

Holy Eucharist

Grade 3 Homework Pack

Week 9, Term 3



During Remote Learning you must...

- **read** the instructions of each task carefully
- **double check** your work when you have finished, to make sure that it makes sense, has the correct spelling and grammar, is your best work and that you have completed all the steps
- attempt **all** set tasks to the best of your ability
- hand in your daily tasks by **5:00 pm each day** on Google Classroom
- attend **the 9:00 am Google Meet on Monday, Tuesday, Thursday and Friday.** The morning Meets are **compulsory** (you must attend them) and your teachers will be taking attendance. ***if you are not online for the 9 am Meet, your parents will be notified.***
- The afternoon Meets at 12 pm (1:20 pm on Wednesdays) are **optional** (you do not have to attend them).

Please note...

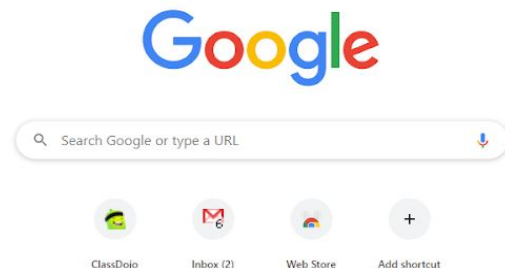
- Homework packs tasks must be handed online daily through Google Classroom. If you are having trouble with this, please notify your teacher.
- If your family does not have a printer at home to print worksheets, you may need to copy/write the activity in your workbook, take a photo and then submit the work through Google Classroom.
- Your teacher will be keeping track of your tasks on Google Classroom, as well as your attendance online.
- Any work that is handed in late will **not** be accepted by your teacher.
- Please check your school email, Google Classroom and ClassDojo account **daily** to receive updates from your teachers and school.
- ***if you, or your family, have any questions or concerns about your Remote Learning, please contact your teacher online.***

How to log into Google Classroom on a Computer/Laptop/Chromebook/Macbook

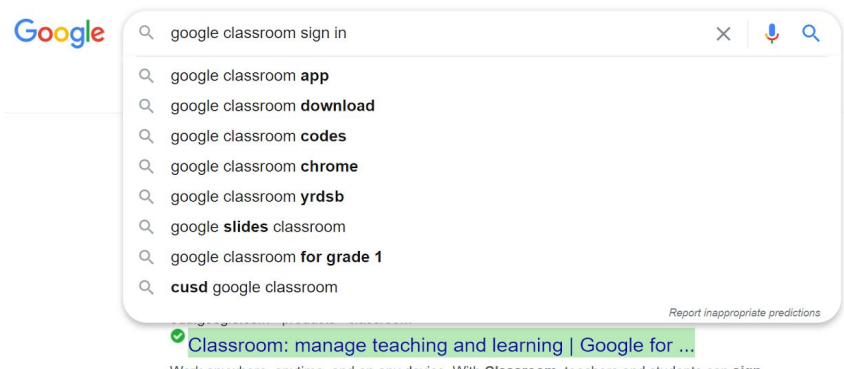
- 1) Click the internet browser on your computer. **Google Chrome** is the best one to use for this.



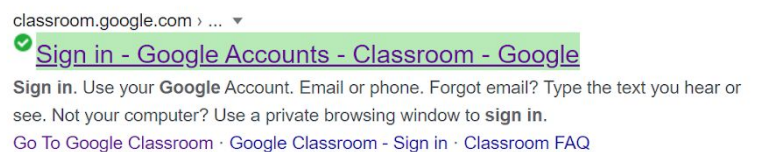
- 2) Go to the **Google Homepage** by typing www.google.com.au



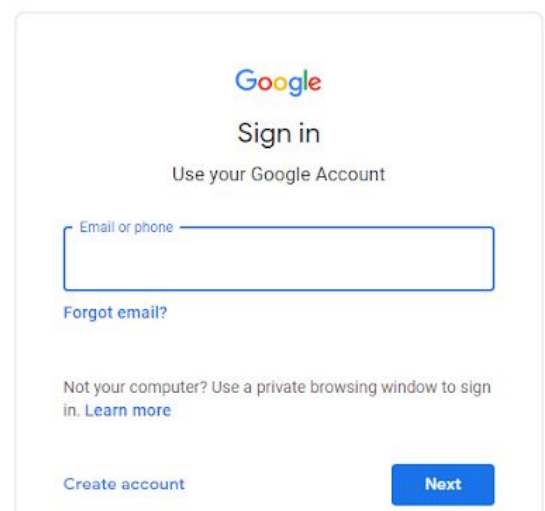
- 3) In the Google Search bar, search for **Google Classroom sign in** and press **Enter** or **Return**.



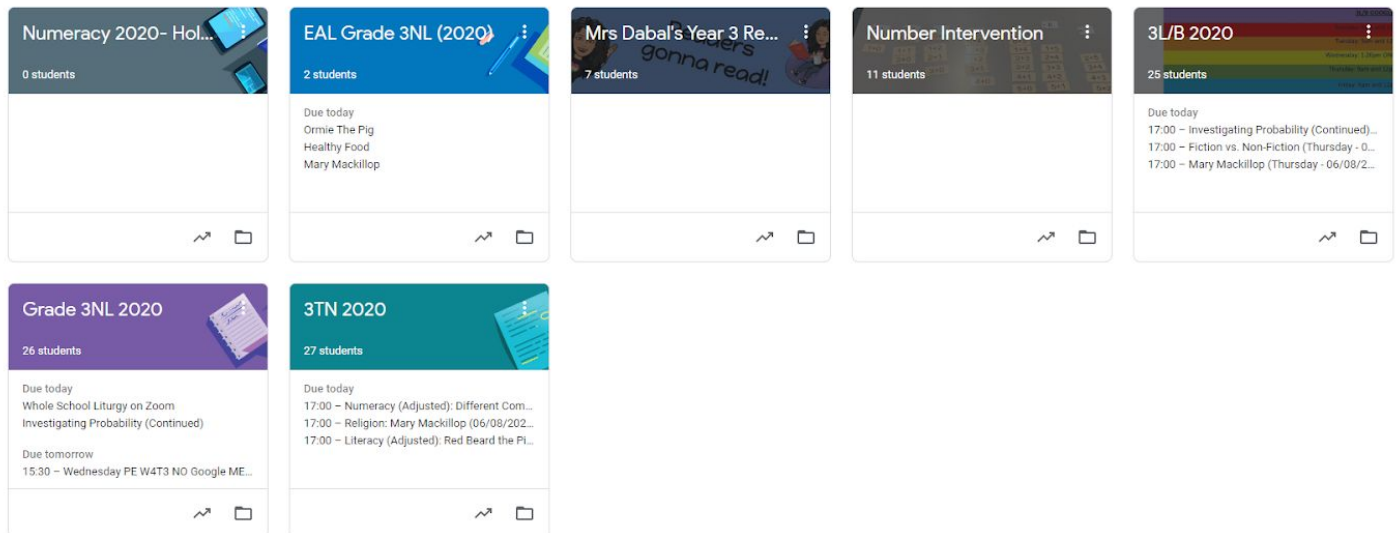
- 4) Click the first search result.



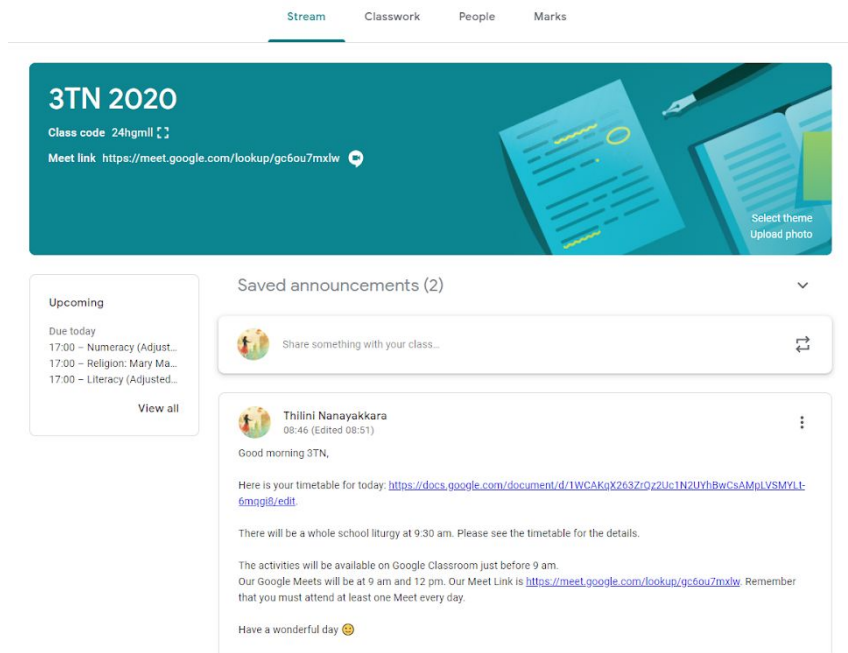
- 5) You will need to sign in using your **school email address and password**. If you do not have this, please contact your teacher. Please check that your spelling is correct when entering your details.

A screenshot of the Google Classroom sign-in form. It features the Google logo at the top, followed by the heading "Sign in" and the subtext "Use your Google Account". There is a text input field for "Email or phone". Below the field, there is a link for "Forgot email?". At the bottom, there are links for "Create account" and "Next".

6) Click your **class' name**.



