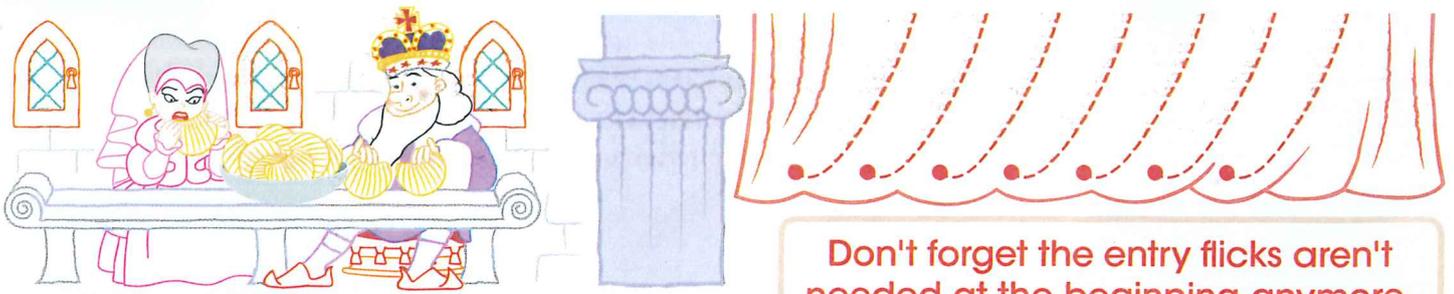


Diagonal joins



Don't forget the entry flicks aren't needed at the beginning anymore.

Rewrite these letter pairs with diagonal joins.

au → au au

tu

zi

hp

ej

cy

mr

Circle the mistakes in these diagonal joins, and practise rewriting the words correctly.

lump bump

chip chip

king king

tummy tummy

I can complete missing number calculations.

$2 \times \underline{\quad} = 10$

$2 \times \underline{\quad} = 8$

$2 \times \underline{\quad} = 16$

$2 \times \underline{\quad} = 12$

$2 \times \underline{\quad} = 14$

$2 \times \underline{\quad} = 2$

$2 \times \underline{\quad} = 4$

$2 \times \underline{\quad} = 0$

$2 \times \underline{\quad} = 0$

$2 \times \underline{\quad} = 0$

$2 \times \underline{\quad} = 18$

$2 \times \underline{\quad} = 12$

$2 \times \underline{\quad} = 14$

$2 \times \underline{\quad} = 16$

$2 \times \underline{\quad} = 16$

$2 \times \underline{\quad} = 8$

$2 \times \underline{\quad} = 0$

$2 \times \underline{\quad} = 20$

$2 \times \underline{\quad} = 0$

$2 \times \underline{\quad} = 18$

$2 \times \underline{\quad} = 4$

$2 \times \underline{\quad} = 4$

$2 \times \underline{\quad} = 2$

$2 \times \underline{\quad} = 12$

$2 \times \underline{\quad} = 20$

$2 \times \underline{\quad} = 16$

$2 \times \underline{\quad} = 2$

$2 \times \underline{\quad} = 10$

$2 \times \underline{\quad} = 6$

$2 \times \underline{\quad} = 8$

$2 \times \underline{\quad} = 6$

$2 \times \underline{\quad} = 10$

I can complete 2 times table calculations.

