




Framework for Teaching – Year 3 Term 3 Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Zoom 10 am	<p>Please check your Google classroom daily instructions each morning for your Zoom sessions.</p> <p>Zoom focus this week: Your turn in tasks.</p> <p>Remember to bring book and pencil to the zoom and remember our zoom expectations.</p>				
Turn in Tasks	Maths-addition and subtraction	Writing task- Life cycles	Reading task—Making Connections	PBL-Ilham in Indonesia	Writing task- your thoughts and feelings
Morning	<p>English: Spelling</p> <p><i>LI: Students will locate and identify the spelling sound within a written text for f, ff, ph, gh, ft, lf, f changes to ves</i></p> <p>Pre-Test: f, ff, ph, gh, ft, lf, f changes to ves</p> <p>Use the words attached to the end of this document and ask a parent, carer or sibling to pre-test you.</p> <p>Mark your own work and place yourself in the appropriate group according to your score:</p> <p>1-3 = Blue group 4-7 = Green group 8-10 = Red group</p> <p>English: Reading</p> <p>Making inferences</p>	<p>English: Reading</p> <p>Organising information</p> <p><i>LI: How can identifying key words and phrases help us to research?</i></p> <p>Read the information provided about <u>Child 1. A day in the life of Shanta in Bangladesh.</u></p> <p>Organise the information by making notes using keywords and phrases on the 'Profile' worksheet provided.</p>	<p>English: Reading</p> <p>TURN IN TASK</p> <p>Making Connections</p> <p>During your Zoom session, your teacher will show you a website that provides photos and videos of how other people live around the world.</p> <p>The website tells you how much different families around the world earn, and how this affects their living conditions and lifestyles.</p> <p>Read the information provided about <u>Child 4. A day in the life of Margaret in Uganda.</u></p> <p>Complete the Venn Diagram provided, showing how Newport students' lifestyles compare to Margaret's.</p>	<p>English: Reading/Spelling</p> <p>Word Study - Graphemes that make the /f/ sound</p> <p><i>LI: How can noticing words and their features help us to become better spellers?</i></p> <p>Read the information provided about <u>Child 3. A day in the life of Myagmargarig in Mongolia.</u></p> <p>As you read it again, write down any words that contain the /f/ sound.</p> <p>Wander around your home to search for words that have the /f/sound in books, labels in the pantry, bathroom etc. Spend no more than ten minutes searching.</p> <p>Make sure you say the word aloud to ensure that you can hear the sound in the word.</p> <p>Write down the words that you find and highlight/underline the</p>	<p>Sport</p> <p>Get outside and enjoy some fresh air and sunlight. You could play a game with a sibling or parent, practise the skills you learned in PE this week, go for a walk, ride a bike or even go for a swim if you're feeling brave enough!</p> <p>Spelling Post Test:</p> <p>Your parent or someone at home can test you on this week's spelling words.</p>

<p><i>LI: How can making inferences support our understanding?</i></p> <p>Last week, we read the book 'Whoever You Are' by Mem Fox.</p> <p>This week, we will be looking at the World Vision resource titled: 'Words to Unite Us'.</p> <p>Look at the four children in this resource (Images attached at the bottom of this document). Notice what each child is doing in the photographs. Focus on similarities as well as differences between each of them.</p> <p>Focus on <u>Child 2</u> and use the headings; 'I See', 'I Think', 'I Wonder' to note down your thoughts.</p> <p>I See: <i>(name anything that you can see that might be important and say why)</i></p> <p>I Think: <i>(write your thoughts about the child or image)</i></p> <p>I Wonder: <i>(list any questions you might have about the picture or the child)</i></p>				<p>letters that represent the /f/ sound.</p> <p>You might like to investigate the origin of some of these words. You could use etymonline.com to guide this investigation.</p>	
<p>Log into Reading Eggs/Eggspress and continue your lessons for 20-30 minutes. https://readingeggs.com.au/</p>	<p>Log into Reading Eggs/Eggspress and continue your lessons for 20-30 minutes. https://readingeggs.com.au/</p>	<p>Log into Reading Eggs/Eggspress and continue your lessons for 20-30 minutes. https://readingeggs.com.au/</p>	<p>Log into Reading Eggs/Eggspress and continue your lessons for 20-30 minutes. https://readingeggs.com.au/</p>	<p>Log into Reading Eggs/Eggspress and continue your lessons for 20-30 minutes. https://readingeggs.com.au/</p>	<p>Log into Reading Eggs/Eggspress and continue your lessons for 20-30 minutes. https://readingeggs.com.au/</p>

	Do a movement break	Do a movement break	Do a movement break	Do a movement break	Do a movement break
	<p>Writing:</p> <p><u>Quick write activity.</u></p> <p>Using words from your spelling list, write at least 5 compound and complex sentences.</p> <p><u>COMPOUND SENTENCES</u> Just like a compound word is two complete WORDS put together (e.g., rain + bow = rainbow), compound sentences are two complete SENTENCES put together, but they have FANBOYS between them (for, and, nor, but, or, yet, so)</p> <p><u>COMPLEX SENTENCES</u> Complex sentences are the sentences containing until, as, while, because, when, etc.</p>	<p>Writing:</p> <p><u>TURN IN TASK - ASSESSMENT</u></p> <p>Create a Google Docs in Classroom.</p> <p>Click on the life cycle link you would like to write your information text on. You will need to include:</p> <p>a title</p> <p>an introduction</p> <p>An explanation of the stages of the life cycle</p> <p>a diagram of the stages</p> <p>A conclusion</p> <p>life cycle of a butterfly</p> <p>life cycle of a frog</p> <p>life cycle of a sea turtle</p> <p>life cycle of a ladybird beetle</p> <p>This task will be recorded by your teacher as a formal assessment so follow the structure of an information report and edit your work carefully.</p>	<p>Writing:</p> <p>Write an informative text about YOU! This will be an Information Report about yourself. Be creative!</p> <p><u>ALL ABOUT ME</u></p> <p>*Begin with an introduction that grabs the reader. *Continue with a description of yourself including your features (eye and hair colour, skin tone, height, age, birthday, your position in the family) and personality *What are your favourite foods (diet) *Where were you born, where do you live? (unit, house, apartment, townhouse) *What is interesting about you? What is your favourite sport, book, movie, thing to do? What are your goals in life? Tell me something I don't know about you. *Conclude with an interesting comment about yourself.</p> <p>Points to critique:</p> <p>*Spelling *Compound/complex sentences *Punctuation *Descriptive language (adjectives and similes)</p>	<p>Writing:</p> <p>Choose an emotion E.g., fear, sadness, confusion, adoration, enjoyment, love, happiness, excitement</p> <p>Write a paragraph <u>to describe</u> your chosen emotion. Remember to use compound/complex sentences, correct spelling and punctuation and lots of adjectives and similes.</p> <p><i>When I feel this emotion . . .</i></p> <p><i>Edit, edit, edit your work!</i></p> <p>Now read your paragraph to a family member and ask them to identify the emotion you have described.</p> <p>Did they correctly identify your emotion?</p>	<p>Writing:</p> <p><u>TURN IN TASK</u></p> <p><u>Thoughts and feelings this week.</u> Write a paragraph to express your feelings. Explain how you are feeling now we have been learning from home for a few weeks. Are you still sharing the lounge with the dog or are you getting outside to exercise with the dog? Maybe you are jumping on the lounge or is that Mum or Dad jumping on the lounge? Are you using your time at home wisely? Are you helping with chores and learning new skills? Are you reading some terrific books? Have you discovered something important about yourself while you have been learning from home? What positives are you discovering during this process? (Positives may involve family working together or the fact that you are feeling stronger and more in control of your learning.)</p> <p>We think you are doing a wonderful job with your Home Learning, but we want to hear how it is going from your perspective.</p>

