




Stage 2

Week 9

Year 3 - Year 4

Remote  
Learning  
Resources



# Animal

## FACT FILE

Name of animal:

\_\_\_\_\_

Description:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Diet:

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Picture:

\_\_\_\_\_

Habitat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interesting facts:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



<https://www.abc.net.au/btn/classroom/volcanic-activity/13370590>

# Volcanic Activity

Discuss the BTN story with someone and record the main points of the discussion. Students will then respond to the following:

1. What do you know about volcanoes?
2. What ingredients does Jack use in the volcano experiment in the BTN story?
3. What are the 3 main layers of a volcano from inside to outside?
4. What is another name for magma?
5. There are no active volcanoes in Australia. True or false?
6. In which ocean can you find the Ring of Fire?
7. What is the Ring of Fire? Describe using your own words.
8. What affect did the eruption of Mount Nyiragongo have on the environment and people?
9. Name three facts you learnt watching this story.
10. Illustrate an aspect of the Volcanic Activity story.

# Addition and Subtraction

## Monday

1.  $80 + 39 =$
2.  $94 + 63 =$
3.  $12 + 34 =$
4.  $24 + 74 =$
5.  $37 + 56 =$
6.  $68 + 83 =$
7.  $49 + 14 =$
8.  $52 + 33 =$
9.  $78 + 21 =$
10.  $96 + 42 =$
11.  $85 + 27 =$
12.  $17 + 74 =$
13.  $26 + 91 =$
14.  $38 + 54 =$
15.  $45 + 22 =$
16.  $55 + 61 =$
17.  $67 + 82 =$
18.  $71 + 43 =$
19.  $89 + 94 =$
20.  $99 + 11 =$

Time: \_\_\_\_\_

Errors: \_\_\_\_\_

## Tuesday

1.  $100 - 49 =$
2.  $100 - 77 =$
3.  $100 - 86 =$
4.  $100 - 14 =$
5.  $100 - 52 =$
6.  $100 - 36 =$
7.  $100 - 98 =$
8.  $100 - 54 =$
9.  $100 - 32 =$
10.  $100 - 68 =$
11.  $100 - 21 =$
12.  $100 - 36 =$
13.  $100 - 33 =$
14.  $100 - 24 =$
15.  $100 - 68 =$
16.  $100 - 51 =$
17.  $100 - 72 =$
18.  $100 - 64 =$
19.  $100 - 57 =$
20.  $100 - 25 =$

Time: \_\_\_\_\_

Errors: \_\_\_\_\_

## Wednesday

1.  $125 + 95 =$
2.  $541 - 15 =$
3.  $246 + 59 =$
4.  $541 + 78 =$
5.  $654 + 68 =$
6.  $479 - 36 =$
7.  $460 - 46 =$
8.  $423 + 63 =$
9.  $974 - 14 =$
10.  $321 - 29 =$
11.  $304 + 55 =$
12.  $124 + 31 =$
13.  $804 - 78 =$
14.  $462 - 72 =$
15.  $710 + 54 =$
16.  $630 - 36 =$
17.  $107 - 28 =$
18.  $178 + 14 =$
19.  $236 + 25 =$
20.  $632 - 12 =$

Time: \_\_\_\_\_

Errors: \_\_\_\_\_

# Measurement Learning Check

**Part 4: Time**

**Directions:** Solve the following word problems.

1. Recess began at 11:12am. It ended at 11:56am. How long was recess?
2. The assembly started at 2:02pm. It ended up at 2:45pm. How long was the assembly?
3. If the meeting started at 12:15pm and it took 55 minutes, what time did they finish?
4. If the cake went into the oven at 3:40pm and it needs to bake for 35 minutes, what time will the cake be fully baked?
5. The movie ended at 9:00pm. It was 95 minutes long. What time did we start the movie?
6. We arrived at the mall at 5:10pm. Since there was so much traffic, it took us 45 minutes to get there. What time did we start driving to the mall?



1. Cut out the road safety rules at the bottom of the worksheet.
2. Glue them in the correct box.

Pedestrian safety	Passenger safety
<b>Bicycle safety</b>	

Ride in the same direction the cars are going.	Walk your bicycle across a crossing.
Always wear a seatbelt when travelling in a car.	Do not distract the driver.
Cross roads with an adult.	Look both ways before crossing the road.
Always wear a helmet when riding a bicycle.	Never play or stand behind a car parked in a driveway.
Exit the car on the footpath side not the road side.	Follow the directions of the school crossing guard.

