HOLY EUCHARIST CATHOLIC PRIMARY SCHOOL
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Grade Three

Remote Learning Pack

Week 6

Grade 3 Distance Learning
Homework Pack
Week 6, Term 2

Name: _____

Grade:_____

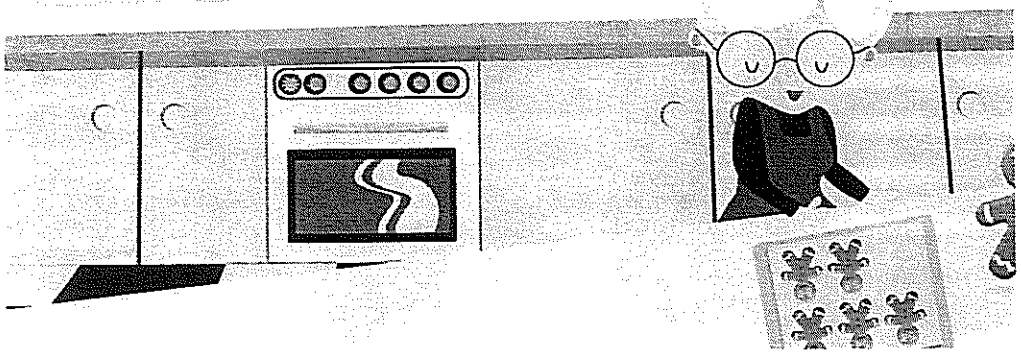
GRADE 3 DISTANCE LEARNING TIMETABLE - WEEK 6, TERM 2

Monday (18/05/2020)

Time	Subject/Activity
9 am - 10 am (1 hr)	**Literacy: The Old Toy Room** Today, you are going to practise how to identify the complication (problem) in a story and learn how to identify the resolution (how the problem was fixed) to the complication. 1. Read the 'Features of a Narrative (PowerPoint)'. 2. Listen to 'The Old Toy Room (audio)' or read 'The Old Toy Room (PowerPoint)' 3. Complete the following The Old Toy Room (Complication/Resolution Worksheet) 4. Before you turn in your work, reread you work to make sure: • That your sentences make sense • That you have used capital letters correctly • That you have used full-stops at the end of your sentences.
10 am - 10:15 am (15 mins)	**Google Meet 1** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
10:15 pm - 11 am (45 minutes)	**Numeracy: 2x Multiplication Strategy (Doubles)** Today you are going to review your understanding of the 2x multiplication strategy. **Instructions:** 1) Log onto Mfacts 121 at https://mfacts121.com/welcome/ (email your teacher if you don't have your login details). 2) Re-watch the Twos Facts Strategy video from: https://mfacts121.com/strategy-videos/ or look at the 2x Multiplication Strategy Fact Sheet. 3) Choose ONE of the Multiples of 2 Google Docs or worksheets to complete that is 'just right' for you (not too easy or not too hard). 4) Double check over your work to make sure that you have answered the questions correctly. ***Early Finishers:*** - Log onto Mfacts 121 at https://mfacts121.com/welcome/ (email your teacher if you don't have your login details). - Practise your times tables using the Online Practise at: https://mfacts121.com/online-practise/.
11 am - 12 pm (1 hr)	**LUNCH**
12 pm - 12:15 pm (15 mins)	**Silent Reading** **Instructions:** Read a book that you have a home, read a website or article online or you might like to use one of the following websites: https://stories.audible.com/start-listen https://www.weareteachers.com/virtual-author-activities/?utm_content=1584565321&utm_medium=social&utm_source=facebook&fbclid=IwAR17qH57Pcp62O31m7bsA71FUro3OQCJenwj_7WgUjtV8BAMVexBVoYIRxw https://www.sunshineonline.com.au/ ***Sunshine Online Logon Details:*** Username and Password: heps3021

	You might like to try some of these websites for reading online: - Epic! Reading at: www.getepic.com/students (Check with your teacher about your class' code to get in). - Listen to a chapter from Harry Potter and the Philosopher's Stone being read aloud from: https://www.wizardingworld.com/
12:15 pm - 1pm (45 minutes)	**Inquiry: The Water Cycle (Precipitation)** Today you are going to learn about the precipitation process of the water cycle in greater detail. 1. Watch the following Youtube clip about The Water Cycle at https://www.youtube.com/watch?v=auvGBmIxG08&list=PLAQmbQDFShr5GmxfkrlpfH-_Pc9runaPG&index=42 or watch the attached video about The Water Cycle 2. Read the Precipitation Facts for Kids at https://kids.kiddle.co/Precipitation 3. Draw a picture explaining the PRECIPITATION process. 4. Write a simple sentence (IN YOUR OWN WORDS) explaining the precipitation process. 5. Take a photo of your work, attach it to this assignment or email it to your teacher.
1 pm - 1:15 pm (15 mins)	**Google Meet 2** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
1:15 pm - 2 pm (45 mins)	**Continue Inquiry:** Continue working on your Inquiry task. If you have finished, please use this time to catch up on any unfinished tasks.
2 pm - 2:30 pm (30 mins)	**SNACK**
2:30 pm - 3pm (30 mins)	**Get Active With Mr Herrera!** Please check your Stream or Classwork tab for today's Physical Education session from Mr Herrera. If you do not have internet access, please complete a physical activity of your choice e.g. running, bike riding, jogging, play a game outside.
3pm	**DISMISSAL**

Developing Narrative Writing Skills



Narrative Texts - Overview

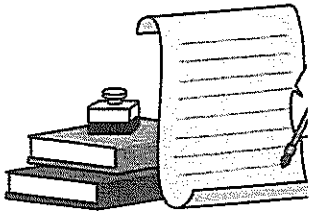
Narrative texts tell a story which entertains the reader or listener.

Narrative texts usually follow a clear and distinct structure.

Descriptive language is used in narrative writing.

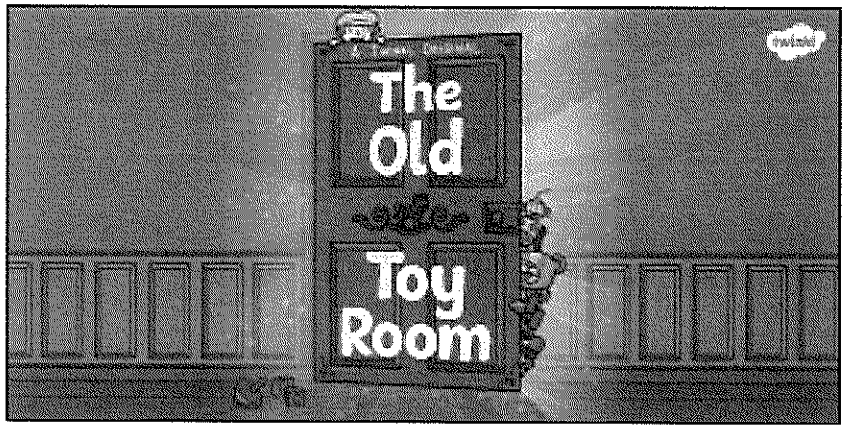
There are many types of narrative texts, such as:

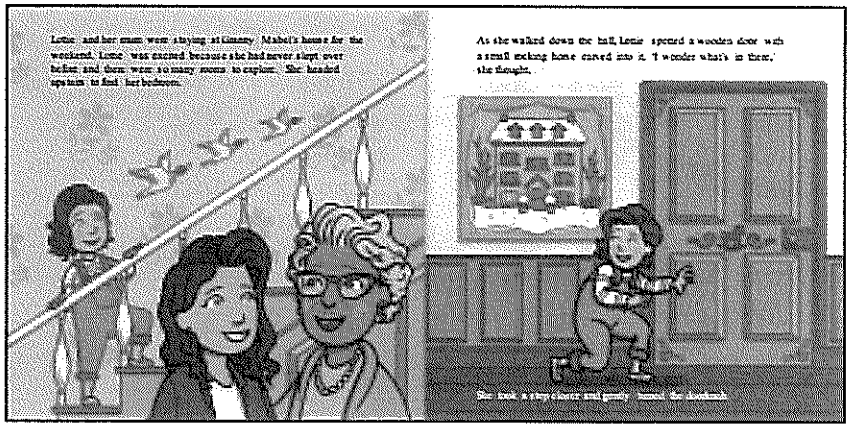
- picture books
- short stories
- novels
- traditional tales.

