the line? ____ cm



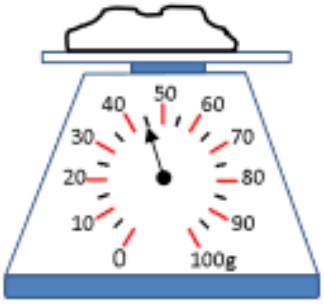
8) How many g? ___



9) How many g? ___



10) How many g? ___



Measuring in ml

How much liquid is in each jug?

1. _____ ml

2. _____ ml

3. _____ ml

4. _____ ml

5. _____ ml

6. _____ ml

7. _____ ml

8. _____ ml

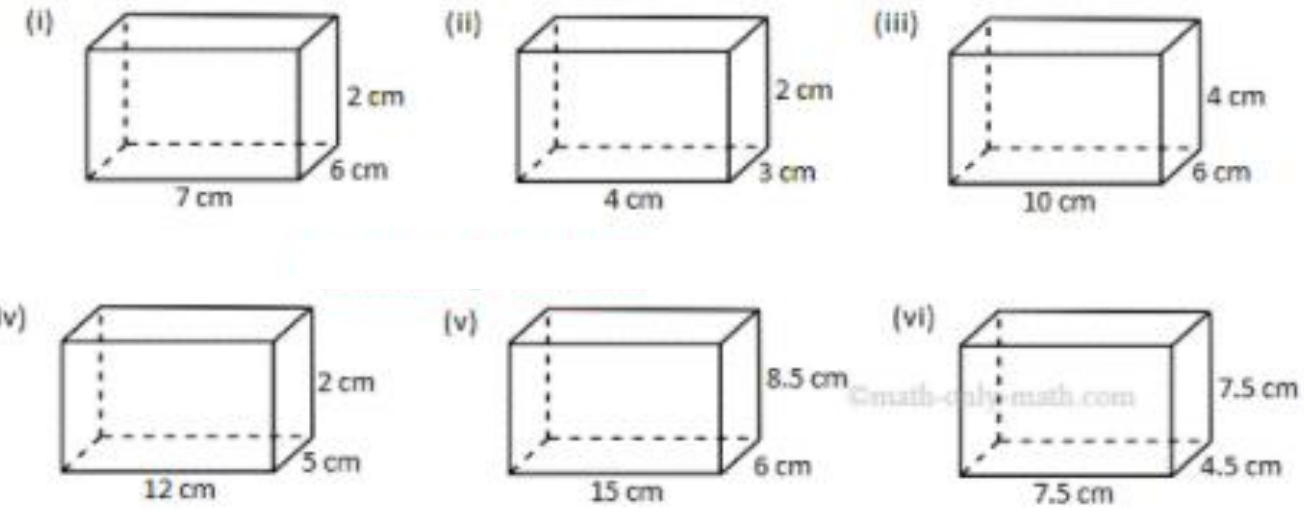
9. _____ ml

Maths Extension Tuesday

Reminder: the volume of a rectangular prism is calculated

by multiplying the Length x Width x Height and is written as cm^3

10. Find the volume of the following rectangular solids:



Find the missing measurement of these rectangular prisms.

Question	Length	Width	Height	Volume
a	4 cm	2 cm	5 cm	
b	3 cm	3cm		27 cm^3
c	2 cm	2 cm		32cm^3
d		2 cm	4 cm	48 cm^3
e	5 cm	7 cm	2 cm	
f	4 cm	5 cm	3 cm	

Build a 4-digit number from the parts

Grade 4 Place Value Worksheet

Example: 1,836 = 1,000 + 800 + 30 + 6

Write the 4-digit numbers

1. _____ 1,000 + 800 + 90 + 3
2. _____ 7,000 + 700 + 40 + 7
3. _____ 1,000 + 800 + 10 + 7
4. _____ 5,000 + 200 + 40 + 2
5. _____ 2,000 + 200 + 40 + 2
6. _____ 3,000 + 800 + 40 + 1
7. _____ 8,000 + 100 + 30 + 8
8. _____ 4,000 + 600 + 70 + 2
9. _____ 8,000 + 200 + 90 + 5
10. _____ 6,000 + 100 + 40
11. _____ 5,000 + 50
12. _____ 9,000 + 900 + 80 + 5
13. _____ 1,000 + 800 + 90 + 2
14. _____ 4,000 + 400 + 70 + 4
15. _____ 6,000 + 900 + 10 + 4
16. _____ 8,000 + 500 + 40 + 1
17. _____ 2,000 + 900 + 20 + 1
18. _____ 7,000 + 600 + 80 + 2

Name Date

ROUNDING TO THE NEAREST 1000 SHEET 2

Follow these simple steps to round a number to the nearest 100:

- if the number is already a multiple of 1000, don't change it!
- if the hundreds digit is less than 5 then the number is rounded down. Simply change the lower value digits to zero.
- if the hundreds digit is 5 or more, the number is rounded up. Simply add one to the thousands digit and change the lower value digits to zero.