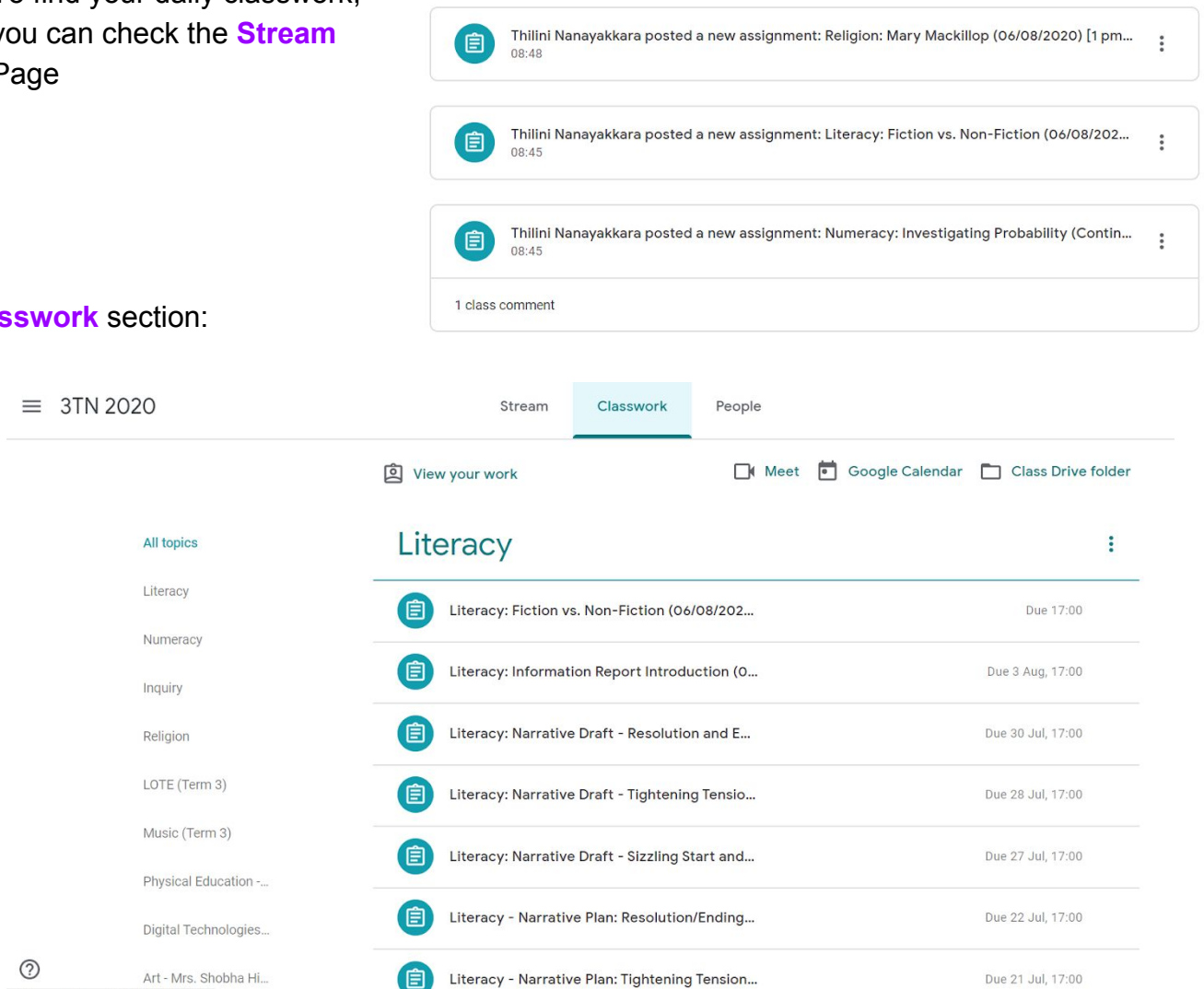
7) You are now in your class' **Google Classroom Stream** page. This where you will see your daily timetable, classwork and posts from your teacher.



8) To find your daily classwork, you can check the **Stream** Page

OR

the **Classwork** section:



The screenshot shows the Google Classroom interface. At the top, there are three assignment posts by Thilini Nanayakkara:

- Thilini Nanayakkara posted a new assignment: Religion: Mary Mackillop (06/08/2020) [1 pm... 08:48]
- Thilini Nanayakkara posted a new assignment: Literacy: Fiction vs. Non-Fiction (06/08/202... 08:45
- Thilini Nanayakkara posted a new assignment: Numeracy: Investigating Probability (Contin... 08:45

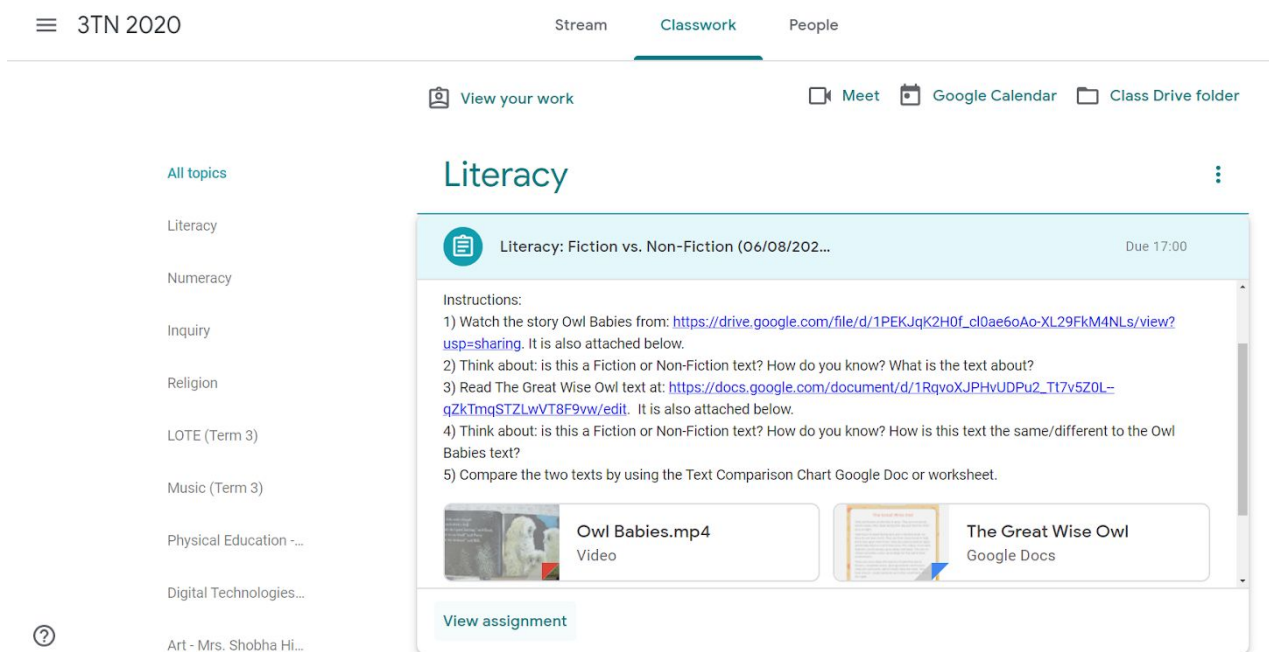
Below the posts, there is a section for "1 class comment".

The bottom part of the screenshot shows the "Classwork" tab selected. The left sidebar lists "All topics" with a list of subjects: Literacy, Numeracy, Inquiry, Religion, LOTE (Term 3), Music (Term 3), Physical Education - ..., Digital Technologies..., and Art - Mrs. Shobha Hi... (with a question mark icon).

The main content area is titled "Literacy" and shows a list of assignments:

- Literacy: Fiction vs. Non-Fiction (06/08/202... Due 17:00
- Literacy: Information Report Introduction (O... Due 3 Aug, 17:00
- Literacy: Narrative Draft - Resolution and E... Due 30 Jul, 17:00
- Literacy: Narrative Draft - Tightening Tensio... Due 28 Jul, 17:00
- Literacy: Narrative Draft - Sizzling Start and... Due 27 Jul, 17:00
- Literacy - Narrative Plan: Resolution/Ending... Due 22 Jul, 17:00
- Literacy - Narrative Plan: Tightening Tension... Due 21 Jul, 17:00

9) To complete your classwork, click on the name of the activity and click **View assignment**.



The screenshot shows the Google Classroom interface with the "Classwork" tab selected. The left sidebar is the same as in the previous screenshot.

The main content area is titled "Literacy" and shows the details of the assignment "Literacy: Fiction vs. Non-Fiction (06/08/202...". The assignment is due 17:00.

The instructions for the assignment are:

- 1) Watch the story Owl Babies from: https://drive.google.com/file/d/1PEKJqK2H0f_cl0ae6oAo-XL29FkM4NLs/view?usp=sharing. It is also attached below.
- 2) Think about: is this a Fiction or Non-Fiction text? How do you know? What is the text about?
- 3) Read The Great Wise Owl text at: https://docs.google.com/document/d/1RqvoXJPHvUDPu2_T17v5Z0L-qZkTmqSTZLwVT8F9vw/edit. It is also attached below.
- 4) Think about: is this a Fiction or Non-Fiction text? How do you know? How is this text the same/different to the Owl Babies text?
- 5) Compare the two texts by using the Text Comparison Chart Google Doc or worksheet.

Below the instructions, there are two attachments:

- Owl Babies.mp4 Video
- The Great Wise Owl Google Docs

At the bottom of the assignment details, there is a "View assignment" button.

- 10) Read the instructions of the task carefully to complete your work. You can complete your work online by clicking on the **Google Docs** that are attached OR you can attach photos of your work by clicking **+Add or create**.
When you are finished, double check your work and click **Hand in/Turn in**.

Literacy: Fiction vs. Non-Fiction (06/08/2020) [12:15 pm - 1 pm]

Thilini Nanayakkara • 08:45

9 points

Due 17:00

Today you are going to compare a Fiction (imaginary) text with a Non-Fiction (informative) text about the same topic.