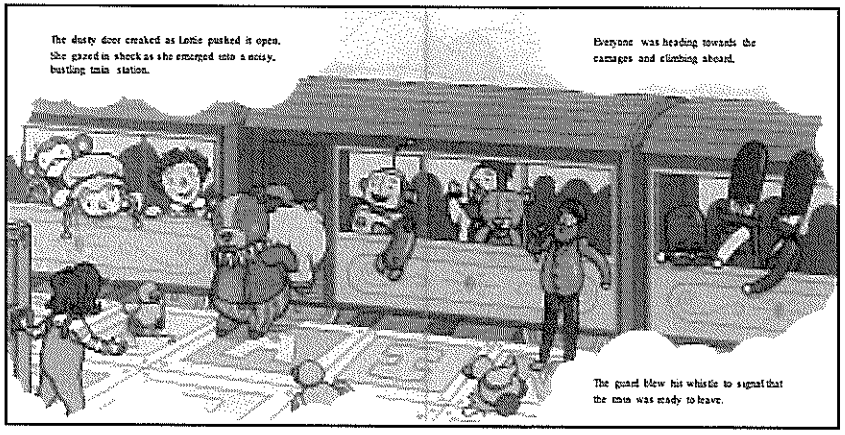


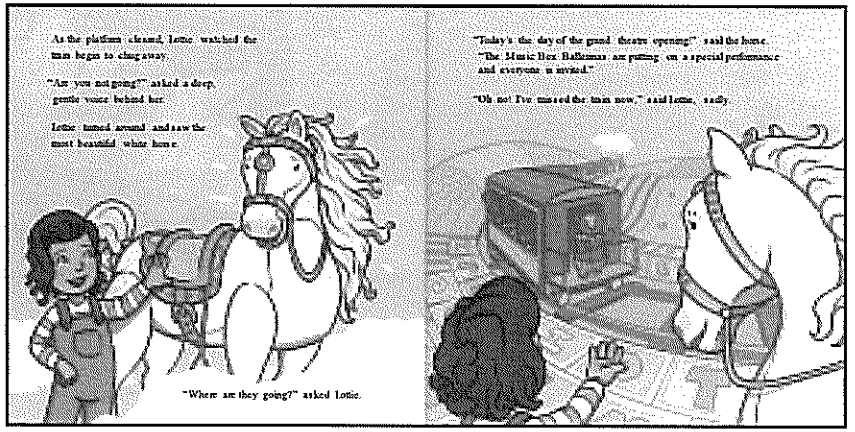
Narrative Text Structure

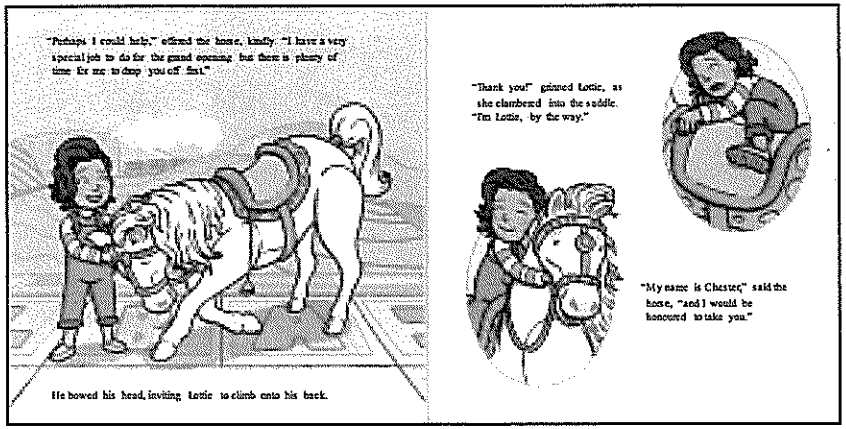
	This is the beginning of the story in which and are introduced.
Complication	This is a problem or challenge that the main charact need to solve.
Series of Events	These are the events that occur as the main charact try to resolve the problem.
Resolution	This is the solution to the problem which may lead t happy or unhappy conclusion for the main characte

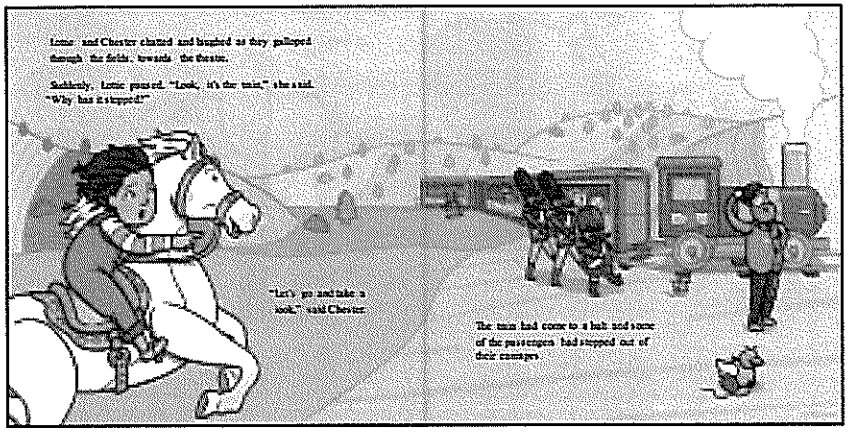

The Old Toy Room

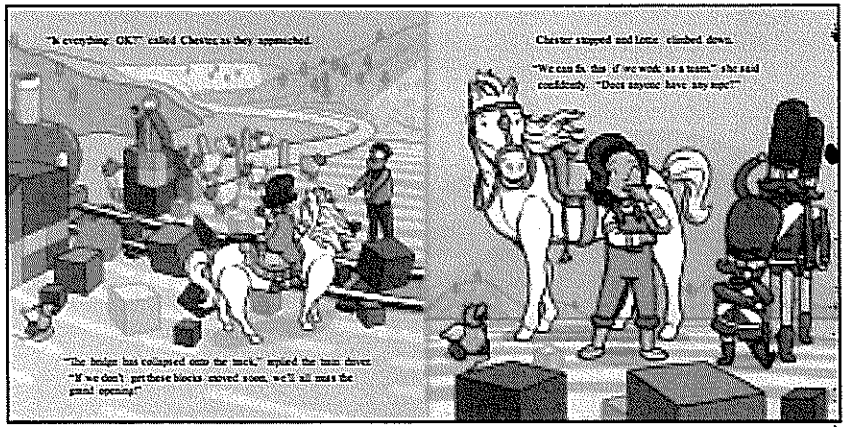

Lottie and her mum were staying at Granny Mabel's house for the weekend. Lottie was excited because she had never slept over before and there were so many rooms to explore. She headed upstairs to find her bedroom.
As she walked down the hall, Lottie spotted a wooden door with a small rocking horse carved into it. 'I wonder what's in there,' she thought.

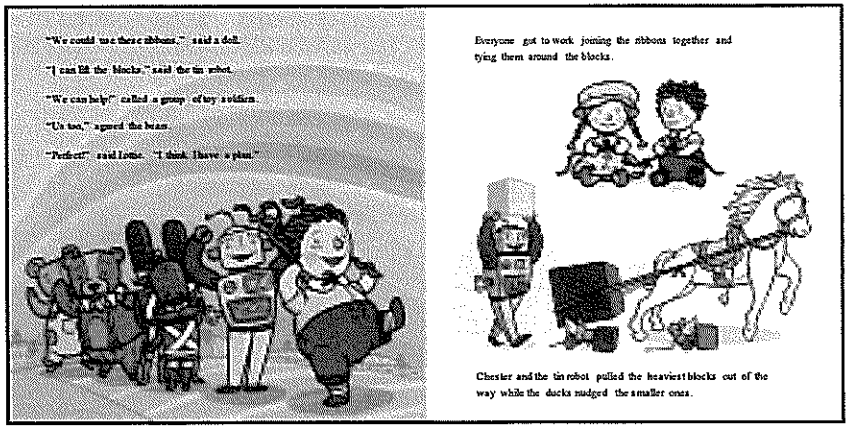

The dusty door creaked as Lottie pushed it open. She gazed in shock as she emerged into a noisy, bustling train station.
Everyone was heading towards the carriages and climbing aboard.
The guard blew his whistle to signal that the train was ready to leave.

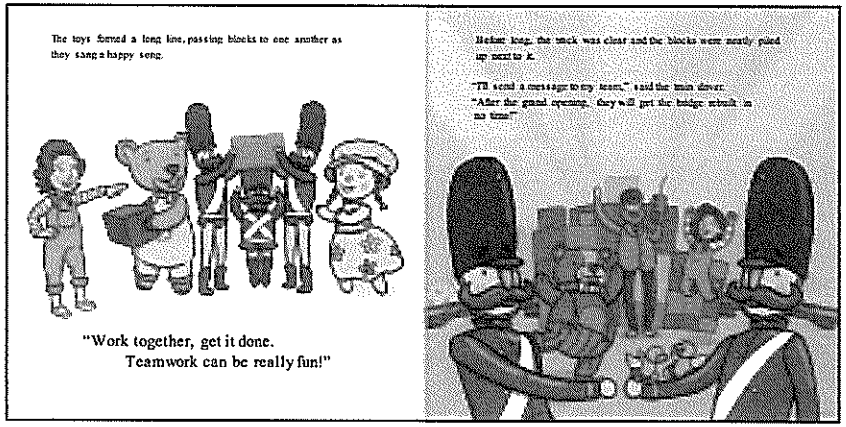

As the platform cleared, Lottie watched the train begin to chug away.
"Are you not going?" asked a deep, gentle voice behind her.
Lottie turned around and saw the most beautiful white horse.
"Where are they going?" asked Lottie.
"Today's the day of the grand theatre opening!" said the horse. "The Music Box Ballerinas are putting on a special performance and everyone is invited."
"Oh no! I've missed the train now," said Lottie, sadly.

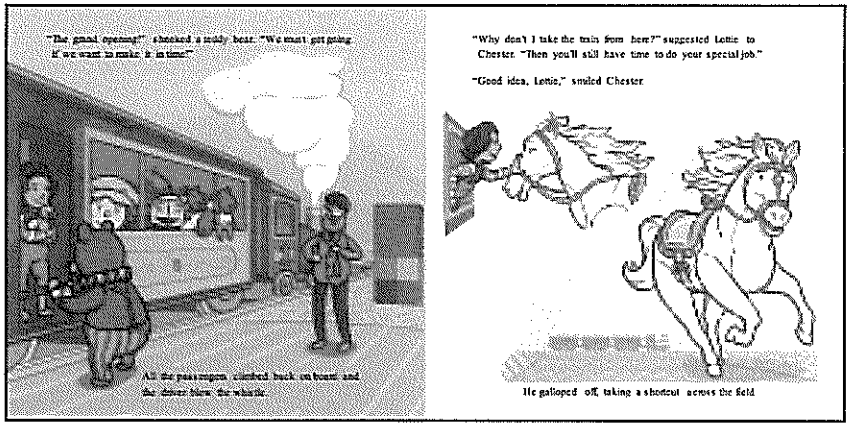

"Perhaps I could help," offered the horse, kindly. "I have a very special job to do for the grand opening but there is plenty of time for me to drop you off first."
He bowed his head, inviting Lottie to climb onto his back.
"Thank you!" grinned Lottie, as she clambered into the saddle. "I'm Lottie, by the way."
"My name is Chester," said the horse, "and I would be honoured to take you."

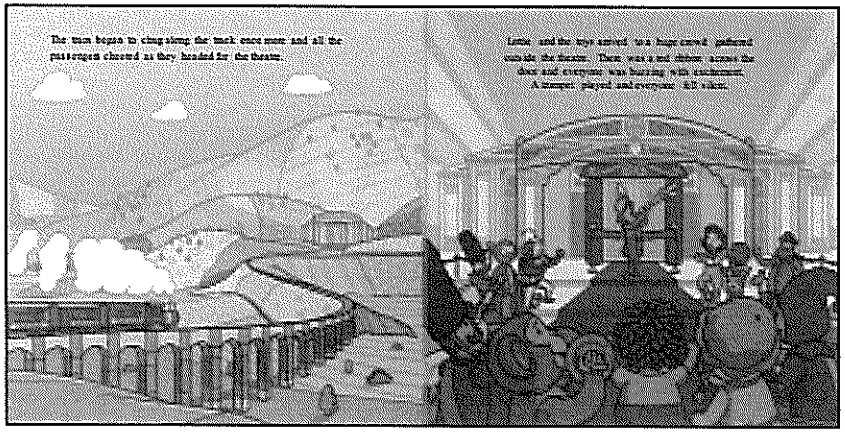

Lottie and Chester chatted and laughed as they galloped through the fields, towards the theatre.
Suddenly, Lottie paused. "Look, it's the train," she said. "Why has it stopped?"
"Let's go and take a look," said Chester.
The train had come to a halt and some of the passengers had stepped out of their carriages.