Examples

2873 is rounded **up** to 3000 because the hundreds digit is 8.
6438 is rounded **down** to 6000 because the hundreds digit is 4.
8000 is unchanged because it is already a multiple of 1000.
1552 is rounded **up** to 2000 because the hundreds digit is 5.

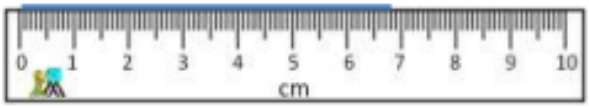
Round these numbers to the nearest 1000

1) 1278 → _____	2) 2824 → _____	3) 4436 → _____
4) 608 → _____	5) 7391 → _____	6) 2750 → _____
7) 8574 → _____	8) 6843 → _____	9) 9078 → _____
10) 5167 → _____	11) 6084 → _____	12) 1651 → _____
13) 487 → _____	14) 8817 → _____	15) 9308 → _____
16) 8293 → _____	17) 3557 → _____	18) 4485 → _____
19) 3391 → _____	20) 9054 → _____	21) 8729 → _____
22) 6000 → _____	23) 7502 → _____	24) 9814 → _____

READING SCALES METRIC 5A

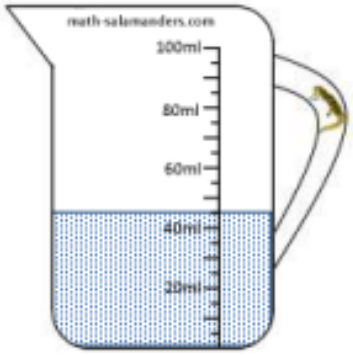
Use your knowledge of fraction and the number system to work out these measurements. Remember to write down the units of measurement.