			*Paragraphs <i>Edit edit edit your work!</i>		
Break	Morning Tea Break	Morning Tea Break	Morning Tea Break	Morning Tea Break	Morning Tea Break
Middle	<p>Maths: Addition and subtraction</p> <p>TURN IN TASK</p> <p>Language: plus, add, addition, minus, the difference between, subtract, subtraction, equals, is equal to, is the same as, number sentence, empty number line, strategy, digit, estimate, round to.</p> <p>LI: To select, use and record a variety of mental strategies to solve addition and subtraction problems, including word problems, with numbers of up to four digits</p> <p>Explore: <i>Last night I added together two numbers, each with two digits. I got an answer of 17 but I cannot remember what the numbers were. Help me work out some possibilities.</i></p> <p>Can you think of at least 3 possibilities of two numbers added together to equal:</p> <ol style="list-style-type: none"> 50 67 85 102 167 <p>Set it out like this:</p>	<p>Maths: Addition and subtraction</p> <p>LI/SC: I can use addition and subtraction skills to answer a range of question types. I can solve addition and subtraction problems using a range of mental and written strategies.</p> <p>Explore: Make a list of all the words you associate with subtraction and addition.</p> <p>In the resources below are differentiated activity worksheets of Addition and Subtraction word problems. From your lists that you have made, how can you tell if it's an addition or subtraction sum to complete? CIRCLE the word in each word problem that tells you what operation it will be.</p>	<p>Maths: Mass</p> <p>Language: Grams, kilograms, weight balanced estimate actual weight</p> <p>L.I: Use appropriate language for mass and be able to measure, record, compare and estimate the masses of objects using kg and grams.</p> <p>Launch: Can you find 2 objects that are the same size but have different mass? Can you find 2 objects that have the same mass but different size? How will you know? What would be a quick way to find out? Is there a way to find out?</p> <p>Explore:</p>  <p>Students can work together to answer this question: Here are three watermelons. The one in the front of the picture weighs 7.350kg. The one on the left of the picture weighs 8.200kg.</p>	<p>Maths: Mass</p> <p>L.I: Use appropriate language for mass and be able to measure, record, compare and estimate the masses of objects using kg and grams.</p> <p>Launch: On Google Classroom view the Year 3 Measuring Mass powerpoint. Answer the questions within the powerpoint.</p> <p>Explore: In the resources below are differentiated activity worksheets of Mass problems. Complete the activities to show your understanding of how to read scales and make conversions.</p>	<p>Maths: Consolidation Use this time to catch up on any maths you have missed or didn't finish.</p> <p>Other suggested activities:</p> <p>Mathletics</p> <p>Top Marks Daily 10 https://www.topmarks.co.uk/maths-games/daily10</p> <p>Timestables https://www.timestables.com/</p>

<p>1. ____ + ____ = 50 ____ + ____ = 50 ____ + ____ = 50</p> <p>2. ____ + ____ = 67 ____ + ____ = 67 ____ + ____ = 67</p> <p>If you'd like to challenge yourself can you use the above numbers and think of possibilities of three numbers being added together.</p> <p>____ + ____ + ____ = 50</p> <p>Can you explain how you worked these out?</p>			<p>The one on the right of the picture weighs 6.450kg. In a melon-growing competition, a melon is awarded a point for each gram that it weighs. How many points does each melon gain? Remember 1000g in 1kg.</p>		
<p>Do a mindfulness activity</p> <ul style="list-style-type: none"> Go Noodle mindfulness <ul style="list-style-type: none"> Flow https://family.gonoodle.com/channels/flow Think about it https://family.gonoodle.com/channels/think-about-it Smiling mind activity <ul style="list-style-type: none"> https://www.smilingmind.com.au/ 	<p>Do a mindfulness activity</p> <ul style="list-style-type: none"> Go Noodle mindfulness <ul style="list-style-type: none"> Flow https://family.gonoodle.com/channels/flow Think about it https://family.gonoodle.com/channels/think-about-it Smiling mind activity <ul style="list-style-type: none"> https://www.smilingmind.com.au/ 	<p>Do a mindfulness activity</p> <ul style="list-style-type: none"> Go Noodle mindfulness <ul style="list-style-type: none"> Flow https://family.gonoodle.com/channels/flow Think about it https://family.gonoodle.com/channels/think-about-it Smiling mind activity <ul style="list-style-type: none"> https://www.smilingmind.com.au/ 	<p>Do a mindfulness activity</p> <ul style="list-style-type: none"> Go Noodle mindfulness <ul style="list-style-type: none"> Flow https://family.gonoodle.com/channels/flow Think about it https://family.gonoodle.com/channels/think-about-it Smiling mind activity <ul style="list-style-type: none"> https://www.smilingmind.com.au/ 	<p>Do a mindfulness activity</p> <ul style="list-style-type: none"> Go Noodle mindfulness <ul style="list-style-type: none"> Flow https://family.gonoodle.com/channels/flow Think about it https://family.gonoodle.com/channels/think-about-it Smiling mind activity <ul style="list-style-type: none"> https://www.smilingmind.com.au/ 	<p>Do a mindfulness activity</p> <ul style="list-style-type: none"> Go Noodle mindfulness <ul style="list-style-type: none"> Flow https://family.gonoodle.com/channels/flow Think about it https://family.gonoodle.com/channels/think-about-it Smiling mind activity <ul style="list-style-type: none"> https://www.smilingmind.com.au/
<p>Geography <i>L.I: Understand what is meant by the natural(physical) and human features of places. Identifying and comparing features in various places.</i></p> <p>Launch: Read the following definition of geographical features of places:</p>	<p>Science L.I: To develop and extend an understanding of different life cycles.</p> <p>Last week you chose 2 animals to read about, draw and explain their life cycle. We are you going to continue this activity with 2 new animals.</p>	<p>Handwriting <i>L.I: To write using clearly formed joined letters, of consistent size, slope and spacing.</i></p> <p>Complete the next 2 pages in your handwriting textbook. Please do not complete more than 2 pages!</p>	<p>PBL TURN IN TASK</p> <p><i>L.I: To increase our knowledge of children from our neighbouring countries and see the differences and similarities to our own lives.</i> You are going to watch another video from the following website as you did in week 4.</p>		<p>Creative Arts Making shadow puppets Shadow puppets of Indonesia are called Wayang Kulit. Some interesting facts about Wayang Kulit: Wayang puppets are 2D. They are made of leather or even paper nowadays. The piece of leather is perforated and</p>