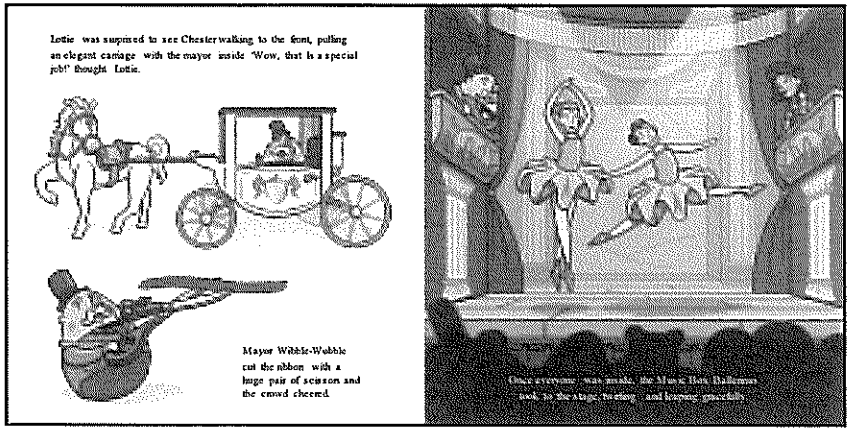

"Is everything OK?" called Chester as they approached.
"The bridge has collapsed onto the track," replied the train driver. "If we don't get these blocks moved soon, we'll all miss the grand opening!"
Chester stopped and Lottie climbed down.
"We can fix this if we work as a team," she said confidently. "Does anyone have any ropes?"

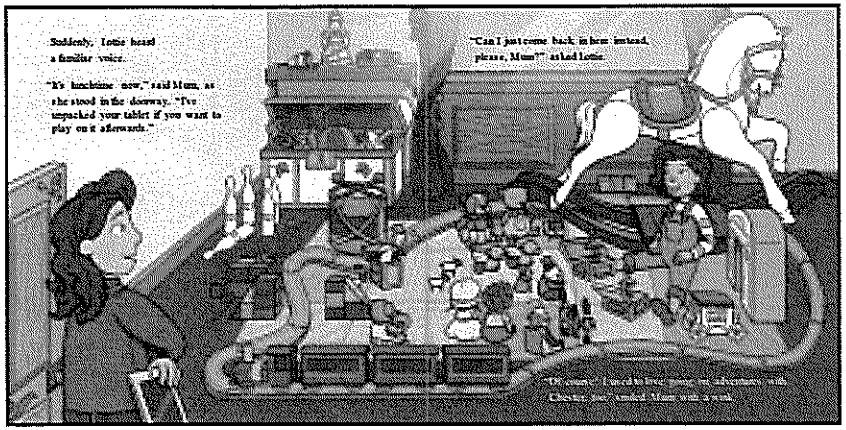

"We could use these ribbons," said a doll.
"I can lift the blocks," said the tin robot.
"We can help!" called a group of toy soldiers.
"Us too," agreed the bears.
"Perfect!" said Lottie. "I think I have a plan."
Everyone got to work joining the ribbons together and tying them around the blocks.
Chester and the tin robot pulled the heaviest blocks out of the way while the ducks nudged the smaller ones.


The toys formed a long line, passing blocks to one another as they sang a happy song.
"Work together, get it done.
Teamwork can be really fun!"
Before long, the track was clear and the blocks were neatly piled up next to it.
"I'll send a message to my team," said the train driver. "After the grand opening, they will get the bridge rebuilt in no time!"


"The grand opening!" shouted a teddy bear. "We must get going if we want to make it in time!"
All the passengers climbed back on board and the driver blew the whistle.
"Why don't I take the train from here?" suggested Lottie to Chester. "Then you'll still have time to do your special job."
"Good idea, Lottie," smiled Chester.
He galloped off, taking a shortcut across the field.


The train began to chug-clomp the track once more and all the passengers cheered as they headed for the theatre.
Lottie and the toys arrived to a huge crowd gathered outside the theatre. There was a red ribbon across the door and everyone was buzzing with excitement. A trumpet played and everyone fell silent.


Lottie was surprised to see Chester walking to the front, pulling an elegant carriage with the mayor inside. 'Wow, that is a special job!' thought Lottie.
Mayor Wibble-Wobble cut the ribbon with a huge pair of scissors and the crowd cheered.
Once everyone was inside, the Music Hall Ballerinas took to the stage, tapping and bowing gracefully.


Suddenly, Lottie heard a familiar voice.
"It's lunchtime now," said Mum, as she stood in the doorway. "I've unpacked your tablet if you want to play on it afterwards."
"Can I just come back in here instead, please, Mum?" asked Lottie.

The Old Toy Room (Complication/Resolution Worksheet)

There were two complications in this story. Can you identify them?

Complication/problem one:
Resolution to complication/problem one *(how was the first problem fixed?)*:

Complication/problem two:
Resolution to complication/problem two *(how was the second problem fixed?)*:

Extension Questions:

Answer the following questions in full sentences.

1. What is the name of the main character?

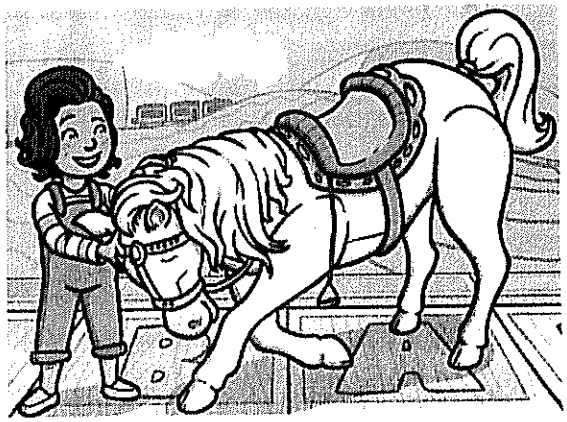
2. 'She gazed in shock as she emerged into a noisy bustling train station' what do the following words mean?

   Emerge:

Bustling:

3. Who was putting on the special performance at the grand theatre opening?

4. Look at the picture below. Why is the white horse bowing?



5. 'The train had come to a halt'. What does the word halt mean?

6. What was the main theme of this story? *(what was the author trying to teach us?).*

Multiples of 2 - Worksheet 1

How fast can you fill in the gaps?
The more you work on it, the more confident you'll feel!

2, 4, 6, ___, 10, 12, ___, 16, ___, 20

2, 4, ___, 8, ___, 12, 14, ___, ___, 20

2, 4, ___, ___, ___, 12, ___, ___, 18, ___

4, ___, 8, ___, 12, 14, ___, ___, ___, 22

4, 6, ___, ___, 12, ___, 16, 18, ___, ___

4, 6, ___, ___, 12, ___, ___, ___, 20, ___

6, 8, ___, 12, ___, 16, ___, 20, 22, ___

6, 8, ___, ___, 14, ___, ___, 20, ___, ___

6, ___, ___, 12, 14, 16, ___, ___, 22, ___

8, 10, ___, 14, 16, ___, 20, ___, ___, ___

10, 12, ___, ___, ___, 20, ___, ___, 26

10, 12, ___, ___, 18, ___, 22, ___, ___

12, 14, ___, 18, 20, ___, 24, ___, 28

12, ___, 16, 18, ___, ___, 24, ___, 28

Multiples of 2 - Worksheet 2

How fast can you fill in the gaps?
The more you work on it, the more confident you'll feel!

20, 22, ___, ___, 28, ___, 32, ___, ___

22, 24, ___, 28, 30, ___, 34, ___, 38

32, ___, 36, 38, ___, ___, 44, ___, 48

34, 36, ___, 40, ___, ___, 46, ___, 50

54, ___, 58, ___, ___, ___, 66, ___, 70

56, ___, 60, 62, ___, 66, ___, 70, 72

66, ___, 70, ___, ___, 76, ___, ___, 82

68, ___, 72, 74, ___, 78, 80, ___, ___

78, 80, ___, 84, ___, 88, 90, ___, ___

78, ___, 82, ___, 86, ___, 90, 92, ___

80, ___, 84, ___, 88, 90, ___, ___, ___

90, ___, 94, ___, 98, ___, ___, 104, ___

Multiples of 2 - Worksheet 3

How fast can you fill in the gaps?
The more you work on it, the more confident you'll feel!