Instructions:

- 1) Watch the story Owl Babies from: https://drive.google.com/file/d/1PEKJqK2H0f_cl0ae6oAo-XL29FkM4NLs/view?usp=sharing. It is also attached below.
- 2) Think about: is this a Fiction or Non-Fiction text? How do you know? What is the text about?
- 3) Read The Great Wise Owl text at: https://docs.google.com/document/d/1RqvoXJPHvUDPu2_Tt7v5Z0L--qZkTmgSTZLwVT8F9vw/edit. It is also attached below.
- 4) Think about: is this a Fiction or Non-Fiction text? How do you know? How is this text the same/different to the Owl Babies text?
- 5) Compare the two texts by using the Text Comparison Chart Google Doc or worksheet.



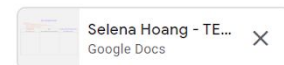
Owl Babies.mp4
Video



The Great Wise Owl
Google Docs

Your work

Assigned



+ Add or create

Hand in

Private comments



Add private comment...



Monday (07/09/2020)

Time	Subject/Activity
9 am	<p>Google Meet 1 Please click your class' Google Meet link to join in for a video chat about your learning. You must attend this Meet and your teacher will be taking a roll of your attendance.</p> <p>Animal Information Report Jamboards During Google Meet, we will brainstorm some animals to research for an information report.</p> <p>*Individual classes login to your jamboard session (your teacher will provide you with the link at your 9am Google Meet).</p> <p>Literacy Lesson Focus Group 1 (stay on the Google Meet session)</p>
9 am - 10 am	<p><u>Literacy: Animal Information Report Brainstorm & Planning</u> Today you will begin to brainstorm ideas for an information report on animals.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Think about some animals that you know. 2) Using the sticky notes in the Jamboard (during your class Google Meet), write down animals that we could research for an information report. 3) Choose one animal that you would like to research for your report. 4) Go to your class' folder on Google Drive folder. 5) Find your personal folder. 6) Find the Animal Information Report Plan. 7) Begin researching Box 1 (Classification) and Box 2 (Appearance) of your <u>Animal Information Report Plan</u>. 8) Copy your facts exactly as they are from your resources, do NOT change any of the words (you will do this later when you write your report). Make sure you understand the facts you are writing. 9) Include around 3-5 facts for each box (the more facts you have, the more detailed your writing will be). 10) Double check your work for spelling, grammar and punctuation. 11) You do not need to hand in your work as your teacher has access to your folder and will check your work later today.
10 am - 11 am	<p><u>Inquiry: How Do People See Me?</u> Last week we learnt about body image, which is how you feel about the way your body looks. Today you are going to think about what you think about how others see you.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Think about the following questions: <ul style="list-style-type: none"> - What do you think about yourself? - What do you think your friends think about you? - What do you think your teacher/s think about you? 2) Click the <u>How Do People See Me Google Doc</u>.
11:00 am - 12:00 pm	LUNCH
12 pm	<p>Google Meet 2 Please click your class' Google Meet link to join in for a video chat about your learning. You may attend this Meet if you wish. Your teacher will be taking a roll of your attendance.</p>

12 pm - 1 pm	<p><u>Numeracy: Mass- Introduction to Grams and Kilograms</u></p> <ol style="list-style-type: none"> 1. Watch the following clip, What Is Mass - https://www.youtube.com/watch?v=ivAD44nh0D0 2. Complete the following worksheet <u>Grams or Kilograms.</u>
1 pm - 1:45 pm	<p><u>Religion: The Prodigal Son and His Brother Part 1</u></p> <p>Over the last few weeks, we have been looking at stories about healing / forgiving. These stories are important in preparing for the Sacrament of Reconciliation.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Listen to the story of The Prodigal Son at: https://www.youtube.com/watch?v=DJgROx4wFKM 2. Read the text <u>The Parable of the Lost Son.</u> 3. Spend some time (5 minutes) thinking about this story. 4. Complete the <u>activity sheet.</u> 5. Check for spelling, grammar and punctuation. 6. Return your work to your teacher.
1:45 pm - 2pm	<p><u>Silent Reading</u></p> <p>Instructions:</p> <p>Read a book, website or article online. You might also like to use one of the following websites:</p> <p>www.getepic.com/students</p> <p>https://www.sunshineonline.com.au</p> <p>Username and Password: heps3021</p>
2:00 pm - 2:30 pm	SNACK
2:30 pm - 3 pm	<p><u>Get Active!</u></p> <p>Complete a physical activity of your choice (e.g. sport game, riding bike, skipping, Just Dance) or check Google Classroom for an activity from Mr. Herrera.</p>

Animal Information Report Plan

Title:

1) Classification: what group (e.g. mammal, reptile) does this animal belong to?

2) Appearance: what does this animal look like?

3) Habitat: Where does this animal live?

4) Diet: What does this animal eat?

5) Interesting Facts:

Animal Websites

<https://www.zoo.org.au/healesville/habitats/>

<https://www.zoo.org.au/melbourne/habitats/>

<https://www.zoo.org.au/werribee/habitats/>

<https://kids.nationalgeographic.com/animals/>

<https://www.sciencekids.co.nz/sciencefacts/animals.html>

<https://animalfactguide.com/animal-facts/>

<https://www.scienceforkidsclub.com/animals.html>

<https://www.kids-dinosaurs.com/dinosaur-facts.html>

How Do People See Me?

You:

Highlight the sentences that you agree with about yourself (you can also add sentences):

- I am kind
- I am helpful
- I don't say how I feel
- I cause trouble
- I am angry
- I get others into trouble
- I can be trusted
- I am good fun to be with
- I am hardworking
- I am clever
- I don't listen
- I have lots of friends
- I follow the rules
- I am good at sport
- I copy what others do
- I know what I want to do
- I don't care about my education
- I am cool





Your friends:

What do you think your friends think about you?



Your teachers:

What do you think your teacher/s think about you?

Grams or Kilograms?

Instructions: Identify the appropriate unit to use for each item. Write **g** (for grams) or **kg** (for kilograms)

E.g. Banana: g
 Bicycle: kg

1. Beach ball:
2. Brick:
3. Two cherries:
4. Piano:
5. Mouse:
6. Feather:
7. Pencil:
8. Big tub of ice-cream:
9. Jar of coffee:
10. Can of beans:
11. Big bag of rice:
12. Barbie doll:
13. Doll house:
14. Watermelon:
15. Big bunch of bananas:
16. Bottle of Fanta:
17. Two cups of pasta:
18. Loaf of bread:
19. Computer:
20. Medium sized dog:
21. Guinea pig:
22. A 4L bottle of laundry detergent:
23. Bed:
24. Lamp:
25. A piece of paper:
26. Sugar cube :
27. A school bag full of books:
28. Iphone:
29. Carton of eggs:
30. One apple:
31. 10 apples:
32. Toothbrush:
33. Hair brush:
34. Full rubbish bin:
35. Corn cob:
36. Tissue box:

CHALLENGE: Now think of some objects NOT listed above and list them under the correct heading:

Objects measured in grams (g):

- 1.
- 2.
- 3.

Objects measured in kilograms (kg):

- 1.
- 2.
- 3.

The Parable of the Lost Son

(Lk 15: 11–32)

Jesus continued: “There was a man who had two sons. The younger one said to his father, ‘Father, give me my share of the estate.’ So he divided his property between them.

“Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. After he had spent everything, there was a severe famine in that whole country, and he began to be in need. So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

“When he came to his senses, he said, ‘How many of my father’s hired servants have food to spare, and here I am starving to death! I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. I am no longer worthy to be called your son; make me like one of your hired servants.’ So he got up and went to his father.

“But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.

“The son said to him, ‘Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.’

“But the father said to his servants, ‘Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. Bring the fattened calf and kill it. Let’s have a feast and celebrate. For this son of mine was dead and is alive again; he was lost and is found.’ So they began to celebrate.

“Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing. So he called one of the servants and asked him what was going on. ‘Your brother has come,’ he replied, ‘and your father has killed the fattened calf because he has him back safe and sound.’

“The older brother became angry and refused to go in. So his father went out and pleaded with him. But he answered his father, ‘Look! All these years I’ve been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends. But when this son of yours who has squandered your property with prostitutes comes home, you kill the fattened calf for him!’

“‘My son,’ the father said, ‘you are always with me, and everything I have is yours. But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.’”

Activity Sheet

1. List the main events of the story.
2. How did the main character feel at the beginning of the story? At the end?
3. If you were the main character would you do something differently?
4. What caused the main character to act in this way?
5. What is the message of this story?
6. Which is the best part of this story? Why?

Tuesday (08/09/2020)

Time	Subject/Activity
9 am	<p><u>Google Meet 1</u> Please click your class' Google Meet link to join in for a video chat about your learning. You must attend this Meet and your teacher will be taking a roll of your attendance.</p> <p><i>Literacy Lesson Focus Group 2 (stay on the Google Meet session)</i></p>
9 am - 10 am	<p><u>Numeracy: Grams and Kilograms</u> Today you are going to continue to explore the mass units grams and kilogram.</p> <ol style="list-style-type: none"> 1. Re-watch the following clip, What Is Mass - https://www.youtube.com/watch?v=ivAD44nh0D0 2. As a whole class read through and discuss the following <u>Measuring Kilograms and Grams (PowerPoint)</u> 3. Complete the following <u>Reading Scales (Worksheet)</u> 4. Double check all of your answers before you submit your work.
10 am - 11 am	<p><u>Inquiry: 'Zero' Read-A-Loud</u> Today you are going to read and listen to a story called 'Zero' by Kathryn Otoshi. It is a story about the number Zero, who has trouble with how she sees herself.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1) Read and listen to the story 'Zero' from: https://www.youtube.com/watch?v=uPc5Q6YS10A 2) Complete the <u>Zero Reading Response Google Doc.</u>
11:00 am - 12:00 pm	LUNCH
12 pm	<p><u>Google Meet 2</u> Please click your class' Google Meet link to join in for a video chat about your learning. You may attend this Meet if you wish. Your teacher will be taking a roll of your attendance.</p>
12 pm - 1 pm	<p><u>Literacy: Animal Information Report Planning (Box 3 and 4)</u> Today you will continue researching your chosen animal for your information report.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1) Go to your class' folder on Google Drive folder. 2) Find your personal folder. 3) Find the Animal Information Report Plan. 4) Continue researching Box 3 (Habitat) and Box 4 (Diet) of your <u>Animal Information Report Plan.</u> 5) Copy your facts exactly as they are from your resources, do NOT change any of the words (you will do this later when you write your report). Make sure you understand the facts you are writing. 6) Include around 3-5 facts for each box (the more facts you have, the more detailed your writing will be). 7) Double check your work for spelling, grammar and punctuation. 8) You do not need to hand in your work as your teacher has access to your folder and will check your work later today. <p>You might like to use these <u>resources</u> to help you research your animal.</p>
1 pm - 1:45 pm	<p><u>Religion: The Prodigal Son and His Brother Part 2</u> Yesterday we learnt about the Prodigal Son, his brother and his Father. We saw how the oldest son stayed and worked hard, and the youngest went off to play. But the father LOVED both boys equally. Jesus told this parable to teach the Jewish Community about forgiveness or reconciliation. This is a very powerful story for us today too.</p>