<p>Human and physical features are things that you can see all around you.</p> <p>Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.</p> <p>Human features like houses, roads and bridges are things that have been built by people.</p> <p>Task 1: Write down 3 human features you can see when you look out the window of your house. Now write down 3 natural features you can see or know of in Newport. Get a family member to check your lists.</p> <p>Task 2: Think about what would it be like to live in a different place? Watch the video Charlotte's story. charlottes story</p> <p>Compare where Charlotte lives in Dubbo, with where you live. Discuss your observations with a family member.</p> <p>Complete the worksheet: - What would it be like to live in a different place?</p> <p>Optional task Think about where Lesi's home was in Fiji from last week PBL task. What were some geographical features you noticed? In your exercise book list the Natural and human features. Construct a letter to Lesi informing him of the similarities and differences to where you live in Newport.</p>	<p>On GetEpic, search "The lifecycle of" the first 12 books are great fact books about lifecycles of different animals.</p> <p>Choose 2 animals from different classifications and draw and explain their life cycle. Can you include any interesting facts that you'd like to teach your teacher?</p>		<p>Remember to scroll down to the right video then expand the page.</p> <p>Ilham in Indonesia https://www.kidsinothercountries.org/</p> <p>As you watch the video use your exercise book to do some note-taking. Make 2 columns in your book similarities, differences.</p> <p>See how many points you can come up with</p> <p>After watching the video can you complete the attached sheet- Ilham in Indonesia and turn in.</p> <p>After you have finished your PBL task</p> <p>School Assembly & Talent quest</p> <p>School Assembly, including Mr Moran's talent quest items – 30 minutes</p> <p>See the video in the stream of our Google Classroom uploaded today.</p> <p>For more information about the talent quest join Mr Moran's Google Classroom - 2q4ynbz</p>	<p>elaborately painted to represent various characters.</p> <p>Shadow puppets in Indonesia usually have two bamboo sticks attached to them so that they can be moved easily. A puppeteer controls their performance behind a screen of white cotton or unbleached muslin.</p> <p>There is a light source behind the screen that casts the shadows. Puppets can be moved closer to or farther from the light to create various effects and poses.</p> <p>The chief puppeteer is called a "dalang" and he manipulates the sticks to breathe life into the puppets behind the screen. He is also the narrator and uses various voices to convey different dialogues.</p> <p>The dalang commands great respect in society and is expected to know and recite a number of moral stories and historical anecdotes.</p> <p>Wayang shows in Indonesia are often accompanied by songs and music played on gamelan drums. A typical Wayang play begins late in the evening and goes all the way until dawn.</p> <p>Watch the link below to see a Balinese shadow puppet theatre. Balinese shadow theater</p> <p>Using the templates below, create your own Rama and Sita Wayang Kulit shadow puppets. You could use popsticks of skewer sticks to move your limbs around and split pins between the joints.</p>
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	<p>Summary: Reflect back on the learning intention. Can you explain what natural and human features are to a family member?</p>				We'd love to see a photo of you creating your own shadow puppet play!
Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon	<p>Geography continued Watch and listen to the story by Bronwyn Bancroft I Love Australia In your exercise book list the different geographical features mentioned. Can you put them into 2 lists human and natural? Can you draw 3 natural features that were new to you such as Saltpan, scrub, Boab tree families or plain.</p>	<p>Lunch Break Work on increasing your speed and agility when running. Set out cones in different letter formations so that the height and width of the letter is approximately 10m. Start with the letter T. Start at the bottom of the T, sprint forward to the junction of the T and then sidestep laterally to one end of the T, sidestep to the other side of the T, back to the middle and then run backwards to the starting point at the bottom of the T. See how many times you can do it in 1 minute. Time yourself, see how fast you can do one T test. Can you improve? Set a timer for 30 minutes and each time a new minute starts you do a T test, so 30 tests in 30 minutes. Try to breathe deeply to recover in between turns. Try other letters, such as M, N, B, Z. Miz up your running so that you include running forwards, sideways, both ways and backwards. This little video might help. https://www.youtube.com/watch?v=XkPsoV6-HJw</p>	<p>Lunch Break Wellbeing Wednesday Second step Unit 2 Lesson 9 Showing compassion L.I: Identify ways to show compassion for others in response to scenarios. Express appreciation for another person's concern in response to scenarios Focusing attention on and listening to others can help you have empathy and show compassion. You can say kind words or do helpful things to show your compassion. Use the attached lesson overview and photo to guide the discussion.</p>	<p>Lunch Break Aerobic/Dance This routine uses aerobic moves to music. It's fast, energetic and lots of FUN. Make sure you've got your exercise gear on! Click on the link below and follow the moves. aerobics/dance</p>	<p>Lunch Break BTN Watch this week's episode of BTN https://www.abc.net.au/btn/classroom/ Challenge yourself and complete the quiz.</p>

Term 3 Week 6 – f, ff, ph, gh, ft, lf, f changes to ves

Pre-test	Blue	Green	Red	Extension Words
1. foal	1. football	1. bluff	1. sniffle	author illustrator
2. stiff	2. foal	2. scuff	2. efficient	fiction
3. fuss	3. fern	3. wives	3. forgotten	non-fiction
4. scuff	4. foam	4. elves	4. pharmacy	pictures
5. elves	5. cuff	5. leaves	5. coughing	
6. half	6. stiff	6. stuffed	6. enough	
7. phones	7. food	7. often	7. affected	
8. efficient	8. fall	8. half	8. telephone	
9. enough	9. fuss	9. phoned	9. photograph	
10. photograph	10. fool	10. laughed	10. hemisphere	

Child 1



Child 2



Child 3



Child 4



Addition and Subtraction Word Problems Activity Sheet Year 3



Learning Intention: To answer worded questions using addition and subtraction.

Success Criteria: I can use addition and subtraction skills to answer a range of question types. I can solve addition and subtraction problems using a range of mental and written strategies.