100, 102, ___, ___, 108, ___, 112, ___, ___

102, 104, ___, 108, 110, ___, 114, ___, 118

102, ___, 106, 108, ___, ___, 114, ___, 118

104, 106, ___, 110, ___, ___, 116, ___, 120

104, ___, 108, ___, ___, ___, 116, ___, 120

116, ___, 120, 122, ___, 120, ___, 130, 120

116, ___, 120, ___, ___, 126, ___, ___, 130

118, ___, 122, 124, ___, 128, 130, ___, ___

118, 120, ___, 124, ___, 128, 130, ___, ___

118, ___, 122, ___, 126, ___, 130, 132, ___

120, ___, 124, ___, 128, 130, ___, ___, ___

120, ___, 124, ___, 128, ___, ___, 134, ___

Tuesday (19/05/2020)

Time	Subject/Activity
9 am - 10 am (1 hr)	**Numeracy: 2x Multiplication Strategy (Doubles)** Today you are going to review your understanding of the 2x multiplication strategy and also practise your Division facts. Remember you can use your Multiplication facts to make Division facts, for example the fact: 2 x 5 = 10 can be shown as 10 ÷ 5 = 2. **Instructions:** 1) Log onto Mfacts 121 at https://mfacts121.com/welcome/ (email your teacher if you don't have your login details). 2) Rewatch the Twos Facts Strategy video from: https://mfacts121.com/strategy-videos/ or look at the 2x Multiplication Strategy Fact Sheet. 3) Choose ONE of the Instant Recall of 2x Facts worksheets or Google Docs worksheets to complete that is 'just right' for you (not too easy or not too hard). 4) Double check over your work to make sure that you have answered the questions correctly. ***Early Finishers:*** - Log onto Mfacts 121 at https://mfacts121.com/welcome/ (email your teacher if you don't have your login details). - Practise your times tables using the Online Practise at: https://mfacts121.com/online-practise/.
10 am - 10:15 am (15 mins)	**Google Meet 1** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
10:15 am - 11am (45 mins)	**Literacy: Please Please the Bees** Today, you are going to continue practise how to identify the complication (problem) in a story and learn how to identify the resolution (how the problem was fixed) to the complication. 1. Watch 'Please Please the Bees'. Click on the following link - https://www.youtube.com/watch?time_continue=69&v=-XFQNGJmLEk&feature=emb_logo (Converted video) 2. Complete the following Please the Bees (Worksheet) 3. Before you turn in your work, reread you work making sure: • That your sentences make sense • That you have used capital letters correctly • That you have used full-stops at the end of your sentences.
11 am - 12 pm	**LUNCH**
12 pm - 12:15pm (15 mins)	**Silent Reading** **Instructions:** Read a book that you have a home, read a website or article online or you might like to use one of the following websites: https://stories.audible.com/start-listen https://www.weareteachers.com/virtual-author-activities/?utm_content=1584565321&utm_medium=social&utm_source=facebook&fbclid=IwAR17qH57Pcp62O31m7bsA71FUro3OQCJenwj_7WgUjtV8BAMVexBVoYIRxw https://www.sunshineonline.com.au/ ***Sunshine Online Logon Details:*** Username and Password: heps3021 **You might like to try some of these websites for reading online:** - Epic! Reading at: www.getepic.com/students (Check with your teacher about your class' code to get in).

	- Listen to a chapter from Harry Potter and the Philosopher's Stone being read aloud from: https://www.wizardingworld.com/
12:15 pm - 1 pm (45 minutes)	**Religion: Family Week** Last week we looked at relationships, and how we need one another. Today we are going to look deeper at our families and design a poster that reflects our family. **Instructions:** 1. Using an A4 sheet of paper draw/ include a photo of your family. The following are ideas to include: - Your last name - A fun activity that you like to share as a family - Favourite food - A memorable time together - Family rituals and celebrations - How does each person contribute to the family? 2. Afterwards check that all words are spelt correctly. 3. Take a photo of your work, attach it to this assignment or email it to your teacher. 4. TURN IN your work.
1 pm - 1:15 pm (15 mins)	**Google Meet 2** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
1: 15 pm - 2pm pm (45 minutes)	**Continue Religion:** Please continue with Religion from above. If you have finished, please use this time to catch up on any unfinished tasks.
2 pm - 2:30 pm (30 mins)	**SNACK**
2:30 pm - 3pm (30 mins)	**Get Active With Mr Herrera!** Please check your Stream or Classwork tab for today's Physical Education session from Mr Herrera. If you do not have internet access, please complete a physical activity of your choice e.g. running, bike riding, jogging, play a game outside.
3 pm	**DISMISSAL**

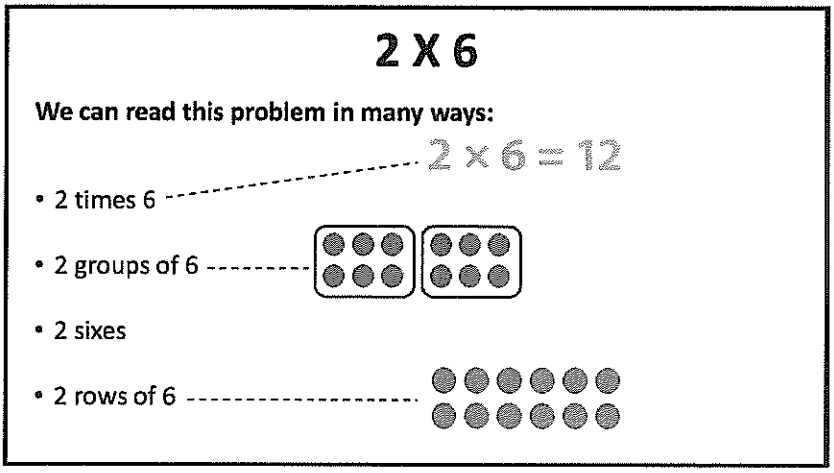
Two (2x) Facts Strategy for Multiplication

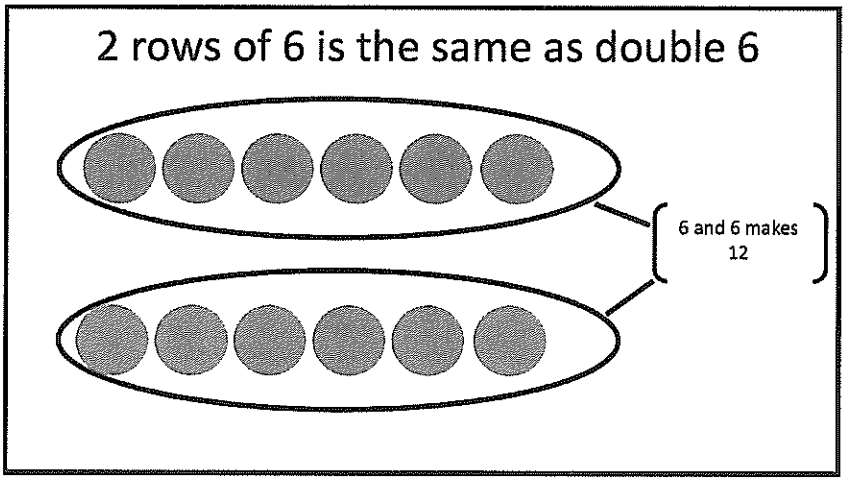
Did you know there are 121 multiplication facts to learn?

★ That's why it is so important to learn about different multiplication strategies to solve multiplication problems.

To use the Two Facts Strategy it is helpful to know your doubles facts up to 10 and 10

- 1 and 1 is 1
- 2 and 2 is 4
- 3 and 3 is 6
- 4 and 4 is 8
- 5 and 5 is 10
- 6 and 6 is 12
- 7 and 7 is 14
- 8 and 8 is 16
- 9 and 9 is 18
- 10 and 10 is 20





Turn Around Facts

If you have 6 x 2 =? you can turn the facts around to 2 x 6=? (and use your double facts knowledge to solve the problem).

Instant Recall 2× Table

I can recall and use multiplication and division facts for the 2 times table.

2 × 1 = _____	2 ÷ 2 = _____
2 × 2 = _____	4 ÷ 2 = _____
2 × 3 = _____	6 ÷ 2 = _____
2 × 4 = _____	8 ÷ 2 = _____
2 × 5 = _____	10 ÷ 2 = _____
2 × 6 = _____	12 ÷ 2 = _____
2 × 7 = _____	14 ÷ 2 = _____
2 × 8 = _____	16 ÷ 2 = _____
2 × 9 = _____	18 ÷ 2 = _____
2 × 10 = _____	20 ÷ 2 = _____
2 × 11 = _____	22 ÷ 2 = _____
2 × 12 = _____	24 ÷ 2 = _____

Instant Recall 2× Table

I can recall and use multiplication and division facts for the 2 times table.

2 × 10 = _____	2 ÷ 2 = _____
2 × 12 = _____	10 ÷ 2 = _____
2 × 5 = _____	8 ÷ 2 = _____
2 × 7 = _____	24 ÷ 2 = _____
2 × 4 = _____	18 ÷ 2 = _____
2 × 6 = _____	14 ÷ 2 = _____
2 × 3 = _____	6 ÷ 2 = _____
2 × 11 = _____	22 ÷ 2 = _____
2 × 9 = _____	12 ÷ 2 = _____
2 × 1 = _____	4 ÷ 2 = _____
2 × 8 = _____	20 ÷ 2 = _____
2 × 2 = _____	16 ÷ 2 = _____

Instant Recall 2× Table

I can recall and use multiplication and division facts for the 2 times table.

$2 \times 6 =$ _____

_____ $\times 1 = 2$

$2 \times 7 =$ _____

_____ $\times 4 = 8$

$2 \times 9 =$ _____

$2 \times 2 =$ _____

_____ $\times 11 = 22$

$2 \times 12 =$ _____

_____ $\times 5 = 10$

_____ $\times 3 = 6$

_____ $\times 10 = 20$

$2 \times 8 =$ _____

_____ $\div 2 = 2$

_____ $\div 2 = 9$

$16 \div 2 =$ _____

$8 \div 2 =$ _____

$14 \div 2 =$ _____

_____ $\div 2 = 5$

_____ $\div 2 = 6$

_____ $\div 2 = 3$

$22 \div 2 =$ _____

$2 \div 2 =$ _____

_____ $\div 2 = 10$

$24 \div 2 =$ _____

Please the Bees

There were two main complications/problems in this story. Can you identify them?

What was the complication/problem that Benedict had in this story?

How did Benedict resolve the problem (resolution)?

What was the complication/problem that bees had in this story?

How did bees resolve the problem (resolution)?

Extension Questions:

Answer the following questions in full sentences.