## How does a bicycle helmet work?



### Wordbank:

inner force crash protect tested  
squeezed hard skull impact less

There is a lot of science in a bike helmet. A typical helmet has two main parts: a \_\_\_\_\_ of the outer shell and a soft \_\_\_\_\_ liner. The hard shell spreads the \_\_\_\_\_ of the impact over a broader area so your \_\_\_\_\_ is less likely to fracture. The soft inner liner is designed to be \_\_\_\_\_ inwards and absorb the \_\_\_\_\_ energy generated in the fall so \_\_\_\_\_ of it is transmitted to your head. You must replace your helmet after a \_\_\_\_\_ as the soft inner liner can only be squeezed once. After this it can no longer \_\_\_\_\_ you in other falls. Only choose helmets with an Australian Standards sticker inside as these have been \_\_\_\_\_ to ensure maximum safety.

1. Why is it necessary to replace your bike helmet after a crash?

## The Science of Bike Reflectors

Bikes have three different coloured reflectors: white at the front, red at the back and yellow on the wheels and pedals so drivers can see the direction you are riding. Reflectors do not generate their own light, instead they reflect the headlights of cars nearby. Inside each reflector is an array of multi-angled prisms that reflect the light internally before it is directed back in the direction it came from so the driver can see the cyclist.



1. How do bike reflectors increase your safety?
2. You see a red reflector flashing in the dark, is the rider riding towards or away from you?
3. What other things can you do to make yourself more visible when riding?

## Keep your seatbelt on at all times



### How do seatbelts work?

Imagine you are in a car travelling 60km/h, then you and everything in your car is also travelling at 60km/h. Inertia is an object's tendency to keep moving until something else works to change that motion. If your car were to crash into a tree it would stop. However, you and every other object in the car will still be travelling forward at 60km/h. This is when seatbelts kick into action to stop you from flying through the windshield or slamming into the dashboard.

The seatbelt has a 'lock', which stops the belt unreeling in a crash. Most cars have 'pre-tensioner' seatbelts, which tighten the belt as soon as it detects a crash. The seatbelt has a lap part that should sit across the hip bones and a sash that should sit across the centre of your chest and rest on your collarbone. Never take off your seatbelt even if your car has stopped at traffic lights or has broken down. There are other cars around you travelling at speed that could crash into you and cause serious injury.

Cars are rated on passenger safety.  
Visit [mynrma.com.au/ANCAP](http://mynrma.com.au/ANCAP) to see how safe your family car is.



1. What is inertia?
2. Describe how to wear a seatbelt correctly.
3. What are the dangers of taking your seatbelt off?
4. What can you do to keep your pets safe in the car?
5. Joel puts his school bag and cricket bat in the boot before he gets in the car. Why?



Online evaluation  
to share and build your own mynrma.com.au/saferid mynrma.com.au/saferid mynrma.com.au/saferid

# POSITIVE SELF-TALK JOURNAL



I felt good when...	I am proud of myself because...	Something that went well today was...
I had fun when...	This makes me unique...	I learned from this mistake...
I feel strong when...	The best part of today was...	A good quality I am learning is...
This was interesting today...	Something I am grateful for is...	A way I was kind today was...
An accomplishment I made this week was...	I like this about myself...	Something I love about my life is...



# Wombats

Use the words below to fill in the missing information. You have been given the beginning letter of each of the missing words.

wombat

known

graze

solitary

during

grasses

move

kilograms

gallop

pouch

Wombats are mostly **s**\_\_\_\_\_ animals who feed primarily on **g**\_\_\_\_\_ and may weigh as much as forty **k**\_\_\_\_\_.

Although they are mostly nocturnal, they sometimes emerge in winter or on overcast days to **g**\_\_\_\_\_ or bask in the open.

The female wombat has a **p**\_\_\_\_\_ which contains two teats. The baby wombats, one at a time, are born in autumn, nourished in the pouch **d**\_\_\_\_\_ the winter, and weaned in spring. Although they are generally slow-moving, wombats can **m**\_\_\_\_\_ at a fast shuffle or even a clumsy but effective **g**\_\_\_\_\_.

There are three **k**\_\_\_\_\_ species of wombat, all confined to Australia; the common **w**\_\_\_\_\_, and two species of hairy-nosed wombat.

Wombats are nocturnal, herbivores and marsupials.

Wombats can grow to be one metre long and weigh forty kilograms.

They have very strong claws and can dig really big burrows to live in.

Wombats and koalas are relatives.

Wombats have pouches.

A wombat's teeth never stop growing.

A wombat has to gnaw all of the time to keep grinding his teeth down.

Wombats give birth to tiny, undeveloped young that crawl into their mothers' bellies.

A baby wombat remains in its mother's pouch for about five months before emerging.