1. There are 76 books in one classroom and 32 books in the other.
How many books are there altogether in both classrooms?
2. Jay has a collection of 63 football cards and his brother has 18. How many more football cards does Jay have?
3. A family drive 24km from Melbourne to Werribee, and then 34km on to Sunshine. How far did they travel altogether?
4. A cricket team score 56 in the first innings and 43 in the second innings. How many runs did they score altogether?
5. Jenny has \$5. She spends \$2.80 on a present for her brother.
How much money does she have left?
6. Abi collects stamps. She has 81 in a box and 54 in a book.
How many does she have altogether?
7. A truck driver has a 61km journey. He stops for a break after 14km. How much further has he got to travel?
8. A pack of Christmas cards costs \$4.
How much change would there be from \$10.00?
9. A packet of lentils weighs 400g and a packet of kidney beans weighs 300g. How much do they both weigh altogether?
10. A shopkeeper has 90 bottles of lemonade. He orders 48 more.
How many bottles of lemonade will he have now?

Challenge:

Two children have 20 marbles between them. Jay has 12 more than Abi. How many does Abi have?



Addition and Subtraction Word Problems Activity Sheet Year 3



Learning Intention: To answer worded questions using addition and subtraction.

Success Criteria: I can use addition and subtraction skills to answer a range of question types. I can solve addition and subtraction problems using a range of mental and written strategies.

1. There are 167 books in one classroom and 392 books in the other.
How many books are there altogether in both classrooms?
2. Jay has a collection of 263 football cards, his brother has 189.
How many more football cards does Jay have?
3. A family drive 289km from Canberra to Sydney, and then 149km on to Newcastle. How far did they travel altogether?
4. A cricket team score 456 in the first innings and 249 in the second innings. How many runs did they score altogether?
5. Jenny has \$5.60. She spends \$2.80 on a present for her brother.
How much money does she have left?
6. Abi collects stamps. She has 351 in a box and 456 in a book.
How many does she have altogether?
7. A truck driver has a 561km journey. He stops for a break after 314km. How much further has he to travel?
8. A pack of Christmas cards costs \$5.40.
How much change would there be from \$10.00?
9. A packet of lentils weighs 450g and a packet of kidney beans weighs 385g. How much do they both weigh altogether?
10. A shopkeeper has 367 bottles of lemonade. He orders 480 more.
How many bottles of lemonade will he have now?

Challenge:

Two children have 720 marbles between them. Jay has 126 more than Abi. How many does Abi have?



Addition and Subtraction Word Problems Activity Sheet Year 3



Learning Intention: To answer worded questions using addition and subtraction.

Success Criteria: I can use addition and subtraction skills to answer a range of question types. I can solve addition and subtraction problems using a range of mental and written strategies.

1. There are 6713 books in one classroom and 9231 books in the other.
How many books are there altogether in both classrooms?
2. Jay has a collection of 2362 football cards, his brother has 1986.
How many more football cards does Jay have?
3. A family drive 2618km from Canberra to Alice Springs, and then 1489km to Darwin. How far did they travel altogether?
4. A cricket team score 956 in the first innings and 209 in the second innings. How many runs did they score altogether?
5. Jenny has \$15.65. She spends \$8.75 on a present for her brother.
How much money does she have left?
6. Abi collects stamps. She has 3501 in a box and 6548 in a book.
How many does she have altogether?
7. A truck driver has a 1658km journey. He stops for a break after 432km.
How much further has he to travel?
8. A pack of Christmas cards costs \$8.45.
How much change would there be from \$12.55?
9. A packet of lentils weighs 455g and a packet of kidney beans weighs 885g. How much do they both weigh altogether?
10. A shopkeeper has 3167 bottles of lemonade. He orders 4809 more.
How many bottles of lemonade will he have now?

Challenge:

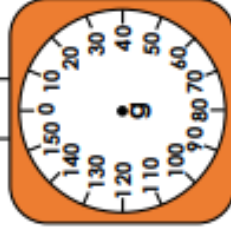
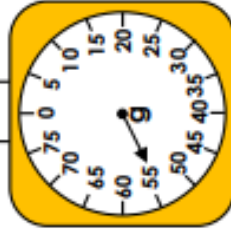
Two children have 913 marbles between them. Jay has 167 more than Abi. How many does Abi have?



Measure Mass 1

Measure Mass 1

1a. If two cupcakes weigh the same as one apple, draw an arrow on the scale to show the weight of the apple.

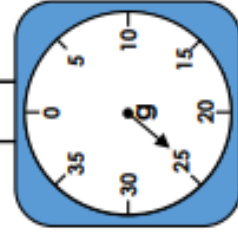


PS

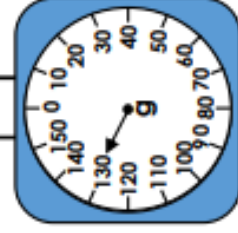
2a. Matt is making a pie. He needs 30g of butter and 150g of chicken.



Butter



Chicken

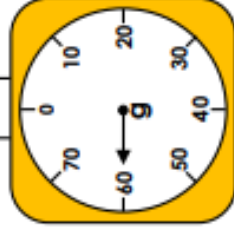
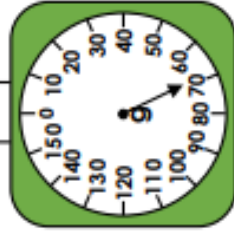


How much more of each ingredient does he need?



PS

3a. Hafsa is weighing different items. She says the pear is heavier because the arrow on the scale is further around.

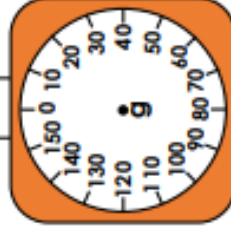
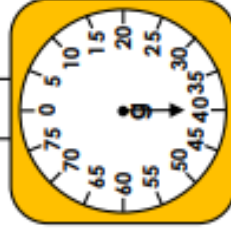


Is she correct? Explain how you know.



R

1b. If two bananas weigh the same as one pear, draw an arrow on the scale to show the weight of the pear.

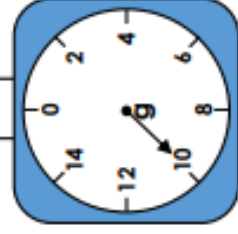


PS

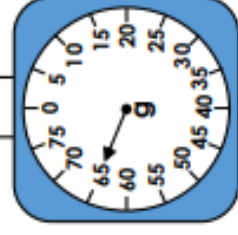
2b. Tegan is making a salad. She needs 20g of lettuce and 70g of cucumber.



Lettuce



Cucumber

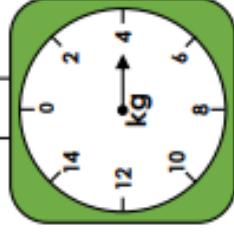
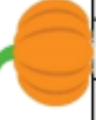


How much more of each ingredient does she need?