1. Who is the author and illustrator of 'Please the Bees'?
2. 'Benedict is a creature of habit'. What does that mean?
3. The bees went on strike. What were the lessons that Benedict learnt from this?
4. What does the word *strike* mean?
5. What did Benedict learn as a result of the bees being on strike?
6. What is the theme of the story? *What is the author trying to teach us?*

Wednesday (20/05/2020)

Time	Subject/Activity
9 am - 9:40 am (40 mins)	**Specialists/Planning** You will be participating in your specialist classes. Please check Google Classroom for your lesson from your specialist teacher or complete the worksheet in your Homework pack. **3NK** - Music (Mr. Damien O'Bree) **3LB** - Art (Mrs. Shobha Hickey) **3TN** - LOTE (Miss Miyi Sun)
9:40 am - 10:20 am (40 mins)	**Specialists/Planning** You will be participating in your specialist classes. Please check Google Classroom for your lesson from your specialist teacher or complete the worksheet in your Homework pack. **3NK** - Art (Mrs. Shobha Hickey) **3LB** - LOTE (Miss Miyi Sun) **3TN** - P.E (Mr. Harry Herrera)
10:20 am - 11 am (40 mins)	**Specialists/Planning** You will be participating in your specialist classes. Please check Google Classroom for your lesson from your specialist teacher or complete the worksheet in your Homework pack. **3NK** - LOTE (Ms. Miyi Sun) **3LB** - P.E (Mr. Harry Herrera) **3TN** - Digital Technology (Ms. Allison Borg)
11 am - 12 pm (1 hr)	**LUNCH**
12 pm - 12:40 pm (40 mins)	**Specialists/Planning** You will be participating in your specialist classes. Please check Google Classroom for your lesson from your specialist teacher or complete the worksheet in your Homework pack. **3NK** - P.E (Mr. Harry Herrera) **3LB** - Digital Technology (Ms. Allison Borg) **3TN** - Music (Mr. Damien O'Bree)
12:40 pm - 1:20 pm (40 mins)	**Specialists/Planning** You will be participating in your specialist classes. Please check Google Classroom for your lesson from your specialist teacher or complete the worksheet in your Homework pack. **3NK** - Digital Technology (Ms. Allison Borg) **3LB** - Music (Mr. Damien O'Bree) **3TN** - Art (Mrs. Shobha Hickey)
1:20 pm - 1:35 pm (15 mins)	**Google Meet with Class** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
1:35 pm - 2 pm (25 minutes)	**Inquiry: Reversible and Irreversible Changes** Today, you are going to review what you have learnt about reversible and irreversible changes. **Instructions:** 1) Go to the Reversible and Irreversible Changes website at: https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx 2) Read the information about reversible and irreversible changes. 3) Complete the sorting activity down the bottom. 4) Using what you have learnt about reversible and irreversible changes, draw or find pictures online about each change using the Reversible and Irreversible Changes

	Google Doc or worksheet. 5) Explain what the change is on the sheet. 6) Double check your work when you have finished.
2 pm - 2:30 pm	**SNACK**
2:30 pm - 3 pm (30 mins)	**Continue Inquiry:** Continue working on your Inquiry task. If you have finished, please use this time to catch up on any unfinished tasks.
3pm	**DISMISSAL**

REVERSIBLE AND IRREVERSIBLE CHANGES

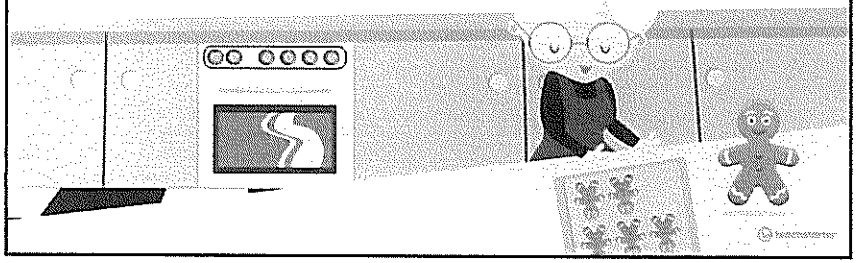
Reversible Changes (CAN change back into their original form)	**Irreversible Changes** (CAN'T change back into their original form)
Picture: **Explanation:**	**Picture:** **Explanation:**
Picture: **Explanation:**	**Picture:** **Explanation:**
Picture: **Explanation:**	**Picture:** **Explanation:**

Thursday (21/05/2020) ASCENSION THURSDAY

Time	Lesson/Activity
9 am - 10 am (1 hr)	**Literacy: A Magical Muddle** Today, you are going to continue to practise how to identify the complication (problem) in a story and learn how to identify the resolution (how the problem was fixed) to the complication. 1. Reread the 'Features of a Narrative (PowerPoint)'. 2. Listen to 'A Magical Muddle (audio)' or read 'A Magical Muddle (PowerPoint)' 3. Complete the following A Magical Muddle (Worksheet) 4. Before you turn in your work, reread you work and make sure: • That your sentences make sense • That you have used capital letters correctly • That you have used full-stops at the end of your sentences.
10 am - 10:15 am (15 mins)	**Google Meet 1** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
10:15 pm - 11 am (45 minutes)	**Numeracy: Arrays** Today you are going to practise drawing arrays to match number sentences. **Instructions:** 1) Practise drawing arrays by going to the IXL Make Arrays activity at: https://www.ixl.com/math/grade-3/make-arrays-to-model-multiplication 2) Choose ONE of the Making Arrays Google Docs or worksheets to complete that is 'just right' for you (not too easy or too hard). 3) Double check that you have answered the questions correctly. ***Early Finishers:*** - Log onto Mfacts 121 at https://mfacts121.com/welcome/ (email your teacher if you don't have your login details). - Practise your times tables using the Online Practise at: https://mfacts121.com/online-practise/.
11 am - 12 pm (1 hr)	**LUNCH**
12 pm - 12:15 pm (15 mins)	**Silent Reading** **Instructions:** Read a book that you have a home, read a website or article online or you might like to use one of the following websites: https://stories.audible.com/start-listen https://www.weareteachers.com/virtual-author-activities/?utm_content=1584565321&utm_medium=social&utm_source=facebook&fbclid=IwAR17qH57Pcp62O31m7bsA71FUro3OQCJenwj_7WqUjtV8BAMVexBVoYIRxw https://www.sunshineonline.com.au/ ***Sunshine Online Logon Details:*** Username and Password: heps3021 **You might like to try some of these websites for reading online:** - Epic! Reading at: www.getepic.com/students (Check with your teacher about your class' code to get in). - Listen to a chapter from Harry Potter and the Philosopher's Stone being read aloud from: https://www.wizardingworld.com/

12:15 pm - 1pm (45 mins)	**Religion:** Today is Ascension Thursday, it takes place 40 Days after the Resurrection. It is an important Feast Day in the Catholic church. **Instructions:** 1. Watch the clip from Youtube https://www.youtube.com/watch?v=nnRJa4cZQIE (converted clip) or read the text provided Bible: Ascension of Jesus. 2. Complete Ascension Worksheet 3. Turn your work in.
1 pm - 1:15 pm (15 mins)	**Google Meet 2** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
1:15 pm - 2 pm (45 mins)	**Continue Religion:** Continue working on your Religion task. If you have finished, please use this time to catch up on any unfinished tasks.
2 pm - 2:30 pm (30 mins)	**SNACK**
2:30 pm - 3pm (30 mins)	**Get Active With Mr Herrera!** Please check your Stream or Classwork tab for today's Physical Education session from Mr Herrera. If you do not have internet access, please complete a physical activity of your choice e.g. running, bike riding, jogging, play a game outside.
3pm	**DISMISSAL**

Developing Narrative Writing Skills



Narrative Texts - Overview

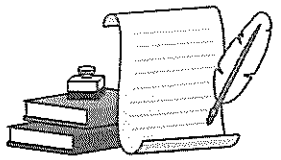
Narrative texts tell a story which entertains the reader or listener.

Narrative texts usually follow a clear and distinct structure.

Descriptive language is used in narrative writing.

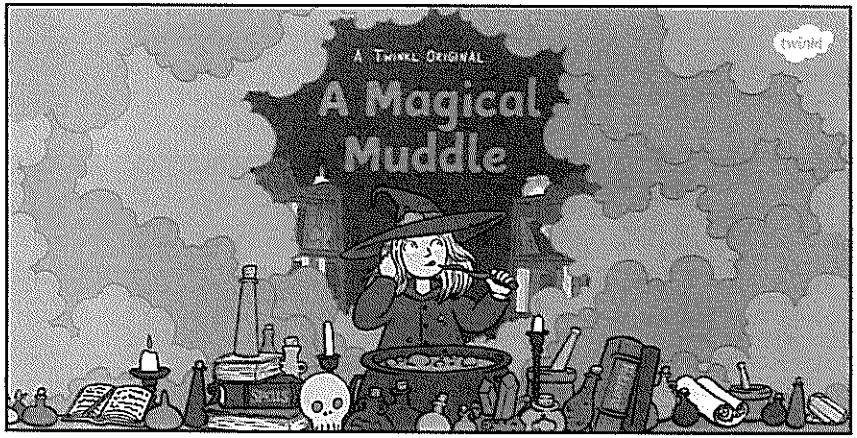
There are many types of narrative texts, such as:

- picture books
- short stories
- novels
- traditional tales.



Narrative Text Structure

Orientation	This is the beginning of the story in which the setting, [illegible] and [illegible] are introduced.
Complication	This is a problem or challenge that the main characters need to solve.
Series of Events	These are the events that occur as the main characters try to resolve the problem.
Resolution	This is the solution to the problem which may lead to a happy or unhappy conclusion for the main characters.