1) How long? _____

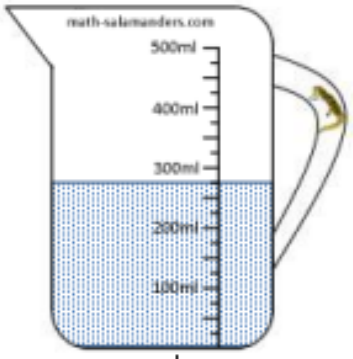


2) How long? _____

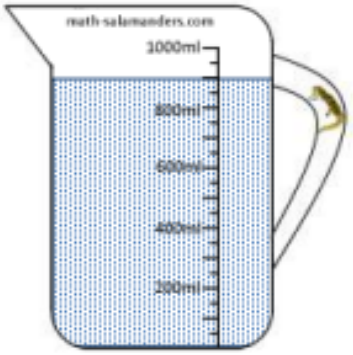
3) How much? _____



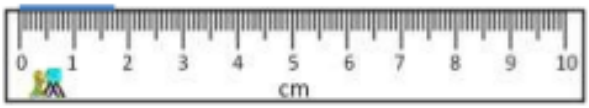
4) How much? _____



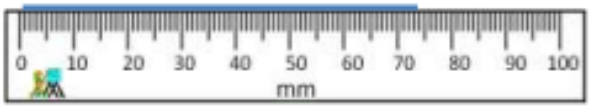
5) How much? _____



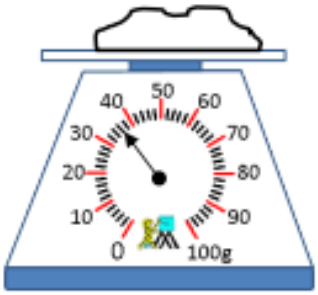
6) How long? _____



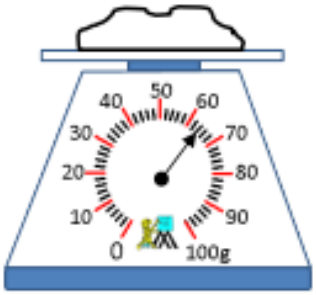
7) How long? _____



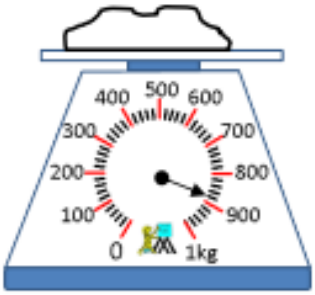
8) How heavy? _____



9) How heavy? _____



10) How heavy? _____

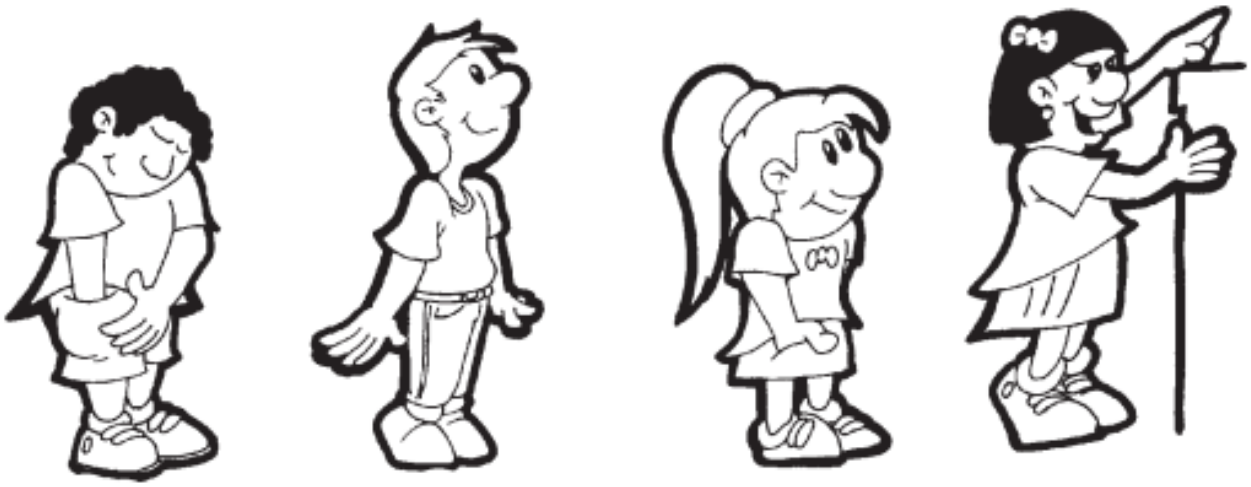


Maths Investigation Friday

Learning Outcome: Students list all possibilities in order to solve a problem.

Lining Up

❑ Four children are lining up at the school canteen for lunch.
In how many different orders could they line up?



Len Ken Jan Jen

❑ Write out all the combinations you can find. *(Use the back of the page for more room.)*

1st	2nd	3rd	4th
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

Problem

If this took 20 minutes of their lunch hour, how many minutes do the students have left to play?

.....

Maths Investigation Friday – Extension

What happens when you add one more child?

1st	2nd	3rd	4th	5th

Term 4 Geography -Places Are Similar and Different

Lesson 3 - Man-Made Features of NZ

Learning Intention	**Success Criteria**
Identify the natural/physical features of the country: - Name, locate and describe natural and features of the country - Identify and describe man-made features	I can - Draw a map with some accuracy - Use geographical language such as N, NW, NE etc. - Identify and describe the different, prominent and significant man-made features of NZ.

Activity

- Watch this video about New Zealand famous man-made features https://www.kids-world-travel-guide.com/new-zealand-facts.html
- **Famous buildings - https://trip101.com/article/famous-buildings-in-new-zealand**
- **Famous man -made structures**
- Scroll through the information below and learn a little more about NZ's special features

Creating A Map of New Zealand Task 3

Using the map you created last week locate and include the following 10 natural features of New Zealand.

For such a small country, New Zealand is packed with sights.

- The Sky Tower. ...
- Moeraki Boulders. ...
- Aoraki/Mount Cook. ...
- Tane Mahuta. ...
- Craters of the Moon. ...
- Tokatoka Peak. ...
- One Tree Hill. ...
- The Beehive.