PS

3a. Gabriel is weighing different items. He says the pumpkin is lighter because the arrow on the scale is closer to zero.



Is he correct? Explain how you know.

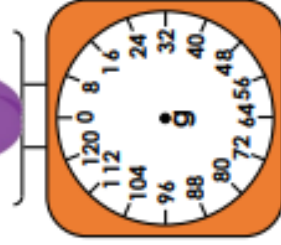
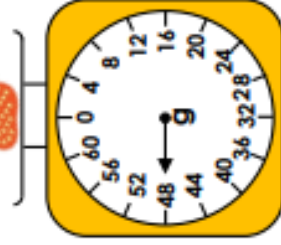


R

Measure Mass 1

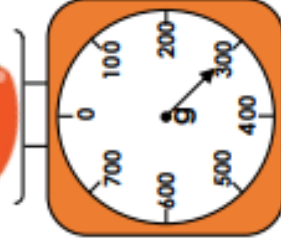
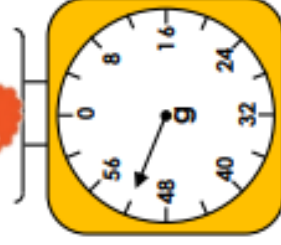
Measure Mass 1

4a. If two strawberries weigh the same as one plum, draw an arrow on the scale to show the weight of the plum.



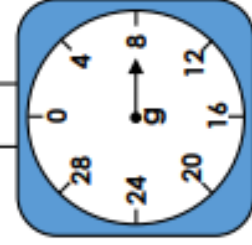
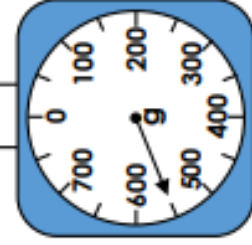
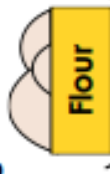
P5

4b. If two raspberries weigh the same as one chilli, draw an arrow on the scale to show the weight of the chilli.



P5

5a. Reema is making a bread. She needs 650g of flour and 10g of salt.

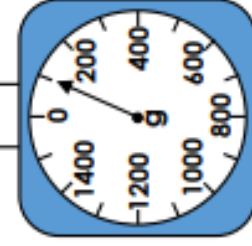
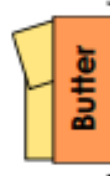
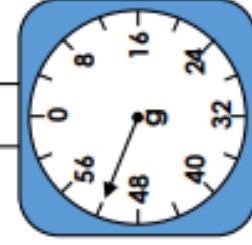


How much more of each ingredient does she need?



P5

5b. Jackson is making biscuits. He needs 60g of sugar and 200g of butter.

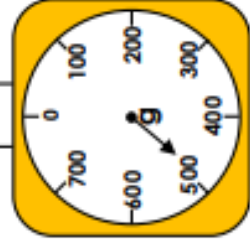
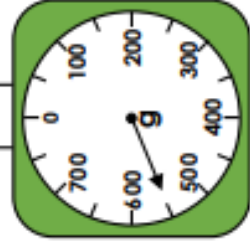


How much more of each ingredient does he need?



P5

6a. Steph is weighing different items. She says the potatoes are heavier because the arrow on the scale is further away from zero.



Is she correct? Explain how you know.



R

6b. Sean is weighing different items. He says the melon is lighter because the arrow on the scale is closer to zero.



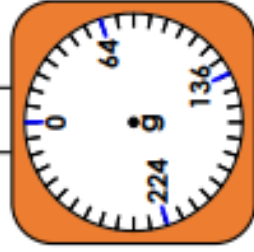
Is he correct? Explain how you know.



R

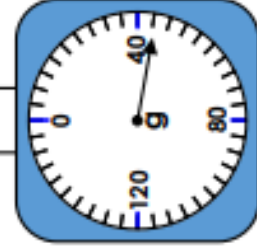
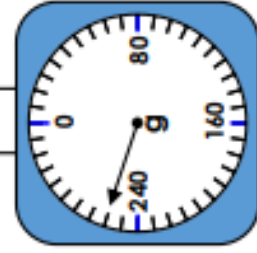
Measure Mass 1

7a. If two lemons weigh the same as one orange, draw an arrow on the scale to show the weight of the orange.



PS

8a. Ruth is making a sauce. She needs 280g of tomatoes and 60g of peppers.



How much more of each ingredient does she need?



PS

9a. Alice is weighing different items. She says the pears are heavier because the arrow on the scale is further away from zero.



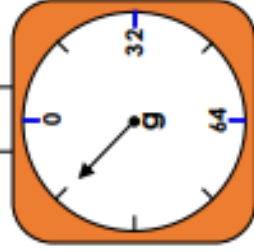
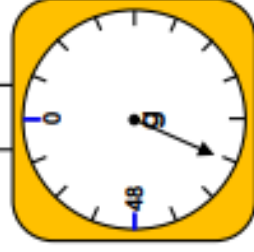
Is she correct? Explain how you know.



R

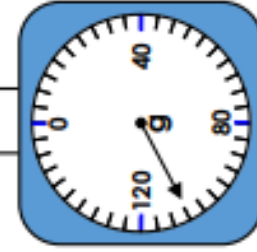
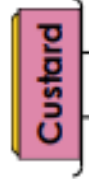
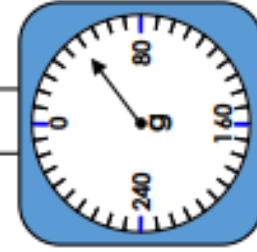
Measure Mass 1

7b. If two cupcakes weigh the same as one tomato, draw an arrow on the scale to show the weight of the tomato.



PS

8b. Keenan is making a dessert. He needs 60g of sugar and 120g of custard.



How much more of each ingredient does he need?



PS

9b. Josh is weighing different items. He says the bananas are lighter because the arrow on the scale is closer to zero.



Is he correct? Explain how you know.



R

Child 1

A day in the life of Shanta in Bangladesh



At just eight years old, Shanta already knows what she wants to be in the future. 'I want to become a doctor,' she says, 'because doctors can save human lives.'

Shanta is a remarkably well-spoken and calm child. She lives with her parents in a tiny house made of tin in Bangladesh.