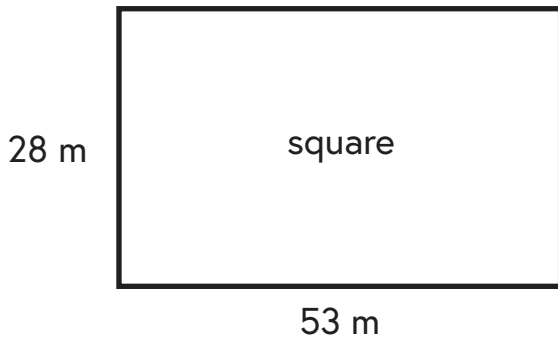
## Fast Finisher Activities

- Use the word 'wombat' and create an acrostic poem. Illustrate your poem.
- Create a word search using all the words that are associated with wombats.
- Draw some wombat cartoons or comic strips.
- Research the common wombat and the hairy-nosed wombat. Write a list of differences that you find. Illustrate your ideas.

# PERIMETER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

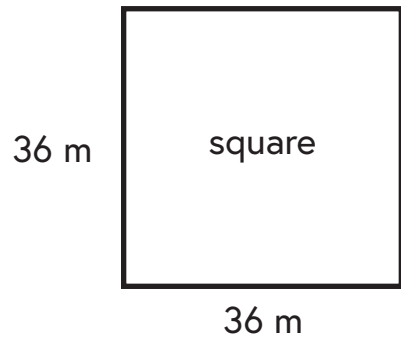
1.



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_

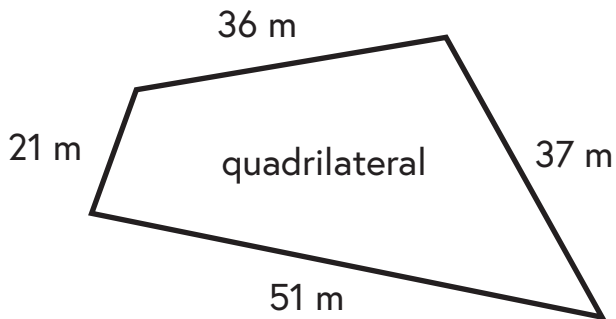
2.



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_

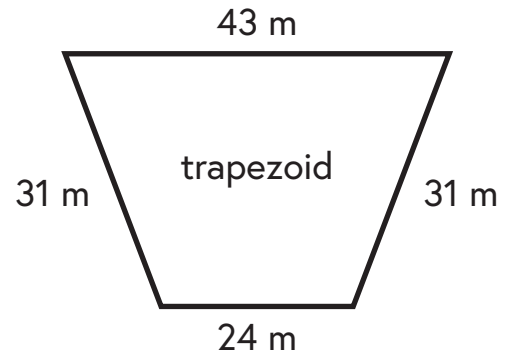
3.



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_

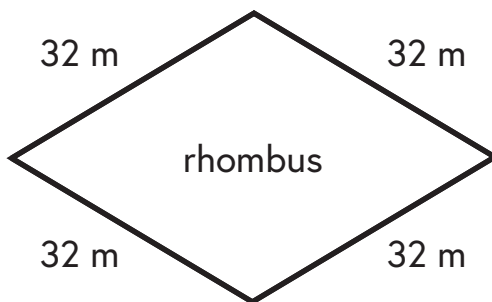
4.



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_

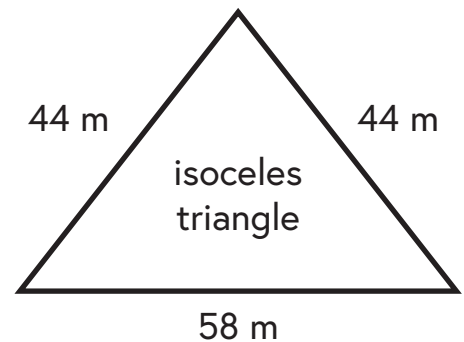
5.



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_

6.



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_

## A Characters Perfect Day

You need to create the 'PERFECT' day for a character from a story.

From ANY book you have read, choose a character and plan a day that would suit them

– filled with all the things they would enjoy.

Using the picture below as a guide, create a map of the characters day **including all these things:**