Research

Read the information below. These pieces of information may assist you in your

The Beehive

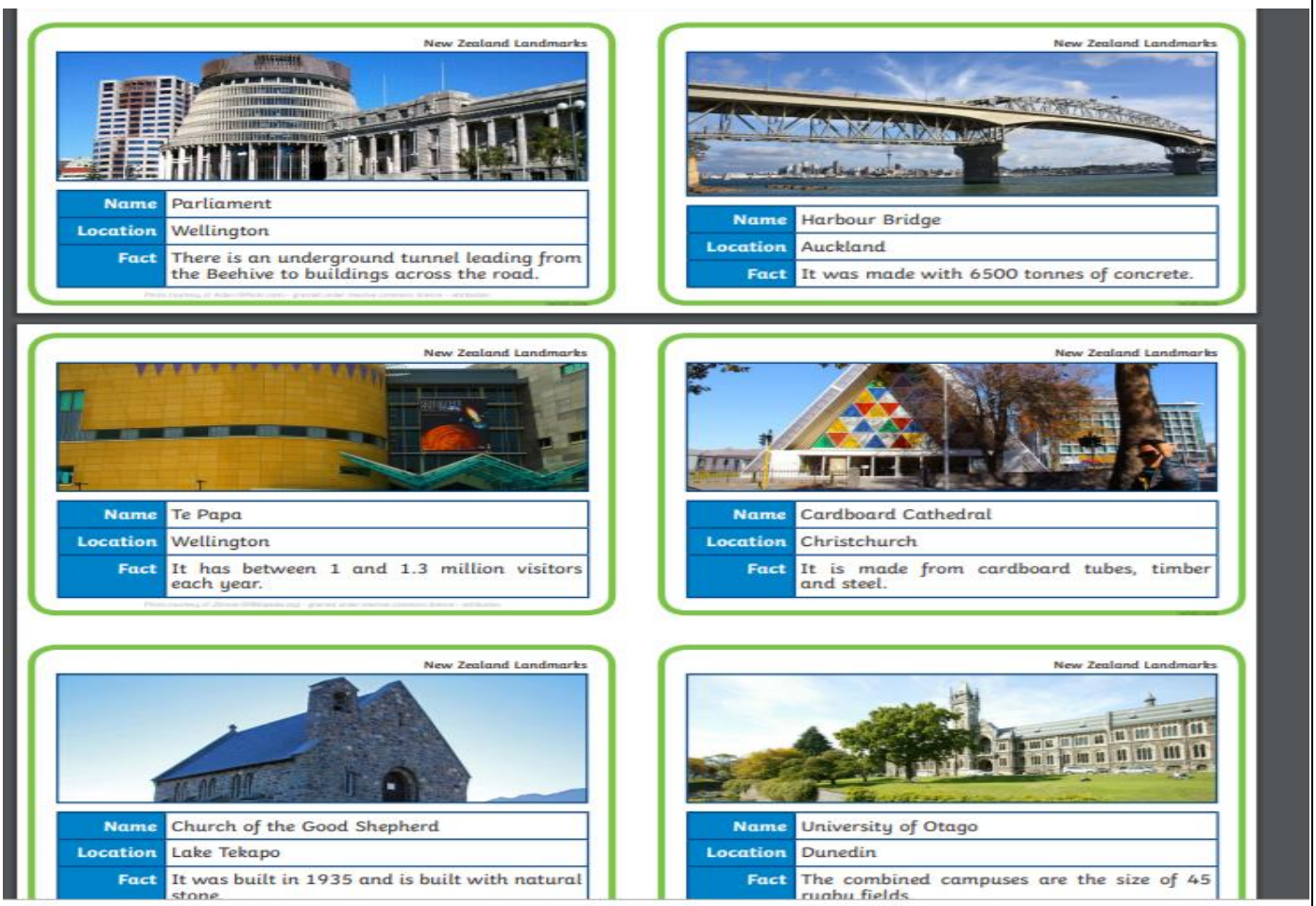
"The Beehive" is the nickname of New Zealand's parliament building in Wellington, at the southernmost tip of North Island. Erected in the 1960s, the Beehive stands as a national symbol of New Zealand, much as the dome of the Congress building does in the U.S. Free guided tours are available on the hour every day.

The Big Carrot

The small town of Ohakune on North Island is famous for carrots: so famous, in fact, that the town erected a giant carrot statue, 25 tall and bright orange in color, in 1984. It soon became a tourist attraction and roadside photo opportunity par excellence.