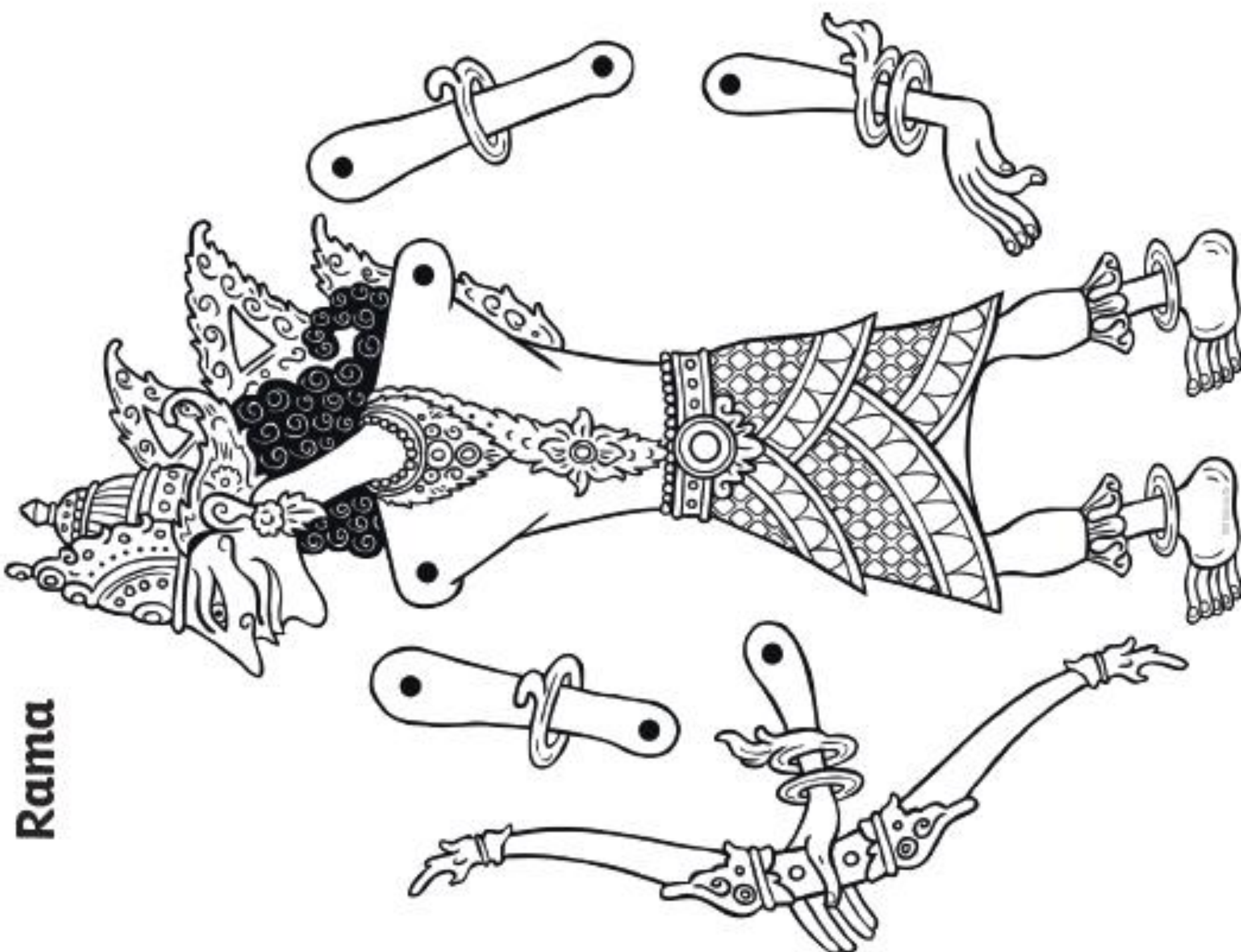
'I wake up at 6am every morning,' she says. 'Then I wash my face and get ready to attend a private tutor by 6.30am.' After returning home at 8am, she helps her mother around the house for half an hour. She then plays with her friends for a while, until school starts at 11am.

Shanta's favourite subject at school is Bangla, her native language. Her teachers have already singled her out as an outstanding student and have high hopes for her future. 'She is attentive in the class and very punctual.'

Shanta and her mother regularly take part in World Vision's Child Forums, which promote and discuss child wellbeing. Issues like the importance of education, the disadvantages of early marriage and dowries, the threat of child trafficking, child rights and health care feature prominently.

World Vision is also encouraging families to prioritise the education of girls and their participation in the community. Shanta's mother says, 'We never thought about a girl child's education. But now we are ready to face any difficulties to make her dream of becoming a doctor true.'

Her brother, Saddam, says Shanta loves to draw pictures with coloured pencils and dance. Every day after school, Shanta returns home to play with her friends. 'I usually play skipping and dolls with my friends at our home-yard,' Shanta says.