	Instructions: <ol style="list-style-type: none"> 1. Listen to the story of The Prodigal Son again at: https://www.youtube.com/watch?v=DJgROx4wFKM 2. Re-read the text <u>The Parable of the Lost Son.</u> 3. Again think about the actions of the three main characters - Father, youngest son and the oldest son. 4. Complete the <u>Recap</u> activity of the story. You may use A4 paper to complete the task, take a photo and return it to your teacher. 5. Or you may find appropriate pictures in google to finish this task and return it to your teacher. 6. Check that all parts are completed and return to your teacher.
1:45 pm - 2 pm	Silent Reading Instructions: Read a book, website or article online. You might also like to use one of the following websites: www.getepic.com/students https://www.sunshineonline.com.au Username and Password: heps3021
2:00 - 2:30 pm	SNACK
2:30 pm - 3 pm	<u>Get Active!</u> Complete a physical activity of your choice (e.g. sport game, riding bike, skipping, Just Dance) or check Google Classroom for an activity from Mr. Herrera.



Measuring Kilograms and Grams

Aim

- I can measure mass in kilograms and grams.

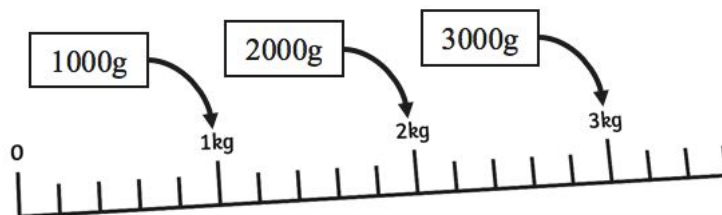
Success Criteria

- I can calculate the intervals on a scale.
- I can read scales to measure in kilograms and grams.

Reading Scales to Measure Kilograms



If we are going to measure objects in kilograms, we need to calculate what the small intervals on the scale measure.



First, we need to convert kilograms to grams.

$$1 \text{ kilogram} = 1000 \text{ grams.}$$

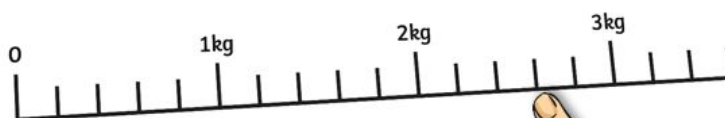
This scale has 5 intervals between each kilogram.
To find out which interval is worth, we divide
1000 by 5.
 $1000 \div 5 = 200$,
so each interval is worth 200g.

Reading Scales to Measure Kilograms



I'm pointing at 3 intervals after 2kg.

As each interval is worth 200g, 3 intervals makes 600g.

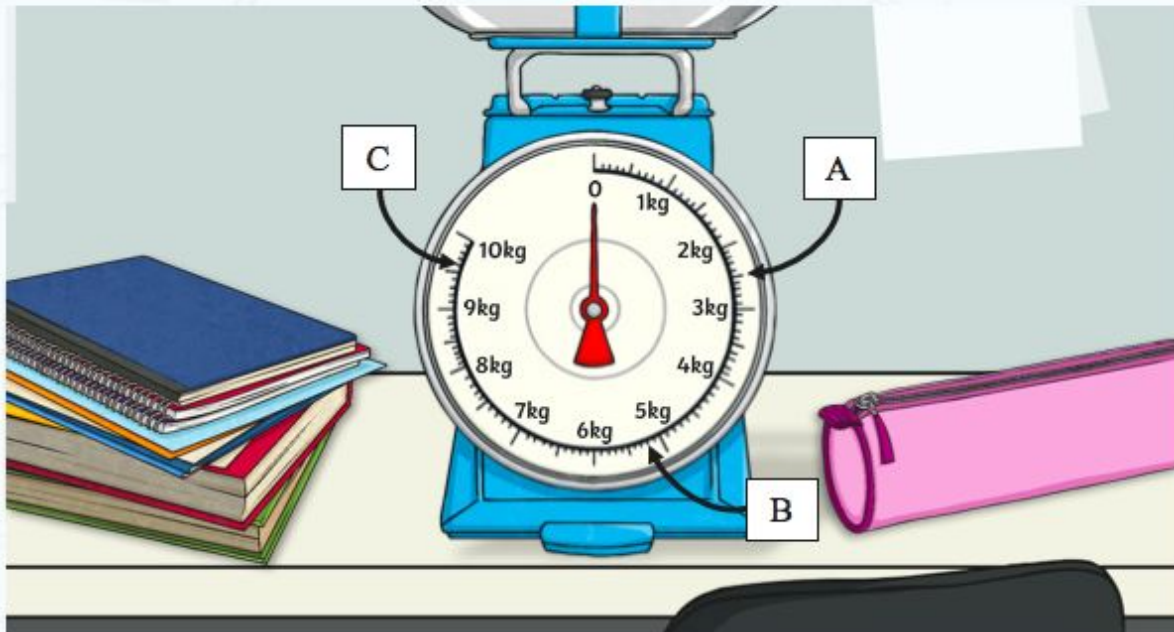


I am pointing to
 $2\text{kg} + 600\text{g} = 2\text{kg } 600\text{g}$

Reading Scales to Measure Kilograms



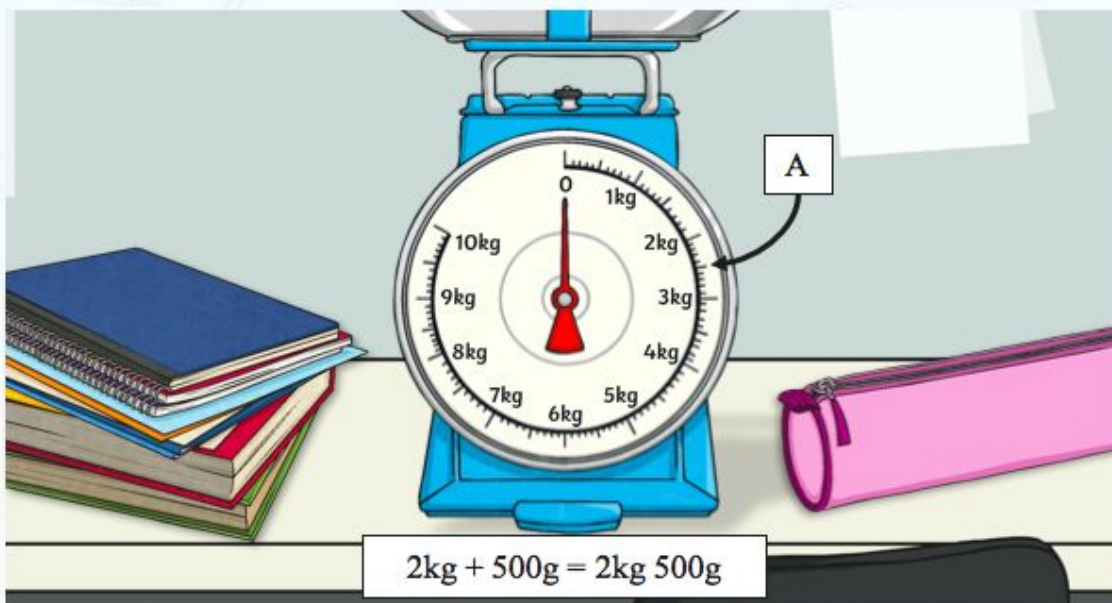
Calculate the mass that each arrow is pointing to.



Reading Scales to Measure Kilograms



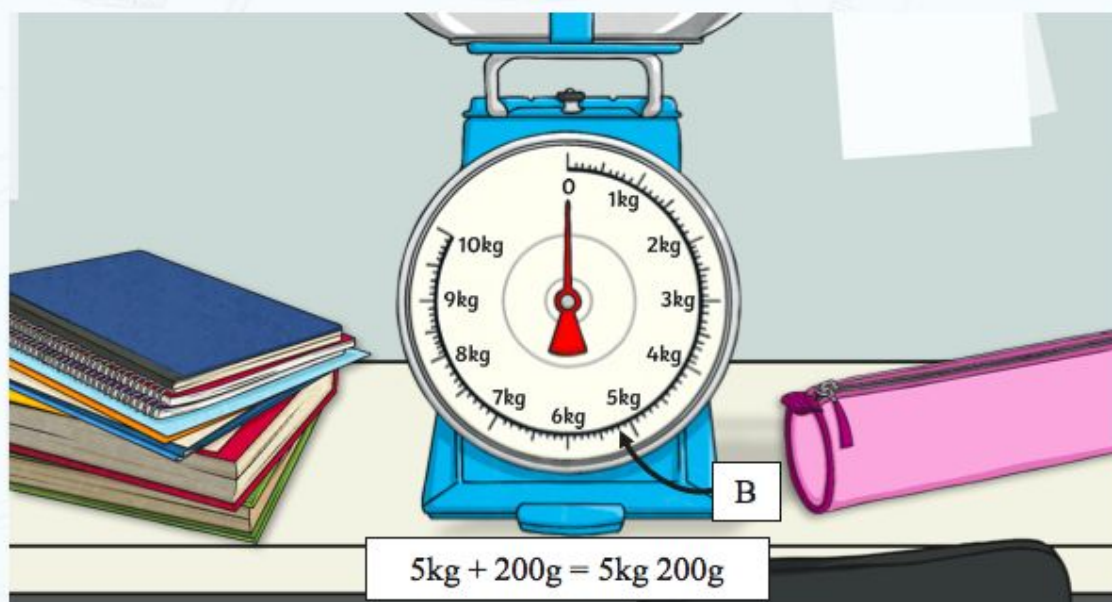
Arrow A is pointing 5 intervals after 2kg.