A Twinkl Original
A Magical Muddle
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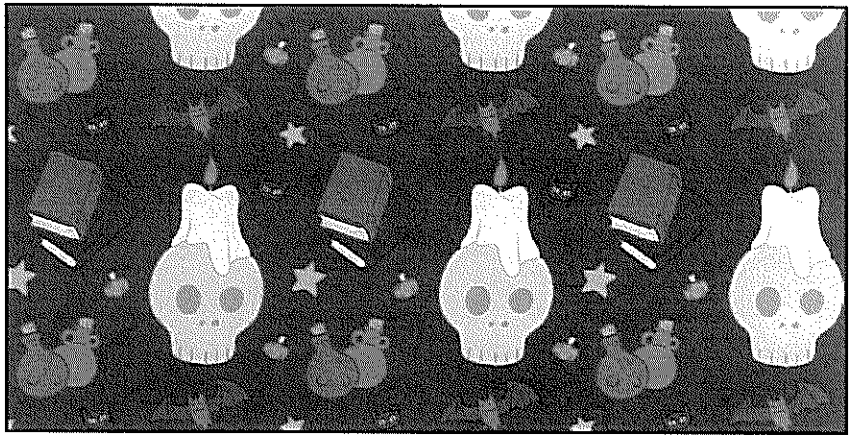
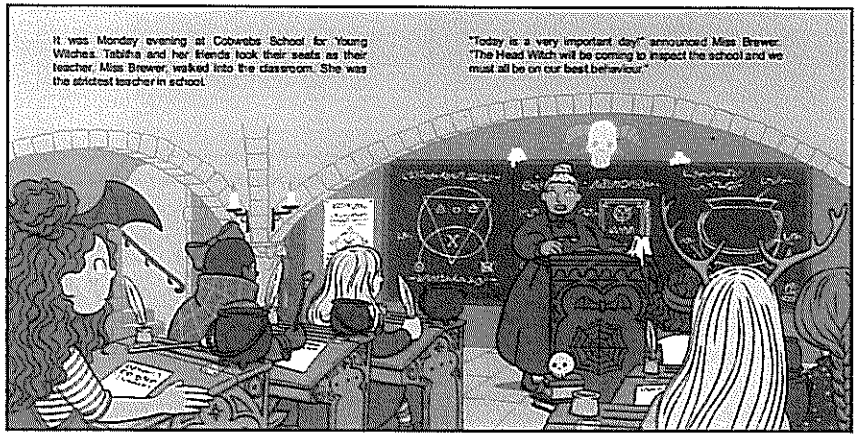
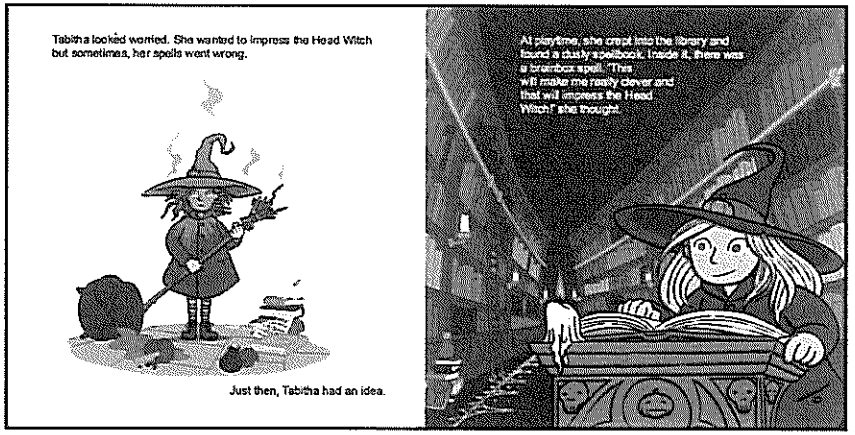
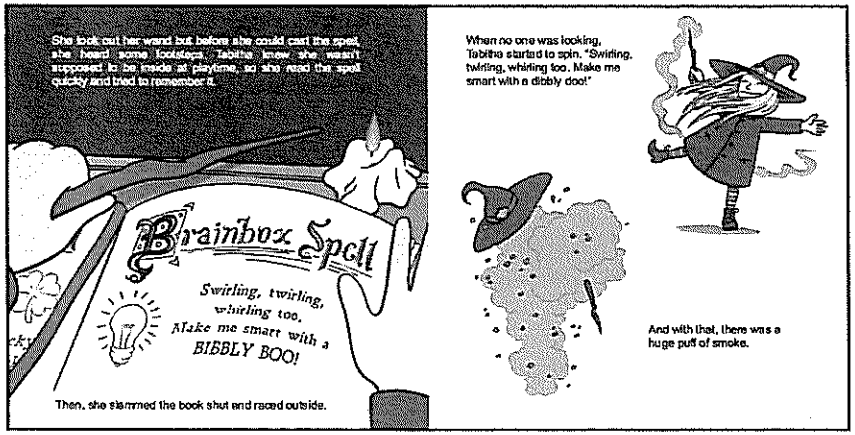
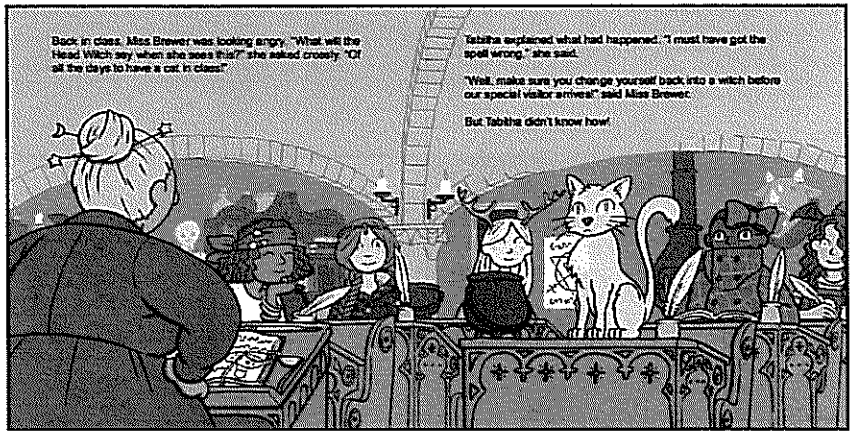


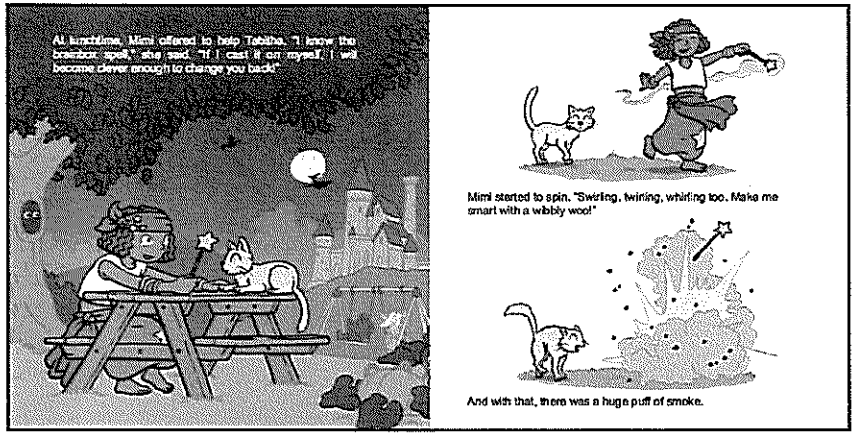

It was Monday evening at Cobwebs School for Young Witches. Tabitha and her friends took their seats as their teacher, Miss Brewer, walked into the classroom. She was the strictest teacher in school.
"Today is a very important day," announced Miss Brewer. "The Head Witch will be coming to inspect the school and we must all be on our best behaviour."


Tabitha looked worried. She wanted to impress the Head Witch but sometimes, her spells went wrong.
Just then, Tabitha had an idea.
At playtime, she crept into the library and found a dusty spellbook. Inside it, there was a transbox spell. "This will make me really clever and that will impress the Head Witch!" she thought.

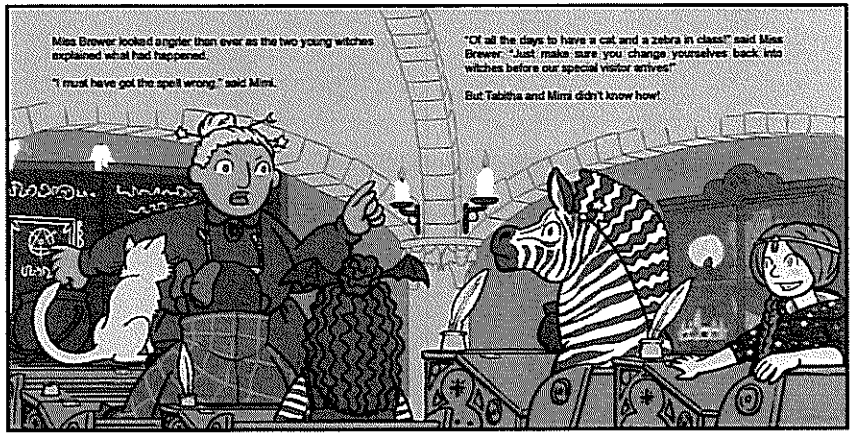

She took out her wand but before she could cast the spell, she heard some footsteps. Tabitha knew she wasn't supposed to be inside at playtime, so she read the spell quickly and tried to remember it.
Brainbox Spell
Swirling, twirling, whirling too,
Make me smart with a BIBBLY BOO!
Then, she slammed the book shut and raced outside.

When no one was looking, Tabitha started to spin. "Swirling, twirling, whirling too. Make me smart with a dibbly doo!"
And with that, there was a huge puff of smoke.


Back in class, Miss Brewer was looking angry. "What will the Head Witch say when she sees this?" she asked crossly. "Of all the days to have a cat in class!"
Tabitha explained what had happened. "I must have got the spell wrong," she said.
"Well, make sure you change yourself back into a witch before our special visitor arrives!" said Miss Brewer.
But Tabitha didn't know how!


At lunchtime, Mimi offered to help Tabitha. "I know the snowbox spell," she said. "If I cast it on myself, I will become clever enough to change you back!"

Mimi started to spin. "Swirling, twirling, whirling too. Make me smart with a wibbly woo!"
And with that, there was a huge puff of smoke.


Miss Brewer looked angrier than ever as the two young witches explained what had happened.
"I must have got the spell wrong," said Mimi.
"Of all the days to have a cat and a zebra in class!" said Miss Brewer. "Just make sure you change yourselves back into witches before our special visitor arrives!"
But Tabitha and Mimi didn't know how!

When Miss Brewer left the room, Agnes offered to help them. "I know the brainbox spell," she said. "If I cast it on myself, I will become clever enough to change you back!"

Agnes started to spin. "Swirling, twirling, whirling too. Make me smart with a hibbly hoo!"

And with that, there was a huge puff of smoke.

Miss Brewer's head looked like it was about to explode as the three young witches explained what had happened.

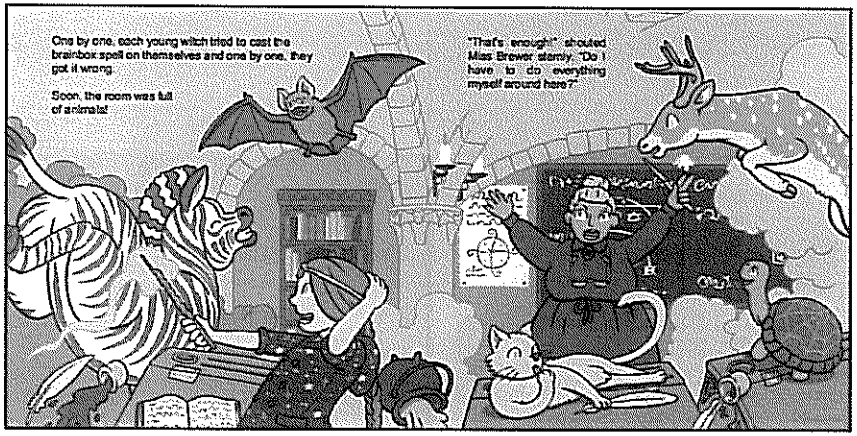
"I must have got the spell wrong," said Agnes.

