GRADE 3: Friday 29th October

Don't forget to check in on the Google Form every day before 1:00pm please:
https://forms.gle/tTPkHKKu27xADLCXA
Have an awesome long weekend!!! See you at school on Wednesday!

READING

Learning intention

Focus: Making Inferences

We are learning to understand that we make inferences while reading.

Success Criteria

I can make inferences using clues from the text and my prior knowledge.

I can use my inferences to come a conclusion about what is happening in the text.

Task

ACTIVITY 1:
Read for 15 minutes independently – You can read a book of your choice from home, or a story from Sunshine Online, Reading Eggs/Eggspress or Kids News.

ACTIVITY 2:
Today you will again be a detective searching for clues within the text!! Read the text: ***The Case of The Missing Cookie*** (see below), then answer the comprehension questions 1-4.

Now complete the **Crazy Creative Challenge**. Make a 'wanted poster' for the thief that stole the cookie!! Remember to include lots of details such as: a good description of the thief, where they were last seen; what they are 'wanted' for, and how much the reward will be!

WRITING

Learning intention

Focus: Narrative Writing

We are learning to write a narrative story.

Success Criteria

I can use a picture prompt to write a narrative story.

I can write a narrative story using adjectives to describe the characters and setting.

Task

ACTIVITY:
Using the same picture prompt from yesterday (see below) you are to write a narrative (fiction/made up) story about the picture. Include the characters, setting, problem and solution.

You may choose to use some of the predictions you made yesterday to help you write your story. Think about what adjectives you could use to describe the characters and the setting to make your writing more interesting. You can write the story on paper or type it on the computer. You choose! ☺

MATHS

Learning intention

Focus: Area

We are learning to understand area.

Success Criteria

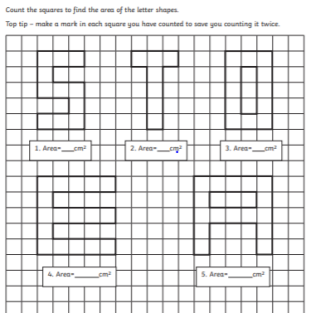
I can use grid paper to draw the area of different shapes.

I can use grid paper to write my name and then count the number of square units used.

Task

WARM UP:
Use a deck of cards to play this game. Flip over 2 cards and add the numbers. If your total is more than 7 you win. If it is less than 7 you lose. You can use tally marks to keep your score.

ACTIVITY:
What real-life situations require us to use ***area***? Area measurements are needed to calculate how much carpet, tiles, wallpaper or paint you might need. Farmers and builders also use area to do calculations of their farms and buildings.



INQUIRY/OTHER

Learning intention

Focus: The Solar System

We are learning to compare the sizes of planets in our solar system.

Success Criteria

I can compare the sizes of different planets in our solar system.

I can create a diorama showing the different sizes of planets in our solar system.

Task

ACTIVITY:
Continue working on yesterday's diorama.

Your diorama needs to be finished today.

Take a photo of your diorama to submit to your teacher or bring your diorama back to school next week.

		Answer the following questions based on the picture (see below for bigger version). 1. Calculate the area of each letter above. 2. What is the area of **S** and **A**? 3. What is the total area of all the letters? 4. By how much is the area of **E** greater than the area of **T**? 5. Which letter has the greatest area? 6. Which letter has the smallest area? 7. What is the difference between the area of **O** and **T**? 8. If I had to replace the **T** with an **I**, what would the area of the **I** be?	
Too hard?	***Too hard?***	***Too hard?***	***Too hard?***
Ask a family member to help you read the text. Do you remember a time when one of your belongings went missing? How did you feel and why? Write the answers in your workbook.	N/A	Complete the **Robot Worksheet** (see below). Use different colours to colour in various parts of the robot. Then answer the questions.	N/A
Too easy?	***Too easy?***	***Too easy?***	***Too easy?***
After completing questions 1-4, write a paragraph to finish off the narrative. Make sure it's an exciting ending to the story.	N/A	Answer the questions above and then use the grid paper (see below) to write your name. You must then count the squares to find the area of your name.	N/A
Don't have _____?	***Don't have _____?***	***Don't have _____?***	***Don't have _____?***
N/A	N/A	N/A	N/A

READING: The Case of the Missing Cookie

The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...