The Sky Tower

The Sky Tower in Auckland (skycityauckland.co.nz/Attractions/Skytower.html) stands 1,076 feet high, making it the tallest building in New Zealand. Take a glass elevator to one of three viewing platforms available or book a table at Orbit, a revolving restaurant. At 629 feet you can walk around the tower on the SkyWalk. Or if you want an extra thrill, you can bungee jump off the 629-foot pergola. New Zealand originated commercial bungee jumping, so it's an appropriate way to mark your visit. The Sky Tower is open seven days a week; patrons of Orbit get a free pass to the observation deck or you can purchase an admissions pass.



Questions for Reflection

1. What is the highest building in New Zealand?

2. Name one of the most well-known buildings and its importance

3. Explain what is interesting about the buildings in Christchurch.

4. Do you think buildings are built differently in New Zealand due to the earthquake and volcanic activity in the country? What evidence did you find?

Create

Choose one of the above MAN-MADE STRUCTURES to research and create a small report about a man-made landmark.

Include the following:

- Draw a diagram of it and its location,
- describe it and
- Include something about its history and why it is significant.

Science Tuesday

Lesson 3: Material World

Learning Intention	Success Criteria
We are learning to investigate different materials.	I will be a successful learner when I can: • Identify a material appropriate for a particular use • Describe how materials can be reused and recycled.

Using Materials for a Purpose

Watch the video about a teapot made from chocolate: https://www.inquisitive.com/video/1879-how-useful-is-a-chocolate-teapot

When you are making something, it is important to think about the properties of different materials, so that you can choose the best ones for the job. Teapots are often made from clay because, when fired, clay becomes a hard, durable (long lasting) and heat-resistant material.

Look at the images below. What material is the product made from and why has this material been chosen for the purpose?

gumboots

Made from: _____

Why? _____

_____

_____

a window pane

Made from: _____

Why? _____

_____

_____

walls of this house

Made from: _____

Why? _____

_____

_____

Sometimes materials get a new job after their old one finishes. They are used for a new purpose. We call this repurposing. Complete the table for the images below.

Image 1

Image 2

Image 3

	Main Material	Old purpose	New purpose	Properties of the material which make it suitable for the new purpose
Image 1	glass	a bottle to hold liquids	a photo frame	Glass is transparent and waterproof.
Image 2				
Image 3				

Choose one of the products below. Use your knowledge about properties of materials to create a new purpose for the product. Draw and label your design.

My new product

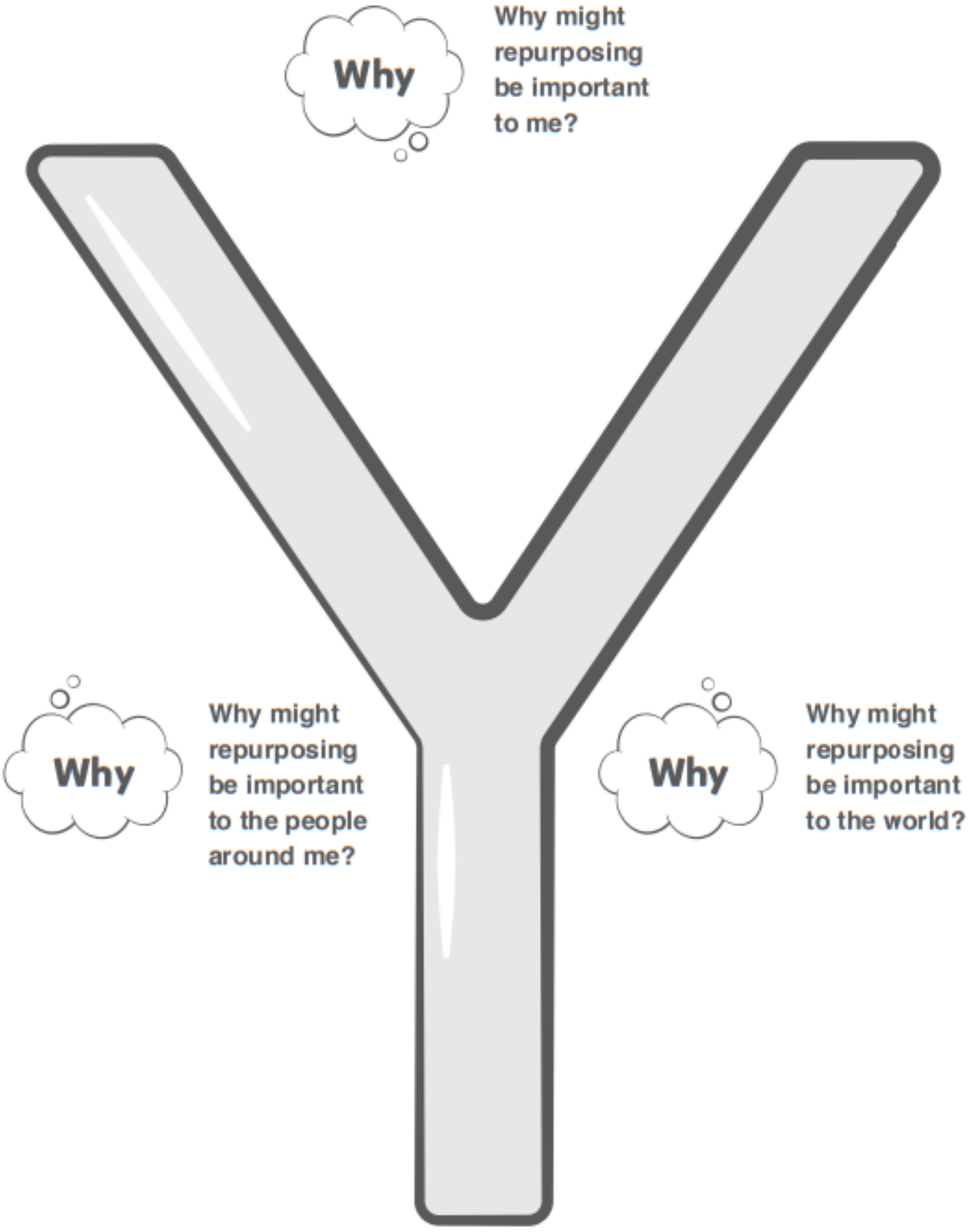
Why is this material suitable for its new purpose?