$0 \times 2 = \underline{\quad}$

$1 \times 2 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

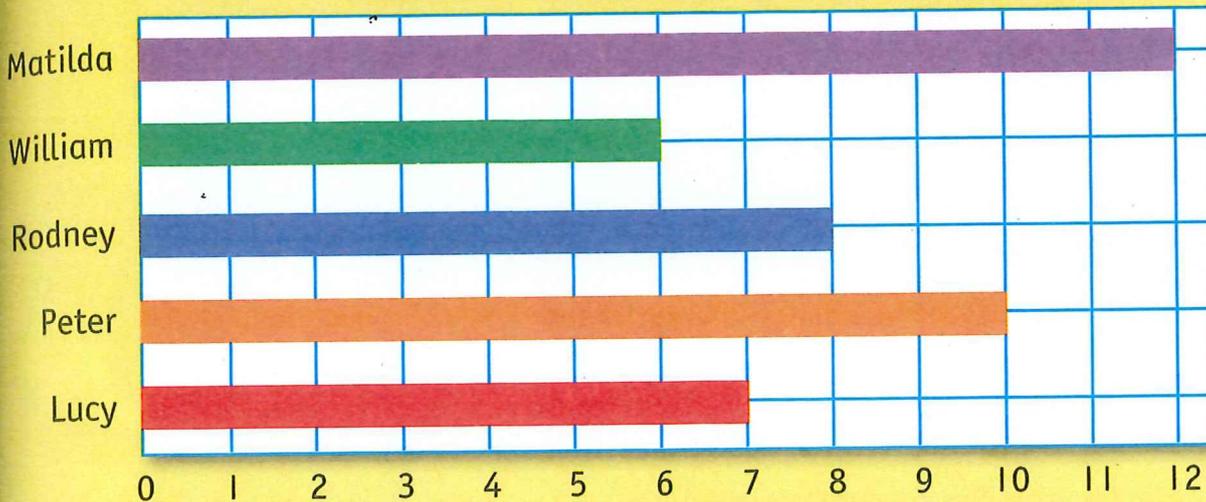
$10 \times 2 = \underline{\quad}$

# Graphs



Data

## Hours of Homework for the Week



- 1 a How many students compared homework? \_\_\_\_\_
- b Write the label for the bottom numbers. \_\_\_\_\_
- c Who did the most homework? \_\_\_\_\_
- d Who did the least homework? \_\_\_\_\_
- e Who did 8 hours of homework? \_\_\_\_\_
- f Name two students who did more homework than Lucy?  
\_\_\_\_\_



- 2 Draw a picture graph to show the same information. Use one clock to show one hour. Label your graph clearly.



## YEAR 3 READING

Read *How to play SPUD* on page 4 of the magazine and answer questions 12 to 17.

12 The text says a game of SPUD needs at least

- four players.
- five players.
- six players.
- seven players.

13 The winner is the player who

- catches the ball first.
- does not spell SPUD.
- is the first to spell SPUD.
- throws the ball the furthest.

14 When the player who is *It* calls your name, what must you do first?

- take three steps
- throw the ball
- get the ball
- run away

15 Which of these changes would make the game last longer?

- spelling a word with more letters
- making the playing area smaller
- playing with fewer people
- having more than one *It*

16 Which picture best matches Rule 5?



- 
- 
- 
- 

17 You could even play SPUD on a netball court.

Where would this information belong in this text?

- What you need*
- Setting up a playing area*
- Aim of the game*
- Rules of the game*

# How to play

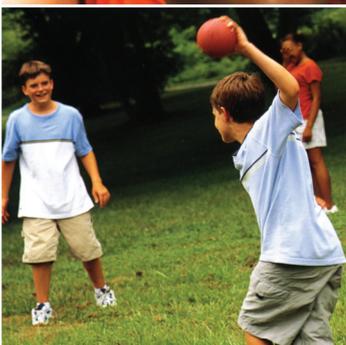
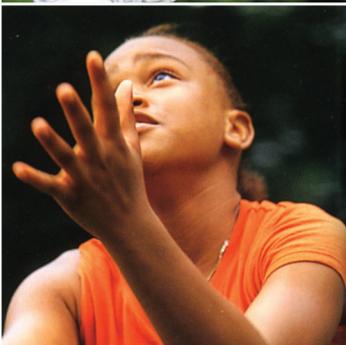
# SPUD

What you need	Setting up a playing area	Aim of the game
<ul style="list-style-type: none"><li>• five or more players</li><li>• a soft rubber ball</li><li>• a clear space outside</li></ul>	Choose trees, fences, footpaths or buildings to mark the edges of a playing area.	To be the last player in the game. (You are out as soon as you spell the word <b>SPUD</b> .)