Reading Scales to Measure Kilograms



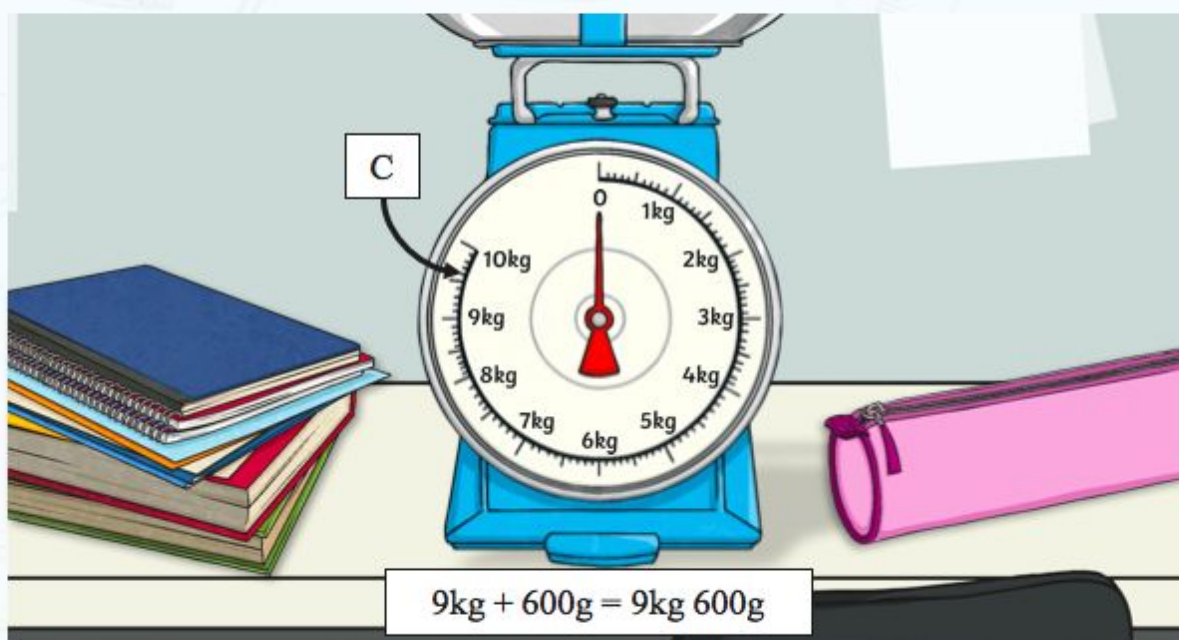
Arrow B is pointing 2 intervals after 5kg.



Reading Scales to Measure Kilograms

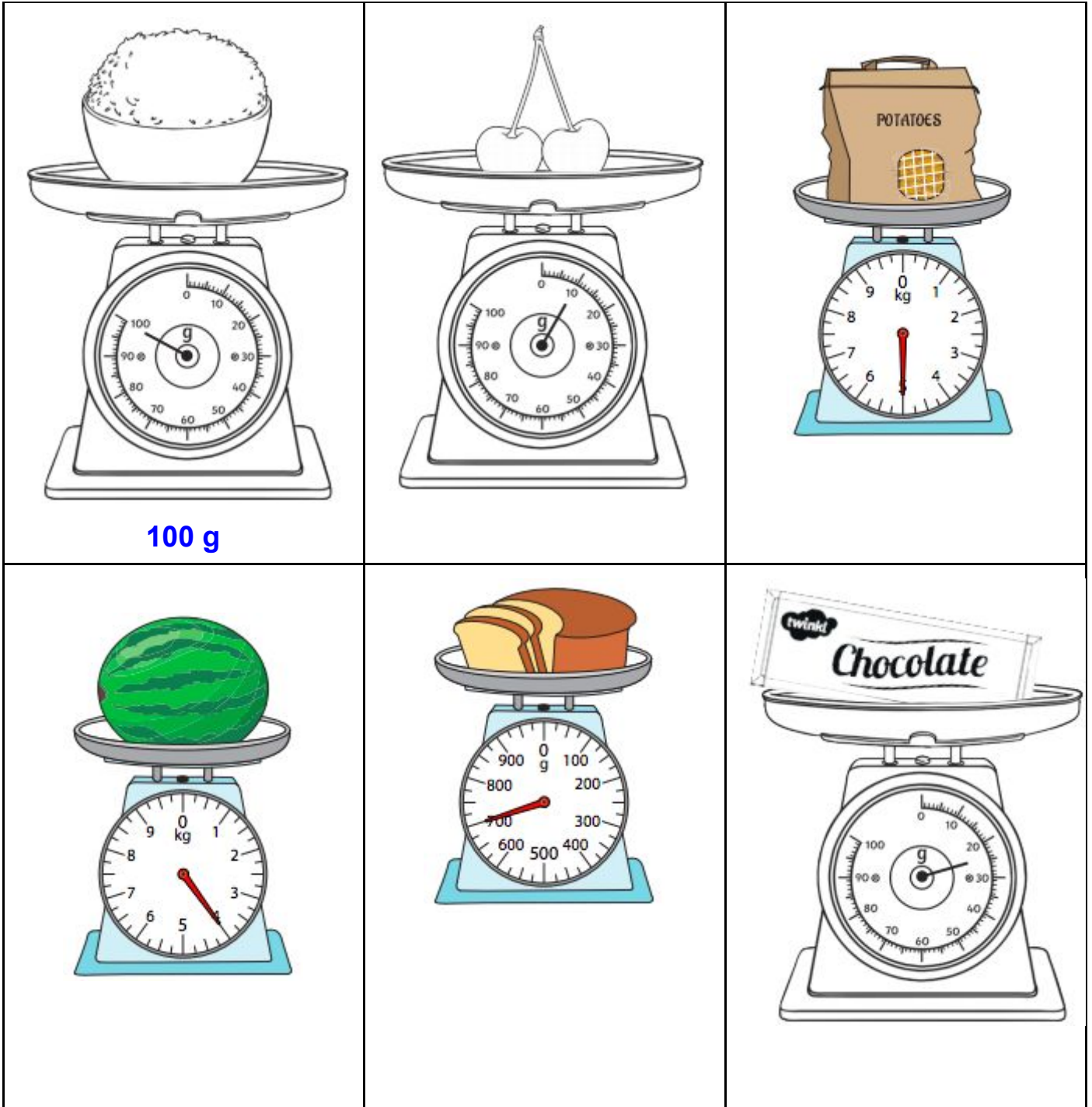


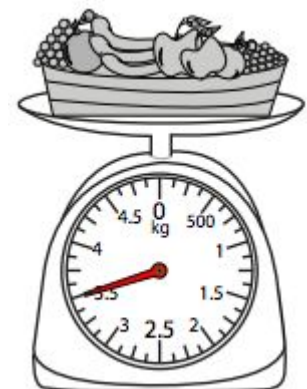
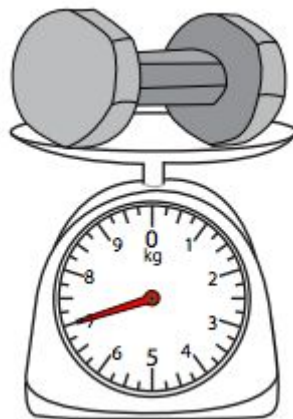
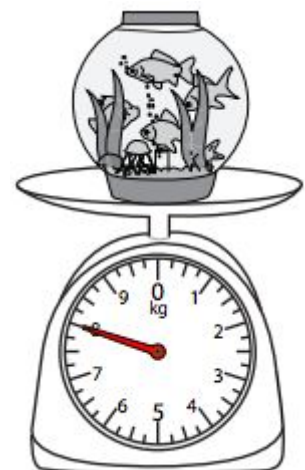
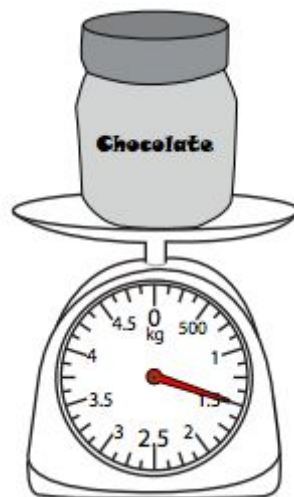
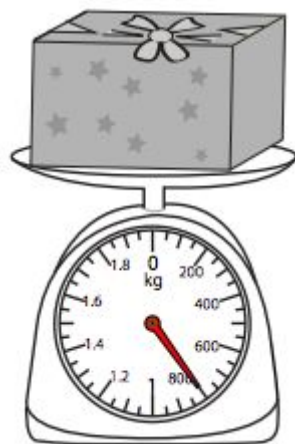
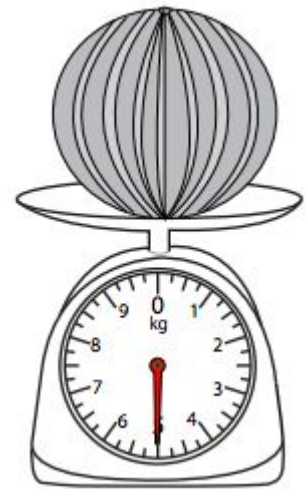
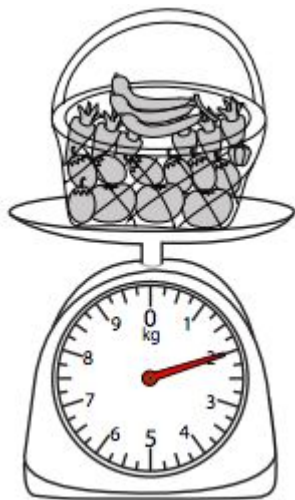
Arrow C is pointing 6 intervals after 9kg.