Name

Food for the day – breakfast, lunch, dinner and snacks

Music they might like

Activities – things to do

Places to go

Games to play

People they might like to see or you would like them to play/ hang out with

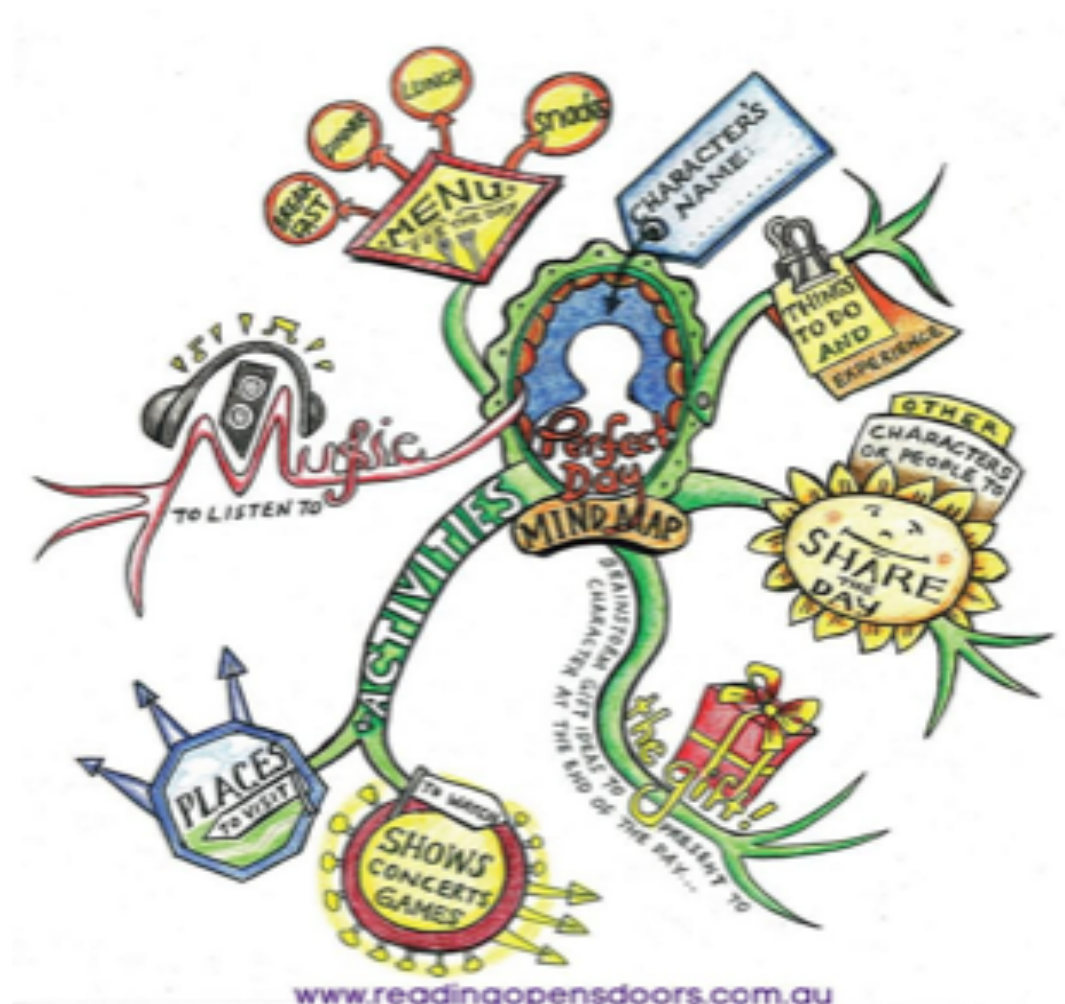
A gift to remember your special day

**REMEMBER:** add

pictures

-Of your character and  
to illustrate your ideas.

It can be presented on  
paper from home.



# Homonyms



1. Where do you ..... your clothes?    **by / buy**
2. I need to buy some ..... to make bread in the morning.  
    **flour / flower**
3. Where did you two .....?    **meet / meat**
4. I want to ..... some of my old clothes on the internet.    **cell  
    / sell**
5. I will ..... you later today.    **sea / see**
6. The brown horse had a lovely .....    **mane / main**
7. You need to ..... when going down a steep hill.    **break / brake**
8. My jeans are too long so I will need to ..... them. **altar / alter**
9. After yelling so much my voice is very .....    **hoarse / horse**
10. The train ..... was very expensive.    **fare / fair**

Name..... Score...../ 10

# Visualise

Read the text carefully. What do you imagine this scene might look like?

**Draw an image to match the text.**



I stood at the bottom of an impossibly tall staircase. It sparkled and shone, golden in the bright sunlight, as it curled up and up into the clouds. There was no way to know what might be up there, the clouds thick and fluffy, blocking the view of the top. I took a deep breath and stepped onto the first stair.