Rama

Profile: Four Children From Around the World

School

Family

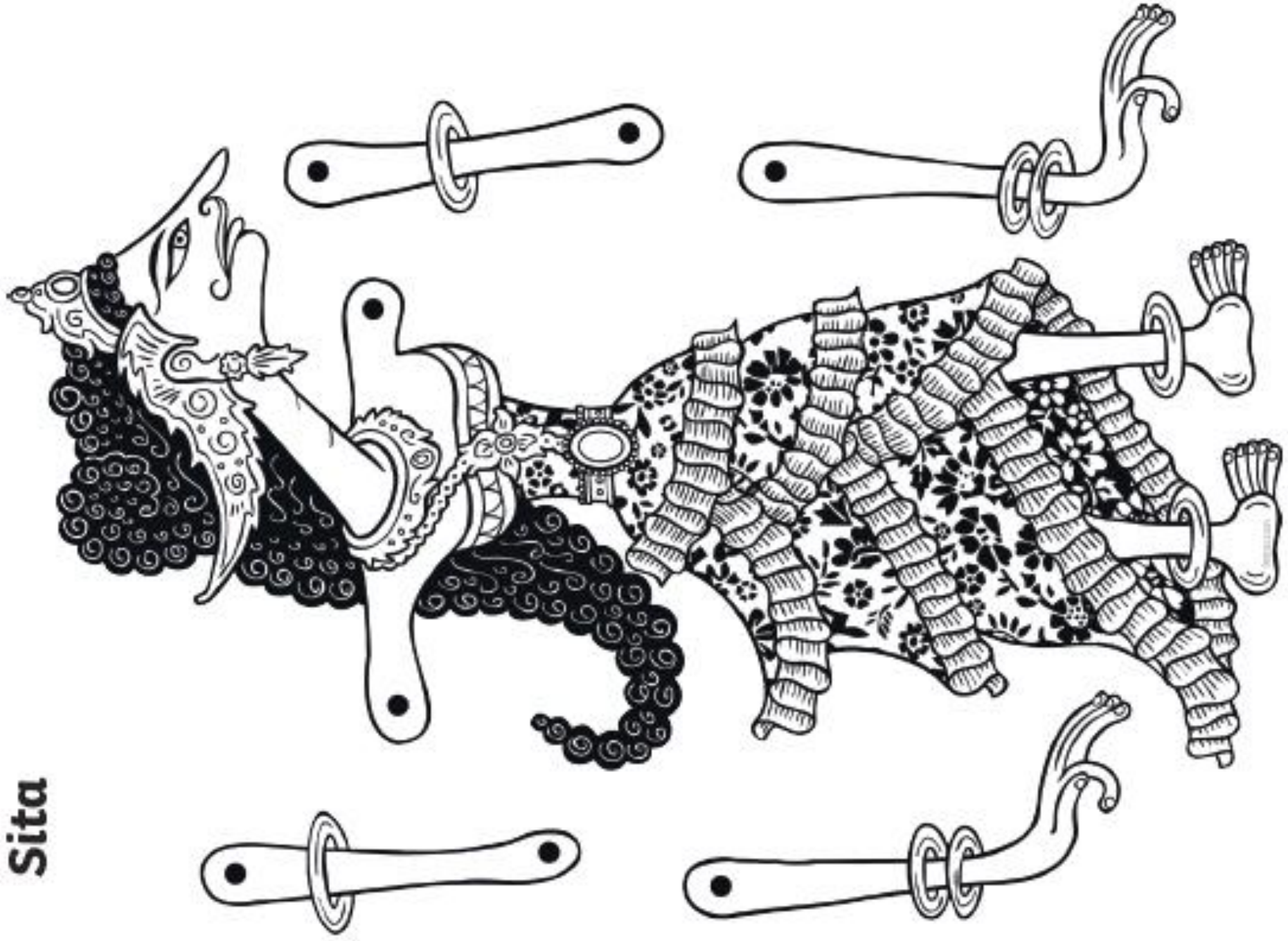
Food/meals

Games

Housing

Shanta from
Bangladesh

Sita



Child 3

A day in the life of Myagmargarig in Mongolia



Myagmargarig is 10 years old and lives with his sisters, parents, cousins and grandfather in a sparsely decorated house in Mongolia.

It's another chilly morning as Myagmargarig's grandfather puts more wood into the stove to heat up the house. At 8.35am, Myagmargarig gets up from the mattress on the floor that he shares with his cousin Temuujin. He wraps up the bed sheets, neatly puts them in the wardrobe and dresses quickly.

There is no bathroom or sink in the house. Instead, a big bucket sits by the front door to keep water for hand washing. Myagmargarig pours water on his hands to clean his face.

Myagmargarig's mother Ariunjargal usually prepares his breakfast. But today she has had to take his little sisters to the doctor in a hurry as they had a high fever the night before. So Myagmargarig cuts a few slices of bread and butter and boils herbal tea. After eating, he turns on the television. 'I like cartoons; I like *Simba* (The Lion King).'

World Vision Mongolia has built a dormitory near Myagmargarig's school in cooperation with the local council. 'It's a great investment,' says Gantsetseg Dolgorsuren, the school principal. The dormitory is open to students from rural areas who cannot attend school regularly due to the distance from their homes. Currently, 80 students live in the dormitory during the school term.

Myagmargarig is in fourth grade and there are 24 children in his class. He studies Mongolian, mathematics, physical education and science. Today in one of his classes he's playing chess. He has three wins and two defeats.

After class, it's time for lunch. A new law has been introduced recently, and now all school children receive lunch at school, paid for by the government. Myagmargarig has a bun and tea.

At 5pm Myagmargarig's mother prepares dinner with the help of his grandfather. She and her husband grow and sell vegetables for income. When they first moved in together, their vegetable crop failed. 'We didn't know what we were doing. We didn't have the technical skills for planting,' she says. They attended some training programs on how to grow vegetables. 'This is how we learned to plant all the vegetables we have now,' she says.

At 5.30pm Myagmargarig finishes school and joins his cousins and grandfather to collect wood to burn in the stove. After a quick hand wash and a snack, he begins his homework. His sisters' fever has improved, and they disturb his studies with constant questioning. Yet Myagmargarig still completes his assignment before dinner.

Lesson 9: Showing Compassion

Lesson Concepts

- Focusing attention on and listening to others can help you have empathy and show compassion.
- You can say kind words or do helpful things to show your compassion.

Key Words

Concern, cares, notices, compassion, appreciates

Objectives

Students will be able to:

- Demonstrate focusing-attention and listening skills in response to Scenarios
- Identify ways to show compassion for others in response to Scenarios
- Express appreciation for another person's concern in response to Scenarios

Materials

- CD player and *Sing and Step* CD
- Lesson Card 8
- Following Through Card 9
- Empathy poster
- Skills for Learning cards: Focus Attention, Listen (use others as needed)
- Lesson 9 Home Link

Why This Lesson Matters

Empathy helps students perceive and understand what others are feeling. This lesson focuses on the critical next step: putting empathy into action by showing compassion. One of the ways empathy makes a difference in the lives of students is by motivating them to use caring words and actions towards others. Students can channel their empathy into compassion to help peers feel less isolated, provide emotional support to peers in difficult circumstances, and strengthen friendships. Students who are bullied can experience fewer difficulties if other students are compassionate and show them support. Increasing students' ability to show compassion helps create a caring and positive school climate.

Story and Discussion



Show the photo. Here are **Cody and Raj**. **Cody** came to school on crutches today. He's telling **Raj** how he feels about missing the kickball game at recess.

1. Look at Cody. Think about how he feels about missing the kickball game. Give think-time. (Sad, disappointed, upset.) **How can you tell?** (Shoulders slumped. Mouth turned down. Head hanging down.)

2. What Skills for Learning are helping Raj listen to Cody? (Focus attention, listen.) Review the Focus Attention and Listen cards. **Raj is focusing on Cody and listening carefully to what he's saying. He asks Cody questions to find out more. This shows he's listening and he cares.**

3. Refer to the Empathy poster. Connect how Raj is developing empathy for Cody with the speech bubbles. As Raj listens to Cody, he notices face and body clues that help him understand how Cody feels. He can also understand Cody's point of view since they've been playing kickball at recess for weeks. Raj understands what Cody feels. This is called ____ (empathy). Focusing attention and listening to Cody have helped Raj to have empathy. He wants to do something to show his concern.

4. Think about what Raj can say or do to show his concern. Give think-time. **Turn and tell your partner your ideas.** (Say kind things. Invite him to watch kickball. Stay inside with him.)

Caring about how others feel and showing concern for them is called 'compassion'. Compassion is empathy in action. Review the compassion bubbles on the Empathy poster.

Raj asks himself what he can do to help Cody feel better about missing kickball. He decides to ask the teacher if he can stay inside to play games with Cody. The teacher agrees, and Raj tells Cody.