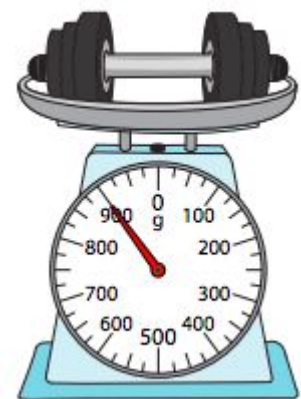
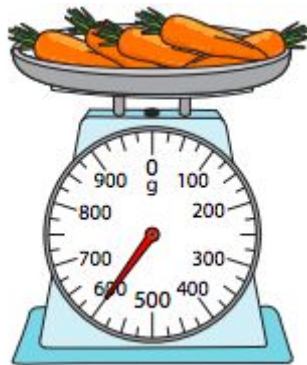


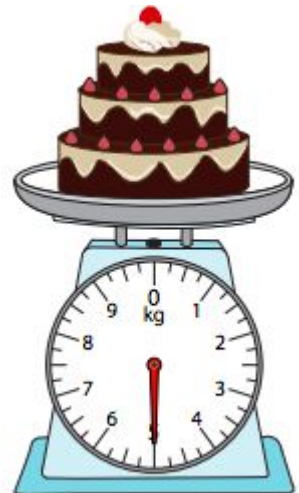
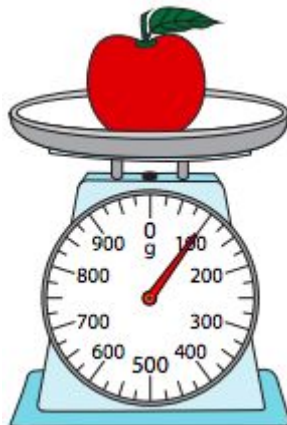
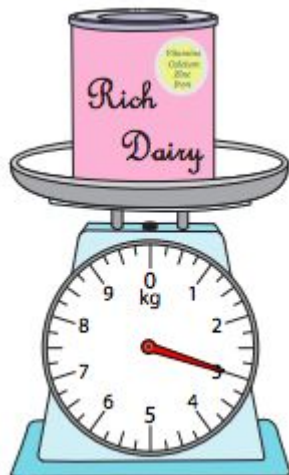
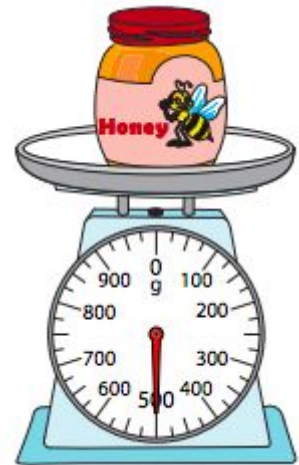
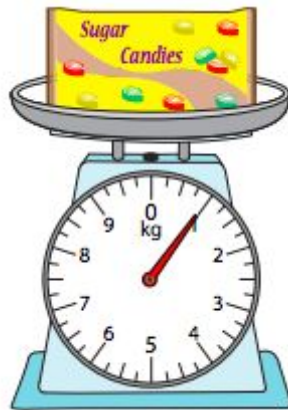
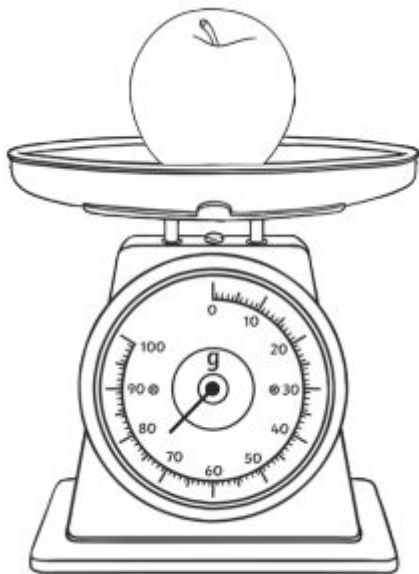
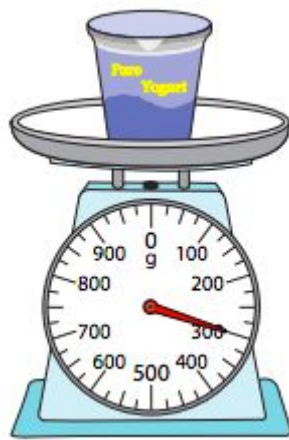
Reading Scales

Instructions: Identify the weight of each object. Make sure you use the appropriate unit of measurement--g or kg. (The first has been done for you.)









Extension questions!

Using your kitchen scales find two objects that weigh 200g and 2 objects that weigh 500g.

'Zero' Reading Response






- 1) Why do you think Zero only saw an empty hole inside?
- 2) Why does ZERO want to look like ONE?
- 3) Why do EIGHT and NINE encourage her to look like them?
- 4) SEVEN says, "Every number has a value," "Be open you'll find a way." What does it mean to be open?
- 5) What do you think the sentence in the book, "bringing more value to everyone" mean? What are some ways we can bring value to people?
- 6) What did Zero learn at the end of the story?

7) ZERO says “if we help each other SOAR, we can count MORE.” What do you think this means?

8) How can we help others soar? For each balloon, write down one way you can help others to soar:



<h2 style="text-align: center;">The Story Retold</h2>	<p>Draw and name the three main characters.</p>	<p>Why do you think the youngest son asked for his share of the property?</p>
<p>Draw the scene when the youngest son came to his senses.</p>	<p>Draw the scene of the Father seeing the younger son when he was still a long way off.</p>	<p>Draw a shape and choose a colour that describes the younger son's feelings when his father welcomed him back.</p>
<p>If you were one of the servants, what might you have thought about the older son's feelings.</p>	<p>What do you think the father meant when he said, "This son of mine was lost and is found"</p>	<p>Do you think the father acted sensibly?</p>

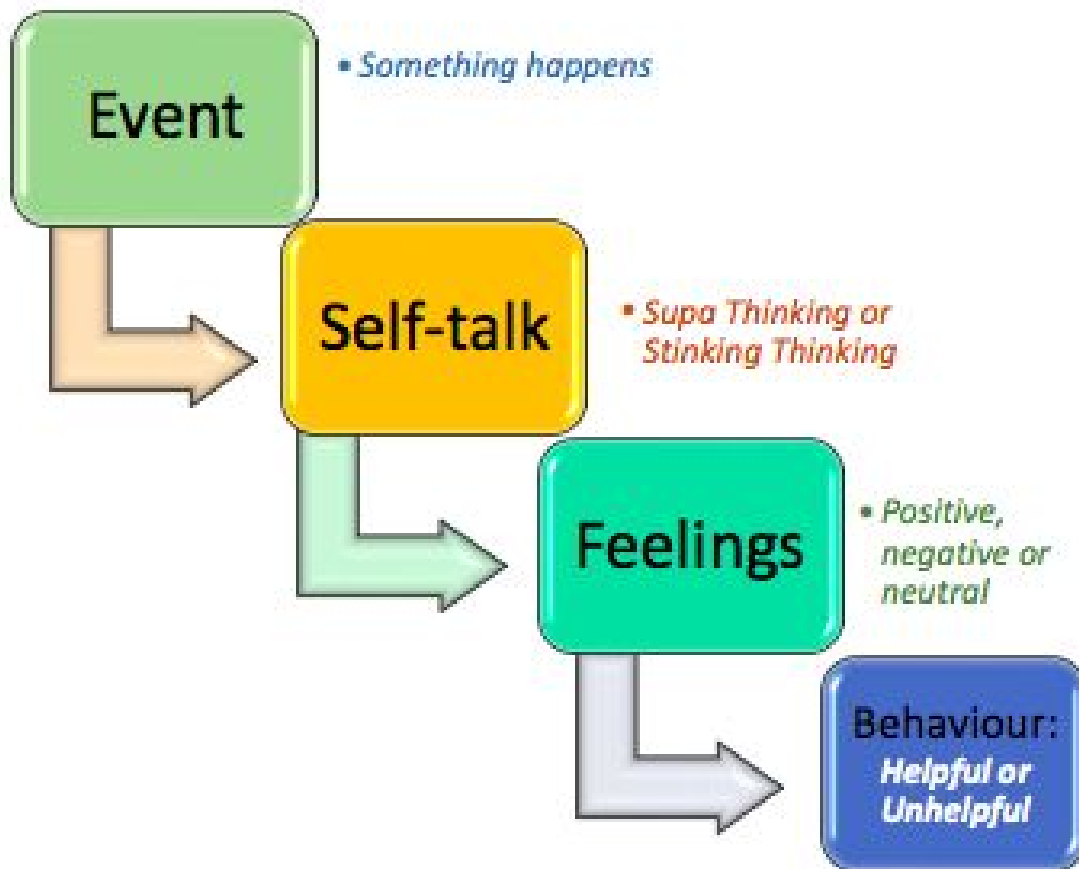
Wednesday (09/09/2020)

Time	Subject/Activity
9:00 am - 9:40 am	<u>Specialists/Planning</u> 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 Miya Sun)
9:40 am - 10:20 am	<u>Specialists/Planning</u> 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 Miya Sun) 3TN - P.E (Mr. Harry Herrera)
10:20 am - 11:00 am	<u>Specialists/Planning</u> 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. Miya Sun) 3LB - P.E (Mr. Harry Herrera) 3TN - Digital Technology (Ms. Allison Borg)
11:00 am - 11:55 am	LUNCH
12:00 pm - 12:40 pm	<u>Specialists/Planning</u> 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	<u>Specialists/Planning</u> 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	<u>Google Meet 1</u> Please click your class' Google Meet link to join in for a video chat about your learning. Your teacher will be taking a roll of your attendance. <i>Literacy Lesson Focus Group 3 (stay on the Google Meet session)</i>
1:20 pm - 2 pm	<u>Inquiry: Highway Heroes - Thinking About My Thinking</u> Instructions: <ol style="list-style-type: none"> 1) Read <u>The Loop</u> and the <u>Stinking Thinking and Supa Thinking</u> documents carefully. 2) Look at <u>The Thinking Traffic Lanes</u> and try to identify your own examples of Stinking Thinking (negative thoughts) and Supa Thinking (positive thoughts). 3) Complete the <u>Different Traffic Lane, Different Result</u> Google doc/worksheet and hand it in to your teacher.