_____

_____

_____

Why is repurposing materials important? Complete the 3Ys thinking routine to explain your thinking.



Composite materials are materials that are made from combining two or more materials that have different properties. This creates a new material that has a new set of properties.

Concrete is an example of a composite material. Record what you already know about concrete and what you want to learn about it on the chart below. Then use the website link to learn more about this composite material.

What I already **know** about concrete:

What I **want** to learn:

What I have **learnt** about concrete:

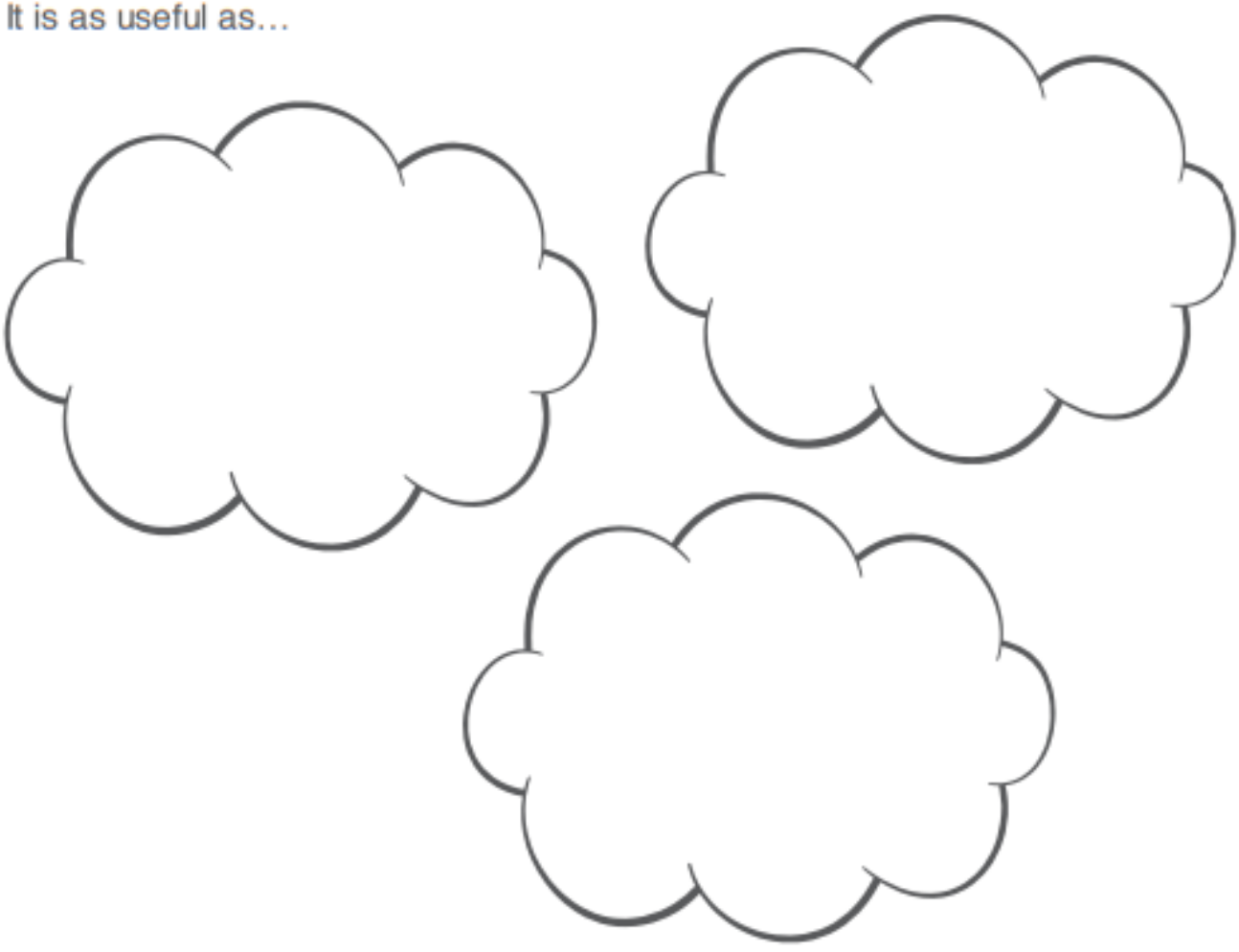
Concrete Website: https://wonderopolis.org/wonder/what-is-concrete-made-from