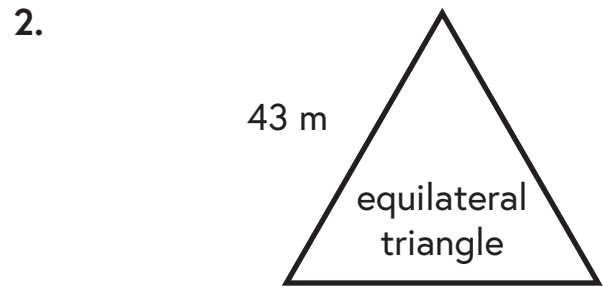
# PERIMETER

Name: \_\_\_\_\_ Date: \_\_\_\_\_



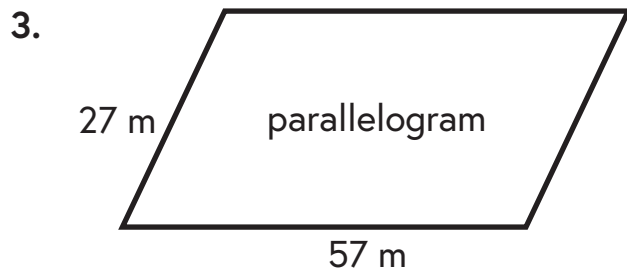
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



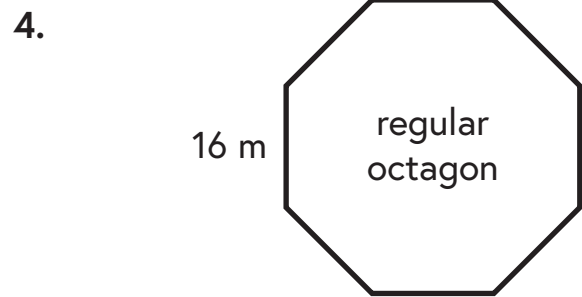
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



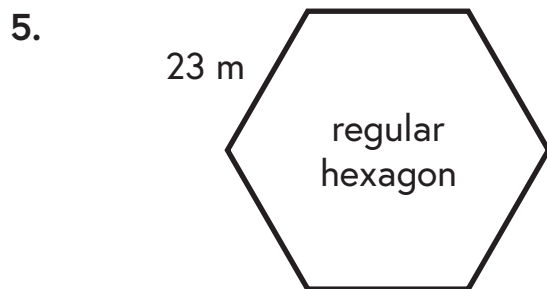
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



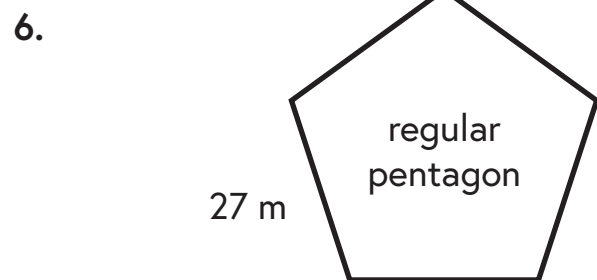
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



# Do the features of places affect where people choose to live?

People choose to live in places for many reasons. Do you know why you live where you do?

Discuss with your class, group or partner where you live and why you live there.

The features of places help people to decide where to live. These features can be visible or invisible. Visible features are roads, buildings, trees, rivers and mountains. Invisible features are weather, culture and communities. People choose to live in places for both their visible and invisible features.

Write two visible features that you think people **must** have to live in a place.

Write two invisible features that you think people would **like** to have to live in a place.

List three human or natural features (visible or invisible) you would like to live near.

The spaces in Australia can be arranged in many different ways, for example – states and territories, climate zones, Aboriginal Language Groups. This map shows Australia arranged in settlement patterns. A settlement is a place where people choose to build and live.

This settlement pattern map shows where people live in Australia. The more dots there are the more people live there.

7



Look at the settlement pattern map for Australia. Write three questions that you think could be answered by this settlement pattern map.