"I'll help!" said Freya from the back row. "Swirling, twirling, whirling too. Make me smart with a ribbly roo!"

"No, that's not it. Watch me!" shouted Beatrix, coughing in the smoke. "Swirling, twirling, whirling too. Make me smart with a gibbly goo!"

One by one, each young witch tried to cast the brainbox spell on themselves and one by one, they got it wrong.

Soon, the room was full of animals!

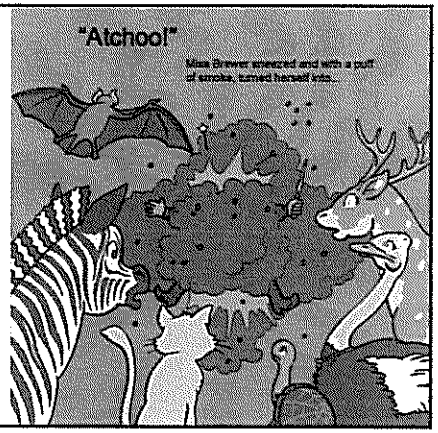


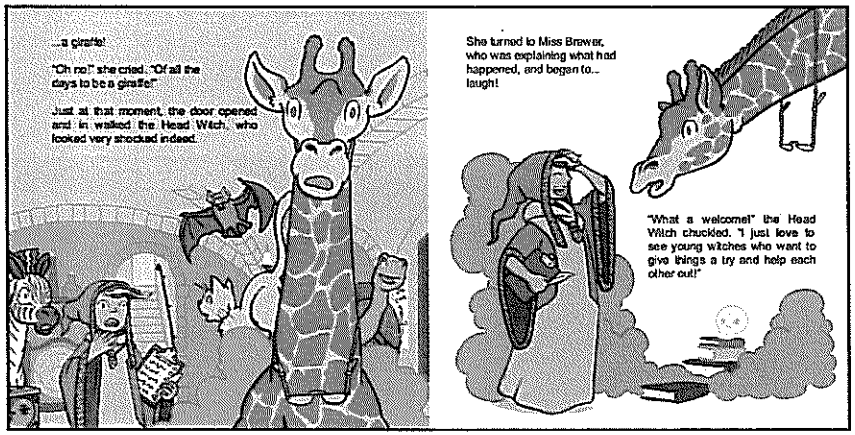
"That's enough!" shouted Miss Brewer, stamping. "Do I have to do everything myself around here?"

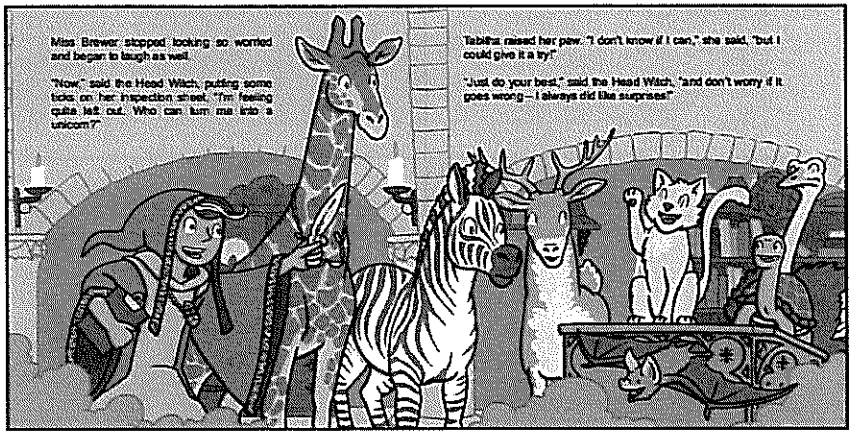
She took out her wand and started to cast a spell. "Nimble bimble, mend the glitches. Turn these creatures back to..."

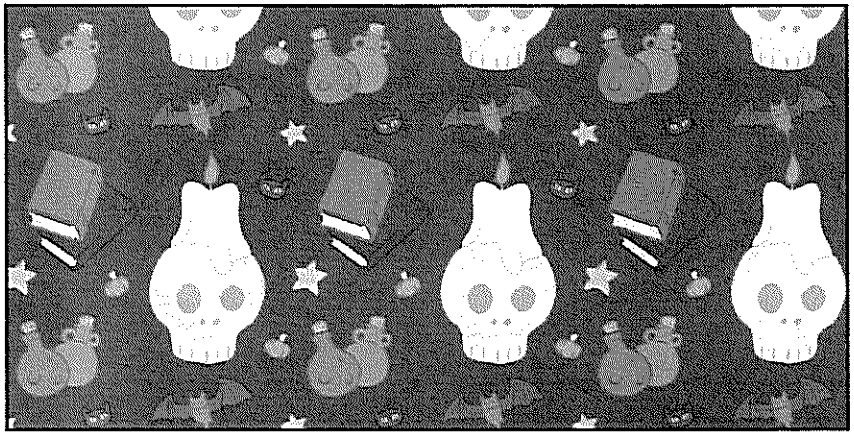
"Atchoo!"

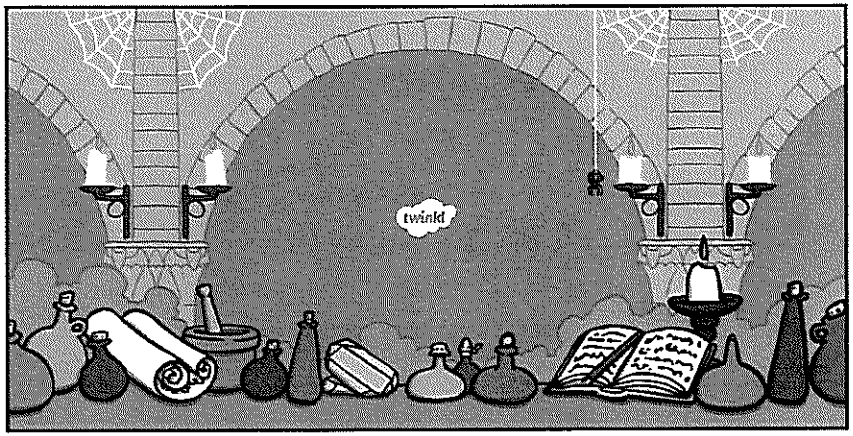
Miss Brewer sneezed and with a puff of smoke, turned herself into...




...a giraffe!
"Oh no!" she cried. "Of all the days to be a giraffe!"
Just at that moment, the door opened and in walked the Head Witch, who looked very shocked indeed.
She turned to Miss Brewer, who was explaining what had happened, and began to... laugh!
"What a welcome!" the Head Witch chuckled. "I just love to see young witches who want to give things a try and help each other out!"


Miss Brewer stopped looking so worried and began to laugh as well.
"Now," said the Head Witch, putting some ticks on her inspection sheet. "I'm feeling quite left out. Who can turn me into a unicorn?"
Tabitha raised her paw. "I don't know if I can," she said, "but I could give it a try!"
"Just do your best," said the Head Witch, "and don't worry if it goes wrong – I always did like surprises!"

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A Magical Muddle (Worksheet)

There were many mini complications that occurred in this story. Can you identify them?

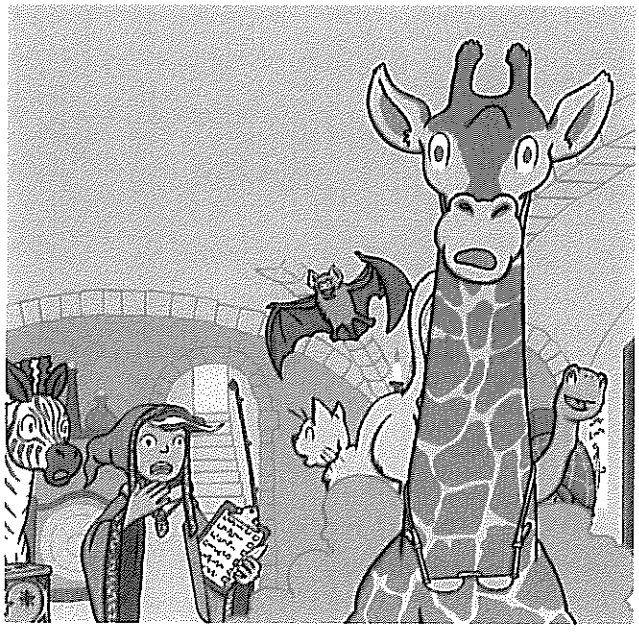
What were the complications in this story?

What was the resolution to these complications? *(Was the Head Witch upset when she walked into the classroom? why?)*

Extension Questions:

Answer the following questions in full sentences.

1. Why did the 'Young Witches' have to be on their best behaviour?
2. 'She was the strictest teacher in school'. What does the word strict mean?
3. What was Tabitha not good at doing?
4. What happened as Miss Brewer cast the spell to turn her class back into children?
5. Look at the picture below. How is Miss Brewer feeling and why?



6. Why do you think the Head Witch wasn't angry that the whole class had accidentally turned themselves into different animals?

Making Arrays

1) Draw an array to match the multiplication number sentences below. Include the answer.
If you are working online, please take a photo of your arrays and insert them into the grid.
The first one is an example and has been done for you.
Challenge - try to include extra number sentences (including Division) to match the array!

Worksheet 1

Example:
a) 2 x 8 = 16

b) 2 x 4 =

c) 2 x 7 =

d) 2 x 2 =

e) 5 x 2 =

f) 8 x 2 =

g) 4 x 3 =

h) 3 x 2 =

i) 6 x 2 =

j) 5 x 2 =

Making Arrays

1) Draw an array to match the multiplication number sentences below. Include the answer.
If you are working online, please take a photo of your arrays and insert them into the grid.
The first one is an example and has been done for you.
Challenge - try to include extra number sentences (including Division) to match the array!