5. How do you think Cody feels about Raj staying inside with him? (Happy, excited.) **What could Cody say to Raj to show he appreciates it?** ("Thank you. I appreciate it.") **Cody thanks Raj. They enjoy playing games together at recess. Cody has so much fun, he almost forgets he hurt his leg!**



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What would it be like to live in a different place?

After watching Charlotte's Story complete the tables below.

Write the natural and human features Charlotte talks about in the table below.

Natural Features	Human Features

What are the natural and human features where you live? List them below.

Natural Features	Human Features

Name some features which are the same for where you live and Charlotte lives.

Name some features which are different.

Child 4

A day in the life of Margaret in Uganda



Margaret is eight years old. She lives with her parents and eight brothers and sisters in Uganda.

She gets up early so she can help her mother with chores. 'When you wake Margaret up in the morning, she doesn't want to wake up,' says her mother Sarah jokingly.

Margaret fetches water from the bore hole nearby and washes the dishes. Then she gets ready to walk to school, which is 3km away. School starts at 8am.

Margaret has many friends at school. 'My best friend is called Penny but she doesn't live close by. I also play with Silvia. My favourite game is dodge-ball. I play at home and at school. I play with my friends. Margaret tries her best to win at dodge-ball but she says Penny is unbeatable.'

Of course, there is more to school than playing. 'I don't like mathematics. English is my favourite subject,' she says. 'I want to become a teacher when I grow up. I want to teach children.'

When Margaret gets home from school, she eats lunch and attends to the animals. Her family are farmers, and have a pig, six chickens, five goats and two cows. They grow maize, cassava (a staple in Uganda) and sweet potato.

Margaret's whole family helps out on the farm, especially during the busy times, like when the crop is planted in March or April and harvested around late July.

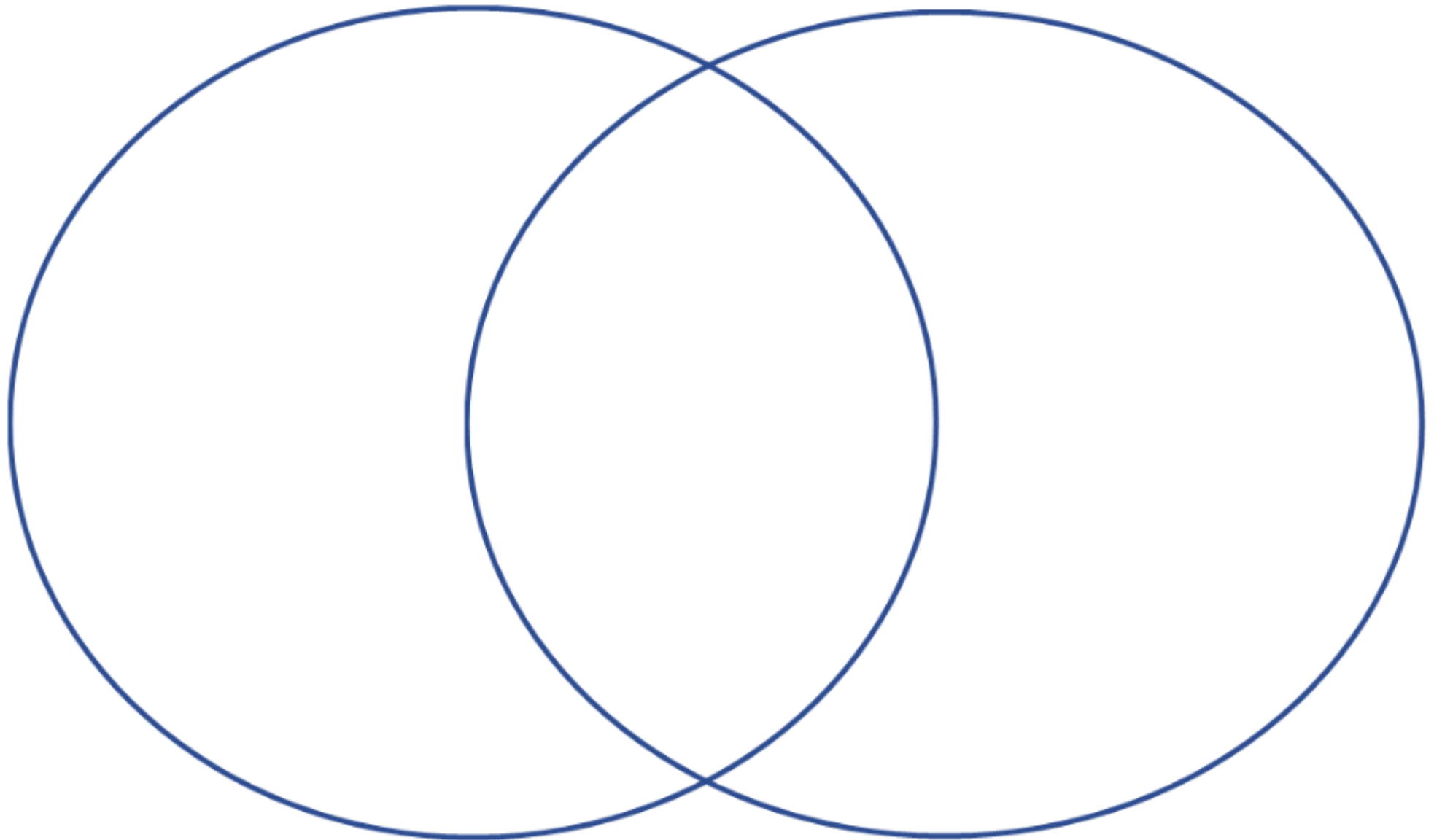
When the vegetables are sold, the family uses some of the money to buy animals, which are vital assets in poor communities. They were recently also able to buy a bicycle, which has greatly assisted them when fetching water. They have also used the bike when they've needed to go to the hospital.

They dry some of the food and store it in sacks, so they won't run out and find themselves in trouble in the harder months.

'We are planning for our children,' says Sarah. 'We send them to school. I hope they will be employed.' She and Margaret's father didn't have the same opportunities for education that their children now have. They were each only able to stay in school for a few years.

Venn Diagram

In the left circle, write things that are different about Margaret's life. In the right circle, write the things that are different about your life. In the centre, where they overlap, write the things that you have in common with Margaret.



PBL TASK:

Turn in task

ILHAN IN INDONESIA

What direction is Indonesia from Australia? _____

What is the main form of transport in Ilhan's neighbourhood? _____

Why do you think it is the main form of transport?

What were 3 things Ilham and the children in the neighbourhood enjoyed doing?

1. _____

2. _____

3. _____

What religion was Ilham's family and what was the religious holiday they were in?

Thinking about these things how was Ilham's life different to yours and how was it similar. Write down what you observed for each of the items in the table.



Item	Different	Similar
Ilhan's school		
Ilhan's home		
buying food		
Mealtime		