a

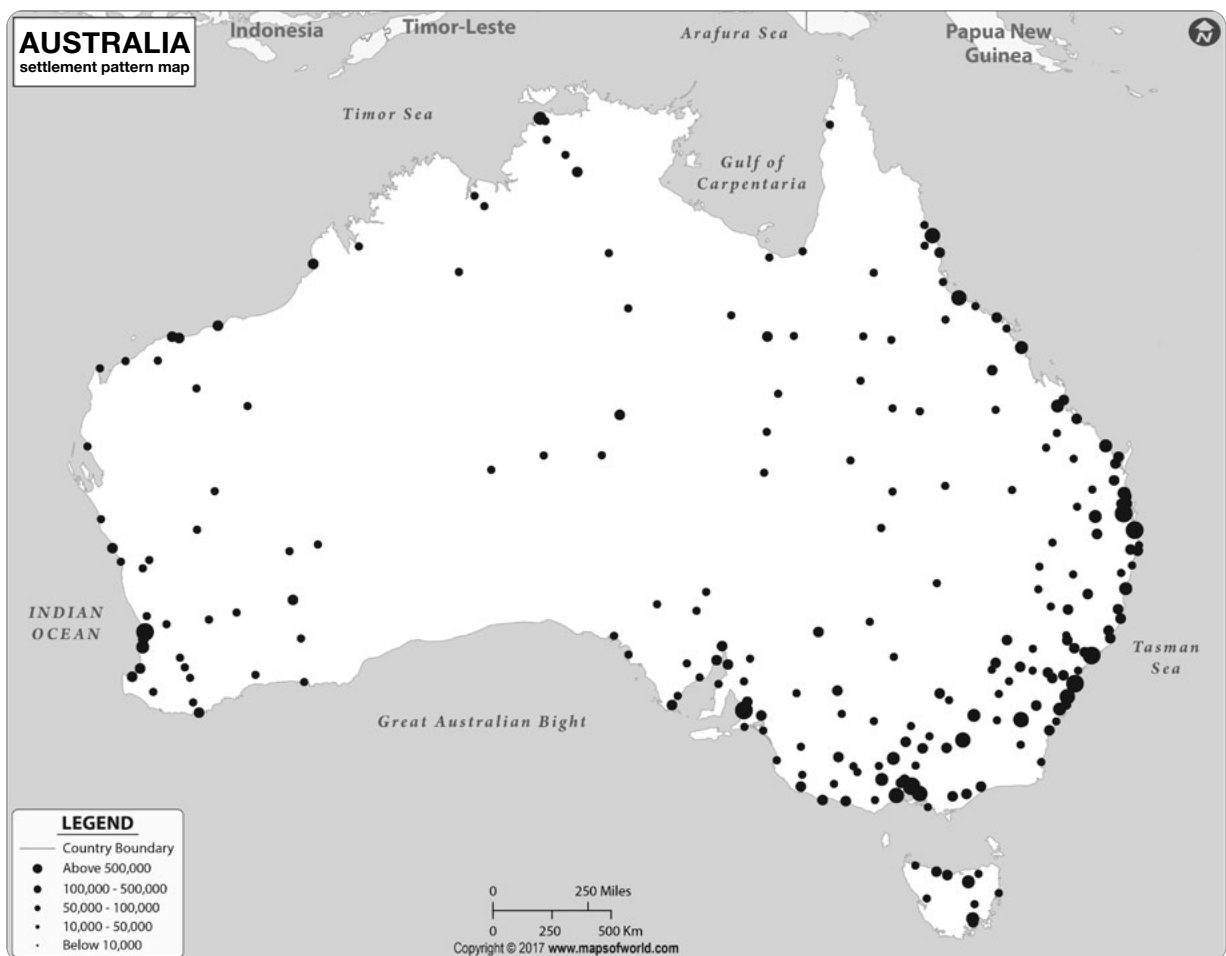
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b

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c

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8

What features would you expect to find in the most populated places?  
Discuss with your partner, group or class.



There are many types of settlements, for example – towns, cities, villages and farms.

9

a

Use an atlas or Google Earth to find these places and then write them in the table.



You can add some more places if you would like to.

Type of settlement			
Remote	Small Town	Large Town	City

b What type of settlement would you like to live in and why would you live there?


If you look at the settlement map of Australia you will see that the top point of Queensland (Cape York Peninsula) does not have many people living in it. Yet there was once a land bridge between Cape York and Papua New Guinea. This is one of the ways that the first indigenous people came to Australia.

**10**

If the first people came here over 40,000 years ago why is Cape York still so isolated?

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**11**

Antarctica is one of the most remote places in the world. The only people who live there are those that work in research stations. Think about its climate and natural features and design a settlement for families.

**a**



Go to the website provided by your teacher to see the real settlements in Antarctica.

## **Week 9: Literacy activity Thursday, 9<sup>th</sup> September**



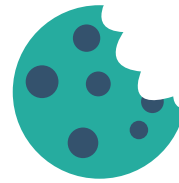
**This activity is listed in your daily activities where you can find the link and questions. It can also be found on Google Classroom.**

Follow the link to BTN and watch the entire BTN episode. Answer the questions. Remember to write full sentence responses, watch your spelling and grammar.

Use the key question words to help you identify what the question is asking you. Highlighting the key words is always a useful strategy. This will help you with writing your responses to the questions.

