

GRADE 3: Thursday 8th October

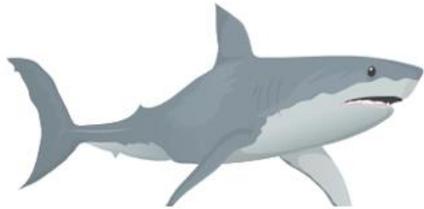
Notes for today: Today we are going to find the main idea in the text, learn about antonyms, and solve multiplication and division problems. Please ensure that you attempt the Inquiry task first, before you complete the other learning tasks. We will also be tracking your moods today on a mood tracker. Have a great Thursday!

Please remember to check-in every day: <https://forms.gle/goZzsHBjSmEchnK66>

READING	WRITING	MATHS	INQUIRY/OTHER
Learning intention	Learning intention	Learning intention	Learning intention
<p>Focus: Main Idea</p> <p>We are learning to find the main idea of a text.</p>	<p>Focus: Antonyms</p> <p>We are learning to understand antonyms.</p>	<p>Focus: Fact Families (Multiplication and Division)</p> <p>We are learning to understand the relationship between multiplication and division.</p>	<p>Focus: Being Healthy on the Inside (emotions)</p> <p>We are learning to understand that we have different emotions in different situations.</p>
Success Criteria	Success Criteria	Success Criteria	Success Criteria
<p>I can find the main idea of a text.</p> <p>I can put the main idea of a text into my own words and add supporting details.</p>	<p>I can match up the antonym pairs correctly.</p> <p>I can use antonym pairs correctly in a sentence.</p>	<p>I can identify one related division and one related multiplication fact for each array.</p> <p>I can identify all related division and multiplication facts for an array.</p>	<p>I can identify different emotions in different situations.</p> <p>I can explain why we experience different emotions in different situations.</p>
Task	Task	Task	Task
<p>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.</p> <p>ACTIVITY 2: Today you will try to find the main idea of a text.</p> <p>The main idea of a text is the most important point that the author is making about the topic/subject. The details are the key points that support the main idea.</p> <p><u>Finding the main idea:</u></p> <ul style="list-style-type: none"> • Read the title and look at the pictures for clues. • As you read, think about and identify the important information. • Look for repeated words, pictures, information, themes or ideas. • Ask yourself ‘What is the text mostly about?’ 	<p>Antonyms are words that mean the opposite of another word (e.g. <i>interesting / boring</i>).</p> <p>Watch the video <i>What’s an Antonym?</i> CLICK HERE</p>  <p>ACTIVITY 1: Complete the Antonym Puzzle (see below). Print out the template and cut out the hexagons. Now match up the hexagons correctly. Paste it into your book so the puzzle is complete.</p> <p>If you can’t print out the template, create your own by drawing hexagons and writing the words on them (copy the template). Or,</p>	<p>WARM-UP: Watch the video on the relationship between multiplication and division: https://www.youtube.com/watch?v=DPv4FuXkFXw&ab_channel=lkenEdu</p> <p>Division is splitting a number into equal parts or groups. It is the result of "fair sharing". For example: There are 12 chocolates and 3 friends want to share them. How do they divide the chocolates? Answer: They should get 4 each. It is multiplication in reverse. That means if $3 \times 5 = 15$, then $15 \div 3 = 5$.</p> <p>ACTIVITY: Let’s look at the example below. We can look at arrays in two different ways. For example, looking at the array of dots below, which has 5 rows and 4 columns, I could say that: $4 \times 5 = 20$, and $5 \times 4 = 20$</p>	<p>Watch the video: How Do They Feel Now? Do You know How They Feel? https://www.youtube.com/watch?v=anHnpDfsitc&ab_channel=BabyANurseryChannel</p> <p>Our moods or emotions can change throughout the day, depending on what we are doing and who we are with. For example, imagine how you feel when you are at the dentist getting a tooth pulled out compared to being at a fair on a fun ride or relaxing in your bed at night.</p> <p>ACTIVITY: We are going to fill in a fun mood tracker to see how many feelings or emotions we have during a day.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. On the Mood Tracker template (see below) colour each of the circles at the bottom of the template a different colour.

Read the text '*Sharks – The Leaders of the Ocean*' (see below) and answer the 4 questions.

Answer the questions using full sentences and NOT one word answers.



write a table in your book, using all the words on the template. For example:

Antonyms	
messy	neat
young	
down	
love	
tall	
slow	
loud	
night	
first	
go	
left	
hot	
new	
empty	
laugh	
wet	

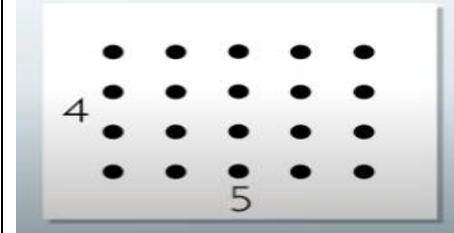
ACTIVITY 2:

Re-write the following sentences using an **antonym** to replace the underlined words.