## Rules of the game

1. Pick a player to start with the ball. The player with the ball is called *It*.
2. *It* stands in the middle of the playing area with the ball. All the other players gather around.
3. *It* tosses the ball into the air, and calls another player's name. This player is now *It* and has to get the ball. Everyone else runs away.
4. *It* yells '**SPUD!**' as soon as *It* gets the ball. Everyone else has to freeze.
5. Then *It* takes three giant steps towards another player, and throws the ball at that player's feet. The other player must not move, even if there's a chance of being hit by the ball.
6. If *It* hits the other player, or if that player moves, then the player gets a letter (**S** first), and becomes *It*.  
If *It* misses, then *It* gets a letter and stays *It*.
7. The first letter for a player who is hit is **S**, the second letter is **P**, and so on. Any player who has spelled **S-P-U-D** is out.

The winner is the last player in the game.



**Suffixes ed, ing**

★ Hint 9

8 Rewrite the words using **ed** and **ing**.

	flick	flip	flop
ed			
ing			

9 Rewrite the words from the brackets using **ed** or **ing**.

I \_\_\_\_\_ myself to cool down.

[fan]

The birds are \_\_\_\_\_ their wings.

[flap]

I'm going \_\_\_\_\_ with my friend on Friday.

[fish]

Aunty Fay \_\_\_\_\_ the heavy crate of seeds.

[lift]



**Suffix ful**

10 Write the words from the box to match the meanings.

The suffix **ful** means *full of or having*.

full of care \_\_\_\_\_ full of joy \_\_\_\_\_  
 full of fear \_\_\_\_\_ full of hope \_\_\_\_\_  
 full of power \_\_\_\_\_ full of thanks \_\_\_\_\_

joyful      fearful  
 careful      thankful  
 hopeful      powerful

11 Rewrite the words adding the suffix **ful** to match the examples.

pain    respect    colour    play

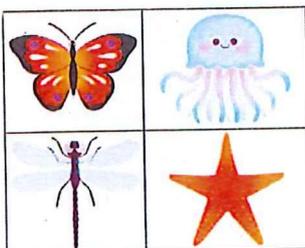
help    cheer    peace    waste

a new puppy \_\_\_\_\_  
 using manners \_\_\_\_\_  
 a field of flowers \_\_\_\_\_  
 stubbing your toe \_\_\_\_\_

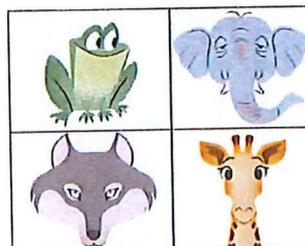
a happy friend \_\_\_\_\_  
 throwing out food \_\_\_\_\_  
 washing the dishes \_\_\_\_\_  
 relaxing in a quiet park \_\_\_\_\_

**Challenge**

Write the animal names in alphabetical order. All the names have **ff** or **ph**.  
 Use a dictionary to check your spelling.



1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_



1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

## Year 3 Wk 8 & 9

Lesson/project objectives: Create an asymmetrical artwork looking at both the Australian Boab Tree and the Japanese Cherry Blossom Tree, using Aboriginal colours (earthy colours; red, black, orange, brown) and Japanese colours. (Red, white black/brown)

Materials/ mediums needed: Paper, lead pencil, texta/paint/coloured pencils

**STEP 1.** Draw half of a Boab tree and half of a cherry blossom tree to make one tree. Use the example below or find your own via internet.

**STEP 2.** On the Boab Tree side, add aboriginal colours and patterns, exploring different lines and dots.

**STEP 3.** On the Cherry Blossom side, add only red, white and black/brown.

**HAVE FUN!**