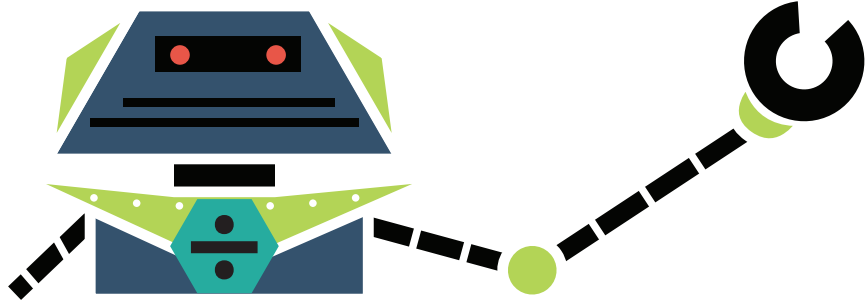
# Division :

## Division Word Problems



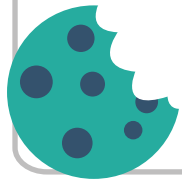
Use one of the following strategies when solving the following word problems:

- Draw an array
- Draw Equal Groups
- Repeated Subtraction
- Multiplication Sentence



Write the strategy you used on the line provided and show your work.

James Has 15 cookies. He wants to divide them and give an equal number to his 3 friends. How many cookies should he give each friend?



\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ cookies

Samantha has 28 books. She wants to divide them and make 4 equal stacks to lend to her friends. How many books should she put in each stack?



\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ books

Mary is throwing a party. She has 20 soap hearts and wants to divide them equally into 5 party favor bags. How many soap hearts should she put in each bag?



\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ soap hearts

# CHARACTERS



Design a protagonist (the main character), the antagonist (the character who works against the main character), and any minor characters (characters that are part of the background, they help set the setting).

## MAIN CHARACTER (THE PROTAGONIST)

Physical Features (the characteristics you can <u>see</u> )	Inside Characteristics (the thoughts, feelings, actions, and dialogue of the character)
Age: _____	Inner Thoughts: _____
Height: _____	_____
Body Type: _____	Feelings: _____
Facial Features: _____	_____
_____	Actions: _____
Clothing: _____	_____
_____	Personality Traits: _____
Other Physical Features: _____	_____
_____	_____
_____	Other Characteristics: _____
_____	_____
_____	_____

## THE ANTAGONIST

Describe the antagonist. Include physical features, inside characteristics as well as how the antagonist creates problems for the main character.

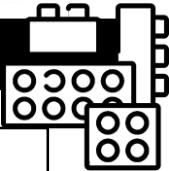
Physical Features: _____
_____
Inside Characteristics: _____
_____

## MINOR CHARACTERS

List any minor characters and what role they play in the game.