1. Snoopy lay down behind his kennel.
2. I will forget everything I learnt at school today.
3. Mr Shaam doesn't like the taste of bitter lollies.
4. The enter sign fell off the wall.
5. A giant frog leapt onto Mr M's desk.
6. Ms Lloyd borrowed my pencils.

$$4 \times 5 = 20$$

$$20 \div 4 = 5$$



We can also think of it in terms of division facts. Using the same array, I could say: $20 \div 5 = 4$, and $20 \div 4 = 5$

Today, you need to choose at least 4 numbers and draw an array as neatly as you can on each one of them, then write the **2 division** and **2 multiplication facts** that match that array.

(Suggested numbers you might use for your arrays include: **12, 18, 20, 24, 28, 30, 32, 40**)

Please present your work as neatly as possible.

2. Think of some of the main emotions you feel during a day in your life.
For example: joy, happy, fear, disgust, angry, sad, excited, confused, sleepy, annoyed, anxious, motivated, confident, unmotivated, optimistic, unwell, terrified, mean, aggressive, fidgety, embarrassed, hungry, hot, cold, etc.

3. Next to your coloured circles at the bottom of the sheet, write a different emotion next to each one. For example:



There are 6 spots available on the sheet, but feel free to add some more!

4. Throughout the day or afternoon, colour in the circles in your gum ball machine using your code at the bottom. For example, if you have written '**hungry**' next to a blue circle at the bottom, you should colour a gum ball **blue** every time you feel hungry.
5. At the end of the day, take a look at the colours in your gumball machine. Which emotion did you feel the most/least? Did you have a range of different emotions throughout your day? Will another day be totally different or exactly the same? What else does your gumball machine data tell you?

Too hard?	Too hard?	Too hard?	Too hard?
Answer the following question: What is the text ' <i>Sharks – The Leaders of the Ocean</i> ' mostly about?	Complete as many antonym pairs as you can from ACTIVITY 1 .	Draw an array that represents the numbers 8, 10, 15 and 21 . Write one multiplication and one division fact that matches this array.	Fill in your gumball machine for a few hours to see some different emotions you have during that time.
Too easy?	Too easy?	Too easy?	Too easy?
Complete the Crazy Creative Challenge.	Complete the puzzle or table, then write some sentences with antonyms to show you understand the meanings. Underline both antonyms. For example: <i>My mum loves to <u>give</u> us presents and we love to <u>receive</u> them.</i>	Draw arrays on 4 of the numbers above before you complete Worksheet 1 (see below).	Make a list to go with your gumball machine of extra emotions you experienced that were not in the code at the bottom of your sheet. Count how many different emotions you had in one day? Explain why we have different emotions in different situations.
Don't have _____?	Don't have a printer?	Don't have _____?	Don't have a printer?
	Create your own version of the Antonym Puzzle or make a table as explained above.		Draw your own gumball machine.

Worksheet 1

Multiplication & division fact families

Grade 3 Division Worksheet

Complete each family of facts.

1.

66
11 6

<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

2.

63
9 7

<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

3.

40
5 8

<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

4.

72
6 12

<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

5.

32
4 8

<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

6.

28
4 7

<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

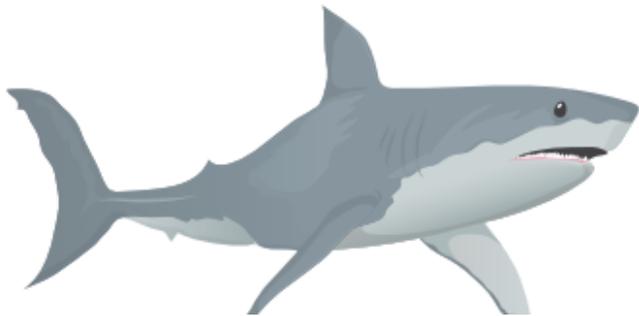
Sharks – The Leaders of the Ocean

There are around 400 different types of sharks in the world. Sharks are the top predators of the ocean's natural food chain.

Sharks have incredibly sharp teeth and they never run out of them. If a shark loses a tooth, another moves forward from within the shark's jaw (where it neatly keeps a supply of replacement teeth). This way, it is almost impossible for a shark to end up without a full set of teeth. A shark may grow and use over 20 000 teeth in its lifetime.