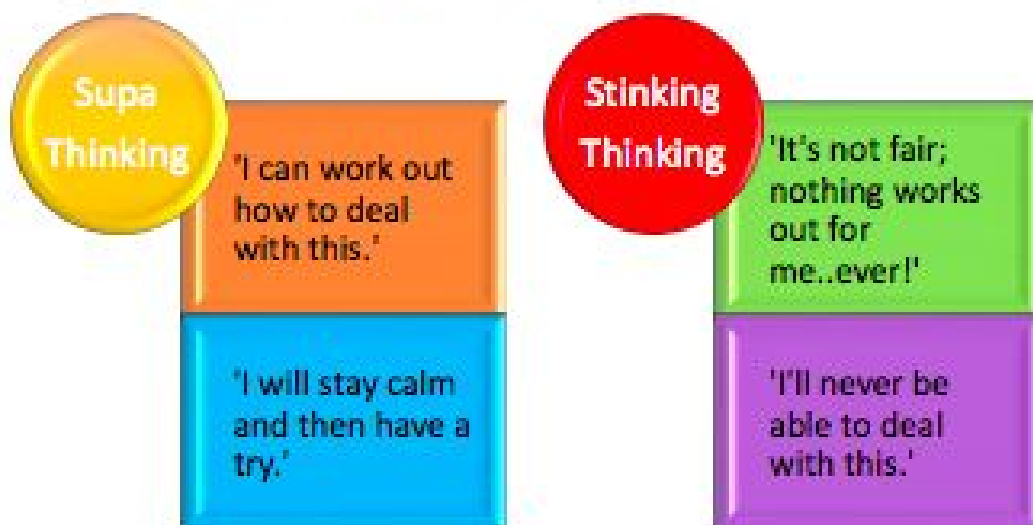
2:00 pm - 2:30 pm	SNACK
2:30 pm - 3pm	<u>Inquiry (continued):</u> Continue working on your Inquiry task or finish off any other incomplete tasks.

LEADER RESOURCE 12

The Loop



Stinking Thinking or Supa Thinking? Your choice.



The Loop In Action

Event: Maggie's Dad said that she needed to give the dog a wash before they went out, and if she didn't, then she wouldn't be going to the beach.

Thoughts: 'Dad is so annoying; he's interrupting my game and the dog will get dirty at the beach anyway.'

Feeling: Annoyed.

Behaviour: Maggie asked her Dad in a grumpy voice if he could wait. Her Dad said "No!"

Event: It was the school concert and Sam was singing a solo. His grandma was also coming to the concert and he didn't want to let her down.

Thoughts: 'My Grandma is going to be watching me tonight; she loves hearing me sing. I've been practising really hard, so I think I'll be OK. I'll pretend that Grandma is the only one in the audience.'

Feelings: Excited, confident and a little bit nervous.

Behaviour: Sam remembered all the words and was happy with how it went.

Event: It was lunchtime and Jessica was playing netball with her friends. A girl from another class was watching, and when Jessica missed a goal, the girl laughed.

Thoughts: 'I hate that girl. It's her fault I missed the goal; she shouldn't be watching us!'

Feeling: Angry.

Behaviour: Jessica shouted at the girl and Jessica's friend told her to calm down. Jessica threw down the ball, and said, "That's it; I'm not playing anymore. You're all mean!"

Event: Dale was clever at his school work and he also worked hard. He often knew the answers to the teacher's questions but he never put up his hand to answer.

Thoughts: 'What if my answer's wrong and everyone thinks I'm stupid.'

Feeling: Nervous.

Behaviour: Dale doesn't have a try at things when other people are watching, because he's nervous that people will laugh at him.

Stinking Thinking and Supa Thinking

Stinking Thinking



'It's not fair; I'm giving up and I will never try again.'

'I'm in a bad mood so I'm going to stay that way.'

'Everyone will be saying I'm a loser.'

'It's the worst thing!'



Supa Thinking

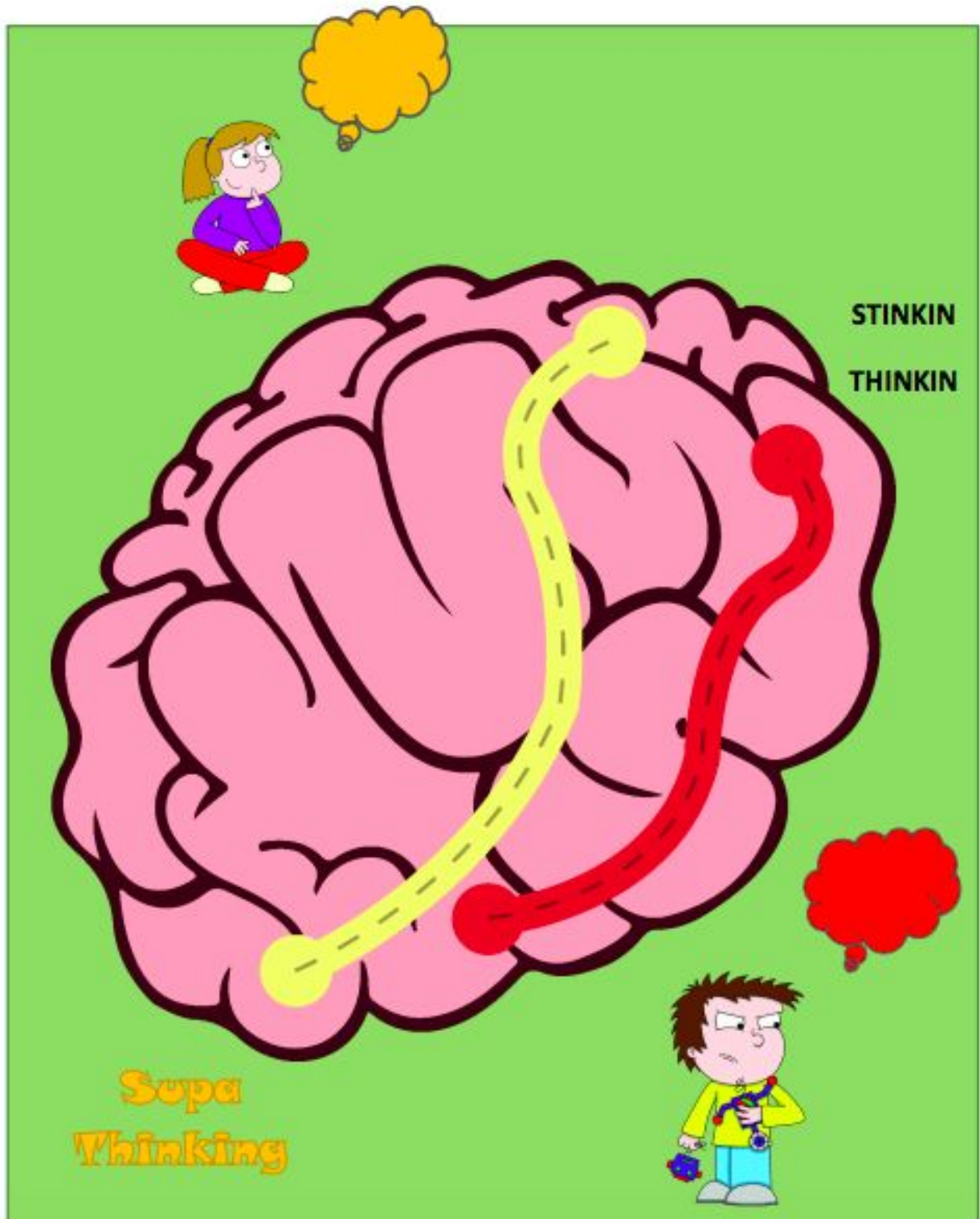
'I don't win lots of things but I do OK.'

'If I do it now, it will be over quicker.'

'It rained at the Sports Carnival; it finished earlier, but I had fun.'

'I made mistakes and that's helped me to learn.'

The Thinking Traffic Lanes



Different Traffic Lane, Different Result

Instructions: Read the information in all boxes. Analyse how different thinking and feelings can result in different behaviour. Fill in the last two boxes about your behaviour.

Event:

Your family has just moved to a bigger house and your bedroom is further away from your Mum and Dad's room. When it's time for bed, you ask if you can stay up longer. When your parents say "No", you get very grumpy and say that you have to sleep in their bed.



Stinking Thinking:

'It's not fair; Mum and Dad are being mean. It's so, so far from their bedroom. They don't care about me!'



Supa Thinking:

'I can stay calm; I'll listen to my music. Mum and Dad are down the passage. My feelings are playing tricks because it's all new.'



Your Feelings:

Grumpy, annoyed, angry.



Your Feelings:

Calm, confident.



Your Behaviour:

Your Behaviour:

Thursday (10/09/2020) GRADE 3 PLANNING DAY

Today, the Grade 3 teachers will be planning all day for Term 4. There will be no scheduled class Google Meets and your teachers will not be available to assist you online. Please remember to click on the timetable by 9 am so your teacher can take attendance.