Worksheet 2

Example:

a) 3 x 8 = 24

b) 3 x 4 =

c) 3 x 7 =

d) 3 x 2 =

e) 5 x 2 =

f) 6 x 5 =

g) 5 x 3 =

h) 5 x 4 =

i) 6 x 5 =

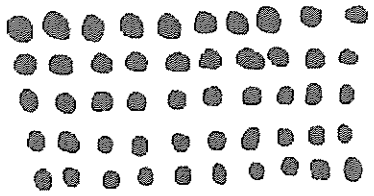
j) 5 x 5 =

Making Arrays

1) Draw an array to match the multiplication number sentences below. Include the answer.
If you are working online, please take a photo of your arrays and insert them into the grid.
The first one is an example and has been done for you.
Challenge - try to include extra number sentences (including Division) to match the array!

Worksheet 3

Example:
a) 10 x 5 = 50



b) 10 x 6 =

c) 10 x 7 =

d) 10 x 2 =

e) 4 x 2 =

f) 4 x 5 =

g) 4 x 3 =

h) 4 x 4 =

i) 8 x 7 =

j) 8 x 9 =

Making Arrays

1) Draw an array to match the multiplication number sentences below. Include the answer.
If you are working online, please take a photo of your arrays and insert them into the grid.
The first one is an example and has been done for you.
Challenge - try to include extra number sentences (including Division) to match the array!

The Ascension of Jesus

The disciples who had gathered together questioned Jesus and said, "Lord, now are you going to re-establish the kingdom of Israel?" He told them, "it is not for you to know the times and moments that God has fixed by his own authority. But you will receive strength when the Holy Spirit comes upon you. And you will be my witnesses in Jerusalem, in all of Judea and Samaria and to the ends of the earth."
After he spoke these words, as the others were watching, Jesus was lifted up and a cloud hid him from their eyes. As they were staring at the sky while Jesus was being lifted up, two men in white appeared before them. They said, "Men from Galilee why are you still staring at the sky? This Jesus that was taken from you into heaven will return in the same way that he has left."
The left the hill called "the Mount of Olives" and returned to Jerusalem.

The acts of the Apostles 1: 6-12a

ASCENSION WORKSHEET

In the box opposite the picture, using full sentences, write what is happening in the scene based on the Ascension story.

Friday (22/05/2020)

Time	Lesson/Activity
9 am - 10 am (1 hr)	**Literacy: Clark the Shark** Today, you are going to continue practise how to identify the complication (problem) in a story and learn how to identify the resolution (how the problem was fixed) to the complication. 1. Watch 'Clark the Shark'. Click on the following link - https://www.youtube.com/watch?v=IgZRMptA0Lk&feature=emb_logo (converted clip) 2. Complete the following Clark the Shark (Worksheet) 3. Before you turn in your work, reread you work and make sure: • That your sentences make sense • That you have used capital letters correctly • That you have used full-stops at the end of your sentences.
10 am - 10:15 am (15 mins)	**Google Meet 1** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
10:15 pm - 11 am (45 minutes)	**Numeracy: Problem Solving with Arrays** Today you are going to solve some word problems using arrays. **Instructions:** 1) Click the Problem Solving with Arrays Google Doc or worksheet. 2) Read the instructions and complete the tasks. 3) Double check that you have answered the questions correctly. ***Early Finishers:*** - Log onto Mfacts 121 at https://mfacts121.com/welcome/ (email your teacher if you don't have your login details). - Practise your times tables using the Online Practise at: https://mfacts121.com/online-practise/.
11 am - 12 pm (1 hr)	**LUNCH**
12 pm - 12:15 pm (15 mins)	**Silent Reading** **Instructions:** Read a book that you have a home, read a website or article online or you might like to use one of the following websites: https://stories.audible.com/start-listen https://www.weareteachers.com/virtual-author-activities/?utm_content=1584565321&utm_medium=social&utm_source=facebook&fbclid=IwAR17qH57Pcp62O31m7bsA71FUro3OQCJenwj_7WgUjtV8BAMVexBVoYIRxw https://www.sunshineonline.com.au/ ***Sunshine Online Logon Details:*** Username and Password: heps3021 **You might like to try some of these websites for reading online:** - Epic! Reading at: www.getepic.com/students (Check with your teacher about your class' code to get in). - Listen to a chapter from Harry Potter and the Philosopher's Stone being read aloud from: https://www.wizardingworld.com/

12:15 pm - 1pm (45 minutes)	**Religion: Choices** Today we are looking at Choices. Jesus made good choices too and he gave us the free will to choose between what is right and wrong. Instructions. 1. Watch the Good Choices clip - https://www.youtube.com/watch?v=6MwLoi_gxCs (converted clip) 2. Complete the Jesus Made Choices worksheet. 3. Before you turn in your work, reread you work making sure: • That your sentences make sense • That you have used capital letters correctly • That you have used full-stops at the end of your sentences.
1 pm - 1:15 pm (15 mins)	**Google Meet 2** Please check your Gmail for an invite to a video chat on Google Meet with your teacher and class. Alternatively, you may also access your Google Meet chat through the link on your Google Classroom Banner (make sure that you click the link at the correct time). You will have a chance to discuss any questions or problems that you have with your tasks.
1:15 pm - 2 pm (45 mins)	**Continue Religion** Continue working on your Religion task. If you have finished, please use this time to catch up on any unfinished tasks.
2 pm - 2:30 pm (30 mins)	**SNACK**
2:30 pm - 3pm (30 mins)	**Finishing Off/Free Time:** Please use this time to catch up on any unfinished tasks or have some free time. You may like to complete Mr. Herrera's P.E activity for today.
3pm	**DISMISSAL**

Clark the Shark

Every story has a complication and resolution. Can you identify the complication and resolution of this story?

What is the complication in this story?

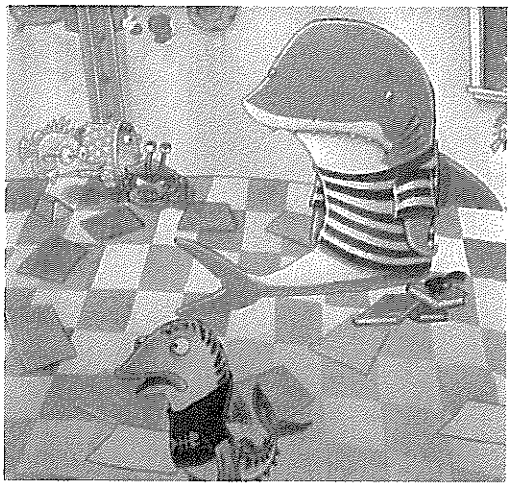
What was the resolution to all of the complication?

<u>Extension Questions:</u>

Answer the following questions in full sentences.

1. What was the colour of Clark's t-shirt?

2. Look at the picture below. How is Clark feeling? Why is he feeling this way?



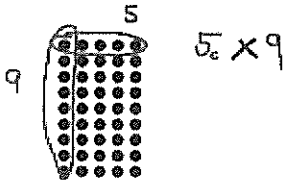
3. What was the advice that Mrs Inkydink gave Clark? Do you think it was good advice? Why? Why not?

4. What type of sea creature is Mrs Inkydink?

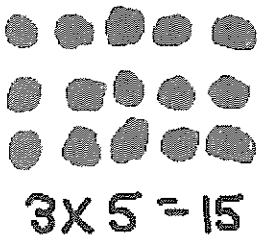
5. What is the theme of this story? *(What is the author trying to teach us?)*

Problem Solving with Arrays

1) **Match the array with the correct word problem below. Use the letters next to each array to match them. The first one is an example and has been done for you.**

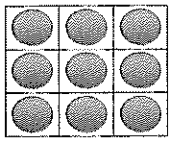
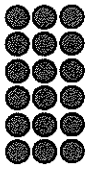
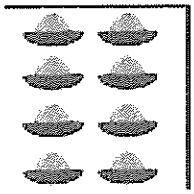
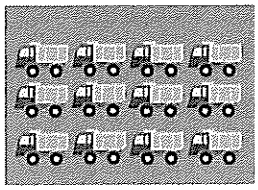
a 	**Example:** **I bought 9 apples and they cost 5c each.** **__d___**
b 	**There are 2 pens in each packet and I buy 10 packets.** **----------**
c 	**There are children lining up in pairs. There are 9 groups of them.** **----------**
Example: **d** 	**5 people can fit into a standard car and 8 cars drive by,** **----------**

2) **Draw an array for each of the word problems below (Take a photo of your arrays and insert them if you are working online). Include a number sentence and answer to the problem. The first one is an example and has been done for you.**

a) **Example:** Fran buys 3 packs of party poppers. There are 5 party poppers in a packet. How many party poppers does she have? 	**b)** A pigeon has two legs. If there are 6 pigeons outside, how many pigeons are there altogether?

c) A dog has 4 legs. If there are 3 dogs in a house, how many legs are there altogether?	**d)** My backyard has 5 flowers in it. If each flower has 10 petals. How many petals are there altogether?

3) Write your own word problem (in your own words) to match each of the arrays. Include <u>a number sentence and answer to the problem</u>. The first one is an example and has been done for you.

<u>Example:</u> **a**  **Word problem:** I have 3 bags of lollies with 3 lollies in each. **Number Sentence:** 3 x 3 = 9	**b**  **Word problem:** **Number Sentence:**
c  **Word problem:** **Number Sentence:**	**d**  **Word problem:** **Number Sentence:**

Jesus Made Choices

Read the text and explain what Jesus chose to do.

Luke 6: 12-16

Now during those days He went out to the mountain to pray; and he spent the night in prayer to God. And when the day came He called His disciples and chose twelve of them, whom He also named apostles: Simon whom he called Peter, and his brother Andre, and James, and John, and Phillip, and Bartholomew, and Matthew, and Thomas, and James the son of Alphaeus, and Simon, who was called the Zealot, and Judas son of James, and Judas Iscariot, who became a traitor.

Jesus chose _____

_____ .

Matthew 8:1-3

When Jesus had come down from the mountain, a great crowd followed Him; and there was a leper who came to Him and knelt before Him, saying, "Lord, if You choose, You can make me clean." He stretched out His hand and touched the leper, saying, "I do choose. Be made clean!" Immediately his leprosy was cleansed.

Jesus chose

_____

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