The Case of the Missing Cookie

1. Who do you think stole the cookie?

   Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

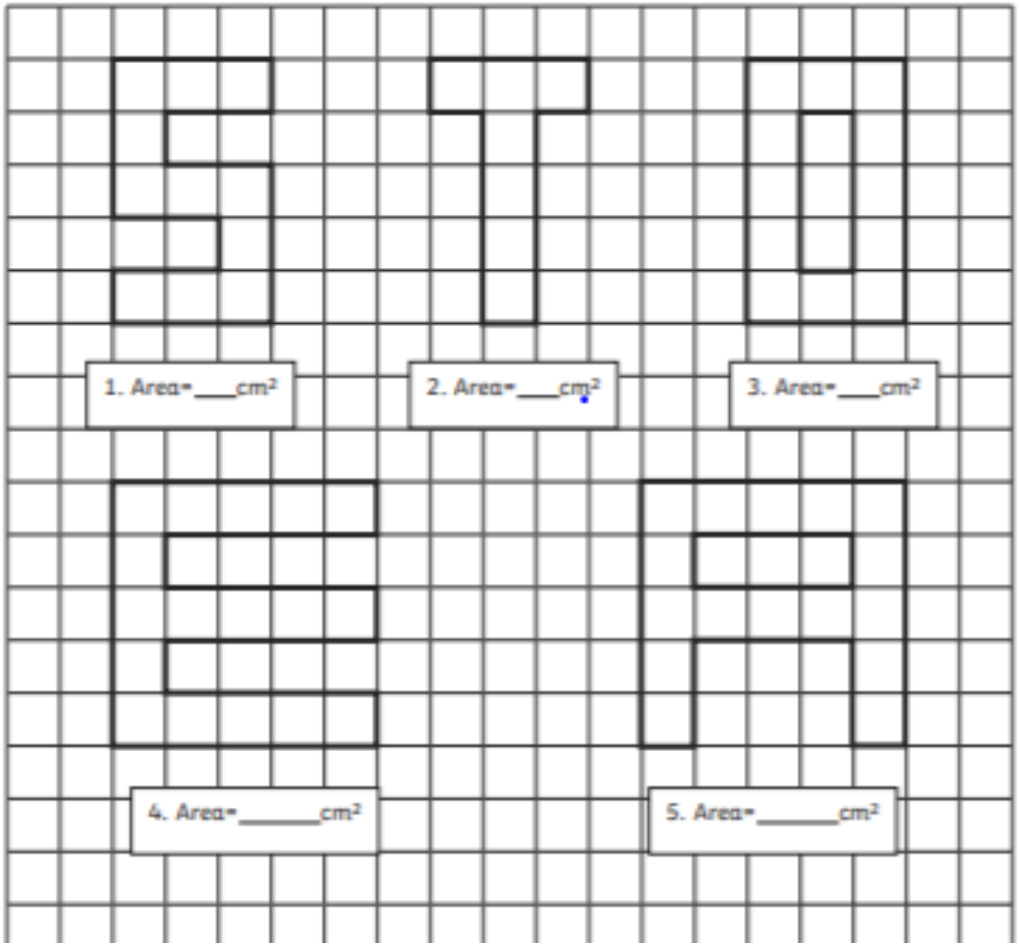
- Provide information about the thief, what they stole and the clues that led to them being caught.

WRITING PROMPT:

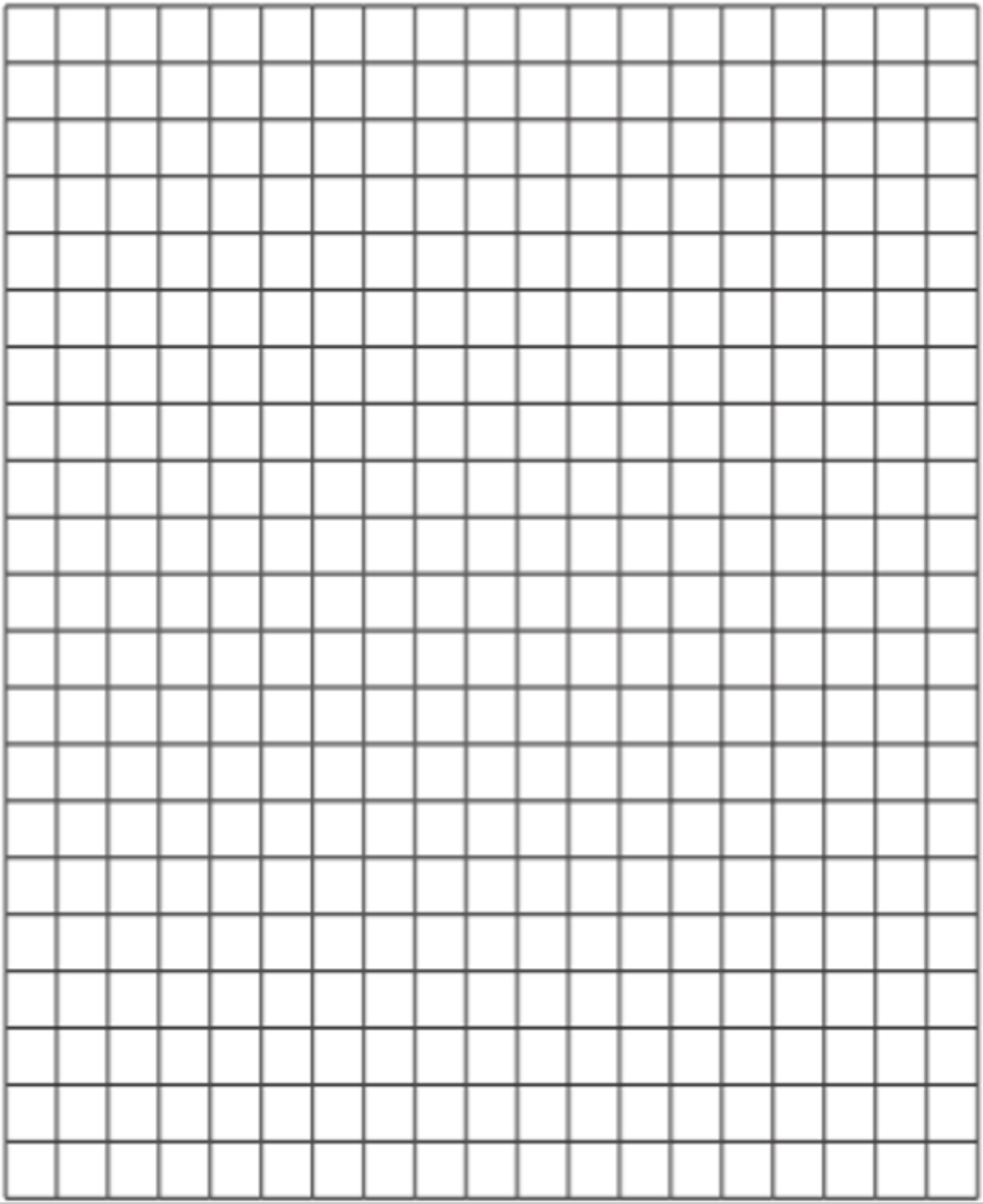
MATHS: Area

Count the squares to find the area of the letter shapes.

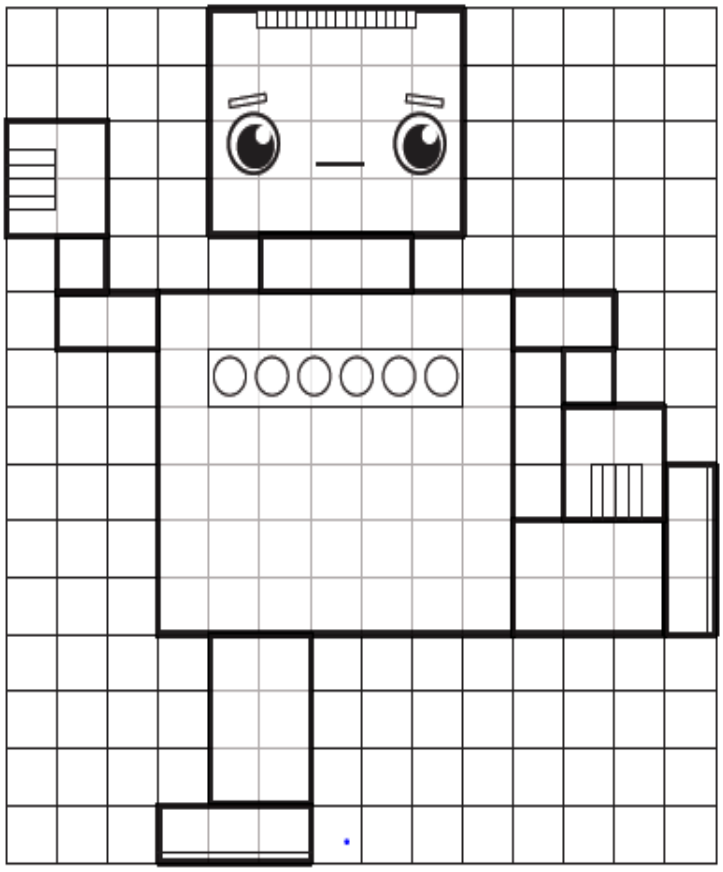
Top tip – make a mark in each square you have counted to save you counting it twice.



GRID PAPER



① Use different colours to colour in the various parts of the robot.
Answer the questions below.



a) How many squares cover the head of the robot? _____

b) How many squares cover the body of the robot? _____

c) How many squares cover both the legs and feet? _____

d) How many squares cover both the arms and hands? _____

e) Which part of the robot has the smallest area? _____

f) Which part of the robot has the largest area? _____