It is as useful as…

What do these sayings mean?

Create three other sayings that have the same meaning.

It is as useful as…



Wellbeing Wednesday Choice Board Week Ten

Mindfulness Colouring 	Send Some Post  Write a letter to a friend or relative. Include a picture. Pop it in a stamped addressed envelope and post it	Play a board game 	Create a hopscotch 
Read your favourite book 	Do a chalk drawing on the footpath in front of your house to cheer up the community 	Design a workout the whole family can do, then do it together 	Choose one of the Fundamental Movement Skills from the GotGame lesson, watch the lesson then practise that movement skill
 Glue a picture from a magazine, a photograph or one of your artworks onto cardboard. Cut into shapes to form a jigsaw puzzle.	Draw a comic Strip 	Make a dreamcatcher using things you have at home 	Create an obstacle course with materials in your house 
Choreograph your own dance or gymnastics routine 	Free drawing 	Go for a walk or bike ride with an adult 	Make a friendship bracelet using things you have at home. 
Make your own small world In a cardboard carton, set up your own imaginative world using model figurines and blocks Make, colour or paint your background to make a diorama	Make some puppets and put on a puppet show. 	Do some baking (with an adult's assistance) 	Play a musical instrument. If you don't have a musical instrument, find some objects that you could use as drums and try to play a rhythmic beat as background to a song.
Build a cubby fort 	Construct a camp site in a garden or inside 	Create a sculpture using recycled materials 	Listen to an audiobook on epic! 

Emotional Blockers

We would all like to feel happy and successful at school all of the time, but sometimes we have other feelings that stop us from feeling happy and successful.

These other feelings are called **blockers**. They are like big rocks sitting in the middle of the road that stop us from being happy and successful at school. The blocker emotions are: procrastination (lazy), angry, worried, sad and distracted (not paying attention).

Everybody feels blockers; your parents, teachers and friends but like a big rock on the road, they can be removed, it just takes a little time and motivation.

Over the next few weeks we are going to understand what these blockers, how we know when we are feeling it and what to do about it.

Below are 7 arrows with emotions inside. Cut out each arrow and glue them onto the scale on the next page. Think about school and place each arrow on the scale for how often you feel that way. For example, you might look at the arrow that says, 'At school I feel successful'. You might decide to place it on 'often' or 'sometimes' or in between. Place the happy and successful arrows on the tope of the scale and the blocker emotions underneath the scale. When you have finished, take a photo and put it onto Google Classroom.

How I Feel When I Am At School

Treble Clef Music Notation Friday