Time	Subject/Activity
9 am - 9:30 am	Silent Reading Read a book, website or article online. You might also like to use one of the following websites: www.getepic.com/students (Check with your teacher about your class' code to get in) https://www.sunshineonline.com.au Username and Password: heps3021
9:30 am - 10 am	Religion: Whole School Liturgy Please check Google Classroom and ClassDojo for details about the liturgy.
10 am - 11 am	Numeracy: SUNSET MATHS/MY NUMERACY Today you are going to play some online games to practise your existing maths skills. 1. Log into your Essential Assessment account - Your login details can be found in your special Google Drive folder. Choice 1: Choose 1 or 2 Sunset Maths games to practise your addition, subtraction, multiplication or division. Choice 2: Complete the set tasks that have been assigned to you in 'My Numeracy'
11 am - 12 pm	LUNCH
12 pm - 1 pm	Literacy: Animal Information Report Planning (Box 5) Today you will finish researching your chosen animal for your information report. Instructions: <ol style="list-style-type: none">1) Go to your class' folder on Google Drive folder.2) Find your personal folder.3) Find the Animal Information Report Plan.4) Continue researching Box 5 (Interesting Facts) of your Animal Information Report Plan.5) Copy your facts exactly as they are from your resources, do NOT change any of the words (you will do this later when you write your report). Make sure you understand the facts you are writing.6) Include around 3-5 facts (the more facts you have, the more detailed your writing will be).7) Look over your whole plan and make sure it is finished and up to date.8) Double check your work for spelling, grammar and punctuation.9) You do not need to hand in your work as your teacher has access to your folder and will check your work later today. You might like to use these resources to help you research your animal.
1 pm - 2 pm	Inquiry: Mindfulness Activities Today you are going to participate in some mindfulness activities to help you to be calm and focus on your thoughts. Instructions: <ol style="list-style-type: none">1) Choose one or more of the following activities to complete.2) Try to pick activities that you already have the materials for at home. Always check your family first before using any household items.3) Try to do these activities in a place at your home, where it's ok to make a little bit of a mess (e.g. kitchen, wet area, outside). <ul style="list-style-type: none">• Make a Calm Jar. There is also a video of making a calm jar here: https://www.youtube.com/watch?v=j1eqdov8ohQ

	<ul style="list-style-type: none"> • Colour your breath: https://www.youtube.com/watch?v=VXs0czMhsZw • Mindfulness continuous line drawing: https://www.youtube.com/watch?v=xWhXbBaCfxw • Drawing meditation by kids: https://www.youtube.com/watch?v=Eyrj1P26yNg <p>Take a photo of your work and email it to your teacher.</p>
2:00 pm - 2:30 pm	SNACK
2:30 pm - 3pm	<p><u>Get Active!</u></p> <p>Complete a physical activity of your choice (e.g. sport game, riding bike, skipping, Just Dance) or check Google Classroom for an activity from Mr. Herrera.</p>

Create Your Own Calm Jar

Being mindful is all about learning to pay attention.

By focusing our thoughts, we can help settle the mind.

This is particularly important when we are facing strong and difficult emotions.

When we are **stressed, anxious, sad** or **angry**, we can quickly get carried away by our emotions and this can affect our mood and behaviour.

However, by being mindful we can help focus and settle the mind when we experience difficult emotions.

This activity allows us to be creative and to make a 'Calm Jar'. This is a simple mindful tool that we can use to help us calm when we feel **stressed, anxious, sad, angry** or just out of sorts.



Preparation

You will need:

- An empty and clean jam jar or bottle
- Fine glitter or glitter shapes
- Water
- Food colouring (optional)
- Glitter glue

Instructions (please ask for help from an adult when making the jar):

- 1** Start by filling the jar or bottle with water almost to the top. Remember to leave a little space.
- 2** Then add the glitter glue to the jar. You can squeeze in as much as you like. It is your Calm Jar, so be creative!
- 3** Next, add the extra glitter and glitter shapes to the jar. Perhaps notice how cloudy and mixed up the water and glitter has become.
- 4** If you are using the food colouring, add a few drops to the water now.
- 5** Finally, screw on the lid of the jar or bottle. Make sure it is tight and leak proof!

Using the Calm Jar

When we are **stressed, anxious, sad or angry**, our mind is like the Calm Jar when it is shaken up.

Our thoughts become busy and mixed up. If we get caught up in our stresses and problems, it is like shaking the jar and it just keeps our thoughts busy and not calm.

When we feel stressed we can use the calm jar to help us settle.

- 1** Start by picking the jar up and giving it a good shake. Allow the glitter to get mixed up and 'busy'.
- 2** Then, place the jar on a table or flat surface and focus on the movement inside the jar. Watch as it swirls and moves.
- 3** Just keep focusing your attention on the jar, watching as it settles. There is nothing else to do. Just giving yourself a few minutes to calm.
- 4** If the mind wanders, that is OK. Nothing has gone wrong. Just gently bring your focus back to the jar.
- 5** See if you can stay focused on the water until it settles and becomes still.
- 6** Then, notice how you feel. You will probably notice that you feel a little calmer, more settled.
- 7** If not, you can begin again, shaking the jar and watching it settle.

Friday (11/09/2020)

Time	Subject/Activity
9 am	<p>Google Meet 1 Please click your class' Google Meet link to join in for a video chat about your learning. You must attend this Meet and your teacher will be taking a roll of your attendance.</p> <p><i>Literacy Lesson Focus Group 4 (stay on the Google Meet session)</i> <i>Literacy Lesson Focus Group 5 (stay on the Google Meet session)</i></p>
9 am - 10 am	<p><u>Literacy: Animal Information Report Plan Slides</u> Today you will begin to publish your animal information report as Google Slides. Your teacher will demonstrate this during Google Meet.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1) Go to your class' folder on Google Drive folder. 2) Find your personal folder. 3) Open your Animal Information Report Plan. 4) Find the <u>Animal Information Report Slides</u>. 5) Using your plan, begin paraphrasing (putting into your own words) your research notes for Box 1 (Classification) and Box 2 (Appearance) on your Slides - look for the subheadings on the Slides to make sure you are putting your information in the correct place. 6) Revise and edit your writing for spelling, grammar and punctuation. 7) You do not need to hand in your work as your teacher has access to your folder and will check your work later today. <p>You might like to use these resources to help you paraphrase: https://kids.wordsmyth.net/we/ https://www.thesaurus.com/browse/kid</p>
10 am - 11 am	<p><u>Numeracy: Grams and Kilograms (continued)</u></p> <p>Today you are going to focus on the correct shortened form of kilogram and gram and answer some questions about Nick's shopping trip.</p> <ol style="list-style-type: none"> 1. Complete the following <u>Mass (Continued) Worksheet</u> 2. Double check all of your answers before you submit your work.
11:00 am - 12 pm	LUNCH
12 pm	<p>Google Meet 2 Please click your class' Google Meet link to join in for a video chat about your learning. You may attend this Meet if you wish. Your teacher will be taking a roll of your attendance.</p>
12 pm - 1 pm	<p><u>Religion: The Prodigal Son and His Brother Part 3</u> This week we have been looking at The Prodigal Son and His Brother. Jesus told this parable as an answer to the Pharisees who did not like Jesus because he ate meals with "tax-collectors (Zaachaeus) and sinners (Peter and the paralyzed man). Once again this is a very powerful message from Jesus.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Listen to the story of The Prodigal Son at: https://www.youtube.com/watch?v=DJgROx4wFKM 2. Read the text <u>The Parable of the Lost Son</u>. 3. Think about the three characters and the responses you wrote on Monday and Tuesday. 4. You may wish to look at what you wrote both days. 5. Complete the <u>Four Stages of Reconciliation</u> either on A4 paper or you may choose to search pictures on Google to complete the task. 6. Take a photo and return the work to your teacher.

1 pm - 1:45 pm	<u>Finishing Off</u> Please use this time to complete any unfinished tasks.
1:45 pm - 2pm	<u>Silent Reading</u> Read a book, website or article online. You might also like to use one of the following websites: www.getepic.com/students (Check with your teacher about your class' code to get in) https://www.sunshineonline.com.au Username and Password: heps3021
2:00 pm- 2:30 pm	SNACK
2:30 pm - 3pm	<u>Get Active!</u> Complete a physical activity of your choice (e.g. sport game, riding bike, skipping, Just Dance) or check Google Classroom for an activity from Mr. Herrera.

Animal Information Report

Classification

Appearance

Habitat

Diet

Interesting Facts

Mass (continued)

1. Write the following masses the short way.

- a. 9 kilograms:
- b. 18 kilograms:
- c. Three kilograms:
- d. Nineteen kilograms:
- e. 4 kilograms:
- f. Eleven kilograms:

2. Have the labels been written correctly? Type Correct or Incorrect next to each.

- a. 8 KG:
- b. 8 kg:
- c. 4 kgs:
- d. 10 kgs:
- e. 22 KG:
- f. 44 ks:
- g. 26 kg:
- h. 30 kg:
- i. 14 KG:
- j. 46 kg:

3. Nick went shopping and bought:

3 kg onions	2 kg bananas
1 kg apples	2 kg carrots
2 kg potatoes	2 kg grapes
1 kg cucumbers	1 kg lemons

- a. What is the total mass?
- b. What is the total mass of the apples and bananas?
- c. What is the total mass of the potatoes, carrots and onions?
- d. What item has the greater mass?
- e. Nick carried two bags. Write three ways he could divide these items into two equal bags.

Four Stages of Reconciliation

Scripture: Lk 15: 11–32:

In each square, draw / paster The Story of the Prodigal Son showing the four stages of Reconciliation.

<p>1. The son admitted what he did was wrong.</p>	<p>2. He came back and said that he was sorry.</p>
<p>3. His father forgave him.</p>	<p>4. He was reconciled with his father again.</p>