_____
_____
_____
_____

PLOT



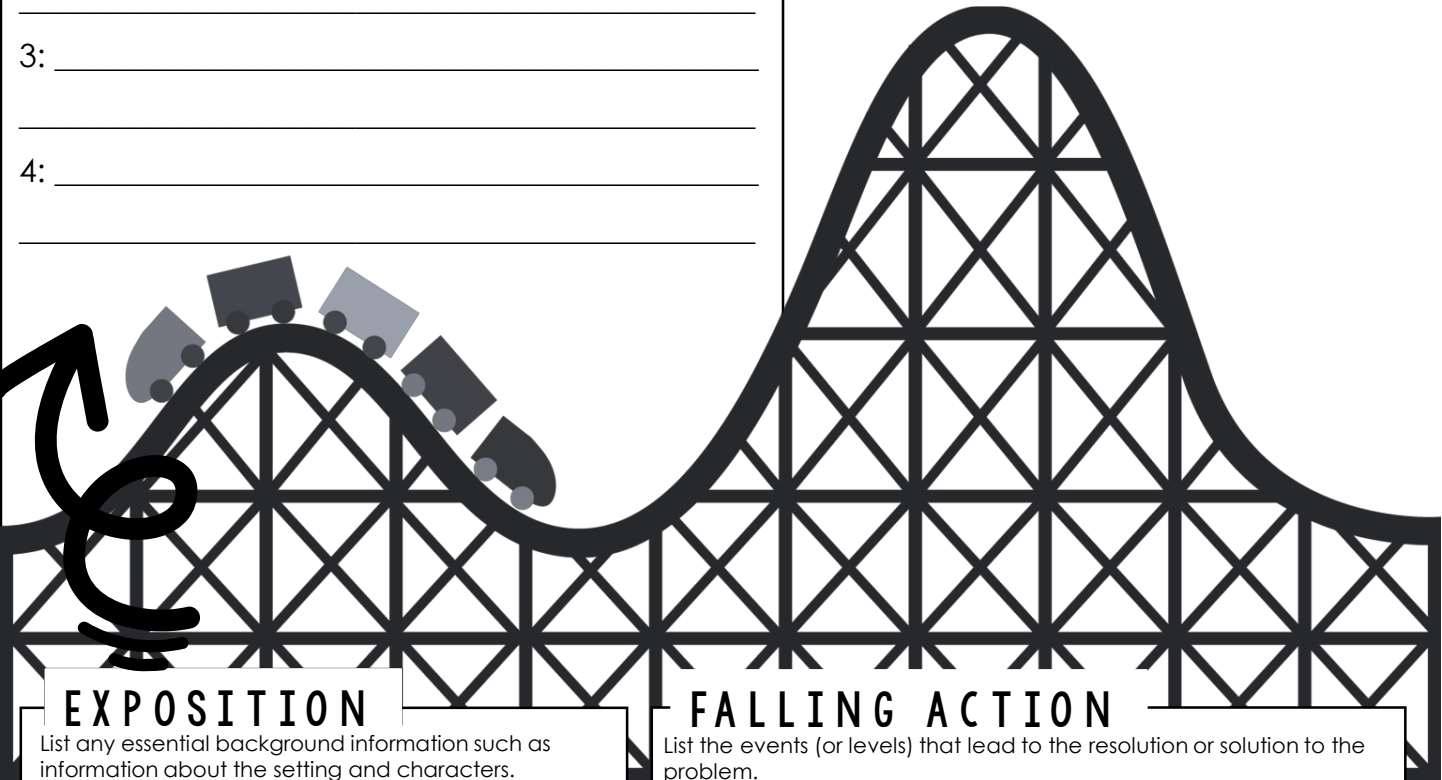
RISING ACTION

List the series of main events (the levels for instance) that develop the conflict or problem.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_  
3: \_\_\_\_\_  
\_\_\_\_\_  
4: \_\_\_\_\_  
\_\_\_\_\_

Describe the climax.

CLIMAX



EXPOSITION

List any essential background information such as information about the setting and characters.

Background Information: \_\_\_\_\_  
\_\_\_\_\_  
Beginning: \_\_\_\_\_  
\_\_\_\_\_  
Setting: \_\_\_\_\_  
\_\_\_\_\_  
Characters: \_\_\_\_\_  
\_\_\_\_\_

FALLING ACTION

List the events (or levels) that lead to the resolution or solution to the problem.

List three events that solve the problems.  
1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_  
3: \_\_\_\_\_  
\_\_\_\_\_

RESOLUTION

Write the conclusion to the game.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Wellbeing Grid-Weeks 8-10



Choose some activities from our Flexi Friday Grid to make a fun and mindful end to your week. We can't wait to see what you enjoy.  
Submit your pictures to our school Facebook page.

<p><b><u>The great outdoors</u></b></p> <p>Go on a nature hunt. Collect items to create a piece of art. This may be sticks, acorns, flowers, seeds etc.</p> 	<p><b><u>Movement</u></b></p> <p>Design and make an obstacle course. Once you have made it, race your course and see how fast you can go.</p> 	<p><b><u>Cooking</u></b></p> <p>Find a new recipe and cook up a storm in the kitchen. Then the best part, eat it and enjoy.</p> 	<p><b><u>Friendship</u></b></p> <p>Ask your family to help you ring a friend on the phone and talk to them about things you have been doing. Share your best part of the week and a challenge you have overcome. Tell them how you showed resilience.</p>
<p><b><u>Building</u></b></p> <p>Build a den/cubby house for you to escape to. It may be indoor or outdoor and then hop inside your den and relax reading a book.</p>	<p><b><u>Drawing</u></b></p> <p>Look out your window and draw what you can see.</p> 	<p><b><u>Board and Card Games</u></b></p> <p>Enjoy playing a board or card game with your siblings or family. Remember to be a fair and respectful player.</p>	<p><b><u>Creative</u></b></p> <p>Design a new animal. Name your animal and sketch what it would look like.</p> 
<p><b><u>Dance</u></b></p> <p>Put on your favourite song and choreograph a dance or movement sequence using the beat of the music.</p>	<p><b><u>Gratitude</u></b></p> <p>Thank a community hero. Think of someone who helps you in some way and write them a thank you letter.</p>	<p><b><u>Upcycle</u></b></p> <p>Use items from your recycling to make something cool. A model, a piece of art or something else.</p>	<p><b><u>Writing</u></b></p> <p>Write a poem, song or rap. You may choose to write about kindness or choose a topic of your choice.</p>
<p><b><u>Puppets</u></b></p> <p>Make a puppet of a famous book character. You may even put on a puppet show for your family!</p> 	<p><b><u>Helping Others</u></b></p> <p>Can you help a member of your family with a job for your house? It may be cleaning, repairs, maintenance, daily tasks like taking the bin out, making lunches for everyone.</p>	<p><b><u>Sensory</u></b></p> <p>Do some finger/hand or feet painting. You may use real paint or even paint your hands with mud. Create an artwork, pattern or print using your finger/hand or foot prints.</p> 	<p><b><u>Cloud Watching</u></b></p> <p>Lay outside on your back and look up at the sky. Can you make pictures out of the clouds? Close your eyes and imagine you are up in the sky with the things you see.</p> 