Sharks have super senses. Two-thirds of a shark's brain is dedicated to its most powerful sense – smell. They have a mirror-like layer on their eyes, allowing them to see better in the water. Sharks are also able to feel vibrations in the water, using a line of canals that go from its head to its tail. These canals are filled with water and contain sensory cells with hairs growing out of them.

On average, a shark's lifespan is 20-30 years in the wild.



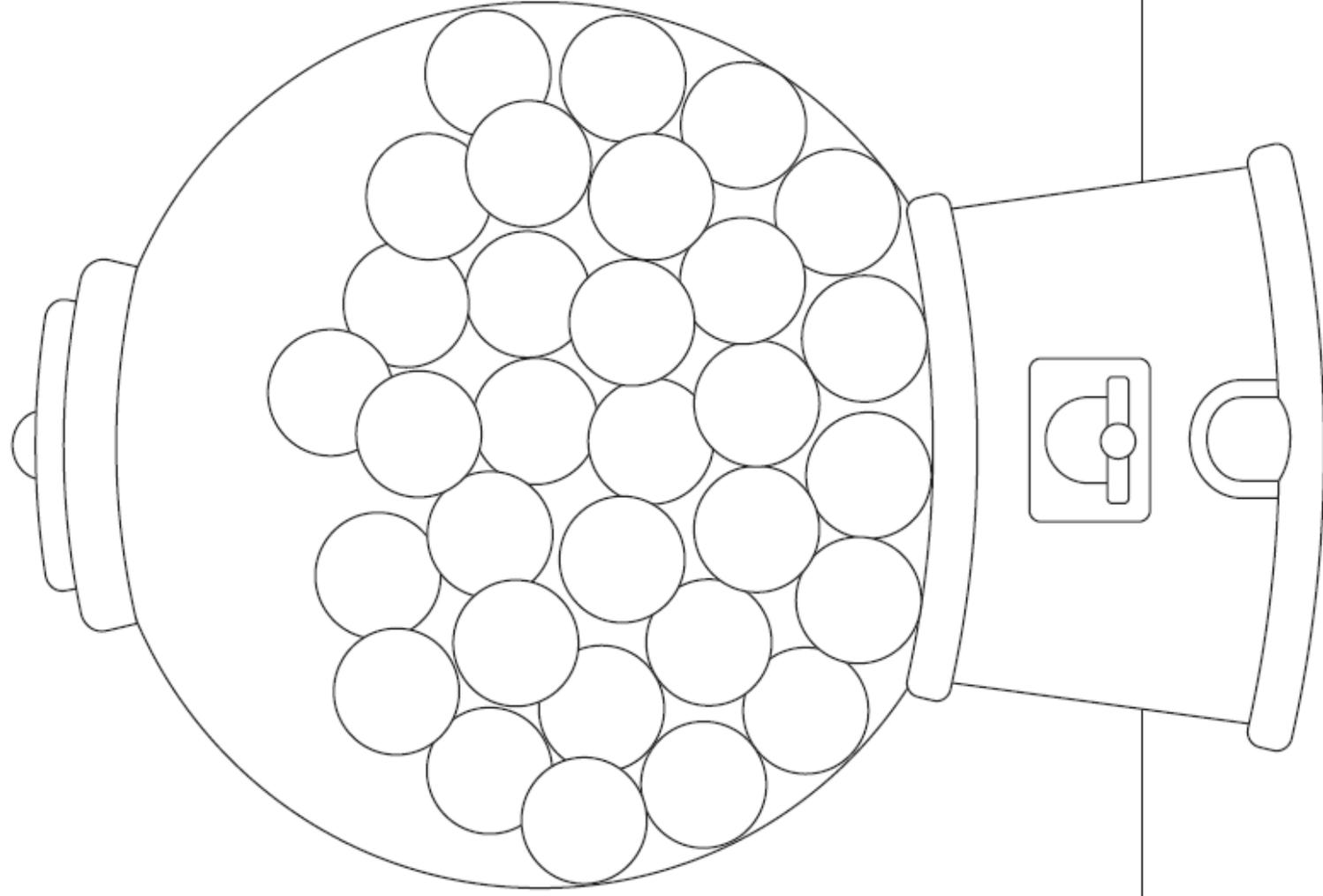
Sharks – The Leaders of the Ocean

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be
 - a) Small Sharks.
 - b) I Love Sharks.
 - c) Facts about Sharks.
 - d) My Pet Shark.

CRAZY CREATIVE CHALLENGE

Draw and label a picture of a shark in its habitat.

Mood TRACKER



_____ ○ _____ ○ _____ ○ _____ ○

_____ ○ _____ ○ _____ ○ _____ ○

